Florida Department of Education
Bureau of Exceptional Education and Student Services

2020 LEA Profile

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Commissioner

Introduction

LEA:	Enrollment Group:	PK-12 Population:	Percent of Students with Disabilities:
Santa Rosa	20,000 to 39,999	29,054	15%

The Local Education Agency (LEA) profile is intended to provide LEAs 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 , Comprehensive Coordinated Early Intervening Services (CCEIS) and Every Student Succeeds Act (ESSA) and provides information about **LEA performance as compared to State Educational Agency (SEA) level targets in Florida's State Performance Plan/ Annual Performance Report (SPP/APR).** Required under the Individuals with Disabilities Education Act (IDEA), the SPP/APR for 2014-19 contains historical data and targets for 16 indicators, along with a State Systemic Improvement Plan (SSIP). During the six-year period, Florida will annually submit progress reports for each indicator as well as the SSIP. As part of the process, Florida publicly reports data for both the SEA and each LEA.

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

Data presented as indicators of educational benefit *(Section One)*
- **SPP 1 - Federal uniform high school graduation rate**
- Standard diploma graduation rate
- **SPP 2 - Federal dropout rate**
- **SPP 14 - Postschool outcome data**

Data presented as indicators of educational environment *(Section Two)*
- **SPP 5 - SWD 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 individual educational plans (IEP)s**
- **SPP 4 - Discipline risk ratios ages 3-21**

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**

Data presented as an indicator of parent involvement *(Section Four)*
- **SPP 8 - Survey of parent perceptions**

Data presented as indicators for new federal requirements *(Section Five)*
- CCEIS risk ratios for SWD ages 3-21 for discipline by race
- CCEIS risk ratios for SWD ages 3-21 for identification by race and exceptionalities
- CCEIS risk ratios for SWD ages 6-21 for placement by race
- ESSA - Percent of SWD participating in the Florida Standards Alternate Assessment (FSAA)

Performance report for selected SPP indicators *(Section Six)*
- SEA targets
- LEA data
- Target met (Yes/No)

Data Sources and Reporting
The data contained in this profile were obtained from data submitted electronically by LEA's through the Florida Department of Education (FDOE), Student Information System in surveys 2 and 5, parent survey submissions, FDOE web-based application, the Bureau of Exceptional Education and Student Services (BEESS) General Supervision Website, the Florida Education and Training Placement Information Program (FETPIP) and through the Florida Department of Health Early Steps program.

Data contained in Section One through Section Four are rounded to the nearest whole number. Rounding is not used in the SPP Performance Report at the end of the document.

LEAs in Enrollment Group: Escambia, Clay, Leon, Okaloosa, Alachua, Santa Rosa, Bay, Hernando

Section One: Educational Benefit

Educational benefit refers to the extent to which students benefit from their educational experience. Progression through and school completion are components of educational benefit as are postschool outcomes. This section of the profile provides data on indicators of school completion, and postschool outcomes.

Federal Uniform High School Graduation Rate (SPP 1)
The number of first-time ninth graders with disabilities from four years ago, *plus* incoming transfer students on the same schedule to graduate, **minus** students from this combined population who transferred out, left to enroll in a private school, or home education program, deceased students and students opting to remain in school to receive a free appropriate public education or seek a standard diploma. The data are reported for the three year period from **2016-17 through 2018-19**.

SWD (SPP 1)

	2016-17	2017-18	2018-19
Santa Rosa	71%	80%	80%
Enrollment Group	69%	78%	82%
SEA	66%	77%	81%

All Students

	2016-17	2017-18	2018-19
Santa Rosa	86%	89%	89%
Enrollment Group	85%	87%	88%
SEA	82%	86%	87%

Standard Diploma Graduation Rate

The number of standard diploma graduates divided by the number of SWD who completed their education (received either a standard diploma, GED, special diploma, certificate of completion or special certificate of completion) or dropped out. This graduation rate is calculated based on the total number of SWD who exited school in a given year, rather than using the four-year cohort model described in the federal uniform graduation rate. The data are reported for the three year period from **2016-17 through 2018-19**.

Standard Diploma Graduation Rate for SWD

	2016-17	2017-18	2018-19
Santa Rosa	84%	89%	93%
Enrollment Group	70%	81%	86%
SEA	66%	80%	86%

Federal Dropout Rate (SPP 2)

The number of SWD who exited special education due to dropping out, divided by the number of SWD who graduated with a regular high school diploma, special diploma, certificate of completion, special certificate of completion, dropped out or died. The resulting percentages are reported for SWD, students identified with an emotional behavioral disability (EBD) and students identified with a specific learning disability (SLD) for the years **2016-17 through 2018-19**.

Federal Dropout Rate for SWD (SPP 2)

	2016-17	2017-18	2018-19
Santa Rosa	6%	9%	6%
Enrollment Group	12%	10%	7%
SEA	16%	13%	10%

Federal Dropout Rate for EBD

	2016-17	2017-18	2018-19
Santa Rosa	31%	43%	14%
Enrollment Group	27%	25%	20%
SEA	34%	31%	27%

Federal Dropout Rate for SLD

	2016-17	2017-18	2018-19
Santa Rosa	4%	18%	9%
Enrollment Group	15%	13%	7%
SEA	15%	13%	11%

Postschool Outcome Data (SPP 14)

FETPIP is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2017-18** school year. The table below displays percentage of SWD exiting school in **2015-16 through 2017-18** who were found during the fall/winter following the school year and were (1) enrolled in higher education, (2) enrolled in higher education or competitively employed, and (3) enrolled in higher education or some other postsecondary education or training program or competitively employed or employed in some other employment.

SWD in Higher Education (14A)

	2015-16	2016-17	2017-18
Santa Rosa	31%	23%	21%
Enrollment Group	24%	23%	22%
SEA	28%	24%	26%

SWD in Higher Education/Competitively Employed (14A+14B)

	2015-16	2016-17	2017-18
Santa Rosa	38%	52%	57%
Enrollment Group	40%	50%	54%
SEA	44%	51%	55%

SWD in any Employment or Continuing Education (14C)

	2015-16	2016-17	2017-18
Santa Rosa	51%	60%	67%
Enrollment Group	51%	59%	62%
SEA	56%	59%	63%

Section Two: Educational Environment

Indicators related to educational environment address the extent to which SWD receive special education with their peers without disabilities, timely transition from Part C programs to Part B programs, secondary transition IEPs, and risk ratios of out-of-school (OSS) suspensions/expulsions for SWD when compared to peers without disabilities.

Least Restrictive Environment, Ages 6-21 (SPP 5)
The number of SWD ages 6-21 in regular class, resource room, separate class, and other separate environment, divided by the total number of SWD ages 6-21 reported October (survey 2). Regular class includes SWD who spend 80 percent or more of their school week with peers without disabilities. Resource room includes SWD spending between 40 percent and 80 percent of their school week with peers without disabilities. Separate class includes SWD spending less than 40 percent of their week with peers without disabilities. Other separate environment includes SWD served in public or private separate schools, residential placements or hospital/homebound placements. The resulting percentages are reported for the three years from **2017-18 through 2019-20**. Students served in corrections facilities and students enrolled by their parents in private schools who are receiving special education and/or related services from the LEA are not included in this calculation.

Regular Class (5A)

	2017-18	2018-19	2019-20
Santa Rosa	80%	79%	80%
Enrollment Group	76%	80%	80%
SEA	75%	76%	77%

Resource Room

	2017-18	2018-19	2019-20
Santa Rosa	3%	3%	4%
Enrollment Group	6%	4%	5%
SEA	8%	7%	7%

Separate Class (5B)

	2017-18	2018-19	2019-20
Santa Rosa	16%	16%	15%
Enrollment Group	14%	12%	13%
SEA	14%	14%	13%

Other Separate Environment (5C)

	2017-18	2018-19	2019-20
Santa Rosa	1%	1%	<1%
Enrollment Group	3%	3%	3%
SEA	3%	3%	3%

Early Childhood Education Settings, Ages 3-5 (SPP 6)

The number of children with IEPs ages 3-5 attending a regular early childhood program or kindergarten and receiving the majority of special education and related services *inside* the regular early childhood program; attending a regular early childhood program or kindergarten and receiving the majority of special education and related services *outside the* special education program (separate class, separate school, or residential facility); or served in another separate environment (home or service provider location) divided by the total number of children with IEPs ages 3-5 reported in October (survey 2). Students attending a regular early childhood program or kindergarten are those who spend any time in a program that includes at least 50 percent children without disabilities. The resulting percentages are reported for **2017-18 through 2019-20**.

Regular Early Childhood Program or Kindergarten Receiving Services Inside the Classroom (6A)

	2017-18	2018-19	2019-20
Santa Rosa	15%	18%	25%
Enrollment Group	30%	26%	27%
SEA	40%	39%	39%

Regular Early Childhood Program or Kindergarten Receiving Services Outside the Classroom

	2017-18	2018-19	2019-20
Santa Rosa	45%	20%	20%
Enrollment Group	11%	10%	9%
SEA	8%	11%	10%

Separate Class, Separate School or Residential Facility (6B)

	2017-18	2018-19	2019-20
Santa Rosa	38%	58%	51%
Enrollment Group	55%	60%	61%
SEA	49%	47%	48%

Home or Service Provider Location

	2017-18	2018-19	2019-20
Santa Rosa	2%	4%	4%
Enrollment Group	3%	3%	2%
SEA	3%	3%	3%

Part C to Part B Transition (SPP 12)

The number of children referred for eligibility determination by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays, divided by the number of children served in Part C and referred to Part B for eligibility determination (not including children determined to be ineligible for Part B prior to age three or children for whom parent refusal to provide consent caused delays in evaluation or initial services). The resulting percentages are reported for **2016-17 through 2018-19**.

IEP Developed and Implemented by 3rd Birthday (SPP 12)

	2016-17	2017-18	2018-19
Santa Rosa	100%	100%	100%
SEA	100%	100%	100%

Secondary Transition IEPs (SPP 13)

The percentage of compliant transition IEPs are calculated by dividing (a) the number of students with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs by (b) the number of youth with an IEP age 16 and above. The resulting percentages are reported for **2016-17 through 2018-19**.

Transition IEPs Found Compliant (SPP 13)

	2016-17	2017-18	2018-19
Santa Rosa	100%	88%	100%
SEA	94%	90%	96%

Discipline Risk Ratios, Ages 3-21 (SPP 4)

Discipline rates for SWD and students without disabilities are calculated by dividing the number of students who received OSS suspensions or expulsions totaling more than 10 days by total-year enrollment as reported at the end of the school year (survey 5). The risk ratio is calculated by dividing the discipline rate of SWD by the discipline rate of students without disabilities. A risk ratio of 1.0 indicates that SWD and students without disabilities are equally likely to be suspended/expelled. The resulting rates are reported for SWD and students without disabilities for three years from **2016-17 through 2018-19** along with risk ratios for SWD.

SWD Suspended/Expelled for Greater than 10 Days

	2016-17	2017-18	2018-19
Santa Rosa	<1%	<1%	<1%
SEA	<1%	<1%	1%

Students without Disabilities, Suspended/Expelled for Greater than 10 Days

	2016-17	2017-18	2018-19
Santa Rosa	<1%	<1%	<1%
SEA	<1%	<1%	1%

Discipline Risk Ratios (4A)

	2016-17	2017-18	2018-19
Santa Rosa	1.11	1.91	0.98
SEA	1.20	1.28	1.22

Discipline Risk Ratios by Race/Ethnicity, Ages 3-21 (SPP 4)

Discipline risk ratios by racial/ethnic group are calculated for SWD by dividing the discipline rate of a specific racial/ethnic group by the rate of all students without disabilities. A risk ratio of 1.0 indicates that, for instance, Hispanic SWD are equally likely to be suspended/expelled as all students without disabilities. The resulting risk ratios are reported for SWD by race/ethnicity for the SEA and LEA during the **2018-19** school year. Blank cells indicate that there are less than 10 SWD for a specific racial/ethnic group suspended/expelled for greater than 10 days.

Discipline Risk Ratios by Race/Ethnicity for 2018-19 (4B)

	SEA	LEA
White	0.95	
Black	2.30	
Hispanic	0.63	
Asian	0.19	
American Indian/Alaskan Native	4.68	
Native Hawaiian/Other Pacific Island		
Two or more races	1.53	

Section Three: Prevalence

Indicators relative to the prevalence of SWD include the percentage of students evaluated within 60 days, student membership by racial/ethnic category, and risk ratios of racial/ethnic groups being identified as SWD.

Evaluation within 60 Days (SPP 11)
The number of students who were evaluated within 60 days of receiving parental consent for the initial evaluation divided by the total number of students with parental consent to evaluate in a given school year. Districts report the total number of eligible children/students ages 3-21 for whom initial evaluations were conducted with parental consent, and the number of children/students who were evaluated within the 60-day timeline and beyond. Data is compiled via a web-based application used by districts. The data are reported for **2016-17 through 2018-19**.

Students Evaluated within 60 Days of Receipt of Parent Consent (SPP 11)

	2016-17	2017-18	2018-19
Santa Rosa	99%	98%	99%
Enrollment Group	99%	99%	99%
SEA	97%	98%	97%

Student Membership by Racial/Ethnic Category
Racial/ethnic membership data for SWD and for all students ages 6-21 are presented for the SEA and LEA as reported in **October 2019** (survey 2).

All Students

	SEA	LEA
White	37%	77%
Black	22%	5%
Hispanic	35%	8%
Asian	3%	2%
American Indian/Alaskan Native	<1%	<1%
Native Hawaiian/Other Pacific Island	<1%	<1%
Two or more races	4%	9%

SWD

	SEA	LEA
White	37%	75%
Black	25%	7%
Hispanic	32%	6%
Asian	1%	<1%
American Indian/Alaskan Native	<1%	<1%
Native Hawaiian/Other Pacific Island	<1%	<1%
Two or more races	4%	10%

Selected Disabilities by Racial/Ethnic Category (SPP 9 and 10)
Racial/ethnic data for students ages 6-21 with a primary disability of SLD, EBD, and those with an intellectual disability (IND) are presented for the SEA and LEA as reported in **October 2019** (survey 2).

SLD, EBD and IND Students

	LEA All Students	LEA SWD	SEA SLD	LEA SLD	SEA EBD	LEA EBD	SEA IND	LEA IND
White	77%	75%	34%	75%	35%	70%	31%	73%
Black	5%	7%	27%	8%	38%	5%	36%	10%
Hispanic	8%	6%	35%	6%	21%	2%	27%	6%
Asian	2%	<1%	<1%	<1%	<1%	<1%	2%	3%
American Indian/Alaskan Native	<1%	<1%	<1%	<1%	<1%	2%	<1%	1%
Native Hawaiian/Other Pacific Island	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Two or more races	9%	10%	3%	9%	5%	22%	3%	7%

Risk Ratios for Students Placed in Exceptional Education
The risk that students of a given race will be identified as a SWD or a student in selected disability categories when compared to students of all other races. A risk ratio of 1.0 indicates the students of a given race are equally likely as all other races combined to be identified as SWD. The data are presented for all SWD who are identified with the following exceptionalities: IND, EBD, SLD, autism spectrum disorder (ASD), a speech or language impairment (SI-LI), other health impairment (OHI), or a homebound or hospitalized (HH) student. The data are presented for the LEA and the SEA as reported in **October 2019** (survey 2). A blank cell indicates less than 10 students of a specific race/ethnicity with the given disability.

SEA

	IND	EBD	ASD	SI-LI	OHI-HH	SLD	SWD
White	0.78	0.94	1.05	1.29	1.24	0.88	1.02
Black	2.03	2.21	0.84	1.04	1.00	1.32	1.20
Hispanic	0.72	0.49	1.06	0.76	0.87	1.01	0.90
Asian	0.64	0.11	1.07	0.60	0.26	0.28	0.49
American Indian/Alaskan Native	1.09	1.03	0.88	1.12	0.89	1.19	1.05
Native Hawaiian/Other Pacific Island	0.66	0.55	0.81	0.96	0.54	0.68	0.73
Two or more races	0.85	1.42	1.06	1.09	1.01	0.89	0.99

Santa Rosa

	IND	EBD	ASD	SI-LI	OHI-HH	SLD	SWD
White	0.80	0.68	0.93	0.89	1.08	0.91	0.90
Black	2.14		0.99	1.45	1.07	1.68	1.48
Hispanic	0.76		1.11	0.87	0.75	0.75	0.83
Asian				0.54			0.63
American Indian/Alaskan Native				1.84		2.09	2.00
Native Hawaiian/Other Pacific Island							1.27
Two or more races	0.86	2.87	1.03	1.15	1.06	1.10	1.14

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
Santa Rosa	78%	92%	85%
Enrollment Group	71%	84%	77%
SEA	73%	83%	81%

Grades K-12

	2016-17	2017-18	2018-19
Santa Rosa	83%	83%	80%
Enrollment Group	80%	82%	81%
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.

The data included in the charts below identify the risk ratio for each CCEIS category and identified

subgroups. If a cell is *blank*, there were less than 10 SWD for the identified subgroup; therefore, a risk ratio could not be calculated. Risk ratios that contain an *asterisk* * indicate there were less than 30 SWD in the comparison group, and an alternate risk ratio (state data) was used in the calculation.

CCEIS Discipline

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**.

CCEIS Discipline Risk Ratios - ISS less than or equal to 10 days

Race/Ethnicity	2016-17		2017-18		2018-19	
	SEA	LEA	SEA	LEA	SEA	LEA
White	0.78	0.67	0.83	0.75	0.82	0.76
Black or African American	1.81	2.18	1.71	1.79	1.75	1.98
Hispanic/Latino	0.73	1.00	0.71	0.75	0.70	0.65
Asian	0.24		0.27		0.28	
American Indian or Alaska Native	0.95		1.08		1.04	
Native Hawaiian or Other Pacific Islander	0.79		0.77		0.97	
Two or More Races	1.07	1.04	1.11	1.30	1.12	1.13

CCEIS Discipline Risk Ratios - ISS more than 10 days

Race/Ethnicity	2016-17		2017-18		2018-19	
	SEA	LEA	SEA	LEA	SEA	LEA
White	0.60		0.68	0.55*	0.69	
Black or African American	2.77		2.48		2.48	
Hispanic/Latino	0.57		0.56		0.51	
Asian						
American Indian or Alaska Native			1.65			
Native Hawaiian or Other Pacific Islander						
Two or More Races	0.88		1.01		1.32	

CCEIS Discipline Risk Ratios - OSS less than or equal to 10 days

Race/Ethnicity	2016-17		2017-18		2018-19	
	SEA	LEA	SEA	LEA	SEA	LEA
White	0.80	0.76	0.86	0.74	0.87	0.86
Black or African American	2.01	1.50	1.89	1.82	1.83	1.32
Hispanic/Latino	0.60	1.15	0.59		0.60	0.60
Asian	0.26		0.27		0.28	
American Indian or Alaska Native	0.94		1.01		0.96	
Native Hawaiian or Other Pacific Islander	0.71		0.79		0.78	
Two or More Races	1.15	1.15	1.19	1.33	1.21	1.50

CCEIS Discipline Risk Ratios - OSS more than 10 days

Race/Ethnicity	2016-17		2017-18		2018-19	
	SEA	LEA	SEA	LEA	SEA	LEA
White	0.66		0.74	0.62*	0.70	
Black or African American	2.92		2.75		2.75	
Hispanic/Latino	0.42		0.39		0.43	
Asian			0.32			
American Indian or Alaska Native					1.54	
Native Hawaiian or Other Pacific Islander						
Two or More Races	1.37		1.16		1.27	

CCEIS Total Disciplinary Removals (ISS, OSS and Expulsion)

Race/Ethnicity	2016-17		2017-18		2018-19	
	SEA	LEA	SEA	LEA	SEA	LEA
White	0.76	0.56	0.80	0.62	0.80	0.61
Black or African American	2.07	2.15	2.05	2.30	2.06	2.16
Hispanic/Latino	0.61	0.88	0.58	0.62	0.57	0.70
Asian	0.19		0.20		0.22	0.96
American Indian or Alaska Native	0.94		1.12	1.68	1.01	1.80
Native Hawaiian or Other Pacific Islander	0.83		0.70		0.68	
Two or More Races	1.12	1.72	1.20	1.53	1.23	1.60

CCEIS Identification

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, OHI, 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**.

All SWD

Race/Ethnicity	2017-18		2018-19		2019-20	
	SEA	LEA	SEA	LEA	SEA	LEA
White	1.02	0.87	1.02	0.89	1.02	0.90
Black or African American	1.18	1.54	1.18	1.53	1.20	1.48
Hispanic/Latino	0.91	0.90	0.91	0.85	0.90	0.83
Asian	0.50		0.49	0.59	0.49	0.63
American Indian or Alaska Native	1.04	1.75	1.08	1.87	1.05	2.00
Native Hawaiian or Other Pacific Islander	0.69		0.69	1.18	0.73	1.27
Two or More Races	0.98	1.14	1.00	1.12	0.99	1.14

ASD

Race/Ethnicity	2017-18		2018-19		2019-20	
	SEA	LEA	SEA	LEA	SEA	LEA
White	1.13	1.00	1.09	0.95	1.05	0.93
Black or African American	0.79		0.81	1.12	0.84	0.99
Hispanic/Latino	1.03		1.05	1.15	1.06	1.11
Asian	1.05		1.05		1.07	
American Indian or Alaska Native	0.82		0.76		0.88	
Native Hawaiian or Other Pacific Islander	0.62		0.77		0.81	
Two or More Races	1.07	1.23	1.08	1.01	1.06	1.03

EBD

Race/Ethnicity	2017-18		2018-19		2019-20	
	SEA	LEA	SEA	LEA	SEA	LEA
White	0.96	0.57	0.97	0.72	0.94	0.68
Black or African American	2.10		2.10		2.21	
Hispanic/Latino	0.52		0.51		0.49	
Asian	0.08		0.10		0.11	
American Indian or Alaska Native	1.13		1.23		1.03	
Native Hawaiian or Other Pacific Islander			0.46		0.55	
Two or More Races	1.32	2.62	1.37	2.07	1.42	2.87

IND

Race/Ethnicity	2017-18		2018-19		2019-20	
	SEA	**LEA**	**SEA**	**LEA**	**SEA**	**LEA**
White	0.77	0.83	0.78	0.77	0.78	0.80
Black or African American	1.98	1.97	1.97	2.11	2.03	2.14
Hispanic/Latino	0.74	1.03	0.73	0.94	0.72	0.76
Asian	0.65		0.64		0.64	
American Indian or Alaska Native	1.15		1.22		1.09	
Native Hawaiian or Other Pacific Islander	0.67		0.67		0.66	
Two or More Races	0.81	0.78	0.84	0.90	0.85	0.86

OHI

Race/Ethnicity	2017-18		2018-19		2019-20	
	SEA	**LEA**	**SEA**	**LEA**	**SEA**	**LEA**
White	1.29	1.17	1.27	1.06	1.24	1.08
Black or African American	1.02		0.97	1.23	1.00	1.07
Hispanic/Latino	0.84		0.86	0.84	0.87	0.75
Asian	0.26		0.26		0.26	
American Indian or Alaska Native	0.95		0.97		0.89	
Native Hawaiian or Other Pacific Islander	0.54		0.49		0.54	
Two or More Races	1.01		1.01	0.99	1.01	1.06

SI/LI

Race/Ethnicity	2017-18		2018-19		2019-20	
	SEA	**LEA**	**SEA**	**LEA**	**SEA**	**LEA**
White	1.27	0.80	1.28	0.87	1.29	0.89
Black or African American	1.06	1.81	1.02	1.49	1.04	1.45
Hispanic/Latino	0.78	0.94	0.77	0.84	0.76	0.87
Asian	0.62		0.60	0.61	0.60	0.54
American Indian or Alaska Native	1.03		1.09		1.12	1.84
Native Hawaiian or Other Pacific Islander	0.83		0.93		0.96	
Two or More Races	1.10	1.25	1.11	1.25	1.09	1.15

SLD

Race/Ethnicity	2017-18		2018-19		2019-20	
	SEA	**LEA**	**SEA**	**LEA**	**SEA**	**LEA**
White	0.88	0.93	0.87	0.91	0.88	0.91
Black or African American	1.34	1.87	1.30	1.79	1.32	1.68
Hispanic/Latino	1.04	0.82	1.03	0.72	1.01	0.75
Asian	0.27		0.28		0.28	
American Indian or Alaska Native	1.13		1.19		1.19	2.09
Native Hawaiian or Other Pacific Islander	0.65		0.61		0.68	
Two or More Races	0.87	0.88	0.88	0.98	0.89	1.10

CCEIS Placement

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**.

Separate Class Placement (Inside Regular Class Less than 40 Percent of the Day)

Race/Ethnicity	2017-18		2018-19		2019-20	
	SEA	**LEA**	**SEA**	**LEA**	**SEA**	**LEA**
White	0.83	0.96	0.82	0.97	0.82	0.91
Black or African American	1.22	0.91	1.23	0.94	1.22	1.23
Hispanic/Latino	1.00	1.00	0.98	1.12	0.99	1.02
Asian	1.33		1.50		1.53	
American Indian or Alaska Native	0.88		0.88		0.83	
Native Hawaiian or Other Pacific Islander	0.94		0.90		1.12	
Two or More Races	0.99	1.12	1.06	1.07	1.04	1.00

Other Separate Environments (Separate Schools and Residential Facilities)

Race/Ethnicity	2017-18		2018-19		2019-20	
	SEA	**LEA**	**SEA**	**LEA**	**SEA**	**LEA**
White	1.20	0.37*	1.22	1.16	1.21	0.25*
Black or African American	1.11		1.07		1.08	
Hispanic/Latino	0.70		0.72		0.72	
Asian	1.39		1.44		1.45	
American Indian or Alaska Native	1.27		1.30		0.92	
Native Hawaiian or Other Pacific Islander	1.12		1.07		0.79	
Two or More Races	1.01		0.98		1.02	

Every Student Succeeds Act (ESSA)

ESSA was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. The state's ESSA plan preserves the focus on increased student achievement and includes details on the added federal calculation to satisfy ESSA requirements, which includes accountability provisions for the inclusion of English Language Learner proficiency as a separate accountability indicator; additional focus on the reporting of subgroups' performances; additional federal school improvement designations and support; and a revamped public report card of state, district and school data.

In addition, ESSA limits the percentage of students that an SEA 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 SEA for each subject. While there is a limit on the percentage of students statewide who may take the AA-AAAS, there is no such limit among LEAs. However, 34 C.F.R. §200.6(c)(3)(ii) and (iv) require 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 SEA must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student.

The 1.0 percent cap is the number of SWD taking the FSAA in grades tested divided by the overall total students in grades tested. This data is provided by the Division of Accountability Research and Measurement.

Percent of SWD Participating in the AA-AAAS

Subject	2016-17		2017-18		2018-19	
	SEA	LEA	SEA	LEA	SEA	LEA
ELA	1.4	1.6	1.4	1.4	1.5	1.4
Math	1.4	1.5	1.5	1.5	1.6	1.5
Science	NA	N/A	1.5	1.5	1.6	1.1

Section Six: 2020 Performance Report
Santa Rosa

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**.**	79.73%	62.3%	Yes
2. Dropout Rate* 2017-18	Percent of students with IEPs dropping out.	9.39%	10.0%	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**.	97.38%	99.0%	No
	3B. Percent of students with IEPs in grades three through ten that **participate** in statewide assessment for **math**.	97.94%	99.0%	No
	3C. Percent of students with IEPs in grades three through ten that demonstrate **proficiency** in **reading**.	29.79%	66.0%	No
	3C. Percent of students with IEPs in grades three through ten that demonstrate **proficiency** in **math**.	36.77%	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.**	1.91	< 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 Two* 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.	79.40%	85.0%	No
	5B. Percent of students with IEPs aged 6 to 21 years served inside regular class less than 40% of the day**.**	16.03%	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.	1.25%	1.0%	No
6. LRE, children aged 3-5	6A. Percent of children with disabilities aged 3 to 5 attending regular early childhood program and receiving the majority of special education and related services in a regular early childhood program.	18.00%	50.0%	No
	6B. Percent of children with disabilities aged 3 to 5 attending a separate special education class, separate school, or residential facility**.**	58.09%	45.3%	No
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.	62.50%	73.6%	No

SPP Indicator	Description	LEA Data	SEA Target	Target Met
	7B(1) Percent of children with disabilities, aged 3 to 5, who entered preschool below grade expectations and increased their growth in acquisition and use of knowledge and skills by the time they exited the preschool program.	67.21%	73.9%	No
	7C(1) Percent of children with disabilities, aged 3 to 5, who entered preschool below grade expectations and increased their growth in use of appropriate behaviors to meet their needs by the time they exited the PK program.	58.14%	64.5%	No
	7A(2) Percent of children with disabilities, aged 3 to 5, who were functioning within age expectations in positive social emotional skills by the time they turned 6 years of age or exited the preschool program.	65.00%	84.9%	No
	7B(2) Percent of children with disabilities, aged 3 to 5, who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the preschool program.	66.25%	78.9%	No
	7C(2) Percent of children with disabilities, aged 3 to 5, who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the preschool program.	75.00%	82.0%	No
8. Parent Involvement	Percent of parents with a **preschool** child receiving special education services that reported schools facilitating parent involvement as a means of improving services and results for students with IEPs.	85.2%	85.0%	Yes
	Percent of parents with a student in grades **K through 12** receiving special education services that reported schools facilitated parent involvement as a means of improving services and results for students with IEPs.	80.2%	85.0%	No
9. Disproportionate representation in special education	Risk Ratio with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification. Refer to *Section Three* in the LEA Profiles for actual data.		0%	Yes
10. Disproportionate representation in specific disability categories	Risk Ratio with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification. Refer to *Section Three* in the LEA Profiles for actual data.		0%	Yes
11. Evaluation within 60 days	Percent of students referred, with parental consent, for evaluation who were evaluated within 60 calendar days of receiving parental consent for initial evaluation.	98.69%	100.0%	No
12. Part C Children eligible for Part B who have IEPs developed and implemented by their third birthday.	Percent of children served and referred by Part C prior to age 3, who were found eligible for Part B, and have an IEP developed and implemented by their third birthday.	100.00%	100.0%	Yes
13. Transition IEP compliance	Percent of students with a disability aged 16 and above who have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.	100.00%	100.0%	Yes
14. Post-school outcomes*	14A. Percent of students who exited secondary school in 2017-18 and had an IEP in effect at the time they left school, were found enrolled in higher education within one year of leaving high school.	20.87%	39.0%	No
	14B. Percent of students who exited secondary school in 2017-18 and had an IEP in effect at the time they left school, were found enrolled in higher education or were competitively employed within one year of leaving high school.	56.52%	52.0%	Yes
	14C. Percent of students who exited secondary school in 2017-18 and had an IEP in effect at the time they left school, were found enrolled in higher education or in some other postsecondary education or training program; or were competitively employed or in some other employment within one year of leaving high school.	66.96%	69.0%	No

*Lagged Data