



Florida Department of Education
Bureau of Exceptional Education and Student Services

SPP/APR Performance Report – June 1, 2022
KIPP

Manny Diaz, Jr., Commissioner

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

The following table includes selected SPP indicators, the state targets for Federal Fiscal Year 2020, LEA data, and if the LEA met the target. Rounding is not used to determine if targets have been met, therefore LEA data contain as many decimal places as needed to determine if the target has been met.

SPP Indicator	Description		LEA Data	SEA Target	Target Met
1. Graduation 2019-2020 (20 U.S.C. 1416 (a)(3)(A))	Percent of students (ages 14-21) with IEPs exiting special education due to graduating with a standard diploma.			82.30%	NA
2. Dropout 2019-2020 (20 U.S.C. 1416 (a)(3)(A))	Percent of students (ages 14-21) with IEPs exiting special education due to dropping out.			11.90%	NA
3. Assessment 2020-2021 (20 U.S.C. 1416 (a)(3)(A))	3A. Participation rate for students with IEPs.	Grade 4 ELA/Reading		85.58%	NA
		Grade 8 ELA/Reading		85.58%	NA
		Grade HS ELA/Reading		81.64%	NA
		Grade 4 Math		86.10%	NA
		Grade 8 Math		86.10%	NA
		Grade HS Math		80.71%	NA
	3B. Proficiency rate for students with IEPs against grade level academic achievement standards.	Grade 4 ELA/Reading		22.80%	NA
		Grade 8 ELA/Reading		16.15%	NA
		Grade HS ELA/Reading		15.10%	NA
		Grade 4 Math		28.08%	NA
		Grade 8 Math		22.01%	NA
		Grade HS Math		14.03%	NA
	3C. Proficiency rate for students with IEPs against alternate academic achievement standards.	Grade 4 ELA/Reading		56.50%	NA
		Grade 8 ELA/Reading		58.30%	NA
		Grade HS ELA/Reading		60.00%	NA
		Grade 4 Math		55.00%	NA
		Grade 8 Math		62.00%	NA
		Grade HS Math		62.00%	NA
	3D. Gap in proficiency rates for students with IEPs and for all students against grade level academic achievement standards.	Grade 4 ELA/Reading		29.57%	NA
		Grade 8 ELA/Reading		36.43%	NA
		Grade HS ELA/Reading		35.23%	NA
		Grade 4 Math		25.04%	NA
		Grade 8 Math		31.81%	NA
		Grade HS Math		20.01%	NA
4. Suspension and Expulsion 2019-2020 (20 U.S.C. 1416 (a)(3)(A); 1412 (a)(22))	4A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.			12.90%	NA
	4B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.			0.00%	NA

SPP Indicator	Description		LEA Data	SEA Target	Target Met
5. Educational Environments 2020-2021 (20 U.S.C. 1416 (a)(3)(A))	5A. Percent of students with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.		85.71%	76.73%	Yes
	5B. Percent of students with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.		0.00%	13.35%	Yes
	5C. Percent of students with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.		0.00%	3.23%	Yes
6. Preschool Environments 2020-2021 (20 U.S.C. 1416 (a)(3)(A))	6A. Percent of students with IEPs aged 3, 4, and aged who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			25.93%	NA
	6B. Percent of students with IEPs aged 3, 4, and aged who are enrolled in a preschool program attending a separate special education class, separate school or residential facility.			60.84%	NA
	6C. Percent of students with IEPs aged 3, 4, and aged who are receiving special education and related services in the home.			0.38%	NA
7. Preschool Outcomes 2020-2021 (20 U.S.C. 1416 (a)(3)(A)) (Blank cells indicate no students were tested. Asterisk (*) indicates the number tested is less than 10.)	7A(1) Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.			75.30%	NA
	7A(2) The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.			69.80%	NA
	7B(1) Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in acquisition and use of knowledge and skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.			60.20%	NA
	7B(2) The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.			51.80%	NA
	7C(1) Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.			64.60%	NA
	7C(2) The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.			68.30%	NA
8. Parent Involvement 2020-2021 (20 U.S.C. 1416 (a)(3)(A))	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.	Preschool		82.60%	NA
		School Age		81.60%	NA
9. Disproportionate Representation 2020-2021 (20 U.S.C. 1416 (a)(3)(C))	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.			0.00%	NA
10. Disproportionate Representation in Specific Disability Categories 2020-2021 (20 U.S.C. 1416 (a)(3)(C))	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.			0.00%	NA
11. Child Find 2020-2021 (20 U.S.C. 1416 (a)(3)(B))	Percent of students referred with parental consent who were evaluated within 60 days of receiving parental consent for initial evaluation.			100.00%	NA
12. Early Childhood Transition 2020-2021 (20 U.S.C. 1416 (a)(3)(B))	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have IEP developed and implemented by their third birthdays.			100.00%	NA

SPP Indicator	Description	LEA Data	SEA Target	Target Met
13. Secondary Transition 2020-2021 (20 U.S.C. 1416 (a)(3)(B))	Percent of students 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.		100.00%	NA
14. Post-School Outcomes 2019-2020 (20 U.S.C. 1416 (a)(3)(B))	14A. Percent of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.		24.71%	NA
	14B. Percent of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.		52.07%	NA
	14C. Percent of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were 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.		59.34%	NA