



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

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

- 1 and 2: Graduation and Dropout
- 7: Preschool Outcomes
- 14: Post School Outcomes
- 15: Resolution Sessions
- 16: Mediation

January 19, 2023

Agenda

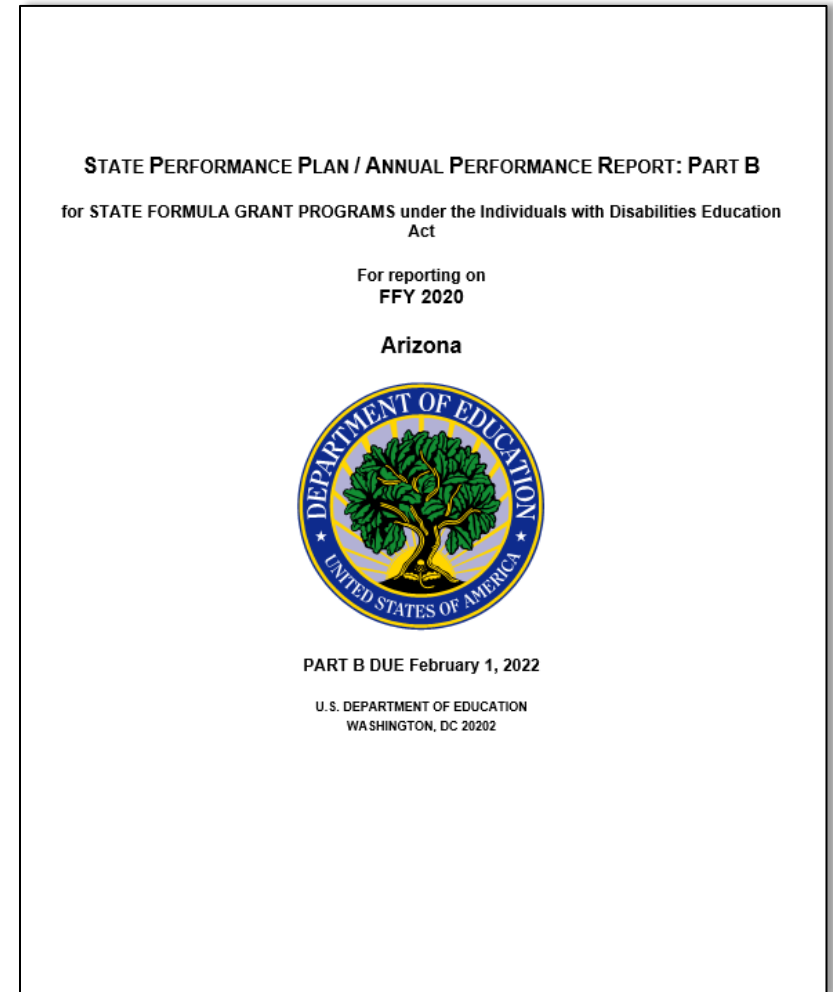


- What is the SPP/APR?
- Review Indicators
 - Graduation and dropout (Indicators 1 and 2)
 - Preschool outcomes (Indicator 7)
 - Post school outcomes (Indicator 14)
 - Resolution sessions and mediation (Indicators 15 and 16)
 - Presentation of Indicator 17, the State Systemic Improvement Plan (SSIP)

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

Indicators 1 and 2: Graduation and Dropout

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

 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](#)

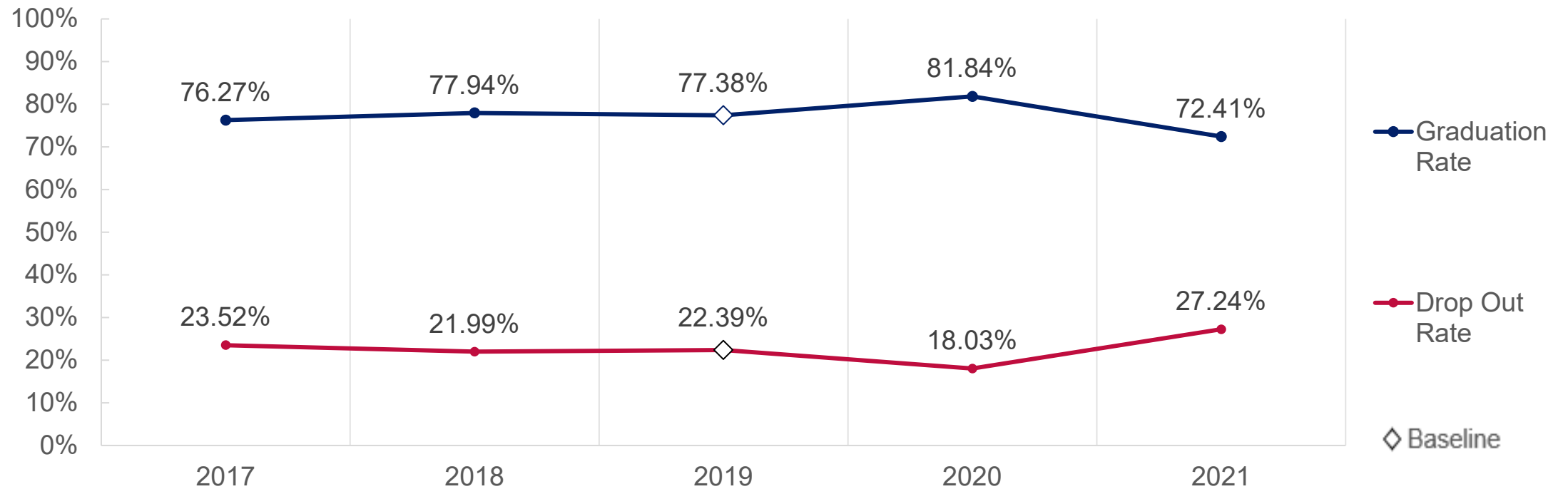
Indicators 1 and 2 Introduction

- Indicator 1: Percent of youths 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 youths 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

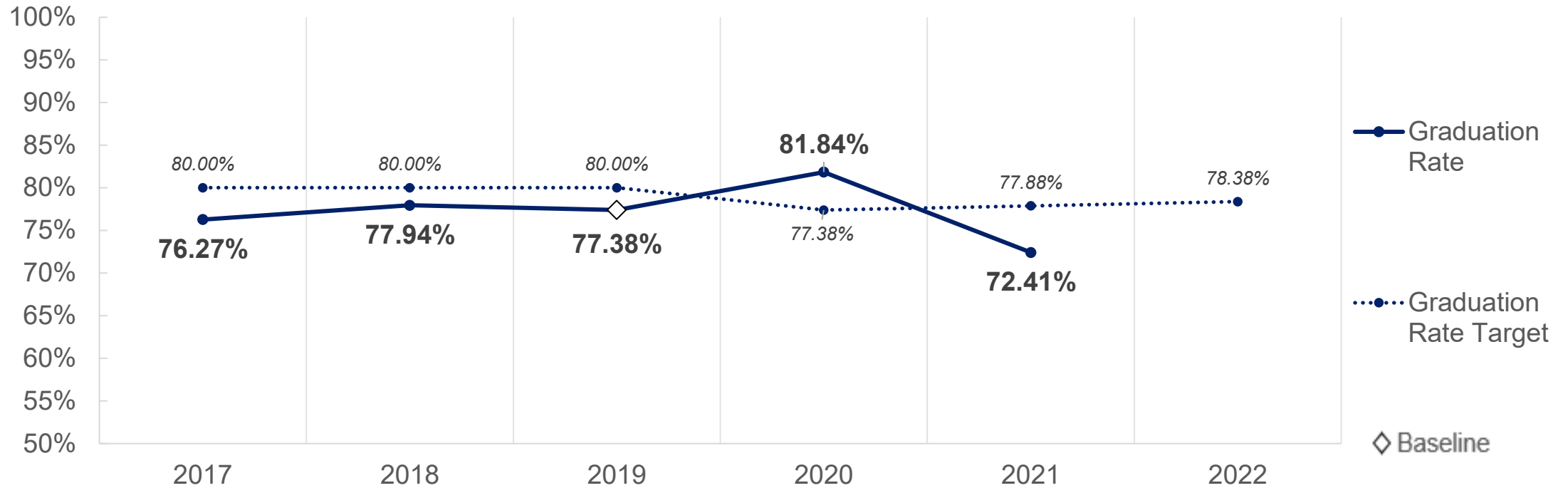
- Indicator 1: States must report a percentage using the number of youths with IEPs (ages 14–21) who exited special education **due to graduating with a regular high school diploma** in the numerator and the number of all youths with IEPs who exited special education (ages 14–21) in the denominator.
- Indicator 2: States must report a percentage using the number of youths with IEPs (ages 14–21) who exited special education **due to dropping out** in the numerator and the number of all youths 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 2017–2021



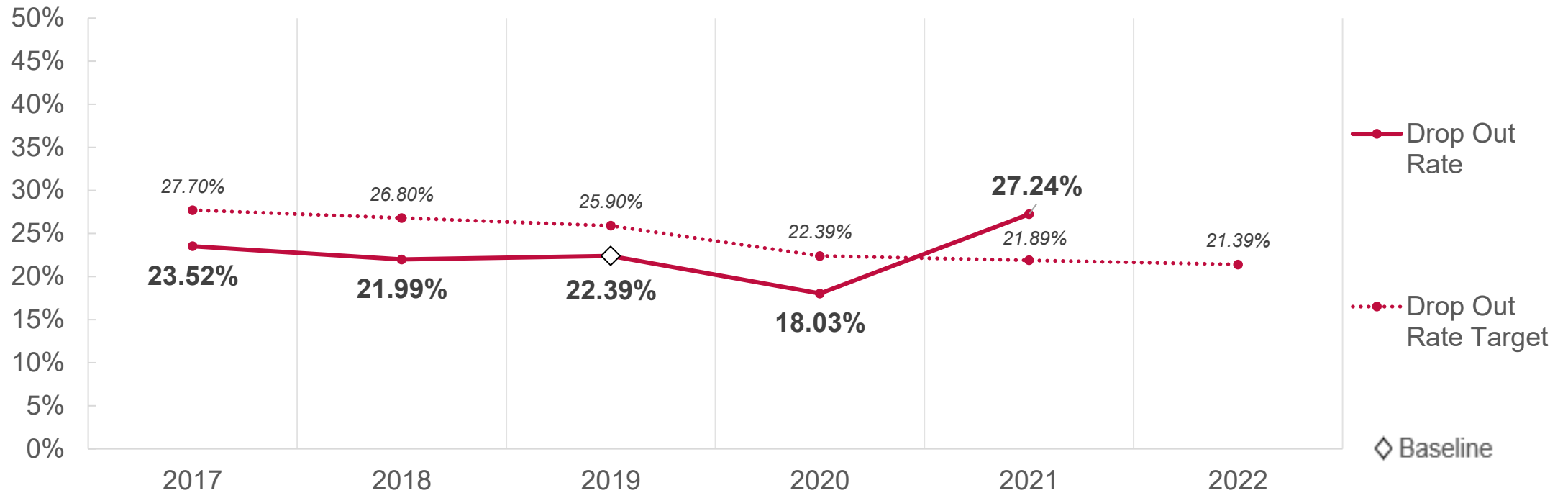
FFY	2017	2018	2019	2020	2021
Graduation	76.27%	77.94%	77.38%	81.84%	72.41%
Dropout	23.52%	21.99%	22.39%	18.03%	27.24%

Percentage of Youths with IEPs Graduating with a High School Diploma vs. Target: School Years 2017–2021



FFY	2017	2018	2019	2020	2021	2022
Grad Target	80.00%	80.00%	80.00%	77.38%	77.88%	78.38%
Grad Data	76.27%	77.94%	77.38%	81.84%	72.41%	TBD

Percentage of Youths with IEPs Dropping Out vs. Target: School Years 2017–2021



FFY	2017	2018	2019	2020	2021	2022
Dropout Target	27.70%	26.80%	25.90%	22.39%	21.89%	21.39%
Dropout Data	23.52%	21.99%	22.39%	18.03%	27.24%	TBD

State Performance Plan Indicators

Indicator 7: Preschool Outcomes

Indicator 1:
Graduation

Indicator 2:
Dropout

Indicator 3:
Assessment

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

Indicator 5:
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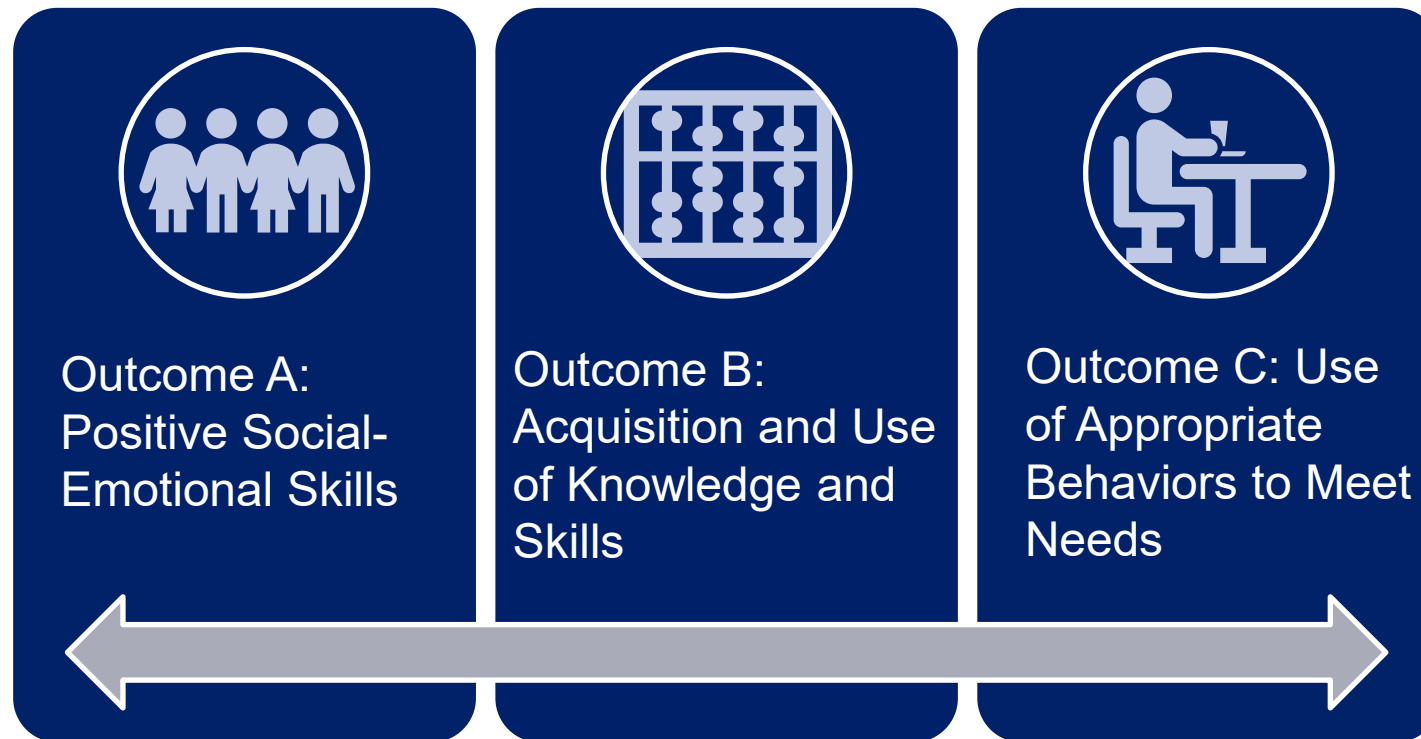
Indicator 16:
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[Link to Summarized Descriptions of IDEA Part B Indicators](#)

Indicator 7: Preschool Outcomes Introduction

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



Indicator 7: Preschool Outcomes Introduction (continued)

Within each outcome area are two summary scores:

Summary Statement 1

- Of those children who entered or exited the program below age expectations in an outcome, the percent **who substantially increased their rate of growth** by the time they turned 6 years of age or exited the program.

Summary Statement 2

- The percent of preschool children **who were functioning within age expectations** in an outcome by the time they turned 6 years of age or exited the program.



Indicator 7: Data Source

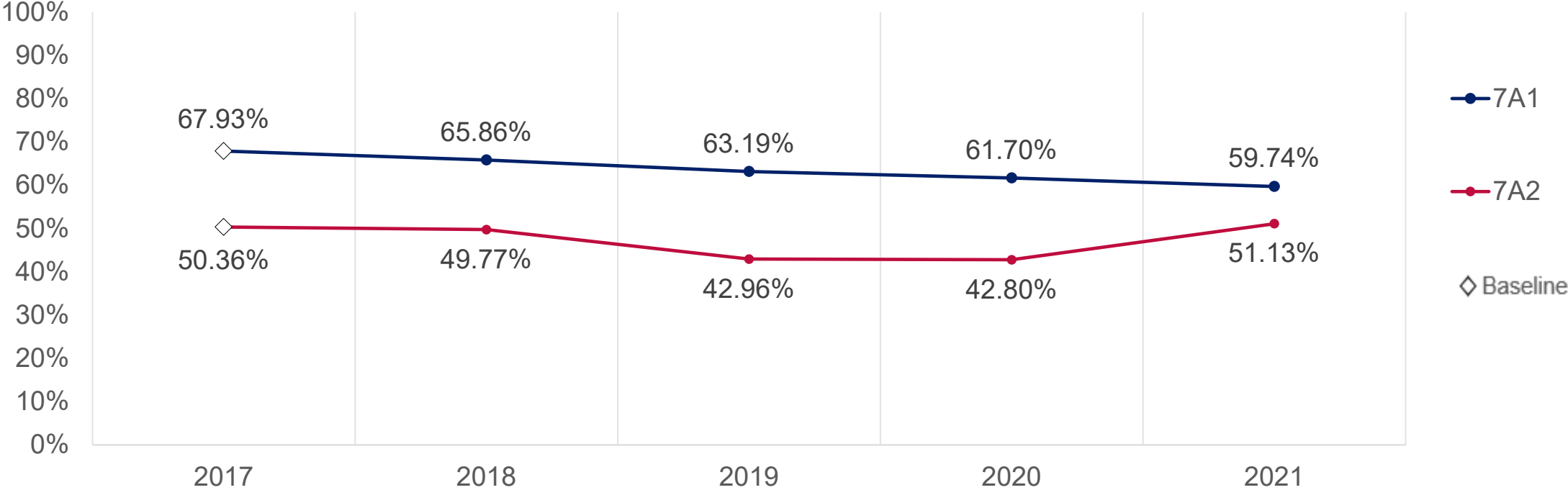
- Arizona is currently using Teaching Strategies Gold (TSG) to calculate outcomes from portfolios that are submitted by public education agencies (PEAs)
- Children's performance scores are determined upon entry into the special education preschool program and exit from the program or when the child turns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



Indicator 7A: Positive Social-Emotional Skills

7A1: Preschool Children with IEPs Who Made Substantial Progress

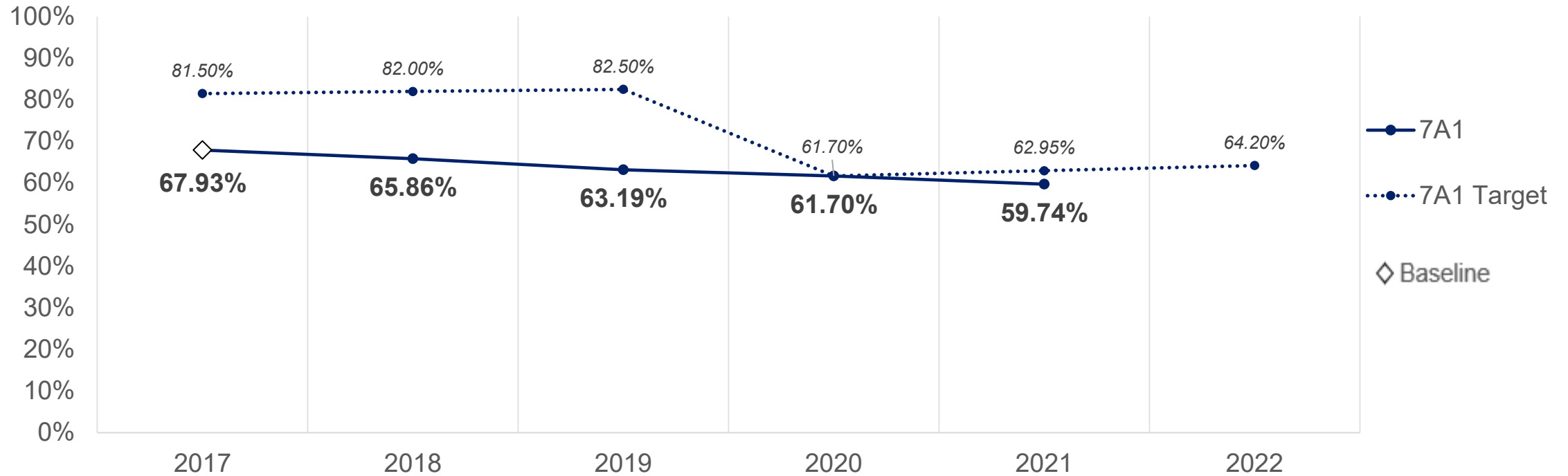
7A2: Exited at Age Expectations



FFY	2017	2018	2019	2020	2021
7A1 Data	67.93%	65.86%	63.19%	61.70%	59.74%
7A2 Data	66.57%	66.93%	68.03%	68.05%	68.73%

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

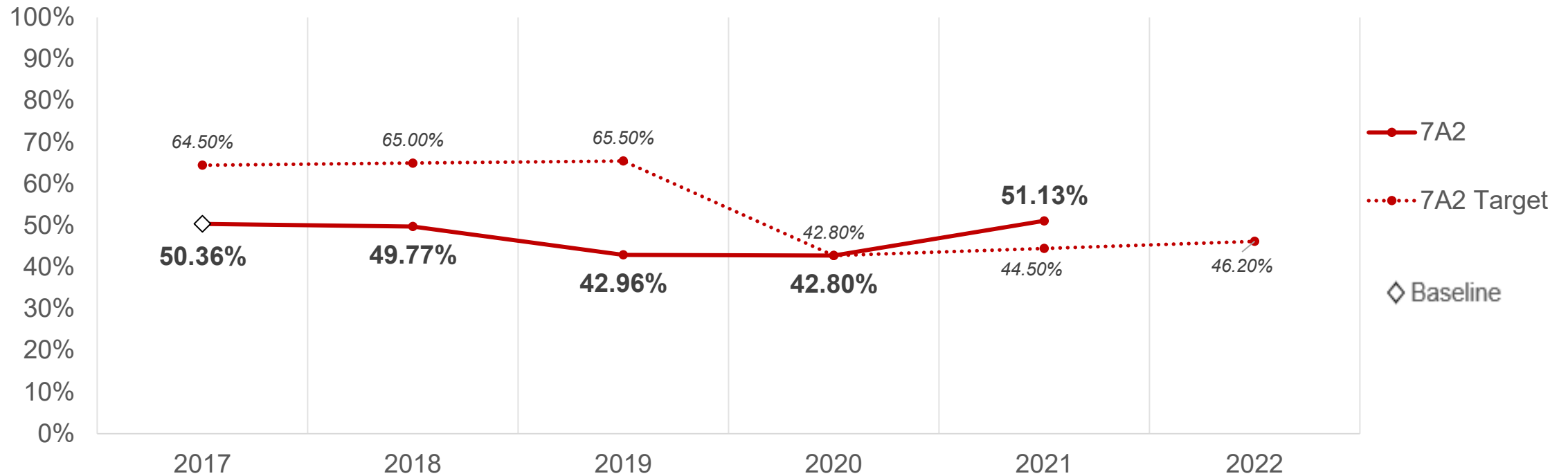
7A1: Percent of Preschool Children with IEPs Who Made Substantial Progress



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

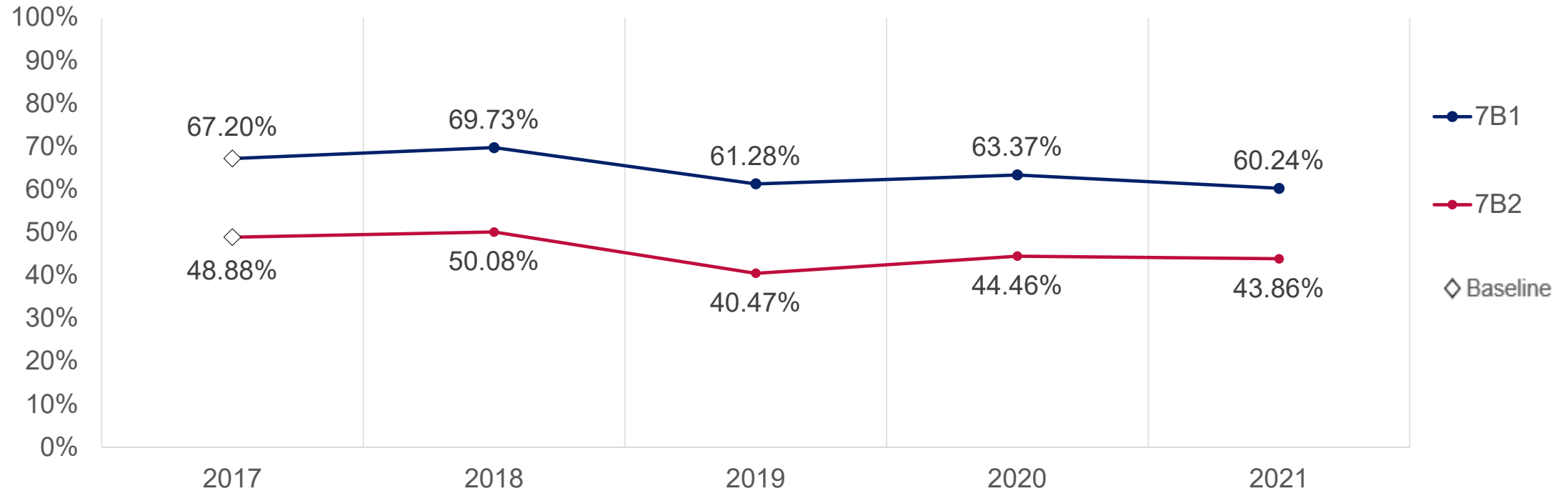


FFY	2017	2018	2019	2020	2021	2022
7A1 Target	64.50%	65.00%	65.50%	42.80%	44.50%	46.20%
7A1 Data	50.36%	49.77%	42.96%	42.80%	51.13%	TBD

Indicator 7B: Acquisition and Use of Knowledge and Skills

7B1: Preschool Children with IEPs Who Made Substantial Progress

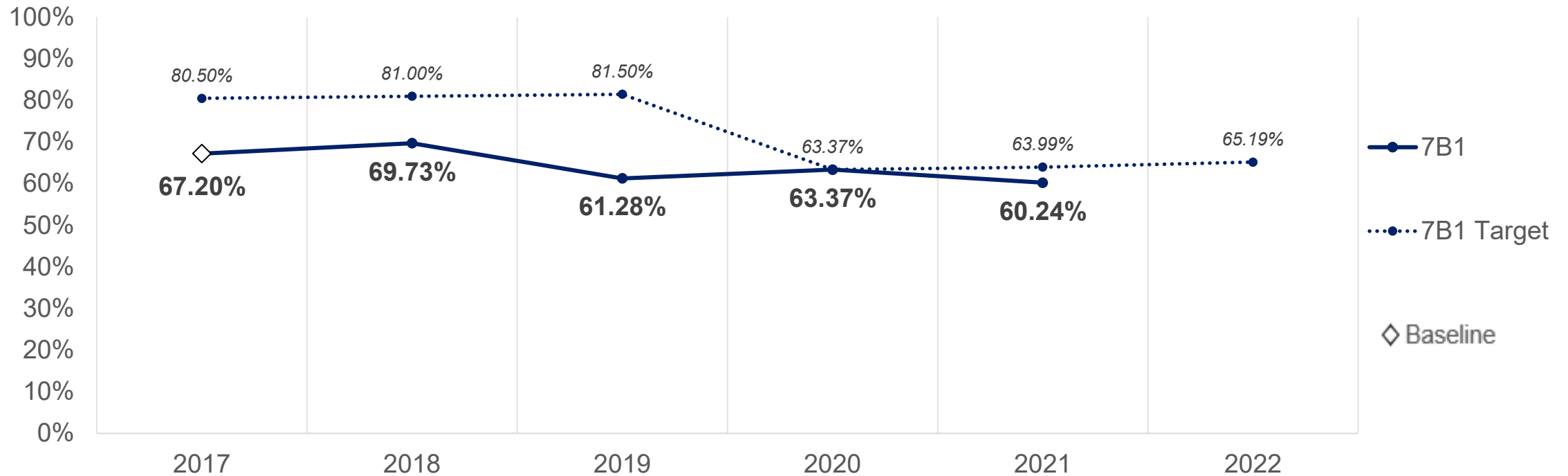
7B2: Exited at Age Expectations



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

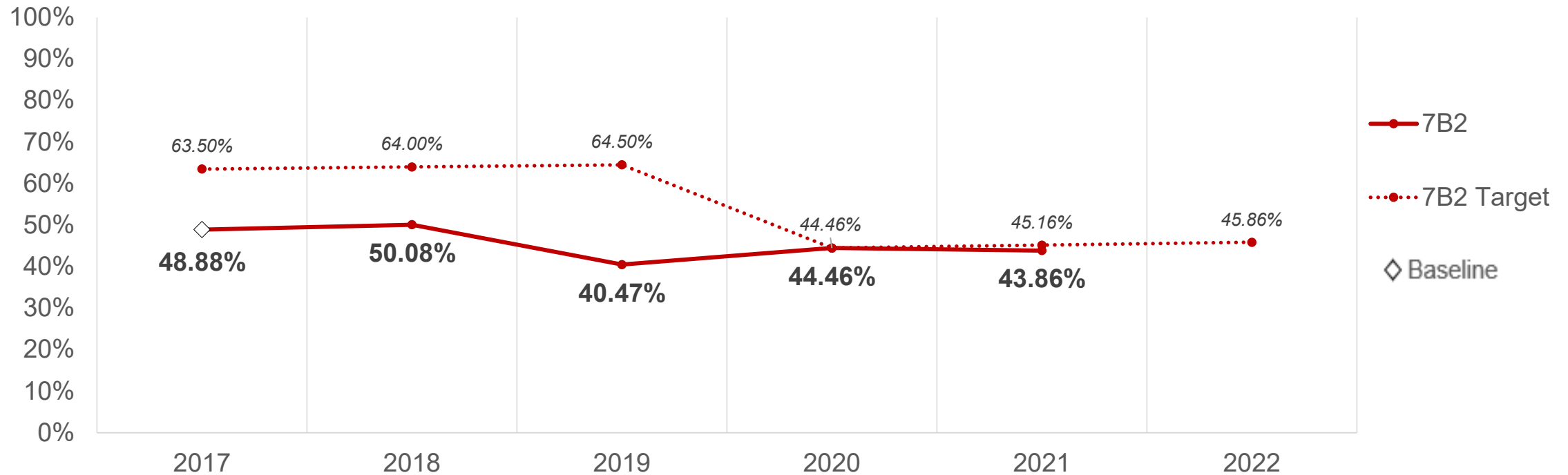
7B1: Percent of Preschool Children with IEPs Who Made Substantial Progress



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

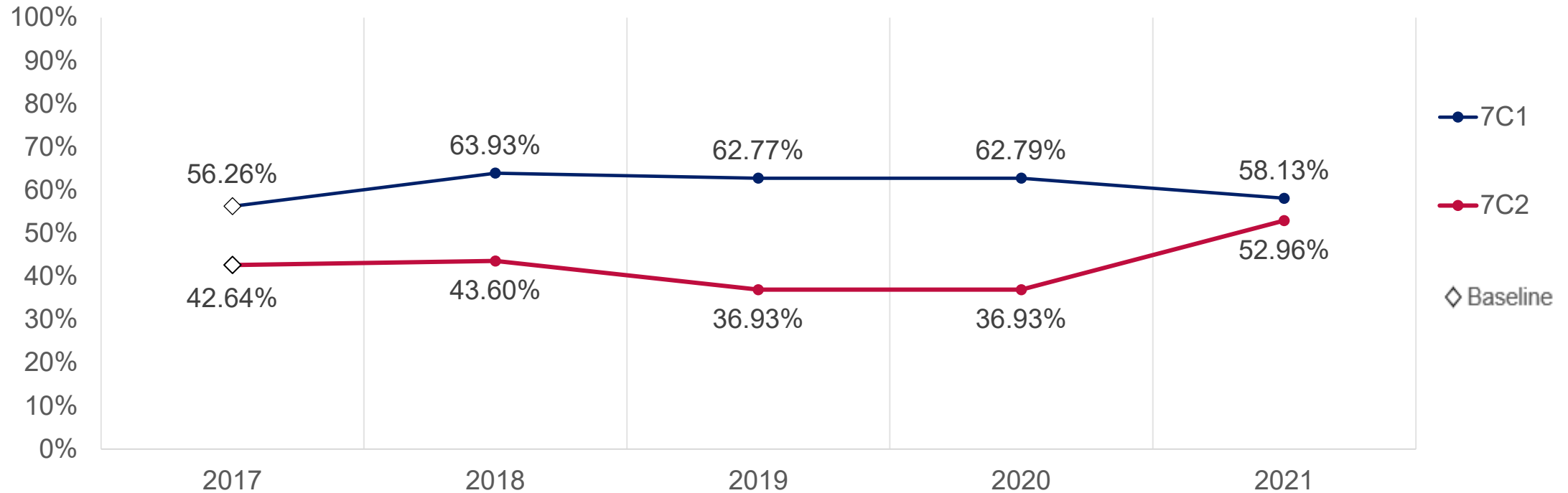


FFY	2017	2018	2019	2020	2021	2022
7B2 Target	63.50%	64.00%	64.50%	44.46%	45.16%	45.86%
7B2 Data	48.88%	50.08%	40.47%	44.46%	43.86%	TBD

Indicator 7C: Functional Behaviors to Meet Their Needs

7C1: Preschool Children with IEPs Who Made Substantial Progress

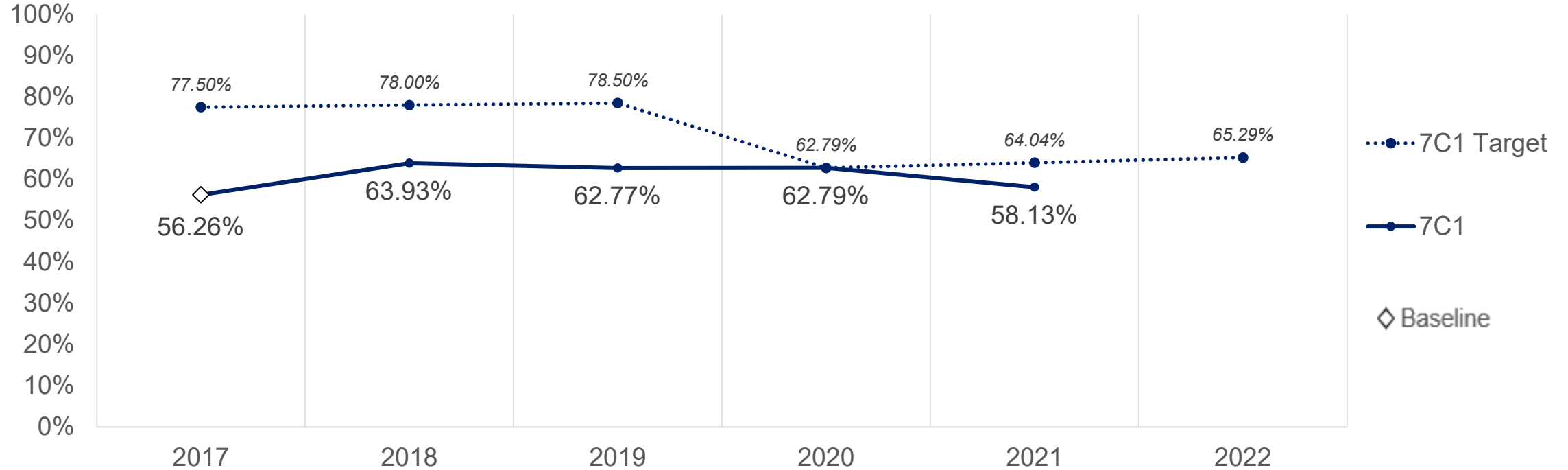
7C2: Exited at Age Expectations



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

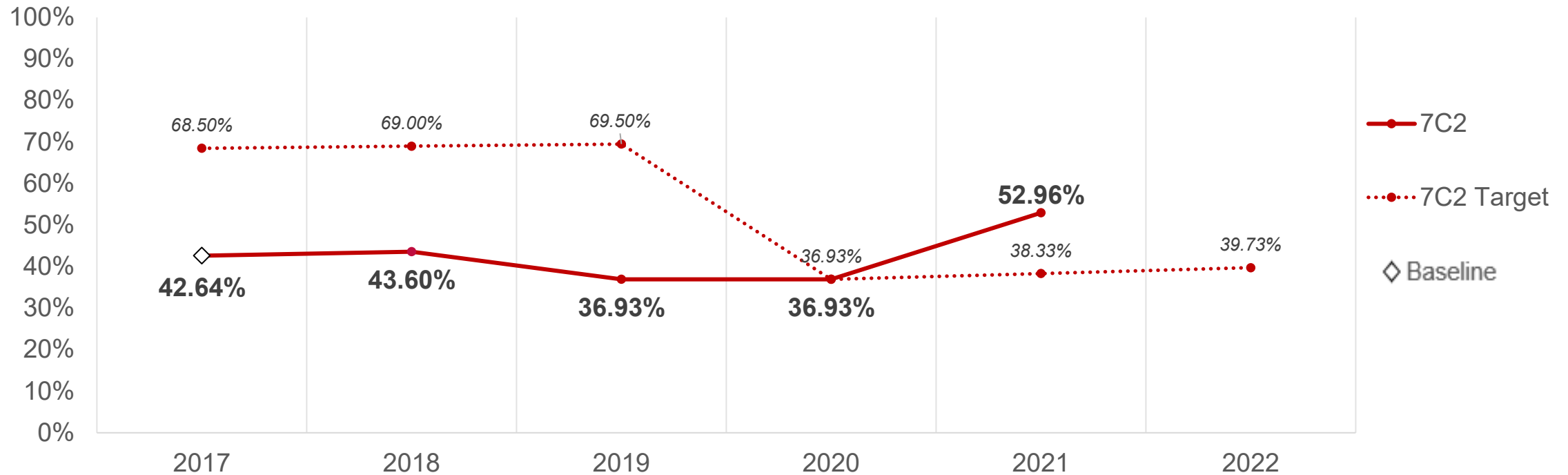
7C1: Percent of Preschool Children with IEPs Who Made Substantial Progress



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

State Performance Plan Indicators

Indicator 14: Post School Outcomes

Indicator 1:
Graduation

Indicator 2:
Dropout

Indicator 3:
Assessment

Indicator 4:
Discipline
Removal Rates
(A: all IEP, B: by
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Indicator 16:
Mediation

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

Indicator 14: Introduction and Data Source

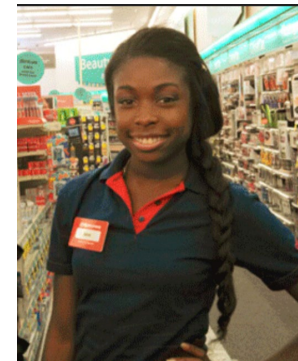
Definition of Engagement:

- Higher education
- Competitive employment
- Some other education or training
- Some other employment

Data Source: PSO Survey takes place one year after the youth exits high school

Categories of Engagement (1 of 2)

Category	Definition
Higher Education	<ul style="list-style-type: none">• Enrolled full- or part-time• Community College (2-year program)• College/University (4- or more year program)• 1 complete term
Competitive Employment	<ul style="list-style-type: none">• Average 20 hours a week• 90 days (cumulative) since leaving high school• Includes military employment• Worked for pay at or above the minimum wage while earning customary pay rate• Setting with others who are non-disabled where interaction is at a level comparable to co-workers without disabilities who perform the same job description• Available benefits and opportunities for advancement as those without disabilities



Categories of Engagement (2 of 2)

Category	Definition
Other Postsecondary Education or Training	<ul style="list-style-type: none">• Enrolled full- or part-time• Education or training program (e.g., adult education, a vocational-technical school that is less than a 2-year program)• 1 complete term
Other Employment	<ul style="list-style-type: none">• Worked for pay or been self-employed• 90 days at any time since leaving high school• Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)



Hierarchy of Categories of Engagement

Former students are only counted once in PSO data.



PSO Survey Questions

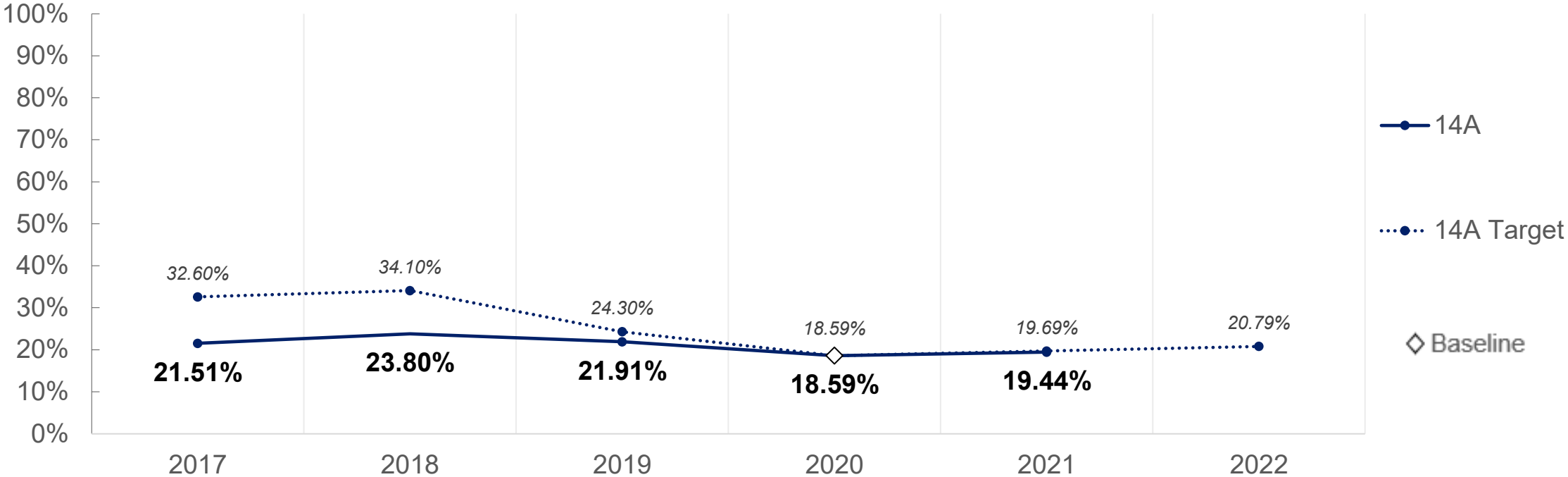
- Survey is given June 1–September 30 every year
- 15 questions with skip logic
- Three sections
 - Postsecondary Education/Training
 - Employment

Postsecondary Education/ Training

1. In the 12 months after leaving high school, were you ever enrolled in any type of school, job training, or education program?
 - No ➡ Go to question 4
 - Yes ➡ Go to questions 2 & 3
 - No Answer
2. Did you complete an entire term? [NOTE: Term is individualized to the institution. This can be any complete term including quarter, semester, intersession, summer, or online. This could be an entire course.]
 - No
 - Yes
 - No Answer
3. Describe the kind of school or job training program in which you were enrolled. [NOTE: Military service is considered employment.] (CHECK ONE OPTION)
 - High school completion program (e.g., Adult Basic Education, GED)
 - Short-term education or employment training program (e.g., WIOA Programs, Job Corps)
 - Vocational, technical, trade school
 - 2- or 4-year college or university
 - Religious or church sponsored mission.
 - Other (Specify): _____
 - No Answer

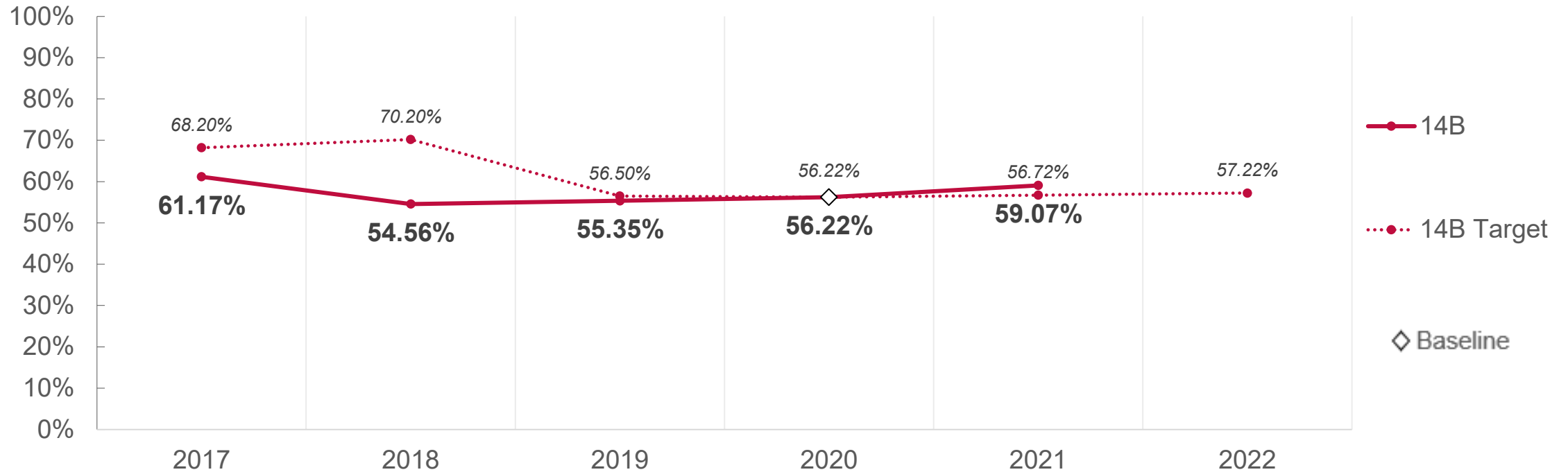


Indicator 14A: Enrolled in Higher Ed. Within One Year of Leaving High School



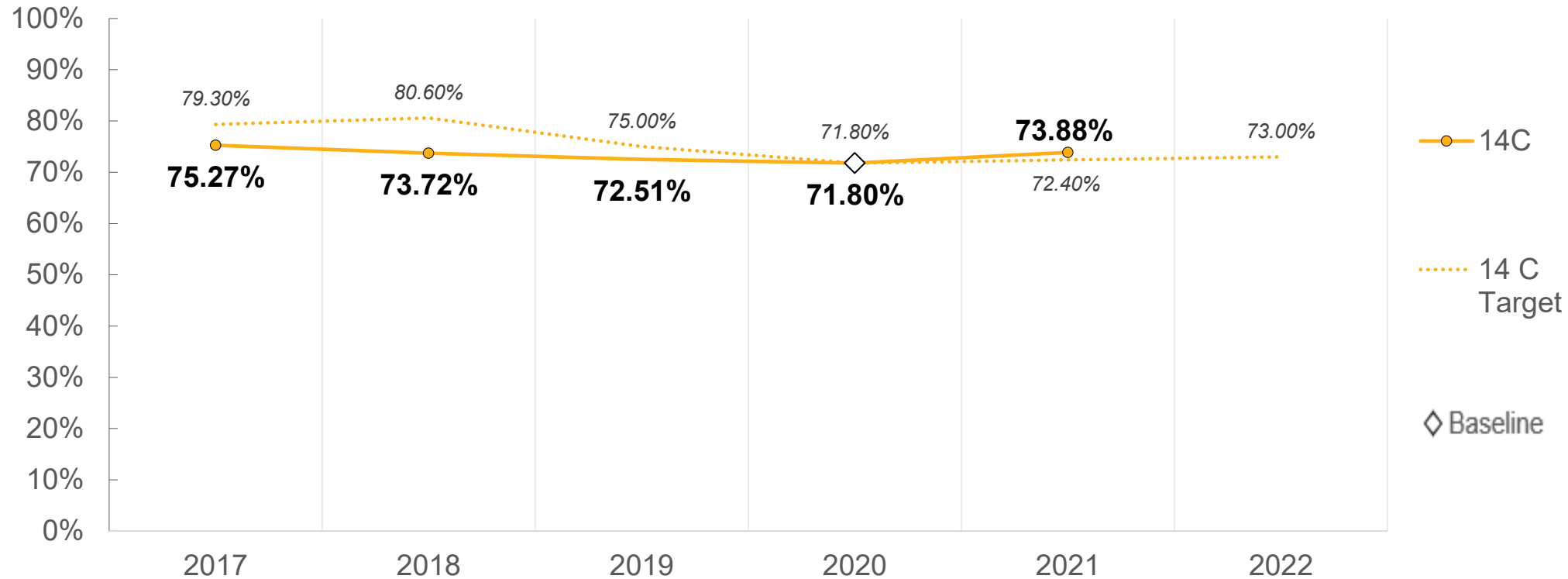
FFY	2017	2018	2019	2020	2021	2022
Target	32.60%	34.10%	24.30%	18.59%	19.69%	20.79%
Actual Data	21.51%	23.80%	21.91%	18.59%	19.44%	TBD

Indicator 14B: Enrolled in Higher Ed. or in Some Other Postsecondary Education or Competitively Employed Within One Year of Leaving High School



FFY	2017	2018	2019	2020	2021	2022
Target	68.20%	70.20%	56.50%	56.22%	56.72%	57.22%
Actual Data	61.17%	54.56%	55.35%	56.22%	59.07%	TBD

Indicator 14C: Enrolled in Higher Ed. or in Some Other Postsecondary Education or Training Program; or Competitively Employed or in Some Other Employment Within One Year of Leaving High School



FFY	2017	2018	2019	2020	2021	2022
Target	79.30%	80.60%	75.00%	71.80%	72.40%	73.00%
Actual Data	75.27%	73.72%	72.51%	71.80%	73.88%	TBD

State Performance Plan Indicators

Indicators 15 and 16: Resolution Sessions and Mediation

Indicator 1:
Graduation

Indicator 2:
Dropout

Indicator 3:
Assessment

Indicator 4:
Discipline
Removal Rates
(A: all IEP, B: by
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[Link to Summarized Descriptions of IDEA Part B Indicators](#)

Indicator 15: Resolution Sessions, Introduction

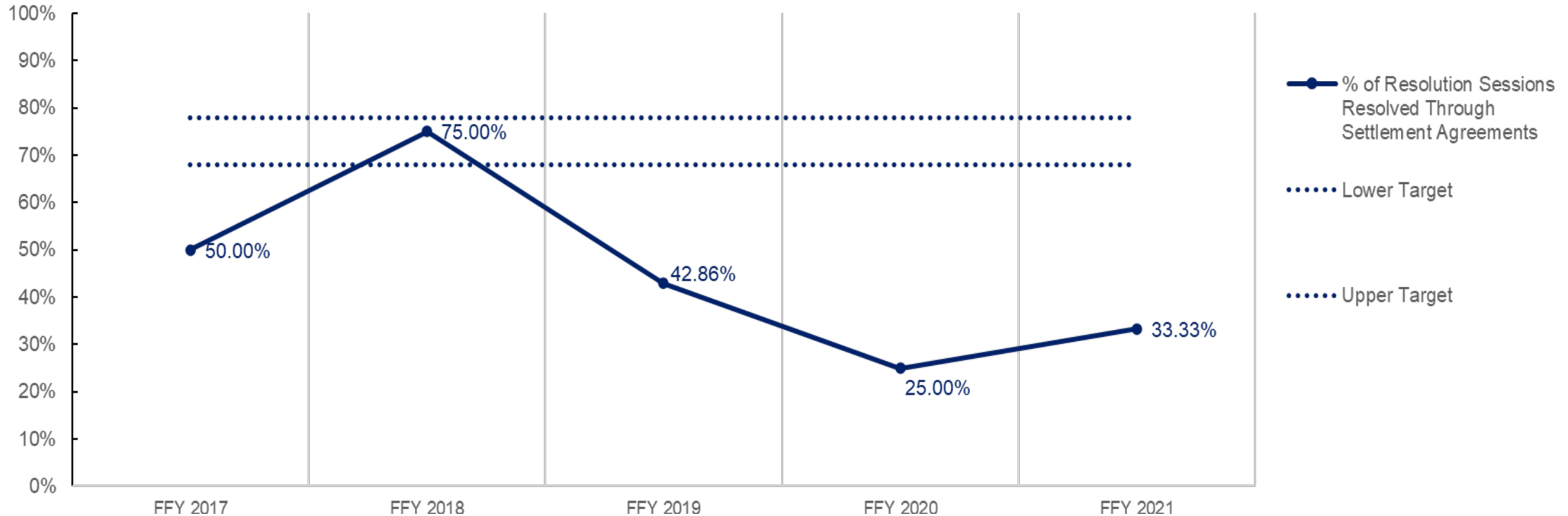
- Indicator 15: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (20 U.S.C. 1416(a)(3)(B))
- Data Source: Data is collected on an ongoing basis, utilizing our internal data collection system that tracks and logs all DP and mediation activity



Indicator 15: Resolution Sessions, Historical and Current Data

	FFY 2017	FFY 2018	FFY 2019	FFY 2020	FFY 2021
Total Resolutions Held (a)	12	12	14	12	6
Resolved in Agreements (b)	6	9	6	3	2
% Resolved in Agreements (b)/(a)	50.00%	75.00%	42.86%	25.00%	33.33%

Percentage of Resolution Sessions Resolved Through Settlement Agreements



Indicator 16: Mediations, Introduction

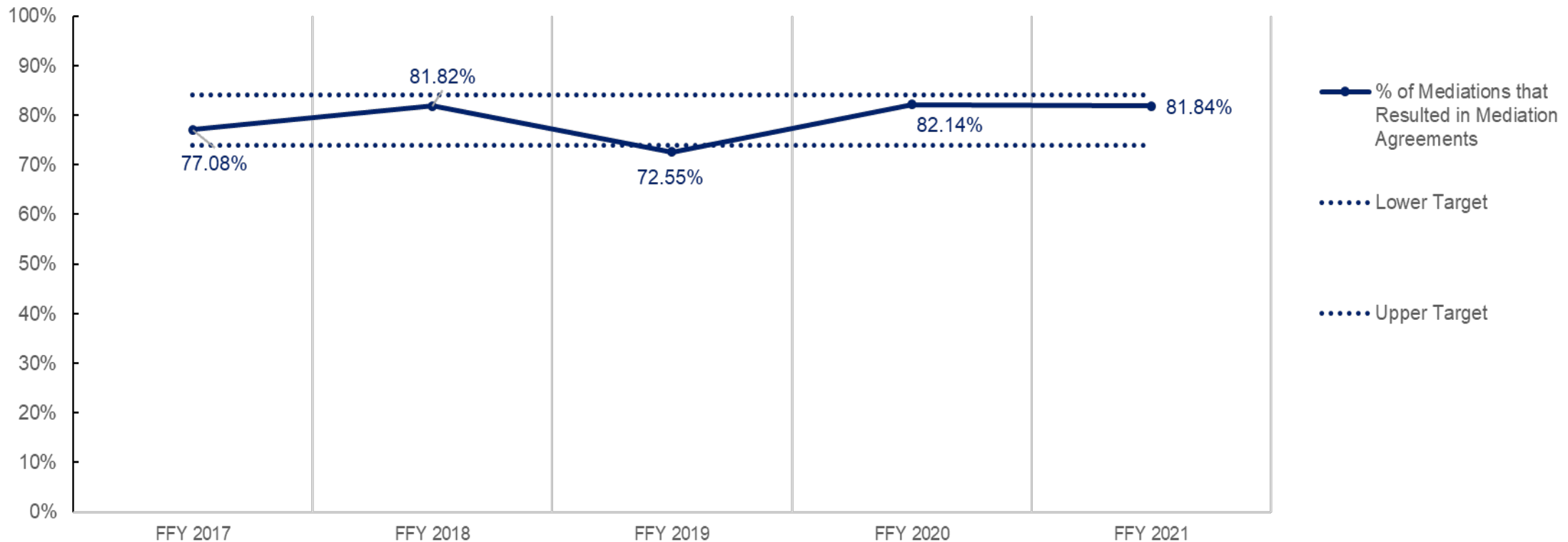
- Indicator 16: Percent of mediations held that resulted in mediation agreements (20 U.S.C. 1416(a)(3(B))
- Data Source: Data is collected on an ongoing basis, utilizing our internal data collection system that tracks and logs all DP and mediation activity.



Indicator 16: Mediations, Historical and Current Data

	FFY 2017	FFY 2018	FFY 2019	FFY 2020	FFY 2021
Total Mediations Held (a)	48	44	51	28	27
Resolved in Agreements (b)	37	36	37	23	22
% Resolved in Agreements (b)/(a)	77.08%	81.82%	72.55%	82.14%	81.84%

Percentage of Mediation Sessions That Resulted in Mediation Agreements



We Welcome Your Feedback!

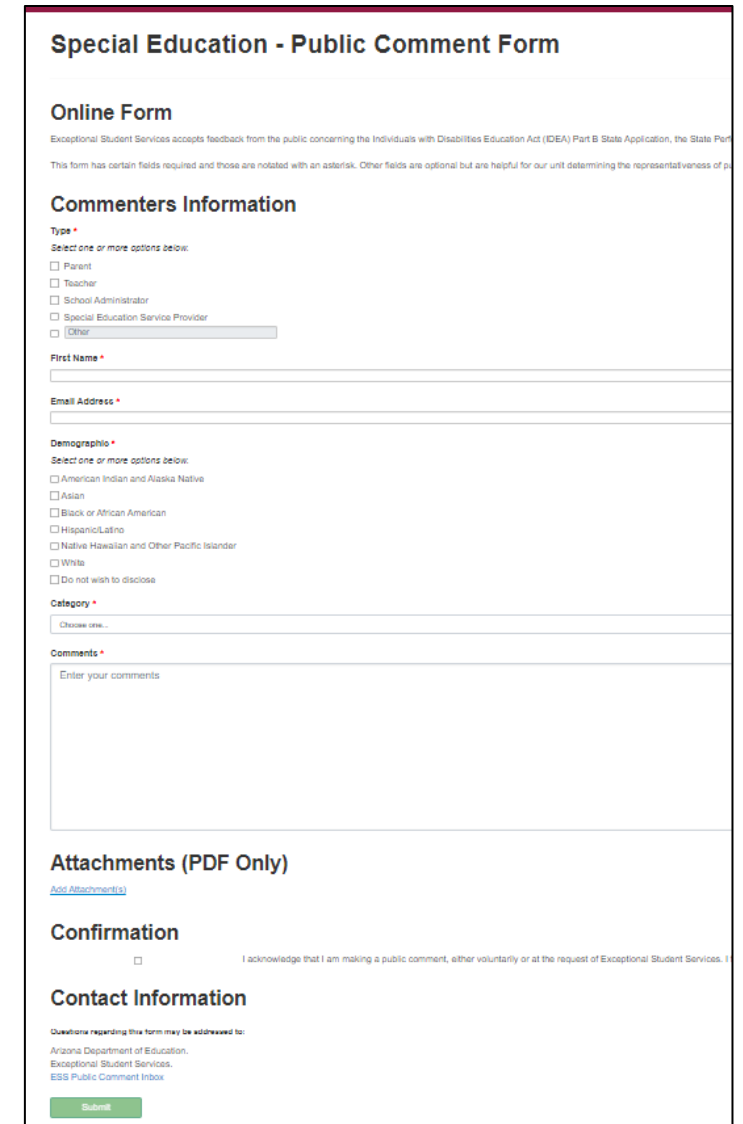
To access the [Public Comment Form](#), please visit the [special education web page](#).

The “Public Comment” button is located under the “Contact” section.

Contact

ESS Reception Desk
(602) 542-4013
ESSInbox@azed.gov

[Public Comment](#)



Special Education - Public Comment Form

Online Form
Exceptional Student Services accepts feedback from the public concerning the Individuals with Disabilities Education Act (IDEA) Part B State Application, the State Part B Application, and the State Part C Application. This form has certain fields required and those are notated with an asterisk. Other fields are optional but are helpful for our unit determining the representativeness of public comment.

Commenters Information

Type *
Select one or more options below:
 Parent
 Teacher
 School Administrator
 Special Education Service Provider
 Other

First Name *

Email Address *

Demographic *
Select one or more options below:
 American Indian and Alaska Native
 Asian
 Black or African American
 Hispanic/Latino
 Native Hawaiian and Other Pacific Islander
 White
 Do not wish to disclose

Category *
Choose one...

Comments *
Enter your comments

Attachments (PDF Only)
[Add Attachment\(s\)](#)

Confirmation
 I acknowledge that I am making a public comment, either voluntarily or at the request of Exceptional Student Services, for the purpose of providing feedback to the Arizona Department of Education.

Contact Information
Questions regarding this form may be addressed to:
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Exceptional Student Services,
[ESS Public Comment Inbox](#)

[Submit](#)



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[ESS Operations Team Email](#)

Chris Brown—Director of Operations
Exceptional Student Services
[Email Chris Brown](#)

Heather Dunphy—SPP/APR Coordinator
Exceptional Student Services
[Email Heather Dunphy](#)