

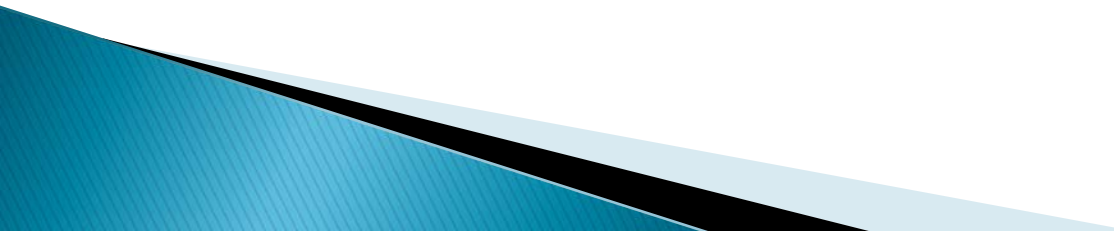
# **SPP/APR and LEA Profile Data**

Administrators' Management Meeting  
September 12, 2012

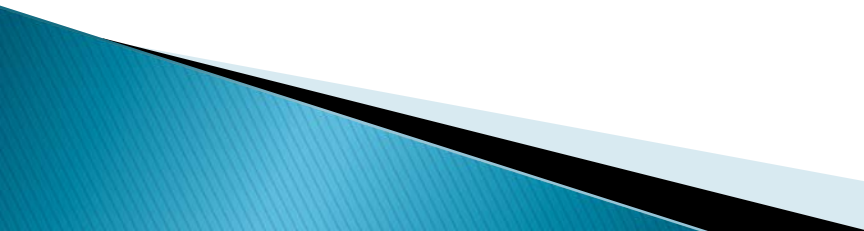
# Remember

- ▶ Data is one of your best critical friend
- ▶ You don't have to be a statistician or a data geek to understand and use data
- ▶ Inaccurate data leads to inaccurate conclusions
- ▶ The Calculation Guide might be your new best friend 😊

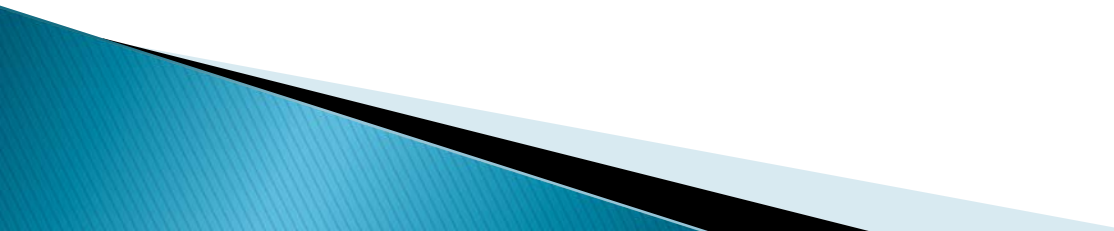
# Data Sources

- ▶ Most of the data in your LEA profile comes from data reported by your district to the state student data base.
  - ▶ **IMPORTANT** – your data in your district is “live” – the data we use is “point in time” based on when it is submitted in formats through surveys
  - ▶ Pages 1-4 in the Calculation Guide
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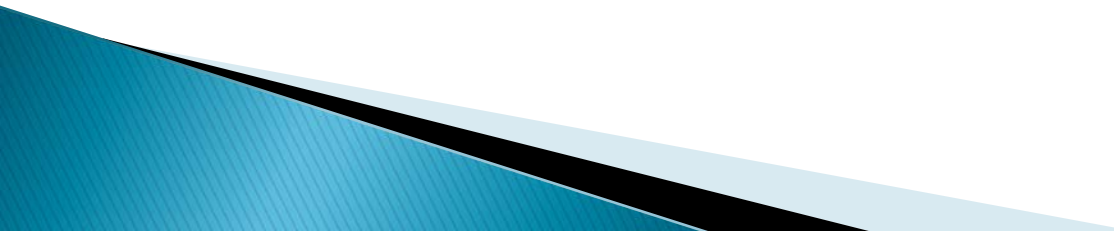
# Data Sources

- ▶ Challenges/Considerations
    - Six months to update state student database versus when we have to pull the data
    - Who enters the data in your district?
    - Who monitors your data?
    - How good is your working relationship with your IS folks?
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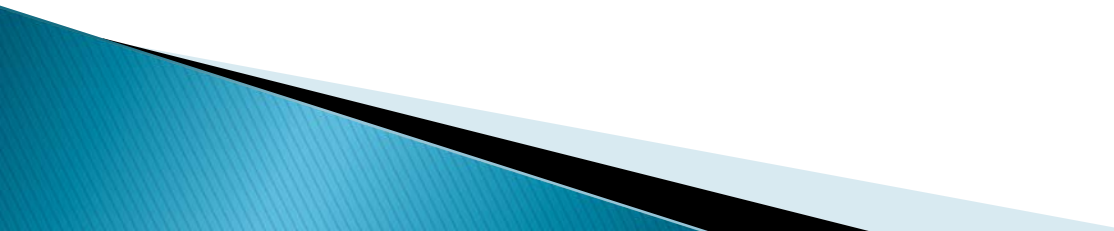
# Using Trend Data

- ▶ Provides a gross indicator of progress
  - ▶ Allows you to consider if activities/strategies you have put into place are making an impact
  - ▶ Challenges/considerations
    - Changing definitions that disrupt the trend line
    - “lagged data”
    - Long-term indicators may take longer to show change – “how long is long enough?”
- 

# Indicators: It's All Related

- ▶ Early Childhood Transition
  - ▶ Educational Environment for children ages 3-5
  - ▶ Preschool Outcomes
  - ▶ Educational Environment for students ages 6-21
  - ▶ Suspension/Expulsion
  - ▶ Assessment Results
- 

# Indicators: It's All Related

- ▶ Secondary transition IEP
  - ▶ Dropout rate
  - ▶ Graduation rate
  - ▶ Post-school Outcomes
  
  - ▶ 60 day timeline
  - ▶ Disproportionate Representation
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# Using Data for Goal Setting and Resource Allocation

- ▶ Problem Solving
  - Where do you want to focus your time and resources?



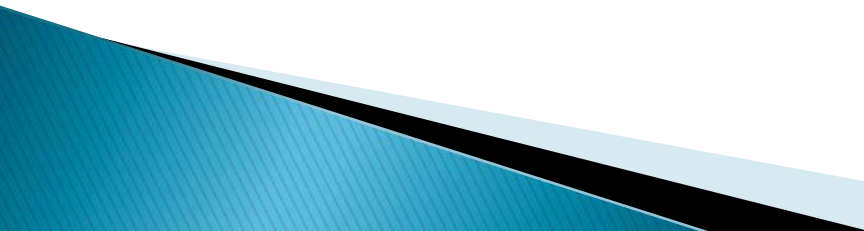
# Indicator 1: Graduation Rate

- ▶ 3 rates in the profile
  - Federal Uniform Rate
  - NCLB Rate (will go away) – we may replace with 5 year rate in LEA profile
  - Standard Diploma Rate

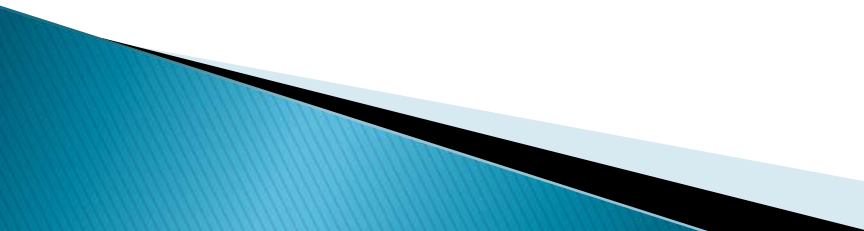
# Indicator 1: Graduation Rate

- ▶ Numerator = the number of standard diploma graduates from the list below
- ▶ Denominator = the number of first-time ninth graders with disabilities in membership during fall 2007 **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 FAPE or seek a standard diploma.

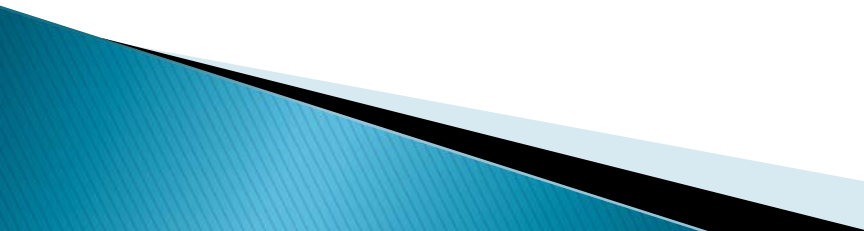
# Indicator 2: Dropout Rate

- ▶ Numerator = Unduplicated count of students for whom a dropout withdrawal reason code was reported
  - ▶ Denominator = Total grade 9-12 total enrollment, including DNEs (students who were expected to enroll but did not). Total enrollment includes all students who were in attendance at any time during the school year
  - ▶ Page 7 in the Calculation Guide
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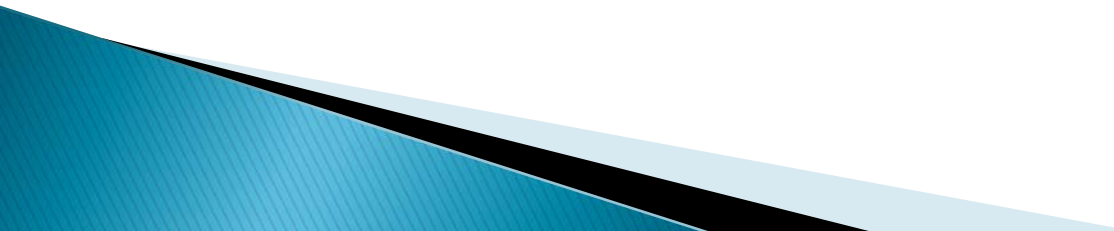
# Indicator 2: Dropout Rate

- ▶ Federal proposal is now under review to change this calculation
  - ▶ Data Source will be exit data reported to USDOE
  - ▶ Numerator: number of students exiting special education as a dropout
  - ▶ Denominator: number of students exiting special education minus students dismissed, deceased, and known to be continuing education
  - ▶ Impact: Using 2010-11 data Florida's dropout percentage would increase to 22%
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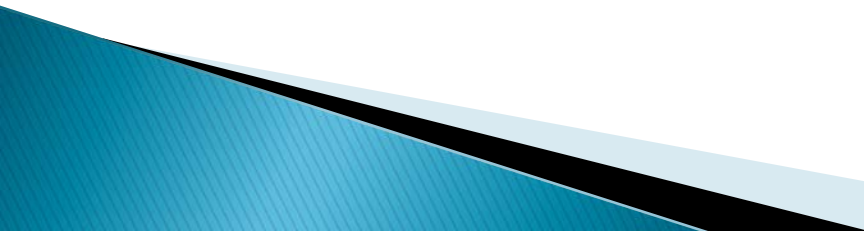
# Indicator 3: Statewide Assessments

- ▶ *3A: Percent of districts meeting the State's AMO objectives for progress for disability subgroup (calculated separately for reading and math)*
  - ▶ Numerator = number of districts that met state AMO targets for students with disabilities subgroup
  - ▶ Denominator = total number of districts
  - ▶ Page 8 in the Calculation Guide
- 

# Indicator 3: Statewide Assessments

- ▶ *3B: Participation Rate (calculated separately for reading and math)*
  - ▶ Numerator = number of students with disabilities participating in statewide assessment
  - ▶ Denominator = number of students with disabilities enrolled during the assessment window
- 

# Indicator 3: Statewide Assessments

- ▶ *3C: Proficiency rate (calculated separately for reading and math)*
  - ▶ Numerator = number of students with disabilities enrolled for a full academic year who took a statewide assessment and scored proficient or higher
  - ▶ Denominator = number of students with disabilities enrolled for a full academic year
- 

# Indicator 4: Discipline

- ▶ *4A: Risk ratio of SWD compared to nondisabled students*
- ▶ Numerator = risk for SWD of being suspended/expelled for >10 days (SWD that were suspended/ expelled for >10 cumulative days **divided by** the total year enrollment of SWD)  $\div 100$
- ▶ Denominator = risk for nondisabled students of being suspended/expelled for >10 days (nondisabled students that were suspended/expelled for >10 cumulative days **divided by** the total year enrollment of nondisabled students)  $\div 100$



# Indicator 4: Discipline

- ▶ *4B: Risk ratio of SWD by race compared to nondisabled students*
- ▶ Numerator = The risk for SWD from a specific racial/ethnic group of being suspended/expelled for >10 days (for instance, Hispanic SWD suspended/expelled for > 10 cumulative days **divided by** the total year enrollment for all Hispanic SWD) 100
- ▶ Denominator = The risk for all nondisabled students of being suspended/expelled for > 10 days (for instance, all nondisabled students suspended/expelled for > 10 cumulative days **divided by** the total year enrollment for all nondisabled students) 100

# Indicator 4: Discipline

- ▶ ***4B: Review of Policies, Procedures and Practices***
  - Compliance with requirements:
    - Development and implementation of IEPs
    - Use of positive behavioral interventions and supports
    - Procedural safeguards

# Indicator 5: LRE ages 6-21

- ▶ *5A Served inside the regular class 80% or more of the day*
- ▶ Numerator = SWD ages 6-21 (1) coded Z for element Exceptional Student, IDEA Educational Environments and (2) Time with Nondisabled Peers divided by Time, total School Week equals 80% or more.
- ▶ Denominator = SWD ages 6-21 except for parentally-placed private school students and students served in corrections (Department of Juvenile Justice educational facilities)
- ▶ Page 11 in the Calculation Guide

# Indicator 5: LRE ages 6-21

- ▶ *5B: Served inside the regular class less than 40% of the day*
- ▶ Numerator = SWD ages 6-21 (1) coded Z for element Exceptional Student, IDEA Educational Environments and (2) Time with Nondisabled Peers divided by Time, total School Week is less than 40%.
- ▶ Denominator = all SWD ages 6-21 except for parentally-placed private school students and students served in corrections (Department of Juvenile Justice educational facilities)

# Indicator 5: LRE ages 6-21

- ▶ *5C: Served in public or private separate schools, residential placements, or homebound or hospital placements*
- ▶ Numerator = SWD (placed by the district\*) who are coded D, E, F, G, or H for element Exceptional Student, IDEA Educational Environments
- ▶ Denominator = all SWD except for parentally-placed private school students and students served in corrections (DJJ educational facilities)

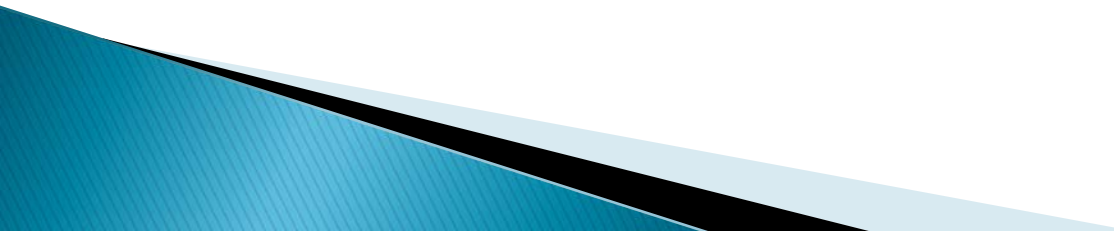
# Indicator 6: LRE, Ages 3-5

- ▶ *6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program*
- ▶ Numerator = SWD ages 3-5 coded K for the element Exceptional Student, IDEA Educational Environments.
- ▶ Denominator = all SWD ages 3-5 except for parentally-placed private school students
- ▶ Page 12 in Calculation Guide

# Indicator 6: LRE, Ages 3-5

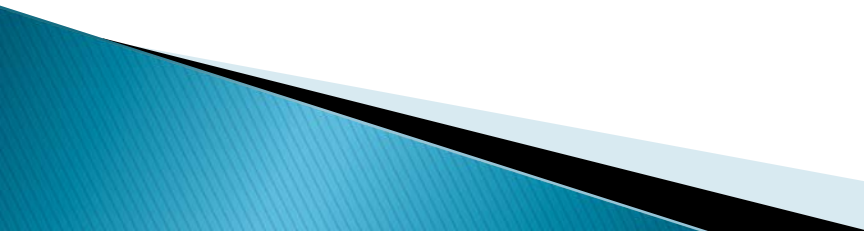
- ▶ *6B: Served in separate special education class, separate school, or residential facility*
- ▶ Numerator = SWD ages 3-5 who are coded L, S, or B for element Exceptional Student, IDEA Educational Environments
- ▶ Denominator = all SWD ages 3-5 except for parentally-placed private school students

# Indicator 7: Preschool Outcomes

- ▶ Examined for each outcome area: positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs
  - ▶ Page 13-14 in the Calculation Guide
- 



# Indicator 8: Parent Survey

- ▶ *Separate surveys for preschool and K-12*
  - ▶ Numerator = Total number of respondents that met or exceeded the cut point score established for parents' favorable perceptions of schools facilitating their involvement.
  - ▶ Denominator = Total number of respondents to the parent survey multiplied by 100
  - ▶ Page 15 in the Calculation Guide
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# Indicator 9: Disproportionality

- ▶ *Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.*
- ▶ *Example: Risk ratio calculation for Hispanic students*
- ▶ Numerator = (Number of Hispanic SWD divided by total number of Hispanic students from fall membership brief) times 100.
- ▶ Denominator = (Number of all SWD other than Hispanic divided by total number of all other than Hispanic students from fall membership brief) times 100.
- ▶ Page 16-17 in the Calculation Guide

# Indicator 10: Disproportionality in Specific Disability Categories

- ▶ Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
  - intellectual disabilities
  - specific learning disabilities
  - emotional/behavioral disabilities
  - speech or language impairments
  - other health impairments
  - autism spectrum disorders

# Indicator 10: Disproportionality in Specific Disability Categories

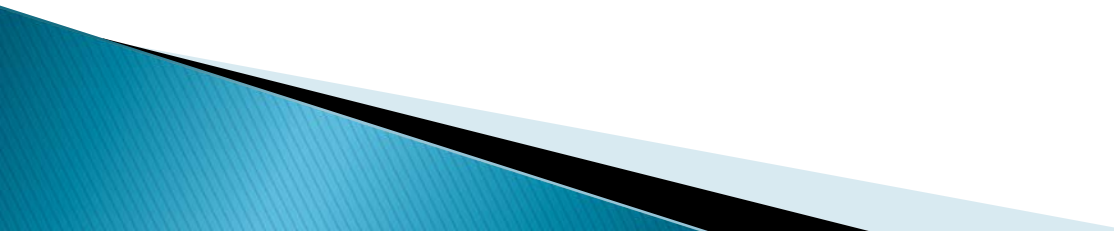
- ▶ *Risk ratio calculation for Hispanic students identified as SLD*
- ▶ Numerator = (Number of Hispanic students identified as SLD divided by total number of Hispanic students from fall membership brief) times 100
- ▶ Denominator = (Number of students identified as SLD who are other than Hispanic divided by total number of all other than Hispanic students from fall membership brief) times 100

▶ Page 18-19 in the Calculation Guide

# Indicator 11: 60-Day Timeline

- ▶ *Collected via web-based reporting*
- ▶ Numerator = Total number of initial evaluations completed within the 60-day timeline
- ▶ Denominator = Total number of students with parent consent for an evaluation multiplied by 100
- ▶ Page 20 in the Calculation Guide

# Indicator 12: Part C to Part B

- ▶ DOE matches data from DOH Early Steps with DOE end-of-year data and October data of the following year
  - ▶ Districts are asked to verify data sets and code all unmatched records through a web-based verification process
  - ▶ Page 21-22 in the Calculation Guide
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# Indicator 12: Part C to Part B

- ▶ Using final data sets DOE calculates
  - a. # of children who have been served in Part C and referred to Part B for eligibility determination.
  - b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
  - c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
  - d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
  - e. # of children who were referred to Part C less than 90 days before their third birthdays.

# Indicator 13: Secondary Transition

- ▶ *Uses the General Supervision Website for students ages 16+*
- ▶ Numerator = Number of student records where item T-16 on the SPP 13 – Secondary Transition Age 16 protocol was marked “no”
- ▶ Denominator = Total number of student records where item T-16 on the SPP 13 – Secondary Transition Age 16 was applicable
- ▶ Page 23 in the Calculation Guide

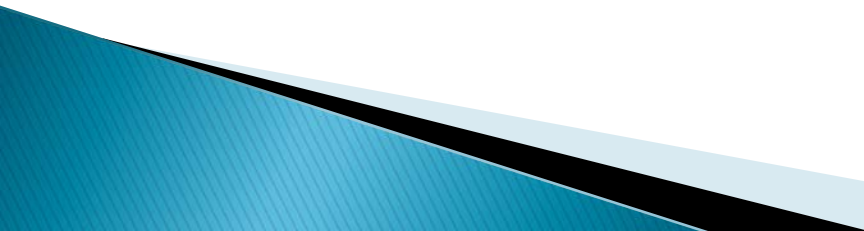


# Indicator 14: Postschool Outcomes

- ▶ Using data provided by Florida Education Training Placement Information Program (FETPIP) for youth no longer in secondary school who had IEPs in effect at the time they left school and were:
  - A. Enrolled in higher education within one year of leaving high school
  - B. Enrolled in higher education or competitively employed within one year of leaving high school
  - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

▶ Page 24 in the Calculation Guide

# Indicator 15: Correction of Noncompliance

- ▶ For a given fiscal year, all findings of noncompliance identified are reviewed to determine whether these findings of student-specific noncompliance were corrected and each district demonstrated correct implementation of the targeted standard(s) within one calendar year from the date the district was formally notified of the noncompliance.
  - ▶ Page 25 in the Calculation Guide
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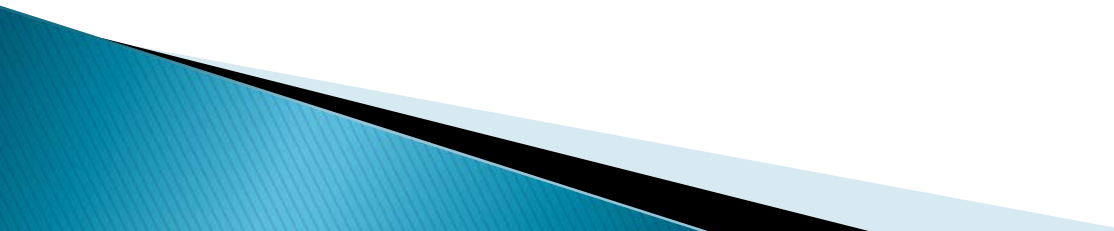
# Indicator 20: Valid and Reliable Data

- ▶ Districts evaluated based on:
  - established due dates for:
    - Submission of survey data
    - 60-day timeline
    - Indicator 12 data verification activities
    - Correction of noncompliance
  - accurate data
    - Correcting LRE data in response to data verification requests
  
- ▶ Page 26 in Calculation Guide

# Indicator 20: Valid and Reliable Data

- ▶ Data verification addition for 2012-13
  - During the implementation of new elements in the school grading system we found multiple errors in reporting students as enrolled in separate school in the IDEA Educational Environment data element when their enrolled school was a typical elementary, middle or high school.
  - We will ask districts to verify/correct this data during state processing of survey 2 in October.

# The only constant in life is change

- ▶ OSEP shift to Results Driven Accountability
  - ▶ Assessment Results?
  - ▶ Impact on Federal and State Monitoring systems?
  - ▶ Changes to the LEA profile?
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# Thank You

Karen Denbroeder  
Bureau of Exceptional Education and Student  
Services  
(850) 245-0475  
[Karen.denbroeder@fldoe.org](mailto:Karen.denbroeder@fldoe.org)