



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

**SPP/APR Performance Report – June 1, 2022
LAKE WALES**

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. Unless otherwise noted, data are for 2020-21 school year.

SPP Indicator	Description	LEA Data	SEA Target	Target Met	
1. Graduation Rate* 2019-20	Percent of students with IEPs graduating from high school with a regular high school diploma.	95.20%	82.30%	Yes	
2. Dropout Rate* 2019-20	Percent of students with IEPs dropping out of high school.	4.80%	11.90%	Yes	
3. Assessment	3A. Participation rate for students with IEPs	Grade 4 ELA/Reading	97.33%	85.58%	Yes
		Grade 8 ELA/Reading	100.00%	85.58%	Yes
		Grade HS ELA/Reading	86.84%	81.64%	Yes
		Grade 4 Math	97.33%	86.10%	Yes
		Grade 8 Math	100.00%	86.10%	Yes
		Grade HS Math	90.16%	80.71%	Yes
	3B. Proficiency rate for students with IEPs against grade-level academic standards	Grade 4 ELA/Reading	18.31%	22.80%	No
		Grade 8 ELA/Reading	11.54%	16.15%	No
		Grade HS ELA/Reading	14.06%	15.10%	No
		Grade 4 Math	23.94%	28.08%	No
		Grade 8 Math	7.41%	22.01%	No
		Grade HS Math	14.29%	14.03%	Yes
	3C. Proficiency rate for students with IEPs against alternate academic achievement standards.	Grade 4 ELA/Reading	100.00%	56.50%	Yes
		Grade 8 ELA/Reading		58.30%	NA
		Grade HS ELA/Reading	100.00%	60.00%	Yes
		Grade 4 Math	100.00%	55.00%	Yes
		Grade 8 Math		62.00%	NA
		Grade HS Math	66.67%	62.00%	Yes
	3D. Gap in proficiency rates for students with IEPs and all students against grade level academic achievement standards.	Grade 4 ELA/Reading	29.64%	29.57%	No
		Grade 8 ELA/Reading	48.97%	36.43%	No
		Grade HS ELA/Reading	31.13%	35.23%	Yes
Grade 4 Math		31.03%	25.04%	No	
Grade 8 Math		46.66%	31.81%	No	
Grade HS Math		17.27%	20.01%	Yes	

4. Suspension/Expulsion *	4A. Percent of schools 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; and		1.4540	< 3	Yes
	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%	Yes
5. Least Restrictive Environment (LRE), students with IEPs aged 6 to 21 years	5A. Percent of students served inside the regular class 80% or more of the day.		84.11%	76.73%	Yes
	5B. Percent of students served inside regular class less than 40% of the day.		9.16%	13.35%	Yes
	5C. Percent of students served in separate schools, residential facilities, or homebound or hospital placements.		0.00%	3.23%	Yes
6. LRE, Children with IEPs aged 3, 4 and 5 enrolled in a preschool program	6A. Percent of children attending regular early childhood program and receiving the majority of special education and related services in a regular early childhood program.			25.93%	NA
	6B. Percent of children attending a separate special education class, separate school, or residential facility.			60.84%	NA
	6C. Percent of children receiving special education and related services in home.			0.38%	NA
7. Prekindergarten Outcomes, Percent of preschool children ages 3-5 with IEPs (Blank cells indicate no students tested. *Number tested less than 10.)	7A(1) Of those preschool children 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.			75.30%	NA
	7A(2) The percent of preschool children who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.			69.80%	NA
	7B(1) Of those preschool children 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.			69.80%	NA
	7B(2) The percent of preschool children 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.			51.80%	NA
	7C(1) Of those preschool children 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.			64.60%	NA
	7C(2) The percent of preschool children 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.			68.30%	NA
	8. Parent Involvement	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		82.60%
School Age			96.00%	81.60%	Yes
9. Disproportionate representation in special education	District does not demonstrate disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.			0.00%	Yes
10. Disproportionate representation in specific disability categories	District does not demonstrate disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification policies, procedures and practices.			0.00%	Yes
11. Evaluation within 60 days	Percent of students referred, with parental consent, for evaluation who were evaluated within 60 calendar days of receiving parental consent for initial evaluation.		97.10%	100.00%	No

12. Part C Children eligible for Part B who have IEPs developed and implemented by their third birthday	Percent of children served and referred by Part C prior to age 3, who were found eligible for Part B, and have an IEP developed and implemented by their third birthday.		100.00%	NA
13. Transition IEP compliance	Percent of students with a disability aged 16 and above who have 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*	14A. Percent of students who exited secondary school in 2019-20 and had an IEP in effect at the time they left school, were found enrolled in higher education within one year of leaving high school.		24.71%	NA
	14B. Percent of students who exited secondary school in 2019-20 and had an IEP in effect at the time they left school, were found enrolled in higher education or were competitively employed within one year of leaving high school.		52.07%	NA
	14C. Percent of students who exited secondary school in 2019-20 and had an IEP in effect at the time they left school, were enrolled in higher education or in some other postsecondary education or training program; or were competitively employed or in some other employment within one year of leaving high school.		59.34%	NA

*Lagged data.