

**2019-20 Exceptional Student Education
On-Site Monitoring Report**

**Duval County School District
January 13-15, 2020**



This publication is produced through the Bureau of Exceptional Education and Student Services (BEES), Division of K-12 Public Schools, Florida Department of Education (FDOE), and is available online at <http://www.fldoe.org/ese/mon-home.asp>. For information on available resources, contact the BEES Resource and Information Center (BRIC).

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

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance of district school boards in the enforcement of all exceptional student education (ESE) laws (sections 1003.01(3), 1003.571 and 1008.32, Florida Statutes [F.S.]) and rules. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (s. 300.1(d) of Title 34, Code of Federal Regulations [CFR]). BEESS is responsible for ensuring that the requirements of IDEA and the educational requirements of the state are implemented (34 CFR §§300.149(a)(1) and (2)).

In fulfilling this requirement, BEESS monitors ESE programs provided by district school boards in accordance with ss. 1001.42, 1003.57 and 1003.573, F.S. Through these monitoring activities, BEESS examines records and ESE services, evaluates procedures, provides information and assistance to school districts and otherwise assists school districts in operating effectively and efficiently. The monitoring system is designed to facilitate improved educational outcomes for students while ensuring compliance with applicable federal laws and regulations and state statutes and rules.

Under 34 CFR §300.646(d), if a state identifies significant disproportionality based on race or ethnicity in a local educational agency (LEA) with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions, the LEA must provide comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality.

Section 1003.573, F.S., Use of restraint and seclusion on students with disabilities (SWD), establishes documentation, reporting and monitoring requirements for districts regarding the use of restraint and seclusion on SWD. It also requires districts to have policies and procedures in place that govern parent notification, incident reporting, data collection and monitoring the use of restraint or seclusion for SWD. As required, the FDOE has established district- and school-based standards for documenting, reporting and monitoring the use of restraint and seclusion. These standards are included in each district's Exceptional Student Education Policies and Procedures (SP&P) document.

The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. States were required to submit a state plan describing their approach to ESSA compliance. Drafted with public input and submitted to the Governor for review, as required by ESSA, the Florida state plan for ESSA was approved by the U.S. Department of Education on September 26, 2018. The state's ESSA plan preserves the focus on increased student achievement and includes details on the added federal calculation to satisfy ESSA requirements, which includes accountability provisions for the inclusion of English Language Learner (ELL) proficiency as a separate accountability indicator; additional focus on the reporting of subgroups' performances; additional federal school improvement designations and support; and a revamped public report card of state, district and school data. The new Federal Percent of Points Index (Federal Index) is calculated overall and by subgroup to include all school grade components in conjunction with English Language Proficiency (ELP) progress.

The Federal Index is calculated for 10 subgroup categories, which include the seven major racial and ethnic groups, SWD, ELLs, and economically disadvantaged students for academic achievement and student growth in schools.

Schools were identified under ESSA for support based on their Federal Index score. The threshold of support is a score below 41 percent on their overall Federal Index or by subgroup. Annually, any school below 41 percent in the Federal Index for any subgroup is identified for Targeted Support and Improvement; annually, any school below 41 percent in the overall (school grade components and ELP progress) Federal Index will be designated as in need of Comprehensive Support and Improvement. Schools will be responsible for developing a School Improvement Plan for their identified ESSA subgroups. BEESS will support districts with schools with a grade of A, B, and C and all ESE center schools with a Federal Index below 41 percent with SWD. In addition, BEESS will provide support to alternative schools and Department of Juvenile Justice programs with a Federal Index below 41 percent.

In addition, ESSA limits the percentage of students that a State may assess with an alternate assessment based on alternate academic achievement standards (AA-AAAS) to no more than 1.0 percent of all assessed students in the grades assessed in a State for each subject. While there is a limit on the percentage of students statewide who may take the AA-AAAS, there is no such limit among LEAs. However, 34 CFR §§200.6(c)(3)(ii) and (iv) require that an LEA submit information justifying the need to assess more than 1.0 percent of its students in any subject with an AA-AAAS. The State must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student. The required justification information will be collected in Florida via the annual SP&P and the focus of Florida's training and technical assistance will continue to be on ensuring that individual educational plan (IEP) teams make appropriate, individualized and data-based decisions for each student.

ESE On-Site Monitoring Process

Background Information

The 2019-20 ESE On-Site Monitoring process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for CCEIS and the following indicators that affect equity and access in the educational environment for SWD:

- Indicator 1 – Graduation: Percentage of youth with IEPs graduating from high school with a regular diploma.
- Indicator 2 – Dropout: Percentage of youth with IEPs dropping out of high school.
- Indicator 4 – Rates of suspension and expulsion:
 - A. Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of more than 10 days in a school year for children with IEPs.
 - B. Percentage of districts that have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of more 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.
- Indicator 5 – Educational environments:
Percentage of children with IEPs aged 6 through 21:
 - A. In the regular class 80 percent or more of the day;

- B. In the regular class less than 40 percent of the day; and
- C. In separate schools, residential facilities or homebound or hospital placements.
- Indicator 10 – Disproportionality, specific disability categories: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- CCEIS – Significant disproportionality in overrepresentation of a particular racial group within special education programs for identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions.
- Restraint – Rate of incidents of restraint, as reported in the FDOE database.
- Seclusion – Rate of incidents of seclusion, as reported in the FDOE database.
- ESSA – Accountability and one percent cap for participation in the Florida Standards Alternate Assessment.

The ESE On-Site Monitoring process includes four phases:

- Phase 1 is composed of planning activities that occur in advance of the initial on-site visit to the school district.
- Phase 2 is the initial on-site visit to the selected school district by the state support team (SST). The SST consists of BEESS staff, peer monitors from other districts and discretionary project staff. The SST assists with facilitating focus groups at each school site that may consist of administrators, teachers, students and parents.
- Phase 3 is follow-up activities, which are conducted by a designated follow-up team, as determined by the SST, and identification of the ongoing data that will be collected.
- Phase 4 is evaluation of the effectiveness of how the district is addressing each of the focus areas, and should include participation of the action-planning and problem-solving process team.

On July 31, 2019, the superintendent of Duval County School District was notified that BEESS would be conducting an on-site monitoring visit. After a review of the district's data, the following focus areas were identified as being in need of support: dropout rate, least restrictive environment (LRE), prekindergarten (PreK) proficiency in the communication, timeframe between evaluation and identification (Child Find), incidents of seclusion, English language arts (ELA) scores for third grade SWD, math scores for middle-grades SWD and CCEIS related to discipline.

School Selection

Upon review of the school district's data, it was determined that the on-site monitoring process would involve all of the following schools for school administrator, teacher and school support focus groups, and some schools for paraprofessional, parent and student focus groups:

- Don Brewer Elementary School
- Oceanway Elementary School
- Alfred Dupont Middle School
- Terry Parker High School
- Palm Avenue Exceptional Student Center
- PACE Center for Girls

2019-20 ESE On-Site Monitoring Focus Areas

The following data are related to the focus areas and activities for the 2019-20 ESE On-Site Monitoring for the Duval County School District.

Dropout Rate

The federal dropout rate for SWD is calculated by taking the number of students who exited special education as a result of dropping out, divided by the number of students who graduated with a regular high school diploma, a special diploma, a certificate of completion, or a special certificate of completion, and who dropped out or died. The district’s federal dropout rate for SWD decreased from 23.2 percent during the 2016-17 school year to 21.1 percent during the 2017-18 school year. The 2018-19 dropout rate decreased to 10.4 percent, which is above the state target of 9.5 percent. The district did not meet the state target for any of the three years.

	2016-17	2017-18	2018-19
Duval	23.2%	21.1%	10.4%
State Target	11.7%	10.0%	9.5%

Educational Environment (Least Restrictive Environment)

To the maximum extent appropriate, SWD are to be educated with students without disabilities. These LRE data are calculated by dividing the number of SWD aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of SWD aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections facilities. The district’s percentage of SWD being served in the regular class increased from 81.8 percent during the 2016-17 school year to 82.1 percent during the 2017-18 school year. The 2018-19 LRE rate increased to 82.2 percent, which is below the state target of 85 percent. The district did not meet the state target for any of three years.

	2016-17	2017-18	2018-19
Duval	81.8%	82.1%	82.2%
State Target	82.0%	83.0%	85.0%

Prekindergarten Proficiency in Communication

Early literacy and communication are the building blocks for the development of effective reading skills. The percentage of PreK SWD functioning within age expectations in the communication domain decreased from 56.0 percent during the 2016-17 school year to 50.6 percent during the 2017-18 school year. The 2018-19 percentage increased to 55 percent, which is below the state target of 78.9 percent. The district did not meet the state target for any of the three years.

	2016-17	2017-18	2018-19
Duval	56.0%	50.6%	55.0%
State Target	73.4%	75.9%	78.9%

Timeframe Between Evaluation and Identification (Child Find)

The percentage of children who were evaluated within 60 days of the district receiving parental consent for an initial evaluation was below the state target of 100 percent in the 2016-17, 2017-18 and 2018-19 school years. The percentage of evaluations completed within 60 days increased from 94.1 percent during the 2016-17 school year to 96.6 percent during the 2017-18 school year. The 2018-19 percentage increased to 97.1 percent, which is below the state target of 100 percent. The district did not meet the state target for any of the three years.

	2016-17	2017-18	2018-19
Duval	94.1%	96.6%	97.1%
State Target	100%	100%	100%

English Language Arts Scores for Third Grade Students with Disabilities

After reviewing state assessment data trends for the Florida Standards Assessment (FSA), BEESS identified SWD in third grade ELA as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for grades K-3 ELA in each district in order to increase the number of SWD scoring level three and above and close the gap between students with and without disabilities. Three-year historical data for ELA scores for students in third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 2.1 percent. In addition, the rate for SWD scoring at level three and above has decreased by two percent from the 2016-17 to the 2018-19 school year.

FSA Scores of Level Three and Above in Third Grade ELA	2016-17	2017-18	2018-19
Duval			
Students without Disabilities	54.7%	54.1%	54.8%
SWD	32.2%	29.7%	30.2%
Achievement Gap between Students with and without Disabilities	22.5 percentage points	24.4 percentage points	24.6 percentage points

Math Scores for Middle-Grades Students with Disabilities

After reviewing state assessment data trends for the FSA, BEESS identified SWD in middle-grades math as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for middle-grades math in each district (grades 6-8) in order to increase the number of SWD scoring level three and above and close the gap between students

with and without disabilities. Three-year historical data for middle-grades math scores (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had decreased by 0.2 percent. In addition, the rate for SWD scoring at level three and above has increased by 4.8 percent from the 2016-17 to the 2018-19 school year.

FSA and End-of-Course Scores of Level Three and Above in Middle-Grades Math	2016-17	2017-18	2018-19
Duval			
Students without Disabilities	52.3%	54.0%	56.9%
SWD	19.9%	23.5%	24.7%
Achievement Gap between Students with and without Disabilities	32.4 percentage points	30.5 percentage points	32.2 percentage points

Incidents of Seclusion

According to the FDOE’s restraint and seclusion database, the number of incidents of seclusion in the district increased from 69 incidents during the 2016-17 school year to 79 incidents during the 2017-18 school year. During the 2018-19 school year, the number of incidents of seclusion decreased to 59. In addition, the total percentage of SWD secluded in the district for the 2018-19 school year was 0.14 percent, while the state average was 0.08 percent.

According to the district’s 2018-19 SP&P document, the district’s annual goal was to reduce the number of incidents of seclusion by three percent by June 30, 3019. The district met this goal.

	2016-17	2017-18	2018-19
Number of Incidents	69	79	59
Number of Students	16	19	28

Comprehensive Coordinated Early Intervening Services (CCEIS) – Discipline

Districts identified with significant disproportionality are required to set aside 15 percent of their IDEA funds to address the causes of the disproportionality. Districts are identified for significant disproportionality for discipline in the following areas: in-school suspension (ISS) less than or equal to 10 days, ISS more than 10 days, out-of-school suspension (OSS) less than or equal to 10 days, OSS more than 10 days and total disciplinary removals. Significant disproportionality is identified if the risk ratio for one of these areas was 3.0 or greater for three consecutive years and the district failed to make reasonable progress measured by a cumulative decrease between year one and year three in risk ratio of 0.02 or more.

Since the 2015-16 school year, the district’s risk ratio for Black/African American SWD who were removed for OSS 10 days or more exceeded the state risk ratio threshold of 3.0 or greater for three consecutive years. The district’s risk ratio for 2015-16 was 4.67, 2016-17 was 4.50 and 2017-18 was 4.66. In addition, the district failed to make reasonable progress as measured by a

cumulative decrease between the district’s risk ratio for 2015-16 and the risk ratio for 2017-18 of 0.02 or more. The district’s cumulative decrease in their risk ratio from 2015-16 to 2017-18 was 0.01. Therefore, the district was identified as having significant disproportionality for OSS more than 10 days for Black/African American SWD and was required to withhold 15 percent of their IDEA Part B funds to address the causes of disproportionality during the 2019-20 school year.

	2015-16	2016-17	2017-18
Duval Risk Ratio	4.67	4.50	4.66
State Risk Ratio Threshold	3.0	3.0	3.0

Interviews Conducted

Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Don Brewer Elementary School, Oceanway Elementary School, Alfred Dupont Middle School, Terry Parker High School, Palm Avenue Exceptional Center School and PACE Center for Girls regarding dropout rate, LRE, PreK proficiency in the communication domain, timeframe between evaluation and identification (Child Find), ELA scores for third grade SWD, math scores for middle-grades SWD and CCEIS discipline.

Themes that emerged from these focus groups included the following:

- Most schools utilize data to collaborate on a regular basis, but more support is needed to ensure that teachers are using the data to inform instruction in the classroom.
- Most administrators feel it is important to build relationships with the students to support behavioral needs.
- There is a need for increased career and technical education (CTE) opportunities for students across the district.
- More opportunities for vertical alignment planning are needed with feeder schools to ensure consistency for students.
- Training is needed for new teachers on strategies to support the academic and behavioral needs of SWD.

Teacher Focus Groups

Members of the SST conducted focus groups with teachers from Don Brewer Elementary School, Oceanway Elementary School, Alfred Dupont Middle School, Terry Parker High School, Palm Avenue Exceptional Center School and PACE Center for Girls regarding dropout rate, LRE, PreK proficiency in the communication domain, timeframe between evaluation and identification (Child Find), ELA scores for third grade SWD, math scores for middle-grades SWD and CCEIS discipline.

Themes that emerged from these focus groups included the following:

- Most teachers feel supported by their school administration and can share their concerns in order to problem solve solutions to address the students’ needs.
- There is a need for more trainings on cultural responsiveness and the emotional needs of SWD.

- More opportunities for collaboration with paraprofessionals are needed to share student data and plan for academic and behavior support.
- More opportunities are needed for vertical alignment planning across grade levels with feeder schools to strengthen student foundational skills for academics, behavior and CTE.
- Teachers indicated a need for additional small group instruction in order to increase student engagement.
- There is a need for increased and equitable opportunities for CTE for students in schools across the district.

Parent Focus Group

Members of the SST conducted a focus group with parents of SWD aged 14 years or older who were invited by the district.

Themes that emerged from the focus group included the following:

- Most parents were appreciative for the opportunity to provide feedback to improve outcomes for their students.
- Additional information is needed to utilize early access to vocational rehabilitation (VR).
- There is a need for consistent offerings of CTE and learning strategies in all school zones across the district.
- More opportunities to provide early interventions for SWD in PreK through second grade are needed in order to increase proficiency on statewide assessments for ELA and math.
- There is a need for communication between IEP teams from year to year to share student needs in order to ensure continuity of the level of services and supports for SWD.

Student Focus Groups

Members of the SST conducted focus groups with students from Alfred Dupont Middle School, Terry Parker High School and PACE Center for Girls. Students were asked to share their perspectives on topics such as graduation, dropout and postsecondary activities.

Comments from these focus groups included the following:

- Most students feel supported at their school site and have at least one adult they can go to in a time of need.
- More opportunities are needed for students to access technology during and after school.
- There are concerns related to consistent expectations for students from teacher to teacher regarding behavior.
- Teachers need more professional development in positive behavior support in order to recognize and encourage appropriate behavior.
- There is a need for more collaborative learning in the classroom, which students feel would promote a positive climate to ask questions of their teachers and peers.

School Support Team Focus Groups

Members of the SST conducted focus groups with school support team staff who support SWD from Don Brewer Elementary School, Oceanway Elementary School, Alfred Dupont Middle School, Terry Parker High School, Palm Avenue Exceptional Center School and PACE Center for Girls.

Themes that emerged from the focus group included the following:

- Most support teams indicated they are available and accessible to staff and families to utilize internal and external counseling resources.
- There is a need for consistent offerings of CTE and learning strategies in all school zones across the district.
- More opportunities for trauma-informed care training and on-site intensive therapy and supports are needed for teachers and administrators.
- More opportunities for collaboration with paraprofessionals are needed to share data and plan for academic and behavior support.

Commendations

1. The district's federal cohort graduation rate for SWD increased from 77.1 percent during the 2017-18 school year to 84.6 percent during the 2018-19 school year, which are both above the state target of 70 percent.
2. The district's dropout rate for SWD decreased from 21.1 percent during the 2017-18 school year to 10.4 percent during the 2018-19 school year, which is a 10.7 percent decrease.

2019-20 Next Steps

Dropout Rate	
Summary	The district's federal dropout rate for SWD decreased from 23.2 percent during the 2016-17 school year to 21.1 percent during the 2017-18 school year. The 2018-19 dropout rate decreased to 10.4 percent, which is above the state target of 9.5 percent. The district did not meet the state target for any of the three years.
Recommendations	It is recommended that the district continue to monitor and track dropout data as it continues to use the Project 10 Early Warning System and participate in the follow-up activities recommended through problem solving by the district leadership team.
Required Actions	<p>By December 10, 2020, the district must provide documentation to the district's BEESS liaison via BEESSMonitoring@fldoe.org of the following:</p> <ul style="list-style-type: none"> • The district's process for tracking and monitoring students with disabilities who are at risk of dropping out of school. • The goals and strategies the district will implement to decrease the district's dropout rate for the 2020-21 school year, including the timelines for implementation and the district staff who will oversee the implementation of the strategies.
Least Restrictive Environment	
Summary	The district's percentage of SWD being served in the regular class increased from 81.8 percent during the 2016-17 school year to 82.1 percent during the 2017-18 school year. The 2018-19 LRE rate increased to 82.2 percent, which is below the state target of 85 percent. The district did not meet the state target for any of three years.

<p>Recommendations</p>	<p>The district should continue collaborating with project staff from the Florida Diagnostic and Learning Resource System (FDLRS) and the Florida Inclusion Network (FIN) for professional development, including inclusive scheduling training.</p>
<p>Required Actions</p>	<p>The district's Plan for Inclusive Education dated September 20, 2019, included the following short- and long-term improvement efforts:</p> <ul style="list-style-type: none"> • Collaboration with FDLRS and FIN project staff to facilitate professional learning sessions for collaborative teachers on instruction and assessment for SWD aligned to Florida Standards in general education settings. • The district, FIN and FDLRS delivery of professional learning sessions at targeted schools to include the following topics: <ul style="list-style-type: none"> ○ Inclusive scheduling ○ Collaborative teaching ○ Positive behavior supports ○ Classroom management ○ High leverage practices ○ Specially designed instruction <p>The district must provide documentation of the above-mentioned actions and verification for each training for teachers, that must include the following:</p> <ul style="list-style-type: none"> • Detailed narrative of the trainings. • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the teachers who participated in the trainings. • Number of teachers who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. <p>This documentation must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by December 10, 2020.</p>
<p>PreK Proficiency In Communication</p>	
<p>Summary</p>	<p>The percentage of PreK SWD functioning within age expectations in the communication domain decreased from 56.0 percent during the 2016-17 school year to 50.6 percent during the 2017-18 school year. The 2018-19 percentage increased to 55 percent, which is below the state target of 78.9 percent. The district did not meet the state target for any of the three years.</p>
<p>Recommendations</p>	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> • Continue to collaborate with the Technical Assistance and Training System discretionary project to expand the Model for Early Learning Standards program to additional classrooms. • Provide professional development opportunities to PreK teachers that are specific to early childhood communication and

	early literacy skill development.
Required Actions	<p>The district’s Plan for Inclusive Education dated September 20, 2019, includes the following job-embedded professional development to increase effective use of assistive technology to meet learning and communication needs for SWD, and all learners who might benefit:</p> <ul style="list-style-type: none"> • FDLRS and district staff will provide PreK classes with ongoing Multi-sensory Early Language Development professional learning offerings to embed low-tech assistive technology for literacy and communication. <p>The district must provide documentation as verification of the trainings for PreK teachers of students who are not functioning within age expectations in the communication domain. The documentation must include the following:</p> <ul style="list-style-type: none"> • Detailed narrative of the trainings. • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the teachers who participated in the trainings. • Number of teachers who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. <p>This documentation must be provided to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by December 10, 2020.</p>
Timeframe Between Evaluation and Identification (Child Find)	
Summary	The percentage of evaluations completed within 60 days increased from 94.1 percent during the 2016-17 school year to 96.6 percent during the 2017-18 school year. The 2018-19 percentage increased to 97.1 percent, which is below the state target of 100 percent. The district did not meet the state target for any of the three years.
Recommendations	The district should review FDOE’s Technical Assistance Paper, DPS: 2015-152, “Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services,” which can be accessed at https://info.fldoe.org/docushare/dsweb/Get/Document-7505/dps-2015-152.pdf , to ensure an understanding of the 60-day requirement for completing an evaluation.
Required Actions	<p>The district must identify the root causes for initial evaluations not being completed within 60 days, identify steps to address the identified root causes and develop written procedures to ensure that students are evaluated within 60 days.</p> <p>The district must provide a detailed narrative of the problem-solving process and the root causes and a copy of their written procedures to the district’s BEESS liaison via BEESSMonitoring@fldoe.org by December 10, 2020.</p>

ELA Scores for Third-Grade Students with Disabilities	
Summary	<p>Three-year historical data for ELA scores for students in third grade (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had increased by 2.1 percent. In addition, the rate for SWD scoring at level three and above has decreased by two percent from the 2016-17 to the 2018-19 school year.</p>
Recommendations	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> • Collaboration with project staff from the Problem Solving and Response to Intervention Project (PS/Rtl), to follow up on the established district strategic plan for third grade ELA and for guidance on the implementation of a multi-tiered system of supports (MTSS) to provide targeted support aligned with identified student needs. • Utilize the variety of online courses available on the BEESS Portal for Professional Development Alternatives, which can be accessed at https://fl-pda.org, to build the capacity of educators to respond to the needs of students with disabilities (e.g., MTSS, universal design for learning and integrating standards-aligned instruction across tiers).
Required Actions	<p>The district’s Plan for Inclusive Education dated September 20, 2019, included the following professional development (PD) and technical assistance (TA) to increase proficiency of SWD in reading:</p> <ul style="list-style-type: none"> • A report on the list of schools, identified by FIN, FDLRS and the district through data analysis, that reflect ELA Performance of 21.67 percent or lower for SWD to receive professional learning support for school-based personnel on integrating evidence-based instructional practices aligned to the implementation of Florida Standards to meet the needs of SWD to increase ELA performance for SWD from 21.67 percent to 22 percent. • A report on the implementation of evidence-based instructional practices and tools needed to meet the needs of SWD to include: <ul style="list-style-type: none"> ○ Collaborative Teaching ○ Universal Design for Learning ○ Specially Designed Instruction ○ Accommodations and Modifications <p>The district must provide documentation of the completion of the above-mentioned actions and verification for trainings provided, that must include the following:</p> <ul style="list-style-type: none"> • Detailed narrative of the trainings. • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the teachers who participated in the trainings. • Number of teachers who participated in the trainings from

	<p>schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA.</p> <p>This documentation must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by December 10, 2020.</p>
Math Scores for Middle-Grades Students with Disabilities	
Summary	<p>Three-year historical data for middle-grades math scores (from the 2016-17 to 2018-19 school years) showed that the achievement gap between SWD and students without disabilities had decreased by 0.2 percent. In addition, the rate for SWD scoring at level three and above has increased by 4.8 percent from the 2016-17 to the 2018-19 school year.</p>
Recommendations	<p>The district should consider the following activities:</p> <ul style="list-style-type: none"> • Continue to work with the BEESS Best Practices for Standards-Based Instructional Support in Math team to increase achievement in math of SWD in grades 6-8. • Review middle grades math assessment data with the BEESS Math Team to identify trends and possible barriers and collaborate with the BEESS Math Team and discretionary projects to implement best practices in middle grades math instruction.
Required Actions	<p>The district must provide documentation of the following as identified in the district's Best Practices for Inclusive Education dated January 23, 2018, for a priority indicator related to instruction and student achievement with a focus on middle grades math:</p> <ul style="list-style-type: none"> • Ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards. <p>The completion of the above-mentioned action and verification for trainings provided, that must include the following:</p> <ul style="list-style-type: none"> • Detailed narrative of the trainings. • Dates of the trainings. • Copies of any content presented. • Names and titles of the presenters. • Names, titles and signatures of the teachers who participated in the trainings. • Number of teachers who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. <p>This documentation must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by December 10, 2020.</p>
Incidents of Seclusion	
Summary	<p>The number of seclusions increased from 69 incidents involving 16 students during the 2016-17 school year to 79 incidents involving 19 students during the 2017-18 school year. The number of seclusions during the 2018-19 school year decreased to 59</p>

	incidents involving 28 students. This means that 0.14 percent of SWD in the district were secluded, while the state average is 0.08 percent.
Recommendations	<p>The district should continue the following activities:</p> <ul style="list-style-type: none"> • Collaborating with the Positive Behavioral Interventions and Supports Project (PBIS) staff to implement a plan to reduce the need for seclusion. • Providing seclusion reporting training to all administrators and reviewing policies and procedures. • Implementing de-escalation training which utilizes Crisis Prevention Institute training as the foundation. • Implementing the Mental Health Plan and increase supports and resources as needed.
Required Actions	<p>The district must review seclusion data quarterly and engage in data-based problem solving that focuses on reducing the need for seclusion. The quarterly seclusion data and the summary of the problem-solving activities must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by the following dates:</p> <ul style="list-style-type: none"> • October 30, 2020 • December 10, 2020
CCEIS Discipline	
Summary	<p>Since the 2015-16 school year, the district's risk ratio for Black/African American SWD who were removed for OSS 10 days or more exceeded the state risk ratio threshold of 3.0 or greater for three consecutive years. The district's risk ratio for 2015-16 was 4.67, 2016-17 was 4.50 and 2017-18 was 4.66. In addition, the district failed to make reasonable progress as measured by a cumulative decrease between the district's risk ratio for 2015-16 and the risk ratio for 2017-18 of 0.02 or more. The district's cumulative decrease in their risk ratio from 2015-16 to 2017-18 was 0.01. Therefore, the district was identified as having significant disproportionality for OSS more than 10 days for Black/African American SWD and was required to withhold 15 percent of their IDEA Part B funds to address the causes of disproportionality during the 2019-20 school year.</p>
Recommendations	<p>The district should continue working toward strategic plan goals shared during the 2019-20 on-site visit which include continuous collaboration with PBIS, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) and FDLRS to assist in the revision of the district MTSS problem solving procedures and tier 2 and 3 behavioral interventions.</p>
Required Actions	<p>The district must provide documentation of the following activities identified in the district's 2019-20 CCEIS plan, based on the district's root cause analysis:</p> <ul style="list-style-type: none"> • Identify the schools with the highest rates of suspension of Black/African American SWD and conduct monthly data chats with school-based administrators and district ESE staff to determine if the strategies in place are working to decrease the

	<p>number of incidents of OSS.</p> <ul style="list-style-type: none"> ● Strategies in place to decrease district incidents for OSS of more than 10 days for Black/African American SWD. ● The development of an electronic system via Qualtrics for collecting data (with graphic representation) on the following elements: <ul style="list-style-type: none"> ○ Number of PD opportunities provided related to CCEIS strategies. ○ Amount of support provided to students with behavioral challenges. ○ Technical assistance provided for functional behavioral assessments (FBAs) and positive behavior implementation plans. ○ Data chats on behavior. <p>The district must provide a status update on the PD to be provided for each of the following areas included in the district's CCEIS plan:</p> <ul style="list-style-type: none"> ○ MTSS for behavior ○ Positive behavioral interventions and supports ○ Conducting FBAs ○ Trauma-informed care ○ Social emotional learning curriculum ○ Cultural awareness ○ Accurate reporting of discipline actions resulting in fewer code of conduct violations <p>The district must provide documentation of the verification for the trainings provided, that must include the following:</p> <ul style="list-style-type: none"> ● Detailed narrative of the trainings. ● Dates of the trainings. ● Copies of any content presented. ● Names and titles of the presenters. ● Names, titles and signatures of the teachers who participated in the trainings. ● Number of teachers who participated in the trainings from schools designated as Targeted Support & Improvement and Comprehensive Support & Improvement schools under ESSA. <p>This documentation must be provided to the district's BEESS liaison via BEESSMonitoring@fldoe.org by December 10, 2020.</p>
Follow up to the ESE Monitoring Visit	
<p>Summary</p>	<p>The Duval County School District was selected for an on-site visit for the following focus areas related to students with disabilities:</p> <ul style="list-style-type: none"> ● Dropout rate ● LRE ● PreK proficiency in communication ● Timeframe between evaluation and identification (Child Find) ● ELA scores for third grade SWD ● Math scores for middle-grades SWD

	<ul style="list-style-type: none">• Incidents of seclusion• CCEIS Discipline
Required Actions	By December 10, 2020 , designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how the district is addressing each of the abovementioned focus areas and determine next steps. The district will coordinate with BEESS regarding the date and time of the conference call and provide documentation (e.g., recent data, PD, problem-solving notes and action plans) by November 12, 2020

Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (Florida Positive Behavioral Interventions and Support Project: MTSS [FLPBIS:MTSS]) may be accessed at https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf. FLPBIS:MTSS provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **Exceptional Student Education Policies and Procedures** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by the FDOE. The school district's document for the 2015-16 through 2017-18 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The FDOE's technical assistance paper DPS: 2016-13, entitled, "**Least Restrictive Environment Considerations Related to Individual Educational Plans,**" dated January 15, 2016, may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf>. This document provides guidance on the provision of services for SWD in the LRE.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1, of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at <http://www.ed.gov/school-discipline>:
 - **Dear Colleague** guidance letter on civil rights and discipline;
 - **Guiding Principles** document, which draws from emerging research and best practices;
 - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
 - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. The **Project 10: Transition Education Network** may be accessed at <http://project10.info>. Project 10 assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to SWD in order to improve their academic success and postsecondary outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems. Regarding dropout, Project 10 supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and early warning system.

6. The **Florida Diagnostic and Learning Resource System (FDLRS) Associate Centers Support** may be accessed at <http://www.fdlrs.org>. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find, parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards and access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model™, behavior and discipline, Standing up for Me, self-advocacy, responsive classroom, and district-specific supports. Professional development related to dropout include differentiated instruction, accommodations, Conversation, Help, Activity, Movement, Participation, and Success (known as CHAMPS), Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district-specific supports.
7. The **Florida Inclusion Network (FIN)** may be accessed at <http://www.floridainclusionnetwork.com/>. FIN collaborates with all districts and schools to provide customized services and supports to ensure that SWD have the same educational, social and future opportunities as their peers. In partnership with districts and schools, FIN facilitates implementation of best practices for inclusive education through data-driven, student-focused problem solving across districts and schools. In addition, FIN facilitates implementation of professional development and provides technical assistance and resources to district and school personnel in order to increase knowledge and skills to build and sustain capacity.
8. The **Problem Solving and Response to Intervention Project (PS/Rtl) Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project is to provide support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.
9. The **Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)** may be accessed at <http://www.sednetfl.info/>. The 19 regional SEDNET centers assist Florida school districts and relevant stakeholders in building capacity to provide the necessary mental health and academic supports to students with or at risk of emotional and behavioral disabilities to prepare students to achieve academic success; graduate high school; and become college, career and life ready.
10. The **PS/Rtl – Technology and Learning Connections (TLC)** may be accessed at <http://www.tlc-mtss.com>. TLC provides guidelines and resources to support the implementation of universal design for learning. A quarterly newsletter that focuses on technology integration to support the local development of highly effective classrooms for all students may also be accessed. TLC’s winter 2016-17 newsletter focused on math instruction, resources and tools to eliminate barriers and increase achievement for all students and can be viewed at <http://conta.cc/2kjsuGt>. To sign up to receive this quarterly newsletter, go to <http://bit.ly/1TLoHLQ>. Additional resources are available at <https://www.tlc-mtss.com/resources>.

11. The **Center for Autism and Related Disabilities** may be accessed at <http://florida-card.org>. The seven regional autism centers provide nonresidential resource and training services for persons of all ages and of all levels of intellectual functioning who have autism, a pervasive developmental disorder, an autistic-like disability, a dual sensory impairment, or a sensory impairment with other disabling conditions. Each center provides services within its geographical region of the state and service delivery is consistent for all centers and each center coordinates services within and between state and local agencies and school districts.
12. The **Technical Assistance and Training System (TATS)** may be accessed at <https://tats.ucf.edu/>. TATS is a statewide system of technical assistance and training that promotes high-quality programs, which lead to and support positive outcomes for prekindergarten children with disabilities and their families.
13. The **State Personnel Development Grant (SPDG)** project builds capacity to increase school completion rates of students with disabilities, 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. These practices include Check & Connect (C&C) and the Strategic Instruction Model™ (SIM). C&C is a Tier 2 and Tier 3 intervention used with secondary school students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of C&C is a trusting relationship between the student and a trained mentor who both advocates and challenges the student to keep education salient. SIM is a literacy program centered on promoting effective teaching and learning of critical content in schools. Focusing on the Learning Strategies Curriculum and Content Enhancement Routines, SIM strives to help teachers make decisions about what is of greatest importance, what can be taught to help students become more effective learners, and how to teach so that all students, including students with disabilities, increase their proficiency in the Florida standards. SPDG does not have a website; however, if you have questions, contact Margaret Sullivan, director of SPDG, at msullivan@fgcu.edu.
14. The **FLPBIS:MTSS** may be accessed at <http://flpbs.fmhi.usf.edu>. Significant behavior problems contribute to unsafe school environments and to reductions in student performance; therefore, FLPBIS:MTSS is committed to building the capacity of school districts so that they may better assist schools to develop effective discipline, social skills teaching and behavior support strategies for all students.
15. The **Institute for Small and Rural Districts (ISRD)** may be accessed at <http://isrd.nefec.org/>. ISRD provides a forum for school district staff to keep abreast of a wide array of topics impacting the delivery of services to SWD and their families, such as curriculum and instructional practices; educational policies, procedures and practices; behavior support; and transition. ISRD's primary purpose is to provide staff development, training and technical support to a network of 35 small and rural school districts, lab schools, the Florida Virtual School and the Department of Corrections. Overall, ISRD's goal is to ensure that service to SWD and their families is enhanced and that positive outcomes for SWD is achieved through increased student performance.

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