



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

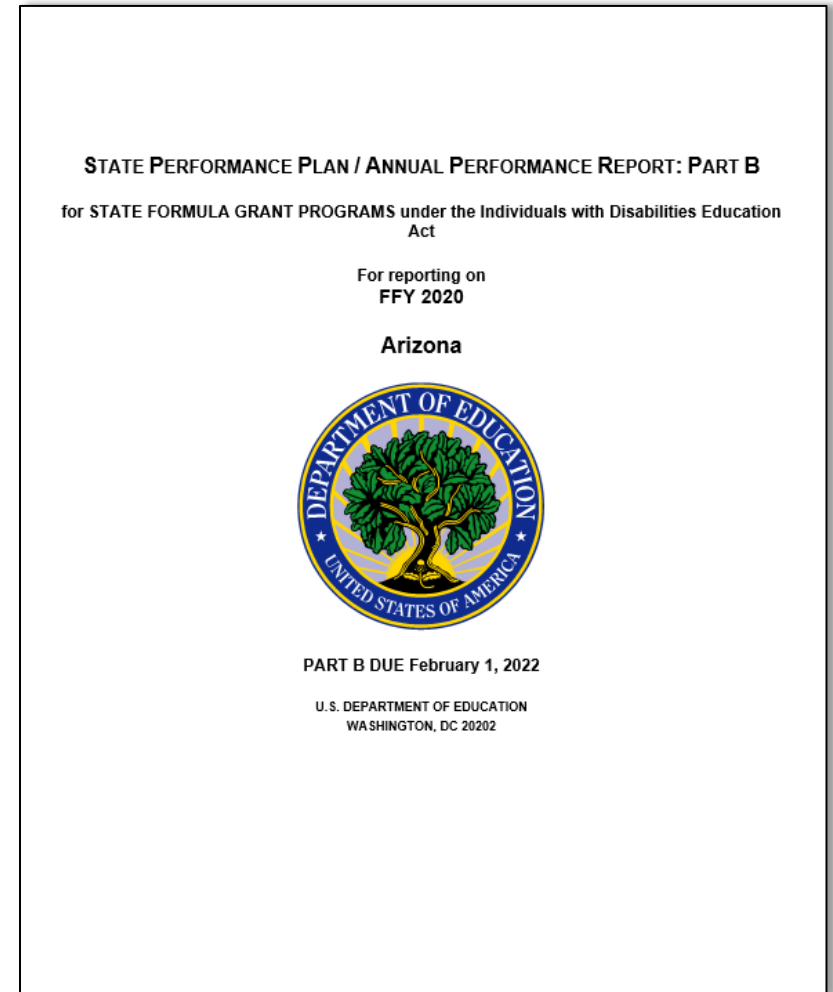
Indicators 3 and 7 for Federal Fiscal Year 2021
State Performance Plan and Annual Performance Report

January 24, 2023

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 Indicators

Indicator 3: Assessment

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:
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and Disability


Indicator 11:
Child Find


Indicator 12:
Preschool
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Indicator 13:
Secondary
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Indicator 14:
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Outcomes

Indicator 15:
Resolution
Sessions

 Rounded edges = Performance Indicators, State establishes targets

 Square edges = Compliance Indicators, targets are set by OSEP

Indicator 16:
Mediation

Indicator 17:
State Systemic
Improvement Plan

[Link to Summarized Descriptions of IDEA Part B Indicators](#)

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



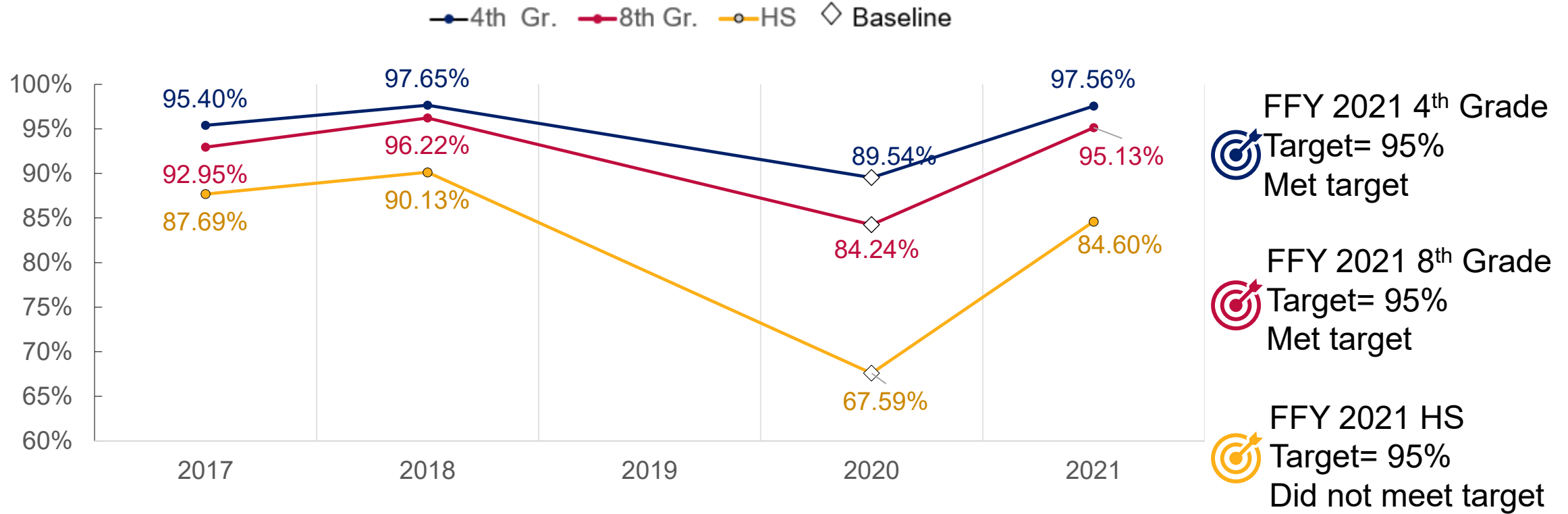
Exceptional
Student Services

Indicator 3: Data Source

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



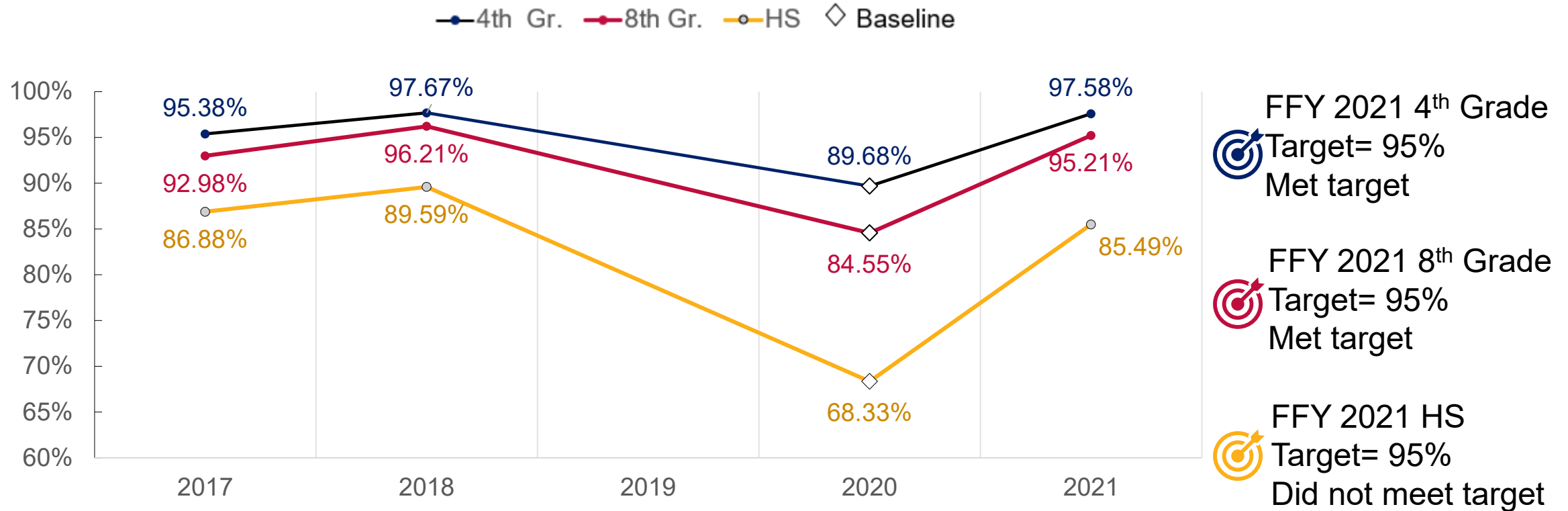
Indicator 3A: Reading Assessment Participation Rate for 4th grade, 8th grade, and High School Participation for Children with IEPs



FFY	2017	2018	2019	2020	2021
4 th Grade	95.40%	97.65%	N/A*	89.54%	97.56%
8 th Grade	92.95%	96.22%	N/A*	84.24%	95.13%
High School	87.69%	90.13%	N/A*	67.59%	84.60%

*No Results

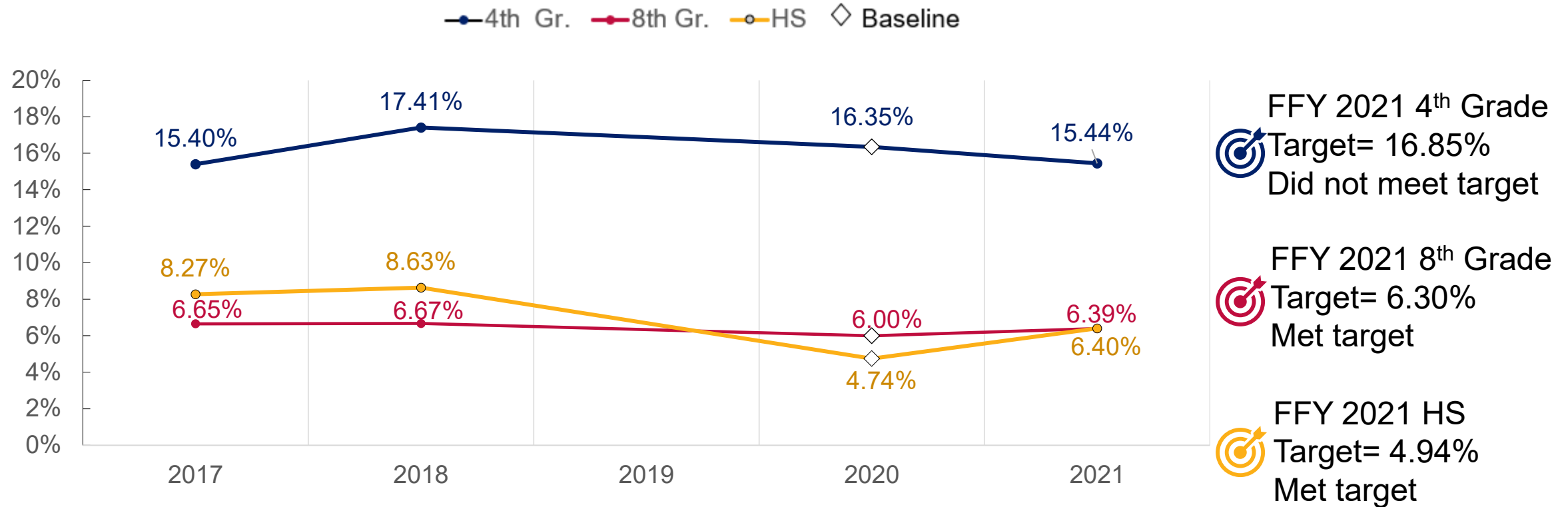
Indicator 3A: Math Assessment Participation Rate for 4th grade, 8th grade, and High School Participation for Children with IEPs



FFY	2017	2018	2019	2020	2021
4 th Grade	95.38%	97.67%	N/A*	89.68%	97.58%
8 th Grade	92.98%	96.21%	N/A*	84.55%	95.21%
High School	86.88%	89.59%	N/A*	68.33%	85.49%

*No Results

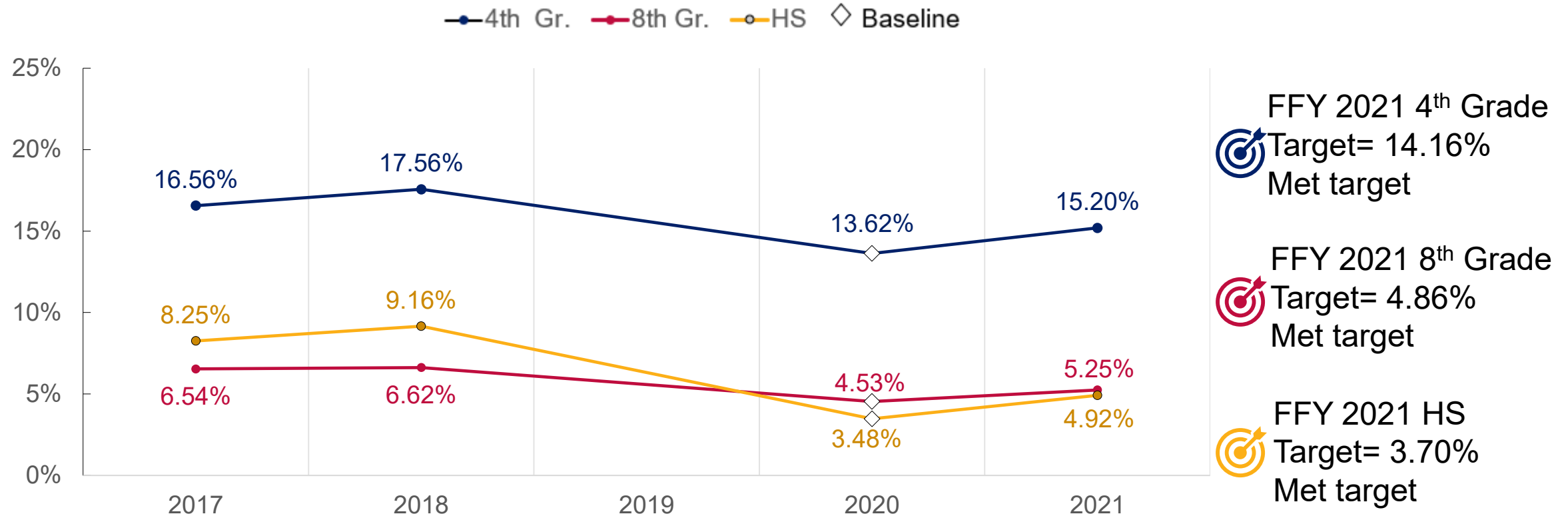
Indicator 3B: Proficiency on Reading Assessments for Students with Disabilities Against Grade-Level Academic Standards



FFY	2017	2018	2019	2020	2021
4 th Grade	15.40%	17.41%	N/A*	16.35%	15.44%
8 th Grade	6.65%	6.67%	N/A*	6.00%	6.39%
High School	8.27%	8.63%	N/A*	4.74%	6.40%

*No Results

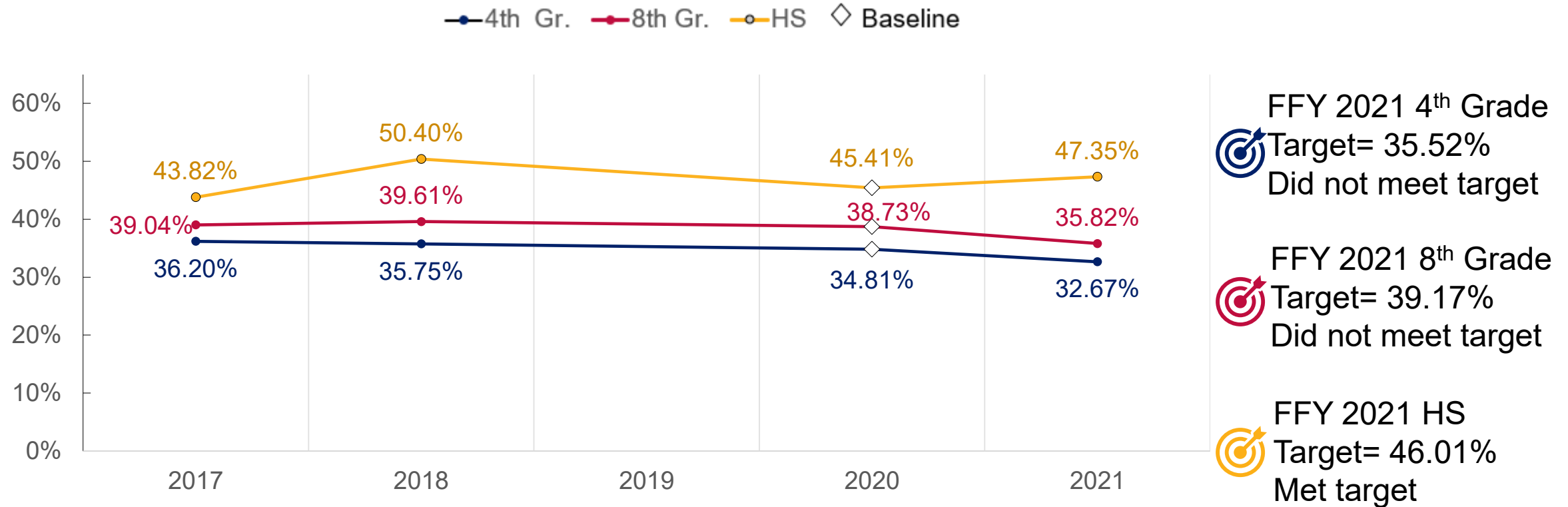
Indicator 3B: Proficiency on Math Assessments for Students with Disabilities Against Grade-Level Academic Standards



FFY	2017	2018	2019	2020	2021
4 th Grade	16.56%	17.56%	N/A*	13.62%	15.20%
8 th Grade	6.54%	6.62%	N/A*	4.53%	5.25%
High School	8.25%	9.16%	N/A*	3.48%	4.92%

*No Results

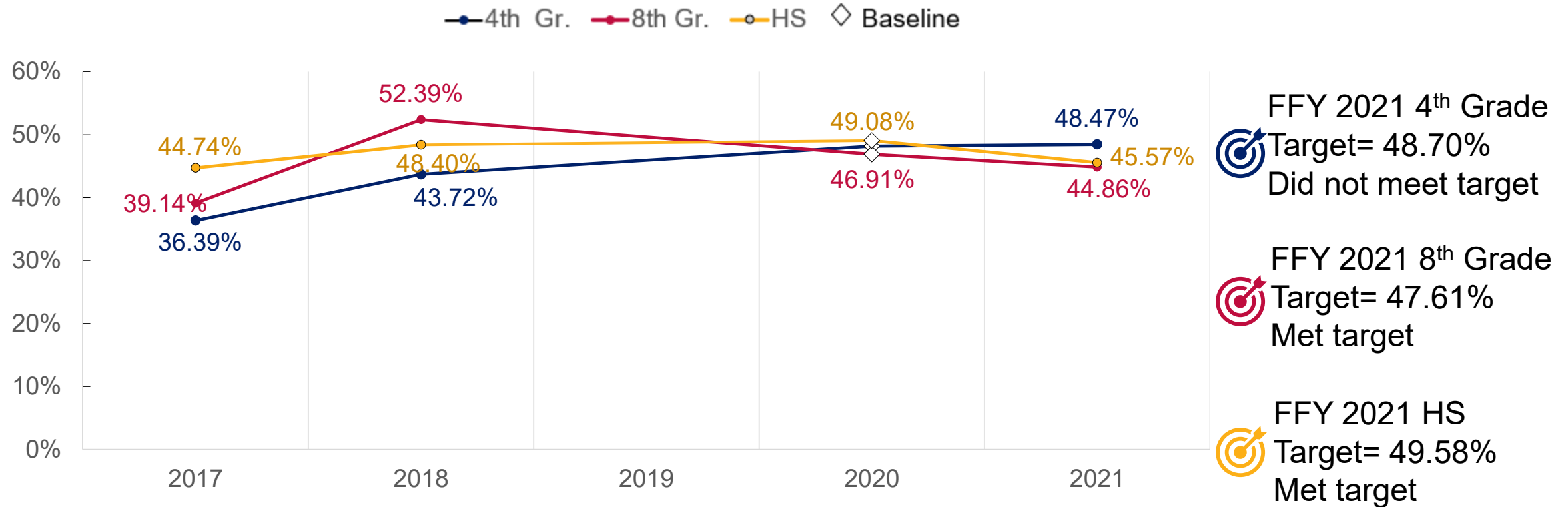
Indicator 3C: Proficiency on Reading Assessments for Students with Disabilities Against Alternate Academic Standards



FFY	2017	2018	2019	2020	2021
4 th Grade	36.20%	35.75%	N/A*	34.81%	32.67%
8 th Grade	39.04%	39.61%	N/A*	38.73%	35.82%
High School	43.82%	50.40%	N/A*	45.41%	47.35%

*No Results

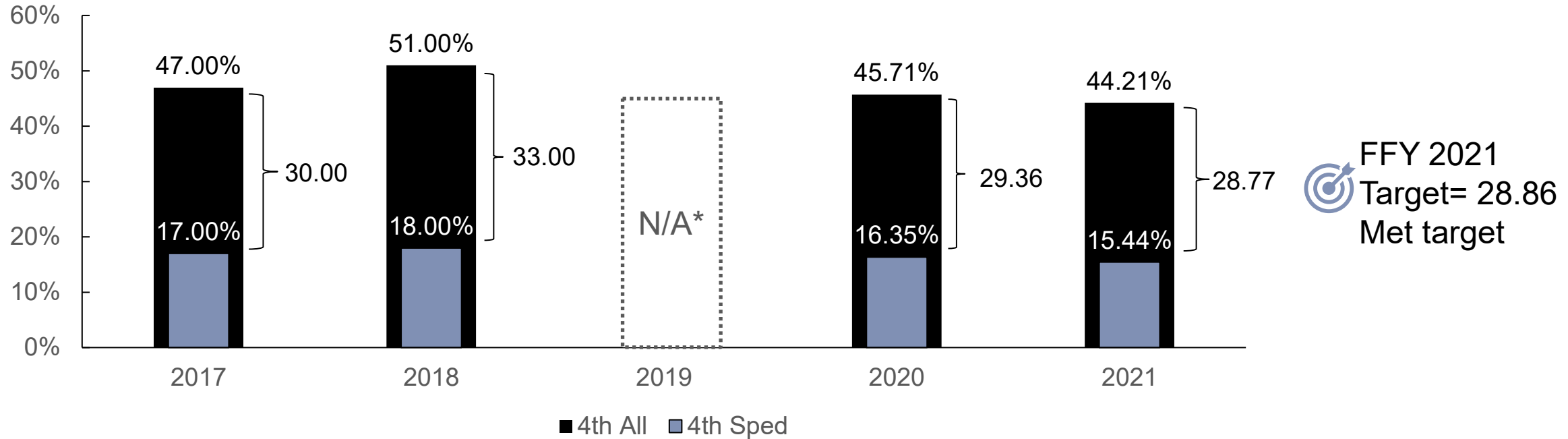
Indicator 3C: Proficiency on Math Assessments for Students with Disabilities Against Alternate Academic Standards



FFY	2017	2018	2019	2020	2021
4 th Grade	36.39%	43.72%	N/A*	48.20%	48.47%
8 th Grade	39.14%	52.39%	N/A*	46.91%	44.86%
High School	44.74%	48.40%	N/A*	49.08%	45.57%

*No Results

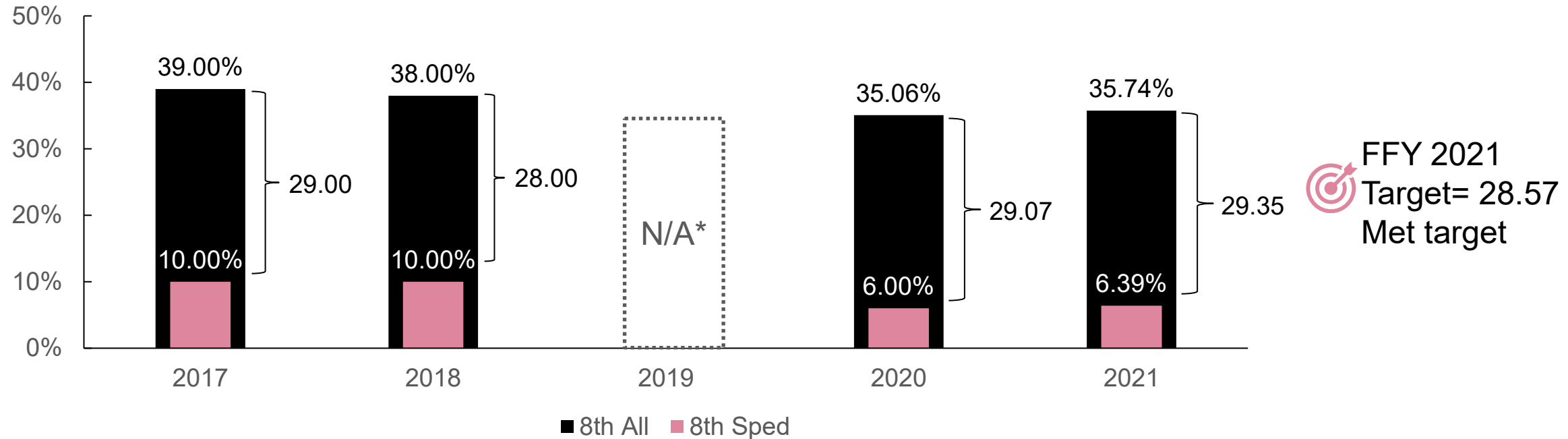
Indicator 3D: 4th Grade Gap in Proficiency on Reading Assessments for Students with Disabilities Against Grade-Level Academic Standards



FFY	2017	2018	2019	2020	2021
4 th All Students	47.00%	51.00%	N/A*	45.71%	44.21%
4 th Sped	17.00%	18.00%	N/A*	16.35%	15.44%
Gap	30.00	33.00	N/A*	29.36	28.77

*No Results

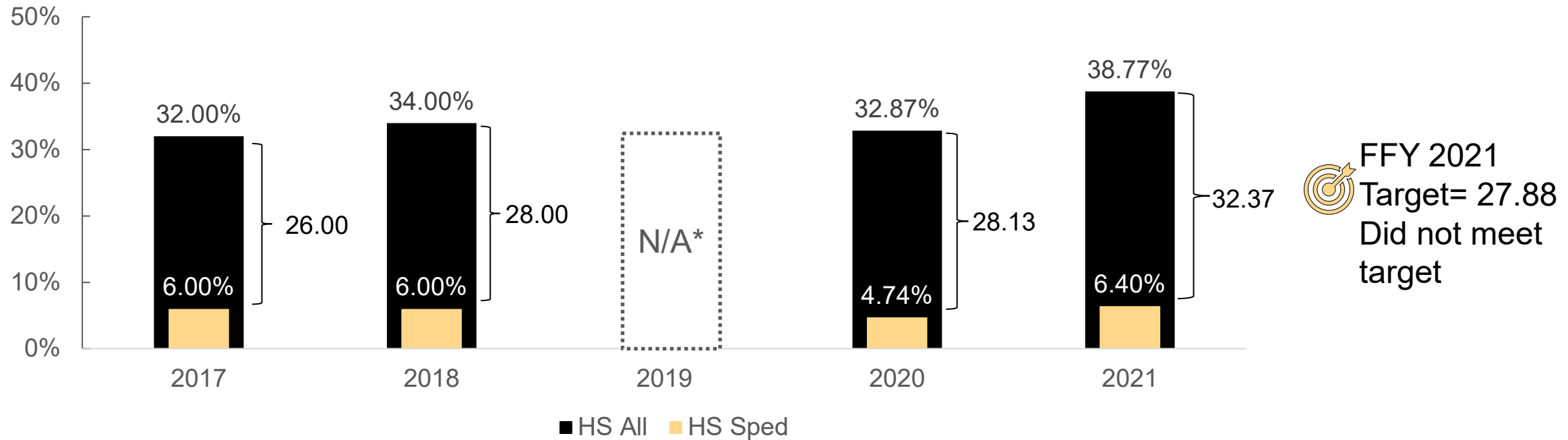
Indicator 3D: 8th Grade Gap in Proficiency on Reading Assessments for Students with Disabilities Against Grade-Level Academic Standards



FFY	2017	2018	2019	2020	2021
8 th All Students	39.00%	38.00%	N/A	35.06%	35.74%
8 th Sped	10.00%	10.00%	N/A	6.00%	6.39%
Gap	29.00	28.00	N/A	29.07	29.35

*No Results

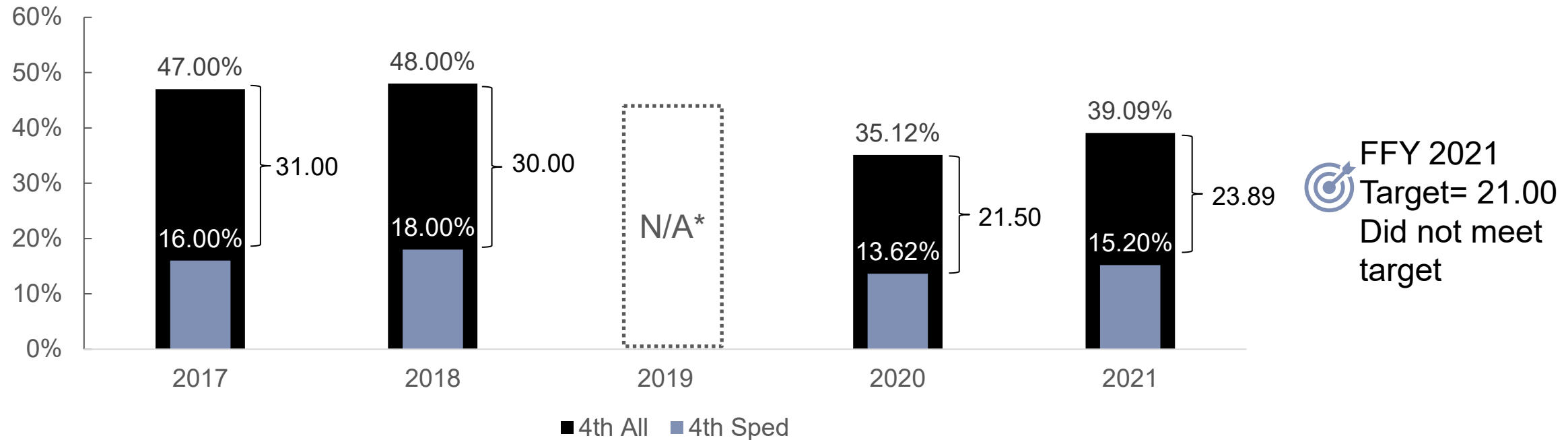
Indicator 3D: High School Gap in Proficiency on Reading Assessments for Students with Disabilities Against Grade-Level Academic Standards



FFY	2017	2018	2019	2020	2021
HS All Students	32.00%	34.00%	N/A*	32.87%	38.77%
HS Sped	6.00%	6.00%	N/A*	4.74%	6.40%
Gap	26.00	28.00	N/A*	28.13	32.37

*No Results

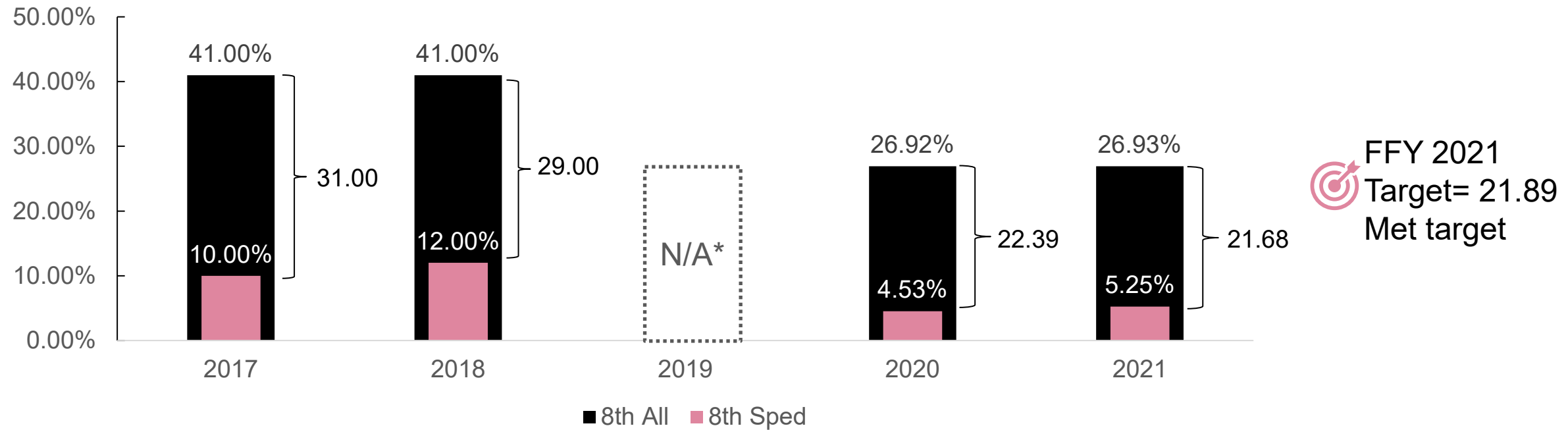
Indicator 3D: 4th Grade Gap in Proficiency on Math Assessments for Students with Disabilities Against Grade-Level Academic Standards



FFY	2017	2018	2019	2020	2021
4 th All Students	47.00%	48.00%	N/A*	35.12%	39.09%
4 th Sped	16.00%	18.00%	N/A*	13.62%	15.20%
Gap	31.00	30.00	N/A*	21.50	23.89

*No Results

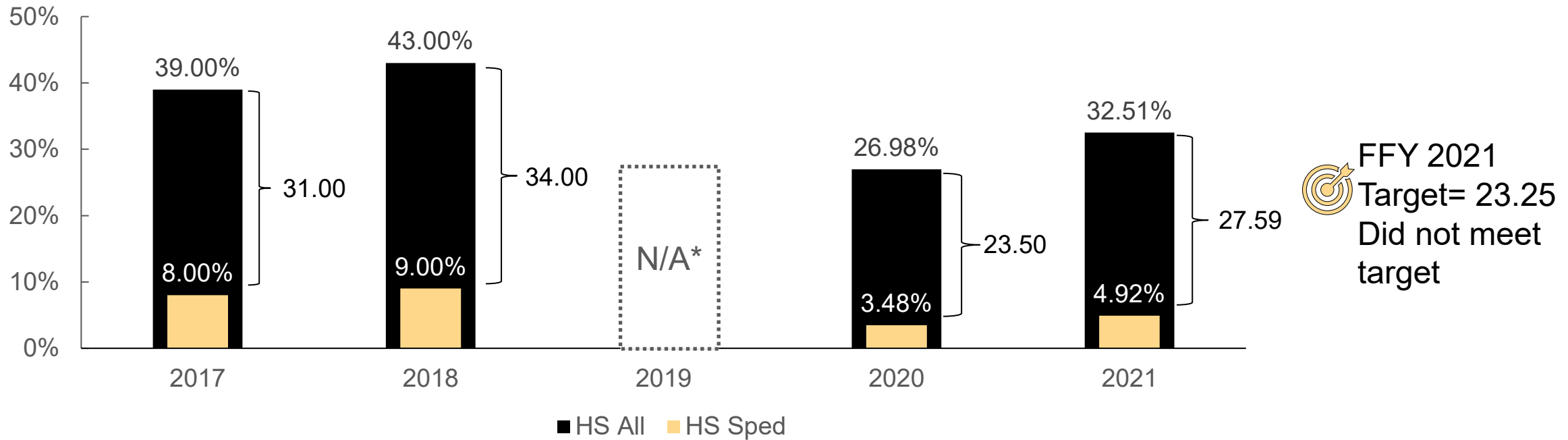
Indicator 3D: 8th Grade Gap in Proficiency on Math Assessments for Students with Disabilities Against Grade-Level Academic Standards



FFY	2017	2018	2019	2020	2021
8 th All Students	41.00%	41.00%	N/A*	26.92%	26.93%
8 th Sped	10.00%	12.00%	N/A*	4.53%	5.25%
Gap	31.00	29.00	N/A*	22.39	21.68

*No Results

Indicator 3D: High School Gap in Proficiency on Math Assessments for Students with Disabilities Against Grade-Level Academic Standards



FFY	2017	2018	2019	2020	2021
HS All Students	39.00%	43.00%	N/A*	26.98%	32.51%
HS Sped	8.00%	9.00%	N/A*	3.48%	4.92%
Gap	31.00	34.00	N/A*	23.50	27.59

*No Results

State Performance Plan Indicators

Indicator 7: Preschool Outcomes

Indicator 1:
Graduation

Indicator 2:
Dropout

Indicator 3:
Assessment

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Discipline
Removal Rates
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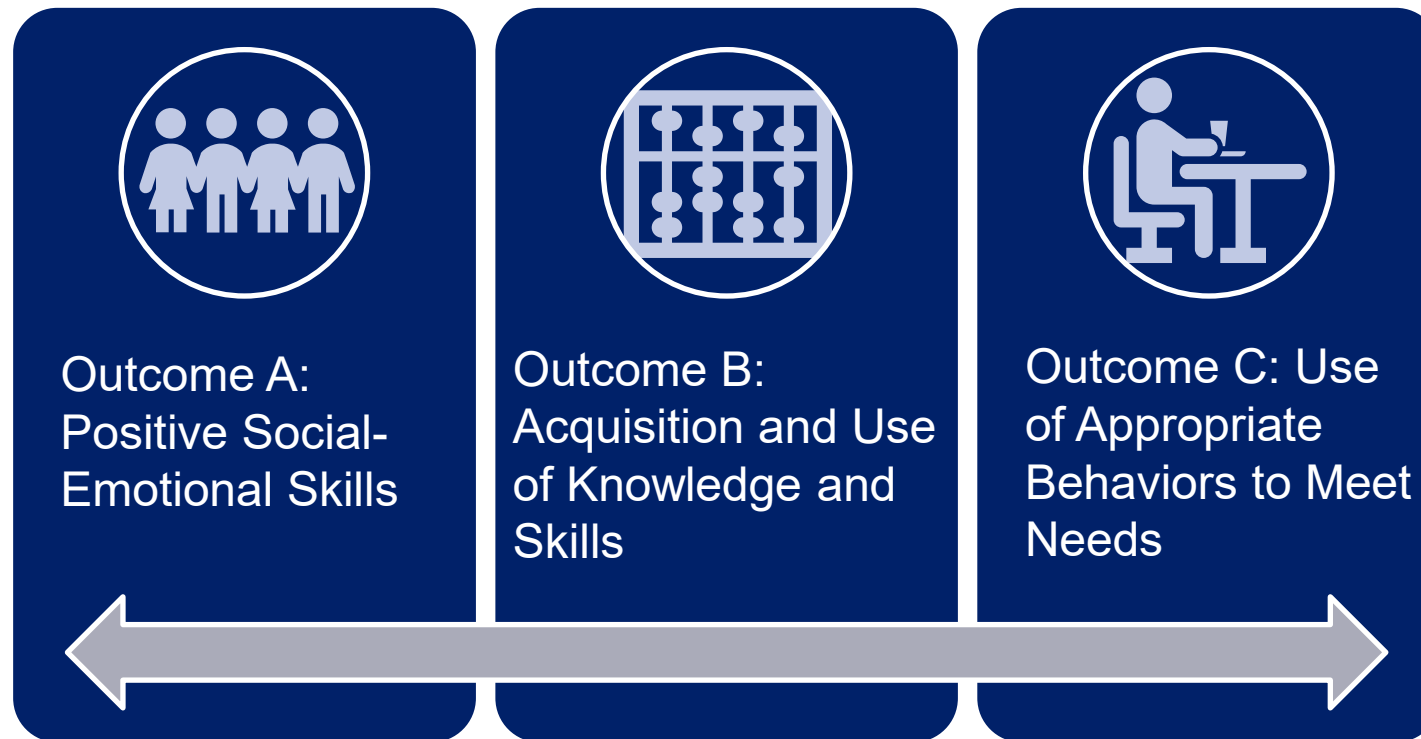
Indicator 16:
Mediation

Indicator 17:
State Systemic
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[Link to Summarized Descriptions of IDEA Part B Indicators](#)

Indicator 7: Preschool Outcomes Introduction

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in three areas:



Indicator 7: Data Source

- Arizona is currently using Teaching Strategies Gold (TSG) to report outcomes which are calculated from portfolios that are submitted by public education agencies (PEAs)
- Children's performance scores are determined upon benchmarks within the entry into the special education preschool program and exit from the program or when the child turns six



Indicator 7: Cut Score Change

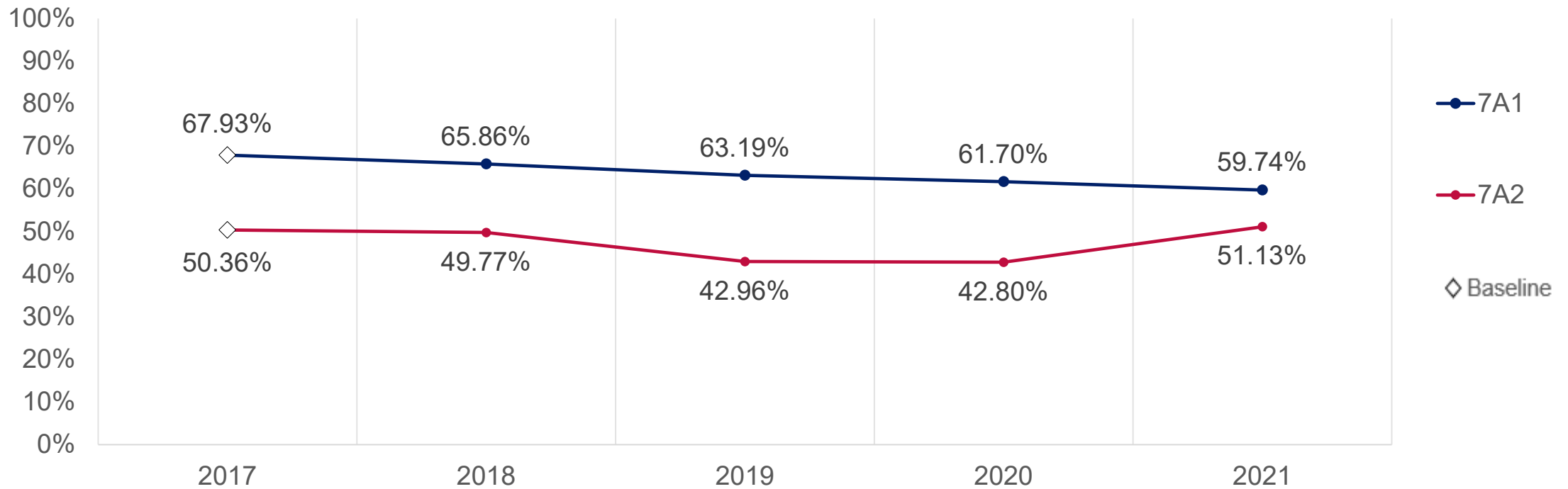
- TSG, the third-party application that Arizona has been using to report preschool children, changed its cut scores in SY 2021–2022, which in turn impacted Arizona’s preschool summary scores.
- When the new cut scores are applied to prior year's data, it shows progress was made on summary score 1 and summary score 2 in all three outcome areas.
- The State is transitioning to collecting this information in AzEDS and baselines will adjust after the transition.



Indicator 7A: Positive Social-Emotional Skills

7A1: Preschool Children with IEPs Who Made Substantial Progress

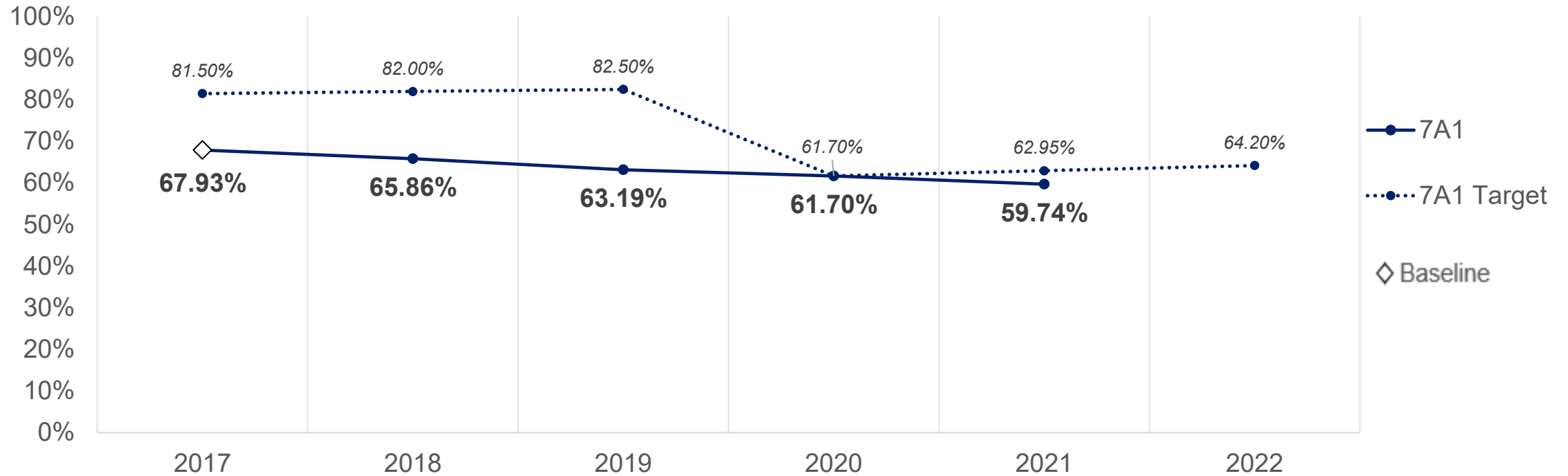
7A2: Exited at Age Expectations



FFY	2017	2018	2019	2020	2021
7A1 Data	67.93%	65.86%	63.19%	61.70%	59.74%
7A2 Data	50.36%	49.77%	42.96%	42.80%	51.13%

Indicator 7A: Positive Social-Emotional Skills, Target vs. Actual

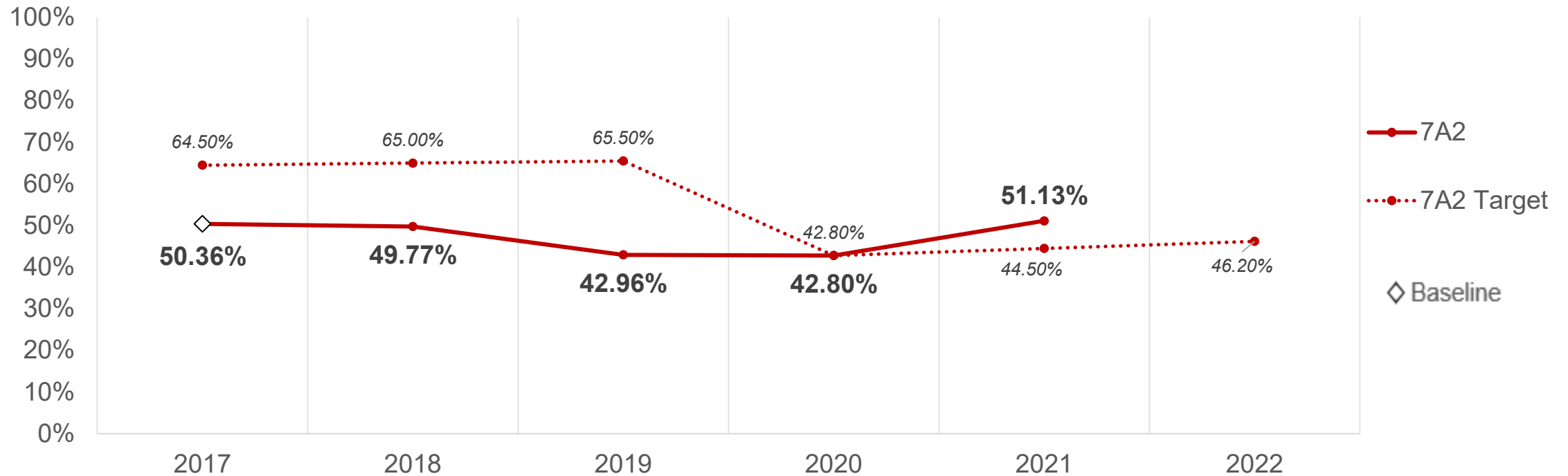
7A1: Percent of Preschool Children with IEPs Who Made Substantial Progress



FFY	2017	2018	2019	2020	2021	2022
7A1 Target	81.50%	82.00%	82.50%	61.70%	62.95%	64.20%
7A1 Data	67.93%	65.86%	63.19%	61.70%	59.74%	TBD

Indicator 7A: Positive Social-Emotional Skills Results, Target vs. Actual

7A2: Percent of Preschool Children with IEPs Who Exited at Age Expectations

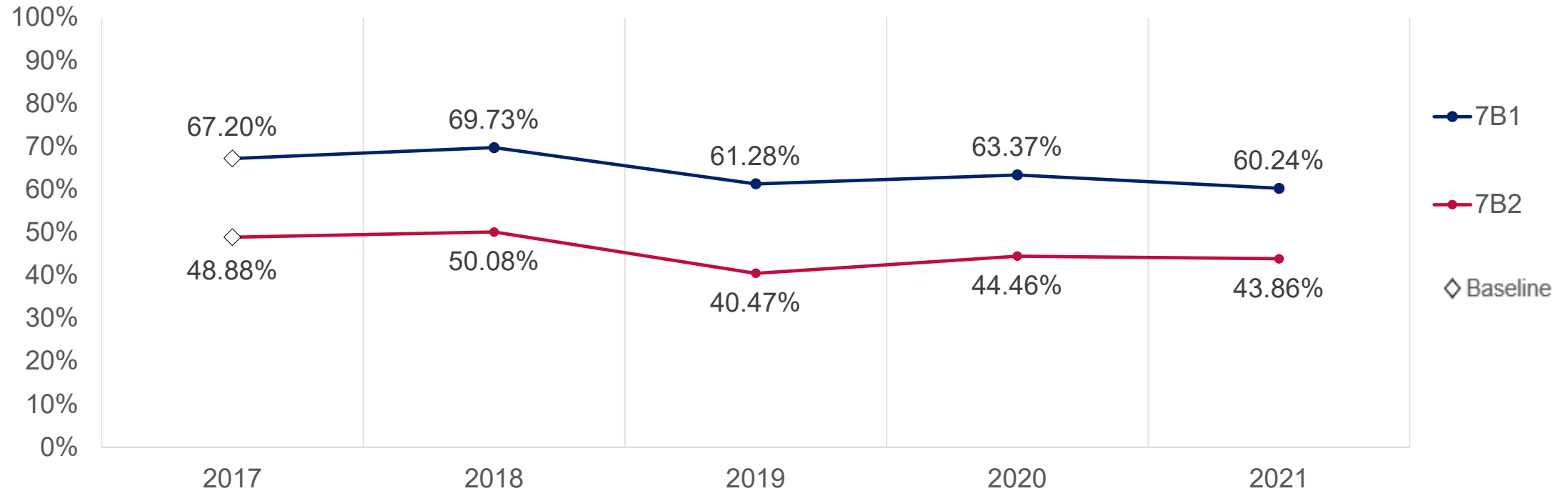


FFY	2017	2018	2019	2020	2021	2022
7A1 Target	64.50%	65.00%	65.50%	42.80%	44.50%	46.20%
7A1 Data	50.36%	49.77%	42.96%	42.80%	51.13%	TBD

Indicator 7B: Acquisition and Use of Knowledge and Skills

7B1: Preschool Children with IEPs Who Made Substantial Progress

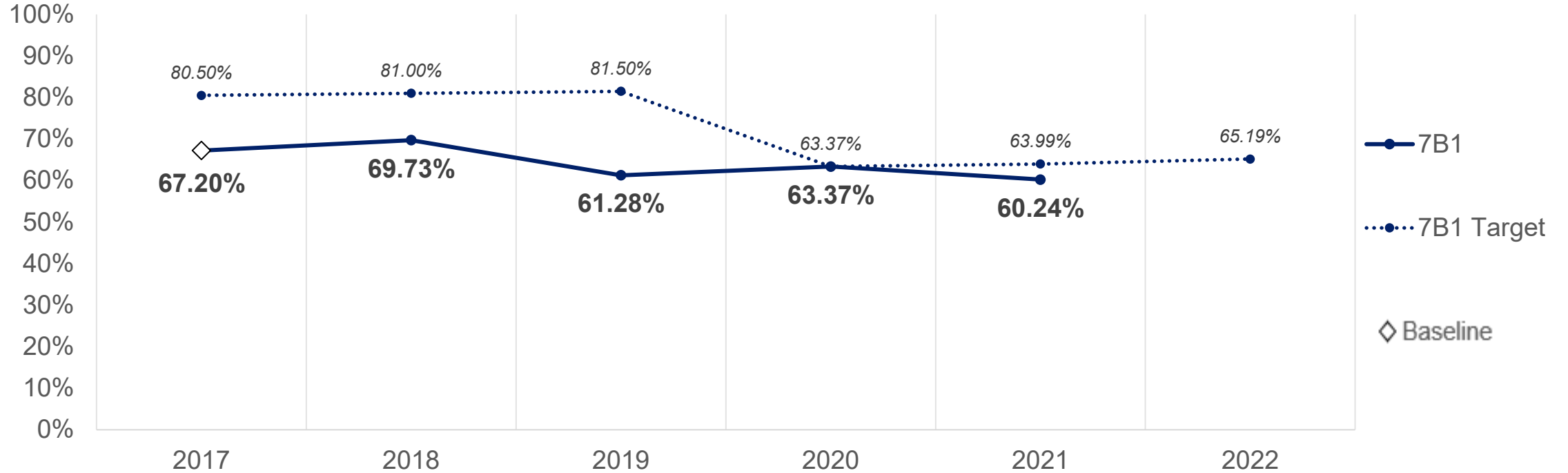
7B2: Exited at Age Expectations



FFY	2017	2018	2019	2020	2021
7B1 Data	67.20%	69.73%	61.28%	63.37%	60.24%
7B2 Data	48.88%	50.08%	40.47%	44.46%	43.86%

Indicator 7B: Acquisition and Use of Knowledge and Skills, Target vs. Actual

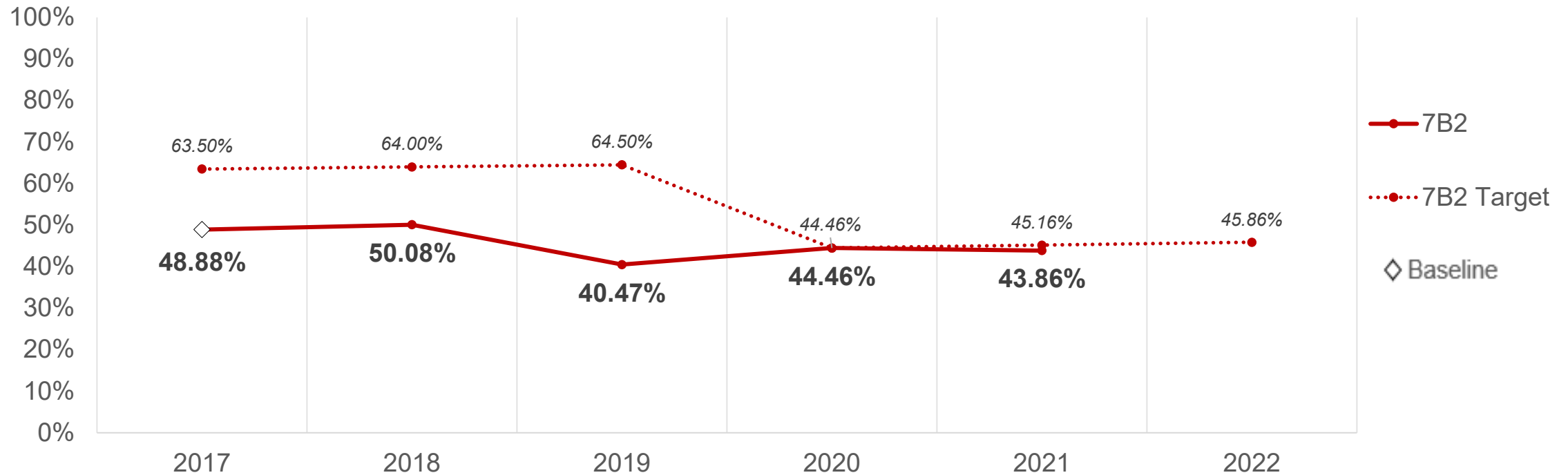
7B1: Percent of Preschool Children with IEPs Who Made Substantial Progress



FFY	2017	2018	2019	2020	2021	2022
7B1 Target	80.50%	81.00%	81.50%	63.37%	63.99%	65.19%
7B1 Data	67.20%	69.73%	61.28%	63.37%	60.24%	TBD

Indicator 7B2: Acquisition and Use of Knowledge and Skills, Target vs Actual

7B2: Percent of Preschool Children with IEPs Who Exited at Age Expectations

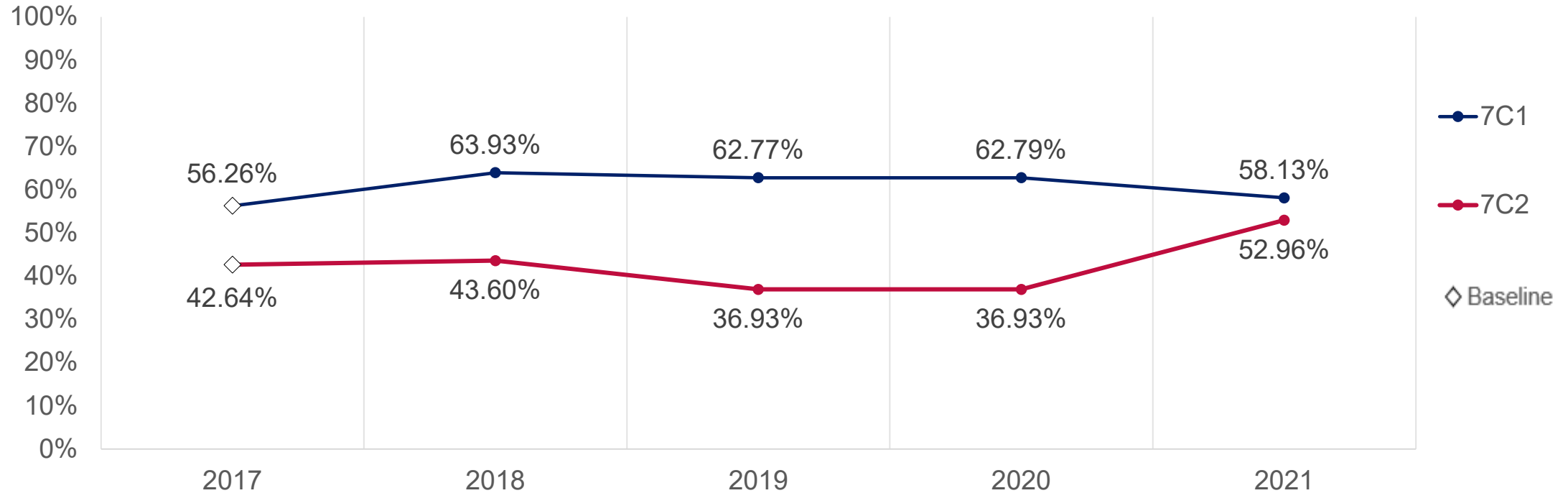


FFY	2017	2018	2019	2020	2021	2022
7B2 Target	63.50%	64.00%	64.50%	44.46%	45.16%	45.86%
7B2 Data	48.88%	50.08%	40.47%	44.46%	43.86%	TBD

Indicator 7C: Functional Behaviors to Meet Their Needs

7C1: Preschool Children with IEPs Who Made Substantial Progress

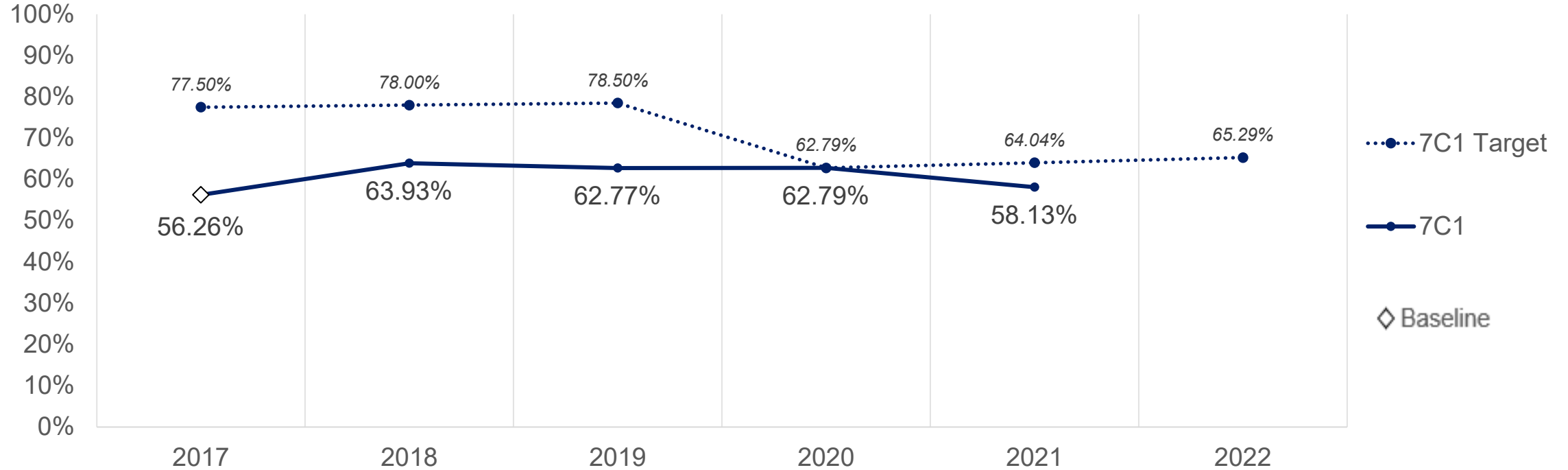
7C2: Exited at Age Expectations



FFY	2017	2018	2019	2020	2021
7C1 Data	56.26%	63.93%	62.77%	62.79%	58.13%
7C2 Data	42.64%	43.60%	36.93%	36.93%	52.96%

Indicator 7C: Functional Behaviors to Meet Their Needs, Target vs. Actual

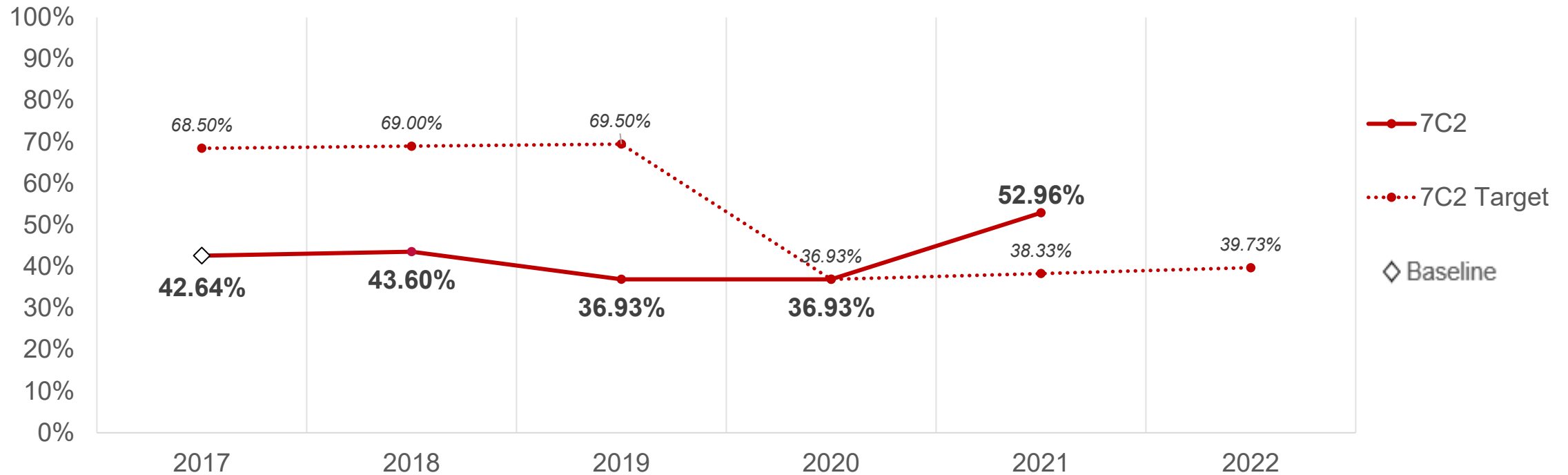
7C1: Percent of Preschool Children with IEPs Who Made Substantial Progress



FFY	2017	2018	2019	2020	2021	2022
7C1 Target	77.50%	78.00%	78.50%	62.79%	64.04%	65.29%
7C1 Data	56.26%	63.93%	62.77%	62.79%	58.13%	TBD

Indicator 7C: Functional Behaviors to Meet Their Needs, Target vs. Actual

7C2: Percent of Preschool Children with IEPs Who Exited at Age Expectations



FFY	2017	2018	2019	2020	2021	2022
7C2 Target	68.50%	69.00%	69.50%	36.93%	38.33%	39.73%
7C2 Data	42.64%	43.60%	36.93%	36.93%	52.96%	TBD



Contact Us

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