

## Public Education Agency (PEA) Determination Public Review and Comment Period

The U.S. Department of Education Office of Special Education Programs (OSEP) requires states to make annual determinations on the performance of each Public Education Agency (PEA). The purpose of the annual Determination is to ensure PEAs are implementing the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) Part B, regarding the provision of special education and related services

The Arizona Department of Education/Exceptional Student Services (ADE/ESS) is in the process of updating their PEA Determinations. The initial draft is available for review between January 27, 2025, and March 27, 2025. This 60-day review phase will include a 30-day public comment period between February 26, 2025, and March 27, 2025. Following the conclusion of the public comment period, ADE/ESS will evaluate the feedback received and will consider integrating relevant suggestions into the new PEA Determination Model.

### Timeline

November 2024: Presented proposed model to Special Education Advisory Panel

January 16, 2025: Presented proposed model at the Special Education Professional Check-In Webinar

January 27, 2025–March 27, 2025: Publish proposed PEA components on website for public review and comment.

May 2025: The finalized PEA Determinations outline will be posted on the ESS website.

March 2025: PEAs' scores will be posted using the current PEA Determinations model (FY 2024 using data from school year 2023–2024)

October 2025: PEAs' scores will be posted using the current PEA Determinations model. (FY 2025 using data from school year 2024–2025)

October 2026: PEAs' scores will be posted using the new PEA Determinations model. The new model will use data from school year 2025–2026 for all components except for Graduation and Dropout, which will be from school year 2024–2025.

Public comments between February 26, 2025 and March 27, 2025, can be made using the [Special Education Public Comment Form](#).

## PEA Determination Description

### Compliance Criteria

<b>Assessment (Participation)</b>	Participation of students with disabilities on statewide assessments. This includes 4 <sup>th</sup> grade, 8 <sup>th</sup> grade, 11 <sup>th</sup> grade, and 3 <sup>rd</sup> –11 <sup>th</sup> grade for both Math and Reading. This includes students taking the alternate assessment.
<b>Audit</b>	Evaluates if a PEA's fiscal audit noncompliance is corrected as soon as possible but in no case later than one year after identification.
<b>Child Find</b>	Evaluates whether monitored PEAs fulfilled Child Find responsibilities in meeting initial evaluation timelines.
<b>Disproportionality (Discipline and Identification)</b>	<p>Discipline - Evaluates whether a PEA is: 1) identified with significant discrepancy in the rates of students with disabilities in one or more racial/ethnic group(s) suspended or expelled for more than 10 days and 2) has policies, procedures, and/or practices that contribute to the significant discrepancy, and do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards</p> <p>Identification - Evaluates whether a PEA that has disproportionate representation in one or more racial/ethnic group(s) identified with disabilities and/or six specific disability categories are the result of an inappropriate identification.</p>
<b>Longstanding Noncompliance</b>	Measures if a PEA has any longstanding noncompliance.
<b>Maintenance of Effort (MOE)</b>	Measures whether or not a PEA reviewed, submitted, and closed the MOE Compliance test by March 31.
<b>Preschool Transition</b>	Evaluates whether children transitioning from Early Intervention programs (Part C) to Part B programs had IEPs developed and implemented by their third birthdays.
<b>Secondary Transition</b>	Evaluates whether children aged 14 and above receive secondary transition planning and services aligned with <i>IDEA</i> requirements.
<b>Timely and Valid Data</b>	Measures the data that PEAs submit for various areas such as child count, discipline, and personnel are both timely and accurate.

## PEA Determination Description

### Results Criteria

<b>Assessment (Performance)</b>	Proficiency rate for children with IEPs against grade level academic achievement standards for 4 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> grade students in both Math and Reading.
<b>Dropout</b>	Percent of youths with Individualized Education Programs (IEPs) exiting special education due to dropping out.
<b>Graduation</b>	Percent of youths with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.
<b>Least Restrictive Environment (LRE) for School-Age and Preschool</b>	<p>School-Age: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served: inside the regular class 80% or more of the day.</p> <p>Preschool: Percent of children with IEPs aged 3, 4 and aged 5 who are enrolled in a preschool program attending a regular early childhood program (RECP) and receiving the majority of special education and related services in the RECP.</p>
<b>Parent Survey (Participation)</b>	Percentage of parents who completed the parent survey.
<b>Post School Outcomes (Participation and Performance)</b>	<p>Participation – The percentage of Post School Outcomes surveys completed.</p> <p>Performance - Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program or competitively were employed or in some other employment within one year of leaving high school.</p>
<b>Preschool Outcomes</b>	Percent of preschool children aged 3 through 5 with IEPs who exited at age-expectations in the three outcome areas: A) Positive social-emotional skills (including social relationships); B) Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and C) Use of appropriate behaviors to meet their needs.

Updated 1/21/2025