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

Indicators 4, 9, 10, 11, 12, and 13 for Federal Fiscal Year 2022 State Performance Plan and Annual Performance Report
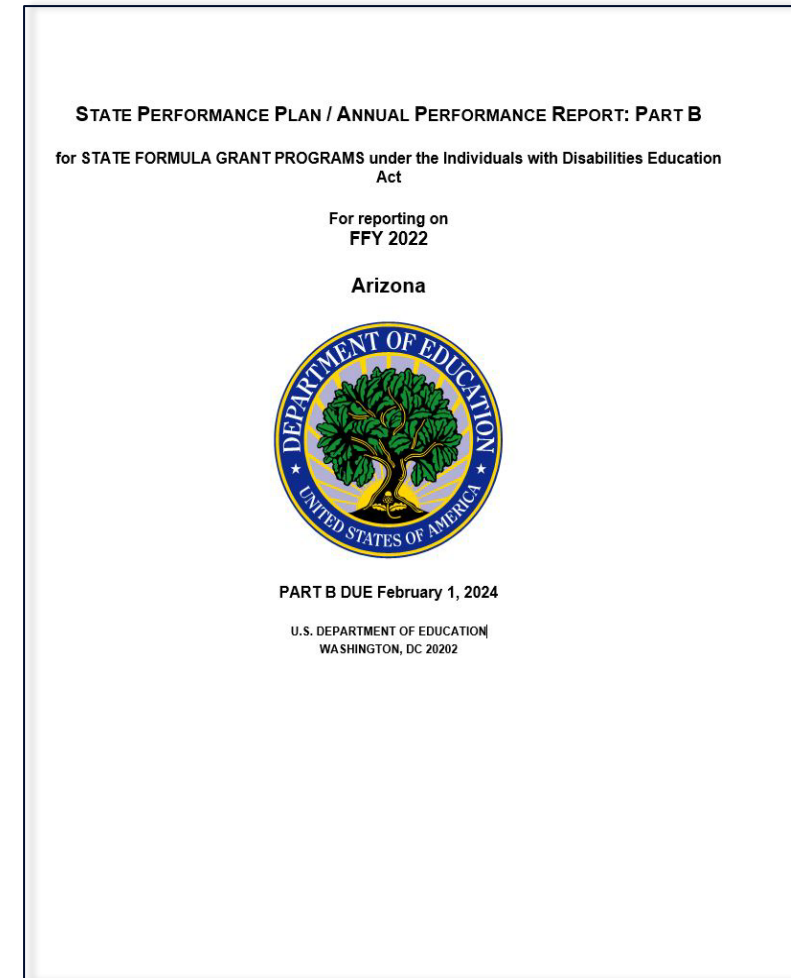
March 21, 2024

Agenda

- Introduction
- Indicator 4: Discipline Removal Rates
- Indicators 9 and 10: Disproportionate Representation
- Indicator 11: Child Find
- Indicator 12: Preschool Transition
- Indicator 13: Secondary Transition
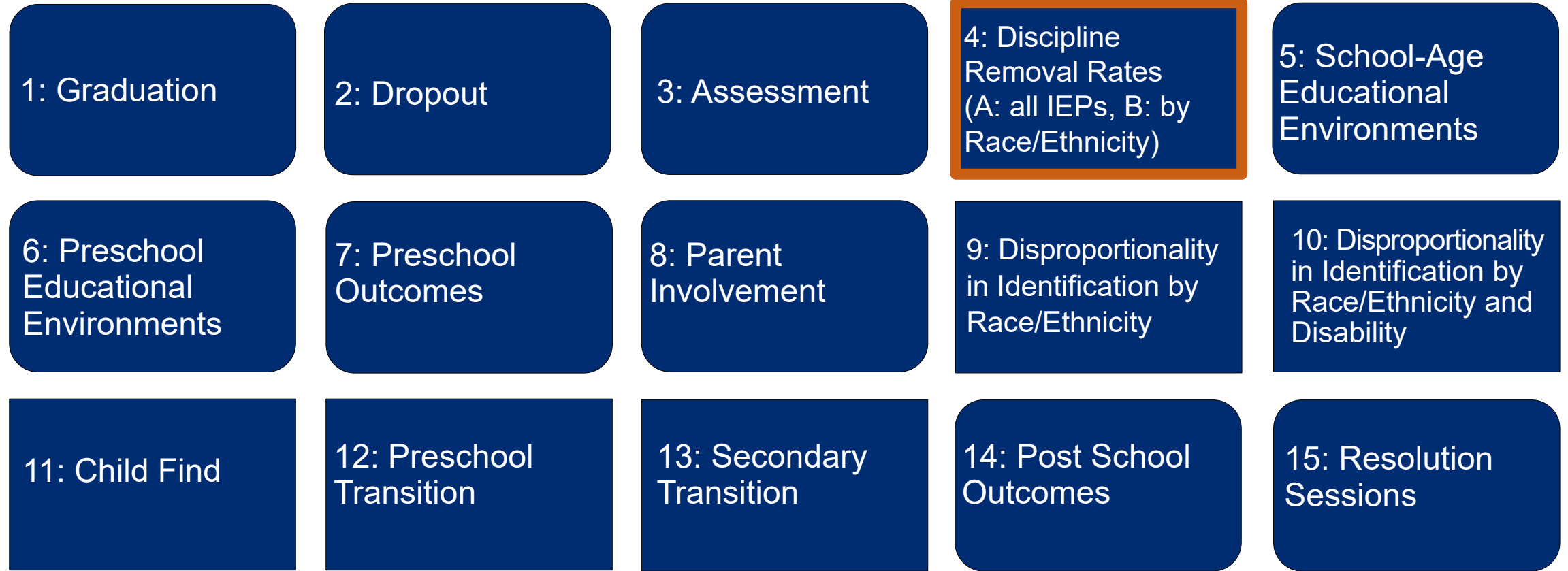
Introduction to the SPP/APR

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 / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

For reporting on
FFY 2022

Arizona

PART B DUE February 1, 2024

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

Exceptional Student Services

State Performance Plan Indicators

Indicator 4: Discipline Removal Rates

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
		Indicator 16: Mediation	17: State Systemic Improvement Plan	

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP

Summarized Descriptions of IDEA Part B Indicators

Indicator 4: Introduction

States report the percentage of PEAs that have a **significant discrepancy, as defined by the state,** in the rate of suspensions and expulsions greater than 10 days in a school year for students with disabilities (SWD).

Two sections for the indicator:

a) % of Public Education Agencies (PEA) with significant discrepancy
b) % of PEAs with significant discrepancy by race/ethnicity

Indicator 4A: Description and Data Sources

Description
- Indicator 4A measures the percent of districts 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 students with IEPs (34 C.F.R. §300.170(a)).

Data Source
- Exceptional Student Services (ESS) Discipline Data Collection Tool
- ESS October 1 Special Education Child Count
  - Data lagged by one year. This data is from FY22 (2021–2022 school year).

State's definition of "significant discrepancy" and methodology Arizona utilizes a rate ratio methodology

Rate ratio = PEA-level suspension/expulsion rate for children with disabilities ÷ state-level suspension/expulsion rate for children with disabilities

- The cell (numerator) is unique for children with disabilities in a PEA who were suspended or expelled greater than 10 days in a school year

- The N (denominator) is unique children with a disability in the state that were suspended or expelled greater than 10 days in a school year

- Minimum n (risk denominator) size = 30 and Minimum cell (risk numerator) size = 10

- The level at which significant discrepancy is identified: 3.0 (or 3 times as likely) the PEA-level suspension/expulsion rate for children with disabilities is above the state-level rate of state-level suspension/expulsion rate for children with disabilities

Indicator 4A: FFY 2022 Results

FFY	PEAs That Had a Significant Discrepancy (a)	Number of PEAs that Met the State's Minimum N-Size (b)	% of PEAs 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%

The FFY 2022 results were published in the February 1, 2024, SPP/APR. These results are lag data from SY 2021–2022.

Indicator 4A: New Calculation
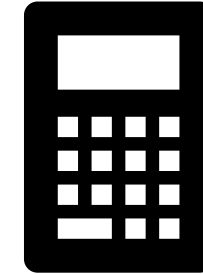
Calculation of Rate Ratio
- Rate of the (PEA)/Rate of the State

Rate
- Total removals greater than 10 days (out of school, expulsions cumulative) divided by the October 1 count of students with IEPs

New Indicator 4 Methodology	Changes From Last Year
Use a rate ratio	No change
No cell size	Used to be 10
N size >=10	Use to be >=30
Rate ratio threshold >=2	Used to be >=3
Review 3* consecutive years of data	Used to be one year of data

*The next reporting period will review data from school years 2020–2021, 2021–2022, and 2022–2023)

How does Test PEA's suspension/expulsion rate for students with IEPs compare to the state-level suspension/expulsion rate for students with IEPs?
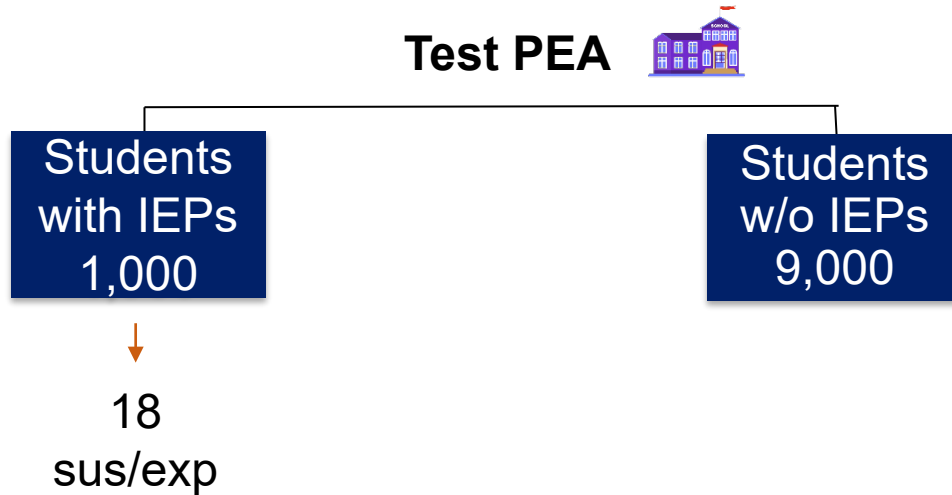
Step #1: Find Test PEA's rate of suspensions/expulsions for students with IEPs.

Step #2: Find the state's rate of suspensions/expulsions for students with IEPs.

Step #3: Divide the two in order to find the risk ratio.

Test PEA 🏫

```
                    Test PEA
            ┌──────────┴──────────┐
   Students                      Students
   with IEPs                     w/o IEPs
    1,000                         9,000
       ↓

      18
    sus/exp
```
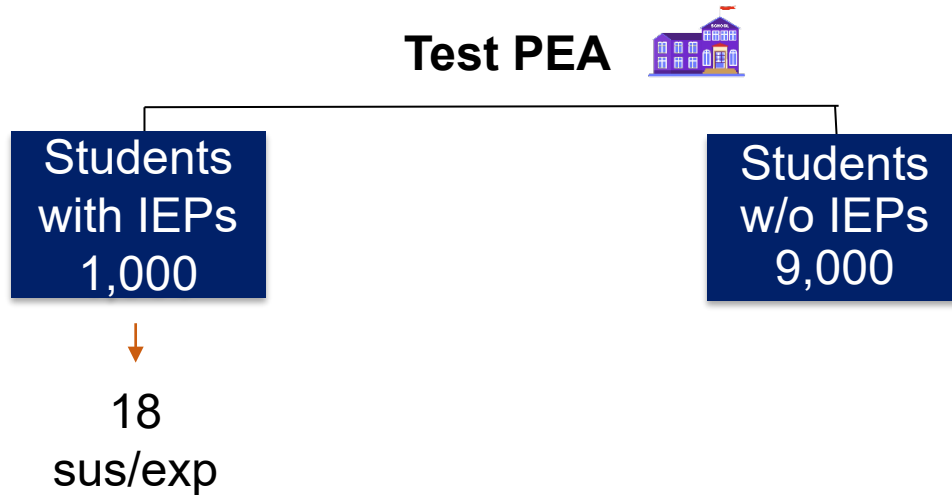
Step #1:
Find Test PEA's rate of suspensions/expulsions for students with disabilities.

There were **18** suspensions/ expulsions greater than 10 days.

There were **1,000** students w/disabilities.

Test PEA 🏫

Students with IEPs
1,000

↓

18
sus/exp

Students w/o IEPs
9,000

$$\frac{\text{\# of students w/IEPs sus/exp}}{\text{\# of students w/IEPs}}$$

$$\frac{18}{1,000}$$

0.018 = 1.8%

In Test PEA, a student with an IEP would have a 1.8% chance of being suspended/expelled for greater than 10 days.

Step #2: Find the state's rate of suspensions/expulsions for students with disabilities.

$$\frac{\text{Total sus/exp in AZ}}{\text{\# of students w/ disabilities in AZ}} = \frac{500}{100,000} = 0.005 = 0.5\%$$

In the state of Arizona, a student with an IEP would have a .5% chance of being suspended/expelled for greater than 10 days.

Step #3: Divide the two in order to find the risk ratio.

$$\frac{\textit{Test PEA's} \text{ rate of suspensions/ expulsions for students with disabilities}}{\textit{State rate} \text{ of suspensions/ expulsions for students with disabilities}} = \frac{1.8\%}{.5\%} = 3.6$$

A student at Test PEA is 3.6 times more likely to be suspended/expelled for greater than 10 days as compared to the state.

If this is the third year in a row that Test PEA has a rate ratio >2, the PEA would be identified as having a significant discrepancy.

Indicator 4B: Description

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 **students with IEPs** (34 C.F.R. §300.170(a)).

Indicator 4B: Description and Data Sources

Description
- 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 **students with IEPs** (34 C.F.R. §300.170(a)).

Data Sources
- Exceptional Student Services (ESS) Discipline Data Collection Tool and ESS October 1 Special Education Child Count
  - Data lagged by one year. This data is from FY22 (2021-2022 school year).

Indicator 4B: Calculation

The calculation of the data relies not only on a PEA being significantly discrepant but also that the PEA had policies, procedures, or practices that contributed to the significant discrepancy that did not comply with the requirements of the IDEA.

4B differs from 4A in that both factors must be met to be used in the data calculation.

The calculation for 4B mimics that of 4A with the difference that each test is now comparing the PEA's rate ratio of a specific race/ethnicity to the State rate ratio.

Indicator 4B: FY 2023 Results

Calculation of Percentage = (b)/(a)

Number of PEAs that met the State's minimum n-size (a)	Number of PEAs that have a significant discrepancy, by race or ethnicity	Number of those PEAs that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with Requirements (b)	FFY 2023 Target	FFY 2023 Data	Status
3	3	0	0%	TBD*	Met Target

The FY 2023 results were published in the February 1, 2024, SPP/APR. These results are lag data from SY 2021–2022.

How does Test PEA's suspension/expulsion rate for American Indian or Alaska Native (AM) students with IEPs compare to the state-level suspension/expulsion rate for all students with IEPs?
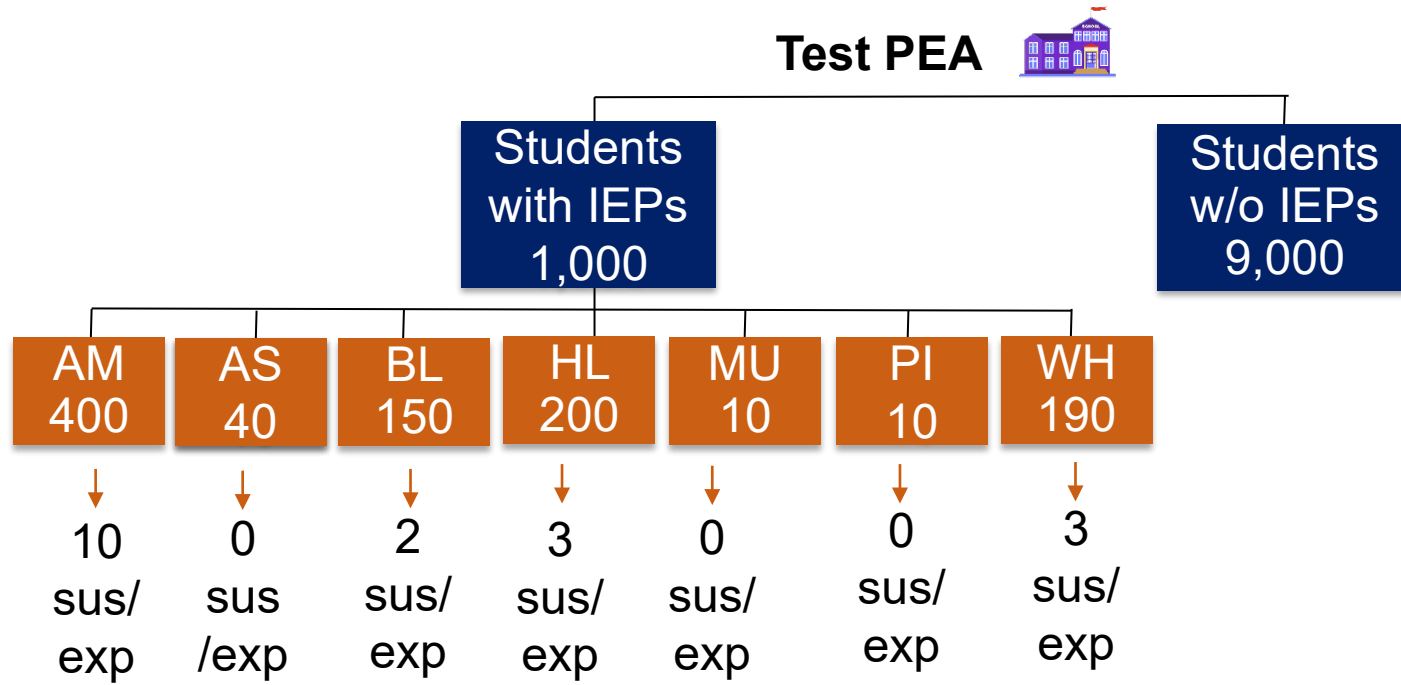
Step #1: Find Test PEA's rate of suspensions/expulsions for AM students with IEPs.

Step #2: Find the state's rate of suspensions/expulsions for all students with IEPs.

Step #3: Divide the two in order to find the rate ratio.

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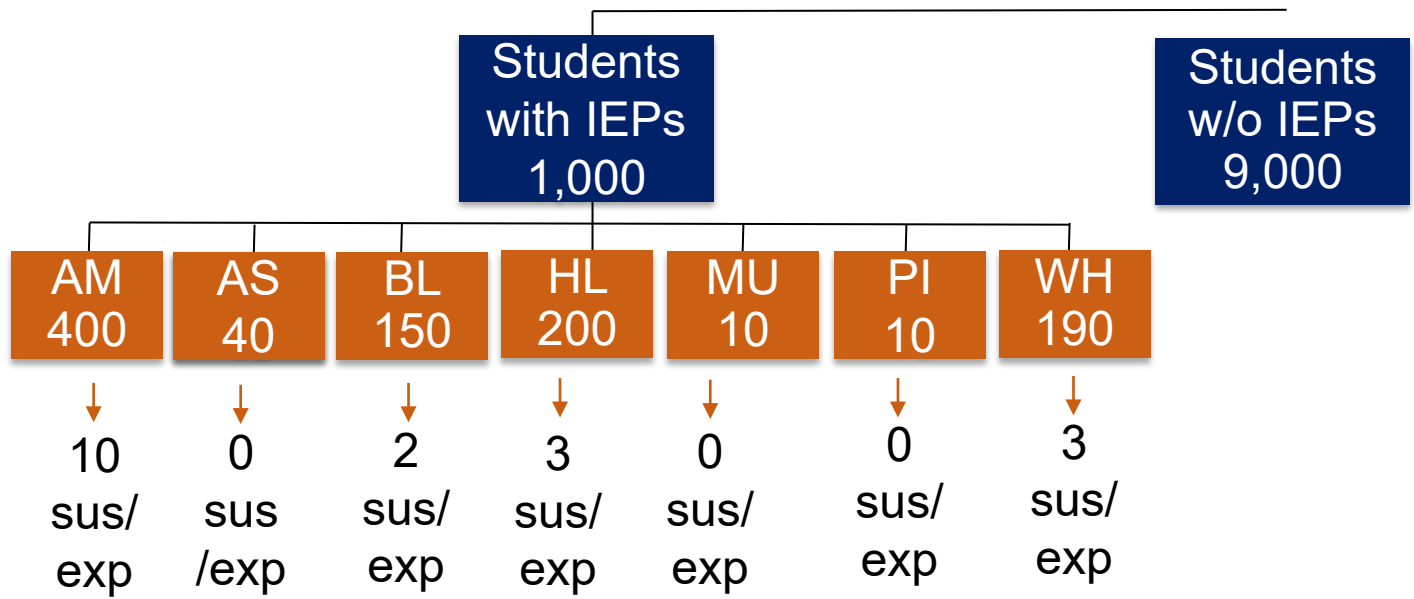
Indicator 4B: Calculation Example (2 of 5)

Find Test PEA's rate of suspensions/ expulsions for AM with IEPs.

There were **10** AM with IEPs who were suspended/ expelled > than 10 days.

There were **400** AM students with IEPS in Test PEA.

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Indicator 4B: Calculation Example (3 of 5)

Test PEA 🏫

Students with IEPs 1,000 — Students w/o IEPs 9,000

AM 400	AS 40	BL 150	HL 200	MU 10	PI 10	WH 190
10 sus/exp	0 sus/exp	2 sus/exp	3 sus/exp	0 sus/exp	0 sus/exp	3 sus/exp

$$\frac{\text{\# of AM w/IEPs sus/exp}}{\text{\# of AM students w/IEPs}}$$

$$\frac{10}{400}$$

0.025 = 2.5%

In Test PEA, an AM student with an IEP would have a 2.5% chance of being suspended/ expelled for >10 days in a school year.

Step #2: Find the state's rate of suspensions/expulsions for students with disabilities.

$$\frac{\text{Total sus/exp in AZ}}{\text{\# of students w/disabilities in AZ}} = \frac{500}{100,000} = 0.005 = 0.5\%$$

In the state of Arizona, a student with an IEP would have a .5% chance of being suspended/expelled for greater than 10 days.

Step #3: Divide the two in order to find the risk ratio.

$$\frac{\text{Test PEA's rate of suspensions/expulsions for students with disabilities}}{\text{State rate of suspensions/expulsions for students with disabilities}} = \frac{2.5\%}{.5\%} = 5.0$$

An AM student with an IEP at Test PEA is 5 times more likely to be suspended/expelled for greater than 10 days compared to the state.
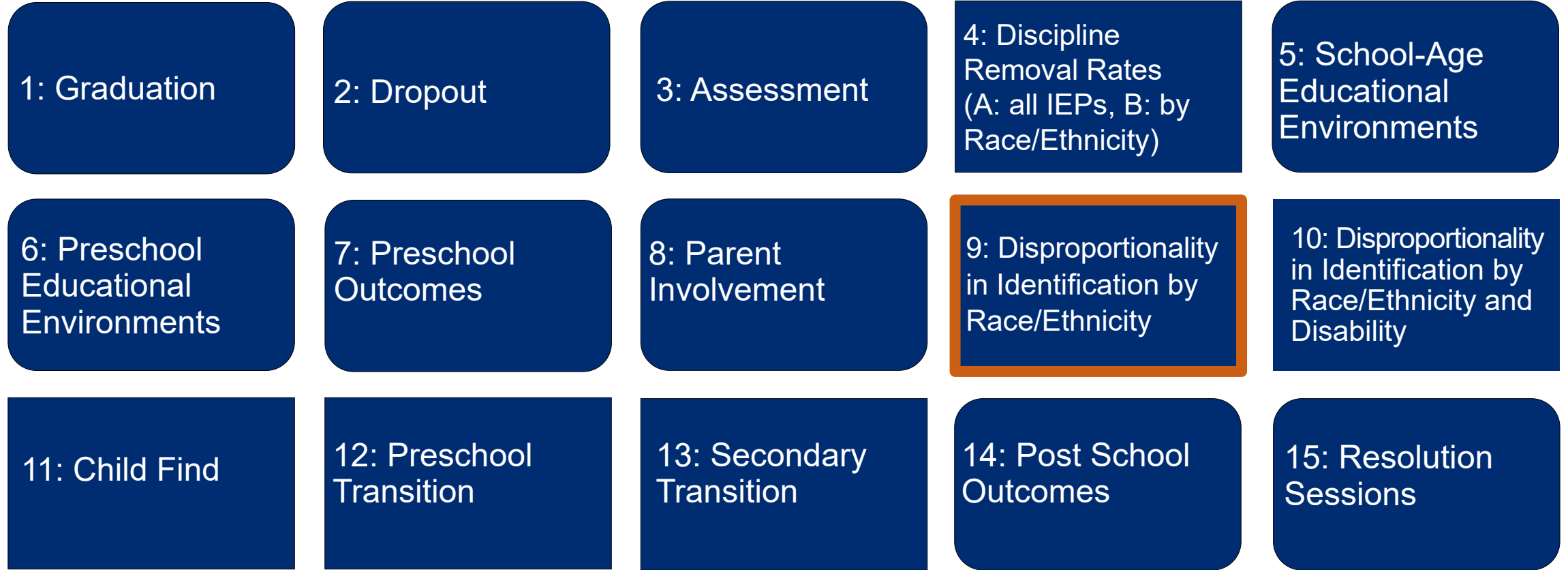
If this is the third year in a row that Test PEA has a rate ratio >2, the PEA would be identified as having a significant discrepancy.

State Performance Plan Indicators

Indicator 9: Disproportionality in Identification by Race/Ethnicity

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 9: Data Sources

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

Indicator 9: Calculation

- The following calculation method is used:
  a) Risk ratio method
  b) Alternate risk ratio method: used for any PEA that does not meet the minimum cell size or minimum n-size. The alternate risk ratio compares the risk of a specific outcome for a specific group within the PEA with the state ratios for that specific group.
- The threshold for disproportionate representation is identified at 3.0 and above.
- The number of years of data used in the calculation is three years.
- The minimum cell and/or n-size
  a) Minimum n-size = 30 (denominator)
  b) Minimum cell size = 10 (numerator)

Indicator 9: Calculation Example (1 of 3)
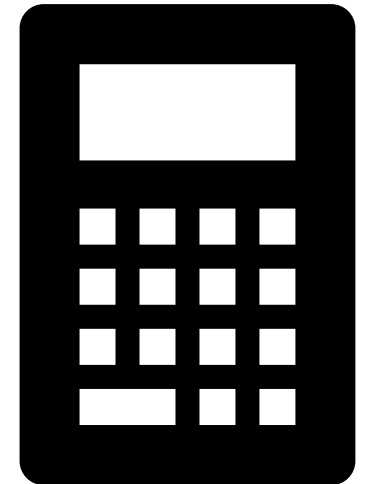
Test PEA Risk
- Black or African American students on an IEP over October 1 = 20
- All Black or African American students over October 1 = 100

Special education Black or African American = 20
        divided by
All Black or African American = 100

Risk = .2 = 20%
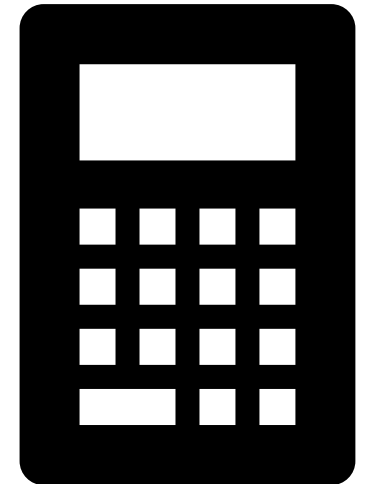
Test PEA Risk of all other Race/Ethnicities
- All non-Black or African American students on an IEP over October 1 = 600
- All non-Black or African American Students over October 1 = 6,500

Special education non-Black or African American = 600
divided by
All non-Black or African American = 6,500

Risk = 0.0923 = 9.23%

Exceptional Student Services

Indicator 9: Calculation Example (3 of 3)

Risk Ratio

- Test PEA Risk divided by Test PEA Risk of all other Race/Ethnicities

- 20% divided by 9.23% = 2.16

- Thus, the ratio would be approximately 2.16

This would mean that a Black or African American student at this PEA is 2.16 times more likely to be identified as special education compared to other race/ethnicities within that PEA (or the state if the alternative method is required).

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Indicator 9: FY 2023 Results

Calculation of Percentage = (b)/(a)

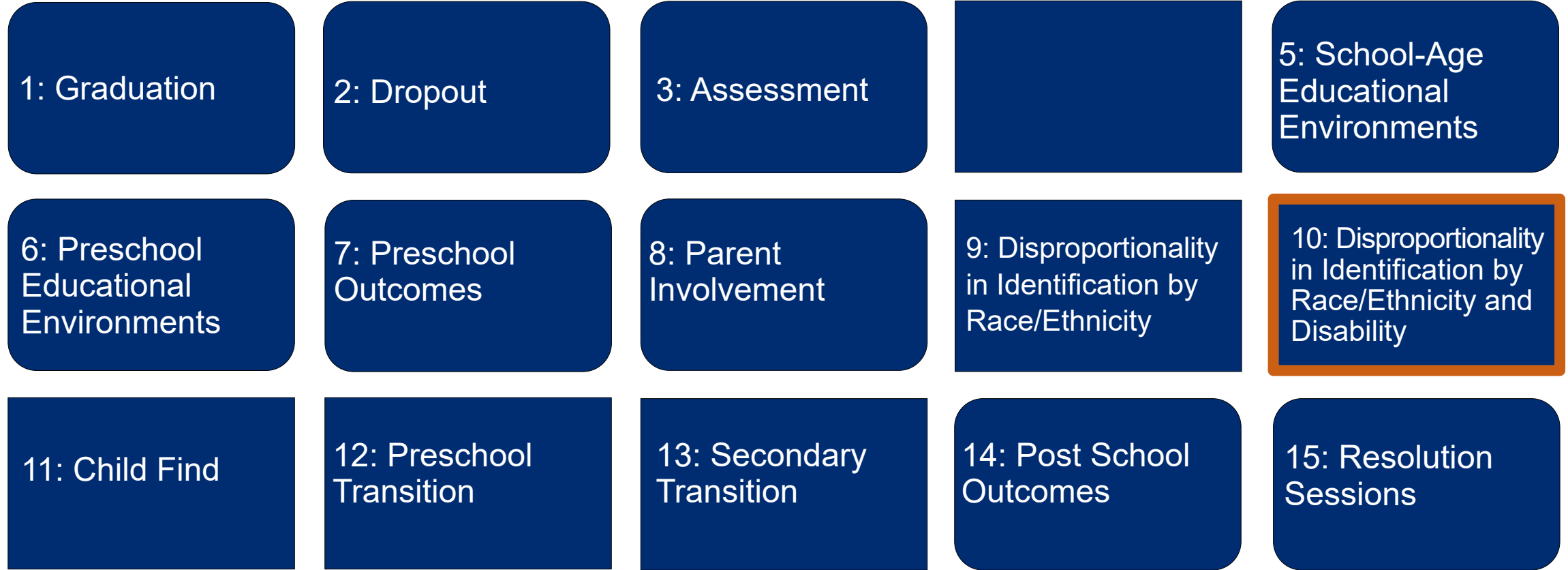| Number of PEAs that met the State's minimum n-size (a)	Number of PEAs with disproportionate representation of racial and ethnic groups in special education and related services	Number of PEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification (b)	FFY 2021 Target	FFY 2021 Data	Status
449	0	0	0%	0%	Met Target

Indicator 9: Results (continued)

Historically, this indicator has always been zero percent for the data. Rarely does a PEA receive a finding of inappropriate identification through monitoring or a review of the PEA's practices or processes.

State Performance Plan Indicators

Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability

1: Graduation

2: Dropout

3: Assessment

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 10: Data Sources

- ESS October 1 special education child count
- Agency October 1 child count
- The data year used in the calculation was from the 2021–2022 school year
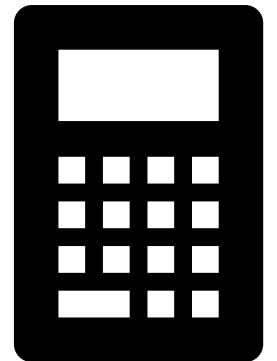
Indicator 10: Introduction

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

Racial/ethnic disproportionality data is provided for children aged **6 through 21** served under IDEA in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism.

Note that the ages are 6 through 21 instead of 3 through 21, which is what is required in the specifications from the OSEP significant disproportionality measurement table.

Indicator 10: Calculation

- The following calculation method is used:
  a) Risk ratio method
  b) Alternate risk ratio method: used for any PEA that does not meet the minimum cell size or minimum n-size. The alternate risk ratio compares the risk of a specific outcome for a specific group within the PEA with the state ratios for that specific group.
- The threshold at which disproportionate representation is identified 3.0 and above.
- The number of years of data used in the calculation is three years.
- The minimum cell and/or n-size
  a) Minimum n-size = 30 (denominator)
  b) Minimum cell size = 10 (numerator)

Indicator 10: FY 2023 Results
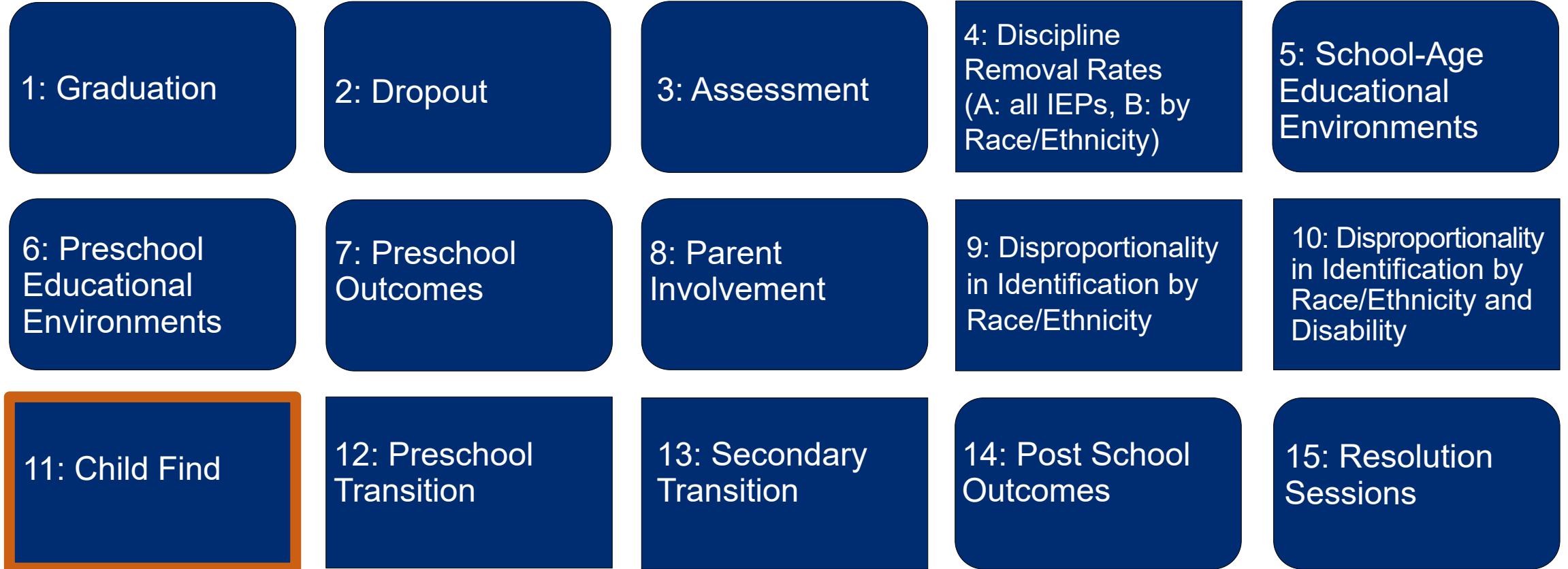
Calculation of Percentage = (b)/(a)

Number of PEAs that met the State's minimum n-size (a)	Number of PEAs with disproportionate representation of racial and ethnic groups in specific disability categories	Number of PEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification (b)	FFY 2021 Target	FFY 2021 Data	Status
302	0	0	0%	0%	Met Target

Indicator 10: Results (continued)

Like indicator 9, this indicator has always been zero percent for the data. Rarely does a PEA receive a finding of inappropriate identification through monitoring or a review of the PEA's practices or processes.

State Performance Plan Indicators
Indicator 11: Child Find

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
	Indicator 16: Mediation	17: State Systemic Improvement Plan		

Rounded edges = Performance Indicators, State establishes targets

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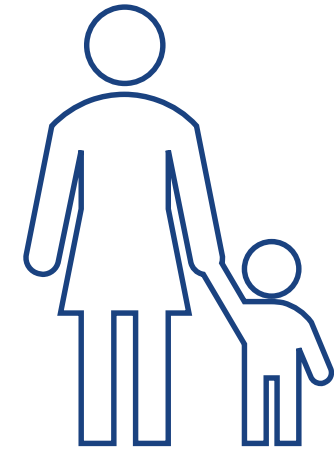
Summarized Descriptions of IDEA Part B Indicators

Indicator 11: Child Find Introduction

Description
- Child Find measures the percent of students with parental consent to evaluate who were evaluated and for whom eligibility was determined within 60 days (or the state-established timeline). 20 U.S.C. § 1416(a)(3)(B).
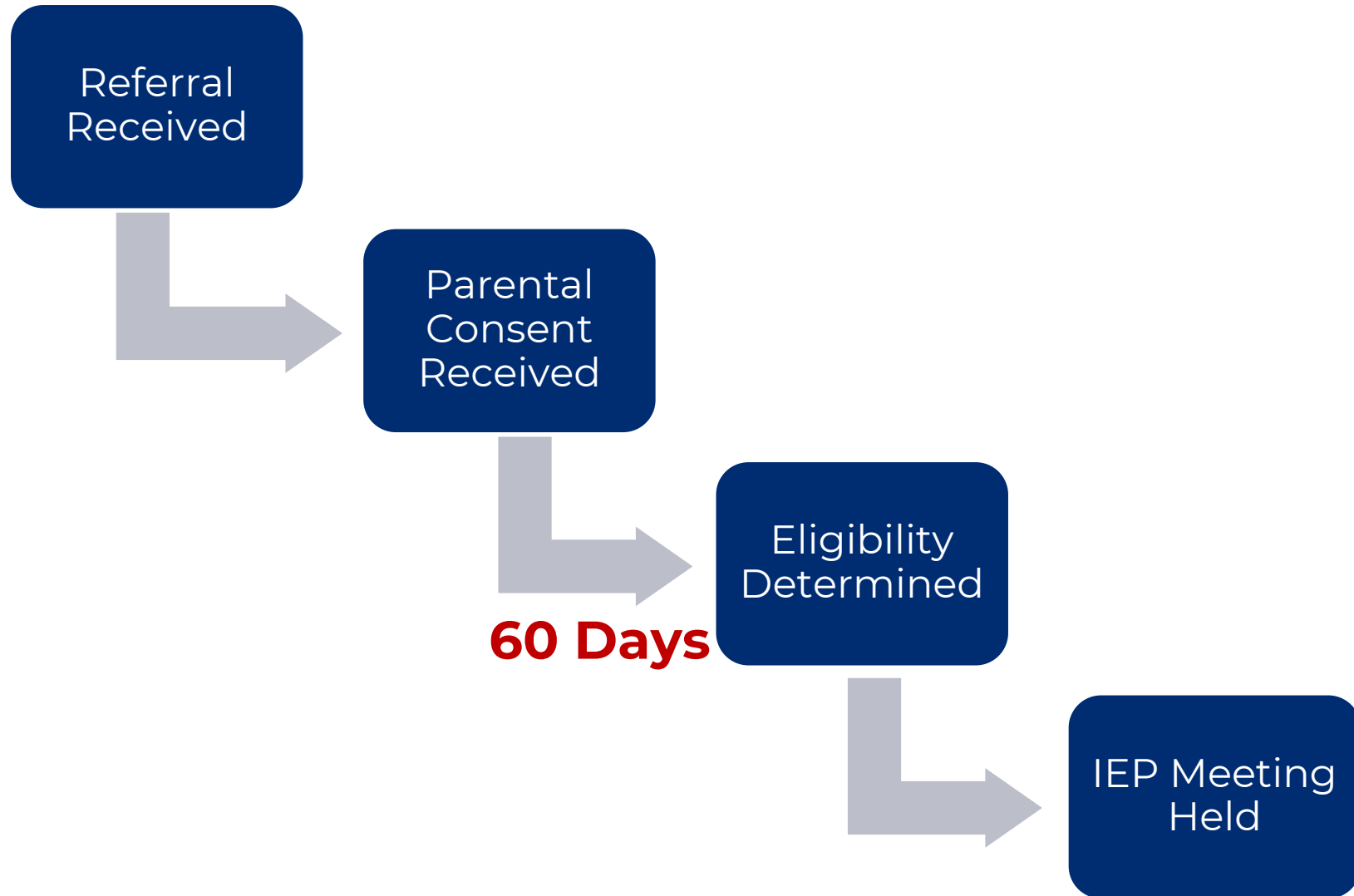
Data Source
- Data is collected from Arizona's Monitoring system and is based upon a file review of a sample of files from PEAs in year 4 of their monitoring cycle.
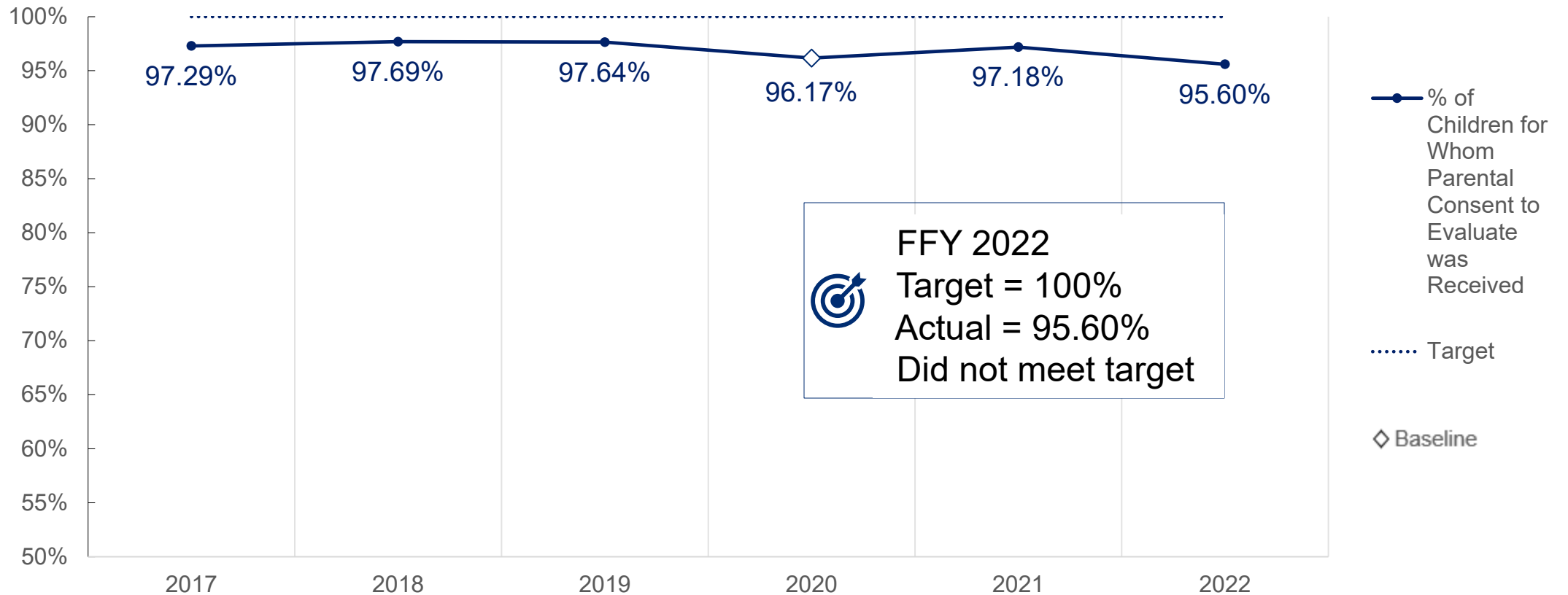
Indicator 11: Process

Referral Received

Parental Consent Received

60 Days

Eligibility Determined

IEP Meeting Held

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Indicator 11: FY 2023 (FY 2022) Results

FFY 2022
Target = 100%
Actual = 95.60%
Did not meet target

Legend:
- % of Children for Whom Parental Consent to Evaluate was Received
- Target
- Baseline

FFY	2017	2018	2019	2020	2021	2022
Data	97.29%	97.69%	97.64%	96.17%	97.18%	95.60%

State Performance Plan Indicators
Indicator 12: Preschool Transition
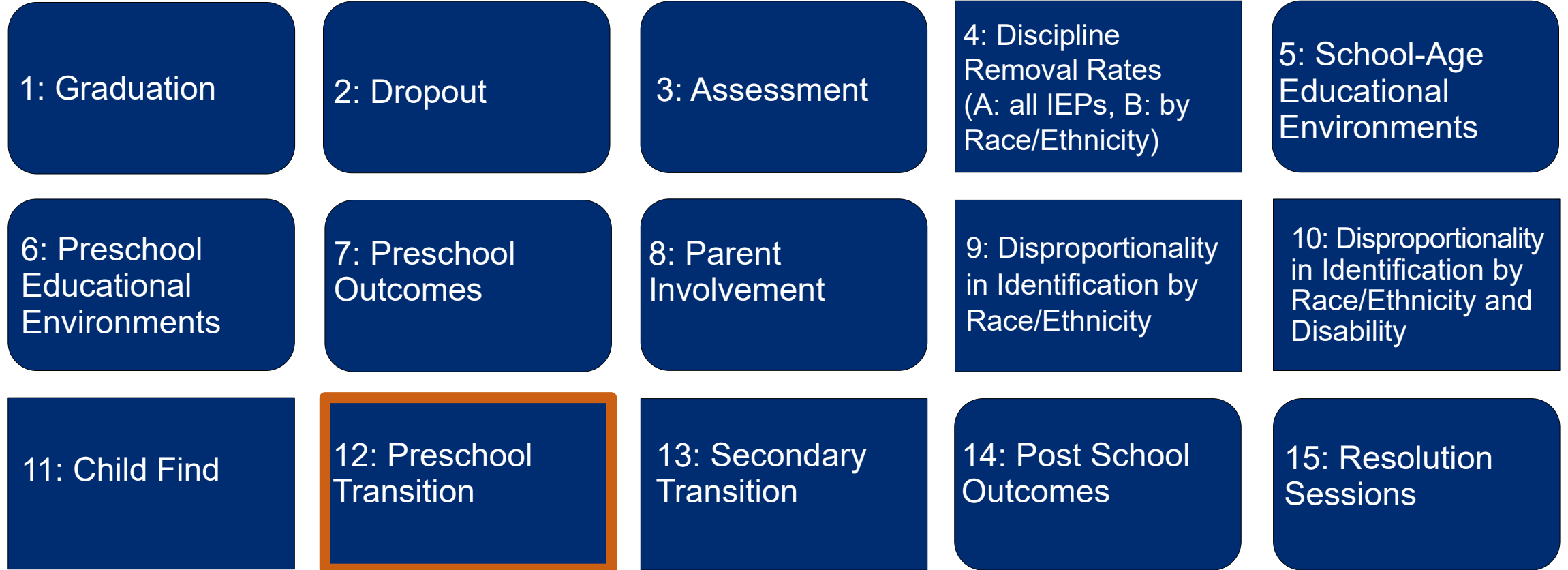
1: Graduation	2: Dropout	3: Assessment	4: Discipline Removal Rates (A: all IEPs, B: by Race/Ethnicity)	5: School-Age Educational Environments
6: Preschool Educational Environments	7: Preschool Outcomes	8: Parent Involvement	9: Disproportionality in Identification by Race/Ethnicity	10: Disproportionality in Identification by Race/Ethnicity and Disability
11: Child Find	12: Preschool Transition	13: Secondary Transition	14: Post School Outcomes	15: Resolution Sessions
	Indicator 16: Mediation	17: State Systemic Improvement Plan		

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP

Summarized Descriptions of IDEA Part B Indicators

Indicator 12: Early Childhood Transition Introduction

- Percent of students 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.

- This is a compliance indicator, so targets must always be 100%.

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Indicator 12: Measurement

a) Number of students who have been served in Part C and referred to Part B for Part B eligibility determination.

b) Number of those referred determined to be not eligible and whose eligibility was determined prior to their third birthdays.

c) Number of those found eligible who have an IEP developed and implemented by their third birthdays.

d) Number of students 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 students determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
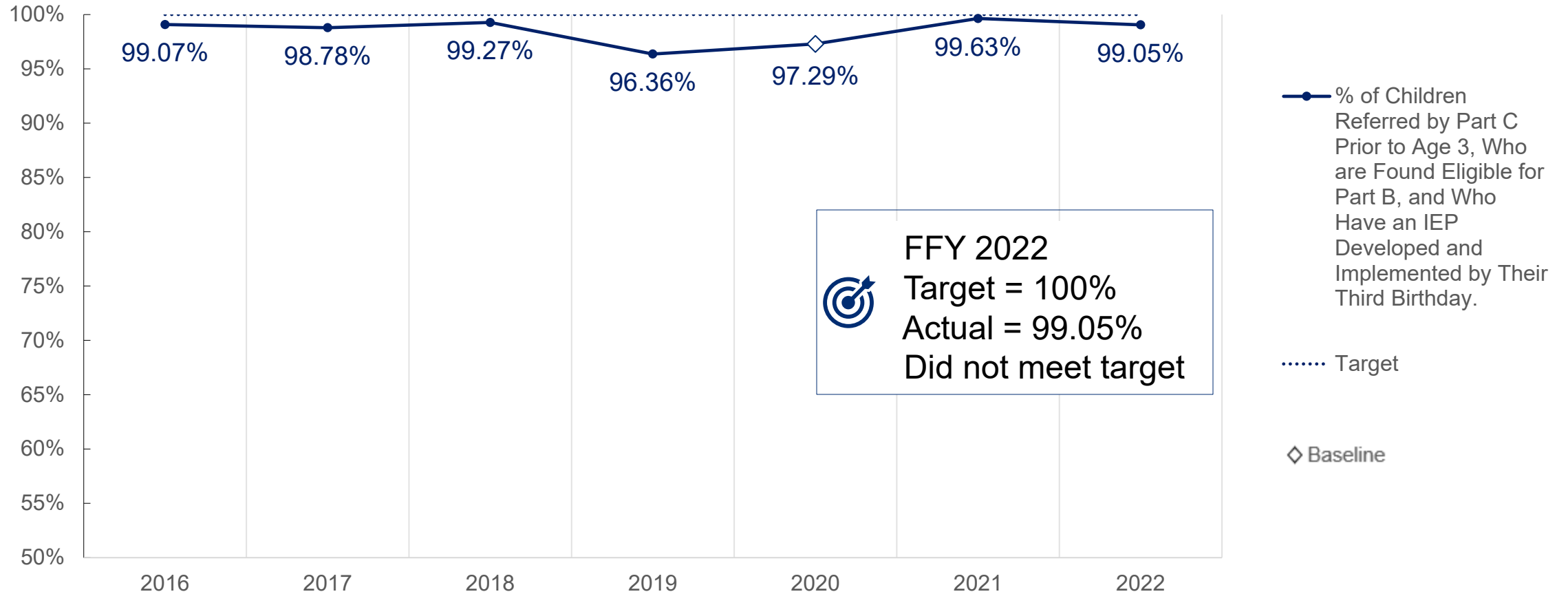
Formula
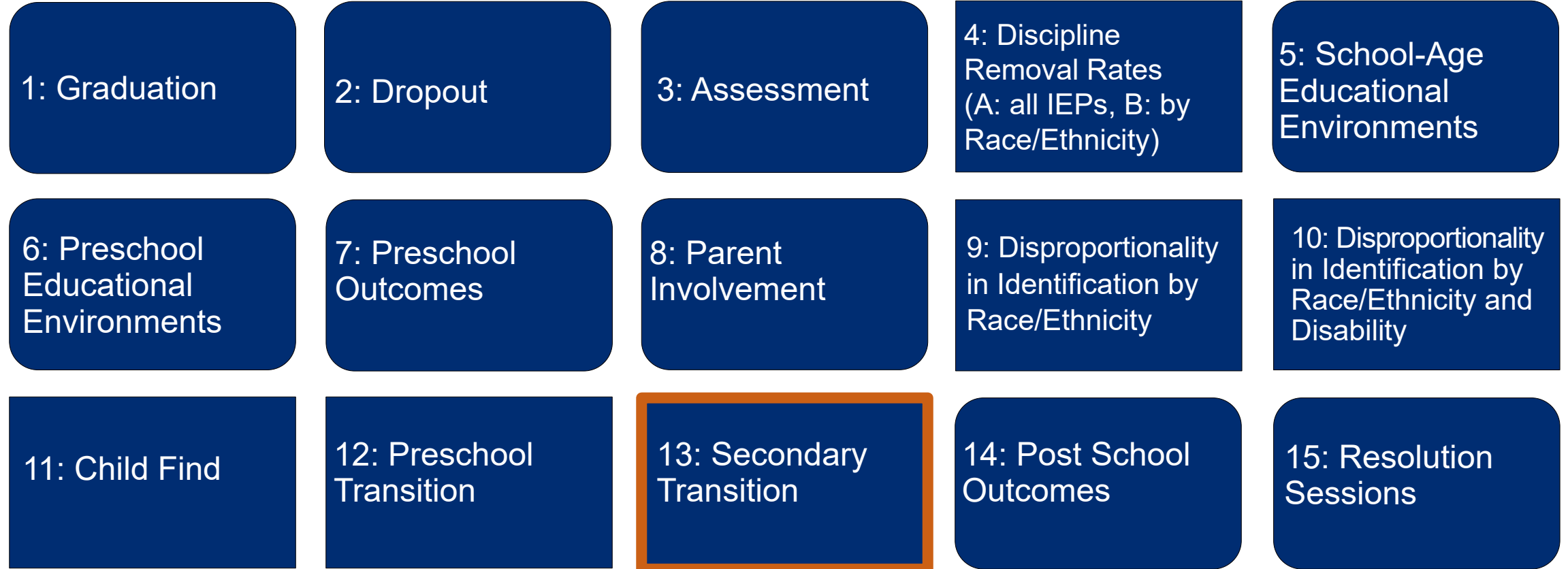Percent = [(c) divided by (a - b - d - e)] times 100.

Indicator 12: Process

Referral Received

Eligibility Determined

If eligible, IEP must be developed and implemented before or on the child's third birthday

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Indicator 12: FY 2023 Results

FFY 2022
Target = 100%
Actual = 99.05%
Did not meet target

Legend:
- % 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 Birthday.
- Target
- Baseline

FFY	2016	2017	2018	2019	2020	2021	2022
Data	99.07%	98.78%	99.27%	96.36%	97.29%	99.63	99.05

State Performance Plan Indicators

Indicator 13: Secondary Transition

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 13: Secondary Transition Introduction

Description
- Percent of youths with IEPs aged 16 and above with an IEP that includes a compliant postsecondary transition plan. This plan includes the 8 components outlined in IDEA.

Data Source
- Data is collected 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.
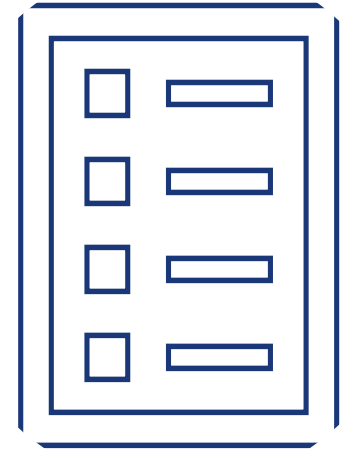
Indicator 13: Measurement

8 Components

1. Measurable postsecondary goals (MPGs)
2. MPGs are updated annually
3. MPGs are based on age-appropriate assessments
4. One or more transition services/activities that support MPGs
5. Course of study that supports MPGs
6. IEP goals that will reasonably enable the student to meet MPGs
7. Documentation that the student was invited to the meeting
8. Evidence that an agency representative has been invited to the meeting when parental consent obtained

In order to be considered "in compliance," all 8 components must be compliant.

Indicator 13: FY 2023 Results
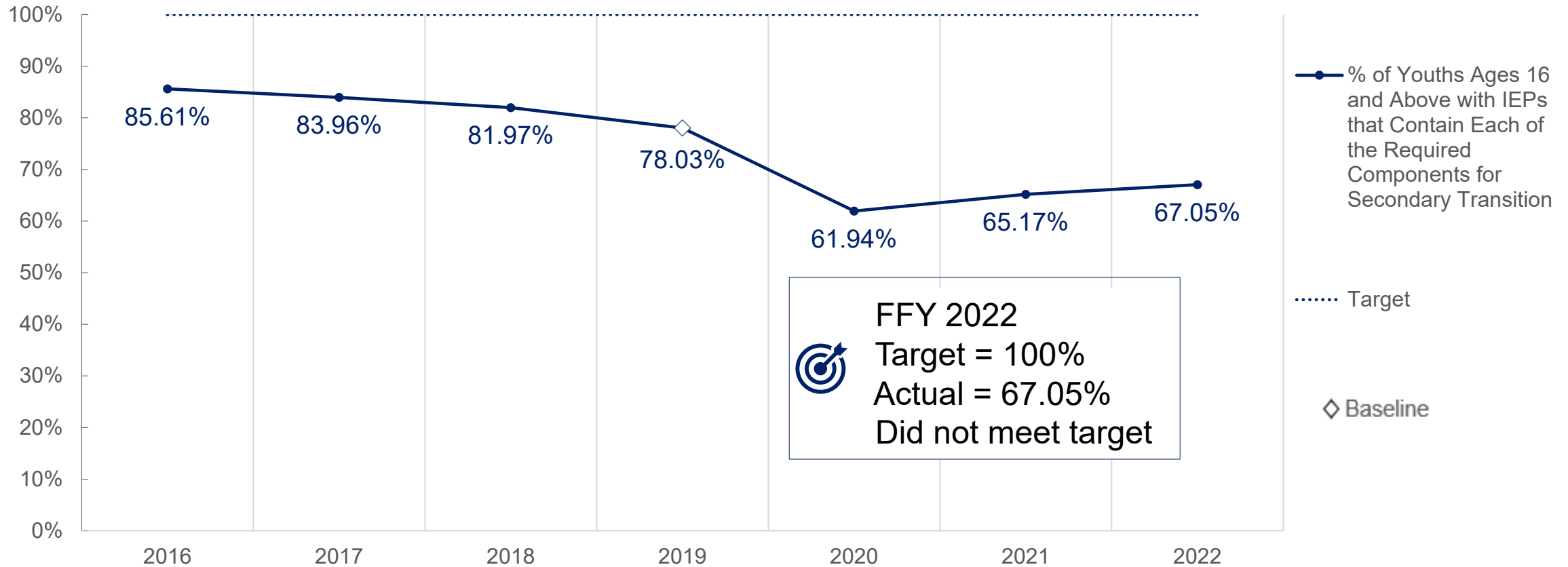
FFY	2017	2018	2019	2020	2021	2022
Data	83.96%	81.97%	78.03%	61.94%	65.17%	67.50%

Contact Us

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Heather Dunphy: SPP/APR Coordinator
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