



Risk Analysis Data Source

Risk Component Name	School Year	Data Source	Formula
Indicator 1—Graduation Rate	2021–2022	PEA submission of exit codes from Student Management System (SMS)	# students with disabilities with graduation exit codes / # students with disabilities with the following exit codes: graduated with regular diploma, received a certificate, reached maximum age and dropped out (ages 14–21)
Indicator 2—Dropout Rate	2021–2022	PEA submission of exit codes from SMS	# students with disabilities coded as dropout ages 14–21 / # students with disabilities with the following exit codes: graduated with regular diploma, received a certificate, reached maximum age and dropped out (ages 14–21)
Indicator 3—Performance on Statewide Assessments ELA Proficiency	2021–2022	Assessment	# of students (grades 3–8 and 11) with disabilities scoring at or above proficient / total # of students with disabilities who received a valid score and for whom a proficiency level was assigned (grades 3–8 and 11).
Indicator 3—Performance on Statewide Assessments Math Proficiency	2021–2022	Assessment	# of students (grades 3–8 and 11) with disabilities scoring at or above proficient / total # of students with disabilities who received a valid score and for whom a proficiency level was assigned (grades 3–8 and 11).
Indicator 4a—Suspension / Expulsion	2021–2022	Safe schools data submission	Calculated risk ratio based on discipline data;
Indicator 4b—Suspension / Expulsion	2021–2022	Safe schools data submission	Calculated risk ratio >3 >3 based on discipline data
Indicator 5—Least Restrictive Environment (LRE–A)	2021–2022	PEA submission of sped need code in SMS	# students with disabilities coded as LRE A in Student Management System (SMS) on Oct. 1 count / # total students with disabilities on Oct. 1 count
Indicator 5—Least Restrictive Environment (LRE–C)	2021–2022	PEA submission of sped need code in SMS	# students with disabilities coded as LRE C in Student Management System (SMS) on Oct. 1 count / # total students with disabilities on Oct. 1 count
Indicator 5—Least Restrictive Environment (LRE–D, E, or H)	2021–2022	PEA submission of sped need code in SMS	# students with disabilities coded as LRE in separate placements in Student Management System (SMS) on Oct. 1 count / # total students with disabilities on Oct. 1 count
Indicator 6—Preschool Least Restrictive Environment (LRE)	2021–2022	PEA data submission	# students with IEPs ages 3–5 attending a regular early childhood program and receiving the majority of sped services in the regular early childhood program / total # students ages 3–5 with IEPs
Indicator 6—Preschool Least Restrictive Environment (LRE)	2021–2022	PEA data submission	# students with IEPs ages 3–5 attending a separate special education class, residential facilities, or separate school / total # students with IEPs ages 3–5
Indicators 9—Disproportionality	2021–2022	PEA data submission	Calculated risk ratio >3 based on Oct. 1 counts (ethnicity and sped eligibility); N size of 30; cell size of 10
Indicators 10—Disproportionality	2021–2022	PEA data submission	Calculated >3 risk ratio based on Oct. 1 counts (eligibility categories and ethnicity); N size of 30; cell size of 10
Indicator 11—Initial Evaluation Timeline	2022–2023	Annual site visit (ASV)	# compliant files reviewed / # total files reviewed
Indicator 12 – Early Childhood Transition	2021–2022	PEA submission through Special Education Data Dashboard	# of children referred from AzEIP found not eligible before their 3rd birthday + children found eligible with an IEP in place by their 3rd birthday / # of children referred from AzEIP
Indicator 13—Postsecondary Transition	2022–2023	Annual site visit (ASV)	# compliant files reviewed / # total files reviewed
PEA Determination	2020–2021	PEA submitted data, fiscal data for Maintenance of Effort (MOE)	See PEA Determination requirements



Additional Considerations

Risk Component Name	School Year	Data Source	Formula
Indicator 8—Parent Involvement	2021–2022	Parent Survey application (via ADEConnect)	# of parent responses saying they are involved / # of parents completing survey
Indicator 14—Post School Outcomes	2020–2021	PEA submission of data from PSO application	# eligible surveys completed for FY21 exiters / # possible eligible surveys for FY21 exiters
Indicator 14—Post School Outcomes	2021–2022	PEA submission of data from PSO application	# students surveyed engaged in postsecondary education/training or employment / # students with disabilities completed survey
Indicator 3D—Gap in proficiency for SWD and non-disabled peers in Math Grade 4	2021–2022	Assessment	proficiency rate for children with IEPs scoring at or above proficient - the proficiency rate for all students scoring at or above proficient
Indicator 3D—Gap in proficiency for SWD and non-disabled peers in Reading Grade 4	2021–2022	Assessment	proficiency rate for children with IEPs scoring at or above proficient - the proficiency rate for all students scoring at or above proficient
Indicator 3D—Gap in proficiency for SWD and non-disabled peers in Math Grade 8	2021–2022	Assessment	proficiency rate for children with IEPs scoring at or above proficient - the proficiency rate for all students scoring at or above proficient
Indicator 3D—Gap in proficiency for SWD and non-disabled peers in Reading Grade 8	2021–2022	Assessment	proficiency rate for children with IEPs scoring at or above proficient - the proficiency rate for all students scoring at or above proficient
Indicator 3D—Gap in proficiency for SWD and non-disabled peers in Reading in High School	2021–2022	Assessment	proficiency rate for children with IEPs scoring at or above proficient - the proficiency rate for all students scoring at or above proficient
Indicator 3D—Gap in proficiency for SWD and non-disabled peers in Math in High School	2021–2022	Assessment	proficiency rate for children with IEPs scoring at or above proficient - the proficiency rate for all students scoring at or above proficient
SPED Population	2021–2022	PEA submission of sped need codes in Student Management System (SMS)	# students with disabilities enrolled on Oct. 1 count / # total students enrolled on Oct. 1 count
Number of findings of noncompliance from state complaints in the 2021–22 SY	2021–2022	Dispute Resolution	# of allegations found to be noncompliant as a result of Administrative State Complaint investigation
Indicator 5—Least Restrictive Environment (LRE)	2021–2022	PEA submission of sped need code in SMS	# students with disabilities coded as LRE B in Student Management System (SMS) on Oct. 1 count / # total students with disabilities on Oct. 1 count
SSIP action plan implementation	2022–2023	ESS Monitoring Application	PEA has met all required timelines for SSIP in prior year participation