

Arizona

**Arizona Department of Education
Exceptional Student Services**



IDEA Part B

Indicator 17: State Systemic Improvement Plan, Phase III, Year 4

April 2, 2019-April 1, 2020

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Introduction

The Arizona Department of Education (ADE) serves a unique body of more than 600 public education agencies (PEAs) that serve students in grades k-12. This body of PEAs are comprised of public-school districts (33%), charter holders (66%), and Career and Technological Education Districts (CTEDs) (<1%). Arizona charter schools are considered PEAs and are managed independently. In addition, there are county and regional education service centers, and secure care educational facilities which are also considered PEAs. Arizona serves 1,141,694 students, 144,812 (12.7%) of whom have been identified as students with disabilities. Of those students with disabilities, 34,729 (24%) are in grades 3-5.

Arizona is a local-control state, and the State Education Agency (SEA) supports and monitors PEAs to ensure compliance with federal and state law. The SEA does not have authority to; dictate how PEAs ensure compliance, impose specific strategies, curriculum, benchmarks, etc. to promote student success. Arizona state law does not require charter schoolteachers, other than special education teachers, to be certified. In addition, Arizona state Statute and State Board of Education rules allow for the provision of specially designed instruction (SDI) by teachers without a special education certificate. For the organizational structure of ADE, please reference Appendix A.

The following is an update with the current status of the implementation of Arizona's State Systemic Improvement Plan (SSIP) which is focused on improving literacy outcomes for students in grades 3-5. The State Identified Measurable Results (SiMR) is: *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.*

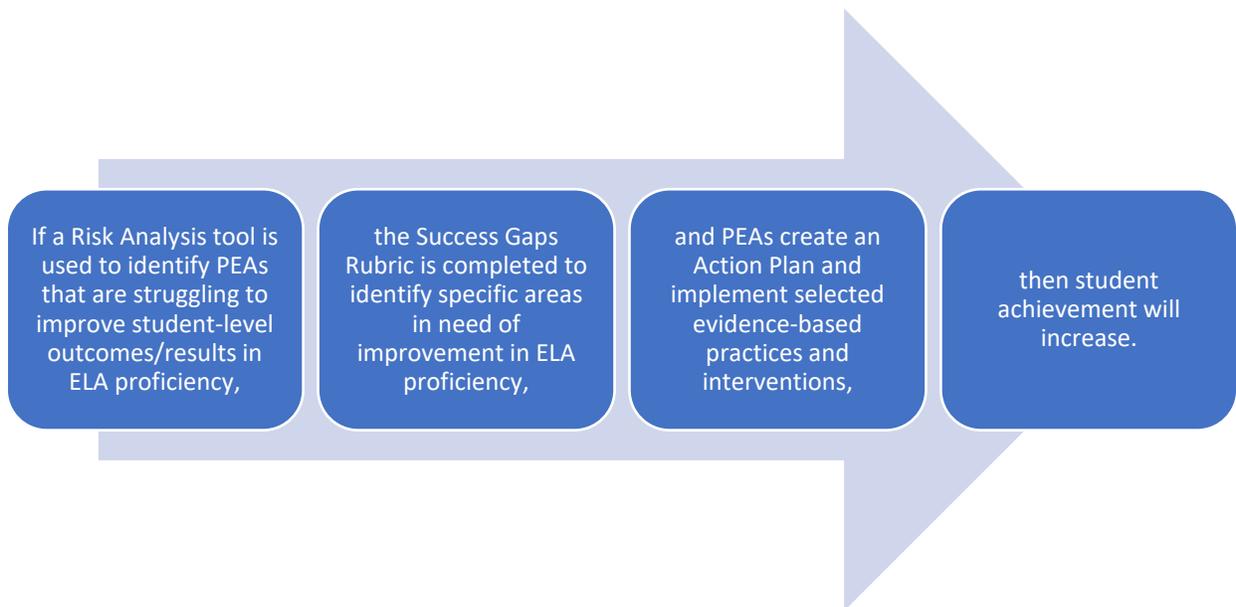
The primary focus of this report covers Phase III, Year 4 of the SSIP (April 1, 2019-March 30, 2020). A brief summary of phase I and II are included to reacquaint the reader with the foundation of the SSIP and its development. For in-depth information, please review all previous SSIP reports which are available on the ADE website at: <http://www.azed.gov/specialeducation/ssip/>

A: Summary of Phase III

Theory of Action

The Theory of Action (figure 1) remains the same as previously presented. The Theory of Action was developed as a straightforward process toward the SiMR: *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.* Each of the three cohorts were targeted using the Risk Analysis (RA) tool (Appendix B). The Addressing Success Gaps: Indicators of Success Rubric (Success Gaps Rubric) from the IDEA Data Center (https://ideadata.org/sites/default/files/media/documents/2017-09/success_gaps_rubric_0.pdf) was completed by Cohort 3 with their leadership teams, Cohort 1 and Cohort 2 SSIP PEAs submitted updates to their Success Gaps Rubric and action plans from the previous year.

Figure 1: Theory of Action



Each of the SSIP PEAs have developed an action plan after analyzing their responses to the Success Gaps Rubric. The action plans include PEA-selected relevant interventions (those provided by ADE are discussed in the Evidence Based Interventions section of this document) and professional development opportunities to address their specific needs. Upon completion of the intervention activities there is an expectation that student achievement will increase resulting in their meeting of the State identified Measurable Result (SiMR). PEAs are responsible for completing intervention activities and increasing student achievement. ADE/Exceptional Student Services (ESS) Program Support and Monitoring (PSM) specialists

conduct updates with the PEA regarding the action plan progress and data results. The SEA shifts in year three of a PEA's SSIP action plan to a supportive role.

The Theory of Action model demonstrates how state-level actions support change at the PEA level, which in turn impacts student achievement in grades 3-5 in English Language Arts (ELA). The evidence-based and effective PEA strategies selected as part of the action plan, and the professional development activities and State-provided technical assistance (TA) empower teachers to implement these strategies in the classroom, increasing student achievement in ELA. Arizona systematized these targeted interventions by identifying those PEAs that have significant risk, determined by the Risk Analysis tool, and identified need in ELA proficiency as identified by their scores on the AzMERIT (Arizona's adopted statewide assessment).

The SEA facilitates and supports these PEAs to self-assess using the Success Gaps Rubric, needs assessment, and evidence-based interventions, which allows PEAs choice and flexibility in their SSIP implementation. PEAs self-select interventions and professional development, two of which are Connecting and Applying Literacy Learning (CALL) and Teaching Reading Effectively (TRE). Self-selection is more likely to be implemented with fidelity and sustained over time and allows the PEA to align their systems and initiatives where appropriate.

The SEA monitors progress and provides feedback to PEAs on SSIP implementation at fall, winter, and spring during the school year. The SEA ensures increased leadership capacity for PEA members through the Learning Walks Protocol (LWP), which the SEA also uses as a data collection point for evaluating the progress of PEAs on the SSIP implementation.

PSM specialists are trained in action plan creation and implementation. They assure the integrity of SSIP implementation with individualized support for PEA staff. Staff members participating in improvement activities will increase their skills, knowledge, and application of evidence-based practices (EBP) as evidenced by the LWP, in the PEA identified areas of need. Additional supports are offered to PEAs through the ADE/ESS Professional Learning and Supports (PLS) team in positive behavior supports and interventions (PBIS), Tier 1 instruction for literacy, and Teach Camp. All supports offered and developed by ADE as stated above can be used by PEAs to address needed areas of development as determined by their Success Gaps Rubric analysis, specific to the literacy needs of their students with disabilities.

SSIP Targeted PEAs

Currently, the SEA has targeted three cohorts of PEAs (41 total PEAs) for State Systemic Improvement Plan (SSIP) implementation (see figure 2 below). Targeted PEAs include both district and charter schools located in all regions of the state with varying populations of students with disabilities in grades 3-5.

Cohort 3 criteria for SSIP participation were:

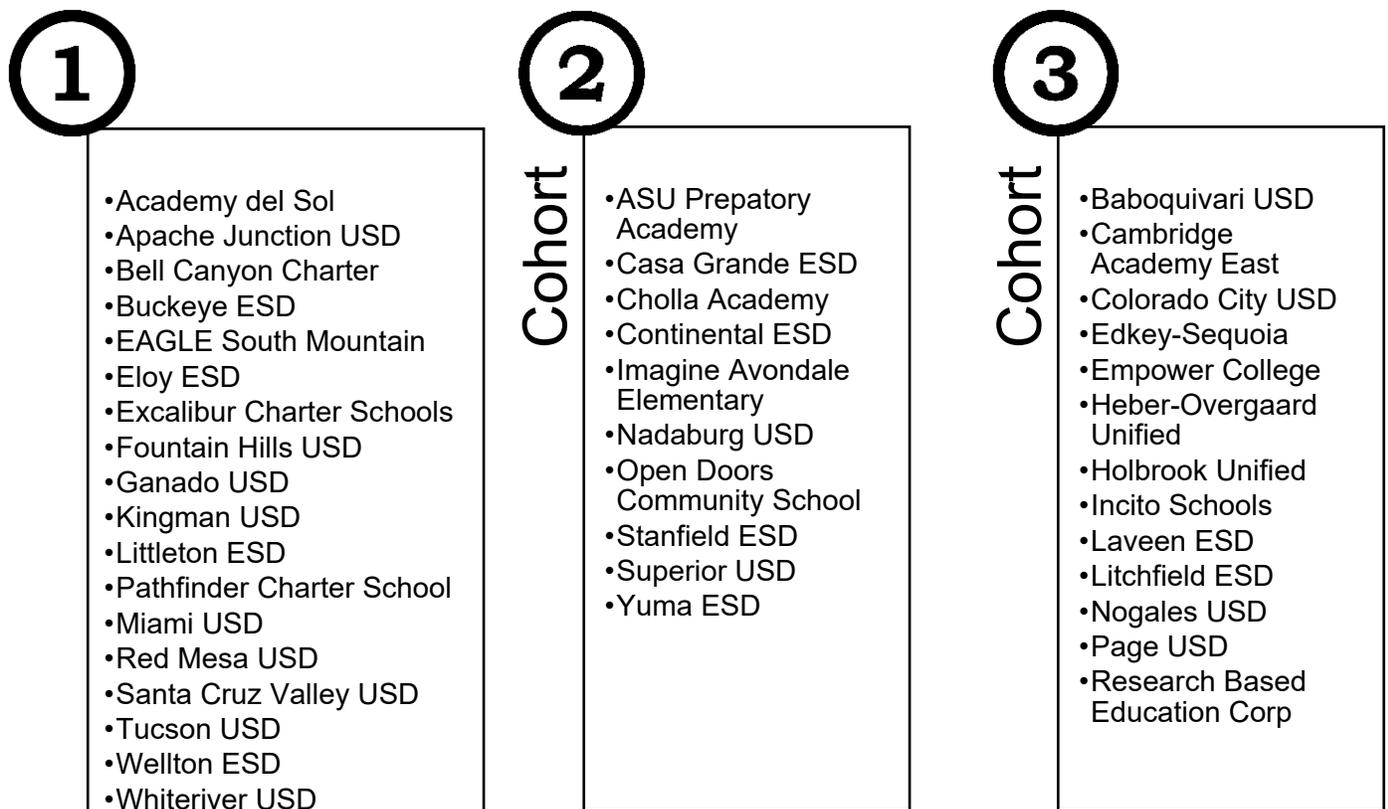
- PEA served grades 3-5

- PEA n-size for grades 3-5 was 10 or more special education students
- PEA reading proficiency rate for grades 3-5 fell below the state target.

Regardless of their assigned monitoring year, PEAs that met the SSIP criteria could be placed in year four and required to participate depending on a myriad of data.

Results of the RA indicated that the PEA had risk, along with a need in the area of ELA proficiency. If the PEA’s RA score was between one and one-half standard deviations above and one-half standard deviation below the state average (this number changes each year, with the RA score criteria updated annually based on state averages), and the PEA met SSIP criteria, proficiency on the AzMERIT ELA assessment was reviewed. PEAs that demonstrated reading proficiency below the state average for students with disabilities were identified as SSIP participants. A flowchart relating the selection of sites can be found in Appendix C. A map showing the distribution of SSIP PEAs throughout the state can be found in Appendix D.

Figure 2: SSIP PEAs by Cohort



* Cohort 1 targeted in 2016-2017 school year, 3rd year of implementation. Cohort 2 targeted in 2018-2019 school year, 2nd year of implementation. Cohort 3 targeted in 2019-2020 school year, 1st year of implementation

During the SSIP year (April 2019-March 2020), Arizona targeted 13 additional PEAs (Cohort 3) for implementation to continue its scaling up of the SSIP.

SSIP Activities by Year

Year 1 (Cohort 3):

- SSIP PEA is identified using the above criteria.
- The SEA and PEA review RA tool.
- PEA completes Success Gaps Rubric and creates Action Plan with support and feedback from PSM specialists.
- PEA implements the evidence-based practices identified in the Action Plan and send mid- and end-of year SSIP Progress Reports.
- SEA and external intervention providers/consultants provide support and coaching for implementation.
- PEA, and external intervention providers/consultants conduct progress reviews (November, February, May).
- PSM specialists will review Action Plan progress with PEAs and provide TA feedback (January and May).
- PEAs will submit ELA benchmark data (Fall, Winter, Spring).
- PEAs will complete self-evaluation including an update of the Success Gaps Rubric.

Year 2 (Cohort 2):

- SSIP PEA Submit completed Success Gaps Rubric and SSIP Action Plan to their PSM specialists.
- PSM specialists review Success Gaps Rubric and Action Plan with PEAs and provide TA feedback.
- PSM specialists completes Learning Walks Protocol (LWP) training with a designated PEA team and collects fall LWP data.
- Learning Walks Protocols (LWP) are conducted and data sent to PSM specialists (Winter).
- PSM specialists attends LWP with the PEA team in spring for reinforcement of the process and fidelity of implementation.
- PEAs will submit ELA benchmark data (Fall, Winter, Spring).
- PSM specialists will review Action Plan progress with PEAs and provide TA feedback.
- PEAs will complete self-evaluation including an update of the Success Gaps Rubric.

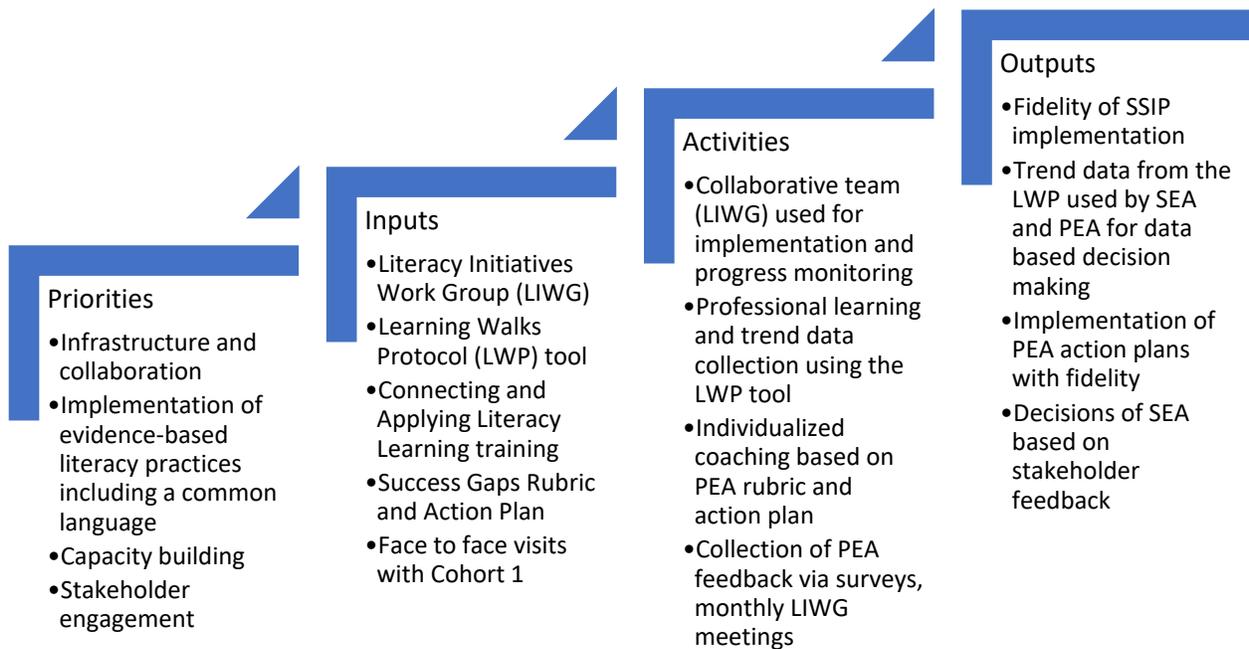
Year 3 (Cohort 1):

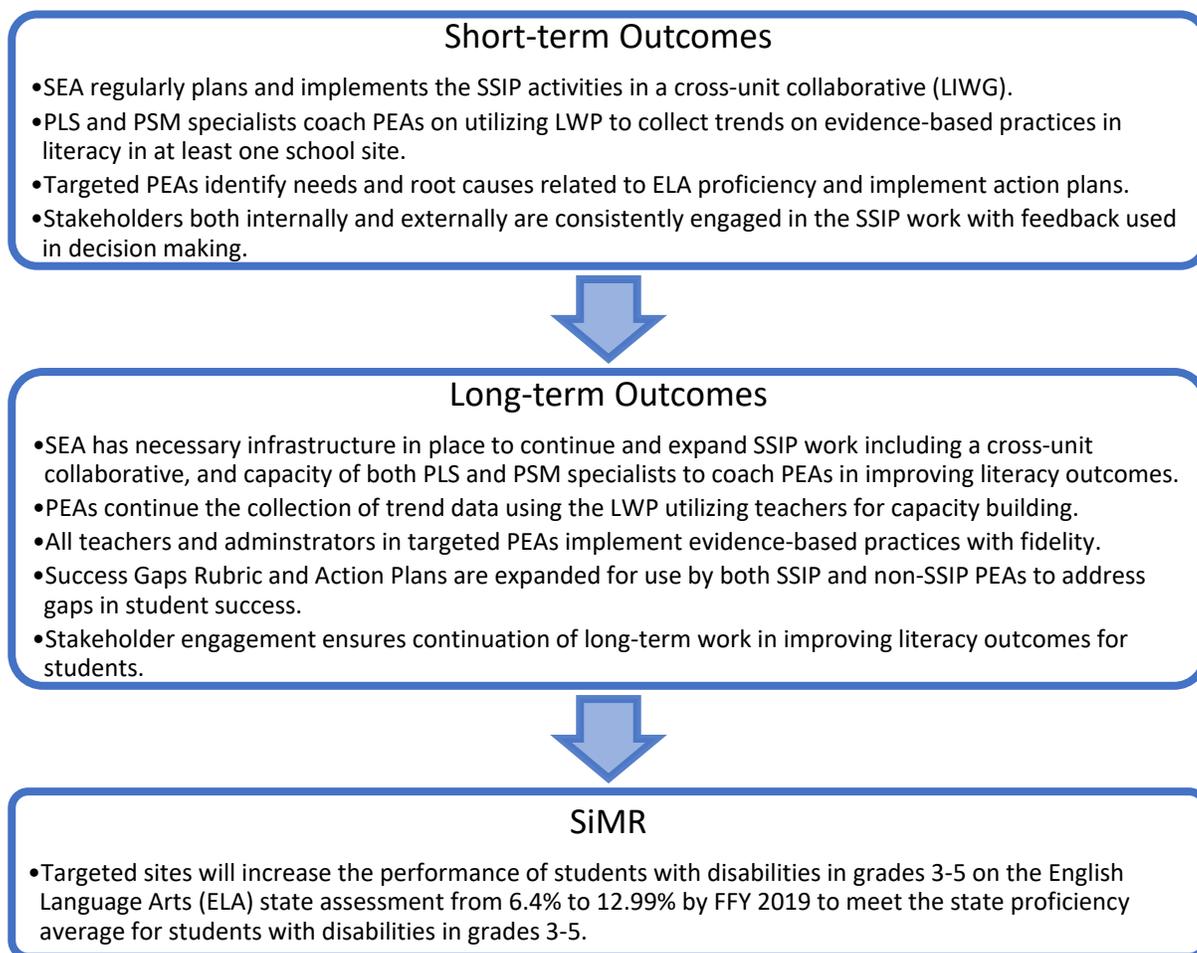
- SSIP PEAs Submit completed Success Gaps Rubric and SSIP Action Plan to their PSM specialists.
- PSM specialists review Success Gaps Rubric and Action Plan with PEAs and provide TA feedback.
- PEAs will submit ELA benchmark data (Fall, Winter, Spring).
- PEAs will submit the SSIP Progress Final Report.

Logic Model

The format and content of Arizona’s Logic Model (figure 5) was updated with feedback from the cross-collaborative Literacy Initiatives Work Group (LIWG) and technical assistance providers in Year 3 (2018-2019). The update reflected the continuation of implementation activities and addressed concerns with formatting. Inputs, activities, outputs, and outcomes required updates that reflect current implementation and shifting priorities. The committee did not see a need to update the Logic Model in year 4 (2019-2020).

Figure 3: Arizona’s Logic Model – Revised February 2019





State Identified Measurable Result

The SiMR for Phase III, Year 4 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 | FFY 2019 |
|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Targets | 6.4% | 7.9% | 9.4% | 10.9% | 12.4% |
| Actuals | 6.4% | 7.8% | 7.9% | 12.63% | TBD |
| Statewide | 12.99% | 14.82% | 14.97% | 18.10% | TBD |

The SiMR has been updated to include AzMERIT (statewide assessment) data for SSIP targeted schools in Cohort 1 from FFY 2018. Table 1 shows the percent of students with disabilities who received a score of proficient or highly proficient on the statewide assessment for each year. The table shows the targets that were set for the SSIP, the actual percent of SSIP PEA students who scored at or above proficiency, and the statewide scores of students with disabilities who scored at or above proficiency for each of the FFY's shown. While student outcomes have yet to achieve the SiMR target of 12.99%, the SEA is observing positive change each year, and exceeded the FFY 2018 target by 1.73%. The gap between students with disabilities and all students in the state who have taken and received a score for the statewide assessment has reduced in the last four years.

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 continue to see steady increases in student literacy outcomes in SSIP targeted PEAs (Cohort 1), as well as for students with disabilities throughout the state.

Coherent improvement strategies & principle activities

Arizona has implemented many key activities over the past year.

- aligned SPDG to meet the needs of the SSIP PEAs if they choose it as an intervention strategy
- continued work with Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) to include post-secondary stakeholders in efforts to further align literacy work in Arizona
- implemented effective collaboration and communication with SSIP schools, shifting from one coordinator to the PSM specialist, and internal and external stakeholder groups
- included stakeholders from outside of the ESS unit for cross-agency collaboration by including those stakeholders in LIWG and Core Literacy Group meetings
- ESS worked collaboratively with the agency stakeholder groups around dyslexia and statewide Move on When Reading (MoWR), which guides the literacy initiatives for grades K-3 (this influences those students in our SSIP PEAs as the K-3 feed into 3-5)
- provided access to SSIP PEAs to the Culturally Inclusive Practices professional learning, which was aligned with the Success Gaps Rubric with further participation in the Culturally Inclusive Practices Action Committee (CIPAC)

- built capacity of PSM specialists to facilitate the LWP to SSIP (Cohort 2) and non-SSIP PEAs that are interested in receiving literacy training (as PSM specialists have caseloads of PEAs ranging from 20-40)
- continued 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 had access to Success Gaps Rubric and Action Plan and LWP through website and webinar trainings
- developed a guide for all practices on the LWP to assist with inter-rater reliability, which is available to all PEAs in the state via our SSIP website, and used by PSM specialists when training is provided
- provided the CALL professional learning experience to additional SSIP and non-SSIP PEAs
- engaged outside stakeholders in the SSIP work through surveys and literacy presentations
- continued utilizing the Success Gaps Rubric and Action Plan with SSIP and non-SSIP PEAs

Specific evidence-based practices implemented to date

Success Gaps Rubric and SSIP Action Plan

PEAs in cohorts 2 and 3 will submit a completed Success Gaps Rubric along with the SSIP Action Plan. The Success Gaps Rubric was transcribed from the IDEA Data Centers' Equity, Inclusion, and Opportunity: Addressing Success Gaps – Indicators of Success Rubric Version 3.0¹. The Success Gaps Rubric assists the SSIP PEAs identify the gaps in performance between groups and subgroups of students using their local data. These PEAs rate themselves in five areas related to literacy outcomes for students with disabilities, to identify needs and determine the root causes related to ELA proficiency. Based on this work, the PEAs then identify and implement an action plan to support their student's growth in this area. This is a gap tool, to address the specific gap in literacy for SWD in Arizona compared to their typical peers.

During Phase III Year 4 cohort 1, 18 of 18 PEAs Submitted progress on their SSIP action plan.

In cohort 2, 10 of 10 PEAs updated their Success Gaps Rubric and submitted an SSIP Action Plan.

In cohort 3, 13 of 13 PEAs completed their Success Gaps Rubric and submitted an SSIP action plan.

Learning Walks Protocol

The Learning Walks Protocol (LWP) (Appendix E) is a collaborative coaching process used to assist educators in areas focused on inclusive learning environments, instructional practices, student interactions, and student engagement. The LWP is a support provided by the ADE/ESS to PEAs in implementing their SSIP Action Plan. The LWP provides trend data related to evidence-based practices (EBP) in effective instruction including literacy. The LWP can assist in collecting evidence of strengths in instruction to improve literacy outcomes for students with disabilities.

There are several pieces to the LWP that focus on evidence-based literacy and inclusive practices for students with disabilities. Appendix F shows a full alignment between the LWP and Universal Design for Learning (UDL)/High Leverage Practices (HLP) and Evidence Based Practices (EBP)

Quadrant 1: 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-center classroom; student work displayed is current, relevant, and accurate; classroom charts are made with/by students
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

Quadrant 2: Instructional Practices

1. Demonstration: 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: whole group/small group/flexible group modeling

Quadrant 3: Student Interactions

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-assessment, formative assessments, and reflections
- 6: Student performance; presentation; reading/writing for authentic audience/purpose

Quadrant 4:

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.

LWPs are implemented during the second year of implementation of a PEA's SSIP Action plan. During Phase III Year 4 of the Arizona SSIP, 10 cohort 2 PEAs participated in the LWP process. PEAs have the option to continue using the tool in subsequent years but is not required as a continued part of the SSIP.

Evidence Based Interventions

Teaching Reading Effectively

Teaching Reading Effectively (TRE) (Appendix G) is a five-day training designed for K-2 teachers and K-5 special education teachers that focuses on the five pillars of early literacy: phonological awareness, phonics, fluency, vocabulary, and comprehension. It also guides participants through the assessments used for diagnosing a student's specific area of struggle when learning to read. It is designed to improve and strengthen early literacy instruction.

Language Essentials for Teachers of Reading and Spelling (LETRS)

Professional development that provides teachers with the skills they need to master the fundamentals of reading instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. LETRS is designed to be the cornerstone of a multiyear, systemic literacy improvement initiative.

Connecting and Applying Literacy Learning (CALL)

The CALL Project (Appendix H) 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. As part of the scaling up of SSIP, sustainability, and based on feedback from stakeholders, ADE/ESS is developing a CALL for Teachers (not team based) training that will be available to SSIP and non-SSIP PEAs.

Culturally Inclusive Practices

Culturally Inclusive Practices (Appendix I) explicitly focus on the achievement of academic equity for students by recognizing, appreciating, embracing, and ultimately integrating all of the various cultures, experiences, and backgrounds of the people of Arizona as a driving force in curriculum, instruction, and educational environments. Current data shows that many groups are overrepresented in some categories, including special education. 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.

Multi-tiered Behavior Supports & Multi-tiered System of Supports

Multi-tiered Behavior Supports and Multi-tiered System of Supports (Appendix J) is a framework designed to respond to the needs of all students within a system which integrates, but is not limited to, tiered behavior (e.g., Positive Behavioral Interventions and Supports) and academic (e.g.; Response to Intervention – RTI) supports. These are data-driven, prevention-based frameworks for improving learning outcomes through a layered continuum of evidence-based practices and systems. They are a comprehensive system of differentiated supports that include evidence-based instruction, universal screening, progress monitoring, formative assessments, and research-based interventions matched to student’s needs (Source: Technical Assistance Center on Positive Behavioral Interventions and Supports).

Arizona State Personal Development Grant (Az SPDG)

The Arizona State Personnel Development Grant (Az SPDG) (Appendix K) provides research-based, high leverage teaching practices to support all learners. The AZSPDG module series is onsite professional development with all-inclusive training and implementation support for staff, evaluation plan and tools, parent trainings on module strategies through six evidence-based professional learning modules that follow high-leverage teaching and learning strategies to support all students and increase adolescent literacy achievement for students with learning disabilities. The learning modules are literacy focused, evidence-based strategies students can use across content areas, including clear learning goals and criteria for courses, and supporting student engagement so they feel safe, connected, and supported in their learning environment.

Evaluation activities, measures, and outcomes

The SEA assessed progress towards the SiMR by collecting data for ELA proficiency and participation for each year of the SSIP on the AzMERIT ELA assessment. In addition, the SEA uses the change in pre/post scores on the Success Gaps Rubric and the LWP to assess progress of SSIP PEAs to implement EBPs that are linked to improved literacy outcomes for students with disabilities.

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 2019, planned spring 2020 | SiMR |

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|--|--|--|---|
| Benchmark Data (benchmark tools determined by each individual PEA) | Number of students with disabilities proficient in benchmark ELA in grades 3-5 and total number tested | August 2019, February 2019, planned June 2020 | 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 2019, January 2020, February – March 2020 | 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: One fidelity tool used by all PEAs regardless of their selected intervention is the use of the LWP. | January 2020 | 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 2019, February – March 2020 | 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 2019, March 2020, May 2020 | 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 2019, April 2020, June 2020 | 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 2019-March 2020), Arizona has made no changes to implementation of SSIP. We did continue our scaling up as discussed in the previous SSIP update Year 3 Implementation. Included as part of the scaling up was the training of PSM specialists to present the LWP to the cohort 2 SSIP schools by the PLS team. Additional scaling up activities included developing a CALL training for teachers, rather than school teams, and aligning the Az SPDG as a viable intervention for SSIP PEAs to use if they choose.

B. Progress in Implementing the SSIP

Description of SSIP Implementation Progress

The following table shows the implementation and milestone activities completed within the timeline and their outcomes in SSIP year 4 (April 2019-March 2020).

Table 3: SSIP Year 4 Implementation Progress

| Milestone Activity | Date Completed | Area of Evaluation | Outcome |
|---|----------------|--|---|
| Infrastructure Review | April 2019 | Workload Capacity Staffing Collaboration Stakeholder Engagement | It was decided that all PSM specialists would be trained in the use of the LWP to support their individual SSIP PEAs. |
| 10 Additional PEAs Targeted for SSIP Implementation | June 2019 | Scale-up | Used Risk Analysis to target 10 additional PEAs with capacity for systems change for SSIP implementation |

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|--|---|--|--|
| PSM Specialists trained in LWP | June 2019 | Scale-up | Improved support, tools, and practices for PEAs and data for SEA to improve SSIP implementation |
| Connecting and Applying Literacy (CALL) Project (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 Az SPDG to be a viable intervention for SSIP PEAs | 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-present (cohort-based activities) | 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-present (cohort-based activities) | 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 2020 | Stakeholder Engagement | Obtained feedback from SSIP targeted PEAs for fidelity of implementation |
| Local PEA Benchmark Data (Mid-Year and End of Year) | August 2019, February 2020, June 2020 (planned) | Implementation | Evaluated data at the PEA and SEA levels for decision-making |

Stakeholder involvement in SSIP implementation

In implementing the SSIP over the past year, Arizona has sought collaboration from external and internal stakeholders alike. The State continues to use the Literacy Initiatives Work Group (LIWG), annual Directors’ Institute statewide conference, and Special Education Advisory Panel (SEAP) to both inform stakeholders of the ongoing implementation of the SSIP, and to provide stakeholders with a voice and involvement in the decision-making process regarding the ongoing implementation of the SSIP.

The LIWG continued to serve as a decision-making body for the SSIP, focused on interventions needed and capacity to design and offer interventions. The LWP was presented again at this year’s Directors’ Institute, national Center to Enhance Teacher and Leader Preparation (CEEDAR) convening, early childhood inclusive practices workgroup, SEAP, Office of English Language Acquisition and Support (OELAS) conference, and the Early Childhood Special Education Conference. Information regarding implementation of the SSIP was presented to SEAP, and feedback was gathered from this group on implementation, strategies, targets for Year 5, and the scaling up of SSIP in future years. Results of the SSIP are also shared during ESS staff meeting to inform internal stakeholders and discuss next steps in implementation.

The ADE/ESS, Arizona State University, University of Arizona, Northern Arizona University, Rio Salado College, and Pima Community College teamed with the Center to Enhance Teacher and Leader Preparation (CEEDAR) (appendix L) to enhance teacher and leader preparation in Arizona by ensuring the inclusion of EBPs and High Leverage Practices (HLPs) in reading and data-driven decision making in the curriculum of preparation and professional learning programs in the state. These partners are working to revise teacher preparation programs to ensure that teacher and leader graduates can effectively use data-based decision making to improve outcomes in reading for all students, with a focus on students with disabilities.

Stakeholders in the field have provided feedback on the SSIP through annual SSIP surveys (Appendix M), surveys following both fall and spring LWP trainings (for training satisfaction and increased knowledge base in LWPs) (Appendix N), and surveys on the CALL project. The SSIP survey was sent to all 41 SSIP schools (all 3 cohorts) and 11 out of 41 responded with feedback. Some possible reasons for the small number of respondents are the increase of SSIP PEAs, the increase of state initiatives the PEAs are implementing during the course of the SSIP implementation years, and the lack of one point of contact (an SSIP coordinator) to drive results since the PSM specialists have additional responsibilities that the SSIP coordinator did not have last year. PSM specialists and staff of ESS have also provided feedback informally and formally via surveys. PSM specialists use the survey feedback to improve their TA and coaching strategies provided to the field. After analyzing SSIP survey data and LWP data, ADE/ESS has increased communication and coaching opportunities to the field to further ensure fidelity of implementation.

C. Data on Implementation and Outcomes

Over the past year of implementation, the State collected numerous measures to assess the efficacy of activities implemented within the SSIP. 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. The SiMR baseline reflects the percent of students with disabilities in Cohort 1 targeted PEAs that were proficient on AzMERIT in FFY 2015. Subsequent data points will also only reflect Cohort 1 PEAs.

AzMERIT

Based on the AzMERIT data, the SEA has observed growth toward the SiMR, and for FFY 2018 exceeded the annual target rate, but has not met the overall SiMR target of 12.99%. SSIP Cohort 1 PEAs made steady, yet small gains from SSIP Year 1 to SSIP Year 3. For SSIP Year 4, the SSIP Cohort 1 PEAS made a substantial jump of 4.73%.

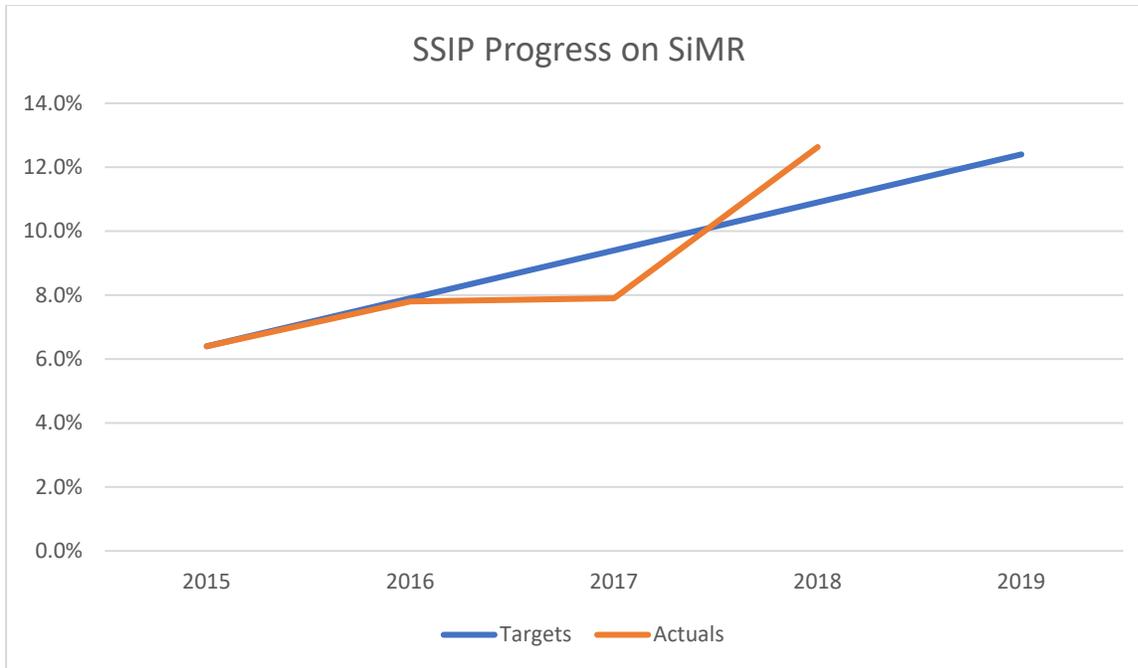


Figure 4: AzMERIT Data (SiMR) Targeted and Actual

As n-sizes vary by SSIP PEAs for students with disabilities taking the AzMERIT in grades 3-5, proficiency numbers are included in table 3 to demonstrate individual SSIP PEA progress toward the SiMR.

Arizona is seeing both positive gains in Cohort 1 PEAs in AzMERIT ELA proficiency (Table 4). As students enter grade 3 and leave grade 5 each year, and with movement of students into and out of the selected PEAs, it is difficult to find significant meaning in the growth or lack of growth in SSIP PEAs that have small n-sizes. However, those PEAs that have an n-size of > 100 have seen significant growth in ELA as assessed with the AzMERIT. In addition, the SWD in the State are also showing significant growth in ELA on the AzMERIT. Table 4 shows each district that had growth in ELA scores from one FFY to the next with highlighted green cells. From FFY 15 – FFY 16, 11 of 18 SSIP PEAs showed growth. From FFY 16 – FFY 17, 8 of the 18 PEAs showed growth, and from FFY 17 – FFY 18, 12 of the 18 PEAs showed growth. There were 3 SSIP PEAs that showed growth every year (highlighted blue cells).

Table 4: AzMERIT Cohort 1 Scores (including student numbers) ELA proficiency for students with disabilities

| PEA | FFY 15 READING | | | FFY 16 READING | | | FFY 17 READING | | | FFY 18 READING | | |
|---|----------------|--------|---------------|----------------|--------|---------------|----------------|--------|---------------|----------------|--------|---------------|
| | PROFICIENT | TESTED | % PROFICIENT |
| <i>State of Arizona</i> | 4414 | 31507 | 14.01% | 4867 | 32836 | 14.82% | 5077 | 33900 | 14.98% | 5886 | 32292 | 18.23% |
| <i>Academy Del Sol, Inc.</i> | 1 | 14 | 7.14% | 4 | 14 | 28.57% | 3 | 18 | 16.67% | 2 | 18 | 11.11% |
| <i>Apache Junction Unified District</i> | 9 | 172 | 5.23% | 10 | 171 | 5.85% | 12 | 162 | 7.41% | 17 | 148 | 11.49% |
| <i>Bell Canyon Charter School, Inc</i> | 0 | 12 | 0.00% | 2 | 6 | 33.33% | 0 | 14 | 0.00% | 1 | 12 | 8.33% |
| <i>Buckeye Elementary District</i> | 19 | 225 | 8.44% | 17 | 228 | 7.46% | 10 | 236 | 4.24% | 25 | 221 | 11.31% |
| <i>EAGLE South Mountain Charter, Inc.</i> | 3 | 20 | 15.00% | 1 | 25 | 4.00% | 2 | 23 | 8.70% | 5 | 19 | 26.32% |
| <i>Eloy Elementary District</i> | 0 | 34 | 0.00% | 1 | 38 | 2.63% | 1 | 34 | 2.94% | 0 | 29 | 0.00% |
| <i>Excalibur Charter Schools, Inc.</i> | 1 | 10 | 10.00% | 0 | 14 | 0.00% | 0 | 17 | 0.00% | 1 | 13 | 7.69% |
| <i>Fountain Hills Unified District</i> | 1 | 38 | 2.63% | 3 | 32 | 9.38% | 4 | 24 | 16.67% | 3 | 21 | 14.29% |
| <i>Ganado Unified School District</i> | 0 | 17 | 0.00% | 1 | 16 | 6.25% | 0 | 16 | 0.00% | 0 | 17 | 0.00% |
| <i>Kingman Unified School District</i> | 20 | 213 | 9.39% | 25 | 228 | 10.96% | 40 | 278 | 14.39% | 38 | 263 | 14.45% |
| <i>Littleton Elementary District</i> | 11 | 234 | 4.70% | 14 | 240 | 5.83% | 13 | 264 | 4.92% | 13 | 238 | 5.46% |
| <i>Miami Unified District</i> | 0 | 30 | 0.00% | 2 | 24 | 8.33% | 1 | 20 | 5.00% | 2 | 18 | 11.11% |
| <i>Pathfinder Charter School Foundation</i> | 1 | 22 | 4.55% | 0 | 16 | 0.00% | 2 | 13 | 15.38% | 1 | 13 | 7.69% |
| <i>Red Mesa Unified District</i> | 0 | 15 | 0.00% | 0 | 14 | 0.00% | 0 | 8 | 0.00% | 0 | 7 | 0.00% |
| <i>Santa Cruz Valley Unified District</i> | 5 | 63 | 7.94% | 7 | 60 | 11.67% | 8 | 60 | 13.33% | 11 | 68 | 16.18% |
| <i>Tucson Unified District</i> | 141 | 1708 | 8.26% | 129 | 1681 | 7.67% | 137 | 1664 | 8.23% | 184 | 1583 | 11.62% |
| <i>Wellton Elementary District</i> | 0 | 14 | 0.00% | 0 | 9 | 0.00% | 0 | 10 | 0.00% | 3 | 7 | 42.86% |
| <i>Whiteriver Unified District</i> | 2 | 102 | 1.96% | 2 | 85 | 2.35% | 1 | 75 | 1.33% | 2 | 62 | 3.23% |
| Total Cohort 1 SSIP PEAs | 214 | 2943 | 7.27% | 218 | 2901 | 7.51% | 234 | 2936 | 7.97% | 308 | 2757 | 11.17% |

* Highlighted green cells represent growth from the previous year

* Highlighted blue cells are the SSIP PEAs that showed growth every year

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Arizona also reviewed the data for SSIP Cohort 1 PEAs by following those students who entered 3rd grade in 2017 and received a valid score on the AzMERIT for 3 consecutive years, 3rd-5th grades (Table 5). This reduced the n-sizes in all cases and showed greater volatility in the data from year to year. In the case of Apache Junction Unified District, the n-size decreased from 172 students tested to 26 in FFY 15. Only Tucson Unified maintained an n-size of greater than 100, and their n-size decreased from 1708 students tested in FFY 15 to 283 students tested. However, 6 (50%) of the cohort 1 PEAs maintained or showed growth for these students ELA proficiency. There were 3 SSIP Cohort 1 PEAs (25%) that showed growth for these students for two consecutive years.

Table 5: Students with 3 consecutive years of valid proficiency scores

| PEA | 2017 ELA Proficient | 2017 ELA Not Proficient | 2017 ELA Proficiency % | 2018 ELA Proficient | 2018 ELA Not Proficient | 2018 ELA Proficiency % | 2019 ELA Proficient | 2019 ELA Not Proficient | 2019 ELA Proficiency % |
|--------------------------------------|---------------------|-------------------------|------------------------|---------------------|-------------------------|------------------------|---------------------|-------------------------|------------------------|
| Apache Junction Unified District | 0 | 26 | 0.00% | 3 | 23 | 11.54% | 2 | 24 | 7.69% |
| Bell Canyon Charter School, Inc | 0 | 1 | 0.00% | 0 | 1 | 0.00% | 0 | 1 | 0.00% |
| Buckeye Elementary District | 2 | 34 | 5.56% | 1 | 35 | 2.78% | 2 | 34 | 5.56% |
| EAGLE South Mountain Charter, Inc. | 0 | 6 | 0.00% | 1 | 5 | 16.67% | 2 | 4 | 33.33% |
| Eloy Elementary District | 0 | 6 | 0.00% | 1 | 5 | 16.67% | 0 | 6 | 0.00% |
| Excalibur Charter Schools, Inc. | 0 | 4 | 0.00% | 0 | 4 | 0.00% | 1 | 3 | 25.00% |
| Fountain Hills Unified District | 0 | 2 | 0.00% | 0 | 2 | 0.00% | 0 | 2 | 0.00% |
| Ganado Unified School District | 0 | 2 | 0.00% | 0 | 2 | 0.00% | 0 | 2 | 0.00% |
| Kingman Unified School District | 6 | 37 | 13.95% | 6 | 37 | 13.95% | 5 | 38 | 11.63% |
| Littleton Elementary District | 1 | 36 | 2.70% | 2 | 35 | 5.41% | 1 | 36 | 2.70% |
| Miami Unified District | 1 | 5 | 16.67% | 1 | 5 | 16.67% | 1 | 5 | 16.67% |
| Pathfinder Charter School Foundation | 0 | 1 | 0.00% | 0 | 1 | 0.00% | 0 | 1 | 0.00% |
| Red Mesa Unified District | 0 | 3 | 0.00% | 0 | 3 | 0.00% | 0 | 3 | 0.00% |
| Santa Cruz Valley Unified District | 0 | 12 | 0.00% | 0 | 12 | 0.00% | 0 | 12 | 0.00% |
| Tucson Unified District | 24 | 283 | 7.82% | 33 | 274 | 10.75% | 37 | 270 | 12.05% |
| Wellton Elementary District | 0 | 2 | 0.00% | 0 | 2 | 0.00% | 0 | 2 | 0.00% |
| Whiteriver Unified District | 1 | 14 | 6.67% | 0 | 15 | 0.00% | 1 | 14 | 6.67% |

* Highlighted green cells represent growth from the previous year

Benchmark Data

Cohort 1 PEAs submitted benchmark data sets during their SSIP implementation from 2018-2020. The SEA does not have the authority to require PEAs to administer benchmarks for ELA, however 14 of the 18 Cohort 1 PEAs submitted data points for ELA proficiency for students with disabilities in grades 3-5. Due to data quality issues, different benchmark tools used, and not all SSIP PEAs using/submitting benchmark data, the data is presented in broad terms to demonstrate PEAs making progress based on their local measures.

The benchmark data is not showing consistent growth from benchmark to benchmark. This may be due to any number of data quality reasons including that students being benchmarked may be different during each benchmark assessment. This could occur due to the practices used by each individual SSIP cohort 1 PEA. Benchmarking may be a part of their Title I programs and PEAs may only benchmark those students receiving Title I services as needed and are not part of a schoolwide assessment system. In addition, there are very few consistent data points for each of the benchmarks, as the SSIP cohort 1 PEAs did not submit data for each of the requested benchmarks. This may be due to the fact that PEAs can set their own benchmark schedules and requirements, so they may not benchmark 3 times per year.

Table 6 shows the benchmark data from Spring 2017 through Fall 2020. As discussed above, the benchmark data shown in table 6 comes from a variety of benchmark tools. In the table, the green highlighted cells demonstrate growth from the previous benchmark. The table shows growth in 9 of the 18 SSIP PEAs from Spring 2017 to Fall 2018 benchmarks. There were 3 of the 18 PEAs that showed growth from Fall 2018 to Spring 2019. There were 6 of the 19 PEAs that showed growth from Spring 2019 to Fall 2020. It should be noted that only 3 PEAs showed growth from Spring 2017 and Fall 2020 (highlighted in blue). However, this growth was not consistent from benchmark to benchmark, and demonstrates a data quality issue.

Table 6: Cohort 1, 2017-2020 ELA Local Benchmarks, students with disabilities, grades 3-5, percent proficient

| PEA | Benchmark 1 (Spring 2017) | | | | Benchmark 2 (Fall 2018) | | | | Benchmark 3 (Spring 2019) | | | | Benchmark 4 (Fall 2020) | | | |
|----------------------|---------------------------|------|------|-------------|-------------------------|------|------|-------------|---------------------------|------|-------|--------------|-------------------------|------|------|-------------|
| | 3 | 4 | 5 | total | 3 | 4 | 5 | total | 3 | 4 | 5 | total | 3 | 4 | 5 | total |
| Academy Del Sol | 0 | 50 | 50 | 33.3 | 33 | 75 | 75 | 61.0 | 100 | 66.7 | 33.3 | 64.3 | 20 | 0 | 0 | 8.3 |
| Apache Junction | NONE | NONE | NONE | NA | NONE | NONE | NONE | NA | NONE | NONE | NONE | NA | NONE | NONE | NONE | NA |
| Bell Canyon | 0 | 50 | 33 | 27.7 | 0 | 50 | 33 | 27.7 | 0.0 | 33.3 | 0.0 | 10.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Buckeye | 17.9 | 10.1 | 11.5 | 13.2 | 36.7 | 24.7 | 12.2 | 24.6 | 6.6 | 6.2 | 11.3 | 8.3 | 16.9 | 3.6 | 6.9 | 9.3 |
| Eagle South Mountain | 0 | 10 | 0 | 3.3 | 33 | 50 | 27 | 36.7 | 0.0 | 0.0 | 909.0 | 4.7 | 0.0 | 12.5 | 16.7 | 9.1 |
| Eloy | 0 | 0 | 7.7 | 2.6 | 0 | 0 | 14.3 | 4.7 | NONE | NONE | NONE | NA | 16.6 | 0.0 | 0.0 | 6.3 |
| Excalibur | 0 | 16.7 | 0 | 5.6 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Fountain Hills | 0 | 0 | 100 | 33.3 | NONE | NONE | NONE | NA | NONE | NONE | NONE | NA | NONE | NONE | NONE | NA |
| Ganado | 0 | 0 | 0 | 0.0 | 22.2 | 0 | 20 | 14.1 | NONE | 9.1 | 20.0 | 12.50 | 0.0 | 0.0 | 0.0 | 0.0 |
| Kingman | 6.0 | 5.1 | 14.9 | 8.7 | 16.4 | 13.0 | 15.9 | 15.1 | 9.6 | 27.1 | 17.4 | 18.6 | NONE | NONE | NONE | NA |
| Littleton | 0 | 16.7 | 0 | 5.6 | 0 | 20 | 0 | 6.7 | 5.7 | 1.4 | 5.0 | 4.0 | 13.9 | 5.6 | 7.5 | 8.6 |
| Miami | 14.3 | 28.7 | 11.1 | 18.0 | 20 | 16.7 | 22.2 | 19.6 | 14.3 | 0.0 | 0.0 | 5.6 | 16.6 | 0.0 | 28.6 | 16.6 |
| Pathfinder | 50 | 50 | 0 | 33.3 | 33.3 | 50 | 0 | 27.8 | 50.0 | 50.0 | 0.0 | 33.3 | NONE | NONE | NONE | NA |
| Red Mesa | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Santa Cruz | 20 | 7.7 | 10 | 12.6 | 11.1 | 17.7 | 16 | 14.9 | 13.3 | 0.0 | 0.0 | 4.4 | 0.0 | 18.8 | 0.0 | 7.5 |
| Tucson | 0 | 5.1 | 3.03 | NA | NONE | NONE | NONE | NA | NONE | NONE | NONE | NA | 19.9 | 18.6 | 15.0 | 17.8 |
| Wellton | 0 | 0 | 20 | 6.7 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Whiteriver | 0 | 5.9 | 0 | 2.0 | NONE | NONE | NONE | NA | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

* Green highlighted cells show growth from the previous benchmark.

Success Gaps Rubric, Action Plan, and Scoring Guide

Arizona has adopted the use of the Success Gaps rubric as a form of pre/post self-assessment by the SSIP PEAs to establish their strengths and weaknesses in multiple areas that may impact ELA performance of students with disabilities in grades 3-5. Based on the results of this needs assessment, the PEA identifies areas for targeted growth and creates goals and an action plan using the IDC Action Plan Template (Appendix O). This template, along with TA from their PSM specialist, assists the PEA in choosing a focus area with aligned goals and action steps for attaining those goals. The action plan steps include a description of the step, and identifies the people involved, timeline, resources and supports needed, potential barriers, and a communication plan. The scoring guide, developed by the ESS/PSM team, assesses PEAs on both the rubric and action plan using a 1-4-point Likert-style scale as another shared data source for assessing the efficacy of activities implemented within the SSIP considering the diverse and individualized needs of the SSIP targeted PEAs.

The Success Gaps Rubric is aligned with ELA implications below:

1. **Data-based Decision-Making**
 - Data-based decision-making impacts ELA proficiency if decisions are not based on data, or if the data is used incorrectly.
2. **Cultural Responsiveness**
 - 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**
 - 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**
 - 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 likely to provide support to students and schools.
5. **Interventions and Supports**
 - 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.

Cohort 1 was not required to complete these actions in Year 4. However, they completed their Midyear Progress Report December 2019, and will complete a Final Progress Report in May 2020 to complete their SSIP. Cohorts 2 and 3 completed their Rubric and Action plans in November 2019, and their Scoring Guides in December 2019. They will complete Action Plan Updates in March 2020 and Rubric and Action Plan Updates in May 2020. The Scoring Guide is out of 16 possible points. Table 7 shows the scores that the cohort 1 SSIP PEAs received on their first and second scoring guides. For example, Academy Del Sol received a score of 8 out of 16 in FFY 2017, and a score of 12 out of 16 in FFY 2018 which was a positive increase in score of 4 points.

Table 7 (below) displays the scoring guide for Cohort 1 that shows that 72%, 13 out of 18, of the SSIP PEAs demonstrated an increase in scores with a mean increase of 1.97 points out of a total of 16. There were 13 of the 18 PEAs that increased their scores by at least 1 point, with six of those PEAs improving by at least 4 points. There were four PEAs that showed a negative change of at least three points. These results indicate an increase in fidelity, planning, and assessing. This data remains the same from last year’s SSIP submission as year 3 of implementation of the SSIP does not require an additional scoring guide.

Table 7: Cohort 1 Scoring Guide SSIP Years FFY 17-FFY 18

| PEA Name | FFY 2017 | FFY 2018 | Change +/- |
|----------------------|-----------------|-----------------|-------------------|
| Academy Del Sol | 8 | 12 | 4 |
| Apache Junction | 10 | 11 | 1 |
| Bell Canyon | 14 | 8 | -6 |
| Buckeye | 12 | 14 | 2 |
| Eagle South Mountain | 11 | 15 | 4 |
| Eloy | 14 | 11 | -3 |
| Excalibur | 10 | 15 | 5 |
| Fountain Hills | 14 | 15 | 1 |
| Ganado | 10 | 16 | 6 |
| Kingman | 12 | 15 | 3 |
| Littleton | 12 | 16 | 4 |
| Miami | 15 | 9 | -8 |
| Pathfinder | 11 | 16 | -5 |
| Red Mesa | 10 | 11 | 1 |
| Santa Cruz | 12 | 15 | 3 |
| Tucson | NA | 16 | NA |
| Wellton | 9 | 11 | 2 |
| Whiteriver | 11 | 16 | 4 |
| MEAN | 11.47 | 13.44 | 1.97 |

Inter-rater reliability was inconsistent from each implementation year until implementation years 3 and 4 where inter-rater reliability was improved through a system of training the PSM specialists instead of the SSIP coordinator to ensure better data quality.

Table 8 (below) displays the scoring guide results for Cohort 2 and shows that 20%, 2 out of 10, of the SSIP targeted PEAs demonstrated an increase in scores with a mean increase of 0.58 points out of a total of 16. These results indicate little to no change for the majority of SSIP targeted PEAs. This may be due to the loss of the SSIP coordinator at the end of FFY 2018 decreasing the individualized TA available to the SSIP targeted PEAs as was available to Cohort 1. ADE/ESS posted and re-posted the SSIP coordinator position but was unable to fill with a qualified candidate. ADE/ESS continues to search for a qualified candidate to fill this position. PSM specialists were trained in the scoring to increase inter-rater reliability from year to year regardless of possible changes to the SSIP coordinator. In addition, the cohorts 2 and 3 SSIP PEAs had more access to training and their specialists, which increased the likelihood of initial scoring being more accurate than those from cohort 1, which is demonstrated by the smaller increase from the first years' scoring guide to the second.

Table 8: Cohort 2 Scoring Guide SSIP Years FFY 18-FFY 19

| PEA Name | FFY 2018 | FFY 2019 | Change +/- |
|-----------------------------|-----------------|-----------------|-------------------|
| ASU Preparatory Academy | 14 | 15 | 1 |
| Casa Grande ED | 16 | 16 | 0 |
| Cholla Academy | 15 | 15 | 0 |
| Continental ED | 16 | 16 | 0 |
| Imagine Avondale | 12 | 12 | 0 |
| Nadaburg USD | 11 | 11 | 0 |
| Open Doors Community School | 11 | 6 | -5 |
| Stanfield ESD | 7 | 11 | 4 |
| Superior USD | 7 | NA | NA |
| Yuma USD | 13 | 13 | 0 |
| MEAN | 12.2 | 12.78 | 0.58 |

Table 9 (below) shows the baseline for Cohort 3 PEAs, with a mean of 12.71. It is interesting to note that each cohort is showing an increase in their baselines: Cohort 1 = 11.47, Cohort 2 = 12.2, Cohort 3 = 12.4. Table 9 shows only the baseline scores for Cohort 3, as this is their first year participating in the SSIP. Their baseline numbers are higher than previous year. This may be due to the increased capacity of each cohort to fully implement the SSIP activities with fidelity, as the SEA has better targeted the SSIP PEAs. Cohort 1 was the first year of the current RA tool. It is also important to note that feedback from OSEP suggested a need for including

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additional PEAs, so the initial cohort included PEAs that may not have had capacity to implement.

Table 9: Cohort 3 Scoring Guide SSIP Baseline FFY 19

| PEA Name | FFY 2019 |
|-------------------------------|-----------------|
| Baboquivari Unified | 16 |
| Cambridge Academy East | 6 |
| Colorado City Unified | 12 |
| Edkey-Sequoia | 12 |
| Heber-Overgaard Unified | 13 |
| Holbrook Unified | 10 |
| Incito Schools | 15 |
| Laveen Elementary | 11 |
| Litchfield Elementary | 10 |
| Nogales Unified | 15 |
| Page Unified | NA |
| Research Based Education Corp | 16 |
| MEAN | 12.4 |

Learning Walks Protocol

Two data points were collected from Cohort 2 PEAs for the LWP. The first was collected in December 2019, the second in January 2020. A third data point will be collected in March and April 2020. The data are collected from the observation of 2 classrooms in each of the participating PEAs, and their scores were averaged. This data is collected to support PEAs in recognizing overall trends based on evidence-based literacy practices that are observed during LWP activities. The LWP tool, as discussed in section 1, is designed to capture literacy EBPs in any area of a PEAs curriculum, specifically as best practice and state standards are for literacy instruction which is woven throughout all content areas. In addition, the LWP has been aligned with High Leverage Practices (HLPs) and Universal Design for Learning (UDL) to specifically support EBPs for students with disabilities (Appendix F).

Figure 6 (below) shows the results from LWP 1, December 2019, and LWP 2, January 2020. As discussed above, the LWP data were collected from the observation of two classrooms in each of the participating PEAs, and their scores were averaged with a total of seven points possible for any one quadrant. The data from the LWP shows steady increases in EBPs across all quadrants, especially in quadrant 3, instructional practices, and quadrant 4, student engagement. Both quadrants demonstrate growth in the high leverage practices of systematically designed instruction which supports our students with disabilities.

Figure 5: Cohort 2 LWP Data by Quadrant

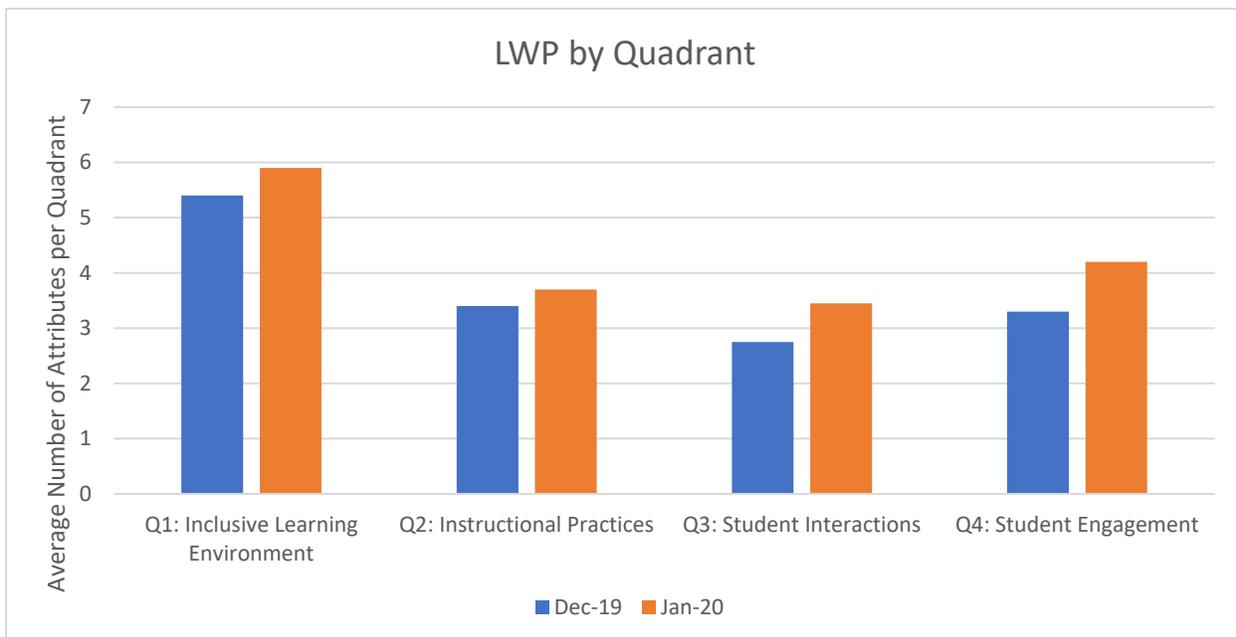
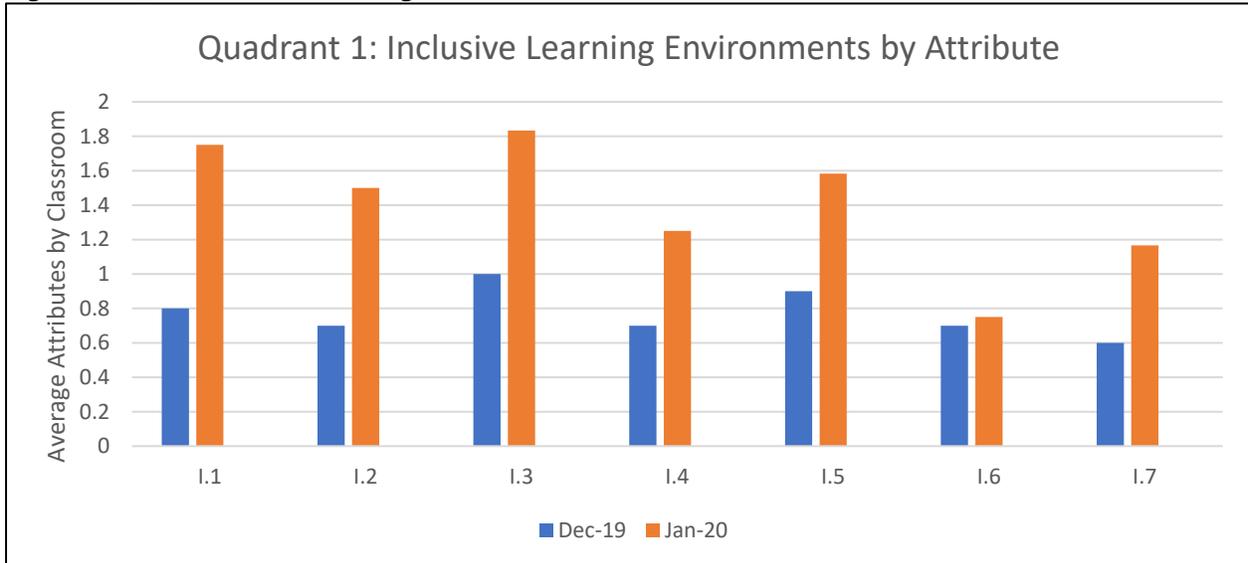


Figure 7 (below) shows the results for each of the seven attributes in Quadrant 1: Inclusive Learning Environments. Quadrant 1 shows growth across each attribute were high, except for attribute 6, student performance/presentation. Attributes I:1, I:2, I:4, and I:5 which are focused on evidence-based literacy and inclusive practices for students with disabilities showed nearly double the growth from fall to winter observations.

Figure 6: Q1 - Inclusive Learning Environment

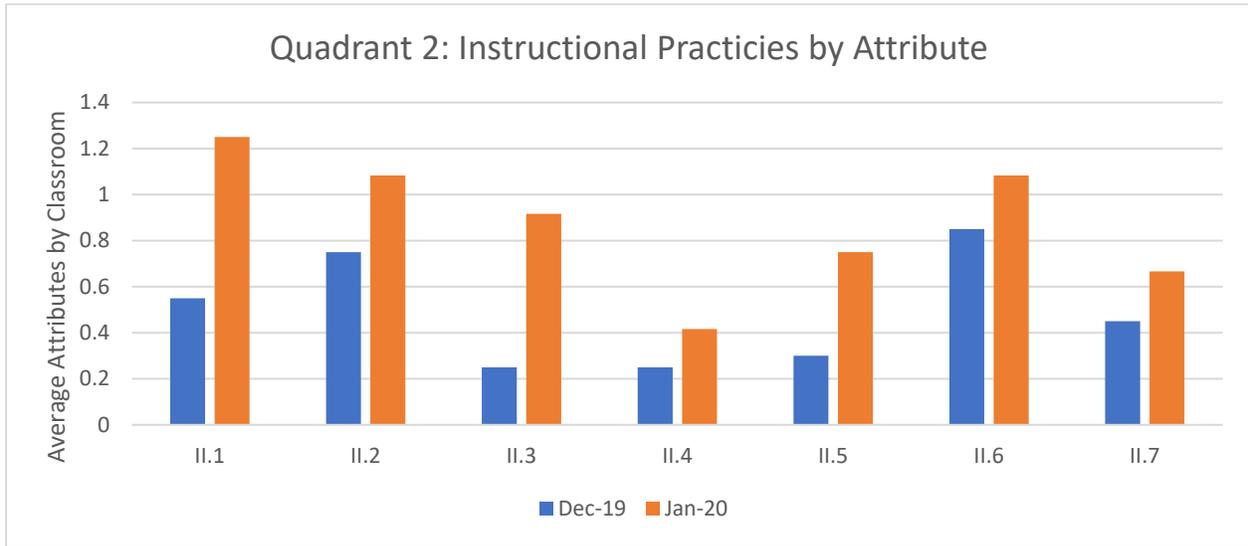


Attributes for Quadrant 1: Inclusive Learning Environment

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

Figure 8 (below) shows the data for Quadrant 2. The figure shows growth across each attribute was high. Attributes II:1, and II:2, which are focused on evidence-based literacy and inclusive practices for students with disabilities, showed high growth, with attribute II:1 more than doubling and attribute II:2 one third higher from fall to winter observations.

Figure 7: Q2 - Instructional Practices

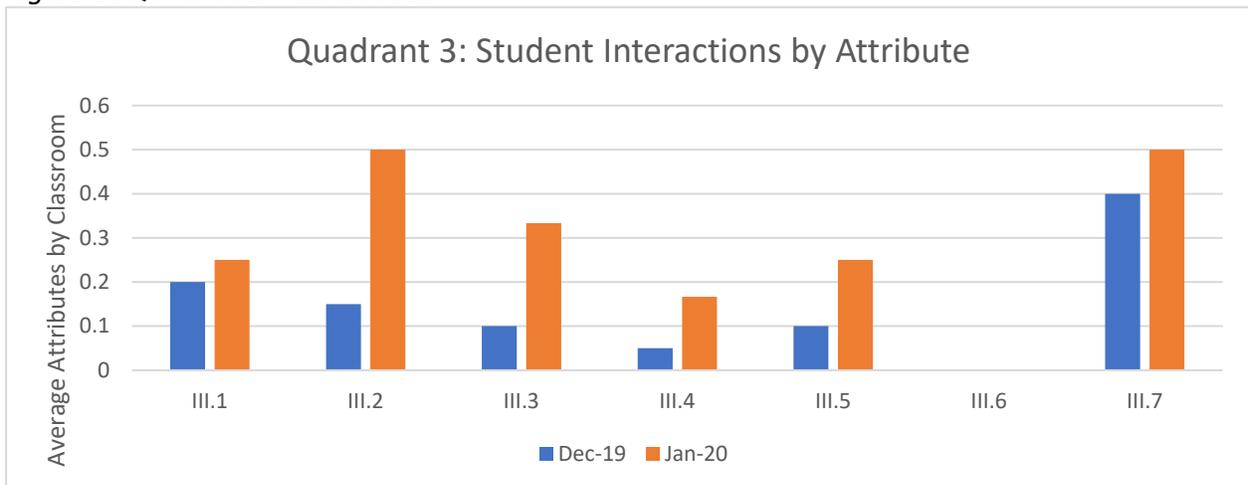


Attributes for Quadrant 2: Student Interactions

- II.1: Student thinking, listening, speaking, reading, writing, sharing, discussing
- II.2: Student text activity; note-taking, research, use of assistive technologies and/or multi-media, use of multiple tools for construction and composition
- II.3: Student goal setting, planning, self, formative, interim, summative assessment
- II.4: Student guided practice; projects; conferencing; collaborating; community; personal coping skills and strategies
- II.5: Students independent practice for mastery, planning, choice, autonomy; visualization, manipulation
- II.6: Student performance; presentation; for a real audience and purpose
- II.7: Students participating in higher order thinking and a variety of learning modalities; physical action.

Figure 9 (below) shows the data from Quadrant 3. This data shows growth across each attribute with a score in both fall and winter observations was high. Attributes III:1, III:2, and III:3, which are focused on evidence-based literacy and inclusive practices for students with disabilities, showed high growth with attribute III:2 and III:3 more than doubling from fall to winter observations. Attribute III:6, which also has a literacy focus, was not observed in any of the observations from fall or winter. This attribute includes the monitoring of student learning, engagement, and interactions. This may be an area of additional TA from PSM specialists to support clearer understanding of this attribute and how to collect evidence of it during observations.

Figure 8: Q3 - Student Interaction

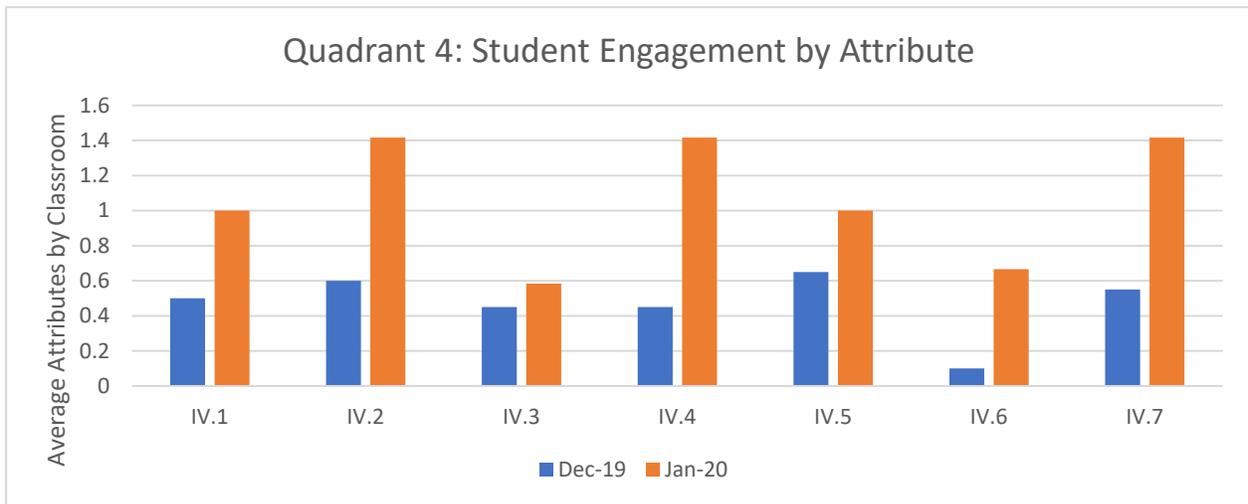


Attributes for Quadrant 3:

- III.1: Demonstration whole group; Comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, different learning modalities are evident; explicit instruction
- III.2: Shared Experiences; whole groups/small/flexible group modeling
- III.3: Guided Practice; small group, 1-1 with minimal guidance; for fluency and transfer of new learning with support
- III.4: Independent practice: time provided for mastery
- III.5: Closure; reviews learning goals w/students; use of assessments (self, formative/interim/summative/anecdotal/exit cards)
- III.6: Monitoring students learning; engagement; interactions; (uses and gives feedback effectively)
- III.7: Incorporates higher order thinking questions and wait time.

Figure 10 shows the data from Quadrant 4. Quadrant 4 demonstrates growth across each attribute was high. Attributes IV:3, and IV:4, which are focused on evidence-based literacy and inclusive practices for students with disabilities, showed high growth with attribute IV:4 tripling from fall to winter observations. Attribute IV:4 is students demonstrating learning through planning, thinking, listening, speaking, reading, and writing.

Figure 9: Q4 - Student Engagement



Attributes for Quadrant 4: Student Engagement

- IV.1: Students connect learning to culture, background knowledge, & strengths
- IV.2: Students engaged in meaningful, challenging, relevant activities; self-determining learners
- IV.3: Students engaged in highly motivating real-world experiences and/or issues
- IV.4: Students demonstrate learning through planning thinking, listening, speaking, reading, writing, multi-media; engaged in shared learning
- IV.5: Student’s materials, resources, texts are relevant and suitable to the content and language/literacy learning outcomes; self-regulating
- IV.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
- IV.7: Students are participating in differentiated activities and accommodations

Case Studies Illustrating SSIP Evaluation at the PEA Level

Arizona has included two case studies to illustrate how SSIP impacted targeted PEAs in Arizona.

Tucson Unified School District (TUSD)

TUSD was targeted for the SSIP during the 2017-2018 school year as part of Cohort 1. TUSD began its targeted SSIP activities by analyzing benchmark data and AzMERIT scores. School staff completed the Success Gaps Rubric and identified the area of Core Instruction as the focus for their action plan. TUSD included both Teaching Reading Effectively (TRE) and the CALL Project as two of the intervention strategies for its action plan, piloting the CALL Project at five of its elementary and k-8 schools. TUSD collected LWP data from its pilot schools and demonstrated a higher number of attributes in the observed classrooms, showing improvement in core literacy instruction for their SWD. TUSD also trained and certified 225 special educators in LETRS, which provided teachers with the background and knowledge to identify reading issues and provide targeted intervention and instruction. An additional cohort of 50 teachers will complete this training in spring of 2020, and an additional cohort of 50 teachers will begin LETRS training in July of 2020. TUSD continued its practices and the use of LWP data in the 2019-2020 school year and is continuing to show growth in 3rd-5th grade literacy in its AzMERIT scores, which increased from 8.23% of SWD scoring proficient in 2017-2018 to 11.62% in 2018-2019.

Buckeye Elementary School District (BESD)

BESD was targeted for the SSIP during the 2017-2018 school year as part of Cohort 1. BESD began its targeted SSIP activities by analyzing benchmark data and AzMERIT scores. School staff completed the Success Gaps Rubric and identified the areas of Core Instruction and Interventions and Supports as the focus for their action plan. BESD adopted a new curriculum which addressed the Big 5 of Reading, including materials for special education in May of 2019, and training was provided to all K-1 general education teachers and all special education teachers who work with grades K-3. Program implementation began in October 2019, with benchmark testing in January 2020. Professional development in progress monitoring for reading using DIBELS next was provided to the majority of content and special education teachers, and additional training will be provided during summer for any teachers who were not yet trained. Special education teachers receive additional, on-going training in understanding the data and creating actionable goals using the data. Professional development was provided in reading for all special education and resource teachers using TRE. BESD has currently trained 30 special education teachers using TRE and also use bi-monthly Wednesday afternoon meetings to review training implementation. BESD uses the LWP and frequent walk throughs to ensure implementation fidelity. BESD grades 3-5 AzMERIT scores increased literacy from 4.24% of SWD scoring proficient in 2017-2018 to 11.31% in 2018-2019.

Stakeholder Involvement in Evaluation

To continue the opportunities for both internal and external stakeholder feedback, the SEA maintained the changes made in SSIP implementation year 3. The LIWG and Core Literacy Groups continued their work and met quarterly. Communication regarding the SSIP has increased between the PSM and PLS teams. These teams have worked together as they have shifted the LWP implementation, data collection, and technical assistance of the SSIP from single points of contact, SSIP coordinator and PLS LWP team, to the individual PSM specialists responsible for monitoring the SSIP PEAs. There were initial training sessions that happened during June and July of 2019 for LWP implementation, data collection, and TA for PSM specialists. Additional meetings and trainings have occurred throughout the year to support the needs of the PSM specialists. External stakeholder feedback was gathered from SSIP presentations to SEAP in June of 2019. SEAP did not provide any additional information but was supportive of the modifications and scaling up that has, and will, occur. The progress on the SSIP has also been shared with CEEDAR. Feedback on targets and scaling up has been elicited from both SEAP and CEEDAR.

SSIP Implementation Survey

In February of FFY 2017, FFY 2018, and FFY 2019, SSIP targeted PEAs submitted overall survey data for SSIP implementation (Appendix M). The data shows the PEAs' perception of the effectiveness of their implementation of the SSIP (figures 11-13). The data shows that there is a gradual decrease in implementation effectiveness each year.

Figure 11 (below) shows that 41% of the Cohort 1 PEAs believe that their SSIP implementation for FFY 2017 was effective, with 45% of respondents feeling that their implementation was inconsistent throughout the year, and 14% believed that their implementation was ineffective.

Figure 10: FFY17 SSIP Implementation

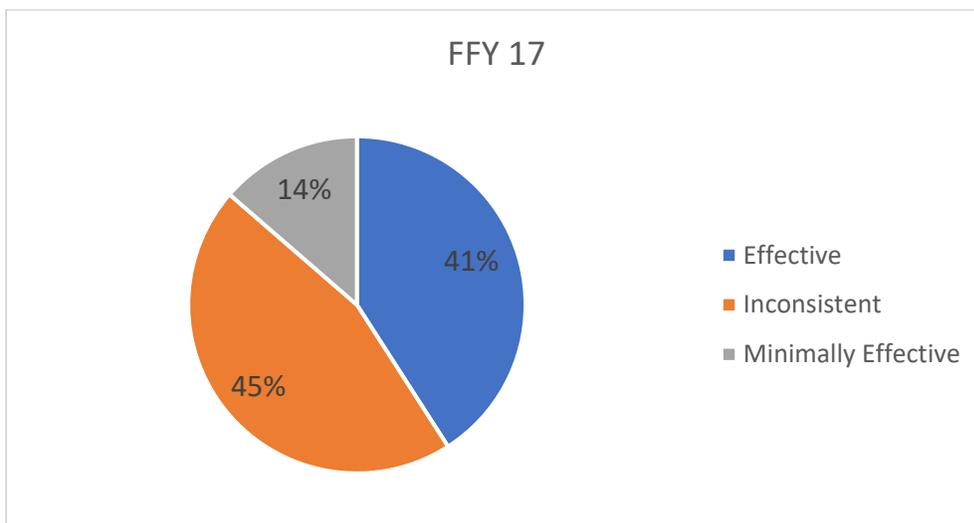


Figure 12 (below) shows that 31% of the Cohort 1 PEAs believe that their SSIP implementation for FFY 2018 was effective, with 61% of respondents feeling that their implementation was inconsistent throughout the year, and 8% believed that their implementation was ineffective.

Figure 11: FFY18 SSIP Implementation

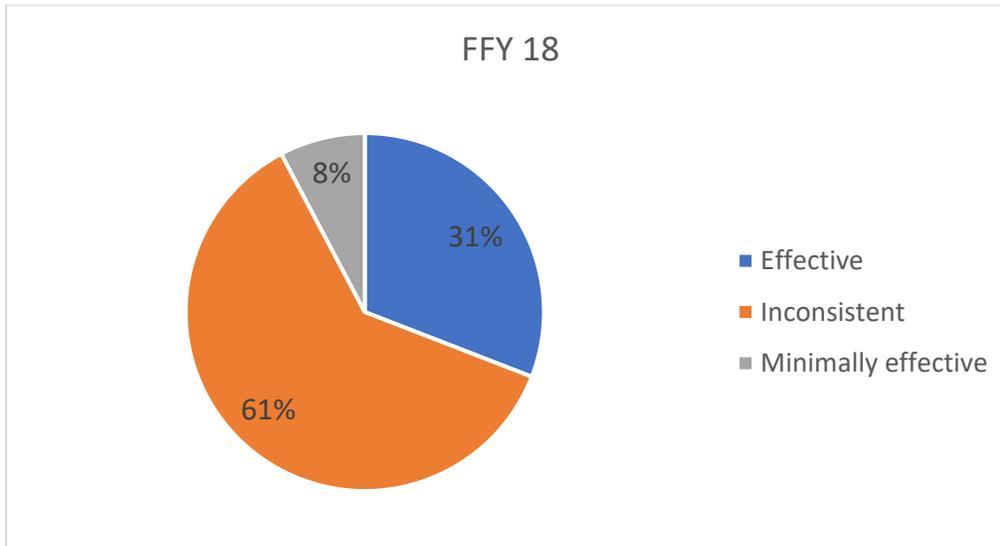
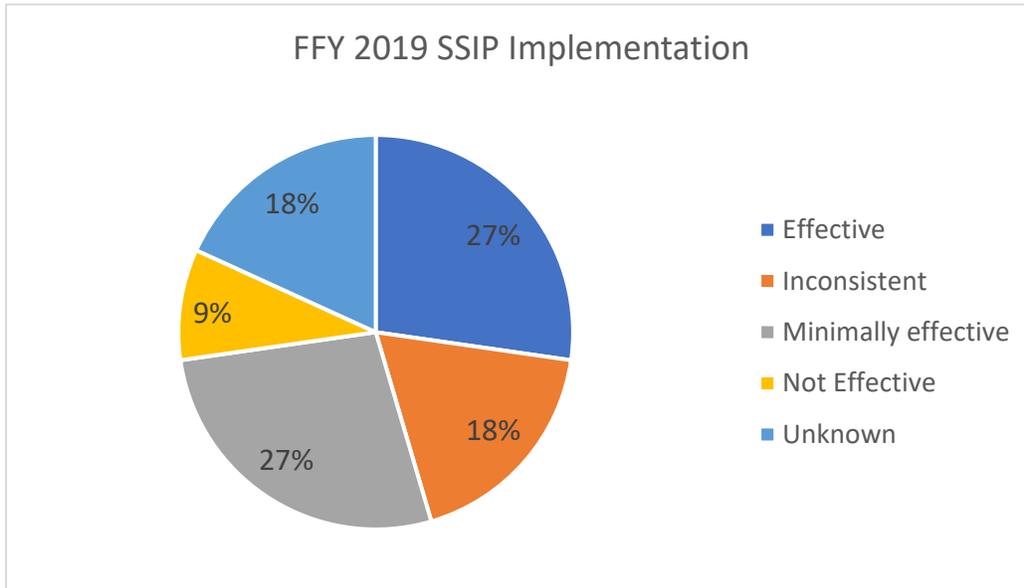


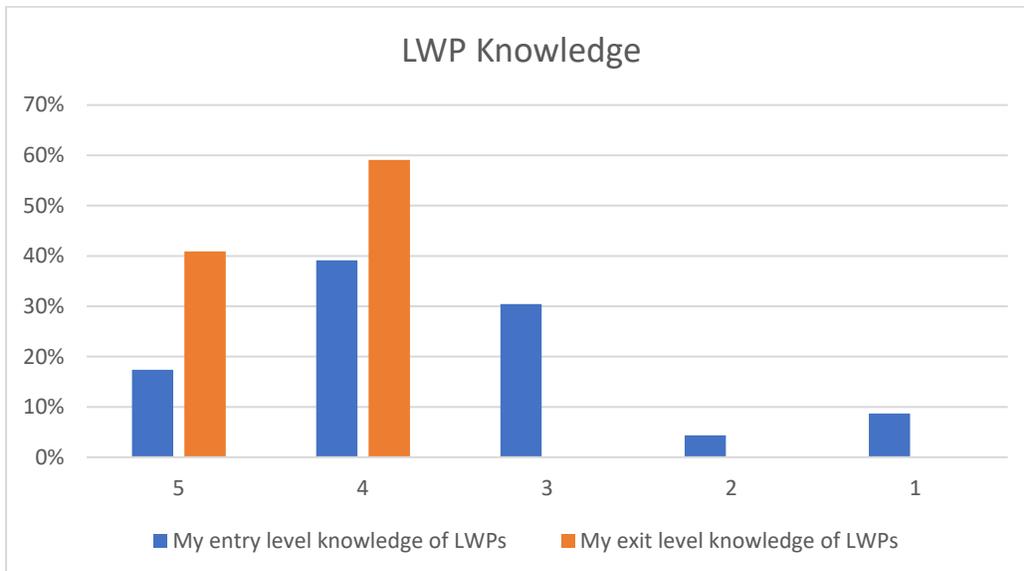
Figure 13 (below) shows that 27% of the Cohort 1 PEAs believe that their SSIP implementation for FFY 2019 was effective, with 18% of respondents feeling that their implementation was inconsistent throughout the year, and 27% believed that their implementation was ineffective. FFY 2019 was the only year where respondents chose Not Effective or unknown, with 9% believing that the SSIP implementation was not effective, and 27% of respondents unknown whether the SSIP implementation was effective or not. This may be due to an increase in initiatives at the state and PEA level, the lack of an SSIP coordinator, or a lack of systemic implementation.

Figure 12: FFY 19 Implementation



Learning Walks Protocol Professional Learning Feedback

Following fall LWP face-to-face professional learning, PEAs completed a feedback survey (Appendix N). Participants in the LWP training assessed their knowledge of LWP prior to the start of training and after training was completed using a Likert-style scale where knowledge of the topic was as follows: 1 = low, 2 = below average, 3 = average, 4 = above average, and 5 = high. Prior to the start of training 43% of participants reported their knowledge at low to average. After training, 100% of participant rated their knowledge at above average or high.



D. Data Quality Issues

As discussed in previous SSIP reports, Arizona does not mandate administration of PEA benchmarks to assess student progress towards the Arizona English Language Arts Standards 2016. The SEA requests this data from the SSIP PEAs to assist in driving decisions, however the statewide assessment is the only mandated, consistent data source for the SEA to use for the collection of literacy data. As such, some inconsistency is evident in reported benchmark data, including missing benchmark data from PEAs that have either opted out of the benchmarking process, or opted out of the reporting of benchmarks. While the benchmark tools reported are aligned to grade-level ELA standards, SSIP PEAs administer a variety of assessments, making data-based decisions related to benchmarks impossible to do at the SEA level.

As a part of Arizona’s scaling up of the SSIP, the Success Gaps Rubric and Action Plan Scoring Guide was scored by the individual PEAs’ PSM specialists instead of an SSIP Coordinator. Inter-rater reliability was established by using the same scoring guide as the previous two implementation years, as well as through the training of the PSM specialists to ensure a consensus exists in the ratings given from Implementation year 3 to implementation year 4. This training was initially addressed during year 3 implementation and continued for year 4 implementation as well. It is unknown the limit of agreement between the PSM specialists, which may be a data quality issue. These inter-rater reliability concerns exist for the LWP data for Cohort 2, but at a diminished level as there is a guide utilized that provides examples of each attribute.

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 10: 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), and for SSIP PEAs at the state rate or better. | SiMR |
| Benchmark proficiency scores are increasing in the majority of SSIP targeted PEAs, where valid data is reported with multiple data points. | SiMR |
| 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 |

| | |
|---|--|
| | <p>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.</p> |
| <p>LWP face-to-face professional learning in evidence-based literacy practices was provided to 23 school sites in 2018-2019 SY and 10 PEAs in 2019-2020 SY. Non-SSIP PEAs have been provided tools to implement on their own or ask for training from their assigned specialist. Plans to scale up for the 10 PEAs in Cohort 3 next school year.</p> | <p>PLS and PSM specialists coach PEAs on utilizing LWP to collect trends on evidence-based practices in literacy in at least one school site.</p> <p>PEAs continue the collection of trend data using the LWP utilizing teachers for capacity building.</p> <p>All teachers and administrators in targeted PEAs implement evidence-based practices with fidelity.</p> <p>Opportunity for scale up to non-SSIP PEAs through tools being available, along with training guides, and assistance from a specialist upon request.</p> |
| <p>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.</p> | <p>Targeted PEAs identify needs and root causes related to ELA proficiency and implement action plans.</p> <p>Success Gaps Rubric and Action Plans are expanded for use by both SSIP and non-SSIP PEAs to address gaps in student success.</p> |
| <p>The CALL Project is scaled up from 5 SSIP school sites in 2018-2019 to 10 SSIP school sites during the 2019-2020 school year. Plans to continue scale up through another school team cohort for the 2020-2021 SY are in place.</p> <p>SEA plans to start a teacher based, rather than team based, CALL training to reach more staff is scheduled for implementation during the 2020-2021 SY.</p> | <p>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.</p> |

| | |
|--|--|
| <p>The SEA has built capacity and sustainability by training PSM specialists to facilitate the LWP with PEAs.</p> <p>SEA has developed cross-unit training materials for the LWP to ensure fidelity in training as well as provided these to the field for their own implementation.</p> | <p>PLS and PSM specialists coach PEAs on utilizing LWP to collect trends on evidence-based practices in literacy in at least one school site.</p> |
| <p>The SEA has aligned the SSIP work with that of other literacy initiatives including the Az SPDG and the work of the Arizona Steering Committee for CEEDAR.</p> <p>SEA has trained PSM specialists on availability of Az SPDG materials to assist in PEA access where appropriate.</p> | <p>Stakeholders both internally and externally are consistently engaged in the SSIP work with feedback used in decision-making.</p> <p>Stakeholder engagement ensures continuation of long-term work in improving literacy outcomes for students.</p> |
| <p>Internal training has solidified inter-rater reliability of PSM specialists tasked with scoring PEAs’ Success Gaps Rubrics and Action Plans.</p> | <p>Success Gaps Rubrics and Action Plans are expanded for use by both SSIP and non-SSIP PEAs to address gaps in student success.</p> <p>Stakeholder engagement ensures continuation of long-term work in improving literacy outcomes for students.</p> |

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:

- investigate the plausibility of revising the SiMR to focus on Secondary Transition and Post School Outcomes
 - this would be a success gaps analysis between PSO for students with disabilities and their typical peers
 - uses current literacy efforts and increasing efforts in math and secondary transition
- further align the SSIP and Az SPDG initiatives to offer the Az SPDG framework and series of trainings as an intervention for SSIP PEAs

- 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 between PEAs, SEAP, internal and external stakeholder groups.
- include stakeholders from outside of the ESS unit for cross-agency collaboration by including those stakeholders in LIWG and Core Literacy Group meetings
- further develop the Culturally Inclusive Practices professional learning aligned with the Success Gaps Rubric with further participation in the Culturally Inclusive Practices Action Committee (CIPAC)
- further build capacity of PSM specialists to increase inter-rater reliability in the LWP for SSIP (Cohort 3) 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, webinar trainings, and their PSM specialists
- 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
- develop and implement a CALL for teachers, non -team, training for SSIP teachers and non SSIP teachers (based on capacity)
- continue utilizing the Success Gaps Rubric and Action Plan with SSIP and non-SSIP PEAs
- hire a qualified candidate for the SSIP coordinator position and remove any additional PEA caseload from the position to ensure SSIP PEAs receive TA and support as needed.

Evaluation Activities

- The SEA will continue to evaluate student outcomes through local benchmarks and FFY 2018 AzMERIT assessments.
- The SEA will also continue collecting LWP data, Success Gaps Rubric and Action Plan Scoring Guide data, and data from stakeholder surveys including the LWP professional learning survey, and SSIP implementation survey.

The table 11 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 11: FFY 19 SSIP Implementation Timeline for Cohort 1 and 2 PEAs

| Timeline April 2020-March 2021 | Activity to be Implemented |
|--------------------------------|----------------------------|
|--------------------------------|----------------------------|

| | |
|---|--|
| <p>May 2020</p> | <p>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 (Cohort 2 and 3).</p> <p>SEA will identify Cohort 4 SSIP PEAs using the same criteria</p> |
| <p>June 2020</p> | <p>PEA will submit end-of-year benchmark data (Cohort 1 SSIP PEAs will also submit any additional LWP data collected).</p> <p>AZPLS (formerly known as Az SPDG) teams who have chosen this as one of their interventions will begin this process.</p> |
| <p>June 2020, July 2020</p> | <p>SEA will offer 2-day CALL professional learning for two cohorts of 5 school sites (10 total)</p> <p>SEA will offer teacher-specific CALL training for first time.</p> |
| <p>October 2020 – March 2021</p> | <p>SEA/PSM specialists will provide LWP professional learning to Cohort 3 PEAs in fall and spring. PEAs will collect Learning Walks data in winter as well on their own.</p> |
| <p>November 2020</p> | <p>Cohort 3 and 4 PEAs will submit completed IDC’s Addressing Success Gaps: Indicators of Success Rubric (pre-assessment) and Action Plans to their ESS PSM specialists</p> |
| <p>December 2020</p> | <p>SEA ESS PSM specialists 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 3 and 4 PEAs only).</p> |
| <p>January 2021</p> | <p>All SSIP PEAs will participate in SSIP survey; Learning Walks Protocol data is due to SSIP Coordinator (Cohort 3 SSIP PEAs only).</p> |
| <p>February 2021</p> | <p>All SSIP PEAs will submit ELA benchmark data.</p> |

| | |
|--------------------------|---|
| <p>March 2021</p> | <p>SEA ESS PSM specialits will review Action Plan progress with PEAs and provide technical assistance as needed (Cohort 3 and 4 only).</p> <p>Cohort 2 PEAs will complete summary of SSIP Action Plan Progress. PSM specialists will provide technical assistance throughout the year towards SSIP Action Plan.</p> |
|--------------------------|---|

Anticipated Barriers to Implementation

There are several areas that may impact implementation and scaling up of the SSIP.

- As we scale up and move from inter-unit collaboration to inter-agency collaboration within the SSIP, and aligning initiatives which include the SSIP, AzSPDG requires a time commitment from all units involved.
 - To decrease the impact of this barrier, we continue to use the LIWG intra-agency team for decision making.
 - ADE/ESS is working in conjunction with ADE/Support and Innovation (school improvement) to collaborate on aligning systems, resources, and initiatives.
- Increasing collaboration with other external agencies and groups.
 - To decrease the impact of this barrier, we continue to reach out to external agencies and groups for feedback.
- ESS currently does not have an SSIP coordinator, which impacts the implementation of SSIP activities in selected PEAs.
 - ESS has posted and re-posted the position and was unable to find a qualified candidate.
 - ESS continues its search for a qualified candidate to support SSIP implementation.
- Inter-rater reliability for LWP, and Action Plans
 - To decrease the impact of this barrier, we have increased training of all PSM specialists to maintain the integrity of the rating processes.
- Literacy benchmarks are inconsistently used, and there is no state requirement for the use and administration for progress monitoring of students in literacy skills.
 - ESS continues to support and encourage the use of literacy benchmarks by SSIP PEAs with the offering of the additional SSIP implementation funds. If the PEA accesses these funds, they are based on meeting all timelines and submitting all required data.
 - PSM specialists send regular reminders for due dates, as well as reminder if due dates are not met.
 - PEAs participating in their monitoring year activities (year 1 of SSIP) do have federal funding put on hold if due dates and deadlines are not met.

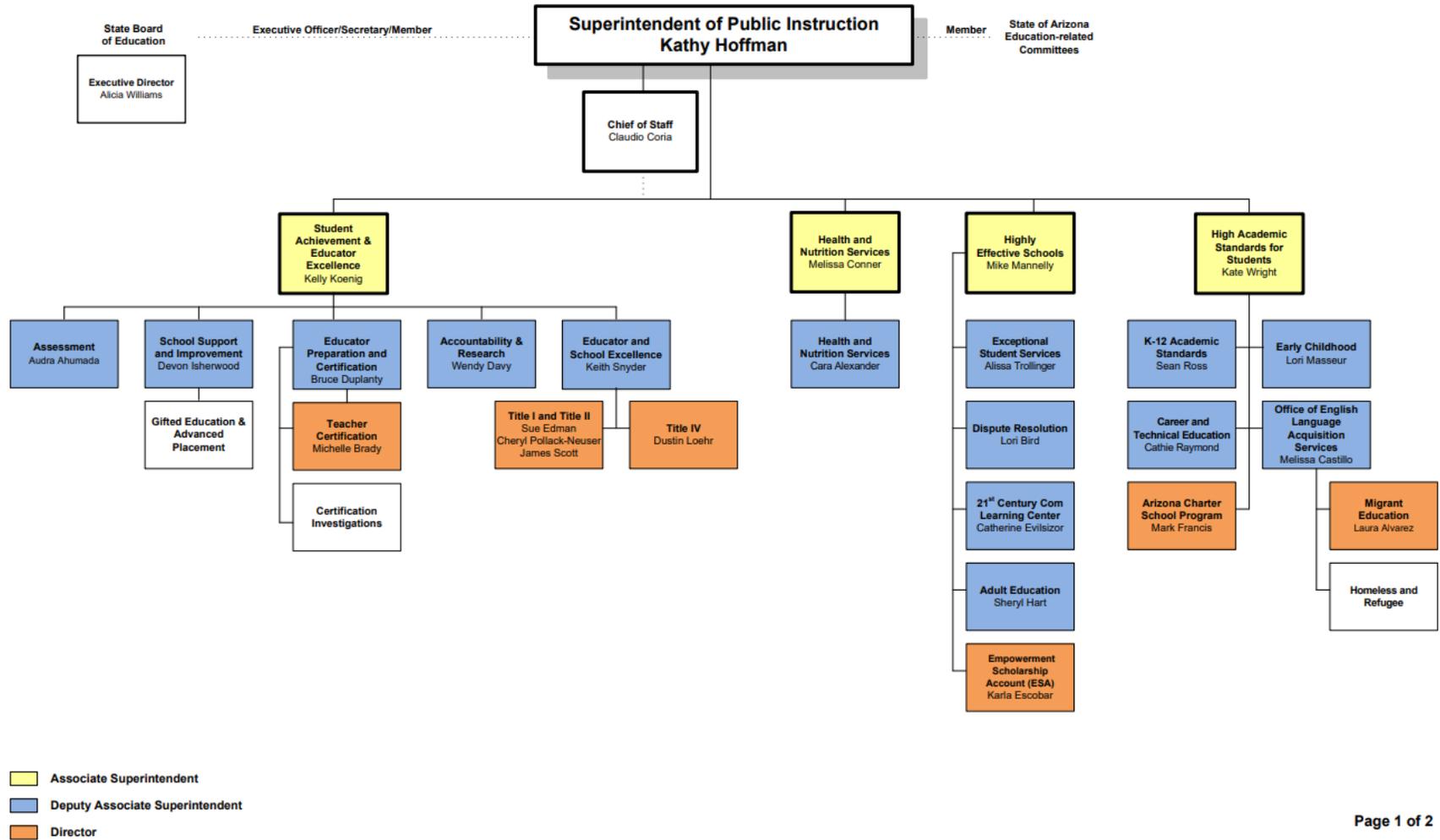
- Legislation allows SDI to be provided by non-certificated special education teachers, and non-certificated teachers in charter schools who are not formally trained prior to entering the classroom.
 - ESS provides TA and professional development opportunities for PEAs and charter schools to improve SDI.
 - ESS continues to request support from our TA providers in this area.

Additional Supports and Technical Assistance

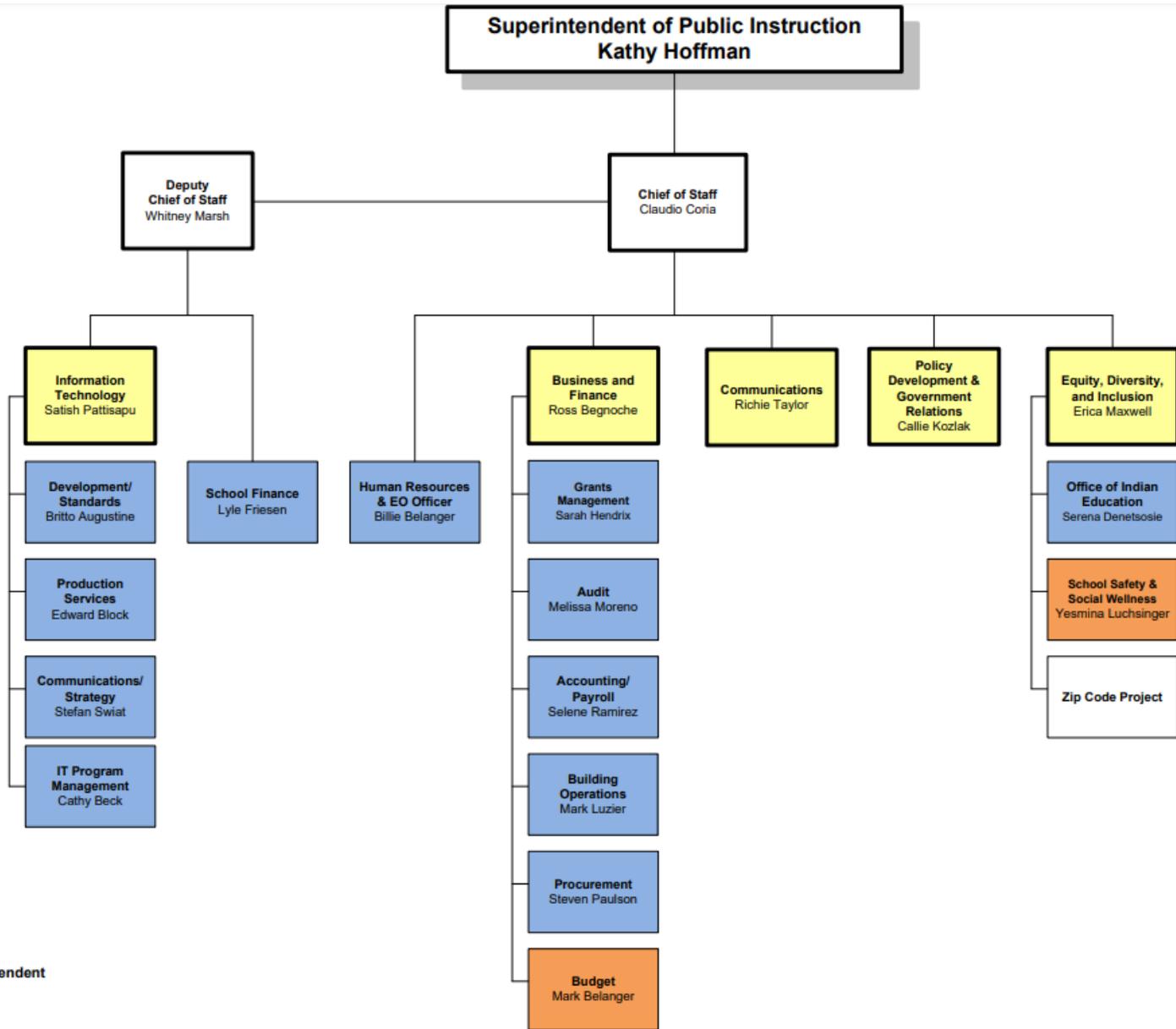
The SEA appreciates the continued support of technical assistance providers from NCSI and IDC as these individuals have proved invaluable in navigating the process of SSIP reporting and data use. Moving forward, the SEA plans to continue accessing the supports of the IDC and NCSI through the learning collaborative. Arizona will have cross unit representation in the Evidence Based Practices collaborative, Systems Alignment collaborative, and the Results Based Accountability collaborative to further align the work of the unit (ESS) and assist in reducing barriers in agency wide collaboration.

Appendix

Appendix A: Arizona Department of Education Organizational Chart



Arizona Department of Education – Exceptional Student Services



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 <=70% - 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 |
| <p>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</p> | | | | | |

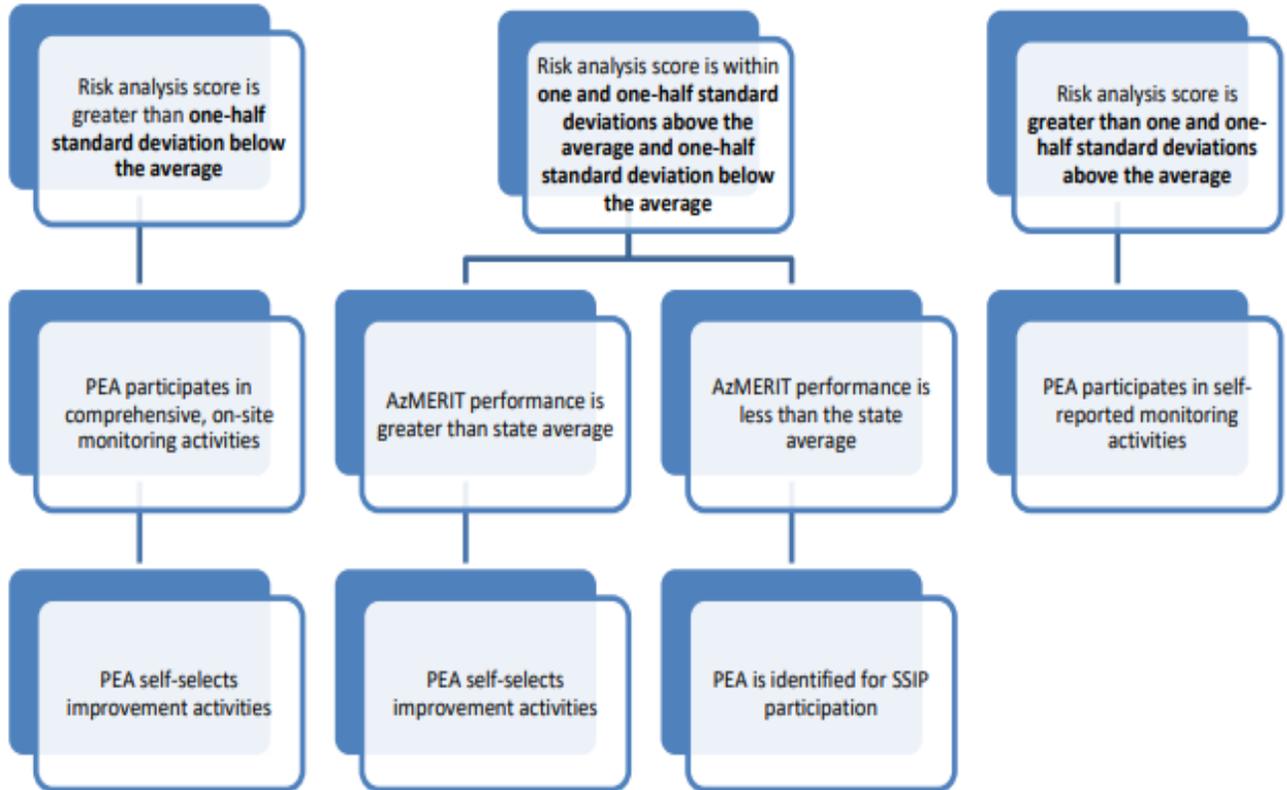
Data Sources for the Risk Analysis Tool

| 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 |

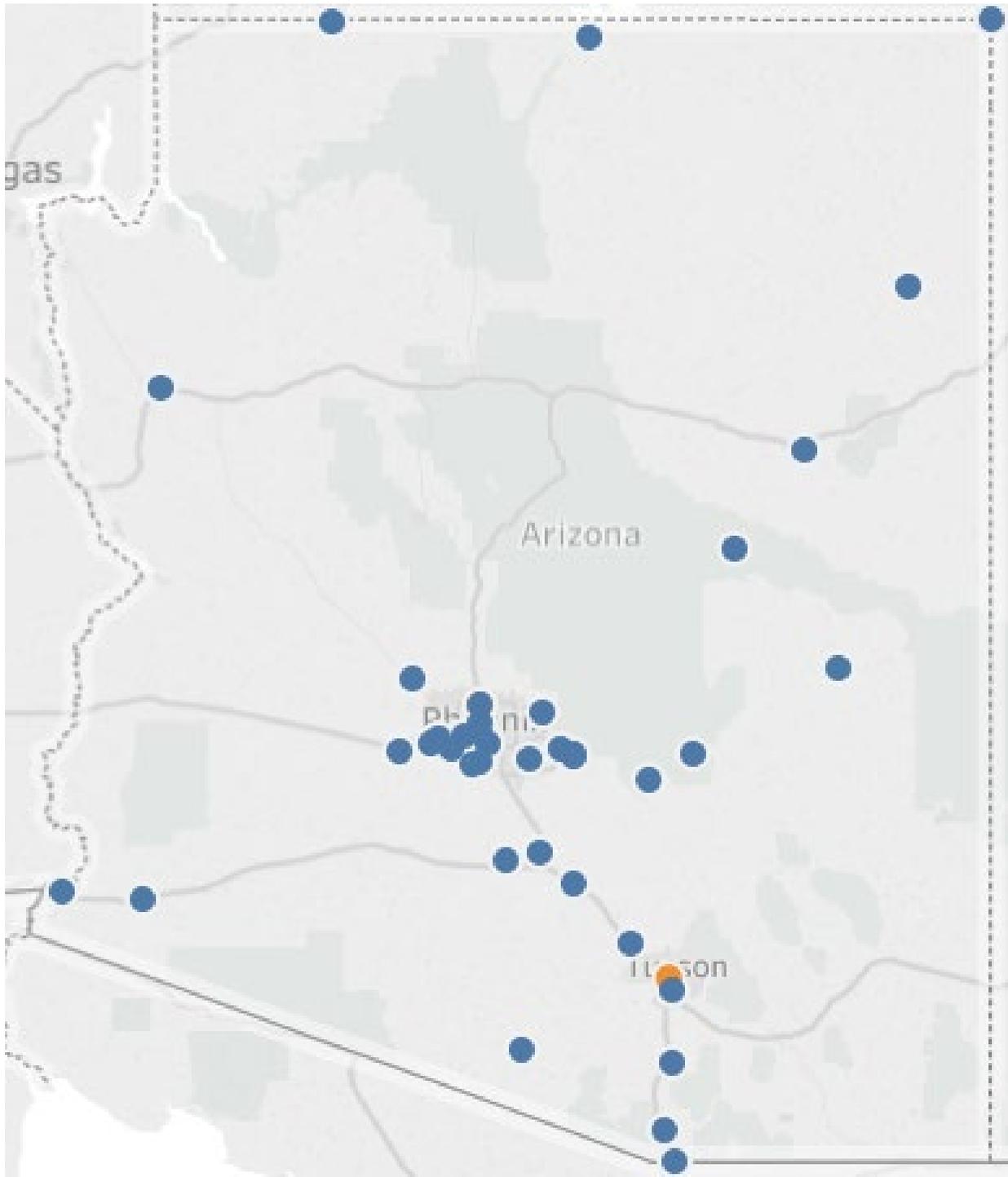
| | | | |
|--|-----------|---|--|
| Indicator 6 – Preschool Least Restrictive Environment (LRE) | 2016–2017 | PEA data submission | # students with disabilities ages 3–5 included in gen ed classrooms for any part of their school day / total # students with disabilities ages 3–5 |
| Indicator 6 – Preschool 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 C: Selection of Site

Selection of Sites



Appendix D: Distribution of SSIP PEAs



Appendix E: Learning Walks Protocol

| “LEARNING WALKS”: A Coaching Tool for Teachers | | |
|--|--------------|---|
| Tally the occurrence of each artifact <u>only once</u> when observing | | |
| 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. Respectful 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” | | <u>Provide Multiple Means of Representation</u> COGNITIVE |
| 1. Demonstration (I do it): whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and | | |

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| 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, <i>and</i> wait time | | |
| Student Interactions “The How” | | <u>Provide Multiple Means of Actions and Expressions</u> 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 interact in 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 | | |

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| 7. Students participate in higher order thinking and in a variety of learning modalities; show learning through physical action | | |
| Student Engagement “The Why” | | <u>Provides Multiple Means of Engagement</u> 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 | |

Environmental Walks:

Set aside a time to collect additional artifacts to show evidence that you are a **reading/writing** school community. You may choose to collect artifacts during grade level planning, and/or professional learning time, before or after school, lunch, and at the beginning, middle, and/or at the end of the school year. You choose.

Directions:

In grade level teams, partners, and/or content area teams, walk around your campus, classrooms, halls, walkways, and anywhere else where evidence of **reading/ writing** is displayed. Notice and collect evidence of artifacts on the walls, including examples of language, thinking, reading, writing, and self-determining, and independent learners.

You may record your notes in the space below, take pictures or videos, and/or collect samples of student work. Be creative and be prepared to share your team’s findings with your professional literacy learning community. Take time to celebrate student’s work overtime.

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 F: LWP Alignment with UDL and the HLP

| Inclusive Learning Environment | High Leverage Practices (HLPs) | <i>Record Evidence; Quote Teacher /Student Language</i> |
|---|--|--|
| <p>1. Content, language, social, learning outcomes, flexible, posted, measurable, observable, and in student friendly language HLP 10, 11, 12, 13</p> | <p>Social/ Emotional/ Behavioral Instruction Instruction Instruction</p> | <p>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</p> |
| <p>2. Student centered classroom; student work displayed, current, and accurate; classroom charts made with/by students 3. HLP 07</p> | <p>Social/ Emotional/ Behavioral</p> | <p>HLP 07: Establish a consistent, organized, and respectful learning environment.</p> |
| <p>4. Effective classroom management; organization; rules procedures & behavior expectations are posted HLP 09, 10, 18</p> | <p>Social/ Emotional/B ehavioral Social/ Emotional/ Behavioral</p> | <p>HLP 09: Teach social behaviors. HLP10: Conduct functional behavioral assessments to develop individual student behavior support plans. HLP18: Uses strategies to promote student engagement</p> |
| <p>5. Classroom library organized with student input; variety of genres accessible to all HLP 14, 15, 19, 21</p> | <p>Instruction Instruction Instruction Instruction</p> | <p>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.</p> |
| <p>6. Word walls, key vocabulary, charts, created with/by students; with</p> | <p>Social/ Emotional/ Behavioral</p> | <p>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</p> |

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

| Student Interactions (The How of Learning) | High Leverage Practiced (HLP's) | Provide Multiple Means of Actions and Expressions (Intrapersonal) |
|---|---|--|
| <p>1. Students thinking, listening, speaking, reading, writing, sharing, discussing HLP 04, 07, 14, 18, 19</p> | <p>Assessment Social/ Emotional/ Behavioral Instruction Instruction Instruction</p> | <p>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.</p> |
| <p>2. Students text activity; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition HLP 19</p> | <p>Instruction</p> | <p>HLP 19: Use assistive and instructional technologies.</p> |
| <p>3. Students goal setting, planning, self, formative, interim, summative assessment HLP 06, 11, 22</p> | <p>Assessment Instruction Instruction</p> | <p>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.</p> |
| <p>4. Students guided practice; projects; conferencing; collaborating;</p> | <p>Assessment Assessment</p> | <p>HLP 04: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.</p> |

| | | |
|---|--|---|
| <p>community; personal coping skills, and strategies HLP 04, 05, 06,08, 09, 10, 18, 19, 20</p> | <p>Social/ Emotional/ Behavioral Social/ Emotional/ Behavioral Social/ Emotional/ Behavioral Instruction Instruction</p> | <p>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.</p> |
| <p>5. Students independent practice for mastery, planning, choice, autonomy; visualization, manipulation; HLP 11</p> | <p>Instruction</p> | <p>HLP 11: Identify and prioritize long- and short-term learning goals.</p> |
| <p>6. Student performance; presentation; for a real audience and purpose HLP 11</p> | <p>Instruction</p> | <p>HLP 11: Identify and prioritize long- and short-term learning goals</p> |
| <p>7. Students participating in <i>Higher Order Thinking and a variety of learning modalities; physical action</i> HLP 14, 21</p> | <p>Instruction</p> | <p>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.</p> |

| Instructional Practices (The What of Learning) | High Leverage Practices (HLP's) | Provide Multiple Means of Representation (Cognitive) |
|---|---|--|
| <p>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</p> | <p>Social/ Emotional/ Behavioral Assessment Assessment Instruction Instruction Instruction Instruction</p> | <p>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.</p> |
| <p>2. Shared Experiences (We do it) whole group/small/flexible group modeling HLP 09, 12, 14 15, 16, 20</p> | <p>Social/ Emotional/ Behavioral Assessment Assessment Instruction Instruction Instruction</p> | <p>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.</p> |
| <p>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</p> | <p>Social/ Emotional/ Behavioral Assessment Instruction Instruction Instruction Instruction Instruction Instruction Instruction</p> | <p>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.</p> |

| | | |
|--|---|---|
| <p>4. Independent Practice (You do it) time provided for mastery HLP 04, 09 13,14,</p> | <p>Assessment Social/ Emotional/ Behavioral Instruction Instruction</p> | <p>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.</p> |
| <p>5. Closure; reviews learning goals w/students; use of assessments (self, formative/ interim/ summative/anecdotal/exit cards) HLP 04, 08, 10, 14</p> | <p>Assessment Social/ Emotional/ Behavioral Social/ Emotional/ Behavioral Instruction</p> | <p>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.</p> |
| <p>6. Monitoring student learning; engagement; interactions; (Uses and gives feedback effectively) HLP 06, 18, 22</p> | <p>Assessment Instruction Instruction</p> | <p>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.</p> |
| <p>7. Incorporates <i>Higher Order Thinking</i> questions <i>and wait time</i> HLP 07, 14</p> | <p>Social/ Emotional/ Behavioral Instruction</p> | <p>HLP 07: Establish a consistent, organized, and respectful learning environment. HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</p> |

| <p>Student Engagement (The Why of Learning)</p> | <p>High Leverage Practices (HLP's)</p> | <p>Provides Multiple Means of Engagement (Interpersonal)</p> |
|---|--|---|
| <p>1. Students connect learning to culture, background knowledge, & strengths HLP 04, 18</p> | <p>Instruction Assessment</p> | <p>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.</p> |
| <p>2. Students engaged in, meaningful, challenging, relevant activities; self-determining learners HLP 14, 16, 18, 21</p> | <p>Instruction Instruction Instruction Instruction</p> | <p>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.</p> |
| <p>3. Students engaged in highly motivating real-world experiences and/or issues HLP 16, 18</p> | <p>Instruction Instruction</p> | <p>HLP 16: Use explicit instruction. HLP 18: Use strategies to promote active student engagement.</p> |
| <p>4. Students demonstrate learning through planning, thinking, listening, speaking, reading, writing; multi-media; engaged in <i>shared learning</i> HLP 14,16, 18</p> | <p>Instruction Instruction Instruction</p> | <p>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.</p> |
| <p>5. Student's materials, resources, texts are relevant and suitable to the <i>Content and language/literacy learning outcomes; self-regulating</i> HLP11,13, 18</p> | <p>Instruction Instruction Instruction</p> | <p>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.</p> |

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| | | |
| <p>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</p> | <p>Instruction Instruction Instruction</p> | <p>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.</p> |
| <p>7. Students are participating in differentiated activities and accommodations HLP 04, 06, 13, 15, 18, 19, 20</p> | <p>Assessment Instruction Instruction Instruction Instruction Instruction</p> | <p>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.</p> |

Appendix G: Teaching Reading Effectively

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|  | <p>Teaching Reading Effectively (TRE) Professional Development for K-3 Foundational Literacy</p> |  |
| <p>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.</p> | | |

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:

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

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 H: 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

Appendix I: Culturally Inclusive Practices

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
Superintendent Diane Douglas**



Appendix J: ADE Multi-tiered Behavior Supports & Multi-tiered System of Supports



MTBS Implementation Continuum

| Year 1 Tier 1 | Year 2-3 Tier 1 & 2 | Year 3+ Tier 1, 2, & 3 |
|---|---|--|
| Trainings | Trainings | Trainings |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • TIPS (Team Implemented Problem Solving) • Establish and maintain a Student Support Team • Classroom Systems • Targeted Interventions • Bully Prevention | <ul style="list-style-type: none"> • Advanced Check in Check Out • Complex Functional Assessment • Function-Based Student Support Plans • Behavior Support Plans |
| School Actions | School Actions | School Actions |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p>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</p> </div> |

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 K: Arizona State Personnel Development Grant (AZSPDG)

Arizona Professional Learning Series

for Creating Systems Change to Increase Literacy Achievement for All Students

Urgency: 2019 National and State Trend Data

WHY:
"The Priority"

To increase adolescent literacy achievement for students with specific learning disabilities.

51%

ESSA

The percent of schools in Arizona identified as low performing or having low performing sub groups.

NAEP

NAEP

The achievement gap between students with and without disabilities has stayed the same 2015, 2017 and 2019.

30%

State Assessment

The average literacy achievement gap between students with and without disabilities.

↑

State Assessment

Student with disabilities have the highest percentage of students minimally proficient 69% in 4th and 79% in 8th Grade.

HOW: With the opportunity to:

align state and federal mandates with ESSA and IDEA to enhance systems for sustainable implementation.

implement six evidence-based professional learning modules for educators and parents that follow high-leverage teaching and learning strategies to support all students.

develop a systems change process enhancing teacher efficacy, inclusive leadership and ongoing inquiry discussing: Where are we headed? Where are we now? How will we close the gap?

engage in onsite capacity building with technical assistance and virtual coaching, with web-based access to supplemental materials, data collection tools and reports, additional research and resources.

Literacy Focused

Evidence-based strategies students can use across content areas.

Data Driven

Using clear learning goals and criteria for success, student are able to articulate their learning and self-monitor their progress.

Engagement

Students feel safe, connected and supported in their learning environment.

WHAT:

Impact for schools/ districts

Appendix L: Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)

Arizona Coalition for Educator Preparation and Practice

The mission of the Arizona Coalition for Educator Preparation and Practice (ACEPP) is to improve educator preparation and practice in Arizona so that all leaders and teachers can provide each student, including students with disabilities, an equitable opportunity to achieve.

Goal Areas



Increase
Data
Literacy



Advance
High Leverage and
Evidence-based
Practices



Strengthen
Partnerships



Sustain
Best
Practices
ACEPP

Partners



Sponsored by the
Collaboration for Effective Educator
Development, Accountability, and Reform (CEEDAR)
Center, a national coalition for assisting states on
how to improve professional learning
systems for teachers and leaders working with
students with disabilities.

<https://cedar.education.ufl.edu/>

powered by



Appendix M: SSIP Implementation Survey

Question 1: Please choose the best description for your role in the PEA.

- | | |
|---|--|
| <input type="checkbox"/> Special education teacher | <input type="checkbox"/> School administrator |
| <input type="checkbox"/> General education teacher | <input type="checkbox"/> District or charter administrator |
| <input type="checkbox"/> Special education director | <input type="checkbox"/> Other |
| <input type="checkbox"/> Paraprofessional | |

Question 2: How often does your SSIP team meet and are the team members participating consistently?

- Open response

Question 3: Which phrase best describes the extent to which your SISP team regularly re-assesses chosen strategies and updates your SISP improvement goals?

- a) These processes are effective at all schools in the PEA
- b) These processes are inconsistent among schools in the PEA
- c) These processes are minimally effective across the PEA
- d) These processes are not effective in our PEA
- e) I don't know the answer to this question OR this is not applicable

Question 4: Our SSIP team collects data at least quarterly to see if objectives in our SSIP Action Plan are being met.

- a) Our PEA is doing this well
- b) Our PEA is doing this, but could do it better
- c) Our PEA is not doing this
- d) I don't know the answer to this question OR this is not applicable

Question 5: To what extent has the SSIP Action Plan been disseminated in your PEA?

- a) The SSIP has been shared with general education and special education staff multiple times and in multiple ways
- b) The SSIP has been shared with general education and special education staff at least once
- c) The SSIP has been shared with general education and special education staff only in response to staff request
- d) The SSIP has not been shared with general education and special education staff at this time
- e) I don't know the answer to this question OR this is not applicable

Question 6: Have all levels of PEA staff agreed to support change as identified in your SSIP?

- a) All have agreed
- b) Most have agreed
- c) Only some have agreed
- d) I don't know the answer to this question OR this is not applicable

Question 7: To what extent are your SISP team members available to meet with staff individually to assist in the implementation of the SSIP Action Plan?

- a) All SSIP team members are available to meet with staff individually to assist in the implementation of the SSIP Action Plan
- b) Most SSIP team members are available to meet with staff individually to assist in the implementation of the SSIP Action Plan
- c) Some SSIP team members are available to meet with staff individually to assist in the implementation of the SSIP Action Plan
- d) Only a minimal number of SSIP team members are available to meet with staff individually to assist in the implementation of the SSIP Action Plan

Question 8: To what extent does our SSIP team understand how to implement changes designed to improve performance for all students?

- a) All of our SSIP team members know what training is needed by staff to implement the SISP Action Plan
- b) Most of our SSIP team members know what training is needed by staff to implement the SISP Action Plan
- c) Some of our SSIP team members know what training is needed by staff to implement the SISP Action Plan
- d) A few of our SSIP team members know what training is needed by staff to implement the SISP Action Plan
- e) I don't know the answer to this question OR this is not applicable

Question 9: What supports or trainings do you need to implement your SSIP Action Plan?

- Open response

Question 10: What barriers have you encountered during the SISP Process

- Open response

Question 11: How would you describe your PEA’s capacity to continue to implement your SSIP Action Plan for the next school year?

- Open response

Question 12: Please rate the support you have received regarding your SSIP Action Plan and activities from the Arizona Department of Education during the 2019-2020 school year.

- | | |
|--|--|
| <input type="checkbox"/> Outstanding | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Above Average | <input type="checkbox"/> Poor |
| <input type="checkbox"/> Average | |

Question 13: Please provide any additional comments you have regarding the support you have received from the Arizona Department of Education with SSIP activities.

- Open response

Appendix N: LWP Professional Learning Survey

Question 1: Please check the most appropriate box (one only):

- | | |
|--|---|
| <input type="checkbox"/> Special education teacher | <input type="checkbox"/> Related service provider |
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Youth or young adult |
| <input type="checkbox"/> General education teacher | <input type="checkbox"/> School psychologist |
| <input type="checkbox"/> Special education administrator | <input type="checkbox"/> Adult education |
| <input type="checkbox"/> Parent or family member | <input type="checkbox"/> District/charter administrator |
| <input type="checkbox"/> General education administrator | <input type="checkbox"/> Agency/other personnel |

Question 2: Please check the appropriate category of cultural representation (one or more):

- | | |
|--|--|
| <input type="checkbox"/> Hispanic or Latino | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> White | <input type="checkbox"/> American Indian or Alaska Native |
| <input type="checkbox"/> Black or African American | |
| <input type="checkbox"/> Asian | |

Question 3: Please rate the following sessions components:

| | Strongly Agree | Agree | Somewhat Agree | Disagree | Strongly Disagree | N/A |
|---|----------------|-------|----------------|----------|-------------------|-----|
| Information was delivered in a clear and concise manner | | | | | | |
| Presenter(s) displayed sound knowledge of the subject | | | | | | |
| Present(s) were prepared | | | | | | |
| I was satisfied with the quality of materials and/or handouts | | | | | | |
| The presenter(s) allowed ample time for questions and answers | | | | | | |
| The training information was relevant to my work | | | | | | |
| I feel better prepared to implement/apply the subject matter due to the session | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Presenter(s) applied effective interactive exercises | | | | | | |
| I learned something new | | | | | | |
| I would recommend this training to my colleagues | | | | | | |

Question 4: Please rate the following session components:

| | High 5 | 4 | 3 | 2 | Low 1 |
|--|--------|---|---|---|-------|
| My entry level knowledge of this topic was: | | | | | |
| My exit level knowledge of this topic was: | | | | | |

Question 5: Please rate your overall satisfaction with this session.

- Outstanding
- Above Average
- Average
- Needs Improvement
- Poor

Question 6: To improve my effectiveness, I need:

- More PD
- More Resources
- Unknown
- N/A

Question 7: Please identify at least one thing that we can improve.

Open response

Question 8: What is one thing that we did well?

Open response

Question 9: In what area would you like additional professional development?

Open response

Question 10: If you wish to be contacted by a member of ADE staff, please provide your name and contact information

Open response

Question 11: Do you have any additional comments?

Open response

Appendix O: ADE ESS SSIP Rubric for PEA Action Plan Template

ADE ESS SSIP Rubric for PEA Action Plan Evaluation # 1

PEA: _____

Four Parts, 16 total points available

SCORE: _____ /16

| | |
|-----------------|--|
| Comments | |
| Reviewer | |

Needs Assessment

| | | | | | | | |
|--|----------|----------|----------|---|--|---|--|
| <i>Guiding Questions</i> | | | | | | | |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. | | <ul style="list-style-type: none"> The needs assessment identifies areas of challenge that must be addressed. Multiple data sources are used. | |
| | | | | | | | |
| Comments: | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|---|--|---|--|
| Goals and Objectives | | | | | | | |
| <i>Guiding Questions</i> | | | | | | | |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Goals are not linked to specific subjects or non-academics areas. The goals are ambitious but do not appear to be realistic, based on progress achieved elsewhere. | | <ul style="list-style-type: none"> Goals and objectives clearly address school challenges identified in the needs assessment. Goals are aligned to student performance in specific subjects and non-academic areas. | |
| | | | | | | | |

| Progress Monitoring | | | | | |
|---|---|---|---|---|--|
| <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • No timelines or benchmarks are included, or they are limited and do not adequately show the school’s implementation plan. | <ul style="list-style-type: none"> • A timeline is provided for each goal and strategy. • Benchmarks are included that will allow the school to monitor progress toward meeting the goals. |
| | | | | | |
| <u>Comments:</u> | | | | | |
| | | | | | |
| <u>Comments:</u> | | | | | |
| | | | | | |

| Interventions/Strategies | | | | | |
|--|----------|----------|----------|--|--|
| <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Strategies are designed to address areas identified as needing improvement. • There is clear evidence that the strategies are research-based. |
| | | | | | |
| Comments: | | | | | |