



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

2009 LEA PROFILE

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COMMISSIONER

INTRODUCTION

DISTRICT:	TAYLOR	PK-12 POPULATION:	3,299
ENROLLMENT GROUP:	LESS THAN 7,000	PERCENT DISABLED:	17%

The LEA profile is intended to provide districts with a tool for use in planning for systemic improvement in exceptional education programs. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, prevalence, parent involvement and provides information about **district performance as compared to state level targets in Florida's State Performance Plan**. Required by IDEA 2004, the State Performance Plan (2005-2010) is a six-year plan that establishes annual benchmarks and targets for 20 indicators. Annual Performance Reports are submitted to report progress in these performance areas and the process requires annual public reporting for the state and each local education agency.

Data in the LEA profile are presented for the district and the state. Where appropriate and available, comparative data for enrollment group and/or general education students are included. Indicators in **bold** are part of the State Performance Plan.

Data presented as indicators of educational benefit (*Section One*)

- NCLB graduation rate
- **Standard diploma graduation rate**
- **Dropout rate**
- **Postschool outcome data**

Note: Statewide assessment data (participation and performance) are published separately in the fall of each year.

Data presented as indicators of educational environment (*Section Two*)

- **Students with disabilities ages 6-21 by placement setting**
- **Children with disabilities ages 3-5 by placement setting**
- **Part C to Part B transition**
- **Secondary Transition IEPs**
- **Students with disabilities suspended/expelled for more than 10 days in a school year**

Data presented as indicators of prevalence (*Section Three*)

- **Evaluations completed within 60 days**
- Student membership by race/ethnicity
- **Risk ratios of racial/ethnic groups being identified as disabled**

Data presented as an indicator of parent involvement (*Section Four*)

- **Survey of parent perceptions**

Selected State Performance Plan indicators (*Section Five*)

- **Summary information on selected state performance plan indicators**
- **State level targets**
- **District level data**

DATA SOURCES AND REPORTING

The data contained in this profile were obtained from data submitted electronically by districts through the Department of Education Information Database in surveys 2 and 5, through district and parent survey submissions, through the Florida Education and Training Placement Information Program (FETPIP), and through the Department of Health Early Steps program.

Data contained in Section One through Section Four are rounded to the nearest whole number. Because rounding is not used in determining if SPP targets have been met, data in Section Five contains as many decimal places as are needed to determine if targets have been met.

DISTRICTS IN TAYLOR'S ENROLLMENT GROUP:

BAKER, BRADFORD, CALHOUN, DESOTO, DIXIE, FRANKLIN, GADSDEN, GILCHRIST, GLADES, GULF, HAMILTON, HARDEE, HOLMES, JEFFERSON, LAFAYETTE, LEVY, LIBERTY, MADISON, SUWANNEE, TAYLOR, UNION, WAKULLA, WASHINGTON, DOZIER/OKEECHOBEE, FAMU LAB SCHOOL, FAU LAB SCHOOL, FL CONNECTIONS, FSDB, FSU LAB SCHOOL, FL VIRTUAL ACADEMY, UF LAB SCHOOL

SECTION ONE: EDUCATIONAL BENEFIT

Educational benefit refers to the extent to which children benefit from their educational experience. Progression through and completion of school are dimensions of educational benefits as are postschool outcomes. This section of the profile provides data on indicators of school completion and postschool outcomes.

NO CHILD LEFT BEHIND (NCLB) GRADUATION RATE:

The number of first-time ninth graders from four years ago, plus incoming transfer students on the same schedule to graduate, minus students from this population who transferred out or left to enroll in a private school, home education, or adult education, divided into the number of standard diploma graduates from the same group. The resulting percentages are reported for the three-year period from **2004-05** through **2006-07** for students with disabilities and all students. The NCLB graduation rate data lag one year behind other graduation data presented in this profile.

		Students with Disabilities			All Students		
		2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Taylor Enrollment Group State	Taylor	57%	40%	51%	76%	74%	70%
	Enrollment Group	39%	36%	38%	68%	67%	69%
	State	37%	37%	38%	69%	68%	70%

STANDARD DIPLOMA GRADUATION RATE:

The number of standard diploma graduates divided by the number of students with disabilities who completed their education (received either a standard diploma, GED, special diploma, certificate of completion or special certificate of completion) or dropped out. This graduation rate is calculated based on the total number of students with disabilities who exited school in a given year, rather than using the four-year cohort model described in the NCLB graduation rate. The data are reported for the three year period from **2005-06** through **2007-08**.

		Standard Diploma Graduation Rate Students with Disabilities		
		2005-06	2006-07	2007-08
Taylor Enrollment Group State	Taylor	51%	43%	63%
	Enrollment Group	35%	40%	48%
	State	39%	40%	45%

DROPOUT RATE:

The number of students grades 9-12 for whom a dropout withdrawal reason (DNE, W05, W11, W13-W23) was reported, divided by the total enrollment of grades 9-12 students and students who did not enter school as expected (DNEs) as reported at the end of the school year (survey 5). The resulting percentages are reported for students with disabilities, all students, students identified as emotionally/behaviorally disabled (EBD), and students identified as specific learning disabled (SLD) for the years **2005-06** through **2007-08**.

		Students with Disabilities			All Students		
		2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Taylor Enrollment Group State		7%	13%	6%	3%	5%	4%
		6%	5%	4%	4%	4%	3%
		6%	5%	4%	3%	3%	3%

		EBD			SLD		
		2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Taylor Enrollment Group State		13%	20%	8%	8%	12%	7%
		7%	7%	4%	7%	5%	5%
		8%	8%	7%	6%	5%	4%

POSTSCHOOL OUTCOME DATA:

The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2006-07** school year. The table below displays percentage of students with disabilities exiting school for the three-year period from **2004-05** through **2006-07** who were found employed between October and December following their exit or in continuing education (enrolled for the fall or preliminary winter/spring semester following their exit). Finally, an unduplicated percentage of students who are found employed and/or continuing education is included. In this case, a student who is found both employed and in continuing education is counted only once.

		Students with Disabilities								
		Employed			Cont. Ed.			Employed/Cont. Ed.		
		2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Taylor Enrollment Group State		53%	43%	45%	12%	26%	31%	58%	60%	65%
		43%	43%	39%	15%	11%	19%	52%	48%	50%
		49%	48%	45%	20%	19%	22%	57%	55%	55%

SECTION TWO: EDUCATIONAL ENVIRONMENT

Indicators related to educational environment address the extent to which students with disabilities receive special education with their nondisabled peers, timely transition from Part C programs to Part B programs, secondary transition IEPs, and risk ratios of out-of-school suspensions/expulsions for students with disabilities when compared to nondisabled peers.

REGULAR CLASS, RESOURCE ROOM, SEPARATE CLASS PLACEMENT, AND OTHER SEPARATE ENVIRONMENTS, AGES 6-21:

The number of students with disabilities ages 6-21 in regular class, resource room, separate class, and other separate environment, divided by the total number of students with disabilities ages 6-21 reported October (survey 2). Regular class includes students who spend 80% or more of their school week with nondisabled peers. Resource room includes students spending between 40% and 80% of their school week with nondisabled peers. Separate class includes students spending less than 40% of their week with nondisabled peers. Other separate environment includes students served in public or private separate schools, residential placements or hospital/homebound placements. The resulting percentages are reported for the three years from **2006-07** through **2008-09**. Students

served in corrections facilities and students enrolled by their parents in private schools who are receiving special education and/or related services from the LEA are not included in this calculation.

		Regular Class			Resource Room		
		2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Taylor Enrollment Group State	Taylor	53%	58%	64%	25%	21%	15%
	Enrollment Group	63%	65%	66%	15%	14%	13%
	State	58%	62%	64%	18%	16%	15%

		Separate Class			Other Separate Environment		
		2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Taylor Enrollment Group State	Taylor	22%	20%	21%	0%	<1%	<1%
	Enrollment Group	21%	15%	16%	7%	6%	6%
	State	22%	18%	17%	2%	3%	4%

EARLY CHILDHOOD EDUCATION SETTINGS, AGES 3-5:

The number of students with disabilities ages 3-5 attending a regular early childhood program or kindergarten at least 80% of the time, between 40% and 79% of the time, and less than 40% of the time, children attending a special education program at a regular school campus or community-based setting, and children in other environments, divided by the total number of students with disabilities ages 3-5 reported in October (survey 2). Students attending a regular early childhood program or kindergarten are those who spend any time in a program that includes at least 50% nondisabled children. Students attending a special education program are those who are served in programs that include less than 50% nondisabled children on a regular school campus or community-based setting. Students in other environments include those served at separate schools, residential facilities, at home, or at a service provider location. The resulting percentages are reported for **2006-07** through **2008-09**.

		Regular early childhood program or kindergarten ≥ 80%			Regular early childhood program or kindergarten 40%-79%			Regular early childhood program or kindergarten < 40%		
		2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Taylor Enrollment Group State	Taylor	34%	78%	87%	1%	0%	0%	10%	6%	7%
	Enrollment Group	56%	48%	48%	<1%	1%	<1%	22%	9%	7%
	State	39%	34%	32%	3%	3%	2%	39%	20%	18%

		Special education program			Other environment		
		2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Taylor Enrollment Group State	Taylor	25%	14%	4%	29%	1%	2%
	Enrollment Group	17%	38%	42%	4%	3%	2%
	State	15%	33%	39%	4%	10%	9%

PART C TO PART B TRANSITION

The number of children referred for eligibility determination 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, divided by the number of children served in Part C and referred to Part B for eligibility determination (not including children determined to be ineligible for Part B prior to age 3 or children for whom parent refusal to provide consent caused delays in evaluation or initial services). The resulting percentages are reported for **2005-06** through **2007-08**.

		IEP Developed and Implemented by 3rd Birthday		
		2005-06	2006-07	2007-08
Taylor State	Taylor	67%	100%	100%
	State	32%	69%	90%

SECONDARY TRANSITION IEPs:

The number of transition IEPs reviewed as part of the ESE Compliance Self-Assessment which were found compliant, divided by the total number of transition IEPs reviewed. The resulting percentages are reported for **2007-08**.

	Transition IEPs Found Compliant	
	2007-08	
Taylor	0%	
State	24%	

DISCIPLINE RATES AND RISK RATIOS:

Discipline rates are calculated by dividing the number of students who received out-of-school suspensions or expulsions that total more than 10 days by total-year enrollment as reported at the end of the school year (survey 5). Discipline rates are calculated for both students with disabilities and nondisabled students. Discipline risk ratios are calculated by dividing the discipline rate of students with disabilities by the discipline rate of nondisabled students. Risk ratios indicate the risk that students with disabilities will be suspended/expelled for greater than 10 days compared to nondisabled students. A risk ratio of 1.0 indicates that students with disabilities and nondisabled students are equally likely to be suspended/expelled. The resulting rates are reported for students with disabilities and nondisabled students for three years from **2005-06** through **2007-08** along with risk ratios for students with disabilities.

		Suspended/Expelled For Greater than 10 Days								
		Students with Disabilities			Nondisabled Students			Risk Ratio		
		2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Taylor		3%	3%	2%	2%	2%	1%	1.4	1.5	1.7
State		2%	1%	1%	<1%	<1%	<1%	1.8	1.6	1.6

SECTION THREE: PREVALENCE

Indicators relative to the prevalence of students with disabilities include the percentage of students evaluated within 60 days, student membership by racial/ethnic category, and risk ratios of racial/ethnic groups being identified as disabled.

EVALUATION WITHIN 60 DAYS

The number of students with parental consent to evaluate who were evaluated within 60 days of referral, divided by the total number of students with parental consent to evaluate in a given school year as reported via school district survey. The data are reported for **2005-06** through **2007-08**.

		2005-06	2006-07	2007-08
Taylor	Enrollment Group	95%	99%	100%
	State	94%	97%	98%
	State	91%	93%	94%

STUDENT MEMBERSHIP BY RACIAL/ETHNIC CATEGORY:

The two columns on the left show the statewide racial/ethnic distribution for all PK-12 students and all students with disabilities as reported in **October 2008** (survey 2). Statewide, there is a larger percentage of black students in the disabled population than in the total PK-12 population (26% vs. 23%). Similar data for the district are reported in the two right-hand columns.

	State		District	
	All Students	Students with Disabilities	All Students	Students with Disabilities
White	45%	47%	70%	71%
Black	23%	26%	24%	25%
Hispanic	25%	23%	1%	<1%
Asian/Pacific Islander	2%	1%	1%	<1%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%
Multiracial	4%	3%	3%	2%

SELECTED DISABILITIES BY RACIAL/ETHNIC CATEGORY:

Racial/ethnic data for all students as well as students with a primary disability of SLD, EBD, and intellectually disabled (IND) are presented for the district and state as reported in **October 2008** (survey 2).

	All Students		SLD		EBD		IND	
	State	District	State	District	State	District	State	District
White	45%	70%	45%	73%	43%	55%	35%	61%
Black	23%	24%	24%	23%	39%	41%	42%	39%
Hispanic	25%	1%	27%	2%	14%	2%	19%	0%
Asian/Pacific Islander	2%	1%	<1%	0%	<1%	0%	1%	0%
Am Ind/Alaskan Native	<1%	<1%	<1%	2%	<1%	2%	<1%	0%
Multiracial	4%	3%	3%	2%	4%	0%	2%	0%

RISK RATIOS FOR STUDENTS PLACED IN EXCEPTIONAL EDUCATION

The risk that students of a given race will be identified as a student with a disability or a student in selected disability categories when compared to students of all other races. A risk ratio of 1.0 indicates the students of a given race are equally likely as all other races combined to be identified as disabled. A risk ratio of 0.00 indicates that either the race of interest or the sum of all other races is equal to zero. In calculating risk ratios, students reported as multiracial are prorated across other racial/ethnic categories. The data are presented for all students with a disability, students who are identified as IND, EBD, or SLD, and students who are identified as having autism spectrum disorder (ASD), speech or language impairments (SI-LI), other health impaired, or homebound or hospitalized (OHI-HH). The data are presented for the district and the state as reported in **October 2008** (survey 2). An asterisk indicates less than 30 students of a specific race/ethnicity with the given disability.

	IND		EBD		ASD	
	State	District	State	District	State	District
White	0.64	0.61	0.93	*	1.22	*
Black	2.37	*	2.07	*	0.70	*
Hispanic	0.69	0.00	0.49	*	1.03	0.00
Asian/Pacific Islander	0.51	0.00	0.11	0.00	1.19	0.00
Am Ind/Alaskan Native	0.69	0.00	0.97	*	0.88	*

	SI-LI		OHI-HH		SLD		All Disabled	
	State	District	State	District	State	District	State	District
White	1.34	1.51	1.53	*	1.00	1.09	1.06	1.00
Black	0.98	0.73	0.80	*	1.02	0.91	1.14	1.07
Hispanic	0.70	*	0.75	0.00	1.07	*	0.87	*
Asian/Pacific Islander	0.73	*	0.33	0.00	0.29	0.00	0.47	*
Am Ind/Alaskan Native	0.92	0.00	1.16	0.00	1.04	0.00	0.97	*

SECTION FOUR: PARENT INVOLVEMENT

PARENT SURVEY

Response rates refer to the number of parents of children with disabilities responding to a parent survey, divided by the number of surveys sent. The parent involvement rate is the number of parents reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities, divided by the total number of responding parents. These data are reported for parents of preschool children with disabilities and parents of children with disabilities in grades K-12 for **2005-06** through **2007-08**.

Preschool						
Response Rate	Parent Involvement Rate	Response Rate	Parent Involvement Rate	Response Rate	Parent Involvement Rate	
2005-06		2006-07		2007-08		
Taylor	7%	20%	17%	50%	9%	20%
Enrollment Group	12%	43%	10%	47%	7%	34%
State	15%	40%	15%	43%	14%	46%

Grades K-12						
Response Rate	Parent Involvement Rate	Response Rate	Parent Involvement Rate	Response Rate	Parent Involvement Rate	
2005-06		2006-07		2007-08		
Taylor	8%	31%	6%	35%	6%	26%
Enrollment Group	8%	28%	7%	31%	7%	26%
State	10%	27%	8%	29%	8%	32%

SECTION FIVE: SELECTED STATE PERFORMANCE PLAN INDICATORS

The following table includes selected state performance plan indicators, the state targets for 2007-08 for these indicators, district data, and whether or not the district met the target. State targets are presented in **bold**. Because rounding is not used in determining if targets have been met, LEA data contain as many decimal places as needed to determine if the target has been reached. If, for example, 3.9% of students with disabilities in a given district drop out of school, the district will not be considered as having met the target of 4.0%. For indicators 4, 9, and 10, an "N" in the Target Met column means that a district's data contributed to Florida not making the state target.

Indicator		2007-08 State-Level Target	LEA Data	Target Met
1	Graduation rate	The percentage of students graduating with a standard diploma will increase to 40.3% .	62.79%	Y
2	Dropout rate	The dropout rate for students with disabilities will decrease to 4.0% .	5.62%	N
3	Participation and performance of children with disabilities on statewide assessments	96% of students with disabilities in grades three through ten will participate in statewide assessment.	94.4%	N
		38% of students with disabilities in grades three through ten will demonstrate proficiency in reading.	37.5%	N
		40% of students with disabilities in grades three through ten will demonstrate proficiency in math.	41.1%	Y
4	Rates of suspension and expulsion	The percent of districts with a significant discrepancy (a risk ratio of 3.0 or higher) will decrease to 7.5% .	1.74	Y
5	FAPE in the LRE, children ages 6-21	Increase the percentage of students with IEPs age 6 to 21 years removed from regular class placement for less than 21% of the day to 56.8% .	58.36%	Y
		Decrease the percentage of student with IEPs age 6-21 years removed from regular class placement for greater than 60% of the day to 22.3% .	20.45%	Y
		Decrease the percentage of students with IEPs age 6 to 21 years served in public or private separate schools, residential placements, or homebound or hospital placements to 2.7% .	0.19%	Y
8	Parent involvement	32% of responding parents report that schools facilitate parent involvement as a means of improving services and results for children with disabilities. This percentage represents a combination of preschool and K-12 results.	25.6%	N
9	Disproportionality in Special Education	In 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.		Y
10	Disproportionality in Specific Disability Categories	In 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.		Y
11	Evaluation within 60 Days	100% of students referred, with parental consent, for evaluation are evaluated within 60 school days of which the student is in attendance.	100.0%	Y
12	Part C children eligible for Part B who have IEPs developed and implemented by their third birthday	100% of children served and referred by part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthday.	100.0%	Y
13	Transition IEP components	100% of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	0.0%	N
14	Postschool outcomes	55.7% of youth who had IEPs and are no longer in secondary school are found in employment and/or continuing education within one year of leaving high school.	64.62%	Y
15	Correction of noncompliance	100% of noncompliance identified through the general supervision system will be corrected no later than one year from identification.	100.0%	Y
20	Timely and accurately reported data*	100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	100.0%	Y

*Indicator 20 is calculated based on timely submission of data for Indicator 11 and Indicator 12.