

Arizona Special Education Report

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e-IEP PRO Showcased During NBSA Technology Site Visit at Dysart School District

In 2010, the National School Boards Association (NSBA) recognized the Dysart Unified School District as a National Salute School District during its annual Technology and Learning Showcase conference. Dysart USD is one of three school districts nationwide and the only district in the Southwest to receive this honor. As part of this national recognition, on April 1-3, approximately 150 educational technology decision makers from across the United States toured the Dysart USD to observe students and teachers using technology in innovative ways.

The e-IEP PRO was selected as a model to be showcased during the NBSA Technology Site Visit. On April 2nd, the e-IEP PRO was showcased to the group of national technology decision makers as one of the leading-edge technologies utilized by the district's Special Education department. Mr. Jeff Kline, president of MediaNet

Solutions, Inc., was on hand to discuss the e-IEP PRO solution and answer questions posed by the technology decision makers.

Juliann McCarthy, Director of Special Education and Gifted of Dysart Unified School District, commented "*The district has been utilizing the e-IEP PRO system for more than five years. This system has allowed Dysart to manage the information that is generated through IEPs in a much more efficient and in-depth manner. The technical support offered through e-IEP PRO is unmatched and the proactive nature of the company focused on meeting the changing needs of districts is outstanding.*"

During the Site Visit, some of the e-IEP PRO's leading technology features as utilized by Dysart USD were highlighted including:

- The e-IEP PRO's State-Based Data Management Capabilities - Districts using the e-IEP PRO solution
- The e-IEP PRO's "SAIS-Capture" Technology – Through the e-IEP PRO's proprietary "SAIS-Capture" technology, all SAIS events are automatically captured and converted to the State's required reporting format. In the 2011-12 School Year, Dysart USD's SPED state data (8,336 student data records to date) have been submitted by the district to the State using the e-IEP PRO's SAIS Reporting Module.
- The e-IEP PRO's Fully Integrated (paperless) Service Session Tracking

tion can easily transfer student special education forms and data between districts. For Dysart USD, in the 2011-12 School year, 268 student transfer requests have been initiated and over 214 transfers student requests have been received.

Module – The e-IEP PRO includes an electronic session tracking component with electronic signature capabilities allowing for the full on-line capturing of data required for DSC billing. In the 2011-12 School Year, 98,321 individual session events have been logged by Dysart USD staff to date.

The Dysart USD is located in Surprise, Arizona. With a student population of 25,000, Dysart is composed of 20 elementary schools, 4 comprehensive high schools, 1 alternative program campus, an early childhood center, and an online high school.

For more information, see <http://dysart.org/nsba/>.

Dysart Unified School District
NSBA Site Visit
April 1-3, 2012 - Surprise, AZ

Unwrapping the Common Core Academic Standards Workshop at Arizona CEC

Understanding the common core standards can be a challenge. A helpful workshop was provided at the March 2012 Arizona CEC Conference held in Phoenix. The workshop, titled *Unwrapping the Common Core Standards: Making Sense of the Progression of Skills*, assisted teachers in obtaining a better understanding of the common core standards and how to apply them appropriately in the academic setting.

During this workshop teachers were given some useful tools to help them understand the common core standards. The common core standards official website is found at: <http://www.corestandards.org/>. This website gives helpful information regarding the common core standards, resources, FAQs, and the latest version of the standards.

Participants in the workshop watched videos about the common core standards. The videos can be seen at: www.teachingchannel.org. There are over 90 videos that

demonstrate lesson plans, TCH Specials, and teaching practices for the common core standards. Another helpful website reviewed included: <http://www.azed.gov/k12-literacy/alignment-documents-additions-summary-of-changes/>. This website provides a detailed crosswalk for transitioning from Arizona Academic Standards to the common core standards.

ADE's standards website, located at, <http://www.azed.gov/standards-practices/mathematics-standards/>, was also reviewed during the workshop. This

website provides a crosswalk for transitioning from Arizona Academic Standards to the Mathematical Practices common core standards. It also provides examples and explanations from ADE's Standards and Assessment Division.

Participants also shared with each other Apps that are available on the iPad, iPhone and Android devices for the common core standards. Some of these Apps are free of charge, while others are available with a small fee. The Apps are available at the App stores on each of these devices.



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Tanque Verde Unified School District Selects the e-IEP PRO

Tanque Verde Unified School District (TVUSD) selected the e-IEP PRO as the district's Special Education Student Management System. TVUSD joins 118 fellow Arizona school districts, 130 Arizona charter schools, the Arizona State Schools For the Deaf and Blind and the Arizona Department of Corrections in utilizing the e-IEP PRO to manage their special education needs programs.

At TVUSD, the e-IEP PRO will be deployed to manage all of the district's special education documentation and data management needs including special education forms tailored to the district's needs.

The e-IEP PRO will be fully integrated with TVUSD's current Synergy Student Management System.

Tanque Verde Unified School District is located on the northeast side of Tucson, Arizona. Bounded on the east by Saguaro National Monument and on the north by Coronado National Forest, the district offers programs to approximately 1600 students, grades PK-12. The district is comprised of two elementary schools, one junior high school, and one high school.

MediaNet Solutions, Inc. is Arizona's leader in providing special

education management software solutions. Committed to the ongoing success of their customers, MediaNet Solutions combines the high-performance web-based e-IEP PRO solution designed to manage compliance, administration, and reporting in an easy-to-use, district-customized format with a focus on long-term customer relationships.

For more information, see www.e-ieppro.com.



Goals For Partnership for Assessment of Readiness for College and Careers

The Partnership for Assessment of Readiness for College and Careers (PARCC) has five goals that include:

1. Create high quality assessments. There will be three assessments given throughout the year (Early, Mid-Year, and the End of the Year assessments).
 2. Build a pathway to college and career readiness for all students. College and Career Readiness is the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first year courses at a postsecondary institution without the need for remediation.
 3. Support educators in the classroom. Instructional tools will be available to support implementation; Professional development modules; Timely student achievement data; and Educator led training to support "peer to peer" training.
 4. Develop 21st century, technology-based assessments. PARCC's assessment will be computer-based and utilize technology in a variety of ways.
 5. Advance accountability at all levels. PARCC assessments will be designed to produce valid, reliable, and timely data. The assessment will align with the Common Core Standards.
- ELL and special education students will participate in instruction and assessments with appropriate supports and accommodations.

PARCC is working with a team of experts to ensure that the design of the assessment is fair. Students will take the assessment two times before the end of the year assessment. This will provide valuable information to teachers about accommodations the student might need to be successful with the assessment.

The PARCC timeline is as follows:

- **2010-2011** - Launch and design phase;
- **2011-2012** - Development begins;
- **2012-2013** - 1st year pilot;
- **2013-2014** - 2nd year pilot;
- **2014-2015** - Full administration of PARCC assessments;
- **Summer 2015** - Set achievement levels including college ready performance levels.

For more information, see <http://www.parcconline.org/>.

IEP Accommodations versus Modifications - What's the Difference?

Understanding the difference between accommodations and modifications within an IEP for a student is very important. Each student has individual educational needs and there are many ways to address this within an IEP. One way is to provide accommodations, which are simply a change in the way tasks are presented to a student. Some examples of accommodations include: extended time, out loud reading of an assessment, small group testing, verbal response allowance and scripting for a student.

Another way is to provide modifications, which are actual changes to what is being taught or what is expected of the student. Examples of modifications include: changes to an assignment (i.e., assignment contains addition and subtraction, but student only needs to complete the addition problems), use of picture books, or to watch videos on topics in place of reading.

Students with accommodations documented on their IEP are still expected to learn the same material as grade-level peers either in

the general or special education classroom. However, students with modifications documented on their IEPs will be expected to learn material at a different grade level or have different performance expectations and this may also take place in the general education or special education classroom setting.

NOTE: The e-IEP PRO provides areas and starter language options for both Accommodations and Modifications within the IEP Designer on IEP Form E.