



Administrators' Management Meeting

BEES Updates

September 2016



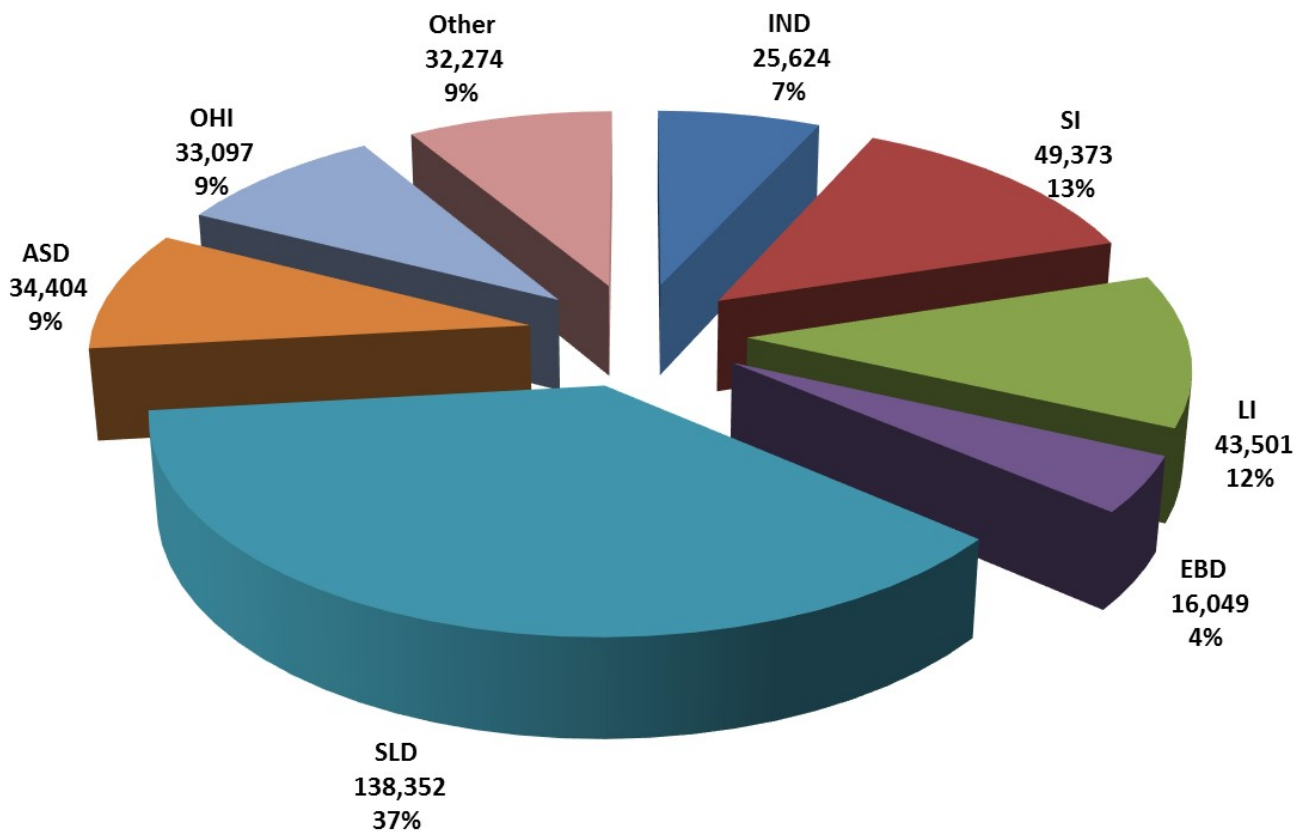
FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

THE STATE OF THE STATE

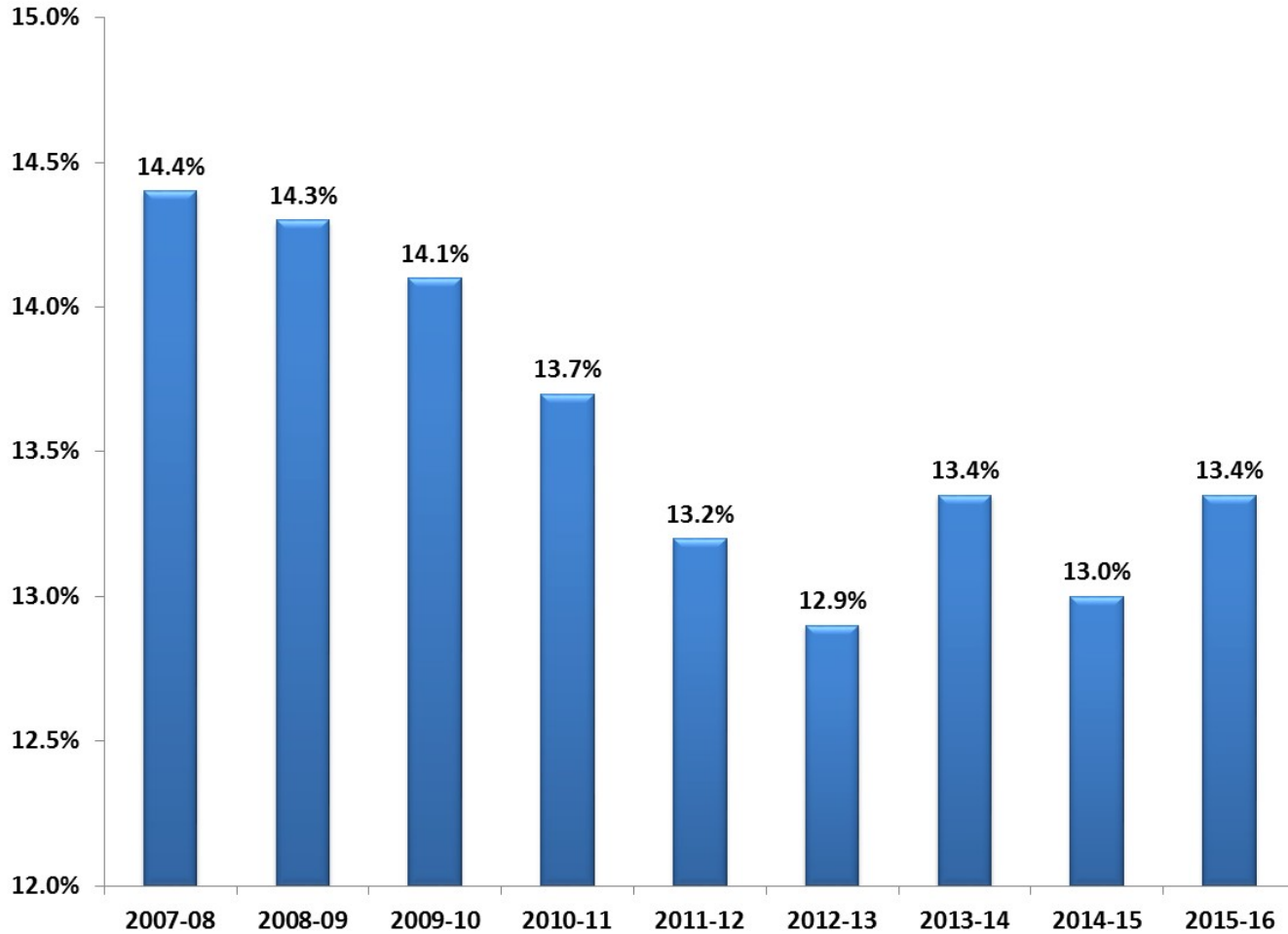


Florida's Students with Disabilities

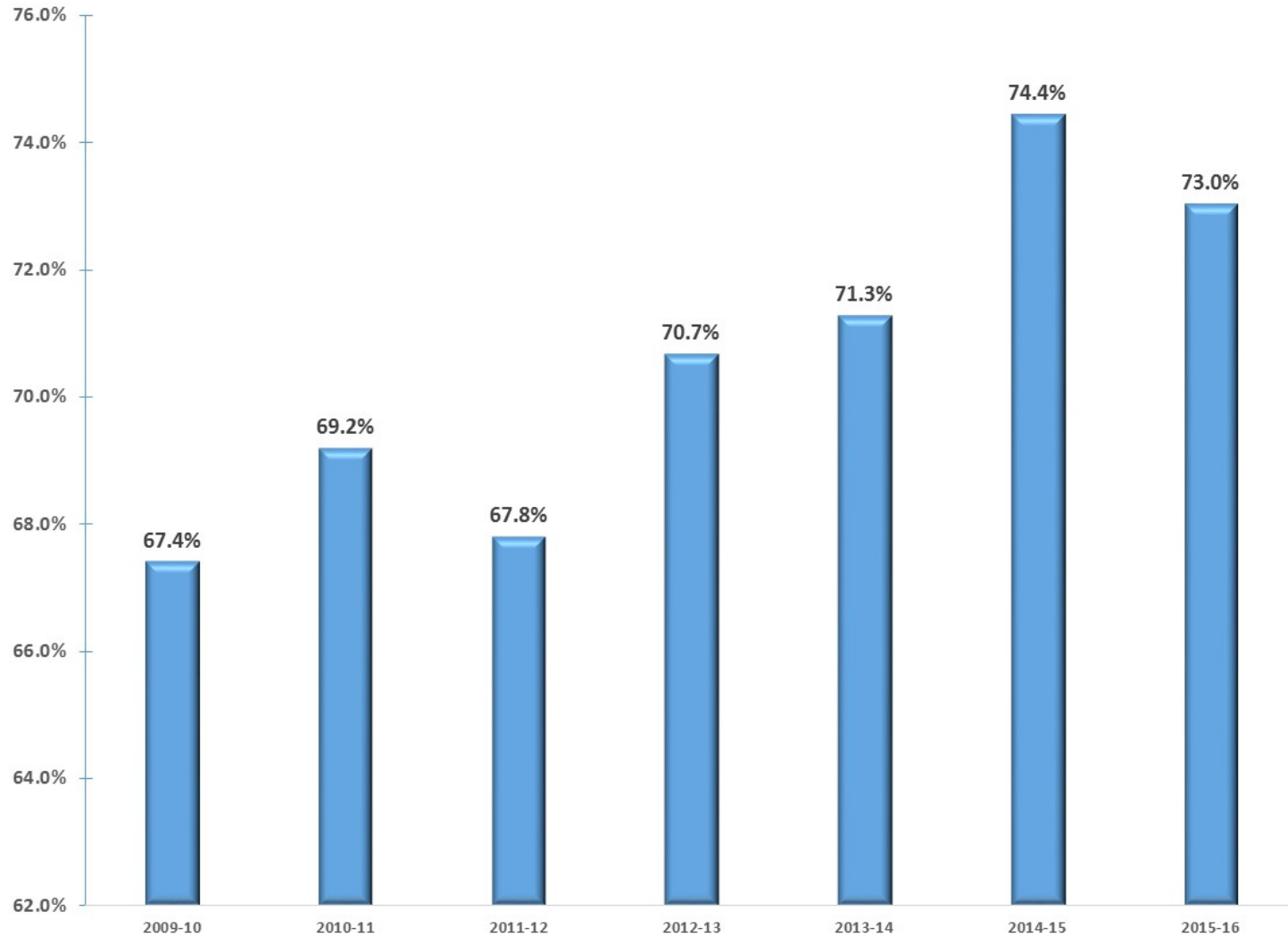


Source: Survey 2, Fall 2015 as of 4/14/16.

SWD AS PERCENT OF TOTAL POPULATION



Regular Class Placement



Regular Class Placement: 2005-06 to 2015-16

➡ State Improvement

- ➡ 17.7 point increase between 2005-06 and 2015-16

➡ District Improvement

- ➡ 7 districts > 70% in 2005-06
- ➡ 48 districts > 70% in 2012-13
- ➡ 52 districts > 70% in 2013-14
- ➡ 57 districts > 70% in 2014-15
- ➡ 61 districts > 70% in 2015-16

➡ District Variability

- ➡ 3 districts < 55% in 2012-13
- ➡ 3 districts < 55% in 2013-14
- ➡ 2 districts < 55% in 2014-15
- ➡ 2 districts < 55% in 2015-16

- ➡ 8 districts > 85% in 2012-13
- ➡ 9 districts > 85% in 2013-14
- ➡ 10 districts > 85% in 2014-15
- ➡ 12 districts > 85% in 2015-16

Separate Class Placement: 2005-06 to 2015-16

➡ State Change

- ➡ 8.5 point decrease between 2005-06 and 2015-16

➡ District Change

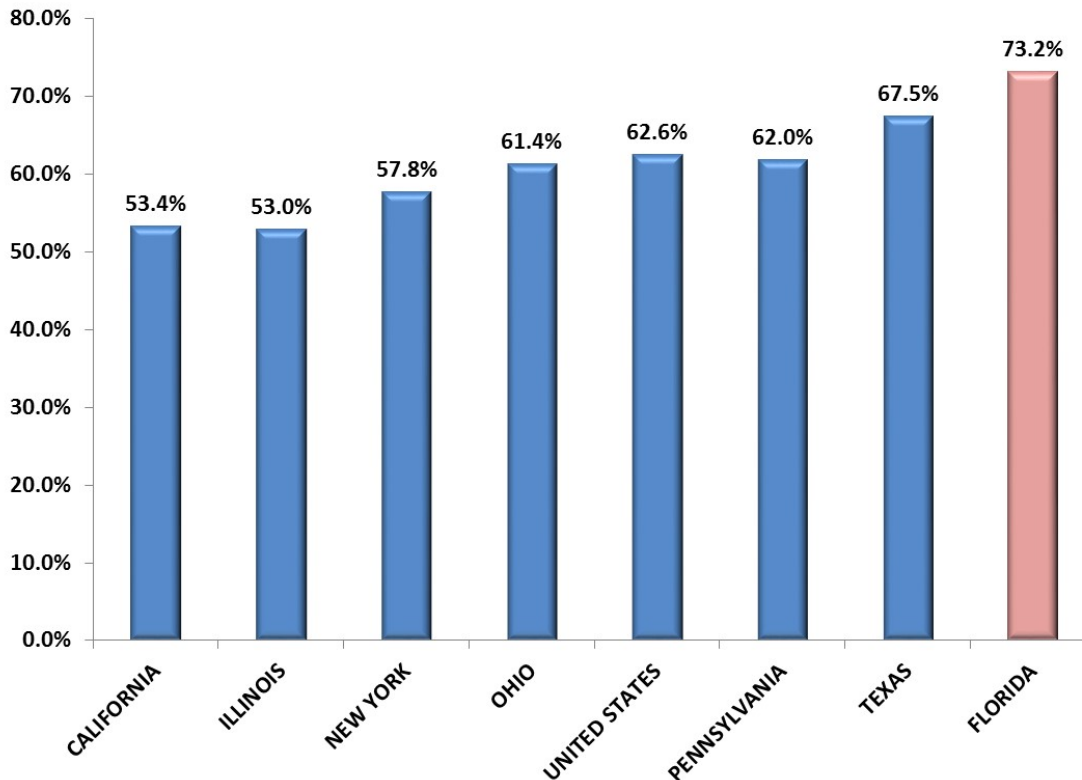
- ➡ 16 districts < 14% in 2005-06
- ➡ 39 districts < 14% in 2012-13
- ➡ 33 districts < 14% in 2013-14
- ➡ 38 districts < 14% in 2014-15
- ➡ 39 districts < 14% in 2015-16

➡ District Variability

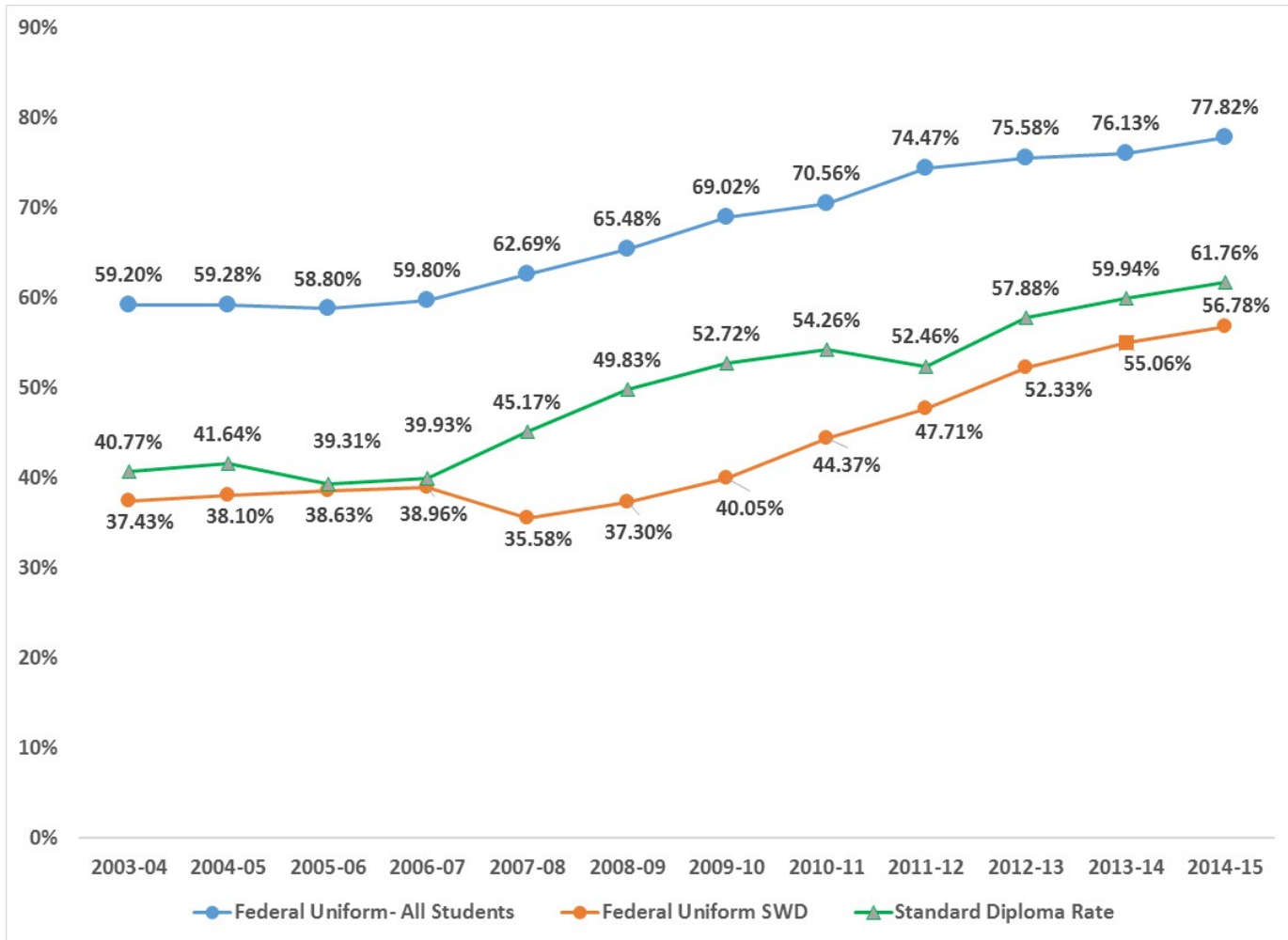
- ➡ 14 districts < 10% in 2012-13
- ➡ 13 districts < 10% in 2013-14
- ➡ 18 districts < 10% in 2014-15
- ➡ 15 districts < 10% in 2015-16
- ➡ 14 districts > 20% in 2012-13
- ➡ 15 districts > 20% in 2013-14
- ➡ 11 districts > 20% in 2014-15
- ➡ 6 districts > 20% in 2015-16

Seven Largest States

Percent of Students with Disabilities in Regular Class Placement 2014-15



Standard Diploma Graduation Rates



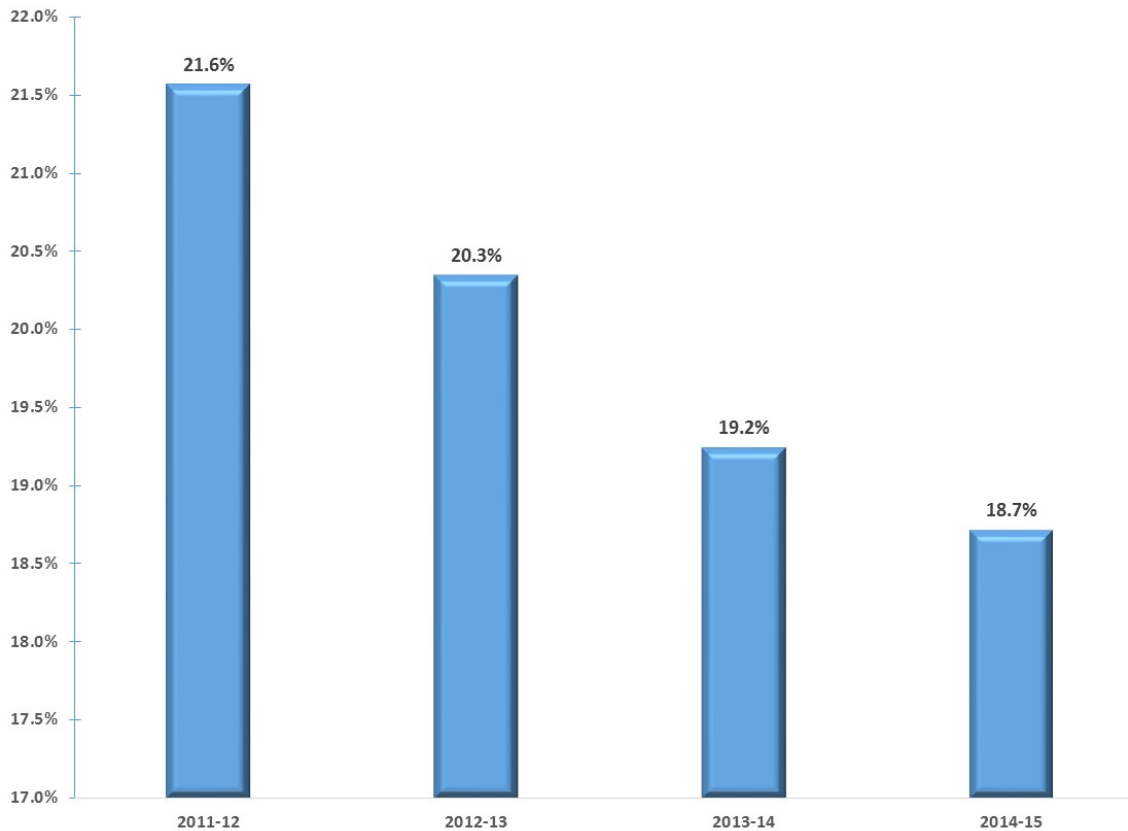
Standard Diploma Rate: 2005-06 to 2014-15

- ➔ **State Improvement**
 - ➔ 23.4 point increase between 2005-06 and 2014-15
- ➔ **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
- ➔ **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
 - ➔ 3 districts > 90% in 2011-12
 - ➔ 4 districts > 90% in 2012-13
 - ➔ 4 districts > 90% in 2013-14
 - ➔ 5 districts > 90% in 2014-15

Number of Students Earning Special Diploma

Year	Number of Students
2009-10	5,227
2010-11	5,545
2011-12	5,066
2012-13	4,749
2013-14	4,229
2014-15	4,383

Federal Dropout Rate 2011-12 through 2014-15



Federal Dropout Rate: 2011-12 to 2014-15

➡ State Improvement

- ➡ 2.9 point decrease between 2011-12 and 2014-15

➡ District Improvement

- ➡ 50 districts < 20% in 2012-13
- ➡ 47 districts < 20% in 2013-14
- ➡ 54 districts < 20% in 2014-15

➡ District Variability

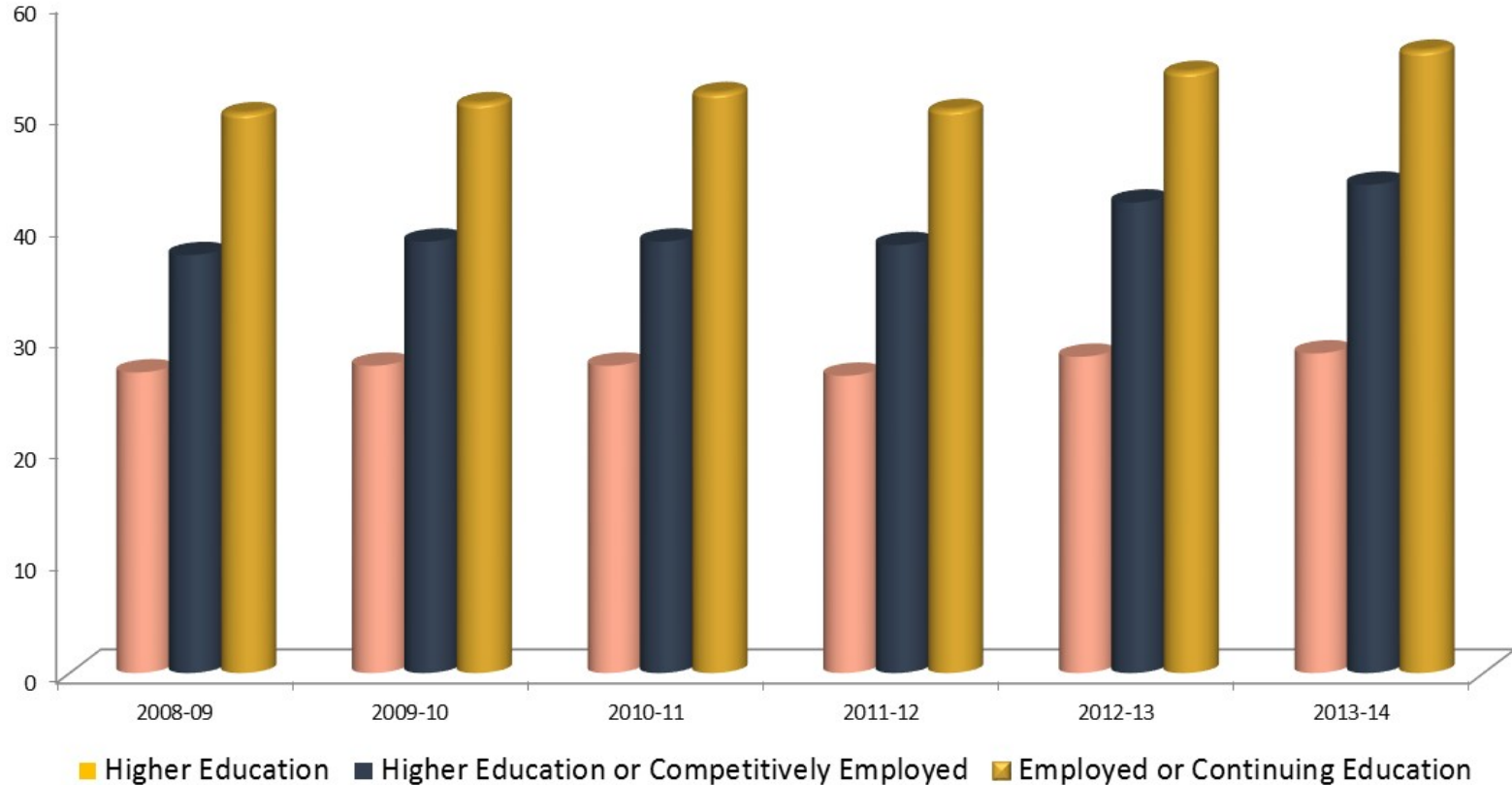
- ➡ 9 districts > 30% in 2012-13
- ➡ 7 districts > 30% in 2013-14
- ➡ 6 districts > 30% in 2014-15

- ➡ 15 districts < 5% in 2012-13
- ➡ 14 districts < 5% in 2013-14
- ➡ 14 districts < 5% in 2014-15

Florida Education and Training Placement Information Program (FETPIP)

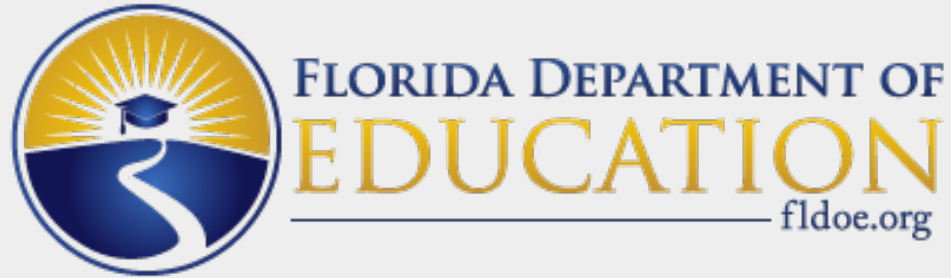
- FETPIP's method of data collection replaces conventional survey-type techniques, and provides information in an accurate and cost effective manner.
- The follow-up studies are conducted annually by matching records of the student graduates, completers or exiters from the numerous public and independent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

Post-school Outcomes for SWD (Performance)



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

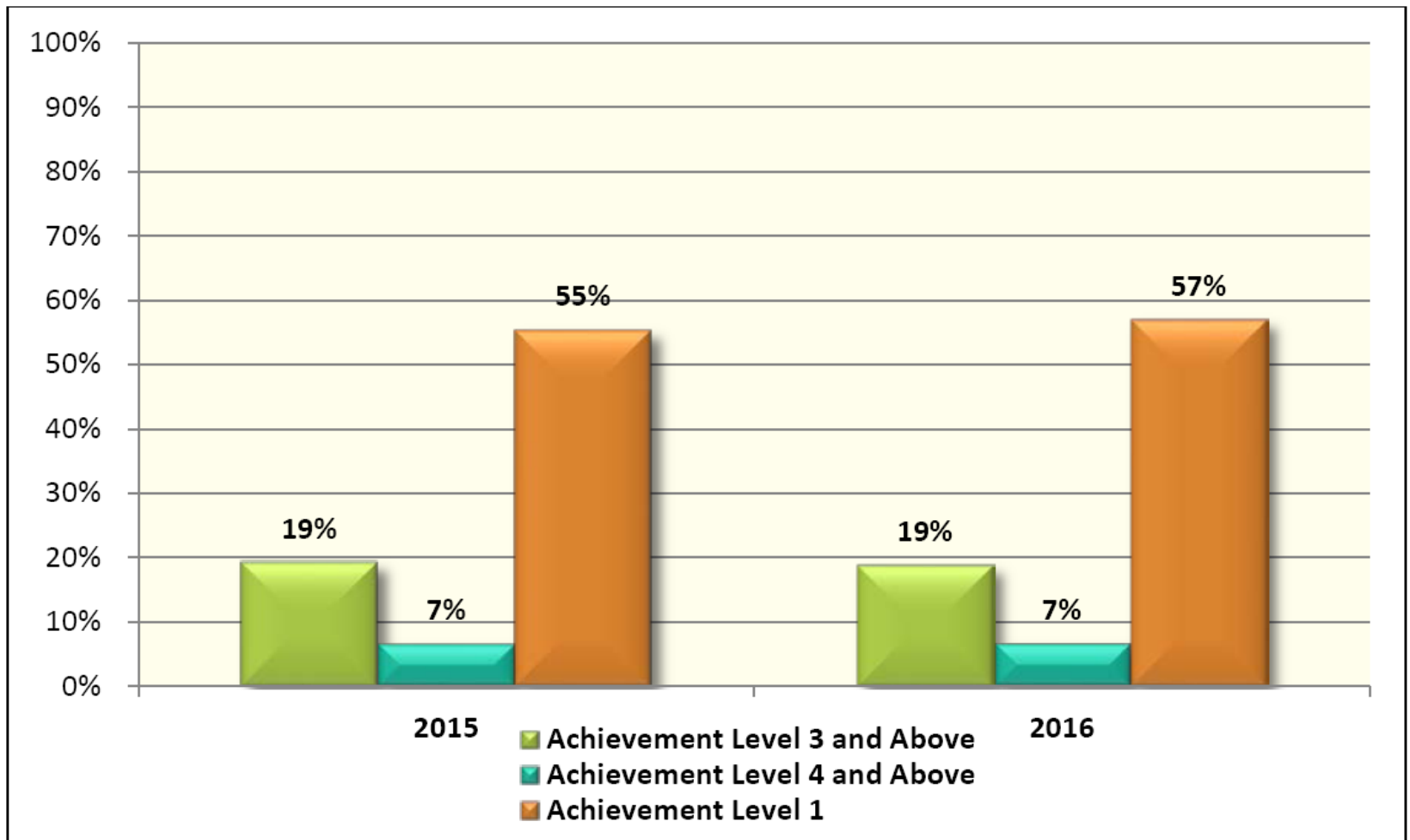
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Academic Results

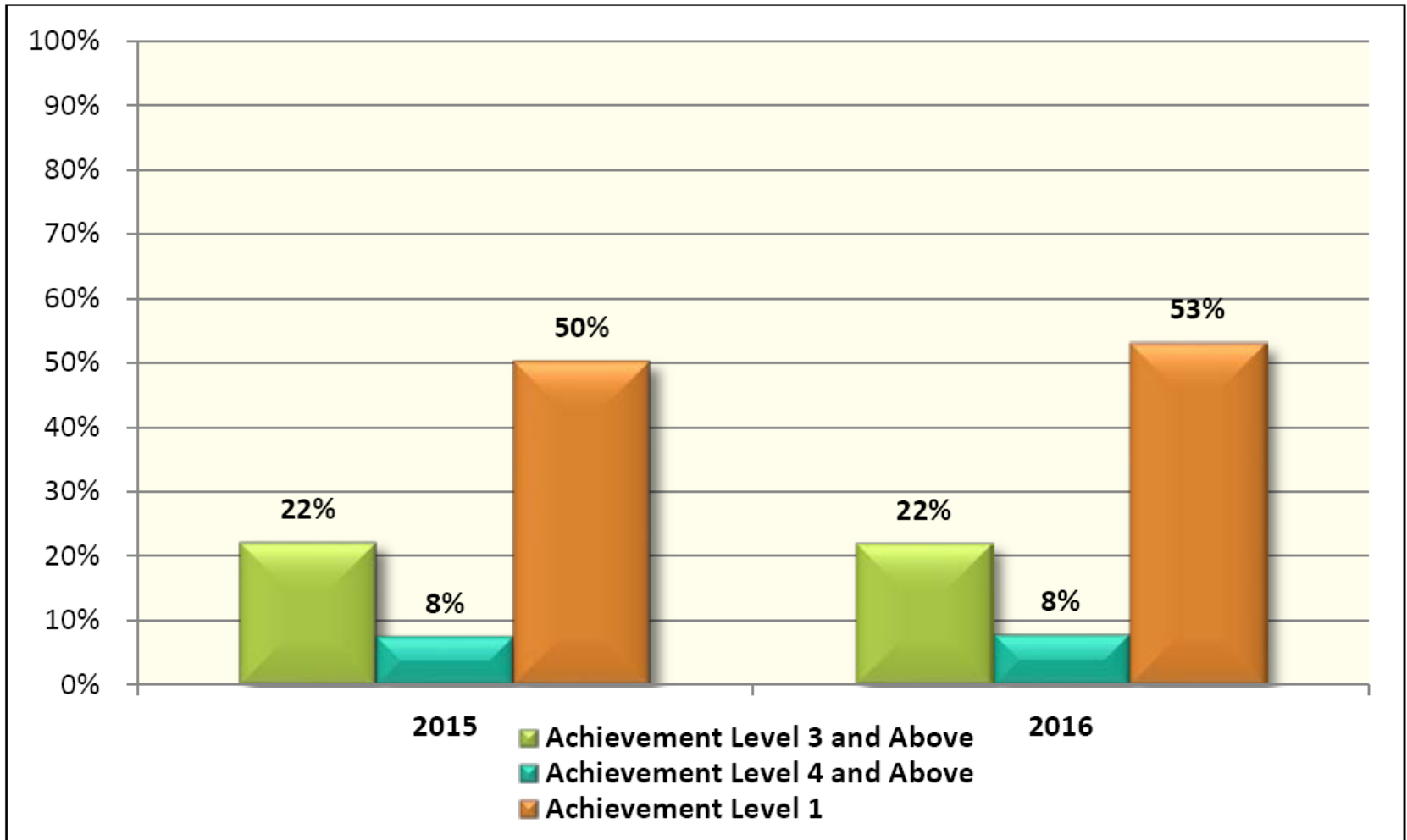
English Language Arts – FSA Grades 3-10

By Achievement Level, Students with Disabilities



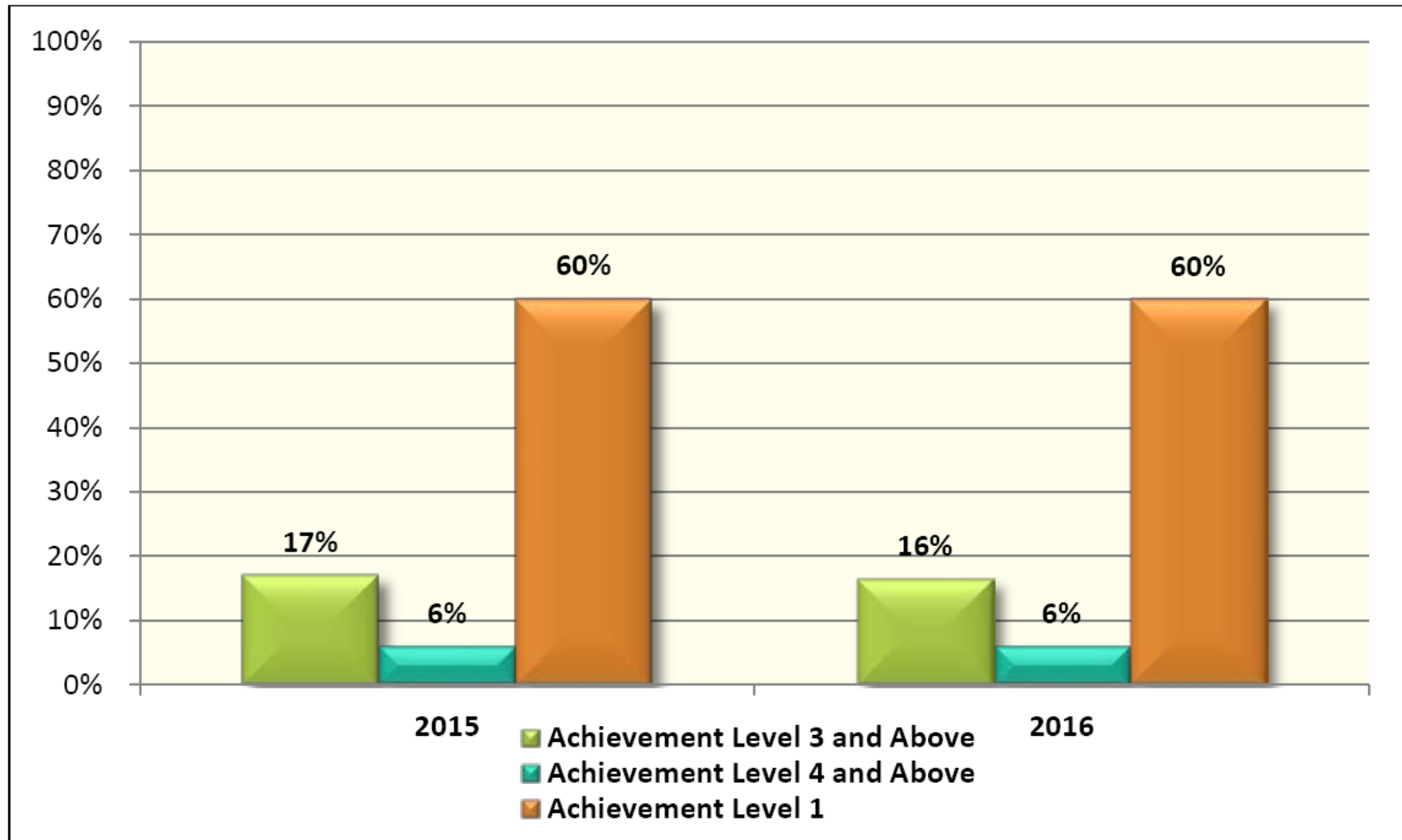
English Language Arts – Grades 3-5

By Achievement Level, Students with Disabilities



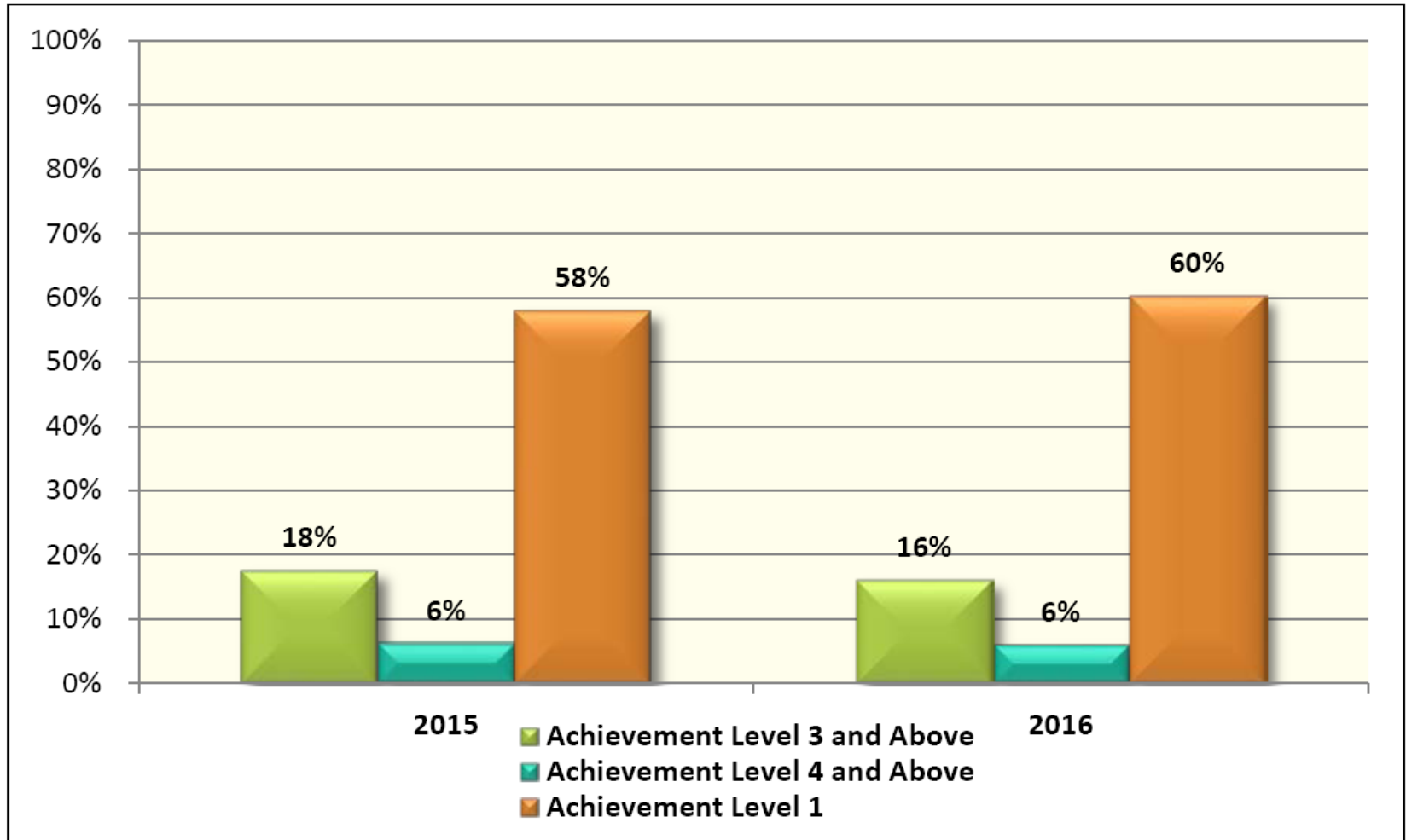
English Language Arts – Grades 6-8

By Achievement Level, Students with Disabilities



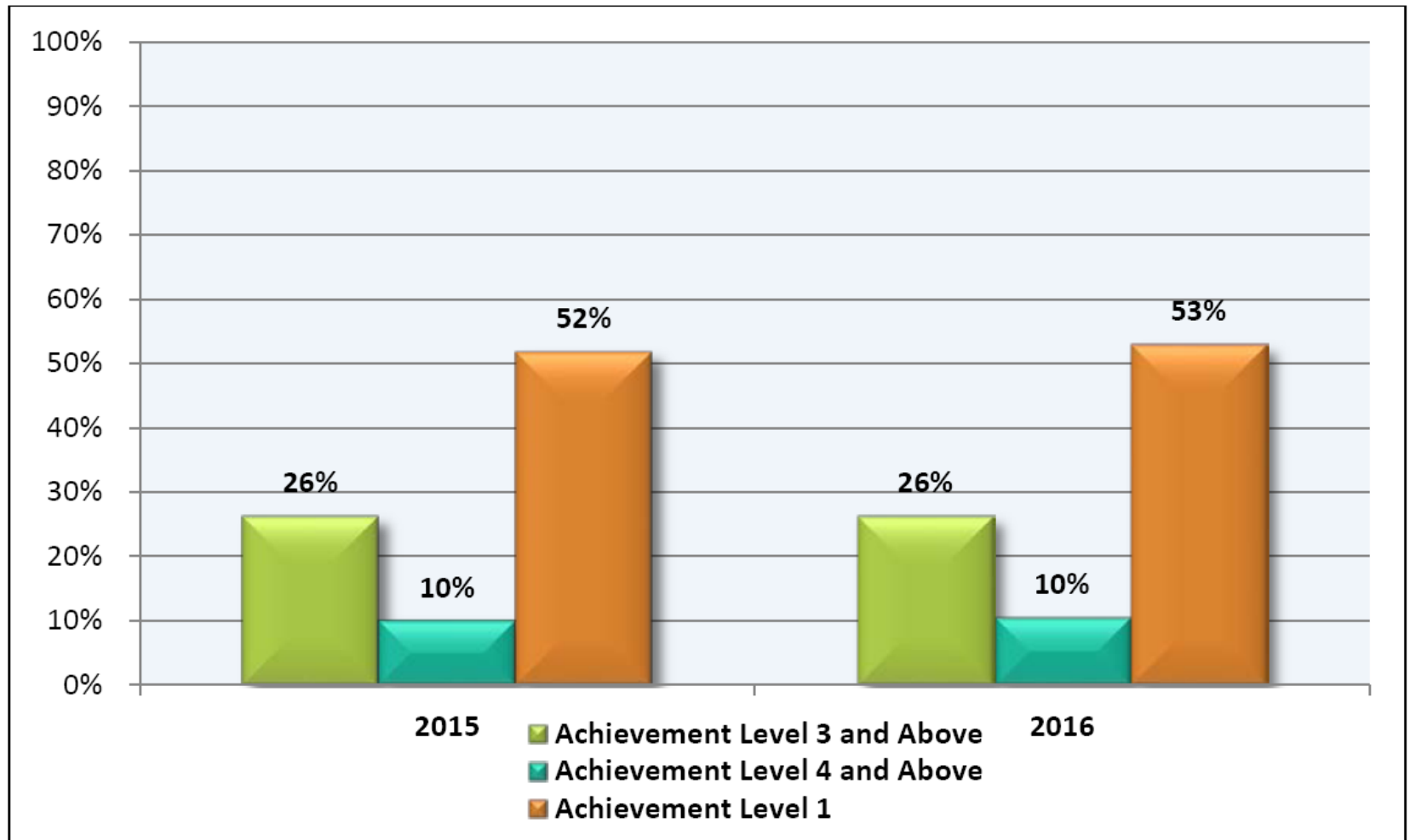
English Language Arts – Grades 9-10

By Achievement Level, Students with Disabilities



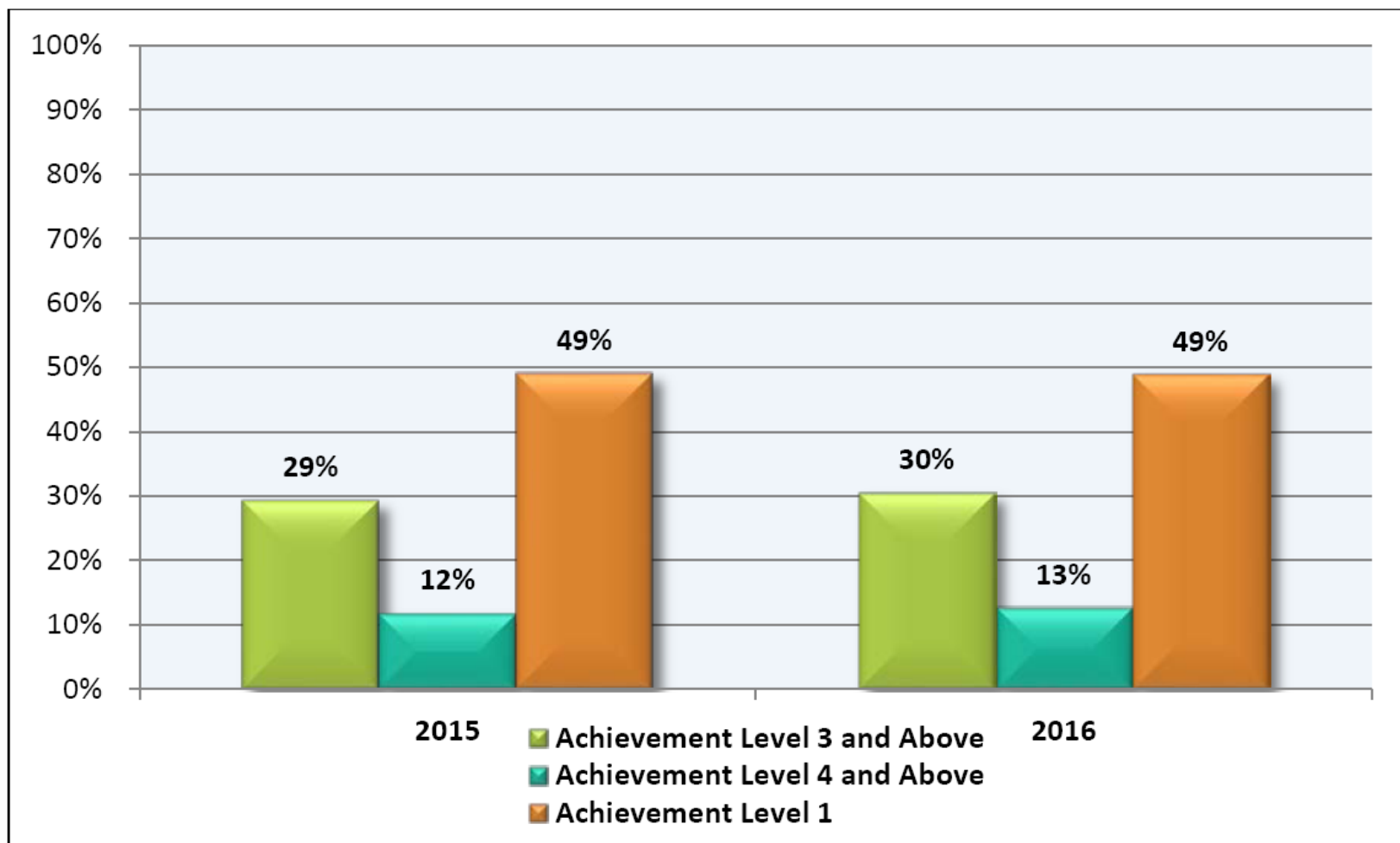
Mathematics – FSA and EOCs Grades 3-8

By Achievement Level, Students with Disabilities



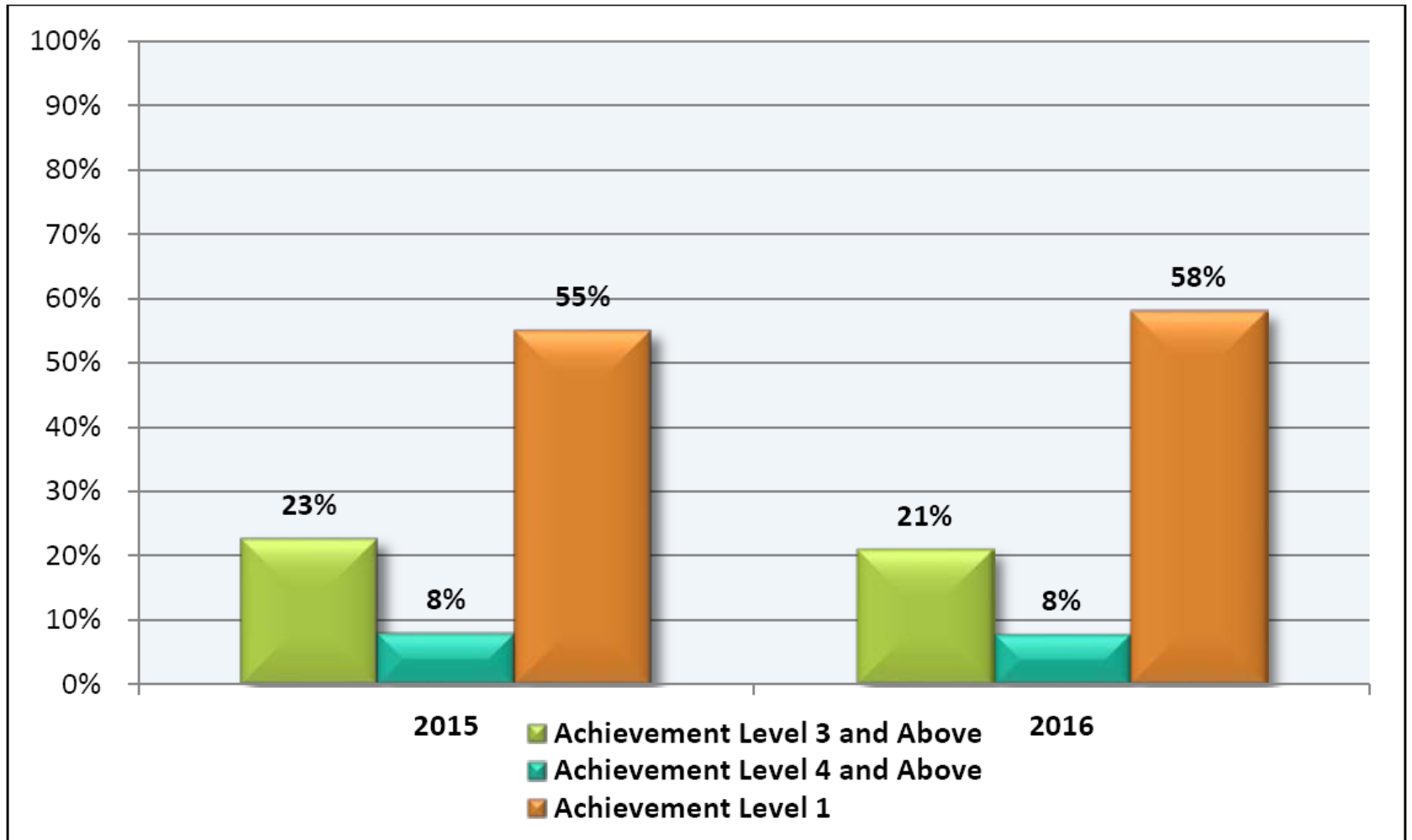
Mathematics – FSA and EOCs Grades 3-5

By Achievement Level, Students with Disabilities



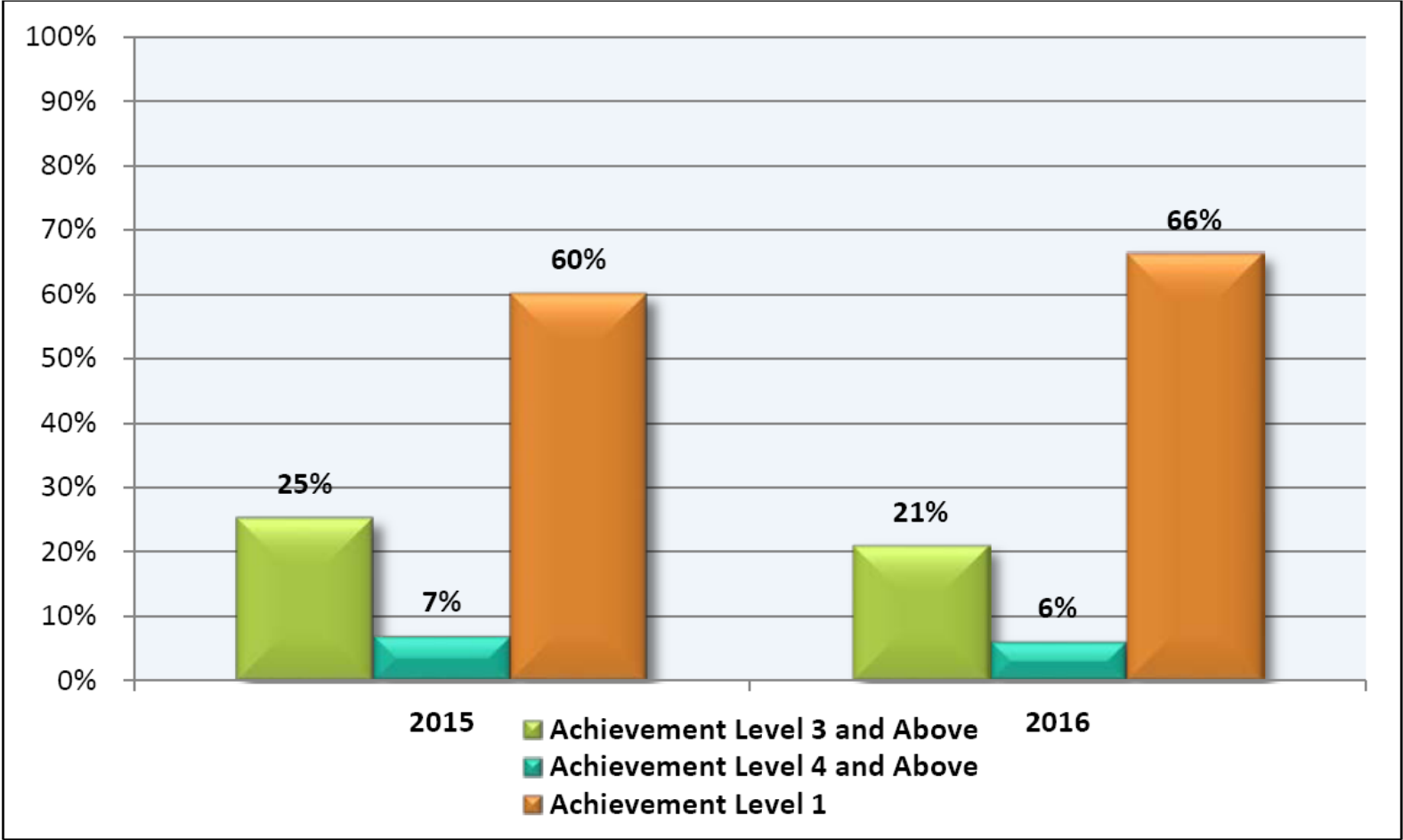
Mathematics – FSA and EOCs Grades 6-8

By Achievement Level, Students with Disabilities



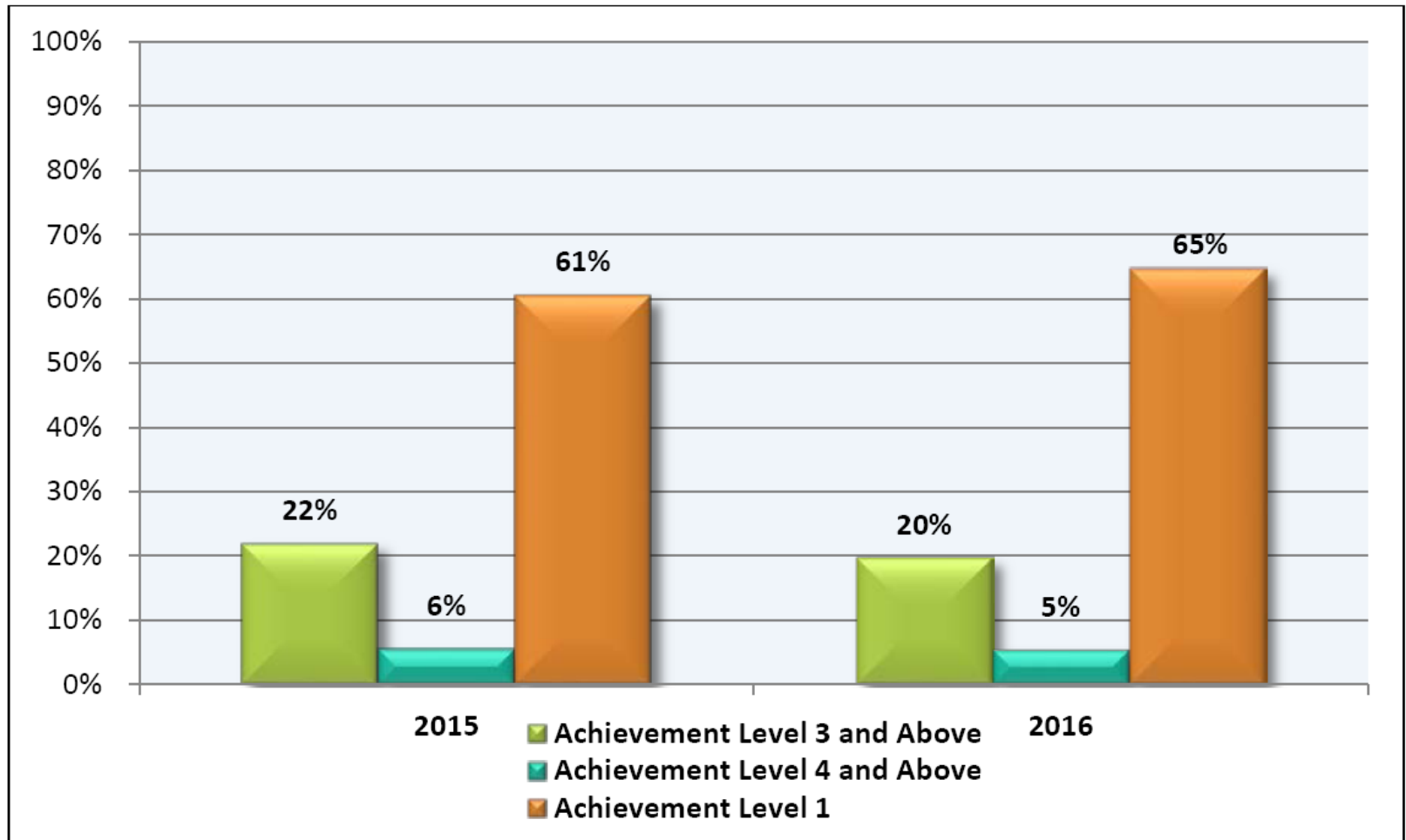
Mathematics – Algebra 1 EOC

By Achievement Level, Students with Disabilities



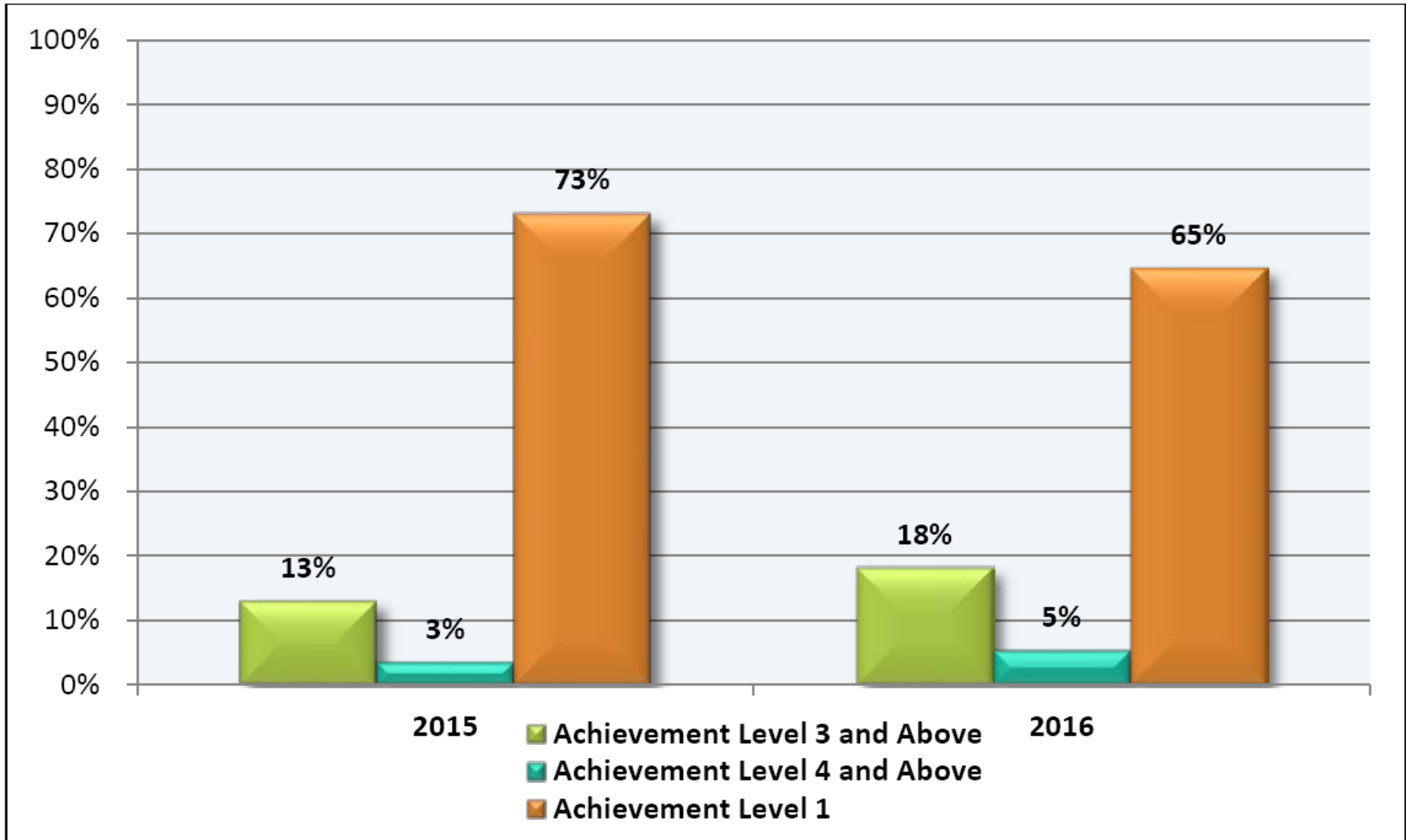
Mathematics – Geometry EOC

By Achievement Level, Students with Disabilities



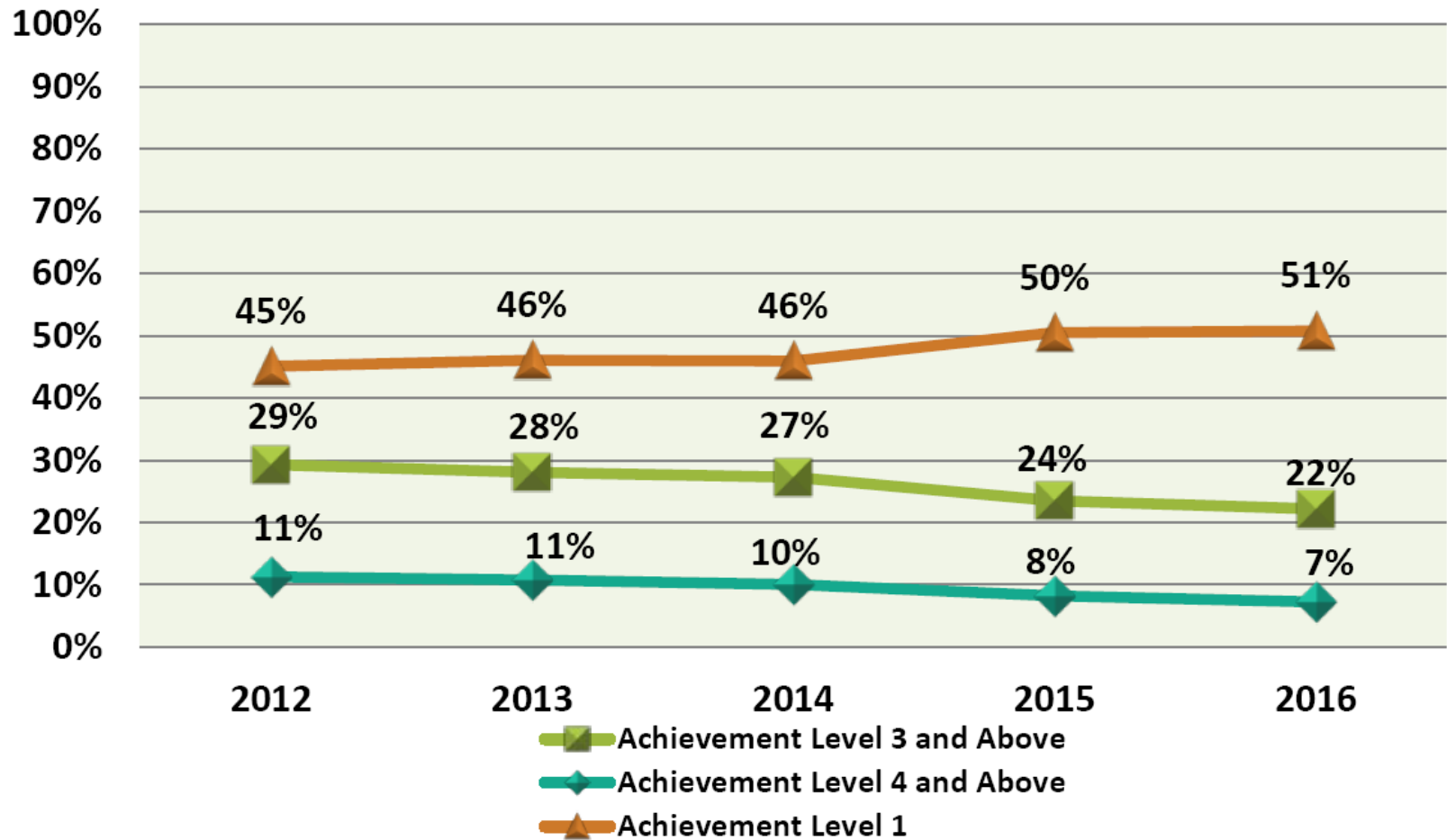
Mathematics – Algebra 2 EOC

By Achievement Level, Students with Disabilities



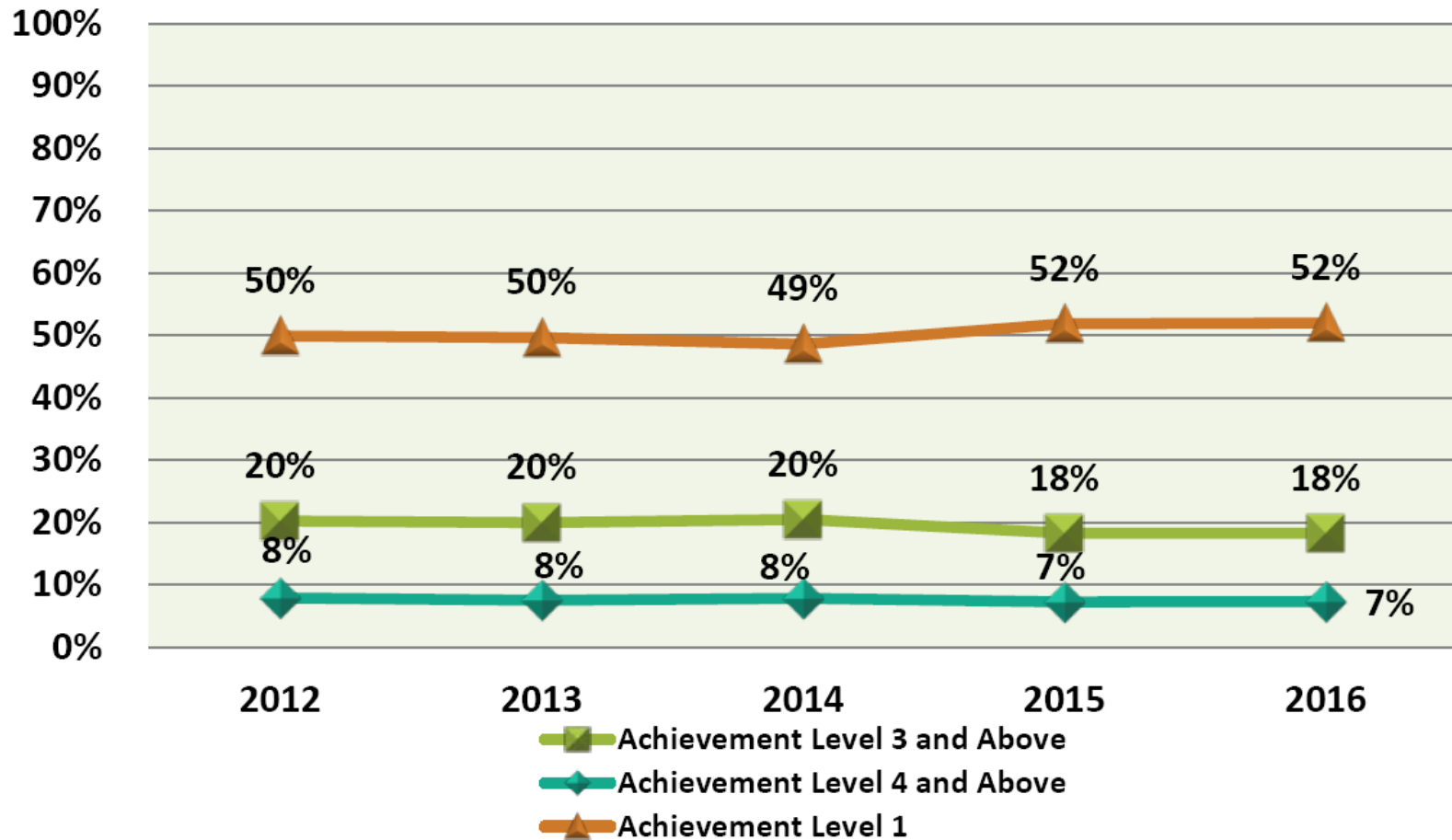
Science – Grade 5

By Achievement Level, Students with Disabilities



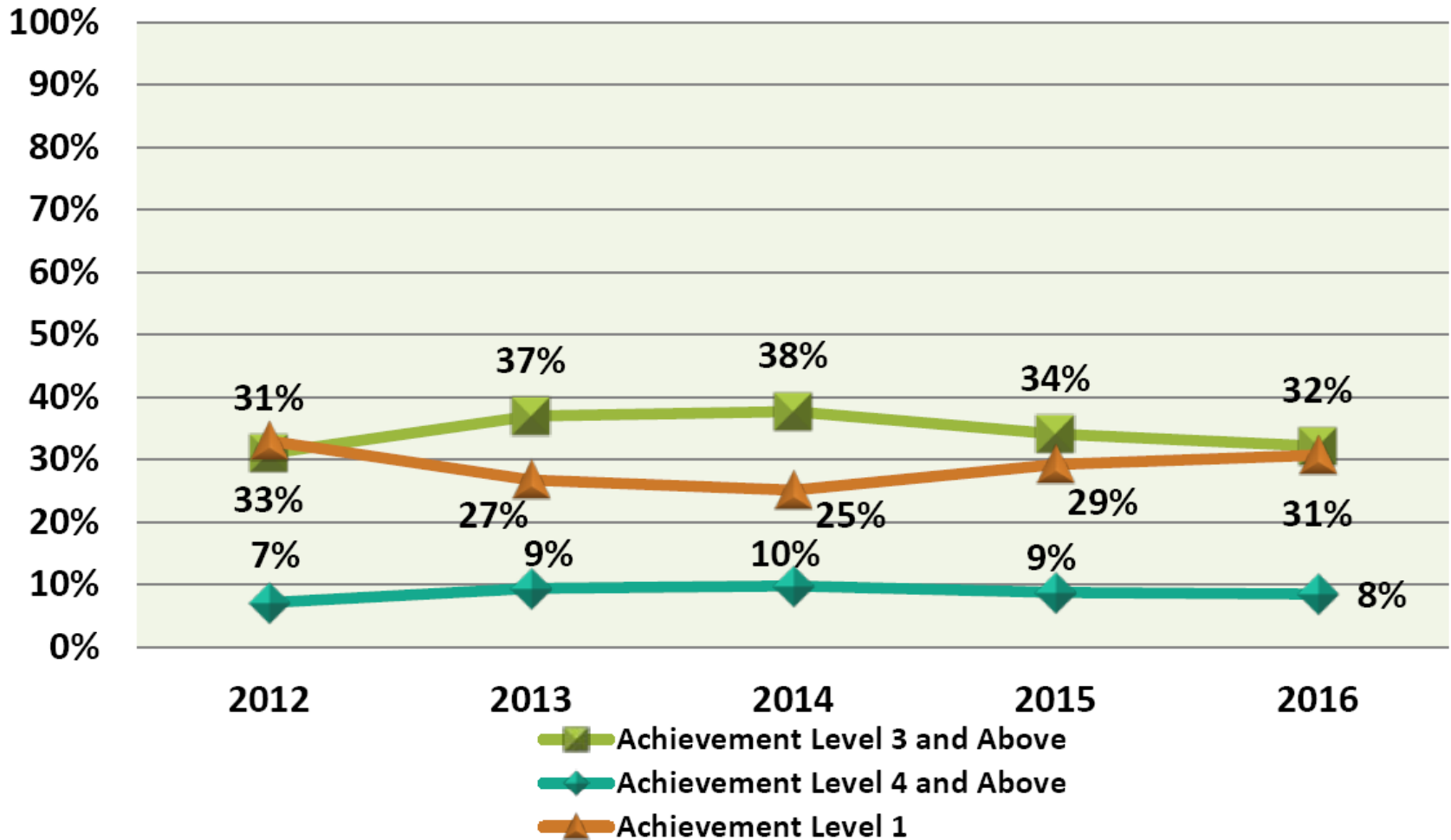
Grade 8 Science Combined – (Statewide Science Assessment and Biology 1 EOC)

By Achievement Level, Students with Disabilities



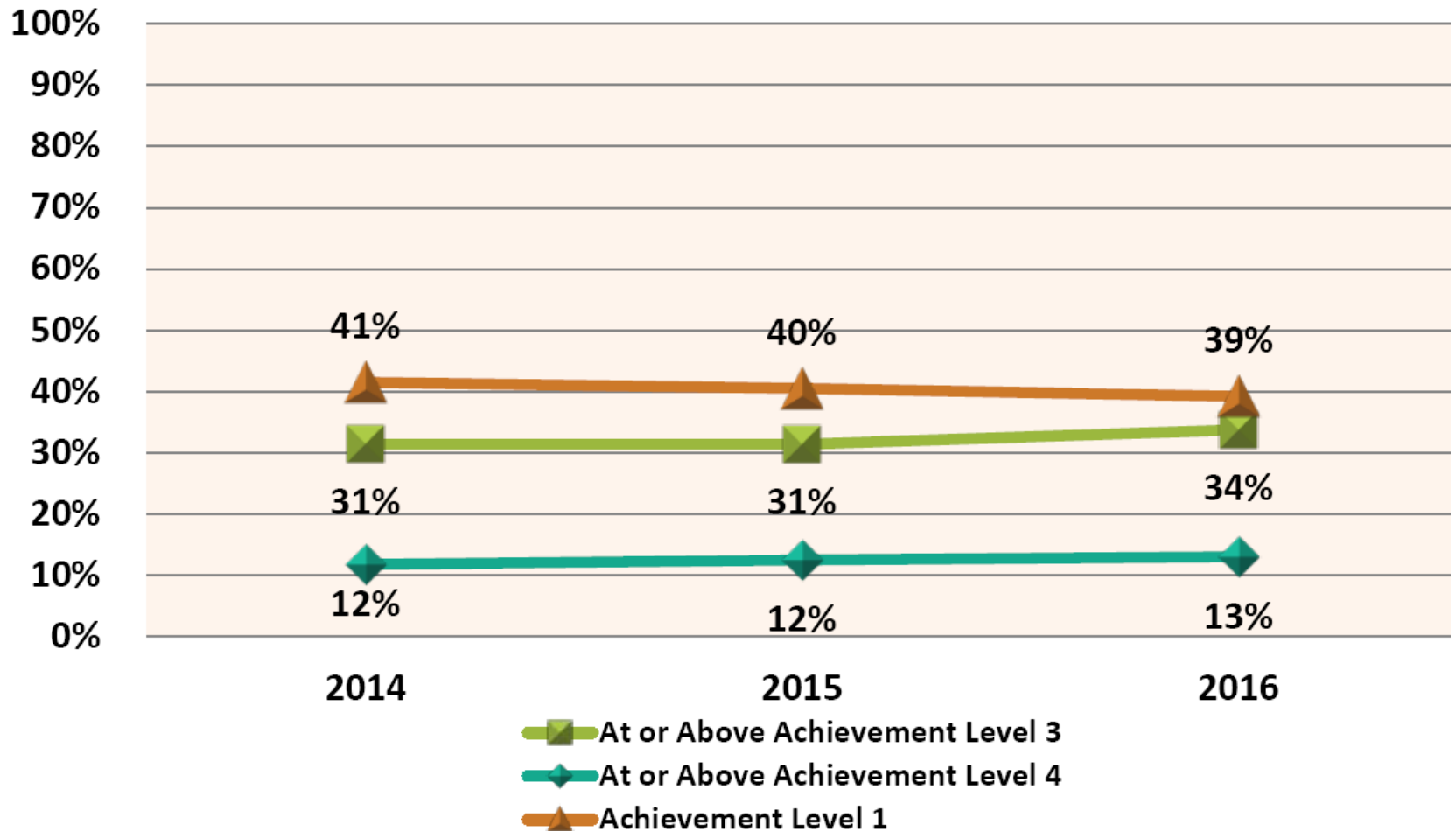
Science – Biology 1 EOC

By Achievement Level, Students with Disabilities



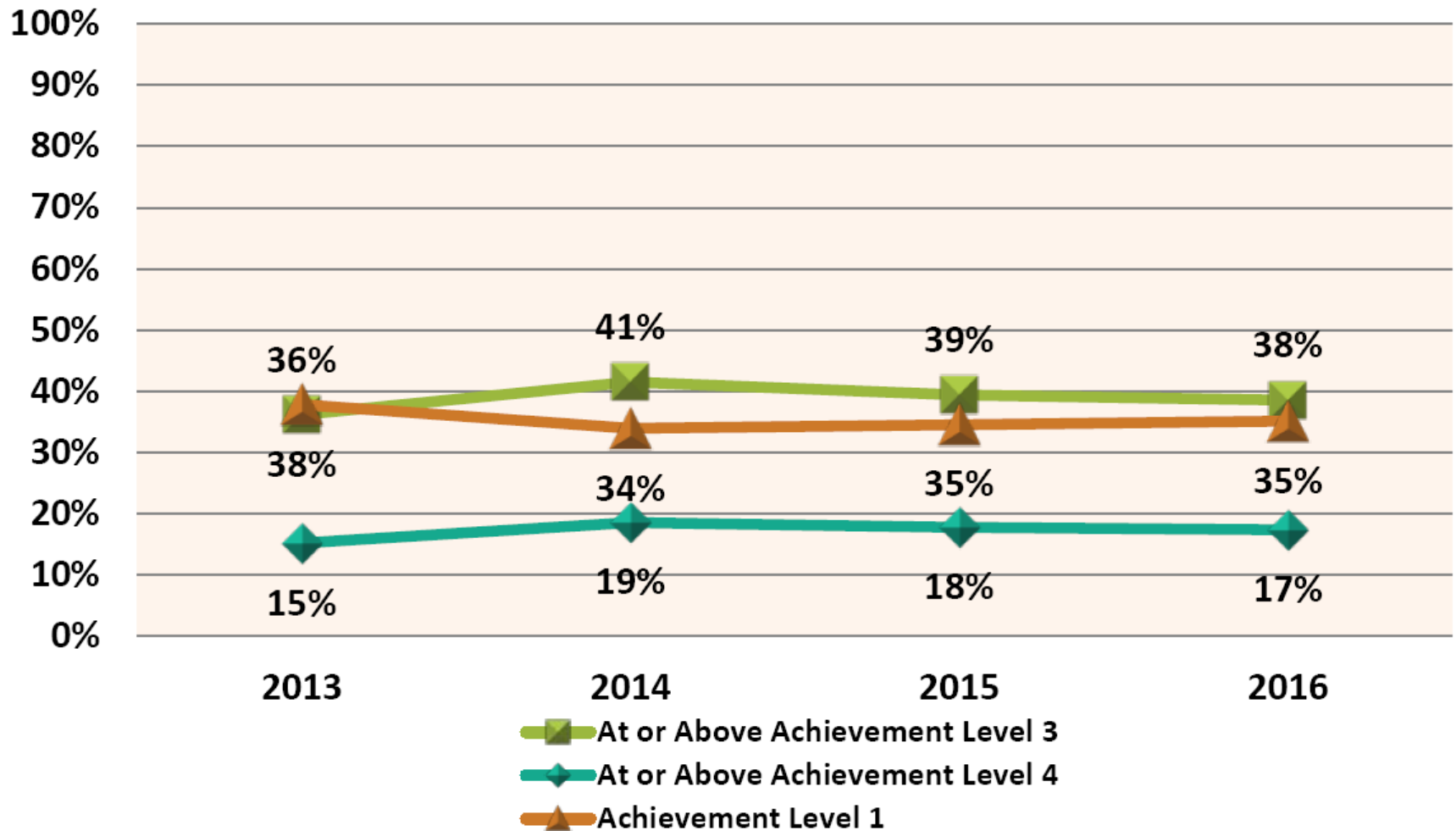
Social Studies – Civics EOC

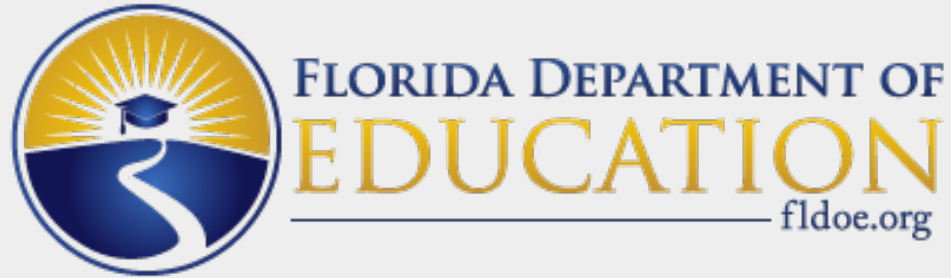
By Achievement Level, Students with Disabilities



Social Studies – U.S. History EOC

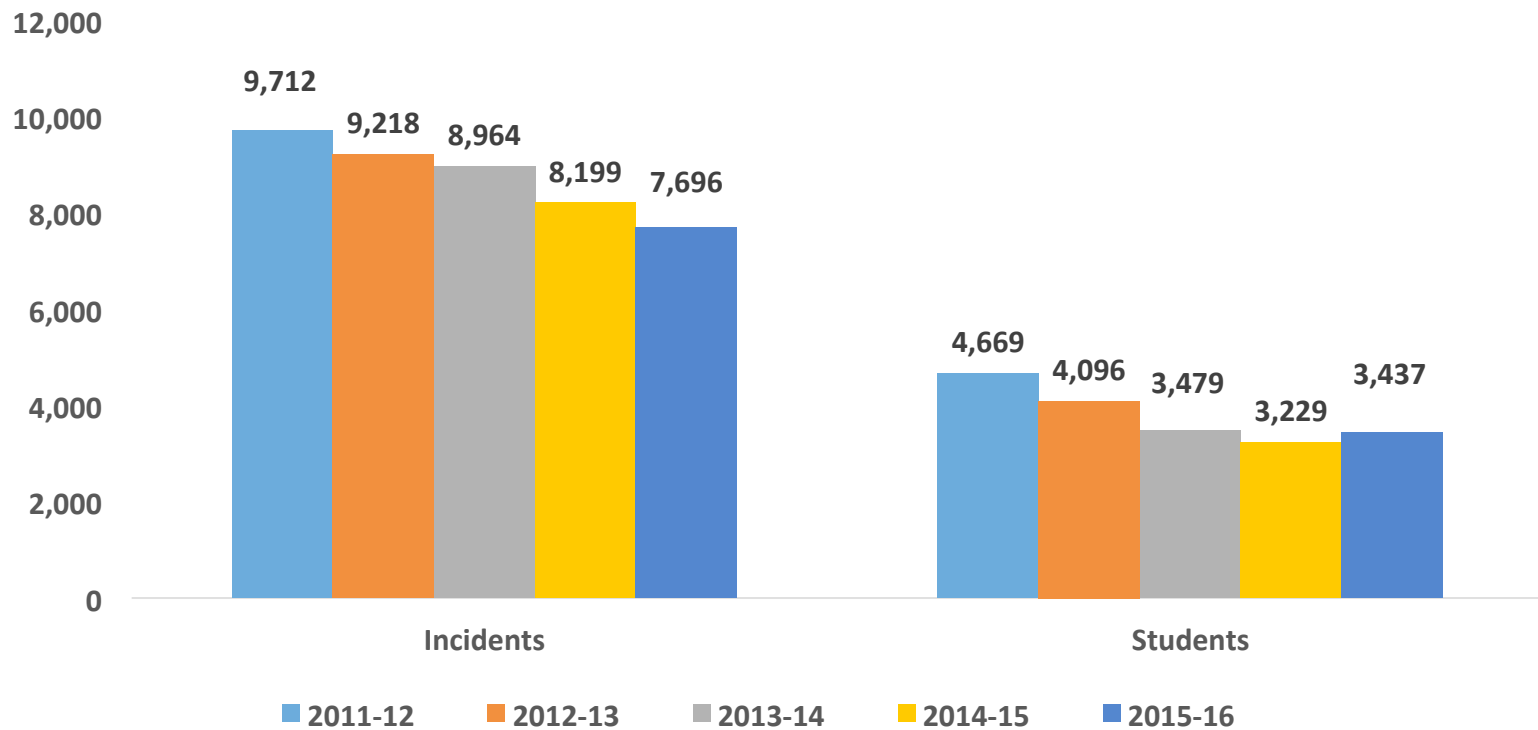
By Achievement Level, Students with Disabilities



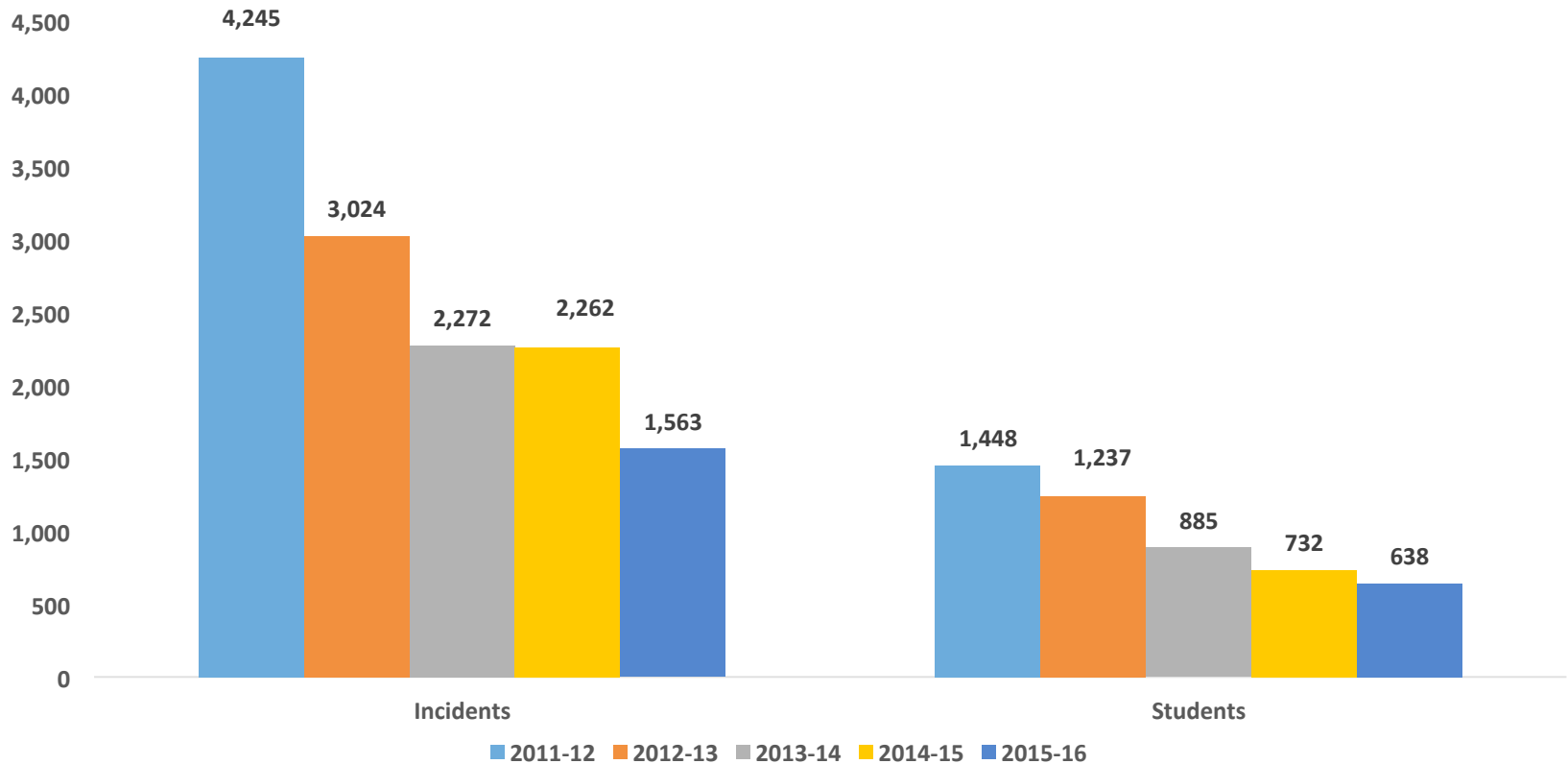


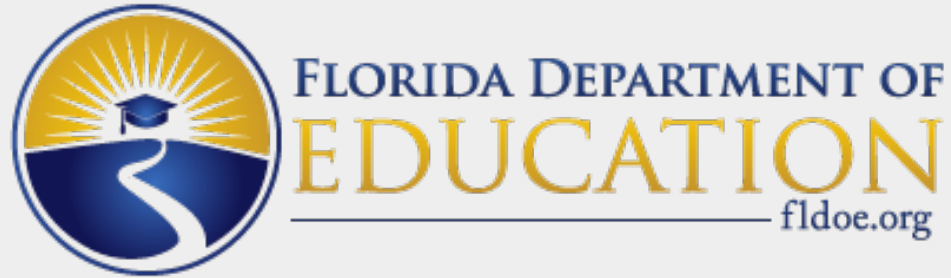
Seclusion and Restraint

Number of Restraints and Number of Students Restrained



Number of Seclusions and Number of Students Secluded





Suspension and Expulsion

Suspension/Expulsion (SPP Indicator 4A): 2005-06 to 2014-15

➡ State Change

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

➡ 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
- ➡ 66 districts < 3.0 in 2014-15

➡ District Variability

- ➡ 3 districts > 4.0 in 2010-11
- ➡ 0 districts > 4.0 in 2013-14
- ➡ 2 districts > 4.0 in 2014-15

- ➡ 27 districts < 1.0 in 2011-12
- ➡ 31 districts < 1.0 in 2012-13
- ➡ 32 districts < 1.0 in 2013-14
- ➡ 37 districts < 1.0 in 2014-15

Suspension/Expulsion (SPP Indicator 4B): 2014-15

➤ State Performance

- The state average risk ratios were < 3.0 for all ethnic categories in 2011-12 through 2014-15

➤ District Performance

- 5 districts ≥ 3.0 for Black or African American in 2014-15

➤ District Variability

- 1 districts ≥ 5.0 for Black or African American in 2014-15
- 14 districts < 1.0 for Black or African American in 2014-15



Parent Survey Results

2015-16 Return Counts

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

2015-16

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%
2015-16	73.0%	77.0%

What Did We Learn From the 2015-16 Survey?

Pre-school survey area successes/Top 3 items:

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

What Did We Learn From the 2015-16 Survey?

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

- Provided information on how to get other services (PTI, parent support, WIC, food stamps)
- Offered training about preschool education
- Connect families with one another for mutual support

What Did We Learn From the 2015-16 Survey?

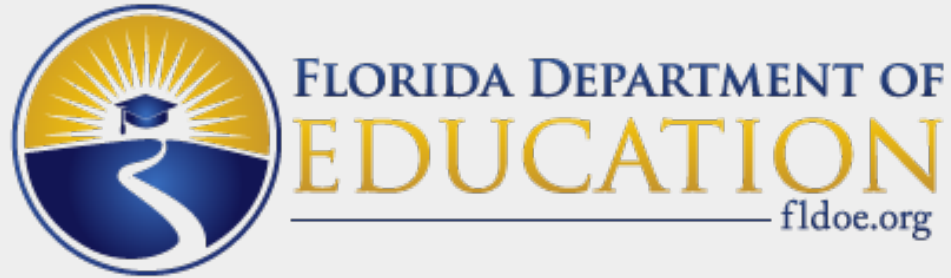
K-12 Survey Successes/Top 3 Items:

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

What Did We Learn From the 2015-16 Survey?

K-12 Areas of improvement/Lowest 3 items:

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



Florida Standards Alternate Assessment

FSAA 2017 Overview

FSAA



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

Performance Task

Datafolio

The Florida Assessment Program Continuum

Florida Assessment Program

Florida Standards
Assessment
(FSA)

Florida Standards Alternate
Assessment (FSAA)
(~23,000 students)

FSAA-
Performance Task
(~22,200)

FSAA-Datafolio
(~800)

FSAA – Datafolio 2015/2016 Trial Administration

Participants:

- 29 Districts
- 55 Schools
- 61 Teachers
- 88 Students



Datafolio Feedback Utilization

- *Assessment Resource Planning Guide for IEP Teams*
- *Activity Choice Differentiation Guide*
- Broadened examples in Blueprint & Activity Choices
- Reduced the number of required standards from five to three
- Increase training length/breadth
- Increased length of collection period windows
- Added Level of Assistance (Non-Engagement)

2017 FSAA

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

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

**New for
2016/17**

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

<p>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</p>	YES	NO
<p>1. Does the student have a significant cognitive disability?</p>		
<p>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.?</p>		
<p>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?</p>		

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?	✓	

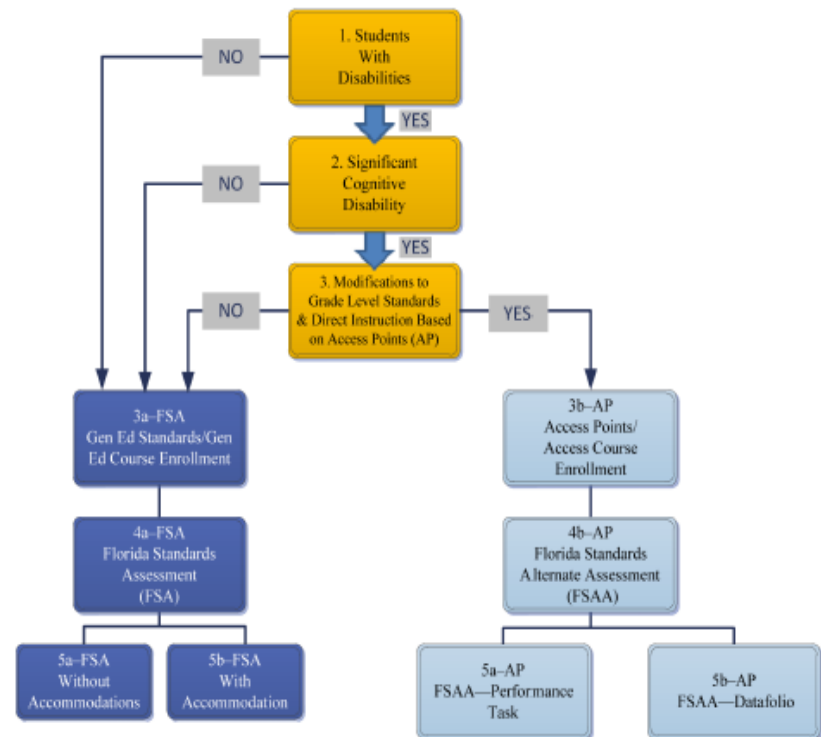
FSAA Assessment Planning Resource Guide

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



2017 Mode of Administration

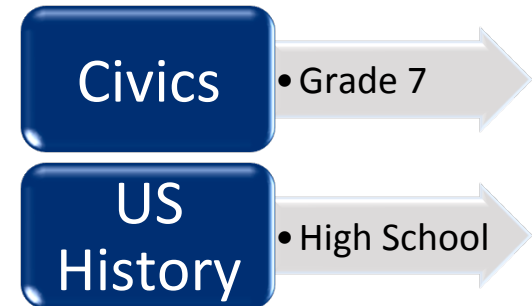
- 2017 FSAA-PT will be administered in a paper-based format only
- Teacher will continue to record student responses in the Test Booklet and enter the responses online following administration



2017 FSAA-PT – What’s New?

Content changes

- Social Studies End of Course Exams



Contents Assessed

Grade Level	ELA	Math	Science	ELA 1	ELA 2	Algebra 1 End of Course	Geometry End of Course	Biology 1 End of Course	Civics End of Course	US History End of Course
3	X	X								
4	X	X								
5	X	X	X							
6	X	X								
7	X	X							X	
8	X	X	X							
High School				X	X	X	X	X		X



2016 Local Educational Agency (LEA) Determinations

Prior to 2015

- LEA determinations were based on compliance **only**
 - No critical audit findings
 - No disproportionate representation
 - Substantial compliance (at least 95%) of
 - 60-day timeline
 - Part C to Part B
 - Transition IEPs
 - Timely correction of noncompliance
 - Submission of valid, reliable data

2015 LEA Determinations

- Step One: any district required to set aside 15% of IDEA, Part B funds for CEIS in 2015-16 will automatically be identified as Needs Assistance
- Step Two: same point system as the one used in 2014

2016 LEA Determinations

- Step One: any district required to set aside 15% of IDEA, Part B funds for CEIS 2015-16 *and* 2016-17 will automatically be identified as Needs Intervention; any district required to set aside 15% of IDEA, Part B funds for CEIS for 2016-17 (but not in 2015-16) 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

State targets for the 2016 Determination Performance Criteria

- Federal uniform graduation rate (2014-15): **56.3%**
- Dropout rate (2014-15): **16.8%**
- Regular class placement (2015-16): **79%**

2016 LEAs in Meets Requirements

- Very Large Districts

- Broward
- Duval
- Orange

- Large Districts

- Pasco
- Seminole
- Volusia
- Osceola
- Collier
- Escambia

- Medium District

- St. Lucie
- Clay

- Leon
- Okaloosa
- Santa Rosa

- Medium/Small Districts

- Martin
- Indian River
- Nassau
- Columbia
- Monroe
- FLVS
- Hendry

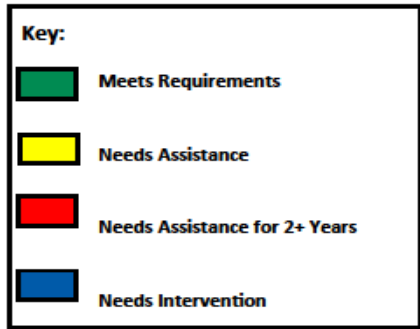
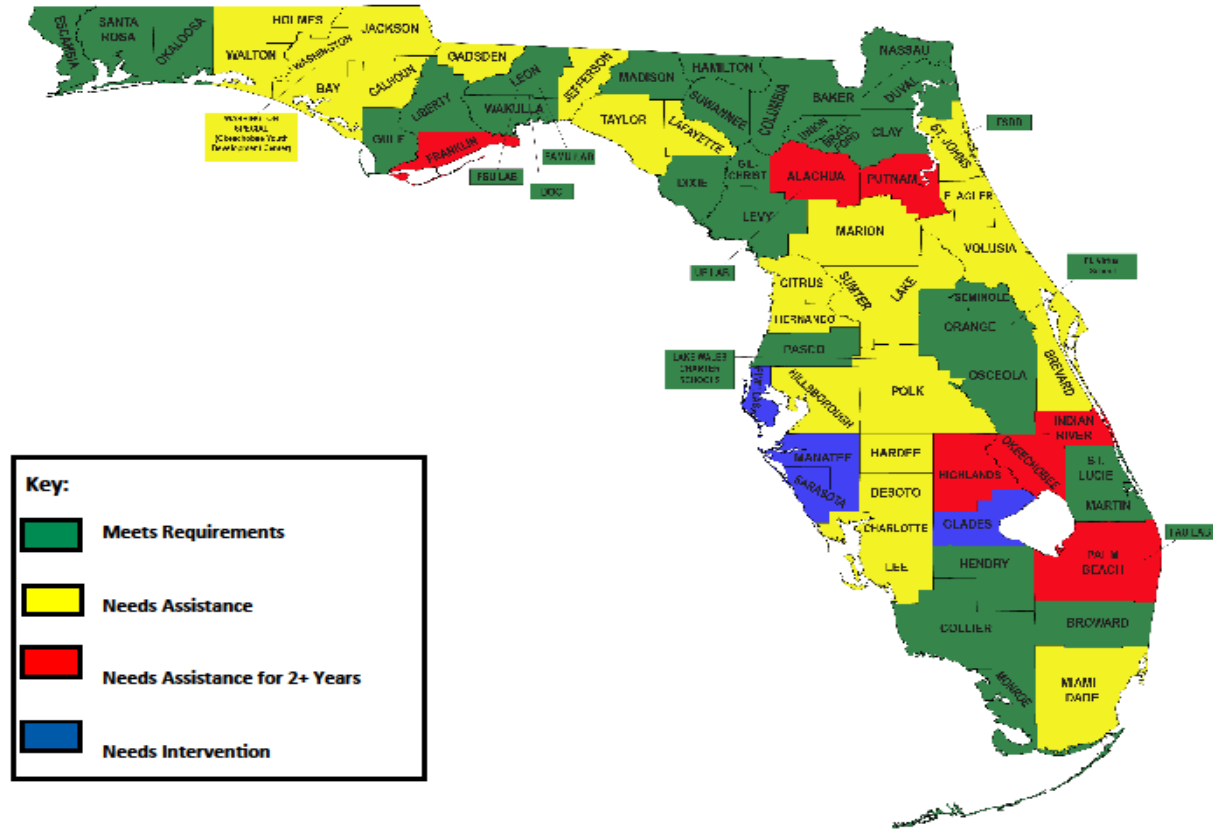
- Small Districts

- Suwannee

- Levy
- Wakulla
- Baker
- Bradford
- Gilchrist
- Madison
- Union
- Dixie
- Gulf
- Hamilton
- Lake Wales Charter
- Liberty
- FSDB
- FAU
- FSU
- FAMU
- UF
- DOC



2016 LEA Determinations



Determination of Needs Assistance

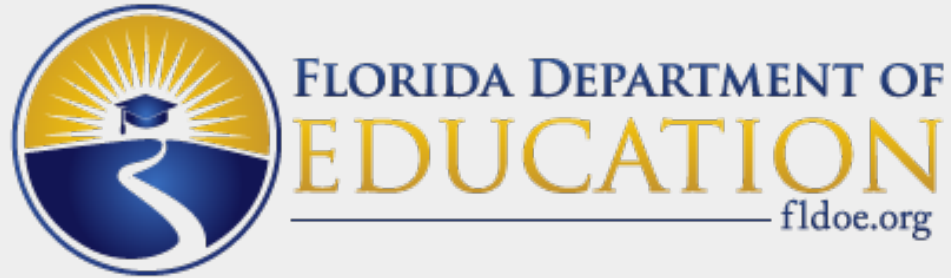
- LEA is prohibited from reducing maintenance of effort for 2016-17.
- District may avail itself of available technical assistance resources (federal and state)
- Twenty-six districts

Determination of Needs Assistance for Second Consecutive Year

- LEA is prohibited from reducing maintenance of effort for 2016-17
- District must avail itself of available technical assistance resources (federal and state) and report to the bureau the technical assistance that is accessed.
- Seven districts

Determination of Needs Intervention

- LEA is prohibited from reducing maintenance of effort for 2016-17.
- District must develop and implement a corrective action plan (or continue using an existing correction plan).
- Bureau staff will oversee implementation of plan.
- Four districts



On-Site Monitoring/Next Steps



Intensive Supports

Most focused, targeted, frequent support in addition to and aligned with universal supports that are provided to individual districts in response to identified needs:

- MORE individualized, targeted assistance (e.g., specific indicator support from BEESS Indicator Teams)
- MORE individualized, targeted attention and assistance from projects (by district/school request)
- General supervision website for target districts
- Level three on-site monitoring visits and corrective actions
- Formal mediation between educators and families
- State complaint procedures, including corrective actions

Supplemental Supports

More focused, targeted, frequent support in addition to and aligned with universal supports that are provided to subgroups of districts in response to identified needs:

- Targeted assistance in specific indicators from BEESS Indicator Teams
- Size-alike and/or issue-alike problem solving groups facilitated at AMM
- Directors' conference calls
- Targeted attention and assistance from projects (by district/school request)
- Daily, quick-response correspondence (families, district, school, organizations)
- Level two self-assessment
- General supervision website for voluntary district use
- Various BEESS presentations in response to a reported need (Institute for Small and Rural Districts [ISRDI], Working with the Experts [WWE], etc.)
- Informal conflict resolution between educators and families
- Program area staff specialization and regular district contact calls

Universal Supports

General, statewide support designed to inform, assist, and improve results for all districts:

- BEESS website
- Student Support Services website
- MTSS website
- Special Programs and Procedures (SP&P) structure
- Technical assistance papers
- Publications/professional development (PD)
- Web-available resources via discretionary projects
- ESE compliance manual
- Various BEESS-hosted presentations (AMM, Council of Administrators of Special Education [CASE], etc.)
- Discretionary project-provided statewide professional development
- Discretionary project administration (liaisons, project tracking system [PTS], calls/meetings)
- PD portal
- Statewide individual education plan (IEP) system
- Local education agency (LEA) profiles; databook
- Family and community engagement efforts (brochures, videos, Family Café)
- Level one self-assessments
- General supervision website
- BEESS engagement and contribution to Department-wide efforts

BEESS currently offers a continuum of supports to districts designed to improve education for students with disabilities as evidenced by increased positive SPP indicator data, increased rates of compliance, and increased satisfaction levels of Florida school districts. Figure 2 conveys the current universal, supplemental, and intensive supports provided by BEESS, which should be updated based on evaluation of effectiveness over time.



Graduation Rate (2014-15)

State Target: 54.3%

• Very Large Districts

- Broward 54.96%
- Duval 55.88%
- Orange 58.98%
- Palm Beach 64.11%
- Dade 65.56%

• Large Districts

- Lake 54.95%
- Pasco 56.80%
- Sarasota 57.14%
- Osceola 58.66%
- Marion 59.53%
- Collier 61.92%
- Brevard 64.85%
- Seminole 68.55%

• Medium Districts

- Santa Rosa 55.56%
- St. Lucie 57.05%
- Leon 58.44%
- Okaloosa 60.22%
- Clay 68.07%
- St. Johns 73.38%

• Medium/Small Districts

- Sumter 54.32%
- Indian River 55.32%
- Monroe 64.20%
- Hendry 65.82%
- Martin 74.48%
- Nassau 75.29%

• Small Districts

- Baker 55.56%
- Lake Wales 58.33%
- Madison 58.82%
- Levy 59.21%
- Wakulla 61.11%
- FLVS 61.54%
- Bradford 68.75%
- Liberty 70.00%
- Gulf 75.86%
- Calhoun 82.86%
- Dixie 86.36%
- Gilchrist 89.66%
- FSU 100.00%
- UF 100.00%

Dropout Rate (2014-15)

State Target: 16.8%

- **Very Large Districts**

- Orange 7.4%
- Broward 12.7%
- Hillsborough 15.3%

- **Large Districts**

- Seminole 4.6%
- Osceola 12.7%
- Collier 13.4%
- Marion 13.6%
- Volusia 15.7%
- Escambia 16.3%

- **Medium Districts**

- Leon 5.9%
- Clay 8.6%
- Okaloosa 9.8%
- St. Johns 11.4%
- Santa Rosa 12.9%
- St. Lucie 15.6%

- **Medium/Small Districts**

- Nassau 2.4%
- Indian River 3.6%
- Martin 3.9%
- Columbia 8.7%
- Monroe 14.9%

- **Small Districts**

- Dixie 0.0%
- Jefferson 0.0%
- Madison 0.0%
- FSDB 0.0%
- Wash Spec 0.0%
- FSU 0.0%
- FAMU 0.0%
- UF 0.0%
- Levy 1.9%
- Gilchrist 4.2%
- Wakulla 6.7%

- Gulf 7.7%
- Taylor 7.7%
- Hamilton 9.1%
- Jackson 11.4%
- Calhoun 12.5%
- Liberty 12.5%
- Franklin 14.3%
- Glades 14.3%
- Union 14.8%
- Lake Wales 15.0%
- FLVS 15.4%



Regular Class Placement (2015-16)

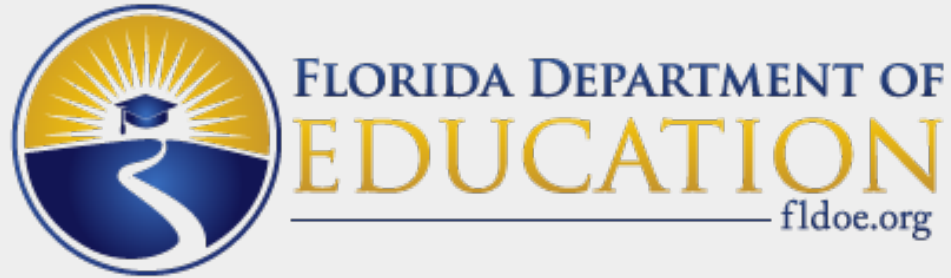
State target: 79%

- **Very Large Districts**
 - Broward 80.3%%
 - Orange 81.0%
 - Duval 81.1%
- **Large Districts**
 - Seminole 79.0%
 - Escambia 79.6%
 - Collier 84.7%
 - Manatee 84.9%
- **Medium Districts**
 - Clay 79.9%
 - Okaloosa 81.2%
 - St. Johns 87.5%
- **Medium/Small Districts**
 - Hendry 79.7%
 - Nassau 82.0%
 - Walton 82.7%
- **Small Districts**
 - Baker 79.1%
 - Franklin 82.0%
 - Glades 82.6%
 - Levy 82.6%
 - Liberty 83.3%
 - Suwannee 83.8%
 - Flagler 84.9%
 - FAU 86.2%
 - Union 86.6%
 - Jefferson 87.5%
 - Gilchrist 88.7%
 - Bradford 90.0%
 - Madison 90.0%
- FSU 94.3%
- UF 97.3%
- FAMU 100.0%
- FLVS 100.0%



State Targets for 2017

- **2017 LEA Determination Targets**
 - Federal uniform graduation (2015-16): **56.3%**
 - Dropout (2015-16): **15.1%**
 - Regular class placement (2016-17): **82%**



2016 SEA Determinations

State Determinations

- 2016 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

2016 Part B Compliance Matrix

2016 Part B Compliance Matrix

Part B Compliance Indicator ²	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2013	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	98.1	Yes	2
Indicator 12: IEP developed and implemented by third birthday	100	N/A	2
Indicator 13: Secondary transition	90.55	Yes	2
Timely and Accurate State-Reported Data	95.24		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	100		2
Longstanding Noncompliance			2
Special Conditions	None		
Uncorrected identified noncompliance	None		

20/20
100%

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)



2016 Part B Results-Driven Accountability Matrix

Florida 2016 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination¹

Percentage (%)	Determination
85.42	Meets Requirements

Results and Compliance Overall Scoring

Results	Total Points Available	Points Earned	Score (%)
Results	24	17	70.83
Compliance	20	20	100

2016 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	87.36	1
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	81.56	1
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	88.71	1
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	82.08	1
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

¹ For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the *Individuals with Disabilities Education Act* in 2016: Part B."



Florida Determination Scores

- Compliance Points: $20/20=100\%$
- Results Points: $17/24=70.83\%$
- **FL Determination—85.42% Meets Requirements**



Results from Seven Very Large States

- Pennsylvania—87.09%
- Ohio—76.67%
- Florida—85.42%
- Illinois—81.25%
- New York—60.00%
- California—77.09%
- Texas—72.50%

Meets Requirements

Needs Assistance 2nd year

Meets Requirements

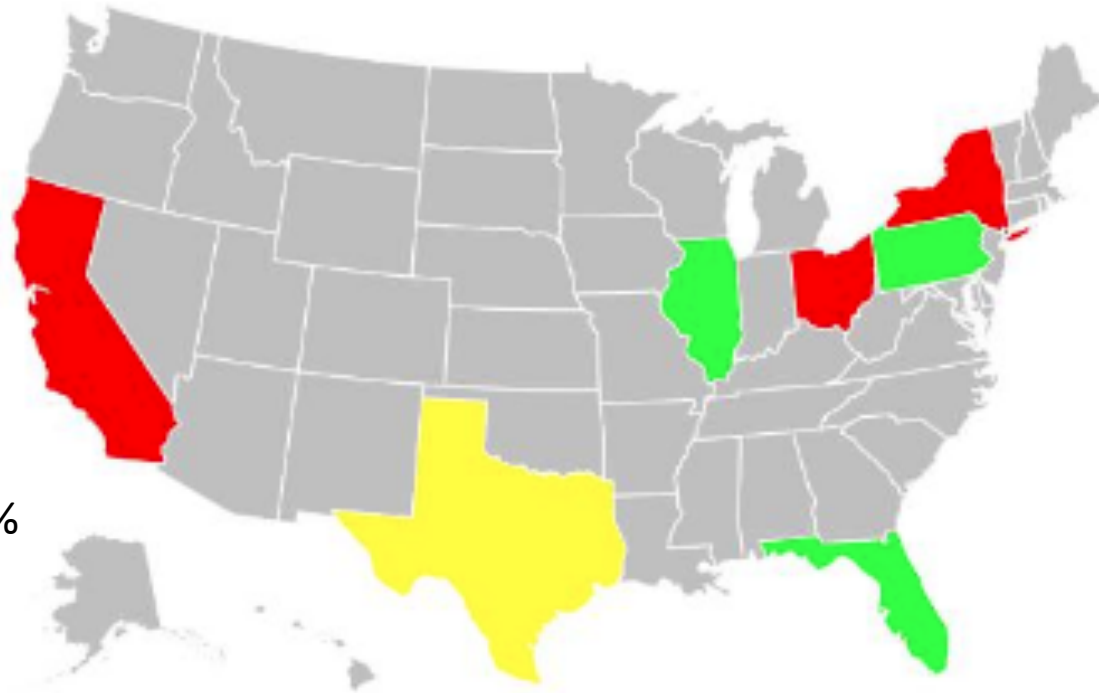
Meets Requirements

Needs Assistance 2nd year

Needs Assistance 2nd year

Needs Assistance (improved
from Needs Intervention)

Results from Seven Very Large States



- Pennsylvania—87.09%
- Ohio—76.67%
- Florida—85.42%
- Illinois—81.25%
- New York—60.00%
- California—77.09%
- Texas—72.50%



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