



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

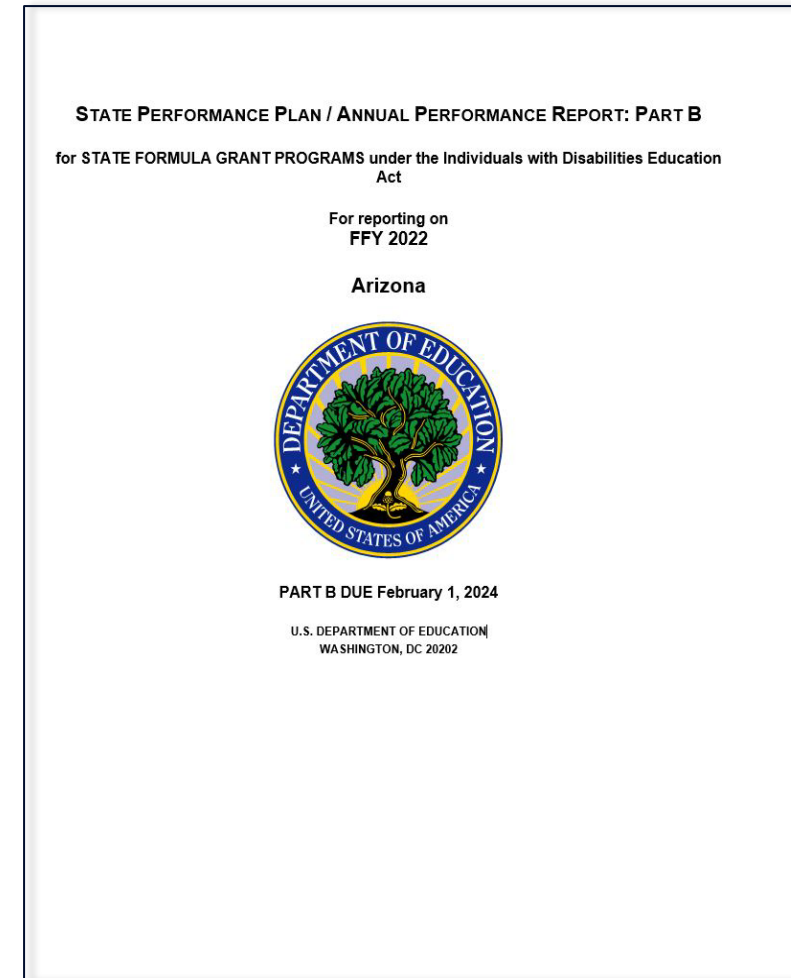
Indicators 15, 16, and 3 for Federal Fiscal Year 2022  
State Performance Plan and  
Annual Performance Report

January 23, 2024

# 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.

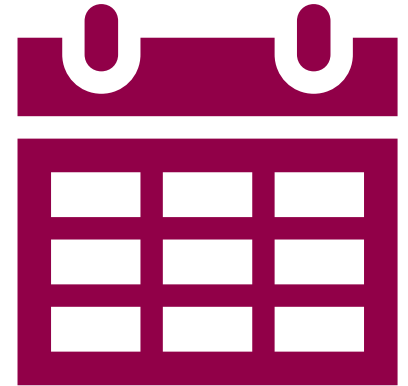
They are outlined under a variety of sections in the Individuals with Disabilities Education Act (IDEA). ESS reports on portions of this information to stakeholders throughout the year.



# Federal Fiscal Year

The charts in this presentation use the federal fiscal year (FFY). Federal reporting uses the federal fiscal year when submitting and reporting on information.

School year 2022–2023 data will be labeled as FFY 2022.



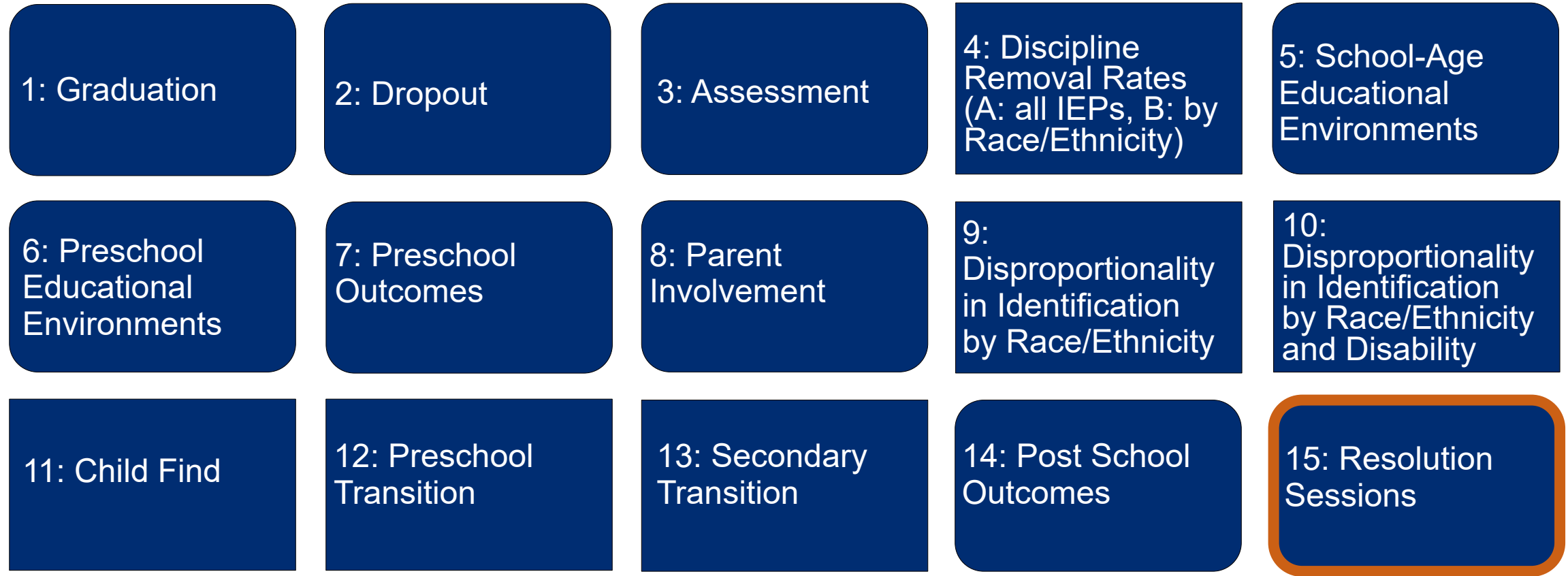
# Agenda


- Introduction
- Indicator 15: Resolution Sessions
- Indicator 16: Mediation
- Indicator 3: Assessment




# State Performance Plan Indicators

## Indicator 15: Resolution Sessions



 Rounded edges = Performance Indicators, State establishes targets

 Square edges = Compliance Indicators, targets are set by OSEP

Indicator 16:  
Mediation

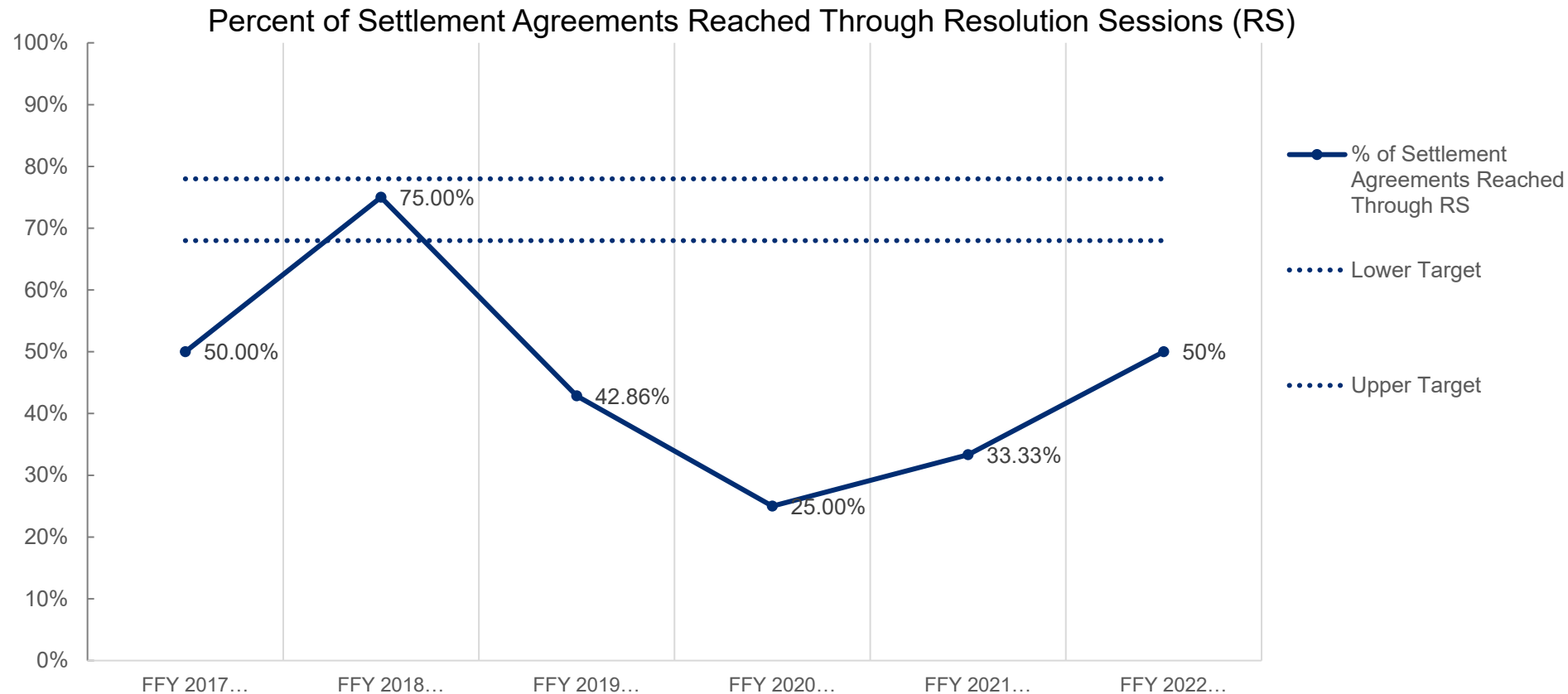
Indicator 17: State Systemic  
Improvement Plan


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

## Indicator 15: Resolution Sessions, Introduction

- Indicator 15: Percent of hearing requests resolved with written settlement agreements reached through resolution sessions. (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 due process and mediation activity.

# Indicator 15: Resolution Sessions, Past and Current Data

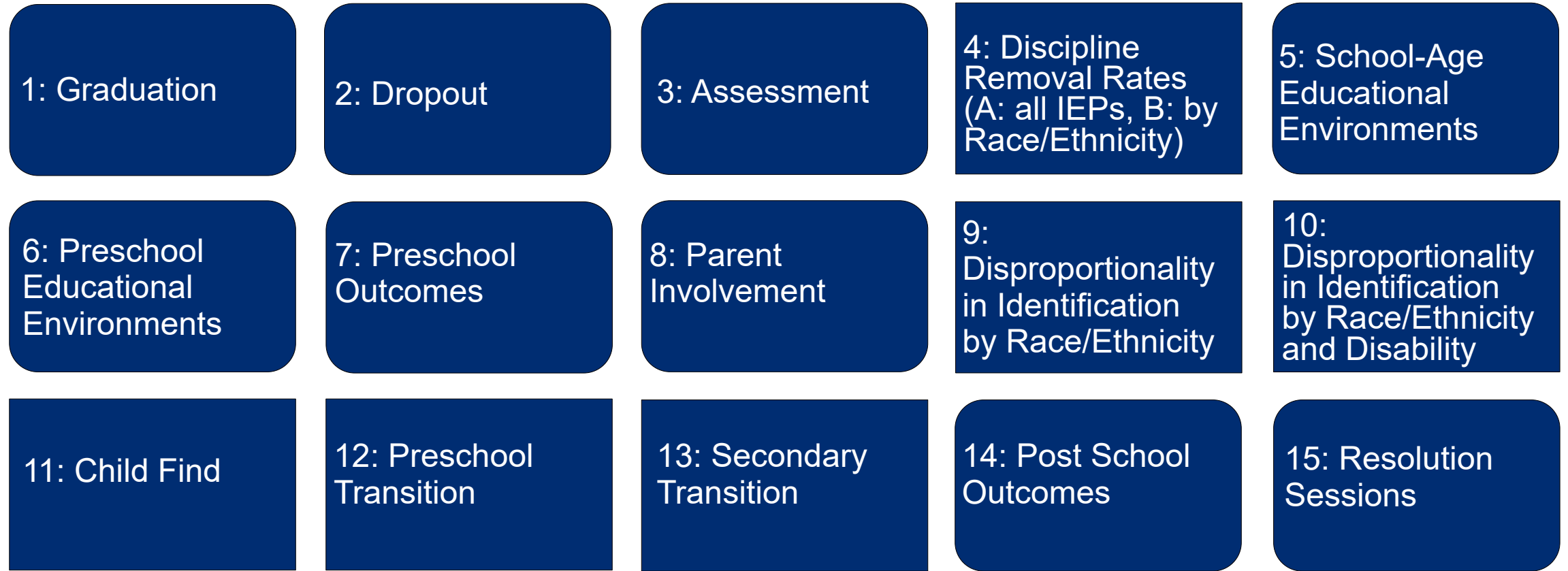



FFY 2022   
 Target = 68%–78%  
 Actual = 50%  
 Did not meet target


	FFY 2017	FFY 2018	FFY 2019	FFY 2020	FFY 2021	FFY 2022
Total RS Held	12	12	14	12	6	8
Total Agreements Reached	6	9	6	3	2	4
% of Agreements Reached	50.00%	75.00%	42.86%	25.00%	33.33%	50.00%

# State Performance Plan Indicators

## Indicator 16: Mediation



 Rounded edges = Performance Indicators, State establishes targets

 Square edges = Compliance Indicators, targets are set by OSEP

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

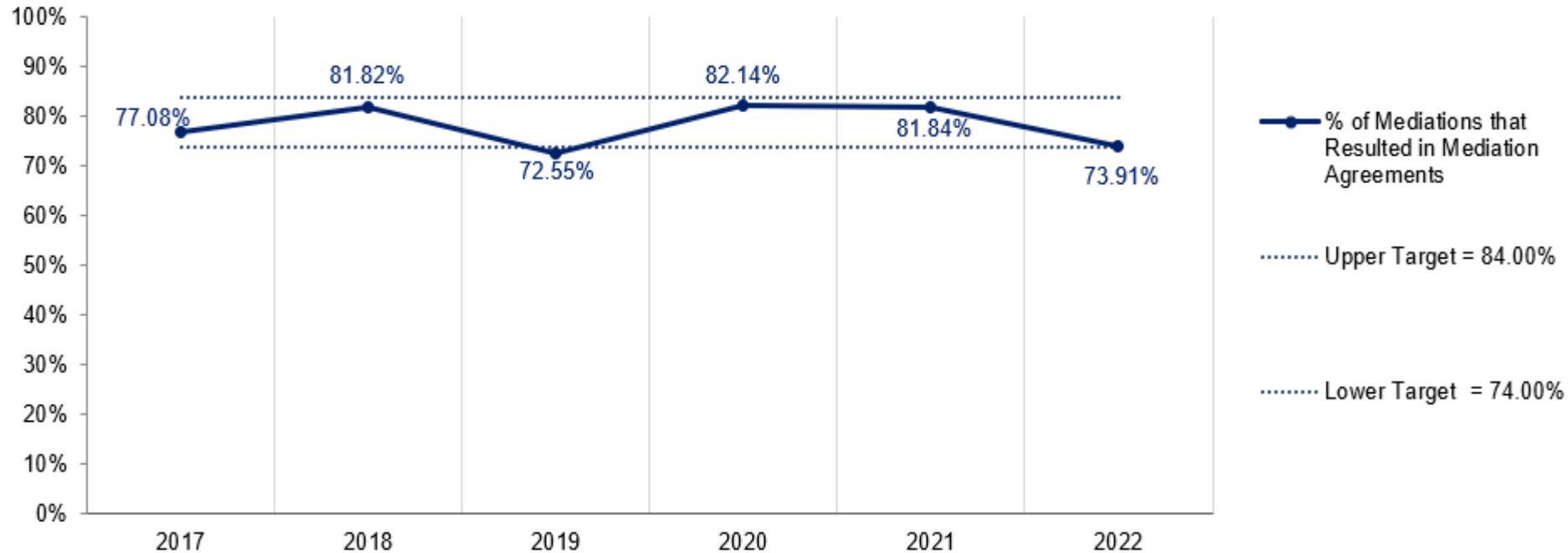



## Indicator 16: Mediations, Introduction

- 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 due process and mediation activity.

# Indicator 16: Mediations, Past and Current Data

Percent of Mediations Held that Resulted in Mediation Agreements

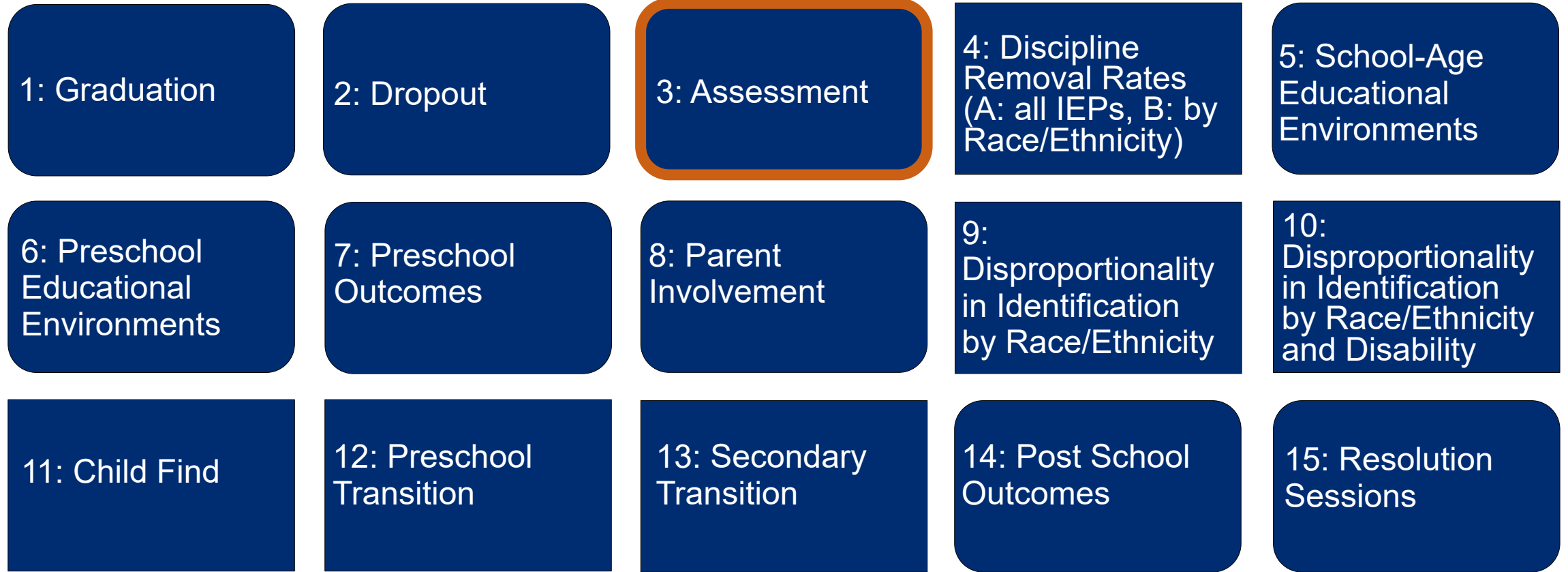



FFY 2022   
 Target = 74%–84%  
 Actual = 73.91%  
 Did not meet target


	FFY 2017	FFY 2018	FFY 2019	FFY 2020	FFY 2021	FFY 2022
Total Mediations Held	48	44	51	28	27	46
Resolved in Agreements	37	36	37	23	22	34
% Resolved in Agreements	77.08%	81.82%	72.55%	82.14%	81.84%	73.91%

# State Performance Plan Indicators

## Indicator 3: Assessment



 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](#)

# Indicator 3: Introduction

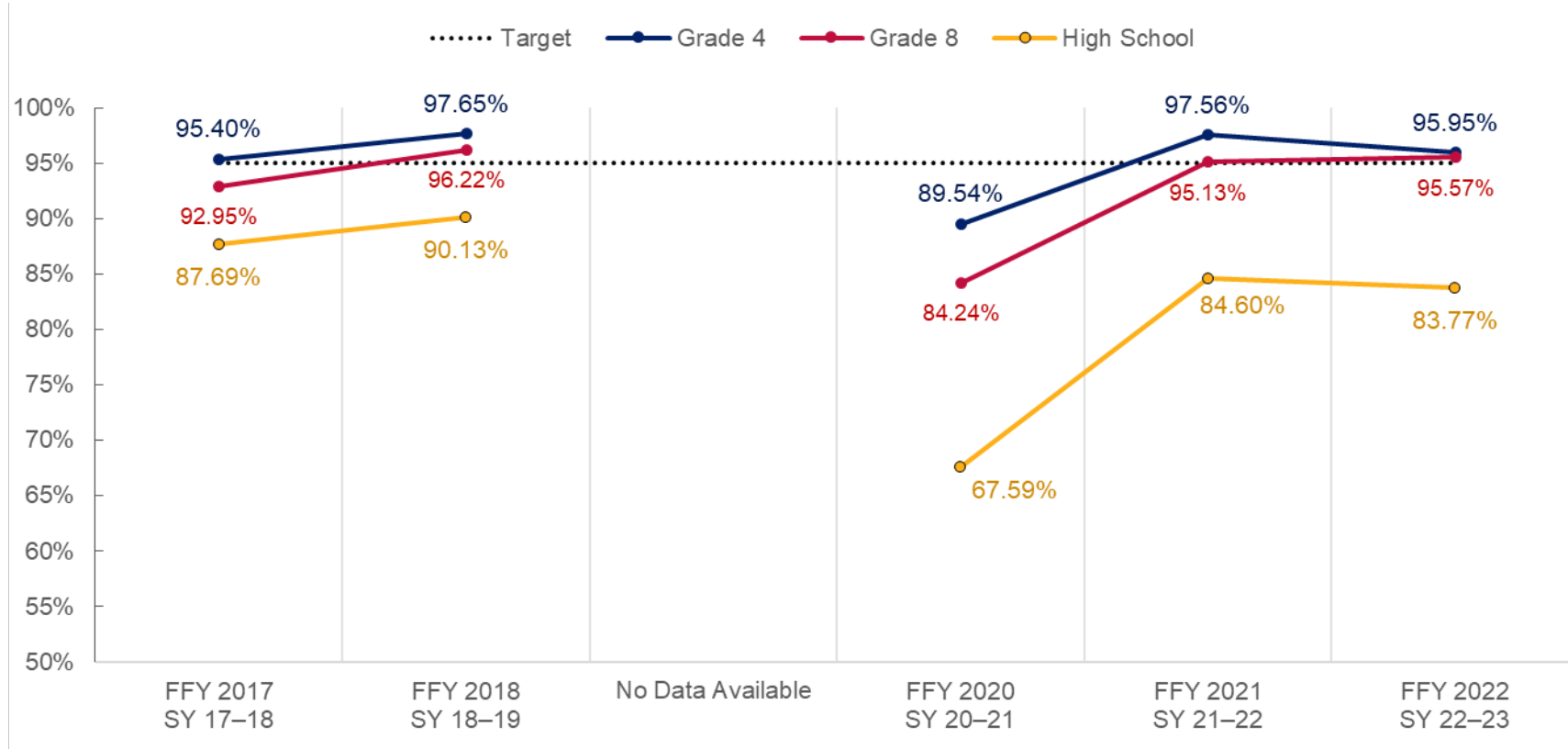
Four Sub-Indicators Measure Participation and Performance on State Assessments

- 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 4<sup>th</sup> grade, 8<sup>th</sup> grade, and High School Participation for Children with IEPs



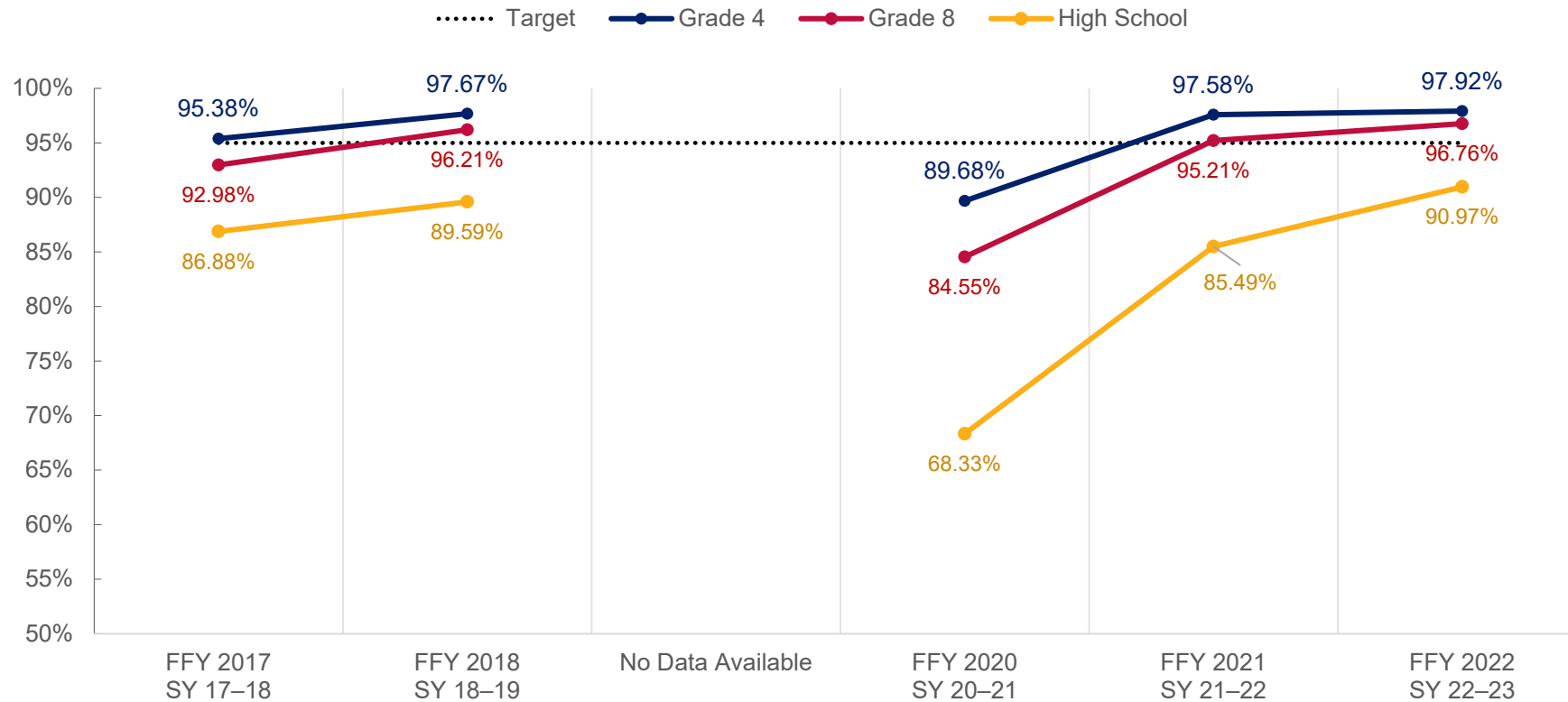
FFY 2022 4<sup>th</sup> Grade  
 Target= 95%  
 Actual = 95.95%  
 Met target

FFY 2022 8<sup>th</sup> 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 <sup>th</sup> Grade	95.40%	97.65%	No Data	89.54%	97.56%	95.95%
8 <sup>th</sup> 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 4<sup>th</sup> grade, 8<sup>th</sup> grade, and High School Participation for Children with IEPs



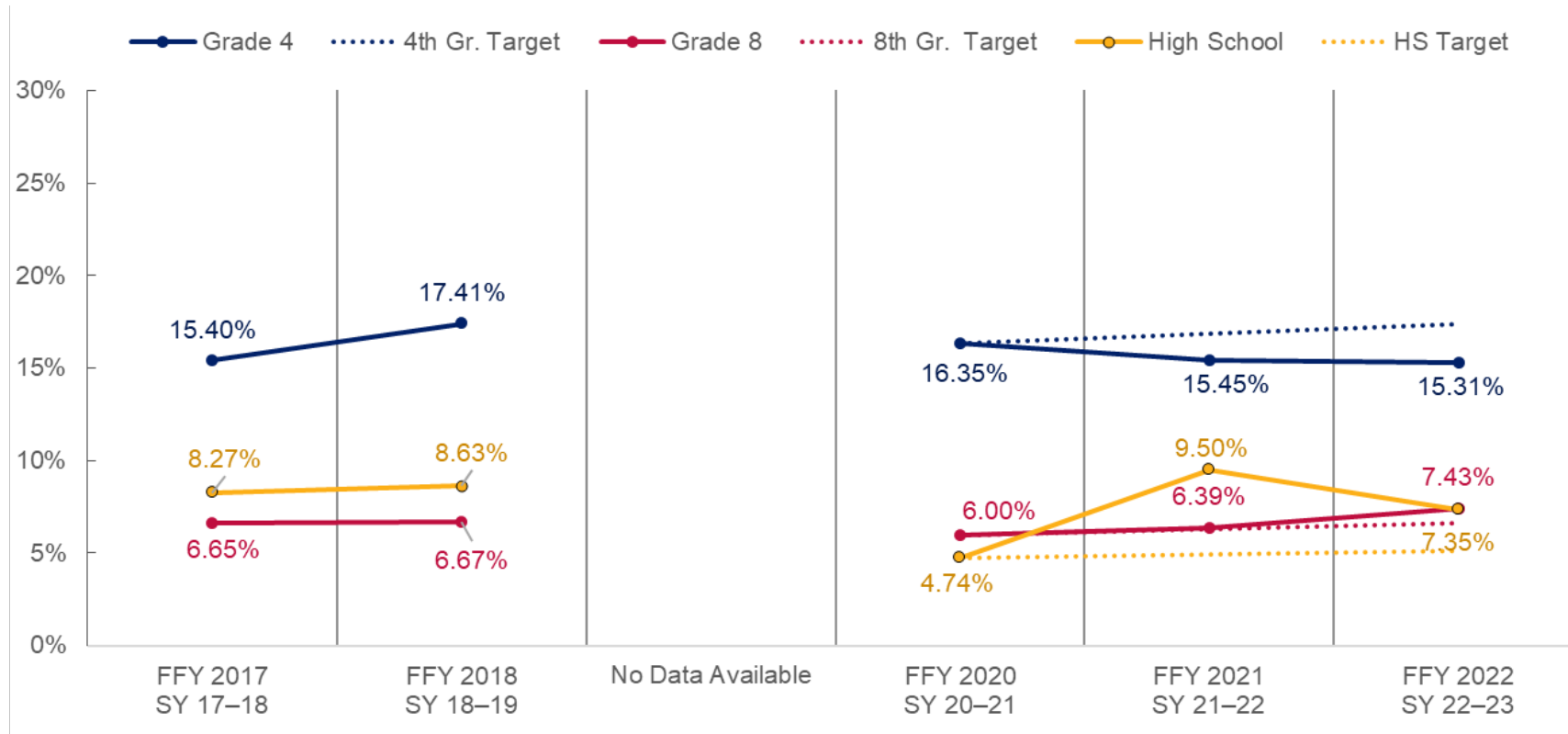
FFY 2022 4<sup>th</sup> Grade  
 Target= 95%  
 Actual = 97.92%  
 Met target

FFY 2022 8<sup>th</sup> 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 <sup>th</sup> Grade	95.38%	97.67%	No Data	89.68%	97.58%	97.92%
8 <sup>th</sup> 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 4<sup>th</sup> Grade  
 Target= 17.35%  
 Actual = 15.31%  
 Did not meet target

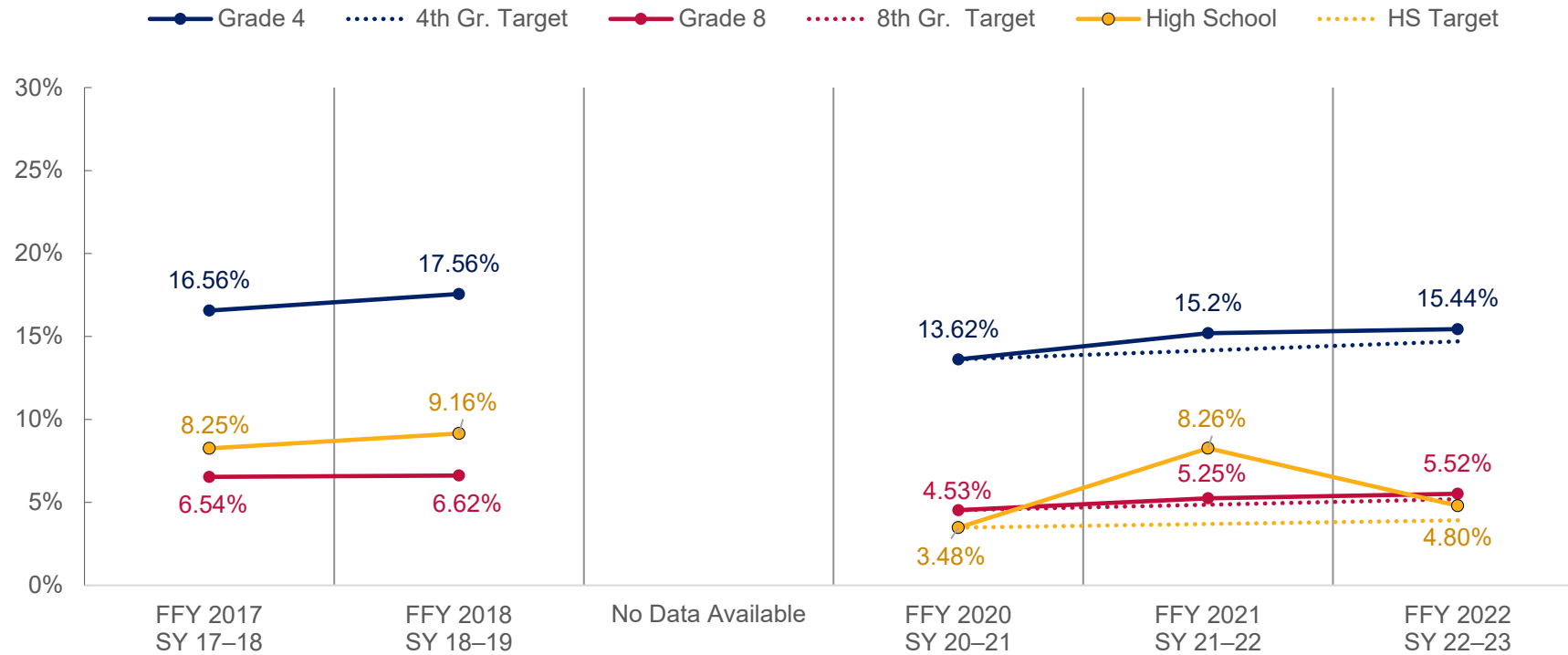
FFY 2022 8<sup>th</sup> Grade  
 Target= 6.60%  
 Actual = 7.43%  
 Met target


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


FFY	2017	2018	2019	2020	2021	2022
4 <sup>th</sup> Grade	15.40%	17.41%	No Data	16.35%	15.45%	15.31%
8 <sup>th</sup> 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



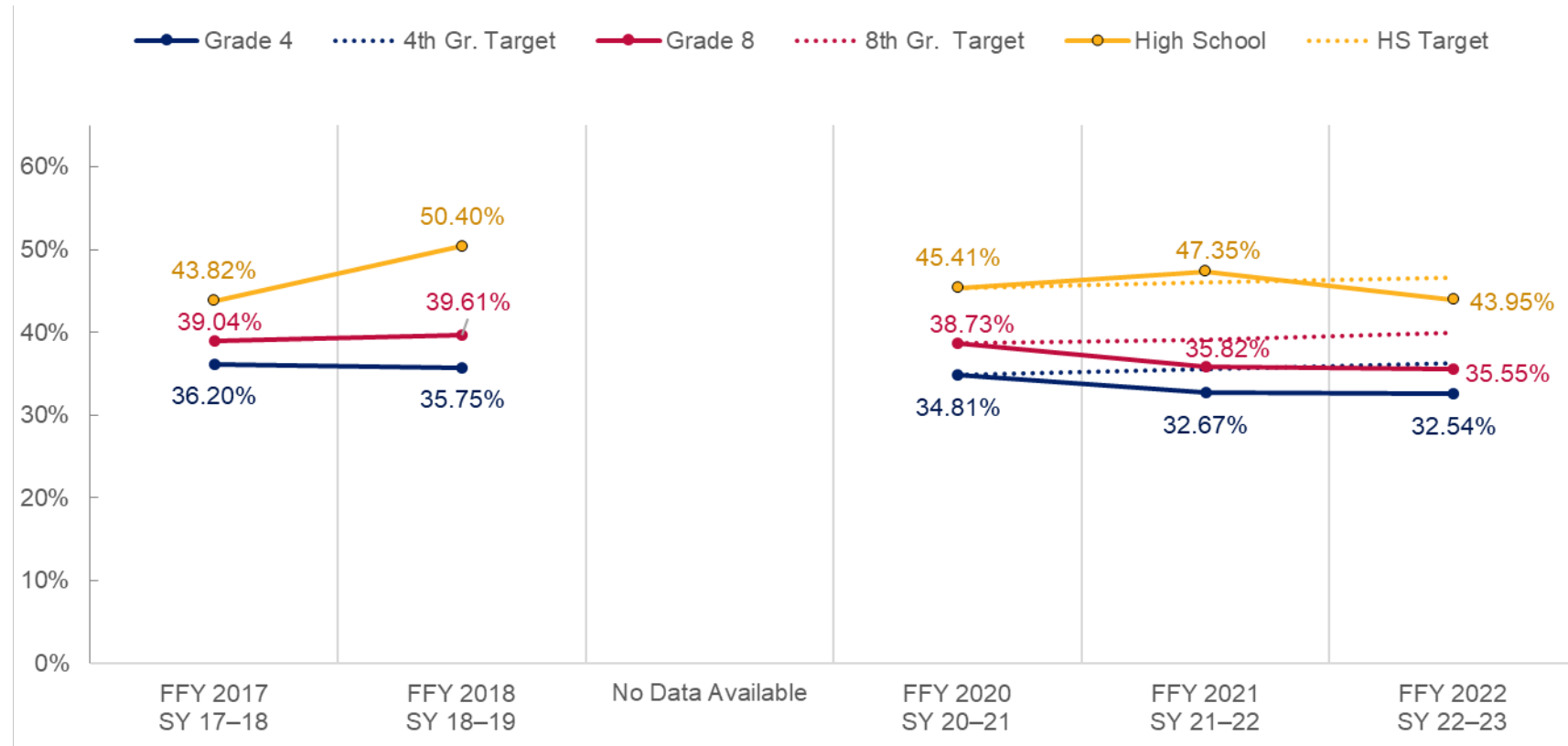
FFY 2022 4<sup>th</sup> Grade  
 Target= 14.70%  
 Actual = 15.44%  
 Met target

FFY 2022 8<sup>th</sup> 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 <sup>th</sup> Grade	16.56%	17.56%	No Data	13.62%	15.20%	15.44%
8 <sup>th</sup> 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



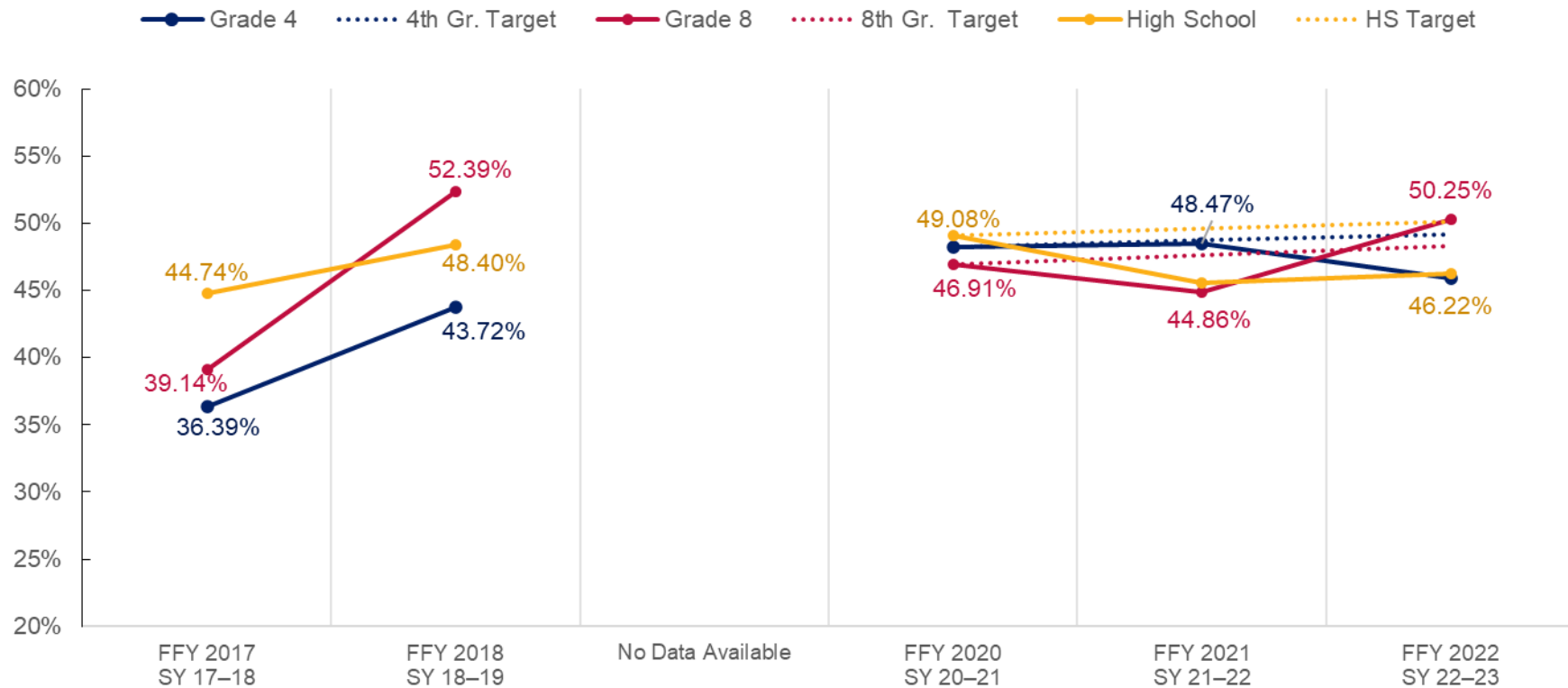
FFY 2022 4<sup>th</sup> Grade  
 Target= 36.23%  
 Actual = 32.54%  
 Did not meet target

FFY 2022 8<sup>th</sup> 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 <sup>th</sup> Grade	36.20%	35.75%	No Data	34.81%	32.67%	32.54%
8 <sup>th</sup> 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



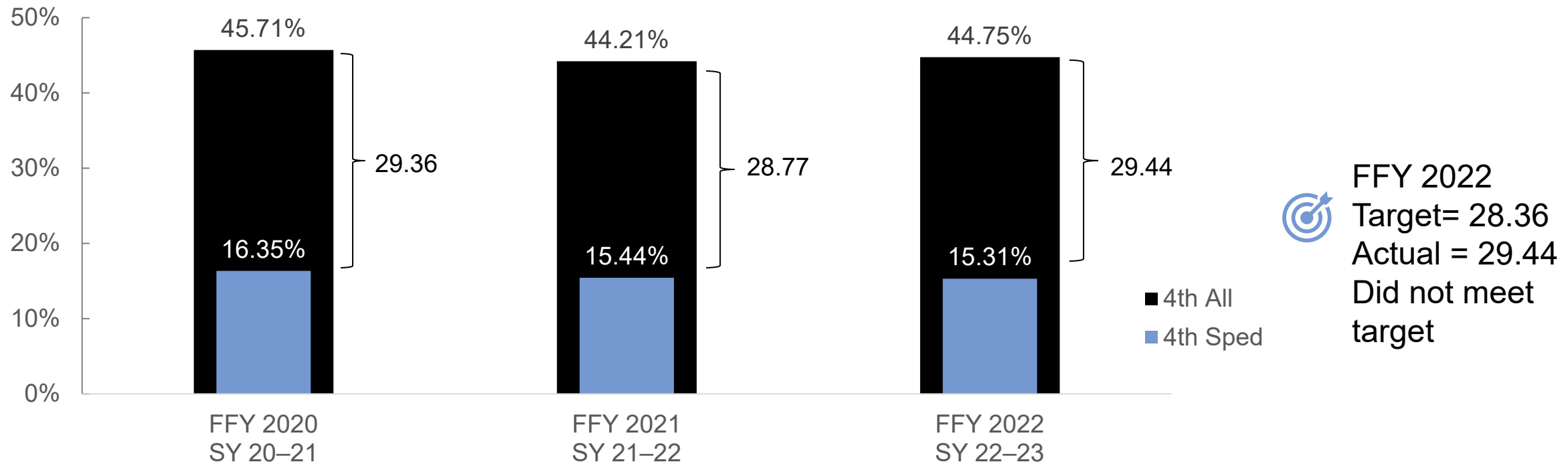
FFY 2022 4<sup>th</sup> Grade  
 Target= 49.20%  
 Actual = 45.94%  
 Did not meet target

FFY 2022 8<sup>th</sup> Grade  
 Target= 48.31%  
 Actual = 50.25%  
 Met target

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

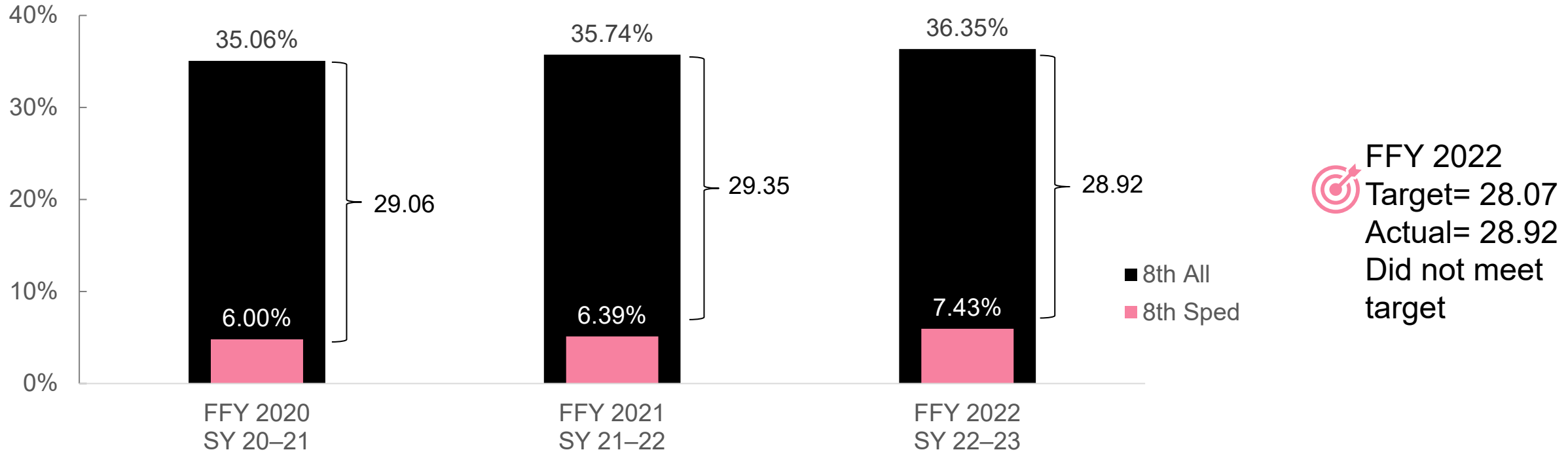
FFY	2017	2018	2019	2020	2021	2022
4 <sup>th</sup> Grade	36.39%	43.72%	No Data	48.20%	48.47%	45.94%
8 <sup>th</sup> Grade	39.14%	52.39%	No Data	46.91%	44.86%	50.25%
High School	44.74%	48.40%	No Data	49.08%	45.57%	46.22%

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



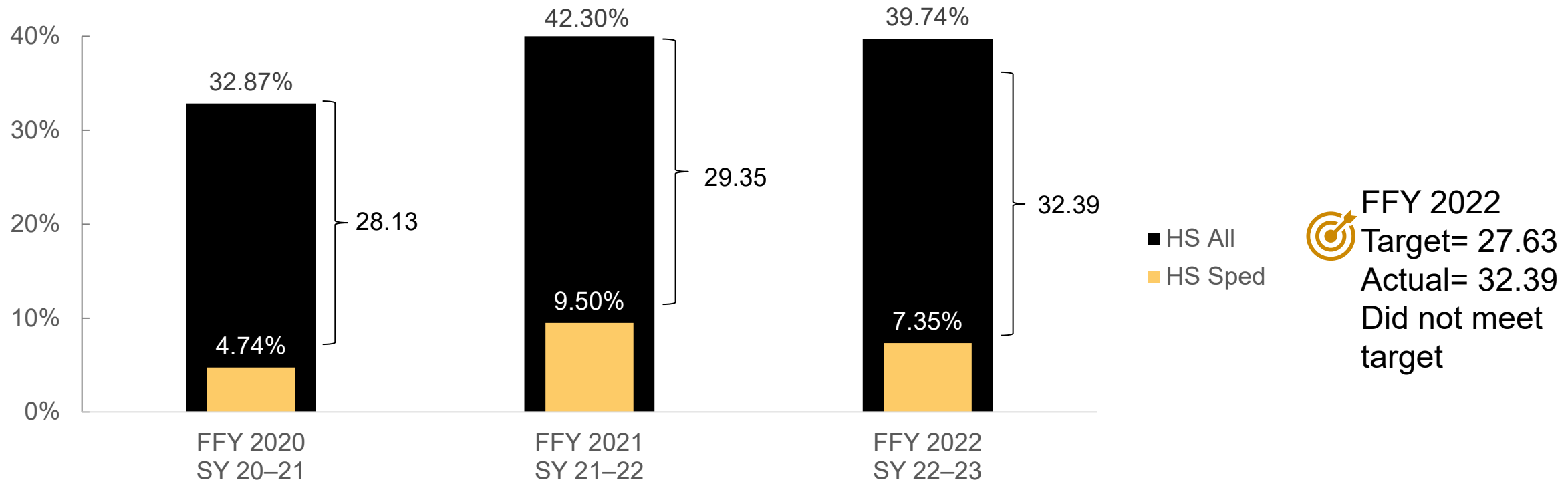
FFY	2020	2021	2022
4 <sup>th</sup> All Students	45.71%	44.21%	44.75%
4 <sup>th</sup> Sped	16.35%	15.44%	15.31%
Gap	29.36	28.77	29.44

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



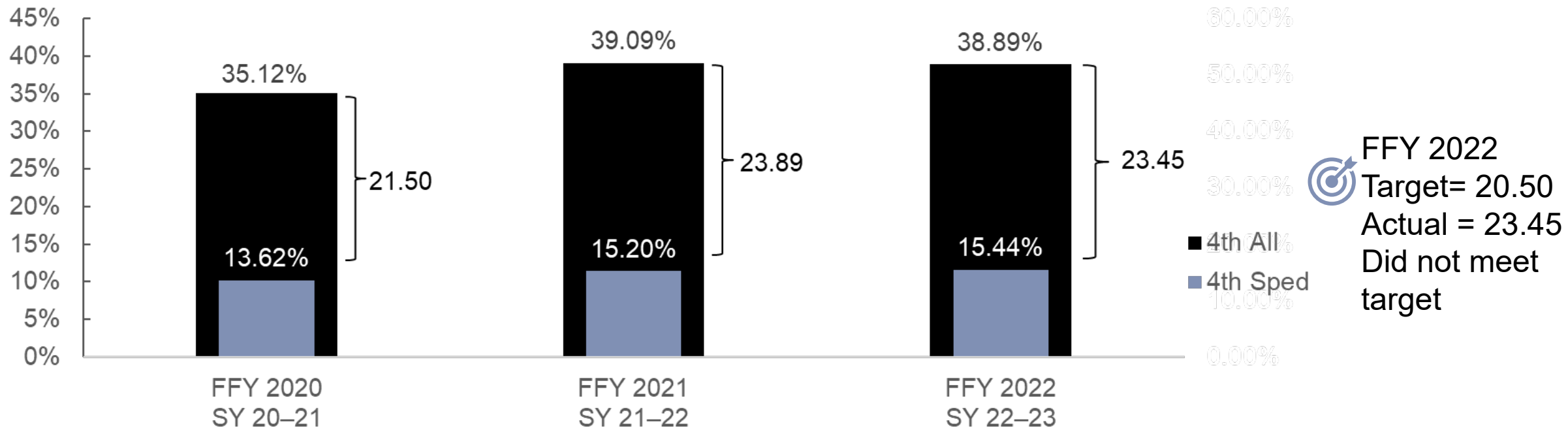
FFY	2020	2021	2022
8 <sup>th</sup> All Students	35.06%	35.74%	36.35%
8 <sup>th</sup> Sped	6.00%	6.39%	7.43%
Gap	29.06	29.35	28.92

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



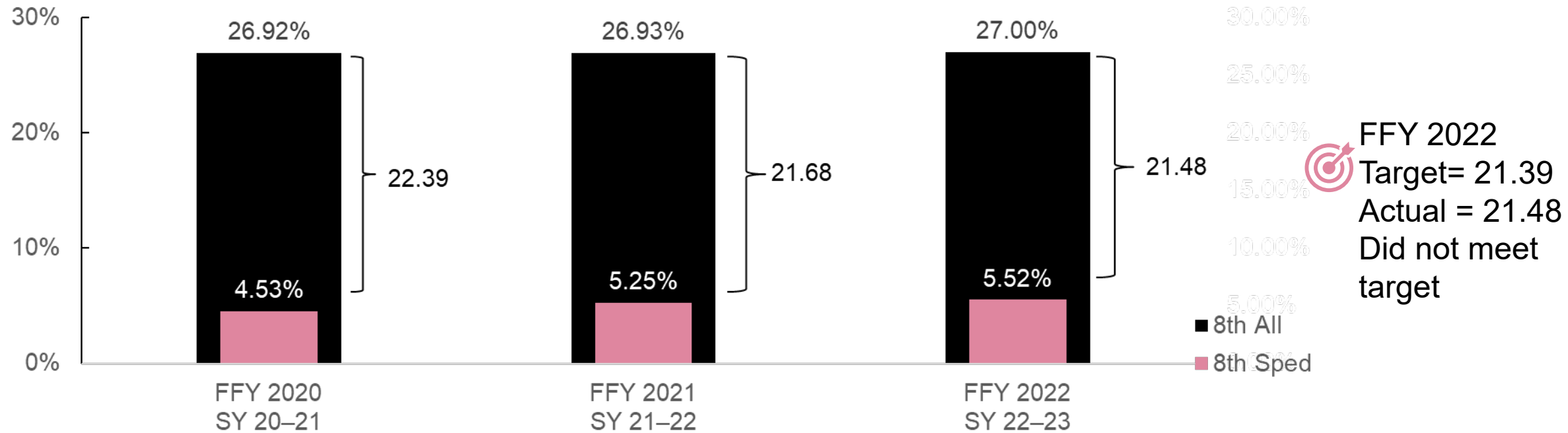
FFY	2020	2021	2022
High School All Students	32.87%	42.30%	39.74%
High School Sped	4.74%	9.50%	7.35%
Gap	28.13	32.81	32.39

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



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

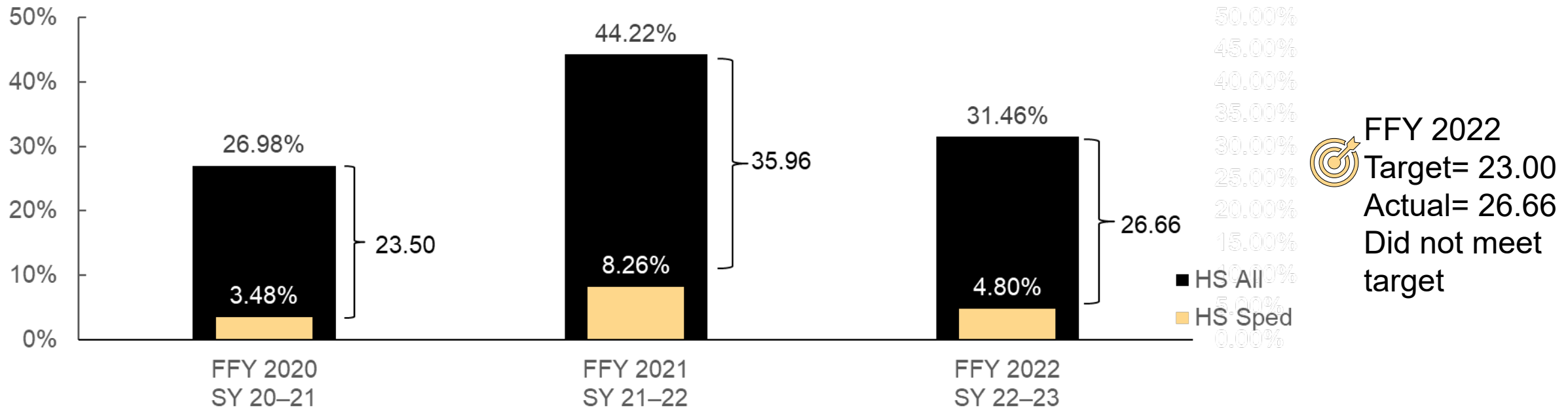
# Indicator 3D: 8<sup>th</sup> Grade Gap in Proficiency on Math Assessments for Students with Disabilities Against Grade-Level Academic Standards



FFY	2020	2021	2022
8 <sup>th</sup> All Students	26.92%	26.93%	27.00%
8 <sup>th</sup> 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



## Contact Us

Team web page: <https://www.azed.gov/specialeducation/sppapr>

Team email: [ESSOperations@azed.gov](mailto:ESSOperations@azed.gov)

Heather Dunphy: SPP/APR Coordinator

Judy Olaiz: Director of Operational Support

Chris Brown: Assistant State Director of Special Education