

# Arizona Special Education Report

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## State-Wide Adoption of the e-IEP PRO as State's IEP Management Solution Continues

*Nine Public School Districts and 18 Charter School Districts Switch to the e-IEP PRO For the 2013-14 School Year*

The state-wide adoption of the e-IEP PRO as the state's standardized IEP management solution continues with nine additional public school districts and 18 charter school districts making the switch to the e-IEP PRO for the 2013-14 school year.

A few of the districts that made the switch to the e-IEP PRO for the 2013-14 school year include Paradise Valley USD, Tolleson UHSD and Flowing Wells USD. This follows Sunnyside USD making the switch earlier this year.

Paradise Valley USD is switching from its district-developed system to the e-IEP PRO, while Tolleson UHSD made the switch from SEASWeb and Flowing Wells USD made the switch from Excent. Sunnyside USD switched from the Infinite Campus SPED solution.

Each district has selected the e-IEP PRO to manage their special education processes starting with the 2013-14 school year.

Flowing Wells Unified School District, located in northwest Tucson, serves approximately 6,000 students. The Tolleson Union High School District, located in the west suburbs of Phoenix is home to more than 8,500 high school students. Paradise Valley Unified School District (PVUSD) serves approximately 33,000 students making PVUSD the seventh-largest in the state. Sunnyside Unified School District, the second largest district in Pima County, Arizona serves approximately 17,500 students.

### Transferring Student Records

One of the significant advantages of schools and districts switching to the e-IEP PRO is Local Education Agencies (LEAs) in Arizona have the ability to electronically transfer student data and forms with other e-IEP PRO districts. Meaning, as students move between participating e-IEP PRO districts, the student's data, forms and other data created within the e-IEP

PRO (e.g., PVNs, IEPs, METs, etc.), as well as scanned documents created outside the e-IEP PRO, can be easily transferred to and from districts. Currently in Arizona, 134 school districts, 160 charters, ASDB and the Department of Corrections utilize the e-IEP PRO.

When transferring student records, all current and historical forms and related student data are transferred. For example, if a student record is transferred from Page USD to Nogales USD and then to Yuma UHSD, the district staff will be able to easily trace this path by seeing which documents (by whom and when) were created in each of the previous districts.

This proprietary and powerful transfer feature establishes an Electronic Special Education Record (ESSR) for each student within Arizona whose data is stored and managed within the e-IEP PRO.

MediaNet Solutions, Inc. (MSI),



the providers of the e-IEP PRO, is committed to providing high-quality products and services and this core value is reflected in its 99% retention rate of all public education agencies sold over its 15 year corporate history.

Mr. Kline, president of MSI states "We are excited that districts in Arizona continue to stay with and switch to the e-IEP PRO year after year. This supports the trend we have seen since 2001 where about 5-10% of the districts in Arizona switch to the e-IEP PRO annually. Given this trend, it will not be long until most, if not all, districts in Arizona make the switch."

To learn more about the e-IEP PRO, point your browser to: [www.e-ieppro.com](http://www.e-ieppro.com) or call 1.877.879.3564.

## IEPs, Alternate Academic Standards, and Arizona Common Core Standards (ACCS)

This summer, the 1st Annual Special Education Teacher Conference provided by ADE was held on July 11-12, 2013. A session led by Sandra Laine and Audra Ahumada from ADE titled "Common Core and the IEP" provided information on

how to continue to align IEPs to the Common Core (CC) Standards.

During this session it was recommended that for the 2013-14 school year, teachers should continue to use the Arizona Alternate Standards to write the goals and objectives in the IEP for these eligible students.

To be eligible for the alternate

assessment, students must continue to have goals and objectives aligned to the alternate standards. However, Arizona has already fully transitioned to the implementation of the Arizona Common Core Standards (ACCS) and teachers are utilizing these standards for instruction and IEP development. So, incorporation of both into IEPs is necessary and can be accomplished by integrating alternate

academic standards along with those from ACCS. Teachers can reference the National Center and State Collaborative (NCSC) instructional resources for assistance. **NOTE:** Arizona will continue to use Arizona Alternate Academic Standards for Science until further notice by ADE.

Additional information from ADE can be viewed at: <http://www.azed.gov/special-education/aimsa/teachers/>



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*"Each year, the list of districts opting for the e-IEP PRO program grows. The three areas in which I feel this company excels in comparison to its competitors are: (a) responsiveness to customer's needs, (b) overall product design, and (c) utility of the product for special education directors. These areas of support are valued by directors of special education who can attest to the demonstrated performance of this product."*

Maria Bercin-Rascon  
Director of Special Ed.  
Casa Grande ESD

See us on the web at  
[www.e-ieppro.com](http://www.e-ieppro.com)

*"Our decision to choose MediaNet Solutions, Inc. as our special data management system was a well thought out decision.*

*Five years later, that decision proved to be an excellent choice for our staff and students alike. Enhancements to the software continue to meet special education's ever changing needs ... Cave Creek looks forward to growing with MediaNet Solutions, Inc."*

Janet Holt  
President, Arizona CASE  
(2012-13)  
Director Special Education  
Cave Creek USD

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## Budget Reduced For State-Wide Student Information System Initiative

Beginning in 2010, the Arizona Department of Education (ADE) has been promoting its vision for the Arizona Education Learning and Accountability System (AELAS). AELAS is envisioned by ADE to replace the student data portion of the aging Student Accountability and Information System (SAIS). Additionally, within its AELAS initiative, ADE is preparing a Request for Proposal (RFP) soliciting education software vendors to design a statewide Student Information System (SIS) that ADE says that Local Education Agencies (LEAs) can purchase at a savings in an opt-in manner.

One of the main features of ADE's proposed AELAS system is its opt-in SIS model, whereby LEAs would not be required to purchase the AELAS SIS as long as they can still report necessary data to the state.

ADE has stated that it anticipates implementing the state-wide SIS within at least six LEAs in FY14, with further implementations in later years subject to LEAs' opt-in participation. However, making the optional statewide SIS available to additional LEAs is out of scope for FY14 and will require additional funding in future fiscal years.

ADE has had difficulty getting the funding it has indicated it needs to implement AELAS. During the recent legislative session, ADE requested \$34.8 million over 2 years for AELAS development (\$23.8 million in Fiscal Year 2014 and \$11.0 million in Fiscal Year 2015). This included \$23.5 million for SAIS replacement, \$4.2 million for the Statewide Longitudinal Data System (SLDS), \$4.1 million for an instructional improvement system, and \$4.0 million for integrating, replacing and upgrading ADE's internal infor-



### e-IEP PRO Introduces Enhanced Data-Driven FBA and BIP Forms

Over the last couple of years, ADE and other organizations have been providing training on the latest techniques on tracking, monitoring and addressing behavior issues. For example, a session titled "12 Behavior Tracking Tools for Monitoring Academic Progress and Social Progress" was presented by ADE at the Special Education Teacher Conference this summer.

To address these developments, in February 2013, the e-IEP PRO set up a FBA/BIP Form Task Force com-

prised of members from six districts within Arizona. Members included staff who are Nationally Certified School Psychologists.

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The goal of the FBA/BIP Task Force was to develop a set of enhanced FBA and BIP forms that addressed the latest developments and "best practices" in the field of behavior management, as well as, incorporate each of the specific areas of behavior assessment and planning as emphasized by ADE and other organizations.

#### Performance Study Highlights Budget Issues

WestEd and the Center For Educational Leadership and Technology (CELT) were hired by the Arizona Department of Administration (ADOA) to conduct a performance review of the Arizona Education Learning and Assessment System (AELAS). In completing their performance review, budget issues as it relates to AELAS were reviewed. In their September 9, 2013 report submitted to the Arizona Department of Education and the Arizona Department of Administration, they reported the following findings:

- The AELAS, SAIS, and SLDS project costs, actual spending to date, funding sources and future costs are not well understood by the key stakeholders, governing bodies and legislature. This is a complex project, and the costs and funding structures are difficult to convey and to comprehend. This lack of understanding will make it more challenging over time to advocate for continuing expenditures.<sup>(a)</sup>
- The budgeted \$5.3 million for IT operations for 2014 is low compared to a recent Gartner study conducted on behalf of the State of Washington Office of the Superintendent of Public Instruction. This study cites a range of \$5.7 to \$6.8 million for peer state (e.g., Washington peer state) agencies for 2013.<sup>(a)</sup>
- The FY 2014 AELAS appropriation (\$7 million) does not provide the money to sustain the

aggressive schedule that was planned for AELAS rollout, and will delay some of the benefits anticipated in the business plan.<sup>(a)</sup>

- The long-term sustainability for a system such as AELAS in Arizona is a serious issue. Funding streams can be in danger of being reduced or eliminated each year. Staffing for the full project and long-term ongoing support is unknown at this point.<sup>(a)</sup>

Given these realities, a couple of the recommendations made to ADE in the study include that ADE:

- Develop a comprehensive plan for the full implementation of AELAS and the SAIS rewrite. It would include each of the projects and their accompanying resource needs, funding requirements, stakeholder resources, district resources, major deliverables and milestones over a multi-year period, and likely funding sources and funding gaps.<sup>(a)</sup>
- Create an alternate schedule for the AELAS rollout and include specific information about how the FY 2014 appropriation impacts it.<sup>(a)</sup>

The study concluded "Going from vision to reality, ADE needs to closely and continuously listen within ADE to both program experts and IT, outside ADE with business and community partners and especially among LEAs with the teachers and administrators who will use and benefit from AELAS."<sup>(a)</sup>

<sup>(a)</sup> A Performance Review of the Arizona Education Learning and Assessment System: AELAS - <http://www.azed.gov/wp-content/uploads/2013/09/aelas-performance-review-090913.pdf>.