



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

Indicators 1 and 2 for Federal Fiscal Year 2021 State  
Performance Plan and Annual Performance Report

June 14<sup>th</sup>, 2022



**Exceptional  
Student Services**

# Agenda

- Review Purpose of State Performance Plan/Annual Performance Report (SPP/APR)
- Indicators 1 and 2 (Graduation and Dropout Rates)
  - Introduction and Data Source
  - Measurement
  - Results
    - Historical, Current, and Future Results
    - Disaggregated By Disability
      - Trend
    - Disaggregated By Race/Ethnicity
      - Trend



# What is the SPP/APR?

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.



# Federal Fiscal Year

Federal reporting uses federal fiscal year when submitting and reporting on information. This classification is forward facing, compared using to the standard fiscal year.

The most recent data shown in this presentation will be from the 2020-2021 school year. That school year is also known as state fiscal year 2021 or federal fiscal year (FFY) 2020



# Indicators 1 and 2 Introduction

- Indicator 1: Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))
- Indicator 2: Percent of youth with Individualized Education Programs (IEPs) exiting special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))
- Data Source: Same data as used for reporting to the Department of Education under section 618 of the Individuals with Disabilities Education Act (IDEA).

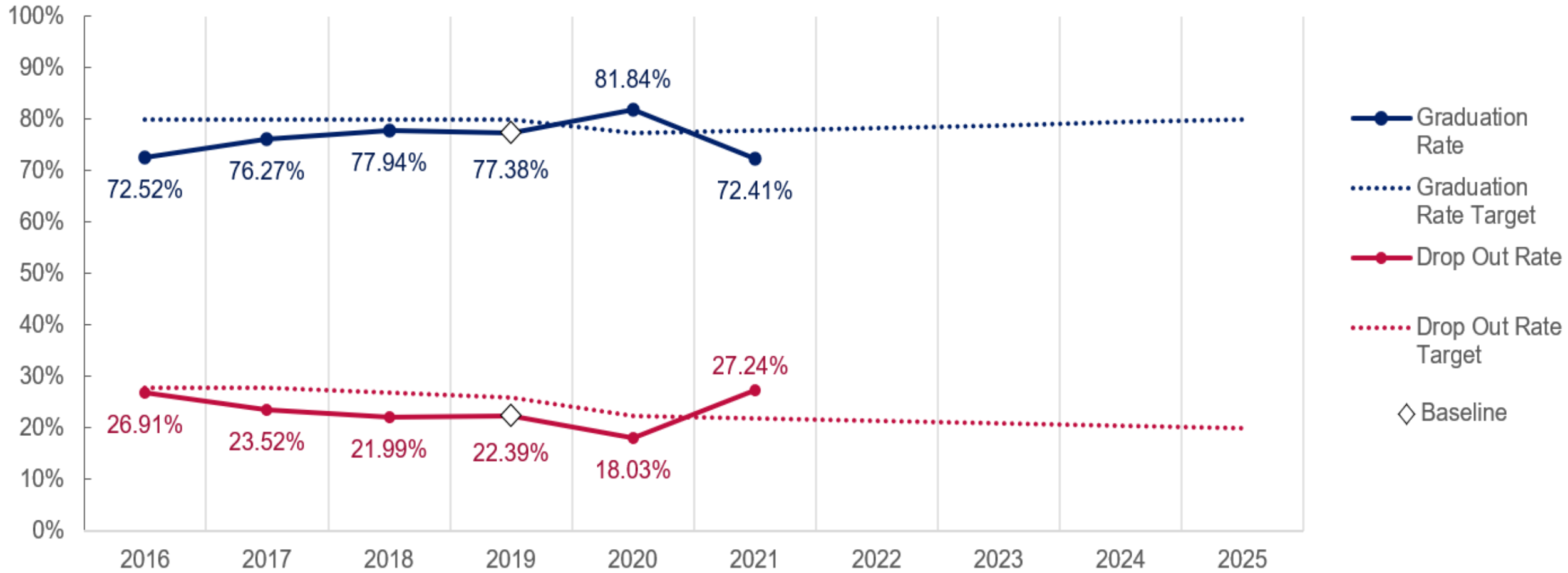


# Indicators 1 and 2 Measurement

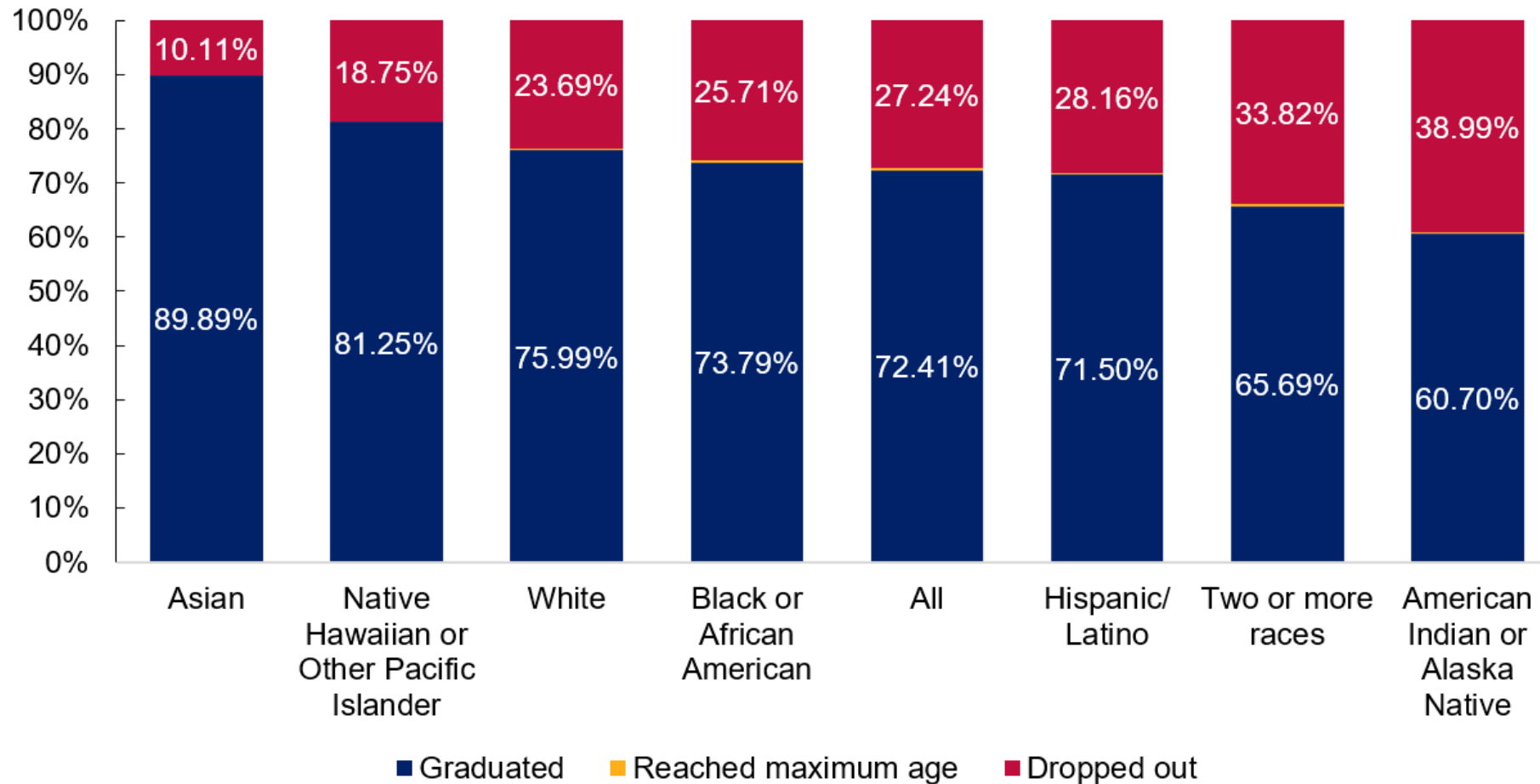
- Indicator 1: States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education **due to graduating with a regular high school diploma** in the numerator and the number of all youth with IEPs who exited special education (ages 14–21) in the denominator.
- Indicator 2: States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education **due to dropping out** in the numerator and the number of all youth with IEPs who exited special education (ages 14–21) in the denominator.



# Percentage of Youths with IEPs Graduating with a High School Diploma or Dropping Out: School Years 2016-2021

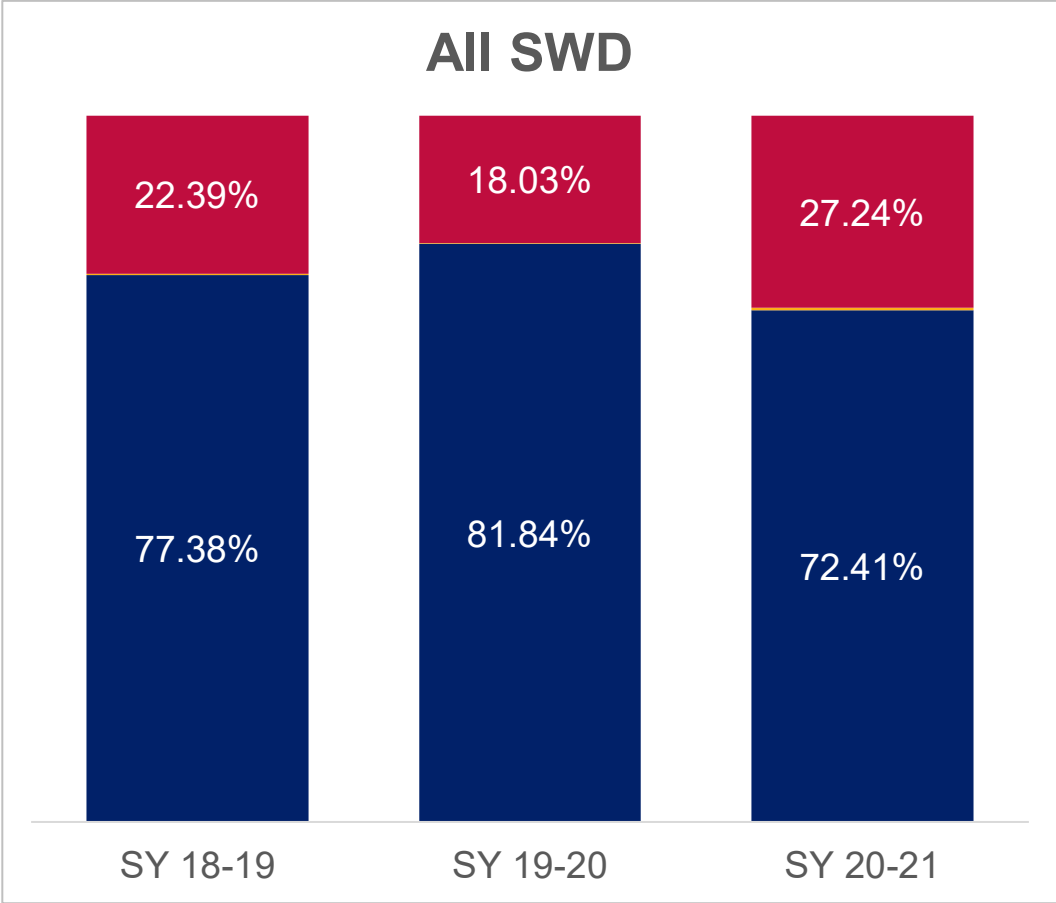
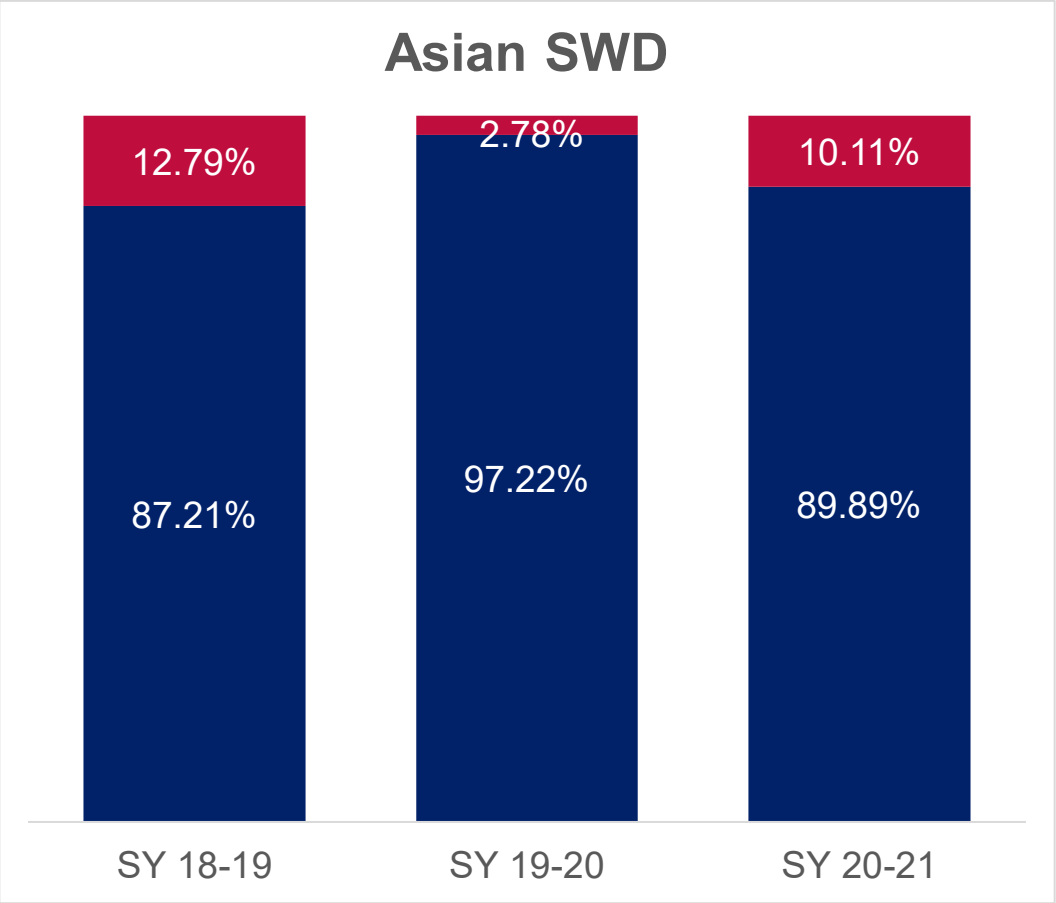


# Percent of Students with Disabilities Exiting School, Ages 14–21, by Race/Ethnicity: SY: 2020–21

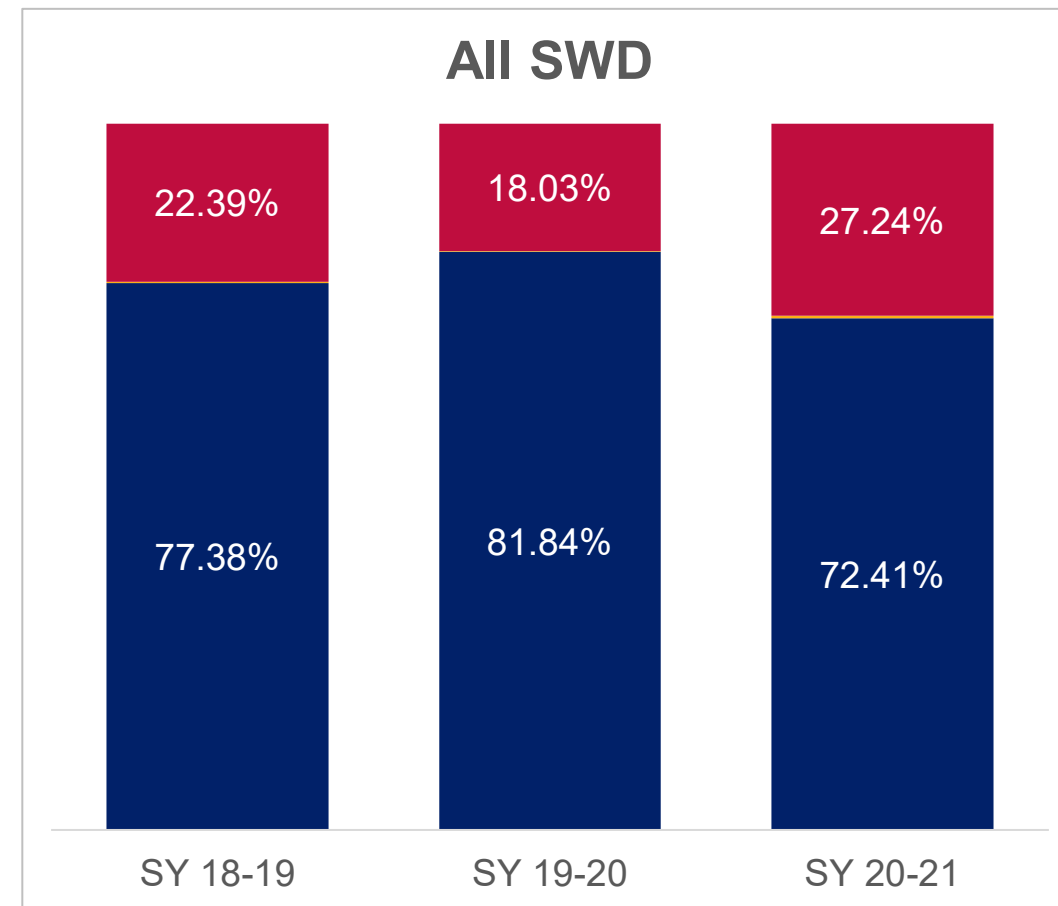
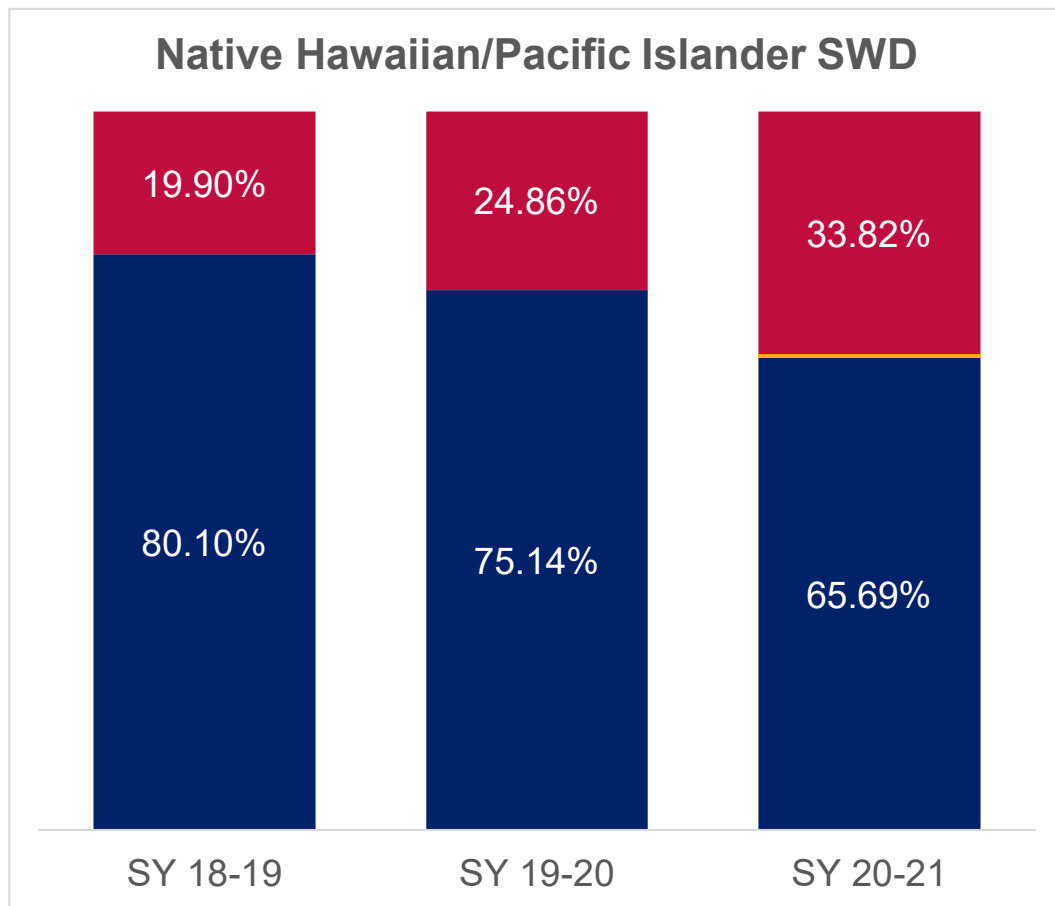




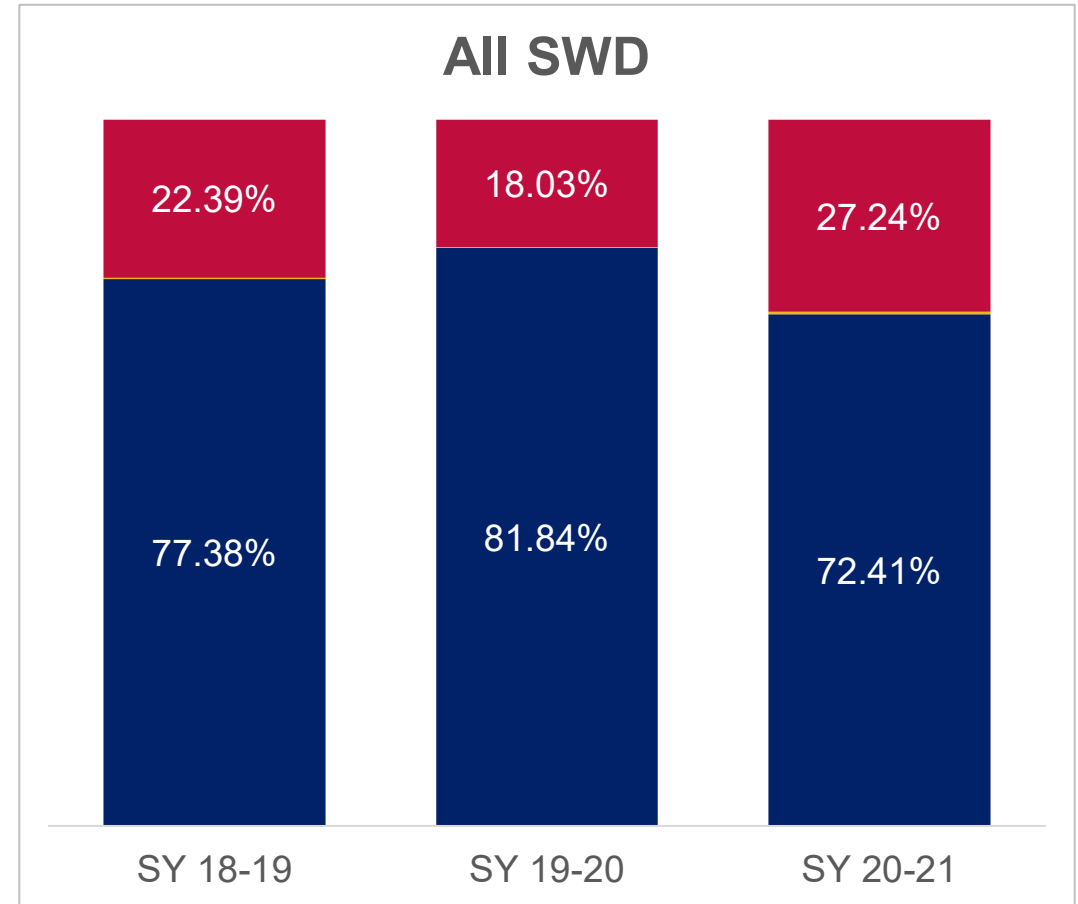
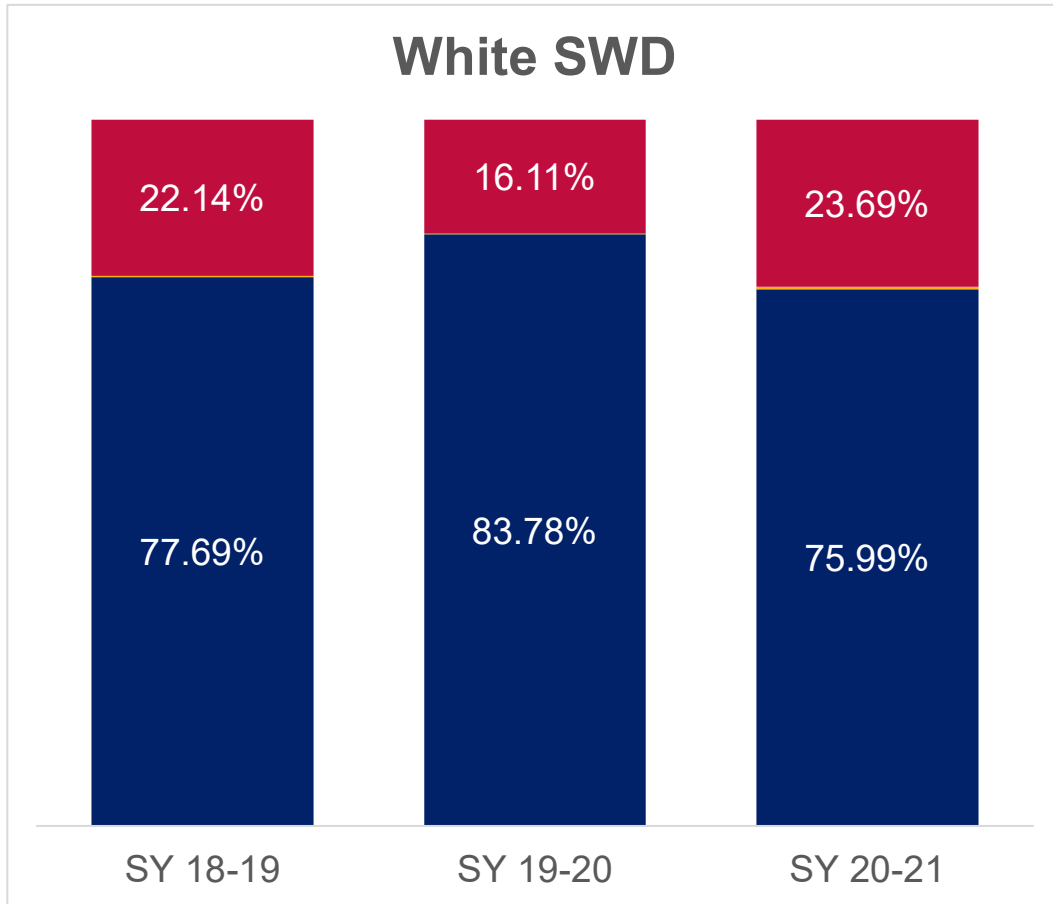
# Asian Students with Disabilities (SWD) vs. All SWD Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



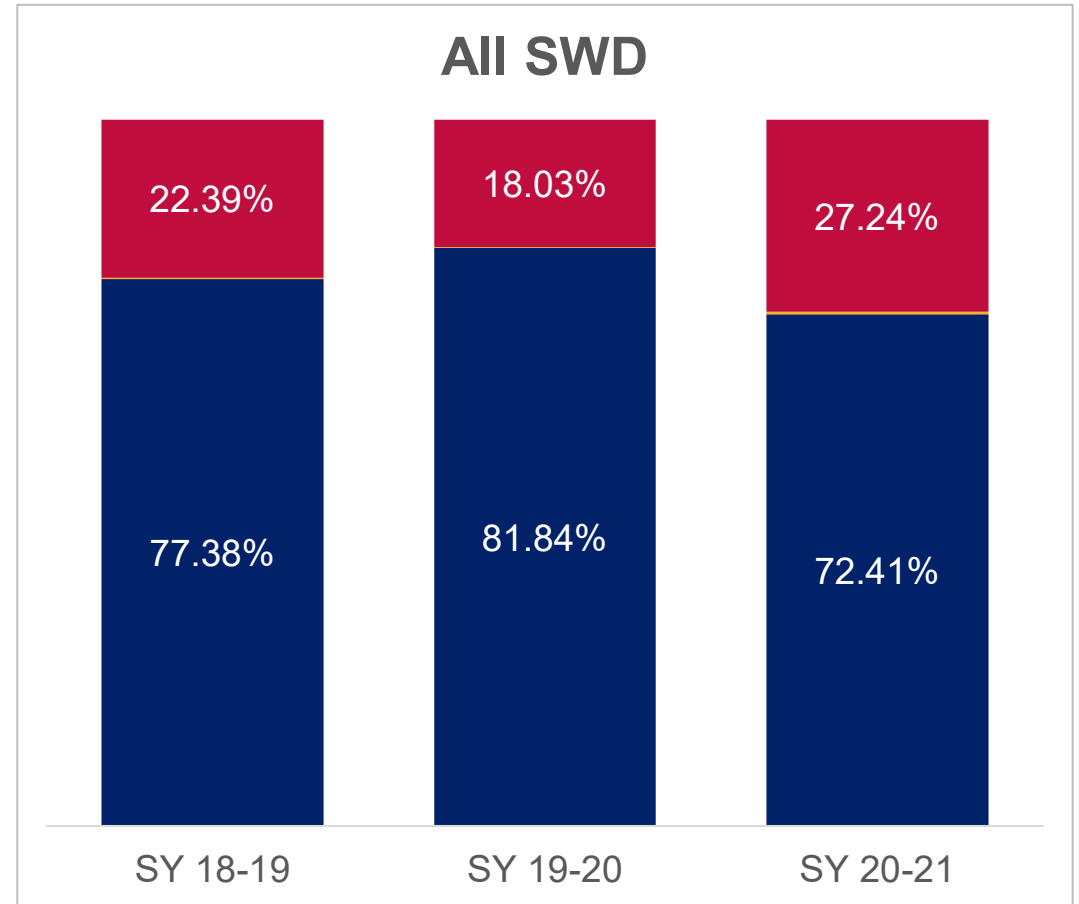
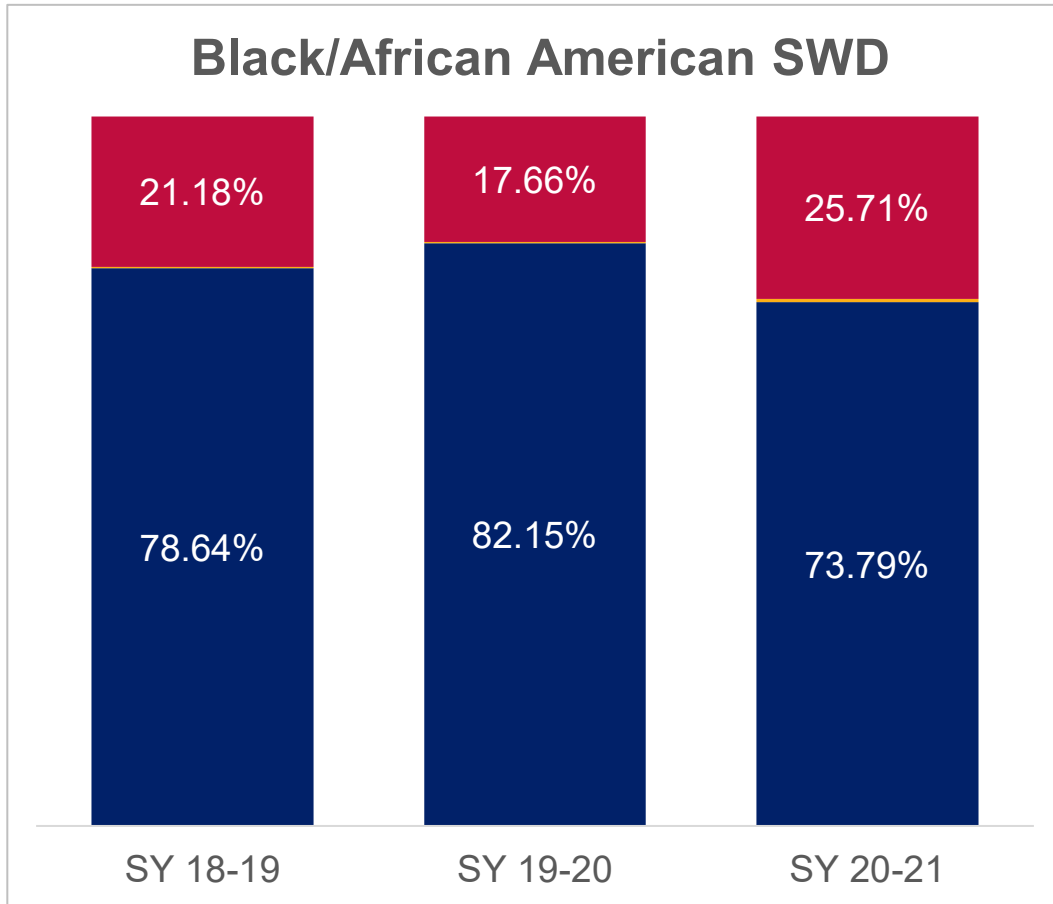
# Native Hawaiian or Other Pacific Islander Students with Disabilities (SWD) vs. All SWD Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



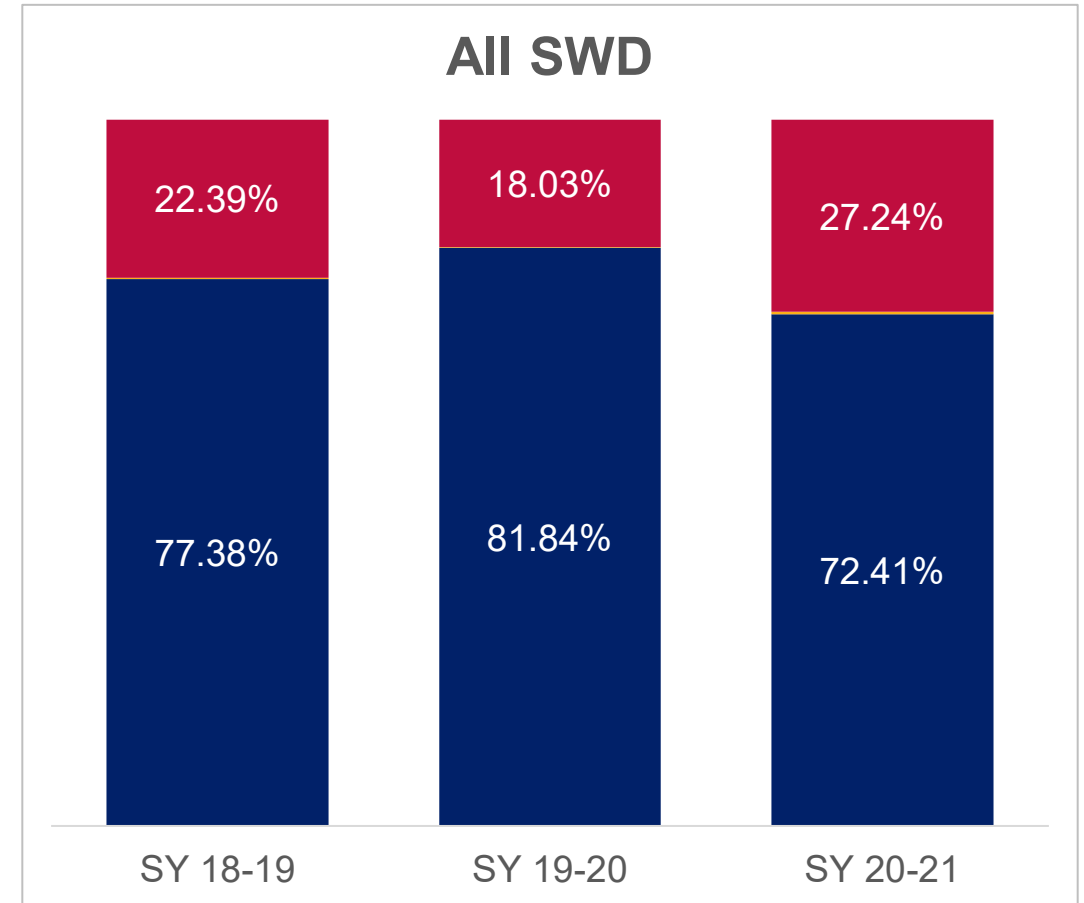
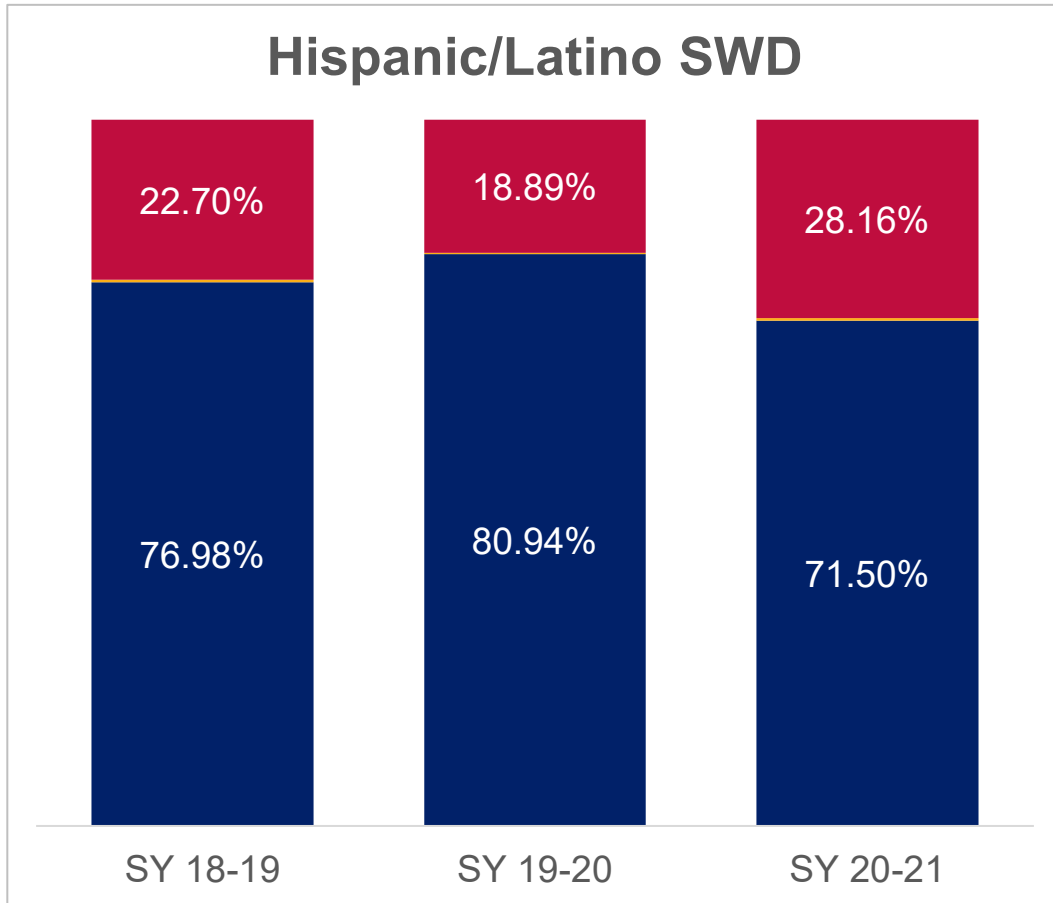
# White Students with Disabilities (SWD) vs. All SWD Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



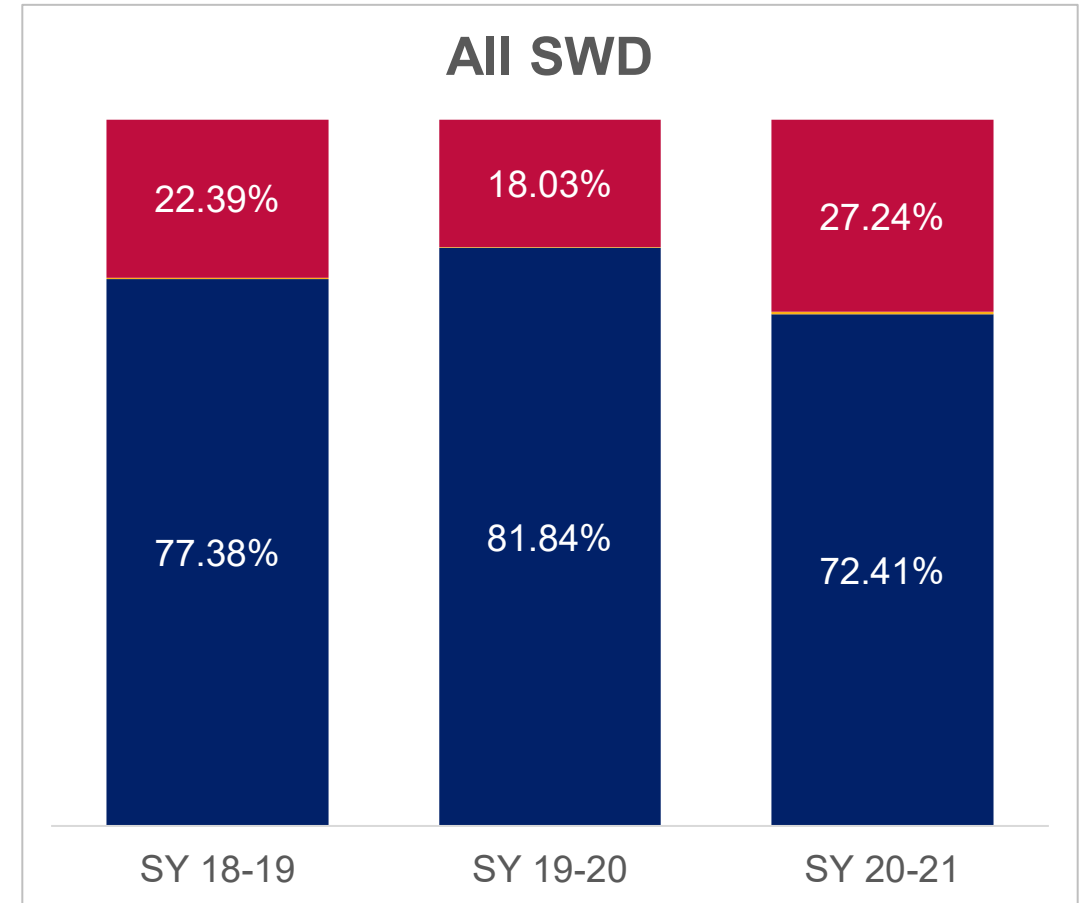
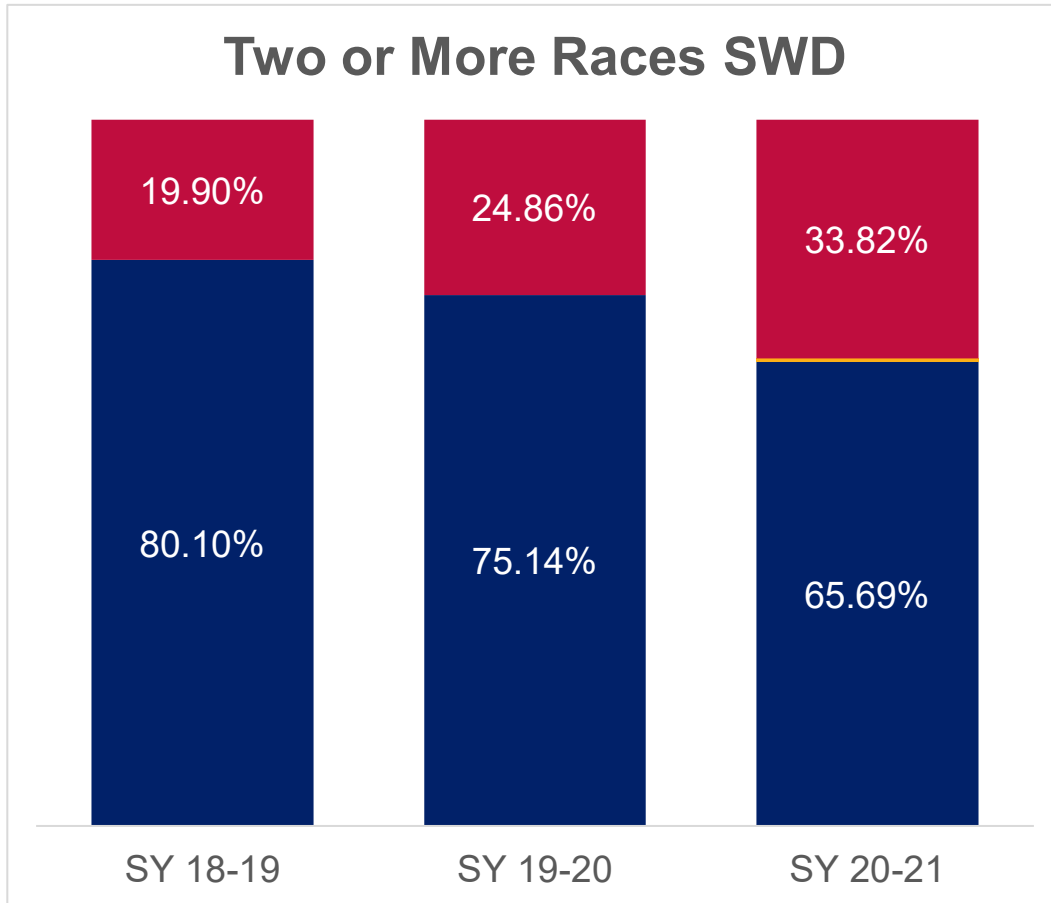
# Black/African American Students with Disabilities (SWD) vs. All SWD Exiting School, Ages 14–21 School Years 18–19, 19–20, and 20–21



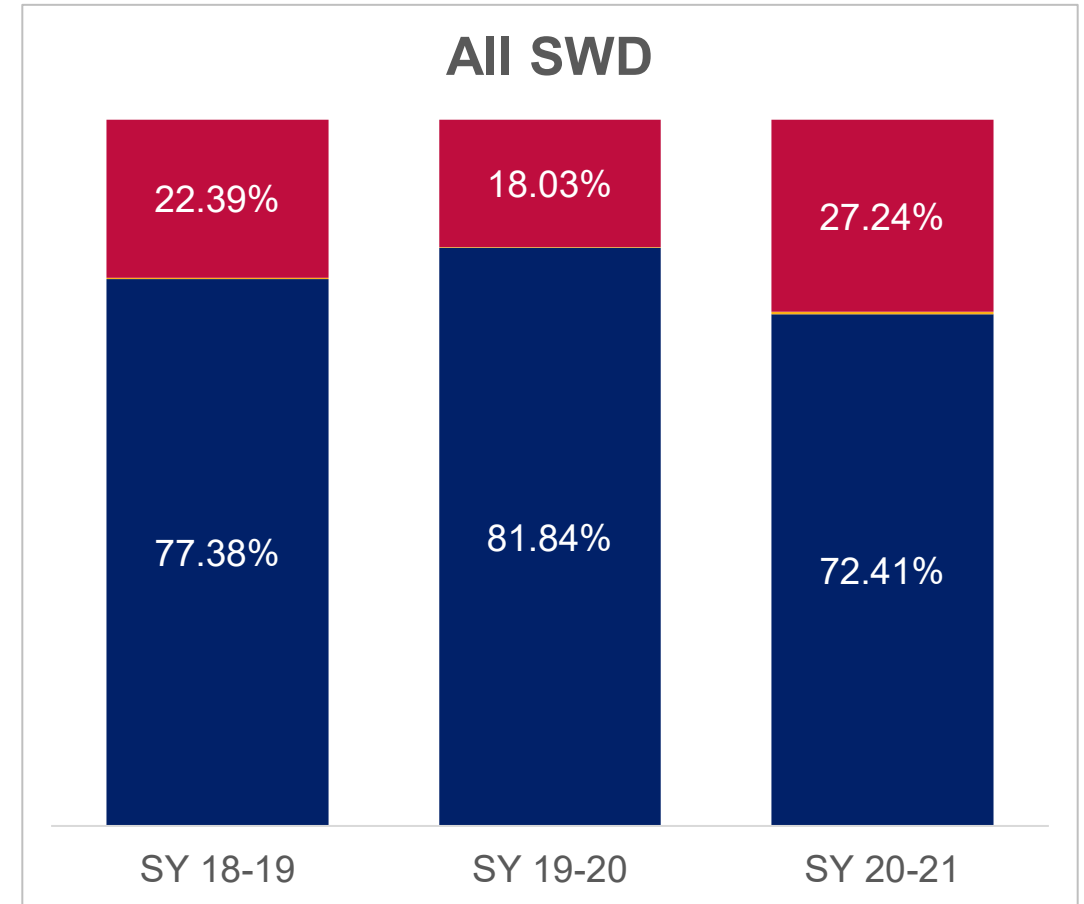
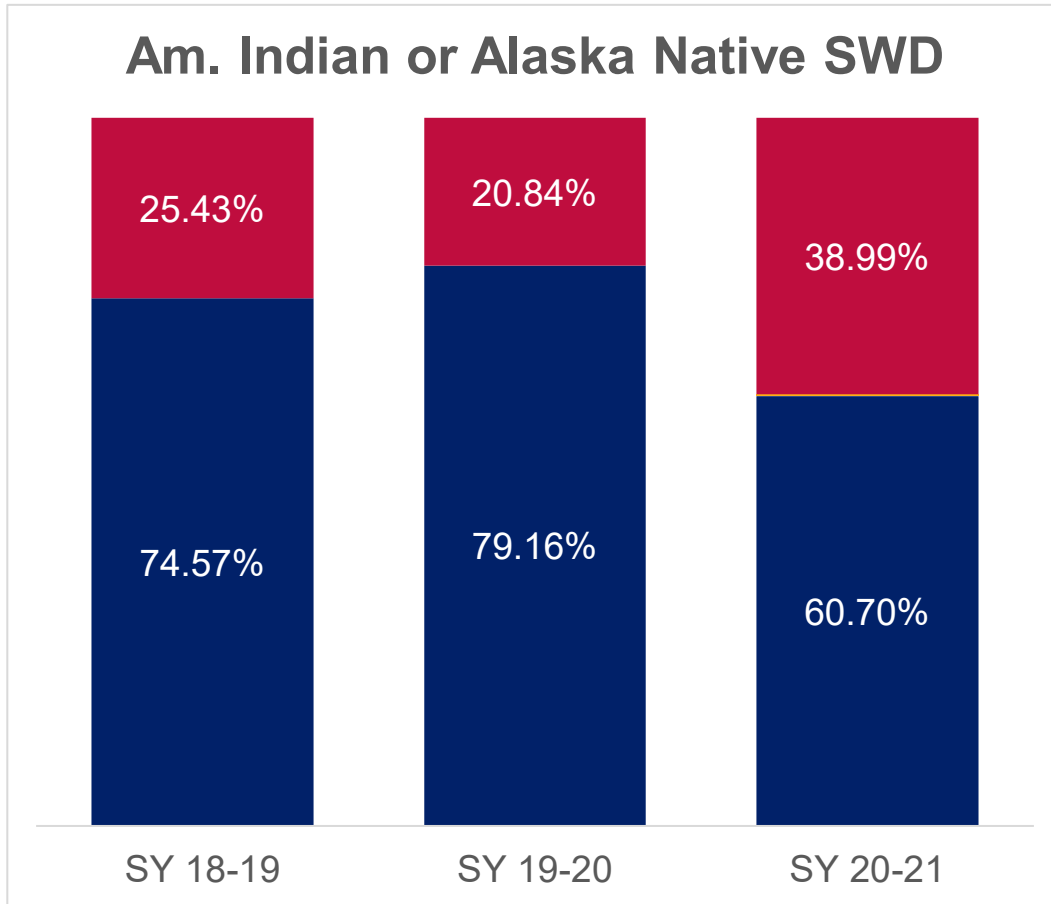
# Hispanic/Latino Students with Disabilities (SWD) vs. All SWD Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



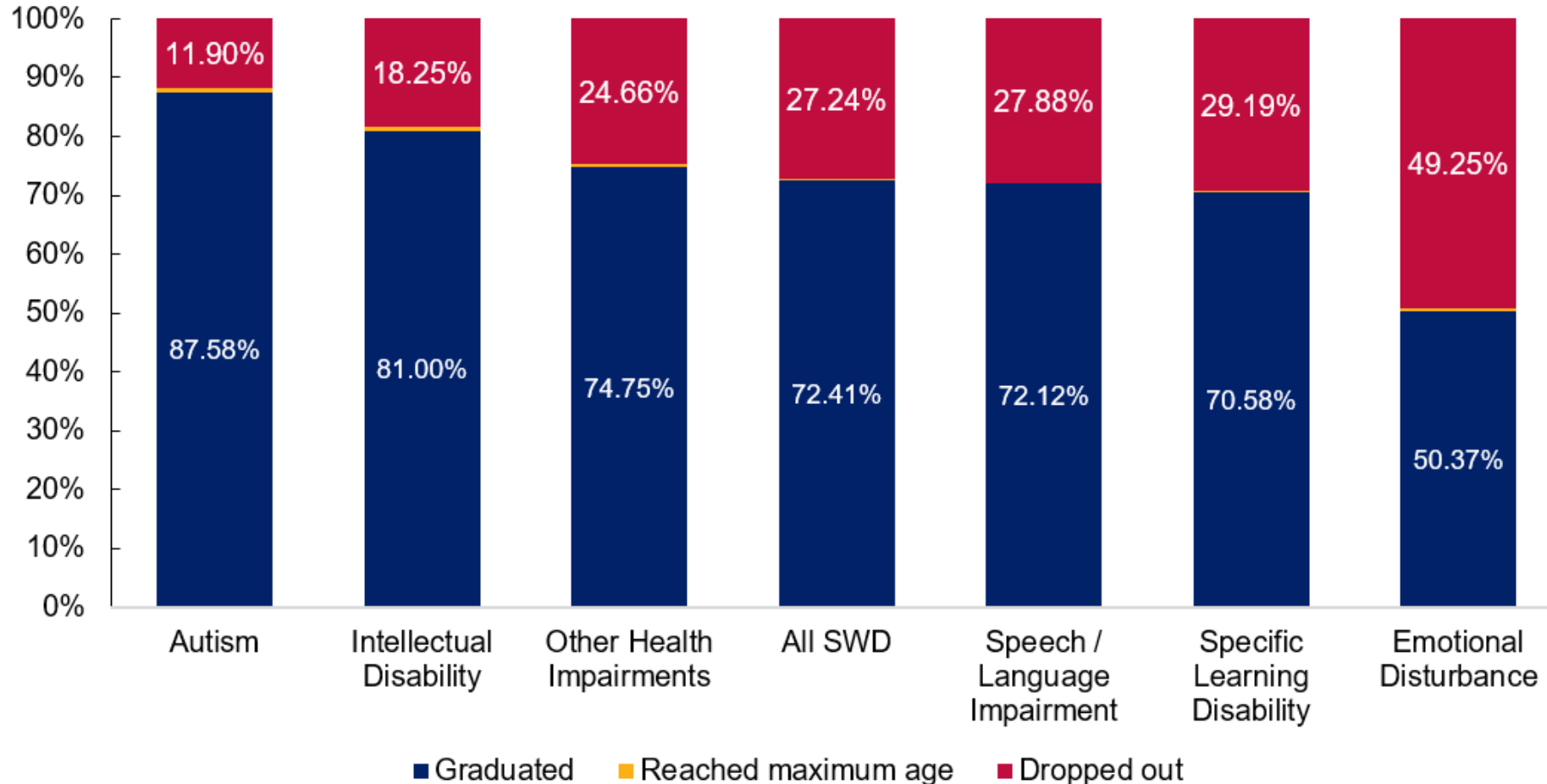
# Students with Disabilities (SWD) who are Two or More Races vs. All SWD Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



# American Indian or Alaska Native Students with Disabilities (SWD) vs. All SWD Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21

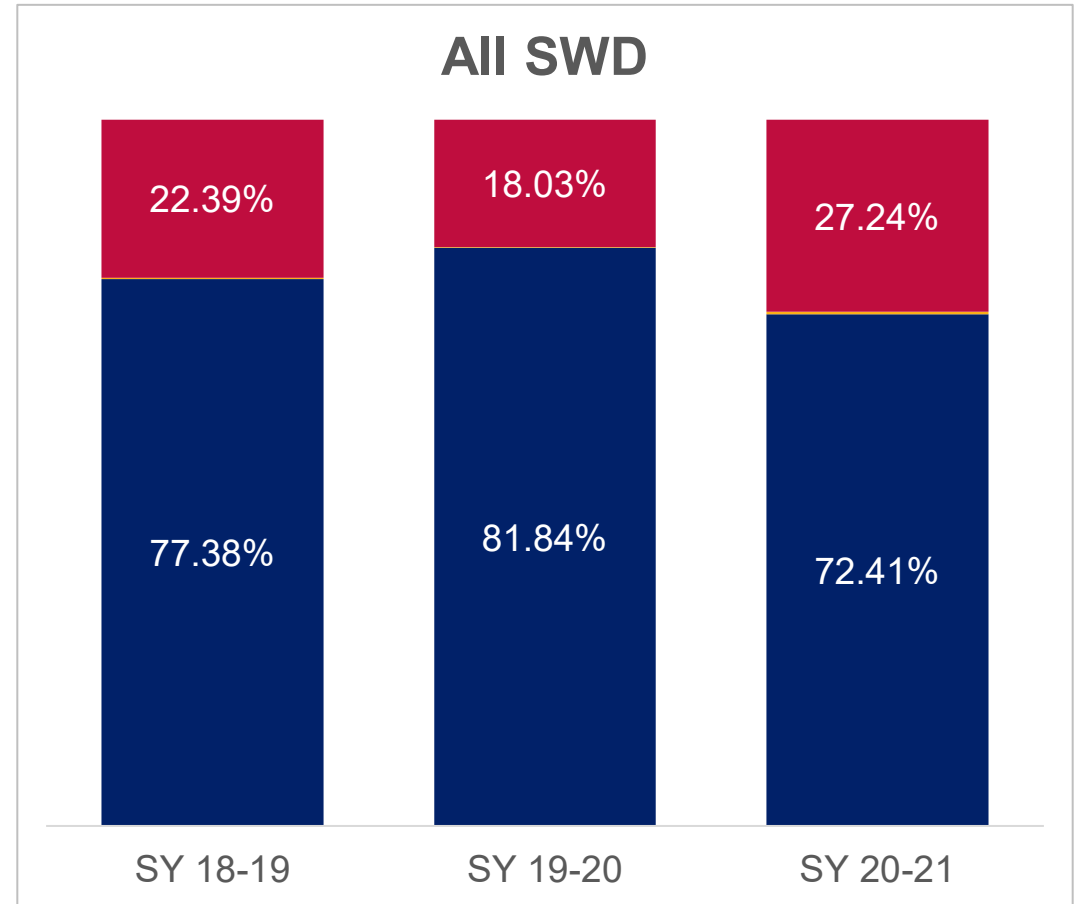
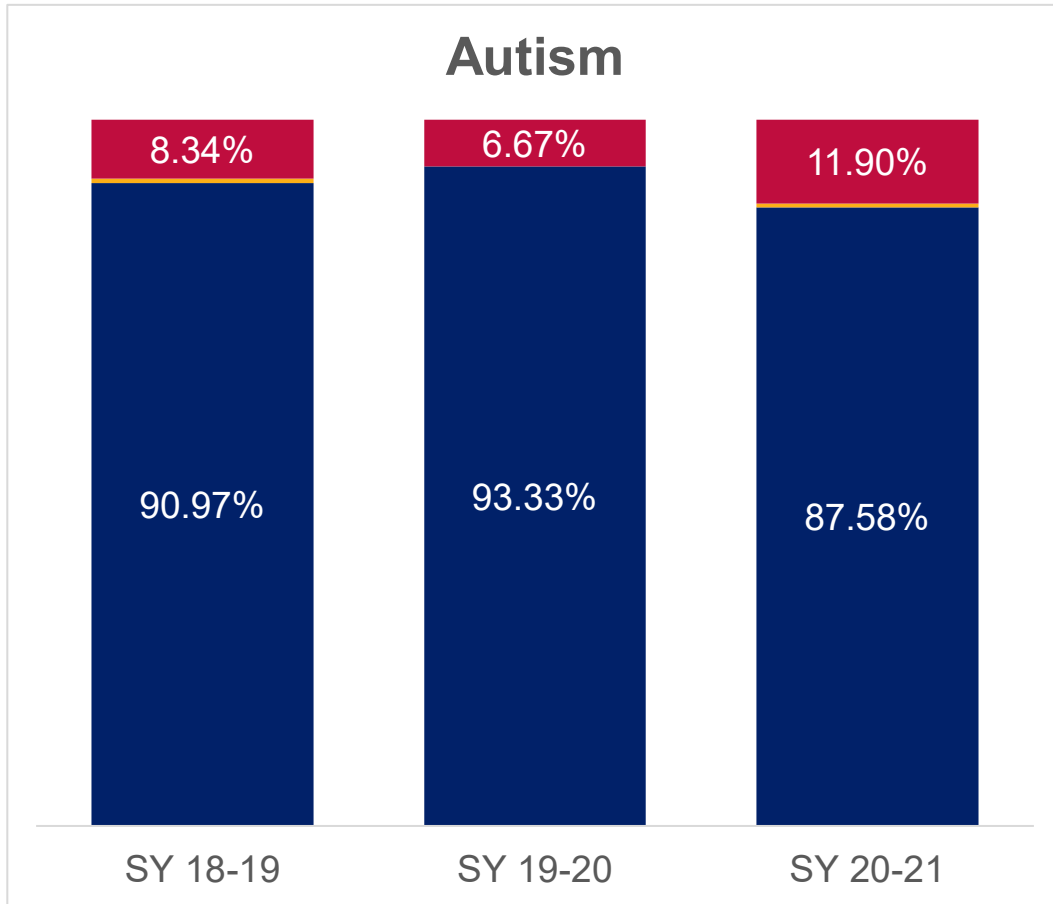


# Percent of Students with Disabilities Exiting School, Ages 14–21, by Disability Category: SY: 2020–21

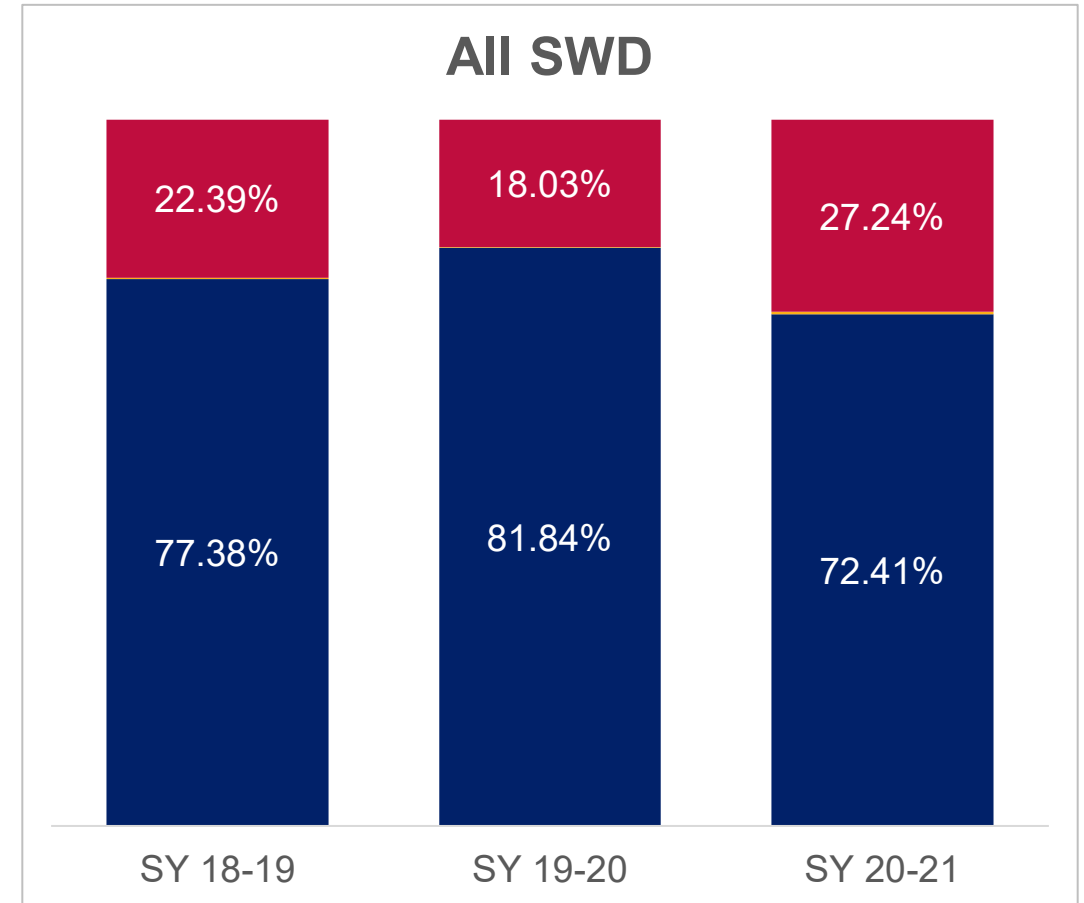
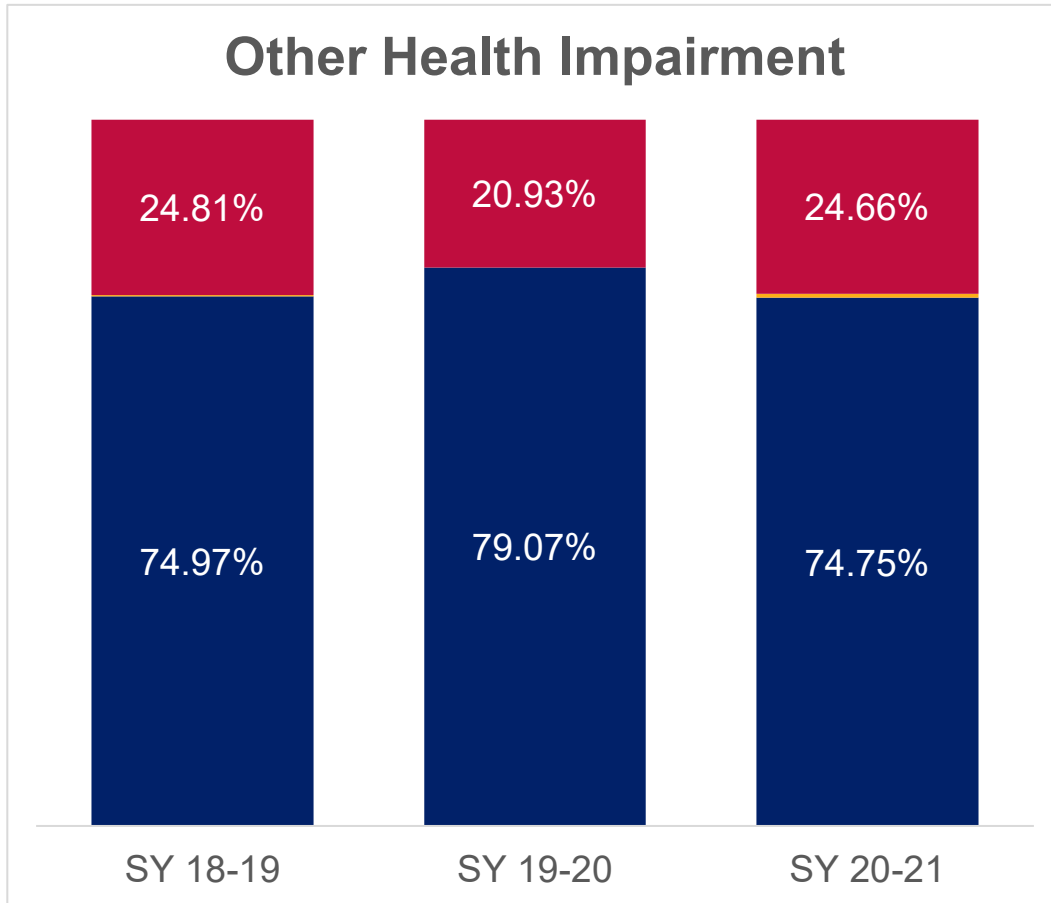




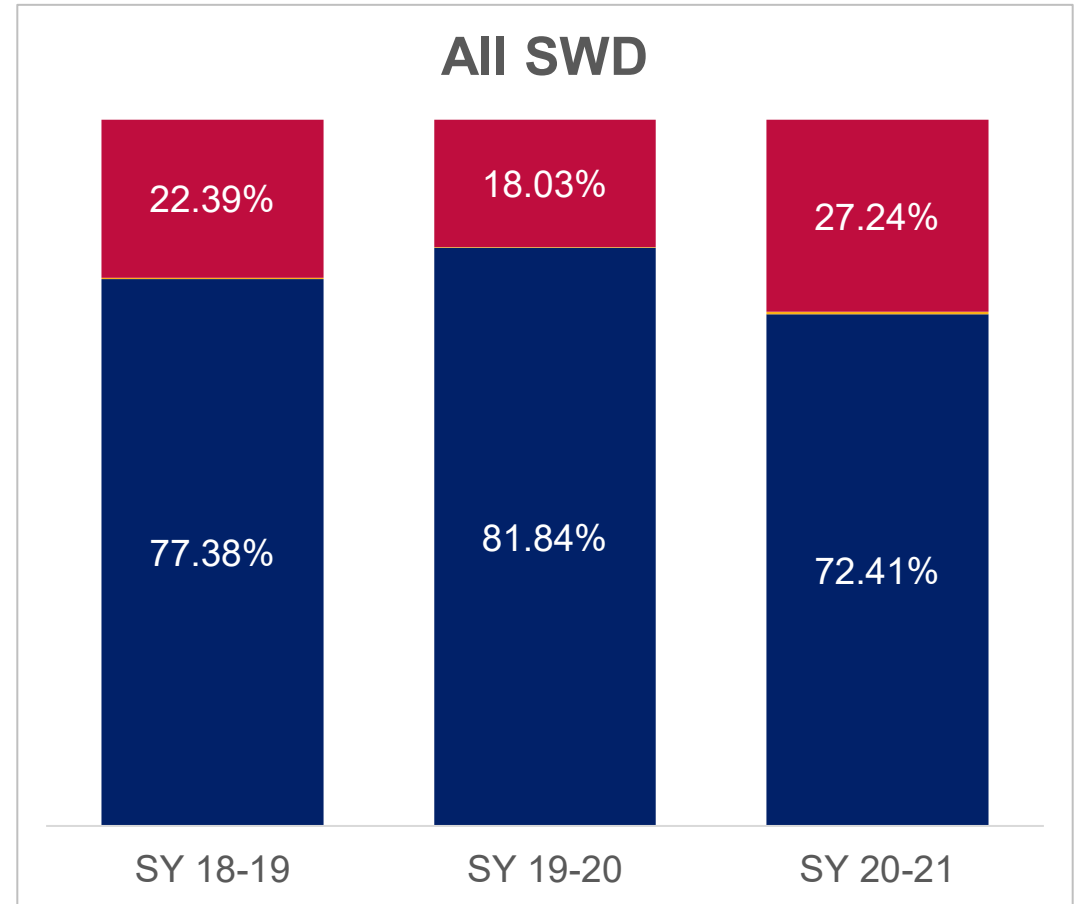
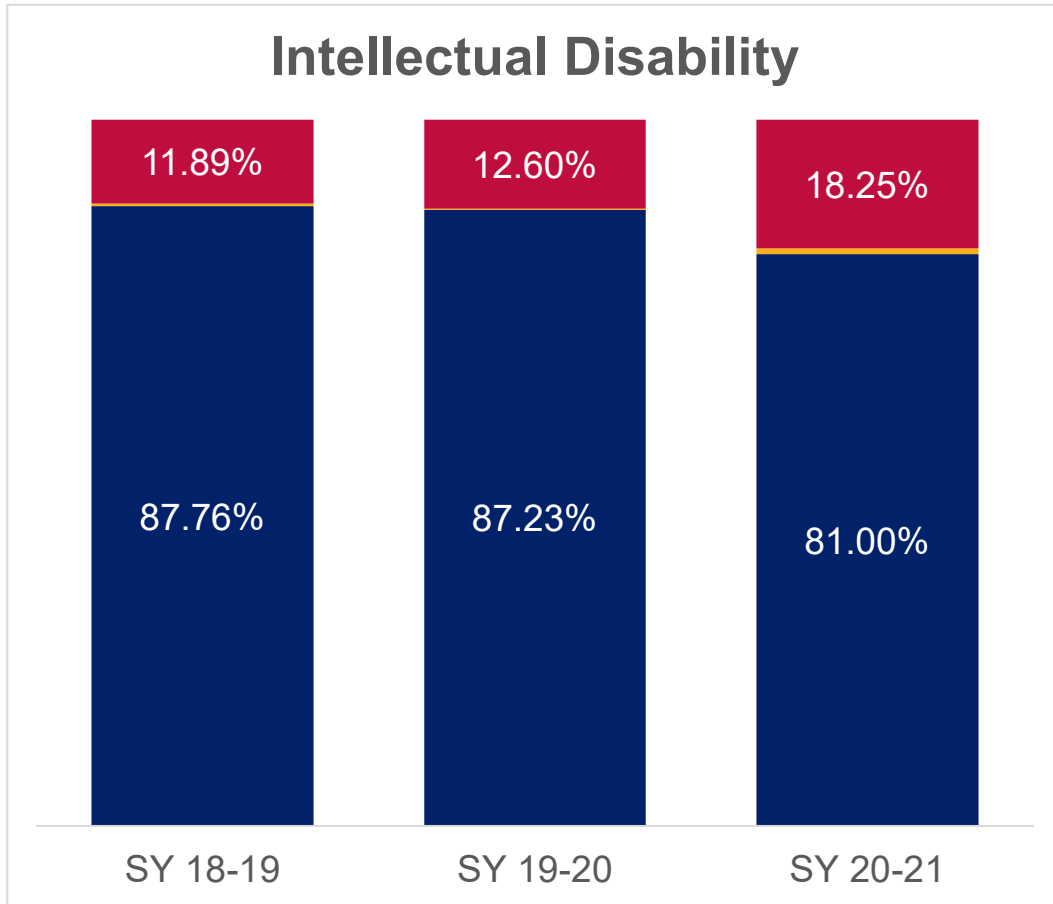
# Students identified with Autism vs. All Students with Disabilities (SWD) Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



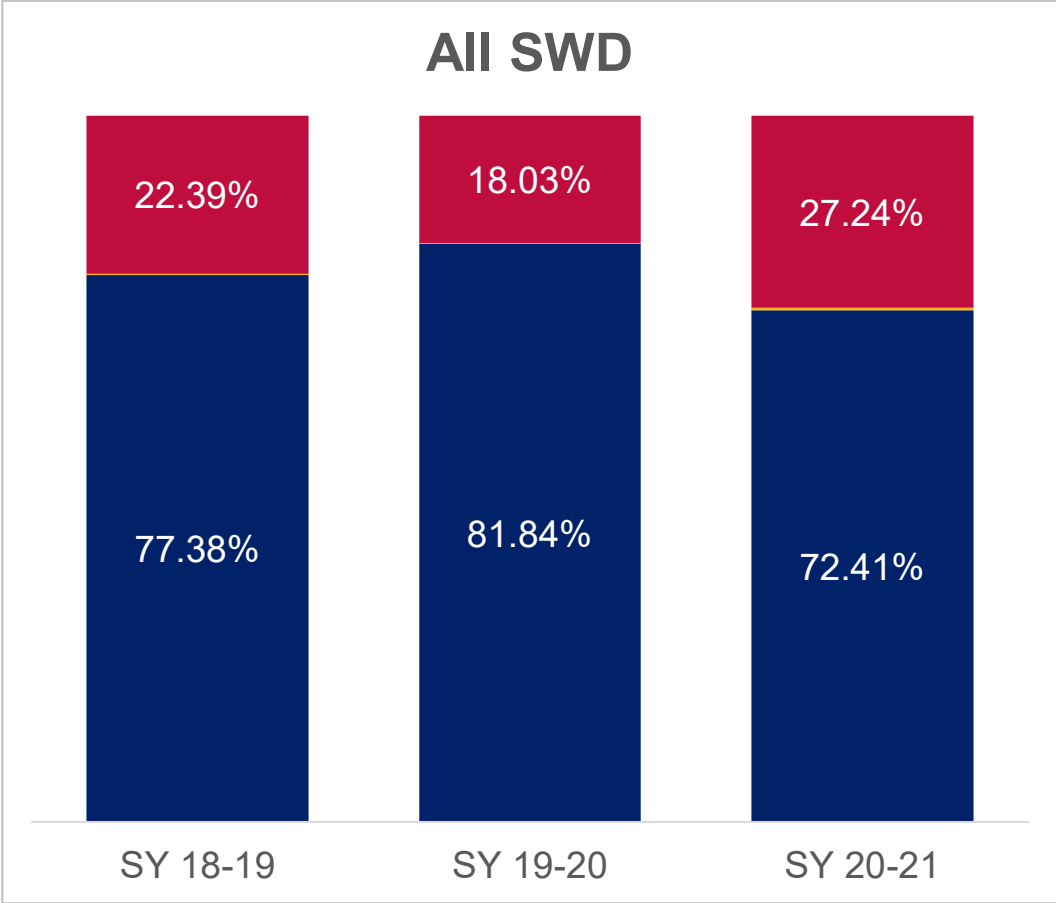
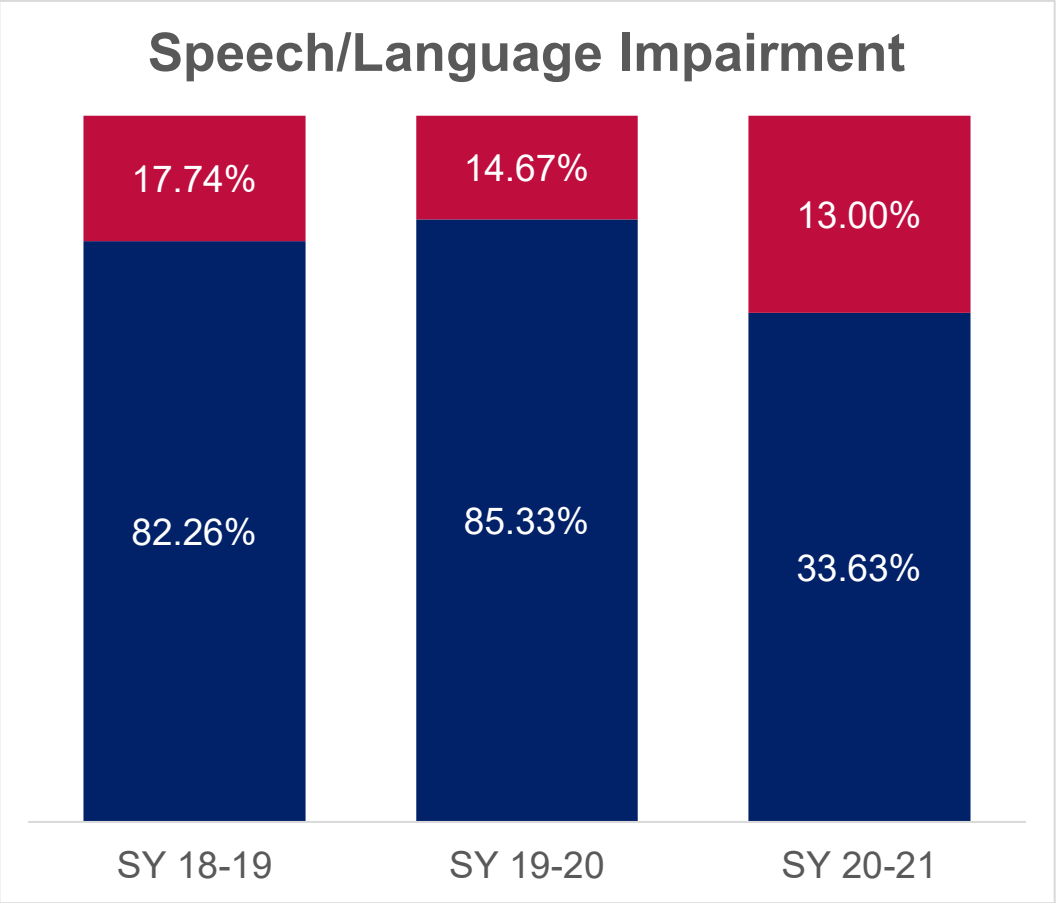
# Students identified with an Other Health Impairment vs. All Students with Disabilities (SWD) Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



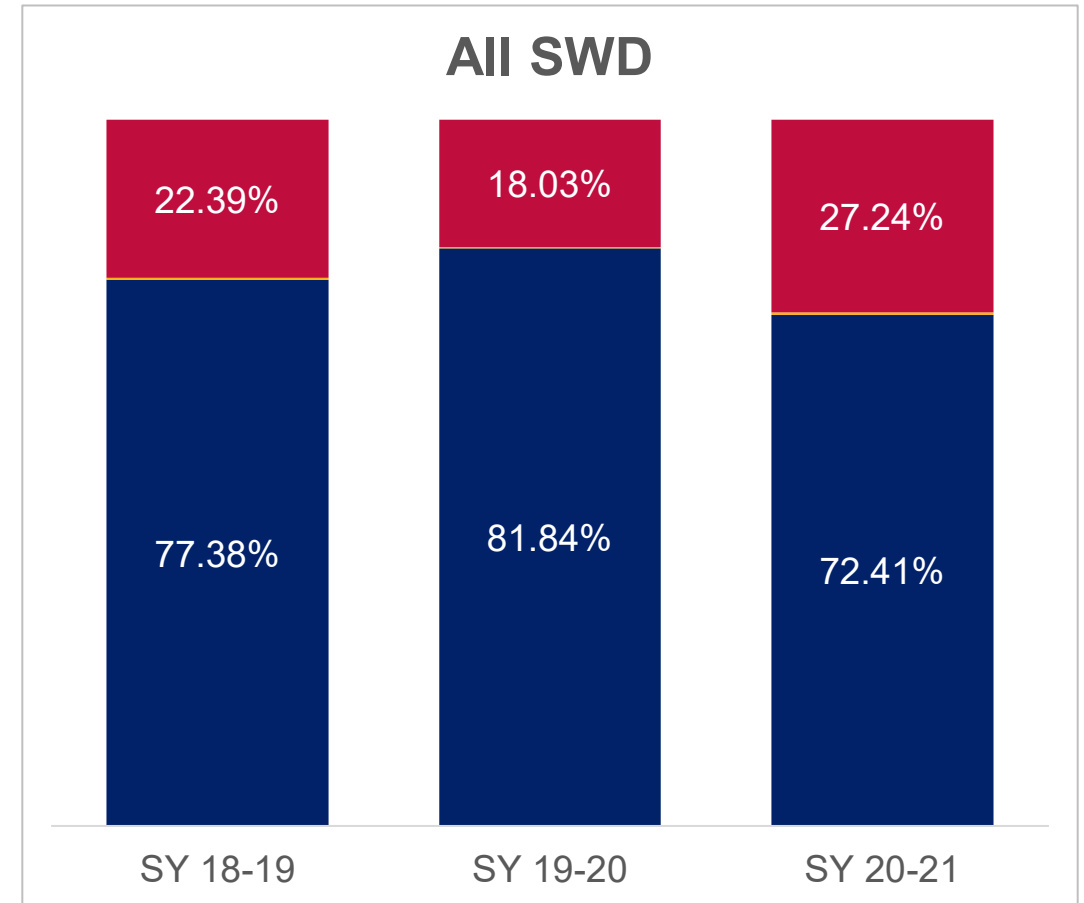
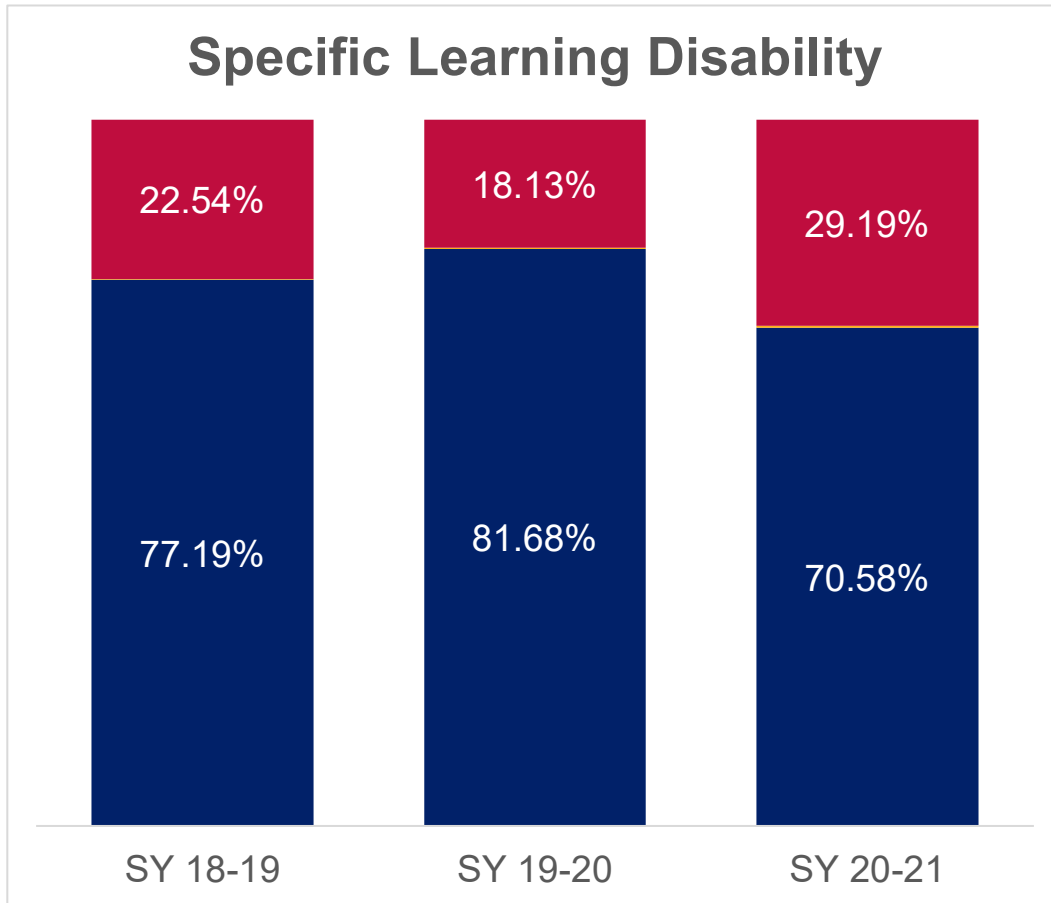
# Students identified with an Intellectual Disability vs. All Students with Disabilities (SWD) Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



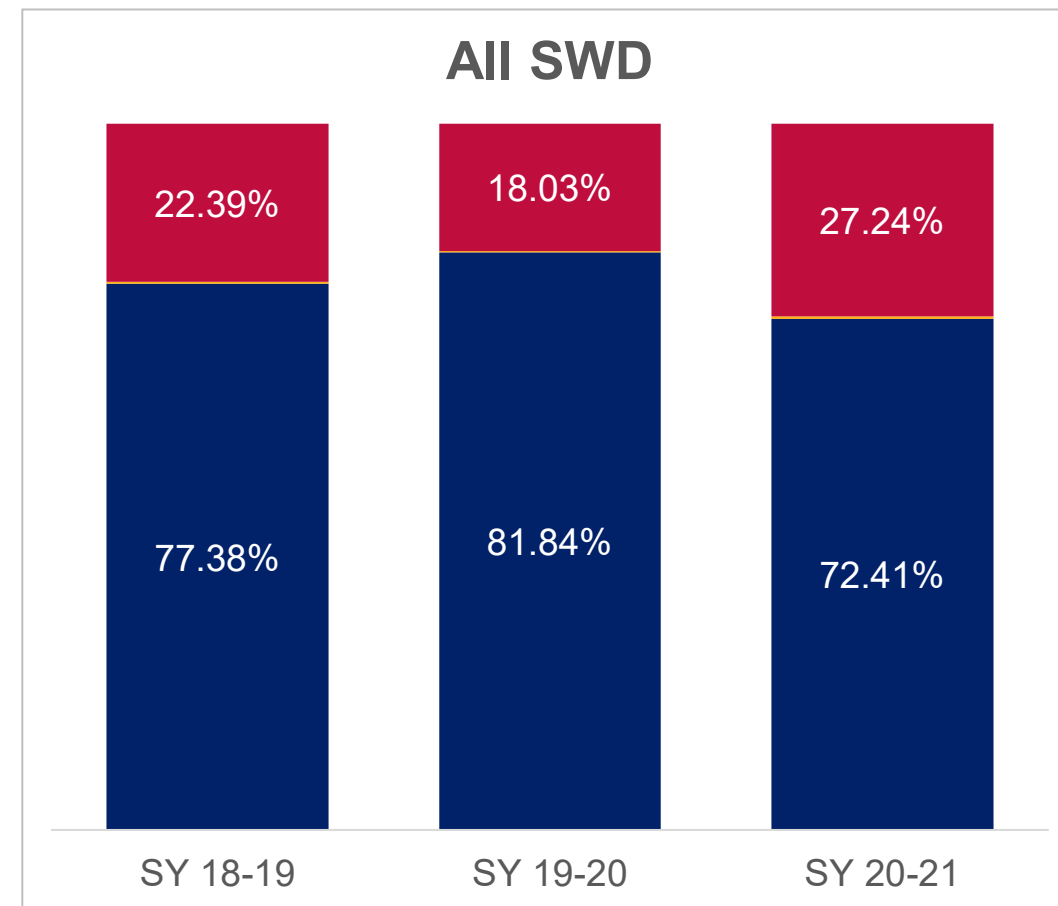
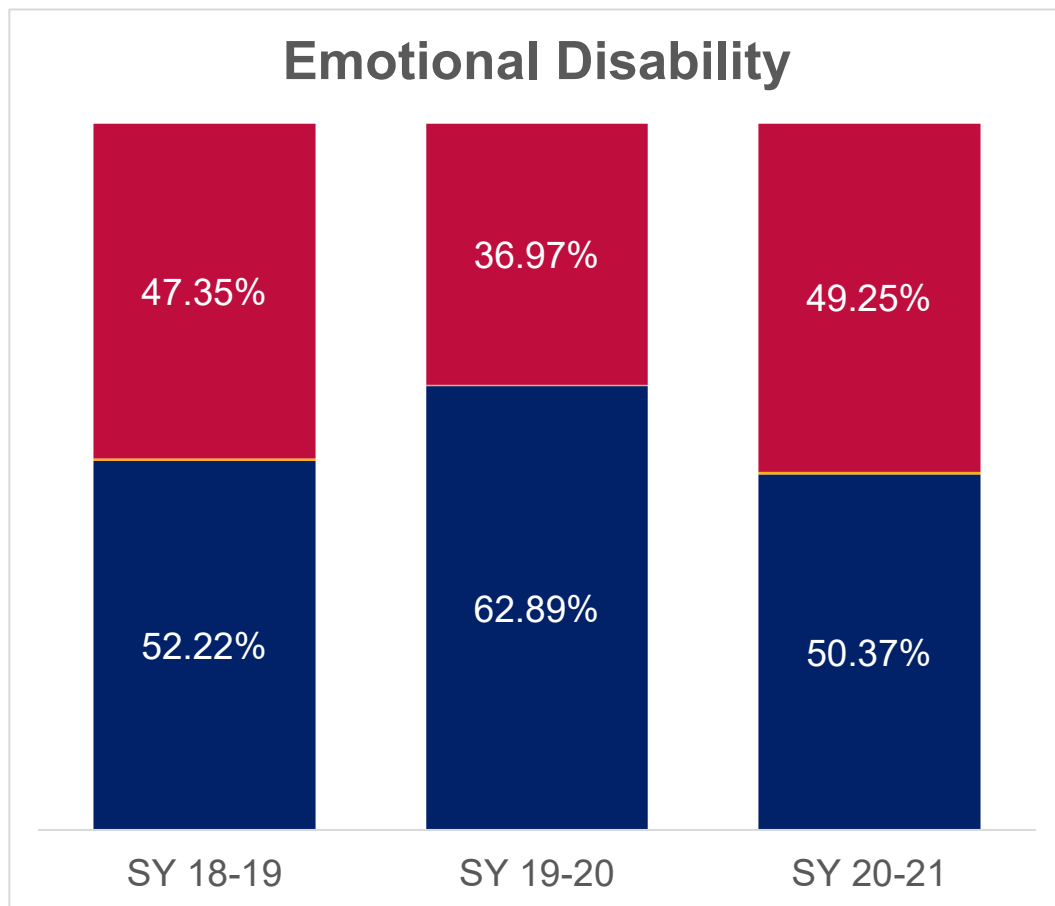
# Students identified with a Speech/Language Impairment vs. All Students with Disabilities (SWD) Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



# Students identified with a Specific Learning Disability vs. All Students with Disabilities (SWD) Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21



# Students identified with an Emotional Disability vs. All Students with Disabilities (SWD) Exiting School, Ages 14–21, School Years 18–19, 19–20, and 20–21





## Contact Us

Chris Brown, Director of Operations  
Exceptional Student Services  
[ESSOperations@azed.gov](mailto:ESSOperations@azed.gov)



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Student Services