



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

Indicator 3 for Federal Fiscal Year 2020
State Performance Plan and Annual
Performance Report

November 30, 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. They are outlined under a variety of sections in the Individuals with Disabilities Education Act (IDEA). ESS reports on portions of this information to stakeholders throughout the year.



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
- **Methods for Target Setting**
 - Trendlines
 - Average rate of change
 - Statistical validation
 - Logic

Agenda

- Indicator 3: Assessment
- Indicator 17: State Systemic Improvement Plan
- Results from previous survey

- Survey will be sent after the presentation regarding indicators 3 and 17.
 - Questions include:
 - What would be appropriate targets?
 - Do you have any improvement strategies/activities?

State Performance Plan Indicators

We will be discussing indicators 3 and 17.

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



State Performance Plan Indicators

Next: Indicator 3

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 3: Introduction

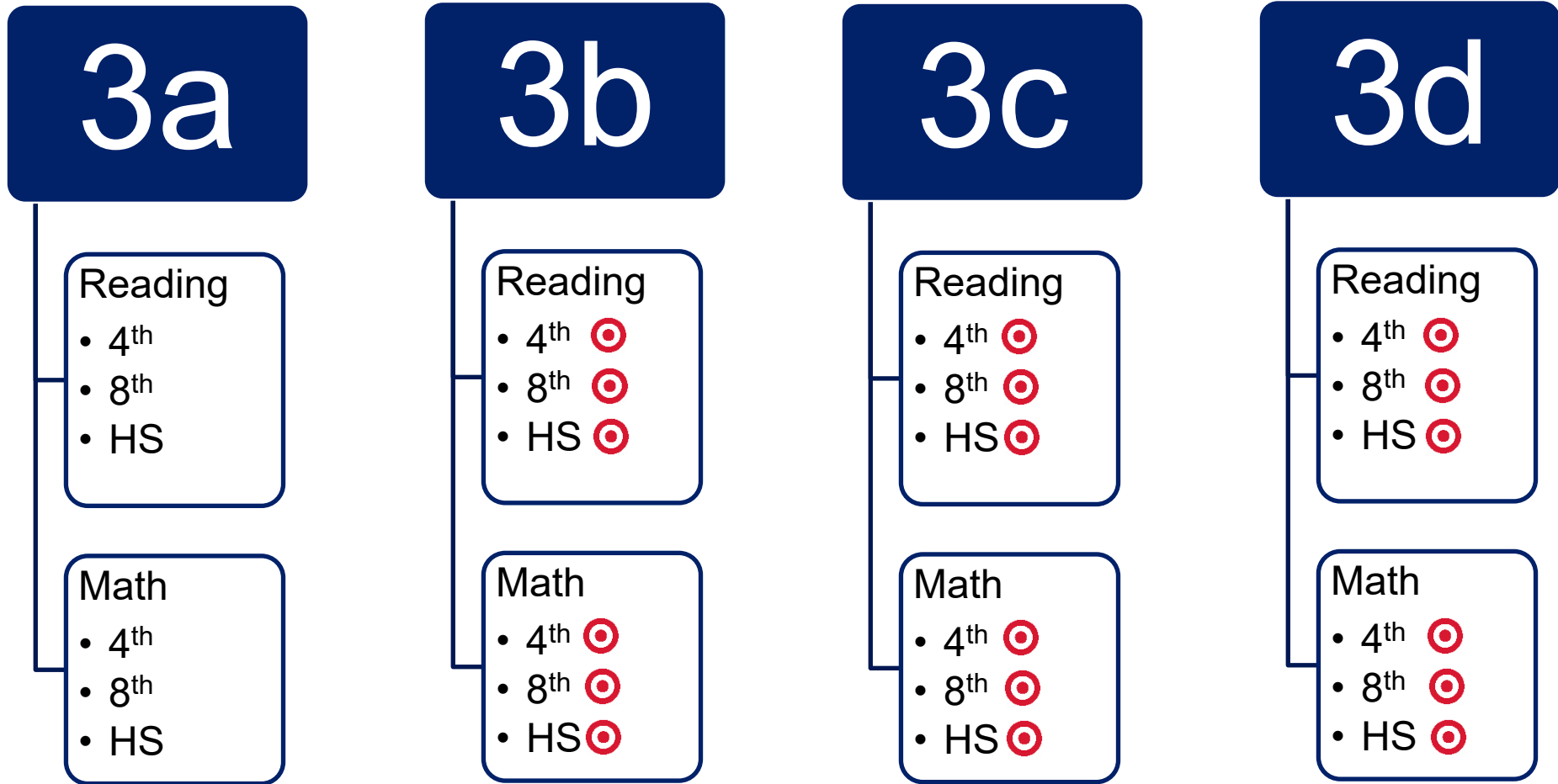
Four Sub-Indicators Measure Participation and Performance on State Assessments

- 3a. Participation rate for children with IEPs.
- 3b. Proficiency rate for children with IEPs against **grade-level** academic achievement standards.
- 3c. Proficiency rate for children with IEPs against **alternate** academic achievement standards.
- 3d. Gap in proficiency rates for **children with IEPs** and all students against **grade-level** academic achievement standards.

Indicator 3: Data Source

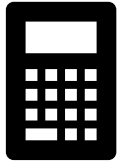
- Data Source: Uses the same data as the federal reporting data under Title I of the ESEA, using *EDFacts*.
- Calculated separately for reading and math, within grades 4, 8, and high school.

Indicator 3: Target Setting Chart



Indicator 3a Calculation:

Participation Rate for Students with IEPs



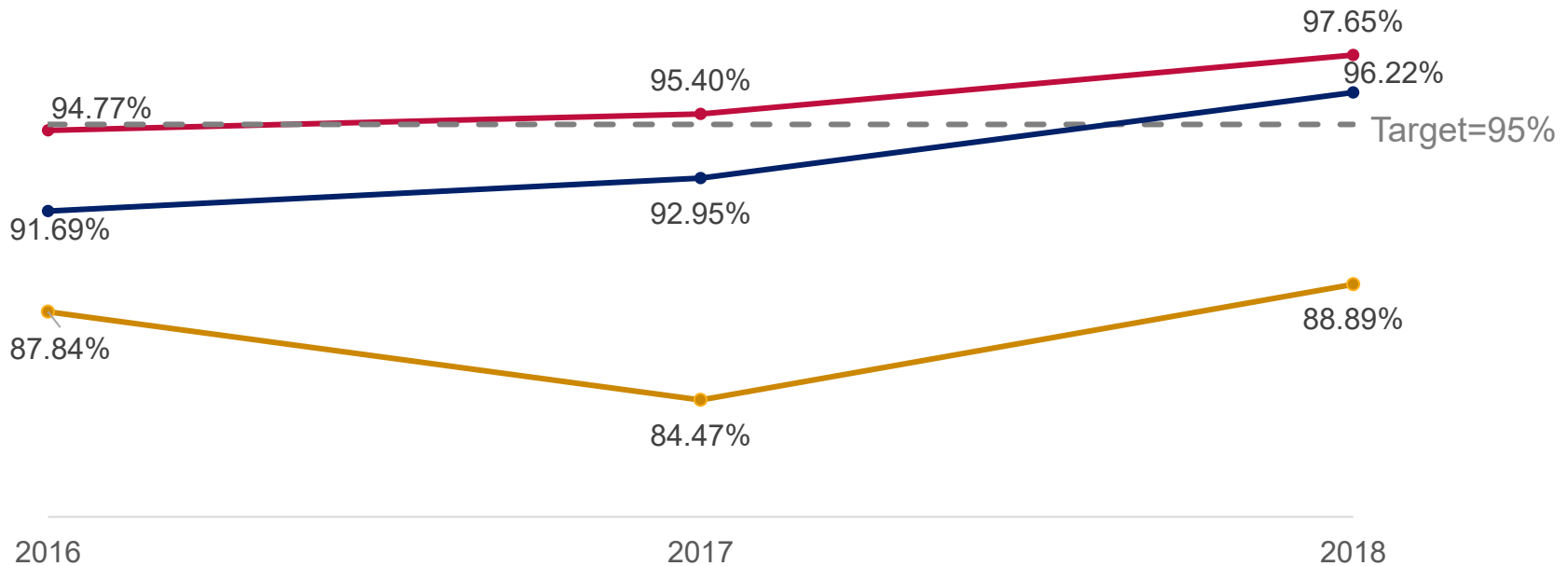
1. Take the number of students with IEPs participating in an assessment.
2. Divide that number by the total number of students with IEPs enrolled during the testing window.
3. The result is the percentage of students with IEPs participating in assessments.



Indicator 3a: Reading Participation

4th grade, 8th grade, and High School Participation for Children with IEPs

	FFY2016	FFY2017	FFY2018
4 th Grade	94.77%	95.40%	97.65%
8 th Grade	91.69%	92.95%	96.22%
High School	87.84%	84.47%	88.89%

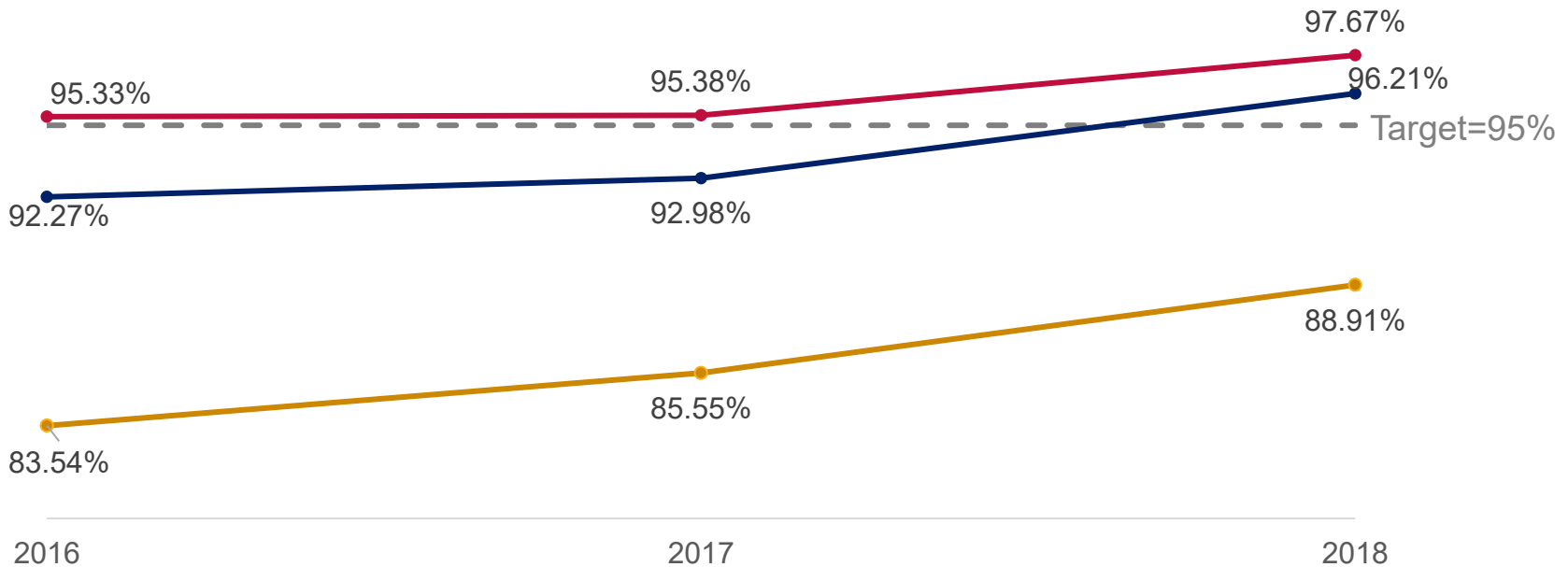


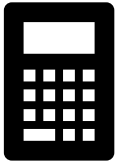


Indicator 3a: Math Participation

4th grade, 8th grade, and High School Participation for Children with IEPs

	FFY2016	FFY2017	FFY2018
4 th Grade	95.33%	95.38%	97.67%
8 th Grade	92.27%	92.98%	96.21%
High School	83.54%	85.55%	88.91%





Indicator 3b Calculation:

Proficiency Rate for Students with IEPs Against Grade-Level Academic Achievement Standards

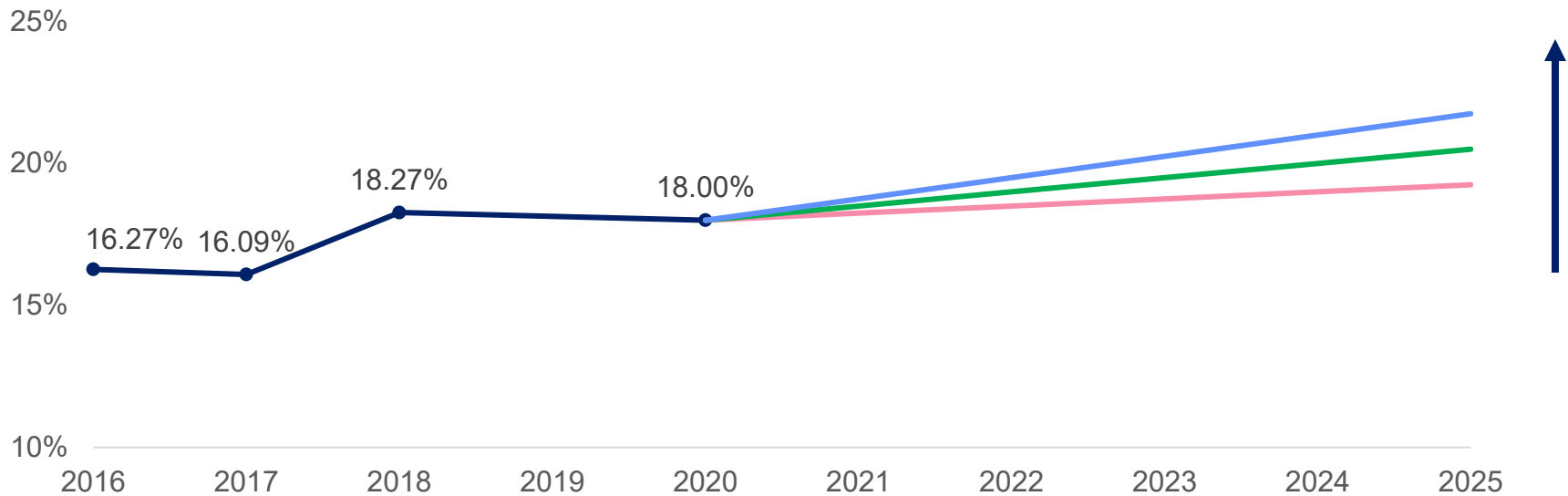
1. Take the number of students with IEPs scoring at or above proficient against grade-level academic achievement standards.
2. Divide that number by the total number of students with IEPs who received a valid score and for whom a proficiency level was assigned for the standard assessment.
3. The result is the percentage of students with IEPs scoring proficient or above against grade-level academic achievement standards.



Indicator 3b: Target Setting

4th Grade Reading Proficiency Rate for Children with IEPs Against Grade Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	18.00%	18.75%	19.50%	20.25%	21.00%	21.75%	+0.75%
Target 2	18.00%	18.50%	19.00%	19.50%	20.00%	20.50%	+0.50%
Target 3	18.00%	18.25%	18.50%	18.75%	19.00%	19.25%	+0.25%

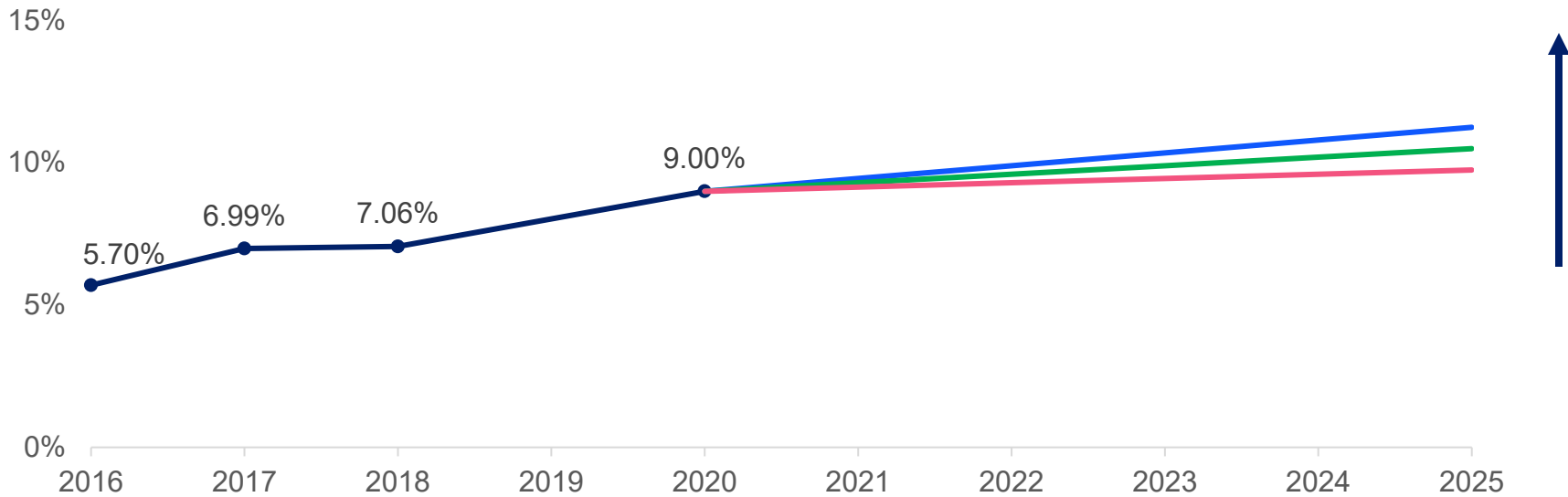




Indicator 3b: Target Setting

8th Grade Reading Proficiency Rate for Children with IEPs Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	9.00%	9.45%	9.90%	10.35%	10.80%	11.25%	+0.45%
Target 2	9.00%	9.30%	9.60%	9.90%	10.20%	10.50%	+0.30%
Target 3	9.00%	9.15%	9.30%	9.45%	9.60%	9.75%	+0.15%

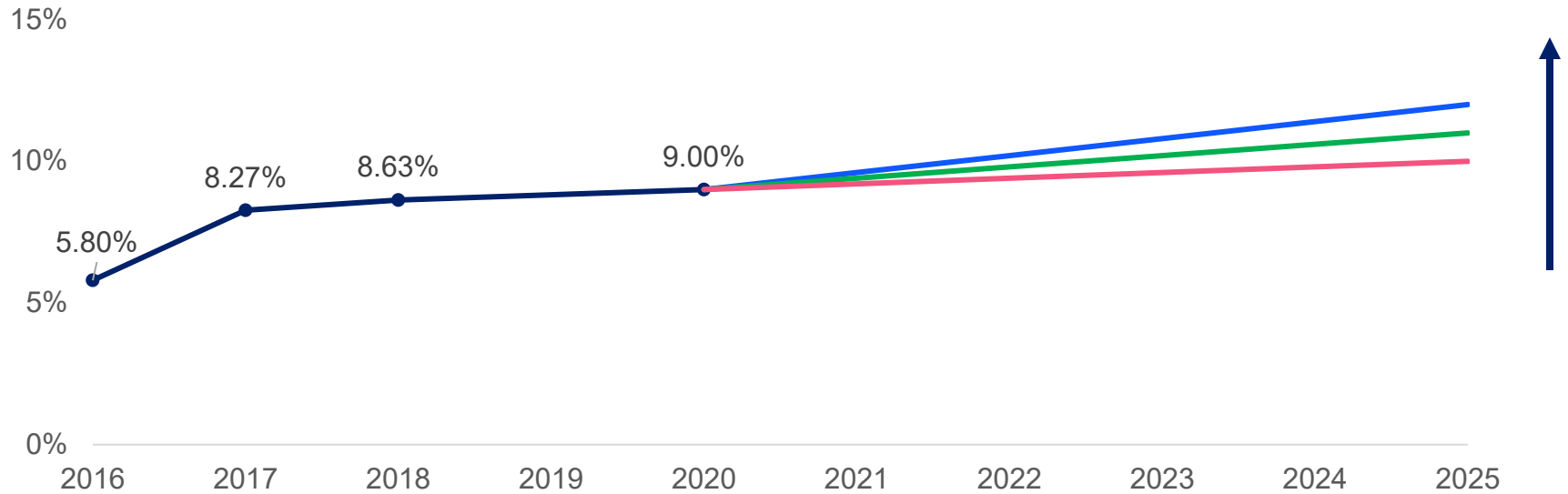




Indicator 3b: Target Setting

High School Reading Proficiency Rate for Children with IEPs Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	9.00%	9.60%	10.20%	10.80%	11.40%	12.00%	+0.60%
Target 2	9.00%	9.40%	9.80%	10.20%	10.60%	11.00%	+0.40%
Target 3	9.00%	9.20%	9.40%	9.60%	9.80%	10.00%	+0.20%

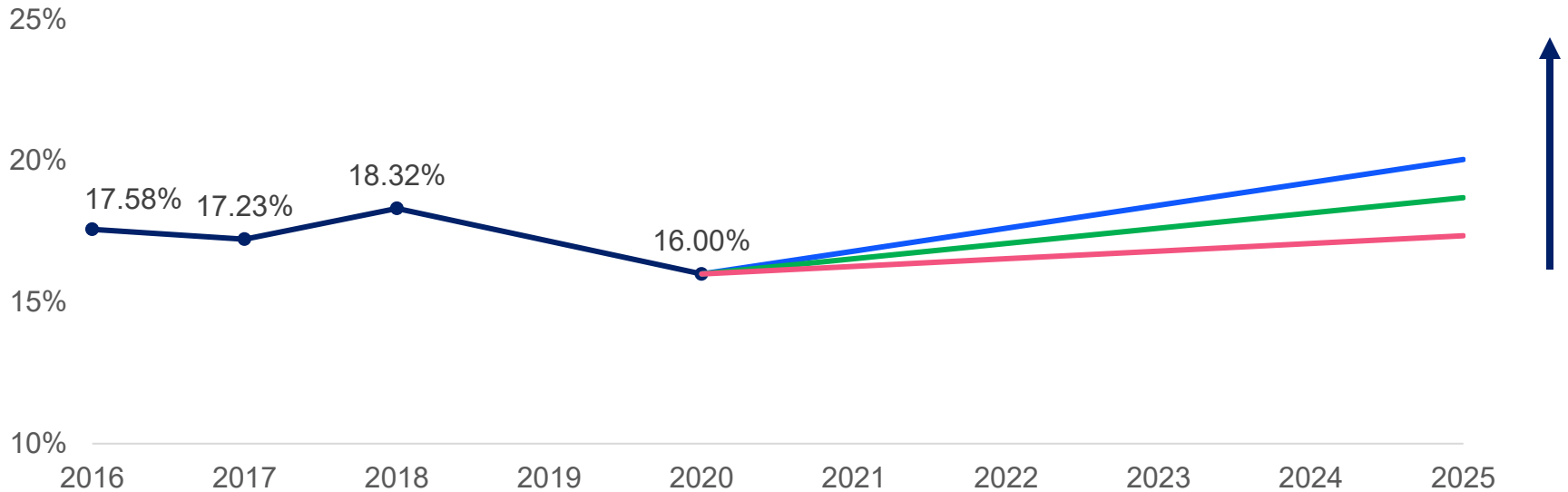




Indicator 3b: Target Setting

4th Grade Math Proficiency Rate for Children with IEPs Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	16.00%	16.81%	17.62%	18.43%	19.24%	20.05%	+0.81%
Target 2	16.00%	16.54%	17.08%	17.62%	18.16%	18.70%	+0.54%
Target 3	16.00%	16.27%	16.54%	16.81%	17.08%	17.35%	+0.27%

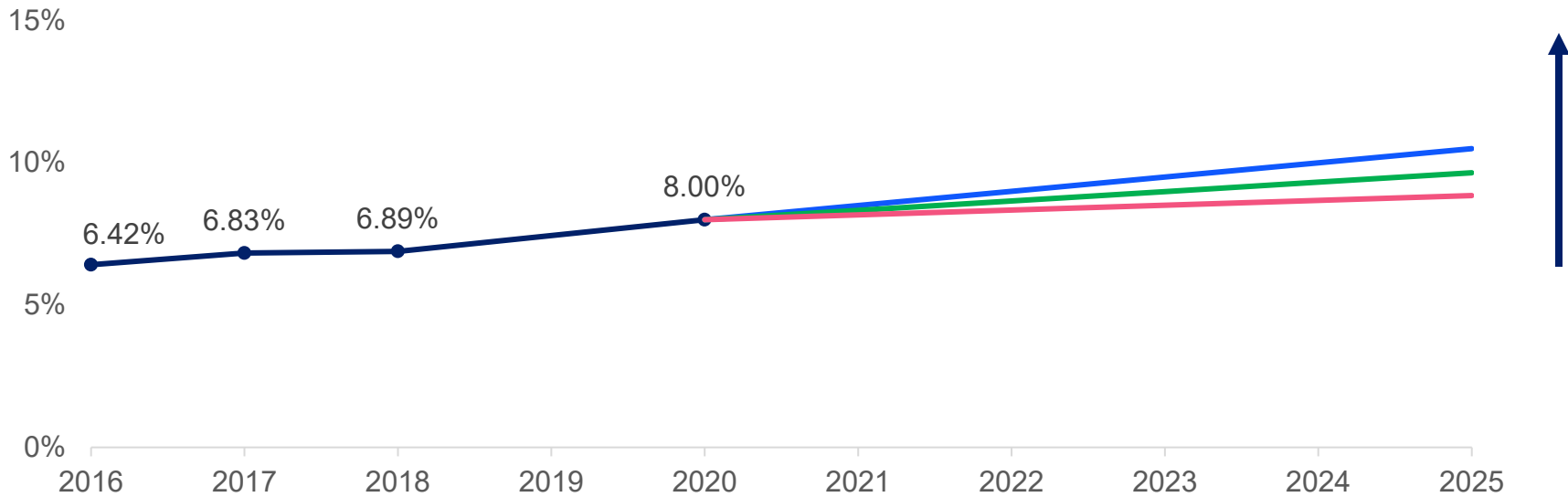




Indicator 3b: Target Setting

8th Grade Math Proficiency Rate for Children with IEPs Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	8.00%	8.50%	9.00%	9.50%	10.00%	10.50%	+0.50%
Target 2	8.00%	8.33%	8.66%	8.99%	9.32%	9.65%	+0.33%
Target 3	8.00%	8.17%	8.34%	8.51%	8.68%	8.85%	+0.17%

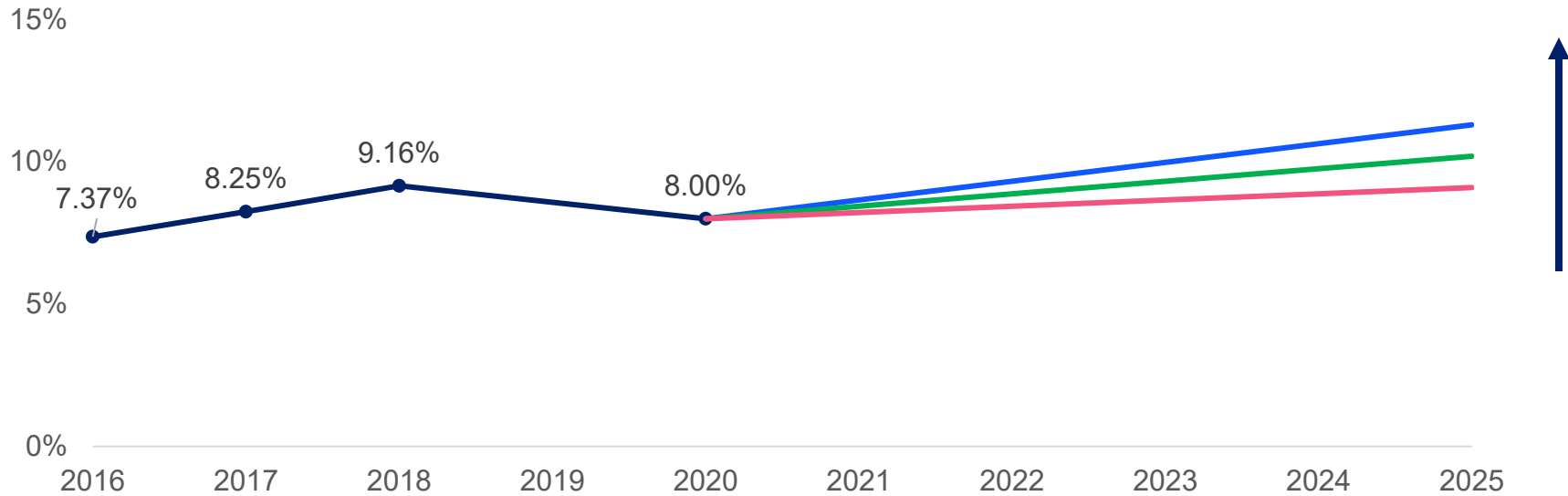


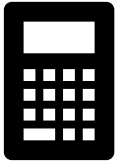


Indicator 3b: Target Setting

High School Math Proficiency Rate for Children with IEPs Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	8.00%	8.66%	9.32%	9.98%	10.64%	11.30%	+0.66%
Target 2	8.00%	8.44%	8.88%	9.32%	9.76%	10.20%	+0.44%
Target 3	8.00%	8.22%	8.44%	8.66%	8.88%	9.10%	+0.22%





Indicator 3c Calculation:

Proficiency Rate for Students with IEPs Against Alternate Academic Achievement Standards

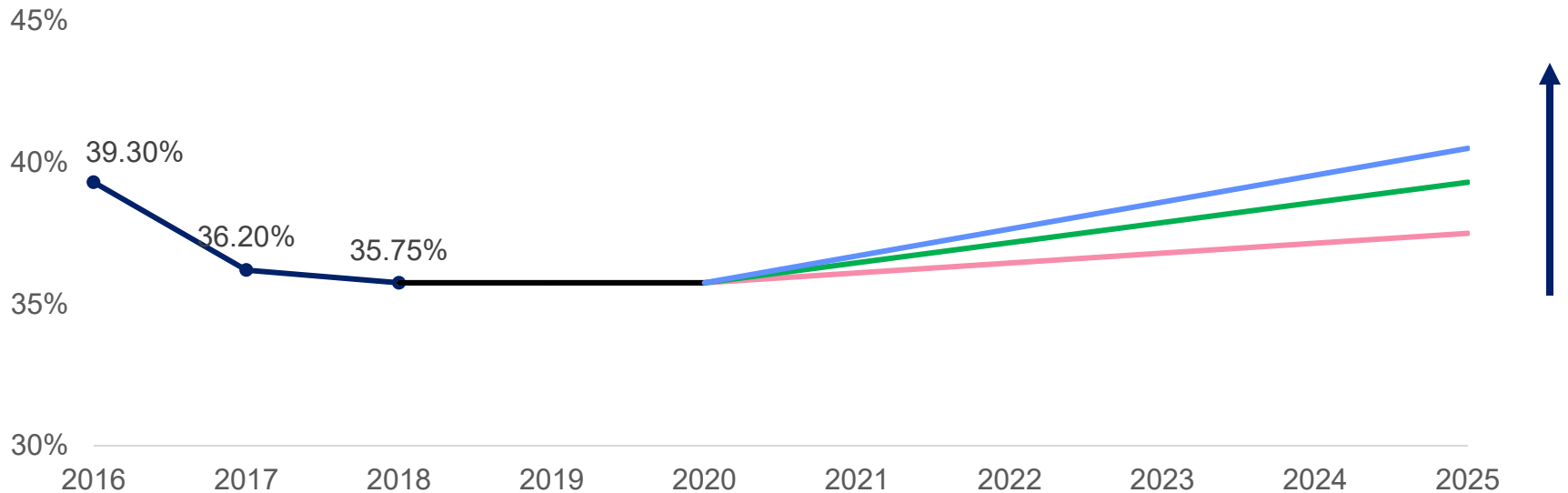
1. Take the number of students with IEPs scoring at or above proficient against alternate academic achievement standards.
2. Divide that number by the total number of students with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment.
3. The result is the percentage of students with IEPs scoring proficient or above against alternate academic achievement standards.



Indicator 3c: Target Setting

4th Grade Reading Proficiency Rate for Children with IEPs Against Alternate Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	35.75%	36.70%	37.65%	38.60%	39.55%	40.50%	+0.95%
Target 2	35.75%	36.46%	37.17%	37.88%	38.59%	39.30%	+0.71%
Target 3	35.75%	36.10%	36.45%	36.80%	37.15%	37.50%	+0.35%

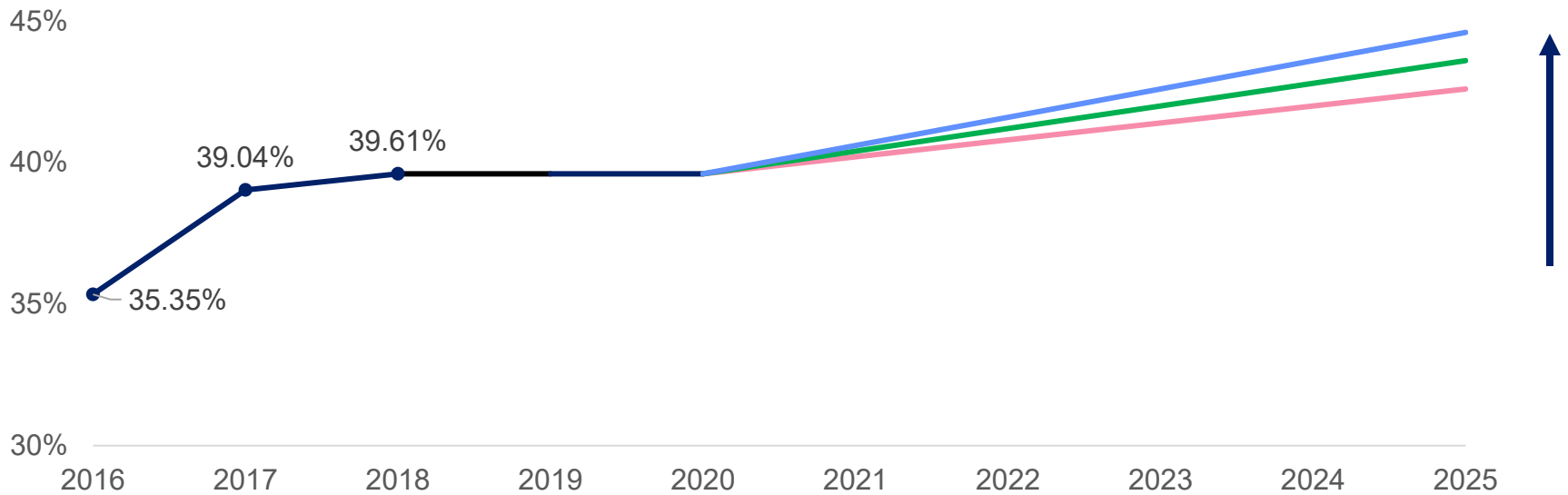




Indicator 3c: Target Setting

8th Grade Reading Proficiency Rate for Children with IEPs Against Alternate Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	39.61%	40.61%	41.61%	42.61%	43.61%	44.61%	+1.00%
Target 2	39.61%	40.41%	41.21%	42.01%	42.81%	43.61%	+0.80%
Target 3	39.61%	40.21%	40.81%	41.41%	42.01%	42.61%	+0.60%

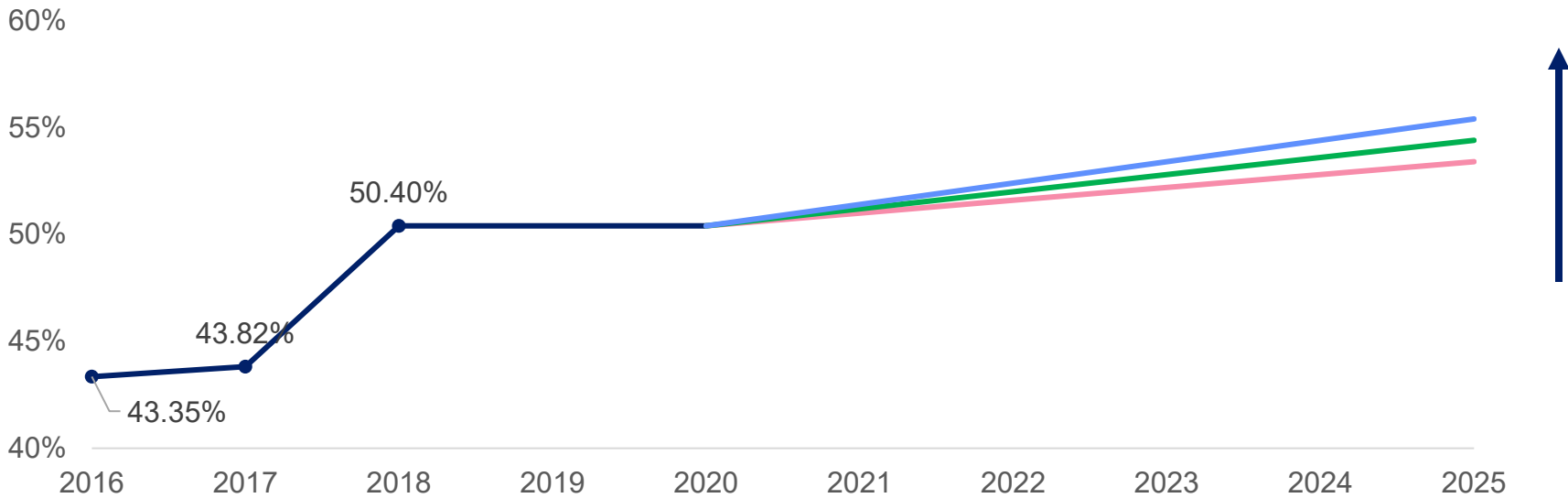




Indicator 3c: Target Setting

High School Reading Proficiency Rate for Children with IEPs Against Alternate Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	50.40%	51.40%	52.40%	53.40%	54.40%	55.40%	+1.00%
Target 2	50.40%	51.20%	52.00%	52.80%	53.60%	54.40%	+0.80%
Target 3	50.40%	51.00%	51.60%	52.20%	52.80%	53.40%	+0.60%

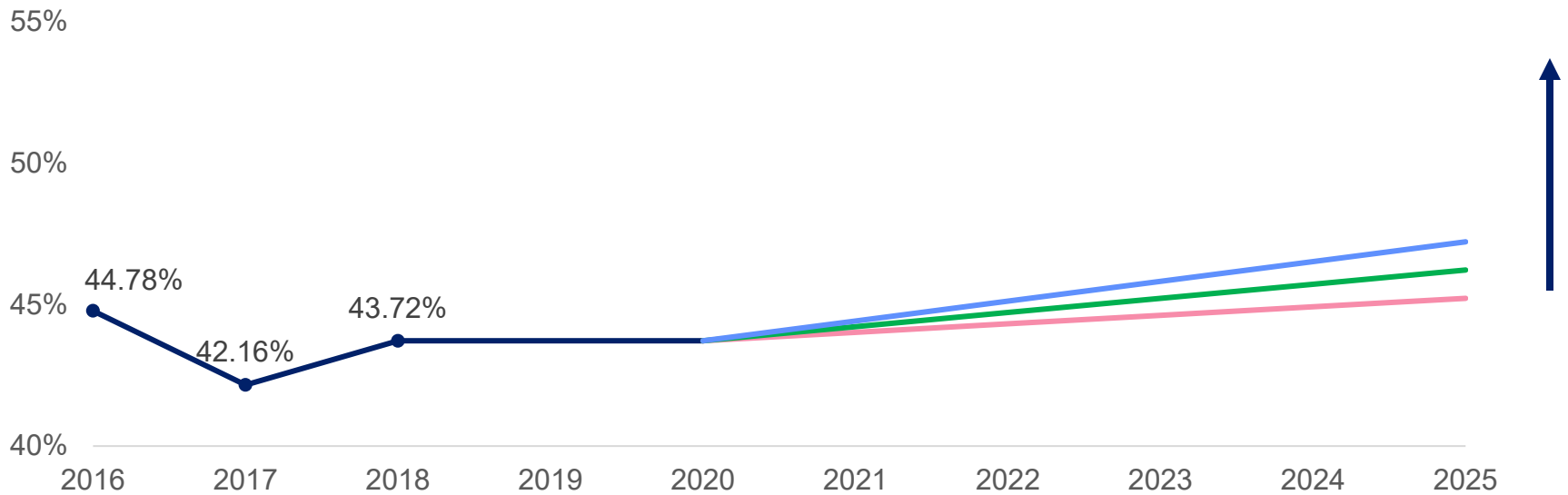




Indicator 3c: Target Setting

4th Grade Math Proficiency Rate for Children with IEPs Against Alternate Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	43.72%	44.42%	45.12%	45.82%	46.52%	47.22%	+0.70%
Target 2	43.72%	44.22%	44.72%	45.22%	45.72%	46.22%	+0.50%
Target 3	43.72%	44.02%	44.32%	44.62%	44.92%	45.22%	+0.30%

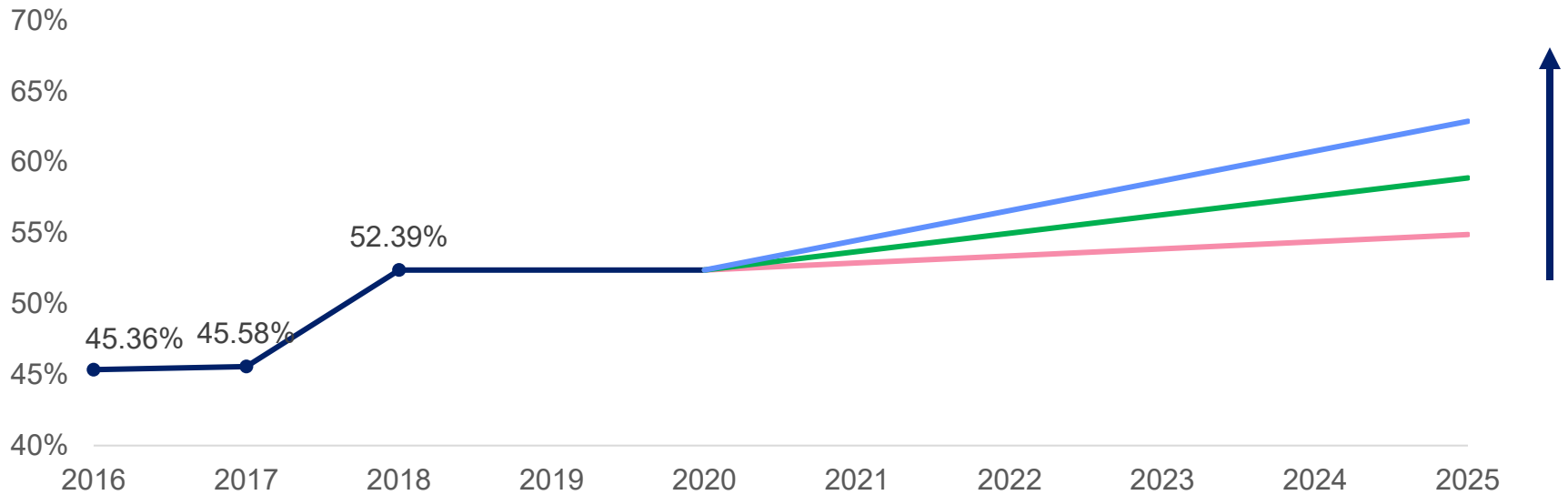




Indicator 3c: Target Setting

8th Grade Math Proficiency Rate for Children with IEPs Against Alternate Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	52.39%	54.49%	56.59%	58.69%	60.79%	62.89%	+2.10%
Target 2	52.39%	53.69%	54.99%	56.29%	57.59%	58.89%	+1.30%
Target 3	52.39%	52.89%	53.39%	53.89%	54.39%	54.89%	+0.50%

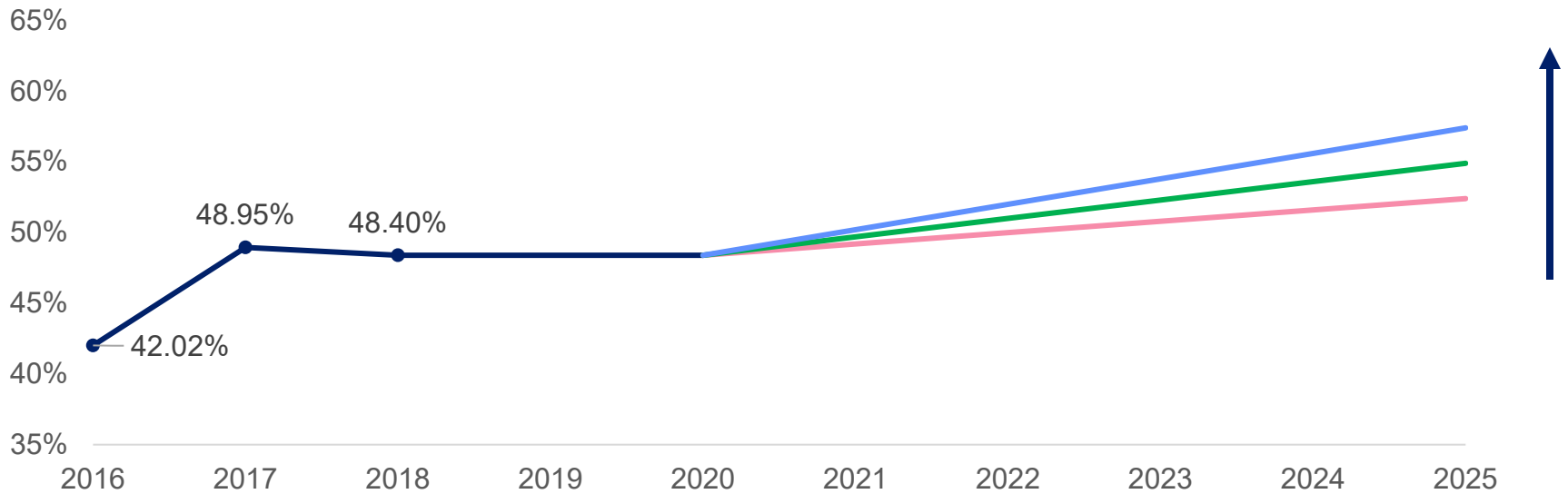




Indicator 3c: Target Setting

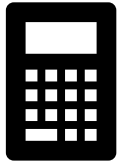
High School Math Proficiency Rate for Children with IEPs Against Alternate Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	48.40%	50.20%	52.00%	53.80%	55.60%	57.40%	+1.80%
Target 2	48.40%	49.70%	51.00%	52.30%	53.60%	54.90%	+1.30%
Target 3	48.40%	49.20%	50.00%	50.80%	51.60%	52.40%	+0.80%



Indicator 3d Calculation:

Gap in Proficiency Rates for Students with IEPs and All Students Against Grade-Level Academic Achievement Standards



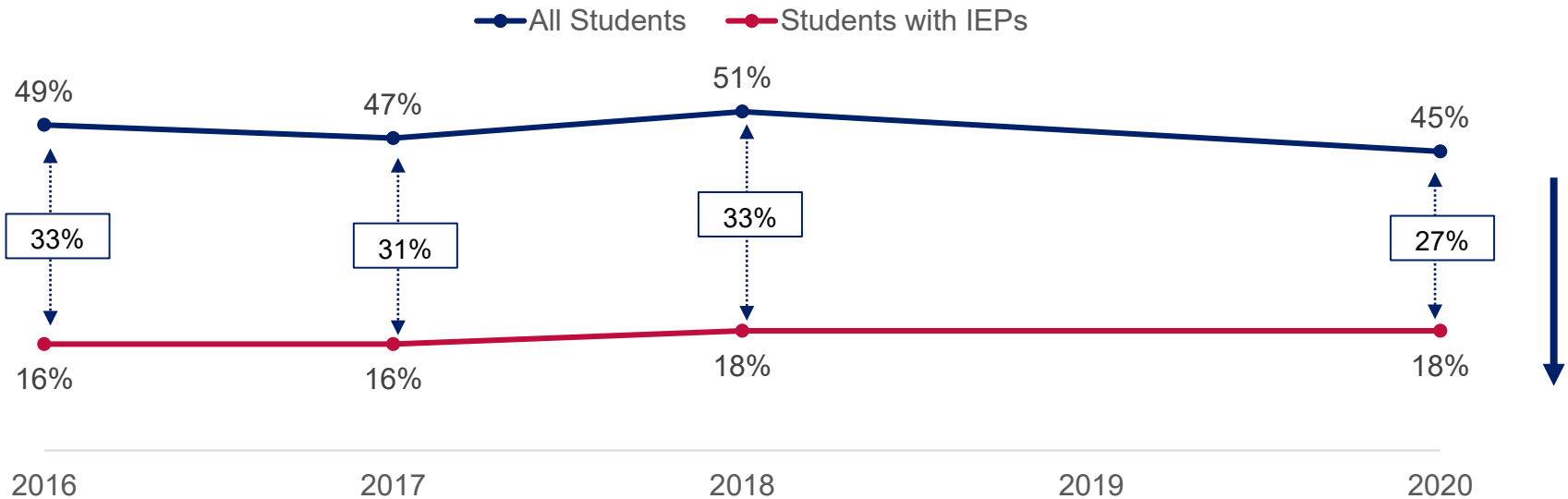
1. Take the proficiency rate for all students scoring at or above proficient against grade-level academic achievement standards.
2. From that number, subtract the proficiency rate for students with IEPs scoring at or above proficient against grade-level academic achievement standards.
3. The result is the proficiency rate gap.



Indicator 3d: Target Setting

4th Grade Gap in Reading Proficiency Rates for Children with IEPs and All Students Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	27%	25%	23%	21%	19%	17%	-2.00%
Target 2	27%	26%	25%	24%	23%	22%	-1.00%
Target 3	27%	26.5%	26%	25.5%	25%	24.5%	-0.50%

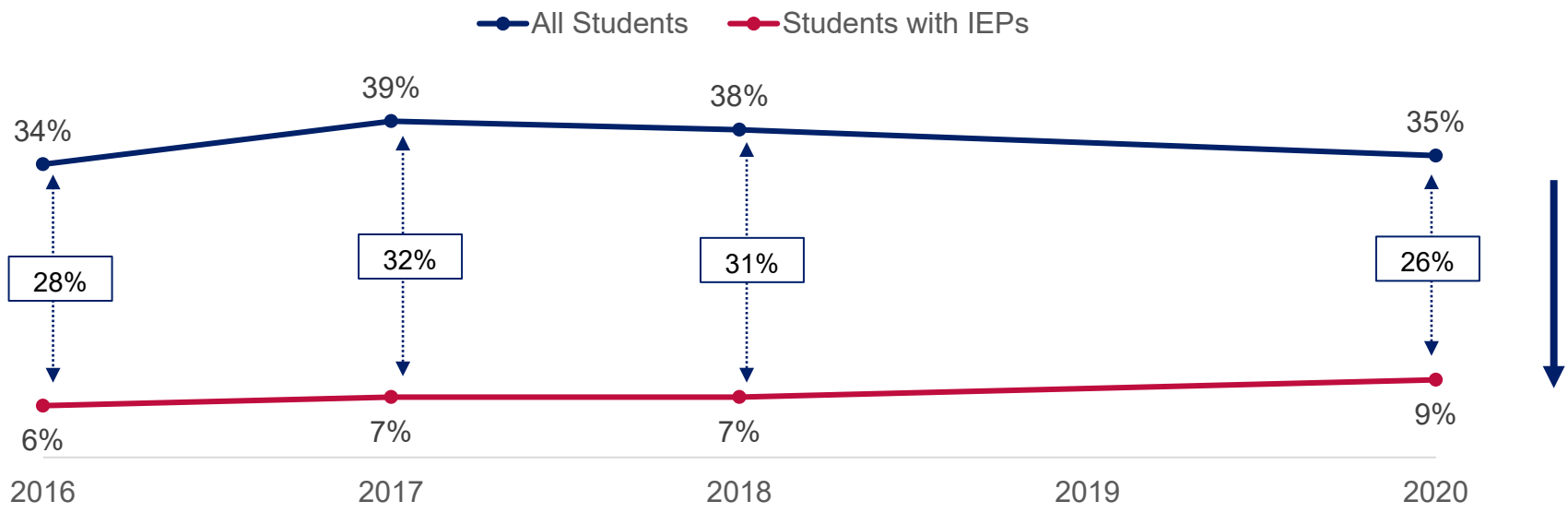




Indicator 3d: Target Setting

8th Grade Gap in Reading Proficiency Rates for Children with IEPs and All Students Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	26%	24%	22%	20%	18%	16%	-2.00%
Target 2	26%	25%	24%	23%	22%	21%	-1.00%
Target 3	26%	25.5%	25%	24.5%	24%	23.5%	-0.50%

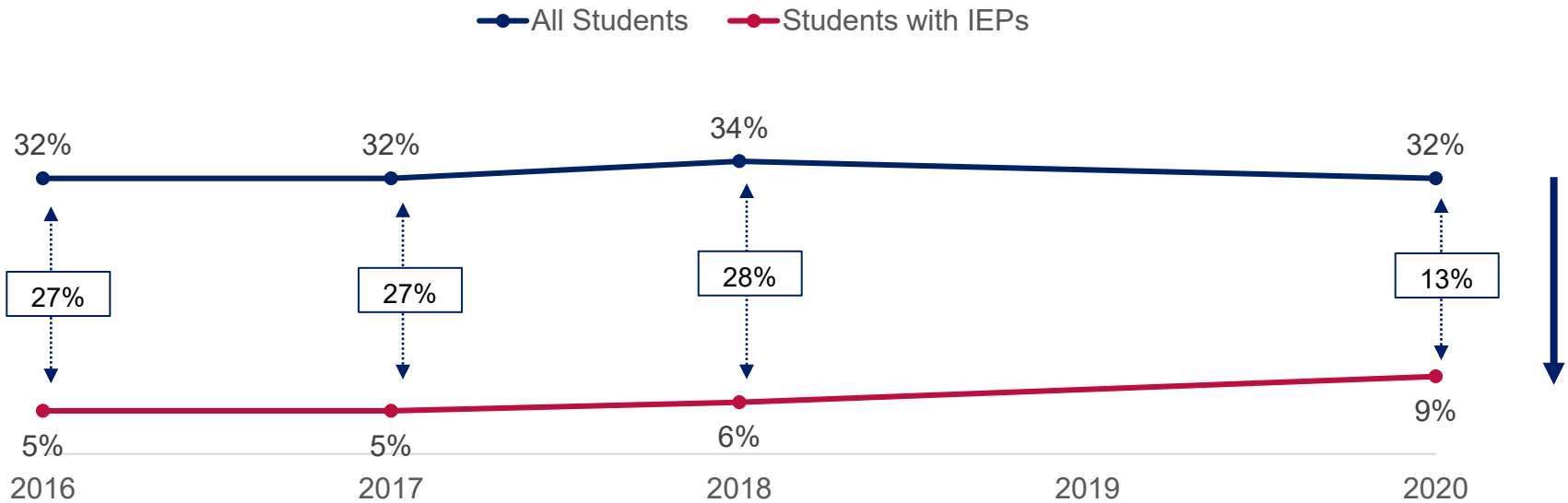




Indicator 3d: Target Setting

High School Gap in Reading Proficiency Rates for Children with IEPs and All Students Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	13%	12%	11%	10%	9%	8%	-1.00%
Target 2	13%	12.5%	12%	11.5%	11%	10.5%	-0.50%
Target 3	13%	12.75%	12.50%	12.25%	12%	11.75%	-0.25%

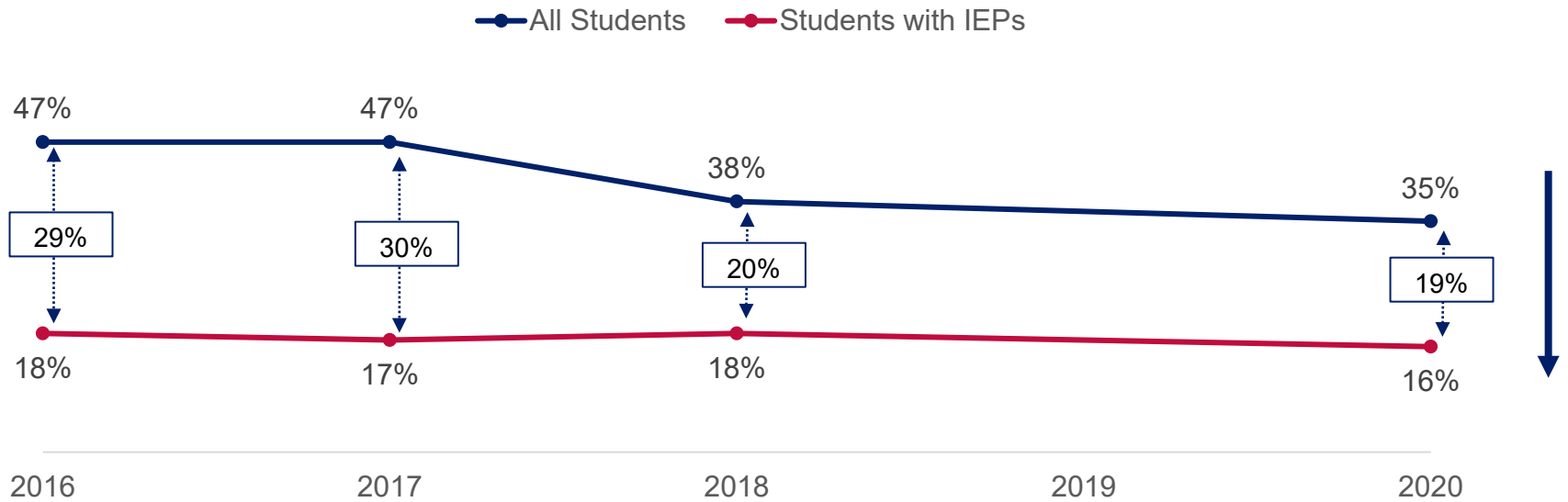




Indicator 3d: Target Setting

4th Grade Gap in Math Proficiency Rates for Children with IEPs and All Students Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	19%	17%	15%	13%	11%	9%	-2.00%
Target 2	19%	18%	17%	16%	15%	14%	-1.00%
Target 3	19%	18.5%	18%	17.5%	17%	16.5%	-0.50%

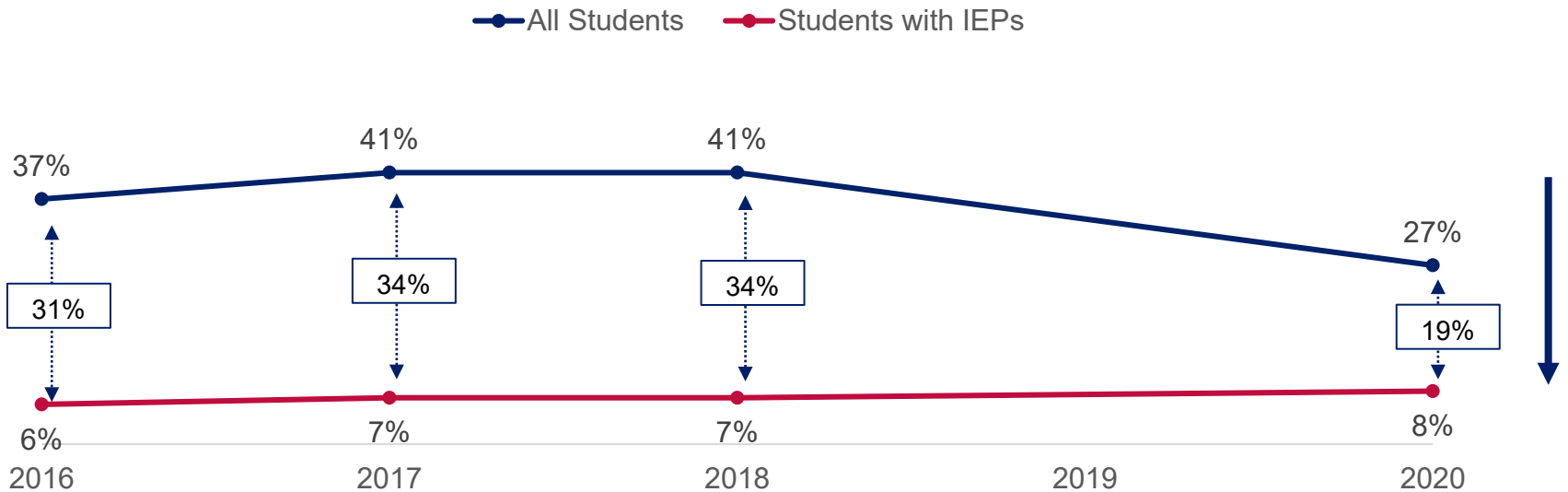




Indicator 3d: Target Setting

8th Grade Gap in Math Proficiency Rates for Children with IEPs and All Students Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	19%	17%	15%	13%	11%	9%	-2.00%
Target 2	19%	18%	17%	16%	15%	14%	-1.00%
Target 3	19%	18.5%	18%	17.5%	17%	16.5%	-0.50%

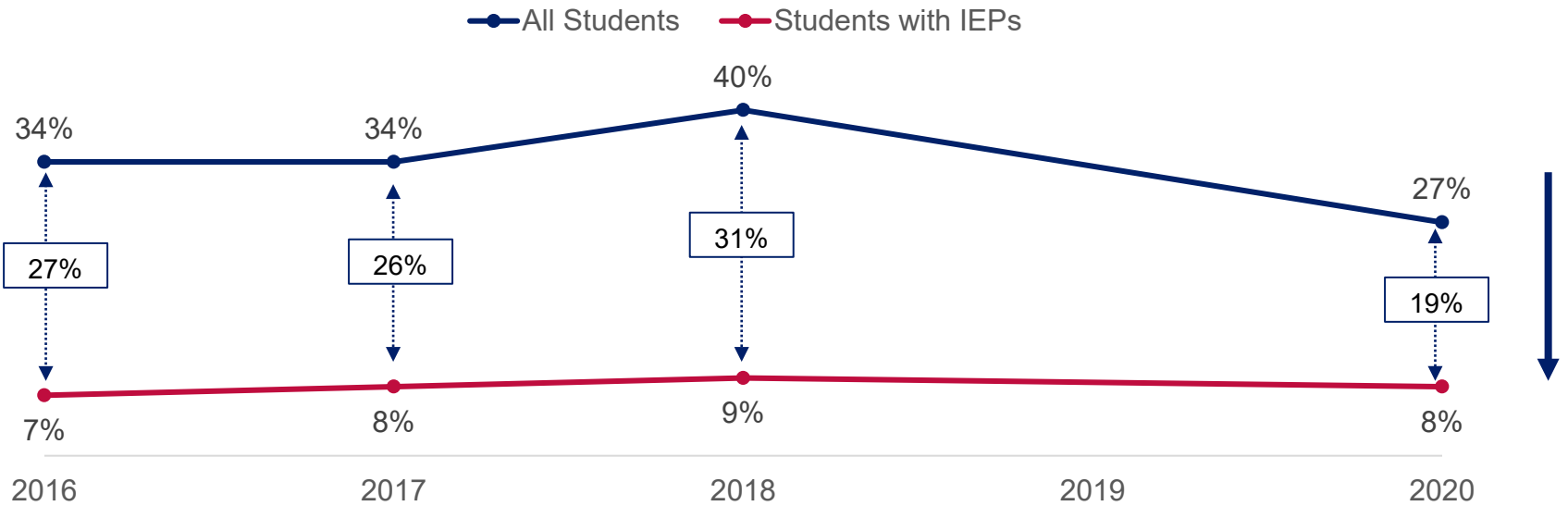




Indicator 3d: Target Setting

High School Gap in Math Proficiency Rates for Children with IEPs and All Students Against Grade-Level Academic Achievement Standards

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	19%	17%	15%	13%	11%	9%	-2.00%
Target 2	19%	18%	17%	16%	15%	14%	-1.00%
Target 3	19%	18.5%	18%	17.5%	17%	16.5%	-0.50%



State Performance Plan Indicators

Next: Indicator 17

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



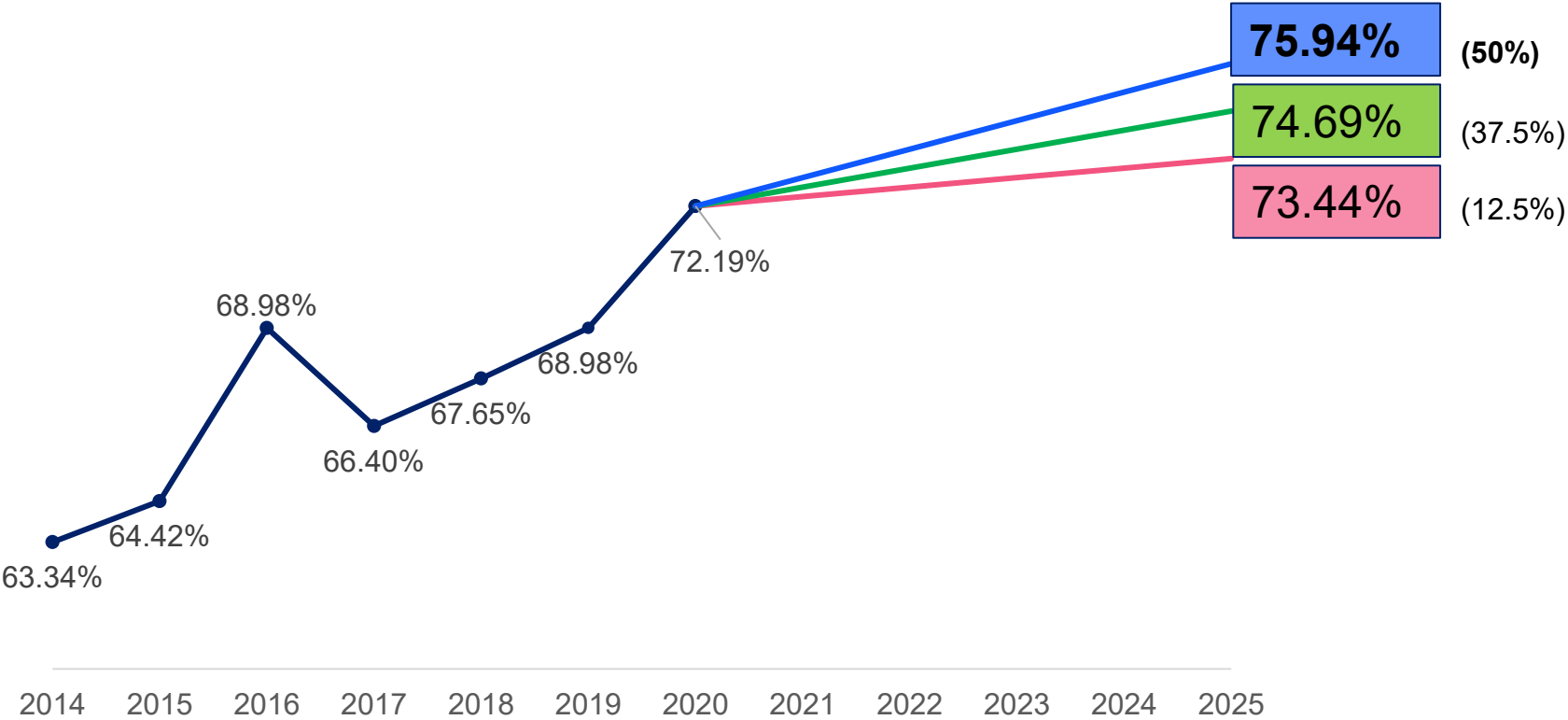


Survey Results from October 22 SEAP Meeting: Ind 1, 2, 5, 6, 7, 8, and 14

Indicator 1 Results

Graduating with a Regular High School Diploma

Target: Majority of SEAP members voted for 75.94% as the FFY2025 target

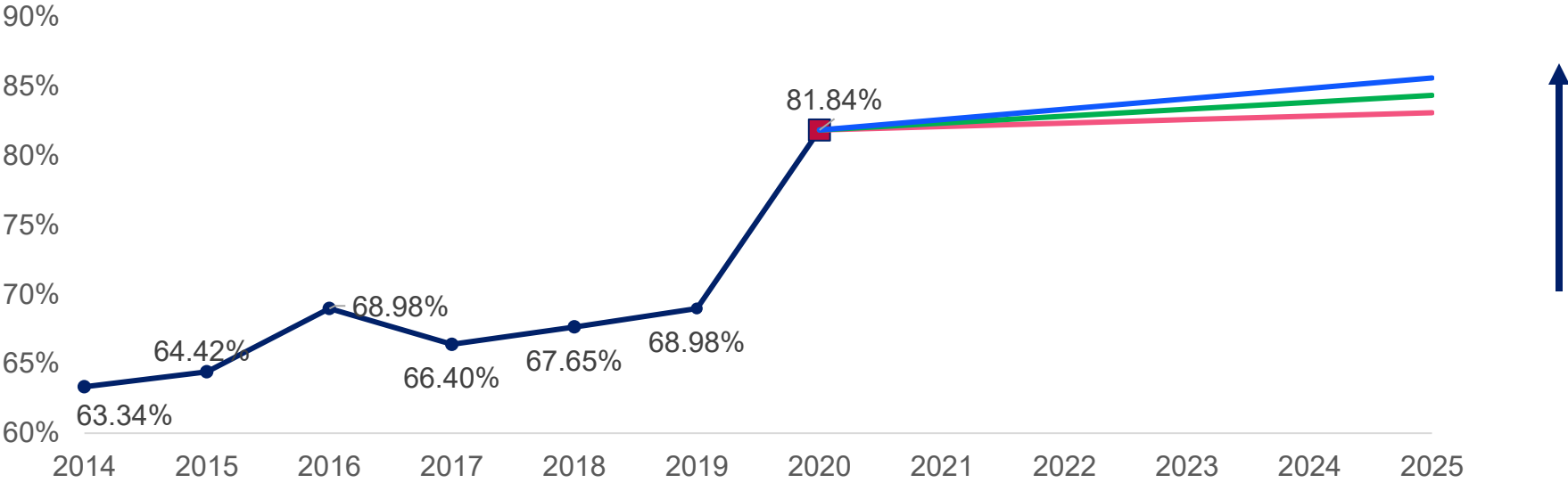


Indicator 1: Target Setting (UPDATED)

Graduating with a Regular High School Diploma

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	81.84%	82.59%	83.34%	84.09%	84.84%	85.59%	+0.75%
Target 2	81.84%	82.34%	82.84%	83.34%	83.84%	84.34%	+0.50%
Target 3	81.84%	82.09%	82.34%	82.59%	82.84%	83.09%	+0.25%

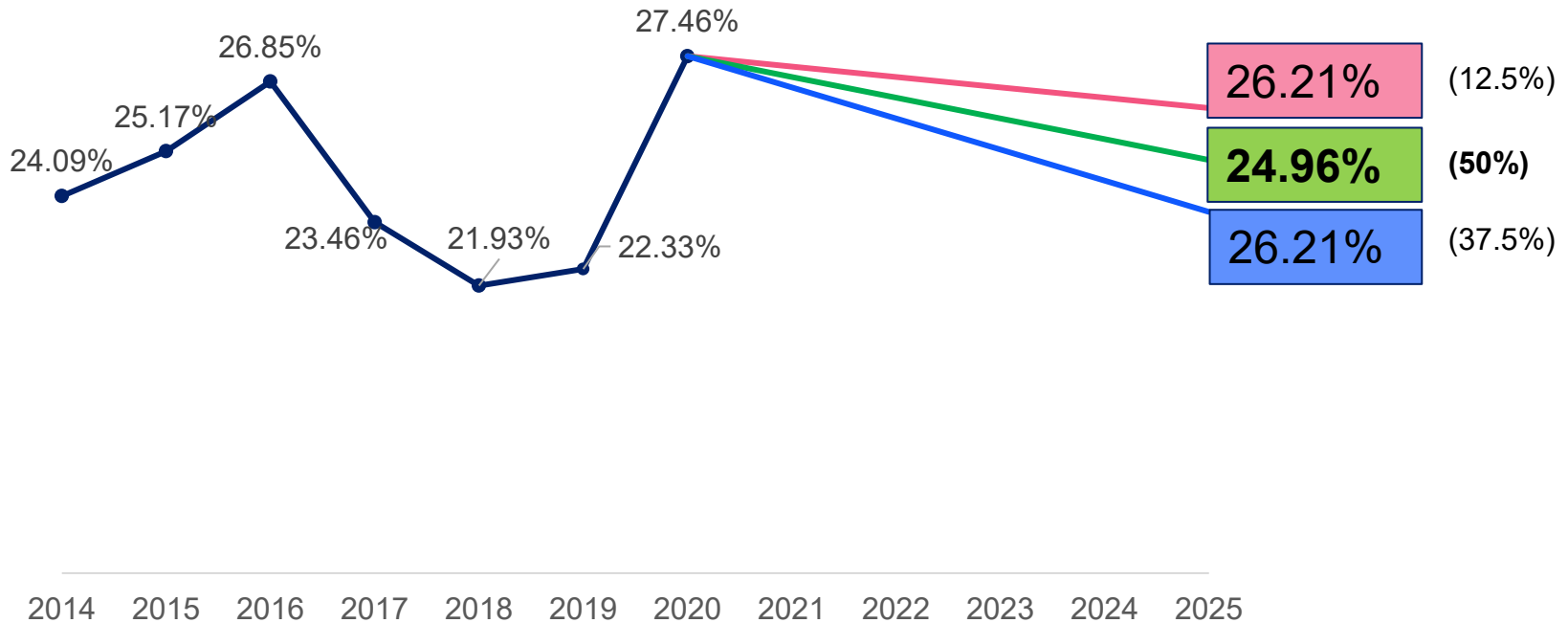
■ Baseline: 81.84% (2020): We are using this new baseline due to a change in the data source



Indicator 2 Results

Dropping Out

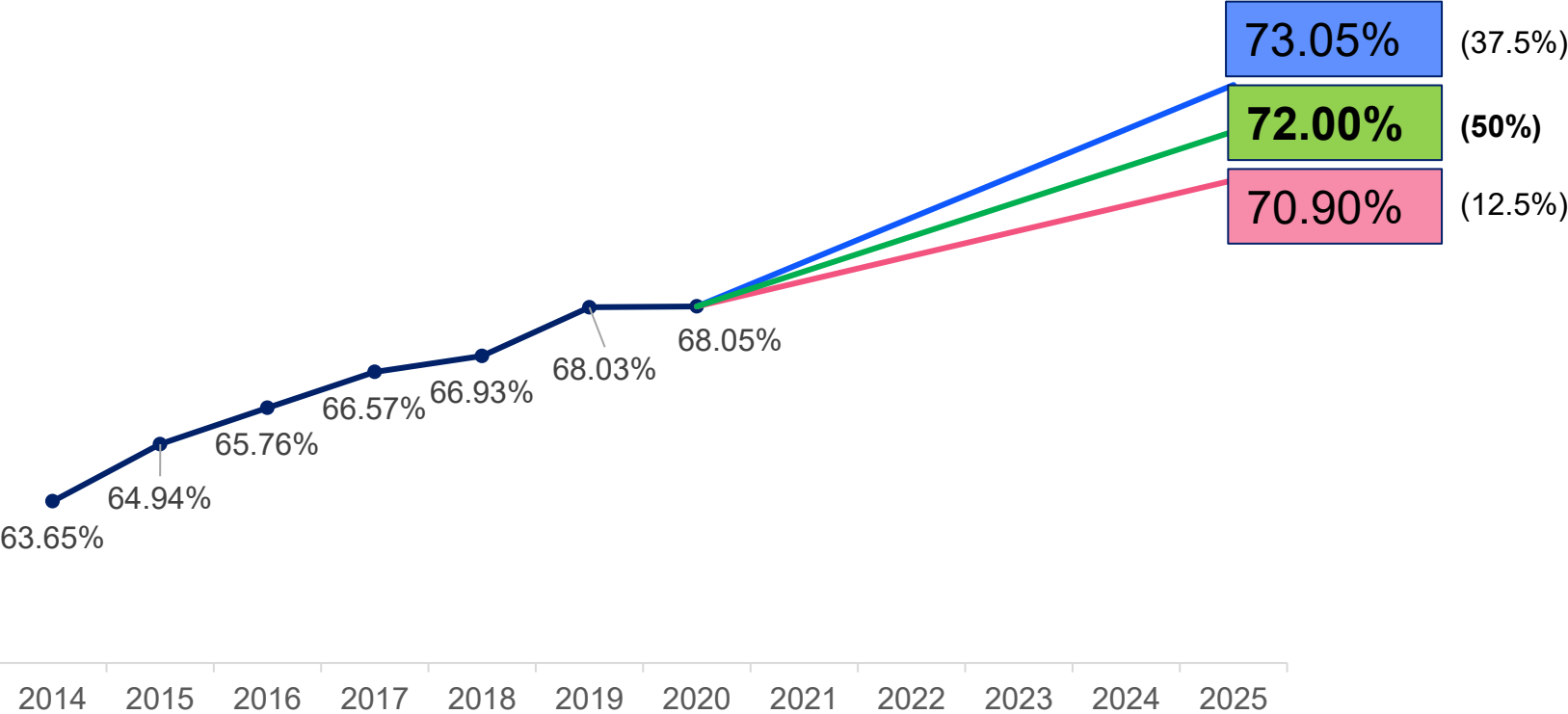
Target: Majority of SEAP members voted for 24.96% as the FFY2025 target



Indicator 5A Results

Inside the Regular Class More than 80% of the Day

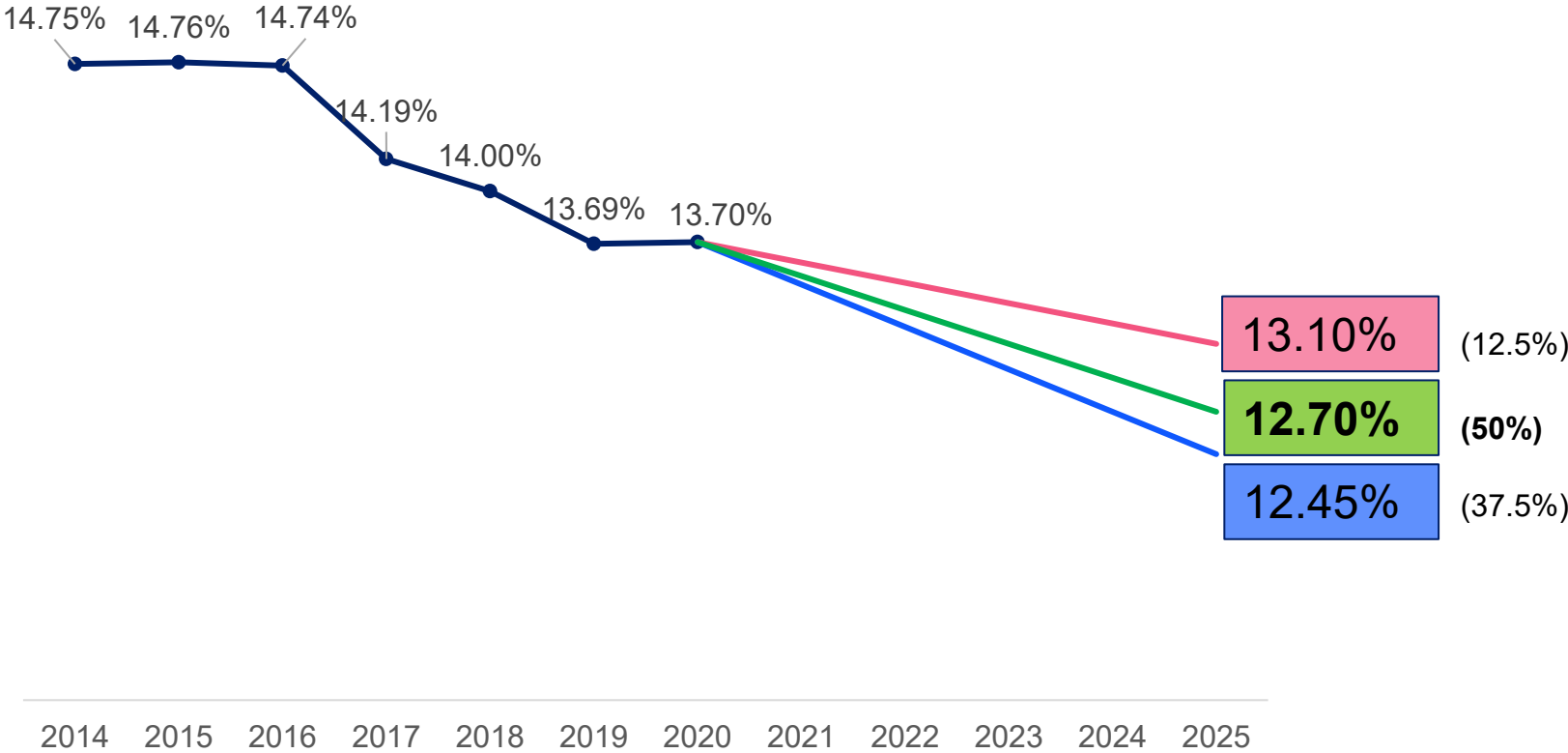
Target: Majority of SEAP members voted for 72.00% as the FFY2025 target



Indicator 5B Results

Inside the Regular Class Less than 40% of the Day

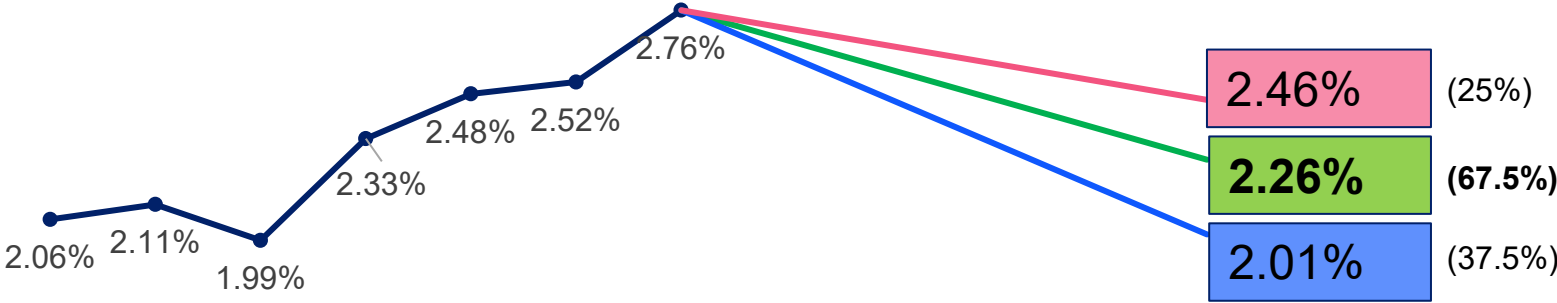
Target: Majority of SEAP members voted for 12.70% as the FFY2025 target



Indicator 5C Results

In Separate Schools, Residential Facilities, Homebound/Hospital

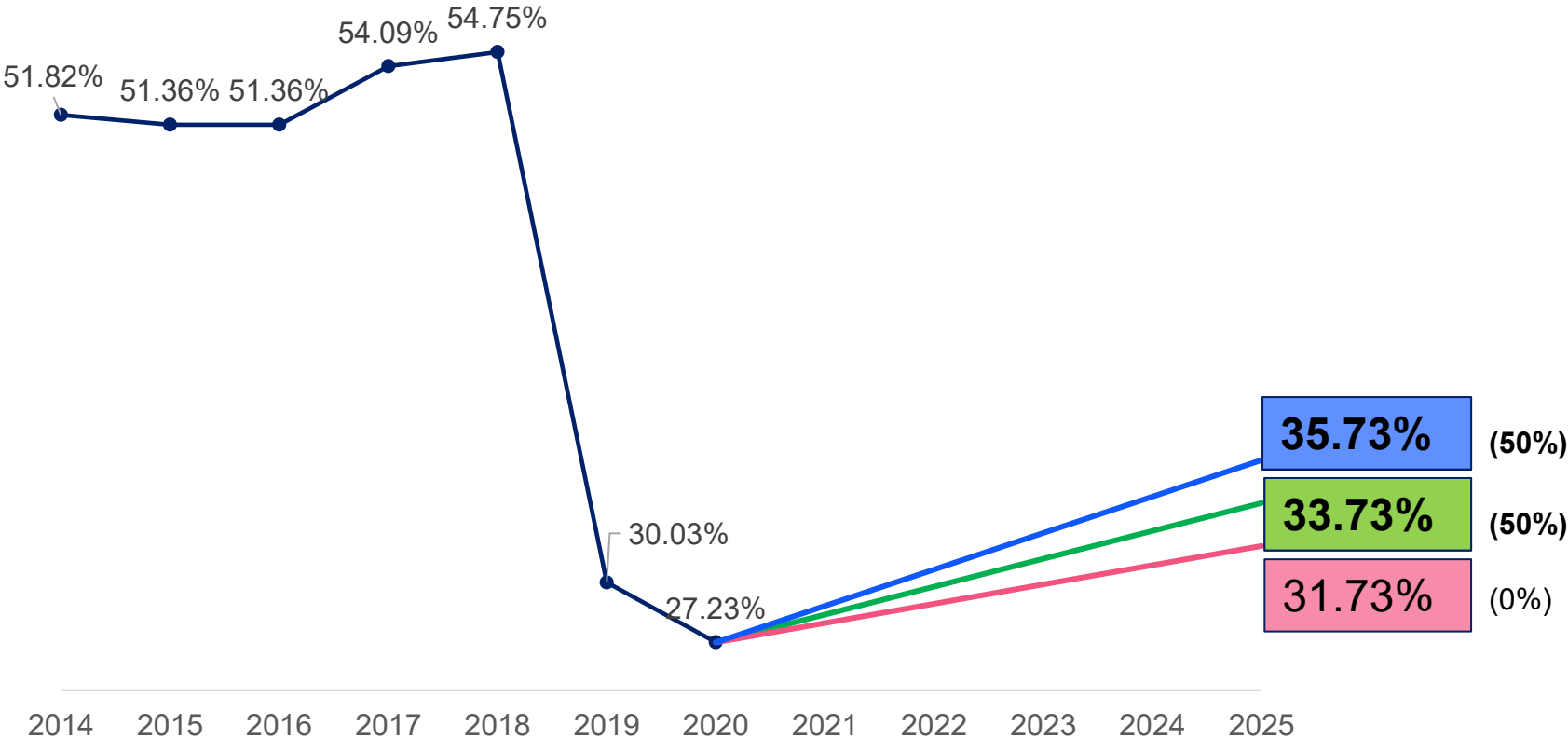
Target: Majority of SEAP members voted for 2.26% as the FFY2025 target



Indicator 6A Results

Receiving Majority of Services in Regular Early Childhood Program

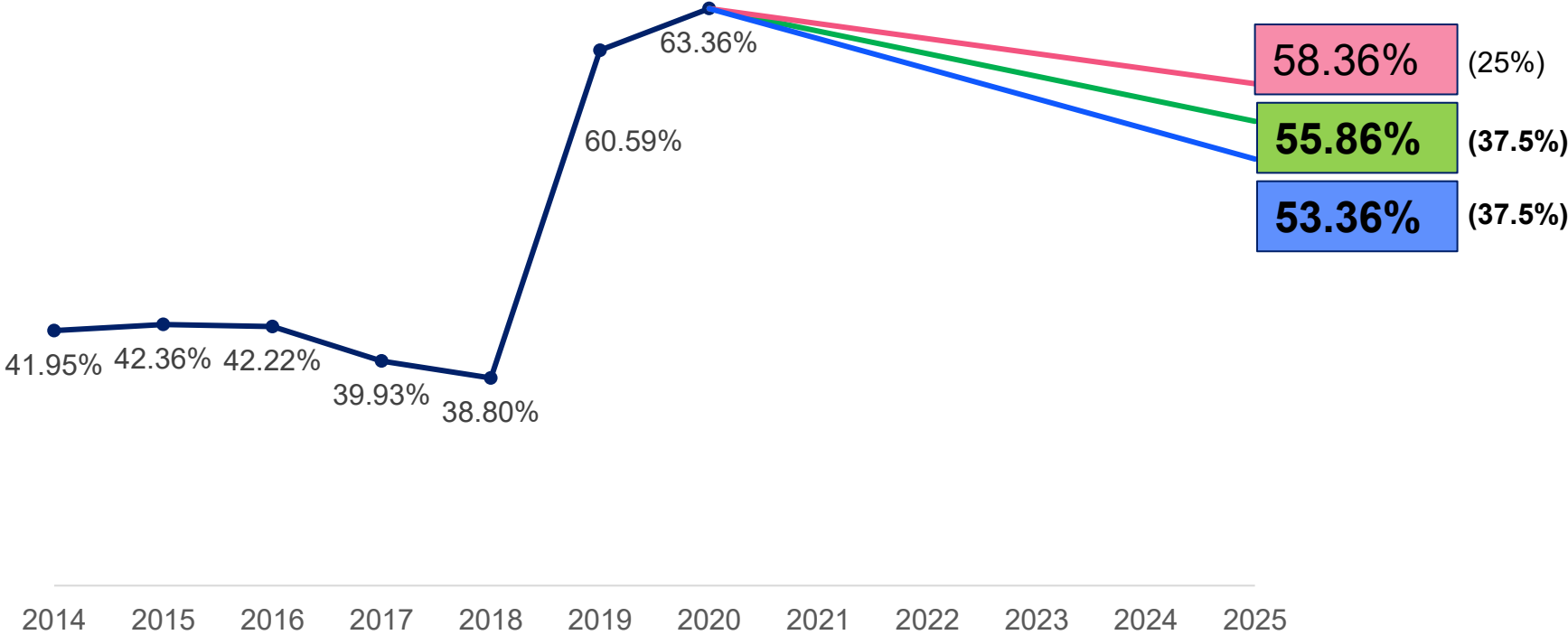
Target: Equal percentage of SEAP members voted for either 35.73% or 33.73% as the FFY2025 target



Indicator 6B Results

Attending Separate Classes, Separate Schools, or Residential Facility

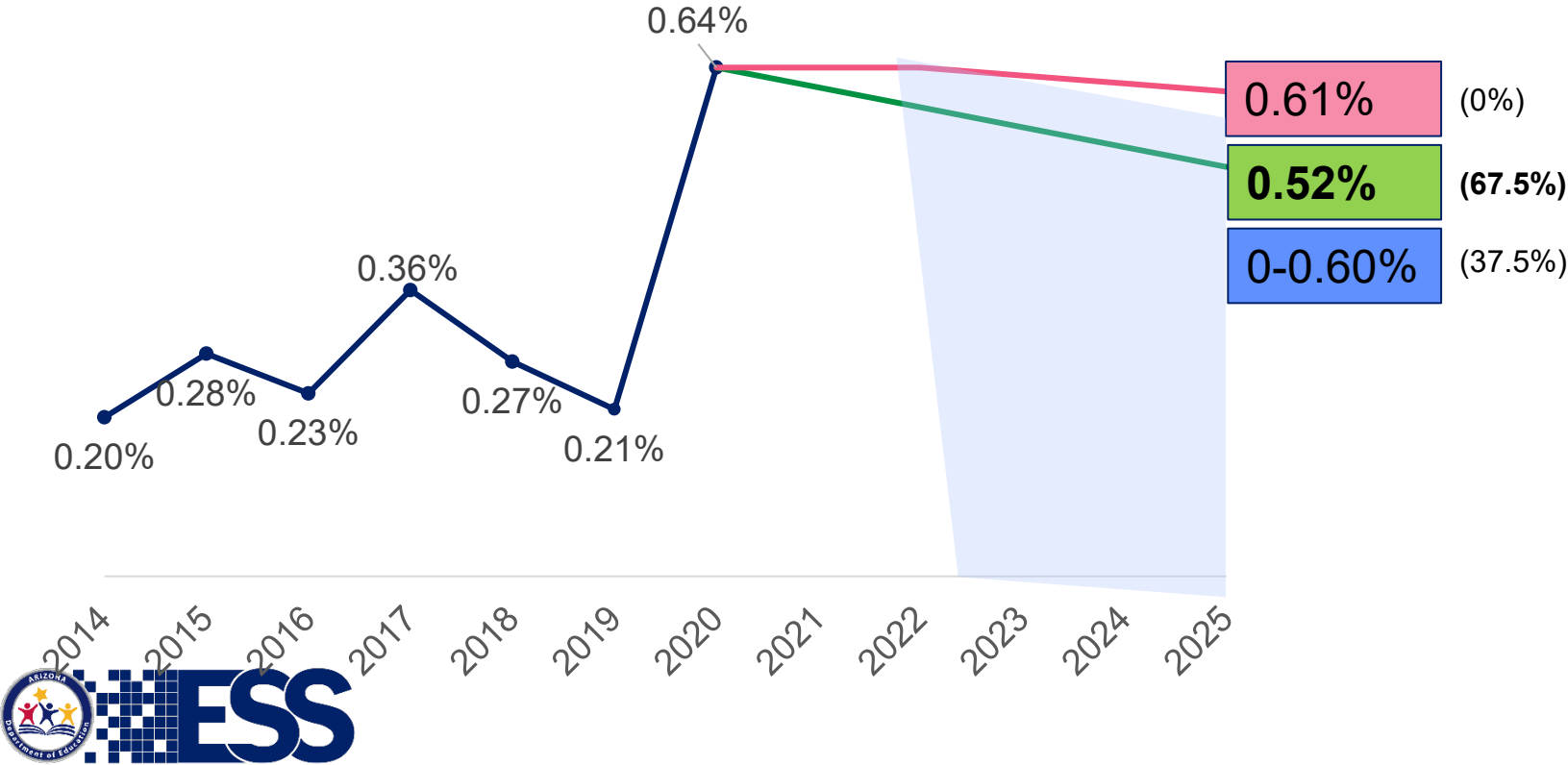
Target: Equal percentage of SEAP members voted for either 55.86% or 53.36% as the FFY2025 target



Indicator 6C Results

Receiving Services in the Home

Target: Majority of SEAP members voted for 0.52% as the FFY2025 target



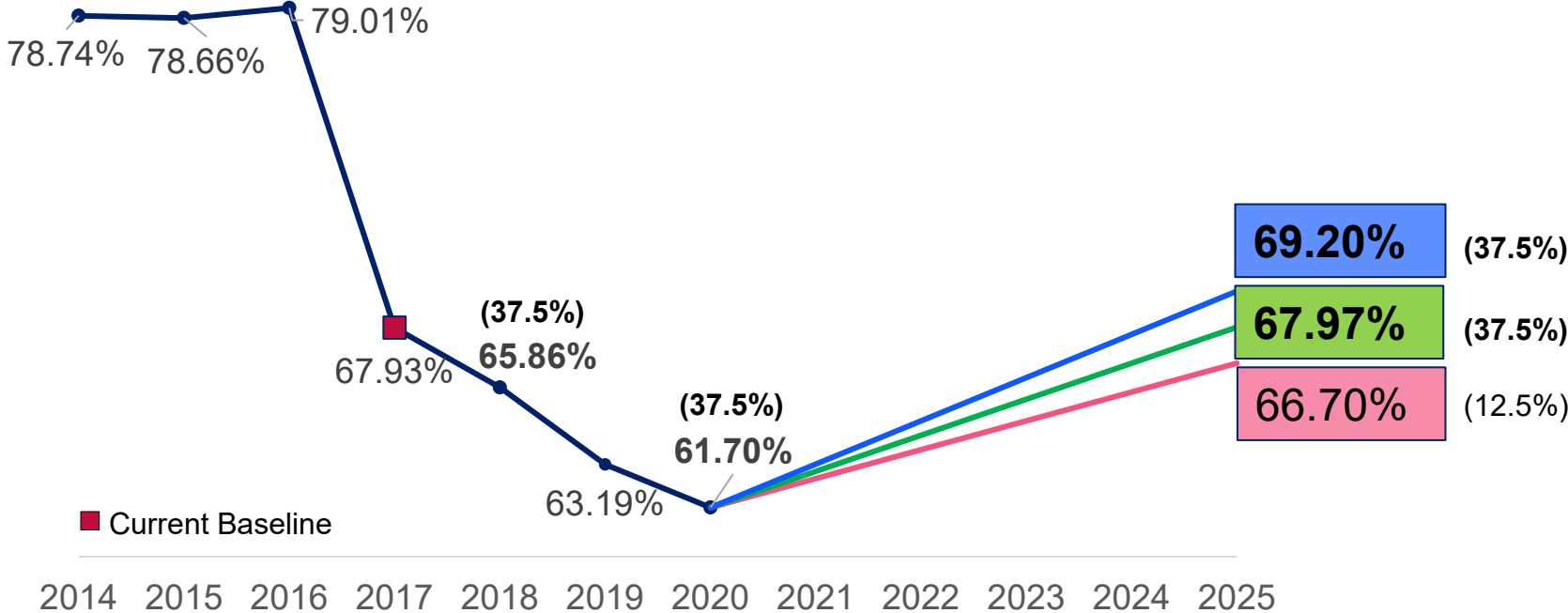
Indicator 7A Results

Positive Social-Emotional Skills (Including Social Relationships)

Substantially Increased Rate of Growth

Baseline: Equal percentage of SEAP members voted to change the baseline to either 65.86% or 61.70%

Target: Equal percentage of SEAP members voted for either 67.97% or 69.20% as the FFY2025 target



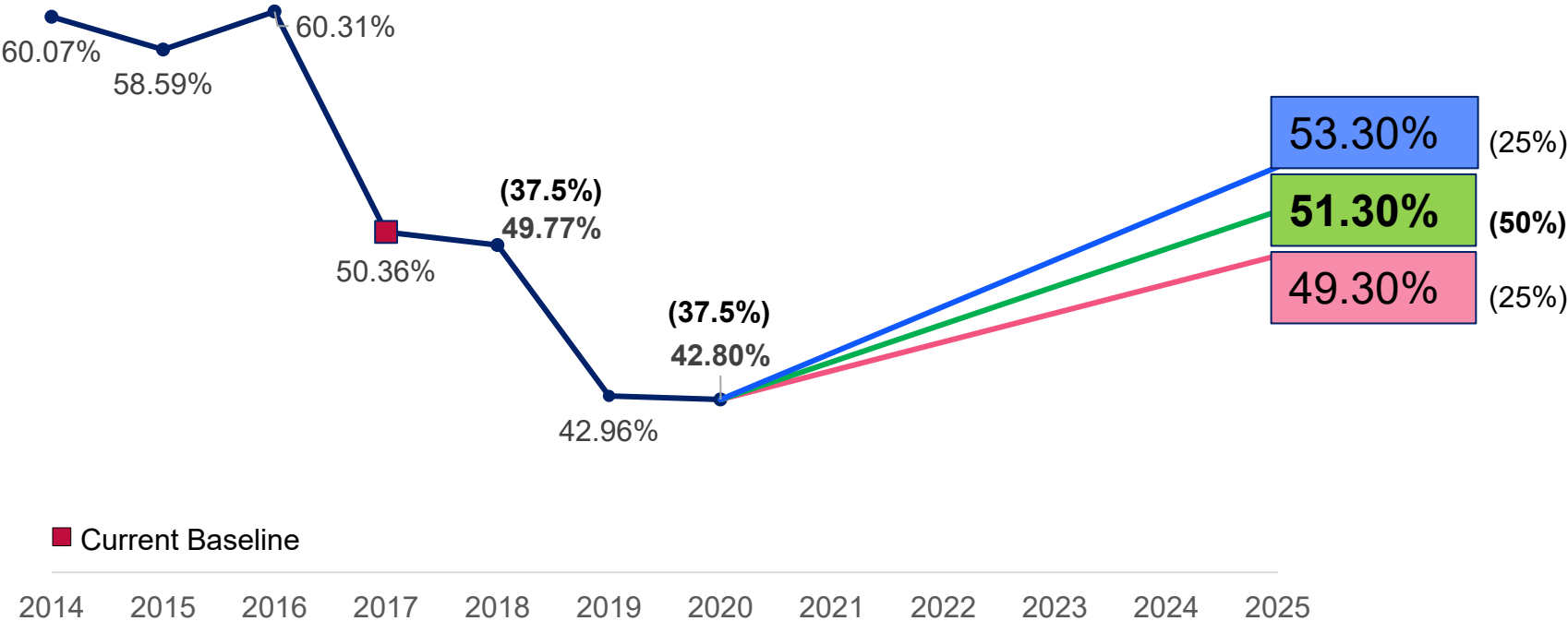
Indicator 7A Results

Positive Social-Emotional Skills (Including Social Relationships)

Functioning within Age Expectations

Baseline: Equal percentage of SEAP members voted to change the baseline to either 49.77% or 42.80%

Target: Majority of SEAP members voted for 51.30% as the FFY2025 target



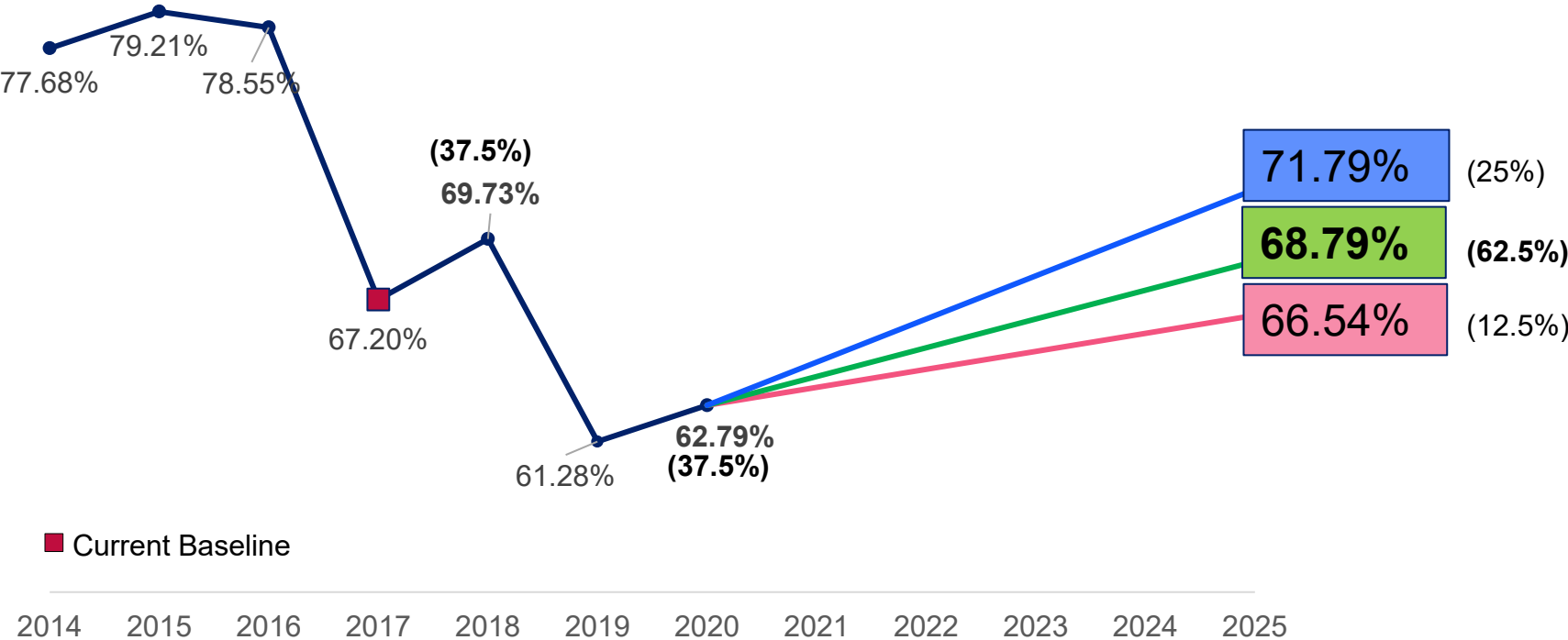
Indicator 7B Results

Acquisition and Use of Knowledge and Skills (Including Early Language/ Communication and Early Literacy)

Substantially Increased Rate of Growth

Baseline: Equal percentage of SEAP members voted to change the baseline to either 62.79% or 69.73%

Target: Majority of SEAP members voted for 68.79% as the FFY2025 target



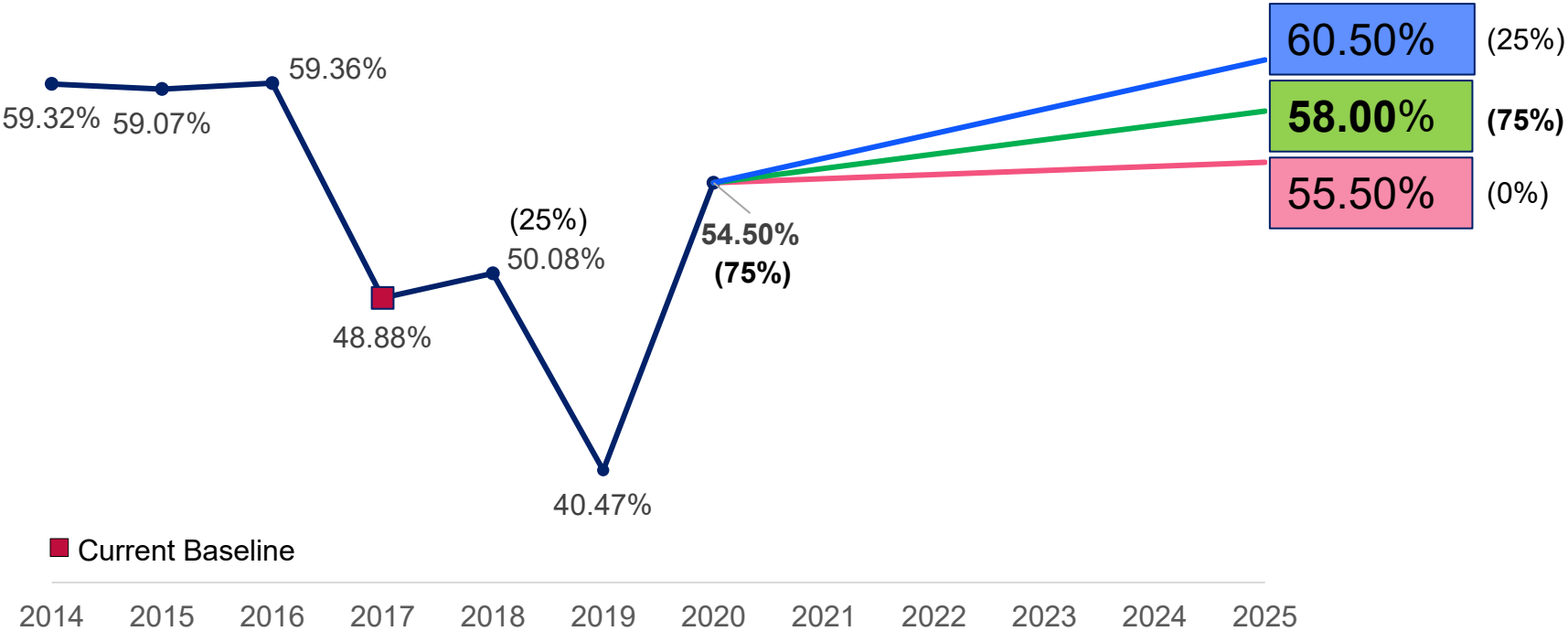
Indicator 7B Results

Acquisition and Use of Knowledge and Skills (Including Early Language/ Communication and Early Literacy)

Functioning within Age Expectations

Baseline: Majority SEAP members voted to change the baseline to 54.50%

Target: Majority of SEAP members voted for 58.00% as the FFY2025 target



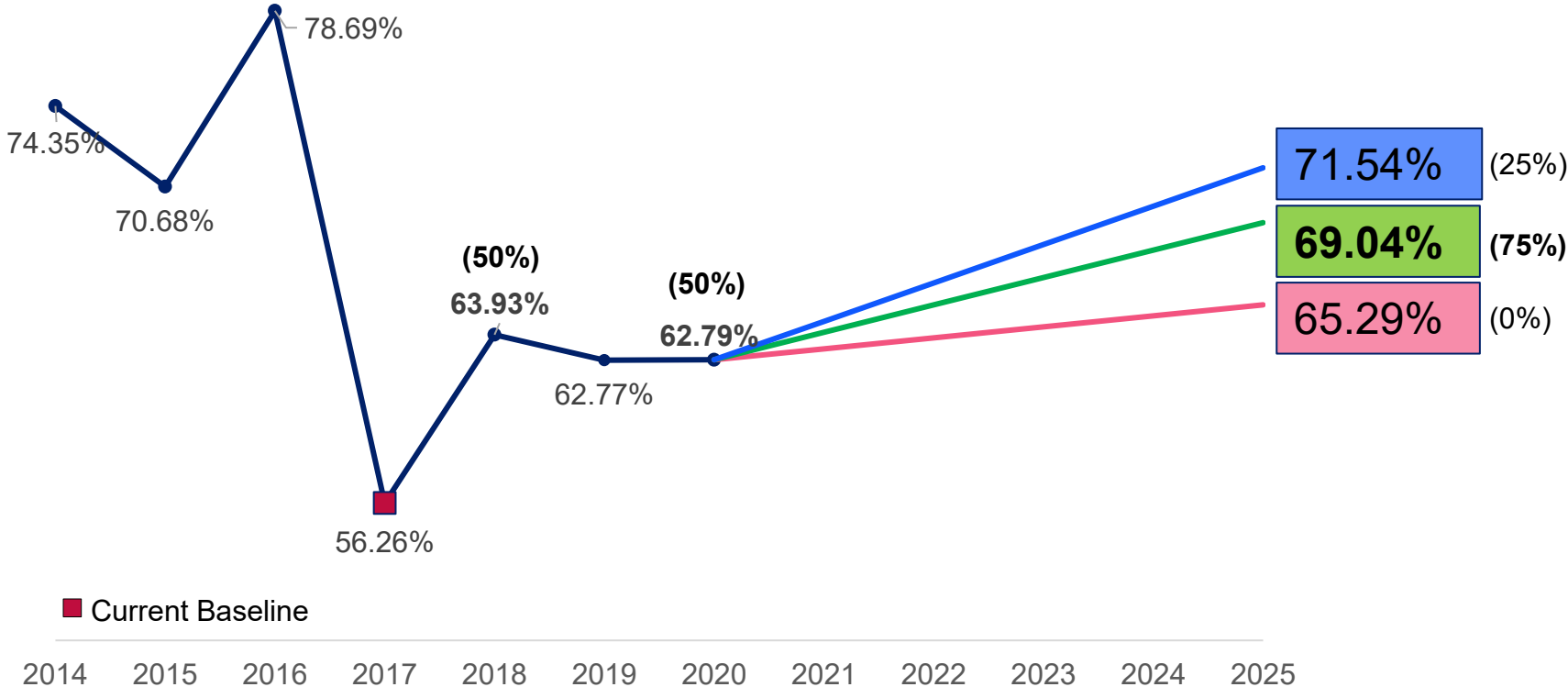
Indicator 7C Results

Use of Appropriate Behavior to Meet their Needs

Substantially Increased Rate of Growth

Baseline: Equal percentage of SEAP members voted to change the baseline to either 63.93% or 62.79%

Target: Majority of SEAP members voted for 69.04% as the FFY2025 target



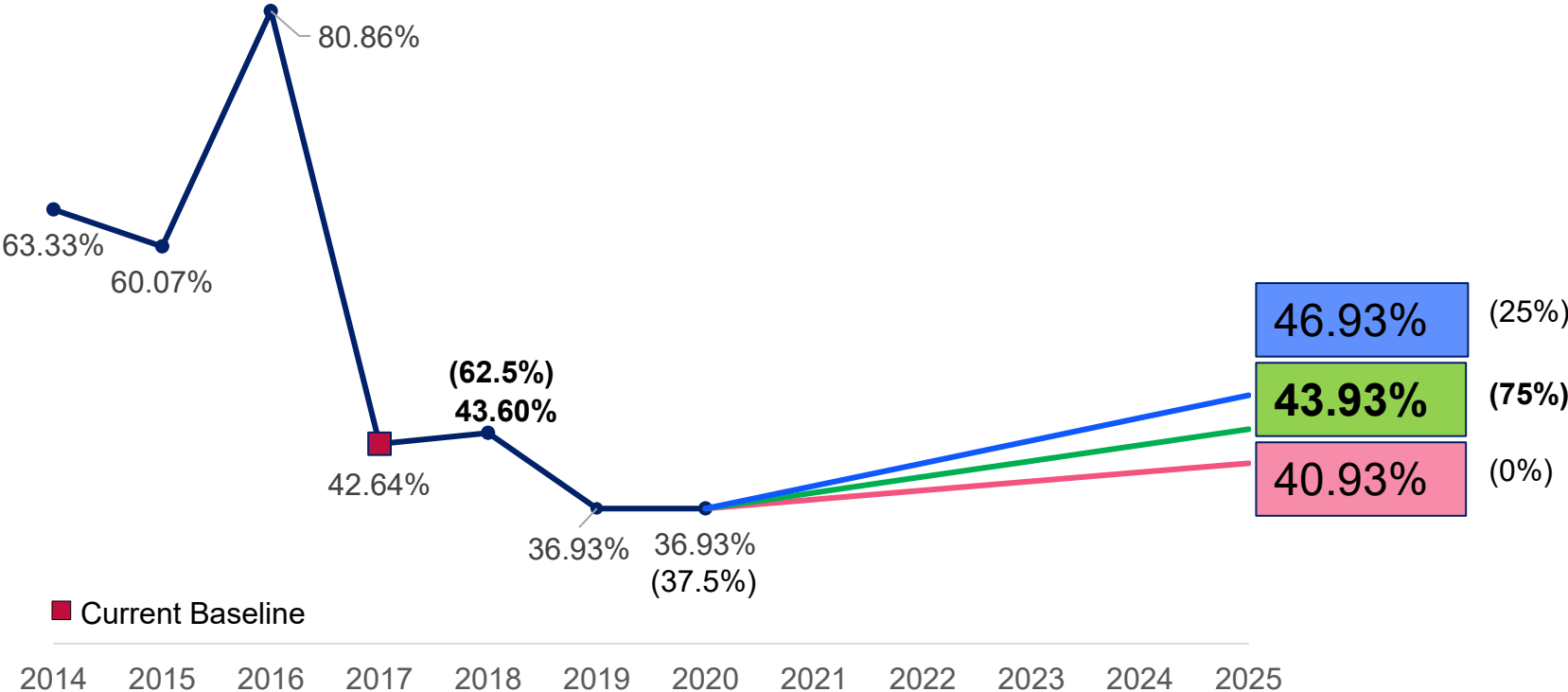
Indicator 7C Results

Use of Appropriate Behavior to Meet their Needs

Functioning within Age Expectations

Baseline: Majority SEAP members voted to change the baseline to 43.60%

Target: Majority of SEAP members voted for 43.93% as the FFY2025 target

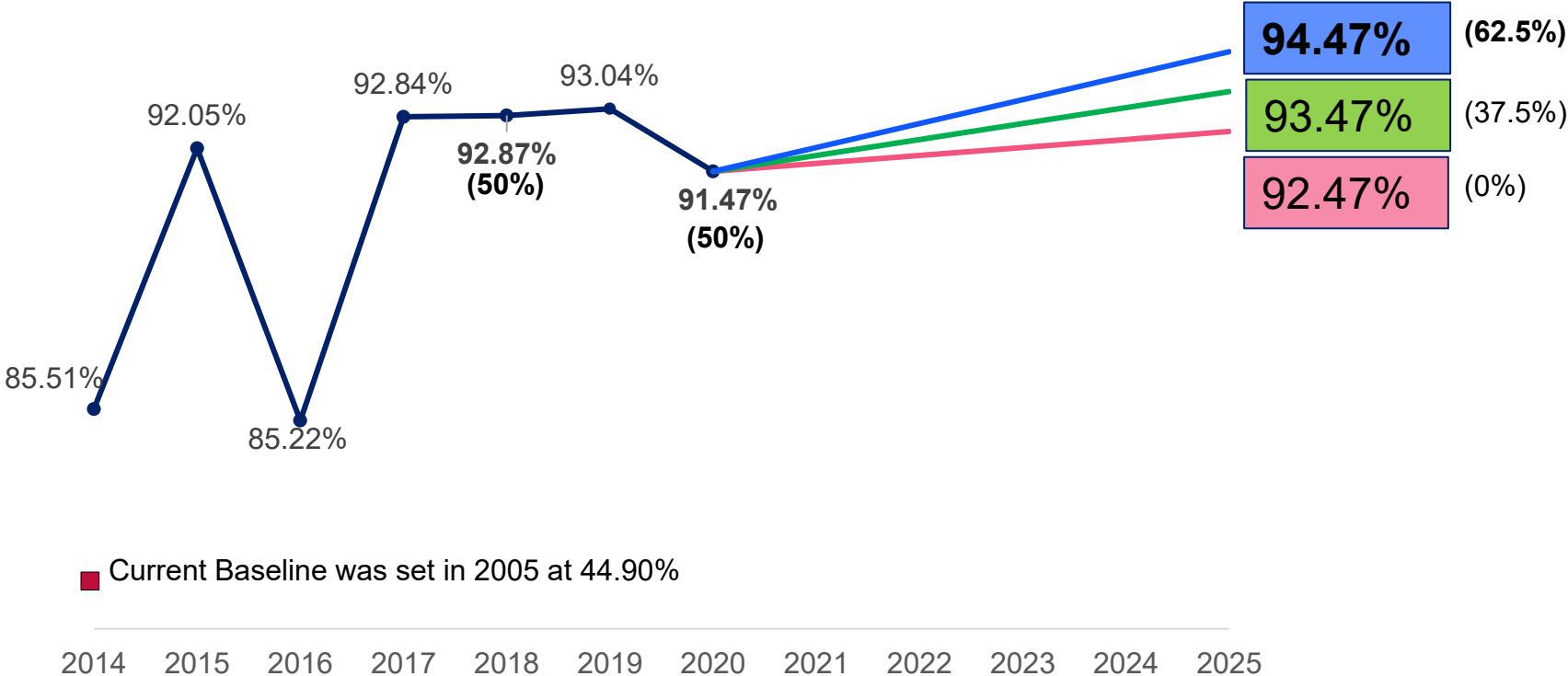


Indicator 8 Results

Parent Involvement

Baseline: Equal percentage of SEAP members voted to change the baseline to either 92.87% or 91.47%

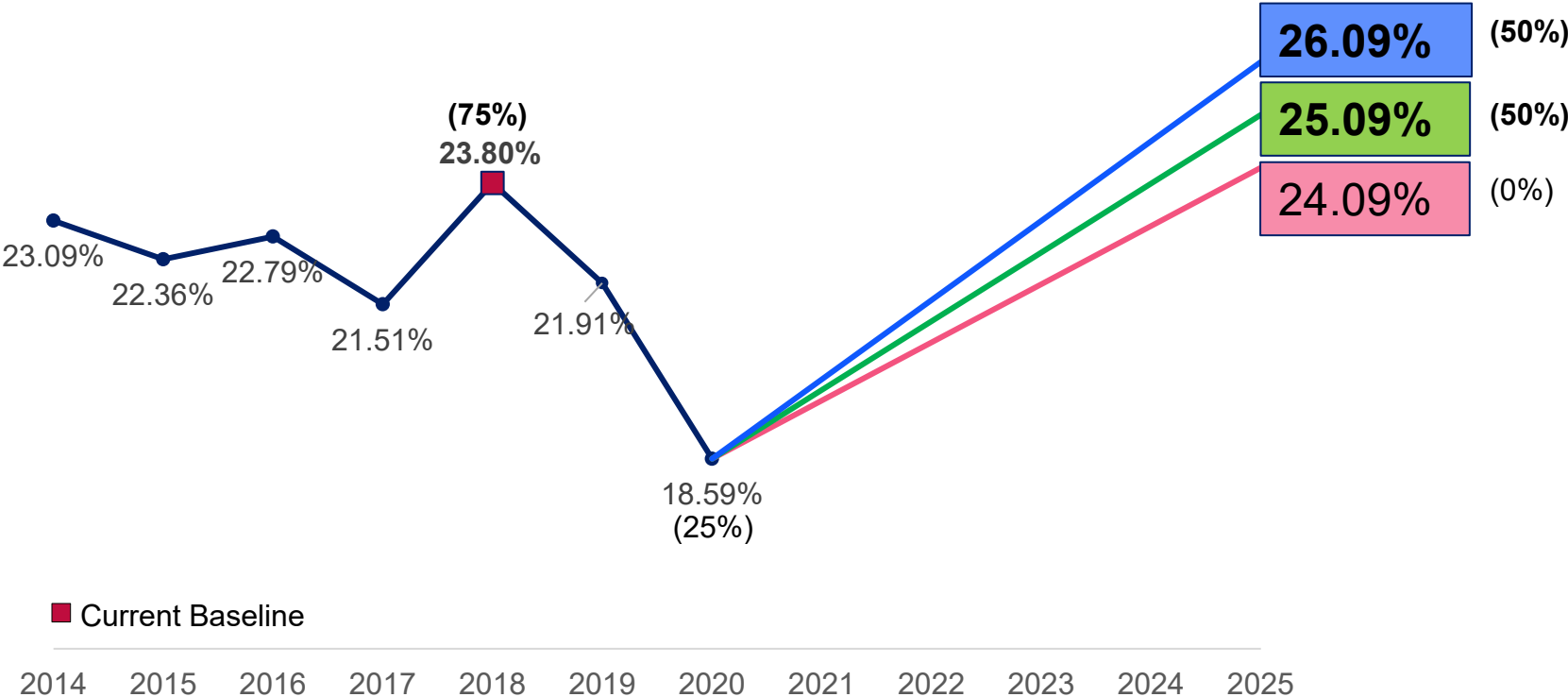
Target: Majority of SEAP members voted for 94.47% as the FFY2025 target



Indicator 14A Results

Higher Education

Baseline: Majority SEAP members voted to keep the baseline at 23.80%
Target: Equal percentage of SEAP members voted for either 26.09% or 25.09% as the FFY2025 target

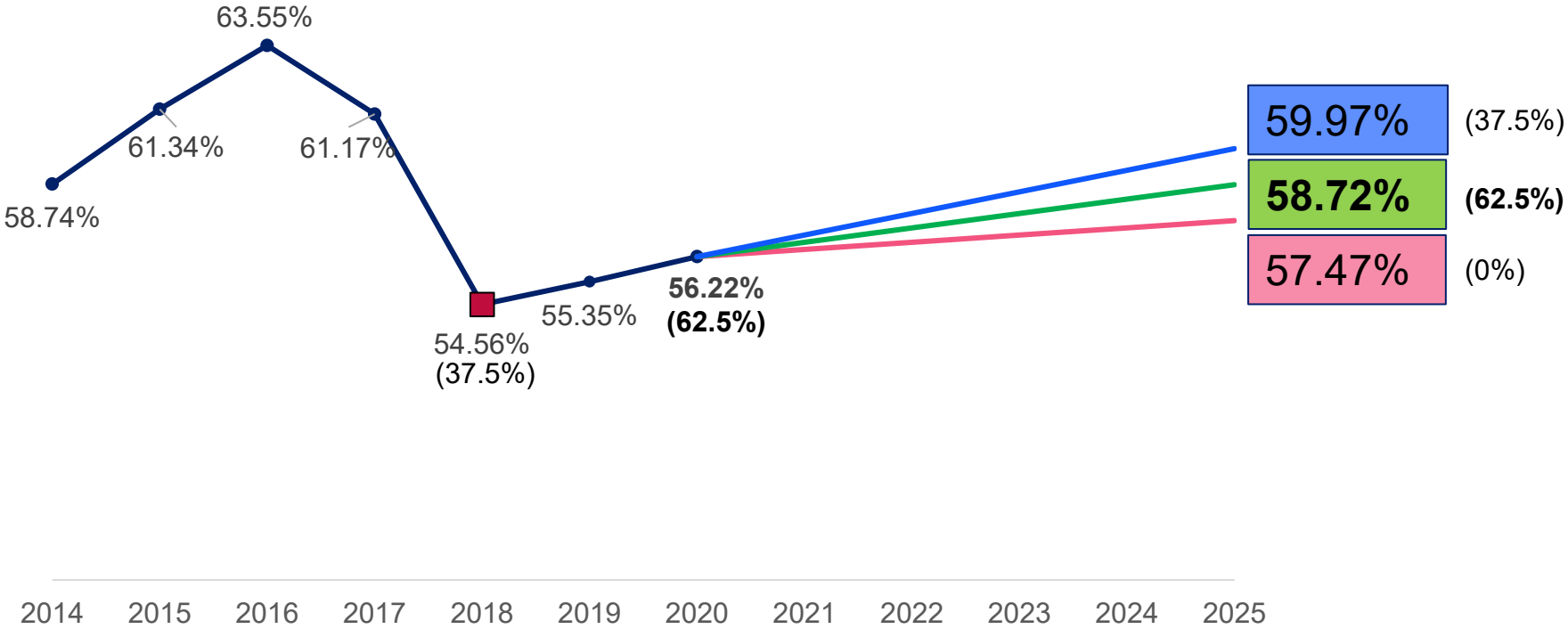


Indicator 14B Results

Competitively Employed + Higher Education

Baseline: Majority SEAP members voted to change the baseline to 56.22%

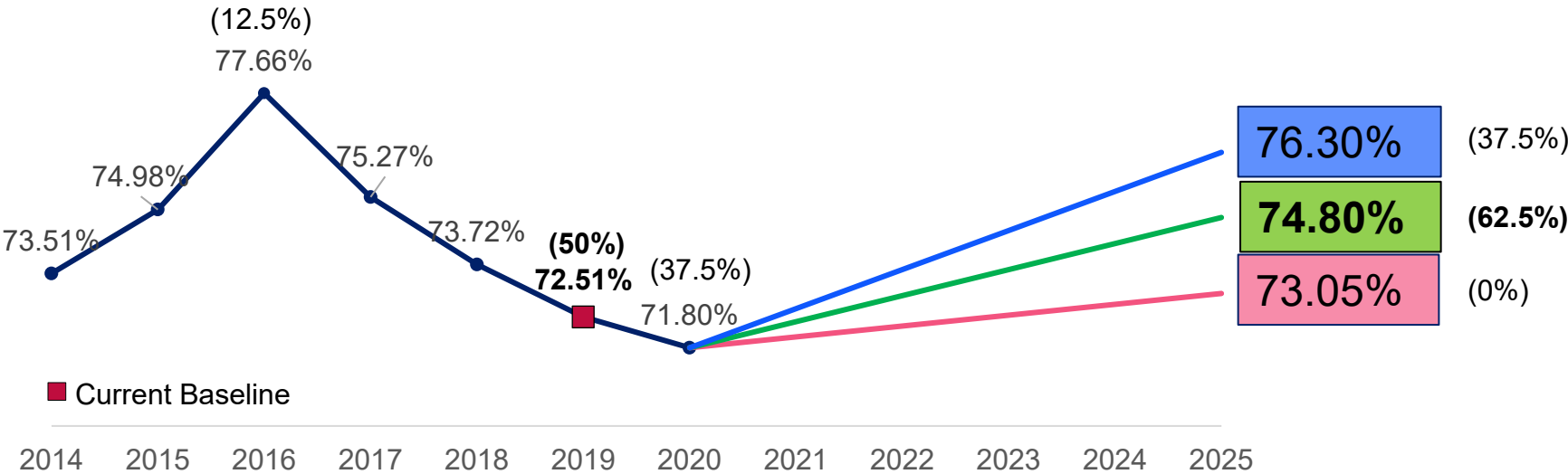
Target: Majority SEAP members voted for 58.72% as the FFY2025 target



Indicator 14C Results

Other Postsecondary Education/ Training Program /Other
Employment + Competitively Employed + Higher Education

Baseline: Majority SEAP members voted to keep 72.51% as the baseline
Target: Majority SEAP members voted for 74.80% as the FFY2025 target





Contact Us

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