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

Indicators 4, 9, and 10 for Federal Fiscal Year 2024
State Performance Plan and
Annual Performance Report

March 25, 2025

Agenda

- Introduction
- Indicator 4: Discipline Removal Rates
- Indicators 9: Disproportionate Representation by Race/Ethnicity
- Indicator 10: Disproportionate Representation by Race/Ethnicity and Disability Categories
- Cell size update for Significant Disproportionality

Introduction to the SPP/APR

The State Performance Plan (SPP)/Annual Performance Report (APR) comprise a required annual federal special education data collection overseen by the Office of Special Education Programs.

They are outlined under a variety of sections in the Individuals with Disabilities Education Act (IDEA). ESS reports on portions of this information to stakeholders throughout the year.

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

For reporting on
FFY 2022

Arizona

PART B DUE February 1, 2024

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

State Performance Plan Indicators

Indicator 4: Discipline Removal Rates

1: Graduation	2: Dropout	3: Assessment	4: Discipline Removal Rates (A: all IEPs, B: by Race/Ethnicity)	5: School-Age Educational Environments
6: Preschool Educational Environments	7: Preschool Outcomes	8: Parent Involvement	9: Disproportionality in Identification by Race/Ethnicity	10: Disproportionality in Identification by Race/Ethnicity and Disability
11: Child Find	12: Preschool Transition	13: Secondary Transition	14: Post School Outcomes	15: Resolution Sessions

Indicator 16: Mediation

17: State Systemic Improvement Plan

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP

Summarized Descriptions of IDEA Part B Indicators

Indicator 4: Introduction

States report the percentage of PEAs that have a **significant discrepancy, as defined by the state,** in the rate of suspensions and expulsions greater than 10 days in a school year for students with disabilities (SWD).

Two sections for the indicator:

a) % of Public Education Agencies (PEA) with significant discrepancy
b) % of PEAs with significant discrepancy by race/ethnicity

Indicator 4A: Description and Data Sources

Description
- Indicator 4A measures the 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 students with IEPs (34 C.F.R. §300.170(a)).

Data Source
- Exceptional Student Services (ESS) Discipline Data Collection Tool
- ESS October 1 Special Education Child Count
  - Data lagged by one year. Data will be shown from FY24 (2023–2024 school year).

State's definition of "significant discrepancy" and methodology Arizona utilizes a rate ratio methodology

Rate ratio = PEA-level suspension/expulsion rate for children with disabilities ÷ state-level suspension/expulsion rate for children with disabilities

- The cell (numerator) is unique for children with disabilities in a PEA who were suspended or expelled greater than 10 days in a school year. The cell size is set at zero, which means there is not a minimum cell size.

- The N (denominator) is unique children with a disability in the state that were suspended or expelled greater than 10 days in a school year. The N size is set at 10.

Indicator 4A Methodology (3 of 3)

- The level at which significant discrepancy is identified is 2, which means the PEA is 2 times above the state-level suspension/expulsion rate for children with disabilities.

- Time span: Three consecutive years. The February 1, 2026, SPP/APR (FFY24) will review data from SY 2021–2022, SY 2022–2023, and SY 2023–2024

Indicator 4A: FFY24 Results

Calculation of Percentage for 4A= (a)/(b)

FFY	PEAs That Had a Significant Discrepancy (a)	Number of PEAs that Met the State's Minimum n size (b)	% of PEAs that had a Significant Discrepancy	Target	% of PEAs Included in Analysis
2021	3	5	60.00%	0.00%	0.7%
2022	4	6	66.67%	0.00%	0.8%
2023	1	558	.18%	.18%	82.8%
2024	4	574	.70%	0.00%	85.8%

The FFY24 results will be published in the February 1, 2026, SPP/APR.

Indicator 4B: Description

Percent of PEAs 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 **students with IEPs** (34 C.F.R. §300.170(a)).

Indicator 4B: Description and Data Sources

Description
- Indicator 4B measures the percent of PEAs 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 **students with IEPs** (34 C.F.R. §300.170(a)).

Data Sources
- Exceptional Student Services (ESS) Discipline Data Collection Tool and ESS October 1 Special Education Child Count
  - Data lagged by one year. This data is from FY24 (2023-2024 school year).

Indicator 4B: Calculation

The calculation of the data relies not only on a PEA being significantly discrepant but also that the PEA had policies, procedures, or practices that contributed to the significant discrepancy that did not comply with the requirements of the IDEA.

4B differs from 4A in that both factors must be met to be used in the data calculation.

The calculation for 4B mimics that of 4A with the difference that each test is now comparing the PEA's rate of a specific race/ethnicity to the State's rate.

Indicator 4B: FFY24 Results

Calculation of Percentage = (b)/(a)

Number of PEAs that met the State's minimum n size (a)	Number of PEAs that have a significant discrepancy, by race or ethnicity	Number of those PEAs that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with Requirements (b)	FFY24 Target	FFY24 Data	Status
516	6	TBD*	0%	TBD*	TBD*

*To be determined based on a review of the PEA's policies, procedures, and practices. Historically, this indicator has been 0%.

The FFY24 results will be published in the February 1, 2026, SPP/APR.

State Performance Plan Indicators

Indicator 9: Disproportionality in Identification by Race/Ethnicity

1: Graduation	2: Dropout	3: Assessment	4: Discipline Removal Rates (A: all IEPs, B: by Race/Ethnicity)	5: School-Age Educational Environments
6: Preschool Educational Environments	7: Preschool Outcomes	8: Parent Involvement	9: Disproportionality in Identification by Race/Ethnicity	10: Disproportionality in Identification by Race/Ethnicity and Disability
11: Child Find	12: Preschool Transition	13: Secondary Transition	14: Post School Outcomes	15: Resolution Sessions
		Indicator 16: Mediation	17: State Systemic Improvement Plan	

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP

Summarized Descriptions of IDEA Part B Indicators

Indicator 9: Description and Data Source

Description

- Indicator 9 measures the percent of PEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

- Includes racial/ethnic disproportionality data for all students aged **5 (in kindergarten) through 21** served under IDEA, aggregated across all disability categories.

Data Sources

- ESS October 1 Special Education Child Count
- Agency October 1 Child Count

Indicator 9: Current Calculation

- The following calculation methods are used:
  - Risk ratio method
  - 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 is 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)

In Test PEA, what are the chances that a Black or African American (BL) student will be identified as having a disability compared to other races/ethnicities?

Step #1: Find Test PEA's rate for identifying Black or African American (BL) students with disabilities.

Step #2: Find Test PEA's rate for identifying non-Black or African American (BL) students with disabilities.

Step #3: Divide the two in order to find the risk ratio

Test PEA 🏫

Students with IEPs
1,000

Students w/o IEPs
9,000

| AM 400 | AS 40 | BL 150 | HL 200 | MU 10 | PI 10 | WH 190 |

AM 2,000
AS 300
BL 800
HL 3,000
MU 400
PI 200
WH 2,300
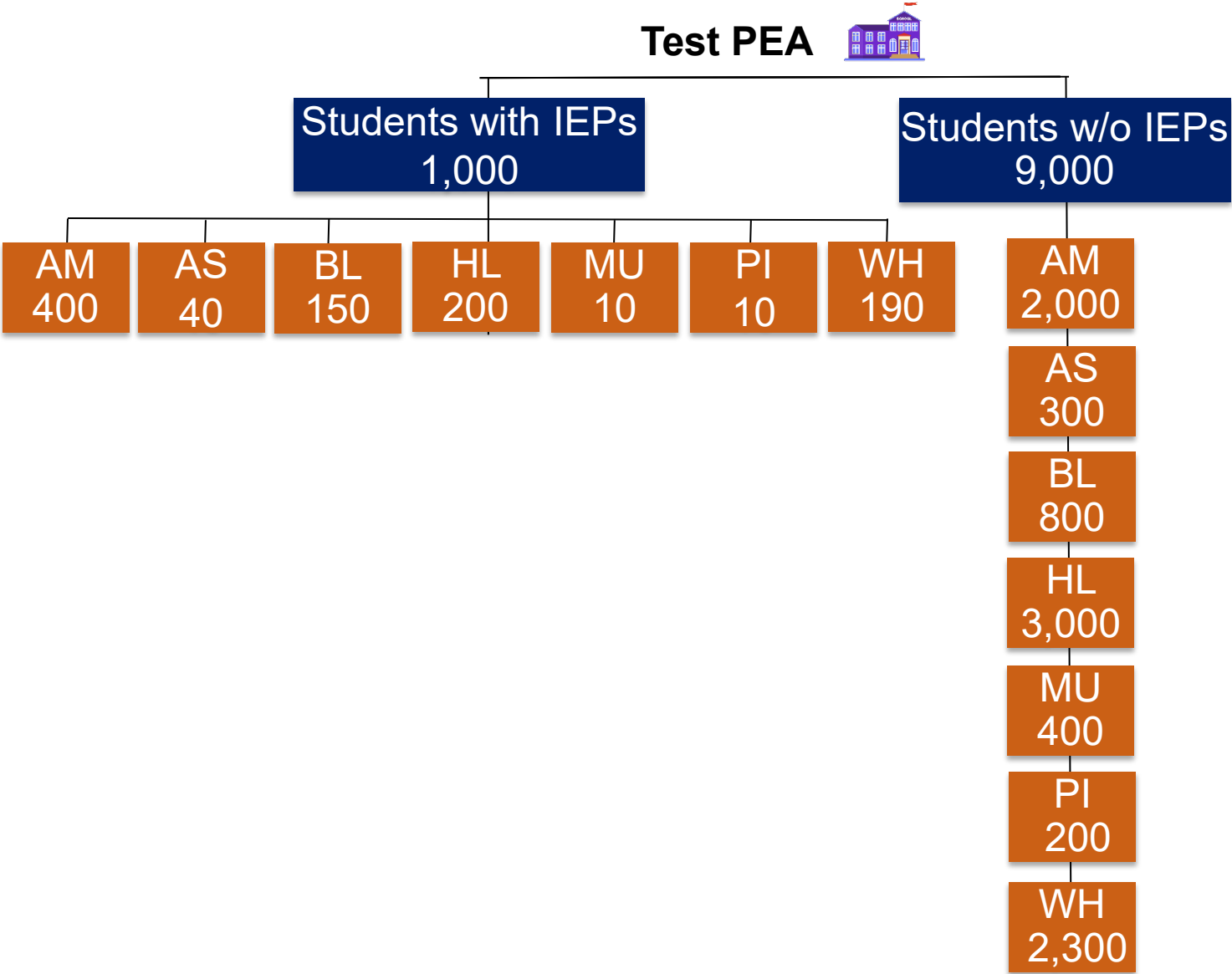
Step #1: Find Test PEA's rate for identifying BL students with disabilities

There were **150** BL students with IEPs.

There were **950** BL students at Test PEA.

Indicator 9: Calculation Example (3 of 6)

Test PEA

Students with IEPs
1,000

Students w/o IEPs
9,000

AM	AS	BL	HL	MU	PI	WH
400	40	150	200	10	10	190

AM	2,000
AS	300
BL	800
HL	3,000
MU	400
PI	200
WH	2,300

$$\frac{\text{\# of BL with IEPs}}{\text{\# of BL total}}$$

$$\frac{150}{950}$$

0.1578 = 15.8%

At Test PEA, a BL student would have a 15.8% chance of being identified as having a disability.

Test PEA

Students with IEPs
1,000

Students w/o IEPs
9,000

| AM 400 | AS 40 | BL 150 | HL 200 | MU 10 | PI 10 | WH 190 |

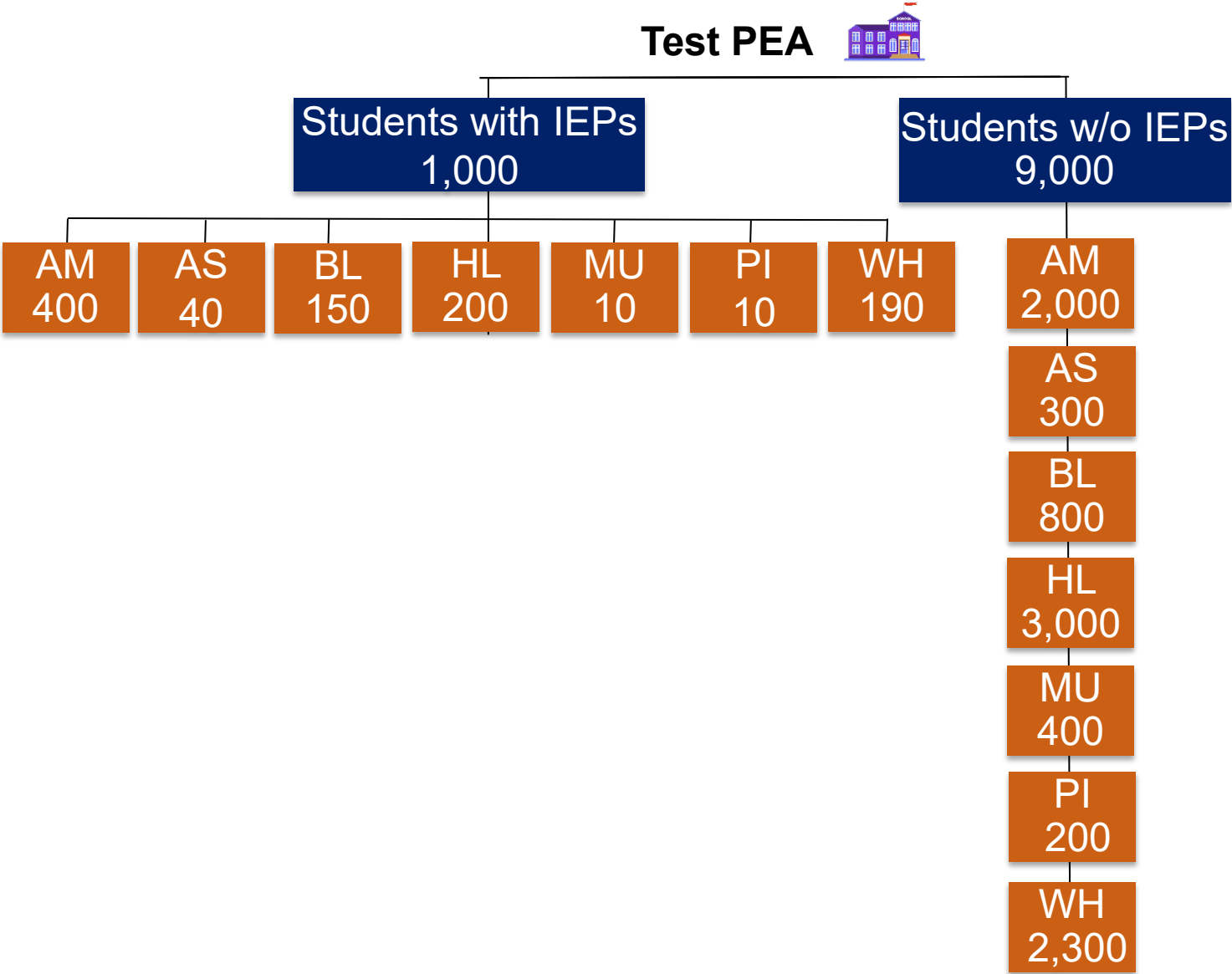AM 2,000

AS 300

BL 800

HL 3,000

MU 400

PI 200

WH 2,300

Step #2: Find Test PEA's rate for identifying non-BL students with disabilities.

There were **850** non-BL students with IEPs.

There were **9,050** non-BL students in Test PEA.
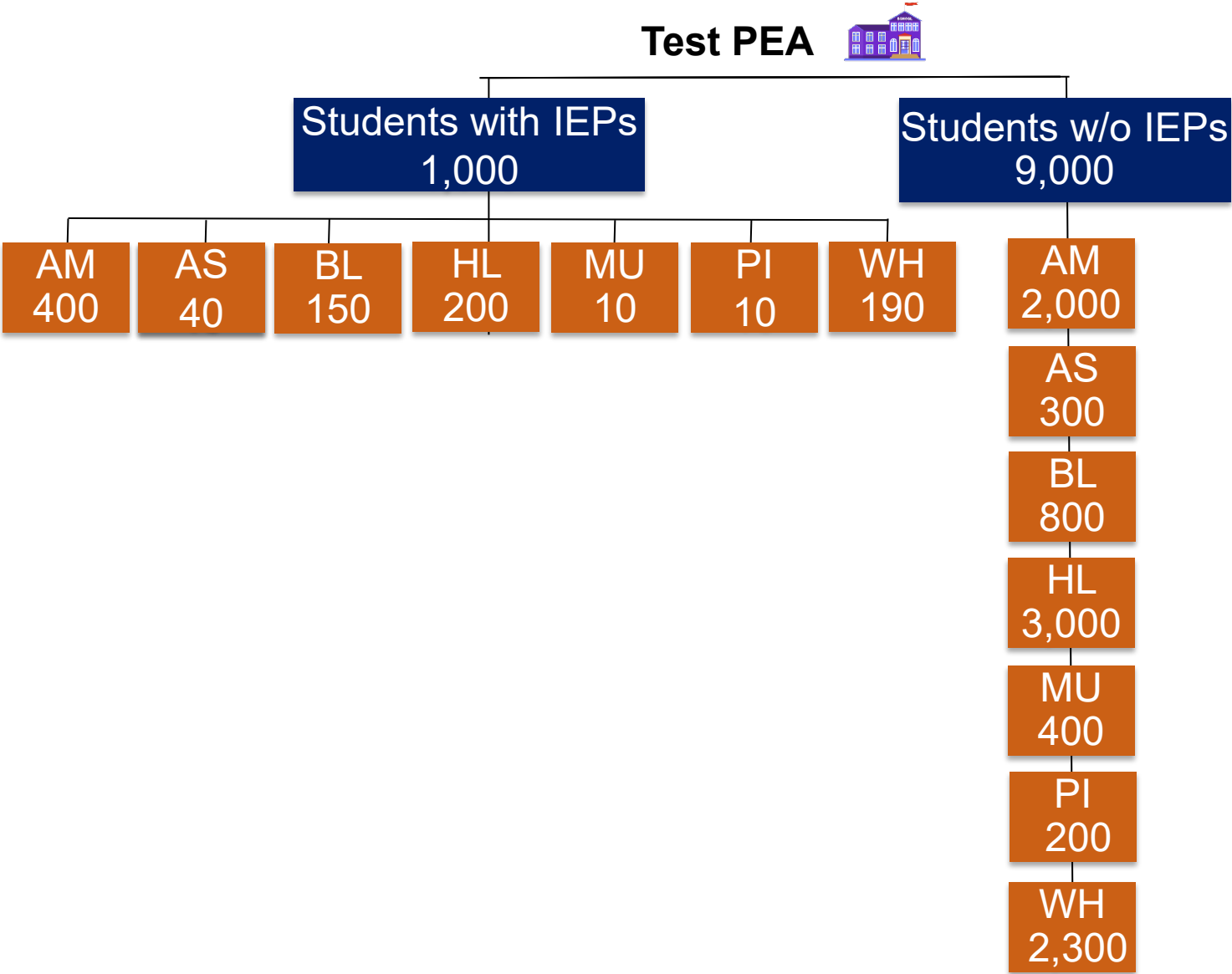
Indicator 9: Calculation Example (5 of 6)

Test PEA 🏫

Students with IEPs 1,000
- AM 400
- AS 40
- BL 150
- HL 200
- MU 10
- PI 10
- WH 190

Students w/o IEPs 9,000
- AM 2,000
- AS 300
- BL 800
- HL 3,000
- MU 400
- PI 200
- WH 2,300
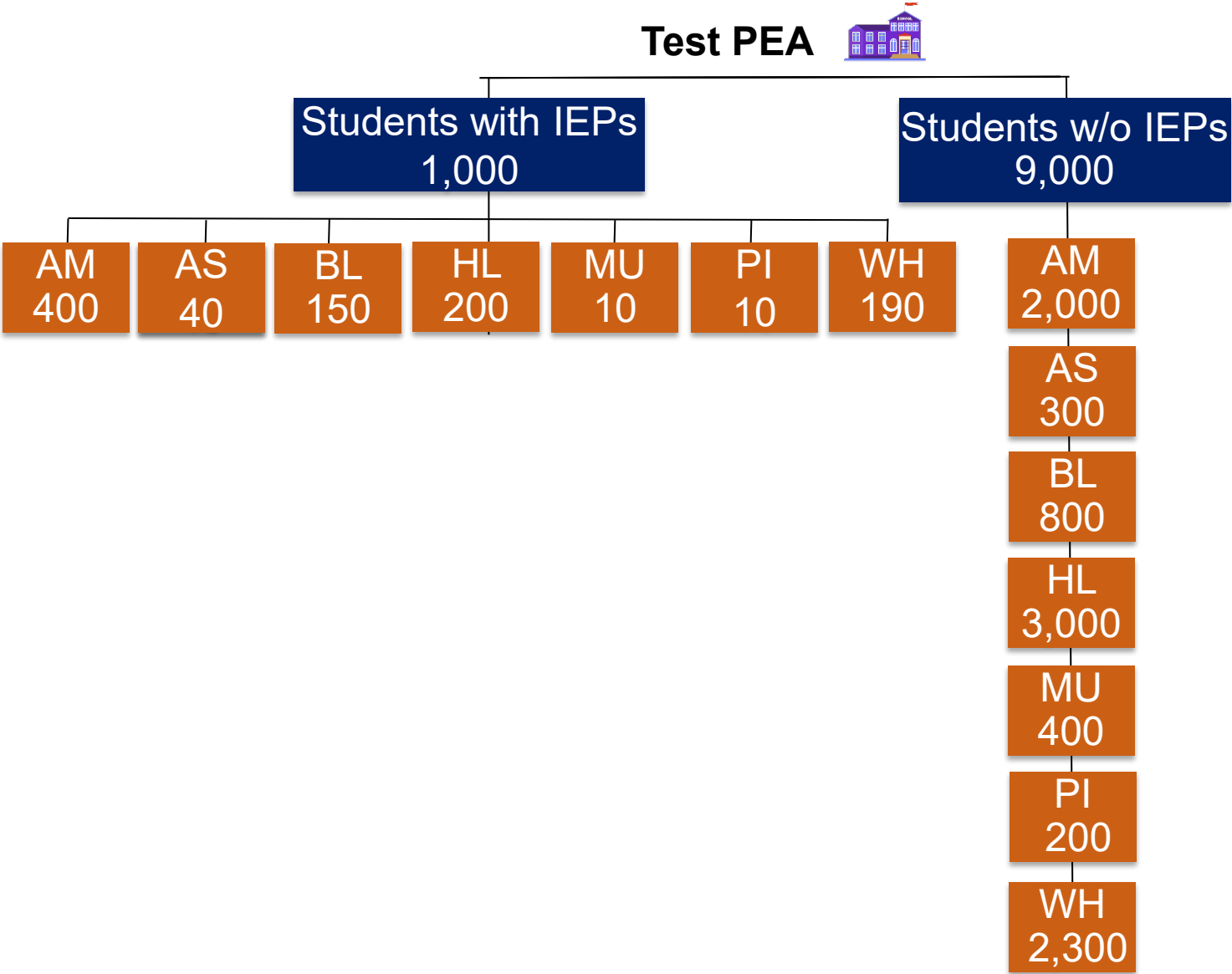
$$\frac{\text{\# of non-BL w/IEPs}}{\text{\# of non-BL}}$$

$$\frac{850}{9,050}$$

0.094= 9.4%

At Test PEA, a non-BL student would have a 9.4% chance of being identified with a disability.

Step #3: Divide the two in order to find the risk ratio.

$$\frac{\text{Test PEA's rate of BL students identified with a disability}}{\text{Test PEA's rate of non-BL students identified with a disability}} = \frac{15.8\%}{9.4\%} = 1.68$$

At Test PEA, a Black or African American student is 1.68 times more likely to be identified as having a disability than any other race/ethnicity in that PEA.

✓ Test PEA **would not** be not identified as having disproportionate representation because their risk ratio < 3.

Indicator 9: Proposed Cell and N Size Change for FFY24
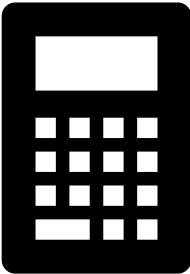
Current Methodology	Proposed Methodolgoy
Use a risk ratio	No change
Cell size >=10	Cell size >=11
N size >=30	No change
Risk ratio threshold >=3	No change
Review 3* consecutive years of data	No change

*The February 1, 2026, SPP/APR (FFY24) will review data from SY 2022–2023, 2023–2024, and 2024–2025)

Indicator 9: Result of the Proposed Change

Current calculation using FY25 data
- <mark>Cell size >= **10**</mark>
- N size = 30
- Number of PEAs included in the analysis = 498
- 75% of PEAs are included in the analysis
- Result: 1 PEA is flagged

Proposed calculation using FY25 data
- <mark>Cell size >= **11**</mark>
- N size = 30
- Number of PEAs included in the analysis = 498
- 75% of PEAs are included in the analysis
- Result: 1 PEA is flagged

Indicator 9: FY25 Results (Using Proposed Calculation)

Calculation of Percentage = (b)/(a)

Number of PEAs that met the State's minimum n size (a)	Number of PEAs with disproportionate representation of racial and ethnic groups in special education and related services	Number of PEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification (b)	FY25 Target	FY 25 Data	Status
498	1	TBD*	0%	TBD*	TBD*

*To be determined based on a review of the PEA's policies, procedures, and practices. Historically, this indicator has been 0%.

The FY25 results will be published in the February 1, 2026, SPP/APR.

State Performance Plan Indicators

Indicator 10: Disproportionality in Identification by Race/Ethnicity and Disability

1: Graduation	2: Dropout	3: Assessment	4: Discipline Removal Rates (A: all IEPs, B: by Race/Ethnicity)	5: School-Age Educational Environments
6: Preschool Educational Environments	7: Preschool Outcomes	8: Parent Involvement	9: Disproportionality in Identification by Race/Ethnicity	10: Disproportionality in Identification by Race/Ethnicity and Disability
11: Child Find	12: Preschool Transition	13: Secondary Transition	14: Post School Outcomes	15: Resolution Sessions

Rounded edges = Performance Indicators, State establishes targets

Square edges = Compliance Indicators, targets are set by OSEP

Indicator 16: Mediation

17: State Systemic Improvement Plan

Summarized Descriptions of IDEA Part B Indicators

Indicator 10: Description and Data Source

Description
- Indicator 10 measures the percent of PEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

- Includes racial/ethnic disproportionality data for all students aged **5 (in kindergarten) through 21** served under IDEA, aggregated across all disability categories.

Data Sources
- ESS October 1 Special Education Child Count
- Agency October 1 Child Count
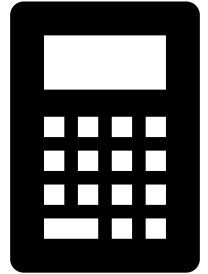
- The following calculation method is used:
  - Risk ratio method
  - Alternate risk ratio method: used for any PEA that does not meet the minimum cell size or minimum n size. The alternate risk ratio compares the risk of a specific outcome for a specific group within the PEA with the state ratios for that specific group.
- The threshold at which disproportionate representation is identified is 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 (2 of 2)

The 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

In Test PEA, what are the chances that an Asian child will be identified as having autism compared to other races/ethnicities?

Step #1: Find Test PEA's rate for identifying Asian students with autism.

Step #2: Find Test PEA's rate for identifying non-Asian students with autism.

Step #3: Divide the two in order to find the risk ratio.

Test PEA 🏫

Students with IEPs 1,000							Students w/o IEPs 9,000
AM 400	AS 40	BL 150	HL 200	MU 10	PI 10	WH 190	AM 2,000
SLD 100	SLD 9	SLD 50	SLD 50	SLD 0	SLD 0	SLD 20	AS 300
SLI 30	SLI 0	SLI 10	SLI 50	SLI 0	SLI 0	SLI 10	BL 800
A 20	A 18	A 20	A 50	A 10	A 10	A 45	HL 3,000
ED 75	ED 10	ED 40	ED 20	ED 0	ED 0	ED 10	MU 400
ID 100	ID 1	ID 20	ID 10	ID 0	ID 0	ID 100	PI 200
OHI 75	OHI 2	OHI 10	OHI 2	OHI 0	OHI 0	OHI 5	WH 2,300

Find Test PEA's rate for identifying Asian students with autism.

There were **18** Asian students identified with autism.

There were **340** Asian students in the Test PEA.

Test PEA

Students with IEPs 1,000							Students w/o IEPs 9,000
AM 400	AS 40	BL 150	HL 200	MU 10	PI 10	WH 190	AM 2,000
SLD 100	SLD 9	SLD 50	SLD 50	SLD 0	SLD 0	SLD 20	AS 300
SLI 30	SLI 0	SLI 10	SLI 50	SLI 0	SLI 0	SLI 10	BL 800
A 20	A 18	A 20	A 50	A 10	A 10	A 45	HL 3,000
ED 75	ED 10	ED 40	ED 20	ED 0	ED 0	ED 10	MU 400
ID 100	ID 1	ID 20	ID 10	ID 0	ID 0	ID 100	PI 200
OHI 75	OHI 2	OHI 10	OHI 2	OHI 0	OHI 0	OHI 5	WH 2,300

$$\frac{\text{\# Asian w/autism}}{\text{\# of Asian in PEA}}$$

$$\frac{18}{340}$$

0.053 = 5.3%

In Test PEA, an Asian student has a 5.3% chance of being identified with autism.

Test PEA 🏫

Students with IEPs 1,000 | **Students w/o IEPs 9,000**

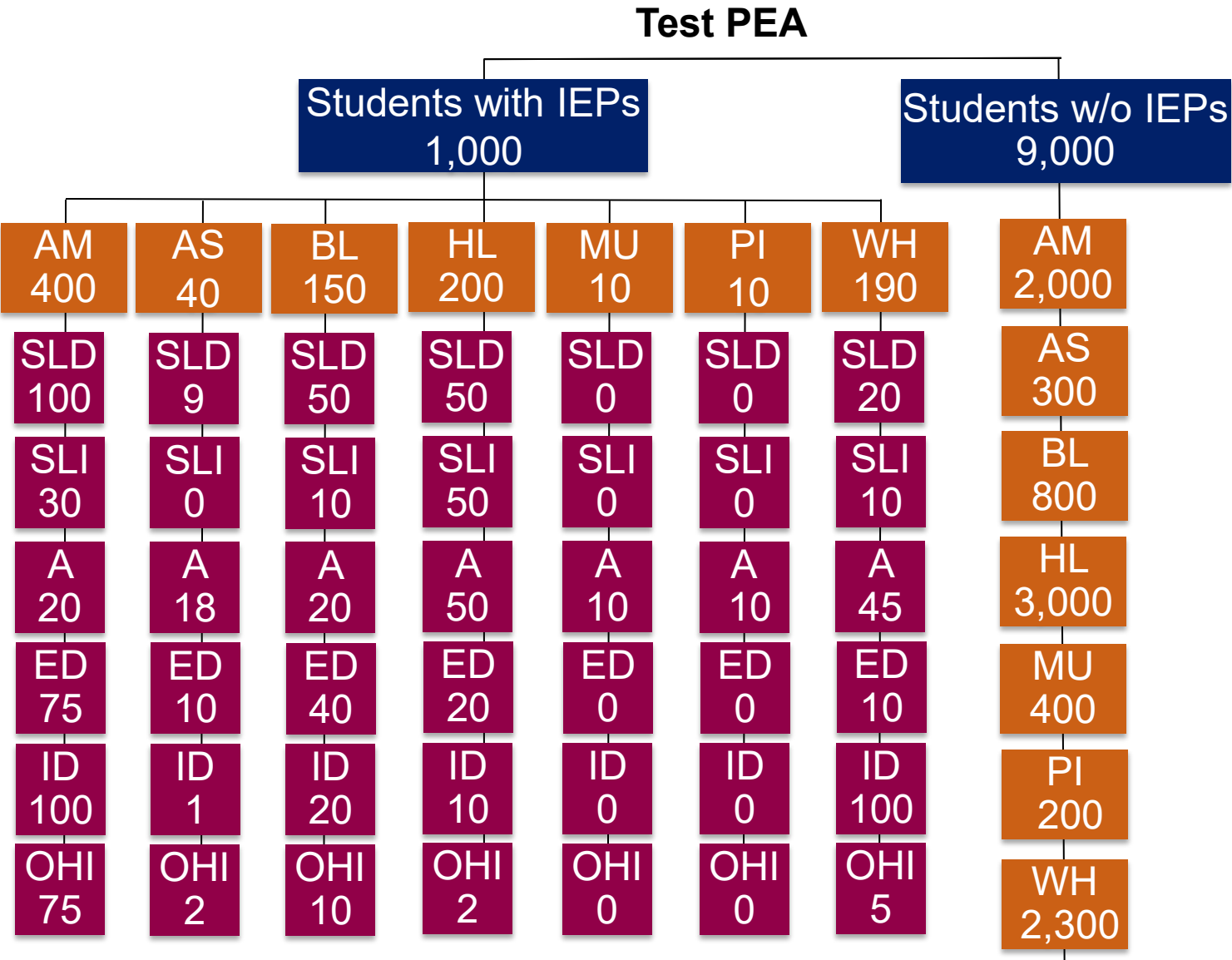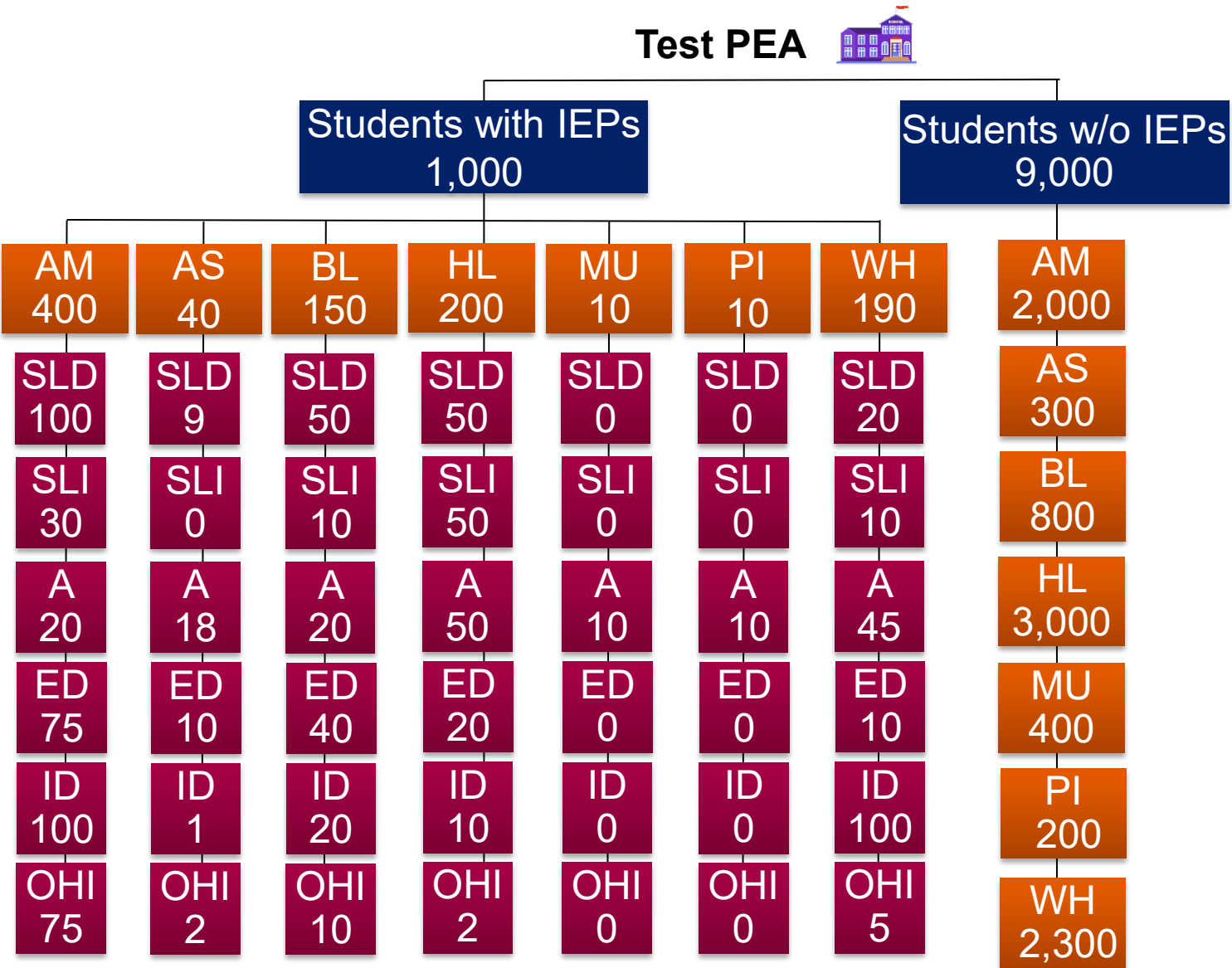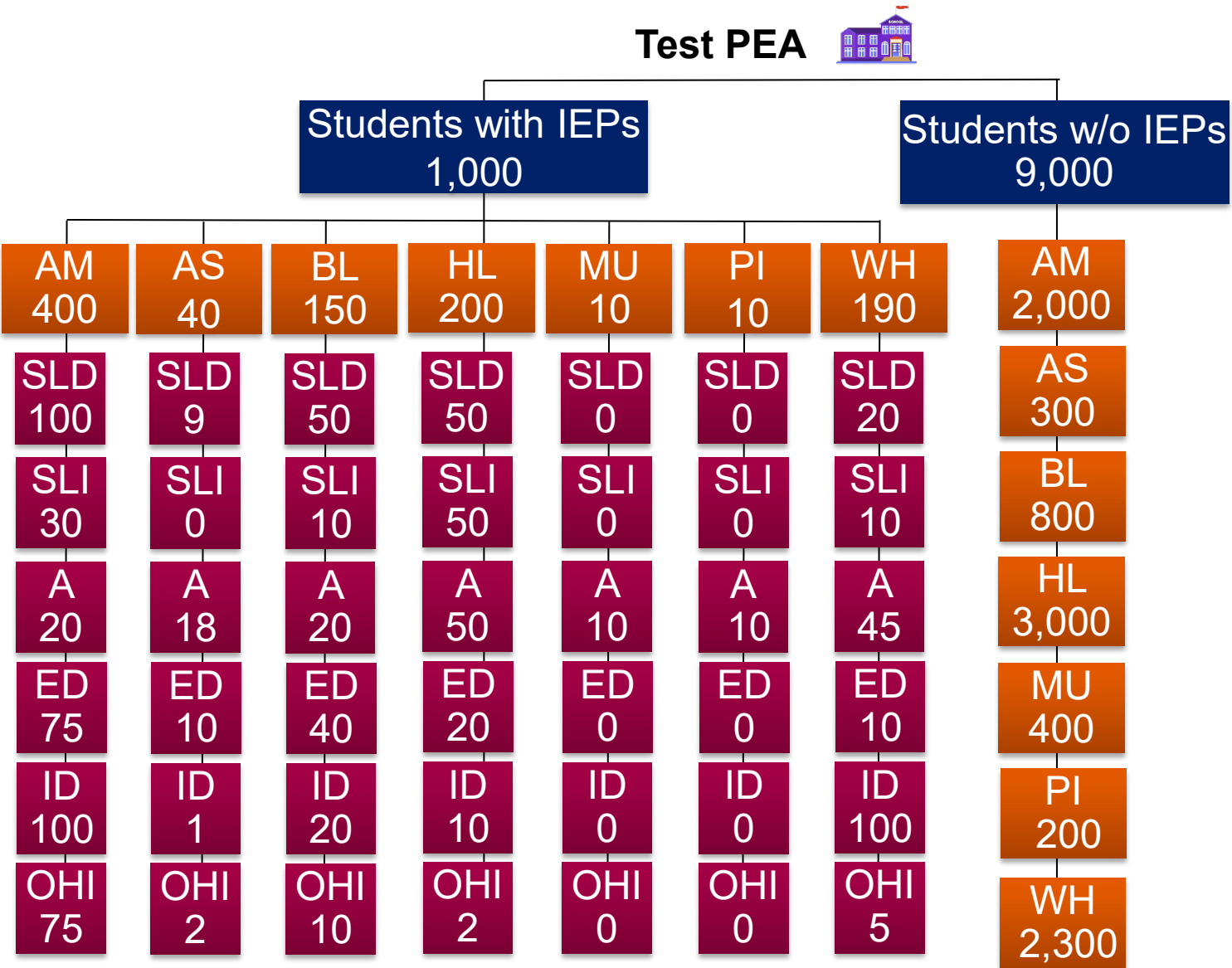| AM 400 | AS 40 | BL 150 | HL 200 | MU 10 | PI 10 | WH 190 | AM 2,000 |
SLD 100	SLD 9	SLD 50	SLD 50	SLD 0	SLD 0	SLD 20	AS 300
SLI 30	SLI 0	SLI 10	SLI 50	SLI 0	SLI 0	SLI 10	BL 800
A 20	A 18	A 20	A 50	A 10	A 10	A 45	HL 3,000
ED 75	ED 10	ED 40	ED 20	ED 0	ED 0	ED 10	MU 400
ID 100	ID 1	ID 20	ID 10	ID 0	ID 0	ID 100	PI 200
OHI 75	OHI 2	OHI 10	OHI 2	OHI 0	OHI 0	OHI 5	WH 2,300

Step #2: Find Test PEAs rate for identifying non-Asian students with autism.

There were **155** non-Asian students identified with autism.

There were **9,660** non-Asian students in Test PEA.

Test PEA 🏫

Students with IEPs
1,000

Students w/o IEPs
9,000

AM 400	AS 40	BL 150	HL 200	MU 10	PI 10	WH 190
SLD 100	SLD 9	SLD 50	SLD 50	SLD 0	SLD 0	SLD 20
SLI 30	SLI 0	SLI 10	SLI 50	SLI 0	SLI 0	SLI 10
A 20	A 18	A 20	A 50	A 10	A 10	A 45
ED 75	ED 10	ED 40	ED 20	ED 0	ED 0	ED 10
ID 100	ID 1	ID 20	ID 10	ID 0	ID 0	ID 100
OHI 75	OHI 2	OHI 10	OHI 2	OHI 0	OHI 0	OHI 5

| AM 2,000 |
| AS 300 |
| BL 800 |
| HL 3,000 |
| MU 400 |
| PI 200 |
| WH 2,300 |

$$\frac{\text{Non-Asian w/autism}}{\text{Non-Asian students in Test PEA}}$$

$$\frac{155}{9,660}$$

0.016 = 1.6%

At Test PEA, a non-Asian student has a 1.6% chance of being identified as a student with autism.

Step #3: Divide the two in order to find the risk ratio.

$$\frac{\text{Test PEA's rate of identifying Asian students with autism}}{\text{Test PEA's rate of identifying non-Asian students with autism}} = \frac{5.3\%}{1.6\%} = 3.31$$

In Test PEA, an Asian student would be 3.31 times more likely to be identified as having autism compared to other races/ethnicities.

TEST PEA **would** be identified as having disproportionate representation because the risk ratio >3.

Indicator 10: Proposed Cell and N Size Change

Current Methodology	Proposed Change
Use a risk ratio	No change
Cell size >=10	Cell size >=11
N size >=30	No change
Risk ratio threshold >=3	No change
Review 3* consecutive years of data	No change

*The February 1, 2025, SPP/APR will review data from SY 2022–2023, 2023–2024, and 2024–2025)

Indicator 10: Result of the Proposed Change

Current calculation using FY25 data
- Cell size = **10**
- N size = 30
- Number of PEAs included in the analysis = 373
- 56% of PEAs are included in the analysis
- Result: 12 PEAs are flagged

Proposed calculation using FY25 data
- Cell size = **11**
- N size = 30
- Number of PEAs included in the analysis = 346
- 52% of PEAs are included in the analysis
- Result: 10 PEAs are flagged

Indicator 10: FY24 Results (Using Proposed Calculation)

Calculation of Percentage = (b)/(a)

Number of PEAs that met the State's minimum n size (a)	Number of PEAs with disproportionate representation of racial and ethnic groups by disability categories in special education and related services	Number of PEAs with disproportionate representation of racial and ethnic groups by disability categories in special education and related services that is the result of inappropriate identification (b)	FY24 Target	FY24 Data	Status
346	10	TBD*	0%	TBD*	TBD*

*To be determined based on a review of the PEA's policies, procedures, and practices. Historically, this indicator has been 0%.

The FY24 results will be published in the February 1, 2025, SPP/APR.

Significant Disproportionality: Proposed Change

Current calculation using FY25 data

- <mark>Cell size = **10**</mark>
- N size = 30
- Result: 12 PEAs are flagged

Proposed calculation using FY25 data

- <mark>Cell size = **11**</mark>
- N size = 30
- Result: 10 PEAs are flagged

PEAs flagged for significant disproportionality in FY25 will be notified in August of 2026. Placement, discipline and identification data will be taken from SY 2022–2023, 2023–2024, and 2024–2025).

Contact Us

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