Exceptional Student Services (ESS) Special Education Advisory Panel (SEAP)

- Indicators 4, 9, 10 for Federal Fiscal Year 2020 State Performance Plan Annual Performance Report

- September 21, 2021

Introduction

- The State Performance Plan (SPP)/Annual Performance Report (APR) is a required annual federal special education data collection overseen by the Office of Special Education Programs. It is outlined under a variety of sections in the Individuals with Disabilities Education Act (IDEA). ESS reports on portions of this information to SEAP throughout the year.

Setting Baselines and Targets

Setting Baselines

- Why?
  - States must indicate a baseline year for each indicator

- Can the Baseline Data be Changed?
  - States are permitted to revise baseline data
  - Changes in methodology, data sources or new requirements in the way the indicator is measured

Setting Baselines (Continued)

- Strategies for Selecting a Baseline
  1. Gather information
     - What year was baseline last indicated?
     - What were the baseline data?
     - Is Arizona still using the same method or process for collecting, analyzing, and reporting data as our state used for baseline?

  2. Decide if it needs to be changed
     - We can continue with the previous baseline

  3. If it needs to be changed
     - New Baseline can be the most recent year of data
     - Review trends from previous years
     - Some data may be so affected by variables that baselines may have to be changed multiple times in future years when data stabilizes

Setting Targets

- Why?
  - States must set targets for SPP/APR indicators through FFY 2025 for all 17 Indicators

- How?
  - Must be rigorous yet achievable
  - Must show improvement over baseline
  - Must be set with the advice of stakeholders

- Two main types of indicators
  - Results indicators: Targets must be set
  - Compliance indicators: Targets are already set at 0% or 100%

State Performance Plan Indicators

Discussed Today: 4,9,10,11,12,13

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in identification	0%
10. Disproportionality in identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set

Agenda

- Indicator 4: Suspension/Expulsion

- Indicator 9: Disproportionate Representation

- Indicator 10: Disproportionate Representation in Specific Disability Categories

- Indicator 11: Child Find

- Indicator 12: Early Childhood Transition

- Indicator 13: Secondary Transition

For each indicator:
- Introduction & Data Sources
- Results (Trend Data & Current Results)
- Baseline and Target Setting
  - Survey question for each indicator
    - Do you have any improvement strategies/activities?
    - What would be an appropriate new baseline?

State Performance Plan Indicators

Next Topic: Indicator 4

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in identification	0%
10. Disproportionality in identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set

Indicator 4: Introduction

- Two sections for the indicator:

a) % of districts with significant discrepancy
b) % of districts with significant discrepancy by race/ethnicity

- Data lagged by one year. While this is the FFY 2020 (2020–2021 school year) report, ESS must use data from the 2019–2020 school year. This is because ESS is required to determine if there was any noncompliance for any PEAs identified as significantly discrepant the year following the data calculation.

Indicator 4: Data Sources

- Exceptional Student Services (ESS) Discipline Data Collection Tool

- ESS October 1 Special Education Child Count

- Since the data year used in the calculation was from the 2019–2020 school year, COVID-19 did impact the data submitted. Schools closed in March of 2020 which did not impact the October 1, 2019 count, but it did impact discipline data for the school year 2019–2020.

Indicator 4A: Description

- Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for **students with IEPs** (34 C.F.R. §300.170(a)).

Indicator 4A: Calculation
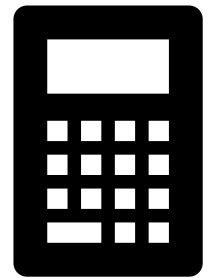
- Calculation of Risk Ratio
  - Risk of the (PEA)/Risk of the State

- Risk

- Total Removals greater than 10 days (out of school, expulsions cumulative) divided by October 1 count of students on an IEP
  - Note: From technical assistance and clarification through the IDEA Data Center, in-school suspensions are not to be included in this calculation for the upcoming SPP/APR package.

- Exemption
  - October 1 Count is less than 30 (n-size) or number of removals in the calculation is less than 10 (cell size)

How does Sample School District's suspension/expulsion rate for students with disabilities compare to the state-level suspension/expulsion rate for students with disabilities?

Steps to calculating:

Step #1: Find school district's rate of suspensions/expulsions for students with disabilities.
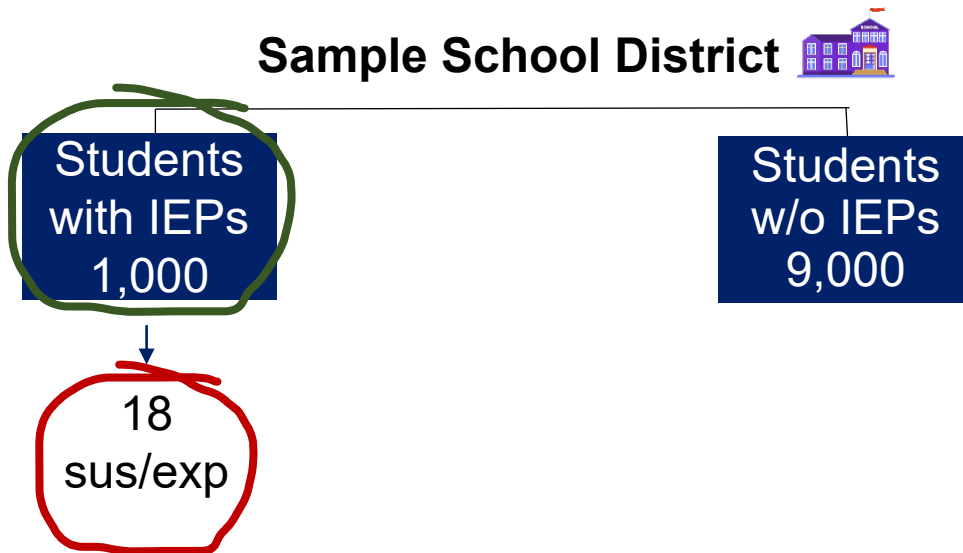
Step #2: Find the state's rate of suspensions/expulsions for students with disabilities.

Step #3: Divide the two in order to find the risk ratio.

Sample School District 🏫

| Students with IEPs 1,000 | Students w/o IEPs 9,000 |

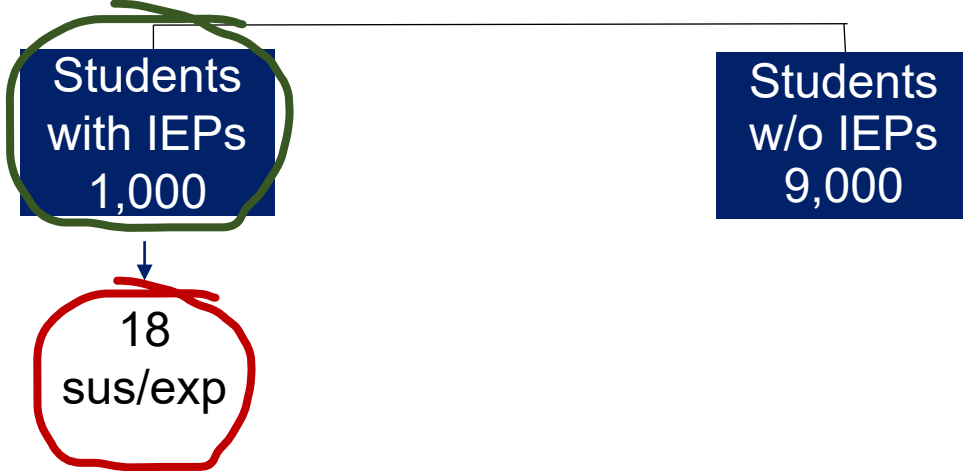18 sus/exp

Example:
Sample School District

Step #1:
Find the school district's rate of suspensions/expulsions for students with disabilities.

There were **18** suspensions/ expulsions greater than 10 days.

There were **1,000** students w/disabilities.

Sample School District 🏫

Students with IEPs 1,000

Students w/o IEPs 9,000

18 sus/exp

Calculation:

$$\frac{\text{\# of students w/IEPs sus/exp}}{\text{\# of students w/IEPs}}$$

$$\frac{18}{1,000}$$

0.018 = 1.8%

In the Sample School District, a student on an IEP would have a 1.8% chance of being suspended/expelled for greater than 10 days.

ARIZONA

Step #2: Find the state's rate of suspensions/expulsions for students with disabilities.

Calculation:

$$\frac{\text{Total sus/exp in AZ}}{\text{\# of students w/disabilities in AZ}} = \frac{500}{100,000} = 0.005 = 0.5\%$$

In the state of Arizona, a student with a disability would have .5% chance of being suspended/expelled for greater than 10 days.

Step #3: Divide the two in order to find the risk ratio.

Calculation:

$$\frac{\text{School district's rate of suspensions/expulsions for students with disabilities}}{\text{State rate of suspensions/expulsions for students with disabilities}} = \frac{1.8\%}{.5\%} = 3.6$$

A student in the Sample School District is 3.6 times more likely to be suspended/expelled for greater than 10 days compared to the state.

Sample School District would be identified as having a significant discrepancy because the risk ratio >3.

Indicator 4A: Results (1 of 2)

- Any PEA at or exceeding 3.0 risk ratio is identified as significantly discrepant. While the calculations are like significant disproportionality, this process slightly differs.

- States are also required to review significantly discrepant PEAs to identify if there was noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).
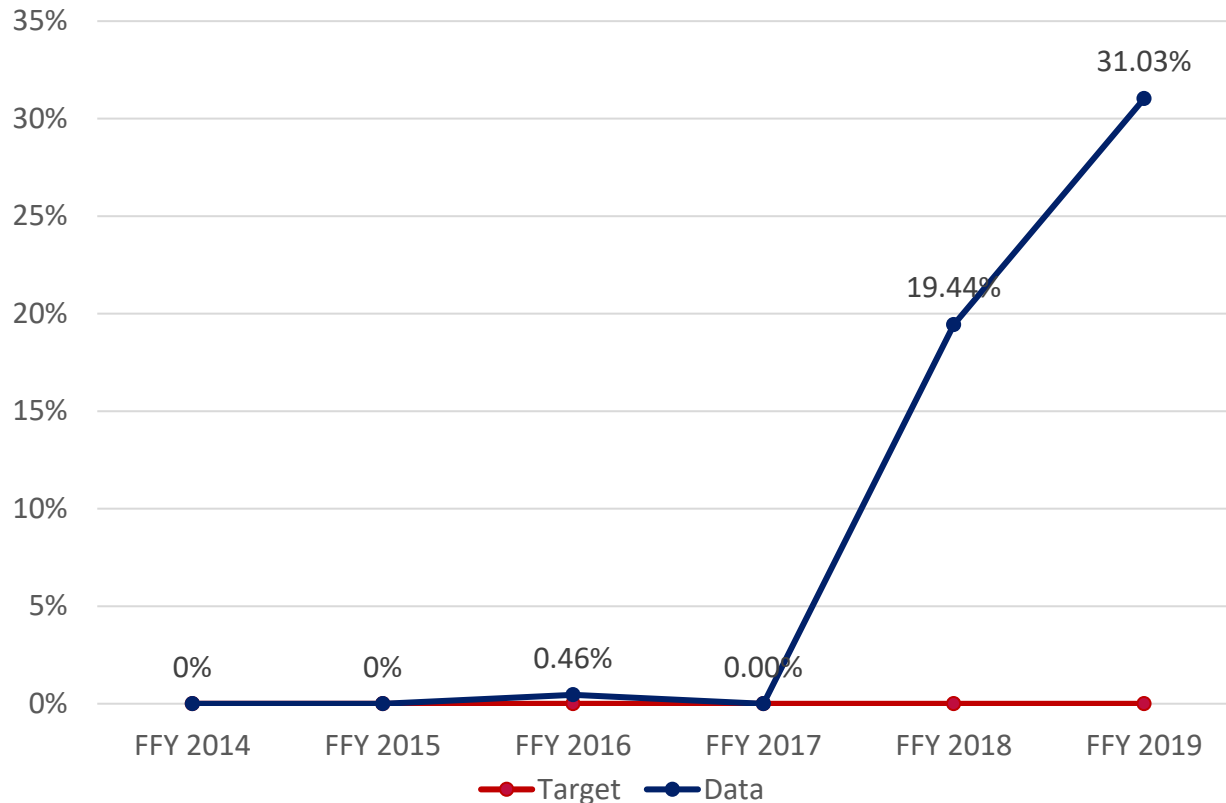
Indicator 4A: Results (2 of 2)

	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Target	0%	0%	0%	0%	0%	0%
Data	0%	0%	0.46%	0%	19.44%	31.03%

Baseline used was FFY 2016 at 0.46%

Create New Baseline?

31.03%
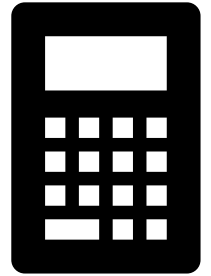19.44%
0%

Keep baseline at 0.46%

Target will remain at 0%.

Target = 0%

Indicator 4B: Description

- Percent of districts that have a significant discrepancy, **by race or ethnicity**, in the rate of suspensions and expulsions of greater than 10 days in a school year for **students with IEPs** (34 C.F.R. §300.170(a)).

Indicator 4B: Calculation

- The calculation of the data relies not only on a PEA being significantly discrepant but also that the PEA had policies procedure or practices that contribute to the significant discrepancy and do not comply with requirements of the IDEA. This differs from 4A in that both factors must be met to be used in the data calculation.

- Calculation for 4B mimics that of 4A with the difference that each test is now comparing the risk ratio by a specific race/ethnicity vs all other comparison groups. The data sources are also the same.

How does Sample School District's suspension/expulsion rate for American Indian or Alaska Native students with disabilities compare to the state-level suspension/expulsion rate for all students with disabilities?

Steps to calculating:

Step #1: Find school district's rate of suspensions/expulsions for American Indian or Alaska Native (AM) students with disabilities.
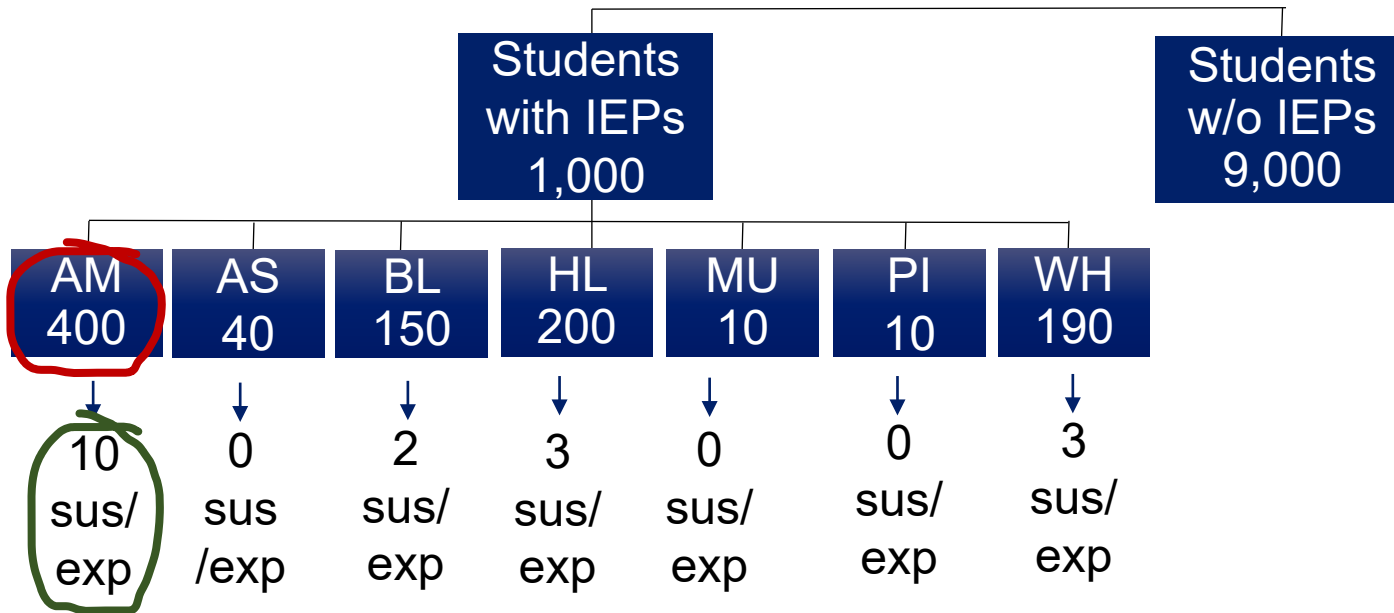
Step #2: Find the school district's rate of suspensions/expulsions for all non-AM students with disabilities.

Step #3: Divide the two in order to find the risk ratio.

Sample School District

Students with IEPs 1,000

Students w/o IEPs 9,000

AM 400	AS 40	BL 150	HL 200	MU 10	PI 10	WH 190
10 sus/ exp	0 sus /exp	2 sus/ exp	3 sus/ exp	0 sus/ exp	0 sus/ exp	3 sus/ exp

Find school district's rate of suspensions/ expulsions for AM with disabilities.

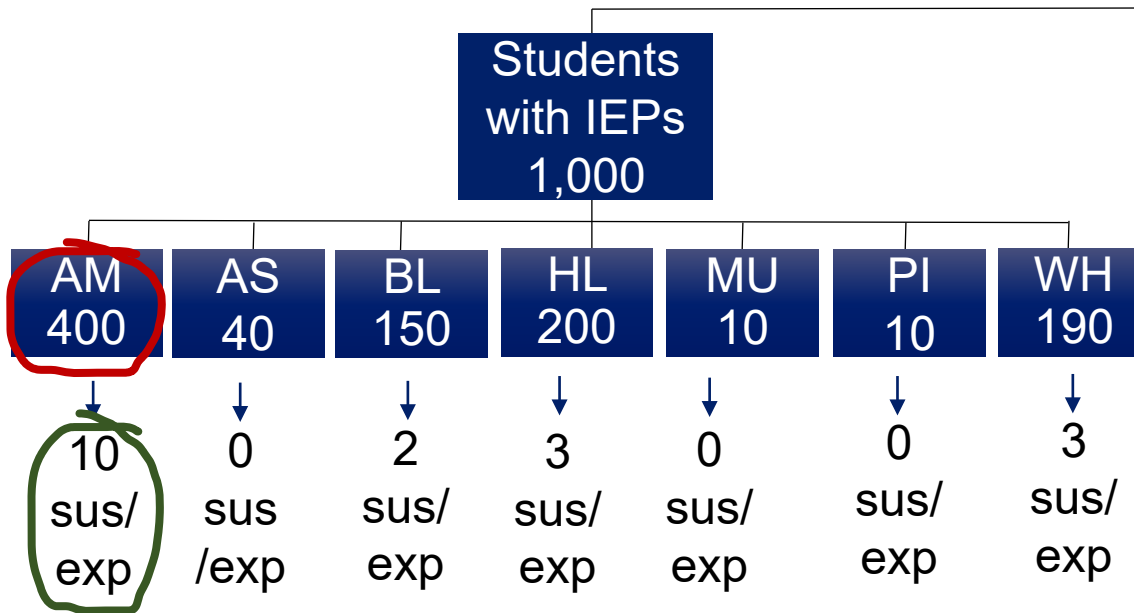There were **10** AM with disabilities who were suspended/ expelled > than 10 days.

There were **400** AM students with disabilities.

Sample School District

| Students with IEPs 1,000 | Students w/o IEPs 9,000 |

| AM 400 | AS 40 | BL 150 | HL 200 | MU 10 | PI 10 | WH 190 |

| 10 sus/exp | 0 sus/exp | 2 sus/exp | 3 sus/exp | 0 sus/exp | 0 sus/exp | 3 sus/exp |

Calculation:

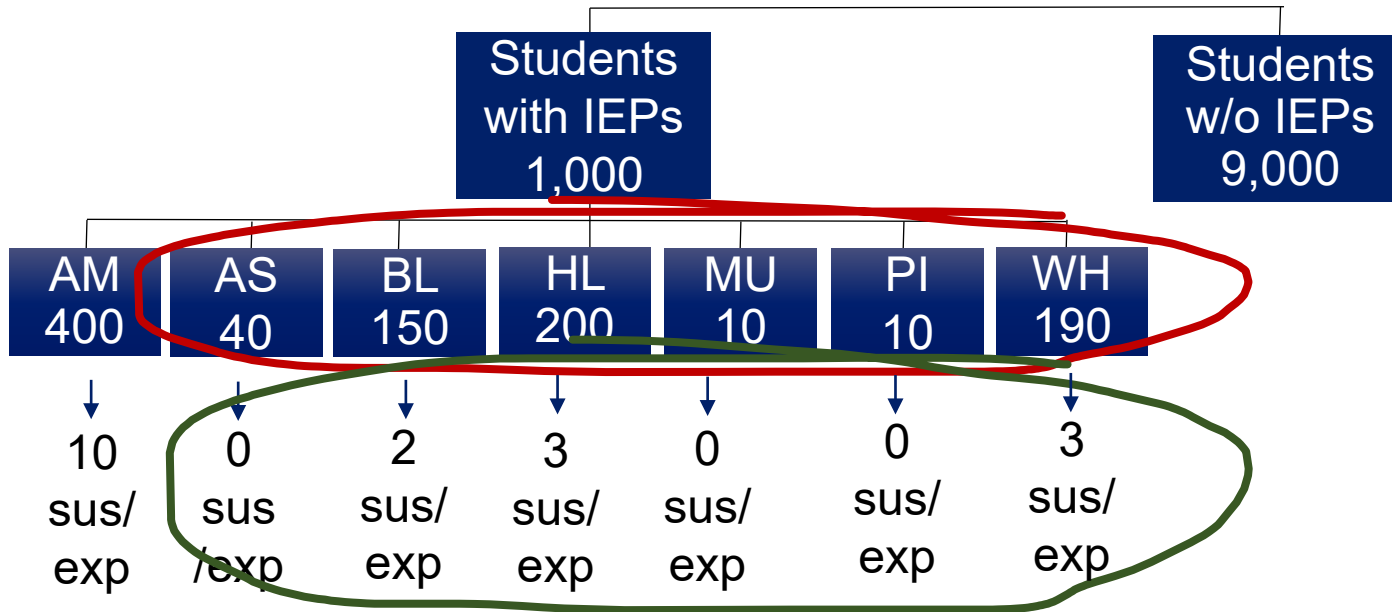$$\frac{\text{\# of AM students w/IEPs sus/exp}}{\text{\# of AM students w/IEPs}}$$

$$\frac{10}{400}$$

0.025 = 2.5%

In the Sample School District, an AM student w/a disability would have a 2.5% chance of being suspended/ expelled for more than 10 days in a school year.

Indicator 4B: Calculation Example (4 of 6)

Sample School District

Students with IEPs 1,000

Students w/o IEPs 9,000

| AM 400 | AS 40 | BL 150 | HL 200 | MU 10 | PI 10 | WH 190 |

10 sus/exp | 0 sus/exp | 2 sus/exp | 3 sus/exp | 0 sus/exp | 0 sus/exp | 3 sus/exp

Step 2: Calculation:

# of non-AM students w/IEPs sus/exp
————————
# of non-AM students w/IEPs

8
———
600

Notice the cell size is less than 10. Because of this we will use an alternate risk ratio, which is the state ratio.

ARIZONA

Step #2: Find the state's rate of suspensions/expulsions for non-AM students with disabilities.

Calculation:

$$\frac{\text{Total non-AM sus/exp in AZ}}{\text{\# of non-AM students w/disabilities in AZ}} = \frac{500}{100,000} = 0.005 = 0.5\%$$

In the state of Arizona, a non-AM student with a disability would have .5% chance of being suspended/expelled for greater than 10 days.

Step #3: Divide the two in order to find the risk ratio.

Calculation:

$$\frac{\text{School district's rate of AM suspensions/expulsions for students with disabilities}}{\text{State rate of non-AM suspensions/expulsions for students with disabilities}} = \frac{2.5\%}{.5\%} = 5.0$$

An AM student in the Sample School District is 5 times more likely to be suspended/expelled for greater than 10 days compared to the state.
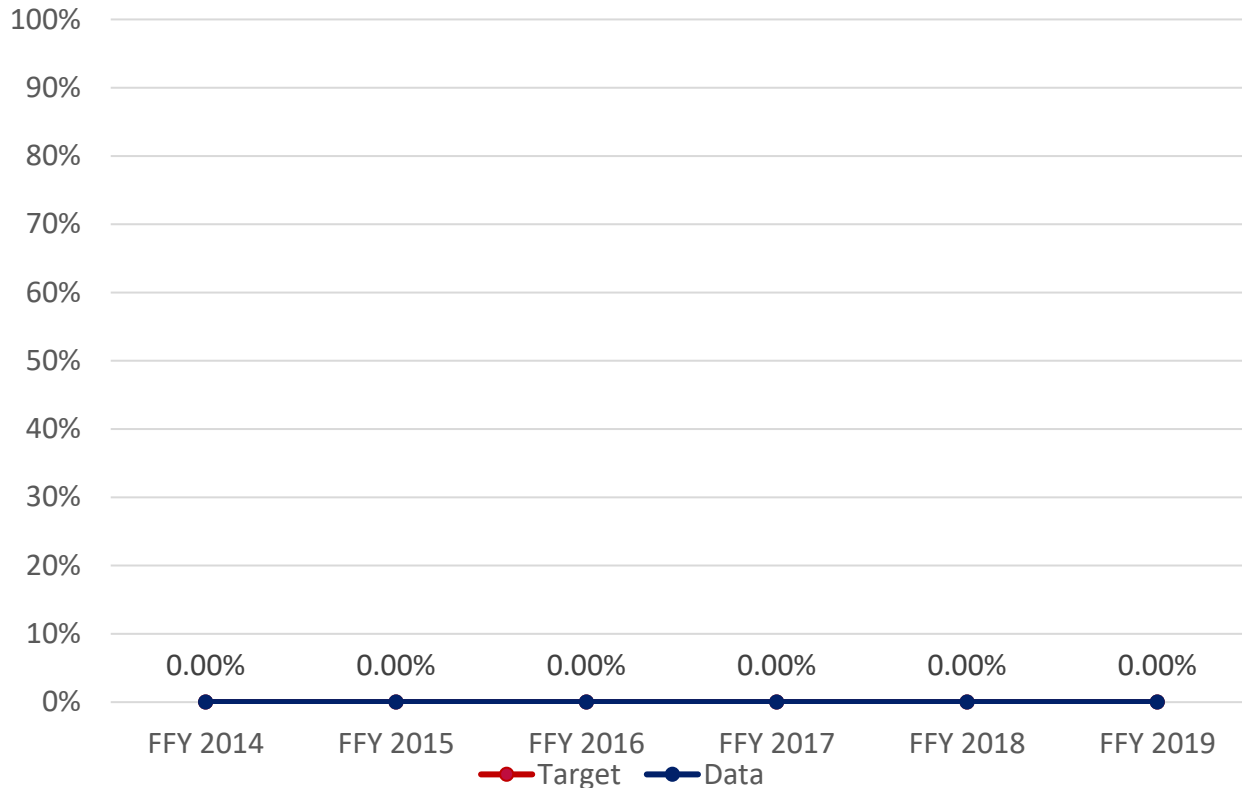
Sample School District would be identified as having a significant discrepancy because their risk ratio >3.

Indicator 4B: Results

	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Target	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%

Baseline used was FFY 2016 at 0%

Continue baseline from FFY2016.

Target will remain at 0%.

Target = 0%

State Performance Plan Indicators

Next Topic: Indicator 9

| Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in identification	0%
10. Disproportionality in identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set

Indicator 9: Introduction

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

- Provide racial/ethnic disproportionality data for all students aged **6 through 21** served under IDEA, aggregated across all disability categories.

- Note that the ages are 6 through 21 instead of 3 through 21, which is what is required in the specifications from the OSEP significant disproportionality measurement table.

Indicator 9: Data Sources

- ESS October 1 Special Education Child Count

- Agency October 1 Child Count

- This indicator was not affected by COVID-19, as the data pulled for student demographics were taken before COVID-19 was an issue for Arizona

Indicator 9: Calculation
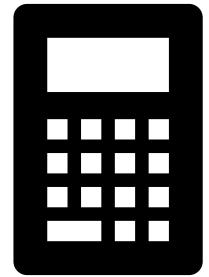
- The following calculation method is used:
  - Risk Ratio method
  - Alternate Risk Ratio method: used for any PEA that does not meet the minimum cell size or minimum n-size. The alternate risk ratio compares the risk of a specific outcome for a specific group within the PEA with the state ratios for that specific group.

- The threshold at which disproportionate representation is identified is 3.0 and above

- The number of years of data used in the calculation is three years

- The minimum cell and/or n-size
  - Minimum n-size = 30 (denominator)
  - Minimum cell size = 10 (numerator)

In the Sample School District, what are the chances that a Black or African American (BL) student will be identified as having a disability compared to other races/ethnicities?

Steps to calculating:

Step #1: Find school district's rate for identifying Black or African American (BL) students with disabilities.
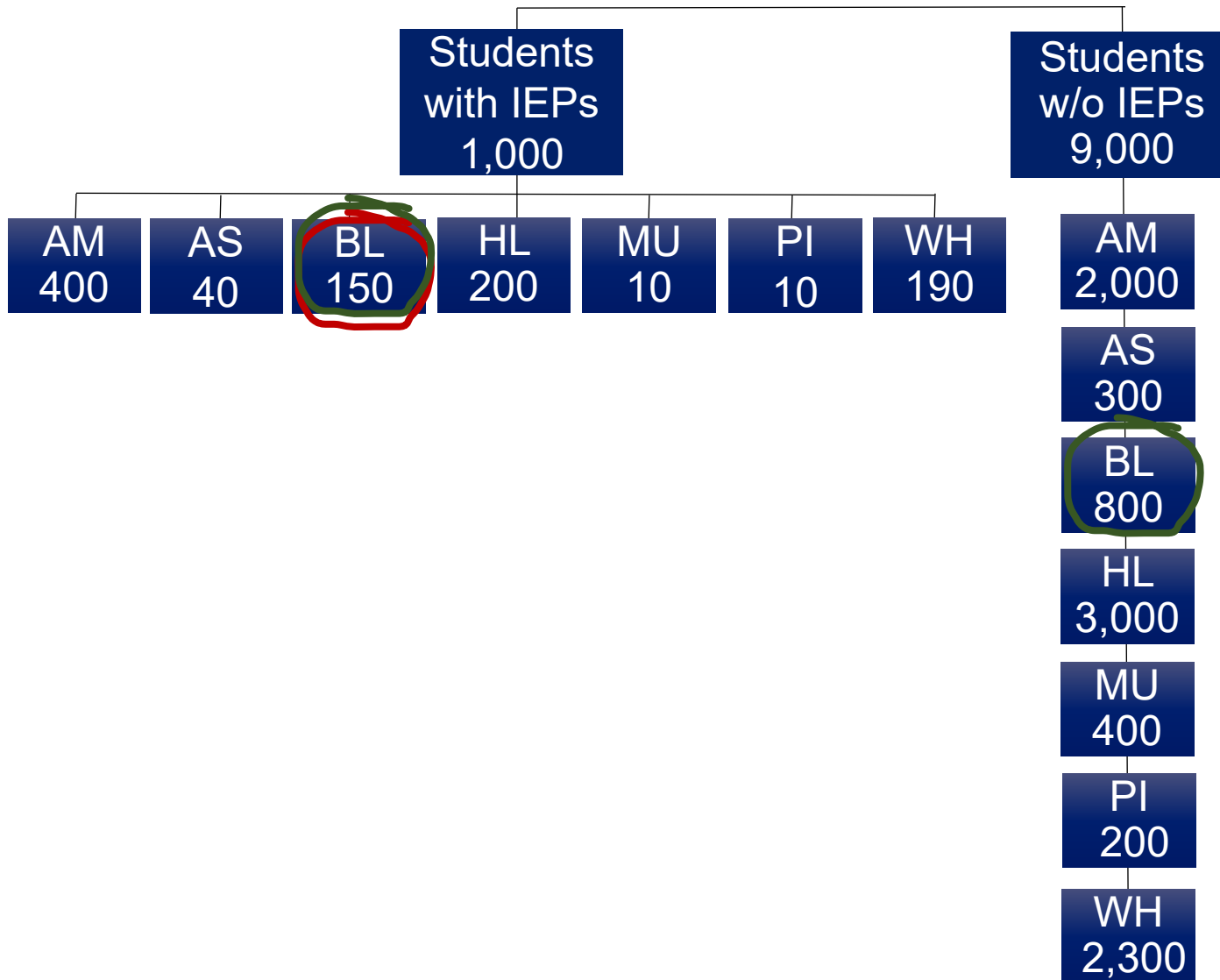
Step #2: Find school district's rate for identifying non-BL students with disabilities.

Step #3: Divide the two in order to find the risk ratio.

Sample School District

Students with IEPs
1,000

Students w/o IEPs
9,000

AM 400 | AS 40 | BL 150 | HL 200 | MU 10 | PI 10 | WH 190

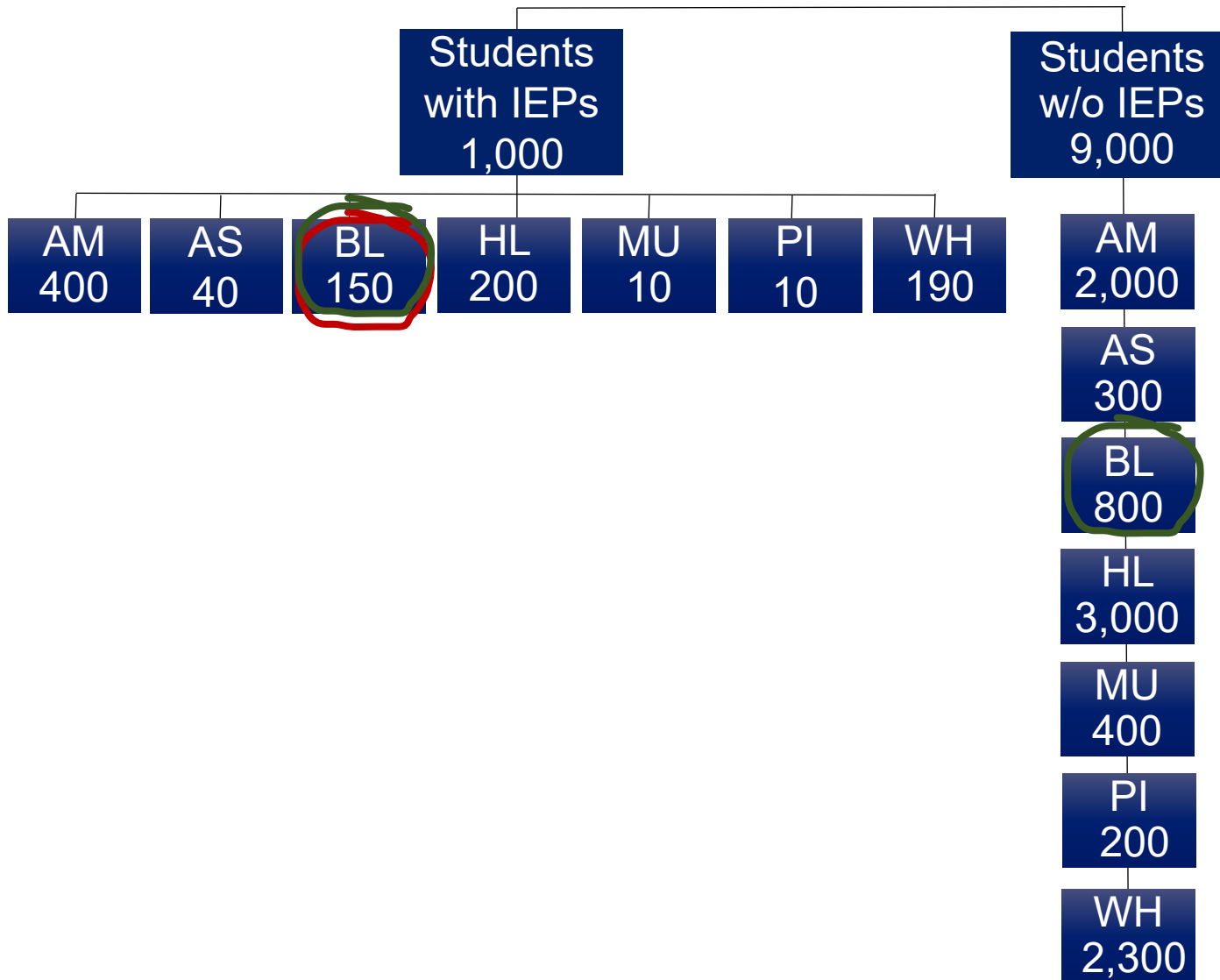AM 2,000
AS 300
BL 800
HL 3,000
MU 400
PI 200
WH 2,300

Step #1: Find school district's rate for identifying BL students with disabilities

There were **150** BL students with IEPs.

There were **950** BL students in the school district.

Sample School District

Students with IEPs 1,000

Students w/o IEPs 9,000

AM 400 | AS 40 | BL 150 | HL 200 | MU 10 | PI 10 | WH 190

AM 2,000
AS 300
BL 800
HL 3,000
MU 400
PI 200
WH 2,300

Calculation:

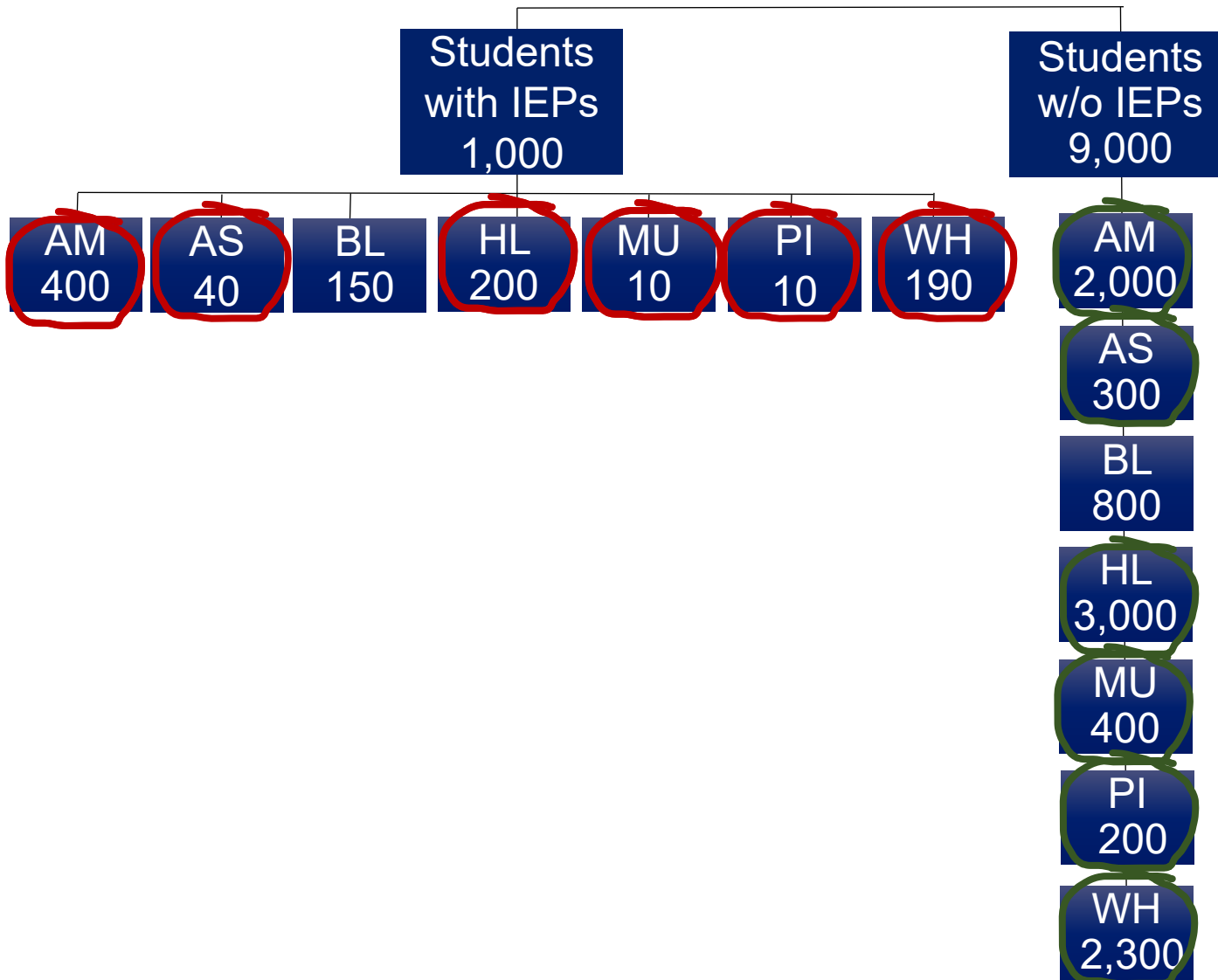$$\frac{\text{\# of BL students with IEPs}}{\text{\# of BL students in district}}$$

$$\frac{150}{950}$$

0.1578 = 15.8%

In the Sample School District, a BL student would have a 15.8% chance of being identified as having a disability.
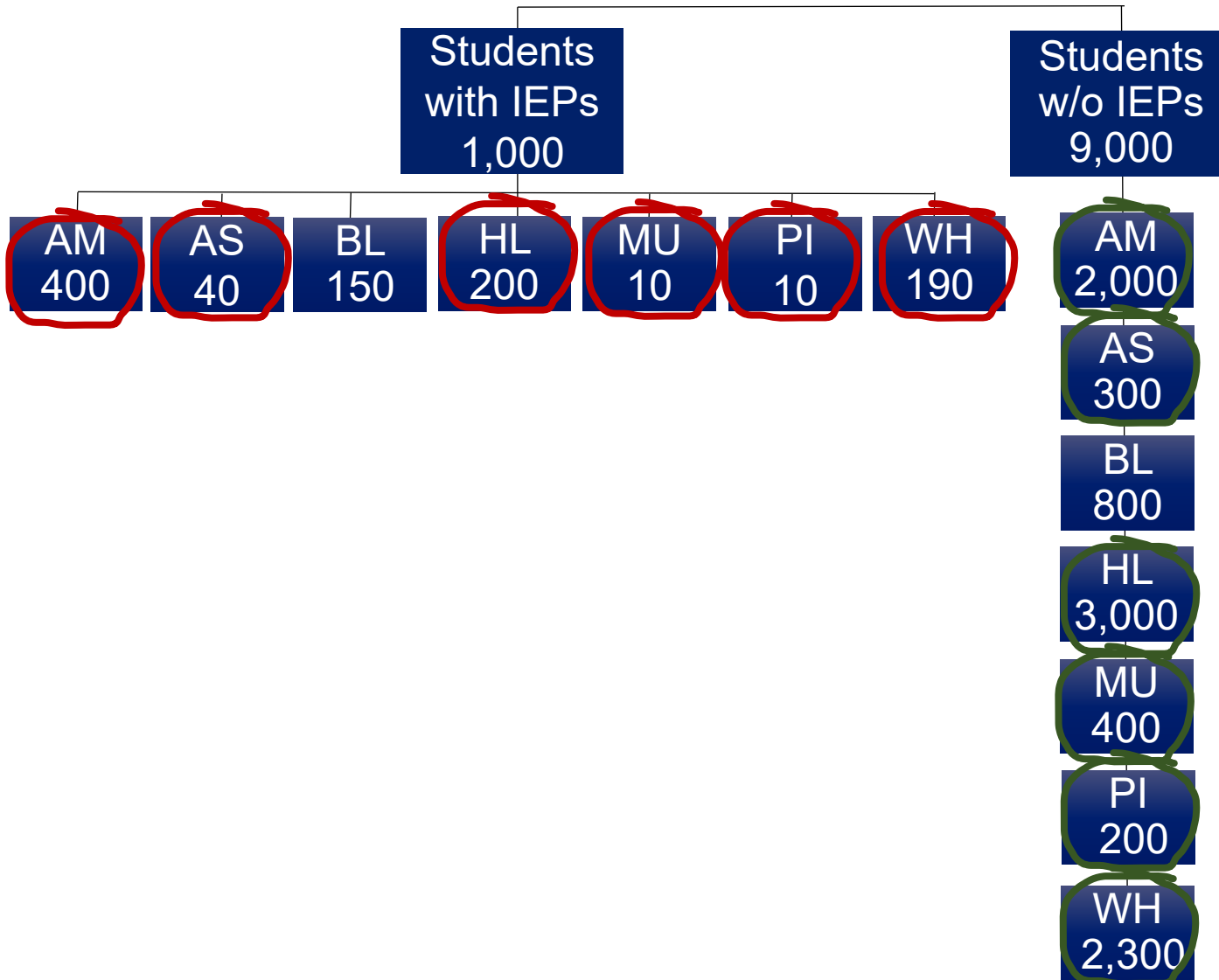
Sample School District

Step #2: Find school district's rate for identifying non-BL students with disabilities.

There were **850** non-BL students with IEPs.

There were **8,200** non-BL students in the school district.

Sample School District

Students with IEPs 1,000

Students w/o IEPs 9,000

AM 400 · AS 40 · BL 150 · HL 200 · MU 10 · PI 10 · WH 190

AM 2,000
AS 300
BL 800
HL 3,000
MU 400
PI 200
WH 2,300

Calculation:

$$\frac{\text{\# of non-BL students with IEPs}}{\text{\# of non-BL students in district}}$$

$$\frac{850}{8,200}$$

0.1036= 10.4%

In the Sample School District, a non-BL student would have a 10.4% chance of being identified with a disability.

Step #3: Divide the two in order to find the risk ratio

Calculation:

$$\frac{\text{School District's rate of BL students identified with a disability}}{\text{School District's rate of non-BL students identified with a disability}} = \frac{15.8\%}{10.4\%} = 1.52$$

In the Sample School District, a Black or African American student is 1.52 times more likely to be identified as having a disability than any other race/ethnicity in that district.

✔

Sample school would NOT be not identified as having disproportionality in representation because their risk ratio < 3.

Indicator 9: Results

	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Target	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%

Baseline used was FFY 2017 at 0%

Continue baseline from FFY2017.
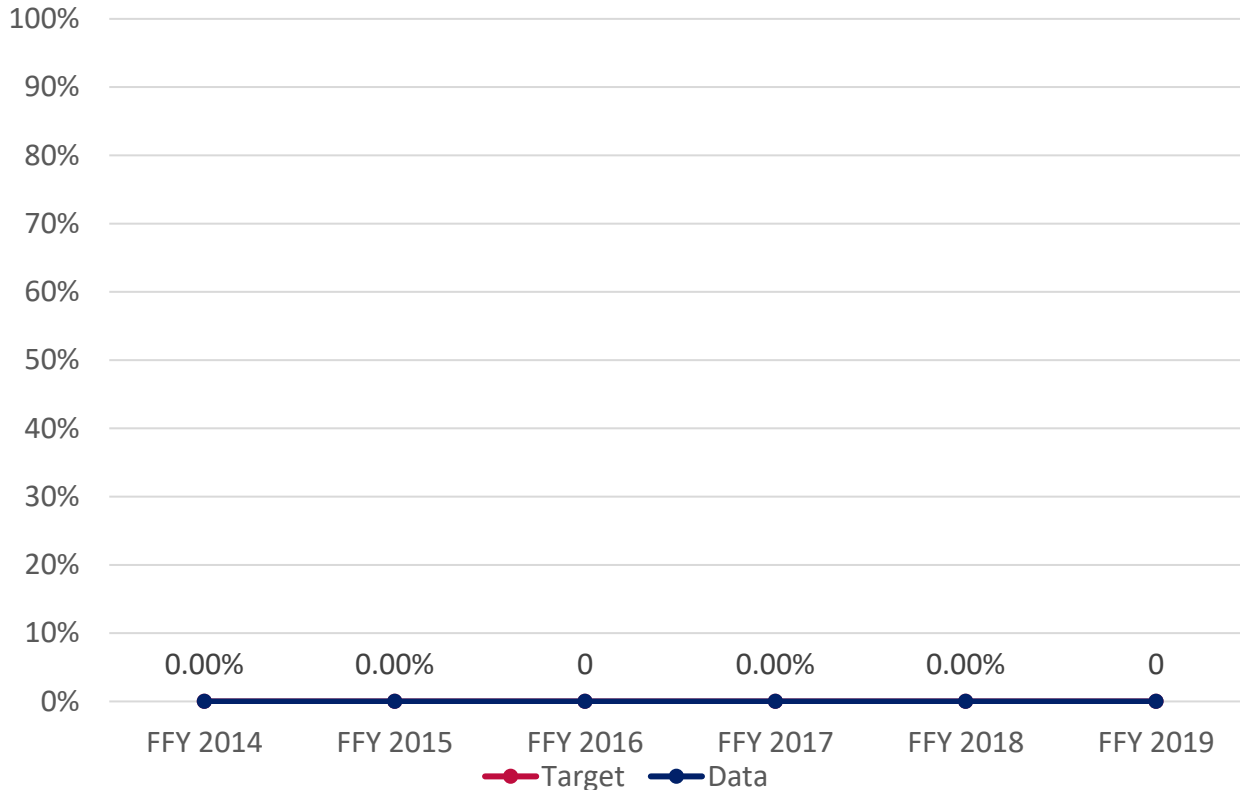
Target will remain at 0%.

Target = 0%

State Performance Plan Indicators

Next Topic: Indicator 10

| Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in identification	0%
10. Disproportionality in identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set

Indicator 10: Introduction

- Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

- Provide racial/ethnic disproportionality data for students aged **6 through 21** served under IDEA. Provide these data at a minimum for students in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism.

- Note that the ages are 6 through 21 instead of 3 through 21, which is what is required in the specifications from the OSEP significant disproportionality measurement table.

Indicator 10: Data Sources

- ESS October 1 Special Education Child Count

- Agency October 1 Child Count

- This indicator was not affected by COVID-19, as the data pulled for student demographics were taken before COVID-19 was an issue for Arizona

Indicator 10: Calculation (1 of 2)
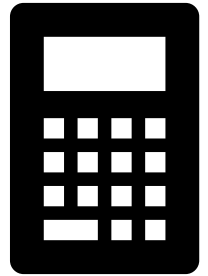
- The following calculation method is used:
  a) Risk Ratio method
  b) Alternate Risk Ratio method: used for any PEA that does not meet the minimum cell size or minimum n-size. The alternate risk ratio compares the risk of a specific outcome for a specific group within the PEA with the state ratios for that specific group.

- The threshold at which disproportionate representation is identified 3.0 and above

- The number of years of data used in the calculation is three years

- The minimum cell and/or n-size
  - Minimum n-size = 30 (denominator)
  - Minimum cell size = 10 (numerator)

Indicator 10: Calculation (2 of 2)
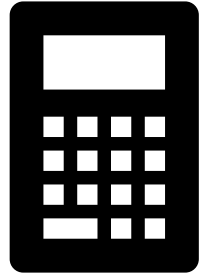
- Calculation is like Indicator 9, but instead of overall special education identification, it looks at specific disability categories:
  - intellectual disability (mild, moderate, severe)
  - specific learning disabilities
  - emotional disturbance (includes ED-P)
  - speech or language impairments
  - other health impairments
  - autism

In the Sample School District, what are the chances that an Asian child will be identified as having autism compared to other races/ethnicities?

Steps to calculating:

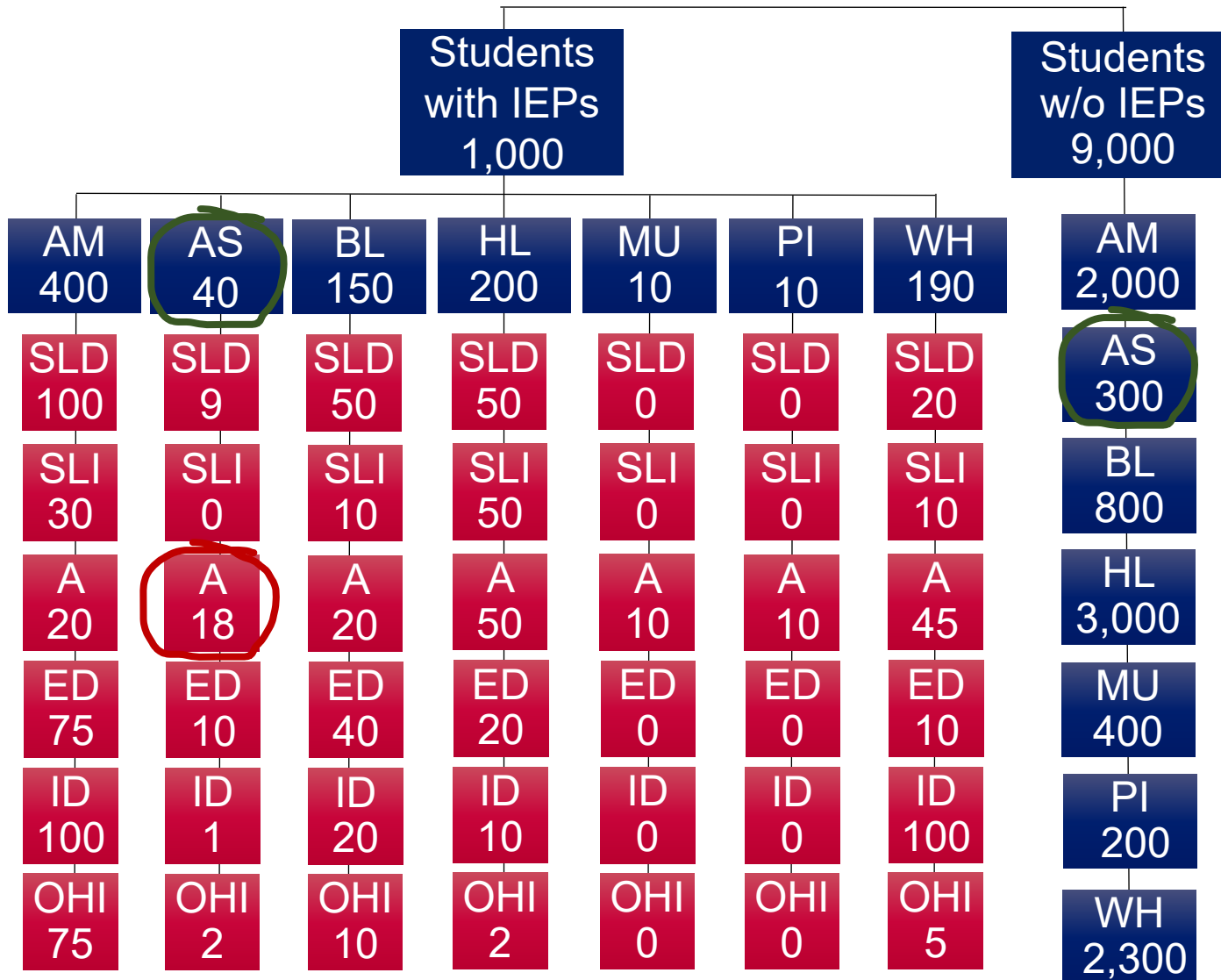Step #1: Find school district's rate for identifying Asian students with autism.

Step #2: Find school district's rate for identifying non-Asian students with autism.

Step #3: Divide the two in order to find the risk ratio.

Sample School District

| Students with IEPs 1,000 | | | | | | | Students w/o IEPs 9,000 |

| AM 400 | AS 40 | BL 150 | HL 200 | MU 10 | PI 10 | WH 190 | AM 2,000 |
SLD 100	SLD 9	SLD 50	SLD 50	SLD 0	SLD 0	SLD 20	AS 300
SLI 30	SLI 0	SLI 10	SLI 50	SLI 0	SLI 0	SLI 10	BL 800
A 20	A 18	A 20	A 50	A 10	A 10	A 45	HL 3,000
ED 75	ED 10	ED 40	ED 20	ED 0	ED 0	ED 10	MU 400
ID 100	ID 1	ID 20	ID 10	ID 0	ID 0	ID 100	PI 200
OHI 75	OHI 2	OHI 10	OHI 2	OHI 0	OHI 0	OHI 5	WH 2,300

Step #1:
Find school district's rate for identifying Asian students with autism.

There were **18** Asian students identified with autism.

There were **340** Asian students in the school district.

Sample School District
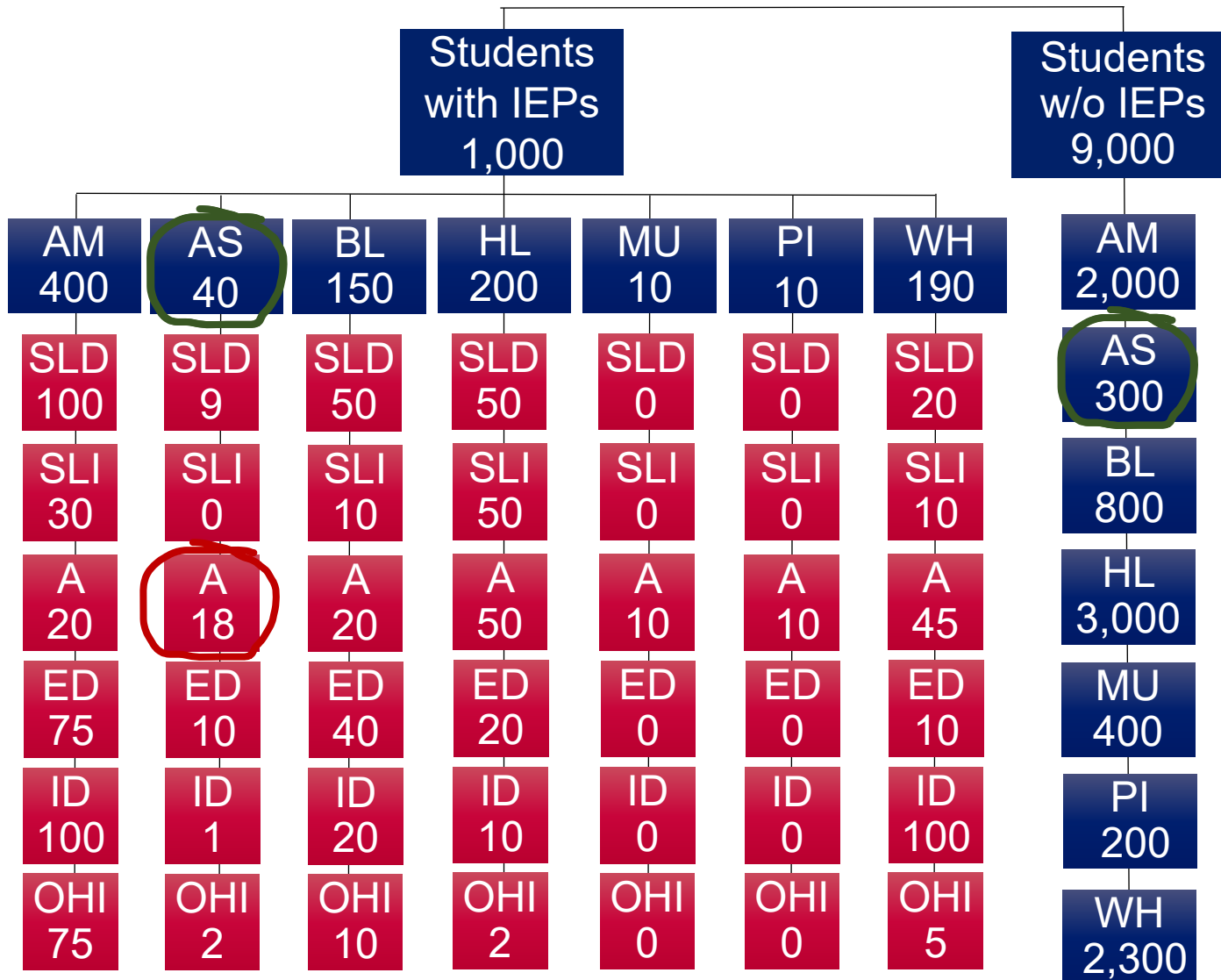
Calculation:

$$\frac{\text{\# Asian w/autism}}{\text{\# of Asian in district}}$$

$$\frac{18}{340}$$

0.053 = 5.3%

In the Sample School District, an Asian student has a 5.3% chance of being identified with autism.

Sample School District

Students with IEPs 1,000							Students w/o IEPs 9,000
AM 400	AS 40	BL 150	HL 200	MU 10	PI 10	WH 190	AM 2,000
SLD 100	SLD 9	SLD 50	SLD 50	SLD 0	SLD 0	SLD 20	AS 300
SLI 30	SLI 0	SLI 10	SLI 50	SLI 0	SLI 0	SLI 10	BL 800
A 20	A 18	A 20	A 50	A 10	A 10	A 45	HL 3,000
ED 75	ED 10	ED 40	ED 20	ED 0	ED 0	ED 10	MU 400
ID 100	ID 1	ID 20	ID 10	ID 0	ID 0	ID 100	PI 200
OHI 75	OHI 2	OHI 10	OHI 2	OHI 0	OHI 0	OHI 5	WH 2,300

Step #2: Find school district's rate for identifying non-Asian students with autism.

There were **155** non-Asian students identified with autism.

There were **9,660** non-Asian students in the school district.

Sample School District

Students with IEPs 1,000							Students w/o IEPs 9,000
AM 400	AS 40	BL 150	HL 200	MU 10	PI 10	WH 190	AM 2,000
SLD 100	SLD 9	SLD 50	SLD 50	SLD 0	SLD 0	SLD 20	AS 300
SLI 30	SLI 0	SLI 10	SLI 50	SLI 0	SLI 0	SLI 10	BL 800
A 20	A 18	A 20	A 50	A 10	A 10	A 45	HL 3,000
ED 75	ED 10	ED 40	ED 20	ED 0	ED 0	ED 10	MU 400
ID 100	ID 1	ID 20	ID 10	ID 0	ID 0	ID 100	PI 200
OHI 75	OHI 2	OHI 10	OHI 2	OHI 0	OHI 0	OHI 5	WH 2,300

Calculation:

$$\frac{\text{Total \# of non-Asian w/autism}}{\text{\# of non-Asian students in district}}$$

$$\frac{155}{9,660}$$

$$0.016 = 1.6\%$$

In the Sample School District, a non-Asian student has a 1.6% chance of being identified as a student with autism.

Step #3: Divide the two in order to find the risk ratio

Calculation:

$$\frac{\text{School district's rate for identifying Asian students with Autism}}{\text{School district's rate for identifying non-Asian students with Autism}} = \frac{5.3\%}{1.6\%} = 3.31$$

In the Sample School District, an Asian student would be 3.31 times more likely to be identified as having autism compared to other races/ethnicities.
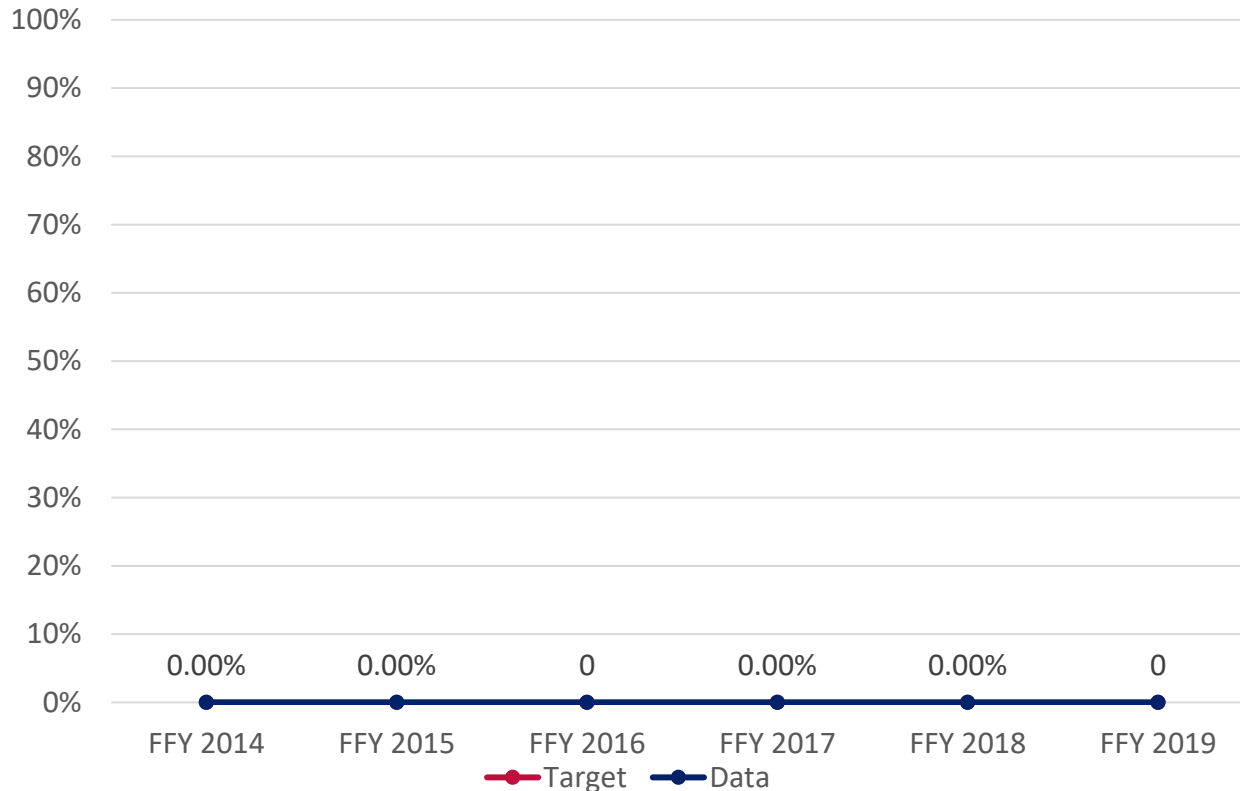
Sample School District would be identified as having disproportionality in representation because the risk ratio >3.

Indicator 10: Results

	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Target	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%

Baseline used was FFY 2017 at 0%

Continue baseline from FFY2017.

Target will remain at 0%.

Target = 0%

State Performance Plan Indicators

Next Topic: Indicator 11

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in identification	0%
10. Disproportionality in identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set

Indicator 11: Introduction

• Child Find is Indicator 11 of the State Performance Plan (SPP), which is the percent of students with parental consent to evaluate, who were evaluated and for whom eligibility determined within 60 days (or the State established timeline). 20 U.S.C. § 1416(a)(3)(B).
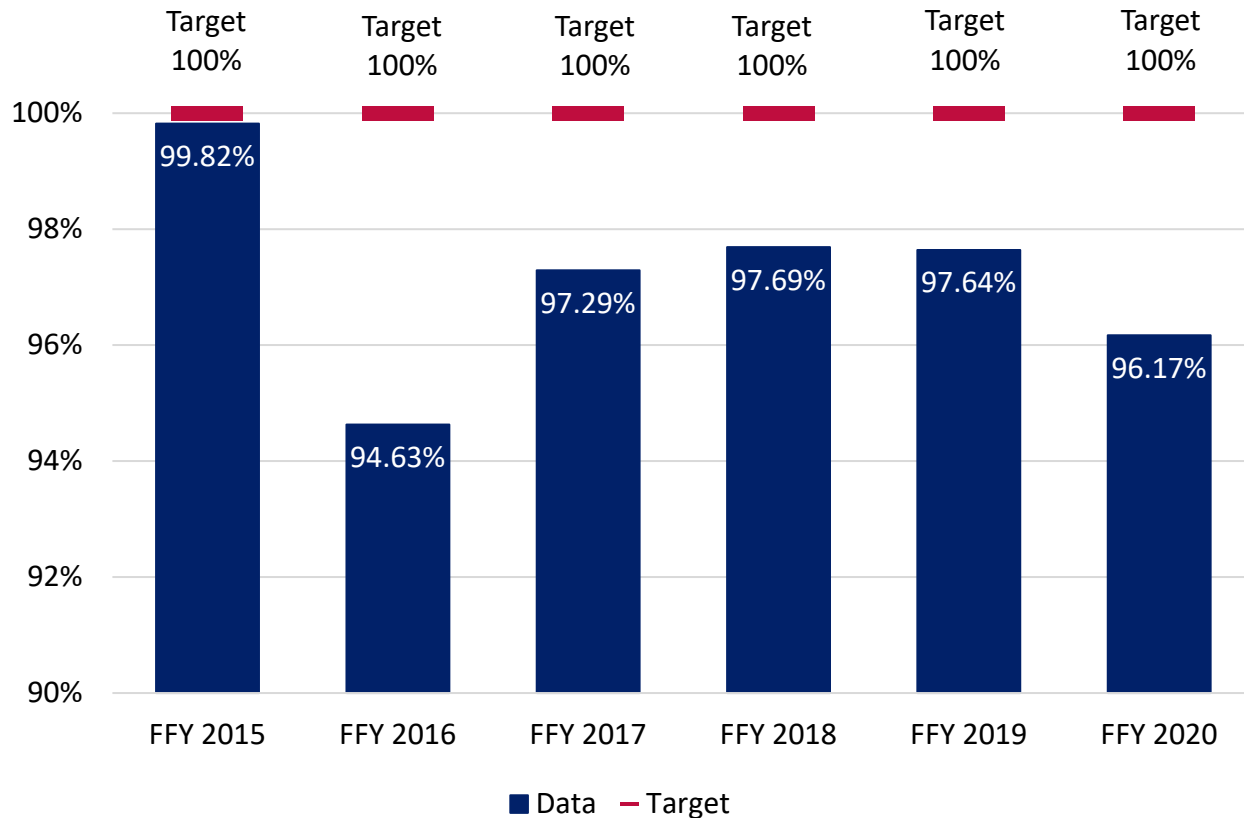
Data Source:

Data to be taken from State monitoring System.

Indicator 11: Process

Referral Received → Parental Consent Received → Eligibility Determined

60 Days

Indicator 11: Results

	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Target	100%	100%	100%	100%	100%	100%
Data	99.82%	94.63%	97.29	97.69%	97.64%	96.17%

Baseline used was FFY 2005 at 86%

Proposed New Baseline:

96.17%
97.64%
99.82%

Keep baseline at 86%

Target will remain at 100%.

State Performance Plan Indicators

Next Topic: Indicator 12

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in identification	0%
10. Disproportionality in identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set

- Percent of students referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthdays.

This is a compliance indicator, so targets must always be 100%.

Indicator 12: Introduction (2 of 2)

- **Measurement**

a) # of students who have been served in Part C and referred to Part B for Part B eligibility determination.

b) # of those referred determined to be not eligible and whose eligibility was determined prior to their third birthdays.

c) # of those found eligible who have an IEP developed and implemented by their third birthdays.

d) # of students for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.

e) # of students determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

Formula

Percent = [(c) divided by (a - b - d - e)] times 100.

Indicator 12: Process

Referral Received → **Eligibility is determined** → **Child's Third Birthday**

Indicator 12: Data Source

- ESS collects this information in the ESS Annual Data Collection application under the preschool transition section.
  - Currently required to be completed by all elementary and unified school districts.
  - There are currently no charters providing public special education preschool programs, which means there are no charters required to provide this data.
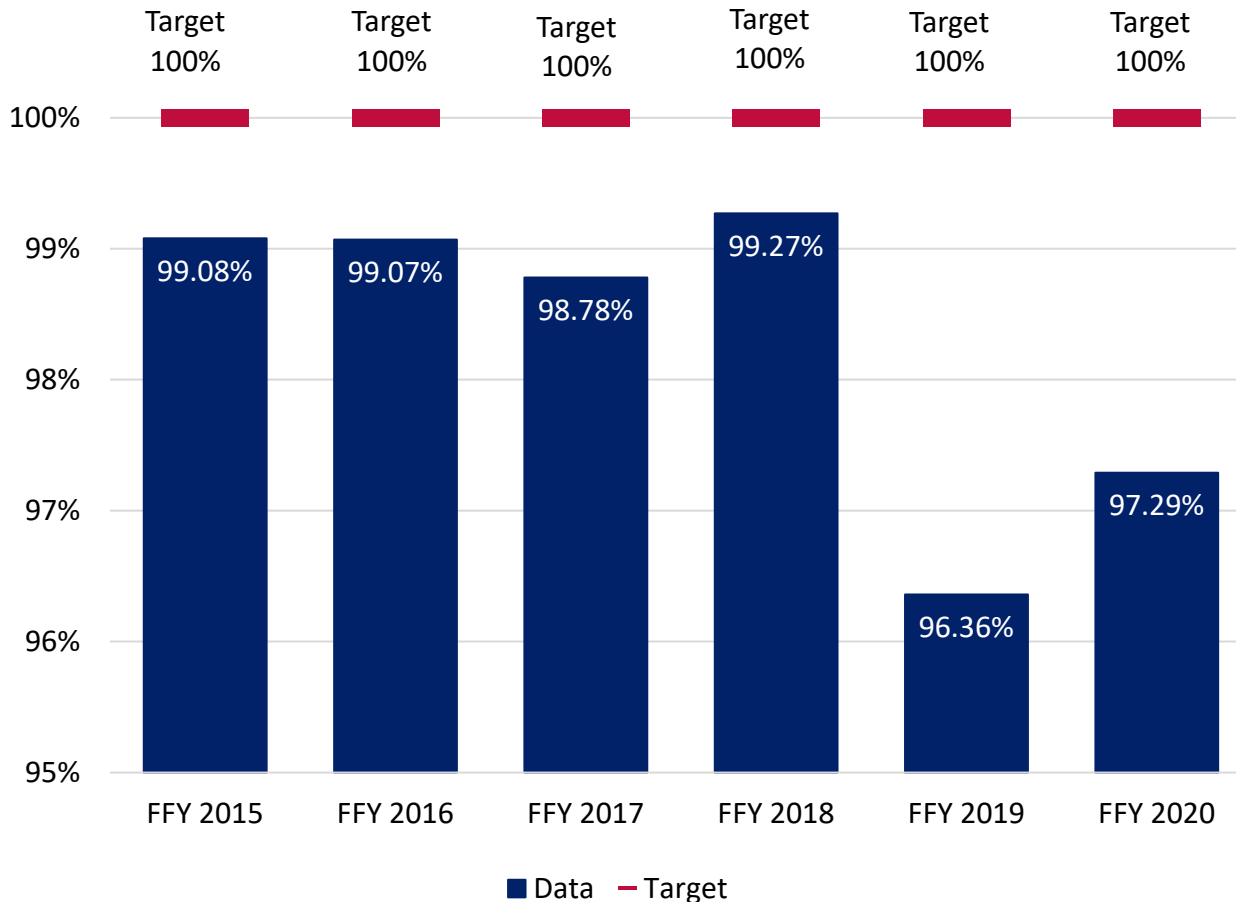
Indicator 12: Results

	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Target	100%	100%	100%	100%	100%	100%
Data	99.08%	99.07%	98.78%	99.27%	96.36%	97.29

Baseline used was FFY 2005 at 63.61%

Proposed New Baseline:

99.27%
96.36%
97.29%

Keep baseline at 63.61%

Target will remain at 100%.

State Performance Plan Indicators

Next Topic: Indicator 13

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in identification	0%
10. Disproportionality in identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set

Indicator 13: Introduction

Description

- Percent of youth with IEPs aged 16 and above with an IEP that includes a compliant post secondary transition plan. This plan includes the 8 components outlined in IDEA.
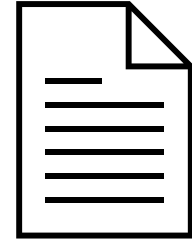
Data Collection

- Data are collected from Arizona's Monitoring system and is based upon a file review of a sample of files from PEAs in year 4 of their monitoring cycle.

Indicator 13: Secondary Transition

8 Components

- Measurable Postsecondary Goals

- Postsecondary goals updated annually

- Postsecondary goals based upon age-appropriate transition

- Transition services

- Courses of study

- Annual IEP goals related to transition service needs

- Student invited to IEP meeting

- Representative of participating agency invited to IEP meeting

Indicator 13: Secondary Transition Results

	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Target	100%	100%	100%	100%	100%	100%
Data	97.39%	85.61%	83.96%	81.97%	78.93%	61.94%

Baseline used was FFY 2009 at 90%

New Baseline?

61.94%
78.03%
81.97%

Keep baseline at 90%

Target will remain at 100%.

Contact Us
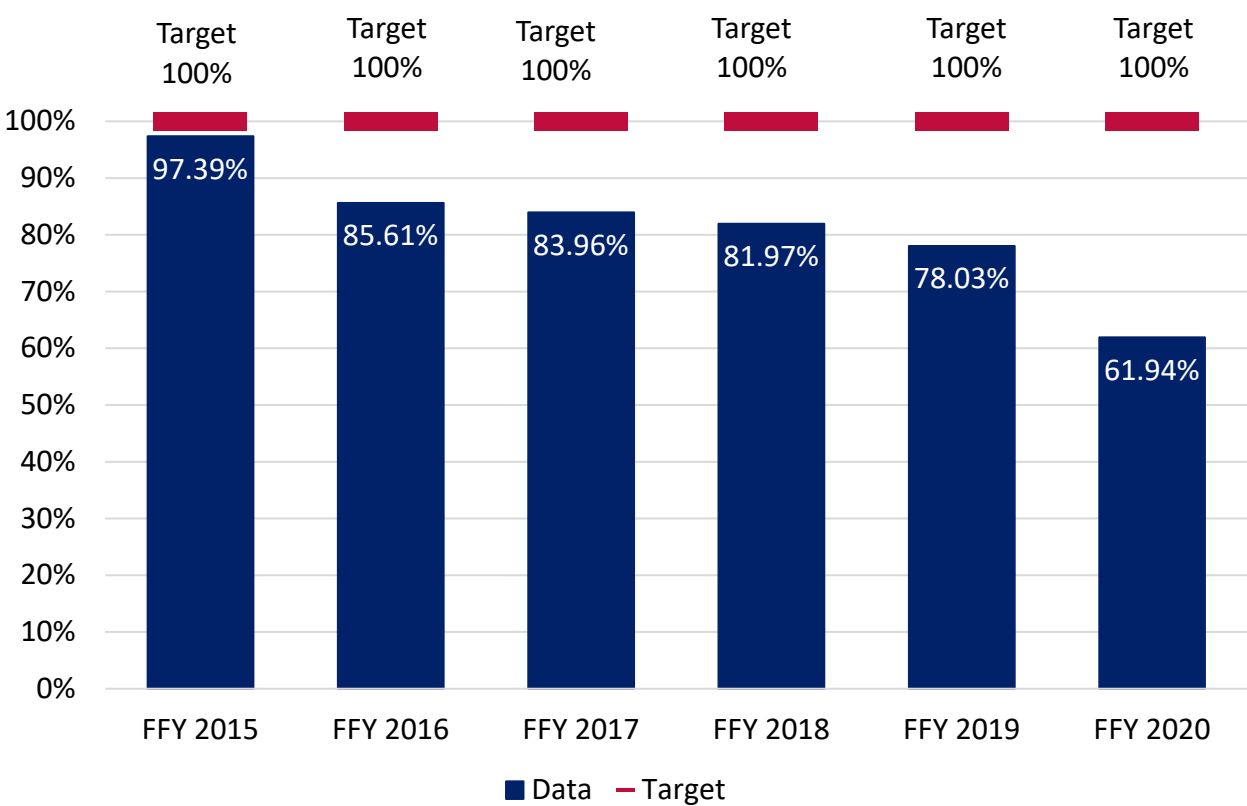
- Team web page: https://www.azed.gov/specialeducation/sppapr
  - (Website will be updated soon)

- Team email: ESSOperations@azed.gov

- Chris Brown-Director of Operations
  Exceptional Student Services
  Chris.Brown@azed.gov

- Heather Dunphy-SPP/APR Coordinator
  Exceptional Student Services
  Heather.Dunphy@azed.gov