



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

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

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	
1. Graduation 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.	84.10%	82.30%	Yes	
2. Dropout 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.	13.40%	11.90%	No	
3. Assessment 2020-2021 (20 U.S.C. 1416 (a)(3)(A))	3A. Participation rate for students with IEPs.	Grade 4 ELA/Reading	93.14%	85.58%	Yes
		Grade 8 ELA/Reading	88.35%	85.58%	Yes
		Grade HS ELA/Reading	82.47%	81.64%	Yes
		Grade 4 Math	94.51%	86.10%	Yes
		Grade 8 Math	89.29%	86.10%	Yes
		Grade HS Math	84.67%	80.71%	Yes
	3B. Proficiency rate for students with IEPs against grade level academic achievement standards.	Grade 4 ELA/Reading	24.34%	22.80%	Yes
		Grade 8 ELA/Reading	15.01%	16.15%	No
		Grade HS ELA/Reading	15.65%	15.10%	Yes
		Grade 4 Math	34.59%	28.08%	Yes
		Grade 8 Math	17.83%	22.01%	No
		Grade HS Math	15.84%	14.03%	Yes
	3C. Proficiency rate for students with IEPs against alternate academic achievement standards.	Grade 4 ELA/Reading	60.91%	56.50%	Yes
		Grade 8 ELA/Reading	65.90%	58.30%	Yes
		Grade HS ELA/Reading	56.43%	60.00%	No
		Grade 4 Math	58.29%	55.00%	Yes
		Grade 8 Math	68.79%	62.00%	Yes
		Grade HS Math	64.05%	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	20.12%	29.57%	Yes
		Grade 8 ELA/Reading	31.95%	36.43%	Yes
		Grade HS ELA/Reading	28.22%	35.23%	Yes
Grade 4 Math		18.98%	25.04%	Yes	
Grade 8 Math		30.36%	31.81%	Yes	
Grade HS Math		14.08%	20.01%	Yes	
4. Suspension and Expulsion 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	
5. Educational Environments 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.	82.40%	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.	12.81%	13.35%	Yes	
	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.	3.51%	3.23%	No	
6. Preschool Environments 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.	22.27%	25.93%	No	
	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.	73.36%	60.84%	No	
	6C. Percent of students with IEPs aged 3, 4, and aged who are receiving special education and related services in the home.	0.46%	0.38%	No	
7. Preschool Outcomes 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.	64.00%	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.	65.40%	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.	60.50%	60.20%	Yes	
	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.	51.40%	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.	52.80%	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.	66.70%	68.30%	No	
8. Parent Involvement 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	80.00%	82.60%	No
		School Age	78.20%	81.60%	No
9. Disproportionate Representation 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	
10. Disproportionate Representation in Specific Disability Categories 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	
11. Child Find 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.	95.30%	100.00%	No	
12. Early Childhood Transition 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
13. Secondary Transition 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
14. Post-School Outcomes 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.	18.83%	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.	66.80%	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.	66.80%	59.34%	Yes