



Exceptional Student Education

Florida Association of Management Information Systems

Summer Conference 2019



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org



Individuals with Disabilities Education Act and Data Reporting

Heidi Metcalf, Sr. Educational Program Director
Bureau of Exceptional Education and Student Services
(BEESS)

Agenda

- Introduction to IDEA Data
- Survey Timelines
- Data Element Changes for 2019-20
- Data quality concerns
 - **Educational Environment Codes/Age**
 - **Least Restrictive Environment (LRE) Verification Activities**
 - **Comprehensive Coordinated Early Intervening Services (CCEIS)**
 - **Student Discipline/Referral Action – discipline codes**
- 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 Data
 - 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
 - CCEIS (Identification, Placement, and Discipline)
 - State Performance Plans

Accurate Data Requires Teamwork



Why data quality? Data is a powerful tool

- Funding Allocations and Financial Implications (CCEIS)
- Crucial when making policy decisions to improve educational outcomes



Survey Due Dates, SY 2018-19

Survey 5:

- Due date: July 26, 2019
- State processing: July 22– August 23, 2019
- Preliminary data pull for federal reporting – October TBA, 2019*
- Final Update/Amendment Date: October 31, 2019

*Preliminary Survey 5 data is used in order to meet the November 6, 2019 federal reporting due date.

Survey 2 Due Dates, SY 2019-20

- Survey Week: October 7 - 11, 2019
- Due Date: October 18, 2019
- State Processing: October 14 – November 1, 2019
- Final Update/Amendment Date: December 15, 2019

Survey 5 Due Dates, SY 2019-20

- Due Date: July 24, 2020
- State Processing: July 20 – August 21, 2020
- Final Update/Amendment Date: October 31, 2020

Survey 2 is used for:

- Membership charts
- EDFacts Child Counts
- LRE Placement
- Early Childhood Settings
- Disproportionate Representation in Special Education and Specific Disability Categories

Survey 5 is used for:

- Discipline Data
- Exiter data submitted to EDFacts (dropouts, diplomas, certificates)
- All-year membership



Key Formats and Data Elements

Key Formats

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

Student Demographic

- Key Data Elements:
 - Student Number Identifier, Florida*
 - Date of Birth
 - Gender
 - Ethnicity
 - Race
 - Grade Level

*Key data element required for all surveys.

Exceptional Student Format

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

*Key data element required for all surveys.

Student Number Identifier, Florida

Data Element Name: **Student Number Identifier, Florida**

A ten-character code used to uniquely identify a student. The number must be maintained for all PK-12 students, adult general education students and postsecondary career and technical education students.

If the student provides a social security number, the Student Number Identifier, Florida equals the social security number followed by an "X."

If a student does not provide a social security number, the school district should assign a number using the common method statewide.

For any student entering a Florida school district for the first time who does not have a social security number, the first two digits will represent the district of initial entry into the Florida school system.

The last eight digits are district-defined in such a way as to result in a unique student number within the district where the number is originally assigned.

| Code | Definition/Example |
|------------|---|
| 123456789X | The student's social security number (123-45-6789) followed by an X is the student's identifier number. |
| 2610124677 | The student did not provide a social security number and was assigned an identifier number by Hendry County, the district of initial entry into a Florida public school for this student. |

If a student does not provide a social security number at the time of entry, but later provides a social security number, the district must update the Student Number Identifier, Florida with the verified social security number.

See Student Number Identifier - Alias, Florida data element for more information concerning changes to the Student Number Identifier, Florida.

Section 1008.386, F.S. requires school districts to request a social security number for each student in grades PK - Adult who enroll or who are enrolled in school. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation.

Student Number Identifier, Florida


This number should be the Social Security Number, if provided.

If a student does not provide a social security number at the time of entry, but later provides a social security number, the district must update the Student Number Identifier, Florida with the verified social security number.

The SSN is required for post-secondary follow-up of students (FETPIP).

Federal/State Indicator Status

- Key Data Elements
 - Fund Source
 - Section 504 Eligible



Definition
change

Student End-of-Year

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

Student Discipline

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



Staff Demographic

- Key Data Elements
 - District Number
 - Social Security Number
 - Survey = 2
 - Job Code, Primary = 52053 or 52054 or 52055
 - Paraprofessional Qualification
 - Codes “D” removed and code “E” added



Data Element Change for 2019-20

Changes for 2019-20

Federal/State Indicator Status format

Element: Fund Source Code: I

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 and are not currently identified as needing special education or related services, and 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.

NOTE: Code I is now reported for any student, with or without a disability, for which these funds are used.

Code Z, None of the Above, must be reported for those students in districts not required to set aside IDEA, Part B Funds.



Data Quality Concerns

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

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.

| 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 |



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

- 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).

Review Process – LRE Verification

Preliminary reports, GQRR F71013 and F71014 (see following slides), are sent weekly to ESE directors for review after the close of survey 2 state processing until the close of the survey, December 15, 2019.

- Survey Week: October 7 - 11, 2019
- Due Date: October 18, 2019
- State Processing: October 14 – November 1, 2019
- Final Update/Amendment Date: December 15, 2019

Data Quality Check for IDEA Educational Environment Codes

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

FLORIDA DEPARTMENT OF EDUCATION
IDEA EDUCATIONAL ENVIRONMENTS BY DISTRICT

AGES 3-5

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

QRR 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

- QRR 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.

QRR 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

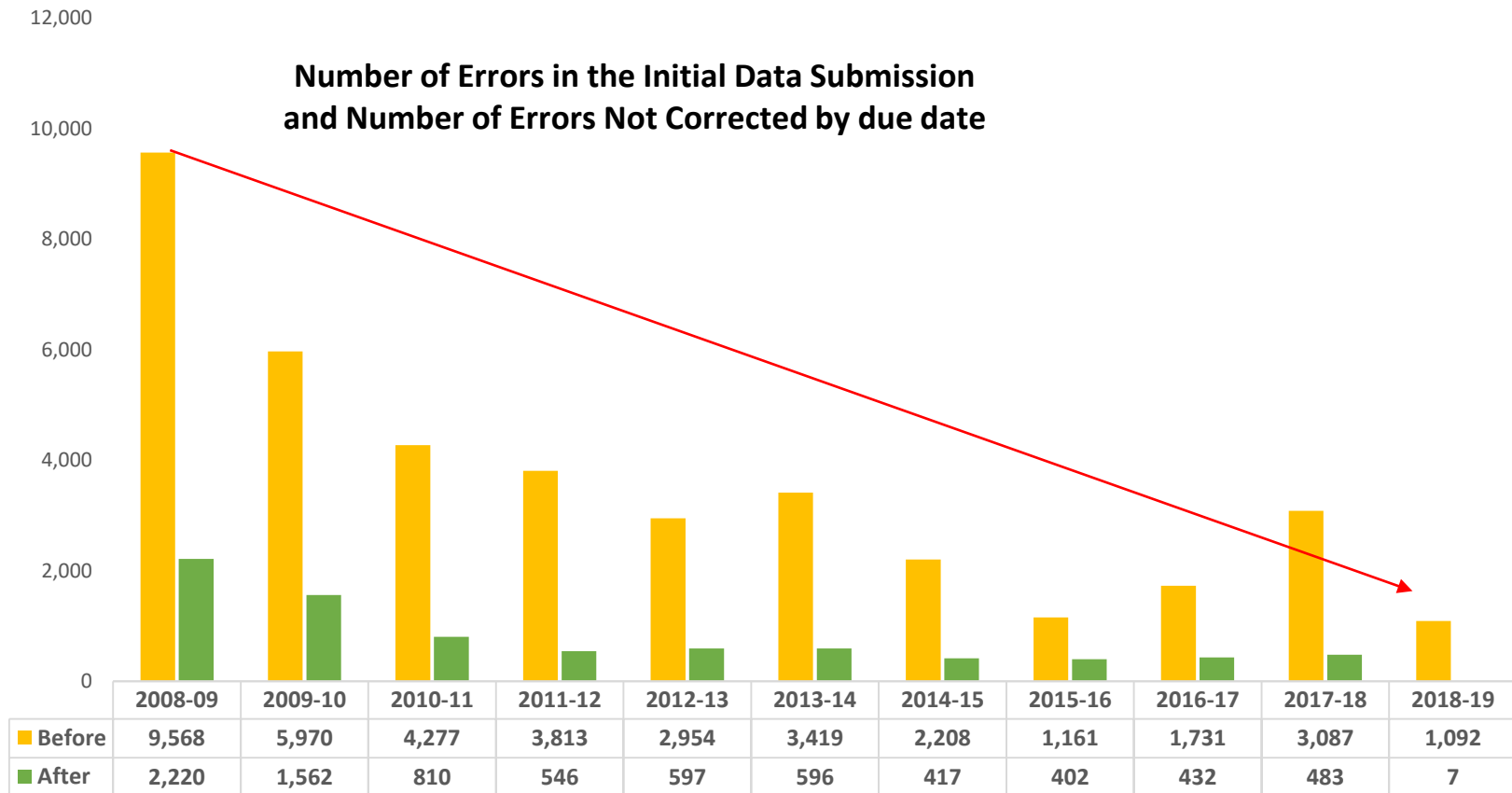
| <u>BirthDate</u> | Student # ID, Florida | Student # ID, Local | Last Name | First Name | Middle Name | IDEA Environ | Exceptionality, Primary | Exceptionality, Other | Time, Total School Week | Time With Non- Disabled Peers | Percent of Time With Non- Disabled Peers |
|------------------|-----------------------------|---------------------------|--------------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

SCHOOL XXXX REPORTED X STUDENTS

DISTRICT XX REPORTED XXX STUDENTS

Exceptionality, Other may have up to 9 codes listed.

Data Verification Trend: Errors Before-After



Data Verification for IDEA Educational Environment Codes

- 2017-18:
 - 483 errors identified after the correction period.
- 2018-19:
 - 7 errors identified after the correction period.



Way to go!

Common Questions:

How do I know which students were coded incorrectly? Can you send me a list of the students who were coded incorrectly?

Answer: Our office does not have access to student-level data, therefore your MIS/IT staff should download report F71000 for you to review.

When is the last day I can submit corrections for LRE?

Answer: The last day for corrections is December 15, 2019. However, it is recommended to get your corrections submitted as early as possible to ensure your updates were processed correctly.



Data Quality Concerns

Student Discipline

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*

Data Quality Check Student Discipline cont.

- Discipline/Resultant Action Code
- Duration, Discipline Action

Data Quality Check Student Discipline cont.

- Discipline/Resultant Action Code

M

Mechanical Restraint

The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an

which such devices were designed, such as:

Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;

Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;

Restraints for medical immobilization; or

Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

R

Physical Restraint

A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.

Data Quality Check Student Discipline cont.

Restraint and Seclusion Data

- It is important that all restraints and seclusion data submitted to BESS via the Restraint and Seclusion application also be submitted via the automated student database.
- The number of restraints and seclusions submitted via the student database should be equal to or greater than the counts submitted via the BESS Restraint and Seclusion application.
- This data is submitted to the Office for Civil Rights for ALL students.

Restraint and Seclusion Website

- The website is located at <http://web01.fldoe.org/RestraintSeclusionIncident/Default.aspx>
- To request a list of current district level users, edit/add district level users, or update district level users email addresses, contact Steve Barnes at Steven.Barnes@fldoe.org or 850-245-0475
- Only district level users can add/remove school level users and make changes to email addresses, if necessary
- District level users must edit users that have changed schools or remove users that are no longer employed at the district

Restraint and Seclusion Reporting Website sign-on screen



Restraint and Seclusion Incidents

| Log In | |
|---------------------------------------|--------------------------|
| Username/Email | <input type="text"/> |
| Password | <input type="password"/> |
| <input type="button" value="Log In"/> | |

[Retrieve Password](#)

Templates: **Completing one of the following incident form templates does NOT fulfill the reporting requirement. Incident reporting must still be completed online.**

[Restraint Incident Form Template](#)

[Seclusion Incident Form Template](#)

[District Level Users Manual](#)

[School Level Users Manual](#)

If you have questions contact Steven Barnes at Steven.Barnes@fldoe.org or 850-245-0475.

Questions or Best Practices

How do I know how many or which students were reported with restraint or seclusion via the BEESS application?

Answer: ESE and MIS staff should develop a process for ensuring these data are submitted in both systems.



Data Quality Concerns

Qualified Paraprofessionals

Paraprofessional Qualification

Data Element Number: 207395

Data Element Name: Paraprofessional Qualification

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 |
| E | High School Diploma or Equivalent |
| Z | Not Applicable |

Deleted code 'D' (Not Qualified) and added code 'E' to include additional qualifications of the paraprofessional.



Withdrawal Codes

Exiting data

IDEA requires for states to report exiting reasons for all SWD ages 14 – 21 during the school year.

The unduplicated number of students with disabilities (IDEA) who are ages 14 through 21, were in special education at the start of the reporting period, and were not in special education at the end of the reporting period.

Survey Data Source: Survey 5 – Preliminary

Reporting Period: *Program Year (IDEA – EDIT) – The 12-month period beginning July 1 and ending June 30 as defined for reporting the exiting from special education by students with disabilities (IDEA).*

Questions:

If an ESE student is graduating with both a concordant score for the Reading requirement and a waiver of the Algebra 1 requirement, which diploma code should be reported; a WFT for the concordant score OR a WRW because of the waiver. Which code takes precedence?

Answer: Either diploma code would be correct. No standard diploma takes precedence over another one.

Is the standard diploma rate the same as the federal cohort graduation rate?

Answer: No. The standard diploma rate is the number of SWD exiters during a single-year who exited with a standard diploma. The federal cohort graduation rate is based upon a 4-year cohort on the same schedule to graduate within 4 years.



Comprehensive Coordinated Early Intervening Services (CCEIS)

What are Comprehensive Coordinated Early Intervening Services?

- Voluntary coordinated intervening services (CEIS) 300.226
 - **Voluntary** for students not currently identified K-12 through grade
 - Districts can use up to 15% of IDEA allocation.
- Comprehensive coordinated early intervening services (CCEIS)
 - **Mandatory** if identified as having significant disproportionality.
 - Districts must use 15% of IDEA allocation.
 - Services provided to non-identified students, as well as students with disabilities, who need additional academic and behavioral supports to succeed in the general education environment. The activities should address the factors that contributed to the significant disproportionality.
 - May include professional development and educational and behavioral evaluations, services, and supports.

Snapshot of Disproportionality Regulations

- Requires states to establish a standard methodology for determining significant disproportionality.
 - Provides flexibility that states may consider in making the determination of significant disproportionality.
- Requires districts to identify and address the root causes of significant disproportionality.
- Requires districts to address a policy, practice, or procedure it identifies as contributing to significant disproportionality.
 - Prohibits state or district from developing policies, practices, or procedures that violate IDEA and child find.
- Requires districts to use 15% of IDEA allocation to address disproportionality

What is significant disproportionality?

- Disparities in outcomes for different racial/ethnic groups
 - The risk (or likelihood) of a particular outcome is significantly greater for one racial/ethnic group when compared to all others.
- Examine disparities in three broad areas for each racial/ethnic group:
 - Identification of children as children with disabilities.
 - Incidence, duration, and type of disciplinary actions.
 - Placement of children with disabilities in a more restrictive setting.
- Disproportionality is determined by comparing risk of a particular outcome in one group to the risk in all other groups (e.g., EBD risk for black students to EBD risk for all other students).

How is significant disproportionality measured?

- Risk (risk index) – likelihood of a particular outcome for a specified racial or ethnic group.
 - Calculated by dividing the number of students in a specified racial or ethnic group experiencing a particular outcome by all the students in that group.
- Risk Ratio – comparison of risk between one racial or ethnic group and risk for all other racial & ethnic groups.
 - Calculated by dividing risk for one group by the risk for all other groups combined.
- Alternate Risk Ratio – comparison of risk between one racial or ethnic group in LEA to risk for all other racial & ethnic groups in the state.
- Risk Ratio Threshold – state-determined risk ratio over which disproportionality is considered significant.



Comprehensive Coordinated Early Intervening Services (CCEIS) Criteria
Attachment A

| | | Cell Size * | N Size ** | Risk Ratio Threshold *** |
|---|---|---|-----------|--------------------------|
| IDENTIFICATION | ALL SWD | 10 | 30 | 3.0 |
| | Specific Learning Disability | 10 | 30 | 3.0 |
| | Speech/Language Impaired | 10 | 30 | 3.0 |
| | Other Health Impaired | 10 | 30 | 3.0 |
| | Autism Spectrum Disorder | 10 | 30 | 3.0 |
| | Intellectual Disability | 10 | 30 | 3.0 |
| | Emotional Behavioral Disability | 10 | 30 | 3.0 |
| DISCIPLINE | (NEW) In-School Suspension ≤ 10 days | 10 | 30 | 3.0 |
| | (NEW) In-School Suspension >10 days | 10 | 30 | 3.0 |
| | (NEW) Out-of-School Suspension ≤ 10 days | 10 | 30 | 3.0 |
| | (NEW) Out-of-School Suspension >10 days | 10 | 30 | 3.0 |
| | TOTAL Disciplinary Removals | 10 | 30 | 3.0 |
| PLACEMENT | Students with disabilities inside a regular class < 40% of the day | 10 | 30 | 3.0 |
| | Students with disabilities inside separate schools and residential facilities | 10 | 30 | 3.0 |
| LEA identified as having significant disproportionality if: | | | | |
| FLEXIBILITY | 1 | Risk ratio > 3.0 for three (3) consecutive years AND | | |
| | 2 | Failure to make reasonable progress measured by a cumulative decrease between year 1 and year 3 in Risk Ratio of 0 .02 or more. | | |

* Prior Cell Size = 30

** No Change N Size = 30

*** Prior Risk Ratio Threshold = 3.5

Revised 6/25/2019

**Major
Changes**

Major Changes

Count of students in each category:

- In-school suspensions less than or equal to 10 days
- In-school suspensions more than 10 days
- Out-of-school suspensions/expulsions less than or equal to 10 days
- Out-of-school suspensions/expulsions more than 10 days

Identification of students in special education

Students of a particular race are at least 3.0 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 disorder (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 (SLI).

- 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 3.0 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 3.0 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 CCEIS

- Report which students are receiving services supported by CCEIS 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

I

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 or volunteered to set aside IDEA funds.



2019 LEA Determinations

Changes for this year:

- CCEIS for placement, identification and discipline replaces CEIS
- The valid, reliable, and timely submission of data is now two separate components; 1) valid and reliable and 2) timely submission
- Total number of points available is now 18:
Determination Categories:
 - Meets Requirements: 14-18 points (*old 13-17 points*)
 - Needs Assistance: 8-13 points (*old 8-12*)
 - Needs Intervention: 4-7 points or in Needs Assistance four consecutive years (same)
 - Needs Substantial Intervention: 0-3 points (same)

Criteria for the 2019 LEA Determinations

Step One: Comprehensive Coordinated Early Intervening Services (CCEIS) Calculations

Districts that were required to set aside 15 percent of IDEA, Part B funds in 2018-19 **and** are also required to set aside 15 percent of IDEA, Part B funds in 2019-20 due to significant disproportionality of students by racial/ethnic category in (1) selected disability categories, (2) discipline, or (3) selected placement settings are identified as **Needs Intervention**. Districts required to set aside 15 percent of IDEA, Part B funds in 2019-20 but did not have to in 2018-19 are identified as **Needs Assistance**. These ratings will supersede higher ratings resulting from total compliance and performance scores described below.

| CCEIS Calculations | |
|--------------------|---|
| Identification: | <ul style="list-style-type: none"> Students of a particular race are at least 3.0 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 with an intellectual disability (IND), students with an emotional or behavioral disability (EBD), students with a specific learning disability (SLD), <u>autism</u> spectrum disorder (ASD), students with other health impairments (OHI), and students with a speech impairment (SI) or language impairment (LI). <i>Source: Survey 2, 2018-19</i> |
| Discipline: | <ul style="list-style-type: none"> Incidents of removal of SWD through in-school suspension (ISS), out-of-school suspension (OSS), or expulsion for SWD of any given race are at least 3.0 times more likely to occur when compared to all other races combined.* ISS and OSS for 10 days or less ISS and OSS for more than 10 days. <p><i>Source: Survey 5, 2017-18</i></p> |
| Placement: | <ul style="list-style-type: none"> SWD ages 6-21 of any race are at least 3.0 times more likely to be placed in a separate class or other separate environment when compared to all other races combined. <i>Source: Survey 2, 2018-19</i> |

Criteria 2019 LEA Determinations - Compliance

Compliance

| Compliance Indicator |
|---|
| No critical state financial audit findings related to the education of students with disabilities. <i>Source: Fiscal Year 2018 Auditor General Reports</i> |
| SPP 9 - No disproportionate representation in special education found to be due to inappropriate identification. <i>Source: Survey 2, 2018-19</i> |
| SPP 10 - No disproportionate representation in specific disability categories found to be due to inappropriate identification. <i>Source: Survey 2, 2018-19</i> |
| SPP 11 - At least 95 percent of students with parental consent to evaluate were evaluated within 60 days. <i>Source: Web-based data collection, 2017-18</i> |
| 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. <i>Source: Survey 5, 2017-18 and Survey 2, 2018-19 matched to Florida Department of Health Early Steps, 2017-18 data.</i> |
| SPP 13 – At least 95 percent of transition IEPs found to be compliant with secondary transition IEP requirements. <i>Source: BEESS Compliance Self-Assessment, 2017-18</i> |
| At least 95 percent of 2016-17 findings of noncompliance corrected within one year and demonstration of correct implementation of related regulation. <i>Source: BEESS tracking systems for desk top monitoring for compliance and state complaints via the General Supervision Website (GSW)</i> |
| <ul style="list-style-type: none"> Submission of valid and reliable data for the following two areas: <ul style="list-style-type: none"> SPP 5 – all errors for placement or age were corrected by the survey due date of 12/15/2018 (2018-19 data); CEIS - did not set aside funds for CEIS (required or voluntary), but reported students receiving services in 2017-18, or set aside funds and did not report students being served. Submission of timely data in the areas below: <ul style="list-style-type: none"> SPP 11 - timely submission of data (2017-18 data); SPP 12 - timely submission of the district verification file (2017-18 data) |

Criteria 2019 LEA Determinations - Performance

Performance

| Performance Indicator |
|--|
| SPP 1 – Federal Uniform Graduation Rate |
| <ul style="list-style-type: none"> 2016-17 federal uniform graduation rate at or above state performance plan target (1 point) 2017-18 federal uniform graduation rate at or above state performance plan target (1 point) Improvement in federal uniform graduation rate from 2016-17 to 2017-18 (1 point) |
| SPP 2 – Federal Dropout Rate |
| <ul style="list-style-type: none"> 2016-17 dropout rate at or below state target (1 point) 2017-18 dropout rate at or below state target (1 point) Improvement in dropout rate from 2016-17 to 2017-18 (1 point) |
| SPP 5 – Least Restrictive Environment (LRE) |
| <ul style="list-style-type: none"> At or above the state target for 2018-19 regular class placement (3 points) or Within 10% of the 2018-19 state target and any improvement in LRE rate from 2017-18 to 2018-19 (2 points) (between 75-84% and improvement) or Within 10% of the 2018-19 state target and no decrease greater than 5% from 2017-18 to 2018-19 (1 point) (between 75-84% and no decrease greater than 5%) |

2019 LEA Determination Criteria

- Federal Uniform Graduation rate (2017-18 target) 62.3%
- Dropout Rate (2017-18 target) 10.0%
- Regular Class Placement (2018-19 target) 85%

2020 LEA Determination Criteria

- Federal Uniform Graduation rate (2018-19 target) 70.0%
- Dropout Rate (2018-19 target) 9.5%
- Regular Class Placement (2019-20 target) 85%



LEA Profiles

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

2019 LEA Profile

Richard Corcoran
Commissioner

Introduction

| District: | Enrollment Group: | PK-12 Population: | Percent Disabled: |
|-----------|-------------------|-------------------|-------------------|
| DeSoto | < 7,000 | 4,926 | 15% |

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 2014-19 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
- Postsecondary 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



Florida Department of Education
Bureau of Exceptional Education and Student Services

DeSoto 2019 Performance Report

Richard Corcoran
Commissioner

Performance Report for selected State Performance Plan (SPP) Indicators

The following table includes selected state performance plan indicators, the state targets for 2017-18 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 2017-18.

| SPP Indicator | Description | LEA Data | SEA Target | Target Met |
|---|---|----------|------------|------------|
| 1. Graduation rate* 2016-17 | Percent of students with IEPs graduating with a standard diploma. (2016-17)* | 40.00% | 60.3% | N |
| 2. Dropout Rate* 2016-17 | Percent of students with IEPs dropping out. (2016-17)* | 26.67% | 11.7% | 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. | 91.96% | 99.0% | N |
| | Percent of students with IEPs in grades three through ten that participate in statewide assessment for math. | 91.96% | 99.0% | N |
| | Percent of students with IEPs in grades three through ten that demonstrate proficiency in reading. | 17.21% | 61.0% | N |
| | Percent of students with IEPs in grades three through ten that demonstrate proficiency in math. | 23.03% | 61.0% | N |
| 4. Rates of suspension and expulsion* (Risk Ratio Threshold <=3.0) 2016-17 | Risk Ratio for significant discrepancy in the rates of suspensions and expulsions for students with IEPs compared to students without disabilities.** | 0.80 | | 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 implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.** | | 0% | Y |

Historical LEA Profiles are also available

LEA Profiles Archives

All files below are PDF files, unless otherwise noted.

SEA Profile

- [2008](#) (PDF)
- [2009](#) (PDF)
- [2010](#) (PDF)
- [2011](#) (PDF)
- [2012](#) (PDF)
- [2013](#) (PDF)
- [2014](#) (PDF)
- [2015](#) (PDF)
- [2016](#) (PDF)
- [2017](#) (PDF)
- [2018](#) (PDF)

Alachua

- [2008](#) (PDF)
- [2009](#) (PDF)
- [2010](#) (PDF)
- [2011](#) (PDF)
- [2012](#) (PDF)
- [2013](#) (PDF)
- [2014](#) (PDF)
- [2015](#) (PDF)
- [2016](#) (PDF)
- [2017](#) (PDF)
- [2018](#) (PDF)

Baker

- [2008](#) (PDF)
- [2009](#) (PDF)
- [2010](#) (PDF)
- [2011](#) (PDF)
- [2012](#) (PDF)
- [2013](#) (PDF)
- [2014](#) (PDF)
- [2015](#) (PDF)
- [2016](#) (PDF)
- [2017](#) (PDF)
- [2018](#) (PDF)



Web Links and Other Resources

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.shtml>
- IDEA Data Center (IDC) Resource Files for calculating disproportionality measures,
<https://ideadata.org/resources/resource/1484/spreadsheet-application-for-calculating-disproportionality-measures-and>

Important Web Links cont.

- Calculations Guide for Florida's State Performance Report and Annual Performance Report:
<http://fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/index.shtml>

Questions



Contact Information

Heidi Metcalf, Sr. Educational Program Director
Bureau of Exceptional Education and Student Services (BEES)
email: Heidi.Metcalf@fldoe.org
phone: 850-245-0475

Cyndi Holleman
email: Cyndi.Holleman@fldoe.org
phone: 850-245-0475

Steve Barnes
email: Steve.Barnes@fldoe.org
phone: 850-245-0475



www.FLDOE.org

