



Exceptional Student Services (ESS) Special Education Director Forum

Indicators 9 and 10 for Federal Fiscal Year 2022
State Performance Plan and Annual Performance Report

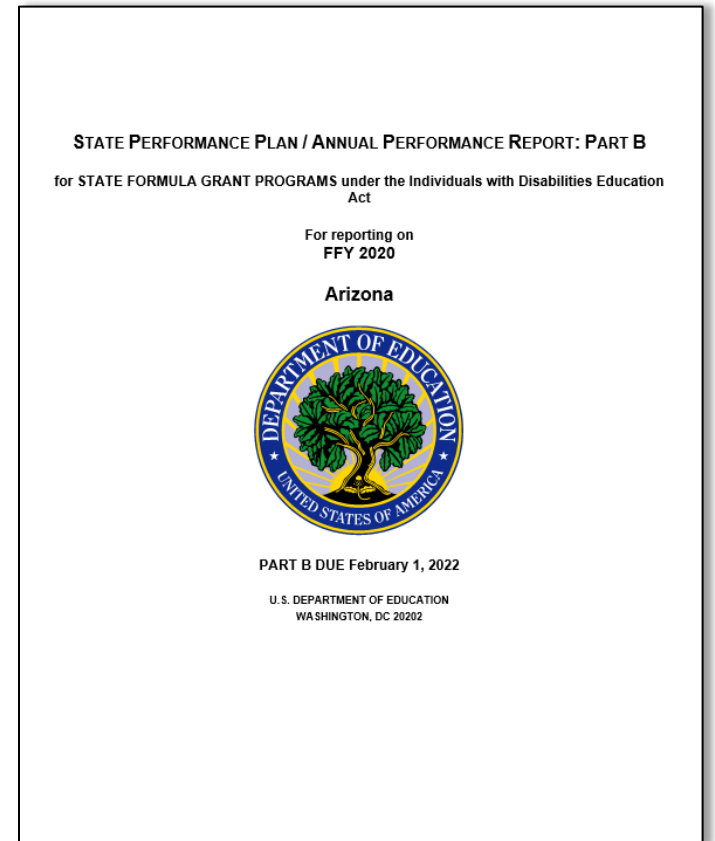
March 29, 2023



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Introduction

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). ESS reports on portions of this information to stakeholders throughout the year.



Agenda

- Indicator 9: Disproportionality in Identification
 - Introduction and Data Sources
 - Results
- Indicator 10: Disproportionality in Specific Disability Categories
 - Introduction and Data Sources
 - Results
- Indicators 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 9: Disproportionate Representation



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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
- The data year used in the calculation was from the 2021–2022 school 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

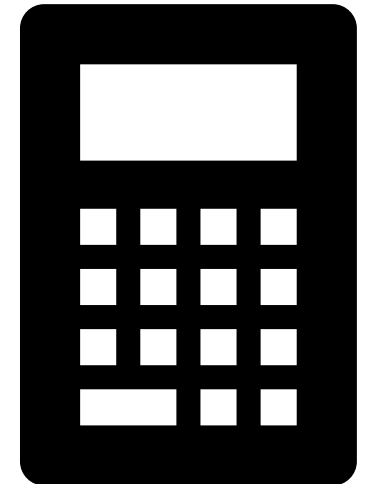
- Black or African American students on an IEP over October 1 = 20
- All Black or African American students over October 1 = 100

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

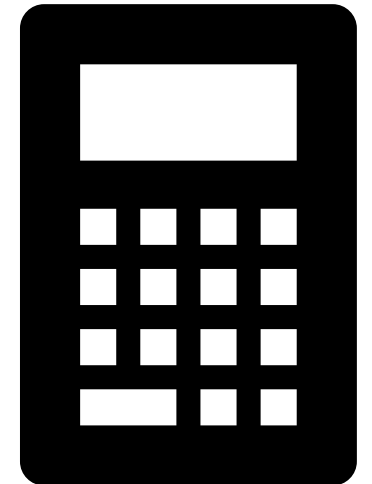
- All non-Black or African American students on an IEP over October 1 = 600
- All non-Black or African American Students over October 1 = 6,500

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 2021 Target	FFY 2021 Data	Status
449	0	0	0%	0%	Met Target





Indicator 10: Disproportionate Representation in Specific Disability Categories



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: Data Sources

- ESS October 1 special education child count
- Agency October 1 child count
- The data year used in the calculation was from the 2021–2022 school year



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.

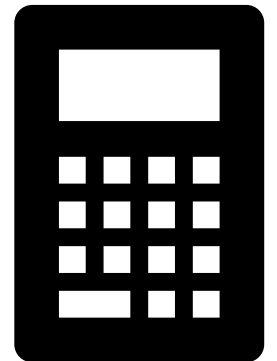
Provide racial/ethnic disproportionality data for children aged **6 through 21** served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disability, speech or language impairments, other 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: Calculation

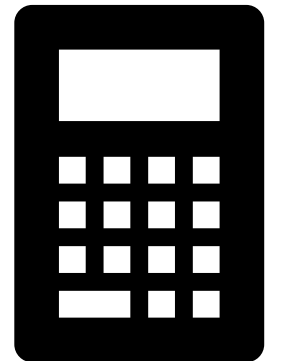
- The following calculation method is used:
 - a) Risk ratio method
 - b) Alternate risk ratio method: used for any PEA that does not meet the minimum cell size or minimum n-size. The alternate risk ratio compares the risk of a specific outcome for a specific group within the PEA with the state ratios 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 disability (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 2021 Target	FFY 2021 Data	Status
302	0	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. The evaluation is known as the state's determination and uses indicators to measure these items.

Two of these indicators 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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