

## Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

### General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

#### Overview of Issue/Description of System or Process:

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), Dispute Resolution and Monitoring Section assumes primary responsibility for the exceptional student education (ESE) monitoring and dispute resolution functions for the state's 75 school districts.

#### Monitoring System

The bureau implements a leveled (tiered) system of compliance monitoring. All districts participate in an annual self-assessment process. Based on specific criteria and data analyzed each year, some districts participate in an on-site monitoring and technical assistance visit.

Districts participate in Level 1 monitoring by completing web-based self-assessment protocols related to selected ESE procedures. In addition, some districts may be required to complete additional self-assessment(s) in Level 2 monitoring by completing indicator-specific "focused" protocols. Level 2 monitoring may coincide with Level 1 monitoring. On-site monitoring and technical assistance for selected districts (Level 3) is conducted in addition to Level 1 and any required Level 2 activities.

#### Self-Assessment

A self-assessment process that comprises both basic (Level 1) and focused (Level 2) components has been established to ensure that school districts comply with all applicable laws, regulations and state statutes and rules, while focusing on student outcomes. The bureau has developed web-based compliance protocols to align with selected indicators using Office of Special Education Programs (OSEP) *Part B SPP/APR Related Requirements* document. The specific standards (i.e., regulatory requirements) OSEP determined to relate most directly to each priority area and indicator under Individuals with Disabilities Education Act (IDEA), as well as Florida-specific statutes and rules, are incorporated into the protocols, which include the citations for each standard.

Self-assessment is the process whereby districts undertake the review of critical components of their ESE programs. Districts are responsible for conducting the self-assessment and for identifying and reporting on required corrective actions. Information from these protocols is submitted to the bureau via the ESE General Supervision Website (GSW). Corrective action plans and correction of noncompliance findings are also reported and tracked via this website.

#### Validation

An effective system of general supervision requires that monitoring procedures and protocols are consistent to ensure the integrity of the process. The bureau implements a validation process as a means through which bureau staff validate the accuracy of data obtained from the district's self-assessment.

#### On-Site Monitoring/Technical Assistance (Level 3)

The purposes of the on-site monitoring and technical assistance process include the following:

1. Support districts in their efforts to improve results that ensure that all students with disabilities graduate college and career ready by reducing barriers to equity and access.
2. Monitor compliance with related IDEA regulations and corresponding state rules to include state statutory requirements related to the use of restraint and seclusion.

#### Criteria for Selection of Districts

For 2013-2014, 22 districts were selected for on-site monitoring and technical assistance based on four key indicators closely associated with equity and access to appropriate education.

Those indicators include:

1. Identification as a district that is required to set aside 15 percent of the IDEA, Part B funds for early intervening services based on data reflecting disproportionate representation
2. District performance regarding
  - o Percentage of students with disabilities graduating with a standard high school diploma
  - o Percentage of students with individual educational plans (IEPs) dropping out of high school
  - o Rates of suspension and expulsion for students with IEPs
  - o Percentage of students served in the regular education environment
  - o Postsecondary outcomes
3. Disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.
4. Reported incidents of restraint or seclusion.

**Key components of the bureau's on-site monitoring and technical assistance process include:**

1. Examination of multiple data sources to guide the data-based planning and problem-solving process to include
  - o Selection of districts with the greatest need for monitoring and technical assistance of compliance in targeted areas
  - o Pre-visit, on-site and follow-up activities
2. Development of a state-level support team for each selected district composed of a variety of personnel, including:
  - o Bureau staff members
  - o Other FDOE personnel
  - o Discretionary project staff
3. Inclusion of specific discretionary project staff in the monitoring and technical assistance process for the purpose of coordinating continued long-term support, interventions and professional development based on the primary focus area of the project and the corresponding primary needs of the districts
4. Provision of technical assistance regarding the data-based planning and problem-solving process to ensure that districts have the supports, skills and knowledge needed to implement district action plans
5. Involvement that will be sustained over time by both bureau and select discretionary project staff for the purpose of:
  - o Monitoring fidelity of the implementation of district plans
  - o Evaluating the effectiveness of actions taken through the achievement of specific district goals and positive changes in district outcome data

Additional sources of information regarding the bureau's monitoring process may be found at <http://fldoe.org/academics/exceptional-student-edu/monitoring>.

## Dispute Resolution

The responsibilities and activities of the Dispute Resolution Section also include the following: facilitation of informal resolution at the local level, provision of state sponsored mediation, provision of state-sponsored facilitated IEP process, investigation of formal state complaints and oversight of the due process hearing system. On a daily basis, bureau staff respond to parent calls and written correspondence regarding concerns related to the education of children with disabilities and facilitate communication between the parents and the districts. Information and resources are also provided to parents and districts to assist in the resolution of the issues. When the issues cannot be resolved informally at the local level, parents may request state-sponsored mediation, file a formal state complaint or request a due process hearing.

**Mediation:** Mediation requests are received and processed by bureau staff with contracted mediators. State-sponsored mediation is provided at no cost to the parents or the district. Formal complaints are investigated by bureau staff who offer mediation and early resolution to the complainants and the districts as an alternative remedy. If both parties agree to mediation, the complaint investigation is placed in abeyance pending the outcome of the mediation process (which usually takes place within two weeks of the request). If the parties agree to early resolution, the complainant and the district attempt to reach agreement regarding the issues of the formal complaint. If agreement is reached, the bureau must approve and enforce the agreement.

**State Complaint:** For formal complaints that proceed to full investigation, both parties are provided an opportunity to submit documentation regarding the complainant's allegations and the district's response. Following review of documentation and other inquiry activities that may include telephone interviews, records reviews or on-site visits, a report is issued with findings of fact, conclusions, reasons for the decision and recommendations, required actions or corrective action(s), as appropriate. A due process hearing may be requested in addition to a request for mediation or the filing of a formal complaint. If all three are requested, the mediation occurs first (if both parties agree to mediate). If the complaint issues are the same as the issues to be addressed in the due process hearing, the complaint inquiry is placed in abeyance pending the outcome of the due process hearing. If there are issues in the complaint that are not a part of the due process hearing, investigation of these issues may proceed during the time that the due process hearing is pending. Complaint issues that are not addressed in due process may be investigated following the completion of the due process hearing.

**Due Process Hearings:** Due process hearing requests are submitted by parents to the local education agency (LEA), and forwarded by the LEA to the Division of Administrative Hearings (DOAH), the agency that conducts the hearings. Administrative law judges (ALJs), who are employed by DOAH and provided training by the FDOE, make determinations regarding the cases and provide information to the bureau. FDOE maintains the records following completion of the cases and provides oversight for the system (timelines, review of orders, training of ALJs, etc.).

Data related to the corrective actions identified through complaints and due process are maintained by the bureau.

Additional information may be found on the bureau's website at <http://fldoe.org/academics/exceptional-student-edu/dispute-resolution>

## Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

**Introduction:** The bureau has developed and currently implements a comprehensive, overarching framework for effectively supporting districts based on evidence of need. Implementing this framework requires ongoing, continuous improvement efforts using the systematic change process over time. District leadership is the direct target audience within the structure of the state-wide system. The ultimate indicators of success are student levels of performance targeted by the SPP and improved rates of compliance. The primary student population is general education students who have been identified as students with disabilities entitling them to additional supports and services in accordance with the IDEA.

**History:** The bureau team members began each effort with the question, "What are the desired outcomes and how will they be measured?" In 2011, it was established that the desired outcome of our systemic effort was to provide a model of multi-tiered support to districts. This integrated system of supports, services, skills and resources is evidenced by:

- An established universal screening system for determining levels of support needed by school districts
  - A dynamic method (organizational structure that enables the flexible distribution of bureau resources based on specific need) for responding to those needs with integrated tools/products/resources for building capacity to support successful outcomes for students
- An annual increase in districts' knowledge, skills, practices and satisfaction with bureau support
- an increase to 100 percent of SPP indicator targets met by 2017

**Current System:** As is expected of districts, the bureau uses Multi-tiered System of Supports (MTSS) as the framework for planning bureau support to districts and allocating resources to meet the student performance goals, in accordance with Florida Department of Education (FDOE) and the Bureau Strategic Plans and district-identified needs. A structured, problem-solving process is applied to address systemic and specific issues impacting educational outcomes of students with disabilities articulated in strategic goals. The work of Bureau teams is organized around a multi-tiered system of supports, and the bureau provides a continuum of supports (technical assistance, training, resources, evidence-based practices, technology, policies, etc.) to districts in order to improve student achievement.

The bureau currently offers a continuum of supports to districts designed to improve education for students with disabilities as evidenced by increased positive SPP indicator data, increased rates of compliance and increased satisfaction levels of Florida school districts. The following list of examples conveys the current universal, supplemental and intensive supports provided by the bureau, which is updated based on evaluation of effectiveness over time.

**Universal Supports** - General, statewide support designed to inform, assist and improve results for all districts:

- BEESS, MTSS and Student Support Services website
- Special Programs and Procedures (SP&P) structure
- Technical assistance papers
- Publications/professional development
- Web-available resources via discretionary projects
- ESE compliance manual
- Various bureau-hosted presentations (Administrator's Management Meeting [AMM], Council of Administrators of Special Education [CASE])
- Discretionary project-provided statewide professional development
- Discretionary project administration (liaisons, project tracking system [PTS], calls/meetings)
- Professional Development portal
- Statewide IEP system with facilitated IEP training
- LEA profiles; databook
- Family and community engagement efforts (brochures, videos, Family Café)
- Level 1 self-assessments
- GSW
- Bureau engagement and contribution to department-wide efforts

**Supplemental Supports** - More focused, targeted, frequent support in addition to and aligned with universal supports that are provided to subgroups of districts in response to identified needs:

- Targeted assistance in specific indicators from bureau indicator teams
- Size-alike and/or issue-alike problem-solving groups facilitated at AMM
- Directors' conference calls and Topical Calls for district supervisors
- Targeted attention and assistance from projects (by district/school request)
- Daily, quick-response correspondence (families, district, school, organizations)

- Level 2 self-assessment
- GSW for voluntary district use
- Various bureau presentations in response to a reported need (Institute for Small and Rural Districts, Working with the Experts, etc.)
- Informal conflict resolution between educators and families
- Program area staff specialization and regular district contact calls

**Intensive Supports** - Most focused, targeted, frequent support in addition to and aligned with universal supports that are provided to individual districts in response to identified needs:

- MORE individualized, targeted assistance (e.g., specific indicator support from bureau indicator teams)
- MORE individualized, targeted attention and assistance from projects (by district/school request)
- GSW for target districts
- Level 3 on-site monitoring visits and corrective actions
- Formal mediation between educators and families
- State complaint procedures, including corrective actions

#### **Professional Development System:**

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

The state has mechanisms in place to ensure timely delivery of high-quality, evidence-based technical assistance and support to LEAs. This mechanism is based on the needs of districts and managed through the five-year BEESS Strategic Plan. Each strategic plan team focuses on specific needs and provides professional development through BEESS staff, discretionary projects and other professionals.

The following are examples of professional development that was provided by discretionary projects related to best practices for inclusion: Best Practices in Inclusive Education (BPIE); Disability Awareness; Differentiating Instruction; Universal Design for Learning; Accessible Instructional Materials; Access to General Curriculum; and Accommodations/Modifications.

Examples of professional development provided by discretionary projects relating to best practices for literacy and STEM (science, technology, engineering, and math) were: Access Points/Essential Understandings; Differentiating Reading Instruction; Differentiating Math Instruction; Differentiating Science Instruction; Access to General Curriculum; Specially Designed Instruction and Interventions; Working with the Experts for Occupational Therapy and Physical Therapy; Working with the Experts for Speech and Language; Accommodations for Students with Visual Impairments Using Assistive Technology; Strategic Instruction Model; Assessment; and Technology for Student Success: Tools for Reading Comprehension.

Professional development provided by discretionary projects related to positive behavior and student engagement included, but was not limited to: Positive Behavior Support: Conversation, Help, Activity, Movement and Participation (CHAMPS); Crisis Prevention Institute; Discipline in the Secondary Classroom; Behavior Remediation Strategies; Solutions to Classroom Discipline; Non-violent Crisis Intervention; and Behavior Management for Paraprofessionals.

Discretionary projects provided professional development to support prekindergarten program effectiveness, program quality, inclusion, evaluation and assessment, curriculum and instruction, transition, child outcome measurement and family involvement, as well as Child Find awareness and outreach.

Professional development provided by discretionary projects related to graduation and transition included, but was not limited to: Check and Connect Mentor Training; Early Warning Systems; Drop-Out Prevention for Students with Disabilities; Using School-level Data to Increase Graduation Success of Students with Disabilities; Discovery Process for Students in Transition; Building Work Skills for Employment Success: Strategies and Resources; and Best Practices in Transition.

Discretionary projects provided training to meet district needs pertaining to parent involvement. These trainings were designed to promote effective parent participation in the education of children who are exceptional or have special needs. In addition, over 100 trainings were provided to 6,000 individuals at the 2014 Family Café Conference. These trainings are listed at the following link: <http://www.familycafe.net/images/stories/pdf/files/16th-famCafeLoRez.pdf>.

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Since 2013, the bureau has worked collaboratively with Key2Ed to provide professional development regarding the facilitated IEP process to all districts. The purpose of this training is to provide district staff with the skills needed to facilitate IEP meetings that result in productive collaboration between parents and school staff.

BEESS staff and other professionals provided professional development at the annual (AMM). Specific professional development sessions provided at AMM in 2014 included:

- Transforming School Climate From the Inside-Out: A Roadmap for Success
- Practical Strategies for the Successful Transition of Students with Disabilities to Postsecondary Education
- The Use of Early Warning Systems to Promote Success for All Students
- Introducing Florida's Integrated Student Services Model (FISSM)
- Overview of Preventing Seclusion and Restraint for Students with Autism Spectrum Disorder (ASD) Module and Administrator Training Package for Students with AS
- Military Families: Our Next-Door Neighbors
- The LEA Indicators and Profile: Understand, Monitor and Use Them to Your Advantage
- 2014-2015 Statewide Assessments: The Year Ahead
- Florida Standard Access Points Instructional Resource
- ESE and Charter Schools: Rights and Responsibilities
- Rockin' The Reading World – An All Inclusive Band (A collaboration of BEESS, Just Read! Florida, the Problem Solving/Response to Intervention project and the Florida Center for Reading Research)

### Stakeholder Involvement:

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

The development of Florida's SPP is the responsibility of strategic plan teams that include staff from the FDOE, staff from discretionary projects funded by the department (including district and school level representation) and individuals from other agencies. Each team includes individuals with expertise pertinent to the indicator.

Florida's State Advisory Committee has also been a critical stakeholder group for the development of the SPP and the APR. A draft of the initial targets was provided to this group and input was taken at their December 8-9, 2014, meeting. Those recommendations will be shared with the strategic plan teams, and revisions to the targets will be made, if necessary. The advisory committee contains a majority of members who are individuals with disabilities or parents of children with disabilities. In addition, the committee has representatives that are appointed by the governor, teachers, representatives of institutions of higher education, state and local education officials, administrators of programs for children with disabilities, representatives of other state agencies involved in financing or delivery of related services to children with disabilities, representatives of private schools and public charter schools, a representative from the state child welfare agency responsible for foster care and representatives from the state juvenile and adult corrections agencies.

BEESS also has an advisory group that represents LEAs called the Bureau/District Partnership. This group is intended to ensure continued effective communication between the bureau and LEAs in the areas of ESE and student services. These partners are comprised of 20 district-level ESE and Student Services Directors, one representative from the Florida CASE, one representative from the Florida Association of Student Services Administrators and five administrators within the bureau. The Bureau/District Partnership are also offered opportunities to provide ongoing input to the SPP and APR as needed.

### Reporting to the Public:

How and where the State reported to the public on the FFY 2012 performance of each LEA located in the State on the targets in the SPP/APR

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as soon as practicable, but no later than 120 days following the State's submission of its FFY 2012 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

Within 120 days following the Florida's submission of the APR, LEA profiles will be produced and posted on the Department of Education website. The LEA profiles are intended as a tool for use in planning for systemic improvement in exceptional education programs. The profiles contain a series of data indicators that describe measures of educational benefit, educational environment, prevalence and parent involvement for each LEA in the state. Also included in the APR is information about state-level targets from Florida's SPP/APR, LEA performance on the indicators and whether the LEA met each of the state's targets. Past LEA profiles can be found at <http://www.fldoe.org/academics/exceptional-student-edu/data>.

In addition to the LEA profiles, more detailed information about assessment participation and proficiency can be found in the annually produced Databook, also found at <http://www.fldoe.org/academics/exceptional-student-edu/data>.

## Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

### Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		39.80%	40.30%	40.30%	43.50%	49.00%	51.00%	47.00%
Data	37.40%	39.90%	45.20%	43.00%	47.00%	48.70%	44.40%	47.70%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	54.30%	56.30%	58.30%	60.30%	62.30%	64.30%

### Targets: Description of Stakeholder Input

In addition to the stakeholder input described in the introduction, stakeholder input for this indicator was also received from the State Secondary Transition Interagency Committee (SSTIC) and the Transition and Postsecondary Strategic Planning Team, both of which were formed and are supported by the BEESS of the FDOE. Input was received during face-to-face meetings and conference calls. Team members reviewed state/district-level data related to transition indicators, including graduation rate, dropout rate, transition IEP compliance and post-school outcomes. It is important to note that the indicators graduation rate, dropout rate and post-school outcomes are also examined in combination to provide additional information on how the state, and each district, is performing. This collaborative process helps determine the level of support each district requires in Florida's multi-tiered system of supporting school districts. The stakeholder groups assisted in the setting of targets, where appropriate, and the development of appropriate activities to improve results in these areas.

In addition to parents of students with disabilities, self-advocates, members of BEESS staff and school district and postsecondary institution representatives, the members of SSTIC include representatives from the following partner organizations:

- Agency for Persons with Disabilities
- Family Network on Disabilities
- Florida College System
- Florida Consortium on Postsecondary Education and Intellectual Disabilities
- Florida Department of Children and Families
- Florida Department of Education Division of Blind Services
- Florida Department of Education Division of Career and Technical Education
- Florida Department of Education Office of Dropout Prevention
- Florida Department of Transportation
- Florida Developmental Disabilities Council
- Florida Diagnostic & Learning Resources System
- Florida Youth Council
- Institute for Small and Rural Districts
- Learning Disabilities Association of Florida
- Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Project 10: Transition Education Network
- State University System
- The Able Trust
- Vocational Rehabilitation

The Transition and Postsecondary Strategic Planning Team includes representatives from BEESS and the following partner organizations:

- Agency for Persons with Disabilities
- Florida College System
- Florida Department of Education Office of Dropout Prevention
- Florida Department of Education Division of Career and Technical Education
- Florida Department of Education Division of Vocational Rehabilitation
- Florida Developmental Disabilities Council
- Florida Diagnostic & Learning Resources System
- SEDNET
- Project 10: Transition Education Network
- State University System

This team examined appropriate data very closely, including data disaggregated by race/ethnicity and primary exceptionality as they developed the strategic plan. The target for Indicator 1 must be the same as the annual graduation rate target under Title I of the Elementary and Secondary Education Act (ESEA). Extensive stakeholder input was sought and is described at <https://www2.ed.gov/policy/eseaflex/approved-requests/fl2extreq814.pdf>.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs graduating with a regular diploma	12,698	
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs eligible to graduate	24,267	
SY 2012-13 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	9/23/2014	2012-13 Regulatory four-year adjusted-cohort graduation rate table	52.32%	Calculate 

**FFY 2013 SPP/APR Data**

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
12,698	24,267	47.70%	54.30%	52.32%

**Graduation Conditions Field**

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

To earn a standard diploma in Florida, the cohort of students who graduated in 2013 was required to meet the course, credit

and assessment requirements listed below. These requirements were identical for students with and without disabilities, with the exception of a waiver of standardized assessment results that IEP teams can grant to a student with a disability, as provided by Section 1008.22(3)(c), Florida Statutes.

Graduation requirements for the 24-credit program:

- 4 credits in English, with major concentration in composition, reading for information and literature
- 4 credits in mathematics, which must include Algebra 1 or a higher level math course
- 3 credits in science, 2 of which must have a laboratory component
- 1 credit in world history
- 1 credit in American history
- .5 credit in American government
- .5 credit in economics
- 1 credit in fine or performing arts, speech and debate, or practical arts
- 1 credit in physical education to include integration of health
- 8 elective credits
- Passing score on the grade 10 Florida Comprehensive Assessment test (FCAT) 2.0 or concordant score on the ACT or SAT
- Cumulative grade point average of 2.0 on a 4.0 scale

Graduation requirements for 18-credit College Prep Program:

- 4 credits in English, with major concentration in composition, reading for information, and literature
- 3 credits in mathematics at the Algebra 1 level or above
- 3 credits in natural science, 2 of which must have a laboratory component
- 1 credit in world history
- 1 credit in American history
- .5 credit in American government
- .5 credit in economics
- 2 credits in a foreign language or demonstrated proficiency in a second language
- 3 elective credits
- Passing score on the grade 10 FCAT 2.0 or concordant score on the ACT or SAT
- Cumulative grade point average of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits

Graduation requirements for the 18-credit Career Prep Program:

- 4 credits in English, with major concentration in composition, reading for information and literature
- 3 credits in mathematics, one of which must be Algebra or its equivalent
- 3 credits in natural science, 2 of which must have a laboratory component
- 1 credit in world history
- 1 credit in American history
- .5 credit in American government
- .5 credit in economics
- 3 credits in a single vocational/career education program and 2 elective credits OR 3 credits in a single vocational/career education certificate dual enrollment and 2 elective credits OR 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
- Passing score on the grade 10 FCAT 2.0 or concordant score on the ACT or SAT
- Cumulative weighted grade point average of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

Florida also collects data on students who take longer than four years to complete graduation requirements. Although these students are not counted in the federal uniform graduation rate, earning a standard diploma greatly increases their educational and career opportunities. The non-cohort graduation rate that corresponds to the federal uniform rate reported above was 57.88%.

As noted in the introductory statement, the graduation requirements above are for the cohort that graduated in 2013. Recent legislation in Florida has altered the graduation requirements for the 2014-15 cohort and beyond. These requirements can be found in [s.1003.4282, F.S.](#)

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

### Historical Data

Baseline Data: 2013

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		4.25%	4.00%	4.00%	3.75%	3.50%	3.25%	3.00%
Data	5.52%	5.39%	4.40%	4.40%	4.24%	4.00%	3.70%	3.38%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	18.60%	16.80%	15.10%	13.40%	11.70%	10.00%

### Targets: Description of Stakeholder Input

Stakeholder input for Indicator 2 is identical to stakeholder input for Indicator 1. For Indicator 2, stakeholders groups for transition had direct input in choosing targets.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	13,150	
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (b)	4,925	
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (c)		
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (d)	4,643	
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education as a result of death (e)	102	

### FFY 2013 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out [d]	Total number of all youth with IEPs who left high school (ages 14-21) [a + b + c + d + e]	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
4,643	22,820	3.38%	18.60%	20.35%

**Explanation of Slippage**

Based on the methodology described in Option 1, above, there has been no slippage. Florida is now using this method to calculate and report dropout rate to more closely align graduation and dropout rates, making it easier for parents, educators and others to understand the success rate of their schools and districts. The annual event school dropout rate, described in Option 2, was used in previous reports.

The FFY 2012 dropout data, 3.38 percent, as provided in the table above, was based on the old calculation method. The corresponding FFY 2012 data, using the current data calculation method, was 21.1 percent. The FFY 2013 target and FFY 2013 data table entries are based on the method currently used by FDOE. Although the target of 18.60 percent was not met, the dropout rate for FFY 2013, 20.35 percent, demonstrates an improvement of .75 percent.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

### Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥								
Data								

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥						

#### Targets: Description of Stakeholder Input

In addition to the stakeholder input described in the introduction, stakeholder input for this indicator was also received from department leadership in standards and instructional supports, school improvement, assessment, accountability, curriculum and instruction in literacy and math.

#### FFY 2013 SPP/APR Data

Does your State have an ESEA Flexibility Waiver of determining AYP?  Yes  No  
 Are you reporting AYP or AMO?  AYP  AMO

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AMO	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
75	72				0%

Provide additional information about this indicator (optional)

Data elements required by the table above to address the number of districts that meet the minimum "n" size and met AMO, FFY2012 data, and FFY2013 target are entered below. Efforts to increase the impact of our work in collaboration with the state-leaders in school improvement are underway.

#### Reading

Number of districts in the state: 75

Number met minimum "n": 72

Number met minimum "n" and met AMO: 3

FFY 2012 data: 1.4%

FFY 2013 target: 1%

FFY 2013 data: 4.2%

Status: Did not meet target

Slippage: No slippage

**Math**

Number of districts in the state: 75

Number met minimum "n": 72

Number met minimum "n" and met AMO: 4

FFY 2012 data: 4.2%

FFY 2013 target: 18%

FFY 2013 data: 5.6%

Status: Did not meet target

Slippage: No slippage

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

### Indicator 3B: Participation for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2005	Target ≥		95.00%	96.00%	97.00%	98.00%	99.00%	99.00%	99.00%
			Data	94.00%	96.50%	96.10%	97.80%	98.00%	97.90%	95.60%	95.80%
Math	A Overall	2005	Target ≥		95.00%	96.00%	97.00%	98.00%	99.00%	99.00%	99.00%
			Data	94.00%	96.50%	96.10%	97.70%	97.90%	98.00%	96.40%	95.40%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall	99.00%	99.00%	99.00%	99.00%	99.00%	99.00%
Math	A ≥ Overall	99.00%	99.00%	99.00%	99.00%	99.00%	99.00%

#### Targets: Description of Stakeholder Input

In addition to the stakeholder input described in the introduction, stakeholder input for this indicator was also received from department leadership in standards and instructional supports, school improvement, assessment, accountability, curriculum and instruction in literacy and math.

#### FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	213,961	204,511	95.80%	99.00%	95.58%

#### FFY 2013 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	207,869	198,923	95.40%	99.00%	95.70%

**Public Reporting Information**

Provide links to the page(s) where you provide public reports of assessment results.

Public reports of assessment results are accessible online at <http://www.fldoe.org/academics/exceptional-student-edu/data>.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

### Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2005	Target ≥		33.00%	38.00%	43.00%	48.00%	53.00%	40.00%	34.00%
			Data	27.70%	29.90%	31.60%	35.62%	35.60%	34.60%	29.20%	28.40%
Math	A Overall	2005	Target ≥		34.00%	40.00%	45.00%	50.00%	55.00%	45.00%	37.00%
			Data	35.30%	32.40%	35.30%	39.95%	40.70%	40.70%	31.30%	31.70%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall	47.00%	51.00%	56.00%	61.00%	66.00%	71.00%
Math	A ≥ Overall	47.00%	51.00%	56.00%	61.00%	66.00%	72.00%

#### Targets: Description of Stakeholder Input

In addition to the stakeholder input described in the introduction, stakeholder input for this indicator was also received from leaders in standards and instructional supports, school improvement, assessment, accountability, curriculum and instruction in literacy and math.

#### FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	204,511	59,266	28.40%	47.00%	28.98%

#### FFY 2013 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
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**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

	score and a proficiency was assigned				
A Overall	198,923	63,826	31.70%	47.00%	32.09%

**Public Reporting Information**

Provide links to the page(s) where you provide public reports of assessment results.

Public reports of assessment results are accessible online at <http://www.fldoe.org/academics/exceptional-student-edu/data>.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		11.90%	7.50%	7.50%	3.00%	0%	0%	0%
Data	19.40%	5.90%	9.00%	9.00%	9.70%	14.90%	8.30%	13.04%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	11.00%	9.00%	7.00%	4.00%	2.00%	0%

### Targets: Description of Stakeholder Input

Please see the description of stakeholder input described in the Introduction.

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy	Number of districts that met the State's minimum n-size	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
3	39	13.04%	11.00%	7.69%

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

### State's definition of "significant discrepancy" and methodology

Significant discrepancy for 4A is defined as a risk ratio of three or higher when comparing students with disabilities to nondisabled children within the LEA. Districts are excluded from the calculation when they have fewer than 10 students with disabilities who are suspended/expelled for more than 10 days.

Numerator = risk for students with disabilities of being suspended/expelled for more than 10 days (disabled students that

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

were suspended/expelled for more than 10 cumulative days **divided by** the total year enrollment of disabled students) × 100

Denominator = risk for nondisabled students of being suspended/expelled for more than 10 days (nondisabled students that were suspended/expelled for more than 10 cumulative days **divided by** the total year enrollment of nondisabled students) × 100

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**FFY 2012 Identification of Noncompliance**

**Review of Policies, Procedures, and Practices** (completed in FFY2013 using 2012-2013 data)

*Description of review*

Districts have developed policies, procedures and practices related to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards through their districts' policies and procedures manual (SP&Ps). BEESS district liaisons utilized federal and state requirements as a guide in their review of each district's SP&P. Feedback was provided to districts, and the districts revised as needed, to ensure policy and procedural compliance with 34 CFR 300.170.

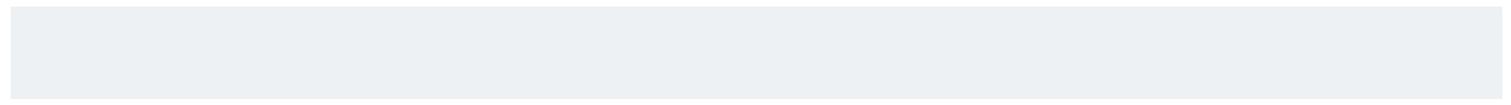
In addition, targeted districts were visited during the 2013-2014 school year by BEESS and discretionary project staff in order to assist districts with focused problem solving, which included the development of district action plans which addressed policies, procedures and/or practices contributing to disparate discipline rates, appropriate training and interventions and progress monitoring. Participating discretionary projects included the Positive Behavior Support: Multi-tiered System of Supports, Multiagency Network for Students with Emotional/Behavioral Disabilities, Centers for Autism and Related Disabilities and the Florida Diagnostic and Learning Resources System Associate Centers. These projects were utilized based on their project focus and project staff have continued their involvement and progress monitoring with these districts.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0			0



## Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

### Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data					0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts that met the State's minimum n-size	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
20	0	35	0%	0%	0%

All races and ethnicities were included in the review

State's definition of "significant discrepancy" and methodology

Significant discrepancy for 4B is defined as a risk ratio of three or higher for a specific racial/ethnic group when comparing students with disabilities to nondisabled children within the LEA. Districts are excluded from the calculation when they have fewer than 10 students with disabilities from a specific racial/ethnic group who are suspended/expelled for more than 10 days.

Numerator = The risk for students with disabilities from a specific racial/ethnic group of being suspended/expelled for more than 10 days (for instance, Hispanic students with a disability who were suspended/expelled for more than 10 cumulative days **divided by** the total year enrollment for all Hispanic disabled students) × 100

Denominator = The risk for all nondisabled students of being suspended/expelled for more than 10 days (for instance, all nondisabled students who were suspended/expelled for more than 10 cumulative days **divided by** the total year enrollment for all nondisabled students) × 100

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**FFY 2012 Identification of Noncompliance**

**Review of Policies, Procedures, and Practices** (completed in FFY2013 using 2012-2013 data)

*Description of review*

Districts have developed policies, procedures and practices related to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards through their districts' SP&Ps. BEESS district liaisons utilized federal and state requirements as a guide in their review of each district's SP&P. Feedback was provided to districts, and the districts revised as needed, to ensure policy and procedural compliance with 34 CFR 300.170.

In addition, targeted districts were visited during the 2013-2014 school year by BEESS and discretionary project staff in order to assist districts with focused problem solving that included the development of district action plans which addressed policies, procedures and/or practices contributing to disparate discipline rates, appropriate training and interventions and progress monitoring. Participating discretionary projects included the Positive Behavior Support: Multi-tiered System of Supports, Multiagency Network for Students with Emotional/Behavioral Disabilities, Centers for Autism and Related Disabilities and the Florida Diagnostic and Learning Resources System Associate Centers. These projects were utilized based on their project focus and project staff have continued their involvement and progress monitoring with these districts.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

## Indicator 5: Education Environments (children 6-21)

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2005	Target ≥		54.80%	56.80%	58.80%	60.80%	61.80%	70.00%	72.00%
		Data	54.40%	57.90%	62.19%	64.34%	67.40%	69.20%	69.30%	70.70%
B	2005	Target ≤		23.30%	22.30%	21.30%	19.30%	18.30%	14.00%	12.00%
		Data	23.20%	21.50%	18.40%	16.90%	15.81%	14.90%	14.90%	14.40%
C	2005	Target ≤		2.70%	2.70%	2.60%	2.60%	2.50%	3.00%	2.50%
		Data	3.00%	1.80%	3.30%	3.52%	3.55%	3.60%	3.80%	4.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	74.00%	77.00%	79.00%	82.00%	83.00%	85.00%
Target B ≤	11.00%	10.00%	9.00%	8.00%	7.00%	6.00%
Target C ≤	2.25%	2.00%	1.75%	1.50%	1.25%	1.00%

### Targets: Description of Stakeholder Input

Please see the description of stakeholder input described in the Introduction.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	Total number of children with IEPs aged 6 through 21	318,855	313,319
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	223,330	223,330
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	45,802	45,802
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c1. Number of children with IEPs aged 6 through 21 in separate schools	9,547	9,547

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Source	Date	Description	Data	Overwrite Data
C002; Data group 74)				
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c2. Number of children with IEPs aged 6 through 21 in residential facilities	610	610
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	2,539	2,539

**Explanation of Alternate Data**

Florida does not include students served in correctional facilities or parentally placed private school students in the denominator (total number of children with IEPs aged 6 through 21) because the placement of these students is not an IEP team decision. These students (2,623 served in corrections facilities and 2,913 parentally placed private school students) have been removed from the figure posted above of 318,855 for the purposes of determining LRE. This is consistent with previously reported data for indicator 5.

**FFY 2013 SPP/APR Data**

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	223,330	313,319	70.70%	74.00%	71.28%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	45,802	313,319	14.40%	11.00%	14.62%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	12,696	313,319	4.00%	2.25%	4.05%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2011	Target ≥								32.00%
		Data							29.76%	27.20%
B	2011	Target ≤								47.00%
		Data							48.89%	51.30%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	28.00%	33.00%	38.00%	43.00%	48.00%	50.00%
Target B ≤	50.30%	49.30%	48.30%	47.30%	46.30%	45.30%

### Targets: Description of Stakeholder Input

In addition to the stakeholder input explained in the Introduction, input from other stakeholders for this indicator was also received from the Prekindergarten Strategic Planning Team, a team formed and supported by the BEESS of the FDOE. Input was gathered through both face-to-face meetings as well as conference calls. Team members reviewed state-and district-level data related to educational environments in which children with disabilities ages 3 through 5 years are served. The team assisted in the setting of targets, where appropriate, and the development of appropriate activities to improve results.

The Prekindergarten Strategic Planning Team includes representatives from BEESS, the following discretionary projects as well as partner organizations:

- University of Miami, Measuring Outcomes
- University of Central Florida, Technical Assistance and Training System
- Florida Office of Early Learning
- Florida Diagnostic Learning and Resources System, Child Find
- University of South Florida, Student Support Services
- Florida Inclusion Network
- Florida Department of Health, Children's Medical Services, Early Steps

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment	7/3/2014	Total number of children with IEPs aged 3 through 5	37,633	

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Source	Date	Description	Data	Overwrite Data
Data Groups (EDFacts file spec C089; Data group 613)				
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	10,661	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b1. Number of children attending separate special education class	17,769	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b2. Number of children attending separate school	1,497	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b3. Number of children attending residential facility	16	

**FFY 2013 SPP/APR Data**

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	10,661	37,633	27.20%	28.00%	28.33%
B. Separate special education class, separate school or residential facility	19,282	37,633	51.30%	50.30%	51.24%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A1	2008	Target ≥					65.90%	66.00%	66.10%	66.20%
		Data				65.90%	70.60%	67.20%	63.30%	63.10%
A2	2008	Target ≥					75.80%	75.90%	76.00%	76.10%
		Data				75.80%	84.10%	82.90%	82.00%	81.90%
B1	2008	Target ≥					59.00%	59.10%	59.20%	59.30%
		Data				58.80%	65.60%	65.90%	63.50%	63.40%
B2	2008	Target ≥					52.90%	53.00%	53.10%	53.20%
		Data				52.90%	64.40%	67.90%	68.20%	68.40%
C1	2008	Target ≥					59.50%	59.60%	59.70%	59.80%
		Data				59.50%	60.70%	58.30%	54.20%	54.90%
C2	2008	Target ≥					73.30%	73.40%	73.50%	73.60%
		Data				73.30%	80.80%	80.40%	79.40%	79.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A1 ≥	63.60%	64.60%	66.10%	68.10%	70.60%	73.60%
Target A2 ≥	82.40%	82.90%	83.40%	83.90%	84.40%	84.90%
Target B1 ≥	63.90%	64.90%	66.40%	68.40%	70.90%	73.90%
Target B2 ≥	68.90%	69.90%	71.40%	73.40%	75.90%	78.90%
Target C1 ≥	55.40%	56.40%	57.90%	59.90%	62.40%	65.40%
Target C2 ≥	79.50%	80.00%	80.50%	81.00%	81.50%	82.00%

### Targets: Description of Stakeholder Input

In addition to the stakeholder input explained in the Introduction, input from other stakeholders for this indicator was also received from the Prekindergarten Strategic Planning Team as well as the state's Child Outcomes Advisory Committee. Please see Indicator 6 for representatives of Prekindergarten Strategic Planning Team. The Child Outcomes Advisory Committee is composed of school district and Local Early Steps representatives as well as those members on the State Child Outcomes Leadership Team. Both the Prekindergarten Strategic Planning Team and the state's Child Outcomes Advisory Committee reviewed and provided recommendations regarding target setting and quality assurance strategies.

FFY 2013 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	10,917
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**Outcome A: Positive social-emotional skills (including social relationships)**

	Number of Children
a. Preschool children who did not improve functioning	238
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,366
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	471
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2,404
e. Preschool children who maintained functioning at a level comparable to same-aged peers	6,438

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	2,875	4,479	63.10%	63.60%	64.19%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	8,842	10,917	81.90%	82.40%	80.99%

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication)**

	Number of Children
a. Preschool children who did not improve functioning	318
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,232
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	961
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	3,456
e. Preschool children who maintained functioning at a level comparable to same-aged peers	3,950

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	4,417	6,967	63.40%	63.90%	63.40%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	7,406	10,917	68.40%	68.90%	67.84%

**Outcome C: Use of appropriate behaviors to meet their needs**

	Number of Children
a. Preschool children who did not improve functioning	276
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,796

	Number of Children
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	363
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2,040
e. Preschool children who maintained functioning at a level comparable to same-aged peers	6,442

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	2,403	4,475	54.90%	55.40%	53.70%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	8,482	10,917	79.00%	79.50%	77.70%

**Explanation of C1 Slippage**

This year, the state demonstrated a slippage of 1.2 percent for C1. The Child Outcomes Measurement System continues to use matched data between entry and exit. If the data cannot be matched, it cannot be used for the measurement of Child Outcomes. The inability to match data between entry and exit also affects the number of children for whom exit data is available. This may have implications for the continued need for districts to build expertise in the areas of data reporting, assessment, and test administration, as well as whether the data is representative of statewide performance. To improve data accuracy, BEESS hosted six regional Child Outcomes trainings this fall. As a result of these trainings, along with the continued technical assistance provided by the BEESS discretionary project, Technical Assistance and Training System (TATS), it is expected that districts will make improvements in reporting data.

In addition to providing technical assistance for improving data quality, TATS has developed tip sheets related to best practices for use of appropriate behaviors to meet needs (e.g. self help skills, transitions, following routines) as well as conducted trainings specific to districts' needs in the way of promoting independent adaptive skills. TATS also provides consultation and support to districts in collaboration with other discretionary projects (e.g. Florida Diagnostic Learning and Resource System, Office of Early Learning, Florida's Transition Project.)

**Explanation of C2 Slippage**

This year, the state demonstrated a slippage of 1.3 percent for C2. The Child Outcomes Measurement System continues to use matched data between entry and exit. If the data cannot be matched, it cannot be used for the measurement of Child Outcomes. The inability to match data between entry and exit also affects the number of children for whom exit data is available. This may have implications for the continued need for districts to build expertise in the areas of data reporting, assessment, and test administration, as well as whether the data is representative of statewide performance. To improve data accuracy, BEESS hosted six regional Child Outcomes trainings this fall. As a result of these trainings, along with the continued technical assistance provided by the BEESS discretionary project, Technical Assistance and Training System, it is expected that districts will make improvements in reporting data.

In addition to providing technical assistance for improving data quality, TATS has developed tip sheets related to best practices for use of appropriate behaviors to meet needs (e.g. self help skills, transitions, following routines) as well as conducted trainings specific to districts' needs in the way of promoting independent adaptive skills. TATS also provides consultation and support to districts in collaboration with other discretionary projects (e.g. Florida Diagnostic Learning and Resource System, Office of Early Learning, Florida's Transition Project.)

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)? No

Provide the criteria for defining “comparable to same-aged peers” and list the instruments and procedures used to gather data for this indicator.

Florida’s child outcomes measurement system uses scores from the Personal-Social domain of the Batelle Developmental Inventory-2 (BDI-2) to determine category placement for Outcome A, scores from the Communication domain of the BDI-2 to determine category placement for Outcome B, and scores from the Adaptive domain of the BDI-2 to determine category placement for Outcome C. A standard score of 78 or above ( $>-1.5$  SD) is considered to represent a level of functioning that is “comparable to same-aged peers.”

The percent of children in each of the reporting categories is calculated based on application of the following decision rules:

a. Percent of children who did not improve functioning comparable to same-aged peers

This category may include (i) children who were functioning below a level comparable to same-aged peers at both entry and exit, and (ii) children who were functioning at a level comparable to same-aged peers at entry but below their same-aged peers at exit.

Children in this category did not show any gain in their domain raw score (which rules out any standard score gain).

b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

This category may include (i) children who were functioning below a level comparable to same-aged peers at both entry and exit, and (ii) children who were functioning at a level comparable to same-aged peers at entry but below their same-aged peers at exit.

Children in this category showed a gain in their domain raw score but not in their domain standard score.

c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach a level comparable to same-aged peers

This category includes only children who were functioning below a level comparable to same-aged peers at both entry and exit.

Children in this category showed a gain in both their domain raw score and their domain standard score.

d. Percent of children who improved functioning to reach a level comparable to same-aged peers

This category includes only children who were functioning below a level comparable to same-aged peers on entry but were functioning comparable to same-age peers on exit.

Children in this category showed a gain in both their domain raw score and their domain standard score.

e. Percent of children who maintained functioning at a level comparable to same-aged peers

This category includes only children who were functioning at a level comparable to same-aged peers at both entry and exit.

**Actions required in FFY 2012 response table**

The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.

**Responses to actions required in FFY 2012 response table**

For A1, performance was exceeded by 1.09 percent.

For A2, the target was not met. The target was set at 82.4 percent but actual performance was 81 percent; therefore, the target was short by 1.4 percent.

For B1, the target was not met. The target was set at 65.4 percent but actual performance was 63.4 percent; therefore, the target was short by 2 percent.

For B2, the target was not met. The target was set at 69.4 percent but actual performance was 67.8 percent; therefore, the target was short by 1.6 percent.

For C1, the target was not met and slippage occurred. The target was set at 57.9 percent, but the actual performance was 53.7 percent; therefore, the target was short by 4.6 percent with slippage from 54.9 to 53.7 percent.

For C2, the target was not met and slippage occurred. The target was set at 79.5 percent, but the actual performance was 77.7 percent with slippage from 79 to 77.7 percent.

**Indicator 8: Parent involvement**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Do you use a separate data collection methodology for preschool children? Yes

Will you be providing the data for preschool children separately? Yes

**Historical Data**

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Preschool	2008	Target ≥				38.00%	50.00%	51.00%	52.00%	75.00%
		Data				43.00%	53.00%	56.10%	53.90%	75.60%
School Age	2008	Target ≥					40.00%	41.00%	42.00%	75.00%
		Data				32.00%	39.60%	40.40%	43.20%	74.50%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2013 - FFY 2018 Targets**

FFY	2013	2014	2015	2016	2017	2018
Preschool Target ≥	75.00%	76.00%	80.00%	83.00%	85.00%	87.00%
School-age Target ≥	75.00%	76.00%	80.00%	83.00%	85.00%	87.00%

**Targets: Description of Stakeholder Input**

In addition to the stakeholder input described in the Introduction, stakeholder input for this indicator was also received from the Best Practices for Parent Involvement and Engagement Strategic Planning Team, which was formed and supported by the BEESS of the FDOE. Input was received during face-to-face meetings and conference calls. Team members reviewed state-and district-level data related to parent involvement and engagement, including the percentage of parents who report that schools partnered with them. The team assisted in the setting of targets, where appropriate, and the development of appropriate activities to improve results.

The Best Practices for Parent Involvement and Engagement Strategic Planning Team includes representatives from BEESS and from the following department areas and partner organizations:

University of South Florida Student Support Services Project: School of Social Work

Florida Department of Education Office of Independent Education and Parental Choice

University of South Florida Student Support Services Project: School Nurses

Florida’s Positive Behavior Support: Multi-Tiered System of Supports Project

Piedra Data Systems

State Personnel Development Grant

Florida Department of Education Bureau of Family and Community Outreach

Florida Diagnostic & Learning Resources System

SEDNET

Project 10: Transition Education Network

University of Miami's Exceptional Student Education Parent Survey Project

In addition to the Best Practices for Parent Involvement and Engagement Strategic Planning Team, parents of students with disabilities, self-advocates, members of BEESS staff and school district personnel all provided input, including the following staff from partner organizations, discretionary projects and advisory committees:

The State Advisory Council for the Education of Exceptional Students

The Family Café

Central Florida Parent Center

Parents of the Panhandle Information Network

Parent Information Network

Parents Educating Parents

Parent to Parent of Miami

Florida Developmental Disability Council

Family Network on Disabilities

**FFY 2013 SPP/APR Data**

	Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
Preschool	2,334	3,189	75.60%	75.00%	73.19%
School-age	16,475	21,784	74.50%	75.00%	75.63%

**Explanation of Preschool Slippage**

For 2013-14, the preschool survey had a total of 3,189 respondents and of those respondents, 2,334 (73.2 percent) had scores that were at or above the item agreement standard of 84 percent. This resulted in slippage of 1.8 percent for the preschool survey. There is insufficient information available to determine if the change is attributable to specific activities or to normal variation when surveying a large population.

**Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.**

For the FFY2013, parents of children with disabilities were surveyed using two separate surveys consisting of the items developed and validated by the National Center for Special Education Accountability Monitoring, which addresses parents' perception of schools' efforts to facilitate parent involvement. One survey was developed for parents of preschool children with

disabilities and one for parents of school-aged children with disabilities, grades K-12. Both surveys were available online with a limited amount of paper surveys available. One-third of districts received paper surveys prepopulated with student information that were delivered to schools for dissemination. (One-third of districts will receive paper surveys each year over a three year period). Both surveys were available in English and Spanish. Data files with student demographic information were prepared by the department and sent to the department contractor responsible for setting up the parent surveys online. These demographic data were used to match information input by parents responding to the surveys online.

The measures used for this indicator were calculated as the percentage of respondents whose *percent item agreement* is at or above a state-established standard. The *percent item agreement* was calculated as the percentage of items to which a respondent selected a response of "agree," "strongly agree" or "very strongly agree," divided by the number of items to which the respondent provided a response. For parents of preschool children, the item agreement standard was set at 84 percent, while the standard for K-12 was set at 72 percent. To consider the standard as met, 75 percent of respondents to the preschool and K-12 surveys must have met or exceeded these standards.

Analyses of preschool respondent data with the population of preschool children with disabilities reported by race/ethnicity shows that parent respondents identified as white were overrepresented by a 6.6 percent margin, while parent respondents identified as black were underrepresented by 5.7 percent and parent respondents identified as Hispanic were underrepresented by 3.7 percent. For the remaining categories of Asian/Pacific, American Indian/Alaskan Native and for preschool respondents identified as two or more races, results differed by less than 1 percent with the population of preschool students reported for those categories.

Additional analyses of K-12 data shows Asian/Pacific, American Indian/Alaskan Native, and two or more races respondents closely corresponding to the population of K-12 students with disabilities by matching exactly or by less than one percentage difference. Respondents identified as white were overrepresented by a margin of 12.2 percent, while black respondents were underrepresented by 8.0 percent and Hispanic respondents underrepresented by 5.2 percent.

Preschool survey data identified by the primary exceptionality reveals overrepresentation of parent respondents with children identified as developmentally delayed by 2.1 percent and for respondents identifying with autism spectrum disorders overrepresentation by a slightly smaller margin of 1.7 percent. Parent respondents of children identified with speech and language impairments were underrepresented by 3.6 percent. The remaining categories of intellectual disabilities, emotional behavioral disorders, specific learning disabilities, other health impairments, and other exceptionalities (e.g., deaf/hard of hearing, visually impaired, traumatic brain injured, dual sensory impaired and established conditions) were closely representative of the population of preschool children identified for those areas of exceptionality.

Analyses of K-12 respondents shows underrepresentation in two of the seven categories of exceptionalities. This includes the percentage of K-12 students with specific learning disabilities underrepresented by 12.6 percent and emotional behavioral disabilities by 1.5 percent. Overrepresentation of respondents was reported when comparing survey respondents with the population of K-12 students identified with autism spectrum disorders by 6.6 percent, intellectual disabilities by 3.2 percent and other health impairments by 2.3 percent. Other exceptionalities (e.g., deaf/hard of hearing, visually impaired, traumatic brain injured, dual sensory impaired, orthopedically impaired and hospital/homebound) results differed by less than 1 percent with the population reported for those categories.

Further analyses by primary and secondary grades showed an overrepresentation of respondents identifying with primary grade students to the population of students enrolled in K-5 by a 11.2 percent margin, while respondents reported for the secondary school grade students were shown to be underrepresented by a margin of 11.2 percent.

**Was sampling used?** No

Was a collection tool used? Yes

Is it a new or revised collection tool? Yes



Yes, the data accurately represent the demographics of the State



No, the data does not accurately represent the demographics of the State

Submitted collection tool: [2013 NCSEAM Survey](#)

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n-size	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	0	73	0%	0%	0%

All races and ethnicities were included in the review

### Define "disproportionate representation" and describe the method(s) used to calculate disproportionate representation

Florida defines "disproportionate representation" as a risk ratio of 3.5 or higher for overrepresentation. Westat's risk ratio method is used for calculating disproportionate representation with a minimum "n" size of 30.

Two districts were excluded from all calculations due to a total population of students with disabilities of less than 30. The number of districts excluded from the calculation by racial/ethnic group for not meeting the state-established minimum cell size of 30 are as follows:

Racial/Ethnic Group	Districts Removed from the Calculation
White, not Hispanic	2
Black, not Hispanic	9

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Hispanic	20
Asian	47
Native Hawaiian/Other Pacific Islander	74
American Indian/Alaska Native	61
Two or more races	31

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0			0

## Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	4.17%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n-size	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
3	0	69	0%	0%	0%

All races and ethnicities were included in the review

### Define "disproportionate representation" and describe the method(s) used to calculate disproportionate representation

Florida defines "disproportionate representation" as a risk ratio of 3.5 or higher for over-representation. Westat's risk ratio method is used for calculating disproportionate representation with a minimum "n" size of 30.

Six districts were excluded from all calculations for not meeting the minimum cell size. The number of districts excluded from the calculation for not meeting the state-established minimum cell size of 30 in all races by disability category are as follows:

	Intellectual Disability	Specific Learning Disability	Emotional/ Behavioral Disability	Speech or Language Impairment	Other Health Impairment	Autism Spectrum Disorder
Number of districts with all races excluded	22	7	34	6	30	30

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

The number of districts excluded from the calculation by racial/ethnic group and disability for not meeting the state-established minimum cell size of 30 are as follows:

<b>Racial Ethnic Group</b>	<b>Intellectual Disability</b>	<b>Specific Learning Disability</b>	<b>Emotional/ Behavioral Disability</b>	<b>Speech or Language Impairment</b>	<b>Other Health Impairment</b>	<b>Autism Spectrum Disorder</b>
White, not Hispanic	26	9	35	7	30	30
Black, not Hispanic	40	26	45	27	47	53
Hispanic	50	29	57	32	49	49
Asian	69	67	75	63	73	67
Native Hawaiian/ Other Pacific Islander	75	75	75	75	75	75
America Indian/ Alaska Native	75	70	75	73	75	75
Two or more races	66	46	71	49	66	67

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

<b>Findings of Noncompliance Identified</b>	<b>Findings of Noncompliance Verified as Corrected Within One Year</b>	<b>Findings of Noncompliance Subsequently Corrected</b>	<b>Findings Not Yet Verified as Corrected</b>
0			0

## Indicator 11: Child Find

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	92.00%	93.10%	94.00%	96.87%	98.16%	98.81%	98.97%	99.04%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

### FFY 2013 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
56,170	55,371	99.04%	100%	98.58%

Number of children included in (a), but not included in (b) [a-b]	799
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Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

There were a total of 722 evaluations completed beyond the 60-day period:

1-10 Days = 296

11-20 Days = 190

21 Days Plus = 236

A total of eight districts reported 77 incomplete evaluations. Delays occurred in completing evaluations because of increased caseloads, scheduling difficulties either with parents or staff, and failure to obtain all needed data within the timeframe.

Indicate the evaluation timeline used

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

Districts login to a state database to enter the number of parental consents obtained and the number of evaluations completed within and beyond the evaluation timeframe. When the number of completed evaluations does not equal the number of parental consents obtained, the district must provide a brief explanation for the delay in completing the evaluation and the anticipated date for completion.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
27	27		0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

The state verifies that each LEA with noncompliance is correctly implementing the regulatory requirements of 34 CFR 300.301(c)(1) (i.e., 100 percent compliance) by requiring that each district with noncompliance randomly sample records of students initially evaluated in a given month during 2013-14 school year. Districts continue to pull random samples until they are able to demonstrate 100 percent compliance with 34 CFR 300.301(c)(1) in a given month. Results of random reviews (including student information, consent dates and evaluation dates) are submitted to the state for verification of compliance.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

The state verified correction of each individual case of noncompliance by requiring districts to submit the evaluation completion date for each evaluation completed after the district submission of 2012-13 data or by providing documentation that the student was exempt from the evaluation timeline (e.g., student left the district’s jurisdiction prior to completion of the evaluation) for each student with an incomplete evaluation timeline data.

## Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	32.00%	68.50%	90.20%	99.20%	99.60%	99.80%	99.80%	99.85%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

### FFY 2013 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	5,774
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	78
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	5,103
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	195
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	398

	Numerator (c)	Denominator (a-b-d-e)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e)] \times 100$	5,103	5,103	99.85%	100%	100%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	0
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What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

FDOE and the Florida Department of Health (FDOH) Early Steps jointly provide data for this indicator. FDOH Early Steps provides data on Part C children referred to Part B. FDOE provides data from survey 5 and survey 2 from the student information database obtained from FDOE’s Education Information and Accountability Services (EIAS) office.

The FDOE matches the data file from the FDOH Early Steps with survey 5 data files. Once survey 2 is available, the FDOE repeats the matching process. Finally, the FDOE unduplicates all matching records.

The FDOE sends districts the resulting data sets for review and data verification. Specifically, it asks districts to verify the child’s enrollment in the district, dates of eligibility determination, eligibility status and IEP dates. Districts must code records for all children who are not located in the FDOE student information database or do not have eligibility/IEP dates on or before their third birthday.

Upon completion of the data review and verification process, districts return the final data sets to the FDOE for processing. The FDOE uses the final data sets to calculate indicator 12(a), (b), (c), (d), and (e). It calculates a final compliance percentage using the following formula:  $[(c) \div (a - b - d - e)] \times 100$ .

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
1	1	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

Based on guidance provided by OSEP, the bureau has revised the standard used to determine whether a district has corrected noncompliance. OSEP Memorandum 09-02, *Reporting on Correction of Noncompliance in the Annual Performance Report Required under Sections 616 and 642 of the Individuals with Disabilities Education Act*, dated October 17, 2008, clarified that states must apply the following two-pronged standard when evaluating a district’s **correction of noncompliance**:

1. The district has corrected each individual incident of noncompliance; and
2. The district is correctly implementing the specific regulatory requirement (i.e., achieved 100 percent compliance) based on the state’s review of updated data.

These data must reflect 100 percent compliance before a state can conclude and report that noncompliance has been corrected.

Based on this clarification, in order for a district to be judged as having corrected identified noncompliance, there must be evidence that correction occurred for the individual student **and that the district is implementing the requirement appropriately for 100 percent of a sample of students.**

In accordance with 34 CFR §300.600(e), **timely correction** means that noncompliance is corrected and supporting documentation is submitted to the state as soon as possible but in no case later than one year from identification (i.e., from receipt of written notification of noncompliance).

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

Each district with noncompliance provided updated IEPs to demonstrate the correction of each individual case of noncompliance. These records were reviewed by the state and found to be compliant.

## Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with 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. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

### Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data					82.30%	89.30%	90.90%	90.50%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

### FFY 2013 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
498	561	90.50%	100%	88.77%

### Explanation of Slippage

Slippage occurred this year because expectations were raised, both at the district and state levels. IEPs were assessed against a higher standard, making it more difficult for them to be fully compliant. While this resulted in a slight drop in the data, it is expected that districts will improve their transition IEPs as a result, which will improve the outcomes for students.

### What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

FDOE/BEESS implements a statewide monitoring self-assessment system, which includes Indicator 13. A sampling plan identifies the number of student records to be reviewed as well as any criteria that must be applied when selecting student records. BEESS staff validates the accuracy of data obtained from the districts' self-assessment through a desk review of student records.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
24	22	2	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

The state provides training and technical assistance to assist LEAs to correctly implement the regulatory requirements. LEAs with noncompliance are required to submit subsequent samples until they achieve a sample that demonstrates 100 percent compliance.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

Each LEA with noncompliance provided updated IEPs to demonstrate the correction of each individual case of noncompliance. These records were reviewed by the state and found to be compliant.

## Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, 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.

(20 U.S.C. 1416(a)(3)(B))

### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2009	Target ≥						27.50%	28.00%	28.50%
		Data					27.00%	27.50%	27.50%	26.60%
B	2009	Target ≥						37.50%	38.00%	38.50%
		Data					37.00%	38.60%	38.90%	38.30%
C	2009	Target ≥						50.50%	51.00%	51.50%
		Data					50.00%	51.00%	51.90%	50.40%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	29.00%	31.00%	33.00%	35.00%	37.00%	39.00%
Target B ≥	42.00%	44.00%	46.00%	48.00%	50.00%	52.00%
Target C ≥	54.00%	57.00%	60.00%	63.00%	66.00%	69.00%

### Targets: Description of Stakeholder Input

Stakeholder input for Indicator 14 is identical to stakeholder input for Indicator 1. For Indicator 14, transition stakeholders groups had direct input in choosing the targets.

### FFY 2013 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	19,984
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	5,665
2. Number of respondent youth who competitively employed within one year of leaving high school	2,757
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	457
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	1,874

	Number of respondent youth	Number of respondent youth who are no longer in	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

		secondary school and had IEPs in effect at the time they left school			
A. Enrolled in higher education (1)	5,665	19,984	26.60%	29.00%	28.35%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	8,422	19,984	38.30%	42.00%	42.14%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	10,753	19,984	50.40%	54.00%	53.81%

**Was sampling used?** No

**Provide additional information about this indicator (optional)**

Florida does not sample for indicator 14 or use a survey procedure to collect data. The Florida Education and Training Placement Information Program (FETPIP) is used to search for all exiting students in postschool settings. Because all students are included in the FETPIP file, the data are complete and valid. More information about FETPIP may be found at <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program>.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		57.00%	57.50%	58.00%	58.50%	58.50%	59.50%	60.00%
Data	57.00%	57.00%	69.00%	69.00%	63.90%	51.22%	52.94%	72.13%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	55.00%	72.50%	73.00%	74.00%	74.50%	75.00%

### Targets: Description of Stakeholder Input

Please see information provided in the Introduction.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1(a) Number resolution sessions resolved through settlement agreements	26	
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1 Number of resolution sessions	44	

### FFY 2013 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
26	44	72.13%	55.00%	59.09%

### Actions required in FFY 2012 response table

None

### Responses to actions required in FFY 2012 response table

N/A

**Indicator 16: Mediation**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3(B)))

**Historical Data**

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		80.00%	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%
Data	79.00%	71.00%	73.00%	73.00%	66.04%	63.93%	64.18%	65.28%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2013 - FFY 2018 Targets**

FFY	2013	2014	2015	2016	2017	2018
Target ≥	66.20%	68.20%	70.20%	72.20%	74.20%	75.00%

**Targets: Description of Stakeholder Input**

Please see information provided in the Introduction.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.a.i Mediations agreements related to due process complaints	16	
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.b.i Mediations agreements not related to due process complaints	8	
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1 Mediations held	46	

**FFY 2013 SPP/APR Data**

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
16	8	46	65.28%	66.20%	52.17%

**Explanation of Slippage**

In comparison to prior year data, the number of mediations declined. In FFY2012, 72 mediations were held with 47 resulting in agreement.

During this past year, BEESS provided state-sponsored facilitators as an alternative dispute resolution mechanism for select formal state complaints. We also sponsored extensive training of district staff in the facilitated IEP process to increase the number of individuals with IEP facilitation skills. As a result, more conflicts were resolved on the local

level. The cases requiring mediation appear to be those that were the most contentious, and this may have contributed to the slippage in our performance for this indicator.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

N/A

## Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

### Baseline Data

FFY	2013
Data	52.30%

### FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	54.30%	56.30%	58.30%	60.30%	62.30%

### Description of Measure

### Targets: Description of Stakeholder Input

### Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

### Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

### State-identified Measurable Result(s) for Children with Disabilities

## FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

*Statement*

*Description*

### Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

### Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

**Submitted Theory of Action:** No Theory of Action Submitted



Provide a description of the provided graphic illustration (optional)

## Certify and Submit your SPP/APR

This indicator is not applicable.