



## Risk Analysis Data Source

Risk Component Name	School Year	Data Source	Formula
Indicator 1—Graduation Rate	2022–2023	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	2022–2023	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	2022–2023	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	2022–2023	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 3D—Gap in proficiency for SWD and all students in Math Grade 4	2022–2023	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 all students in Reading Grade 4	2022–2023	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 all students in Math Grade 8	2022–2023	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 all students in Reading Grade 8	2022–2023	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 all students in Reading in High School	2022–2023	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 all students in Math in High School	2022–2023	Assessment	proficiency rate for children with IEPs scoring at or above proficient - the proficiency rate for all students scoring at or above proficient
Indicator 4a—Suspension/Expulsion	2022–2023	Safe schools data submission	Calculated risk ratio based on discipline data
Indicator 4b—Suspension/Expulsion	2022–2023	Safe schools data submission	Calculated risk ratio >3 based on discipline data
Indicator 5—Least Restrictive Environment (LRE–A)	2022–2023	PEA submission of sped need code in SMS	# students with disabilities coded as LRE A in Student Management System (SMS) on October 1 count / # total students with disabilities on October 1 count
Indicator 5—Least Restrictive Environment (LRE–C)	2022–2023	PEA submission of sped need code in SMS	# students with disabilities coded as LRE C in Student Management System (SMS) on October 1 count / # total students with disabilities on October 1 count
Indicator 5—Least Restrictive Environment (LRE–D, E, or H)	2022–2023	PEA submission of sped need code in SMS	# students with disabilities coded as LRE in separate placements in Student Management System (SMS) on October 1 count / # total students with disabilities on October 1 count
Indicator 6—Preschool Least Restrictive Environment (LRE)	2022–2023	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)	2022–2023	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
Indicator 9—Disproportionality	2022–2023	PEA data submission	Calculated risk ratio >3 based on October 1 counts (ethnicity and sped eligibility); N size of 30+; cell size of 10+
Indicator 10—Disproportionality	2022–2023	PEA data submission	Calculated >3 risk ratio based on Oct. 1 counts (eligibility categories and ethnicity); N size of 30+; cell size of 10+



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Indicator 11—Initial Evaluation Timeline	2023–2024	Annual site visit (ASV)	# compliant files reviewed / # total files reviewed
Indicator 12—Early Childhood Transition	2022–2023	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	2023–2024	Annual site visit (ASV)	# compliant files reviewed / # total files reviewed
PEA Determination	2021–2022	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	2022–2023	Parent Survey application (via ADEConnect)	# of parent responses saying they are involved / # of parents completing survey
Indicator 14—Post School Outcomes	2022–2023	PEA submission of data from PSO application	# eligible surveys completed for FY22 exiters / # possible eligible surveys for FY22 exiters
SPED Population	2022–2023	PEA submission of sped need codes in Student Management System (SMS)	# students with disabilities enrolled on October 1 count / # total students enrolled on October 1 count
Number of findings of noncompliance from state complaints in the 202223 SY	2022–2023	Dispute Resolution	# of allegations found to be noncompliant as a result of Administrative State Complaint investigation
Indicator 5—Least Restrictive Environment (LRE)	2022–2023	PEA submission of sped need code in SMS	# students with disabilities coded as LRE B in Student Management System (SMS) on October 1 count / # total students with disabilities on October 1 count
SSIP action plan implementation	2023–2024	ESS Monitoring Application	PEA has met all required timelines for SSIP in prior year participation