



Administrator's Management Meeting

BEESS Updates

September 2015



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From Preschool to Post-School Outcomes *Preparing Florida's Students to Become College and Career Ready*

Equity, Access and Attainment



The Emphasis of IDEA 04

“Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities”
(sec. 1400(c)(1))

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

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

(OSEP, 2012)

SEA Determinations

State Determinations

- For the first time in 2014, in making Part B determinations the U.S. Department of Education used both compliance and results data, giving each equal weight in making each state's determination.

2015 State Determination, Part One

- Compliance Matrix
 - Data for all compliance indicators
 - Disproportionate representation
 - 60-day evaluation timeline
 - Part C to Part B transition
 - Transition IEPs
 - Timeliness of complaint and due process hearing decisions
 - Timely and accurate data submissions
 - Longstanding Noncompliance

2015 State Determination, Part Two

- Percentage of 4th and 8th grade SWD participating in statewide assessments
- Percentage of 4th and 8th grade SWD scoring basic or above on NAEP
- Percentage of 4th and 8th grade SWD included in NAEP testing
- Percentage of SWD dropping out
- Percentage of SWD graduating with a regular high school diploma

2015 State Determination Scoring

- Maximum Compliance Points Possible: 20
- Maximum Results Points Possible: 24
- Florida earned
 - 17 compliance points
 - 17 results points

Determinations for Seven Largest States

- Florida: Needs Assistance (77.92%)
- California: Needs Assistance (60.00%)
- Illinois: Needs Assistance (70.42%)
- New York: Needs Assistance (66.67%)
- Ohio: Needs Assistance (79.17%)
- Pennsylvania: Meets Requirements (86.67%)
- Texas: Needs Intervention (55.42%)

State Identified Measurable Results

- Federal Uniform Graduation Rate (Indicator 1)
- State priority is grad rate (from Commissioner, Governor, SBE)
- Targets set in current strategic plan have been revised
- “Targets should be the same as targets under Title 1 of ESEA.” (85% or 2% improvement per year)

Description of Measure

Baseline and Targets

- Federal Uniform Graduation Rate (Indicator 1)
- State priority is grad rate (from Commissioner, Governor, SBE)
- Targets set in current strategic plan have been revised
- “Targets should be the same as targets under Title 1 of ESEA.” (85% or 2% improvement per year)

State Systemic Improvement Plan

- Indicator 17: Three Phases
- Phase 1 (2014-15)
 1. Data Analysis
 2. Analysis of Infrastructure to Support Improvement and Build Capacity
 3. State-identified Measurable Result for Students with Disabilities (SIMR);
 4. Selection of Coherent Improvement Strategies;
 5. Theory of Action.

Proposed SSIP Activities by Phase

Year 1 - FFY 2013 Delivered by Apr 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	Phase II Development	Phase III Evaluation and Implementation
<ul style="list-style-type: none"> • Data Analysis; • Description of Infrastructure to Support Improvement and Build Capacity; • State-identified Measureable Result; • Selection of Coherent Improvement Strategies • Theory of Action 	<ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan 	<ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP



Evaluation

- Evaluation of progress annually
- Adjust plan as needed

SSIP Phase III

How well is
the solution
working?

Analyzing and Focusing

- Identify starting point
- Initiate broad *Data Analysis*
- Conduct broad *Infrastructure Analysis*
- Identify primary concern (potential *SiMR*)

SSIP Phase I

What is the
problem?

SSIP Phase I and II

Planning and Doing

- Identify coherent improvement strategies (Exploration Phase)
- Develop action steps (address barriers/use leverage points)
- Develop *Theory of Action*
- Develop *Plan* for improvement (Implementation Framework)

What shall
we do
about it?

SSIP Phase I

Investigating

- Conduct root cause analysis (including infrastructure) to identify contributing factors
- For each contributing factor, identify both barriers and leverage points for improvement
- Narrow and refine the *SiMR*

Why is it
happening?

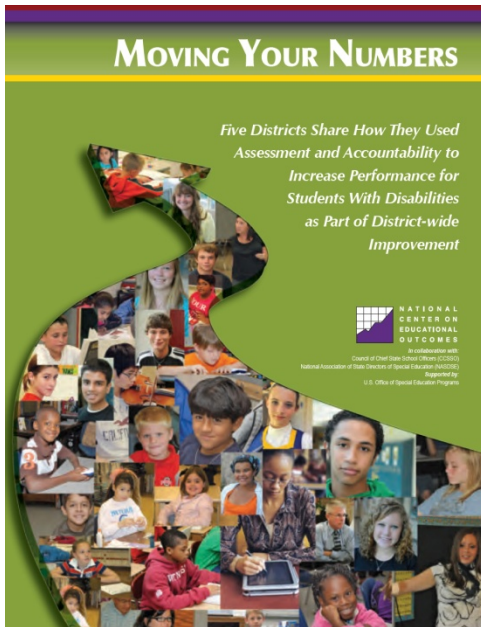
SSIP

Phase II - Improvement Plan: Infrastructure Development

Infrastructure development includes:

- Improvements to infrastructure to better support EIS programs/LEAs to scale up evidence-based practices to improve SiMR
 - Who will implement infrastructure changes
 - Resources needed
 - Expected outcomes
 - Timelines

What Matters Most for SEAs and LEAs



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

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

What Matters Most for SEAs and LEAs

6 Key Practices

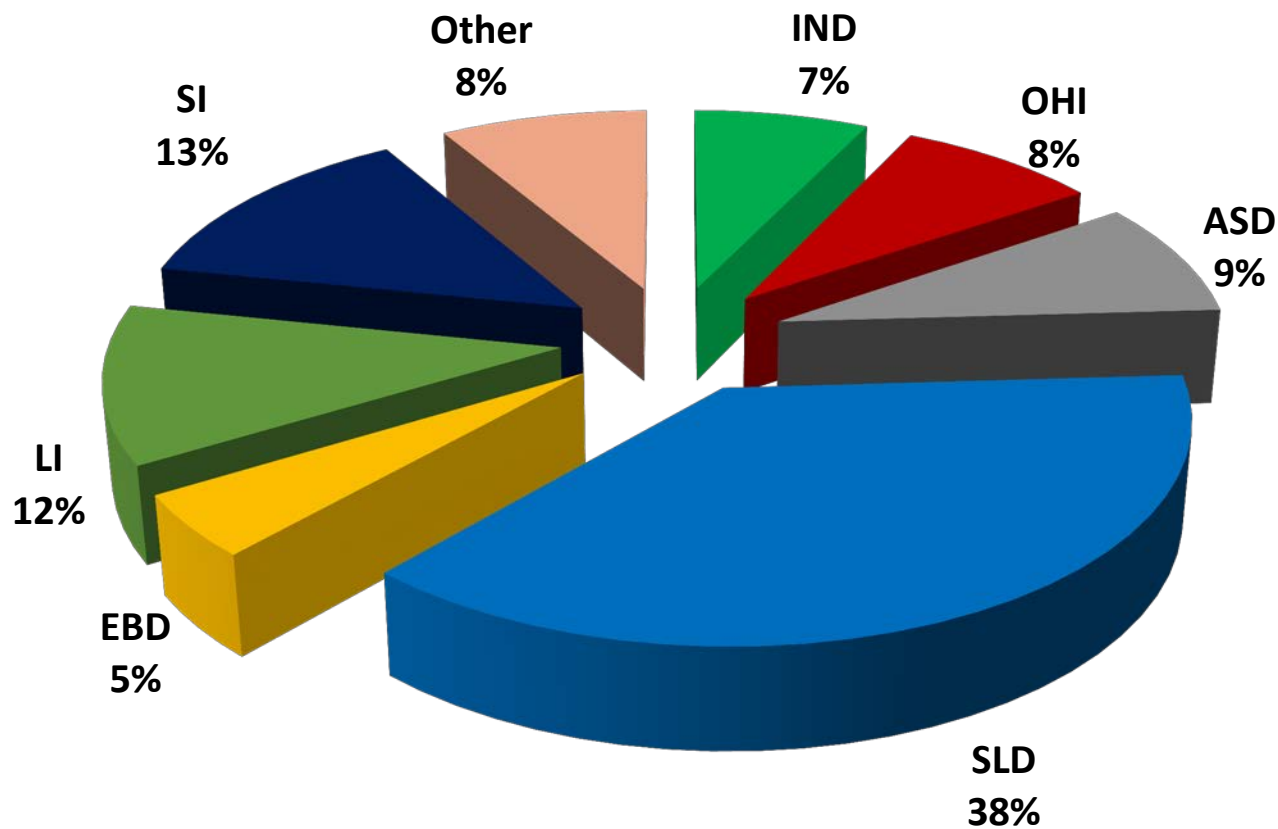
1. Use Data Well
2. Focus Goals
3. Select and Implement Shared Instructional Practices
4. Implement Deeply
5. Monitor and Provide Feedback
6. Inquire and Learn

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

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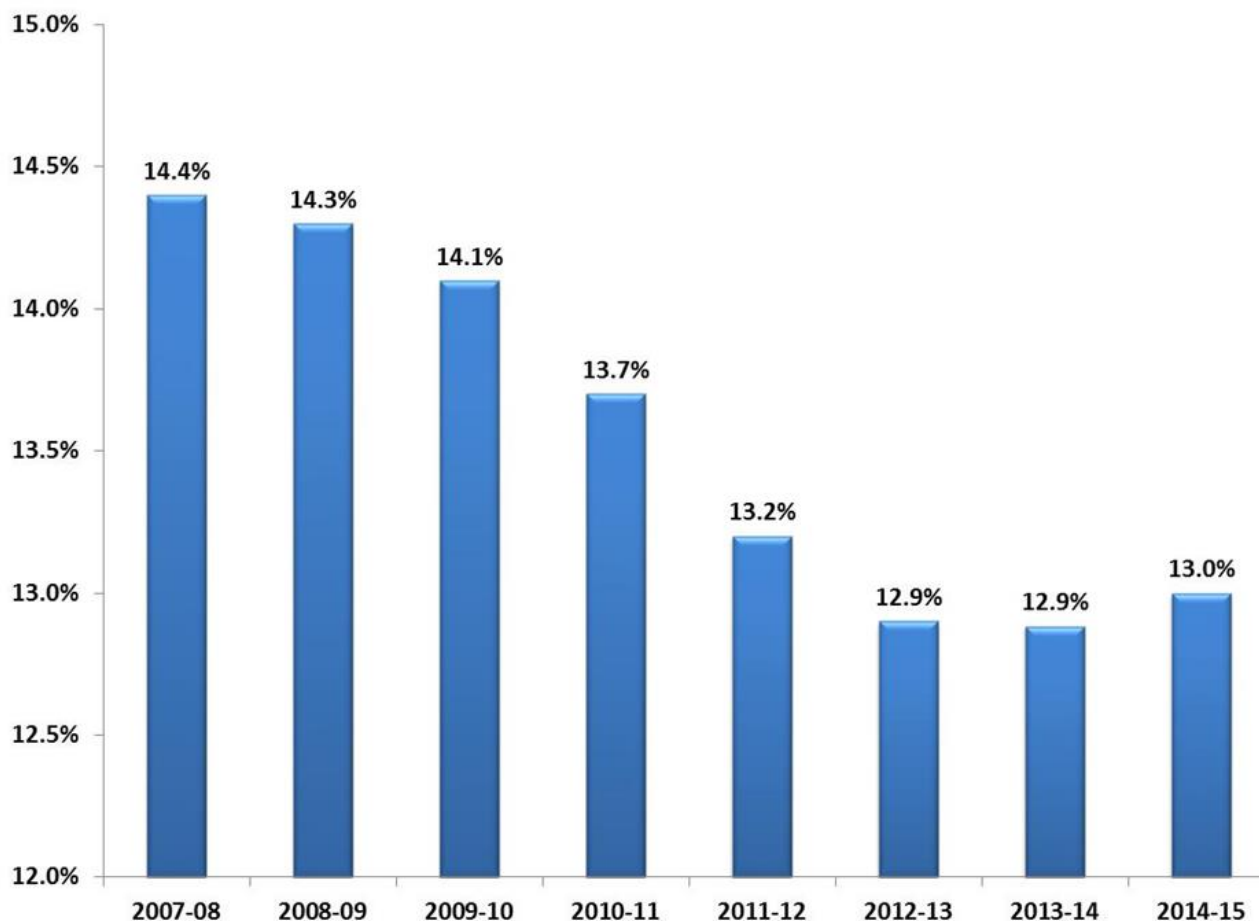


Florida's Students with Disabilities

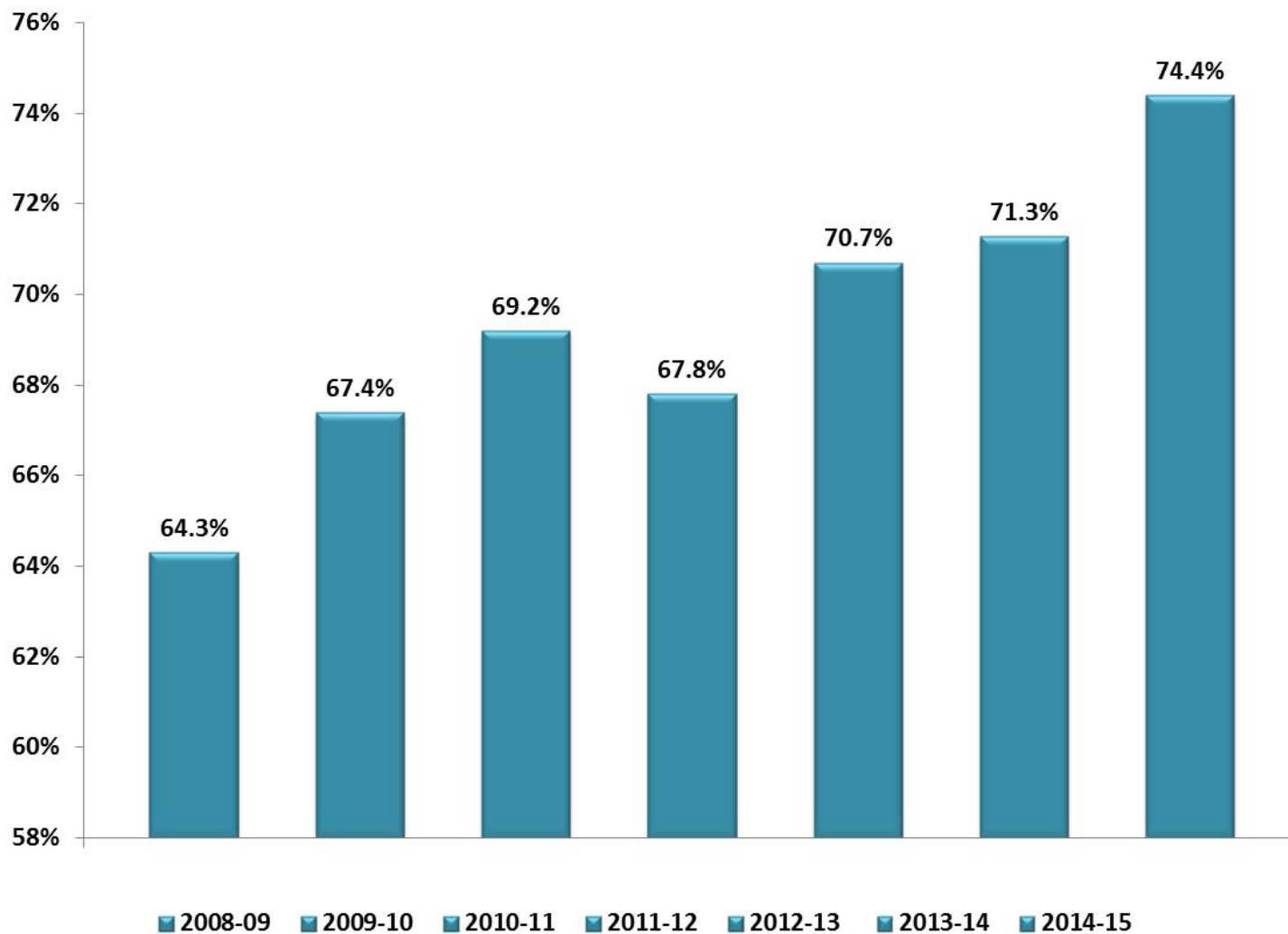


Source: EIAS Survey 2, Fall 2014

SWD AS PERCENT OF TOTAL POPULATION



Regular Class Placement



Regular Class Placement: 2005-06 to 2014-15

➤ State Improvement

- 19.1 point increase between 2005-06 and 2014-15

➤ District Improvement

- 7 districts > 70% in 2005-06
- 44 districts > 70% in 2011-12
- 48 districts > 70% in 2012-13
- 52 districts > 70% in 2013-14
- 57 districts > 70% in 2014-15

➤ District Variability

- 4 districts < 55% in 2011-12
- 3 districts < 55% in 2012-13
- 3 districts < 55% in 2013-14
- 2 districts < 55% in 2014-15
- 7 districts > 85% in 2011-12
- 8 districts > 85% in 2012-13
- 9 districts > 85% in 2013-14
- 10 districts > 85% in 2014-15

Separate Class Placement: 2005-06 to 2014-15

➡ **State Change**

- ➡ 9.5 point decrease between 2005-06 and 2014-15

➡ **District Change**

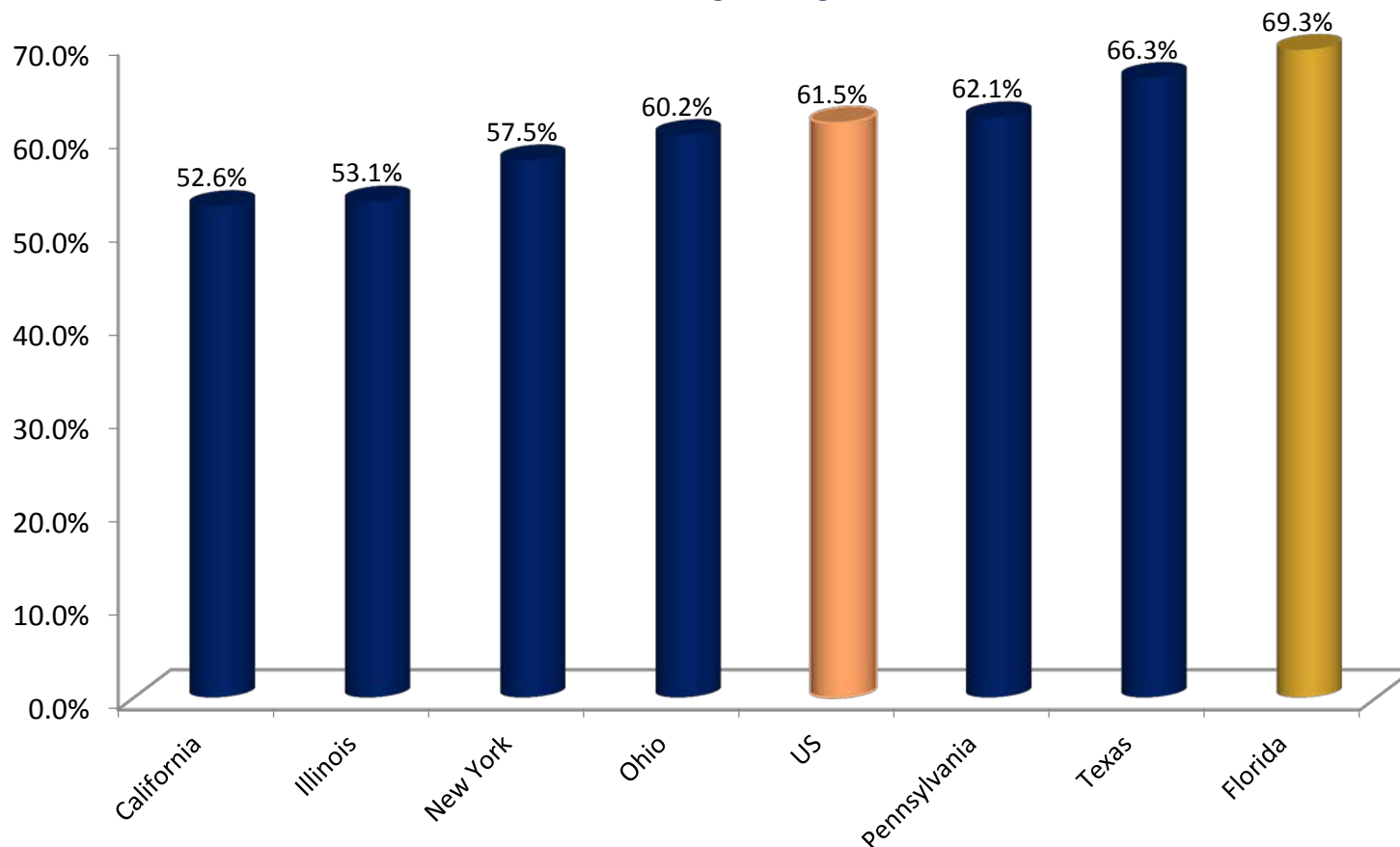
- ➡ 16 districts < 14% in 2005-06
- ➡ 33 districts < 14% in 2011-12
- ➡ 39 districts < 14% in 2012-13
- ➡ 33 districts < 14% in 2013-14
- ➡ 38 districts < 14% in 2014-15

➡ **District Variability**

- ➡ 12 districts < 10% in 2011-12
- ➡ 14 districts < 10% in 2012-13
- ➡ 13 districts < 10% in 2013-14
- ➡ 18 districts < 10% in 2014-15
- ➡ 17 districts > 20% in 2011-12
- ➡ 14 districts > 20% in 2012-13
- ➡ 15 districts > 20% in 2013-14
- ➡ 11 districts > 20% in 2014-15

Seven Largest States

Percent of Students with Disabilities in Regular Class Placement 2012-13



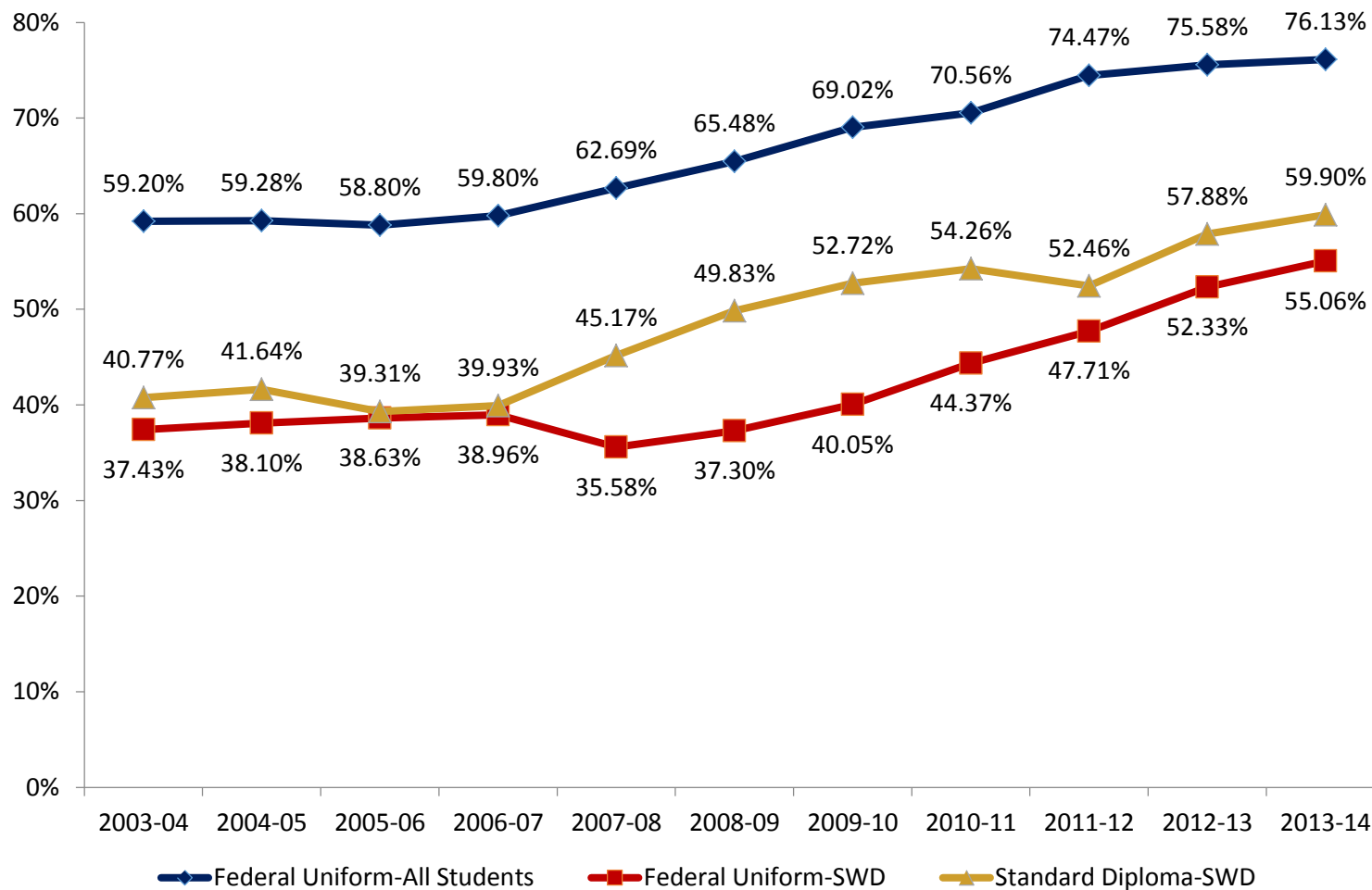
Class

- The ideal situation is for all children to be educated together
- The **classroom** a child sits in does NOT dictate the type of **courses** they take
- Children in a general education classroom may be enrolled in access courses and children in a separate environment may be enrolled in general education courses

Course

- For students now in the 9th grade and below there are only two course choices for core subjects, general education courses and access courses
- Both are based on the same standards, but the level of complexity is very different
- Only students on access points can take access courses
- Access points are only for students with a significant cognitive disability and parental consent is required

Standard Diploma Graduation Rates



Standard Diploma Rate: 2005-06 to 2013-14

➤ State Improvement

- 21.3 point increase between 2005-06 and 2013-14

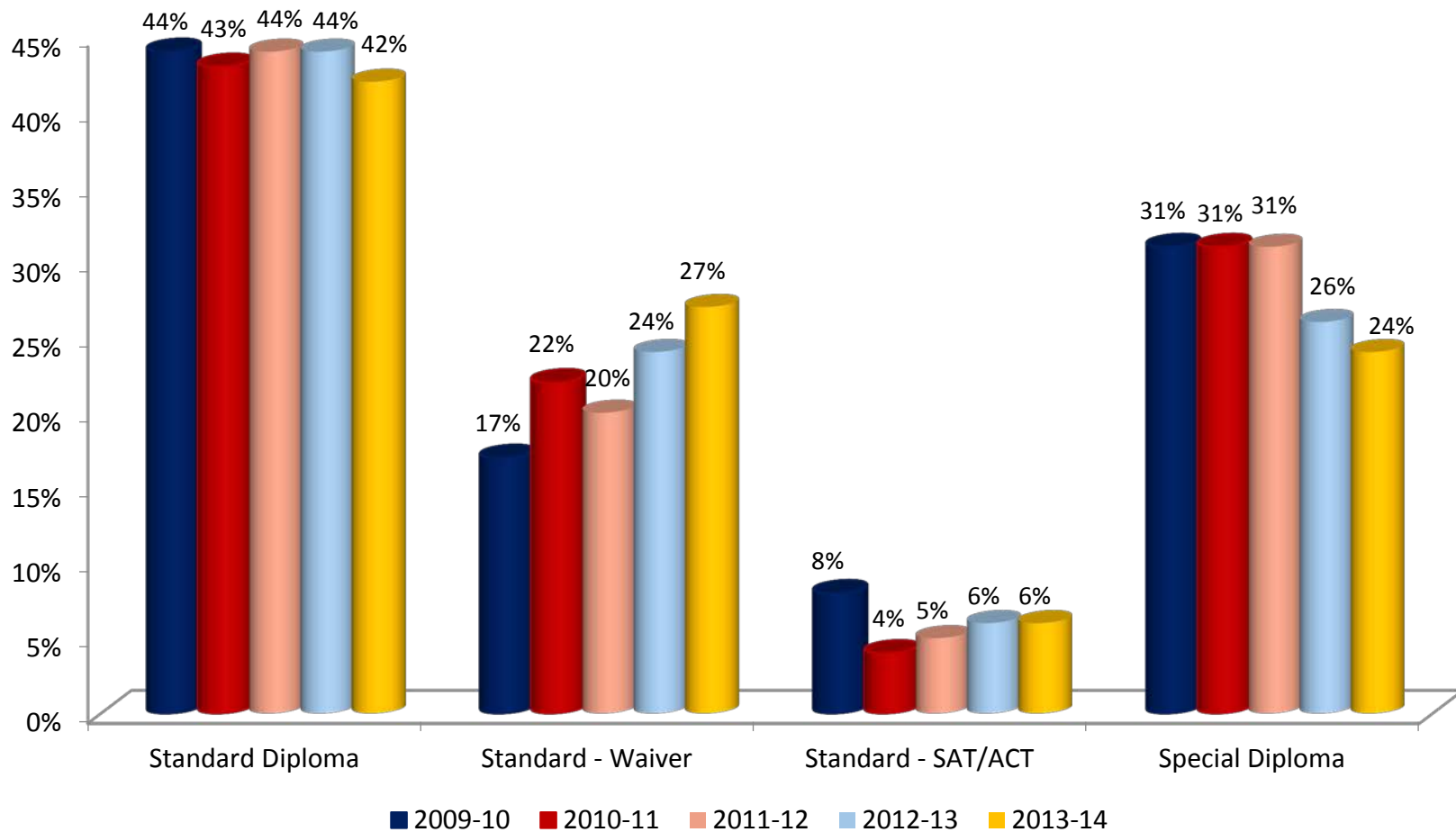
➤ District Improvement

- 19 districts > 50% in 2005-06
- 34 districts > 50% in 2010-11
- 36 districts > 50% in 2011-12
- 52 districts > 50% in 2012-13
- 55 districts > 50% in 2013-14

➤ District Variability

- 6 districts < 30% in 2010-11
- 2 districts < 30% in 2011-12
- 5 districts < 30% in 2012-13
- 3 districts < 30% in 2013-14
- 4 districts > 90% in 2010-11
- 3 districts > 90% in 2011-12
- 4 districts > 90% in 2012-13
- 4 districts > 90% in 2013-14

Graduates with Disabilities

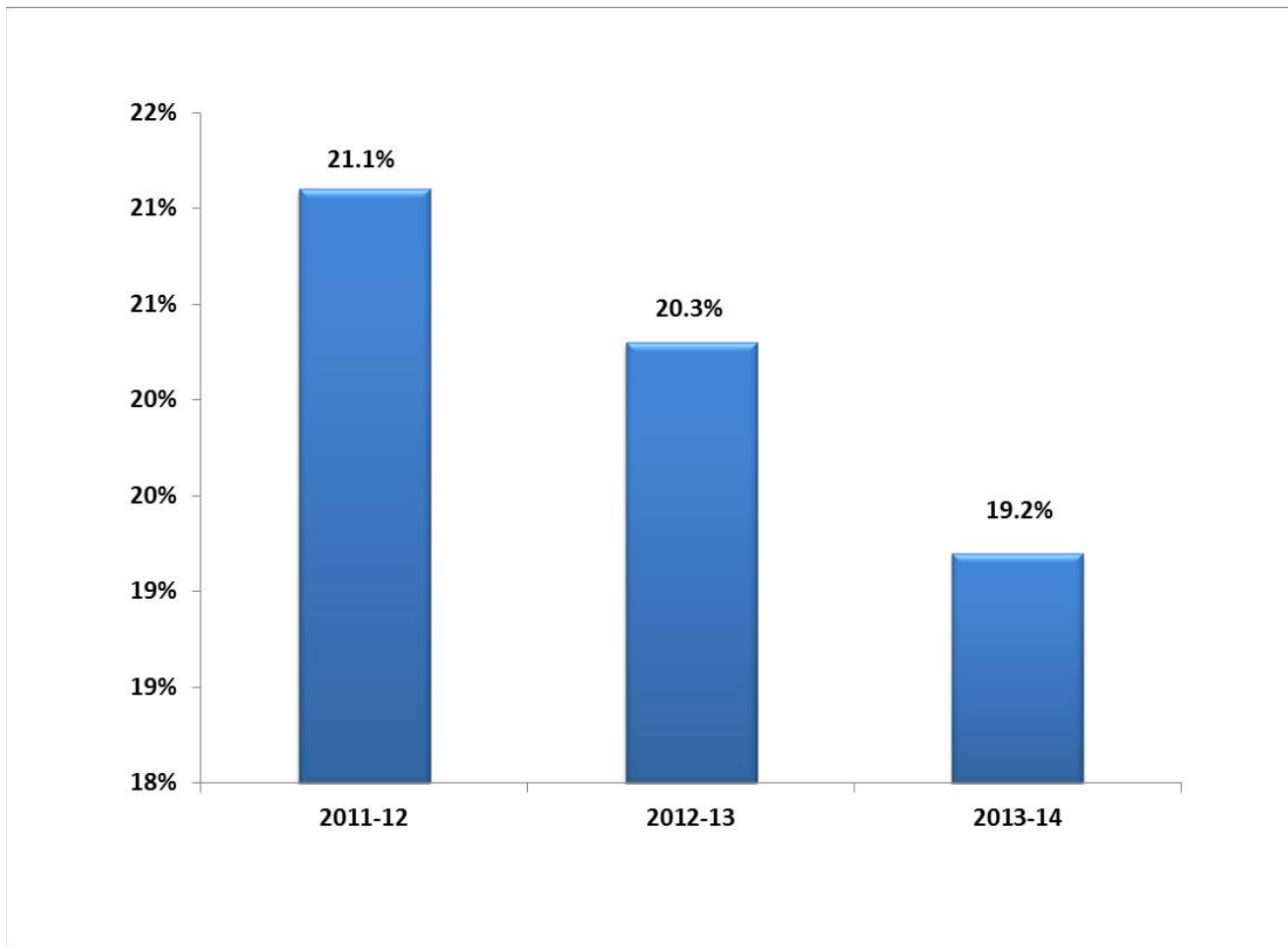


Due to rounding, totals may not equal 100.

Number of Students Earning Special Diploma

Year	Number of Students
2008-09	5,536
2009-10	5,227
2010-11	5,545
2011-12	5,066
2012-13	4,749
2013-14	4,229

Federal Dropout Rate 2011-12 through 2013-14



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Dropout Rate Calculations

- Florida dropout rate
 - 400 students, 10 drop out = $10/400 = 2.5\%$
 - State rate for 2012-13 was 3.8%
- EDFacts dropout rate
 - 400 students, 100 exit, 10 exiters drop out = $10/100 = 10\%$
 - State rate for 2012-13 was 20.3%
 - State rate for 2013-14 was 19.2%



Federal Dropout Rate: 2009-10 to 2013-14

➤ State Improvement

- 1.9 point decrease between 2011-12 and 2013-14

➤ District Improvement

- 42 districts < 20% in 2011-12
- 50 districts < 20% in 2012-13
- 47 districts < 20% in 2013-14

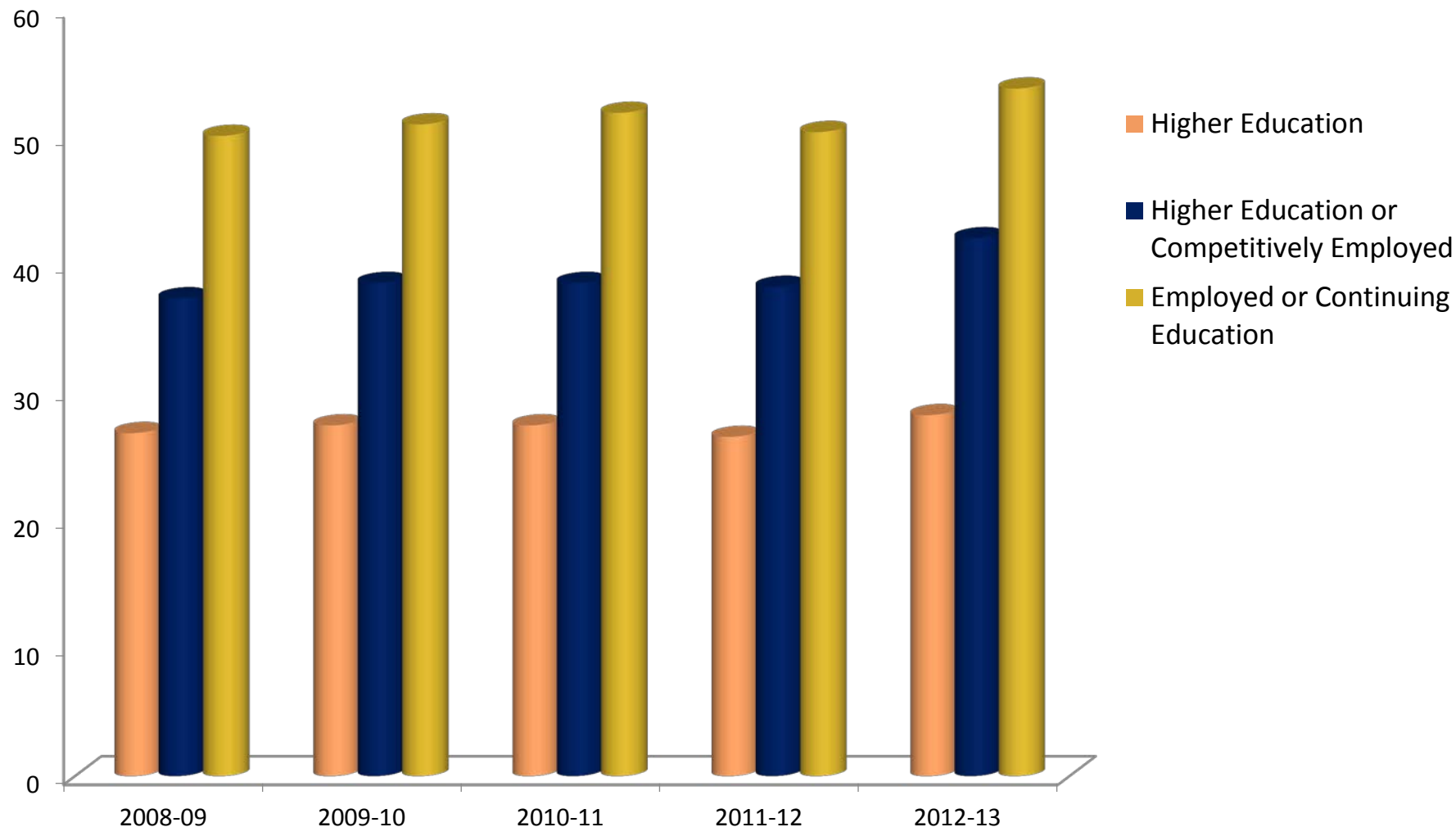
➤ District Variability

- 12 districts > 30% in 2011-13
- 9 districts > 30% in 2012-13
- 7 districts > 30% in 2013-14
- 8 districts < 5% in 2011-12
- 15 districts < 5% in 2012-13
- 14 districts < 5% in 2013-14

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)

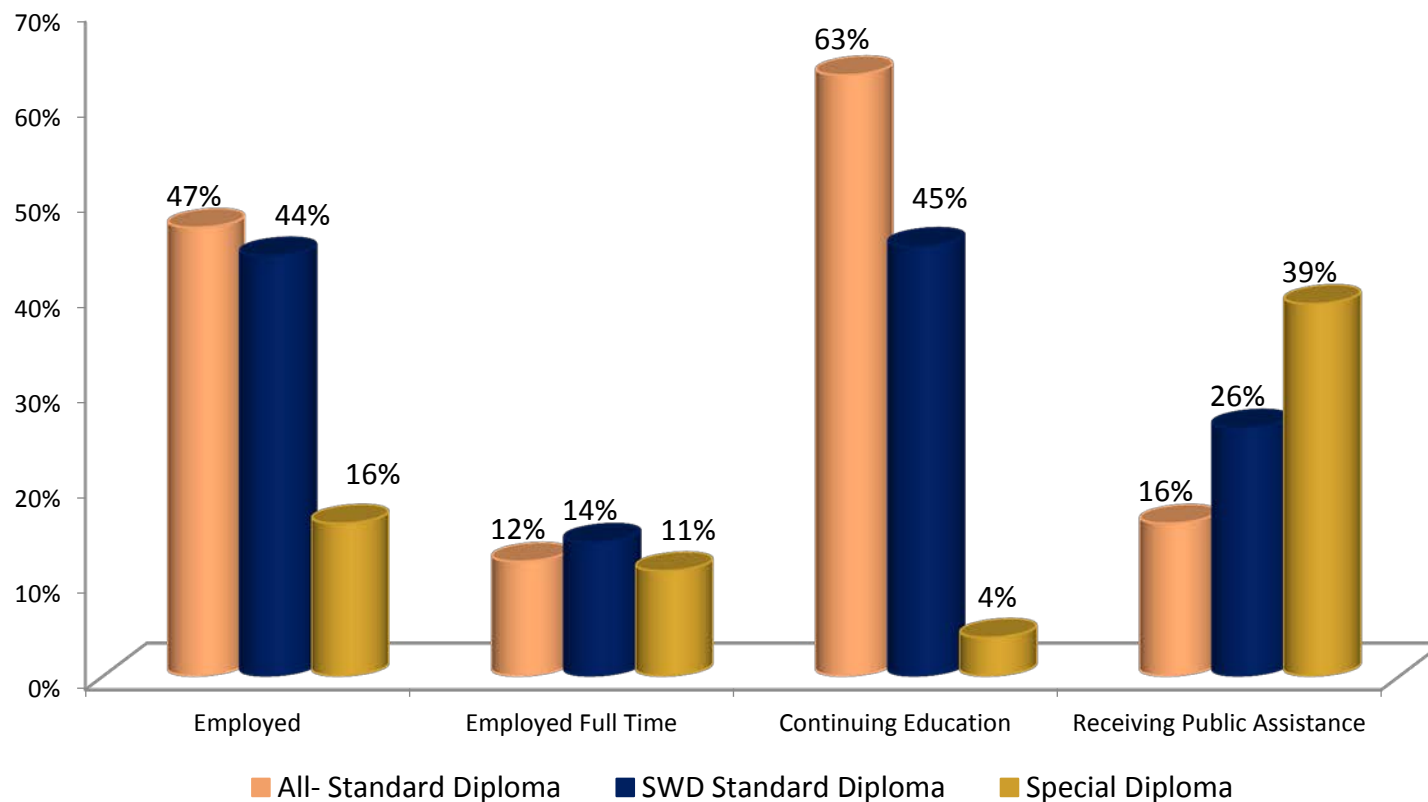


Source: Florida Education and Training Placement Information Program (FETPIP)

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Post-school Outcomes for 2012-13 Graduates

Fall 2013 Findings





NATIONAL
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EDUCATIONAL
OUTCOMES

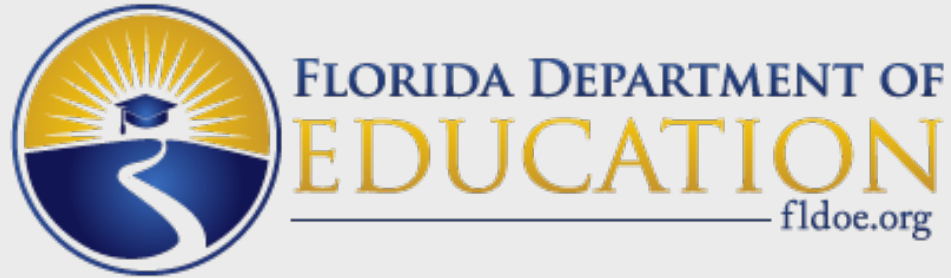
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GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES: ENSURING MEANINGFUL DIPLOMAS FOR ALL STUDENTS

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES: ENSURING MEANINGFUL DIPLOMAS FOR ALL STUDENTS

- Recommendations
 - Set high college and career expectations and clear goals for SWD
 - Limit the number of diploma options for SWD
 - Identify multiple, equally rigorous paths for SWD
 - Identify appropriate diploma options for students with SCD
 - Research the impact of state graduation requirements and diploma options on student outcomes



High School Graduation Requirements S. 1003.4282 (11), F.S.

- The majority of students with disabilities will continue to earn a standard diploma by meeting **the same graduation requirements as all students**
- In 2013-14, nearly 60% of students with disabilities earned a standard diploma.

Raise Graduation Rate – Training Available

Hernando increased graduation rate for SWD by **12.2%** from 2012-13 to 2013-14
Sarasota increased by **10.4%**

project10 transition
education
network

Projection Sheet Template		
Code	# students	Projected Federal Graduation Rate for SWDs
Total Students – Transfer-Outs (Gray) = 2014-16 Cohort Began in 2011-12		2014-16 Cohort (entered 8th Grade in 2011-12): # Students
Completely On-Track Students (Green): GPAs are 2.5 or greater and are potentially students that will graduate on time with their cohort. Attendance Reconsidering Codes: W06, W0A, W0B, W0F, W0B, W0T, W0W, W0X, W0Y, W0Z (Deferral)		If the ___ students are completely on track to graduate (dark green), then your graduation rate is # in category / total # of cohort = ___ %
On-Track Students (Light Green): GPAs are between 2.2 – 2.49. These students are likely to graduate on time, but can easily fall behind if not monitored.		If the ___ students that are completely on track to graduate (dark green) + the ___ students are on-track to graduate (light green), then your graduation rate is total of light and dark green / total # in cohort = ___ %
Borderline At-Risk Students (Yellow): GPAs range from 2.0 – 2.19. These students could potentially experience problems if they begin failing a course and need monitoring to stay on track for a timely graduation with their cohort.		If the ___ students that are completely on track to graduate (dark green) + the ___ students on-track to graduate (light green) + the ___ students that are borderline and to graduate (yellow), then your graduation rate is total of light and dark green / total # in cohort = ___ %
Extremely At-Risk Students (Orange): GPAs below a 2.0 and/or students are below grade level or have earned less than the required amount of credits. These factors may prevent them from a timely graduation with their cohort.		If the ___ students that are completely on track to graduate (dark green) + the ___ students on-track to graduate (light green) + the ___ students that are borderline and to graduate (yellow) + of the students that are extremely at-risk, ___ could graduate with support, then your graduation rate is total of ___ from orange, yellow, light and dark green / total # in cohort = ___ %
Dropout (Light Blue): These are students who dropped out (W06, W01, W03, W05, W06, W07, W02, W03 or left and enrolled in Adult Education/RED (W04).		Can any of these students be retrieved? Are some of them still able to achieve a standard diploma with their cohort with the right support, accommodations, interventions, etc.? If not, can some of these students be encouraged to enroll in Adult Education?
Special Diploma (Blue): Students in this category will count in the denominator (but not in the numerator) of the Federal Uniform Graduation Rate Calculation formula.		Do any of these students have any standard diploma credits? Would any of these students be able to achieve a standard diploma with the right support, accommodations, interventions, etc.?
Transfer (Gray): Students in this category need to be removed from the cohort data BEFORE Survey 5 is submitted. This ensures that these students will no longer be part of the cohort number of students.		State: sure all of these students have transferred.

Recommended Training

<http://project10.info/TrainingOnRequest.php>



Using School-level Data to Increase Graduation Success of Students with Disabilities



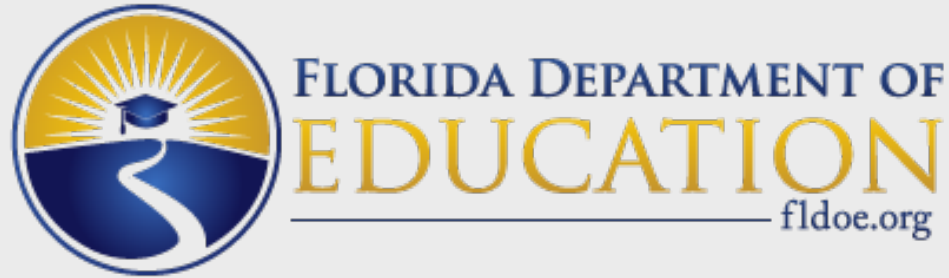
Dropout Prevention for Students with Disabilities, Part 1: Florida's Current Status



Dropout Prevention for Students with Disabilities, Part 2: Strategies for Improvement

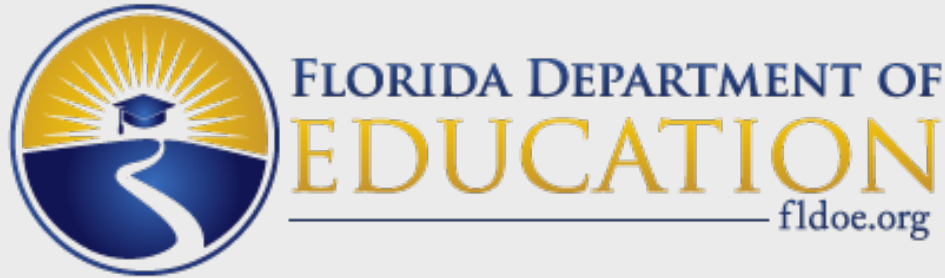
Contact your Regional Transition Representative (RTR) to schedule training or technical assistance today!

<http://project10.info/Contact.php>



Rule 6A-1.09963, Florida Administrative Code

- The statute required a rule, which became effective December 23, 2014
- Describes two high school graduation options available only to students with disabilities
- TAP issued April 17, 2015



Reminder Special Diploma

- Section 1003.438, Florida Statutes (F.S.) was repealed as of July 1, 2015
- Students who began 9th grade in 2013-14 or earlier and whose IEPs already documented special diploma may continue to work toward a special diploma
- Students who began 9th grade in 2014-15 or later **MAY NOT** work toward a special diploma

Standard Diploma via Access Courses

- Must meet the same 24 course requirements as all students, using access courses and alternate assessment
 - Access Algebra 1 instead of Algebra 1, etc.
 - ESE courses may be used as **electives**
 - Special Skills, CTE ESE, Fundamental
- May substitute a Career and Technical Education (CTE) course with content related for access English IV, one access math, one access science and one access social studies
 - Not access Algebra, Geometry, Biology or US History
 - CTE courses may be modified

Standard Diploma via Academic and Employment-based Courses

- Must meet the same 24 course requirements as all students
 - General education courses
 - May take ESE electives
- Must earn at least one-half credit in an employment-based course
 - Must be paid employment at or above a minimum wage
 - Documented achievement of components on employment transition plan (plan template available)


Standard Diploma via Academic and Employment-based Courses

- May substitute a CTE course with content related for English IV, one math, science and one social studies
 - Not Algebra, Geometry, Biology or US History
- May receive a waiver of statewide standardized test results


CTE Course Substitutions

- CTE courses that fulfill the equally rigorous science requirement can be used all students to meet science requirements
- Principles of Agribusiness (8009120) can fulfill the Economics requirement for all students
- Approximately 70% of CTE courses have been examined for alignment to math, science and English Language Arts standards- alignment tables at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu>
- If a CTE course is aligned to a subject it can be used as a substitute for that subject

On-line Training Module



GRADUATION REQUIREMENTS



Overview

Introduction

High School Completion Options

24 Credit

18 Credit

Special

Performance

IB

AICE

Certificate

Statewide Assessments

Diploma Designations

Deferring the Diploma

Postsecondary Assessments


Conclusion

Resources

Return to My Courses

24 Credit Standard High School Diploma Options

There are three 24 credit high school diploma options, two of which are available only to students with disabilities. The majority of students with disabilities will complete the option available to all students, which is described in the first tab below. The second option has both academic and employment requirements, and the option described in the third tab is available only to students with significant cognitive disabilities who take access courses, which are modified courses based on access points, and are assessed on the alternate assessment. Placing a student in the access curriculum requires parental consent. You can view the [legislative requirements](#) for the standard diploma options.



Select an option below to view the specific requirements.

All Students

ESE Academic/Employment

ESE Access

You can also save or print a [chart](#) of the information above.

◀ Back

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Next ▶

- New PD portal at <http://pdportal.florida-ese.org/>
- Includes all high school completion options
- Designed for viewing on computer, tablet or phone

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Employment Enhancement Project (EEP) of the Agency for Person with Disabilities (APD)

Purpose: Provide competitive employment opportunities to students on the APD Waiting List who want jobs when leaving high school

- \$1,000,000 from the Florida Legislature (non-recurring) to be spent by June 30, 2016
- Highest Priority – students leaving school
- \$2,500 allotted per person on average

Participants must be:

- Job seekers on APD's waiting list who do not have an active case with VR
- 18 years of age or older (if in high school, in their final year)

More information from APD regional offices. (<http://apdcares.org/region/>)

Employment First

- Both a policy and philosophy
 - Employment is the first option for all individuals
- Executive Order and Interagency Agreement in place
 - Piloting similar interagency groups in four districts based on existing Project 10 Connect councils
- Florida Abilities Work Web Portal and Help Desk
 - For individuals and employers
- More information at www.employmentfirstfl.org/
- Introductory video available

Very Large School Districts Enrollment Group

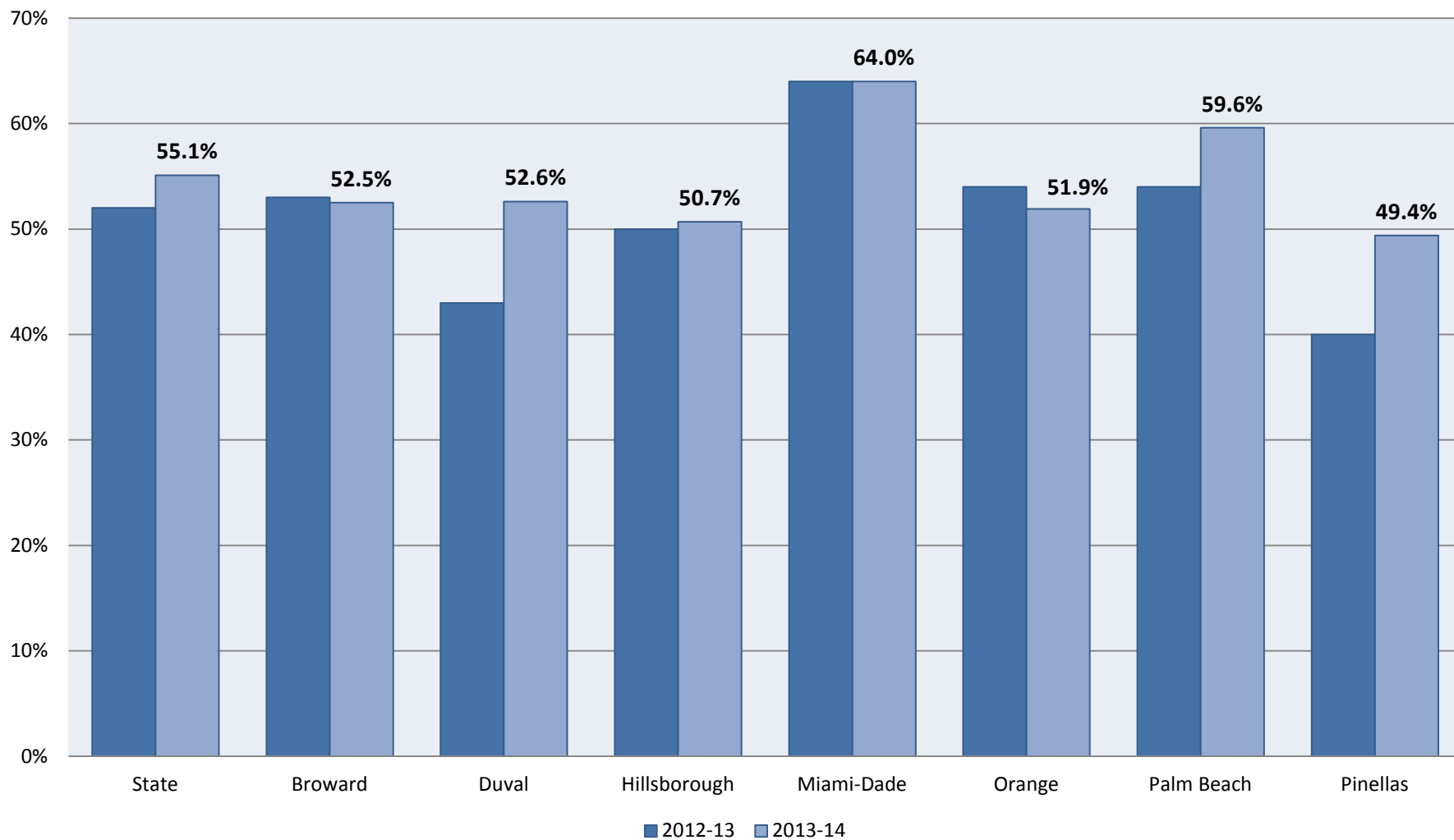


Federal Uniform High School Graduation Rate

State Performance Plan Indicator 1

Very Large Districts School District Enrollment Group

2012-13 and 2013-14

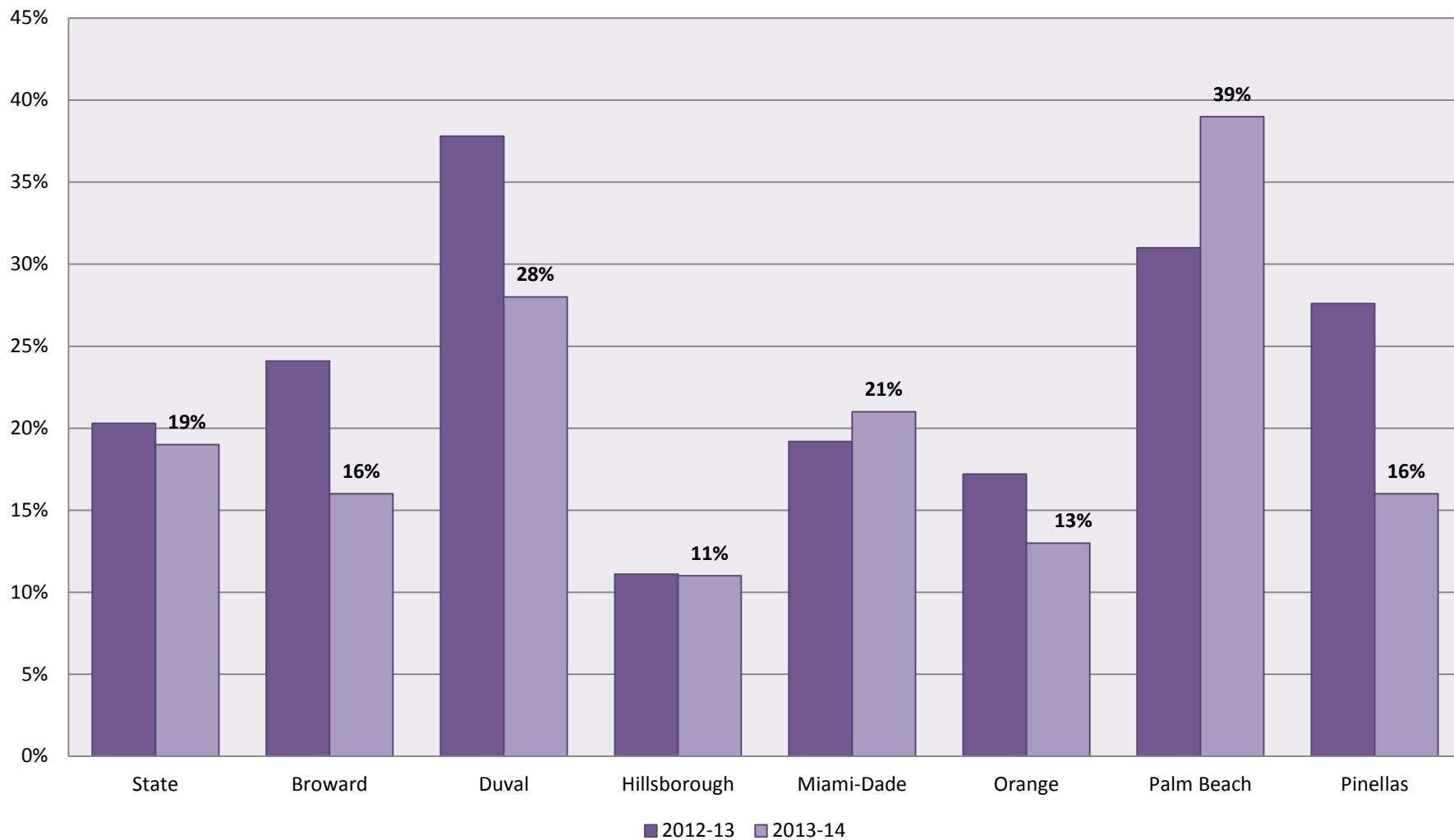




EDFacts Dropout Rates

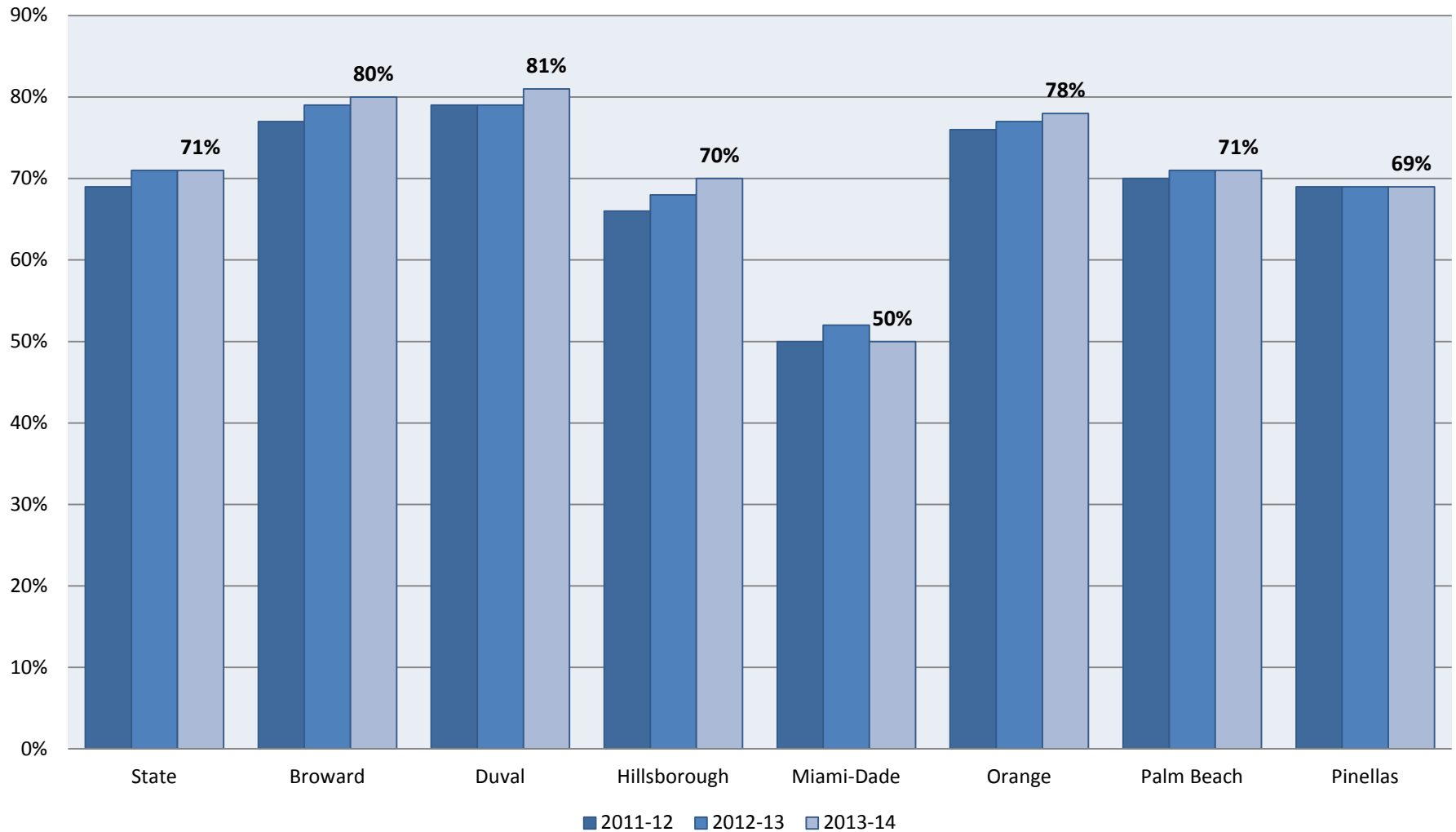
Very Large School Districts Enrollment Group

2012-2013 through 2013-14





**Educational Environment (Least Restrictive Environment)
State Performance Plan Indicator 5
Very Large School Districts Enrollment Group
2011-12 through 2013-14**



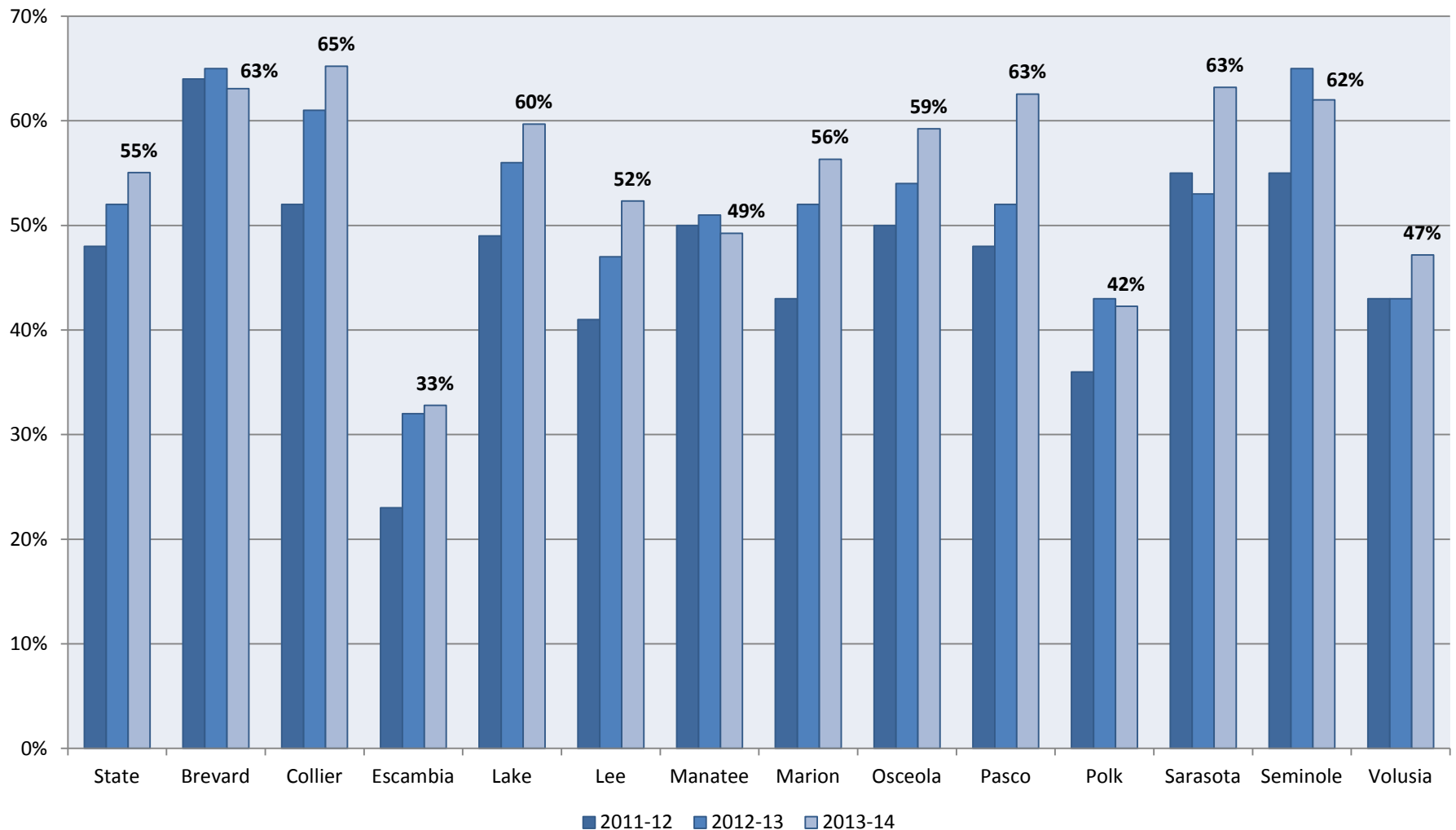
Large School Districts Enrollment Group

Federal Uniform High School Graduation Rate

State Performance Plan Indicator 1

Large School Districts

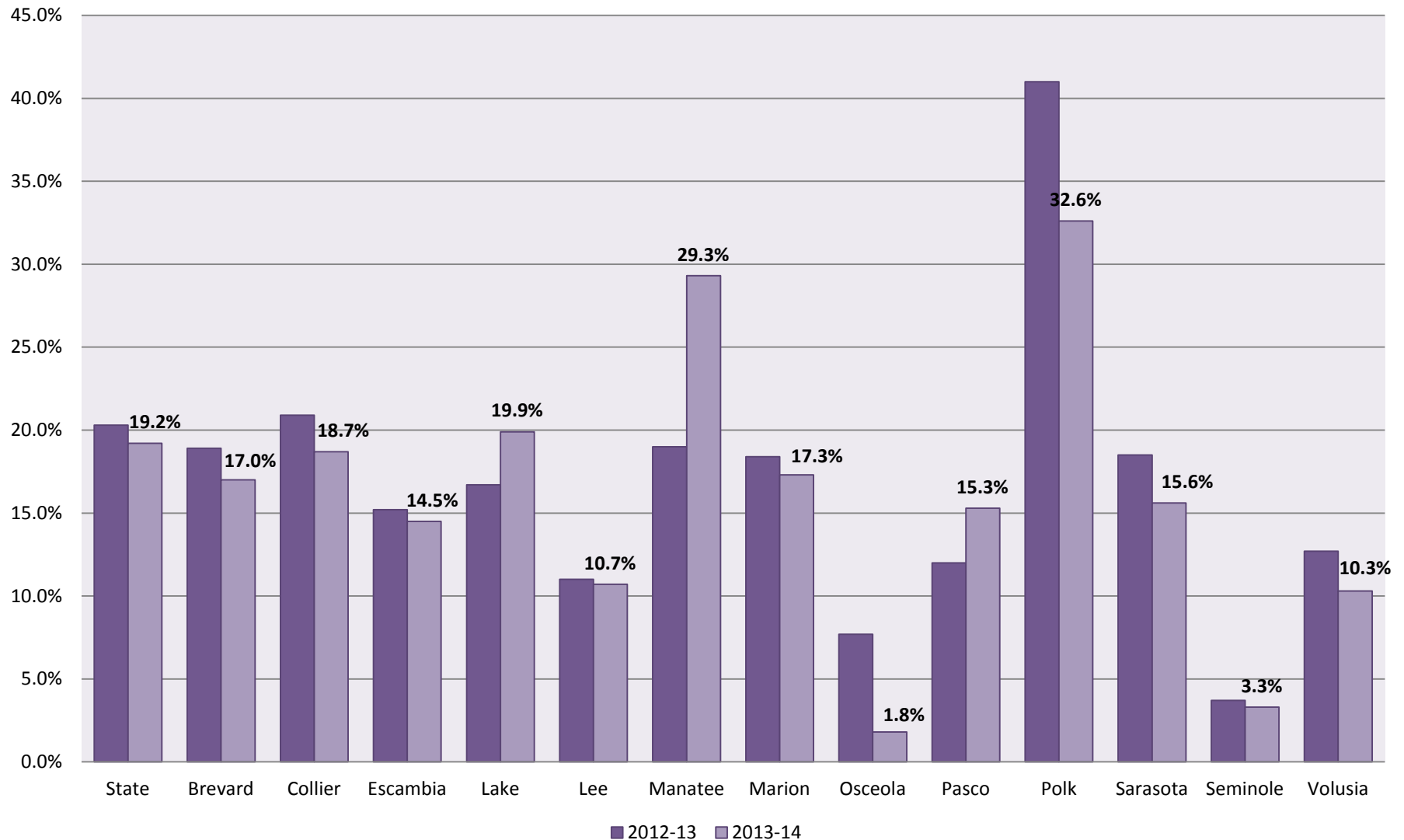
2011-12 through 2013-14



EDFacts Dropout Rates

Large School Districts Enrollment Group

2012-13 and 2013-14



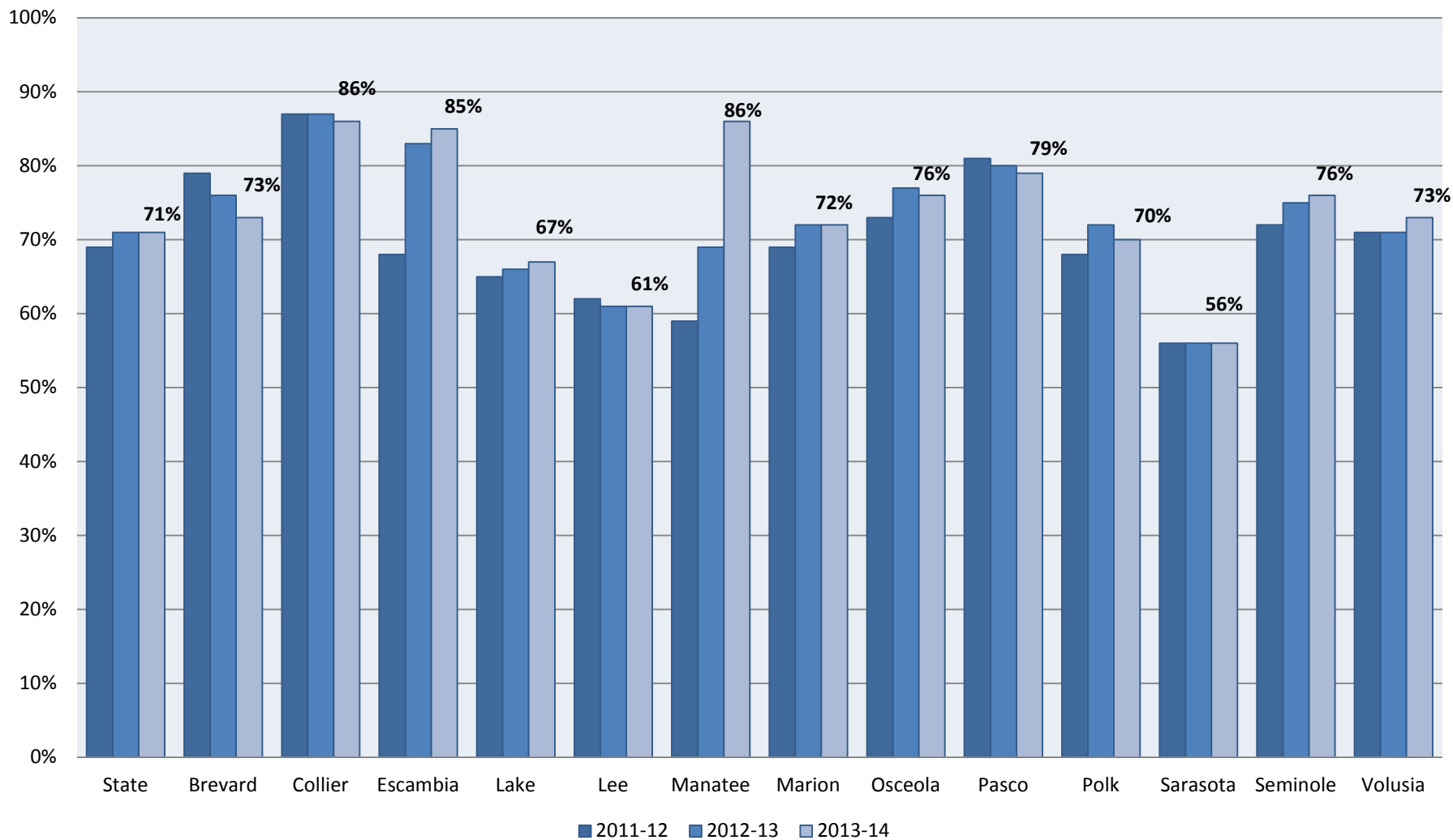


Educational Environment (Least Restrictive Environment)

State Performance Plan Indicator 5

Large School Districts Enrollment Group

2011-12 through 2013-14



Medium Small School Districts Enrollment Group

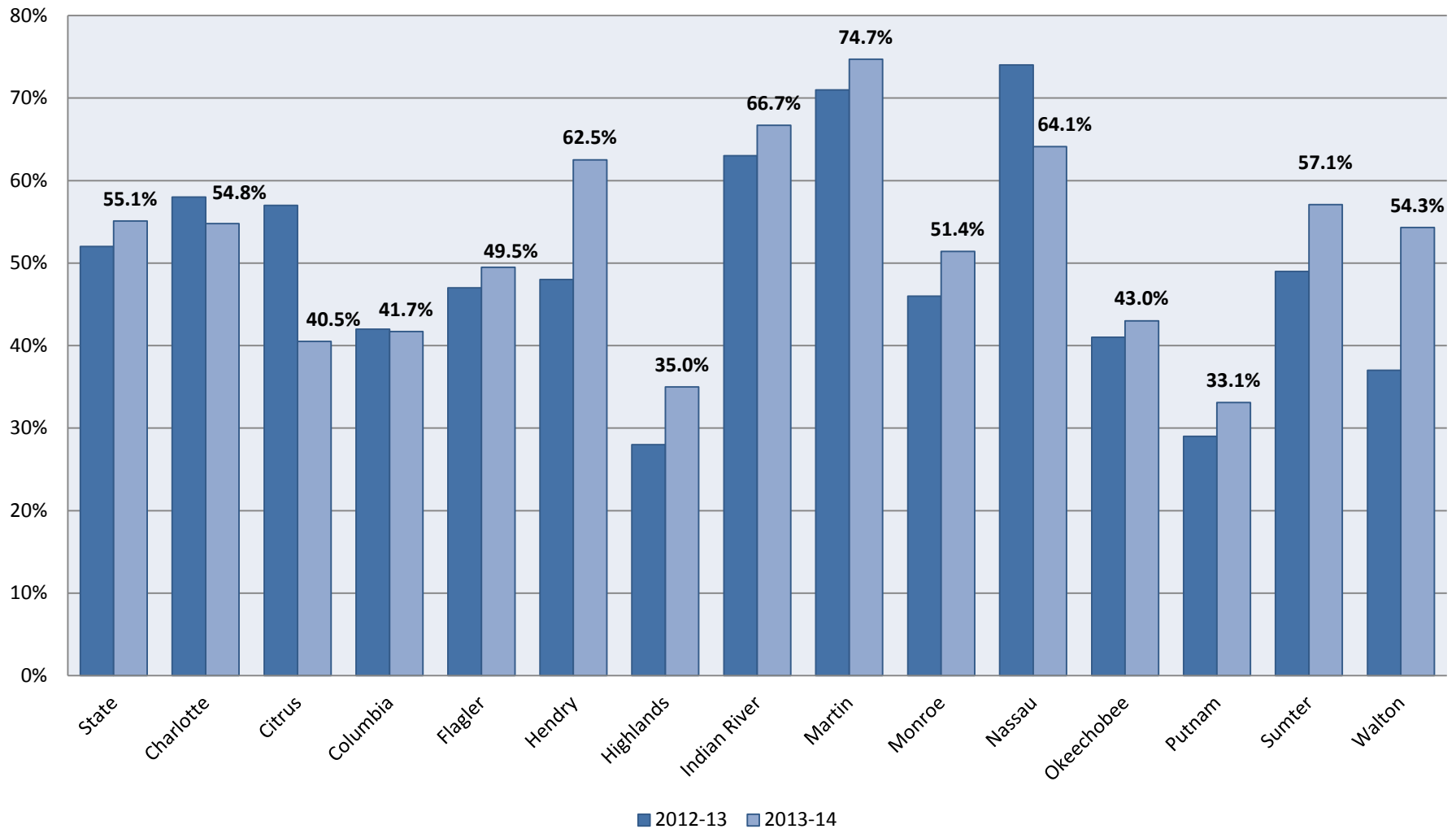


Federal Uniform High School Graduation Rate

State Performance Plan Indicator 1

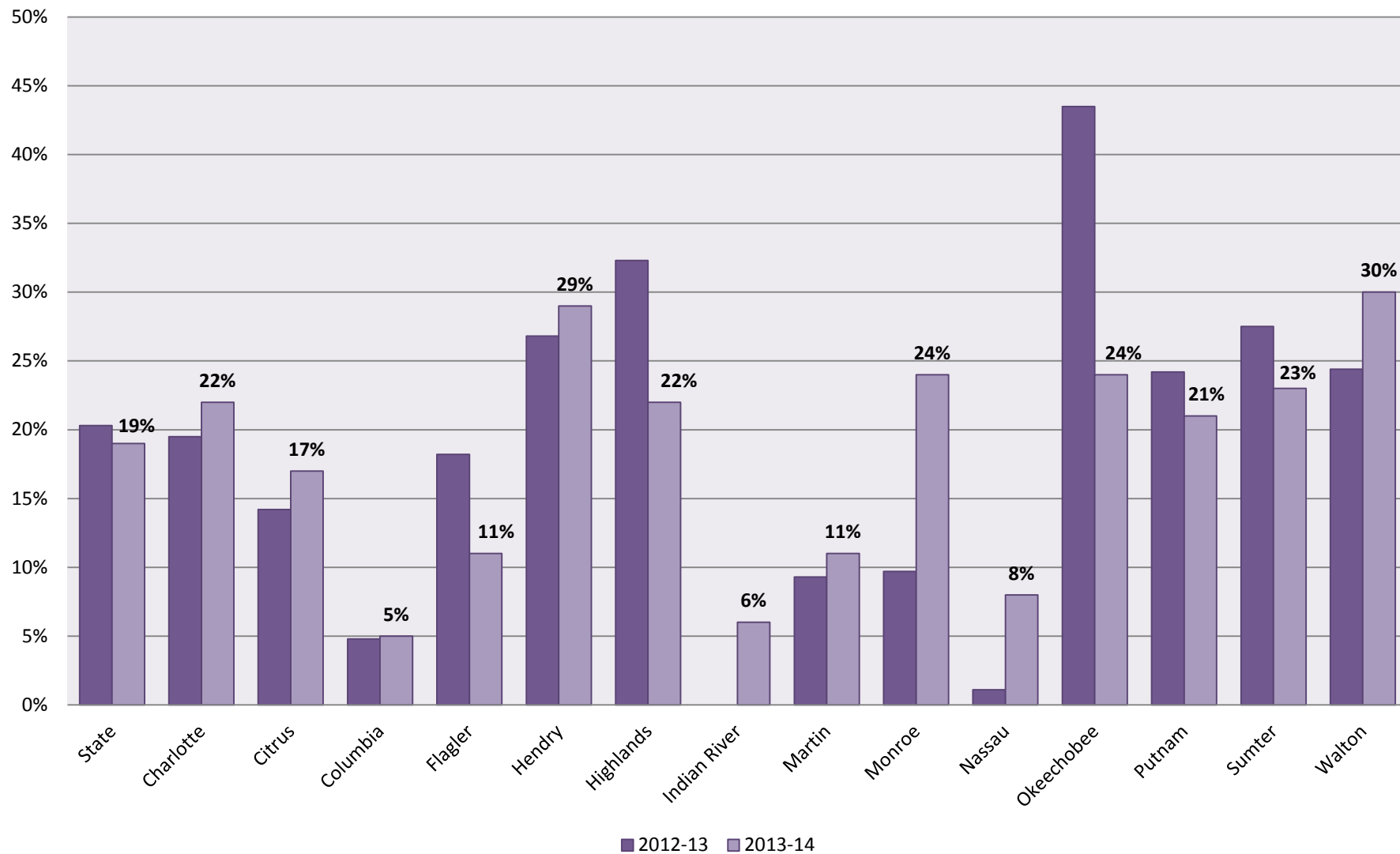
Medium to Small School Districts Enrollment Group

2012-13 and 2013-14



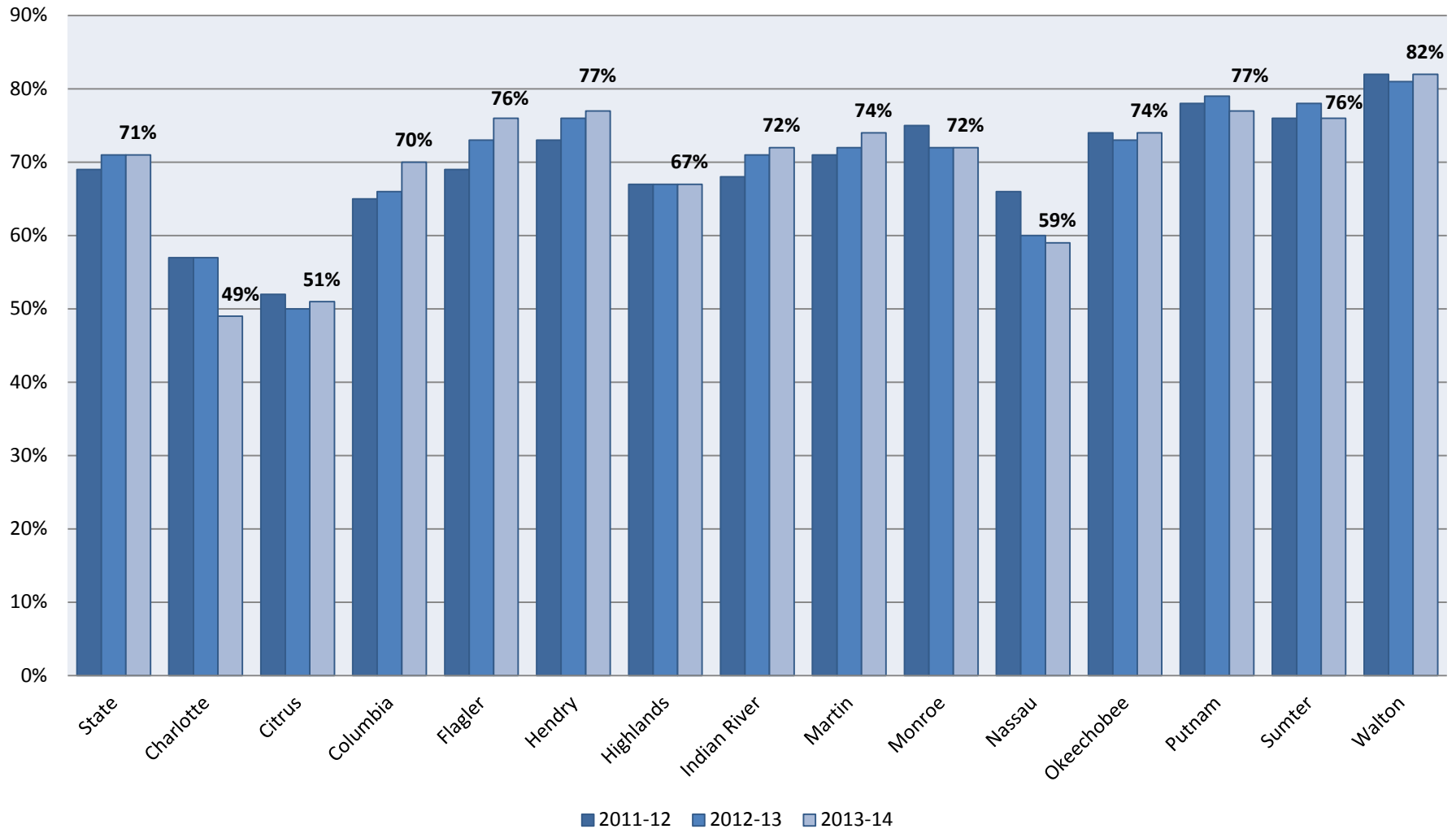


EDFacts Dropout Rates Medium to Small School Districts Enrollment Group 2012-13 and 2013-14





Educational Environment (Least Restrictive Environment) State Performance Plan Indicator 5 Medium to Small School Districts 2011-12 through 2013-14



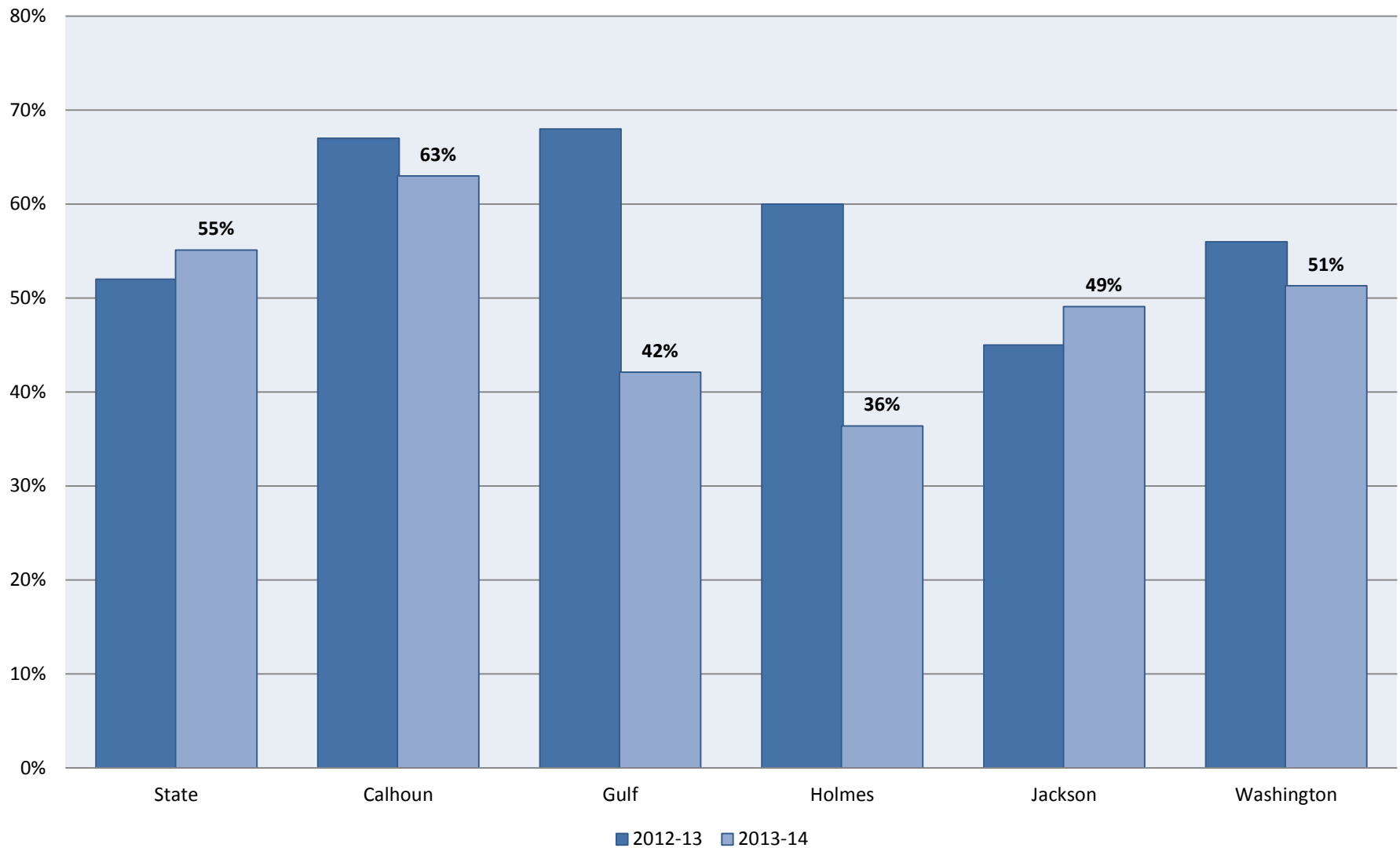
Small School Districts Enrollment Group



Federal Uniform High School Graduation Rate

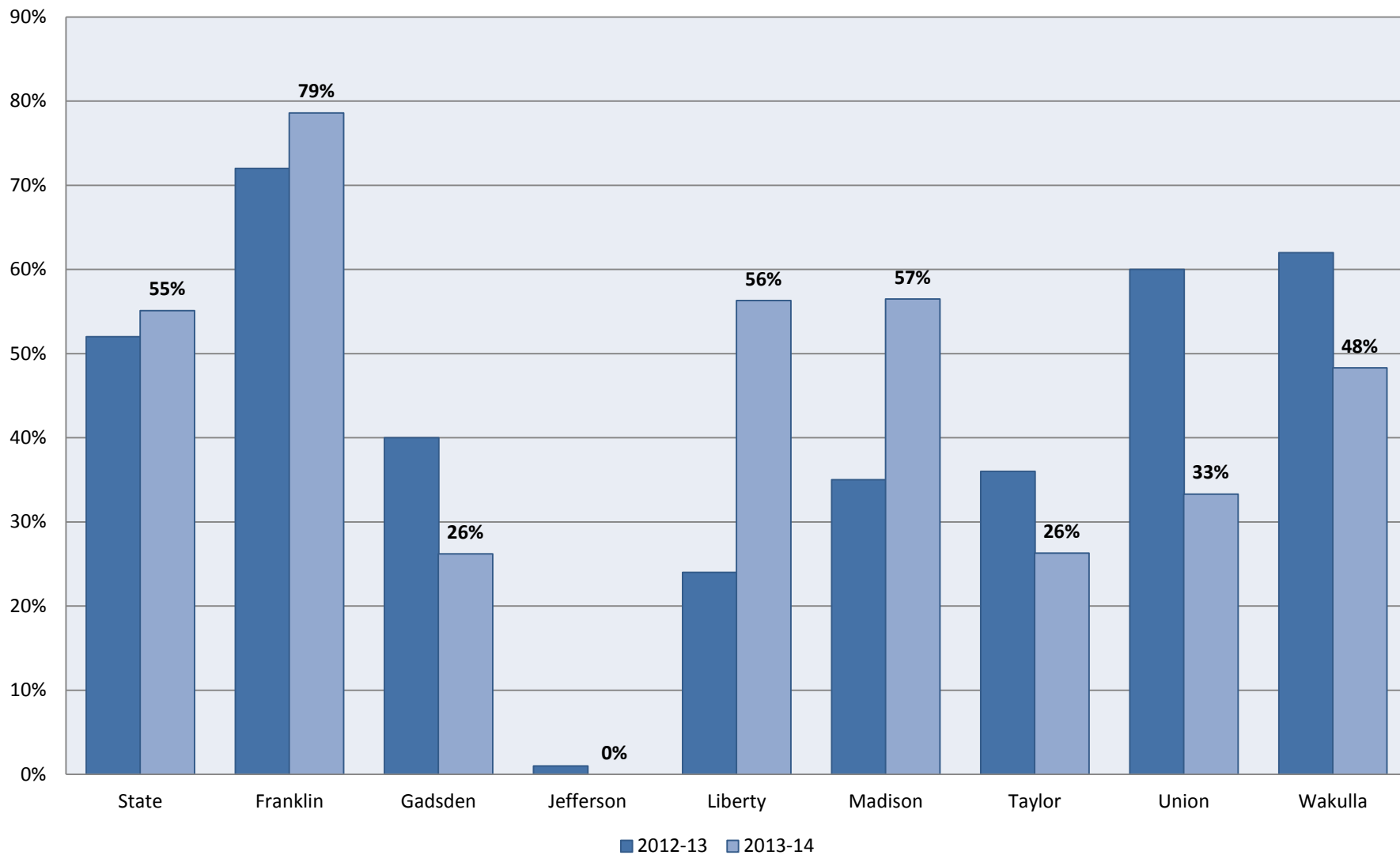
Size-Alike Comparison of Small School Districts by region

2012-13 through 2013-14





Federal Uniform High School Graduation Rate Size-Alike Comparison of Small School Districts by region 2012-13 through 2013-14

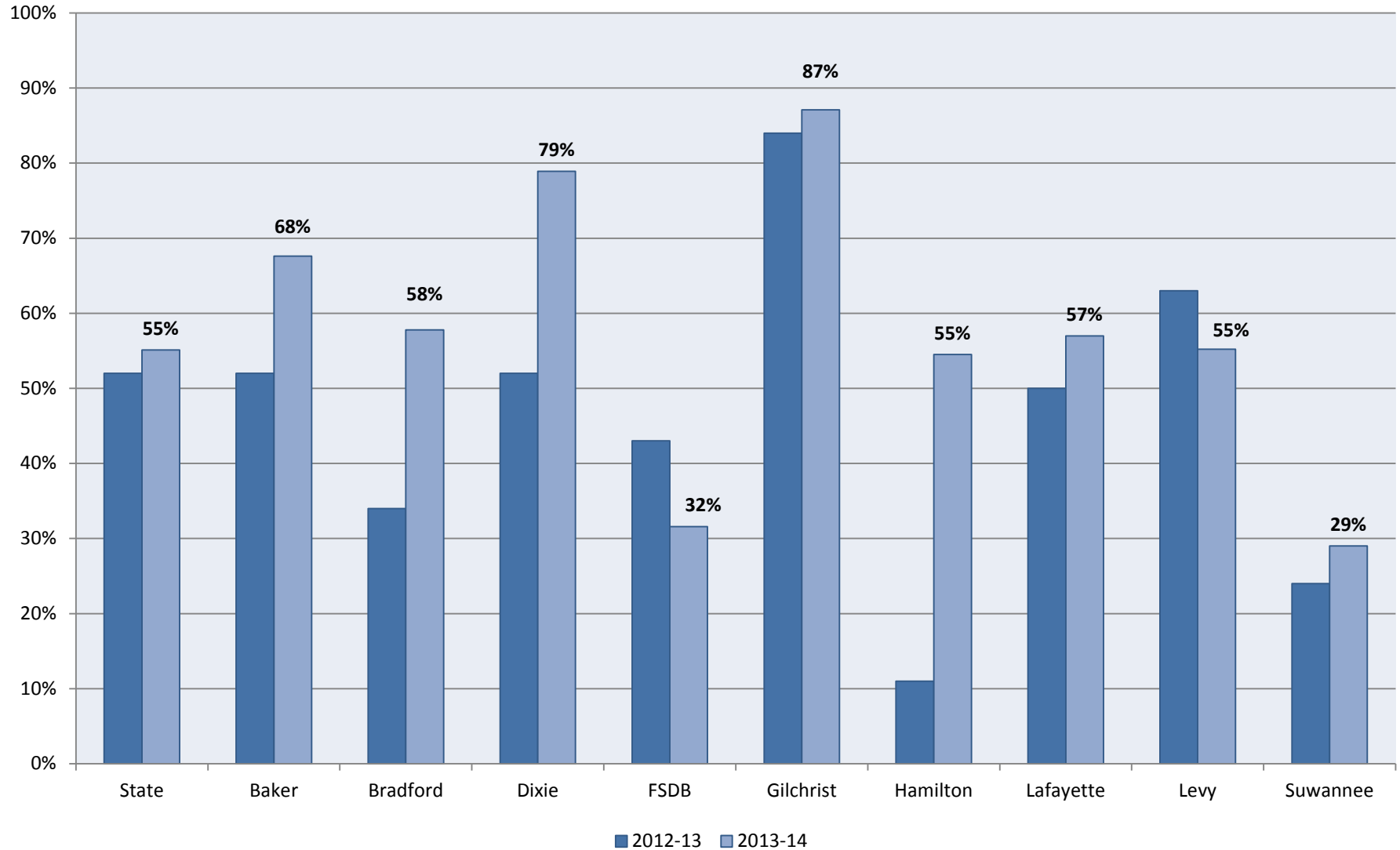




Federal Uniform High School Graduation Rate

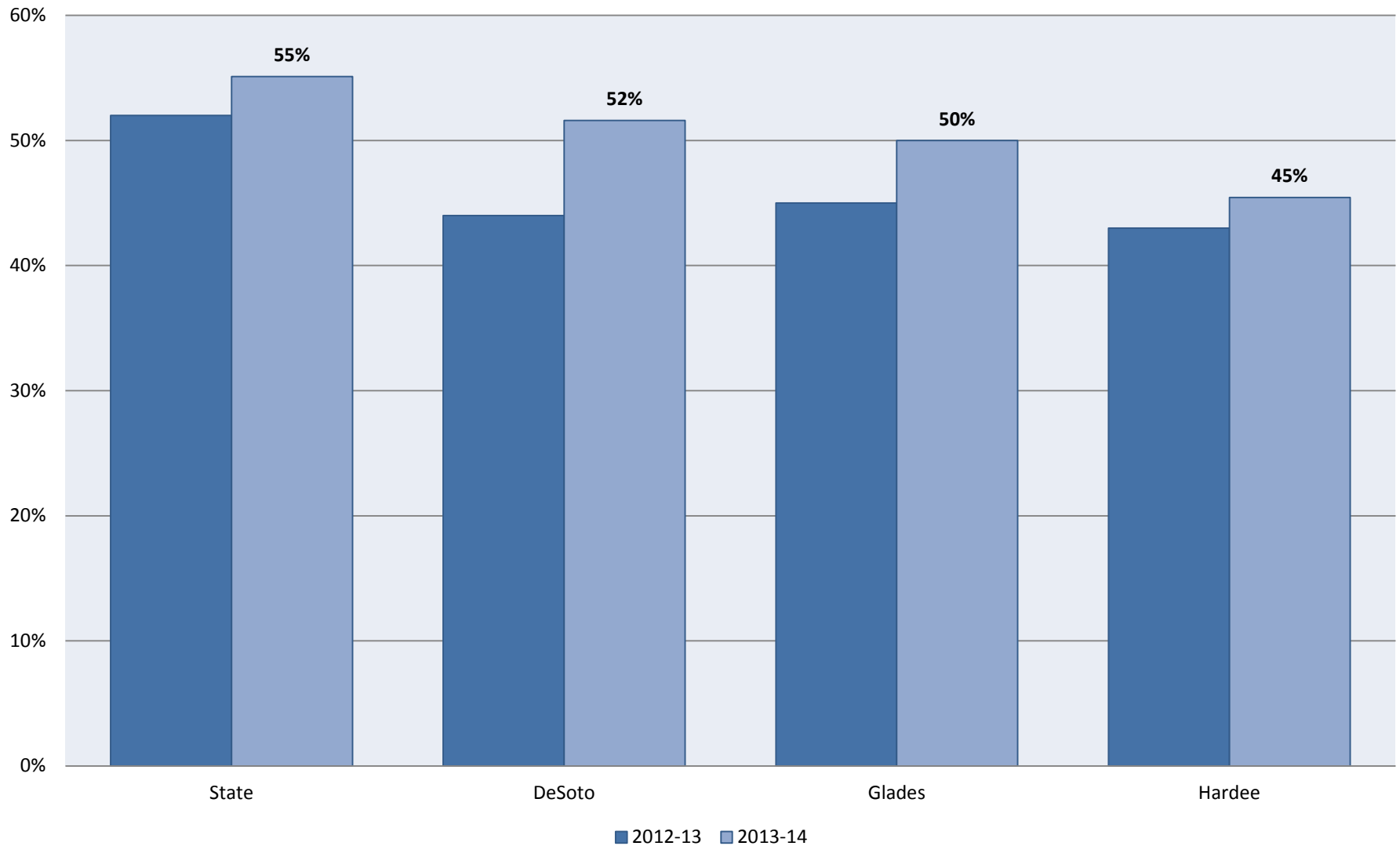
Size-Alike Comparison of Small School Districts by region

2012-13 through 2013-14





Federal Uniform High School Graduation Rate Size-Alike Comparison of Small School Districts by region 2012-13 through 2013-14

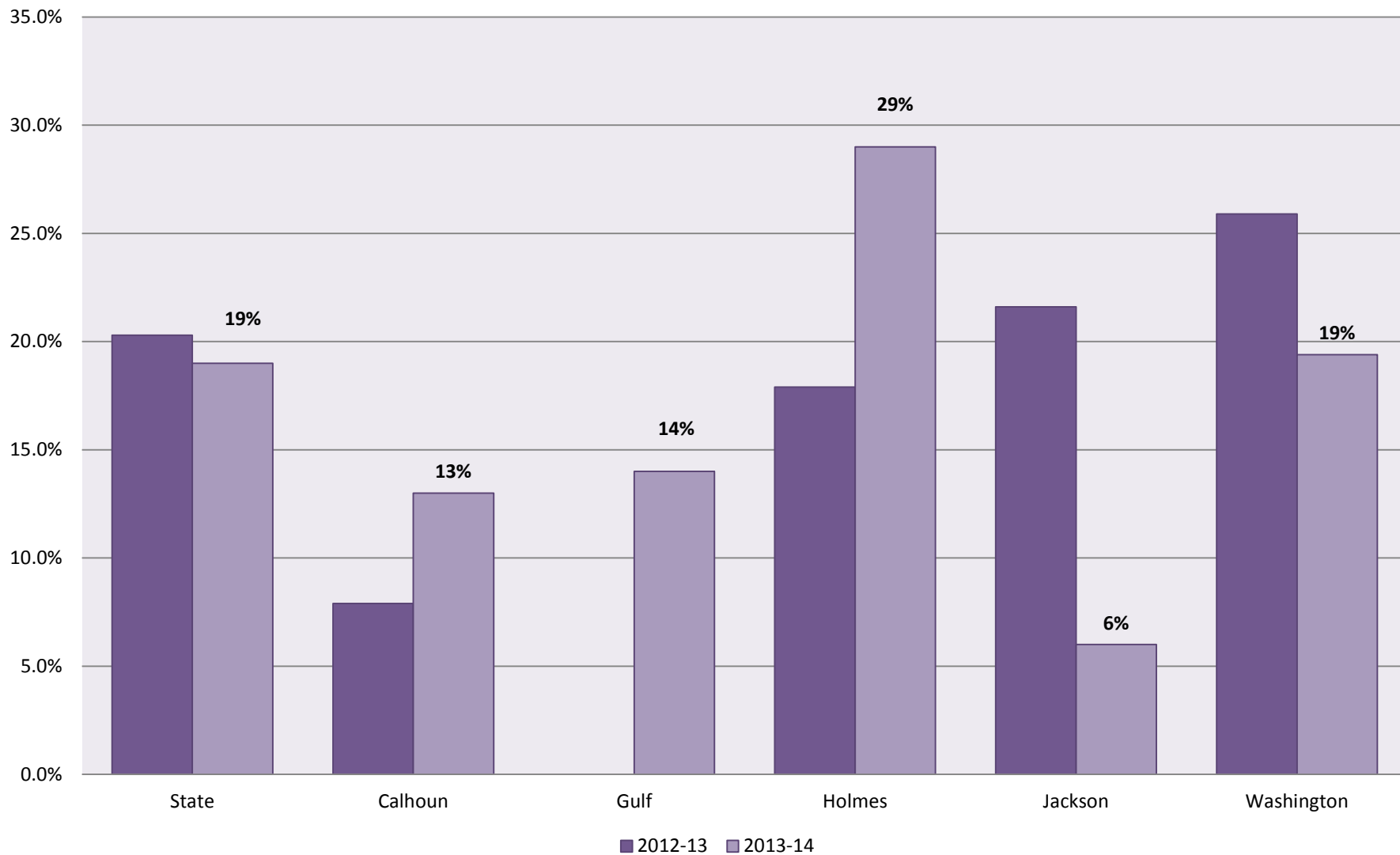




EDFacts Dropout Rates

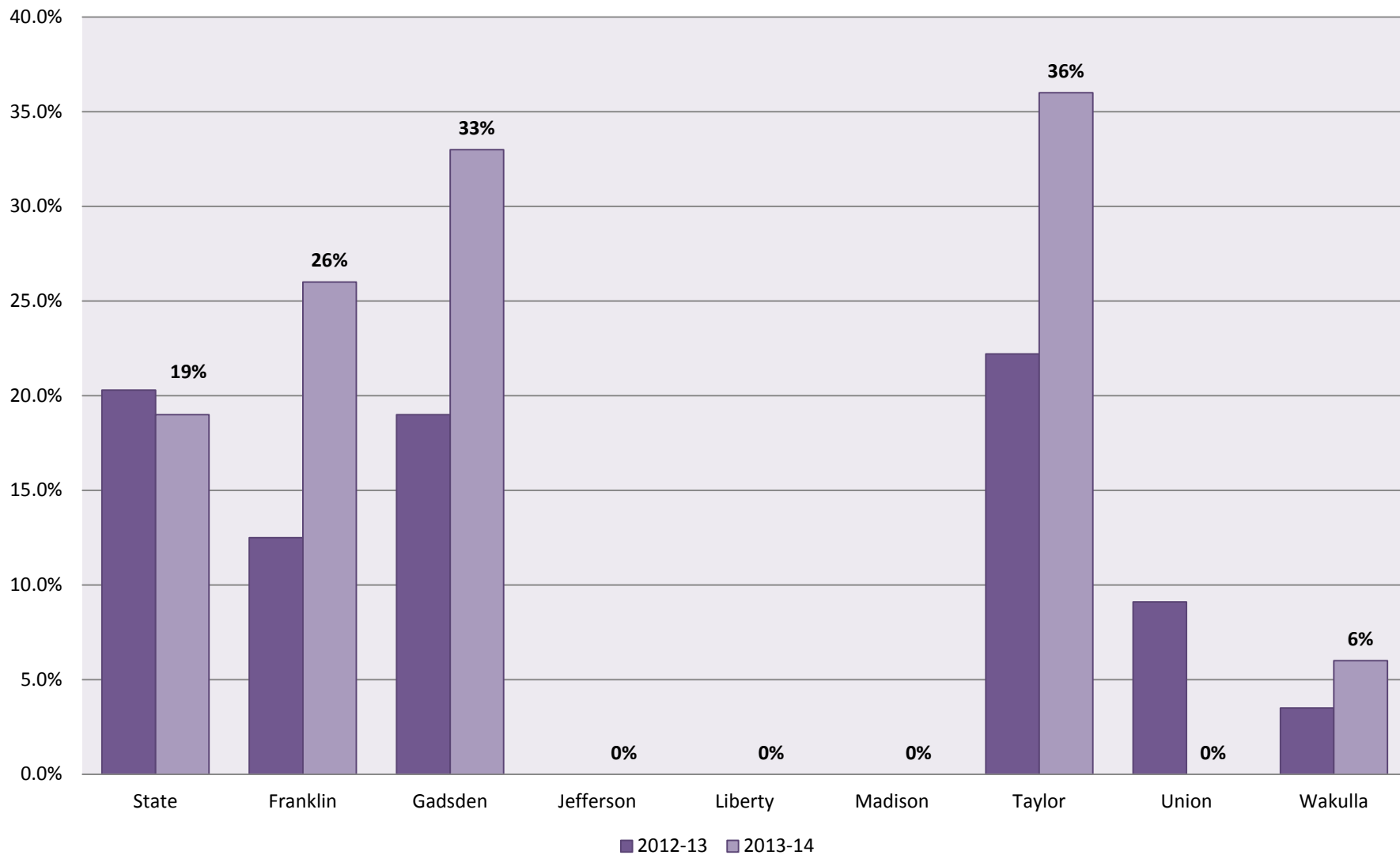
Size-Alike Comparison of Small School Districts by region

2012-13 and 2013-14





EDFacts Dropout Rates Size-Alike Comparison of Small School Districts by region 2012-13 and 2013-14

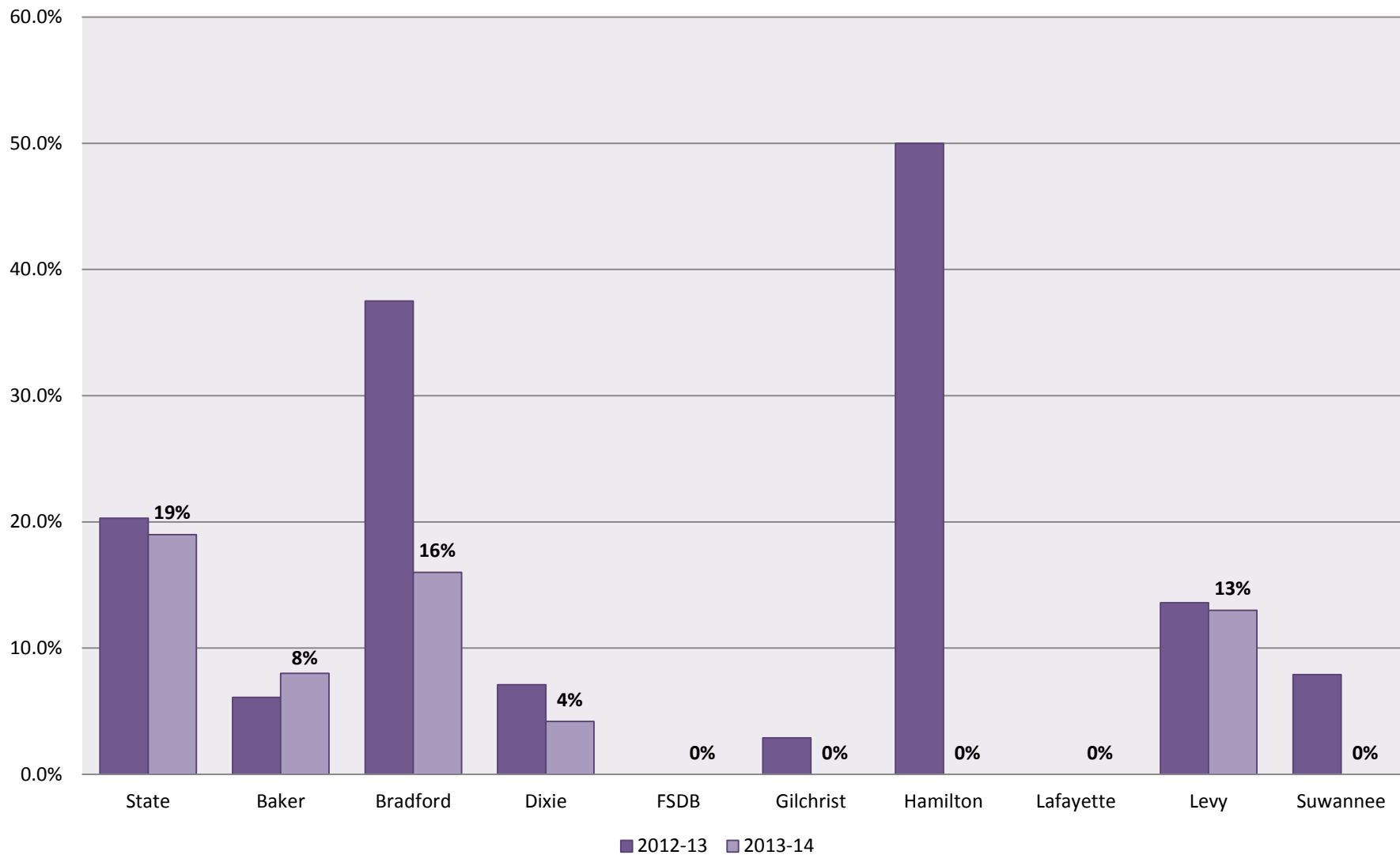




EDFacts Dropout Rates

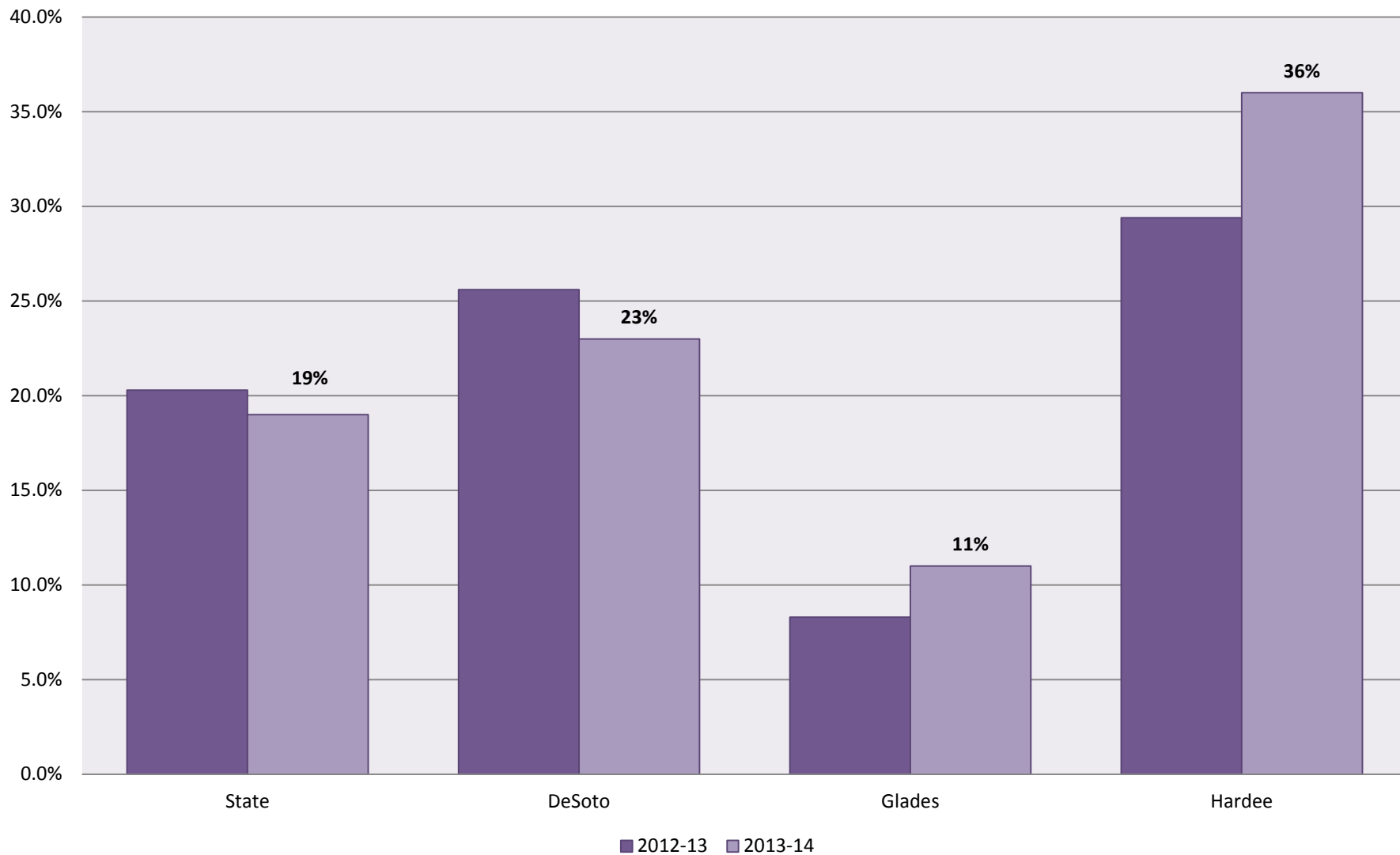
Size-Alike Comparison of Small School Districts by region

2012-13 and 2013-14



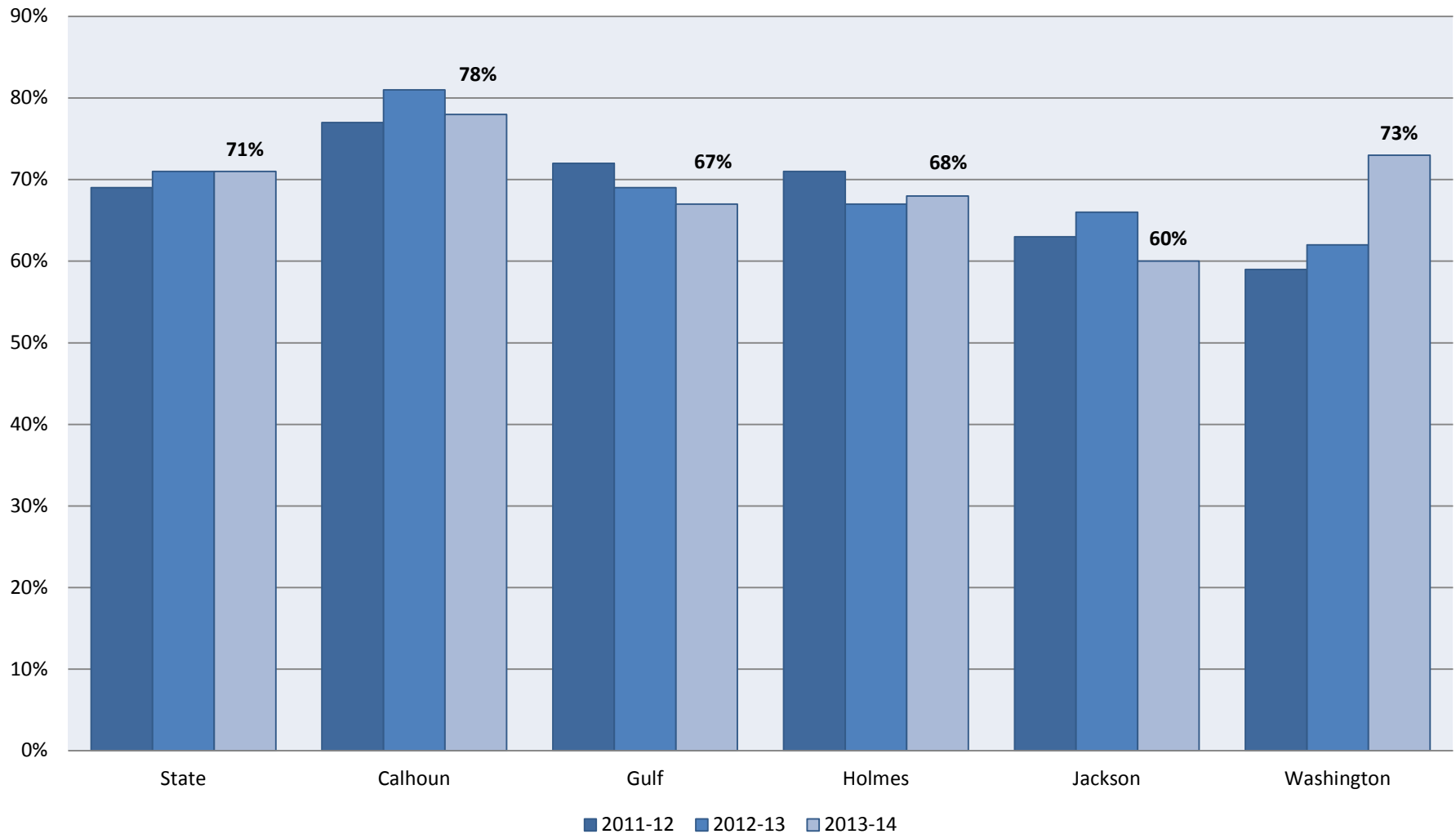


EDFacts Dropout Rates Size-Alike Comparison of Small School Districts by region 2012-13 and 2013-14



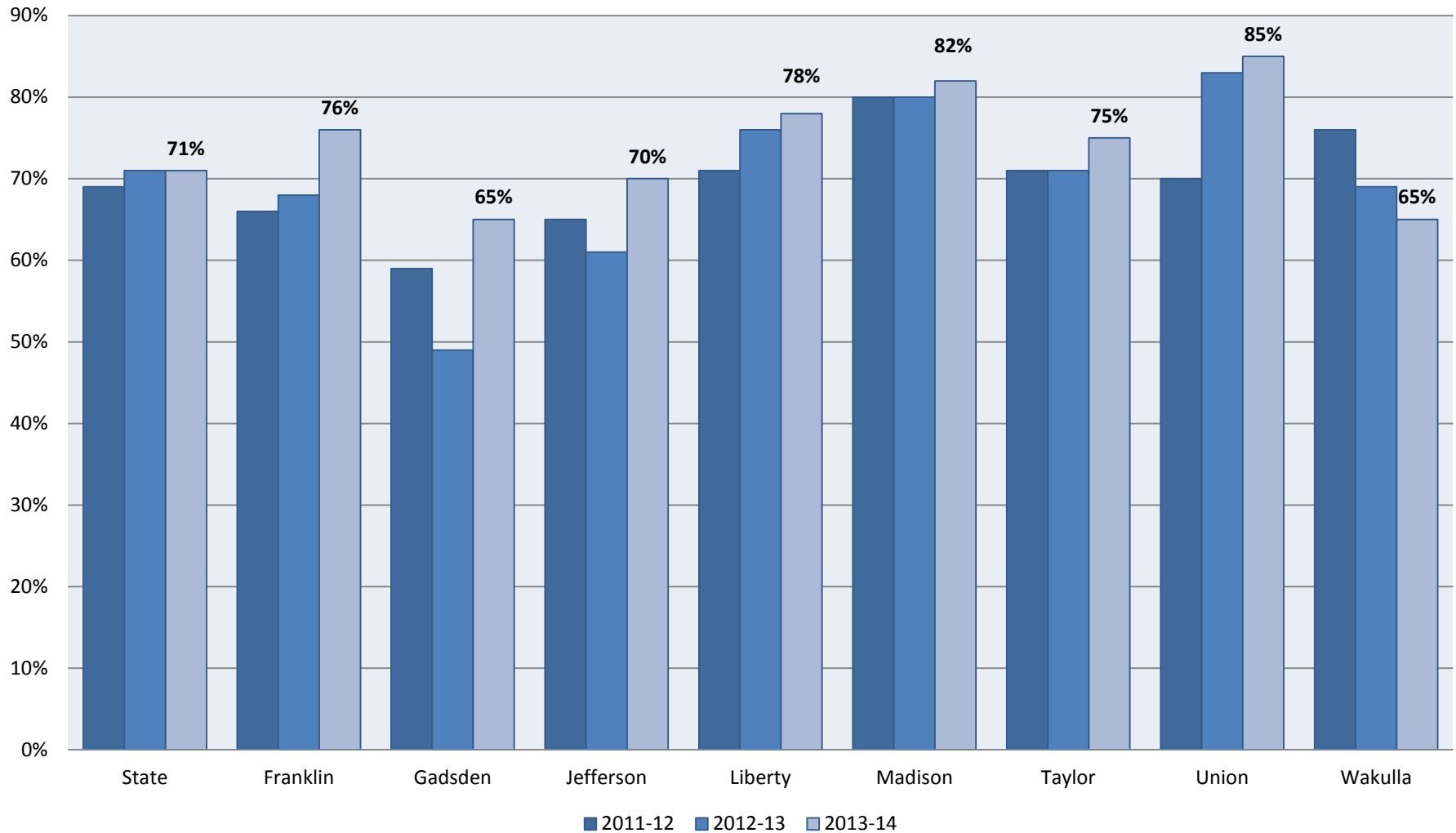


**Educational Environment (Least Restrictive Environment)
State Performance Plan Indicator 5
Size-Alike Comparison of Small School Districts by region
2011-12 through 2013-14**



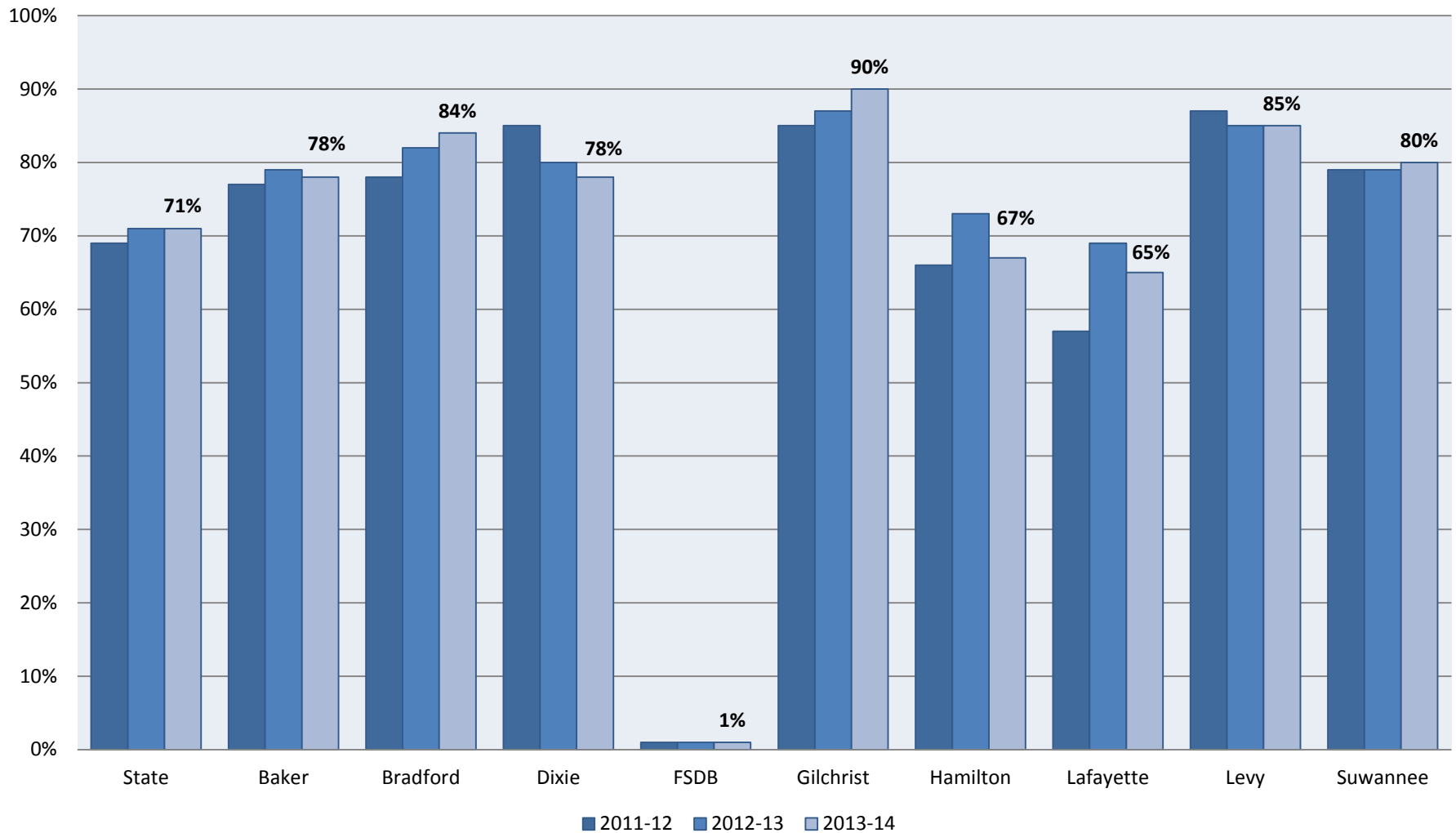


**Educational Environment (Least Restrictive Environment)
State Performance Plan Indicator 5
Size-Alike Comparison of Small School Districts by region
2011-12 through 2013-14**



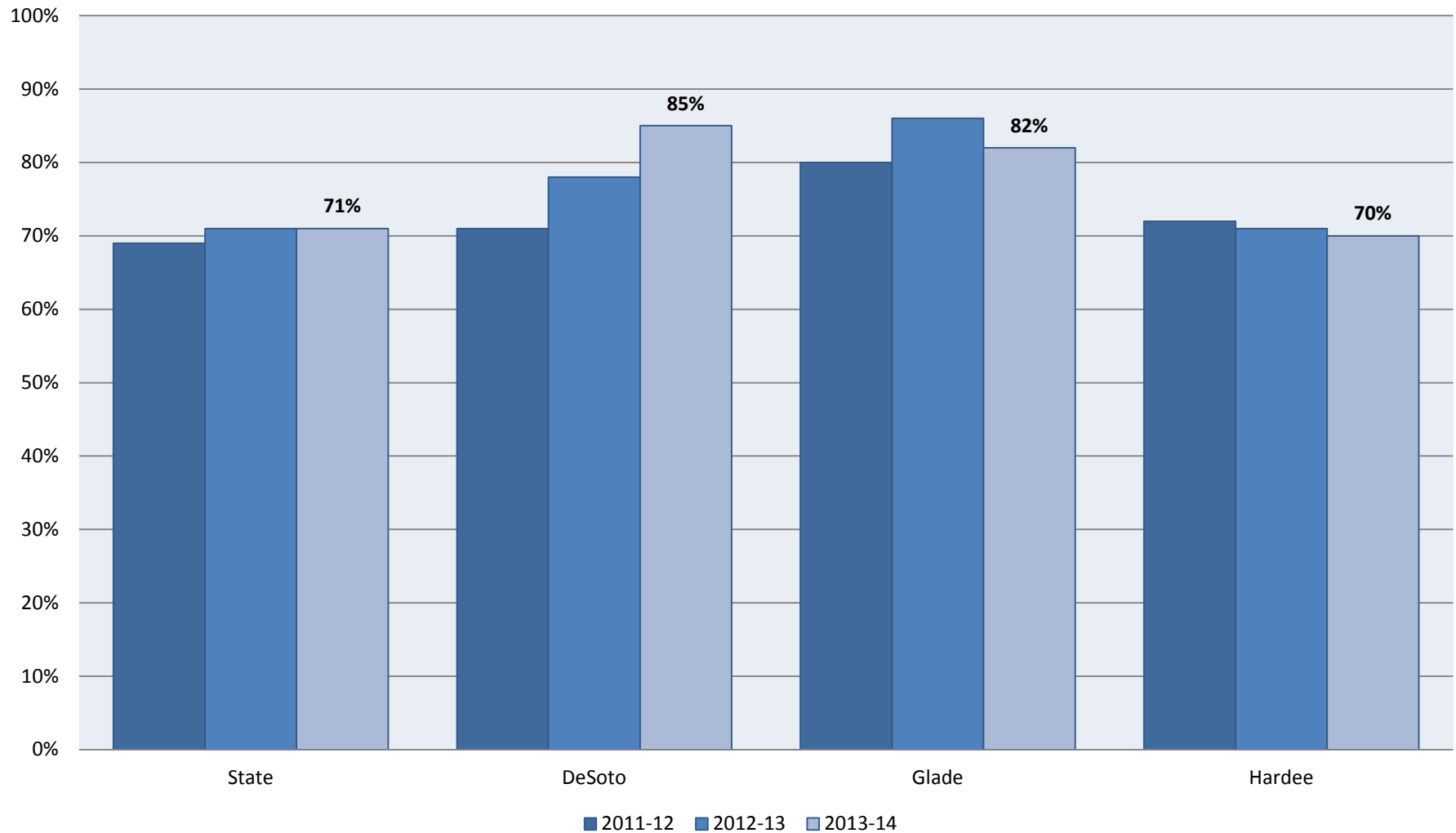


Educational Environment (Least Restrictive Environment) State Performance Plan Indicator 5 Size-Alike Comparison of Small School Districts by region 2011-12 through 2013-14



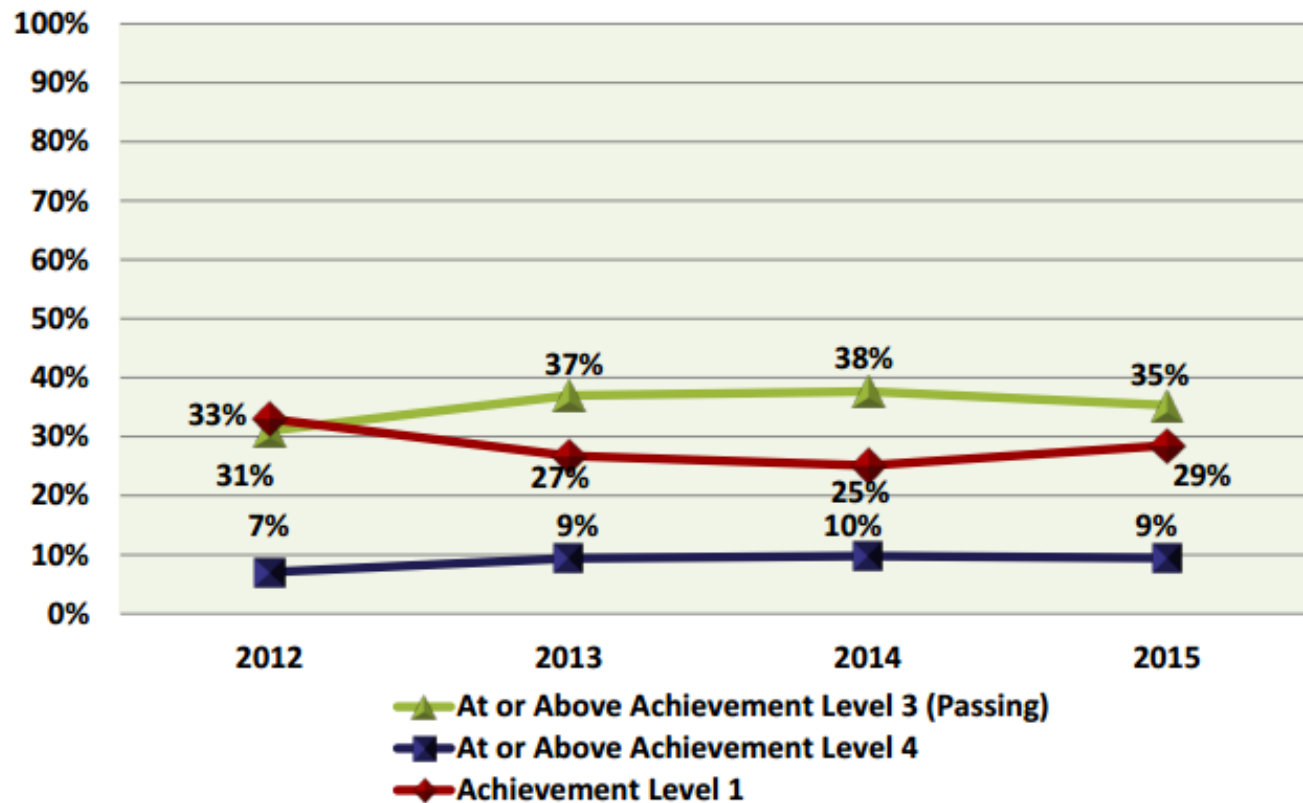


**Educational Environment (Least Restrictive Environment)
State Performance Plan Indicator 5
Size-Alike Comparison of Small School Districts by region
2011-12 through 2013-14**

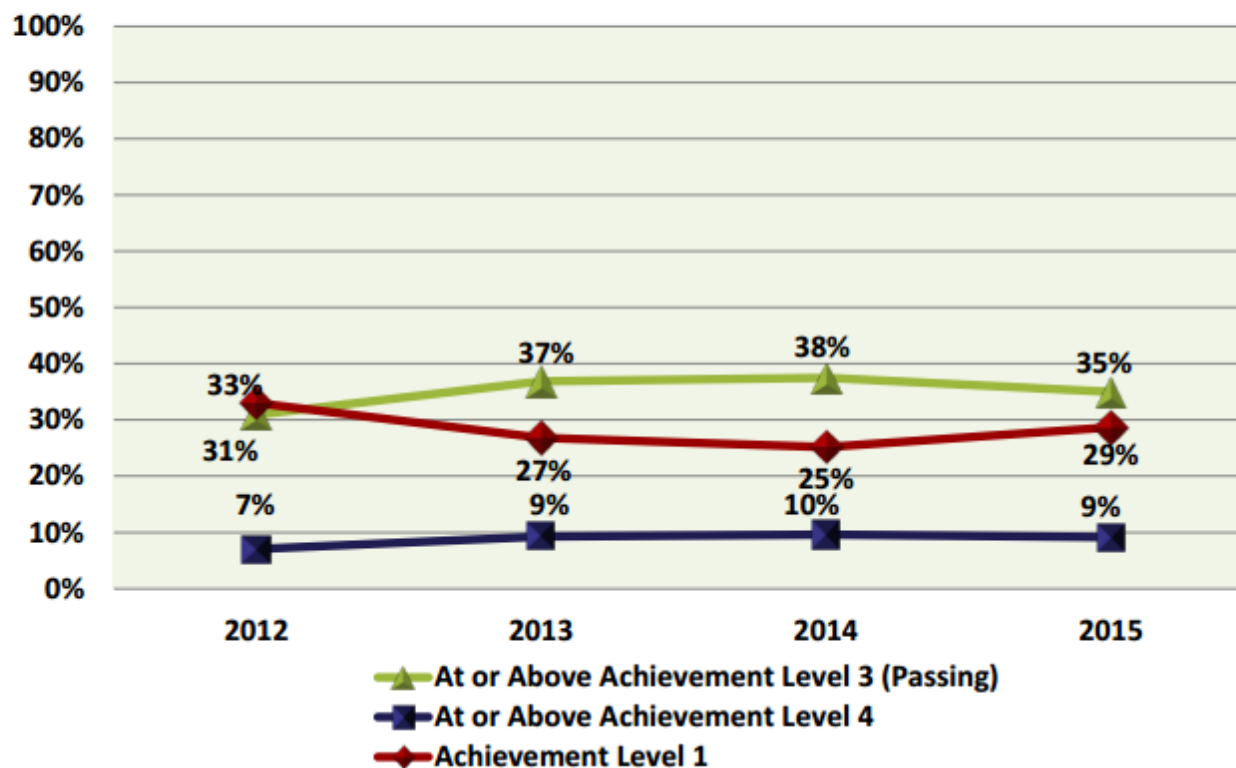


Student Academic Results

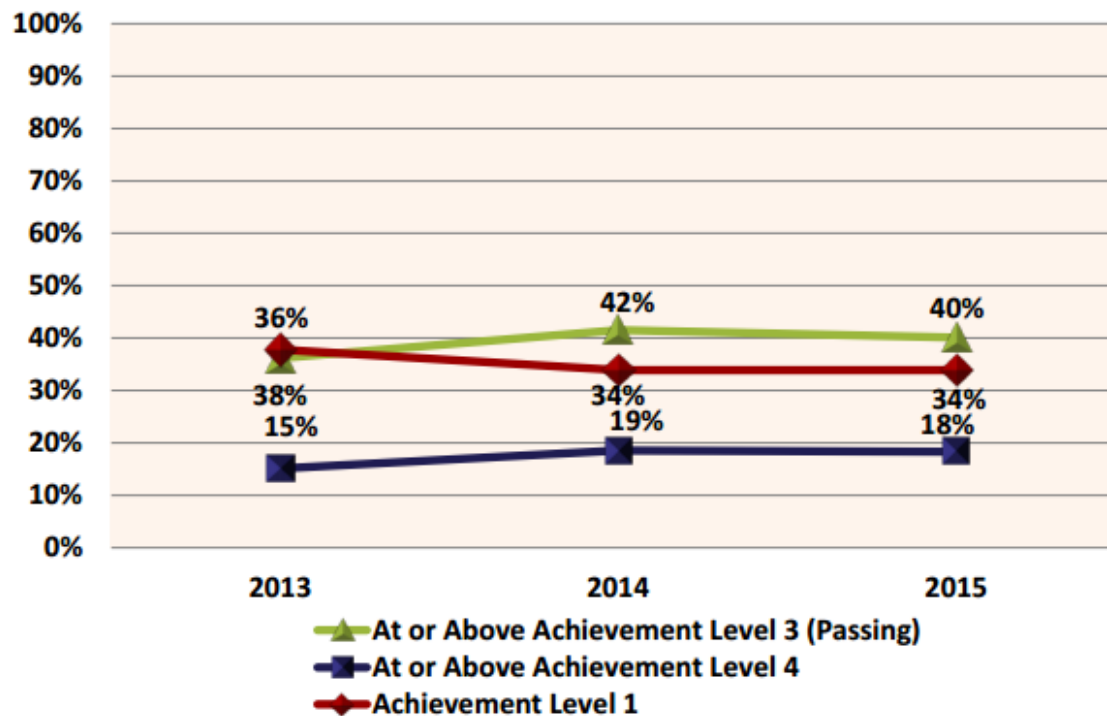
Grades 6-12 Biology 1 EOC Assessment By Achievement Level Students with Disabilities



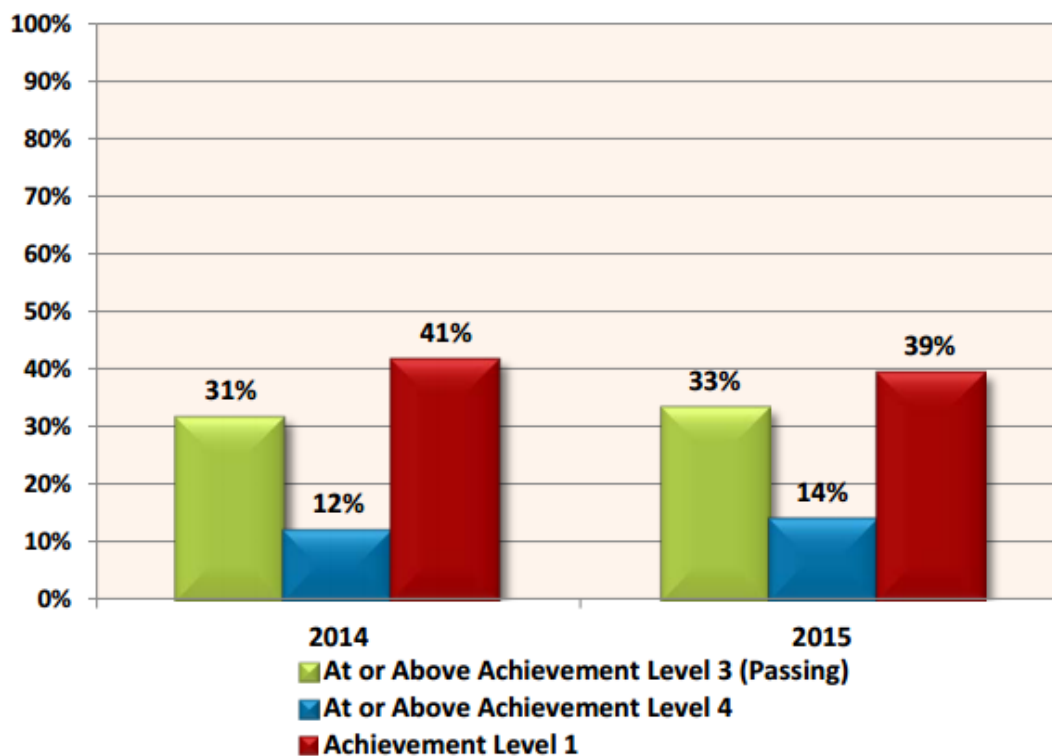
**Grades 9-12
Biology 1 EOC Assessment
By Achievement Level
Students with Disabilities**



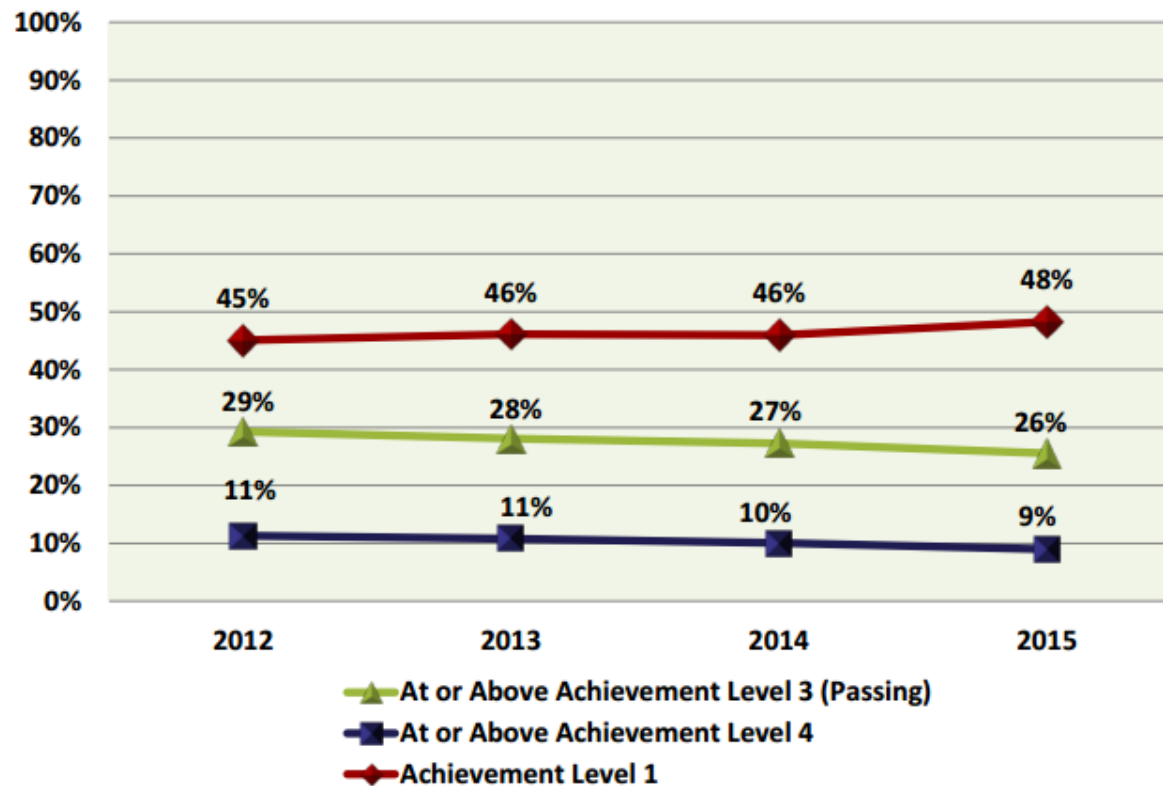
Grades 9-12
U.S. History EOC Assessment
Achievement Level
Students with Disabilities



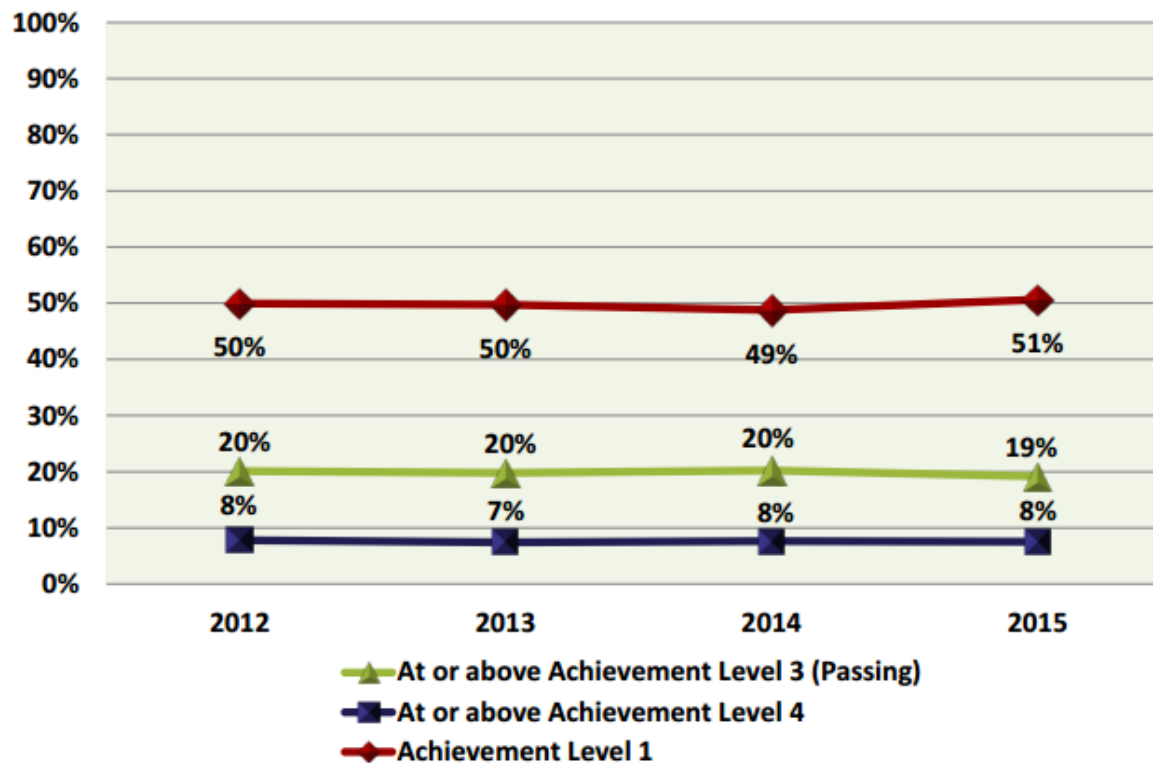
**Grades 6-8
Civics EOC Assessment
By Achievement Level
Students with Disabilities**



Grade 5
Statewide Science Assessment
By Achievement Level
Students with Disabilities

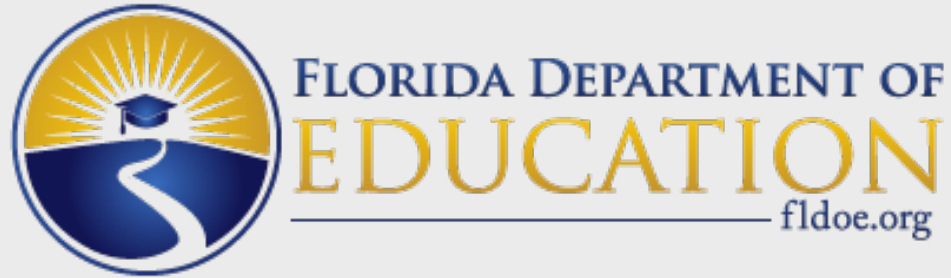


Grade 8
Statewide Science Assessment
By Achievement Level
Students with Disabilities



Statewide Assessment for Students with Disabilities

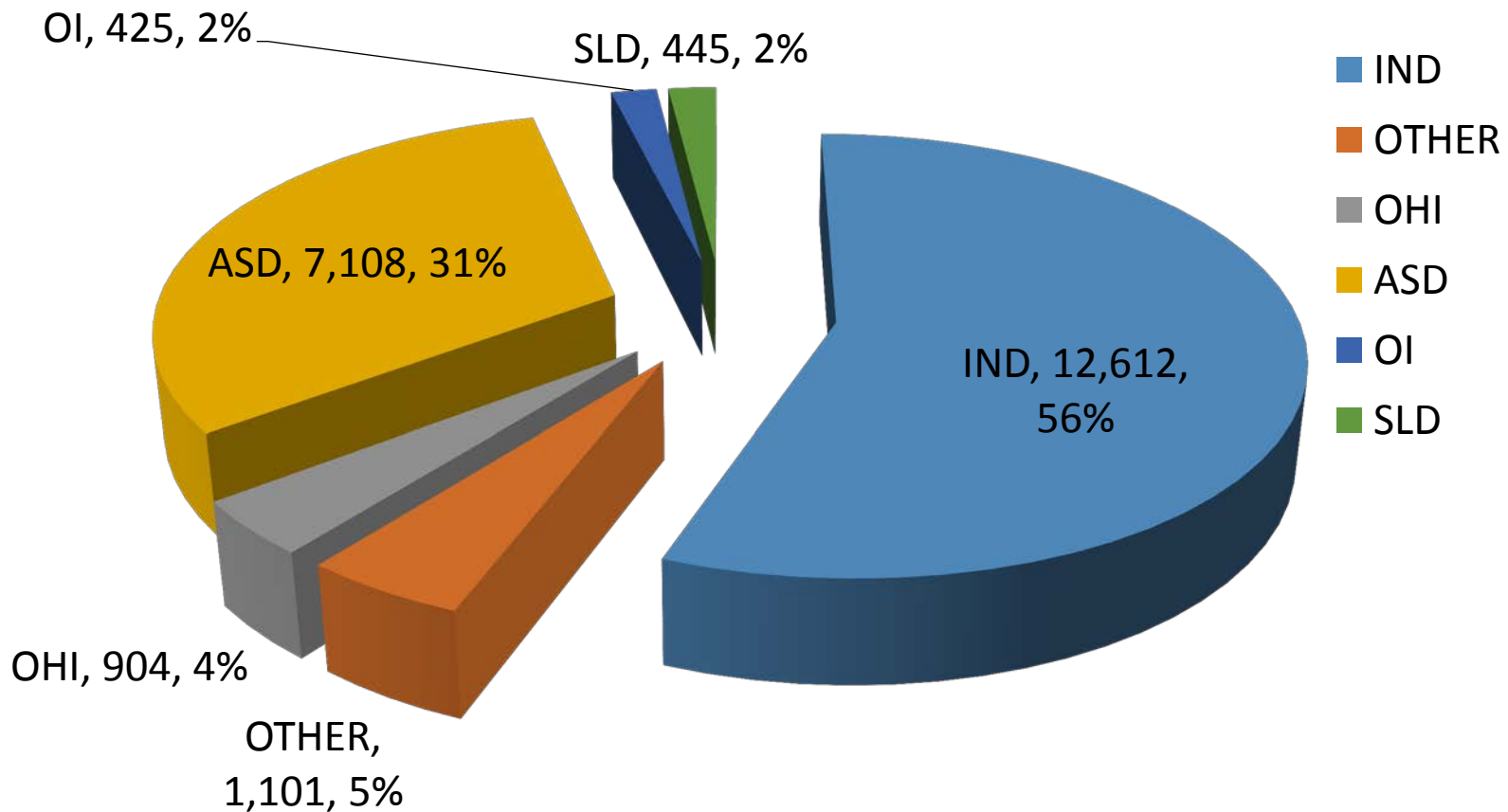
- TAP: 2014-208 (March 20, 2015)
- Revises and replaces existing Technical Assistance Paper: 2010-92, Statewide Assessment for Students with Disabilities.
- <http://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf>



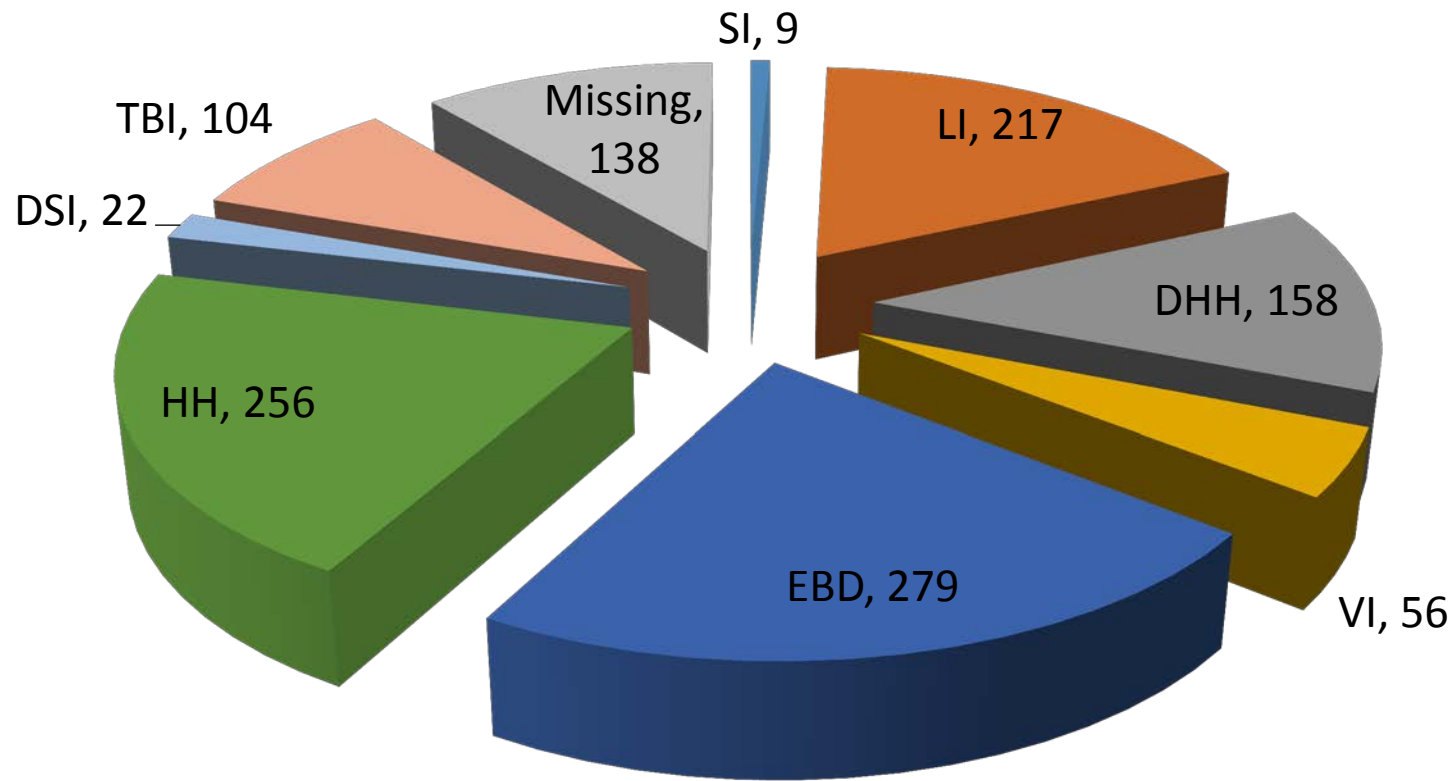
Florida Standards Alternate Assessment

Who's Taking the Florida Alternate Assessment

Exceptionality of Students Taking the Florida Alternate Assessment N=22,781

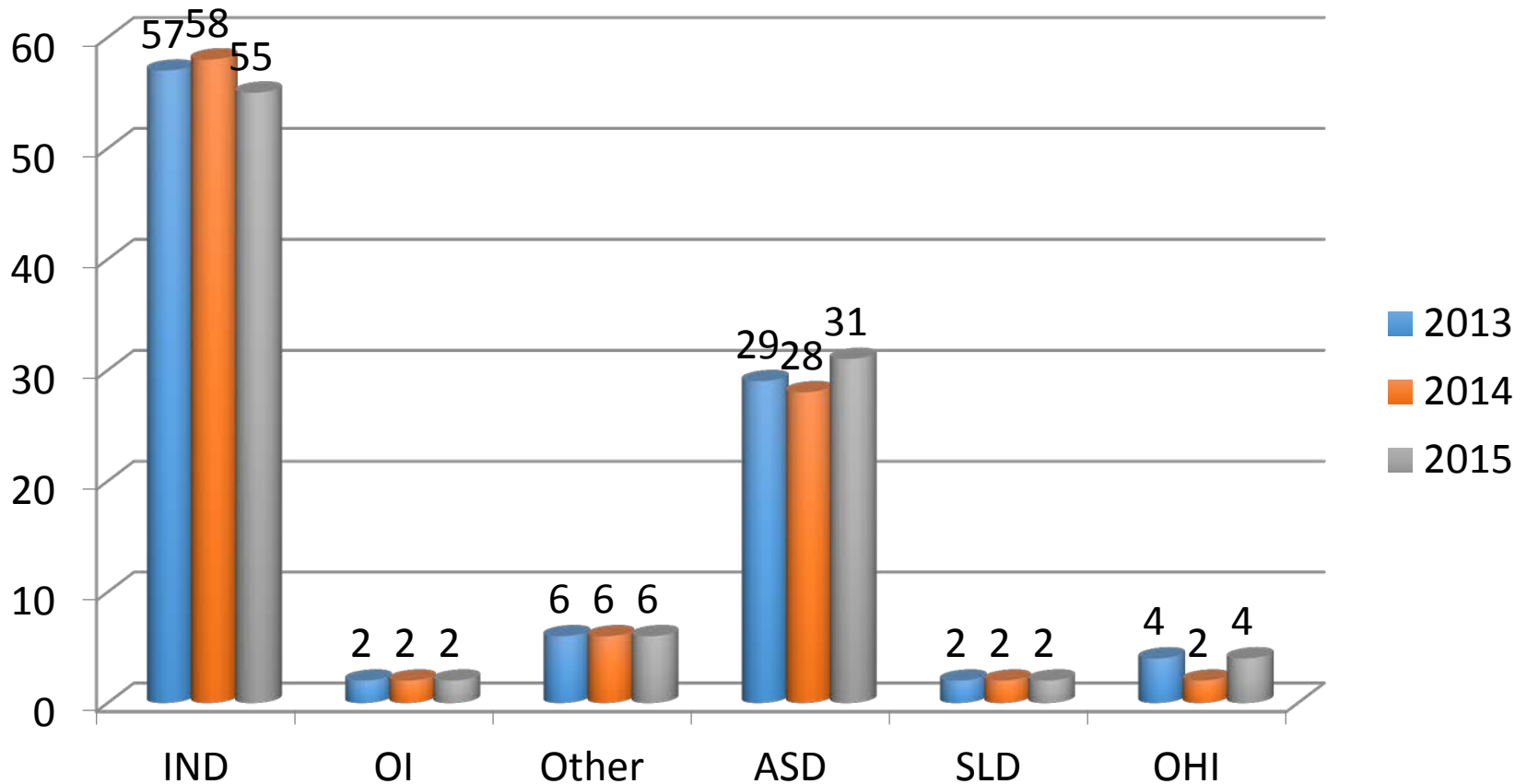


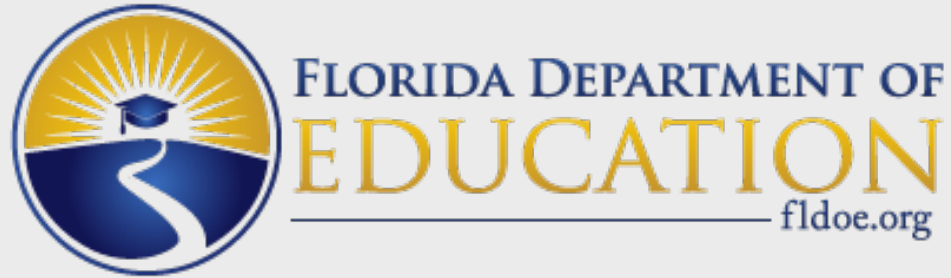
Exceptionality of Students Taking the Florida Alternate Assessment - Other N=1,101



Percent of Students by Exceptionality

2013 - 2015





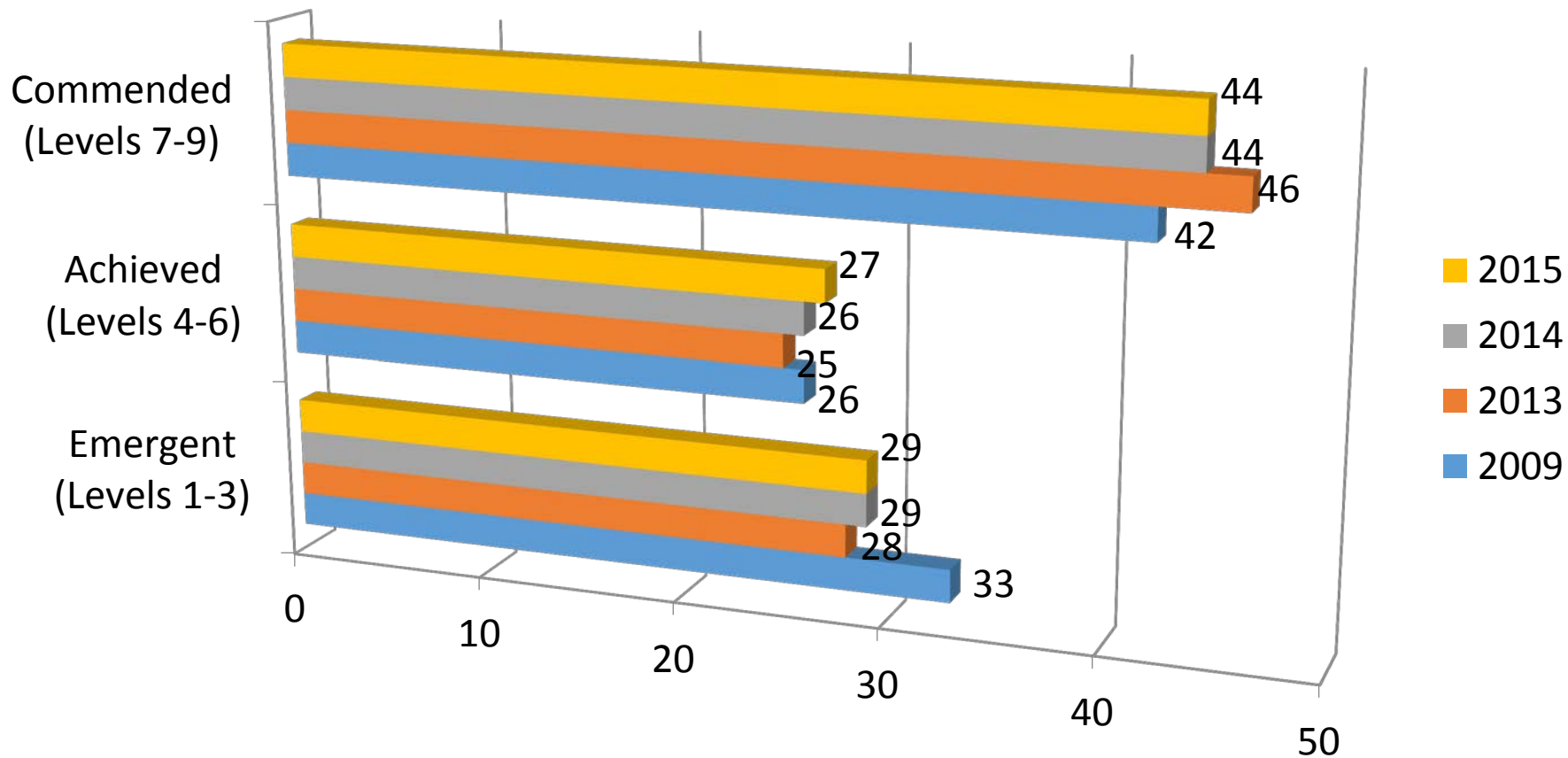
A Historical look at Student FAA Performance

Results by Academic Area

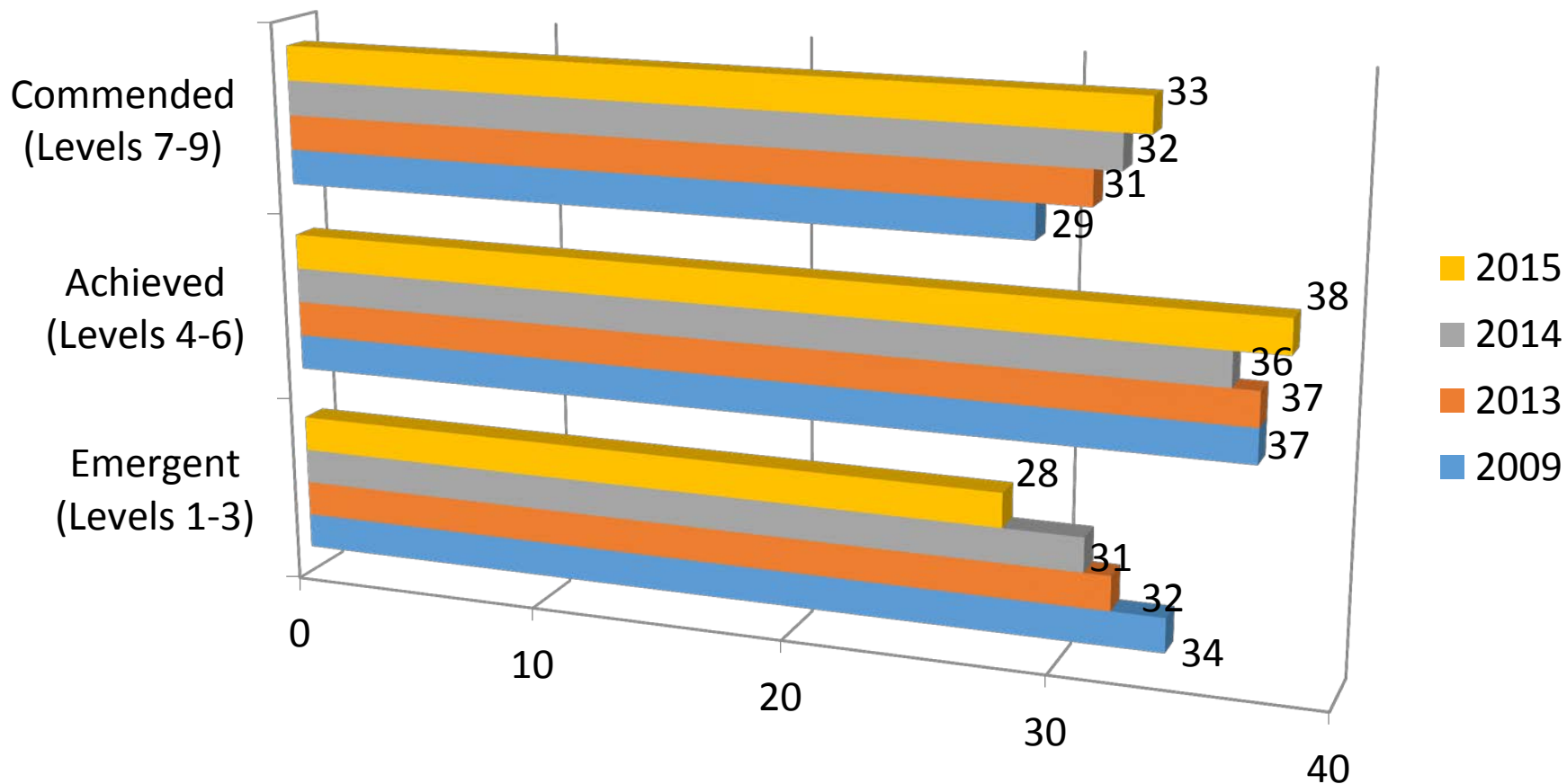
- Reading* **2015** {2014} [2013] (2009)
 - Emergent = **29%** {29% } [28%] (33%)
 - Achieved = **27%** {26%}[25%] (26%)
 - Commended = **44%** {44%} [46%] (42%)
- Mathematics* **2015** {2014} [2013] (2009)
 - Emergent = **28%** {31%} [32%] (34%)
 - Achieved = **38%** {36%} [37%] (37%)
 - Commended = **33%** {32%} [31%] (29%)

* Percentages have been rounded and therefore may not sum to exactly 100%

Reading



Mathematics

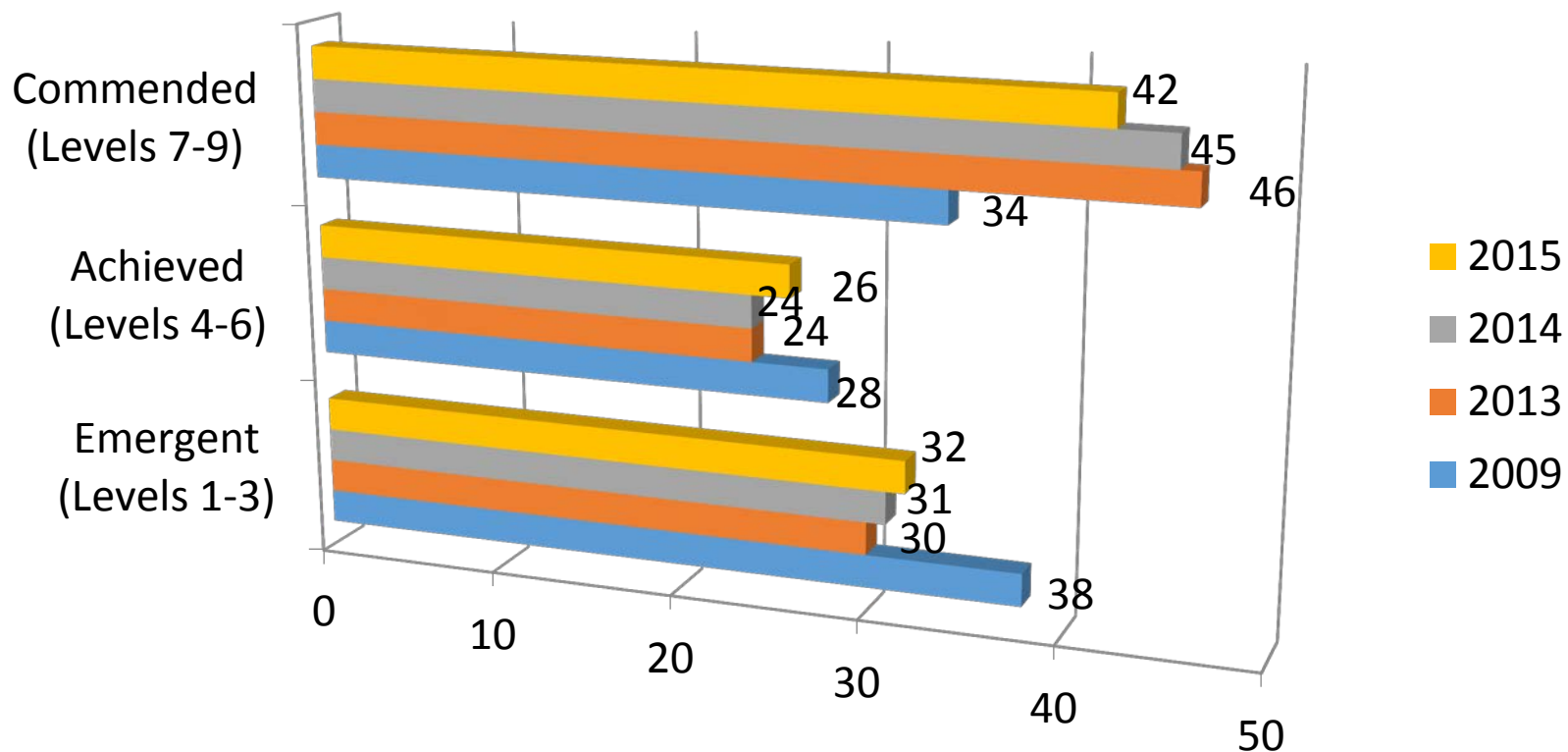


Results by Academic Area

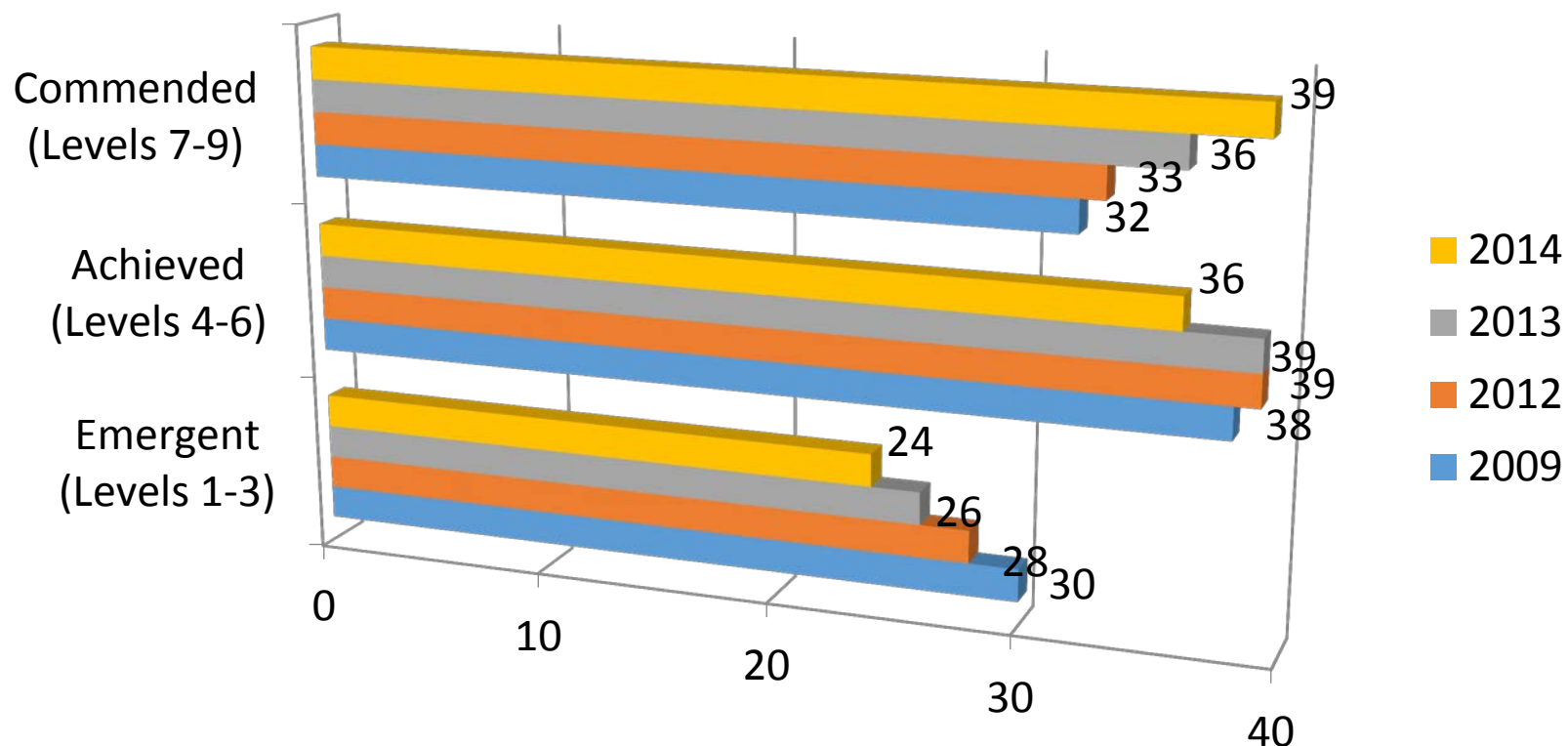
- Writing* **2015** {2014} [2013] (2009)
 - Emergent = **32%** {31%} [30%] (38%)
 - Achieved = **26%** {24%} [24%] (28%)
 - Commended = **42%** {45%} [46%] {42%} (34%)
- Science* **2015** {2014} [2013] (2009)
 - Emergent = **26%** {24%} [26%] (30%)
 - Achieved = **38%** {36%} [39%] (38%)
 - Commended = **36%** {39%} [36%] (32%)

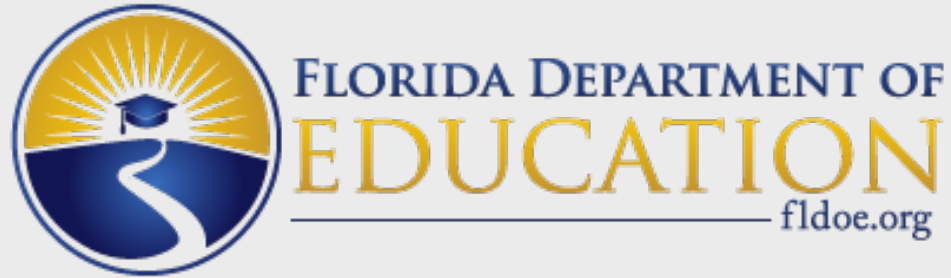
* Percentages have been rounded and therefore may not sum to exactly 100%

Writing



Science





Access Points and Courses

Standards  **Courses**  **Assessments**

Florida Standards Access Points

- Access Points are academic expectations written specifically for students with significant cognitive disabilities.
- As part of the Florida Standards, access points reflect the core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.
- Access courses are designed to provide students with a significant cognitive disability with access to the general curriculum.

Florida Standard- MAFS.1.G.1.3

Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Access Point- MAFS.1.G.1.AP.3a

Partition circles and rectangles into two and four equal parts.

- **Essential Understandings**

Concrete:

- Identify that when a shape is folded and its sides match up it has been partitioned into two or four equal parts.
- Use manipulatives to partition shapes.

Representation:

- Select pictures that have been partitioned into two or four equal parts.

Essential Understandings for ELA and Math

- These are supports and scaffolds that help teachers provide instruction at a level where a student may begin to interact with grade level content.
- They serve as benchmarks along the continuum of learning to ensure progress toward the access points.
- These are developed and reviewed with FDOE and stakeholders.

Essential Understandings

Cluster: Production and Distribution of Writing		
STANDARD CODE	STANDARD	
LAFS.3.W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
	ACCESS POINTS	
	LAFS.3.W.2.AP.4a	With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.
		Essential Understandings (Persuasive)
		Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).

How can I find the new access points and essential understandings?

- Access Points can be found on the CPALMS website at <http://www.cpalms.org/Public/>
- Essential Understandings can be found on the Access project website at <http://accesstofls.weebly.com/>
- Essential Understandings will be added to CPALMS in the near future.

Course Updates

- Over the past few years, course offerings have reflected an effort to increase students' opportunities to be educated in the least restrictive environment.
 - In 2012-13, all ESE K – 5 subject area courses were removed from the Course Code Directory.
 - In 2013-14, all ESE 6 -8 core courses were removed from the Course Code Directory.
 - In 2014,15, all ESE 9-12 core courses were removed from the Course Code Directory.

Course Updates

- Fundamental Courses have been daggered and will no longer be available after the 2016-17 school year
- Link to 2015-16 Course Code Directory:
<http://fldoe.org/policy/articulation/ccd/2015-2016-course-directory.shtml>

**Students ENROLLED in
Access courses (grades 3-8)
during the 2014-15 year**

- ELA- 16,994
- Math- 16,816

**Students ASSESSED (FAA)
(grades 3-8) during the 2014-
15 year**

- ELA- 17,087
- Math- 17,076

SUMMARY

Statewide – **more** students in grades 3-8 took the FAA than those enrolled in Access courses aligned to the assessment.

FAA- Reading/Language Arts (grades 3-8)

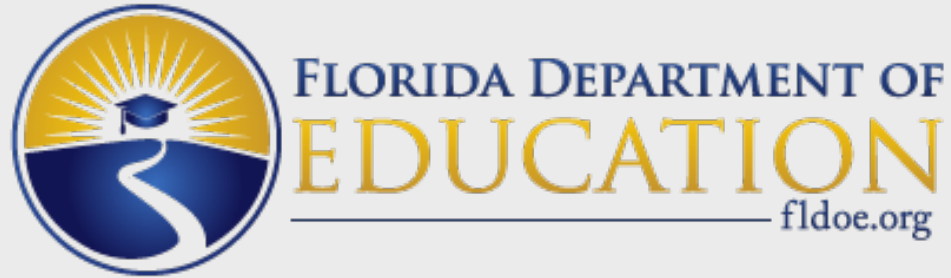
- 36 districts have more students taking FAA than enrolled in Access Courses that align with the assessment.
- 28 districts have more students enrolled in Access courses than those assessed by the FAA.
- 5 districts (Columbia, Hamilton, Pasco, Sumter, and FAU Lab School) have the same number of students enrolled in the Access courses and taking the assessment.



FAA- Math (grades 3-8)

- 35 districts have more students taking FAA than enrolled in Access Courses that align with the assessment.
- 30 districts have more students enrolled in Access courses than those assessed by the FAA.
- 4 districts (Columbia, Hamilton, St. Lucie, and FAU Lab School) have the same number of students enrolled in the Access courses and taking the assessment.

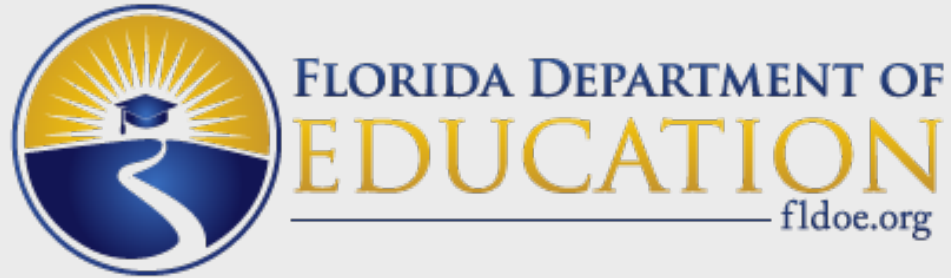




Who should take the FAA?

Who makes the decision?

What is the criteria?



Statewide Assessment for Students with Disabilities

Rule 6A-1.0943, F.A.C.

What's New

- The Statewide Assessment for Students with Disabilities (Rule 6A-1.0943, F.A.C.) became effective 12/23/2014
 - Updated language given statutory changes
 - Amends section addressing consideration of FAA administration
 - Added requirements for medically complex exemption
 - Revised unique accommodation section

Rule 6A-1.0943, F.A.C. – Assessment Rule

- Amends section related to participation in the Florida Alternate Assessment
 - References requirements for parent consent
 - Eliminates redundant language in criteria
 - Even with appropriate and allowable accommodations, assistive technology, or accessible instructional materials the student requires modification to the grade-level general state content standards; **AND**
 - Student requires direct instruction in ELA, math, social studies and science based on access points



1% Cap

Under the Elementary and Secondary Education Act (ESEA), states have the flexibility to count the **proficient** scores of students with **significant cognitive disabilities** who take an alternate assessment as long as the number of those **proficient** scores does not exceed **one percent** of all tested students.

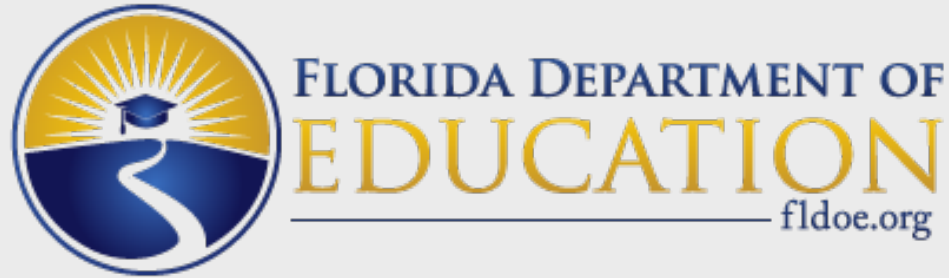


How is the 1% calculated?

1 % = Total Enrollment in tested grades

Example: School A has 2,884 students enrolled in tested grades.

$$2,884 \div .01 = 28.8\% = 29 \text{ Students}$$



Steps to 1% waiver

District submits a request to our office by the deadline with one or more of the following:

- ✓ Explanation of circumstances
- ✓ Data showing the number of students taking FAA by exceptionality
- ✓ Complete description of the high-quality, research-based programs for SWCD
- ✓ Data showing movement of students with the SWCD from other districts and states
- ✓ Data confirming that the district houses a multi-district program for students with the most significant cognitive disabilities.



Waiver Consideration

- Multi-district programs
- Very small where a slight change equals BIG change in %
- High Quality, research-based programs

Pre-Kindergarten Data

Indicator 6: LRE Ages 3-5

Age	Regular Early Childhood (EC) and Services inside EC (Indicator 6A)	Regular EC and Services outside EC	Separate Class, School, or Residential (Indicator 6B)
3	17%	13%	66%
4	26%	15%	54%
5	32%	23%	42%

Source: Survey 2, 2014-15

Indicator 6A: The percent of children ages 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Indicator 6B: The percent of children ages 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

2013-14 Child Outcomes Summary Statement Results (Indicator 7)

	Outcome A Battelle Developmental Inventory-2 nd Edition Personal-social Domain		Outcome B Battelle Developmental Inventory-2 nd Edition Communication Domain		Outcome C Battelle Developmental Inventory-2 nd Edition Adaptive Domain	
	Summary Statement #1	Summary Statement #2	Summary Statement #1	Summary Statement #2	Summary Statement #1	Summary Statement #2
Data	64.2%	81.0%	63.4%	67.8%	53.7%	77.7%

SOURCE

Children are assessed at program entry and program exit using the Battelle Developmental Inventory, 2nd Edition. Districts input children's assessment data into a web-based program developed by the publisher of the BDI-2.

2014 Indicator 12: Timely Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their 3rd birthday.

- Target: 100%
- Outcome: 100%

Additional Student Data

- Discipline
- Secured seclusion and restraint

Suspension/Expulsion (SPP Indicator 4A): 2005-06 to 2013-14

► **State Change**

- 0.40 point decrease between 2005-06 and 2013-14
- From 2012-13 to 2013-14, the risk ratio increased from 1.21 to 1.43

► **District Change**

- 55 districts < 3.0 in 2005-06
- 58 districts < 3.0 in 2011-12
- 68 districts < 3.0 in 2012-13
- 65 districts < 3.0 in 2013-14

► **District Variability**

- 3 districts > 4.0 in 2010-11
- 0 districts > 4.0 in 2013-14

- 25 districts < 1.0 in 2010-11
- 27 districts < 1.0 in 2011-12
- 31 districts < 1.0 in 2012-13
- 32 districts < 1.0 in 2013-14

Suspension/Expulsion (SPP Indicator 4B): 2012-13

➤ State Performance

- The state average risk ratios were < 3.0 for all ethnic categories in 2011-12 through 2013-14

➤ District Performance

- 22 districts ≥ 3.0 for Black or African American in 2013-14

➤ District Variability

- 9 districts ≥ 6.0 for Black or African American in 2013-14
- 6 districts < 1.0 for Black or African American in 2013-14

2013-14 and 2014-15 Restraint Data Comparison*

- August 1, 2014 through July 31, 2015:
 - **8,199** incidents of restraint involving **3,229** students
- August 1, 2013 through July 31, 2014:
 - **8,964** incidents of restraint involving **3,479** students
- August 1, 2014 through July 31, 2015: **decrease of 765** incidents of restraint
- August 1, 2014 through July 31, 2015: **decrease of 250** students

*Comparisons between Aug. 1, 2013 – July 31, 2014 and Aug. 1, 2014 – July 31, 2015 data

2013-14 and 2014-2015

Restraint Data Comparison*

- Number of ESE students - August 1, 2014 through July 31, 2015: **357,067**
 - Percentage restrained: **0.90%**
- Number of ESE students - August 1, 2013 through July 31, 2014: **350,413**
 - Percentage restrained: **0.99%**
- Difference between number of ESE students: **Increase of 6,654 ESE students in Florida in 2014-15**
- Difference in percentage of ESE students restrained: **0.09 % reduction of restraint for 2014-15**

*Comparisons between Aug. 1, 2013 - July 31, 2014 and Aug. 1, 2014 - July 31, 2015 data

2013-14 and 2014-2015 Seclusion Data Comparison*

Seclusion:

- August 1, 2014 through July 31, 2015:
 - **2,262** incidents of seclusion involving **732** students
- August 1, 2013 through July 31, 2014:
 - **2,272** incidents of seclusion involving **885** students
- August 1, 2014 through July 31, 2015: **decrease of 10** incidents
- August 1, 2014 through July 31, 2015: **decrease of 153** students

*Comparisons between Aug. 1, 2013 – July 31, 2014 and Aug. 1, 2014 – July 31, 2015 data

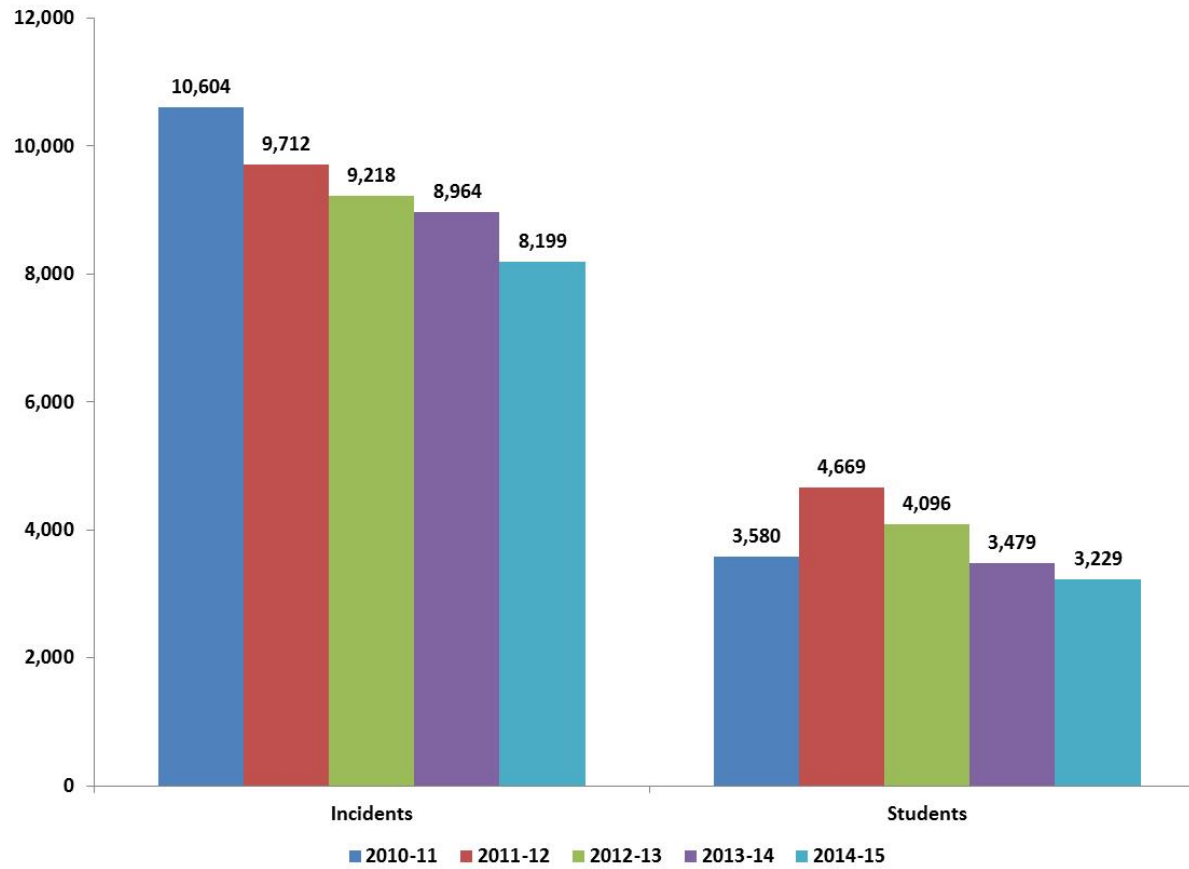
2013-14 and 2014-2015

Seclusion Data Comparison*

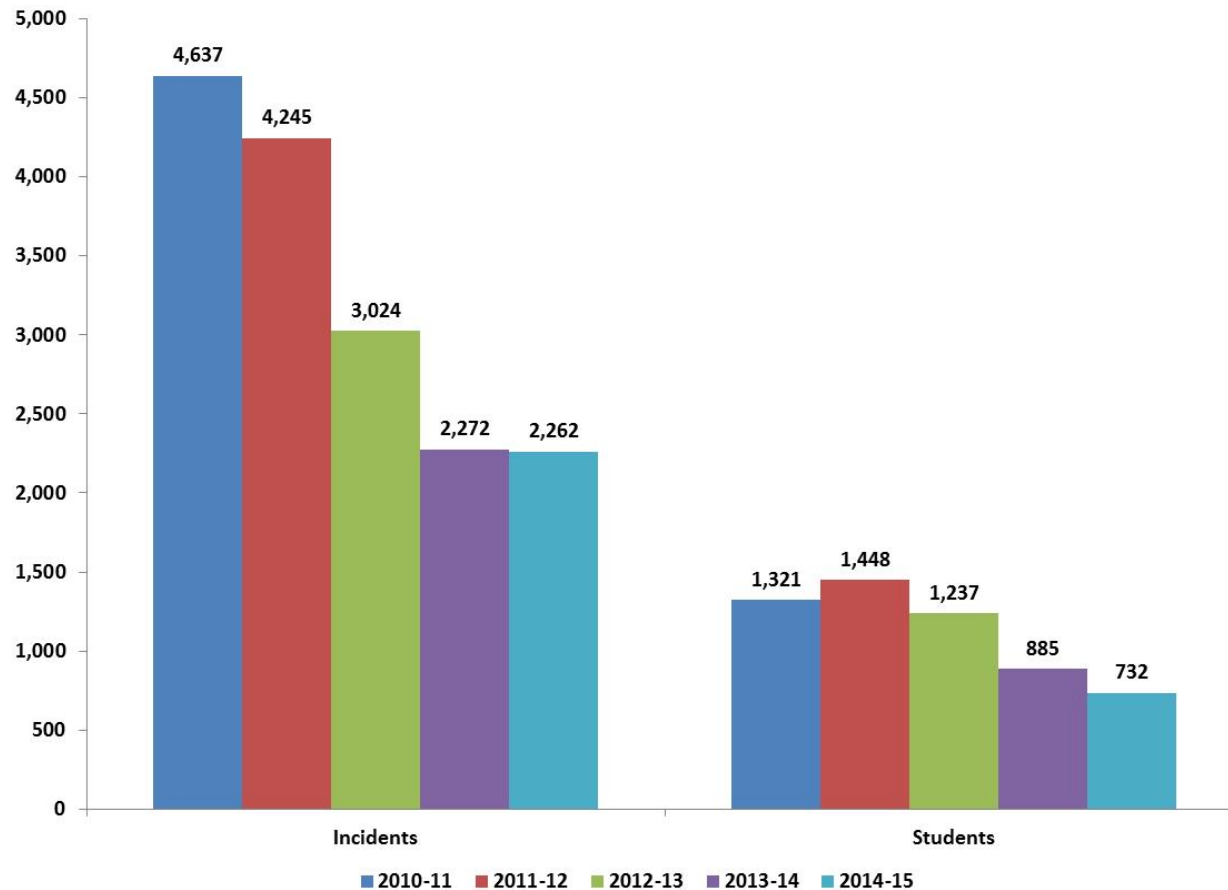
- Number of ESE students - August 1, 2014 through July 31, 2015: **357,067**
 - Percentage secluded: **0.20%**
- Number of ESE students - August 1, 2013 through July 31, 2014: **350,413**
 - Percentage secluded: **0.25%**
- Difference between number of ESE students: **Increase of 6,654 ESE students in Florida in 2014-15**
- Difference in percentage of ESE students secluded: **0.05 % reduction of seclusion for 2014-15**

*Comparisons between Aug. 1, 2013 - July 31, 2014 and Aug. 1, 2014 - July 31, 2015 data

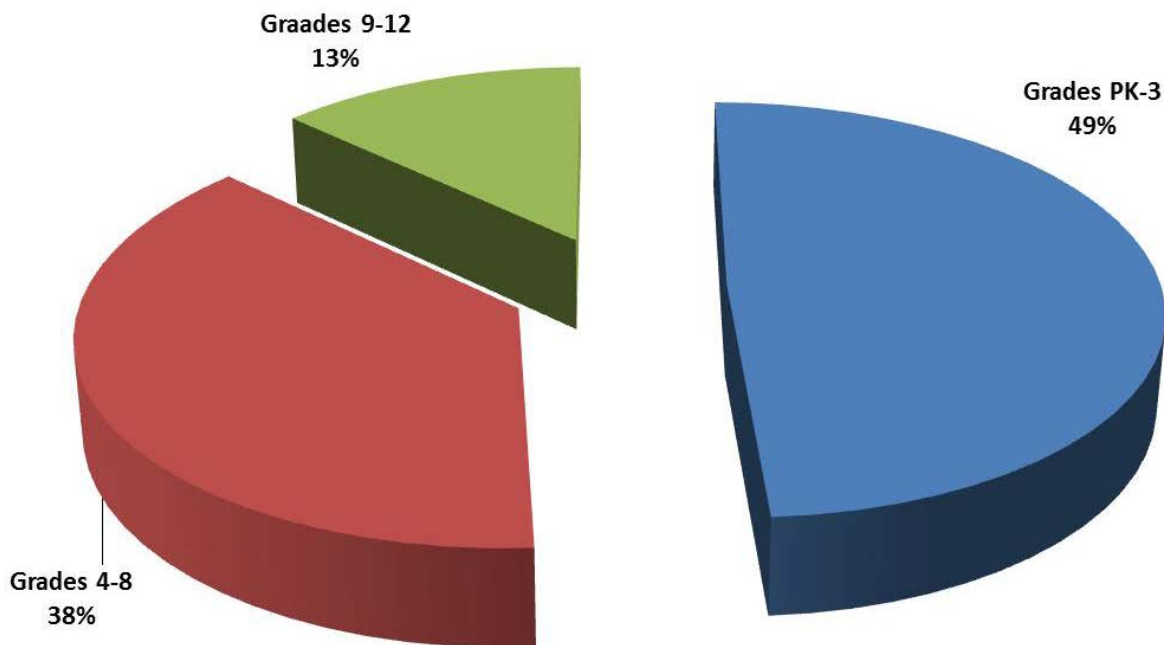
Number of Restraints and Number of Students Restrained



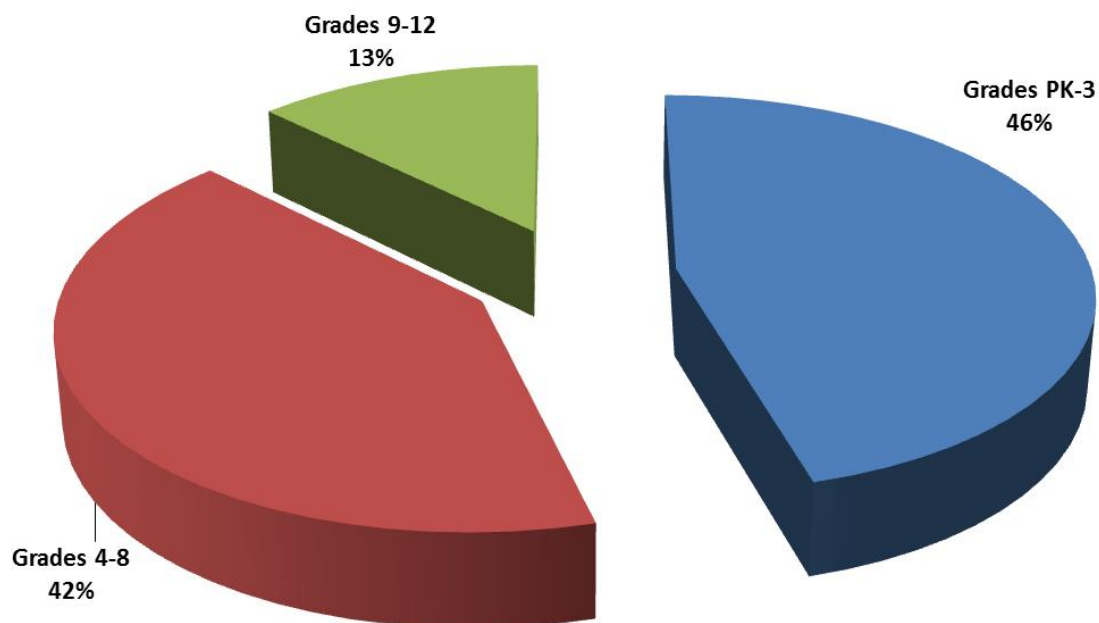
Number of Seclusions and Number of Students Secluded



Restraint by Grade Level 2014-15

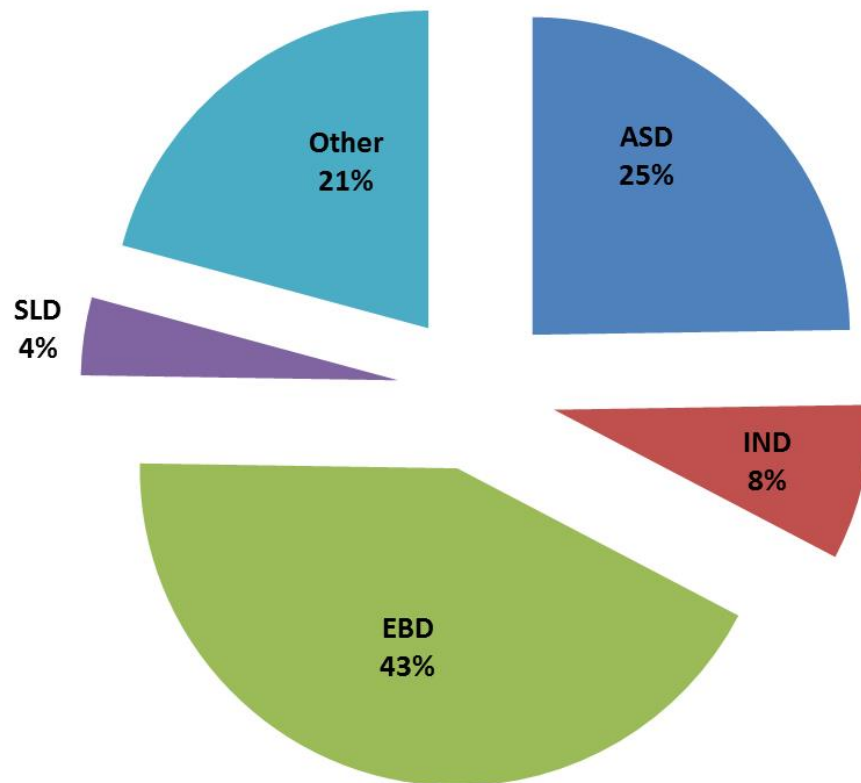


Seclusion by Grade Level 2014-15



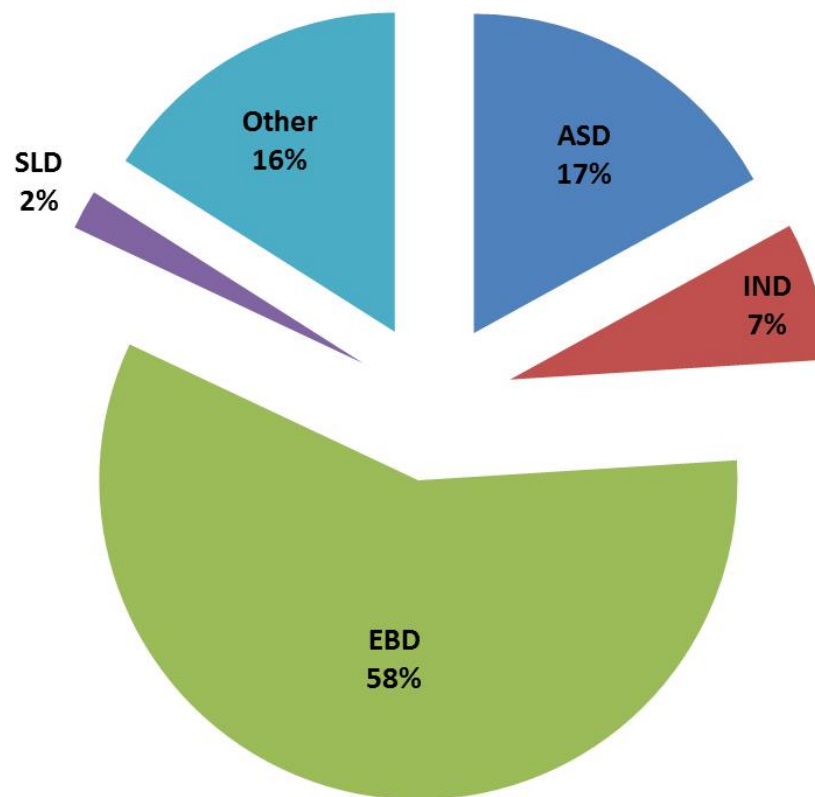
Restraint by Exceptionality

2014-15

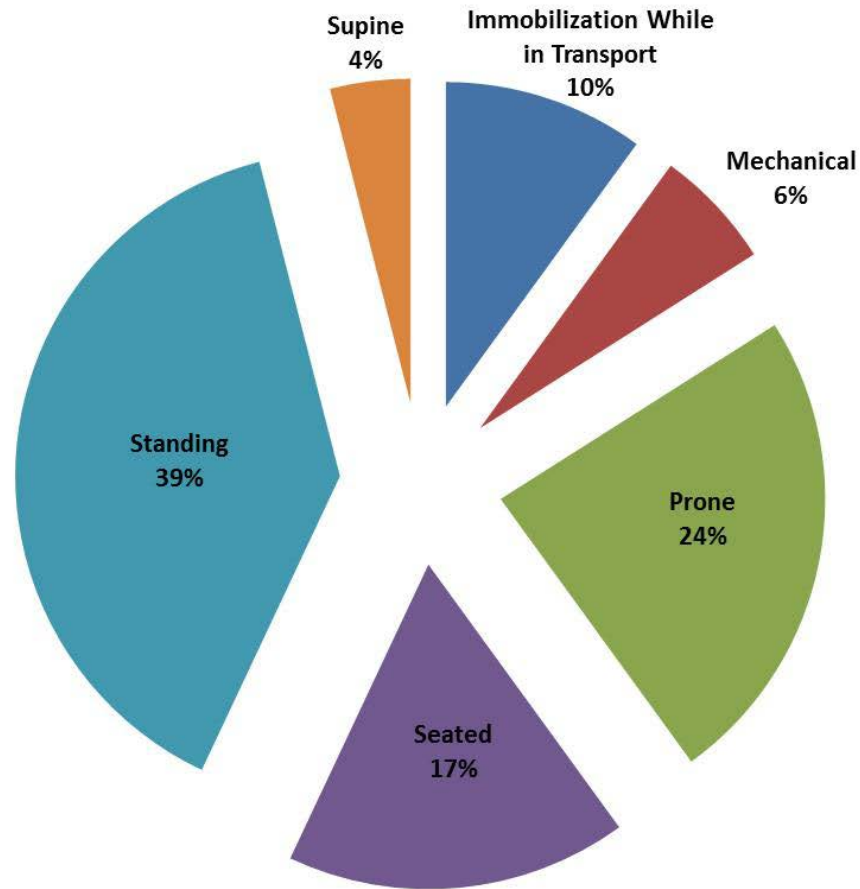


Seclusion by Exceptionality

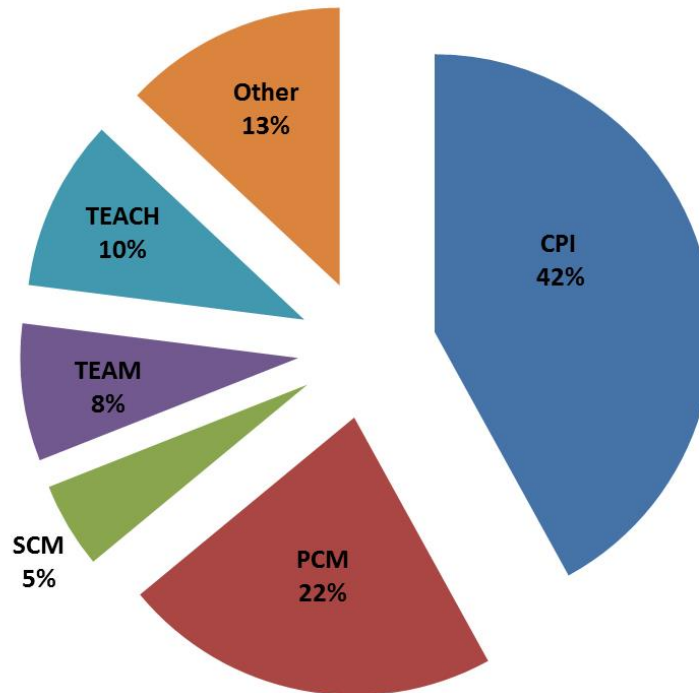
2014-15



Types of Restraint 2014-15



Crisis Management Strategies Used 2014-15



Parent Data

ESE Parent Survey Results-2014-15

Survey	Surveys Completed	At or Above Standard (#)	At or Above Standard (%)	Targets (%)
Pre-school	2,717	1,961	72.2%	76%
K-12	20,016	14,874	74.3%	76%

2014-15 ESE Parent Survey Results

Fiscal Year	At or Above Standard (%)	
	PK	K-12
2011-12	72.7%	74.1%
2012-13	75.6%	74.5%
2013-14	73.2%	75.6%
2014-15	72.2%	74.3%

What Did We Learn From the 2014-15 Survey?

Pre-school survey area successes/Top 3 items:

- 95.9% - Pre-school staff respect my culture
- 94.5% - My child's evaluation was written in words I understand
- 93.5% - ESE Staff are available to speak with me

What Did We Learn From the 2014-15 Survey?

Pre-school areas of needed improvement/Lowest 3 items:

- 71.7% - reported that supports were offered to participate in trainings and workshops
- 69.5% - parents reported that they were offered training about preschool education
- 64.8% - parents reported preschool staff connected families with one another for mutual support

What Did We Learn From the 2014-15 Survey?

K-12 Survey Successes/Top 3 Items:

- 91.1% - reported that written information received was understandable
- 89.2% - reported that the IEP tells how progress towards goals will be measured
- 89.2% - reported that teachers are available to speak with parents

What Did We Learn From the 2014-15 Survey?

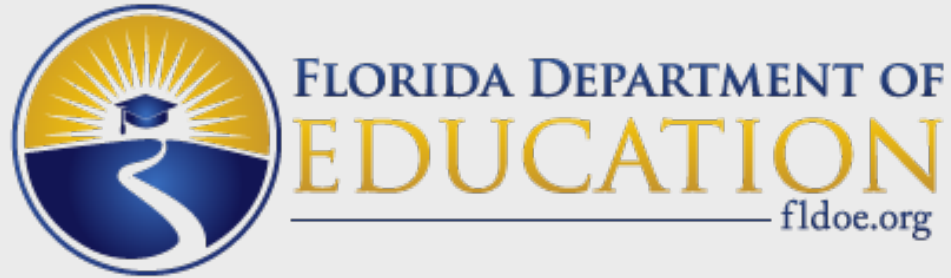
K-12 Areas of improvement/Lowest 3 items:

- 67.7% reported that the school provides information on agencies that can assist my child in the transition from school
- 60.3% of K-12 parents reported that they were offered special assistance (such as childcare) so that they could participate in the IEP meeting
- 59.3% - reported that the school offers parents training about ESE

ESE Parent Survey 2015-16

New this Year:

- New report format- clear and concise
- Data released by AMM
- Meaningful School level data- Schools with 10 or more surveys returned receive feedback on strengths and areas of concern
- Resource guide tied to each question on the survey to assist schools and districts – under development
- Moving to Paper Surveys for All Districts



Dispute Resolution and Monitoring

2014-2015 Data

Results of 2014-15 Self-Assessment

Selected protocols:

- Secondary Transition Age 16 (T16)
- Department of Juvenile Justice (DJJ)
- Evaluation, [IEP] Development and [IEP] Implementation (EDI)
- Matrix of Services

T16 Noncompliance

Noncompliance identified for all standards of T16 except for T16-18 (Summary of Performance)

Highest percentage of noncompliance: T16-9 (Measurable Postsecondary Goals)

DJJ Noncompliance

Noncompliance identified for 21 of the 29 standards for DJJ

Highest percentage of noncompliance: DJJ-2 (parent notice for meetings); DJJ-4 (present levels statement); DJJ-5 (measurable annual goals); DJJ-6 (evidence of implementation of strategies to work toward mastery of goals); DJJ-20 (consideration of parental concerns); DJJ-26 (prior written notice)

EDI Noncompliance

Noncompliance identified for all 18 standards for EDI

Highest percentage of noncompliance: EDI-4 (evidence of ongoing progress monitoring and sharing data with parents); EDI-9 (measurable annual goals); EDI-12 (evidence of implementation of strategies to work toward mastery of goals); EDI-16 (evidence of provision of modifications and accommodations); EDI-18 (progress reports)

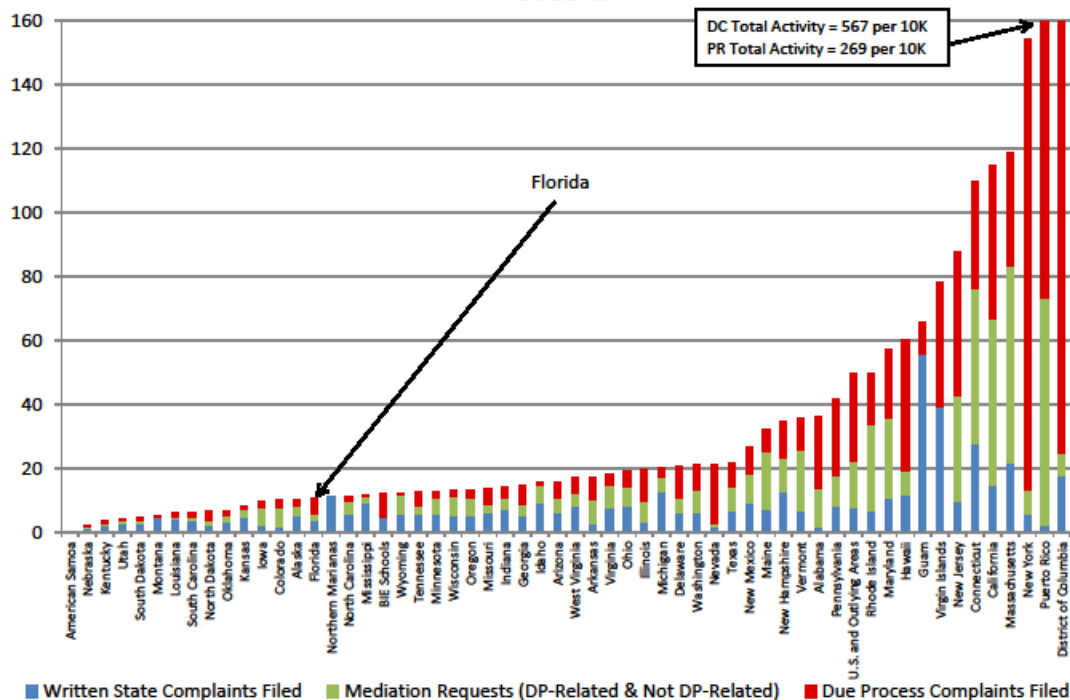
Matrix Discrepancies

Discrepancies found in all domains and extra points

Most discrepancies found in Social or Emotional Behavior, followed by Independent Functioning, Communication, Health Care and Curriculum and Learning Environment



Total Dispute Resolution Activity by State/Entity per 10K Childcount: 2013-14



Prepared by Richard Zeller & Amy Whitehorne - Contact: cadre@directionservice.org

Complaints – 2014-2015 Data

- Total number of complaint filed = 183
- Reports issued = 83
- Reports with findings of noncompliance = 59
- Withdrawn or dismissed = 93
- Pending (abeyance or in process) = 7

Complaint Data 2014-2015

Common Issues

- **Top issues**

- IEP implementation
- IEP development and review
- FBA/BIP
- Evaluation/Reevaluation

- **At least 5, but < 10**

- Access to records
- LRE/Placement
- Restraint
- Prior written notice
- General education interventions

Mediation = 2014-2015 data

- Total number of requests = 86
 - Held related to due process = 21
 - Held **NOT** related to due process = 33
 - Cancelled, withdrawn or pending = 32
- Total number of mediation where agreement reached = 30
 - Related to due process = 10
 - Not related to due process = 20

Due Process 2014-2015 data

- Total number of due process filed = 195
- Resolution meetings = 55
- Settlements reached = 35
- Hearings fully adjudicated = 13
- Withdrawn, dismissed or resolved w/o hearing = 113
- Pending = 14

APR data – 2014-2015

- % of hearing requests that went to resolution sessions and were resolved
 - Target = 72.5% (14-15 TARGET)
 - Performance = 64%
- % of mediations resulting in agreements
 - Target = 68.2% (14-15 TARGET)
 - Performance = 56%

FIEP – What’s Next?

- Key2Ed developed train-the-trainer model
- Implemented with 9 districts during June 2015 summer institute
- This year’s focus – KEY2ED to train FDLRS staff
- By July 2016, all FDLRS centers will have staff able to train the FIEP

Participating in CADRE's Technical Assistance Workgroup on IEP Facilitation

Further development of a process for state-sponsored FIEPs

- Improved program design
- Improved policy and procedure considerations
- Create facilitator standards and training
- Assist with education, outreach and promotion
- Share data-collection and reporting procedures
- Develop program evaluation procedures



BEES Survey 2015

2015 BEESS Survey

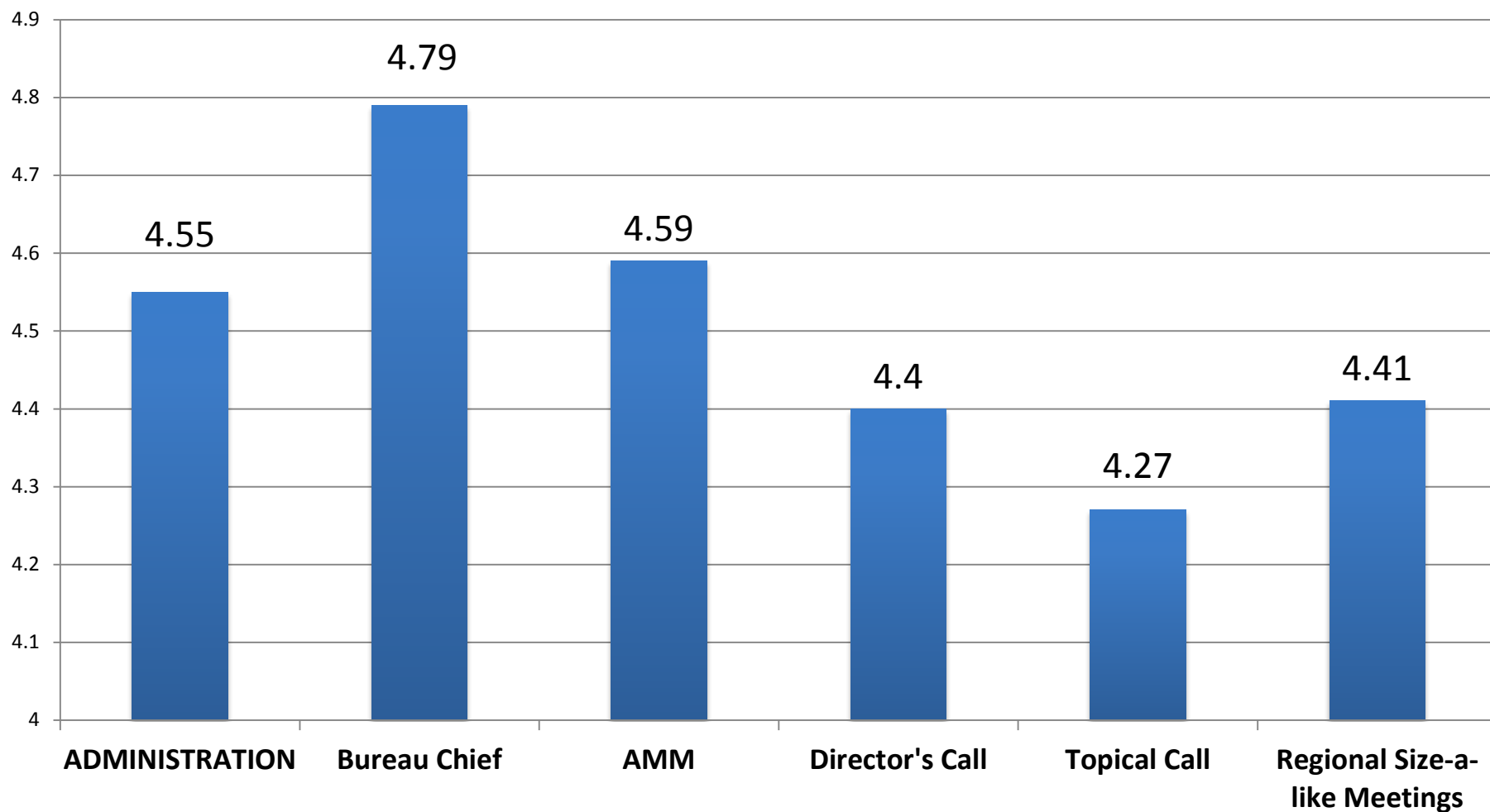
- Fifty-six (56) school districts responded to the survey - Total of 63 respondents.
- Overall, there were very favorable responses.
 - Very helpful and knowledgeable.
 - Great assistance and resources.
 - The staff from BEESS were wonderful and assisted our district in moving forward.
- Common themes for improvement included:
 - Share best practices from other districts.
 - Provide more trainings (e.g., FSAA and 504 Plan).
 - Information overload.
- **Additional Comments may be found in the Survey Summary document.**

Survey Items and Responses

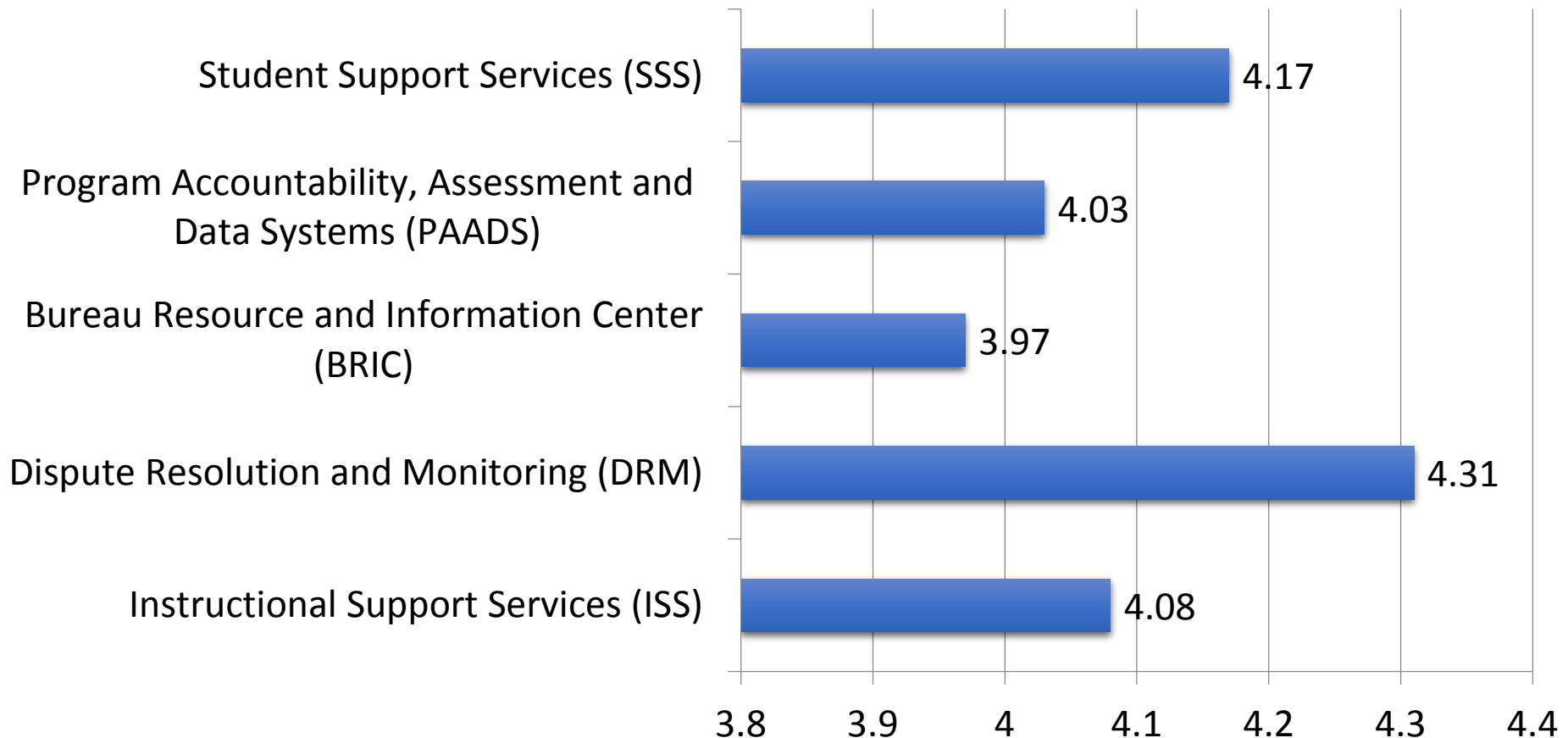
- **Survey Items**
 - 1 - Is responsive to my school district's needs.
 - 2 - District staff perceive the work of the project to be high quality and assist them in meeting identified needs.

- **Survey Responses/Ratings:**
 - 5 = Strongly Agree
 - 4 = Agree
 - 3 = Neutral
 - 2 = Disagree
 - 1 = Strongly Disagree
 - Not applicable

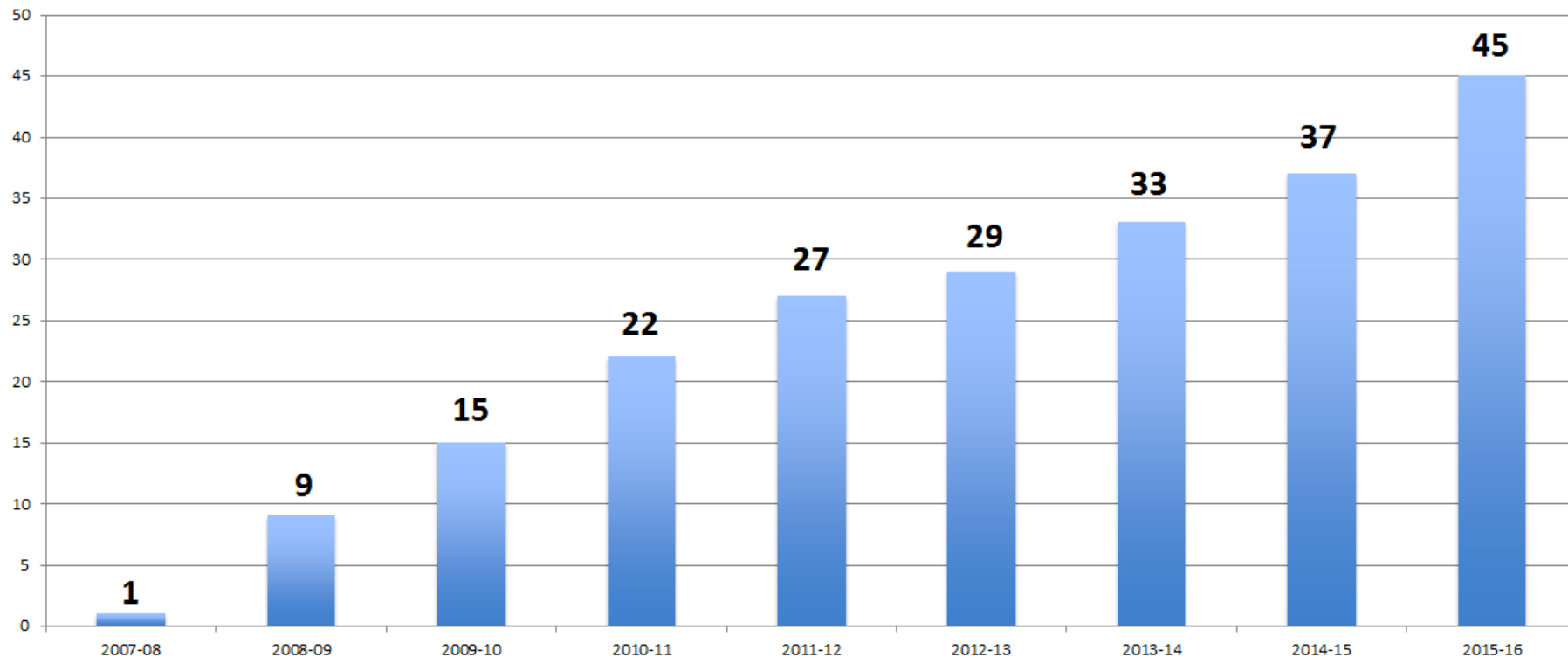
Administration Average of Responses To Survey Items I-1 and I-2



Other BEESS Sections Average of Responses To Survey Items I-1 and I-2

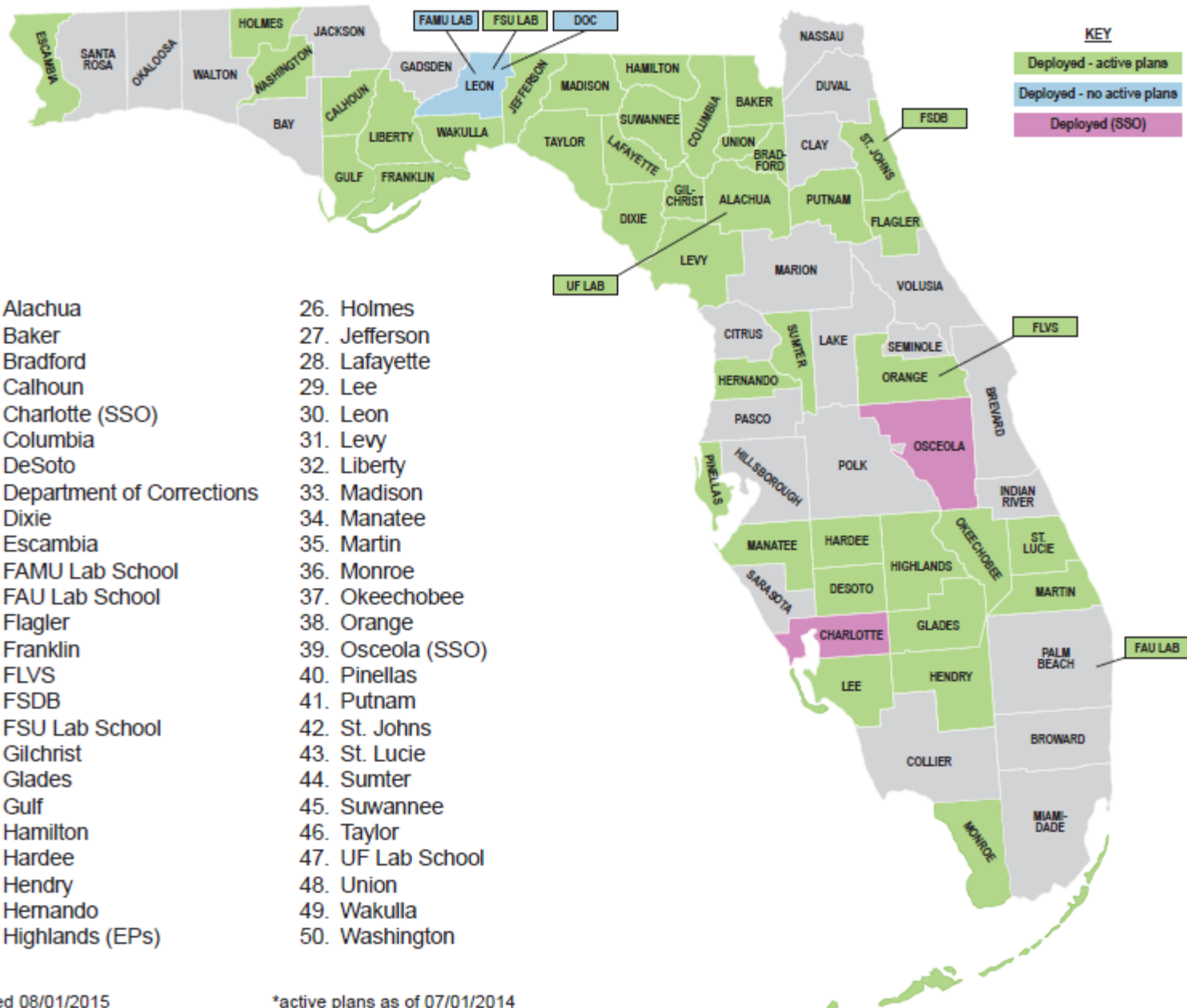


of Districts using PEER by School Year





PEER Districts



Updated 08/01/2015

*active plans as of 07/01/2014

PEER to FDOE Single Sign-On (SSO)

- PEER will be migrating from Sunshine Connections to the FDOE SSO in the summer of 2016.
- The PEER team will be communicating with you as the migration approaches to ensure that all districts are prepared for this change.
- Osceola County and Charlotte County are currently piloting PEER in the FDOE SSO.

PEER to FDOE Single Sign-On (SSO)

- To ensure a smooth migration, no new functionality will be deployed during the SY 2015–16 to maintain database consistency between the Sunshine Connections and SSO databases.
- Don't fret! The PEER team will continue development of new functionality, which includes the referral and eligibility components.
 - These features will be deployed once the migration has occurred (beginning of SY 2016 –17).
- We will continue to make any necessary changes to current PEER functionality that result from legislative or regulatory actions as they occur (e.g., rule revisions) to ensure compliance.

Interested in PEER?

- Please check out the BEESS Web Applications showcase taking place on Wednesday.
- Call 850-245-0923 or email PEERSupport@fldoe.org to learn more about PEER.

How Are We Doing With the 6 Key Practices?

1. Use Data Well
2. Focus Goals
3. Select and Implement Shared Instructional Practices
4. Implement Deeply
5. Monitor and Provide Feedback
6. Inquire and Learn

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



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