



Administrators' Management Meeting

BEES Updates

December 2017



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Moving from Access to Attainment: Statewide Equity and Excellence

Increase Number of Students Graduating College
and Career Ready

- Improve Graduation Rate
- Decrease Dropout Rate
- Improve Post-School Outcomes Results

Theory of Presuming Competence: Least Dangerous Assumption

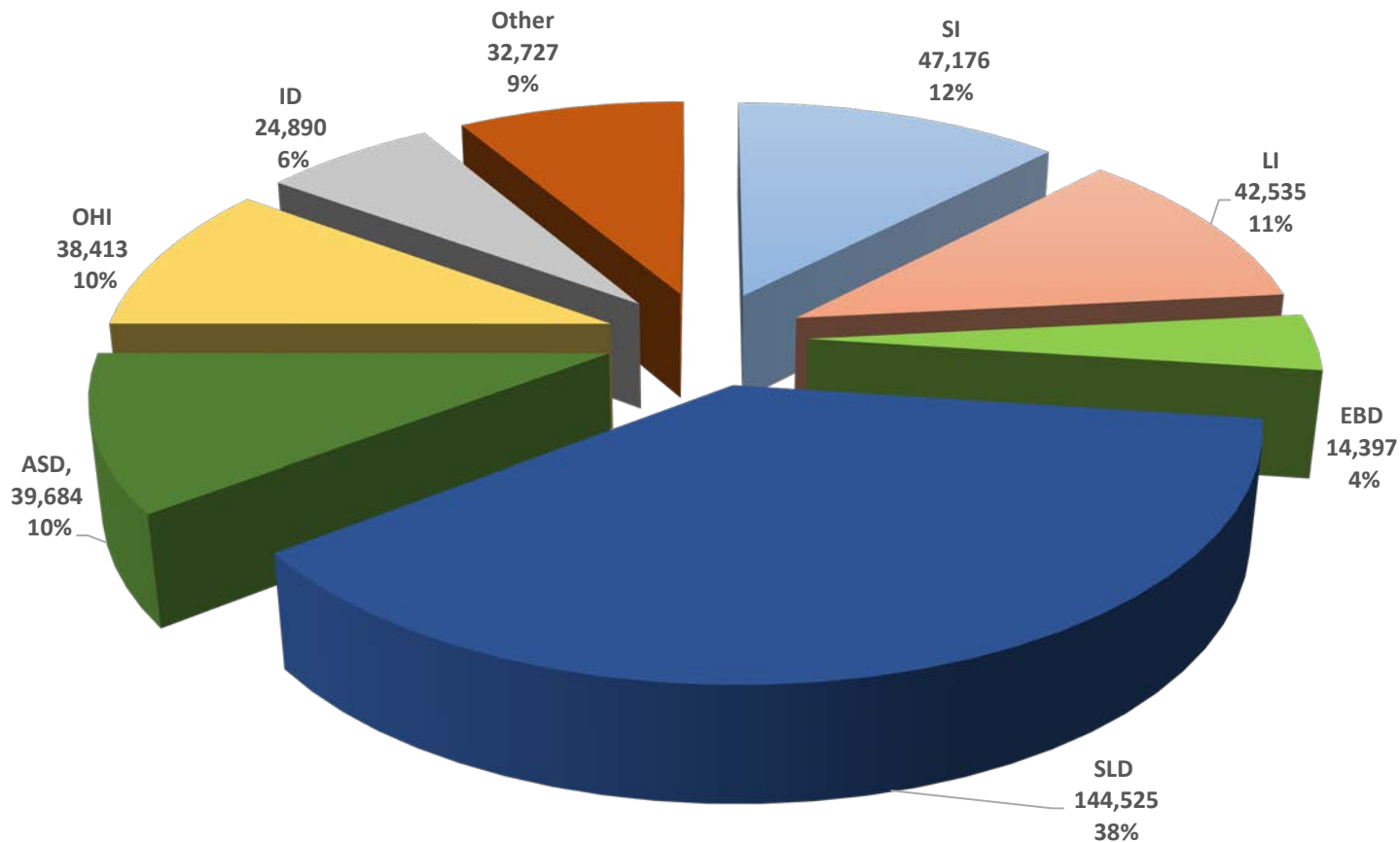
“...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional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

– Anne Donnellan, 1984
as quoted by Cheryl Jorgensen, 2005

THE STATE OF THE STATE

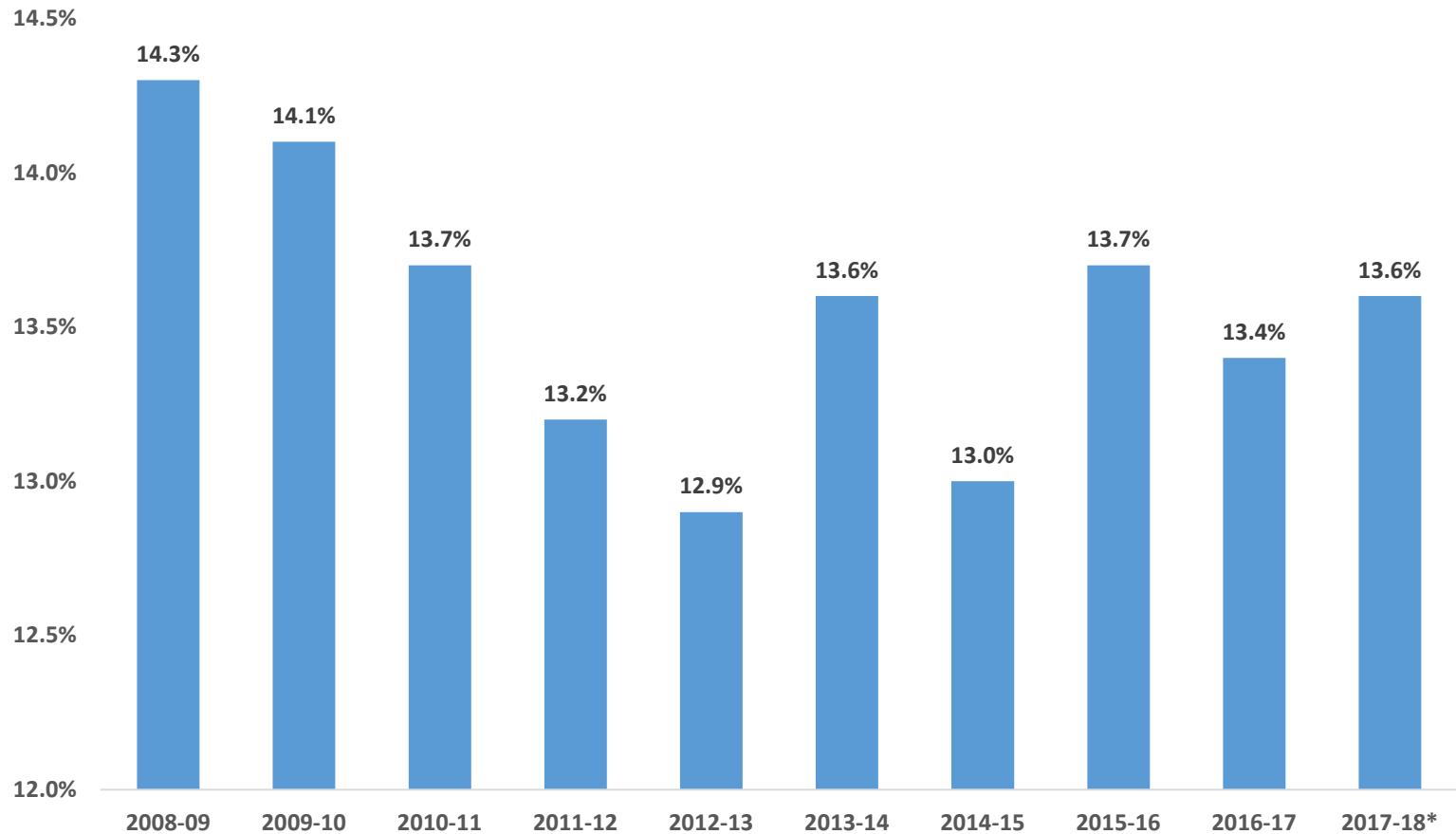


Florida's Students with Disabilities Fall 2017*



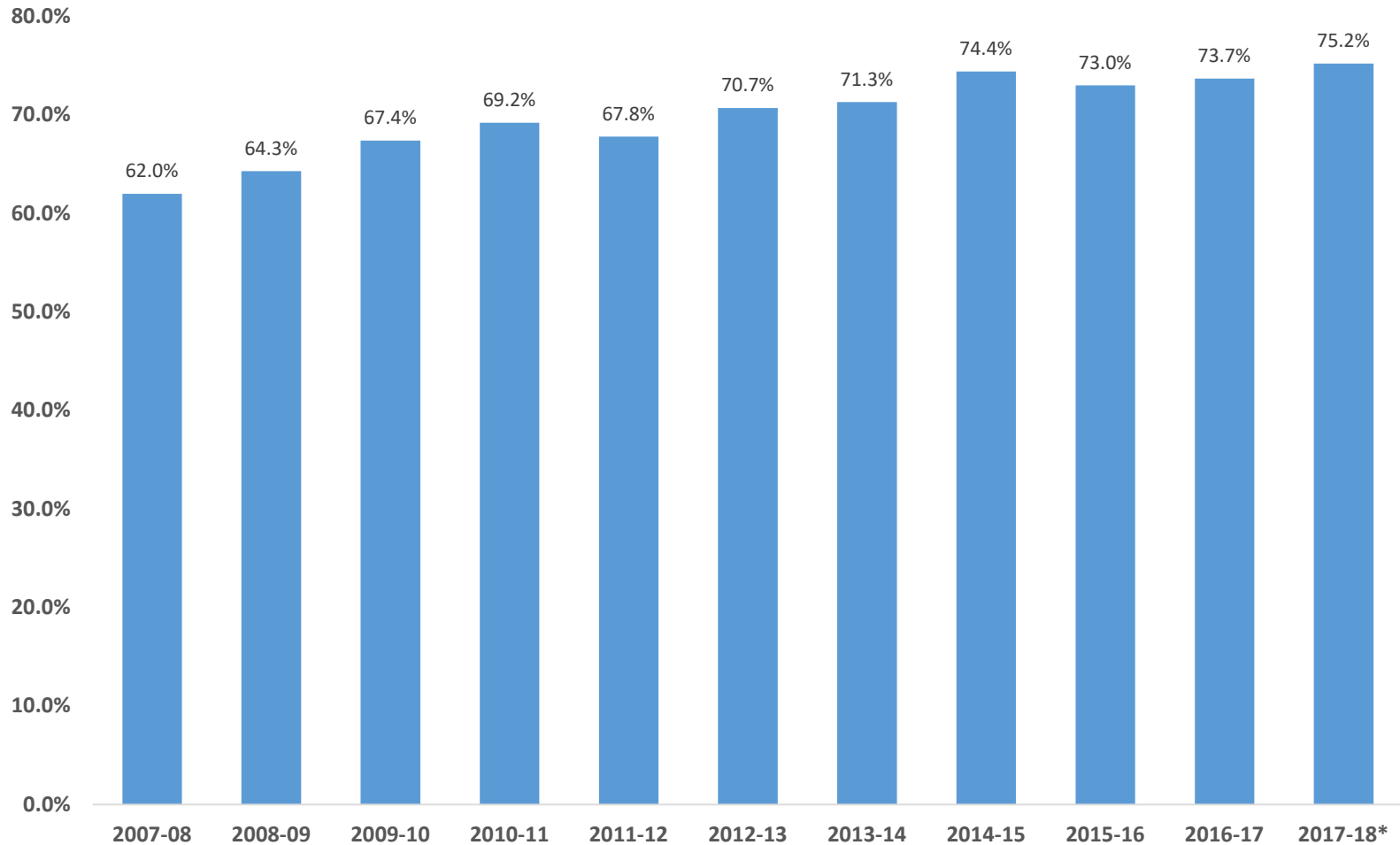
Source: Preliminary Survey 2

SWD AS PERCENT OF TOTAL POPULATION



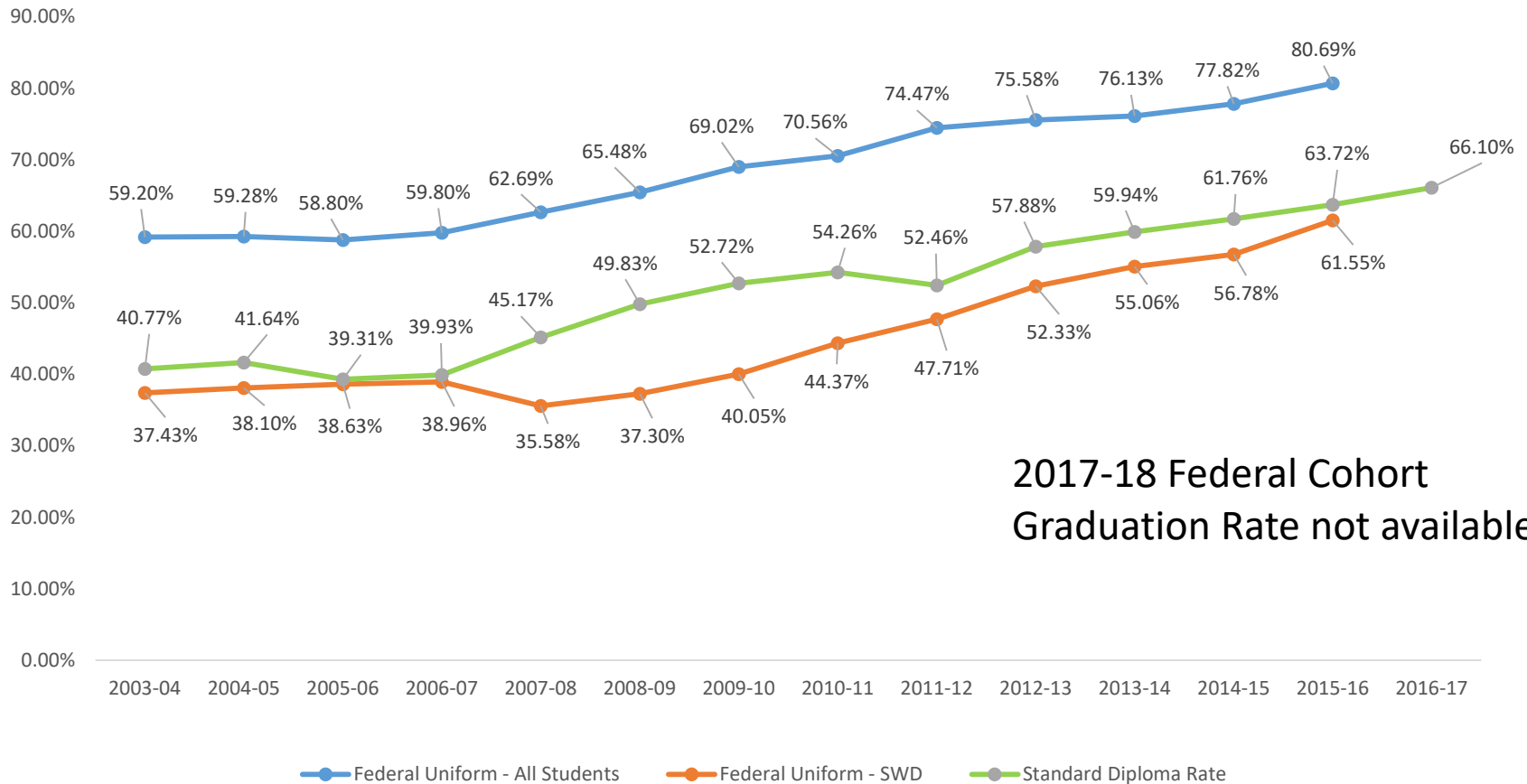
*Preliminary Survey 2

Regular Class Placement

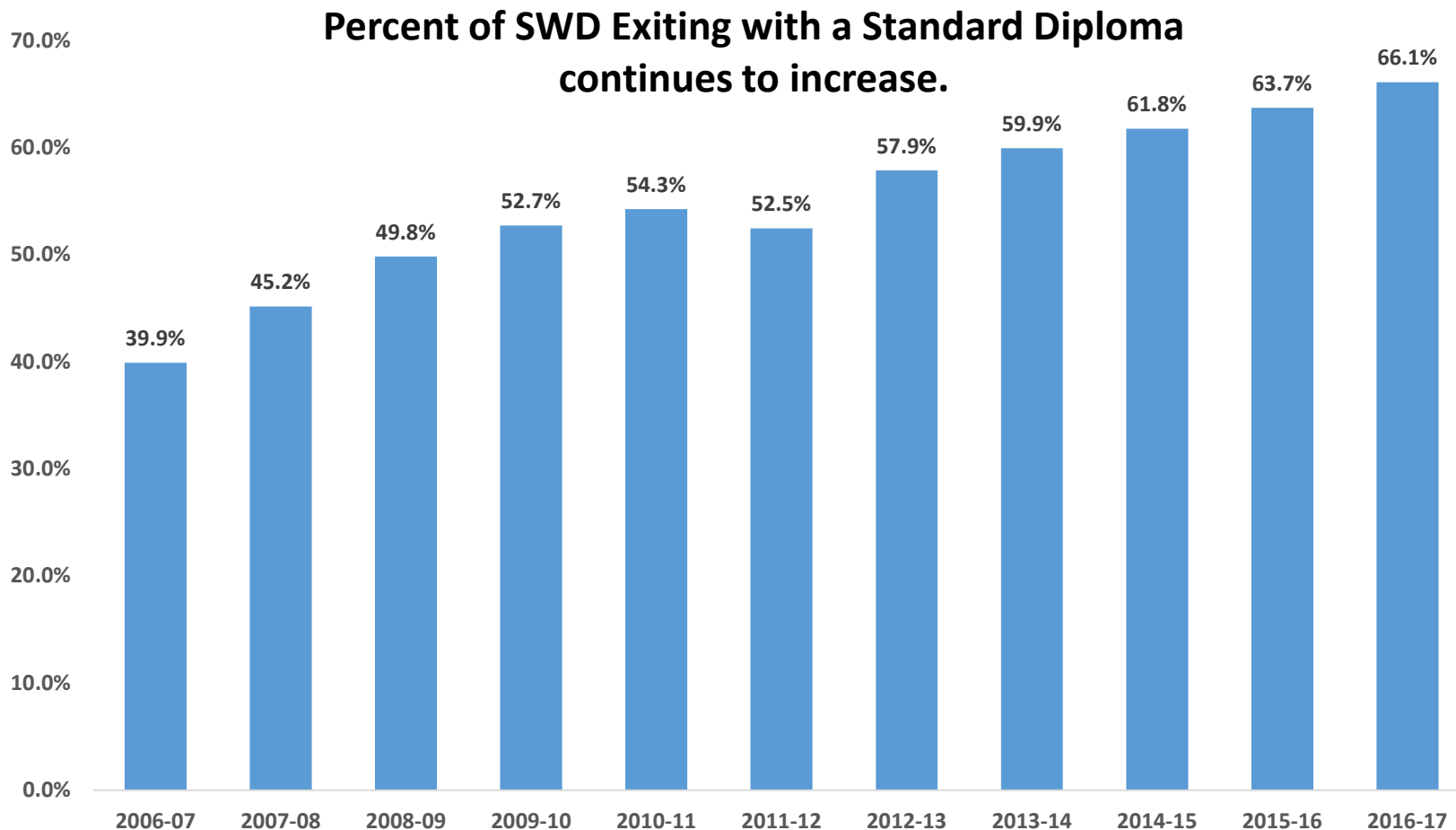


*Preliminary Survey 2

Graduation Rate Comparisons



Exiters with a Standard Diploma



Standard Diploma Rate: 2005-06 to 2016-17

➡ State Improvement

- ➡ 26.8 point increase between 2005-06 and 2016-17

➡ District Improvement

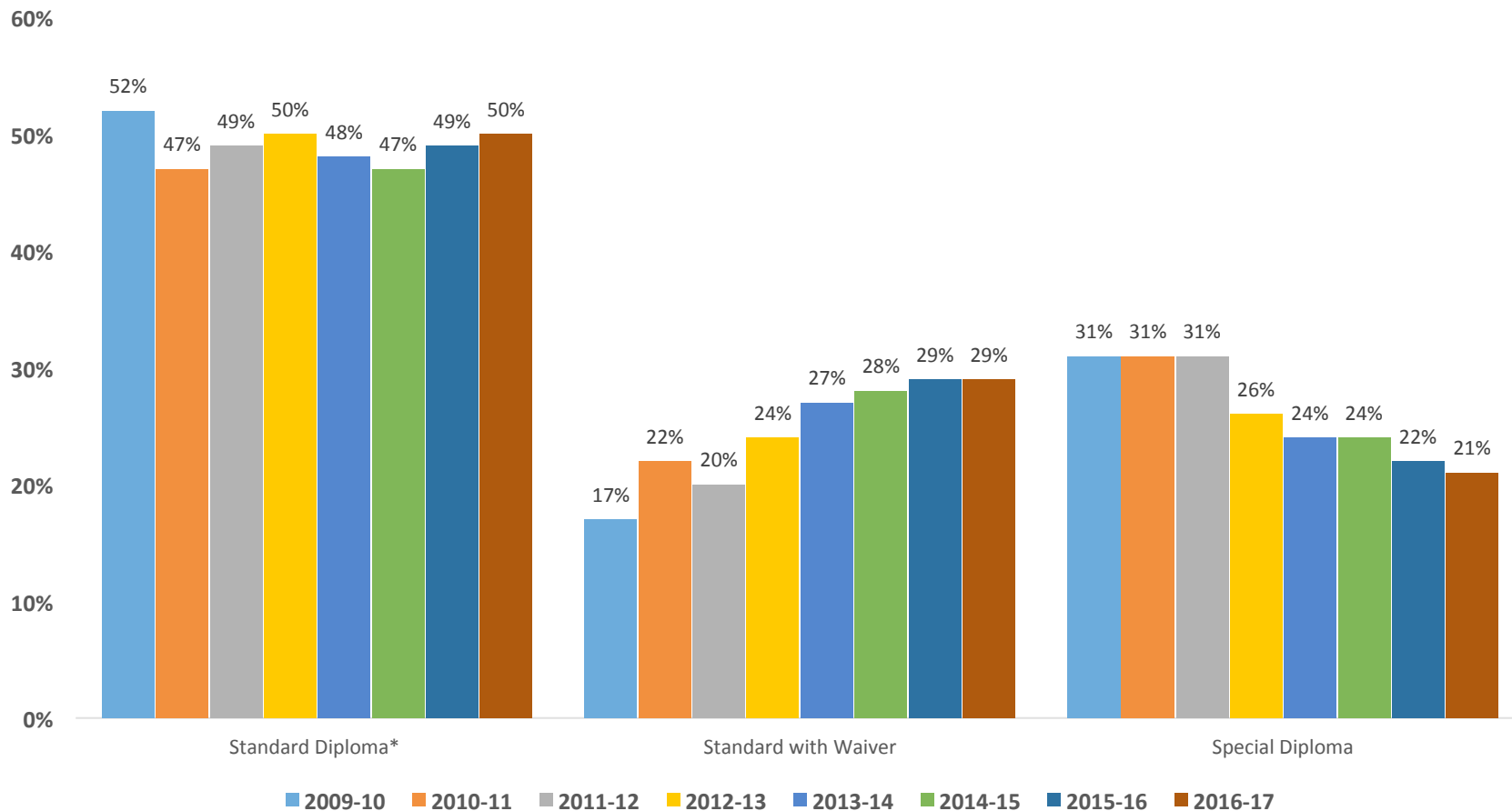
- ➡ 19 districts > 50% in 2005-06
- ➡ 36 districts > 50% in 2011-12
- ➡ 52 districts > 50% in 2012-13
- ➡ 55 districts > 50% in 2013-14
- ➡ 63 districts > 50% in 2014-15
- ➡ 64 districts \geq 50% in 2016-17

➡ District Variability

- ➡ 2 districts < 30% in 2011-12
- ➡ 5 districts < 30% in 2012-13
- ➡ 3 districts < 30% in 2013-14
- ➡ 1 districts < 30% in 2014-15
- ➡ 0 districts < 30% in 2016-17

- ➡ 3 districts > 90% in 2011-12
- ➡ 4 districts > 90% in 2012-13
- ➡ 4 districts > 90% in 2013-14
- ➡ 5 districts > 90% in 2014-15
- ➡ 7 districts > 90% in 2016-17

Graduates with Disabilities



*Includes those earned with ACT/SAT concordant scores .

Due to rounding, totals may not equal 100.

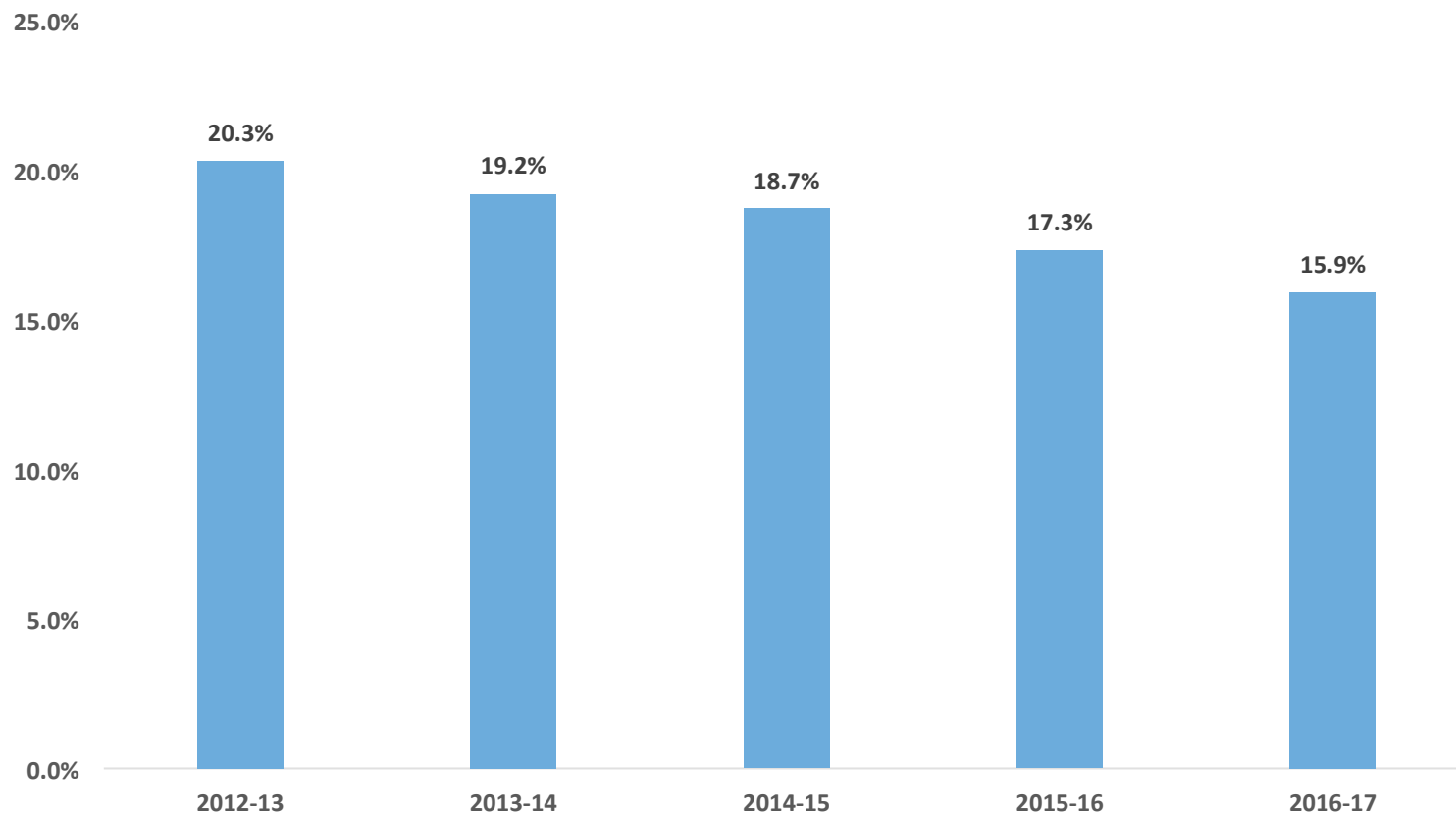
Number of Students Earning Special Diploma

Students who entered the 9th grade in 2013-14 are the last cohort eligible to earn a special diploma.

Year	Number of Students
2010-11	5,545
2011-12	5,066
2012-13	4,749
2013-14	4,229
2014-15	4,380
2015-16	4,266
2016-17	4,114

SWD Dropout Rate*

2012-13 through 2016-17



*Source: ED Facts File C009

SWD Dropout Rate: 2012-13 to 2016-17

- **State Improvement**
 - 4.4% point decrease between 2012-13 and 2016-17

- **District Improvement**
 - 50 districts < 20% in 2012-13
 - 59 districts < 20% in 2016-17

- **District Variability**
 - 9 districts > 30% in 2012-13
 - 7 districts > 30% in 2013-14
 - 6 districts > 30% in 2014-15
 - 6 districts > 30% in 2015-16
 - 4 districts > 30% in 2016-17

 - 15 districts < 5% in 2012-13
 - 14 districts < 5% in 2013-14
 - 14 districts < 5% in 2014-15
 - 20 districts < 5% in 2015-16
 - 17 districts < 5% in 2016-17

Florida Education and Training Placement Information Program (FETPIP)

- FETPIP's method of data collection replaces conventional survey-type techniques, and provides information in an accurate and cost effective manner.
- The follow-up studies are conducted annually by matching records of the student graduates, completers or exiters from the numerous public and independent organizations with information resources available to FETPIP

Post-school Outcomes for SWD (Performance)



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

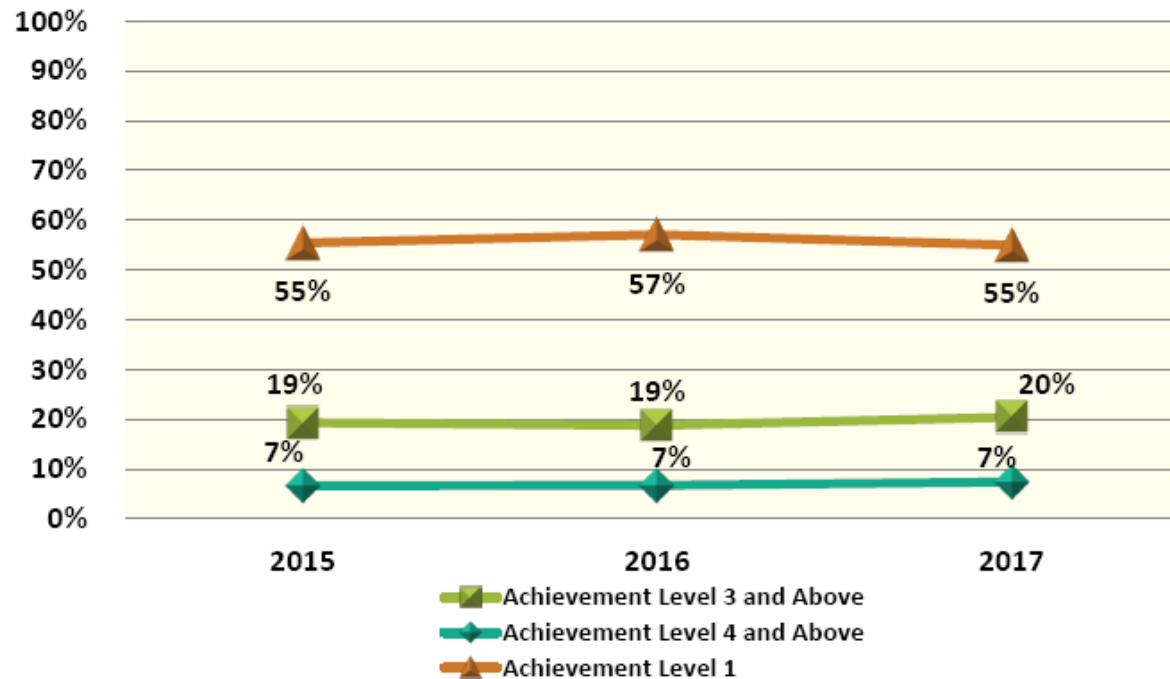


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Academic Results

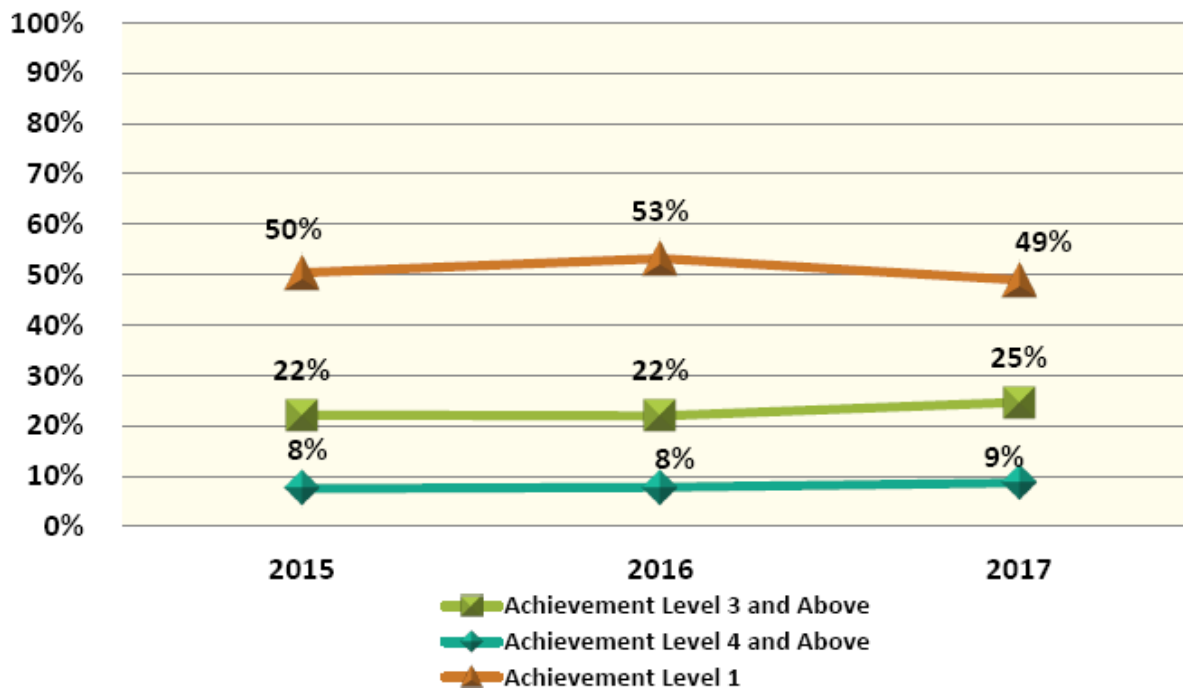
English Language Arts – FSA Grades 3-10

By Achievement Level, Students with Disabilities



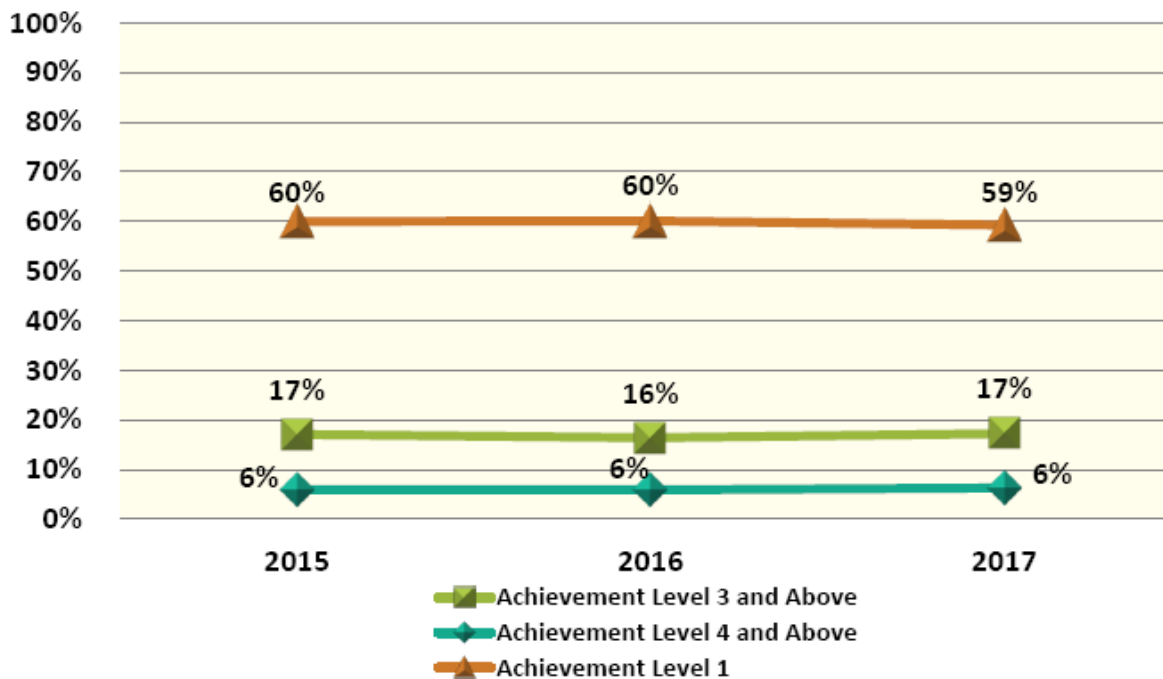
English Language Arts – Grades 3-5

By Achievement Level, Students with Disabilities



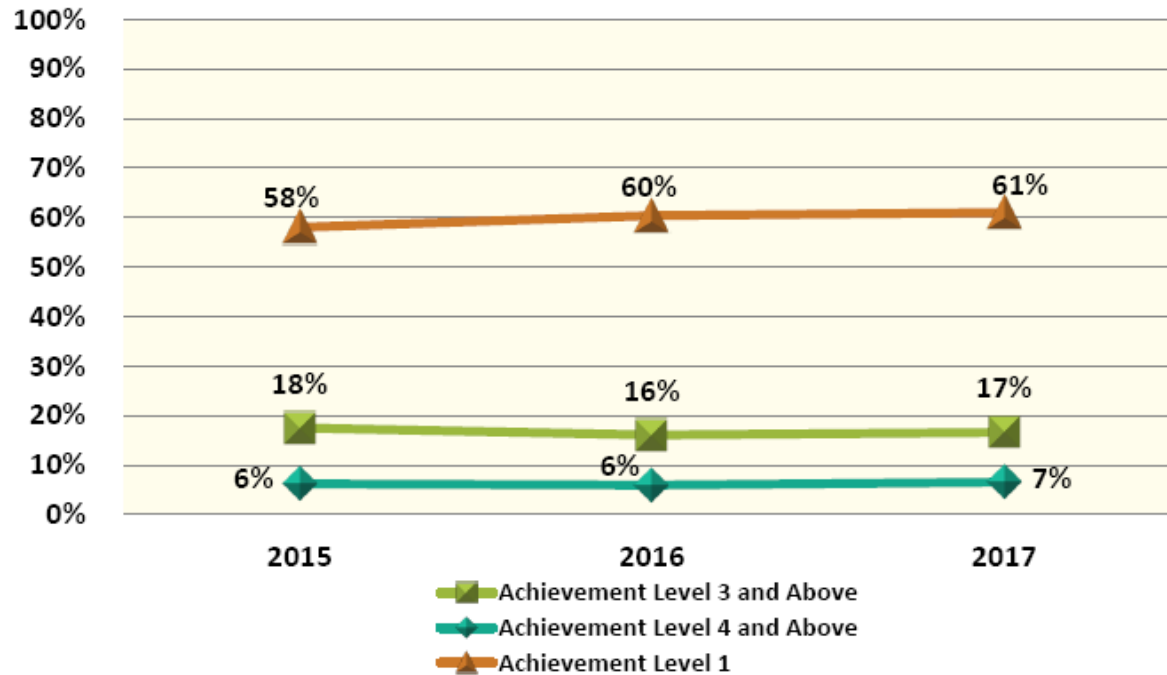
English Language Arts – Grades 6-8

By Achievement Level, Students with Disabilities



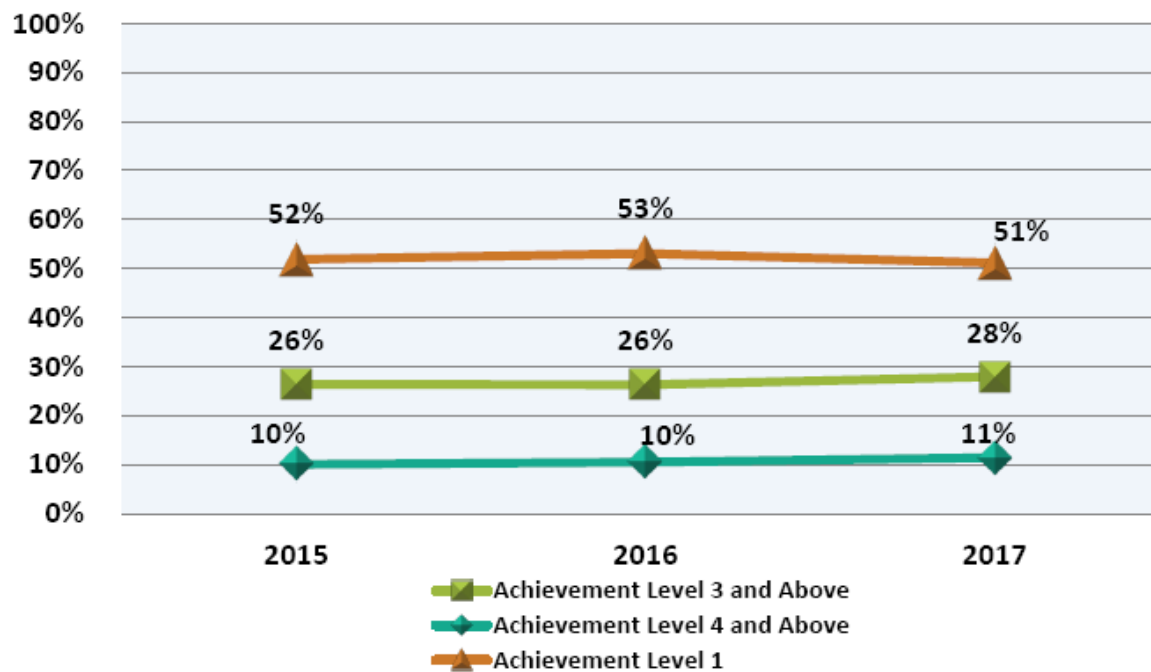
English Language Arts – Grades 9-10

By Achievement Level, Students with Disabilities



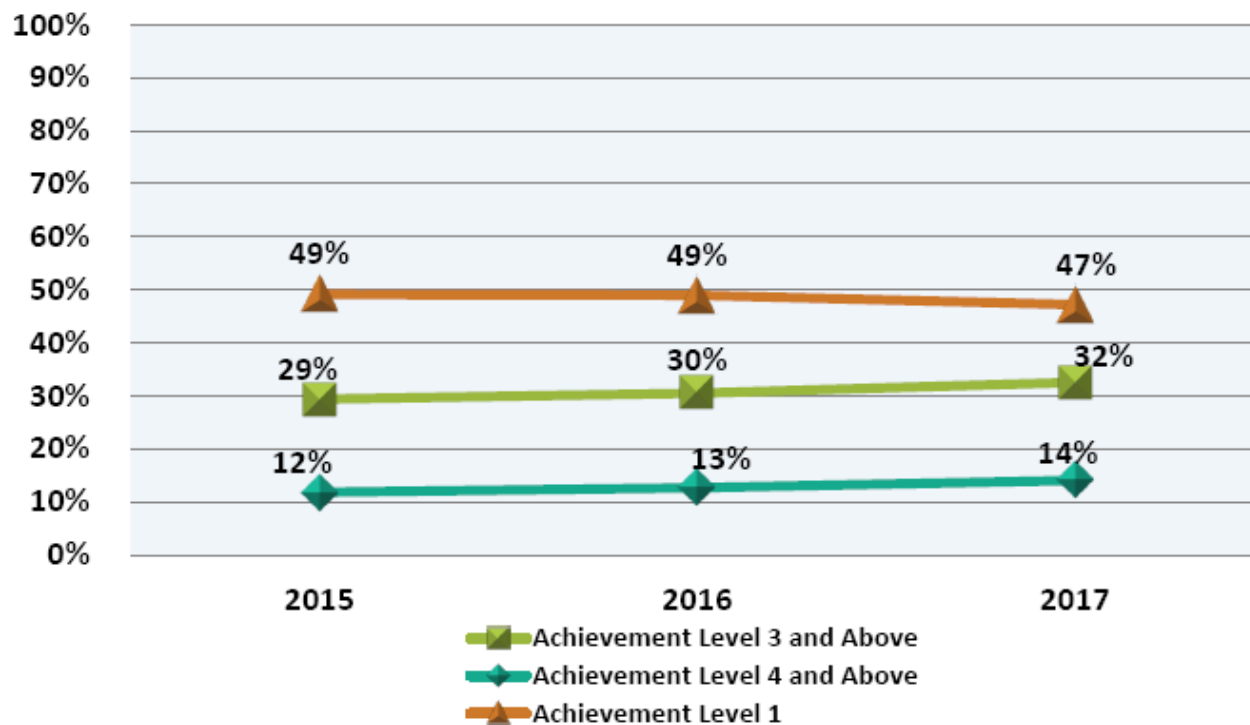
Mathematics – FSA and EOCs Grades 3-8

By Achievement Level, Students with Disabilities



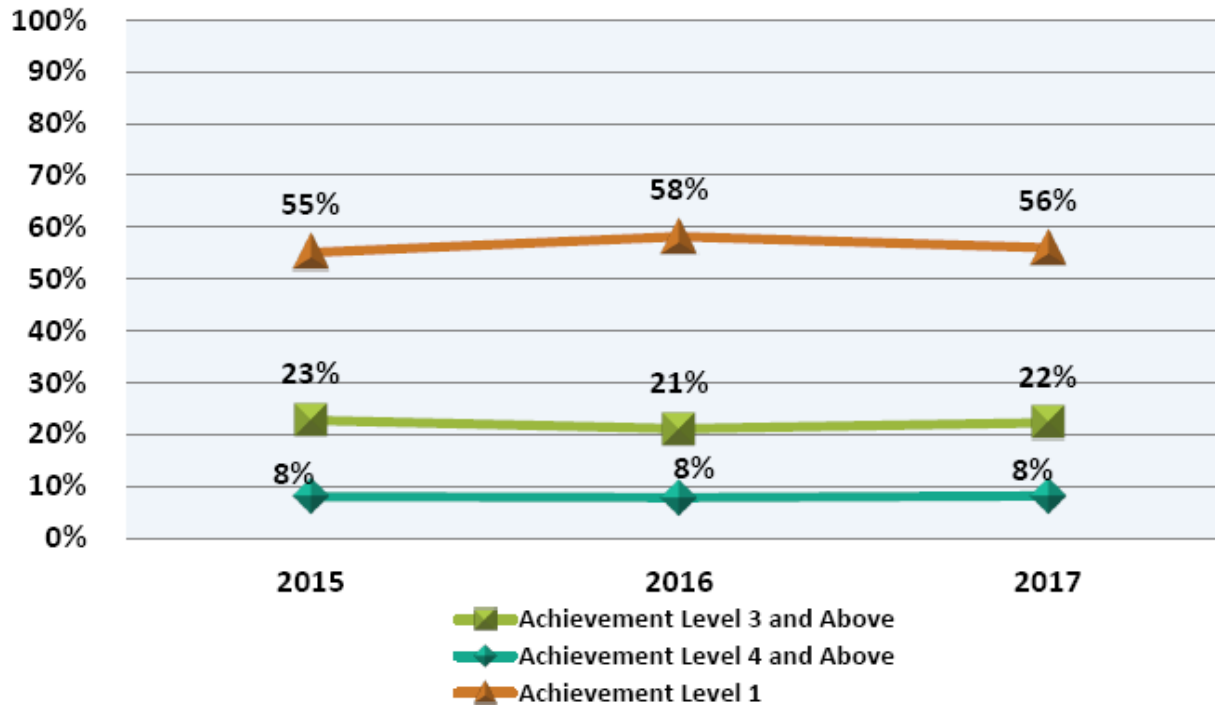
Mathematics – FSA and EOCs Grades 3-5

By Achievement Level, Students with Disabilities



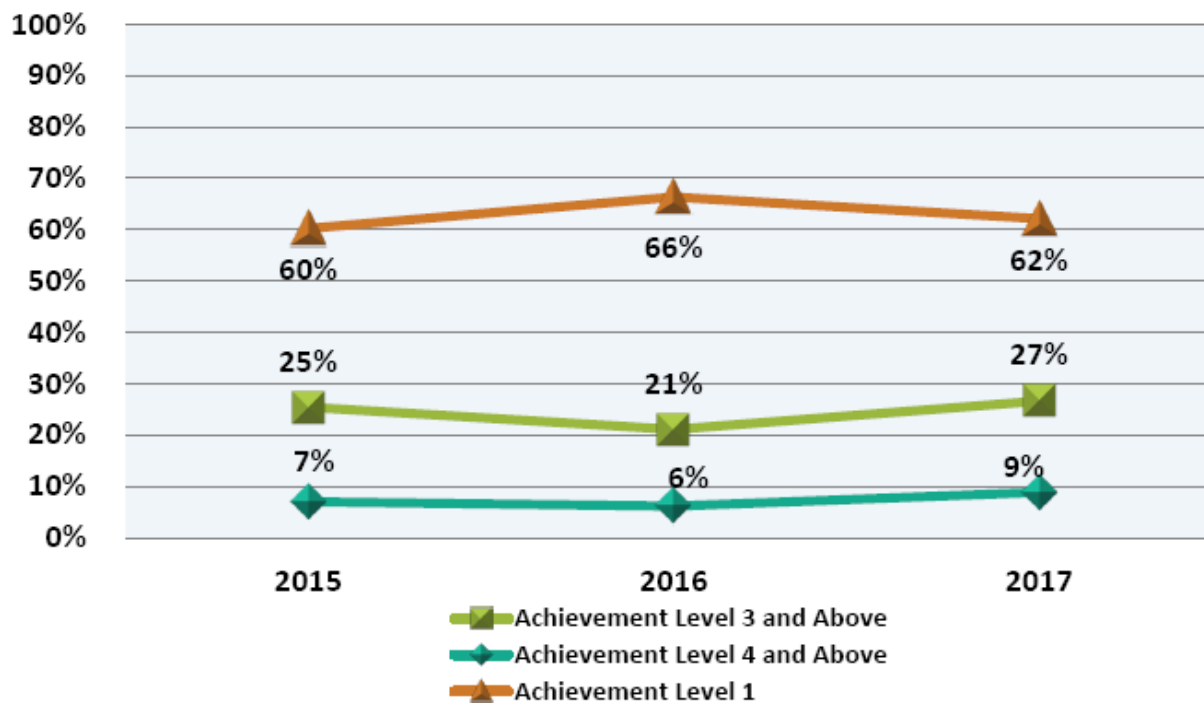
Mathematics – FSA and EOCs Grades 6-8

By Achievement Level, Students with Disabilities



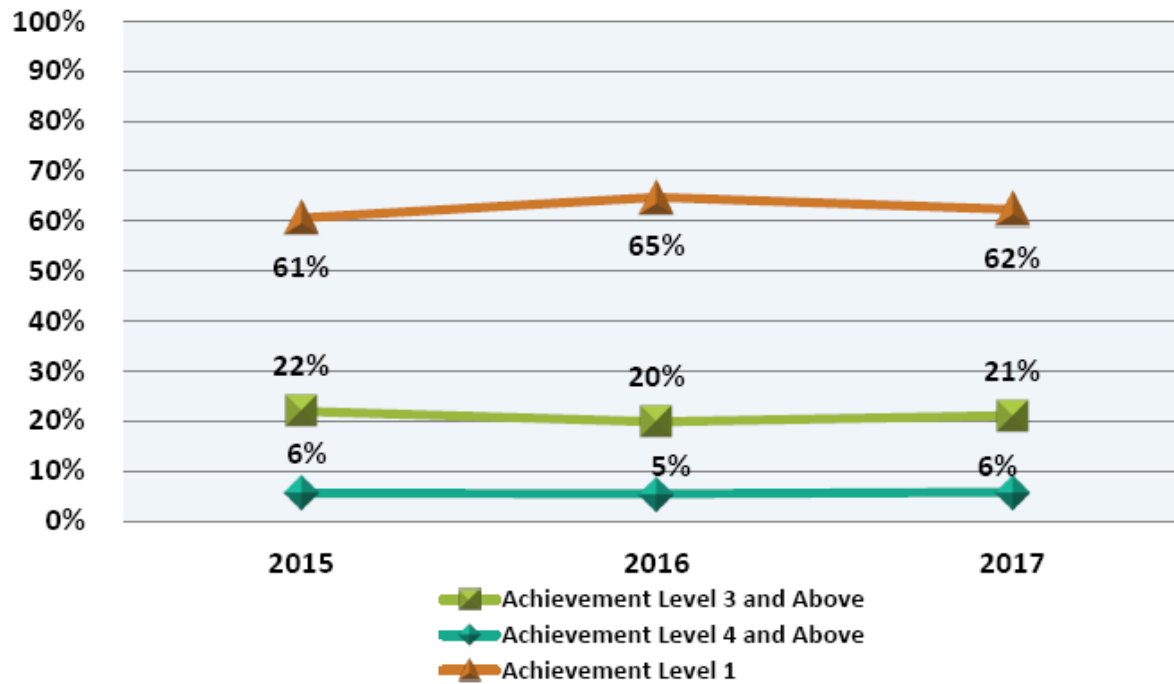
Mathematics – Algebra 1 EOC

By Achievement Level, Students with Disabilities



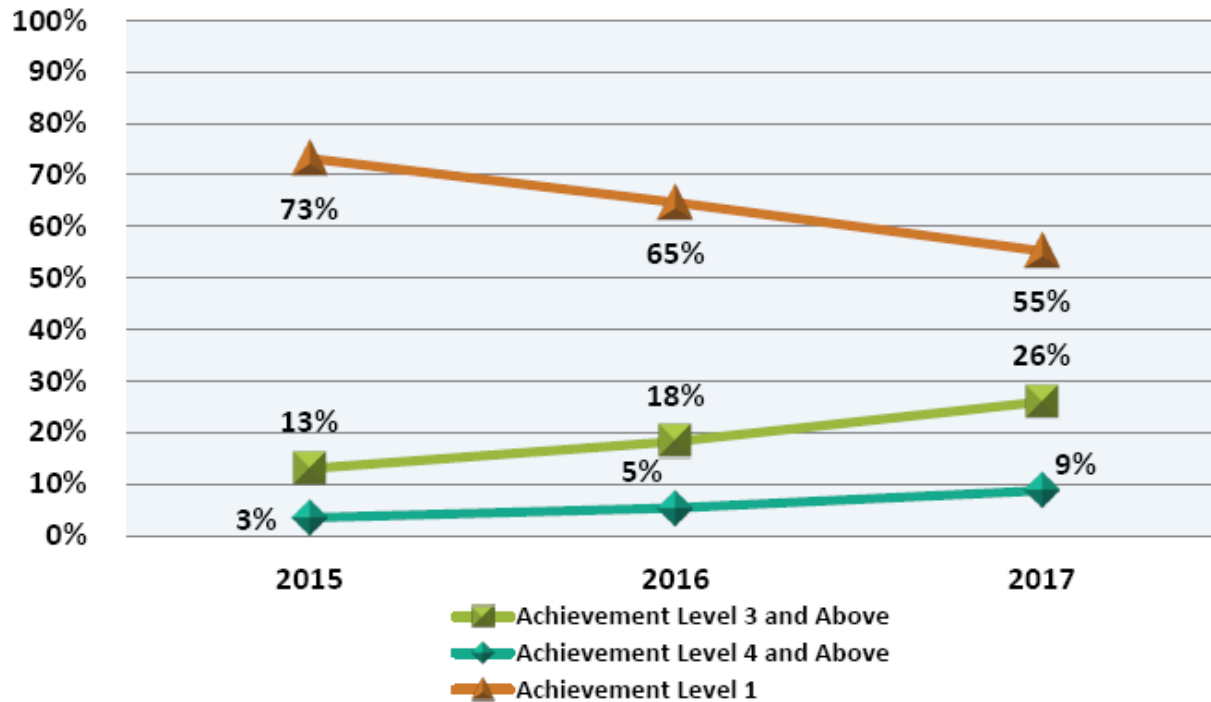
Mathematics – Geometry EOC

By Achievement Level, Students with Disabilities



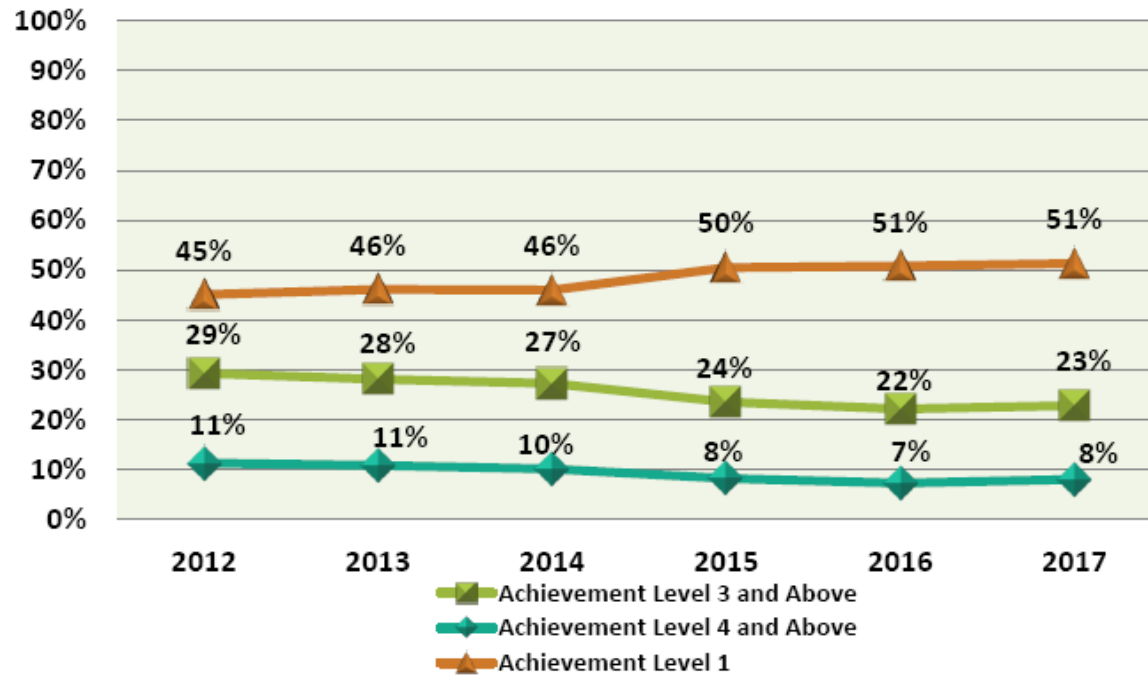
Mathematics – Algebra 2 EOC

By Achievement Level, Students with Disabilities



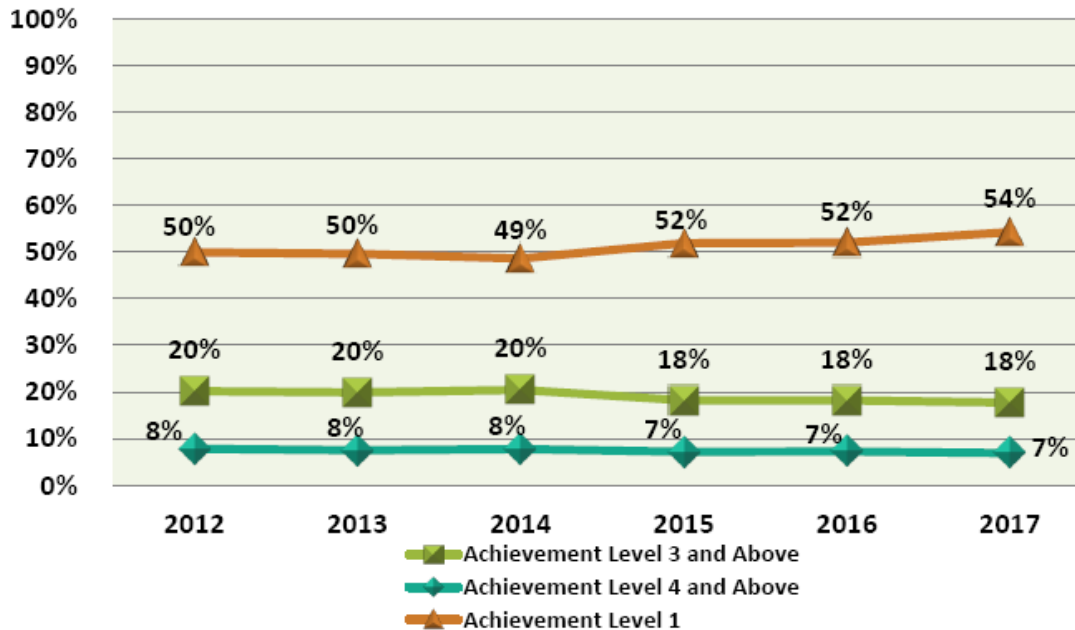
Science – Grade 5

By Achievement Level, Students with Disabilities



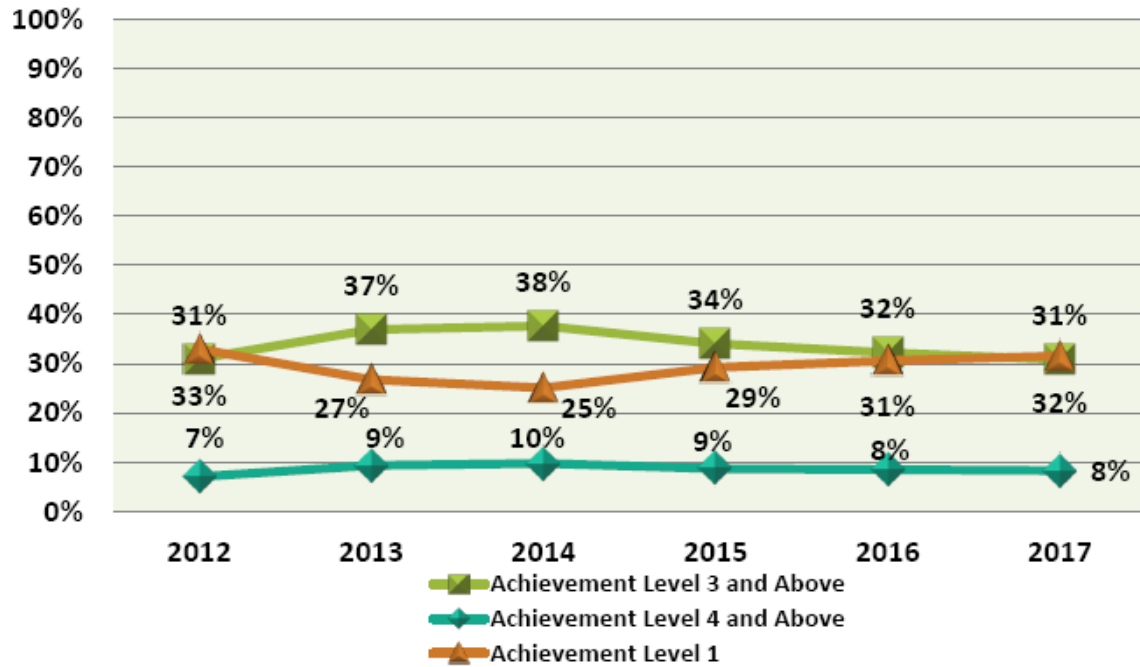
Science Combined – Grade 8 (Statewide Science Assessment and Biology 1 EOC)

By Achievement Level, Students with Disabilities



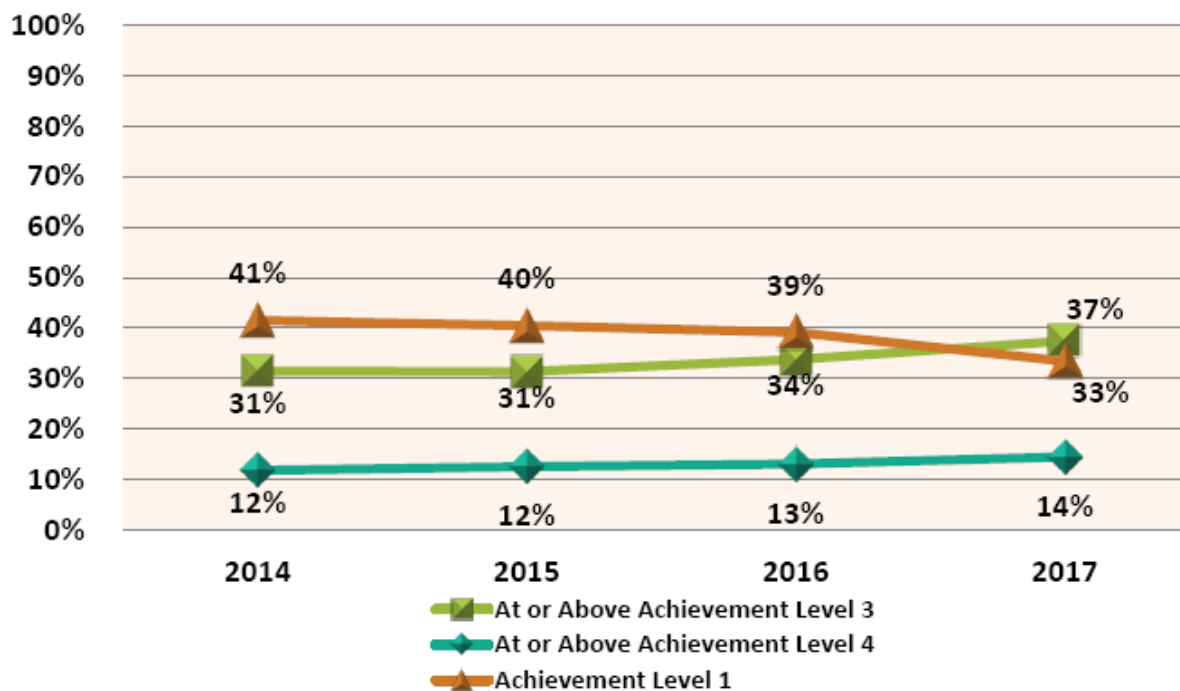
Science – Biology 1 EOC

By Achievement Level, Students with Disabilities



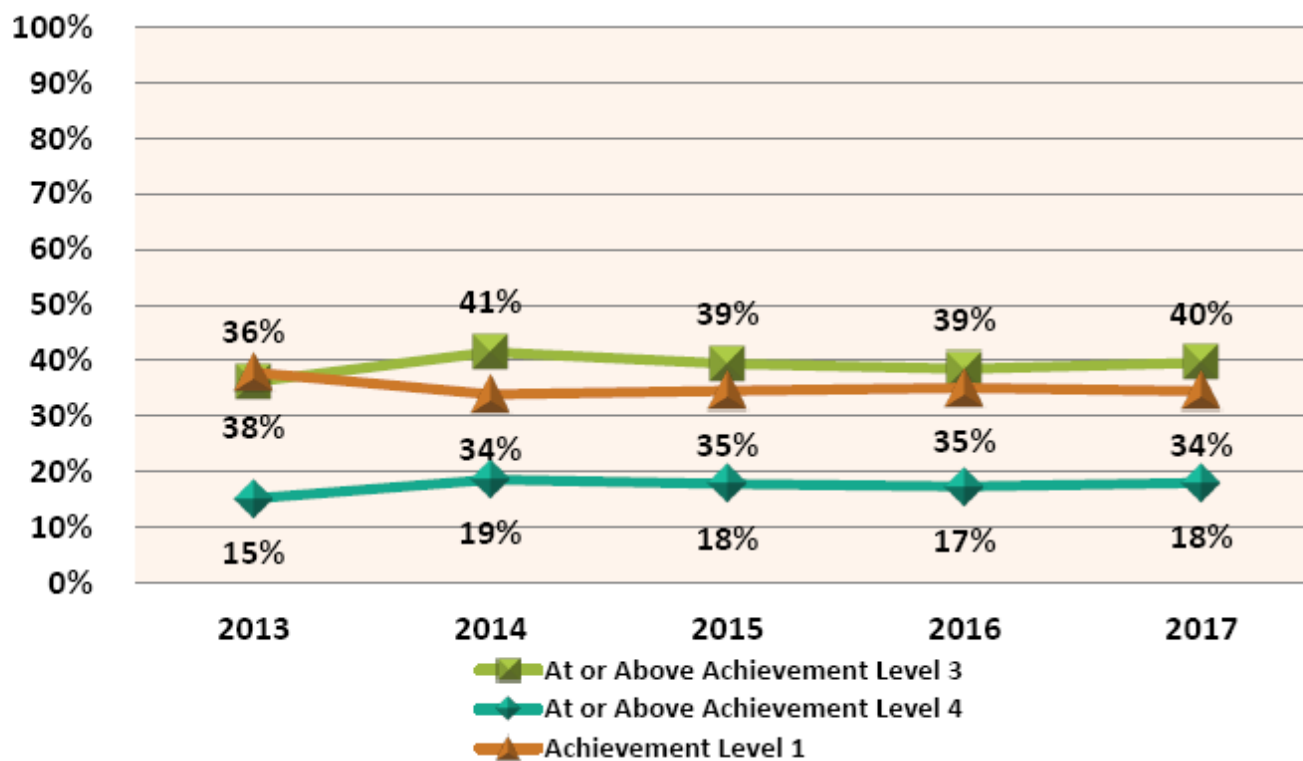
Social Studies – Civics EOC

By Achievement Level, Students with Disabilities

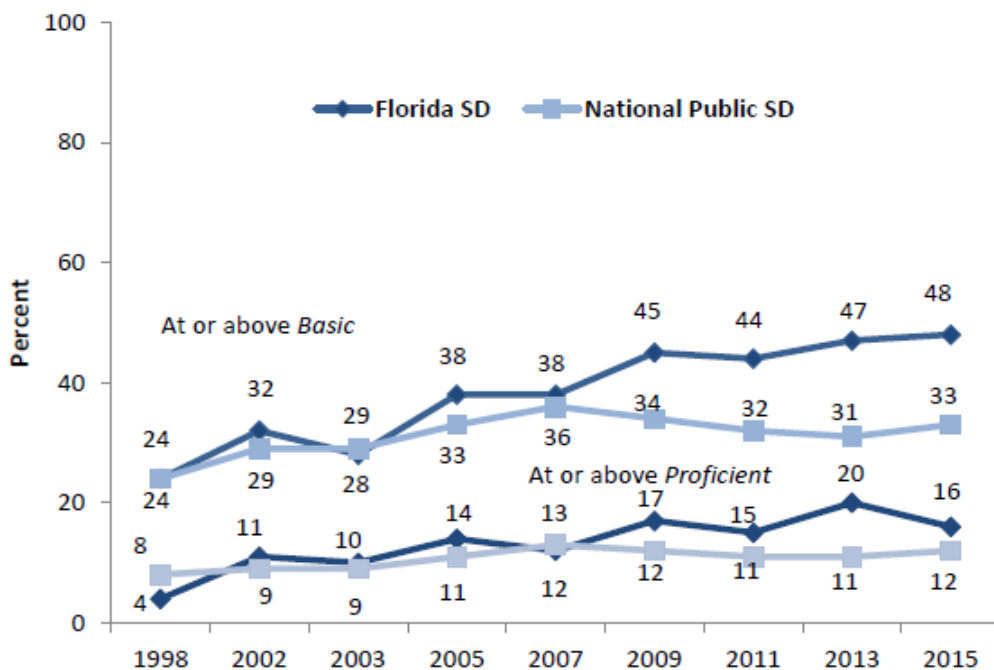


Social Studies – U.S. History EOC

By Achievement Level, Students with Disabilities

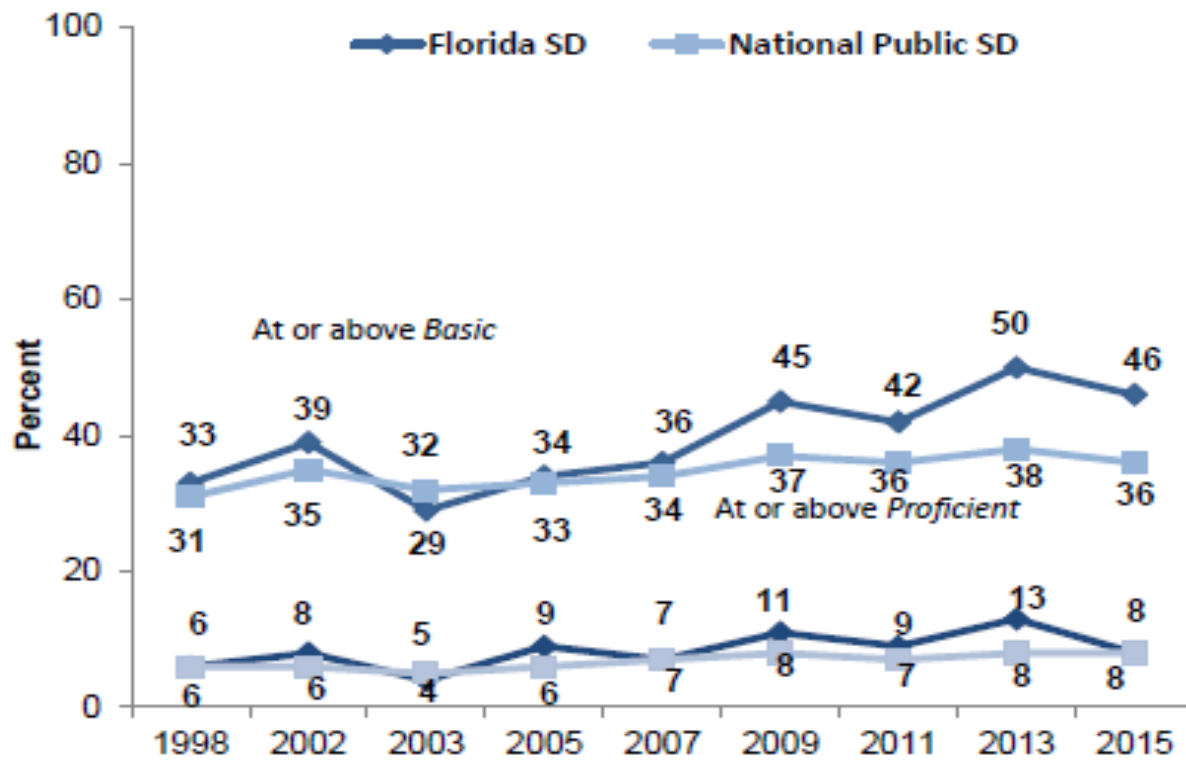


Percentage of Students with Disabilities (SWD) at or Above *Basic* and at or Above *Proficient* on NAEP Reading, Grade 4



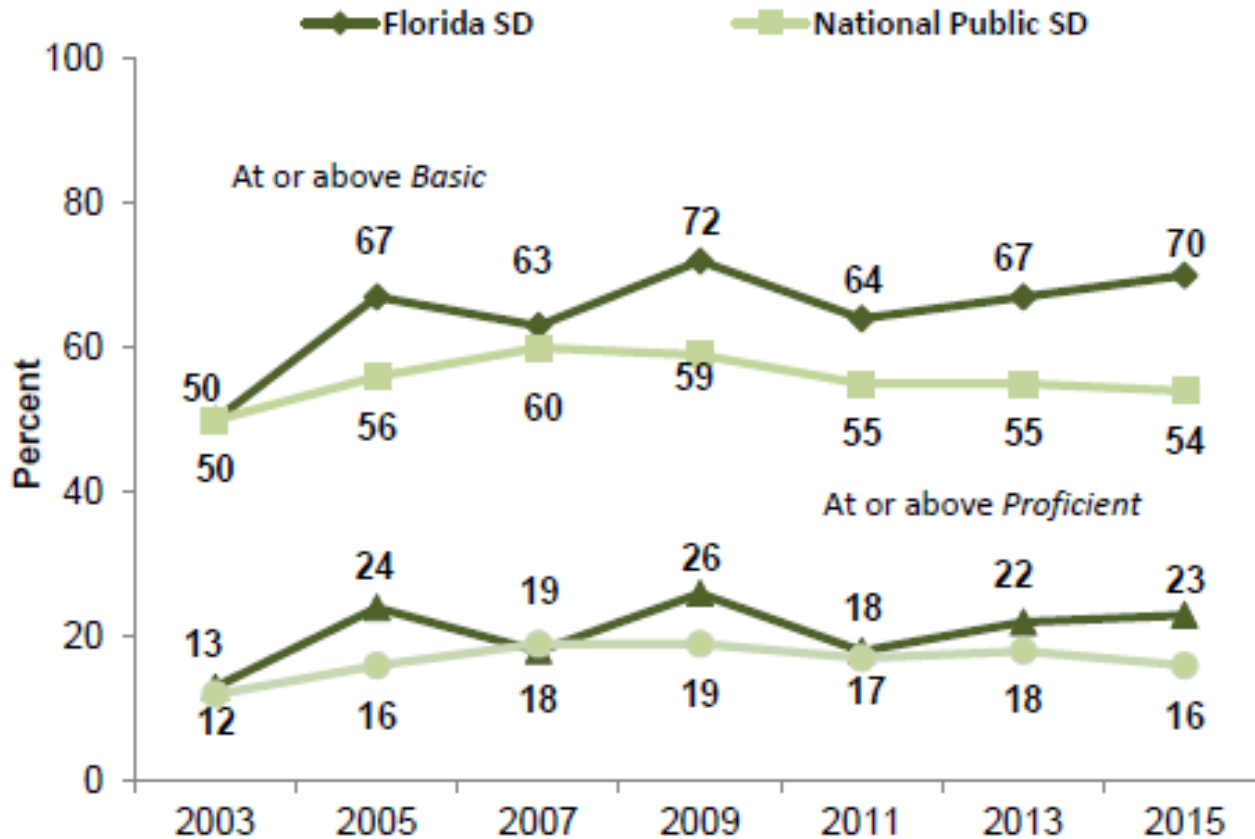
Florida and Nation, 1998–2015

Percentage of Students with Disabilities (SWD) at or Above *Basic* and at or Above *Proficient* on NAEP Reading, Grade 8

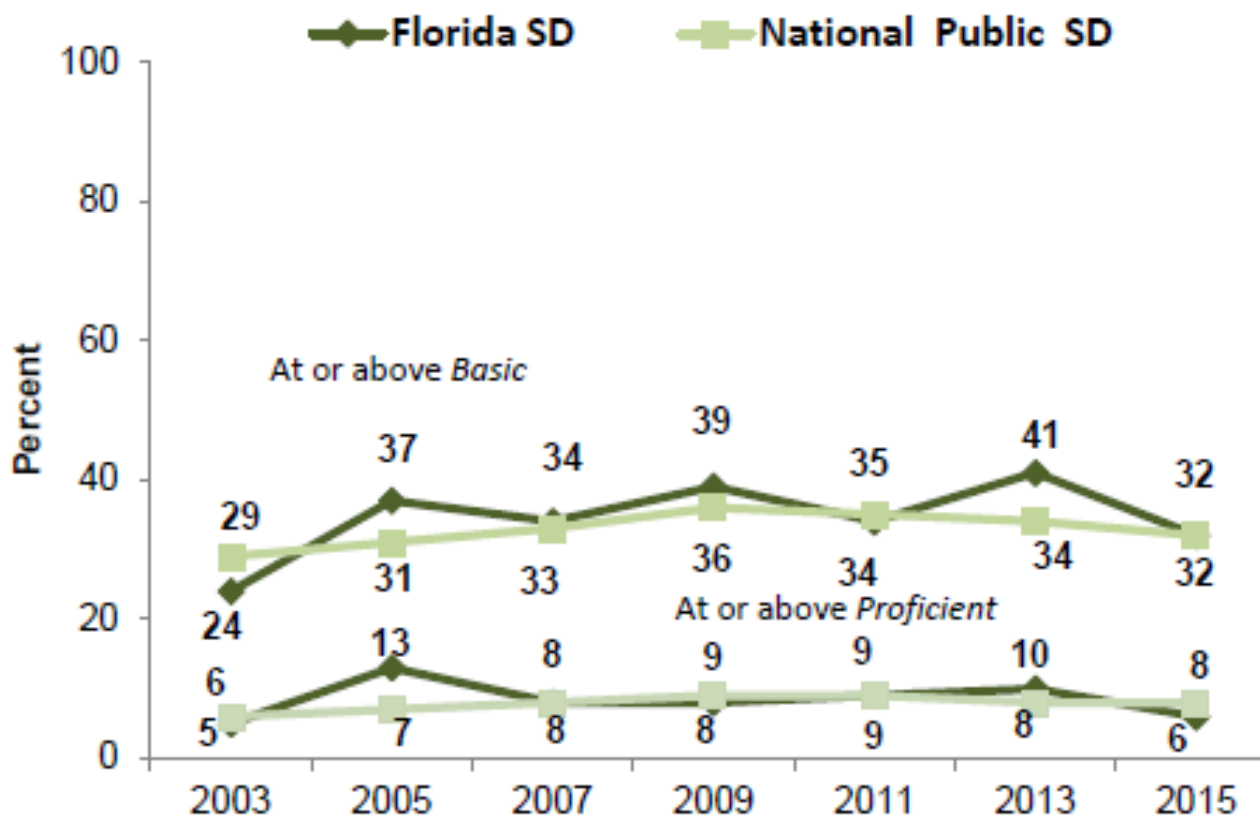


Florida and Nation, 1998–2015

Percentage of Students with Disabilities (SWD) at or Above *Basic* and at or Above *Proficient* on NAEP Mathematics, Grade 4



Percentage of Students with Disabilities (SWD) at or Above *Basic* and at or Above *Proficient* on NAEP Mathematics, Grade 8



Florida and Nation, 2003–2015

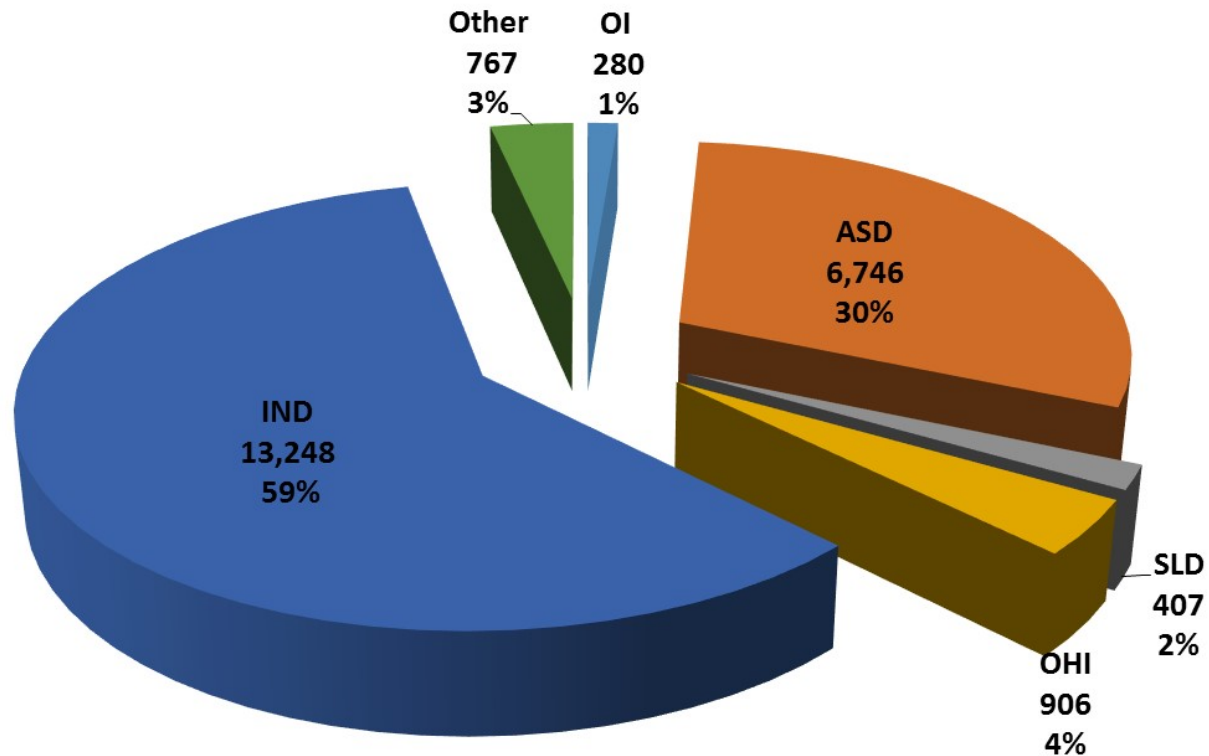


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Florida Standards Alternate Assessment

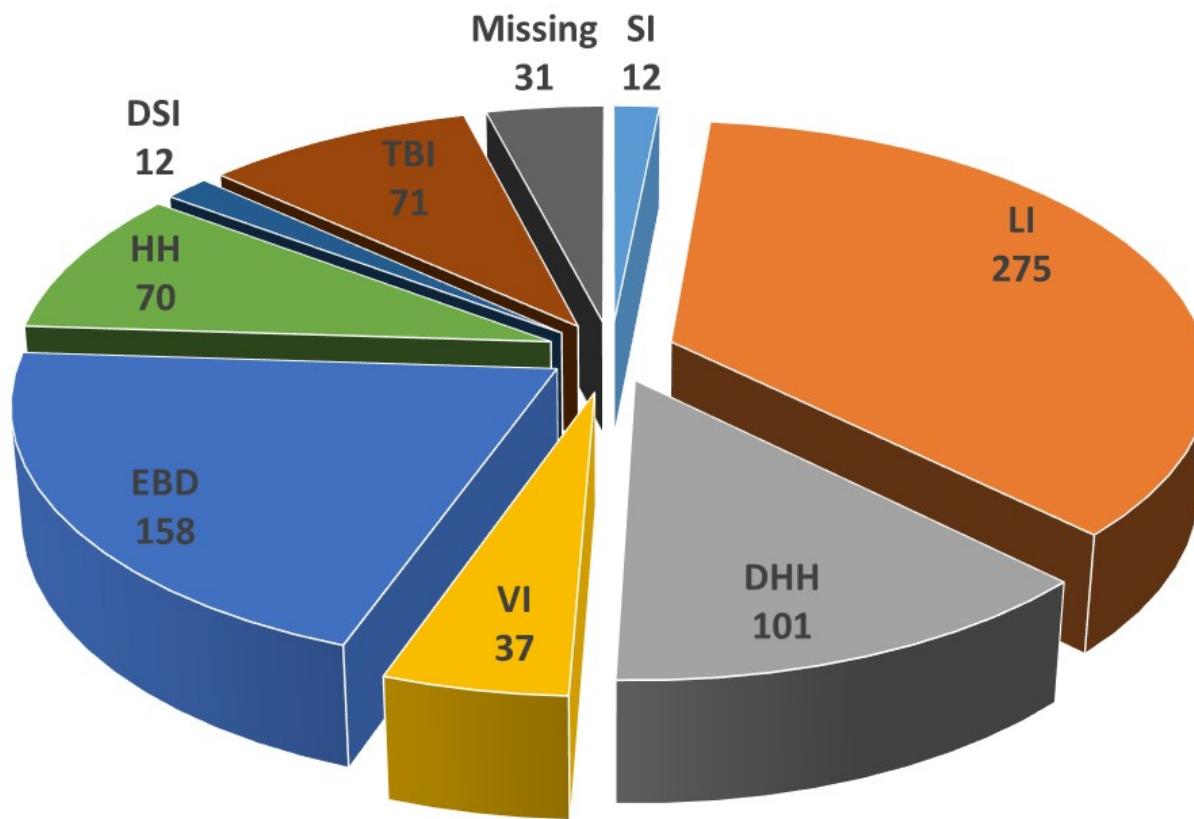
FSAA 2017 Overview

Exceptionality of Students Taking the **2016** Florida Standards Alternate Assessment (FSAA)



N=22,354

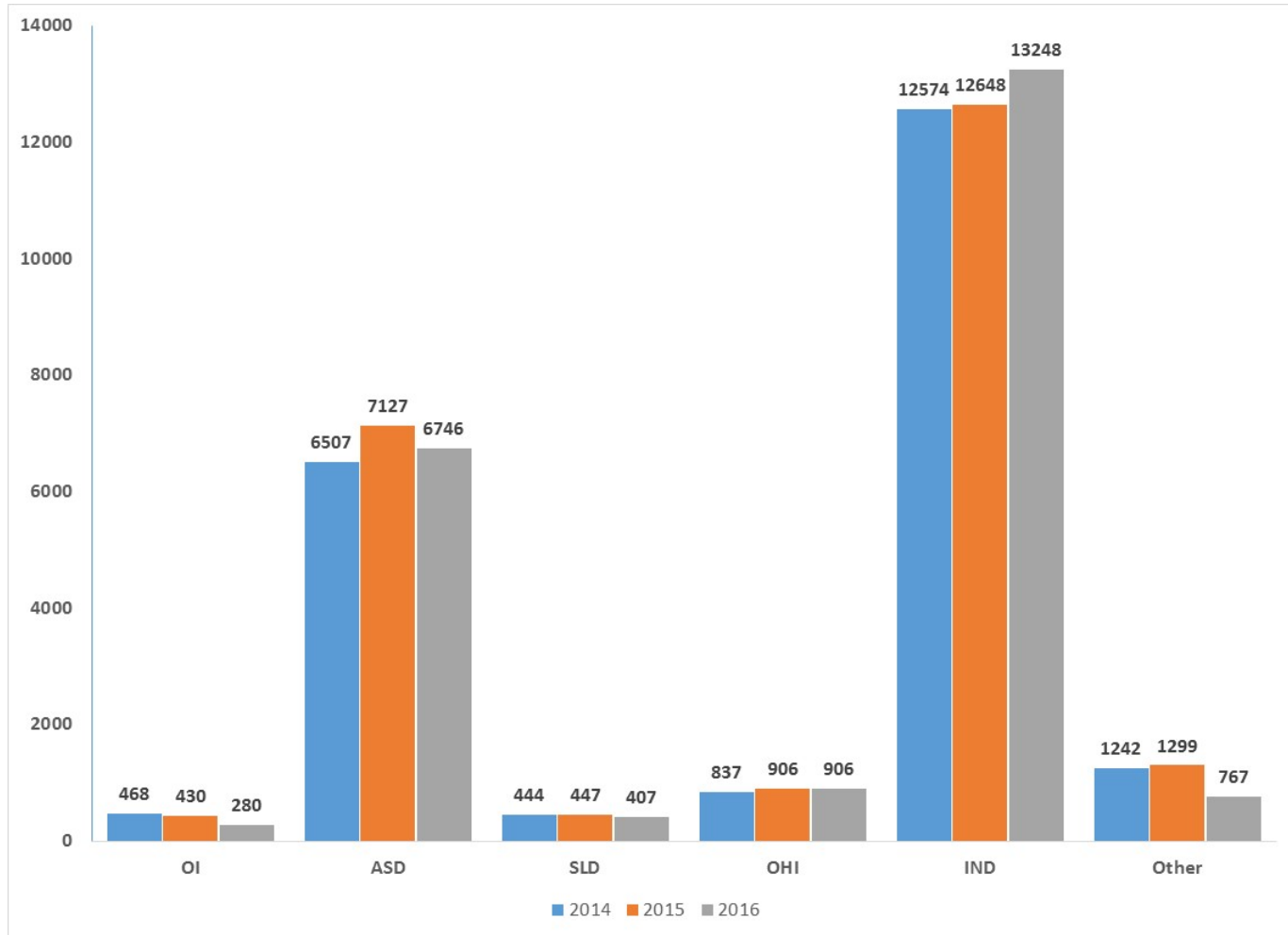
Exceptionality of Students Taking the **2016** FSAA- Other



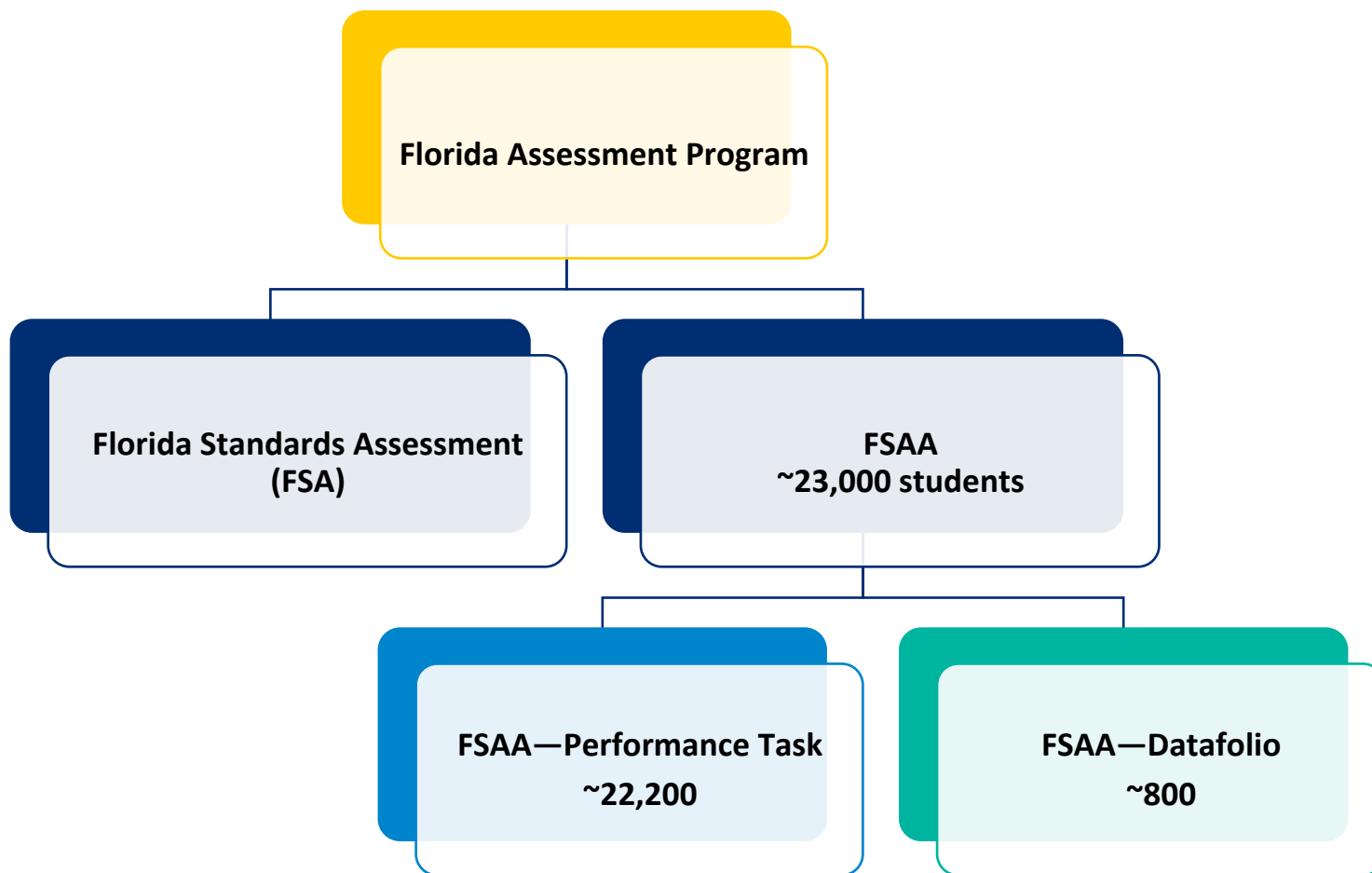
N = 767

Students Taking FSAA by Exceptionality

2014 to 2016



The Florida Assessment Program



FSAA



```
graph TD; FSAA[FSAA] --- PT[Performance Task]; FSAA --- DF[Datafolio];
```

Performance Task

Datafolio

2017 FSAA-Performance Task Overview

- Administered to each student individually by the student's teacher, a certified teacher, or other licensed professional who has worked extensively with the student and is trained in the assessment procedures.
- Designed to show student mastery of Florida Standards Access Points
- Students typically select an answer to a question from three response options represented by pictures, text, numbers, and/or symbols
- Students use their primary mode of communication

2017 FSAA-Datafolio Overview

- Eligible students are those students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels.
- Designed to show student progress on a continuum of *access toward academic content* rather than mastery of academic content

2017 FSAA-Datafolio Overview

- For students being assessed via Datafolio, teachers submit student work samples across **three** collection periods throughout the school year
- Samples are teacher-developed from typical classroom activities/tasks that are aligned to Access Point Standards
- Student evidence from all three collection periods is submitted by the teacher via an online system and independently scored to determine the student's progress

FSAA – Datafolio 2016-17 Administration

Participants:

- 41 Districts
- 186 Schools
- 340 Teachers
- 602 Students



2017 FSAA-Datafolio Overview

LEVELS OF ASSISTANCE (LOA)



- The goal is to move the student along the continuum of assistance toward independence by decreasing the LOA provided and increasing student accuracy within the context of content to show progress between collection periods

2017 FSAA-Datafolio Overview

FSAA-Datafolio Key Points

- Focus on access to (not mastery of) standards
- Focus on increased accuracy and independence
- Measures student growth at an appropriate scale
- Student compared only to self, not larger peer group
- Designed to reflect/incorporate classroom activities

FSAA – Datafolio Participation Checklist

Questions to Guide the Decision-Making Process to Determine How the Student Participates in the FSAA	YES	NO
1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone that requires interpretation by listeners/observers?		
2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions?		
3. Does the student exhibit reactions primarily to stimuli (e.g., student only communicates that he or she is hungry, tired, uncomfortable, sleepy)?		
Previous FAA Performance (If Applicable)		
4. Has the student's previous performance on the FAA provided limited information (e.g., student requires support to answer all or most FAA items) and/or reflected limited growth within Level 1? OR		
5. Has the student historically received a score of 20 or less on the FAA?		

Assessment Participation Checklist

Who should be assessed with the FSAA?

- Individual IEP teams are responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment or the FSAA
- IEP teams will use the Assessment Participation Checklist to make this determination

Assessment Participation Checklist

Questions to Guide the Decision-Making Process to Determine How a Student with a Disability Will Be Instructed and Participate in the Statewide Standardized Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		
2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?		
3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?		

Assessment Participation Checklist

Questions to Guide the Decision-Making Process to Determine How a Student with a Disability Will Be Instructed and Participate in the Statewide Standardized Assessment Program		YES	NO
1.	Does the student have a significant cognitive disability?	✓	
2.	Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?		
3.	Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?		

Assessment Participation Checklist

Questions to Guide the Decision-Making Process to Determine How a Student with a Disability Will Be Instructed and Participate in the Statewide Standardized Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?	✓	
2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?	✓	
3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?		

Assessment Participation Checklist

Questions to Guide the Decision-Making Process to Determine How a Student with a Disability Will Be Instructed and Participate in the Statewide Standardized Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?	✓	
2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?	✓	
3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?	✓	

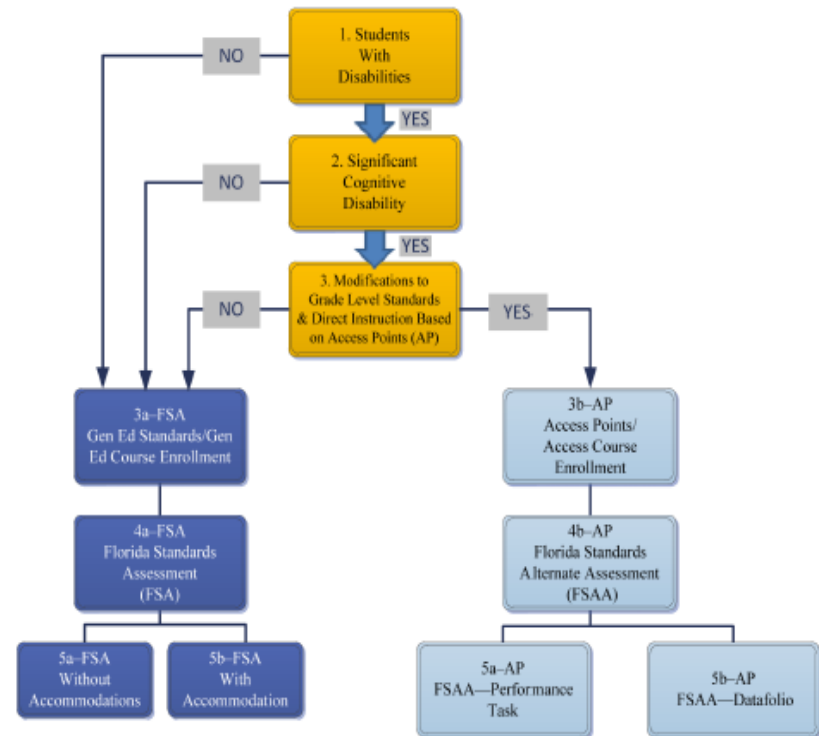
FSAA Assessment Planning Resource Guide

Florida Standards Alternate Assessment (FSAA)

Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams Revised – May 2016

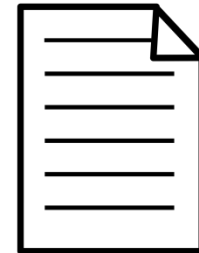
A resource guide to assist the IEP team in determining how students with disabilities will receive instruction and participate in Florida's Statewide Assessment System.

Figure 1: IEP Team Guide to Assessment for Students With Disabilities



2018 Mode of Administration

- 2018 FSAA-PT will be administered in a paper-based format only
- Teacher will continue to record student responses in the Test Booklet and enter the responses online following administration



2017-18 Preview of Changes and Updates

- **Number of Forms (need updates on these)**
- Transition to UEB (grades 3-5)
- Linking Sets (ELA and Math grades 3-8)
- Practice materials – no new kits this year
- Social Studies - administration change
- Addition of short instructional videos



Suspension and Expulsion

To reduce the need to remove students from classroom instruction due to behavior.

- Discipline
- Secured seclusion and restraint

Suspension/Expulsion (SPP Indicator 4A): 2008-09 to 2015-16

➤ **State Change**

- 0.39 point decrease between 2008-09 and 2015-16

➤ **District Change**

- 58 districts < 3.0 in 2011-12
- 65 districts < 3.0 in 2013-14
- 65 districts < 3.0 in 2014-15
- 68 districts < 3.0 in 2015-16

➤ **District Variability**

- 0 districts > 4.0 in 2013-14
- 2 districts > 4.0 in 2014-15
- 3 districts > 4.0 in 2015-16

- 32 districts < 1.0 in 2013-14
- 37 districts < 1.0 in 2014-15
- 35 districts < 1.0 in 2015-16

Suspension/Expulsion (SPP Indicator 4B): 2015-16

➤ State Performance

- The state average risk ratios were < 3.0 for all ethnic categories in 2011-12 through 2015-16

➤ District Performance

- 21 districts ≥ 3.0 for Black or African American in 2014-15
- 15 districts ≥ 3.0 for Black or African American in 2015-16

➤ District Variability

- 10 districts ≥ 6.0 for Black or African American in 2014-15
- 6 districts ≥ 6.0 for Black or African American in 2015-16
- 6 districts < 1.0 for Black or African American in 2014-15
- 6 districts < 1.0 for Black or African American in 2015-16

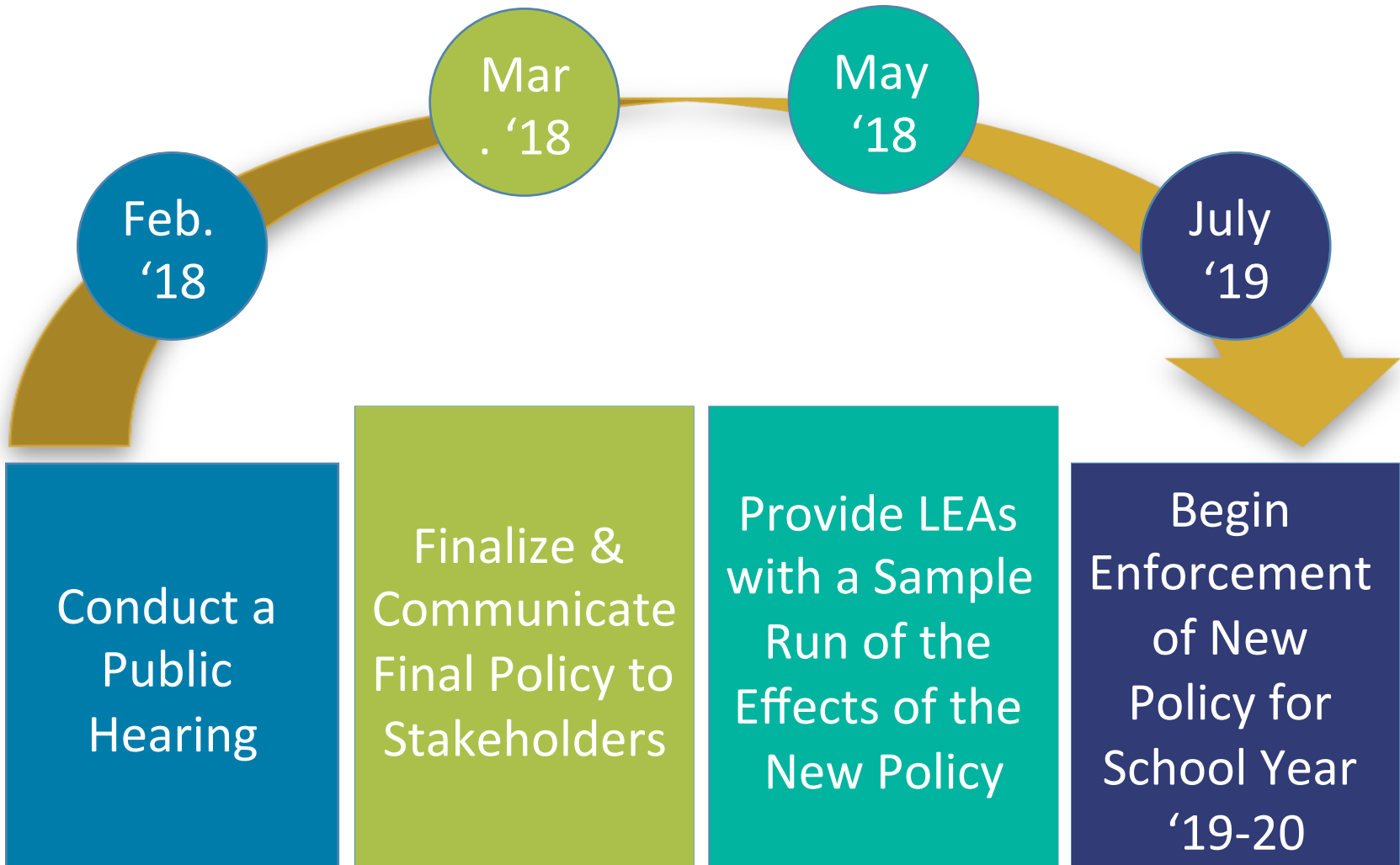


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Disproportionality & Comprehensive Coordinated Early Intervening Services (CCEIS) Update

Federal Regulations Update

Timeline Going Forward





FLORIDA DEPARTMENT OF
EDUCATION
— fldoe.org

Secured Seclusion and Restraint

Data Review

MONTHLY

- Export, review, analyze and document restraint/seclusion data from state web-based reporting system
- Provide restraint/seclusion data disaggregated by race and ethnicity
- Provide restraint/seclusion data disaggregated into district size-alike groups
- Calculate number of district students restrained or secluded divided by district students with disabilities population
 - Compare this district percentage rate to state average percentage rate
- Districts are contacted for rates two times or more of that month's state average rate
- Districts are asked to submit reasons for increase and decrease based on their data review and actions taken related to these rates
 - This information is documented and may be shared with districts statewide

QUARTERLY

- Quarterly data is compiled and distributed to district ESE directors

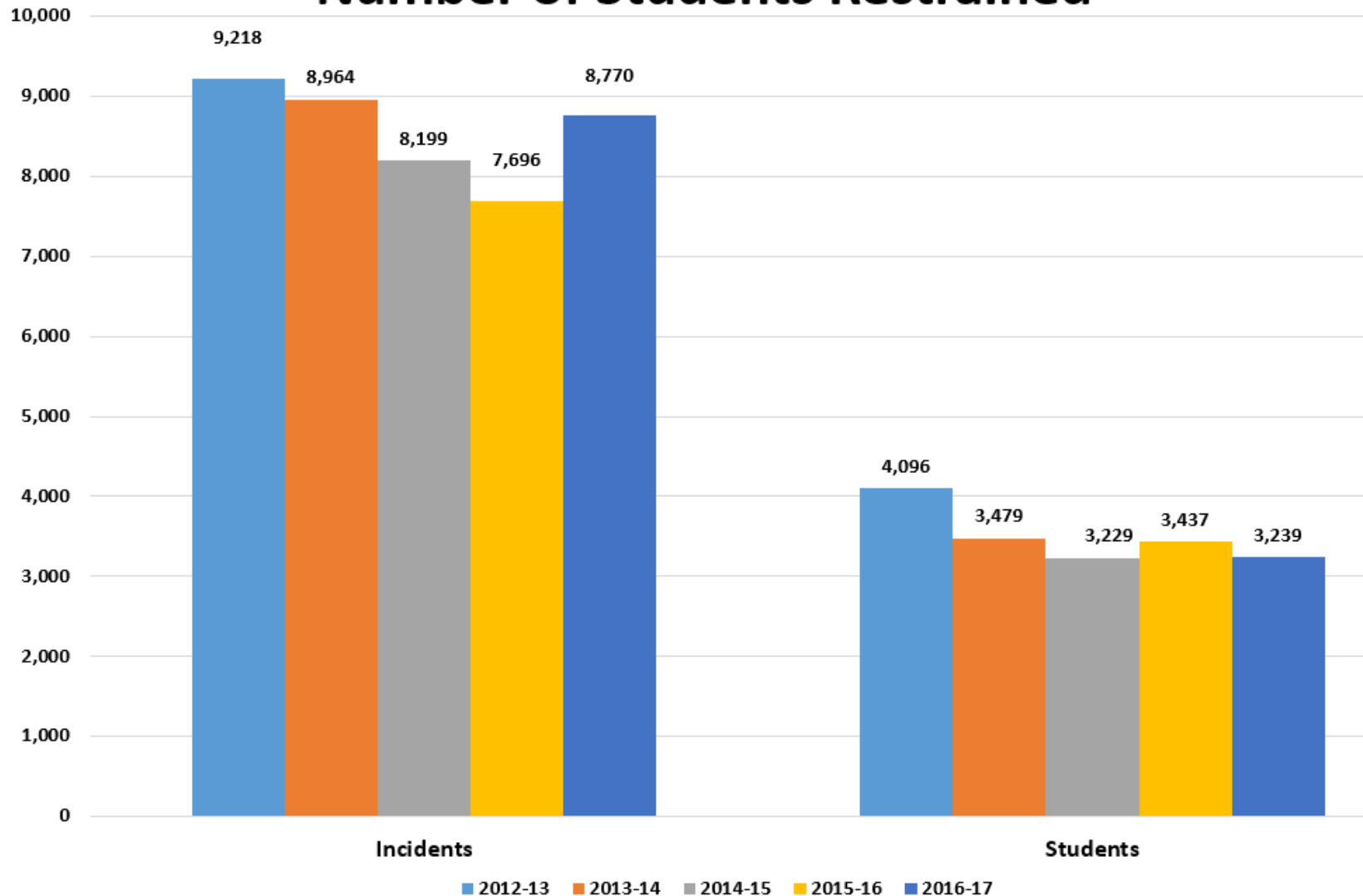
YEARLY

- Districts are monitored and/or visited based on their restraint and seclusion rates

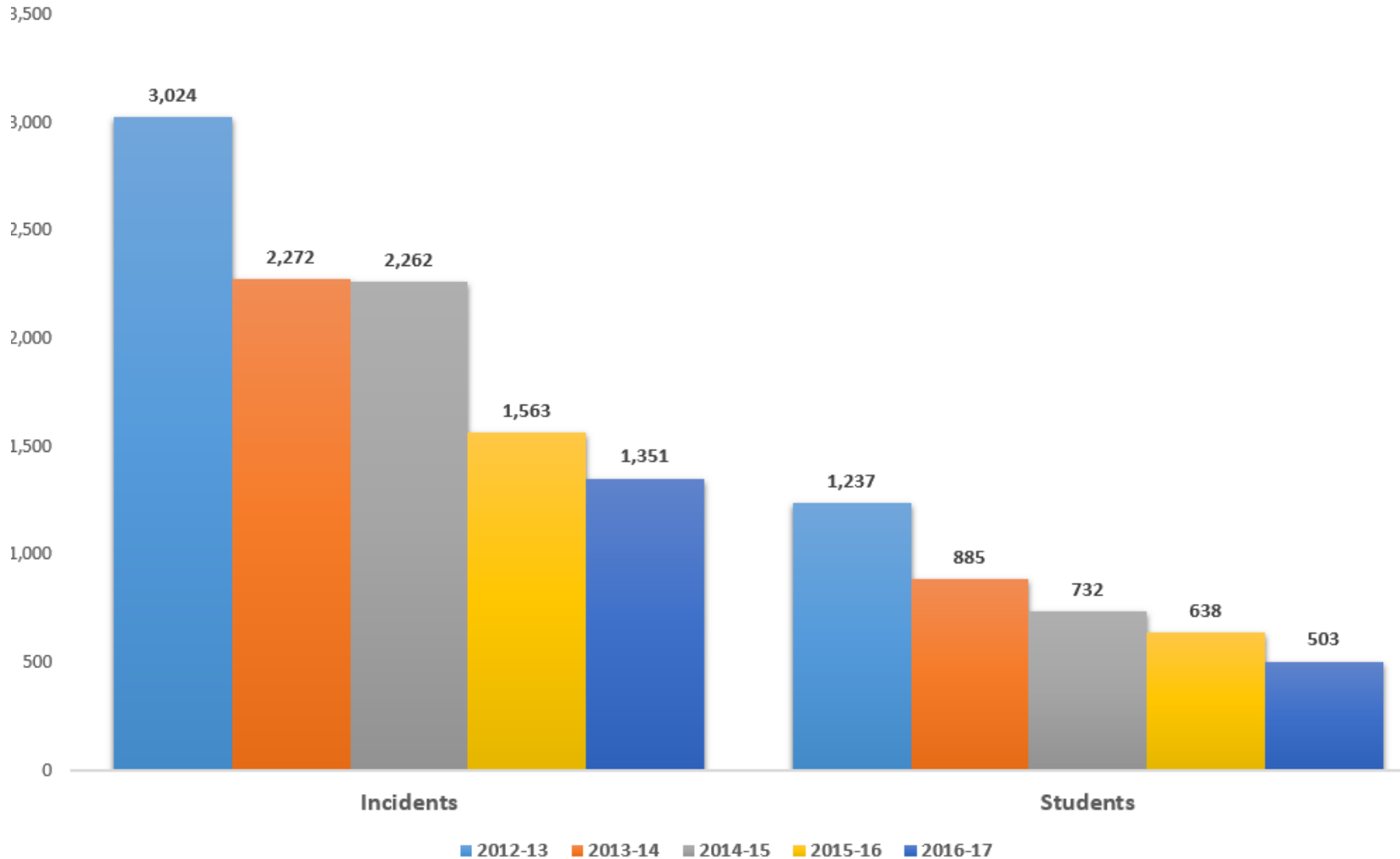
2015-16 and 2016-17 Restraint Data Comparison*

- August 1, 2016 through July 31, 2017:
 - 8,770 incidents of restraint involving 3,239 students, .85% restrained
- August 1, 2015 through July 31, 2016:
 - 7,696 incidents of restraint involving 3,437 students, .93% restrained
- For 2016-17, increase of 10,436 students with disabilities in the Florida population
- For 2016-17, increase of 1,074 incidents of restraint
- For 2016-17, decrease of 198 students restrained
- For 2016-17, .08% decrease of students restrained
- *Comparisons between Aug. 1, 2015 – July 31, 2016 to Aug. 1, 2016 – July 31, 2017

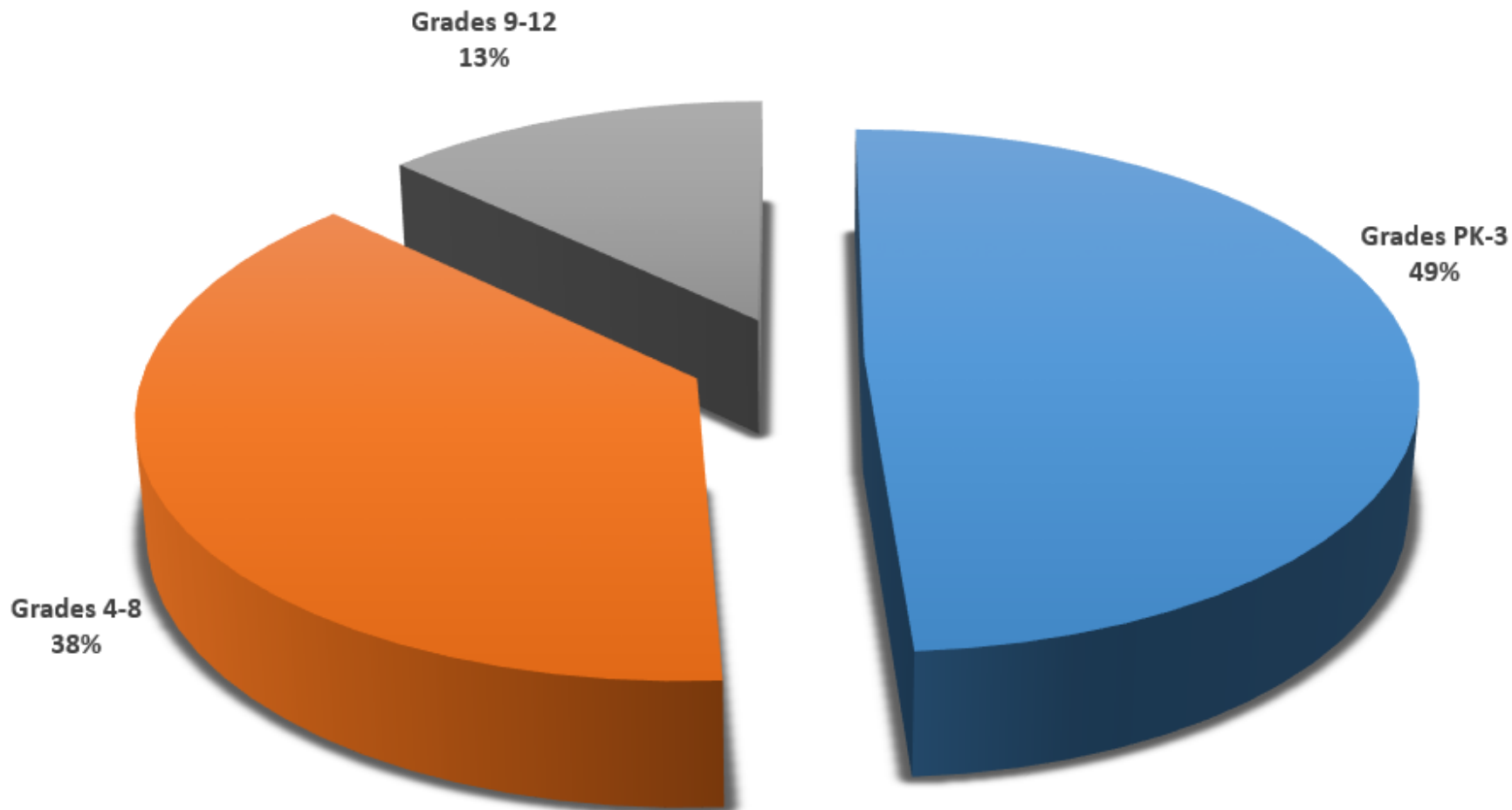
Number of Restraints and Number of Students Restrained



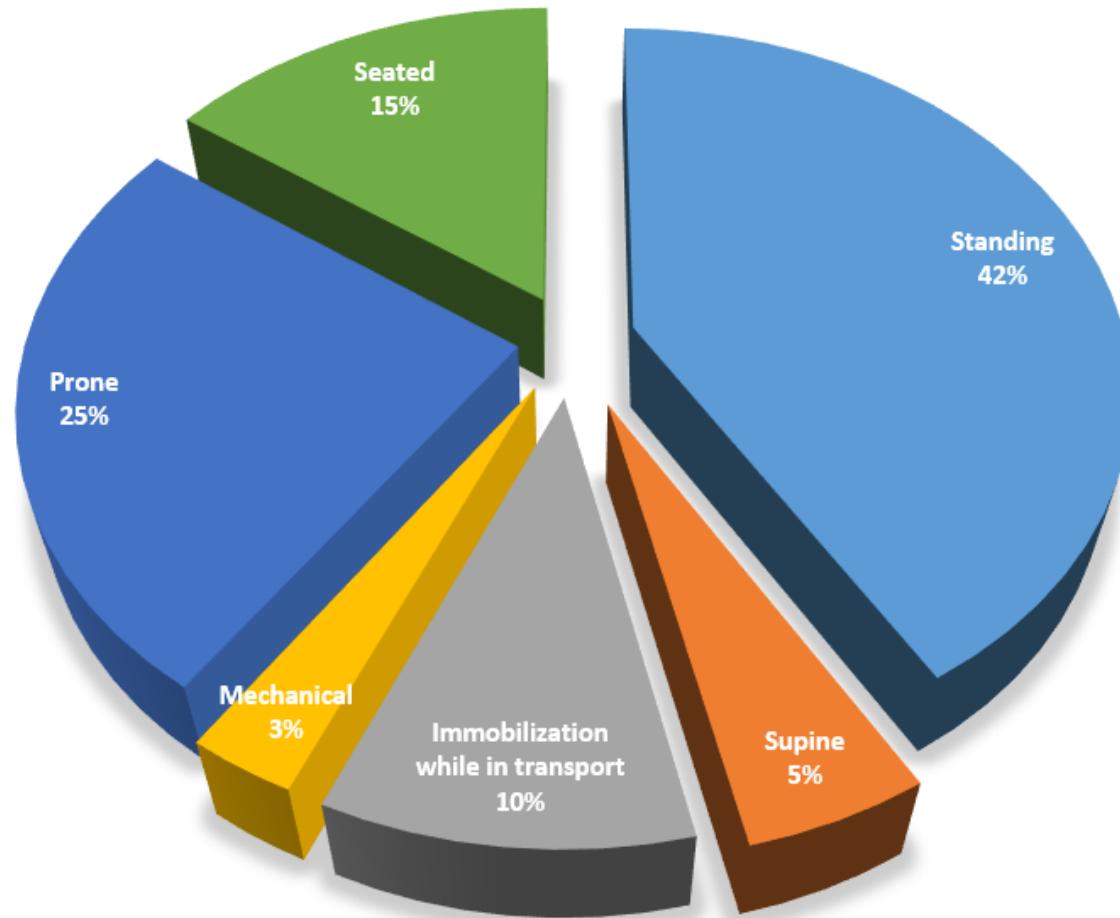
Number of Seclusions and Number of Students Secluded



Restraint by Grade 2016-17

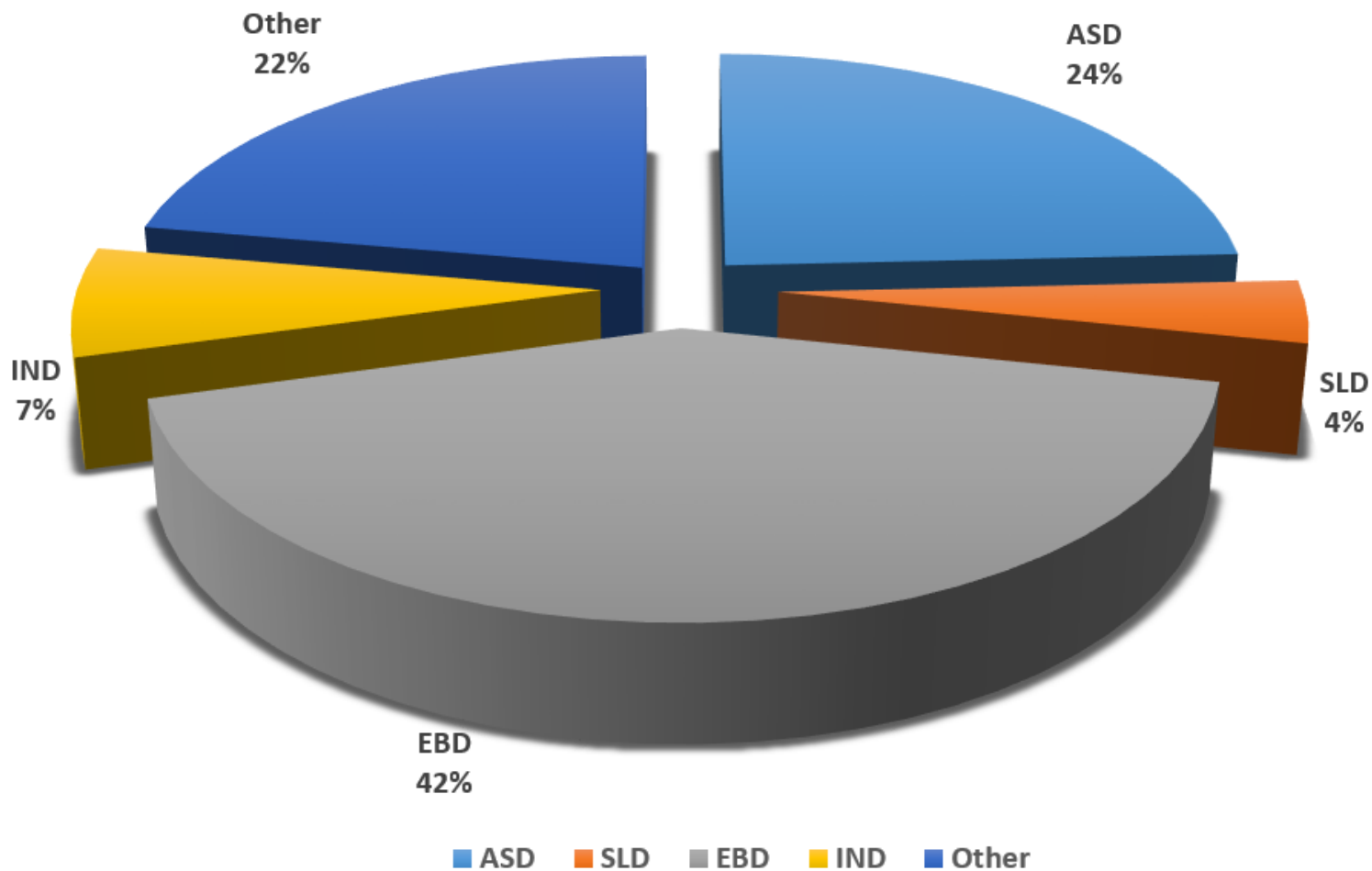


Types of Restraint 2016-17



■ Standing ■ Supine ■ Immobilization while in transport ■ Mechanical ■ Prone ■ Seated

Restraint by Exceptionality 2016-17



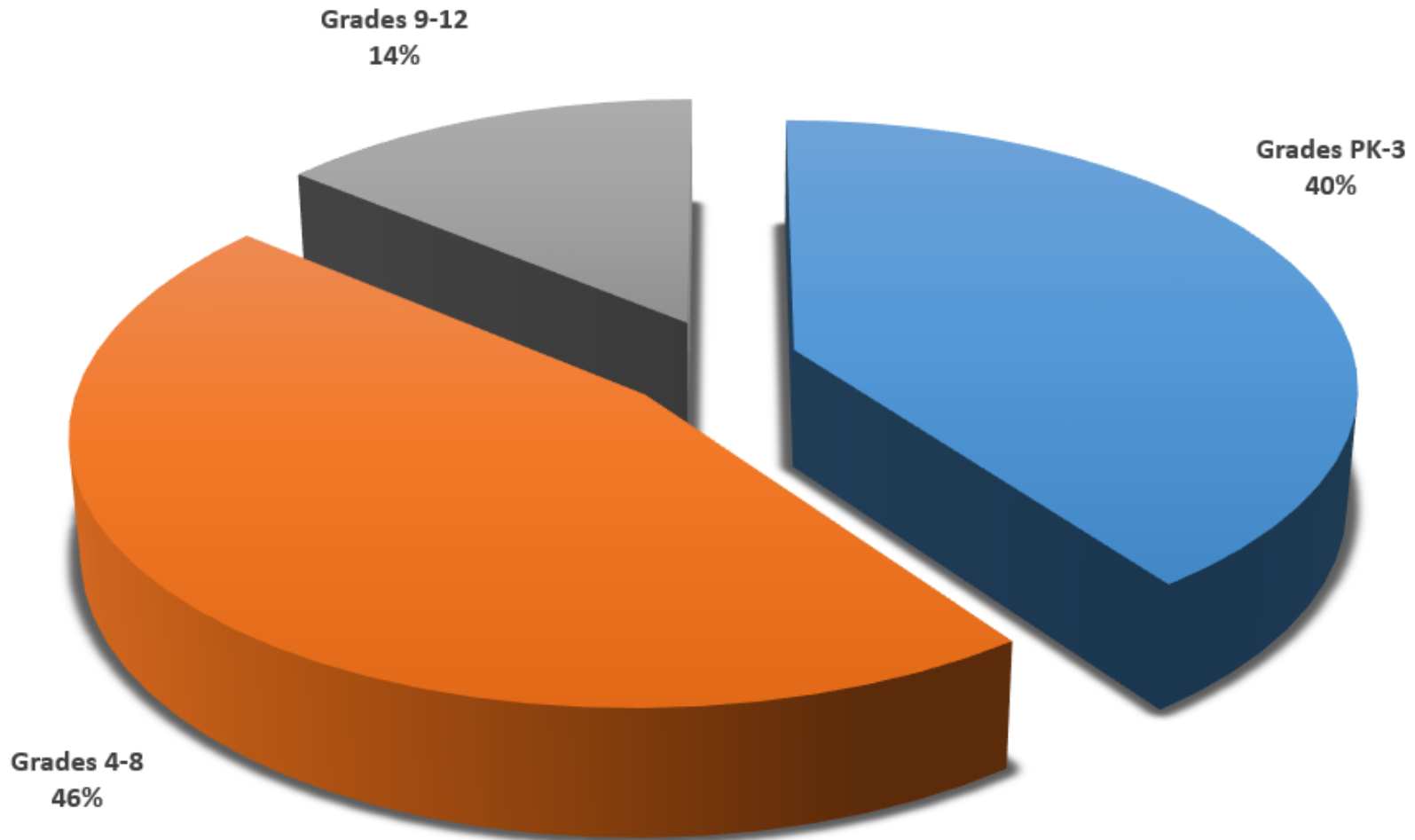
2015-16 and 2016-2017 Seclusion Data Comparison*

Seclusion:

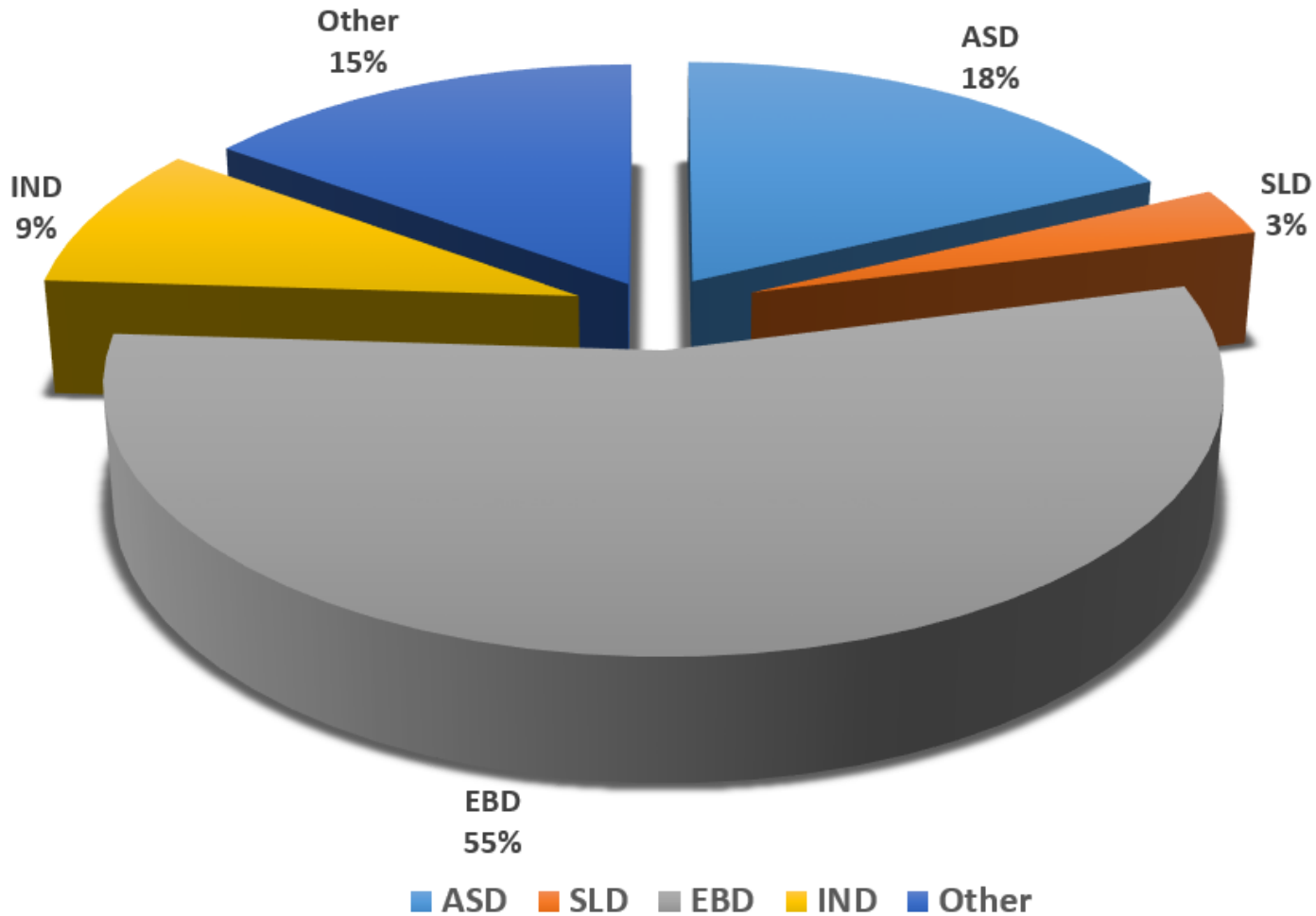
- August 1, 2016 through July 31, 2017:
 - 1,351 incidents of seclusion involving 503 students, .13% students secluded
- August 1, 2015 through July 31, 2016:
 - 1,563 incidents of seclusion involving 638 students, .17% students secluded
- For 2016-17, increase of 10,436 students with disabilities in the Florida population
- For 2016-17, decrease of 212 incidents of seclusion
- For 2016-17, decrease of 135 students secluded
- For 2016-17, decrease of .04% of students secluded

• *Comparisons between Aug. 1, 2015 – July. 31, 2016 to Aug. 1, 2016 – July. 31, 2017

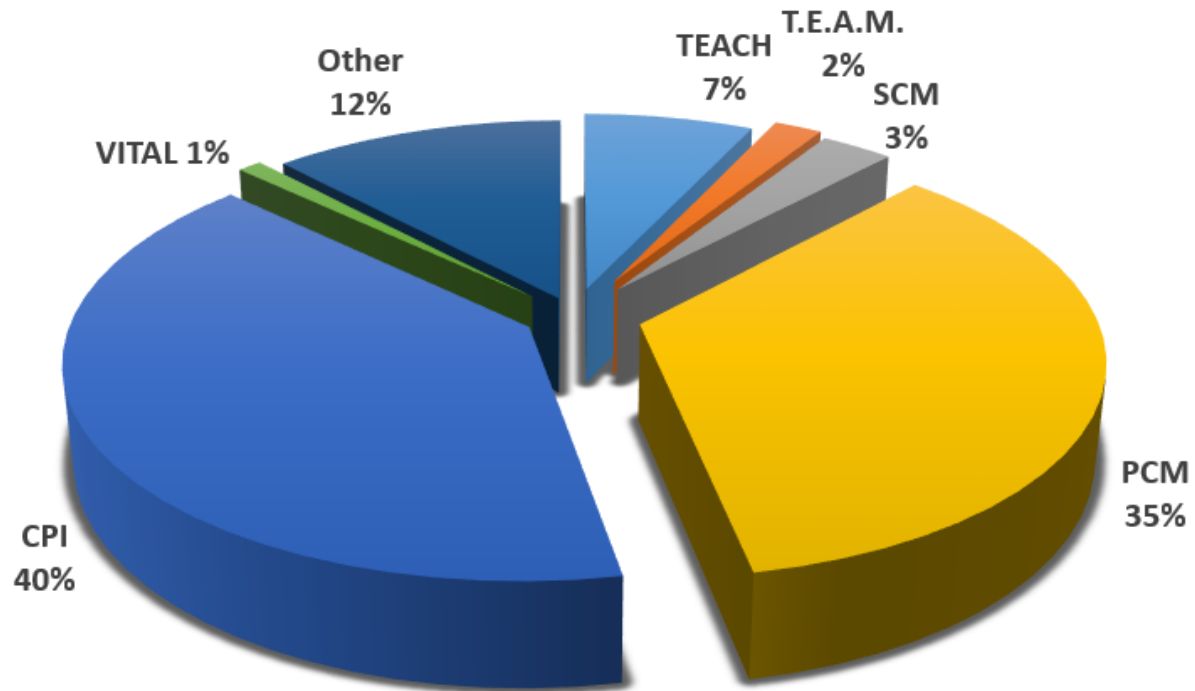
Seclusion by Grade 2016-17










Seclusion by Exceptionality 2016-17



Crisis Management Strategies Used 2016-17



 TEACH-Techniques for Adolescent and Child Handling	 T.E.A.M.- Techniques for Effective Agression Management
 SCM- Safe Crisis Management	 PCM- Professional Crisis Management
 CPI- Crisis Prevention Institute	 VITAL- Violence Intervention Techniques and Language
 Other	



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Parent Services

BEES Parent Services Updates

- Parent services conference calls with district liaisons are conducted quarterly
- A two day face to face meeting for parent liaisons, sponsored by the bureau, occurs each Spring

ESE Parent Survey

Indicator 8

The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

ESE Parent Survey

- 26-Item Survey
- PreK and K-12
- Open February 1st – May 30th
- English, Spanish and Haitian Creole Surveys
- Paper Surveys
 - Over 300,000 ScanTron surveys printed
- Online Survey Option
 - Accessible by computer and smart phone

ESE Parent Survey Response Rate

Fiscal Year	PreK		K-12	
	Total Responses	Response Rate %	Total Responses	Response Rate %
2016-17	4,399	18.2%	33,194	9.4%
2015-16	4,195	17.5%	34,155	10.0%
2014-15	2,717	11.8%	20,016	6.0%
2013-14	3,189	13.8%	21,784	6.6%
2012-13	1,827	7.9%	9,261	2.8%

ESE Parent Survey Standard Comparison Rate

Survey Year	K- 12 Percent at or Above Standard	Pre-K at or Above Standard
2014-15	74.3%	72.2%
2015-16	77.0%	73.0%
2016-17	77.7%	73.3%

ESE Parent Survey Updates

For 2016-17

- 27 districts had slippage in their survey return rates
- BEESS Parent Services will be working with those districts to explore supports for increasing returns
- Districts that did not meet the goal of a 6% return rate will be given an asterisk by this goal in their 2017-18 LEA profile

ESE Parent Survey Updates

For 2017-18

- A workgroup, composed of district parent liaisons and bureau staff, will be tasked with:
 - updating the ESE Parent Survey resource guide
 - updating best practices in dissemination
- The survey return rate goal will be parallel to the state's goal of a 11% return.

What Did We Learn From the 2016-17 Survey?

Pre-K Areas of Success

Item 11-Preschool staff respect my culture

Item 4- My child's evaluation was written in words I understand

Item 8- ESE staff are available to speak with me

Pre-K Areas of Needed Support

Item 7-Provided information on how to get other services (e.g., PTIs, parent support, WIC and food stamps)

Item 20-Offered training about preschool education

Item 25- Connect families with one another for mutual support

K-12 Areas of Success

Item 2-Parents reported that written information received was understandable

Item 5- Parents reported that the IEP tells how progress toward goals will be measured

Item 8-Parents reported that teachers are available to speak with parents

K-12 Areas of Needed Support

Item 23-The schools provide information on agencies that can assist my child in the transition from school

Item 20-The school offers parents training about ESE

Item 16- I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting

Using the Data

The 3 lowest scoring items were compared for 2015-16 and 2016-17 for the Pre-K and K-12 surveys.

Pre-K Comparison

Item 7- People from preschool special ed. ... provide me with information on how to get other services (for example, child care, parent support, respite, regular program, W I C, food stamps). Percent was a 71.2% for 2015-16 and improved to 69.6% in 2016-17.

2015-16	2016-17	Difference
73.1%	72.7%	-0.4%

Pre-K Comparison

Item 20- People from preschool special education offer parents training about preschool special education.

2015-16	2016-17	Difference
70.0%	69.6%	.4 decrease

Pre-K Comparison

Item 25- People from preschool special education connect families with one another for mutual support.

2015-16	2016-17	Difference
65.8%	67.0%	1.2% Increase

K-12 Comparison

Item 23- The school provides information on agencies that can assist my child in the transition from school.

2015-16	2016-17	Difference
69.6%	71.2%	1.69% Increase

K-12 Comparison

Item 20- The school offers parents training ESE

2015-16	2016-17	Difference
62.26%	63.7%	1.4% Increase

K-12 Comparison

Item 16- I was offered special assistance so that I could participate in the IEP meeting.

2015-16	2016-17	Difference
61.5%	62.6%	1.9%



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

2017 Local Educational Agency (LEA) Determinations

2017 LEA Determinations

- Step One: any district required to set aside 15% of IDEA, Part B funds for CEIS in 2016-17 will automatically be identified as Needs Assistance
- Step Two: same point system as the one used in 2014

2018 LEA Determinations

- Step One: any district required to set aside 15% of IDEA, Part B funds for CEIS 2016-17 *and* 2017-18 will automatically be identified as Needs Intervention; any district required to set aside 15% of IDEA, Part B funds for CEIS for 2017-18 (but not in 2016-17) will automatically be identified as Needs Assistance
- Step Two: point system will still include all compliance criteria AND performance criteria will be added (at or better than state target and whether or not district improved from prior year)
 - Federal uniform graduation rate
 - Dropout rate
 - Regular class placement

LEA Determination of Needs Assistance

- LEA is prohibited from reducing maintenance of effort for 2017-18.
- District may avail itself of available technical assistance resources (federal and state)
- **Thirty-three** districts

LEA Determination of Needs Assistance for Second Consecutive Year

- LEA is prohibited from reducing maintenance of effort for 2017-18
- District must avail itself of available technical assistance resources (federal and state) and report to the bureau the technical assistance that is accessed.
- **Six** districts

LEA Determination of Needs Intervention

- LEA is prohibited from reducing maintenance of effort for 2017-18.
- District must develop and implement a corrective action plan (or continue using an existing correction plan).
- Bureau staff will oversee implementation of plan.
- **Seven** districts



Graduation Rate (2015-16) State Target: 58.3%
Districts in Meets Requirements

- **Very Large Districts**
 - Broward 58.4%
 - Orange 62.9%
- **Large Districts**
 - Brevard 69.8%
 - Collier 69.8%
 - Osceola 63.5%
 - Pasco 60.6%
 - Seminole 68.4%
- **Medium Districts**
 - Clay 66.4%
 - Leon 77.1%
 - Okaloosa 60.7%
 - Santa Rosa 63.8%
- **Medium/Small Districts**
 - Columbia 47.6%
 - Flagler 58.7%
 - Hendry 66.7%
 - Indian River 64.2%
 - Nassau 83.7%
 - FLVS 85.2%
- **Small Districts**
 - Bradford 69.2%
 - Dixie 87.5%
 - Gilchrist 100.0%
 - Gulf 73.3%
 - Lafayette 71.4%
 - Levy 66.7%
 - Liberty 43.8%
 - Madison 73.3%
 - Suwannee 69.4%
- **Union** 50.0%
- **Wakulla** 82.5%
- **FSDB** 46.4%
- **FAU** 100.0%
- **FSU** 100.0%
- **FAMU** NA
- **UF** 100.0%
- **DOC** NA
- **South Tech** NA

Dropout Rate (2015-16) State Target: 13.4%

Districts in Meet Requirements

- **Very Large Districts**

- Broward 12.5%
- Orange 8.9

- **Large Districts**

- Brevard 15.8%
- Collier 13.4%
- Osceola 6.2%
- Pasco 13.5%
- Seminole 4.6%

- **Medium Districts**

- Leon 2.8%
- Clay 8.1%
- Okaloosa 15.2%
- Santa Rosa 8.8%

- **Medium/Small Districts**

- Columbia 10.7%
- Flagler 29.1%

- Hendry 18.9%
- Indian River 5.7%
- Martin 5.1%
- Nassau 1.0%
- FLVS 3.8%

- **Small Districts**

- Bradford 0.0%
- Dixie 0.0%
- Gilchrist 0.0%
- Gulf 6.1%
- Lafayette 0.0%
- Levy 5.0%
- Liberty 11.1%
- Madison 0.0%
- Suwannee 1.8%
- Union 0.0%
- Wakulla 2.8%
- FSDB 3.6%
- FAU 0.0%

- FSU 0.0%
- FAMU
- UF 0.0%
- DOC N/A
- South Tech N/A



Sneak peak at the.....
2016-17 Dropout Rates by District
Met State Target 11.7

- **Very Large Districts**
 - Broward 9.30%
- **Large Districts**
 - Collier 9.40%
 - Escambia 3.50%
 - Osceola 4.10%
 - Pasco 11.6%
 - St. Lucie 6.30%
 - Seminole 5.20%
- **Medium Districts**
 - Bay 8.70%
 - Clay 8.40%
 - Leon 4.00%
 - Okaloosa 10.0%
 - St. Johns 10.70%
 - Santa Rosa 5.50%
- **Medium/Small Districts**
 - Columbia 5.70%
 - Indian River 4.10%
 - Martin 8.00%
 - Nassau 0.80%
 - Putnam 10.6%
 - FL Virtual 10.8%
- **Small Districts**
 - Dixie 4.50%
 - Gilchrist 8.30%
 - Hamilton 0.0%
 - Hardee 8.50%
 - Liberty 0.0%
 - Madison 9.10%
 - Suwannee 2.00%
 - Taylor 0.0%
 - Wakulla 2.20%
 - Washington SP 0.0%
- FAU Lab 0.0%
- FSU Lab 0.0%
- FAMU Lab 0.0%
- FSDB 0.0%
- UF 0.0%
- DOC N/A
- South Tech 6.90%

2017 LEAs in Meets Requirements

- **Very Large Districts**
 - Broward
 - Orange
- **Large Districts**
 - Brevard
 - Collier
 - Osceola
 - Pasco
 - Seminole
- **Medium District**
 - Clay
 - Leon
 - Okaloosa
 - Santa Rosa
- **Medium/Small Districts**
 - Columbia
 - Flagler
 - Hendry
 - Indian River
 - Martin
 - Nassau
 - FLVS
- **Small Districts**
 - Bradford
 - Dixie
 - Gilchrist
 - Gulf
- Lafayette
- Levy
- Liberty
- Madison
- South Tech
- Suwannee
- Union
- Wakulla
- FSDB
- FAU
- FSU
- FAMU
- UF
- DOC



State Targets for LEA Determination Criteria

Year	Federal Uniform Graduation Rate	Federal Dropout Rate	LRE- Regular Class Placement
2017	58.3%	13.4%	82.0%
2018	60.3%	11.7%	83.0%
2019	62.30%	10.0%	85.0%



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

District-Level Intensive Supports

- BEESS Strategic Team Tier 3 Supports
- Desk Top Monitoring Calls
- On-Site Visits
- Follow-Up Calls to Districts Visited

BEES Strategic Team Tier 3 Supports

Districts not selected for an on-site visit, but determined to be in need of Tier 3 level supports will receive calls from BEES strategic team members. Areas include:

- Graduation
- Dropout
- Proficiency in statewide assessment
- Suspension/Expulsion
- LRE
- Early childhood settings
- Prekindergarten skills
- Parent involvement
- Disproportionate identification
- Child find timelines
- Part C to B transition
- Postsecondary transition aligned with IEP goals
- Post-school outcomes
- CEIS- discipline, over-identification, placement
- Incidents of restraint/seclusion

Desk Top Monitoring calls

Districts with a LEA determination of *Needs Assistance and/or Needs Intervention* will be contacted by BEESS to participate in a conference call regarding compliance and student performance needs. The district will be asked to share data and provide information on the strategies in place to address the targeted areas. This call will be in lieu of an on-site visit.

Project staff and the applicable BEESS staff members will participate on the call.

In addition, a *follow-up desk top monitoring call* may be scheduled later in the school year to monitor progress. During the call, district and school-level staff implementing strategies for the targeted areas will be asked to provide an update.



FLORIDA DEPARTMENT OF
EDUCATION
— fldoe.org

On-Site Visits

Focus on Equity and Access to Reduce Barriers to College and Career Readiness

On-site monitoring focus areas:

- Coordinated Early Intervening Services (CEIS)
 - Over-identification
 - Discipline
 - Placement
- SPP Indicator 1: Graduation (federal four year cohort)
- SPP Indicator 2: Dropout (federal)
- SPP Indicators 4A/4B Discipline: (suspension and expulsion)
- SPP Indicator 5: Least restrictive environment (regular class placement)
- Incidents of seclusion and restraint
- Transition IEPs Aligned with Postsecondary Outcomes
- Math scores for middle grade SWD
- ELA scores for 3rd grade SWD
- PreK proficiency in communication

Day # 1 of the visit:

A “welcome” meeting is held with district and school administrators and staff, BEESS on-site team members and project staff. BEESS shares data and the purpose of the visit.

Day # 2 of the visit:

Schools visits take place, which are selected based on school-level data for focus areas. Focus groups are conducted with administrators, teachers, students (if applicable) and parents of students age 14 years or older.

Day # 3 of the visit:

On-site team shares out themes gathered from the visit. District and school staff engage in problem-solving to develop an action plan that addresses the targeted areas using the *“Moving Your Numbers: 6-Key Practices.”*

On-Site report is written and sent to superintendent

Follow-Up Calls with Districts Visited

- Calls are scheduled when all required actions have been completed so districts can share current data for the focus areas related to the on-site visit.
- Districts share strategies and activities to address the targeted areas.
- BEESS offers additional support that may be needed as determined by district staff.



Progress Monitoring for Student Outcomes

2013-14 to 2017-18 On-Site Monitoring

- In 2013-14 on-site visits shifted from compliance to student outcomes.
- In 2016-17 Parent Focus Groups were added to the on-site visits.

Year	Districts visits	Peer Monitors included
2013-14	21	
2014-15	11	
2015-16	17	9
2016-17	9	8
2017-18	9 (2 have taken place)	12 (scheduled)

Since 2013-14.....



- Total of **67** on-site visits (this includes visits scheduled to be completed this year)
- **18** districts have received multiple visits
- Multiple **DOC** facilities visited
- **3** county jails visited
- **2** nursing facilities for students who are medically-fragile) visited
- More than **65** BEESS staff members, **15** FDOE staff and **160** project staff have participated
- **29** Peer monitors included on visits

SPP 1 – Graduation Rates *(Federal – 4 Year Cohort)*

In 2013-14, **7** districts were visited for graduation.
Current data indicates:

- **6** districts have **increased** their graduation rate since initial on-site visit
- **1** district's graduation rate decreased less than 3 percent

SPP 2 - Dropout

In 2013-14, **7** districts were visited due to dropout rates. Current data indicates:

- **6** districts have **decreased** their dropout rate since initial on-site visit
- **1** district's rate increased by 3 percent

SPP 4A – Discipline (*Discipline with a Significant Discrepancy > 3.0*)

In 2013-14, **6** districts were visited due to number of suspension/expulsions. Current data indicates:

- **3** districts have **decreased** their rate since initial on-site visit
- **2** districts had increases less than .2 percent
- **1** district's rate increased less than 2 percent

SPP 4B – Discipline (*Districts with Significant Discrepancy by Race/Ethnicity < 3.0*)

In 2013-14, **10** districts were visited due to their significant discrepancy for S/E by race. Current data indicates:

- **6** districts have **decreased** their rate since initial on-site visit
- **4** districts had increases less than 2 percent

SPP 5 - LRE

In 2013-14, **12** districts were visited for low LRE rates in the regular classroom. Current data indicates:

- **10** districts LRE rates have **increased** since initial on-site
- **1** district's LRE rate decreased by less than 2 percent
- **1** district decreased more than 7 percent

Incidents of Restraint

In 2013-14, **8** districts were visited for restraint.
Current data indicates:

- **4** districts have **decreased** their rate of restraints since initial on-site visit
- **4** districts had an increase in their rate of restraints

Incidents of Seclusion

In 2013-14, **5** districts were visited for seclusion.
Current data indicates:

- **4** districts have **decreased** their rate of seclusion since initial on-site visit
- **1** district had an increase in their seclusion rate

CEIS Discipline

In 2013-14, 5 districts were visited for CEIS discipline.

- *All 5 of the districts have improved their risk ratio*
- **5 districts must withhold funds for CEIS in 2017-18**

CEIS Over-Identification Black, IND

In 2013-14, **1** district was visited for CEIS over-identification, Black IND.

- **2013-14:** The district rate improved and is no longer required for CEIS.
- **2017-18:** **1** district was identified

CEIS Over-Identification, Black EBD

In 2013-14, 3 districts were visited for CEIS Over-Identification, Black, EBD

The same 3 districts were identified for 2017-18; however, all 3 have decreased their risk ratio

Florida's Progress Toward Graduation, Dropout and LRE

Indicator	2013-14	2014-15	2015-16	2016-17	2017-18
Graduation	Target: 54.3% Actual: 55.1%	Target: 56.3% Actual: 56.8%	Target: 58.3% Actual: 61.6%	Target: 60.3% Actual: December 2017	Target: 62.3% Actual: December 2018
Drop out	Target: 16.8% Actual: 19.2%	Target: 15.1% Actual: 18.7%	Target: 13.4% Actual: 17.3%	Target: 11.7% Actual: 15.9%	Target: 10.0% Actual: December 2018
LRE (Regular classroom)	Target: 74% Actual: 71.3%	Target: 77% Actual: 74.4%	Target: 79% Actual: 73%	Target: 82% Actual: 73.7%	Target: 83% Actual Prelim: 75.2%

Positive Outcomes for On-site Monitoring

“All Means All”



- Executive district-level leadership and key school staff members (*boots on the ground*) are participating in day 1 and day 3 of the on-site visit meetings
- Outcomes for students with disabilities are becoming part of district-wide initiatives rather than just an ESE concern!
- More transparency when sharing barriers and resources
- Districts are accessing data at the district level and taking ownership of data
- Increase in collaboration with discretionary project staff
- Implementation of effective MTSS framework systems is understood

Positive Outcomes to On-Site Visits (con't)

- Utilizing early warning tracking systems to track students who are at-risk of not graduating
- Ability to project graduation rates and develop strategies to enable at-risk students to keep on track in order to graduate with their cohort
- Districts working to ensure that error codes are corrected prior to submission to FDOE
- Conducting root cause analysis for disproportionate over-identification of specific ethnic groups
- Effective professional development and training being offered





FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

2017 SEA Determinations

State Determinations

- 2017 State determinations made by the U.S. Department of Education used both compliance and results data, giving each equal weight in making each state's determination, identical to last year.

State Determination, Compliance Elements

- Disproportionate representation
- 60-day evaluation timeline
- Part C to Part B transition
- Transition IEPs
- Correction of noncompliance
- Timeliness of complaint and due process hearing decisions
- Timely and accurate data submissions

2017 Part B Compliance Matrix

2017 Part B Compliance Matrix

**19/20
95%**

Part B Compliance Indicator ²	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2014	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0	N/A	2
Indicator 11: Timely initial evaluation	97.05	Yes	2
Indicator 12: IEP developed and implemented by third birthday	100	N/A	2
Indicator 13: Secondary transition	90.38	Yes	2
Timely and Accurate State-Reported Data	86.74		1
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	100		2
Longstanding Noncompliance			2
Special Conditions	None		
Uncorrected identified noncompliance	None		

State Determination, Performance Elements

- Percentage of 4th and 8th grade students with disabilities (SWD) participating in regular statewide assessments in math and reading
- Percentage of 4th and 8th grade SWD included in NAEP testing in math and reading
- Percentage of 4th and 8th grade SWD scoring basic or above on NAEP in math and reading
- Percentage of SWD who dropped out
- Percentage of SWD who graduated with a regular high school diploma (exit data, not cohort)

2017 Part B Results-Driven Accountability Matrix

Florida 2017 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination¹

Percentage (%)	Determination
74.58	Needs Assistance

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	13	54.17
Compliance	20	19	95

13/24
54.17%

2017 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	Not Valid and Reliable	0
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	Not Valid and Reliable	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	44	2
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	93	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	42	2
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	86	1

Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	Not Valid and Reliable	0
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	Not Valid and Reliable	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	66	2
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	91	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	29	2
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	89	1

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	19	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma ¹	60	0

Florida Determination Scores

- Compliance Points: $19/20 = 95\%$
- Results Points: $13/24 = 54.17\%$
- **FL Determination - 74.58% Needs Assistance**



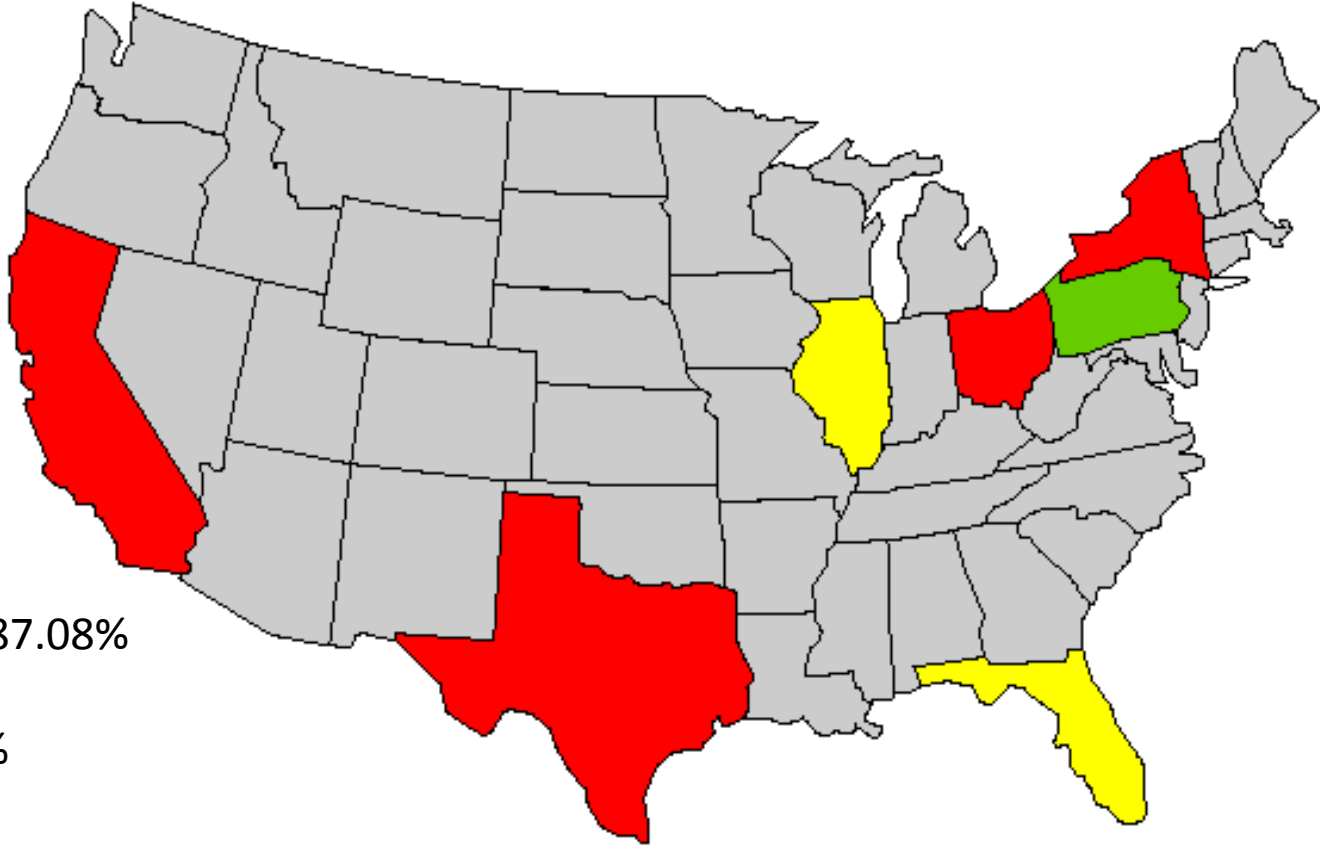
FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

“7 Pack” SEA Determinations

Results from Seven Very Large States

- Pennsylvania—87.08% Meets Requirements
- Ohio—77.08% Needs Assistance 3rd Year
- **Florida—74.58% Needs Assistance**
- Illinois—76.39% Needs Assistance
- New York—62.5% Needs Assistance 3rd Year
- California—65.42% Needs Assistance 3rd Year
- Texas—70.42% Needs Assistance 2nd Year

Results from Seven Very Large States

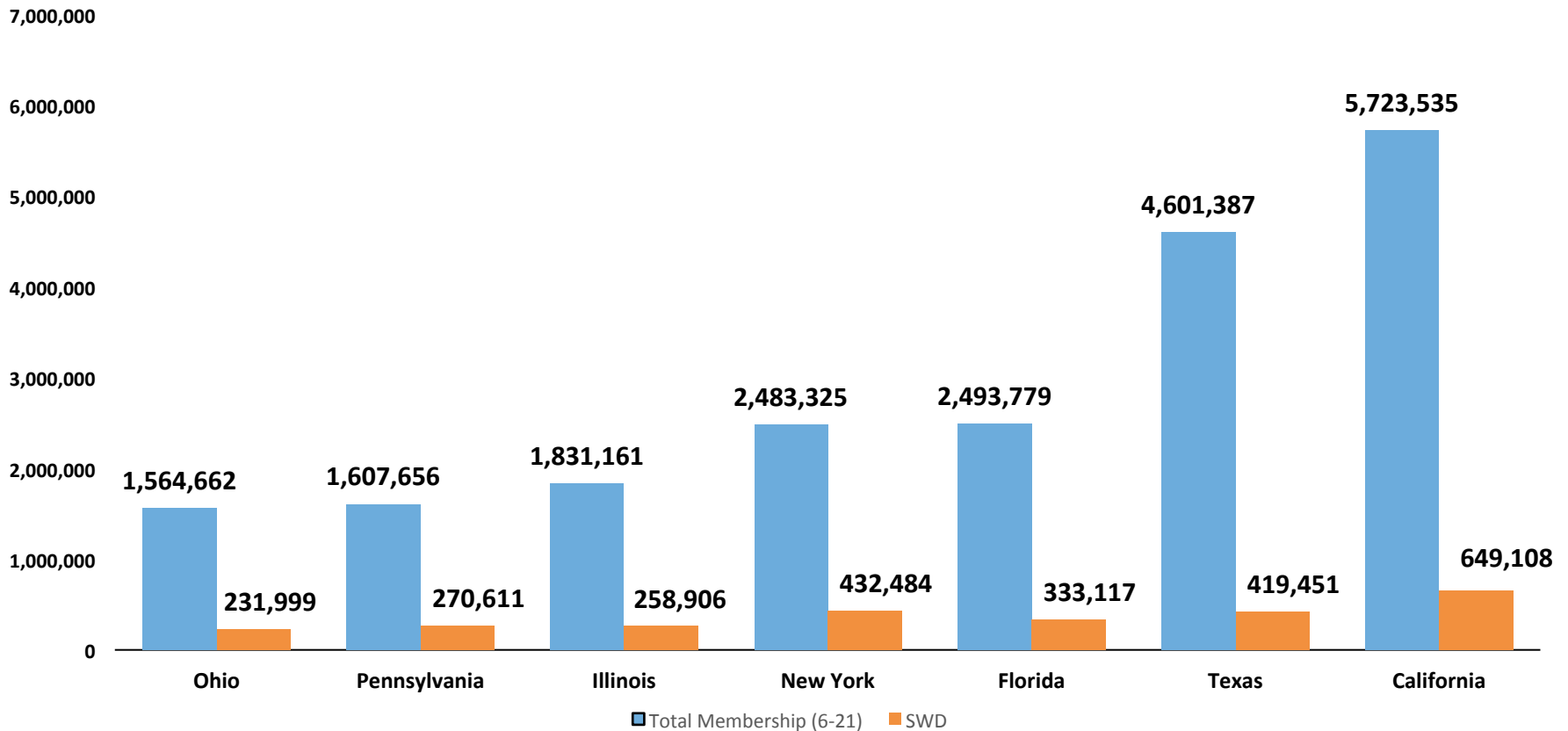


- Pennsylvania—87.08%
- Ohio—77.08%
- Florida—74.58%
- Illinois—76.39%
- New York—62.5%
- California—65.42%
- Texas—70.42%

Seven Largest States

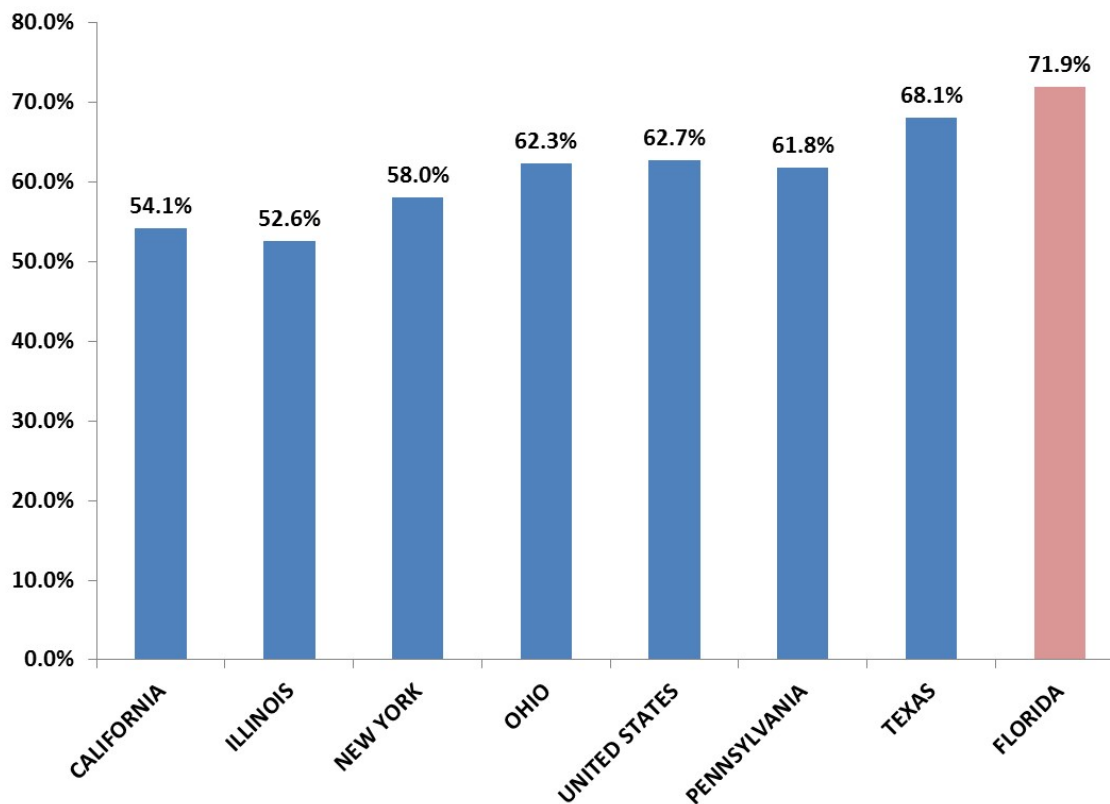
Total Membership and Membership for Students with Disabilities

2014-15



Seven Largest States

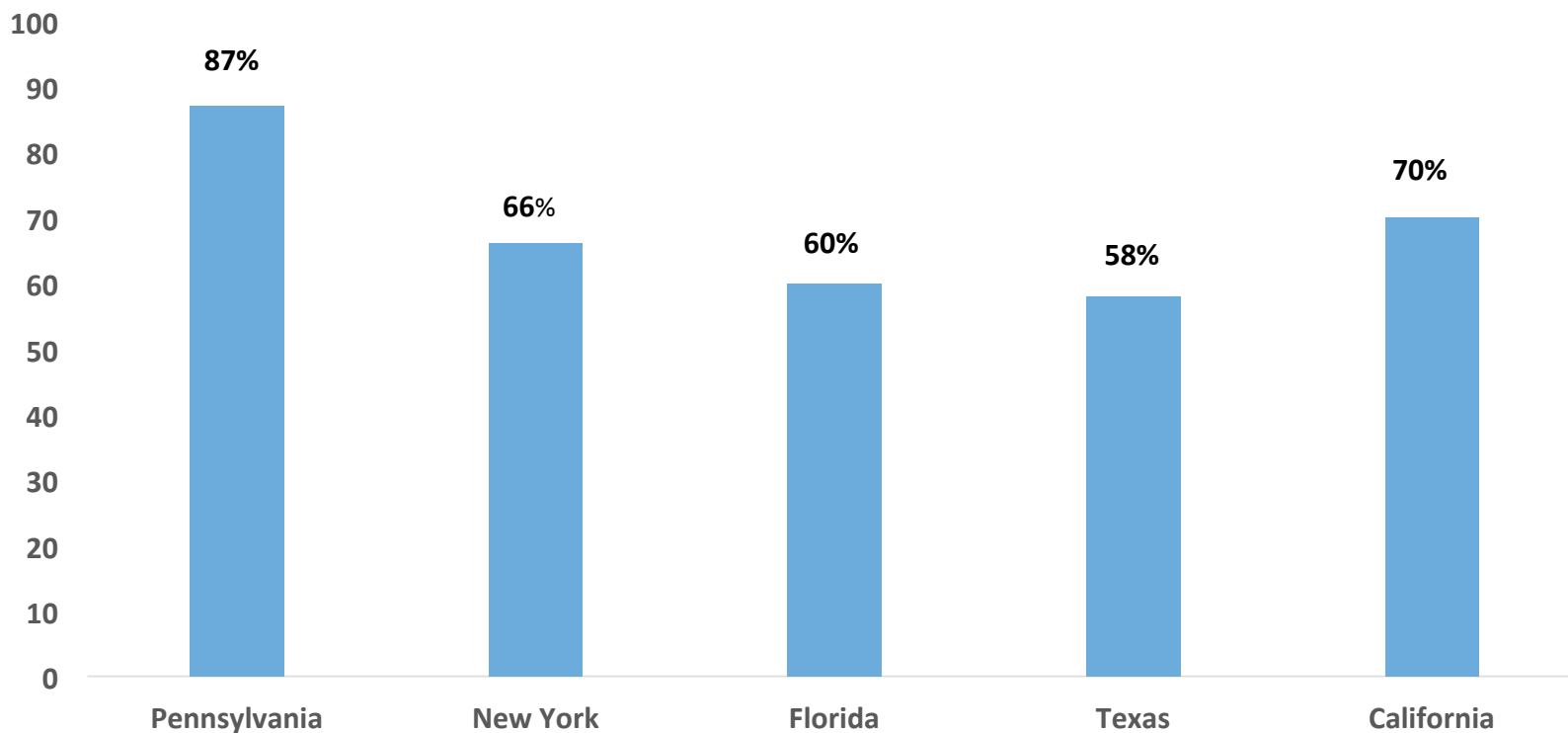
Percent of Students with Disabilities in Regular Class Placement 2015-16



Seven Largest States

Graduation Rates for Students with Disabilities 2014-15

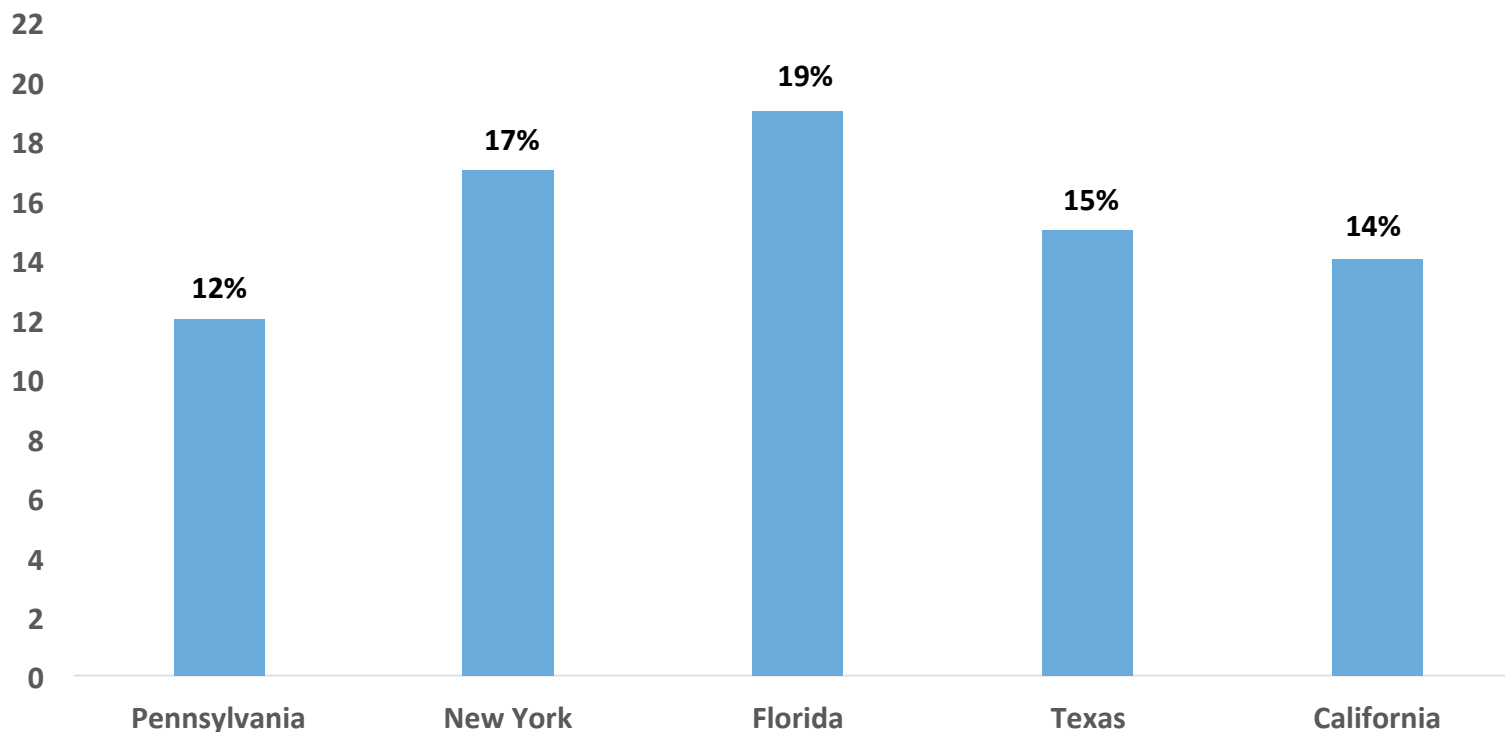
(Illinois and Ohio were Invalid or Not Reported)



Seven Largest States

Dropout Rates for Students with Disabilities 2014-15

(Illinois and Ohio were Invalid or Not Reported)





FLORIDA DEPARTMENT OF
EDUCATION
— fdoe.org

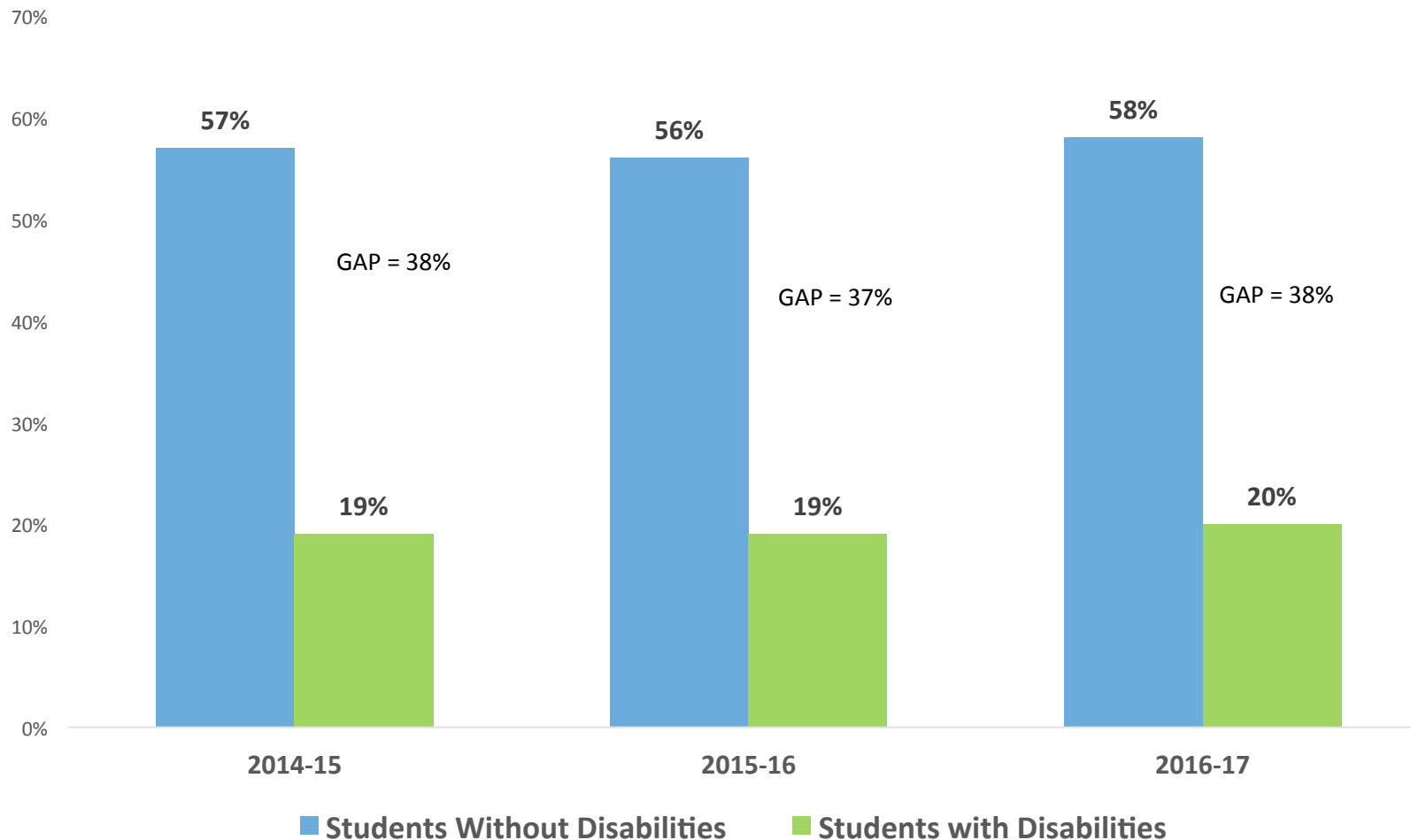
FDOE Strategic Plan

Goal 1 – Highest Student Achievement

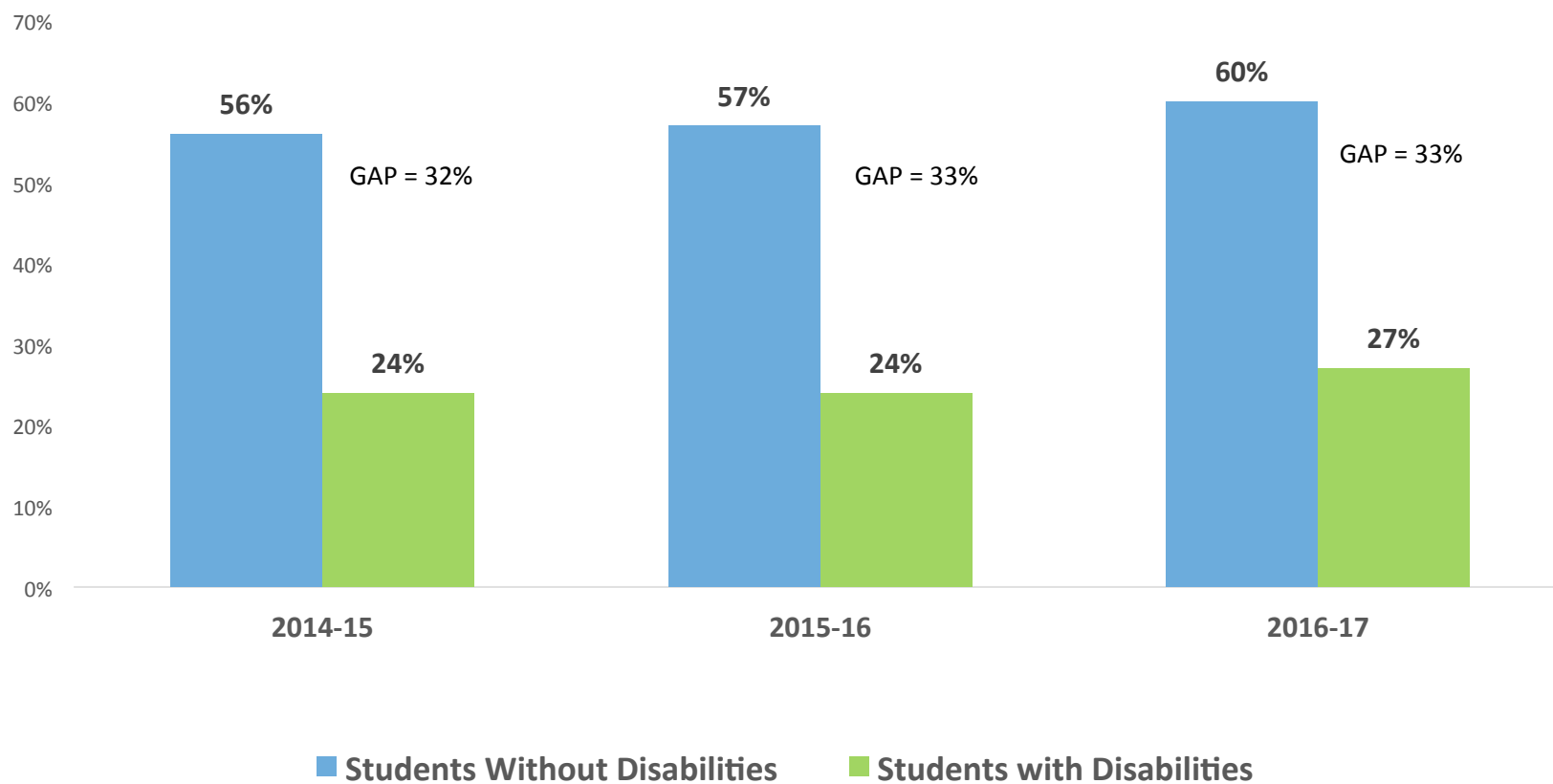
Metric 3: Closing the Achievement Gap

- Reduce Achievement Gaps by 1/3 by 2019-20
- Economically Disadvantaged Non-Economically Disadvantaged
- Subject Areas
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies

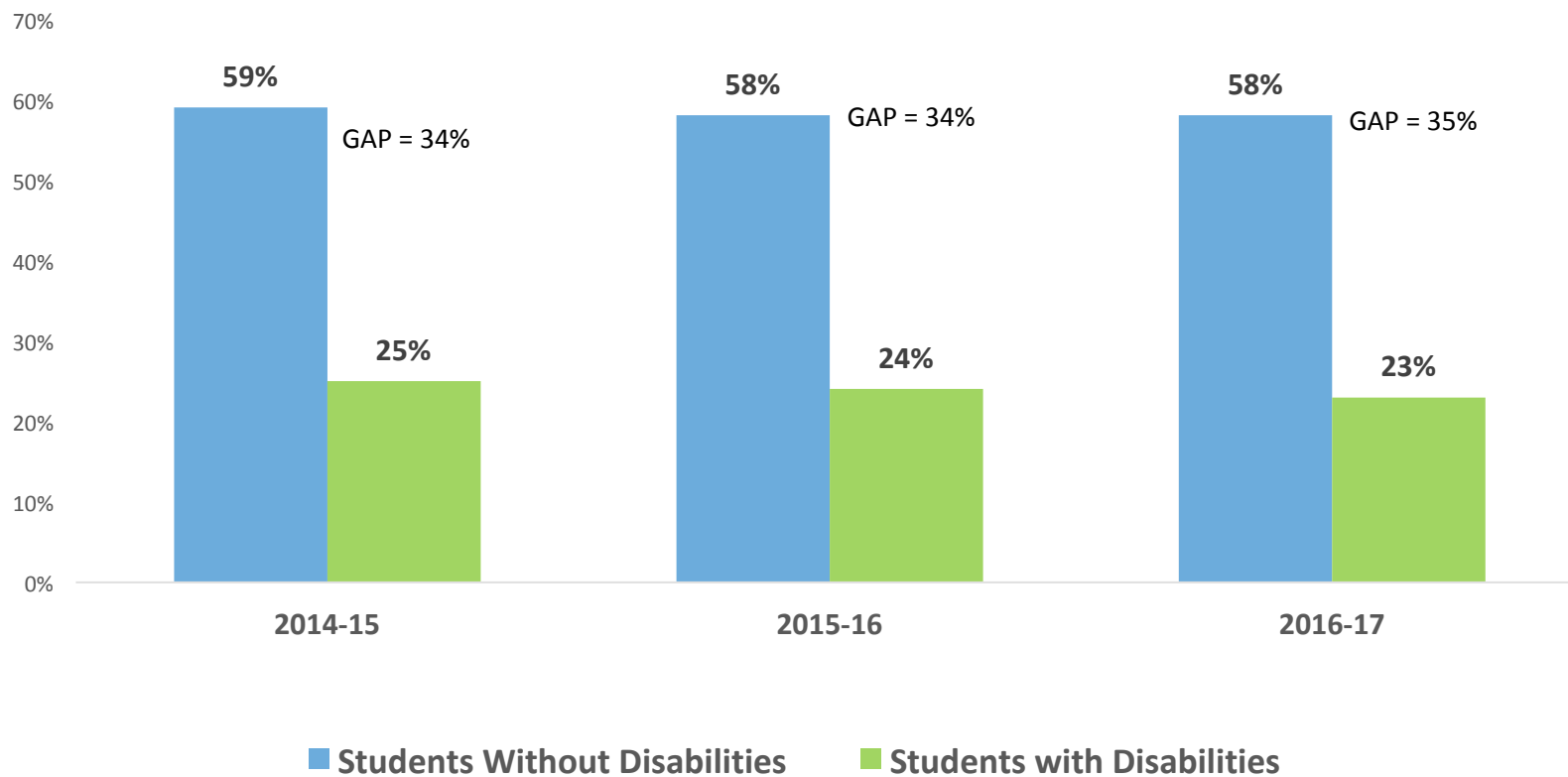
English/Language Arts Achievement GAP



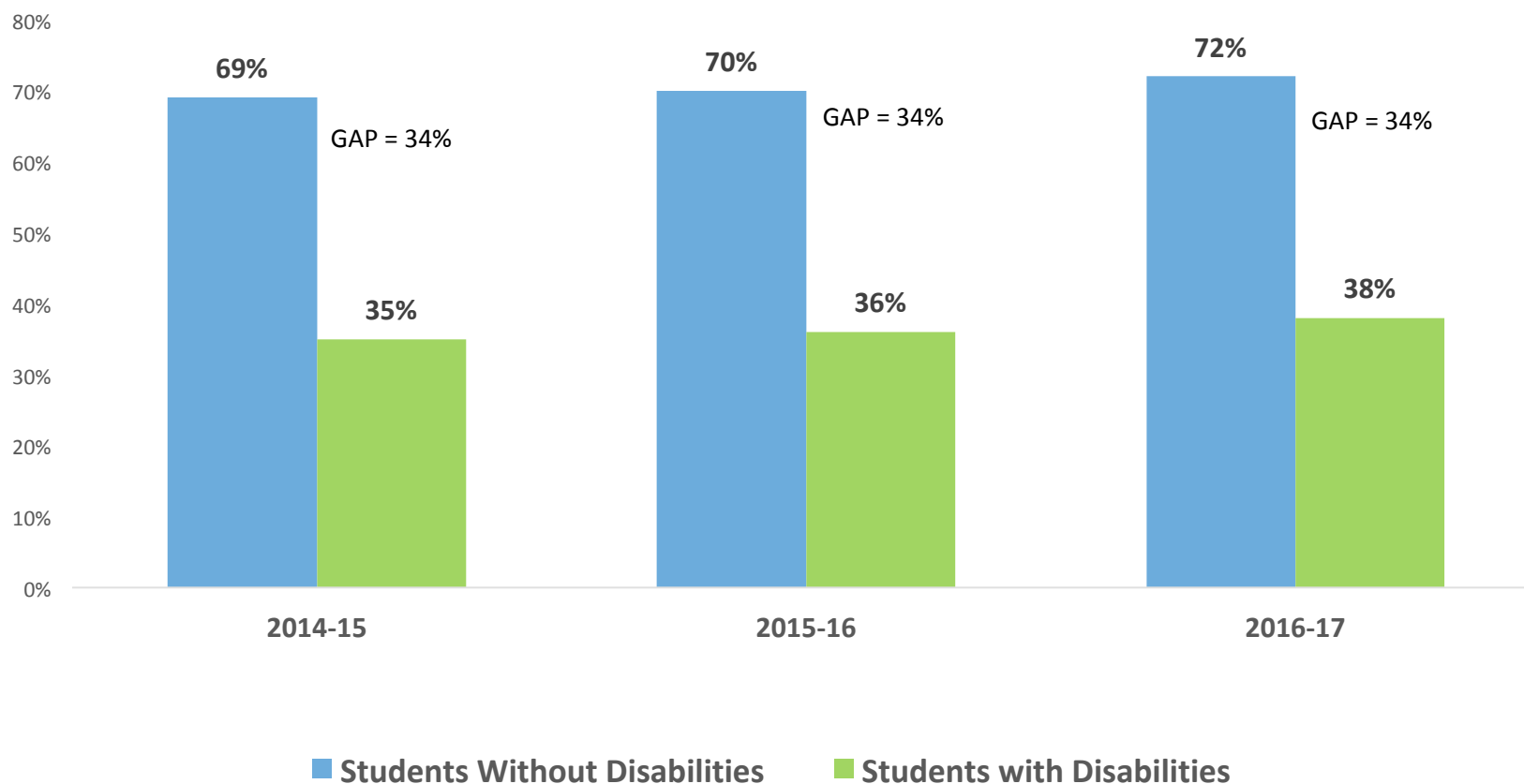
Math Achievement Gaps



Science Achievement Gaps



Social Studies Achievement Gaps





FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

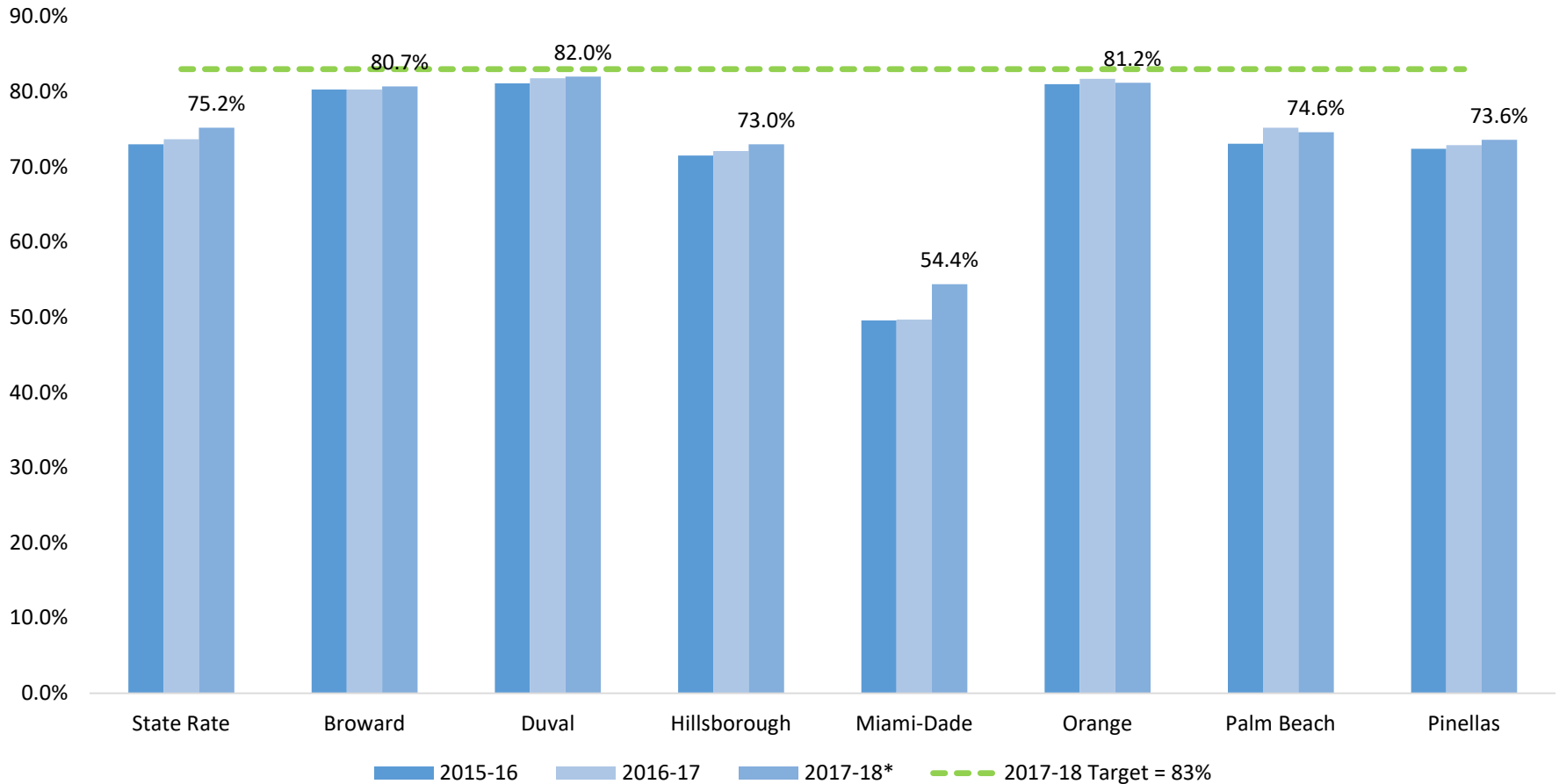
District Size-Alike Data



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

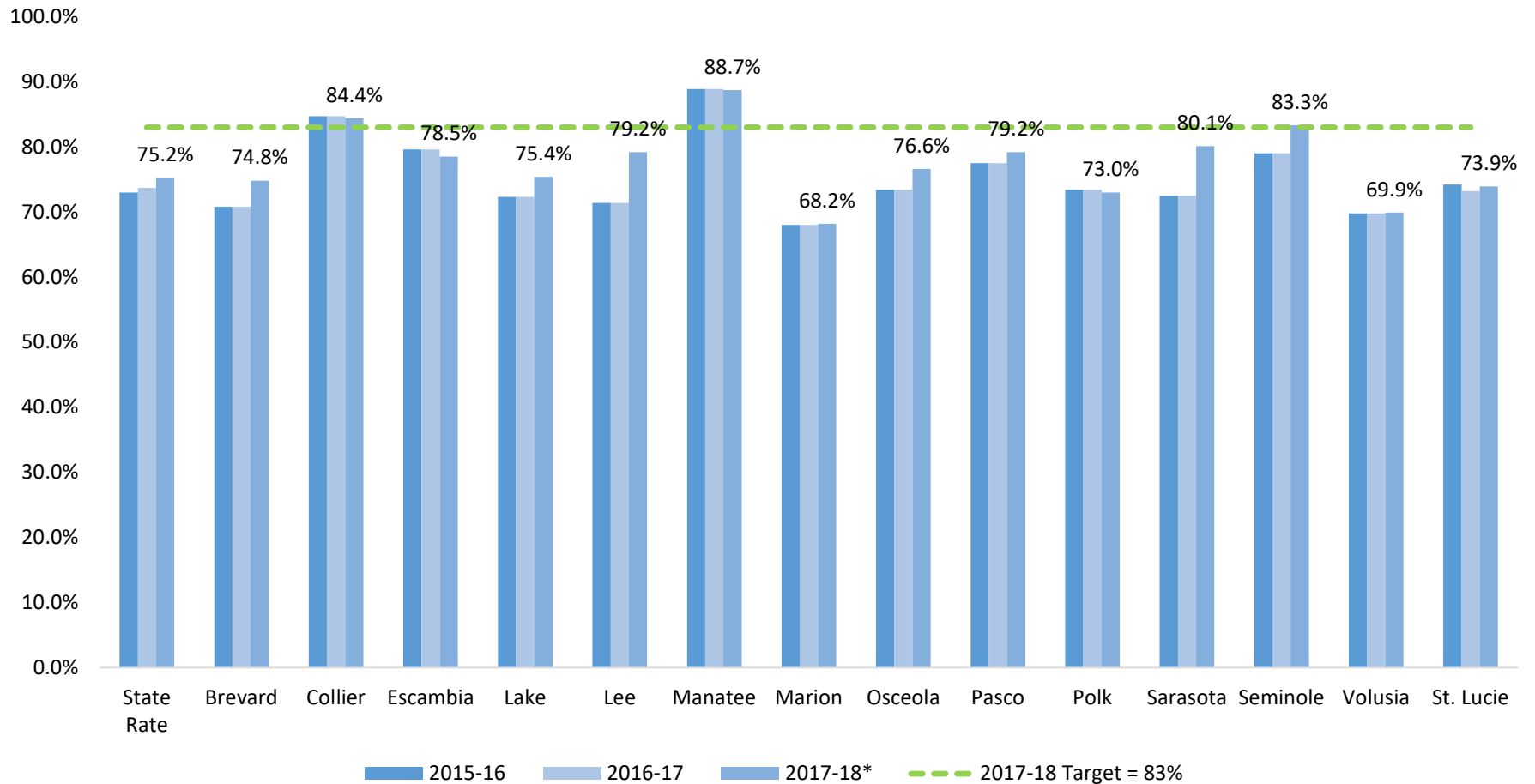
Educational Environment

Educational Environment (Least Restrictive Environment) Size-Alike Comparison of Very Large School Districts 2015-16 through 2017-18*



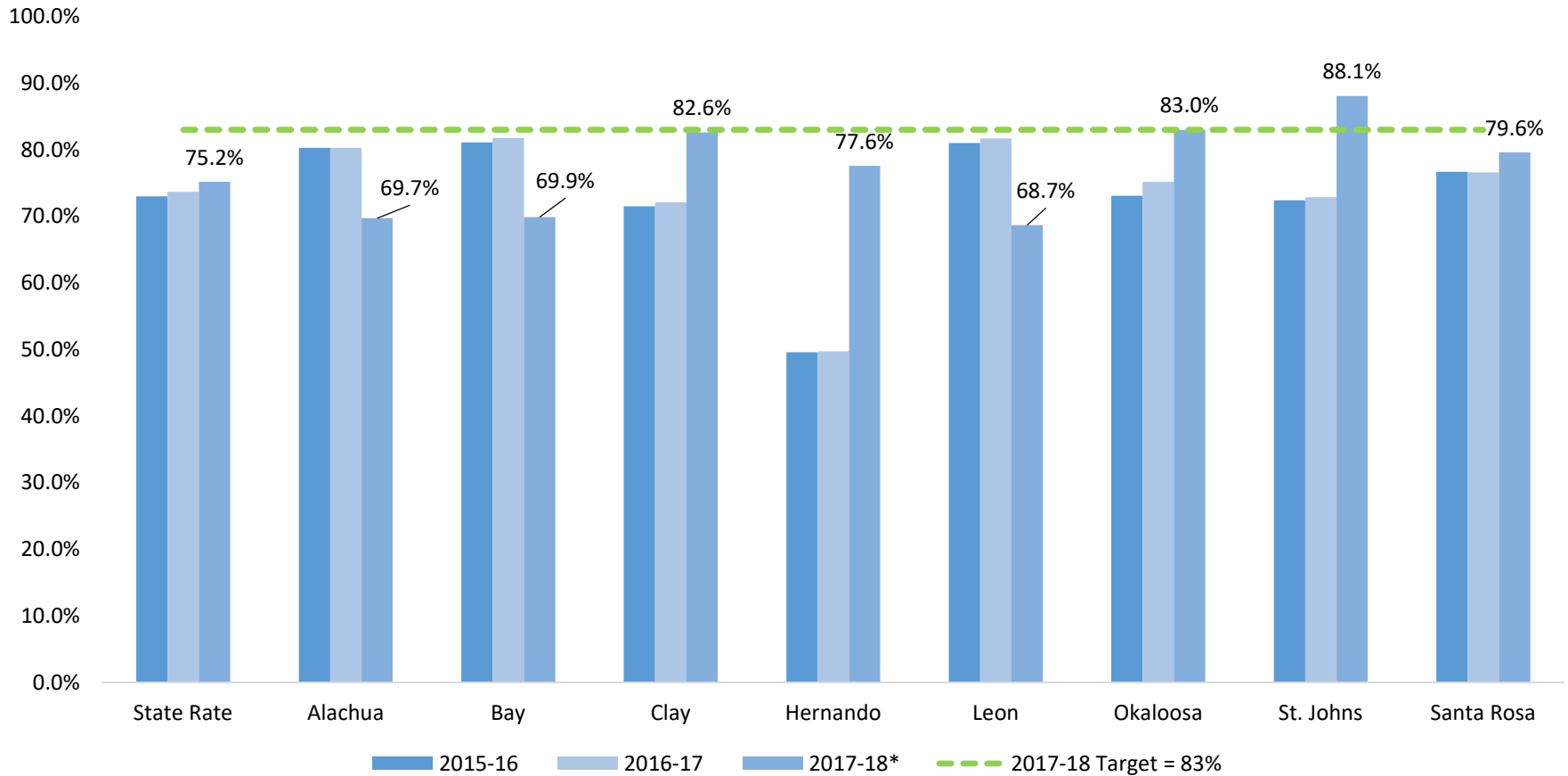
*Preliminary Survey 2

Educational Environment (Least Restrictive Environment) Size-Alike Comparison of Large School Districts 2015-16 through 2017-18*



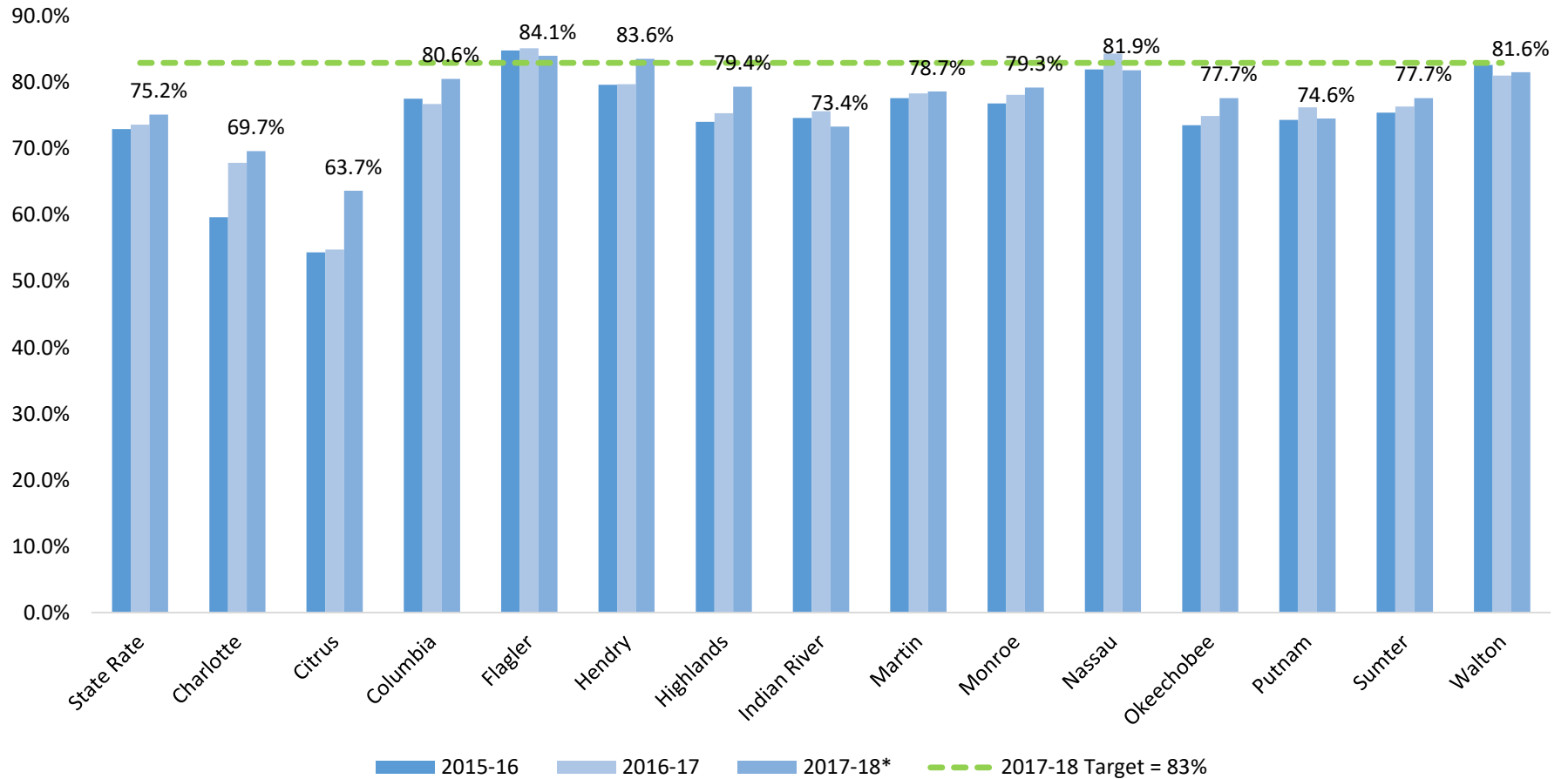
*Preliminary Survey 2

Educational Environment (Least Restrictive Environment) Size-Alike Comparison of Medium School Districts 2015-16 through 2017-18*



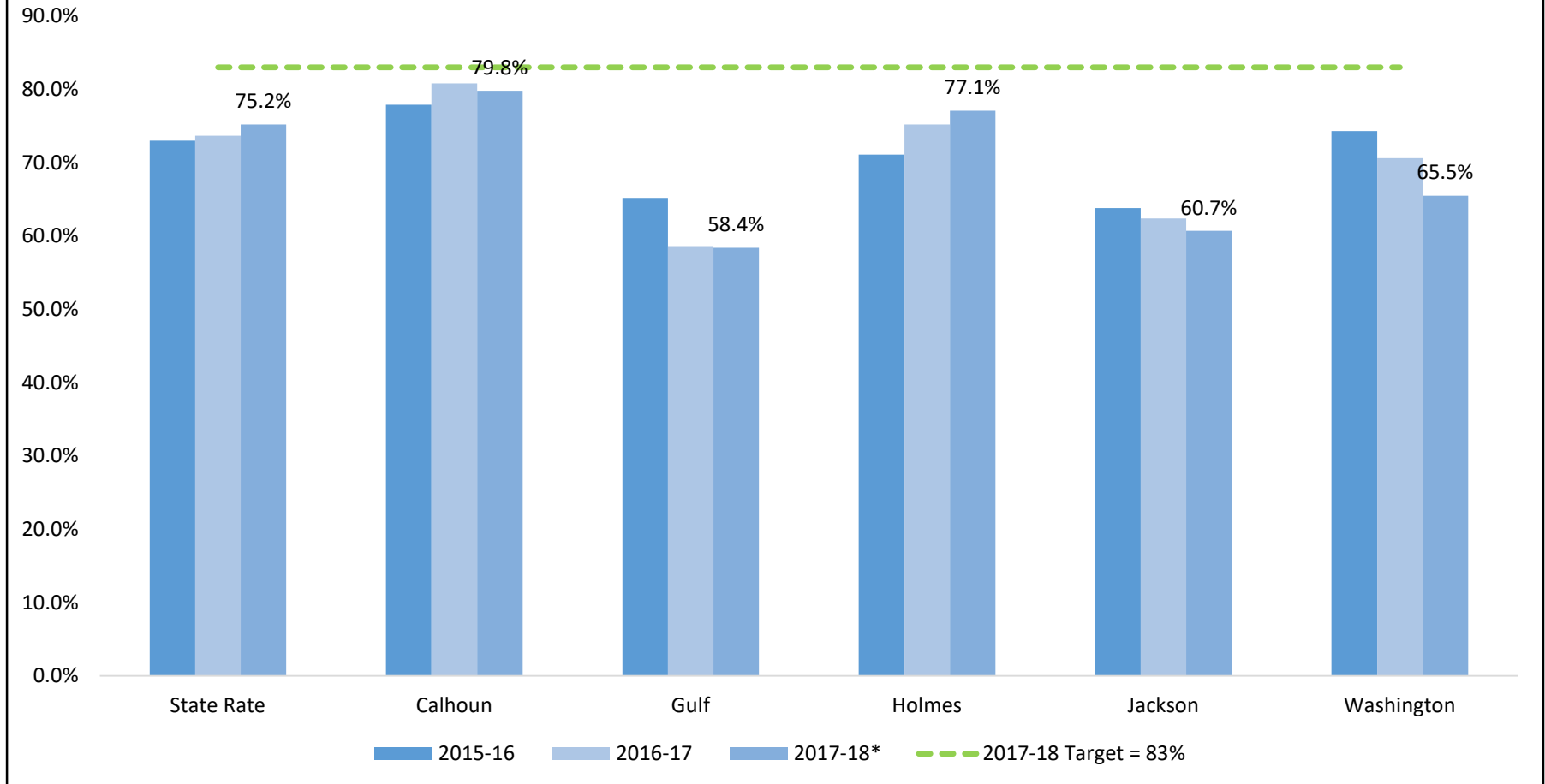
*Preliminary Survey 2

Educational Environment (Least Restrictive Environment) Size-Alike Comparison of Medium/Small School Districts 2015-16 through 2017-18*

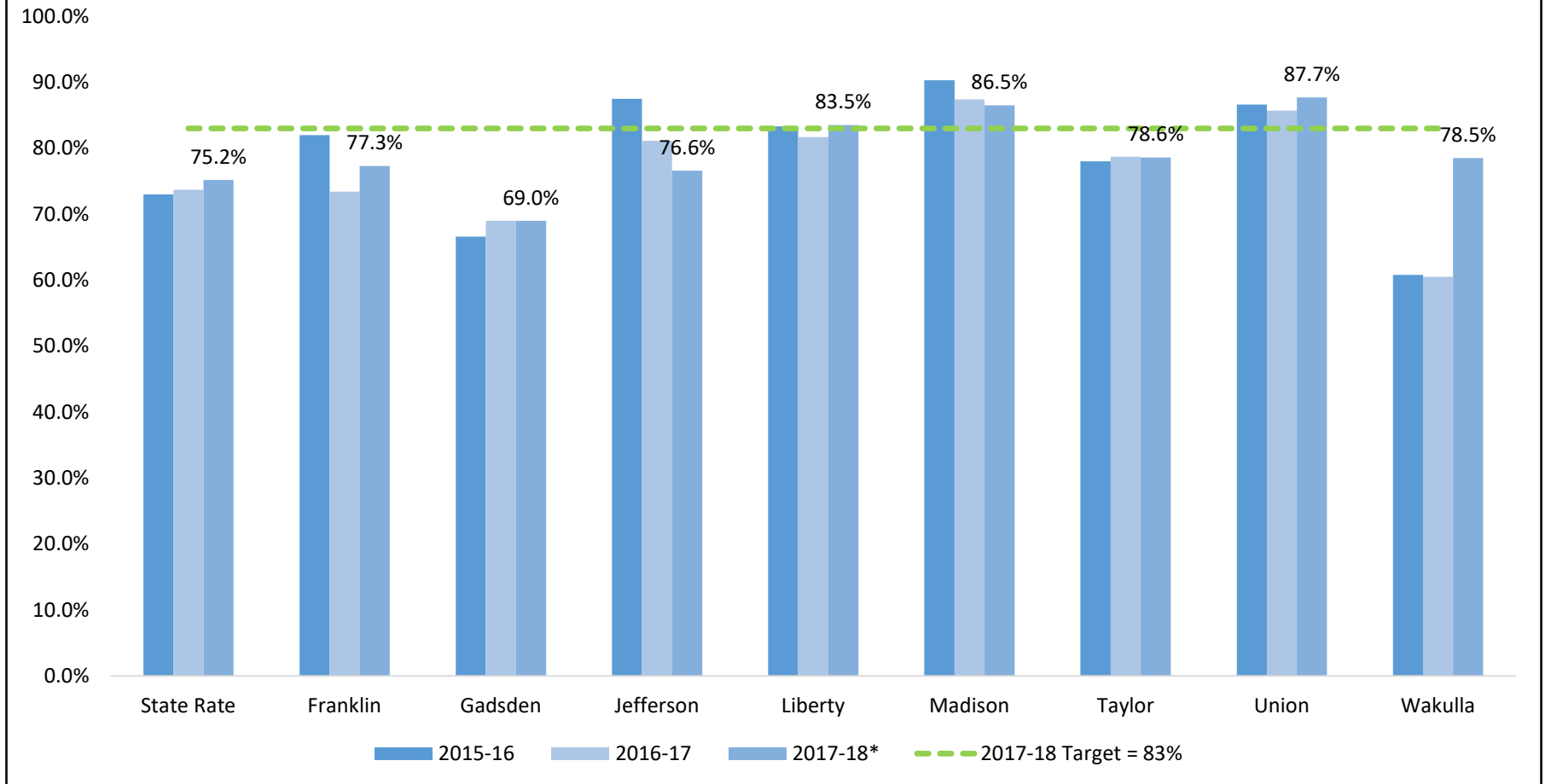


*Preliminary Survey 2

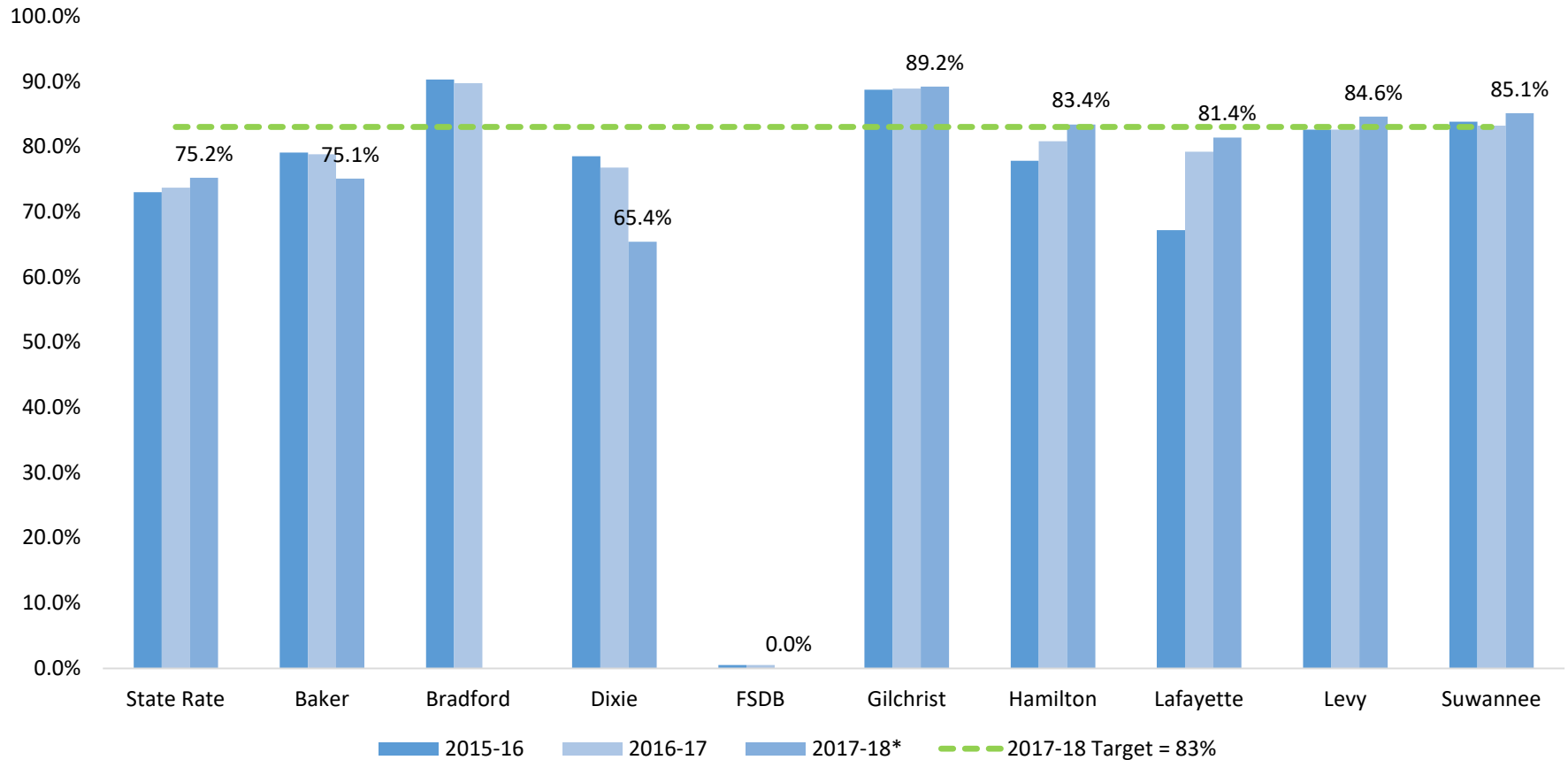
Educational Environment (Least Restrictive Environment) Size-Alike Comparison of Small School Districts 2015-16 through 2017-18*



Educational Environment (Least Restrictive Environment) Size-Alike Comparison of Small School Districts 2015-16 through 2017-18*



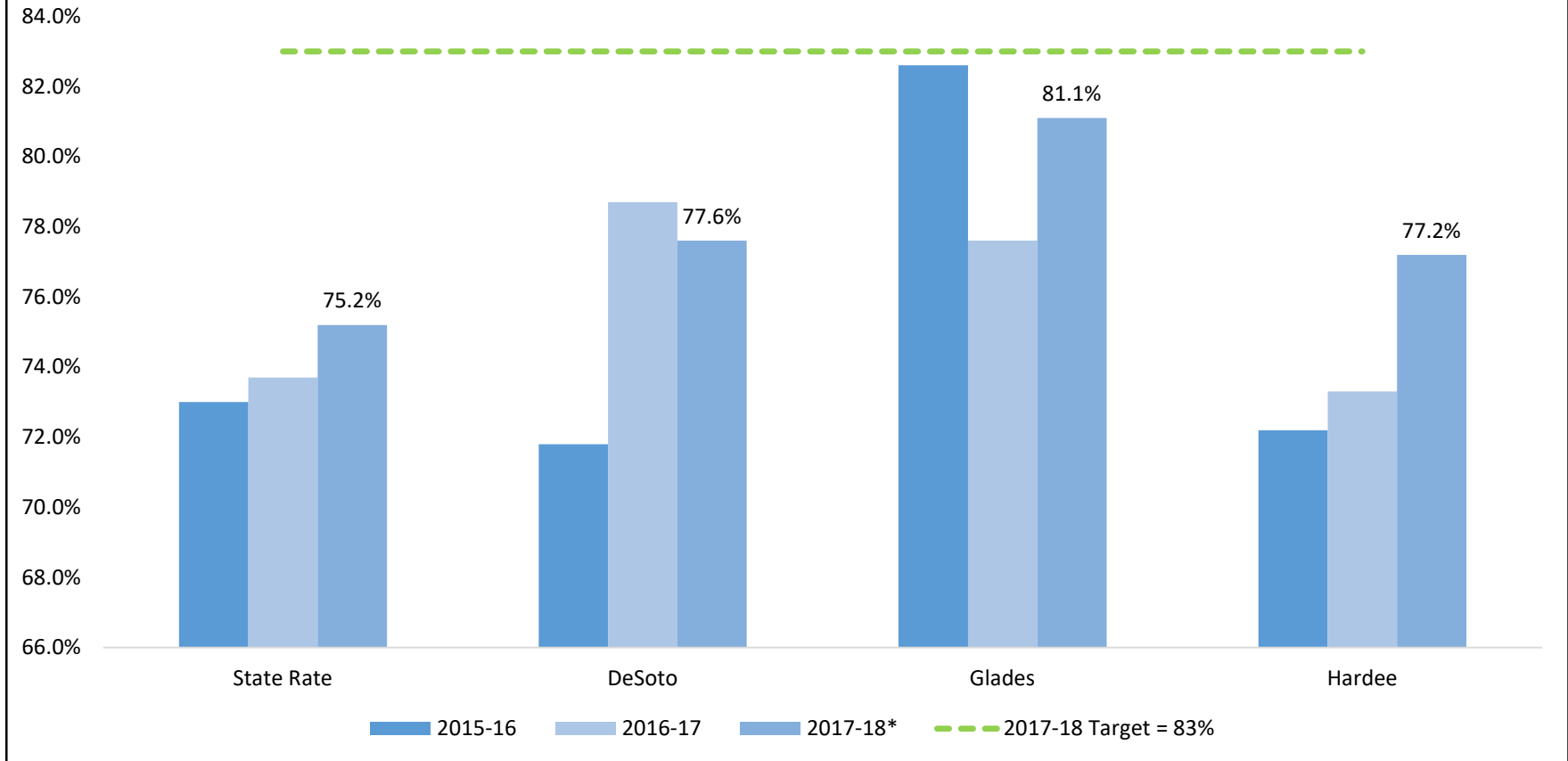
Educational Environment (Least Restrictive Environment) Size-Alike Comparison of Small School Districts 2015-16 through 2017-18*



*Preliminary Survey 2

NOTE: No data submitted by Bradford by due date.

Educational Environment (Least Restrictive Environment) Size-Alike Comparison of Small School Districts 2015-16 through 2017-18*



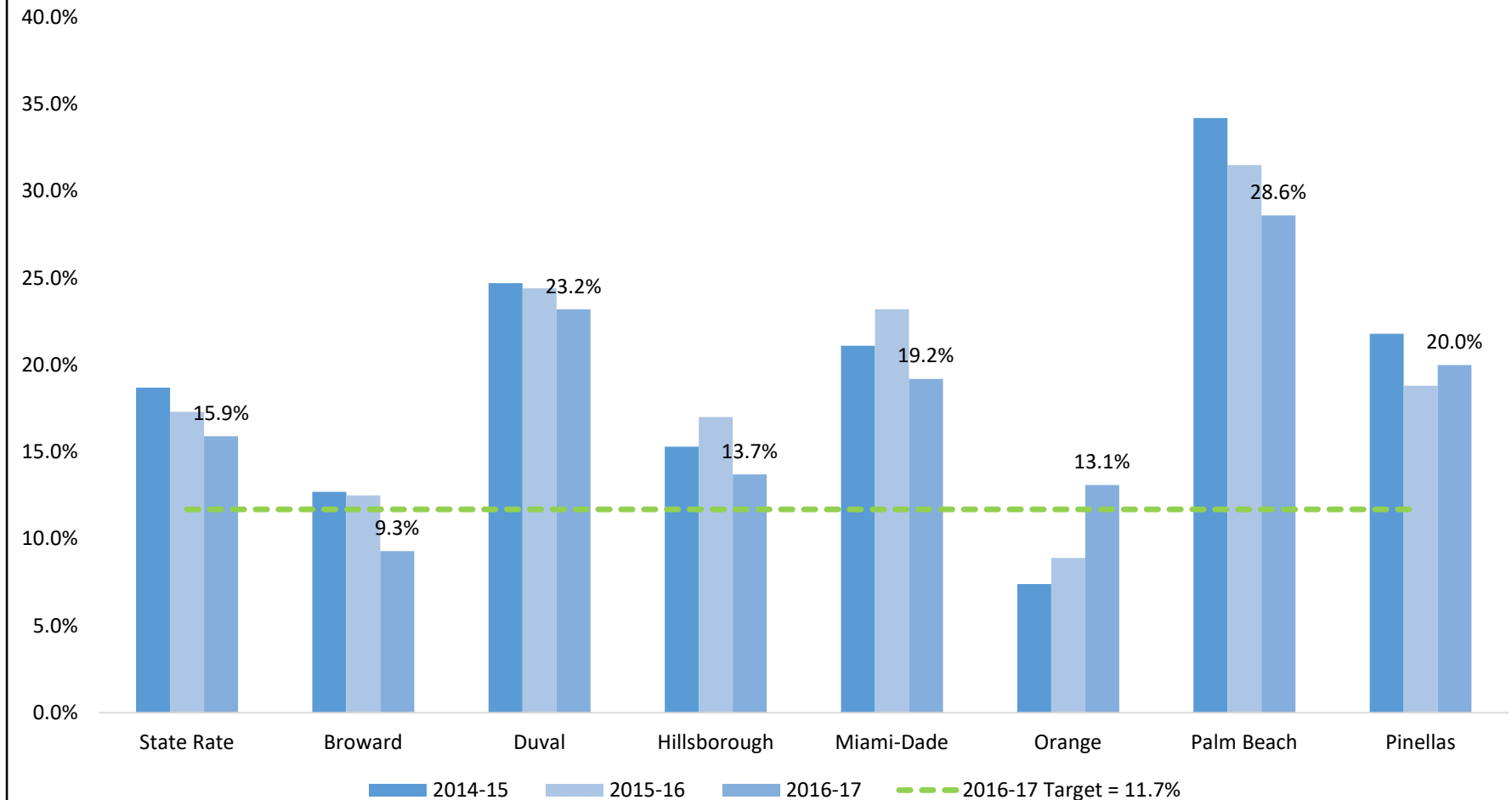
*Preliminary Survey 2



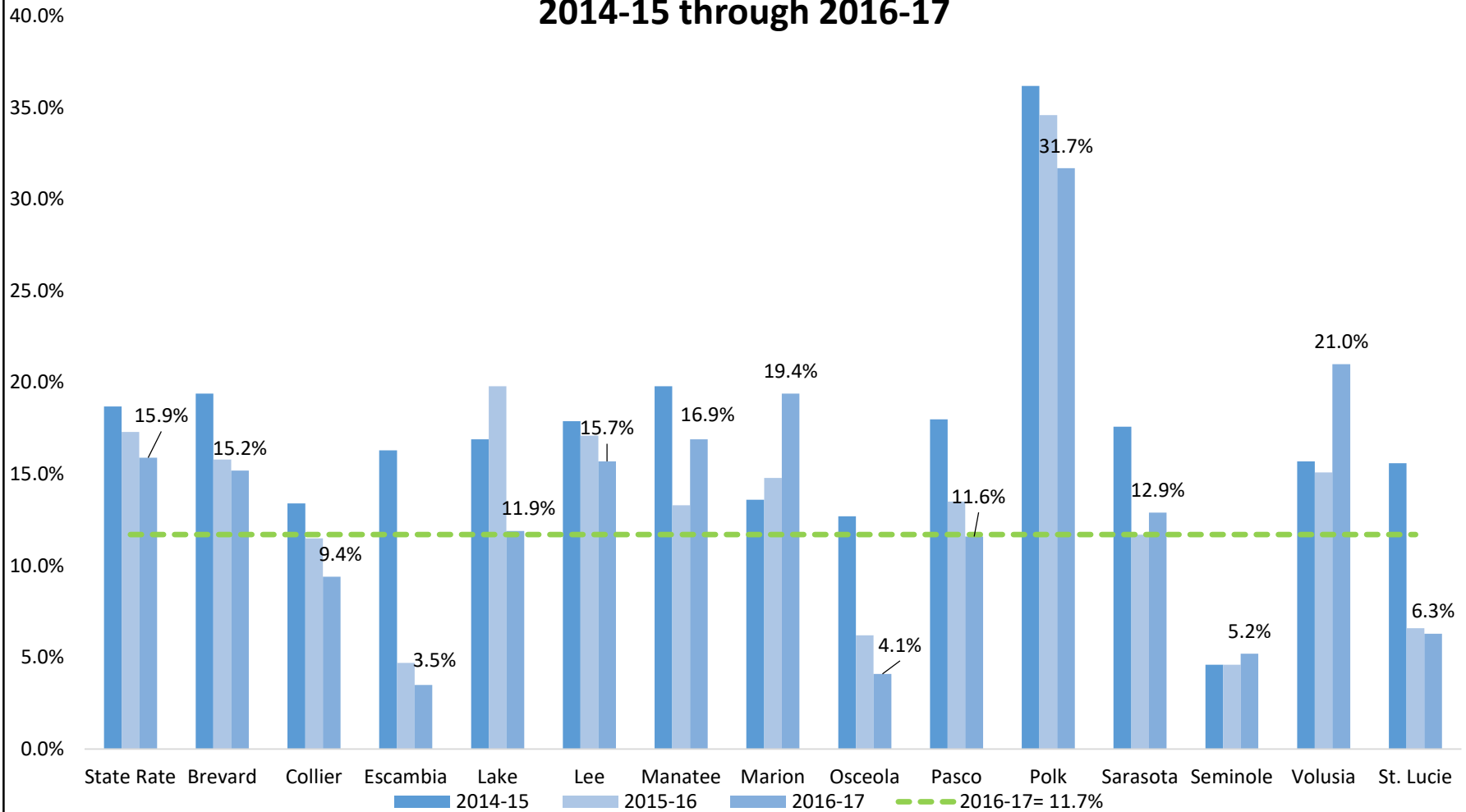
FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

EDFacts Dropout Rates

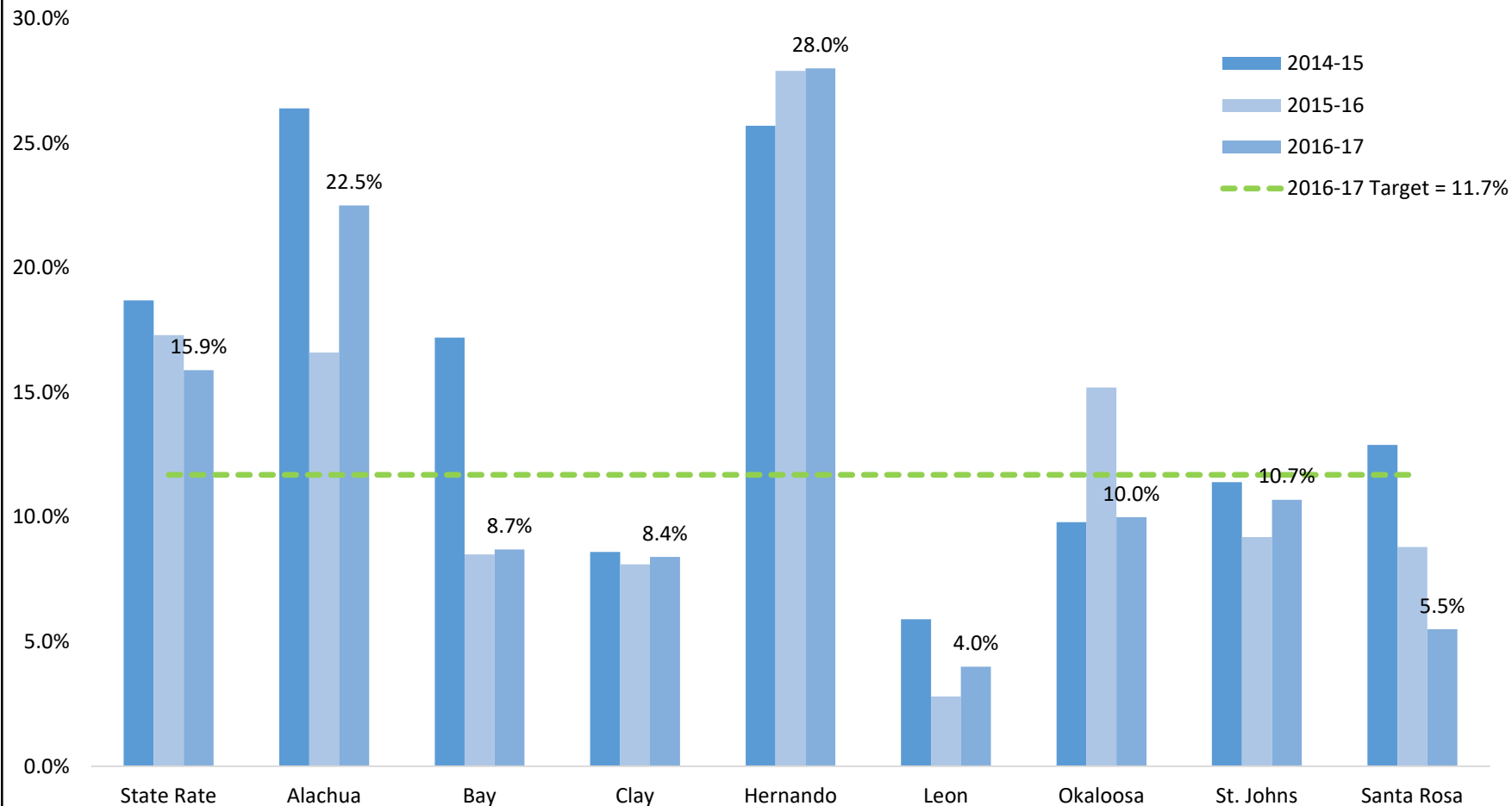
EdFacts Dropout Rate Size-Alike Comparison of Very Large School Districts 2014-15 through 2016-17



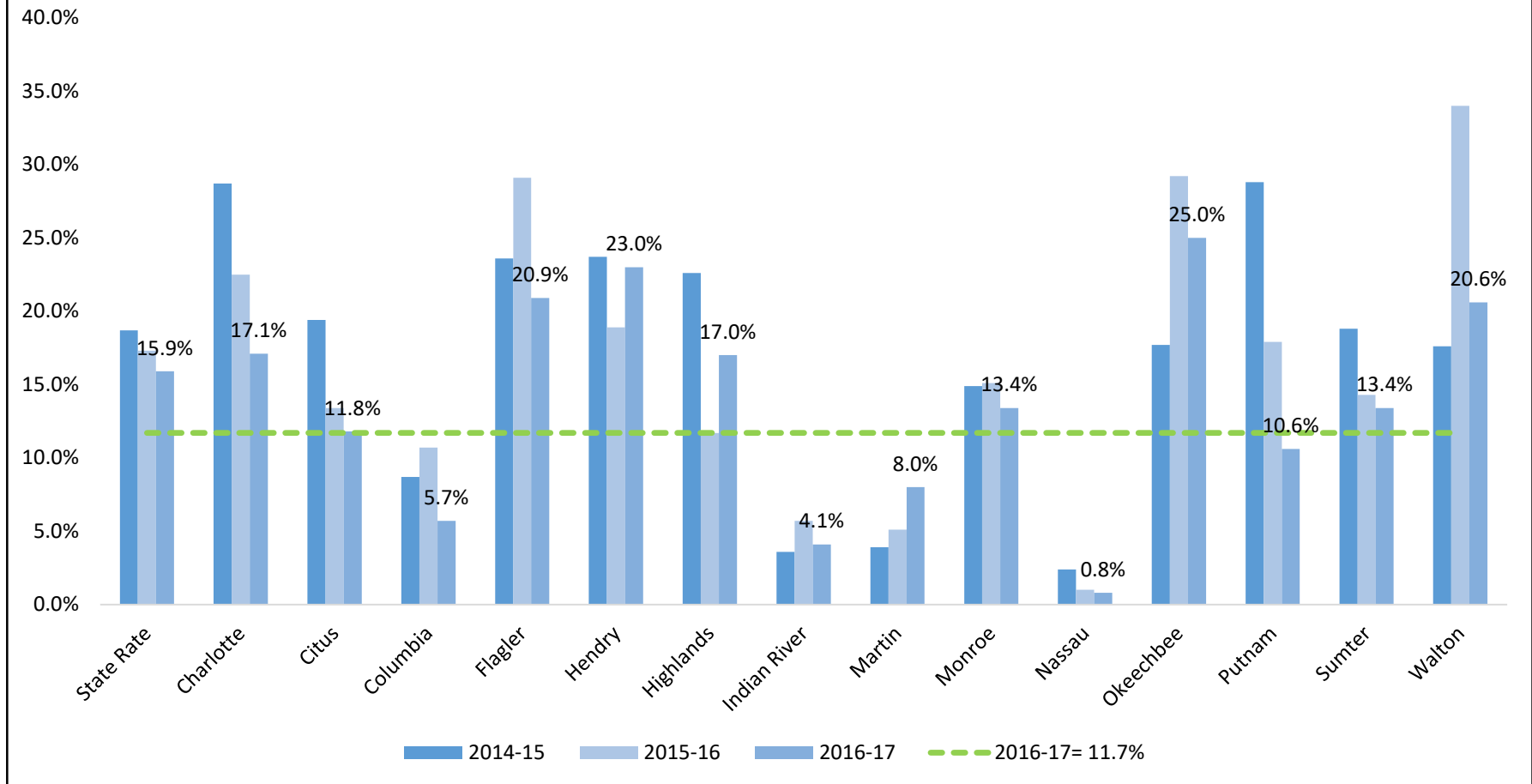
EdFacts Dropout Rate Size-Alike Comparison of Large School Districts 2014-15 through 2016-17



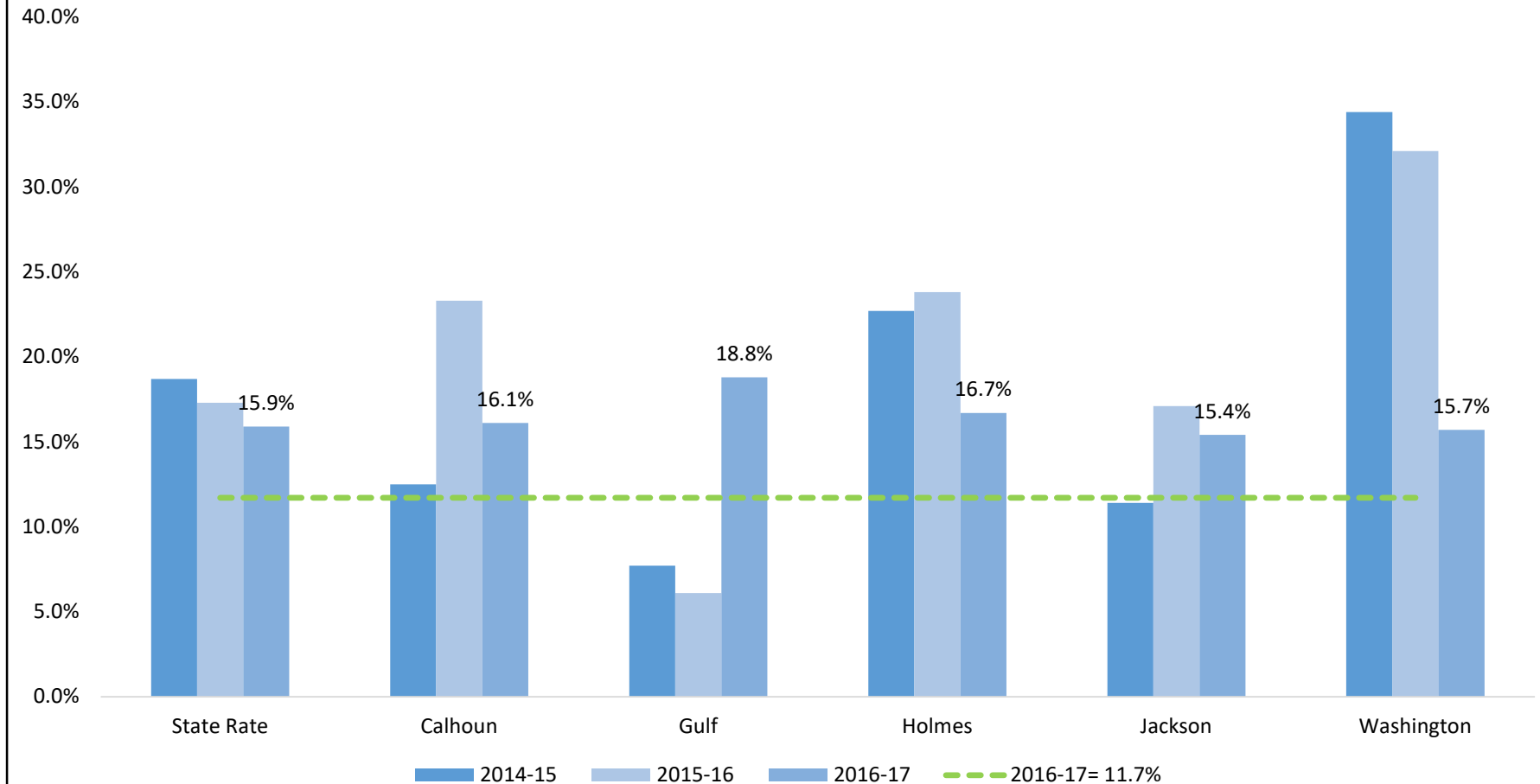
EdFacts Dropout Rate Size-Alike Comparison of Medium School Districts 2014-15 through 2016-17



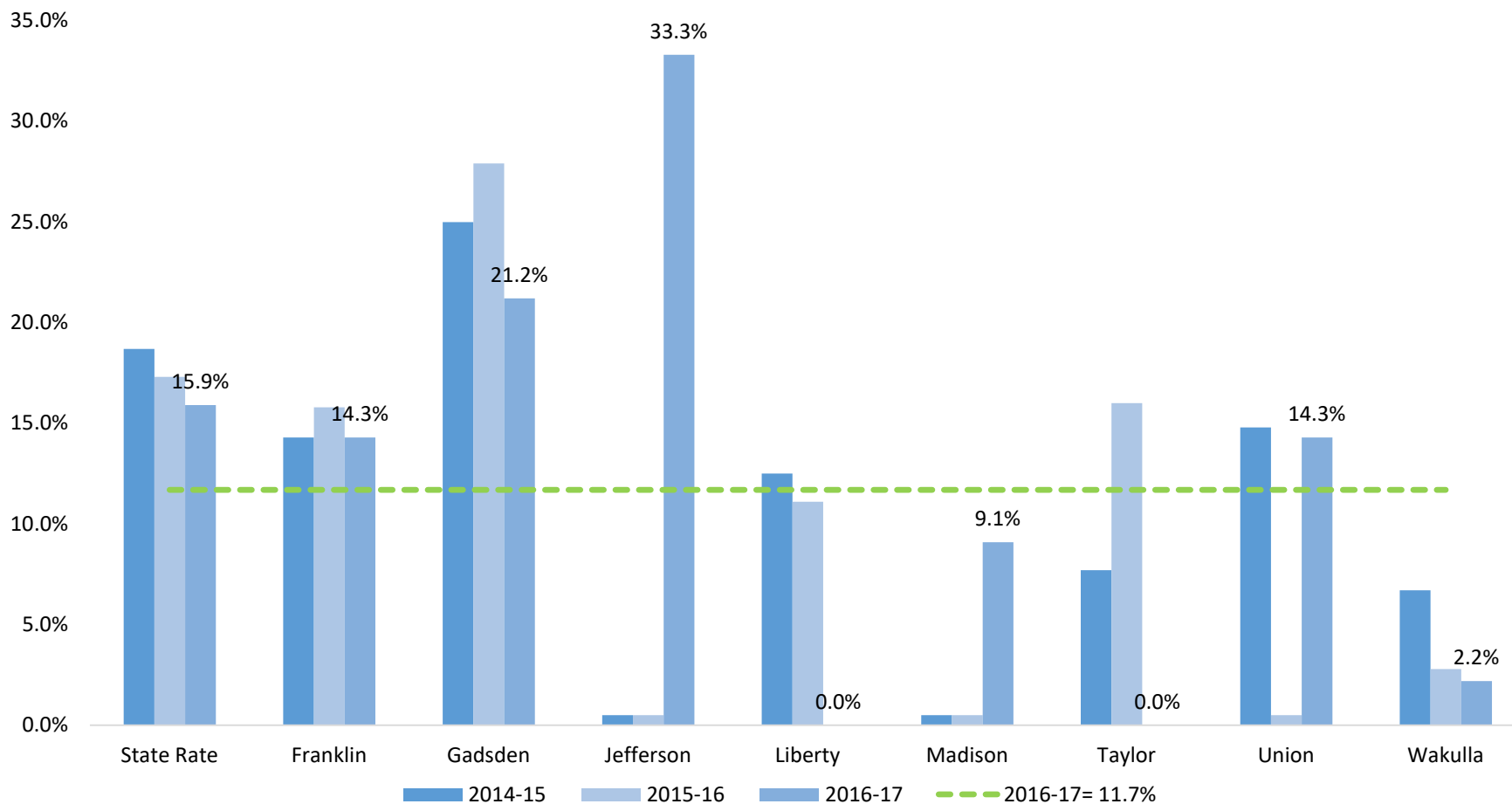
EdFacts Dropout Rate Size-Alike Comparison of Medium/Small School Districts 2014-15 through 2016-17



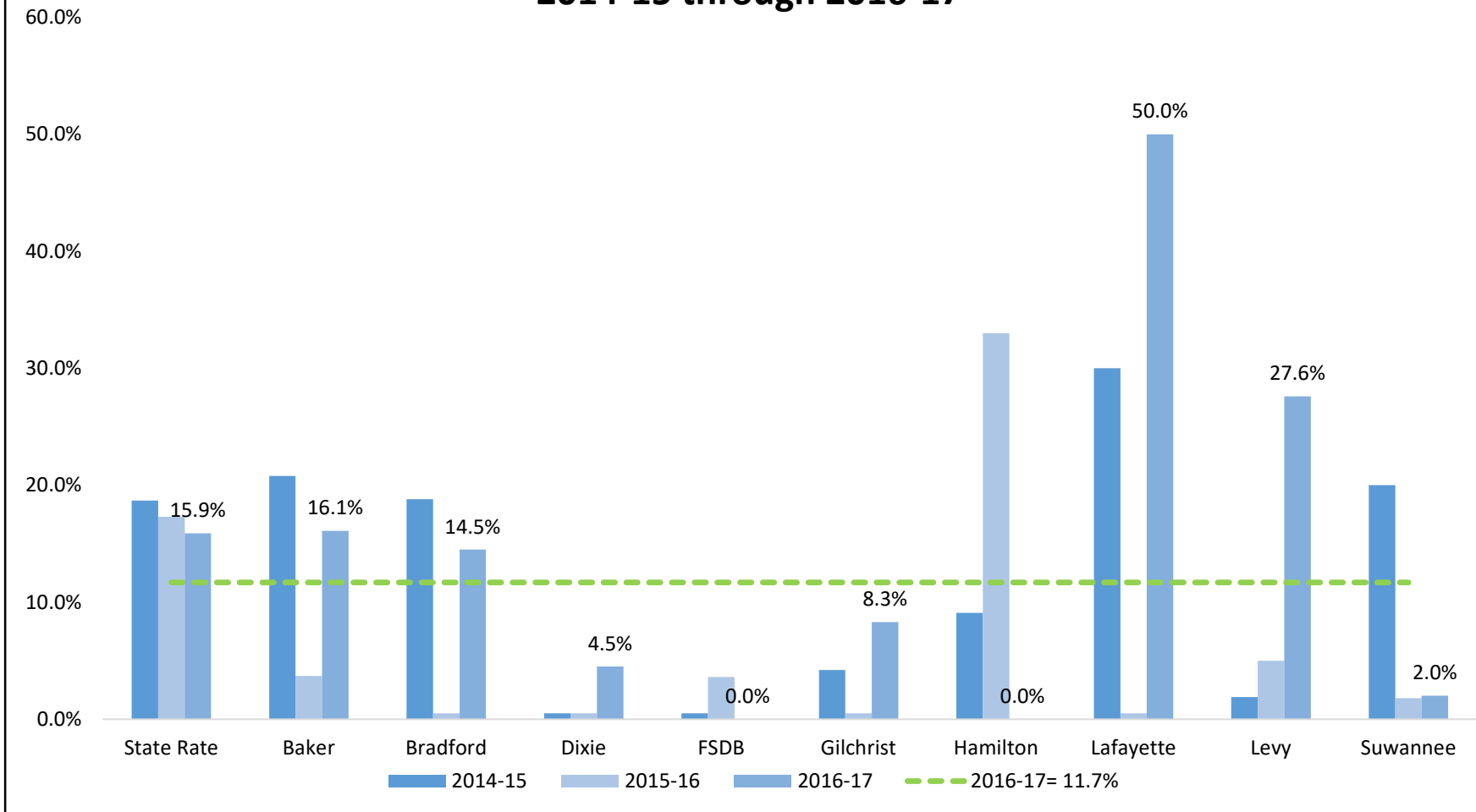
EdFacts Dropout Rate Size-Alike Comparison of Small School Districts 2014-15 through 2016-17



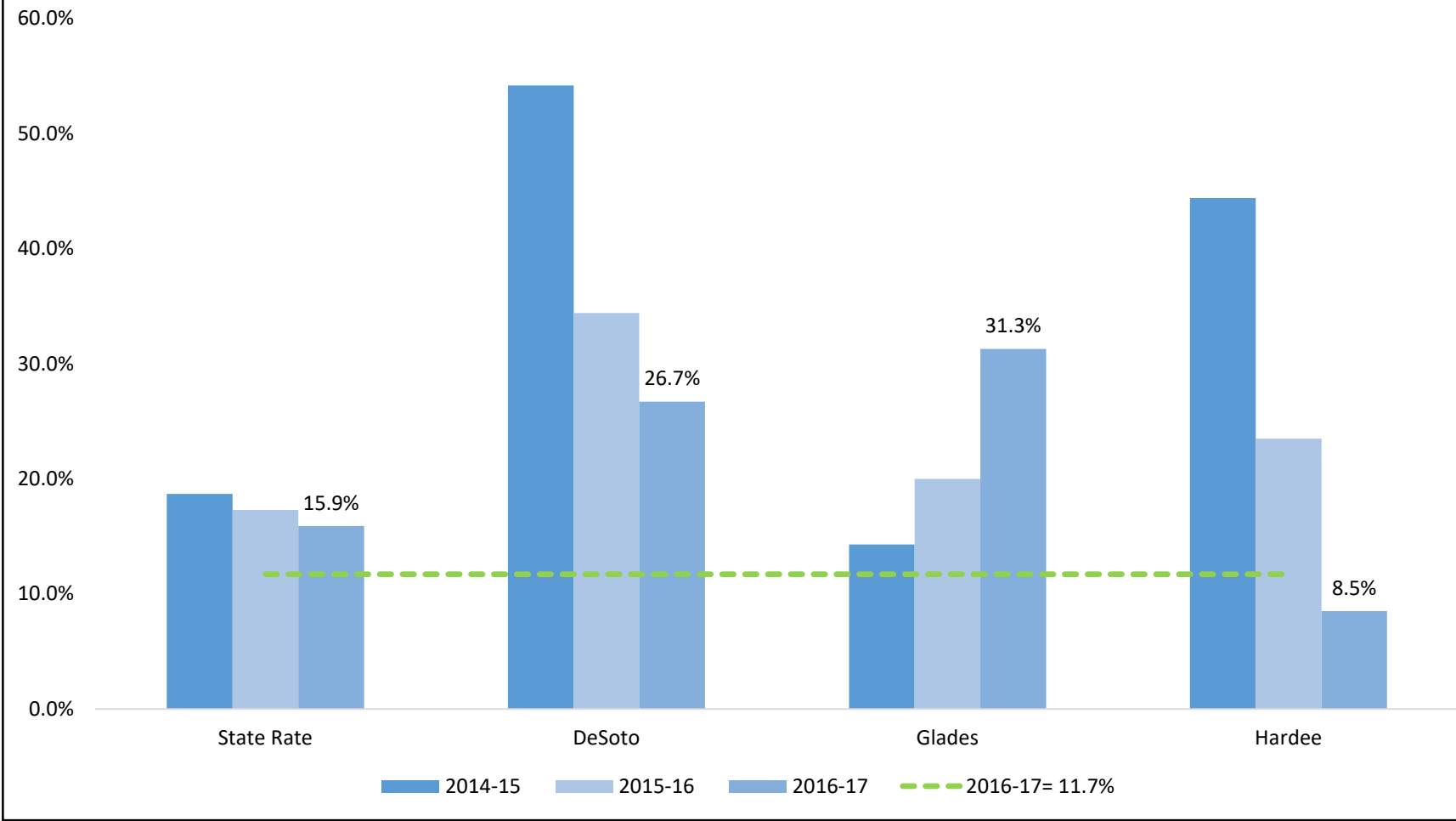
EdFacts Dropout Rate Size-Alike Comparison of Small School Districts 2014-15 through 2016-17



EdFacts Dropout Rate Size-Alike Comparison of Small School Districts 2014-15 through 2016-17



EdFacts Dropout Rate Size-Alike Comparison of Small School Districts 2014-15 through 2016-17



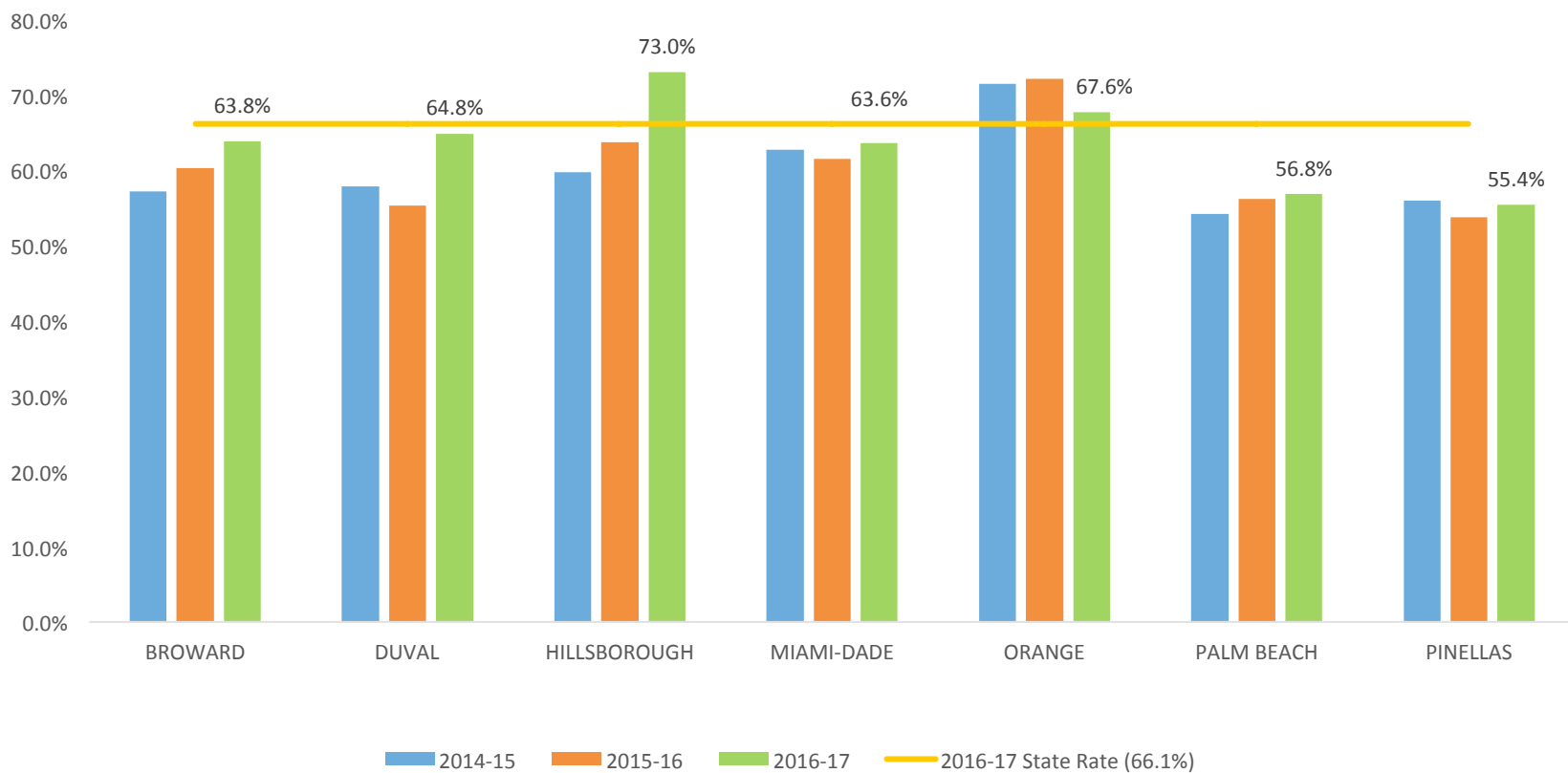


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

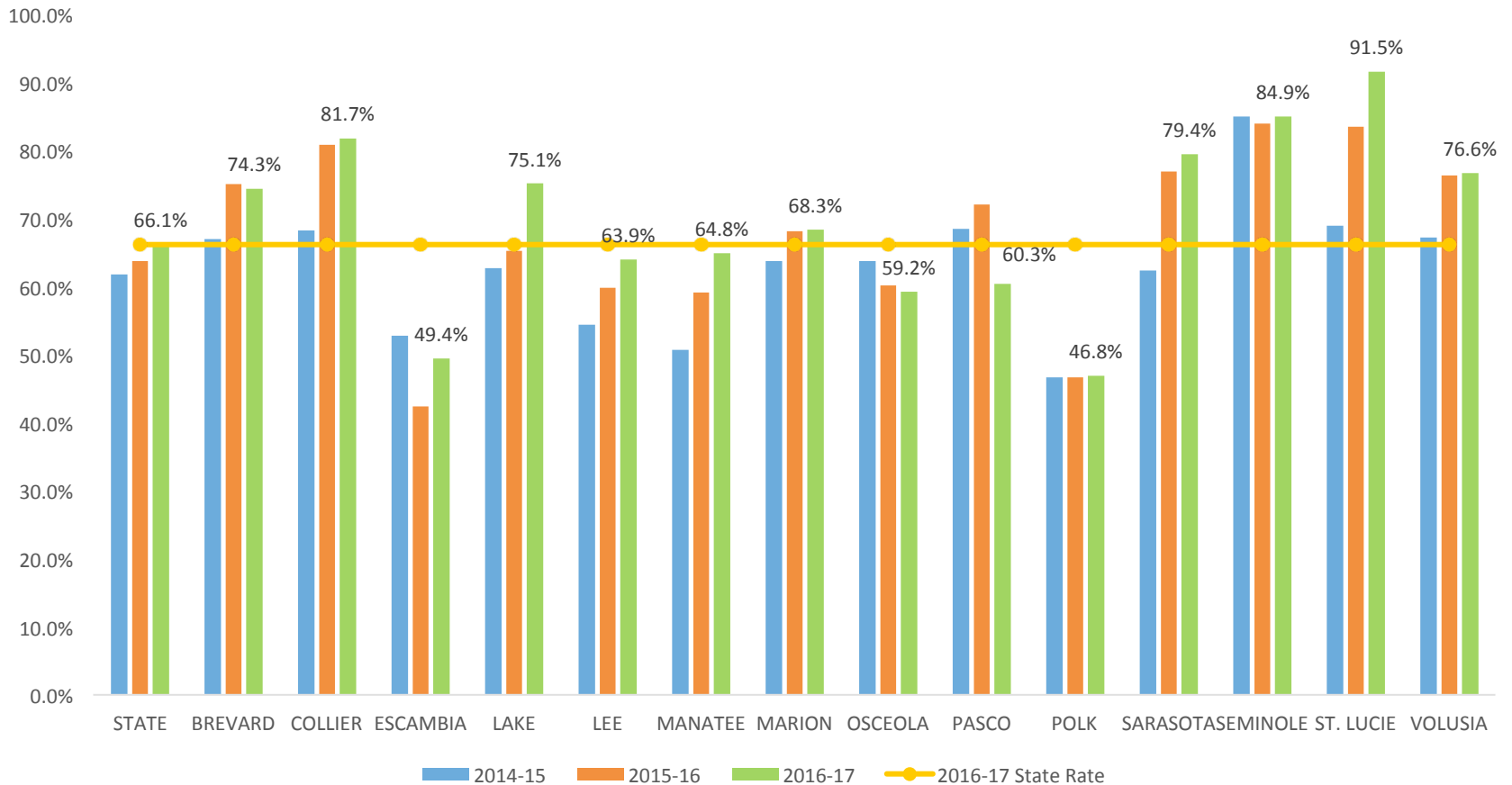
Standard Diplomas Rates

Single-Year Standard Diploma Rates

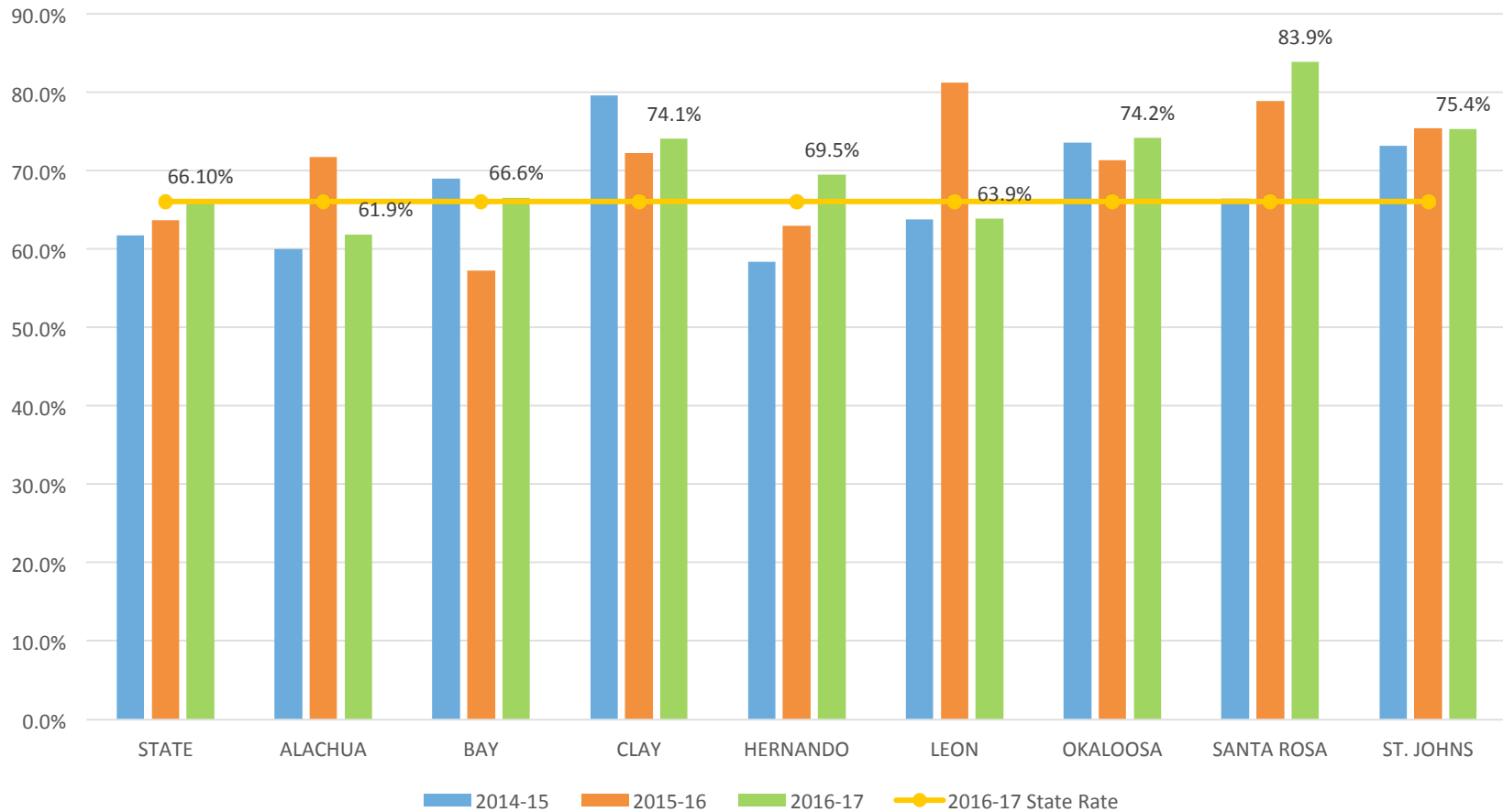
Standard Diploma Rates Size-Alike Comparison of Very Large School Districts 2014-15 through 2016-17



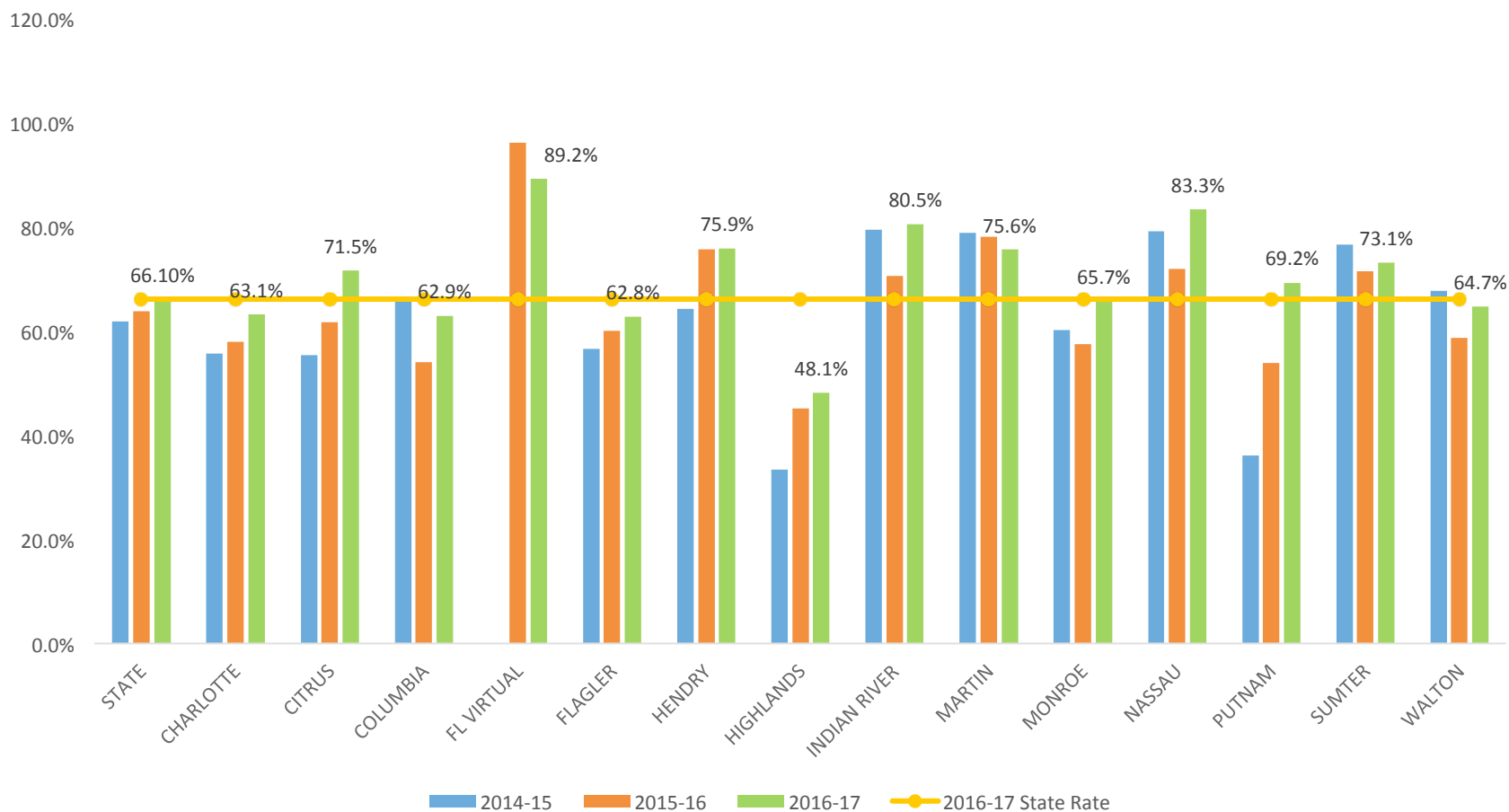
Standard Diploma Rates
Size-Alike Comparison of Large School Districts
2014-15 through 2016-17



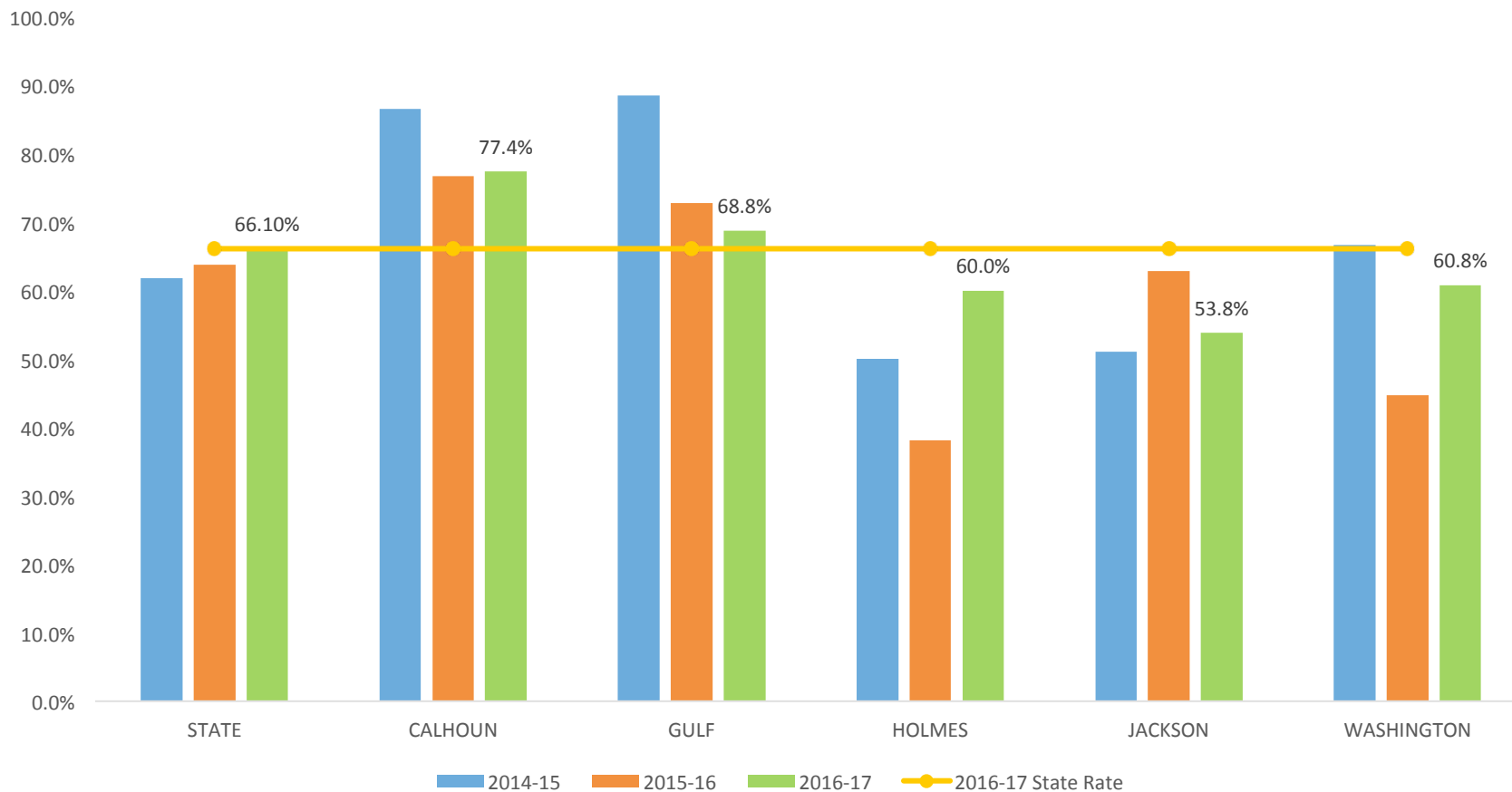
Standard Diploma Rates
Size-Alike Comparison of Medium School Districts
2014-15 through 2016-17



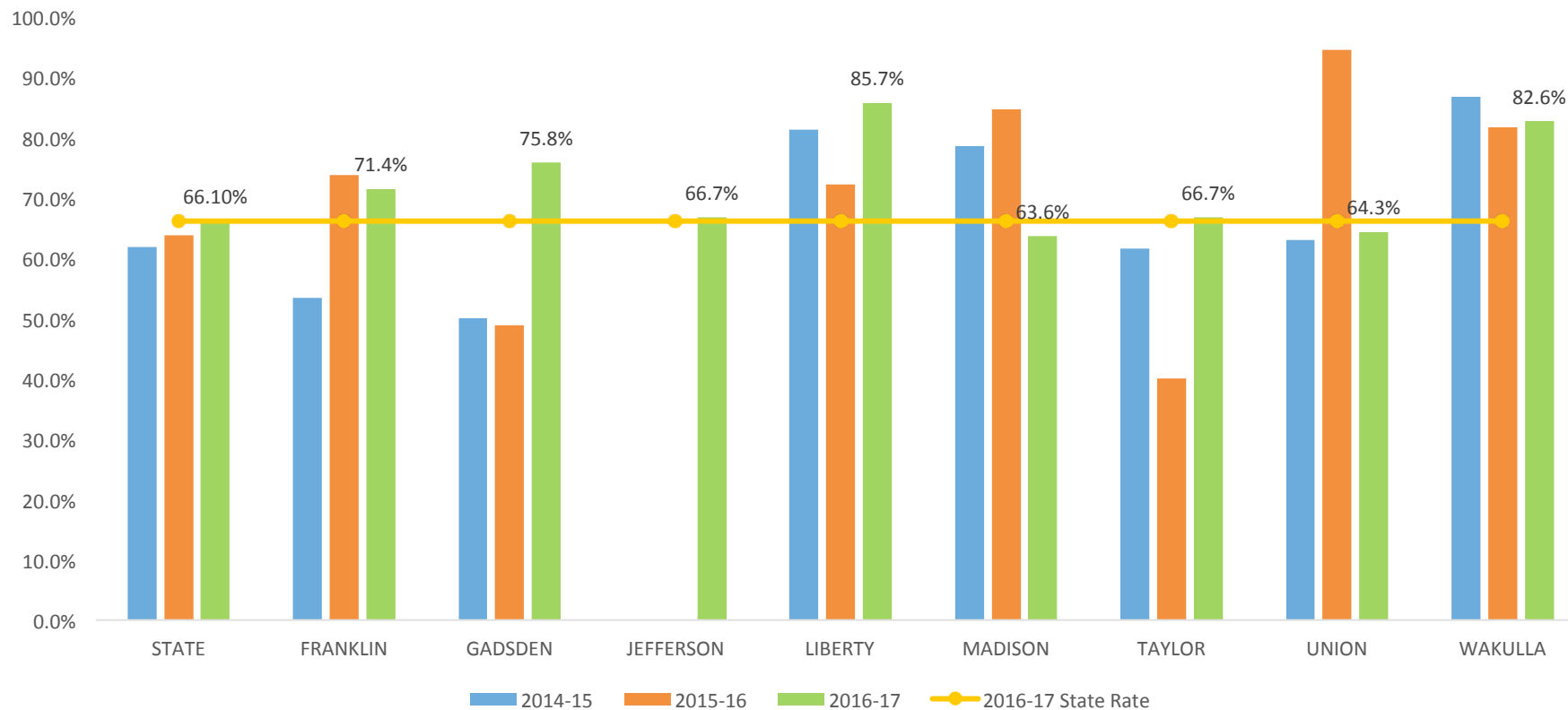
Standard Diploma Rates
Size-Alike Comparison of Medium to Small School Districts
2014-15 to 2016-17



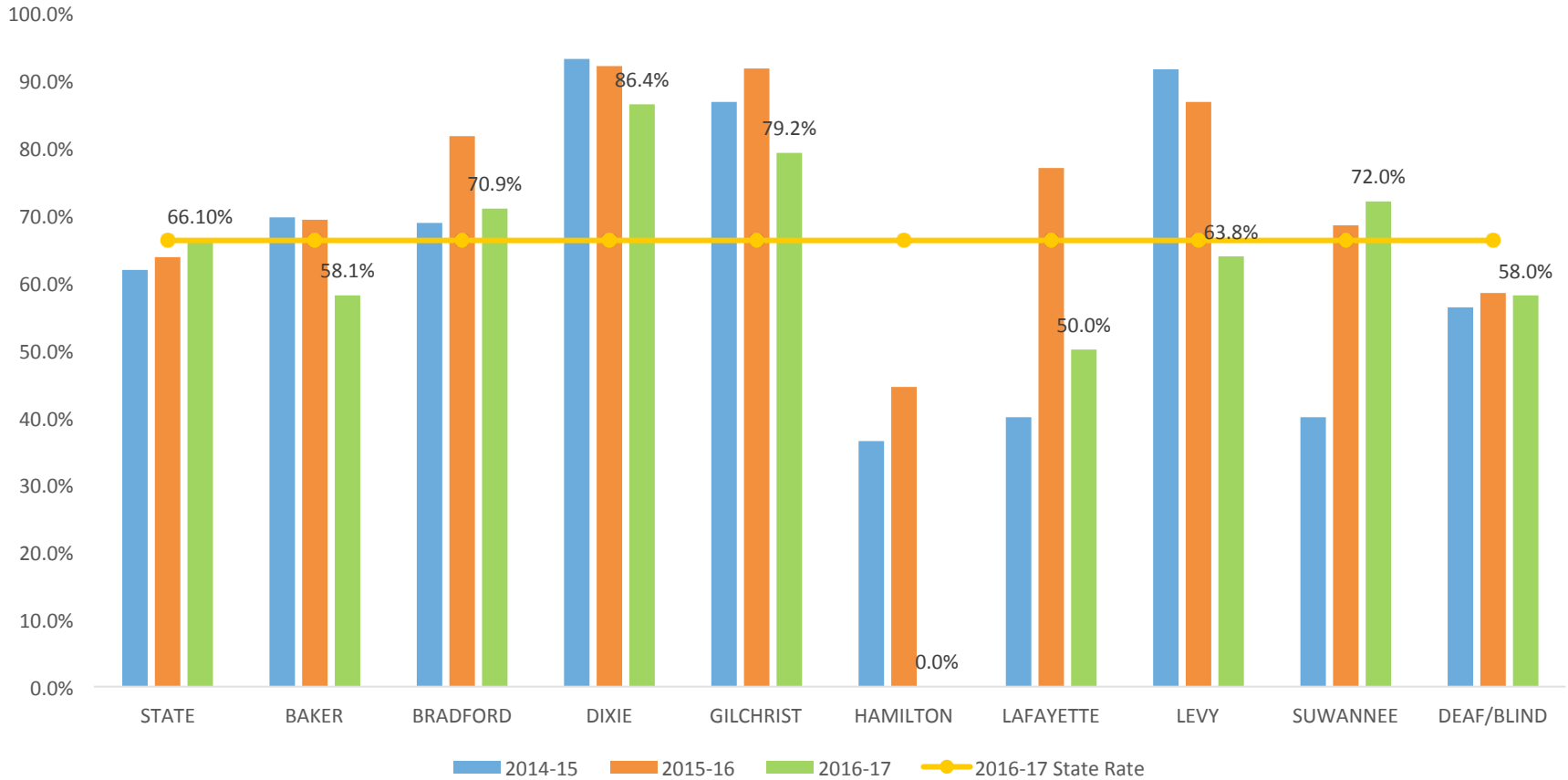
Standard Diploma Rates
Size-Alike Comparison of Small School Districts
2014-15 through 2016-17



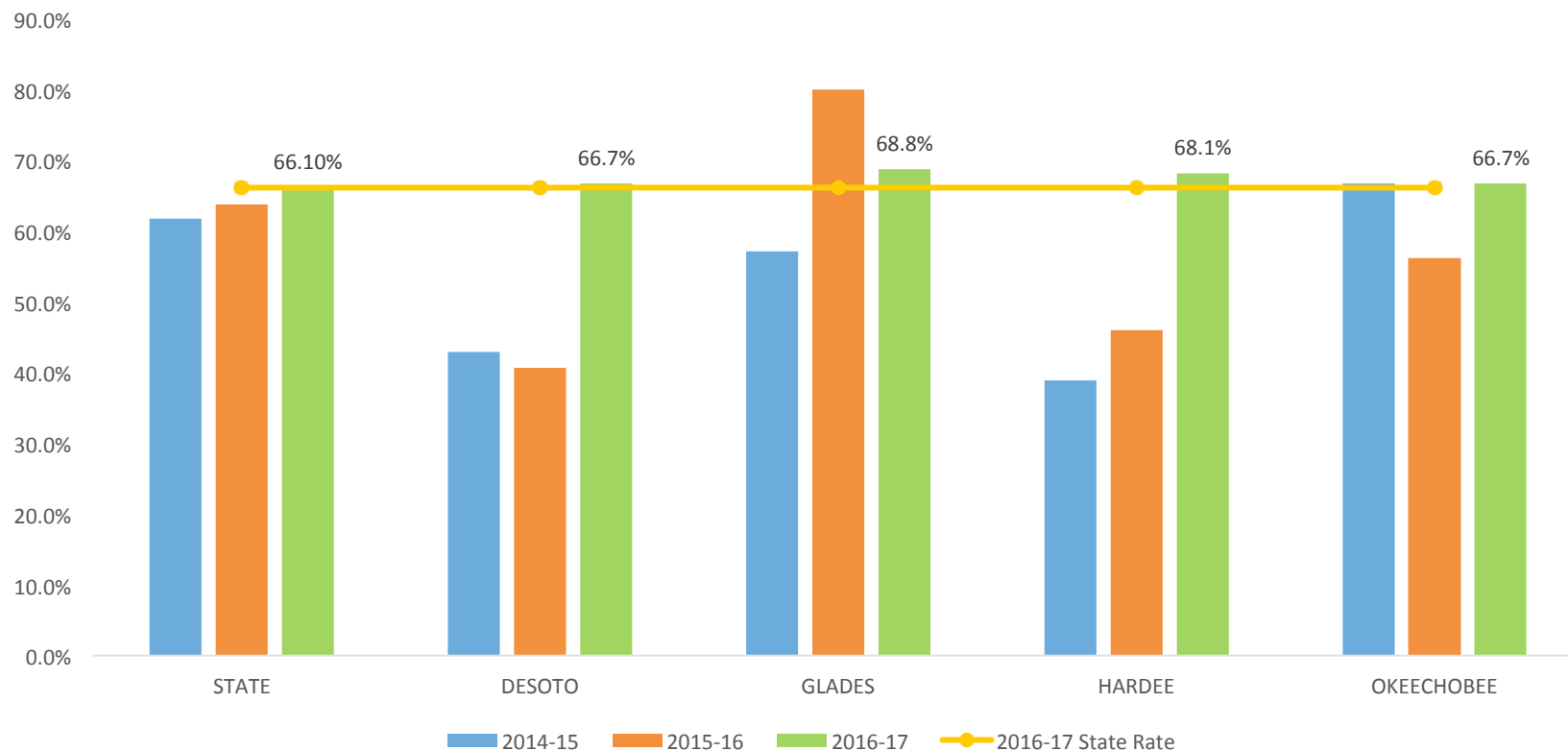
Standard Diploma Rates
Size-Alike Comparison of Small School Districts
2014-15 through 2016-17



Standard Diploma Rates
Size-Alike Comparison of Small School Districts
2014-15 through 2016-17



Standard Diploma Rates
Size-Alike Comparison of Small School Districts
2014-15 through 2016-17






FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

State Systemic Improvement Plan SSIP and SIMR

SSIP Foundation: Theory of Action

National Center on
Educational Outcomes –
6 Key Leadership Practices:

Florida Department of Education (FDOE)
Bureau of Exceptional Education and Student Services
Theory of Action

Six Key Practices	If FDOE Leads	Then Local Education Agency (LEA)	Then Schools	Then Students
<p>1. Uses Data Well</p>	<p>With the six key practices to implement multi-tiered systems of supports to districts based on need and resulting in continuous improvement...</p> <ul style="list-style-type: none"> Identify and respond to community needs Engage community, families, and support 	<p>Will use the six key practices to implement the multi-tiered system of supports to schools based on need and resulting in continuous improvement...</p> <ul style="list-style-type: none"> Establish clear expectations for data use Use data to identify need, measure implementation and impact on student learning 	<p>Will use the six key practices to implement the multi-tiered system of supports to students based on need and resulting in continuous improvement...</p> 	<p>Will engage, progress, and graduate college, career and life ready.</p> <p>Photos provided by Thinkstock</p>
<p>2. Focus Goals</p>	<ul style="list-style-type: none"> Establish common goals Provide products and services to facilitate focused goal setting and coherent plans 	<ul style="list-style-type: none"> Establish priority on improving teaching and learning Ensure alignment of goals Take leadership responsibility for goal setting 		
<p>3. Select & Implement Shared Instructional Practices</p>	<ul style="list-style-type: none"> Serves to help districts improve quality of instruction to all students Establishes statewide system of supports to districts 	<ul style="list-style-type: none"> Align standards based instruction to district goals Build common language understanding Require ongoing progress monitoring 		
<p>4. Implement Deeply</p>	<ul style="list-style-type: none"> Limits state and district requirements Provides products and services that help districts fully implement strategies 	<ul style="list-style-type: none"> Ensure consistency implementation of selected improvement strategies Require aligned school structures Provide support and accountability 		
<p>5. Monitor & Provide Feedback</p>	<ul style="list-style-type: none"> Helps districts understand relationship between monitoring for improvement and monitoring for compliance 	<ul style="list-style-type: none"> Use data to monitor implementation indicators for implementation Provide differentiated support Measure effectiveness 		
<p>6. Inquire & Learn</p>	<ul style="list-style-type: none"> Evaluates adult and student learning Recognizes continuous improvement Engage and support all students 	<ul style="list-style-type: none"> Pursue continuous improvement Establish decision-making process Provide active oversight of instruction 		

5(a): The Florida Department of Education, in collaboration with its internal and external stakeholders, has identified the measurable result of increasing the statewide graduation rate for students with disabilities from 52.3% (2012-13 graduates) to 62.3% (2017-18 graduates) and closing the graduation gap (baseline 23.2 percentage points in 2012-13) for students with disabilities in half (< 11.6 points). The SIMR is related to SPP/APR results indicator #1: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Logic Model Implements Theory of Action

Florida Department of Education (FDOE)
Bureau of Exceptional Education and Student Services (BEES)
Logic Model

Context: FDOE, in collaboration with its internal and external stakeholders, and in response to Office of Special Education Programs/Individuals with Disabilities Education Act (IDEA) Indicator 17, has developed the State Systemic Improvement Plan (SSIP) using the *Moving the Numbers: What Matters Most* and *Six Key Practices* (National Center on Educational Outcomes, 2012), which is a framework for continuous improvement. FDOE identified the measurable result of increasing the statewide graduation rate for students with disabilities from 52.3 percent (2012-13 graduates) to 62.3 percent (2017-18 graduates) and closing the graduation gap (baseline 23.2 percentage points in 2012-13) for students with disabilities in half (<11.6 points). The state-identified measurable result (SIMR) is related to state performance plan and annual performance report results Indicator 1: Percent of youth with individual educational plans (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416(a)(3)(A))

Evidence-based framework: *Moving the Numbers: What Matters Most* (NCEO, 2012) is the structure for continuous improvement within a comprehensive, integrated multi-tiered system of supports (MTSS) from the state education agency (SEA) to local education agencies (LEAs). The six key practices of Moving Your Numbers provide the framework for the FDOE Theory of Action and are: (1) Use data well, (2) Focus your goals, (3) Select and implement shared instructional practices, (4) Implement deeply, (5) Monitor and provide feedback and support, and (6) Inquire and learn.

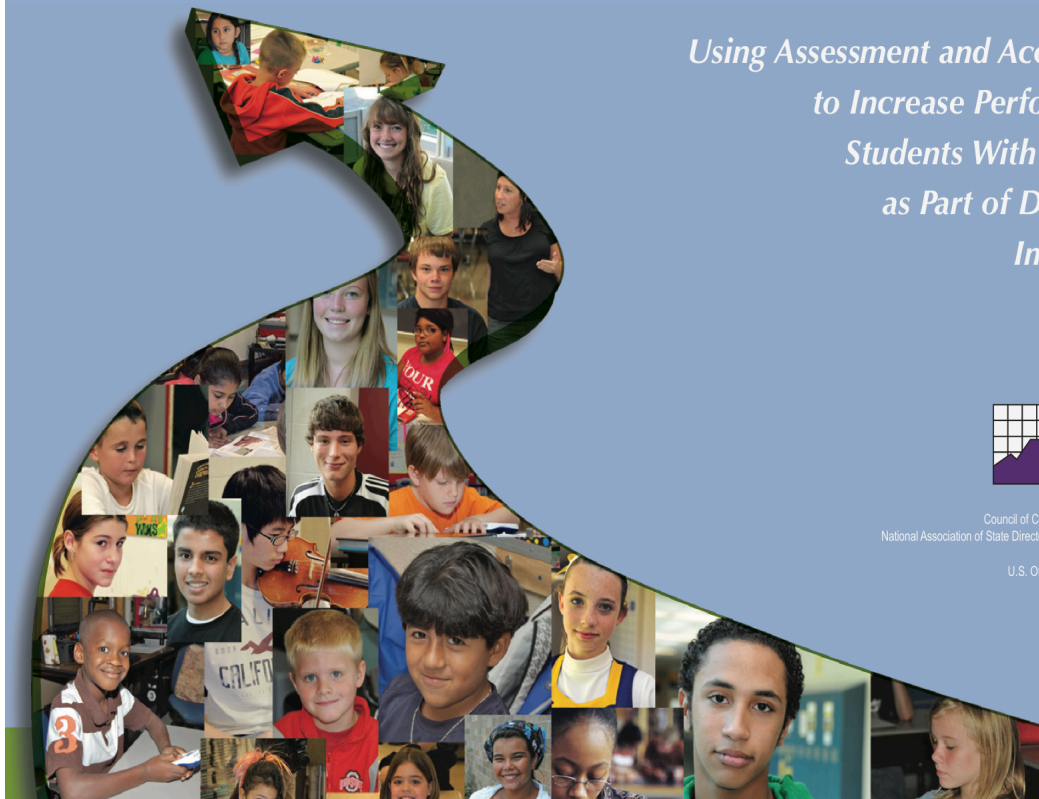
Inputs	Activities	Outputs	Outcomes	Impacts
<i>What funding and resources (including people) will support the work?</i>	<i>What will we do?</i>	<i>What services and products will be created?</i>	<i>What will be the results?</i>	<i>What will be the ultimate impact?</i>
<ul style="list-style-type: none"> U.S. Dept. of Education BEES and its FDOE partnerships with school improvement, standards and instructional supports, assessment, and educator quality IDEA discretionary projects <i>Moving Your Numbers: What Matters Most</i> and <i>Six Key Practices</i> 	<p>BEES will:</p> <ul style="list-style-type: none"> Provide professional development, technical assistance, funds and guidance to the 72 school district leadership teams and other stakeholders based on evidence of need as determined through ongoing evaluations of progress using multiple data sources, including the Six Key Practices Self-Assessment 	<ul style="list-style-type: none"> Alignment of the technical aspects of the SSIP strategy expressed in <i>Moving Your Numbers</i> (NCEO, 2011) with the adaptive side of the strategy expressed in <i>Leading by Convening</i> (IDEA Partnership, 2014) Transition data reports for graduation, dropout, transition IEP compliance, post-school outcomes and graduation gap data to determine which districts need assistance in which area Early warning system that codes 	<ul style="list-style-type: none"> Short term—Increased capacity to implement key practices that increase student engagement, achievement and graduation rates at the state, district and school levels Intermediate—Improved student outcomes at the school level, i.e., increased graduation rates 	<ul style="list-style-type: none"> Florida's students with IEPs successfully graduate from high school as college-, career-, and life-ready citizens

Evaluation of District Implementation of Key Practices

MOVING YOUR NUMBERS

District Self-Assessment Guide for Moving Our Numbers

*Using Assessment and Accountability
to Increase Performance for
Students With Disabilities
as Part of District-wide
Improvement*



In collaboration with:
Council of Chief State School Officers (CCSSO)
National Association of State Directors of Special Education (NASDSE)
Supported by:
U.S. Office of Special Education Programs

Evaluation of District Implementation of Key Practices

Reported Level of Application of Six Key Practices from Diverse Stakeholders

	#1 Use Data Well	#2 Focus Goals	#3 Shared Instructional Practices	#4 Implement Deeply	#5 Monitor Feedback Support	#6 Inquire and Learn
2016	Medium	Medium	High	Low	Low	High
2017	Medium	High	High	Low	Low	Medium



www.FLDOE.org

