Calculation Guide for Florida's State Performance Report and Annual Performance Report

2018-19 and 2019-20 DATA

for February 1, 2021 SPP/APR Submission

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BACKGROUND

Under the Individuals with Disabilities Education Act (IDEA) 2004, Florida is required to develop a State Performance Plan (SPP)/Annual Performance Report (APR) for the purposes of evaluating Florida's efforts to implement the IDEA.

Within the state performance plan there are three monitoring priorities and 16 indicators relating to the priority areas. For each of the indicators, Florida is required to establish measurable and rigorous targets for improvement and, in many cases, to examine district-level data and direct resources based upon this examination.

The purpose of this document is to provide districts with information about the sources of district-level data that will be used for the purposes of the SPP/APR due February 1, 2021, that will contain data from the 2018-19 and 2019-20 school years. The document includes a discussion of The Florida Department of Education's (DOE) Information Data Base with particular focus on the Automated Student Information System as well as more detailed information about data sources for selected SPP/APR indicators.

DOE INFORMATION DATA BASE

Section 1008.385(2), Florida Statutes, mandates that each school district and the Florida Department of Education develop and implement a comprehensive management information system which is made up of compatible components and links all levels of the state education system. The automated student information system is the vehicle used by school districts to electronically transfer student records using state-defined elements and formats while the automated staff information system serves the same purpose for school district personnel.

STATE REPORTING FORMATS AND DATA ELEMENTS

The most basic component of the DOE Information Data Base is the data element. In the automated student information system, there are over 300 data elements. For a complete list of the student database formats and data elements, please refer to the database manuals online http://fldoe.org/accountability/data-sys/database-manuals-updates/.

SURVEYS

Formats are submitted during scheduled survey periods. Surveys 1-4 are concurrent with the FTE survey weeks specified by the Commissioner of Education. Surveys 1-4 are used to collect data on students in membership and attendance during survey weeks. Survey 5 is used to collect data about all students who were in membership at any time during the school year (end of year information).

The table below shows the reporting schedules for formats needed for SPP/APR reporting.

	Survey				
	July	Oct	Feb	June	Aug
Format	1	2	3	4	5
Student Demographic Information	✓	✓	✓	✓	✓
Exceptional Student	✓	✓	✓	✓	✓
Student Discipline/Referral Action		✓	✓		✓
Student End of Year Status					✓

NOTE: Since the federal reporting due date requirements are prior to the end of survey 5, preliminary data are "pulled" or "frozen" at a point in time prior to the close of the survey. Districts are notified of the preliminary pull date.

OTHER CALCULATION CONSIDERATIONS

Data sets used for purposes of the SPP/APR are typically gathered at a point in time following the state processing but prior to the final update/amendment date. Because districts may submit changes for a period of time following the survey due date, calculation results will vary dependent on when the data are pulled. **In some cases, data for determining whether or not a district has met an indicator target may be pulled prior to the final update/amendment data.**

SPP/APR calculations are limited to students with disabilities as determined by their exceptionality. Most students are identified using their primary exceptionality. In cases where the primary exceptionality is gifted, the element "Exceptionality, Other" is examined to determine if the student also has been identified with a disability. In cases where a disability has been identified, the first listed disability category is used as the primary exceptionality.

Rounding is not used in determining if targets have been met. If, for example, the target for placement inside the regular class 80% or more of the day is 72%, a district with 71.9% of students inside the regular class 80% or more of the day will not be considered as having met the target.

Indicators 15 and 16 are not included in this guide as data are reported at the state level only and not at the district level.

OTHER DATA SOURCES
In addition to the DOE Information Data Base, there are other sources of data used in determining if Florida has met SPP goals. These data sources include:
- Bureau of Accountability Reporting assessment results
- Parent involvement survey results
- Early Childhood outcomes results
- 60-day timeline data submitted by districts to BEESS
- Florida Education Training and Placement Information (FETPIP) files
- Florida Department of Health Early Steps program data files

INDICATORS

INDICATOR 1
Percent of youth with IEPs graduating from high school with a regular diploma. Data lag one year (2018-19 cohort-based graduation rate data will be used for the SPP/APR due February 1, 2021).

SOURCE
Bureau of Accountability and Reporting calculation

TIMEFRAME FOR DATA RETRIEVAL
Please refer to the Guide to Calculations for the Cohort Graduation Rates online at http://fldoe.org/core/fileparse.php/7584/urlt/1819GradRateInfoGuide.pdf for specific information regarding this indicator. As mentioned above, the Bureau of Accountability and Reporting oversees this calculation and work with each district accountability director during the update and review process.

CALCULATION METHOD
Numerator = the number of standard diploma graduates from the list below.

Denominator = the number of first-time ninth graders with disabilities in membership during fall 2015 **plus** incoming transfer students on the same schedule to graduate **minus** students from this combined population who transferred out, left to enroll in a private school, or home education program, deceased students and students opting to remain in school to receive FAPE or seek a standard diploma.

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Standard Diploma Graduates:
- Standard High School Diploma (W06)
- Standard High School Diploma (WD1)
- Standard High School Diploma through FCAT Waiver (WFW)
- Standard High School Diploma through Alternate Assessment (WFT)
- Standard High School Diploma (WRW)
- Standard High School Diploma (WXL)
- Standard High School Diploma (WXT)
- Standard High School Diploma (WXW)

Adult Standard Diplomas:
- (W43)
- (W52)
- (W54)
- (W55)
- (W58)
- (W59)

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION

Detailed guidance for this calculation is provided in the "2018-19 Information Guide for the 4-Year Graduation Rate Cohort" online at http://fldoe.org/core/fileparse.php/7584/urlt/1819GradRateInfoGuide.pdf. This document provides the complete list of diploma codes and withdrawal codes used for this calculation.

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Percent of youth with IEPs dropping out of high school during a single year. Data lag one year (2018-19 dropout rate data will be used for the SPP/APR due February 1, 2021).

The unduplicated number of students with disabilities (IDEA) who are ages 14 through 21, were in special education at the start of the reporting period, and who dropped out by the end of the reporting period.

SOURCE
Survey 5 data as of October 4, 2019 submitted in EDFacts file 009.

TIMEFRAME FOR DATA RETRIEVAL
Data for reports were retrieved following state processing, but prior to final update/amendment date. This calculation is based upon preliminary survey 5 data submitted as October 4, 2019 (prior to the close of survey 5).

CALCULATION METHOD
Numerator =   Unduplicated count of students in the DROPOUT Exit category.
Denominator = Total number of students in the GHS, RC, DROPOUT or D Exit categories. (See definitions of the categories below.)

Exit Category **GHS** (Graduated with a regular High School Diploma)
- **Diploma Type**:
    - Standard High School Diploma (W06)
    - Standard High School Diploma (WD1)
    - Standard High School Diploma through FCAT Waiver (WFW)
    - Standard High School Diploma through Alternate Assessment (WFT)
    - Standard High School Diploma through College Prep Option (W6A)
    - Standard High School Diploma through Career Prep Option (W6B)
    - Standard High School Diploma through College Prep Option and Alternate Assessment (WFA)
    - Standard High School Diploma through Career Prep Option and Alternate Assessment (WFB)
    - Standard High School Diploma (WRW)
    - Standard High School Diploma (WXL)
    - Standard High School Diploma (WXT)
    - Standard High School Diploma (WXW)

Exit Category **RC** (Received a certificate which includes special diploma, certificate of completion, GEDs, and special certificate of completion)
- **Diploma Type**
    - Special Diploma [option one] (W07)
    - State of Florida High School Performance-Based Diploma [GED and State Approved Graduation Test] (W10)
    - Special Diploma [option two] (W27)
    - State of Florida High School Performance Based Diploma [GED and Concordant and/or Comparative Score] (WGA)
    - State of Florida Diploma [GED Exit Option Model Program, GED only] (WGD))
- **Certificate of Completion, Type**
    - Certificate of Completion, 24 Credit Option (W08)
    - Special Certificate of Completion (W09)
    - Common Placement Test – Eligible Certificate of Completion, 24-Credit Option (W8A)
    - Certificate of Completion (W8B)

Exit Category **D** (Died)
- **Withdrawal Reason**
    - Any PK-12 student withdrawn from school due to death (W12)

Exit Category **DROPOUT** (Dropped out)
- **Withdrawal Reason**:

- Any student who was expected to attend a school but did not enter as expected for unknown reasons (DNE).
- Any student age 16 or older who leaves school voluntarily with no intention of returning (W05).
- Any student withdrawn from school due to court action (W13).
- Any student withdrawn from school due to nonattendance (W15).
- Any student who withdraws from school due to medical reasons (W18).
- Any student who is withdrawn from school due to being expelled (W21).
- Any student whose whereabouts is unknown (W22).
- Any student who withdraws from school for any reason other than those above (W23).

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION

- ***Exceptional Student Format (Survey 5)***
  - Exceptionality, Primary
  - Exceptionality, Other

- ***Student End of Year Status (Survey 5)***
  - Withdrawal Reason
  - Diploma Type
  - Certificate of Completion, Type

INDICATOR 3

Participation and performance of children with IEPs on statewide assessments:

B	Participation rate for children with IEPs
C	Proficiency rate for children with IEPs against grade level and alternate achievement standards.

NOTE: THERE WAS NO ASSESSMENT DATA FOR 2019-20

SOURCE

B & C: EDFacts files 175, 178, 185, and 188 compiled by PK-20 Education Reporting and Accessibility (PERA).

TIMEFRAME FOR DATA RETRIEVAL

Once files are updated based on the results of the school grade appeals process, the Bureaus of Accountability Reporting and PERA prepare a file that includes assessment results. Results are from the 2019 Spring assessment administration.

CALCULATION METHOD

EACH OF THE FOLLOWING CALCULATIONS ARE COMPLETED SEPARATELY FOR READING AND MATH

Participation rate for children with IEPs

Numerator =   number of students with disabilities participating in statewide assessments

Denominator = number of students with disabilities enrolled during the assessment window and eligible to participate in the assessments.

Proficiency rate for children with IEPs

Numerator =   number of students with disabilities enrolled for a full academic year who took a statewide assessment and scored level 3 or higher.

Denominator = number of students with disabilities taking the assessments.

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION

- *Exceptional Student Format (Survey 3)*
  - Exceptionality, Primary
  - Exceptionality, Other

- *Accountability Reporting Office*
  - State Assessment files
  - Alternate Assessment files
  - Corrected enrollment files

NOTE: Indicator 3A is not applicable for the SPP/APR.

Rates of suspension and expulsion:
   A. Percent of districts that have a significant discrepancy in the rate of out-of-school suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
   B. Percent of districts that have (a) a significant discrepancy, 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 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.

Data lag one year (2018-19 rates of suspension/expulsion will be used for the SPP/APR due February 1, 2021).

SOURCE
EDFacts file 006 compiled by PERA from Survey 5 of a given school year. (PERA 3509). Ages 3-21

TIMEFRAME FOR DATA RETRIEVAL
Districts submitted 2018-19 data in survey 5. Data for reports were retrieved following state processing, but prior to final update/amendment date of. PERA pulled these data and generated the discipline reports based upon the preliminary data submitted as October 4, 2019. This file was used by BEESS to produce the discipline reports for Indicator 4.

CALCULATION METHOD FOR 4A
A district with a significant discrepancy will have a risk ratio equal to or greater than 3.0.

Numerator =   the number of students with disabilities suspended out-of-school/expelled for more than 10 days cumulative days **divided by** the total year enrollment of disabled students) × 100
Denominator =   the number of nondisabled students of being suspended out-of-school/expelled for more than 10 cumulative days **divided by** the total year enrollment of nondisabled students) × 100

4A Sample Risk Ratio Calculation
Numerator
= Number of students with disabilities that were suspended out-of-school/expelled for more than 10 cumulative days **(1,337)** divided by the total year enrollment of disabled students **(42,834)**
= (1,337 ÷ 42,834) × 100
= 3.121

Denominator
= Number of nondisabled students who were suspended/expelled for more than 10 cumulative days **(2,831)** divided by the total year enrollment of nondisabled students **(329,168)**
= (2,831 ÷ 329,168) × 100
= 0.860

Risk Ratio:
= 3.121 ÷ 0.860
= 3.629

In this sample calculation, students with disabilities are 3.629 times more likely than nondisabled students to be suspended out-of-school/expelled for more than 10 cumulative days. Note that districts are excluded from the calculation when they have fewer than 10 students with disabilities who are suspended out-of-school/expelled for more than 10 days.

CALCULATION METHOD FOR 4B
A district with a significant discrepancy will have a risk ratio equal to or greater than 3.0.

Numerator =   The number of students with disabilities from a specific racial/ethnic group of being suspended out-of-school/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 number of all nondisabled students of being suspended out-of-school/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.

4B Sample Risk Ratio Calculation
Numerator
= Number of Hispanic students with disabilities who were suspended/expelled for more than 10 cumulative days **(473)** divided by the total number of disabled Hispanic students **(26,713)**
= (473 ÷ 26,713) × 100
= 1.772

Denominator
= Number of all nondisabled students who were suspended/expelled for more than 10 cumulative days **(2831)** divided by the total number of nondisabled students **(329,168)**
= (2831 ÷ 329,168) × 100
= 0.860

Risk Ratio
= 1.772 ÷ 0.860
= 2.060

In this sample calculation, Hispanic students with a disability are 2.060 times more likely than all nondisabled students to be suspended/expelled for more than 10 cumulative days. Note that 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.

The policies, procedures, and practices (PPPs) are reviewed for districts with a significant discrepancy (i.e., a risk ratio equal to or greater than 3.0). The purpose of the review is to determine whether the district's PPPs 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.

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION OF 4A AND 4B
- *Student Demographic Format (Survey 5)*
  - Racial/Ethnic Category

- *Exceptional Student (Survey 5)*
  - Exceptionality, Primary
  - Exceptionality, Other

- *Student Discipline (Survey 5)*
  - Disciplinary/Referral Action Code
  - Duration, Disciplinary Action

INDICATOR 5
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; or
  C. in separate schools, residential facilities, or homebound/hospital placements.

SOURCE
Final Survey 2 data, 2019-20 as submitted in the EDFacts file 002

TIMEFRAME FOR DATA RETRIEVAL
Survey 2 is conducted in October. Data reports were produced by PERA for the EDFacts Office in mid-March 2020, following the close of survey 2, December 15, 2019.

CALCULATION METHOD
Age is calculated using Date Certain survey 2 (Friday of survey week). Rounding is not permitted.

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

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

Served in public or private separate schools, residential placements, or homebound or hospital placements
Numerator =   students with disabilities (placed by the district) who are coded D, E, F, G, or H for element Exceptional Student, IDEA Educational Environments*.
Denominator =   all students with disabilities except for parentally-placed private school students and students served in corrections (Department of Juvenile Justice educational facilities).

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION
  • ***Student Demographic Information (Survey 2)***
    ▪ Birth Date

  • ***Exceptional Student (Survey 2)***
    ▪ Exceptionality, Primary
    ▪ Exceptionality, Other
    ▪ Exceptional Student, IDEA Educational Environments
    ▪ Time, Total School Week
    ▪ Time with Nondisabled Peers

Definitions for codes are online at http://fldoe.org/accountability/data-sys/database-manuals-updates/2019-20-student-info-system/exceptional-student.stml

INDICATOR 6
Percent of children with IEPs aged 3 through 5 attending a:
  A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
  B. Separate special education class, separate school or residential facility.

SOURCE
Survey 2 data, 2019-20 as submitted in the EDFacts file 089.

TIMEFRAME FOR DATA RETRIEVAL
Districts submitted data in October 2019, survey 2. Data reports were produced by PERA for the EDFacts Office in mid-March 2020 following the close of survey 2, December 15, 2019.

CALCULATION METHOD
Age is calculated using Date Certain survey 2 (Friday of survey week). Rounding is not permitted.

Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
Numerator =   students with disabilities ages 3-5 coded K for the element Exceptional Student, IDEA Educational Environments.
Denominator =   all students with disabilities ages 3-5 except for parentally-placed private school students

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

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION
  - ***Student Demographic Information (Survey 2)***
    - Birth Date

  - ***Exceptional Student (Survey 2)***
    - Exceptionality, Primary
    - Exceptionality, Other
    - Exceptional Student, IDEA Educational Environments

*Definitions for codes are online at http://fldoe.org/accountability/data-sys/database-manuals-updates/2019-20-student-info-system/exceptional-student.stml.

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);
  C. Use of appropriate behaviors to meet their needs.

SOURCE
Children are assessed at program entry and program exit using the Battelle Developmental Inventory, 2nd edition (BDI-2). Districts input children's assessment data into a web-based program developed by the publisher of the BDI-2. The Department contractor periodically exports records from the web-based program and maintains a secure database of children with both entry and exit scores. The data are published annually in the BEESS Databook.

TIMEFRAME FOR DATA RETRIEVAL
Data from students with valid entry and exit assessments (includes those students whose exit assessment was conducted between July 1, 2019, and June 30, 2020) entered into the web system by August 19, 2020 (since August 15 is on a Saturday per Piedra Data).
k
CALCULATION METHOD
Florida's child outcomes measurement system uses scores from three BDI-2 domains and their subdomains. Results from the Personal-Social domain are used to address outcome **A** of the indicator, results from the Communication domain are used to address outcome **B**, and results from the Adaptive (Appropriate Behavior) domain are used to address outcome **C.**

For each outcome (A, B, and C) children are assigned to one of 5 progress categories using the following operational definitions:
  – **Comparable** to same-aged peers = a domain standard score equal to or greater than 78
  – **Below** a level comparable to same-aged peers = a domain standard score less than 78
  – **Raw score gain** = an exit raw score in a subdomain is greater than the entry raw score in the same subdomain
  – **Standard score gain** = an exit domain standard score is greater than the entry domain standard score

OSEP Progress Categories	Functioning compared to same-aged peers ENTRY	EXIT	Raw Score Gain	Standard Score Gain
(a) Percent of children who did not improve functioning	Below	Below	NO	NO
	Comparable	Below	NO	NO
(b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	Below	Below	YES	NO
	Comparable	Below	YES	NO
(c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	Below	Below	YES	YES
(d) Percent of children who improved functioning to reach a level comparable to same-aged peers	Below	Comparable	YES	YES
(e) Percent of children who maintained functioning at a level comparable to same-aged peers	Comparable	Comparable	N/A	N/A

Summary statements are a compilation of progress categories applied separately for outcomes A, B, and C.

Summary Statements:

1. Of those preschool children who entered the preschool program below age expectation in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

$$\frac{\text{Progress categories c + d}}{\text{Progress categories a + b + c + d}} \text{ X } 100$$

2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

$$\frac{\text{Progress categories d + e}}{\text{Progress categories a + b + c + d + e}} \text{ X } 100$$

INDICATOR 8
Percent of parents with a child receiving special education services whose responses to the ESE Parent Survey are used to measure how schools facilitated parent involvement as a means of improving services and results for children with disabilities.

SOURCE
Parents of children with disabilities are surveyed annually using two separate surveys consisting of the items developed and validated by the National Center for Special Education Accountability Monitoring (NCSEAM), which addresses parent's 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, grades K-12. Both surveys are web-based and 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.

TIMEFRAME FOR DATA RETRIEVAL
- November 2019 – Student demographic data prepared and sent to Department's contractor
- February 1, 2020, through May 31, 2020 – Online parent survey available for parents to access
- June 1, 2020 - July 1, 2020 – Survey data compiled
- August 2020 – Final data reports

CALCULATION METHOD
A minimum measure or "standard" was used for reporting parents' perceptions that schools facilitated parents' involvement. Beginning 2012-13, the new standard for this indicator is 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%, while the standard for K-12 was set at 72%. This new standard determined by the state is the cut score at which parents' favorably perceived their child's school facilitated their involvement and the point for which responses are reported as having met or exceeded the standard.

The percent is calculated using the following formula:

Numerator =   Total number of respondents that met or exceeded the cut point score
Denominator = Total number of respondents to the parent survey multiplied by 100

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

SOURCE
Fall 2019 survey 2 data used to produce the EDFacts data files 002 (ages 6 -21) for federal reporting by PK-20 Education Reporting (PERA). Total membership from PERA 3205)

TIMEFRAME FOR DATA RETRIEVAL
Districts submitted data in survey 2 (survey closed December 15, 2019)

CALCULATION METHOD

Risk ratio calculation for Hispanic students
Numerator =   (Number of Hispanic students with disabilities divided by total number of all Hispanic students from EDFacts file) times 100.
Denominator = (Number of all students with disabilities other than Hispanic divided by total number of all students other than Hispanic from EDFacts file) times 100.

Sample Calculation
Numerator
= Number of Hispanic students with disabilities **(95,148)** divided by total number of all Hispanic students **(763,031)**
= (95,148/763,031) x 100
= 12.47
Denominator
= Number of students with disabilities other than Hispanic **(259,762)** divided by total number of all students other than Hispanic **(1,906,322)**
= (259,762/1,906,322) x 100
= 13.63

Risk Ratio
= 12.47/13.63
= .92

In this example, Hispanic students were .92 times less likely than students of all other races to be identified as having a disability.

Notes: Calculations are not carried out in instances where the number of students with disabilities in the race/ethnicity of interest is less than 10. Students with disabilities enrolled in corrections (Department of Juvenile Justice educational programs) are removed from the calculation.

The same procedure is followed for each additional racial/ethnic group.

Following the calculation of the risk ratios, records review activities are undertaken in selected districts to determine if disproportionate representation is the result of inappropriate identification.

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION

- ***Student Demographic Format (Survey 2)***
  - Racial/Ethnic Category

- ***Exceptional Student Format (Survey 2)***
  - Exceptionality, Primary
  - Exceptionality, Other

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

SOURCE
Fall 2019 final survey 2 data used to produce the EDFacts files 002 (ages 6-21) for federal reporting by PK-20 Education Reporting and Accessibility (PERA) and Total membership from PERA 3205

TIMEFRAME FOR DATA RETRIEVAL
Final due date for survey 2 was December 15, 2019.

CALCULATION METHOD

Risk ratio calculation for Hispanic students identified as SLD
Numerator = (Number of Hispanic students identified as SLD divided by total number of Hispanic students from the EDFacts file) times 100.
Denominator = (Number of students identified as SLD who are other than Hispanic divided by total number of all other than Hispanic students from the EDFacts file) times 100.

Sample Calculation
Numerator
= Number of Hispanic students identified as SLD **(42,843)** divided by total number of Hispanic students **(763,031)**
= (42,843/763,031) x 100
= 5.61
Denominator
= Number of all students other than Hispanic identified as SLD **(86,411)** divided by total number of all students other than Hispanic **(1,906,332)**
= (96,411/1,906,322) x 100
= 5.06

Risk Ratio
= 5.61/5.06
= 1.11

In this example, Hispanic students were 1.11 times as likely as all other races to be identified as having a learning disability. A risk ratio of 1.0 represents no difference, so this risk ratio reveals that Hispanic students are equally likely to be identified as SLD when compared to all other races.

Notes: Calculations are not carried out in instances where the number of students with disabilities in the race/ethnicity of interest is less than 30. Students with disabilities enrolled in corrections (Department of Juvenile Justice educational programs) are removed from the calculation.

The same procedure is followed for each additional racial/ethnic group by disability category.

Following the calculation of the risk ratios, records review activities are undertaken in selected districts to determine if disproportionate representation is the result of inappropriate identification.

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION

- ***Student Demographic Format (Survey 2)***
  - Racial/Ethnic Category

- ***Exceptional Student Format (Survey 2)***
  - Exceptionality, Primary
  - Exceptionality, Other

INDICATOR 11

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation, or if the State established timeframe within which the evaluation must be conducted, within that timeframe. (Note: Florida's timeline: initial evaluations completed within 60 school days that the student was in attendance after receiving parental consent for initial evaluation)

SOURCE

Web-based data collection completed by each school district for students for whom parental consent to conduct an initial evaluation was received between July 1, 2019, through June 30, 2020.

TIMEFRAME FOR DATA RETRIEVAL

Data collection efforts are web-based. Information is disseminated to districts in the fall 2019 concerning the reporting of these data by the December 11, 2020, deadline.

CALCULATION METHOD

Data is compiled from the web-based format used by districts reporting the total number of eligible children ages 3-21 for whom initial evaluations were conducted with parental consent and the number of children who were evaluated within the 60-day timeline and beyond.

The percent is calculated using the following formula:

Numerator =   Total number of initial evaluations completed within the 60-day timeline.
Denominator = Total number of students with parent consent for an evaluation multiplied
                        by 100.

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:

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

SOURCE
DOE and the Florida Department of Health (DOH) Early Steps jointly provide data to a contractor for this indicator. DOH Early Steps provides data on Part C children referred to Part B. DOE provides data from Survey 5 and Survey 2 from the Student Information Database obtained from DOE's PK-20 Education Reporting and Accessibility office.

TIMEFRAME FOR DATA RETRIEVAL
The DOH Early Steps provides data representing the 2019-20 school year to the DOE in fall 2020. The DOE provides data from Survey 5 (2019-20 school year) in October 2020 and Survey 2 (2020-21 school year) data files retrieved in November 2020.

CALCULATION METHOD
The contractor matches the data file from the DOH Early Steps with Survey 5 data files. Specifically, it matches all records of Part C children who were referred to Part B with a date of birth between 7/1/2016 and 6/30/2017 with Part B child records found within Survey 5. Once Survey 2 is available, the contractor repeats the matching process for children who were not enrolled until 2019-20. Finally, the contractor unduplicates all matching records.

The DOE 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 DOE Student Information Database or do not have eligibility/IEP dates on or before their third birthday using the following coding system:

CODE	DESCRIPTION
A	Child was never determined eligible for Early Steps and did not have an IFSP
B	After Early Steps provided personally identifying information (e.g., child's name, date of birth, parents' name, contact information, etc.) to the school district, child/family could not be located by the school district (after repeated contact attempts)
C	School district did not get consent from the family for Part B evaluation (or family withdrew consent)
D	Early Steps shared personally identifying information (e.g., child's name, date of birth, parents' name, contact information, etc.) with the school district less than 90 days before child's third birthday
E	Process was delayed until after the child's third birthday due to parent/family reasons (e.g. parent/family repeatedly did not bring child to evaluation, parent/family repeatedly did not attend eligibility meeting, child/family illness)
F	Process was delayed until after the child's third birthday due to incomplete medical or other agency reports (such as DCF) needed for eligibility determination (this does not include the school district's delay in arranging for medical evaluations)
G	Prior to the third birthday, the child was evaluated and determined ineligible for Part B services (even if the child was later determined eligible after the third birthday)
H	Parent declined the transition conference, eligibility meeting, or Part B services (even if the child was evaluated and determined eligible for Part B)
I	Child moved out of the school district prior to the evaluation or eligibility determination or never enrolled in the school district after being determined eligible for Part B services

CODE	DESCRIPTION
J	Natural disaster (e.g., hurricane)
K	Other
L	Child unknown to school district or not referred by Early Steps

Upon completion of the data review and verification process, districts return the final data sets to the DOE for processing. The DOE 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:

$$[(c) \div (a - b - d - e)] \times 100$$

Note that the eligibility determination date for each child is used for calculating (c) unless the initial IEP meeting was held on a different date. Additionally, (b) consists of child records with code G and (d) consists of child records with codes C and H. Finally, the DOE excludes child records from the calculation if they have codes A, B, D, E, F, I, J, or L.

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION
- ***Early Steps Data File***
    - Child's name
    - Date of birth
    - Date of initial IFSP
    - Number of days between initial IFSP and date of birth
    - Early Steps disposition code

- ***Student Demographic (Survey 5 and Survey 2)***
    - Child's name
    - Date of Birth

- ***Exceptional Student (Survey 5 and Survey 2)***
    - Exceptionality, Primary
    - Exceptionality, Other
    - Exceptional Student Eligibility Determination Date

INDICATOR 13

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 service's 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.

SOURCE

BEESS Compliance Self-Assessment 2018-19

TIMEFRAME FOR DATA RETRIEVAL

Data for this indicator are collected via the BEESS monitoring system. During 2019-20, this will be done through the BEESS General Supervision website. Districts will submit the results of their self-assessments on November 30, 2020.

CALCULATION METHOD

For this indicator, only records of students aged 16 and above were reviewed.

Numerator =   Number of student records where item T-16 on the SPP 13 – Secondary Transition Age 16 protocol was marked "no"

Denominator = Total number of student records where item T-16 on the SPP 13 – Secondary Transition Age 16 was applicable

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION

- **N/A**

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.

SOURCE
Survey 5 exit data matched to other agency data by Florida Education Training Placement Information Program (FETPIP).

TIMEFRAME FOR DATA RETRIEVAL
Districts submitted 2017-18 exit data in survey 5. FETPIP is provided a file with the list of all SWD exiters from Report EDR 728E and links this file with data from other agencies.

CALCULATION METHOD
More information about FETPIP methodology may be found at http://www.fldoe.org/fetpip/method.asp.

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION
- *Exceptional Student Format (Survey 5)*
   - Exceptionality, Primary
   - Exceptionality, Other

- *Student End of Year Status (Survey 5)*
   - Withdrawal Reason
   - Grade Level
   - Withdrawal Date
   - Diploma Type
   - Certificate of Completion, Type