



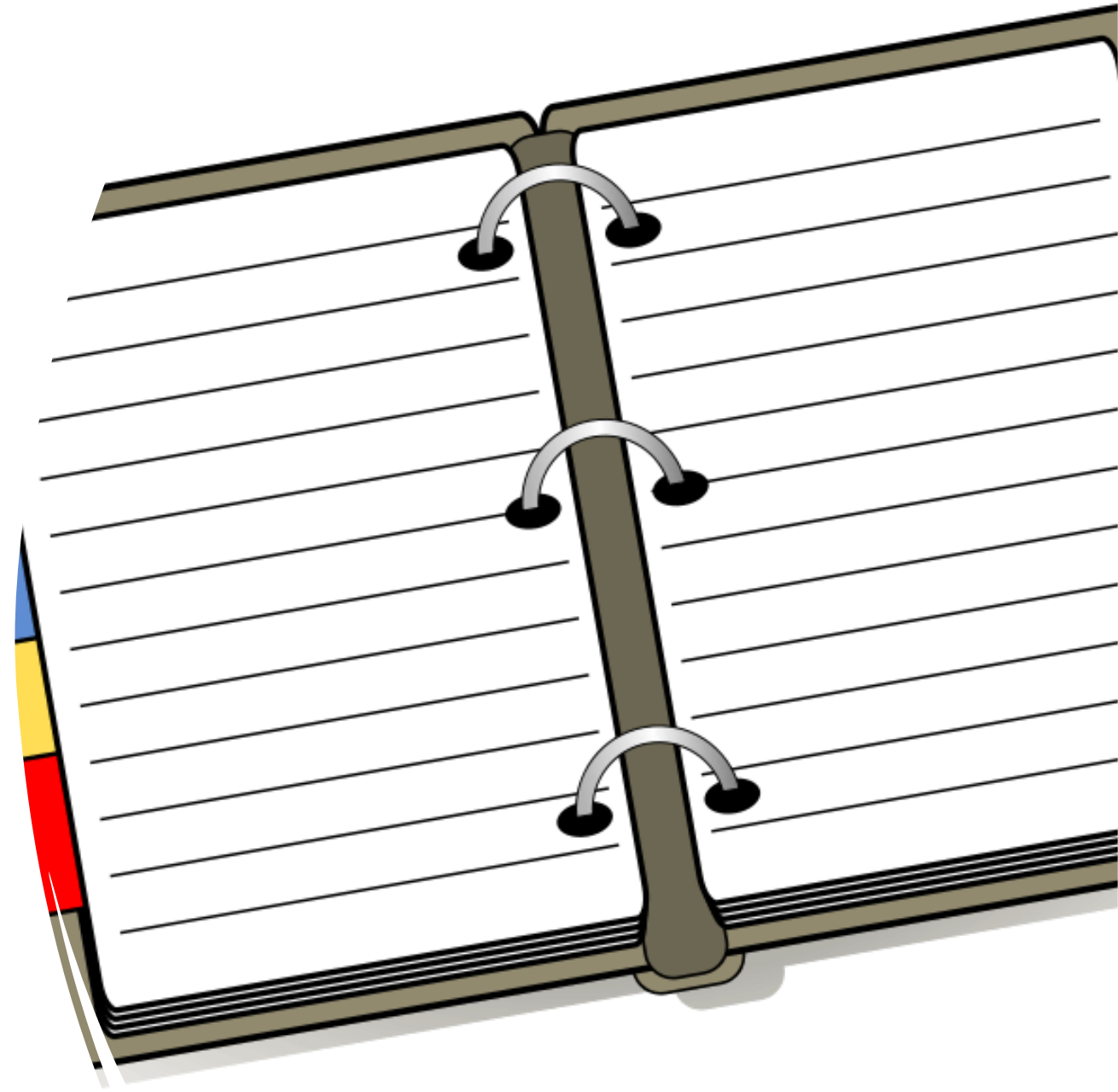
Exceptional Student Services (ESS)

PEA Determination Model

2025

Agenda

- Public Education Agency(PEA) determination introduction
- PEA Determination Categories
- Proposed Components
- Significant Progress
- Graduation and Least Restrictive Environment (LRE) Examples
- Technical assistance and intervention
- Timeline



Purpose of PEA Determinations

The U.S. Department of Education Office of Special Education Programs (OSEP) requires states to make annual determinations on the performance of each Public Education Agency (PEA).

The purpose is to ensure PEAs are implementing the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) – Part B, with regard to the provision of special education and related services.

Proposed PEA Determination Categories

Determinations are a way of designating the status of PEAs into one of four categories as outlined in 34 CFR §300.603.

Meets Requirements (MR)	Needs Assistance (NA)	Needs Intervention (NI)	Needs Substantial Intervention (NSI)
80%-100%	60%-79%	<60%	Not defined systemically. Left up to the discretion of the SEA.

Comparing PEA to SEA Determination Criteria (1 of 3)

Component	Current PEA Determination Points	Current SEA Determination Points
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 suspensions/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) participation	Worth 0 or 1	
CAP/Longstanding Noncompliance	Worth 0 or 3	Worth 0 to 2
Single audit findings	Currently Inactive	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 Assessments (4 th Grade Reading)		Worth 0 to 2
Participation in Assessments (8 th Grade Reading)		Worth 0 to 2
Participation in Assessments (4 th Grade Math)		Worth 0 to 2
Participation in Assessments (8 th Grade Math)		Worth 0 to 2
Proficiency in NAEP (4 th Grade Reading)		Worth 0 to 2
Proficiency in NAEP (8 th Grade Reading)		Worth 0 to 2
Proficiency in NAEP (4 th Grade Math)		Worth 0 to 2
Proficiency in NAEP (8 th 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 3)

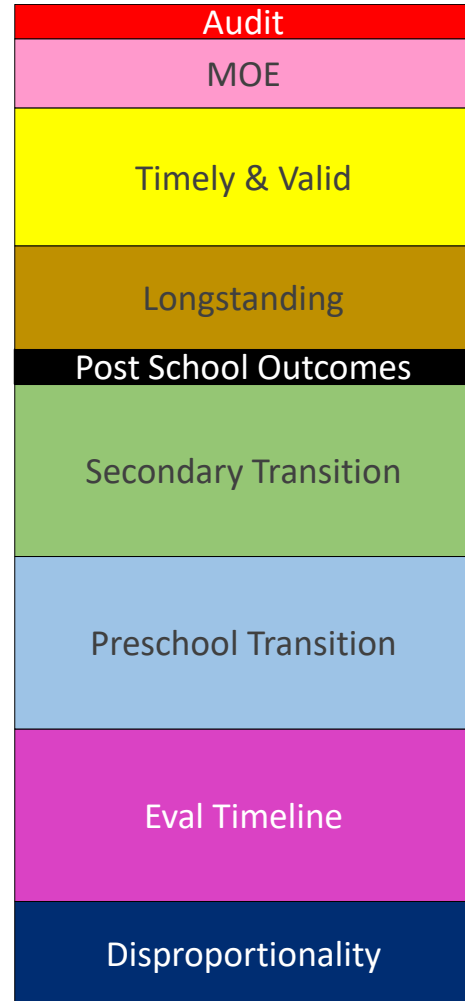
The components below are not in the current PEA determinations or SEA determinations. These are components that will be added to the proposed model.



Component	Proposed PEA Determination Points
Participation in Assessments (11 th Grade Reading)	Worth 0 or 1
Participation in Assessments (3 rd -11 th Grade Reading)	Worth 0 or 1
Participation in Assessments (11 th Grade Math)	Worth 0 or 1
Participation in Assessments (3 rd -11 th Grade Math)	Worth 0 or 1
Proficiency in 11 th Grade Reading Assessment	Worth 0 to 2
Proficiency in 11 th Grade Math Assessment	Worth 0 to 2
Parent Involvement (Participation)	Worth 0 to 2
LRE School-Age	Worth 0 to 1
LRE Preschool	Worth 0 to 1
PSO outcomes (Engagement)	Worth 0 to 1

Comparing PEA to SEA Determination Criteria (3 of 3)

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



Current PEA Determinations



Current SEA Determinations

MOE is included in Timely & Valid



Proposed PEA Determination Model Components

1, 2) Exiting

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

NEW

3) Assessment

- Reading Part. (4 pts.)
 - Reading Perf. (6 pts.)
 - Math Part. (4 pts.)
 - Math Perf. (6 pts.)
- 20 pts.

NEW

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.

NEW

7) Preschool Outcomes (2 pts.)

NEW

8) Parent Survey (2 pts.)

NEW

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.

NEW

Longstanding Noncompliance

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

Timely and Valid (6 pts.)

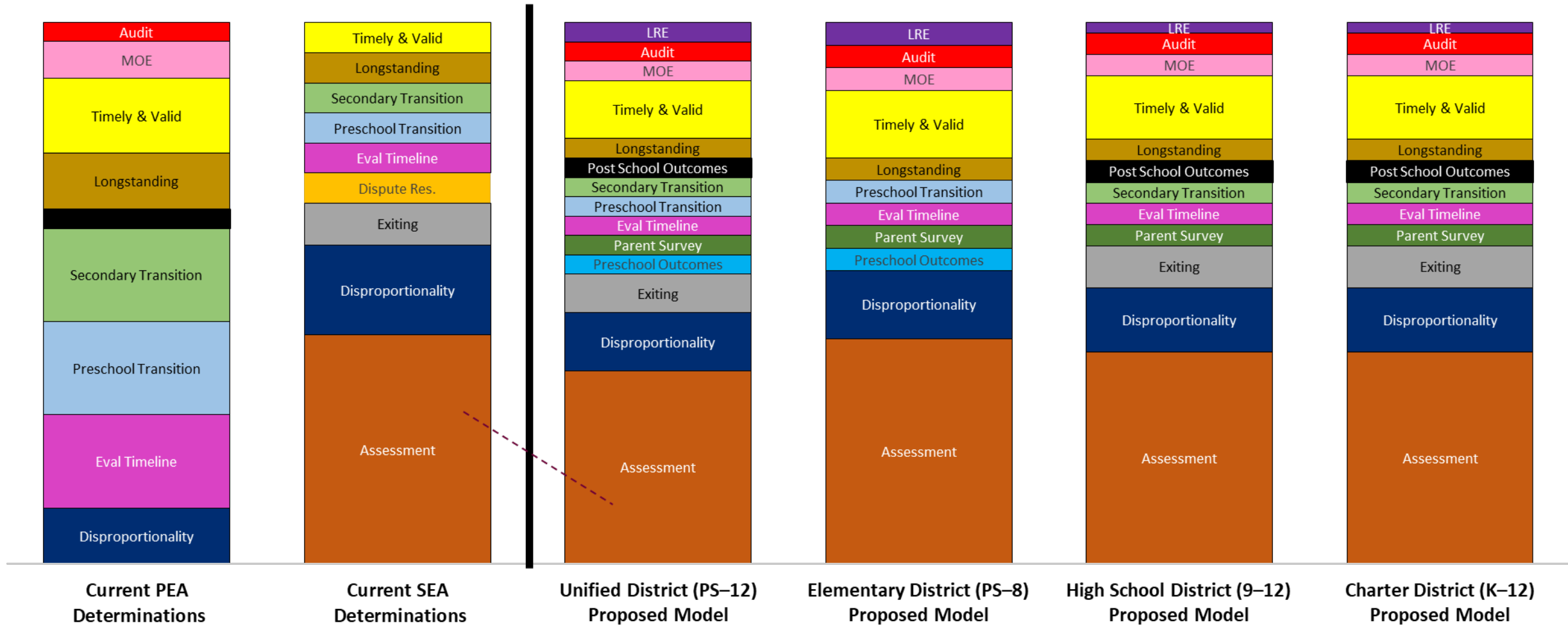
MOE

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

Audit (2 pts.)

Maximum points for any PEA would be 56 points.

Comparing Current PEA and SEA Models to Proposed PEA Models



Note: In the proposed models, Dispute Resolution is included in Timely and Valid.

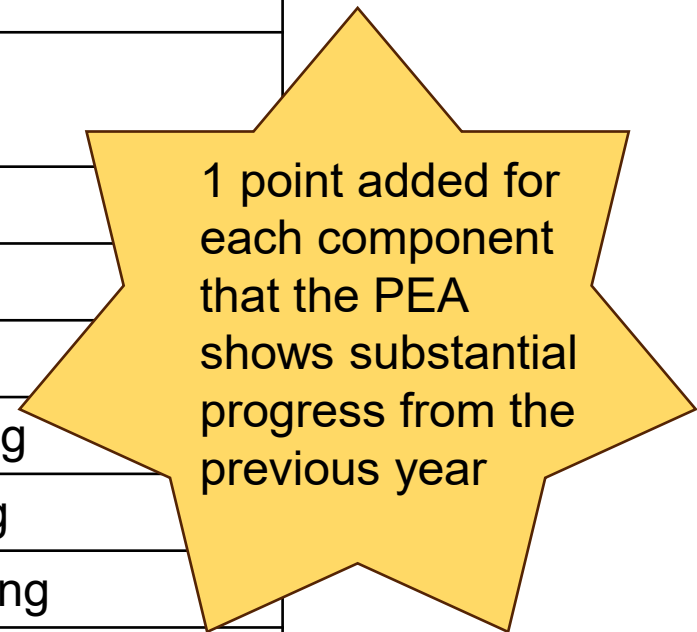
Substantial Improvement

- When thinking about scoring, ADE wants to reward progress!
- Some of the components are awarded a bonus point for substantial improvement.



Bonus Points Available for Substantial Progress

No Bonus Points Available	Bonus Points Available
Preschool transition by third birthday	PSO Participation
Evaluation timeline	PSO Engagement
Significant discrepancy in suspensions /expulsions by race/ethnicity	Parent Survey Engagement
Racial/ethnic disproportionality	Proficiency in 4th Grade Math
Racial/ethnic disproportionality by disability	Proficiency in 8 th Grade Math
Secondary Transition	Proficiency in 11th Grade Math
CAP/Longstanding Noncompliance	Proficiency in 4th Grade Reading
Single audit findings	Proficiency in 8 th Grade Reading
Maintenance of Effort (MOE)	Proficiency in 11th Grade Reading
Valid and timely data	Graduated
Participation in Assessments	Dropped Out
	Preschool Outcomes
	LRE (both school-age and preschool)



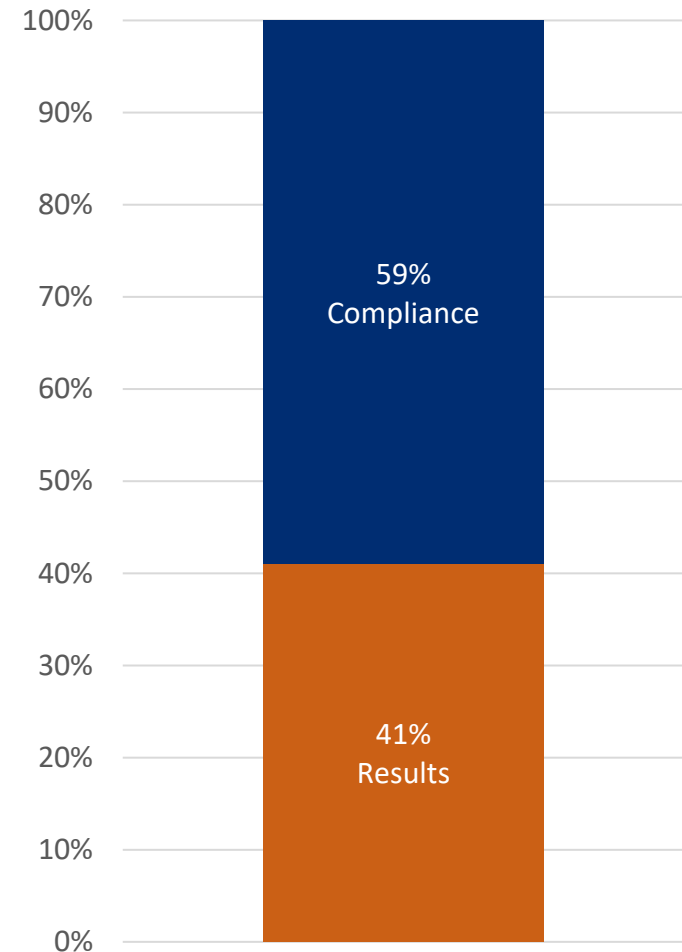
1 point added for each component that the PEA shows substantial progress from the previous year

Point Distribution: Compliance vs. Results in Unified District (Preschool – Grade 12)

Component	Possible Points
Assessment (Participation)	8
Disproportionality	6
Parent Survey	2
Evaluation Timeline	2
Preschool Transition	2
Secondary Transition	2
Post School Outcomes Participation	1
Longstanding	2
Timely and Valid	6
Audit	2
Exiting	4
Assessment (Performance)	12
LRE	2
Preschool Outcomes	2
Post School Outcomes	1
MOE	2

33
Compliance
Points

23
Results
Points



Hypothetical Unified District Score Example

(50% from Compliance and 50% from Results)

Component	Possible Points	PEA's Points
Assessment (Participation)	8	3
Disproportionality	6	4
Parent Survey	2	1
Evaluation Timeline	2	1
Preschool Transition	2	1
Secondary Transition	2	2
Post School Outcomes Participation	1	1
Longstanding	2	2
Timely and Valid	6	6
Audit	2	2
Exiting	4	3
Assessment (Performance)	12	11
LRE	2	2
Preschool Outcomes	2	2
Post School Outcomes	1	1
MOE	2	2

Note: If each point were worth the same, the total would be 44 out of 56, which is 78.6%. Giving compliance and results the same weight resulted in a score of 80.5%.

23/33 = 70%
Compliance Points

21/23 = 91%
Results Points

Final Score
80.5%
(Average of Compliance and Results)

Example of PEA Determination Calculation for an Indicator

Indicator 1, Graduation, has two points possible

Let's take a look at the calculation for Indicator 1



Process for Determining Points (Example: Grad Rate)

We will use a sample set of 20 PEAs for Indicator 1, Gradation.

There are two calculations: PEAs with 5 or more students exiting and PEAs with less than 5 students exiting.

PEA	# Exiters	FY21 Grad %	FY22 Grad%
District #7	1	No Data	100%
District #19	1	0%	25%
District #1	1	No Data	0%
District #16	2	0%	0%
District #12	3	75%	100%
District #11	3	25%	25%
District #10	4	50%	75%
District #5	4	75%	50%
District #20	4	No Data	25%
District #14	8	0%	25%
District #13	10	30%	70%
District #18	11	20%	18%
District #17	12	17%	92%
District #4	22	63%	91%
District #8	24	29%	79%
District #3	29	17%	17%
District #6	30	73%	83%
District #9	30	11%	50%
District #2	35	19%	29%
District #15	88	35%	95%

PEAs with 5 or More Exiters That Met or Exceeded the Target

PEAs with 5 or more exiters will have the following calculation applied:

If the PEA met or exceeded the target of 78.38%, they received 2 points.

PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #15	88	35%	95%	2
District #17	12	17%	92%	2
District #4	22	63%	91%	2
District #6	30	73%	83%	2
District #8	24	29%	79%	2
District #13	10	30%	70%	
District #9	30	11%	50%	
District #2	35	19%	29%	
District #14	8	0%	25%	
District #18	11	20%	18%	
District #3	29	17%	17%	

PEAs With Five or More Exiters That Did Not Reach the Target (1 of 2)

For the PEAs that did not reach the target, they are divided into an upper half and a lower half.

The upper half received 1 point and the lower half received 0 points.

PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #13	10	30%	70%	
District #9	30	11%	50%	
District #2	35	19%	29%	
District #14	8	0%	25%	
District #18	11	20%	18%	
District #3	29	17%	17%	

PEAs With Five or More Exiters That Did Not Reach the Target (2 of 2)

For the PEAs that did not reach the target, they are divided into an upper half and a lower half.

The upper half received 1 point and the lower half received 0 points.

PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #13	10	30%	70%	1
District #9	30	11%	50%	1
District #2	35	19%	29%	1

PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #14	8	0%	25%	0
District #18	11	20%	18%	0
District #3	29	17%	17%	0

Opportunity for a Bonus Point



If the PEA did not meet the target, but made substantial progress, they can earn a bonus point.

The amount needed for the bonus point is shown in green. Districts #13 and #9 made substantial progress, so they earned a bonus point.

PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #13	10	30%	(46%) 70%	1 + 1 = 2
District #9	30	11%	(38%) 50%	1 + 1 = 2
District #2	35	19%	(42%) 29%	1

PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #14	8	0%	(35%) 25%	0
District #18	11	20%	(42%) 18%	0
District #3	29	17%	(41%) 17%	0

PEAs With Fewer Than Five Exiters

PEAs with fewer than five exiters will have the following calculation applied.

Prior Year	Current Year	Points	Examples
> 0 %	Maintain from prior year	1	FY22 = 25% FY23 = 25%
0% or no data	0%	0	FY22 = No Data FY23 = 0%
> 0%	Lower than prior year	0	FY22 = 50% FY23 = 25%
> = 0% or no data	Increase from prior year	1	FY22 = 25% FY23 = 50%

*Any PEA that met or exceeded the target receives 2 points.

PEAs with Fewer than Five Exiters Who Met or Exceeded the Target

If a PEA met or exceeded the target of 78.38%, they received 2 points.

PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #7	1	No Data	100%	2
District #12	3	75%	100%	2
District #10	4	50%	75%	
District #5	4	75%	50%	
District #19	4	0%	25%	
District #11	4	25%	25%	
District #20	4	No Data	25%	
District #1	1	No Data	0%	
District #16	2	0%	0%	

If the PEA Improved Over Prior Year

If a PEA improved from the prior year, they received 1 point.

If a PEA had no data in the prior year and was above 0%, but below the target, they received 1 point.

PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #7	1	No Data	100%	2
District #12	3	75%	100%	2
District #10	4	50%	75%	1
District #5	4	75%	50%	
District #19	4	0%	25%	1
District #11	4	25%	25%	
District #20	4	No Data	25%	1
District #1	1	No Data	0%	
District #16	2	0%	0%	

If the PEA Maintained the Prior Year's Score

If a PEA had a score higher than 0% in the prior year and maintained it in the current year, they receive 1 point.

PEA	# Exitters	FY21 Grad %	FY22 Grad%	Points
District #7	1	No Data	100%	2
District #12	3	75%	100%	2
District #10	4	50%	75%	1
District #5	4	75%	50%	
District #19	4	0%	25%	1
District #11	4	25%	25%	1
District #20	4	No Data	25%	1
District #1	1	No Data	0%	
District #16	2	0%	0%	

If the PEA Decreased Compared to the Prior Year

If a PEA decreased from the prior year, they receive 0 points.

PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #7	1	No Data	100%	2
District #12	3	75%	100%	2
District #10	4	50%	75%	1
District #5	4	75%	50%	0
District #19	4	0%	25%	1
District #11	4	25%	25%	1
District #20	4	No Data	25%	1
District #1	1	No Data	0%	
District #16	2	0%	0%	

If the PEA had 0% in the Current Year

If a PEA had 0% the prior year or no data in the prior year and 0% in the current year, they receive 0 points.

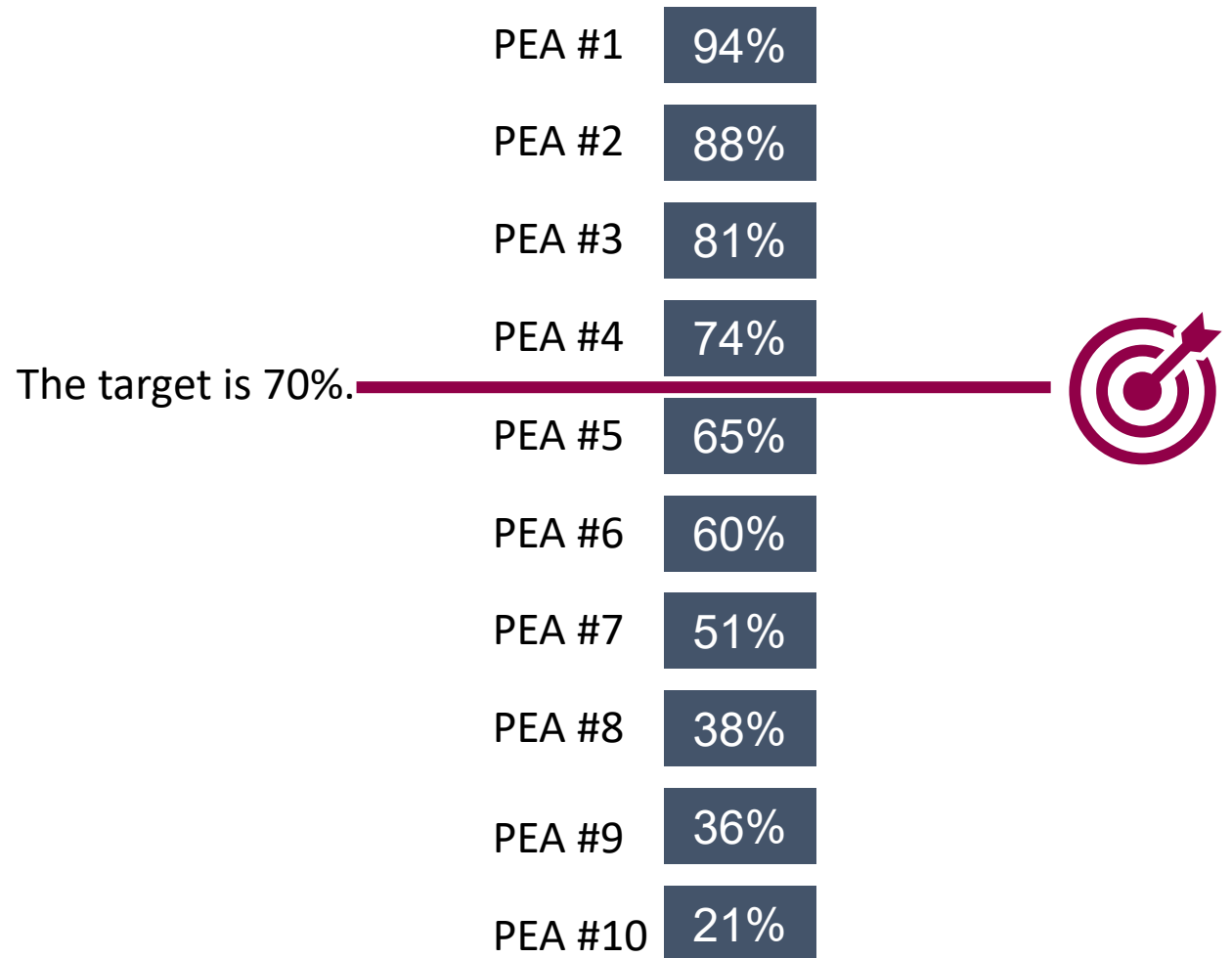
PEA	# Exiters	FY21 Grad %	FY22 Grad%	Points
District #7	1	No Data	100%	2
District #12	3	75%	100%	2
District #10	4	50%	75%	1
District #5	4	75%	50%	0
District #19	4	0%	25%	1
District #11	4	25%	25%	1
District #20	4	No Data	25%	1
District #1	1	No Data	0%	0
District #16	2	0%	0%	0

Example of Scoring for LRE (1 of 10)

Each box represents a hypothetical PEA's LRE rate for indicator 5A inside regular class 80% or more of the day).

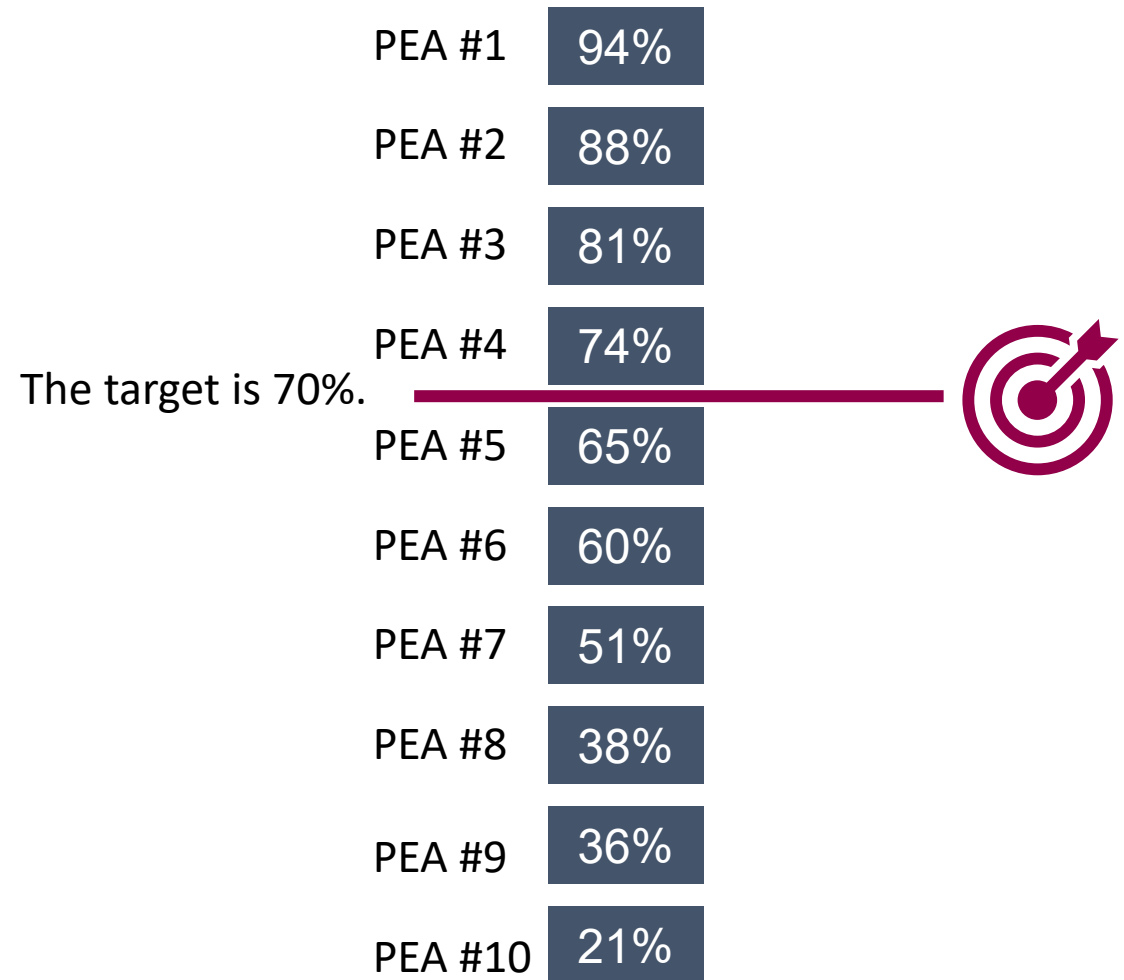
A PEA can earn 0, 1 or 2 points for this component.

Let's assume the target is 70%.



Example of Scoring for LRE (2 of 10)

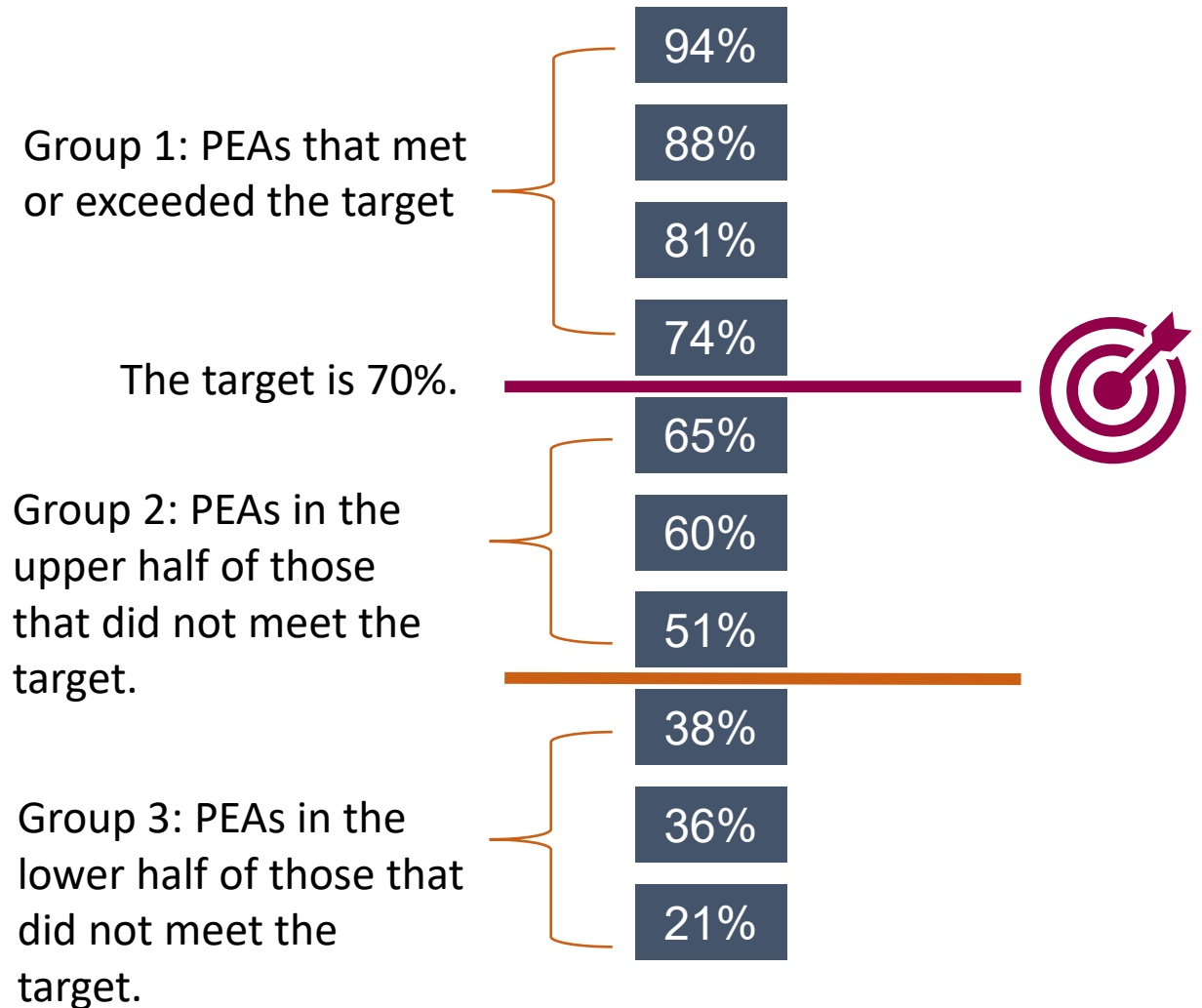
All of the PEAs will be divided into three groups. We will call them Group 1, Group 2, and Group 3.



Example of Scoring for LRE (3 of 10)

Group 1 are PEAs that met or exceeded the target.

PEAs that did not meet the target are divided in half. The upper half is Group 2 and the lower half is Group 3.

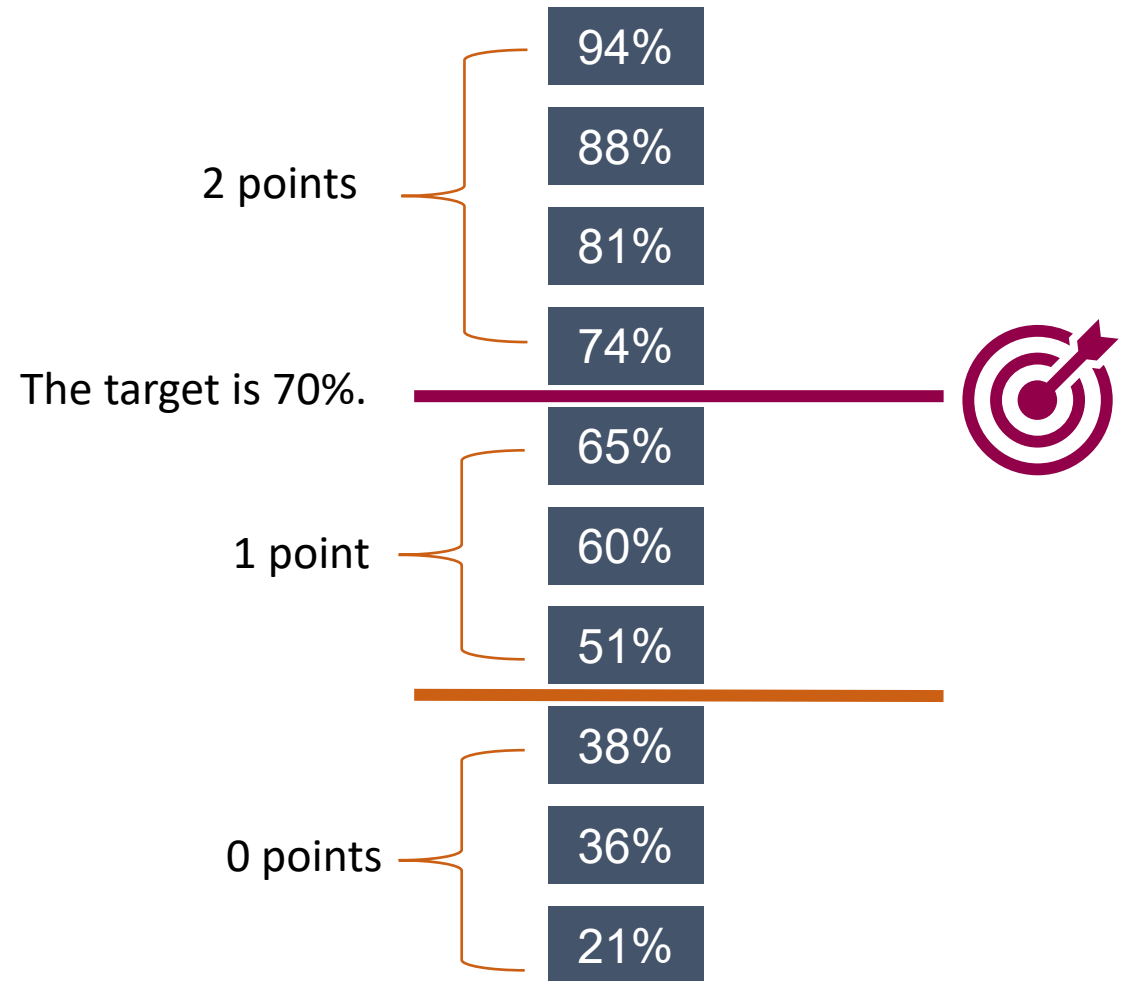


Example of Scoring for LRE (4 of 10)

Group 1 receives 2 points.

Group 2 receives 1 point.

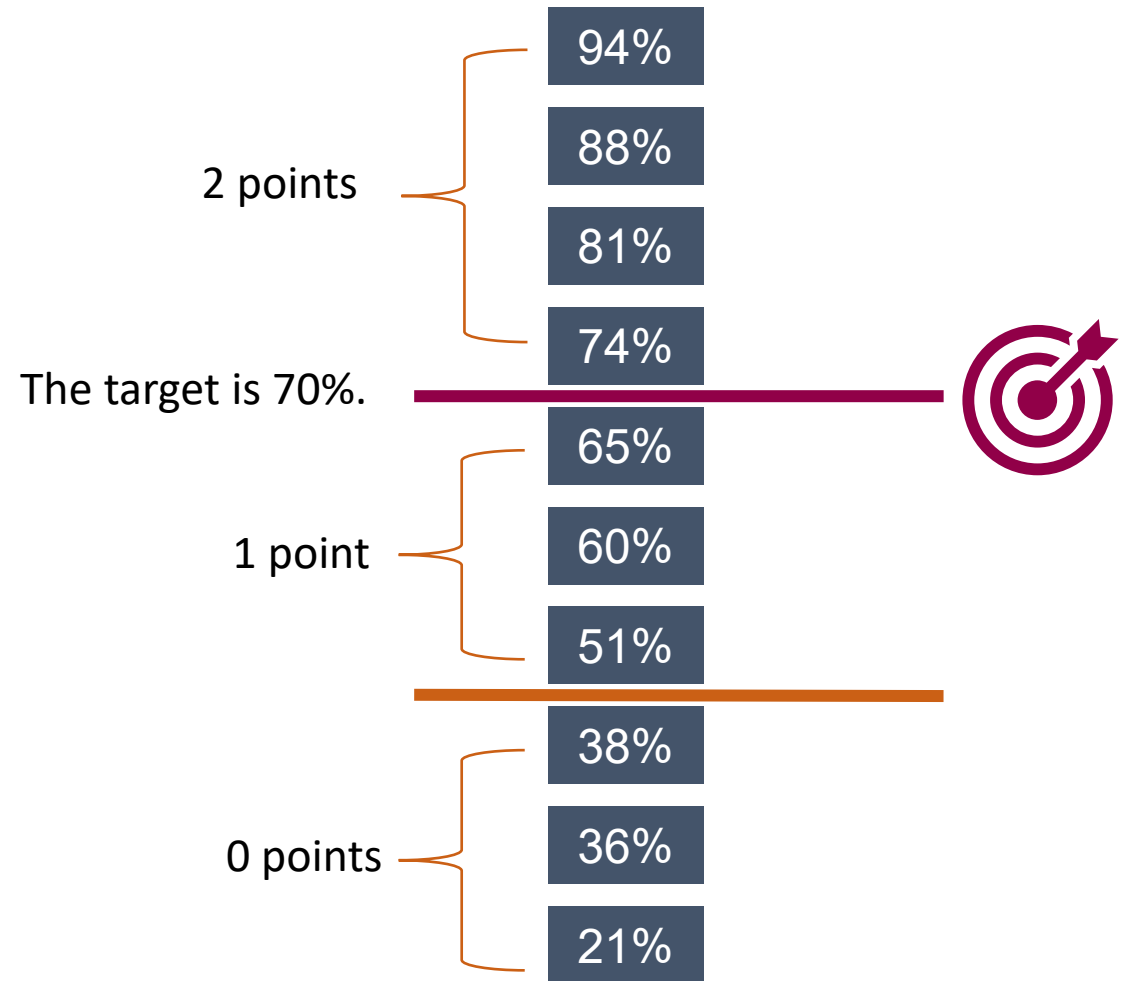
Group 3 receives 0 points.



Example of Scoring for LRE (5 of 10)

To acknowledge growth, Groups 2 and 3 have an opportunity to earn a bonus point.

Note: 2 points is the maximum a PEA can earn on this component. PEAs that met the target are not eligible for a bonus point.



Example of Scoring for LRE (6 of 10)

To see if the PEA receives a bonus point for making substantial progress, we look at the PEA's prior year score.

	Prior Year	Current Year
PEA #5	60%	65%
PEA #6	40%	60%
PEA #7	56%	51%
PEA #8	33%	38%
PEA #9	14%	36%
PEA #10	15%	21%

Example of Scoring for LRE (7 of 10)

We then apply the substantial progress formula to see how many points the PEA would need to earn a bonus point.

	Prior Year	Points increase	Current Year
PEA #5	60%	+2%	65%
PEA #6	40%	+8%	60%
PEA #7	56%	+3%	51%
PEA #8	33%	+11%	38%
PEA #9	14%	+21%	36%
PEA #10	15%	+20%	21%

Example of Scoring for LRE (8 of 10)

We then calculate what the current score would need to be in order to achieve the bonus point.

	Prior Year	Points increase	Score Needed	Current Year
PEA #5	60%	+2%	62%	65%
PEA #6	40%	+8%	48%	60%
PEA #7	56%	+3%	59%	51%
PEA #8	33%	+11%	44%	38%
PEA #9	14%	+21%	35%	36%
PEA #10	15%	+20%	35%	21%

Example of Scoring for LRE (9 of 10)

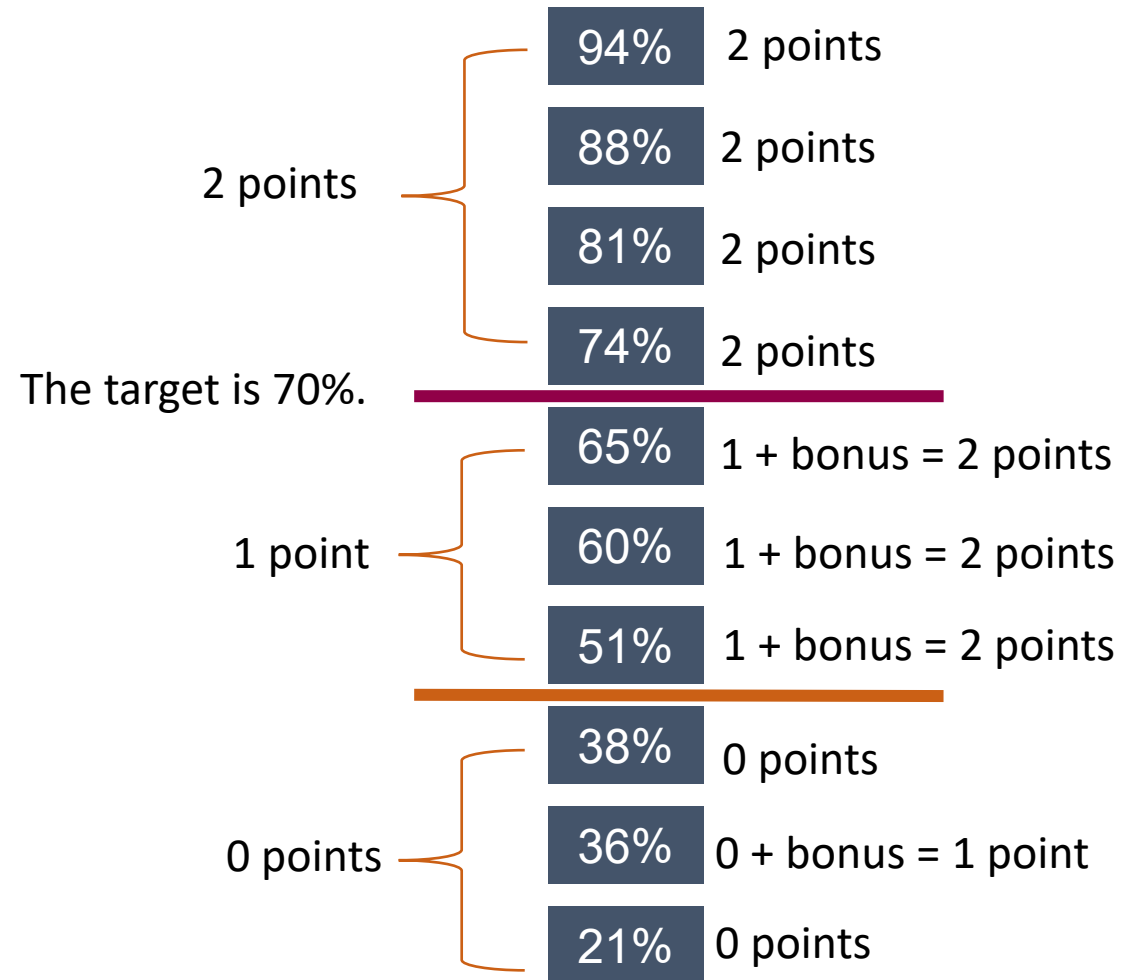
4 of the 6 PEAs would receive the bonus point because they met or exceeded the score needed to show substantial progress.

Prior Year	Points increase	Score Needed	Current Year	
60%	+2%	62%	65%	Bonus point
40%	+8%	48%	60%	
56%	+3%	59%	51%	
33%	+11%	44%	38%	
14%	+21%	35%	36%	
15%	+20%	35%	21%	

Example of Scoring for LRE (10 of 10)

The final score for this component would be as follows:

7 PEAs received 2 points
1 PEA received 1 point
2 PEAs received 0 points

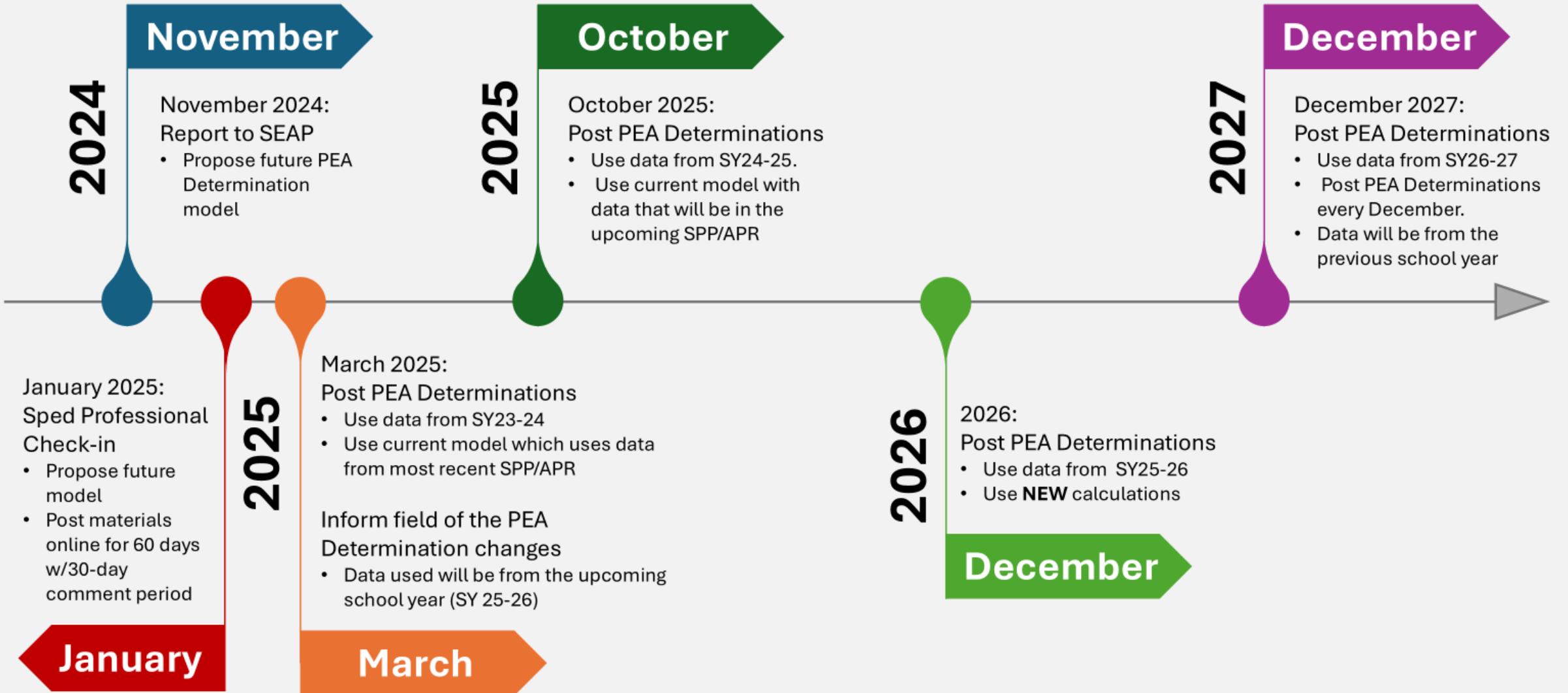


Targeted Assistance (TA) and Intervention

The purpose of PEA Determinations is to help our students succeed. Based on a PEA's score, they may fall into one of the following areas:

- “Meets Requirements”- requires no action
- “Needs Assistance”- 1st year, requires no action, 2nd year, required to provide TA activities which will take place during the year for targeted area.
- “Needs Intervention”- 3 or more years of needs intervention requires a Corrective Action Plan, Part B IDEA Grant restrictions dependent on the area of need.
- “Needs substantial intervention”- Not defined systemically. Left up to the discretion of the SEA.

PEA Determination Timeline





Contact Us

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