



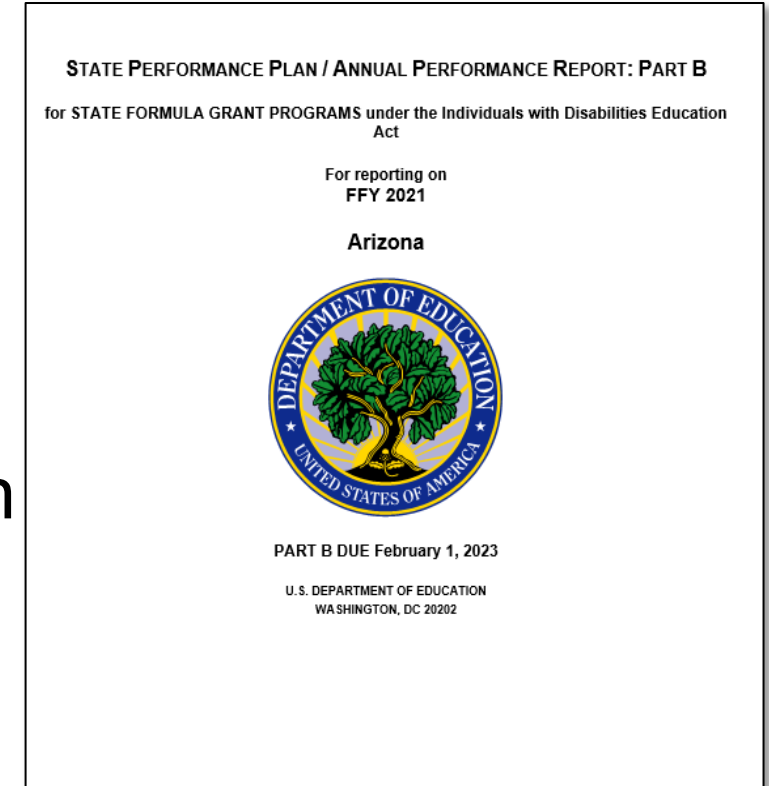
# **Exceptional Student Services (ESS) SPED Director Check-In**

FFY25 State Performance Plan and  
Annual Performance Report  
(SPP/APR) Indicators 1, 2 and 5

September 2026

# Introduction to the SPP/APR

The State Performance Plan and Annual Performance Report (SPP/APR) comprise a required annual federal special education data collection overseen by the Office of Special Education Programs (OSEP). 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. These results will be used for the SPP/APR due February 1, 2027.



# Federal Fiscal Year (FFY)

The charts in this presentation use the federal fiscal year (FFY). Federal reporting uses FFY when submitting and reporting on information. This classification is forward-facing compared to the standard fiscal year.



Since Indicators 1 and 2 are lag data, school year 2024–25 data will be labeled as FFY25.

For Indicator 5, school year 2025–26 data will be labeled as FFY25.

# Indicator 1: Graduation

Data source: Exit Data

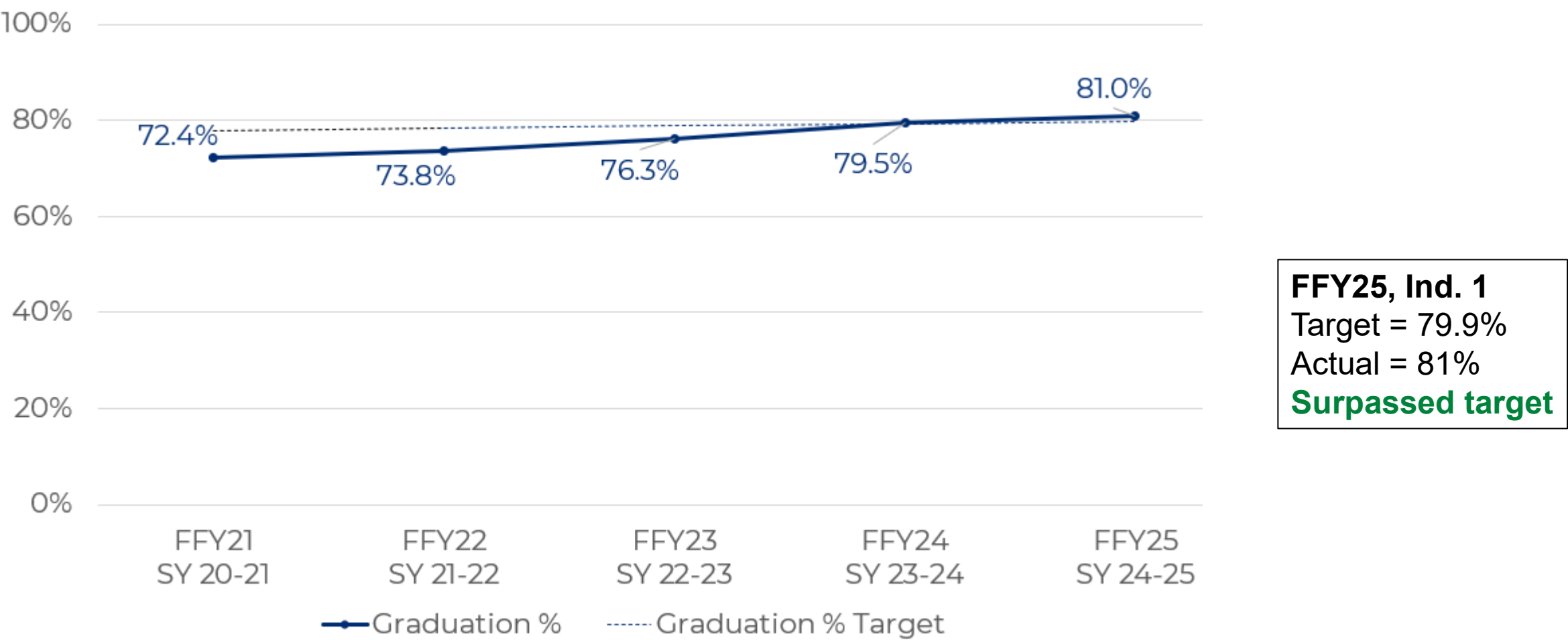
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# Indicator 1: Graduation Calculation

- **Results Indicator:** Percent of youths with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))
- **Measurement:** States must report a percentage using the number of youths with IEPs (ages 14–21) who exited special education **due to graduating with a regular high school diploma** in the numerator and the number of all youths with IEPs who exited special education (ages 14–21) in the denominator.

# FFY21–25 Indicator 1: Graduation



| FFY                     | 2021  | 2022  | 2023  | 2024  | 2025 |
|-------------------------|-------|-------|-------|-------|------|
| Indicator 1: Graduation | 72.4% | 73.8% | 76.3% | 79.5% | 81%  |

# Indicator 2: Drop Out

Data source: Exit Data

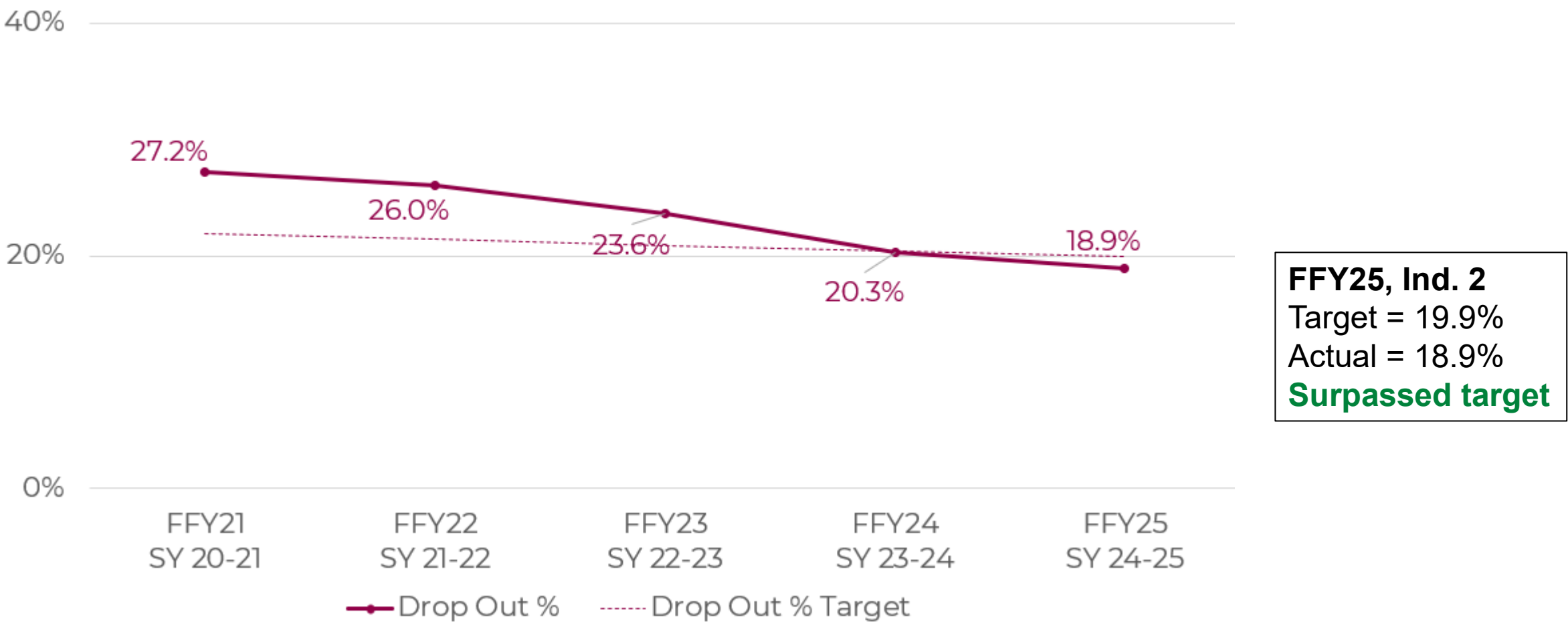
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## Indicator 2: Drop Out Calculation

- **Results Indicator:** Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))
- **Measurement:** States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education **due to dropping out** in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

# FFY21–25 Indicator 2: Drop Out



| FFY                   | 2021  | 2022 | 2023  | 2024  | 2025  |
|-----------------------|-------|------|-------|-------|-------|
| Indicator 2: Drop Out | 27.2% | 26%  | 23.6% | 20.3% | 18.9% |

# Indicator 5: Educational Environments (School-Age)

Data source: October 1 Child Count

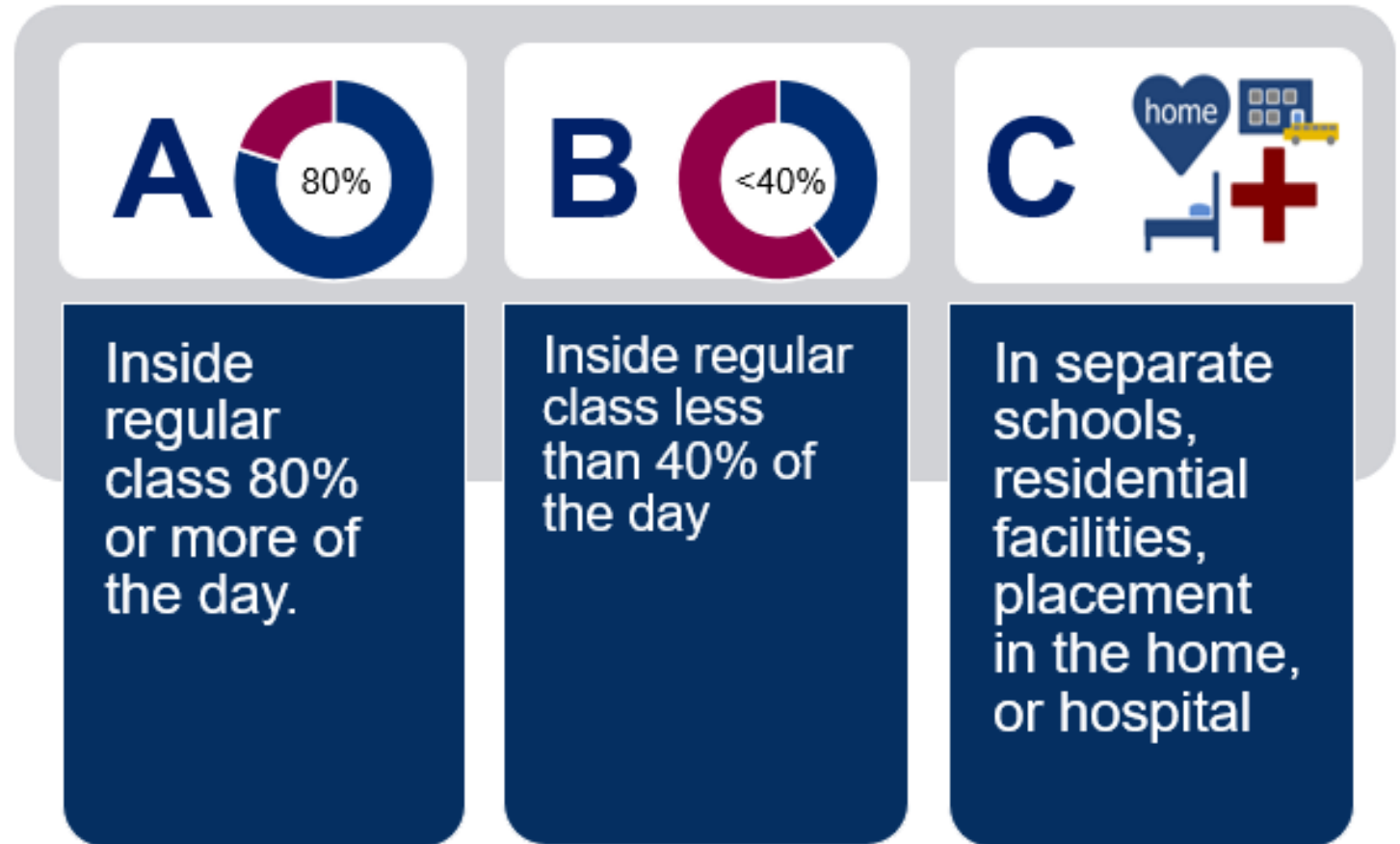
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# Indicator 5: Educational Environments (School-Age)

## Introduction

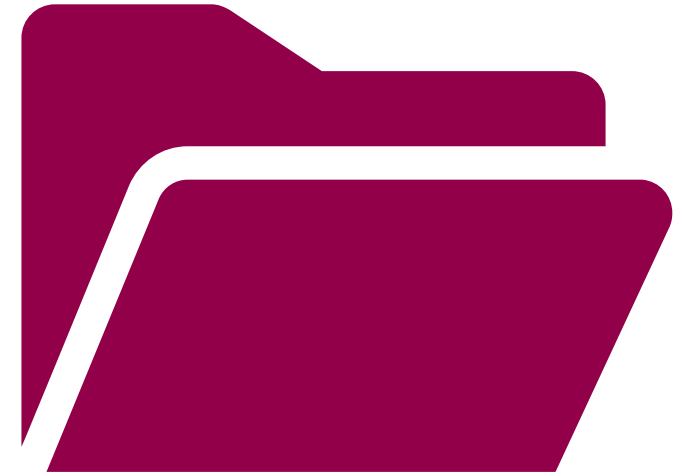
- Students are reported in the SPP/APR as being in one of the following categories: A, B, or C
- Includes students with IEPs of age 5 and enrolled in kindergarten and of ages 6–21



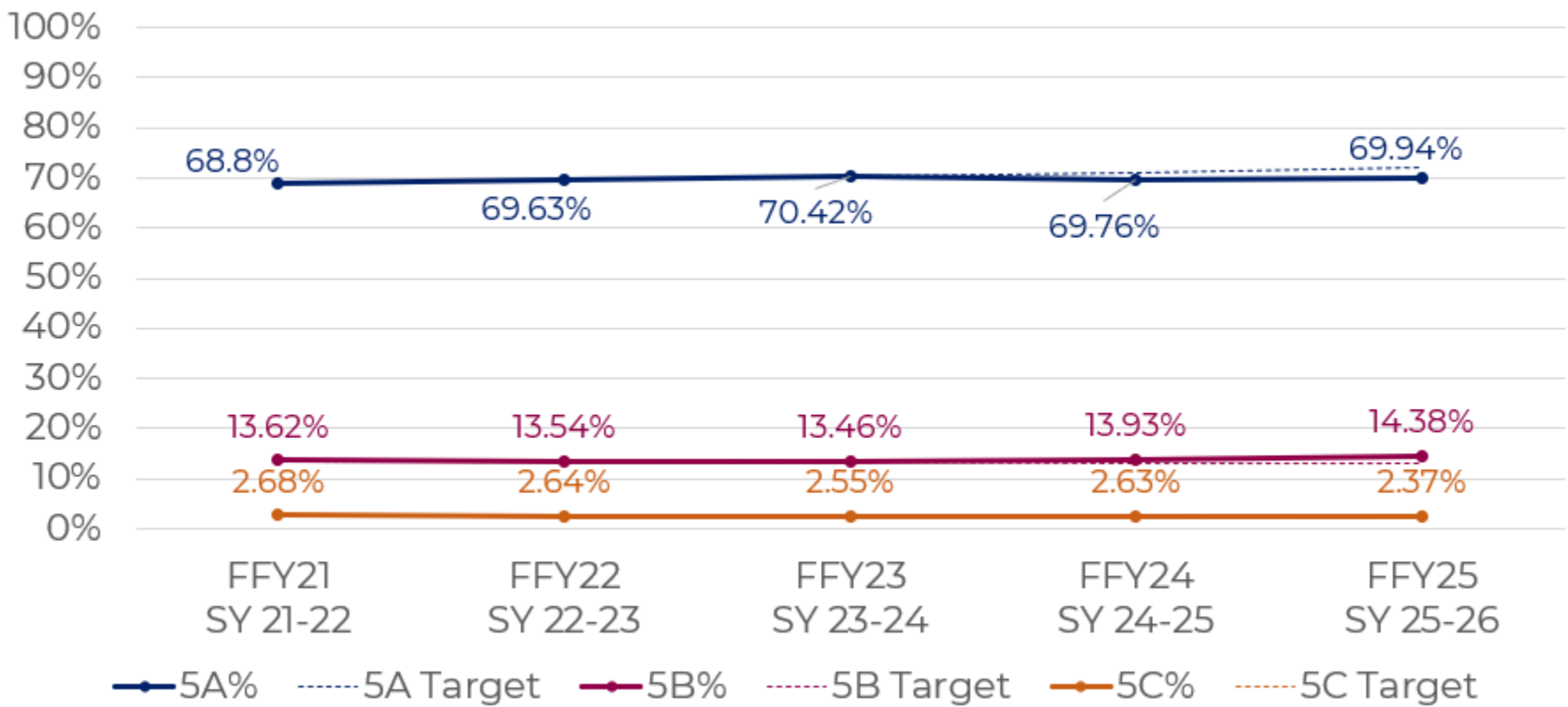
## Indicator 5: Data Source

Each PEA submits data into AzEDS for Exceptional Student Services (ESS) to use as authorized under section 618 of the IDEA.

Data is taken from SY 2025–26.



# FFY21-25 Indicator 5: School-Age Environments



**FFY25, Ind. 5**  
5A Target = 72%  
Actual = 69.94%  
**Did not meet target**

5B Target = 13.10%  
Actual = 14.38%  
**Did not meet target**

5C Target = 2.46%  
Actual = 2.37%  
**Surpassed target**

| FFY | 2021   | 2022   | 2023   | 2024   | 2025   |
|-----|--------|--------|--------|--------|--------|
| 5A  | 68.84% | 69.63% | 70.42% | 69.76% | 69.94% |
| 5B  | 13.62% | 13.54% | 13.46% | 13.93% | 14.38% |
| 5C  | 2.68%  | 2.64%  | 2.55%  | 2.63%  | 2.37%  |



# Q&As





## Contact Us

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