Florida Department of Education
Bureau of Exceptional Education and Student Services

Annual Performance Report – 05/01/2024
MONROE

Manny Diaz, Jr., Commissioner

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

The following table includes the applicable SPP indicators, the state targets for Federal Fiscal Year 2022, LEA data, and if the LEA met the target per the United States Code (U.S.C.).

Indicator	Description		Target	LEA Data	Target Met
1. Graduation Rate SY 2021-2022 Survey 5 20 U.S.C. 1416 (a)(3)(A)	Percentage of students (ages 14 to 21) with IEPs graduating with a regular diploma.		≥ 86.75%	88.89%	Yes
2. Dropout Rate SY 2021-2022 Survey 5 20 U.S.C. 1416 (a)(3)(A)	Percentage of students (ages 14 to 21) with IEPs dropping out.		≤ 9.25%	10.19%	No
3. Assessment SY 2022-2023 Survey 5 20 U.S.C. 1416 (a)(3)(A)	*3A*. Participation rate for students with IEPs.	Grade 4 ELA/Reading	≥ 95.00%	98.36%	Yes
		Grade 8 ELA/Reading	≥ 95.00%	100.00%	Yes
		Grade HS ELA/Reading	≥ 95.00%	94.57%	No
		Grade 4 Math	≥ 95.00%	98.36%	Yes
		Grade 8 Math	≥ 95.00%	99.25%	Yes
		Grade HS Math	≥ 95.00%	95.19%	Yes
	3B. Proficiency rate for students with IEPs against grade-level academic achievement standards.	Grade 4 ELA/Reading	≥ 24.00%	18.92%	No
		Grade 8 ELA/Reading	≥ 20.00%	19.83%	No
		Grade HS ELA/Reading	≥ 18.00%	17.11%	No
		Grade 4 Math	≥ 29.00%	24.55%	No
		Grade 8 Math	≥ 24.00%	35.77%	Yes
		Grade HS Math	≥ 16.00%	24.19%	Yes
	3C. Proficiency rate for students with IEPs against alternate academic achievement standards.	Grade 4 ELA/Reading	≥ 57.00%	44.44%	No
		Grade 8 ELA/Reading	≥ 58.50%	40.00%	No
		Grade HS ELA/Reading	≥ 61.50%	72.73%	Yes
		Grade 4 Math	≥ 56.50%	55.56%	No
		Grade 8 Math	≥ 62.50%	60.00%	No
		Grade HS Math	≥ 63.00%	58.33%	No
	3D. Gap in proficiency rates for students with IEPs and all students against grade level academic achievement standards.	Grade 4 ELA/Reading	≤ 29.50%	26.02%	Yes
		Grade 8 ELA/Reading	≤ 36.40%	24.15%	Yes
		Grade HS ELA/Reading	≤ 35.20%	26.94%	Yes
		Grade 4 Math	≤ 25.00%	24.31%	Yes
		Grade 8 Math	≤ 31.80%	29.50%	Yes
		Grade HS Math	≤ 20.00%	26.04%	No

Indicator	Description	Target	LEA Data	Target Met
4. Suspension and Expulsion SY 2021-2022 Survey 2 20 U.S.C. 1416 (a)(3)(A); 1412 (a)(22)	*4A*. Risk ratio for significant discrepancy in the rates of suspensions and expulsions for students with IEPs compared to students without disabilities.	< 3.00	-	Yes
	4B(a). Risk ratio for a significant discrepancy in the rates of suspensions and expulsions of students with IEPs by race or ethnicity for greater than 10 days; and	< 3.00	AI7: AS7: BL7: HI7: MU7: PI7: WH7:	Yes
	4B(b). The FDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	= 0	0	Yes
5. Educational Environments (LRE) SY 2022-2023 Survey 2 20 U.S.C. 1416 (a)(3)(A)	*5A*. Percentage 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.	≥ 77.70%	79.26%	Yes
	5B. Percentage 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.	≤ 13.20%	11.03%	Yes
	5C. Percentage 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.	≤ 3.00%	0.44%	Yes
6. Preschool Environments SY 2022-2023 Survey 2 20 U.S.C. 1416 (a)(3)(A)	*6A*. Percentage 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.	≥ 26.00%	75.27%	Yes
	6B. Percentage 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.	≤ 60.83%	21.51%	Yes
	6C. Percentage of students with IEPs aged 3, 4 and aged who are receiving special education and related services in the home.	≤ 0.38%	1.08%	No
7. PreSchool Outcomes SY 2022-2023 CHRIS 20 U.S.C. 1416 (a)(3)(A)	*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 percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 75.50%	75.00%	No
	7A(2). The percentage 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.	≥ 69.90%	36.10%	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 percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 60.50%	66.70%	Yes
	7B(2). The percentage 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.	≥ 53.00%	38.90%	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 percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	≥ 65.00%	64.30%	No
	7C(2). The percentage 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.	≥ 73.40%	44.40%	No

Indicator	Description		Target	LEA Data	Target Met
8. Parent Involvement SY 2022-2023 ESE Parent Survey	Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a	Pre-K	≥ 82.70%	66.67%	No
20 U.S.C. 1416 (a)(3)(A)	means of improving services and results for children with disabilities.	K -12	≥ 82.00%	50.00%	No
9. Disproportionate Representation SY 2022-2023 Survey 2 20 U.S.C. 1416 (a)(3)(C)	Risk ratio with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.		< 3.00	AI7: - AS7: - BL7: 1.36 HI7: 1.17 MU7: 0.92 PI7: - WH7: 0.76	Yes
	The FDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation therefore, the division is not in compliance with requirements relating to the evaluation and/o eligibility under IDEA.		= 0	0	Yes
10. Disproportionate Representation in Specific Disabilities SY 2022-2023	Risk ratio with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.	-	< 3.00	-	Yes
Survey 2 20 U.S.C. 1416 (a)(3)(C)	* Only risk ratios ≥3.00 are listed, see appendix for complete list	-	< 3.00	-	
	The FDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation therefore, the division is not in compliance with requirements relating to the evaluation and/o eligibility under IDEA.		= 0	0	Yes
11. Child Find SY 2022-2023 Child Find State Survey	Percentage of students referred with parental consent who were evaluated within 60 days of receiving		= 100%	100.00%	Yes

20 U.S.C. 1416 (a)(3)(B)	parental consent for initial evaluation.			
12. Early Childhood Transition SY 2022-2023 CHRIS 20 U.S.C. 1416 (a)(3)(B)	Percentage of children referred by Part C prior to age 3, who are found eligible for Part B, who have an IEP developed and implemented by their third birthdays.	= 100%	100.00%	Yes
13. Secondary Transition SY 2022-2023 T16 Protocol 20 U.S.C. 1416 (a)(3)(B)	Percentage 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 service's needs.	= 100%	87.50%	No
14. Post-School Outcomes SY 2021-2022 FETPIP 20 U.S.C. 1416 (a)(3)(B)	*14A*. Percentage 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.	≥ 27.20%	27.91%	Yes
	14B. Percentage 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.	≥ 54.00%	76.74%	Yes
	14C. Percentage 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.	≥ 59.50%	80.23%	Yes

Appendix

Indicator 10 Table

	AI7	AS7	BL7	HI7	MU7	PI7	WH7
C	-	-	-	-	-	-	-
F	-	-	-	0.75	-	-	1.60
H	-	-	-	-	-	-	-
I	-	-	-	-	-	-	-
J	-	-	-	-	-	-	-
K	-	-	1.51	1.33	-	-	0.64
O	-	-	-	-	-	-	-
P	-	-	-	1.16	-	-	0.66
S	-	-	-	-	-	-	-
T	-	-	-	-	-	-	-
V	-	-	-	0.93	-	-	1.15
W	-	-	-	1.12	-	-	0.37

Race/Ethnicity

- AI7 = American Indian or Alaska Native
- AS7 = Asian
- BL7 = Black or African American
- HI7 = Hispanic / Latino
- MU7 = Two or More Races
- PI7 = Native Hawaiian or Other Pacific Islander
- WH7 = White

Exceptionalities (exceptionality codes are aligned with Florida State Data Element Number [118575](#))

- C = Orthopedically Impaired
- F = Speech or Language Impaired
- H = Deaf or Hard of Hearing
- I =Visually Impaired
- J = Emotional/Behavioral Disability
- K = Specific Learning Disability
- O = Dual-Sensory Impaired
- P = Autism
- S = Traumatic Brian Injured
- T = Developmental Delayed
- V = Other Health Impaired
- W = Intellectual Disability

Footnote:

A dash (-) indicates no students, the number of students does not meet minimum n-size, or not does not meet minimum cell size.