

Risk Component Name	School Year	Data Source	Formula
Indicator 1—Graduation Rate	2023–2024	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	2023–2024	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 3B—Performance on Statewide Assessments ELA Proficiency Grade 4	2023–2024	Assessment	# of students in grade 4 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 in grade 4
Indicator 3B—Performance on Statewide Assessments Math Proficiency Grade 4	2023–2024	Assessment	# of students in grade 4 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 in grade 4
Indicator 3B- Performance on Statewide Assessments ELA Proficiency Grade 8	2023–2024	Assessment	# of students in grade 8 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 in grade 8
Indicator 3B- Performance on Statewide Assessments Math Proficiency Grade 8	2023–2024	Assessment	# of students in grade 8 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 in grade 8
Indicator 3B- Performance on Statewide Assessments ELA Proficiency HS	2023–2024	Assessment	# of students in HS 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 in HS
Indicator 3B- Performance on Statewide Assessments Math Proficiency HS	2023–2024	Assessment	# of students in HS 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 in HS
Indicator 3D- Gap in proficiency for SWD vs all students in Math Grade 4	2023–2024	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 vs all students in Reading Grade 4	2023–2024	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 vs all students in Math Grade 8	2023–2024	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 vs all students in Reading Grade 8	2023–2024	Assessment	proficiency rate for children with IEPs scoring at or above proficient - the proficiency rate for all students scoring at or above proficient

Risk Component Name	School Year	Data Source	Formula
Indicator 3D- Gap in proficiency for SWD vs all students in Reading in High School	2023–2024	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 vs all students in Math in High School	2023–2024	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	2023–2024	Safe schools data submission	Calculated risk ratio >2 for three consecutive years of discipline data
Indicator 4b—Suspension / Expulsion	2023–2024	Safe schools data submission	Calculated risk ratio >2 for three consecutive years of discipline data
Indicator 5—Least Restrictive Environment (LRE–A)	2023–2024	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)	2023–2024	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)	2023–2024	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)	2023–2024	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)	2023–2024	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	2023–2024	PEA data submission	Calculated risk ratio >3 for three consecutive years based on October 1 counts (ethnicity and sped eligibility); N size of 30; cell size of 10
Indicators 10—Disproportionality	2023–2024	PEA data submission	Calculated risk ratio >3 for three consecutive years based on October 1 counts (ethnicity and sped eligibility); N size of 30; cell size of 10
Indicator 11—Initial Evaluation Timeline	2024–2025	Annual site visit (ASV)	# compliant files reviewed ÷ # total files reviewed
Indicator 12 – Early Childhood Transition	2023–2024	PEA submission through Special Education Data Dashboard	# of children referred from AzEIP found not eligible before their 3 rd birthday ÷ children found eligible with an IEP in place by their 3 rd birthday ÷ # of children referred from AzEIP

Data Source Document for RA Tool FY25

Risk Component Name	School Year	Data Source	Formula
Indicator 13—Postsecondary Transition	2024–2025	Annual site visit (ASV)	# compliant files reviewed ÷ # total files reviewed
PEA Determination	2022–2023	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	2023–2024	Parent Survey application (via ADEConnect)	# of parent responses saying they are involved ÷ # of parents completing survey
Indicator 14—Post School Outcomes	2023–2024	PEA submission of data from PSO application	# eligible surveys completed for FY23 exiters ÷ # possible eligible surveys for FY23 exiters
Indicator 14—Post School Outcomes	2023–2024	PEA submission of data from PSO application	# students surveyed engaged in postsecondary education/training or employment ÷ # students with disabilities completed survey
SSIP Consideration	2023-2024	Assessment	# of students in grade 3 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 in grade 3
SSIP Consideration	2023-2024	AzEDS	# of students in grade 3 coded as having a SPED need
SSIP Consideration	2023-2024	Assessment	Gap in proficiency for SWD in grade 3 on state ELA assessment vs the proficiency of all students
SPED Population	2023–2024	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
Indicator 5—Least Restrictive Environment (LRE)	2023–2024	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
Number of findings of noncompliance from state complaints in the 2023–2024 school year	2023–2024	Dispute Resolution	# of allegations found to be noncompliant as a result of Administrative State Complaint investigation
SSIP action plan implementation	2024–2025	ESS Monitoring Application	PEA has met all required timelines for SSIP in prior year participation