



Exceptional Student Services (ESS) Special Education Director Forum

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

March 29, 2022



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.



Agenda

- Indicator 4: Suspension/Expulsion Rates
 - Introduction and Data Sources
 - Results
- Indicator 9: Disproportionality in Identification
 - Introduction & Data Sources
 - Results
- Indicator 10: Disproportionality in Specific Disability Categories
 - Introduction & Data Sources
 - Results
- Indicators 4, 9, and 10: Discussion
 - Ongoing Activities in the State
 - Questions

SPP/APR Indicators

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



Indicator 4: Suspension/Expulsion

Indicator 4: Introduction

Two sections for the indicator:

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

Data is 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 public education agencies (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 had an impact on the data submitted. Discipline data for this report is from the 2019–2020 school year, when schools were closed beginning in March.

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 **children with IEPs** (34 C.F.R. §300.170(a)).

Target is set at zero percent.

Indicator 4A: Significant Discrepancy

Calculation of risk ratio

- Risk of the public education agency (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

Exemption

- October 1 count is less than 30 or number of removals in the calculation is less than 10

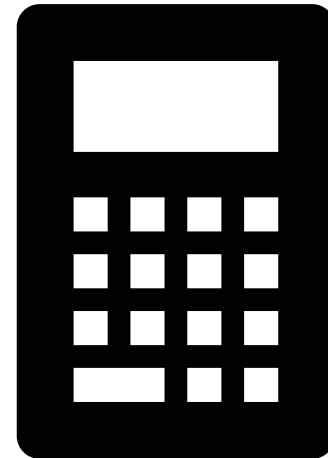
Indicator 4A: Calculation Example (1 of 3)

Test PEA Risk

- Out-of-school suspensions/expulsions > 10 days = 27
- October 1 count = 2,500

Total removals > 10 days = 27
divided by
October 1 count = 2,500

Risk = $0.0108 = 1.08\%$



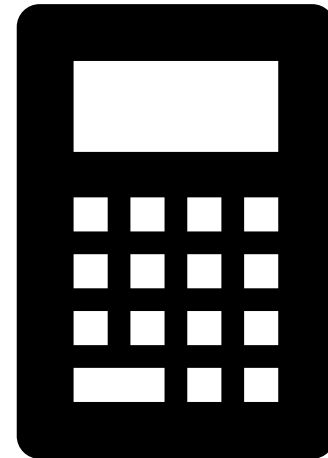
Indicator 4A: Calculation Example (2 of 3)

State Risk

- Total removals > 10 days = 500
- October 1 count = 150,000

Total removals > 10 days = 500
divided by
October 1 count = 150,000

Risk = $.0033 = .33\%$



Indicator 4A: Calculation Example (3 of 3)

Risk Ratio

- Test PEA risk divided by state risk
- 1.08% divided by $.33\% = 3.27$
- Thus, the ratio would be approximately 3.27

This would mean that a student at this PEA is 3.27 times more likely to be removed from that PEA for discipline compared to the state in general.

Indicator 4A: Results (1 of 3)

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 3)

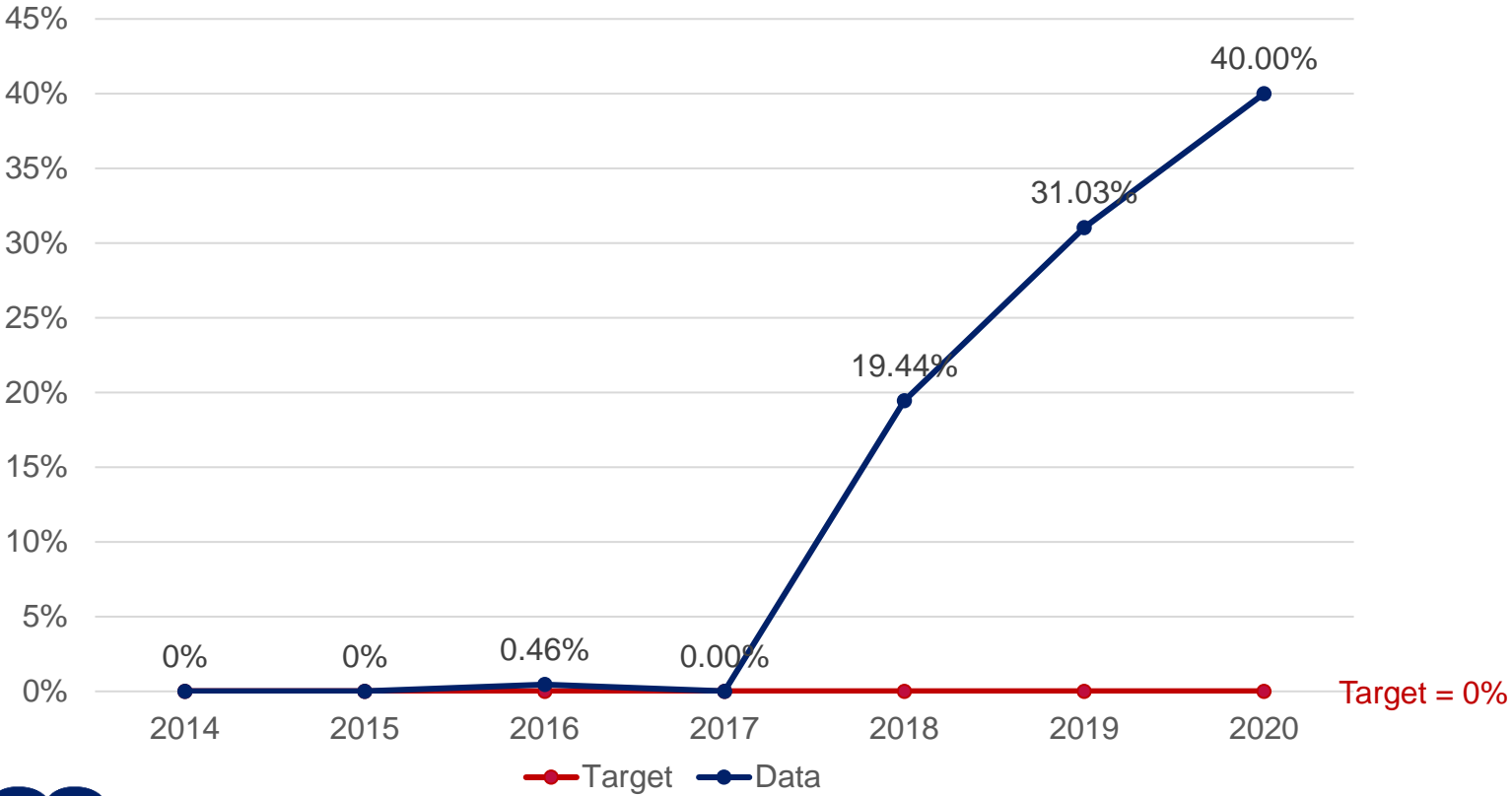
ESS was only able to test 15 PEAs who met the required n-sizes for the calculation. Most cells of data have numbers much too low to test.

From this, 6 of the 15 were identified as significantly discrepant. This means that our result was 40.00% which was an increase from 31.03%.

Zero PEAs were identified with noncompliance after review of their policies and procedures.

Indicator 4A: Results (3 of 3)

	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Target	0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0.46%	0%	19.44%	31.03%	40.00%



Indicator 4A: Explanation of Results

Beginning in the 2018 calculation, ESS streamlined the process and began to reinforce discipline reporting. The 2019 calculation saw the decommissioning of AzSAFE (the prior discipline tool) and its replacement by a more tailored discipline data collection tool.

PEAs are now reflecting removals more accurately, especially with testing for cumulative removals greater than 10 days.

- Example: Student suspended three times for four days each would now be recognized more clearly in calculations.

The baseline was reset in the FFY 2020 SPP/APR to reflect the 2020 data.



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 **children with IEPs** (34 C.F.R. §300.170(a)).

Target must be set at zero percent.

Indicator 4B: Significant Discrepancy

Calculation 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.

Example

- Test PEA risk of Black or African American removals greater than 10 days
divided by
- Test PEA risk of non-Black or African American removals greater than 10 days
 - (If the Black or African American count is too low, it will instead use the state risk).

Indicator 4B: Calculation

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

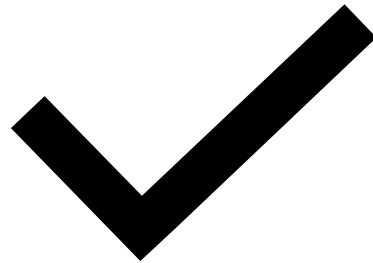
Indicator 4B: Results

Calculation of Percentage = (b)/(a)

Number of districts that met the State's minimum n-size (a)	Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with Requirements (b)	FFY 2020 Target	FFY 2020 Data	Status
8	4	0	0%	0%	Met Target

Indicator 4B: Results (continued)

Historically, indicator 4B always zero percent for Arizona. Few PEAs ever meet the n-size threshold to test for any race/ethnicity under this calculation.





Indicator 9: Disproportionate Representation

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 children 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
- Since the data year used in the calculation was from the 2020–2021 school year, COVID-19 had an impact on the data submitted. Discipline data for this report is from the 2020–2021 school year, when many students were having either in-person or hybrid learning environments most of the year.

Indicator 9: Calculation

- 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 9: Calculation Example (1 of 3)

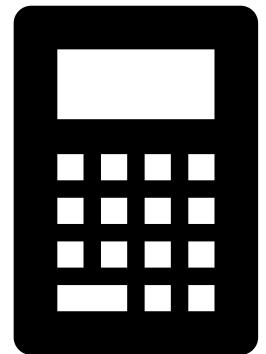
Test PEA Risk

- Black or African American students on an IEP over October 1 = 20
- All Black or African American students over October 1 = 100

Special education Black or African American = 20
divided by

All Black or African American = 100

Risk = $.2 = 20\%$



Indicator 9: Calculation Example (2 of 3)

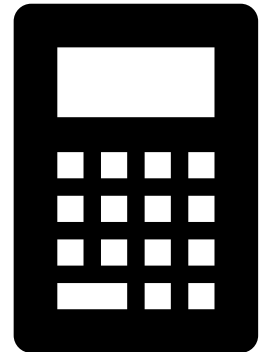
Test PEA Risk of all other Race/Ethnicities

- All non-Black or African American students on an IEP over October 1 = 600
- All non-Black or African American Students over October 1 = 6,500

Special education non-Black or African American = 600
divided by

All non-Black or African American = 6,500

Risk = $0.0923 = 9.23\%$



Indicator 9: Calculation Example (3 of 3)

Risk Ratio

- Test PEA Risk divided by Test PEA Risk of all other Race/Ethnicities
- 20% divided by 9.23% = 2.16
- Thus, the ratio would be approximately 2.16

This would mean that a Black or African American student at this PEA is 2.16 times more likely to be identified as special education compared to other race/ethnicities within that PEA (or the state if the alternative method is required).

Indicator 9: Results

Calculation of Percentage = (b)/(a)

Number of Districts that met the State's minimum n-size (a)	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification (b)	FFY 2020 Target	FFY 2020 Data	Status
496	0	0	0%	0%	Met Target

Indicator 9: Results (continued)

Historically, this indicator has always been zero percent for the data. Rarely does a PEA receive a finding of inappropriate identification through monitoring or a review of the PEA's practices or processes.

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

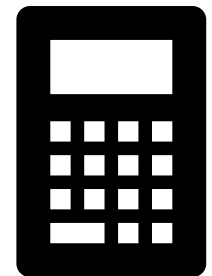
Note that the ages are 6 through 21 instead of 3 through 21, which is what is required in the specifications from the OSEP significant disproportionality measurement table.

Indicator 10: Data Sources

- ESS October 1 special education child count
- Agency October 1 child count
- Since the data year used in the calculation was from the 2020–2021 school year, COVID-19 had an impact on the data submitted. Discipline data for this report is from the 2020–2021 school year, when many students were having either in-person or hybrid learning environments most of the year.

Indicator 10: Calculation

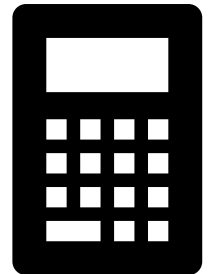
- The following calculation method is used:
 - a) Risk ratio method
 - b) Alternate risk ratio method: used for any PEA that does not meet the minimum cell size or minimum n-size. The alternate risk ratio compares the risk of a specific outcome for a specific group within the PEA with the state ratios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

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



Indicator 10: Results

Calculation of Percentage = (b)/(a)

Number of Districts that met the State's minimum n-size (a)	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification (b)	FFY 2020 Target	FFY 2020 Data	Status
393	22	0	0%	0%	Met Target

Indicator 10: Results (continued)

Like indicator 9, this indicator has always been zero percent for the data. Rarely does a PEA receive a finding of inappropriate identification through monitoring or a review of the PEA's practices or processes.

Ongoing Activities in the State: State Determinations

SPP/APR is a part of how the office of special education programs (OSEP) evaluates each state's implementation of the Individuals with Disabilities Education Act (IDEA) for Part B. It is known as the state's determination and uses indicators to measure these items.

Three of them have been shared with the panel today.



Ongoing Activities in the State: PEA Determinations

Each state is required to make a determination on how each PEA implements Part B of the IDEA. This is through a process entitled PEA Determinations.

Exceptional Student Services is in the process of revising the scoring methodology for PEA Determinations and preparing to provide new technical assistance.

The indicators here are also applied at a PEA level but the scoring system has not been revised in many years.





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