

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

Administrators' Management
Meeting

September 11, 2012



FDOE Vision



The Florida Department of Education is committed to changing the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable our students for success in the 21st century.

FDOE Mission

Increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

BEES Mission

The mission of exceptional student education and student services in Florida, a committed alliance for the development of the unique gifts of each exceptional person, is to ensure the achievement of each and every individual's extraordinary purpose by expanding opportunities through collaboration of families, professionals, and communities who guarantee highest expectations and individual success.

Five Game Changers for SWD

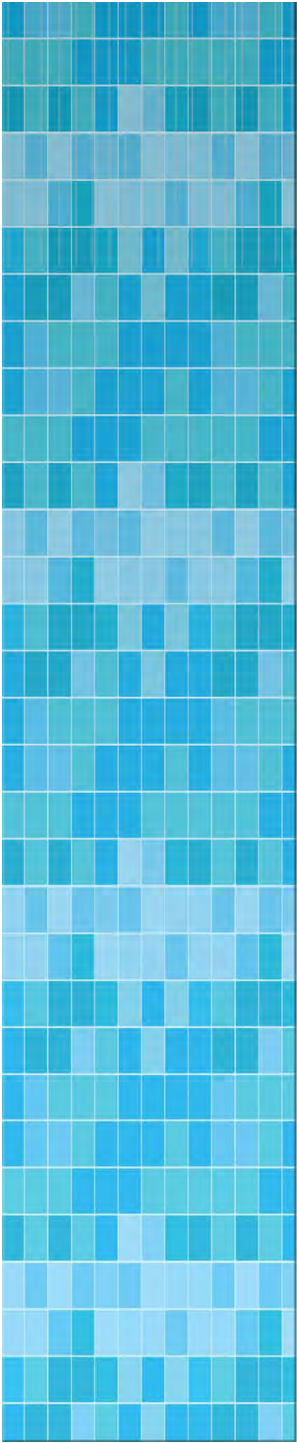
- Aligning early childhood services and k-12 services for students with disabilities
- Developing policies that would push all teachers to be prepared and trained to work with *SWD and parents*
- Providing access to differentiated instruction, and effective intervention to all SWD

(Alexa Posny, 2012)

Five Game Changers SWD

- Including all students in assessment by making the assessments fully accessible
- Providing more transition planning for students moving into post-secondary and career opportunities

(Alexa Posny, 2012)



“Those who say it cannot be done
should not interrupt those who are
doing it.”

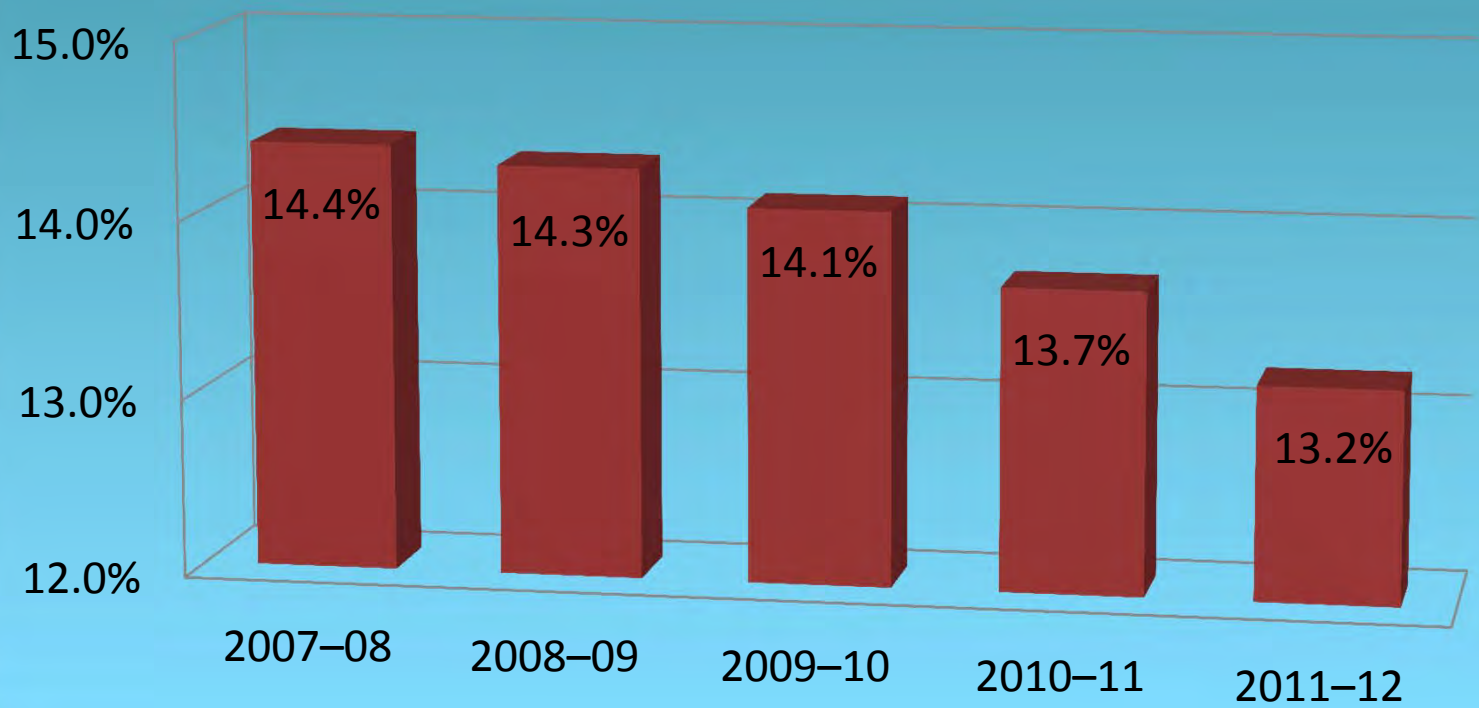
Chinese Proverb



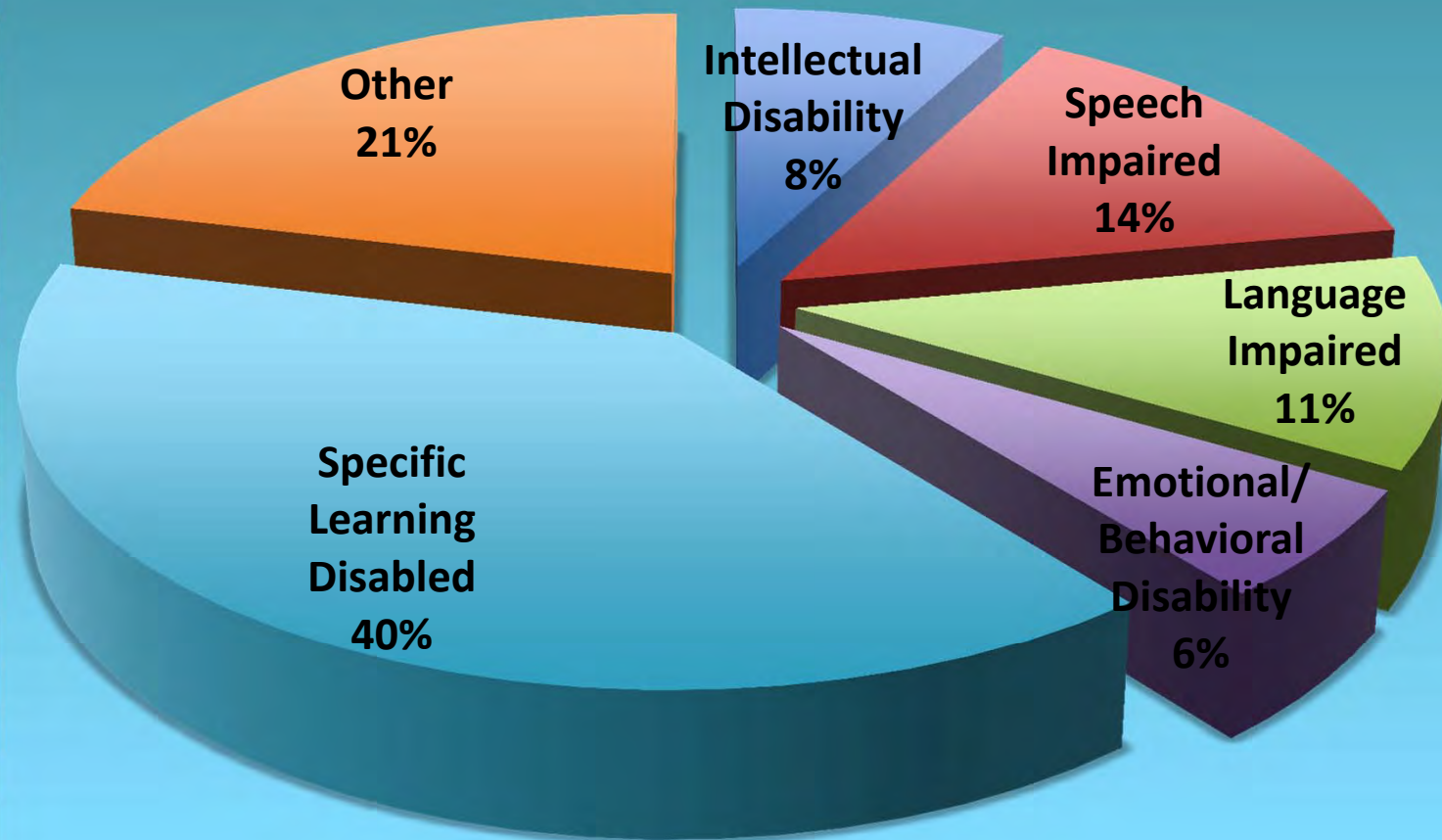
Students with Disabilities as
21st Century Learners



SWD as Percent of Total Population

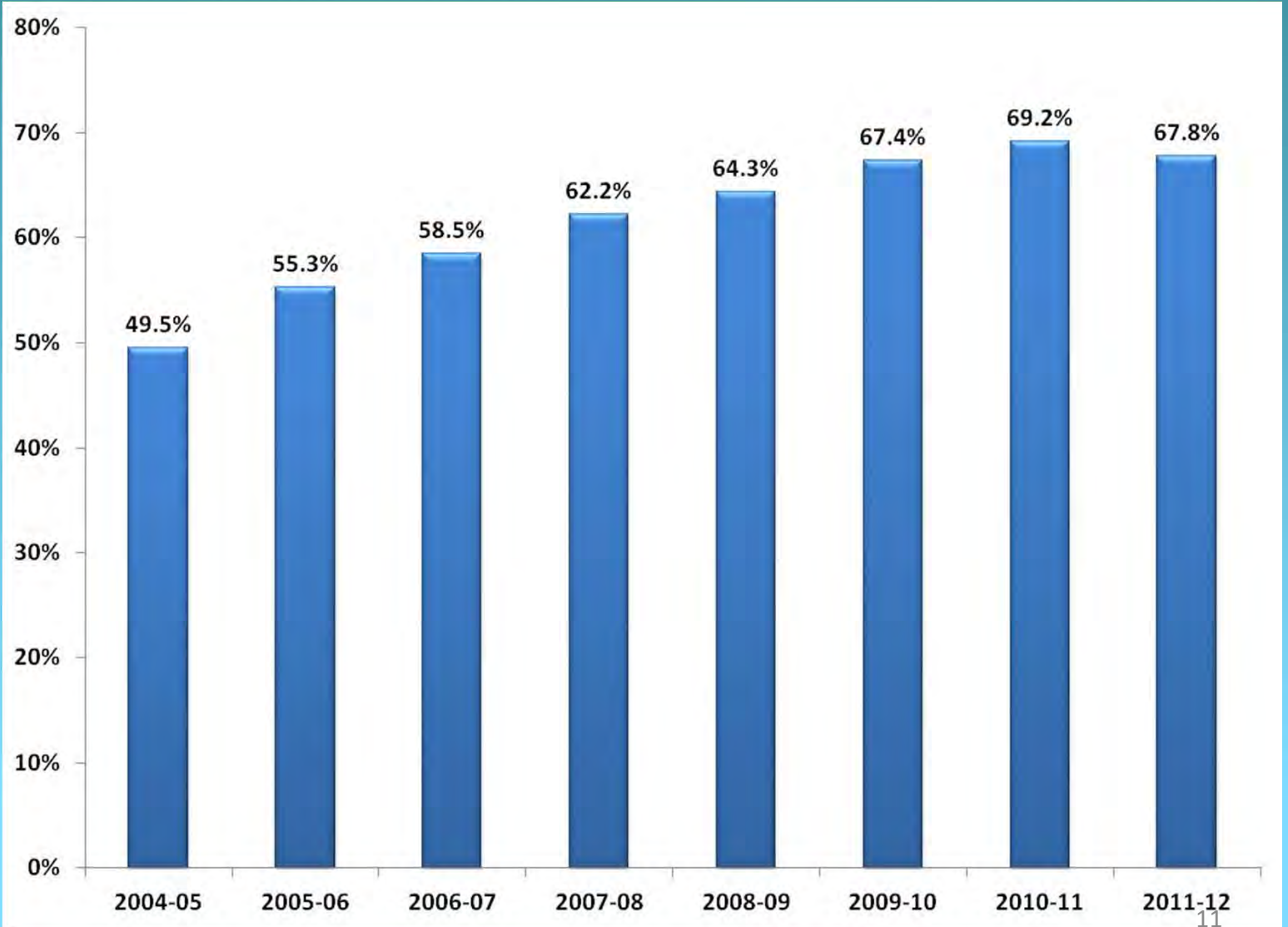


Florida's Students with Disabilities

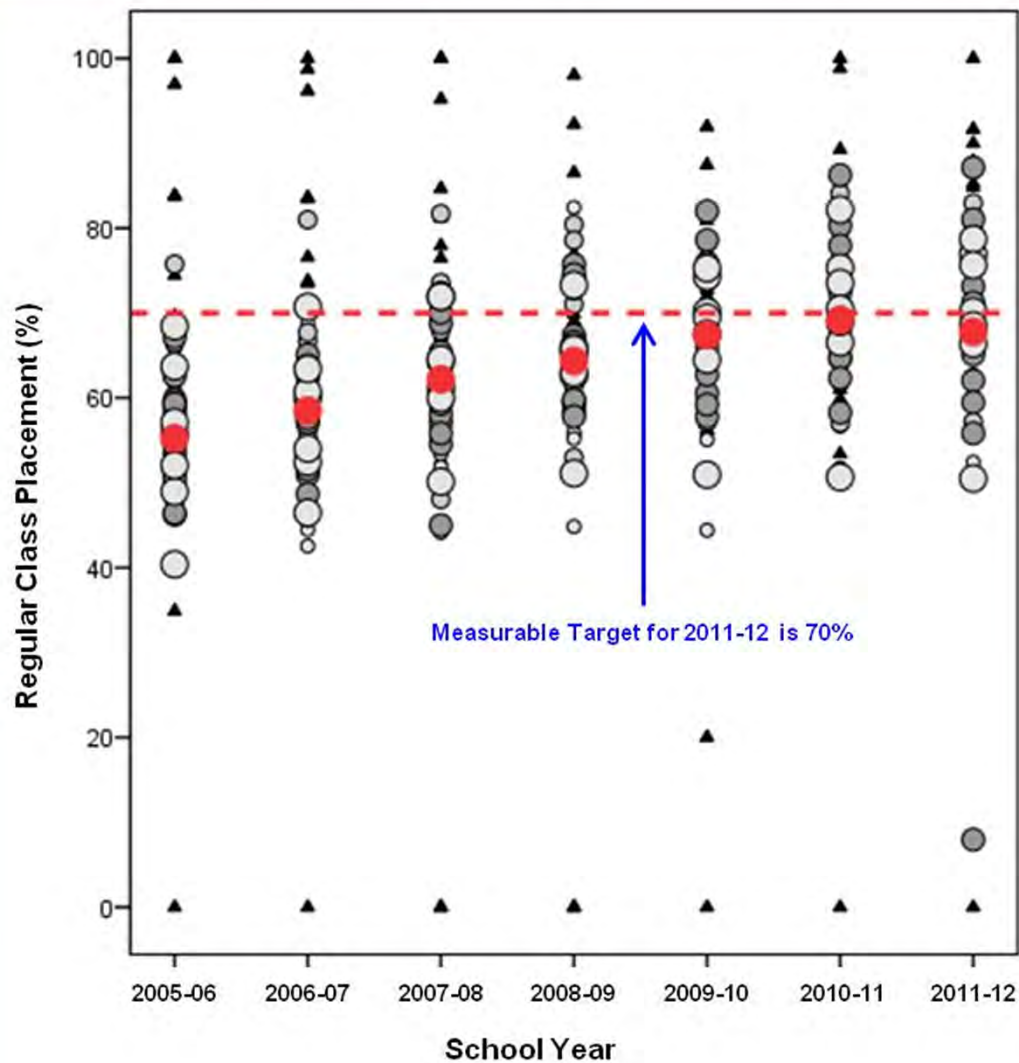


Source: EIAS Membership Brief, October 2011

Regular Class Placement



Regular Class Placement: 2005-06 to 2011-12



State Improvement

- 12.5 point increase between 2005-06 and 2011-12

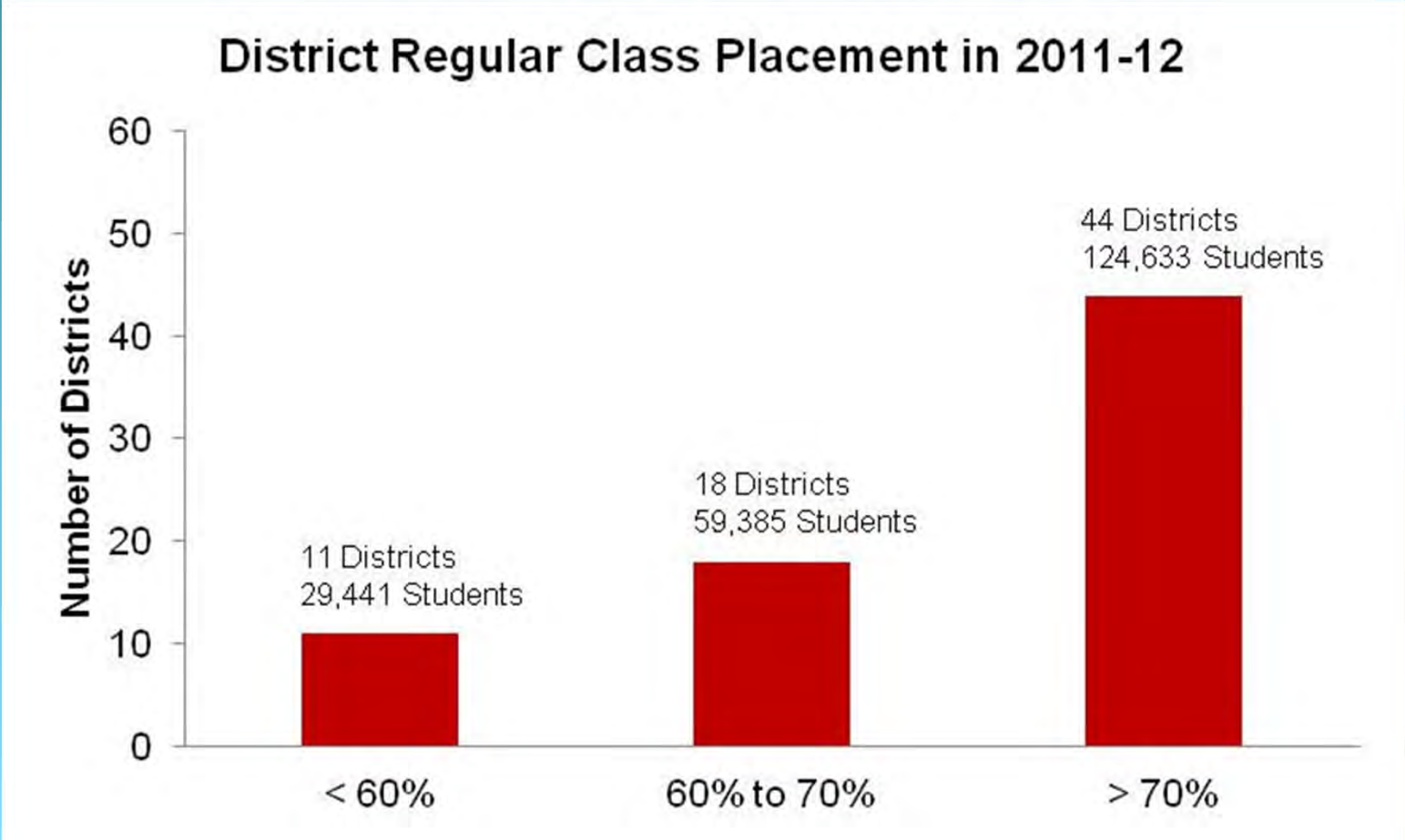
District Improvement

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

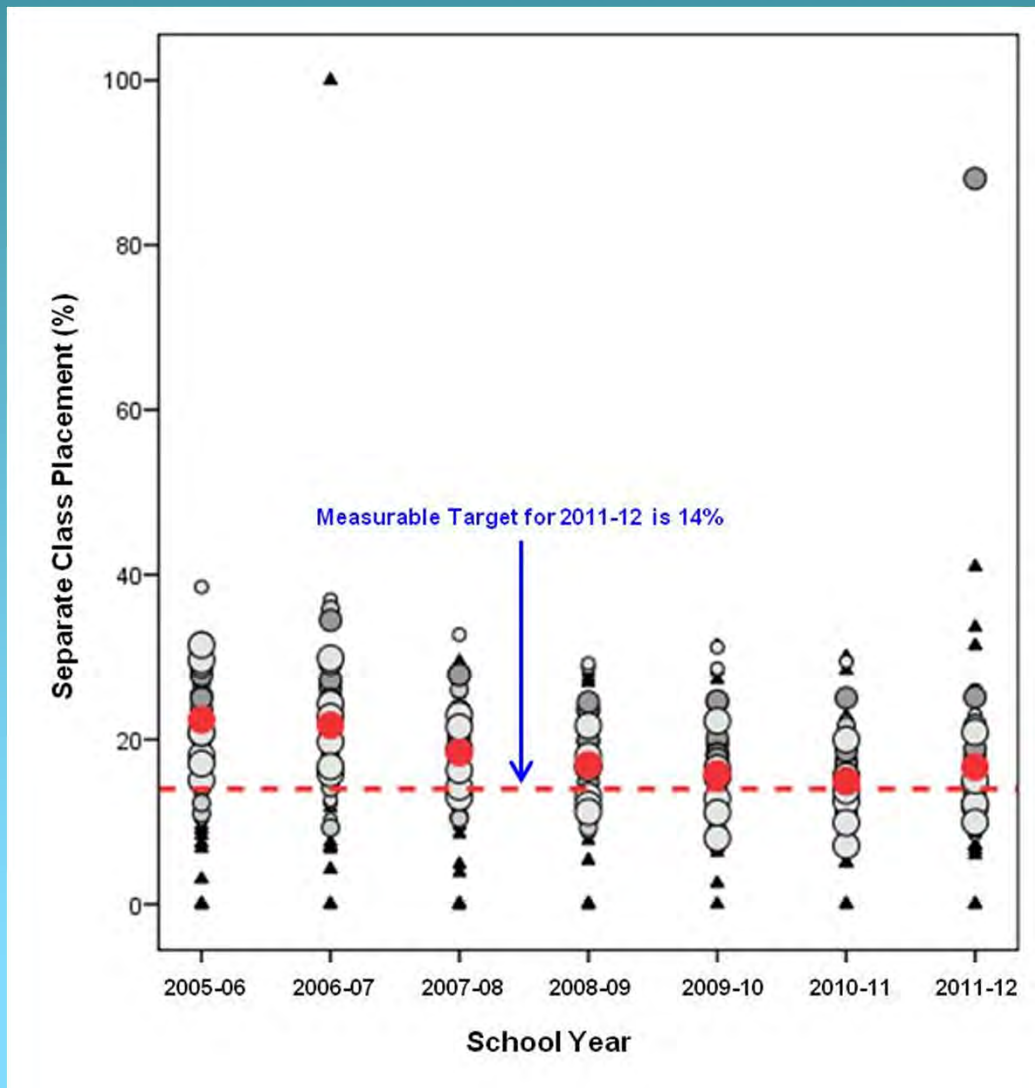
District Variability

- 4 districts < 55% in 2011-12
- 7 districts > 85% in 2011-12

Regular Class Placement, 2011-12



Separate Class Placement: 2005-06 to 2011-12



State Change

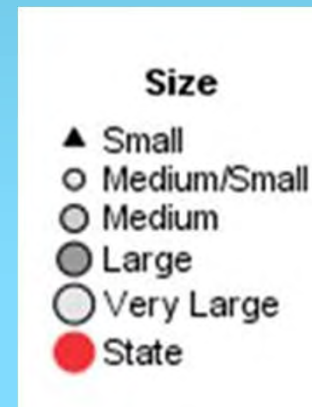
- 5.7 point decrease between 2005-06 and 2011-12

District Change

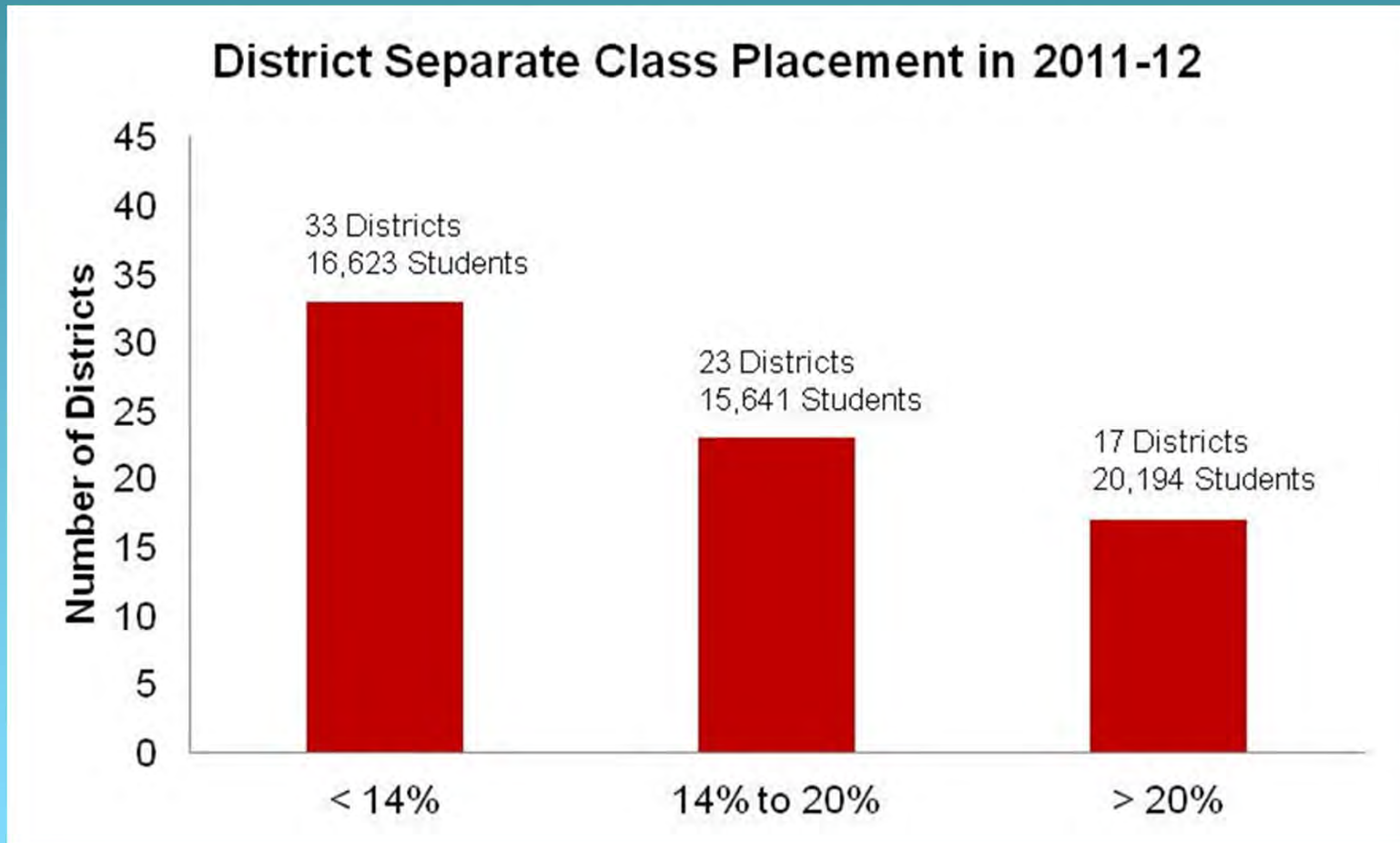
- 16 districts < 14% in 2005-06
- 33 districts < 14% in 2011-12

District Variability

- 12 districts < 10% in 2011-12
- 17 districts > 20% in 2011-12



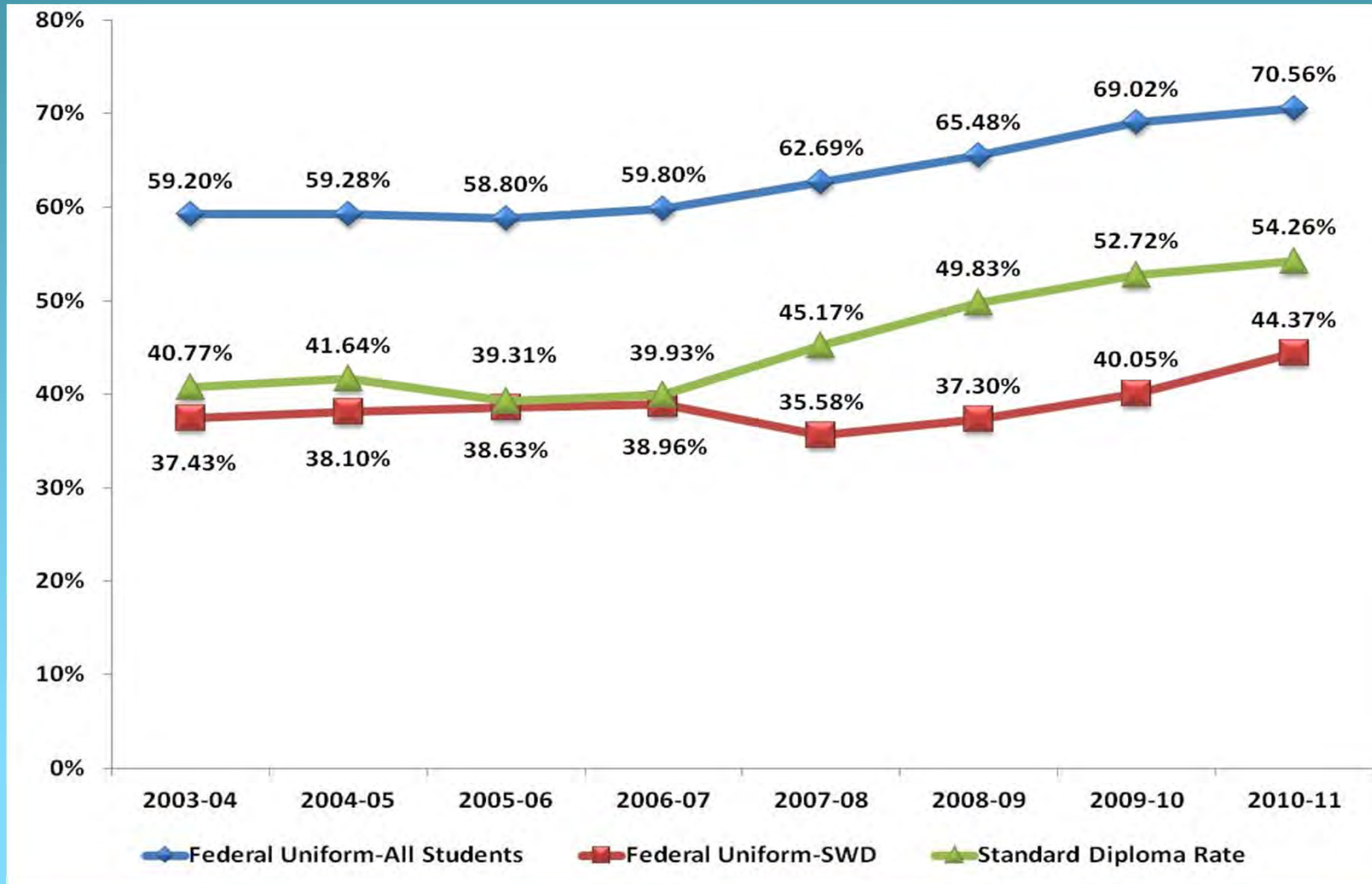
Separate Class Placement, 2011-12



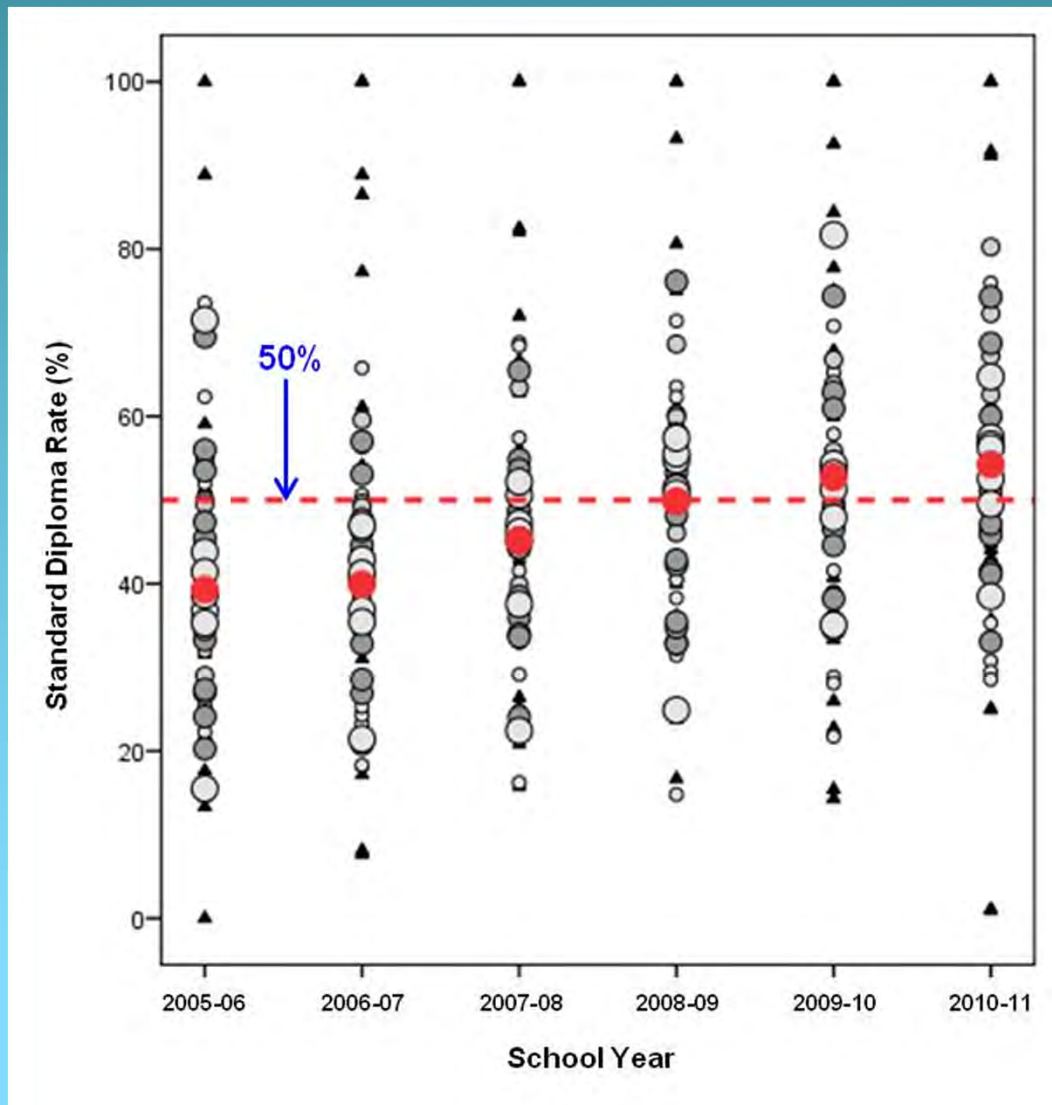
Celebrate Accomplishments



Diploma/Graduation Rates 2006-07 through 2010-11



Standard Diploma Rate: 2005-06 to 2010-11



State Improvement

- 15 point increase between 2005-06 and 2010-11

District Improvement

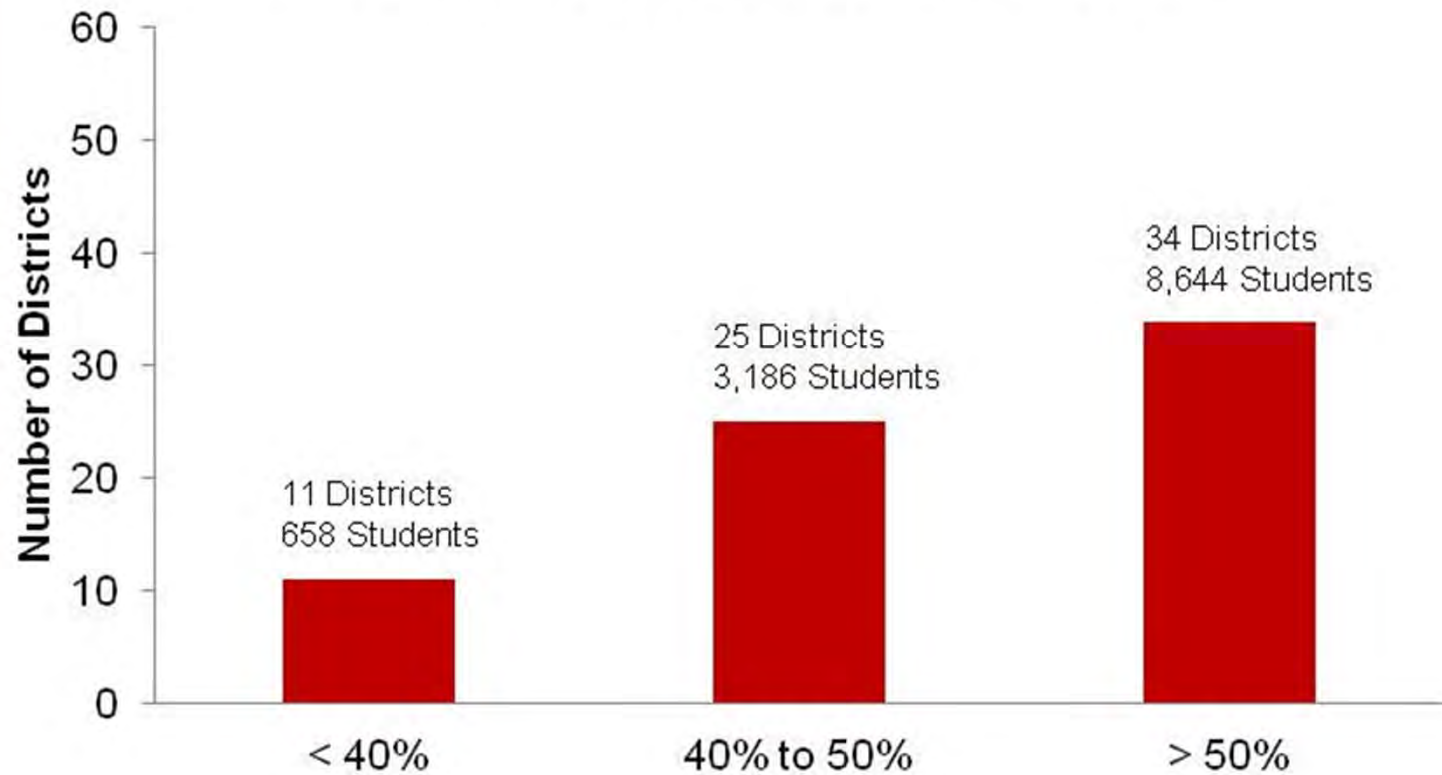
- 19 districts > 50% in 2005-06
- 34 districts > 50% in 2010-11

District Variability

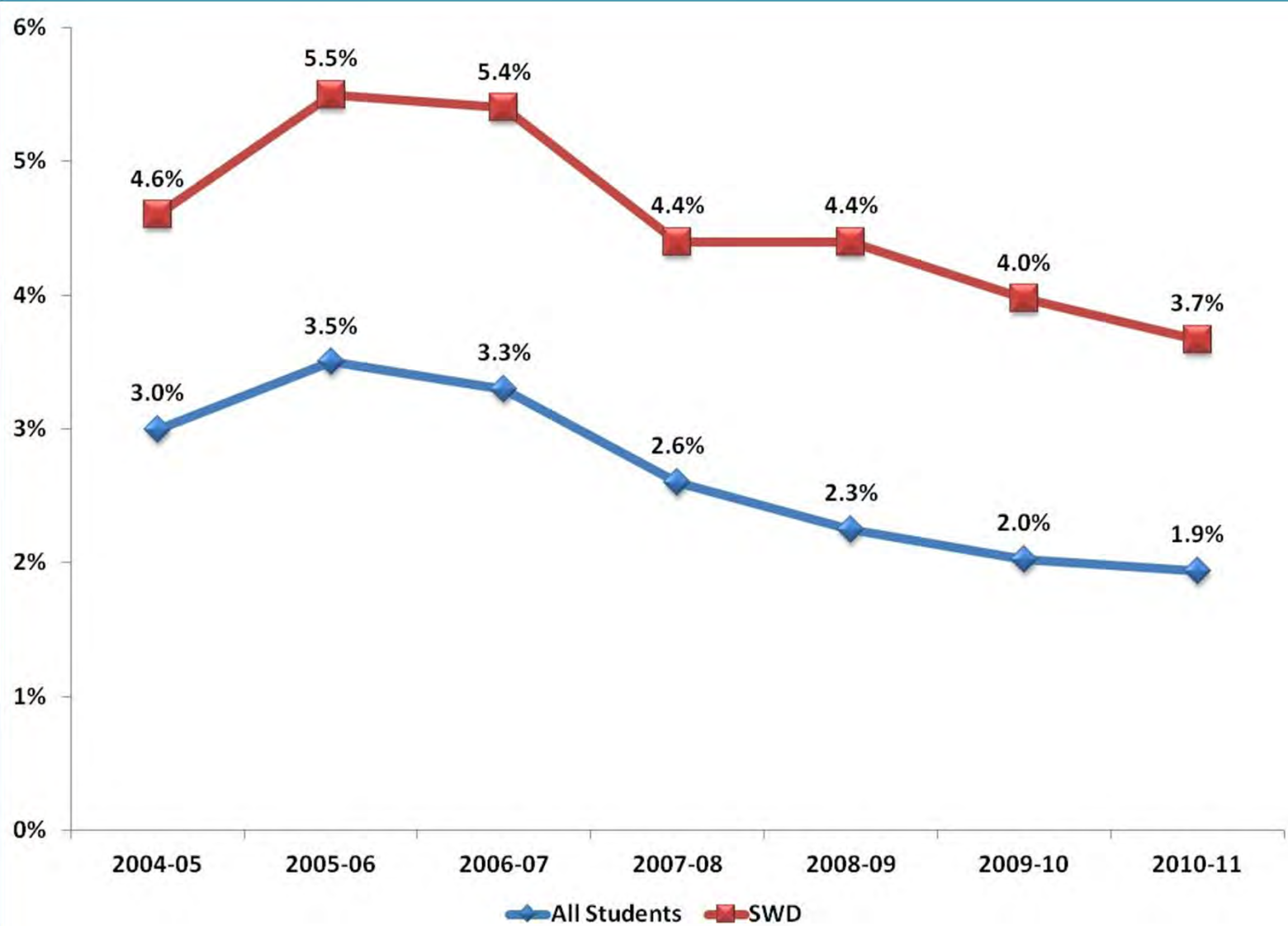
- 6 districts < 30% in 2010-11
- 4 districts > 90% in 2010-11

Standard Diploma, 2010-11

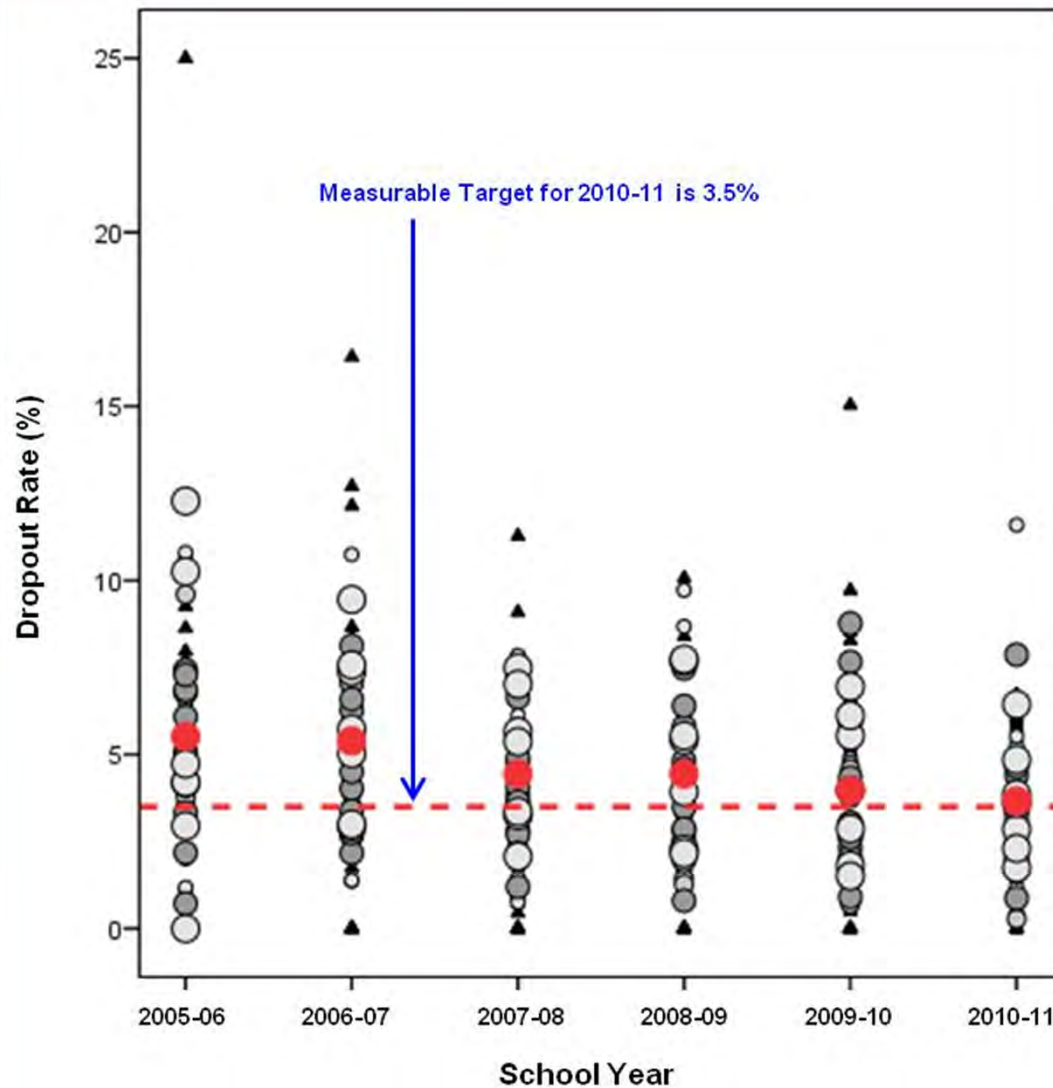
District Standard Diploma Rates in 2010-11



Dropout Rate 2006-07 through 2010-11



Dropout Rate: 2005-06 to 2010-11



State Improvement

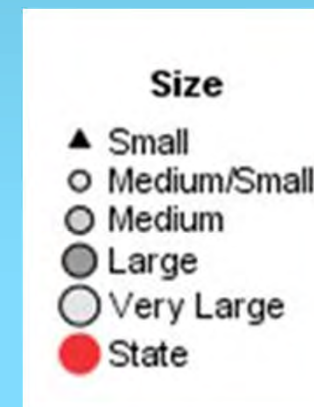
- 1.8 point decrease between 2005-06 and 2010-11

District Improvement

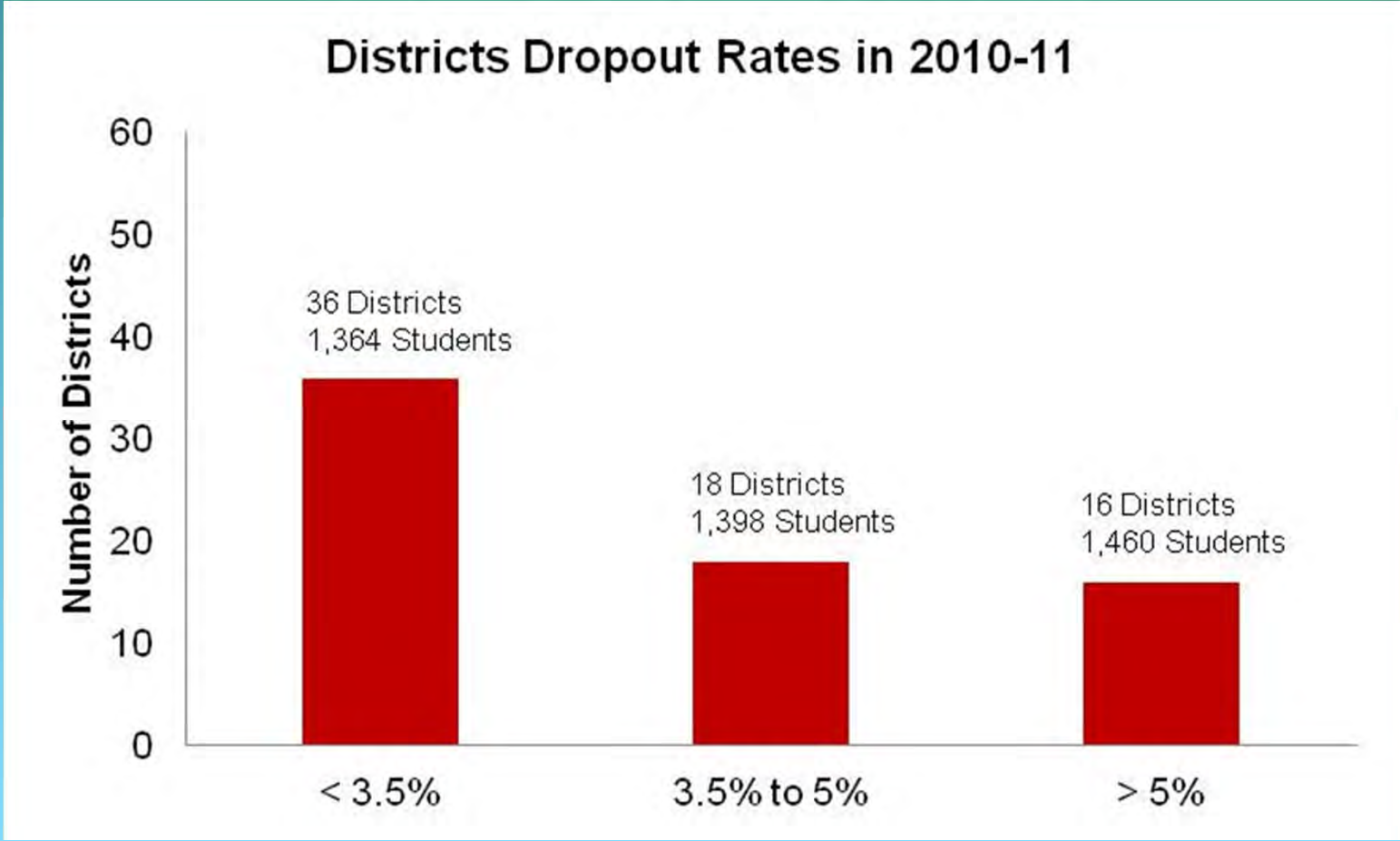
- 18 districts < 3.5% in 2005-06
- 36 districts < 3.5% in 2010-11

District Variability

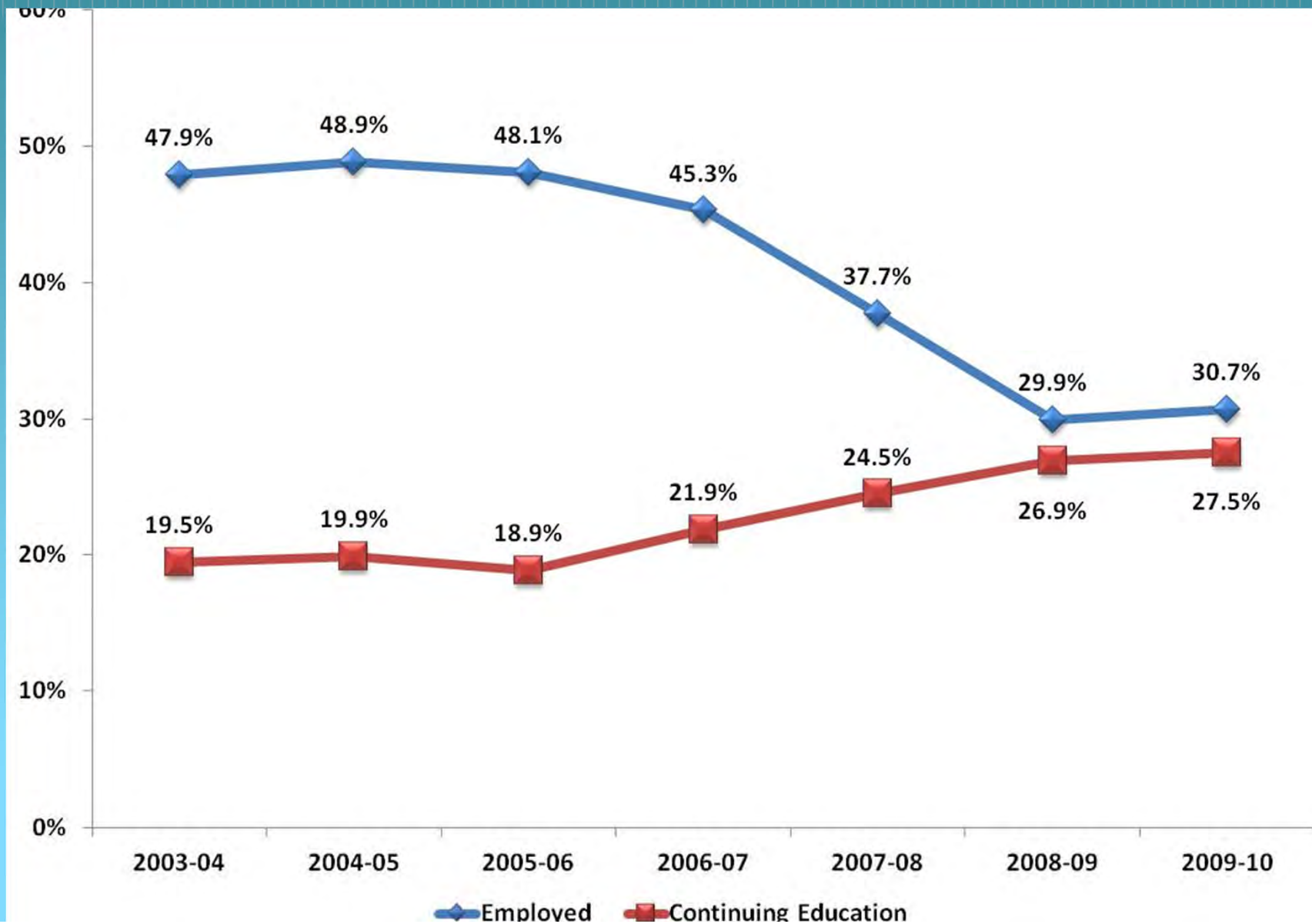
- 2 districts > 7% in 2010-11
- 9 districts < 1% in 2010-11



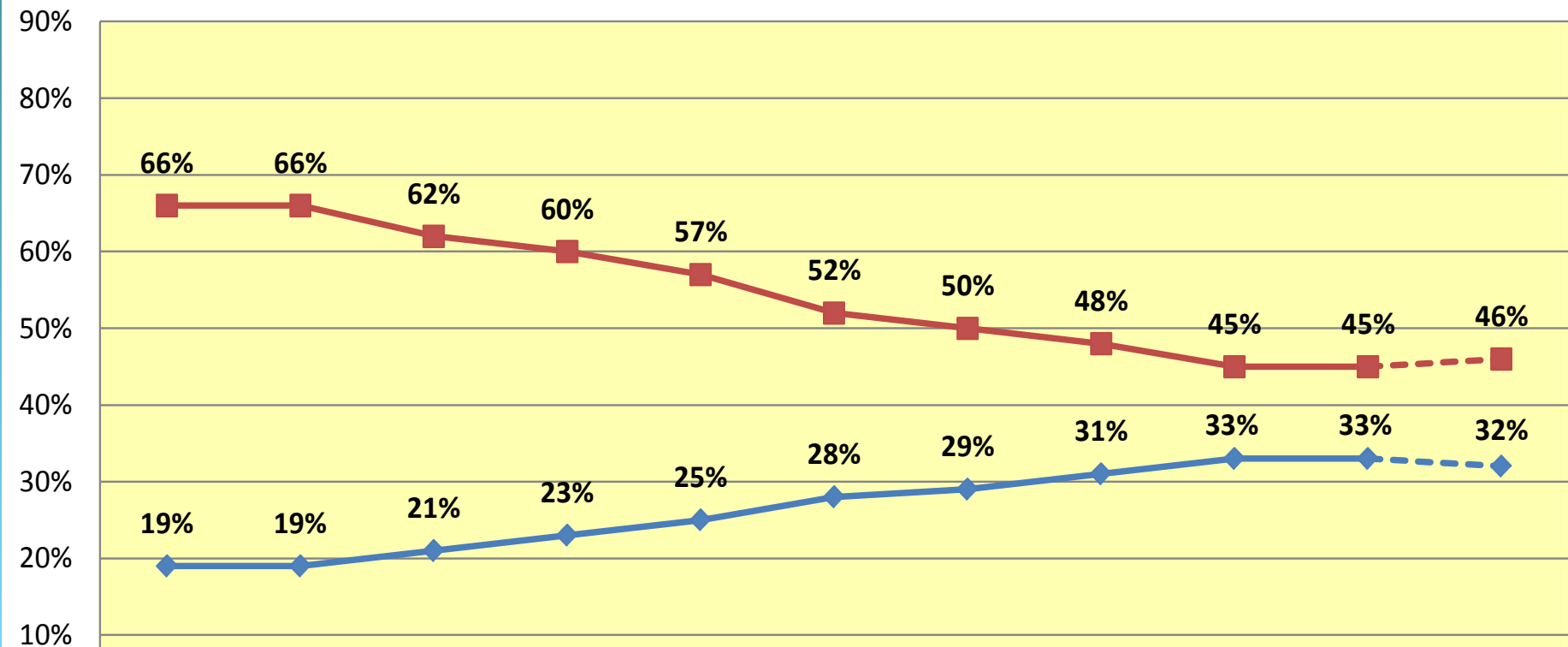
Dropout Rate, 2010-11



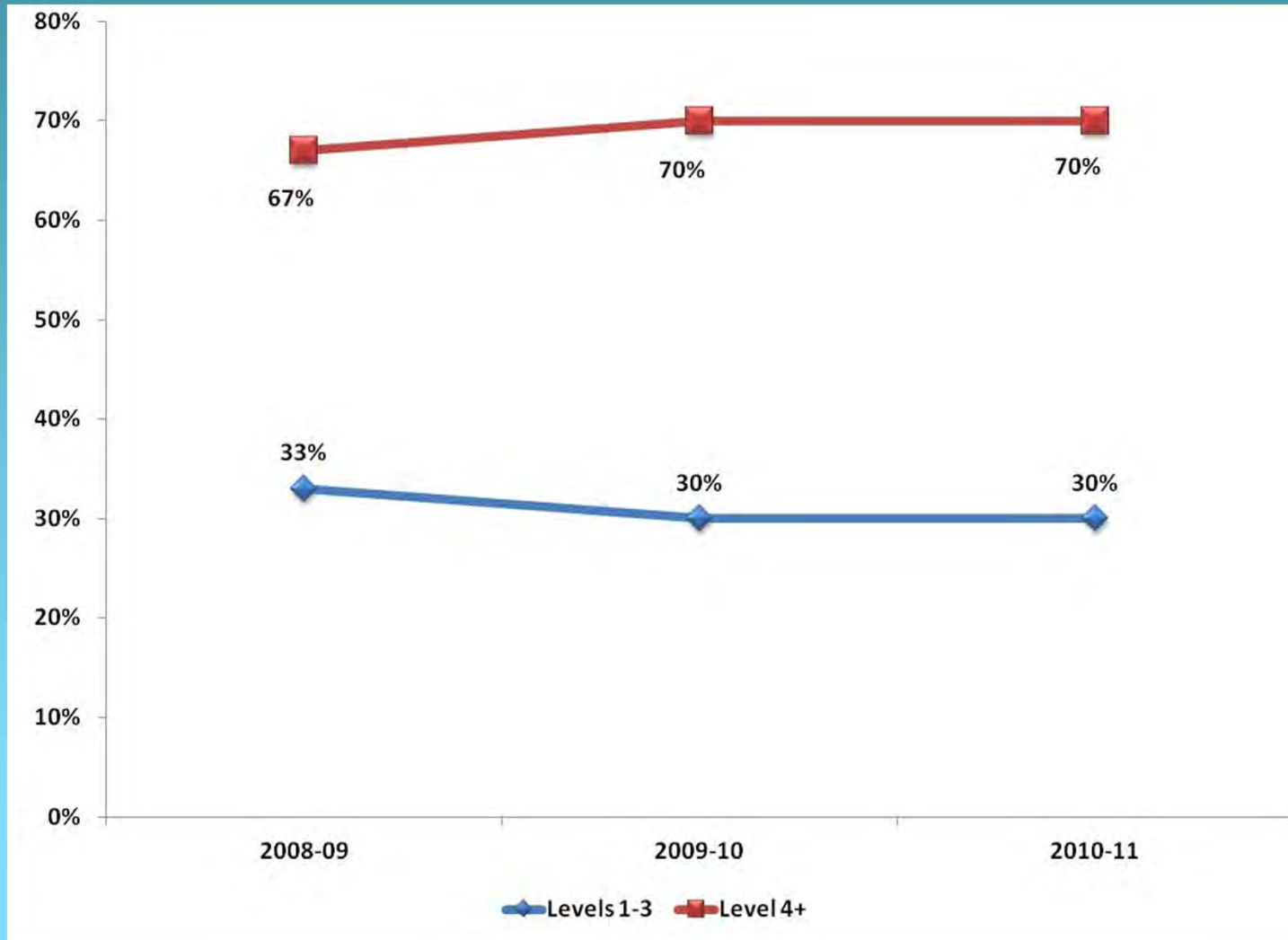
Post School Outcomes



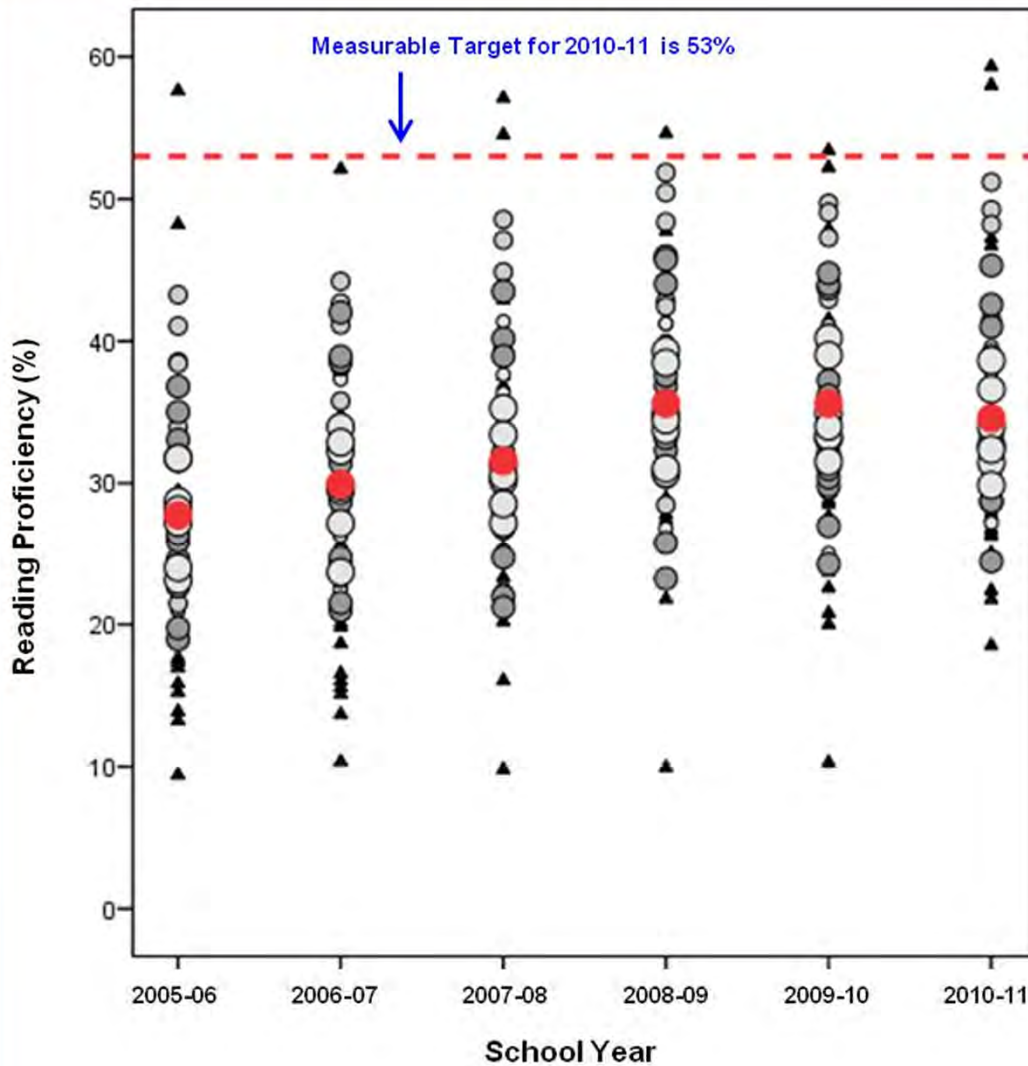
2001-2010 FCAT and 2011 FCAT 2.0 Reading Students with Disabilities Grades 3-10



Florida Alternate Assessment Reading



FCAT/FAA Reading Proficiency: 2005-06 to 2010-11



State Improvement

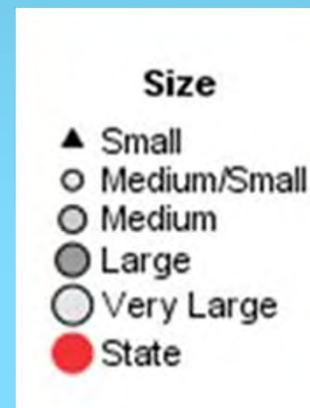
- 6.8 point increase between 2005-06 and 2010-11

District Improvement

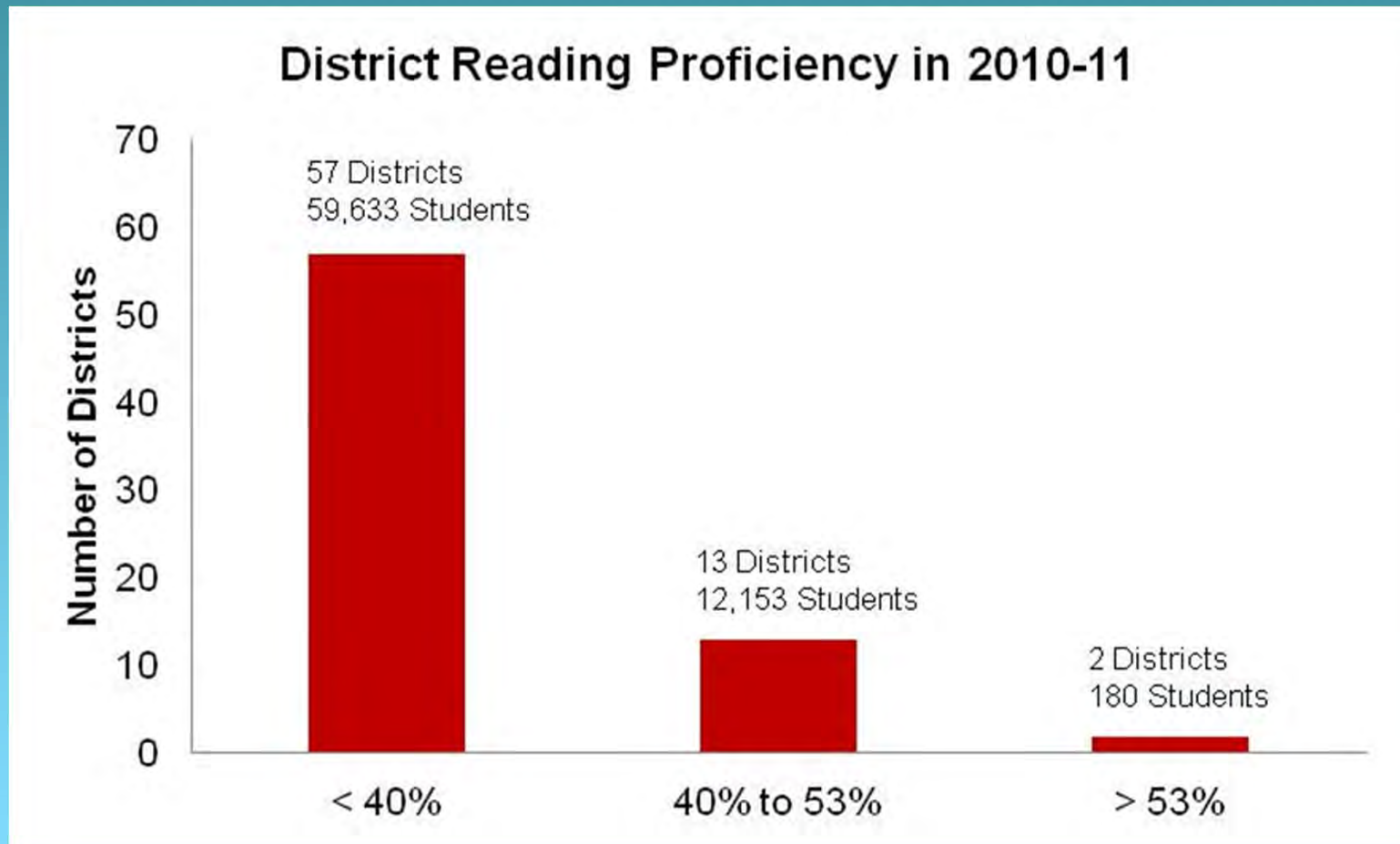
- 1 district > 53% in 2005-06
- 2 districts > 53% in 2010-11

District Variability

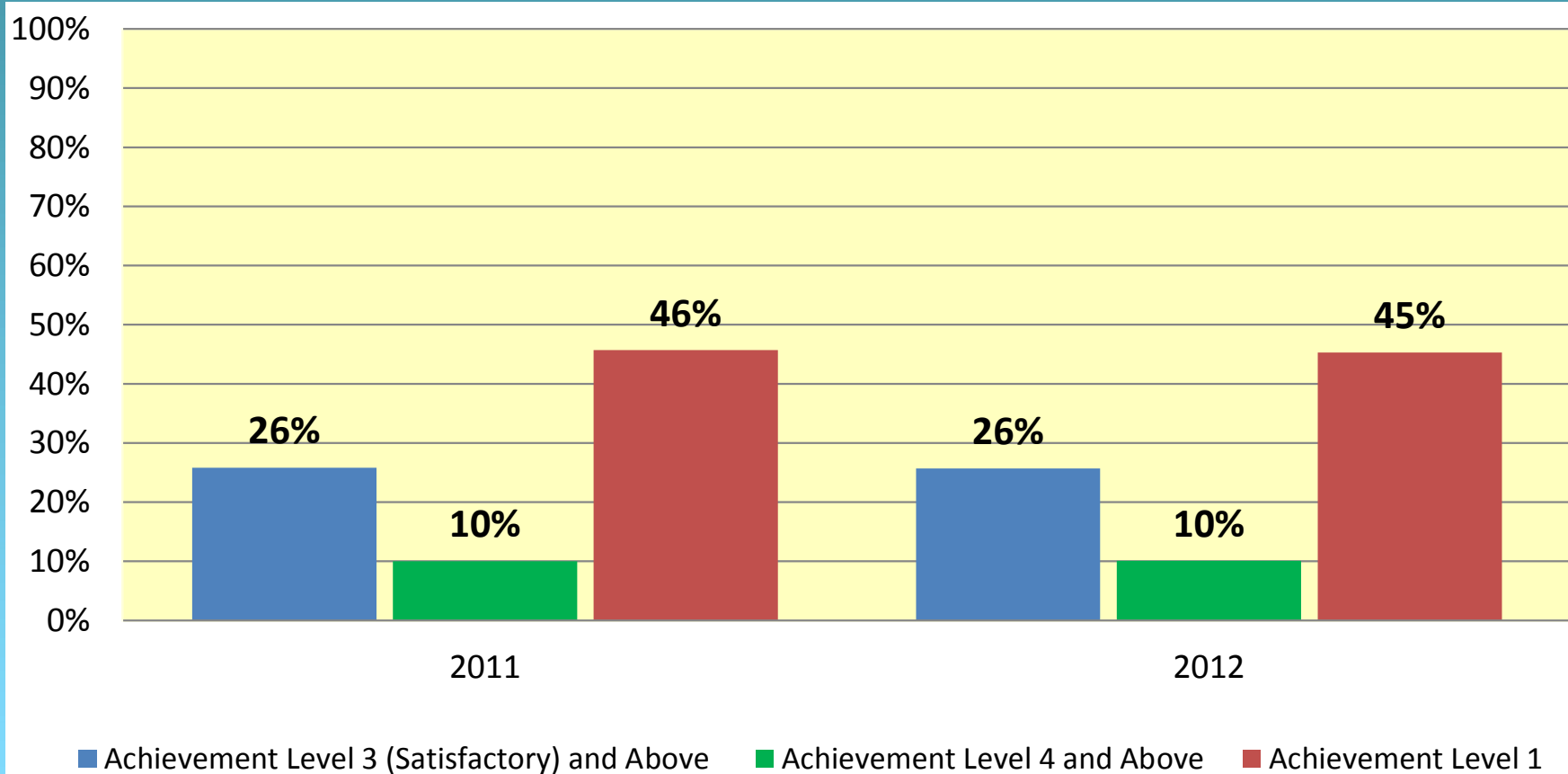
- 21 districts < 30% in 2010-11
- 3 districts > 50% in 2010-11



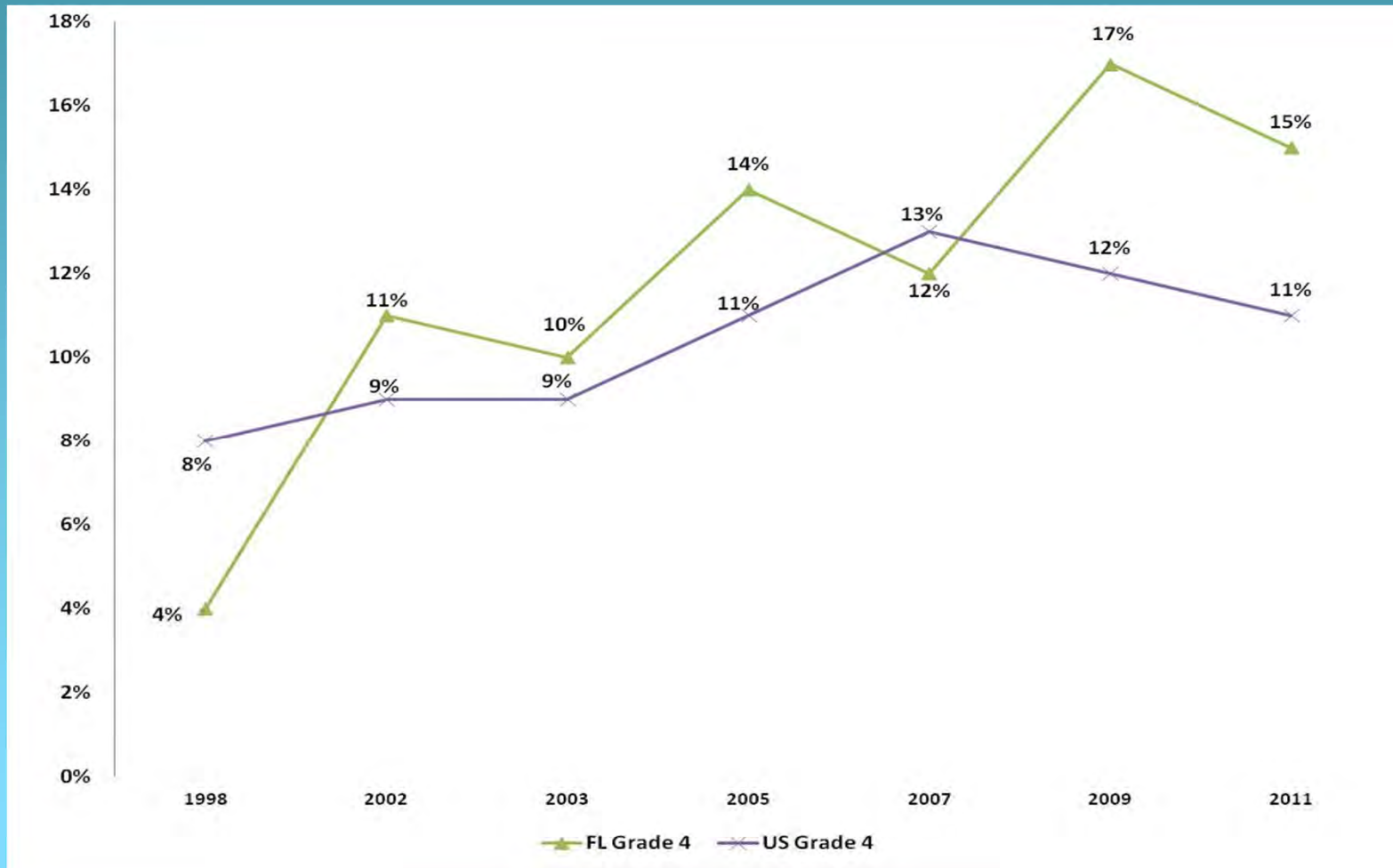
FCAT/FAA Reading Proficiency, 2010-11



FCAT 2.0 Reading by Achievement Level Students with Disabilities Grades 3-10

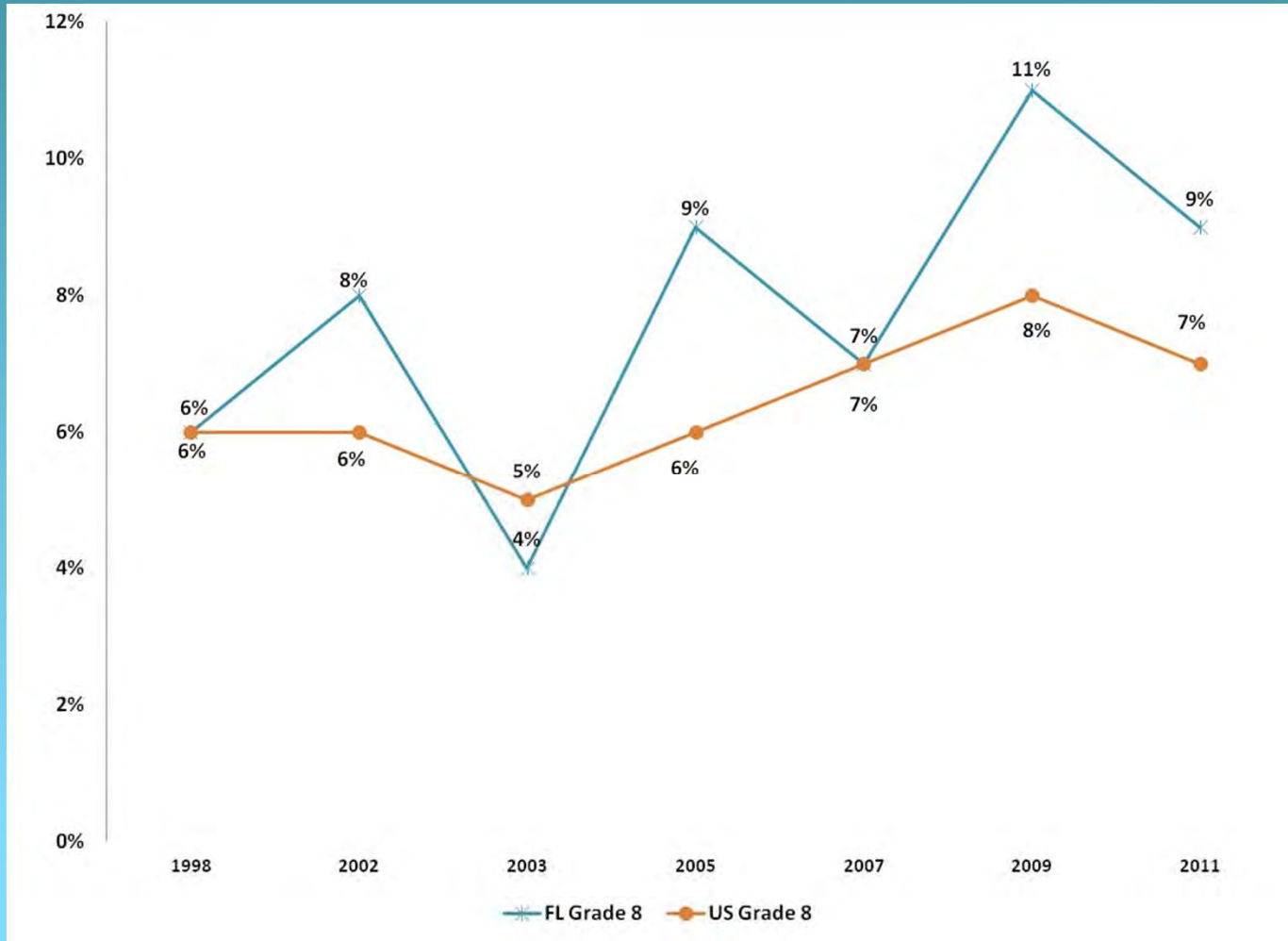


Percent of SWD at or Above Proficient on NAEP 4th Grade Reading



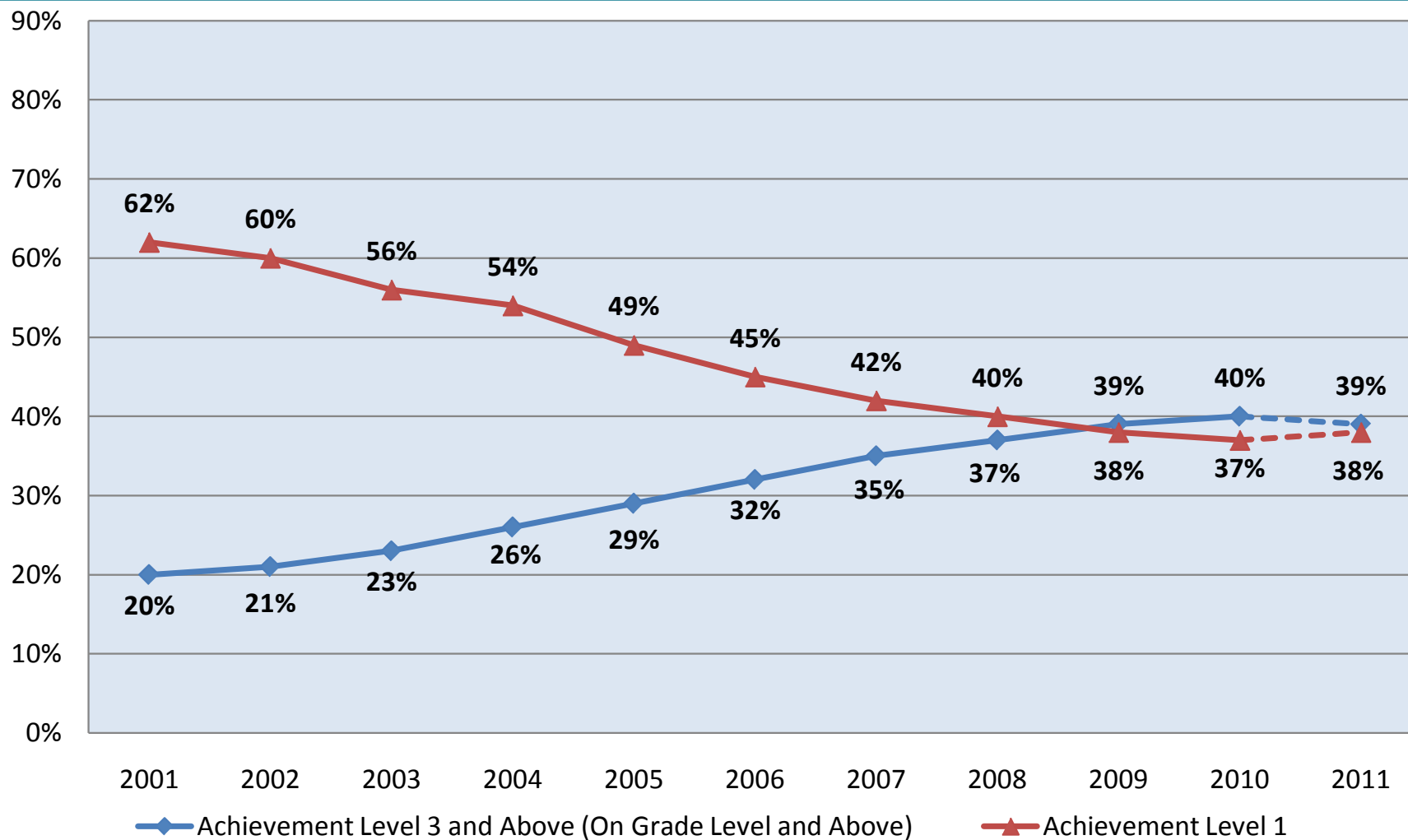
Florida and Nation 1998 through 2011

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

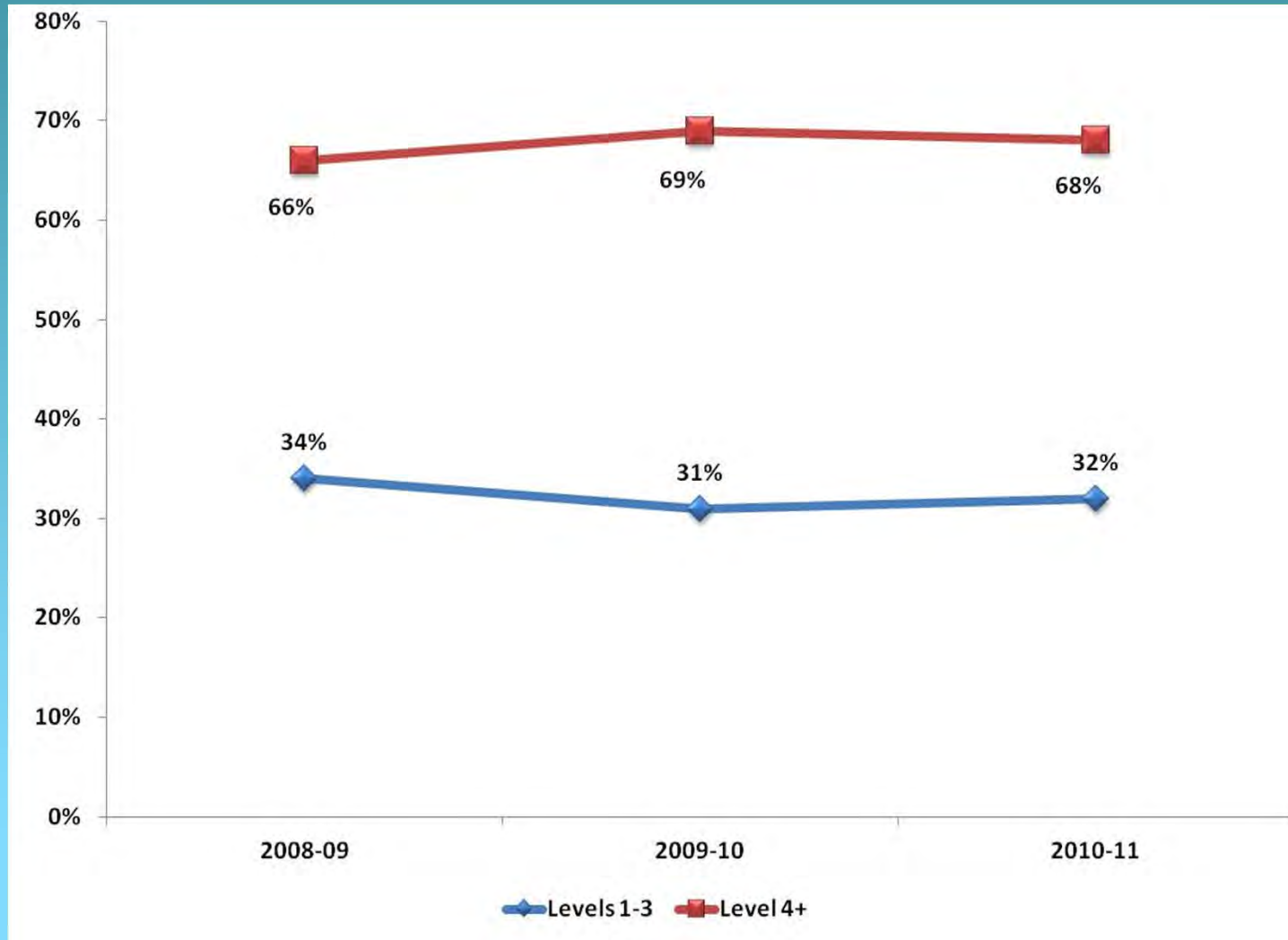


Florida and Nation 1998 through 2011

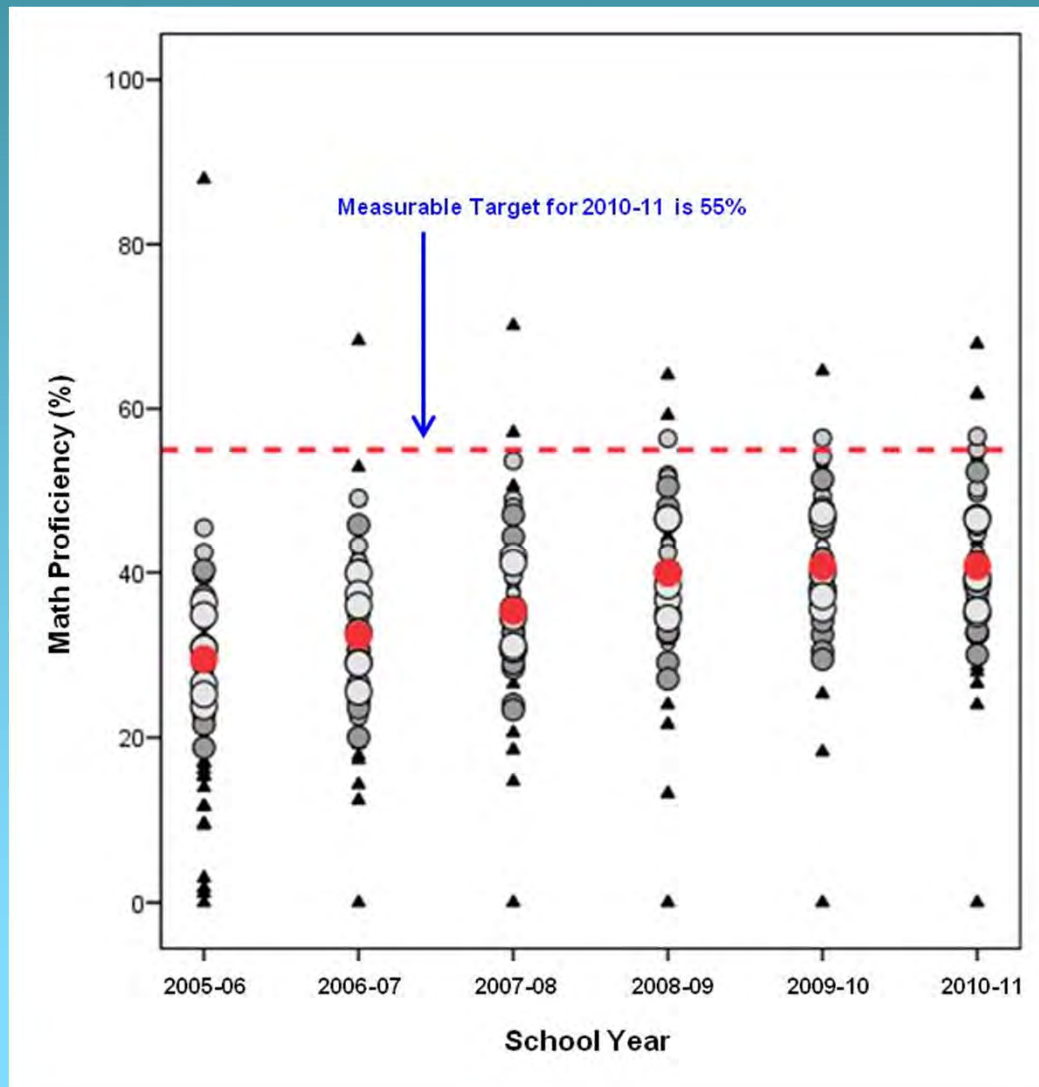
2001-2010 FCAT and 2011 FCAT 2.0 Math Students with Disabilities Grades 3-8



Florida Alternate Assessment Math



FCAT/FAA Math Proficiency: 2005-06 to 2010-11



State Improvement

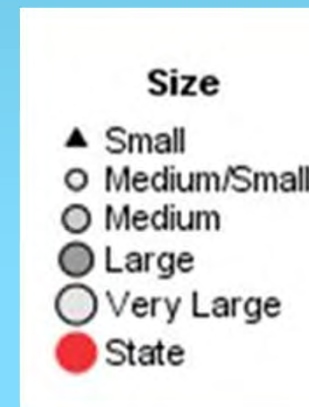
- 11.2 point increase between 2005-06 and 2010-11

District Improvement

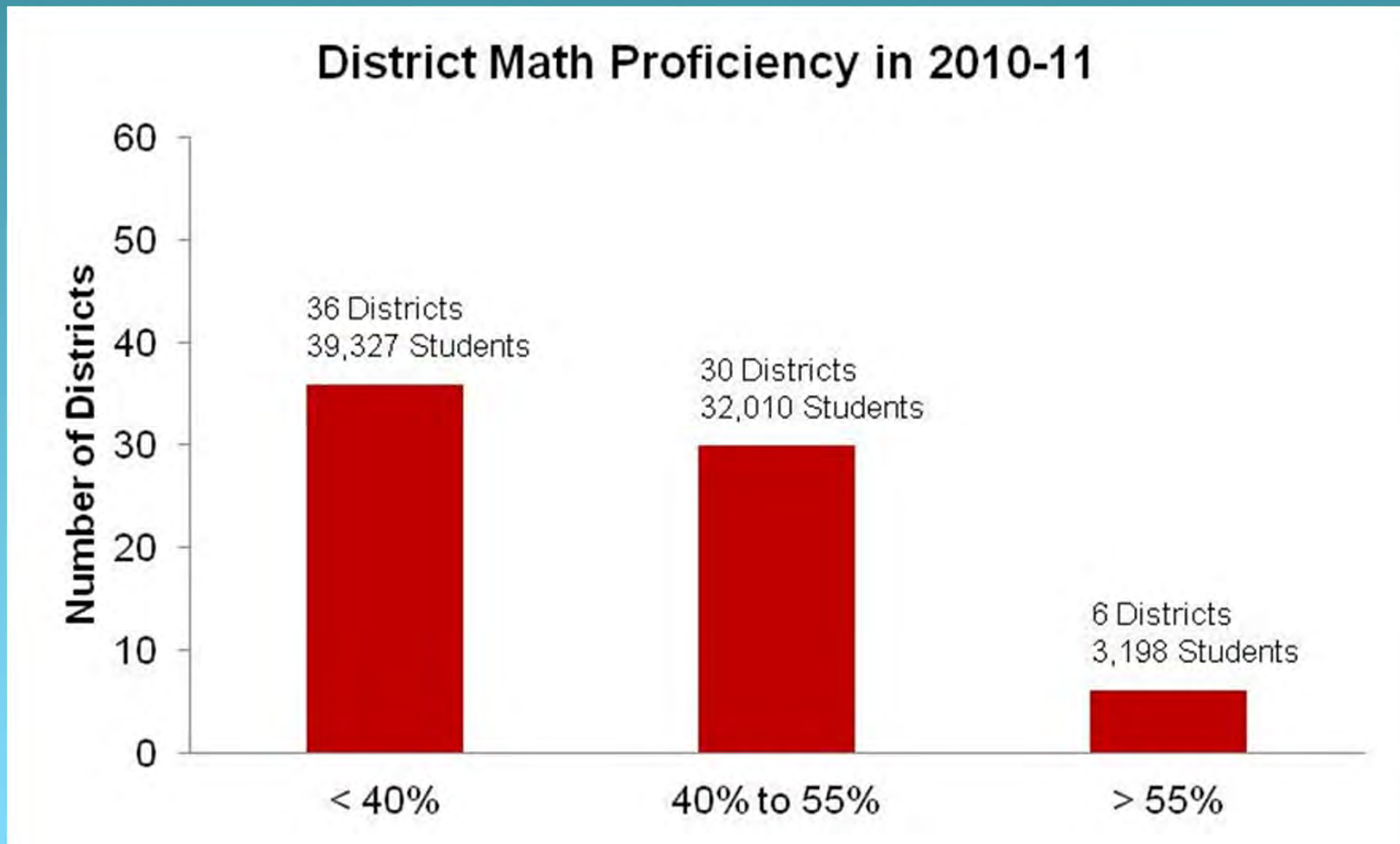
- 1 districts > 55% in 2005-06
- 6 districts > 55% in 2010-11

District Variability

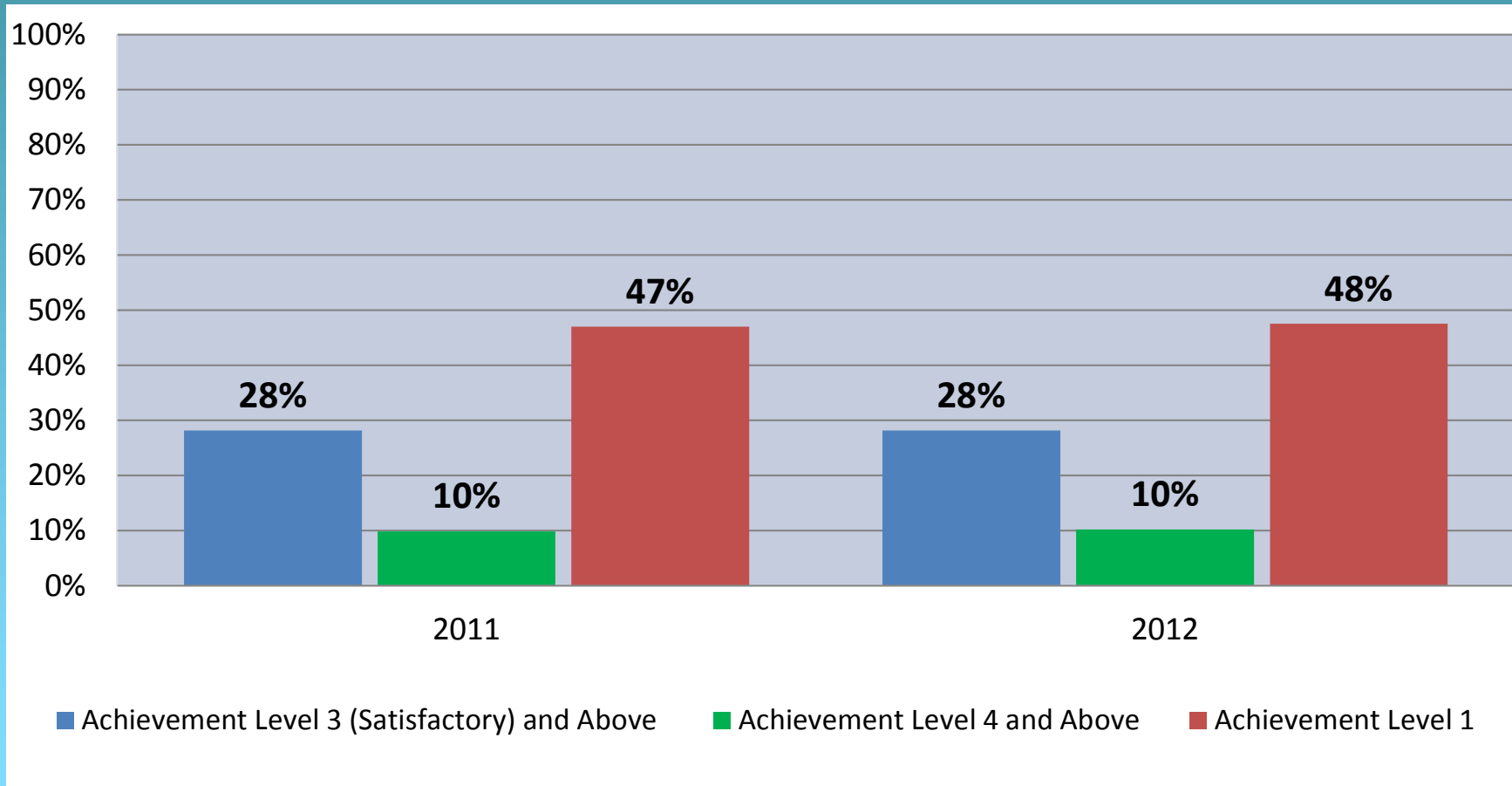
- 6 districts < 30% in 2010-11
- 3 districts > 60% in 2010-11



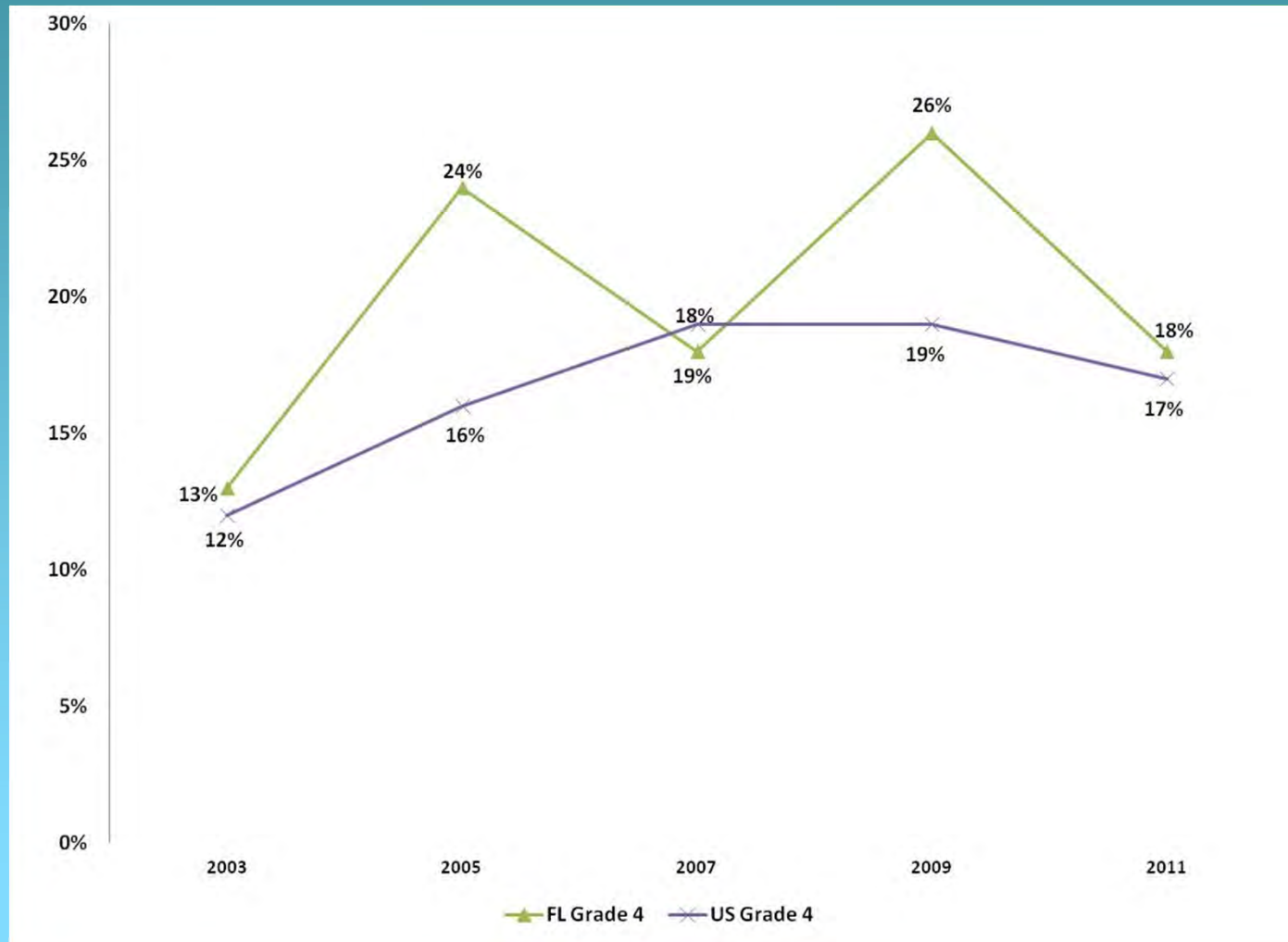
FCAT/FAA Math Proficiency, 2010-11



FCAT 2.0 Math by Achievement Level Students with Disabilities Grades 3-8

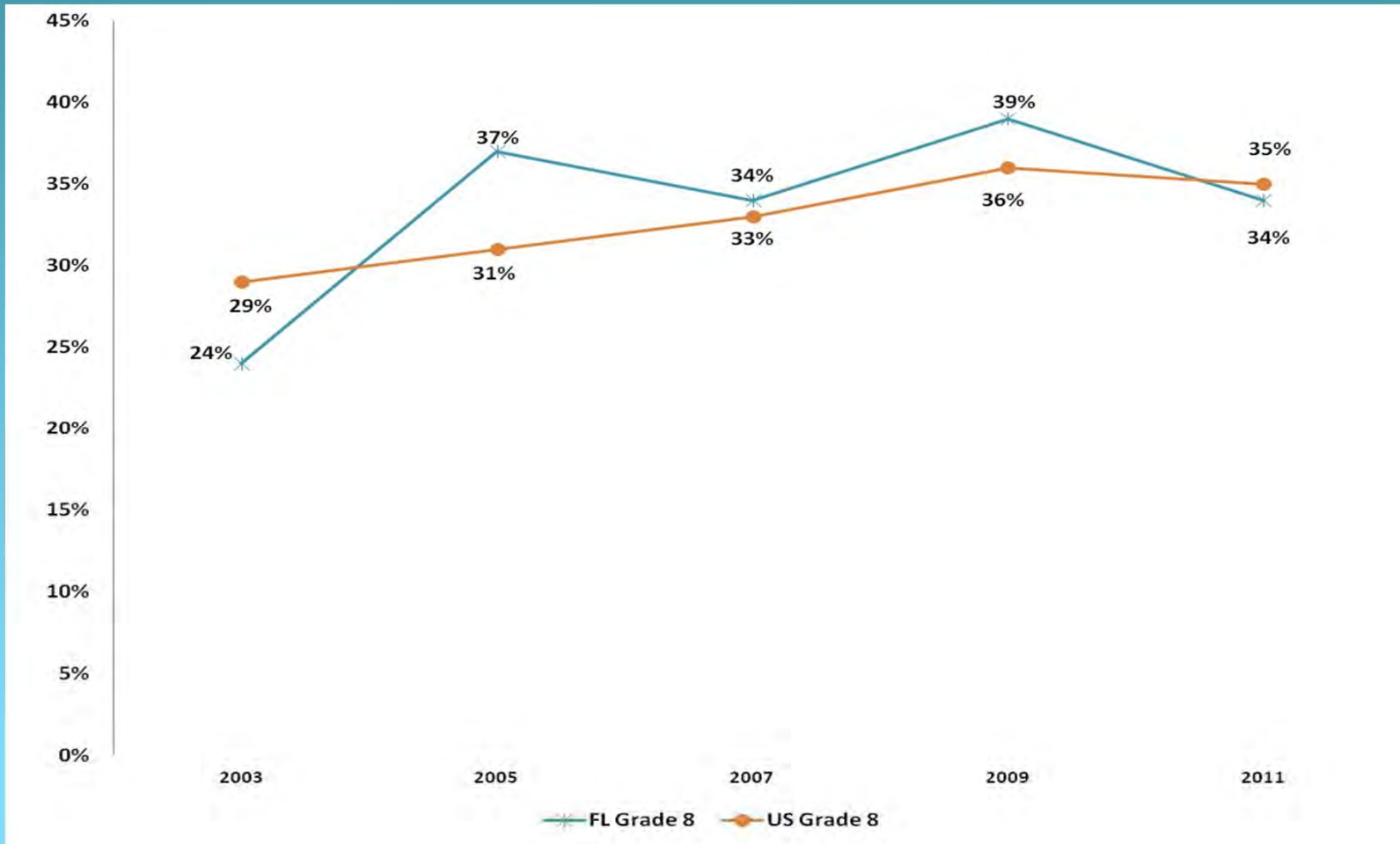


Percent of SWD at or Above Proficient on NAEP 4th Grade Math



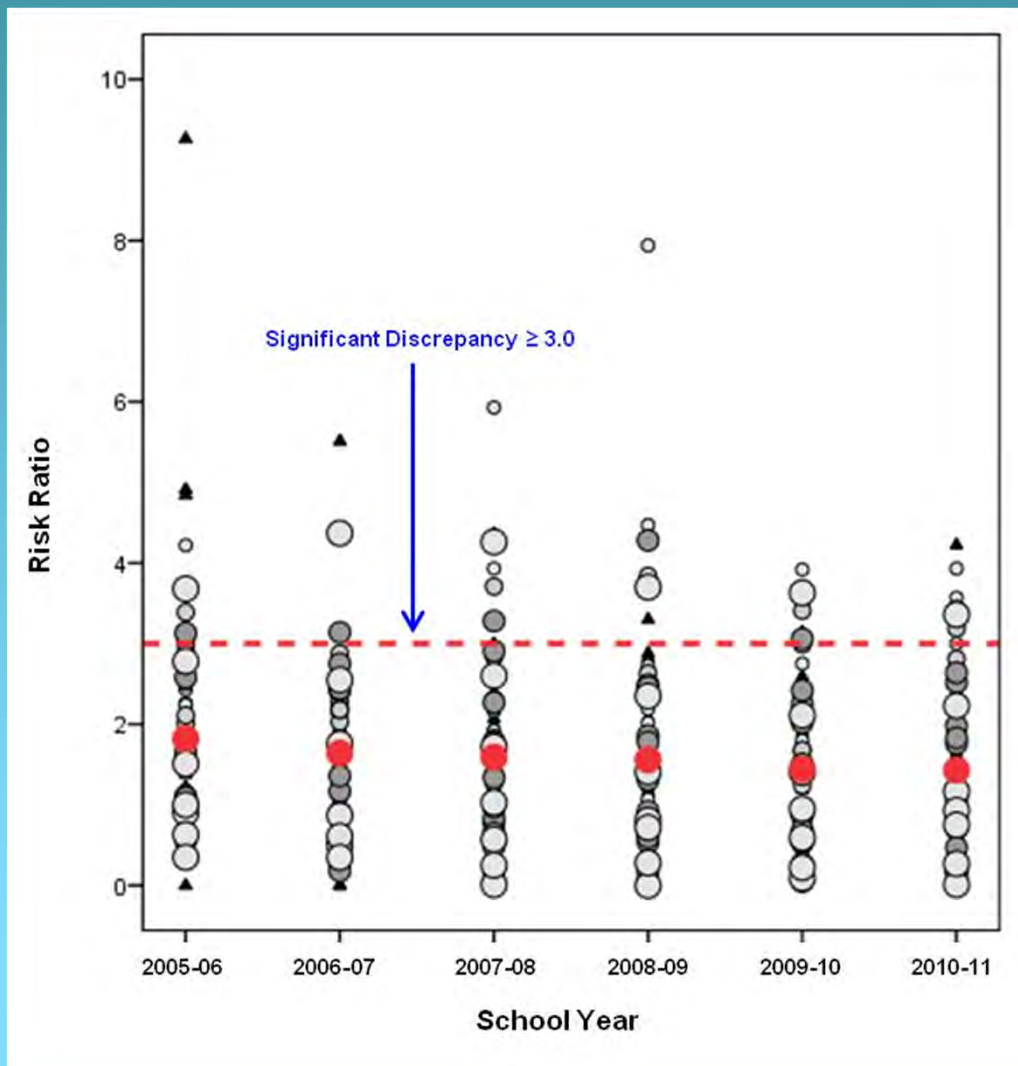
Florida and Nation 2003 through 2011

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



Florida and Nation 2003 through 2011

Suspension/Expulsion (SPP Indicator 4A): 2005-06 to 2010-11



State Change

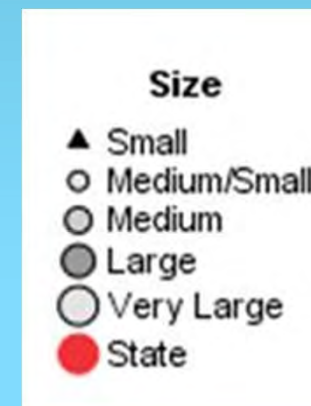
- 0.4 point decrease between 2005-06 and 2010-11

District Change

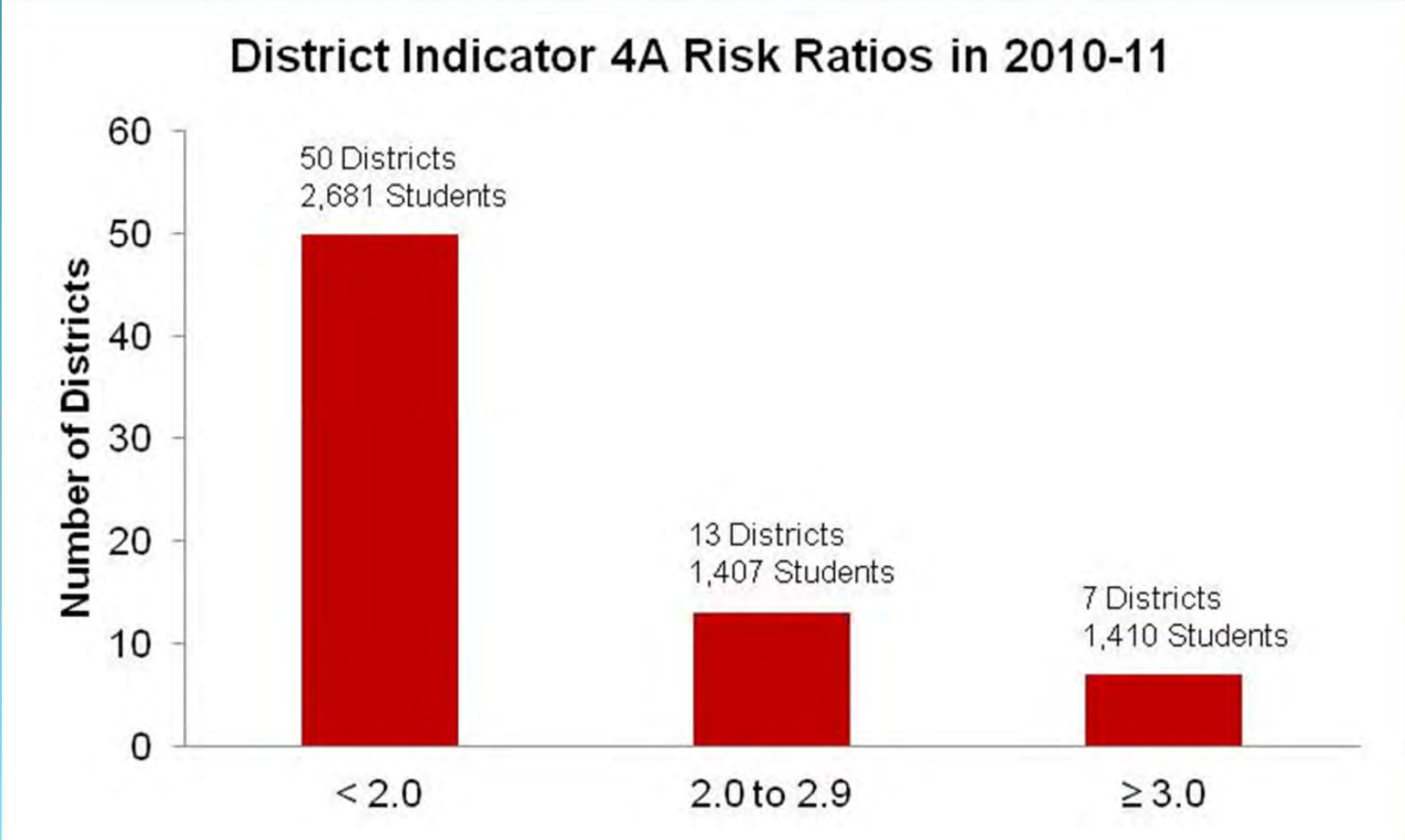
- 59 districts < 3.0 in 2005-06
- 68 districts < 3.0 in 2010-11

District Variability

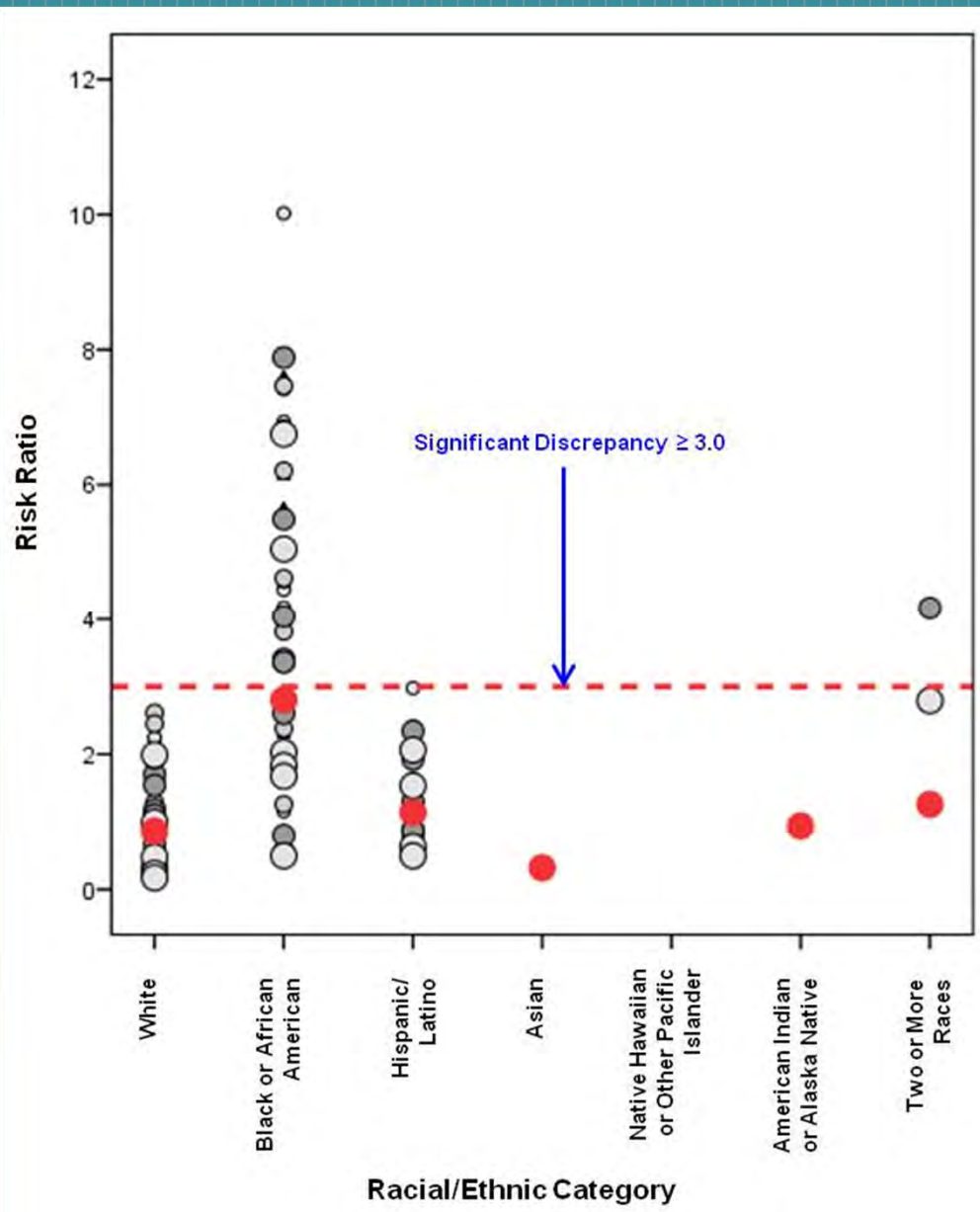
- 1 district > 4.0 in 2010-11
- 25 districts < 1.0 in 2010-11



Suspension/Expulsion (SPP Indicator 4A), 2010-11



Suspension/Expulsion (SPP Indicator 4B), 2010-11



State Performance

- All state risk ratios < 3.0 in 2010-11

District Performance

- 24 districts ≥ 3.0 for Black or African American in 2010-11
- 1 district ≥ 3.0 for Two or More Races in 2010-11

District Variability

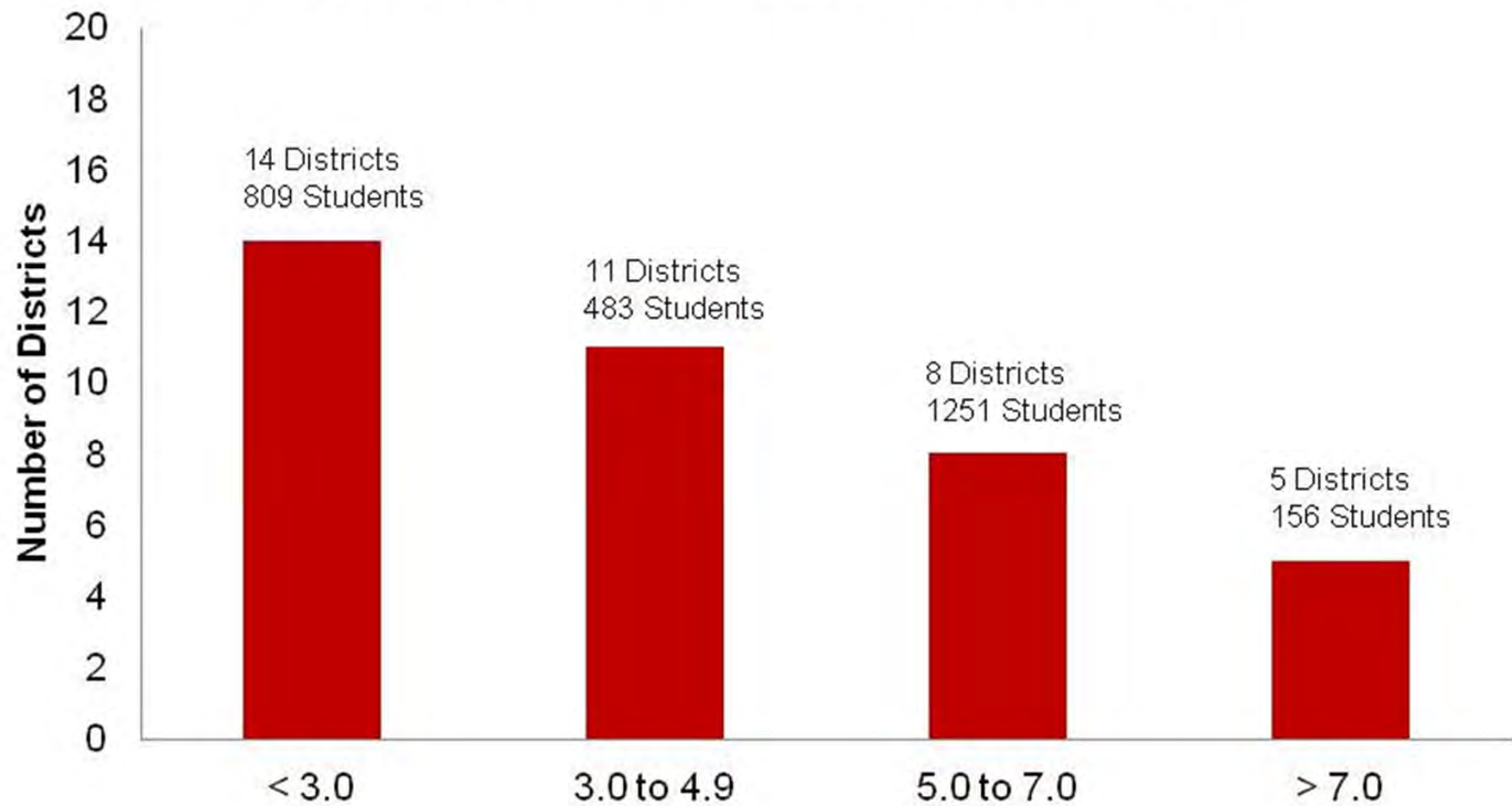
- 10 districts ≥ 6.0 for Black or African American in 2010-11
- 4 districts < 1.0 for Black or African American in 2010-11

Size

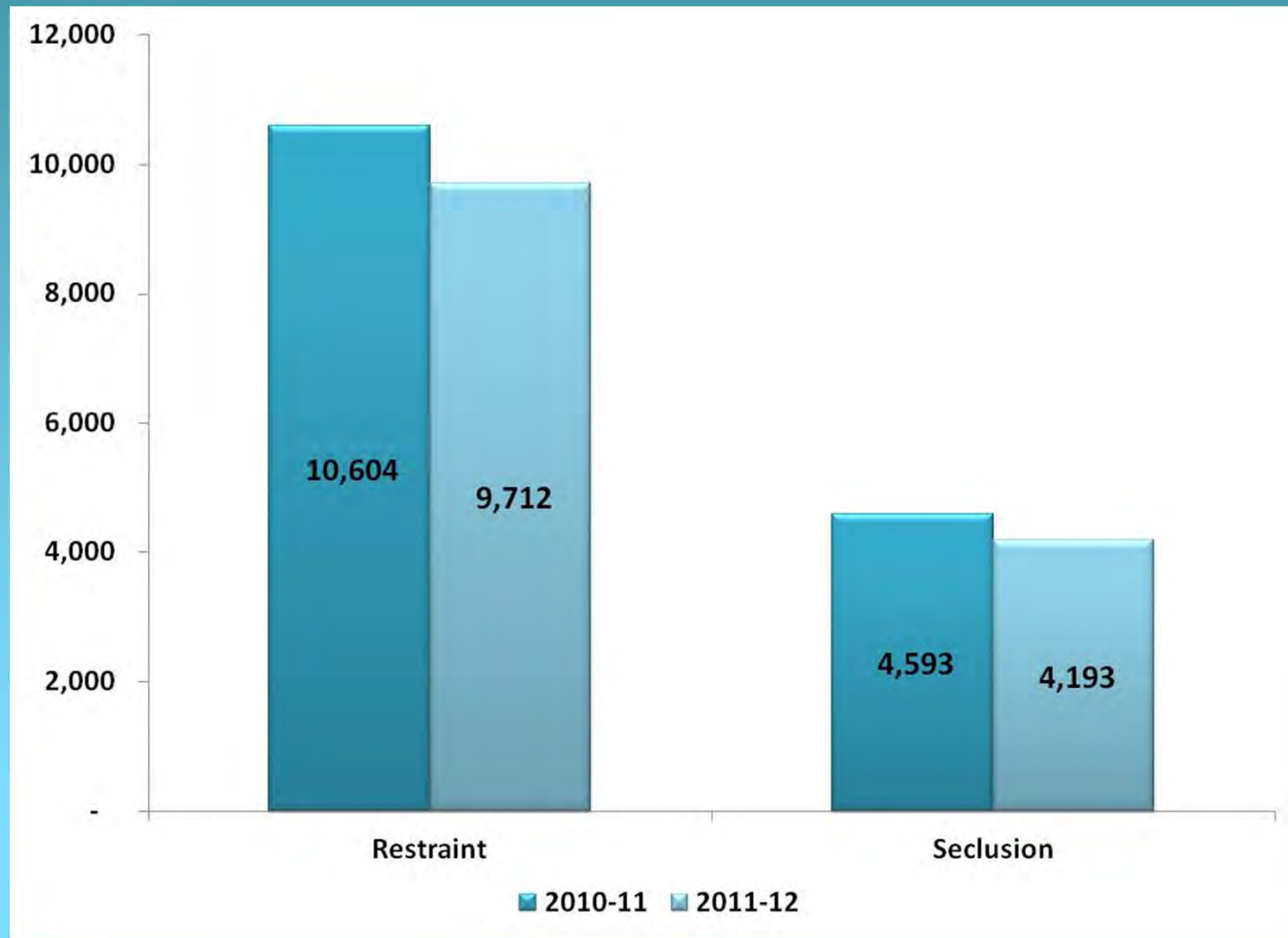
- ▲ Small
- Medium/Small
- Medium
- Large
- Very Large
- State

Suspension/Expulsion (SPP Indicator 4B): Black or African American in 2010-11

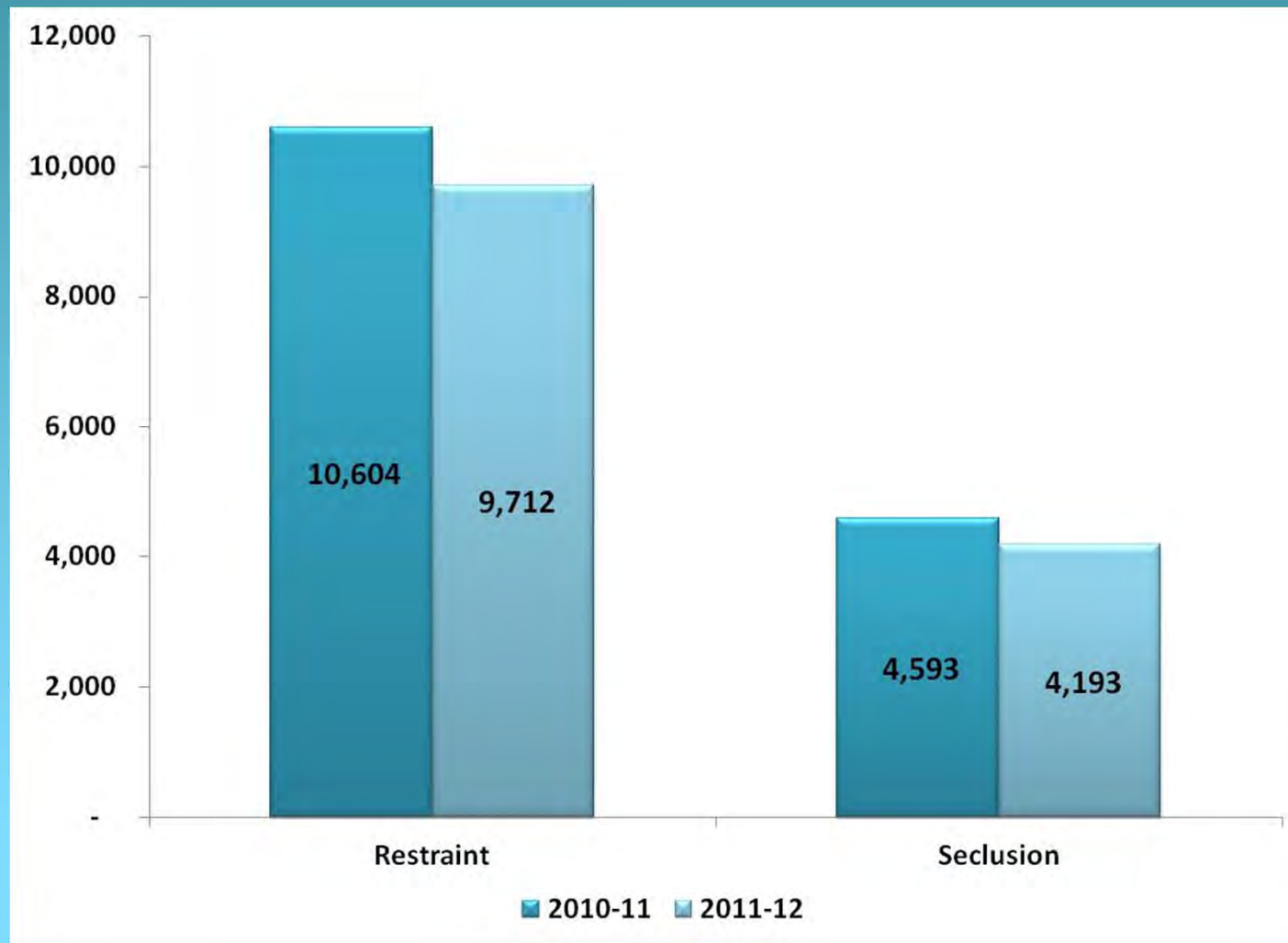
District Indicator 4B Risk Ratios for Black or African American Students with Disabilities in 2010-11



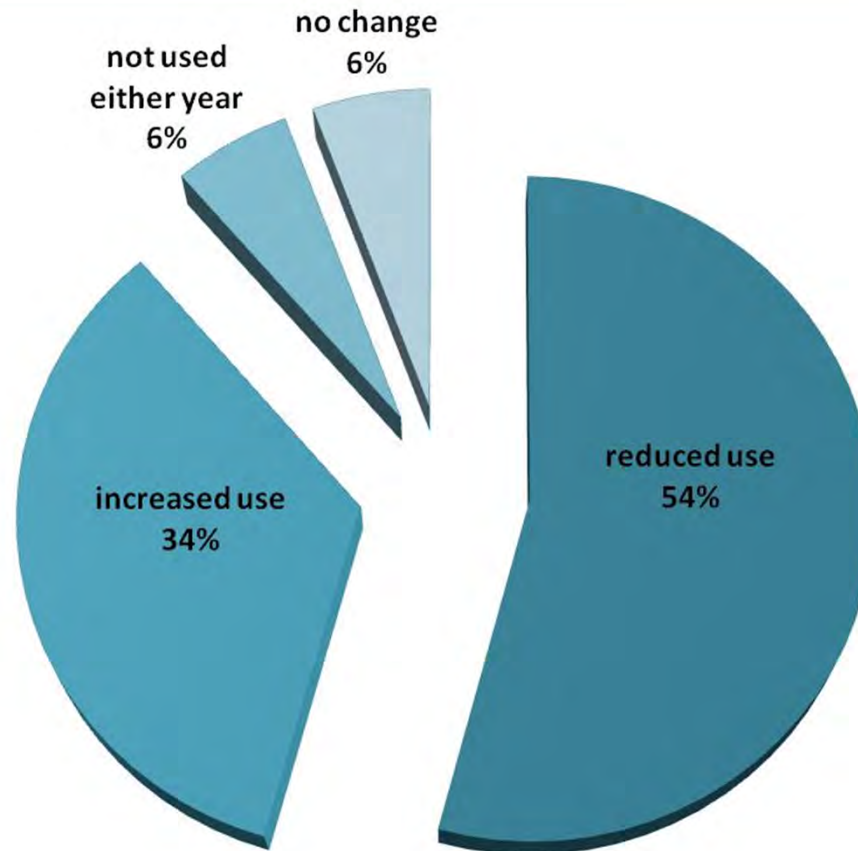
Secured Seclusion and Restraint



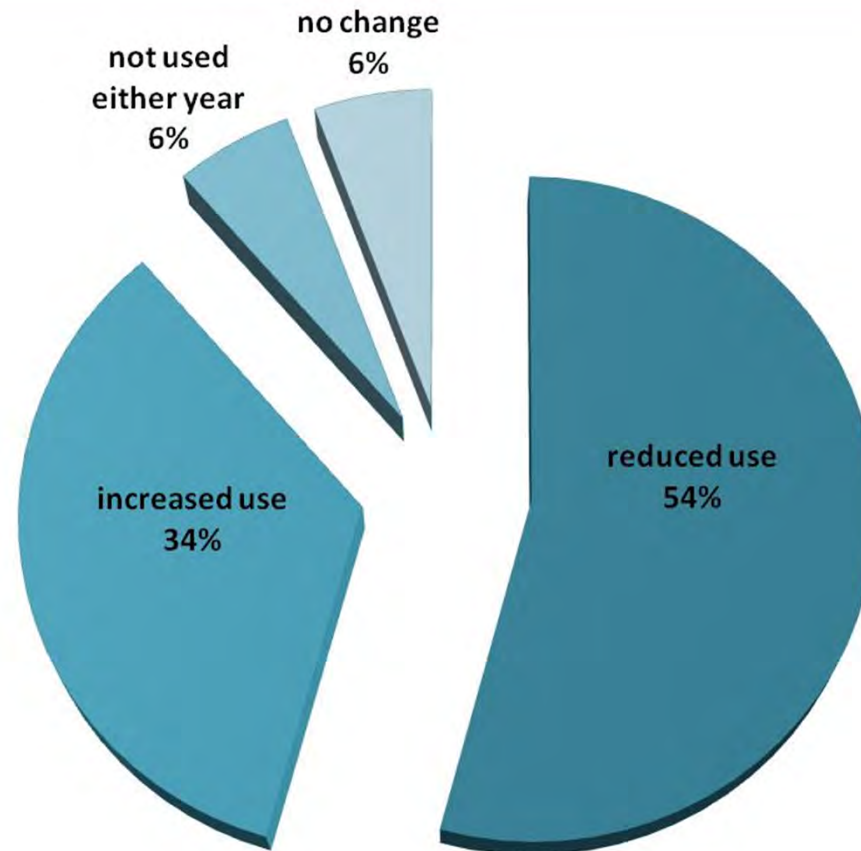
Secured Seclusion and Restraint



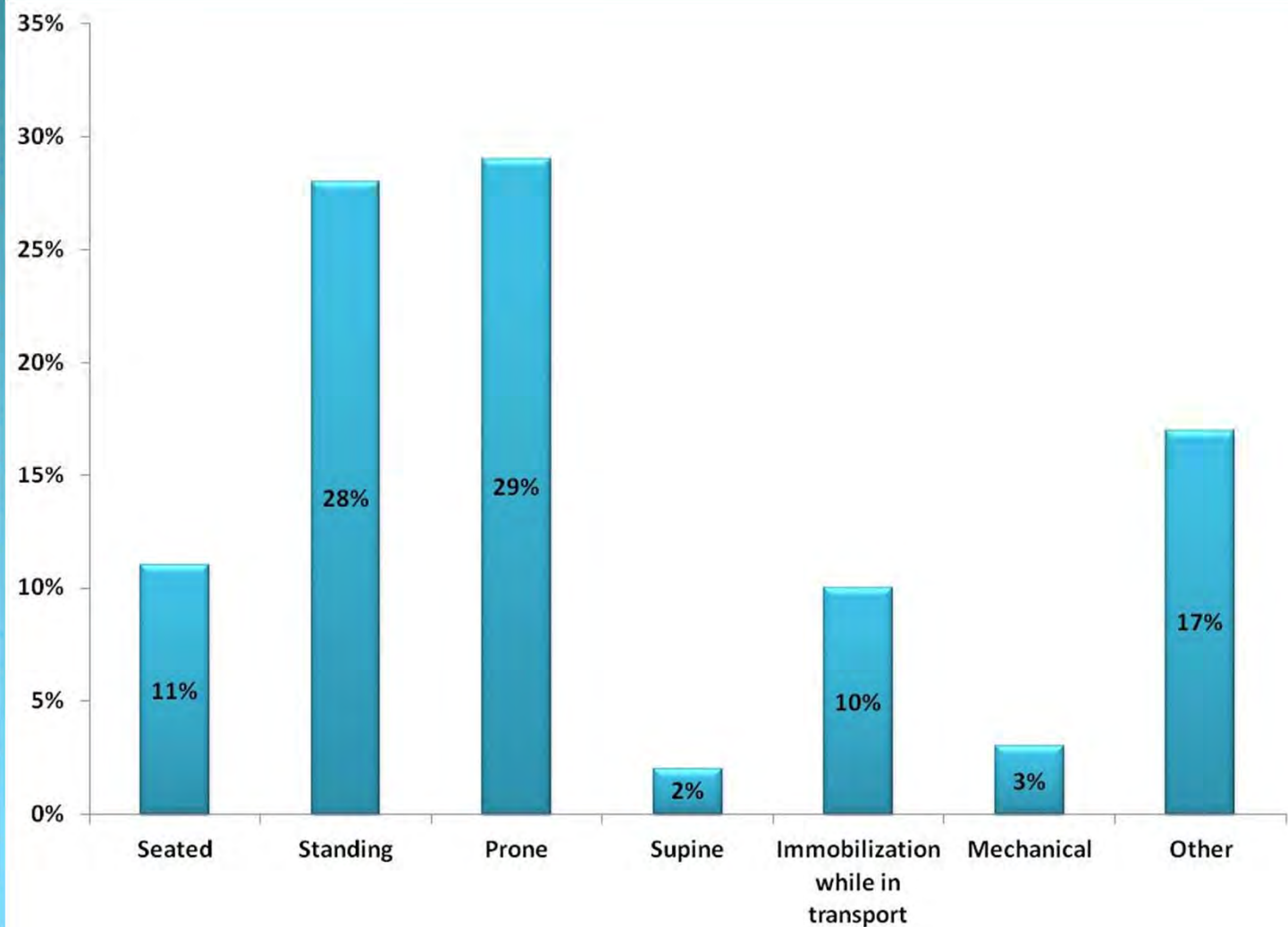
District Changes in Restraint Use 2010-11 to 2011-12



District Changes in Seclusion Use 2010-11 to 2011-12

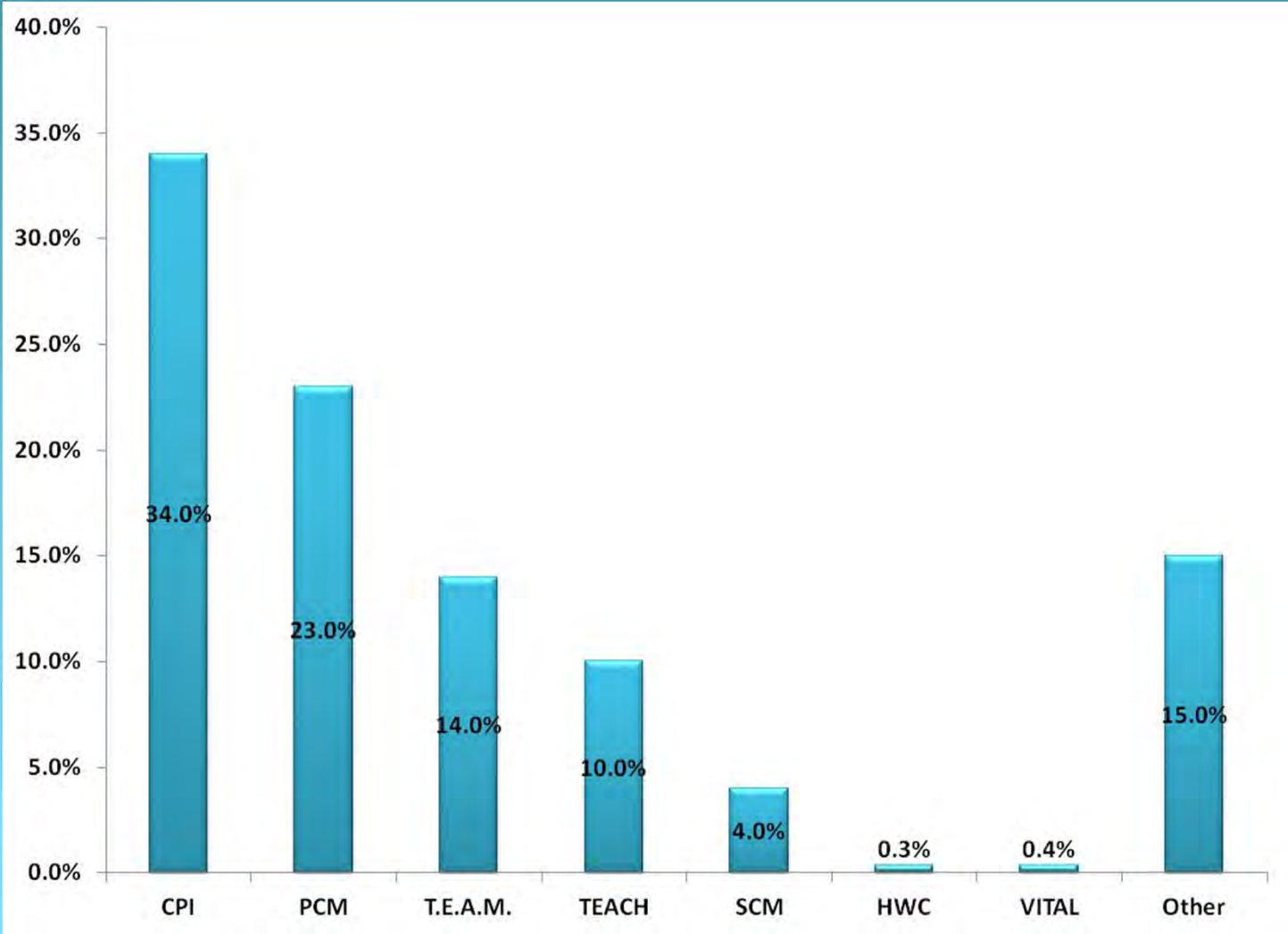


Types of Restraint



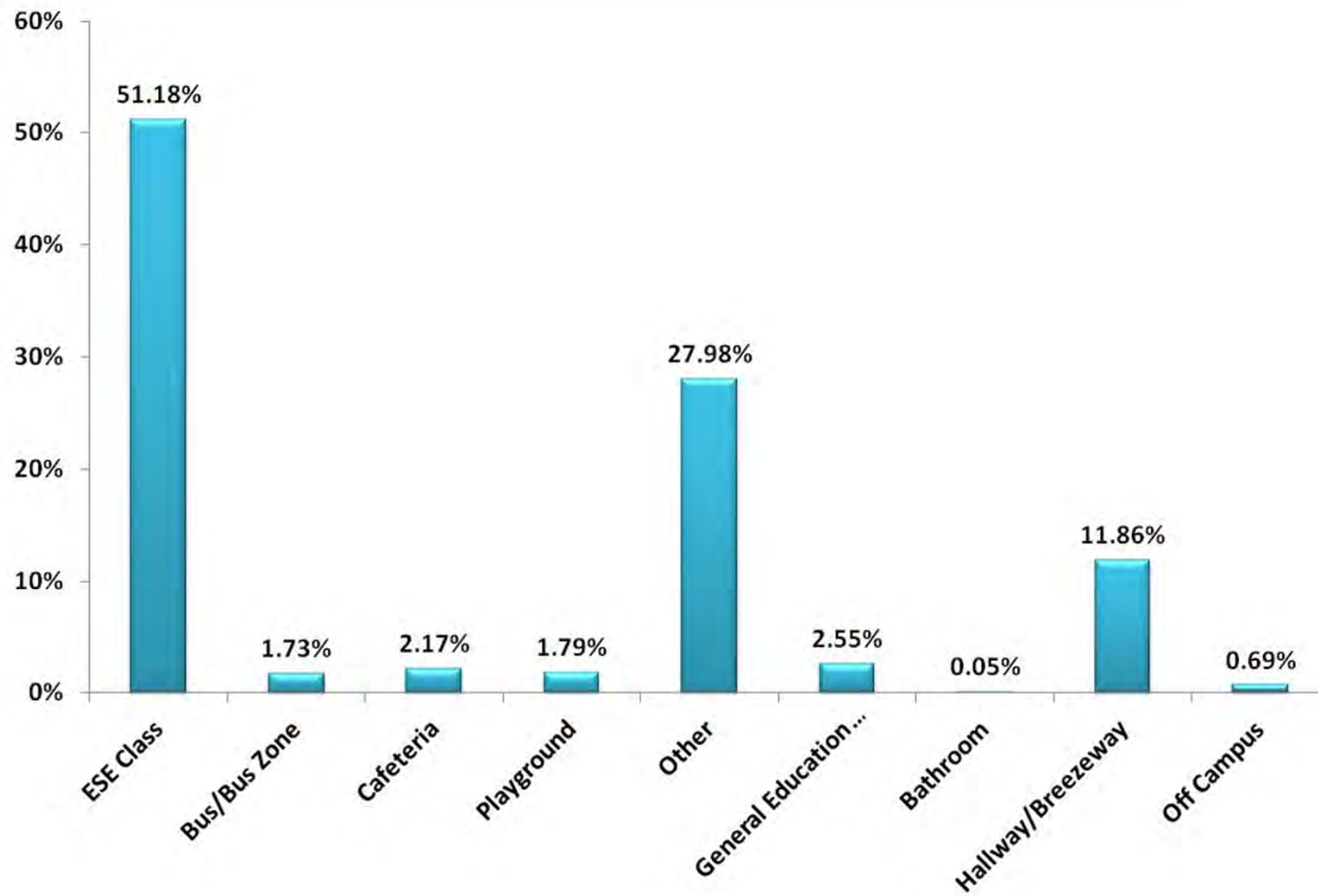
January 2012 through June 2012

Crisis Management Strategies Used



January 2012 through June 2012

Location of Restraint



Seclusion

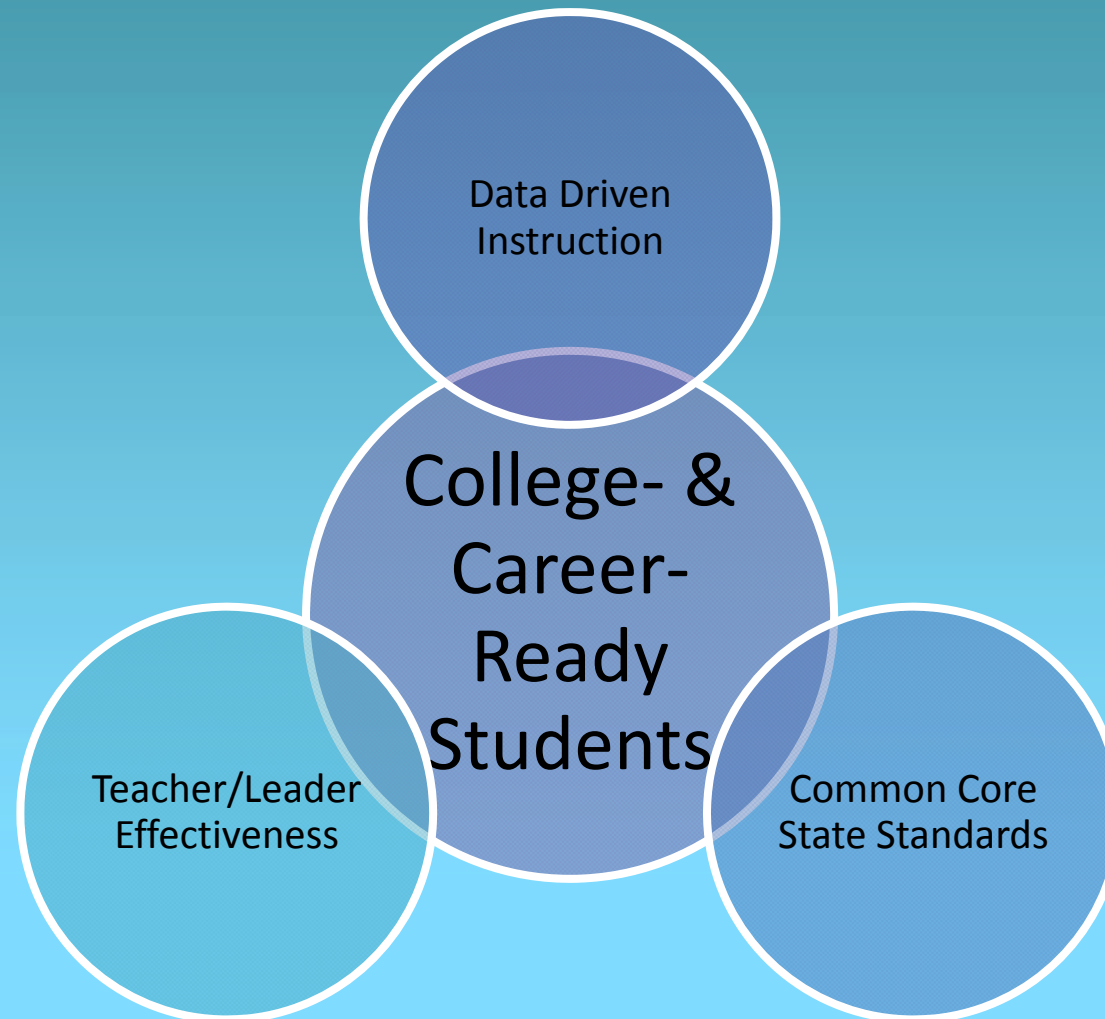
- *Thirty districts* where seclusion was not used in 2010-11 or 2011-12
- *Eight districts* that discontinued using seclusion in 2011-12

Seclusion Goals

- *Twenty-three districts* with clear, measurable goals
 - Goal met: 48% (11/23)
 - Goal not met: 52% (12/23)

Instructional Shifts

Implementation of the Common Core State Standards





**Education of Exceptional
Students is**

A SERVICE

not

A PLACE

Benefits of LRE for Students with Disabilities

- Access to the core curriculum
- Opportunities to participate in the life of the school community
- Increase in communication and social interaction opportunities
- Access to age-appropriate models of behavior and skills
- Opportunities to build a network of friends

Students with Disabilities as 21st Century Learners

- Common Core Standards: a focus on results not means
- The CCSS has the intention of improving outcomes for all students, including SWD, by raising expectations
 - The standards do not define the following:
 - The intervention methods or materials necessary to support students who are well below grade level expectations
 - The full range of supports appropriate for students with special needs, though the standards stress that all students must have the opportunity to learn and meet the same high standards

Students with Disabilities as 21st Century Learners

- How the standards are taught is of the utmost importance, particularly the following:
 - Instructional support for learning including Universal Design for Learning (UDL) , Differentiated instruction, and RtI within a Multi-tiered System of Supports
 - Prepared and highly effective teachers
 - Supports and related services to enable access to the general curriculum
 - Individualized education plans (IEPs) that include annual goals aligned with and chosen to facilitate attainment of grade-level academic standards
 - Instructional accommodations
 - Assistive technology device

Students with Disabilities as 21st Century Learners

- Common Core Standards
 - Rich with literacy, numeracy, and cross-disciplinary skills (e.g. communication, collaboration, critical thinking, and use of technology)
 - Embedded throughout is clear evidence that the CCSS should allow for the broadest range of students to participate fully from the outset, along with the appropriate accommodations to ensure maximum participation for students with special needs

(CCSSO & NGA, 2010)

Students with Disabilities as 21st Century Learners

- Common Core Standards
 - The standards note the following:
 - Instruction in reading for SWD should allow for braille, screen-reader technology, or other assistive devices
 - Instruction in writing should include the use of a scribe, computer, or speech-to-text technology
 - Speaking and listening should include the use of sign language

(CCSSO & NGA, 2010)

Universal Design for Learning (UDL)

“Consider the needs of the broadest possible range of users from the beginning.”

~ Ron Mace, Architect

Universal Design

- Not one size fits all
- Alternatives are designed from the beginning, not added on later
- Increases access opportunities for everyone
- Examples: Ramps, Curb Cuts, Electric Doors, Captions on Television, Easy-Grip Tools

Universal Design for Learning



- Drawbacks of Retrofitting
 - Each retrofit solves only one local problem
 - Retrofitting can be costly
 - Many retrofits are UGLY!

Assumptions: UDL

- Typical classes are highly diverse
- Students with disabilities fall along a continuum of needs
- Teacher adjustments benefit all learners
- Curriculum needs fixing, not the students
- Curriculum materials must be flexible, varied, and diverse
- General education and special education teachers plan curriculum

Principles of UDL

- Provide multiple, flexible methods of presentation
- Provide multiple, flexible methods of expression and apprenticeship
- Provide multiple, flexible options for engagement

Differentiated Instruction (DI)

“A differentiated classroom will have a combination of teacher directed, teacher selected activities, and learner centered, learner selected activities; whole class instruction, small group instruction, and individual instruction.”

*~Carol Ann Tomlinson,
The Differentiated Classroom*

When Differentiating Instruction, the Three Most Important Questions to Continually Ask Yourself...

1

What do I want my students to know, understand, and be able to do?

2

What will I do instructionally to get my students to learn this?

3

How will my students show what they know?

UDL and DI

- Similarities between UDL and DI
 - Recognize the reality of classroom diversity
 - Dignify the learner and learning while valuing equity and excellence
 - Identify and articulate clear learning goals before developing methods, materials, and assessments
 - Support multiple means of representation, expression, and engagement for all

Multi Tiered Systems of Support

- Student support staff remove barriers to learning by providing a multi-tiered system of support that promotes:
 - Positive academic, behavioral and healthy outcomes for students, teachers, administrators and families.
 - College and career planning
 - Bullying prevention
 - Much, much more

Multi Tiered Systems of Support

- Research is clear:
 - Students who receive social and emotional support have improved learning outcomes
 - Comprehensive student support improves school climate, reduces discipline, retention rates and referrals for special education.

District Leadership Makes a Difference

- Increased realization of the importance of district leadership and student achievement.
- Past research focused on limitations and viewed the district as a barrier to school improvement or ignored it completely.
- Former Secretary of Education Bennett went so far to describe superintendents, district office staff and school board members as the “blob”.
- He argued that the “blob” soaks up resources and resists reform without contributing to student achievement.

Waters & Marzano, 2006

District Leadership Makes a Difference

- Good news..districts are not blobs!
- Research shows the importance of district leadership in school-based reform
- Waters and Marzano found a positive correlation between 5 district leadership practices and student achievement.

Waters & Marzano, 2006

District Leadership Makes a Difference

- Good news..districts are not blobs!
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Waters & Marzano, 2006

District Leadership Makes a Difference

- Collaborative goal setting process
- Non-negotiables for achievement and instruction
- School board alignment with, and support of, district goals
- Aligning resources to support goals
- Monitoring district goals
- Defined autonomy-loose/tight relationships with schools

Waters & Marzano, 2006

Big Ideas: What Matters Most

Increased accountability for consistent and pervasive equity and excellence for students with disabilities.

- Districts, schools and teachers
- **BEES and BEES Projects**
- FLDOE and other state agencies
- Family and community

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

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?
 - To what degree do parents:
 - Participate as members of state, district or school leadership data teams?



Parent and Community Involvement

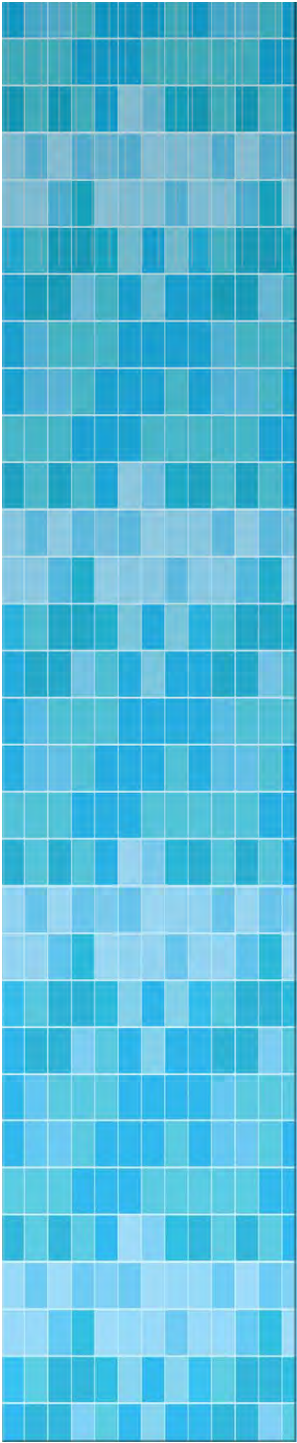
A Collaborative Culture

Parent Engagement

- Our work is best when we are able to build strong, collaborative partnerships with our parents with a focus on points of agreement.
- We need to work with parents as partners.
- Involving parents versus informing parents.
- Parents have valuable information that we need to help us identify the best ways to support their children.

BEES Parent and Community Services

- State Advisory Committee (SAC)
- New Parent Services Group
- Publications for Parents
- BEES Website
- Loan Catalog
- FDLRS Parent Specialists
- Stay tuned for more



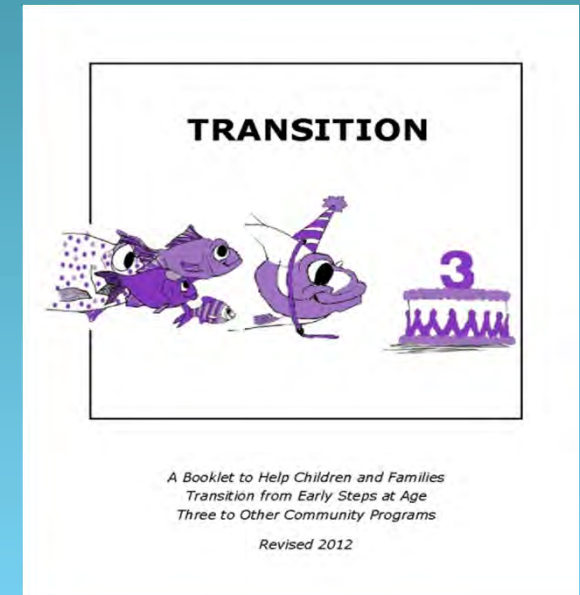
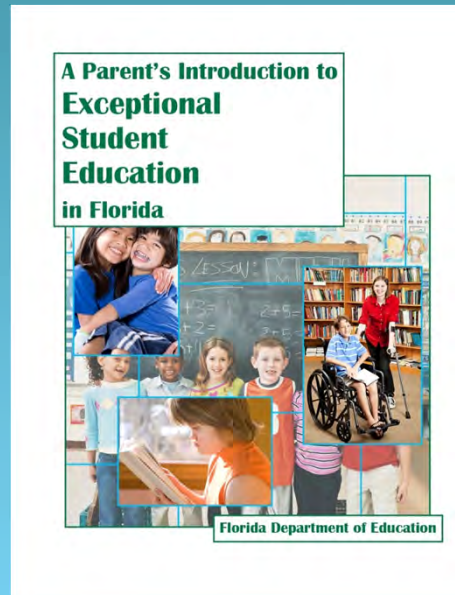
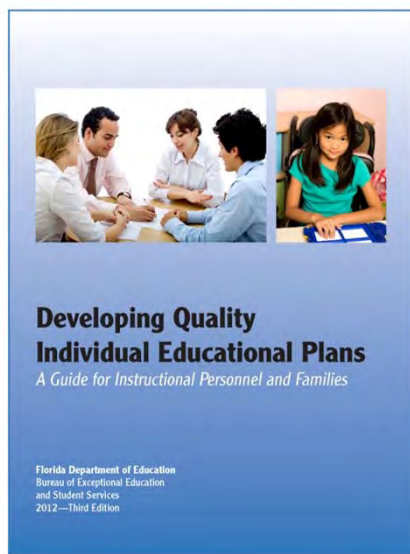
State Advisory Committee for the Education of Exceptional Students (SAC)

“to provide policy guidance with respect to the provision of exceptional education and related services for Florida’s children with disabilities”

Parent Services Group

- Met for first time in late July
- Attendees were from from Parent Centers, school districts, advocacy groups, BEESS staff, and BEESS project staff
- Goal is to collaborate even more closely than in the past and use resources to best benefit students and families
- Currently reviewing information that was shared, including recommendations, and planning next steps

Recent Parent Publications



Copies online or order one from the BEESS Resource and Information Center (BRIC) at bric@fldoe.org

Publications - Windows Internet Explorer

http://www.fldoe.org/ese/pubxhome.asp

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Exceptional Education & Student Services Home

BEESS Resource & Information Center

Common Core State Standards

Contact Lists

Data and Program Evaluation

Disability History and Awareness

Discretionary Projects (PDF, 133KB)

Dispute Resolution

Exceptional Student Education (ESE)

ESE Policies and Procedures (SP&P)

FCAT Accommodations

Florida Alternate Assessment

Grants Management

Juvenile Justice Education

Meetings

Military Families

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Presentations and Publications

Related Services

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Services

Publications - Alphabetical Listing by Title Key Word(s)

The items below are available for download. Florida residents may order one complimentary hard copy of items that are marked with a red asterisk (*). Contact BRIC@fldoe.org or (850) 245-0477 to order.

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

504

- [A Parent and Teacher Guide to Section 504 - Frequently Asked Questions](#) - (PDF, 371KB)
- [Section 504 of the Rehabilitation Act of 1973 - District Implementation Guide \(2011\)](#) (PDF, 2MB)
- [Section 504 - Accommodation Plan for Postsecondary Adult/Vocational Education Students \(May 2004\)](#) - (PDF, 1MB)

A

Access Points

- [Access Points Instructional Materials Review Process Manual \(2010\)](#) (PDF, 395KB)
- [A Parent's Guide to Access Points, Access Courses, and Resources](#) (PDF, 5MB)
- [A Parent's Guide to Access Points, Access Courses, and Resources - print master](#) (PDF, 2MB)
- [Quick Reference Guide for Access Points, Access Courses, and Resources](#) (PDF, 2MB)
- [Quick Reference Guides for Access Points, Access Courses, and Resources - print master](#) (PDF, 896KB)

Accommodations

- * [Accommodations: Assisting Students with Disabilities \(2010\)](#) (PDF, 716KB)
- [Accommodations and Modifications for Students with Disabilities - What Parents Need to Know \(2003\)](#) (PDF, 2MB)
 - [Acomodos y modificaciones: Lo que los padres tienen que saber](#) (Revisado en 2003). (Spanish) (PDF, 2MB)
- [Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education - brochure \(revised 2011\)](#) (PDF, 292KB)
- [Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education - guide \(revised 2011\)](#) (PDF, 6MB)
- [Guide to Accommodations for Computer-Based FCAT, FCAT 2.0, and EOC Assessments](#) (PDF, 775KB)

Assistive Technology

- [Interagency Agreement for the Transfer of Assistive Technology](#)

Loan Materials Catalog

Florida Department of Education
Bureau of Exceptional Education and Student Services
Resource and Information Center

This collection contains materials relevant to exceptional student education, student services, juvenile justice education, early intervention, parent and professional partnerships, and many other topics. Florida residents may borrow up to five items at a time for a period of 28 days. A return label with pre-paid postage is provided.

In addition to the items in this catalog, many Florida-developed, Florida-specific materials are available for download at <http://www.fldoe.org/ese/pubxhome.asp>. A limited number of these publications are also available in hard copy on a complimentary basis.

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Facilitated IEPs

- Process designed to help teams reach a win-win solution for the child.
- IEP facilitator helps the team to do their best thinking, interaction and focus on future action.
- IEP facilitator supports the group in collaboratively creating solutions for the student.

Effective Partnerships Between Families and Schools

- The benefits cannot be overstated.
- Higher parent involvement results in:
 - Higher student achievement
 - Improved student attendance
 - Higher aspirations for post secondary education and career development
 - Improved social competence
 - Lower rates of at-risk behavior for adolescents

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

Administrators' Management
Meeting

September 13, 2012



Students with Disabilities as 21st Century Learners



Big Ideas

- What's special about special education?
 - Are we satisfied with our results?
 - Are we presuming competence of all our students?
 - What do we intend to do about this collectively?
- How do we ensure we are meeting our child find obligation?
 - Are we satisfied with our results?
 - What do we intend to do about this collectively?

Big Ideas

- How do we work collaboratively with families?
 - Are we satisfied with our results?
 - What do we intend to do about this collectively?
- Through collaboration and a focused strategic vision we can accomplish great things!



“It takes a village to raise a
child.”

African Proverb

Keep Hope Alive

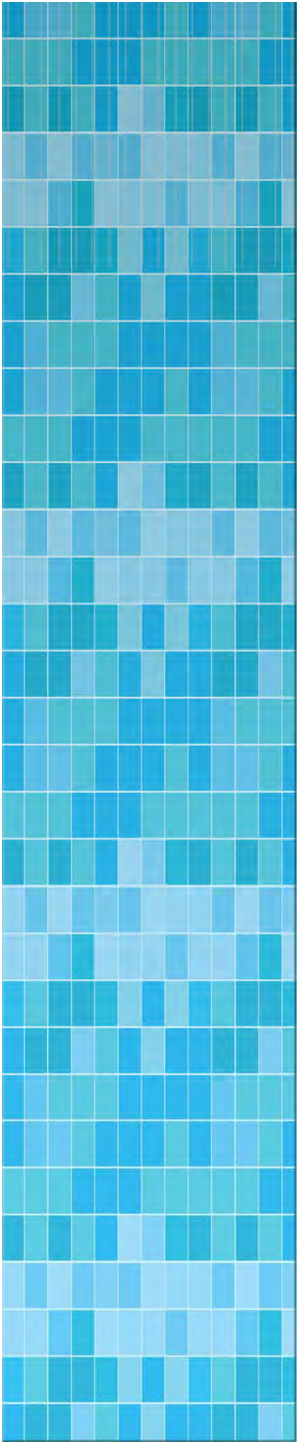
- Leaders must consistently communicate, through their words and actions, their conviction that the people in their school or district are capable of accomplishing great things for their collective efforts.
- Do you believe in people? Do you encourage them with the belief that they have both the will and way to accomplish their goals whatever they may be? Do we believe in each other?
- Hope burns brightest in those who believe in their ability to impact the future.
 - DuFour,R., DuFour, R., Eaker, R., & Many, T. (2006).

Passion and Persistence

- There is a basic human need to feel successful in one's work, to believe that we are good at what we do.
- There is also an innate human desire to belong, to connect, to be part of a collective endeavor that is larger than oneself.
- Above all else there is a desire to live a life of meaning, to serve a higher purpose and to make a difference in this world.
- This feeling of connectiveness, value and meaning is what allows ordinary people to accomplish extraordinary things.
 - DuFour,R., DuFour, R., Eaker, R., & Many, T. (2006).

Exceptional Students Exceptional Educators





“Those who say it cannot be done
should not interrupt those who are
doing it.”

Chinese Proverb

Thank you!

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

