

FY24 ESS OCTOBER 1 PARENTALLY PLACED PRIVATE SCHOOL STUDENTS



September 25, 2023

ESS Data Management and ESS Program Management

Agenda

- Why Does Arizona Count Private School Students?
- How Does Arizona Collect the Data?
- What Happens with the Data?

Guidance from the Office of Special Education Programs

In February 2022, the Office of Special Education Programs published “Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools.”



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

OSEP QA 22-01

QUESTIONS AND ANSWERS ON SERVING CHILDREN WITH DISABILITIES PLACED BY THEIR PARENTS IN PRIVATE SCHOOLS

Revised February 2022

Part B of the Individuals with Disabilities Education Act (IDEA Part B) at Section 612(a)(10)(A) and its implementing regulations at 34 C.F.R. §§ 300.130 through 300.144 contain specific requirements regarding State and local responsibilities for equitable services for parentally-placed private school children with disabilities.¹ The U.S. Department of Education (Department), Office of Special Education and Rehabilitative Services (OSERS) issues this Questions and Answers (Q&A) document to provide State educational agencies (SEAs), local educational agencies (LEAs), parents, private school officials, advocacy organizations, and other interested parties with information regarding these requirements.²

Children with disabilities attending private schools will generally fall into one of three categories: (1) those placed by their parents, who are not enrolled in the LEA, and for whom the provision of a free appropriate public education (FAPE) **is not** at issue; (2) those placed by their parents and who are, or previously were, enrolled in the LEA and the provision of FAPE **is** at issue; and (3) those placed by the LEA as the means of ensuring that FAPE is made available. As used in this document, the phrase “FAPE is not at issue” means there is no disagreement between the parent and LEA about the availability of a program to provide FAPE to the child, and the parent has placed the child in a private school and is not seeking financial reimbursement for the private school placement.

Why Does Arizona Count Private School Students?

IDEA Equitable Services for Students with Disabilities Enrolled by Their Parents in Private Schools

- Public education agencies (PEAs, in this case public school districts) have an obligation to locate and evaluate students with disabilities enrolled by their parents in private schools located within the PEA's boundaries, or those who are homeschooled.
- PEAs must submit the count of parentally-placed private school (PPPS) students through the October Data Collection.
- The overall PPPS student count is used to calculate a proportionate share of federal special education (IDEA Consolidated-Entitlement) grant funds to provide special education services for these students.

34 CFR §§ 300.130-30.144

What are “equitable services” as applied to parentally-placed private school children with disabilities?

- Equitable services are special education and related services, including direct services, provided to parentally-placed private school children with disabilities in accordance with the provisions of IDEA and its implementing regulations in 34 C.F.R. §§ 300.130 through 300.144.
- Under IDEA, LEAs have an obligation to provide parentally-placed private school children with disabilities an opportunity to participate in the services funded with IDEA Part B funds. After timely and meaningful consultation, the LEA must make available services to those parentally-placed private school children with disabilities that have been designated to receive equitable services.
- No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

Question C-1

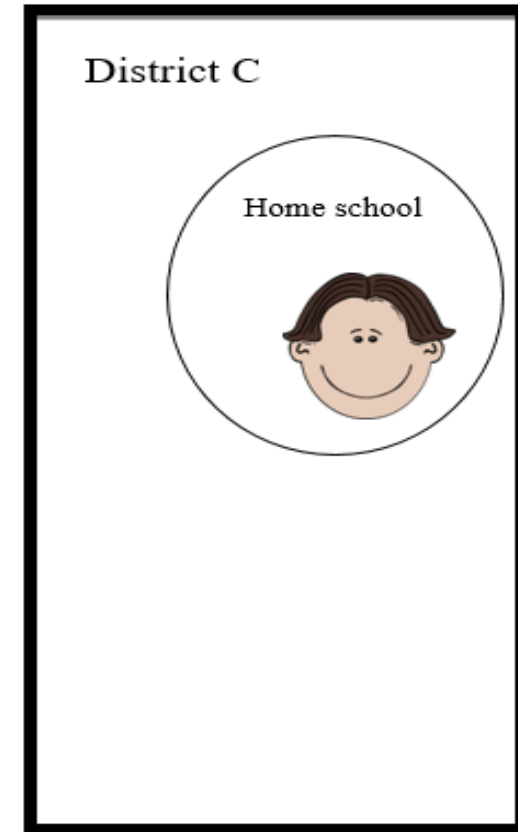
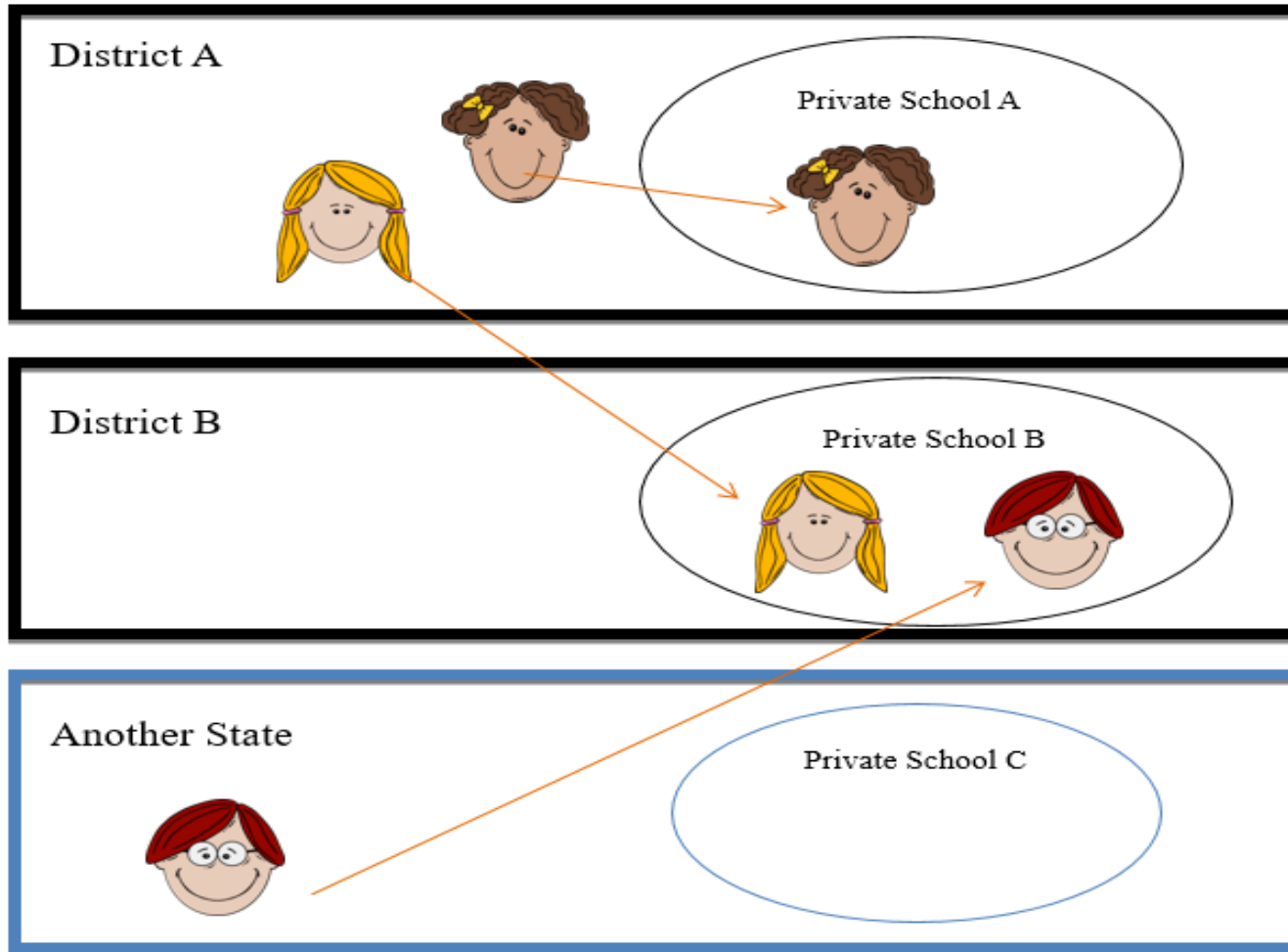
Proportionate Share in Arizona



Which Students and Schools Do We Count?

- Parentally-placed students as of October 1
 - All students (general education and SPED)
 - Ages 3 – 21 (K-12th graders)
 - Attending K-12 at a non-profit, private elementary or secondary schools
 - Within the school district's boundaries
 - Overlapping boundaries – report only grades served
 - Elementary School Districts report K-8
 - Union High School Districts report 9-12
 - Unified School Districts report K-12
 - Include Empowerment Scholarship Account Students on SPED eligible counts

How to Tell Which District is Responsible



Who Are the Eligible Children?

In Arizona, parentally-placed private school (PPPS) students refers to any students placed by their parents in:

- A non-profit, elementary or secondary school
- A homeschool program
- Only count students in Kindergarten through 12th grade
- This does not include children placed by the district at a private school

Parentally-placed private school children with disabilities

Parentally-placed private school children with disabilities means children with disabilities enrolled by their parents in private, including religious, schools or facilities **that meet the definition of elementary school** in 34 CFR § 300.13 or **secondary school** in 34 CFR § 300.36, other than children with disabilities covered under CFR § 300.145 through CFR § 300.147.

[34 CFR § 300.130](#)

Empowerment Scholarship Account (ESA) Students

ESA Special Needs Eligibility Requirements


The Student has a **current MET/Evaluation Report** or Individualized Education Program (**IEP**) or **504 Plan** from an Arizona public school.

ESA students with 504 plans should not be counted in the parentally-placed private school counts for SPED eligible children, not eligible for equitable services.

ESA students that have been determined eligible for special education by a public school district or charter school and have current MET are eligible for equitable services.

[ESA Website](#)

What Private Schools Need to Report to Public School Districts



Number of All Enrolled Students in Private School	<ul style="list-style-type: none">• Only report based on grades served by public school district, K-12, K-8, or 9-12
Number of SPED Eligible Private School Students	<ul style="list-style-type: none">• Only report students with current evaluation from District or Charter School
Number of SPED Eligible Private School Kindergarten Students	<ul style="list-style-type: none">• Only report students ages, 3-5, attending Kindergarten and SPED Eligible

Students on 504 plans are not included in the 2nd or 3rd count for public school districts, only students that have a current evaluation and have been determined eligible for SPED.

How Does Arizona Collect the Data?

Which Student Do We Count?

- Parentally-placed students as of October 1
 - **ALL** students
 - General education
 - SPED
 - Include Empowerment Scholarship Account Students
 - Ages 3 – 21 (K-12th Grade)
 - Homeschooled
 - Residential Schools
 - If parentally placed ONLY

Include all students enrolled in a K-12 non-profit, private elementary or secondary school within your district's boundaries.

- Overlapping Boundaries
 - Report only grades served
- Elementary School Districts
 - Report K-8
- Union High School Districts
 - Report 9-12
- Unified School Districts
 - Report K-12

How to Obtain the Count?

- Private Schools
 - Child Find Activities (Required under IDEA)
 - <http://www.azed.gov/specialeducation/az-find>
 - The National Center for Educational Statistics
 - <http://nces.ed.gov/surveys/pss/privateschoolsearch/>
- Homeschool
 - Contact County School Superintendent's Office
 - <https://www.azed.gov/adeinfo/cesa/>
- Affects PEA IDEA Entitlement Funds
 - Equitable Funds

How to Report Parentally-Placed Students Guidance

Located on the ESS Data Management website

October 1 Data Collection

Reporting Parentally-Placed Students as of October 1 (Public School District Only)

Public school districts with a geographic boundary must report the number of students that are parentally-placed private school children as defined by the IDEA.

Only count students in K-12, DO NOT include preschool students in the counts below.

Include Parentally-placed students enrolled in:

- ☐ Private non-profit schools located within the district's geographic boundaries:
- ☐ Institutional day schools
 - ☐ Residential schools
 - ☐ Homeschooled

Section 1: Report total enrollment of parentally-placed private school students within your district's geographic boundary. Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).

Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12. Note: Eligible children with disabilities means the student has a current SPED evaluation from a PEA. Please visit the [Proportionate Share/Equitable Services FAQ](#) page for more information.

Section 3: Of the students reported in section 2, report only the number of kindergarten students (aged 5 and under) that are eligible children with disabilities.

Figure 3: Parentally-Placed Students Data Entry

Parentally Placed Students as of October 1, 2022	
Public school districts with a geographic boundary must report the number of students that are parentally placed private school children as defined by the IDEA.	
Only count students in kindergarten through 12th grade, DO NOT include preschool students in the counts below.	
Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary.	
<small>In addition, parentally placed private school students include all students that meet the following criteria:<ul style="list-style-type: none">• attend a private non-profit, elementary, or secondary school• attend a homeschooled</small>	0
Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12.	0
<small>Note: Eligible children with disabilities means the student has a current special education evaluation from a PEA. Please visit the Proportionate Share/Equitable Services FAQ page for more information.</small>	
Section 3: Of the students reported in section 2, report only the number of kindergarten students (aged 5 and under) that are eligible children with disabilities.	0

Students on an Individual Service Plan (ISP) may be counted up to four times:

- Students with an ISP should be counted in the PEAs October 1 Count
- Students with an ISP should be counted in Section 1 of Parentally-Placed Students as of October 1
- Students with an ISP should be counted in Section 2 of the Parentally-Placed Students as of October 1
- Students with an ISP aged 5 and under and in kindergarten with an ISP should be reported in section 3 of the Parentally-Placed Students as of October 1

Report ALL Parentally Placed Students

Reporting Parentally Placed Students as of October 1 (Public School District Only)

Public school districts with a geographic boundary must report the number of students that are parentally placed private school children as defined by the IDEA.

Only count students in kindergarten through 12th grade, DO NOT include preschool students in the counts below.

Include Parentally placed students enrolled in:

- ☐ Private nonprofit schools located within the district's geographic boundaries:
- ☐ Institutional day schools
 - ☐ Residential schools
 - ☐ Homeschooled

135

Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary. Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).

Determined Eligible for SPED Services

45

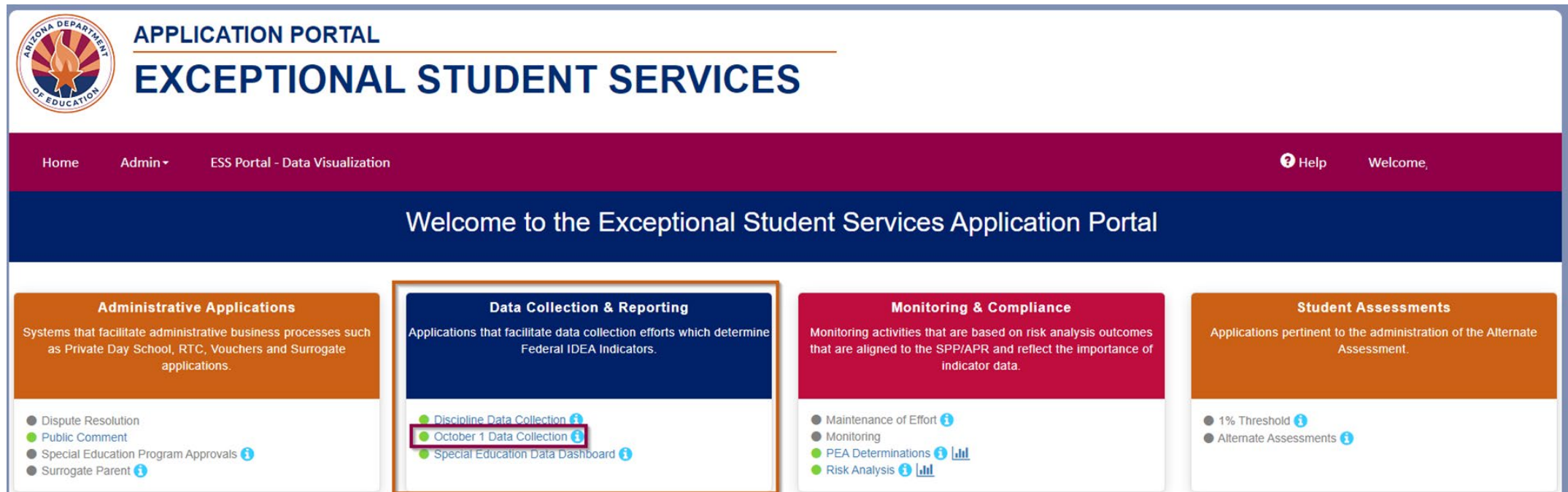
Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12. Note: Eligible children with disabilities means the student has a current special education evaluation from a PEA. Please visit the [Proportionate Share/Equitable Services FAQ](#) page for more information.

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Section 3: Of the students reported in section 2, report only the number of kindergarten students (aged 5 and under) that are eligible children with disabilities.

Where to report student count?

ADEConnect – Exceptional Student Services Portal



The screenshot displays the ADEConnect Exceptional Student Services Application Portal. The header features the Arizona Department of Education logo and the text "APPLICATION PORTAL" and "EXCEPTIONAL STUDENT SERVICES". A navigation bar includes links for Home, Admin, ESS Portal - Data Visualization, Help, and a Welcome message. A large blue banner reads "Welcome to the Exceptional Student Services Application Portal". Below this, four main categories are presented in colored boxes: Administrative Applications (orange), Data Collection & Reporting (dark blue), Monitoring & Compliance (red), and Student Assessments (orange). The "Data Collection & Reporting" box is highlighted with an orange border and contains a list of links: Discipline Data Collection, October 1 Data Collection (highlighted with a red box), and Special Education Data Dashboard. The other categories also list relevant links and icons.

APPLICATION PORTAL
EXCEPTIONAL STUDENT SERVICES

Home Admin ESS Portal - Data Visualization ? Help Welcome,

Welcome to the Exceptional Student Services Application Portal

Administrative Applications
Systems that facilitate administrative business processes such as Private Day School, RTC, Vouchers and Surrogate applications.

- Dispute Resolution
- Public Comment
- Special Education Program Approvals
- Surrogate Parent

Data Collection & Reporting
Applications that facilitate data collection efforts which determine Federal IDEA Indicators.

- Discipline Data Collection
- October 1 Data Collection
- Special Education Data Dashboard

Monitoring & Compliance
Monitoring activities that are based on risk analysis outcomes that are aligned to the SPP/APR and reflect the importance of indicator data.

- Maintenance of Effort
- Monitoring
- PEA Determinations
- Risk Analysis

Student Assessments
Applications pertinent to the administration of the Alternate Assessment.

- 1% Threshold
- Alternate Assessments

How to Submit Your Count

Census Verification Count

Verification of the annual child count is required for all PEAs pursuant to 34 CFR § 300.645(c).

The verification count submission should reflect the number of students with disabilities who were ages 3–21 with current evaluations, Individual Education Programs (IEPs) or Individual Service Plans (ISPs), and were receiving special education (SPED) services in your public education agency (PEA) on October 1 of the current reporting year. Students whose re-evaluations and/or IEP reviews were past due should be included, as long as these students continued to receive services on October 1.

ADE reports October 1 SPED counts that are extracted from AzEDS to the Office of Special Education Programs (OSEP) in Washington, D.C., therefore it is imperative that PEAs ensure that final counts extracted from AzEDS during Phase II (reconciliation) match the counts as verified in the verification count submission.

The final extracted count is used to determine base funding for all PEAs, and adjustments for new or expanding charter schools for Federal Part B allocations under the Individuals with Disabilities Act (IDEA).

Please see Verification and Reconciliation Instructions for complete details.

Special education students served on October 1, 2023 Required for districts, charter schools, secure care facilities, and state institutions

Total number of 3-21 year old students:

260

Note: This count is applicable to all PEAs and should include all students enrolled in Preschool through grade 12 receiving special education and related services over the October 1 child count date.

Parentally Placed Students as of October 1, 2023 Public school districts with a geographic boundary must report the number of students that are parentally placed private school children as defined by the IDEA. Only count students in kindergarten through 12th grade. DO NOT include preschool students in the counts below.

Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary.

In Arizona, parentally placed private school students include all students that meet the following criteria:

- Attend a private non-profit, elementary, or secondary school
- Attend a homeschool

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Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).

Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12.

Note: Eligible children with disabilities means the student has a current special education evaluation from a PEA. Please visit the [Proportionate Share/Equitable Services FAQ](#) page for more information.

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Section 3: Of the students reported in section 2, report only the number of kindergarten students (aged 5 and under) that are eligible children with disabilities.

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Save

Cancel

Important Tips

- Include all students in general and SPED
- Include students within your district boundaries
- Determine how many parentally-placed students are receiving SPED services on an ISP
 - Include them with your October 1 SPED census verification count

What Happens with the Data?

How Does ESS PM Calculate the Proportionate Share Obligation?

ESS Program Management uses the data from the prior fiscal year's October Data Collection to determine the proportionate share obligation.

Visit [ESS Program Management website](#) to view the allocations for FY2024.

Fiscal Year	Entity ID	CTDS	Entity Name	Parentally Private Placed Student (PPPS) Count	PPPS SPED Eligible K-12, 3-21	PPPS SPED Eligible K, 3-5	SPED Enrolled Students 3-21	SPED Enrolled Students 3-5	3-21 Proportionate Share IDEA 611 (Basic)	3-5 Proportionate Share IDEA 619 (Preschool)
2023	4153	160256000	Mt Humphrey Unified District	200	20	2	250	30	7.41%	6.25%

Entity ID	CTDS	Name	FY2024 Total Allocation to PEA - 611 (Basic)	Proportionate Share Obligation – 611 (Basic) How much has to be spent on Parentally Placed Private School Students	FY 2024 Total Allocation to PEA - 619 (Preschool)	Proportionate Share Obligation – 619 (Preschool) How much has to be spent on Parentally Placed Private School Students	Maximum Amount that can be used for CEIS (15%)
4153	160256000	Mt. Humphrey Unified District	\$ 400,000.00	\$ 29,629.63	\$ 15,000.00	\$ 937.50	\$ 62,250.00

Proportionate Share Obligations

2024 IDEA Preliminary Updated on: 8/25/23		Contact essprogrgmt@azed.gov for questions.			
		Section 611 Proportionate Share Obligation (How much has to be spent on Parentally-Placed Private School Students, K-12th grade		Section 619 Proportionate Share Obligation (How much has to be spent on Parentally-Placed Private School Students, Kindergarten Maximum Amount that	
Entity ID	CTDS PEA Name	Section 611 Allocation	ages 3-21)	Section 619 Allocation	ages 3-5) can be used for CEIS
4289	070516000 Agua Fria Union High School District	\$ 1,378,889.78	\$ 16,926.88	\$ -	\$ - \$ 206,833.47
4280	070468000 Alhambra Elementary District	\$ 2,158,772.82	\$ 13,927.57	\$ 58,613.62	\$ - \$ 332,607.97
4406	100210000 Amphitheater Unified District	\$ 2,599,932.39	\$ 15,272.99	\$ 70,173.27	\$ 830.45 \$ 400,515.85
4443	110243000 Apache Junction Unified District	\$ 706,349.70	\$ 21,029.68	\$ 25,659.20	\$ - \$ 109,801.34
4272	070444000 Avondale Elementary District	\$ 1,043,402.10	\$ 81,813.48	\$ 12,435.41	\$ 813.53 \$ 158,375.63
4268	070431000 Balsz Elementary District	\$ 434,689.22	\$ 12,620.01	\$ 15,855.71	\$ - \$ 67,581.74
4169	020202000 Bisbee Unified District	\$ 124,516.23	\$ 2,223.50	\$ 987.49	\$ - \$ 18,825.56
4397	090232000 Blue Ridge Unified School District No. 32	\$ 395,838.82	\$ 1,751.50	\$ 10,216.87	\$ - \$ 60,908.35
4269	070433000 Buckeye Elementary District	\$ 861,114.29	\$ 13,539.53	\$ 7,109.97	\$ - \$ 130,233.64
4378	080415000 Bullhead City School District	\$ 469,510.75	\$ 1,364.86	\$ 9,996.51	\$ - \$ 71,926.09
4470	130228000 Camp Verde Unified District	\$ 337,211.21	\$ 7,394.98	\$ 15,660.12	\$ 745.72 \$ 52,930.70
4484	130350000 Canon Elementary District	\$ 46,554.51	\$ 1,724.24	\$ 1,465.78	\$ - \$ 7,203.04
4282	070483000 Cartwright Elementary District	\$ 3,109,325.01	\$ 36,178.31	\$ 98,028.51	\$ - \$ 481,103.03
4446	110404000 Casa Grande Elementary District	\$ 1,250,187.65	\$ 19,086.83	\$ 27,903.42	\$ 1,027.12 \$ 191,713.66
4410	100216000 Catalina Foothills Unified District	\$ 846,349.59	\$ 10,645.91	\$ 11,954.43	\$ - \$ 128,745.60
4244	070293000 Cave Creek Unified District	\$ 801,493.48	\$ 15,434.54	\$ 21,054.69	\$ - \$ 123,382.23
4242	070280000 Chandler Unified District #80	\$ 6,560,270.47	\$ 66,980.22	\$ 131,137.46	\$ - \$ 1,003,711.19
4370	080214000 Colorado City Unified District	\$ 159,072.95	\$ 10,374.32	\$ 17,290.86	\$ - \$ 26,454.57
4160	010306000 Concho Elementary District	\$ 40,589.55	\$ 845.62	\$ 787.88	\$ 262.63 \$ 6,206.61
4479	130317000 Congress Elementary District	\$ 33,852.60	\$ 1,167.33	\$ 442.98	\$ - \$ 5,144.34
4416	100339000 Continental Elementary District	\$ 141,649.08	\$ 1,190.33	\$ 3,094.48	\$ 206.30 \$ 21,711.53
4442	110221000 Coolidge Unified District	\$ 465,177.12	\$ 2,620.72	\$ 15,653.72	\$ - \$ 72,124.63
4487	130406000 Cottonwood-Oak Creek Elementary District	\$ 378,463.42	\$ 18,461.63	\$ 13,889.42	\$ 1,811.66 \$ 58,852.93
4263	070414000 Creighton Elementary District	\$ 1,216,075.95	\$ 34,202.14	\$ 57,214.01	\$ 621.89 \$ 190,993.49

IDEA
Allocations and
Proportionate
Share data are
found on the
ESS Program
Management
website.

Proportionate Share Percentages and Private School Counts

Proportionate Share 2024			Updated 8/25/23							
Fiscal Year	Entity ID	CTDS	Entity Name	Parentally-Placed Private School Student (PPPS) Count (K-12)	PPPS SPED Eligible K-12	PPPS SPED Eligible K	SPED Enrolled students (3-21 years old)	SPED enrolled students (3-5 years old)	Proportionate Share for Section 611 (K-12, ages 3-21)	Proportionate Share for Section 619 (Kindergarten, ages 3-5)
2023	4289	070516000	Agua Fria Union High School District	355	13	0	1046	0	1.23%	0.00%
2023	4249	070363000	Aguila Elementary District	3	0	0	17	1	0.00%	0.00%
2023	4280	070468000	Alhambra Elementary District	374	8	0	1232	180	0.65%	0.00%
2023	4406	100210000	Amphitheater Unified District	1559	13	2	2200	167	0.59%	1.18%
2023	4443	110243000	Apache Junction Unified District	230	17	0	554	77	2.98%	0.00%
2023	4471	130231000	Ash Fork Joint Unified District	22	0	0	46	0	0.00%	0.00%
2023	4272	070444000	Avondale Elementary District	888	73	7	858	100	7.84%	6.54%
2023	4268	070431000	Balsz Elementary District	414	9	0	301	50	2.90%	0.00%
2023	4481	130326000	Beaver Creek Elementary District	35	0	0	89	13	0.00%	0.00%
2023	79226	020209000	Benson Unified School District	66	0	0	221	23	0.00%	0.00%
2023	4169	020202000	Bisbee Unified District	58	1	0	55	1	1.79%	0.00%
2023	4397	090232000	Blue Ridge Unified School District No. 32	224	1	0	225	28	0.44%	0.00%
2023	4269	070433000	Buckeye Elementary District	109	15	0	939	155	1.57%	0.00%
2023	4284	070501000	Buckeye Union High School District	218	0	0	718	0	0.00%	0.00%
2023	4378	080415000	Bullhead City School District	84	1	0	343	53	0.29%	0.00%
2023	4470	130228000	Camp Verde Unified District	302	5	1	223	20	2.19%	4.76%
2023	4484	130350000	Canon Elementary District	1	1	0	26	0	3.70%	0.00%
2023	4282	070483000	Cartwright Elementary District	536	18	0	1529	224	1.16%	0.00%
2023	4446	110404000	Casa Grande Elementary District	574	16	6	1032	157	1.53%	3.68%
2023	4410	100216000	Catalina Foothills Unified District	301	6	0	471	36	1.26%	0.00%
2023	4244	070293000	Cave Creek Unified District	1054	14	0	713	42	1.93%	0.00%
2023	4242	070280000	Chandler Unified District #80	2859	53	0	5138	514	1.02%	0.00%
2023	4474	130251000	Chino Valley Unified District	351	0	0	481	74	0.00%	0.00%
2023	4486	130403000	Clarkdale-Jerome Elementary District	52	0	0	34	2	0.00%	0.00%
2023	4370	080214000	Colorado City Unified District	191	15	0	215	98	6.52%	0.00%
2023	4381	080502000	Colorado River Union High School District	13	0	0	225	0	0.00%	0.00%
2023	4160	010306000	Concho Elementary District	1	1	1	47	2	2.08%	33.33%
2023	4479	130317000	Congress Elementary District	21	1	0	28	2	3.45%	0.00%
2023	4416	100339000	Continental Elementary District	92	1	1	118	14	0.84%	6.67%

Use Case #1: SPED Eligible K-12 = SPED Eligible K

Parentally Private Placed Student (PPPS) Count	PPPS SPED Eligible 3-21	PPPS SPED Eligible 3-5	SPED Enrolled Students 3-21	SPED Enrolled Students 3-5	3-21 Proportionate Share IDEA 611 (Basic)	3-5 Proportionate Share IDEA 619 (Preschool)
139	3	3	204	28	1.45%	9.68%
42	3	3	81	16	3.57%	15.79%
22	1	1	52	4	1.89%	20.00%
1	1	1	713	124	0.14%	0.80%
1	1	1	1361	162	0.07%	0.61%

In this example, the number of SPED eligible K-12 students is equal to the number of SPED eligible Kindergarten students.

ESS PM staff will contact the district to confirm that all SPED Eligible students were in fact Kindergarten students on the October 1 Data Collection.

If this report was incorrect, the PEA should contact Data Management to correct the count.
















Use Case #2: High Percentages for IDEA 619 Preschool Grant

Parentally Private Placed Student (PPPS) Count	PPPS SPED Eligible 3-21	PPPS SPED Eligible 3-5	SPED Enrolled Students 3-21	SPED Enrolled Students 3-5	3-21 Proportionate Share IDEA 611 (Basic)	3-5 Proportionate Share IDEA 619 (Preschool)
29	6	2	26	3	18.75%	40.00%
19	4	2	107	4	3.60%	33.33%
938	62	19	491	76	11.21%	20.00%
22	1	1	52	4	1.89%	20.00%
200	19	7	245	33	7.20%	17.50%
8	3	1	55	5	5.17%	16.67%
42	3	3	81	16	3.57%	15.79%
272	6	3	215	17	2.71%	15.00%
139	3	3	204	28	1.45%	9.68%
913	46	8	795	94	5.47%	7.84%
737	33	21	1619	257	2.00%	7.55%
1228	65	4	392	52	14.22%	7.14%
59	6	2	408	36	1.45%	5.26%
2549	189	11	2129	208	8.15%	5.02%

In this example, the number of Kindergarten students in private school settings causes the district's IDEA Preschool Grant to direct a higher than average percentage of funds to equitable services.

ESS PM staff will contact the district to confirm valid data.


Trends in the Data

Entity Name	2019	2020	2021	2022	Average	Trend
Total Private Schools Counted	59202	60487	65295	67365	63087.25	
	4566	4711	4634	4855	4691.5	
	3125	3251	3314	3336	3256.5	
	2804	2956	3623	2549	2983	
	2787	2616	3032	3444	2969.75	
	2732	2946	2526	2768	2743	
	1758	2023	2905	2966	2413	
	2355	1678	1916	3348	2324.25	
	1818	2042	2256	2355	2117.75	
	0	925	2995	3463	1845.75	
	1784	1815	1567	1676	1710.5	
	1715	1700	1727	1647	1697.25	
	1553	1530	1682	1905	1667.5	
	1103	1222	1445	1793	1390.75	
	1165	1268	1491	1491	1353.75	

ESS Program Management also reviews year over year trends in data reporting for both SPED counts and the overall count of parentally-placed private school students.

Parentally Private Placed Student (PPPS) Count	PPPS SPED Eligible 3-21	PPPS SPED Eligible 3-5	SPED Enrolled Students 3-21	SPED Enrolled Students 3-5	3-21 Proportionate Share IDEA 611 (Basic)	3-5 Proportionate Share IDEA 619 (Preschool)
3463	109	6	4398	504	2.42%	1.18%
2995	43	5	4396	505	0.97%	0.98%
925	34	2	3440	483	0.98%	0.41%
1412	24	0	4576	594	0.52%	0.00%

Next Steps



Number of All Enrolled Students in Private School	• Only report based on grades served by public school district, K-12, K-8, or 9-12
Number of SPED Eligible Private School Students	• Only report students with current evaluation from District or Charter School
Number of SPED Eligible Private School Kindergarten Students	• Only report students ages, 3-5, attending Kindergarten and SPED Eligible

- Proportionate Share and the October 1 Data Collection - [October 3, 2023](#)
 - Public school districts must count the number of parentally-placed private school students that attend non-profit, private schools or homeschools within the district boundaries. This session will illustrate how the October 1 Data Collection informs the proportionate share obligation calculations. The Program Management team will help districts navigate the requirements to provide equitable services for parentally-placed private school students with disabilities as well as how to budget for these services in the IDEA Part B grants.

Resources

- Child Find
 - <http://www.azed.gov/specialeducation/az-find>
- OSEP Q&A on Serving Children with Disabilities in Private Schools
 - https://sites.ed.gov/idea/files/QA_on_Private_Schools_02-28-2022.pdf
- ESS Program Management
 - Website: <https://www.azed.gov/specialeducation/operations/>
 - Inbox: essprogmgmt@azed.gov
- ESS Data Management
 - Website: <https://www.azed.gov/specialeducation/data-management>
 - Inbox: essdatamgmt@azed.gov