

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

**2014-15 and
2015-16 Data**

For February 1, 2017 APR Submission

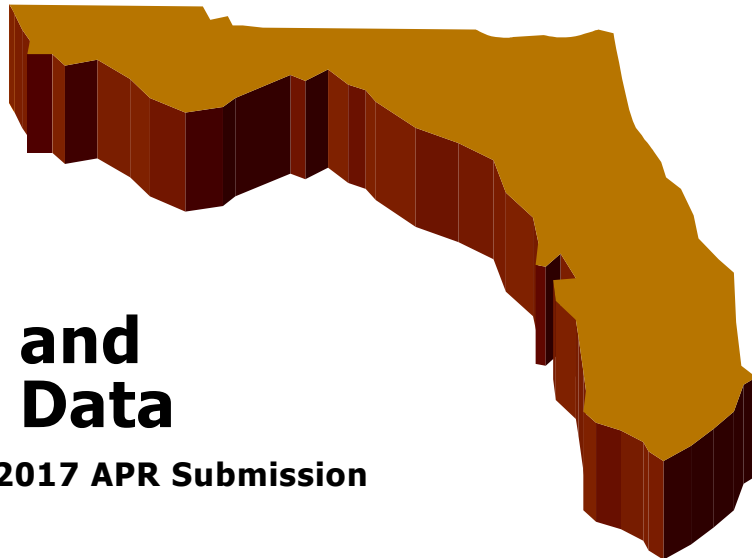


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BACKGROUND

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, 2017 that will contain data from the 2014-15 and 2015-16 school years. The document includes a discussion of The Florida Department of Education's 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.

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 each element, the database manual (found at <http://www.fldoe.org/eias/dataweb/default.asp>) provides a working definition as well as specifying the length, format and codes to be used for submission. As examples, the elements "Exceptionality, Primary" and "Exceptional Student, IDEA Educational Environment" are included in Appendix A.

STATE REPORTING FORMATS

Data elements are reported within state reporting formats. A format is a group of related data elements. In the Automated Student Information System, there are a total of 21 reporting formats. Reporting formats which are relevant to the SPP/APR process include the following:

- Student Demographic Information
- Exceptional Student
- Student Discipline/Resultant Action
- Student End of Year Status

Some data elements are reported on a single format, others are reported on multiple formats and a few, such as Student Number Identifier, are reported on almost all formats.

Copies of the format instructions and lists of elements for the four reporting formats relevant to the SPP/SPP/APR process are found in Appendix B.

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.

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

Details about FTE Survey dates, including due dates, state processing period, and final update/amendment date can be found at <http://www.fldoe.org/fefp/>.

As indicated earlier, data submitted in surveys 1-4 covers a Monday through Friday survey week, while survey 5 includes data for all students who were in membership at any time during the school year. The due date for each survey is the deadline given to districts for transmitting the survey data. During the state processing period, data are processed, error reports and error files are created, and districts use the error reports and error files to correct and resubmit data. The final update/amendment date represents the last day districts are able to amend survey data. 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.

FILE MERGING AND MATCHING PROCESSES

The Bureau of Accountability Reporting and the Bureau of PK-20 Education Reporting and Accessibility (PERA) provides either data reports or data files which are the source of much of the data needed for the SPP. For some reporting requirements, such as graduation rates, PERA completes the necessary calculations and provides reports containing the graduation rates used in the SPP/APR process. For other indicators, such as those addressing LRE, PERA provides the Bureau of Exceptional Education and Student Services (BEESS) with electronic reports. For selected indicators (4, 9, 10, and 12), BEESS completes further calculations using data files provided by PERA.

Additionally, SPP/APR Indicator 12 reporting requires matching of a merged file with data obtained from the Florida Department of Health’s Early Steps program. For more information on this process, please see the Indicator 12 data calculation section in this guide.

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 sometimes 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 for assessment and enrollment data files
- 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

INDICATOR 1

Percent of youth with IEPs graduating from high school with a regular diploma. Data lag one year (2014-15 graduation rate data will be used for the FFY 2015 SPP/APR due February 1, 2017).

SOURCE

Bureau of PK-20 Education Reporting and Accessibility (PERA).

TIMEFRAME FOR DATA RETRIEVAL

Districts submitted 2014-15 data in survey 5 (state processing ended August 28, 2015). Data for reports were retrieved following state processing, but prior to final update/amendment date of February 26, 2016. BEESS received the data from PERA in December 2015.

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 2011 **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.

Standard Diploma Graduates:

- Standard High School Diploma (W06)
- Standard High School Diploma through FCAT Waiver (WFW)
- Standard High School Diploma through Concordant and/or comparative score (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 through Statewide Standardized Assessment Results Waiver (WRW)
- Standard High School Diploma through Academically Challenging Curriculum to enhance Learning (WXL)
- Standard High School Diploma through Academically Challenging Curriculum to enhance Learning and concordant and/or comparative score (WXT)
- Standard High School Diploma through Academically Challenging Curriculum to enhance Learning and an approved assessment waiver (WXW)
- Standard High School Diploma Deferred Receipt (WD1)

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

INDICATOR 2

Percent of youth with IEPs dropping out of high school. Data lag one year (2014-15 dropout rate data will be used for the FFY 2015 SPP/APR due February 1, 2017).

SOURCE

EDFacts File 009 compiled by PK-20 Education Reporting and Accessibility (PERA)

TIMEFRAME FOR DATA RETRIEVAL

Districts submitted 2014-15 data in survey 5 (state processing ended August 28, 2015). Data for reports were retrieved following state processing, but prior to final update/amendment date of February 26, 2016. PERA produced the EDFacts file in December 2015, which was then shared with BEESS.

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.

Exit Category **GHS** (Graduated with a regular High School Diploma)

- **Diploma Type:**
 - Standard High School Diploma (W06)
 - Standard High School Diploma through FCAT Waiver (WFW)
 - Standard High School Diploma through Concordant and/or comparative score (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 through Statewide Standardized Assessment Results Waiver (WRW)
 - Standard High School Diploma through Academically Challenging Curriculum to enhance Learning (WXL)
 - Standard High School Diploma through Academically Challenging Curriculum to enhance Learning and concordant and/or comparative score (WXT)
 - Standard High School Diploma through Academically Challenging Curriculum to enhance Learning and an approved assessment waiver (WXW)
- Standard High School Diploma Deferred Receipt (WD1)

Exit Category **RC** (Received a certificate which includes special diploma, certificate of completion, 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, 18-Credit ACCEL Option (W8B)
 - Common Placement Test – Eligible Certificate of Completion, 18-Credit ACCEL Option (W8C)

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.

SOURCE

B & C: EDFacts files 175, 178, 185 and 188 compiled by the 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 Bureau of Accountability Reporting and PERA prepares a file that includes Florida Standards Alternate Assessment (FSAA) results for students with disabilities. Results from the 2016 Spring assessment administration should become available after the State Board meets to approve cut scores in April 2017.

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 assessment
Denominator = number of students with disabilities enrolled during the assessment window

Proficiency rate for children with IEPs

Numerator = number of students with disabilities enrolled who took a statewide assessment and scored proficient or higher
Denominator = number of students with disabilities enrolled during the assessment window

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION

- ***Exceptional Student Format (Survey 3)***
 - Exceptionality, Primary
 - Exceptionality, Other
- ***Accountability Reporting Office***
 - Florida Standards Assessment files (FSA)
 - Florida Standards Alternate Assessment files (FSAA)
 - Corrected enrollment files

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

INDICATOR 4

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.
- 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.

Data lag one year (2014-15 rates of suspension/expulsion will be used for the FFY 2015 SPP/APR due February 1, 2017).

SOURCE

EDFacts file 006 compiled by the Bureau of PK-20 Education, Reporting and Accessibility (PERA).

TIMEFRAME FOR DATA RETRIEVAL

Districts submitted 2014-15 data in survey 5 (state processing ended August 28, 2015). Data pulled in October 2015 following state processing, but prior to final update/amendment date of February 26, 2016. PERA produced the EDFacts file in November 2016 which was then shared with BEESS.

CALCULATION METHOD FOR 4A

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

Numerator = risk for students with disabilities of being suspended/expelled for more than 10 days (disabled students that were suspended/expelled for more than 10 cumulative days **divided by** the total year enrollment of disabled students) $\times 100$
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) $\times 100$

4A Sample Risk Ratio Calculation

Numerator

= Number of students with disabilities that were suspended/expelled for more than 10 cumulative days (**1,337**) divided by the total year enrollment of disabled students (**42,834**)
 $= (1,337 \div 42,834) \times 100$
 $= 3.121$

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**)
 $= (2,831 \div 329,168) \times 100$
 $= 0.860$

$= 3.121 \div 0.860$

$= 3.629$

In this sample calculation, students with disabilities are 3.629 times more likely than 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 who are suspended/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 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) $\times 100$

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) $\times 100$

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**)

= $(473 \div 26,713) \times 100$

= 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**)

= $(2831 \div 329,168) \times 100$

= 0.860

= $1.772 \div 0.860$

= 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)**
 - Discipline/Resultant Action Code
 - Duration, Discipline 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

EDFacts file 002 compiled by the Bureau of PK-20 Education Reporting and Accessibility (PERA).

TIMEFRAME FOR DATA RETRIEVAL

Districts submitted data in October 2015, survey 2 (state processing ended November 13, 2015). EDFacts data files were produced by PERA following the final update/amendment date of March 31, 2016, and shared with BEESS.

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

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

EDFacts file 089 compiled by PK-20 Education Reporting and Accessibility calculation (PERA).

TIMEFRAME FOR DATA RETRIEVAL

Districts submitted data in October 2015, survey 2 (state processing ended November 13, 2015). EDFacts data files were produced by PERA following the final update/amendment date of March 31, 2016, and shared with BEESS.

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

INDICATOR 7

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, 2015 and June 30, 2016) entered into the web system by August 15, 2016.

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 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		Raw Score Gain	Standard Score Gain
	ENTRY	EXIT		
(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.

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

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.

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

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. Each survey has a web-based and paper based component available.

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 2015 – Student demographic data prepared and sent to Department's contractor
- February 1, 2016 through May 31, 2016 – Online parent survey available for parents to access
- June 1, 2016 - July 1, 2016 – Survey data compiled
- August 2016 – 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

INDICATOR 9

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 2015 survey 2 data used to produce the EDFacts data files 002 and 089 for federal reporting by PK-20 Education Reporting and Accessibility (PERA).

TIMEFRAME FOR DATA RETRIEVAL

Districts submitted data in survey 2 (state processing ended November 13, 2015). The EDFacts files were produced following the final update/amendment date of March 31, 2016 and shared with BEESS.

CALCULATION METHOD

Risk ratio calculation for Hispanic students

Numerator = (Number of Hispanic students with disabilities divided by total number of Hispanic students) times 100.

Denominator = (Number of all students with disabilities other than Hispanic divided by total number of all other than Hispanic students) times 100.

Sample Calculation

Numerator

= Number of Hispanic students with disabilities (**95,148**) divided by total number of Hispanic students (**763,031**)

= $(95,148/763,031) * 100$

= 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**)

= $(259,762/1,906,322) * 100$

= 13.63

= $12.47/13.63$

= .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 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.

Following the calculation of the risk ratios, review of policies, procedures and practices are undertaken in districts with disproportionate representation 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 10

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 2015 survey 2 data used to produce the EDFacts data files 002 and 089 for federal reporting by PK-20 Education Reporting and Accessibility (PERA).

TIMEFRAME FOR DATA RETRIEVAL

Districts submitted data in survey 2 (state processing ended November 13, 2015). The EDFacts files were produced following the final update/amendment date of March 31, 2016.

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) times 100

Denominator = (Number of students identified as SLD who are other than Hispanic divided by total number of all other than Hispanic students) times 100

Sample Calculation**Numerator**

= Number of Hispanic students identified as SLD (**42,843**) divided by total number of Hispanic students (**763,031**)

= $(42,843/763,031) * 100$

= 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 (**1,906,322**)

= $(86,411/1,906,322) * 100$

= 5.06

= $5.61/5.06$

= 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, review of policies, procedures and practices are undertaken in districts with disproportionate representation 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 calendar days 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, 2015, through June 30, 2016.

TIMEFRAME FOR DATA RETRIEVAL

Data collection efforts are web-based. Information is disseminated to districts in the fall 2016 concerning the reporting of these data by the November 18, 2016, 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

INDICATOR 12

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

The Florida Department of Education (DOE) and the Florida Department of Health (DOH) Early Steps 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 (PERA) office.

TIMEFRAME FOR DATA RETRIEVAL

The DOH Early Steps provides data representing the 2015-16 school year to the contractor in fall 2016. The DOE provides 2 data files, one from Survey 5 (2015-16 school year) pulled in October 2016 and one from Survey 2 (2016-17 school year) pulled in November 2016.

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 7/1/2013 and 6/30/2014 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 2016-17. Finally, the contractor unduplicates all matching records.

The contractor sends districts the resulting data sets for review and data verification. Specifically, districts are asked 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 (or family did not respond to contact) after repeated attempts
C	School district was unable to 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, etc., with notification.) with the school district less than 90 days before child's 3 rd birthday, or child was referred to the school district less than 90 days before the child's 3 rd 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, etc.)
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 including vision and hearing screenings)

CODE	DESCRIPTION
G	Prior to the 3rd birthday, the child was evaluated (this includes screened) and determined ineligible for Part B services (even if the child was later determined eligible after the 3rd 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, returned to the school district less than 90 days before the child's 3 rd birthday, or never enrolled in the school district after being determined eligible for Part B services
J	Natural disaster (e.g., hurricane, tropical storm) or dangerous conditions resulting in the cancellation or closure of district /school activities and facilities
K	Other
L	Child unknown to school district or not referred by Early Steps

Upon completion of the data review and verification process, districts submit the final data sets for processing. The contractor 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 contractor excludes child records from the calculation if they have codes A, B, D, E, F, I, J, or L. Codes of K are reviewed and verified by DOE program specialist.

KEY FORMATS/DATA ELEMENTS USED IN THE CALCULATION

- **Early Steps Data File**
 - Child's name
 - Birth Date
 - 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
 - Birth Date
- **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 2015-16

TIMEFRAME FOR DATA RETRIEVAL

Data for this indicator are collected via the BEESS monitoring system. During 2015-16, this was done through the BEESS General Supervision website. Districts submitted the results of their self-assessments on December 4, 2015.

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

INDICATOR 14

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 2013-14 exit data in survey 5 (state processing ended August 29, 2014) FETPIP uses a file of high school exiters to isolate the students with disabilities and matches against 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

APPENDIX A

FLORIDA DEPARTMENT OF EDUCATION
 DOE INFORMATION DATABASE REQUIREMENTS VOLUME I:
 AUTOMATED STUDENT INFORMATION SYSTEM
 AUTOMATED STUDENT DATA ELEMENTS

Year: 2015-16

Data Element Number: **118400**

Data Element Name: **Exceptionality**

A code to identify each exceptionality including the primary exceptionality and all other exceptionalities for any child or youth enrolled in or eligible for enrollment in the public schools of a district who requires special instruction or related services to take full advantage of or respond to educational programs and opportunities because of a physical, mental, emotional, social or learning exceptionality. The codes to be used follow:

Code	Definition/Example
C	Orthopedically Impaired
D	Occupational Therapy
E	Physical Therapy
F	Speech Impaired
G	Language Impaired
H	Deaf or Hard of Hearing
I	Visually Impaired
J	Emotional/Behavioral Disability
K	Specific Learning Disabled
L	Gifted
M	Hospital/Homebound
O	Dual-Sensory Impaired
P	Autism Spectrum Disorder
S	Traumatic Brain Injured
T	Developmentally Delayed
U	Established Conditions
V	Other Health Impaired
W	Intellectual Disability
Z	Not Applicable

Data Element Number: **118400**

Data Element Name: **Exceptionality**

Historical Notes:

1995-96 Code R was collapsed into Code H

2007-08 Code Q was collapsed into Code J [s. 1003.01(3)(a), Florida Statutes]

2008-09 Codes A, B, and N were collapsed into Code W [s. 1003.01(3)(a), Florida Statutes]

Length: 1

Data Type: Alphanumeric

Year Implemented: 9798

State Standard: Yes

Use Types:

State Reporting: No

Local Accountability: Yes

FASTER: Yes

Migrant Tracking: No

Required Grades: PK-12

Programs Required:

Exceptional Student Education

Formats Required:

None

Surveys Required:

None

Appendixes:

None

Description of Changes:

10/18/2011	Codes	This is not a revision, but a correction resulting from an error made during the conversion process to the new data element format. Code 'W' was omitted from the 2011-12 element that should have carried forward from 2010-11. Thus, code 'W' is being added back to the list of exceptionalities.
8/4/2011	Surveys Required	Removed Exceptionality from all Surveys required.
8/4/2011	Formats Required	Removed Exceptionality from all formats required.
8/4/2011	Use Type	Removed State Reporting from Use Type.

FLORIDA DEPARTMENT OF EDUCATION
 DOE INFORMATION DATABASE REQUIREMENTS VOLUME I:
 AUTOMATED STUDENT INFORMATION SYSTEM
 AUTOMATED STUDENT DATA ELEMENTS

Year: 2015-16

Data Element Number: **117525**

Data Element Name: **Exceptional Student, IDEA Educational Environments**

A one character code to identify the educational environment in which a student with disabilities is served. Separate codes are provided for (1) students with disabilities ages 3-5 and (2) students with disabilities ages 6-21. Use codes applicable to the age of the student as of date certain survey 2. For students identified as gifted who are not also identified as disabled use code Z. For all students ages 0-2, use code Z. For all surveys other than survey 2, the element should be z-filled.

Code Definition/Example

Ages 0-2

Z Use Z For:
 All students with disabilities ages 0-2,
 all students identified as gifted who are not also identified as disabled, and
 students with disabilities ages 6-21 for whom codes C, P, D, F, Or H do not apply.

Placement should be determined as of date certain of survey week. The element is only reported for exceptional students during Survey 2. Districts must Z-fill this element for other survey periods.

NOTE: FOR ALL STUDENTS WITH DISABILITIES REPORTED USING ANY OF THE ABOVE CODES, DISTRICTS MUST ALSO REPORT ELEMENTS "TIME WITH NONDISABLED PEERS" AND "TIME TOTAL SCHOOL WEEK."

Ages 3-5

A Home (ages 3-5 only) - Children with disabilities who do not attend an early childhood program or kindergarten provided in a separate class, separate school, or residential facility, but who receive special education and related services in the principal residence of the child's family or caregivers. Include children who receive special education both at home and in a service provider location.

B Special Education Program in a Residential Facility (ages 3-5 only) -Children with disabilities attending a residential school or residential medical facility on an inpatient basis that includes less than 50 percent nondisabled children.

J Service Provider (ages 3-5 only) - Children with disabilities who do not attend an early childhood program, kindergarten, or special education program provided in a separate class, separate school, or residential facility, who receive all of their special education and related services from a service provider. Examples: speech instruction provided in private clinician's office, clinician's office located in a school building, hospital facility on an outpatient basis, library or other public location.

K Early Childhood Program Receiving the Majority of Special Education Services Inside the Early Childhood Program (ages 3-5 only) - Children with disabilities attending an early childhood program that includes 50 percent or more nondisabled children and who are receiving the majority of special education and related services inside the early childhood program setting. Include any child attending an early childhood program or kindergarten with 50 percent or more nondisabled children for any portion of the week who gets the majority of special education and related services in that program. Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.

L Special Education Program at a Regular School Campus or Community Based Setting (ages 3-5 only) – Children with disabilities attending an early childhood program or kindergarten that includes less than 50 percent nondisabled children in a regular school building, in a portable building outside a regular school building, in a community-based setting such as a child care facility, or in a hospital facility on an outpatient basis. Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.

Data Element Number: 117525

Data Element Name: **Exceptional Student, IDEA Educational Environments**

M Early Childhood Program Receiving the Majority of Special Education Services Outside the Early Childhood Program (ages 3-5 only) - Children with disabilities attending an early childhood program that includes 50 percent or more nondisabled children and who are receiving the majority of special education and related services outside the early childhood program setting. Include any child attending an early childhood program or kindergarten with 50 percent or more nondisabled children for any portion of the week who gets the majority of special education and related services outside of that program (such as pullout services). Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.

S Special Education Program in a Separate School (ages 3-5 only) - Children with disabilities attending an early childhood program or kindergarten in a school designed specifically for children with disabilities.

FOR STUDENTS WITH DISABILITIES AGES 3-5,
(Including Kindergarten students who are age 5)
USE ONLY CODES K, L, M, S, B, A, OR J AND DETERMINE WHICH ONE OF THE CODES APPLY.

Ages 6-21

C Correction Facility (ages 6-21 only) - Students with disabilities receiving special education and related services in Department of Juvenile Justice facilities, county jail or State prison (School Function/Setting D or J in Master School Identification File).

D Separate School (ages 6-21 only) - Students with disabilities receiving special education and related services for greater than 50 percent of the school day in non-residential public or private separate day school facilities. (Also known as center schools, where all of the students are disabled.) This would also include students who may attend school at a residential facility but do not live there.

F Residential Facility (ages 6-21 only) - Students with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities and live in the residential facility during the school week.

H Home/Hospital (ages 6-21 only) - Students with disabilities receiving special education and related services at home or in an inpatient hospital program.

P Private Schools (ages 6-21 only) - Students with disabilities enrolled by their parents or guardians in regular parochial or other private schools and who receive special education and/or related services at public expense from a local educational agency. Include McKay Scholarship students who have a services plan. Do not include charter school students.

Z None of the Above - For these students, educational environment will be calculated using the two elements, Time, Total School Week and Time with Non-disabled Peers found on the Exceptional Student Format.

FOR STUDENTS WITH DISABILITIES AGES 6-21,
(Including Kindergarten students who are age 6 or older)
USE ONLY CODES C, P, D, F, H, OR Z AND DETERMINE WHICH ONE OF THE CODES APPLY.

Length: 1

Data Type: Alphabetic

Year Implemented: 0001

State Standard: Yes

Use Types:

State Reporting: Yes

Data Element Number: 117525

Data Element Name: **Exceptional Student, IDEA Educational Environments**

Local Accountability: Yes

FASTER: No

Migrant Tracking: No

Required Grades: PK-12

Programs Required:

Exceptional Student Education

Formats Required:

Exceptional Student DB9 23x

Surveys Required:

Survey 1 Default

Survey 2 Yes

Survey 3 Default

Survey 4 Default

Survey 5 Default

Appendixes:

None

Description of Changes:

7/1/2015 Surveys Required

Survey 7 Removed from Required Surveys

7/1/2015 Codes

Ages 6-21: Added additional language to code C.

APPENDIX B

2015-2016 Student Demographic Information

1. For reporting periods 1-4 submit this record for each student receiving instruction/service during that reporting period. Also, send a Student Demographic Information record for each student for whom one or more of the following record formats is being submitted even if the student is not receiving instruction/service during the reporting period: Title I Supplemental Educational Services, Student Discipline/Referral Action, Student Assessment and Federal/State Indicator Status. Do not send a Student Demographic Information record for a student who is in Home Education unless the student is also receiving instruction/service from the school district during the reporting period.
2. For reporting periods 2 and 3, also submit this record for any student who was identified as migrant ages 0-21, was not enrolled in school and has not graduated from high school. These records should be submitted with a School Number, Current Enrollment of 9997.
3. For reporting period 5 submit this record for any student (a) who was in membership at any time during the school year, (b) who was expected to attend school but did not enter as expected (c) for whom a Diploma Type of W43, W45 or W52 is being reported on the Student End of Year Status record, (d) who was identified as migrant ages 0-21, was not enrolled in school and has not graduated from high school, (e) who was identified as migrant ages 0-21, and served in a home education setting, (f) who participated in a Title I, Part C (Migrant) program at a private school, (g) who has been identified as disabled and received services provided by a district through a services plan, or (h) who participated in a Title I program at a private school. No records are needed in Survey 5 for McKay Scholarship students unless they attended a course in the school district or received services through a services plan as in (g).
4. For reporting period 9 submit this record for each student for whom an Institution Number, Neglected/Delinquent code is being reported and for each student for whom a Title I Supplemental Educational record format is being reported.
5. For reporting period 6 submit this record for each KG-12 student identified as in membership on the survey date. Do not send this record for students who were expected to attend school but did not enter (DNE) as expected for unknown reasons. Exceptional Student Education Prekindergarten (PK) students and children of students in the Teenage Parent Program who are in membership on the survey date should also be submitted. Required fields to be reported are: District Number, Current Instruction/Service; District Number, Current Enrollment; School Number, Current Enrollment; Student Number Identifier, Florida; Survey Period Code; Year; Student Number Identifier - Alias, Florida; Student Name, Legal; Gender; Grade Level; and Birth Date. If the Student Number Identifier, Local is reported, it will be included on designated reports as in all other survey periods. Data may be sent for other fields, but the data is not needed and default values will be loaded to the data base for these non-required elements.

6. For reporting period 8 submit this record for each Grade Level 01-12 student who will participate in the Progress Monitoring and Reporting Network (PMRN) this school year. Also report all kindergarten students enrolled in the district in reporting period 8. Kindergarten students' Florida Kindergarten Readiness Screener (FLKRS) test data will be included in the Progress Monitoring and Reporting Network (PMRN). Required fields to be reported are: District Number, Current Instruction/Service; District Number, Current Enrollment; School Number, Current Enrollment; Student Number Identifier, Florida; Survey Period Code; Year; Student Number Identifier - Alias, Florida; Student Name, Legal; Gender; Grade Level; Birth Date and Responsible Instructor, Reading. If the Student Number Identifier, Local is reported, it will be included on designated reports as in all other survey periods. Data may be sent for other fields, but the data is not needed and default values will be loaded to the data base for these non-required elements.
7. STUDENT NAME LEGAL: The district must submit student names for each student. The student name field will be used to ensure efficient editing and verification of records during reporting periods and to facilitate Department monitoring and auditing activities requiring access to district individual student records.
8. SCHOOL NUMBER, CURRENT ENROLLMENT: For Survey 9, for students for whom an Institution Number, Neglected/Delinquent code is being reported, report the school of enrollment as of the time the student attended the Neglected/Delinquent Institution. For private school students who participated in a Title I program use 9995 for the School Number, Current Enrollment. For private school students who participated in a Title I, Part C (Migrant) program use 9992 for the School Number, Current Enrollment. For home education students who participated in a Title I Part C (Migrant) program use 9993 for School Number, Current Enrollment.
9. YEAR: For reporting periods 1 through 4 and 9, this field will contain fiscal year. For reporting period 5, this field will contain school year. Refer to the element Year in the DOE Information Data Base Requirements: Volume I - Automated Student Information System for definitions.
10. RESPONSIBLE INSTRUCTOR, READING: Report during reporting period 8 for students in the Progress Monitoring and Reporting Network (PMRN). For Grades KG-05 students report the teacher who provides the ninety minutes of initial (core) reading instruction. For Grades 6-12 students and FCAT Level 1 and 2 students enrolled in a reading intervention class report the teacher of the reading intervention class. Students not enrolled in a reading intervention class (for example, an FCAT Level 3 student being progress monitored) report the teacher of language arts. All teachers reported here must also have a Staff Demographic Information record. Report all zeroes in all other survey periods.
11. INSTITUTION NUMBER, NEGLECTED/DELINQUENT: The number assigned to the institution for neglected or delinquent children as defined in Title I, Parts A and D, of the Elementary and Secondary Education Act, as amended by Public Law 107-110.

12. Report this number in survey period 9 for students who are ages 5-17 inclusive who resided or were present in an institution for neglected or delinquent children for at least one day during the designated 30 day count period in the reporting year. The count period (which may be set separately for each institution) is 30 consecutive calendar days at least one of which falls within the month of October. Submit up to three eligible institutions on a Student Demographic Information format. Matching records are not required for these students in survey period 9.

For Survey Period 5 submit this number for any student, ages 5-17 inclusive, who resided in a locally operated residential neglected or delinquent facility or was present in a locally operated non-residential neglected or delinquent program at any time between July 1 and June 30 of the reporting year.

Also, submit this number for any student, under age 21, who resided in a state operated residential delinquent or neglected program (Washington Special) at any time between July 1 and June 30 of the reporting year.

13. ZONED DISTRICT AND SCHOOL: Submit this information in Survey Period 3 for each student enrolled in an alternative school or designated as hospital/homebound during survey week. These elements should be zero-filled for survey periods 1, 2, 4, 5, 7 and 9.

14. LUNCH STATUS. For Survey Period 5, report a student as eligible for free or reduced price lunch if the student was eligible at any time during the school year.

15. DATE ENTERED UNITED STATES SCHOOL: Submit this information in Survey Periods 2, 3 and 5 for students coded LY or LP on the English Language Learners, PK-12 data element. Also submit this information in Surveys 2, 3 and 5 for Immigrant Students reported on the Federal/State Indicator Status format with a code of Y, unless Grade Level = PK then date should be reported as all zeros.

16. KEY FIELDS: The key fields for this format are item numbers 1, 4, 5 and 6. If a key field needs to be changed, the record must be deleted and re-submitted as an add.

17. ERROR CODES: This field is used by the Department to report to districts the specific errors found in the record during the state edit process. This field should contain filler (spaces, blanks) when the record is transmitted to the Department.

' * ' indicates key fields. (Click on the link to view or download a pdf version of the document)

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	District Number, Current Instruction/Service *
2	3-4	2	N/R	District Number, Current Enrollment

Item No.	From-To	Size	Field Char.	Field Description
3	5-8	4	A/N/R	School Number, Current Enrollment
4	9-18	10	A/N	Student Number Identifier, Florida *
5	19-19	1	N	Survey Period Code *
6	20-23	4	N	Year *
7	24-33	10	A/N	Student Number Identifier - Alias, Florida
8	34-75	42	A/N/L	Student Name, Legal
9	76-77	2	A/N	District Number, Zoned School
10	78-81	4	A/N	School Number, Zoned School
11	82-82	1	A	Gender
12	83-83	1	A	Filler
13	84-93	10	A/N	Student Number Identifier, Local
14	94-96	3	A/N	Filler
15	97-98	2	A	English Language Learners, PK-12
16	99-99	1	A/N	Resident Status, State/County
17	100-101	2	A/N	Grade Level
18	102-102	1	A/N	Student Characteristic, Agency Programs
19	103-103	1	A	Transaction Code
20	104-105	2	A/N	Native Language, Student
21	106-106	1	A/N	Filler
22	107-108	2	A/N	Primary Language Spoken in Home
23	109-110	2	A/N	Country of Birth
24	111-118	8	A/N	English Language Learners: Home Language Survey Date
25	119-126	8	N	Birth Date
26	127-129	3	A/N	Filler

Item No.	From-To	Size	Field Char.	Field Description
27	130-137	8	A/N	Qualifying Arrival Date (QAD) for Migrant Program Eligibility
28	138-138	1	A/N	Lunch Status
29	139-139	1	A	Filler
30	140-140	1	A	Additional School Year Student
31	141-141	1	A/N	Migrant Status Term
32	142-142	1	A/N	Graduation Option
33	143-146	4	A/N	Institution Number, Neglected/Delinquent (First)
34	147-150	4	A/N	Institution Number, Neglected/Delinquent (Second)
35	151-152	2	N	Residence County
36	153-153	1	A	Ethnicity
37	154-154	1	A	Race: American Indian or Alaska Native
38	155-155	1	A	Race: Asian
39	156-156	1	A	Race: Black or African American
40	157-157	1	A	Race: Native Hawaiian or Other Pacific Islander
41	158-158	1	A	Race: White
42	159-167	9	A/N	Primary Instructor Responsible, Reading
43	168-171	4	A/N	Institution Number, Neglected/Delinquent (Third)
44	172-179	8	N	Date Entered United States School
45	180-218	39	A/N	Filler
46	219-232	14	A/N	Florida Education Identifier
47	233-240	8	A/N	Filler/Error Codes

Last Updated: 7/1/2015

2015-2016 Exceptional Student

1. Submit this record in reporting periods 1-4 for any PK-12 student who has an Exceptionality, Primary code other than Z. Include any student who has a current individual educational plan (IEP), individual family support plan (IFSP), educational plan (EP), or services plan under the Individuals with Disabilities Education Act (IDEA) in effect. Include students enrolled in both public and private schools (including School Number, Current Enrollment of 3518 and N999) who have a current IEP, IFSP, EP or services plan under IDEA. If the student does not have one of these plans, do not report the student on this format.
2. For reporting period 5, submit this record for any PK-12 student who, during the school year just ended, was in membership at any time during the year and had an Exceptionality, Primary code other than Z. For any student dismissed from **all** programs during the year, report the last Exceptionality, Primary and Exceptionality, Other the student was placed in prior to dismissal. Also report this record in Survey Period 5 for any student who is not already an Exceptional Student and 1) was referred but is pending evaluation, 2) was evaluated and pending eligibility determination, 3) was evaluated and determined ineligible, or 4) was determined eligible but has not been placed (Exceptional Student Placement Status = R, E, I, or N).
3. YEAR: For reporting periods 1-4 this field must contain the fiscal year. For reporting period 5 this field must contain the school year.
4. EXCEPTIONAL STUDENT, DISMISSAL DATE: Report the most recent Exceptional Student, Dismissal Date in Survey 5 for any student who has exited all Exceptional Education programs during the school year and is no longer receiving special education and related services.
5. TIME, TOTAL SCHOOL WEEK AND TIME WITH NON-DISABLED PEERS are reported only in Survey 2. For all other surveys, zero-fill these fields. Also, zero-fill these fields for students whose only exceptionality is gifted (code L).
6. EXCEPTIONAL STUDENT, IDEA EDUCATIONAL ENVIRONMENTS: Report only in Survey 2. For all other Surveys, Z-fill this field.
7. ALTERNATE ASSESSMENT ADMINISTERED is only reported in Surveys 2 and 3. For all other surveys, Z-fill this field.
8. ERROR CODES: This field is used by the Department to report to districts the specific errors found in the record during the state edit process. This field should contain filler (spaces, blanks) when the record is transmitted to the Department.
9. KEY FIELDS: The key fields for this format are item numbers 1, 3, 4 and 5. If a key field needs to be changed, the record must be deleted and re-submitted as an add.

' * ' indicates key fields. (Click on the link to view or download a pdf version of the document)

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	District Number, Current Enrollment *
2	3-6	4	A/N/R	School Number, Current Enrollment
3	7-16	10	A/N	Student Number Identifier, Florida *
4	17-17	1	A/N	Survey Period Code *
5	18-21	4	N	Year *
6	22-26	5	A/N	Filler
7	27-27	1	A	Exceptional Student, IDEA Educational Environments
8	28-28	1	A	Exceptionality, Primary
9	29-29	1	A	Alternate Assessment Administered
10	30-30	1	A	Gifted Eligibility
11	31-55	25	A/N	Filler
12	56-56	1	A	Transaction Code
13	57-59	3	A/N	Filler
14	60-73	14	A/N	Florida Education Identifier
15	74-81	8	N	Exceptional Student, Dismissal Date
16	82-89	8	N	Exceptional Student Plan Date
17	90-90	1	A	Exceptional Student Placement Status
18	91-91	1	A	Exceptional Student Referral Reason
19	92-99	8	N	Evaluation Completion Date

Item No.	From-To	Size	Field Char.	Field Description
20	100-107	8	N	Exceptional Student Placement Date
21	108-115	8	N	Exceptional Student Eligibility Determination Date
22	116-123	8	N	Date of Consent for Evaluation
23	124-124	1	A	Exceptional Student, 60-Day Exception/Extension
24	125-125	1	A/N	Filler
25	126-135	10	A/N	Student Number Identifier, Local
26	136-143	8	A/N	Filler/Error Codes
27	144-152	9	A/L	Exceptionality, Other
28	153-156	4	N	Time, Total School Week
29	157-160	4	N	Time With Non-Disabled Peers

Last Updated: 7/1/2015

2014-2015 Student Discipline/Resultant Action

1. Submit this record during reporting periods 2, 3 and 5 for each student receiving a discipline/resultant action from the first day of the school year to the last day of the survey period. Report all discipline/resultant actions and total duration days that resulted from any incident that occurred during the school year or the subsequent summer session(s) even if the discipline/resultant action is intended to begin in the next school year. Submit a separate record for each occurrence of the discipline/resultant action. A student Discipline/Resultant Action record should not be submitted for SESIR incidents with an Incident, Involvement Type of N or U.
2. INCIDENT, IDENTIFIER: If the discipline/resultant action is related to a School Environmental Safety Incident Report (SESIR) item then the Incident, Identifier and the School Number, Where Incident Occurred should be the same on both records.
3. GRADE LEVEL: Use the grade level of the student at the time the incident occurred.
4. ERROR CODES: This field is used by the Department to report to districts the specific errors found in the record during the state edit process. This field should contain filler (spaces, blanks) when the record is transmitted to the Department.
5. KEY FIELDS: The key fields for this format are item numbers 1, 3, 4, 5, 6, 7, and 9. If a key field needs to be changed, the record must be deleted and re-submitted as an add.
- 6.

' * ' indicates key fields.

(Click on the link to view or download a pdf version of the document)

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	District Number, Current Enrollment *
2	3-6	4	A/N/R	School Number, Current Enrollment
3	7-16	10	A/N	Student Number Identifier, Florida *
4	17-17	1	N	Survey Period Code - 2, 3, or 5 *
5	18-21	4	N	School Year *
6	22-22	1	A	Discipline/Resultant Action Code *
7	23-26	4	N	School Number, Where Discipline/Resultant Action Occurred *

Item No.	From-To	Size	Field Char.	Field Description
8	27-27	1	A	Transaction Code
9	28-35	8	A/N	Incident, Identifier *
10	36-43	8	A/N	Incident, Date
11	44-46	3	N	Duration, discipline Action
12	47-47	1	A	Filler
13	48-48	1	A	Student, Involved in Hate Crime
14	49-49	1	A	Student, Use of Alcohol
15	50-50	1	A	Student, Use of Drugs
16	51-51	1	A	Student, Weapon Use
17	52-53	2	A/N	Grade Level
18	54-54	1	A	Filler
19	55-55	1	A	Gender
20	56-63	8	N	Birth Date
21	64-64	1	A/N	Lunch Status
22	65-66	2	A	English Language Learner, PK-12
23	67-70	4	A/N	School Number, Where Incident Occurred
24	71-76	6	A/N	Filler
25	77-77	1	A	Student, Involved in Bullying
26	78-78	1	A	Zero-Tolerance: Expulsions
27	79-128	50	A/N	Filler
28	129-142	14	A/N	Florida Education Identifier
29	143-152	10	A/N	Student Number Identifier, Local
30	153-160	8	A/N	Filler/Error Codes

Last Updated: 7/1/2014

2014-2015 Student End of Year Status

1. Submit this record for all PK-12 students who were in membership in the district at any time during either the regular school year or its associated summer session, any PK-12 student who was expected to attend school but did not enter (DNE) as expected for unknown reasons, and any student for whom a Diploma Type of W43, W45, W52, W54 or W55 is being reported.
2. Two Student End of Year Status records may be submitted for a student. This can occur when a high school student leaves the PK-12 program and receives an Adult Standard High School Diploma (Diploma Type W43, W52, W54 or W55) or a State of Florida Diploma (GED) (Diploma Type W45). In this instance, one End of Year Status record will be submitted with Grade Level PK-12 and one with Grade Level 30-31.
3. **School Number, Current Enrollment:** For the PK-12 student, report the last PK-12 school that the student was enrolled in during the regular 180 day school year unless the student was only enrolled in the district during the summer term.
4. **Grade Level:** For the PK-12 student, report the last Grade Level of the student during the regular 180 day School Year.
5. **Grade Promotion Status:** Report code P for any PK-12 student who earned a diploma or certificate at any time during the school year.
6. **Error Codes:** This field is used by the Department to report to districts the specific errors found in the record during the state edit process. This field should contain filler (spaces, blanks) when the record is transmitted to the Department.
7. **Key Fields:** The key fields for this format are item numbers 1, 2, 3, 4, 5 and 25. If a key field needs to be changed, the record must be deleted and re-submitted as an add.

' * ' indicates key fields.

(Click on the link to view or download a pdf version of the document)

Item No.	From-To	Field Size	Char.	Field Description
1	1-2	2	N/R	District Number, Current Enrollment *
2	3-6	4	A/N/R	School Number, Current Enrollment *
3	7-16	10	A/N	Student Number Identifier, Florida *
4	17-17	1	N	Survey Period Code *
5	18-21	4	N	School Year *

Item No.	From-To	Size	Field Char.	Field Description
6	22-22	1	A	Grade Promotion Status
7	23-25	3	A/N	Diploma Type
8	26-28	3	A/N	Certificate of Completion, Type
9	29-30	2	A/N	Filler
10	31-32	2	A/N	Filler
11	33-34	2	A/N	Filler
12	35-37	3	A/N	Withdrawal Reason
13	38-43	6	A/N	Filler
14	44-44	1	A	Transaction Code
15	45-58	14	A/N	Florida Education Identifier
16	59-60	2	A/N	Filler
17	61-61	1	A	Dropout Prevention: Primary Reason for Dropping Out
18	62-62	1	A	Dropout Prevention: Secondary Reason for Dropping Out
19	63-70	8	N	Year Entered Ninth Grade, Graduation Requirements Determination
20	71-72	2	A/N	Filler
21	73-77	5	N/R	Grade Point Average State, Cumulative
22	78-83	6	N	Filler
23	84-85	2	A/N	Grade Level *
24	86-86	1	A	Dropout Prevention: Actions Taken - Code A
25	87-87	1	A	Dropout Prevention: Actions Taken - Code B
26	88-88	1	A	Dropout Prevention: Actions Taken - Code C
27	89-89	1	A	Dropout Prevention: Actions Taken - Code D
28	90-90	1	A	Dropout Prevention: Actions Taken - Code E

Item No.	From-To	Size	Field Char.	Field Description
29	91-91	1	A	Dropout Prevention: Actions Taken - Code F
30	92-92	1	A	Dropout Prevention: Actions Taken - Code G
31	93-93	1	A	Dropout Prevention: Actions Taken - Code H
32	94-94	1	A	Dropout Prevention: Actions Taken - Code I
33	95-95	1	A	Dropout Prevention: Actions Taken - Code J
34	96-96	1	A	Dropout Prevention: Actions Taken - Code K
35	97-97	1	A	Dropout Prevention: Actions Taken - Code L
36	98-98	1	A	Dropout Prevention: Actions Taken - Code M
37	99-99	1	A	Dropout Prevention: Actions Taken - Code N
38	100-100	1	A	Dropout Prevention: Actions Taken - Code O
39	101-101	1	N/R	Filler
40	102-109	8	A/N	Withdrawal Date
41	110-110	1	A/N	Dropout Prevention: Possible Influences - Code A
42	111-111	1	A/N	Dropout Prevention: Possible Influences - Code B
43	112-112	1	A/N	Dropout Prevention: Possible Influences - Code C
44	113-113	1	A/N	Dropout Prevention: Possible Influences - Code D
45	114-114	1	A/N	Dropout Prevention: Possible Influences - Code E
46	115-115	1	A/N	Dropout Prevention: Possible Influences - Code F
47	116-116	1	A/N	Dropout Prevention: Possible Influences - Code G
48	117-117	1	A/N	Dropout Prevention: Possible Influences - Code H
49	118-118	1	A/N	Dropout Prevention: Possible Influences - Code I
50	119-119	1	A/N	Career Pathways Student Participant
51	120-120	1	A/N	Dropout Prevention: Possible Influences - Code J

Item No.	From-To	Size	Field Char.	Field Description
52	121-1211	A		Filler
53	122-1221	A		Career and Technical Education, Single Parent and Single Pregnant Woman
54	123-1231	A		Dropout Prevention: Performance-Based Exit Option Test Results
55	124-1296	A/N		Filler
56	130-1301	N		Grade Promotion Status: Good Cause Exemption
57	131-1311	A/N		Filler
58	132-1365	A/N		Filler
59	137-1371	A		Online Course Exempt
60	138-1381	A		Diploma Designation
61	139-1424	A/N		Filler
62	143-15210	A/N		Student Number Identifier, Local
63	153-1608	A/N		Filler/Error Codes

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