



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

2007 SEA PROFILE

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INTRODUCTION

PK-12 POPULATION: **2,662,701** PERCENT DISABLED: **15%**
NUMBER DISABLED: **390,827**

The SEA profile, along with similar district profiles, 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, and provides information about **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 SEA profile are presented for the state and, where appropriate and available, comparative data for 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 rates
- **Dropout rate**
- **Postschool outcome data**

Note: FCAT participation and performance data formerly included are published separately in the fall of each year.

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

- **Students with disabilities ages 6-21 served in regular class, resource room, separate class, and other separate environments**
 - **Children with disabilities ages 3-5 attending a regular early childhood program or kindergarten for more than 80% of the day, between 40% and 79% of the school day, for less than 40% of the school day, attending a special education program on a regular school campus or community-based setting, or served in other environments (special schools, residential schools, home or service provider location)**
 - **Students with disabilities suspended/expelled for more than 10 days in a school year and risk ratios for students with disabilities receiving suspensions/expulsions by race/ethnicity**
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Data presented as indicators of prevalence (*Section Three*)

- **Percent of children evaluated within 60 days**
- Student membership by race/ethnicity
- **Risk ratios of racial/ethnic groups for being identified as disabled**

Selected State Performance Plan indicators (*Section Four*)

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

DATA SOURCES

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 survey submissions, and through the Florida Education and Training Placement Information Program (FETPIP).



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 **2002-03** through **2004-05** for students with disabilities and all students. The NCLB graduation rate data lag one year behind other graduation data presented in this profile. The data are reported for 2004-05 consistent with Florida's NCLB reporting.

Students with Disabilities			All Students		
2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
34%	37%	37%	66%	69%	69%

STANDARD DIPLOMA RATES:

The following standard diploma rates are calculated based on the total number of students with disabilities who completed their education, rather than using the four-year cohort model described in the NCLB graduation rate. The data include students with disabilities meeting all graduation requirements, earning a standard diploma through the GED Exit Option, and earning a standard diploma through the FCAT waiver. To calculate the standard diploma rate for students meeting all graduation requirements (earning required credits, maintaining required GPA and passing FCAT), the number of students with disabilities meeting all graduation requirements (withdrawal code W06) are divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported at the end of the school year (survey 5). For the GED Exit Option, the number of students with disabilities in a GED Exit Option Model who passed the GED Tests and the FCAT or HSCT and were awarded a standard high school diploma (withdrawal code W10) are divided by the total number of students with disabilities who completed their education. For the FCAT waiver rate, the

number of students with disabilities graduating with a standard diploma through the FCAT waiver (withdrawal code WFW) are divided by the total number of students with disabilities who completed their education. The resulting percentages are reported for the three-year period from **2003-04** through **2005-06**.

Standard Diploma through Meeting All Graduation Requirements			Standard Diploma through GED Exit Option			Standard Diploma through FCAT Waiver		
2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
42%	41%	38%	1%	2%	1%	14%	15%	18%

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 EH/SED, and students identified as SLD for the years **2003-04** through **2005-06**.

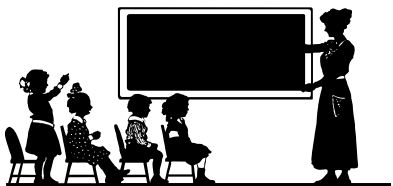
Students with Disabilities			All Students		
2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
5%	5%	6%	3%	3%	3%

EH/SED			SLD		
2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
7%	7%	8%	5%	5%	6%

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 **2004-05** school year. The table below displays percentage of students with disabilities exiting school for the three-year period from 2002-03 through 2004-05 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.		
2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
46%	48%	49%	20%	19%	20%	55%	56%	57%



SECTION TWO: EDUCATIONAL ENVIRONMENT

Educational environment refers to the extent to which students with disabilities receive special education and related services in natural environments, classes or schools with their nondisabled peers. This section of the profile provides data on indicators of educational environment.

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 in December (survey 9) for 2004-05 and 2005-06 and October (survey 2) for 2006-07. Regular class includes students who spend 80 percent or more of their school week with nondisabled peers. Resource room includes students spending between 40 and 80 percent of their school week with nondisabled peers. Separate class includes students spending less than 40 percent 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 **2004-05** through **2006-07**. Beginning with the 2006-07 data, 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		
2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
49%	55%	58%	21%	19%	18%

Separate Class			Other Separate Environment		
2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
27%	22%	22%	3%	3%	2%

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 percent nondisabled children. Students attending a special education program are those who are served in programs that includes less than 50 percent 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. Because the reporting categories changed as of the 2006-07 school year, the resulting percentages are reported only for **2006-07**.

Regular early childhood program or kindergarten \geq 80%	Regular early childhood program or kindergarten 40-79%	Regular early childhood program or kindergarten $<$ 40%	Special education program or kindergarten on regular campus	Other environment
39%	3%	39%	15%	4%

DISCIPLINE RATES:

The number of students with disabilities and nondisabled students receiving out-of-school suspensions or expulsions that total more than 10 days divided by total year enrollment as reported at the end of the school year (survey 5). The resulting percentages are reported for students with disabilities and nondisabled students for **2004-05** and **2005-06**.

Suspended/Expelled For Greater than 10 Days			
2004-05		2005-06	
Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students
2%	1%	2%	<1%

DISCIPLINE RISK RATIOS

The risk of suspension/expulsion of greater than 10 days for one race divided by the risk of suspension/expulsion of greater than 10 days for all other races. The risk ratios for students with disabilities for suspensions and/or expulsions of greater than 10 days are presented by race/ethnicity for **2005-06**. For each race, the risk ratio identifies the risk that students with disabilities of that race will be suspended or expelled for greater than 10 days when compared to nondisabled students from all other races. For example, a risk ratio of 1.1 for disabled Hispanic students would mean that disabled Hispanic students are 1.1 times more likely than all other nondisabled students to receive suspensions and/or expulsions of greater than 10 days. A risk ratio of one indicates no increased risk. In calculating risk ratios, students reported as multiracial are prorated across other racial/ethnic categories.

Risk Ratios for Suspension/Expulsion of Greater than 10 Days by Race/Ethnicity, 2005-06				
White	Black	Hispanic	Asian/Pacific Islander	Am Ind/Alaskan Native
1.01	1.11	0.85	0.32	1.12



SECTION THREE: PREVALENCE

Indicators relative to the prevalence of students with disabilities include the percent of students evaluated within 60 days, student membership by racial/ethnic category, and risk ratios for identification of students with disabilities by racial/ethnic category.

EVALUATION WITHIN 60 DAYS

The number of students with parental consent to evaluate who were evaluated within 60 days divided by the total number of students with parental consent to evaluate between July 1, 2005, and June 30, 2006 as reported via school district survey.

2005-06
91%

STUDENT MEMBERSHIP BY RACIAL/ETHNIC CATEGORY:

The table below shows the statewide racial/ethnic distribution for all PK-12 students, and all students with disabilities as reported in **October 2006** (survey 2). Statewide, there is a larger percentage of black students in the disabled population than in the total PK-12 population (27 percent vs. 23 percent).

	All Students	Students with Disabilities
White	47%	48%
Black	23%	27%
Hispanic	24%	21%
Asian/Pacific Islander	2%	1%
Am Ind/Alaskan Native	<1%	<1%
Multiracial	3%	3%

SELECTED DISABILITIES BY RACIAL/ETHNIC CATEGORY:

Racial/ethnic data for all students as well as students with a primary disability of specific learning disabled (SLD), emotionally handicapped or severely emotionally disturbed (EH/SED), and mentally handicapped (MH) are presented, as reported in **October 2006** (survey 2).

	All Students	SLD	EH/SED	EMH
White	47%	48%	45%	32%
Black	23%	24%	39%	49%
Hispanic	24%	24%	13%	16%
Asian/Pacific Islander	2%	<1%	<1%	<1%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%
Multiracial	3%	2%	3%	2%

RISK RATIOS FOR STUDENTS NEWLY PLACED IN EXCEPTIONAL EDUCATION

The risk that students of a given race will be newly identified as a student with a disability, a student with mental handicaps or a student with emotional handicaps/severe emotional disturbance 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. In calculating risk ratios, students reported as multiracial are prorated across other racial/ethnic categories. The data are reported at the end of the year for **2005-06** (survey 5).

	MH	EH/SED	All Disabled
White	0.62	1.02	1.15
Black	1.98	1.72	0.90
Hispanic	0.90	0.53	0.95
Asian/Pacific Islander	0.63	0.15	0.61
Am Ind/Alaskan Native	0.90	1.24	1.12



SECTION FOUR: SELECTED STATE PERFORMANCE PLAN INDICATORS

The following table includes selected state performance plan indicators, the state targets for 2005-06 for these indicators, state data, and whether or not the state met the target.

Indicator		2005-06 State-Level Target	State Data	Target Met
1	Graduation rate	The gap between all students and students with disabilities who graduate high school in four years with a standard diploma will decrease to 30%.	All Students: 69.0% Students with Disabilities: 36.8% GAP: 32%	N
2	Dropout rate	The dropout rate for students with disabilities will decrease to 4.5%.	5.5%	N
3	Participation and performance of children with disabilities on statewide assessments	22% of school districts will meet AYP targets in reading.	N	N
		16% of districts will meet AYP targets in math.	N	N
		95% of students with disabilities in grades three through ten will participate in statewide assessment (reading).	94%	N
		95% of students with disabilities in grades three through ten will participate in statewide assessment (math).	94%	N
		44% of students with disabilities in grades three through ten will demonstrate proficiency in reading.	28%	N
		50% of students with disabilities in grades three through ten will demonstrate proficiency in math.	30%	N
4	Rates of suspension and expulsion	The percent of districts with a significant discrepancy will decrease by 4.5% to 16.4%. Districts with risk ratios of less than three will continue to maintain or decrease those ratios.	1.8	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 52.8%.	55.3%	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 24.3%.	22.4%	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 2.8%.	3.0%	N
6	FAPE in the LRE, children ages 3-5	64% of children with disabilities ages 3-5 will receive special education and related services in settings with typically developing peers.	64%	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.	32%	N
14	Postschool outcomes	48.5% of youth who had IEPs and are no longer in secondary school are found employed within one year of leaving high school.	48.9%	Y
		20.5% of youth who had IEPs and are no longer in secondary school are found in continuing education within one year of leaving high school.	19.9%	N
		56.5% 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.	56.6%	Y

