



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

**SPP/APR Performance Report – June 1, 2022  
COLUMBIA**

Manny Diaz, Jr., Commissioner

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

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

SPP Indicator	Description	LEA Data	SEA Target	Target Met	
<b>1. Graduation</b> 2019-2020 (20 U.S.C. 1416 (a)(3)(A))	Percent of students (ages 14-21) with IEPs exiting special education due to graduating with a standard diploma.	94.90%	82.30%	Yes	
<b>2. Dropout</b> 2019-2020 (20 U.S.C. 1416 (a)(3)(A))	Percent of students (ages 14-21) with IEPs exiting special education due to dropping out.	4.00%	11.90%	Yes	
<b>3. Assessment</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(A))	3A. Participation rate for students with IEPs.	Grade 4 ELA/Reading	96.06%	85.58%	Yes
		Grade 8 ELA/Reading	90.38%	85.58%	Yes
		Grade HS ELA/Reading	89.08%	81.64%	Yes
		Grade 4 Math	98.43%	86.10%	Yes
		Grade 8 Math	89.42%	86.10%	Yes
		Grade HS Math	86.70%	80.71%	Yes
	3B. Proficiency rate for students with IEPs against grade level academic achievement standards.	Grade 4 ELA/Reading	18.10%	22.80%	No
		Grade 8 ELA/Reading	13.92%	16.15%	No
		Grade HS ELA/Reading	8.09%	15.10%	No
		Grade 4 Math	35.29%	28.08%	Yes
		Grade 8 Math	26.92%	22.01%	Yes
		Grade HS Math	8.67%	14.03%	No
	3C. Proficiency rate for students with IEPs against alternate academic achievement standards.	Grade 4 ELA/Reading	50.00%	56.50%	No
		Grade 8 ELA/Reading	33.33%	58.30%	No
		Grade HS ELA/Reading	84.21%	60.00%	Yes
		Grade 4 Math	50.00%	55.00%	No
		Grade 8 Math	46.67%	62.00%	No
		Grade HS Math	84.62%	62.00%	Yes
3D. Gap in proficiency rates for students with IEPs and for all students against grade level academic achievement standards.	Grade 4 ELA/Reading	43.10%	29.57%	No	
	Grade 8 ELA/Reading	38.12%	36.43%	No	
	Grade HS ELA/Reading	38.50%	35.23%	No	
	Grade 4 Math	28.98%	25.04%	No	
	Grade 8 Math	26.17%	31.81%	Yes	
	Grade HS Math	21.96%	20.01%	No	
<b>4. Suspension and Expulsion</b> 2019-2020 (20 U.S.C. 1416 (a)(3)(A); 1412 (a)(22))	4A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.		12.90%	NA	
	4B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.		0.00%	NA	

SPP Indicator	Description	LEA Data	SEA Target	Target Met	
<b>5. Educational Environments</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(A))	5A. Percent of students with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	79.87%	76.73%	Yes	
	5B. Percent of students with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.	15.75%	13.35%	No	
	5C. Percent of students with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.	0.47%	3.23%	Yes	
<b>6. Preschool Environments</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(A))	6A. Percent of students with IEPs aged 3, 4, and aged who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	42.86%	25.93%	Yes	
	6B. Percent of students with IEPs aged 3, 4, and aged who are enrolled in a preschool program attending a separate special education class, separate school or residential facility.	56.12%	60.84%	Yes	
	6C. Percent of students with IEPs aged 3, 4, and aged who are receiving special education and related services in the home.	0.00%	0.38%	Yes	
<b>7. Preschool Outcomes</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(A))  (Blank cells indicate no students were tested. Asterisk (*) indicates the number tested is less than 10.)	7A(1) Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	64.50%	75.30%	No	
	7A(2) The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.	57.80%	69.80%	No	
	7B(1) Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in acquisition and use of knowledge and skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	45.70%	60.20%	No	
	7B(2) The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.	46.70%	51.80%	No	
	7C(1) Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	44.80%	64.60%	No	
	7C(2) The percent of preschool children aged 3 through 5 with IEPs who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	46.70%	68.30%	No	
<b>8. Parent Involvement</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(A))	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Preschool	84.40%	82.60%	Yes
		School Age	94.10%	81.60%	Yes
<b>9. Disproportionate Representation</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(C))	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.		0.00%	NA	
<b>10. Disproportionate Representation in Specific Disability Categories</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(C))	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.		0.00%	NA	
<b>11. Child Find</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(B))	Percent of students referred with parental consent who were evaluated within 60 days of receiving parental consent for initial evaluation.	100.00%	100.00%	Yes	
<b>12. Early Childhood Transition</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(B))	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have IEP developed and implemented by their third birthdays.	100.00%	100.00%	Yes	

SPP Indicator	Description	LEA Data	SEA Target	Target Met
<b>13. Secondary Transition</b> 2020-2021 (20 U.S.C. 1416 (a)(3)(B))	Percent of students with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.	100.00%	100.00%	Yes
<b>14. Post-School Outcomes</b> 2019-2020 (20 U.S.C. 1416 (a)(3)(B))	14A. Percent of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.	23.73%	24.71%	No
	14B. Percent of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.	67.80%	52.07%	Yes
	14C. Percent of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	69.49%	59.34%	Yes