

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



**Florida's Annual
Performance Report
for Part B of the Individuals with
Disabilities Education Act**

This publication is produced through the Bureau of Exceptional Education and Student Services (BEESS) Resource and Information Center, Division of Public Schools, Florida Department of Education, and is available online at <http://www.fldoe.org/ese/pub-home.asp>. For information on available resources, contact the BEESS Resource and Information Center (BRIC).

BRIC website: <http://www.fldoe.org/ese/clerhome.asp>

Email: BRIC@fldoe.org

Telephone: 850-245-0477

Fax: 850-245-0987



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

**Florida's Part B
State Annual Performance
Report for 2012–13**

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Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Overview of the Annual Performance Report Development:**

This section of the APR includes a discussion of the process Florida used to develop the APR for all indicators. It includes information about stakeholder input and public reporting at both the LEA and the SEA levels. (See Appendix A for a list of terms used in the APR.)

Florida has 67 traditional LEAs that receive funding through IDEA, Part B. In addition, there are four university lab schools, the Florida School for the Deaf and Blind, the Department of Corrections, Florida Virtual School Full Time and Lake Wales Charter that are designated LEAs and receive IDEA, Part B funds (total districts 75). While Florida includes the additional LEAs in their general supervision processes, the extent to which they are included in the indicators is based on whether or not they offer relevant programs (e.g., preschool programs) or submit data to the FDOE.

APR Development

The development of Florida's APR is primarily the responsibility of indicator teams which include staff from the FDOE, staff from discretionary projects funded by the Department, and, in some cases, individuals from other agencies. Each team includes individuals with expertise pertinent to the indicator.

Stakeholder Input

Florida's State Advisory Committee has been a critical stakeholder group for the development of the SPP and the APR. A draft of the APR was provided to this group and input was taken at their December 9-10, 2013, meeting.

BEESS has established an interagency advisory work group for Indicators 1, 2, 13, and 14. This group provides recommendations to BEESS regarding work in these indicators.

BEESS also has an advisory group that represents LEAs: Bureau/District Partnership. This group is also offered opportunities to provide ongoing input to the SPP and APR.

Public Reporting

Florida has historically used the LEA Profile to provide data in key areas to districts and other stakeholders. Since the implementation of the SPP, the profile has been modified to include the public reporting requirements. On the last page of each LEA profile, the indicators, state level target, LEA data, and whether or not the target was met are incorporated into each district's profile. The profiles can be viewed at <http://www.fldoe.org/ese/datapage.asp>. It is anticipated that the 2014 profiles will be posted during the month of April 2014.

The revised SPP and the FFY 2012 APR will be posted at <http://www.fldoe.org/ese/> on February 3, 2014, unless there are unforeseen technical difficulties.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: FAPE in the LRE**

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the adjusted cohort graduation rate required under the ESEA.

Denominator = the number of first-time ninth graders with disabilities in membership during fall 2008 **plus** incoming transfer students on the same schedule to graduate **minus** students from this combined population who transferred out, left to enroll in a private school, or home education program, deceased students and students opting to remain in school to receive FAPE or seek a standard diploma.

Numerator = the number of standard diploma graduates from the list above.

Data Source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA)

Measurable and Rigorous Target FFY 2012 (2012-13)

The percent of youth with IEPs graduating from high school with a regular diploma in 2011-12 will increase to 47%.

Actual Target Data for 2012-13 (FFY 2012):

The percent of youth with IEPs graduating from high school with a regular diploma in 2011-12 was 47.7% (10,191/21,359).

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012)**Evaluate data**

Ten districts were targeted for improvement in 2012-13, based on the following criteria:

- Percent of youth with IEPs graduating from high school in 2010-11 with a regular diploma at a rate *below* the state target **AND**
- Percent of youth with IEPs dropping out of high school in 2010-11 equals or exceeds 6.0 percent **OR**
- Percent of youth with IEPs dropping out of high school in 2010-11 is above the state target, the district was targeted in previous years, and the data continues to move away from the state targets.

Assist targeted districts in developing action plans

The targeted districts maintained and updated their action plans, which addressed Indicators 1 and 2 in a holistic manner, throughout the year and ongoing feedback was provided as necessary. All supported districts were offered and accepted funding to send transition teams to the May 2013 VISIONS Conference/NSTTAC Planning Institute. During the institute, teams participated in facilitated planning sessions, which included examining their data and creating and/or updating transition action plans.

Additionally, strategies and resources for improvement were provided via the General Supervision Website (GSW).

Training and technical assistance

The following summarizes the activities provided to school districts:

- Project 10 provided funding/mini-grants for all 10 targeted districts to attend the Fall 2012 Dropout Prevention/Student Engagement Institute National Institute held in collaboration with FDOE and the National Dropout Prevention Center/Network – Students with Disabilities (NDPC/N, NDPC-SD). District teams developed plans to improve dropout prevention and/or graduation rate.
- Project 10 provided funding/mini-grants for all 10 targeted districts to attend the May 2013 VISIONS/NSTTAC Transition Institute, where districts teams developed plans to improve student development, self-determination, and involvement in the IEP.
- Project 10 provided funding/mini-grants for at least 30 additional districts to attend the May 2013 VISIONS/NSTTAC Transition institute, where many participated as district teams to develop plans to improve student development, self-determination, and involvement in the IEP.
- Project 10 staff, in collaboration with BEESS and FCIM, developed an Online Training Module on Graduation Requirements which was released in January 2013.
- Project 10 staff provided 38 implementations of technical assistance activities in 19 districts around activities related to SPP Indicator 1, which included three targeted districts. These activities included, but were not limited to, serving on DJJ Reentry teams, technical assistance regarding scheduling options for students with disabilities, implementing effective strategies for increasing graduation rate, and methodologies that identify students at risk for the purpose of initiating interventions to keep students in school.
- The following books were provided to each district's transition contact, including the Florida School for the Deaf and the Blind and DJJ sites through the Project 10 DJJ Consultant to support indicator 1:
 - Thoma, C.A., Bartholomew, C.C., Scott, L.A. (2009). *Universal Design for Learning*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
 - *Transition Planning for Students with Disabilities: A Guide for Families* (also disseminated to over 100 to families at the annual Family Café conference and posted on the Project 10 website).
- Other discretionary projects also funded by BEESS (e.g., FDLRS, FIN) provided training, technical assistance, resources or support related to improving the graduation rate. Specific areas of focus related to improving the graduation rate included the following:
 - Accommodations in the classroom
 - Differentiated instruction
 - Co-teaching/team teaching
 - Content enhancement routines
 - Inclusion
- Information on problem-solving and evidence-based practices for improving Indicator 1 was maintained on the GSW and the Project 10 website.

Collaborate with national and state partners

The State Secondary Transition Interagency Committee (SSTIC), a state level interagency team that meets annually to bi-annually, and is designed to 1) facilitate inter-organizational understanding, 2) identify needs grounded in data, 3) identify and realign capacity building resources, 4) facilitate collaboration and avoid duplication, 5) share responsibility and planning to improve secondary transition met in the spring of 2013. The committee has six subcommittees comprised of SSTIC members in the following areas: 1) data, 2) dropout, 3) employment, 4) family involvement, 5) postsecondary education, and 6) graduation, (added in 2012-13). The purpose of the subcommittees is to identify gaps, barriers, and potential solutions; review recommendations from various partners with secondary transition interests; and identify issues that need to be taken back to respective agencies. The subcommittees met as needed via conference call during 2012-13.

In 2012-13, the SSTIC Graduation Success subcommittee was formed and goals included the following:

- Improving professional development for teachers and ESE staff on accommodations and modifications for using Universal Design for Learning
- Improving graduate outcomes for students with disabilities by identifying impediments and other issues related to graduation
- Developing a survey for high performing Florida districts (55% graduation rate or higher, size alike) to identify promising practices

During 2012-13, a transition strategic planning team was formed to contribute to the larger BEESS strategic plan. This team was led by the BEESS Secondary Transition Specialist and the Director of Project 10 and included state level representation from Career and Adult Education, the State College System, the State University System, the Florida Developmental Disabilities Council, FDOE Dropout Prevention, and various discretionary projects. The team met several times during the year in person and via conference call to set state level goals and create action plans, including a plan to increase the graduation rate and decrease the dropout rate of students with disabilities. The draft plan was presented to the State Advisory Committee for comment.

In May of 2013, a team of state level transition staff, including the BEESS Secondary Transition Specialist, the Vocational Rehabilitation Transition Coordinator, and Project 10 leadership, attended the NSTTAC Planning Institute and created an action plan for transition in Florida, based on the strategic plan described above.

BEESS was awarded a State Personnel Development Grant (SPDG) to target long-term outcomes for students with disabilities to include a decrease in the dropout rates to 3% or less statewide, and an increase in the standard diploma high school graduation rate to at least 58% statewide. This project will build capacity to increase school completion rates of secondary-aged students with disabilities (grades 6–12) through the provision of professional development to support and scale-up existing research-based practices, develop capacity for use of evidence-based dropout prevention strategies, and enlist parental support of these research-based practices. Activities of this grant include (a) providing supports to districts and schools in implementation of the Check and Connect, a research-proven model of sustained intervention for promoting student engagement with school and learning; (b) scaling-up an existing initiative related to SIM to enable both rural and urban schools and districts to deepen their implementation of this evidence-based program; and (c) support to sustain the implementation of these practices by increasing the awareness and knowledge of parents.

In 2012-13, seven school districts, which included five targeted districts, received orientation to, and created an action plan for at least one of the SPDG initiatives; three districts chose to implement SIM, two chose to implement Check and Connect, and two chose to implement both programs.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

The state met the target. The data show that Florida exceeded its target of 47% by 0.7 percent. This can be attributed to the activities described above.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: FAPE in the LRE**

Indicator 2: Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the dropout data used in the ESEA dropout rate calculation and follow the timeline established by the Department under the ESEA.

Numerator = the number of students with disabilities in grades 9–12 (from the year's total enrollment) who have withdrawn from school and have been assigned a dropout withdrawal reason code.

Denominator = total grade 9-12 enrollment (includes all students who were in attendance at any time during the school year)

Data Source: Same data as used for reporting to the Department until Title 1 of the Elementary and Secondary Education Act (ESEA).

Measurable and Rigorous Target FFY 2012 (2012-13)

The percent of youth with IEPs dropping out of high school in 2011-12 will decrease to 3.0%.

Actual Target Data for 2012-13 (FFY 2012):

The percent of youth with IEPs dropping out of high school in 2011-12 was 3.38% (3,931/116,092).

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):***Evaluate data***

Ten districts were targeted for improvement in 2012-13, based on the following criteria:

- Percent of youth with IEPs graduating from high school in 2010-11 with a regular diploma at a rate *below* the state target **AND**
- Percent of youth with IEPs dropping out of high school in 2010-11 equals or exceeds 6.0 percent **OR**
- Percent of youth with IEPs dropping out of high school in 2010-11 is above the state target, the district was targeted in previous years, and the data continues to move away from the state targets.

Assist targeted districts in developing action plans

The targeted districts maintained and updated their action plans, which addressed Indicators 1 and 2 in a holistic manner, throughout the year and ongoing feedback was provided as necessary. All supported districts were offered and accepted funding to send transition teams to the May 2013 VISIONS Conference/NSTTAC Planning Institute. During the institute teams participated in facilitated planning sessions, which included examining their data and creating and/or updating transition action plans.

Additionally, strategies and resources for improvement were provided via the General Supervision Website (GSW).

Training and technical assistance

The following summarizes the activities and supports provided to school districts:

- Project 10 provided funding/mini-grants for all 10 targeted districts to attend the Fall 2012 Dropout Prevention/Student Engagement Institute, where district teams developed plans to improve dropout prevention and/or graduation rate.

- Project 10 provided funding/mini-grants for all 10 targeted districts to attend the May 2013 VISIONS/NSTTAC Transition Institute, where districts teams developed plans to improve student development, self-determination, and involvement in the IEP.
- Project 10 provided funding through the Project 10 CONNECT Interagency mini-grants (i.e., \$500/site) for at least 30 additional districts to attend the May 2013 VISIONS/NSTTAC Transition institute, where many participated as district teams to develop plans to improve student development, self-determination, and involvement in the IEP.

Project 10 provided the following trainings and service delivery/technical assistance:

- Two presentations on dropout prevention at a training event, which reached 28 participants in 10 districts, two of which were targeted districts.
- Three trainings on dropout prevention, which reached 82 participants in two districts, one of which was targeted.
- Four trainings on the development, implementation, and evaluation of school-based enterprise to four districts with 45 participants.
- Project 10 staff provided 36 implementations of technical assistance around activities related to SPP Indicator 2: dropout rate of students in ESE to 16 districts, four of which were targeted. These activities include facilitating the development of a dropout prevention task force within districts as well as the problem-solving process to assist with dropout prevention and decrease dropout rate. In addition, it may encompass technical assistance with reviewing and implementing plans developed at the dropout prevention conference, dropout prevention data collection, analysis, and best practices to improving Indicator 2 outcomes (prevention and dropout reduction), reviewing withdrawal codes and running reports for districts to determine their dropout rates and begin the retrieval process of withdrawn students, among others.
- Project 10 staff developed and disseminated an e-newsletter in Feb. 2013 that focused on dropout prevention including topics such as risk factors, chronic absenteeism, accurate coding, and resources.

The following books were provided to each district's transition contact, including the Florida School for the Deaf and the Blind and DJJ sites, through the Project 10 DJJ Consultant to support indicator 2:

- Duckenfield, A., Drew, S., & Flood, R. (2008). *Bouncing back: Strengthening resilience through service learning*. Clemson, SC: National Dropout Prevention Center/Network (NDPC/N).
- Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide*. Washington, DC: National Center on Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>
- McGrane, G. (2010). *Building Authentic Relationships with Youth at Risk*. Clemson, SC: National Dropout Prevention Center/Network (NDPC/N).
- Other discretionary projects funded by BEESS (e.g., FDLRS, FIN) provided training, technical assistance, resources or support related to improving the graduation rate. Specific areas of focus related to improving the dropout rate included the following:
 - Accommodations in the classroom
 - Differentiated instruction
 - Co-teaching/team teaching
 - Content enhancement routines
 - Inclusion
- Information on problem-solving and evidence-based practices for improving Indicator 2 was maintained on the GSW and the Project 10 website.

Collaborate with national and state partners

During 2012-13, the State Secondary Transition Interagency Committee (SSTIC), a state level interagency team that meets annually to bi-annually, and is designed to 1) facilitate inter-organizational understanding, 2) identify needs grounded in data, 3) identify and realign capacity building resources, 4)

facilitate collaboration and avoid duplication, 5) share responsibility and planning to improve secondary transition met in the spring of 2013. The committee has six subcommittees comprised of SSTIC members in the following areas: 1) data, 2) dropout, 3) employment, 4) family involvement, 5) postsecondary education, and 6) graduation, (added in 2012-13). The purpose of the subcommittees is to identify gaps, barriers, and potential solutions; review recommendations from various partners with secondary transition interests; and identify issues that need to be taken back to respective agencies. The subcommittees met as needed via conference call during 2012-13.

During 2012-13, the SSTIC Dropout Prevention subcommittee accomplished the following:

- Development of a Helpful Hints Guide on dropout withdrawal codes, which, once vetted, will be added to the Project 10 website and disseminated during Project 10 trainings related to dropout prevention and utilizing data;
- In collaboration with Project 10, updated and revised the Dropout Prevention Part I: Status of Florida's Students with Disabilities presentation to include new data and more strategies; and
- In collaboration with Project 10, delivered the Dropout Prevention Part I presentation at the 2012 Dropout Prevention/Student Engagement National Institute held in collaboration with FDOE and the National Dropout Prevention Center/Network – Students with Disabilities (NDPC/N, NDPC-SD).

During 2012-13, a transition strategic planning team was formed to contribute to the larger BEESS strategic plan. This team was led by the BEESS Secondary Transition Specialist and the Director of Project 10 and included state level representation from Career and Adult Education, the State College System, the State University System, the Florida Developmental Disabilities Council, FDOE Dropout Prevention, and various discretionary projects. The team met several times during the year in person and via conference call to set state level goals and create action plans, including a plan to increase the graduation rate and decrease the dropout rate of students with disabilities. The draft plan was presented to the State Advisory Committee for comment.

In May of 2013, a team of state level transition staff, including the BEESS Secondary Transition Specialist, the Vocational Rehabilitation Transition Coordinator, and Project 10 leadership, attended the NSTTAC Planning Institute and created an online action plan for transition in Florida, based on the strategic plan described above.

BEESS provided collaborative support to the annual Dropout Prevention Institute in November 2012. BEESS staff also revised content for the section on "Postsecondary Counseling for Students with Disabilities" for the annual update of the guide, *Counseling for Future Education*. This guide is targeted to counselors, but also used by educators, who have a role in helping students understand their rights and responsibilities as they transition into postsecondary education.

BEESS was awarded a State Personnel Development Grant (SPDG) to target long-term outcomes for students with disabilities to include a decrease in the dropout rates to 3% or less statewide, and an increase in the standard diploma high school graduation rate to at least 58% statewide. This project will build capacity to increase school completion rates of secondary-aged students with disabilities (grades 6–12) through the provision of professional development to support and scale-up existing research-based practices, develop capacity for use of evidence-based dropout prevention strategies, and enlist parental support of these research-based practices. Activities of this grant include (a) providing supports to districts and schools in implementation of the Check and Connect, a research-proven model of sustained intervention for promoting student engagement with school and learning; (b) scaling-up an existing initiative related to SIM to enable both rural and urban schools and districts to deepen their implementation of this evidence-based program; and (c) support to sustain the implementation of these practices by increasing the awareness and knowledge of parents.

In 2012-13, seven school districts, which included five targeted districts, received orientation to, and created an action plan for at least one of these initiatives; three districts chose to implement SIM, two chose to implement Check and Connect, and two chose to implement both programs.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

Florida did not meet the target. While the target of 3.0% was not met, there was a 0.3% improvement in the dropout rate with a decline from 3.7% based on 2010-11 data to 3.4% based on 2011-12 data. The ongoing activities described above are expected to continue to decrease the dropout rate of students with disabilities.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: FAPE in the LRE**

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. AMO Percent = $\left[\frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meets the State's AMO targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \times 100$.
- B. Participation rate percent = $\left[\frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]$. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent = $\left(\left[\frac{\text{(\# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards)}}{\text{(total \# of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)}} \right] \right)$. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year

Data Source: AMO data used for accountability reporting under Title I of the ESEA as a result of ESEA flexibility.

Measurable and Rigorous Target FFY 2012 (2012-13)

Indicator 3A – 10% of school districts will meet AMO targets in reading and 15% will meet AMO targets in math

Indicator 3B – 99% of students with disabilities in grades three through ten will participate in statewide assessment

Indicator 3C – 34% of students with disabilities in grades three through ten will demonstrate proficiency in reading

Indicator 3C – 37% of students with disabilities in grades three through ten will demonstrate proficiency in math

Actual Target Data for 2012-13 (FFY 2012):

- Indicator 3A: In 2012-13, 1% (1/73) of districts met AMO targets in reading; 4% (3/73) of districts met AMO targets in math for the students with disabilities subgroup.
- Indicator 3B: In 2012-13, 95.8% of students with disabilities in grades three through ten participated in reading statewide assessments (204,368/213,312). 95.4% participated in math statewide assessments in grades three through twelve (197,784/207,386).
- Indicator 3C: In 2012-13, 28.4% of students with IEPs in grades three through ten demonstrated proficiency in reading (58,108/204,368).

- Indicator 3C: In 2012-13, 31.7% of students with IEPs in grades three through ten demonstrated proficiency in math (62,759/197,784).

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):***Conduct annual data analysis***

Data for 2012 assessments were compiled by district to show the number and percent of students participating and scoring proficient on the FCAT with accommodations, without accommodations, or on the Florida Alternate Assessment. The data were published in the 2012 AMM Databook and posted on the BEESS website at <http://www.fldoe.org/ese/datapage.asp>. Results for *all* students on the state assessment can be found at <https://app1.fldoe.org/FCATDemographics/>.

A state-level team, consisting of representatives from BEESS and supporting discretionary projects, conducted the annual analysis of data concerning student participation and performance on statewide assessments to provide information on districts/schools to target for technical assistance on the improvement and interrelationship between inclusion, achievement, and discipline. In addition to analyzing student placement data, BEESS reviewed, across indicators, its procedures for targeting districts for required improvement activities. Research has shown that academic engaged time is a key factor in student achievement and is influenced by student behavior and educational placement (i.e., access to instruction). Therefore, the way of work with districts targeted for technical assistance and improvement planning continued to stress this interrelationship. However, while our conceptual model stresses this integration, due to challenges in reporting and representing meaningful data, the decision was made to separate the targeting criteria for indicators 3 and 5 from indicator 4 for this reporting period.

Implement a model for identifying targets

Targeting criteria for the 2012-13 year for indicators 3 and 5 included ranking districts by proficiency rates in reading and math on the state assessment. With districts ranked, districts that fell in the bottom twelve in both reading and math were targeted for assistance in problem-solving and action planning. BEESS team members were assigned as targeted district's indicator 3 and 5 liaisons and established an on-going relationship with each of the targeted districts in person, over the phone and online. Communication occurred at least once per month and updates on district progress toward performance targets were reported at monthly team meetings.

Identify resource for site based flexible scheduling training

The team identified a successful training resource through FIN for site-based flexible scheduling that increases access to general for students with disabilities. During the 2012-13 year, FIN identified the need to provide flexible scheduling professional development/technical assistance to 120 school teams. Of the schools participating in the professional development, 85% increased access to the general education classroom for students with disabilities. Eighty-five percent of these schools were also able to alter their general education and ESE teacher schedules to provide more specific and efficient services to students with disabilities within the general education classroom.

Identify successful resources and programs and disseminate

Indicator 3 and 5 team members looked for activities conducted by those districts that indicated a relationship between assessment performance, and LRE for the purpose of identifying effective activities. On December 5, 2012, a conference call was conducted with targeted districts to discuss action planning requirements and to review the problem-solving process and use of the GSW. Lessons learned from previously targeted districts were shared, and follow-up with the targeted districts occurred on an individual basis through on-site, phone and online contact by indicator team members designated as liaisons to those districts. Team members used the same targeting criteria to identify districts with the most success in these indicators and surveyed these districts in regards to effective practices to inform efforts. In addition, activities implemented by districts previously targeted for indicators 3 or 5 that had demonstrated improvement were replicated to varying degrees by targeted districts during this reporting period as reported in the GSW. Activities identified included the following:

Awareness and Collaboration Activities

- Distribute LEA Profiles to district staff, schools, and leadership
- Identify, recruit, and establish members of a district problem-solving team
- Analyze inclusion data (inclusion percentage, AMO, student growth)
- Analyze LEA Profiles for data trends
- Identify new LEA targeted schools based on end-of-the-year data trends
- Analyze existing sources of behavioral data
- Gather stakeholder input, create, edit and disseminate plans of action
- Require administrator attendance and oversight for team's meeting to engage in the problem-solving process
- Link new administrators with mentors to receive on-going support and guidance
- Disseminate and implement suggestions from *Accommodations: Services to Students with Disabilities*
- Disseminate and provide awareness training on NGSSS Resources and CCSS resources
- Meet with targeted schools' School Based Leadership Teams engaging in the problem-solving process to update action plan based on data trends

Professional Development Activities

- Develop a long-term schedule for professional development, support, monitoring and follow up to targeted schools
- Provide professional development to build internal district capacity for training on the following topics:
 - Differentiated Instruction and UDL, Inclusive Practices, Accommodations, Flexible Scheduling, Collaborative Practices, PS/Rtl, PBS
- Implement PS/Rtl
- Organize ways for staff to complete the on-line Rtl Introductory Course and/or other professional learning activities within the context of a PLC
- Develop/implement a program for students without disabilities to raise awareness and understanding of students with disabilities
- Disseminate, discuss and plan instruction according to current literature in PLCs
- Conduct case studies in PLCs to practice application for proficiency

Organization and Scheduling Activities

- Access FIN expertise to facilitate schoolwide inclusion
- Review/update and clearly define district guidelines used by IEP teams to make data-based assessment and instructional decisions
- Develop and implement a plan to increase school-to-work transition opportunities on general education campuses
- Develop collaborative schedules to support co-planning and team problem-solving
- Conduct resource mapping as part of district and school problem-solving
- Develop strategic resource allocation plan through district level problem-solving

After identifying resources, projects, and successful inclusion models, the indicator team shared them with districts via paperless communication, technical assistance, presentations and professional development. These resources were disseminated to schools and education professionals and parents as appropriate through BEESS and through various projects funded by the BEESS. BEESS funded various statewide discretionary projects to support districts and schools in improving educational outcomes for all students, especially students with disabilities. Each project had a unique focus area with specific expectations. These projects were monitored by BEESS staff with the requirement that each project contribute meaningfully to the accomplishments related to Florida's SPP Indicators by participating in and supporting state, district, and school level problem-solving and implementation of improvement activities. Project leaders contributed to the problem-solving process by helping to identify existing barriers, suggesting proven solutions, assisting with implementation of improvement activities in districts and schools, and monitoring the effectiveness of those activities.

Discretionary projects also produced resources, which are made available to districts and schools to assist in their improvement efforts. Examples can be accessed at the following discretionary project websites:

- FIN at <http://www.floridainclusionnetwork.com/page265.aspx>
- FDLRS at <http://www.fdlrs.org/>
- Florida PBS at <http://flpbs.fmhi.usf.edu/>
- PS-Rtl at <http://floridarti.usf.edu/>
- SEDNET at <http://www.sednetfl.info/>
- ISRD at <http://www3.nefec.org/isrd/>

The GSW was used as the method of data collection and record keeping between the BEESS team and targeted districts regarding problem-solving and action planning. During the conference call on December 5, 2012, resources were outlined and guidance was provided on use of the GSW. Districts were also encouraged to use a systems change problem-solving framework and provided an outline of this process. BEESS state-level team offered to facilitate the problem-solving and planning process to improve Florida's performance related to Indicators 3 and 5 through the use of liaisons assigned to each district and BEESS funded project staff. Districts recorded their planned activities in relation to targeted indicators in the GSW and BEESS team liaisons reviewed district action plans and offered ongoing feedback regarding the planned activities.

Identify barriers/solutions

Barriers to increasing achievement rates of students with disabilities and of including these students in the least restrictive environment were identified by the targeted districts and the team by the liaisons who participated in the problem-solving process with the districts. The most common barriers cited were:

- Funding cuts
- Lack of school-level administrative support
- Lack of collaborative planning time between special education and regular education teachers
- Collaborative teachers (in co-teaching and support facilitation models) have too many demands to adequately support students
- Teacher and principal attrition rates
- Challenges of scheduling of ESE students
- Unique challenges faced by small and rural districts
- Lack of knowledge regarding effective intervention tools
- Lack of use of problem-solving process for systematic change
- Lack of shared responsibility from general education for inclusion of students with disabilities

In response to these barriers, BEESS discretionary projects provided training and professional development in the areas identified. In addition, BEESS indicator team district liaisons and BEESS project staff engaged district teams in systematic problem-solving to target and select barriers specific to each district and create and implement action plans and strategies designed to ameliorate the effects of the barriers to LRE and achievement rates of students with disabilities. More detail on these efforts is included in the section entitled, *Provide professional development*.

Develop action plans

The indicator team collaborated with targeted school districts to develop action plans to address LRE and improvement in achievement for students with disabilities using a systems change framework and the problem-solving model. Based on the action plans submitted in the GSW for BEESS review, feedback was provided and progress toward performance targets was monitored. Revisions were made as necessary based on annual outcome data. The targeted districts' plans were submitted by March 29, 2013, through the GSW. Liaisons shared the plans during indicator team meetings and solicited advice from other team members and districts were given individual feedback. Amended plans were again reviewed by the indicator 3 and 5 liaisons and team and additional feedback was provided to districts. Ongoing communication between targeted districts and their indicator liaisons about improvement activities and action planning was conducted via telephone, web meetings, electronic mail, and the GSW. This information was used to document types of activities engaged in by the districts. These reports were

reviewed for a relationship between particular activities and improvements in data. Districts reported that activities related to ongoing professional development and leadership training in differentiated instruction, inclusive practices, flexible scheduling, collaborative practices, PS/Rtl, and PBS resulted in perceived improvements in indicators 3 and 5.

Provide professional development

BEESS staff provided professional development at the annual state administrators' meeting. Specific professional development sessions provided at AMM in 2012 included:

- School and District Accountability for Students with Disabilities
- Promoting, Enhancing, and Evaluating the Performance of Specialized Professionals in an MTSS
- Understanding CCSS
- Districts' Obligations for Child-Find in an MTSS
- Making the Least Dangerous Assumption About All Students by Presuming Competence
- Intensive Interventions Are Necessary for Students with Disabilities
- Moving from Access to Attainment
- Differentiated Accountability and Supports to Ensure Positive Student Outcomes
- Uses and Abuses of MTSS
- Examining Common IDEA Eligibility Concerns from a Parent Attorney Perspective
- Challenges and Opportunities with Charter Schools and ESE
- Current 504 Issues
- Placement, Family Involvement, and Outcomes for Children with Disabilities, Ages 3–5
- New Roles for General and Special Education Teachers in Inclusive Schools
- Serving ESE Students in the Virtual World
- Hot Topics and Recent Developments in 2012
- Bullying in Schools

To illustrate the magnitude and potential impact of training, services and products, the following summarizes professional development provided by BEESS discretionary projects to support data-based problem-solving, inclusive practices, and the use of positive behavioral interventions and strategies to increase academic engaged time:

Florida Inclusion Network (FIN):

- Provided and coordinated awareness level presentations and overview workshops on inclusive education to school staff involving 1,609 participants.
- Provided and coordinated focused skill-building workshops and initiated professional study groups with 6,200 participants.
- Provided technical assistance or awareness level presentations to families of students with disabilities involving 1,514 participants.
- Provided, coordinated, and or facilitated forums for discussion of issues, site visits, problem-solving sessions, student outcome data analysis, planning, and peer coaching for at least 5,108 school and/or district personnel.
- Disseminated 6,302 awareness level informative documents on inclusive practices to schools.
- Disseminated 15,474 implementation level informative documents on inclusive practices to schools.
- Disseminated 3,698 FIN products and commercial materials to families of students with disabilities.
- Provided online facilitated skill-building courses to 527 participants.

Problem-solving/Response to Intervention (PS/Rtl):

- Provided training to 5,790 people state- and nation-wide in school improvement, small group planning and problem-solving, integrating academics/behavior/early warning systems, Technology & Learning Connections, MTSS at the secondary level, and MTSS evaluation tools
- Provided 519 instances of technical assistance in areas such as data-based problem-solving (113), DAPPS (75), District PS/Rtl (69), Instructional Reviews (53), and BEESS Discretionary Projects (30)
- Developed School Improvement Plan Monitoring Tool

- Developed Strategic Plan for the Integration of MTSS Specialists and Differentiated Accountability Data Coaches
- Developed Intensive Intervention Resources for training of district and school teams
- Created Education System Review Resources
- PS/RtI project collaborated with the PBS: MTSS project in workgroup development to assist districts in developing a multi-tiered system of support both with behavior and academics. Activities are coordinated within the overall Inter-project Leadership Team consisting of faculty and staff from both projects. These workgroups are focused on leadership, coaching, program evaluation, data-based decision making, PK-12 alignment, DAPPS implementation and evaluation, professional development, student engagement, and family and community engagement with members from PBS serving on each committee. The inter-project collaboration also resulted in continuing the pilot project of DAPPS.
- Published and disseminated 5,000 TLC Informational Packets
- Published and disseminated 2,632 TLC Newsletters
- Created and disseminated 1,000 TLC Resource CDs
- Developed an MTSS Coaching Guide
- Developed Small Group Planning and Problem-solving Facilitation Training Curriculum
- Produced family and community engagement video
- Produced Intensive Intervention videos
- Collaborated with 19 other discretionary projects and educational entities related to the provision of special education within a multi-tiered system of supports
- Presented at 18 regional, state, or national professional conferences, such as Association of Positive Behavior Support, National Association of School Psychologists, Florida Association of School Psychologists, RtI Innovations, and AMM
- Presented on numerous topics, including Effective Leadership & Coaching, Facilitating PS/RtI Capacity, Learner Response Systems and Accessibility – UDL Approach, Intensive Learning Intervention Support, and Empowering Parents & Community Partners in Education

Florida Positive Behavior Support: Multi-Tiered System of Support (PBS: MTSS):

- Statewide, as of June 30, 2013, 1408 schools have been trained on school-wide (Tier 1) PBS across the following grade levels and types of schools: PreK- 7, Elementary- 807, Middle- 292, High- 190, Alt/Center- 99, Other- 85 with 1308 of these schools remaining active.
- During the 2012-13 school year, 147 schools were trained in Tier 1 and 86 were trained in Tier 2. Training was provided to over 1513 school personnel across Tiers 1-3 (universal/core, targeted group/supplemental, individual student/intensive) of school-wide PBS. Evaluations of these trainings have been extremely positive. Participants were asked to measure their increase in knowledge (average score=5.3/6), if they will use what was learned (average score=5.6/6) and if they would recommend the training to others (average score=5.5/6).
- Seventy-five percent of all active schools are implementing PBS with fidelity according to the *Benchmarks of Quality*. In 2012-13, participating schools implementing PBS with high fidelity reported 34% fewer discipline referrals, 9% fewer ISS, and 30% fewer OSS (all per/100 students) than low implementing schools.
- One hundred schools were identified as PBS Model (exemplar) Schools (these are schools recognized in 2013-14 for their performance in 2012-13).
- Fifty of Florida's 67 districts (75%) are actively implementing school-wide PBS. PBS district leadership teams meet annually to plan for sustainability and expansion.
- PBS: MTSS maintains a website that is updated on a continual basis to provide information on all three tiers of support. This year the site generated 6.1 million hits with 16,015 hits on average per day. Training, technical assistance materials and evaluation/data entries are available to participating schools.
- The PBS Project's state-wide RtI:B database is available for use by all schools and all districts. During 2012-13, there were 26 active districts and 181 school accounts.
- The BoQ, which measures the critical elements in the implementation of PBS at Tier 1, was completed by 1051 schools in 2012-13. The mean score of the BoQ was 79% indicating that most schools are implementing PBS with a high level of fidelity. The BAT, which measures implementation of Tiers 2 and 3, was completed by 393 schools.

- PBS: MTSS collaborated with the PS/Rtl project in workgroup development to assist districts in developing a multi-tiered system of support both with behavior and academics. Activities are coordinated within the overall Inter-project Leadership Team consisting of faculty and staff from both projects. These workgroups are focused on leadership, coaching, program evaluation, data-based decision making, PK-12 alignment, DAPPS implementation and evaluation, professional development, student engagement, and family and community engagement with members from PBS serving on each committee. The inter-project collaboration also resulted in continuing the pilot project of six DAPPS.
- Based on needs and feedback from districts and schools, PBS: MTSS has also revised/updated products including the initial Tier 1 training, refresher/booster Tier 1 training, live and on-line training for Tier 2 supports, classroom content, family and community engagement, and content for district coordinators and coaching meetings. At least 25 new products were developed and disseminated, including (1) 3 online PBS newsletters (Positive Outlook), (2) revised training materials for Tiers 1 and 2, (3) online trainings and facilitated meetings for Tier 2, BAT, quarterly DC meetings, monthly Coaching meetings, Classroom Coaching Guide, and New Tier 1 Team Member training, (4) online booster trainings with 11 corresponding modules, (5) revised evaluation instruments (BAT and Tier 1 Walkthrough), (6) revised School Readiness Checklist, Booster Readiness Checklist and Tier 2 Readiness Checklist, and (7) revised District Action Planning Process in collaboration with PS/Rtl Project.
- PBS District Coordinators' were provided with four (4) web-based training/technical assistance activities that were recorded and posted on the website. Three (3) live PBS Coaching trainings were provided to district coaches who also received ongoing technical assistance. A total of 655 technical assistance activities were provided.

Florida Diagnostic and Learning Resource System (FDLRS):

During the 2012-2013 school year FDLRS Centers throughout Florida provided a multitude of professional development opportunities for special educators and for general education teachers who serve students with disabilities in inclusion classrooms. A summary of these efforts can be accessed at http://www.fdlrs.org/images/pdf/marketing/FDLRS_finalAR_2012-13.pdf.

Conduct compliance self-assessments

Districts were targeted for direct on-site assessment in areas related to indicators 3 and 5. The district liaisons from the indicators 3 and 5 team worked with districts to address any concerns related to compliance in these areas through the problem-solving process which included self-assessment activities.

Develop instructional strategies for students with significant cognitive disabilities

During the 2012-13 school year, the ACCESS discretionary project engaged in numerous activities designed to increase access to quality instruction for students with a significant cognitive disability.

- Collaborated with the NCSC to support and further the work of the original two (2) CoPs, involving 60 teachers, therapists and FIN facilitators. These CoPs were designed to enhance instruction for students with a significant cognitive disability as it relates to the CCSS. Continued professional learning was provided through 18 conference calls as well as monthly activities and electronic presentations on a variety of subjects related to CCSS.
- Collaborated with the FIN facilitators to establish two (2) additional CoPs specifically to focus on the prekindergarten population. These CoPs were designed to address the base of the NCSC framework which has a focus on communicative competency for all students entering kindergarten with an identified mode of communication. The purpose for this base is meant to allow students to become engaged in academic content upon entering kindergarten. Continued professional learning was provided through monthly activities, electronic presentations and conference calls on a variety of subjects related to CCSS.
- Provided ongoing consultative services and collaboration with the NCSC project, representing the FDOE in the areas of curriculum, instruction and professional development for students with a significant cognitive disability. These include various work groups (Accommodations and Modifications, Parent Materials, Participation Guidance, Governance,)

- Collaborated with the FIN to support 16 school CoPs, involving 250 teachers and therapists. The CoPs were designed to enhance instruction for students with a significant cognitive disability as it related to the CCSS. Continued professional learning was provided through 78 conference calls as well as monthly activities and electronic presentations on a variety of subjects related to CCSS.
- Provided two professional learning opportunities for 150 teachers and therapists on communication strategies for students with pre- or emerging symbolic communication skills.
- Provided technical assistance as requested, through a virtual office to teachers, principals, district personnel, parents, the NCSC and Florida discretionary projects.
- Provided professional learning regarding Lesson Study facilitator training for 60 center and cluster school site administrators and teachers serving students with a significant cognitive disability.
- Collaborated with Measured Progress and BEESS to hold bi-annual advisory committee meetings related to the teaching, learning and assessment of students with a significant cognitive disability.
- Developed and facilitated two PLC trainings for 180 school and district based administrators. This training was offered both face-to-face and online. Bi-monthly follow up calls are planned to ensure that administrators are provided with the information they need to support their teachers as it relates to students with a significant cognitive disability.
- Developed and facilitated leadership training for CoP Teacher Leaders. The purpose of this training was to enhance the individual leadership skills of the participants, to develop skills related to working with colleagues and to build capacity across the state for opening and supporting additional CoPs.
- Collaborated with NCSC and the University of North Carolina Charlotte, in training and facilitation of curriculum support materials, known as Element Cards. These materials include CCSS for students with a significant cognitive disability, instructional strategies, supports and scaffolds. Fifty teachers from around the state of Florida volunteered to participate.
- Collaborated with NCSC to provide a platform to field test assessment items. Training for and facilitation of test template designs for both English/Language Arts and Mathematics was provided; test templates were tested for feedback to the NCSC assessment design team. Sixty teachers each recruited three students to assess within specific demographics.
- Facilitated the participation of both LEA and SEA participants in the NCSC test item review workgroups. Fifteen Florida educators participated in one or more workgroups.
- ACCESS discretionary project personnel participated in trainings to assess whether beneficial to CoP members as they related to students with a significant cognitive disability. Trainings were identified to add to the 2013-14 professional development agenda.
- Collaborated with the BEESS to facilitate the participation of CoP members in the development of assessment items for Science and Social Studies standards as they relate to students with a significant cognitive disability
- Completed two center school visits to assist principals in identifying schools needs specific to those students with the most significant/ multiple disabilities.
- Collaborated with the iCPALMS project to deliver two online trainings for CoP members, designed to enhance the use of the iCPALMS software in the planning of instruction and the sharing of lesson plans aligned to the standards for students with a significant cognitive disability.
- Collaborated with district level administrators in 1:1 discussions and meetings designed to assist the district with understanding and coordinating NCSC materials and CCSS information for students with a significant cognitive disability.
- Provided supports for BEESS in regards to ESE center schools under the DA process.
- Collaborated with FIN to write and produce four webinars on universal design for learning as it applies to prekindergarten and school age students with a significant cognitive disability.

Refine/implement Florida Alternate Assessment

During the 2012-13 school year, FDOE:

- Developed new items for 2014 assessment.
- Conducted new item content and bias reviews for the 2014 assessment.
- Implemented multi-phased research study on the feasibility of computer-based testing for the Florida Alternate Assessment.

- Compiled and distributed released Florida Alternate Assessment items to teachers of students with significant cognitive disabilities.
- Updated and implemented online update administration training modules for the Florida Alternate Assessment for previously trained teachers.
- Provided update training to district trainers and feedback on previous year results, concerns, and issues.

Build capacity for districts to implement research based instructional practices

BEESS staff and project partners formed the SPDG Management team which met to select districts for inclusion in the first cohort of districts to participate in professional development, coaching and the sustainable implementation of research-based instructional strategies for students with disabilities. Indicator 3 data was a factor in the criteria used for the selection of districts invited to participate. By the end of 2012-13, seven districts had begun the process of professional development and coaching funded through the SPDG.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

The state did not meet any of the three 2012-13 targets. Compared to the previous year, there was progress in reading participation (an increase of 0.2%) and math performance (an increase of 0.4%) and slippage in math participation (a decrease of 1.0%) and reading performance (a decrease of 0.8%). While state standards continue to become more rigorous, Florida's efforts have been designed to encourage inclusive education and meaningful access to general education instruction for students with disabilities and continued emphasis on problem-solving related to the provision of interventions for all students.

The disparity noted in the denominators for reading and math participation and for reading and math proficiency is the result of Florida's transition to end-of-course exams for students rather than the grade 9 and 10 FCAT. All students enrolled in Algebra 1 are included for calculating participation and all Algebra I EOC scores are included in calculating proficiency.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: FAPE in the LRE****Indicator 4:** Rates of suspension and expulsion:

- A: Percent of districts that have a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
- B: Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = $[(\# \text{ of districts that have a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}) \div (\# \text{ of districts in the State})] \times 100$.

Significant discrepancy for 4A is defined as a risk ratio of three or higher when comparing students with disabilities to nondisabled children within the LEA. Districts are excluded from the calculation when they have fewer than 10 students with disabilities who are suspended/expelled for more than 10 days.

- B. Percent = $[(\# \text{ of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards}) \div (\# \text{ of districts in the State})] \times 100$.

Significant discrepancy for 4B is defined as a risk ratio of three or higher for a specific racial/ethnic group when comparing students with disabilities to nondisabled children within the LEA. Districts are excluded from the calculation when they have fewer than 10 students with disabilities from a specific racial/ethnic group who are suspended/expelled for more than 10 days.

Data Source: 618 data reported on Table 5

Measurable and Rigorous Target FFY 2012 (2012-13)

4A: 0% of districts are identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with IEPs for greater than 10 days in a school year using 2011-12 data.

4B: 0% of districts are identified by the state as having both (a) a significant discrepancy in the rates of suspensions and expulsions of children with IEPs by race or ethnicity for greater than 10 days and (b) policies, procedures or practices that contribute to the significant discrepancy 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 using 2011-12 data.

Actual Target Data for 2012-13 (FFY 2012)

Indicator 4A: 13.04% (6/46) of districts were identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days using 2011-12 data. Note that 27 districts were excluded from the calculation of 4A because they did not meet the minimum "n" size requirement.

Indicator 4B: Twenty-one districts were identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities by race or ethnicity for greater than 10 days using 2011-12 data; however, none (0.0%) of these districts had policies, procedures, and practices that contributed to the significant discrepancy. Note that 34 districts were removed from all calculations of indicator 4B for not meeting the minimum “n” size requirement. The following table contains (1) the number of districts by racial/ethnic group removed from the calculation for not meeting the minimum “n” size requirement, (2) the percentage of districts with significant discrepancies, and (3) the percentage of districts with policies, procedures, and practices that contribute to the significant discrepancy.

Racial/Ethnic Group	Districts Removed from the Calculation	Districts with Significant Discrepancy	Districts with PPPs Contributing to the Significant Discrepancy
White	39	0.0% (0 of 34)	Not Applicable
Black or African American	41	62.5% (20 of 32)	0% (0 of 20)
Hispanic/Latino Origin	57	0.0% (0 of 16)	Not Applicable
Asian	73	Not Applicable	Not Applicable
Native Hawaiian or Other Pacific Islander	73	Not Applicable	Not Applicable
American Indian/Alaska Native	73	Not Applicable	Not Applicable
Two or More Races	72	100% (1 of 1)	0% (0 of 1)

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):

Correction of Noncompliance

There were no instances of noncompliance found in FFY 2011.

Data analysis

Twenty-one districts were identified as having a significant discrepancy using 2011-12 data pertaining to either indicators 4A, 4B, or both.

Indicator 4A: Six districts were identified as having a significant discrepancy in the rates of suspension and expulsion of students with disabilities for more than 10 days based on 2011-12 data. An analysis of trend data from the 2005-06 to 2012-13 indicated the following:

- One of the six districts (16.67%) had a significant discrepancy for the seventh consecutive year. However, the risk ratio for this district represents its lowest over the last seven years.
- Two of the six districts (33.33%) had significant discrepancies for the fifth consecutive year.
- Two of the six districts (33.33%) had a significant discrepancy for the first time since 2005-06.

Indicator 4B: Twenty-one districts were identified as having a significant discrepancy in the rates of suspension and expulsion of students with disabilities by race or ethnicity for more than 10 days in 2012-13 based on 2011-12 data. An analysis of trend data from the 2007-08 to 2011-12 indicated the following:

- Two of the twenty-one districts (9.52%) had a significant discrepancy for the first time during the last four years. Considering the performance of one of these districts on 4B over the previous three years, it is plausible that the performance according to the 2011-12 data represent an anomaly. The other district has demonstrated an improvement in their data.
- Five of the twenty-one districts (25%) had significant discrepancies during two of the last three years.

- Two of the twenty-one districts (9.52%) had significant discrepancies for the last three consecutive years.
- Six of the twenty-one districts (28.57%) with a significant discrepancy for 4B also had a significant discrepancy for 4A according to 2011-12 data.
- One of the twenty-one districts (5.76%) had a significant discrepancy in two racial/ethnic groups (i.e., African-American and two or more races).

Resources

The indicator team identified resources, projects, and successful disciplinary models, and shared them with districts via paperless communication, TAPs, presentations, and professional development. These resources were disseminated to schools, education professionals, and parents as appropriate through BEESS and through various projects funded by BEESS. Additionally, discretionary projects produced resources in 2012-13 that were made available to districts and schools to assist in their discipline improvement efforts:

- FDLRS provided 67 training events on several topics pertaining to discipline including behavior/classroom management, crisis prevention, positive behavior support, and response to intervention for behavior (Rtl:B). FDLRS also provided 10 service delivery activities and two deliverables which included a website and seven modules of behavior strategies.
- PBS provided six training events on several topics pertaining to discipline including positive behavior support and response to intervention (Rtl) for behavior. PBS also provided 5 service delivery activities and seven deliverables which included technical assistance materials, Rtl:B database, and quality benchmarks related to behavior supports.
- SEDNET provided 40 training events on several topics pertaining to discipline including behavior strategies, positive behavior support, restraint and seclusion, and trauma informed care. SEDNET also provided 18 service delivery activities and one deliverable which included mental health awareness.
- ISRD provided one training on effective special education practices on school-related behavior support.
- CARD provided one training on curriculum and instructional practices related to behavior support.

Conference calls were held with targeted districts, during which specific issues were discussed. These issues included compliance issues regarding manifestation determinations, and the lack of functional behavioral assessments and behavior intervention plans. Additionally, policies regarding mandatory consequences for felonies occurring outside of school were identified. The acquisition of data and its use was also identified as an issue.

The PBS discretionary project identified exemplar districts and conducted a survey to identify effective strategies regarding the reduction of suspension and expulsion.

Assist Targeted Districts in Identifying Barriers

BEESS disseminated review tools to twenty-one districts. The purpose of the review tool was to collect specific information concerning the districts' practices. It consisted of three sections; general practices, specific practices, and next steps. The districts also identified specific barriers which impeded their ability to address their significant discrepancies in the rates of suspensions and expulsions of students with disabilities by race or ethnicity for greater than 10 days. Barriers included the acquisition of accurate data, making data-based decisions, limited opportunities for professional development regarding cultural sensitivity, budgetary restraints regarding the hiring of behaviorally trained staff members, effective use of behavioral tools, inconsistent disciplinary responses and consequences, and implementation of positive behavioral support with fidelity.

Collaboration and Review of Practices

There were 6 districts for 4A and 21 districts for 4B identified as having significant discrepancies in 2012-13 based on 2011-12 data. BEESS staff provided a rubric for the identified districts to complete a self-review of their procedures and practices related to the suspension and expulsion of students with

disabilities pursuant to 34 §CFR 300.170(b). Based on this review, it was determined that the significant discrepancies were not due to policies, procedures or practices or noncompliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards. No non-compliance was identified.

Tiered Support to Districts

The indicator team has worked collaboratively with discretionary projects to develop a model for tiered supports for districts.

Districts have developed policies, procedures and practices related to the development and implementation of IEPs, the use of behavior interventions, and procedural safeguards through their districts' policies and procedures manual. These were reviewed by bureau liaisons and revised, as needed, to ensure compliance with 34 CFR 300.170.

An action plan has been developed for implementation during FFY 2013 to provide more intensive support to districts identified as having a significant discrepancy for 3 consecutive years or more, which include district planning and problem-solving, provision of PBS training and technical assistance to targeted schools, and support in data-base utilization and problem-solving.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

Indicator 4A: The state did not meet its target of 0% of districts identified as having significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days. The data revealed that 13.04% of districts had a significant discrepancy (6 /46 districts that met the minimum "n" size requirement). This represents slippage from last year's data (4/46 districts meeting the minimum "n" size requirement). This increase may have occurred because of changes in student populations within the identified districts. BEESS intends to monitor the risk ratios for the districts with a significant discrepancy to determine whether the significant discrepancy represents the continuation of a trend or a one year aberration. Moreover, BEESS plans to work with the districts to further analyze the root cause for the discrepancy and will provide more intensive, targeted assistance to those districts with four or more years with significant discrepancies.

Indicator 4B: The state met its target of 0% of districts identified as having (a) a significant discrepancy in the rates of suspensions and expulsions of children with IEPs by race or ethnicity for greater than 10 days and (b) policies, procedures or practices that contribute to the significant discrepancy 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.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served separate schools, residential facilities, or homebound /hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Data Source: State student database; data reported on Table 3

Measurable and Rigorous Target FFY 2012 (2012-13)

Indicator 5A: Increase the percentage of students with IEPs aged 6 to 21 years removed from regular class placement for less than 21% of the day to 72.0%.

Indicator 5B: Decrease the percentage of students with IEPs aged 6 to 21 years removed from regular class placement for greater than 60% of the day to 12.0%.

Indicator 5C: Decrease the percentage of students with IEPs aged 6 to 21 years served in public or private separate schools, residential placements, or homebound or hospital placements to 2.5%.

Actual Target Data for 2012-13 (FFY 2012):

Indicator 5A: In 2012-13, 70.7% of students with IEPs aged 6-21 years were served inside the regular class for 80% or more of the day (219,521/310,619).

Indicator 5B: In 2012-13, 14.4% of students with IEPs aged 6-21 years were served inside the regular class less than 40% of the day (44,851/310,619).

Indicator 5C: In 2012-13, 4.0% of students with IEPs aged 6-21 years were served in separate schools, residential placement or homebound/hospital placements (12,403/310,619).

Discussion of Improvement Activities for 2012-13 (FFY 2012):

Conduct annual data analysis

Data for 2012 LRE were compiled by district to show the number and percent of students with IEPs aged 6-21 served inside the regular class environments. The team's data analysis showed that, in 2012-13, the state did not meet the measurable rigorous targets for this reporting period. The data were provided to all districts for the purpose of awareness regarding the interrelatedness of providing FAPE in

the LRE and academic achievement for students with disabilities. Districts were also provided resources that could be accessed to promote continued growth in this indicator.

Identify model of success in LRE and achievement integration

A state-level team, consisting of representatives from BEESS and supporting discretionary projects, conducted the annual analysis of data concerning student participation and performance on statewide assessments to provide information on districts/schools to target for technical assistance on the improvement and interrelationship between inclusion, achievement, and discipline. In addition to analyzing student placement data, BEESS reviewed, across indicators, its procedures for targeting districts for required improvement activities. Research has shown that academic engaged time is a key factor in student achievement and is influenced by student behavior and educational placement (i.e., access to instruction). Therefore, the way of work with districts targeted for technical assistance and improvement planning continued to stress this interrelationship. However, while our conceptual model stresses this integration, due to challenges in reporting and representing meaningful data, the decision was made to separate the targeting criteria for indicators 3 and 5 from indicator 4 for this reporting period.

Targeting criteria for the 2012-13 year for indicators 3 and 5 included ranking districts by proficiency rates in reading and math on the state assessment. With districts ranked, districts that fell in the bottom twelve in both reading and math were targeted for assistance in problem-solving and action planning. BEESS team members were assigned as targeted district's indicator 3 and 5 liaisons and established an on-going relationship with each of the targeted districts in person, over the phone and online. Communication occurred at least once per month and updates on district progress toward performance targets were reported at monthly team meetings.

Identify resource for site based flexible scheduling training

The team identified a successful training resource through FIN for site-based flexible scheduling that increases access to general education for students with disabilities. During the 2012-13 grant year, FIN identified the need to provide flexible scheduling professional development/technical assistance to 120 school teams. Of the schools participating in the professional development, 85% increased access to the general education classroom for students with disabilities. 85% of these schools were also able to alter their general education and ESE teacher schedules to provide more specific and efficient services to students with disabilities within the general education classroom.

Identify successful resources and programs and disseminate

Indicator 3 and 5 team members looked for activities conducted by those districts that indicated a relationship between assessment performance and LRE for the purpose of identifying effective activities. On December 5, 2012, a conference call was conducted with targeted districts to discuss action planning requirements and to review the problem-solving process and use of the GSW. Lessons learned from previously targeted districts were shared, and follow-up with the targeted districts occurred on an individual basis through on-site, phone and online contact by indicator team members designated as liaisons to those districts. Team members used targeting criteria to identify districts with the most success in these indicators and surveyed these districts in regards to effective practices to inform efforts. In addition, activities implemented by districts previously targeted for indicators 3 or 5 that had demonstrated improvement were replicated to varying degrees by targeted districts during this reporting period as reported in the GSW. Activities identified included the following:

Awareness and Collaboration Activities

- Distribute LEA Profiles to district staff, schools, and leadership
- Identify, recruit, and establish members of a district problem-solving team
- Analyze inclusion data (inclusion percentage, AMO, student growth)
- Analyze LEA Profiles for data trends
- Identify new LEA targeted schools based on end-of-the-year data trends
- Analyze existing sources of behavioral data
- Gather stakeholder input, create, edit and disseminate plans of action

- Require administrator attendance and oversight for team’s meeting to engage in the problem-solving process
- Link new administrators with mentors to receive on-going support and guidance
- Disseminate and implement suggestions from *Accommodations: Services to Students with Disabilities*
- Disseminate and provide awareness training on NGSSS Resources and CCSS resources
- Meet with targeted schools’ School Based Leadership Teams engaging in the problem-solving process to update action plan based on data trends

Professional Development Activities

- Develop a long-term schedule for professional development, support, monitoring and follow up to targeted schools
- Provide professional development to build internal district capacity for training on the following topics:
 - Differentiated Instruction and UDL, Inclusive Practices, Accommodations, Flexible Scheduling, Collaborative Practices, PS/Rtl, PBS
- Implement PS/Rtl
- Organize ways for staff to complete the on-line Response to Intervention Introductory Course and/or other professional learning activities within the context of a PLC
- Develop/implement a program for students without disabilities to raise awareness and understanding of students with disabilities
- Disseminate, discuss and plan instruction according to current literature in PLCs
- Conduct case studies in PLCs to practice application for proficiency

Organization and Scheduling Activities

- Access FIN expertise to facilitate schoolwide inclusion
- Review/update and clearly define district guidelines used by IEP teams to make data-based assessment and instructional decisions
- Develop and implement a plan to increase school-to-work transition opportunities on general education campuses
- Develop collaborative schedules to support co-planning and team problem-solving
- Conduct resource mapping as part of district and school problem-solving
- Develop strategic resource allocation plan through district level problem-solving

After identifying resources, projects, and successful inclusion models, the indicator team shared them with districts via paperless communication, technical assistance, presentations and professional development. These resources were disseminated to schools and education professionals and parents as appropriate through BEESS and through various projects funded by the BEESS. BEESS funded various statewide discretionary projects to support districts and schools in improving educational outcomes for all students, especially students with disabilities. Each project had a unique focus area with specific expectations. These projects were monitored by BEESS staff with the requirement that each project contribute meaningfully to the accomplishments related to Florida’s SPP Indicators by participating in and supporting state, district, and school level problem-solving and implementation of improvement activities. Project leaders contributed to the problem-solving process by helping to identify existing barriers, suggesting proven solutions, assisting with implementation of improvement activities in districts and schools, and monitoring the effectiveness of those activities.

Discretionary projects also produced resources, which are made available to districts and schools to assist in their improvement efforts. Examples can be accessed at the following discretionary project websites:

- FIN at <http://www.floridainclusionnetwork.com/page265.aspx>
- FDLRS at <http://www.fdlrs.org/>
- Florida PBS at <http://flpbs.fmhi.usf.edu/>
- PS-Rtl at <http://floridarti.usf.edu/>
- SEDNET at <http://www.sednetfl.info/>
- ISRD at <http://www3.nefec.org/isrd/>

The GSW was used as the method of data collection and record keeping between the BEESS team and targeted districts regarding problem-solving and action planning. During the conference call on December 5, 2012, resources were outlined and guidance was provided on use of the GSW. Districts were also encouraged to use a systems change problem-solving framework and provided an outline of this process. BEESS state-level team offered to facilitate the problem-solving and planning process to improve Florida's performance related to Indicators 3 and 5 through the use of liaisons assigned to each district and BEESS funded project staff. Districts recorded their planned activities in relation to targeted indicators in the GSW and BEESS team liaisons reviewed district action plans and offered ongoing feedback regarding the planned activities.

Identify barriers/solutions

Barriers to increasing achievement rates of students with disabilities and of including these students in the least restrictive environment were identified by the targeted districts and the team by the liaisons who participated in the problem-solving process with the districts. The most common barriers cited were:

- Funding cuts
- Lack of school-level administrative support
- Lack of collaborative planning time between special education and regular education teachers
- Collaborative teachers (in co-teaching and support facilitation models) have too many demands to adequately support students
- Teacher and principal attrition rates
- Challenges of scheduling of ESE students
- Unique challenges faced by small and rural districts
- Lack of knowledge regarding effective intervention tools
- Lack of use of problem-solving process for systematic change
- Lack of shared responsibility from general education for inclusion of students with disabilities

In response to these barriers, BEESS discretionary Projects provided training and professional development in the areas identified. In addition, BEESS indicator team district liaisons and BEESS project staff engaged district teams in systematic problem-solving to target and select barriers specific to each district and create and implement action plans and strategies designed to ameliorate the effects of the barriers to LRE and achievement rates of students with disabilities. More detail on these efforts is included in the section entitled, *Provide professional development*.

Develop action plans

The indicator team collaborated with targeted school districts to develop action plans to address LRE and improvement in achievement for students with disabilities using a systems change framework and the problem-solving model. Based on the action plans submitted in the GSW for BEESS review, feedback was provided and progress toward performance targets was monitored. Revisions were made as necessary based on annual outcome data. The targeted districts' plans were submitted by March 29, 2013, through the GSW. Liaisons shared the plans during indicator team meetings and solicited advice from other team members and districts were given individual feedback. Amended plans were again reviewed by the indicator 3 and 5 liaisons and team and additional feedback was provided to districts. Ongoing communication between targeted districts and their indicator liaisons about improvement activities and action planning was conducted via telephone, web meetings, electronic mail, and the GSW. This information was used to document types of activities engaged in by the districts. These reports were reviewed for a relationship between particular activities and improvements in data. Districts reported that activities related to ongoing professional development and leadership training in differentiated instruction, inclusive practices, flexible scheduling, collaborative practices, PS/RtI, and PBS resulted in perceived improvements in indicators 3 and 5.

Provide professional development

BEESS staff provided professional development at the annual state administrators' meeting. Specific professional development sessions provided at AMM in 2012 included:

- School and District Accountability for Students with Disabilities
- Promoting, Enhancing, and Evaluating the Performance of Specialized Professionals in an MTSS
- Understanding CCSS
- Districts' Obligations for Child-Find in an MTSS
- Making the Least Dangerous Assumption About All Students by Presuming Competence
- Intensive Interventions Are Necessary for Students with Disabilities
- Moving from Access to Attainment
- Differentiated Accountability and Supports to Ensure Positive Student Outcomes
- Uses and Abuses of MTSS
- Examining Common IDEA Eligibility Concerns from a Parent Attorney Perspective
- Challenges and Opportunities with Charter Schools and ESE
- Current 504 Issues
- Placement, Family Involvement, and Outcomes for Children with Disabilities, Ages 3–5
- New Roles for General and Special Education Teachers in Inclusive Schools
- Serving ESE Students in the Virtual World
- Hot Topics and Recent Developments in 2012
- Bullying in Schools

To illustrate the magnitude and potential impact of training, services and products, the following summarizes professional development provided by BEESS discretionary projects to support data-based problem-solving, inclusive practices, and the use of positive behavioral interventions and strategies to increase academic engaged time:

Florida Inclusion Network (FIN):

- Provided and coordinated awareness level presentations and overview workshops on inclusive education to school staff involving 1,609 participants.
- Provided and coordinated focused skill-building workshops and initiated professional study groups with 6,200 participants.
- Provided technical assistance or awareness level presentations to families of students with disabilities involving 1,514 participants.
- Provided, coordinated, and or facilitated forums for discussion of issues, site visits, problem-solving sessions, student outcome data analysis, planning, and peer coaching for at least 5,108 school and/or district personnel.
- Disseminated 6,302 awareness level informative documents on inclusive practices to schools.
- Disseminated 15,474 implementation level informative documents on inclusive practices to schools.
- Disseminated 3,698 FIN products and commercial materials to families of students with disabilities.
- Provided online facilitated skill-building courses to 527 participants.

Problem-solving/Response to Intervention (PS/Rtl):

- Provided training to 5,790 people state- and nation-wide in school improvement, small group planning and problem-solving, integrating academics/behavior/early warning systems, Technology & Learning Connections, MTSS at the secondary level, and MTSS evaluation tools
- Provided 519 instances of technical assistance in areas such as data-based problem-solving (113), DAPPS (75), District PS/Rtl (69), Instructional Reviews (53), and BEESS Discretionary Projects (30)
- Developed School Improvement Plan Monitoring Tool
- Developed Strategic Plan for the Integration of MTSS Specialists and Differentiated Accountability Data Coaches
- Developed Intensive Intervention Resources for training of district and school teams
- Created Education System Review Resources
- PS/Rtl project collaborated with the PBS: MTSS project in workgroup development to assist districts in developing a multi-tiered system of support both with behavior and academics. Activities are coordinated within the overall Inter-project Leadership Team (ILT) consisting of faculty and staff from both projects. These workgroups are focused on leadership, coaching,

program evaluation, data-based decision making, PK-12 alignment, DAPPS implementation and evaluation, professional development, student engagement, and family and community engagement with members from PBS serving on each committee. The inter-project collaboration also resulted in continuing the pilot project of six DAPPS.

- Published and disseminated 5,000 TLC Informational Packets
- Published and disseminated 2,632 TLC Newsletters
- Created and disseminated 1,000 TLC Resource CDs
- Developed an MTSS Coaching Guide
- Developed Small Group Planning and Problem-solving Facilitation Training Curriculum
- Produced family and community engagement video
- Produced Intensive Intervention videos
- Collaborated with 19 other discretionary projects and educational entities related to the provision of special education within a multi-tiered system of supports
- Presented at 18 regional, state, or national professional conferences, such as Association of Positive Behavior Support, National Association of School Psychologists, Florida Association of School Psychologists, RtI Innovations, and AMM
- Presented on numerous topics, including Effective Leadership & Coaching, Facilitating PS/RtI Capacity, Learner Response Systems and Accessibility – UDL Approach, Intensive Learning Intervention Support, and Empowering Parents & Community Partners in Education

Florida Positive Behavior Support: Multi-Tiered System of Support (PBS: MTSS):

- Statewide, as of June 30, 2013, 1408 schools have been trained on school-wide (Tier 1) PBS across the following grade levels and types of schools: PreK- 7, Elementary- 807, Middle- 292, High- 190, Alt/Center- 99, Other- 85 with 1308 of these schools remaining active.
- During 2012-13, 147 schools were trained in Tier 1 and 86 were trained in Tier 2. Training was provided to over 1513 school personnel across Tiers 1-3 (universal/core, targeted group/supplemental, individual student/intensive) of school-wide PBS. Evaluations of these trainings have been extremely positive. Participants were asked to measure their increase in knowledge (average score=5.3/6), if they will use what was learned (average score=5.6/6) and if they would recommend the training to others (average score=5.5/6).
- Seventy-five percent of all active schools are implementing PBS with fidelity according to the *BoQ*. In 2012-13, participating schools implementing PBS with high fidelity reported 34% fewer discipline referrals, 9% fewer ISS, and 30% fewer OSS (all per/100 students) than low implementing schools.
- One hundred schools were identified as PBS Model (exemplar) Schools (these are schools recognized in 2013-2014 for their performance in 2012-13).
- Fifty of Florida's 67 districts (75%) are actively implementing school-wide PBS. PBS district leadership teams meet annually to plan for sustainability and expansion.
- PBS: MTSS maintains a website that is updated on a continual basis to provide information on all three tiers of support. This year the site generated 6.1 million hits with 16,015 hits on average per day. Training, technical assistance materials and evaluation/data entries are available to participating schools.
- The PBS Project's state-wide RtI:B database is available for use by all schools and all districts. During 2012-13, there were 26 active districts and 181 school accounts.
- The *BoQ*, which measures the critical elements in the implementation of PBS at Tier 1, was completed by 1051 schools in 2012-13. The mean score of the *BoQ* was 79% indicating that most schools are implementing PBS with a high level of fidelity. The *BAT*, which measures implementation of Tiers 2 and 3, was completed by 393 schools.
- PBS: MTSS collaborated with the PS/RtI project in workgroup development to assist districts in developing a multi-tiered system of support both with behavior and academics. Activities are coordinated within the overall Inter-project Leadership Team (ILT) consisting of faculty and staff from both projects. These workgroups are focused on leadership, coaching, program evaluation, data-based decision making, PK-12 alignment, DAPPS implementation and evaluation, professional development, student engagement, and family and community engagement with members from PBS serving on each committee. The inter-project collaboration also resulted in continuing the pilot project of six DAPPS.

- Based on needs and feedback from districts and schools, PBS: MTSS has also revised/updated products including the initial Tier 1 training, refresher/booster Tier 1 training, live and on-line training for Tier 2 supports, classroom content, family and community engagement, and content for district coordinators and coaching meetings. At least 25 new products were developed and disseminated, including (1) 3 online PBS newsletters (Positive Outlook), (2) revised training materials for Tiers 1 and 2, (3) online trainings and facilitated meetings for Tier 2, BAT, quarterly DC meetings, monthly Coaching meetings, Classroom Coaching Guide, and New Tier 1 Team Member training, (4) online Booster trainings with 11 corresponding modules, (5) revised evaluation instruments (BAT and Tier 1 Walkthrough), (6) revised School Readiness Checklist, Booster Readiness Checklist and Tier 2 Readiness Checklist, and (7) revised DAPPS in collaboration with PS/RtlProject.
- PBS District Coordinators' were provided with four web-based training/technical assistance activities that were recorded and posted on the website. Three live PBS Coaching trainings were provided to district coaches who also received ongoing technical assistance. A total of 655 technical assistance activities were provided.

Conduct compliance self-assessments

Districts were targeted for direct on-site assessment in areas related to indicators 3 and 5. The district liaisons from the indicators 3 and 5 team worked with districts to address any concerns related to compliance in these areas through the problem-solving process which included self-assessment activities.

Explanation of Progress/Slippage for 2012-13 (FFY 2012)

Data demonstrating FAPE in the LRE did not meet any of the three state targets, however, some progress was noted in working towards the targets in 5A and 5B:

- Indicator 5A: 70.7% of students were served inside the regular classroom for 80% of more of the day, 1.3% below the target of 72% but increasing 1.4% from the previous year.
- Indicator 5B: 14.4% of students were served inside the regular classroom less than 40% of the day— 2.4% more than the target of 12% but a reduction of 0.5% from the previous year.
- Indicator 5C: 4.0% of students were served in other separate environments—greater than the target of 2.5%, and increasing 0.2% from the previous year.

Although there was progress towards the targets noted for indicators 5A and 5B, the state did not meet its 2012-13 performance targets in the three elements of indicator 5. This is despite Florida's implementation of policy and regulatory efforts designed to encourage inclusive education and meaningful access to general education instruction for students with disabilities. Based on frequent communications with districts, the slippage in indicator 5C may be attributed to increased parent choices, including specialized charter schools.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: FAPE in the LRE****Indicator 6** – Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education classes, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Data collected for reporting under section 618.

- A. Percent = $[(\# \text{ of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program}) \div (\text{total } \# \text{ of children aged 3 through 5 with IEPs})] \times 100.$
- B. Percent = $[(\# \text{ of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility}) \div (\text{total } \# \text{ of children aged 3 through 5 with IEPs})] \times 100.$

Data Source: State student database; data reported on Table 3**Measurable and Rigorous Target FFY 2012 (2012-13)**

- A. 32% of children with disabilities ages 3 through 5 years served by Florida's public school districts will receive special education and related services in settings with typically developing peers.
- B. 47% of children with disabilities ages 3 through 5 years served by Florida's public school districts will receive special education and related services in a separate special education class, separate school or residential facility.

Actual Target Data for 2012-13 (FFY 2012):

- A. 27.2% (10,209/37,470) of children with disabilities ages 3 through 5 years served by Florida's public school districts received special education and related services in settings with typically developing peers.
- B. 51.3% (19,233/37,470) of children with disabilities ages 3 through 5 years served by Florida's public school districts received special education and related services in a separate special education class, separate school or residential facility.

Improvement Activities/Timelines/Resources:***Support districts not meeting targets***

Technical Assistance and Training System's Regional Facilitators collaborated with the Early Learning Coalitions' Inclusion Specialists and resources were developed by the Expanding Opportunities workgroup to support their region/districts and community partners in identifying areas of need in order to increase inclusive opportunities for preschool children with disabilities. During regional meetings, current data was reviewed and the problem-solving approach was applied to assist regions/districts in developing action plans that address short and long term goals related to increasing inclusive opportunities for preschool children with disabilities.

In addition to the TATS project partnering with the Early Learning Coalitions, the project has also offered support to FIN related to the implementation of Best Practices for Inclusive Education (BPIE) district assessment and planning activities.

Provide technical assistance and training

TATS facilitators provided 28 training activities and 47 consultation, support, and assistance activities that supported the inclusion of prekindergarten children with disabilities with their typically developing peers.

Provide resources and best practices materials

In May 2013, a statewide meeting was held for district prekindergarten disabilities contacts to support effective inclusionary practices, programs and services. Three breakout sessions were held related to best practices to support inclusive opportunities for prekindergarten children with disabilities.

One district shared exemplary practices during their two sessions entitled: 'Addressing Quality in VPK Settings Inclusion Quality.' During these sessions, a crosswalk of the VPK Standards with Pre-K Disabilities Course Descriptions was provided.

Three districts also presented at a breakout session entitled: 'Inclusion: Showcasing Collaboration with Community Programs – Head Start and School Districts.' These sessions provided districts with examples of how community programs and school districts can collaborate to provide inclusive opportunities for prekindergarten children with disabilities.

TATS also offered four presentations related to inclusive opportunities for children with disabilities. In the fall of 2012, they presented at the Early Steps Partnering for Success Statewide meeting, a collaborative meeting involving partners from around the state. In the spring of 2013, they presented at the FDLRS Child Find meeting as well as the FIN meeting. In the summer of 2013, they presented at the One Goal Summer Conference, a conference for early childhood educators.

Continue state level coordination activities

BEESS plays an active role in the Expanding Opportunities for Early Childhood Inclusion in Florida. Expanding Opportunities is a cross agency initiative promoting inclusive options for young children with disabilities and their families. Agencies represented include the FDOE, The Children's Forum, The Florida Office of Early Learning, FDOH Children's Medical Services Early Steps, Florida Head Start State Collaboration Office, FIN, Parent/Family Organizations, FDDC, institutions of higher education, family members, and representatives from local programs.

Expanding Opportunities has developed *COUNT ME IN: Resources For Early Childhood Inclusion*, a virtual resource to answer questions and provide general information to families and early education and care providers on how to successfully include young children with disabilities in early care settings.

Expanding Opportunities has worked with the TATS and the Early Learning Coalition's Inclusion Facilitators to host Regional Inclusion Planning Meetings throughout the state. The purpose of these meetings is to assess what inclusive options are currently available, identify gaps and barriers, and develop a plan to improve inclusive services for young children with disabilities and their families in your community.

During 2012-13, BEESS funded an outside facilitator who has helped the workgroup become self-sufficient.

Explanation of Progress/Slippage for 2012-13 (FFY 2012)

Data reveals that Florida did not meet either of the two state targets:

- Indicator 6A: 27.2% of children with disabilities ages 3 through 5 years served by Florida's public school districts received special education and related services in settings with typically developing peers. This is 4.8% below the target of 32% as well as a 2.8% decrease from the baseline data from the previous year.

- Indicator 6B: 51.3% of children with disabilities ages 3 through 5 years served by Florida’s public school districts received special education and related services in a separate special education class, separate school or residential facility. This is 4.3% above the target of 47% as well as a 2.3% increase from the baseline data from the previous year.

The state did not meet its 2012-2013 performance targets for either of indicator 6A or 6B. This is despite Florida’s efforts designed to promote and increase inclusive opportunities for preschool children with disabilities. Based on frequent communications with districts, the slippage related to indicator 6A and the increase for indicator 6B may be attributed to the following barriers: limited placement opportunities for prekindergarten children with disabilities (e.g., number of Head Start and VPK spaces available and or community based providers who serve children with disabilities).

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Data Source: Florida’s child outcomes measurement system uses scores from the Personal-Social domain of the Battelle Developmental Inventory-2 (BDI-2) to determine category placement for indicator A, scores from the Communication domain of the BDI-2 to determine category placement for indicator B, and scores from the Adaptive domain of the BDI-2 to determine category placement for indicator C. A standard score of >-1.5 SD is considered to represent a level of functioning that is “comparable to same-aged peers.”

Measurable and Rigorous Target FFY 2012 (2012-13)

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they exited the preschool program.

- Outcome A: 66.2%
- Outcome B: 59.3%
- Outcome C: 59.8%

Summary Statement 2: The percent of preschool children who were functioning within age expectation in each outcome by the time they turned 6 years of age or exited the program.

- Outcome A: 76.1%
- Outcome B: 53.2%
- Outcome C: 73.6%

Actual Target Data for 2012-13 (FFY 2012):

OSEP Categories	Positive social-emotional skills (including social relationships)		Acquisition and use of knowledge and skills (including early language/ communication and early literacy)		Use of appropriate behaviors to meet their needs	
	n	%	n	%	n	%
a. Percent of preschool children who did not improve functioning	234	2.1	258	2.3	252	2.2
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1373	12.2	2317	20.5	1740	15.4
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	440	3.9	988	8.8	376	3.3
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2305	20.4	3480	30.8	2045	18.1

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	6933	61.4	4242	37.6	6872	60.9
	N=11,285	100%	N=11,285	100%	N=11,285	100%

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they exited the preschool program.

- Outcome A: 63.1 %
- Outcome B: 63.4%
- Outcome C: 54.9 %

Summary Statement 2: The percent of preschool children who were functioning within age expectation in each outcome by the time they turned 6 years of age or exited the program.

- Outcome A: 81.9 %
- Outcome B: 68.4 %
- Outcome C: 79.0 %

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):

Re-convene child outcomes advisory committee

During December 2012, the Child Outcomes Advisory Committee was re-convened. The committee was composed of school district and LES representatives as well as those members on the State Leadership Team. The committee reviewed and provided recommendations regarding: (1) target-setting for the SPP that was submitted on February 2013 and the additional years of the SPP; (2) quality assurance strategies; and, (3) a guidance document under development by the FDOE and FDOH. The recommendations of the committee have guided subsequent decision-making on procedures and changes on the part of FDOE and FDOH.

Provide training on web-based data management system

Approximately 105 technical assistance and face-to-face trainings for school districts and local Early Steps personnel were conducted by the TATS facilitators during 2012-13 to assist with accuracy of data entry into the electronic BDI-2 Data Manager. This training also consisted of running an analysis of data reports. The training resulted in development of tip sheets on use of the macro database and the use of the BDI-2 Mobile Data Solutions, Technical assistance was also provided on setting up additional levels in the Data Manager Hierarchy, archiving files, merging records, use of the BDI-2 Mobile Data Solutions, and troubleshooting questions and answers.

Implement train-the-trainer materials/process

A survey was completed to assess the need for continued implementation of train-the-trainer workshops. Based on the response, 3 train-the-trainer workshops were conducted for school district and LES staff. Two were conducted in November, 2012 and again in December, 2012. Approximately 80 participants from around the state participated in these workshops. Since the inception of the train-the-trainer workshops, 64 of the 67 school districts have participated in train-the-trainer sessions.

Review data quality/provide feedback

The review of data and implementation of supports to improve data quality have been the primary focus in 2012-13 for the State Leadership Team. In order to evaluate whether items were assessed with fidelity when administering the BDI-2, a fidelity checklist was developed by the BEESS Measuring Outcomes discretionary project, in collaboration with another state. The checklist has been shared as a resource to LEAs and LESSs. This checklist has been used for a variety of purposes, including training, coaching, self-

assessment, certification, and verification. It has also been posted on the FDOE general supervision website.

Lastly, FDOE and FDOH efforts with regard to improving data quality have focused on making tools available to assist school districts in becoming more sophisticated in the analysis of the quality of their own data. All the resources referenced in this improvement activity may be found on the TATS website at <http://tats.ucf.edu/>.

A contractor updated the macro to facilitate data quality checks. Technical assistance on an individual basis was provided during the 2012-13 school year. This technical assistance, provided by the contractor and FDOE, included approximately 500 separate requests for assistance.

Review and revise technical assistance documents

The TATS project maintained current documents related to the child outcome measurement system on the project web site. Calls with all school districts and LES contacts were conducted periodically to update guidance on the child outcomes management system. During May, 2013, a statewide meeting for all of the school district contacts for the prekindergarten program for children with disabilities was conducted. One of the topics addressed was the child outcomes measurement system. Districts were provided extensive information regarding Indicator 7 during this face-to-face meeting.

The State Leadership Team meets on at least a monthly basis. The team, composed of staff from FDOE, FDOH, discretionary project staff, local school district and LES representatives, share a facilitation role for these meetings. Specific work activities were assigned to subgroups of individuals for presentation and review by the full team. Extensive communication via electronic mail was maintained.

The Child Outcomes Leadership Team identified a need for improved communication between state and locals and among locals for consistency in implementation and as an avenue to provide up-to-date technical assistance for child assessment and data collection integrity for our Florida Birth-Five Child Outcomes Measurement System. As a result, quarterly calls with LES and school district child outcome contacts were held in October, 2012 and April, 2013. These calls provided an opportunity for discussion and brainstorming regarding useful data feedback, reporting, and data entry issues.

All current interagency agreements on transition have been revised to include language to address the timely sharing of child outcome data between the school districts and LES.

Analyze school district performance

Public reporting of data was included in each LEA profile to include reporting on district data and whether the target was met. School district performance was reviewed by the State Leadership Team as it continued to evaluate data quality.

The explanation of progress and slippage is organized by each summary statement for each outcome. For Summary Statement #1, the 2012-13 performance missed the target for Outcome A by 3.1%. For Outcome B, the 2012-13 performance exceeded the targets and for Outcome C, the target was missed by 4.9%. For Summary Statement #2, the 2012-13 performance exceeded the targets for all outcome areas.

Summary Statement #1:

Outcome A- positive social/emotional skills: below the FFY 2012 performance target by 3.1%, and decreased performance by 0.2% from FFY 2011.

Outcome B- acquisition of knowledge and skills: exceeded the FFY 2012 performance target by 4.1%, and decreased performance by 0.1% from FFY 2011.

Outcome C- use of appropriate behaviors to meet needs: below the FFY 2012 performance target by 4.9%, and increased performance by 0.7% from FFY 2011.

Summary Statement #2:

Outcome A- positive social/emotional skills: exceeded the FFY 2012 performance target by 5.8%, and decreased performance by 0.1% from FFY 2011.

Outcome B- acquisition of knowledge and skills: exceeded the FFY 2012 performance target by 15.2%, and increased performance by 0.2% from FFY 2011.

Outcome C- use of appropriate behaviors to meet needs: exceeded the FFY 2012 performance target by 5.4%, and decreased performance by 0.4% from FFY 2011.

The state did not meet all of its 2012-13 performance targets, despite the provision of intensive technical assistance to districts. In some cases, minimal decreases occurred from FFY 2011. The Child Outcomes Measurement System continues to use matched data between entry and exit. If the data cannot be matched, it cannot be used for the measurement of Child Outcomes. Just as the “phased-in” approach used by Florida for the establishment of the Child Outcomes Measurement System affected the number of children for whom exit data were available, the inability to match data between entry and exit also affects the number of children for whom exit data is available, although the total number of children who had exit data increased from 10,890 during the FFY 2011 to 11,285 for the FFY 2012. This may have implications for the continued need for districts to build expertise in the areas of data reporting, assessment, and test administration, as well as whether the data is representative of statewide performance.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: FAPE in the LRE**

Indicator 8 – 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.

(20 U.S.C. 1416(a)(3)(A))

Measurement: State selected data source.

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100. Calculation is completed separately for preschool children and children in grades K-12.

Data Source: NCSEAM Family/Parent Involvement Measure School Efforts to Partner with Parent Scale

Measurable and Rigorous Target FFY 2012 (2012-13)

Seventy-five percent of parents with a preschool child receiving special education services will respond positively on 21/25 (84%) survey items that schools facilitate parent involvement as a means of improving services and results for children with disabilities.

Seventy-five percent of parents with a child in K-12 receiving special education services will respond positively on 18/25 (72%) survey items that schools facilitate parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for 2012-13 (FFY 2012):

For FFY 2012, 75.6% (1,381/1,827) of parents with a preschool child receiving special education services reported that schools facilitate parent involvement as a means of improving services and results for children with disabilities.

For FFY 2012, 74.5% (6,903/9,261) of parents with a child in grades K-12 receiving special education services reported that schools facilitate parent involvement as a means of improving services and results for children with disabilities.

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):***Analyze and report parent survey data***

For the FFY 2012, the measures used for this indicator were calculated as the percentage of respondents whose *percent item agreement* is at or above a state-established standard. The *percent item agreement* was calculated as the percentage of items to which a respondent selected a response of “agree,” “strongly agree,” or “very strongly agree,” divided by the number of items to which the respondent provided a response. For parents of preschool children, the item agreement standard was set at 84%, while the standard for K-12 was set at 72%. Table 1 displays the statewide results using these new state-established standards for which 75% of respondents to the preschool and K-12 surveys must have met or exceeded these new standards.

Table 1: Parent Survey Data

	Number of Surveys Completed	Number of Surveys At Or Above Standard	Percentage At or Above New Standard	Targets (%)
PRESCHOOL	1827	1381	75.6	75
K-12	9261	6903	74.5	75

Share parent survey data

Data was shared with BEESS State Advisory Committee, parents of children with disabilities, and district-level parent survey contacts via face-to-face meetings, conferences, and e-mail messages. Input was compiled and listed in a best practices document.

Gather information to increase participation and build best practices bank

Districts with high parent survey responses were contacted and asked to share their methods. The following are some examples of districts’ outreach to parents encouraging their participation:

- Adding the ESE parent survey as a web link located on district and school websites
- Distributing flyers announcing the ESE parent survey during parent trainings and meetings
- Providing parents computer access at convenient locations in the community, including schools and parent meetings
- Providing assistance to parents using the online survey, which may occur in conjunction with parent-related meetings and at select schools
- Utilizing automated telephone messages reminding parents about the ESE parent survey and the importance of their participation
- Distributing memorandums to principals and school-based ESE staff concerning the ESE parent survey
- Mailing postcards to parents about the ESE parent survey
- Sending e-mail messages with hyperlinks to the ESE Parent Survey website for parents of ESE students

Provide Technical Assistance to Districts

- Awareness and outreach activities have been a priority for BEESS. BEESS disseminated information and provided technical assistance through teleconferences and training webinars for district parent liaisons and parent survey contacts. Best Practices were compiled from districts with high ESE parent survey responses and shared with the districts.
- Additional training and support was provided under the parent services function of the 19 regional FDLRS Associate Centers, who provided families, caregivers, and community support personnel with professional development opportunities. Workshops focused on increasing student achievement, understanding ESE, communication, family/school collaboration and a variety of other topics. In addition, support to districts in coordinating parent conferences and parent support groups was also provided.
- FDLRS collaborated with district personnel to increase awareness of the parent services survey and assisted in coordinating and providing professional development to support positive district/school/parent/family relations.

Open web based survey to all parents

Beginning February 1, 2013, through June 30, 2013, the web-based survey was open and made available to all parents of preschool and K-12 public school children with disabilities. Paper surveys were distributed to districts and were available upon request for parents unable to access the online form or who preferred to use a paper survey. BEESS disseminated a flyer to districts to assist with advertising the survey in their community. BEESS also provided the URL to the survey on the BEESS website. Many districts also include the URL to the ESE parent survey on their district website.

Explanation of Progress or Slippage that Occurred for 2012-13 (FFY 2012):

The target was met for parents of preschool children, but was not met for parents of children in grades K-12. Previously the ESE parent surveys were analyzed using the recommended NCSEAM standard of 600 to calculate the percentage of respondents that met or exceeded the Indicator 8 standard. The percentage reported was the percentage of respondents with measures at or above 600.

Table 2 displays the 2011-12 and 2012-13 data using the previous NCSEAM standard and the new state-established standard with corresponding percentage of respondents that met or exceeded these standards. Applying Florida’s new state-established standard yielded higher percentages reported for both surveys when compared with the NCSEAM standard measure. The percentage of preschool respondents exceeded the 2012-13 target of 75% by 0.6% and when applying the new standard to 2011-12 data, the percentage increase between 2011-12 and 2012-13 was 2.9%. While the percentage of K-12 respondents fell short of the 2012-13 target of 75% by 0.5%, a 0.4% increase is shown between 2011-12 and 2012-13 when applying the new standard.

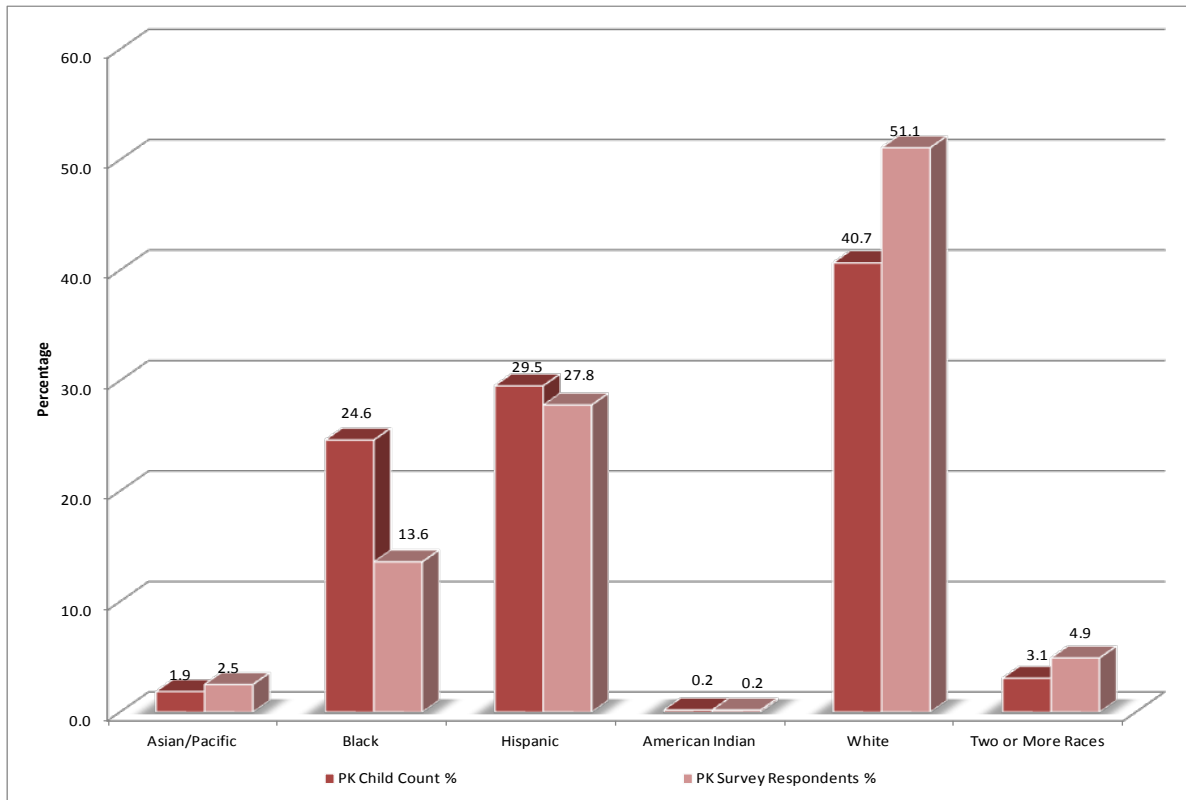
When calculating the 2012-13 data using the NCSEAM standard, increases also occurred, with the percentage of preschool respondents meeting the standard at 58.6%, increasing by 4.7%. There were 46.2% of the K-12 respondents that met or exceeded the NCSEAM standard, an increase of 3.0%.

Table 2: Percentage of Respondents At or Above Standard Using Previous Standard Compared to New State-Established Standard

Year	Preschool Respondents		K-12 Respondents	
	% At or Above NCSEAM Std. (Old Std.)	% At or Above New Std.	% At or Above NCSEAM Std. (Old Std.)	% At or Above New Std.
2012-13	58.6	75.6	46.2	74.5
2011-12	53.9	72.7	43.2	74.1

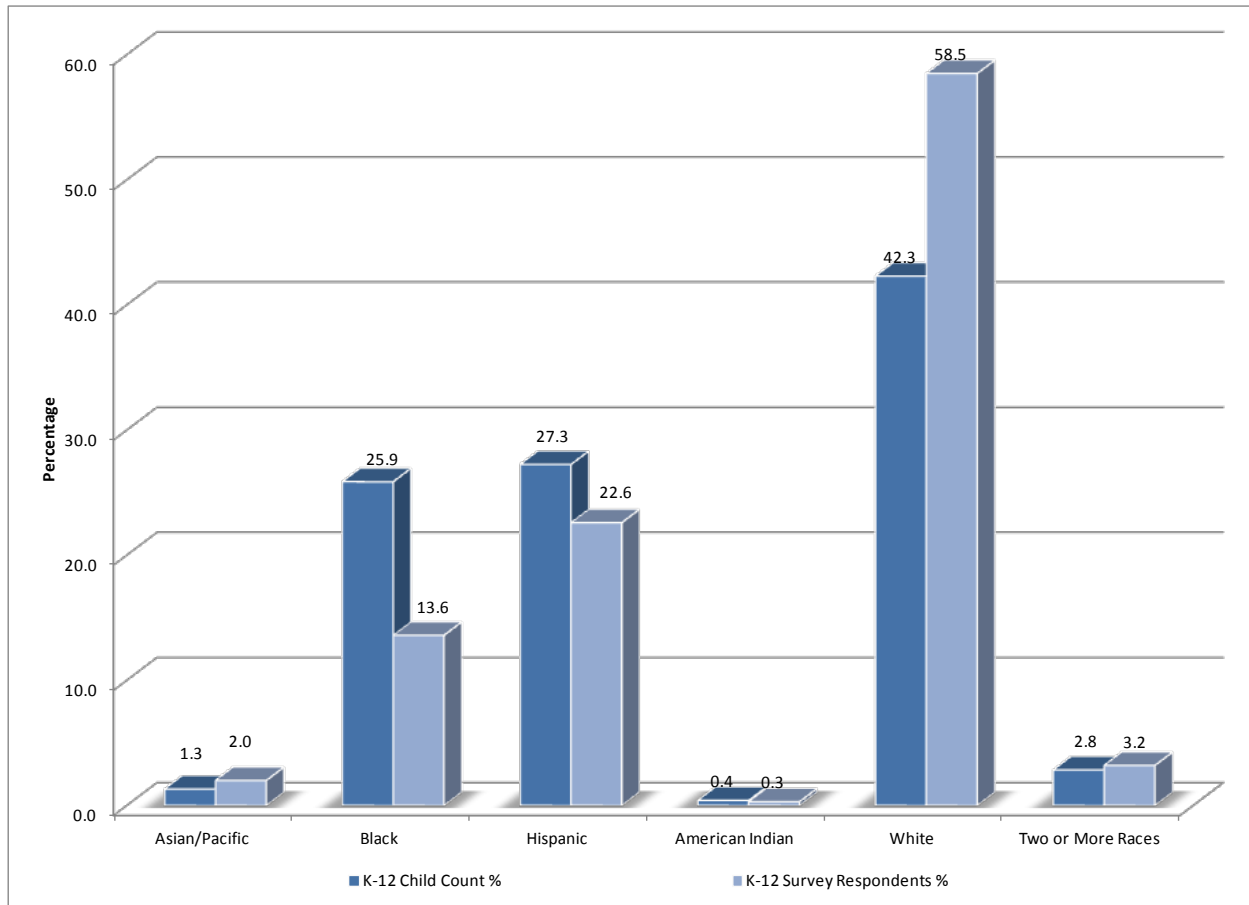
Analyses of preschool respondent data with the population of preschool children with disabilities reported by race/ethnicity are shown below in Figure 1. Parent respondents identified as white were overrepresented by 10.4% margin, while parent respondents identified as black were underrepresented by 11.0%. Parent respondents identified as Hispanic were underrepresented by 1.7% and overrepresented by 1.8% for preschool respondents identified as two or more races. For the remaining categories of Asian/Pacific and American Indian/Alaskan Native, respondents matched or differed by less than 1% with the population of preschool students reported for those categories.

Figure 1: Percentage of Preschool Children with Disabilities and Percentage of Preschool Parent Survey Respondents by Race/Ethnicity



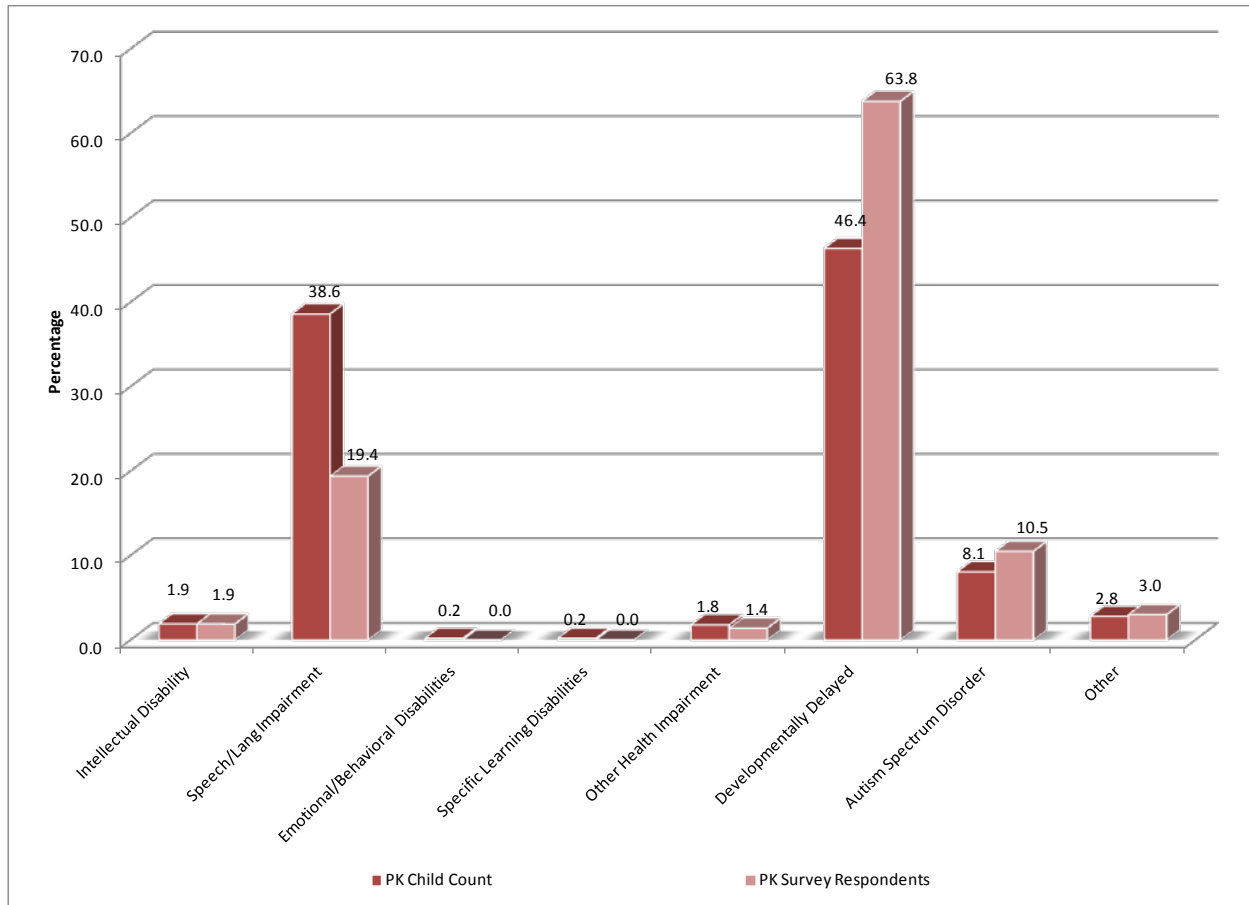
Additional analyses of K-12 data in Figure 2 show Asian/Pacific, American Indian/Alaskan Native, and two or more races respondents closely corresponding to the population of K-12 students with disabilities by matching exactly or by less than one percentage difference. Respondents identified as white were overrepresented by a margin of 16.2%, while black respondents were underrepresented by 12.3% and Hispanic respondents underrepresented by 4.7%.

Figure 2: Percentage of K-12 Children with Disabilities and Percentage of K-12 Parent Survey Respondents by Race/Ethnicity



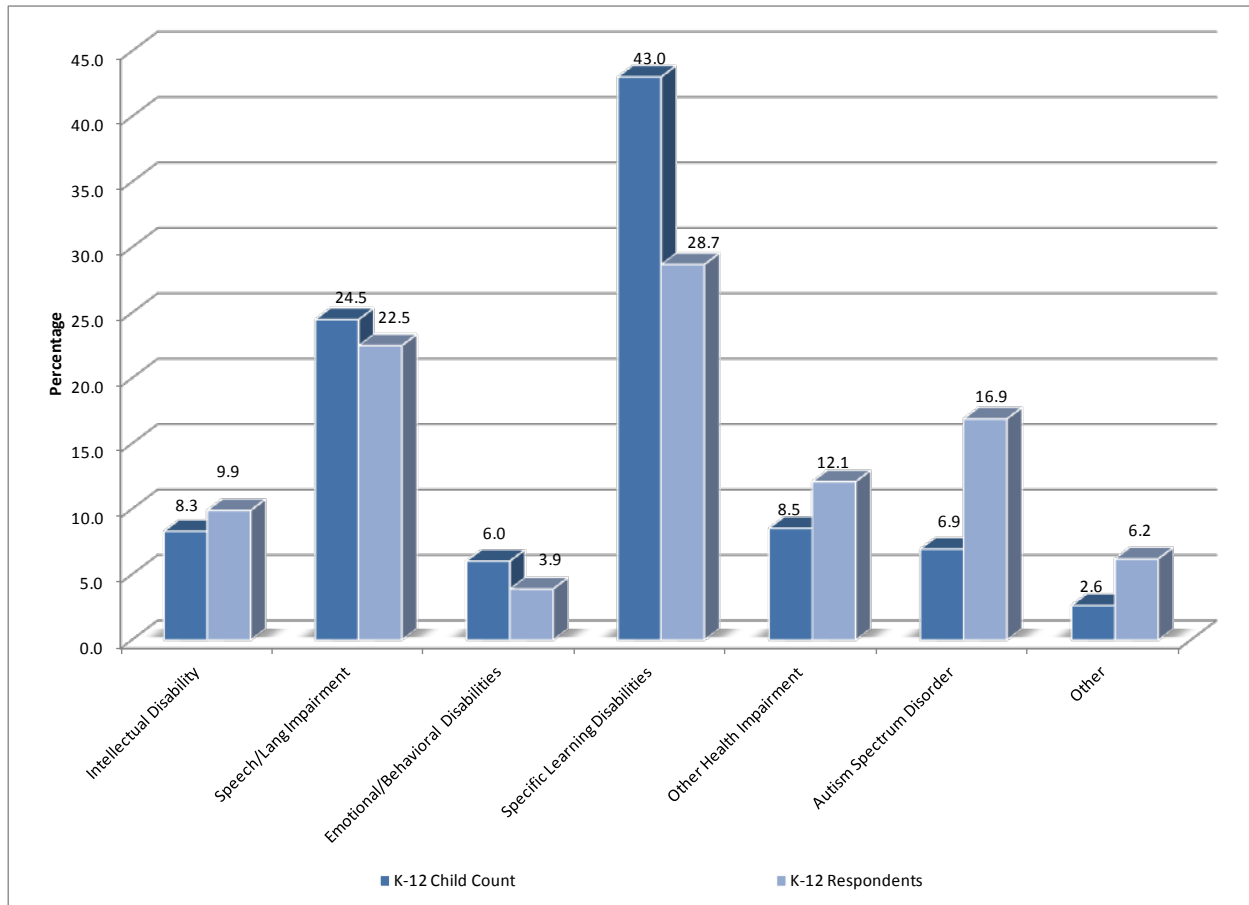
In Figure 3, the distribution of preschool survey respondents is displayed with the percentage of preschool children with disabilities identify by the primary exceptionality and reveals overrepresentation of parent respondents with children identified as developmentally delayed by 17.4% and for respondents identifying with autism spectrum disorders overrepresentation by a smaller margin of 2.4%. Parent respondents of children identified with speech and language impairments were underrepresented by 19.2%. While the remaining categories of intellectual disabilities, emotional behavioral disorders, specific learning disabilities, other health impairments, and other exceptionalities (e.g., deaf/hard of hearing, visually impaired, traumatic brain injured, dual sensory impaired, and established conditions) were closely representative of the population of preschool children identified for those areas of exceptionality.

Figure 3: Percentage of Preschool Children with Disabilities and Percentage of Preschool Parent Survey Respondents by Primary Exceptionality



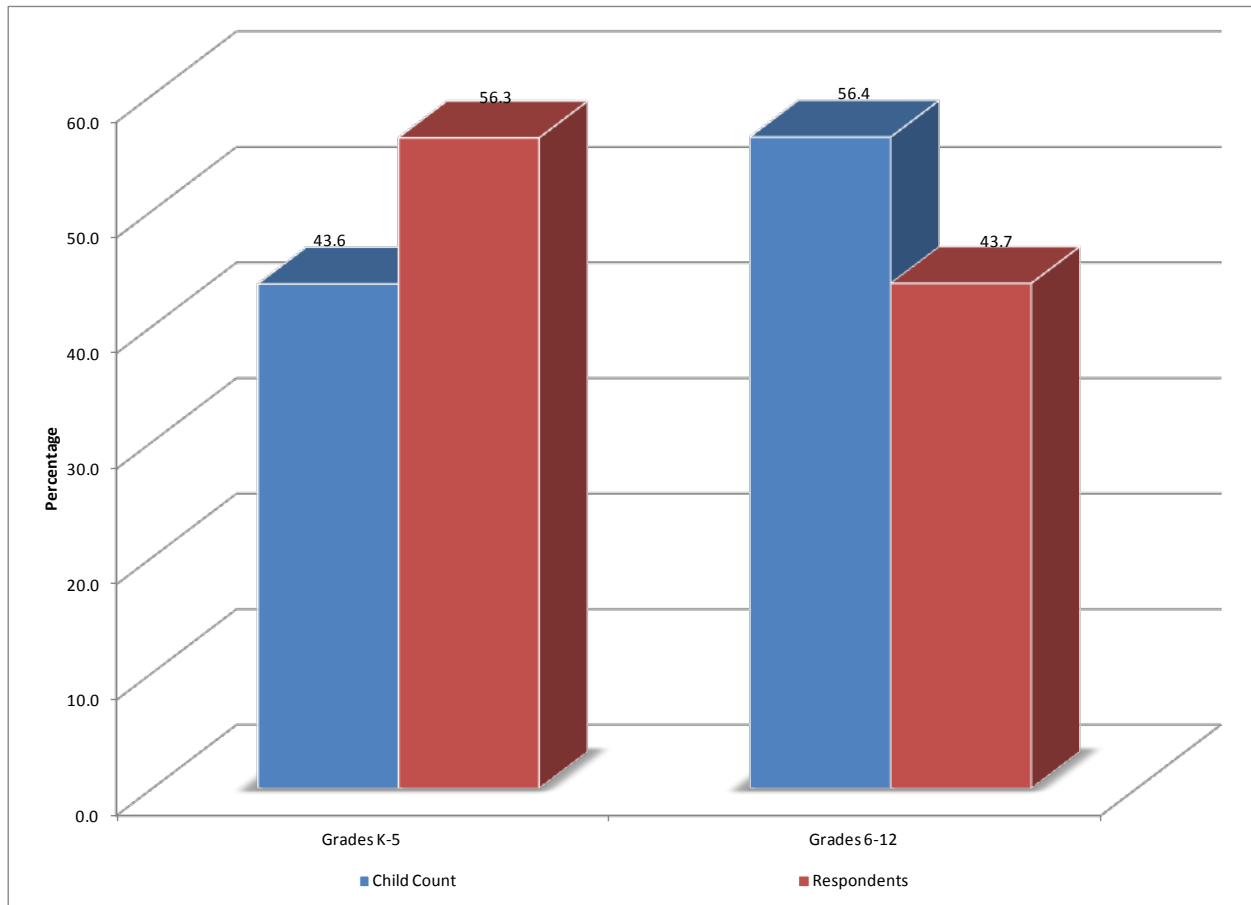
Analyses of K-12 respondents in Figure 4 shows underrepresentation in three of the seven categories of exceptionalities when comparing the percentage of K-12 survey respondents with the percentage of K-12 students with disabilities identified with specific learning disabilities underrepresented by 14.3%, emotional behavioral disabilities by 2.1%, and speech and language Impairment by 2.0%. While overrepresentation of respondents was reported when comparing survey respondents with the population of K-12 students identified with autism spectrum disorders by 10.0%, other health impairments and other exceptionalities (e.g., deaf/hard of hearing, visually impaired, traumatic brain injured, dual sensory impaired, and established conditions by 3.6%, and intellectual disabilities by 1.6%.

Figure 4: Percentage of K-12 Children with Disabilities and Percentage of K-12 Parent Survey Respondents by Primary Exceptionality



Further analyses by primary and secondary grades is provided in Figure 5, showing an overrepresentation of respondents identifying with primary grade students to the population of students enrolled in K-5 by a 12.6% margin, while respondents reported for the secondary school grade students were shown to be underrepresented by the same margin of 12.6%.

Figure 5: Percentage of K-12 Children with Disabilities and Percentage of K-12 Parent Survey Respondents by Grade Levels



Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)

Monitoring Priority: Disproportionality

Indicator 9 – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Westat’s risk ratio method is used for calculating disproportionate representation with a minimum “n” size of 30.

Florida defines “disproportionate representation” as a risk ratio of 3.5 or higher for overrepresentation.

Data Source: State student database; data reported on Table 1; state analysis using Westat’s risk ratio method.

Measurable and Rigorous Target FFY 2012 (2012-13)

In 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.

Actual Target Data for 2012-13 (FFY 2012):

In 2012-13 there were 0% of districts identified as being disproportionate where the disproportionate representation can be attributed to inappropriate identification.

Year	Total Number of Districts	# Districts with Disproportionate Representation	# Districts with Disproportionate Representation That was the Result of Inappropriate Identification	Percent of Districts
FFY 2012 (2012-13)	74	0	0	0%

Two districts were excluded from all calculations due to a total population of students with disabilities of fewer than thirty. The number of districts excluded from the calculation by racial/ethnic group for not meeting the State-established minimum cell size of 30 are as follows:

Racial/Ethnic Group	Districts Removed from the Calculation
White, not Hispanic	2
Black, not Hispanic	8
Hispanic	20
Asian	45
Native Hawaiian/Other Pacific Islander	73
American Indian/Alaska Native	60
Two or more races	31

Correction of noncompliance

There were no noncompliance findings related to disproportionate representation of racial and ethnic groups in special education attributable to inappropriate identification in 2011-12.

Review data

October 2012 data was used to calculate risk ratios for FFY 2012 by district and race for special education placement. No districts met the risk ratio criteria for overrepresentation of racial or ethnic groups in special education.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

The target was met. Since no districts were found to be disproportionate due to inappropriate identification, the Bureau continues to integrate this Indicator 9 with Indicator 10 in order to ensure that districts are still focused on providing appropriate evaluation and placement practices for racial and ethnic groups in special education.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)

Monitoring Priority: Disproportionality

Indicator 10 – Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Westat’s risk ratio method is used for calculating disproportionate representation with a minimum “n” size of 30.

Florida defines “disproportionate representation” as a risk ratio of 3.5 or higher for over-representation.

Data Source: State student database; data reported on Table 1, state analysis using Westat’s risk ratio method.

Measurable and Rigorous Target for FFY 2012 (2012-13)

In 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.

Actual Target Data for 2012-13 (FFY 2012):

The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification is 0%.

Year	Total Number of Districts	# Districts with Disproportionate Representation	# Districts with Disproportionate Representation That was the Result of Inappropriate Identification	Percent of Districts
FFY 2012 (2012-13)	74	4	0	0

Three districts were excluded from all calculations for not meeting the minimum cell size. The number of districts excluded from the calculation for not meeting the State-established minimum cell size of 30 in all races by disability category are as follows:

	Intellectual Disability	Specific Learning Disability	Emotional/ Behavioral Disability	Speech or Language Impairment	Other Health Impairment	Autism Spectrum Disorder
Number of districts with all races excluded	22	6	32	4	26	33

The number of districts excluded from the calculation by racial/ethnic group and disability for not meeting the State-established minimum cell size of 30 are as follows:

Racial Ethnic Group	Intellectual Disability	Specific Learning Disability	Emotional/ Behavioral Disability	Speech or Language Impairment	Other Health Impairment	Autism Spectrum Disorder
White, not Hispanic	27	7	33	6	26	30
Black, not Hispanic	37	25	44	26	46	51
Hispanic	47	29	55	30	47	49
Asian	69	66	74	58	72	65
Native Hawaiian/ Other Pacific Islander	74	74	74	73	74	74
America Indian/ Alaska Native	74	67	74	72	74	73
Two or more races	67	44	70	48	63	66

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):

Correction of noncompliance

There were no noncompliance findings related to disproportionate representation of racial and ethnic groups in specific disability categories attributable to inappropriate identification in 2011-12.

Provide support to districts

No districts were targeted because of disproportionality due to inappropriate identification in 2011-12. However, the FDOE continues to provide technical assistance and support to districts with risk ratios above 3.5.

Review data

October 2012 data was used to calculate risk ratios for FFY 2012 by district and race for selected exceptionalities. Four districts (unduplicated) were identified as having over-identified (risk ratio above 3.5) students with disabilities in EBD or IND. Three districts exceeded the risk ratio for African American students identified as EBD, and one district exceeded the risk ratio for African-American students identified as IND.

The FDOE compared risk index and risk ratio patterns for districts with the highest and lowest risk ratios. This analysis of state-wide data indicates that compared to the state average, districts with significant disproportionality have a higher risk ratio for African American students and a lower risk ratio for white students. In districts with no disproportionality the pattern is reversed; the risk ratio for white students is above the state average and the risk ratio for African American students is below the state average suggesting that both under-identification of white students and over-identification of African American students contribute to disproportionality in Florida.

Provide technical assistance

BEESS provides ongoing technical assistance to districts regarding policies and procedures for referral, evaluation, and eligibility determination. BEESS provides technical assistance via conference calls, and by phone or email when requested by the districts. Bureau staff provided a webinar on disproportionality for the Central Florida Parent Center which serves 30 Florida school districts including all four of the districts with risk ratios over 3.5.

BEESS provides technical assistance to districts to enhance effectiveness of problem-solving and multi-tiered system of supports to reduce inappropriate identification of students as disabled through the Florida

PS/Rtl. The Bureau also provides technical assistance related to positive behavior supports and student engagement to enhance implementation of positive behavior supports with fidelity at all tiers for targeted districts through the Florida PBS Project. Currently, there are 187 active PBS schools in the three districts with risk ratios greater than 3.5 for African American students identified as EBD.

The Bureau has developed a Strategic Plan that aligns Indicators for students with disabilities with the State Strategic Plan and is transitioning into a multi-tiered system of support for districts with a focus on student outcomes and results-driven accountability that coordinates support for districts with multiple performance indicators. As part of the Bureau's Strategic Plan and system of support, the *Best Practices for Appropriate Evaluation and Identification of Students with Disabilities Workgroup* has developed an action plan to increase equitable student outcomes (proficiency rates, graduations rates, access to rigorous content and college/career opportunities) and close the achievement gap by reducing inappropriate identification of at-risk populations.

Require districts with disproportionate representation to complete a self-assessment

The four districts with risk ratios greater than 3.5 were required to complete the BEESS Compliance Self-Assessment on a sample of EBD or IND students evaluated and found eligible in 2011-12. The selected districts completed the Compliance Self-Assessment and submitted the documentation electronically to BEESS in a timely manner.

BEESS reviewed and validated the district self-assessment reports and the student records submitted by the districts to ensure that the appropriate policies and procedures were followed for eligibility determination. Based on the district self-assessment report and BEESS review, there was no evidence that disproportionate representation was due to inappropriate identification in any of the identified districts. The selected districts continue to document and update problem-solving efforts, action plans to address disproportionate representation of African students in the identified special education category on the BEESS GSW.

Begin development of a rubric addressing disproportionate representation

As part of BEESS strategic planning efforts, the *Best Practices for Appropriate Evaluation and Identification of Students with Disabilities Workgroup* developed a district self-assessment and scoring rubric that identifies key policies and practices related to disproportionality entitled the Critical Policy and Practice Questions Self-Assessment. This self-assessment tool addresses four broad areas (i.e., District Policies and Practices; Effectiveness of Intervention Supports; Evaluation, Eligibility, and Placement; and Parent Participation) with relevant guiding questions in each area.

Explanation of Progress/Slippage for 2012-13 (FFY 2012):

Florida met the target of 0% of districts with disproportionate representation due to inappropriate identification. In comparison to the FFY 2011, the number of districts with disproportionate representation in EBD decreased from 4 to 3. One district was identified for disproportionate representation in IND; there was no change in the total number of districts with disproportionate representation in IND in comparison to FFY 2011. State risk ratios for EBD and IND have gradually declined over the past six years. Progress has been supported by targeted assistance provided by the FDOE and FDOE-funded projects (i.e., PBS:Rtl-B, PS/Rtl), and sustained district efforts to reduce inappropriate identification through data analysis, district level problem-solving, and targeted action plans.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11– Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 school days of which the student is in attendance (State-established timeline)

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Data Source: State web-based data collection tool

Measurable and Rigorous Target FFY 2012 (2012-13)

100% of students referred with parental consent for evaluation are evaluated within 60 school days of which the student is in attendance.

Actual Target Data for 2012-13 (FFY 2012):

According to the data reported, 99.04% of students were evaluated within 60 school days of receiving parental consent for an initial evaluation (51,928/52,432). Table 1 below provides the timeline for evaluations that were completed within the 60 school day time period and for those evaluations completed beyond the 60 school days at various intervals.

Table 1: Number of Evaluations Completed and Pending for FFY 2012

	Evaluations Completed				Pending	Total
	Within 60 Days	Beyond 60 School Days				
		1-10 Days	11-20 Days	21 Days +		
N =	51,928	251	118	115	20	52,432
%	99.04	0.48	0.23	0.22	0.04	100.00

A total of 484 evaluations were completed beyond the 60 school days requirement. Six districts reported 20 evaluations that were pending completion. Explanations were provided by districts for each pending evaluation and identified estimated dates for which these evaluations would be completed. Among the reasons given for these pending evaluations were the following:

- Student absences impact scheduling of evaluations;
- Reassignment of staff working on the evaluations;
- Consents received late at end of school year resulting in delay; and
- Complexities involved in conducting tiered supports at schools contributed to delays.

The FDOE followed up with the two districts that had outstanding evaluations when the Indicator 11 data for 2011-12 were reported. These districts reported 8 students whose evaluations had not been completed by the Indicator 11 reporting date. The two districts provided documentation that all eight outstanding evaluations were completed during the 2012-13 school year.

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):***Data Review***

Of the 73 districts reporting, 44 (60%) of the districts met the 100% compliance target for 2011-12 by completing all evaluations within the 60 school day period. In comparison with the previous year's data, 8 districts increased compliance to 100%. Twenty-nine districts identified with percentages below the 100% compliance target. There were 19 districts reporting decreases in the percentage of evaluations completed within the 60 school day period, with 6 of those reporting 100% compliance the previous year. No districts reported percentages that fell below the 95% level in comparison to 4 districts reporting percentages below 95% in 2010-11.

Resumption of implementation plans

Districts that met the 100% target were encouraged to continue the implementation of their plans to ensure maintenance of the target and continued compliance.

Correction of noncompliance

BEESS verified correction of noncompliance for all districts whose 2011-12 data reflected less than 100% compliance. Correction of each individual instance of noncompliance was provided by districts through reporting on all students (including those with evaluations completed after the 60-day timeline and those who left the district's jurisdiction prior to completion of the evaluation) at the time of district submission of 2011-12 data. Evidence of correctly implementing 34 CFR 300.301 (c)(1) (i.e., achieved 100% compliance) was provided for each of the 29 findings of noncompliance based on Indicator 11 reporting through a review of a random sample of records of students initially evaluated during 2012-13 school year. Districts continued to pull random until 100% compliance was demonstrated with 34 CFR 300.301 (c)(1). Results from these reviews were verified by FDOE through the State data system.

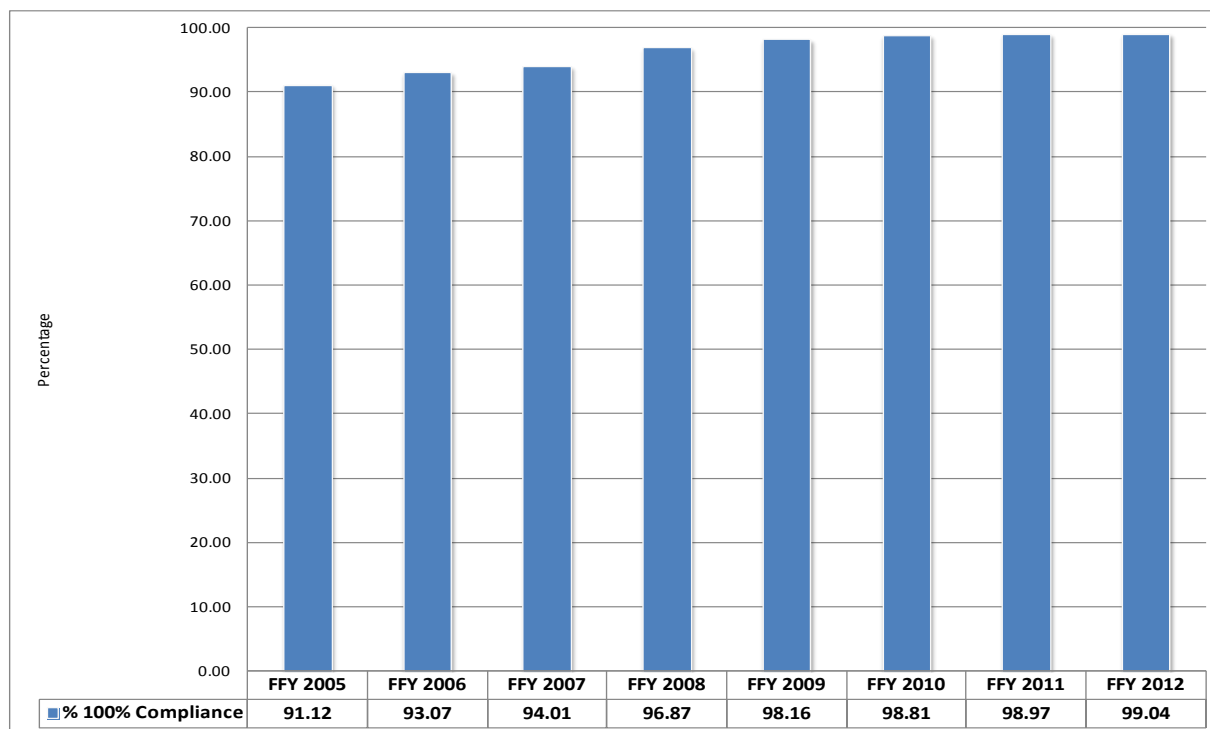
Review of plans and technical assistance

Conference calls were conducted with the targeted districts and an Indicator 11 guidance document was disseminated to clarify the criteria to use when collecting and reporting Indicator 11 data for FFY 2012. Individual technical assistance was provided to districts when requested.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

Florida did not meet the 100% target for 2012-13, though Indicator 11 data show a small increase of 0.07% compared with the previous year's percentage. As displayed in Figure 1, longitudinal data show Florida's progress toward meeting the compliance target, with small incremental increases over the last few years. This progress may be attributed to the problem-solving model employed by districts to address any barriers that may have impeded the process over time. As a result, districts have modified their internal tracking systems to ensure evaluations were conducted in a timely manner following receipt of parental consent.

Figure 1: FFY 2005 – 2012 Percentage of Evaluations Completed Within 60 School Days

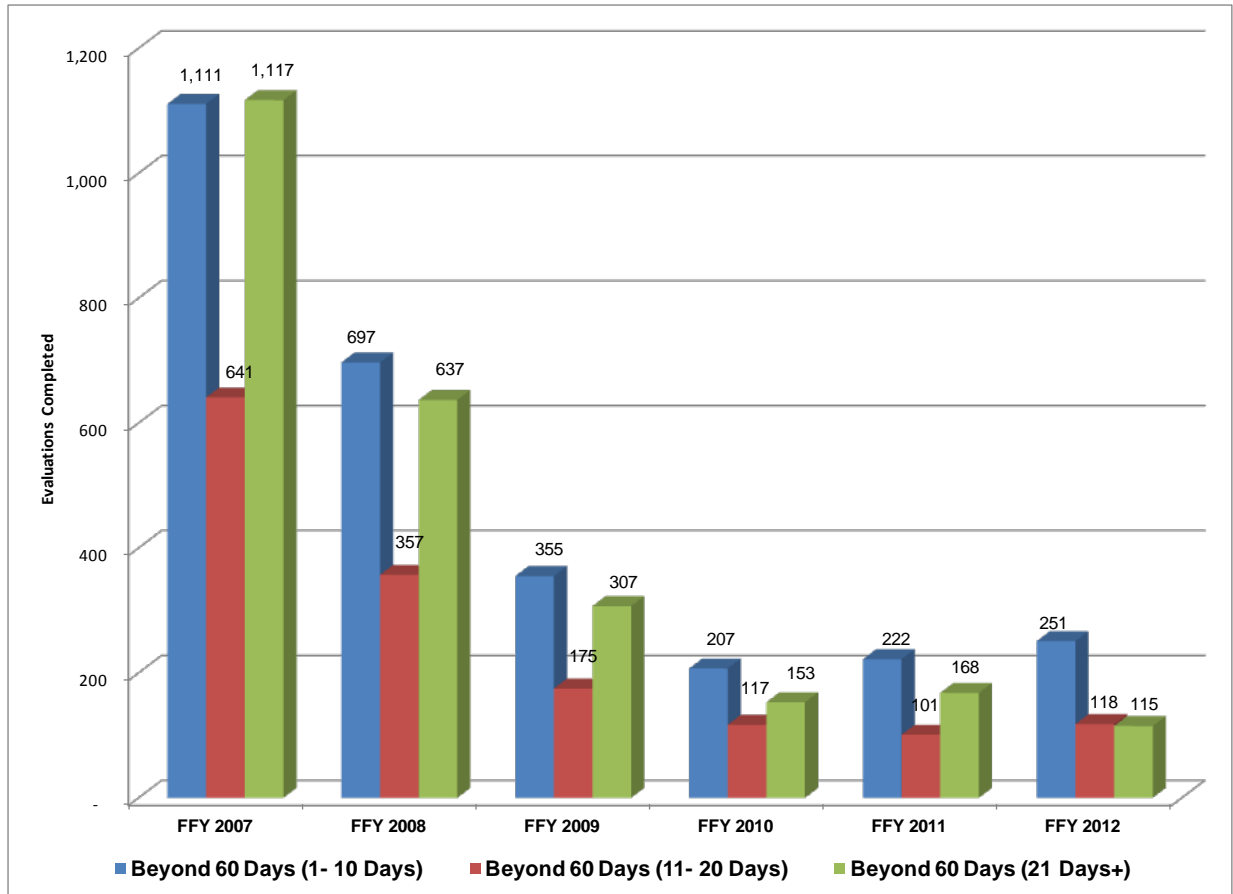


An analysis of individual district data show that, of the 74 districts reporting Indicator 11 data 47 (63.5%) of the districts completed evaluations within the 60 school day period. Of those 47 districts, 37 (78.7%) districts maintained 100% compliance from the previous year, while 9 (19%) districts increased from a lower percentage to meet the 100% compliance target, and for one new district this was the first time reporting these data.

For the remaining 27 districts that did not meet the target of 100%, 9 (33.3%) districts reported increases from the previous year, which resulted in percentages up to 99.9%. There were 17 (63.0%) districts reporting decreases in the percentage of evaluations completed within the 60 school day period, with 6 of those 17 districts reporting 100% compliance in the previous year. One (3.7%) district reported no change from the previous year's results. Only one district reported a percentage below 95%, with a resulting percentage of 94.92% of evaluations completed within the 60 school day period. The second lowest percentage was reported at 97.32%

Figure 2 shows the number of evaluations completed beyond the 60 school day period beginning with the FFY 2007 through FFY 2012. These data show completions beyond the 60 school day period have reduced considerably over this timeline, including a small reduction when comparing FFY 2012 with the previous year's data. In addition, districts received 4,111 more consents for evaluations representing roughly an 8.5% increase for FFY 2012, which yielded 99.04% evaluations completed within the 60 school day period.

Figure 2: FFY 2007 – 2012 Number of Evaluations Completed Beyond 60 School Days



Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

Account for children included in a, but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a-b-d-e)] times 100.

Data Source: State Part C and Part B data systems

Measurable and Rigorous Target FFY 2012 (2012-13)

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.

Actual Target Data for 2012-13 (FFY 2012):

In 2012-13, 99.85% of children served and referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented by their third birthday.

- a = 5,523 children were served in Part C and referred to Part B for eligibility determination in 2012-13
- b = 117 of those referred were determined to be NOT eligible prior to their third birthday
- c = 4,798 of those found eligible who had IEP developed and implemented by their third birthdays
- d = 191 children for whom parent refusal to provide consent caused delays in evaluation or initial services
- e = 410 children who were referred to Part C less than 90 days before their third birthdays

Calculation:

$$\begin{aligned} &(c/a-b-d-e) \\ &=4,798/5,523-117-191-410 \\ &=4,798/4805 \\ &=99.85\% \end{aligned}$$

The number of late IEPs (after the child's third birthday) with the following timeframes:

- within 30 days after third birthday= 3
- within 45 days after third birthday= 1
- within 60 days after third birthday= 0

within 90 days after third birthday= 0
more than 90 days after third birthday= 3

Discussion of Improvement Activities Completed that occurred for 2012-13 (FFY 2012):***Correction of noncompliance***

BEESS verified correction of noncompliance for all districts whose 2011-12 data reflected less than 100% compliance. At the time of district submission of 2011-12 data, correction of each individual instance of noncompliance was provided by districts through reporting on all children (including those whose IEP was developed and implemented after their third birthday and those who left the district's jurisdiction prior to completion of the evaluation). Evidence of correctly implementing 34 CFR §300.124(b) (i.e., achieved 100% compliance) was provided for each of the 4 findings of noncompliance by each district through a review of a random sample of records of children referred by Part C and found eligible for Part B whose third birthday fell within 2012-13. Results from these reviews were verified by FDOE through the State data system. Districts continued to pull random samples over time until they could demonstrate 100% compliance with 34 CFR §300.124(b).

Exchange data on an annual basis

FDOE received a file from the FDOH containing information of children who were served in Part C in November 2013. All records of Part C children who were referred to Part B and had a third birthday between July 1, 2012 and June 30, 2013, were matched with FDOE student database in preparation for data verification conducted by districts.

Conduct district data verification activity

In Florida, there are sixty-seven school districts that have preschool programs that receive children from Part C. The verification activity was conducted by the 67 districts using 2012-13 data on all children that were matched across databases. This activity was conducted in the fall of 2013 and included all children who transitioned during the 2012-13 school year. The verification elements for the activity included identification of IEP development date, the reasons for delays in IEP development, parent refusal for evaluation and/or Part B services, and determination of ineligibility for Part B services.

Provide technical assistance and training

A state-wide Pre-K Contacts meeting was held in May 2013. LES (Part C) Directors and Coordinators were invited to participate. BEESS and Early Steps State Office staff presented updates on topics related to legislative changes and rule revisions, and updates on progress with the Pre-K SPP Indicators. Part B and Part C's performance on the transition indicators and areas which continue to need attention such as transition from Early Steps to the school district or a charter school were also addressed. Break-out sessions included the use of effective curricula, progress monitoring, and use of progress monitoring to support transition of children who are developmentally delayed into kindergarten.

TATS hosts a website containing information on Indicator 12 and transition resources and links for families, teaching staff, and program administrators, and information on Florida's Transition Project including a recently updated guide to the transition process for families.

Throughout the reporting year, the TATS facilitators provided transition technical assistance activities and/or trainings to 11 LES, 65 districts, and the Seminole tribe on a district-by-district or regional basis. Activities included:

- Technical assistance activities to assist districts and LES problem-solve transition issues such as specific transition procedures, the timely sharing of data, and implementing the interagency agreement
- Trainings on using data to support the transition process, and components of a quality transition process

- Facilitating meetings with key stakeholders in the transition process, including FDLRS Child Find, Head Start, Voluntary Pre-K, and other early childhood partners
- Assisting districts and regions to develop ongoing infrastructure support to assure transition issues are addressed in a timely manner and the requirements of the indicator are met.
- Development of four information briefs to provide families of children transitioning from Part C into Part B with information and resources on what to expect in Pre-K, IEP development, and the transition process.
- Conducting various presentations and webinars at regional and statewide meetings of families and early childhood professionals to share resources on the transition process.

The Transition Coordinator meets on a regular basis with TATS regional facilitators to plan transition interagency agreement development and follow-up activities.

Support school districts and Local Early Steps in the development and maintenance of interagency agreements that improve and facilitate transition of children at age three.

To assist school districts in providing smooth and timely transitions, the TATS regional facilitators and the Transition Project Coordinator for Florida's Transition Project worked with fifty-three school districts to either revise old interagency agreements on transition or develop new agreements. Of the sixty-seven school districts in Florida, sixty-five districts have interagency agreements. Of the 67 districts, 25 have incorporated updated transition language into the interagency agreements; 62 districts have language pertaining to the shared data point when transitioning children from Part C to Part B. Interagency agreement development and revision will continue in 2012-13, in addition to establishing system components to implement the agreements, and address issues to assist districts in reaching 100% compliance with this indicator.

Revise and disseminate the previously developed technical assistance paper on transition policies.

BEESS is currently in the process of revising this technical assistance paper. This paper has not been completed as BEESS has been waiting for policy changes from Early Steps.

Explanation of Progress/Slippage that occurred for 2012-13 (FFY 2012):

Florida did not meet its target of 100% compliance. Florida increased performance to 99.9% from 99.8% in 2011-12. There were 63 out of the 67 districts with 100% compliance. Increase in performance can be attributed to several factors which include ongoing technical assistance and training by TATS on transition practices between districts and local Early Step programs, the verification activity for Indicator 12, and continued support to individual districts by BEESS.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 13: Percent of youth with IEPs aged 16 and above with 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. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with 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. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Data Source: State self-assessment monitoring system

Measurable and Rigorous Target FFY 2012 (2012-13)

100% of youth with IEPs aged 16 and above 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. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Actual Target Data for 2012-13 (FFY 2012):

During the 2012-13 fiscal year, 580 IEPs were evaluated in 76 districts. Of the 580 IEP records reviewed of students ages 16 and older, 525 (90.5%) included appropriate measurable postsecondary goals that were annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that would reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. Evidence that the student was invited to the IEP Team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority were also evaluated.

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):**Correction of noncompliance**

BEESS has verified that each of the 24 LEAs with noncompliance reflected in the FFY 2011 data reported for Indicator 13 is correctly implementing 34 CFR §§300.320(b) and 300.321(b) (i.e., achieved 100% compliance) based on a review of updated data subsequently collected through the state self-assessment monitoring system and has corrected each individual case of noncompliance within one year of identification, consistent with the OSEP Memorandum 09-02.

Corrective Action for individual incidents of noncompliance

See “Correction of identified noncompliance 2011-12” above.

Demonstration of implementation of targeted standard(s) at 100 percent

See “Correction of identified noncompliance 2011-12” above

Development of corrective action plans

Not applicable

Targeted district improvement plans and activities

Ten districts were targeted for improvement in 2012-13, based on the following criteria:

- Percent of youth with IEPs graduating from high school in 2010-11 with a regular diploma at a rate *below* the state target **AND**
- Percent of youth with IEPs dropping out of high school in 2010-11 equals or exceeds 6.0 percent **OR**
- Percent of youth with IEPs dropping out of high school in 2010-11 is above the state target, the district was targeted in previous years, and the data continues to move away from the state targets.

The targeted districts maintained and updated their action plans, which addressed all transition related indicators in a holistic manner, throughout the year and ongoing feedback was provided as necessary. All supported districts were offered and accepted funding to send transition teams to the May 2013 VISIONS Conference/NSTTAC Planning Institute. During the institute teams participated in facilitated planning sessions, which included examining their data and creating and/or updating transition action plans.

Training and technical assistance

The following summarizes activities and supports provided to school districts:

- Project 10 purchased Life Centered Education (LCE) licenses for 55 districts, including 8 targeted districts.

Project 10 provided the following trainings and service delivery/technical assistance:

- Project 10 provided 63 unduplicated training events related to improving Indicator 13 outcomes, which impacted 1,359 training participants (142 participants represented 5 different districts targeted in 2012-13). Training events were as follows:
 - Four presentations on IEP Components for Secondary Transition with participation of over 55 individuals
 - 25 trainings on use of the Project 10 website, resources, and products with participation of 578 individuals, including two targeted districts
 - One training on IEP Compliance with participation of four individuals.
 - Four trainings on Transition Assessment with participation of 216 individuals
 - Two trainings on Assisting Students with Completing the Florida Summary of Performance with participation from 34 individuals, and one targeted district
 - 10 Train-the-Trainers on “Standing Up For Me” curriculum, with five regional pilot trainings, resulted in over 174 trainers and included representatives from one targeted district were included
 - 17 trainings on Utilizing Data to Diagnose then Treat: Program Evaluation and Improvement Utilizing Data to Identify Strengths & Improve Challenging Areas with 298 individuals participating, including four targeted districts
- In collaboration with BEESS and FCIM, Project 10 staff developed a new online training module on Graduation Requirements. This module describes current diploma options and course requirements for standard high school diplomas in Florida: 24-credit standard diploma, 18-credit accelerated career and college diplomas, the Florida Performance-Based Diploma, the

International Baccalaureate (IB), and the Advanced International Certificate of Education. Also described are the Certificate of Completion as well as assessments, courses, and grades required for graduation.

- From November 2012 through July 2013, 264 individuals enrolled in this module representing 41 districts, eight of which were targeted districts, and four state universities.
- Project 10, in collaboration with BEESS staff, developed and issued two “Transition Wheel” informational briefs during 2012-13 on the topic of Self-Determination and Indicator 13: Writing Postsecondary Goals.

Project 10 Website

During 2012-13, the Project 10 website had 43,479 visits total throughout the state, nation, and even internationally, with 34,560 unique visits, and 105,652 page views. The most viewed sections beyond the home page during the year are listed below. Those most pertinent to Indicator 13 are italicized.

- Self-Advocacy and Self-Determination
- Career Development - Assess Interests, Values, Skills, Work Preferences
- Financial Resources
- *Effective Practices in Transition, Student Development*
- Florida District Resources
- Transition Topic Areas - Leisure and Recreation
- Promising Practices in Transition - 18-22 Year Old Programs
- A-Z Library
- *Online Training Modules*
 - Graduation Requirements: 46 accessed; 25 completed; 5 accessed/4 completed from targeted districts
 - Summary of Performance: 38 accessed; 33 completed; 5 accessed/5 completed from targeted districts
 - Transition Assessment: 71 accessed; 58 completed; 7 accessed/5 completed from targeted districts
 - Secondary Transition and Compliance (STC): 109 accessed; 76 completed; 8 accessed/6 completed from targeted districts

Materials and resources disseminated

The following books were provided to each district’s transition contact, including the Florida School for the Deaf and the Blind and DJJ sites through the Project 10 DJJ Consultant:

- Informal Assessments for Transition (3 book series)
 - Synatschk, K.O., Clark, G.M., Patton, J.R., & Copeland, L.R. (2007). *Informal assessments for transition: Employment and career planning*. ProEd, Inc.
 - Synatschk, K.O., Clark, G.M., & Patton, J.R. (2008). *Informal assessments for transition: Independent living and community participation*. ProEd, Inc.
 - Sitlington, P.L., Patton, J.R., & Clark, G.M. (2008). *Informal assessments for transition: Postsecondary education and training*. ProEd, Inc.
- Clark, G.M. (2007). *Assessment for transitions planning*. ProEd, Inc.
- Wandry, D.L., & Pleet, A.M. (eds).(2009). *Engaging & empowering families in postsecondary transition: A practitioner’s guide*. Council for Exceptional Children (CEC).
- Shogren, K.A. (2013). *Self-Determination & Transition Planning*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Greene, G. (2011). *Transition Planning for Culturally & Linguistically Diverse Youth*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- *Transition Planning for Students with Disabilities: A Guide for Families and Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education* were disseminated to over 100 families at the annual Family Café conference.

Other related projects (e.g., FDLRS, CARD) provided training on such topics as “Compliance with Federal and State Requirements” and “ESE Policies and Procedures, including Measurable Annual Goals.”

FDLRS reported 118 participants completing the PDA-ESE online Transition module in 2013-13. During

2012-13, IEP training related to the publication, *Developing Quality Individual Educational Plans, A Guide for Instructional Personnel and Families*, which is distributed by both BEESS and FDLRS, was also provided.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

Florida did not meet its target of 100%. Florida experienced a very slight decrease, from 90.9% in 2011-12 to 90.5% in 2012-13 of youth with IEPs 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 service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority, however, the target of 100% was not met.

We believe the slippage may be attributed to teacher attrition, revealing that future training and assistance may be needed to address this area.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 14– Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: State selected data source.

- A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percent enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Data Source: Florida Education and Training Placement Information Program (FETPIP)

Measurable and Rigorous Target FFY 2012 (2012-13)

- A. 28.5% of youth exiting in 2011-12 who are no longer in secondary school, had IEPs in effect at the time they left school, were found enrolled in higher education within one year of leaving high school.
- B. 38.5% of youth exiting in 2011-12 who are no longer in secondary school, had IEPs in effect at the time they left school, were found in higher education or competitively employed within one year of leaving high school.
- C. 51.5% of youth exiting in 2011-12 who are no longer in secondary school, had IEPs in effect at the time they left school, were found enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Actual Target Data for 2012-13 (FFY 2012):

Of the 18,337 exiters in 2011-12, FETPIP results reflect the following:

1. 4,881 exiters were enrolled in higher education within one year of leaving high school.
2. 2,140 exiters were competitively employed within one year of leaving high school (but not enrolled in higher education).

3. 564 exiters were enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed).
4. 1,648 exiters were engaged in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

Thus,

- A. 26.6% of exiters (4,881/18,337) were found enrolled in higher education within one year of leaving high school.
- B. 38.3% of exiters (7021/18,337) were found in higher education or competitively employed within one year of leaving high school.
- C. 50.4% of exiters (9,223/18,337) were found enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):

Technical assistance, training and support to facilitate agency involvement

During 2012-13, BEESS participated in numerous work groups and committees designed to facilitate agency involvement. BEESS staff served on the Community Advisory Council for the Florida Center for Inclusive Communities, the Florida Rehabilitation Council, the Employment Partners Group, and Employment Partners Communications sub-committee coordinated by the Agency for Persons with Disabilities. BEESS staff also served as advisory members and/or resource members to the following interagency Florida Developmental Disabilities Council, Inc. initiatives:

- Employment and Education Task Forces
- Employment First Initiative
- Project SEARCH (hospital or businesses partnering with school districts, DVR, and APD to provide intensive training designed to culminate in paid employment)
- Project Discover (comprehensive situational assessment for students with significant disabilities)
- Project Achieve (project for students in the 18-22 age range with intellectual disabilities designed to facilitate access to career and technical programs located on a Florida college campus)
- Inclusive Housing Stakeholder’s Taskforce

In addition the SSTIC, a BEESS-led state level interagency team designed to facilitate inter-organizational understanding, identify needs grounded in data, identify and realign capacity building resources, facilitate collaboration and avoid duplication, and share responsibility and planning to improve secondary transition continued its work.

The SSTIC has five subcommittees, comprised of SSTIC members, in the following areas:

- Data
- Dropout
- Employment
- Family involvement
- Postsecondary education
- Graduation

The purpose of the subcommittees is to identify gaps, barriers, and potential solutions; review recommendations from various partners with secondary transition interests; and may include identifying issues that need to be taken back to respective agencies. The work of the subcommittees is expected to culminate in goals for implementation and targets or outcomes for each sub-committee (e.g., products, papers) vetted by full committee. Membership includes representation of all major secondary transition stakeholders in Florida (e.g., DVR, APD, FDDC, and Parent Centers).

In 2012-13, the SSTIC Data subcommittee accomplished the following:

- In collaboration with BEESS, coordination of requests and provision of data for SSTIC subcommittees; BEESS/NSTTAC planning team, and BEESS Strategic Plan – Transition/Postsecondary Team; and

- In collaboration with BEESS and Project 10, analyses of data for determination of districts trends and indications of support needs.

In 2012-13, the SSTIC Dropout Prevention subcommittee accomplished the following:

- Development of a Helpful Hints Guide on Dropout Withdrawal Codes, which, once vetted, will be added to the Project 10 website and disseminated during Project 10 trainings related to dropout prevention and utilizing data;
- In collaboration with Project 10, updated and revised the Dropout Prevention Part I: Status of Florida's Students with Disabilities presentation to include new data and more strategies; and
- In collaboration with Project 10, delivered the Dropout Prevention Part I presentation at the 2012 Dropout Prevention/Student Engagement National Institute held in collaboration with FDOE and the NDPC/N and NDPC-SD.

In 2012-13, the SSTIC Employment subcommittee accomplished the following:

- Review and revitalization of membership;
- Data analyses and requests for new/additional data; and
- Development of new goals and activities to identify resources, determine barriers, and disseminate information to relevant stakeholders.

In 2012-13, the SSTIC Family Involvement subcommittee accomplished the following:

- Development and publishing of a SSTIC Family Involvement web page, which was vetted and posted to the Project 10 website;
- Review and recommendations for the "Transition Checklist" (Transition Planning for Students with Disabilities: A Guide for Families) that included, as a best practice, for ages 14-16, a discussion regarding the transfer of rights and responsibilities which occur at age 18, including the options that are available, to assist with decision making;
- Development and delivery of a webinar regarding resources for families; and
- In collaboration with FND as host, developed and published a successful strategies database.

In 2012-13, the SSTIC Graduation Success subcommittee was formed and goals included:

- Increasing membership;
- Improving professional development for teachers and ESE staff on accommodations and modifications for using UDL;
- Improving graduate outcomes for students with disabilities by identifying impediments and other issues related to graduation; and
- Developing a survey for high performing Florida districts (55% or higher, size alike) to identify promising practices.

In 2012-13, the SSTIC Postsecondary Education subcommittee accomplished the following:

- Review and revitalization of membership;
- Data analyses and requests for new/additional data; and
- Development of new goals and activities to improve postsecondary options for students with disabilities.

During 2012-13, a transition strategic planning team was formed to contribute to the larger BEESS strategic plan. This team was led by the BEESS Secondary Transition Specialist and the Director of Project 10 and included state level representation from Career and Adult Education, the State College System, the State University System, FDDC, FDOE Dropout Prevention, and various discretionary projects. The team met several times during the year in person and via conference call to set state level goals and create action plans, including a plan to increase the graduation rate and decrease the dropout rate of students with disabilities. The draft plan was presented to the State Advisory Committee for comment.

In May of 2013 a team of state level transition staff, including the BEESS Secondary Transition Specialist, the Vocational Rehabilitation Transition Coordinator, and Project 10 leadership, attended the NSTTAC Planning Institute and created an online action plan for transition in Florida, based on the strategic plan described above.

Project 10 CONNECT is a statewide transition initiative that focuses on improving interagency collaboration in transition planning at the community level through the formation or reinvigoration of local community transition teams.

- In 2012-13 Project 10 provided funding/mini-grants to 39 interagency councils/sites representing 47 districts, including five targeted district.
- Project 10 funded seven Exemplary Mini-Grant applications for the Development of Evidence-Based Practices.

Provide technical assistance, training, and relevant information to assist districts with development and implementation of meaningful transition services for students with disabilities.

Project 10 provided the following trainings and service delivery/technical assistance:

- Project 10 provided 20 unduplicated training events related to improving Indicator 14 outcomes, which impacted 572 training participants (over 105 participants represented districts targeted in 2012-13). Training events were as follows:
 - Facilitated six regional institutes on relevant topics related to the SPP Indicators 1, 2, 13, and 14, totaling over 330 participants from 58 districts, with all 10 targeted districts represented
 - Six facilitations of presentations at trainings on Post-School Outcomes with participation of over 216 individuals, including a webinar in collaboration with Easter Seals entitled, “Educators, Pupil Transportation, & Public Transportation: Working Together to Support Student Post-School Transition”
 - Two trainings on ArtThread with participation for students involved in DJJ, of which one of the trainings reached participants in four targeted district
 - Two trainings on “Discovery Process of Self-determination and Employment Planning” with participation of over 26 participants
 - Four trainings on “Employment Skill Development for Post-school Success”
- Project 10 staff provision of technical assistance related to indicator 14 was extended to over 200 activities ranging from Project SEARCH facilitation, working with DVR, facilitating connections and development of postsecondary educational programs for students with disabilities, and working with districts in planning their training needs.
- In collaboration with FCIM, Project 10 provided website hosting and support for a new online training module on UDL developed by the Florida Consortium on Postsecondary Education and Intellectual Disabilities. This module is open for use for all educators, but will be extremely relevant to all secondary school instructors and postsecondary instructors serving 18-22 year old students with varying disabilities.
- Project 10 in collaboration with BEESS staff developed and issued two “Transition Wheel” informational briefs during 2012-13 on the topic of Self-Determination and Indicator 13: Writing Postsecondary Goals.

Project 10 Website

During 2012-13, the Project 10 website had 43,479 visits total throughout the state, nation, and even internationally, with 34,560 unique visits, and 105,652 page views.

The most viewed sections beyond the home page during the year are listed below. Those most pertinent to Indicator 14 are italicized.

- *Self-Advocacy and Self-Determination*
- *Career Development - Assess Interests, Values, Skills, Work Preferences*
- Financial Resources
- *Effective Practices in Transition, Student Development*
- *Florida District Resources*
- *Transition Topic Areas - Leisure and Recreation*

- *Promising Practices in Transition - 18-22 Year Old Programs*
- A-Z Library
- Online Training Modules
 - Graduation Requirements: 46 accessed; 25 completed; 5 accessed/4 completed from targeted districts
 - Summary of Performance: 38 accessed; 33 completed; 5 accessed/5 completed from targeted districts
 - *Transition Assessment: 71 accessed; 58 completed; 7 accessed/ 5 completed from targeted districts*
 - Secondary Transition and Compliance: 109 accessed; 76 completed; 8 accessed/6 completed from targeted districts

Project 10 ArtThread Work of Art Program is an innovative technology and training program from Project 10 and ArtThread that combines creative expression, social networking, 21st Century skill-building, school-based enterprise, and self-determination for transition-aged (14-22 years) students with disabilities. It fosters creative expression, teaches technology and graphics, builds community and connections, offers positive therapeutic activity to help counteract negative behavior, and leads to student empowerment and sense of accomplishment.

- In 2012-13, 915 pieces of art were created by 2197 users

The following books were provided to each district's transition contact, including the Florida School for the Deaf and the Blind and DJJ sites through the Project 10 DJJ Consultant to support indicator 14:

- U.S. Department of Labor, Office of Disability Employment Policy (ODEP). (2012). *Skills to pay the bills: Mastering soft skills for workplace success* (1 per district Transition Contact)
- Hamblet, E.C. (2011). *7 steps for success*. Arlington, VA: Council for Exceptional Children (CEC).
- Griffin, C., Hammis, D., Geary, T. (2007). *The job developer's handbook*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Marc Gold & Associates (n.d.) *Discovery Series: Charting the Course & Capturing the Information*. Gautier, MS: Marc Gold & Associates (MG&A).

Copies of the *Transition Planning for Students with Disabilities: A Guide for Families* were distributed at the annual Family Café conference.

Project 10 purchased Life Centered Education licenses for 55 districts, including 8 targeted districts.

Increase technical assistance, training, information and collaboration with postsecondary education and training partners

Project 10 STING RAY (Students Transitioning Into the Next Generation, Recognizing Alternatives for Youth) is a partnership of the Pinellas County School District, Project 10, the University of South Florida St. Petersburg, the Florida Department of Education, and the Florida Governor's Commission on Disabilities. It offers young adults with significant cognitive disabilities, ages 18 to 22, an opportunity to experience life on a college campus while developing self-determination, independent living, and employability skills. Located on the University of South Florida St. Petersburg campus, the innovative STING RAY program emphasizes development of self-determination skills, independent living in the community, employment preparation, community-based work experience, on-the-job training, placement in competitive integrated employment, preparation for continuing higher education, and establishment and maintenance of positive social and work relationships.

The 2010-11 school year was the first full academic year for Project STING RAY and students quickly became part of the diverse community and culture of the USF St. Petersburg campus. During the first year, the students in Project STING RAY took a range of academic courses, engaged in on campus or off campus work or volunteer experiences, and participated in various clubs and organizations. In the 2012-13 school year, one student exited the program with at least half-time employment. The 11 students in STING RAY continued to flourish on campus, continuing their involvement and leadership in the student organization focused on community service.

The publication, *Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education*, was distributed by Project 10 and BEESS.

Technical Assistance, Training and Collaboration

During 2012-13, BEESS participated in numerous work groups and statewide interagency committees that addressed postsecondary education and training and employment. Other agencies involved included the Department of Economic Opportunity, DVR, Blind Services, APD, and FDDC. Staff also provided input to the Governor's Commission on Jobs for Floridians with Disabilities.

BEESS staff updated the content specific for students with disabilities for the annual update of the FDOE, [Counseling for Future Education Handbook](#).

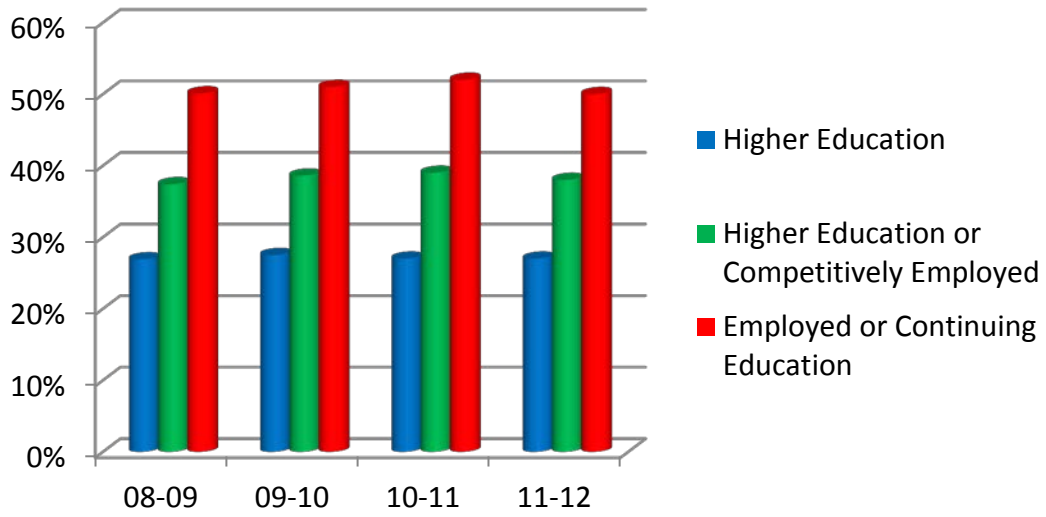
BEESS supports Florida's annual Youth Leadership Forum, sponsored by The Able Trust, which is a four-day venue for students nominated by their districts to come to Tallahassee for intensive training in developing career and leadership skills. Additionally, BEESS supports the annual Florida DCDT VISIONS' conference. In 2013 this conference was held in partnership with an NSTTAC Planning Institute. District transition planning teams were provided with facilitated planning time to examine their data and create action plans for improvement. Funding was provided to districts to send teams to the institute.

Eighteen school districts participated in the Third Party Cooperative Arrangement in 2012-13. This Arrangement provides an innovative approach to creating and/or expanding community-based work experiences and career exploration activities by collaborative funding between the School District for up to five Full-Time-Equivalent Employment Specialist positions that provide employment services to DVR Transition Students, with an implemented individualized plan for employment.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

The state did not meet any of the three targets for indicator 14. The target for 14A, youth exiting who were found enrolled in higher education within one year of leaving high school, was missed by 1.9%, with actual data showing 26.6%. The target for 14B was narrowly missed by 0.19% for youth found in higher education or competitively employed within one year of leaving high school with 38.31% of students in higher education or competitive employment. The target for 14C was missed by 1.01% with 50.49% found in higher education or some other postsecondary education, competitively employed or in some other employment. The data represent slippage from of 0.9% in 14A, 0.6% in 14B, and 1.5% in 14C. Overall, Florida's performance in this area has been flat for the last several years, as depicted in the chart below. This may be attributed to the general economic situation in Florida, which makes it especially difficult for students with disabilities to find employment and the limited number of postsecondary programs for students with intellectual disabilities. These two issues are being addressed via the appointment of the Students with Disabilities Education Pathways Task Force.

In 2012-13, BEESS staff participated in several interagency collaborative efforts aimed at increasing employment opportunities for people with disabilities. It is expected that these efforts will result in positive state-wide policy changes in 2013-14 that will help improve post school outcomes.



Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identified and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

In accordance with OSEP's guidance regarding findings that are identified through monitoring processes, within a given school district a finding of noncompliance is identified by the standard (i.e., regulation or requirement) that is violated, not by the number of times the standard is violated or the source(s) used to identify the finding (e.g., record review, database report, interview). Therefore, multiple incidents of noncompliance regarding a given standard that are identified through monitoring activities are reported as a single finding of noncompliance for that district. In contrast, all findings identified through state complaints and due process hearings in a given school district are reported in the SPP/APR as separate and distinct findings of noncompliance.

Noncompliance is deemed to be corrected when state has verified that (1) the noncompliance has been corrected for the individual student involved and (2) the district has demonstrated 100% compliance with the given requirement in a subsequent sampling of data.

Data Source: State monitoring system; dispute resolution database

Measurable and Rigorous Target FFY 2012 (2012-13)

100 percent of noncompliance findings identified through the general supervision system will be corrected as soon as possible, but in no case later than one year from identification.

Actual Target Data for 2012-13 (FFY 2012):

Of the 162 findings of noncompliance identified through the general supervision system during 2011-12, 162 (100 percent) were corrected for the individual student as soon as possible, but in no case later than one year from identification. In addition, BEESS verified that within one year, the district demonstrated 100 percent compliance for these requirements through a sampling process. Actions taken to verify the correction included the review of documentation and records samples provided by the applicable districts.

The status of timely correction of noncompliance identified in 2011-12 is reported in the Indicator B-15 Worksheet below. Findings are disaggregated by SPP indicator cluster and the following three additional categories: IEP development, IEP implementation and miscellaneous (e.g., findings related to reevaluation, provision of prior written notice, provision of progress reports).

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.		0	0	0
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
7. Percent of preschool children with IEPs who demonstrated improved outcomes.		Dispute Resolution: Complaints, Hearings	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>children with disabilities for greater than 10 days in a school year.</p> <p>4B. Percent of districts that have: (a) a significant discrepancy, 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 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.</p>	<p>Audit, On-Site Visits, or Other</p> <p>Dispute Resolution: Complaints, Hearings</p>	<p>0</p>	<p>0</p>	<p>0</p>
<p>5. Percent of children with IEPs aged 6 through 21 -educational placements.</p> <p>6. Percent of preschool children aged 3 through 5 – early childhood placement.</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p> <p>Dispute Resolution: Complaints, Hearings</p>	<p>0</p> <p>0</p>	<p>0</p> <p>0</p>	<p>0</p> <p>0</p>
<p>8. Percent of parents with a child receiving</p>	<p>Monitoring Activities: Self-</p>	<p>0</p>	<p>0</p>	<p>0</p>

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	4	4	4
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	29	29	29
	Dispute Resolution:	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
conducted, within that timeframe.	Complaints, Hearings			
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	4	4
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with 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 service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	24	24	24
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: IEP Development	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk	23	67	67

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	2	2	2
Other areas of noncompliance: IEP Implementation	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	7	7
	Dispute Resolution: Complaints, Hearings	5	8	8
Other areas of noncompliance: Miscellaneous	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	8	16	16
Sum the numbers down Column a and Column b			162	162
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100.00

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):***Review dispute resolution activities, parent database reports, and telephone/email logs to identify patterns of noncompliance***

Noncompliance identified through self-assessment, on-site monitoring, and state complaint investigation was reviewed informally and during weekly meetings of the Dispute Resolution Monitoring team to identify patterns and topics requiring additional technical assistance. This review informed provision of technical assistance and policy development.

Provide technical assistance

The following topics were identified for further clarification during bimonthly conference calls with district ESE and Student Services directors: facilitated IEPs, reporting of restraint and seclusion, provision of speech and language services, FERPA, and legislative updates. Some of this information was shared with parents and other stakeholders at the Heart and Hope Statewide Family Conference on August 25, 2012. In addition, the following topics were identified for information sessions at AMM on September 11 – 13, 2012: implementation of MTSS, improving access to instruction for students with disabilities to increase attainment, bullying, ESE services in charter and virtual school settings, Florida's accountability systems and working toward increased student achievement, IDEA eligibility and good grades, new roles for general and special education staff in inclusive schools, and SPP/APR and LEA Profile data. Updated information was shared with ESE administrators at CASE June 10 – 12, 2013.

Additional information and training related to MTSS were provided for district ESE administrators, ESE specialists, and school psychologists during ISRD conferences held January 29 – 31, 2013, and February 26 – 28, 2013. The program, *Evaluating School Psychologists Within a Multi-tiered System of Supports Delivery Model: A New Era of Accountability*, was presented at the Florida Association of School Psychologists Annual Conference on October 31, 2012. Additional technical assistance provided at the ISRD conferences related to transferring students, assessment and accommodations, and effective service delivery models for providing special education and related services in the student's least restrictive environment.

Technical assistance papers issued by BEESS during this period include the following: *Interpreting Services for Students Who Are Deaf, Hard of Hearing, or Deaf-Blind* and *Individual Education Plans (IEPs) and Educational Plans (EPs) for Transferring Exceptional Students*.

Identify ESE procedures to target and strategies for verifying timely correction of noncompliance

The following ESE procedures were selected to target through the Level 1 self-assessment monitoring for all districts: SPP 13 Secondary Transition, DJJ (as applicable based on facilities in the district), Restraint and Seclusion (as applicable based on reported incidents), and Matrix of Services. Level 2 for selected districts was not conducted during this time period as BEESS was transitioning from compliance monitoring to a more comprehensive system that focuses on student outcomes. Effective strategies for verifying timely correction of noncompliance were identified and incorporated into the *Exceptional Student Education Compliance Manual* for 2012-13.

Implement a leveled system of monitoring

All districts – including developmental lab schools, Florida School for the Deaf and the Blind, FDOC, Lake Wales Charter Schools, and Florida Virtual School Full Time – participated in the leveled system of compliance monitoring. This system included the following for 2012-13:

- Level 1 – All districts participated in Level 1 monitoring by completing web-based self-assessment protocols related to SPP 13, DJJ IEP implementation (if the district had DJJ facilities), Restraint and Seclusion, and the state funding matrix,
- Level 2 was not conducted during this time period as BEESS was transitioning from compliance monitoring to a more comprehensive system that focuses on student outcomes.

- Level 3 – On-site monitoring represented Level 3 monitoring and was conducted in 8 districts: the focus for 7 districts was the use of restraint and seclusion, and the remaining district monitored on-site was the FDOC. An additional monitoring visit was conducted at a residential center that provides services for students from various school districts in Florida as well as out-of-state students.

The State’s monitoring procedures, including a description of the levels system and the process for district selection, are available in the *Exceptional Student Education Compliance Manual*, which can be accessed electronically at <http://www.fldoe.org/ese/pdf/m-compli.pdf>.

Post monitoring reports and dispute resolution summary information

Monitoring report postings on the BEESS website were kept up to date (<http://www.fldoe.org/ese/mon-home.asp>). In addition, redacted state complaint reports and redacted due process hearing orders were posted on the BEESS website (complaint reports: <http://www.fldoe.org/ese/complaints/default.asp>; due process hearing orders: <http://www.fldoe.org/ese/due-order.asp>).

Incorporate data collected into targeted planning activities

Each SPP indicator team included at least one member of the BEESS dispute resolution monitoring team. Information from monitoring, due process hearings, and state complaints; parent correspondence; parent calls; and other sources were shared with the indicator teams for consideration in the review of districts’ improvement plans, as applicable.

Expand the Portal to Exceptional Education Resources (PEER)

During this time period the following enhancements were made to existing functionality based on user feedback:

- Added a document upload feature to PEER so users can upload their district documents
- Finalized the redesign of the LRE section of the PEER IEP
- Updated the Matrix of Services to align with the 2012 revision
- Added enhanced calendars throughout PEER
- Aesthetic redesign of the PEER user interface
- Facilitated session-state isolation which gives users the ability to work on students using multiple web browser tabs
- Added an administrative report for classroom and assessment accommodations recorded in the PEER IEP.

Evaluation and eligibility are in the plan for 2013-14.

Monitor systems in place

BEESS staff monitored current systems to ensure quality of data, protocols, and processes. Prior to the on-site visits, procedures were developed, including checklists and forms to be used. These checklists and forms were reviewed after the visits and revised to be more efficient in gathering the relevant information. Feedback from BEESS staff and school districts was considered in updating the *Exceptional Student Education Compliance Manual* to ensure that the self-assessment protocols accurately covered the applicable federal and state requirements.

Review, and revise data management system

The GSW continued to be enhanced to expand capacity to address monitoring and dispute resolution processes, including state complaints.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

The target was met. There was 100 percent correction of noncompliance identified through the general supervision system as soon as possible, but in no case later than one year from identification.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: Effective General Supervision Part B/General Supervision**

Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (3.1(a) divided by 3.1) times 100.

Data Source: State dispute resolution database; Data collected under IDEA section 618 and reported on Table 7

Measurable and Rigorous Target FFY 2012 (2012-13)

60% of the resolution sessions will result in settlement agreements.

Actual Target Data for 2012-13 (FFY 2012):

In 2012-13, 72.13% of hearing requests that went to resolution sessions (44/61) were resolved with agreements.

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):***Provide training to districts and parents in communication and dispute resolution***

The importance of communication with parents and effective methods of dispute resolution were addressed during multiple professional development opportunities offered by BEESS, including but not limited to: the AMM held in September 2012, presentations by BEESS staff members during meetings with ESE directors sponsored by the ISRD (January and February, 2013), a webinar on dispute resolution processes presented by Bureau staff and sponsored by one of the state's federally funded parent training and information centers (February, 2013), a presentation by BEESS staff at the annual meeting of the Florida Professional Association of Staffing Specialists (May, 2013), and the Family Café Annual Conference (June, 2013). During 2012-13, BEESS provided districts with access to resources offered through LRP publications including Special Ed Connections, an online source of information, and many LRP webinar offerings. Some of these offerings specifically addressed communication and dispute resolution topics. Additionally, between January and April, 2013, BEESS provided training to 14 districts in the Facilitated IEP process. These 14 districts were selected for this professional development opportunity based on the number of dispute resolution requests (formal state complaints filed and mediation or due process hearing requests) that were received by the bureau over a three year period. The intent of this opportunity was to enhance the capacity of districts to resolve challenging and contentious situations on the local level. Such professional development opportunities enhance abilities to effectively engage in related processes such as resolution sessions.

In addition, BEESS provided information to districts regarding the resources available through the National Center on Dispute Resolution in Special Education (CADRE). Bureau staff participated in meetings and phone conference calls sponsored by SERRC and CADRE to support bureau efforts to enhance practices in the area of dispute resolution. In addition, the bureau initiated a strategic planning process during 2012-13. Goal setting and planning of improvement activities with regard to long term improved outcomes for resolution meetings were initiated through this process.

Monitor data management system for quality and efficiency. Continue to enhance functionality

Development continued to add components/enhancements to the Bureau's General Supervision Website that will address due process hearings and data management of related processes. Work is anticipated for completion during 2013-14.

Provide technical assistance to districts

Bureau staff members remain available to districts to address concerns, respond to questions and provide information in order to assist parties in understanding the available administrative remedies and procedural requirements.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

The target was met. Florida exceeded the target of 60% of the resolution sessions resulting in settlement agreements during FFY 2012 with data revealing that 72.13% of resolution sessions resulted in agreement.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)**Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $[(2.1(a)(i) + 2.1(b)(i)) \text{ divided by } 2.1] \text{ times } 100.$

Data Source: State dispute resolution database; Data reported on Table 7

Measurable and Rigorous Target FFY 2012 (2012-13)

75%-85% of mediations will result in full or partial agreement

Actual Target Data for 2012-13 (FFY 2012):

In 2012-13, 65.27% of mediations held resulted in mediation agreements (47/72).

Discussion of Improvement Activities Completed for 2011-12 (FFY 2011):***Develop/revise/distribute mediation related forms***

Multiple forms related to mediation were reviewed but no changes were made. Those documents include the *Request for Exceptional Student Education Mediation* form, *Confidentiality Statement*, *Exceptional Student Education Mediation Guiding Principles*, *Mediation General Information*, *Mediation Fact Sheet*, and a mediation participant evaluation/feedback form.

During 2012-13, BEESS initiated a strategic planning process. Goal setting and planning of improvement activities with regard to long term improved outcomes for mediation practices were initiated through this process. It is anticipated that moving forward, available documents may be revised based on the implementation of strategic plan improvement activities.

Provide technical assistance to districts

During 2012-13, BEESS took action to create the availability of the Facilitated IEP process as an alternate dispute resolution process available both at the local level for some districts and as a state-sponsored option. Six mediators were trained in the IEP facilitation process. Additionally, between January and April, 2013, BEESS provided training to 14 districts in the Facilitated IEP process. These 14 districts were selected for this professional development opportunity based on the number of dispute resolution requests (formal state complaints filed, and mediation or due process hearing requests) that were received by BEESS over a three year period. The intent of this opportunity was to enhance the capacity of districts to resolve challenging and contentious situations on the local level. Such professional development opportunities enhance skills that can transfer and generalize to related processes such as mediation, improving the outcomes of such a process. Moving forward, BEESS will be expanding the capacity for IEP facilitation at both the state and local levels.

On an individual basis, the content of mediation sessions was discussed based on individual district need. Guidance and technical assistance was provided to districts and mediation participants regarding issues subject to state sponsored mediation. Districts and complainants were encouraged to attempt state-sponsored mediation as an alternate resolution to formal complaint investigation.

Review/revise mediator pre-session communication procedures

A designated BEESS staff member assumes the primary responsibility for communication and correspondence with families, mediators, and districts prior to mediation sessions. Questions, issues, and logistics are clarified. As noted above, through the strategic planning process initiated in 2012-13, some of these procedures may be revised at a future time.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

The target was not met. Although the target of 75% to 85% of mediation resulting in agreements was missed, there was an increase in the percentage of mediations held resulting in agreements from the prior year. The percentage of mediations held resulting in agreement rose from 64.2% in 2011-12 to 65.27% in 2012-13, as shown in Figure 1.

Figure 1: Percent of Mediations Held with Agreements for FFY 2011-12 and FFY 2012-13

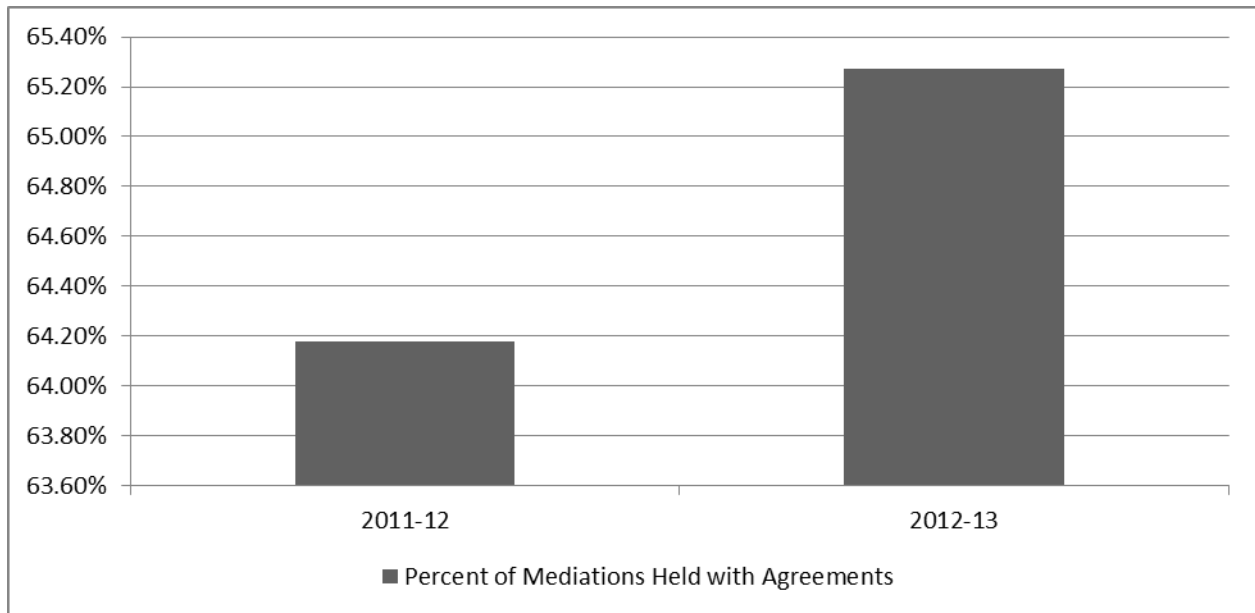
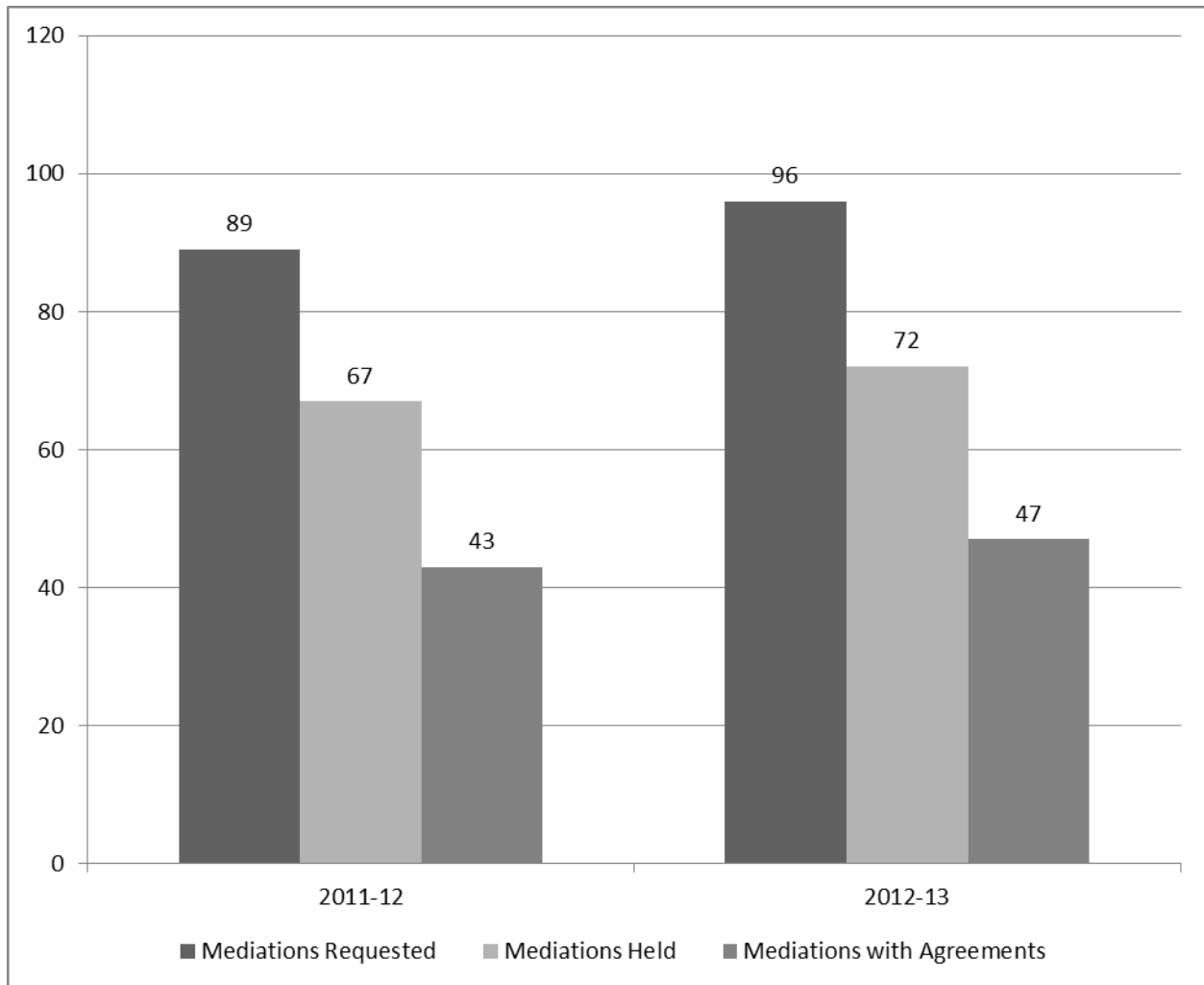


Figure 2 displays the number of mediation requests, mediations held, and agreements reached for 2011-12 and 2012-13. The number of mediation requests increased (from 89 in 2011-12 to 96 in 2012-13) with corresponding increases in both mediations held and agreements reached.

Figure 2: Mediation Requests, Mediations Held, and Mediation Agreements for FFY 2011-12 and FFY 2012-13



Of the mediation requests made during 2012-13, 33 were related to due process complaints, and 39 were not related to due process complaints. Agreements were reached for 18 of the mediations held related to due process complaints (54.5% - 18 out of 33); agreements were reached for 29 of the mediations held not related to due process complaints (74.3% - 29 out of 39). The percentage of agreements reached that were unrelated to due process comes very close to attaining the range of 75% to 85% indicated by OSEP to be acceptable.

Mediation evaluation forms are reviewed to determine any concerns that may be impacting the attainment of successful agreements. Those mediations that are related to due process complaints may represent cases with greater complexity and history of contention and therefore agreement is more challenging to attain. The progress made in the past year may be attributed to the improvement activities that have been implemented with regard to improving communication with parents through the facilitated IEP process. Such skills may generalize to processes such as mediation.

Part B State Annual Performance Report (APR) for 2012-13 (FFY 2012)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

Data Source: data from State data system, State Performance Plan and Annual Performance Report

Measurable and Rigorous Target FFY 2012 (2012-13)

All state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for 2012-13 (FFY 2012):

Using the Part B Indicator 20 Data Rubric, Florida has determined that all state reported data were timely and accurate for 2012-13 (FFY 2012).

Discussion of Improvement Activities Completed for 2012-13 (FFY 2012):

Update data elements, formats as needed

Changes were made to the automated student database for the 2012-13 school year. These included revisions to the description of a special diploma and the Exceptional Student, 60-Day Exception element to clarify reporting.

Share information about changes with LEAs

Changes to the database were addressed at the summer conference held by the Florida Association of Management Information Systems in June 2013. Throughout the year, reminders about data reporting were provided during conference calls with ESE administrators.

Conduct data verification activities

In November 2012, districts were provided tables of educational environment data submitted with errors highlighted. Districts were required to submit corrections by submitting amending data prior to the completion of state processing. The activity resulted in corrections being submitted for over 2,300 students.

Explanation of Progress or Slippage that occurred for 2012-13 (FFY 2012):

Florida met the 100% target.

Appendix A

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

Terms Used in APR

The following is a list of terms used within the APR. The terms include discretionary projects funded through federal and/or state resources as well as other commonly used terms.

ACCESS: Access to the Common Core for Exceptional Student Success

ALJ: Administrative Law Judge

AMM: Administrators' Management Meeting

Florida's annual meeting attended by exceptional student administrators from all of Florida school districts

AMO: Annual Measurable Outcomes

APD: Agency for Persons with Disabilities

APR: Annual Performance Report

BAT: Benchmarks for Advanced Tiers

BDI-2: Battelle Developmental Inventory-2

BEESS: Bureau of Exceptional Education and Student Services

The bureau within the Florida Department of Education responsible for administering programs for students with disabilities.

BoQ: Benchmarks of quality

BPIE: Best Practices for Inclusive Education

CARD: Centers for Autism and Related Disabilities

CARD works to enhance services currently available to individuals with autism and related disabilities, providing consultation and training to existing providers and school personnel with the purpose of creating sustained expertise in each community served.

CASE: Council of Administrators of Special Education

CCSS: Common Core State Standards

CoP: Communities of Practice

DA: Differentiated Accountability

DAPPS: District Action Planning and Problem-Solving Process

DCDT: Division of Career Development and Transition

DJJ: Department of Juvenile Justice

DOAH: Division of Administrative Hearings

DVR: Division of Vocational Rehabilitation

EBD: Emotional/Behavior Disorders

EOC: End of Course

ESE: Exceptional Student Education

ESEA: Elementary and Secondary Education Act

ESEAS: Exceptional Student Education Administrative Services

To facilitate the implementation of state capacity building activities, including technical assistance to school districts; monitoring, enforcement, and complaint investigation; implement the mediation process; and various professional development and training activities to improve results for children with disabilities.

Family Café

Family Café provides resources and support to families of students with disabilities or special health care needs as well as providing a forum through which families of students with disabilities can communicate their concerns and needs.

FCAT: Florida Comprehensive Assessment Test

FCIM: Florida Center for Interactive Media

FDDC: Florida Developmental Disabilities Council

FDLRS: Florida Diagnostic and Learning Resources System Associate Centers

To provide diagnostic and instructional support services to those persons involved in the education of students with exceptionalities, including infants and preschool children who are high risk or who have disabilities. FDLRS provides service in four major areas: child find, assistive technology, parent services, and human resource development.

FDOC: Florida Department of Corrections

FDOE: Florida Department of Education

The agency responsible for administering educational programs in the State of Florida.

FDOE/Rtl: Florida Department of Education Response to Intervention

The Department's effort to implement a problem-solving and response to instruction/intervention logic so that it becomes the integrated way of work in every Florida school.

FDOH: Florida Department of Health

The agency responsible for administering IDEA, Part B programs in State of Florida.

FERPA: Family Educational Rights and Privacy Act

FETPIP: Florida Education and Training Placement Information Program

FIN: Florida Inclusion Network

To maintain a regional network of facilitators, consultants, and practitioners to assist schools and school districts in the implementation of effective and inclusive educational practices

FND: Family Network on Disabilities

GSW: General Supervision Website

iCPALMS: Interactive Curriculum Planning and Learning Management System

IEP: Individual Educational Plan

IND: Intellectual Disabilities

ISRD: Institute for Small and Rural Districts

ISRD provides consultation, training, technical assistance, and document production and dissemination designed to maximize support systems necessary for positive student and family outcomes for students with disabilities in the thirty-four small and rural districts.

ISS: In-school suspension

LEA: Local Education Agency

LES: Local Early Steps

LRE: Least Restrictive Environment

MTSS: Multi-Tiered System of Supports

NCSC: National Center and State Collaborative

NCSEAM: National Center for Special Education Accountability Monitoring

NDPC/N: National Dropout Prevention Center/Network

NDPC-SD: National Dropout Prevention Center for Students with Disabilities

NGSSS: Next Generation Sunshine State Standards

NSTTAC: National Secondary Transition Technical Assistance Center

OSEP: Office of Special Education Programs

OSS: Out-of-school suspension

PBS: Positive Behavioral Support

To provide technical assistance and training which will expedite the resolution of serious problem behavior and build the capacity of personnel to use positive, assessment-based intervention approaches for students who have disabilities and significant behavioral challenges

PEER: Portal to Exceptional Education Resources

PLC: Professional Learning Community

Project 10: Project 10: Transition Education Network

The purpose of this project is to assist school districts and other stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve postschool outcomes.

PS/Rtl: Problem-solving and Response to Intervention

PS/Rtl refers to both the systemic problem-solving cycle and the IDEA, Part B discretionary project designed to facilitate the implementation of both the Problem-solving and the Response to Intervention methods and to improve academic achievement and behavioral outcomes for at-risk general and special education students.

Rtl: Response to intervention

Rtl:B: Response to intervention for behavior

SAC: State Advisory Committee

SEA: State Education Agency

SEDNET: Multiagency Network for Students with Severe Emotional Disturbance

To improve the success of students with severe emotional/behavioral disabilities and the capacity of the school districts to provide integrated education and treatment programs through partnerships with mental health, education, and families.

SERRC: Southeast Regional Resource Center

SIM: Strategic Instruction Model

SPDG: State Professional Development Grant

SPP: State Performance Report

SSTIC: State Secondary Transition Interagency Committee

To identify and align capacity-building resources and work collaboratively to improve transition across stakeholders.

TAP: Technical Assistance Paper

TATS: Technical Assistance and Training System for Programs Serving Young Children with Disabilities

To implement a statewide system of technical assistance and training that promotes high quality programs that lead to and support positive outcomes for prekindergarten children with disabilities and their families.

TLC: Technology and Learning Connections

UDL: Universal Design for Learning

VPK: Voluntary prekindergarten



Florida Department of Education
Pam Stewart, Commissioner
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