

Suggested Measures and Data Sources

During the planning meeting, the FIN facilitator will develop a plan with the district ESE administrator about the best way to present a minimum of the following data sources to the school administrators. The minimum recommended data includes:

- The district's LEA Profile - includes district level outcome data for students with disabilities from the previous year and can be downloaded from the website: <https://www.fldoe.org/academics/exceptional-student-edu/data/>.
- The school's LRE data - contact the district ESE administrator or their local FIN facilitator to obtain the most recent LRE data for least restrictive environment settings for students with disabilities.
- Each school's previously selected priority indicators, (the leader should also have a copy of the prior SBPIE assessment on hand). A summary report indicating each school's priority indicators is available from the school administrator, the district ESE office, the local FIN facilitator, or the FIN Administration office.
- The District's priority BPIE indicators for use in prioritizing school indicators.

Note: The items in this appendix are additional sources of data that can be considered in completing the SBPIE assessment to inform the team regarding the status of SWD in the district and school. The school and district may have additional information to be considered during this process.

All School Levels (Elementary and Secondary):

- **Educational Environment (all SWDs):**
 - **Regular class placement:** Number and percent of SWDs who spend 80 percent or more of their school week with nondisabled peers.
 - **Resource room placement:** Number and percent of SWDs who spend between 40 and 80 percent of their week with nondisabled peers.
 - **Separate class placement:** Number and percent of SWDs who spend less than 40 percent of their week with nondisabled peers.
- **Discipline Rates and Risk Ratio:**
 - **Discipline Rate of SWDs:** Number of SWDs suspended or expelled for greater than 10 days ÷ the total year enrollment of SWDs as reported at the end of the school year.
 - **Discipline Rate of Students Without Disabilities:** Number of students without disabilities suspended or expelled for greater than 10 days ÷ the total year enrollment of students without disabilities as reported at the end of the year.

- **Discipline Risk Ratio:** The discipline rate of SWDs ÷ the discipline rate of students without disabilities.
- **Student Achievement Data:**
 - Participation rate for students with disabilities.
 - Proficiency rate for students with IEPs against grade level academic achievement standards.
 - Proficiency rate for students with IEPs against alternate academic achievement standards.
 - Gap in proficiency rates for students with IEPs and for all students against grade level academic achievement standards.
- **Early Childhood Education Settings only data:**
 - Percent of students with IEPs aged 3, 4, and aged 5 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.
 - Percent of students with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility.
 - Percent of students with IEPs aged 3, 4, and aged 5 who are receiving special education and related services in the home.

Secondary School only data: School Completion and Postsecondary Outcome Data

Federal Graduation Rate: The number of first-time ninth graders, with disabilities, 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 or home education divided into the number of standard diploma graduates from the same group.

Rate of Students Enrolled in Post-secondary Programs: Percentage of students with disabilities exiting school who were found during the fall/winter within one year of graduation and were (1) enrolled in higher education, (2) enrolled in higher education or competitively employed and (3) enrolled in higher education or some other postsecondary education or training program or competitively employed or employed in some other employment.

Dropout Rates: Percent of students (ages 14-21) with IEPs exiting special education due to dropping out. Calculate the dropout rates for students from disability subgroups (e.g., students with emotional/behavioral disabilities [EBD], specific learning disabilities [SLD], autism spectrum disorder [ASD] and intellectual disabilities [InD]) to get a more detailed picture of needs within school population.