



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

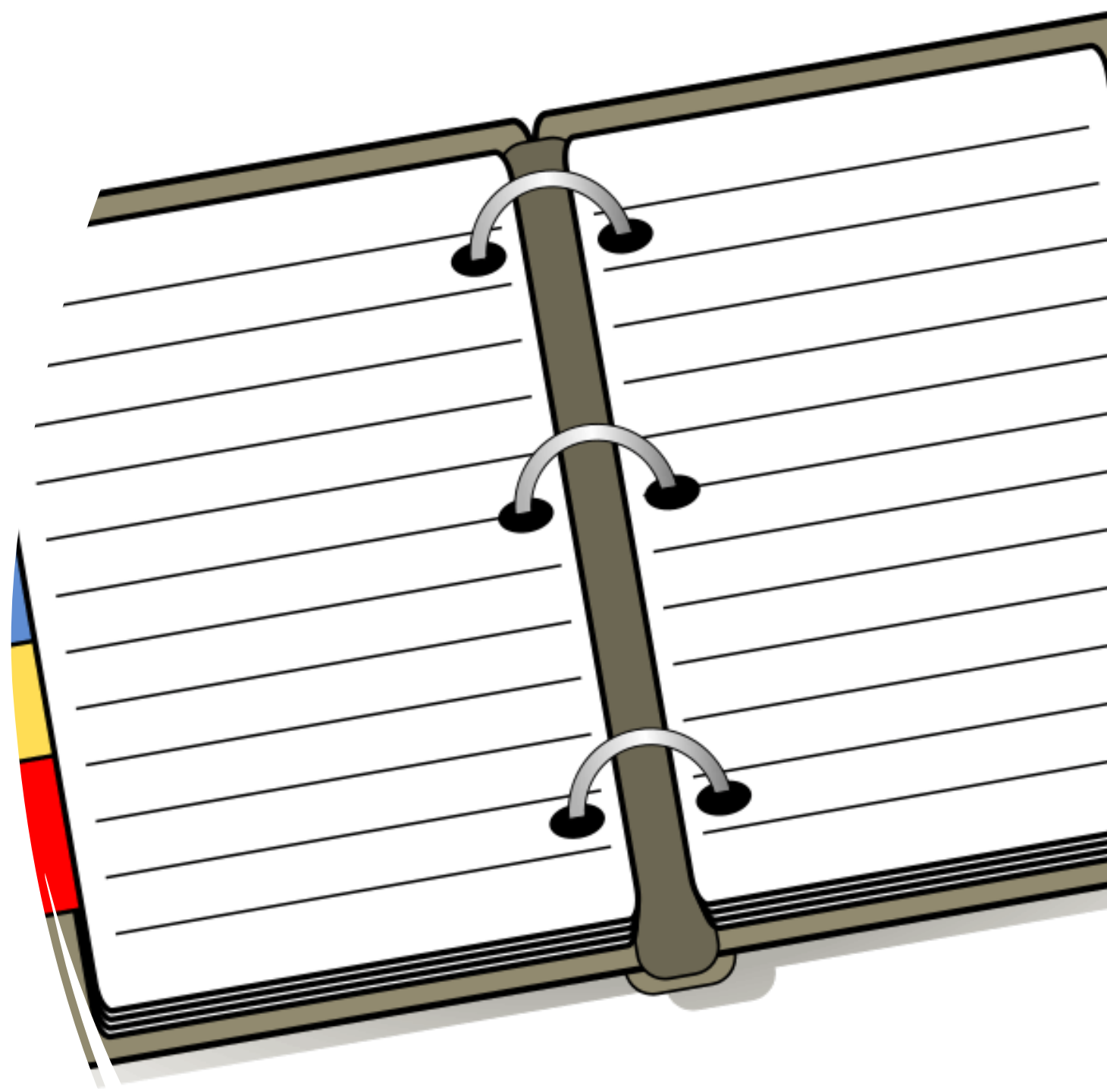
## PEA Determination Model

March 26, 2024

# Agenda

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- Current Public Education Agency (PEA) and State Education Agency (SEA) Determinations
- Proposed Components
  - Unified District
  - Elementary District
  - High School District
  - Charter District
- Scoring

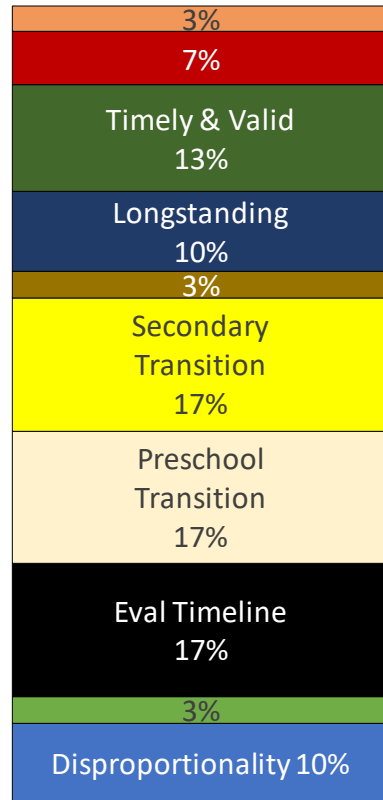


# Comparing PEA to SEA Determination Criteria (1 of 2)

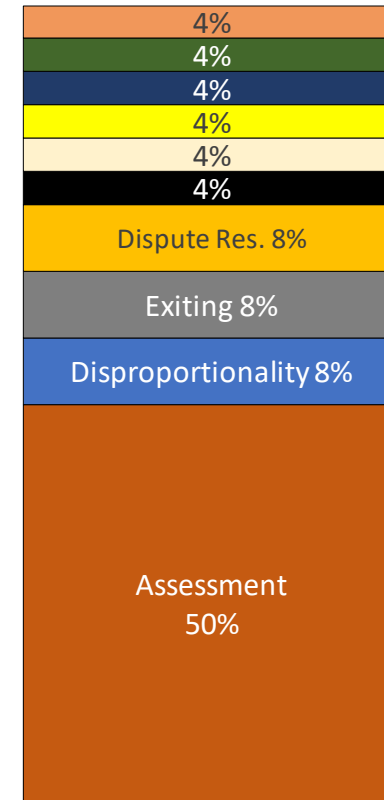
<b>Component</b>	<b>Current PEA Determination Points</b>	<b>Current SEA Determination Points</b>
Preschool transition by third birthday	Worth 0 to 5	Worth 0 to 2
Evaluation timeline	Worth 0 to 5	Worth 0 to 2
Significant discrepancy in the rate of suspensions and expulsions by race/ethnicity	Worth 0 or 1	Worth 0 to 2
Racial/ethnic disproportionality	Worth 0 or 1	Worth 0 to 2
Racial/ethnic disproportionality by disability	Worth 0 or 1	Worth 0 to 2
Secondary Transition	Worth 0 to 5	Worth 0 to 2
Post-school outcomes (PSO)	Worth 0 or 1	
CAP/ Longstanding Noncompliance	Worth 0 or 3	Worth 0 to 2
Single audit findings (currently inactive)	Worth 0 or 1	Worth 0 to 2
Maintenance of Effort (MOE)	Worth 0 to 2	Included in V&T
Valid and timely data	Worth 0 to 4	Worth 0 to 2
Participation in Statewide Assessments (4 <sup>th</sup> Grade Reading)		Worth 0 to 2
Participation in Statewide Assessments (8 <sup>th</sup> Grade Reading)		Worth 0 to 2
Participation in Statewide Assessments (4 <sup>th</sup> Grade Math)		Worth 0 to 2
Participation in Statewide Assessments (8 <sup>th</sup> Grade Math)		Worth 0 to 2
Proficiency in NAEP (4 <sup>th</sup> Grade Reading)		Worth 0 to 2
Proficiency in NAEP (8 <sup>th</sup> Grade Reading)		Worth 0 to 2
Proficiency in NAEP (4 <sup>th</sup> Grade Math)		Worth 0 to 2
Proficiency in NAEP (8 <sup>th</sup> Grade Math)		Worth 0 to 2
Graduated		Worth 0 to 2
Dropped Out		Worth 0 to 2
Dispute Resolution		Worth 0 to 2

# Comparing PEA to SEA Determination Criteria (2 of 2)

Arizona's current PEA determinations could better align with the SEA determinations by adding/weighting the components.



Current PEA Determinations

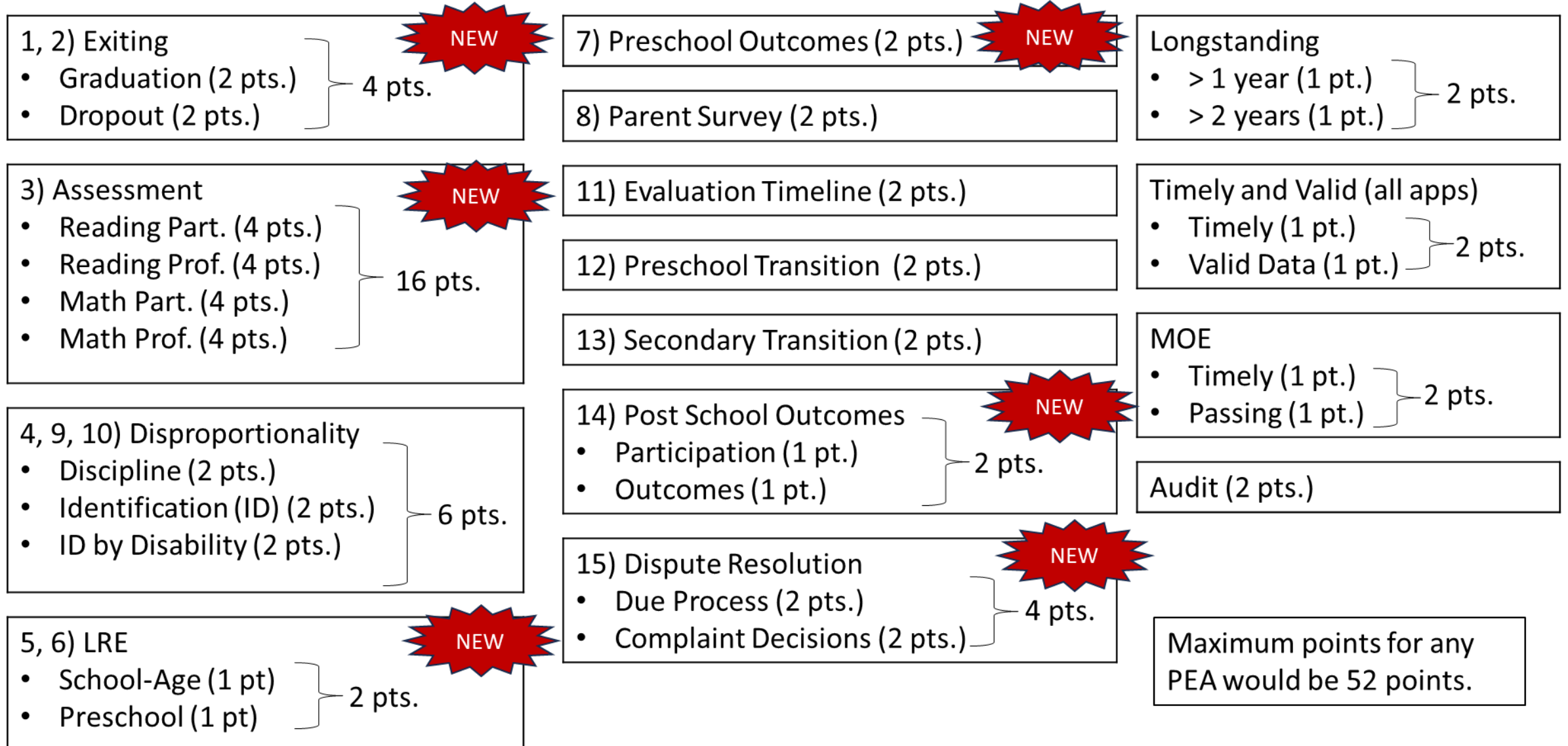


MOE is included in Valid and Timely Data

Current SEA Determinations

- Assessment
- Disproportionality
- Exiting
- Dispute Res.
- Preschool Outcomes
- Parent Survey
- Eval Timeline
- Preschool Transition
- Secondary Transition
- Post School Outcomes
- Longstanding
- Timely & Valid
- MOE
- Audit
- LRE

# Proposed PEA Determination Model Components



# Proposed PEA Determination Model (Unified District K–12)

1, 2) Exiting

- Graduation (2 pts.)
- Dropout (2 pts.)

4 pts.

3) Assessment

- Reading Part. (4 pts.)
- Reading Prof. (4 pts.)
- Math Part. (4 pts.)
- Math Prof. (4 pts.)

16 pts.

4, 9, 10) Disproportionality

- Discipline (2 pts.)
- Identification (ID) (2 pts.)
- ID by Disability (2 pts.)

6 pts.

5, 6) LRE

- School-Age (1 pt)
- Preschool (1 pt)

2 pts.

7) Preschool Outcomes (2 pts.)

8) Parent Survey (2 pts.)

11) Evaluation Timeline (2 pts.)

12) Preschool Transition (2 pts.)

13) Secondary Transition (2 pts.)

14) Post School Outcomes

- Participation (1 pt.)
- Outcomes (1 pt.)

2 pts.

15) Dispute Resolution

- Due Process (2 pts.)
- Complaint Decisions (2 pts.)

4 pts.

Longstanding

- > 1 year (1 pt.)
- > 2 years (1 pt.)

2 pts.

Timely and Valid (all apps)

- Timely (1 pt.)
- Valid Data (1 pt.)

2 pts.

MOE

- Timely (1 pt.)
- Passing (1 pt.)

2 pts.

Audit (2 pts.)

Unified District  
52 Points Max

# Proposed PEA Determination Model (Elementary District PS-8)

1, 2) Exiting  
• Graduation (2 pts.)  
• Dropout (2 pts.) } 4 pts.

3) Assessment  
• Reading Part. (4 pts.)  
• Reading Prof. (4 pts.)  
• Math Part. (4 pts.)  
• Math Prof. (4 pts.) } 16 pts.

4, 9, 10) Disproportionality  
• Discipline (2 pts.)  
• Identification (ID) (2 pts.)  
• ID by Disability (2 pts.) } 6 pts.

5, 6) LRE  
• School-Age (1 pt)  
• Preschool (1 pt) } 2 pts.

7) Preschool Outcomes (2 pts.)

8) Parent Survey (2 pts.)

11) Evaluation Timeline (2 pts.)

12) Preschool Transition (2 pts.)

13) Secondary Transition (2 pts.)

14) Post School Outcomes  
• Participation (1 pt.)  
• Outcomes (1 pt.) } 2 pts.

15) Dispute Resolution  
• Due Process (2 pts.)  
• Complaint Decisions (2 pts.) } 4 pts.

Longstanding  
• > 1 year (1 pt.)  
• > 2 years (1 pt.) } 2 pts.

Timely and Valid (all apps)  
• Timely (1 pt.)  
• Valid Data (1 pt.) } 2 pts.

MOE  
• Timely (1 pt.)  
• Passing (1 pt.) } 2 pts.

Audit (2 pts.)

Elementary District  
44 Points Max

# Proposed PEA Determination Model (High School District 9–12)

1, 2) Exiting

- Graduation (2 pts.)
- Dropout (2 pts.)

4 pts.

3) Assessment

- Reading Part. (4 pts.)
- Reading Prof. (4 pts.)
- Math Part. (4 pts.)
- Math Prof. (4 pts.)

16 pts.

4, 9, 10) Disproportionality

- Discipline (2 pts.)
- Identification (ID) (2 pts.)
- ID by Disability (2 pts.)

6 pts.

5, 6) LRE

- School-Age (1 pt)
- Preschool (1 pt)

2 pts.

7) Preschool Outcomes (2 pts.)

8) Parent Survey (2 pts.)

11) Evaluation Timeline (2 pts.)

12) Preschool Transition (2 pts.)

13) Secondary Transition (2 pts.)

14) Post School Outcomes

- Participation (1 pt.)
- Outcomes (1 pt.)

2 pts.

15) Dispute Resolution

- Due Process (2 pts.)
- Complaint Decisions (2 pts.)

4 pts.

Longstanding

- > 1 year (1 pt.)
- > 2 years (1 pt.)

2 pts.

Timely and Valid (all apps)

- Timely (1 pt.)
- Valid Data (1 pt.)

2 pts.

MOE

- Timely (1 pt.)
- Passing (1 pt.)

2 pts.

Audit (2 pts.)

High School District  
47 Points Max



# Proposed PEA Determination Model (Charter K–12)

1, 2) Exiting

- Graduation (2 pts.)
- Dropout (2 pts.)

4 pts.

3) Assessment

- Reading Part. (4 pts.)
- Reading Prof. (4 pts.)
- Math Part. (4 pts.)
- Math Prof. (4 pts.)

16 pts.

4, 9, 10) Disproportionality

- Discipline (2 pts.)
- Identification (ID) (2 pts.)
- ID by Disability (2 pts.)

6 pts.

5, 6) LRE

- School-Age (1 pt)
- Preschool (1 pt)

2 pts.

7) Preschool Outcomes (2 pts.)

8) Parent Survey (2 pts.)

11) Evaluation Timeline (2 pts.)

12) Preschool Transition (2 pts.)

13) Secondary Transition (2 pts.)

14) Post School Outcomes

- Participation (1 pt.)
- Outcomes (1 pt.)

2 pts.

15) Dispute Resolution

- Due Process (2 pts.)
- Complaint Decisions (2 pts.)

4 pts.

Longstanding

- > 1 year (1 pt.)
- > 2 years (1 pt.)

2 pts.

Timely and Valid (all apps)

- Timely (1 pt.)
- Valid Data (1 pt.)

2 pts.

MOE

- Timely (1 pt.)
- Passing (1 pt.)

2 pts.

Audit (2 pts.)

Charter  
47 Points Max

# Proposed PEA Determination Model Minimum (Charter K-2)

## 1, 2) Exiting

- Graduation (2 pts.)
  - Dropout (2 pts.)
- 4 pts.

## 3) Assessment

- Reading Part. (4 pts.)
  - Reading Prof. (4 pts.)
  - Math Part. (4 pts.)
  - Math Prof. (4 pts.)
- 16 pts.

## 4, 9, 10) Disproportionality

- Discipline (2 pts.)
  - Identification (ID) (2 pts.)
  - ID by Disability (2 pts.)
- 6 pts.

## 5, 6) LRE

- School-Age (1 pt)
  - Preschool (1 pt)
- 2 pts.

## 7) Preschool Outcomes (2 pts.)

## 8) Parent Survey (2 pts.)

## 11) Evaluation Timeline (2 pts.)

## 12) Preschool Transition (2 pts.)

## 13) Secondary Transition (2 pts.)

## 14) Post School Outcomes

- Participation (1 pt.)
  - Outcomes (1 pt.)
- 2 pts.

## 15) Dispute Resolution

- Due Process (2 pts.)
  - Complaint Decisions (2 pts.)
- 4 pts.

## Longstanding

- > 1 year (1 pt.)
  - > 2 years (1 pt.)
- 2 pts.

## Timely and Valid (all apps)

- Timely (1 pt.)
  - Valid Data (1 pt.)
- 2 pts.

## MOE

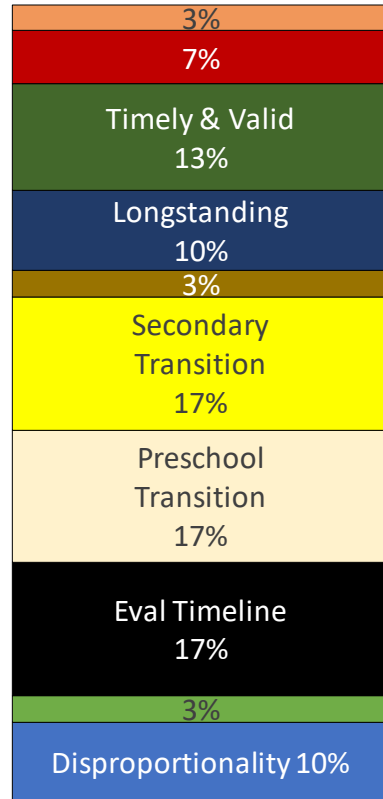
- Timely (1 pt.)
  - Passing (1 pt.)
- 2 pts.

## Audit (2 pts.)

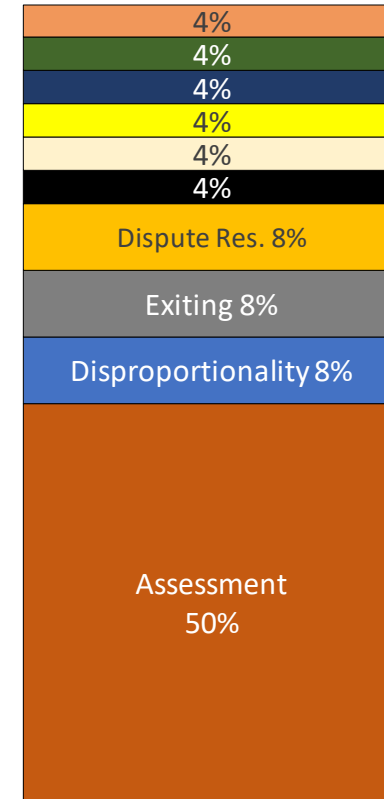
Minimum for any PEA  
23 Points Max

# Comparing PEA to SEA Determination Criteria Refresher

Arizona's current PEA determinations could better align with the SEA determinations by adding/weighting the components.



Current PEA Determinations



MOE is included in Valid and Timely Data

- Assessment
- Disproportionality
- Exiting
- Dispute Res.
- Preschool Outcomes
- Parent Survey
- Eval Timeline
- Preschool Transition
- Secondary Transition
- Post School Outcomes
- Longstanding
- Timely & Valid
- MOE
- Audit
- LRE



# Substantial Improvement

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- When thinking about scoring, some of the elements are given points for making substantial improvement.
- The following slides show a formula for making substantial improvement.



# Definition of Substantial Improvement Over Prior Year (Large Gap)

Example: The target is 80% and the PEA is at 50%

1. Find the difference (gap) between the target and the actual percentage ( $80\% - 50\% = 30\%$ )
2. Taking the square root of the difference ( $\sqrt{30\%} = .54$ )
3. Multiply by the difference ( $.54 * 30\% = .16$ )
4. Multiply by 100 to create a percent ( $.16 * 100 = 16\%$ )
5. Add that percentage to the PEAs current score ( $50\% + 16\% = 66\%$ )

**Substantial progress would be shown if the PEA's score were 66% or higher.**

# Definition of Substantial Improvement Over Prior Year (Small Gap)

Example: The target is 80% and the PEA is at 75%

1. Find the difference (gap) between the target and the actual percentage ( $80\% - 75\% = 5\%$ \*)
2. Taking the square root of the difference  $\sqrt{5\%} = .22$
3. Multiply the answer by the difference ( $.22 \times 5\% = .01$ )
4. Multiply by 100 to create a percent ( $.05 \times 100 = 1\%$ )
5. Add that percentage to the PEAs current score ( $75\% + 1\% = 76\%$ )

**Substantial progress would be shown if the PEA's score were 76% or higher.**

\* Different rules apply when the gap is less than 5%

# Indicators 1 and 2 Scoring: Graduation and Dropout

<b>Indicator</b>	<b>Score = 2</b>	<b>Score = 1</b>	<b>Score = 0</b>
Indicator 1: Graduation	Met target	Did not meet the target but substantially improved over prior year	Did not meet the target and did not achieve substantial improvement
Indicator 2: Dropout	Met target	Did not meet the target but substantially improved over prior year	Did not meet the target and did not achieve substantial improvement





# Indicator 3 Scoring: Assessment

<b>Indicator</b>	<b>Score = 2</b>	<b>Score = 1</b>	<b>Score = 0</b>
Indicator 3A Participation (ELA and Math separate, all grades)	Met target	Did not meet the target but substantially improved over prior year	Did not meet the target and did not achieve substantial improvement
Indicator 3B Performance (ELA and Math separate, all grades)	Met target	Did not meet the target but substantially improved over prior year	Did not meet the target and did not achieve substantial improvement



# Indicator 5 Scoring: School Age Educational Environment

Indicator	Score = 1	Score = 0
Indicator 5: School Age Educational Environment	<p>Is at or above the state target for:</p> <ul style="list-style-type: none"><li>• 5A: 80% or more of the day</li></ul> <p>Is at or below the state target for:</p> <ul style="list-style-type: none"><li>• 5B: Less than 40% of the day</li><li>• 5C: In separate schools, residential facilities, or homebound/hospital placements.</li></ul>	<p>Is below the state target for:</p> <ul style="list-style-type: none"><li>• 5A: 80% or more of the day</li></ul> <p>Is above the state target for:</p> <ul style="list-style-type: none"><li>• 5B: Less than 40% of the day</li><li>• 5C: In separate schools, residential facilities, or homebound/hospital placements.</li></ul>



# Indicator 6 Scoring: Preschool Educational Environment

Indicator	Score = 1	Score = 0
<p>Indicator 6: Preschool Educational Environment</p>	<p>Is at or above the state target for:</p> <ul style="list-style-type: none"> <li>• 6A: Attending a regular early childhood program</li> </ul> <p>Is at or below the state target for:</p> <ul style="list-style-type: none"> <li>• 6B: Attending a separate special education class, separate school, or residential facility</li> <li>• 6C: Attending a separate school, residential facility, or homebound/hospital placement.</li> </ul>	<p>Is below the state target for:</p> <ul style="list-style-type: none"> <li>• 6A: Attending a regular early childhood program</li> </ul> <p>Is above the state target for:</p> <ul style="list-style-type: none"> <li>• 6B: Attending a separate special education class, separate school, or residential facility</li> <li>• 6C: Attending a separate school, residential facility, or homebound/hospital placement.</li> </ul>



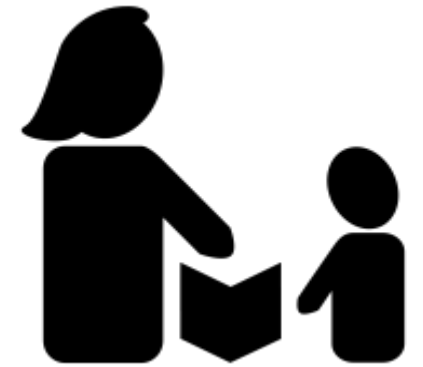
# Indicator 14 Scoring: Post School Outcomes

Indicator	Score = 2	Score = 1	Score = 0
Indicator 14: Participation	Met target	Did not meet the target but substantially improved over prior year	Did not meet the target and did not achieve substantial improvement
Indicator 14: Outcomes	Met target	Did not meet the target but substantially improved over prior year	Did not meet the target and did not achieve substantial improvement



# Indicators 7 and 8 Scoring: Preschool Outcomes and Parent Survey

<b>Indicator</b>	<b>Score = 2</b>	<b>Score = 1</b>	<b>Score = 0</b>
Indicator 7: Preschool Outcomes	Met target	Did not meet the target but substantially improved over prior year	Did not meet the target and did not achieve substantial improvement
Indicator 8: Parent Involvement (Participation Rate)	At or above the state average for participation	Below state participation average but substantially improved over prior year	Below state participation average and did not achieve substantial improvement



# Indicators 11, 12, and 13 Scoring: Child Find, Preschool Transition, and Secondary Transition

<b>Indicator</b>	<b>Score = 2</b>	<b>Score = 1</b>	<b>Score = 0</b>
Indicator 11: Child Find (Evaluation)	100%	90–99%	Less than 90%
Indicator 12: Preschool Transition	100%	90–99%	Less than 90%
Indicator 13: Secondary Transition	100%	90–99%	Less than 90%



# Indicators 4, 9, and 10 Scoring: Disproportionality

<b>Indicator</b>	<b>Score = 2</b>	<b>Score = 1</b>	<b>Score = 0</b>
Indicator 4: Suspension/ Expulsion	Below a risk ratio of 4.0 for 3 years	At or above a risk ratio of 4.0 for 3 years; compliant policies and procedures	At or above a risk ratio of 4.0 for 3 years; non-compliant policies and procedures
Indicator 9: Disproportionate Representation	Below a risk ratio of 4.0 for 3 years	At or above a risk ratio of 4.0 for 3 years; compliant policies and procedures	At or above a risk ratio of 4.0 for 3 years; non-compliant policies and procedures
Indicator 10: Disproportionate Representation by Disability Categories	Below a risk ratio of 4.0 for 3 years	At or above a risk ratio of 4.0 for 3 years; compliant policies and procedures	At or above a risk ratio of 4.0 for 3 years; non-compliant policies and procedures



# Maintenance of Effort (MOE) Scoring

<b>Measure</b>	<b>Score = 1</b>	<b>Score = 0</b>
MOE timely	PEA reviewed, submitted, and closed MOE Compliance Test by 3/31	PEA did not submit MOE Compliance test by 3/31
MOE passing	PEA passed with Closed Met or Closed Met with Exceptions and accurate annual financial report submitted	PEA failed MOE Compliance and is pending repayment or PEA revises their annual financial report after testing that requires retesting



# Valid Data Scoring\*

<b>Measure</b>	<b>Score = 1 point if PEA achieves each section</b>	<b>Score = 0 points if PEA does not achieve one or more sections</b>
Child Count Submission	Child count submitted accurately	Child count not submitted accurately
Child Count Reconciliation	Data was reconciled accurately	Data was not reconciled
Personnel	Completed personnel data submissions accurately (Special Education Data Dashboard [SEDD] and teacher attrition survey)	Did not complete personnel data submissions accurately (SEDD and teacher attrition survey)
SEDD Certification (discipline and exiting)	Submitted discipline and exiting data accurately	Did not submit discipline and exiting data accurately

\* ADE may consider adding more weight to each individual collection based upon feedback and analysis of overall PEA quality in Arizona.

# Timely Data Scoring\*

<b>Measure</b>	<b>Score = 1 point if PEA achieves each section</b>	<b>Score = 0 points if PEA does not achieve one or more sections</b>
Child Count Submission	Child count submitted on time	Child count not submitted on time
Child Count Reconciliation	AzEDS data was submitted on time	AzEDS data was not submitted on time
Personnel	Completed teacher attrition survey on time	Did not complete teacher attrition survey on time
SEDD Certification (discipline and exiting)	Certified on time	Did not certify on time

\* ADE may consider adding more weight to each individual collection based upon feedback and analysis of overall PEA quality in Arizona.

# Longstanding Scoring

<b>Measure</b>	<b>Score = 2</b>	<b>Score = 1</b>	<b>Score = 0</b>
Longstanding > 1 Year	No longstanding noncompliance for the relevant time span	Longstanding noncompliance exists and PEA is making significant progress in resolving	Longstanding noncompliance exists and PEA is not making significant progress in resolving
Longstanding > 2 Years	No longstanding noncompliance for the relevant time span	Longstanding noncompliance exists and PEA is making significant progress in resolving	Longstanding noncompliance exists and PEA is not making significant progress in resolving

# Due Process and Complaint Decisions Scoring

<b>Indicator Measure</b>	<b>Score = 2</b>	<b>Score = 1</b>	<b>Score = 0</b>
Due Process	No due process complaints or no multiple due process complaints resulting in noncompliance.	Single instance issues of due process complaints resulting in individual or systemic noncompliance	Pattern of noncompliance found in multiple due process complaints.
Complaint Decisions	No state complaints, no state complaints that resulted in systemic noncompliance, or no established pattern of IDEA Part B-related issues resulting in noncompliance; timely completion of assigned corrective action	Multiple state complaints resulting in findings of noncompliance; identification of systemic issues of noncompliance; failure to meet corrective action timelines	Multiple complaints reflecting a systemic pattern of noncompliance related to the same violation of IDEA B (e.g., child find, evaluation, failure to provide SDI or related services)

# Audit Scoring

<b>Indicator Measure</b>	<b>Score = 2</b>	<b>Score = 1</b>	<b>Score = 0</b>
Single Audit	No findings in single audit	Findings with no significant issues related to special education implementation or funding	Significant findings related to special education implementation or funding



## Contact Us

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