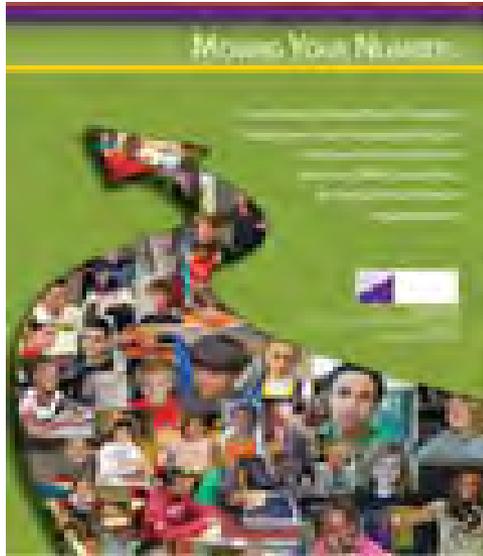


AMM 2013

Engaging All Learners



What Matters Most for SEAs and LEAs



- Focus on **what adults do** – intentionally and collectively – to include and assist all students in learning at higher levels

Initiated and funded by the National Center on Educational Outcomes (NCEO)

What Matters Most: Key Practices

- Use Data Well
- Focus Your Goals
- Select and Implement Shared Instructional Practices
- Implement Deeply
- Monitor and Provide Feedback and Support
- Inquire and Learn

Moving Your Numbers, 2012

Effective Districts

- Known to be engaged in certain practices believed to be associated with higher learning;
- Committed to district-wide implementation of such practices; and
- Committed to and showing evidence of improving the performance of all students and student groups

REDEFINING SEA WORK TO SUPPORT ALL DISTRICTS

Do SEAs:

- Focus and align their work to effectively support ALL districts, schools, and teachers in improving student learning?
- Establish mechanisms for providing high-quality and consistent support on a statewide basis?
- Take steps to continually reduce fragmentation across SEA offices/departments?
- Provide tools, products, and/or services that facilitate the development, implementation, and evaluation of coherent district plans focused on student learning?

REDEFINING SEA WORK TO SUPPORT ALL DISTRICTS

Do SEAs:

- Limit the number of requirements to which districts must respond?
- Ensure that all SEA initiatives soliciting district involvement require districts to align proposed work with district-identified goals, rather than identify new or different goals?
- Support districts in designing and using protocols/procedures for providing feedback and differentiated support to their schools and teacher teams?
- Evaluate the degree to which SEA actions are affecting district performance?

Implementation Gap

- What is adopted is not used with **fidelity**
- What is used with fidelity is not **sustained** for a useful period of time
- What is used with fidelity is not used on a **scale** sufficient to impact problems

Source: Blasé, K., Fixsen, D., & Duda, M. (2011). Implementation science: Building the bridge between science and practice. University of NC at Chapel Hill/NIRN.

REDEFINING THE WORK...

- Commitment to shared responsibility for delivery of services, rather than focus on program/positional authority
- Commitment to collective practice, rather than culture of isolated (private) practice
- Focus on system inquiry and learning, rather than reaction to external accountability

REDEFINING THE WORK...

- Focus on monitoring degree of implementation of agreed-on practices, rather than monitoring for program compliance
- Commitment to effective use of relevant data at all levels (for instructional decision-making)
- Commitment to providing differentiated support to scale and sustain improvement efforts across the district

Theory of Presuming Competence: Least Dangerous Assumption

“...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits.”

(Anne Donnellan, 1984, as quoted by Cheryl Jorgensen, 2005)

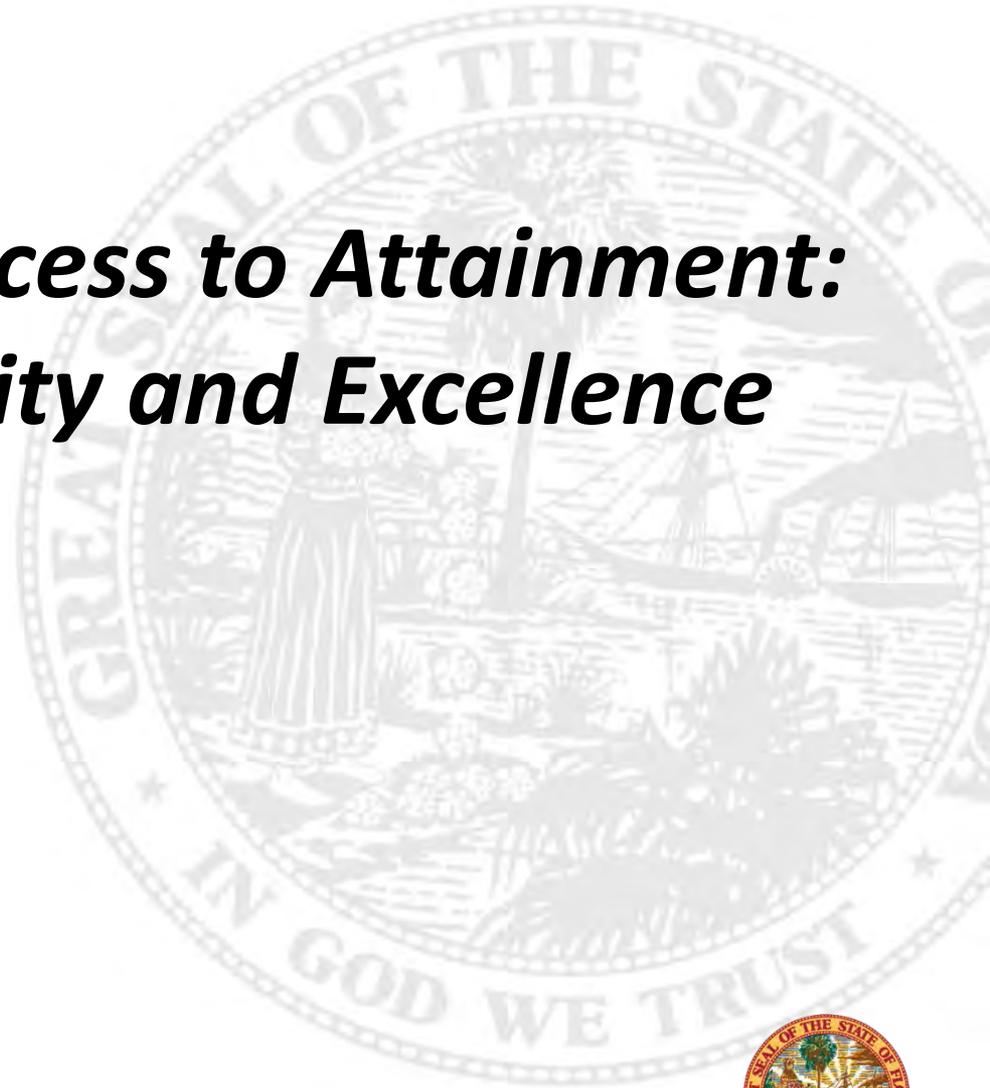
Additional Assumptions

- Successful outcomes for students receiving special education (SE) services requires their inclusion and participation in statewide assessment & accountability systems
- Improving educational outcomes for all students requires sustained focus on teaching and learning
- Consistent, high-quality implementation is a challenge for many states and districts

REDESIGNING SYSTEMS TO PROMOTE SCALABILITY & SUSTAINABILITY

- Support **shared work** on improvement of instructional practice and achievement
- Promote culture of **shared accountability**
- Redefine **leadership** as set of essential practices that must be implemented at all levels
- Provide **consistent structures** for helping people put essential practices in place

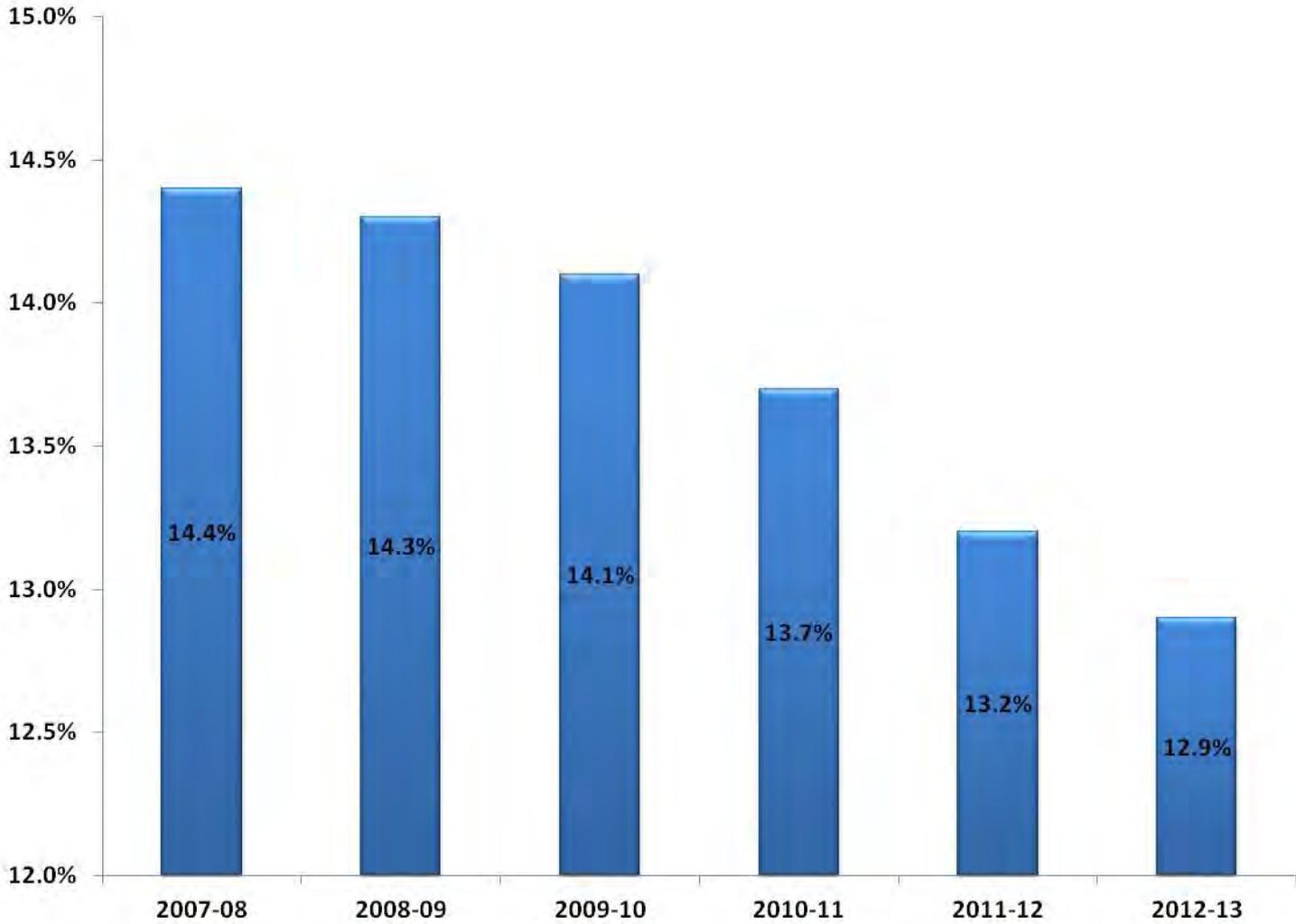
***Moving from Access to Attainment:
Statewide Equity and Excellence***



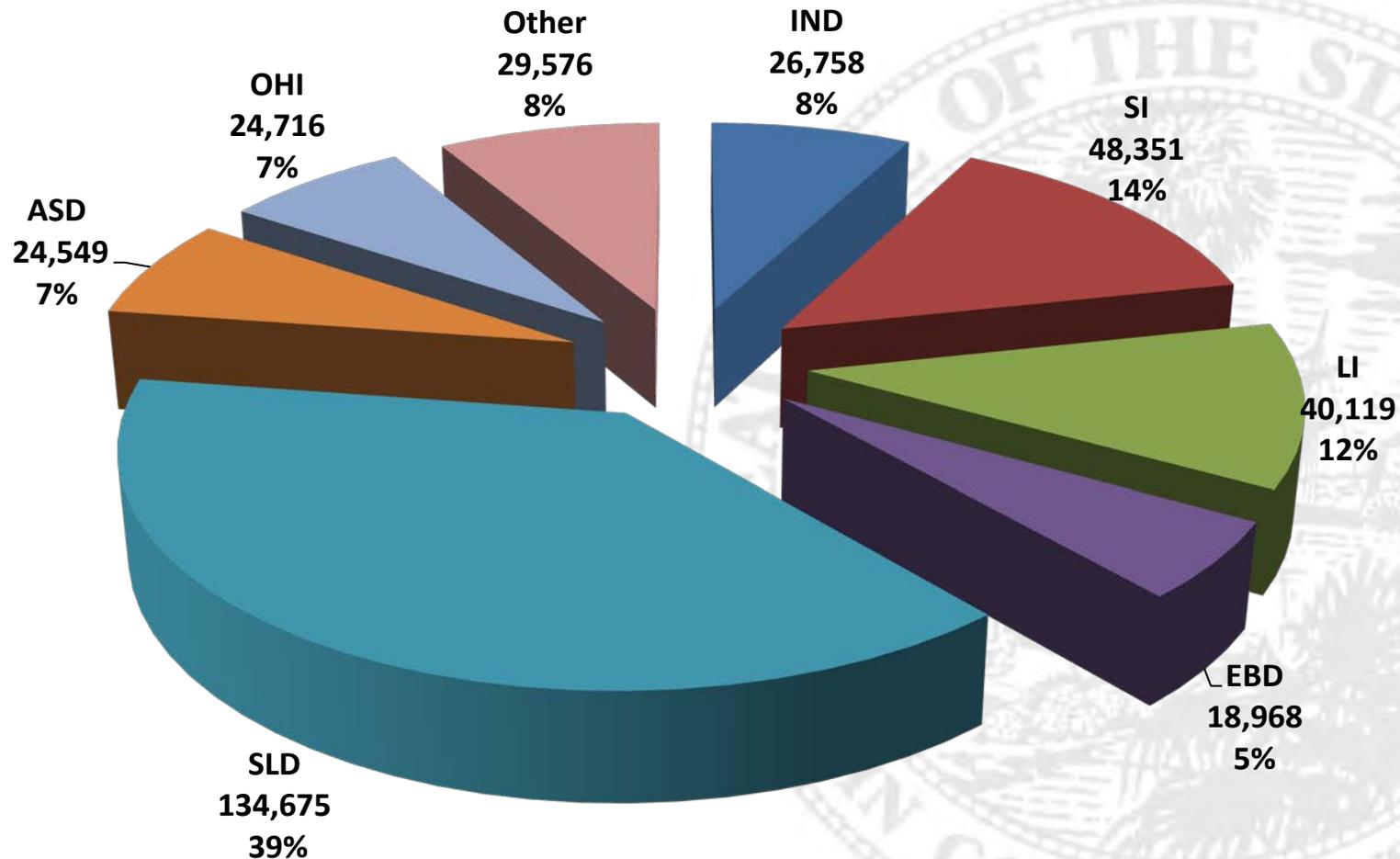
The State of the State



SWD as Percent of Total Population

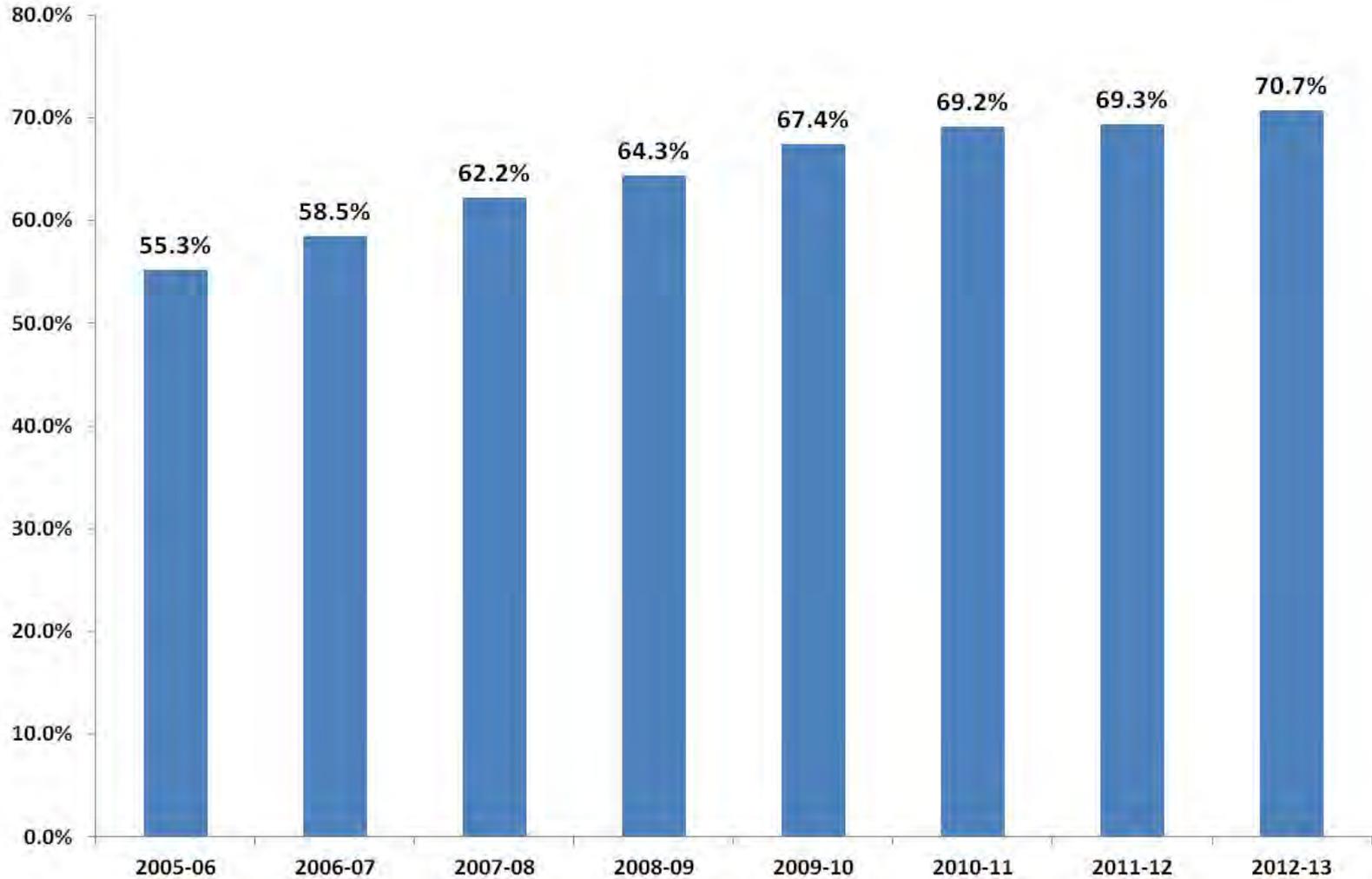


Florida's Students with Disabilities

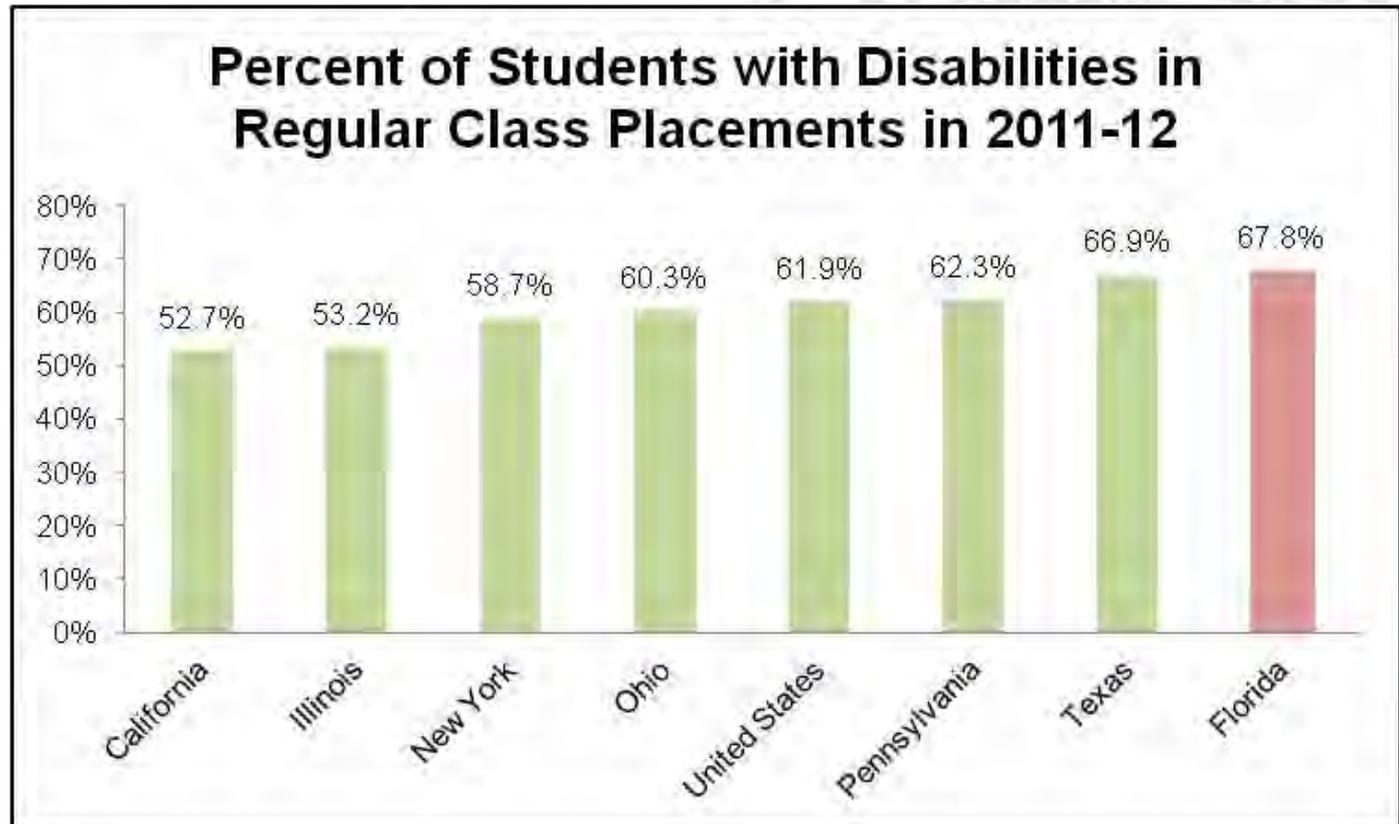


Source: EIAS Brief, Membership in Programs for Exceptional Students, Fall

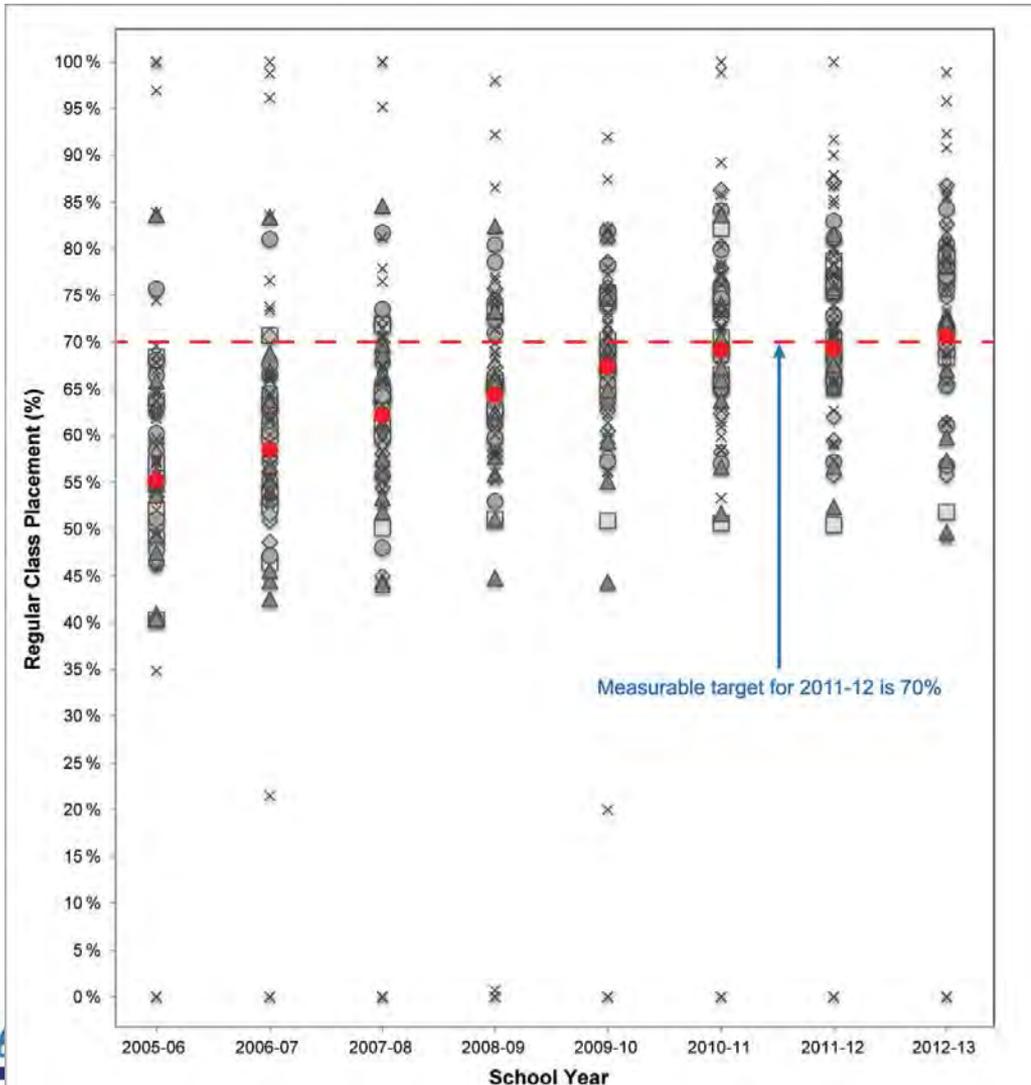
Regular Class Placement



Seven Largest States



Regular Class Placement: 2005-06 to 2012-13



State Improvement

- 15.4 point increase between 2005-06 and 2012-13

District Improvement

- 7 districts > 70% in 2005-06
- 44 districts > 70% in 2011-12
- 48 districts > 70% in 2012-13

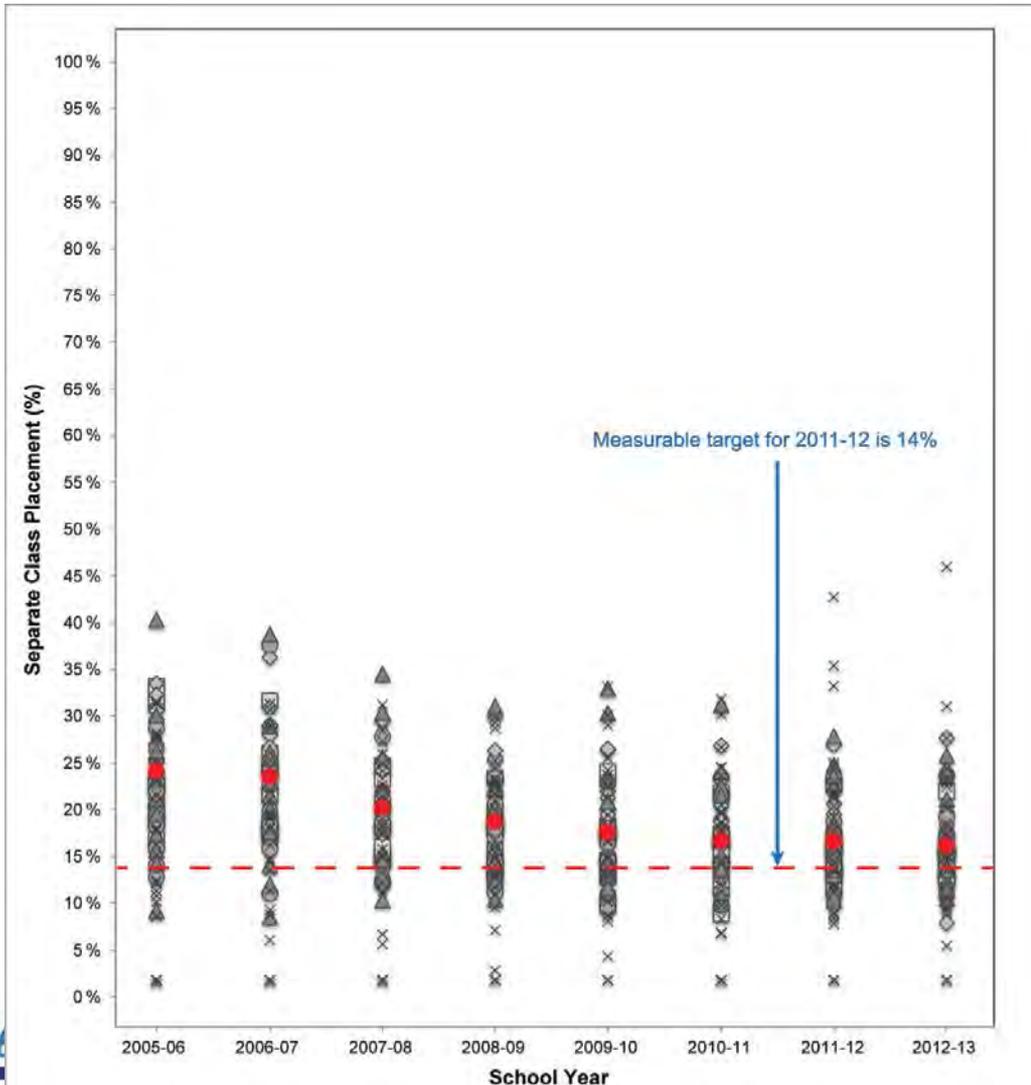
District Variability

- 4 districts < 55% in 2011-12
- 3 districts < 55% in 2012-13
- 7 districts > 85% in 2011-12
- 8 districts > 85% in 2012-13

Size

- Very Large
- Large
- Medium
- Medium/Small
- Small
- State

Separate Class Placement: 2005-06 to 2012-13



State Change

8 point decrease between 2005-06 and 2012-13

District Change

16 districts < 14% in 2005-06

33 districts < 14% in 2011-12

39 districts < 14% in 2012-13

District Variability

12 districts < 10% in 2011-12

14 districts < 10% in 2012-13

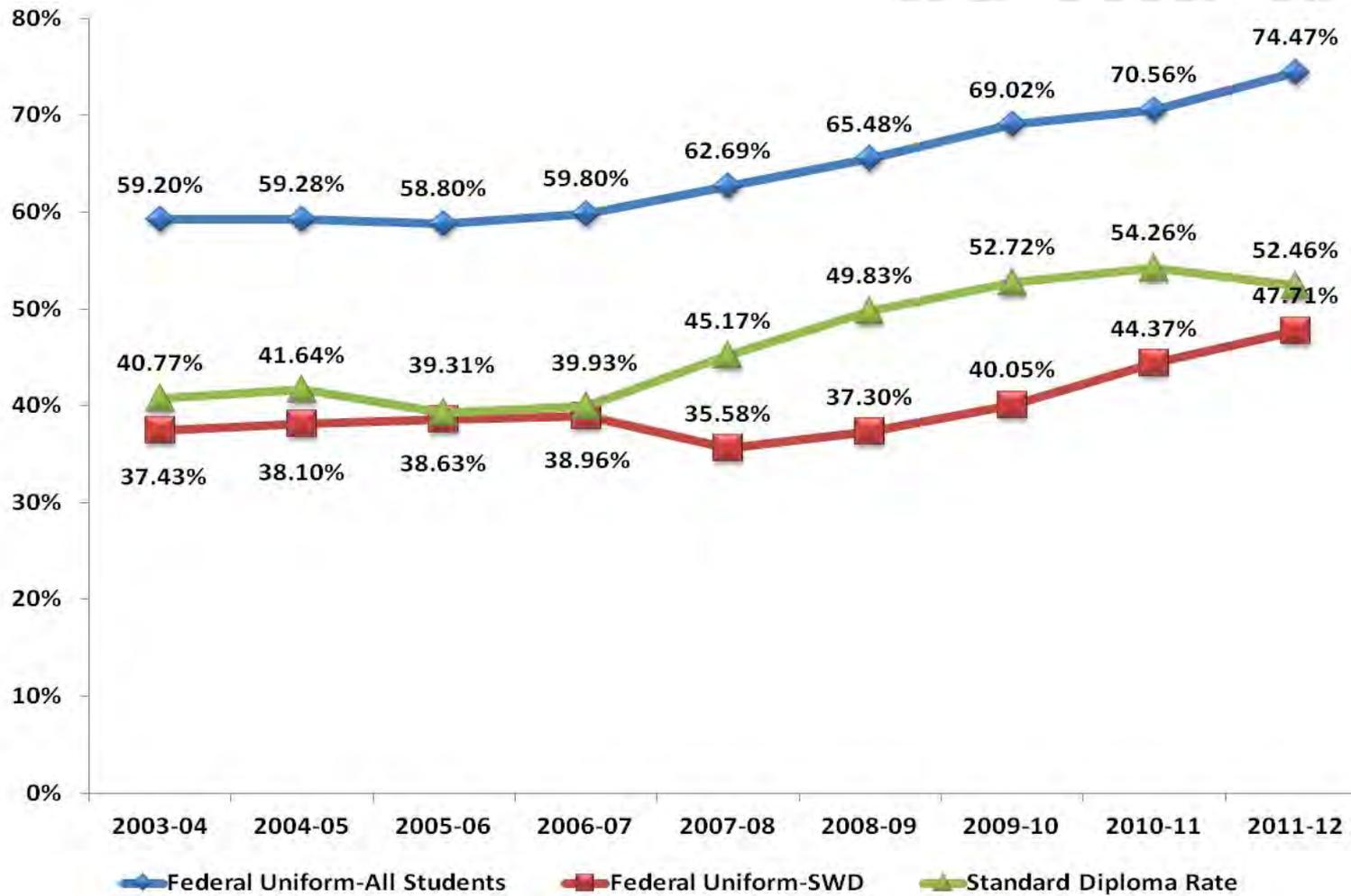
17 districts > 20% in 2011-12

14 districts > 20% in 2012-13

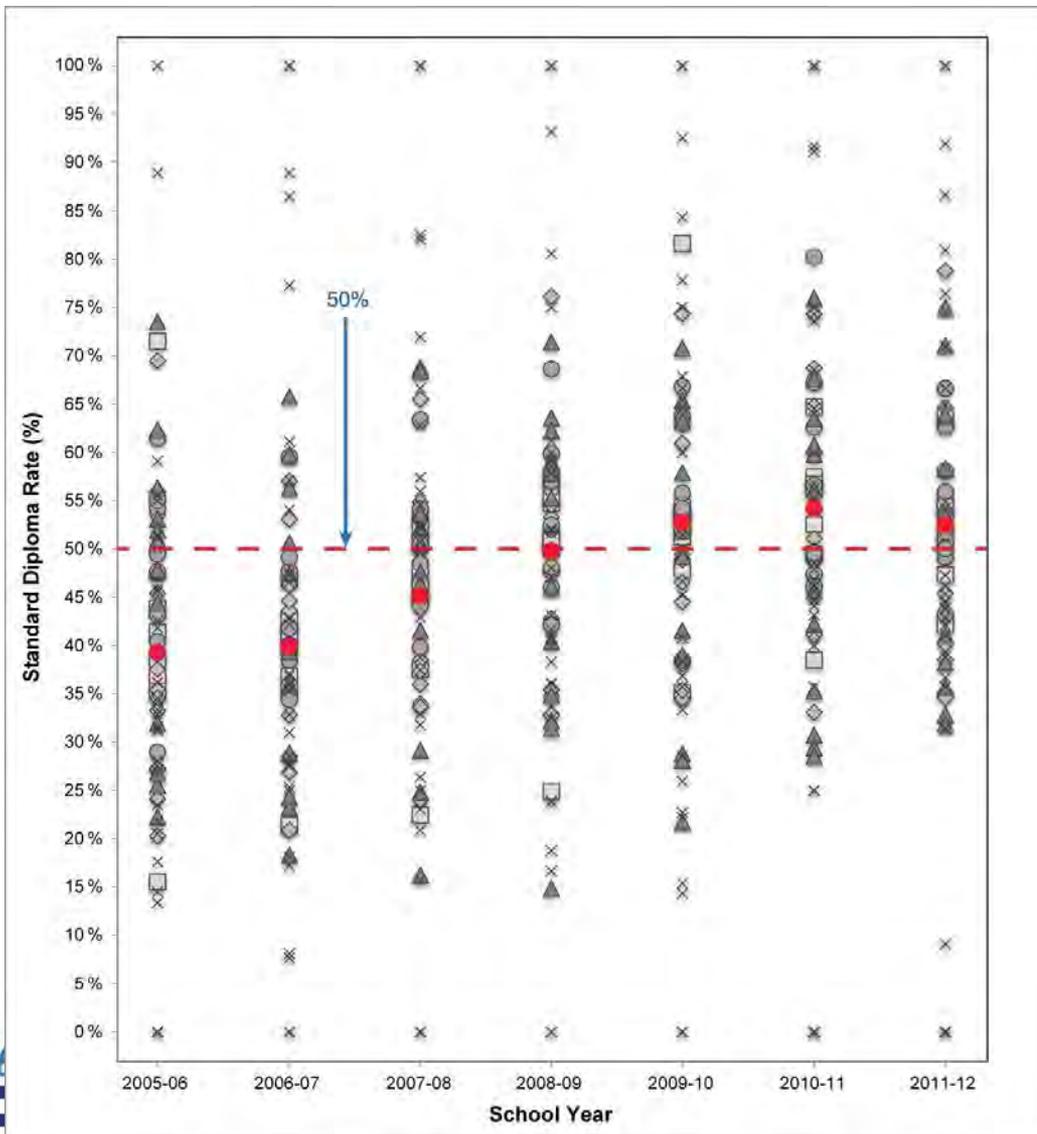
Size

- Very Large
- ◇ Large
- Medium
- ▲ Medium/Small
- × Small
- State

Diploma/Graduation Rates 2003-04 through 2011-12



Standard Diploma Rate: 2005-06 to 2011-12



State Improvement

13.2 point increase between 2005-06 and 2011-12

District Improvement

- 19 districts > 50% in 2005-06
- 34 districts > 50% in 2010-11
- 36 districts > 50% in 2011-12

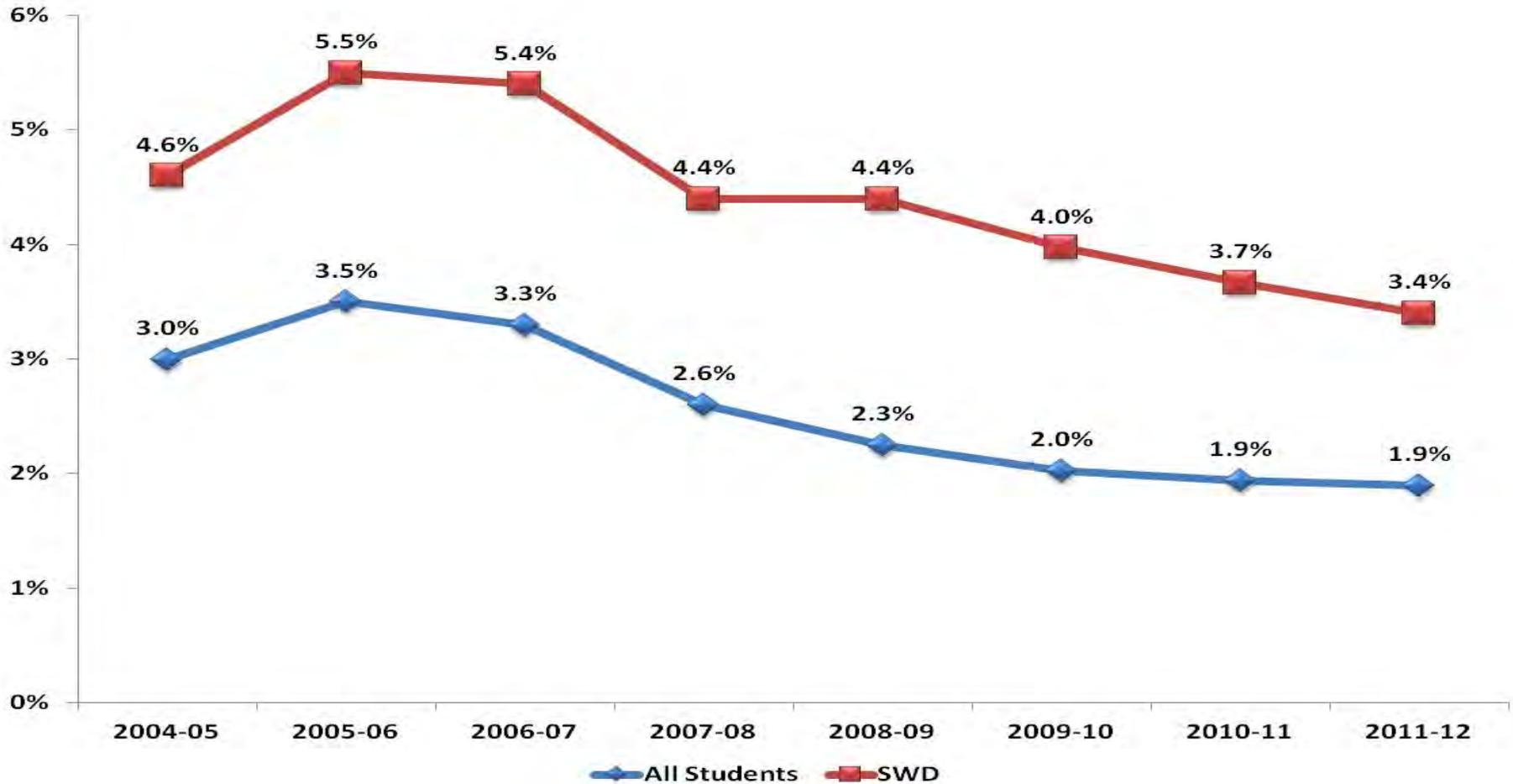
District Variability

- 6 districts < 30% in 2010-11
- 2 districts < 30% in 2011-12
- 4 districts > 90% in 2010-11
- 3 districts > 90% in 2011-12

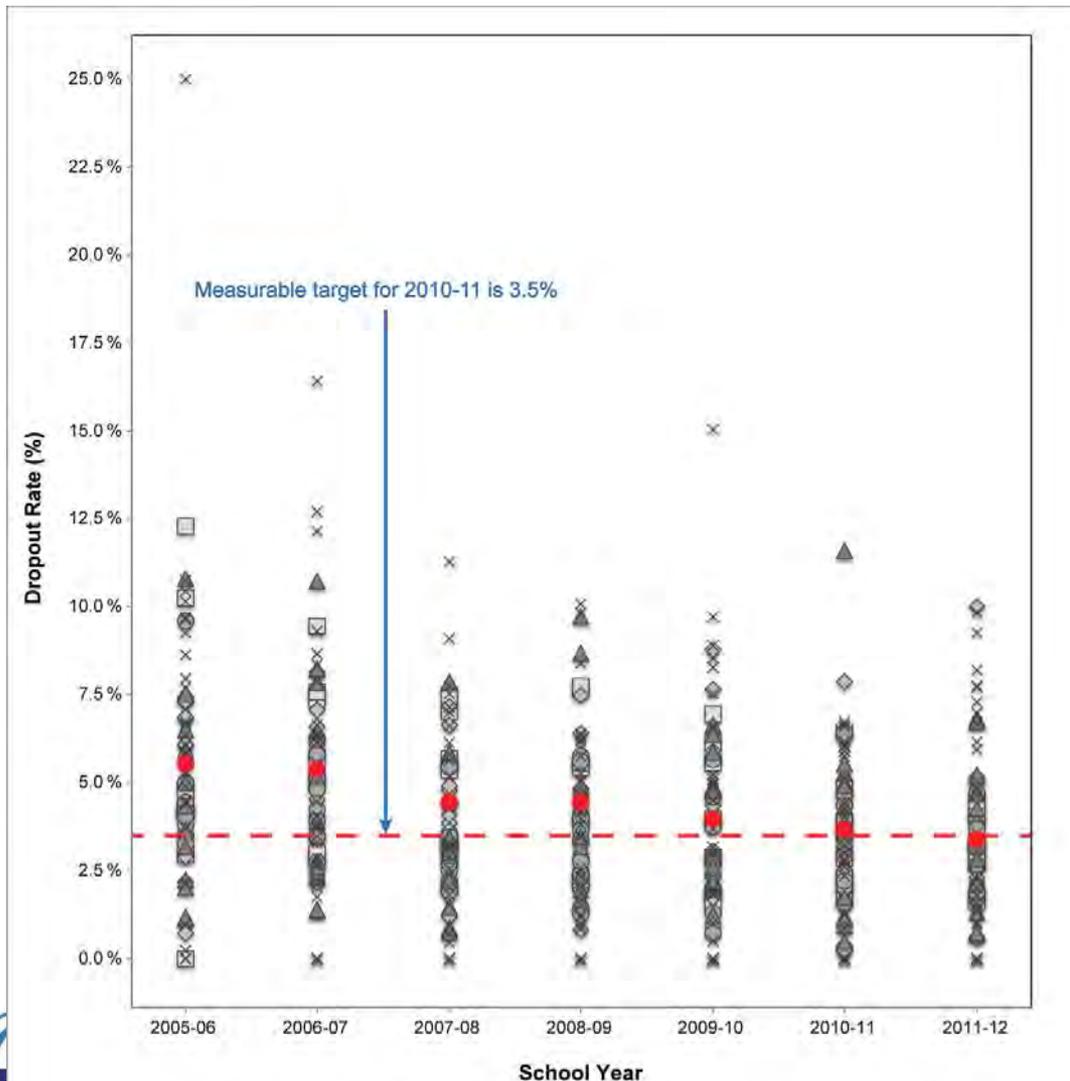
Size

- Very Large
- Large
- Medium
- Medium/Small
- Small
- State

Dropout Rate 2004-05 through 2011-12



Dropout Rate: 2005-06 to 2011-12



State Improvement

2.1 point decrease between 2005-06 and 2011-12

District Improvement

18 districts < 3.5% in 2005-06

36 districts < 3.5% in 2010-11

42 districts < 3.5% in 2011-12

District Variability

2 districts > 7% in 2010-11

7 districts > 7% in 2011-12

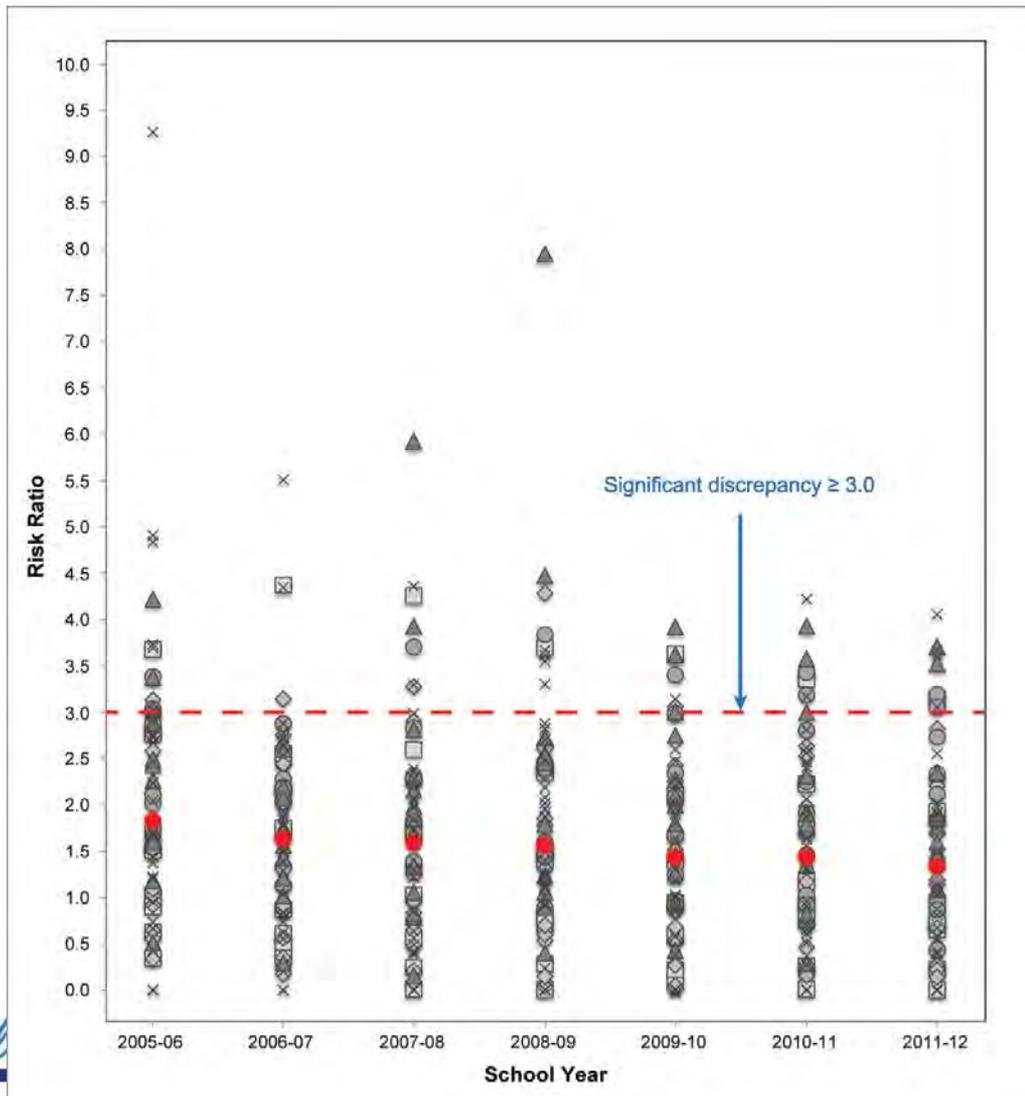
9 districts < 1% in 2010-11

8 districts < 1% in 2011-12

Size

- Very Large
- ◇ Large
- Medium
- ▲ Medium/Small
- × Small
- State

Suspension/Expulsion (SPP Indicator 4A): 2005-06 to 2011-12



State Change

0.48 point decrease between 2005-06 and 2011-12

District Change

- 55 districts < 3.0 in 2005-06
- 59 districts < 3.0 in 2010-11
- 58 districts < 3.0 in 2011-12

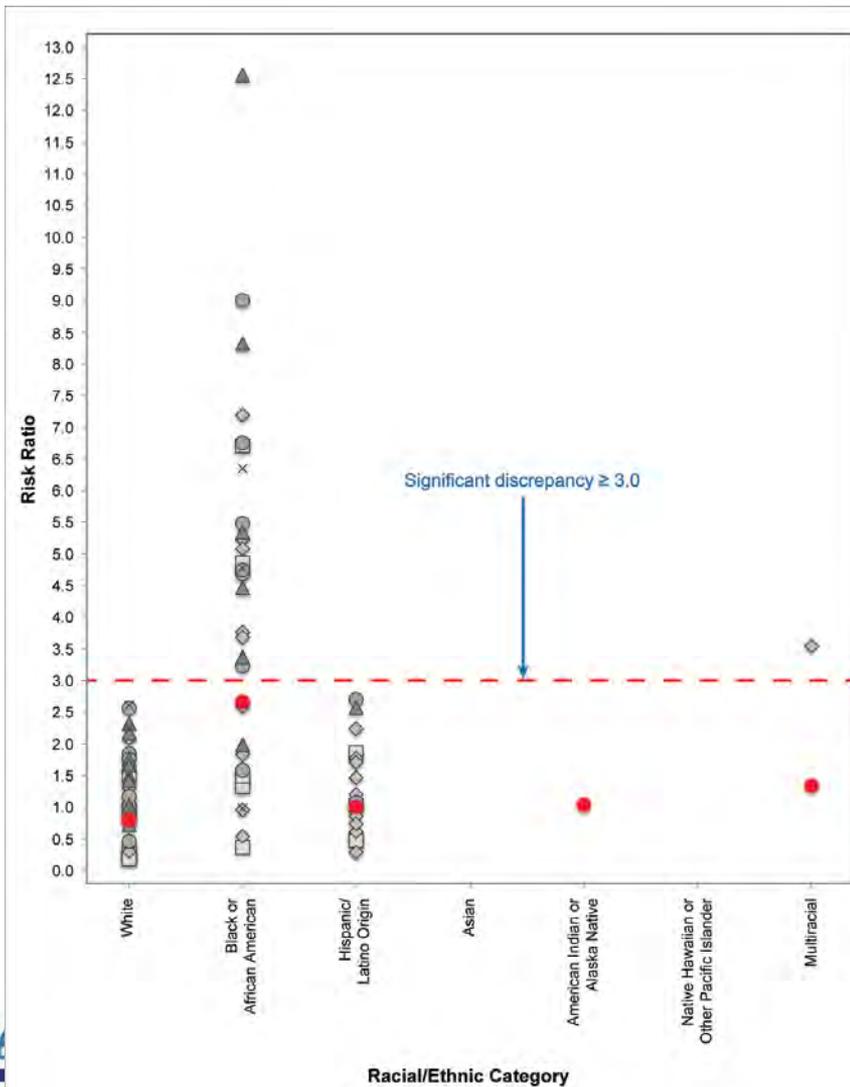
District Variability

- 1 district > 4.0 in 2010-11
- 1 district > 4.0 in 2011-12
- 25 districts < 1.0 in 2010-11
- 27 districts < 1.0 in 2011-12

Size

- Very Large
- Large
- Medium
- Medium/Small
- Small
- State

Suspension/Expulsion (SPP Indicator 4B): 2011-12



State Performance

- The state average risk ratios were < 3.0 for all ethnic categories in 2011-12

District Performance

- 20 districts ≥ 3.0 for Black or African American in 2011-12
- 1 district ≥ 3.0 for Multiracial 2011-12

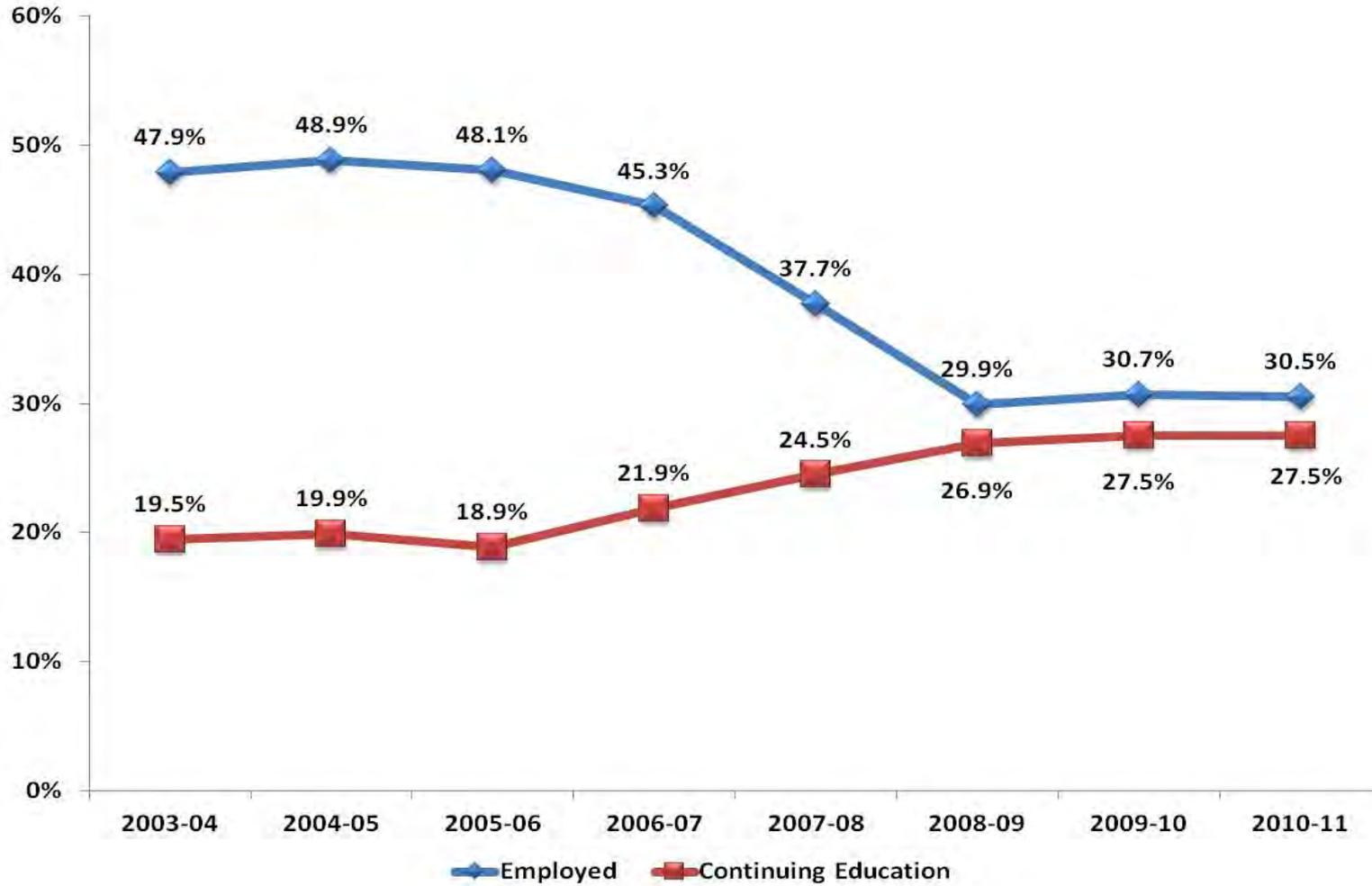
District Variability

- 7 districts ≥ 6.0 for Black or African American in 2011-12
- 4 districts < 1.0 for Black or African American in 2011-12

Size

- Very Large
- ◇ Large
- Medium
- ▲ Medium/Small
- × Small
- State

Post School Outcomes

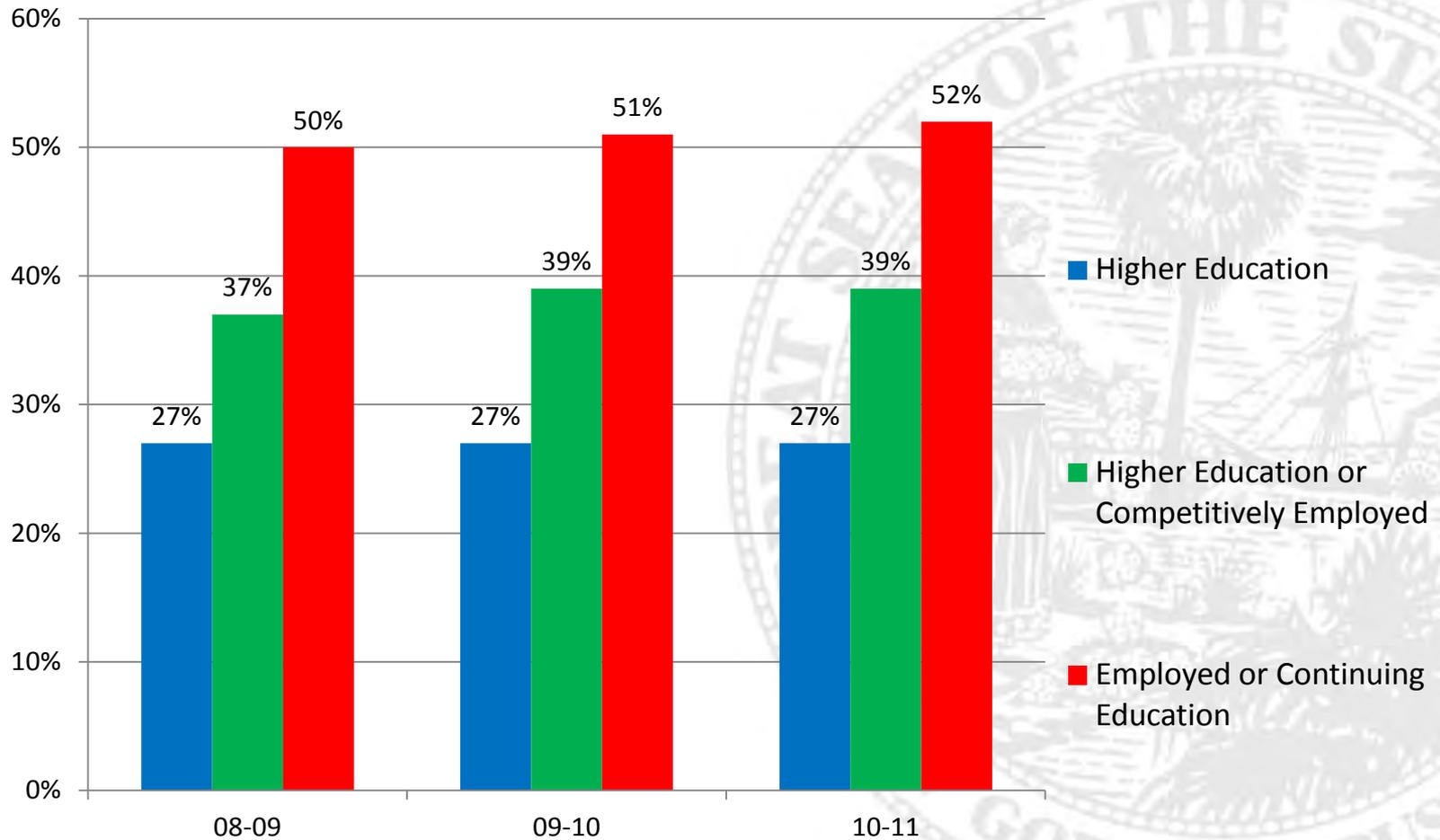


Postsecondary Outcomes (Indicator 14)

- 27.5% of exiters (5,759/20,966) were enrolled in higher education within one year of leaving high school (27.5% previous year)
- 38.9% of exiters (8,166/20,966) were in higher education or competitively employed within one year of leaving high school (38.6% previous year)
- 51.9% of exiters (10,890/20,966) were 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 (51% previous year)



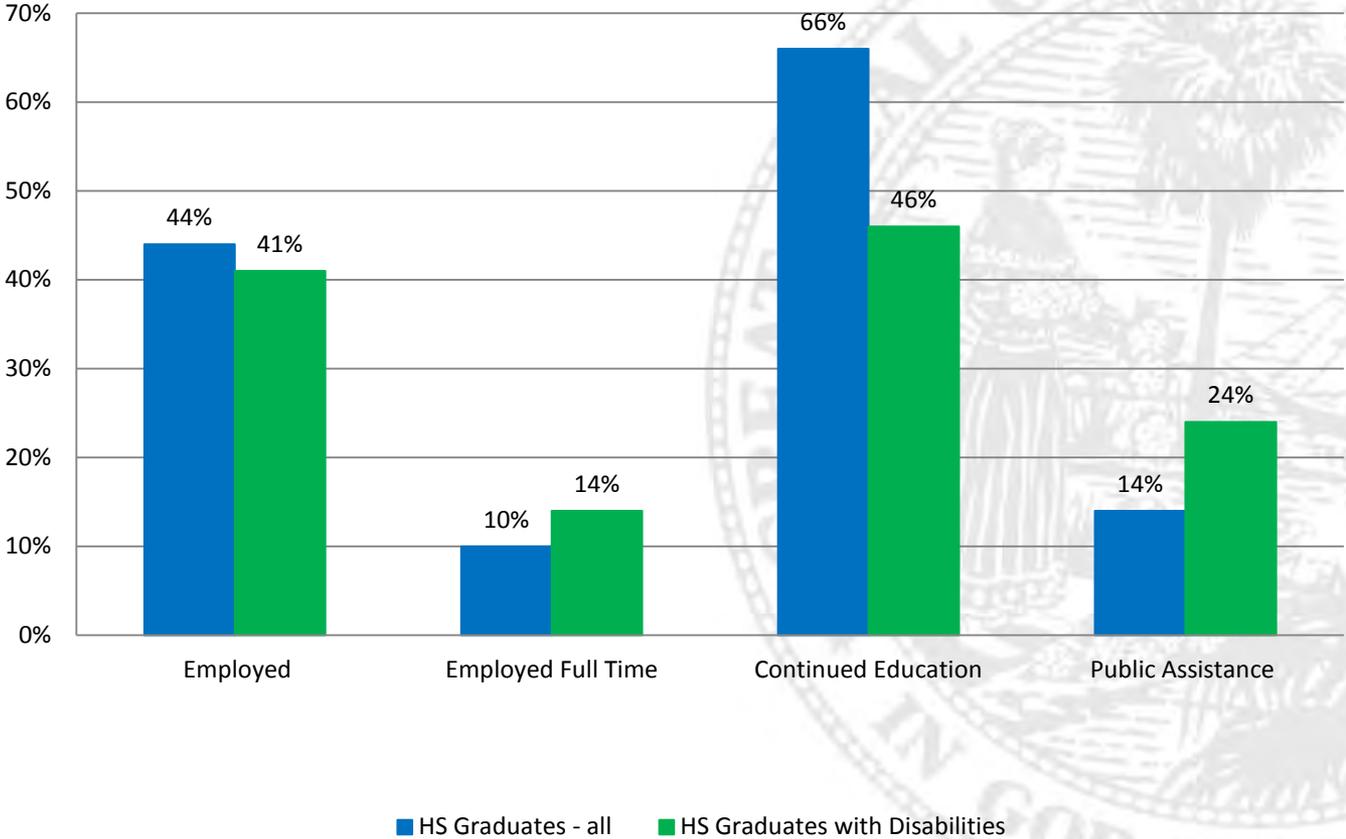
Postsecondary Outcomes



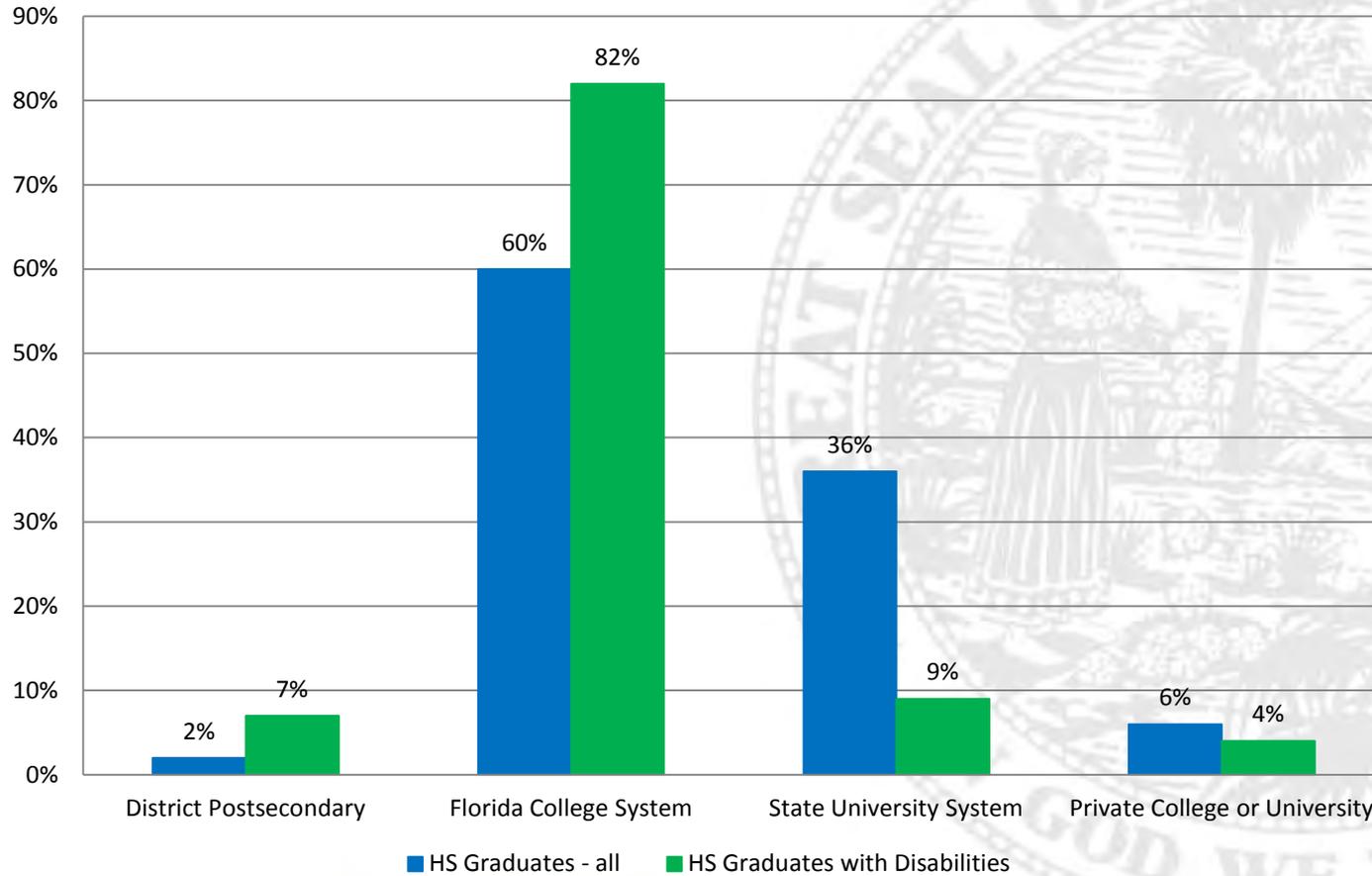
2010-11 Public High School Graduates (Standard Diploma) Fall 2011 Findings

	All Graduates	Graduates with Disabilities
Florida Employment Data		
Found Employed	44%	41%
Average Earnings	\$2,105	\$2,230
Employed full time	10%	14%
Average earnings (FT)	\$5,765	\$5,296
Earnings by Level*		
Less than \$7.31 per hour	90%	86%
\$7.31 - \$13.73	10%	13%
\$13.74 - \$20.15	1%	
Florida Continuing Education Data		
Total continuing education (unduplicated)	66%	46%
In District Postsecondary**	2%	7%
In Florida College System**	60%	82%
In State University System**	36%	9%
In private college or university**	6%	4%
Of total cont. ed, those employed	46%	40%
Receiving Public Assistance	14%	24%

**2010-11 Public High School Graduates
Standard Diploma
Fall 2011 Findings**



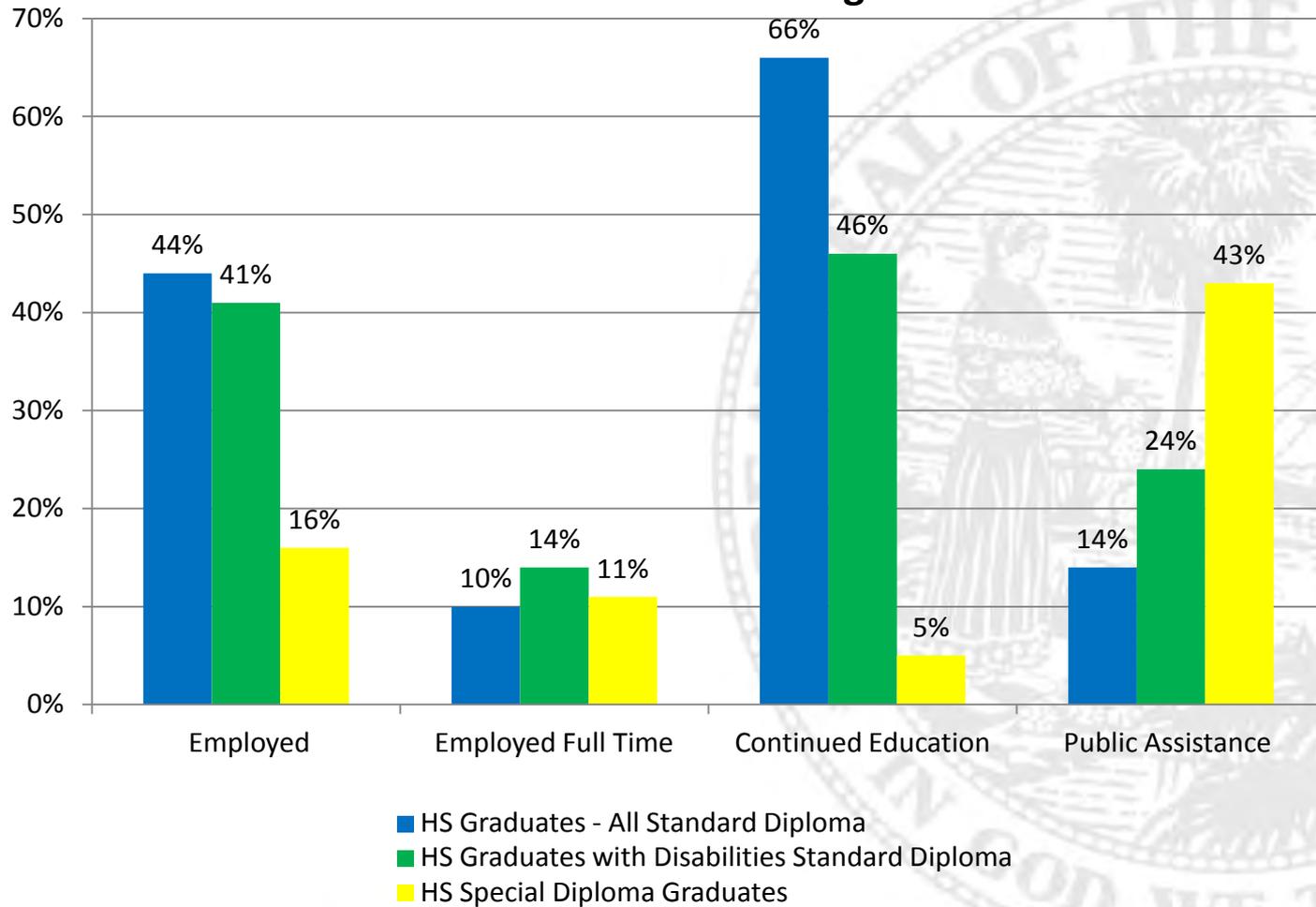
**2010-11 Public High School Graduates
Standard Diploma, Fall 2011 Findings**
Postsecondary Settings of Students Who Continued Education
 (Students may be in multiple settings, therefore totals may exceed 100%)



2010-11 Public High School Graduates Fall 2011 Findings

	All Graduates Standard Diploma	Graduates with Disabilities Standard Diploma	Graduates with Disabilities Special Diploma
Florida Employment Data			
Found Employed	44%	41%	16%
Average Earnings	\$2,105	\$2,230	\$1,964
Employed full time	10%	14%	11%
Average earnings (FT)	\$5,765	\$5,296	\$5,428
Earnings by Level*			
Less than \$7.31 per hour	90%	86%	89%
\$7.31 - \$13.73	10%	13%	10%
\$13.74 - \$20.15	1%		1%
Florida Continuing Education Data			
Total continuing education (unduplicated)	66%	46%	5%
In District Postsecondary**	2%	7%	44%
In Florida College System**	60%	82%	52%
In State University System**	36%	9%	5%
In private college or university**	6%	4%	
Of total cont. ed, those employed	46%	40%	21%
Receiving Public Assistance			
	14%	24%	43%

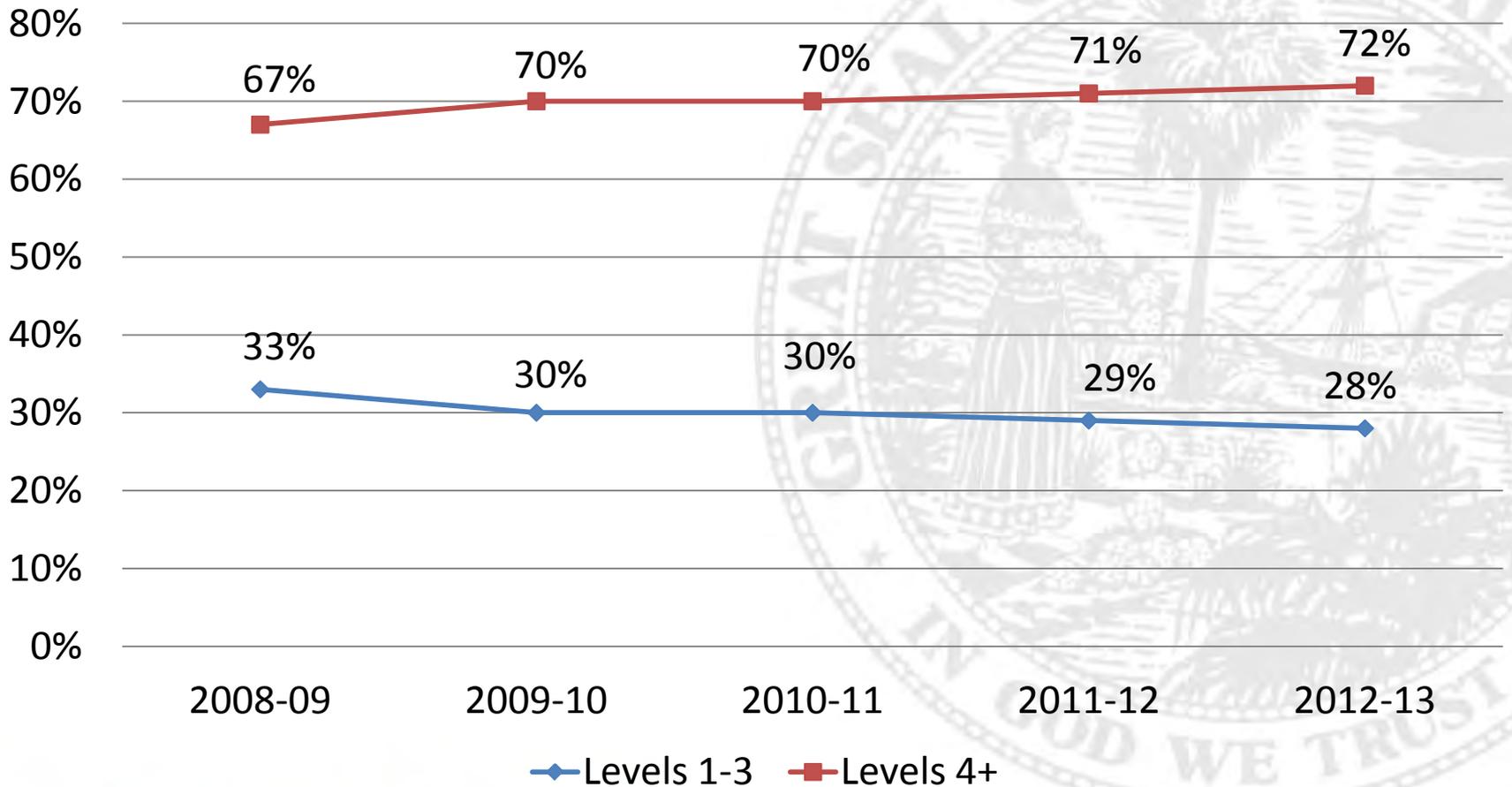
2010-11 Public High School Graduates, Post School Outcomes Fall 2011 Findings



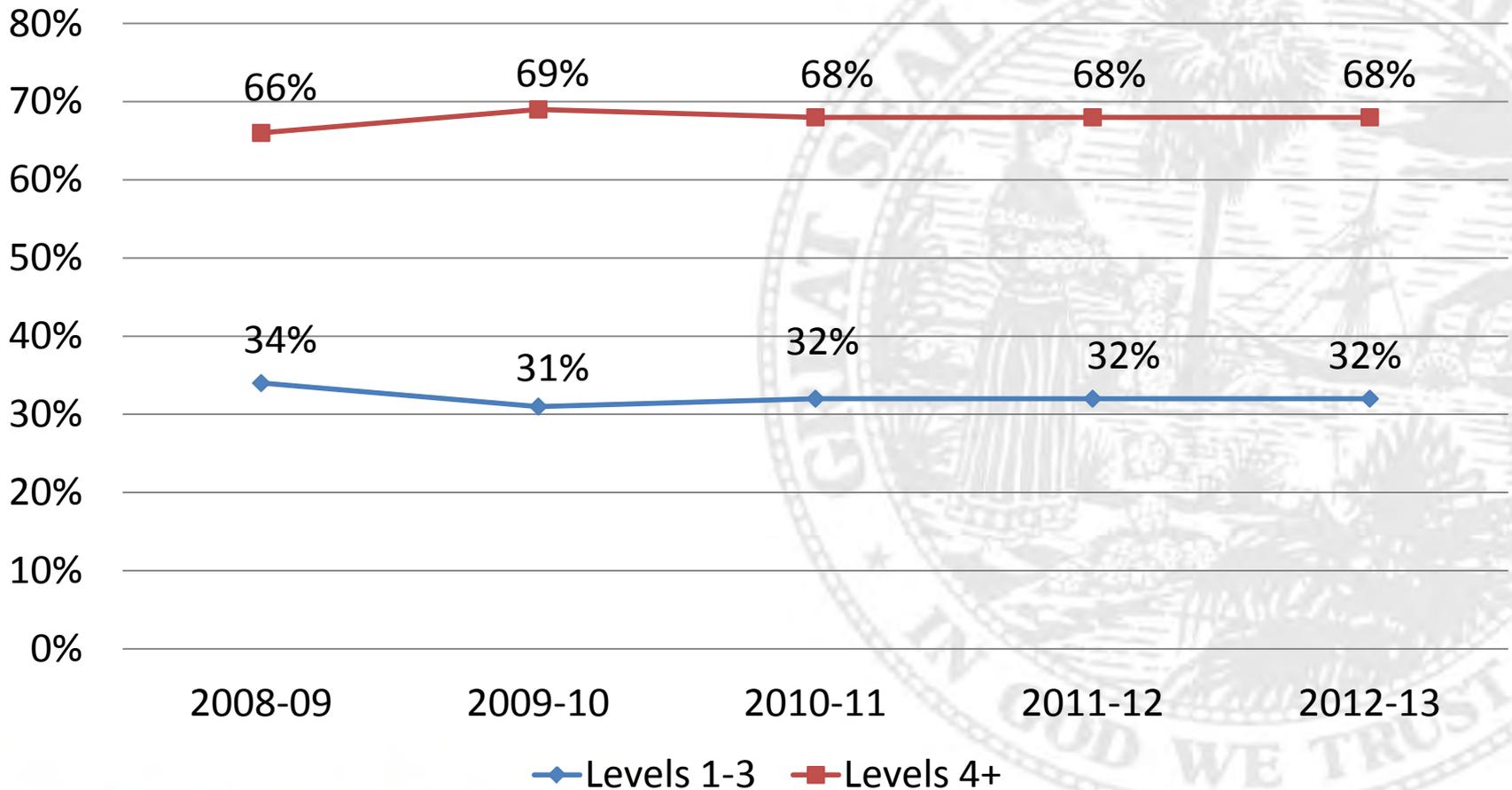
Students with Disabilities Assessments

- Statewide 90.4% of SWD took FCAT 2.0 and 9.6% took Florida Alternate Assessment (FAA)
- 97.9% attend traditional schools
- For those in center schools 46.8% took FCAT 2.0 and 53.2% took FAA

Florida Alternate Assessment Reading

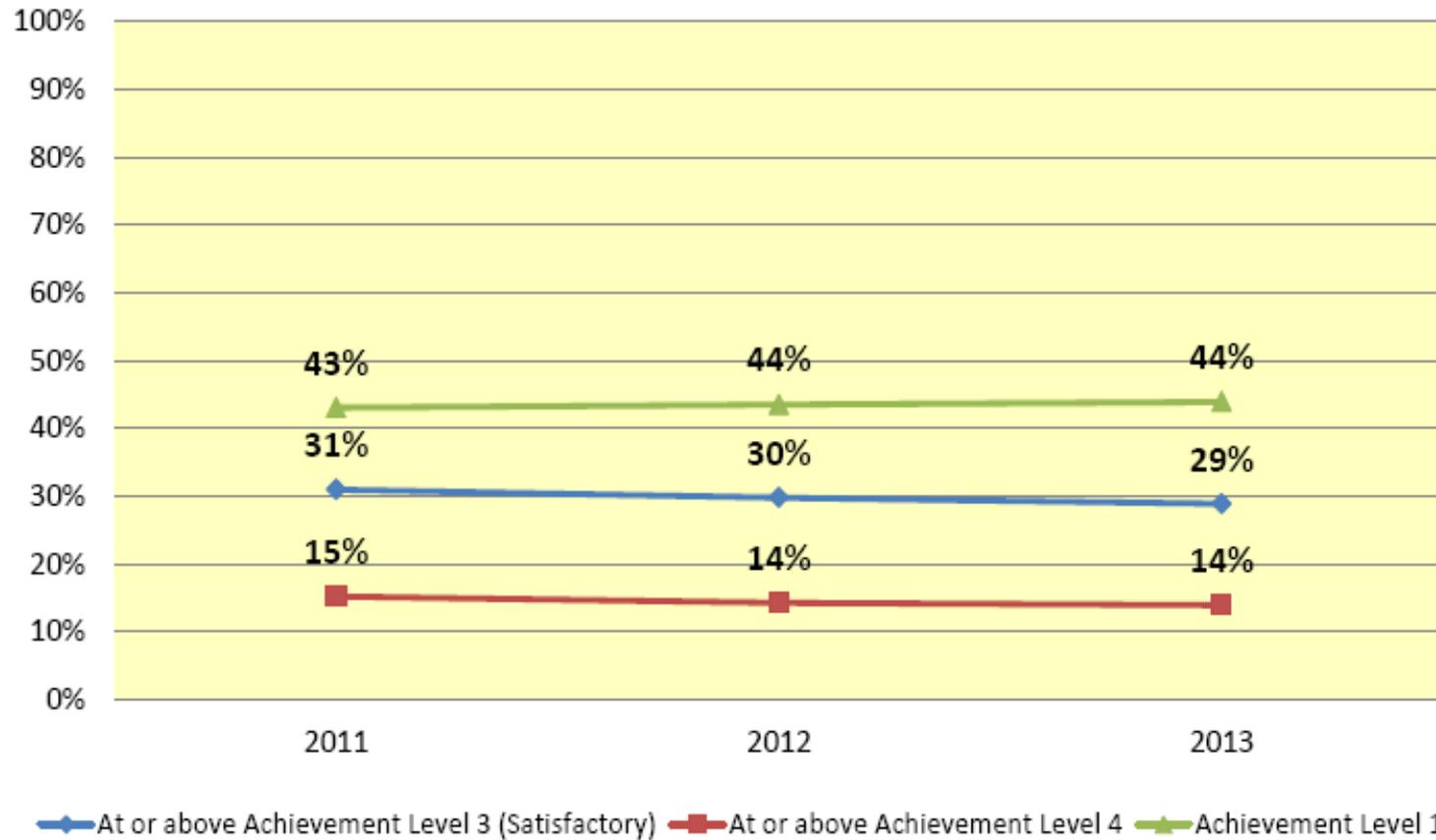


Florida Alternate Assessment Math



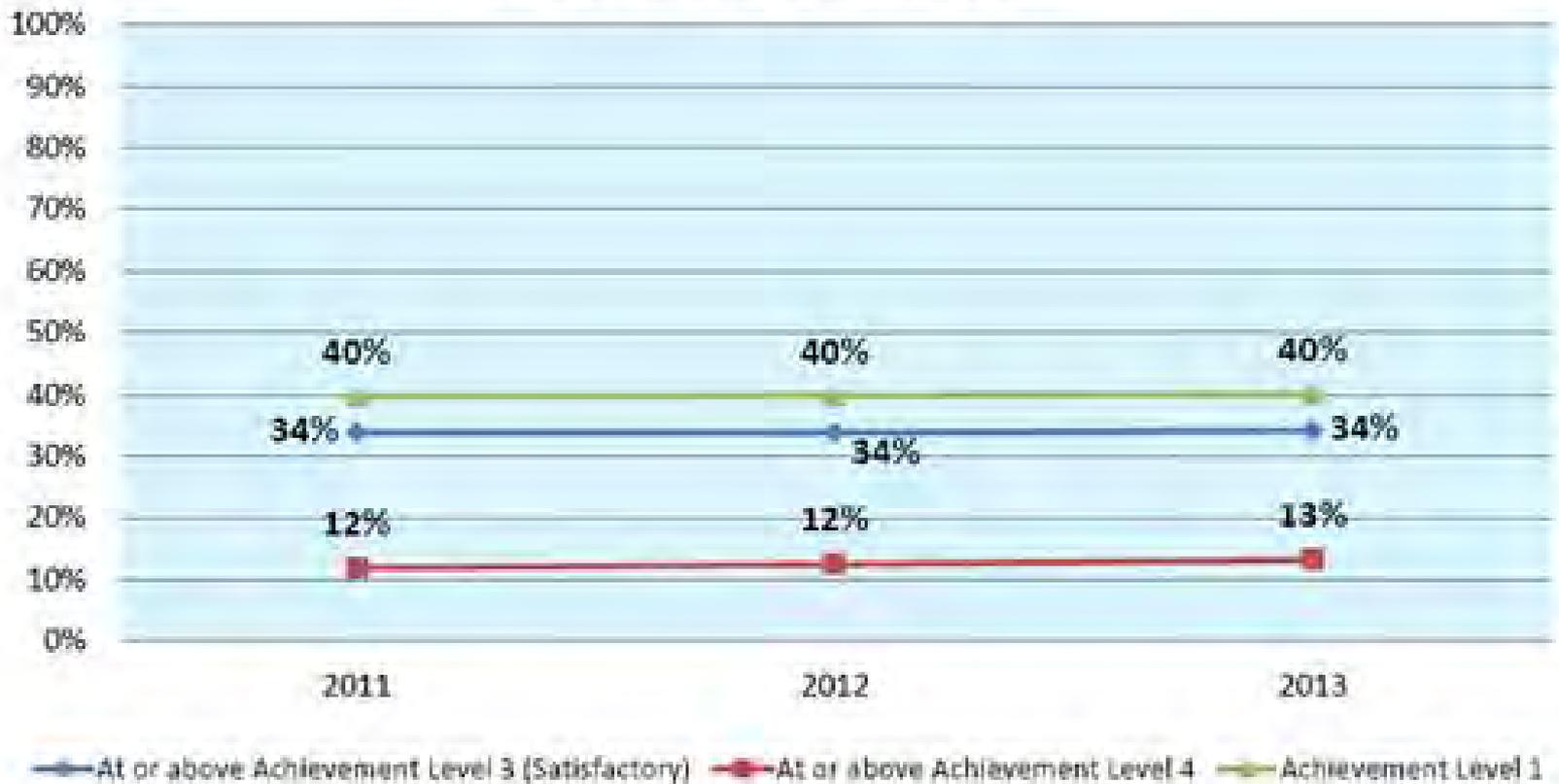
Grade 3

FCAT 2.0 Reading By Achievement Level Students with Disabilities



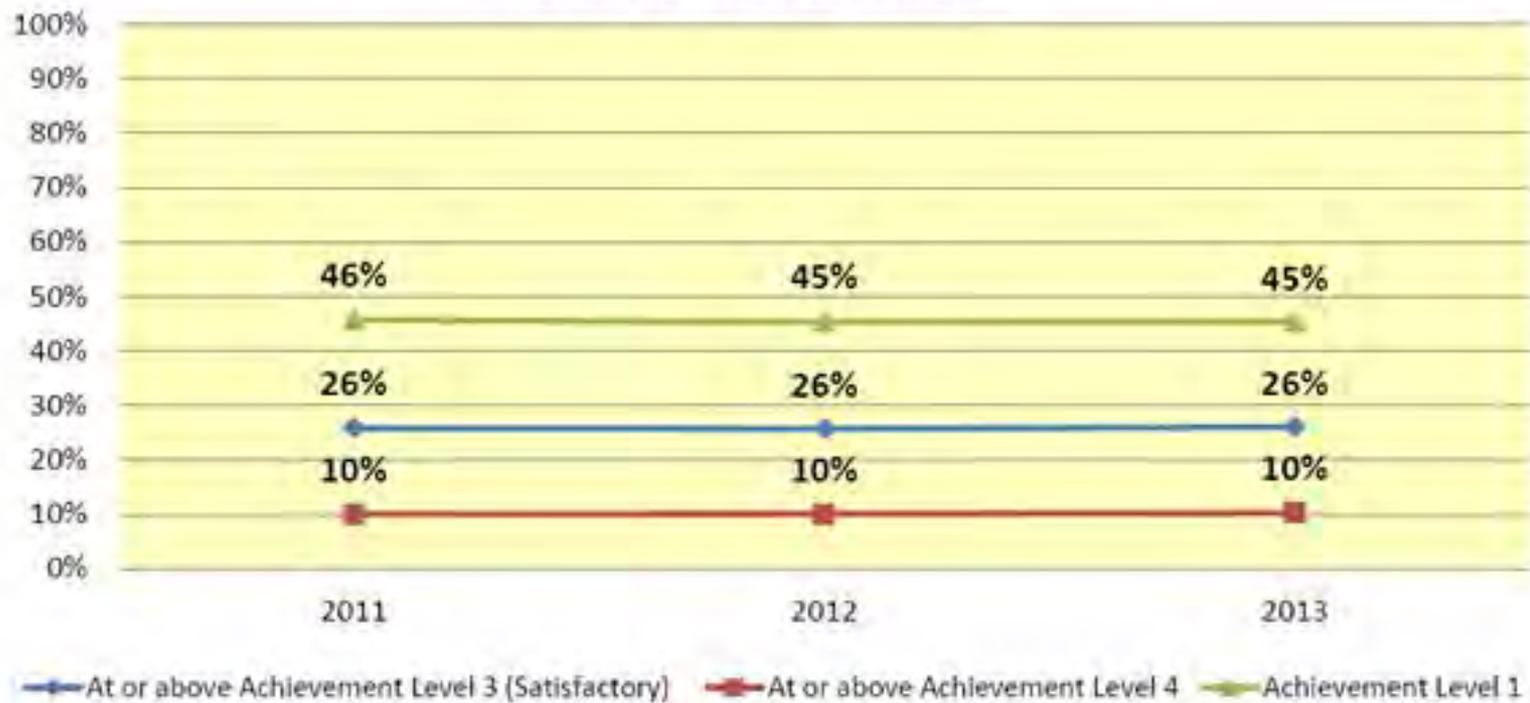
Grade 3

FCAT 2.0 Mathematics By Achievement Level Students with Disabilities



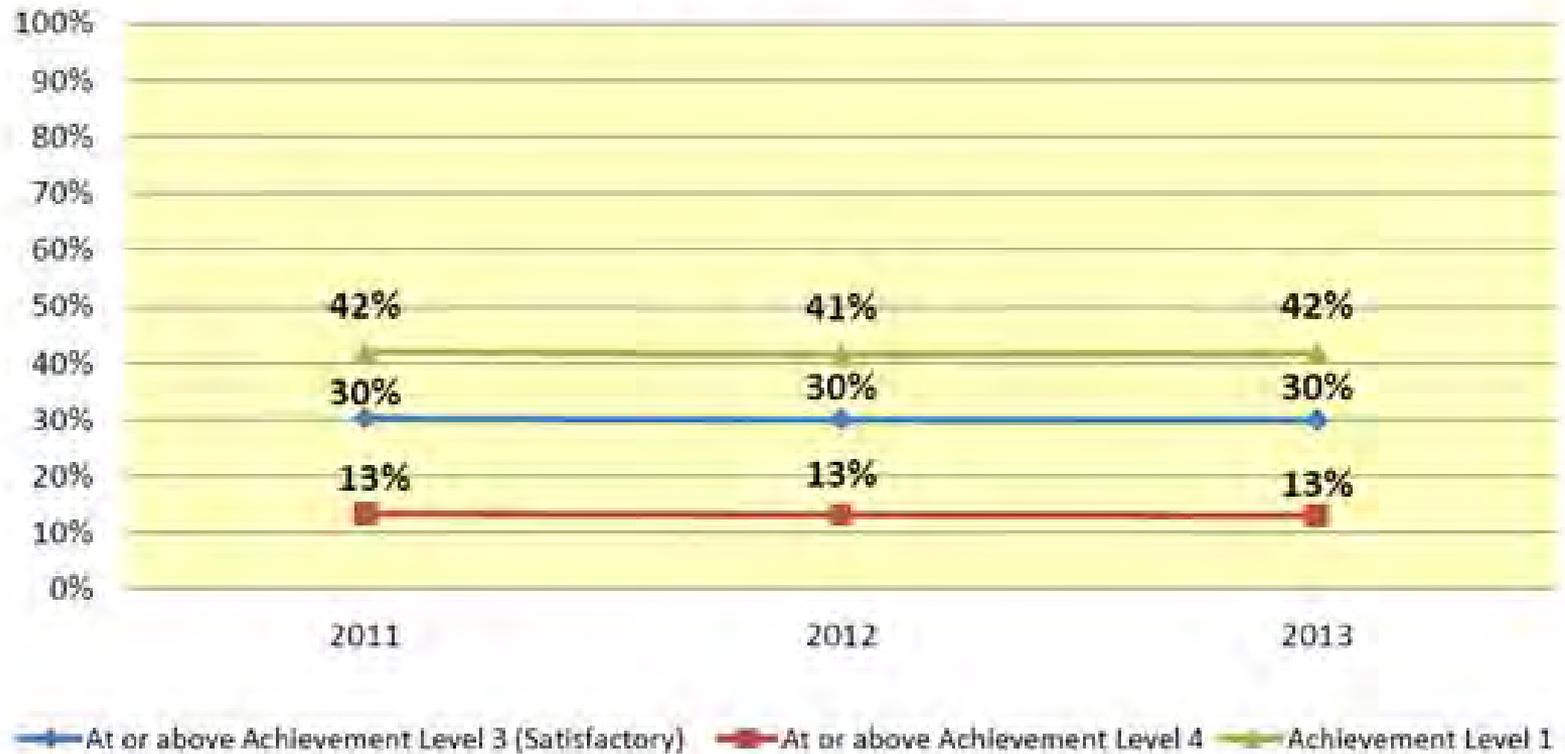
Grades 3-10

FCAT 2.0 Reading By Achievement Level Students with Disabilities



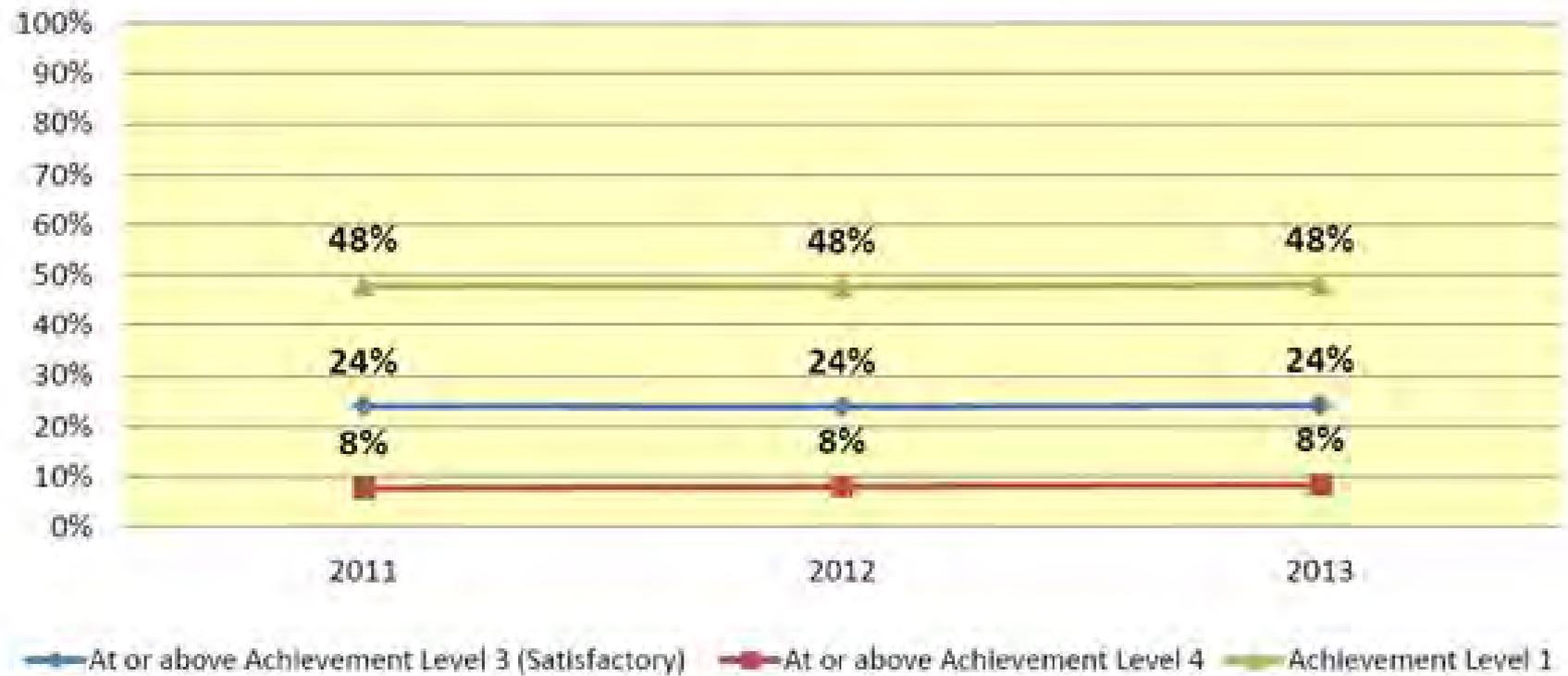
Grades 3, 4 and 5

FCAT 2.0 Reading By Achievement Level Students with Disabilities



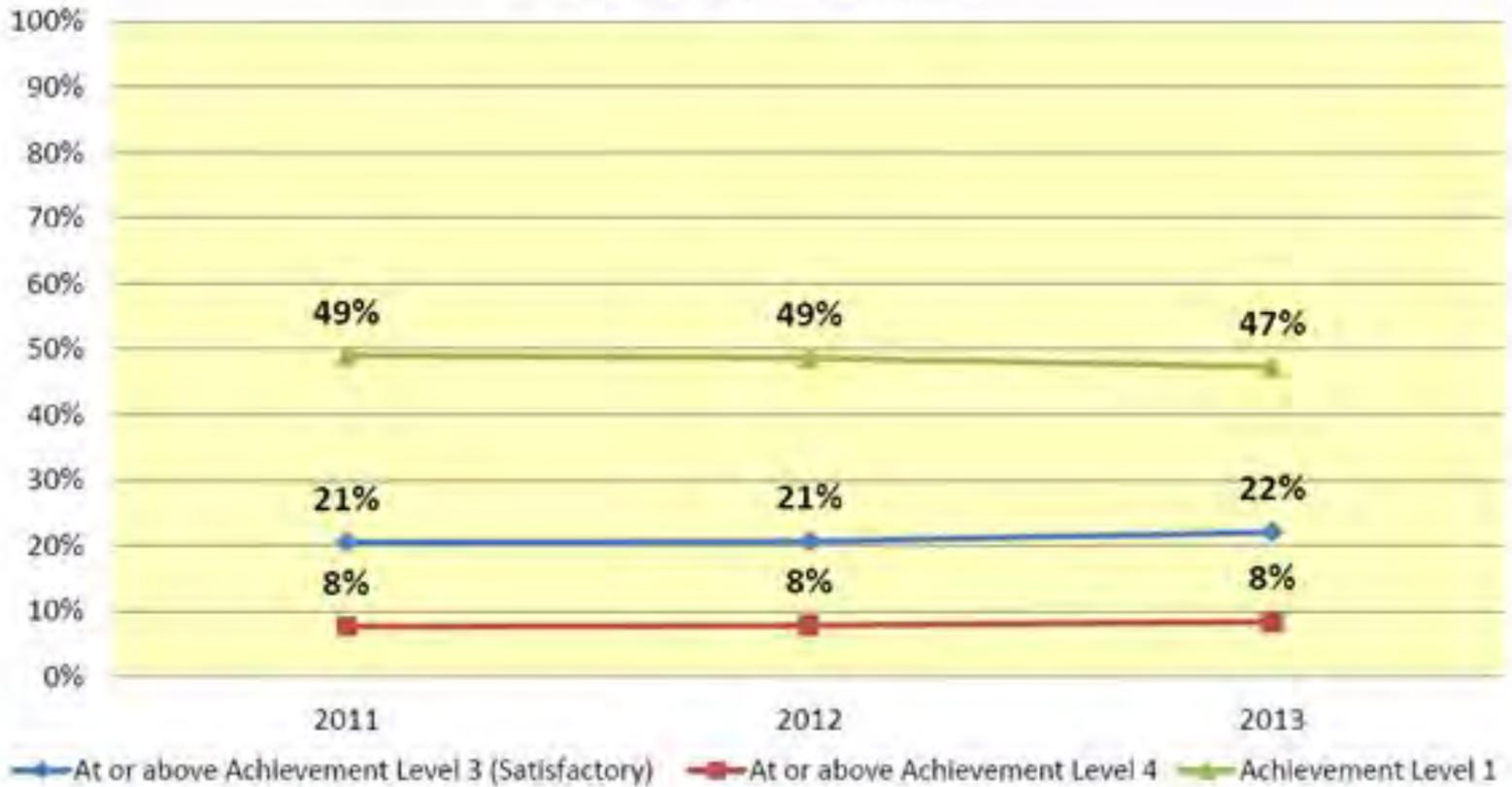
Grades 6, 7 and 8

FCAT 2.0 Reading By Achievement Level Students with Disabilities



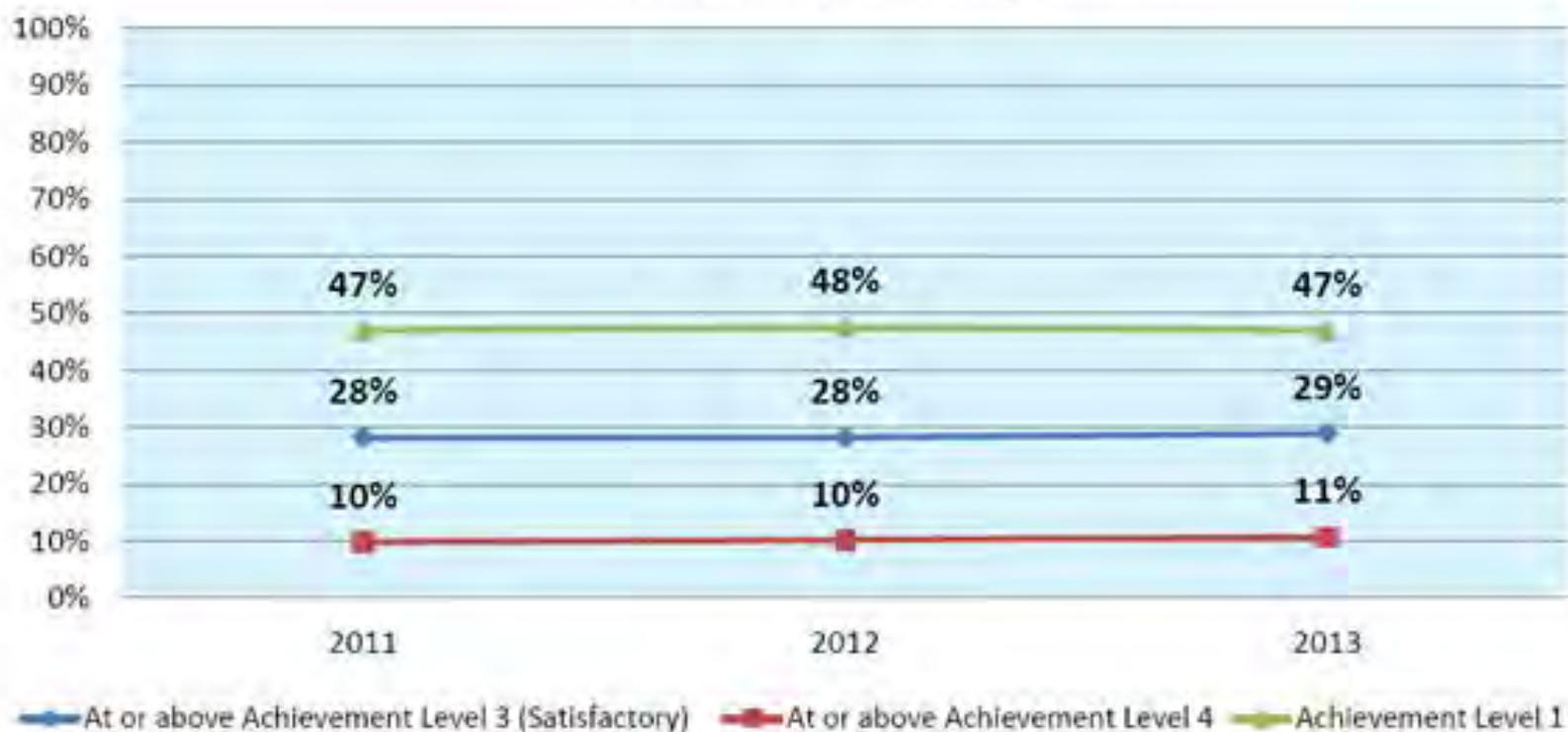
Grades 9 and 10

FCAT 2.0 Reading By Achievement Level Students with Disabilities



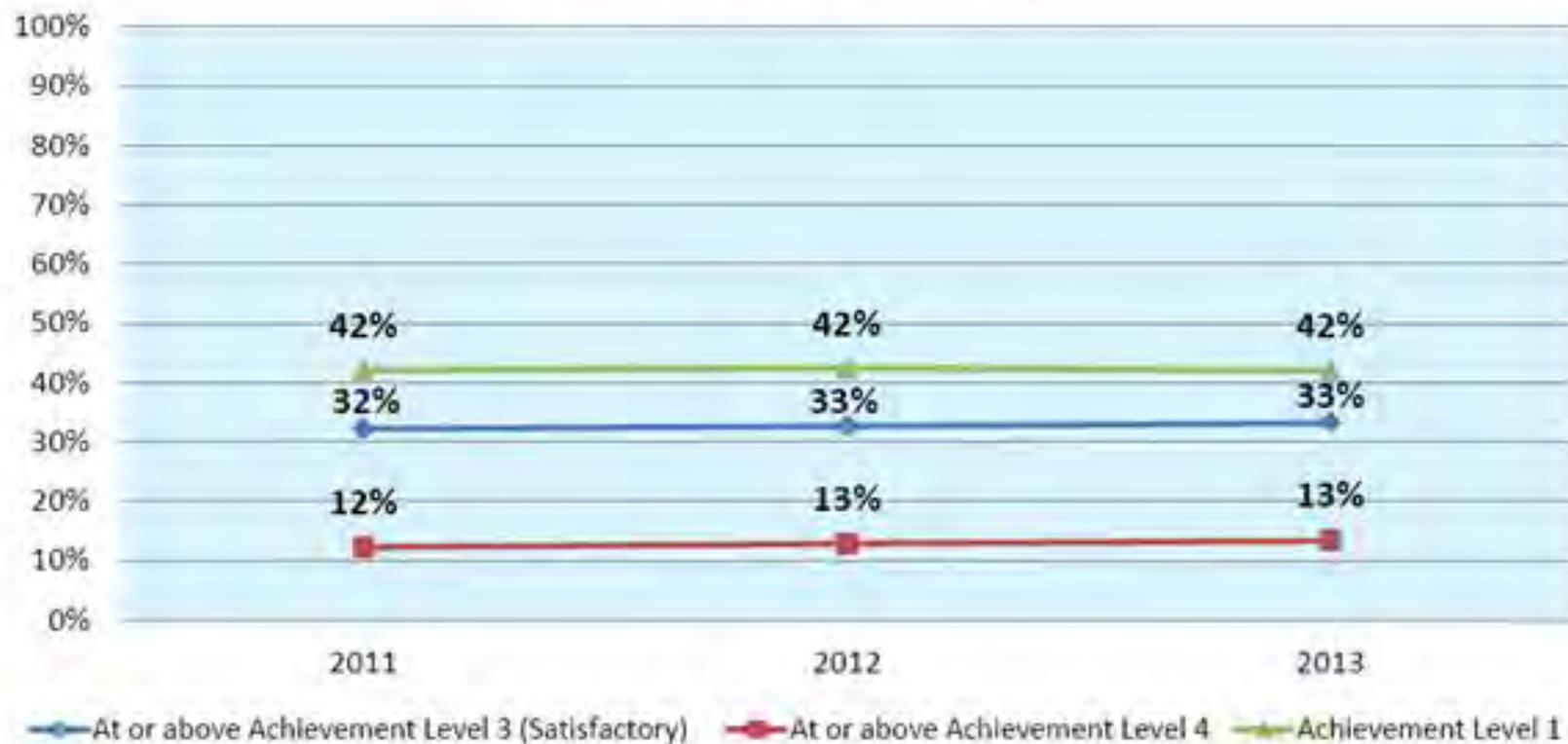
Grades 3-8

FCAT 2.0 Mathematics By Achievement Level Students with Disabilities



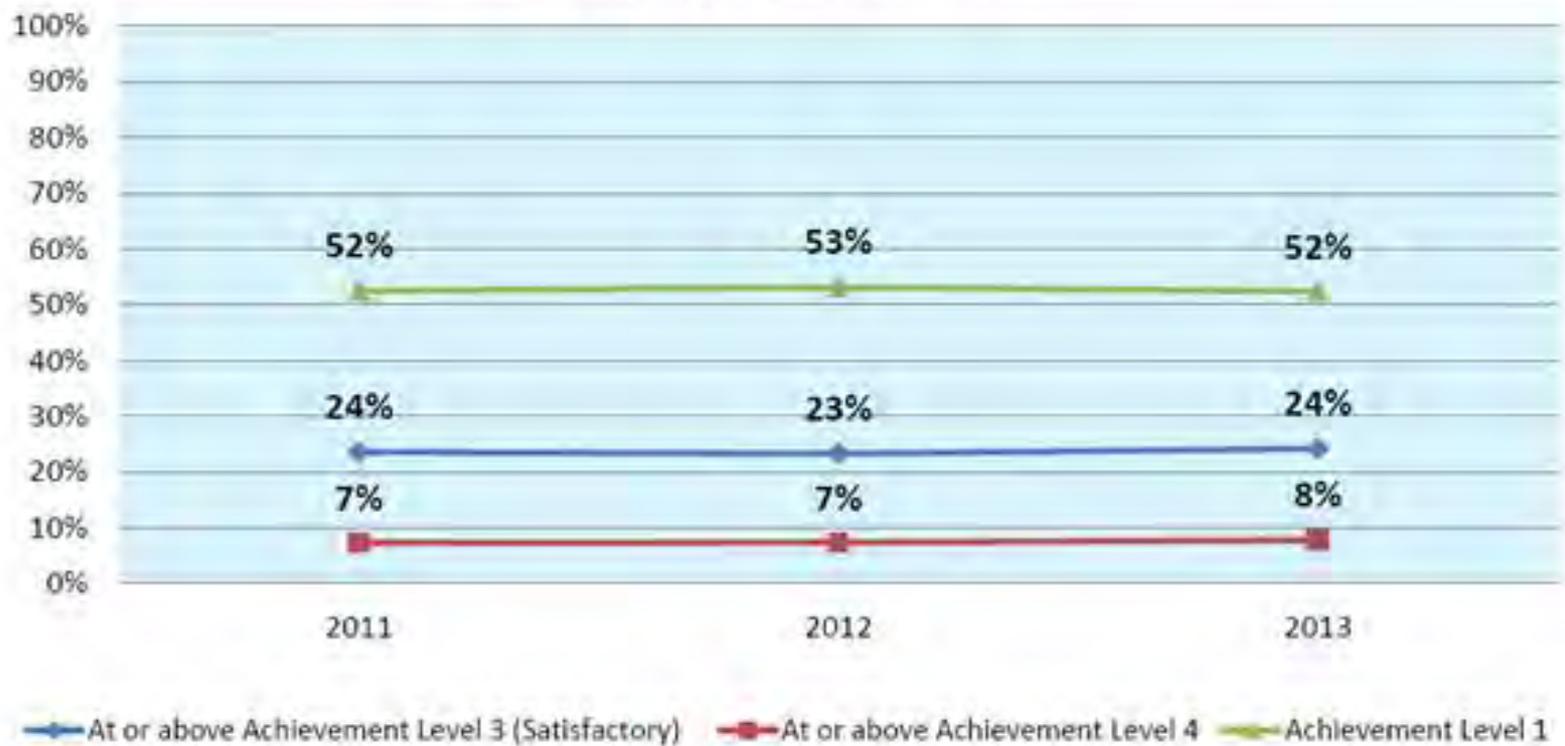
Grades 3, 4 and 5

FCAT 2.0 Mathematics By Achievement Level Students with Disabilities



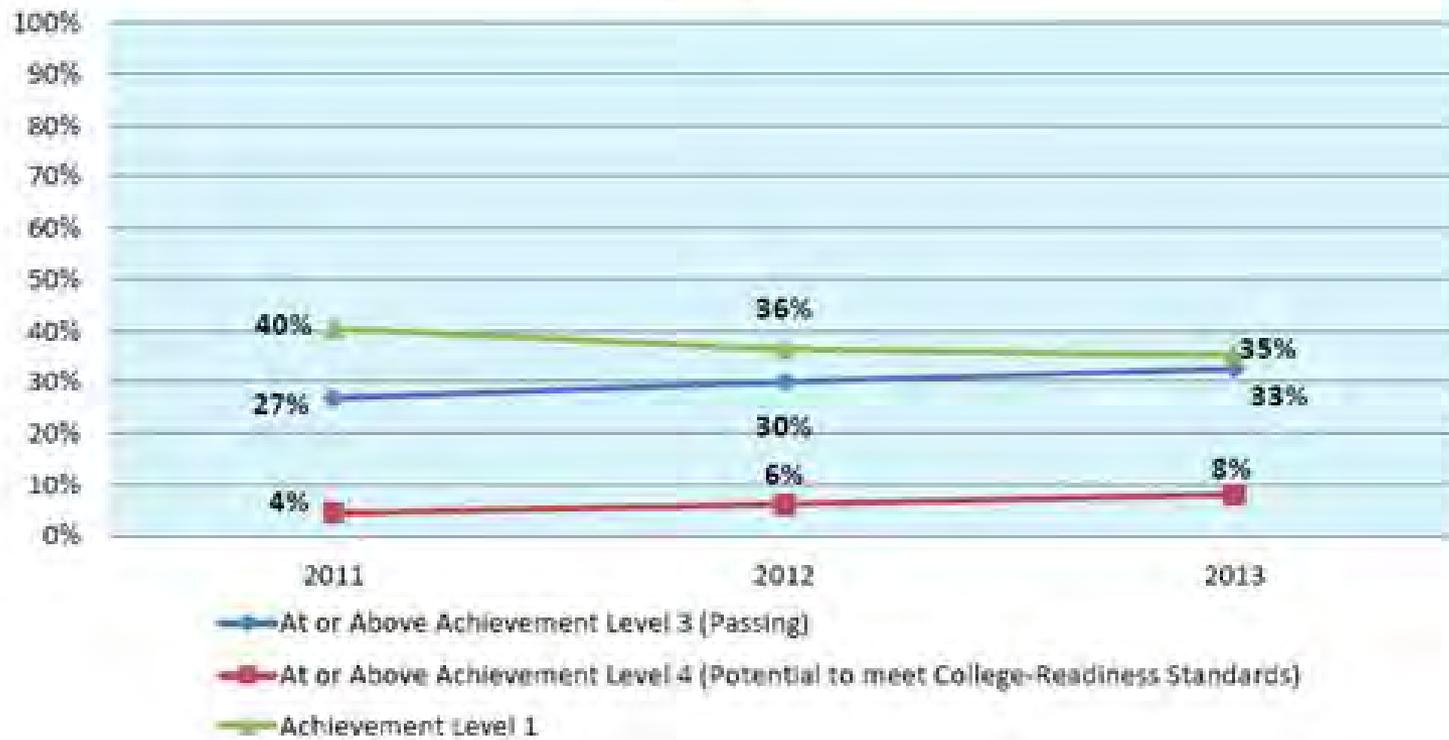
Grades 6, 7 and 8

FCAT 2.0 Mathematics By Achievement Level Students with Disabilities



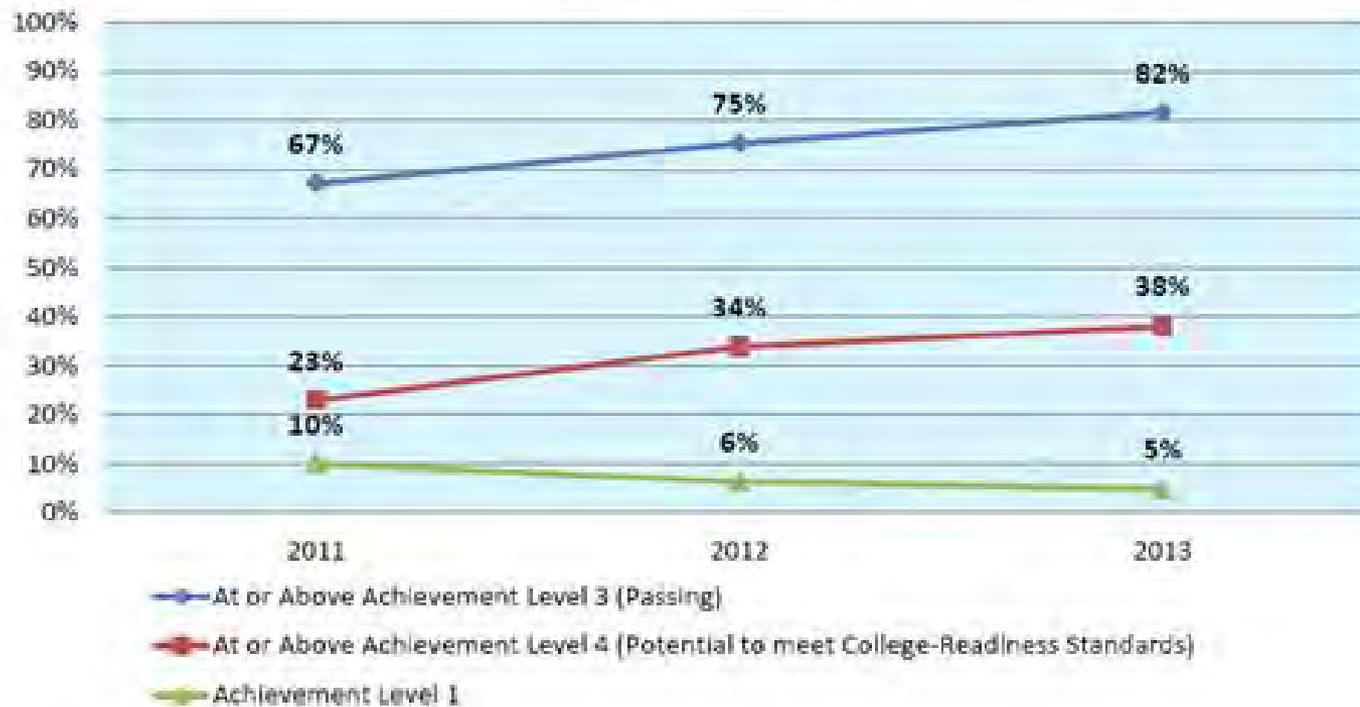
Grades 6-12

Algebra 1 EOC Assessment By Achievement Level Students with Disabilities First-Time Testers



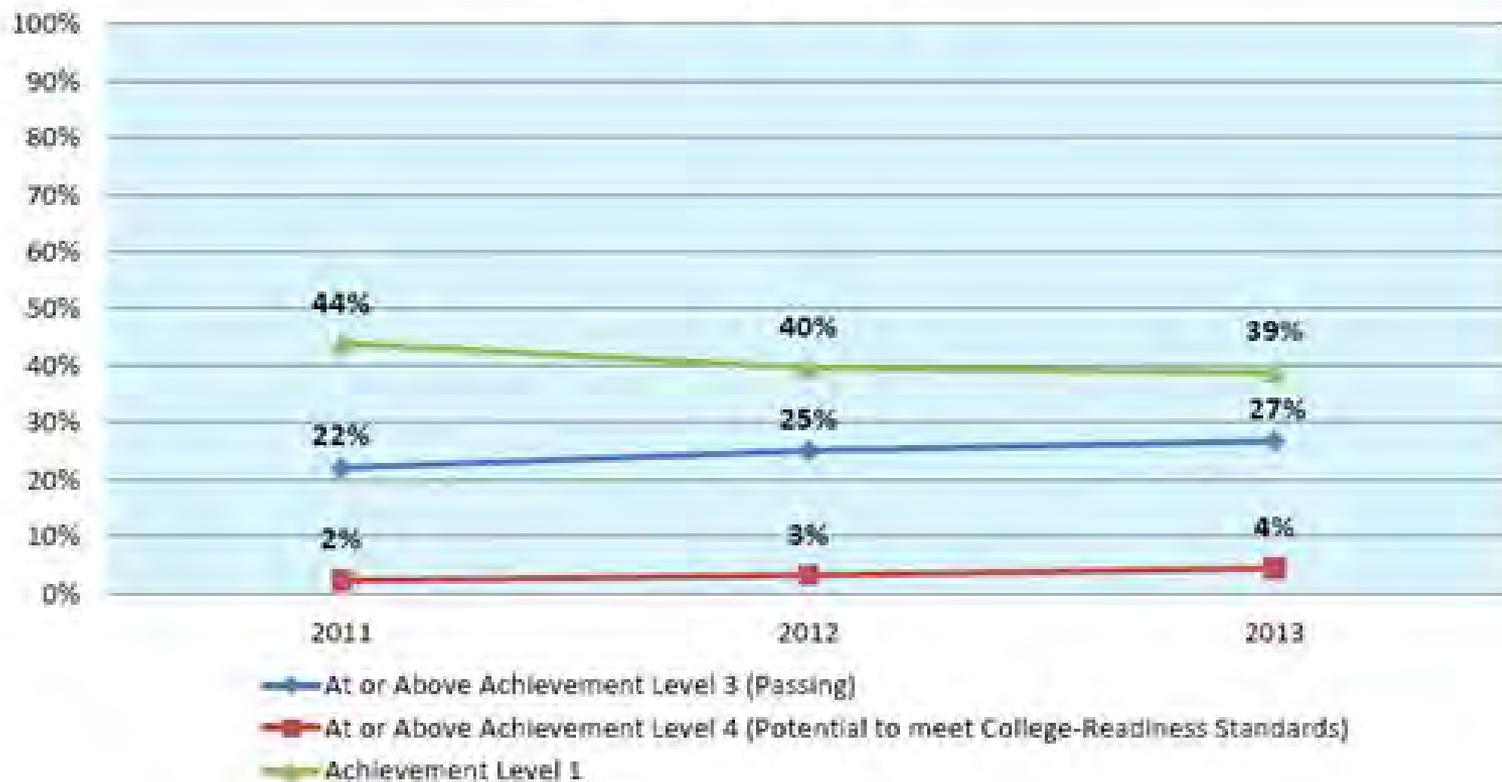
Grades 6, 7 and 8

Algebra 1 EOC Assessment By Achievement Level Students with Disabilities First-Time Testers



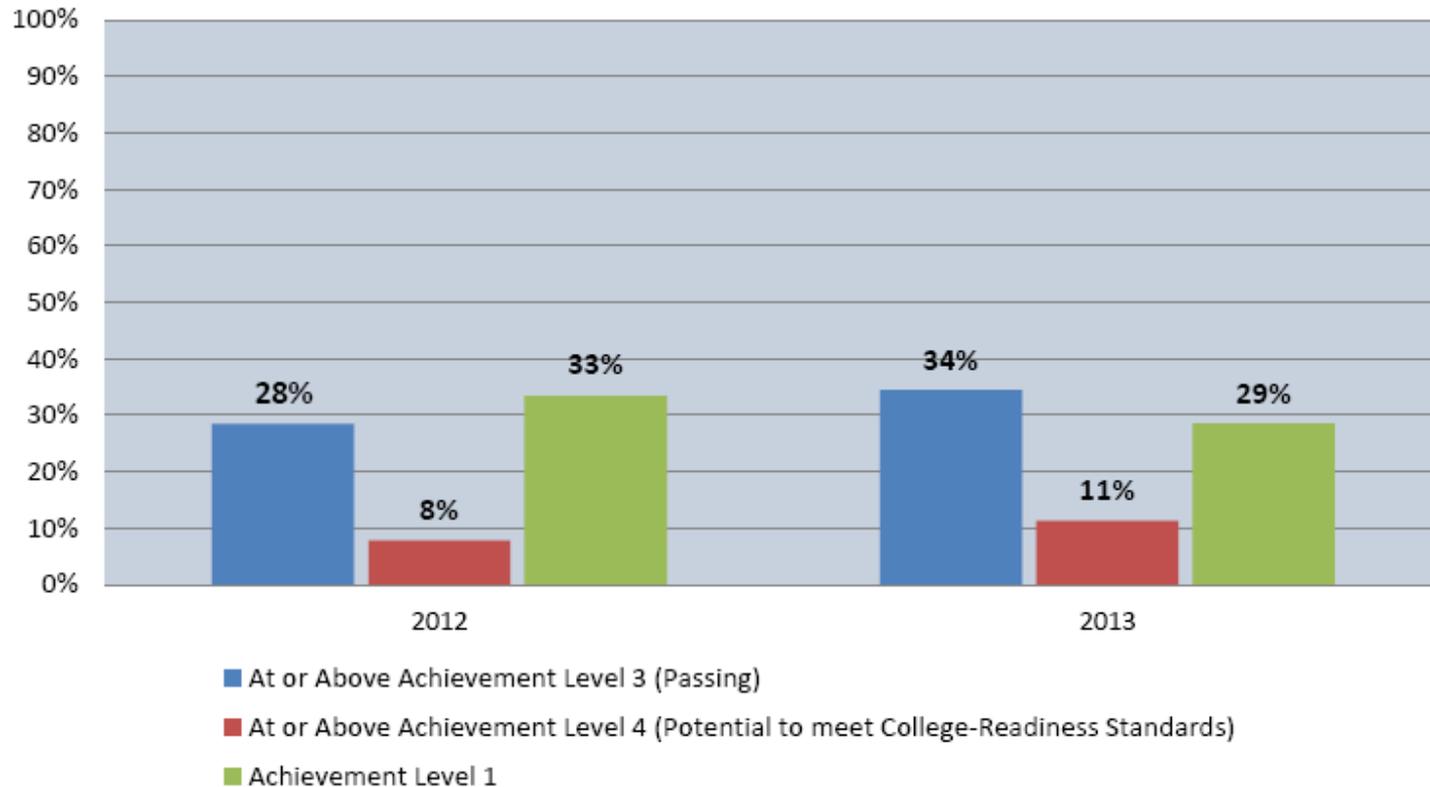
Grades 9-12

Algebra 1 EOC Assessment By Achievement Level Students with Disabilities First-Time Testers



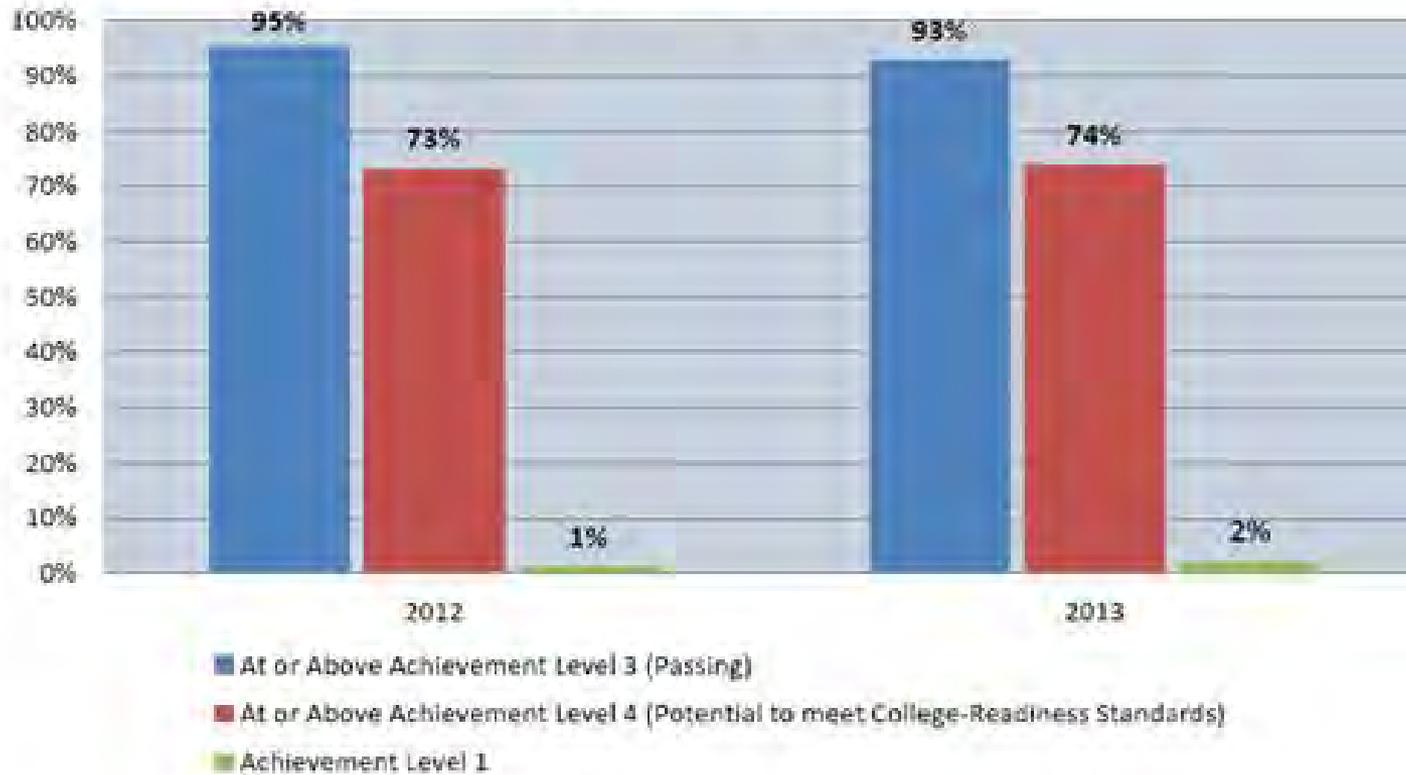
Grades 6-12

Geometry EOC Assessment By Achievement Level Students with Disabilities First-Time Testers



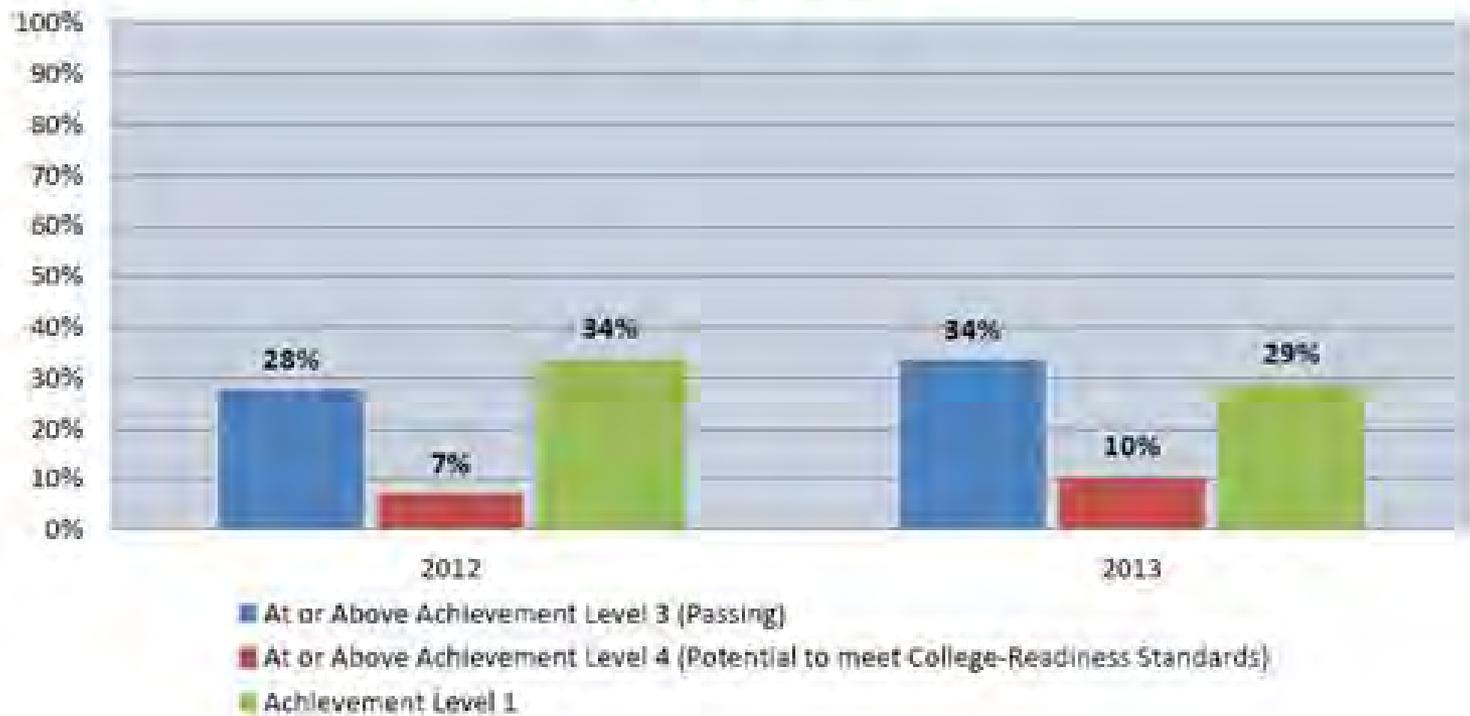
Grades 6, 7 and 8

Geometry EOC Assessment By Achievement Level Students with Disabilities First-Time Testers



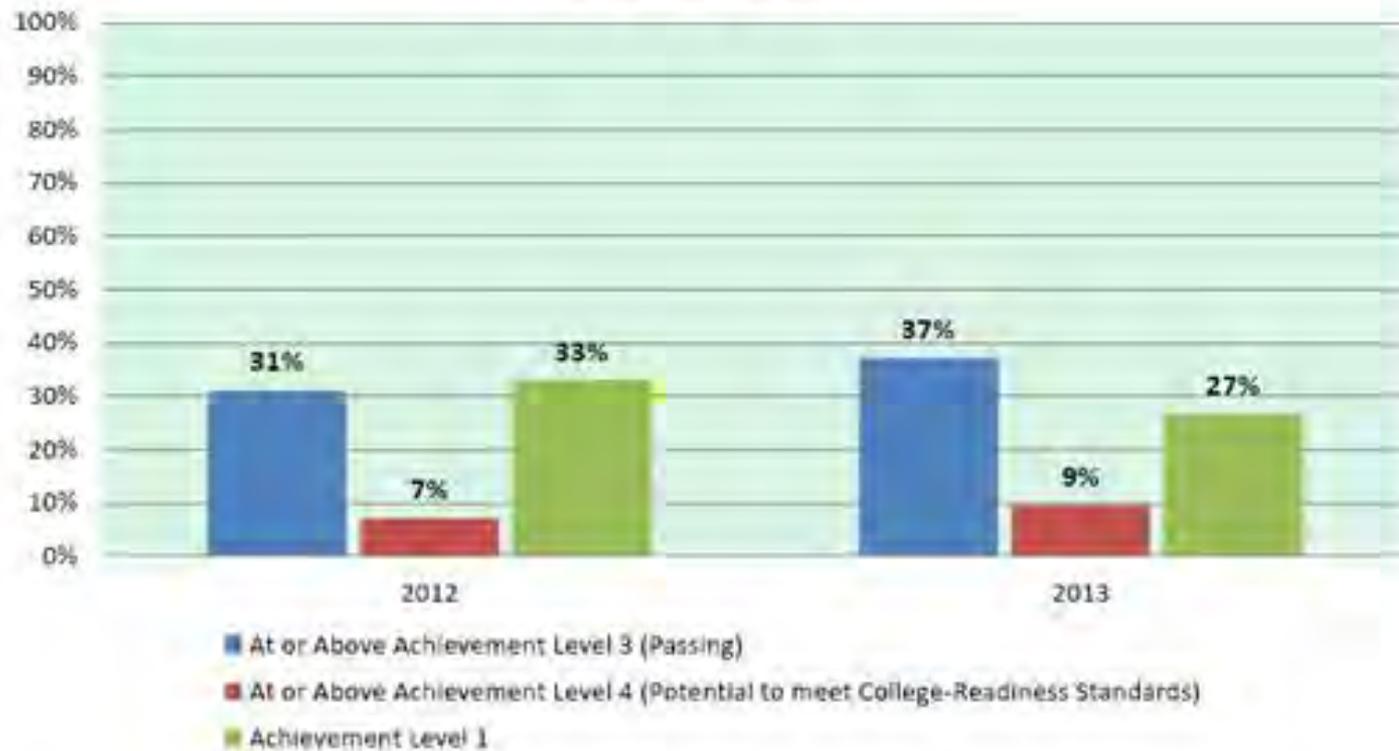
Grades 9-12

Geometry EOC Assessment By Achievement Level Students with Disabilities First-Time Testers



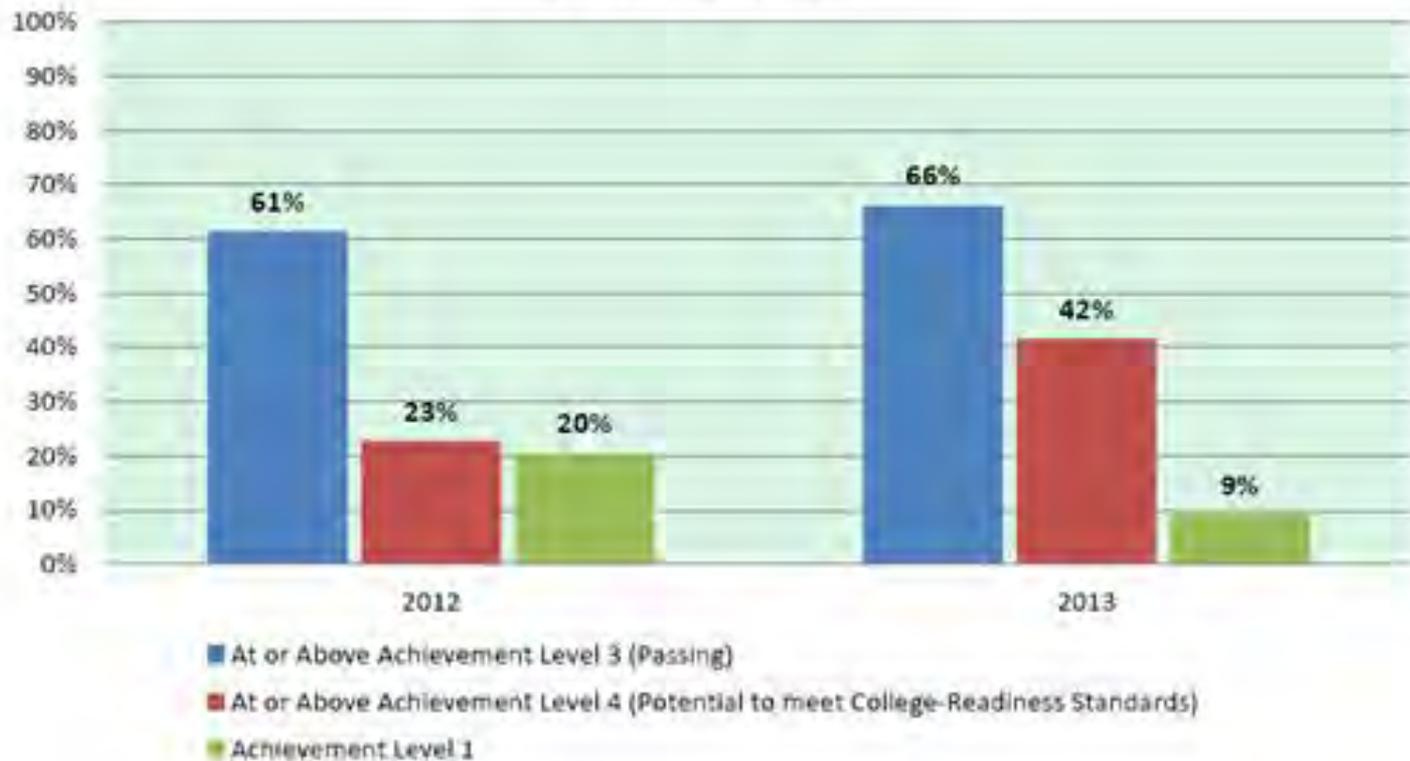
Grades 6-12

Biology 1 EOC Assessment By Achievement Level Students with Disabilities First-Time Testers



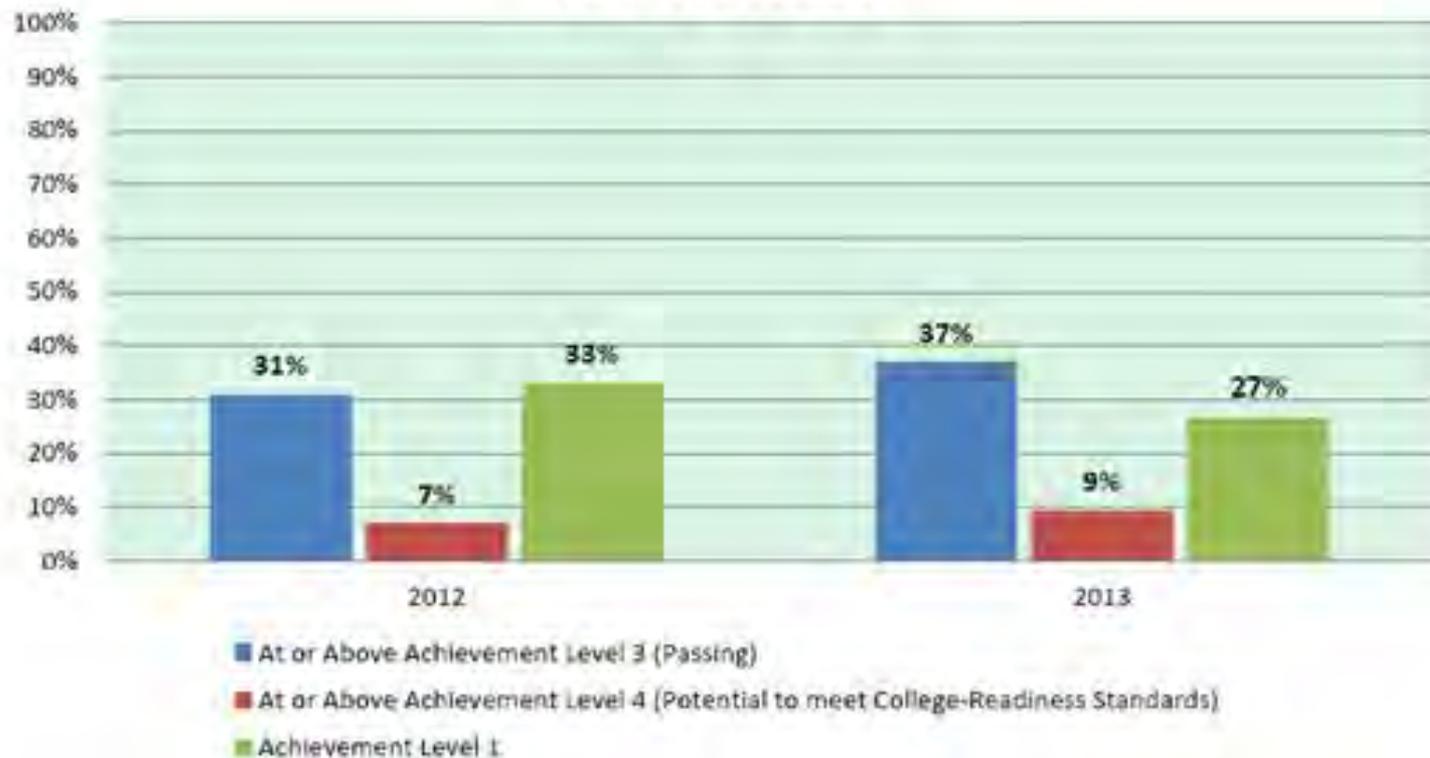
Grades 6, 7 and 8

Biology 1 EOC Assessment By Achievement Level Students with Disabilities First-Time Testers

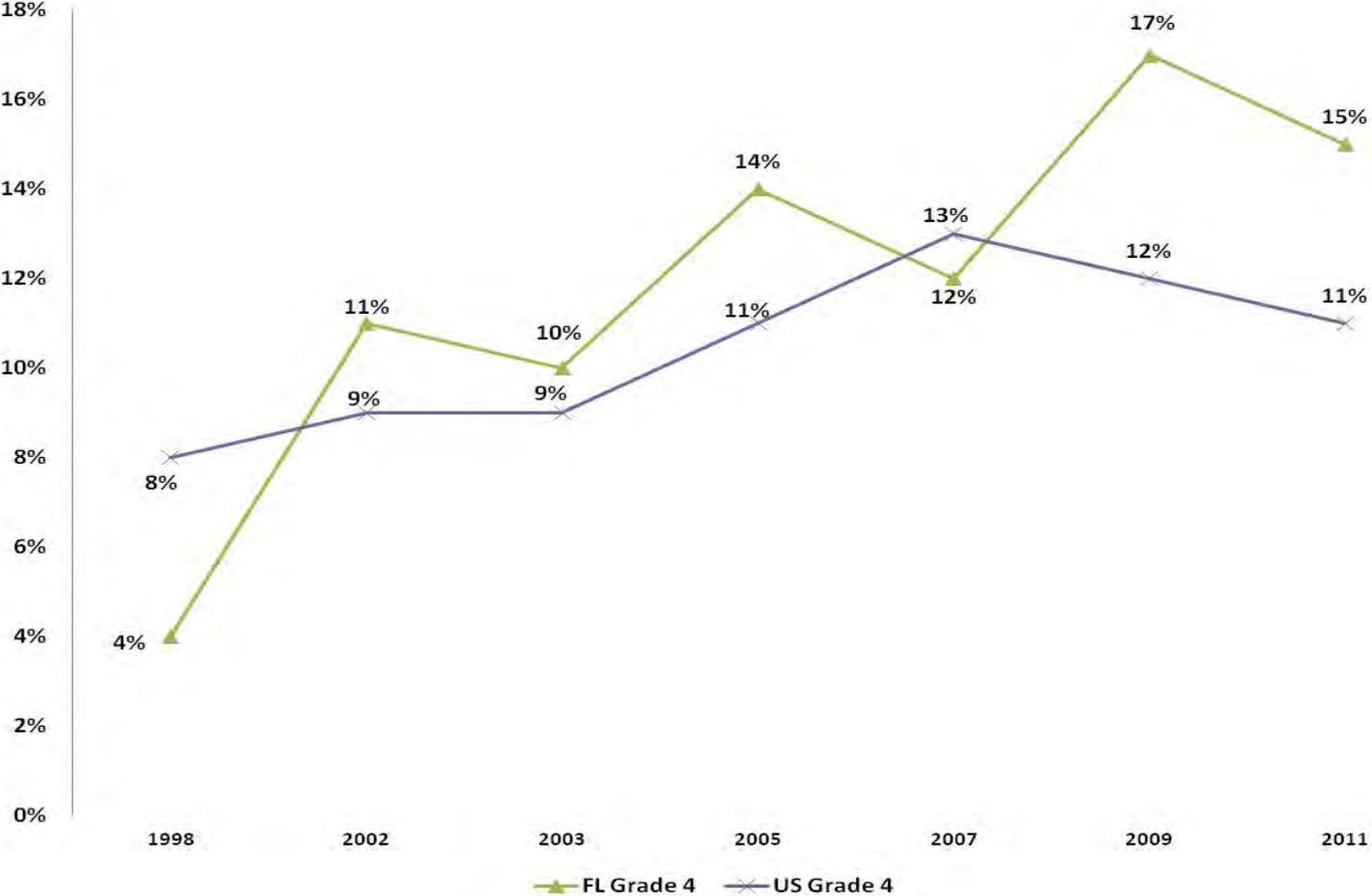


Grades 9-12

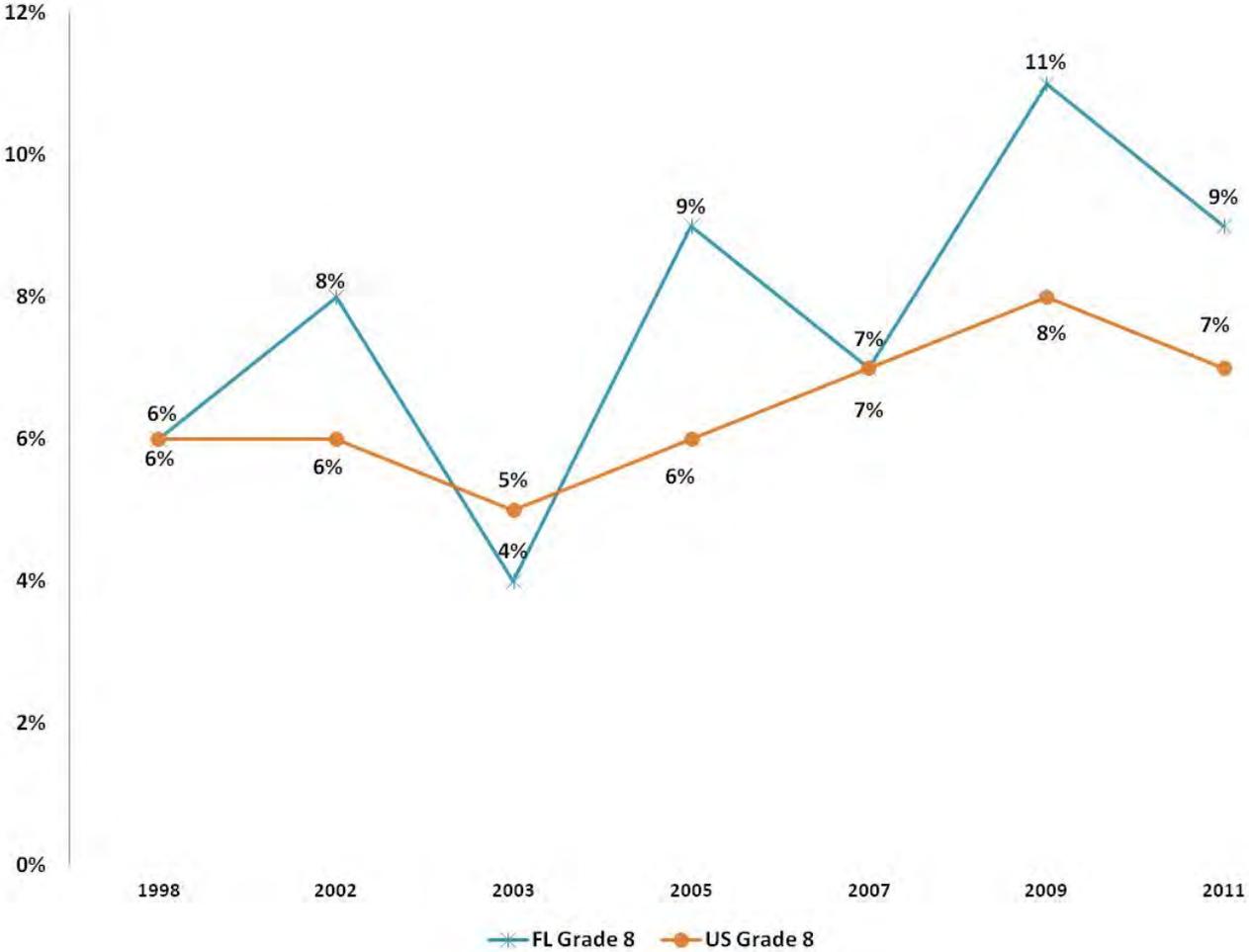
Biology 1 EOC Assessment By Achievement Level Students with Disabilities First-Time Testers



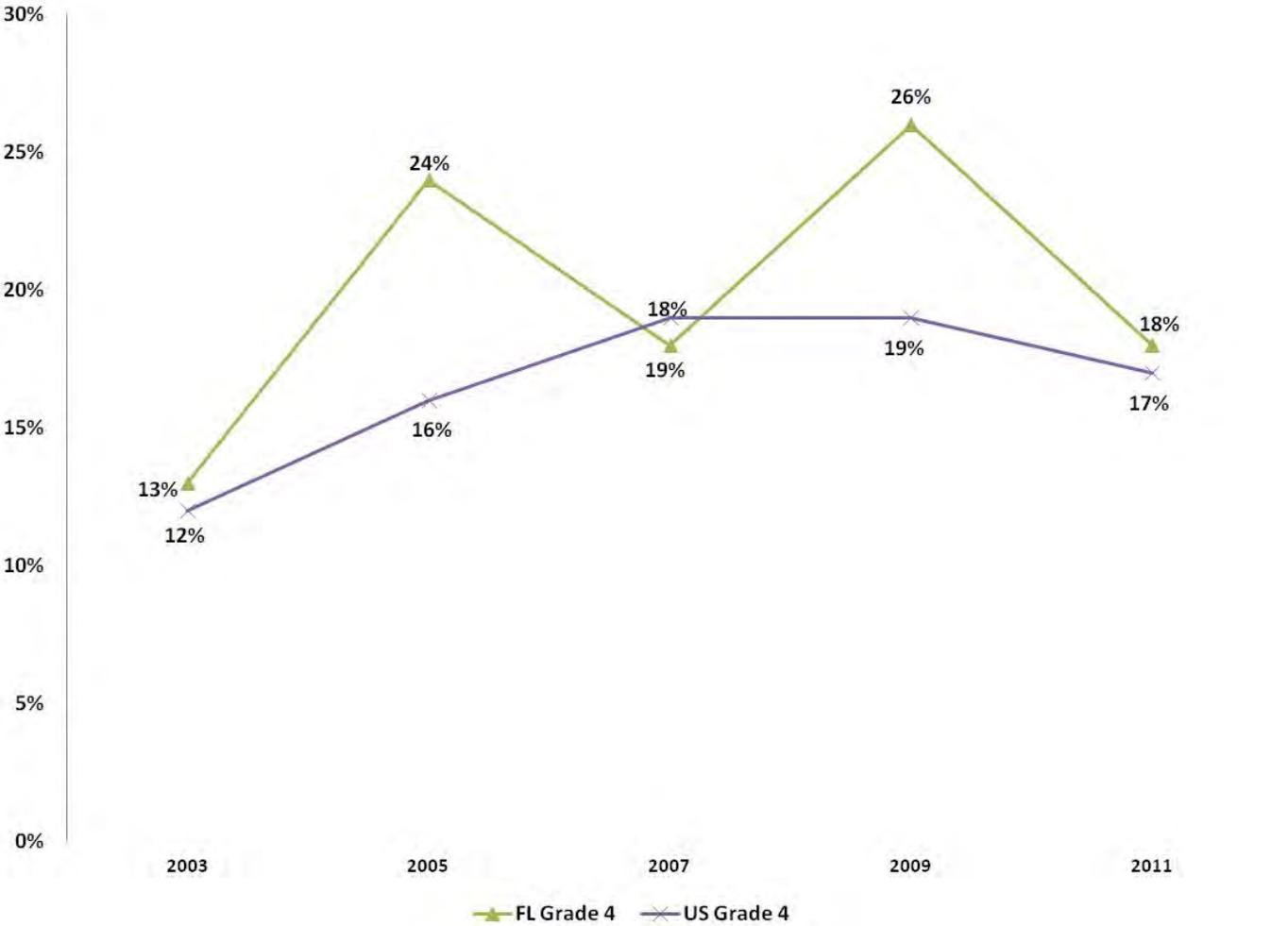
Percent of SWD at or Above Proficient on NAEP 4th Grade Reading



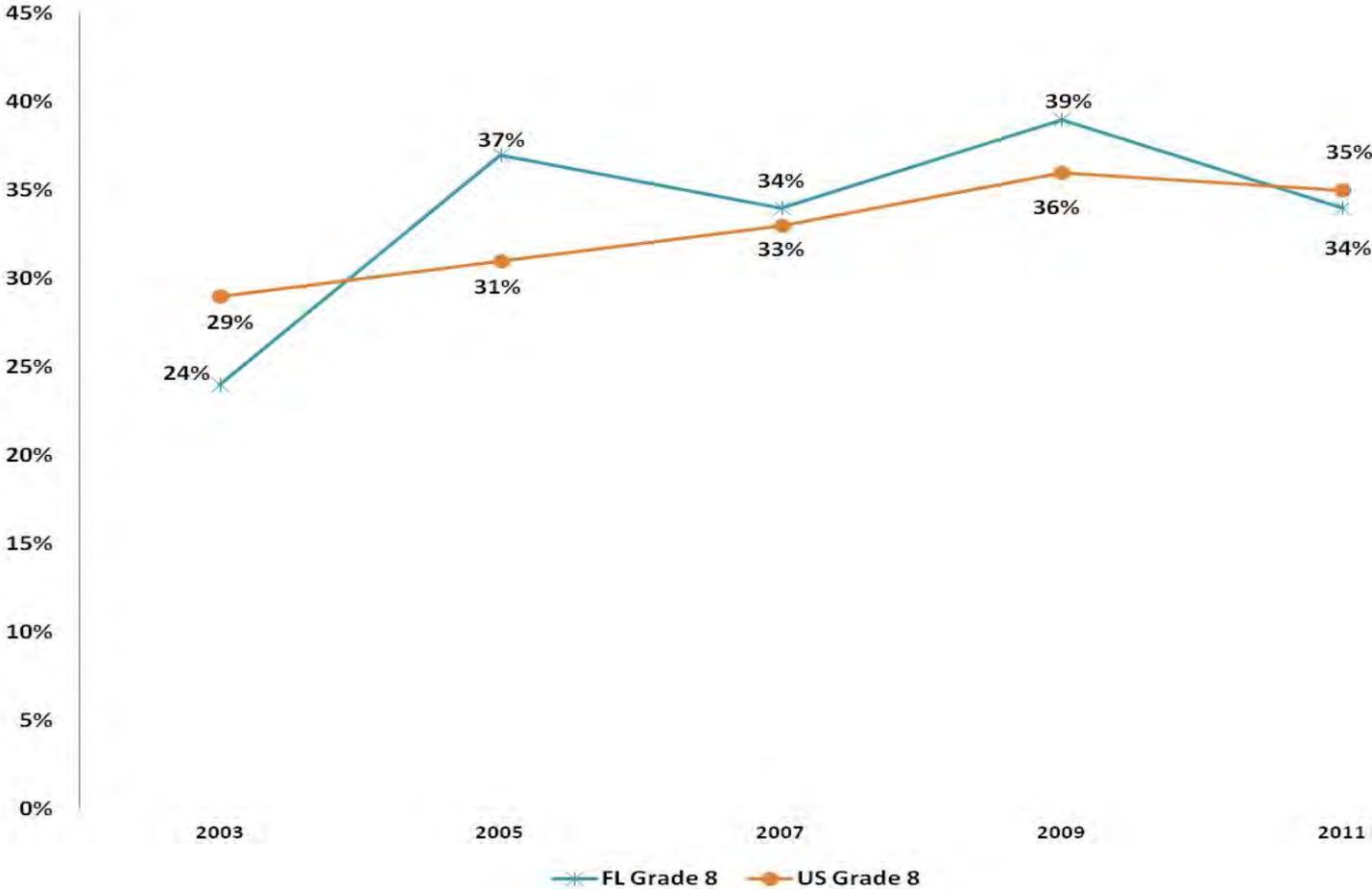
Percent of SWD at or Above Proficient on NAEP 8th Grade Reading



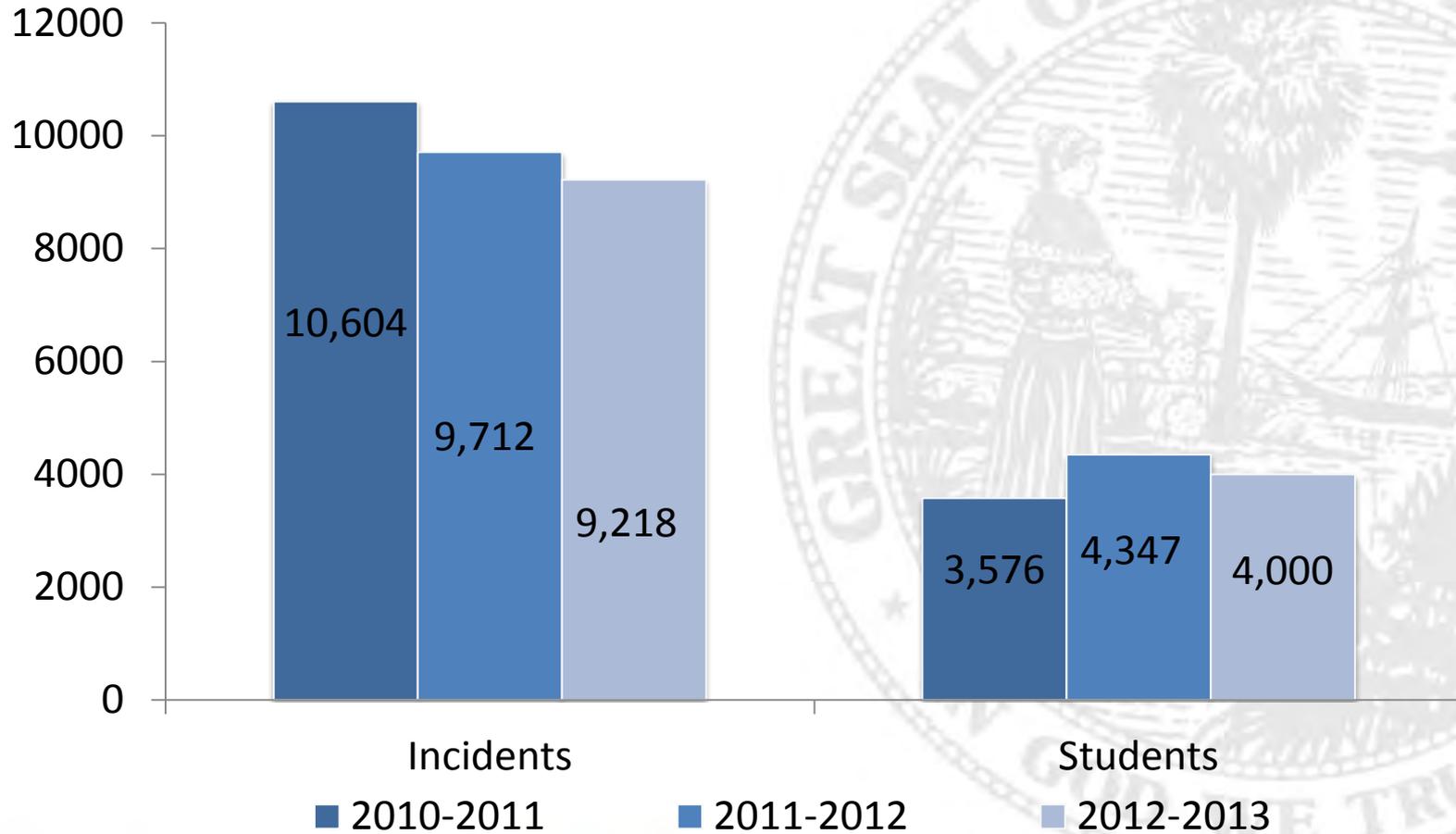
Percent of SWD at or Above Proficient on NAEP 4th Grade Math



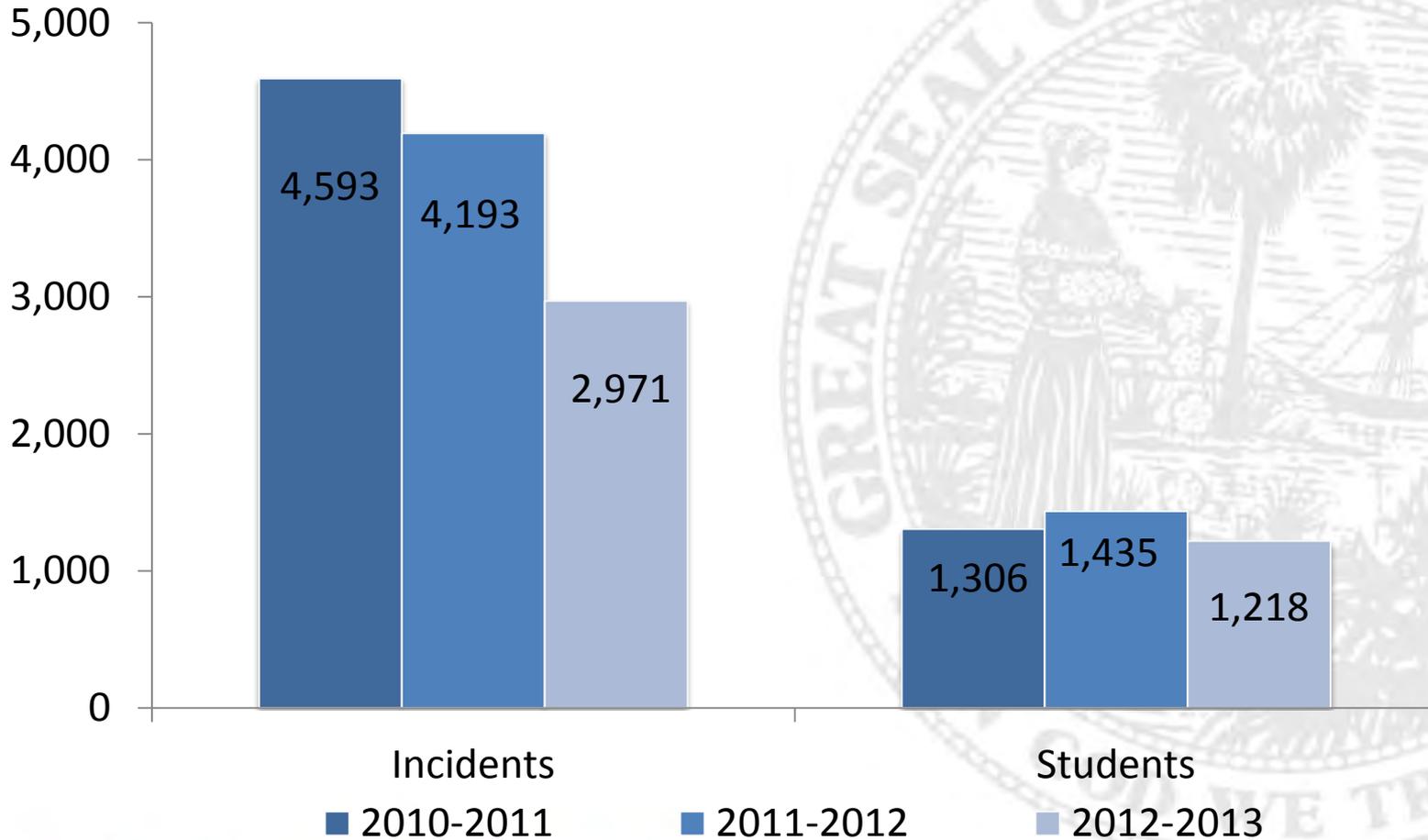
Percent of SWD at or Above Proficient on NAEP 8th Grade Math



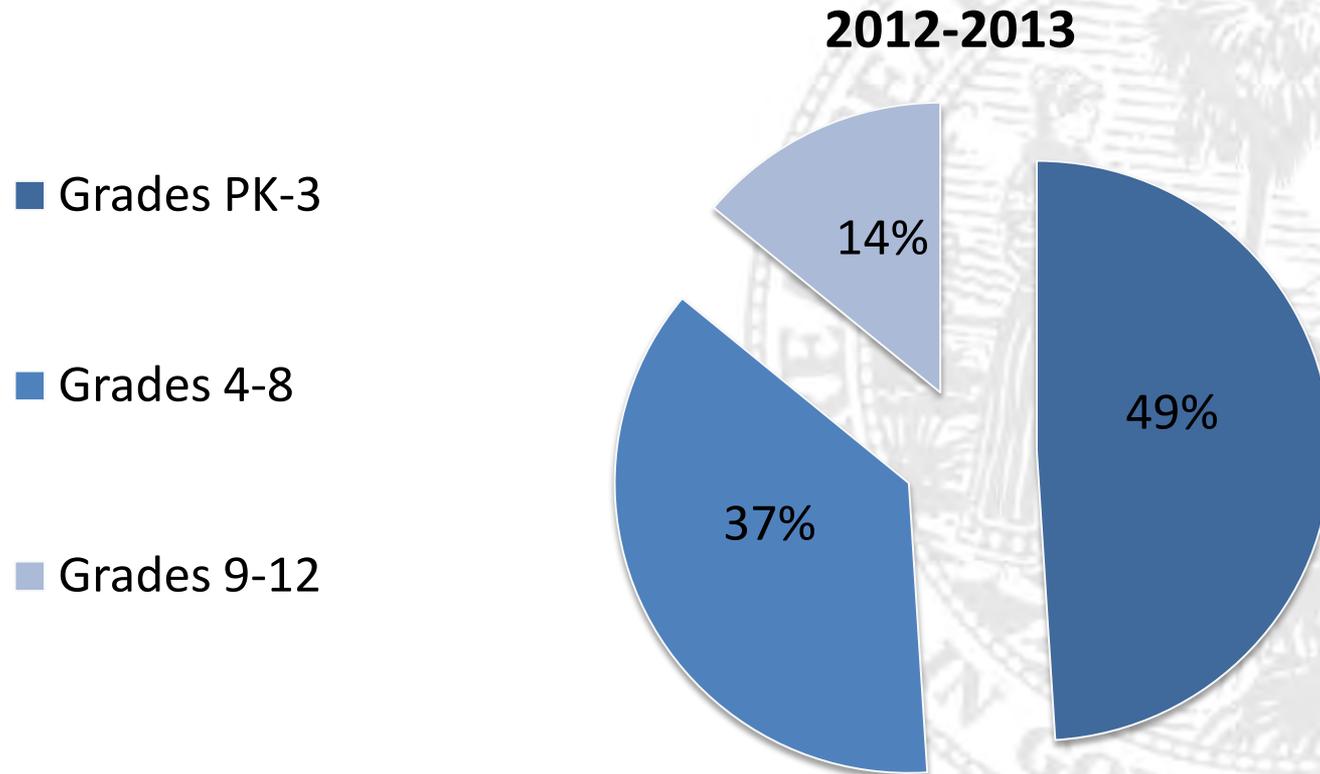
Number of Restraints and Number of Students Restrained



Number of Seclusions and Number of Students Secluded



Restraint by Grade Level

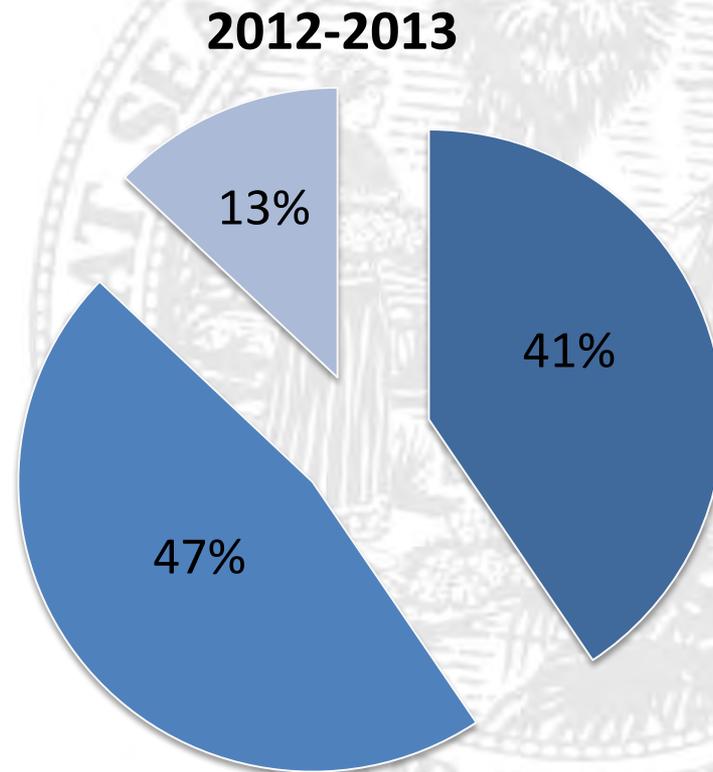


Seclusion by Grade Level

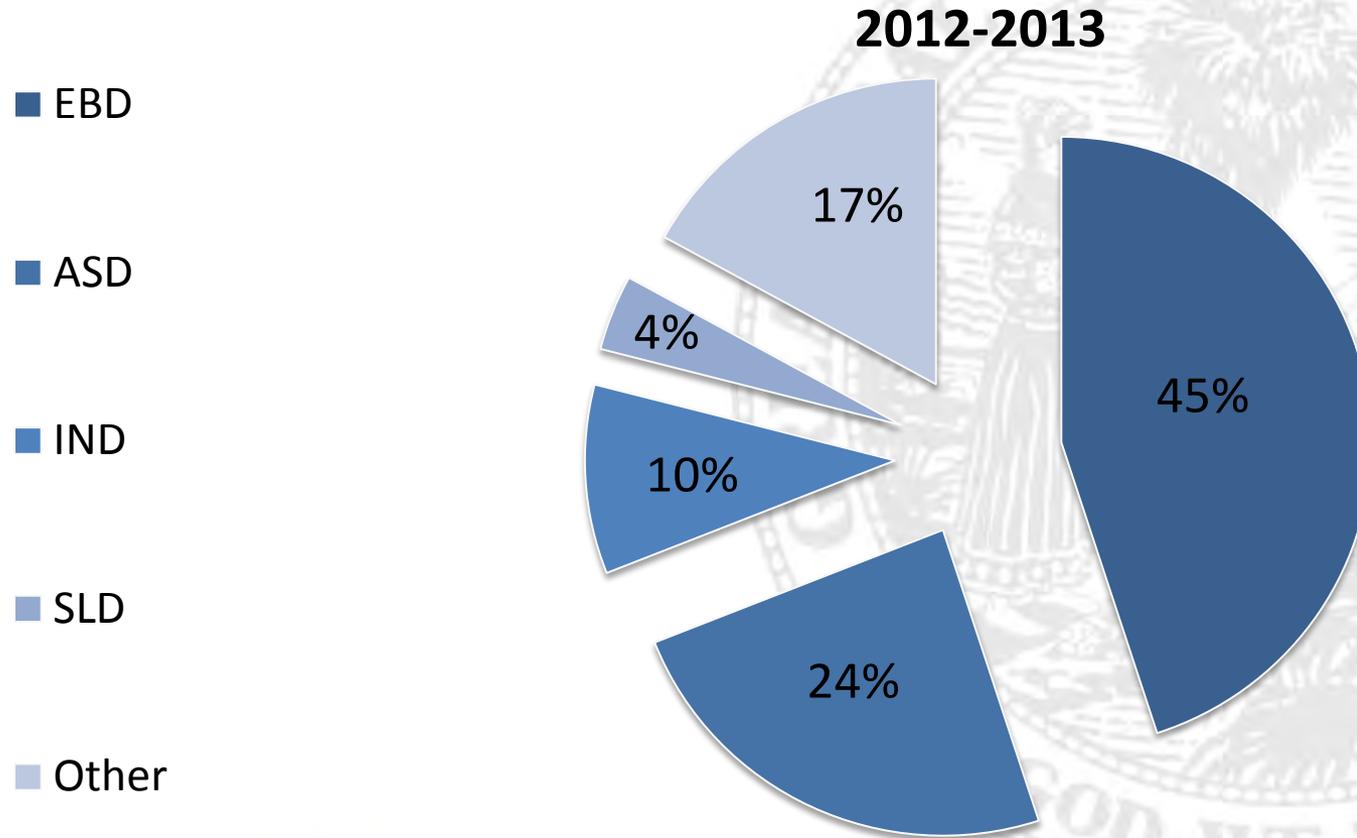
■ Grades PK-3

■ Grades 4-8

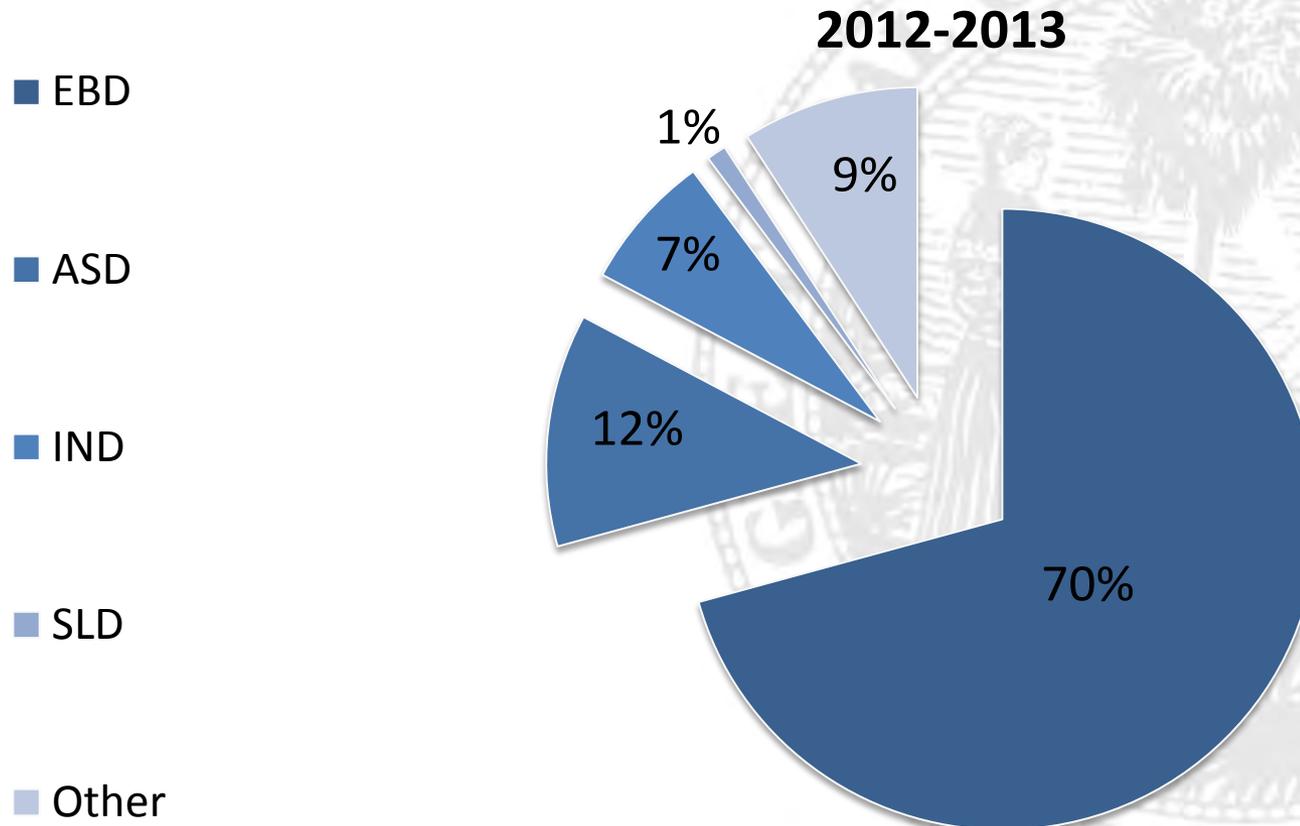
■ Grades 9-12



Restraint by Exceptionality

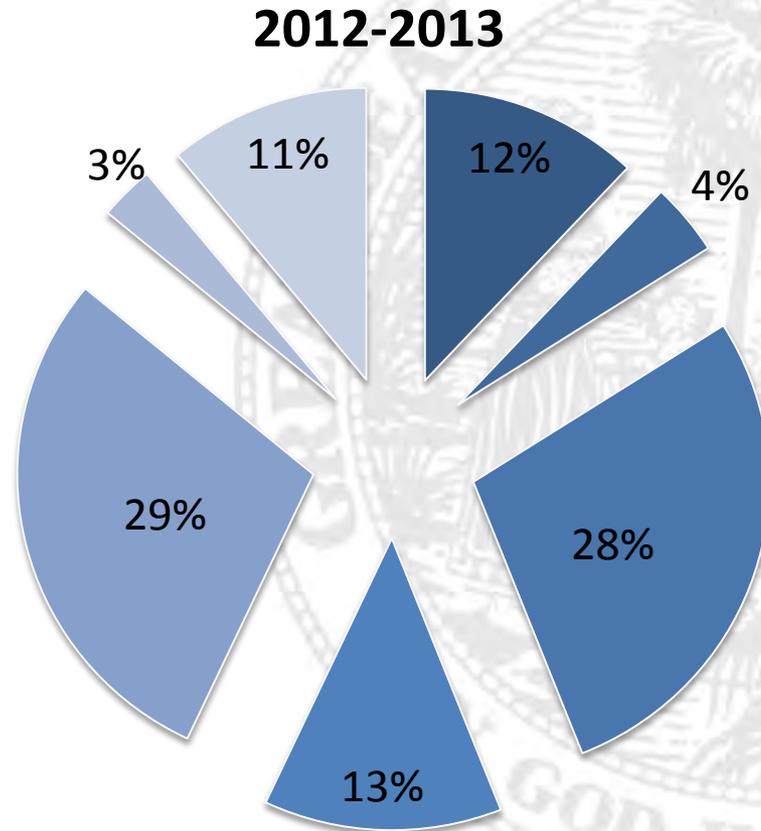


Seclusion by Exceptionality

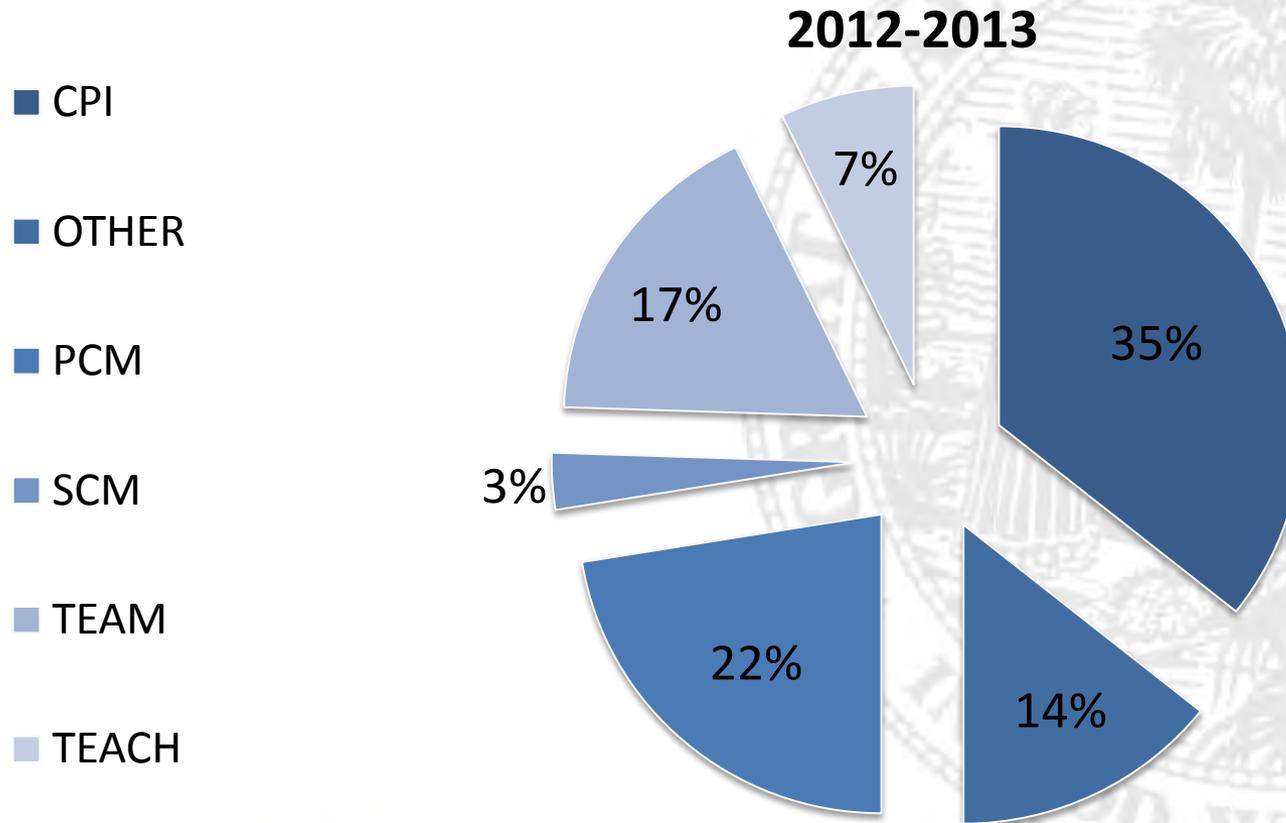


Types of Restraint

- Immobilization
- While in Transport
- Mechanical
- Prone
- Seated
- Standing
- Supine
- Other



Crisis Management Strategies Used



Districts Reducing Restraint Incidents

Leon	420
Orange	247
Seminole	209
Lake	191
St. Johns	133
Marion	148
Alachua	
Baker	
Broward	
Citrus	
Clay	
Collier	
Columbia	
Dade	
Gilchrist	
Gulf	

*Bold denotes reduction was greater than 100 incidents.

Hamilton
Hardee
Hendry
Hernando
Highlands
Jackson
Levy
Madison
Okeechobee
Palm Beach
Pasco
Pinellas
Taylor
Volusia
Walton
Washington

Districts Reporting Zero Restraint Incidents

Dixie

Gulf

Hendry

Jefferson

Lafayette

Suwannee

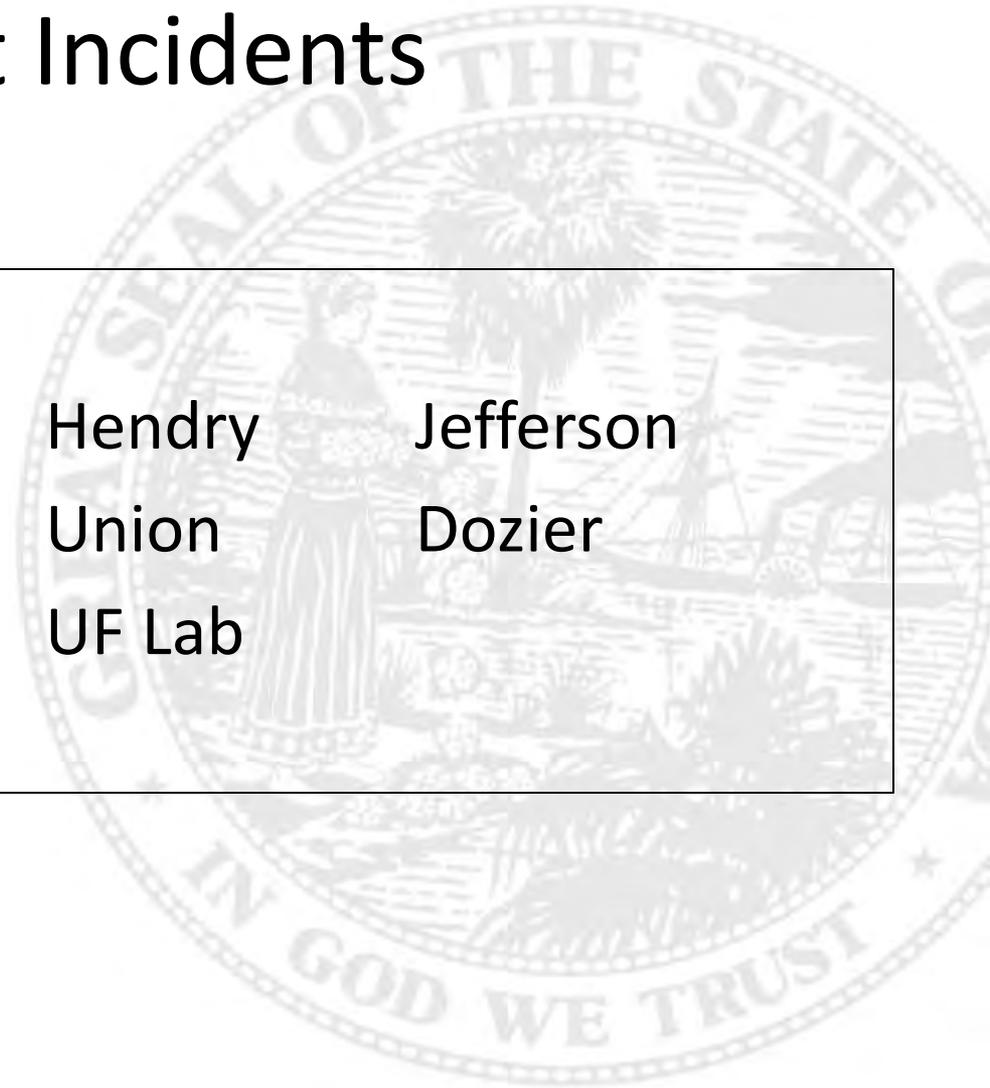
Union

Dozier

FSU Lab

FAMU Lab

UF Lab



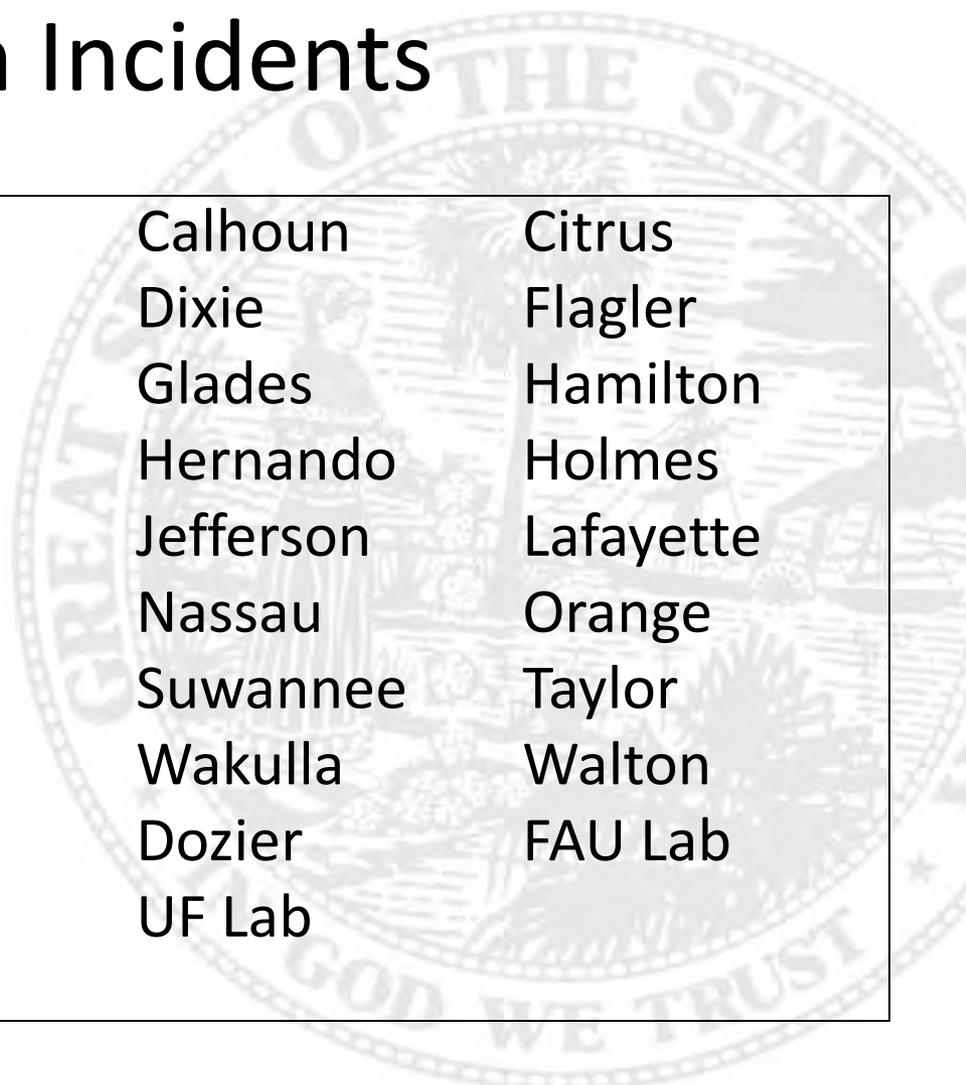
Districts Reducing Seclusion Incidents

Leon	719
Pinellas	208
Marion	197
Pasco	137
Duval	132
Alachua	
Broward	
Citrus	
Dade	
Hillsborough	

*Bold denotes reduction was greater than 100 incidents.

Jackson
Lake
Manatee
Martin
Okaloosa
Osceola
Polk
St. Lucie
Taylor

Districts Reporting Zero Seclusion Incidents



Baker	Bradford	Calhoun	Citrus
Collier	Desoto	Dixie	Flagler
Franklin	Gilchrist	Glades	Hamilton
Hardee	Hendry	Hernando	Holmes
Indian River	Jackson	Jefferson	Lafayette
Levy	Madison	Nassau	Orange
Palm Beach	Sumter	Suwannee	Taylor
Union	Volusia	Wakulla	Walton
Washington	FSDB	Dozier	FAU Lab
FSU Lab	FAMU Lab	UF Lab	

LESSONS LEARNED: Use Data Well

- Use (and require the use of) data at **all levels** to focus critical conversations, identify needs, gauge/monitor progress, and make continual improvements to instructional practice (ensuring that teams are working with district-wide data, not only school-level data)

LESSONS LEARNED: Focus Your Goals

- Establish a foundation to guide all work
- Align all work across the district with the district goals/district strategic plan to improve student learning
- Focus all work across the district to meet district-wide goals and strategies
- Align decisions about resource management with district goals
- Focus PD on district goals

LESSONS LEARNED:

Select and Implement (deeply) Shared Instructional Practices

- Hold all adults to high standards and clearly define expectations around the core work of teaching and learning, and for supporting all children to learn at higher levels
- Reduce the number of initiatives and ensure that all work aligns directly with a small number of goals and strategies
- Avoid programs or initiatives as the “answer” or silver bullet
- Support shared learning and responsibility among adults for the success of all students
- Embed intervention as part of the district’s instructional process/framework

LESSONS LEARNED: Monitor and Provide Feedback and Support

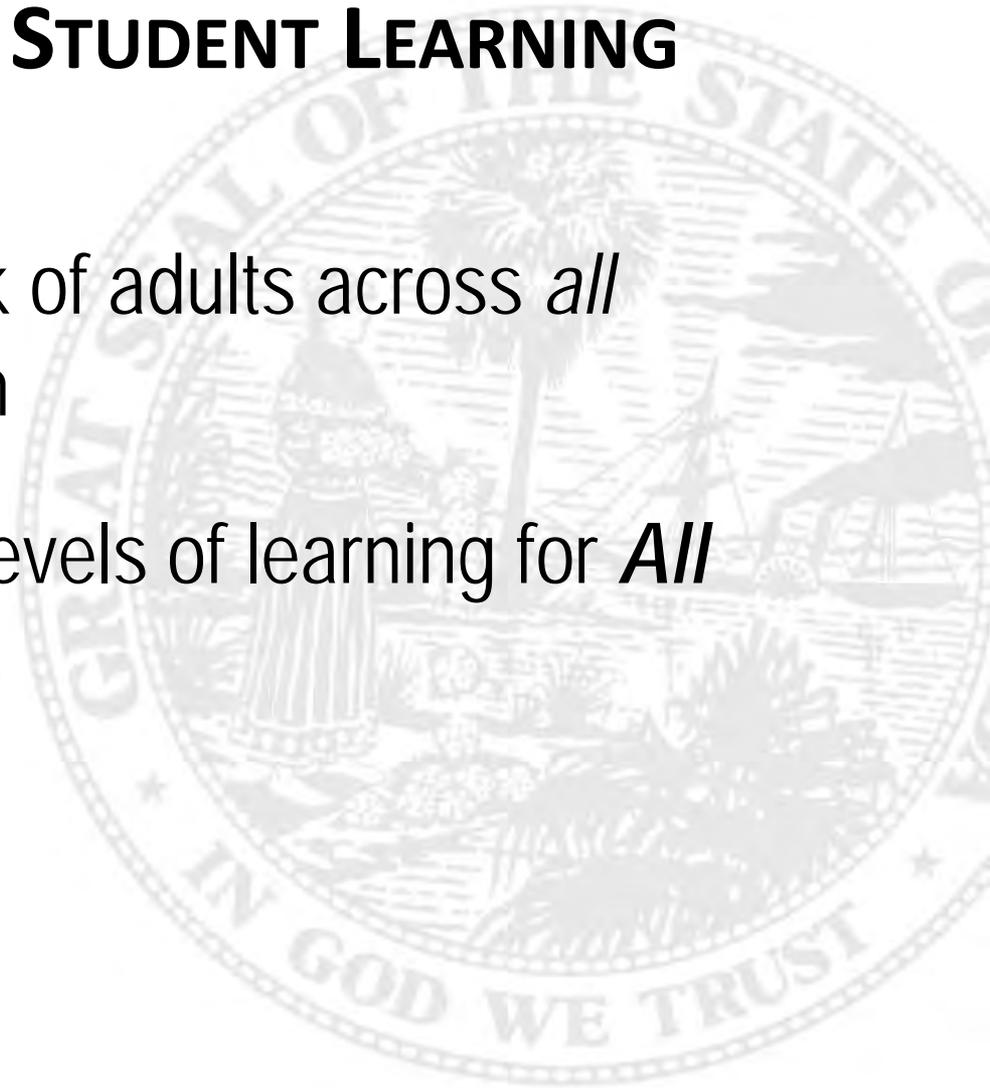
- Measure both adult implementation and student achievement to focus on the impact of district actions on student performance
- Value accountability and make results the central focus of the school system
- Provide a balance of defined autonomy and flexibility for schools to meet expectations, but require that every single school meet them

LESSONS LEARNED: Inquire and Learn

- Share leadership and support the development of essential leadership practices across the district
- Align curriculum, instruction, and assessment in real ways
- Move from a focus on individual buildings to a focus on district-wide implementation to sustain the work
- Make sure the district leadership team includes staff from across the district, not only cabinet level personnel or administrators
- Use the expertise around you, always reaching to the next level; never be satisfied with where you are

IMPLICATIONS FOR STUDENT LEARNING

- Rethinking the work of adults across *all* levels of the system
- Supporting higher levels of learning for *All* students and adults

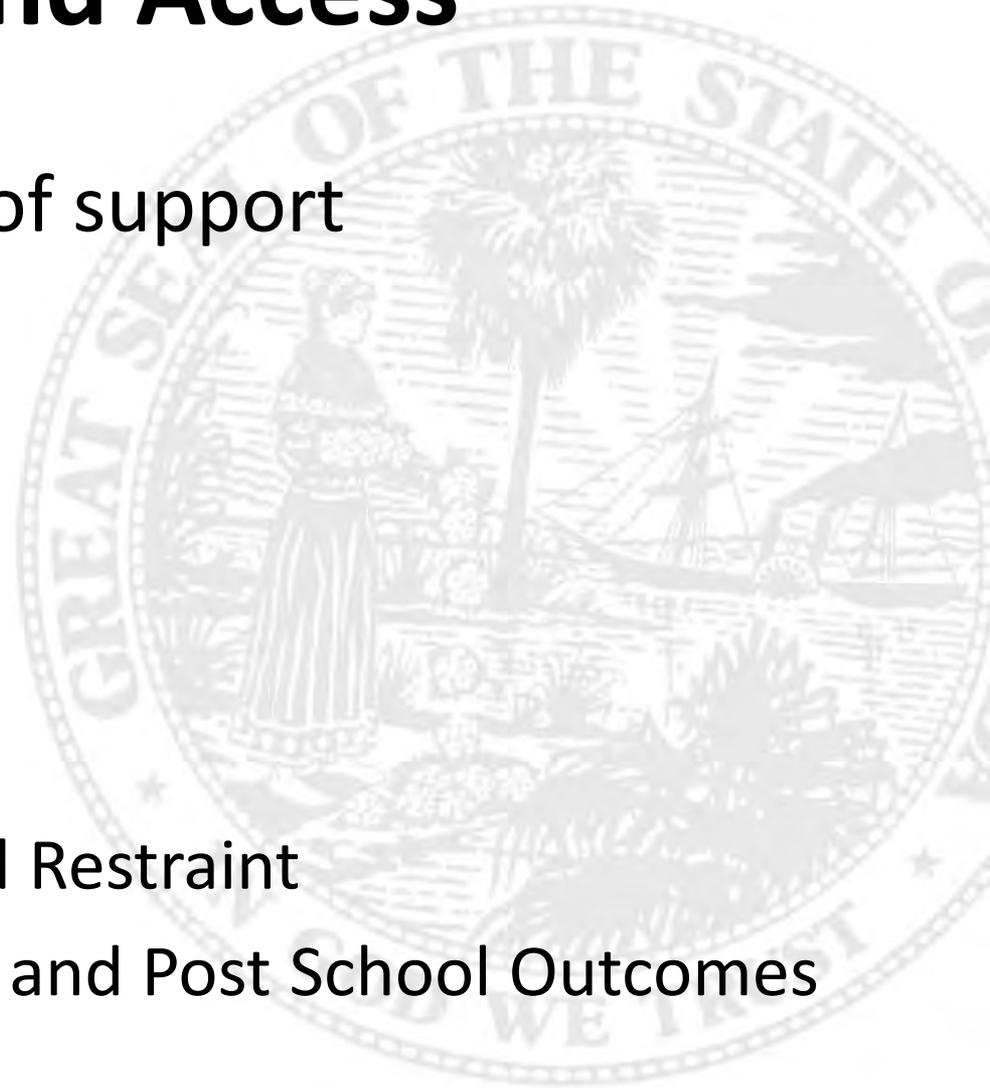


Implications for Florida's Work

- Shift to a results driven system
 - Determinations will include outcome indicators 13-14
- 5 year state strategic plan (OSEP SSIP)
- Integrating support to districts through a multi-tiered system
- Focused monitoring around barriers to equity and access

Equity and Access

- Multi-tiered systems of support
- Focused Monitoring
 - Disproportionality
 - Discipline
 - CEIS
 - LRE
 - Secured Seclusion and Restraint
 - Graduation, Drop Out and Post School Outcomes



2013-14 Self-Assessment

New Protocol for IEP Implementation

Continued Self-Assessment for Matrix of Services, DJJ, Restraint and Seclusion, and Secondary Transition

Slight Decrease in Number of Records Required

2013-14 Self-Assessment

Records Samples Selected by Bureau Rather than District This Year

The 22 districts selected for monitoring and assistance on-site visits are not required to complete self-assessment for IEP implementation or restraint and seclusion.

What Matters Most: Key Practices

- Key Practice: Use Data Well
 - To what degrees do SEAs:
 - Use data to identify and respond to common needs related to student learning across areas of the state and establish goals and performance targets at the district and school level?
 - To what degrees do LEAs:
 - Use data to identify district, school and classroom needs, and establish goals and performance targets at the district and school level?

Thank You!

- On behalf of BEESS, we look forward to partnering with parents, schools and community members, as we create an environment where all students, including students with disabilities, will thrive as 21st century learners.

