

Brevard District Schools  
2020 Part B Results-Driven Accountability Matrix

Total Compliance Points	Total Performance Points	Total Points Earned	Determination Category*
8	6	14	Needs Assistance*

Step One: Comprehensive Coordinated Early Intervening Services (CCEIS Calculations)

Local Education Agencies (LEAs) that were required to set aside 15 percent of their IDEA, Part B funds in 2019-20 and/or 2020-21 due to risk ratios at or above 3.0 and did not make reasonable progress for identification of students by racial/ethnic category in (1) selected disability categories, (2) discipline or (3) selected placement settings.

CCEIS Calculations	Finding
<b>Identification:</b> Risk Ratios for identification are calculated for LEAs by race/ethnicity which are used to determine significant disproportionality for each of the following categories: all SWD and students with a primary disability of ASD, EBD, IND, OH, SI/LI and SLD. Calculations are based on survey 2 data for SWD ages 3-21. The data are reported for the three-year period from <b>2017-18 through 2019-20</b> . <i>Source: Survey 2</i>	N/A
<b>Discipline:</b> Risk Ratios for discipline are calculated for LEAs by race/ethnicity and are used to determine significant disproportionality for each of the following areas: in-school suspension (ISS) less than or equal to 10 days, ISS more than 10 days, OSS less than or equal to 10 days, OSS more than 10 days and total disciplinary removals. Calculations are based on survey 5 data for SWD ages 3-21. The data reported for the three-year period include <b>2016-17 through 2018-19</b> . <i>Source: Survey 5</i>	ISS greater than 10 Days
<b>Placement:</b> Risk Ratios for placement are calculated for LEAs by race/ethnicity and are used to determine significant disproportionality for separate class placement or other separate environment. Calculations are based on survey 2 data for SWD ages 6-21. The data are reported for the three-year period from <b>2017-18 through 2019-20</b> . <i>Source: Survey 2</i>	N/A
District was required to set aside funds for CCEIS in 2019-2020.	No
District is required to set aside funds for CCEIS in 2020-21.	Yes

The 2020 determination categories for LEAs who have been identified to withhold CCEIS funds are:

- Needs Assistance: LEAs identified for CCEIS to withhold funds for 2020-21 or LEAs identified for CCEIS to withhold funds for 2019-20 and 2020-21 in the same category that have a cumulative decrease in risk\* of at least 0.05% or more and have earned a minimum of 8 points.
- Needs Intervention: LEAs identified for CCEIS to withhold funds for 2019-20 and 2020-21 in the same category and no cumulative decrease in risk\* of at least 0.05% or more.
- Needs Substantial Intervention: LEAs identified for CCEIS to withhold funds four consecutive years in the same category and no cumulative decrease in risk of at least 0.05% or more.

\*Risk (risk index) – likelihood of a particular outcome for a specified racial or ethnic group. Calculated by dividing the number of students in a specified racial or ethnic group experiencing a particular outcome by all the students in that group.

Step Two: Points earned based on Compliance and Performance Indicators

Compliance Indicators (9 possible points)	Finding	Compliance Score
No critical state financial audit findings related to the education of students with disabilities. <i>Source: Fiscal Year 2019 Auditor General Reports</i>	No	1
SPP 9 - No disproportionate representation in special education found to be due to inappropriate identification. <i>Source: Survey 2, 2019-20</i>	No	1
SPP 10 - No disproportionate representation in specific disability categories found to be due to inappropriate identification. <i>Source: Survey 2, 2019-20-</i>	No	1
SPP 11 - At least 95 percent of students with parental consent to evaluate were evaluated within 60 days. <i>Source: Web-based data collection, 2018-19</i>	99.8%	1
SPP 12 - At least 95 percent of children referred by Part C prior to age 3 who were found eligible for Part B had an IEP developed and implemented by their third birthdays. <i>Source: Survey 5, 2018-19 and Survey 2, 2019-20 matched to FLDOH Early Steps, 2018-19 data.</i>	100%	1
SPP 13 - At least 95 percent of transition IEPs found to be compliant with secondary transition IEP requirements. <i>Source: BEESS Compliance Self-Assessment, 2018-19</i>	100%	1

Compliance Indicators (9 possible points)	Finding	Compliance Score
At least 95 percent of 2017-18 findings of noncompliance corrected within one year and demonstration of correct implementation of related regulation. <i>Source: BEESS tracking systems for desk top monitoring and state complaints via the General Supervision Website (GSW)</i>	100%	1
<ul style="list-style-type: none"> <li>Submission of valid and reliable data for the following two areas: <ul style="list-style-type: none"> <li>SPP 5 &amp; 6 - all errors for placement or age were corrected by the survey due date of 12/15/2019. <i>Source: Survey 2, 2019-20</i></li> <li>CEIS - did not set aside funds for CEIS (required or voluntary), but reported students receiving services in 2018-19, or set aside funds and did not report students being served. <i>Source: Survey 5, 2018-19</i></li> </ul> </li> </ul>	No	0
<ul style="list-style-type: none"> <li>Submission of timely data in the areas below: <ul style="list-style-type: none"> <li>SPP 11 - timely submission of data (2018-19 data);</li> <li>SPP 12 - timely submission of the district verification file (2018-19 data)</li> </ul> </li> </ul>	Yes	1
<b>Total Compliance Points</b>		<b>8</b>

### Step Three: Performance (9 possible points)

Performance Indicator (9 possible points)	State Target	Performance	Points Earned
<b>SPP 1 – Federal Uniform Graduation Rate</b>			
<ul style="list-style-type: none"> <li>2018-19 Federal uniform graduation rate at or above state performance plan target. (1 point)</li> </ul>	70.0%	78.8%	1
<ul style="list-style-type: none"> <li>2017-18 Federal uniform graduation rate at or above state performance plan target. (1 point)</li> </ul>	62.3%	74.2%	1
<ul style="list-style-type: none"> <li>Improvement in federal uniform graduation rate (1 point) if: <ul style="list-style-type: none"> <li>Met 2018-19 target, or</li> <li>Increase between 2017-18 and 2018-19 is <math>\geq 1\%</math> or</li> <li>Change between 2017-18 and 2018-19 rate is <math>&lt; 1\%</math> and the 2018-19 rate is within 10 points of the target rate of 70%</li> </ul> </li> </ul>			1
<b>SPP 2 – Federal Dropout Rate</b>			
<ul style="list-style-type: none"> <li>2018-19 dropout rate at or below state target (1 point)</li> </ul>	9.5%	13.0%	0
<ul style="list-style-type: none"> <li>2017-18 dropout rate at or below state target (1 point)</li> </ul>	10.0%	13.3%	0
<ul style="list-style-type: none"> <li>Improvement in dropout rate from 2017-18 to 2018-19 (1 point): <ul style="list-style-type: none"> <li>Met 2018-19 target, or</li> <li>Decrease between 2017-18 and 2018-19 is <math>\geq 1\%</math> or</li> <li>Change between 2017-18 and 2018-19 rate <math>&lt; 1\%</math> and the 2018-19 rate is within 10 points of the target of 9.5%</li> </ul> </li> </ul>			1
<b>SPP 5 Least Restrictive Environment (LRE)</b>			
<ul style="list-style-type: none"> <li>At or above the state target for 2019-20 regular class placement. (3/3 points) or</li> </ul>	85%	79.0%	0
<ul style="list-style-type: none"> <li>Within 10% of the 2019-20 state target. (<math>\geq 75\%</math> but <math>&lt; 85\%</math>) and no decrease in LRE rate greater than 5% from 2018-19 to 2019-20 (2/3 points) or</li> </ul>	2018-19= 76.9%	Difference = 2.1%	2
<ul style="list-style-type: none"> <li>At least 70% for 2019-20 (1/3 points)</li> </ul>			0
<b>Total Performance Points</b>			<b>6</b>

The 2020 point values resulting in the determination are:

- Meets Requirements: 14-18 points
- Needs Assistance: 8-13 points or in Needs Assistance four consecutive years
- Needs Intervention: 4-7 points or in Needs Assistance four consecutive years **and no** improvement in graduation and dropout rates
- Needs Substantial Intervention: 0-3 points or in Needs Intervention four consecutive years

### LEA Determination History

Year	Determination
2019	Meets Requirements
2018	Meets Requirements
2017	Meets Requirements
2016	Needs Assistance
2015	Meets Requirements
2014	Meets Requirements