



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

Indicators 1, 2, 3, 5, 6, 7, and 14 for Federal Fiscal
Year 2022 State Performance Plan and
Annual Performance Report

January 18, 2024

Agenda

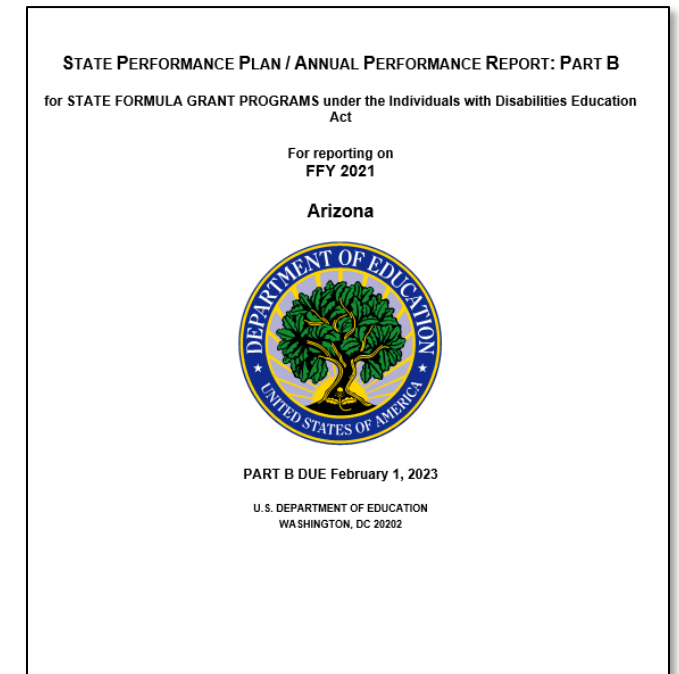
- Introduction
- Indicators 1 and 2: Graduation and Dropout
- Indicator 3: Assessment
- Indicator 5: Educational Environment (School-Age)
- Indicator 6: Preschool Environment
- Indicator 7: Preschool Outcomes
- Indicator 14: Post School Outcomes



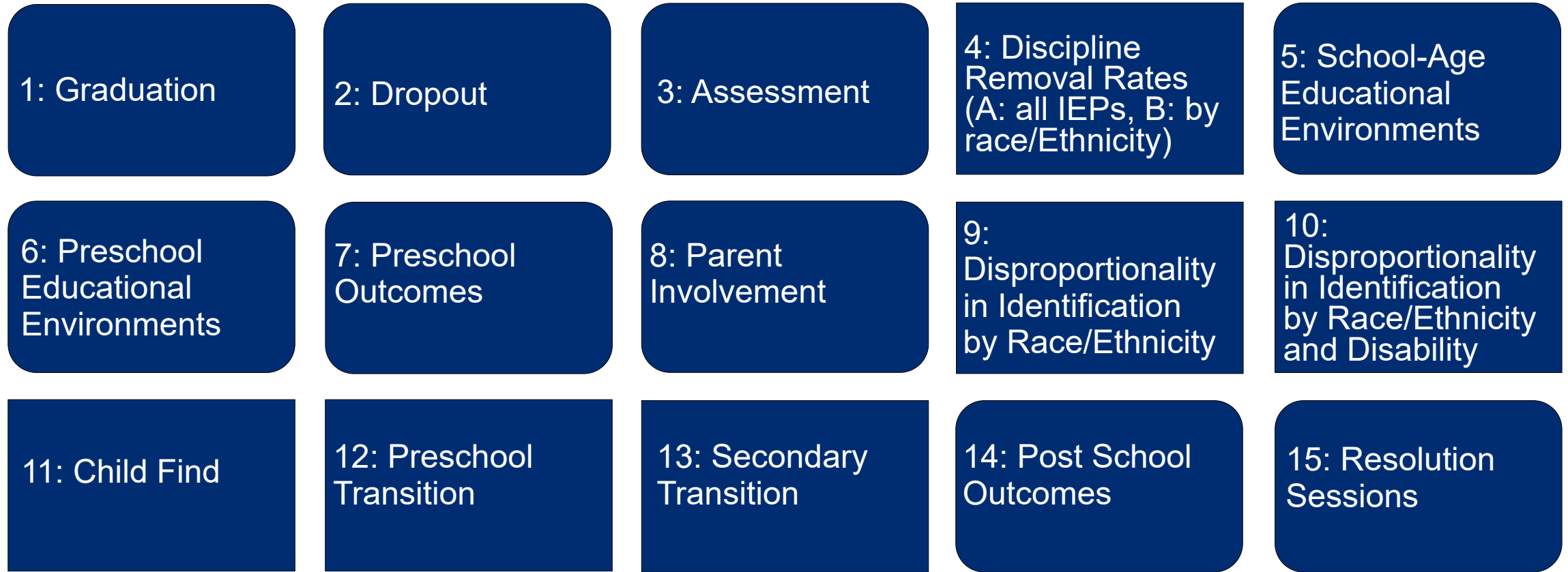
Introduction to the SPP/APR


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



State Performance Plan Indicators



 Rounded edges = Performance Indicators, State establishes targets

 Square edges = Compliance Indicators, targets are set by OSEP

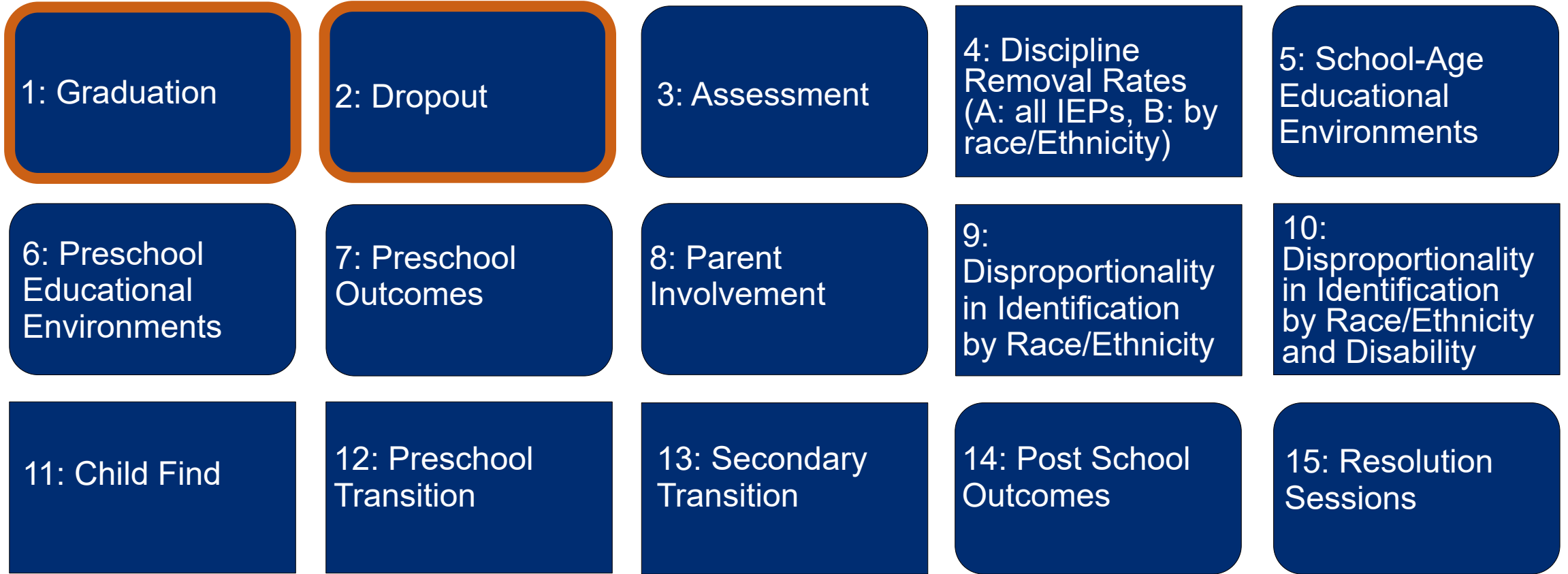
Indicator 16:
Mediation


17: State Systemic
Improvement Plan


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

State Performance Plan Indicators

Indicators 1 and 2: Graduation and Dropout



 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

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

Indicators 1 and 2 Introduction

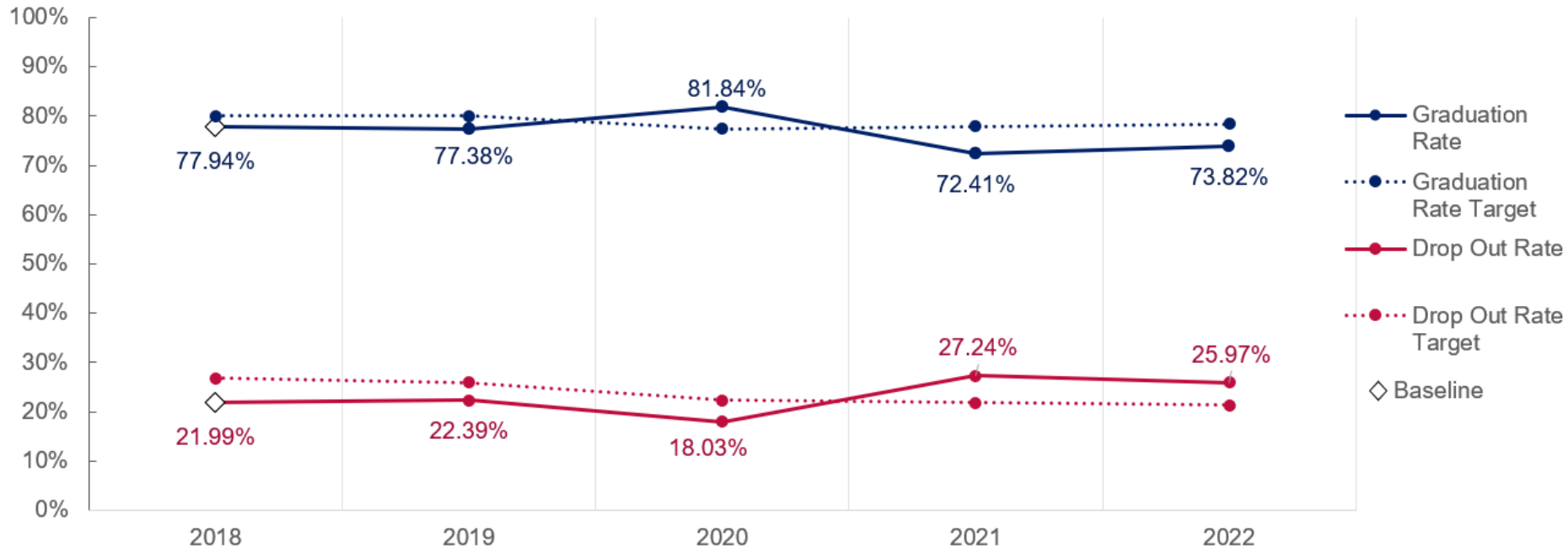
- Indicator 1: Percent of youths with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))
- Indicator 2: Percent of youths with IEPs exiting special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))
- Data Source: Same data as used for reporting to the Department of Education under section 618 of the Individuals with Disabilities Education Act (IDEA). The most recent indicator 1 and 2 data shown in this presentation will be from the 2021–2022 school year. These results will be used for the SPP/APR due February 1, 2024.

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.

Indicator 1: Graduation Rate

Indicator 2: Dropout Rate



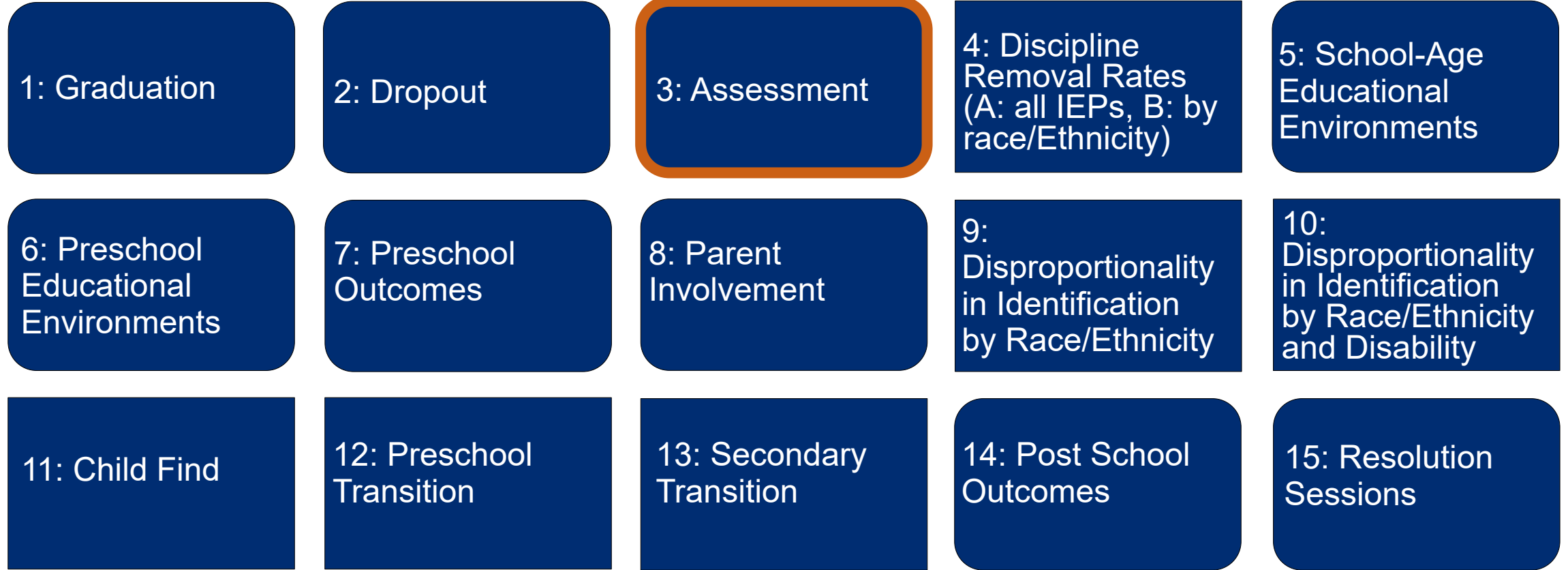
FFY 2022, Ind. 1
 Target= 78.38%
 Actual = 73.82%
 Did not meet target


FFY 2022, Ind. 2
 Target= 21.39%
 Actual = 25.97%
 Did not meet target


FFY	2018 SY 17–18	2019 SY 18–19	2020 SY19–20	2021 SY 20–21	2022 SY 21–22
Indicator 1 Data	77.94%	77.38%	81.84%	72.41%	73.82%
Indicator 2 Data	21.99%	22.39%	18.03%	27.24%	25.97%

State Performance Plan Indicators

Indicator 3: Assessment



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Indicator 16:
Mediation

Indicator 17: State Systemic
Improvement Plan

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

Indicator 3: Introduction

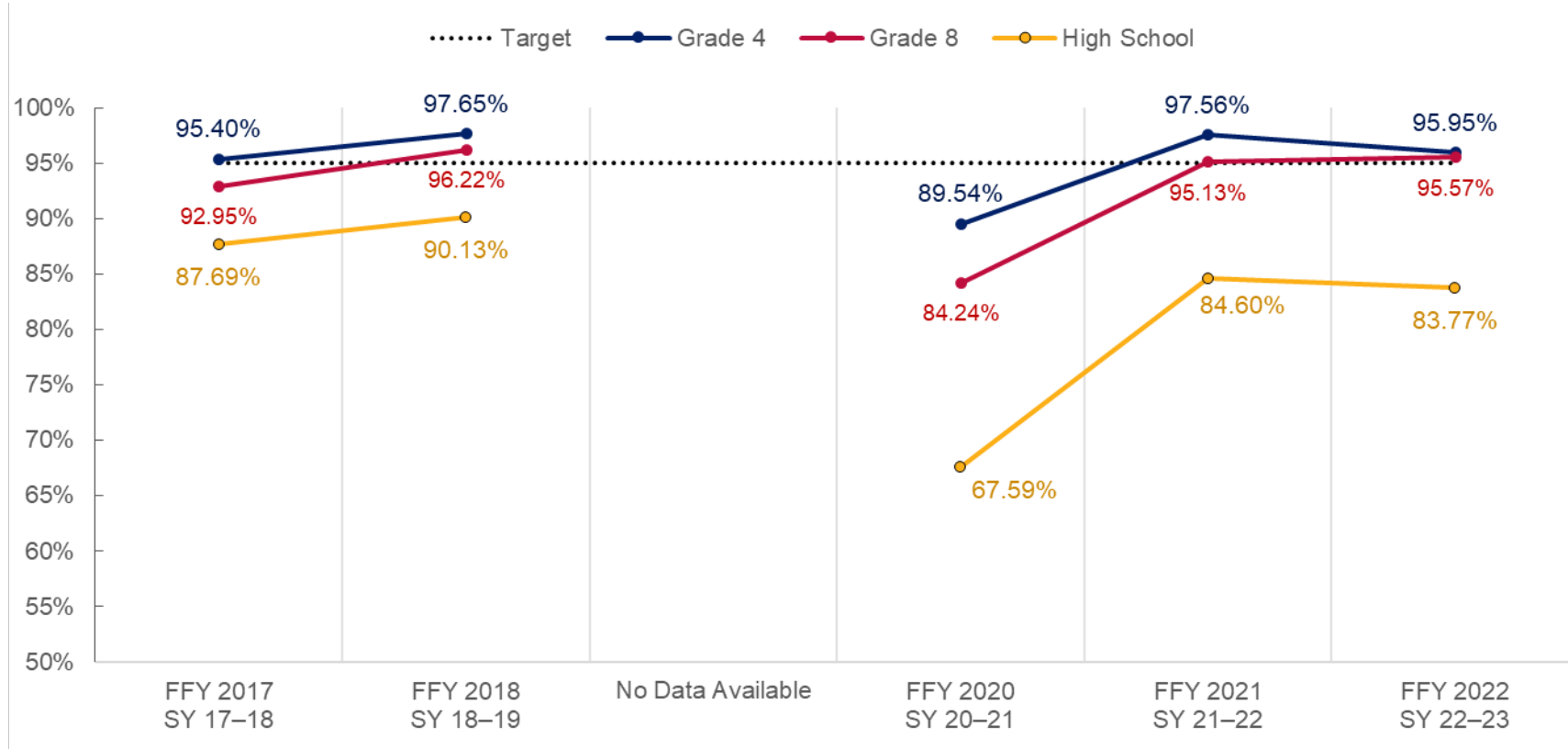
Four Sub-Indicators Measure Participation and Performance on State Assessments


- 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


Indicator 3: Data Source


- Data Source: Uses the same data as the federal reporting data under Title I of the ESEA, using *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



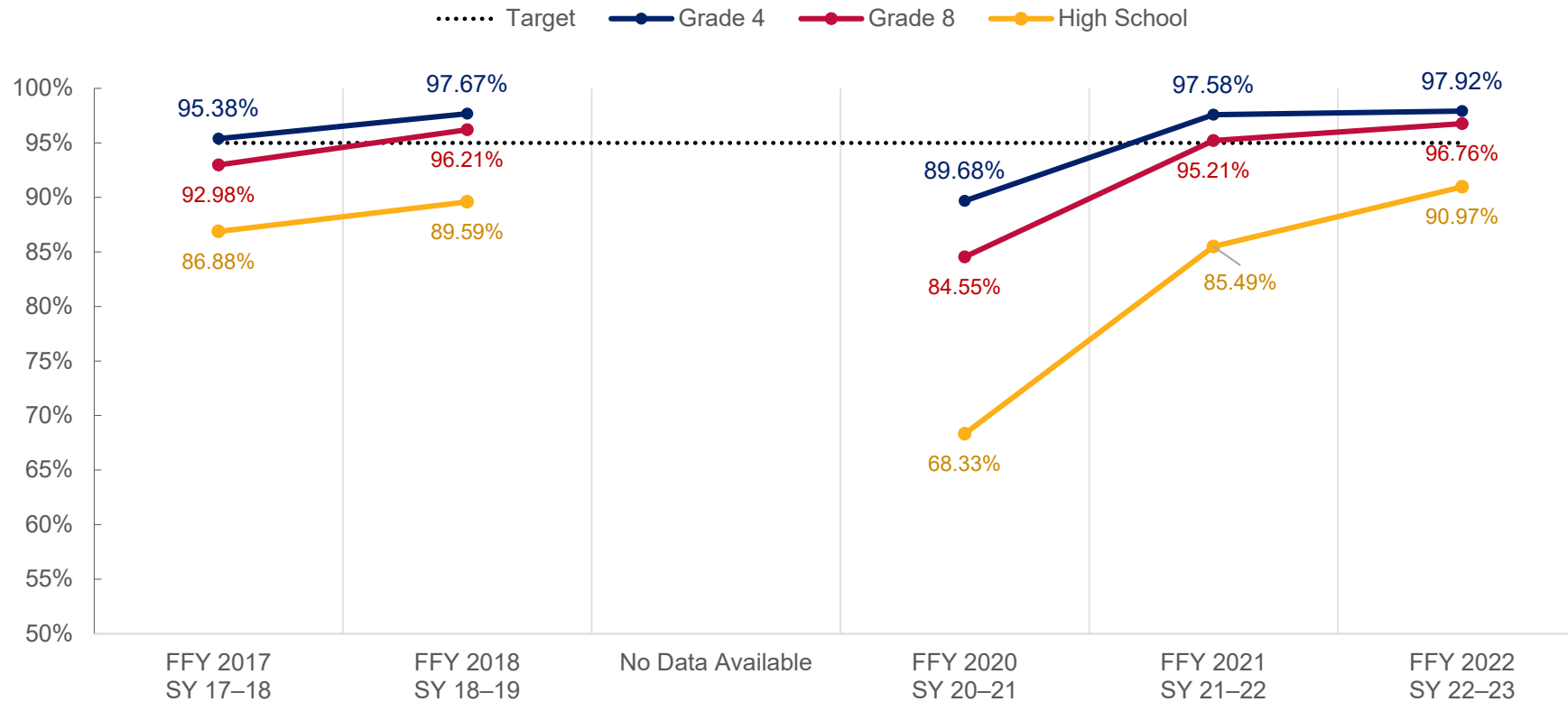
FFY 2022 4th Grade
 Target= 95%
 Actual = 95.95%
 Met target

FFY 2022 8th Grade
 Target= 95%
 Actual = 95.57%
 Met target

FFY 2022 HS
 Target= 95%
 Actual= 83.77%
 Did not meet target

FFY	2017	2018	2019	2020	2021	2022
4 th Grade	95.40%	97.65%	No Data	89.54%	97.56%	95.95%
8 th Grade	92.95%	96.22%	No Data	84.24%	95.13%	95.57%
High School	87.69%	90.13%	No Data	67.59%	84.60%	83.77%

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



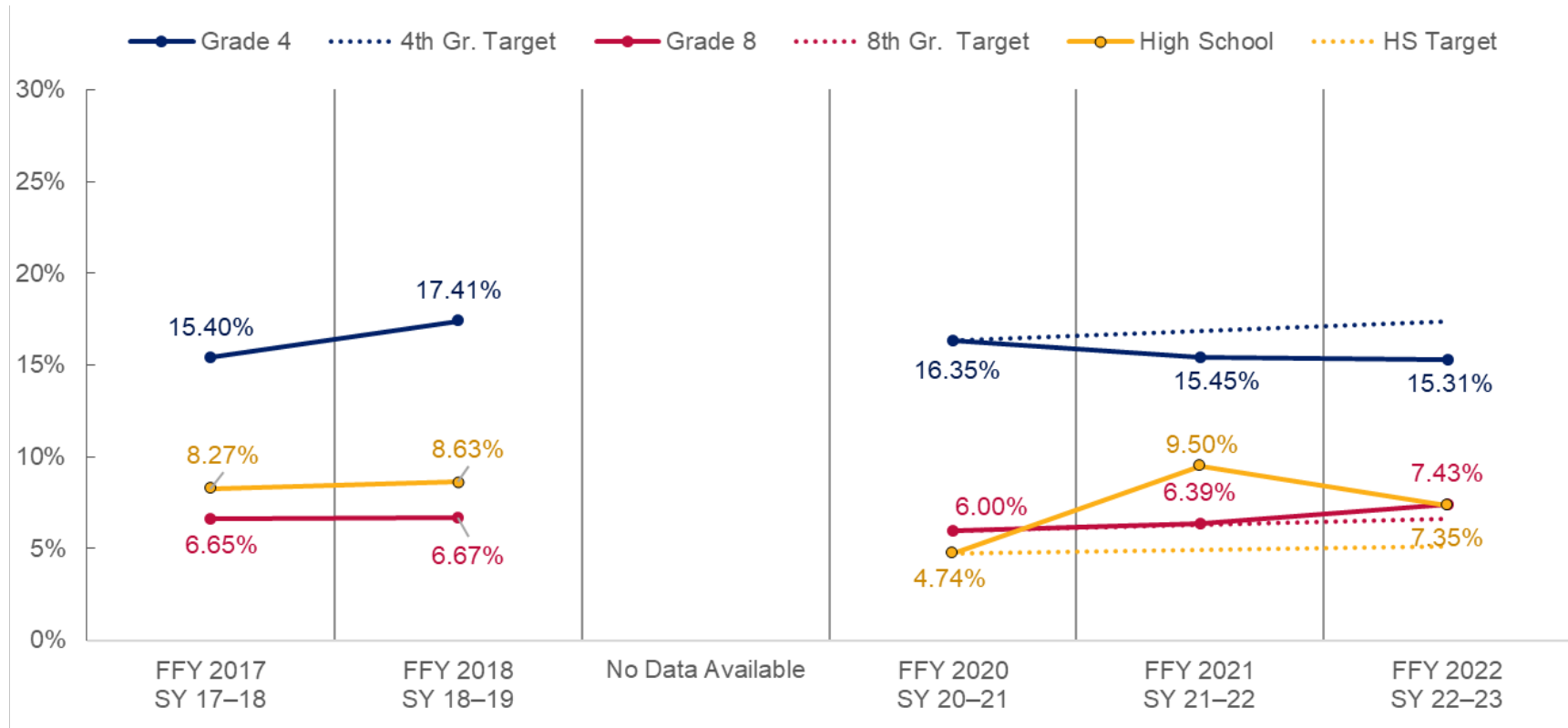
FFY 2022 4th Grade
 Target= 95%
 Actual = 97.92%
 Met target

FFY 2022 8th Grade
 Target= 95%
 Actual = 96.76%
 Met target

FFY 2022 HS
 Target= 95%
 Actual= 90.97%
 Did not meet target

FFY	2017	2018	2019	2020	2021	2022
4 th Grade	95.38%	97.67%	No Data	89.68%	97.58%	97.92%
8 th Grade	92.98%	96.21%	No Data	84.55%	95.21%	96.76%
High School	86.88%	89.59%	No Data	68.33%	85.49%	90.97%

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



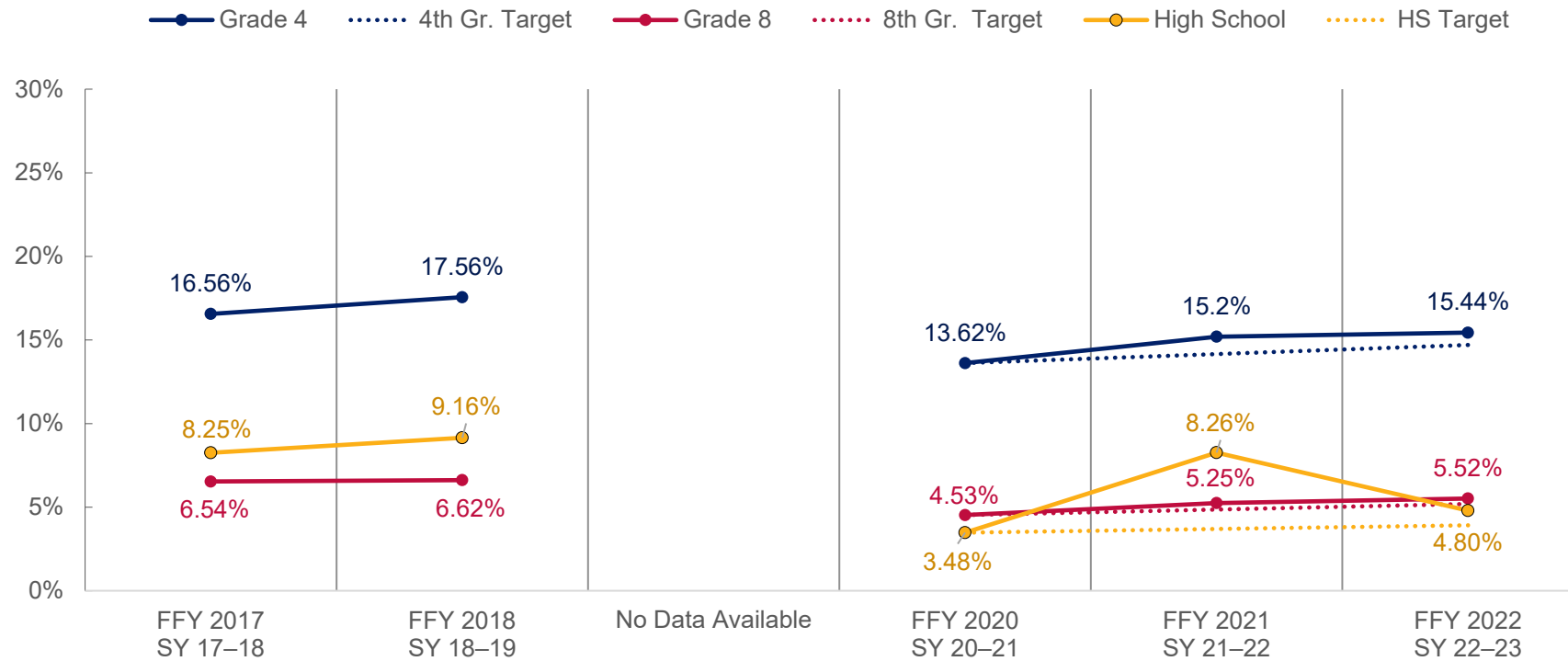
FFY 2022 4th Grade
 Target= 17.35%
 Actual = 15.31%
 Did not meet target


FFY 2022 8th Grade
 Target= 6.60%
 Actual = 7.43%
 Met target


FFY 2022 HS
 Target= 5.14%
 Actual= 7.35%
 Met target

FFY	2017	2018	2019	2020	2021	2022
4 th Grade	15.40%	17.41%	No Data	16.35%	15.45%	15.31%
8 th Grade	6.65%	6.67%	No Data	6.00%	6.39%	7.43%
High School	8.27%	8.63%	No Data	4.74%	9.50%	7.35%

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



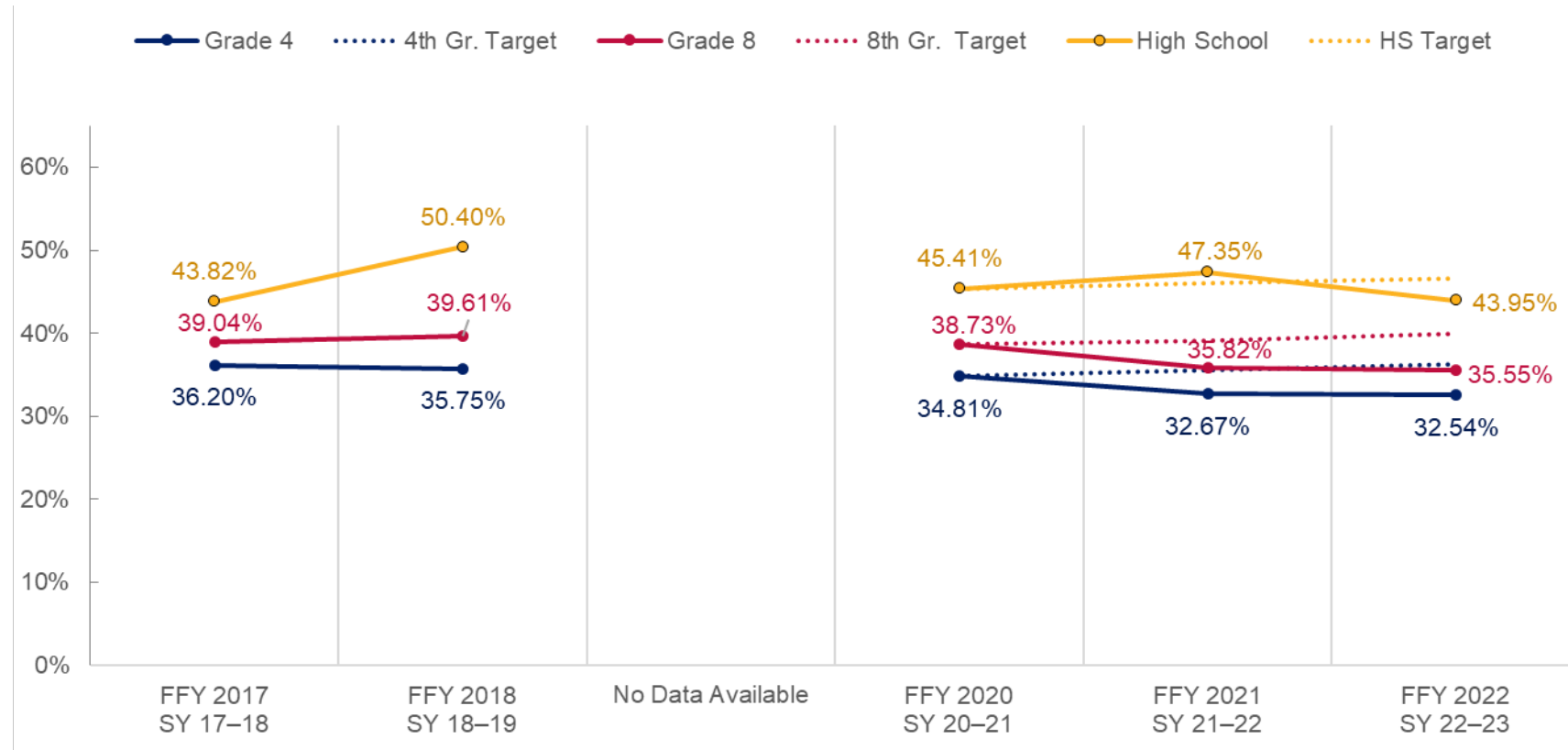
FFY 2022 4th Grade
 Target= 14.70%
 Actual = 15.44%
 Met target

FFY 2022 8th Grade
 Target= 5.19%
 Actual = 5.52%
 Met target

FFY 2022 HS
 Target= 3.92%
 Actual= 4.80%
 Met target

FFY	2017	2018	2019	2020	2021	2022
4 th Grade	16.56%	17.56%	No Data	13.62%	15.20%	15.44%
8 th Grade	6.54%	6.62%	No Data	4.53%	5.25%	5.52%
High School	8.25%	9.16%	No Data	3.48%	8.26%	4.80%

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



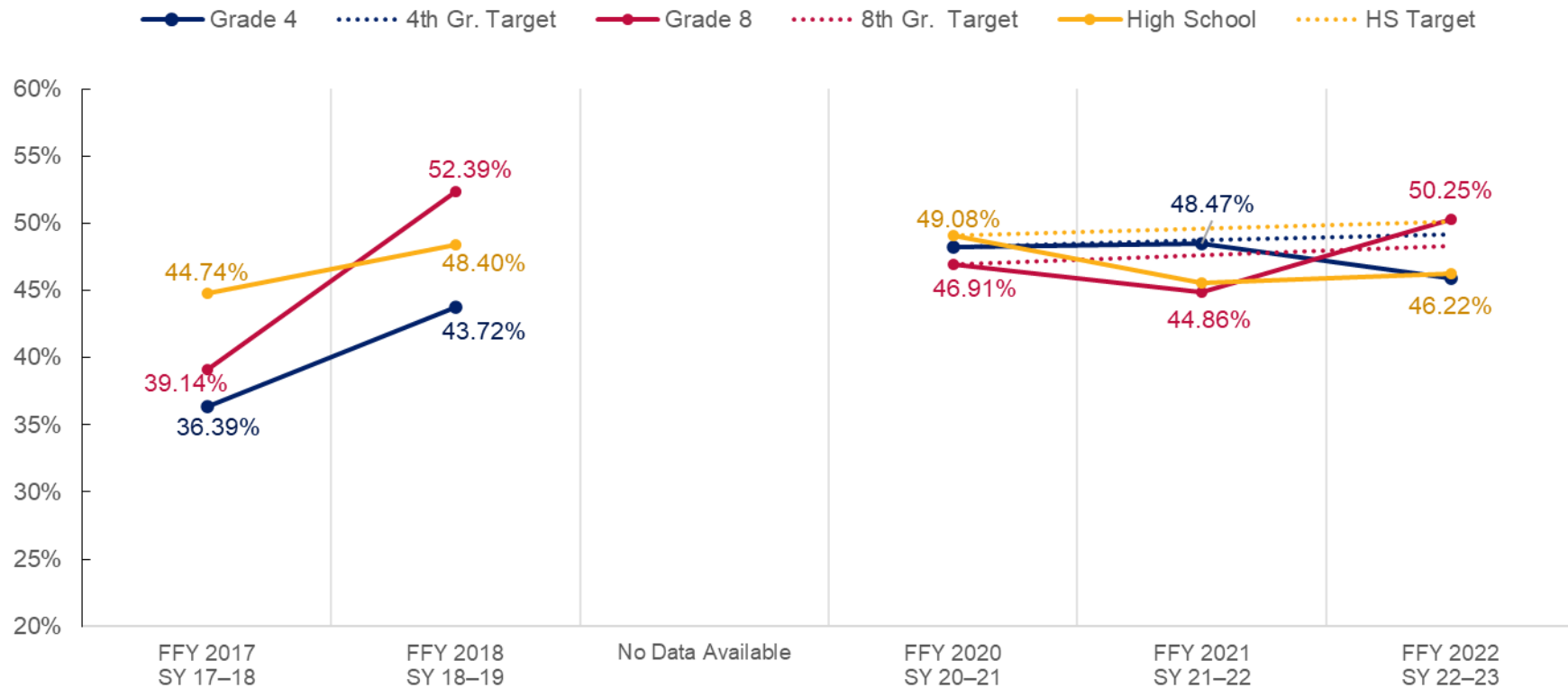
FFY 2022 4th Grade
 Target= 36.23%
 Actual = 32.54%
 Did not meet target

FFY 2022 8th Grade
 Target= 39.97%
 Actual = 35.55%
 Did not meet target

FFY 2022 HS
 Target= 46.61%
 Actual= 43.95%
 Did not meet target

FFY	2017	2018	2019	2020	2021	2022
4 th Grade	36.20%	35.75%	No Data	34.81%	32.67%	32.54%
8 th Grade	39.04%	39.61%	No Data	38.73%	35.82%	35.55%
High School	43.82%	50.40%	No Data	45.41%	47.35%	43.95%

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



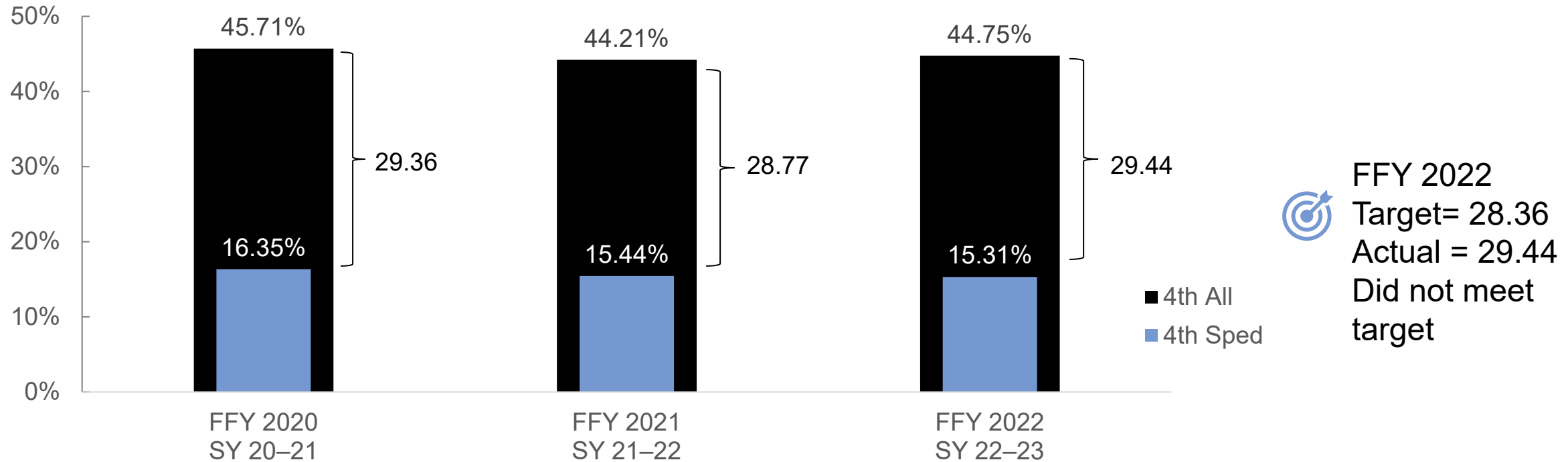
FFY 2022 4th Grade
 Target= 49.20%
 Actual = 45.94%
 Did not meet target

FFY 2022 8th Grade
 Target= 48.31%
 Actual = 50.25%
 Met target

FFY 2022 HS
 Target= 50.08%
 Actual= 46.22%
 Did not meet target

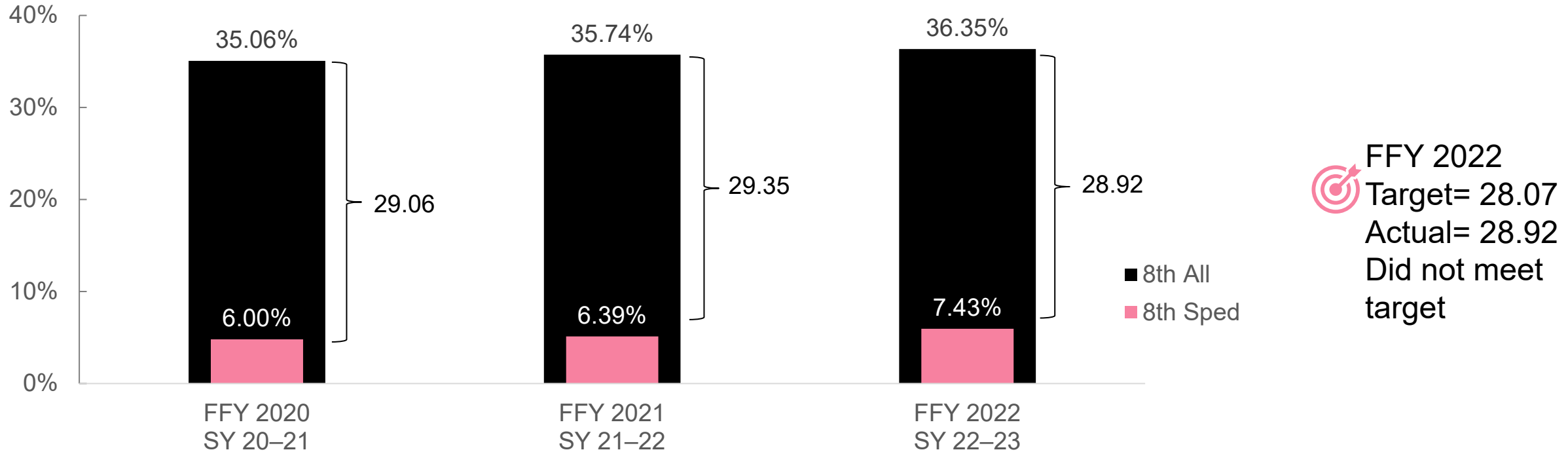
FFY	2017	2018	2019	2020	2021	2022
4 th Grade	36.39%	43.72%	No Data	48.20%	48.47%	45.94%
8 th Grade	39.14%	52.39%	No Data	46.91%	44.86%	50.25%
High School	44.74%	48.40%	No Data	49.08%	45.57%	46.22%

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



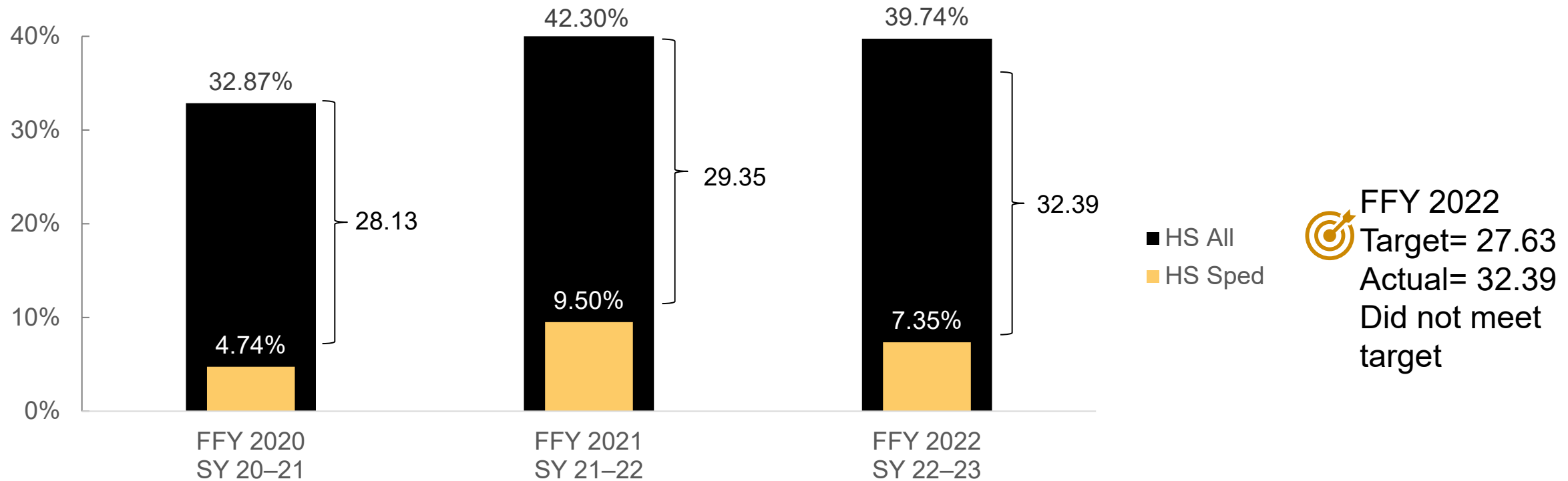
FFY	2020	2021	2022
4 th All Students	45.71%	44.21%	44.75%
4 th Sped	16.35%	15.44%	15.31%
Gap	29.36	28.77	29.44

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



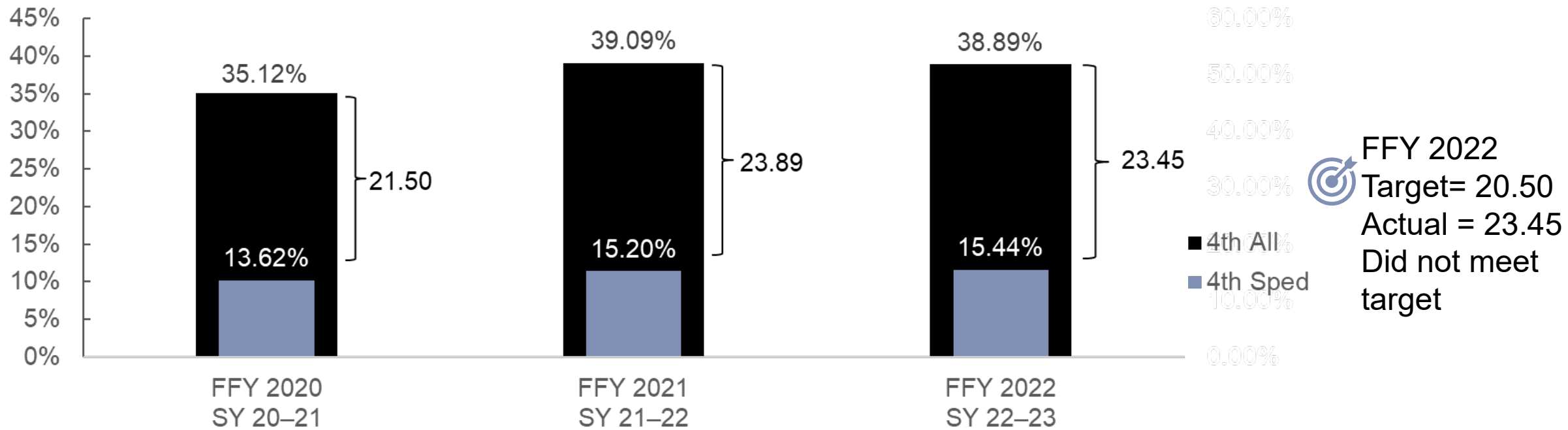
FFY	2020	2021	2022
8 th All Students	35.06%	35.74%	36.35%
8 th Sped	6.00%	6.39%	7.43%
Gap	29.06	29.35	28.92

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



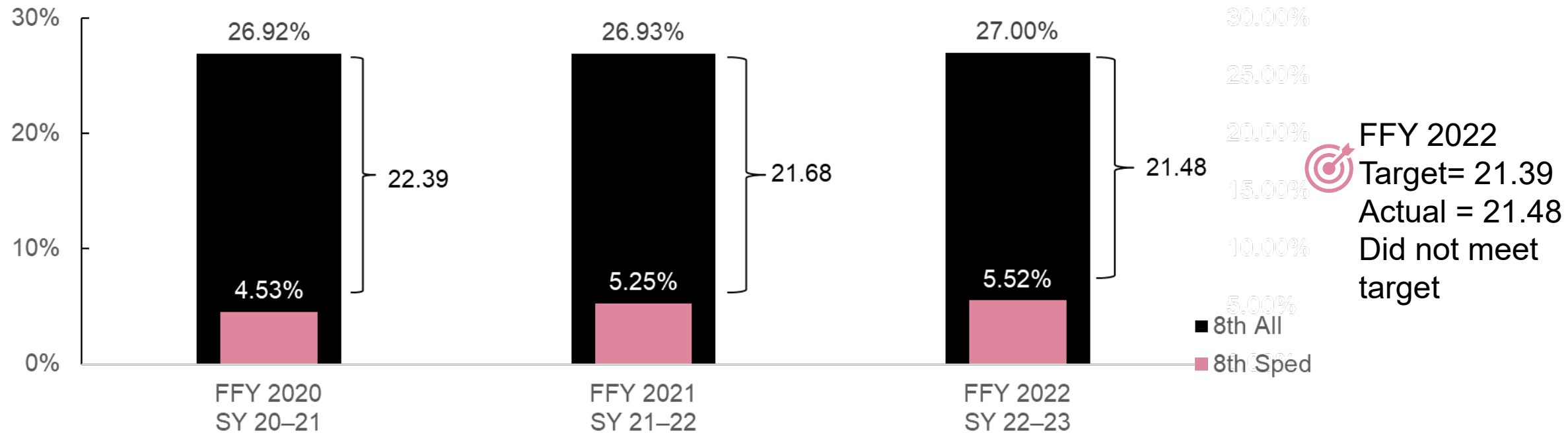
FFY	2020	2021	2022
High School All Students	32.87%	42.30%	39.74%
High School Sped	4.74%	9.50%	7.35%
Gap	28.13	32.81	32.39

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



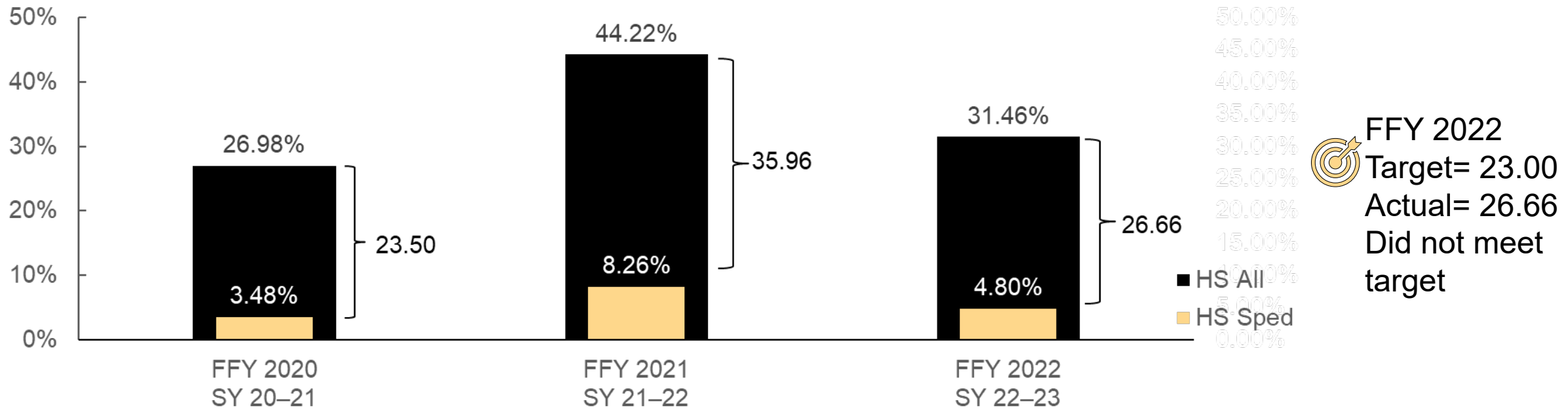
FFY	2020	2021	2022
4 th All Students	35.12%	39.09%	38.89%
4 th Sped	13.62%	15.20%	15.44%
Gap	21.50	23.89	23.45

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



FFY	2020	2021	2022
8 th All Students	26.92%	26.93%	27.00%
8 th Sped	4.53%	5.25%	5.52%
Gap	22.39	21.68	21.48%

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



FFY	2020	2021	2022
HS All Students	26.98%	44.22%	31.46%
HS Sped	3.48%	8.26%	4.80%
Gap	23.50	35.96	26.66

State Performance Plan Indicators

Indicator 5: School-Age Educational Environments

1: Graduation

2: Dropout

3: Assessment

4: Discipline
Removal Rates
(A: all IEPs, B: by
race/Ethnicity)

5: School-Age
Educational
Environments

6: Preschool
Educational
Environments

7: Preschool
Outcomes

8: Parent
Involvement

9:
Disproportionality
in Identification
by Race/Ethnicity

10:
Disproportionality
in Identification
by Race/Ethnicity
and Disability

11: Child Find


12: Preschool
Transition

13: Secondary
Transition

14: Post School
Outcomes

15: Resolution
Sessions

 Rounded edges = Performance
Indicators, State establishes targets

 Square edges = Compliance
Indicators, targets are set by OSEP

Indicator 16:
Mediation

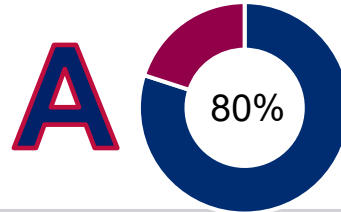
17: State Systemic
Improvement Plan

[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



Inside regular class 80% or more of the day.



Inside regular class less than 40% of the day



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

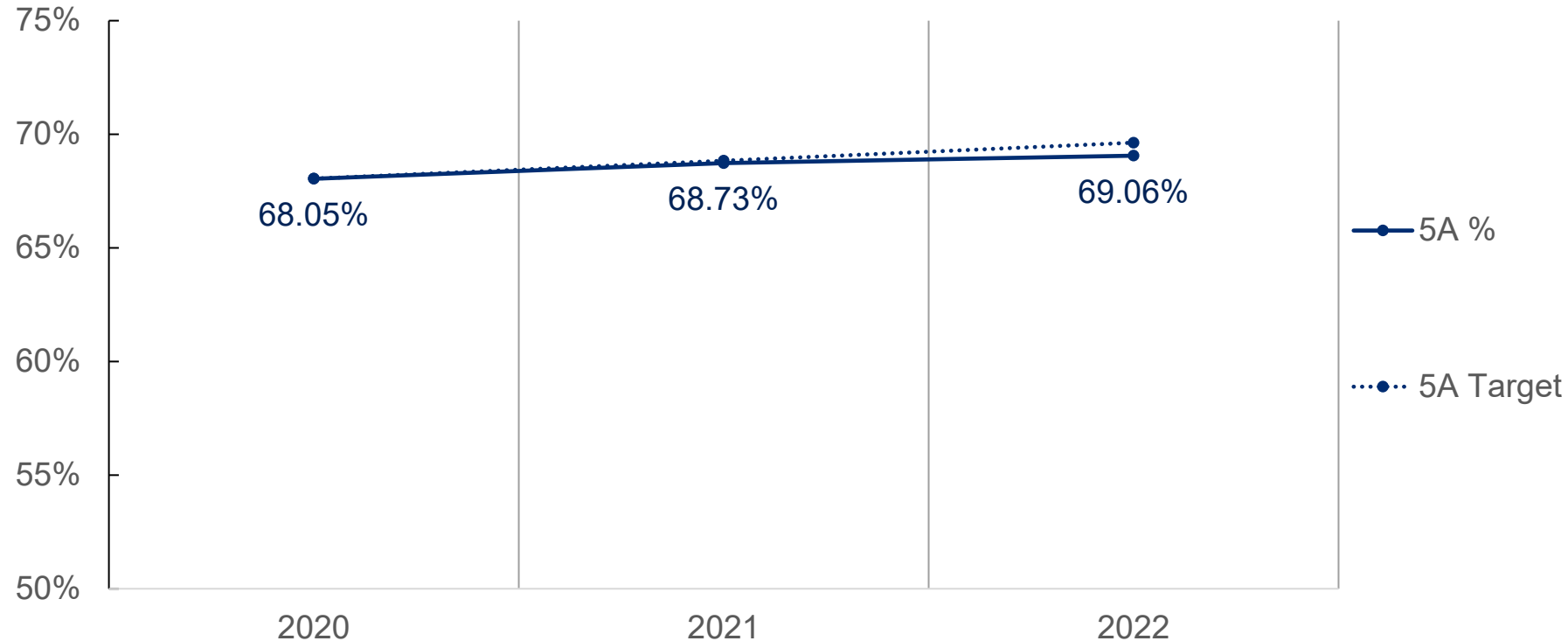
Indicator 5: Data Source


Each PEA submits data into AzEDS for Exceptional Student Services (ESS) to consume as authorized under section 618 of the IDEA.

Data is taken from SY 2022–2023.



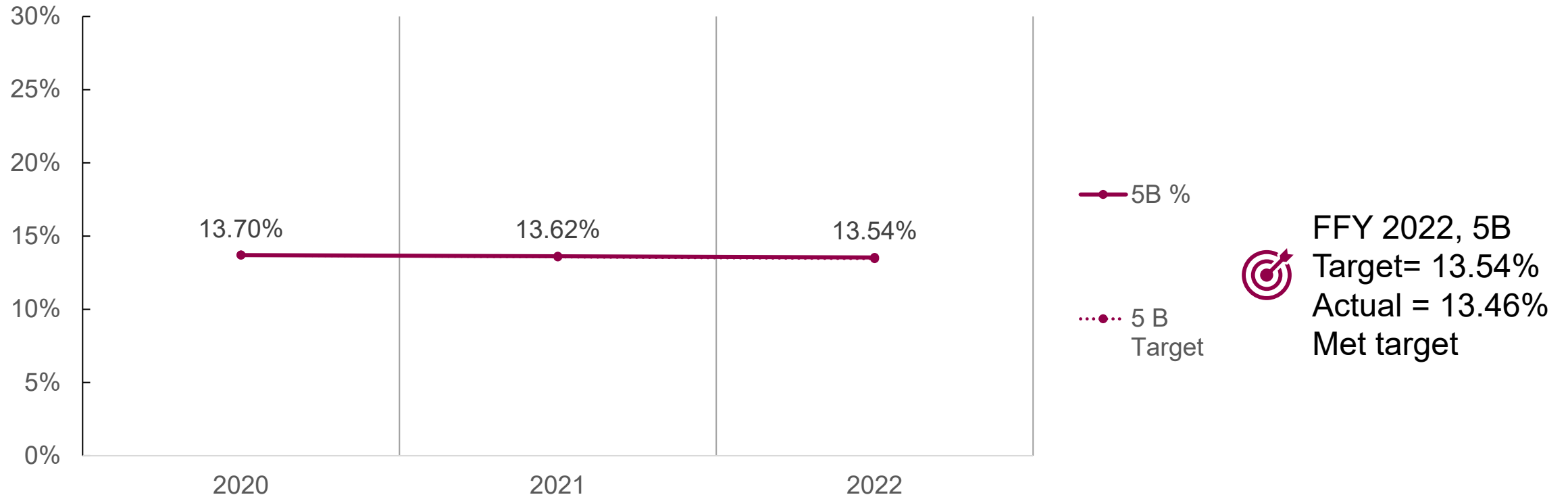
Indicator 5A: Inside Regular Class 80% or More of the Day




 FFY 2022, 5A
 Target= 69.63%
 Actual = 69.06%
 Did not meet target

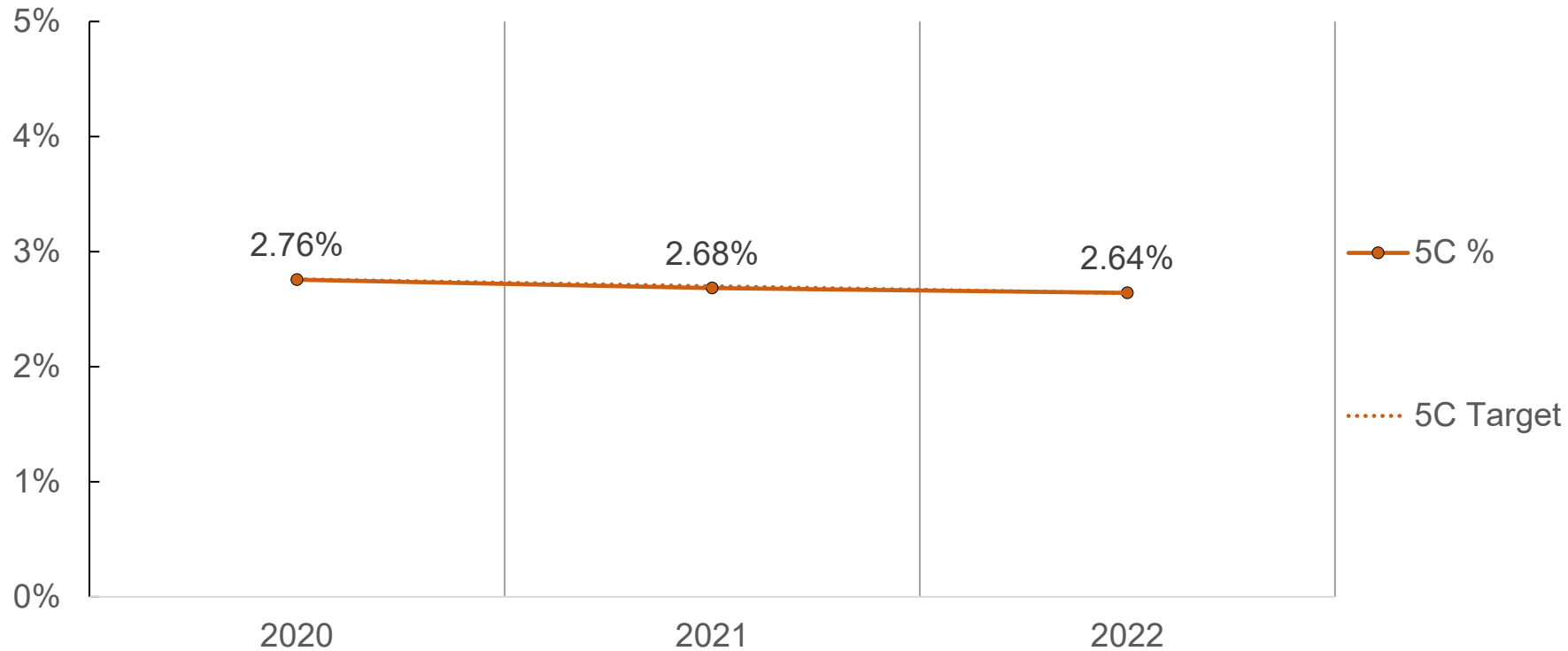
FFY	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
5A Target	68.05%	68.84%	69.63%
5A Actual Data	68.05%	68.73%	69.06%


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



FFY	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
5A Target	13.70%	13.58%	13.46%
5A Actual Data	13.70%	13.62%	13.54%

Indicator 5C: In Separate Schools, Residential Facilities, Placement in the Home, or Hospital Placements

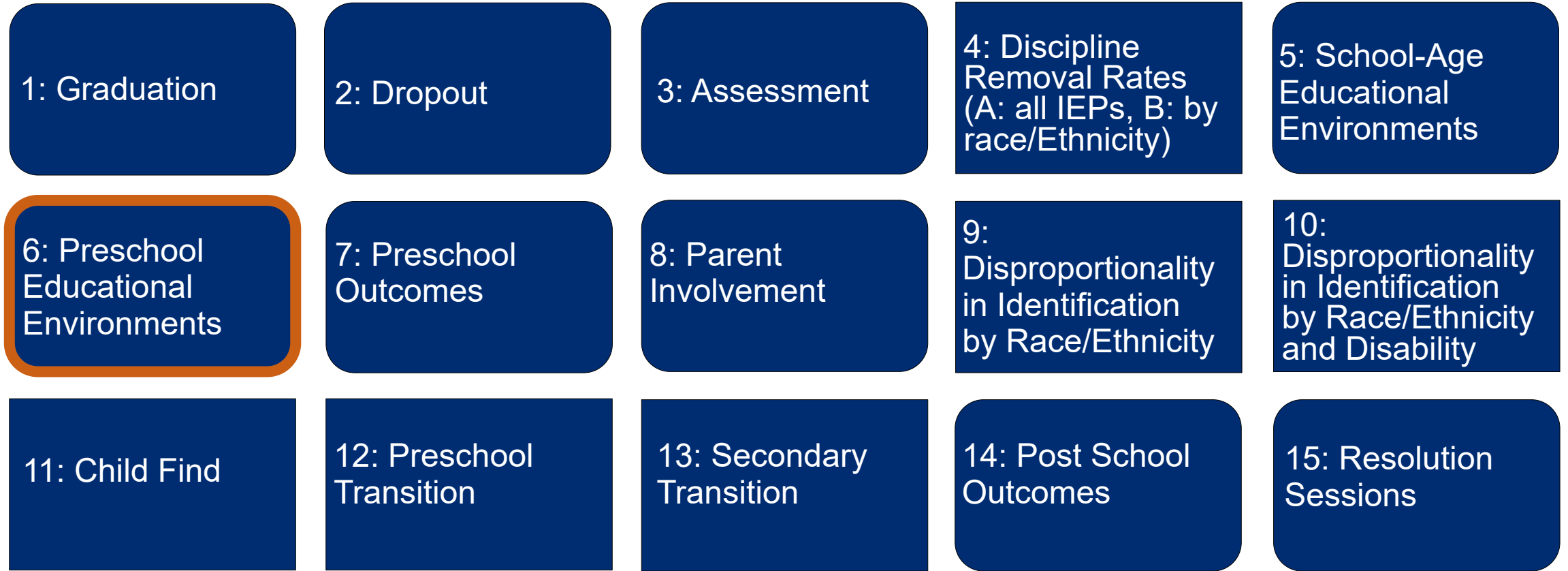




 FFY 2022, 5C
 Target= 2.64%
 Actual = 2.64%
 Met target


FFY	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
5C Target	2.76%	2.70%	2.64%
5C Actual Data	2.76%	2.68%	2.64%

State Performance Plan Indicators

Indicator 6: Preschool Educational Environments



 Rounded edges = Performance Indicators, State establishes targets

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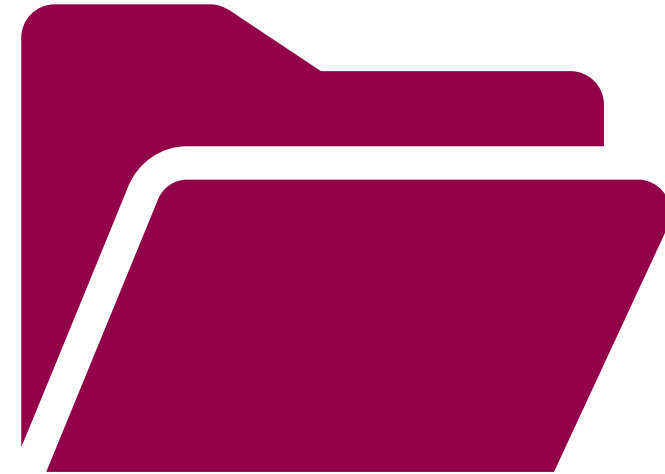
Indicator 16:
Mediation

Indicator 17: State Systemic
Improvement Plan

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

Indicator 6: Data Source

Each PEA submits data into AzEDS for Exceptional Student Services (ESS) to consume as authorized under section 618 of the IDEA.



Data is taken from SY 2022–2023.


Indicator 6: Educational Environments (Preschool)

Introduction

- Children are reported in the SPP/APR as being in in one of the following categories: 6A, 6B, or 6C
- Indicator 6 data represents preschool children with IEPs aged 3 through 5

6A 

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

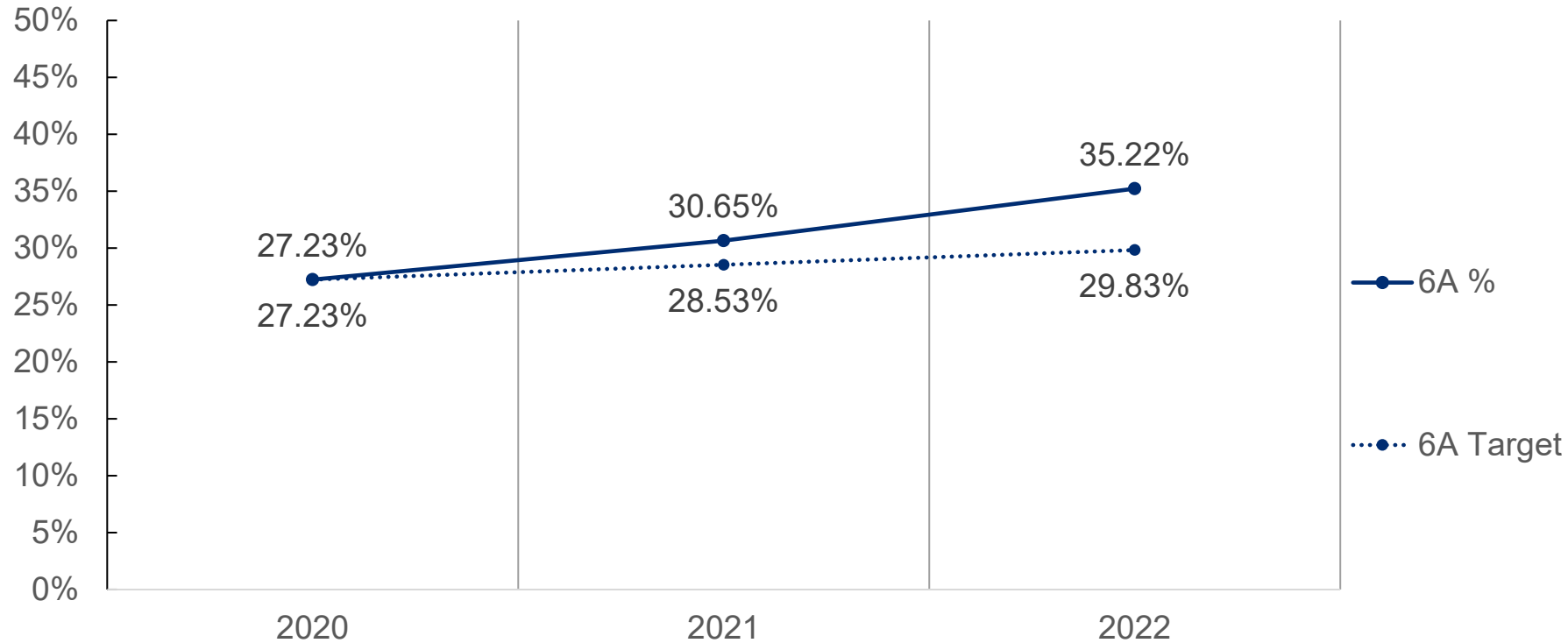
6B 


Attending separate special education class, separate school, or residential facility

6C 

Receiving special education and related services in the home

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



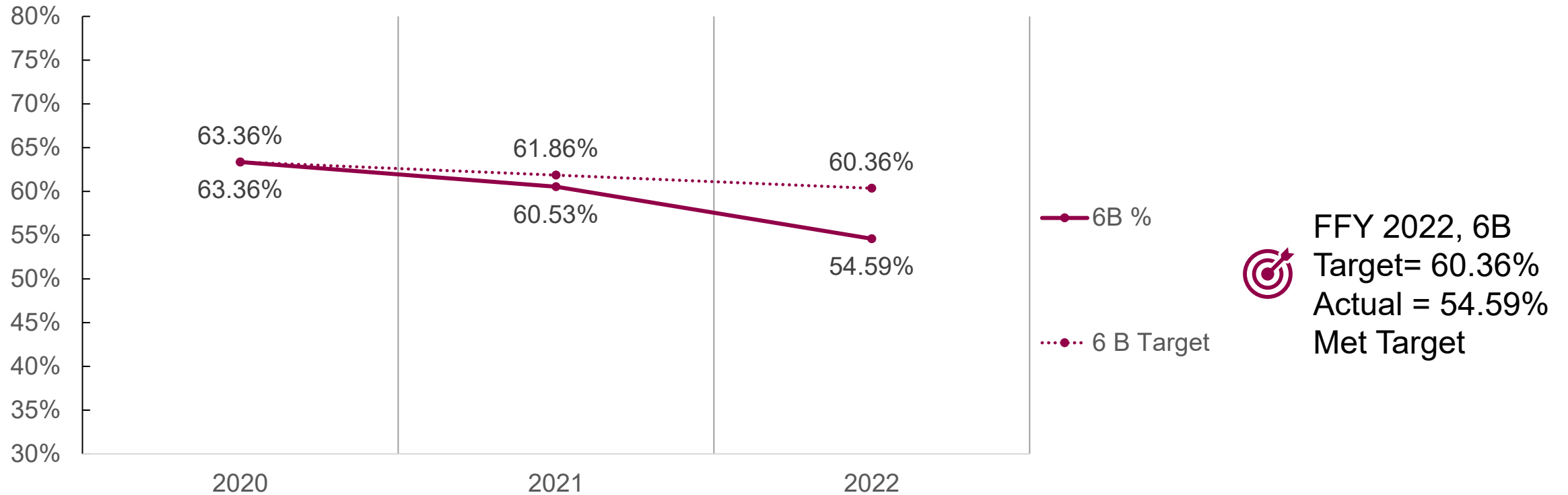

 FFY 2022, 6A
 Target= 29.83%
 Actual = 35.22%
 Met target

↑700

more children
 were in inclusive
 settings in
 SY 2022-23
 compared to
 SY 2021-22.

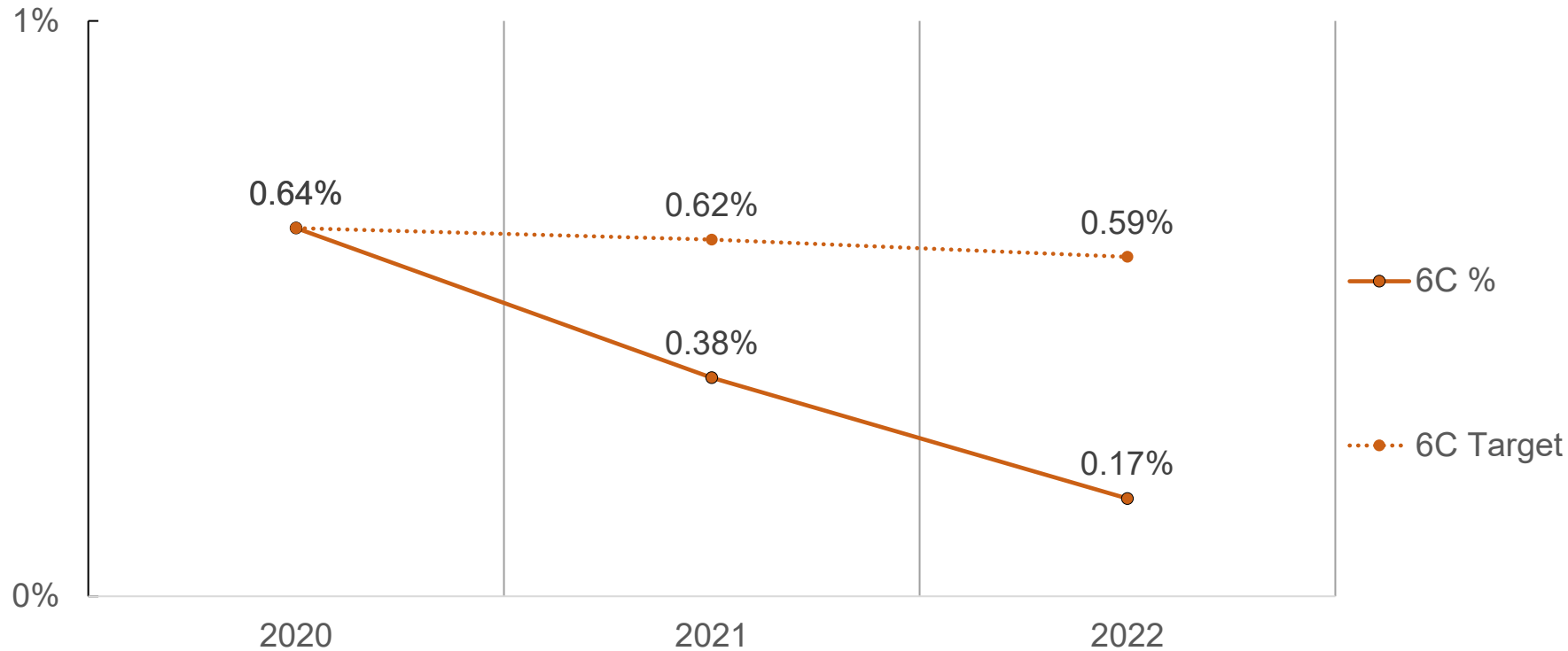
FFY	2020 SY 20-21	2021 SY 21-22	2022 SY 22-23
6A Target	27.23%	28.53%	29.83%
6A Actual Data	27.23%	30.65%	35.22%


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



FFY	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
6B Target	63.36%	61.85%	60.36%
6B Actual Data	63.36%	60.53%	54.59%

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

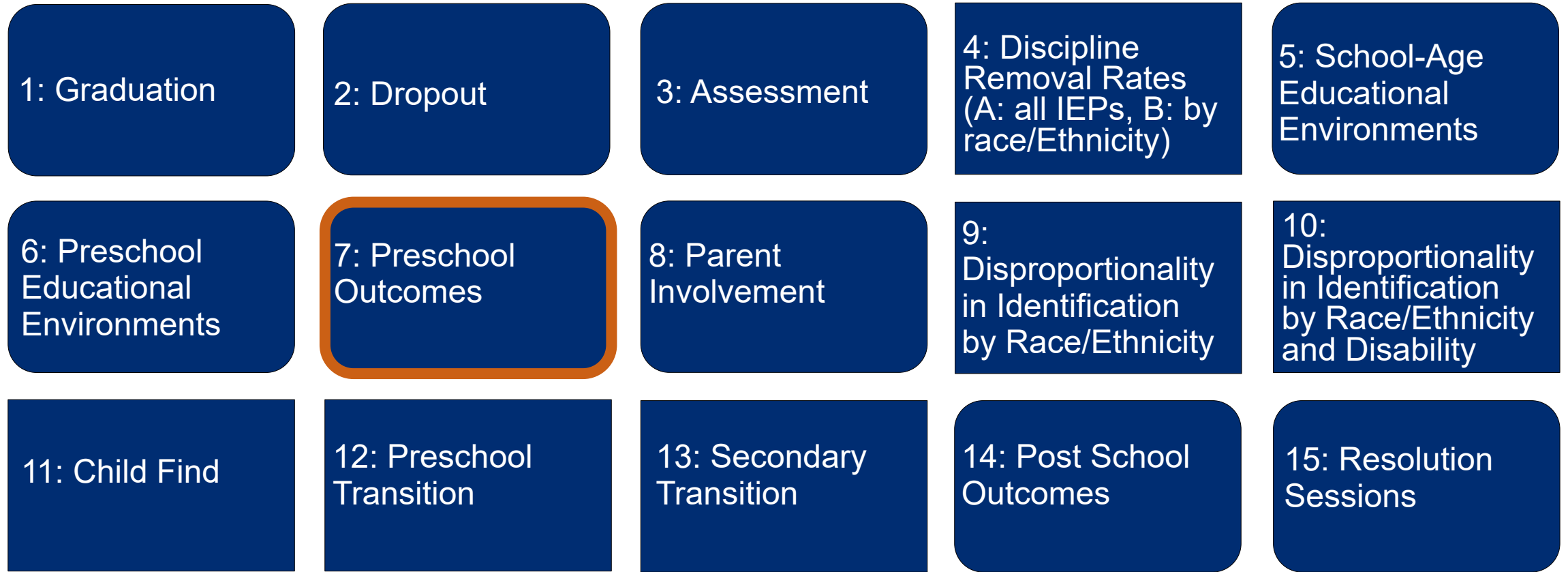




FFY 2022, 6C
 Target= 0.59%
 Actual = 0.17%
 Met target


FFY	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
6C Target	.64%	.62%	.59%
6C Actual Data	.64%	.38%	.17%

State Performance Plan Indicators

Indicator 7: Preschool Outcomes



 Rounded edges = Performance Indicators, State establishes targets

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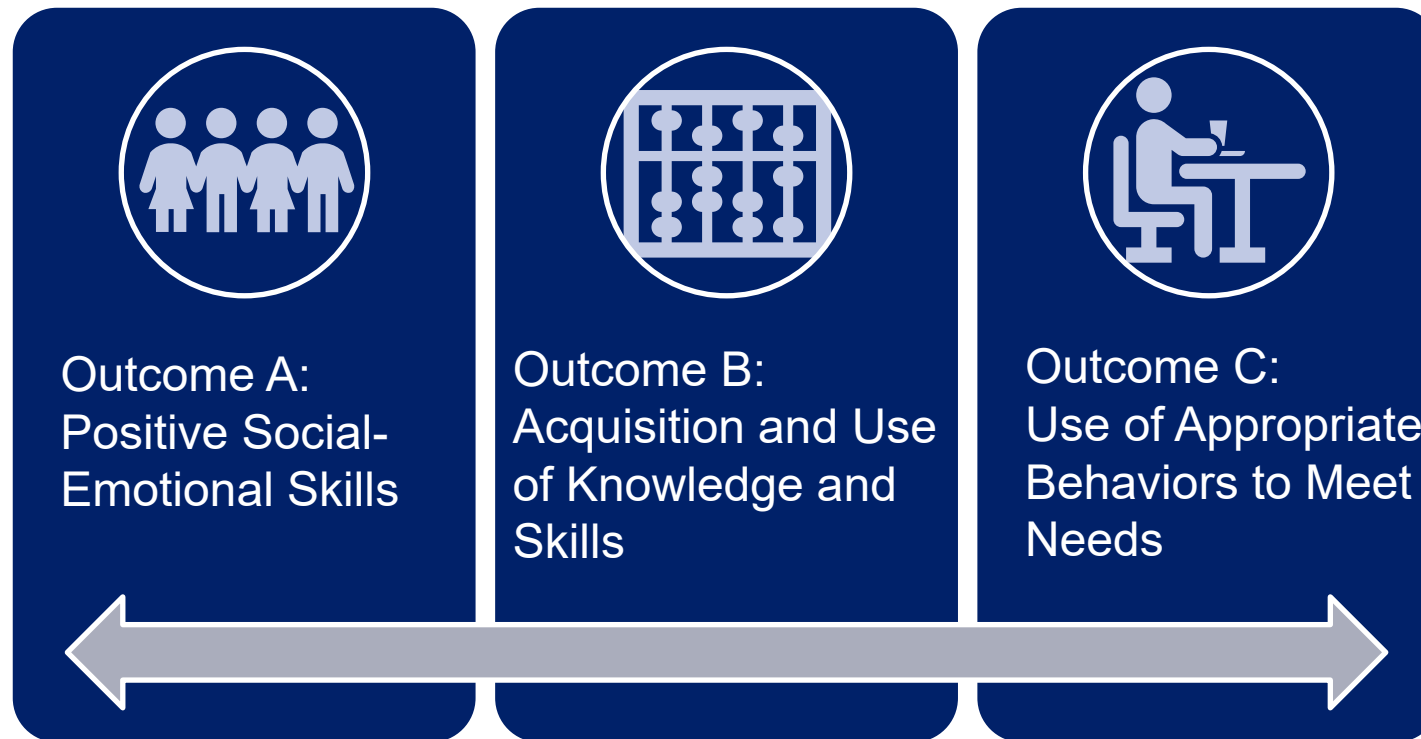
Indicator 16:
Mediation

Indicator 17: State Systemic
Improvement Plan

[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

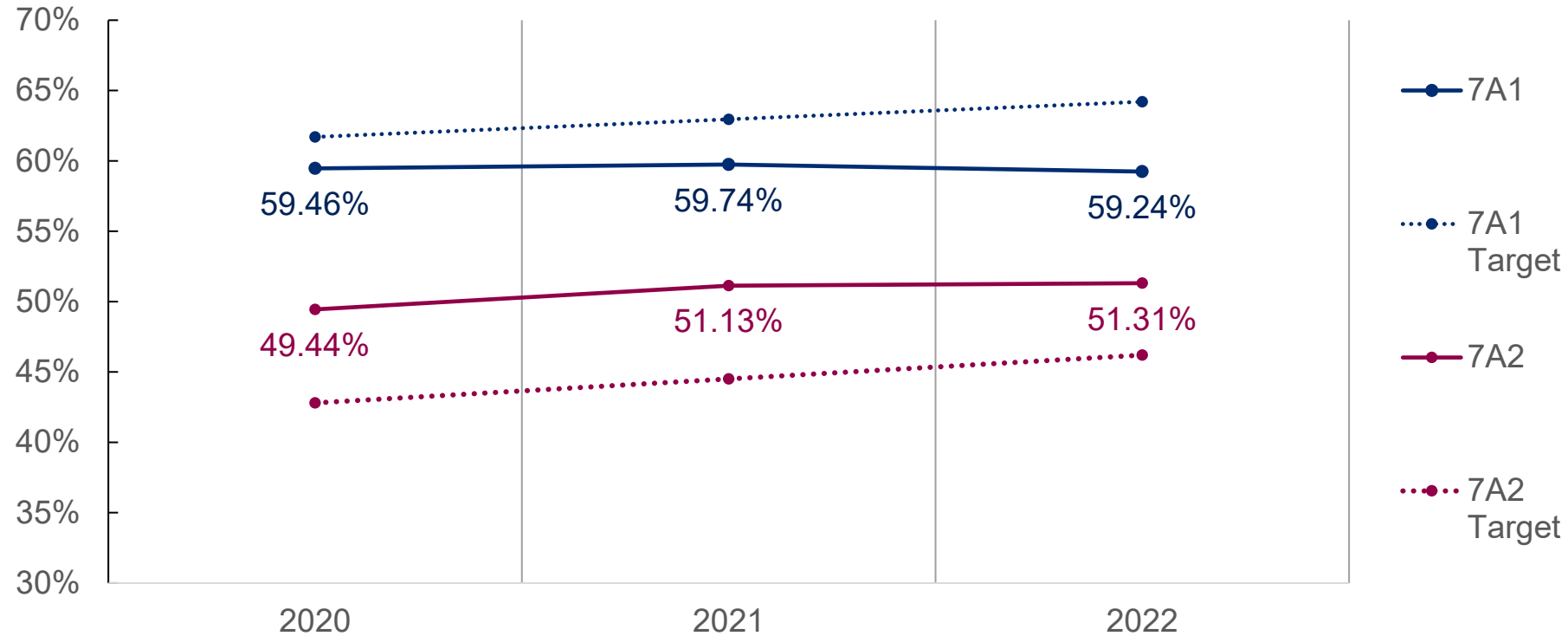
- In SY 2023, all Arizona preschool programs used the Teaching Strategies Gold (TSG) tool to assess child outcomes
- ESS extracted the data from the TSG tool
- Children's outcomes data are calculated by the progress made between entry and exit from the program or when the child turns six



Indicator 7A: Positive Social-Emotional Skills

7A1: Preschool Children with IEPs Who Made Substantial Progress

7A2: Exited at Age Expectations



FFY 2022, 7A1
 Target= 64.20%
 Actual = 59.24%
 Did not meet target

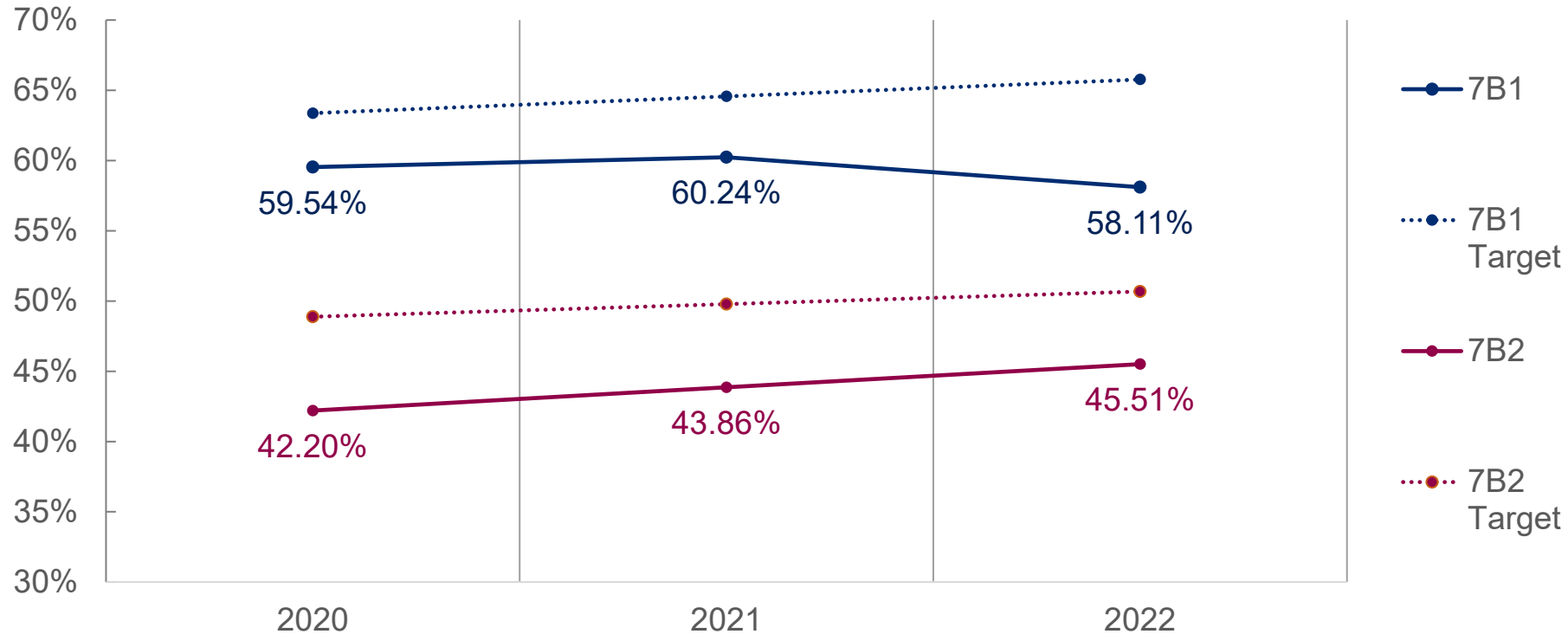
FFY 2022, 7A2
 Target= 46.20%
 Actual = 51.31%
 Met target

FFY	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
7A1 Data	59.46%	59.74%	59.24%
7A2 Data	49.44%	51.13%	51.31%

Indicator 7B: Acquisition and Use of Knowledge and Skills

7B1: Preschool Children with IEPs Who Made Substantial Progress

7B2: Exited at Age Expectations



FFY 2022, 7B1
 Target= 65.77%
 Actual = 58.11%
 Did not meet target

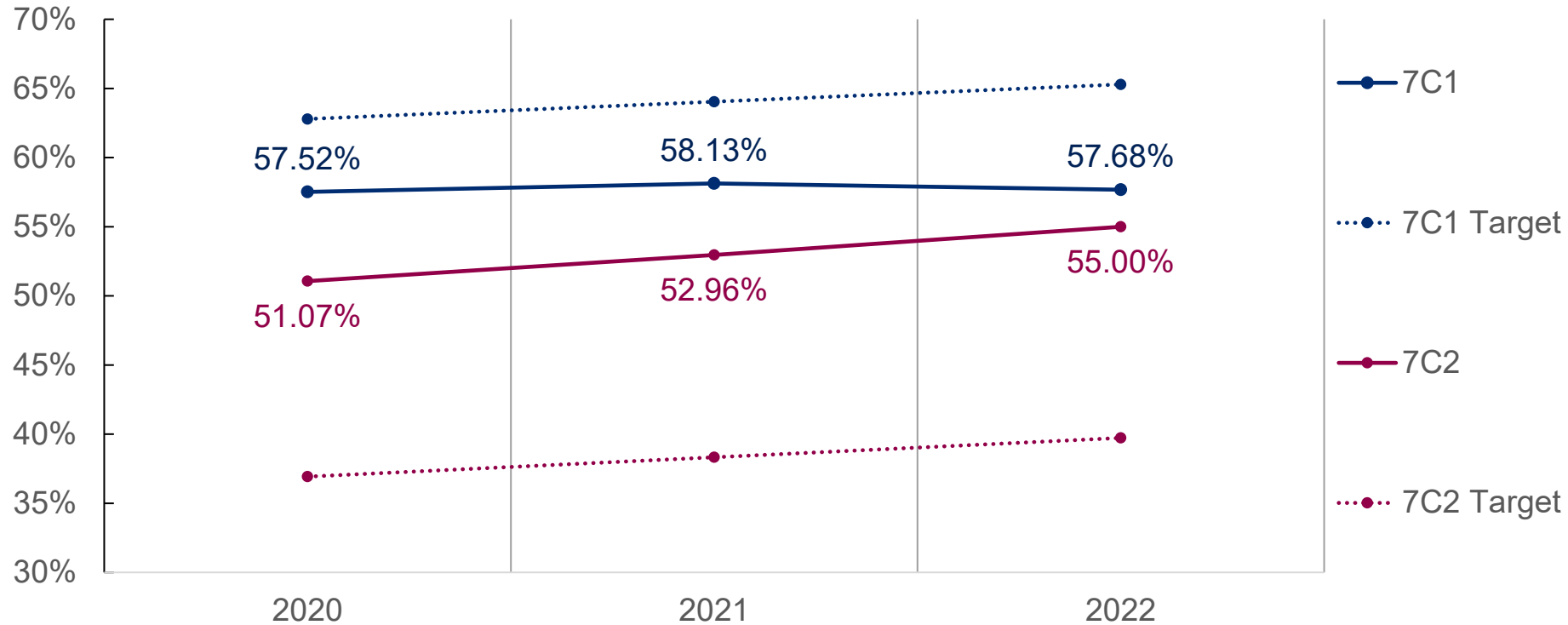
FFY 2022, 7B2
 Target= 50.68%
 Actual = 45.20%
 Did not meet target

FFY	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
7B1 Data	59.54%	60.24%	58.11%
7B2 Data	42.20%	43.86%	45.51%

Indicator 7C: Functional Behaviors to Meet Needs

7C1: Preschool Children with IEPs Who Made Substantial Progress

7C2: Exited at Age Expectations



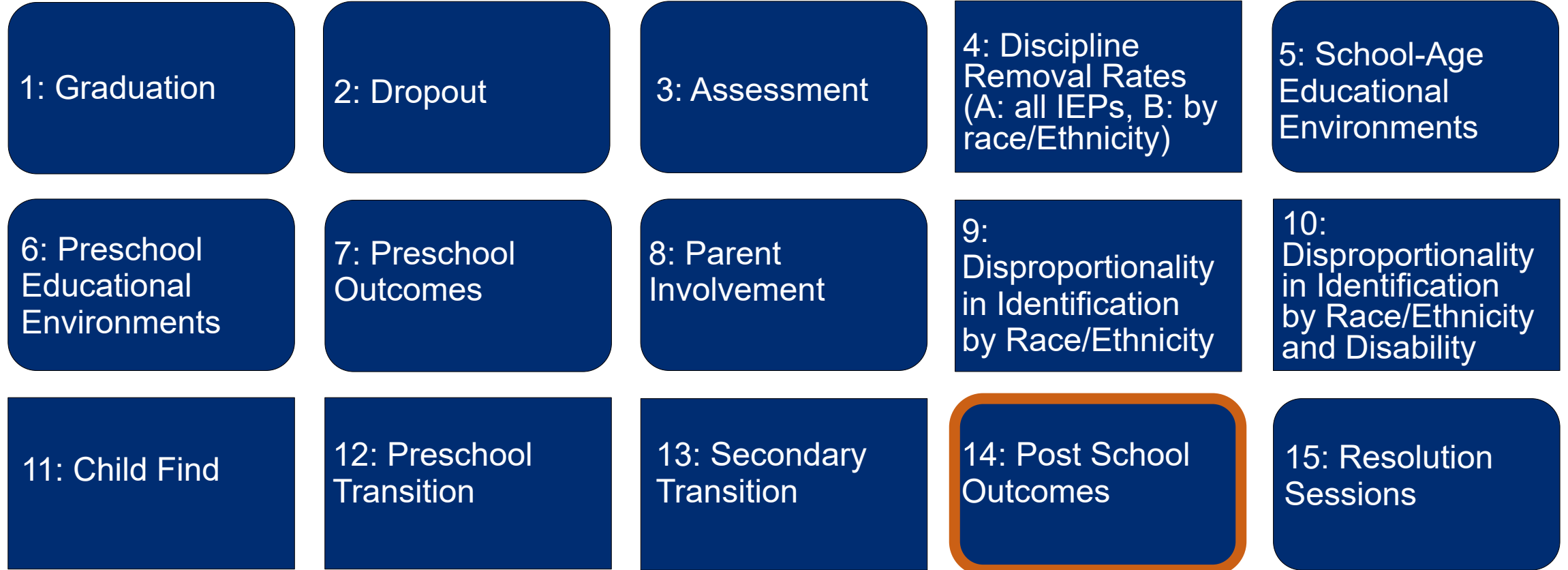
FFY 2022, 7C1
 Target= 65.29%
 Actual = 57.68%
 Did not meet target


FFY 2022, 7C2
 Target= 39.73%
 Actual = 55.00%
 Met target


FFY	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
7C1 Data	57.52%	58.13%	57.68%
7C2 Data	51.07%	52.96%	55.00%

State Performance Plan Indicators

Indicator 14: Post School Outcomes



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 Square edges = Compliance Indicators, targets are set by OSEP

Indicator 16:
Mediation

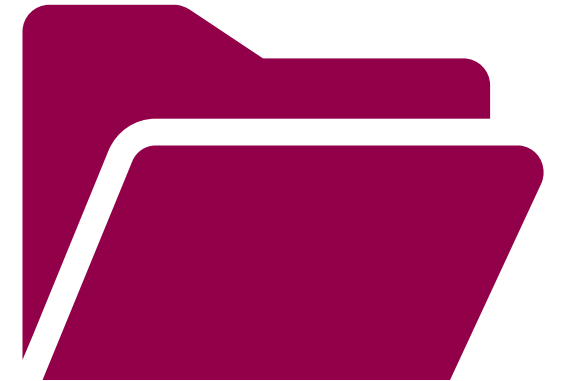
Indicator 17: State Systemic
Improvement Plan

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

Indicator 14: Introduction and Data Source

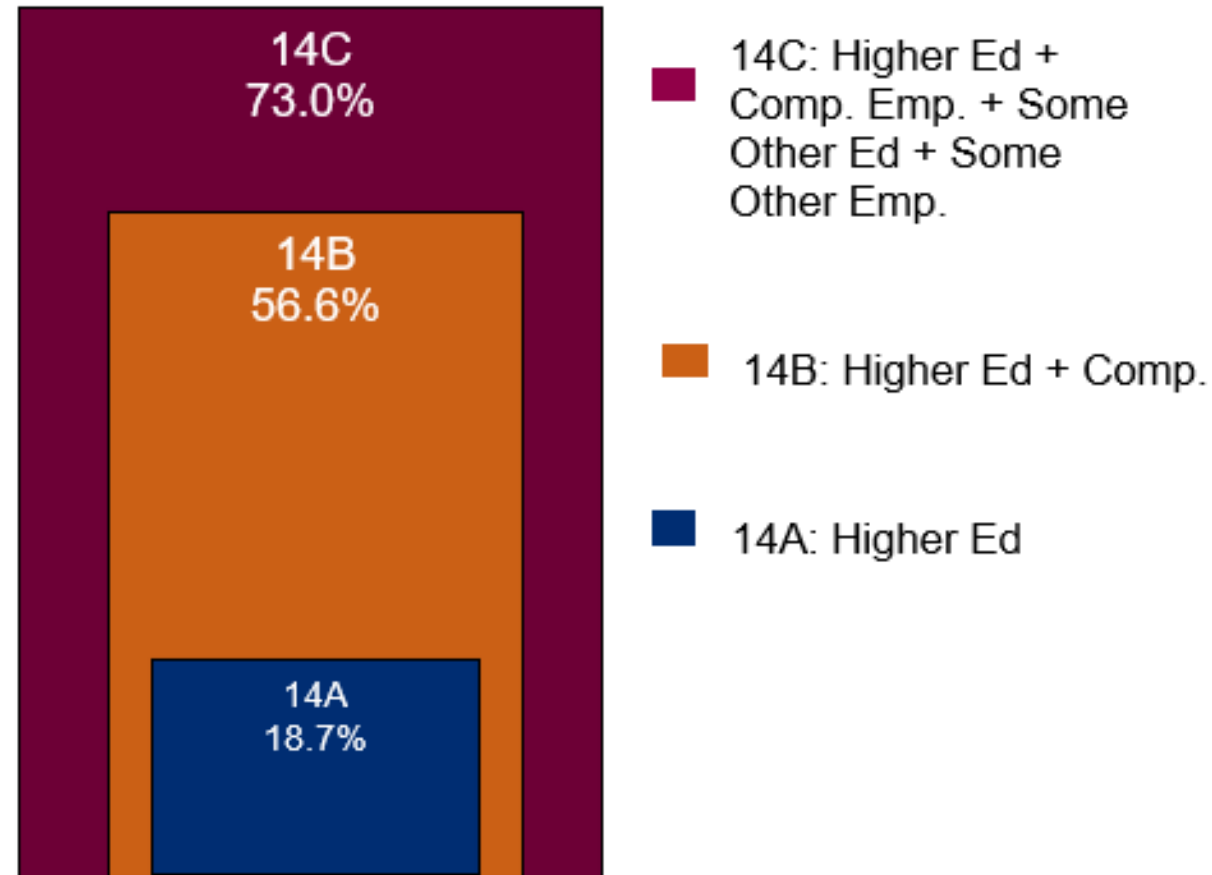
Definition of Engagement:

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

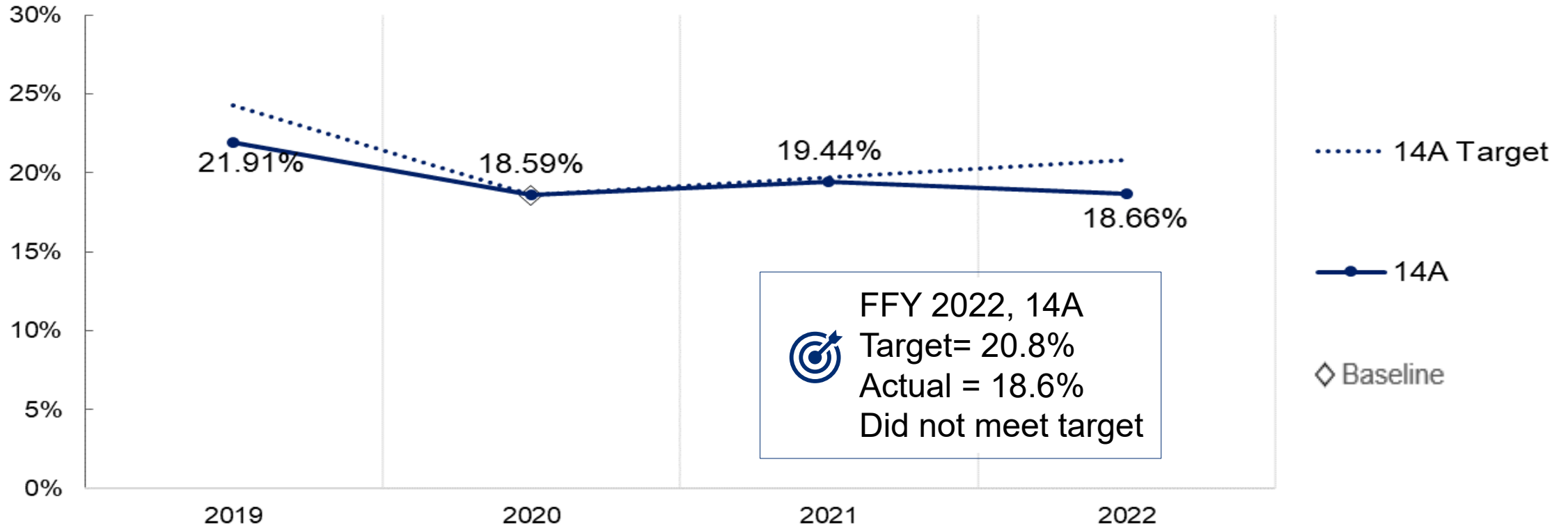


Data Source: PSO Survey takes place 1 year after youths exit high school

14A, 14B, and 14C Engagement Categories, Exiters from SY 2021-2022

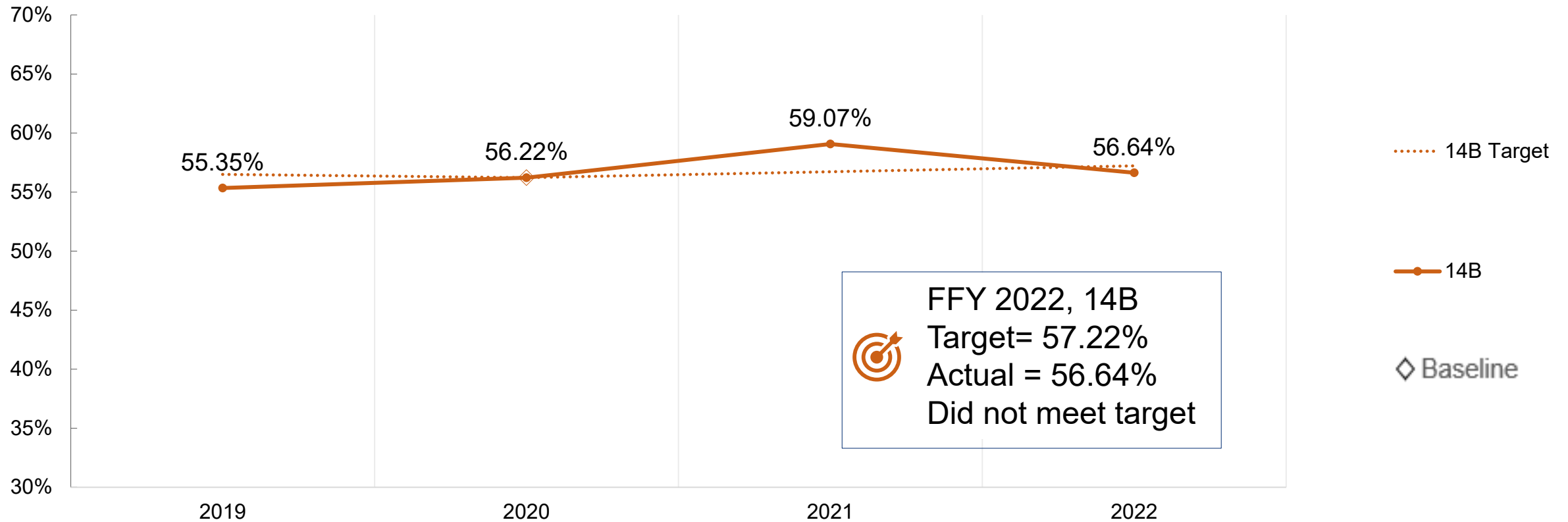


Indicator 14A: Enrolled in Higher Education Within One Year of Leaving High School



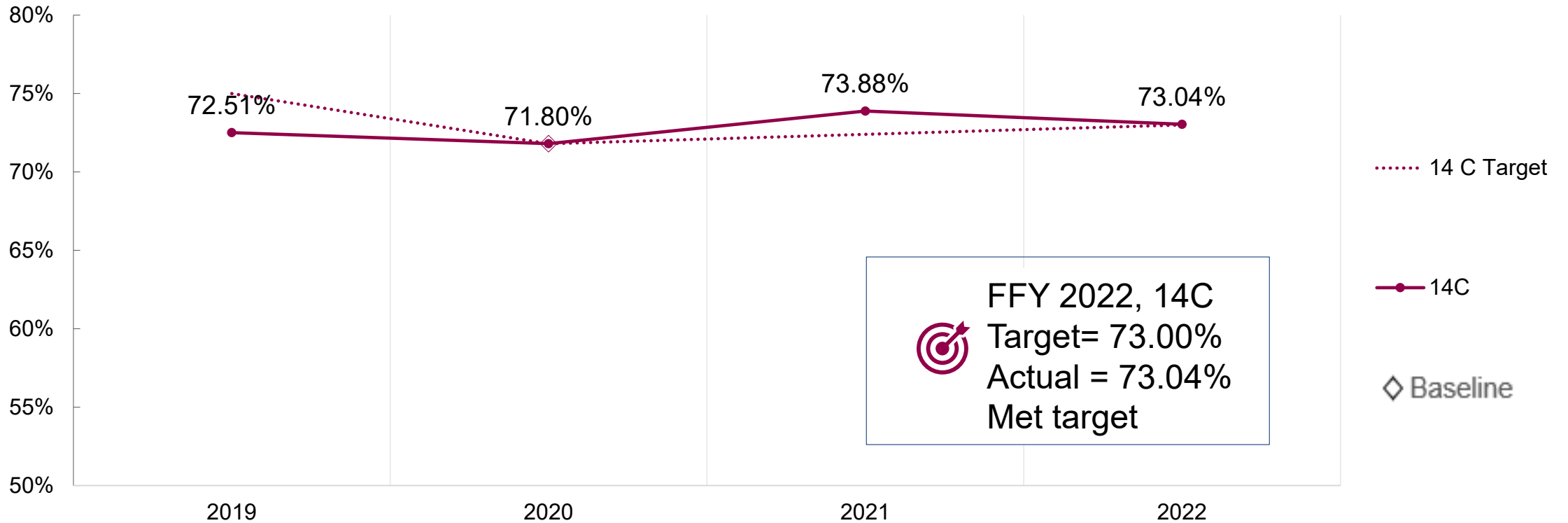
FFY	2019 SY 19–20	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
Target	24.30%	18.59%	19.99%	20.79%
Actual Data	21.91%	18.59%	19.44%	18.66%

Indicator 14B: Enrolled in Higher Education or Competitively Employed Within One Year of Leaving High School



FFY	2019 SY 19–20	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
Target	56.50%	56.22%	56.72%	57.22%
Actual Data	55.35%	56.22%	59.07%	56.64%

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



FFY	2019 SY 19–20	2020 SY 20–21	2021 SY 21–22	2022 SY 22–23
Target	75.00%	71.80%	72.40%	73.00%
Actual Data	72.51%	71.80%	73.88%	73.04%



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