



ARIZONA'S PROGRESS ON THE STATE PERFORMANCE PLAN AND ANNUAL PERFORMANCE REPORT (SPP/APR) INDICATORS

Arizona's progress toward meeting the targets set in the SPP/APR on the 18 indicators that measure child and family outcomes as well as other indicators that measure compliance with the requirements of the Individuals with Disabilities Education Act (IDEA).



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Introduction

What is the SPP/APR?

The State Performance Plan (SPP)/Annual Performance Report (APR) is a required annual federal special education data collection overseen by the Office of Special Education Programs (OSEP). The SPP/APR includes a total of 17 indicators that measure child and family outcomes as well as other indicators that measure compliance with the requirements of the Individuals with Disabilities Education Act (IDEA). The IDEA of 2004 requires each state to have in place a SPP/APR that evaluates its efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation. As part of the SPP/APR, states must report annually on their progress against the targets in their SPP/APR.

A Note about Federal Fiscal Years (FFY)

The current six-year cycle spans federal fiscal year (FFY) 2020 to FFY 2025. The information in the following sections use FFY rather than a standard fiscal year. For example, data from FFY 2020 represents data from the 2020–2021 school year for most of the indicators, but some indicators are “lag” indicators and use data from a prior year. To clear up any possible confusion, the graphs will state the FFY as well as the school year (SY) the data was collected.

What is Included in this Document?

Every six years, states are tasked with reexamining their previous targets on these indicators. The Arizona Department of Education/Exceptional Student Services (ADE/ESS) took the opportunity in FFY 2020 to gather feedback from a broad set of stakeholders on its proposed SPP/APR targets for the next six-year cycle, which will end in FFY 2025. The following pages include each indicator’s definition, data source, and method of measurement. The indicator’s historical targets and historical data are included in the tables and graphs, as well as future targets up to FFY 2025. Future data is labeled as “to be determined” (TBD) until the data becomes known.

Indicators 1 and 2: Graduation and Dropout Rates

Indicators 1 and 2 Definition

Indicator 1 measures the percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. Indicator 2 measures the percent of youth with IEPs exiting special education due to dropping out.

Indicators 1 and 2 Data Source

The data source for indicators 1 and 2 is the same data used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA).

Indicators 1 and 2 Measurement

The percentage of youths with IEPs (ages 14–21) who exited special education due to graduating with a regular high school diploma is found by taking (see Table 1):

- (a) The numerator divided by
- (a+b+c) The denominator

The percentage of youths with IEPs (ages 14–21) who exited special education due to dropping out is found by taking (see Table 1):

- (c) The numerator divided by
- (a+b+c) The denominator

Indicator 1 and 2 Data Notes

The youths in the calculation fall into one of the following exit categories:

- (a) Reached maximum age
- (b) Graduated with a regular high school diploma
- (c) Dropped out

In FFY 2020, OSEP replaced the Adjusted Cohort Graduation Rate (ACGR) with the percent of students exiting with a regular high school diploma using the Exiting data file under Section 618 of IDEA. The data represented in the tables and graphs for Indicators 1 and 2 in this report have been normalized to reflect the current calculation which allows an apples-to-apples comparison year-over-year.

Data for indicators 1 and 2 lag one year (2022–23 results will be used for the SPP/APR due February 1, 2025).

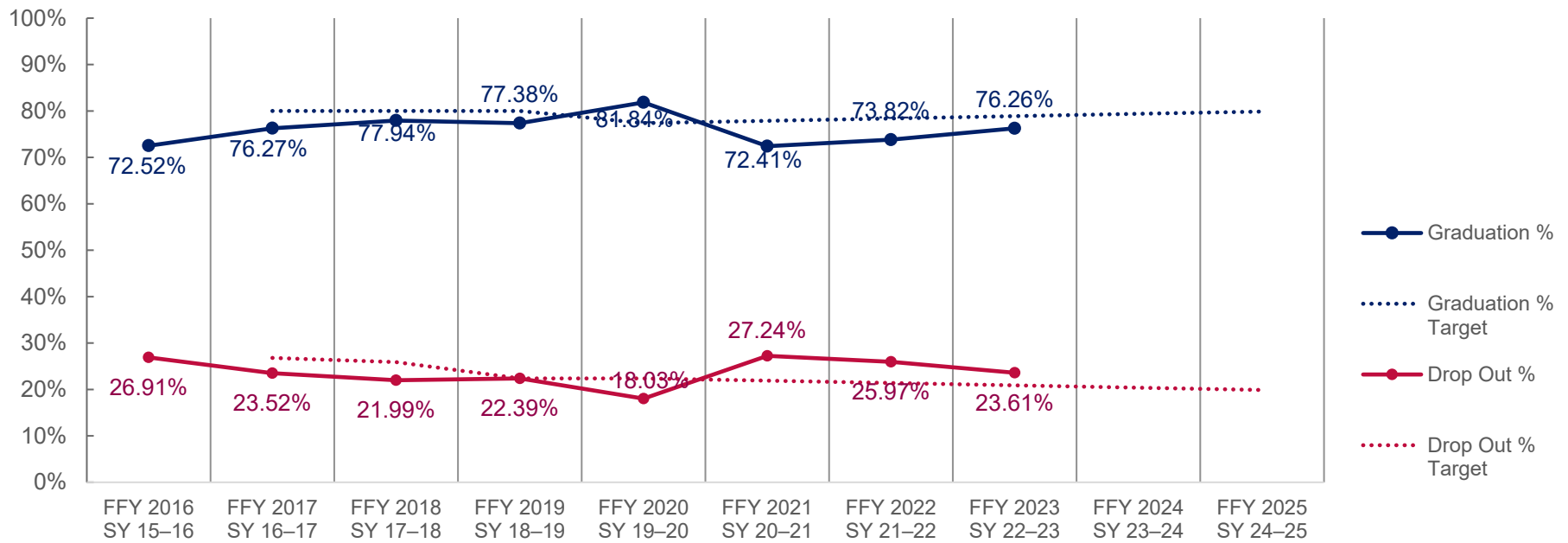


Figure 1 Percentage of Youths with IEPs Exiting High School by Graduating or Dropping Out

Table 1 Youths with IEPs Exiting High School by Graduating or Dropping Out

FFY	Reached Maximum Age (a)	Graduated (b)	Graduation Rate %	Graduation Rate Target %	Dropped Out (c)	Drop Out Rate %	Drop Out Rate Target %
2017	16	5,749	76.27%	80.00%	1,773	23.52%	27.70%
2018	6	6,353	77.94%	80.00%	1,792	21.99%	26.80%
2019	18	6,003	77.38%	80.00%	1,737	22.39%	25.90%
2020	10	6,312	81.84%	77.38%	1,391	18.03%	22.39%
2021	31	6,451	72.41%	77.88%	2,427	27.24%	21.89%
2022	21	7,110	73.82%	78.38%	2,501	25.97%	21.39%
2023	12	7,231	76.26%	78.88%	2,239	23.61%	20.89%
2024	TBD	TBD	TBD	79.38%	TBD	TBD	20.39%
2025	TBD	TBD	TBD	79.88%	TBD	TBD	19.89%

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Indicator 3A: Assessment Participation Rate (Reading)

Indicator 3A (Reading) Definition

Indicator 3A measures the participation rate of children with IEPs on statewide reading assessments.

Indicator 3A (Reading) Data Source

The data source for indicator 3A is the same data as used for reporting to the Department under Title I of the ESEA.

Indicator 3A (Reading) Measurement

The assessment participation rate is calculated by taking (see Table 2):

- (a) The number of children with IEPs participating in an assessment divided by
- (b) The total number of children with IEPs enrolled during the testing window

Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3A (Reading) Data Notes

Due to the impact COVID-19 had on school closures, there were no assessments given in FFY 2019.

In FFY 2021, for grades 3–8, Arizona shifted from using the AzMERIT (AZM2) Assessment to the Arizona Academic Standards Assessment (AASA). Despite this change, year-over-year comparisons can be made due to the similarity of the two tests. The high school assessment also changed in FFY 2021 from the AZM2 to the ACT, however significant differences between the two tests do not allow for year-over-year comparisons.

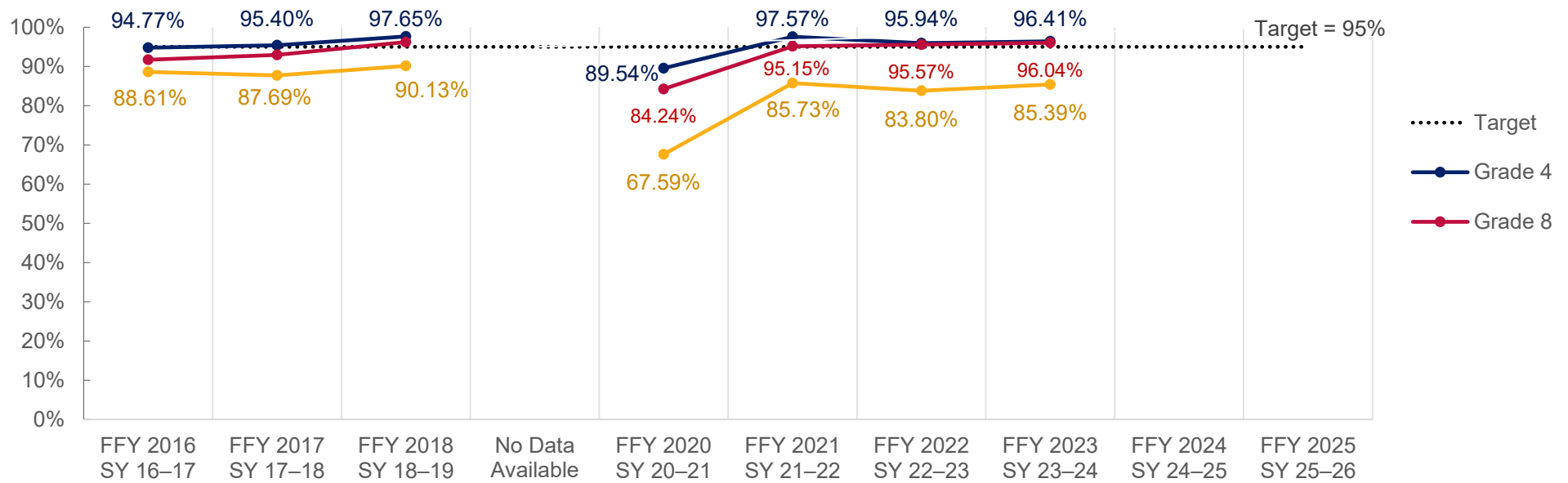


Figure 2 Percentage of Students with IEPs Participating in Reading Assessment

Table 2 Students with IEPs Participating in Reading Assessment

FFY	All Grades Target %	4 th Gr. (a)	4 th Gr. (b)	4 th Gr. Part. %	8 th Gr. (a)	8 th Gr. (b)	8 th Gr. Part. %	HS (a)	HS (b)	HS Part. %
2017	95.00	12,202	12,791	95.40%	9,656	10,388	92.95%	5,224	5,958	87.69%
2018	95.00	12,528	12,829	97.65%	10,488	10,900	96.22%	5,049	5,602	90.13%
2019	95.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	95.00	10,875	12,145	89.54%	9,343	11,091	84.24%	6,793	10,051	67.59%
2021	95.00	11,862	12,158	97.57%	10,721	11,268	95.15%	7,870	9,180	85.73%
2022	95.00	10,965	11,429	95.94%	9,890	10,348	95.57%	7,196	8,587	83.80%
2023	95.00	11,722	12,158	96.41%	9,909	10,318	96.04%	7,565	8,859	85.39%
2024	95.00	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
2025	95.00	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

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Indicator 3A: Assessment Participation Rate (Math)

Indicator 3A (Math) Definition

Indicator 3A measures the participation rate of children with IEPs on statewide math assessments.

Indicator 3A (Math) Data Source

The data source for indicator 3A is the same data as used for reporting to the Department under Title I of the ESEA.

Indicator 3A (Math) Measurement

The assessment participation rate is calculated by taking (see Table 3):

- (a) The number of children with IEPs participating in an assessment divided by
- (b) The total number of children with IEPs enrolled during the testing window

Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3A (Math) Data Notes

Due to the impact COVID-19 had on school closures, there were no assessments given in FFY 2019.

In FFY 2021, for grades 3–8, Arizona shifted from using the AzMERIT (AZM2) Assessment to the Arizona Academic Standards Assessment (AASA). Despite this change, year-over-year comparisons can be made due to the similarity of the two tests. The high school assessment also changed in FFY 2021 from the AZM2 to the ACT, however significant differences between the two tests do not allow for year-over-year comparisons.

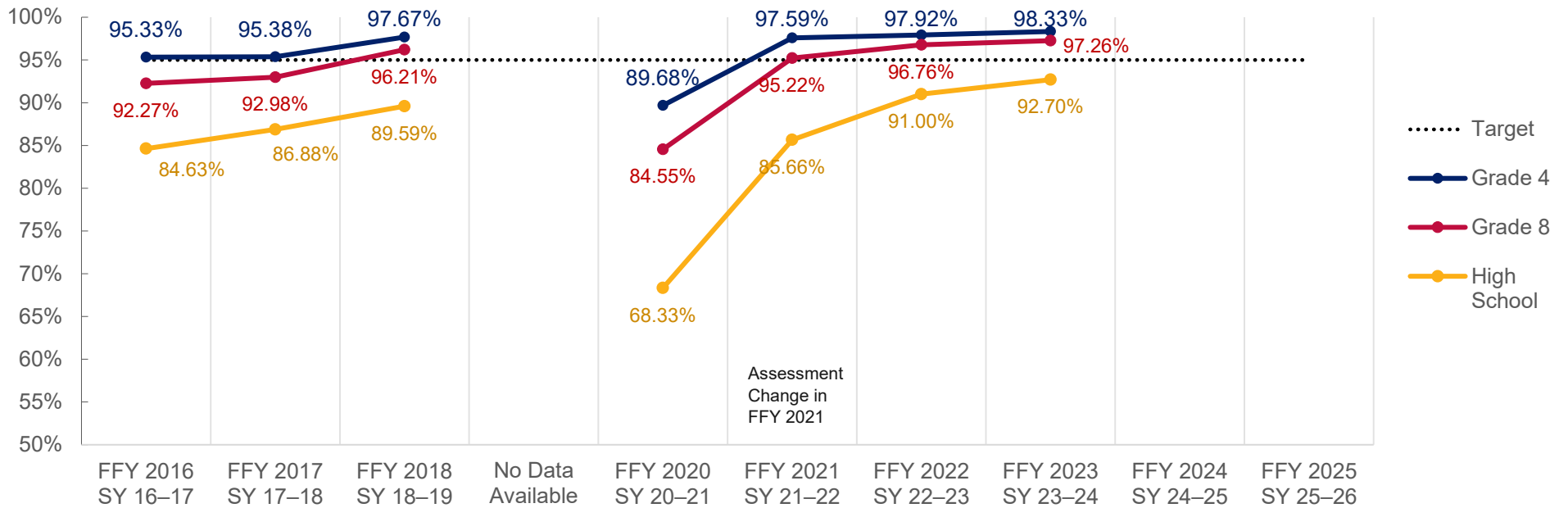


Figure 3 Percentage of Students with IEPs Participating in Math Assessment

Table 3 Students with IEPs Participating in Math Assessment

FFY	All Grades Target %	4 th Gr. (a)	4 th Gr. (b)	4 th Gr. Part. %	8 th Gr. (a)	8 th Gr. (b)	8 th Gr. Part. %	HS (a)	HS (b)	HS Part. %
2017	95.00	12,271	12,865	95.38%	9,715	10,449	92.98%	4,921	5,664	86.88%
2018	95.00	12,600	12,900	97.67%	10,510	10,924	96.21%	4,733	5,283	89.59%
2019	95.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	95.00	11,086	12,362	89.68%	9,560	11,307	84.55%	7,030	10,288	68.33%
2021	95.00	12,054	12,352	97.59%	10,886	11,432	95.22%	7,849	9,163	85.66%
2022	95.00	11,191	11,429	97.92%	10,013	10,348	96.76%	7,814	8,587	91.00%
2023	95.00	11,955	12,158	98.33%	10,035	10,318	97.26%	8,211	8,858	92.70%
2024	95.00	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
2025	95.00	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

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Indicator 3B: Assessment Proficiency Rate (Reading)

Indicator 3B (Reading) Definition

Indicator 3B measures the proficiency rate of children with IEPs on statewide reading assessments.

Indicator 3B (Reading) Data Source

The data source for indicator 3B is the same data as used for reporting to the Department under Title I of the ESEA.

Indicator 3B (Reading) Measurement

The assessment proficiency rate is calculated by taking (see Table 4):

- (a) The number of children with IEPs scoring at or above proficient against grade level academic achievement standards divided by
- (b) The total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment

Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3B (Reading) Data Notes

Due to the impact COVID-19 had on school closures, there were no assessments given in FFY 2019.

In FFY 2021, for grades 3–8, Arizona shifted from using the AzMERIT (AZM2) Assessment to the Arizona Academic Standards Assessment (AASA). Despite this change, year-over-year comparisons can be made due to the similarity of the two tests. The high school assessment also changed in FFY 2021 from the AZM2 to the ACT, however significant differences between the two tests do not allow for year-over-year comparisons.

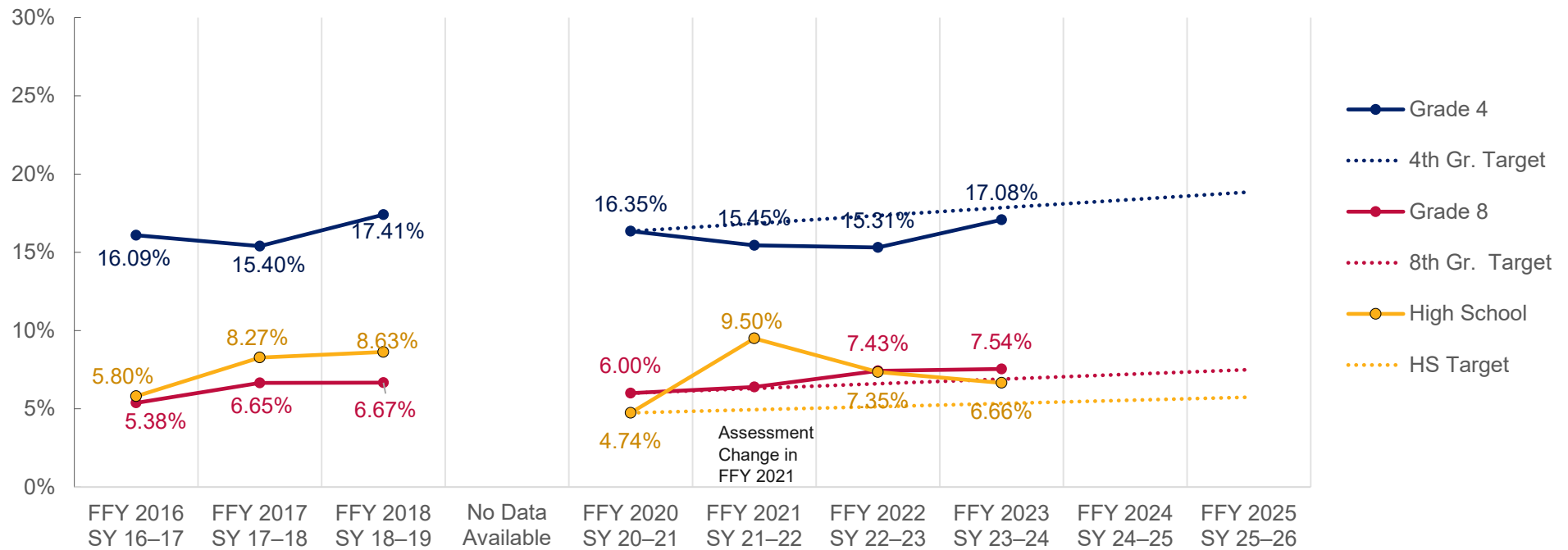


Figure 4 Percentage of Students with IEPs Who Reached Proficiency on the Regular Reading Assessment

Table 4 Students with IEPs Who Reached Proficiency on the Regular Reading Assessment

FFY	4 th Gr. (a)	4 th Gr. (b)	4 th Gr. %	4 th Gr. Target %	8 th Gr. (a)	8 th Gr. (b)	8 th Gr. %	8 th Gr. Target %	HS (a)	HS (b)	HS %	HS Target %
2017	3,092	12,202	25.34%	95.00%	1,986	9,656	20.57%	94.00%	953	4,690	20.32%	95.00%
2018	2,446	12,528	19.52%	97.00%	1,041	10,488	9.93%	97.00%	382	4,426	8.63%	98.00%
2019	N/A	N/A	N/A	35.00%	N/A	N/A	N/A	27.00%	N/A	N/A	N/A	26.00%
2020	1,663	10,174	16.35%	16.35%	514	8,569	6.00%	6.00%	291	6,139	4.74%	4.74%
2021	1,716	11,109	15.45%	16.85%	631	9,875	6.39%	6.30%	676	7,119	9.50%	4.94%
2022	1,556	10,163	15.31%	17.35%	676	9,100	7.43%	6.60%	475	6,465	7.35%	5.14%
2023	1,869	10,943	17.08%	17.85%	692	9,172	7.54%	6.90%	455	6,835	6.66%	5.34%
2024	TBD	TBD	TBD	18.35%	TBD	TBD	TBD	7.20%	TBD	TBD	TBD	5.54%
2025	TBD	TBD	TBD	18.85%	TBD	TBD	TBD	7.50%	TBD	TBD	TBD	5.74%

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Indicator 3B: Assessment Proficiency Rate (Math)

Indicator 3B (Math) Definition

Indicator 3B measures the proficiency rate of children with IEPs on statewide math assessments.

Indicator 3B (Math) Data Source

The data source for indicator 3B is the same data as used for reporting to the Department under Title I of the ESEA.

Indicator 3B (Math) Measurement

The assessment proficiency rate is calculated by taking (see Table 5):

- (a) The number of children with IEPs scoring at or above proficient against grade level academic achievement standards divided by
- (b) The total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment

Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3B (Math) Data Notes

Due to the impact COVID-19 had on school closures, there were no assessments given in FFY 2019.

In FFY 2021, for grades 3–8, Arizona shifted from using the AzMERIT (AZM2) Assessment to the Arizona Academic Standards Assessment (AASA). Despite this change, year-over-year comparisons can be made due to the similarity of the two tests. The high school assessment also changed in FFY 2021 from the AZM2 to the ACT, however significant differences between the two tests do not allow for year-over-year comparisons.

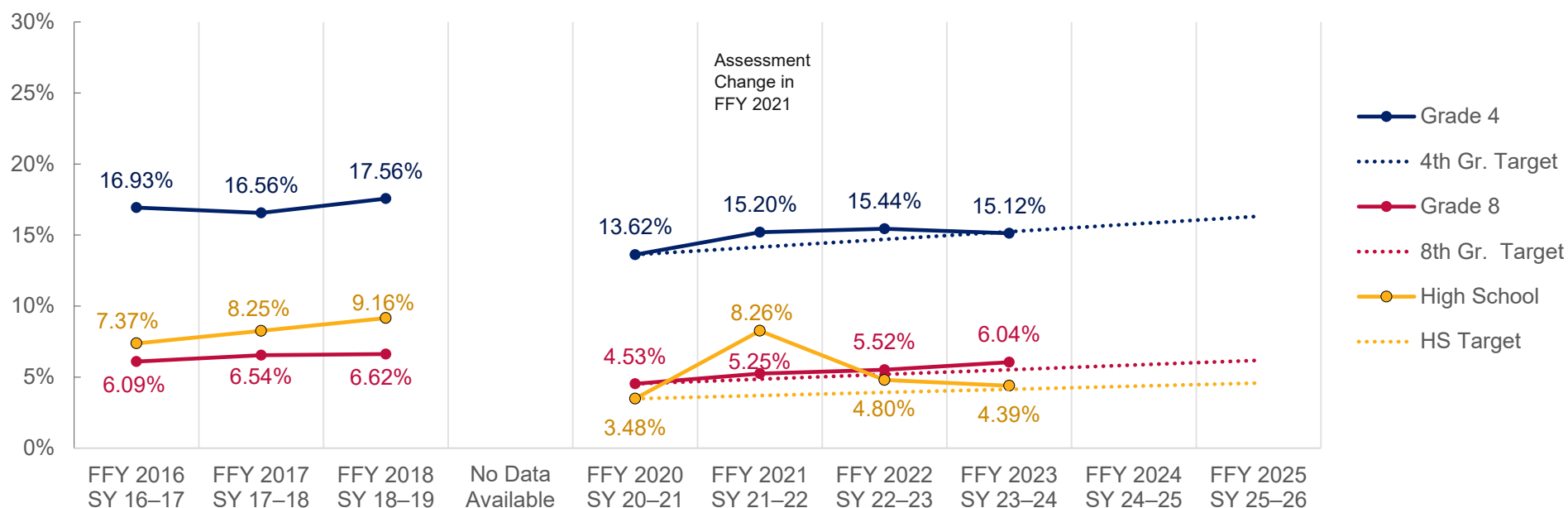


Figure 5 Percentage of Students with IEPs Who Reached Proficiency on the Regular Math Assessment

Table 5 Students with IEPs Who Reached Proficiency on the Regular Math Assessment

FFY	4 th Gr. (a)	4 th Gr. (b)	4 th Gr. %	4 th Gr. Target %	8 th Gr. (a)	8 th Gr. (b)	8 th Gr. %	8 th Gr. Target %	HS (a)	HS (b)	HS %	HS Target %
2017	4,962	12,271	40.44%	92.00%	1,869	9,715	19.24%	90.00%	981	4,398	19.24%	92.00%
2018	2,446	12,528	19.52%	96.00%	1,041	10,488	9.93%	95.00%	382	4,426	8.63%	96.00%
2019	N/A	N/A	N/A	35.00%	N/A	N/A	N/A	27.00%	N/A	N/A	N/A	27.00%
2020	1,415	10,391	13.62%	13.62%	398	8,784	4.53%	4.53%	222	6,376	3.48%	3.48%
2021	1,718	11,303	15.2%	14.16%	527	10,039	5.25%	4.86%	588	7,117	8.26%	3.70%
2022	1,604	10,389	15.44%	14.70%	509	9,219	5.52%	5.19%	340	7,083	4.80%	3.92%
2023	1,686	11,148	15.1%	15.24%	560	9,264	6.04%	5.52%	327	7,445	4.39%	4.14%
2024	TBD	TBD	TBD	15.78%	TBD	TBD	TBD	5.85%	TBD	TBD	TBD	4.36%
2025	TBD	TBD	TBD	16.32%	TBD	TBD	TBD	6.18%	TBD	TBD	TBD	4.58%

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Indicator 3C: Alternate Assessment Proficiency Rate (Reading)

Indicator 3C (Reading) Definition

Indicator 3C measures the reading proficiency rate for children with IEPs against alternate academic achievement standards.

Indicator 3C (Reading) Data Source

The data source for indicator 3C is the same data as used for reporting to the Department under Title I of the ESEA.

Indicator 3C (Reading) Measurement

The alternate assessment proficiency rate is calculated by taking (see Table 6):

- (a) The number of children with IEPs scoring at or above proficient against alternate grade level academic achievement standards divided by
- (b) The total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment

Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3C (Reading) Data Notes

Due to the impact COVID-19 had on school closures, there were no assessments given in FFY 2019.

In FFY 2021, for grades 3–8, Arizona shifted from using the AzMERIT (AZM2) Assessment to the Arizona Academic Standards Assessment (AASA). Despite this change, year-over-year comparisons can be made due to the similarity of the two tests. The high school assessment also changed in FFY 2021 from the AZM2 to the ACT, however significant differences between the two tests do not allow for year-over-year comparisons.

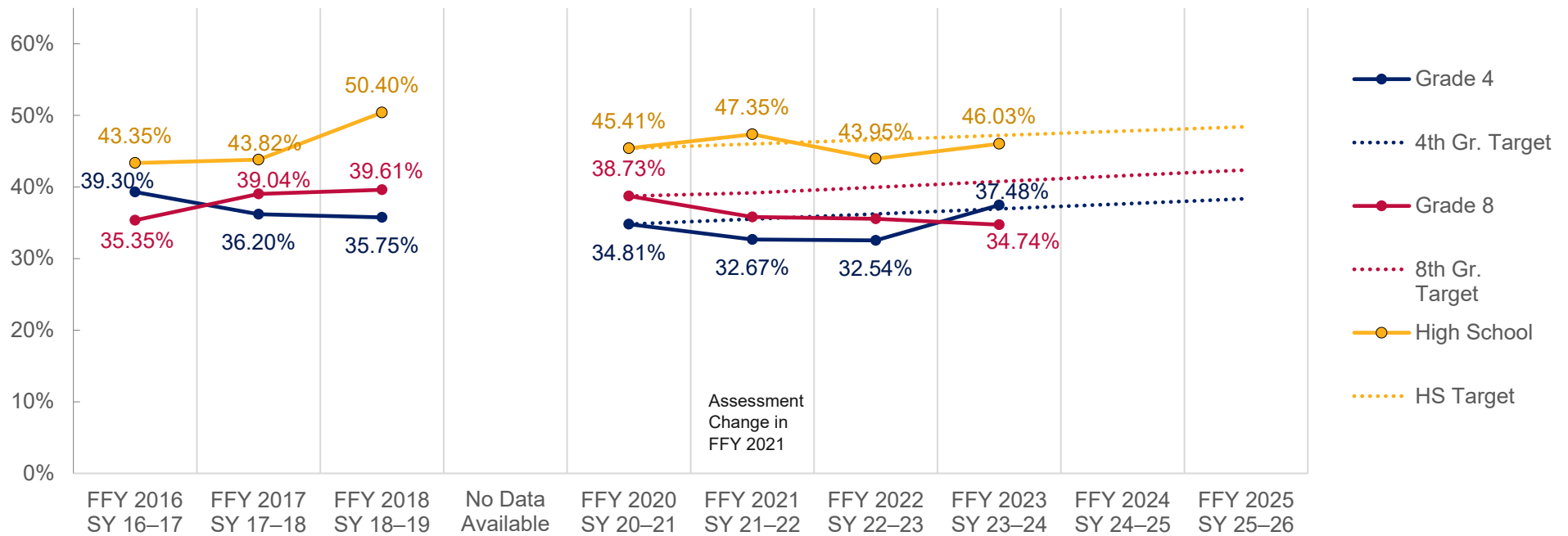


Figure 6 Percentage of Students with IEPs Who Reached Proficiency on the Alternate Reading Assessment

Table 6 Students with IEPs Who Reached Proficiency on the Alternate Reading Assessment

FFY	4 th Gr. (a)	4 th Gr. (b)	4 th Gr. %	4 th Gr. Target %	8 th Gr. (a)	8 th Gr. (b)	8 th Gr. %	8 th Gr. Target %	HS (a)	HS (b)	HS %	HS Target %
2017	290	801	36.20%	N/A	292	748	39.04%	N/A	234	534	43.82%	N/A
2018	321	898	35.75%	N/A	366	924	39.61%	N/A	314	623	50.40%	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A%	N/A
2020	244	701	34.81%	34.81%	297	774	38.73%	38.73%	297	654	45.41%	45.41%
2021	246	753	32.67%	35.52%	303	846	35.82%	39.17%	349	736	47.42%	46.01%
2022	261	802	32.54%	36.23%	278	782	35.55%	39.97%	309	703	43.95%	46.61%
2023	292	779	37.48%	36.94%	256	737	34.74%	40.77%	336	730	46.03%	47.21%
2024	TBD	TBD	TBD	37.65%	TBD	TBD	TBD	41.57%	TBD	TBD	TBD	47.81%
2025	TBD	TBD	TBD	38.36%	TBD	TBD	TBD	42.37%	TBD	TBD	TBD	48.41%

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Indicator 3C: Alternate Assessment Proficiency Rate (Math)

Indicator 3C (Math) Definition

Indicator 3C measures the math proficiency rate for children with IEPs against alternate academic achievement standards.

Indicator 3C (Math) Data Source

The data source for indicator 3C is the same data as used for reporting to the Department under Title I of the ESEA.

Indicator 3C (Math) Measurement

The alternate assessment proficiency rate is calculated by taking (see Table 7):

- (a) The number of children with IEPs scoring at or above proficient against alternate grade level academic achievement standards divided by
- (b) The total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment

Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3C (Math) Data Notes

Due to the impact COVID-19 had on school closures, there were no assessments given in FFY 2019.

In FFY 2021, for grades 3–8, Arizona shifted from using the AzMERIT (AZM2) Assessment to the Arizona Academic Standards Assessment (AASA). Despite this change, year-over-year comparisons can be made due to the similarity of the two tests. The high school assessment also changed in FFY 2021 from the AZM2 to the ACT, however significant differences between the two tests do not allow for year-over-year comparisons.

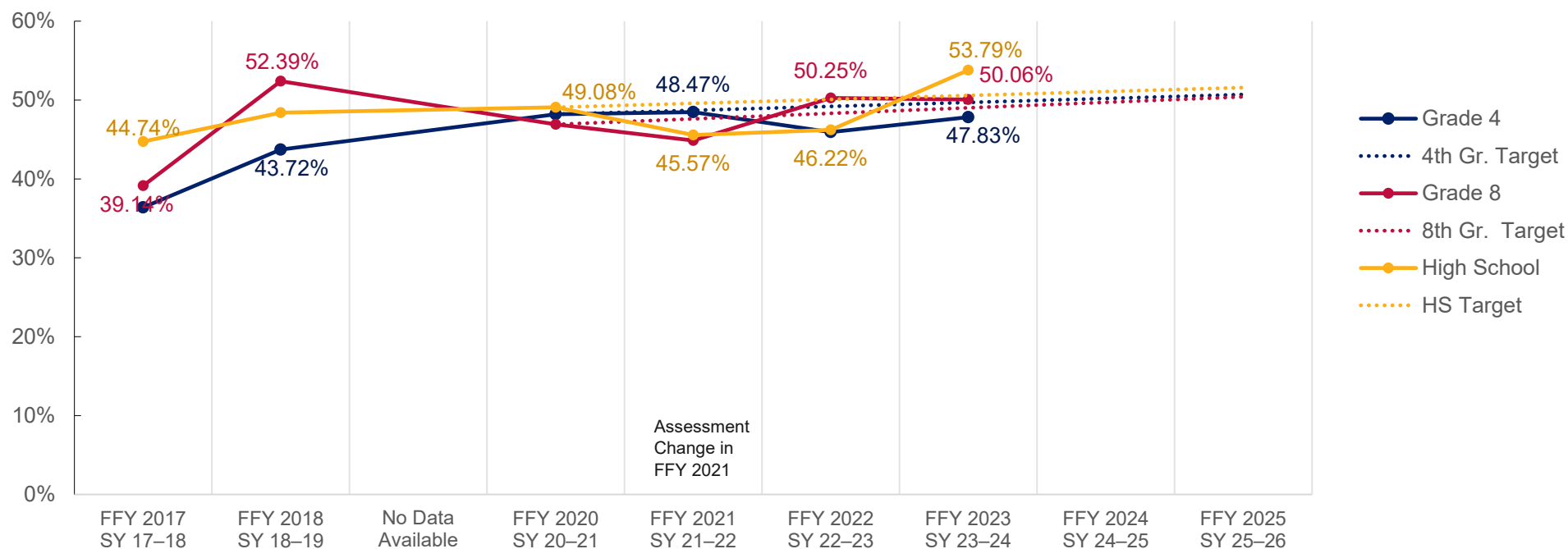


Figure 7 Percentage of Students with IEPs Who Reached Proficiency on the Alternate Math Assessment

Table 7 Students with IEPs Who Reached Proficiency on the Alternate Math Assessment

FFY	4th (a)	4th (b)	4th %	4th Tar. %	8th % (a)	8th % (b)	8th %	8th Tar. %	HS % (a)	HS% (b)	HS %	HS Tar. %
2017	290	797	36.39%	N/A	292	746	39.14%	N/A	234	523	44.74%	N/A
2018	393	899	43.72%	N/A	483	922	52.39%	N/A	303	626	48.40%	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	335	695	48.20%	48.20%	364	776	46.91%	46.91%	321	654	49.08%	49.08%
2021	364	751	48.47%	48.70%	380	847	44.86%	47.61%	334	732	45.63%	49.58%
2022	368	801	45.94%	49.20%	395	786	50.25%	48.31%	324	701	46.22%	50.08%
2023	386	807	47.83%	49.70%	386	771	50.06%	49.01%	412	766	53.79%	50.58%
2024	TBD	TBD	TBD	50.20%	TBD	TBD	TBD	49.71%	TBD	TBD	TBD	51.08%
2025	TBD	TBD	TBD	50.70%	TBD	TBD	TBD	50.41%	TBD	TBD	TBD	51.58%

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Indicator 3D: Assessment Proficiency Gap Rate (Reading)

Indicator 3D (Reading) Definition

Indicator 3D measures the gap in reading proficiency rates for children with IEPs and for all students against grade level academic achievement standards.

Indicator 3D (Reading) Data Source

The data source for Indicator 3D is the same data as used for reporting to the Department under Title I of the ESEA as well as the state assessment results located on the ADE website: [Accountability & Research Data | Arizona Department of Education \(azed.gov\)](https://www.azed.gov/accountability-research-data)

Indicator 3D (Reading) Measurement

The assessment proficiency gap rate is calculated by taking (see Table 8):

- (a) The proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards subtracted from
 - (b) The proficiency rate for all students scoring at or above proficient against grade level academic achievement standards.
- Calculate separately for grades 4, 8, and high school

Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3D (Reading) Data Notes

Due to the impact COVID-19 had on school closures, there were no assessments given in FFY 2019.

In FFY 2021, for grades 3–8, Arizona shifted from using the AzMERIT (AZM2) Assessment to the Arizona Academic Standards Assessment (AASA). Despite this change, year-over-year comparisons can be made due to the similarity of the two tests. The high school assessment also changed in FFY 2021 from the AZM2 to the Arizona Instrument to the ACT, however significant differences between the two tests do not allow for year-over-year comparisons.

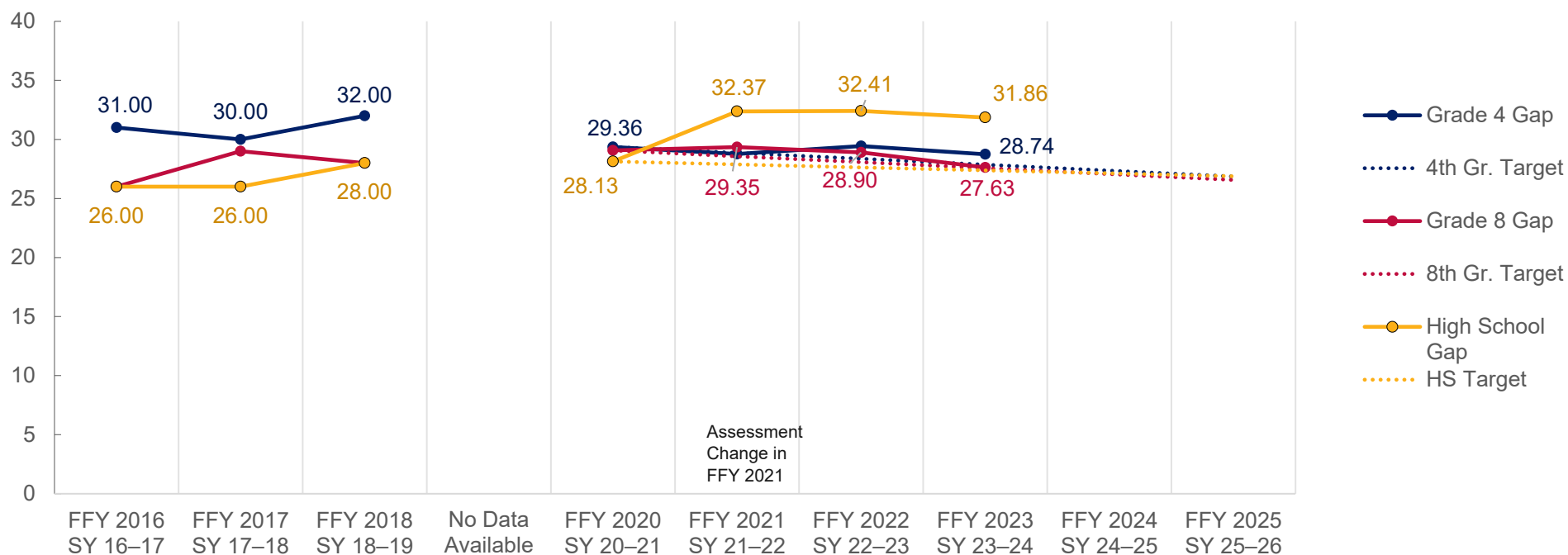


Figure 8 Gap in Reading Proficiency Rates for Children with IEPs and All Students Who Took the Regular Assessment

Table 8 Gap in Reading Proficiency Rates for Children with IEPs and All Students Who Took the Regular Assessment

FFY	4 th Gr. % (a)	4 th Gr. % (b)	4 th Gr. Gap	4 th Gr. Target	8 th Gr. % (a)	8 th Gr. % (b)	8 th Gr. Gap	8 th Gr. Target	HS % (a)	HS % (b)	HS Gap	HS Target
2017	17.00%	47.00%	30.00	N/A	10.00%	39.00%	29.00	N/A	6.00%	32.00%	26.00	N/A
2018	19.00%	51.00%	32.00	N/A	10.00%	38.00%	28.00	N/A	6.00%	34.00%	28.00	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	16.35%	45.71%	29.36	29.36	6.00%	35.06%	29.07	29.07	4.74%	32.87%	28.13	28.13
2021	15.44%	44.21%	28.77	28.86	6.39%	35.74%	29.35	28.57	6.40%	38.77%	32.37	27.88
2022	15.31%	44.75%	29.44	28.36	7.44%	36.35%	28.90	28.07	7.33%	39.74%	32.41	27.63
2023	17.08%	45.82%	28.74	27.86	7.54%	35.17%	27.63	27.57	6.66%	38.52%	31.86	27.38
2024	TBD	TBD	TBD	27.36	TBD	TBD	TBD	27.07	TBD	TBD	TBD	27.13
2025	TBD	TBD	TBD	26.86	TBD	TBD	TBD	26.57	TBD	TBD	TBD	26.88

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Indicator 3D: Assessment Proficiency Gap Rate (Math)

Indicator 3D (Math) Definition

Indicator 3D measures the gap in math proficiency rates for children with IEPs and for all students against grade level academic achievement standards.

Indicator 3D (Math) Data Source

The data source for Indicator 3D is the same data as used for reporting to the Department under Title I of the ESEA as well as the state assessment results located on the ADE website: [Accountability & Research Data | Arizona Department of Education \(azed.gov\)](https://www.azed.gov/accountability-research-data)

Indicator 3D (Math) Measurement

The assessment proficiency gap rate is calculated by taking (see Table 9):

- (a) The proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards subtracted from
 - (b) The proficiency rate for all students scoring at or above proficient against grade level academic achievement standards.
- Calculate separately for grades 4, 8, and high school

Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3D (Math) Data Notes

Due to the impact COVID-19 had on school closures, there were no assessments given in FFY 2019.

In FFY 2021, for grades 3–8, Arizona shifted from using the AzMERIT (AZM2) Assessment to the Arizona Academic Standards Assessment (AASA). Despite this change, year-over-year comparisons can be made due to the similarity of the two tests. The high school assessment also changed in FFY 2021 from the AZM2 to the Arizona Instrument to the ACT, however significant differences between the two tests do not allow for year-over-year comparisons.

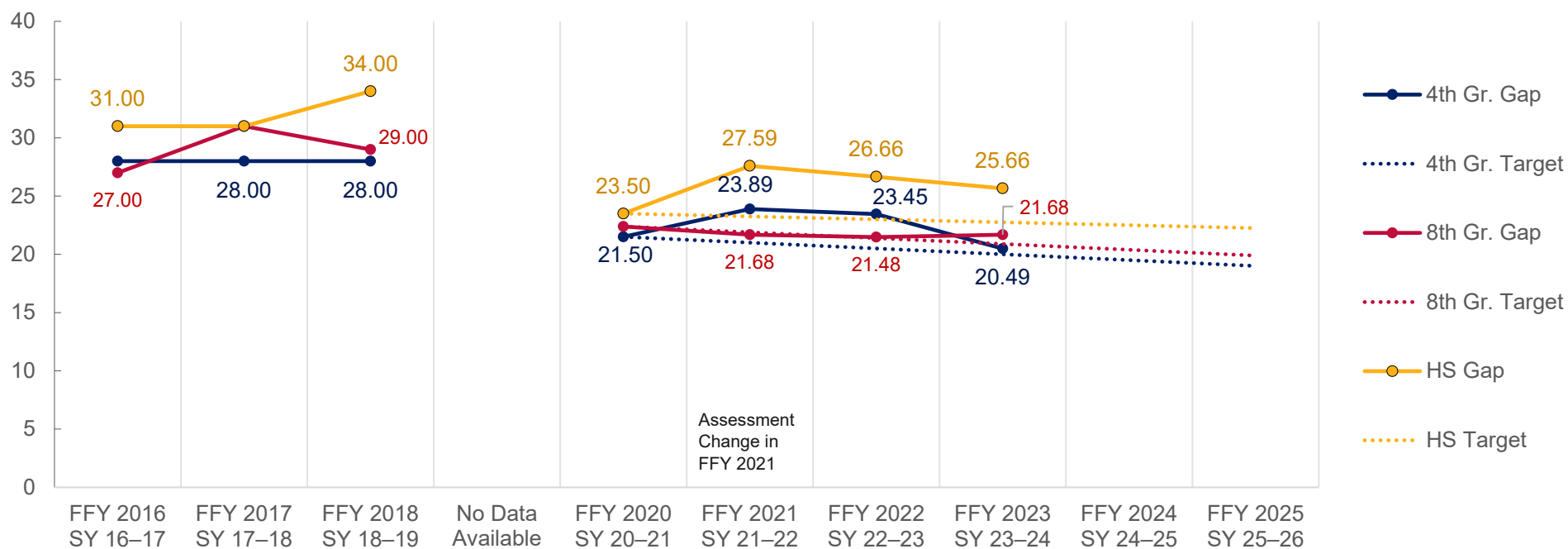


Figure 9 Gap in Math Proficiency Rates for Children with IEPs and All Students Who Took the Regular Assessment

Table 9 Gap in Math Proficiency Rates for Children with IEPs and All Students Who Took the Regular Assessment

FFY	4 th Gr. % (a)	4 th Gr. % (b)	4 th Gr. Gap	4 th Gr. Target	8 th Gr. % (a)	8 th Gr. % (b)	8 th Gr. Gap	8 th Gr. Target	HS % (a)	HS % (b)	HS Gap	HS Target
2017	19.00%	47.00%	28.00	N/A	10.00%	41.00%	31.00	N/A	8.00%	39.00%	31.00	N/A
2018	20.00%	48.00%	28.00	N/A	12.00%	41.00%	29.00	N/A	9.00%	43.00%	34.00	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	13.62%	35.12%	21.50	21.50	4.53%	26.92%	22.39	22.39	3.48%	26.98%	23.50	23.50
2021	15.20%	39.09%	23.89	21.00	5.25%	26.93%	21.68	21.89	4.92%	32.51%	27.59	23.25
2022	15.44%	38.89%	23.45	20.50	5.52%	27.00%	21.48	21.39	4.80%	31.46%	26.66	23.00
2023	15.12%	35.61%	20.49	20.00	6.04%	27.72%	21.68	20.89	4.39%	30.05%	25.66	22.75
2024	TBD	TBD	TBD	19.50	TBD	TBD	TBD	20.39	TBD	TBD	TBD	22.50
2025	TBD	TBD	TBD	19.00	TBD	TBD	TBD	19.89	TBD	TBD	TBD	22.25

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Indicator 4A: Significant Discrepancy in Suspensions and Expulsions

Indicator 4A Definition

Indicator 4A measures the percent of PEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Indicator 4A Data Source

The data source for indicator 4A is calculated based on the enrollment from the Exceptional Student Services (ESS) October 1 Special Education Child Count and discipline data reported through the ESS Discipline Data Collection Tool.

Indicator 4A Measurement

The percentage of PEAs that had a significant discrepancy in the rate of suspensions and expulsions greater than 10 days is calculated by taking (see Table 10):

- (a) The number of PEAs that meet the State-established n and/or cell size that have a significant discrepancy in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs divided by
- (b) The number of PEAs in the State that meet the State-established n and/or cell size

Indicator 4A Data Notes

The threshold at which disproportionate representation is identified is 2.0 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 = 10 (denominator)
- No minimum cell size (numerator)

In FFY 2023, the methodology for indicator 4A changed. The change resulted in more PEAs being examined each year, which increased the denominator.

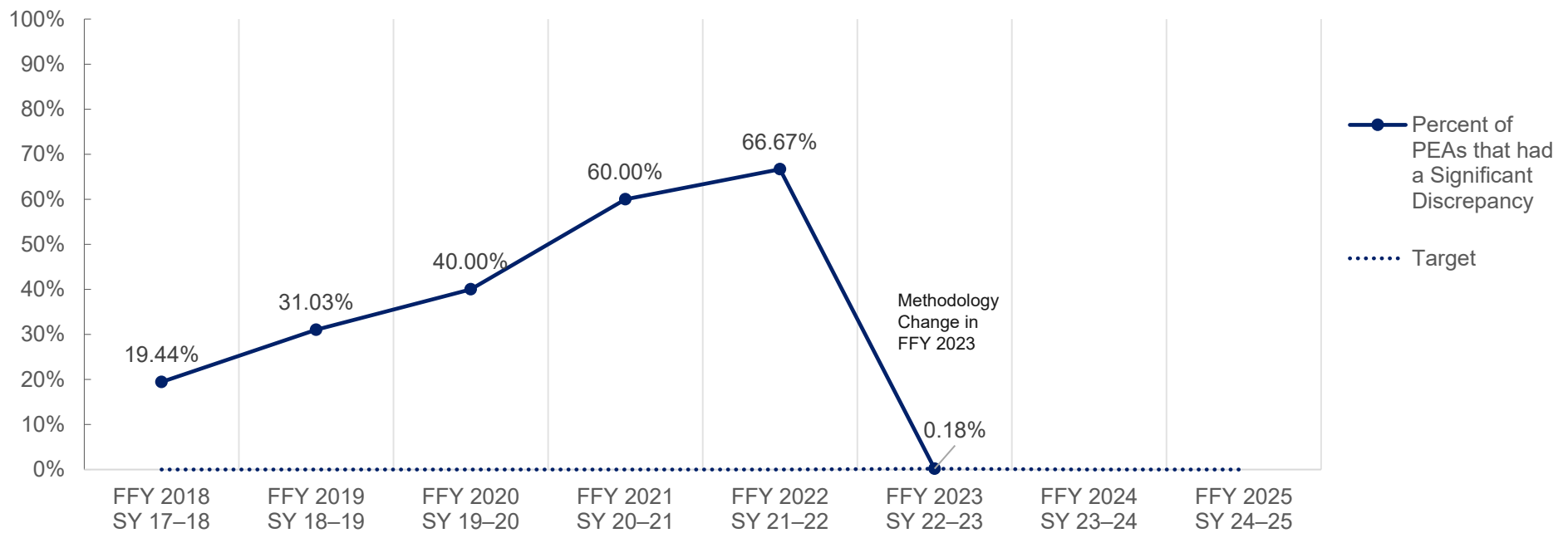


Figure 10 Percentage of PEs with Significant Discrepancy in Suspensions/Expulsions Greater than 10 days for Students with Disabilities

Table 10 PEs with Significant Discrepancy in Suspensions/Expulsions Greater than 10 days for Students with Disabilities

FFY	PEAs That Had a Significant Discrepancy (a)	Number of PEs that Met the State's Minimum N-Size (b)	% of PEs that had a Significant Discrepancy	Target
2017	0	34	0.00%	0.00%
2018	7	36	19.44%	0.00%
2019	9	29	31.03%	0.00%
2020	6	15	40.00%	0.00%
2021	3	5	60.00%	0.00%
2022	4	6	66.67%	0.00%
2023	1	558	0.18%	0.00%
2024	TBD	TBD	TBD	0.00%
2025	TBD	TBD	TBD	0.00%

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Indicator 4B: Significant Discrepancy in Suspensions and Expulsions by Race/Ethnicity

Indicator 4B Definition

Indicator 4B measures the percent of PEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Indicator 4B Data Source

The data source for indicator 4B is calculated based on the enrollment from the Exceptional Student Services (ESS) October 1 Special Education Child Count and discipline data reported through the ESS Discipline Data Collection Tool.

Indicator 4B Measurement

The percentage of PEAs that had a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days is calculated by taking (see Table 11):

- (a) The number of PEAs that meet the State-established n and/or cell size that have a significant discrepancy in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs divided by the
- (b) number of PEAs in the State that meet the State-established n and/or cell size

Indicator 4B Data Notes

The threshold at which disproportionate representation is identified is 2.0 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 = 10 (denominator)
- No minimum cell size (numerator)

In FFY 2023, the methodology for indicator 4B changed. The change resulted in more PEAs being examined each year, which increased the denominator.

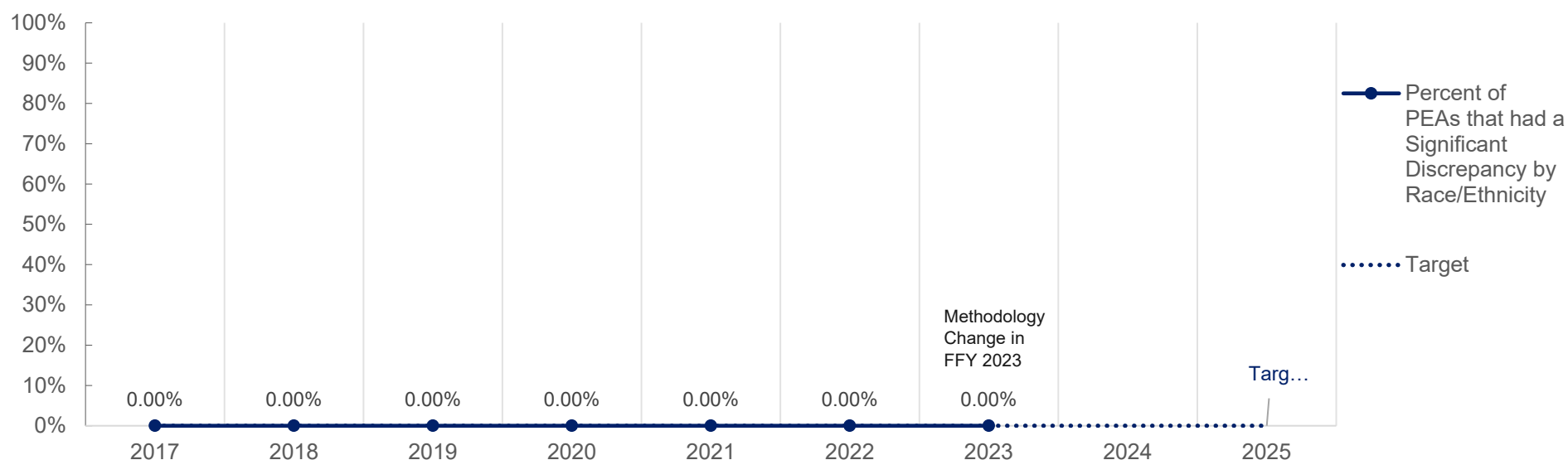


Figure 11 Percentage of PEAs with Significant Discrepancy, by Race or Ethnicity, in Suspensions/Expulsions Greater than 10 days for Students with Disabilities

Table 11 PEAs with Significant Discrepancy, by Race or Ethnicity, in Suspensions/Expulsions Greater than 10 days for Students with Disabilities

FFY	PEAs That Had a Significant Discrepancy by Race/Ethnicity	Number of those PEAs that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with requirements (a)	Number of PEAs that Met the State's Minimum N-Size (b)	Percent of PEAs that had a Significant Discrepancy by Race/Ethnicity	Target
2017	0	0	10	0.00%	0.00%
2018	1	0	19	0.00%	0.00%
2019	6	0	18	0.00%	0.00%
2020	4	0	8	0.00%	0.00%
2021	2	0	3	0.00%	0.00%
2022	3	0	3	0.00%	0.00%
2023	3	0	507	0.00%	0.00%
2024	TBD	TBD	TBD	TBD	0.00%
2025	TBD	TBD	TBD	TBD	0.00%

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Indicator 5: Educational Environments (School-Age)

Indicator 5 Definition

Indicator 5 measures the percent of children with IEPs ages 5 who are enrolled in kindergarten and ages 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; or
- C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator 5 Data Source

The data source for indicator 5 is same data as used for reporting to the Exceptional Student Services (ESS) October 1 Special Education Child Count.

Indicator 5 Measurement

The percentage of students in each environment (5A, 5B, and 5C) is found by taking (see Table 12):

- (a) The number of children with IEPs ages 5 who are enrolled in kindergarten and ages 6 through 21 served within the specified environment divided by
- (b) The total number of students ages 5 who are enrolled in kindergarten and ages 6 through 21 with IEPs

Indicator 5 Data Notes

In FFY 2019, kindergarten students were taken out of the calculation for indicator 6 and began being included in the measurement for indicator 5. For this reason, the graph does not show data prior to FFY2019.

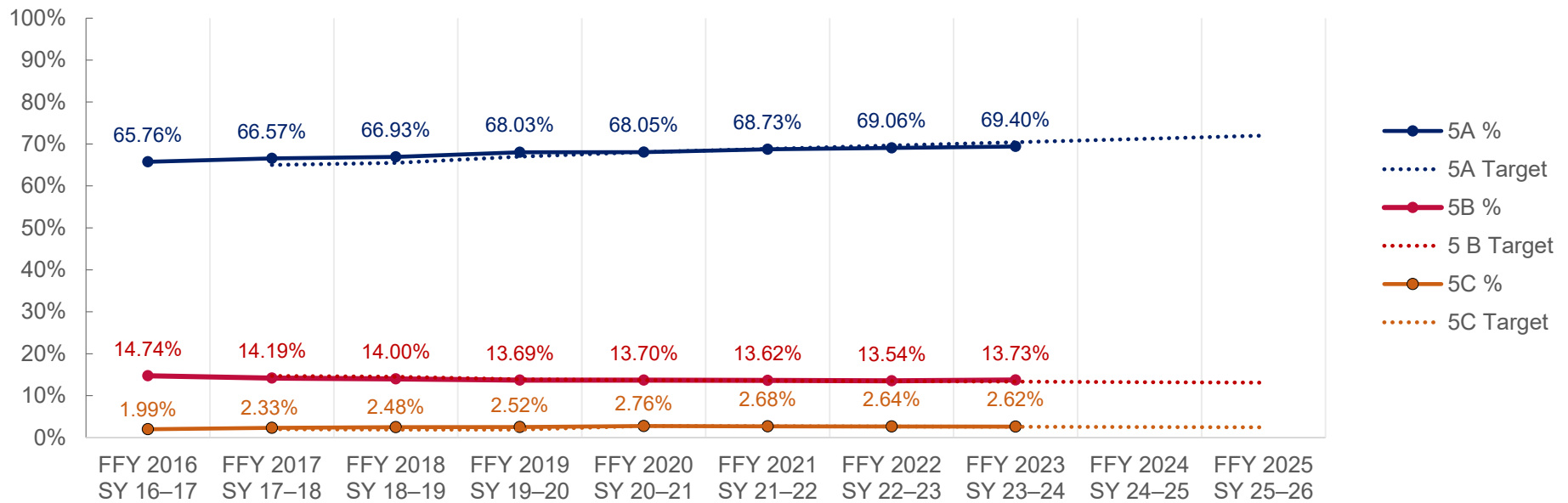


Figure 12 Percentage of Children with IEPs, Age 5 and Enrolled in Kindergarten and Ages 6–21 Served in One of the Following Educational Environments: (5A, 5B, or 5C)

Table 12 Children with IEPs, Age 5 and Enrolled in Kindergarten and Ages 6–21 Served in One of the Following Educational Environments: (5A, 5B, or 5C)

FFY	Total Students (b)	5A (a)	5A %	5A Target %	5B (a)	5B %	5 B Target %	5C (a)	5C %	5C Target %
2019	137,569	93,589	68.03%	67.00%	18,831	13.69%	13.90%	3,464	2.52%	1.90%
2020	136,277	92,730	68.05%	68.05%	18,676	13.70%	13.70%	3,757	2.76%	2.76%
2021	137,719	94,657	68.73%	68.84%	18,764	13.62%	13.58%	3,697	2.68%	2.70%
2022	140,513	97,039	69.06%	69.63%	19,022	13.54%	13.46%	3,713	2.64%	2.64%
2023	144,462	100,261	69.40%	70.42%	19,833	13.73%	13.34%	3,781	2.62%	2.58%
2024	TBD	TBD	TBD	71.21%	TBD	TBD	13.22%	TBD	TBD	2.52%
2025	TBD	TBD	TBD	72.00%	TBD	TBD	13.10%	TBD	TBD	2.46%

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Indicator 6: Educational Environments (Preschool)

Indicator 6 Definition

Indicator 6 measures the percentage of children with Individualized Education Programs (IEPs) ages 3, 4 and 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school, or residential facility.
- C. Receiving special education and related services in the home.

Indicator 6 Data Source

The data source for indicator 6 is same data as used for reporting to the Exceptional Student Services (ESS) October 1 Special Education Child Count.

Indicator 6 Measurement

The percentage of preschool students in each environment (6A, 6B, and 6C) is found by taking (see Table 13):

- (a) The number of children with IEPs ages 3, 4 and 5 served within the specified environment divided by
- (b) The total number of children with IEPs

Indicator 6 Data Notes

In FFY 2019, kindergarten students were taken out of the calculation for indicator 6 and began being included in the measurement for indicator 5. For this reason, the graph does not show data prior to FFY2019.

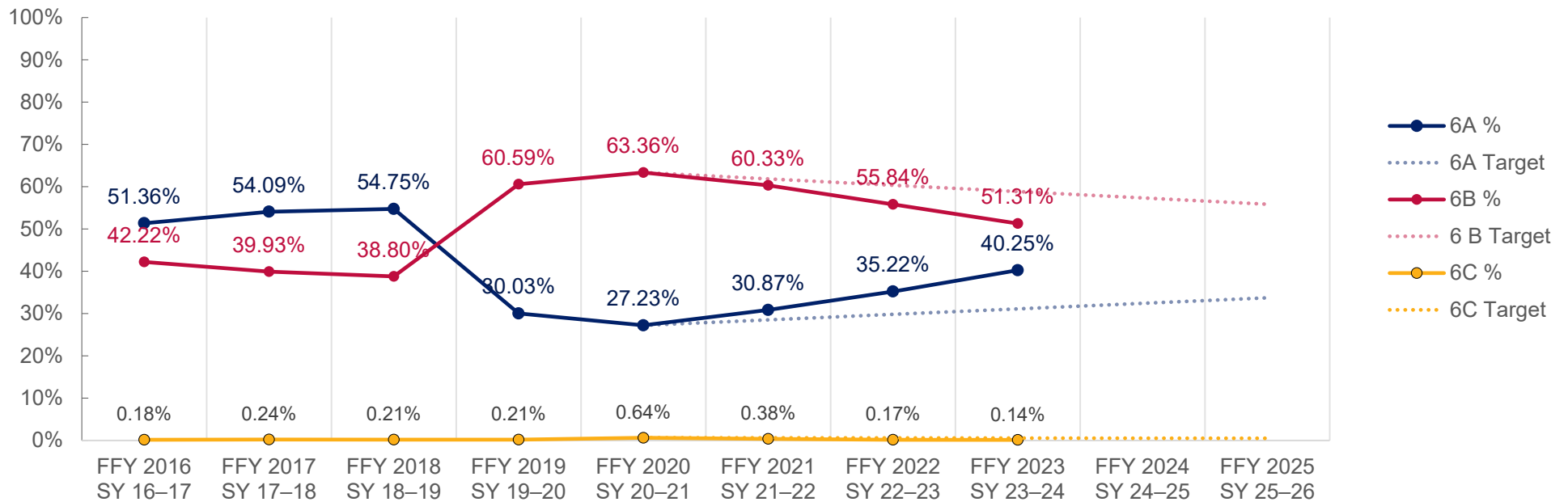


Figure 13 Percentage of Children with IEPs, Ages 3–5 Who are Enrolled in a Preschool Program Receiving Services in One of the Following Educational Environments: (6A, 6B, or 6C)

Table 13 Children with IEPs, Ages 3–5 Who are Enrolled in a Preschool Program Receiving Services in One of the Following Educational Environments: (6A, 6B, or 6C)

FFY	Total Students (b)	6A (a)	6A %	6A Target %	6B (a)	6B %	6 B Target %	6C (a)	6C %	6C Target %
2019	10,552	3,190	30.03%	55.00%	6,375	60.59%	38.60%	22	0.21%	N/A
2020	8,537	2,325	27.23%	27.23%	5,409	63.36%	63.36%	55	0.64%	0.64%
2021	8,115	2,505	30.87%	28.53%	4,896	60.33%	61.86%	31	0.38%	0.62%
2022	8,824	3,108	35.22%	29.83%	4,927	55.84%	60.36%	15	0.17%	0.59%
2023	9,567	3,851	40.25%	31.13%	4,909	51.31%	58.86%	13	0.14%	0.57%
2024	TBD	TBD	TBD	32.43%	TBD	TBD	57.36%	TBD	TBD	0.54%
2025	TBD	TBD	TBD	33.73%	TBD	TBD	55.86%	TBD	TBD	0.52%

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Indicator 7A: Preschool Outcomes (Positive Social Emotional Skills)

Indicator 7A Definition

Indicator 7A measures the percentage of preschool children ages 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).

Indicator 7A Data Source

The data source for indicator 7 is from portfolios of calculated performance scores submitted by public education agencies (PEAs) using Teaching Strategies Gold (TSG).

Indicator 7A Measurement

Summary statement 7A1: Of those children who entered the preschool program below age expectations in each outcome, the percentage who substantially increased their rate of growth by the time they turned 6 or exited the program is found by taking:

(c+d) the numerator divided by
(a+b+c+d) the denominator

Summary Statement 7A2: The percentage of preschool children who were functioning within age expectations in each outcome by the time they turned 6 or exited the program is found by taking (see Table 14):

(d+e) the numerator divided by
(a+b+c+d+e) the denominator

Indicator 7A Data Notes

The children in the calculation fall into one of the following categories upon exiting the program:

- (a) Did not improve functioning.
- (b) Improved functioning but not sufficient to move nearer to same-age peers;
- (c) Improved functioning to a level nearer to same-age peers but did not reach it;
- (d) Improved functioning to reach a level comparable to same-age peers; or
- (e) Maintained functioning at a level comparable to same-age peers.

The data was impacted by the cut score changes in FFY 2021.

In FFY 2023, the new methodology resulted in significant differences in reporting and does not allow for year-over-year comparisons.

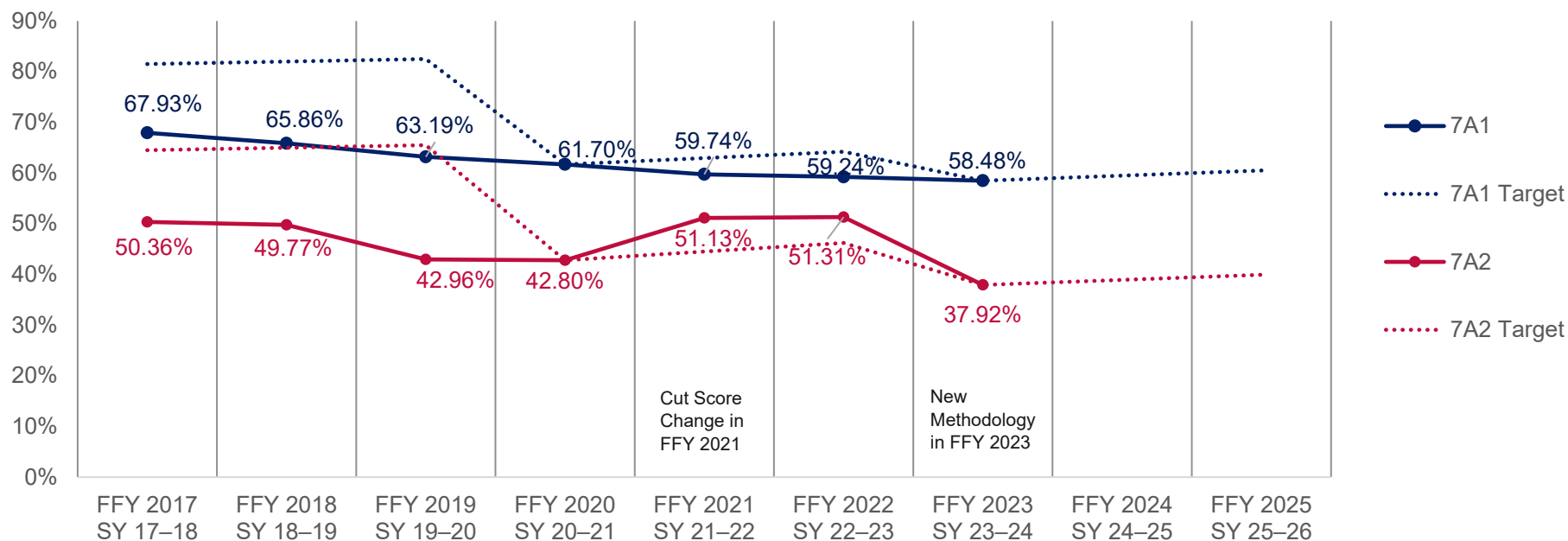


Figure 14 Percentage of Preschool Children with IEPs with improved Positive Social Emotional Skills (Outcome 1)

Table 14 Preschool Children with IEPs with improved Positive Social Emotional Skills (Outcome 1)

FFY	7A1 Numerator (c+d)	7A1 Denominator (a+b+c+d)	7A1%	7A1 Target %	7A2 Numerator (d+e)	7A2 Denominator (a+b+c+d+e)	7A2 %	7A2 Target %
2017	1,756	2,585	67.93%	81.50%	1,596	3,169	50.36%	64.50%
2018	2,612	3,966	65.86%	82.00%	2,411	4,844	49.77%	65.00%
2019	2,254	3,567	63.19%	82.50%	1,823	4,243	42.96%	65.50%
2020	2,009	3,256	61.70%	61.70%	1,647	3,848	42.80%	42.80%
2021	1,916	3,207	59.74%	62.95%	2,128	4,162	51.13%	44.50%
2022	1,921	3,243	59.24%	64.20%	2,213	4,313	51.31%	46.20%
2023	3,047	5,210	58.48%	58.48%	2,366	6,239	37.92%	37.92%
2024	TBD	TBD	TBD	59.48%	TBD	TBD	TBD	38.92%
2025	TBD	TBD	TBD	60.48%	TBD	TBD	TBD	39.92%

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Indicator 7B: Preschool Outcomes (Acquisition and Use of Knowledge and Skills)

Indicator 7B Definition

Indicator 7B measures the percentage of preschool children ages 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills.

Indicator 7B Data Source

The data source for indicator 7 is from portfolios of calculated performance scores submitted by public education agencies (PEAs) using Teaching Strategies Gold (TSG).

Indicator 7B Measurement

Summary statement 7B1: Of those children who entered the preschool program below age expectations in each outcome, the percentage who substantially increased their rate of growth by the time they turned 6 or exited the program is found by taking:

(c+d) the numerator divided by
(a+b+c+d) the denominator

Summary Statement 7B2: The percentage of preschool children who were functioning within age expectations in each outcome by the time they turned 6 or exited the program is found by taking (see Table 15):

(d+e) the numerator divided by
(a+b+c+d+e) the denominator

Indicator 7B Data Notes

The children in the calculation fall into one of the following categories upon exiting the program:

- (a) Did not improve functioning;
- (b) Improved functioning but not sufficient to move nearer to same-age peers;
- (c) Improved functioning to a level nearer to same-age peers but did not reach it;
- (d) Improved functioning to reach a level comparable to same-age peers; or
- (e) Maintained functioning at a level comparable to same-age peers.

The data was impacted by the cut score changes in FFY 2021.

In FFY 2023, the new methodology resulted in significant differences in reporting and does not allow for year-over-year comparisons.

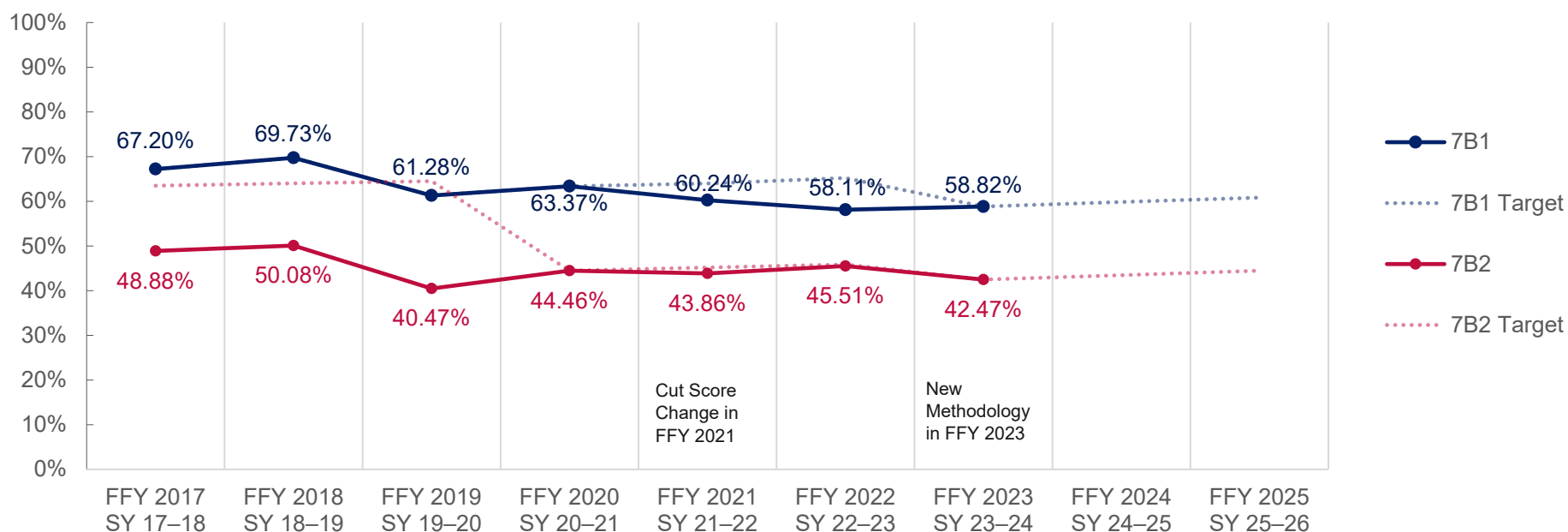


Figure 15 Percentage of Preschool Children with IEPs with improved Acquisition and Use of Knowledge and Skills (Outcome 2)

Table 15 Preschool Children with IEPs with improved Acquisition and Use of Knowledge and Skills (Outcome 2)

FFY	7B1 Numerator (c+d)	7B1 Denominator (a+b+c+d)	7B1 %	7B1 Target %	7B2 Numerator (d+e)	7B2 Denominator (a+b+c+d+e)	7B2 %	7B2 Target %
2017	1,768	2,631	67.20%	80.50%	1,549	3,169	48.88%	63.50%
2018	2,902	4,162	69.73%	81.00%	2,426	4,844	50.08%	64.00%
2019	2,268	3,701	61.28%	81.50%	1,717	4,243	40.47%	64.50%
2020	2,097	3,309	63.37%	63.37%	1,711	3,848	44.46%	44.46%
2021	2,070	3,436	60.24%	63.99%	1,826	4,162	43.86%	45.16%
2022	2,013	3,464	58.11%	65.19%	1,963	4,313	45.51%	45.86%
2023	2,865	4,871	58.82%	58.82%	2,859	6,239	42.47%	42.47%
2024	TBD	TBD	TBD	59.82%	TBD	TBD	TBD	43.47%
2025	TBD	TBD	TBD	60.82%	TBD	TBD	TBD	44.47%

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Indicator 7C: Preschool Outcomes (Use of Appropriate Behaviors to Meet Their Needs)

Indicator 7C Definition

Indicator 7C measures the percentage of preschool children ages 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Indicator 7C Data Source

The data source for indicator 7 is from portfolios of calculated performance scores submitted by public education agencies (PEAs) using Teaching Strategies Gold (TSG).

Indicator 7C Measurement

Summary statement 7C1: Of those children who entered the preschool program below age expectations in each outcome, the percentage who substantially increased their rate of growth by the time they turned 6 or exited the program is found by taking:

(c+d) the numerator divided by
(a+b+c+d) the denominator

Summary Statement 7C2: The percentage of preschool children who were functioning within age expectations in each outcome by the time they turned 6 or exited the program is found by taking (see Table 16):

(d+e) the numerator divided by
(a+b+c+d+e) the denominator

Indicator 7C Data Notes

The children in the calculation fall into one of the following categories upon exiting the program:

- (a) Did not improve functioning;
- (b) Improved functioning but not sufficient to move nearer to same-age peers;
- (c) Improved functioning to a level nearer to same-age peers but did not reach it;
- (d) Improved functioning to reach a level comparable to same-age peers; or
- (e) Maintained functioning at a level comparable to same-age peers.

The data was impacted by the cut score changes in FFY 2021.

In FFY 2023, the new methodology resulted in significant differences in reporting and does not allow for year-over-year comparisons.

Percent of Preschool Children with IEPs with Improved Use of Behaviors to Meet their Needs (Outcome 3)

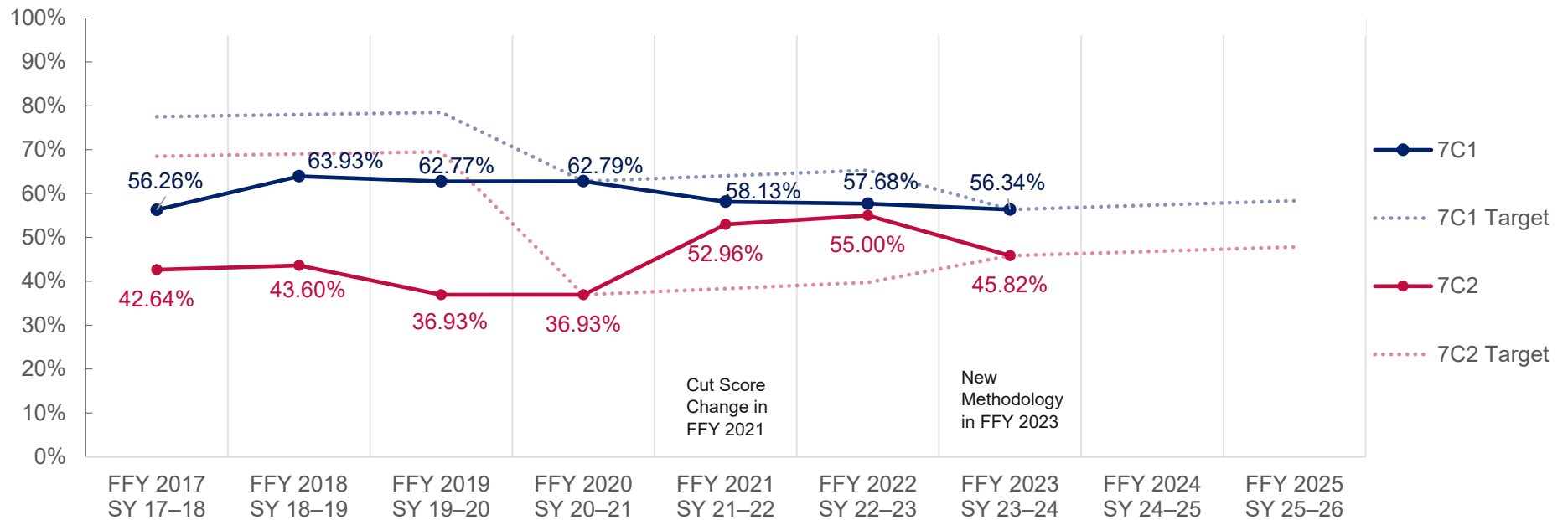


Figure 16 Percentage of Preschool Children with IEPs with Improved Use of Behaviors to Meet their Needs (Outcome 3)

Table 16 Preschool Children with IEPs with Improved Use of Behaviors to Meet their Needs (Outcome 3)

FFY	7C1 Numerator (c+d)	7C1 Denominator (a+b+c+d)	7C1 %	7C1 Target %	7C2 Numerator (d+e)	7C2 Denominator (a+b+c+d+e)	7C2 %	7C2 Target %
2017	1,487	2,643	56.26%	77.50%	1,352	3,171	42.64%	68.50%
2018	2,705	4,231	63.93%	78.00%	2,112	4,844	43.60%	69.00%
2019	2,367	3,771	62.77%	78.50%	1,567	4,243	36.93%	69.50%
2020	2,163	3,445	62.79%	62.79%	1,421	3,848	36.93%	36.93%
2021	1,863	3,205	58.13%	64.04%	2,204	4,162	52.96%	38.33%
2022	1,863	3,230	57.68%	65.29%	2,372	4,313	55.00%	39.73%
2023	2,683	4,762	56.34%	56.34%	2,859	6,239	45.82%	45.82%
2024	TBD	TBD	TBD	57.34%	TBD	TBD	TBD	46.82%
2025	TBD	TBD	TBD	58.34%	TBD	TBD	TBD	47.82%

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Indicator 8: Parent Involvement

Indicator 8 Definition

Indicator 8 measures the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator 8 Data Source

The data source for indicator 8 is from the annual parent involvement survey.

Indicator 8 Measurement

The percentage for indicator 8 is found by taking (see Table 17):

- (a) The number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by
- (b) The total number of respondent parents of children with disabilities

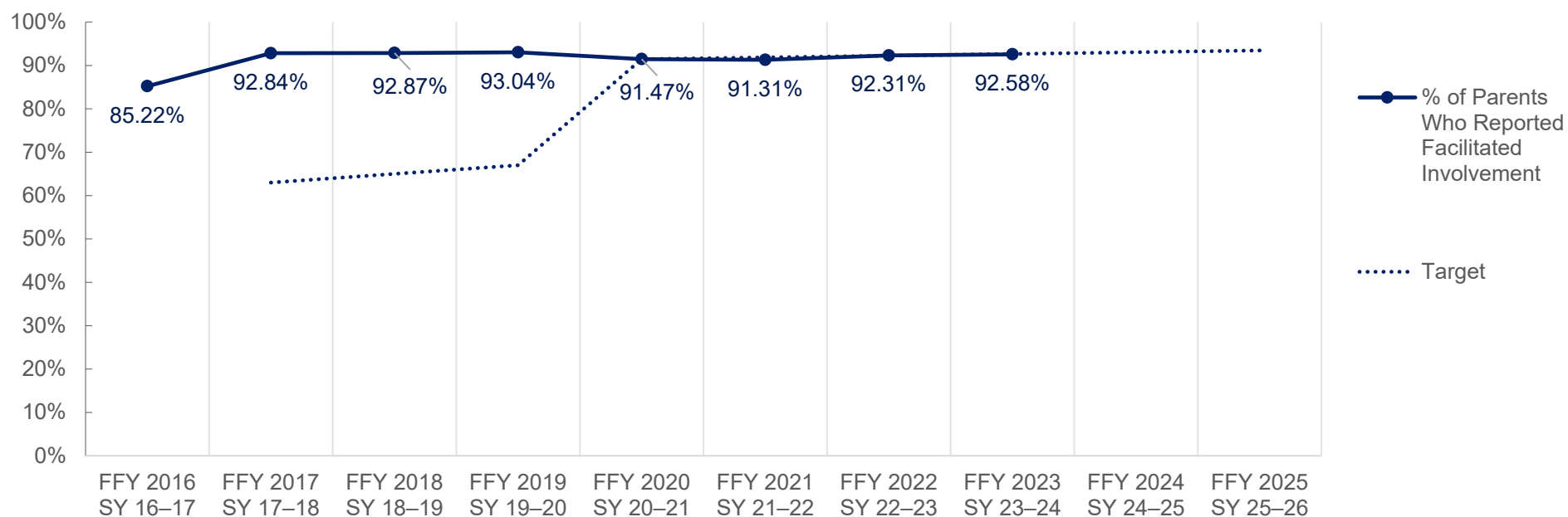


Figure 17 Percentage of Parents Who Reported that the School Facilitated Parent Involvement

Table 17 Parents Who Reported that the School Facilitated Parent Involvement

FFY	Number of Possible Surveys Distributed	Number of Respondent Parents (b)	Number of Parents Who Reported Facilitated Involvement (a)	Percent of Parents Who Reported Facilitated Involvement	Percent of Respondent Parents	Target
2017	138,694	11,300	10,491	92.84%	8.15%	63.00%
2018	143,564	14,384	13,359	92.87%	10.02%	65.00%
2019	147,247	16,300	15,166	93.04%	11.07%	67.00%
2020	144,340	20,654	18,892	91.47%	14.31%	91.47%
2021	146,288	21,402	19,542	91.31%	14.63%	91.87%
2022	150,316	21,668	20,002	92.31%	14.71%	92.27%
2023	154,069	22,136	20,494	92.58%	14.77%	92.67%
2024	TBD	TBD	TBD	TBD	TBD	93.07%
2025	TBD	TBD	TBD	TBD	TBD	93.47%

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Indicator 9: Disproportionate Representation

Indicator 9 Definition

Indicator 9 measures the percentage of PEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 9 Data Source

The data source for indicator 9 is calculated based on the enrollment from the Exceptional Student Services (ESS) October 1 Special Education Child Count Data.

Indicator 9 Measurement

The percentage of PEAs that had a disproportionate representation of racial and ethnic groups is found by taking (see Table 18):

- (a) The number of PEAs that meet the State-established n and/or cell size for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by
- (b) The number of PEAs in the State that meet the State-established n and/or cell size for one or more racial/ethnic groups

Indicator 9 Data Notes

The threshold at which disproportionate representation is identified is 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)

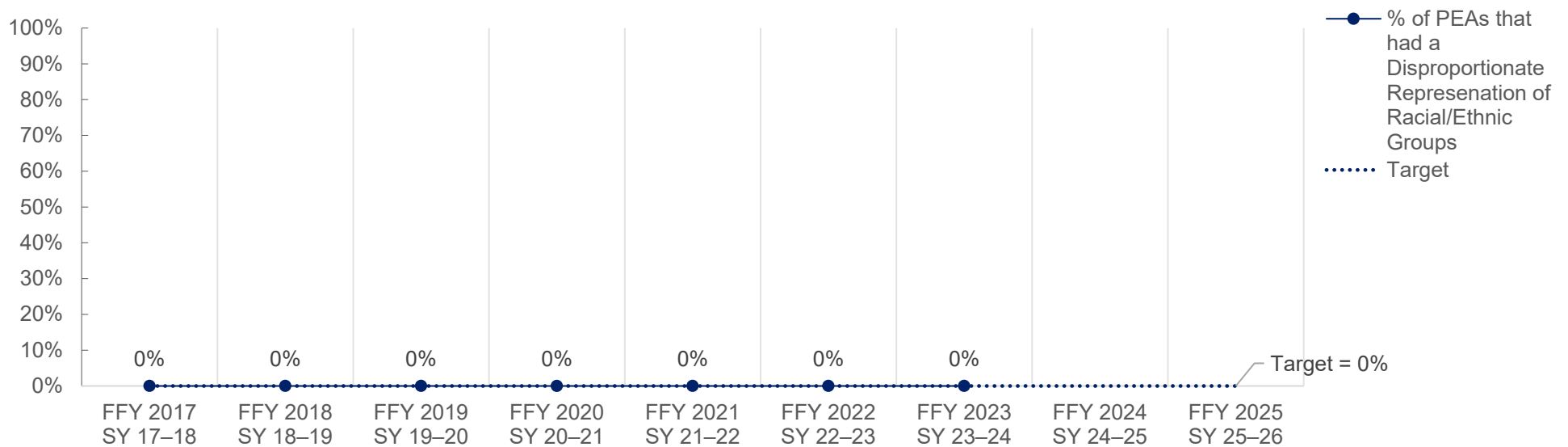


Figure 18 Percentage of PEAs that had a Disproportionate Representation of Racial/Ethnic Groups due to Inappropriate Identification

Table 18 PEAs that had a Disproportionate Representation of Racial/Ethnic Groups due to Inappropriate Identification

FFY	Number of PEAs with Disproportionate Representation of Racial/Ethnic Groups	Number of PEAs with Disproportionate Representation of Racial/Ethnic groups that is the Result of Inappropriate Identification (a)	Number of PEAs that Met the State's Minimum N-Size (b)	Percent of PEAs that had a Disproportionate Representation of Racial/Ethnic Groups	Target
2017	0	0	494	0.00%	0.00%
2018	1	0	311	0.00%	0.00%
2019	0	0	508	0.00%	0.00%
2020	0	0	496	0.00%	0.00%
2021	0	0	454	0.00%	0.00%
2022	0	0	503	0.00%	0.00%
2023	0	0	513	0.00%	0.00%
2024	TBD	TBD	TBD	TBD	0.00%
2025	TBD	TBD	TBD	TBD	0.00%

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Indicator 10: Disproportionate Representation in Specific Disability Categories

Indicator 10 Definition

Indicator 10 measures the percentage of PEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 10 Data Source

The data source for indicator 10 is calculated based on the enrollment from the Exceptional Student Services (ESS) October 1 Special Education Child Count Data.

Indicator 10 Measurement

The percentage of PEAs that had a disproportionate representation of racial and ethnic groups in specific disability categories is found by taking (see Table 19):

- (a) The number of PEAs that meet the State-established n and/or cell size for one or more racial/ethnic groups with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by
- (b) The number of PEAS in the State that meet the State-established n and/or cell size for one or more racial/ethnic groups

Indicator 10 Data Notes

The threshold at which disproportionate representation is identified is 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)

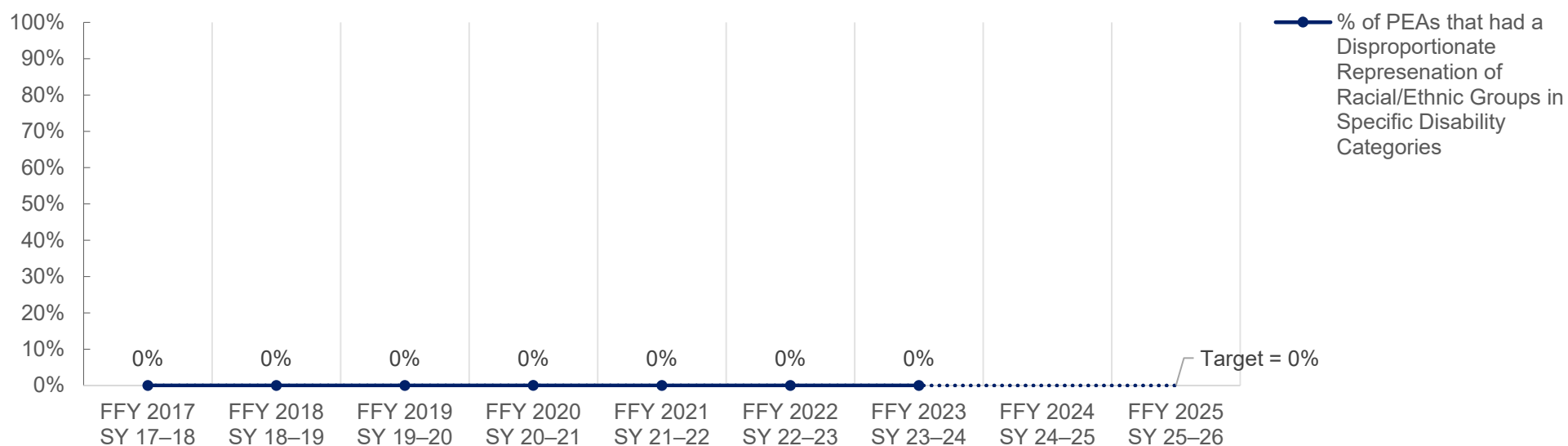


Figure 19 Percent of PEAs that had a Disproportionate Representation, in Specific Disability Categories, of Racial/Ethnic Groups due to Inappropriate Identification

Table 19 PEAs that had a Disproportionate Representation, in Specific Disability Categories, of Racial/Ethnic Groups due to Inappropriate Identification

FFY	Number of PEAs with Disproportionate Representation of Racial/Ethnic Groups in Specific Disability Categories	Number of PEAs with Disproportionate Representation of Racial/Ethnic Groups in Specific Disability Categories as a Result of Inappropriate Identification (a)	Number of PEAs that Met the State's Minimum N-Size (b)	Percent of PEAs that had a Disproportionate Representation of Racial/Ethnic Groups in Specific Disability Categories	Target
2017	0	0	370	0.00%	0.00%
2018	4	0	391	0.00%	0.00%
2019	22	0	380	0.00%	0.00%
2020	22	0	393	0.00%	0.00%
2021	12	0	305	0.00%	0.00%
2022	16	0	371	0.00%	0.00%
2023	1	0	419	0.00%	0.00%
2024	TBD	TBD	TBD	TBD	0.00%
2025	TBD	TBD	TBD	TBD	0.00%

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Indicator 11: Child Find

Indicator 11 Definition

Indicator 11 measures the percentage of children who were evaluated within 60 days of receiving parental consent for an initial evaluation.

Indicator 11 Data Source

The data source for indicator 11 is calculated based on the State monitoring system.

Indicator 11 Measurement

The percentage of children who were evaluated within 60 days of receiving parental consent for initial evaluation is found by taking (see Table 20):

- (a) The number of children whose evaluations were completed within 60 days divided by
- (b) The number of children for whom parental consent to evaluate was received

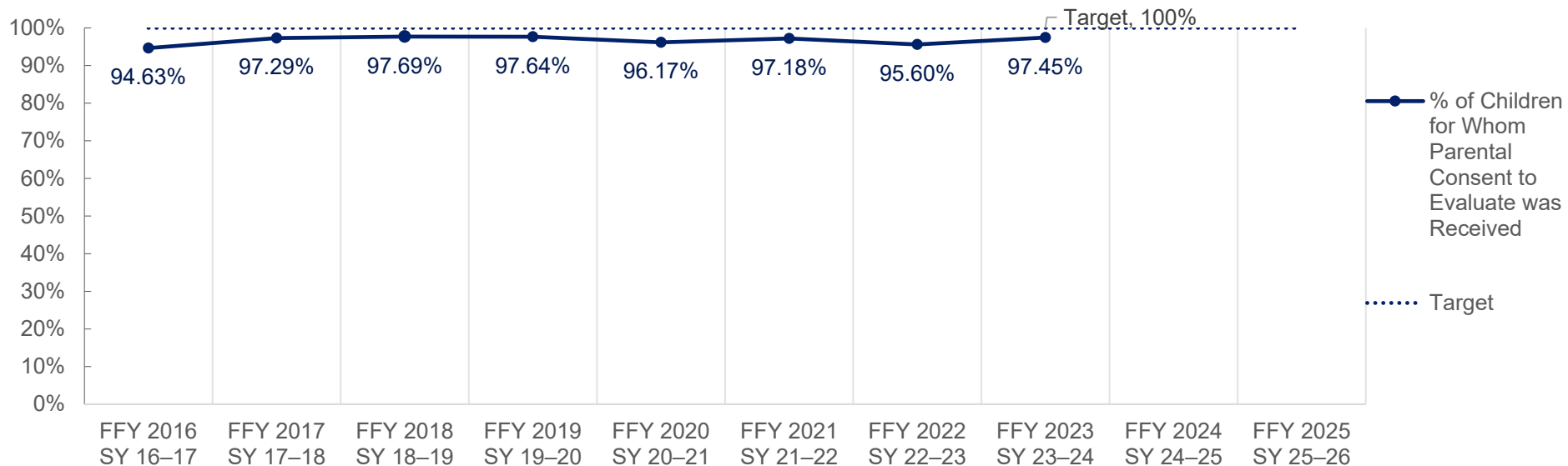


Figure 20 Percentage of Children Evaluated within 60 Days of Parental Consent

Table 20 Children Evaluated within 60 Days of Parental Consent

FFY	Number of Children for Whom Parental Consent to Evaluate was Received (a)	Number of Children whose Evaluations Were Completed Within 60 Days (b)	Percent of Children for Whom Parental Consent to Evaluate was Received	Target
2017	719	739	97.29%	100%
2018	507	519	97.69%	100%
2019	1,036	1,061	97.64%	100%
2020	527	548	96.17%	100%
2021	794	817	97.18%	100%
2022	760	795	95.60%	100%
2023	574	589	97.45%	100%
2024	TBD	TBD	TBD	100%
2025	TBD	TBD	TBD	100%

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Indicator 12: Early Childhood Transition

Indicator 12 Definition

Indicator 12 measures the percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Indicator 12 Data Source

The data source for indicator 12 is based on self-reported data by PEAs. Any noncompliance is verified by ESS.

Indicator 12 Measurement

The percentage of children served in Part C and referred to Part B who had an IEP developed and implemented by their third birthdays is found by taking (See Table 21):

- (a) The numerator divided by
- (b-c-d-e-f) the denominator

Indicator 12 Data Notes

The children in the calculation fall into one of the following categories:

- (a) Number of children found eligible who have an IEP developed and implemented by their third birthdays.
- (b) Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- (c) Number children determined to be **not** eligible and whose eligibility was determined prior to their third birthdays.
- (d) Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- (e) Number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- (f) Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

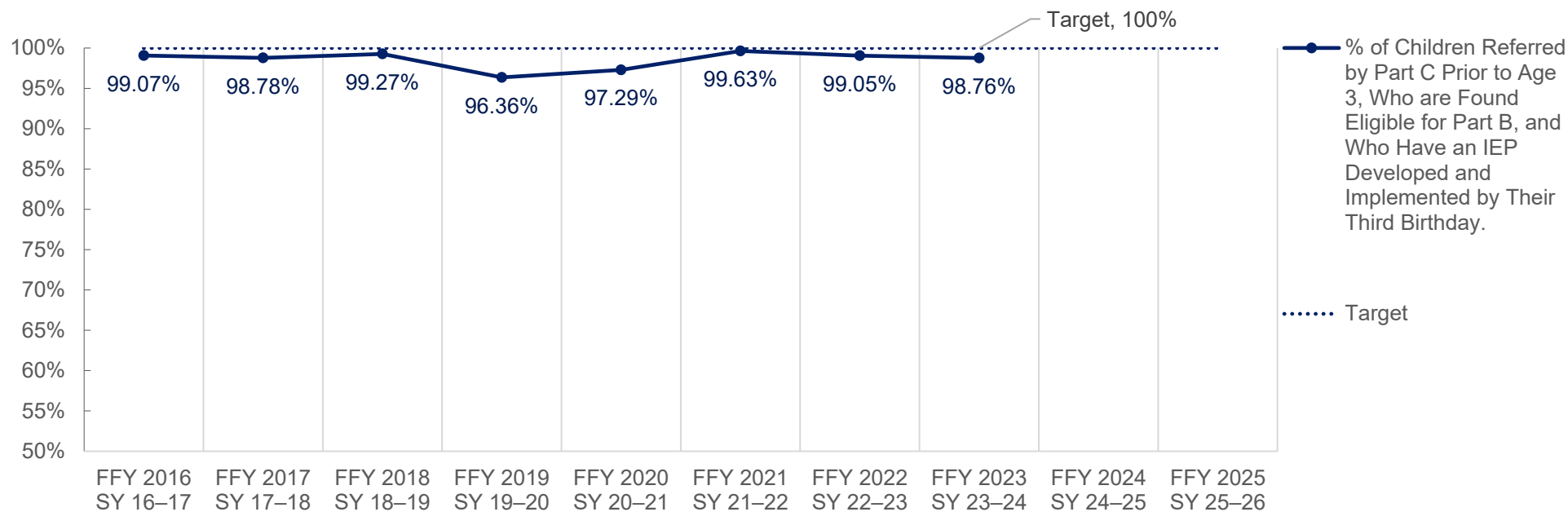


Figure 21 Percentage of Referrals of Eligible Children from Part B with IEPs Implemented by Their Third Birthday

Table 21 Referrals of Eligible Children from Part B with IEPs Implemented by Their Third Birthday

FFY	Numerator (a)	Denominator (b)	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Target
2017	2,438	2,468	99.07%	100%
2018	2,850	2,871	98.78%	100%
2019	2,804	2,910	96.36%	100%
2020	2,442	2,510	97.29%	100%
2021	2,725	2,735	99.63%	100%
2022	2,611	2,636	99.05%	100%
2023	3,034	3,072	98.76%	100%
2024	TBD	TBD	TBD	100%
2025	TBD	TBD	TBD	100%

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Indicator 13: Secondary Transition

Indicator 13 Definition

Indicator 13 calculates the percent of students with disabilities (when the student ends 9th grade or age 16, whichever is first) that have certain components in their educational plan. Their plan must include appropriate goals, transition information, services and courses.

Indicator 13 Data Source

The data source for indicator 13 is calculated from Arizona's Monitoring system and is based upon a file review of a sample of files from PEAs in year 4 of their monitoring cycle

Indicator 13 Measurement

The percentage of students with disabilities (when the student ends 9th grade or age 16, whichever is first) with IEPs that contain each of the required components for secondary transition is found by taking (see Table 22):

- (a) The number of students with IEPs that contain each of the required components for secondary transition divided by
- (b) The number of students with IEPs

Indicator 13 Data Notes

Required components outlined in IDEA:

1. Measurable Postsecondary Goals
2. Postsecondary goals updated annually
3. Postsecondary goals based upon age-appropriate transition
4. Transition services
5. Courses of study
6. Annual IEP goals related to transition service needs
7. Student invited to IEP meeting
8. Representative of participating agency invited to IEP meeting

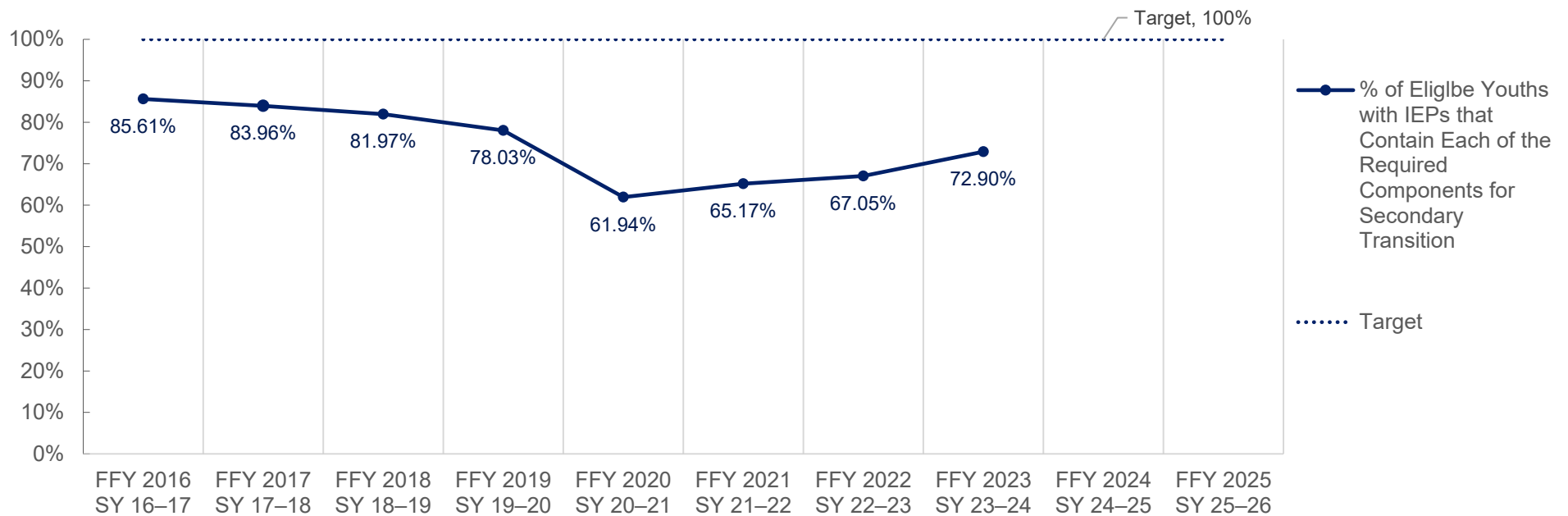


Figure 22 Percentage of Youths with Measurable, Annually Updated IEP Goals and Appropriate Transition Assessment, Services, and Course

Table 22 Youths with Measurable, Annually Updated IEP Goals and Appropriate Transition Assessment, Services, and Courses

FFY	Number of Eligible Youths with IEPs that Contain Each of the Required Components for Secondary Transition (a)	Number of Eligible Youths with IEPs (b)	Percent of Eligible Youths with IEPs that Contain Each of the Required Components for Secondary Transition	Target
2017	445	530	83.96%	100%
2018	250	305	81.97%	100%
2019	380	487	78.03%	100%
2020	288	465	61.94%	100%
2021	320	491	65.17%	100%
2022	295	440	67.05%	100%
2023	237	325	72.90%	100%
2024	TBD	TBD	TBD	100%
2025	TBD	TBD	TBD	100%

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Indicator 14: Post School Outcomes

Indicator 14 Definition

Indicator 14 measures the percentage of youths who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school;
- B. Enrolled in higher education or competitively employed within one year of leaving high school; or
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

Indicator 14 Data Source

The data source for indicator 14 is taken from the annual Post School Outcome (PSO) Survey. This survey takes place one year after a youth exits high school.

Indicator 14 Measurement

The percentage of students in each exit status category is found by taking (see Table 23):

- (a) The number of youths in the specific exit category (14A, 14B, or 14C) divided by
- (b) The total number of respondent youth

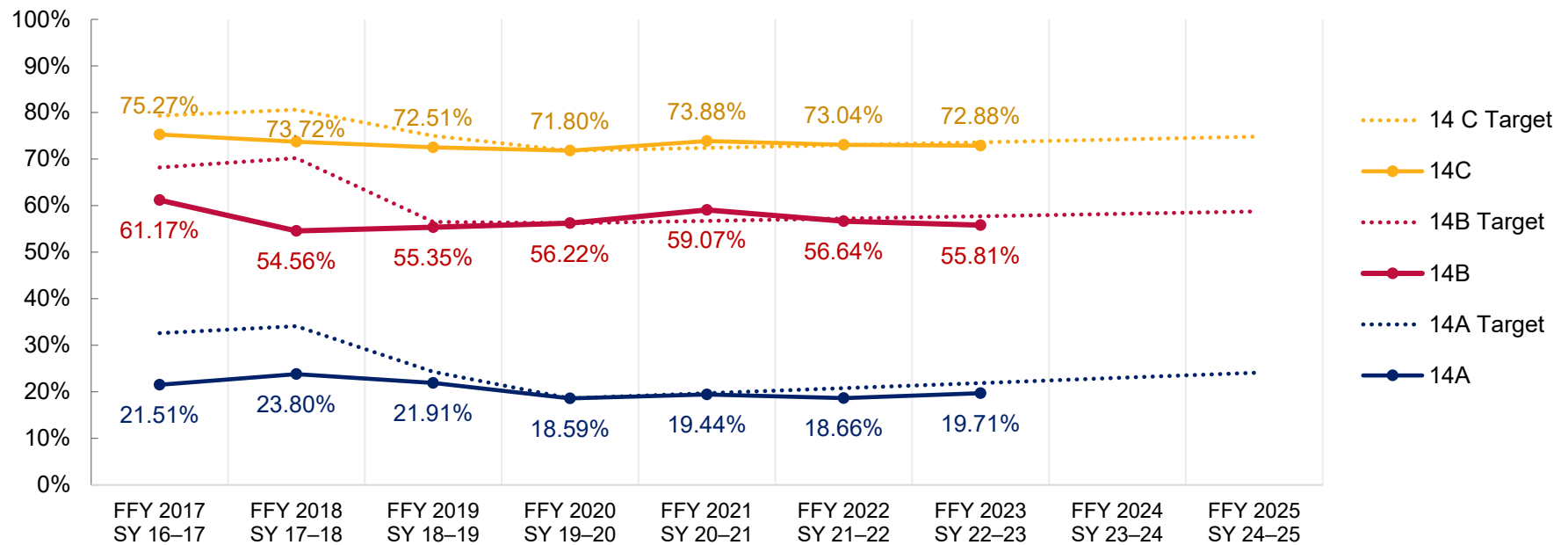


Figure 23 Percentage of Youth with IEPs, No Longer in School, in One of the Following Post School Outcomes: 14A, 14B, or 14C

Table 23 Youth with IEPs, No Longer in School, in One of the Following Post School Outcomes: 14A, 14B, or 14C

FFY	Total Respondent Youth (b)	Total Students in 14A (a)	% of Students in 14A	14A Target	Total Students in 14B (a)	% of Students in 14B	14B Target	Total Students in 14C (a)	% of Students in 14C	14 C Target
2017	6,833	1,470	21.51%	32.60%	4,180	61.17%	68.20%	5,143	75.27%	79.30%
2018	7,210	1,716	23.80%	34.10%	3,934	54.56%	70.20%	5,315	73.72%	80.60%
2019	6,660	1,459	21.91%	24.30%	3,686	55.35%	56.50%	4,829	72.51%	75.00%
2020	6,245	1,161	18.59%	18.59%	3,511	56.22%	56.22%	4,484	71.80%	71.80%
2021	6,800	1,322	19.44%	19.69%	4,017	59.07%	56.72%	5,024	73.88%	72.40%
2022	7,390	1,379	18.66%	20.79%	4,186	56.64%	57.22%	5,398	73.04%	73.00%
2023	7423	1463	19.71%	21.89%	4143	55.81%	57.72%	5410	72.88%	73.60%
2024	TBD	TBD	TBD	22.99%	TBD	TBD	58.22%	TBD	TBD	74.20%
2025	TBD	TBD	TBD	24.09%	TBD	TBD	58.72%	TBD	TBD	74.80%

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Indicator 15: Resolution Sessions

Indicator 15 Definition

Indicator 15 measures the percentage of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Indicator 15 Data Source

The data source for indicator 15 is taken from the data collected under section 618 of the IDEA.

Indicator 15 Measurement

The percent of resolution sessions resolved through settlement agreements is calculated by taking (see Table 24):

- (a) The number of resolution sessions resolved through settlement agreements divided by
- (b) The total number of resolution sessions.

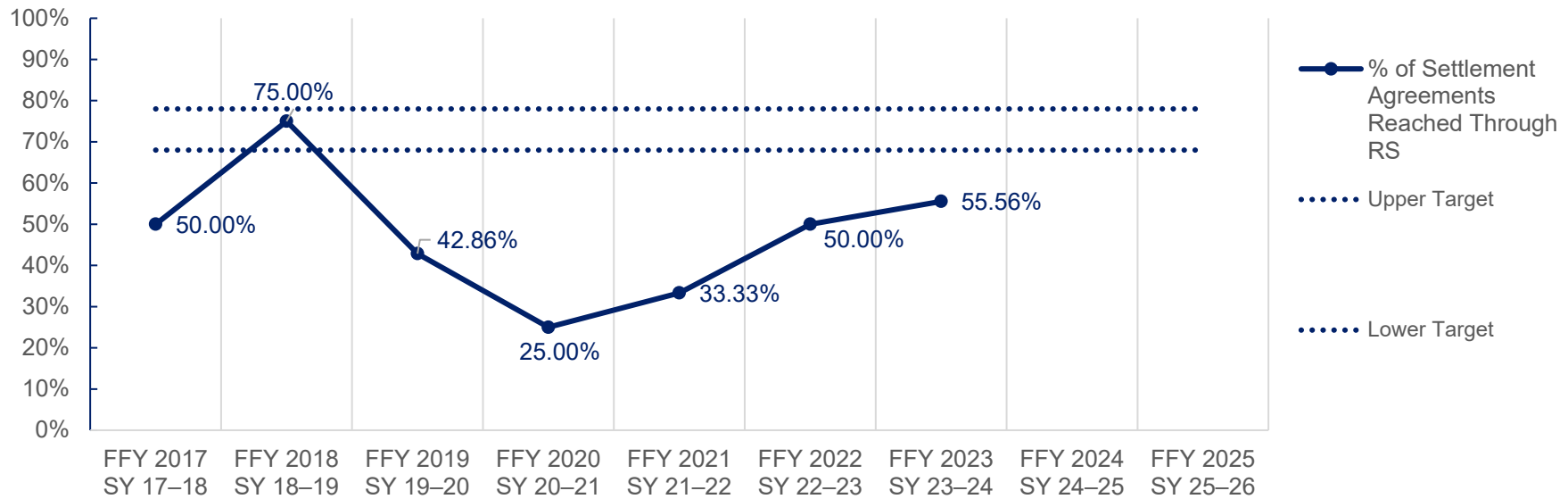


Figure 24 Percentage of Resolution Sessions Resolved Through Settlement Agreements

Table 24 Resolution Sessions Resolved Through Settlement Agreements

FFY	Number of Resolution Sessions Held that Resolved in Agreements (a)	Number of Resolution Sessions Held (b)	Percent of Resolution Sessions Resolved Through Settlement Agreements	Lower Target	Upper Target
2017	6	12	50.00%	68.00%	78.00%
2018	9	12	75.00%	68.00%	78.00%
2019	6	14	42.86%	68.00%	78.00%
2020	3	12	25.00%	68.00%	78.00%
2021	2	6	33.33%	68.00%	78.00%
2022	4	8	50.00%	68.00%	78.00%
2023	5	9	55.56%	68.00%	78.00%
2024	TBD	TBD	TBD	68.00%	78.00%
2025	TBD	TBD	TBD	68.00%	78.00%

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Indicator 16: Mediation

Indicator 16 Definition

Indicator 16 measures the percentage of mediations held that resulted in mediation agreements.

Indicator 16 Data Source

The data source for indicator 16 is taken from the data collected under section 618 of the IDEA.

Indicator 16 Measurement

The percent of resolution sessions resolved through settlement agreements is calculated by taking (see Table 25):

- (a) The number of mediations held that resulted in mediation agreements divided by
- (b) The total number of mediations held.

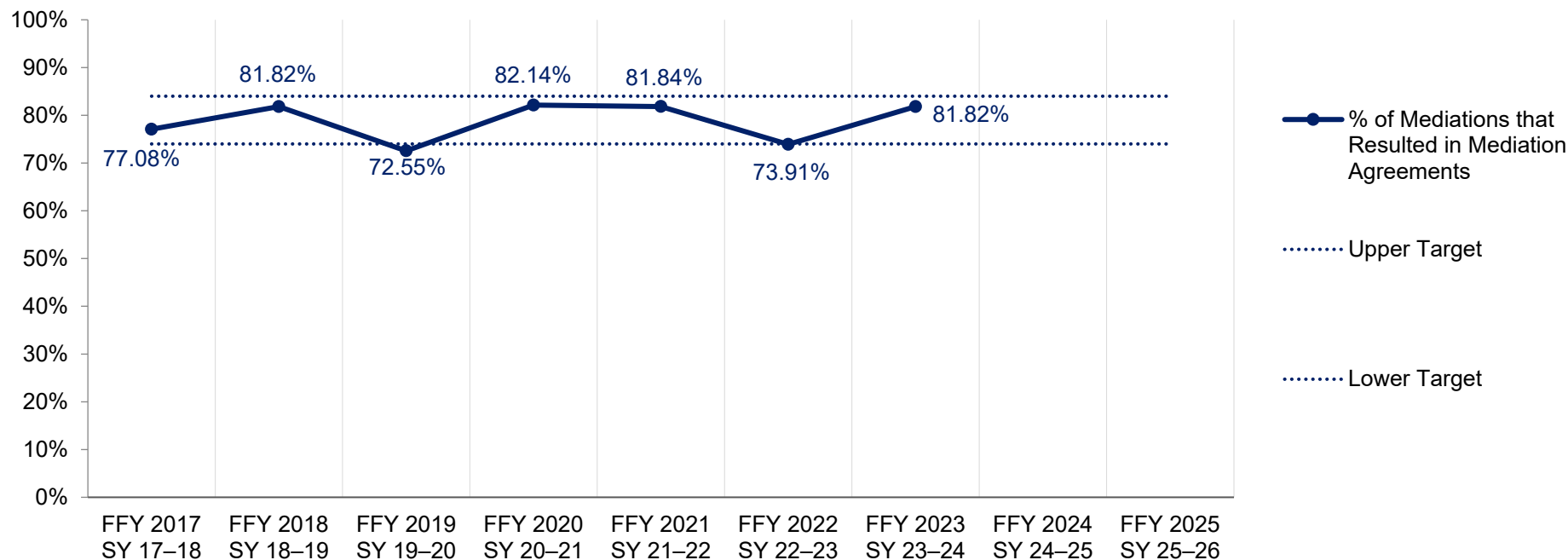


Figure 25 Percentage of Mediations Held that Resulted in Mediation Agreements
Table 25 Mediations Held that Resulted in Mediation Agreements

FFY	Number of Mediations Held that Resulted in Agreements (a)	Number of Mediations Held (b)	Percent of Mediations Held that Resulted in Mediation Agreements	Lower Target	Upper Target
2017	37	48	77.08%	74.00%	84.00%
2018	36	44	81.82%	74.00%	84.00%
2019	37	51	72.55%	74.00%	84.00%
2020	23	28	82.14%	74.00%	84.00%
2021	22	27	81.48%	74.00%	84.00%
2022	34	46	73.91%	74.00%	84.00%
2023	44	66	81.82%	74.00%	84.00%
2024	TBD	TBD	TBD	74.00%	84.00%
2025	TBD	TBD	TBD	74.00%	84.00%

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Indicator 17: State Systemic Improvement Plan (SSIP)

Indicator 17 Definition

Indicator 17 includes a multi-year plan called the SSIP. This plan is designed to improve results for students with disabilities. In Arizona, the goal is to improve literacy proficiency in grade 3.

The SSIP is a three-year process that helps to support Arizona districts and charters with:

- Activities that improve evidence-based practices
- Systemic improvement within the learning community
- Early literacy development
- Positive outcomes for students with disabilities

Through stakeholder feedback and data analysis, the SSIP undergoes continuous improvement to ensure that SSIP activities help support student outcomes.

Arizona’s State-Identified Measurable Result (SiMR)

Stakeholders in each state collaborate to choose a focus area that has the potential to improve outcomes for children with disabilities. This focus area is called the State-Identified Measurable Result (SiMR).

To align with Move On When Reading (MOWR) legislation and the focus on early literacy proficiency, Arizona stakeholders have chosen literacy proficiency on Arizona’s Academic Standards Assessment (AASA) in grade 3 as the SSIP SiMR. for indicator 17 is taken from the Grade 3 literacy scores on the S.

Indicator 17 Data

Reading proficiency changes for the SSIP:

AASA Testing Year	Proficiency Increase	Proficiency Decrease
2021	X	
2022	X	
2023		X
2024	X	

AASA Testing Year	Proficiency Increase	Proficiency Decrease
2021	X	
2022	X	
2023		X
2024	X	

Indicator 18: General Supervision

Indicator 18 Definition

Indicator 18 provides information on the statewide correction of noncompliance, within one year or less, identified through all general supervision activities within Exceptional Student Services (ESS). .

Indicator 18 Data Source

The data source for indicator 18 includes findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, dispute resolution, data, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State.

Indicator 18 Measurement

The percent of findings of noncompliance corrected within one year of identification is found by taking (see Table 26):

- (c) Number of written findings of noncompliance from (a) and (b) that were timely corrected divided by
- (a) Number of written findings of noncompliance identified in the reporting year plus
- (b) Number of written findings of noncompliance identified in the reporting year and NOT reported in (a)

Calculation: $(c)/(a+b)*100$

Indicator 18 Results

Table 26 Indicator 18 Data

General Supervision	(a) Number of written findings of noncompliance identified in the reporting year	(b) Number of written findings of noncompliance identified in the reporting year and NOT reported in (a)	(c) Number of written findings of noncompliance from A and B that were timely corrected	Compliance percentage for indicator $[c/(a+b)]*100$
Indicator 4B:Suspensions/Expulsions	0	0	0	0.00%
Indicator 9: Disproportionate Representation	0	0	0	0.00%
Indicator 10: Disproportionate Representation in Specific Disability Categories	0	1	1	100.00%
Indicator 11: Child Find	23	11	31	91.18%
Indicator 12: Early Childhood Transition	25	0	25	100.00%
Indicator 13: Secondary Transition	38	5	38	88.37%
Other Findings	0	0	0	0.00%
Total Findings	86	17	95	92.23%