



## **Purpose and Overview of the RA Tool and Data Source Document 2026-2027**

The Risk Analysis (RA) Tool is designed to align with the indicators included in the federal State Performance Plan (SPP) and Annual Performance Report (APR). These indicators include both compliance and results measures and guide how each Public Education Agency (PEA) is reviewed within Arizona's programmatic monitoring system.

Most of the information used in the RA Tool comes directly from PEA-submitted data, such as student exit codes, enrollment submissions, and statewide assessment results. Additional data may come from monitoring activities, technical assistance interactions, and other state-maintained data systems, depending on the indicator. Because PEAs provide the source data that informs federal reporting, the RA Tool serves as a transparent way to show how those data reflect performance and highlight potential areas of need.

Not all indicators apply to every PEA. Applicability depends on factors such as the grade levels the PEA serves, school type (district or charter), and whether the relevant assessed grade bands are present. As a result, each PEA is evaluated only on the indicators that are meaningful for its structure and student population.

The RA Tool data source document (next page) identifies the data source for each indicator and the school year from which that data is drawn. Although the referenced school years are updated annually, the purpose, structure, and alignment of the RA Tool remain consistent. Each year, the RA Tool and its data source explanations are refreshed and made available to all PEAs—both those scheduled for monitoring and those not scheduled—so they can understand where the data originates, how the measures inform programmatic monitoring and ESS general supervision, and how to proactively review their own data.



Ultimately, the RA Tool is intended not only to support the state's monitoring responsibilities but also to serve as a resource for continuous improvement. PEAs may use the tool to analyze trends, strengthen internal data practices, and guide decisions aimed at improving both compliance and results indicators, supporting improved outcomes for students with disabilities.



Risk Component Name	School Year	Data Source	Formula
Indicator 1—Graduation Rate	2024-2025	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	2024-2025	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	2024-2025	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	2024-2025	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	2024-2025	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



Risk Component Name	School Year	Data Source	Formula
Indicator 3B—Performance on Statewide Assessments Math Proficiency Grade 8	2024-2025	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 Assessment ELA Proficiency High School (HS)	2024-2025	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 Assessment Math Proficiency High School (HS)	2024-2025	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 and Non-disabled Peers in Math Grade 4	2024-2025	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 Non-disabled Peers in Reading Grade 4	2024-2025	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 and Non-disabled Peers in Math Grade 8	2024-2025	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 Non-disabled Peers in Reading Grade 8	2024-2025	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 Non-disabled Peers in Reading in High School	2024-2025	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 Non-disabled Peers in Math in High School	2024-2025	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	2024-2025	Safe schools data submission	Calculated risk ratio >2 for three consecutive years of discipline data



Risk Component Name	School Year	Data Source	Formula
Indicator 4B— Suspension/Expulsion	2024-2025	Safe schools data submission	Calculated risk ratio >2 for three consecutive years of discipline data
Indicator 5—Least Restrictive Environment (LRE—A)	2024-2025	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)	2024-2025	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)	2024-2025	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)	2024-2025	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)	2024-2025	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



Risk Component Name	School Year	Data Source	Formula
Indicator 9— Disproportionality	2024-2025	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 11
Indicator 10— Disproportionality	2024-2025	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 11
Indicator 11—Initial Evaluation Timeline	2025-2026	Annual site visit (ASV) data	# compliant files reviewed ÷ # total files reviewed
Indicator 12—Early Childhood Transition	2024-2025	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	2025-2026	Annual site visit (ASV) data	# compliant files reviewed ÷ # total files reviewed
PEA Determination	2024-2025	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	2024-2025	Parent Survey application (via ADEConnect)	# of parent responses saying they are involved ÷ # of parents completing survey
Indicator 14—Post School Outcomes	2024-2025	PEA submission of data from PSO application	# eligible surveys completed for FY23 exiters ÷ # possible eligible surveys for FY23 exiters
Indicator 14—Post School Outcomes	2024-2025	PEA submission of data from PSO application	# students surveyed engaged in postsecondary education/training or employment ÷ # students with disabilities completed survey
Indicator 17—SSIP Consideration	2024-2025	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
Indicator 17—SSIP Consideration	2024-2025	AzEDS	# of students in grade 3 coded as having a SPED need
Indicator 17—SSIP Consideration	2024-2025	Assessment	Gap in proficiency for SWD in grade 3 on state ELA assessment vs the proficiency of all students



Risk Component Name	School Year	Data Source	Formula
SPED Population	2024-2025	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)	2024-2025	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	2024-2025	Dispute Resolution	# of allegations found to be noncompliant as a result of Administrative State Complaint investigation
SSIP Action Plan implementation	2025-2026	ESS Monitoring Application	PEA has met all required timelines for SSIP in prior year participation



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