



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

Indicators 4, 9, 10 for Federal Fiscal  
Year 2019 State Performance Plan  
Annual Performance Report

March 30, 2021



# Introduction

The State Performance Plan (SPP)/Annual Performance Report (APR) is a required annual federal special education data collection overseen by the Office of Special Education Programs. It is outlined under a variety of sections in the Individuals with Disabilities Education Act (IDEA). ESS reports on portions of this information to SEAP throughout the year.



# Agenda

## Indicator 4: Suspension/Expulsion

- Introduction & Data Sources
- Results
- Upcoming Changes

## Indicator 9: Disproportionate Representation

- Introduction & Data Sources
- Results

## Indicator 10: Disproportionate Representation in Specific Disability Categories

- Introduction & Data Sources
- Results



## Indicator 4: Suspension/Expulsion

# Indicator 4: Introduction

Two sections for the indicator:

- a) % of districts with significant discrepancy
- b) % of districts with significant discrepancy by race/ethnicity

Data used is lagged one year. While this is the FFY 2019 (2019–2020 school year) report, ESS must use data from the 2018–2019 school year. This is because ESS is required to determine if there was any noncompliance for any PEAs identified as significantly discrepant the year following the data calculation.



# Indicator 4: Data Sources

- Exceptional Student Services (ESS) Discipline Data Collection Tool
- ESS October 1 Special Education Child Count
- Since the data year used in the calculation was from the 2018–2019 school year, COVID-19 did not impact the data submitted

# Indicator 4A: Description

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for **children with IEPs** (34 C.F.R. §300.170(a)).

Target is set at zero percent.

# Indicator 4A: Significant Discrepancy

## Calculation of Risk Ratio

- Risk of the public education agency (PEA)/Risk of the State

## Risk

- Total Removals greater than 10 days (in-school, out-of-school, expulsions cumulative) divided by
- October 1 count of students on an IEP

## Exemption

- October 1 Count is less than 30 or number of removals in the calculation is less than 10



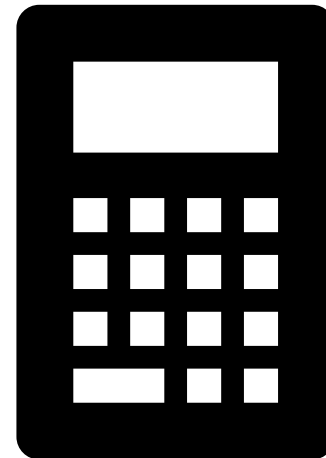
# Indicator 4A: Calculation Example (1 of 3)

## Test PEA Risk

- Out-of-school suspensions/expulsions > 10 days = 18
- In-school suspensions > 10 days = 3
- October 1 count = 2421

Total removals > 10 days = 21  
divided by  
October 1 count = 2421

Risk =  $0.00867 = 0.867\%$



## Indicator 4A: Calculation Example (2 of 3)

### State Risk

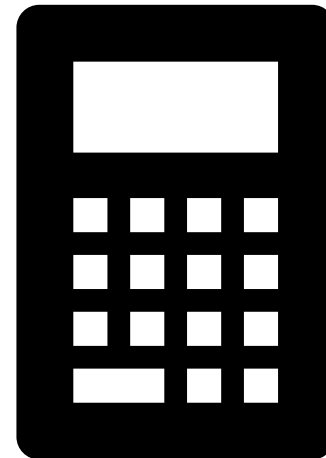
- Total removals > 10 days = 518
- October 1 count = 148121

Total removals > 10 days = 518

divided by

October 1 count = 148121

Risk =  $.003497 = .3497\%$



## Indicator 4A: Calculation Example (3 of 3)

### Risk Ratio

- Test PEA Risk divided by state risk
- $.867\%$  divided by  $.3497\% = 2.48$
- Thus, the ratio would be approximately 2.48

This would mean that a student at this PEA is 2.48 times more likely to be removed from that PEA for discipline compared to the state in general

## Indicator 4A: Results (1 of 3)

Any PEA at or exceeding 3.0 risk ratio is identified as significantly discrepant. While the calculations are like significant disproportionality, this process slightly differs.

States are also required to review significantly discrepant PEAs to identify if there was noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

## Indicator 4A: Results (2 of 3)

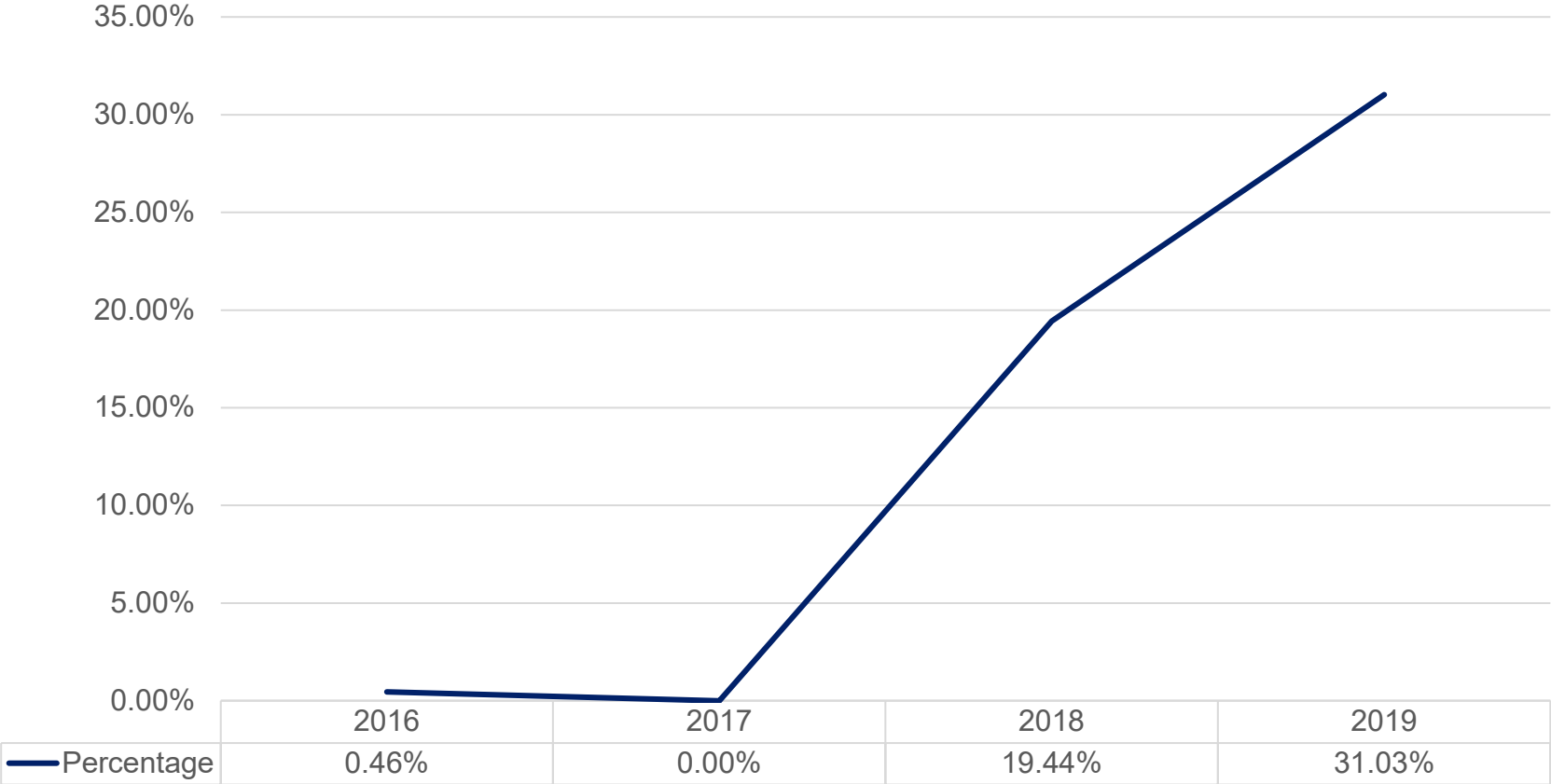
ESS was only able to test 29 PEAs who met the required n-sizes for the calculation. Most cells of data have numbers much too low to test.

From this, 9 of the 29 were identified as significantly discrepant. This means that our result was 31.03% which was an increase from 19.44%.

Zero PEAs were identified with noncompliance after review of their policies and procedures.

# Indicator 4A: Results (3 of 3)

Percentage



# Indicator 4A: Slippage

Beginning in the 2018 calculation, ESS streamlined the process and began to reinforce discipline reporting. The 2019 calculation saw the decommissioning of AzSAFE (the prior discipline tool) and its replacement by a more tailored discipline data collection tool.

These two factors contributed heavily to assisting PEAs in meeting n-size requirements and reflecting removals more accurately, especially with testing for cumulative removals greater than 10 days.

- Example: Student suspended three times for four days each would now be recognized more clearly in calculations.

## Indicator 4B: Description

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

Target must be set at zero percent.



# Indicator 4B: Significant Discrepancy

Calculation mimics that of 4A with the difference that each test is now comparing the risk ratio by a specific race/ethnicity vs all other comparison groups. The data sources are also the same.

## Example

- Test PEA Risk of Hispanic/Latino removals greater than 10 days  
Divided by
- Test PEA Risk of non-Hispanic/Latino removals greater than 10 days
  - (if the non-Hispanic/Latino count is too low, it will instead use the state risk)

# Indicator 4B: Calculation

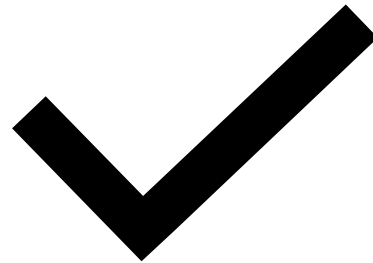
The calculation of the data relies not only on a PEA being significantly discrepant but also that the PEA had policies procedure or practices that contribute to the significant discrepancy and do not comply with requirements of the IDEA. This differs from 4A in that both factors must be met to be used in the data calculation.

# Indicator 4B: Results

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of Districts that met the State's minimum n-size	FFY 2019 Target	FFY 2019 Data	Status
6	0	18	0%	0%	Met Target

## Indicator 4B: Results (continued)

Historically this is always zero percent for Arizona. Few PEAs ever meet the n-size threshold to test for any race/ethnicity under this calculation.



# Indicator 4: Upcoming Changes

From technical assistance and clarification through the IDEA Data Center, in-school suspensions are not to be included in this calculation for the upcoming SPP/APR package.





# Indicator 9: Disproportionate Representation

# Indicator 9: Introduction

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Provide racial/ethnic disproportionality data for all children aged **6 through 21** served under IDEA, aggregated across all disability categories.

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 9: Data Sources

- ESS October 1 Special Education Child Count
- Agency October 1 Child Count
- This indicator was not affected by COVID-19, as the data pulled for student demographics were taken before COVID-19 was an issue for Arizona



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

# Indicator 9: Calculation Example (1 of 3)

## Test PEA Risk

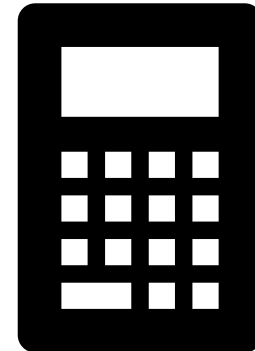
- Hispanic/Latino students on an IEP over October 1 = 21
- All Hispanic/Latino Students over October 1 = 44

Special Education Hispanic/Latino = 21

divided by

All Hispanic/Latino = 44

Risk =  $.477 = 47.7\%$



## Indicator 9: Calculation Example (2 of 3)

Test PEA Risk of all other Race/Ethnicities

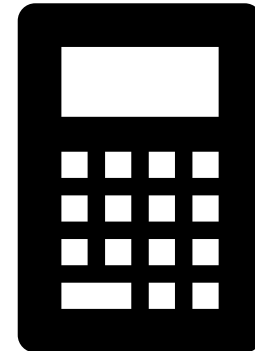
- All non-Hispanic/Latino students on an IEP over October 1 = 746
- All non-Hispanic/Latino Students over October 1 = 5124

Special Education non-Hispanic/Latino = 746

divided by

All non-Hispanic/Latino = 5124

Risk =  $0.146 = 14.6\%$



# Indicator 9: Calculation Example (3 of 3)

## Risk Ratio

- Test PEA Risk divided by Test PEA Risk of all other Race/Ethnicities
- 47.7% divided by 14.6% = 3.28
- Thus, the ratio would be approximately 3.28

This would mean that a Hispanic/Latino student at this PEA is 3.28 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).



# Indicator 9: Results

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of Districts that met the State's minimum n-size	FFY 2019 Target	FFY 2019 Data	Status
0	0	508	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.

# Indicator 10: Introduction

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

Provide racial/ethnic disproportionality data for children aged **6 through 21** served under IDEA. Provide these data at a minimum for children 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.



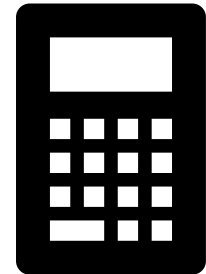
# Indicator 10: Data Sources

- ESS October 1 Special Education Child Count
- Agency October 1 Child Count
- This indicator was not affected by COVID-19, as the data pulled for student demographics were taken before COVID-19 was an issue for Arizona



# Indicator 10: Calculation

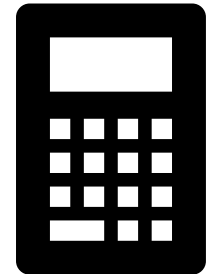
- The following calculation method is used:
  - a) Risk Ratio method
  - b) Alternate Risk Ratio method: used for any PEA that does not meet the minimum cell size or minimum n-size. The alternate risk ratio compares the risk of a specific outcome for a specific group within the PEA with the state ratios 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
  - Minimum n-size = 30 (denominator)
  - Minimum cell size = 10 (numerator)



# Indicator 10: Calculation (continued)

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: Results

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of Districts that met the State's minimum n-size	FFY 2019 Target	FFY 2019 Data	Status
22	0	380	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.



## Contact Us

Team web page: <https://www.azed.gov/specialeducation/sppapr>  
(Website will be updated soon)

Team email: [ESSOperations@azed.gov](mailto:ESSOperations@azed.gov)

Chris Brown-Director of Operations  
Exceptional Student Services  
[Chris.Brown@azed.gov](mailto:Chris.Brown@azed.gov)

