Students with Disabilities Update
December 2015

Florida Organization of Instructional Leaders (FOIL) Conference

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Agenda

1. Who are our students with disabilities (SWD)?
2. What accommodations and instructional practices can I expect to see when observing classrooms with SWDs?
3. What are access points and where can I find them?
4. What trainings have been available on Florida’s access points?
5. What information is available on our new Florida Standards Alternate Assessment (FSAA)?
6. How many of our SWDs are enrolled in advanced courses? Other courses?
7. How many of our SWDs are not promoted in Grades 3, 8 and 9?
8. What does our SWD performance on statewide assessments look like?
9. What does our SWD graduation rate look like?
Who are our Students with Disabilities (SWD)?
THE STATE OF THE STATE
Florida’s SWD

EBD = emotional behavioral disabilities
LI = language impairment
SI = speech impairment
Other includes visual impairment, deaf and hard of hearing, and other low incidence populations
IND = intellectual disabilities
OHI = other health impaired
ASD = Autism spectrum disorder
SLD = specific learning disability

Source: EIAS Survey 2, Fall 2014

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SWD AS PERCENT OF TOTAL POPULATION

- 2007-08: 14.4%
- 2008-09: 14.3%
- 2009-10: 14.1%
- 2010-11: 13.7%
- 2011-12: 13.2%
- 2012-13: 12.9%
- 2013-14: 12.9%
- 2014-15: 13.0%
Seven Largest States
Percent of SWD in Regular Class Placement 2012-13

- California: 52.6%
- Illinois: 53.1%
- New York: 57.5%
- Ohio: 60.2%
- U.S.: 61.5%
- Pennsylvania: 62.1%
- Texas: 66.3%
- Florida: 69.3%
What accommodations and instructional practices do we expect to see when observing classrooms with SWD?
Evidence of the Accommodations Process

Determine Need
(Classroom, Assessment)

Make Decisions
(Trial, Data, Review)

Implement

Document
(IEP, Section 504 plan)
Evidence of Accommodations and Instructional Practices for Students with Disabilities for Classroom Observation

Accommodations are generally grouped into the following categories:

• Presentation (e.g., repeat directions, read-aloud, large print, braille);

• Equipment and material (e.g., text to speech, amplification equipment, manipulatives, assistive and instructional technologies);

• Response (e.g., mark answers in book, scribe records response, use a pointer);

• Setting (e.g., study carrel, student’s home, separate room); and

• Timing/scheduling (e.g., extended time, frequent breaks).
Resources

• **Selecting Accommodations: Guidance for Individual Educational Plan Teams**

• **Accommodations: Assisting Students with Disabilities**

• **Accommodations and Modifications for Students with Disabilities: Career Education and Adult General Education**

• **Accommodations and Modifications: What Parents Need to Know**
What are Florida’s access points and where can I find them?
Access Points and Courses

Standards → Courses → Assessments
Florida Standards Access Points Help Meet Federal Requirements

• Individuals with Disabilities Education Act
  • Access to the general curriculum for ALL

• No Child Left Behind/Elementary and Secondary Education Act
  • High expectations for ALL
  • Specified for each grade level
Florida Standards Access Points

• Access points are academic expectations written specifically for students with significant cognitive disabilities.

• As part of the Florida standards, access points reflect the core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

• Access courses are designed to provide students with a significant cognitive disability with access to the general curriculum.
Access Points and Inclusion

• Access points *promote inclusion* because they are setting neutral.

• A child with a disability is not removed from education in a general education classroom solely because of modifications to the curriculum. These students can participate in a general education classroom with the support of an exceptional student education (ESE) teacher.
What trainings have been available on access points to the Florida standards?
Access Point Training

• Districts can contact the Access Project directly to discuss specific needs, schedule training and view current training availability.

• Access site: http://accesstofls.weebly.com/

• Randy LaRusso, project manager
  (321) 242-6400, ext: 5115
  larusso.randy@brevardschools.org
How many of our SWDs are enrolled in advanced courses?
## Statewide SWD Participation in Rigorous Courses

Total ESE Student Population: 357,067*

<table>
<thead>
<tr>
<th>Choice Program</th>
<th># of ESE Students</th>
<th>% of Total ESE Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Courses</td>
<td>34,787</td>
<td>9.74%</td>
</tr>
<tr>
<td>AP Courses</td>
<td>5,381</td>
<td>1.51%</td>
</tr>
<tr>
<td>Dual Enrollment Courses</td>
<td>844</td>
<td>0.24%</td>
</tr>
<tr>
<td>IB Courses</td>
<td>801</td>
<td>0.22%</td>
</tr>
</tbody>
</table>

*Survey 2 FTE Data, 2014-15

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SWD earning at least one industry certification

- 2012-13 = 3,375 (Approx. 3.3%)
- 2013-14 = 4,170 (Approx. 4.1%)
- 2014-15 = 3,257 (Preliminary—Approx. 3.2%)
Course Updates
Course Updates

- Over the past few years, course offerings have been updated to reflect alignment with the same standards that all students participate in.

- In 2012-13, all ESE K-5 subject area courses were removed from the Course Code Directory.

- In 2013-14, all ESE 6-8 core courses were removed from the Course Code Directory.

- In 2014-15, all ESE 9-12 core courses were removed from the Course Code Directory.
Course Updates

• Fundamental courses have been daggered and will no longer be available after the 2016-17 school year

Students ENROLLED in Access courses (Grades 3-8) during the 2014-15 year

• ELA—16,994
• Math—16,816

Students ASSESSED (FAA) (Grades 3-8) during the 2014-15 year

• ELA—17,087
• Math—17,076
SUMMARY

Statewide – more students in Grades 3-8 took the FAA than those enrolled in Access courses aligned to the assessment.
FAA- Reading/Language Arts (Grades 3-8)

- 36 districts have more students taking FAA than enrolled in Access courses that align with the assessment.

- 28 districts have more students enrolled in Access courses than those assessed by the FAA.

- 5 districts (Columbia, Hamilton, Pasco, Sumter and FAU Lab School) have the same number of students enrolled in the Access courses and taking the assessment.
FAA- Math (Grades 3-8)

• 35 districts have more students taking FAA than enrolled in Access courses that align with the assessment.

• 30 districts have more students enrolled in Access courses than those assessed by the FAA.

• 4 districts (Columbia, Hamilton, St. Lucie and FAU Lab School) have the same number of students enrolled in the Access courses and taking the assessment.
What does our SWD performance on statewide assessments look like?
Scoring Levels 3-5 on Statewide ELA (FCAT or FCAT 2.0) or in Top 50% (FSA)
All Students and SWDs Grades 3-10

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## Top Achieving Districts for SWD 2014
### FCAT 2.0 Reading Grades 3-10

<table>
<thead>
<tr>
<th>District Name</th>
<th>Percentage of All Students Scoring 3 or Above</th>
<th>Percentage of SWD Scoring 3 or Above</th>
<th>Discrepancy/Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Rosa</td>
<td>70%</td>
<td>39%</td>
<td>31%</td>
</tr>
<tr>
<td>Okaloosa</td>
<td>68%</td>
<td>38%</td>
<td>30%</td>
</tr>
<tr>
<td>St. Johns</td>
<td>77%</td>
<td>38%</td>
<td>39%</td>
</tr>
<tr>
<td>Jackson</td>
<td>58%</td>
<td>37%</td>
<td>21%</td>
</tr>
<tr>
<td>Calhoun</td>
<td>63%</td>
<td>37%</td>
<td>27%</td>
</tr>
<tr>
<td>Glades</td>
<td>52%</td>
<td>37%</td>
<td>15%</td>
</tr>
<tr>
<td>Clay</td>
<td>64%</td>
<td>36%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Scoring Levels 3-5 on Statewide Math (FCAT or FCAT 2.0) or in Top 50% (FSA)
All Students and Students with Disabilities
Grades 3-10 (FCAT) or 3-8 (FCAT 2.0/FSA)
## Top Achieving Districts for SWD
### 2014 FCAT 2.0 Math Grades 3-8

<table>
<thead>
<tr>
<th>District Name</th>
<th>Percentage of All Students Scoring 3 or Above</th>
<th>Percentage of SWD Scoring 3 or Above</th>
<th>Discrepancy Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glades</td>
<td>64%</td>
<td>51%</td>
<td>13%</td>
</tr>
<tr>
<td>Jackson</td>
<td>60%</td>
<td>44%</td>
<td>16%</td>
</tr>
<tr>
<td>Baker</td>
<td>61%</td>
<td>41%</td>
<td>21%</td>
</tr>
<tr>
<td>St. Johns</td>
<td>74%</td>
<td>41%</td>
<td>33%</td>
</tr>
<tr>
<td>Union</td>
<td>68%</td>
<td>40%</td>
<td>28%</td>
</tr>
<tr>
<td>Gilchrist</td>
<td>65%</td>
<td>40%</td>
<td>25%</td>
</tr>
<tr>
<td>Santa Rosa</td>
<td>70%</td>
<td>40%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Grades 6-12
Biology 1 EOC Assessment
By Achievement Level
Students with Disabilities

<table>
<thead>
<tr>
<th>Year</th>
<th>At or Above Achievement Level 3 (Passing)</th>
<th>At or Above Achievement Level 4</th>
<th>Achievement Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>33%</td>
<td>31%</td>
<td>7%</td>
</tr>
<tr>
<td>2013</td>
<td>37%</td>
<td>27%</td>
<td>9%</td>
</tr>
<tr>
<td>2014</td>
<td>38%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>2015</td>
<td>35%</td>
<td>29%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Top Achieving Districts for SWD Biology EOC 2015

• Franklin
• St. Johns
• Lafayette
• Gilchrist
Grades 9-12
U.S. History EOC Assessment
Achievement Level
Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or Above Achievement Level 3 (Passing)</td>
<td>36%</td>
<td>42%</td>
<td>40%</td>
</tr>
<tr>
<td>At or Above Achievement Level 4</td>
<td>38%</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Achievement Level 1</td>
<td>15%</td>
<td>19%</td>
<td>18%</td>
</tr>
</tbody>
</table>
Top Achieving Districts for SWD
US History EOC 2015

• St. Johns
• Walton
• Monroe
Grades 6-8
Civics EOC Assessment
By Achievement Level
Students with Disabilities

2014
- At or Above Achievement Level 3 (Passing): 31%
- At or Above Achievement Level 4: 12%

2015
- At or Above Achievement Level 3 (Passing): 33%
- At or Above Achievement Level 4: 14%
- Achievement Level 1: 39%
Top Achieving Districts for SWD Civics EOC 2015

• Okaloosa
• Dixie
• Leon
Grade 5
Statewide Science Assessment
By Achievement Level
Students with Disabilities

<table>
<thead>
<tr>
<th>Year</th>
<th>At or Above Achievement Level 3 (Passing)</th>
<th>At or Above Achievement Level 4</th>
<th>Achievement Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>29%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>2013</td>
<td>28%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>2014</td>
<td>27%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>2015</td>
<td>26%</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>

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Top Achieving Districts for SWD
Grade 5 Science 2015

• Wakulla
• FL Virtual
• St. Johns
Grade 8
Statewide Science Assessment
By Achievement Level
Students with Disabilities

<table>
<thead>
<tr>
<th>Year</th>
<th>At or above Achievement Level 3 (Passing)</th>
<th>At or above Achievement Level 4</th>
<th>Achievement Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>2013</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>2014</td>
<td>20%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>2015</td>
<td>19%</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

50% 50% 49% 51%
Top Achieving Districts for SWD Grade 8 Science 2015

- FL Virtual
- Okaloosa
- St. Johns
Scoring Levels 3-5 on Statewide ELA (FCAT or FCAT 2.0) or in Top 50% (FSA) for All Students and SWD Grades 3-10

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Scoring Levels 3-5 on Statewide Math (FCAT or FCAT 2.0) or in Top 50% (FSA)
All Students and SWD 3-10 (FCAT) or 3-8 (FCAT 2.0 FSA)
Scoring Levels 3-5 on Algebra I EOC (NGSSS) or in Top 50% (FSA)
All Students and Students with Disabilities

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Top Achieving Districts for SWD Algebra I EOC 2015

• St. Johns
• Union
• Gilchrist
Scoring Levels 3-5 on Geometry EOC (NGSSS) or in Top 50% (FSA)
All Students and Students with Disabilities
Florida Alternate Assessment

Who’s Taking the Florida Alternate Assessment
Exceptionality of Students Taking the Florida Alternate Assessment  N=22,781

- IND, 12,612, 56%
- ASD, 7,108, 31%
- SLD, 445, 2%
- OI, 425, 2%
- OHI, 904, 4%
- OTHER, 1,101, 5%
Exceptionality of Students Taking the Florida Alternate Assessment - Other N=1,101

- EBD, 279
- DHH, 158
- LI, 217
- Missing, 138
- SI, 9
- TBI, 104
- DSI, 22
- HH, 256
- VI, 56

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Percent of Students by Exceptionality
2013-2015

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Results by Academic Area

• Reading* 2015 {2014} [2013] (2009)
  • Emergent = 29% {29%} [28%] (33%)
  • Achieved = 27% {26%}[25%] (26%)
  • Commended = 44% {44%} [46%] (42%)

  • Emergent = 28% {31%} [32%] (34%)
  • Achieved = 38% {36%} [37%] (37%)
  • Commended = 33% {32%} [31%] (29%)

* Percentages have been rounded and therefore may not sum to exactly 100%.
Reading

Commended (Levels 7-9)
Achieved (Levels 4-6)
Emergent (Levels 1-3)

2015
2014
2013
2009

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Results by Academic Area

• Writing* 2015 {2014} [2013] (2009)
  • Emergent = 32% {31%} [30%] (38%)
  • Achieved  = 26% {24%} [24%] (28%)
  • Commended = 42% {45%} [46%] {42%} (34%)

  • Emergent = 26% {24%} [26%] (30%)
  • Achieved  = 38% {36%} [39%] (38%)
  • Commended = 36% {39%} [36%] (32%)

* Percentages have been rounded and therefore may not sum to exactly 100%.
Writing

Commended (Levels 7-9)
Achieved (Levels 4-6)
Emergent (Levels 1-3)

2015: 42
2014: 45
2013: 46
2009: 38

Levels: 1, 2, 3, 4, 5, 6, 7, 8, 9

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Science

Commended (Levels 7-9)

Achieved (Levels 4-6)

Emergent (Levels 1-3)

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What percent of SWDs are not promoted in Grades 3, 8 and 9?
Statewide Students with Disabilities (SWDs) Non-Promotions 8th Grade

- % of 8th Grade Total Population Non-Promotions
- % of 8th Grade SWD Population Non-Promotions

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Statewide Students with Disabilities (SWDs) Non-Promotions 9th Grade

% of 9th Grade Total Population Non-Promotions

% of 9th Grade SWD Population Non-Promotions

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What about SWD graduation rates?
Standard Diploma Graduation Rates

- Federal Uniform-All Students
- Federal Uniform-SWD
- Standard Diploma-SWD

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### High Performing Districts - Federal Uniform Graduation Rate - State Rate 55.1%

<table>
<thead>
<tr>
<th>District</th>
<th>Size</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilchrist</td>
<td>Small</td>
<td>87.1%</td>
</tr>
<tr>
<td>Dixie</td>
<td>Small</td>
<td>78.9%</td>
</tr>
<tr>
<td>Franklin</td>
<td>Small</td>
<td>78.6%</td>
</tr>
<tr>
<td>Martin</td>
<td>Small/Medium</td>
<td>74.7%</td>
</tr>
<tr>
<td>Baker</td>
<td>Small</td>
<td>67.6%</td>
</tr>
<tr>
<td>Indian River</td>
<td>Small/Medium</td>
<td>66.7%</td>
</tr>
<tr>
<td>Collier</td>
<td>Large</td>
<td>65.2%</td>
</tr>
</tbody>
</table>
## High Performing Districts - Federal Drop-out Rate (SWD) - State Rate 18.7%

<table>
<thead>
<tr>
<th>District</th>
<th>Size</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dixie</td>
<td>Small</td>
<td>0%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>Small</td>
<td>0%</td>
</tr>
<tr>
<td>Madison</td>
<td>Small</td>
<td>0%</td>
</tr>
<tr>
<td>Levy</td>
<td>Small</td>
<td>1.9%</td>
</tr>
<tr>
<td>Nassau</td>
<td>Small/medium</td>
<td>2.4%</td>
</tr>
<tr>
<td>Indian River</td>
<td>Small/medium</td>
<td>3.6%</td>
</tr>
<tr>
<td>Martin</td>
<td>Small/medium</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

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# Number of Students Earning Special Diploma

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>5,536</td>
</tr>
<tr>
<td>2009-10</td>
<td>5,227</td>
</tr>
<tr>
<td>2010-11</td>
<td>5,545</td>
</tr>
<tr>
<td>2011-12</td>
<td>5,066</td>
</tr>
<tr>
<td>2012-13</td>
<td>4,749</td>
</tr>
<tr>
<td>2013-14</td>
<td>4,229</td>
</tr>
</tbody>
</table>
## High Performing Districts - Combination of Federal Uniform Graduation and Federal Drop-out Rates

<table>
<thead>
<tr>
<th>District</th>
<th>Size</th>
<th>Grad. Rate</th>
<th>Drop-out Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dixie*</td>
<td>Small</td>
<td>78.9%</td>
<td>0%</td>
</tr>
<tr>
<td>Gilchrist</td>
<td>Small</td>
<td>87.1%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Indian River*</td>
<td>Small/Medium</td>
<td>66.7%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Levy</td>
<td>Small</td>
<td>55.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Madison</td>
<td>Small</td>
<td>56.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Martin*</td>
<td>Small/Medium</td>
<td>74.7%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Nassau</td>
<td>Small/Medium</td>
<td>64.1%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

* In top seven districts for both graduation and drop-out.
What information is available on our new Florida Standards Alternate Assessment (FSAA)?
Who should take the FSAA?

Who makes the decision?
What is the criteria?
Rule 6A-1.0943, Florida Administrative Code – Assessment Rule

• Amends section related to participation in the Florida Alternate Assessment
  • References requirements for parent consent
  • Eliminates redundant language in criteria
    • Even with appropriate and allowable accommodations, assistive technology, or accessible instructional materials the student requires modification to the grade-level general state content standards; **AND**
    • Student requires direct instruction in English language arts (ELA), math, social studies and science based on access points

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Statewide Assessment for SWD

- Revises and replaces existing TAP: 2010-92, Statewide Assessment for Students with Disabilities.

FSAA 2016

- NEW NAME – Florida Standards Alternate Assessment (FSAA)
- FSAA – Performance Task Assessment
- FSAA-D – Datafolio (Trial Administration 2016)
- 100% paper based
- ELA (Grades 3-10)
- Mathematics (Grades 3-8)
- Writing (Operational field test – Grades 4-10)
- Science (Grades 5 and 8)
- EOCs (Algebra I, Geometry and Biology I)
FSAA 2016 (continued)

• Assessment Window
  • Elementary and Middle Schools - February 29-April 15
  • High School – April 4-29

• Training
  • Train-the-Trainer Model – Three opportunities to receive the training occurred – October 20, 21, or 22 in Orlando at the Florida Hotel and Conference Center at the Florida Mall

• Practice Materials
  • Send to districts in mid-November.
FSAA Datafolio Trial Administration

• Datafolio, designed to provide a second option for assessing students with the most significant cognitive disabilities for whom no formal mode of communication has been established.

• Teachers who instruct students that meet the qualifying requirements had until Sept. 1, 2015, to sign up to volunteer to participate.
  • 159 students
  • 118 teachers
  • 39 districts
FSAA-D Training

• September 28 – Tallahassee
• September 30 – Orlando
• October 2 – Miami

• District AACs or their designee who have teachers participating from their district are required to attend the training.

Please contact Angela Nathaniel angela.nathaniel@fldoe.org for more information.