

# Exceptional Student Services (ESS)



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Superintendent of Public Instruction

## State Performance Plan & Annual Performance Report

SEAP

January 26, 2021

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Childhood Special Education

# Agenda

- Indicator 3
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  - Results
  - Upcoming Changes
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- Indicator 12
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  - Results



# Indicator 3

# Indicator 3 – Introduction

Participation and performance of children with individualized education programs (IEPs) on statewide assessments:

- Participation rate for children with IEPs
- Proficiency rate for children with IEPs against grade-level and alternate academic achievement standards

# Indicator 3 – Data Source

Exceptional Student Services (ESS) is required to use the same data used for reporting to the Department of Education under Title I of the Elementary and Secondary Education Act (ESEA)



# Indicator 3 – Data Source (continued)

- Calculated participation and performance separately for reading and math
- Grades 3–8 and High School
- Includes all students, regardless whether a student was enrolled for a full academic year
- Only includes students who had an IEP at the time of the test

# Indicator 3 – Results



Since Arizona received a waiver for statewide testing in federal fiscal year (FFY) 2019, which is our state fiscal year (FY) 2020, there are no results to provide or post for both participation and proficiency.

# Indicator 3 – Upcoming Changes

- 3A: Assessment Participation Rates
  - This measurement requires States to report on participation rates for children with IEPs in grades 4, 8, and high school
- 3B: Proficiency Rate for Children with IEPs
  - States are required to report on proficiency rates for children with IEPs in grades 4, 8, and high school who are assessed against grade-level academic achievement standards



# Indicator 3 – Upcoming Changes (continued)

- 3C: Proficiency Rate & Alternate Academic Achievement Standards
  - States are required to report on proficiency rates for children with IEPs in grades 4, 8, and high school who are assessed against alternate academic achievement standards
- 3D: Gap in Proficiency Rates
  - This measurement has been added to require States to calculate a proficiency rate gap for children with IEPs in grades 4, 8, and high school who are assessed against grade-level academic achievement standards

# Indicator 3 – Differences

- Grade span changed
  - Grades 3–8 and High School changed to 4, 8, and High School
  - Alternate academic achievement standards (alternate assessment) separated in proficiency rates from regular academic achievement standards (AzM2)



# Indicator 7

# Indicator 7 – Introduction

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- Use of appropriate behaviors to meet their needs

These are the three outcomes the Office of Special Education Programs (OSEP) measures.

# Indicator 7 – Introduction (continued)

## Category 1

Of those children who entered or exited the program below age expectations in an outcome, the percent **who substantially increased their rate of growth** by the time they turned 6 years of age or exited the program.

## Category 2

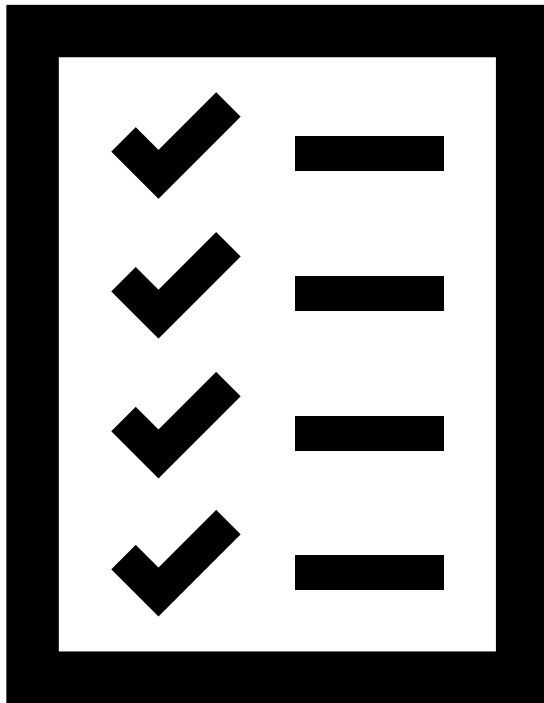
The percent of preschool children **who were functioning within age expectations** in an outcome by the time they turned 6 years of age or exited the program.

# Indicator 7 – Data Source

ESS is using Teaching Strategies Gold (TSG) currently to calculate outcomes from portfolios that are submitted by public education agencies (PEAs).



# Indicator 7 – Data Source (continued)



Portfolios are required to be updated multiple times throughout the year. However, due to COVID-19, the final benchmark was collected in Spring of 2020 instead of the end of year.

# Indicator 7 – Federal Fiscal Year

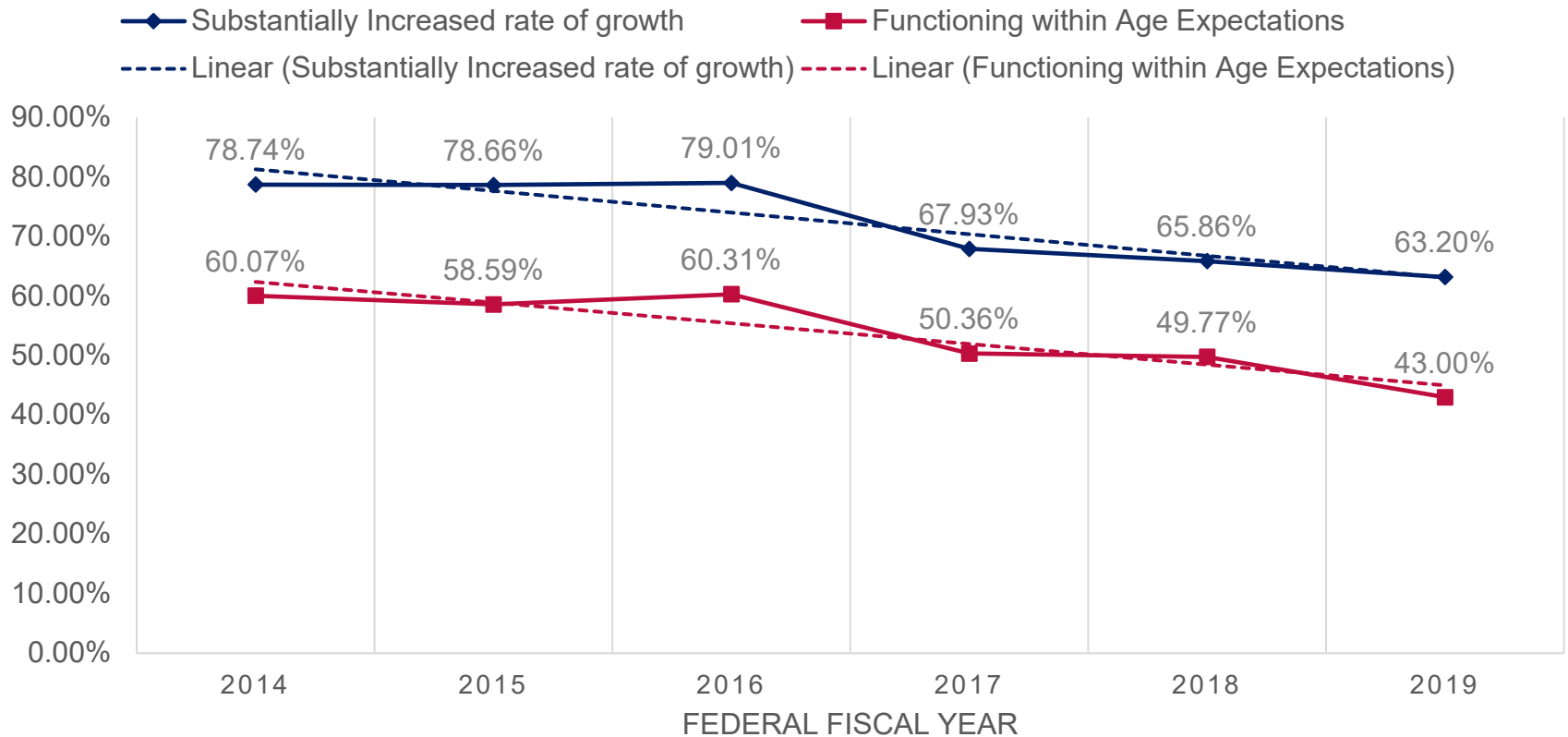
Federal reporting uses federal fiscal year when submitting and reporting on information. This classification is forward facing, compared using to the standard fiscal year.

Example: Federal Fiscal Year (FFY) 2019 would mean the 2019–2020 school year. The standard fiscal year 2019 would mean the 2018–2019 school year. The graphs use federal fiscal year, which is standard for federal reporting.



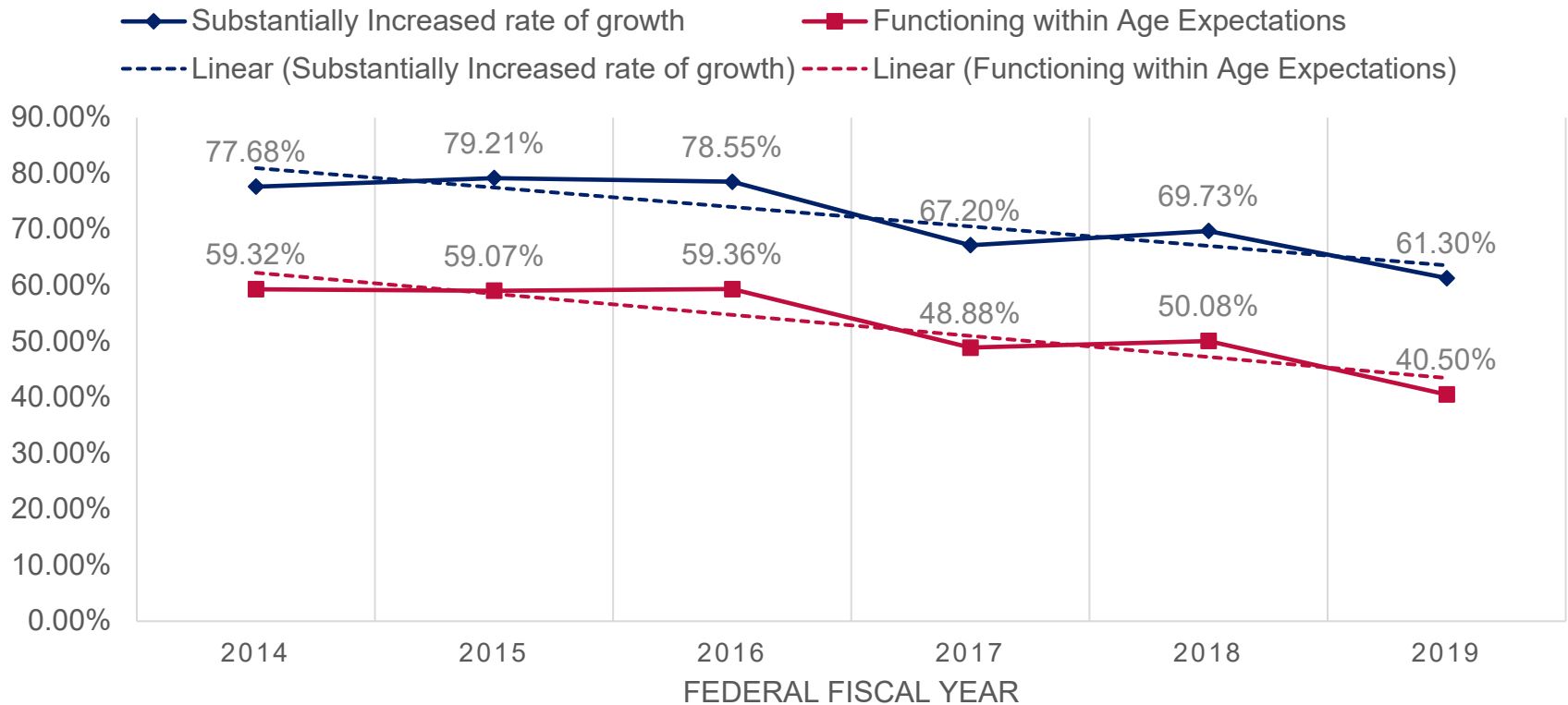
# Indicator 7 – Results (1 of 3)

## POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)



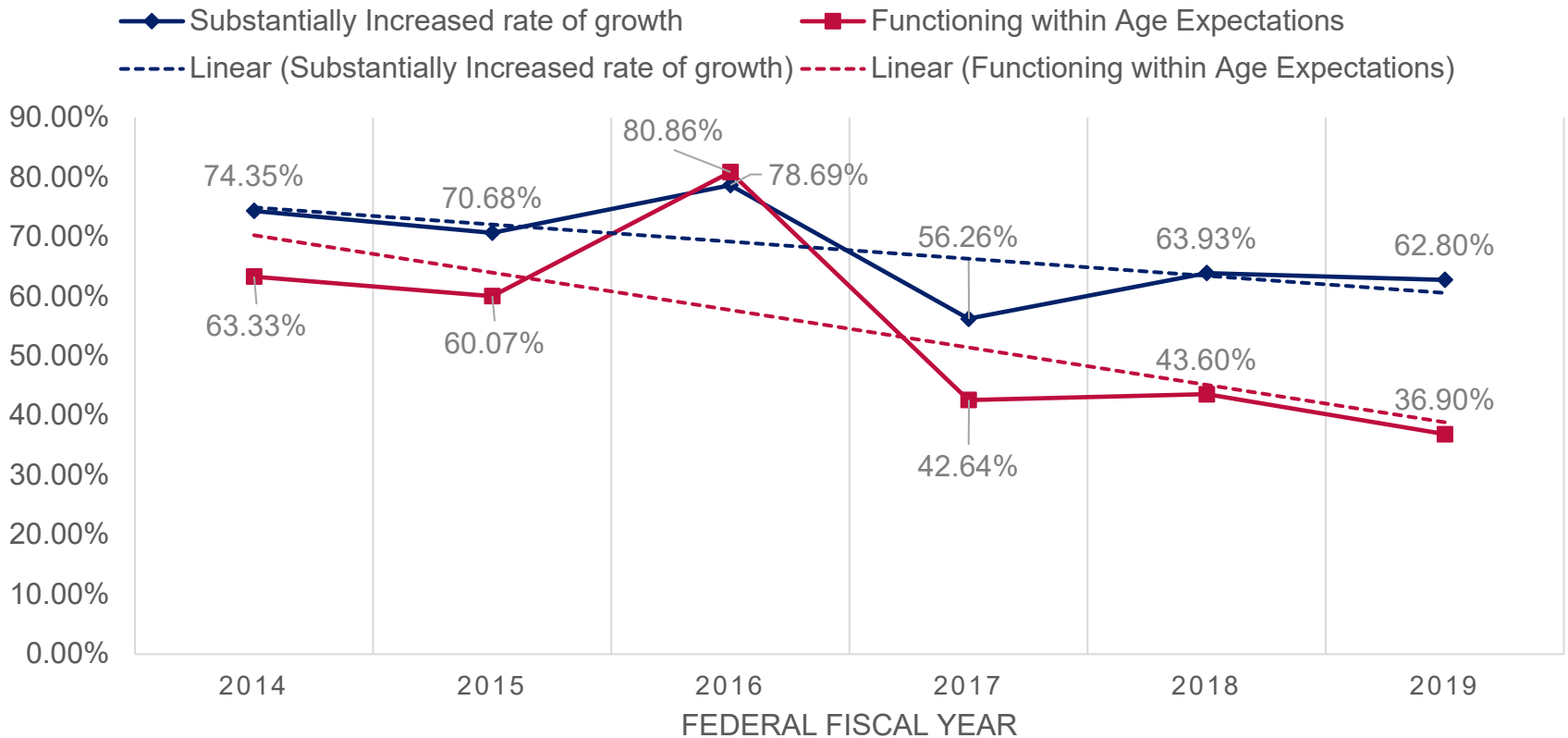
# Indicator 7 – Results (2 of 3)

## ACQUISITION AND USE OF KNOWLEDGE AND SKILLS (INCLUDING EARLY LANGUAGE/ COMMUNICATION AND EARLY LITERACY)



# Indicator 7 – Results (3 of 3)

## USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS



Note: Between FFY 2016 and 2017, TSG revised cut score lists



# Indicator 12

# Indicator 12 – Introduction

Percent 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 birthdays

This is a compliance indicator, so targets must always be 100%.



# Indicator 12 – Introduction (continued)

## Measurement

- a) # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b) # of those referred determined to be **not** eligible and whose eligibility was determined prior to their third birthdays.
- c) # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d) # of children 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) # of children 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 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 – Results

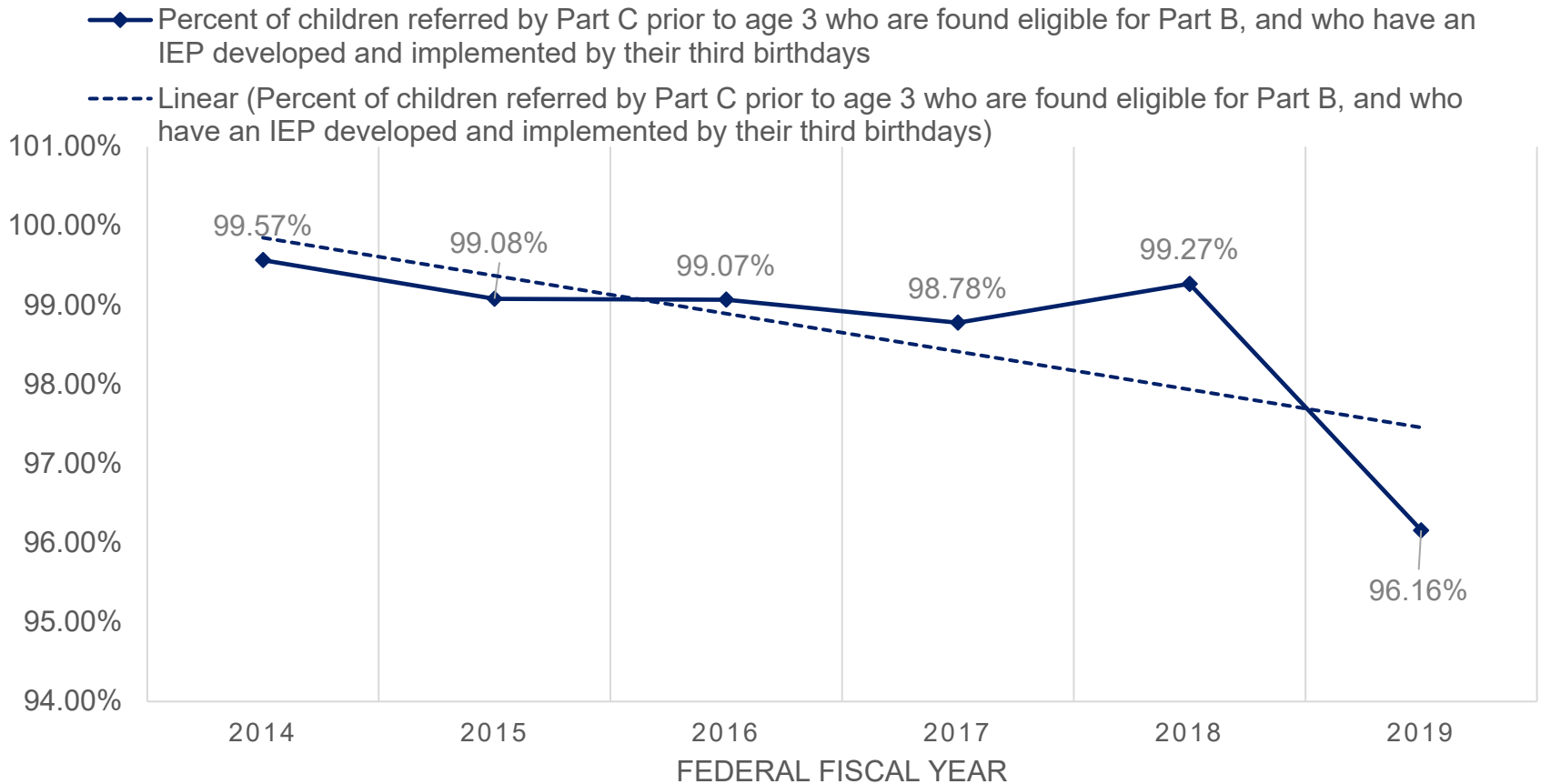
COVID-19 Impact: There are a group of students between a variety of PEAs who were not evaluated nor have a determination.

- These PEAs indicated this as being an effect of COVID-19.
- ESS is following up with each PEA to determine if an evaluation occurred and what the outcome was.
- The results for the most recent fiscal year assume failure to evaluate timely for this group and, as such, lowers the percentage.



# Indicator 12 – Results (continued)

## PRESCHOOL TRANSITION (IN-BY-3)



# Questions?

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