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

Indicators 4, 9,10,11,12,13 and 18 for Federal Fiscal
Year 2024 State Performance Plan and
Annual Performance Report

March 20, 2025

Agenda

- Introduction
- Indicator 4: Discipline Removal Rates
- Indicators 9: Disproportionate Representation by Race/Ethnicity
- Indicator 10: Disproportionate Representation by Race/Ethnicity and Disability Categories
- Cell size update for Significant Disproportionality
- Indicator 11: Child Find
- Indicator 12: Preschool Transition
- Indicator 13: Secondary Transition
- Indicator 18: General Supervision

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

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

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 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. Data will be shown from FY24 (2023–2024 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 cell size is set at zero, which means there is not a minimum cell size.

- 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. The N size is set at 10.

Indicator 4A Methodology (3 of 3)

- The level at which significant discrepancy is identified is 2, which means the PEA is 2 times above the state-level suspension/expulsion rate for children with disabilities.

- Time span: Three consecutive years. The February 1, 2026, SPP/APR (FFY24) will review data from SY 2021–2022, SY 2022–2023, and SY 2023–2024

Indicator 4A: FFY24 Results

Calculation of Percentage for 4A= (a)/(b)

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	% of PEAs Included in Analysis
2021	3	5	60.00%	0.00%	0.7%
2022	4	6	66.67%	0.00%	0.8%
2023	1	558	.18%	.18%	82.8%
2024	4	574	.70%	0.00%	85.8%

The FFY24 results will be published in the February 1, 2026, SPP/APR.

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 FY24 (2023–2024 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 of a specific race/ethnicity to the State's rate.

Indicator 4B: FFY24 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)	FFY24 Target	FFY24 Data	Status
516	6	TBD*	0%	TBD*	TBD*

*To be determined based on a review of the PEA's policies, procedures, and practices. Historically, this indicator has been 0%.

The FFY24 results will be published in the February 1, 2026, SPP/APR.

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
		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 9: Description and Data Source

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

- Includes racial/ethnic disproportionality data for all students aged **5 (in kindergarten) through 21** served under IDEA, aggregated across all disability categories.

Data Sources
- ESS October 1 Special Education Child Count
- Agency October 1 Child Count

Indicator 9: Current Calculation

- The following calculation methods are used:
  - Risk ratio method
  - 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 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)

Indicator 9: Proposed Cell and N Size Change for FFY24
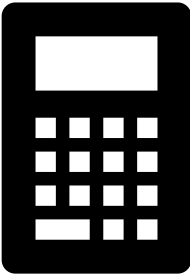
Current Methodology	Proposed Methodolgoy
Use a risk ratio	No change
Cell size >=10	Cell size >=11
N size >=30	No change
Risk ratio threshold >=3	No change
Review 3* consecutive years of data	No change

The benefit of increasing the n size is to make the data transparent as it requires no redaction when the cell size is 11 or higher.

*The February 1, 2026, SPP/APR (FFY24) will review data from SY 2022–2023, 2023–2024, and 2024–2025).

Indicator 9: Result of the Proposed Change

Current calculation using FY25 data
- Cell size >= **10**
- N size = 30
- Number of PEAs included in the analysis = 498
- 75% of PEAs are included in the analysis
- Result: 1 PEA is flagged

Proposed calculation using FY25 data
- Cell size >= **11**
- N size = 30
- Number of PEAs included in the analysis = 498
- 75% of PEAs are included in the analysis
- Result: 1 PEA is flagged

Indicator 9: FY25 Results (Using Proposed Calculation)

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)	FY25 Target	FY 25 Data	Status
498	1	TBD*	0%	TBD*	TBD*

*To be determined based on a review of the PEA's policies, procedures, and practices. Historically, this indicator has been 0%.

The FY25 results will be published in the February 1, 2026, SPP/APR.

State Performance Plan Indicators

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

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 10: Description and Data Source

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

- Includes racial/ethnic disproportionality data for all students aged **5 (in kindergarten) through 21** served under IDEA, aggregated across all disability categories.

Data Sources
- ESS October 1 Special Education Child Count
- Agency October 1 Child Count

# Indicator 10: Current Calculation (1 of 2)
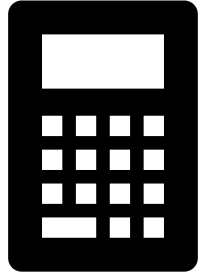
- The following calculation method is used:
    - Risk ratio method
    - Alternate risk ratio method: used for any PEA that does not meet the minimum cell size or minimum n size. The alternate risk ratio compares the risk of a specific outcome for a specific group within the PEA with the state ratios for that specific group.
- The threshold at which disproportionate representation is identified 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)

Indicator 10: Calculation (2 of 2)

The calculation is like Indicator 9, but instead of overall special education identification, it looks at specific disability categories:

- intellectual disability (mild, moderate, severe)
- specific learning disabilities
- emotional disturbance (includes ED-P)
- speech or language impairments
- other health impairments
- autism
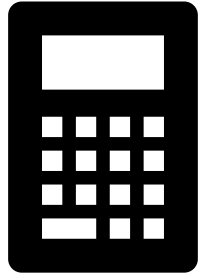
Indicator 10: Proposed Cell and N Size Change

Current Methodology	Proposed Change
Use a risk ratio	No change
Cell size >=10	Cell size >=11
N size >=30	No change
Risk ratio threshold >=3	No change
Review 3* consecutive years of data	No change

*The February 1, 2025, SPP/APR will review data from SY 2022–2023, 2023–2024, and 2024–2025)

Indicator 10: Result of the Proposed Change

Current calculation using FY25 data
- Cell size = **10**
- N size = 30
- Number of PEAs included in the analysis = 373
- 56% of PEAs are included in the analysis
- Result: 12 PEAs are flagged

Proposed calculation using FY25 data
- Cell size = **11**
- N size = 30
- Number of PEAs included in the analysis = 346
- 52% of PEAs are included in the analysis
- Result: 10 PEAs are flagged

Indicator 10: FY24 Results (Using Proposed Calculation)

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 by disability categories in special education and related services	Number of PEAs with disproportionate representation of racial and ethnic groups by disability categories in special education and related services that is the result of inappropriate identification (b)	FY24 Target	FY24 Data	Status
346	10	TBD*	0%	TBD*	TBD*

*To be determined based on a review of the PEA's policies, procedures, and practices. Historically, this indicator has been 0%.

The FY24 results will be published in the February 1, 2025, SPP/APR.

Significant Disproportionality: Proposed Cell Size Change

Current calculation using FY25 data

- Cell size = **10**
- N size = 30
- Result: 12 PEAs are flagged

Proposed calculation using FY25 data

- Cell size = **11**
- N size = 30
- Result: 10 PEAs are flagged

PEAs flagged for significant disproportionality in FY25 will be notified in August of 2026. Placement, discipline and identification data will be taken from SY 2022–2023, 2023–2024, and 2024–2025).

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

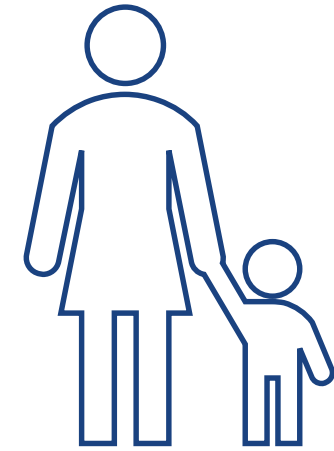15: Resolution Sessions

Indicator 16: Mediation

17: State Systemic Improvement Plan

18: General Supervision

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP
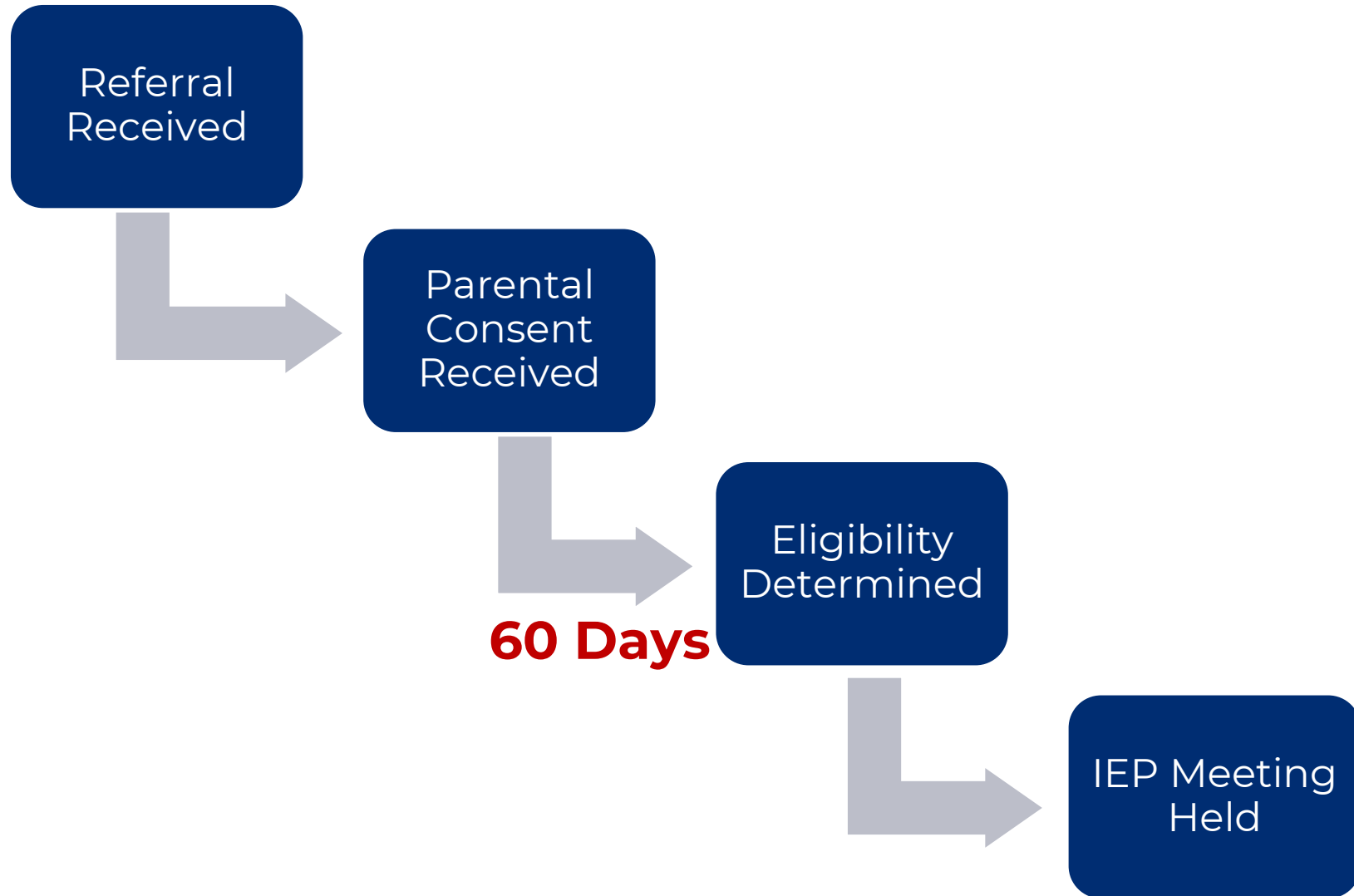
Indicator 11: Child Find Introduction

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

Exceptional Student Services

Indicator 11 Data: Percent of Children Evaluated Within 60 Days of Parental Consent
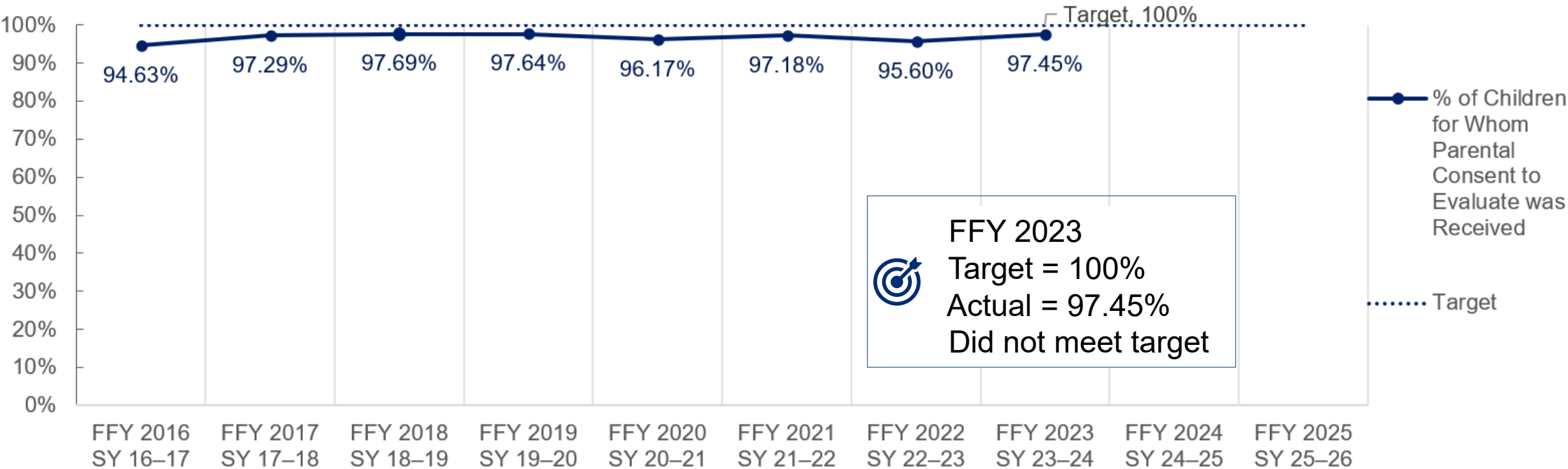
FFY	2016	2017	2018	2019	2020	2021	2022	2023
Data	94.63%	97.29%	97.69%	97.64%	96.17%	97.18%	95.60%	97.45%

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

18: General Supervision

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP

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%.

Exceptional Student Services

Indicator 12: Data Source

ESS collects this information in the ESS Annual Data Collection application under the preschool transition section.

- Currently required to be completed by all elementary and unified school districts.

- There are currently no charters providing public special education preschool programs, which means there are no charters required to provide this data.
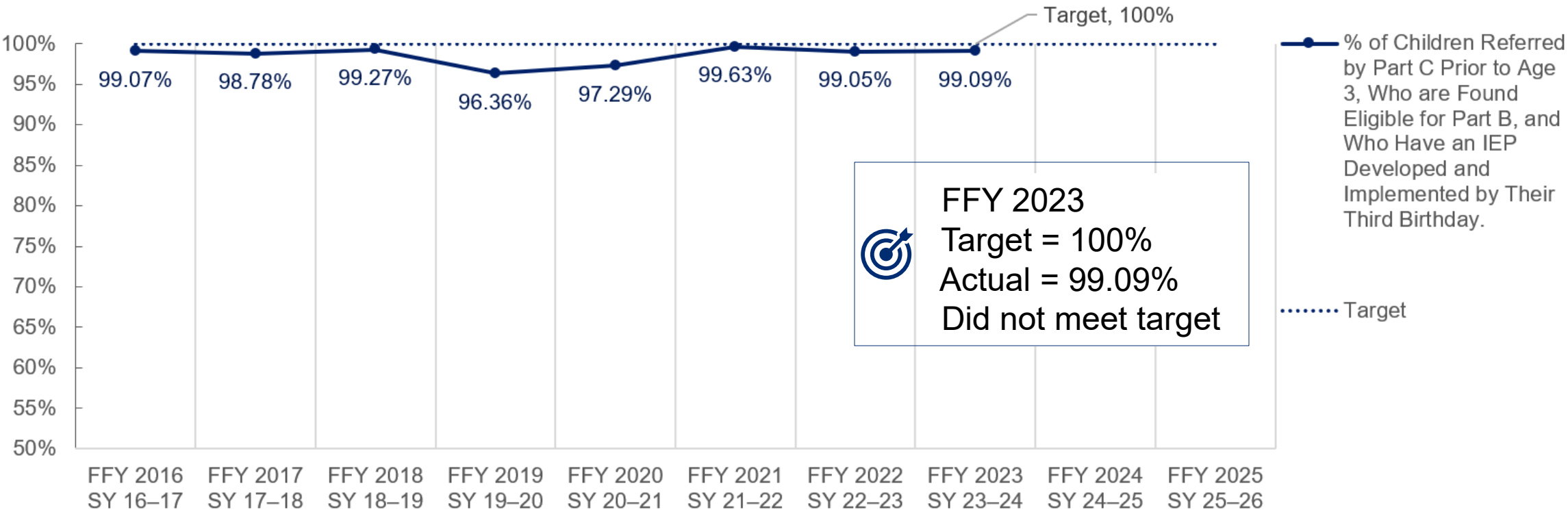
Indicator 12: Process

Referral Received

Eligibility Determined

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

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 Data: Referrals of Eligible Children from Part C to Part B with IEPs Implemented by Their Third Birthday

Target, 100%

FFY 2023
Target = 100%
Actual = 99.09%
Did not meet target

% 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

FFY	2016	2017	2018	2019	2020	2021	2022	2023
Data	99.07%	98.78%	99.27%	96.36%	97.29%	99.63%	99.05%	99.09%

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

Indicator 16: Mediation

17: State Systemic Improvement Plan

18: General Supervision

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP

Indicator 13: Secondary Transition Introduction

Description
- Percent of youths with IEPs, at the end of 9th grade or age 16, whichever is first or earlier, 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.
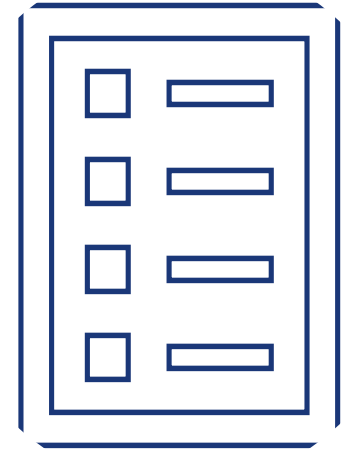
Indicator 13: Measurement

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 Data: Percent of Youths of Ages 16+ that Meet All 8 Components
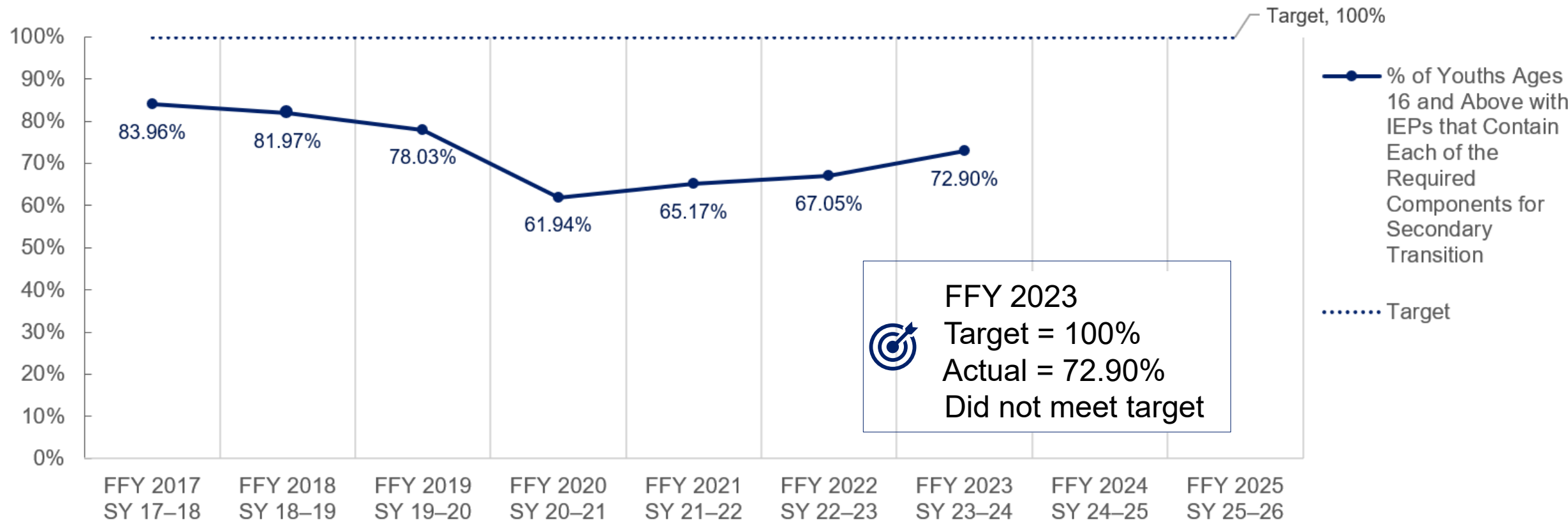
FFY	2017	2018	2019	2020	2021	2022	2023
Data	83.96%	81.97%	78.03%	61.94%	65.17%	67.50%	72.90%

State Performance Plan Indicators
Indicator 18: General Supervision

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

18: General Supervision

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP

Definition

Percent of findings of noncompliance corrected within one year of identification.

Measurement

Percent = [(# of findings of noncompliance the State verified were corrected no later than one year after the State's written notification of findings of noncompliance) divided by the (total # of findings of noncompliance issued the prior Federal fiscal year (FFY) (e.g., for FFY 2022, July 1, 2022 -- June 30, 2023))] times 100

What is the focus for Indicator 18?

Indicator 18 focuses on the State's exercise of its general supervision responsibility to monitor its Public educational agencies (PEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.C. 1412(a)(11) and 1416(a); and 34 C.F.R. §§ 300.149, 300.600).

What must the State include in Indicator 18?

The State must include 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: General Supervision
% of Findings of Noncompliance Corrected Within One Year of Identification

Findings reported in compliance indicators*
86

+

Findings not reported in the indicator, but related to the indicator **
17

=

Sum of findings
103

−

Findings of noncompliance corrected within 1 year
95

=

Findings of noncompliance not completed or timely corrected
8

Findings of noncompliance corrected within 1 year
95

÷

Sum of findings
103

=

Target is 100%
92%

*Compliance indicators include 4b, 9, 10, 11, 12, and 13 in the State Performance Plan and Annual Performance Report (SPP/APR).
**Related findings pertaining to the compliance indicators can be found at SPP/APR Related Requirements. In addition, related findings can be from instances of noncompliance identified through various monitoring activities, such as self-assessments, data reviews, desk audits, onsite visits, fiscal monitoring, state complaints, and due process hearings.

Indicator 18: General Supervision Summary

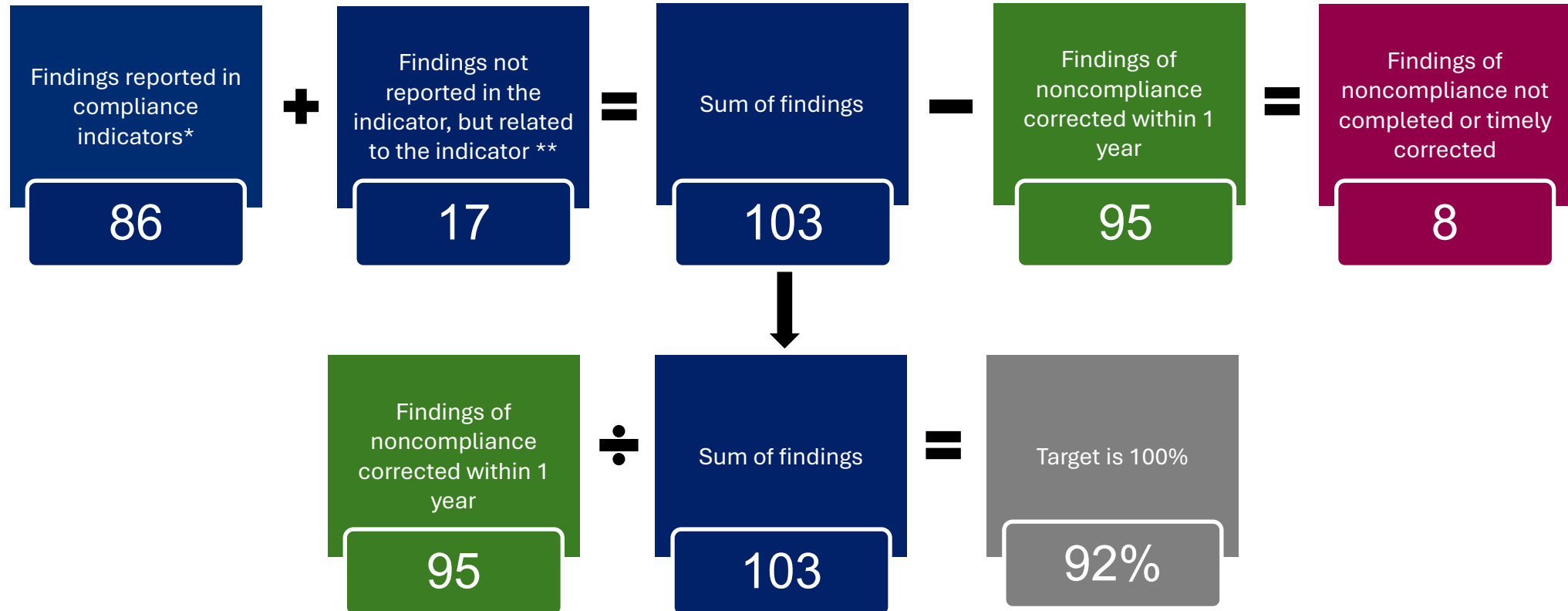| Monitoring Priority: General Supervision Indicator: *This SPP/APR indicator focuses on the State's exercise of its general supervision responsibility to monitor its local educational agencies (LEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.C. 1412(a)(11) and 1416(a); and 34 C.F.R. §§ 300.149, 300.600).*	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 (e.g., those issued based on other IDEA requirements) if applicable	C: Number of written findings of noncompliance from A and B that were timely corrected (i.e., verified as corrected no later than one year from identification)	D: Number of written findings of noncompliance from A and B for which correction was not completed or timely corrected	Compliance percentage for indicator [C/(A+B)]*100
Indicator 4B:Suspensions/Expulsions	0	0	0	0	0.00%
Indicator 9: Disproportionate Representation	0	0	0	0	0.00%
Indicator 10: Disproportionate Representation in Specific Disability Categories	0	1	1	0	100.00%
Indicator 11: Child Find	23	11	31	3	91.18%
Indicator 12: Early Childhood Transition	25	0	25	0	100.00%
Indicator 13: Secondary Transition	38	5	38	5	88.37%
Other Findings	0	0	0	0	0.00%
Total Findings Indicator 18	86	17	95	8	92.23%

Contact Us

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

Team email: ESSOperations@azed.gov

Heather Dunphy: SPP/APR Coordinator
Chris Brown: Business Officer of Education Programs