



**Florida Department of Education
Bureau of Exceptional Student Education**

**SPP/APR Performance Report – February 2021
WASHINGTON**

**Richard Corcoran
Commissioner**

**Performance Report for selected State Performance Plan (SPP)
Indicators as submitted to the Office of Special Education Programs**

The following table includes selected SPP indicators, the state targets for **2019-20**, LEA data, and if the LEA met the target. Rounding is not used to determine if targets have been met, therefore LEA data contain as many decimal places as needed to determine if the target has been met. Unless otherwise noted, data are for **2019-20**.

| SPP Indicator | Description | LEA Data | SEA Target | Target Met |
|--|--|----------|------------|------------|
| 1. Graduation Rate* 2018-19 | Percent of students with IEPs graduating with a standard diploma in the 4-year cohort. | 60.5% | 70.0% | No |
| 2. Dropout Rate* 2018-19 | Percent of students with IEPs dropping out. | 8.9% | 9.5% | Yes |
| 3. Participation and performance of students with disabilities on statewide assessments | 3B. Percent of students with IEPs in grades three through ten that participate in statewide assessment for reading . | | | |
| | 3B. Percent of students with IEPs in grades three through ten that participate in statewide assessment for math . | | | |
| | 3C. Percent of students with IEPs in grades three through ten that demonstrate proficiency in reading . | | | |
| | 3C. Percent of students with IEPs in grades three through ten that demonstrate proficiency in math . | | | |
| 4. Rates of suspension and expulsion* | 4A. District does not demonstrate significant discrepancy in the rates of suspensions and expulsions for students with IEPs compared to students without disabilities. **Population did not meet cell size. | * | < 3.0 | No |
| | 4B. District does not demonstrate (a) significant discrepancy in the rates of suspensions and expulsions of students with IEPs by race or ethnicity for greater than 10 days and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. | | 0% | Yes |
| 5. Least Restrictive Environment (LRE), students aged 6-21 | 5A. Percent of students with IEPs aged 6 to 21 years served inside the regular class 80% or more of the day. | 81.21% | 85.0% | No |
| | 5B. Percent of students with IEPs aged 6 to 21 years served inside regular class less than 40% of the day. | 8.88% | 6.0% | No |
| | 5C. Percent of students with IEPs aged 6 to 21 years served in separate schools, residential facilities, or homebound or hospital placements. | 6.95% | 1.0% | No |
| 6. LRE, children aged 3-5 | 6A. Percent of children with disabilities aged 3 to 5 attending regular early childhood program and receiving the majority of special education and related services in a regular early childhood program. | 2.99% | 50.5% | No |
| | 6B. Percent of children with disabilities aged 3 to 5 attending a separate special education class, separate school, or residential facility. | 80.60% | 44.8% | No |
| 7. Prekindergarten Performance (Blank cells indicate no students tested. *Number tested less than 10.) | 7A(1) Of those children who entered or exited the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. | | 75.10% | NA |
| | 7B(1) Percent of children with disabilities, aged 3 to 5, who entered preschool below grade expectations and substantially increased their rate growth in acquisition and use of knowledge and skills by the time they turned 6 years of age of exited the preschool program. | | 74.40% | NA |

| SPP Indicator | Description | LEA Data | SEA Target | Target Met |
|--|--|----------|------------|------------|
| | 7C(1) Percent of children with disabilities, aged 3 to 5, who entered preschool below grade expectations and increased their rate of growth in the use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the PK program. | | 67.40% | NA |
| | 7A(2) Percent of children with disabilities, aged 3 to 5, who were functioning within age expectations in positive social emotional skills by the time they turned 6 years of age or exited the preschool program. | | 85.40% | NA |
| | 7B(2) Percent of children with disabilities, aged 3 to 5, who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the preschool program. | | 79.40% | NA |
| | 7C(2) Percent of children with disabilities, aged 3 to 5, who were functioning within age expectations in the use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the preschool program. | | 82.50% | NA |
| 8. Parent Involvement | Percent of parents with a preschool child receiving special education services that reported schools facilitating parent involvement as a means of improving services and results for students with IEPs. | 93.8% | 85.0% | Yes |
| | Percent of parents with a student in grades K through 12 receiving special education services that reported schools facilitated parent involvement as a means of improving services and results for students with IEPs. | 91.9% | 85.0% | Yes |
| 9. Disproportionate representation in special education | District does not demonstrate disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification. | | 0% | Yes |
| 10. Disproportionate representation in specific disability categories | District does not demonstrate disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification policies, procedures and practices. | | 0% | Yes |
| 11. Evaluation within 60 days | Percent of students referred, with parental consent, for evaluation who were evaluated within 60 calendar days of receiving parental consent for initial evaluation. | 100.00% | 100.0% | Yes |
| 12. Part C Children eligible for Part B who have IEPs developed and implemented by their third birthday. | Percent of children served and referred by Part C prior to age 3, who were found eligible for Part B, and have an IEP developed and implemented by their third birthday. | 100.0% | 100.0% | Yes |
| 13. Transition IEP compliance | Percent of students with a disability aged 16 and above who have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. | 100.0% | 100.0% | Yes |
| 14. Post-school outcomes* | 14A. Percent of students who exited secondary school in 2018-19 and had an IEP in effect at the time they left school, were found enrolled in higher education within one year of leaving high school. | 17.02% | 41.00% | No |
| | 14B. Percent of students who exited secondary school in 2018-19 and had an IEP in effect at the time they left school, were found enrolled in higher education or were competitively employed within one year of leaving high school. | 53.19% | 53.00% | Yes |
| | 14C. Percent of students who exited secondary school in 2018-19 and had an IEP in effect at the time they left school, were found enrolled in higher education or in some other postsecondary education or training program; or were competitively employed or in some other employment within one year of leaving high school. | 63.83% | 72.00% | No |

*Lagged Data