Exceptional Student Services (ESS)
Special Education Professionals Check-In

Update on FFY 2021 State Performance Plan and Annual Performance Report Indicators:

4, 9, and 10: Disproportionality
11, 12, and 13: Monitoring
5 and 6: Environment
8: Parent Involvement

December 15, 2022

Agenda

- Disproportionality (Indicators 4, 9, and 10)
- Monitoring (Indicators 11, 12, and 13)
- Educational Environment (Indicators 5 and 6)
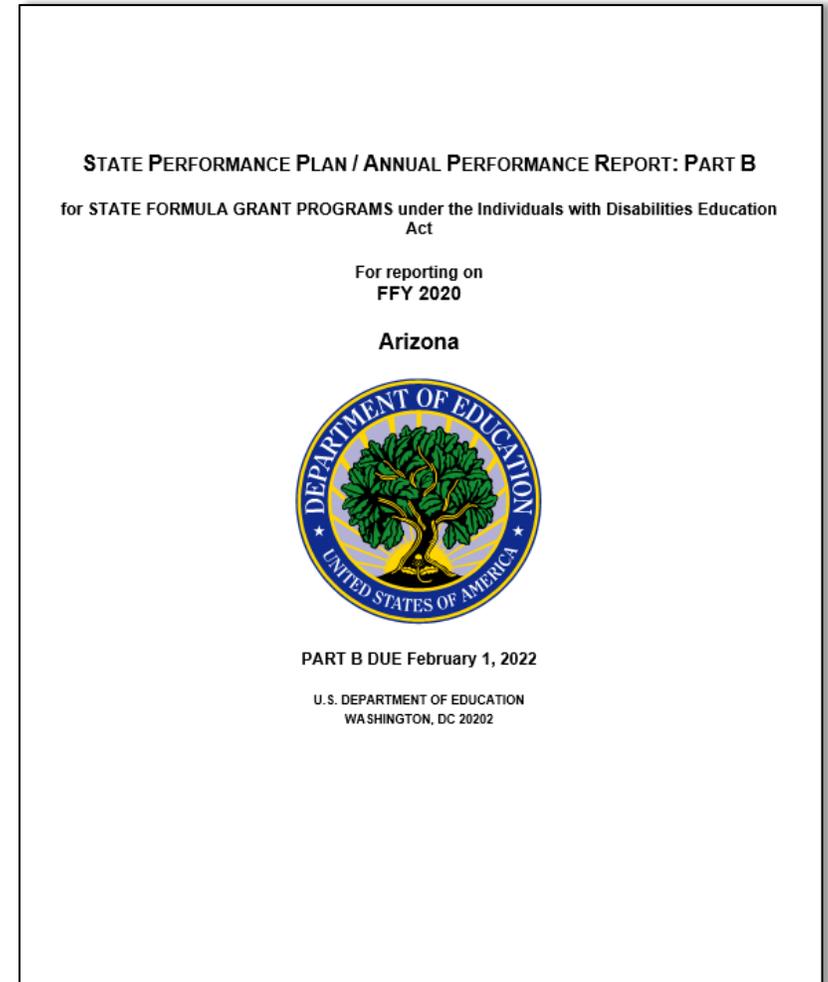- Parent Involvement (Indicator 8)

Please type questions or comments in the chat.

What is the SPP/APR?

The State Performance Plan (SPP)/Annual Performance Report (APR) comprise 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).

Exceptional Student Services (ESS) reports on portions of this information to stakeholders throughout the year.

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

For reporting on
FFY 2020

Arizona

PART B DUE February 1, 2022

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

State Performance Plan Indicators

Indicator 1: Graduation

Indicator 2: Dropout

Indicator 3: Assessment

Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)

Indicator 5: School-Age Educational Environments

Indicator 6: Preschool Educational Environments

Indicator 7: Preschool Outcomes

Indicator 8: Parent Involvement

Indicator 9: Disproportionality in Identification by Race/Ethnicity

Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability

Indicator 11: Child Find

Indicator 12: Preschool Transition

Indicator 13: Secondary Transition

Indicator 14: Post School Outcomes

Indicator 15: Resolution Sessions

Indicator 16: Mediation

Indicator 17: State Systemic Improvement Plan

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP

Link to Summarized Descriptions of IDEA Part B Indicators

State Performance Plan Indicators

Indicator 4, Discipline Removal Rates

Indicator 1: Graduation	Indicator 2: Dropout	Indicator 3: Assessment	Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	Indicator 5: School-Age Educational Environments
Indicator 6: Preschool Educational Environments	Indicator 7: Preschool Outcomes	Indicator 8: Parent Involvement	Indicator 9: Disproportionality in Identification by Race/Ethnicity	Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability
Indicator 11: Child Find	Indicator 12: Preschool Transition	Indicator 13: Secondary Transition	Indicator 14: Post School Outcomes	Indicator 15: Resolution Sessions

Indicator 16: Mediation

Indicator 17: State Systemic Improvement Plan

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Link to Summarized Descriptions of IDEA Part B Indicators

Indicator 4, Discipline Removal Rates: 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 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.

Data Sources:
- Exceptional Student Services (ESS) Discipline Data Collection Tool
- ESS October 1 special education child count

Indicator 4A, Discipline Removal Rates: 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, Discipline Removal Rates: Results
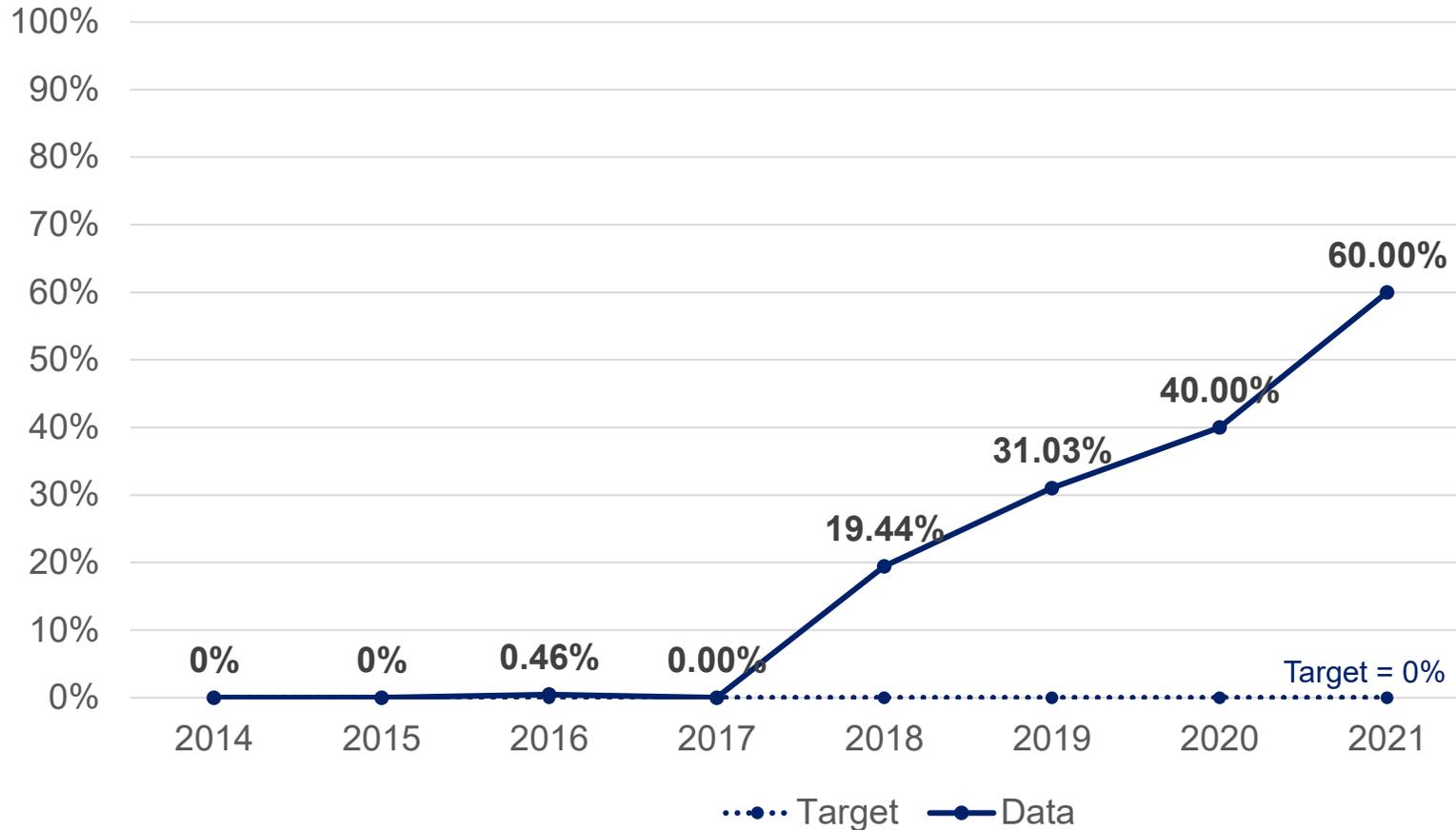
3 of the 5 PEAs that met the minimum n size were found to have a significant discrepancy.

FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020	FFY 2021
0.46%	0%	19.44%	31.03%	40.00%	60.00%

Indicator 4B, Discipline Removal Rates by Race/Ethnicity: 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, Discipline Removal Rates by Race/Ethnicity: 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 2021 Target	FFY 2021 Data	Status
3	2	TBD	0%	TBD	TBD

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

State Performance Plan Indicators

Indicator 9, Disproportionality in Identification

Indicator 1: Graduation	Indicator 2: Dropout	Indicator 3: Assessment	Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	Indicator 5: School-Age Educational Environments
Indicator 6: Preschool Educational Environments	Indicator 7: Preschool Outcomes	Indicator 8: Parent Involvement	Indicator 9: Disproportionality in Identification by Race/Ethnicity	Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability
Indicator 11: Child Find	Indicator 12: Preschool Transition	Indicator 13: Secondary Transition	Indicator 14: Post School Outcomes	Indicator 15: Resolution Sessions

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Indicator 16: Mediation

Indicator 17: State Systemic Improvement Plan

Link to Summarized Descriptions of IDEA Part B Indicators

Indicator 9, Disproportionality in Identification: 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 children aged 5 in kindergarten and aged 6 through 21 served under IDEA, aggregated across all disability categories.

Data Sources:
- ESS October 1 special education child count
- Agency October 1 special education count

Indicator 9, Disproportionality in Identification: 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 2021 Target	FFY 2020 Data	Status
454	0	0	0%	0%	Met Target

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

State Performance Plan Indicators

Indicator 10, Disproportionality in Identification by Race/Ethnicity

Indicator 1: Graduation	Indicator 2: Dropout	Indicator 3: Assessment	Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	Indicator 5: School-Age Educational Environments
Indicator 6: Preschool Educational Environments	Indicator 7: Preschool Outcomes	Indicator 8: Parent Involvement	Indicator 9: Disproportionality in Identification by Race/Ethnicity	Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability
Indicator 11: Child Find	Indicator 12: Preschool Transition	Indicator 13: Secondary Transition	Indicator 14: Post School Outcomes	Indicator 15: Resolution Sessions
	Indicator 16: Mediation	Indicator 17: State Systemic Improvement Plan		

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Link to Summarized Descriptions of IDEA Part B Indicators

Indicator 10, Disproportionality in Identification by Race/Ethnicity: Introduction

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

This includes racial/ethnic disproportionality data for children aged 5 in kindergarten and aged 6 through 21 served under IDEA. The following six disability categories are included in this indicator: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism.

Data Sources:
- ESS October 1 special education child count
- Agency October 1 special education count

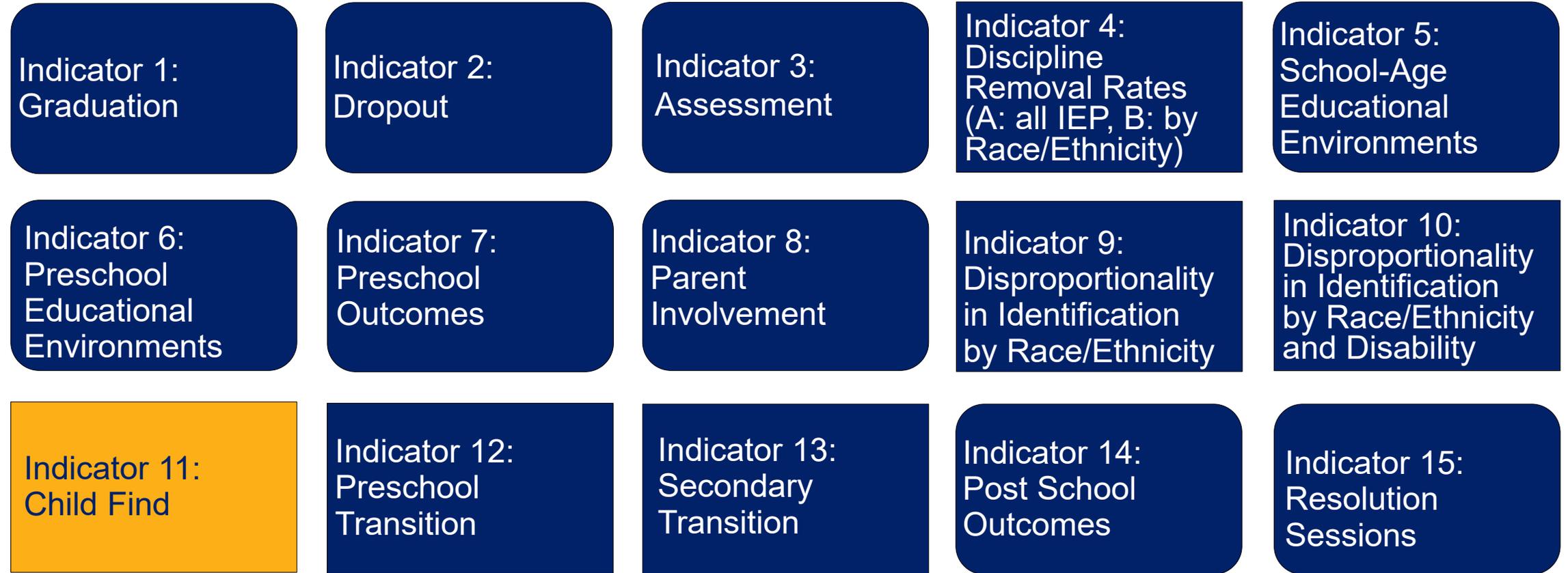# Indicator 10, Disproportionality in Identification by Race/Ethnicity: Results

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 2021 Target	FFY 2021 Data	Status
305	12	TBD	0%	TBD	TBD

Historically, 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.

State Performance Plan Indicators

Indicator 11, Child Find

Indicator 1: Graduation	Indicator 2: Dropout	Indicator 3: Assessment	Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	Indicator 5: School-Age Educational Environments
Indicator 6: Preschool Educational Environments	Indicator 7: Preschool Outcomes	Indicator 8: Parent Involvement	Indicator 9: Disproportionality in Identification by Race/Ethnicity	Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability
Indicator 11: Child Find	Indicator 12: Preschool Transition	Indicator 13: Secondary Transition	Indicator 14: Post School Outcomes	Indicator 15: Resolution Sessions

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| Indicator 16: Mediation	Indicator 17: State Systemic Improvement Plan

Link to Summarized Descriptions of IDEA Part B Indicators

# Indicator 11, Child Find: Introduction

Description
- Child Find measures the percent of students with parental consent to evaluate who were evaluated and for whom eligibility was determined within 60 days (or the State established timeline). 20 U.S.C. § 1416(a)(3)(B).

Data Source
- Data is 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.
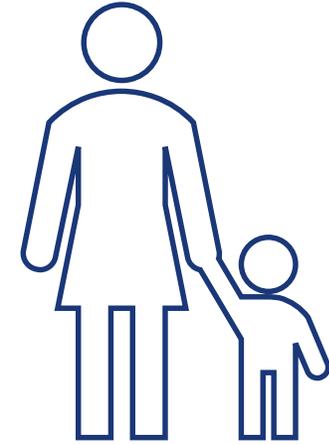
Indicator 11, Percent of Children Evaluated Within 60 Days of Parental Consent: Results
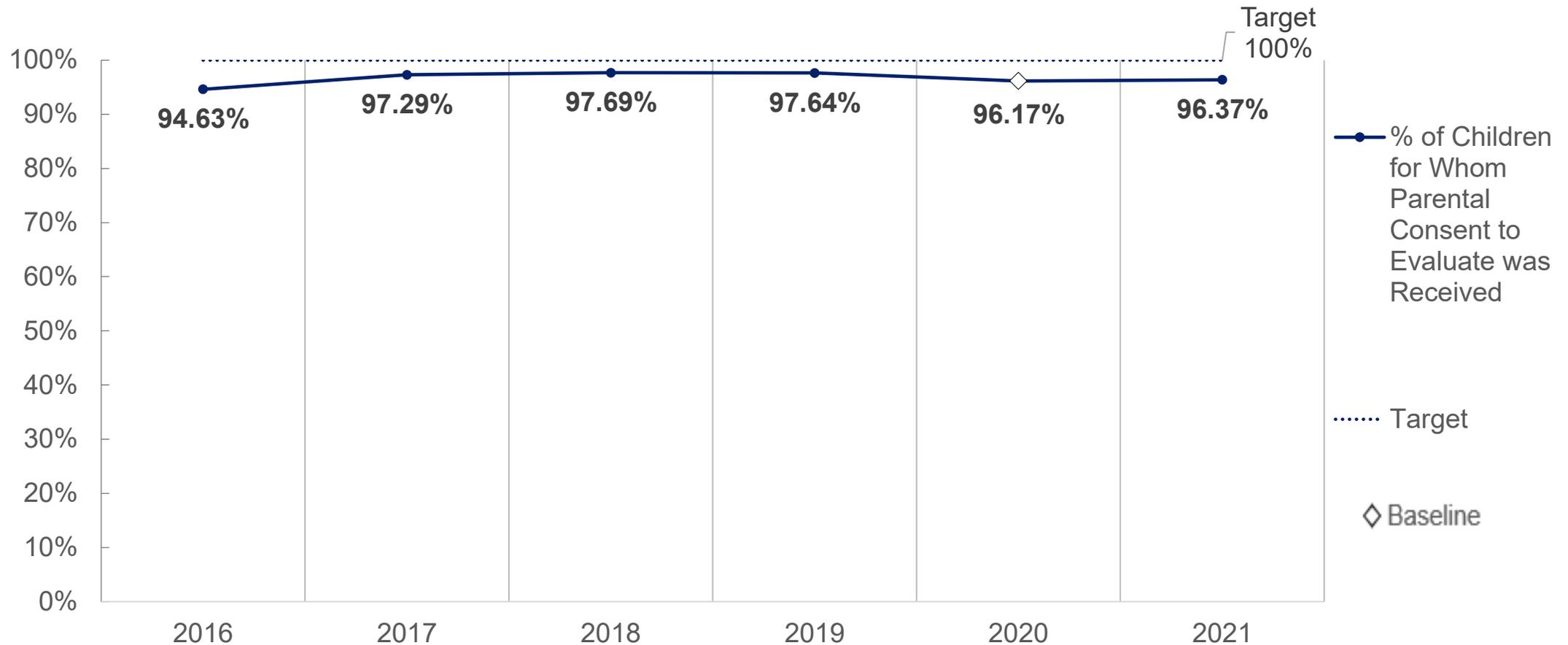
2016	2017	2018	2019	2020	2021
94.63%	97.29%	97.69%	97.64%	96.17%	96.37%

State Performance Plan Indicators

Indicator 12: Preschool Transition

Indicator 1: Graduation	Indicator 2: Dropout	Indicator 3: Assessment	Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	Indicator 5: School-Age Educational Environments
Indicator 6: Preschool Educational Environments	Indicator 7: Preschool Outcomes	Indicator 8: Parent Involvement	Indicator 9: Disproportionality in Identification by Race/Ethnicity	Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability
Indicator 11: Child Find	Indicator 12: Preschool Transition	Indicator 13: Secondary Transition	Indicator 14: Post School Outcomes	Indicator 15: Resolution Sessions
	Indicator 16: Mediation	Indicator 17: State Systemic Improvement Plan		

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Link to Summarized Descriptions of IDEA Part B Indicators

Indicator 12, Early Childhood Transition: Introduction

Description
- 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 birthday.
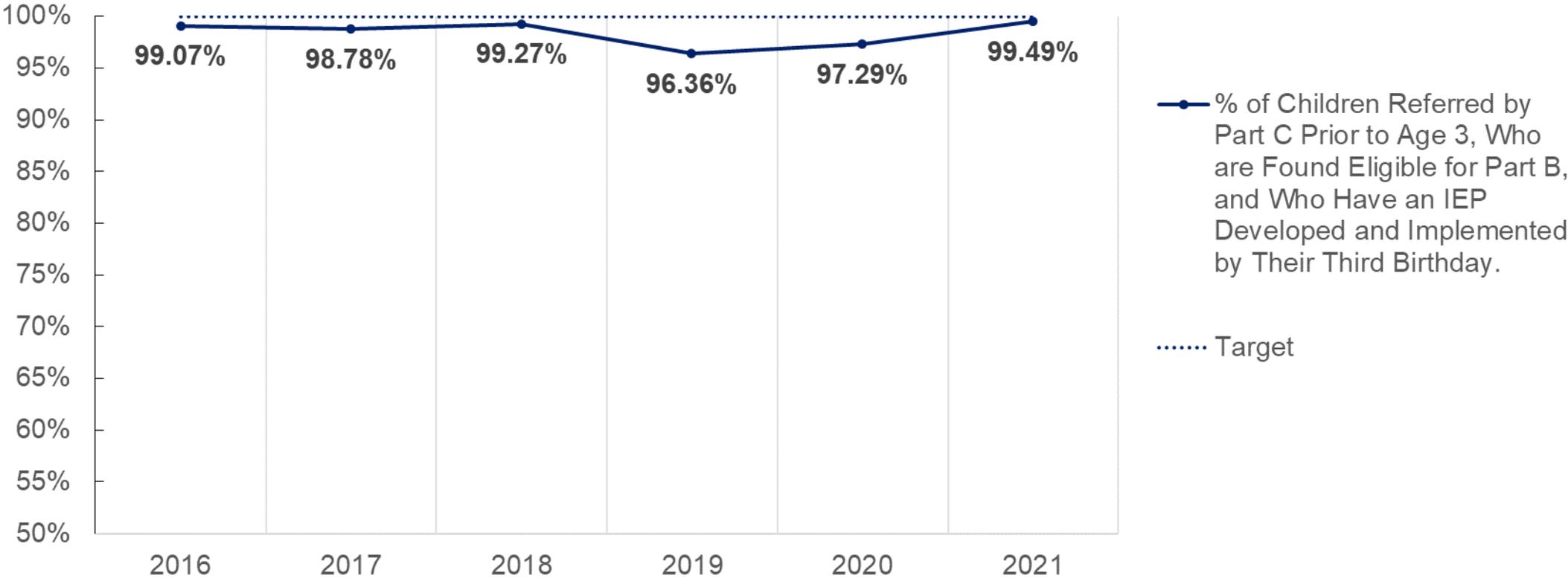
Data Source
- Data is self-reported by PEAs and non-compliance is verified by ESS.

Exceptional Student Services

Indicator 12, Referrals of Eligible Children from Part C with IEPs Implemented by Their Third Birthday: Results

FFY	2016	2017	2018	2019	2020	2021
Data	99.07%	98.78%	99.27%	96.36%	97.29%	99.49%

State Performance Plan Indicators

Indicator 13, Secondary Transition

Indicator 1: Graduation	Indicator 2: Dropout	Indicator 3: Assessment	Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	Indicator 5: School-Age Educational Environments
Indicator 6: Preschool Educational Environments	Indicator 7: Preschool Outcomes	Indicator 8: Parent Involvement	Indicator 9: Disproportionality in Identification by Race/Ethnicity	Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability
Indicator 11: Child Find	Indicator 12: Preschool Transition	Indicator 13: Secondary Transition	Indicator 14: Post School Outcomes	Indicator 15: Resolution Sessions

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Indicator 16: Mediation

Indicator 17: State Systemic Improvement Plan

Link to Summarized Descriptions of IDEA Part B Indicators

# Indicator 13, Secondary Transition: Introduction

Description
- Percent of youths with IEPs aged 16 and above with an IEP that includes a compliant postsecondary transition plan. This plan includes the 8 components outlined in IDEA.

Data Source
- Data is 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.
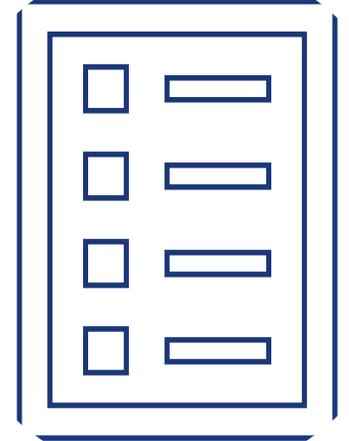
Indicator 13, Percent of Youths of Ages 16+ That Meet All 8 Components: Results
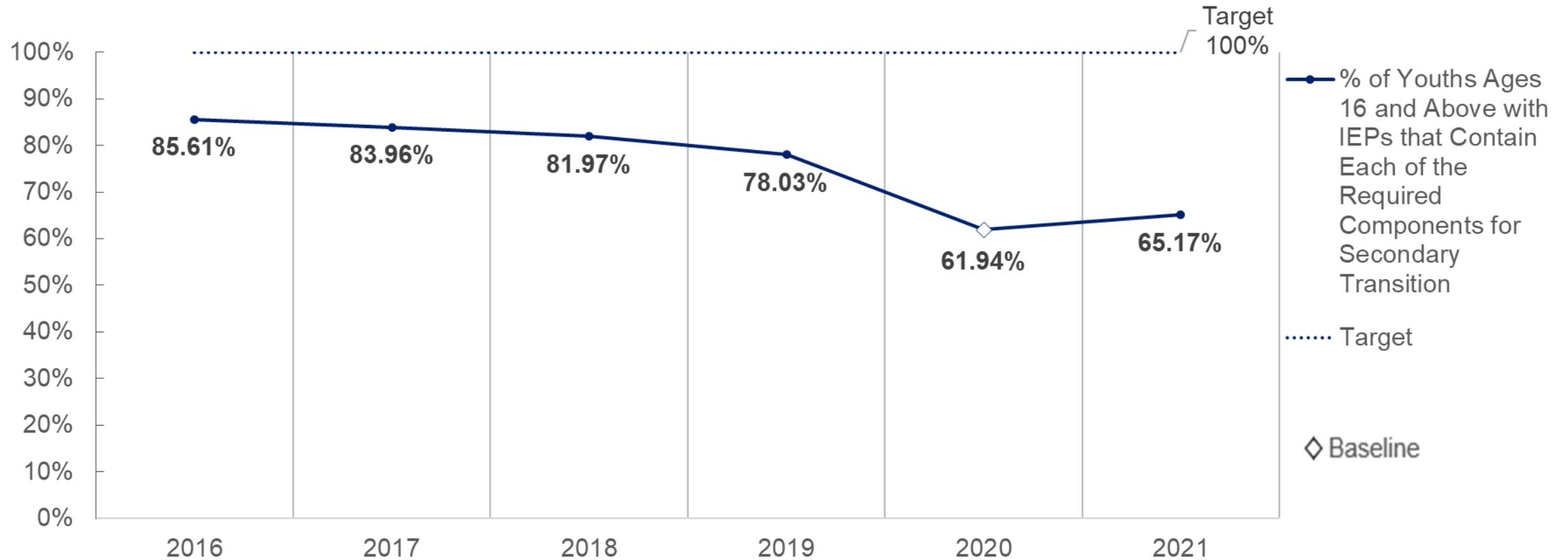
2016	2017	2018	2019	2020	2021
85.61%	83.96%	81.97%	78.03%	61.94%	65.17%

State Performance Plan Indicators

Indicator 5: School-Age Educational Environments

Indicator 1: Graduation	Indicator 2: Dropout	Indicator 3: Assessment	Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	**Indicator 5: School-Age Educational Environments**
Indicator 6: Preschool Educational Environments	Indicator 7: Preschool Outcomes	Indicator 8: Parent Involvement	Indicator 9: Disproportionality in Identification by Race/Ethnicity	Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability
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Indicator 16: Mediation

Indicator 17: State Systemic Improvement Plan

Link to Summarized Descriptions of IDEA Part B Indicators

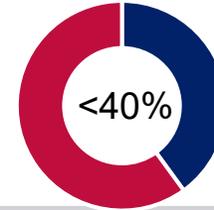# Indicator 5, Educational Environments (School-Age): Introduction

- Students are reported in the SPP/APR as being in in one of the following categories: A, B, or C

- Includes students with IEPs of age 5 and enrolled in kindergarten and of ages 6–21
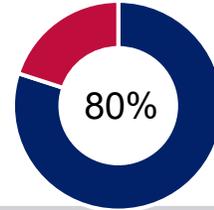
A 80%
Inside regular class 80% or more of the day.
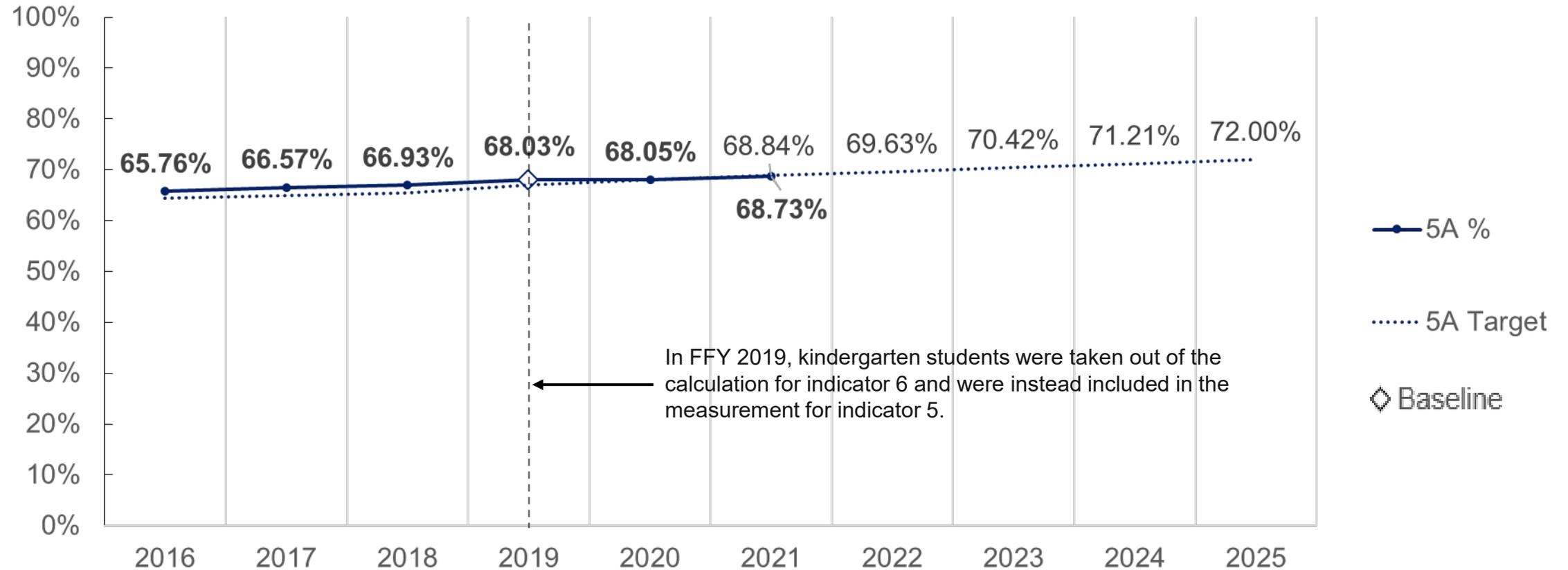
B <40%
Inside regular class less than 40% of the day

C
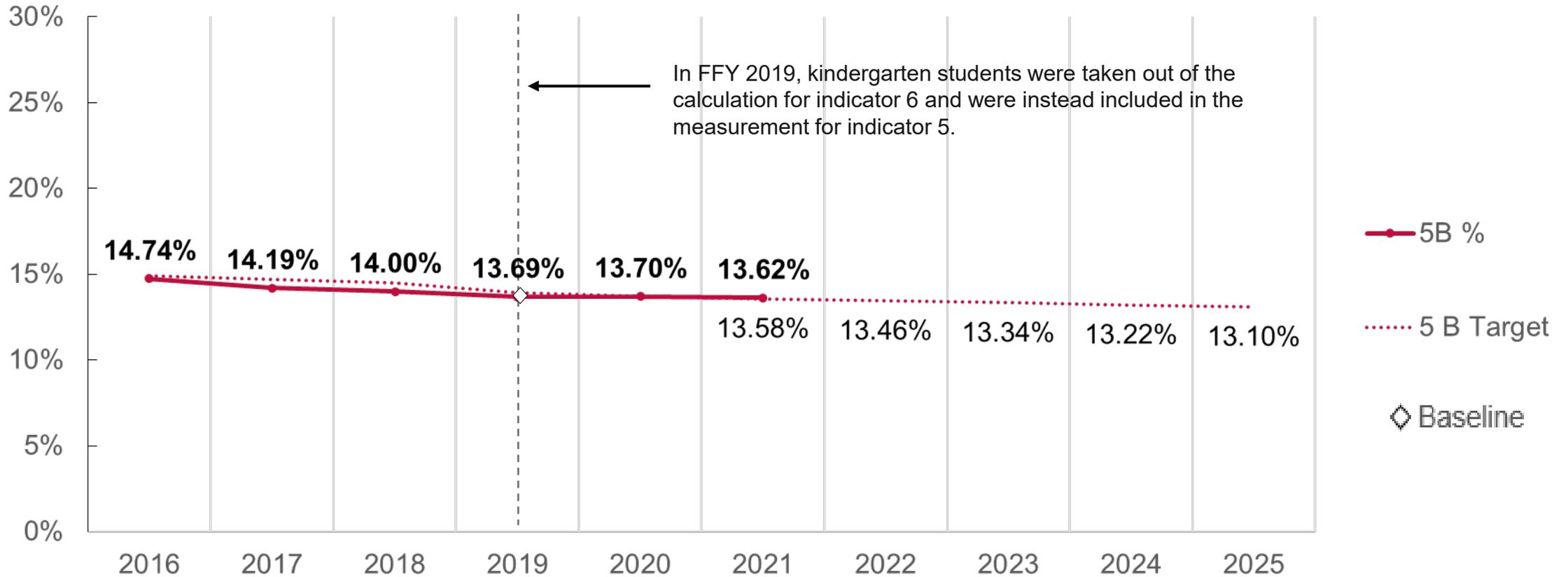In separate schools, residential facilities, placement in the home, or hospital

Exceptional Student Services

Indicator 5A, Inside Regular Class 80% or More of the Day: Results

In FFY 2019, kindergarten students were taken out of the calculation for indicator 6 and were instead included in the measurement for indicator 5.

FFY	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Target	64.50%	65.00%	65.50%	67.00%	68.05%	68.84%	69.63%	70.42%	71.21%	72.00%
Actual Data	65.76%	66.57%	66.93%	68.03%	68.05%	68.73%	TBD	TBD	TBD	TBD

Indicator 5B, Inside Regular Class Less Than 40% of the Day: Results

In FFY 2019, kindergarten students were taken out of the calculation for indicator 6 and were instead included in the measurement for indicator 5.

14.74% 14.19% 14.00% 13.69% 13.70% 13.62%

13.58% 13.46% 13.34% 13.22% 13.10%

- 5B %
- 5 B Target
- ◇ Baseline

FFY	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Target	14.90%	14.70%	14.50%	13.90%	13.70%	13.58%	13.46%	13.34%	13.22%	13.10%
Actual Data	14.74%	14.19%	14.00%	13.69%	13.70%	13.62%	TBD	TBD	TBD	TBD

Indicator 5C, In Separate Schools, Residential Facilities, Home, or Hospital Placements: Results

In FFY 2019, kindergarten students were taken out of the calculation for indicator 6 and were instead included in the measurement for indicator 5.

- 5C %
- 5C Target
- ◇ Baseline

Chart values: 1.99%, 2.33%, 2.48%, 2.52%, 2.76%, 2.70%, 2.64%, 2.58%, 2.52%, 2.46%, 2.68%
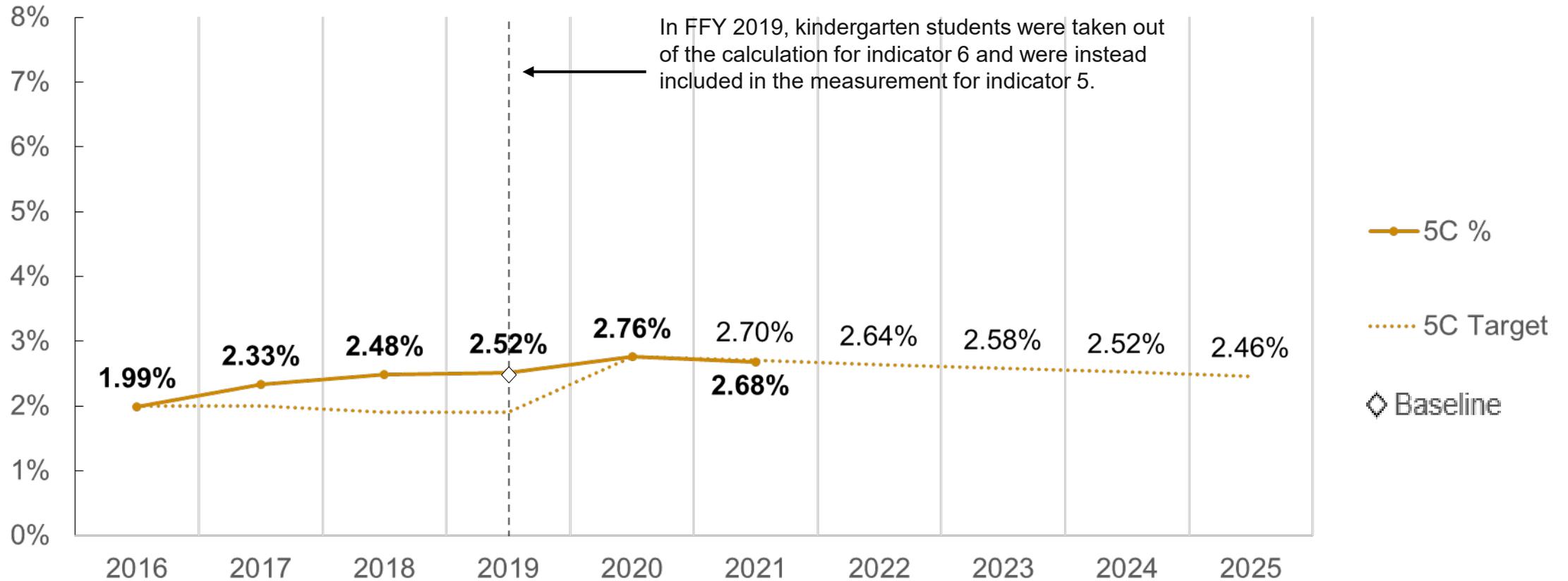
FFY	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Target	2.00%	2.00%	1.90%	1.90%	2.76%	2.70%	2.64%	2.58%	2.52%	2.46%
Actual Data	1.99%	2.33%	2.48%	2.52%	2.76%	2.68%	TBD	TBD	TBD	TBD

State Performance Plan Indicators

Indicator 6: School-Age Educational Environments

Indicator 1: Graduation	Indicator 2: Dropout	Indicator 3: Assessment	Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	Indicator 5: School-Age Educational Environments
Indicator 6: Preschool Educational Environments	Indicator 7: Preschool Outcomes	Indicator 8: Parent Involvement	Indicator 9: Disproportionality in Identification by Race/Ethnicity	Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability
Indicator 11: Child Find	Indicator 12: Preschool Transition	Indicator 13: Secondary Transition	Indicator 14: Post School Outcomes	Indicator 15: Resolution Sessions

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Indicator 16: Mediation

Indicator 17: State Systemic Improvement Plan

Link to Summarized Descriptions of IDEA Part B Indicators

Indicator 6, Educational Environments (Preschool): Introduction
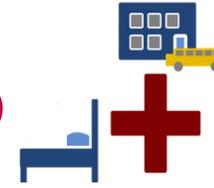
- Children are reported in the SPP/APR as being in in one of the following categories: A, B, or C

- Includes preschool children with IEPs aged 3 through 5

A Receiving the majority of special education and related services in regular early childhood program

B Attending separate special education class, separate school, or residential facility
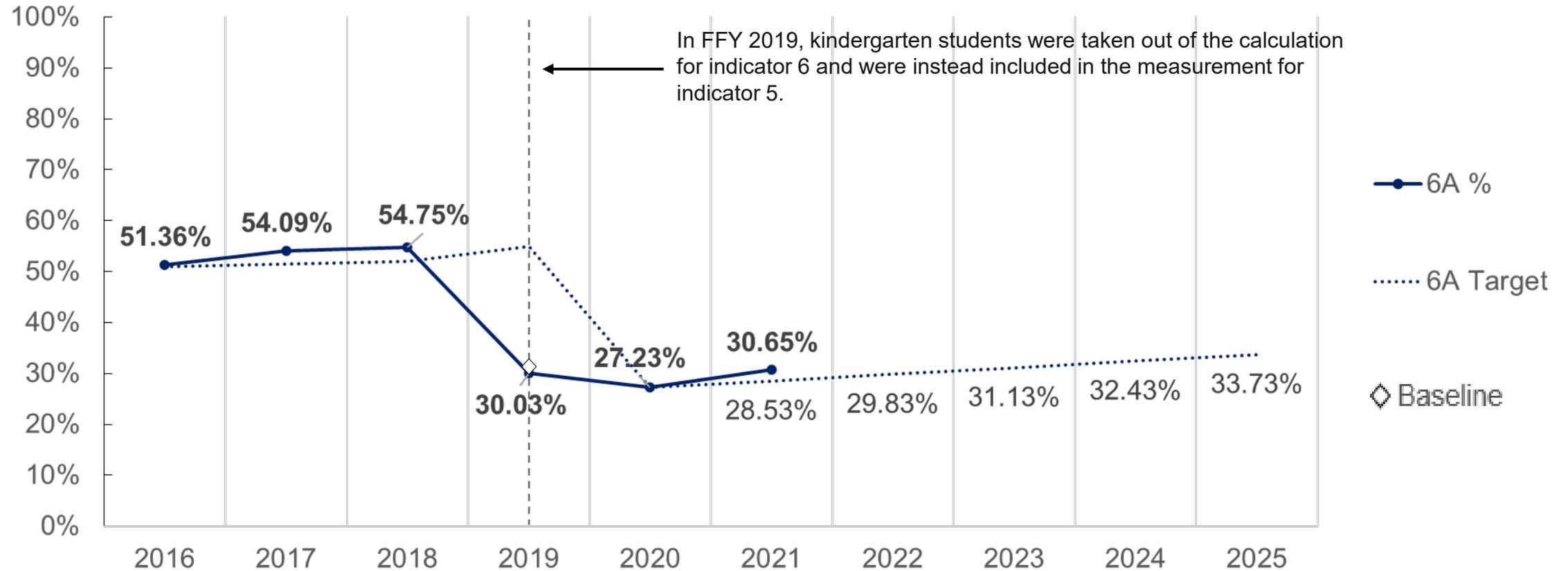
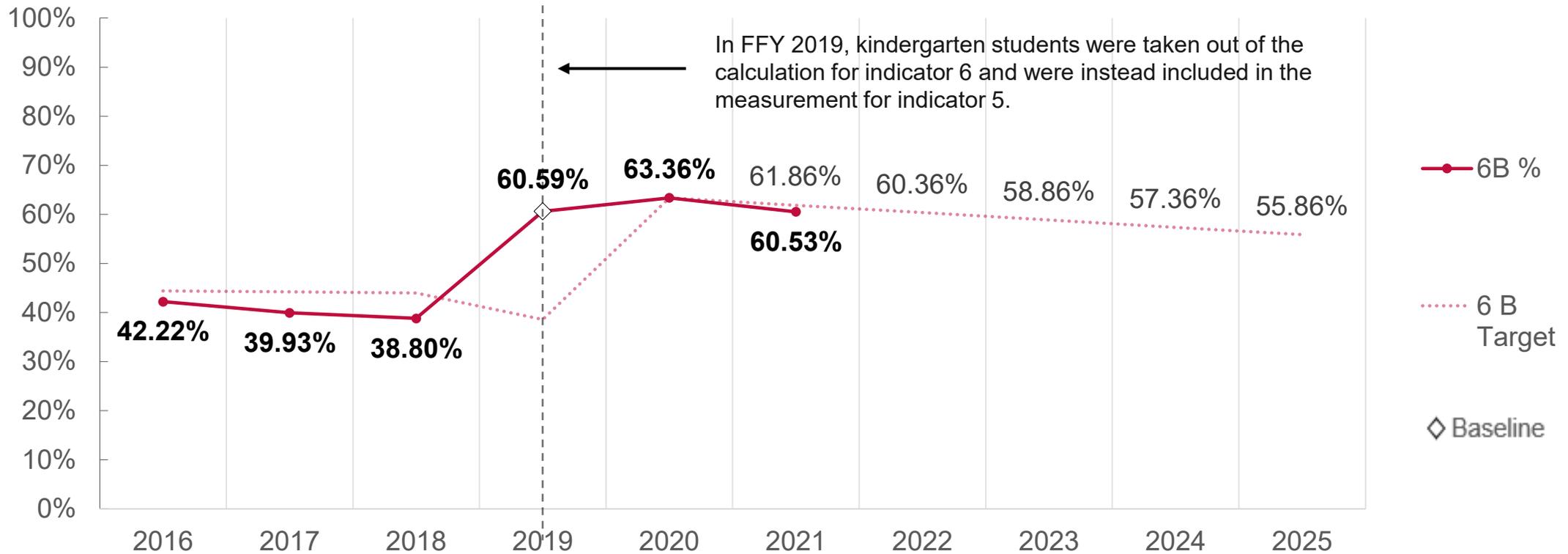**C** Receiving special education and related services in the home

Exceptional Student Services

Indicator 6A, Receiving the Majority of Special Education and Related Services in Regular Early Childhood Program: Results

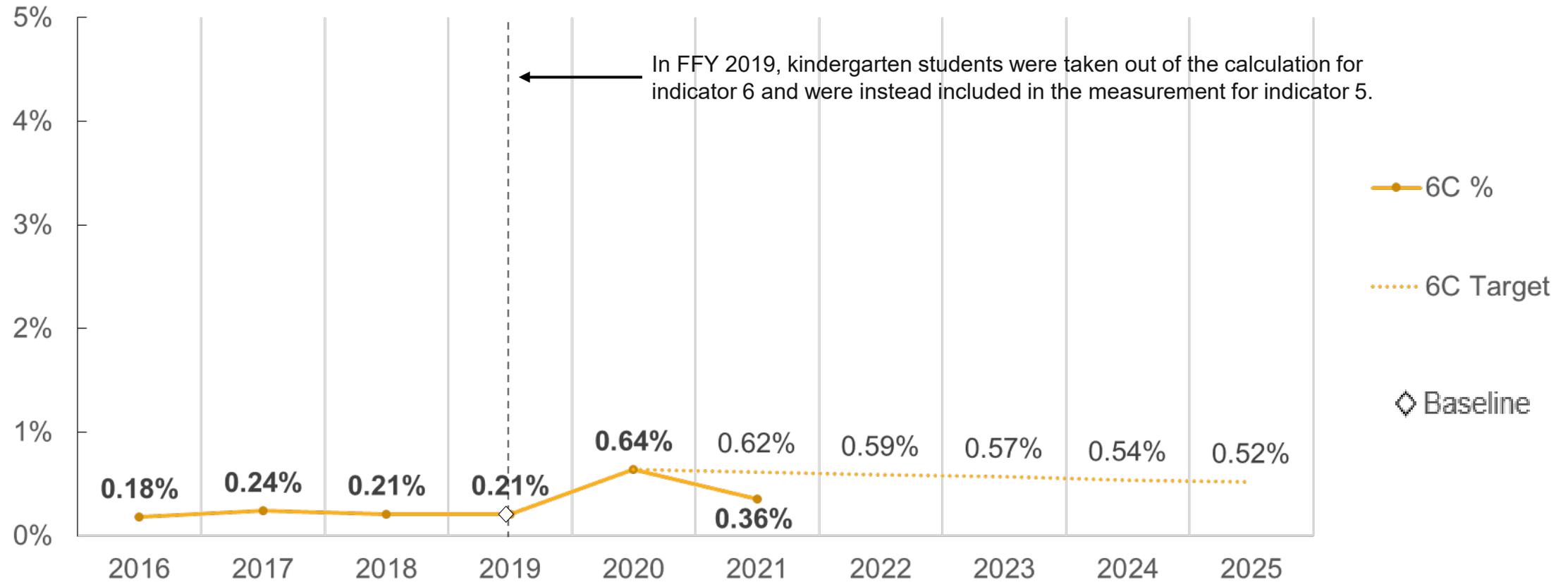In FFY 2019, kindergarten students were taken out of the calculation for indicator 6 and were instead included in the measurement for indicator 5.

FFY	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Target	51.00%	51.50%	52.00%	55.00%	27.23%	28.53%	29.83%	31.13%	32.43%	33.73%
Actual Data	51.36%	54.09%	54.75%	30.03%	27.23%	30.65%	TBD	TBD	TBD	TBD

Indicator 6B, Attending Separate Special Education Class, Separate school, or Residential Facility: Results

In FFY 2019, kindergarten students were taken out of the calculation for indicator 6 and were instead included in the measurement for indicator 5.

Legend:
- 6B %
- 6 B Target
- ◇ Baseline

Chart data points (Actual Data / 6B %):
- 2016: 42.22%
- 2017: 39.93%
- 2018: 38.80%
- 2019: 60.59%
- 2020: 63.36%
- 2021: 60.53%

Target line values:
- 2021: 61.86%
- 2022: 60.36%
- 2023: 58.86%
- 2024: 57.36%
- 2025: 55.86%

FFY	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Target	44.40%	44.20%	44.00%	38.60%	63.36%	61.86%	60.36%	58.86%	57.36%	55.86%
Actual Data	42.22%	39.93%	38.80%	60.59%	63.36%	60.53%	TBD	TBD	TBD	TBD

Indicator 6C, Receiving Special Education and Related Services in the Home: Results

In FFY 2019, kindergarten students were taken out of the calculation for indicator 6 and were instead included in the measurement for indicator 5.

Legend:
- —●— 6C %
- ········ 6C Target
- ◇ Baseline

Chart values (6C %): 2016: 0.18%, 2017: 0.24%, 2018: 0.21%, 2019: 0.21%, 2020: 0.64%, 2021: 0.36%

6C Target values: 2021: 0.62%, 2022: 0.59%, 2023: 0.57%, 2024: 0.54%, 2025: 0.52%

FFY	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Target	NA	NA	NA	NA	0.64%	0.62%	0.59%	0.57%	0.54%	0.52%
Actual Data	0.18%	0.24%	0.21%	0.21%	0.64%	0.36%	TBD	TBD	TBD	TBD

State Performance Plan Indicators

Indicator 8: Parent Involvement

Indicator 1: Graduation	Indicator 2: Dropout	Indicator 3: Assessment	Indicator 4: Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	Indicator 5: School-Age Educational Environments
Indicator 6: Preschool Educational Environments	Indicator 7: Preschool Outcomes	Indicator 8: Parent Involvement	Indicator 9: Disproportionality in Identification by Race/Ethnicity	Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability
Indicator 11: Child Find	Indicator 12: Preschool Transition	Indicator 13: Secondary Transition	Indicator 14: Post School Outcomes	Indicator 15: Resolution Sessions

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Indicator 16: Mediation	Indicator 17: State Systemic Improvement Plan

Link to Summarized Descriptions of IDEA Part B Indicators

Indicator 8, Parent Involvement: Introduction

- Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

- Data Source: Annual parent survey

Indicator 8: Historical, Current, and Target Data
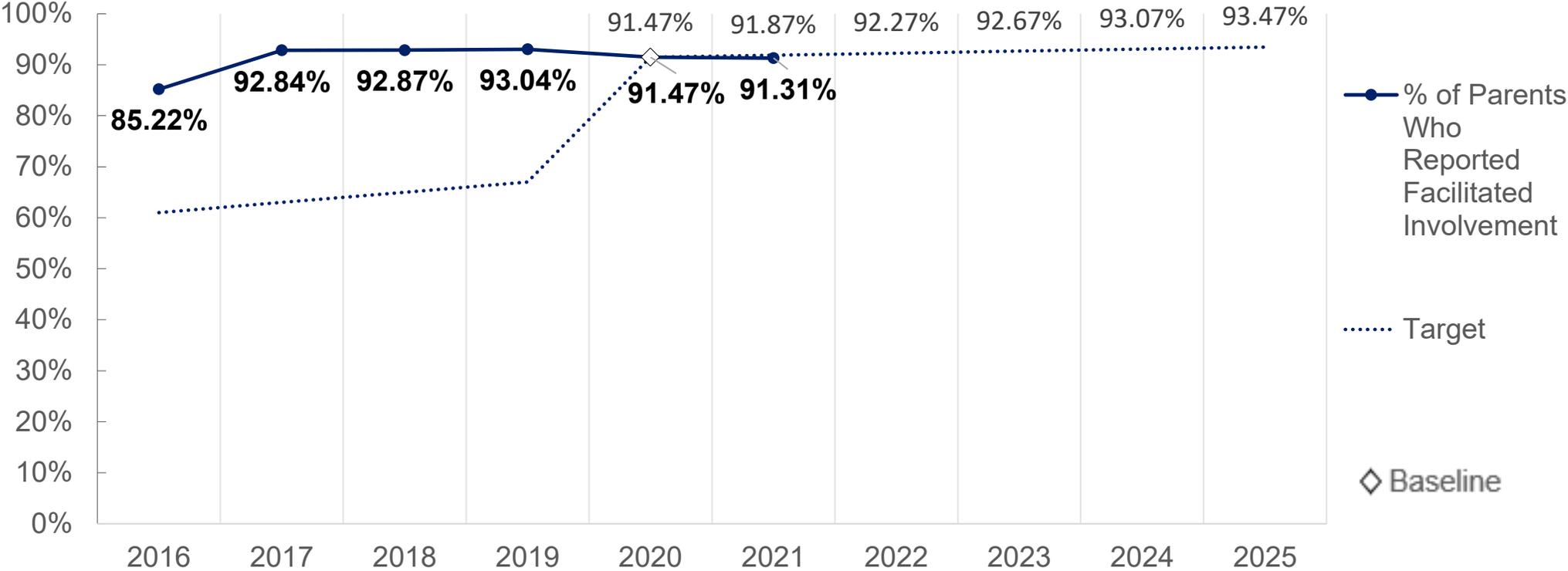
FFY	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Target	61.00%	63.00%	65.00%	67.00%	91.47%	91.87%	92.27%	92.67%	93.07%	93.47%
Actual Data	85.22%	92.84%	92.87%	93.04%	91.47%	91.31%	TBD	TBD	TBD	TBD

We Welcome Your Feedback!

To access the Public Comment Form, please visit www.azed.gov/specialeducation
The "Public Comment" button is located under the "Contact" section.

Contact Us

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