Exceptional Student Education

Florida Association of Management Information Systems

Summer Conference 2018

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Individuals with Disabilities Education Act and Data Reporting

Presenters

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Bureau of Exceptional Education and Student Services (BEESS)

Agenda

- Introduction to IDEA Data
- Survey Timelines
- Key Formats and Data Elements
- Data quality concerns
  - **Educational Environment Codes/Age**
  - **Least Restrictive Environment (LRE) Verification Activities**
  - **Coordinated Early Intervening Services (CEIS)**
  - **Qualified Paraprofessionals**
- LEA Determinations
- Publications and Resources
- Questions

Individuals with Disabilities Education Act

- Under IDEA, Florida submits a variety of data from the student database, and assessment files to the US Department of Education:
  - Child Count
  - Educational Environments
  - Exit
  - Discipline
  - Assessment
  - Personnel

IDEA Data

- USED
  - Includes data in an annual report to Congress
  - Publishes data from all states: https://osep.grads360.org/#program
  - Requires States to use data to make annual reports
    - LEA Determinations
    - CEIS (Identification, Placement, and Discipline)
    - State Performance Plans

SPP - APR

- February 1 of each year, Florida submits the State Performance Plan (SPP)-Annual Performance Report (APR) to USED

- In the SPP-APR, we report targets for 17 indicators as well as progress in meeting those targets.

- The *FFY 2015 Part B SPP-APR Report* can be found on DOE's ESE homepage under Topics of Special Interest located at www.fldoe.org/academics/exceptional-student-edu

https://osep.grads360.org/#report/apr/2015B/publicView?state=FL&ispublic=true

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Final APR Selected: Florida: Part B, FFY 2015

Home   Collaborate   Research

SPP/APR: FL Part B FFY2015 | Introduction Indicators: 1 | 2 | 3A | 3B | 3C | 4A | 4B | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17

APR

Florida

Part B

FFY2015

Download a PDF

Introduction: Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

Indicator 1: Graduation

Indicator 2: Drop Out

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Indicator 3B: Participation for Students with IEPs

Indicator 3C: Proficiency for Students with IEPs

Indicator 4A: Suspension/Expulsion

Indicator 4B: Suspension/Expulsion

Indicator 5: Education Environments (children 6-21)

Indicator 6: Preschool Environments

Indicator 7: Preschool Outcomes

Indicator 8: Parent involvement

Indicator 9: Disproportionate Representation

Indicator 10: Disproportionate Representation in Specific Disability Categories

Indicator 11: Child Find

Indicator 12: Early Childhood Transition

Indicator 13: Secondary Transition

Indicator 14: Post-School Outcomes

Indicator 15: Resolution Sessions

Indicator 16: Mediation

Indicator 17: State Systemic Improvement Plan

OSEP Response to FFY15 SPP-APR

fl dispute resolution   FL-datadisplay-2017b

2017 FL-B Data Rubric   fl-resultsmatrix-2017b-071217

Part B How the Department Made Determinations   2017 FL-B Determination Letter

Home
Overview
    Home
    About
    Highlighted Resources
    SPP APR Resources
    Fiscal
    Grants

Collaborate
Public Domain Clearinghouse
    Documents

Research
Final SPP/APRs

Accurate Data Requires Teamwork

Why data quality?

- Funding Allocations and Financial Implications (CEIS)

- Accurate data is crucial when making policy decisions to improve educational outcomes

- Data is a powerful tool

Survey Due Dates, SY 2017-18

Survey 2:

- Survey Week: October 9-13, 2017

- Due Date: October 20, 2017

- State Processing: October 16 – November 3, 2017

- Final Update/Amendment Date: December 15, 2017

Survey 5:

- Due date: July 27, 2018

- State processing: July 23 – August 24, 2018

- **Preliminary data pull for federal reporting – October 6, 2018**

- Final Update/Amendment Date: October 31, 2018

Survey Due Dates, SY 2018-19

Survey 2:

- Survey Week: October 8-12, 2018
- Due Date: October 19, 2018
- State Processing: October 15 – November 2, 2018
- Final Update/Amendment Date: December 15, 2018

Survey 5:

- Due Date: July 26, 2019
- State Processing: July 22 – August 23, 2019
- Final Update/Amendment Date: October 31, 2019

Surveys 2 and 3

Survey 2:
Survey Week: October 8-12, 2018
Due Date: October 19, 2018
State Processing: October 15 – November 2, 2018
Final Update/Amendment Date: December 15, 2018

Preliminary data used for:
- LRE data verification activities
- Membership in rank order table

Final data used for: (Note: Final data is not available until end of March or first of April)
- EDFacts Child Count/LRE Submission
- Calculation of Indicators 5, 6, 9 and 10
- Calculation of disproportionate identification, placement for CEIS
- Calculation of population growth
- Indicator 12

Survey 3:
Survey Week: February 4-8, 2019
Due Date: February 15, 2019
State Processing: February 11 – March 1, 2019
Final Update/Amendment Date: April 15, 2019

Preliminary data used for:
- District Membership Counts
- Free and Reduced-Price Lunch

Survey 5 and Other Sources

Survey 5: Cumulative, all-year school data
Due date: July 26, 2019
State processing: July 22 – August 23, 2019
Final Update/Amendment Date: October 31, 2019

Data used for:
- Indicator 1, Cohort Graduation Rate (calculated by School Grades Office)
- Indicator 2, Dropout Rates using EDFacts File 009 which is due Nov. 7, 2018)
- Discipline 4A and 4B (EDFacts file 006 and PERA 3509)
- Disproportionate discipline for CEIS (used EDFacts File 006 and 143 and all-year membership from PERA 3509).
- Indicator 12
- MOE/CEIS Student count data

Data received from other sources:
- Indicator 3, Statewide Assessments: (BEESS requests files 185, 188, 175, and 178 from Bureau of Accountability. These files should be available by the end of December)
- Indicator 14, Postschool Outcomes: BEESS requests data from FETPIP in October/November
- Indicator 11, Child Find (web-based data collection)
- Indicator 7, Preschool outcome data (web-based data system managed by contractor)
- Indicator 8, Parent Survey (system managed by contractor)
- Indicator 12, Part C to B Transition (DOH provides data to contractor)
- Indicator 13, Secondary Transition (GSW)
- Special Education Related Services Personnel (EDFacts file C099) collected via web-based survey

Key Formats and Data Elements

Key Formats

- Exceptional Student
- Federal/State Indicator Status
- Student Demographic
- Student Discipline/Resultant Action
- Student End of Year Status
- Staff Demographic

Exceptional Student Format

- Key Data Elements:
  - Exceptional Student, IDEA Educational Environments
  - Exceptionality, Primary
  - Exceptionality, Other
  - Time, Total School Week
  - Time With Non-Disabled Peers

Federal/State Indicator Status

- Key Data Elements
    - Fund Source
    - Section 504 Eligible

Student Demographic

- Key Data Elements
    - Grade Level
    - Birth Date
    - Ethnicity
    - Race Categories

Student Discipline

- Key Data Elements
    - Discipline/Resultant Action Code
    - Incident, Identifier
    - Duration, Discipline Action

Student End-of-Year

- Key Data Elements
    - Diploma Type
    - Certificate of Completion, Type
    - Withdrawal Reason

Staff Demographic

- Key Data Elements
    - District Number
    - Social Security Number
    - Survey = 2
    - Job Code, Primary = 52053 or 52054 or 52055
    - Qualified Paraprofessional Status

Data Quality Concerns

IDEA Educational Environment Codes/Age and Least Restrictive Environment (LRE)

Discipline
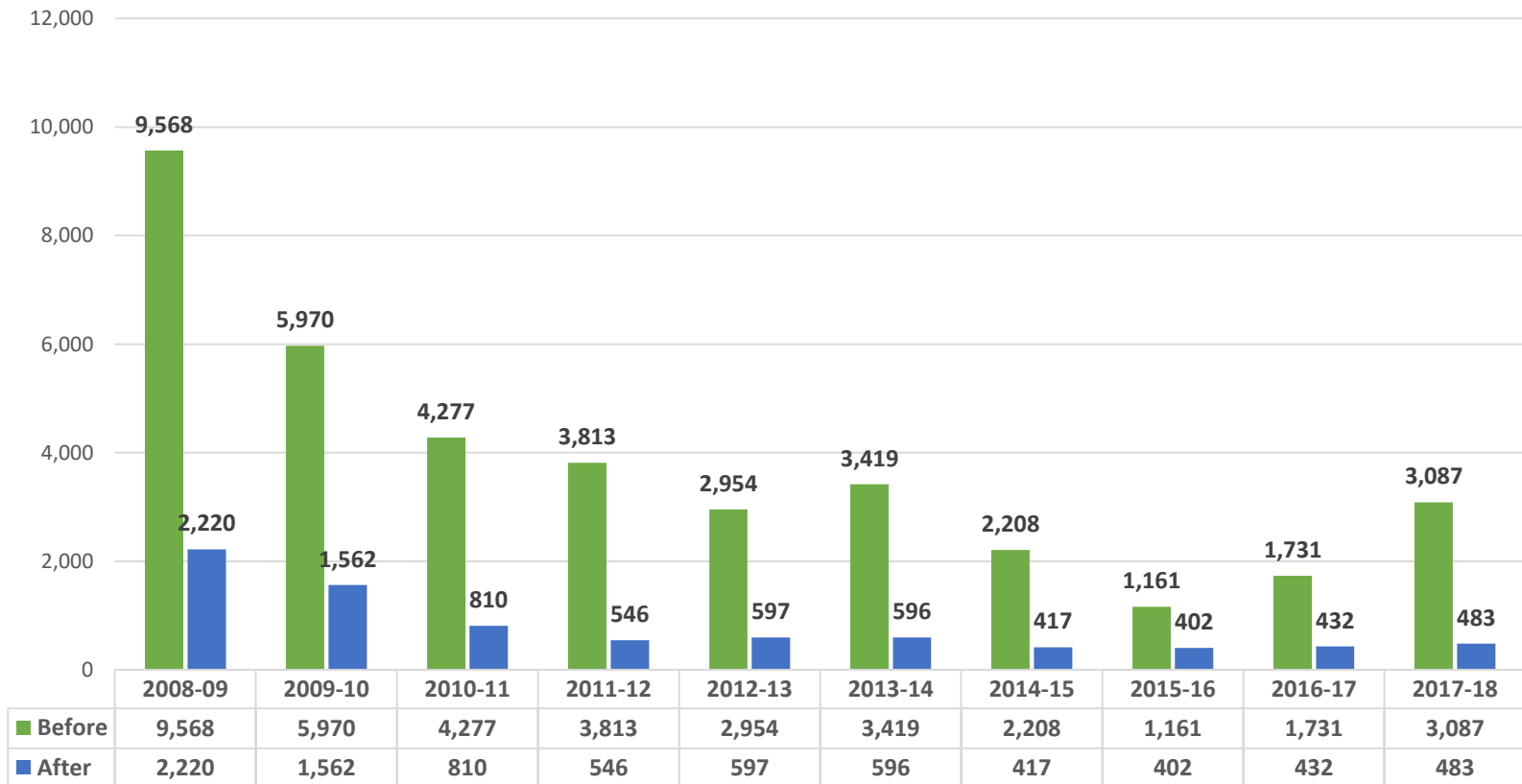
Incorrect Fund Source

Paraprofessional Qualifications

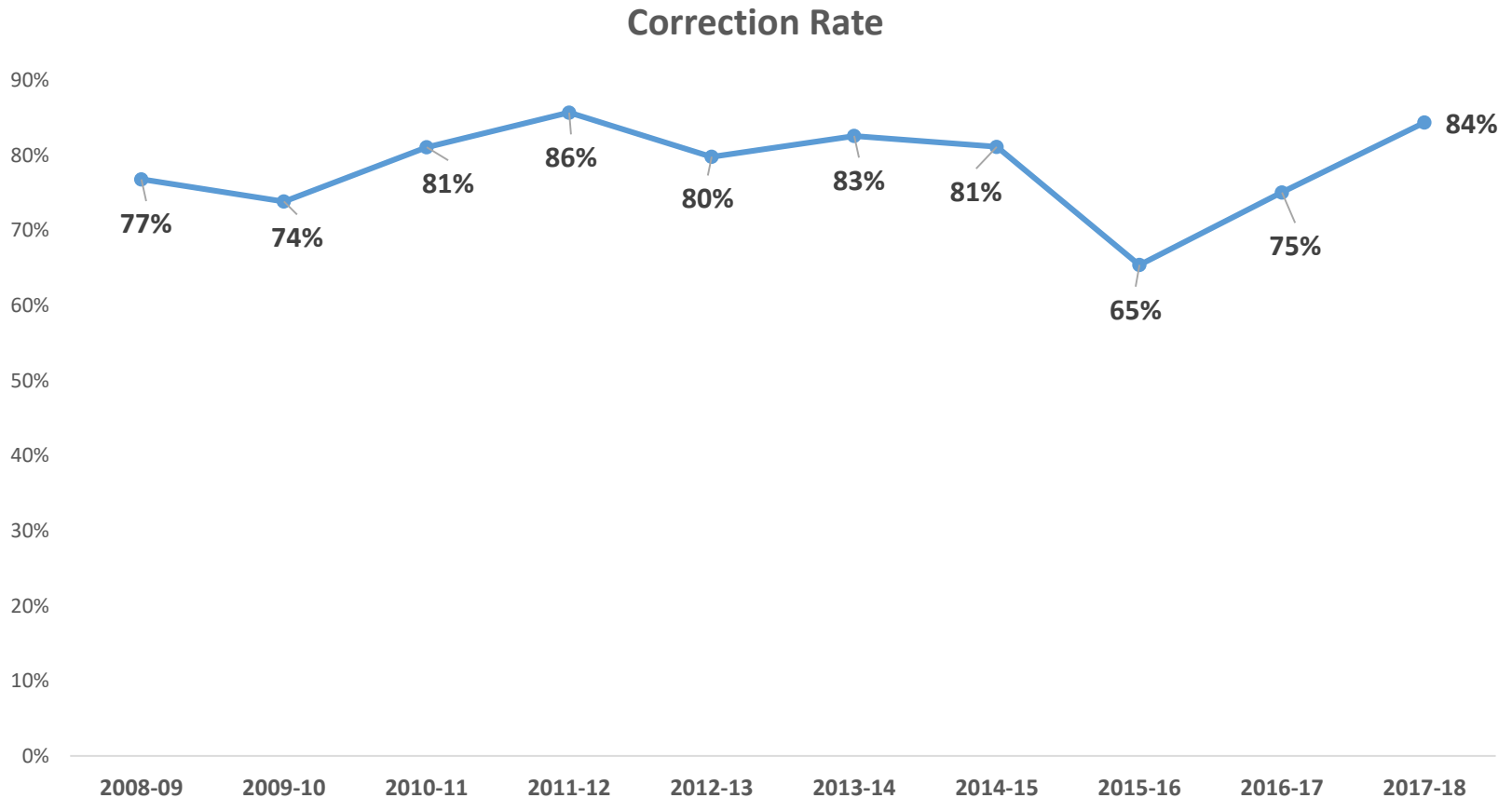# Data Verification for IDEA Educational Environment Codes

- This year:
  - 3,087 errors identified before the correction period.

  - 483 errors identified after the correction period.

  - 84% of errors corrected.

Data Verification Trend: Errors Before-After

Placement Data Trend

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Before	9,568	5,970	4,277	3,813	2,954	3,419	2,208	1,161	1,731	3,087
After	2,220	1,562	810	546	597	596	417	402	432	483

Data Verification Trend: % Errors Corrected

Correction Rate

Least Restrictive Environment (LRE)

- Exceptional Student, IDEA Educational Environment
  - For students with disabilities ages 3-5, (Including Kindergarten students who are age 5) use only codes K, **L, M, S, B, A, OR J** and determine which one of the codes apply
  - For students with disabilities ages 6-21, (Including Kindergarten students who are age 6 or older) use only codes **C, P, D, F, H, OR Z** and determine which one of the codes apply

Students Aged 3 - 5

Includes Kindergarten students who are age 5

Data Element Number: 117525

Data Element Name: Exceptional Student, IDEA Educational Environments

A one character code to identify the educational environment in which a student with disabilities is served. Separate codes are provided for (1) students with disabilities ages 3-5 and (2) students with disabilities ages 6-21. Use codes applicable to the age of the student as of date certain survey 2. For students identified as gifted who are not also identified as disabled use code Z. For all students ages 0-2, use code Z. For all surveys other than survey 2, the element should be z-filled.

Code	Definition/Example
Ages 3-5	
A	Home (ages 3-5 only) - Children with disabilities who do not attend an early childhood program or kindergarten provided in a separate class, separate school, or residential facility, but who receive special education and related services in the principal residence of the child's family or caregivers. Include children who receive special education both at home and in a service provider location.
B	Special Education Program in a Residential Facility (ages 3-5 only) -Children with disabilities attending a residential school or residential medical facility on an inpatient basis that includes less than 50 percent nondisabled children.
J	Service Provider (ages 3-5 only) - Children with disabilities who do not attend an early childhood program, kindergarten, or special education program provided in a separate class, separate school, or residential facility, who receive all of their special education and related services from a service provider. Examples: speech instruction provided in private clinician's office, clinician's office located in a school building, hospital facility on an outpatient basis, library or other public location.
K	Early Childhood Program Receiving the Majority of Special Education Services Inside the Early Childhood Program (ages 3-5 only) - Children with disabilities attending an early childhood program that includes 50 percent or more nondisabled children and who are receiving the majority of special education and related services inside the early childhood program setting. Include any child attending an early childhood program or kindergarten with 50 percent or more nondisabled children for any portion of the week who gets the majority of special education and related services in that program. Examples: The child may receive therapy in the therapy room and the teacher and therapist collaborate regularly. Child may attend programs such as Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds
L	Special Education Program at a Regular School Campus or Community Based Setting (ages 3-5 only) – Children with disabilities attending an early childhood program or kindergarten that includes less than 50 percent nondisabled children in a regular school building, in a portable building outside a regular school building, in a community-based setting such as a child care facility, or in a hospital facility on an outpatient basis. Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.
M	Early Childhood Program Receiving the Majority of Special Education Services Outside the Early Childhood Program (ages 3-5 only) - Children with disabilities attending an early childhood program that includes 50 percent or more nondisabled children and who are receiving the majority of special education and related services outside the early childhood program setting. Include any child attending an early childhood program or kindergarten with 50 percent or more nondisabled children for any portion of the week who gets the majority of special education and related services outside of that program. Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.

Page 1 of 3

Data Element Number: 117525

Data Element Name: Exceptional Student, IDEA Educational Environments

S   Special Education Program in a Separate School (ages 3-5 only) - Children with disabilities attending an early childhood program or kindergarten in a school designed specifically for children with disabilities.

Students Ages 6-21

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATABASE REQUIREMENTS VOLUME I:
AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS
Year: 2018-19

Data Element Number: 117525

Data Element Name: Exceptional Student, IDEA Educational Environments

Includes Kindergarten students who are age 6

Ages 6-21

C — Correction Facility (ages 6-21 only) - Students with disabilities receiving special education and related services in Department of Juvenile Justice facilities, county jail or State prison (School Function/Setting D or J in Master School Identification File).

D — Separate School (ages 6-21 only) - Students with disabilities receiving special education and related services for greater than 50 percent of the school day in non-residential public or private separate day school facilities. (Also known as center schools, where all of the students are disabled.) This would also include students who may attend school at a residential facility but do not live there.

F — Residential Facility (ages 6-21 only) - Students with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities and live in the residential facility during the school week.

H — Home/Hospital (ages 6-21 only) - Students with disabilities receiving special education and related services at home or in an inpatient hospital program.

P — Private Schools (ages 6-21 only) - Students with disabilities enrolled by their parents or guardians in regular parochial or other private schools and who receive special education and/or related services at public expense from a local educational agency. Include McKay Scholarship students who have a services plan. Do not include charter school students.

NOTE: FOR STUDENTS WITH DISABILITIES AGES 6-21,
(Including Kindergarten students who are age 6 or older)
USE ONLY CODES C, P, D, F, H, OR Z AND DETERMINE WHICH ONE OF THE CODES APPLY.

Other

Z — None of the Above - For these students, educational environment will be calculated using the two elements, Time, Total School Week and Time with Non-disabled Peers found on the Exceptional Student Format.

Time, Total School Week

Data Element Number: **177900**

Data Element Name: **Time, Total School Week**

The total amount of time a student with a disability is scheduled to attend school each week. This should be reported in minutes per week. All scheduled time i.e., class time, recess, lunch, and time between classes must be included in the total.

Code   **Definition/Example**

Examples:

1. Student A's school day begins at 7:30 A.M. and ends at 2:30 P.M. and the student attends five days per week. The total amount of time in school is calculated based on seven hours per day, five days per week. This equates to 2100 minutes per week.

2. Student B's school day begins at 7:30 A.M. and lasts until 12:30 P.M. The student then leaves the school campus to go to an on-the-job training site (OJT) on Monday, Wednesday, and Thursday. The student works until 5:00 P.M. on those days. For the three days the student goes to OJT, the minutes would equate to 570 minutes per day x 3 days = 1,710 minutes. For the two days the student does not work, the minutes would equate to 300 minutes per day x 2 days = 600 minutes. Then, the total time in the school week for this student is 1,710 minutes + 600 minutes = 2,310 minutes.

Time with Non-Disabled Peers

Data Element Number: **177925**

Data Element Name: **Time With Non-Disabled Peers**

The total amount of time that a student with a disability is with non-disabled peers, including time with school and work place peers. This should be reported in minutes per week. Include class time, lunch, recess, and time between classes if this time is spent with non-disabled peers.

Code	Definition/Example
	Not applicable for this element

NOTES: This data should be reported only for Survey 2. Districts should zero-fill this element for all other survey periods.

This field should be zero-filled for students who are reported as gifted only--primary exceptionality is L and other exceptionalities are all Z's.

IDEA Educational Environment Code Summary Chart

Age	IDEA Educational Environment Code
0 - 2	**Z (these students are not included)**
Ages 3 - 5 (including kindergarten students who are age 5)	A, B, J, K, L, M or S
Ages 6 - 21	C, D, F, H, P or Z

IDEA Educational Environment Code

- Reminder:
  - Exceptional Student, IDEA Educational Environments is age-based (not grade-based) meaning districts should use applicable codes according to the age of the student (calculated as of date certain which is always the last Friday of survey week).

Data Quality Check for IDEA Educational Environment Codes

- GQRR F71013 – IDEA EDUCATIONAL ENVIRONMENTS BY DISTRICT, AGES 3-5

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IDEA EDUCATIONAL ENVIRONMENTS BY DISTRICT

AGES 3-5

2017-18 SURVEY 2 AS OF 10/20/17

GQRR F71013

Dist #	District	K	L	M	S	B	A	J	C	P	D	F	H	Z
#	District A	45	210	18	0	0	0	0	0	0	0	0	1	43
#	District B	56	13	0	0	0	0	0	0	0	0	0	0	0
#	District C	252	190	1	26	0	0	6	0	0	0	0	0	1
#	District D	0	0	0	0	0	0	0	0	0	0	0	0	0
#	District E	660	308	226	2	0	4	139	0	0	0	0	0	48

Data Quality Check for IDEA Educational Environment Codes

- GQRR F71014 – IDEA EDUCATIONAL ENVIRONMENTS BY DISTRICT, AGES 6-21

FLORIDA DEPARTMENT OF EDUCATION

IDEA EDUCATIONAL ENVIRONMENTS BY DISTRICT

AGES 6-21

2016-17 SURVEY 2 AS OF 10/20/17

NOTE: Codes C, P, D, F, H, or Z are the only codes applicable to this age group.

GQRR F71014

Dist #	District	K	L	M	S	B	A	J	C	P	D	F	H	Z
#	District A	4	16	5	0	0	0	0	2	0	0	1	32	3,372
#	District B	0	0	0	0	0	0	0	0	0	0	0	5	522
#	District C	0	0	0	0	0	0	0	5	35	429	0	23	4,112
#	District D	0	0	0	0	0	0	0	0	0	0	0	0	0
#	District E	26	7	11	0	0	3	5	21	559	214	50	46	10,614

Data Quality Check for IDEA Educational Environment Codes

- Report F71000 (ESE IDEA Educational Environment by Student by School)
  - Download from Northwest Regional Data Center (TSO Menu)
  - Provides student level data

Report F71000, Sample Layout

DISTRICT: 25 HARDEE

SCHOOL: 0001 HARDEE COUNTY ELEMENTARY SCHOOL

BirthDate	Student # ID, Florida	Student # ID, Local	Last Name	First Name	Middle Name	IDEA Environ	Exceptionality, Primary	Exceptionality, Other	Time, Total School Week	Time With Non-Disabled Peers	Percent of Time With Non-Disabled Peers

SCHOOL XXXX REPORTED   X STUDENTS

DISTRICT XX REPORTED   XXX STUDENTS

Exceptionality, Other may have up to 9 codes listed.

Data Quality Check Student Discipline

- Length of in-school suspensions, out-of-school suspensions/expulsions are reported

- Count of discipline incidents

- Count of students disciplined with in-school/out-of-school/expulsions

- Not meeting state established goals for suspension/expulsions risk ratios could have fiscal implications

- Close attention to the *Duration, Discipline Action*

Coordinated Early Intervening Services (CEIS)

- For any LEA where data show disproportionate representation in identification, placement, or discipline, the State must prohibit the LEA from reducing its maintenance of effort under 34 CFR §300.203 for any fiscal year

- Districts are required to set aside 15% of IDEA funds for CEIS and report the number of students who benefited from CEIS.

Identification of students in special education

Students of a particular race are at least 3.5 times more likely to be identified as disabled when compared to all other races combined. The calculation is repeated for students with disabilities (SWD), students identified as intellectually disabled (IND), students identified as emotional/behavioral disordered (EBD), students with specific learning disabilities (SLD), students with autism spectrum disorder (ASD), students identified as other health impaired (OHI), and students identified as speech or language impaired (SILI).

- Survey 2
  - Student Demographic format
  - Exceptional Student format (Exceptionality, Primary)

Placement of students served in special education

Students with disabilities ages 6-21 of any race are at least 3.5 times more likely to be placed in a separate class or other separate environment when compared to all other races combined. The calculation is used for the total of all disabled students only.

- Survey 2
  - Student Demographic format
  - Exceptional Student format
    Exceptionality, Primary
    Exceptional Student, IDEA Educational Environments
    Time, Total School Week
    Time with Non-Disabled Peers

Frequency of disciplinary removals

Incidents of removal of students with disabilities through in-school suspension (ISS), out-of-school suspension (OSS), or expulsion for students with disabilities of any given race are at least 3.5 times more likely to occur when compared to all other races combined. The calculation is used for the total of all disabled students only.

- Student Discipline format
  - Discipline/Resultant Action Code

Reporting Requirements for CEIS

- Report whhich students are receiving services supported by CEIS funds if districts are required to provide CEIS or if they voluntarily choose to provide CEIS to students.

- Code I on the data element, Fund Source, part of the format Federal/State Indicator Status identifies these students.

Reporting Requirements for CEIS cont.

- Federal/State Indicator Status format
  - Fund Source data element

	IDEA, Part B
	The early intervening services provided to the student are supported, at least in part, by IDEA, Part B funds. Funds are to be used to develop and implement coordinated, early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. This code should be used regardless of whether the expenditures are required or voluntary. Districts may use up to 15% of IDEA, Part B funds for this purpose (34 CFR §300.226). This is reported in Survey 5 only.

❖ Count must be 0 if district was not required to set aside IDEA funds.

❖ Count must be greater than 0 if district was required to set aside IDEA funds.

Qualified Paraprofessionals

Data Element Name: **Qualified Paraprofessional**

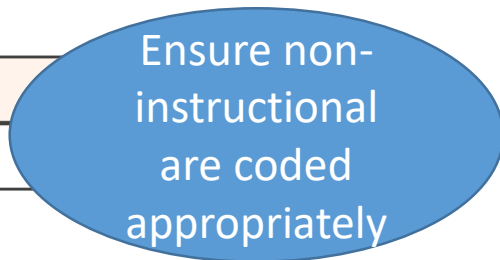A code to indicate the qualification status of a paraprofessional.

Code	Definition/Example
A	Has an associate's or higher degree
B	Has two years of study at an institution of higher education (completed 60 semester hours)
C	Meets locally approved academic assessment of qualifications
D	Not qualified
Z	Not Applicable

Note:
This data element applies to paraprofessionals with instructional roles which include selected job codes beginning with 51 through 59.

Non-instructional paraprofessionals should be coded "Z."

Non-instructional paraprofessional activities and job codes include, but are not limited to, the following: personal care services, parental involvement activities (91033), food service (76024), playground/cafeteria supervision (76024), bus aides/bus attendants (52051 & 78032), clerical duties, non-instructional computer assistance, non-instructional media center/library supervision (62040), and translators (not providing instructional support).

Ensure non-instructional are coded appropriately

42

2018 LEA Determinations

2018 LEA Determinations

- Step One:

    Any district required to set aside 15% of IDEA, Part B funds for Coordinated Early Intervening Services (CEIS) 2017-18 *and* 2018-19 will automatically be identified as Needs Intervention; any district required to set aside 15% of IDEA, Part B funds for CEIS for 2018-19 (but not in 2017-18) will automatically be identified as Needs Assistance.

- Step Two:

    Points are earned based on the **compliance** and **performance** criteria listed below. The 2018 point values resulting in the determination categories are:

    - Meets requirements: 13-17 points
    - Needs assistance: 8-12 points
    - Needs intervention: 4-7 points or in Needs Assistance 4 consecutive years
    - Needs substantial intervention: 0-3 points

2018 LEA Determinations (Compliance)

- No critical state financial audit findings related to the education of students with disabilities.
  Source: Fiscal Year 2017 Auditor General Reports

- SPP 9 - No disproportionate representation in special education found to be due to inappropriate identification.
  Source: Survey 2, 2017-18

- SPP 10 - No disproportionate representation in specific disability categories found to be due to inappropriate identification.
  Source: Survey 2, 2017-18

- SPP 11 - At least 95 percent of students with parental consent to evaluate were evaluated within 60 days.
  Source: Web-based data collection, 2016-17

- SPP 12 - At least 95 percent of children referred by Part C prior to age 3 who were found eligible for Part B had an IEP developed and implemented by their third birthdays.
  Source: Survey 5, 2016-17 and Survey 2, 2017-18 matched with FLDOH Early Steps, 2016-17 data

- SPP 13 - At least 95 percent of transition IEPs found to be compliant with secondary transition IEP requirements.
  Source: BEESS Compliance Self-Assessment, 2016-17

- At least 95 percent of 2015-16 findings of noncompliance corrected within one year and demonstration of correct implementation of related regulation.
  Source: BEESS tracking systems for desk top monitoring and state complaints via the General Supervision Website

- Submission of valid, reliable and timely data in all four areas below:
  - SPP 5 - at least 95 percent of errors corrected for placement/age errors or fewer than 10 errors at the end of the verification activity (2017-18 data);
  - SPP 11 - timely submission of data (2016-17 data);
  - SPP 12 - timely submission of the district verification file (2016-17 data); and
  - CEIS - did not set aside funds for CEIS (required or voluntary), but reported students receiving services in 2016-17, or set aside funds and did not report students being served.

45

2018 LEA Determinations (Performance)

SPP 1 – Federal Uniform Graduation Rate
• At or above the state target of 58.3% for 2015-16 (1 point)
• At or above the state target of 60.3% for 2016-17 (1 point)
• Improvement from 2015-16 to 2016-17, meeting of 2016-17 state target, or change of less than 1% from 2015-16 to 2016-17 (1 point)
SPP 2 – Federal Dropout Rate
• At or below the state target of 13.4% for 2015-16 (1 point)
• At or below the state target of 11.7% for 2016-17 (1 point)
• Improvement from 2015-16 to 2016-17, meeting of 2016-17 state target, or change of less than 1% from 2015-16 to 2016-17 (1 point)

Performance Criteria for Least Restrictive Environment (LRE): Districts that meet, exceed or make improvement toward the state target, with no decrease from the previous year, receive the following points:

SPP 5 – Least Restrictive Environment
• At or above the state target of 83% for 2017-18 regular class placement (3/3 points)
• Within 10% of the 2017-18 state target and any improvement in LRE rate from 2016-17 to 2017-18 (2/3 points) (
• Within 10% of the 2017-18 state target and no decrease greater than 5% from 2016-17 to 2017-18 (1/3 point)

State Targets for 2018 Determination Performance Criteria

State targets for:

- Federal uniform graduation (2016-17): **60.3%**

- Federal uniform graduation (2015-16): **58.3%**

- Dropout (2016-17): **11.7%**

- Dropout (2015-16): **13.4%**

- Regular class placement (2017-18): **83%**

- Regular class placement (2016-17): **82%**

LEA Determinations

- Required by the Individuals with Disabilities Education ACT (IDEA)
  - Each district receives a determination of
    - Meets requirements
    - Needs assistance
    - Needs intervention or
    - Needs substantial intervention
  - Based in part on whether data submitted are valid, reliable and timely

LEA Determinations

- Also required by IDEA, each state shall report annually to the public on the performance of each local educational agency on the targets in the State's performance plan.

- Florida meets this requirement through the LEA profiles and the Databook, available on the DOE website at http://www.fldoe.org/ese/datapage.asp.

![Florida Department of Education logo](fldoe.org)

2017 LEA Determinations

- 36 Districts Met Requirements

- 33 Districts in Needs Assistance (3 Districts in CEIS first year)

- 7 Districts in Needs Intervention (6 Districts in CEIS multiple years and one District is CEIS first year and four years of Needs Assistance)

2018 LEA Determinations

COMING SOON

Publications and Resources

LEA Profiles

- Published annually on FDOE website, http://fldoe.org/academics/exceptional-student-edu/data/

- Tool in planning for systemic improvement

- Includes information about how district performed compared with state level targets in Florida's State Performance Plan (required by IDEA).

LEA Profiles

- The following data are displayed for the district, district size-alike and state level
  - Section One: Educational Benefit
  - Section Two: Educational Environment
  - Section Three: Prevalence
  - Section Four: Parent Involvement
  - Last Section: District Performance Report

Florida Department of Education
Bureau of Exceptional Education and Student Services

2018 LEA Profile

Pam Stewart
Commissioner

Introduction

PK-12 Population:	Students with Disabilities	Percent Disabled:
2,832,180	385,154	14%

The LEA profile is intended to provide districts with a tool for use in planning for systemic improvement in exceptional education programs. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, prevalence, parent involvement and provides information about district performance as compared to state level targets in Florida's State Performance Plan/ Annual Performance Report (SPP/APR). Required under the Individuals with Disabilities Education Act (IDEA), the SPP/APR for 2013-2018 contains historical data and targets for 16 indicators along with a State Systemic Improvement Plan (SSIP). During the six-year period, Florida will annually submit progress reports for each indicator as well as the SSIP. As part of the process, Florida publicly reports data for both the state and each local education agency.

Data in the LEA profile are presented for the district and the state. Where appropriate and available, comparative data for enrollment group and/or general education students are included. Indicators in **bold** are part of the SPP/APR.

Data presented as indicators of educational benefit *(Section One)*
- Federal uniform high school graduation rate
- Standard diploma graduation rate
- Federal dropout rate for students with disabilities
- Postschool outcome data

Data presented as indicators of educational environment *(Section Two)*
- **Students with disabilities ages 6-21 by placement setting**
- **Children with disabilities ages 3-5 by placement setting**
- **Part C to Part B transition**
- **Secondary Transition IEPs**
- **Students with disabilities suspended/expelled for more than 10 days in a school year**

Data presented as indicators of prevalence *(Section Three)*
- Evaluations completed within 60 days
- Student membership by race/ethnicity
- Risk ratios of racial/ethnic groups identified as disabled

State Profile, Page 1

Florida Department of Education
Bureau of Exceptional Education and Student Services

ALACHUA 2018 Performance Report

Pam Stewart
Commissioner

Alachua Performance Report for selected State Performance Plan (SPP) Indicators

The following table includes selected state performance plan indicators, the state targets for 2016-17 for these indicators, district, data, and whether or not the district met the target. Because rounding is not used in determining if targets have been met, LEA data contain as many decimal places as needed to determine if the target has been met. Unless otherwise noted in the description, data are for 2016-17.

	SPP Indicator	Description	LEA Data	SEA Target	Target Met
1.	Graduation rate* 2015-16	Percent of students with IEPs graduating with a standard diploma. (2015-16)*	53.10%	58.3%	N
2.	Dropout Rate* 2015-16	Percent of students with IEPs dropping out. (2015-16)*	16.55%	13.40%	N
3.	Participation and performance of children with disabilities on statewide assessments	Percent of students with IEPs in grades three through ten that **participate** in statewide assessment for **reading**.	96.41%	99%	N
		Percent of students with IEPs in grades three through ten that **participate** in statewide assessment for **math**.	95.23%	99%	N
		Percent of students with IEPs in grades three through ten that demonstrate **proficiency** in **reading**.	16.59%	51%	N
		Percent of students with IEPs in grades three through ten that demonstrate **proficiency** in **math**.	18.93%	51%	N
4.	Rates of suspension and expulsion* 2015-16	Risk Ratio for significant discrepancy in the rates of suspensions and expulsions for students with IEPs compared to students without disabilities.** (2015-16)	2.98	3.00	Y
		Percent of districts identified by the state as having both (a) 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		0%	Y

Alachua Performance, Page 10

Florida Department of Education

Bureau of Exceptional Education and Student Services

Calculation Guide for Florida's State Performance Report and Annual Performance Report

**2015-16 and
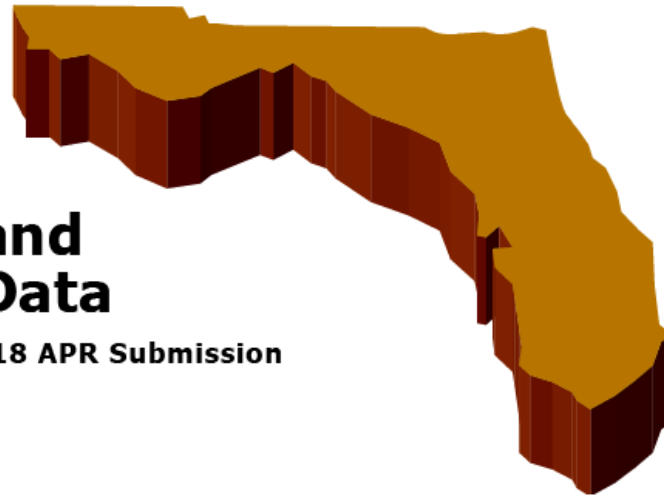2016-17 Data**

For February 1, 2018 APR Submission

Table of Contents

Important Web Links

- Student and Staff Database Manuals

  http://fldoe.org/accountability/data-sys/database-manuals-updates/

- Bureau of Exceptional Student Education

  http://fldoe.org/academics/exceptional-student-edu/

- Program Accountability/Assessments and Data Systems (PAADS)

  http://fldoe.org/academics/exceptional-student-edu/data/

Important Web Links cont.

- Florida PK-20 Education Information Portal

- PK-12 Public School Data Publications & Reports http://fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/index.stml

Questions

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