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# Exceptional Student Education Data Reporting: The Power of Two Lenses for Data Accuracy!

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# **AGENDA**

- Introduction to IDEA Data
- Survey Timelines
- Data Element Changes for 2020-21
- Data Quality Concerns
- Data Element Overview for DJJ Students
- 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
    - Local Education Agency (LEA) Determinations
    - Comprehensive Coordinated Early Intervening Services (CCEIS); Identification, Placement, and Discipline
    - LEA Profiles
    - State Performance Plan

# 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
- Federal and state accountability measures



# Survey Due Dates, SY 2019-20

## Survey 5:

- Due date: July 24, 2020
- State processing: July 20 – August 21, 2020
- **Preliminary data pull for federal reporting – October 2, 2020\***
- Final Update/Amendment Date: October 31, 2020
  
- <http://fldoe.org/core/fileparse.php/7574/urlt/1920-surveydates.pdf>

\*Preliminary Survey 5 data is used in order to meet the November 4, 2020 federal reporting due date.

## **Survey 2 Due Dates, SY 2020-21**

- Survey Week: October 5-9, 2020
- Due Date: October 16, 2020
- State Processing: October 12 – October 30, 2020
- Final Update/Amendment Date: December 15, 2020

## **Survey 5 Due Dates, SY 2020-21**

- Due Date: July 23, 2021
- State Processing: July 19 – August 20, 2021
- Final Update/Amendment Date: October 31, 2021



## Survey 2 is used for:

- Membership charts
- Child Counts for federal reporting
- Regular Class Placement (KG – 12)
- Early Childhood Settings (PK)
- Disproportionate Representation in Special Education and Specific Disability Categories

## Survey 5 is used for:

- Discipline Data (including restraint and seclusion)
- Exiter data (withdrawal codes) which are used for determining dropouts, diplomas, certificates
- All-year membership which is used for CCEIS discipline calculations and Indicators 4A and 4B (in-school and out-school/expulsion data)



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# 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 (this will be needed in order to determine which group the 5 year olds should be counted in.)

\*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.



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# Database Updates for 2020-21

# Element Changes 2020-21

**Exceptional Student, IDEA Educational Environment** – change to age groupings

Ages 3 – 5, excluding 5 year olds in KG

Ages 6 – 21, including 5 year olds in KG

**Evaluation Consent Date** – name change from Date of Consent for Evaluation

**Exceptional Student Plan Date** – clarified the definition

**Exceptionality, Other** – added two categories

Code X Language Therapy

Code Y Speech Therapy

**Clarifications added for Certificates of Completion in Appendix A**



# Evaluation Consent Date

Year: 2020-21

Data Element Number: 111306

Data Element Name: **Evaluation Consent Date**

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The date consent for formal evaluation/assessment was received.

For Exceptional Student Education: The date the signed consent was received for initial evaluation to determine the student's eligibility for exceptional student education.

<b>Code</b>	<b>Definition/Example</b>
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MMDDYYYY	Example: 09242008 - Consent was received for formal evaluation/ assessment on September 24, 2008.
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NOTES:

In Survey 5, in addition to students in exceptional student education programs, this element is also reported for students referred, evaluated, and found ineligible for these programs.

# Exceptional Student Plan Date

Year: 2020-21

Data Element Number: **117625**

Data Element Name: **Exceptional Student Plan Date**

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The date of the Individual Educational Plan, Individualized Family Support Plan, Educational Plan or Services Plan development or review meeting.

**Code**      **Definition/Example**

MMDDYYYY Example: 05101983

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Note:

In cases where there are multiple IEP meetings required to fully complete the IEP, the date of the last meeting should be used.

# Exceptionality, Other

Data Element Number: 118475

Data Element Name: Exceptionality, Other

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V Other Health Impaired

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W Intellectual Disability

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X Language Therapy

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Y Speech Therapy

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Z Not Applicable

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New codes added

# Clarifications for Certificates of Completion

W08	Any student who received a (24-credit option) certificate of completion. The student met all of the requirements to receive a standard diploma (24-credit option), but fails to achieve the required GPA per s. 1003.4282 F.S.	Certificate of Completion Code. 24-credit option	Updated definition to reflect statute language.
W8A	Any student who received a (24-credit option) certificate of completion. The student met all of the requirements to receive a standard diploma (24-credit option) but fails to pass the assessments required under s. 1008.22(3) F.S. (per s.1003.4282 F.S.) or a concordant and/or comparative score. Upon receipt of the certificate of completion this student must be allowed the opportunity to take the common placement test and be admitted to developmental education or credit courses at a Florida College System institution, as appropriate per s. 1003.433 F.S.	Certificate of Completion Code. 24-credit option	Updated definition to reflect statute language.
W8B	Any student who received a (18-credit ACCEL option) certificate of completion. The student who met all of the requirements to receive a standard diploma (18-credit ACCEL option) but fails to pass the assessments required under s. 1008.22(3) F.S. or a concordant and/or comparative score or achieve the required GPA per s. 1003.4282 F.S.	Certificate of Completion Code. 18-credit option	Updated definition to reflect statute language.

# New Diploma Code for 2019-20 ONLY!! WCO

A new diploma code was added for the 2019-20 School Year to address COVID for the 2020 graduates.

**This diploma code will only be applicable the 2019-20 school year.**

Withdrawal from Florida Public Schools	WCO	Any student who graduated and met all of the requirements to receive a standard diploma, and was exempted from required assessments due to cancellation of the 2019-2020 statewide assessments.	Diploma Code  This code will not be valid after the 2019-20 school year.		4/22/2020
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## Data Quality Concerns

Exceptional Student 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, (excluding 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 5 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	<b>Z (these students are not included)</b>
Ages 3 - 5 (excluding kindergarten students who are age 5)	A, B, J, K, L, M or S
Ages 6 – 21 (including kindergarten students age 5)	C, D, F, H, P or Z



# Students Aged 3 – 5 Excluding 5 Year Olds in Kindergarten

**Excludes** Kindergarten  
students who are age 5

## Ages 3-5, Excluding Kindergarten students who are age 5

- A Home - 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.

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- B Special Education Program in a Residential Facility -Children with disabilities attending a residential school or residential medical facility on an inpatient basis that includes less than 50 percent nondisabled children.

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- J Service Provider - 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.

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- K Early Childhood Program Receiving the Majority of Special Education Services Inside the Early Childhood Program - 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

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- L Special Education Program at a Regular School Campus or Community Based Setting – 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.

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- M Early Childhood Program Receiving the Majority of Special Education Services Outside the Early Childhood Program - 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.

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



# Students Ages 6-21 Applicable Codes

Includes  
Kindergarten  
students who  
are age 5

C	Correction Facility - 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 - 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 - 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	Hospital - Students with disabilities receiving special education and related services at home or in an inpatient hospital program.
P	Private Schools - 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.
<b>Other</b>	
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

5 year olds who are in  
KG will now have to  
report this

Data Element Number: **177900**

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

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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.

<b>Code</b>	<b>Definition/Example</b>
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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

5 year olds who are in  
KG will now have to  
report this

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.

<b>Code</b>	<b>Definition/Example</b>
	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.

# Exceptional Education IDEA Educational Environment Code

- Reminder:
  - Exceptional Student, IDEA Educational Environments is **age-based and grade-based** meaning districts should use applicable codes according to the age of the student.

## 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, 2020.

- Survey Week: October 5 – 9, 2020
- Due Date: October 16, 2020
- State Processing: October 12 – October 30, 2020
- Final Update/Amendment Date: **December 15, 2020**

**Districts who do not correct 100% of their errors before survey 2 closes will lose 1 point in their LEA Determinations for Valid/Reliable Data.**

# Data Quality Check for IDEA Educational Environment Codes

- QRR F71013 – IDEA EDUCATIONAL ENVIRONMENTS BY DISTRICT, AGES 3-5 (excluding KG)

FLORIDA DEPARTMENT OF EDUCATION  
IDEA EDUCATIONAL ENVIRONMENTS BY DISTRICT

AGES 3-5 (excluding KG students)

2020-21 SURVEY 2 AS OF 10/20/20

**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 6-2 (including 5 year olds in KG)

FLORIDA DEPARTMENT OF EDUCATION  
IDEA EDUCATIONAL ENVIRONMENTS BY DISTRICT

AGES 6-21 (including students who are age 5)

2020-21 SURVEY 2 AS OF 10/20/20

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

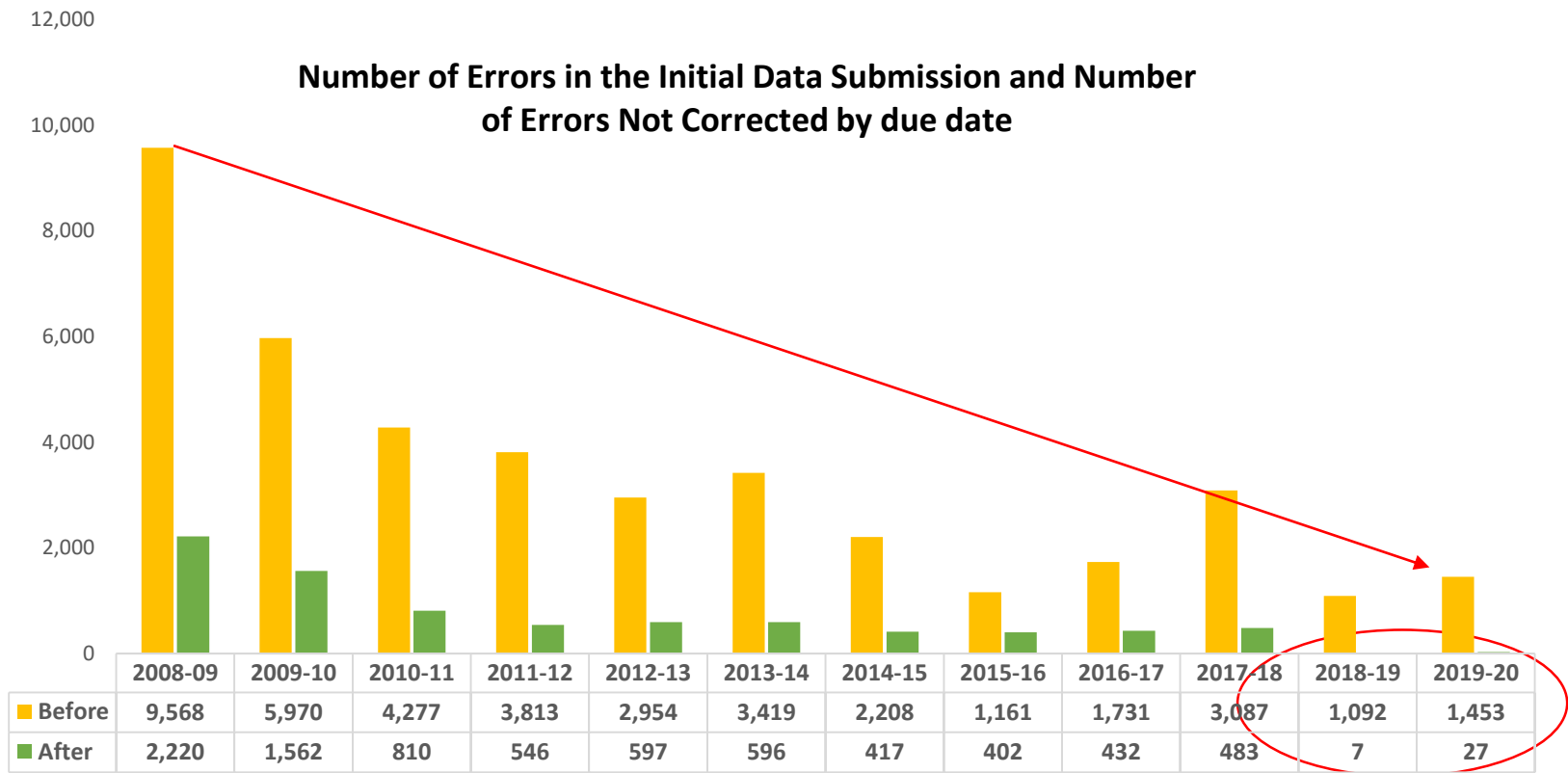
<u>BirthDate</u>	Student # ID, Florida	Student # ID, Local	Last Name	First Name	Middle Name	IDEA Environ	Exceptionality, Primary	Exceptionality, Other	Time, Total School Week	Time With Non-Disabled Peers	Percent of Time With Non-Disabled Peers

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.
- 2019-20:
  - 27 errors identified after the correction period.



## Common Questions during LRE Verification Process:

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, 2020. However, it is recommended to get your corrections submitted as early as possible to ensure your updates were processed correctly.



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# Data Quality Concerns

## Student Discipline

# Data Quality Check Student Discipline

- Close attention to the *Duration, Discipline Action*
  - Discipline/Resultant Action Code
  - Duration, Discipline Action
- Length (duration) of in-school suspensions, out-of-school suspensions and or expulsions are reported
- Count of discipline incidents
- Count of students disciplined with in-school/out-of-school/expulsions
- Not meeting state established thresholds for suspension/expulsions risk ratios could have fiscal and LEA determination implications
- Categories:
  - 10 days or less and
  - more than 10 days

# Data Quality Check Student Discipline cont.

- Discipline/Resultant Action Code

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**L**      Seclusion

The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

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**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 appropriate medical or related services professional and are used for the specific and approved purposes for 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.

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**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 BEESS 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 BEESS Restraint and Seclusion application.
- This data is submitted to the Office for Civil Rights for ALL students.



# Restraint and Seclusion Reporting System Transition to Single Sign On (SSO)



- Review district level users and provide any additions or deletions.
- Provide contact information for Restraint and Seclusion administrator, if it is someone other than the ESE Director.
- The portal to access information on your district SSO contact is <https://portal.fldoesso.org/PORTAL/Sign-on/Resources/Support.aspx>
- Email will be sent to ESE Directors and Restraint/Seclusion Administrators next week to provide instructions for the process which will begin late June.



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# 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).*

# Withdrawal Code Crosswalk – Survey 5 2019-20

Withdrawal Code	Federal Reporting/Exit Category	Federal Cohort-based Graduation Rate Indicator 1
<b>WCO*</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>WD1</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>W06</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>WFA</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>WFB</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>WFT</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>WRW</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>WXL</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>WXT</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>WXW</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>WFW</b>	Graduated with regular high school diploma	Graduated with regular high school diploma
<b>W07</b>	Received a certificate	Non-graduate
<b>W27</b>	Received a certificate	Non-graduate
<b>W10</b>	Received a certificate	Non-graduate
<b>WGA</b>	Received a certificate	Non-graduate
<b>WGD</b>	Received a certificate	Non-graduate
<b>W8A</b>	Received a certificate	Non-graduate
<b>W09</b>	Received a certificate	Non-graduate
<b>W8B</b>	Received a certificate	Non-graduate
<b>W08</b>	Received a certificate	Non-graduate

# Withdrawal Code Crosswalk – continued

Withdrawal Code	Federal Reporting/Exit Category	Federal Cohort-based Graduation Rate Indicator 1
W12	Died	Transfer
W24	Moved, known to be continuing	Transfer
W26	Moved, known to be continuing	Non-graduate
W3A	Moved, known to be continuing	Transfer
W3B	Moved, known to be continuing	Transfer
W04	Moved, known to be continuing	Transfer
DNE	Dropped out	Dropped out
W05	Dropped out	Dropped out
W13	Dropped out	Dropped out
W15	Dropped out	Dropped out
W18	Dropped out	Dropped out
W21	Dropped out	Dropped out
W22	Dropped out	Dropped out
W23	Dropped out	Dropped out
WPC	Transfer	Transfer
WPR	Moved, known to be continuing	Moved, known to be continuing
WWW*	Graduated with regular high school diploma	Graduated with regular high school diploma
WWT*	Graduated with regular high school diploma	Graduated with regular high school diploma
WWE*	Graduated with regular high school diploma	Graduated with regular high school diploma
WHP*	Transfer	<b>Transfer</b>

\*New withdrawal codes added for 2019-20

# New Withdrawal/Diploma Codes for 2019-20

WCO	Any student who graduated and met all of the requirements to receive a standard diploma, and was exempted from required assessments due to cancellation of the 2019-2020 statewide assessments.	Diploma Code  This code will not be valid after the 2019-20 school year.
WWE	Any student who graduated from school and met all of the requirements to receive a standard diploma based on the Career and Technical Education (CTE) Pathway option, F.S. 1003.4282(11).	Diploma Code
WWT	Any student who graduated from school and met all of the requirements to receive a standard diploma based on the Career and Technical Education (CTE) Pathway option, F.S. 1003.4282(11) and satisfied the state graduation test requirement through an approved state concordant and/or comparative score.	Diploma Code
WWW	Any student with disabilities who graduated from school and met all of the requirements to receive a standard diploma based on the Career and Technical Education (CTE) Pathway option, F.S. 1003.4282(11) and satisfied the state graduation test requirement with an approved statewide standardized assessment results waiver.	Diploma Code
WHP	Any student who withdraws from school to attend another public school or private school under the Hope Scholarship program per s. 1002.40, F.S.	Transfer Code

## Frequently Asked 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.



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## 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.

# 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 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 (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

Comprehensive Coordinated Early Intervening Services (CCEIS) Criteria  
Attachment A

		Cell Size	N Size	Risk Ratio Threshold
<b>IDENTIFICATION</b> Ages 3-21	All SWD by Race	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	10	30	3.0
<b>In-School Suspension</b>				
<b>DISCIPLINE</b> Ages 3-21	<= 10 days	10	30	3.0
	In-School Suspension >10 days	10	30	3.0
	Out-of-School Suspension <= 10 days	10	30	3.0
	Out-of-School Suspension >10 days	10	30	3.0
	All Disciplinary Removals	10	30	3.0
<b>PLACEMENT</b> Ages 6-21	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
<b>LEA identified as having significant disproportionality if:</b>				
<b>FLEXIBILITY</b>	1	Risk ratio $\geq 3.0$ 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.		



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# 2020 LEA Determinations

# Criteria for the 2020 LEA Determinations

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

Local Education Agencies (LEAs) that were required to set aside 15 percent of their IDEA, Part B funds in 2019-20 and/or 2020-21 due to risk ratios at or above 3.0 and did not make reasonable progress for identification of students by racial/ethnic category in (1) selected disability categories, (2) discipline or (3) selected placement settings.

CCEIS Calculations
<p>Identification:</p> <ul style="list-style-type: none"> <li>Risk Ratios for identification are calculated for LEAs by race/ethnicity which are used to determine significant disproportionality for each of the following categories: all SWD and students with a primary disability of ASD, EBD, IND, OH, SI/LI and SLD. Calculations are based on survey 2 data for SWD ages 3-21. The data are reported for the three-year period from 2017-18 through 2019-20. <i>Source: Survey 2, 2019-20</i></li> </ul>
<p>Discipline:</p> <ul style="list-style-type: none"> <li>Risk Ratios for discipline are calculated for LEAs by race/ethnicity and are used to determine significant disproportionality for each of the following areas: in-school suspension (ISS) less than or equal to 10 days, ISS more than 10 days, OSS less than or equal to 10 days, OSS more than 10 days and total disciplinary removals. Calculations are based on survey 5 data for SWD ages 3-21. The data reported for the three-year period include 2016-17 through 2018-19. <i>Source: Survey 5, 2018-19</i></li> </ul>
<p>Placement:</p> <ul style="list-style-type: none"> <li>Risk Ratios for placement are calculated for LEAs by race/ethnicity and are used to determine significant disproportionality for separate class placement or other separate environment. Calculations are based on survey 2 data for SWD ages 6-21. The data are reported for the three-year period from 2017-18 through 2019-20. <i>Source: Survey 2, 2019-20</i></li> </ul>

The 2020 determination categories for LEAs who have been identified to withhold CCEIS funds are:

- Needs Assistance: LEAs identified for CCEIS to withhold funds for 2020-21 or LEAs identified for CCEIS to withhold funds for 2019-20 and 2020-21 in the same category that have a cumulative decrease in risk\* of at least 0.05% or more and have earned a minimum of 8 points.
- Needs Intervention: LEAs identified for CCEIS to withhold funds for 2019-20 and 2020-21 in the same category and no cumulative decrease in risk\* of at least 0.05% or more.
- Needs Substantial Intervention: LEAs identified for CCEIS to withhold funds four consecutive years in the same category and no cumulative decrease in risk of at least 0.05% or more.

\*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.

## STEP TWO: Points earned based on Compliance and Performance Indicators

### Compliance (9 possible points)

Compliance Indicators
No critical state financial audit findings related to the education of students with disabilities. <i>Source: Fiscal Year 2019 Auditor General Reports</i>
SPP 9 - No disproportionate representation in special education found to be due to inappropriate identification. <i>Source: Survey 2, 2019-20</i>
SPP 10 - No disproportionate representation in specific disability categories found to be due to inappropriate identification. <i>Source: Survey 2, 2019-20</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, 2019-20</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, 2018-19 and Survey 2, 2019-20 matched to Florida Department of Health Early Steps, 2018-19 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, 2019-20</i>
At least 95 percent of 2017-18 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>

- Submission of valid and reliable data for the following two areas:
  - SPP 5 & 6 – all errors for placement or age were corrected by the survey due date of 12/15/2019 *Source: Survey 2, 2019-20;*
  - CCEIS - did not set aside funds for CEIS (required or voluntary), but reported students receiving services in 2018-19, or set aside funds and did not report students being served. *Source: Survey 5, 2018-19*
- Submission of timely data in the areas below:
  - SPP 11 - timely submission of data (2018-19 data) *Source: Web-based application;*
  - SPP 12 - timely submission of the district verification file. *Source: Web-based data collection, 2018-19*



## Performance (9 possible points)

Performance Indicators
<b>SPP 1 – Federal Uniform Graduation Rate</b>
<ul style="list-style-type: none"> <li>• 2018-19 Federal uniform graduation rate at or above state performance plan target. (1 point)</li> <li>• 2017-18 Federal uniform graduation rate at or above state performance plan target. (1 point)</li> <li>• Improvement in federal uniform graduation rate (1 point) if:               <ul style="list-style-type: none"> <li>○ Met 2018-19 target, or</li> <li>○ Increase between 2017-18 and 2018-19 is <math>\geq 1\%</math> or</li> <li>○ Change between 2017-18 and 2018-19 rate is <math>&lt; 1\%</math> and the 2018-19 rate is within 10 points of the target rate of 70%</li> </ul> </li> </ul>
<b>SPP 2 – Federal Dropout Rate</b>
<ul style="list-style-type: none"> <li>• 2018-19 dropout rate at or below state target (1 point)</li> <li>• 2017-18 dropout rate at or below state target (1 point)</li> <li>• Improvement in dropout rate from 2017-18 to 2018-19 (1 point):               <ul style="list-style-type: none"> <li>○ Met 2018-19 target, or</li> <li>○ Decrease between 2017-18 and 2018-19 is <math>\geq 1\%</math> or</li> <li>○ Change between 2017-18 and 2018-19 rate <math>&lt; 1\%</math> and the 2018-19 rate is within 10 points of the target of 9.5%</li> </ul> </li> </ul>
<b>SPP 5 Least Restrictive Environment (LRE)</b>
<ul style="list-style-type: none"> <li>• At or above the state target for 2019-20 regular class placement. (3/3 points) or</li> <li>• Within 10% of the 2019-20 state target. (<math>\geq 75\%</math> but <math>&lt; 85\%</math>) and no decrease in LRE rate greater than 5% from 2018-19 to 2019-20 (2/3 points) or</li> <li>• At least 70% for 2019-20 (1/3 points)</li> </ul>

The 2020 point values resulting in the determination categories are:

- Meets Requirements: 14-18 points
- Needs Assistance: 8-13 points or in Needs Assistance four consecutive years
- Needs Intervention: 4-7 points or in Needs Assistance four consecutive years **and no** improvement in graduation and dropout rates
- Needs Substantial Intervention: 0-3 points or in Needs Intervention four consecutive years

## 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%

## 2021 LEA Determination Criteria

- Federal Uniform Graduation rate (2019-20 target) 72.0%
- Dropout Rate (2019-20 target) 8.5%
- Regular Class Placement (2020-21 target) 85%



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# LEA Profiles

## LEA Profiles

- Published annually on FDOE website, Tool in planning for systemic improvement,  
<http://fldoe.org/academics/exceptional-student-edu/data/>
- Includes information about how district performed compared with state level targets in Florida's State Performance Plan (required by IDEA).  
<http://fldoe.org/academics/exceptional-student-edu/data>

## 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
  - Section Five: Additional Federal Requirements
  - Section Six: District Performance Report



Florida Department of Education  
Bureau of Exceptional Education and Student Services

## 2020 SEA Profile Florida

Richard Corcoran  
Commissioner

### Introduction

PK-12 Population:	Students with Disabilities	Percent Disabled:
2,858,949	414,353	14%

The State Education Agency (SEA) profile is intended to provide Local Education Agencies (LEA) 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 SEA in Florida's **State Performance Plan/ Annual Performance Report (SPP/APR)**. Required under the Individuals with Disabilities Education Act (IDEA), the SPP/APR for 2014-2019 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 the SEA.

Data in the SEA profile are presented for the state. Indicators in **bold** are part of the SPP/APR.

Data presented as indicators of educational benefit (*Section One*)

- **SPP 1 - Federal uniform high school graduation rate**
- Standard diploma graduation rate
- **SPP 2 - Federal dropout rate for students with disabilities**
- **SPP 14 - Postsecondary outcome data**

Data presented as indicators of educational environment (*Section Two*)

- **SPP 5 - Students with disabilities ages 6-21 by placement setting**
- **SPP 6 - Children with disabilities ages 3-5 by placement setting**
- **SPP 12 - Part C to Part B transition**
- **SPP 13 - Secondary Transition IEPs**
- **SPP 4 - Students with disabilities suspended/expelled for more than 10 days in a school year**

Data presented as indicators of prevalence (*Section Three*)

- **SPP 11 - Evaluations completed within 60 days**
- Student membership by race/ethnicity
- **SPP 9 - Risk ratios for SWD by race and ethnicity**



### Section Four: Parent Involvement

#### Parent Survey (SPP 8)

The parent involvement rate is the number of parents who perceive that schools facilitated parent involvement as a means of improving services and results for children with disabilities, divided by the total number of responding parents. These data are reported for parents of preschool children with disabilities and parents of children with disabilities in grades K-12 for 2016-17 through 2018-19.

#### Preschool

	2016-17	2017-18	2018-19
Duval	66%	81%	74%
Enrollment Group	73%	83%	81%
SEA	73%	83%	81%

#### Grades K-12

	2016-17	2017-18	2018-19
Duval	74%	76%	77%
Enrollment Group	77%	78%	80%
SEA	78%	80%	81%



### Section Five: Additional Federal Requirements

#### Comprehensive Coordinated Early Intervening Services (CCEIS)

In December 2016, U.S. Department of Education released updated regulations for 34 C.F.R. §300.646(d), regarding CCEIS. The updates became effective on July 1, 2018, and the SEA began implementing for the 2019-20 school year.

Under 34 C.F.R. §300.646(d), SEAs are required to collect and examine data on an annual basis to determine if significant disproportionality based on race and ethnicity is occurring in the LEAs with respect to: the identification of students with disabilities in specific disability categories, the placement of students with disabilities in particular educational settings and the taking of disciplinary actions. If the SEA identifies significant disproportionality in an LEA for any of these areas, the LEA must provide CCEIS to address factors contributing to the significant disproportionality. In addition, LEAs identified with significant disproportionality are required to set aside 15 percent of their IDEA funds to address the causes of the disproportionality.

#### Significant disproportionality is measured by the following:

- **Risk** (risk index) is the likelihood of a particular outcome for a specified racial or ethnic group. This is 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** is comparison of risk between one racial or ethnic group and risk for all other racial and ethnic groups. This is calculated by dividing risk for one group by the risk for all other groups combined.
- **Cell Size** (number in subgroup) is 10.
- **N Size** (number in all other groups) is 30.
- **Alternate Risk Ratio** is the comparison of risk between one racial or ethnic group in the LEA to the risk for all other racial and ethnic groups in the SEA. An alternate risk ratio is used when the cell size is less than 10 or N size is less than 30.
- **Risk Ratio Threshold** is the state-determined risk ratio over which disproportionality is considered significant. The state risk ratio threshold is 3.0.
- **Reasonable Progress** is applied when the risk ratio is 3.0 or greater for three consecutive years and the LEA failed to make reasonable progress. It is measured by a cumulative decrease of 0.02 or greater between year one and year three in the risk ratio.



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**Section Six: 2020 Performance Report  
Levy**

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 2018-19, LEA data, and if the LEA met the target. Because rounding is not used to determine 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, data are for 2018-19.

SPP Indicator	Description	LEA Data	SEA Target	Target Met
1. Graduation Rate* 2017-18	Percent of students with IEPs graduating with a standard diploma in the 4-year cohort.	74.47%	62.3%	Yes
2. Dropout Rate* 2017-18	Percent of students with IEPs dropping out.	6.38%	10.0%	Yes
3. Participation and performance of students with disabilities on statewide assessments	38. Percent of students with IEPs in grades three through ten that participate in statewide assessment for reading.	92.61%	99.0%	No
	38. Percent of students with IEPs in grades three through ten that participate in statewide assessment for math.	93.17%	99.0%	No
	3C. Percent of students with IEPs in grades three through ten that demonstrate proficiency in reading.	23.74%	66.0%	No
	3C. Percent of students with IEPs in grades three through ten that demonstrate proficiency in math.	31.36%	66.0%	No
4. Rates of suspension and expulsion*	4A. Risk Ratio for significant discrepancy in the rates of suspensions and expulsions for students with IEPs compared to students without disabilities. **Population did not meet cell size.	2.19	< 3.0	Yes
	4B. Risk Ratio for (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. Refer to Section 7wo in the LEA Profiles for risk ratio data by race.		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.	83.18%	85.0%	No
	5B. Percent of students with IEPs aged 6 to 21 years served inside regular class less than 40% of the day.	11.06%	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.	0.47%	1.0%	Yes
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.	91.84%	50.0%	Yes
	6B. Percent of children with disabilities aged 3 to 5 attending a separate special education class, separate school, or residential facility.	0.00%	45.3%	Yes
7. Prekindergarten Performance	7A(1) Percent of children with disabilities, aged 3 to 5, who entered preschool below grade expectations and increased their growth in positive social emotional skills by the time they exited the preschool program.	88.89%	73.6%	Yes



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# Data Element Overview for DJJ Students

Carla Greene, Juvenile Justice Education Program Director

## Survey 5 Key Formats for DJJ Accountability

- Student Demographic Format
- Industry Certification
- Career and Technical Education (CTE) Student and Course Schedules
- Prior School Status and Student Attendance
- End of Year Status (Diplomas)

\*Additionally, verify the Teacher Course record which is collected in Surveys 1, 2, 3 and 4.

## Two New Withdrawal Codes for DJJ Students 2020-21

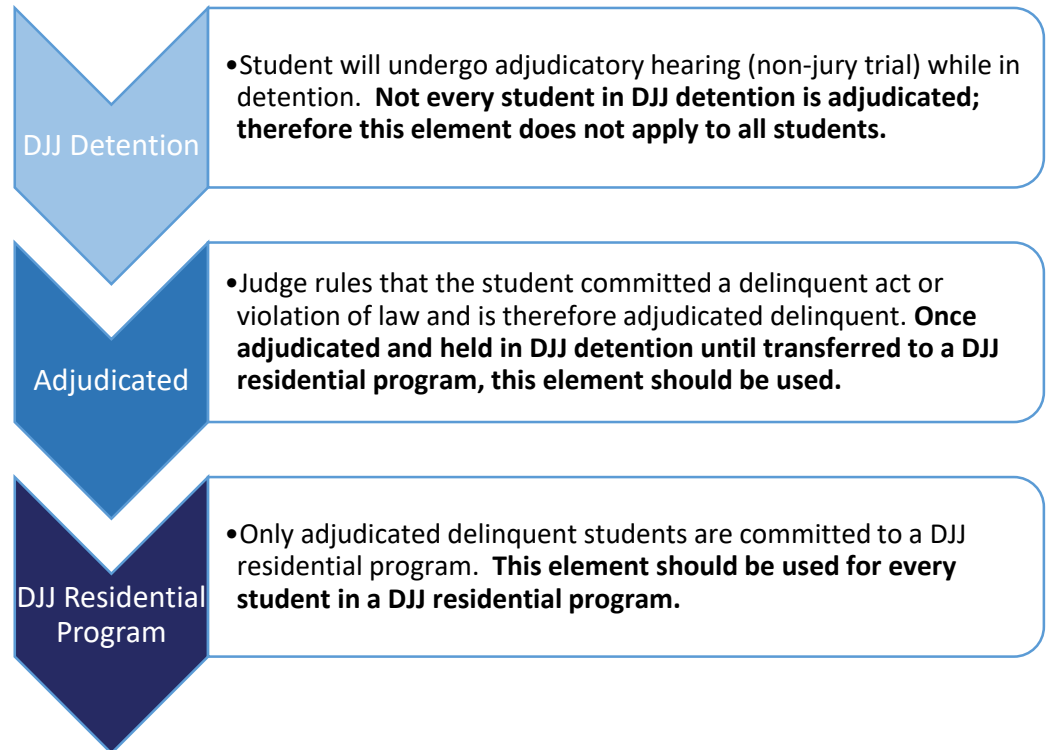
Code	Definition	Scenarios when this code will be used
W3D	Any PK-12 student who <b>withdraws to attend a DJJ school</b> in another district in Florida	<ul style="list-style-type: none"> <li>• A student is taken into custody and held in a secure DJJ detention center while awaiting court disposition in another district.</li> <li>• A student in a DJJ detention center is adjudicated to a DJJ residential facility in another district</li> <li>• A student is transferred from one DJJ program to a different DJJ program in another district</li> </ul>
W3E	Any PK-12 student who <b>withdraws to attend a DJJ school</b> in the same district	<ul style="list-style-type: none"> <li>• A student taken into custody and held in a secure DJJ detention center while awaiting court disposition in the same district</li> <li>• A student is withdrawn to enroll in a non-residential DJJ prevention program (i.e. PACE Center for Girls) or DJJ day treatment program (i.e., AMIKids) in the same district</li> <li>• A student is transferred from one DJJ program to a different DJJ program in the same district</li> </ul>

## Two New Withdrawal Codes for DJJ Students 2020-21

- New withdrawal codes will be used for calculating both Federal Graduation Rate and DJJ Accountability Ratings
- Federal Graduation Rate - Since students who are placed in DJJ programs remain with their Florida public high schools' cohorts, districts will have a mechanism to track the DJJ students who must remain in the sending school's adjusted cohort
- Any questions should be directed to [accountability@fldoe.org](mailto:accountability@fldoe.org)

# Understanding Dropout Prevention Length of Prescribed Program – Element #115660

For students in DJJ residential, detention, county jail or city jail, the length of the prescribed program equals the length of **adjudication**. If a student in one of the listed programs is not adjudicated, then this data element does not apply.




*Communication with the educational representative at the DJJ detention center and county/city jail is key.*

## Dropout Prevention/Juvenile Justice Programs – Element #115680

Revised definitions to align with Title I, Neglected & Delinquent Reporting

Prior to 2020-21

Code D = Education Services in (any)  
DJJ Program

 Change beginning  
2020-21

Code D = Educational  
Services in **Residential**  
DJJ Programs

Code T = Educational  
Services in **Non-Residential**  
DJJ Programs



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# 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/spreadsheets-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>
- Link to the LEA Profiles:  
<http://www.fldoe.org/academics/exceptional-student-edu/data/>
- Juvenile Justice Education –  
<http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.shtml>

# Questions



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