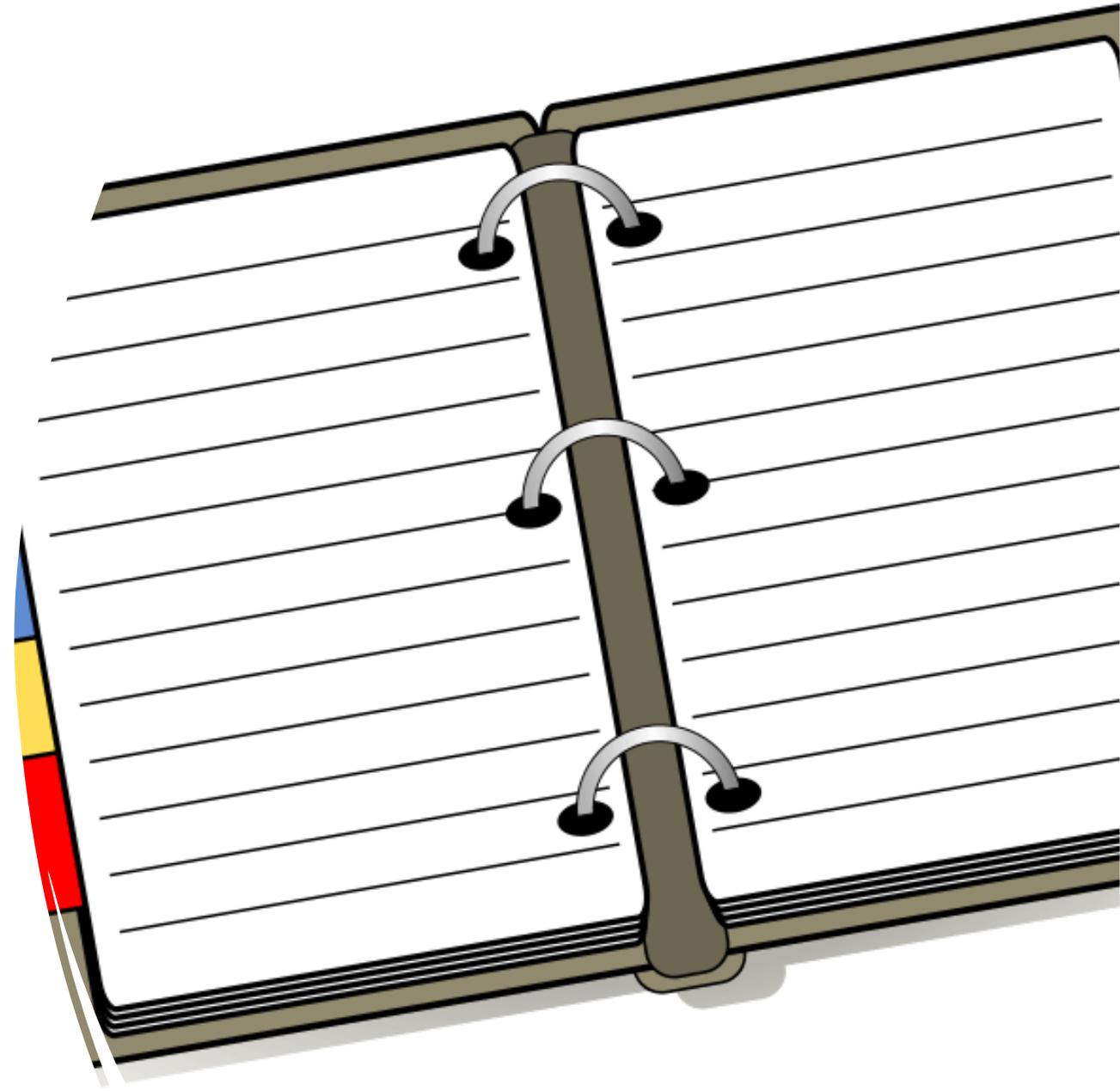# Exceptional Student Services (ESS)

PEA Determination Model

2024

Agenda

- Current Public Education Agency(PEA) and State Education Agency (SEA) Determinations

- Proposed components

- Simulation of FY22 and FY23 PEA determination using proposed model

- Targeted Assistance and Intervention Activities

- Scoring

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 susp./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 (4th Grade Reading)		Worth 0 to 2
Participation in Assessments (8th Grade Reading)		Worth 0 to 2
Participation in Assessments (4th Grade Math)		Worth 0 to 2
Participation in Assessments (8th Grade Math)		Worth 0 to 2
Proficiency in NAEP (4th Grade Reading)		Worth 0 to 2
Proficiency in NAEP (8th Grade Reading)		Worth 0 to 2
Proficiency in NAEP (4th Grade Math)		Worth 0 to 2
Proficiency in NAEP (8th Grade Math)		Worth 0 to 2
Graduated		Worth 0 to 2
Dropped Out		Worth 0 to 2
Dispute Resolution		Worth 0 to 2

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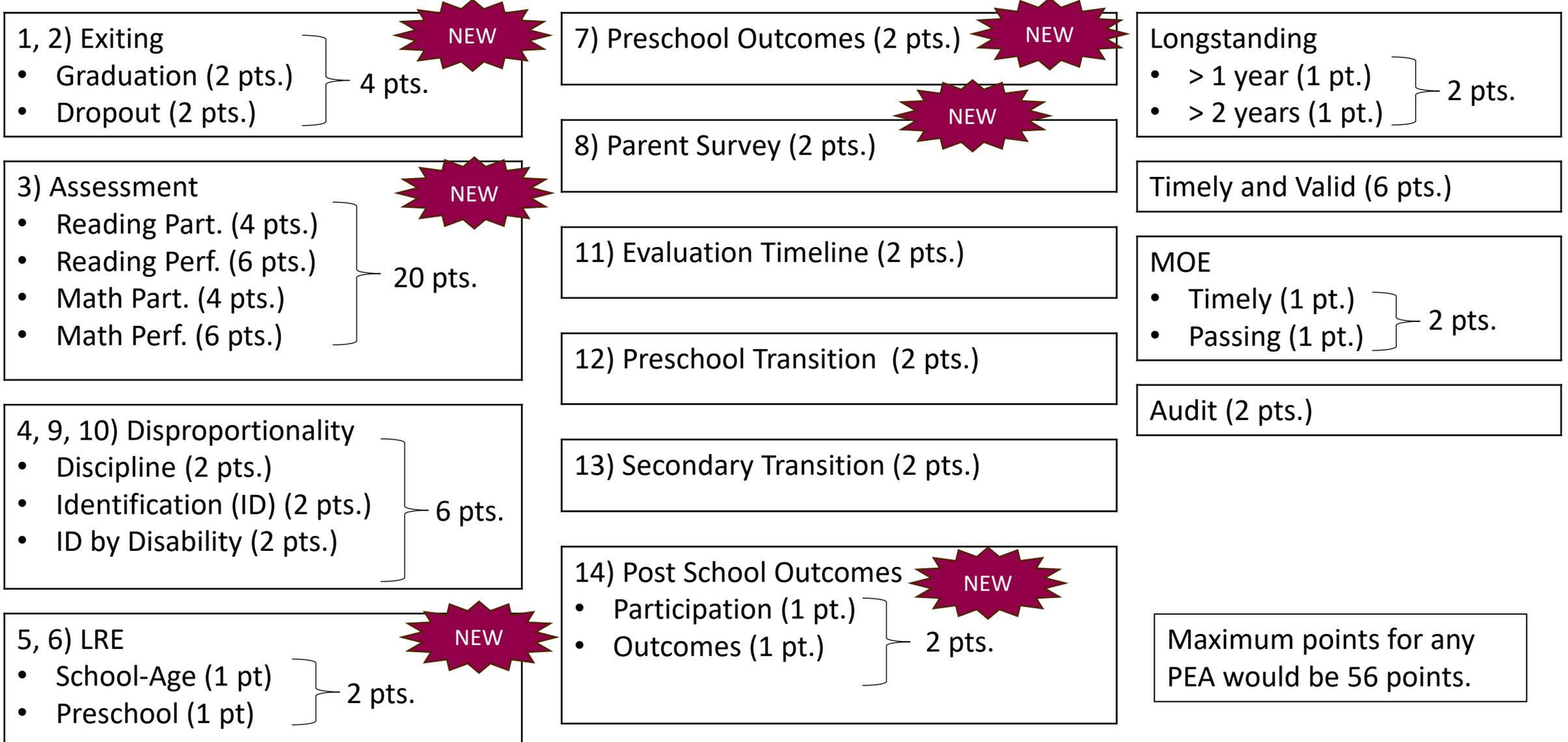
NEW

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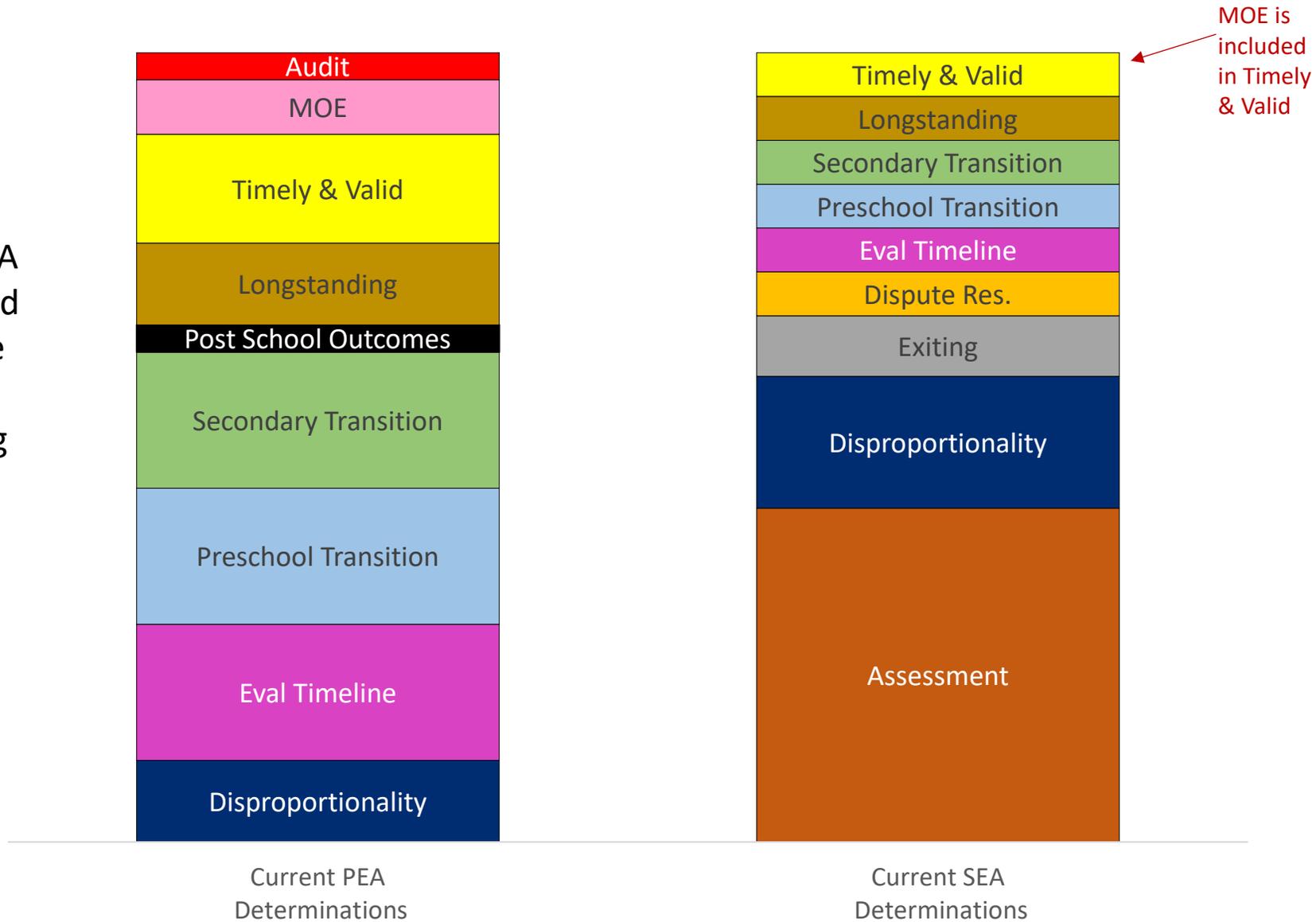
Proposed PEA Determination Model Components

1, 2) Exiting — NEW
- Graduation (2 pts.)
- Dropout (2 pts.)

⎫ 4 pts.

3) Assessment — NEW
- Reading Part. (4 pts.)
- Reading Perf. (6 pts.)
- Math Part. (4 pts.)
- Math Perf. (6 pts.)

⎫ 20 pts.

4, 9, 10) Disproportionality
- Discipline (2 pts.)
- Identification (ID) (2 pts.)
- ID by Disability (2 pts.)

⎫ 6 pts.

5, 6) LRE — NEW
- School-Age (1 pt)
- Preschool (1 pt)

⎫ 2 pts.

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 — NEW
- Participation (1 pt.)
- Outcomes (1 pt.)

⎫ 2 pts.

Longstanding
- > 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.

Proposed PEA Determination Model (Unified District PS–12)

1, 2) Exiting
- Graduation (2 pts.)
- Dropout (2 pts.)

— 4 pts.

3) Assessment
- Reading Part. (4 pts.)
- Reading Perf. (6 pts.)
- Math Part. (4 pts.)
- Math Perf. (6 pts.)

— 20 pts.

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.

7) Preschool Outcomes (2 pts.)

8) Parent Survey (2 pts.)

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.

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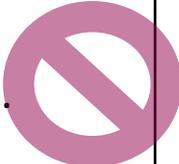- > 2 years (1 pt.)

— 2 pts.

Timely and Valid (6 pts.)

MOE
- Timely (1 pt.)
- Passing (1 pt.)

— 2 pts.

Audit (2 pts.)

**Unified District
56 Points Max**

Proposed PEA Determination Model (Elementary District PS–8)

1, 2) Exiting
- Graduation (2 pts.)
- Dropout (2 pts.)

⟩ 4 pts. 🚫

3) Assessment
- Reading Part. (4 pts.)
- Reading Perf. (6 pts.)
- Math Part. (4 pts.)
- Math Perf. (6 pts.)

⟩ 20 pts.

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)
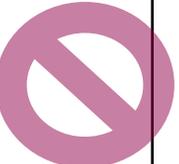- Preschool (1 pt)

⟩ 2 pts.

7) Preschool Outcomes (2 pts.)

8) Parent Survey (2 pts.)

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. 🚫

Longstanding
- > 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.)

Elementary District (PS-8)
48 Points Max

Proposed PEA Determination Model (High School District 9–12)

1, 2) Exiting
- Graduation (2 pts.)
- Dropout (2 pts.)

4 pts.

3) Assessment
- Reading Part. (4 pts.)
- Reading Perf. (6 pts.)
- Math Part. (4 pts.)
- Math Perf. (6 pts.)

20 pts.

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) 🚫

1 pt.

7) Preschool Outcomes (2 pts.) 🚫

8) Parent Survey (2 pts.)

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.

Longstanding
- > 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.)

**High School District (9-12)
51 Points Max**

Proposed PEA Determination Model (Charter K–12)

1, 2) Exiting
- Graduation (2 pts.)
- Dropout (2 pts.)

} 4 pts.

3) Assessment
- Reading Part. (4 pts.)
- Reading Perf. (6 pts.)
- Math Part. (4 pts.)
- Math Perf. (6 pts.)

} 20 pts.

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) 🚫

} 1 pt.

7) Preschool Outcomes (2 pts.) 🚫

8) Parent Survey (2 pts.)

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.

Longstanding
- > 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.)

Charter District (K-12)
51 Points Max

Proposed PEA Determination Model Minimum (Charter K–2)

1, 2) Exiting
- Graduation (2 pts.)
- Dropout (2 pts.)

4 pts. 🚫

3) Assessment
- Reading Part. (4 pts.)
- Reading Perf. (6 pts.)
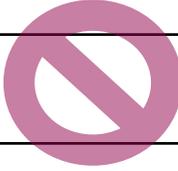- Math Part. (4 pts.)
- Math Perf. (6 pts.)

20 pts. 🚫

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) 🚫

1 pt.

7) Preschool Outcomes (2 pts.) 🚫

8) Parent Survey (2 pts.)

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. 🚫

Longstanding
- > 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.)

Charter District (K-2)
23 Points Max

Comparing Current PEA and SEA Models to Proposed PEA Models
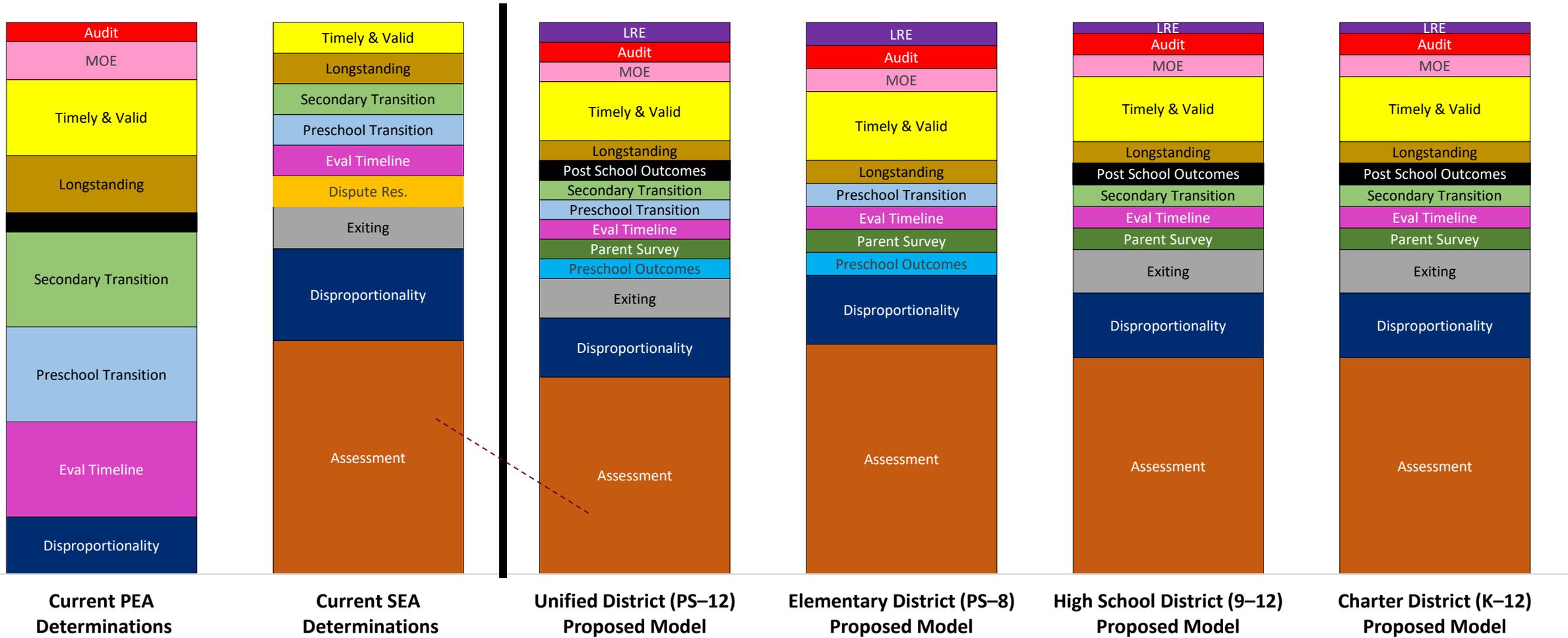

Current PEA Determinations (stacked bar, top to bottom): Audit, MOE, Timely & Valid, Longstanding, (black), Secondary Transition, Preschool Transition, Eval Timeline, Disproportionality

Current SEA Determinations (top to bottom): Timely & Valid, Longstanding, Secondary Transition, Preschool Transition, Eval Timeline, Dispute Res., Exiting, Disproportionality, Assessment

Unified District (PS–12) Proposed Model (top to bottom): LRE, Audit, MOE, Timely & Valid, Longstanding, Post School Outcomes, Secondary Transition, Preschool Transition, Eval Timeline, Parent Survey, Preschool Outcomes, Exiting, Disproportionality, Assessment

Elementary District (PS–8) Proposed Model (top to bottom): LRE, Audit, MOE, Timely & Valid, Longstanding, Preschool Transition, Eval Timeline, Parent Survey, Preschool Outcomes, Disproportionality, Assessment

High School District (9–12) Proposed Model (top to bottom): LRE, Audit, MOE, Timely & Valid, Longstanding, Post School Outcomes, Secondary Transition, Eval Timeline, Parent Survey, Exiting, Disproportionality, Assessment

Charter District (K–12) Proposed Model (top to bottom): LRE, Audit, MOE, Timely & Valid, Longstanding, Post School Outcomes, Secondary Transition, Eval Timeline, Parent Survey, Exiting, Disproportionality, Assessment

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

Substantial Improvement

- When thinking about scoring, some of the elements are given points for making substantial improvement.

- The following slides show a formula for making substantial improvement.

Definition of Substantial Improvement Over Prior Year (Large Gap)

Example: The target is 80% and the PEA is at 50%

1. Find the difference (gap) between the target and the actual percentage (80%–50% = 30%)

2. Taking the square root of the difference ($\sqrt{30\%}$ = .54)

3. Multiply by the difference (.54 * 30% = .16)

4. Divide by 2 (.16/2=.08)

5. Multiply by 100 to create a percent (.08 *100 = 8%)

6. Add that percentage to the PEAs current score (50% + 8% = 58%)

Substantial progress would be shown if the PEA's score was 58% or higher.

Definition of Substantial Improvement Over Prior Year (Small Gap)

Example: The target is 80% and the PEA is at 75%

1. Find the difference (gap) between the target and the actual percentage (80%–75% = 5%*)

2. Taking the square root of the difference ($\sqrt{5\%}$ = .22)

3. Multiply the answer by the difference (.22 x 5% = .01)

4. Divide by 2 (.01/2=.005)

5. Multiply by 100 to create a percent (.005 *100 = .5%)

6. Add that percentage to the PEAs current score (75% + .5% = 75.5%)

The PEA would need to obtain .5%, however 1% is the minimum to show progress so the PEA would need to receive 76%.

* If the gap is less than 7.4%, the PEA must achieve a 1% increase for substantial growth

Bonus Points Available for Substantial Progress

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

1 point added for each component that the PEA shows substantial progress from the previous year
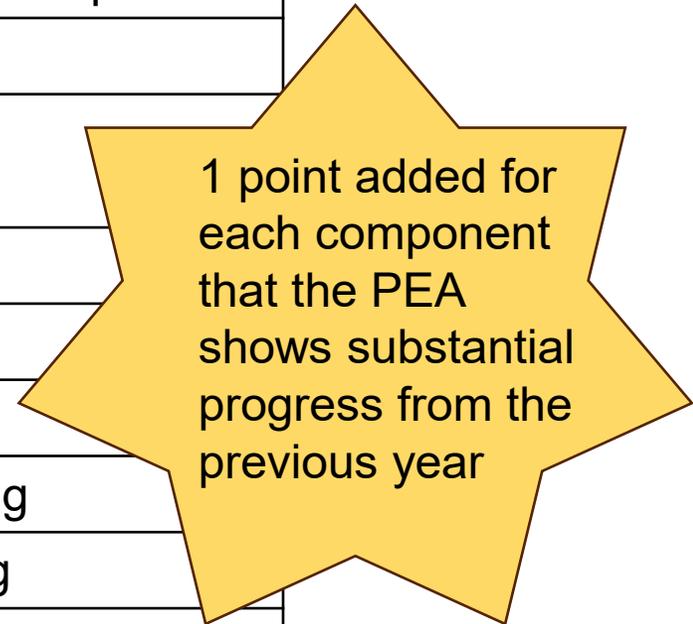
Point Distribution: Compliance vs. Results in Unified District (Preschool – Grade 12)

Component	Possible Points
Assessment (Performance)	12
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 (Participation)	8
LRE	2
Preschool Outcomes	2
Post School Outcomes	1

37 Compliance Points

17 Results Points

69% Compliance
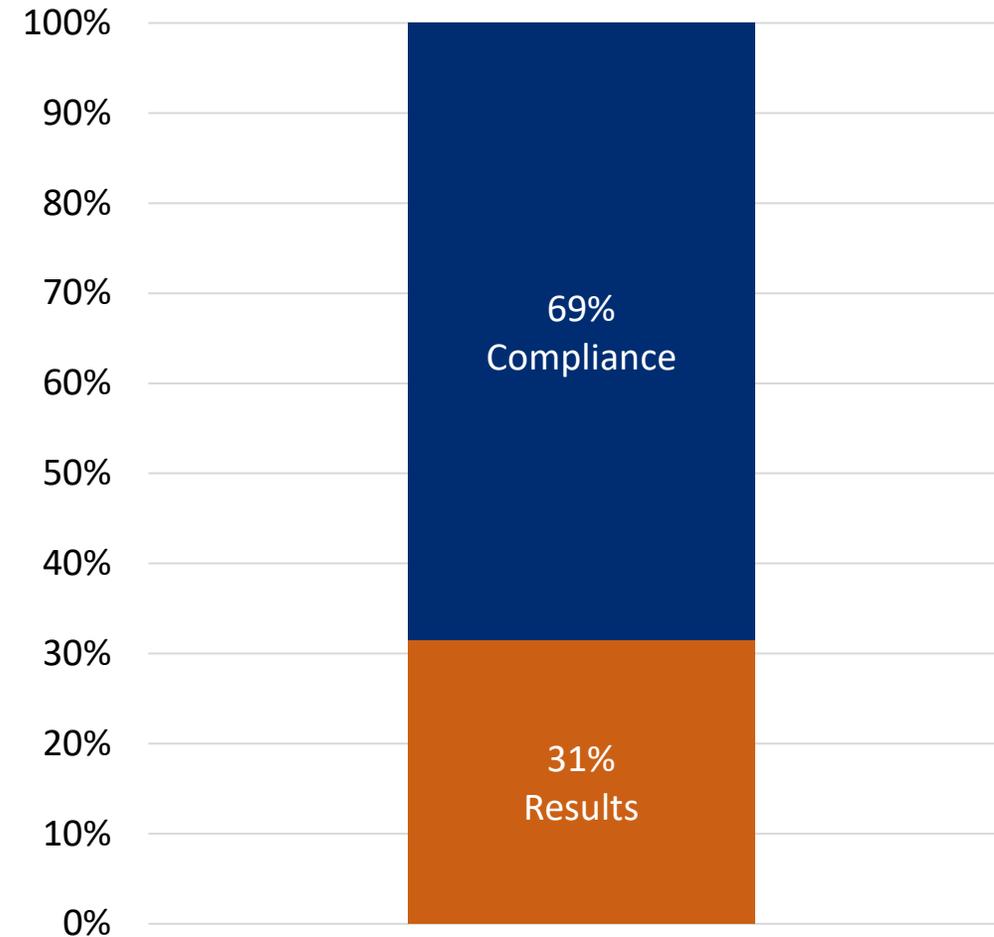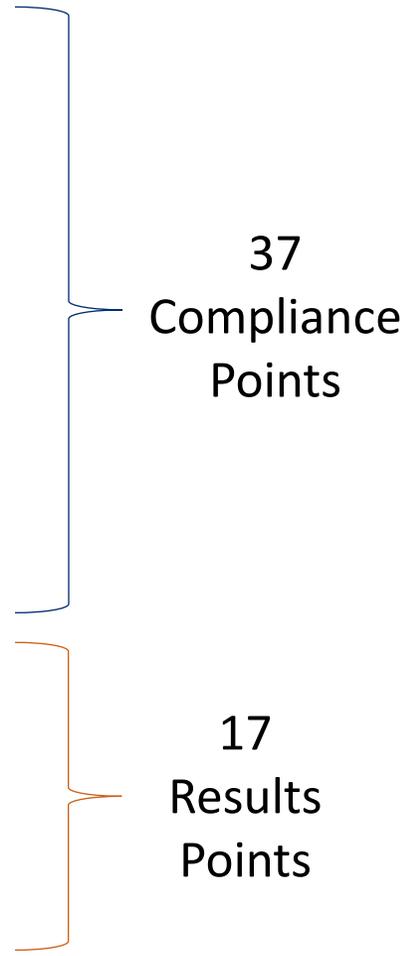
31% Results

Hypothetical Unified District Score Example
(50% from Compliance and 50% from Results)

Component	Possible Points	PEA's Points
Assessment (Performance)	12	3
Disproportionality	6	6
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 (Participation)	8	8
LRE	2	2
Preschool Outcomes	2	2
Post School Outcomes	1	1

Note: If each point was worth the same, the total would be 41 out of 54, which is 75%. Giving compliance and results the same weight resulted in a score of 81%.

25/37 =68%
Compliance Points

16/17= 95%
Results Points

Final Score
81%
(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%	

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	# 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%	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

Indicators 1 and 2 Scoring: Graduation and Dropout

Indicator	Score = 2	Score = 1	Score = 0
Indicator 1: Graduation	Met target	Did not meet the target but substantially improved over prior year	Did not meet the target and did not achieve substantial improvement
Indicator 2: Dropout	Met target	Did not meet the target but substantially improved over prior year	Did not meet the target and did not achieve substantial improvement

Indicator 3 Scoring - Assessment

Indicator	Score = 2	Score = 1	Score = 0
Indicator 3A Participation (ELA and Math separate, 4th, 8th, 11th and all grades)		Met target	Did not meet the target.
Indicator 3B Performance (ELA and Math separate, 4th, 8th, and 11th grades)	Met target	Did not meet the target, but substantially improved over prior year.	Did not meet the target and did not achieve substantial improvement.

Indicator 5 and 6 Scoring –Educational Environment

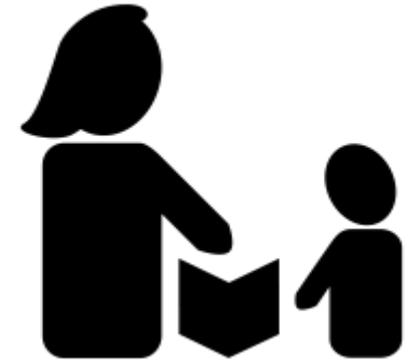| Indicator	Score = 1	Score = 0
Indicator 5: School Age Educational Environment	Is at or above the state target for: • 5A - 80% or more of the day	Is below the state target for: • 5A - 80% or more of the day
Indicator 6: Preschool Educational Environment	Is at or above the state target for: • 6A - Attending a regular early childhood program	Is below the state target for: • 6A - Attending a regular early childhood program

Indicator 14 Scoring – Post School Outcomes

Indicator	Score = 2	Score = 1	Score = 0
Indicator 14: Participation	Met target	Did not meet the target, but substantially improved over prior year.	Did not meet the target and did not achieve substantial improvement.
Indicator 14: Outcomes	Met target	Did not meet the target, but substantially improved over prior year.	Did not meet the target and did not achieve substantial improvement.

Indicators 7 and 8 Scoring – Preschool Outcomes and Parent Survey

Indicator	Score = 2	Score = 1	Score = 0
Indicator 7: Preschool Outcomes	Met target (SS2)	Did not meet the target, but substantially improved over prior year (SS2).	Did not meet the target and did not achieve substantial improvement (SS2).
Indicator 8: Parent Involvement (Participation Rate)	At or above the state average for participation	Below state participation average, but substantially improved over prior year.	Below state participation average and did not achieve substantial improvement.

Indicators 11, 12, and 13 Scoring – Child Find, Preschool Transition, and Secondary Transition

Indicator	Score = 2	Score = 1	Score = 0
Indicator 11: Child Find (Evaluation)	100%	90-99%	Less than 90%
Indicator 12: Preschool Transition	100%	90-99%	Less than 90%
Indicator 13: Secondary Transition	100%	90-99%	Less than 90%

COMPLIANCE

Indicators 4, 9, and 10 Scoring – Disproportionality

Indicator	Score = 2	Score = 1	Score = 0
Indicator 4: Suspension/ Expulsion	Below a risk ratio of 2.0 for 3 years	At or above a risk ratio of 2.0 for 3 years; Compliant policies and procedures	At or above a risk ratio of 2.0 for 3 years; Non-compliant policies and procedures
Indicator 9: Disproportionate representation	Below a risk ratio of 3.0 for 3 years	At or above a risk ratio of 3.0 for 3 years; Compliant policies and procedures	At or above a risk ratio of 3.0 for 3 years; Non-compliant policies and procedures
Indicator 10: Disproportionate representation by disability categories	Below a risk ratio of 3.0 for 3 years	At or above a risk ratio of 3.0 for 3 years; Compliant policies and procedures	At or above a risk ratio of 3.0 for 3 years; Non-compliant policies and procedures

Maintenance of Effort (MOE) Scoring

Measure	Score = 1	Score = 0
MOE timely	PEA reviewed, submitted, and closed MOE Compliance Test by 3/31	PEA did not submit MOE Compliance test by 3/31
MOE passing	PEA passed with Closed Met or Closed Met with Exceptions and accurate AFR submitted	PEA failed MOE Compliance and is pending repayment or PEA revises their AFR after testing which requires retesting

Timely and Valid Data Scoring (6 pts)

Measure	Score = 1 point for each subcomponent achieved	Score = 0 points for each subcomponent not achieved
Child count submission	Child count submitted on time	Child count not submitted on time
Child count reconciliation	AzEDS Data was submitted on time	AzEDS Data was not submitted on time
Personnel	Completed teacher attrition survey on time	Did not complete teacher attrition survey on time
SEDD Certification (discipline and exiting)	Certified on time	Did not certify on time
Dispute Resolution	If the LEA had a complaint, they responded on time.	If the LEA had a complaint, they did not respond on time.
Child count submission	Child count submitted accurately	Child count not submitted accurately
Child count reconciliation	Data was reconciled accurately	Data was not reconciled
Personnel	Completed personnel data submissions accurately (SEDD & teacher attrition survey)	Did not complete personnel data submissions accurately (SEDD & teacher attrition survey)
SEDD Certification (discipline and exiting)	Submitted discipline and exiting data accurately	Did not submit discipline and exiting data accurately

9/9=100%   8/8=100%
8/9 = 88%   7/8 = 88%   78% or above = 6 points
7/9= 78%   6/8= 75%   60% to 77%= 4 points
6/9 = 67%   5/8 = 63%   45% to 59% = 2 points
5/9 = 56%   4/8 = 50%   Below 45% = 0 points
4/9 = 45%   3/8 = 36%

Note: A PEA without any complaints (dispute resolution) will have a denominator of 8 instead of 9.

Longstanding Scoring

Measure	Score = 2	Score = 1	Score = 0
Longstanding > 1 Year	No longstanding non-compliance for the relevant time span	Longstanding non-compliance exists and PEA is making significant progress in resolving	Longstanding non-compliance exists and PEA is not making significant progress in resolving
Longstanding > 2 Years	No longstanding non-compliance for the relevant time span	Longstanding non-compliance exists and PEA is making significant progress in resolving	Longstanding non-compliance exists and PEA is not making significant progress in resolving

Due Process and Complaint Decisions Scoring

Indicator Measure	Score = 2	Score = 1	Score = 0
Due process	No due process complaints or no multiple due process complaints resulting in noncompliance.	Single instance issues of due process complaints resulting in individual or systemic noncompliance .	Pattern of noncompliance found in multiple due process complaints.
Complaint decisions	No state complaints, no state complaints which resulted in systemic noncompliance, or no established pattern of IDEA B related issues resulting in noncompliance. Timely completion of assigned corrective action.	Multiple state complaints resulting in findings of noncompliance. Identification of systemic issues of noncompliance. Failure to meet corrective action timelines.	Multiple complaints reflecting a systemic pattern of noncompliance related to the same violation of IDEA B (e.g., child find, evaluation, failure to provide SDI or related services.

Audit Scoring

Indicator Measure	Score = 2	Score = 1	Score = 0
Single Audit	No findings in single audit	Findings with no significant issues related to special education implementation or funding	Significant findings related to special education implementation or funding

FY23 and FY22 Determination Scores Using Proposed Method

	FY22	FY23	Both FY22 &FY23
Meets	278	329	171
Needs Assistance	316	284	158
Needs Intervention	53	37	10

The table shows if we used this proposed scoring method for FY22 and FY23, these would have been the results.

Targeted Assistance and Intervention

AZ currently uses all the OSEP required scoring categories for LEA determination.

- "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.

Contact Us

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