

ANNUAL REPORT

2022



Special Education Advisory Panel

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INTRODUCTION

PURPOSE OF THE SPECIAL EDUCATION ADVISORY PANEL (SEAP)

- Advise the State Education Agency (SEA) of unmet needs within the state in the education of students with disabilities
- Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities
- Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the IDEA
- Advise the SEA in developing corrective action plans to address findings identified in Federal Monitoring reports under Part of the IDEA
- Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities
- Review and comment on completed due process hearing findings

SEAP LEADERSHIP

Co-Chairs: Dr. Kathleen Puckett and Susan Voirol

Vice Chair: Leanne Murrillo

State Director of Special Education: Alissa Trollinger

Administrative Support: Bekah Arrowsmith

SEAP MEMBERSHIP

A current list of panel members, their roles on the panel, and their appointment dates are posted on the SEAP webpage on the Arizona Department of Education website.

[Panel Members](#)

CALENDAR

The current SEAP calendar is posted on the SEAP webpage on the Arizona Department of Education website.

[SEAP Calendar 2021-2022](#)

BYLAWS

The current SEAP bylaws are posted on the SEAP webpage on the Arizona Department of Education website. These bylaws were most recently updated September 2021.

[By-laws](#)

Other information regarding SEAP is available on the main page of the website:

<https://www.azed.gov/specialeducation/seap/>

SEAP CONTACT INFORMATION

Email: SEAPInbox@azed.gov Phone: 602-542-5446

PANEL MEETINGS

REGULAR MEETINGS

The Special Education Advisory Panel meets regularly to discuss regular standing agenda items relating to IDEA Indicators, Due Process Hearings, and Legislative Updates. Regular meetings also include informational presentations and opportunities for panel members to provide advisement to the Arizona Department of Education and/or the Arizona State Board of Education.

Regular meetings were held on the following dates during 2021/2022:

Date	Agenda Link
August 19, 2021	8/19/2021 SEAP Agenda
September 21, 2021	9/21/2021 SEAP Agenda
October 22, 2021	10/22/2021 SEAP Agenda
November 30, 2021	11/30/2022 SEAP Agenda
January 25, 2022	1/25/2022 SEAP Agenda
March 29, 2022	3/29/2022 SEAP Agenda
June 14, 2022	6/14/2022 SEAP Agenda

SPECIAL MEETINGS

No special meetings were held during the 2021/2022 year.

PRESENTATIONS TO THE PANEL

All presentation materials presented to the panel are linked on SEAP Meeting Agendas and the SEAP webpage on the Arizona Department of Education’s website.

When meetings are recorded, the recordings are also posted on the SEAP page.

<https://www.azed.gov/specialeducation/seap/>

YEAR IN REVIEW

STANDING TOPICS

Individuals with Disabilities Education Act (IDEA) Annual Performance Report for the State Performance Plan: Throughout the year, individuals from the ADE/ESS staff reported to the Special Education Advisory Panel (SEAP), Arizona’s advisory group. SEAP provides input and feedback during the process of determining targets, and ADE/ESS representatives respond to questions and comments from SEAP members regarding indicator data. Each indicator was addressed during the SEAP meeting dates below with a link to the presentation included when applicable.

Indicator 1: Graduation- Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

- ❖ [10/22/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)
- ❖ [6/14/2022 SPP/APR Update](#)

Indicator 2: Drop Out- Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

- ❖ [10/22/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)
- ❖ [6/14/2022 SPP/APR Update](#)

Indicator 3: Statewide Assessments

3B: Participation for Students with IEPs- Participation of children with IEPs on statewide assessments

3C: Proficiency rate for children with IEPs

- ❖ [November 30, 2021 Indicator 3](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 4: FAPE in the LRE

4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

4B: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

- ❖ [9/21/2021 SPP/APR Update](#)

- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)
- ❖ [3/29/2022 SPP/APR Update](#)

Indicator 5: Education Environments (ages 6-21)- : Education environments (children 6-21): Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

- ❖ [10/22/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 6: Preschool Environments- Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

- ❖ [10/22/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 7: Preschool Outcomes- Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

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

- ❖ [10/22/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 8: Parent Involvement- : Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

- ❖ [10/22/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 9: Disproportionate Representation- Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

- ❖ [9/21/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)
- ❖ [3/29/2022 SPP/APR Update](#)

Indicator 10: Disproportionate Representation in Specific Disability Categories- Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

- ❖ [9/21/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)
- ❖ [3/29/2022 SPP/APR Update](#)

Indicator 11: Child Find- Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that time frame.

- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 12: Early Childhood Transition- Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 13: Secondary Transition- Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 14: Post-School Outcomes- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- Enrolled in higher education within one year of leaving high school.
- Enrolled in higher education or competitively employed within one year of leaving high school.
- Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
- ❖ [10/22/2021 SPP/APR Update](#)

- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 15: Resolution Sessions- Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

- ❖ [10/22/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 16: Mediation- Percent of mediations held that resulted in mediation agreements.

- ❖ [10/22/2021 SPP/APR Update](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

Indicator 17: State Systemic Improvement Plan (SSIP)- Comprehensive, multi-year plan focused on improving results for students with disabilities.

- ❖ [November 30, 2021 Indicator 17](#)
- ❖ [1/25/2022 Indicator Target Setting for FFY 2020 SPP/APR Stakeholder Feedback Results](#)

SPECIAL TOPICS

In fulfilling its duties, throughout the year the SEAP heard information from and provided advisement to ADE/ESS on a number of Special Topics. The topics listed below were determined in a number of ways: through discussion at open meetings, by ADE/ESS for issues needing panel advisement, through members written reports from the field, and more.

Meeting Date	Special Topics
August 19, 2021 8/19/2021 SEAP Agenda	<ul style="list-style-type: none"> SEAP By-laws were reviewed and revisions were drafted by the panel.
September 21, 2021 9/21/2021 SEAP Agenda	<ul style="list-style-type: none"> Proposed changes to SEAP Bylaws were passed Reviewed data and calculation measures for Indicators 4, 9, 10, 11, 12, 13 for panel to provide feedback in setting targets Presentation/training by John Copenhaver, Program Director of TAESE at Utah State University: Panel purpose, membership and roles, trends and hot topics in special education Arizona Special Education Cost Study overview of purpose, tasks and timeline
October 22, 2021 10/22/2021 SEAP Agenda	<ul style="list-style-type: none"> No Special Topics presented and no Special Topics discussed
November 30, 2021 11/30/2022 SEAP Agenda	<ul style="list-style-type: none"> ADE Provided a presentation to share Assessment Updates with the SEAP ADE Presented on Structured English Immersion (SEI) Models and English Language (EL) Service Models ADE presented a review of Arizona Special Education Programs and Cost (Special Education Cost Study)
January 25, 2022 1/25/2022 SEAP Agenda	<ul style="list-style-type: none"> ADE presentation of K-5 Literacy Endorsement for teachers including data, legislation connected to early literacy, logistics and the science of reading Review of results from stakeholder feedback for target setting in the SPP/APR indicators Presentation and information about AZ-TAS (technical assistance document) to support students in foster care who are receiving special education services
March 29, 2022 3/29/2022 SEAP Agenda	<ul style="list-style-type: none"> Karin Smith with HeinfeldMeech, Presented an update on the Arizona Special Education Programs and Cost Analysis Study ADE provided a Fiscal Update ADE presented on ESS Retention and Recruitment efforts ESS Retention and Recruitment efforts ADE provided update on Early Childhood Special Education Policy & Procedures Preschool Special Education Transition

	<p>from Early Intervention</p> <ul style="list-style-type: none"> ● SEAP Panel approved the FY 2022-2023 Calendar ● SEAP Panel reviewed expiring Panel members. All members were encouraged to support recruitment efforts in search for statewide, diverse applicants for any upcoming vacant roles.
<p>June 14, 2022 6/14/2022 SEAP Agenda</p>	<ul style="list-style-type: none"> ● SEAP Panel Members presented Reports from the Field ● HeinfeldMeech presented Special Education Cost Study ● ADE presented on Indicators 1 & 2 (Graduation Rate & Drop Out Rate) with receiving information and providing input ● ADE presentation on ESS Data Review ● SEAP Renewal and Approval of New Co-Chair and Vice Chair

PANEL ACTIVITY

Major Accomplishments

Recommendations to Supt. Hoffman