



**Florida Department of Education  
Bureau of Exceptional Education and Student Services**

**State Performance Report – 02/01/2023  
State of Florida**

Manny Diaz, Jr., Commissioner

**Performance Report for 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 2021, state data, and if the state met the target.

Indicator	Description	Target	State Data	Target Met	
<b>1. Graduation Rate</b> SY 2020-2021 Survey 5 20 U.S.C. 1416 (a)(3)(A)	Percentage of students (ages 14 to 21) with IEPs graduating with a regular diploma.	≥ 82.30%	87.66%	Yes	
<b>2. Dropout Rate</b> SY 2020-2021 Survey 5 20 U.S.C. 1416 (a)(3)(A)	Percentage of students (ages 14 to 21) with IEPs dropping out.	≤ 11.90%	11.96%	No	
<b>3. Assessment</b> SY 2021-2022 Survey 5 20 U.S.C. 1416 (a)(3)(A)	<b>3A.</b> Participation rate for students with IEPs.	Grade 4 ELA/Reading	≥ 85.90%	97.96%	Yes
		Grade 8 ELA/Reading	≥ 85.58%	92.98%	Yes
		Grade HS ELA/Reading	≥ 81.64%	89.29%	Yes
		Grade 4 Math	≥ 86.10%	91.05%	Yes
		Grade 8 Math	≥ 86.10%	90.26%	Yes
		Grade HS Math	≥ 80.71%	88.27%	Yes
	<b>3B.</b> Proficiency rate for students with IEPs against grade-level academic achievement standards.	Grade 4 ELA/Reading	≥ 22.80%	27.16%	Yes
		Grade 8 ELA/Reading	≥ 16.15%	15.74%	No
		Grade HS ELA/Reading	≥ 15.10%	16.27%	Yes
		Grade 4 Math	≥ 28.08%	35.40%	Yes
		Grade 8 Math	≥ 22.01%	25.20%	Yes
		Grade HS Math	≥ 14.03%	16.01%	Yes
	<b>3C.</b> Proficiency rate for students with IEPs against alternate academic achievement standards.	Grade 4 ELA/Reading	≥ 56.50%	53.00%	No
		Grade 8 ELA/Reading	≥ 58.35%	56.14%	No
		Grade HS ELA/Reading	≥ 61.00%	55.74%	No
		Grade 4 Math	≥ 56.00%	52.43%	No
		Grade 8 Math	≥ 62.10%	58.68%	No
		Grade HS Math	≥ 62.50%	58.71%	No
	<b>3D.</b> Gap in proficiency rates for students with IEPs and all students against grade level academic achievement standards.	Grade 4 ELA/Reading	≤ 29.57%	30.22%	No
Grade 8 ELA/Reading		≤ 36.43%	33.76%	Yes	
Grade HS ELA/Reading		≤ 35.23%	34.05%	Yes	
Grade 4 Math		≤ 25.04%	26.12%	No	
Grade 8 Math		≤ 31.81%	32.44%	No	
Grade HS Math		≤ 20.01%	23.29%	No	

Indicator	Description	Target	State Data	Target Met
<b>4. Suspension and Expulsion</b> SY 2020-2021 Survey 2 & EDFacts 006 20 U.S.C. 1416 (a)(3)(A); 1412 (a)(22)	<b>4A.</b> Percentage of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of Out-of-School suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	≤ 10.00%	3.90%	Yes
	<b>4B.</b> Percentage of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of Out-of-School 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%	0.00%	Yes
<b>5. Educational Environments (LRE)</b> SY 2021-2022 EDFacts 002 20 U.S.C. 1416 (a)(3)(A)	<b>5A.</b> Percentage 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.	≥ 77.69%	78.89%	Yes
	<b>5B.</b> Percentage 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.	≤ 13.35%	12.72%	Yes
	<b>5C.</b> Percentage 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.	≤ 3.23%	3.09%	Yes
<b>6. Preschool Environments</b> SY 2021-2022 EDFacts 089 20 U.S.C. 1416 (a)(3)(A)	<b>6A.</b> Percentage of students with IEPs aged 3, 4 and 5 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%	26.53%	Yes
	<b>6B.</b> Percentage of students with IEPs aged 3, 4 and 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility.	≤ 60.84%	61.50%	No
	<b>6C.</b> Percentage of students with IEPs aged 3, 4 and 5 who are receiving special education and related services in the home.	≤ 0.38%	0.42%	No
<b>7. PreSchool Outcomes</b> SY 2021-2022 CHRIS 20 U.S.C. 1416 (a)(3)(A)	<b>7A(1).</b> Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in positive social-emotional skills, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 75.30%	68.72%	No
	<b>7A(2).</b> The percentage 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%	66.37%	No
	<b>7B(1).</b> 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 percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 60.20%	61.01%	Yes
	<b>7B(2).</b> The percentage 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%	53.73%	Yes
	<b>7C(1).</b> 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 percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 64.60%	60.03%	No
	<b>7C(2).</b> The percentage 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%	65.86%	No

Indicator	Description	Target	State Data	Target Met	
<b>8. Parent Involvement</b> SY 2021-2022 ESE Parent Survey 20 U.S.C. 1416 (a)(3)(A)	Percentage 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%	80.50%	No
		School Age	≥ 81.60%	80.50%	No
<b>9. Disproportionate Representation</b> SY 2021-2022 EDFacts 002 20 U.S.C. 1416 (a)(3)(C)	Percentage 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%	0.00%	Yes	
<b>10. Disproportionate Representation in Specific Disabilities</b> SY 2021-2022 EDFacts 002 20 U.S.C. 1416 (a)(3)(C)	Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	= 0.00%	0.00%	Yes	
<b>11. Child Find</b> SY 2021-2022 Child Find State Survey 20 U.S.C. 1416 (a)(3)(B)	Percentage of students referred with parental consent who were evaluated within 60 days of receiving parental consent for initial evaluation.	= 100%	97.24%	No	
<b>12. Early Childhood Transition</b> SY 2021-2022 CHRIS 20 U.S.C. 1416 (a)(3)(B)	Percentage 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%	99.98%	No	
<b>13. Secondary Transition</b> SY 2021-2022 T16 Protocol 20 U.S.C. 1416 (a)(3)(B)	Percentage 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 service's needs.	= 100%	97.92%	No	
<b>14. Post-School Outcomes</b> SY 2020-2021 FETPIP 20 U.S.C. 1416 (a)(3)(B)	<b>14A.</b> Percentage 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.	≥ 25.00%	29.80%	Yes	
	<b>14B.</b> Percentage 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%	68.17%	Yes	
	<b>14C.</b> Percentage 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%	74.18%	Yes	
<b>15. Resolutions Sessions</b> SY 2021-2022 EMAPS 20 U.S.C. 1416 (a)(3)(B)	Percentage of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements	≥ 79.07%	63.07%	No	
<b>16. Mediation</b> SY 2021-2022 EMAPS 20 U.S.C. 1416 (a)(3)(B)	Percentage of mediations held resulting in mediation agreements	≥ 83.33%	81.82%	No	