



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Quality Data Reporting for Exceptional Student Education

Dr. Erin Sampson and Janae Duclos-Francois  
Bureau of Exceptional Student Education  
FAMIS Summer Conference 2021

# Agenda

- Introduction to IDEA Data
- Survey Timelines
- Key Formats and Data Elements
- Database Changes for 2021-2022
- Data Quality Concerns
  - Exceptional Student IDEA Educational Environment Codes/Age
  - Least Restrictive Environment (LRE)
  - ESSA – 1% Cap for Participation in the Florida Standards Alternate Assessment
  - Comprehensive Coordinated Early Intervening Services (CCEIS)
  - Student Discipline
- Web Links and Other Resources
- Questions



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Introduction to IDEA Data

## IDEA Part B Data Indicators (K-12)

### Performance Indicators

- SPP 1: SWD Graduation
- SPP 2: SWD Dropout
- SPP 3: SWD Statewide Assessment Performance
- SPP 4: SWD Suspension/Expulsion
- SPP 5: SWD LRE Placement
- SPP 6: Early Childhood Settings
- SPP 7: Preschool Skills
- SPP 8: Parent Involvement
- SPP 14: Secondary Transition, Post-School Outcomes

### Compliance Indicators

- SPP 9 & 10: Disproportionate representation in Special Education
- SPP 11: Child Find
- SPP 12: Part C to B Transition
- SPP 13: Secondary Transition with IEP Goals
- SPP 15: Due Process Hearing Requests Resolved
- SPP 16: Mediation Agreements
- SPP 17: State Systemic Improvement Plan

# Individuals with Disabilities Education Act (IDEA)

- Under IDEA, Florida submits a variety of data from the student database, and assessment files to the U.S. Department of Education (USED):
  - 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 Performance Reports
    - State Performance Plan

# Accurate Data Requires Teamwork



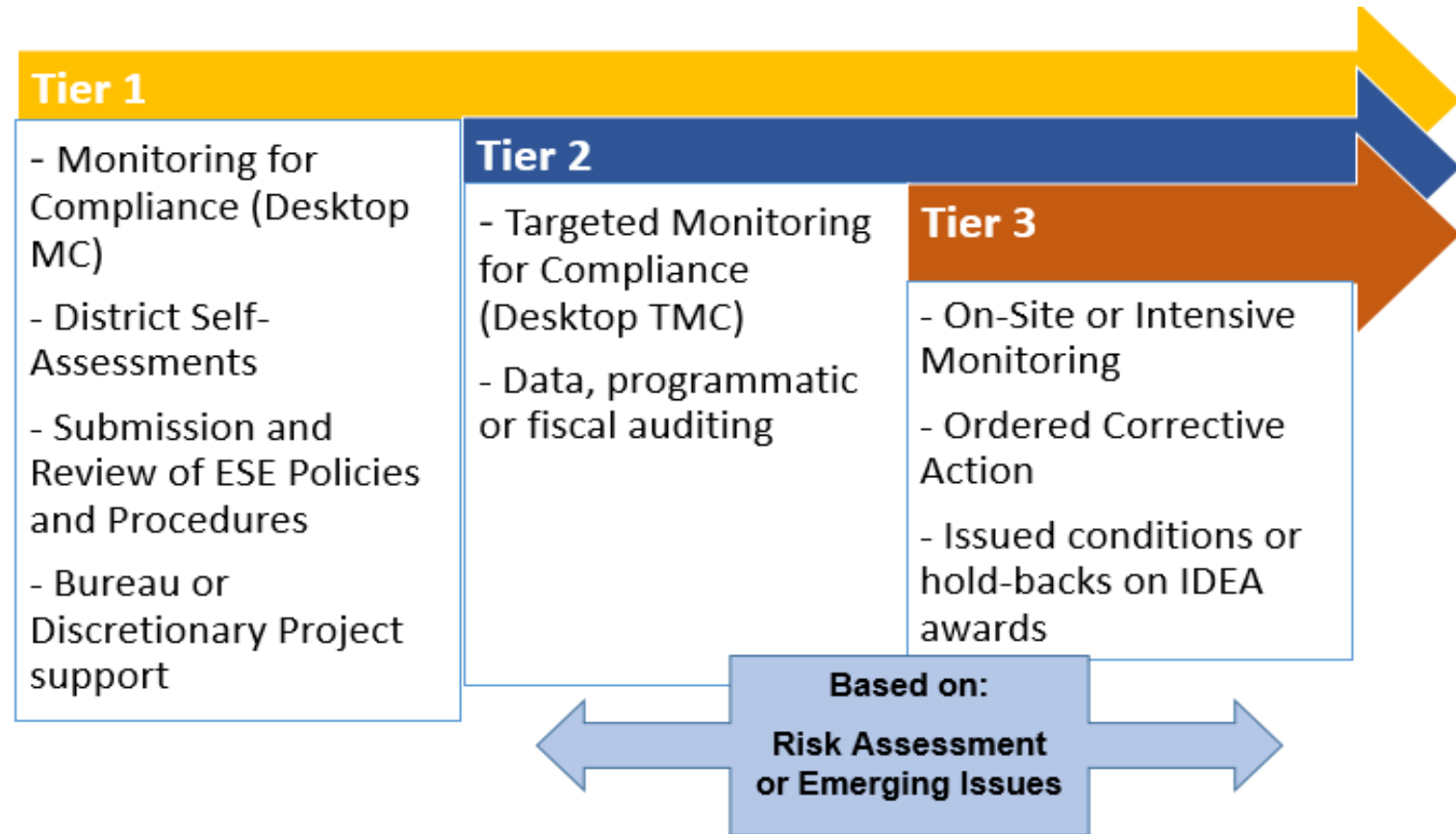
## Why data quality? Data is a powerful tool.

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

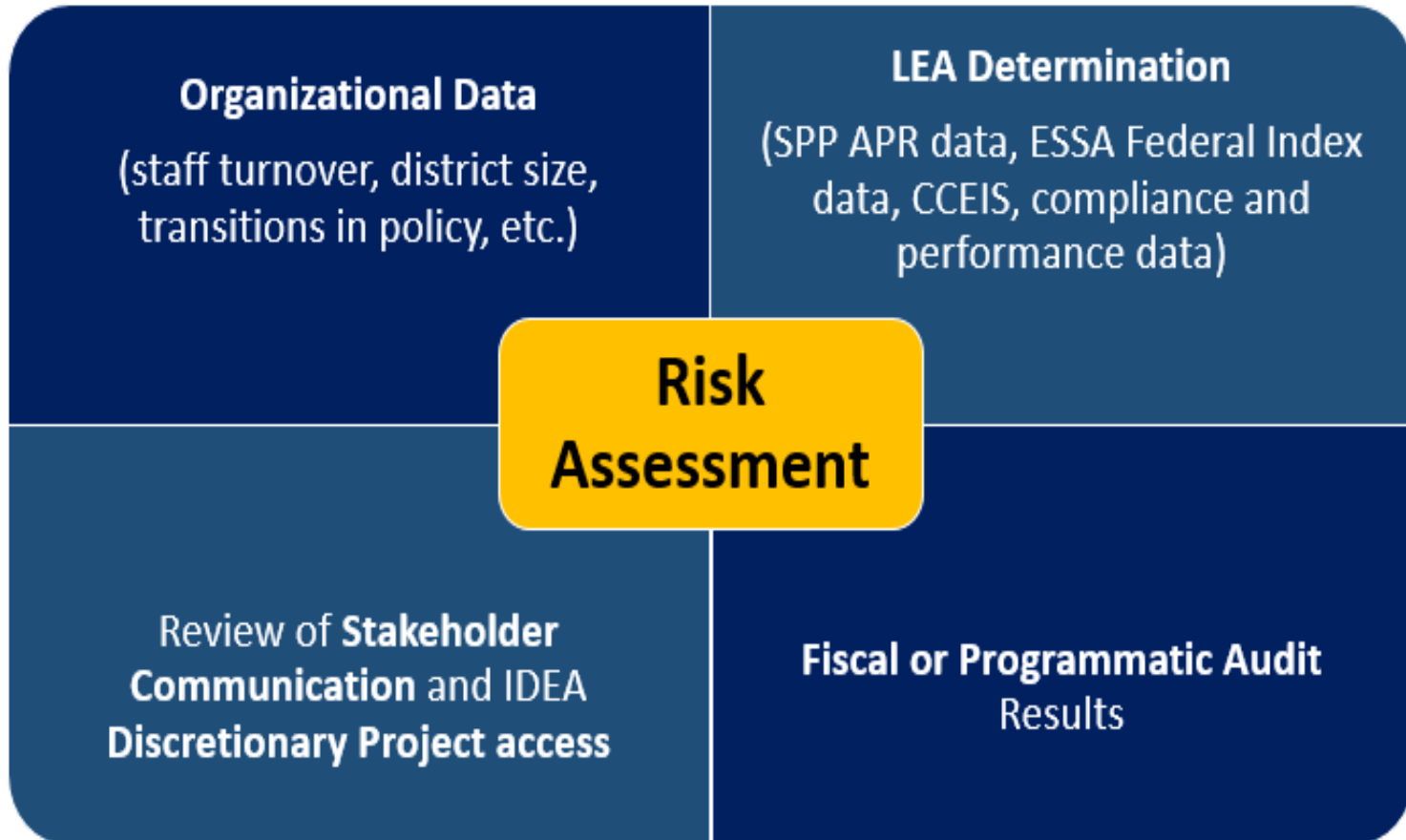




# IDEA – Florida’s Differentiated Monitoring System



# IDEA, Part B – Risk Assessment Components





FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Survey Timelines

# Survey Due Dates, SY 2020-21

## Survey 5:

- Due date: July 23, 2021
- State processing: July 19 – August 20, 2021
- **Preliminary data pull for federal reporting – October 8, 2021\***
- Final Update/Amendment Date: October 31, 2021
- <https://www.fldoe.org/core/fileparse.php/7574/urlt/2021-surveydates.pdf>

\*Preliminary Survey 5 data is used in order to meet the November 3, 2021, federal reporting due date.

## Survey 5 is used for:

- Discipline Data (including restraint and seclusion) for SWD
- Exiter data (withdrawal codes) which are used for determining dropouts, diplomas, certificates
- Standard Diploma exiter rate for SWD
- Dropout Rate for SWD

## Survey 2 Due Dates, School Year 2021-2022

- Survey Week: October 11-15, 2021
- Due Date: October 22, 2021
- State Processing: October 18 – November 15, 2021
- Final Update/Amendment Date: December 15, 2021

## Survey 2 is used for:

- Membership charts
- Child Counts for federal reporting
- Regular Class Placement (KG5 - 21)
- Early Childhood Settings (PK 3 - 5)
- Disproportionate Representation in Special Education and Specific Disability Categories



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Key Formats and Data Elements



## Key Formats

- Student Demographic
- Exceptional Student
- Federal/State Indicator Status
- Student End of Year Status
- Student Discipline/Resultant Action
- Student Course Schedule
- 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
  - Alternate Assessment Administered

\*Key data element required for all surveys.

## Federal/State Indicator Status

- Key Data Elements
  - Fund Source
  - Section 504 Eligible



Definition  
clarification

## 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



## Student Course Schedule

- Key Data Elements
  - Course Number

## 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



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Database Changes for 2021-2022

# New Database Validation for Alternate Assessment Administered and Course Number

If the Alternate Assessment Administered is equal to D or P, and the student is enrolled in at least one Access Course, no validation message will appear in the Student Course Schedule format.

This validation will be posted at

<https://www.fldoe.org/core/fileparse.php/19879/urlt/2021scs.pdf>.



# New Database Validation for Alternate Assessment Administered

- To ensure only those SWDs with the most significant cognitive disabilities are taking the FSAA, a new validation and validation message has been added to the Student Course Schedule.
- It compares the course enrollment to the one-digit alpha indicator used to identify whether or not the student with disabilities will be participating in the in the FSAA-Datafolio or FSAA-Performance.

# FUND SOURCE CODE I (Federal/State Indicator Status)

Data Element #:	123150	Author:	Teres a Sanc ho	Date Revised:	7/1/2021
Element Name:	Fund Source				
Subject:	Code	Year: 2122			
Revision Description:	Updated language to code 'I' to clarify reporting requirements				
DB2 Programming Changes Required	<del>Yes</del> /No				

## Code Definition/Example

### 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~~ for voluntary 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; for Surveys 2 and 3 report code Z.

## Diploma Code WCO

This diploma code was added for the 2019-2020 School Year to address COVID-related flexibility for the 2020 graduates and can still be used for the 2020-2021 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 2020-21 school year.		4/22/2021
--	-----	---	--	--	-----------



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

## Data Quality Concerns

Exceptional Student IDEA Educational Environment  
Codes/Age  
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	Z (these students are not included)
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.

---

- 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.

---

- 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.

---

- 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

---

- 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.

---

- 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.

---

- 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**

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

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.

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.

# 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, 2021.

- Survey Week: October 11– 15, 2021
- Due Date: October 22, 2021
- State Processing: October 18 – November 5, 2021
- Final Update/Amendment Date: **December 15, 2021**

# 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 6-21 (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

Students who do not have the appropriate Educational Environment Code and Age/Grade Level correlation will not get counted in the official child count submitted to EDfacts.

# Report F71000, Sample Layout

DISTRICT: 25 HARDEE

SCHOOL: 0001 HARDEE COUNTY ELEMENTARY SCHOOL

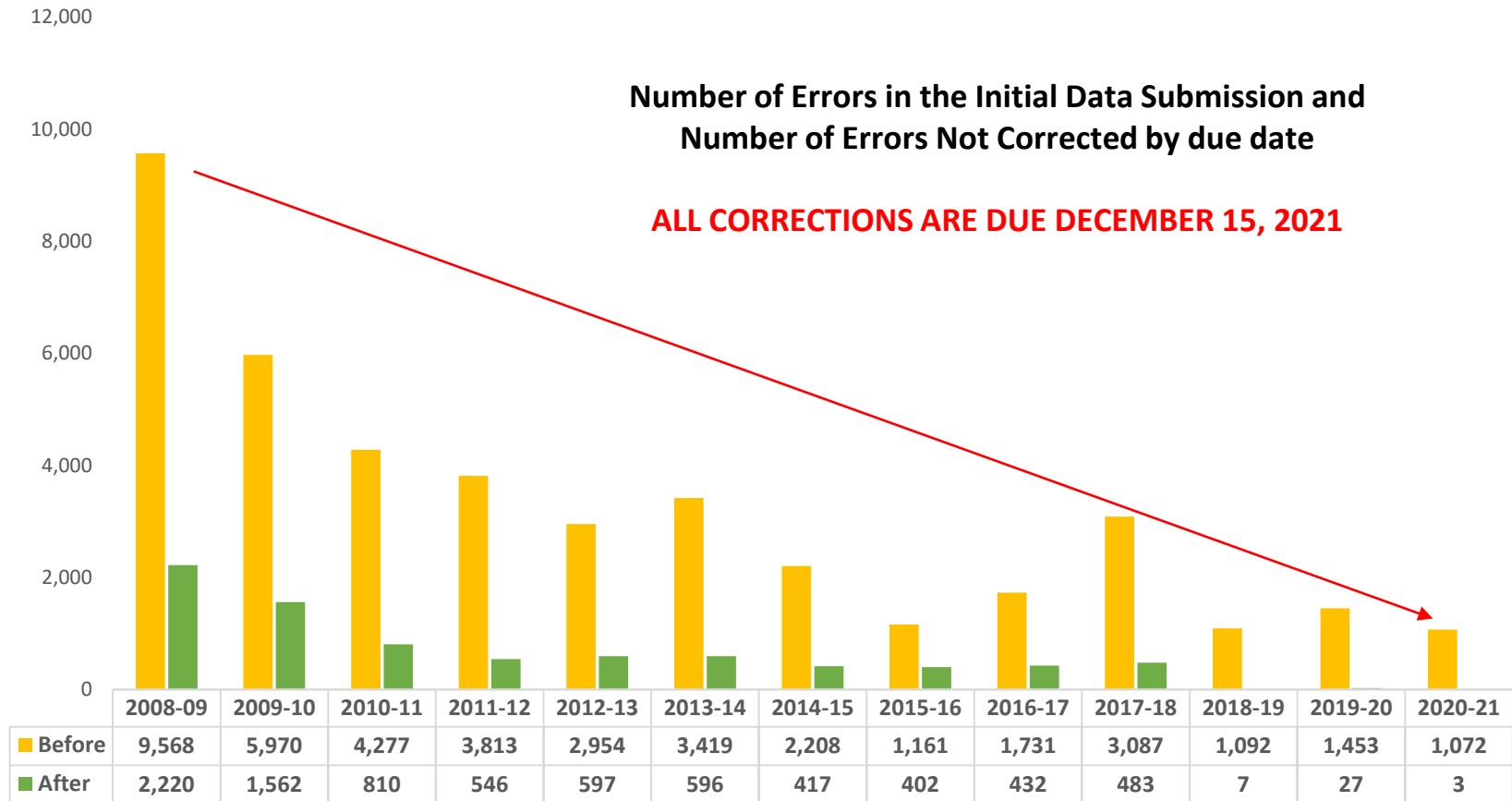
<u>BirthDate</u>	Student # ID, Florida	Student # ID, Local	Last Name	First Name	Middle Name	IDEA Environ	Exceptionality, Primary	Exceptionality, Other	Time, Total School Week	Time With Non-Disabled Peers	Percent of Time With Non-Disabled Peers

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

- 2017-2018:
  - 483 errors identified after the correction period.
- 2018-2019:
  - 7 errors identified after the correction period.
- 2019-2020:
  - 27 errors identified after the correction period.
- 2020-2021:
  - 3 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, 2021. However, it is recommended to get your corrections submitted as early as possible to ensure your updates were processed correctly.



## Data Quality Concerns

ESSA – 1% Cap for Participation in the Florida  
Standards Alternate Assessment

Comprehensive Coordinated Early Intervening Services  
(CCEIS)



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# ESSA – 1% Cap for Participation in the Florida Standards Alternate Assessment

## 2015 Reauthorization of ESEA to Every Student Succeeds Act (ESSA)

- ESSA reaffirmed that, for states choosing to use an alternate assessment, this is an appropriate assessment **ONLY** for students with the **most significant cognitive disabilities**.
- The means that states, districts, schools and Individual Educational Plan (IEP) teams need to think carefully about which students should be included in the alternate assessment, which, as indicated in ESSA, is **ONLY** for students with the **most significant** cognitive disabilities.

Source: <https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief12OnePercentCap.pdf>

# Alternate Assessment and the 1% Cap

- Memo sent to districts July 2017 explaining that the 1% cap is at the state level and appropriate participation in the alternate assessment would be monitored
- On June 4, 2019, (FDOE) received a letter from the United States Department of Education (USED) stating that during the 2017-18 school year, Florida had rates of AA-AAAS participation that were relatively high in reading/language arts, mathematics, and science (i.e., rates greater than 1.3%) without a waiver.
- The State is currently at 1.5% in ELA, 1.6% in Math and 1.6% in Science per 2020-2021 SY Survey 2 Course Enrollment Data.
- The majority of districts are above 1%.

# Alternate Assessment and the 1% Cap Waiver

- December 2, 2019: FLDOE submits a request for a one-year waiver from the 1% participation cap
- February 21, 2020: USED grants FLDOE's waiver request, releasing FLDOE from the previous Title I, part A conditions and placing new required conditions
- March 26, 2021: USED grants FLDOE's request (made on 11/30/2020) for a one-year waiver extension with conditions.

# Justification Requirement

- The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), limits the percentage of students that a State may assess with an alternate assessment based on alternate academic achievement standards (AA-AAAS) to no more than 1.0 percent of all assessed students in the grades assessed in a State for each subject. 34 CFR 200.6(c)(3)(ii) and (iv) requires that an LEA submit information justifying the need to assess more than 1.0 percent of its students in any subject with an AA-AAAS. The State must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student.
- The required justification information is collected via the annual SP&P. The focus of Florida's training and technical assistance will continue to be on ensuring that IEP teams make appropriate, individualized, and data-based decisions for each student.

Florida Department of Education Alternate Assessment Based on Alternate Academic Achievement Standards  
(AA-AAAS) Participation Plan



# FSAA Participation Determination

- How a student will participate in the statewide assessment program is an IEP team decision.
- Annual parental consent for instruction in alternate academic achievement standards and assessment are required.
- IEP Teams are encouraged to use the *Assessment Planning Resource Guide for IEP Teams*, to help in the decision-making process.
- Student performance standards, courses and assessments must align.

# How the 1% Cap is Calculated

Total Students with Disabilities Taking FSAA in Grades Tested

Divided by

Total Students in Grades Tested

# Formats and Data Elements

## Student Course Schedule

- District Number, Current Instruction/Service
- Survey Period
- Florida Education Identifier
- Course Number

## Exceptional Student

- District Number, Current Instruction Service
- Survey Period
- Florida Education Identifier
- Exceptionality, Primary
- Exceptionality, Other
- Alternate Assessment Administered

## State Level FSAA 1% Cap Data

Subject	2017-2018	2018-2019
ELA	1.40%	1.50%
Math	1.50%	1.60%
Science	1.50%	1.60%

## Number of Students Reported as taking FSAA not enrolled in Access Courses

Subject	2017-2018		2018-2019	
	Total # taking FSAA	# not enrolled in Access Courses	Total # taking FSAA	# not enrolled in Access Courses
ELA	23,883	1,150	26,243	1,307
Math	23,887	952	25,744	1,116
Science	8,752	416	9,621	423

## Number of Students Reported as taking FSAA without an IEP

Subject	2017-2018	2018-2019
ELA	25	41
Math	24	32
Science	12	13

Rule 6A-1.0943(5), F.A.C., states that the decision whether a student with a most significant cognitive disability will participate in the Statewide, Standardized Alternate Assessment as defined in section 1008.22(3)(c), F.S., is made by the IEP team and recorded on the IEP.

## FSAA Assurances

- As part of Florida's focus and support to districts, beginning with the 2020 assessment administration of the FSAA, the Florida Department of Education (FDOE) implemented a new assurance process in which districts will provide supporting data for students who require an AA-AAAS.
- Memo was sent to District superintendents from Chancellor Oliva on November 22, 2019, regarding the assurance process.

## **FSAA Assurances - Purpose**

To ensure and certify that districts have verified the supporting data for students who require an alternate assessment based on alternate academic achievement standards (AA-AAAS) and affirm that the FSAA is the most appropriate assessment aligned with the students' educational needs.



## FSAA Assurance Process

- District personnel, designated by the superintendent, are responsible for providing the verification of assurances for each student who is recommended to participate in the FSAA to FDOE via ShareFile or the Cognia/Measured Progress File Transfer Protocol (FTP).
- A systematic and collaborative effort must take place between alternate assessment coordinators and district assessment coordinators as this data is verified and securely transferred to FDOE.
- Districts should seek support through their school level assessment coordinators, staffing specialists, and case managers to assist in the data verification process.

## New Database Validation for Alternate Assessment Administered

If Survey Period = 2 or 3,



New for 2021-  
2022

- Exceptionality, Primary **is not** L or Z; and
- Other Exceptionality **is not** L,U,D,E,X,Y, or Z; and
- Alternate Assessment Administered **is not** Z; then at least one of the Course Numbers, on the Student Course Schedule, must be an Access Course.

## Common Finds (may not directly apply to the new validation)

- All data elements **must** reflect the status of the student during the survey period.
- Exceptionalities that students have been dismissed from must not appear in either the Exceptionality, Primary of Exceptionalities, Other data element.
- Specific Learning Disabilities (SLD) - K code in Exceptionality, Primary or Exceptionalities, Other is a red flag in FDOE data review.
- English Language Learners (ELLs) are being inappropriately coded for Access Course Codes.



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

## Comprehensive Coordinated Early Intervening Services (CCEIS)

# What are Comprehensive Coordinated Early Intervening Services?

- Voluntary coordinated early 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)

<https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-1.pdf>

## 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

<https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-1.pdf>

# 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

<https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-1.pdf>



## In-School and Out-of-School Suspensions

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

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.		



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# 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
- In-School and Out-of-School Suspensions (including Expulsions):
  - 10 days or less, and
  - more than 10 days

# Data Quality Check / Student Discipline (cont.)

- Discipline/Resultant Action Code

L	<p><b>Seclusion</b></p> <p>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.</p>
M	<p><b>Mechanical Restraint</b></p> <p>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:</p> <p>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.</p>
R	<p><b>Physical Restraint</b></p> <p>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.</p>

# 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 BESE 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>.

# Restraint and Seclusion Reporting System Re-Development



- The reporting system is now for any student who is restrained or secluded. This includes students receiving exceptional student educational services, students with a Section 504 Plan pursuant to Section 504 of the Rehabilitation Act of 1973, and students who are NOT receiving exceptional student education services.
- Similar features from the Single Sign-On system include entering the same reporting features for incidents of restraint and seclusion; however, there will be some new attributes related to duration of restraint and seclusion incidents (such as indicating durations over 60 minutes with an explanation and adding parent notification fields to include date and method of parent notification).
- The view will be different in the updated restraint and seclusion Single Sign-On system. Instead of a single line down for entries, we have sorted items into columns.
- Addition of a reports section for administrators. Districts will soon be able to generate restraint and seclusion reports by district and schools.
- The system will be set to notify the Bureau of certain restraint and seclusion incidents entered into the system to follow up with districts.
- Section 1003.573, Florida Statutes, states that districts have to complete the incident report for restraint and seclusion in the system within three days.
- Districts will have until 30 days from the date the report was finalized to make any changes necessary. At the end of every month, incident reports will be finalized and will not be able to be updated.



## 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](mailto: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](mailto: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.



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# 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).*

*See Appendix A for a complete listing of applicable withdrawal codes:*

<https://www.fldoe.org/accountability/data-sys/database-manuals-updates/2020-21-student-info-system/index.shtml#APPENDICES>.

## 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.



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# LEA Performance Report

## LEA SPP/APR Performance Reports

- 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>





Florida Department of Education  
Bureau of Exceptional Student Education

SPP/APR Performance Report – February 2021

**ALACHUA**

Richard Corcoran  
Commissioner

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

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

SPP Indicator	Description	LEA Data	SEA Target	Target Met
1. Graduation Rate* 2018-19	Percent of students with IEPs graduating with a standard diploma in the 4-year cohort.	79.9%	70.0%	Yes
2. Dropout Rate* 2018-19	Percent of students with IEPs dropping out.	4.2%	9.5%	Yes
3. Participation and performance of students with disabilities on statewide assessments	3B. Percent of students with IEPs in grades three through ten that participate in statewide assessment for reading.			
	3B. Percent of students with IEPs in grades three through ten that participate in statewide assessment for math.			
	3C. Percent of students with IEPs in grades three through ten that demonstrate proficiency in reading.			
	3C. Percent of students with IEPs in grades three through ten that demonstrate proficiency in math.			
4. Rates of suspension and expulsion*	4A. District does not demonstrate significant discrepancy in the rates of suspensions and expulsions for students with IEPs compared to students without disabilities. **Population did not meet cell size.	2,0961	< 3.0	Yes
	4B. District does not demonstrate (a) significant discrepancy in the rates of suspensions and expulsions of students with IEPs by race or ethnicity for greater than 10 days and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.		0%	Yes
5. Least Restrictive Environment (LRE), students aged 6-21	5A. Percent of students with IEPs aged 6 to 21 years served inside the regular class 80% or more of the day.	79.81%	85.0%	No
	5B. Percent of students with IEPs aged 6 to 21 years served inside regular class less than 40% of the day.	12.64%	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.	0.79%	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.	12.15%	50.5%	No
	6B. Percent of children with disabilities aged 3 to 5 attending a separate special education class, separate school, or residential facility.	72.91%	44.8%	Yes
7. Preadolescent Performance (Blank cells indicate no students tested. *Number tested less than 10.)	7A(1) Of those children who entered or exited the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		75.10%	NA
	7B(1) Percent of children with disabilities, aged 3 to 5, who entered preschool below grade expectations and substantially increased their rate of growth in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the preschool program.		74.40%	NA



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# 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>
- Know Your Schools, <https://edudata.fldoe.org/>

## 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 Performance Reports  
<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



## ***CONTACTS***

**Dr. Erin Sampson**

Deputy Bureau Chief

Bureau of Exceptional Student Education

[Erin.Sampson@fldoe.org](mailto:Erin.Sampson@fldoe.org)

850-245-0475

**Janae Duclos-Francois**

Program Specialist

Bureau of Exceptional Student Education

[Janae.Duclos-Francois@fldoe.org](mailto:Janae.Duclos-Francois@fldoe.org)

850-245-0475



[www.FLDOE.org](http://www.FLDOE.org)



[www.FLDOE.org](http://www.FLDOE.org)