Arizona

Arizona Department of Education
Exceptional Student Services

IDEA Part B
Indicator 17: State Systemic Improvement Plan, Phase III, Year 3
April 2, 2018-April 1, 2019

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Introduction

The Arizona Department of Education (ADE) currently supports over 600 public education agencies (PEAs). Arizona PEAs serve students in grades K-12 and are comprised of over 200 public school districts, over 400 charter holders, and 13 Joint Technological Education Districts. Arizona also has county and regional education service centers throughout the state, as well as multiple secure care educational facilities. Arizona is a state with a focus on decision making at the local level. Accordingly, the State Education Agency (SEA) supports PEAs and monitors compliance with federal and state law. The SEA does not, however, dictate how PEAs ensure compliance with the law or specific strategies, curriculum, etc. to promote student success. Arizona is home to approximately 90,000 certified teachers, with 50,000 working in traditional K-12 schools and 10,000 in charter schools. Arizona state law does not require charter school teachers, other than special education teachers, to be certified. It is also important to note that current Arizona State Statute and State Board of Education Rules allow for the provision of specially designed instruction by non-special education teachers. Arizona charter schools are considered PEAs and are managed independently, much like traditional school districts. Based on October 1 student counts from the 2017-2018 school year, 1,108,287 students attended publicly funded K-12 schools in Arizona. Based on 2018-2019 school year census data, 12.7% of students in all race/ethnic groups were identified as students with disabilities.

An elected State Superintendent of Public Instruction leads the ADE with the support of an appointed Chief of Staff and Deputy Superintendent of Operations. There are eight divisions within the agency including: Business and Finance, Communications, Policy Development and Government Relations, Information Technology, Student Achievement and Educator Excellence, Health and Nutrition Services, High Academic Standards for Students, and Highly Effective Schools. The Exceptional Student Services (ESS) section is housed within the Division of Highly Effective Schools and is comprised of four units: Program Support and Monitoring (PSM), Operations, Special Projects, and Professional Learning and Sustainability (PLS) (appendix A).

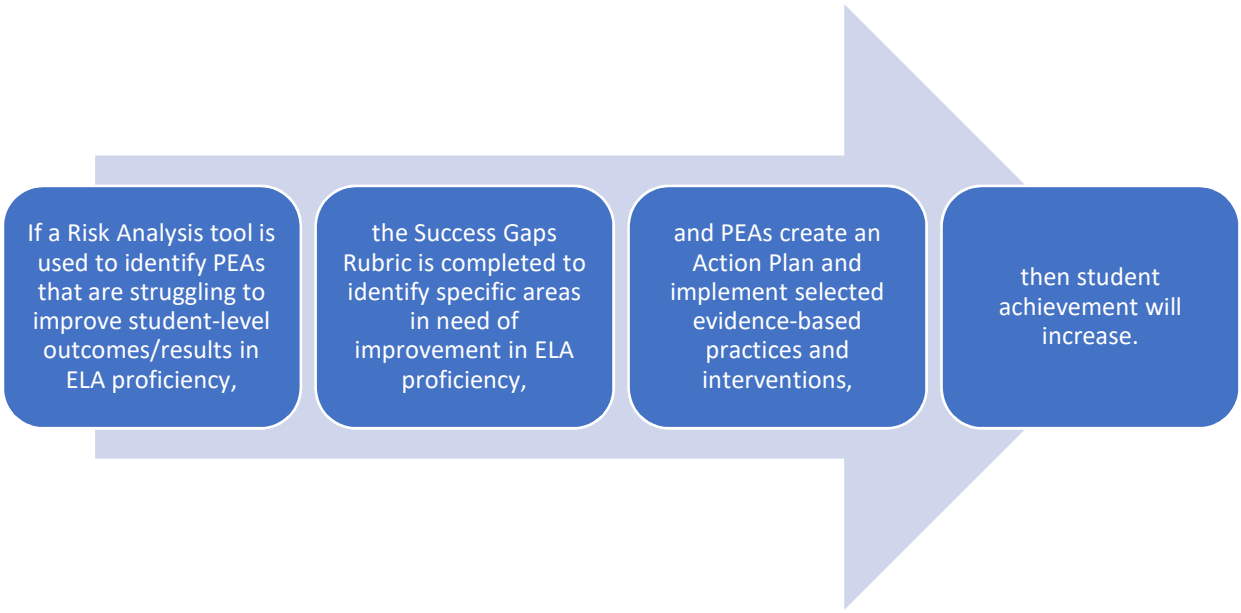
The remainder of this report provides information on the implementation of the State Systemic Improvement Plan (SSIP) in Arizona and is focused specifically on the progress in implementation and results of evaluation during Phase III, Year 3.

A. Summary of Phase III

Theory of Action

The Theory of Action (figure 1) remains the same from last year. It demonstrates a straightforward process to achieve improvement in student-level results. Both cohorts of SSIP PEAs were targeted utilizing the Risk Analysis tool. Both cohorts completed the Addressing Success Gaps: Indicators of Success Rubric from the IDEA Data Center with their leadership teams. Cohort 1 PEAs updated rubrics and action plans from the previous year. After analyzing the results of this rubric, PEAs select relevant interventions and professional development opportunities to address their needs. Once intervention activities have been completed, student achievement should increase, thereby meeting the State Identified Measurable Result (SIMR). PEAs are responsible for completing intervention activities and increasing student achievement. PSM specialists conduct updates with the PEA regarding the action plan progress and data results. The SEA will shift in year three of the PEA's SSIP Action Plan to a supportive role.

Figure 1 – Theory of Action



The Theory of Action model demonstrates how state-level actions create change at the district level, thereby creating change at the school level and impacting student achievement. Teachers are empowered to implement evidence-based and effective English Language Arts (ELA) strategies in the classroom, thereby increasing student achievement in ELA. Arizona is setting the stage for targeted interventions by first identifying PEAs that have risk, as determined by the Risk Analysis tool, and an identified need in ELA proficiency. The SEA provides these PEAs with the structured facilitation and support needed to self-assess using the Success Gaps Rubric and accurately identify individual needs while allowing flexibility for the PEA to self-identify areas of need and possible solutions. The SEA monitors progress and provides feedback to PEAs on SSIP implementation multiple times throughout the school year. The SEA ensures increased leadership capacity for PEA members, as well as PEA-

identified meaningful literacy interventions, which are more likely to be implemented with fidelity and sustained over time. Structured facilitation and coaching from ADE/ESS Program Support and Monitoring (PSM) specialists who are trained in action plan creation and implementation will assure the integrity of implementation with individualized support for PEA staff. Because of the variety of supports, staff members participating in improvement activities will increase their skills, knowledge, and application of evidence-based practices (EBP) in the identified areas of need. Additionally, supports are offered to PEAs through Professional Learning and Sustainability (PLS) in positive behavior supports and Tier 1 instruction for literacy, with an additional support being developed through Title II. Increased staff capacity and implementation of EBPs will increase student achievement.

SSIP Targeted PEAs

Currently, the SEA has targeted two cohorts of PEAs (28 total) for State Systemic Improvement Plan (SSIP) implementation (see figure 2 below). Targeted PEAs include charters and districts in all regions of the state that have varying populations of students with disabilities in grades 3-5 (see figure 3 below). Cohort 1 is comprised of eighteen PEAs targeted using the Risk Analysis Tool (RA) (appendix B). The RA is part of the ADE/ESS monitoring system and is based on multiple compliance- and outcome-based indicators (appendix C) and was used to identify PEAs that exhibited risk as determined by a score of 87% and below and with an identified need in ELA proficiency. During FFY 2017, Cohort 1 PEAs participated in self-assessment (monitoring and action planning based on validated self-reported file reviews) or on-site monitoring (monitoring and action planning based on on-site file reviews) activities, as differentiated in the SEA's monitoring system.

Figure 2 - SSIP PEAs by Cohort (Cohort 1 targeted in 2016-2017 school year, 2nd year of implementation) (Cohort 2 targeted in 2018-2019 school year, 1st year of implementation)

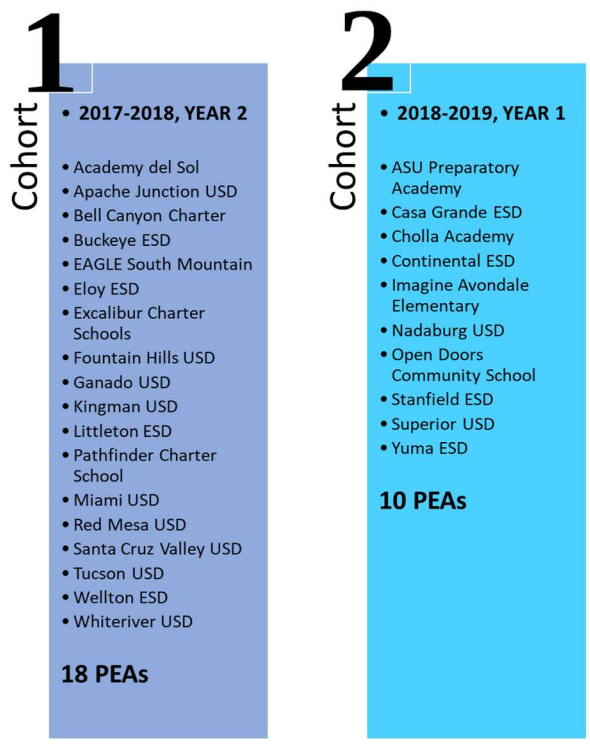
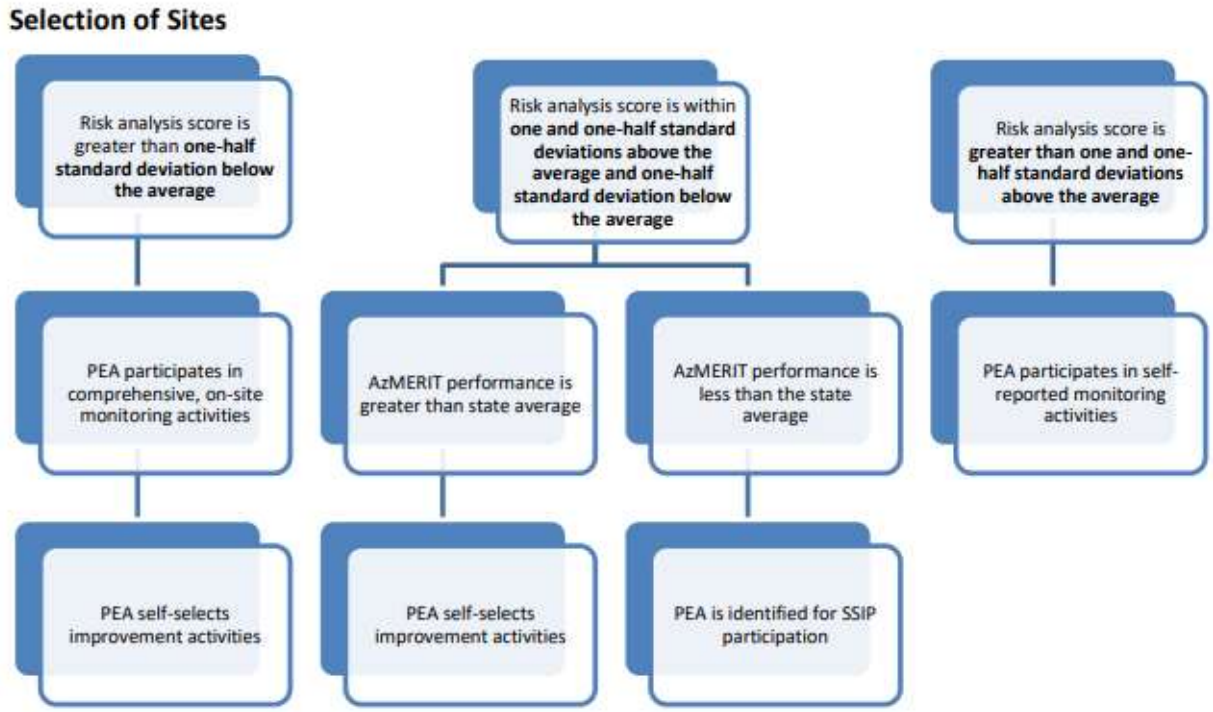


Figure 3 - Distribution of SSIP PEAs by Cohort

During the SSIP year (April 2018-March 2019), Arizona targeted ten additional PEAs (Cohort 2) for implementation as a part of a scaling-up of the SSIP. Action Plan Scoring Guide results, AzMERIT, Arizona's state-wide achievement test, proficiency scores, specialist knowledge of the PEAs' capacity, and survey data of Cohort 1 PEAs indicated a lack of internal capacity and systems in some targeted PEAs. Therefore, Arizona decided to take a different approach in identifying PEAs for SSIP implementation for Cohort 2. Data from Cohort 1 demonstrated that PEAs targeted for SSIP and placed in an on-site monitoring (the most supportive of the three monitoring types designated within the differentiated monitoring system) (appendix D) were less likely to have the internal capacity to implement systemic change. PEAs participating in a Self-Assessment monitoring were targeted for Cohort 2. Participation in self-assessment monitoring activities suggests that a PEA likely possesses the internal capacity to implement systemic change. Cohort 2 PEAs fell below the SIMR targeted ELA proficiency of 12.99% on their FFY 2016 AzMERIT ELA scores and served a population of ten or more students with disabilities in grades 3-5 (see figure 4). During the first year of SSIP implementation for each cohort, PEAs were in year four of the six-year monitoring cycle (appendix E). All Cohort 2 PEAs participated in self-assessment monitoring with the exception of one PEA that was changed to an on-site monitoring based on the specialist's knowledge of the PEA's internal systems (appendix F).

Figure 4 – SSIP PEA Selection



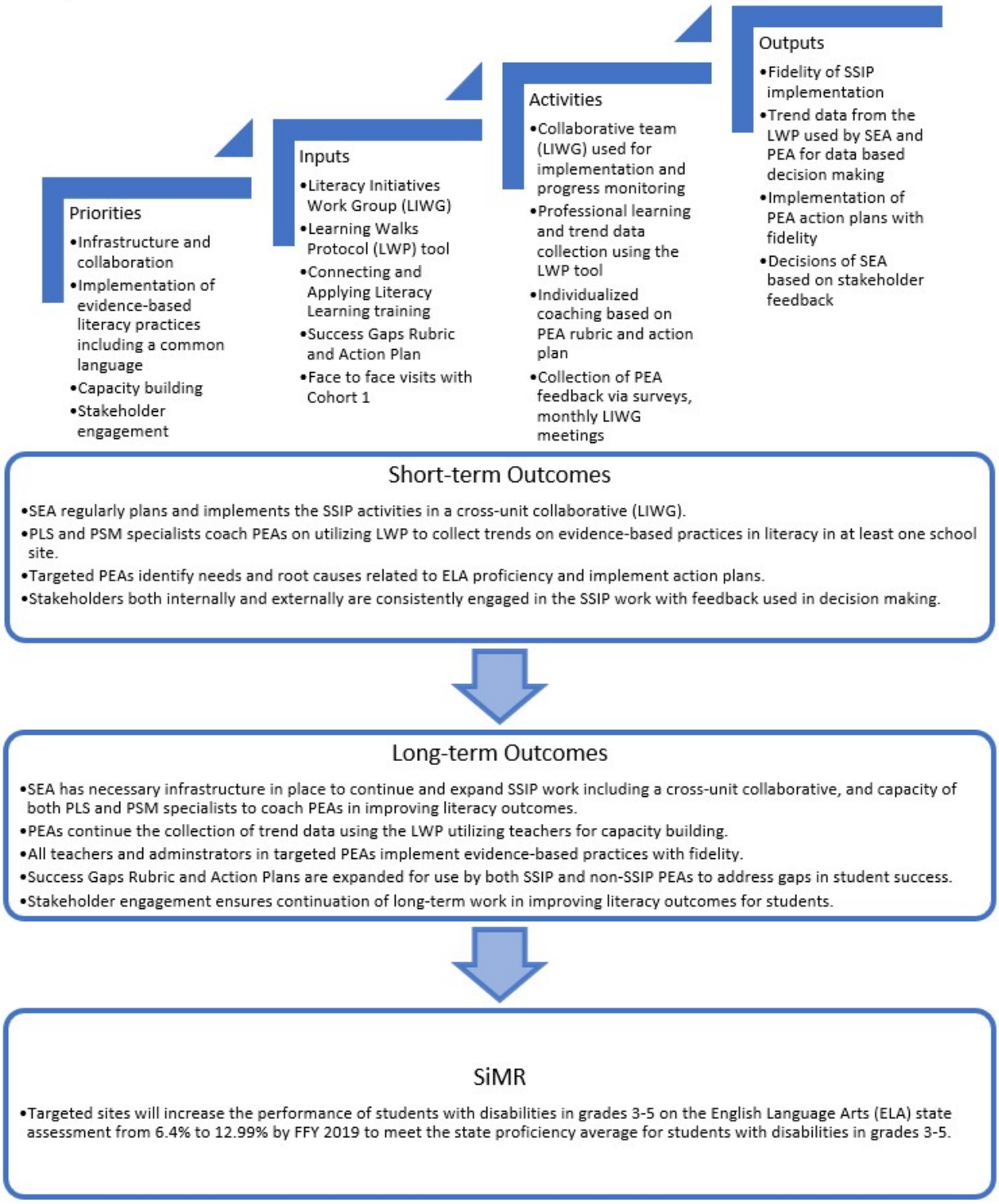
PSM specialists assist PEAs in preparing for monitoring with annual on-site visits. Arizona mandates the use of PEA data to create the Risk Analysis score that determines the level of monitoring. These data are also used during monitoring activities and the subsequent Corrective Action Plan. Each year, RA data may transfer any PEA into Year 4 monitoring activities and the SSIP process. RA data are used as comparison points with the evidence column on the Success Gaps Rubric. Arizona made this addition in an effort to customize and enhance the IDEA Data Center (IDC) tool (appendix G).

While the SSIP activities are not directly related to monitoring, embedding the SSIP process into the monitoring system allows Arizona to ensure SSIP participation and enforcement of SSIP timelines (appendix H) for PEAs. The SEA has procedures for utilizing enforcement actions as outlined in the monitoring system, thus providing additional incentive for PEAs to meet all SSIP requirements. As such, the monitoring system serves as a vehicle for requiring SSIP activities as compulsory, rather than as optional actions.

Logic Model

The format and content of Arizona's Logic Model (figure 5) has been updated with feedback from the cross-collaborative Literacy Initiatives Work Group (LIWG) and technical assistance providers. An update was necessary in order to reflect continuation of implementation activities and to address concerns with formatting. Inputs, activities, outputs, and outcomes required updates that reflect current implementation and shifting priorities.

Figure 5 – Arizona's Logic Model – Revised February 2019



State Identified Measurable Result

The SIMR for Phase III, Year 3 is unchanged from last year and is a multi-year goal. It reads as follows:

Targeted PEAs will increase the performance of students with disabilities in grades 3–5 on the English/Language Arts (ELA) state assessment from 6.4% to 12.99% by FFY 2019 to meet the State proficiency average for students with disabilities in grades 3–5.

Table 1 – State Identified Measurable Result

	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Targets	6.4%	7.9%	9.4%	10.9%
Actuals	6.4%	7.8%	7.9%	TBD
Statewide	12.99%	14.82%	14.97%	TBD

The SIMR has been updated to include AzMERIT data for SSIP targeted schools in Cohort 1 from FFY 2017. While student outcomes have yet to achieve targeted improvements, the SEA is observing positive change over time.

The baseline for the SIMR in FFY 2015 was based on the Cohort 1 SSIP PEAs proficiency scores on AzMERIT, which was 6.4%. The statewide proficiency data on AzMERIT in FFY 2015 was 12.99%, which was used as the target for Cohort 1 PEAs. Targets were increased incrementally each year to show progress toward the 12.99% target. Statewide data for ELA for students with disabilities in grades 3-5 is also shown in table 1. Overall, we are seeing a steady increase in student literacy outcomes in SSIP targeted PEAs (Cohort 1), as well as for students with disabilities throughout the state.

Coherent improvement strategies or principle activities employed during the year (including infrastructure improvement activities)

Arizona has implemented many key activities over the past year.

- In order to address concerns with the infrastructure of the agency and to increase collaboration with internal stakeholders, ESS formed the Literacy Initiatives Work Group (LIWG) in April 2018. Currently, LIWG members include the Deputy Associate Superintendent of ESS and the Directors of Program Support and Monitoring, Professional Learning and Sustainability (PLS), and Operations. LIWG members also include specialists from PSM, the State Personnel Development Grant (SPDG), literacy, the SPP-APR Coordinator, the PLS Lead Specialist, and the SSIP Coordinator. The LIWG has been fundamental in providing critical feedback throughout the implementation year as an internal stakeholder group. Monthly LIWG meetings provide a format to share, discuss, and implement plans, progress, and future SSIP activities.
- A collaboration was formed between Program Support and Monitoring (PSM) and Professional Learning and Sustainability (PLS) specialists in order to facilitate the Learning Walks Protocol (LWP) (appendix I) and the Connecting and Applying Literacy Learning (CALL) project (appendix J). The Core Literacy Group was also established. This group consists of the Directors of PSM and PLS, the ESS Literacy specialists, and the SSIP Coordinator. The Core Literacy Group addresses more pressing concerns that are later shared out with the larger LIWG. The LIWG is also connecting to other units within the SEA, such as Title II in Culturally Inclusive Practices

(appendix K), K12 Academic Standards, and School Improvement. As concerns of poor literacy outcomes for students with disabilities are addressed, the SEA plans to continue this intra-agency collaboration as part of a larger vision to better support PEAs and students with disabilities in Arizona.

- PSM specialists have been trained in technical assistance provision including guidance, feedback, coaching, and the LWP tool for SSIP PEAs completing the Success Gaps Rubric and Action Plan, accessing resources to support their SSIP Action Plans, and in supporting PEAs in utilizing the LWP. The LWP reflects the principles of Universal Design for Learning (UDL), High Leverage Practices for special education (HLP), and evidence-based practices (EBP) in literacy (appendix L). The Learning Walks tool was introduced to PEA teams (which include, at a minimum, a special education administrator and a building-level administrator with the optional inclusion of literacy specialists, special educators, general educators, and ELL teachers) beginning with observing two exemplary teachers and then including those exemplary teachers in the process of collecting the data with the team in two more classrooms. Eventually, the LWP is turned over to teachers to continue building a common language and culture of literacy within the PEA. In this way, a PEA may see increased trends in the quadrants as the year progresses. The LWP quadrants are as follows: Inclusive Learning Environment, Instructional Practices, Student Interactions, and Student Engagement.
- Both Cohort 1 and 2 completed the Success Gaps Rubric and Action Plan and received feedback and technical assistance on the rubric and action plan through the scoring guide (appendix M) from the PSM specialists.
- The LIWG created multiple documents, a webinar, and an infographic (appendix N) for the ESS website and has met with external stakeholders. The LIWG also created and provided feedback on aligning the on-site monitoring observation tool (appendix O), the SPDG formative assessment tool, and the LWP tool.

Specific evidence-based practices implemented to date

The eighteen Cohort 1 PEAs participated in a fall 2018 and spring 2019 Learning Walks Protocol professional learning experience and collected data independently during the winter. The LWP is based on the research of inclusive learning environments, instructional practices, student interactions, and student engagement. The attributes were developed to reflect research-based practices that improve literacy outcomes primarily based on published works of Regie Routman, John Hattie, and Robert Marzano. The seven attributes in each LWP quadrant are also aligned to the High Leverage Practices of Special Education (HLP), Sheltered Instruction Observation Protocol (SIOP), and Universal Design for Learning (UDL).

The CALL Project was piloted on five campuses within the Tucson Unified School District (TUSD), the second largest school district in Arizona serving 45,477 students in Pre-K-12. In July 2018, five TUSD campuses with teams including administration, general and special education teachers, literacy specialists, and teachers of English Learners participated in a two-day institute that included the basic principles of CALL as well as the LWP. Intensive support has been provided throughout the school year for these schools in order to ensure that the additional modules are being implemented with fidelity.

The CALL Project is based upon Regie Routman's Transforming Our Teaching Through Reading/Writing Connections kit and book [1]. CALL goals are the following:

- To increase student learning by providing models of inclusive classroom environments and whole-part-whole instruction to maximize student engagement and interaction in meaningful and authentic reciprocal reading and writing processes.
- To assist school communities in establishing a self-sustaining teacher and school leader literacy residency through once a month all-school reflection, book studies, discussions, observations of videos in inclusive classrooms, and time for planning, applying, and transferring new literacy learning into immediate practice.

The CALL Project is designed for school teams to build literacy knowledge and facilitate literacy conversations with teachers and students. The professional learning takes place over a two-day institute, with intensive support provided throughout the first year of implementation and with options for completing additional sessions during the second year of implementation, with support as needed. All materials are provided, and teams will have all of the resources and knowledge needed to implement the CALL Project on their school campus.

Based on focus areas of PEA SSIP Action Plans, additional resources in evidence-based practices were provided to assist PEAs with accessing trainings in Culturally Inclusive Practices (CIP) (appendix K), Multi-Tiered Behavior Supports (MTBS) (appendix P), Multi-Tiered Systems of Support (MTSS) (appendix Q), and Teaching Reading Effectively (TRE) (appendix R).

Based on the Success Gaps Rubric and Action Plan, SSIP schools are being steered toward available supports within the SEA as they fit with PEA need. Currently, many PEAs have already or are planning to implement MTBS, MTSS, and TRE. Additionally, the CIP, the product of intra-agency collaboration with Title II, has drawn significant interest from SSIP targeted PEAs. CIP is currently being modified to specifically align with the cultural responsiveness and family engagement aspects of the Success Gaps Rubric in order to best meet the needs of our SSIP PEAs and students with disabilities.

Evaluation activities, measures, and outcomes

In an effort to assess progress towards the SIMR, ADE continues to collect data for proficiency percentages and the number of students tested for each year of the SSIP on the AzMERIT ELA assessment. Additionally, both cohorts submit mid-year and end-of-year benchmark data for students with disabilities in grades 3-5. Cohort 1 PEAs also provided mid-year and end of year benchmark data during the previous school year (FFY 2017). Arizona does not mandate benchmark testing; therefore, the SEA is only able to collect such data from PEAs that choose to implement benchmark testing.

Statewide and PEA specific trend data for instructional practices were collected for the LWP over fall, winter, and spring during the 2018-2019 school year. PEAs received LWP feedback following the supported fall and spring professional learning experiences facilitated by PLS and PSM specialists. The SEA has analyzed these data to support activities at the state and local levels, including implementation of professional learning opportunities and trends in literacy-based EBPs.

[1] https://www.stenhouse.com/literacyessentials[1]

Cohort 1 and Cohort 2 PEAs had the opportunity to submit overall survey data for their SSIP implementation and continued needs for support during school year 2018-2019. Cohort 1 PEAs also submitted survey data during FFY 2017. ADE used survey data to assess and reflect upon the SSIP and the fidelity of its implementation. Survey feedback was also utilized by PSM specialists to improve technical support and coaching practices for SSIP targeted PEAs.

Cohort 1 and Cohort 2 PEAs completed the Success Gaps Rubric and Action Plan and received feedback from ADE in November of FFY 2017 using a Scoring Guide. Feedback was also provided to Cohort 1 PEAs for comparison of Success Gaps Rubric ratings to those of the past year. Analysis of the Success Gaps Rubric over the two years demonstrates the efficacy of the PEA's action plan.

Overall, intended short-term outcomes outlined in the Logic Model have been achieved. The SEA regularly utilizes the LIWG for collaboration and decision-making, the LWP professional learning has been implemented with fidelity, SSIP PEAs have completed and updated the Success Gaps Rubric and Action Plan, and both internal and external stakeholders have been consistently engaged in the SSIP work.

Long-term outcomes will continue to be achieved as the LIWG has created a collaborative intra-agency framework for broader collaboration to meet the needs of SSIP targeted PEAs. PEAs have been trained in implementing the LWP as a data tool to assist them in collecting trend data for EBP related to literacy. PSM specialists have been and will continue to be trained to support SSIP targeted PEAs with technical assistance, professional learning, and coaching. Teachers and administrators are able to implement EBPs for literacy with fidelity. Additionally, the SEA has sought and will continue to seek and utilize stakeholder feedback on the SSIP work, both internally and from the field.

Table 2 – Evaluation Activities

Evaluation Activities	Measurement	Date Collected	Logic Model Outcome
AzMERIT	Number of students with disabilities proficient in AzMERIT ELA in grades 3-5 and total number tested	spring 2018, planned spring 2019	SIMR
Benchmark Data	Number of students with disabilities proficient in benchmark ELA in grades 3-5 and total number tested	August 2018, February 2018, planned June 2019	Short-term Outcome: Targeted PEAs identify needs and root causes related to ELA proficiency.

Learning Walks Protocol	Trend data for literacy EBPs (28 attributes) observed in classrooms	October-December 2018, January 2019, February – March 2019	Short- and Long-Term Outcomes: PEAs collect trends on EBPs using the LWP and build internal capacity of teachers.
SSIP Implementation Survey Data	SSIP targeted PEAs self-report on fidelity of implementation for SSIP Action Plan	January 2019	Short-Term Outcome: External stakeholders are engaged in the SSIP work with feedback used in decision making.
Learning Walks Survey Data	Survey of LWP professional learning including quality and relevancy provided by participants in the LWP professional learning experience (SSIP PEA teams and PSM specialists)	October-December 2018, February – March 2019	Short-and Long-Term Outcomes: Stakeholders are engaged, feedback used for data-based decision-making, and engagement ensures work of improving literacy outcomes.
Success Gaps Rubric and Action Plan	SSIP PEAs use local data to rate themselves in five areas related to literacy outcomes for students with disabilities	November 2018, March 2019, May 2019	Short-Term Outcome: PEAs identify needs and root causes related to ELA proficiency and implement action plans.
Scoring Guide for Success Gaps Rubric and Action Plan	PSM specialists provide feedback on Success Gaps Rubric and Action Plan to SSIP targeted PEAs using Scoring Guide	December 2018, April 2019, June 2019	Short-Term Outcome: PEAs identify needs and root causes related to ELA proficiency and implement action plans.

Changes to Implementation

During the SSIP year (April 2018-March 2019), Arizona has completed several changes to implementation in our SSIP, including integrating the work of the SPDG with the SSIP, creating a cross-

collaborative within the agency, attending webinars, in-person trainings, and collaboratives designed to improve the SSIP, providing the LWP to Cohort 1 PEAs, and providing funding for SSIP schools.

The SEA has taken steps to further align the AZSPDG (appendix S) and the SSIP with the goal of ensuring that both initiatives have long-lasting effects within Arizona to improve outcomes for students with disabilities. The SPDG has expanded from targeting grades 4-8 to grades K-8, which further supports efforts to achieve the SIMR. In addition, the SEA is exploring a plan to offer the SPDG systems change process in the 2019-2020 school year to additional PEAs targeted for the SSIP based on their action plan and as part of a general scale-up of the SPDG. This should ensure further alignment in Arizona's plan for continued work in supporting students with disabilities in achieving proficiency in literacy.

The AZSPDG is a professional learning series that guides schools in systems change to increase reading achievement for all students. It provides research-based content that follows high-leverage teaching practices to support all learners. The AZSPDG offers on-site professional learning modules with all-inclusive training and implementation support for staff, coaches, and leaders; evaluation plans and tools; parent training on module strategies; district team support meetings; and supplemental materials for coaches, leadership, and grade level teams.

Arizona created a cross-collaborative decision-making body within the Literacy Initiatives Work Group to further support the SSIP. Arizona has created partnerships within the agency in order to address specific professional learning identified by PEAs as needs in their SSIP Action Plans, including in literacy, cultural responsiveness, MTSS, and MTBS. Team members attended the Face to Face National Center for Systemic Improvement (NCSI) Systems Alignment Learning Collaborative (SALC) and Results Based Accountability (RBA) collaboratives in Phoenix in order to network with other states and learn from colleagues. Specifically, the Face to Face collaboratives provided context for the SSIP work in understanding how other states are implementing SSIP plans, especially in fostering effective intra-agency collaboration. Professional learning in the form of the LWP has been provided to all Cohort 1 PEAs with plans to provide the LWP to the Cohort 2 PEAs in FFY 2019. Additionally, internal capacity has been built allowing the LWP professional learning to be facilitated by both PLS and PSM specialists. Funding for SSIP activities has been provided via an SSIP contract, with $5,000 allotted to both Cohort 1 and Cohort 2 schools and additional funding for Tucson Unified up to $13,000. TUSD piloted both the LWP and CALL project at five school sites within the district.

B. Progress in Implementing the SSIP

Narrative Description of SSIP Implementation Progress

A summary of the implementation activities completed within the SSIP year (Aril 2018-March 2019) is described below.

- In April of 2018 following infrastructure review, the LIWG was formed including inter-unit representatives from PSM, PLS, and Operations, as well as the Deputy Associate Superintendent of ESS.
- The LIWG meets monthly to plan, provide feedback, create materials, and assess progress throughout the year. The Core Literacy Group meets more regularly to further address logistical and staffing concerns and to ensure productive collaboration between PSM and PLS Specialists during the roll out of SSIP activities. This work connects to the Logic Model output in improving fidelity of SSIP implementation.
- ADE continues to align the work of the SPDG and SSIP and is currently exploring the possibility of including SSIP schools in the SPDG project's scale-up plans for the coming school year.
- In July of 2018, five school sites within Tucson Unified (TUSD) piloted the two-day institute for the CALL project facilitated by PLS and PSM specialists. Books and materials were provided by ADE for the project. These five schools received intensive support as they implemented the additional modules of CALL at individual school sites, including additional in-person visits to collect and analyze writing samples as well as professional learning in the LWP. This was done in order to support the results of the PEA's completion of the Success Gaps Rubric and Action Plan.
- In August of 2018, a smaller Core Literacy Group, including the Directors for PSM and PLS, as well as the SSIP Coordinator and literacy specialists was created. This group meets as often as needed with the purpose of addressing immediate concerns and logistics related to the SSIP work. This group shares out to the larger LIWG monthly.
- During the months of October-December of the 2018-2019 school year, all 18 Cohort 1 PEAs received a three-hour, in-person training in the LWP in at least one school site of their choice, including five sites within the Tucson Unified School District. The three-hour professional learning experience was facilitated through collaboration between literacy specialists from PLS, a PSM specialist assigned to the PEA, and a team of administrators and teachers chosen by the PEA. The training consisted of the following:
    - an introduction to the LWP tool
    - the research-based background used to create the tool
    - a review of the PEA's SSIP Action Plan
    - a clear description of each EBP (Evidence-Based Practice) attribute within the tool aligned to literacy outcomes
    - a hands-on opportunity for guided practice in using the tool to collect data for positive trends in at least two classrooms (special education or general education)
    - a facilitated discussion of the data to ensure inter-rater reliability
    - guidance in creating immediate and specific feedback on strengths directed toward both students and teachers
    - technical assistance was provided in scaling up the LWP and the process of eventually turning over the data collection to teachers at the campus
    - discussions on how the LWP might be used to assist PEAs in reaching the goals outlined in their individualized SSIP Action Plans

- In November of 2018, all SSIP PEAs submitted the Success Gaps Rubric and Action Plan. Cohort 1 PEAs completed the Success Gaps Rubric a second time to assess changes over the previous year of implementation. Cohort 1 PEAs also provided updates to their SSIP Action Plans.
- In December of 2018, ADE provided rubric and action plan feedback based on the Scoring Guide assessing PEA fidelity in completing required tasks. The scoring guide addresses the following areas: evidence of multiple data points for self-reported ratings on the Success Gaps Rubric, alignment of the action plan with the concerns noted within the needs assessment, alignment of activities with evidence-based practices, and the inclusion of benchmarks for progress monitoring. PEAs were provided with general feedback, notes, and suggestions, as well as a comparison of the previous year's Success Gaps Rubric and Action Plan score for Cohort 1 schools.
- In December 2018, funds were made available to all 28 SSIP PEAs to support progress on SSIP Action Plans in the amount of $5,000. ADE utilized data from the SSIP Action Plans to connect with other resources within the agency identified by PEAs, such as core instruction, culturally responsive practices, multi-tiered behavior supports and multi-tiered systems of supports.
- During January of the 2018-2019 school year, all 18 Cohort 1 PEAs collected data independently for at least two classrooms and submitted data to ADE on a graphing template provided by the agency.
- In January of 2019, all SSIP PEAs were asked to complete a survey detailing SSIP implementation and continued needs for support. The Logic Model output of making decisions based on stakeholder feedback is aligned to this activity as the SEA uses the survey data to assess what additional supports are needed to support SSIP targeted PEAs.
- In February of 2019, all SSIP PEAs were asked to submit mid-year benchmark data to assist both the PEAs and the SEA in assessing student outcomes in literacy. During the months of January-February of the 2018-2019 school year, all 18 Cohort 1 PEAs received an additional in-person training on the LWP to ensure that the tool was being implemented with fidelity and that the data collected had inter-rater reliability. Led by PSM and PLS specialists, PEAs were given a second review of the tool, assistance in collecting data from, and provided immediate and specific feedback to at least two classrooms of the PEA's choice. The additional training included coaching on next steps based on the PEA's submitted data and available resources related to PEA SSIP Action Plans. The LWP trend data collection directly connects to the output outlined in our Logic Model for using these data for data-based decision making.
- In March 2019, PSM specialists reviewed SSIP Action Plans providing technical assistance and feedback on updates to the SSIP Action Plan. The SEA continually checks progress and provides feedback to SSIP PEAs which is aligned with the Logic Model output of implementation of SSIP Action Plans.
- ADE continues to align the work of the SPDG and SSIP and is exploring the possibility of additional SSIP schools in the SPDG project's scale-up plans for the coming school year.

All intended timelines have been met and intended outputs are documented more fully (appendix T).

Stakeholder involvement in SSIP implementation

In implementing the SSIP over the past year, Arizona has sought collaboration from external and internal stakeholders alike. Externally, the LWP was presented at both the annual Director's Institute for special education directors, as well as Leading Change, Arizona's annual teachers' and administrators' conference. Additionally, information regarding implementation of the SSIP was presented to the Special Education Advisory Panel (SEAP) (appendix U) and the Arizona State Steering Committee for the

Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) (appendix V). Internally, the LIWG served as a decision making body for the SSIP, and collaboratively created the SSIP tools and resources provided to the field. The LWP, the CALL Project, and SSIP have been presented to staff during ESS staff meetings, PSM meetings, and meetings of the LIWG. The rollout of the LWP was presented to the Special Education Director at a Cohort 1 PEA to ensure that the plans for implementation made sense and were reasonable.

Stakeholders in the field have provided feedback on the SSIP through annual SSIP surveys, surveys following both fall and spring LWP trainings, and surveys on the CALL project as well. PSM specialists and staff of ESS have also provided feedback informally and formally via surveys. After analyzing SSIP survey data and LWP data, the LIWG has increased communication and coaching opportunities to the field to further ensure fidelity of implementation. The LIWG is working to create supplemental resources to foster clear understanding of the LWP for use in the field.

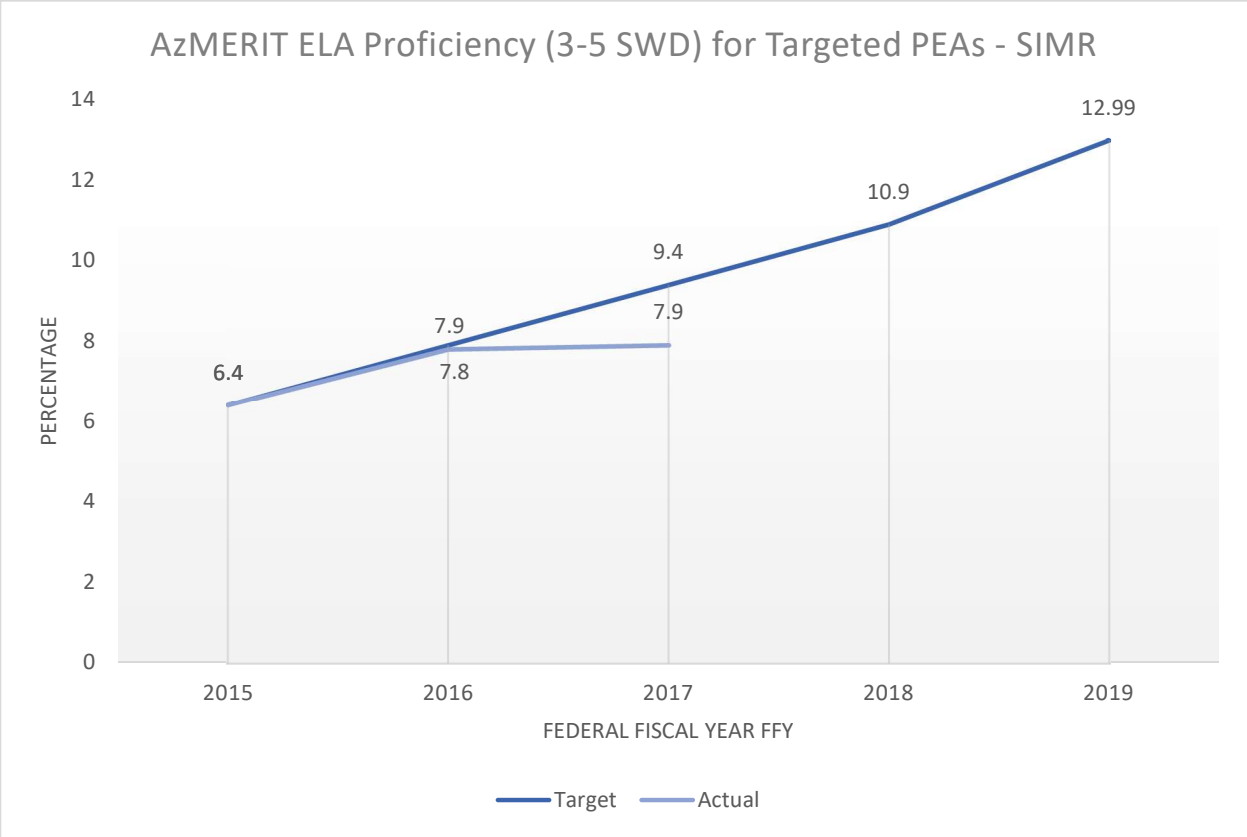
Results of the SSIP will also be shared at an upcoming ESS staff meeting to inform internal stakeholders and to discuss next steps in implementation. SSIP and LWP survey feedback will be utilized by PSM specialists to improve technical assistance and coaching strategies provided to the field.

C. Data on Implementation and Outcomes

AzMERIT

Over the past year of implementation, the SEA has collected numerous measures to assess the efficacy of activities implemented within the SSIP. For a detailed description of these measures and alignment to the Logic Model, see table 8. As the Theory of Action and Logic Model both lead to the achievement of the SIMR, the SEA has continually evaluated AzMERIT data for SSIP targeted PEAs. Currently SIMR data represent only Cohort 1 PEAs as they have received supports within the SSIP that might affect current proficiency rates. The SIMR baseline reflects the percentage of students with disabilities within the Cohort 1 targeted PEAs that were proficient on AzMERIT in FFY 2015. Subsequent data points also only reflect Cohort 1 SSIP targeted PEAs. Based on the AzMERIT data, the SEA has observed growth towards the SIMR, but not currently at the targeted rate. Results are displayed in the graph below.

Figure 6 - AzMERIT Data (SIMR) Targeted and Actual



As numbers vary widely by PEA for students with disabilities taking AzMERIT in grades 3-5, proficiency numbers are included in the tables below to further represent progress toward the SIMR.

In looking at the table below, it is evident that Arizona is seeing both up and down movement with the Cohort 1 PEAs in AzMERIT proficiency. This may be explained by the small numbers of students tested which allows for greater movement in percentages.

Table 3 - AzMERIT Cohort 1 Scores (including student numbers) ELA proficiency for students with disabilities

**PEAs demonstrating growth over three years are highlighted in green*

PEA	Number Proficient	Total Tested	FFY 15 Percent Proficient	Number Proficient	Total Tested	FFY 16 Percent Proficient	Number Proficient	Total Tested	FFY 17 Percent Proficient
Academy Del Sol Charter	1	14	**7.14**	4	14	**28.57**	3	19	**15.79**
Apache Junction USD	9	172	**3.77**	10	171	**6.13**	12	165	**7.27**
Imagine Bell Canyon Charter	0	12	**0.00**	2	6	**33.33**	0	14	**0.00**
Buckeye ED	19	225	**6.76**	17	228	**8.46**	10	241	**4.15**
Eagle South Mountain Charter	3	20	**9.09**	1	25	**4.35**	2	23	**8.70**
Eloy ED	0	34	**0.00**	1	38	**0.00**	1	35	**2.86**
Excalibur Charter	1	10	**10.00**	0	14	**0.00**	0	17	**0.00**
Fountain Hills USD	1	38	**2.86**	3	32	**6.90**	4	24	**16.67**
Ganado USD	0	17	**0.00**	1	16	**8.33**	0	16	**0.00**
Kingman USD	20	213	**9.09**	25	228	**12.83**	41	288	**14.24**
Littleton ED	11	234	**4.70**	14	240	**5.83**	13	265	**4.91**
Miami USD	0	30	**0.00**	2	24	**8.70**	1	20	**5.00**
Imagine Pathfinder Charter	1	22	**0.00**	0	16	**0.00**	2	13	**15.38**
Red Mesa UD	0	15	**0.00**	0	14	**0.00**	0	8	**0.00**
Santa Cruz Valley USD	5	63	**8.77**	7	60	**10.53**	8	60	**13.33**
Tucson USD	141	1708	**7.28**	129	1681	**7.81**	137	1673	**8.19**
Wellton ED	0	14	**0.00**	0	9	**0.00**	0	10	**0.00**
Whiteriver USD	2	100	**2.15**	2	85	**2.47**	1	76	**1.32**

Indeed, collapsing the data to focus specifically on PEAs with n>100, the table below indicates a clearer picture of overall growth in student proficiency. Apache Junction Unified School District, Kingman Unified School District, and Tucson Unified School District all demonstrated steady growth over the past three years. While Buckeye and Littleton Elementary Districts did see movement up and down, overall proficiency remained comparatively steady.

Table 4 - AzMERIT Cohort 1 Scores (including student numbers) ELA proficiency for students with disabilities; n>100

PEA	Number Proficient	Total Tested	FFY 15 Percent Proficient	Number Proficient	Total Tested	FFY 16 Percent Proficient	Number Proficient	Total Tested	FFY 17 Percent Proficient
Apache Junction USD	9	172	**3.77%**	10	171	**6.13%**	12	165	**7.27%**
Buckeye ED	19	225	**6.76%**	17	228	**8.46%**	10	241	**4.15%**
Kingman USD	20	213	**9.09%**	25	228	**12.83%**	41	288	**14.24%**
Littleton ED	11	234	**4.70%**	14	240	**5.83%**	13	265	**4.91%**
Tucson USD	141	1708	**7.28%**	129	1681	**7.81%**	137	1673	**8.19%**

**PEAs demonstrating growth over three years are highlighted in green*

Benchmark Data

Cohort 1 PEAs were asked to submit two data sets for benchmark scores during February and August of 2018. While the SEA does not have the authority to require PEAs to administer a certain benchmark, or any benchmark, most PEAs submitted these two data points for mid-year and end of year scores for ELA proficiency for students with disabilities in grades 3-5.

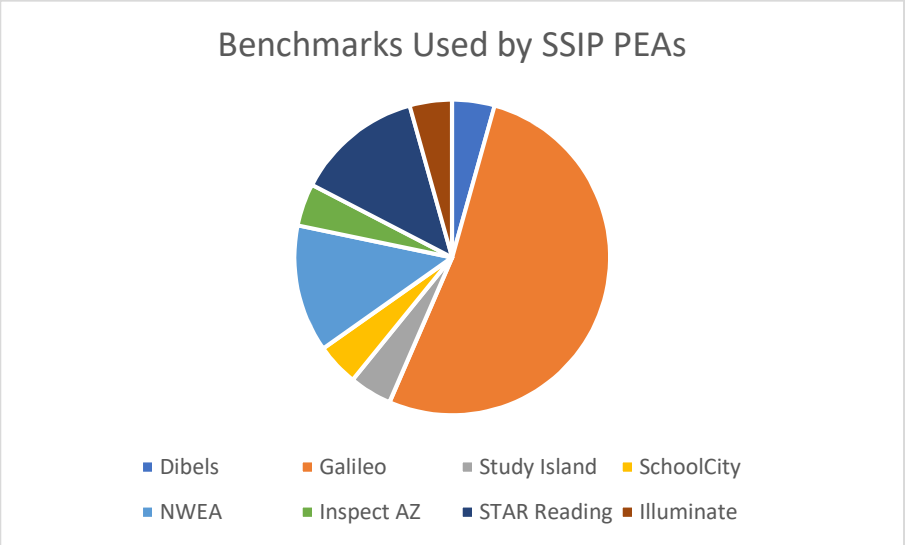
Because the use of benchmarks is not required, data are presented broadly in terms of grade-level to assess, in general, if PEAs are making progress based on local measures. PEAs submitted benchmark data during FFY 2017 during February and August. In interpreting this data, the SEA considered mid-year benchmark data as the baseline with the end of year analyzed for progress monitoring. In very general terms, students with disabilities in grades 4 and 5 are demonstrating progress on benchmarks for the 2017-2018 school year; however, students in grade 3 are not demonstrating consistent improvements in ELA outcomes overall. The SEA considered running some nonparametric analyses to test for significant differences in scores; however, it was determined that this exercise would not account entirely for error.

Table 5 - Cohort 1, 2017-2018 school year ELA Local Benchmarks, students with disabilities, grades 3-5, percent proficient

		Benchmark 1 (3/18)				Benchmark 2 (8/18)			
PEA	Benchmark Used	Grade 3	Grade 4	Grade 5	Total	Grade 3	Grade 4	Grade 5	Total
Academy Del Sol Charter	Galileo	0.00	50.00	50.00	**33.00**	33.00	75.00	75.00	**64.00**
Apache Junction USD	None	NONE	NONE	NONE	**NONE**	NONE	NONE	NONE	**NONE**
Imagine Bell Canyon Charter	Galileo	0.00	50.00	33.00	**27.27**	0.00	50.00	33.00	**30.00**
Buckeye ED	Dibels	17.91	10.11	11.49	**12.76**	36.76	24.72	12.20	**23.85**
Eagle South Mountain Charter	Galileo	0.00	10.00	0.00	**4.55**	33.00	50.00	27.00	**36.36**
Eloy ED	Galileo	0.00	0.00	7.69	**3.13**	0.00	0.00	14.29	**6.06**
Excalibur Charter	Galileo	0.00	16.67	0.00	**6.25**	0.00	0.00	0.00	**0.00**
Fountain Hills USD	iRead - System 44 and Read 180	0.00	0.00	100.00	**10.00**	NONE	NONE	NONE	**NONE**
Ganado USD	Galileo	0.00	0.00	0.00	**0.00**	22.22	0.00	20.00	**15.00**
Kingman USD	Study Island	5.95	5.13	14.89	**11.13**	16.42	13.04	15.85	**15.14**
Littleton ED	Illuminate	0.00	16.67	0.00	**7.70**	0.00	20.00	0.00	**9.09**
Miami USD	Galileo	14.29	28.57	11.11	**17.39**	20.00	16.67	22.22	**20.00**
Imagine Pathfinder Charter	Galileo	50.00	50.00	0.00	**33.33**	33.33	50.00	0.00	**27.67**
Red Mesa USD	Galileo	0.00	0.00	0.00	**0.00**	0.00	0.00	0.00	**0.00**
Santa Cruz USD	NWEA	20.00	7.70	10.00	**12.50**	11.11	17.65	16.00	**15.00**
Tucson USD	SchoolCity	0.00	5.13	3.03	**2.41**	NONE	NONE	NONE	**NONE**
Wellton ED	Galileo	0.00	0.00	20.00	**9.09**	0.00	0.00	0.00	**0.00**
Whiteriver USD	NWEA	0.00	5.88	0.00	**2.00**	NONE	NONE	NONE	**NONE**

Because PEAs utilize a variety of assessment instruments to collect benchmark data, the graph below illustrates the benchmarks used by Cohort 1 PEAs.

Figure 7 – Cohorts 1 and 2 Local ELA Benchmark Instruments



The following three graphs parse out the local benchmark data by grade level. As some PEAs did not administer or did not submit local benchmark data, they have been excluded from the following graphs to eliminate confusion. PEAs designated as 0 for percent proficient, did in fact report 0% proficiency. At the majority of SSIP PEAs that administer local ELA benchmarks, students in all three grades targeted in the SSIP are making growth from mid-year to end of year reporting.

Figure 8 – Cohort 1 Benchmark Data 3rd Grade ELA for Students with Disabilities, Percent Proficient

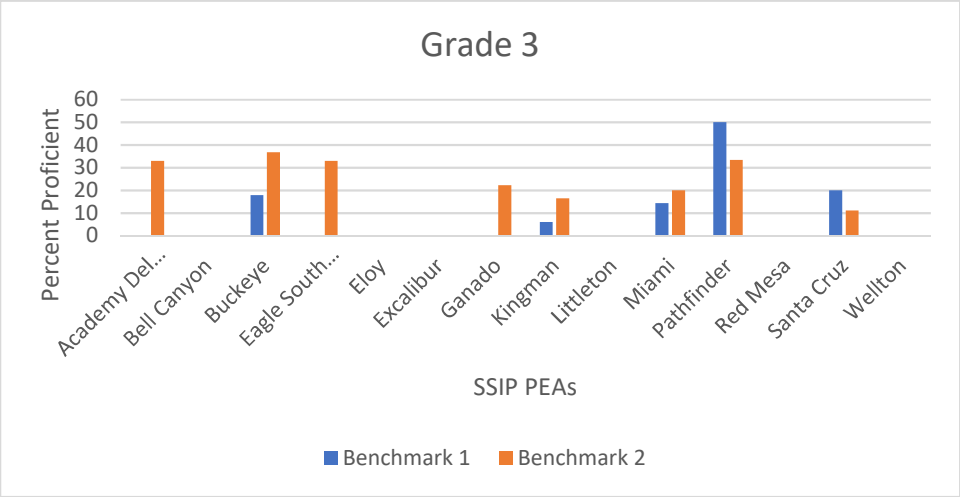


Figure 9 – Cohort 1 Benchmark Data 4th Grade ELA for Students with Disabilities, Percent Proficient

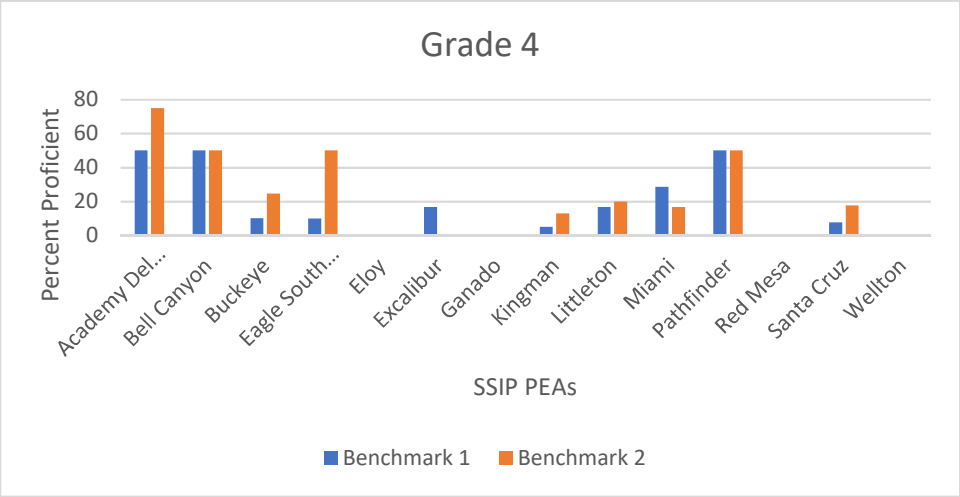
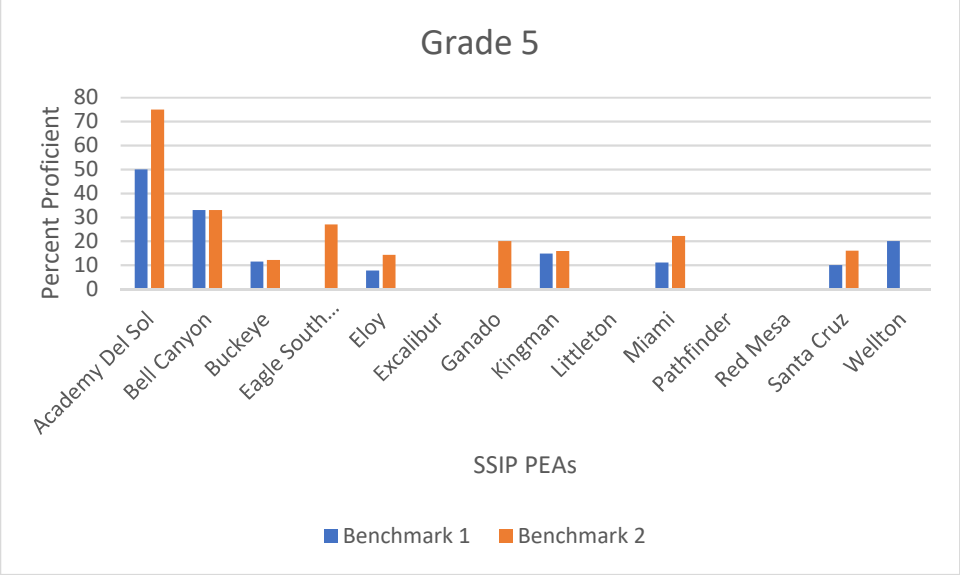


Figure 10 – Cohort 1 Benchmark Data 5th Grade ELA for Students with Disabilities, Percent Proficient



Additionally, both Cohort 1 and 2 PEAs submitted local ELA benchmark data for students with disabilities in grades 3-5 in February 2019.

Figure 11 – Cohort 1, Local ELA Benchmarks, students with disabilities, grades 3-5, percent proficient

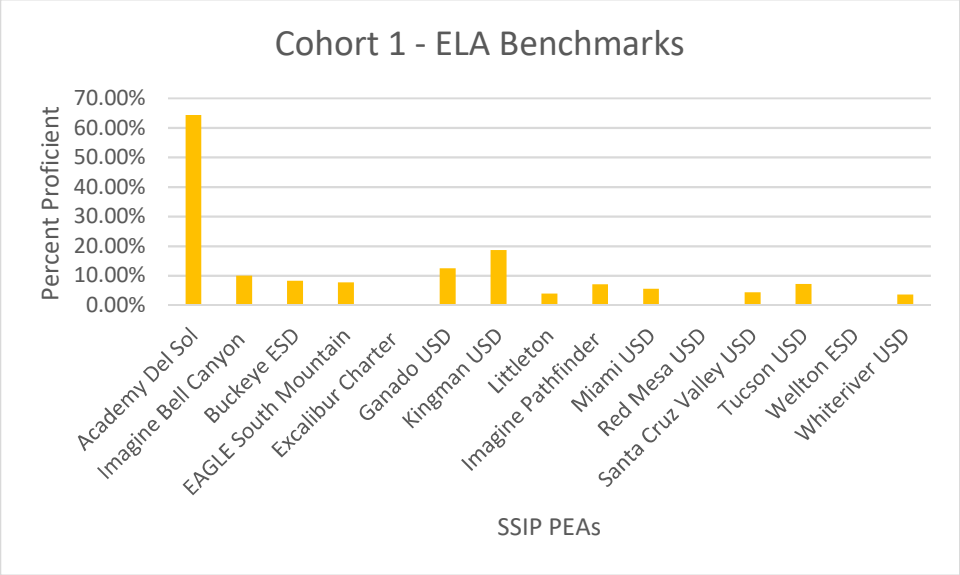
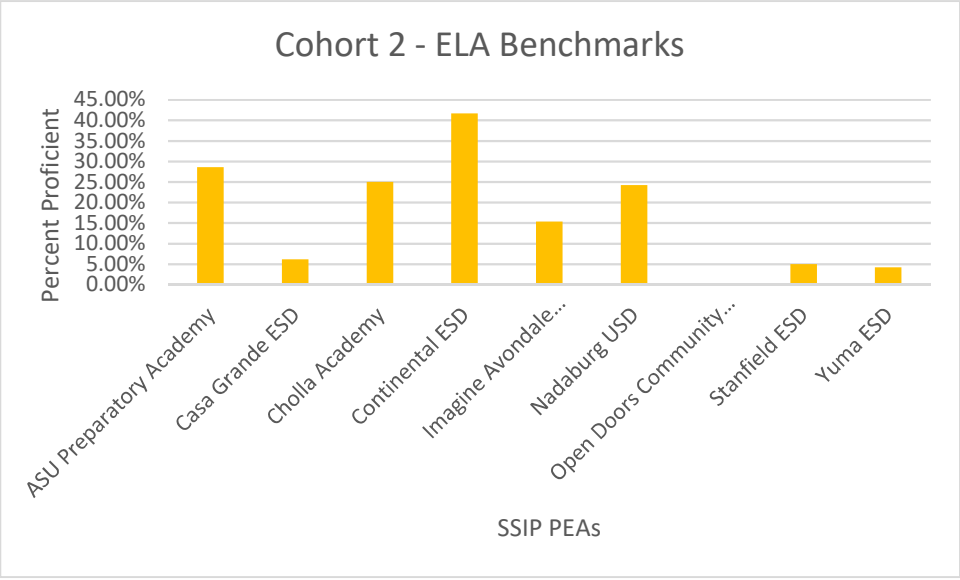


Figure 12 - Cohort 2, Local ELA Benchmarks, students with disabilities, grades 3-5, percent proficient



Success Gaps Rubric, Action Plan, and Scoring Guide

As Arizona has learned from past efforts in the SSIP, a one-size fits all approach is not effective in meeting the needs of SSIP targeted PEAs differing vastly in size, region, demographics, and needed

interventions. Use of IDC's Success Gaps Rubric and Action Plan has allowed PEAs to individually evaluate needs and address them based on local capacity and resources in a way that makes the most sense based on individual data.

The Success Gaps Rubric aligns with literacy outcomes (appendix W) and assists PEAs in using local data to assess success gaps in student success based on their individual literacy-related data. PEAs rate themselves in the following five areas: data-based decision making, cultural responsiveness, core instruction, assessment, and interventions and supports. Using multiple data points and a team approach, PEAs then rate themselves in each area (including sub-areas) as Planning, Partially Implemented, Implemented, or Exemplary (appendix X). All PEAs submitted the Success Gaps Rubric and Action Plan in November 2018. Cohort 1 PEAs completed the rubric again to assess changes from FFY 2017.

Based on the results of this needs assessment, PEAs then created goals and actions using the IDC Action Plan Template. In the action plan, each PEA chose a focus area(s) and created a goal(s). For each goal, the team created action steps that included a description, by whom, by when, resources and supports available and needed, potential barriers, and a plan for communication during implementation (appendix Y).

In December 2018, PEAs were provided feedback using a scoring guide to assess whether the process was being followed with fidelity. The same scoring guide used in FFY 2017 was utilized to ensure a comparable data source. The scoring guide assesses PEAs on both the rubric and action plan using a 1-4 rating system in 4 areas for a maximum score of 16 including the following questions:

Needs Assessment

1. Was a needs assessment conducted to determine the nature and cause of underperformance and to set priorities for future actions?
2. Were multiple data sources used?

Goals and Objectives

1. Are there clear goals that prioritize areas of weakness in student performance specific to subjects, non-academic areas?
2. Are the goals specific, measurable, attainable, etc.? Are the goals ambitious but achievable?

Progress Monitoring

1. Does each goal have a timeline and related milestones?
2. Are benchmarks included to monitor implementation and progress? Are they clearly defined?

Interventions and Strategies

1. Are the strategies and supporting activities clearly identified in the plan?
2. Is there a connection between the chosen strategies and the identified causes of the school's underperformance?
3. Are the chosen strategies and supporting activities research-based?

While some concerns with inter-rater reliability are discussed later in this report, results generally indicate that most PEAs witnessed an increase in Scoring Guide scores with the mean increasing by almost 2 points out of 16. These results demonstrate an increase in fidelity and planning and assessing of the Success Gaps Rubric and Action Plan. It is possible that this increase in fidelity is related to additional in-person supports provided for PEAs during the current year of implementation.

During FFY 2017, it was the SEA's intention to provide PEAs feedback and scores multiple times during the school year. However, SEA staffing concerns and a lack of SEA infrastructure did not allow for this to be completed with fidelity until FFY 2018. As these areas have been addressed, data from both March and May 2019 Scoring Guides will be provided to PEAs for feedback and will be utilized for comparison.

Table 6 – Cohort 1 Scoring Guide Comparison over Two Years (out of 16 total)

PEA Name	FFY 17	FFY 18	Change +/-
Academy Del Sol Charter	8	12	4
Apache Junction USD	10	11	1
Imagine Bell Canyon Charter	14	8	-6
Buckeye ED	12	14	2
Eagle South Mountain Charter	11	15	4
Eloy ED	14	11	-3
Excalibur Charter	10	15	5
Fountain Hills USD	14	15	1
Ganado USD	10	16	6
Kingman USD	12	15	3
Littleton ED	12	16	4
Miami USD	15	9	-8
Imagine Pathfinder Charter	11	16	-5
Red Mesa USD	10	11	1
Santa Cruz USD	12	15	3
Tucson USD*		16	
Wellton ED	9	11	2
Whiteriver USD	11	16	4
Mean	**11.47**	**13.44**	**1.97**

The table below provides a baseline for Cohort 2 PEAs, mean=12.2. This baseline will be compared with upcoming feedback in March and May for PEA mid-year and end of year updates to SSIP Action Plans.

Table 7 - Cohort 2 Scoring Guide (baseline) (out of 16 total)

PEA Name	FFY 18
ASU Prep Charter	14
Casa Grande ED	16
Cholla Academy Charter	15
Continental ED	16
Imagine Avondale Charter	12
Nadaburg USD	11
Open Doors Charter	11
Stanfield ED	7
Superior USD	7
Yuma ED	13
Mean	**12.2**

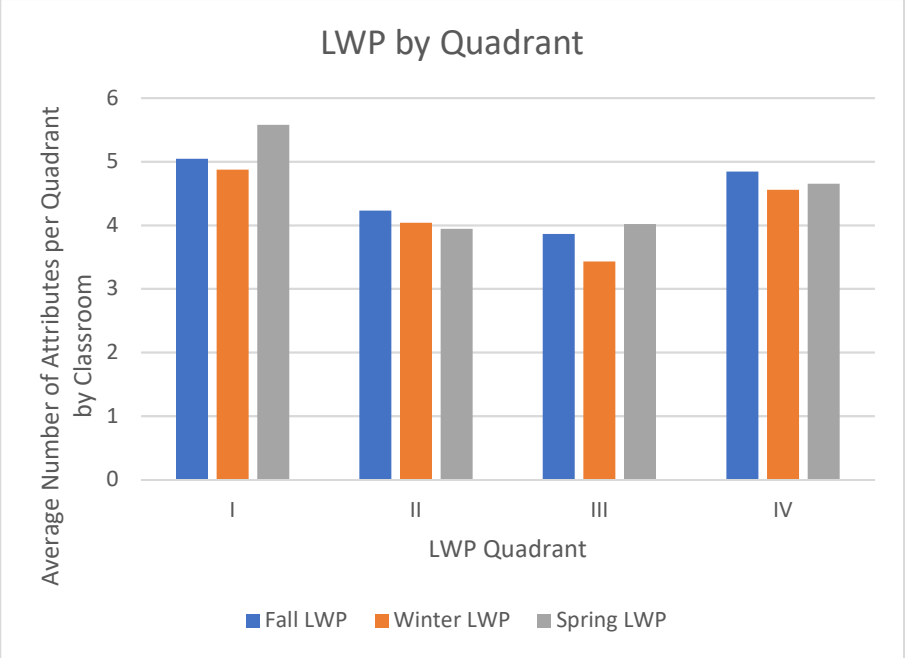
Learning Walks Protocol

Data collected from the 18 Cohort 1 PEAs have allowed graphing of at least two data points (two classroom observations) from fall, winter, and spring. This has enabled PEAs to recognize overall trends based on evidence-based literacy practices observed during LWP activities. While observations were not all completed during direct literacy instruction, the tool is designed to capture literacy EBPs in any area of a PEA's curriculum, specifically as best practice is for literacy instruction to be woven throughout all content areas.

Upward trends are evident within statewide data from fall to spring in quadrants I and III, inclusive learning environment and student engagement respectively, while overall numbers have remained steady. Schools have been provided a Learning Walks graphing template to facilitate the use of local data for making decisions. PEAs have been provided technical assistance from PLS and PSM specialists in utilizing local data .

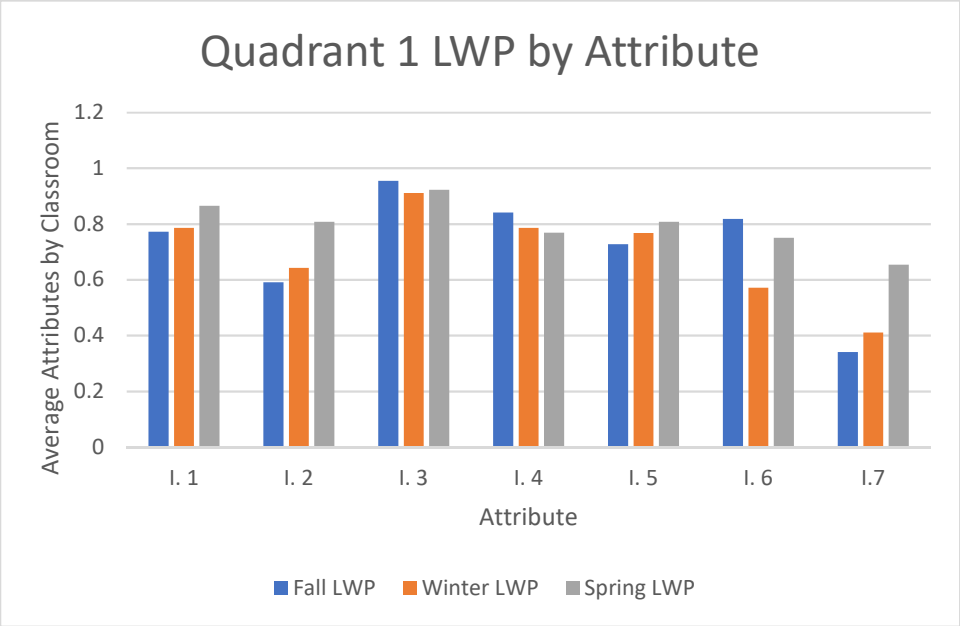
Figure 13 below demonstrates the data for the LWP by quadrant averaged by number of classrooms observed during fall, winter, and spring respectively. This graph represents fall, winter, and spring data for the LWP. Trend data for all four quadrants has remained relatively steady with the most growth observed in the inclusive learning environment (quadrant I).

Figure 13 – Learning Walks Protocol Data by Quadrant



The following figures (14-17) illustrate attribute specific data for all Cohort 1 PEAs averaged by number of classrooms observed for fall, winter, and spring.

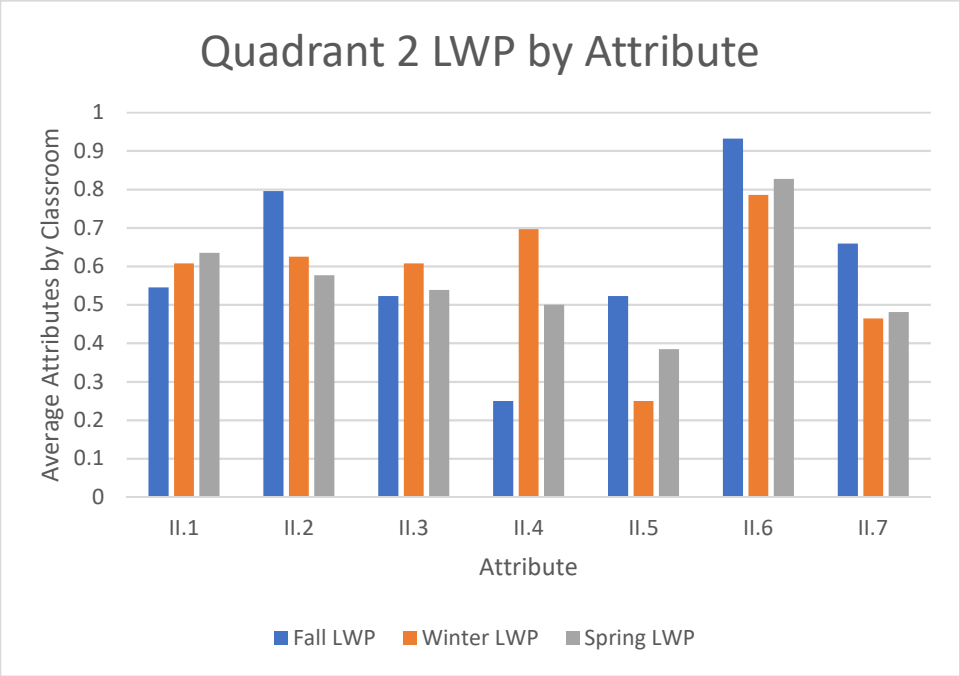
Figure 14 – Inclusive Learning Environment, Quadrant 1 (Average Attributes by Classroom)



I. Inclusive Learning Environment

1. Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students
2. Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students
3. Effective classroom management and organization; rules, procedures, and behavior expectations are created with/by students; are evident and posted
4. Classroom library organized with student input, variety of genres, accessible to all
5. Word walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students
6. Presence and use of manipulatives, objects, real-world and diverse examples
7. Effective and efficient transitions between activities

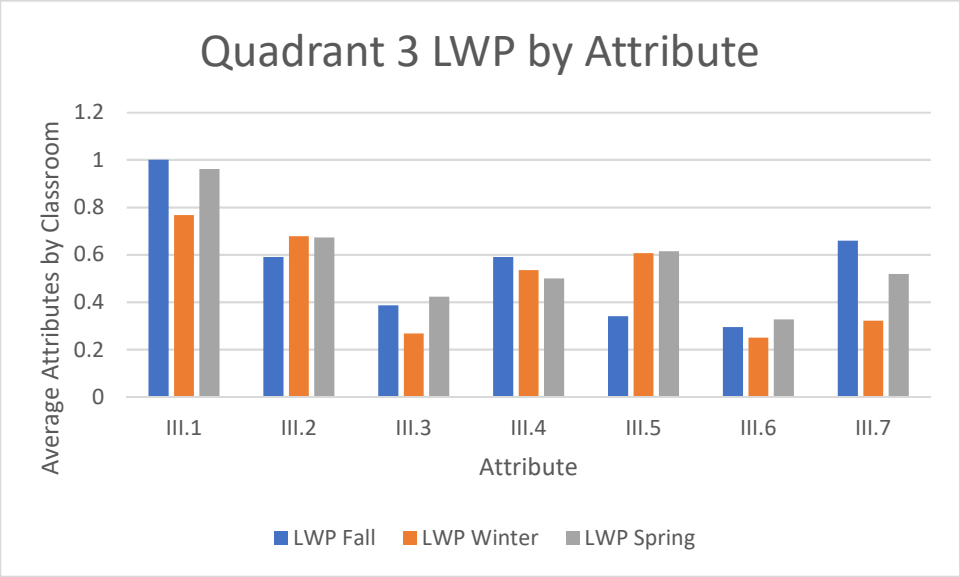
Figure 15 – Instructional Practices, Quadrant 2 (Average Attributes by Classroom)



II. Instructional Practices "The What"

1. Demonstration (I do it): whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction
2. Shared Experiences (We do it): whole group/small/flexible group modeling
3. Guided Practice (You do it together): small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving
4. Independent Practice (You do it by yourself): time provided for mastery
5. Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)
6. Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively
7. Incorporates, plans for higher order thinking question activities and wait time

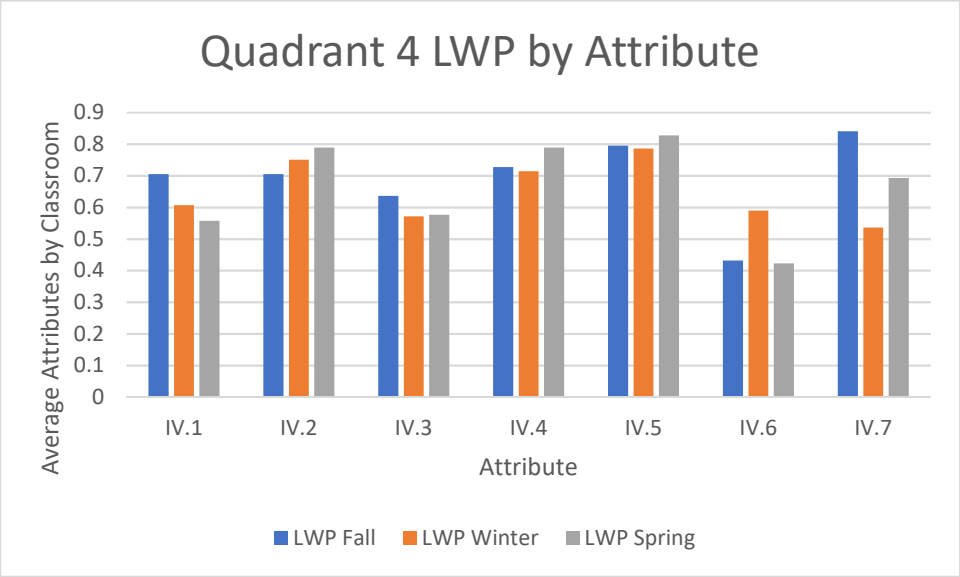
Figure 16 – Student Interactions, Quadrant 3 (Average Attributes by Classroom)



III. Student Interactions "The How"

1. Students thinking, listening, speaking, reading, writing, sharing, discussing
2. Students involved in text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition
3. Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections
4. Students use guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together
5. Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning
6. Student performance; presentation; reading/writing for authentic audience/purpose
7. Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action

Figure 17 – Student Engagement, Quadrant 4 (Average Attributes by Classroom)

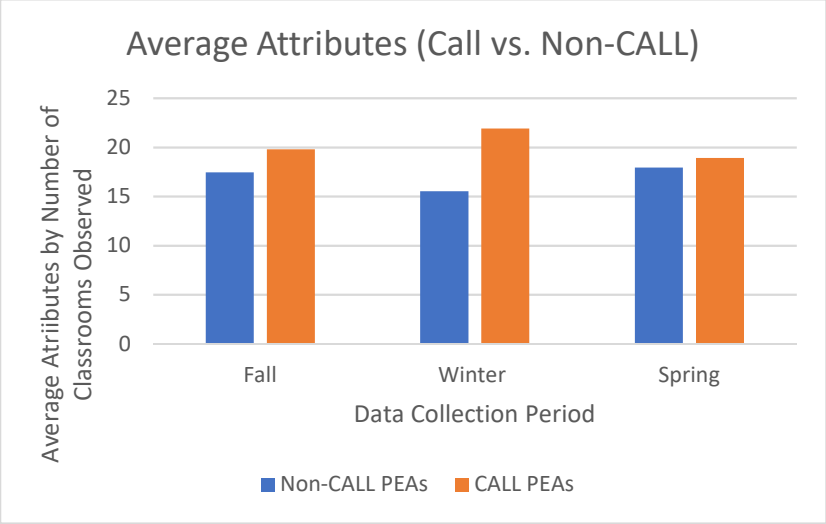


IV. Student Engagement "The Why"

1. Students are engaged in highly motivating, real-world experiences and/or issues
2. Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners
3. Students connect and apply learning to culture, background knowledge, strengths
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in shared/collaborative learning
5. Students' materials, resources, texts are relevant and suitable to the content and language, social learning outcomes; evidence of self-regulating behaviors
6. Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information processing, application and transfer of learning
7. Students are participating in differentiated activities and accommodations

When comparing the five school sites that participated in the CALL Project, total attributes observed in all four quadrants averaged by number of classrooms observed indicated that schools that participated in the CALL had higher averages of attributes observed than schools that did not participate in the CALL during all three data collection periods. This may be, in part, explained by the intensive supports provided to CALL participants throughout the 2018-2019 school year. Additionally, CALL schools were trained using the LWP tool in July of 2018 as a part of the CALL two-day institute, while non-CALL PEAs received this training in October-December of 2018. Therefore, CALL schools were more familiar with the tool and the attributes to be observed by the fall data collection.

Figure 18 – Average Total LWP Attributes Averaged by Classroom (CALL vs. Non-CALL)



Case Studies Illustrating SSIP Evaluation at the PEA Level

Arizona has included two case studies to illustrate how SSIP targeted PEAs in Arizona are utilizing the SSIP process to address student outcomes in literacy on a local level best suited to their needs as identified by statewide and local data.

Tucson Unified School District (TUSD), the second largest district in the state, was targeted for the SSIP during the 2017-2018 school year in Cohort 1. TUSD completed an on-site monitoring during the 2017-2018 school year and has been completing the Corrective Action Plan during the 2018-2019 school year. Targeted SSIP activities began during the 2017-2018 school year. TUSD analyzed benchmark data and AzMERIT scores, as well as other local data to complete the Success Gaps Rubric. As the needs assessment showed that TUSD was in the "Partially Implemented" stage for the area of Core Instruction, TUSD decided to focus on core instruction in their action plan. In the 2017-2018 plan, TUSD included both Teaching Reading Effectively (TRE) and decided to pilot the CALL Project at five elementary campuses with the capacity to implement change. After completing the two-day CALL training in July 2018, TUSD continued to implement the CALL training with intensive support from the literacy specialists at ADE. Additionally, TUSD collected LWP data at all five campuses. The five schools implementing the CALL observed a higher number of attributes from the LWP per classroom observed than the remaining Cohort 1 PEAs combined over each data collection period. TUSD is using the LWP

data to build on strengths in EBPs in literacy, as well as to further address needs. TUSD has seen consistent, steady progress on AzMERIT ELA proficiency.

Another Cohort 1 PEA, Buckeye Elementary School District, was also targeted for the SSIP during the 2017-2018 school year. Buckeye successfully completed a self-assessment monitoring during the 2017-2018 school year and did not require a Corrective Action Plan. Buckeye experienced a dip in ELA proficiency for students with disabilities in grades 3-5 during the 2017-2018 school year after seeing gains in the 2016-2017 school year. Based on the Success Gaps Rubric, Buckeye identified needs in both Core Instruction and Interventions and Supports. Buckeye had been implementing PBIS with fidelity and seeing improvements in behavior but was not fully addressing needs related to core instruction during this time. While under new leadership in the 2018-2019 school year, the Success Gaps Rubric and Action Plan were updated to include a continuation of PBIS, LWP was utilized to collect trend data on EBPs in the classroom, a new curriculum was adopted, and the PEA has plans to continue with training all special education teachers in TRE in the summer of 2019.

Stakeholder Involvement in Evaluation

To increase opportunities for both internal and external stakeholder feedback, the SEA has implemented several changes during the past year. Internally, the LIWG and Core Literacy Group were created and utilized. This collaboration has been continued by including other units within the agency for more intra-agency feedback. LWP, CALL project, and SSIP presentations have occurred during PSM and ESS staff meetings as well.

In an effort to ensure external stakeholder feedback, SSIP presentations have been facilitated at several statewide ADE conferences including Leading Change (a teachers' conference) and Director's Institute (a conference specifically for special education directors). SSIP presentations have also taken place at the Special Education Advisory Panel (SEAP) and at the Arizona State Steering Committee for the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR). The work of CEEDAR, which includes stakeholders in teacher preparation, aligns well with the work of the SSIP as it, too, includes a goal for improving literacy outcomes for students with disabilities.

SSIP Implementation Survey

In February of FFY 2017 and FFY 2018, SSIP targeted PEAs submitted overall survey data for SSIP implementation. Graphs in figures 19 and 20 illustrate PEA data with respect to the question "Which phrase best describes the extent to which your SSIP team regularly re-assesses chosen strategies and updates your SSIP improvement goals?" Although data for this question show fewer PEAs rating this as "effective," there is a decrease in the percentage of PEAs that rated this area as "minimally effective." As the FFY 2018 survey included PEAs in both cohorts, there may be some difference in implementation from year 1 of the SSIP compared to year 2 of implementation at the PEA level which cannot be accurately ascertained given the current data set.

Figure 19 – FFY 2017 SSIP Implementation Survey

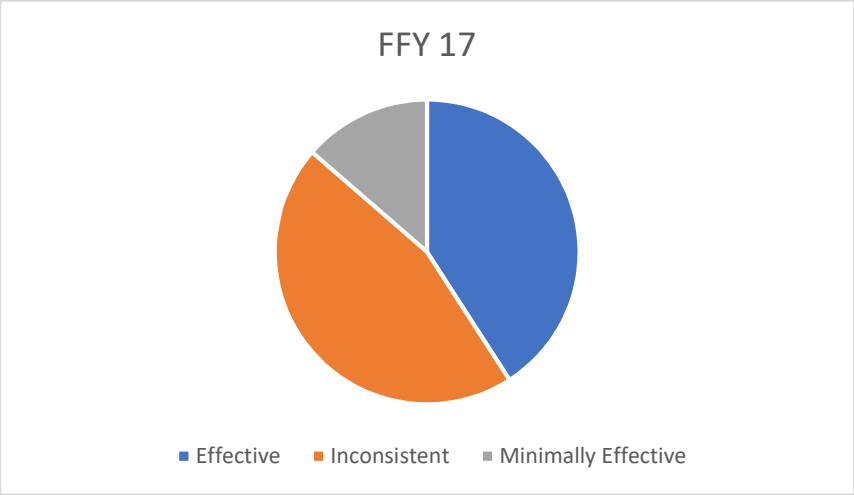
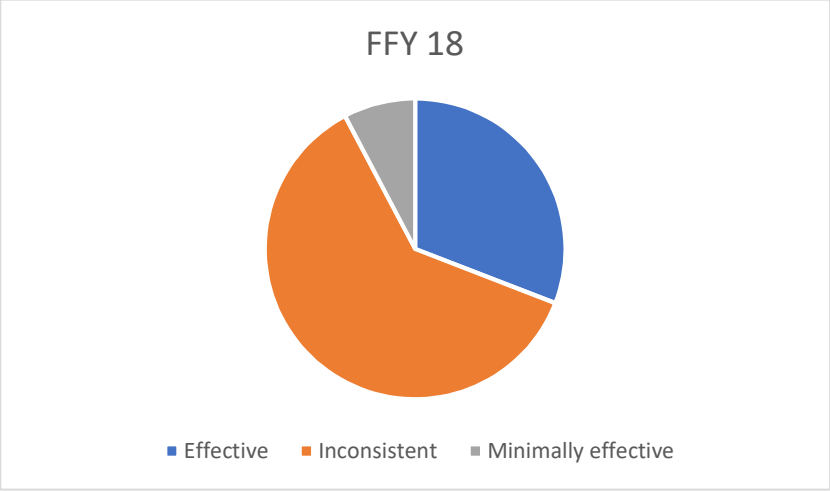


Figure 20 – FFY 2018 SSIP Implementation Survey



Learning Walks Protocol Professional Learning Feedback

Following fall LWP face to face professional learning, PEAs completed a feedback survey. These data have been used and will continue to be used as the LWP is scaled-up and as capacity is built within the agency to facilitate additional LWP training. Figures 21 and 22 illustrate how participants of the fall LWP rated their knowledge prior to and after the LWP training. Survey data indicate that participants rated their prior knowledge in an equitable fashion across the scale and following the LWP, 96% of participants rated their knowledge at a 4 or 5 (highest rating).

Figure 21 – Knowledge Prior to the Learning Walks

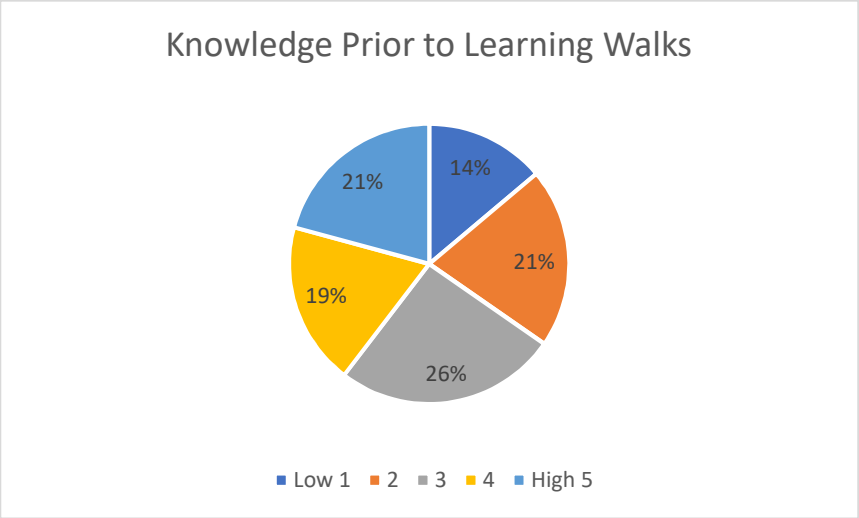
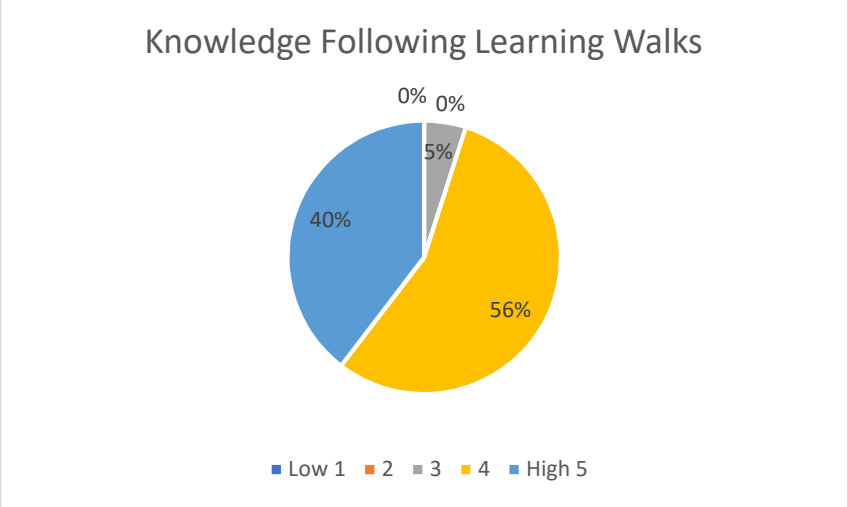


Figure 22 – Knowledge Following the Learning Walks



D. Data Quality Issues

As Arizona does not mandate administration of PEA benchmarks to assess student progress towards the College and Career Readiness standards, some inconsistency is evident in reported benchmark data. Some PEAs either do not utilize or did not report benchmarks appropriately. As such, Arizona is only able to discuss benchmarks in rather general terms. While benchmarks are all presumably aligned to grade-level standards in ELA, SSIP PEAs administer a variety of assessments.

As the Success Gaps Rubric and Action Plan Scoring Guide was scored by the previous SSIP Coordinator, it is difficult to ascertain inter-rater reliability over the two years for Cohort 1. To mitigate this concern, the same scoring guide was used with input from two PSM specialists who participated in scoring during the previous year. Additionally, notes from FFY 2017 scoring guides were reviewed to ascertain methods by which FFY 2017 scores were attributed. While these measures assisted Arizona in comparing these data, some caution should be taken as there still may be concerns with inter-rater reliability. To address this issue, a larger group of stakeholders (PSM specialists) have been involved and trained to ensure inter-rater reliability for future data comparisons.

Even though all Cohort 1 PEAs received direct, hands-on learning using the LWP tool in the fall with built-in discussions to ensure inter-rater reliability as well as a follow up for fidelity check and additional support in the spring, there still may be some concerns of inter-rater reliability for the LWP data PEAs collected independently during the winter. To ensure the inter-rater reliability of Learning Walks trend data, continued training of PSM specialists and the creation of supplemental materials to further clarify the attributes on the tool are actively being planned.

E. Progress Toward Achieving Intended Improvements

Although anticipated targeted growth toward Arizona's SIMR is not overtly evident, progress towards intended outcomes is undeniable. The table below illustrates progress aligned with intended outcomes for the Logic Model.

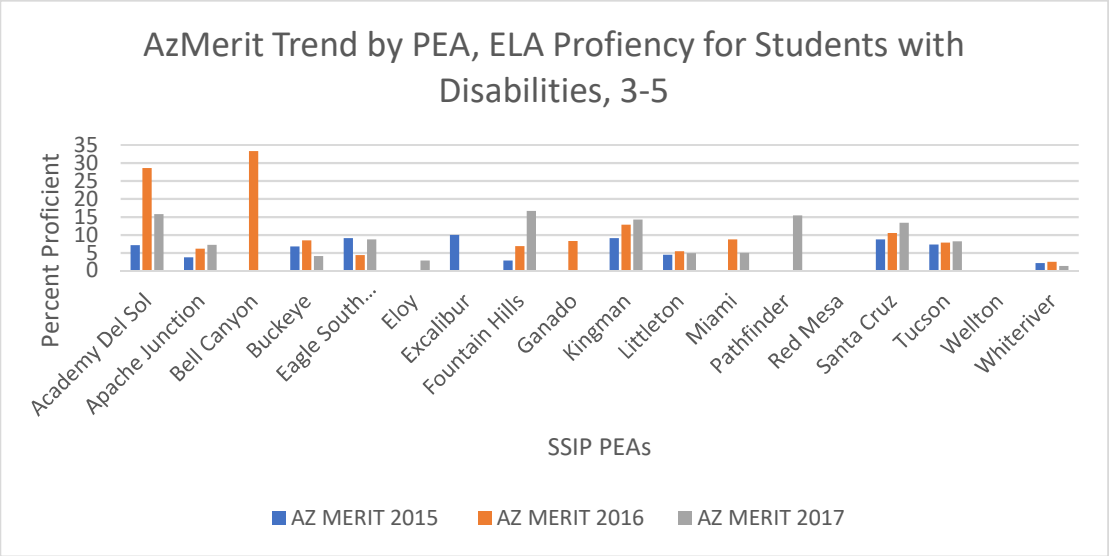
Table 8 – Progress Towards Intended Outcomes

Progress	Intended Outcomes (Logic Model)
Overall AZMERIT proficiency for students with disabilities in grades 3-5 is increasing statewide (14.93% in FFY 2018). The rate of increase for SSIP targeted PEAs is not observed. Potentially, one could attribute this anomaly to the FFY 2016 decision to target PEAs with limited capacity for internal systematic change.	SIMR
Benchmark proficiency scores are increasing in the majority of SSIP targeted PEAs.	Targeted PEAs identify needs and root causes related to ELA proficiency and implement action plans.
The Core Literacy Group and LIWG have provided a framework for successful collaboration on the SSIP work.	SEA regularly plans and implements the SSIP activities in a cross-unit collaborative (LIWG). SEA has necessary infrastructure in place to continue and expand SSIP work including a cross-unit collaborative, and capacity of both PLS and PSM specialists to coach PEAs in improving literacy outcomes.
LWP face-to-face professional learning in evidence-based literacy practices was provided to 23 school sites with plans to scale up for the 10 PEAs in Cohort 2, as well as non-SSIP PEAs.	PLS and PSM specialists coach PEAs on utilizing LWP to collect trends on evidence-based practices in literacy in at least one school site. PEAs continue the collection of trend data using the LWP utilizing teachers for capacity building. All teachers and administrators in targeted PEAs implement evidence-based practices with fidelity.
According to scoring guide data, Success Gaps Rubrics and Action Plans mean scores are increasing, thus demonstrating that PEAs are implementing SSIP activities with fidelity.	Targeted PEAs identify needs and root causes related to ELA proficiency and implement action plans. Success Gaps Rubric and Action Plans are expanded for use by both SSIP and non-

	SSIP PEAs to address gaps in student success.
The CALL Project is scaling up from 5 school sites in 2018-2019 to 10 school sites during the 2019-2020 school year.	SEA has necessary infrastructure in place to continue and expand SSIP work, including a cross-unit collaborative and capacity of both PLS and PSM specialists to coach PEAs in improving literacy outcomes.
The SEA is building capacity and sustainability by training PSM specialists to facilitate the LWP with PEAs.	PLS and PSM specialists coach PEAs on utilizing LWP to collect trends on evidence-based practices in literacy in at least one school site.
The SEA has aligned the SSIP work with that of other literacy initiatives including the AZSPDG and the work of the Arizona Steering Committee for CEEDAR.	Stakeholders both internally and externally are consistently engaged in the SSIP work with feedback used in decision-making. Stakeholder engagement ensures continuation of long-term work in improving literacy outcomes for students.
Internal training has solidified inter-rater reliability of PSM specialists tasked with scoring PEAs' Success Gaps Rubrics and Action Plans.	Success Gaps Rubrics and Action Plans are expanded for use by both SSIP and non-SSIP PEAs to address gaps in student success. Stakeholder engagement ensures continuation of long-term work in improving literacy outcomes for students.

The graph below represents ELA AzMERIT data for students with disabilities in grades 3-5 spanning 3 years, beginning in FFY 2015. SSIP. PEAs with 0% proficiency had sufficient data for inclusion; however, actually did not have any students in the data set that were proficient.

Figure 23 – AZMERIT Trend Data by PEA, Cohort 1 (FFY15-FFY17)



F. Plans for Next Year

Additional Activities

Arizona is pleased with the progress made over the past year of implementation and has made plans to further align the SSIP with other literacy initiatives within the state. During the next year, Arizona plans to:

- further align the SSIP and SPDG initiatives
- further align the Year 4 on-site monitoring observation tool with the LWP tool
- continue work with CEEDAR to include post-secondary stakeholders in efforts to further align literacy work in Arizona
- implement effective collaboration and communication
- include stakeholders from outside of the ESS unit for cross-agency collaboration by including those stakeholders in LIWG and Core Literacy Group meetings
- develop the Culturally Inclusive Practices professional learning aligned with the Success Gaps Rubric with further participation in the Culturally Inclusive Practices Action Committee (CIPAC)
- build capacity of PSM specialists to facilitate the LWP to SSIP (Cohort 2) and non-SSIP PEAs who are interested in receiving literacy training
- continue use of Success Gaps Rubric and Action Plan, as well LWP, for PEAs identified for Self-Assessment monitoring and performing below targets in ELA proficiency for students with disabilities in grades 3-5
- non-SSIP PEAs will have access to Success Gaps Rubric and Action Plan and LWP through website and webinar trainings
- provide the CALL professional learning experience to additional SSIP and non-SSIP PEAs
- engage outside stakeholders in the SSIP work through surveys and literacy presentations
- continue utilizing the Success Gaps Rubric and Action Plan with SSIP and non-SSIP PEAs

Evaluation Activities

- The SEA will continue to evaluate student outcomes through local benchmarks and FFY 2018 AzMERIT assessments. However, as Arizona may be utilizing a menu of assessment options (currently not including AzMERIT) starting in the 2019-2020 school year, changes to Arizona's SIMR may need to be addressed. The SIMR may need to be adjusted depending on which assessments are implemented.
- The SEA will also continue collecting LWP data, Success Gaps Rubric and Action Plan Scoring Guide data, and data from stakeholder surveys.

The table below illustrates the intended timeline for SSIP implementation of SSIP targeted PEAs, which is aligned with the activities implemented for SSIP PEAs during FFY 2018.

Table 9 – FFY 19 SSIP Implementation Timeline for Cohort 1 and 2 PEAs

Timeline April 2019-March 2020	Activity to be Implemented
May 2019	PEAs will complete self-evaluation, including update of IDC's Addressing Success Gaps: Indicators of Success Rubric and Action Plan (Cohort 1 SSIP PEAs will submit updates only). PSM specialists will provide feedback and technical assistance.
June 2019	PEA will submit end-of-year benchmark data (Cohort 1 SSIP PEAs will also submit any additional LWP data collected).
June 2019, July 2019	SEA will offer 2-day CALL professional learning for two cohorts of 5 school sites (10 total)
October 2019 – March 2020	SEA/PSM specialists will provide LWP professional learning to Cohort 2 PEAs in fall and spring. PEAs will collect Learning Walks data in winter as well on their own.
November 2019	Cohort 2 PEAs will submit completed IDC's Addressing Success Gaps: Indicators of Success Rubric (pre-assessment) and Action Plans to their ESS Program Support and Monitoring specialist
December 2019	SEA ESS Program Support and Monitoring specialist and SEA SSIP Coordinator will review IDC's Addressing Success Gaps: Indicators of Success Rubric and Action Plan with PEAs and provide technical assistance as needed (Cohort 2 PEAs only).
January 2020	All SSIP PEAs will participate in SSIP survey; Learning Walks Protocol data is due to SSIP Coordinator (Cohort 2 SSIP PEAs only).
February 2020	All SSIP PEAs will submit ELA benchmark data.
March 2020	SEA ESS Program Support and Monitoring specialist will review Action Plan progress with PEAs and provide technical assistance as needed (Cohort 2 only). Cohort 1 PEAs will complete summary of SSIP Action Plan Progress. PSM specialists will provide technical assistance throughout the year towards SSIP Action Plan.

Anticipated Barriers to Implementation

The movement from inter-unit collaboration to inter-agency collaboration within the SSIP may present some barriers. As the SEA is a large agency, aligning initiatives such as the AZSPDG requires time and collaboration. The SEA will continue to utilize the LIWG intra-agency team for decision making. The SEA plans to build on the collaborative successes as other units are included in this literacy initiative.

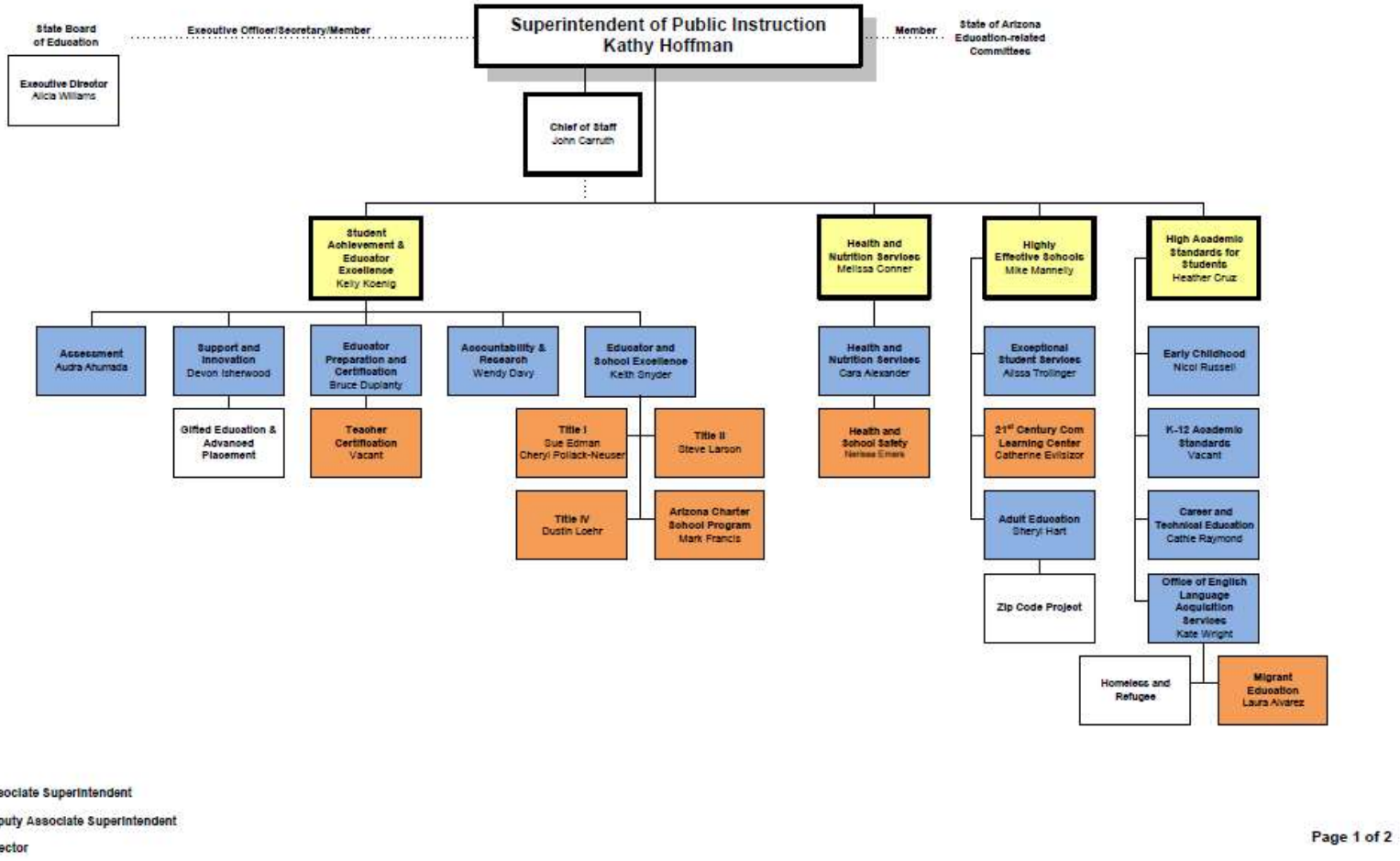
In planning for sustainability and capacity, barriers may be faced ensuring activities developed within the SSIP continue to be implemented with fidelity; particularly as the LWP is scaled-up to include non-SSIP PEAs within the monitoring system and as PSM specialists are trained in the facilitation of the LWP without assistance from PLS specialists. In order to ensure that resources needed for success are available for PSM specialists, training materials and professional learning time is scheduled for June and July of 2019. PSM specialists' survey data is being collected to facilitate planning and to determine what supports will be necessary for this transition, as well as to increase the effectiveness of the technical support and coaching provided to the field.

As mentioned previously, there is no state requirement for the administration of local benchmarks for PEAs to monitor student progress towards the Arizona College and Career Readiness Standards. This may create a barrier in the SSIP implementation as progress towards the SSIP may not be fully assessed until the end of each school year. Additionally, as Arizona may implement the newly mandated menu of assessments next year for all students (AzMERIT is currently not included), determining whether SSIP targets have been met may be a challenge. Based on the assessments chosen by SSIP targeted PEAs, a crosswalk of all assessments may need to be considered in order to determine mathematically whether SSIP targets are met.

Additional Supports and Technical Assistance

The SEA appreciates the continued support of technical assistance providers from NCSI and IDC as these individuals have proved invaluable in navigating the process of SSIP reporting and data use. Moving forward, the SEA plans to continue accessing the supports of the IDC and any other technical assistance providers that may be of value, especially if the menu of assessments is implemented in the 2019-2020 school year.

Appendix A – Arizona Department of Education Organizational Chart



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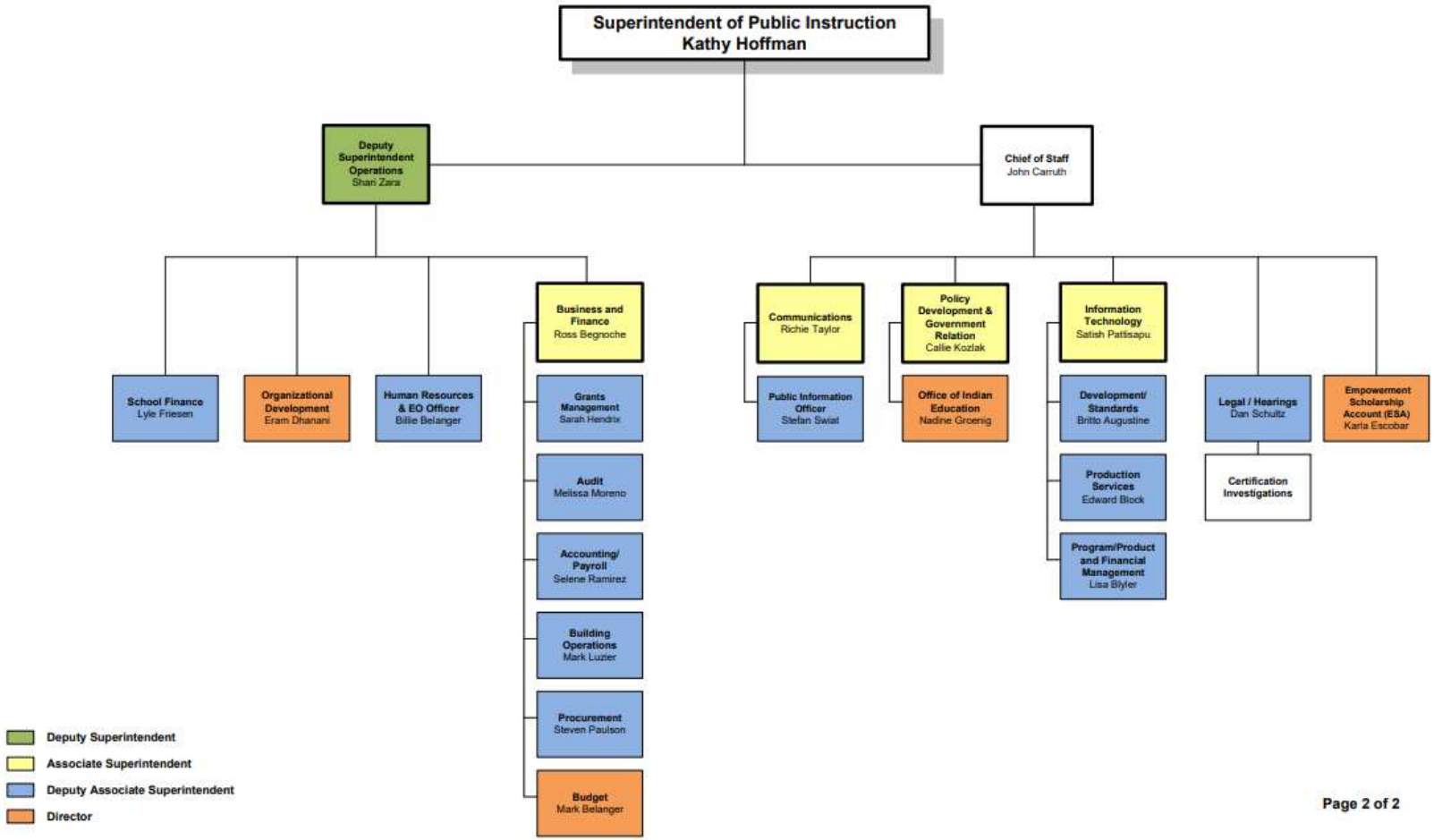

Superintendent of Public Instruction
Kathy Hoffman
Deputy Superintendent Operations
Shari Zara
Chief of Staff
John Carruth
School Finance
Lyle Friesen
Organizational Development
Eram Dhanani
Human Resources & EO Officer
Billie Belanger
Business and Finance
Ross Begnoche
Grants Management
Sarah Hendrix
Audit
Melissa Moreno
Accounting/ Payroll
Selene Ramirez
Building Operations
Mark Luzier
Procurement
Steven Paulson
Budget
Mark Belanger
Communications
Richie Taylor
Public Information Officer
Stefan Swiat
Policy Development & Government Relation
Callie Kozlak
Office of Indian Education
Nadine Groenig
Information Technology
Satish Pattisapu
Development/ Standards
Britto Augustine
Production Services
Edward Block
Program/Product and Financial Management
Lisa Blyler
Legal / Hearings
Dan Schultz
Certification Investigations
Empowerment Scholarship Account (ESA)
Karla Escobar
Deputy Superintendent
Associate Superintendent
Deputy Associate Superintendent
Director
Page 2 of 2

Appendix B – Risk Analysis Tool

2019 Risk Analysis

Date: 03/01/2019

Specialist Name:

Indicator Name	Component Name	PEA Data	Is DNA	Possible Points	Points
Indicator 1 - Graduation Rate	Special Education Graduation Rate is at or above the State target of 80%	0	Yes	>=80% - 1 pt <=79% - 0 pt	0**
Indicator 2 - Dropout Rate	Special Education Dropout Rate is at or below the State target of 27%	0	Yes	<=27% - 1 pt >=28% - 0 pt	1**
Indicator 3 - Performance Assessment	Reading Proficiency for Students with Disabilities is at or above the State Proficiency target of 20%	0	Yes	<=9% - 0 pt <=10% - 1 pt <=19% - 2 pt >=20% - 3 pt	0**
Indicator 3 - Performance Assessment	Math Proficiency for Students with Disabilities is at or above the State Proficiency target of 20%	0	Yes	<=9% - 0 pt <=10% - 1 pt <=19% - 2 pt >=20% - 3 pt	0**
Indicator 4 - Suspension/Expulsion	4A: Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	N	Yes	=Y - 0 pt =N - 1 pt	1**
Indicator 4 - Suspension/Expulsion	4B: Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days by race/ethnicity in a school year for children with IEPs.	N	Yes	=Y - 0 pt =N - 1 pt	1**
Indicator 5 - Least Restrictive Environment	Percentage of Students with Disabilities in Level A Classrooms is at or above the State target of 65%	0	Yes	>=65% - 1 pt <=64% - 0 pt	0**
Indicator 5 - Least Restrictive Environment	Percentage of Students with Disabilities in Level C classrooms is at or below the State target of 14%	0	Yes	<=14% - 1 pt >=15% - 0 pt	1**
Indicator 5 - Least Restrictive Environment	Percentage of Students with separate placements (private placement, RTC, homebound) is at or below the State target of 2%	0	Yes	<=2% - 1 pt >=3% - 0 pt	1**
Indicator 6 - Preschool Least Restrictive Environment	Percentage of Preschool Students participating in general education classrooms is at or above the State target of 52%	0	Yes	>=52% - 1 pt <=51% - 0 pt	0**
Indicator 6 - Preschool Least Restrictive Environment	Percentage of Preschool Students participating in separate special education classes, residential facilities or separate schools is at or below the State target of 44%	0	Yes	<=44% - 1 pt >=45% - 0 pt	1**
Indicators 9 & 10 - Disproportionality	9: Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	N	Yes	=Y - 0 pt =N - 1 pt	1**
Indicators 9 & 10 - Disproportionality	10: Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	N	Yes	=Y - 0 pt =N - 1 pt	1**
Indicator 11 - Initial Evaluation Timeline	PEA was 100% compliant with initial evaluation 60-day timeline for all files reviewed	0	Yes	=100% - 2 pt <=99% - 0 pt	0**
Indicator 13 - Secondary Transition	PEA was 100% compliant with transition plans for all files reviewed	0	Yes	=100% - 2 pt <=99% - 0 pt	0**
PEA Determination	PEA Determination	0	Yes	<=60% - 0 pt <=79% - 1 pt <=89% - 2 pt >=90% - 3 pt	0**
Additional Consideration: Indicator 8 - Parent Involvement	Parent Involvement Survey response percentage at or above the State target of 65%	0			N/A

2019 Risk Analysis

Date: 03/01/2019

Specialist Name:

Indicator Name	Component Name	PEA Data	Is DNA	Possible Points	Points
Additional Consideration: Indicator 12 - Early Childhood Transition	PEA was 100% compliant with preschool transitions (In by 3)	0			N/A
Additional Consideration: Indicator 14 - Post School Outcomes	PEA is at or above the State Post School Outcomes Response Rate of 83.4%	0			N/A
Additional Consideration: Indicator 14 - Post School Outcomes	Percentage of former students engaged in post secondary education/training or employment is at or above the State rate of 75.3%	0			N/A
	Additional Consideration: The Special Education population percentage is within the national range of 7% to 13%	0			N/A
	Additional Consideration: Number of findings of non-compliance from State complaints in the current school year	0			N/A
	Additional Consideration: Percentage of students with disabilities in Level B classrooms is at or above the State average of 18%	0			N/A
	Additional Consideration: PEA is compliant with progress monitoring related to SSIP action plan implementation	0			N/A

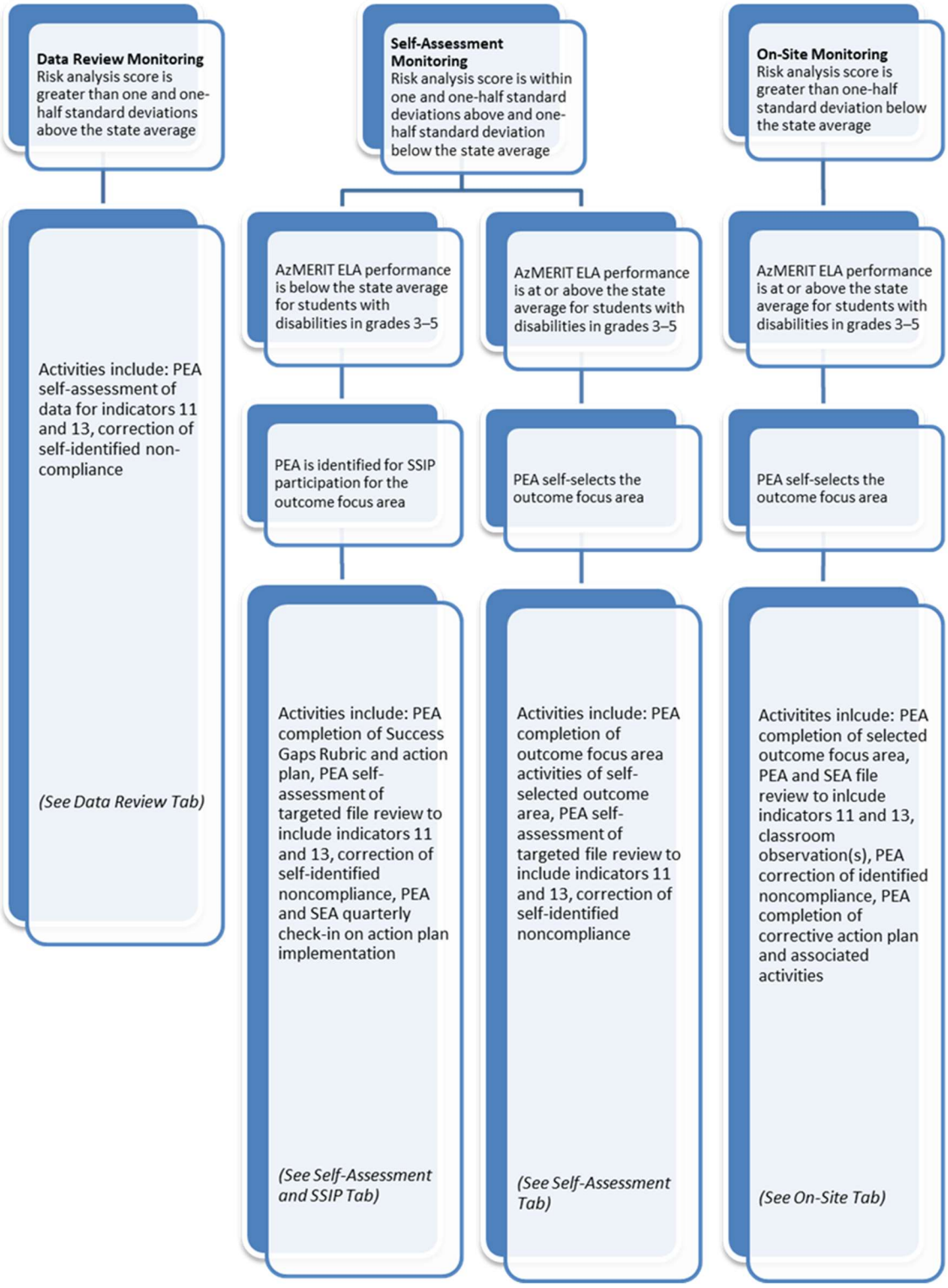
Total Possible Points	2
Total Points	0
Total percentage	0
PEA Monitoring Type	On-Site Monitoring
PEA Total Percentage Outcomes define the type of Monitoring that will be applied. >=89 - Data Review Only Monitoring >=58 - Self-Assessment Monitoring <=57 - On-Site Monitoring	

Appendix C – Risk Analysis Data Sources

Risk Component Name	School Year	Data Source	Formula
Indicator 1 – Graduation Rate	2016–2017	PEA submission of exit codes from Student Management System (SMS)	# students with disabilities with graduation exit codes / # students with disabilities in 4-year cohort
Indicator 2 – Dropout Rate	2016–2017	PEA submission of exit codes from SMS	# students with disabilities coded as dropout ages 14–21 / # students with disabilities enrolled ages 14–21
Indicator 3 – Performance on Statewide Assessments ELA Proficiency	2016–2017	Assessment	# students with disabilities in grades 3–8 and 11 (EOC) assessment scores with a score of "proficient" or higher / # students tested in grades 3–8 and 11
Indicator 3 – Performance on Statewide Assessments Math Proficiency	2016–2017	Assessment	# students with disabilities in grades 3–8 and 11 (EOC) assessment scores with a score of "proficient" or higher / # students tested in grades 3–8 and 11
Indicator 4 – Suspension / Expulsion	2016–2017	Safe schools data submission	# students with disabilities w/OSS > 10 days / # students with disabilities total = >5.5% with N size of 50 or above (5% above state average of 0.5%)
Indicator 5 – Least Restrictive Environment (LRE–A)	2016–2017	PEA submission of sped need code in SMS	# students with disabilities coded as LRE A in Student Management System (SMS) on Oct. 1 count / # total students with disabilities on Oct. 1 count
Indicator 5 – Least Restrictive Environment (LRE–C)	2016–2017	PEA submission of sped need code in SMS	# students with disabilities coded as LRE C in Student Management System (SMS) on Oct. 1 count / # total students with disabilities on Oct. 1 count
Indicator 5 – Least Restrictive Environment (LRE–D, E, or H)	2016–2017	PEA submission of sped need code in SMS	# students with disabilities coded as LRE in separate placements in Student Management System (SMS) on Oct. 1 count / # total students with disabilities on Oct. 1 count
Indicator 6 – Preschool Least Restrictive Environment (LRE)	2016–2017	PEA data submission	# students with disabilities ages 3–5 included in gen ed classrooms for any part of their school day / total # students with disabilities ages 3–5
Indicator 6 – Preschool Least Restrictive Environment (LRE)	2016–2017	PEA data submission	# students with disabilities ages 3–5 participating in separate special education classes, residential facilities, or separate schools / total # students with disabilities ages 3–5
Indicators 9 & 10 – Disproportionality	2016–2017	PEA data submission	Calculated weighted risk ratio based on Oct. 1 counts (eligibility categories and ethnicity); N size of 30
Indicator 11 – Initial Evaluation Timeline	2017–2018	Annual site visit (ASV)	# compliant files reviewed / # total files reviewed

Indicator 13 – Postsecondary Transition	2017–2018	Annual site visit (ASV)	# compliant files reviewed / # total files reviewed
PEA Determination	2016–2017	PEA submitted data, fiscal data for Maintenance of Effort (MOE)	See PEA Determination requirements

Appendix D – Monitoring Flow Chart



Appendix E – 6 Year Differentiated Monitoring Cycle

Activity	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Provide Technical Assistance	√	√	√	√	√	√
Review PEA Data	√	√	√	√	√	√
Annual Site Visit (File Review for TA purposes and Indicator data collection)	√	√	√		√	√
Review PEA Policies and Procedures	√			√		
PEA Collects Student Exit Form Data	√	√	√	√	√	√
PEA Collects Post-School Outcomes	√	√	√	√	√	√
PEA Completes Indicator 8 Parent Survey	√	√	√	√	√	√
Prepare for Monitoring			√			
Conduct Monitoring Activities				√		
Complete Corrective Action					√	

Appendix F – Risk Analysis Scores for SSIP Targeted PEAs

Cohort 2 (2018 Risk Analysis Scores)

ASU Preparatory Academy	53	Self-Assessment
Casa Grande ED	63	Self-Assessment
Cholla Academy	68	Self-Assessment
Continental ED	70	Self-Assessment
Imagine Avondale	72	Self-Assessment
Nadaburg USD	63	Self-Assessment
Open Doors Community School	82	Self-Assessment
Stanfield ESD	55	On-Site
Superior USD	60	Self-Assessment
Yuma ESD	78	Self-Assessment

Cohort 1 (2017 Risk Analysis Scores)

Academy Del Sol	44	On-Site
Apache Junction UD	63	On-Site
Bell Canyon Charter	70	Self-Assessment
Buckeye ED	69	Self-Assessment
Eagle South Mountain Charter	44	On-Site
Eloy ED	38	On-Site
Excalibur Charter	57	On-Site
Fountain Hills UD	56	Self-Assessment
Ganado USD	73	Self-Assessment
Kingman USD	53	Self-Assessment
Littleton ED	56	Self-Assessment
Miami UD	69	Self-Assessment
Pathfinder Charter	33	On-Site
Red Mesa UD	40	On-Site
Santa Cruz Valley UD	67	Self-Assessment
Tucson UD	53	On-Site
Wellton ED	64	Self-Assessment
Whiteriver UD	56	Self-Assessment

Appendix G – Success Gaps Rubric and Action Plan

Equity, Inclusion, and Opportunity: Addressing Success Gaps – Indicators of Success Rubric Version 3.0

Directions for completing the Success Gaps rubric:

This rubric is designed to help any school or school district identify gaps in performance between groups or subgroups of children or students. We use the term children/students because the review is inclusive of any preschool children enrolled in a school or a district. Detailed instructions and resource materials are included in the Success Gaps tool box located on the resource pages of the IDEA Data Center.

Ideally, this rubric should be completed by a team. Possible team members may be representatives from general education, special education, district leadership, and school-based leadership. The suggested practice for completion of the rubric is to have team members complete the rubric individually, meet to discuss similarities and differences in scoring, then come to consensus on a final score as a team.

Insights gained from completing the rubric will be used to complete the Action Plan template on the final page of this document. As activities in the Action Plan(s) are implemented and successfully sustained, review and update the rubric section(s) to demonstrate progress. To complete this portion of the monitoring activities, submit a copy of the original rubric, the completed Action Plan, and an updated rubric to your Program Support and Monitoring specialist.

1. Data-Based Decision Making

Probing Questions:

Does our school or district identify data elements or quality indicators that are tracked over time to measure school effectiveness?
What are those data elements? Are the data valid and reliable?
Are data disaggregated by child/student demographics such as race, ethnicity, gender, disability, etc. to identify gaps in achievement and performance and trends with over- or underrepresentation in identification, placement, and discipline?
Are data reviewed at regular intervals to determine progress or change?
Are data used to make policy, procedure, and practice decisions in our school?
How regularly do we use these data to inform our decisions?

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
1a. Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school	☐ Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement	☐ Some teachers and programs consistently use valid and reliable data systematically to inform decisions about curriculum, instructional	☐ The data used are valid and reliable. A schoolwide formalized and systematic process is in place to monitor and reinforce the continuous	☐ The data used are valid and reliable. The schoolwide process for data-based decision making is implemented and evident for all children/students and	

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improvement initiatives are based on data.	initiatives are rarely systematically based on data.	programs, academic and behavioral supports, and school improvement initiatives.	improvement of individual learners, subgroups of learners, initiatives, and programs within the school. It is implemented by some but not all staff.	subgroups of children/students, in all classrooms, and is used in decisions about school initiatives or programs, as well.	

2. Cultural Responsiveness

Probing Questions:

Are school staff prepared to work with children/students from diverse cultural and linguistic backgrounds?
Is our school culture responsive and welcoming to children/students and families from culturally/linguistically diverse groups?
To what degree does our teaching staff reflect the cultural/linguistic makeup of our school's population?
Do school staff understand and value each individual child's and each group's unique cultural values and needs?
Are teachers familiar with the beliefs, values, cultural practices, discourse styles, and other features of children's/students' lives that may have an impact on classroom participation and success, and are they prepared to use this information in designing instruction?
Do research-based interventions account for the schools' cultural context as a part of implementation?
Are screening, referral, and assessment practices, procedures, and tools unbiased and nondiscriminatory?
Does the staff at our school understand that it is our job to be culturally responsive to all their children/students?
Are we linguistically competent to communicate with our children/students and their families?
Do culturally responsive practices inform our outreach to the community including families and community partners?

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
2a. Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.	☐ Staff practices and attitudes about culture, race, and linguistic background prevent success gaps from being addressed. Many teachers are unable to effectively	☐ Some staff practices and attitudes about culture, race, and linguistic background are barriers to addressing success gaps. Many teachers are unable to	☐ Staff receive ongoing training in culturally responsive practices. The practices and attitudes of most staff are responsive to cultural, racial, and linguistic diversity. Few	☐ Staff receive ongoing training in culturally responsive practices. The practices and attitudes of all staff are responsive to cultural, racial, and linguistic diversity. The school	

	teach some groups of children/students in the school.	effectively teach some groups of children/students in the school. Staff have received training in culturally responsive practices.	teachers are unable to effectively teach some groups of children/ students in the school.	recognizes and celebrates the diversity and richness of students' and families' backgrounds. All teachers can effectively teach all groups of children/students in the school.	
2b. Faculty and staff are prepared for linguistic diversity among students and families.	☐ Most teachers are unprepared to meet the linguistic needs of many students in the school.	☐ Some teachers are prepared to meet the linguistic needs of all children/students. Few staff are linguistically competent to communicate with our children/students and their families. Other supports are almost always provided when this is not the case.	☐ Most teachers are prepared to meet the linguistic needs of all children/students. Other supports are always provided when this is not the case. Most staff are linguistically competent to communicate with our children/students and their families.	☐ All teachers are prepared to meet the linguistic needs of all children/ students. All staff are linguistically competent to communicate with our children/students and their families.	

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
2c. The school or district facilitates the participation of all the families that make up the diversity of the school.	☐ Parents and family members typically attending school activities, functions, or parent/teacher meetings do not represent the full diversity of the school, including the group(s) that experience success gaps.	☐ Parents and family members typically attending school activities, functions, or parent/teacher meetings represent some of the diversity of the school but not all the groups that are experiencing success gaps.	☐ Parents and family members of the groups that experience success gaps in the school feel welcomed and are engaged in school activities, meetings, or other functions. Some of the diversity of the school, but not all the groups	☐ Parents and family members of the groups that experience success gaps feel welcomed in the school and are frequently engaged in school activities, meetings, or other functions. All the groups that are	

			that are experiencing success gaps, are represented on stakeholder planning groups to reduce success gaps. School staff members are taking intentional measures to learn about the culture of these diverse groups.	experiencing success gaps are represented on stakeholder planning groups to reduce success gaps. School staff members on an ongoing basis take intentional measures to learn about the culture of these diverse groups.	

3. Core Instructional Program

Probing Questions:

Do all groups of children in our school receive high-quality instruction based on the principles of Universal Design for Learning?
Are all of our teachers skilled in teaching a classroom filled with learners who are diverse culturally, linguistically, and in learning style?
Are all families aware of the core curriculum and of the differentiations/accommodations/ modifications provided for their child?

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
3a. A consistent, well-articulated curriculum is in place and implemented with fidelity.	☐ Some children/students do not have access to a rigorous core curriculum taught by effective content teachers.	☐ Inconsistent curriculum planning prevents most children/students from experiencing a rigorous curriculum that is horizontally and vertically aligned and that demands depth of understanding. All children/students experiencing success gaps are taught by effective teachers.	☐ Most children/students participate in a curriculum that is rigorous, demands depth of understanding, and is also beginning to be horizontally and vertically aligned and implemented with fidelity. All children/students experiencing success gaps are taught by effective teachers.	☐ All children/students participate in a curriculum that is rigorous and demands depth of understanding that has been horizontally and vertically aligned and implemented with fidelity. All children/students experiencing success gaps are taught by effective teachers.	
3b. The instructional program and strategies used in the school are research-based practices.	☐ Few children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	☐ Some children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	☐ Many children/students experience high- quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	☐ All children/students experience high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	
3c. Differentiated instruction is used to address the need of all learners in the school.	☐ Very few teachers differentiate the core curriculum to address learning styles, effectively addressing their children's/ students' cultural and linguistic backgrounds.	☐ Some teachers differentiate the core curriculum to address the needs of a few learners and learning styles, effectively addressing their children's/students'	☐ Most teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing their children's/students'	☐ All teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing their children's/students'	

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		cultural and linguistic backgrounds.	cultural and linguistic backgrounds.	cultural and linguistic backgrounds.	
3d. Families are informed about the core instructional program and how the needs of their child are being met.	☐ Families are rarely informed, in language they understand, about the school's core instructional program or the ways in which it is differentiated for their child.	☐ Families are sometimes informed, in language they understand, about the school's core instructional program and the ways in which it is differentiated for their child.	☐ Families are usually welcomed in the school and informed, in language they understand, about the school's core instructional program and the ways in which it is differentiated for their child.	☐ Families are always welcomed in the school and informed, in language they understand, about the school's core instructional program and the ways in which it is differentiated for their child.	

4. Assessment – Universal Screening and Progress Monitoring

Probing Questions:

Does our school have a system that routinely and regularly screens all children/students for risk factors that might require early intervention?
Does every classroom teacher regularly screen or monitor child/student performance/progress and adjust instruction for individual children/students based upon the results?
Are teachers supported to implement developmental, academic, and/or behavior interventions in the general education setting?
Are families informed about the results of universal screening and/or progress monitoring for their child?

Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
4a. Universal screening is used to identify needs for early intervention or targeted supports	☐ The school does not use schoolwide screening for children/students to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	☐ The school screens some groups of children/ students each year with valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	☐ The school screens all children/students at least once a year with valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	☐ The school screens all children/students at multiple points during the school year using valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	
4b. Progress monitoring is planned and	☐ There is no schoolwide plan for teachers to	☐ The school has a plan so that all teachers	☐ The school has a plan so that all teachers	☐ All teachers review child/student	

implemented by the school to support the developmental, academic or behavioral progress of each child/student.	review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student progress.	review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student academic or behavioral progress. Some teachers are implementing this plan.	review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student academic or behavioral progress. Most teachers are implementing this plan.	performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student developmental, academic, or behavioral progress.	
4c. Families are Informed about screening and progress monitoring results.	☐ Families in the groups identified with success gaps are rarely informed, in language they can understand, of their child's screening and progress monitoring results for academic and behavioral skills.	☐ Families in the groups identified with success gaps are sometimes informed, in language they can understand, of their child's screening and progress monitoring results for academic and behavioral skills.	☐ Families in the groups identified with success gaps are usually informed, in language they can understand, of their child's screening and progress monitoring results for academic and behavioral skills.	☐ All families are always informed, in language they can understand, of their child's screening and progress monitoring results for academic and behavioral skills.	

5. Interventions and Supports

Probing Questions:

Are children/students with academic challenges identified?
Are they provided with instructional interventions?
Are these interventions evidence-based?
Are the interventions culturally appropriate for our children/students?
Are they implemented with fidelity?
Does the school implement a system of positive behavioral interventions and supports?
Does the school implement a multi-tiered system of supports (MTSS)?
Is the system implemented with fidelity?
Is the system culturally appropriate for the diversity of our child/student population?
Have we used data to determine its effectiveness?

Are teachers effective in its use with diverse groups of children/students?
Are families informed about the interventions and supports provided to their child?

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Indicator	Planning	Partially Implemented	Implemented	Exemplary	Evidence
5a. Evidence-based behavioral interventions and supports, in addition to core instruction, are embedded within a multi-tiered framework and implemented with fidelity.	☐ The school does not have a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions.	☐ The school has a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. Some teachers are already implementing this plan.	☐ The school has a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. Most teachers are already implementing interventions with fidelity according to the plan.	☐ The school has a plan so to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. All teachers identify children/students with behavioral or academic challenges and provide supplemental evidence-based interventions with fidelity.	
5b. School-level practices use tiered response methods (MTSS) that include academic and behavioral interventions and supports.	☐ The school has no schoolwide multi-tiered system of academic and behavioral supports or, if it has one, it is ineffective, disjointed, or inconsistently implemented.	☐ The school has a plan to implement a schoolwide multi-tiered system of academic and behavioral supports and interventions in all classrooms. Some teachers and staff are already implementing elements of the support system in some classrooms.	☐ A schoolwide multi-tiered academic and behavioral support system is implemented across all school environments and in all classrooms with high fidelity.	☐ A schoolwide multi-tiered academic and behavioral support system that is culturally responsive to the school population is implemented across all school environments and in all classrooms with high fidelity.	

Indicator	*Planning*	*Partially Implemented*	*Implemented*	*Exemplary*	*Evidence*
5c. A comprehensive district-level school discipline policy is in place and implemented.	☐ The district currently has a zero tolerance policy or lacks a cohesive discipline policy altogether.	☐ District leaders are drafting a formal school discipline policy informed by best practice.	☐ The district has a formal school discipline policy in place. The policy is culturally sensitive to the diversity of this school and favors tiered responses to child/student misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children/students engaged and in school. Our school understands and implements the district policy with some degree of fidelity.	☐ The district has a formal school discipline policy in place. The policy is culturally sensitive to the diversity of this school and favors tiered responses to child/student misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children/students engaged and in school. All schools in the district understand and implement the district policy with high fidelity.	
5d. Families are regularly informed, in their native or home language, of interventions provided to their children and their children's responses to those interventions for academic and behavioral skills.	☐ Families of children with more intensive academic or behavioral needs are rarely informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making.	☐ Families of children with more intensive academic or behavioral needs are sometimes informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making.	☐ Families of children with more intensive academic or behavioral needs are regularly informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making.	☐ Families of children with more intensive academic or behavioral needs are always informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making.	

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Appendix H - SSIP Timelines Embedded in Monitoring Manual

Timelines for PEA SSIP activities are as follows:

November 9, 2018, or sooner	PEAs submit completed IDC's *Addressing Success Gaps: Indicators of Success Rubric* (pre assessment) and Action Plans to their ESS Program Support and Monitoring specialist (Cohort 1 SSIP PEAs will submit updates only)
December 7, 2018, or sooner	SEA ESS Program Support and Monitoring specialist and SEA SSIP Coordinator will review IDC's *Addressing Success Gaps: Indicators of Success Rubric* and Action Plan with PEAs and provide technical assistance as needed
January 18, 2019, or sooner	PEA will participate in SSIP survey
February 28, 2019, or sooner	PEA will submit ELA benchmark data
March 8, 2019, or sooner	SEA ESS Program Support and Monitoring specialist will review Action Plan progress with PEAs and provide technical assistance as needed
May 3, 2019, or sooner	PEA will complete self-evaluation, including update of IDC's *Addressing Success Gaps: Indicators of Success Rubric* and Action Plan (Cohort 1 SSIP PEAs will submit updates only)
June 14, 2019, or sooner	PEA will submit end-of-year data

Additional activities may be assigned.

PEAs identified for participation in the SSIP are also eligible to enter into a contract with the SEA to receive financial assistance with implementation of activities outlined in the PEA action plan. PEAs must complete the contract and obtain approval prior to expending any funds they would expect to be reimbursed. This may accelerate the PEA's timelines as outlined above.

Appendix I – Learning Walks Protocol

"LEARNING WALKS"

Tally the occurrences of each **artifact** only once when observing classrooms

Observer: _____ Teacher: _____ Room #: _____ Date: _____

TIME IN: ____ TIME OUT: ____ Subject/Grade: _____ # of Students: _____

	Inclusive Learning Environment	Tally	Record evidence; quote teacher/student language
1.	Content, language, and social learning outcomes are flexible, posted, measurable, observable, and in student-friendly language; created with/by students		
2.	Student-centered classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students		
3.	Effective classroom management and organization; rules, procedures, and behavior expectations are created with/by students; are evident and posted		
4.	Classroom library organized with student input, variety of genres, accessible to all		
5.	Word walls and key vocabulary charts are created with/by students; contain symbols/pictures and used as a resource by all students		
6.	Presence and use of manipulatives, objects, real-world and diverse examples		
7.	Effective and efficient transitions between activities		
	Instructional Practices "The What"		Provide Multiple Means of Representation *(Cognitive)*
1.	Demonstration (I do it): whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction		
2.	Shared Experiences (We do it): whole group/small/flexible group modeling		
3.	Guided Practice (You do it together): small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving		
4.	Independent Practice (You do it by yourself): time provided for mastery		
5.	Closure; reviews learning targets with students; use of ongoing assessments (self, formative, interim, summative, anecdotal)		
6.	Monitoring and adjusting student learning; engagement; interactions; uses, gives immediate and specific feedback effectively		
7.	Incorporates, plans for higher order thinking question activities *and* wait time		
	Student Interactions "The How"		Provide Multiple Means of Actions and Expressions *(Intrapersonal)*
1.	Students thinking, listening, speaking, reading, writing, sharing, discussing		
2.	Students involved in text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition		
3.	Students are goal-setting; ongoing use of self-assessments, formative assessments, and reflections		
4.	Students use guided practice, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together		
5.	Students independently practice for personal mastery; planning; choice; autonomy; visualization; manipulation of learning		
6.	Student performance; presentation; reading/writing for authentic audience/purpose		
7.	Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action		
	Student Engagement "The Why"		Provides Multiple Means of Engagement *(Interpersonal)*
1.	Students are engaged in highly motivating, real-world experiences and/or issues		
2.	Students engaged in meaningful, challenging, relevant activities; evidence of self-determined learners		
3.	Students connect and apply learning to culture, background knowledge, strengths		
4.	Students demonstrate learning through planning, thinking, listening, speaking, reading, writing, multi-media; engaged in shared/collaborative learning		
5.	Students' materials, resources, texts are relevant and suitable to the content and language, social learning outcomes; evidence of self-regulating behaviors		
6.	Students have multiple opportunities for dialogue and conversations (50% student talk); engaged in information processing, application and transfer of learning		
7.	Students are participating in differentiated activities and accommodations		

	List observable behaviors to guide your professional conversations:	Tally
1.	Inclusive Learning Environment	
2.	Teacher Instructional Practices	
3.	Student Interactions	
4.	Student Engagement	

Arizona Department of Education

Learning Walks Purpose

Learning Walks is a collaborative coaching process to be modeled and experienced with partners, grade-level teams, content area teams, and/or leadership teams. The purpose of the process is to assist educators in staying focused on what matters most in inclusive learning environments, instructional practices, student interactions, student engagement; another purpose is to collect evidence of shared professional learning and collaboration over time.

The Learning Walks document is not a list to be checked off. Rather, it is a tool to collect trends, to capture evidence of shared learning and learning conversations, and to establish a common language of effective teaching and learning.

The process assists in breaking down invisible walls, releasing unspoken fears, and it creates a safe place to question and clarify, become critical friends, and deepen personal, peer, and team learning.

How Does the Learning Walks Protocol Connect to the State Systemic Improvement Plan?

The Learning Walks Protocol is a support provided by the Arizona Department of Education, Exceptional Student Services to PEAs in implementing their SSIP Action Plan. The Learning Walks is a natural fit as all Arizona SSIP PEAs are implementing an individualized action plan and the Learning Walks process provides trend data related to evidence based practices (EBP) in effective instruction. As PEAs begin the second year of implementation of their SSIP Action Plans, the Learning Walks Protocol can assist in collecting evidence of strengths in instruction to improve literacy outcomes for students with disabilities. This tool can also support teams in assessing if professional learning is being transferred to classroom practice.

As a state, Arizona is focused on improving literacy outcomes for students with disabilities. Arizona's State Identified Measurable Result (SIMR) states the following:
Targeted PEAs will increase the performance of students with disabilities in grades 3–5 on the English/Language Arts (ELA) state assessment from 6.4% to 12.99% by FFY 2019 to meet the State proficiency average for students with disabilities in grades 3–5.

Our state goals and plan are outlined within our State Systemic Improvement Plan (SSIP) found here: https://cms.azed.gov/home/GetDocumentFile?id=5ac7b6203217e1026c6de942.

What Are the Expectations for Special Education Directors as a Part of the Learning Walks Protocol?

In fall and spring of the 2018–2019 school year, ESS literacy specialists will demonstrate the process for your literacy leadership team. Each State Systemic Improvement Plan (SSIP) Cohort

1 PEA will have a three-hour, real-world experience in the Learning Walks process at a campus the PEA chooses. In between the two coaching sessions led by ESS literacy specialists, Cohort 1 SSIP schools are asked to visit classrooms where the SSIP Action Plan is being implemented to independently collect data using the Learning Walks Protocol. The data collected during these Learning Walks will be submitted to the SSIP coordinator by January 18th.

How Might You Continue the Learning Walks Protocol Process as You Move Forward in Your Action Plan?

As your PEA collects data on trends and evidence of teaching and learning, you will be able to use this data to graph your trends, identify strengths, identify needs, and set priorities and next steps for professional learning. Your leadership team may also want to share their learning with other campuses and/or with other teachers and staff.

Learning Walks Protocol – The Process

1. Inform the two classroom colleagues that you are going to visit their classrooms.
2. Decide how you will be observing your colleagues (partners, grade-level teams, or leadership teams).
3. Review the Learning Walk attributes together before visiting the classrooms to establish a common language.
4. Plan to start small. For example, each team member may pick one quadrant in the Learning Walk Protocol to observe (Learning Environment, Instructional Practices, Student Interaction, or Student Engagement). Rotate quadrants so that everyone has a chance to observe them all, if possible.
5. Fill in all the details at the top of the Learning Walks Protocol before you enter the classroom (observer name, date, grade, number of students in the class, etc.).
6. Visit the classroom and tally only once if you see evidence of one of the artifacts (or aspects of learning) on the Learning Walk and note evidence of the learning in the comments section. Quote the teacher and/or the student language as evidence to provide specific and immediate feedback.
7. Step outside the classroom and huddle with your team to go through the positive artifacts of learning you collected as a team.
8. Take turns sharing aloud the positive artifacts you documented, what you noticed, and why it was important.
9. Prepare to write your specific feedback to the teacher and the students by taking turns sharing your thinking with your colleagues before writing.
10. Summarize and write one attribute you would like to celebrate on a sticky note to your teacher and/or students. Avoid starting with “I like” or “I noticed.” It is not about you!

Instead, begin your note by naming the aspect of learning and stating why it was important for student learning. For example, When "___." Then "____." Why "____."

11. Return to the classroom as a team. Ask the teacher and students if you may interrupt the learning just for a moment.
12. Publicly celebrate the learning in the classroom by having each team member take turns naming the learning aspect, why it was important, and celebrating the teacher and the students. Leave the sticky notes with the teacher.

Appendix J – Connecting and Applying Literacy Learning Project

The CALL Project

Connecting and Applying Literacy Learning

What is the CALL Project?

The CALL Project is designed as a shared leadership pathway for school teams committed to building their literacy knowledge and facilitating literacy conversations with their teachers and students using their own resources during the school day. The CALL Project utilizes the materials from the ***Transforming Our Teaching Through Reading/Writing Connections*** by Regie Routman kit.

CALL Project Goals

- To increase student learning by providing models of inclusive classroom environments and whole-part-whole instruction to maximize student engagement and interaction in meaningful and authentic reciprocal reading and writing processes

- To assist school communities in establishing a self-sustaining teacher and school leader literacy residency through once a month all-school reflection, book studies, discussions, observations of videos in inclusive classrooms, and time for planning, applying, and transferring new literacy learning into immediate practice

By the end of the professional learning experience, educators will walk away with all the resources needed to facilitate powerful, on-going, professional literacy learning in their schools. In addition, leadership teams will be given a process for collecting artifacts and evidence of application and transfer of all school professional learning over time with the Learning Walks Protocol.

How does the CALL Project Align with Standards for Professional Learning?

This professional opportunity is designed to be a vehicle for increasing teacher and leader effectiveness and results for literacy learning by:

- Committing to continuous improvement, collective responsibility and goal alignment
- Highlighting skillful leaders who develop capacity and advocate and create support systems for professional learning
- Prioritizing, monitoring, and coordinating resources for educator learning
- Operationalizing a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- Integrating theories, research, and models of human learning to achieve intended outcomes

- Applying research on change
- Sustaining support for implementation of professional learning for long-term change
- Aligning its outcomes with educator performance and student curriculum standard

How does the CALL Project align with Universal Design for Learning?

The goal of Universal Design for Learning (UDL) is intended to develop "expert learners" through goal setting, methods, materials, and assessments. An "expert learner" (both teacher and student) is purposeful and motivated, resourceful and knowledgeable, strategic and goal-directed. UDL focuses on inclusive classroom practices to guide the development of flexible learning environments that can accommodate individual learning differences (differentiation) of all students, especially students with disabilities, students who struggle with learning English, and students struggling with reading and writing. UDL is well-grounded in the educational framework based on research in the learning sciences, including cognitive neuroscience and the CALL Project supports this framework.

What is the time commitment for the CALL Project?

Leadership Team Implementation (One Year Commitment)

- Attend two-day summer workshop *Connecting and Applying Literacy Learning (CALL) to:*
  - experience the *Transforming Our Teaching* professional learning structure (**Sessions 1-4)**:
    1. *Welcome to Transforming Our Teaching*
    2. *Applying the Optimal Learning Model to Your Teaching*
    3. *Examining Our Beliefs about Reading/Writing Connections*
    4. *Setting Up the Classroom for Independent Readers and Writers*
  - receive time for planning and application with your school leadership team and ADE literacy specialist support
- Facilitate **Sessions 1-4** (for optimal success: **Session 1 - Aug**, **Session 2 - Oct, Session 3 - Dec**, and **Session 4 - Feb**) using resources and session guides provided during the **two-day** CALL workshop
- Participate in **two** ADE specialist site visits ***(fall and winter):***
  - Experience the ***Learning Walks*** process (two times) with grade-level/content-area teams to collect, summarize, and analyze **positive** artifacts, and to identify trends, strengths, needs, and priorities for learning with ADE literacy specialist support
  - Graph and submit ***Learning Walks*** trend data to ADE specialist
  - Engage in writing analysis process

All-School Participation; Professional Literacy Learning Community (PLLC) Activities (*fall and winter*)

- Attend and actively engage in **Sessions 1-4,** facilitated by school leadership team during professional development and/or PLLC designated times
- Apply new learning to classroom practice
- Meet with grade-level and/or content-area teams to select typical writing

samples **(winter)**

Optional Opportunities for Sustainability

- Develop a plan for sustainability and ongoing professional literacy learning to meet the needs of all learners.
    - Plan to facilitate and implement **Sessions 5-8** (August, October, December, February) during the **2020-2021** school year using the *CALL* resources and guides.
    - Plan to facilitate and implement **Sessions 9-13** (August, October, December, February) during the **2021-2022** school year using the *CALL* resources and guides.

Resources provided:

Transforming Our Teaching Through Reading/Writing Connections by Regie Routman kit includes:

- *Literacy Essentials: Engagement, Excellence, and Equity for ALL Learners* by Regie Routman (1 Book for each leadership team member)
- *Teaching Essentials by Regie Routman (1)*
- Teacher Reflection Notebooks (one notebook for each teacher)
- Getting Started Guide for leadership team planning
- Fourteen Session Facilitator's Guide (Sessions 1-14)
- DVD (over 50 hours of inclusive classroom examples) for Sessions 1-14
- Online access to all resources and participants

How does my PEA apply to participate in the CALL Project?

The district/charter administrator, as learning leader, will select his/her own leadership team, which could represent the following areas: one exemplary K-2 teacher, one exemplary 3-8 teacher, special educator/leader, EL educator, **and/or** reading specialists, instructional coach, *Teaching Reading Effectively* (TRE) trainer *Language Essentials for Teachers of Reading and Spelling* (LETRS) trainer. Preference for participation is given to PEAs currently targeted in the State Systemic Improvement Plan (SSIP).

Fill in the boxes with information about your public education agency (PEA):

PEA Name:	
Superintendent Name:	**Email:**
Mailing Address:	
Telephone Number:	
Leadership Team Participating in CALL	

(A **maximum of six** literacy team members is recommended, minimum of three)	
1. District/Charter Instructional Leader Name:	**Email:**
2. Special Educator / Leader Name:	**Email:**
3. English Learner Educator Name:	**Email:**
4. Exemplary Pre-K-2 Grade Educator Name:	**Email:**
5. Exemplary 3rd -8th Grade Educator Name:	**Email:**
6. LETRS/TRE TOT, Reading Specialist/Coach Name:	**Email:**
7. Total number of Pre-K-2 educators who will participate in CALL	**#**
8. Total number of 3-8 teachers who will participate in CALL	**#**

Appendix K – Culturally Inclusive Practices Training

Culturally Inclusive Practices: Guidelines for local educational agencies

In 2015, Arizona Superintendent of Public Instruction, Diane Douglas, formed the Culturally Inclusive Practices Committee because she recognized that our students did not have equitable access to rich educational opportunities and issued this charge:

Develop culturally inclusive guidelines which are subsequently adopted by each local educational agency.

This dedicated committee, comprised of educators and community members, carried out this charge to develop guidance which can be easily implemented.

The Guidelines:

Cultural diversity is clearly evident within our school environments and is compounded by an ever-changing student population. As populations change, so too does the identity of the school and community. Educational environments must adjust nimbly to the needs of students, thus, culturally inclusive practices are critical. The following four areas are critical to the development of a culturally inclusive environment.

- **Professional Development:** To build the cultural competence of educators, professional development must address evidence-based practices related to instruction, curriculum, and school climate/environment. Educators and communities must openly dialogue to identify opportunities to implement culturally responsive practices and strategies.
- **Instruction:** While planning lessons across all subjects, educators must integrate culturally inclusive instruction that takes into account the unique stories, accomplishments, and struggles of all of the people of Arizona.
- **Curriculum:** Every local educational agency (LEA) must teach a balanced curriculum adhering to State adopted standards and mandates for the content areas, using complementary materials that address the contributions of diverse cultures.
- **School Climate/Environment:** Schools must consciously build educational environments which value the rich heritage of all of Arizona's communities and cultures, fostering appreciation for all, so that all students and their families are treated equitably and with respect.

To view the Culturally Inclusive Practices Guidelines in their entirety, please visit http://www.azed.gov/standards-practices/culturally-inclusive-practices/

Arizona Department of Education

Appendix L - LWP Alignment with UDL and the HLP

Inclusive Learning Environment	High Leverage Practices (HLPs)	*Record Evidence; Quote Teacher /Student Language*
1. Content, language, social, learning outcomes, flexible, posted, measurable, observable, and in student friendly language HLP 10, 11, 12, 13	Social/ Emotional/ Behavioral Instruction Instruction Instruction	HLP10: Conduct functional behavioral assessments to develop individual student behavior support plans. HLP11: Identify and prioritize long- and short-term learning goals. HLP12: Systematically design instruction toward a specific learning goal. HLP 13: Adapt curriculum tasks and materials for specific learning goals
2. Student centered classroom; student work displayed, current, and accurate; classroom charts made with/by students 3. HLP 07	Social/ Emotional/ Behavioral	HLP 07: Establish a consistent, organized, and respectful learning environment.
4. Effective classroom management; organization; rules procedures & behavior expectations are posted HLP 09, 10, 18	Social/ Emotional/Behavioral Social/ Emotional/ Behavioral	HLP 09: Teach social behaviors. HLP10: Conduct functional behavioral assessments to develop individual student behavior support plans. HLP18: Uses strategies to promote student engagement
5. Classroom library organized with student input, variety of genres accessible to all HLP 14, 15, 19, 21	Instruction Instruction Instruction Instruction	HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP15: Provide scaffolded supports. HLP19: Use assistive and instructional technologies. HLP21: Teach students to maintain and generalize new learning across time and settings.
6. Word walls, key vocabulary, charts, created with/by students; with symbols/pictures and	Social/ Emotional/ Behavioral	HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

used as a resource HLP 14		
7. Presence and use of manipulatives, objects, and real-world examples HLP 14	Social/ Emotional/ Behavioral	HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.
8. Effective transitions between activities HLP 14	Social/ Emotional/ Behavioral Instruction	HLP10: Conduct functional behavioral assessments to develop individual student behavior support plans. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

Student Interactions (The How of Learning)	High Leverage Practiced (HLP's)	Provide Multiple Means of Actions and Expressions (Intrapersonal)
1. Students thinking, listening, speaking, reading, writing, sharing, discussing HLP 04, 07, 14, 18, 19	Assessment Social/ Emotional/ Behavioral Instruction Instruction Instruction	HLP 04: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. HLP 07: Establish a consistent, organized, and respectful learning environment. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 18: Use strategies to promote active student engagement HLP 19: Use assistive and instructional technologies.
2. Students text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition HLP 19	Instruction	HLP 19: Use assistive and instructional technologies.
3. Students goal setting, planning, self, formative, interim, summative assessment HLP 06, 11, 22	Assessment Instruction Instruction	HLP 06: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. HLP 11: Identify and prioritize long- and short-term learning goals. HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.
4. Students guided practice; projects; conferencing; collaborating;	Assessment Assessment	HLP 04: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

community; personal coping skills, and strategies HLP 04, 05, 06,08, 09, 10, 18, 19, 20	Social/ Emotional/ Behavioral Social/ Emotional/ Behavioral Social/ Emotional/ Behavioral Instruction Instruction	HLP 05: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. HLP 06: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. HLP 08: Provide positive and constructive feedback to guide students' learning and behavior. HLP 09: Teach social behaviors. HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans. HLP:18 Use strategies to promote student engagement HLP 19: Use assistive and instructional technologies. HLP 20: Provide intensive instruction.
5. Students independent practice for mastery, planning, choice, autonomy; visualization, manipulation; HLP 11	Instruction	HLP 11: Identify and prioritize long- and short-term learning goals.
6. Student performance; presentation; for a real audience and purpose HLP 11	Instruction	HLP 11: Identify and prioritize long- and short-term learning goals
7. Students participating in *Higher Order Thinking and a variety of learning modalities; physical action HLP 14, 21*	Instruction	HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 21: Teach students to maintain and generalize new learning across time and settings.

Instructional Practices (The What of Learning)	High Leverage Practices (HLP's)	Provide Multiple Means of Representation (Cognitive)
1. Demonstration (I do it) whole group; ***Comprehensible Input*** is provided throughout the lesson; **Crystal clear language, pacing, visuals, realia, color, different learning modalities are evident;** Explicit instruction HLP 09, 12, 14, 15, 16, 18, 20	**Social/ Emotional/ Behavioral** **Assessment** **Assessment** Instruction Instruction Instruction Instruction	HLP 09: Teach social behaviors. HLP12: Systematically design instruction toward a specific learning goal. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP15: Provide scaffolded supports. HLP 16: Use explicit instruction. HLP 18: Uses strategies to promote active student engagement HLP 20: Provide intensive instruction.
2. Shared Experiences (We do it) whole group/small/flexible group modeling HLP 09, 12, 14 15, 16, 20	**Social/ Emotional/ Behavioral** **Assessment** **Assessment** Instruction Instruction Instruction	HLP 09: Teach social behaviors. HLP 12: Systematically design instruction toward a specific learning goal. HLP14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 15: Provide scaffolded supports. HLP 16: Use explicit instruction. HLP 20: Provide intensive instruction.
3. Guided Practice (You do it together) small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support. HLP 09, 06, 14,17, 18, 19, 20, 21, 22	**Social/ Emotional/ Behavioral** **Assessment** Instruction Instruction Instruction Instruction Instruction Instruction Instruction	HLP 09: Teach social behaviors. HLP 06: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP17: Use flexible grouping HLP 18: Use strategies to promote active student engagement HLP 19: Use assistive and instructional technologies. HLP 20: Provide intensive instruction. HLP 21: Teach students to maintain and generalize new learning across time and settings HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.

4. Independent Practice (You do it) time provided for mastery HLP 04, 09 13,14,	Assessment Social/ Emotional/ Behavioral Instruction Instruction	HLP 04: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs HLP 09: Teach social behaviors. HLP 13: Adapt curriculum tasks and materials for specific learning goals. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.
5. Closure; reviews learning goals w/students; use of assessments (self, formative/ interim/ summative/anecdotal/exit cards) HLP 04, 08, 10, 14	Assessment Social/ Emotional/ Behavioral Instruction	HLP 04: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs HLP 8: Provide positive and constructive feedback to guide students' learning and behavior. HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.
6. Monitoring student learning; engagement; interactions; (Uses and gives feedback effectively) HLP 06, 18, 22	Assessment Instruction Instruction	HLP 06: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. HLP 18: Uses strategies to promote student active engagement HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.
7. Incorporates *Higher Order Thinking* questions *and wait time* HLP 07, 14	Social/ Emotional/ Behavioral Instruction	HLP 07: Establish a consistent, organized, and respectful learning environment. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

Student Engagement (The Why of Learning)	High Leverage Practices (HLP's)	Provides Multiple Means of Engagement (Interpersonal)
1. Students connect learning to culture, background knowledge, & strengths HLP 04, 18	Instruction Assessment	HLP 18: Use strategies to promote active student engagement. HLP 04: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
2. Students engaged in, meaningful, challenging, relevant activities; self-determining learners HLP 14, 16, 18, 21	Instruction Instruction Instruction Instruction	HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 16: Use explicit instruction. HLP 18: Use strategies to promote active student engagement. HLP: 21 Teach students to maintain and generalize new learning across time and settings.
3. Students engaged in highly motivating real-world experiences and/or issues HLP 16, 18	Instruction Instruction	HLP 16: Use explicit instruction. HLP 18: Use strategies to promote active student engagement.
4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in *shared learning* HLP 14,16, 18	Instruction Instruction Instruction	HLP 14: Teach cognitive and metacognitive strategies to support learning and independence. HLP 16: Use explicit instruction. HLP 18: Use strategies to promote active student engagement.
5. Student's materials, resources, texts are relevant and suitable to the *Content and language/literacy learning outcomes; self-regulating* HLP11,13, 18	Instruction Instruction Instruction	HLP 11: Identify and prioritize long- and short-term learning goals. HLP 13: Adapt curriculum tasks and materials for specific learning goals. HLP 18: Use strategies to promote active student engagement.

6. Students have multiple opportunities for dialogue and conversations **(50% student talk);** engaged in information processing and transfer of learning and expanding on their own learning HLP 09, 18, 21	Instruction Instruction Instruction	HLP 09: Teach prosocial behaviors HLP 18: Use strategies to promote active student engagement. HLP 21: Teach students to maintain and generalize new learning across time and settings.
7. Students are participating in differentiated activities and accommodations HLP 04, 06, 13, 15, 18, 19, 20	Assessment Instruction Instruction Instruction Instruction Instruction Instruction	HLP 04: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. HLP 06: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. HLP 13: Adapt curriculum tasks and materials for specific learning goals HLP 15: Provide scaffolded supports HLP 18: Use strategies to promote active student engagement. HLP 19: Use assistive and instructional accommodations HLP 20: Provide intensive instruction.

Appendix M – Success Gaps Rubric and Action Plan Scoring Guide

ADE ESS SSIP Rubric for PEA Action Plan Evaluation # 1

PEA: _____

Four Parts, 16 total points available

SCORE: /16

Comments	
Reviewer	

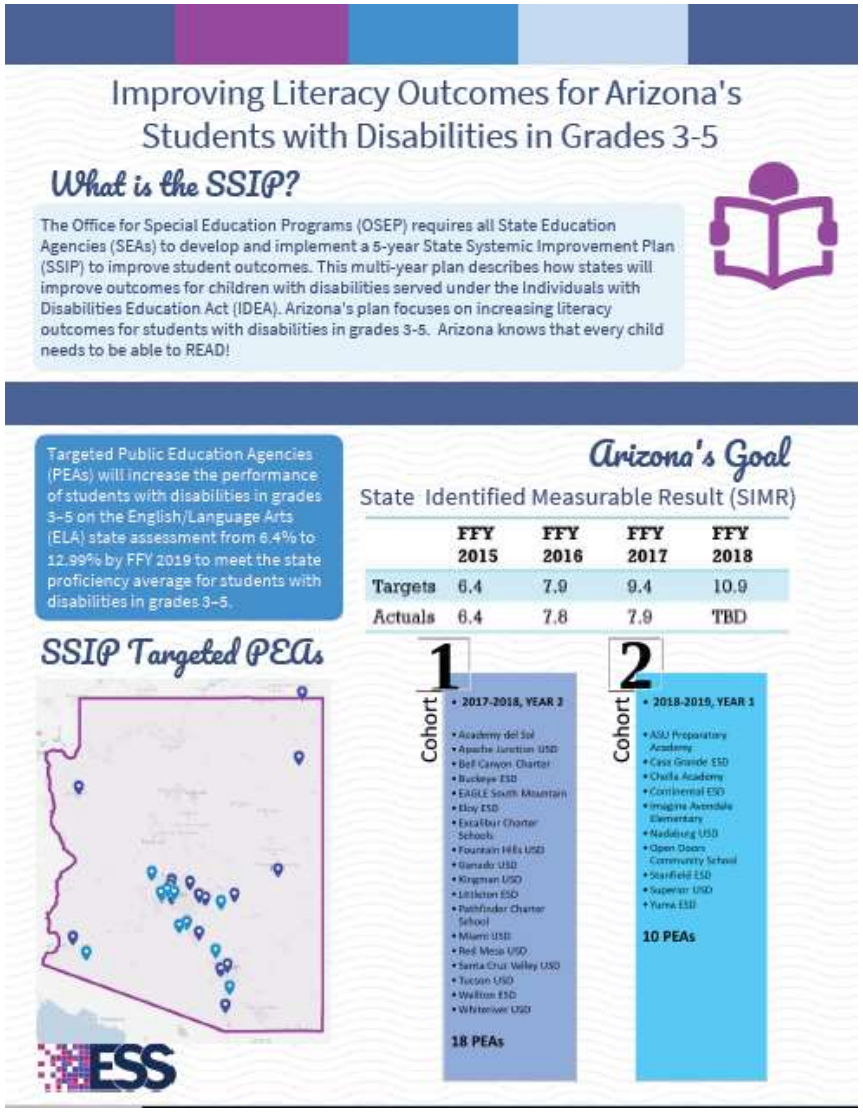
Needs Assessment					
Guiding Questions • *Was a needs assessment conducted to determine the nature and cause of underperformance and to set priorities for future action? Were multiple data sources used?*					
Rating				**Weak (1)**	**Strong (4)**
1	**2**	**3**	**4**	• Some areas of challenges are mentioned in the plan, but no data are included. • Some data are mentioned in the plan, but not enough to draw conclusions about school performance. • A needs assessment was not conducted or is not mentioned in the plan.	• The needs assessment identifies areas of challenge that must be addressed. • Multiple data sources are used.
Comments:					

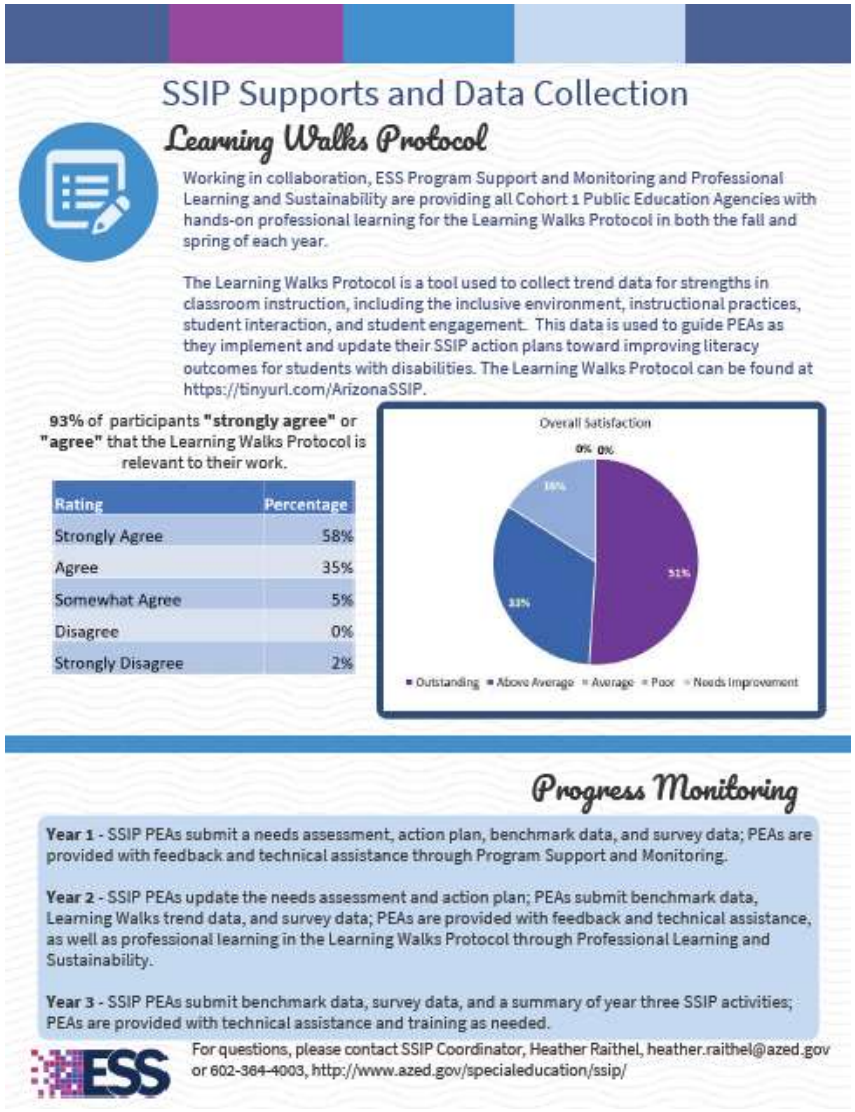
Goals and Objectives					
Guiding Questions • *Are there clear goals that prioritize areas of weakness in student performance specific to subjects and non-academic areas?* • *Are the goals specific, measurable, attainable, etc.? Are the goals ambitious, but achievable?*					
Rating				**Weak (1)**	**Strong (4)**
1	**2**	**3**	**4**	• Goals are not linked to specific subjects or	• Goals and objectives clearly address

Progress Monitoring					
Guiding Questions • *Does each goal have a timeline and related milestones?* • *Are benchmarks included to monitor implementation and progress? Are they clearly defined?*					
Rating				**Weak (1)**	**Strong (4)**
1	**2**	**3**	**4**	• No timelines or benchmarks are included, or they are limited and do not adequately show the school's implementation plan.	• A timeline is provided for each goal and strategy. • Benchmarks are included that will allow the school to monitor progress toward meeting the goals.
Comments:					
				non-academics areas. • The goals are ambitious but do not appear to be realistic, based on progress achieved elsewhere.	school challenges identified in the needs assessment. • Goals are aligned to student performance in specific subjects and non-academic areas.
Comments:					

Interventions/Strategies					
Guiding Questions • *Are the strategies and supporting activities clearly identified in the plan?* • *Is there a connection between the chosen strategies and the identified causes of the school's underperformance?* • *Are the chosen strategies and supporting activities research-based?*					
Rating				**Weak (1)**	**Strong (4)**
1	**2**	**3**	**4**	• There are no clear strategies, or the chosen strategies are unlikely to address identified causes of underperformance. • There is no evidence that strategies are research- based.	• Strategies are designed to address areas identified as needing improvement. • There is clear evidence that the strategies are research-based.
Comments:					

Appendix N – SSIP Infographic





Appendix O – On-Site Monitoring Observation Tool

LEA:		
Teacher:		
Date/Time:		
Grade Level/Content Area		
Environment (Continuum):		
Access to General Curriculum	**Yes/No**	**Evidence**
Student has access to grade level content.		
Student work is aligned to grade level content.		
Access to Typical Peers	**Yes/No**	**Evidence**
Student is seated alongside typical peers in the general seating arrangement.		
Student is included as an active participant of the class.		
Access to Appropriately Trained Teacher(s)	**Yes/No**	**Evidence**
Teacher conducts frequent checks for student understanding, provides feedback, adapts content and teaching style and/or differentiates instruction.		
Teacher provides clear academic objectives and behavioral expectations.		
Access to Specially Designed Instruction	**Yes/No**	**Evidence**

Teacher adapts the content, methods and/or instructional delivery to address the unique needs of a student in accordance with the IEP.		
Access to Accommodations	**Yes/No**	**Evidence**
Student has access to one or more of the accommodations listed in the IEP.		
Access to Modifications	**Yes/No**	**Evidence**
Student has access to one or more of the modifications listed in the IEP.		
Evidence of UDL	**Yes/No**	**Evidence**
Teacher presents curriculum content using multiple modalities.		
Student is provided options for action and expression to demonstrate learning.		
Student is engaged in learning.		

Appendix P – Arizona Department of Education, Multi-tiered Behavior Supports Training

MTBS Implementation Continuum

Year 1	Year 2-3	Year 3+
Tier 1	**Tier 1 & 2**	**Tier 1, 2, & 3**
Trainings	**Trainings**	**Trainings**
• Foundations and Core Features of Tier 1 • Data Systems, Active Supervision and Acknowledgements • Conduct audit of current status of School-wide Behavior Models • Addressing Problem Behavior • Classroom Management	• TIPS (Team Implemented Problem Solving) • Establish and maintain a Student Support Team • Classroom Systems • Targeted Interventions • Bully Prevention	• Advanced Check in Check Out • Complex Functional Assessment • Function-Based Student Support Plans • Behavior Support Plans
School Actions	**School Actions**	**School Actions**
• Identify coach and define role • Identify leadership team and arrange to meet at least monthly • Identify District level PBIS Coordinator • Create school rules and communicate to staff • Establish of coherent and consistent office referral process • Train all school staff personnel on school rules, positive behavior management practices, and consequences. • Identify data system and share with staff on a regular basis • Plan actions and timeline	• Implementation of Tier 1 SW-PBIS Systems • Continue all Tier 1 activities • Train new staff and students on school-wide PBIS • Identify Tier 2 systems and problem-solving teams • Implement evidence-based strategies for Tier 2 interventions • Identify Tier 2 data system • Establish decision rules for students to enter and exit Tier 2 interventions • Monitor student progress with data utilizing the TIPS (Team Implemented Problem Solving Process) • Self-assess tier 1 & 2 implementation	• Sustain Implementation of Tier 1 and 2. • Identify Tier 3 systems team • Develop a systematic achievable plan to address students with serious problem behaviors • Establish decision rules for students to enter and exit Tier 3 interventions • Self-assess Tier 1, 2, and 3 implementation • Generate sustainable school plan **Coach's Training in Yrs. 2 and 3** **PBIS Apps Local Coordinator Training** **SET & ISSET Inter-Rater Reliability Training** **Action Planning for PBIS Assessment Tools** **TIPS II Problem Solving Structure**

Appendix Q – Multi-tiered System of Supports

AZMTSS (Multi-Tiered Systems of Support) Overview

What is AZMTSS?

In Arizona, MTSS is defined as a coherent continuum of system wide, data-based problem solving practices supporting a rapid response to the academic and behavioral needs for all students. AZMTSS includes ongoing data-based monitoring of the effectiveness of all instruction and behavioral supports provided to maximize learning for all students.

Within AZMTSS, instruction/intervention1 is delivered across multiple tiers depending on individual student needs as identified by student outcome data. Three tiers describe the level and intensity of instruction/interventions provided across the continuum.

The Every Students Succeeds Act (ESSA) of 2015, uses the term “intervention” broadly to encompass strategies, activities, programs, and interventions at all tiers of instruction.

Tier 1: Core and Universal Instruction and Supports

Academic and behavior instruction and supports designed and differentiated for all students in all setting.

Tier 2: Targeted and Supplemental Interventions and Supports

Individual or small group targeted instruction/intervention and supplemental supports in addition to and aligned with Tier 1 academic and behavior instruction and supports.

Tier 3: Intensive and Individualize Interventions and Supports

The most intensive instruction/intervention based on individual student need provided in addition to and aligned with Tier 1 and Tier 2 academic and behavior instruction and supports.

AZMTSS Framework

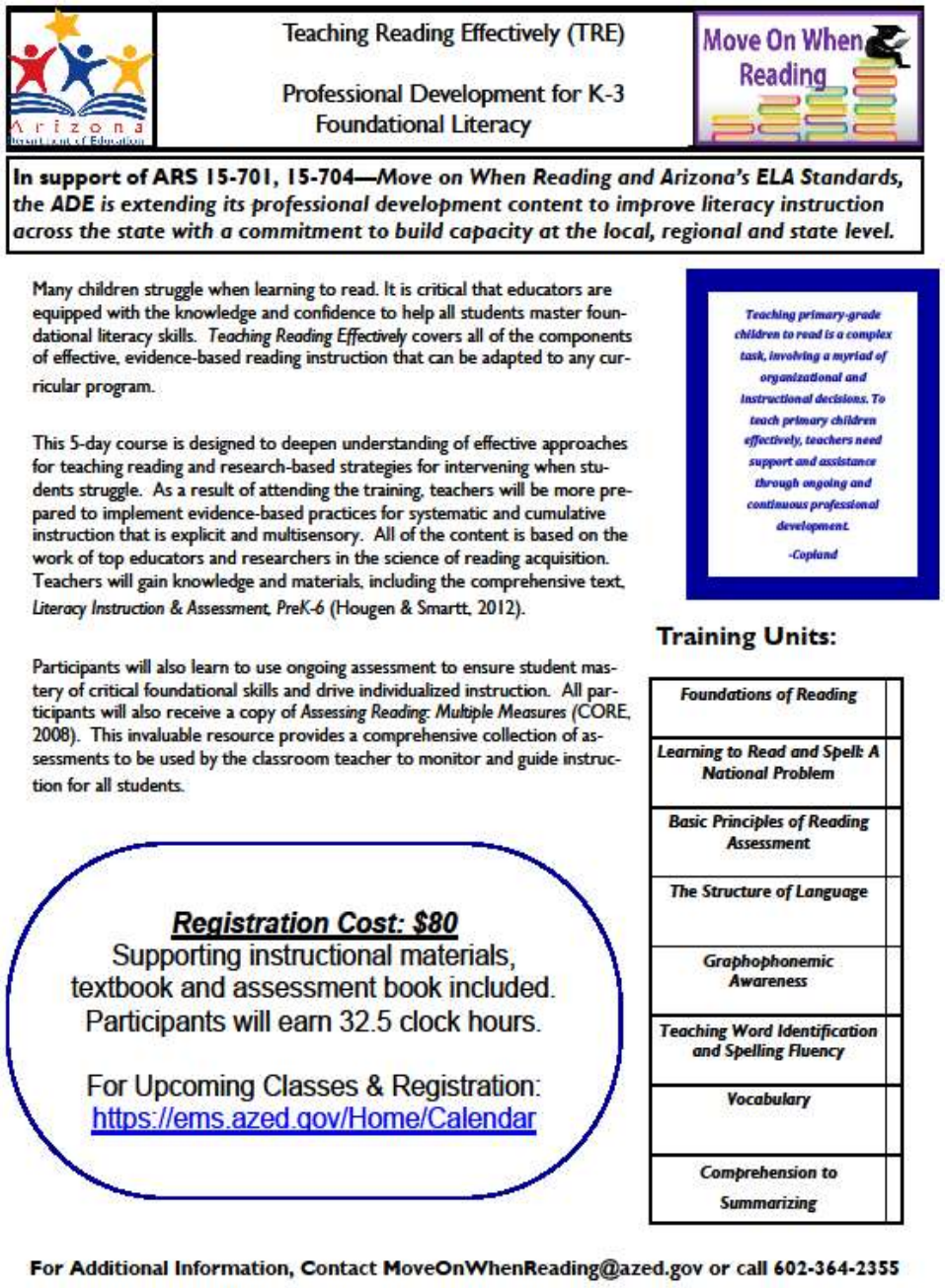
The AZMTSS Framework is aligned to the Arizona Comprehensive Needs Assessment and the Arizona Integrated Action Plan. The framework for AZMTSS seeks to do the following:

- Collaboratively develop the capacity of all Arizona LEAs to implement and sustain a system of supports that prepares all students for college, career, and civic responsibilities.
- Accelerate and maximize academic and behavioral outcomes for all students through the application of collaborative data-based problem-solving utilized by effective leadership teams at all levels of the educational systems.

The table below details the six AZMTSS Components. AZMTSS Component	Description
Effective Leadership	Effective leaders create a team and structure that communicates a vision of high academic, behavioral and social-emotional goals that focus on meeting the needs of the whole child.
Effective Teachers and Instruction	Effective instruction includes a tiered level of support to meet the academic, behavioral, and social-emotional needs of the whole child.
Effective Organization of Time	Effective schools allocate time within a tiered level of supports for the academic, behavioral and social-emotional needs of the whole child.
Effective Curriculum	Effective curricula include an evidence-based behavioral and social-emotional

	component that meets the needs of the whole child and is culturally relevant.
Conditions, Climate, and Culture	Inclusive schools are focused on positive relationships within all tiers of support to meet the academic, behavioral and social-emotional needs of all children.
Family and Community Engagement	Family and Community Engagement is an essential component to foster the academic, behavioral and social-emotional growth of the whole child.

Appendix R – Teaching Reading Effectively



Teaching Reading Effectively (TRE)

Professional Development for K-3
Foundational Literacy

Move On When Reading

In support of ARS 15-701, 15-704—*Move on When Reading and Arizona's ELA Standards, the ADE is extending its professional development content to improve literacy instruction across the state with a commitment to build capacity at the local, regional and state level.*

Many children struggle when learning to read. It is critical that educators are equipped with the knowledge and confidence to help all students master foundational literacy skills. *Teaching Reading Effectively* covers all of the components of effective, evidence-based reading instruction that can be adapted to any curricular program.

This 5-day course is designed to deepen understanding of effective approaches for teaching reading and research-based strategies for intervening when students struggle. As a result of attending the training, teachers will be more prepared to implement evidence-based practices for systematic and cumulative instruction that is explicit and multisensory. All of the content is based on the work of top educators and researchers in the science of reading acquisition. Teachers will gain knowledge and materials, including the comprehensive text, *Literacy Instruction & Assessment, PreK-6* (Hougen & Smartt, 2012).

Participants will also learn to use ongoing assessment to ensure student mastery of critical foundational skills and drive individualized instruction. All participants will also receive a copy of *Assessing Reading: Multiple Measures* (CORE, 2008). This invaluable resource provides a comprehensive collection of assessments to be used by the classroom teacher to monitor and guide instruction for all students.

Teaching primary-grade children to read is a complex task, involving a myriad of organizational and instructional decisions. To teach primary children effectively, teachers need support and assistance through ongoing and continuous professional development.

-Copland

Training Units:

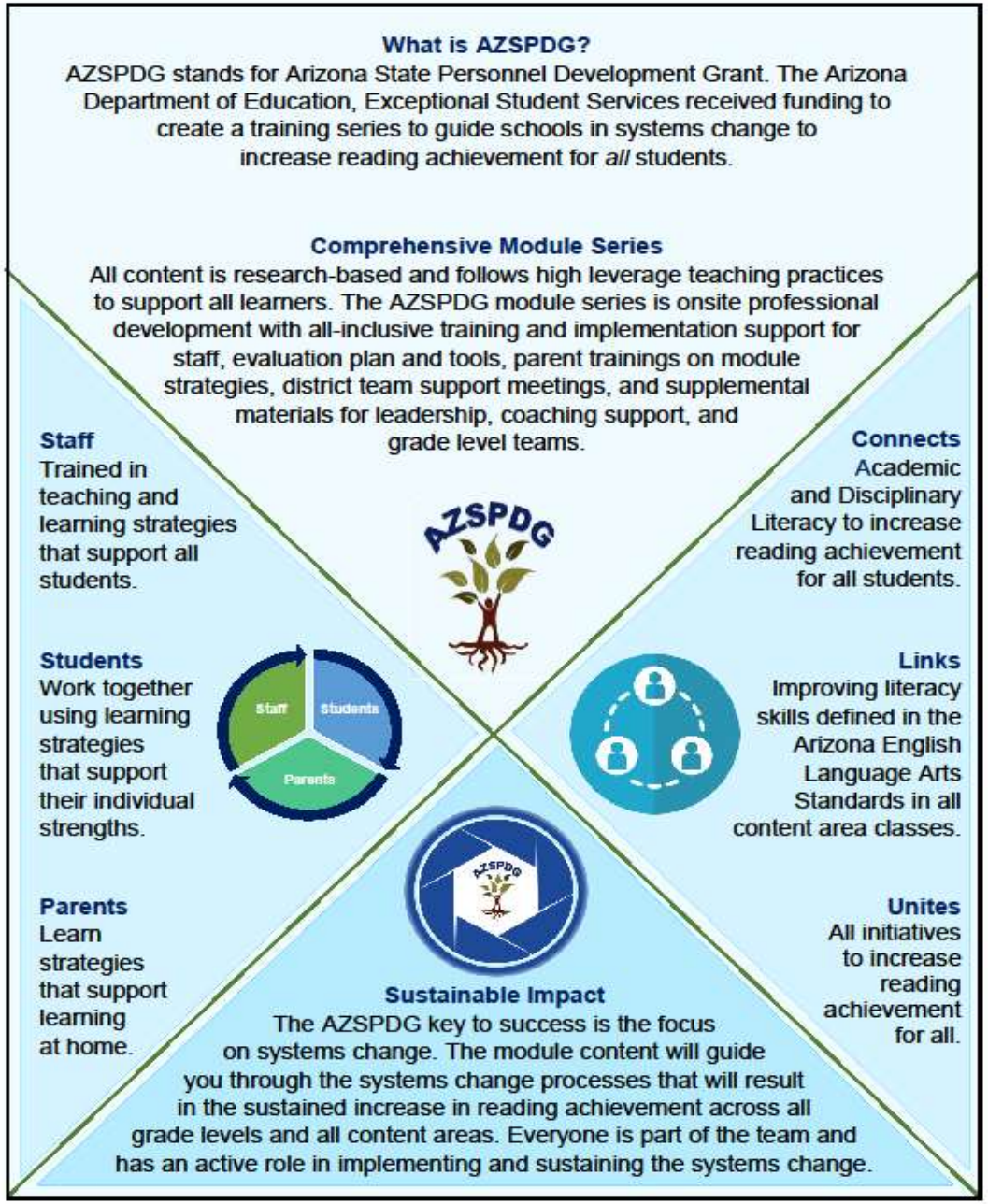
Foundations of Reading
Learning to Read and Spell: A National Problem
Basic Principles of Reading Assessment
The Structure of Language
Graphophonemic Awareness
Teaching Word Identification and Spelling Fluency
Vocabulary
Comprehension to Summarizing

Registration Cost: $80
Supporting instructional materials, textbook and assessment book included.
Participants will earn 32.5 clock hours.

For Upcoming Classes & Registration:
https://ems.azed.gov/Home/Calendar

For Additional Information, Contact MoveOnWhenReading@azed.gov or call 602-364-2355

Appendix S – AZSPDG



Appendix T – Milestone Activities

Milestone Activity	Date Completed	Measure	Outcome
Infrastructure Review	April 2018	Workload Capacity Staffing Collaboration Stakeholder Engagement	Created inter-unit cross-collaborative Literacy Initiatives Work Group for planning, feedback, and decision making
10 Additional PEAs Targeted for SSIP Implementation	June 2018	Scale-up	Used Risk Analysis to target 10 additional PEAs with capacity for systems change for SSIP implementation
Connecting and Applying Literacy (CALL) Project Pilot with 5 School Sites (2-day training and on-going support for PEA implementation)	July 2018-present	Implementation Capacity	Improved support, tools, and practices for PEAs and data for SEA to improve SSIP implementation
Infrastructure Review	August 2019	Workload Capacity Staffing Collaboration Stakeholder Engagement	Created Core Literacy Group to address logistical and immediate concerns
Alignment with SPDG	Ongoing	Capacity	Improved support for PEA leveraged systems where possible

Learning Walks Protocol Professional Learning in fall and spring	October 2018-present	Implementation Capacity	Improved evidence-based practices and a common literacy language for SSIP targeted PEAs
Learning Walks Protocol Survey Feedback	October 2018-present	Stakeholder Feedback	Obtained feedback from SSIP targeted PEAs for decision-making in Learning Walks Protocol professional learning
Success Gaps Rubric and Action Plan completion	November 2018	Implementation Capacity	Created individualized action plans based on PEA needs to address gaps in student success
Scoring Guide for Success Gaps Rubric and Action Plan	December 2018	Implementation Capacity	Provided feedback and technical assistance to PEAs on rubric and action plan
SSIP Contract Funds available up to $5,000 per PEA ($13,000 for TUSD) for SSIP Action Plan Implementation	December 2018 - present	Implementation	SSIP Contract Funds available up to $5,000 per PEA ($13,000 for TUSD) for SSIP Action Plan Implementation
SSIP Survey	January 2019	Stakeholder Engagement	Obtained feedback from SSIP targeted PEAs for fidelity of implementation

Local PEA Benchmark Data (Mid-Year and End of Year)	August 2018, February 2019, June 2019 (planned)	Implementation	Evaluated data at the PEA and SEA levels for decision-making

Appendix U – Special Education Advisory Panel (SEAP)

I. Parents of children with disabilities (child's age birth through 26)
II. Individuals with disabilities
III. Teachers
IV. Institutions of higher education that prepare special education and related services personnel
V. State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)
VI. Administrators of programs for children with disabilities
VII. Other State agencies involved in the financing or delivery of related services to children with disabilities (vacant)
VIII. Private schools
IX. Public charter schools
X. Representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities
XI. A State child welfare agency responsible for foster care
XII. The State Juvenile Detention and Correction agencies (currently vacant)
XIII. Adult correction agencies

Total Membership: 21

Total Parents & Individuals: 12 (must comprise more than 50% of panel membership)

https://cms.azed.gov/home/GetDocumentFile?id=5c4b83301dcb250678aa6518

Appendix V – Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)

Notes

For more information, contact a member of the ACEPP State Steering Committee:

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Appendix W – Success Gaps Rubric and Literacy Outcomes

1. Data-based Decision-Making

ELA implications:

Data-based decision-making impacts ELA proficiency if decisions are not based on data, or if the data is used incorrectly.

2. Cultural Responsiveness

ELA implications:

Culturally responsive instructional interventions can impact ELA proficiency if not adopted and implemented across classrooms and curriculum. If families do not feel included they are unlikely to support and encourage students and teachers.

3. Core Instructional Program

ELA implications:

Without curriculum and articulation there is no structure to achieve standards. Without research-based curriculum there is no reliable way to know how it truly impacts teaching and learning. Differentiation assists with achievement and impacts all achievement. Without informing families about curriculum and interventions, families are unlikely to support schools, and students are unlikely to achieve.

4. Assessment – Universal Screening and Progress Monitoring

ELA implications:

Without screening and intervention, proficiency will not improve at higher rates. Data from progress monitoring will drive instruction and target interventions to improve ELA proficiency. Families who are informed are more like to provide support to students and schools.

5. Interventions and Supports

ELA implications:

If behaviors are addressed appropriately, the focus can shift to academics and improve ELA proficiency. Tiered responses and supports improve academics. A comprehensive discipline policy assists with consistency and allows focus on academics to improve ELA proficiency. Informed families can provide support to students and schools.

Appendix X – Success Gaps Rubric Cohort 1 (FFY 18)

P=Planning; PI=Partially Implemented; I=Implemented; E=Exemplary

Cohort 1 Success Gaps Rubric															
PEA	Ind. 1	Ind. 2 A	Ind. 2 B	Ind. 2 C	Ind. 3 A	Ind. 3 B	Ind. 3 C	Ind. 3 D	Ind. 4 A	Ind. 4 B	Ind. 4 C	Ind. 5 A	Ind. 5 B	Ind. 5 C	Ind. 5 D
Academy Del Sol	I	PI	PI	I	P	I	I	E	E	E	I	I	I	I	E
Apache Junction	P	PI	PI	PI	I	I	PI	P	I	PI	PI	P	PI	PI	PI
Bell Canyon	E	I	E	E	E	I	I	E	E	E	E	E	E	I	E
Buckeye	PI	PI	PI	PI	P	PI	PI	PI	PI	PI	I	PI	PI	I	PI
Eagle South Mountain	E	I	I	I	I	I	I	E	E	E	E	E	I	E	E
Eloy	I	I	I	I	PI	I	PI	I	E	PI	PI	I	I	I	I
Excalibur	E	I	I	I	I	E	I	E	I	I	E	I	I	I	I
Fountain Hills	PI	PI	I	I	PI	PI	PI	PI	PI	PI	PI	I	P	I	I
Ganado	I	I	I	I	I	E	I	E	I	I	E	PI	P	I	E
Kingman	I	PI	PI	PI	I	I	I	E	I	I	PI	PI	PI	I	PI
Littleton	PI	PI	PI	I	I	I	PI	I	I	I	I	PI	PI	I	I
Miami	PI	PI	I	I	I	I	I	PI	P	I	I	PI	PI	I	I
Pathfinder	I	I	I	I	I	I	I	E	E	E	I	PI	I	I	I
Red Mesa	P	PI	I	PI	PI	PI	P	I	I	PI	I	PI	PI	I	PI
Santa Cruz	I	E	I	I	E	E	I	I	E	E	I	E	E	E	E
Tucson	PI	PI	PI	PI	PI	PI	PI	I	I	I	I	I	I	I	PI
Wellton	I	I	I	I	I	I	PI	I	E	I	I	I	PI	PI	I
Whiteriver	I	PI	I	I	PI	PI	PI	I	E	I	I	PI	PI	I	I

P=Planning; PI=Partially Implemented; I=Implemented; E=Exemplary

Cohort 2 Success Gaps Rubric															
PEA	Ind. 1	Ind. 2 A	Ind. 2 B	Ind. 2 C	Ind. 3 A	Ind. 3B	Ind. 3 C	Ind. 3 D	Ind. 4 A	Ind. 4 B	Ind. 4 C	Ind. 5 A	Ind. 5 B	Ind. 5 C	Ind. 5 D
ASU Prep	PI	I	I	PI	PI	I	PI	E	E	I	E	PI	PI	I	E
Casa Grande	PI	PI	PI	I	PI	PI	PI	E	E	PI	PI	PI	PI	PI	I
Cholla	I	I	I	I	I	I	I	I	E	I	I	I	I	I	I
Continental	PI	PI	I	I	PI	I	I	I	I	I	PI	PI	PI	I	PI
Imagine Avondale	I	I	I	I	I	I	I	I	E	I	I	I	PI	I	I
Nadaburg	I	PI	PI	I	I	E	PI	PI	PI	I	PI	I	I	I	PI
Open Doors	I	PI	PI	PI	I	I	I	I	E	E	E	E	E	E	E
Stanfield		I	PI	I	I	I	I	I	I	I	I	I	I	I	I
Superior	PI	P	PI	PI	P	PI	PI	PI	PI	PI	PI	P	P	P	PI
Yuma	I	PI	PI	PI	P	PI	PI	PI	PI	PI	PI	PI	PI	I	PI

Appendix Y – SSIP Action Plans (FFY 18)

Action Plan - Cohort 1					
PEA	1 Data Based	2 Culture	3 Core Instruction	4 Assessment	5 Intervention/Support
Academy Del Sol			X		
Apache Junction			X		X
Bell Canyon			X		
Buckeye			X		X
Eagle South Mountain		X	X		
Eloy			X		
Excalibur	X	X	X	X	X
Fountain Hills			X		X
Ganado					X
Kingman		X			X
Littleton			X		X
Miami	X	X			
Pathfinder			X		X
Red Mesa					X
Santa Cruz	X		X		X
Tucson			X		
Wellton	X		X		X
Whiteriver	X				

Action Plan - Cohort 2					
PEA	1 Data Based	2 Culture	3 Core Instruction	4 Assessment	5 Intervention/Support
ASU Prep					X
Casa Grande					X
Cholla			X		X
Continental					X
Imagine Avondale		X			X
Nadaburg		X			
Open Doors		X			
Stanfield			X		
Superior					X
Yuma		X	X	X	X