



Administrator's Management Meeting

BEES Updates

September 2014



www.FLDOE.org

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))

IDEA 2004

Least Restrictive Environment Provision

“To the maximum extent appropriate, children with disabilities....are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only when the nature or the severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory.

Continuum of Service Provision

“Ensure that a continuum of placements is available to meet the needs of students with disabilities for special education related services.”

Recommendations from Commission

- Consider children with disabilities as general education children first
- Focus on results **NOT** on procedures
- Embrace a model of prevention **NOT** a model of failure

**The Education of
Exceptional Students
is
A SERVICE
not
A PLACE.**

Theory of Presuming Competence: Least Dangerous Assumption

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

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

Students with Disabilities as 21st Century Learners

- Students can be active learners in 21st century learning environments when they have:
 - Instructional supports that invite their engagement
 - Instructional accommodations that change materials and procedure, but not the standards
 - Assistive technology that ensures access to the standards and the curriculum

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

Moving from Access to Attainment: Statewide Equity and Excellence

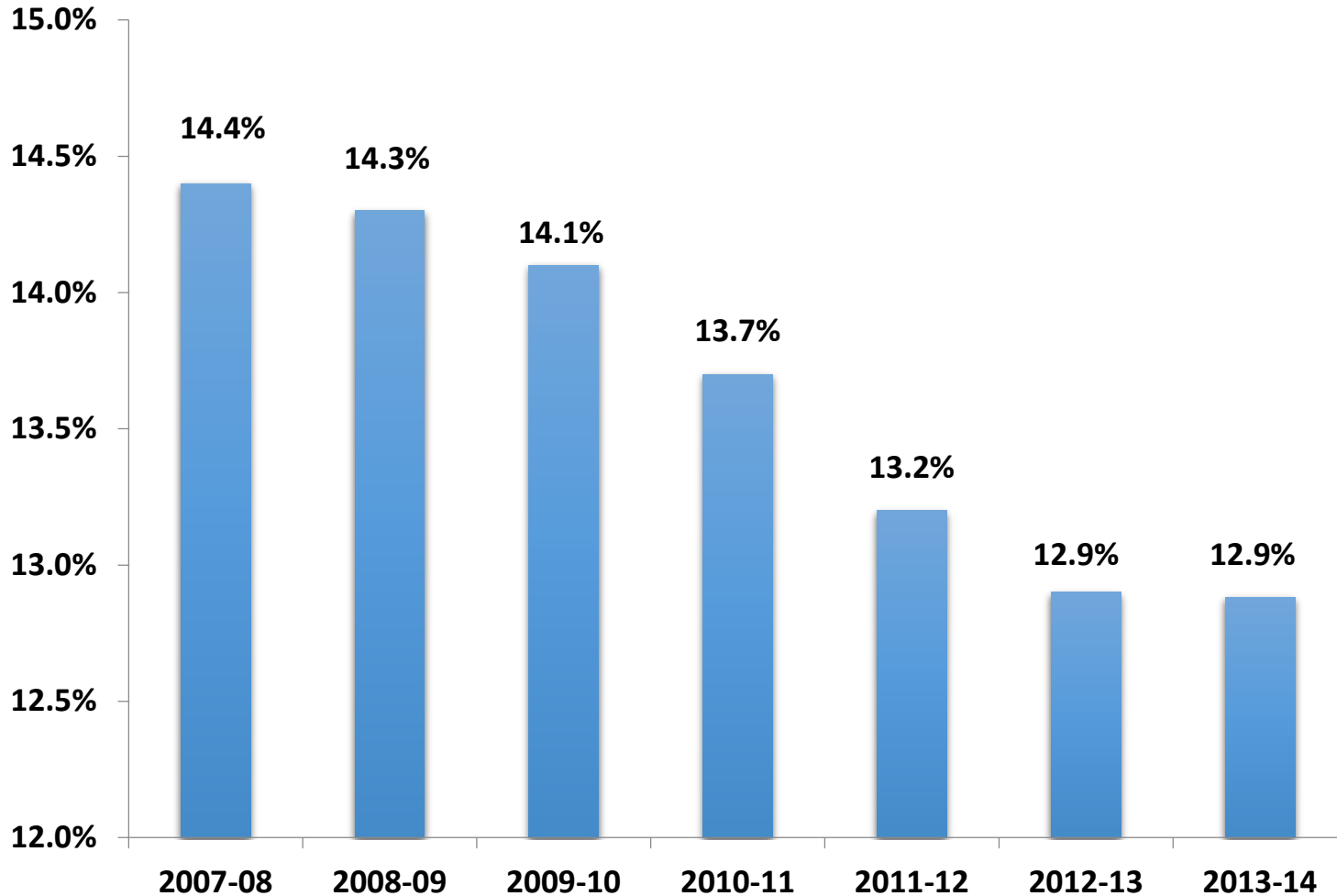
Reduce Barriers to College and Career Readiness

- LRE
- Discipline
- Secured Seclusion and Restraint
- Disproportionality
- Low-Performing Schools – DA

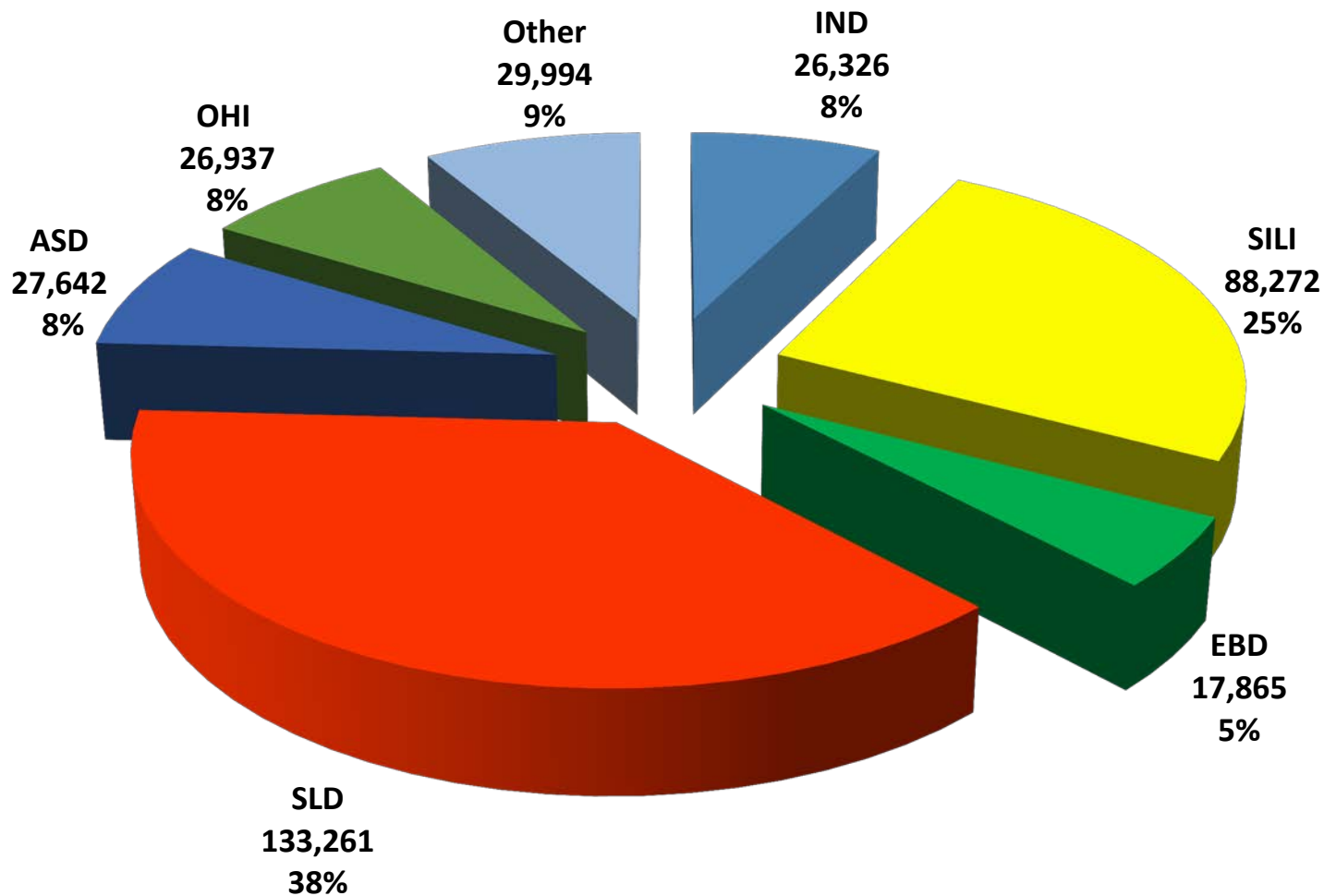
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SWD AS PERCENT OF TOTAL POPULATION

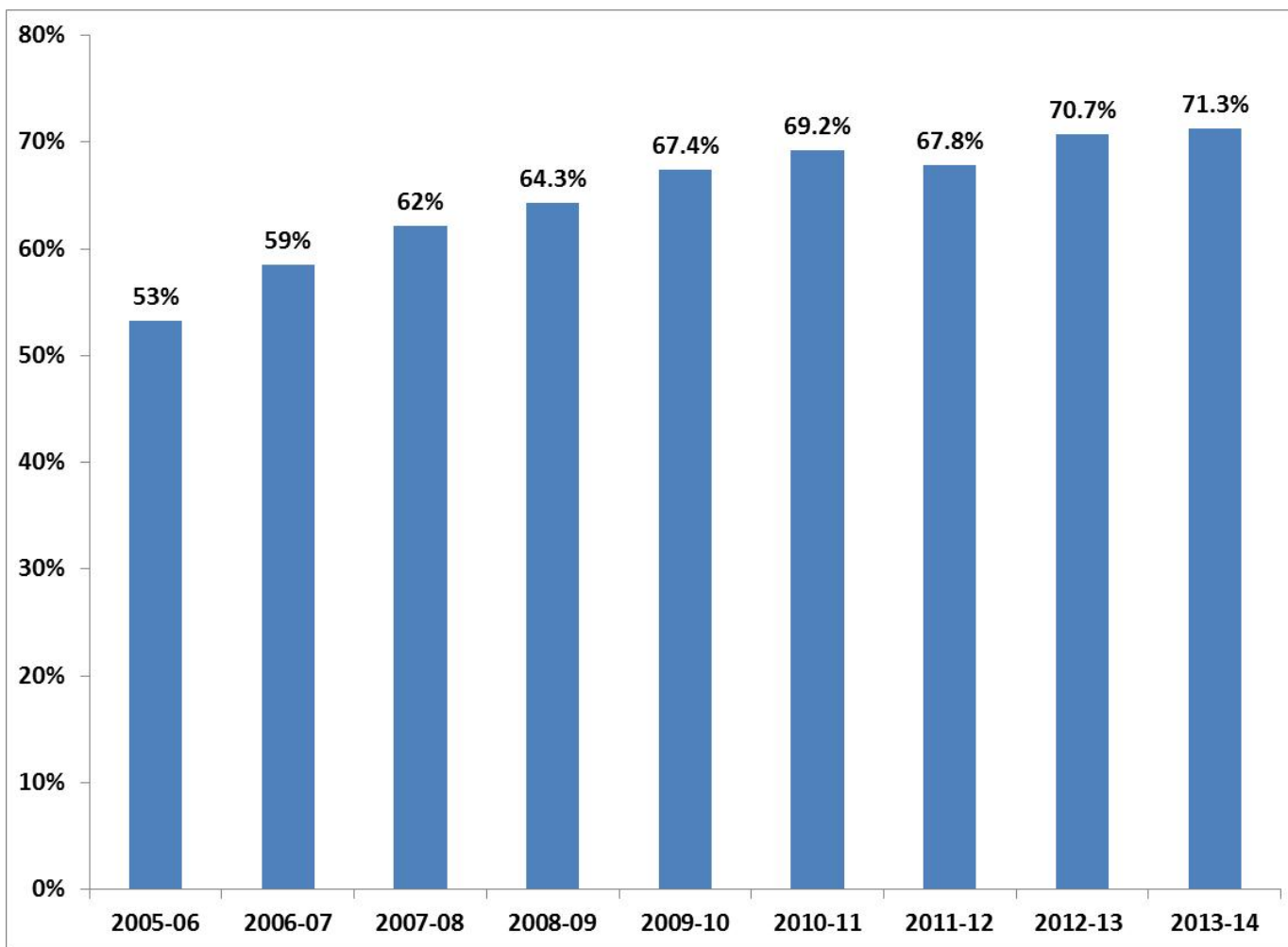


Florida's Students with Disabilities



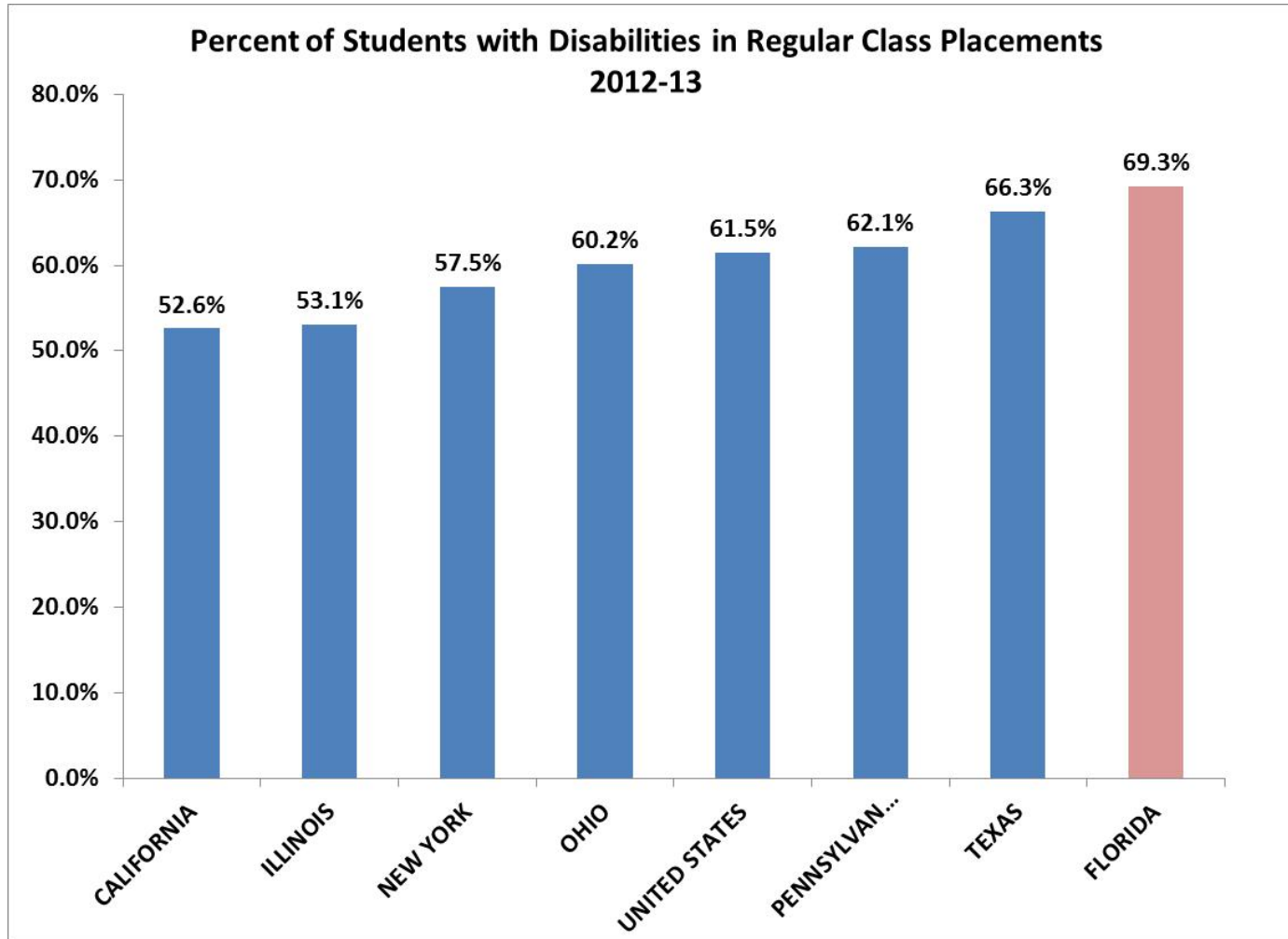
Source: EIAS Survey 2, Fall 2013

Regular Class Placement



www.FLDOE.org

Seven Largest States



Regular Class Placement: 2005-06 to 2013-14

➤ State Improvement

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

➤ 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

➤ District Variability

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

Separate Class Placement: 2005-06 to 2013-14

➡ State Change

- ➡ 7.8 point decrease between 2005-06 and 2013-14

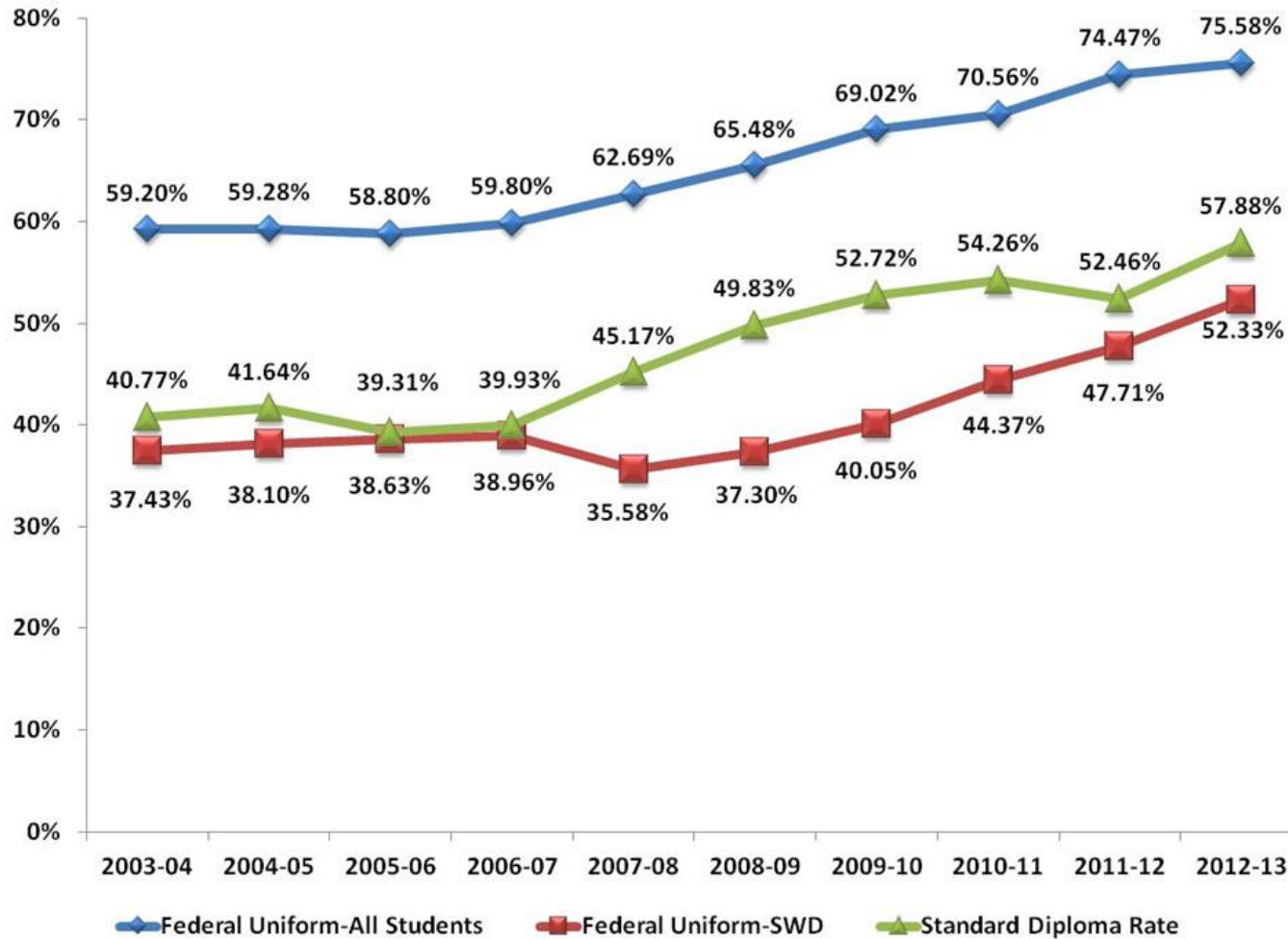
➡ District Change

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

➡ District Variability

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

Diploma/Graduation Rates 2003-04 through 2012-13



Standard Diploma Rate: 2005-06 to 2012-13

➤ State Improvement

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

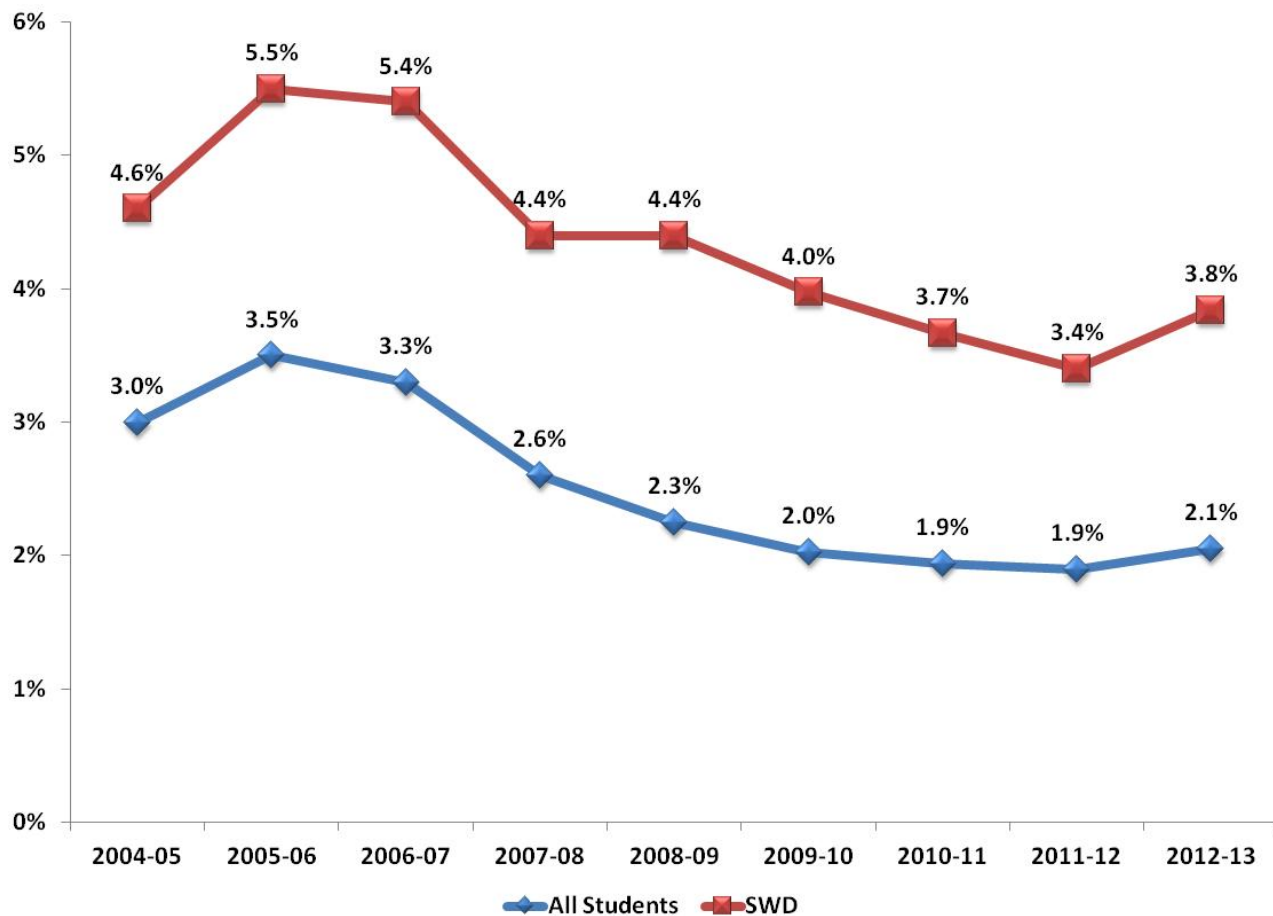
➤ District Improvement

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

➤ District Variability

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

Dropout Rate 2004-05 through 2012-13



Dropout Rate: 2005-06 to 2012-13

➤ State Improvement

- 2.1 point decrease between 2005-06 and 2012-13

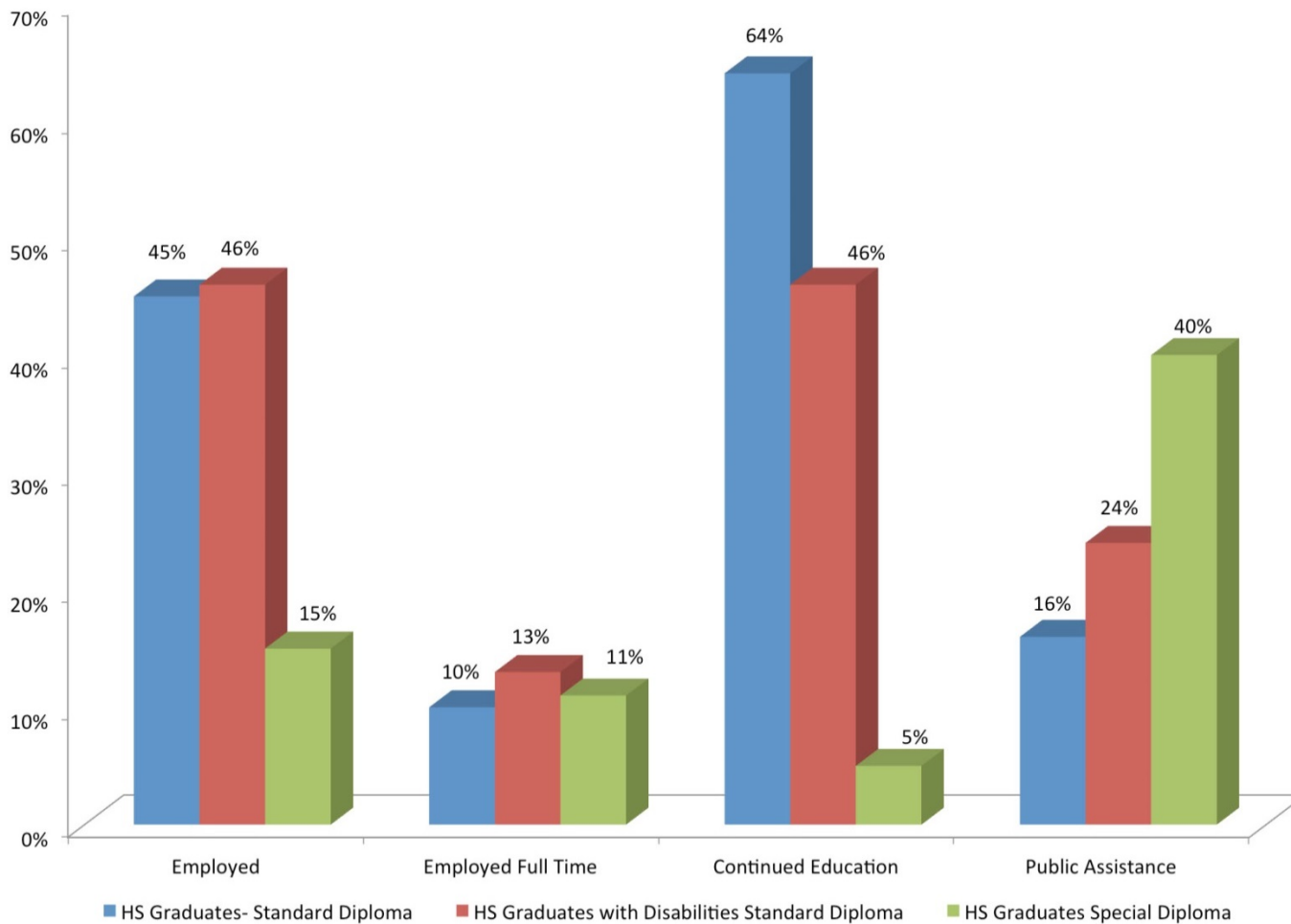
➤ District Improvement

- 18 districts < 3.5% in 2005-06
- 36 districts < 3.5% in 2010-11
- 42 districts < 3.5% in 2011-12
- 46 districts < 3.5% in 2012-13

➤ District Variability

- 2 districts > 7% in 2010-11
- 7 districts > 7% in 2011-12
- 8 districts > 7% in 2012-13
- 9 districts < 1% in 2010-11
- 8 districts < 1% in 2011-12
- 15 districts < 1% in 2012-13

2011-12 Public High School Graduates Post School Outcomes Fall 2012 Findings



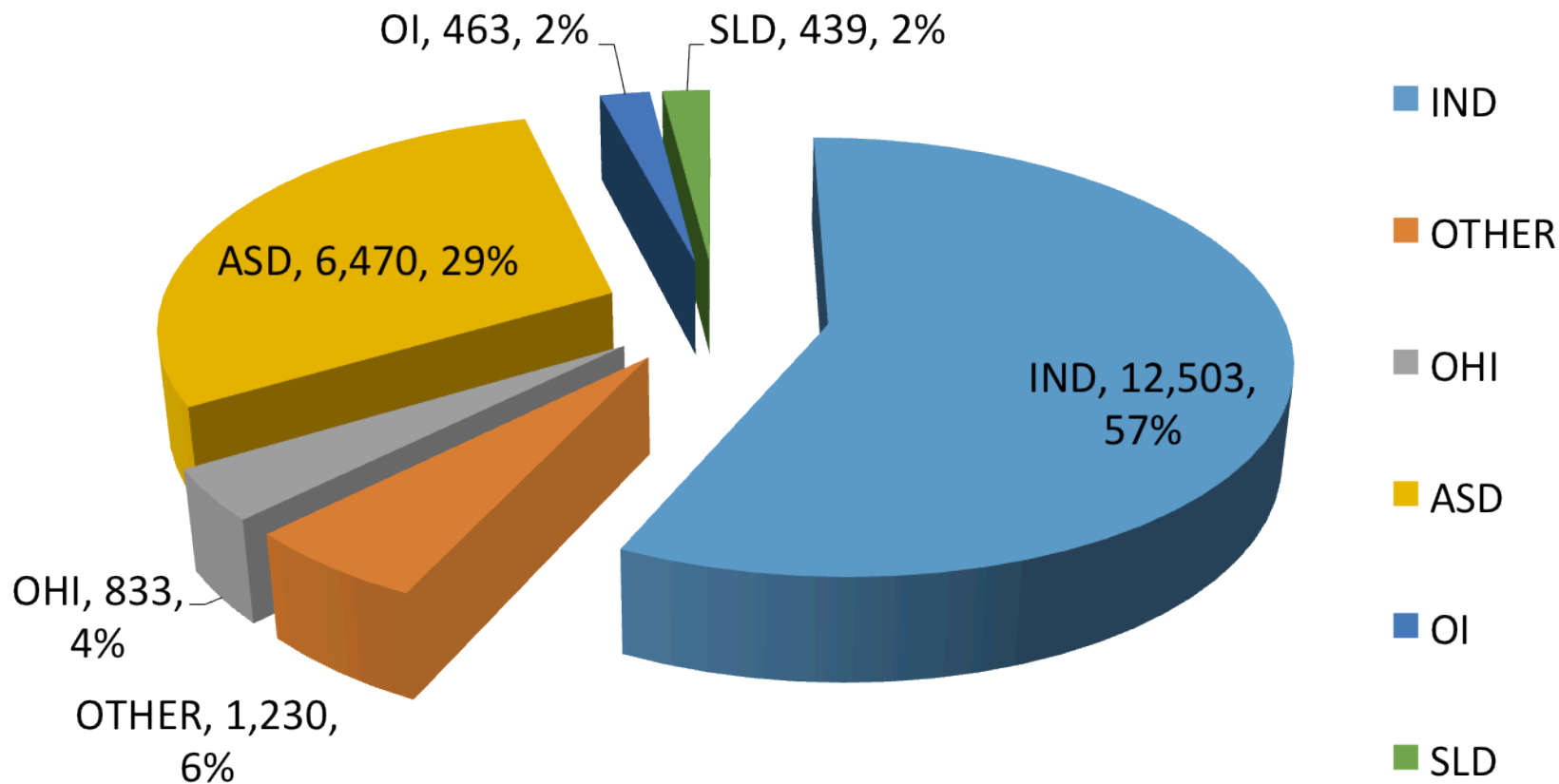
Source: Florida Education and Training Placement Information Program (FETPIP)

Student Academic Results

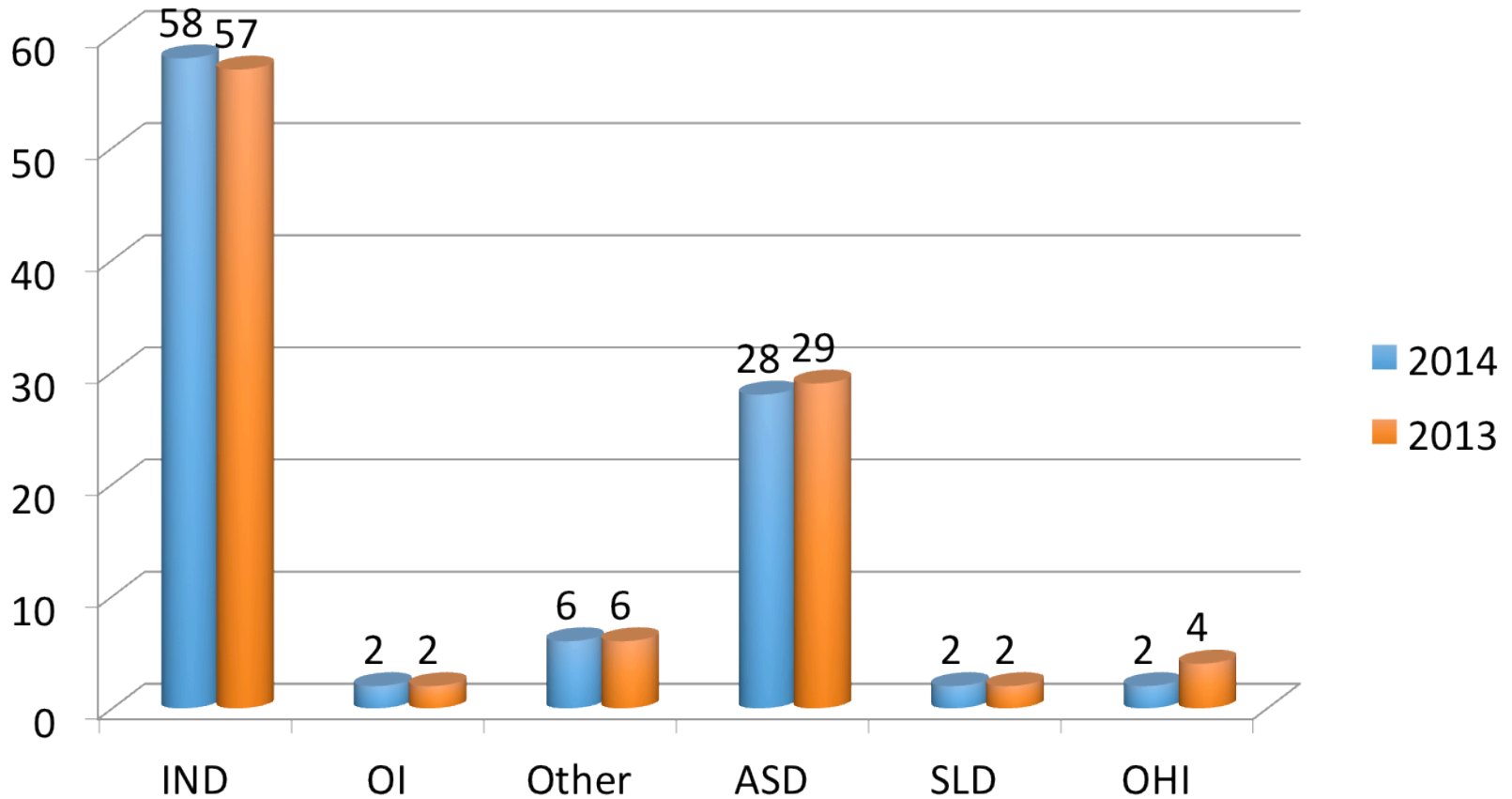
Students with Disabilities Assessments

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

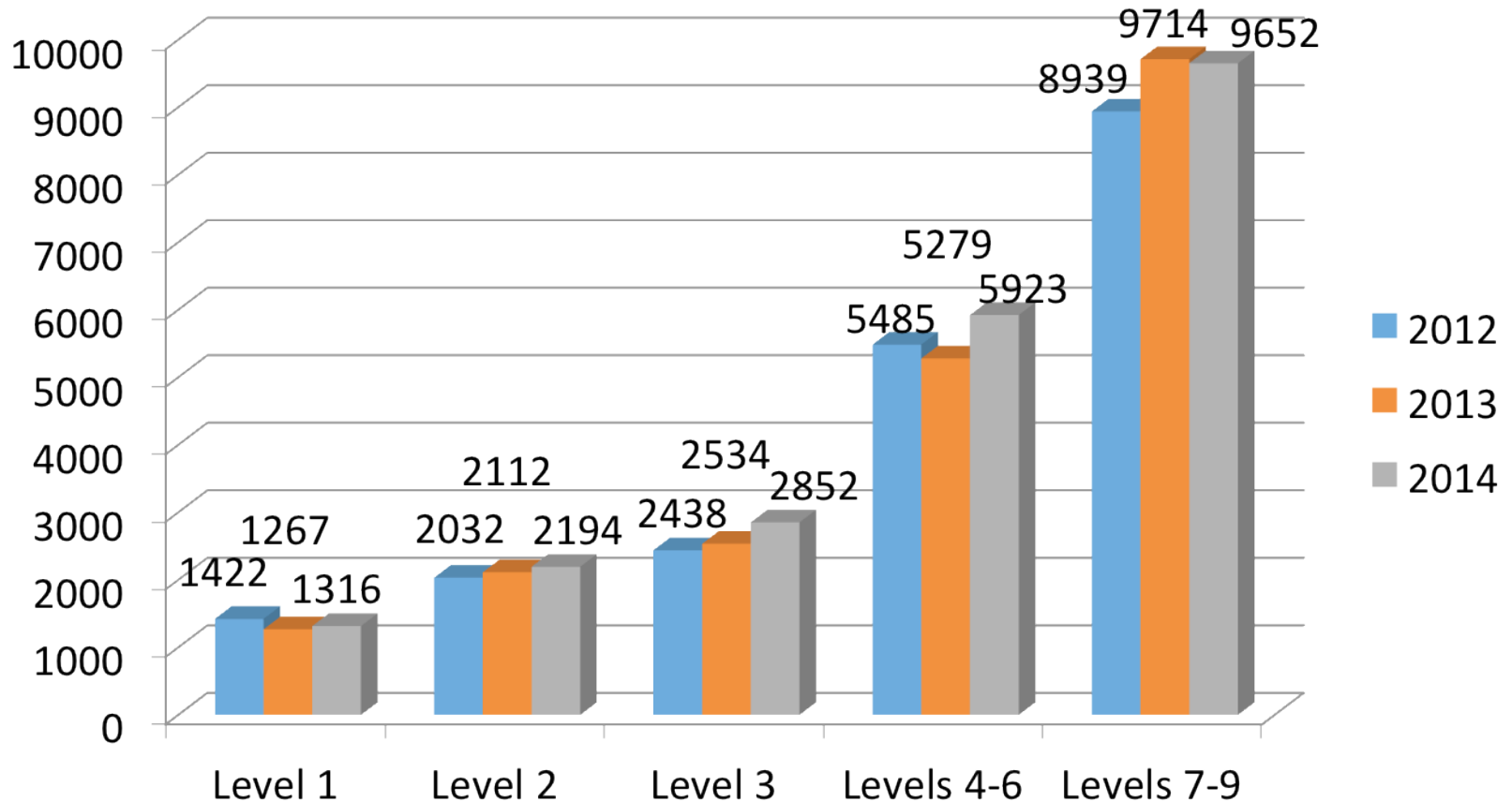
Exceptionality of Students Taking the Florida Alternate Assessment N=21,938



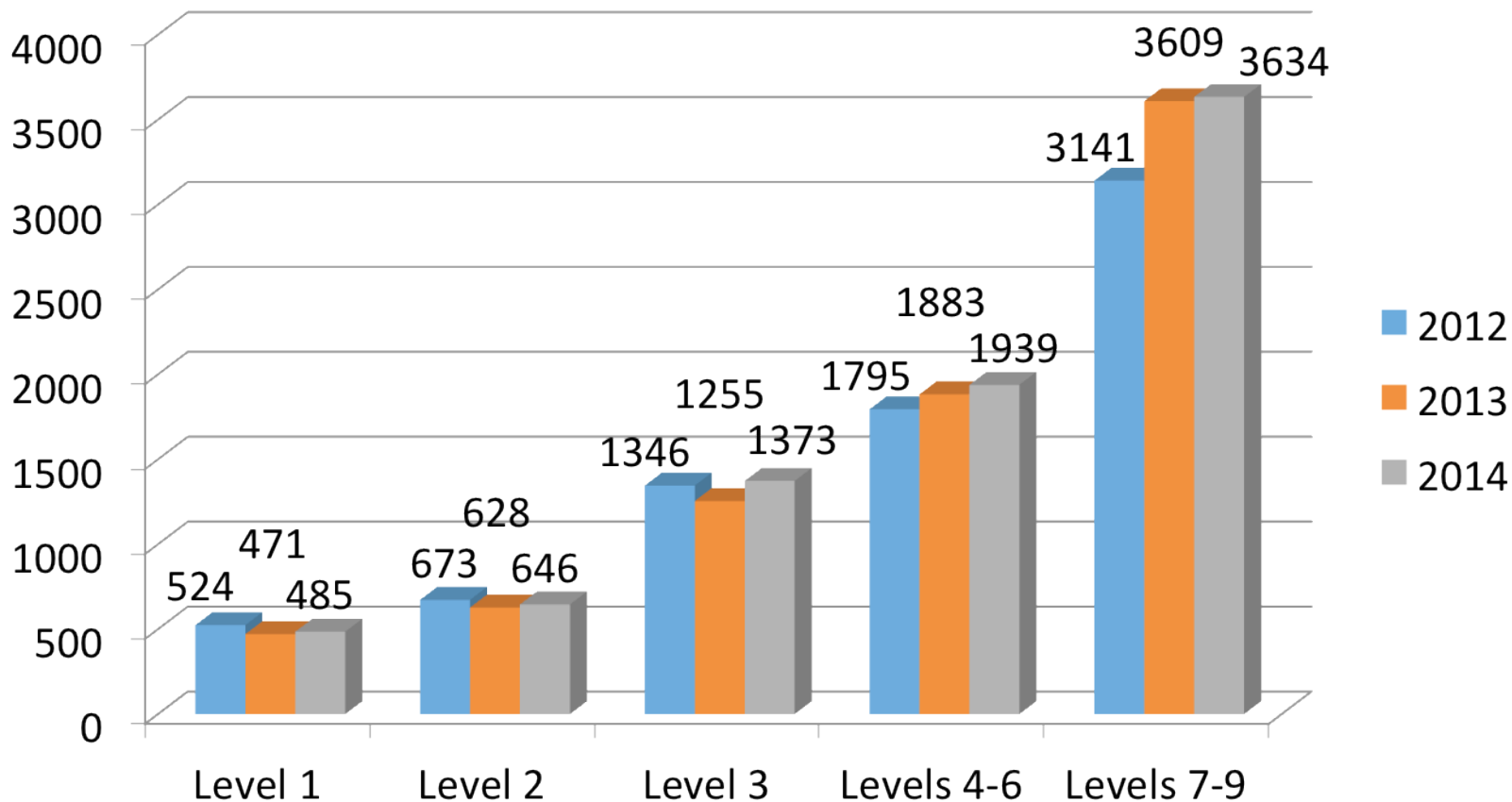
Percent of Students by Exceptionality 2013 and 2014



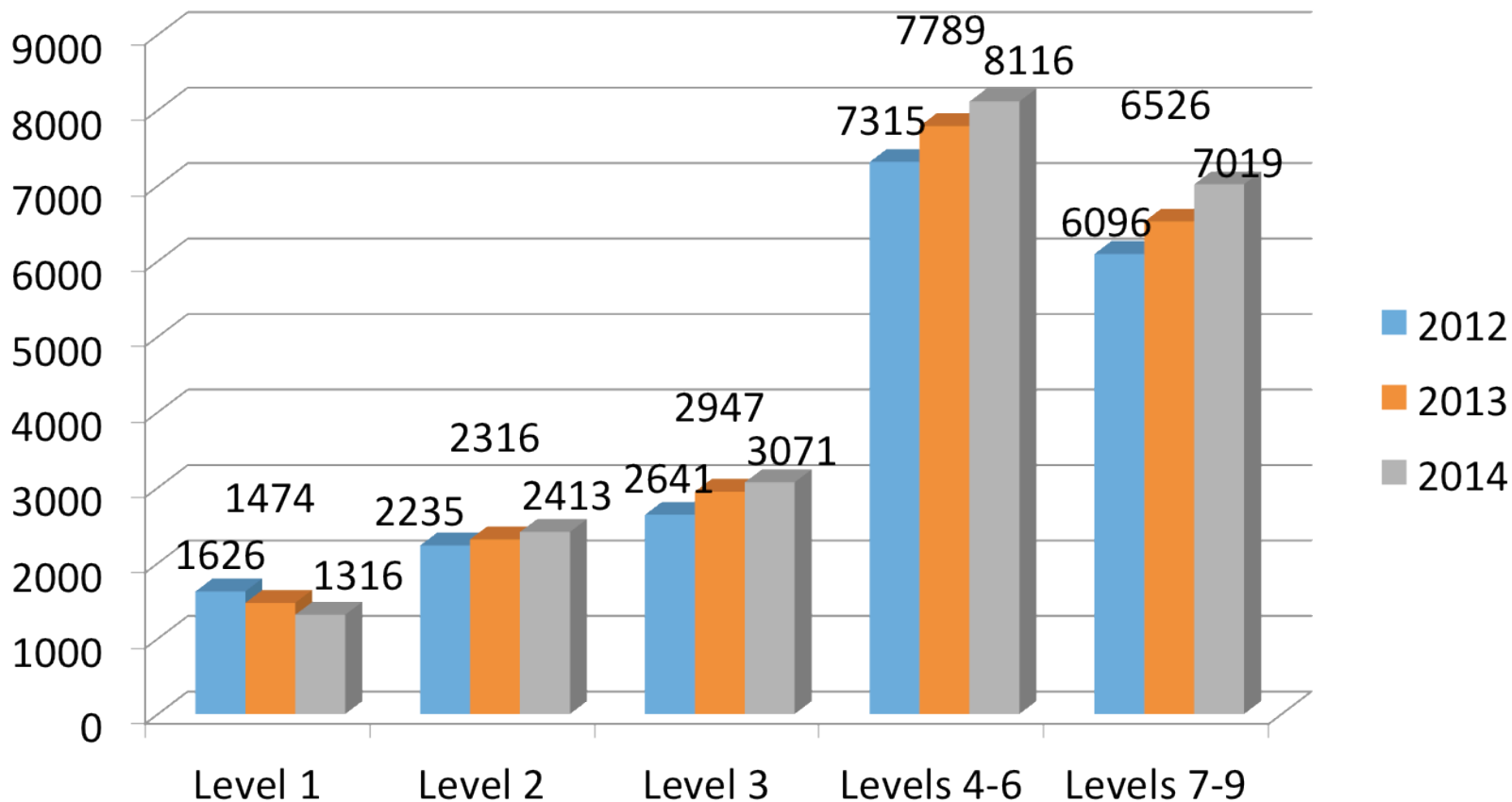
Number of Students by Performance Level – Reading N=21,938



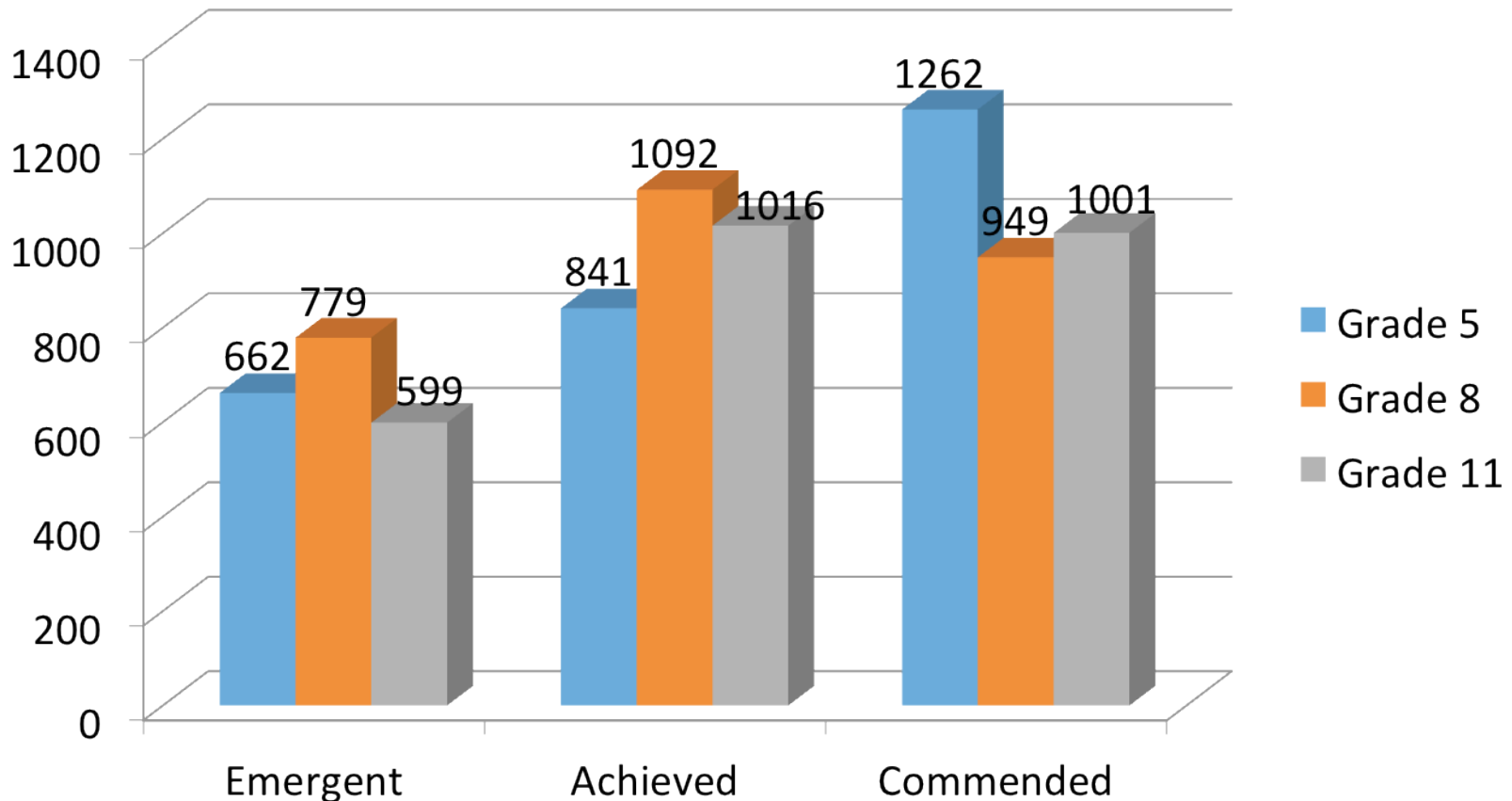
Number of Students by Performance Level – Writing N= 8,076



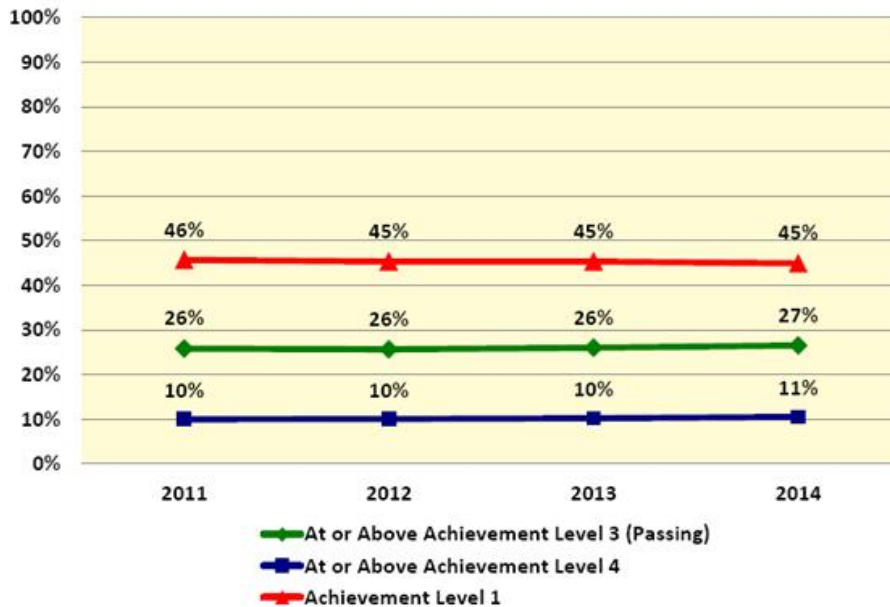
Number of Students by Performance Level – Math N=21,936



Number of Students by Achievement Level – Science N=8,198

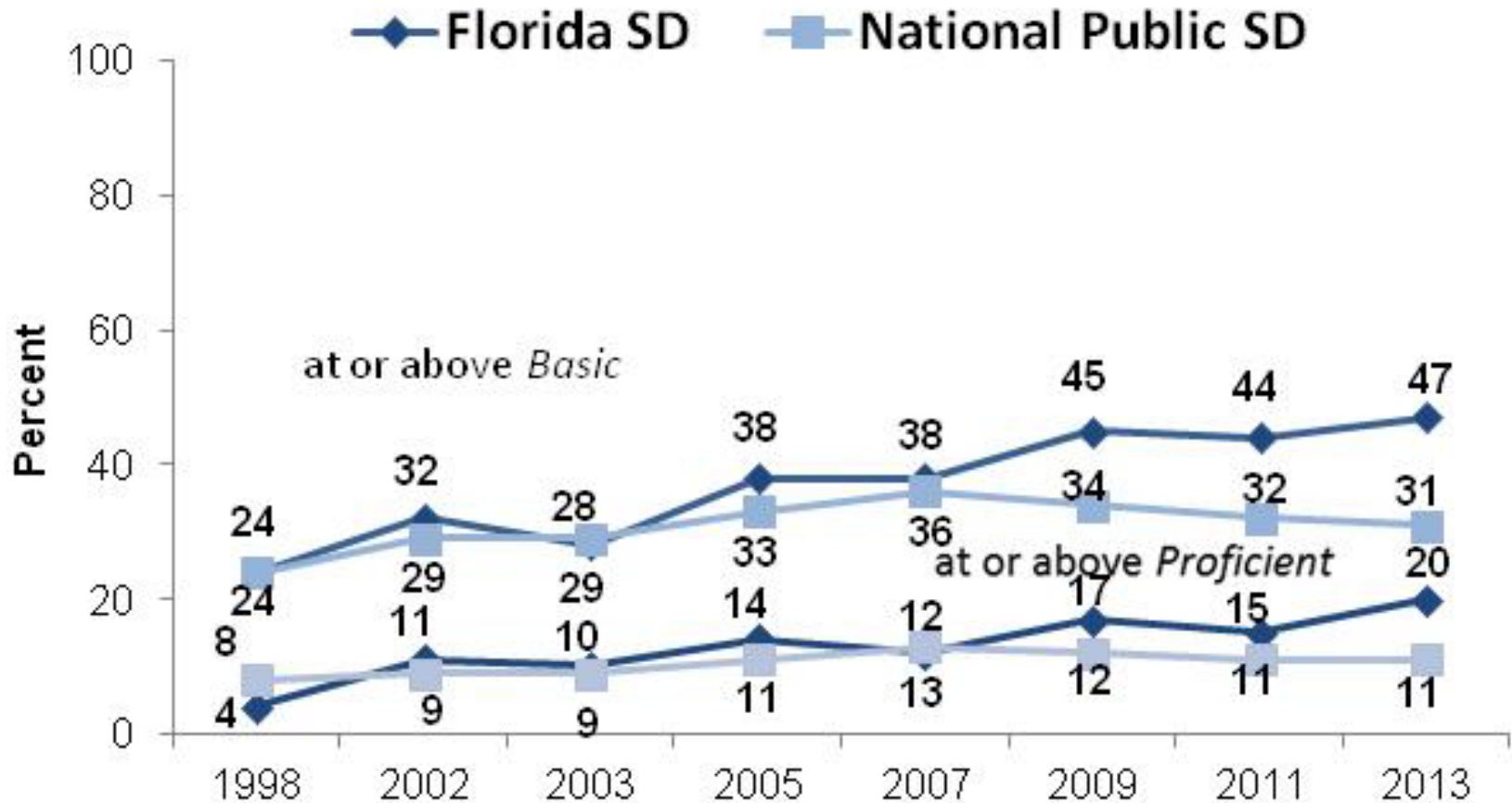


**Grades 3-10
FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**



- Reading 3-10: Proficiency and percentage scoring >level 4 increased by 1% since 2012.
- The percentage of students scoring level one showed no increase or decrease.
- Students in grades 9 and 10 had a 2% close in the proficiency gap since 2012, as well as a decrease in the percentage of students scoring level 1.
- There was no change in the gap for other grade spans. (6th, 7th and 8th grades show the lowest proficiency rates of all grade span groups--this is an area in need of focus.)

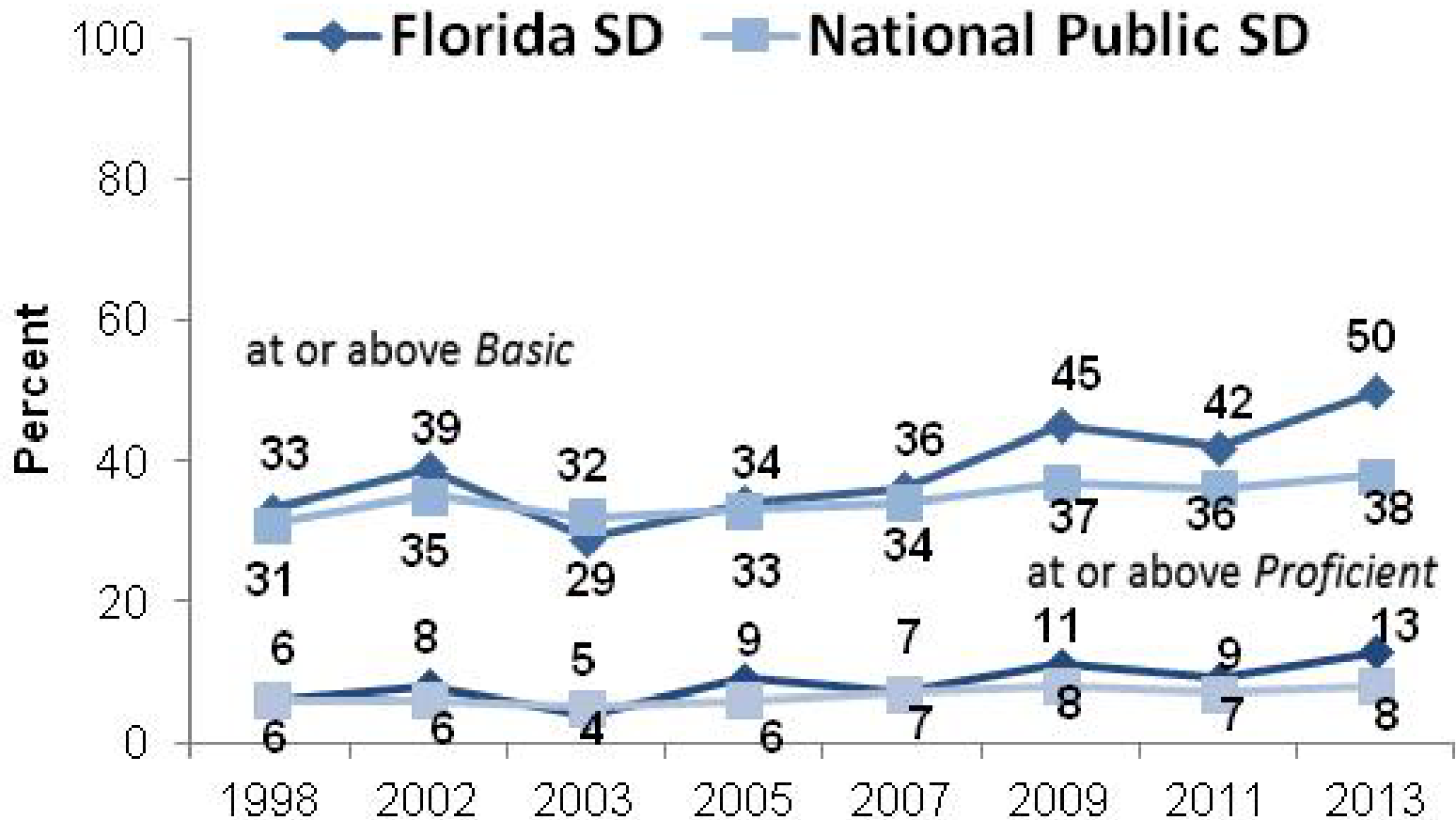
Percentage of SWD at or Above Proficient on NAEP 4th Grade Reading



Florida and Nation 1998 through 2013

www.FLDOE.org

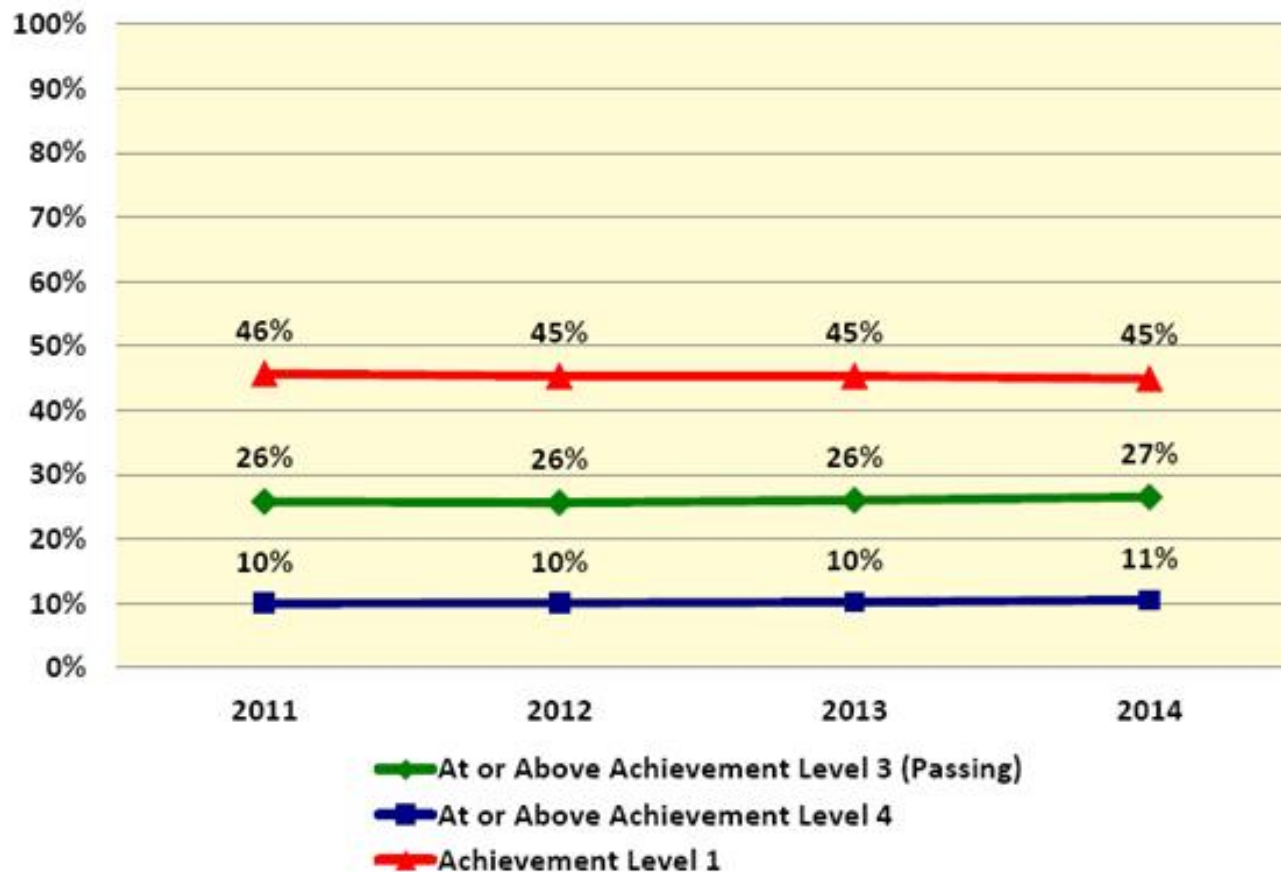
Percentage of SWD at or Above Proficient on NAEP 8th Grade Reading



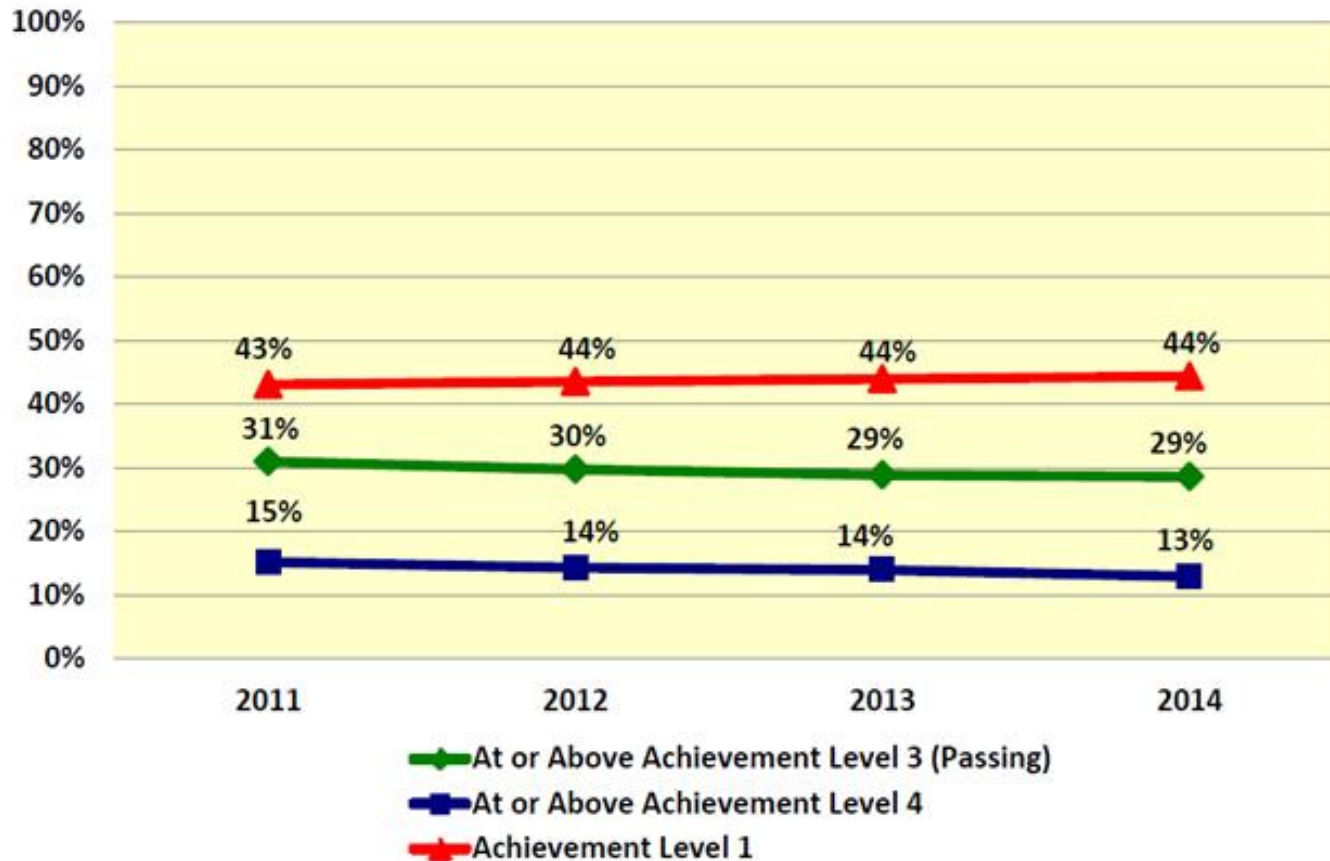
Florida and Nation 1998 through 2013

www.FLDOE.org

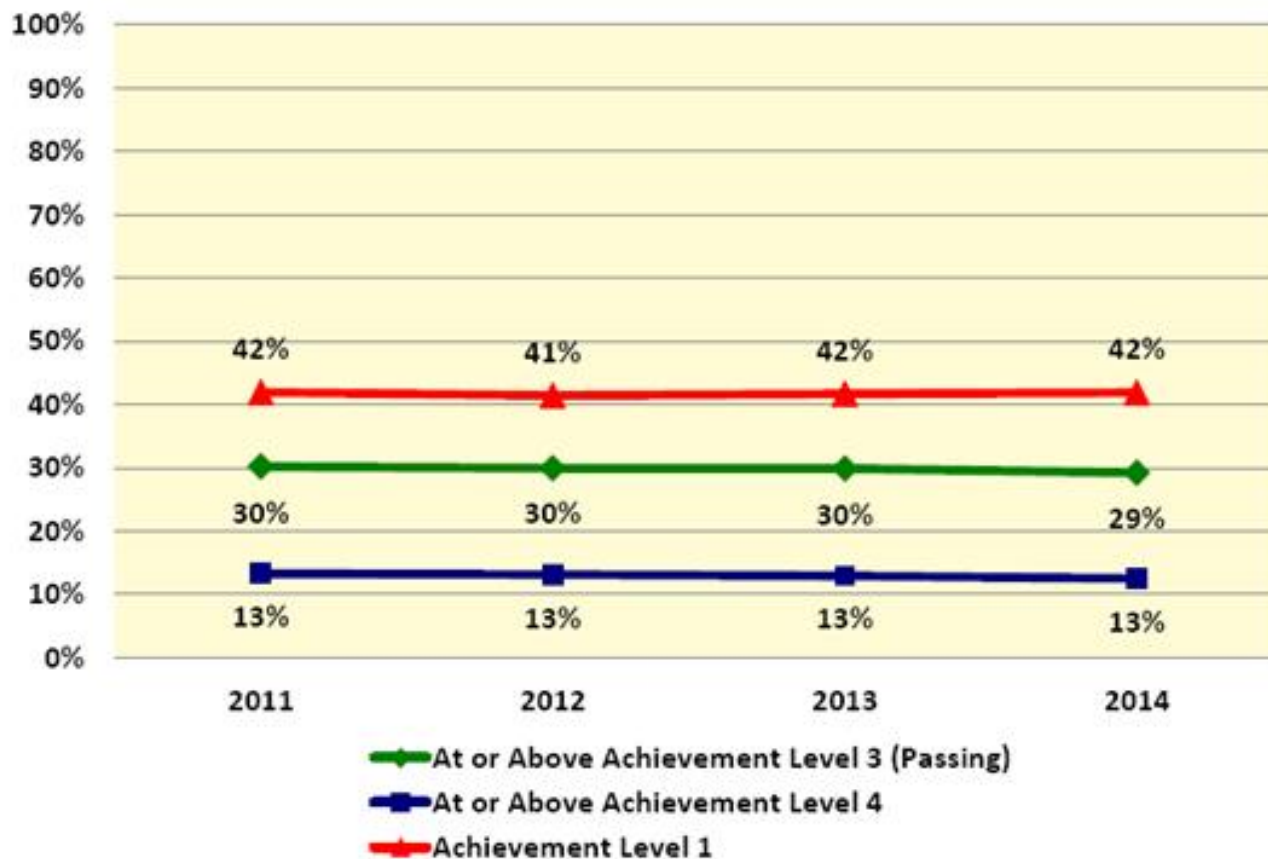
Grades 3-10
FCAT 2.0 Reading
By Achievement Level
Students with Disabilities



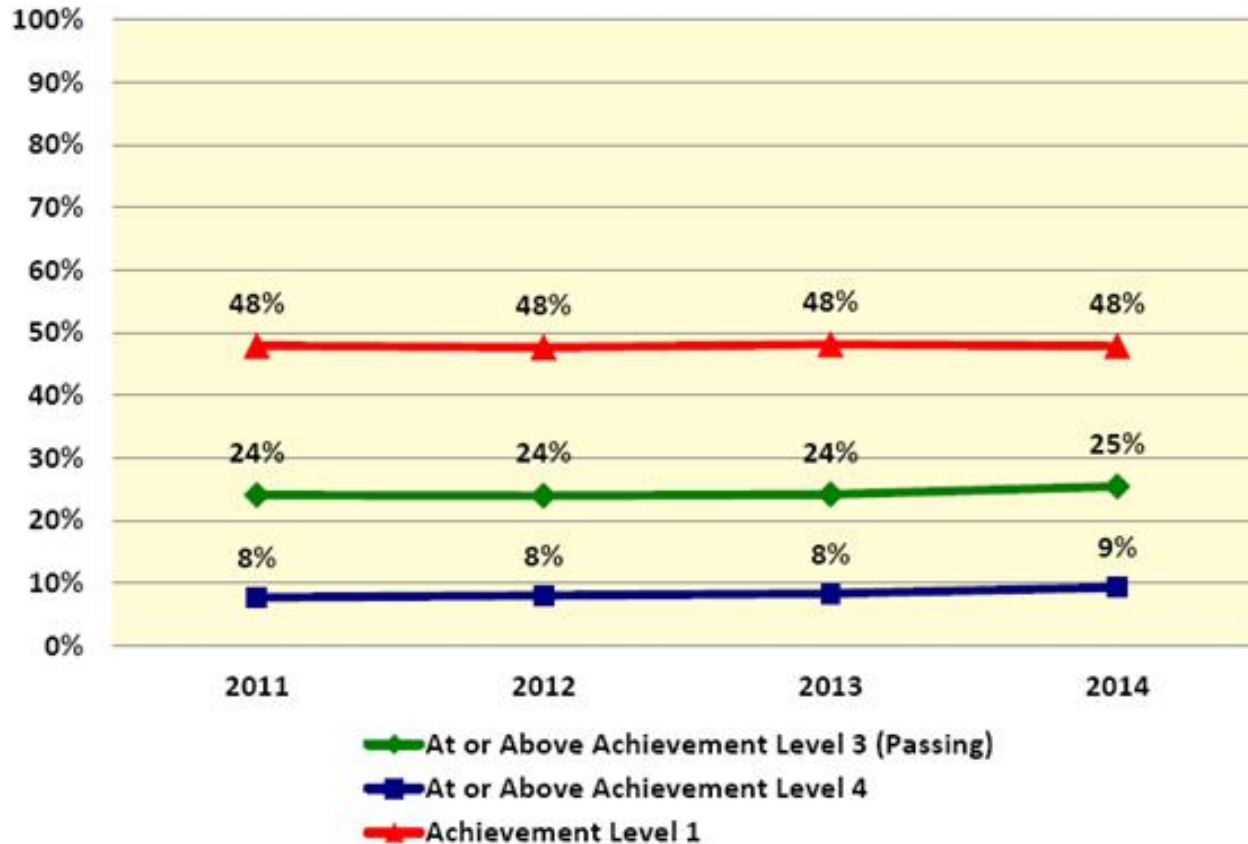
**Grade 3
FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**



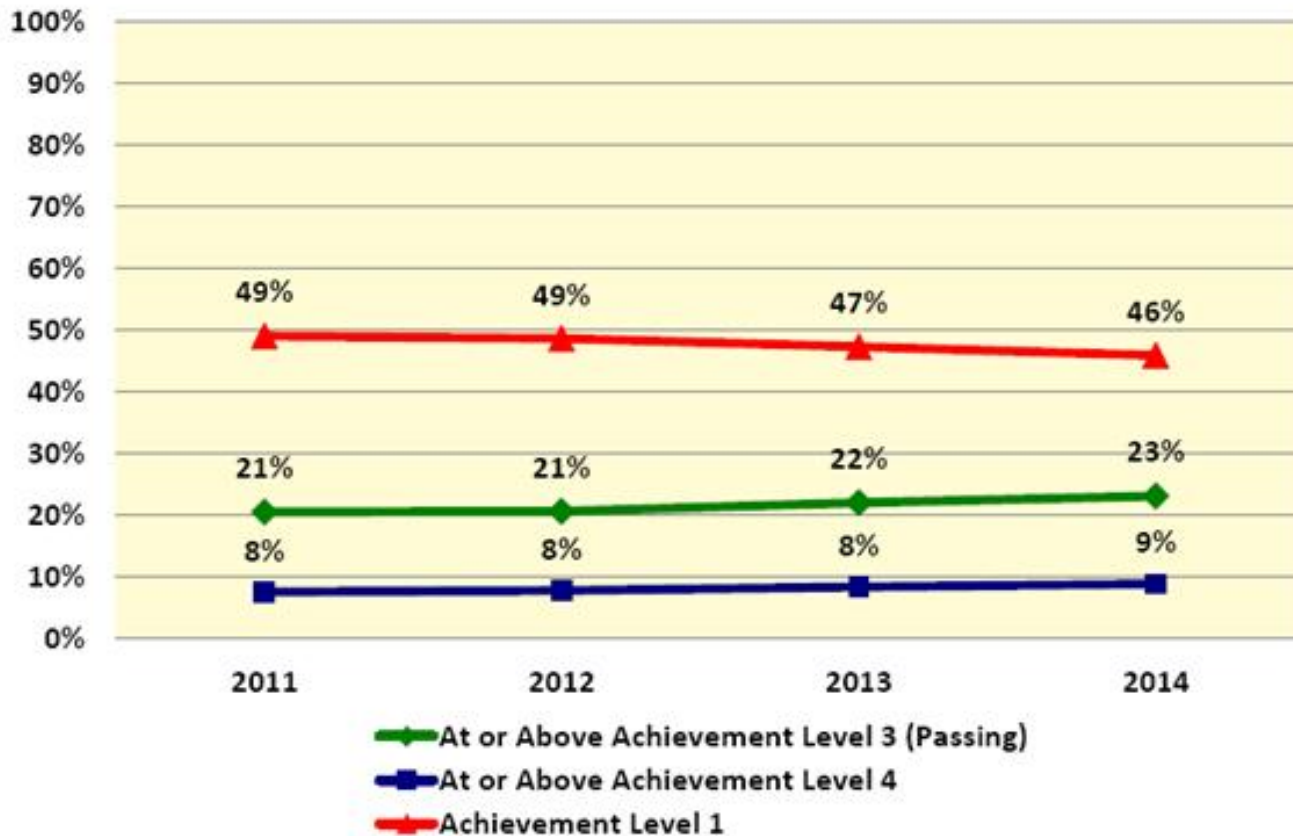
**Grades 3, 4 and 5
FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**



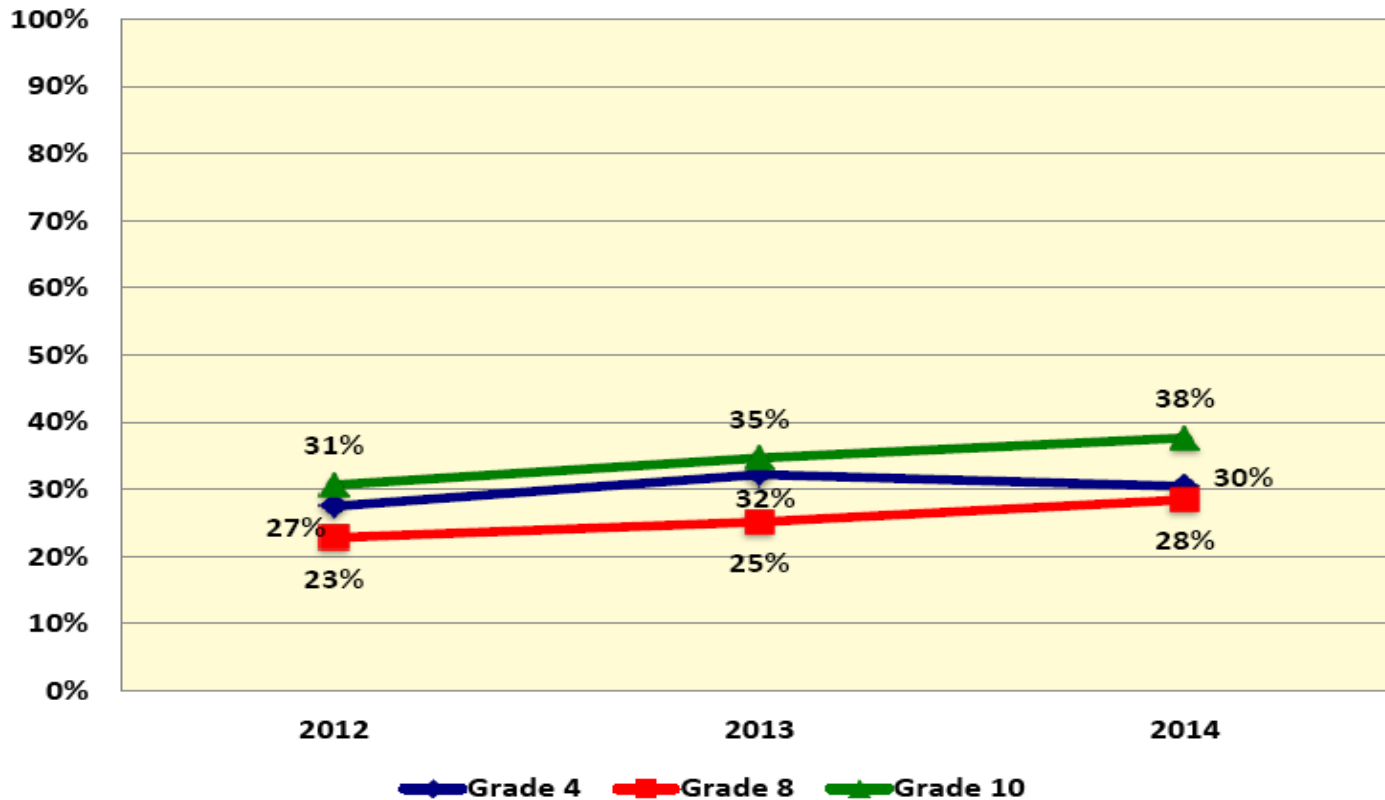
**Grades 6, 7 and 8
FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**



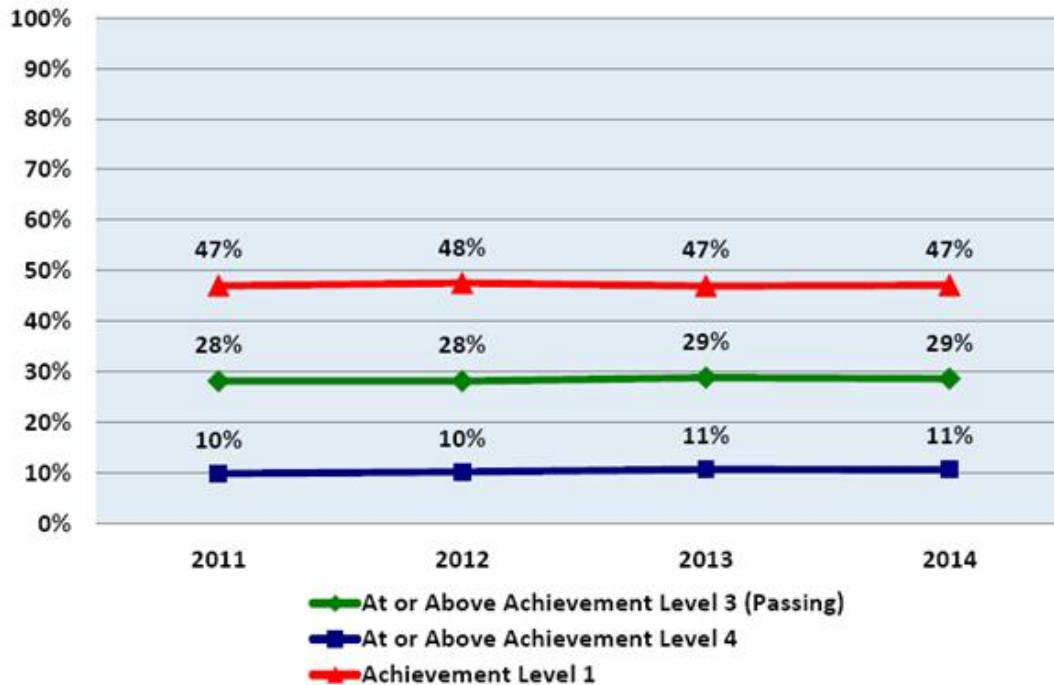
**Grades 9 and 10
FCAT 2.0 Reading
By Achievement Level
Students with Disabilities**



**Grades 4, 8 and 10
FCAT 2.0 Writing
Percentage Passing (3.5 and Above)
Students with Disabilities**

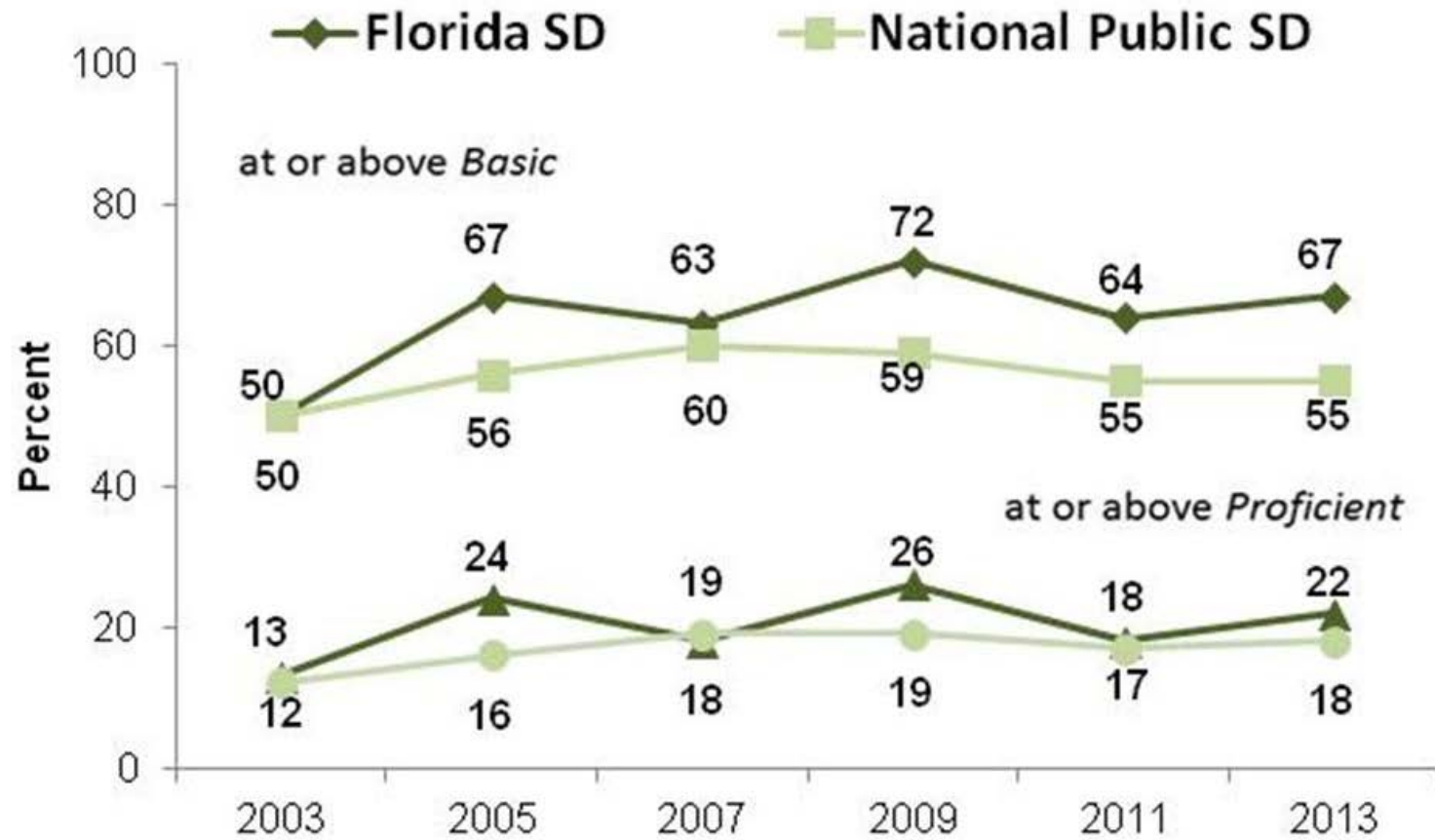


Grades 3-8
FCAT 2.0 Mathematics
By Achievement Level
Students with Disabilities



Math 3-8 showed a 1% increase of proficiency, 1% increase in level 4 and a 1% decrease in level 1 since 2012.

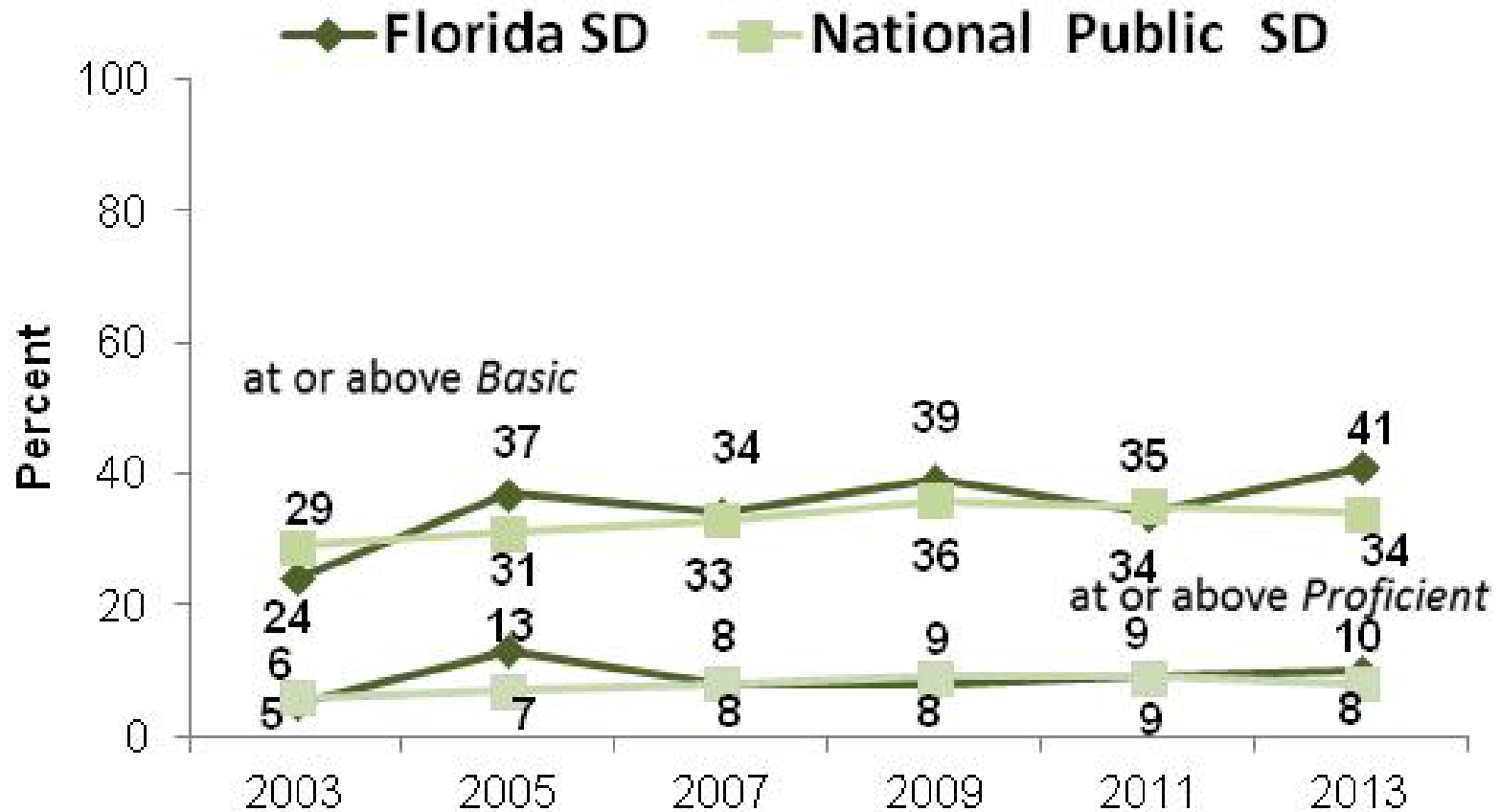
Percentage of SWD at or Above Proficient on NAEP 4th Grade Math



Florida and Nation 2003 through 2013

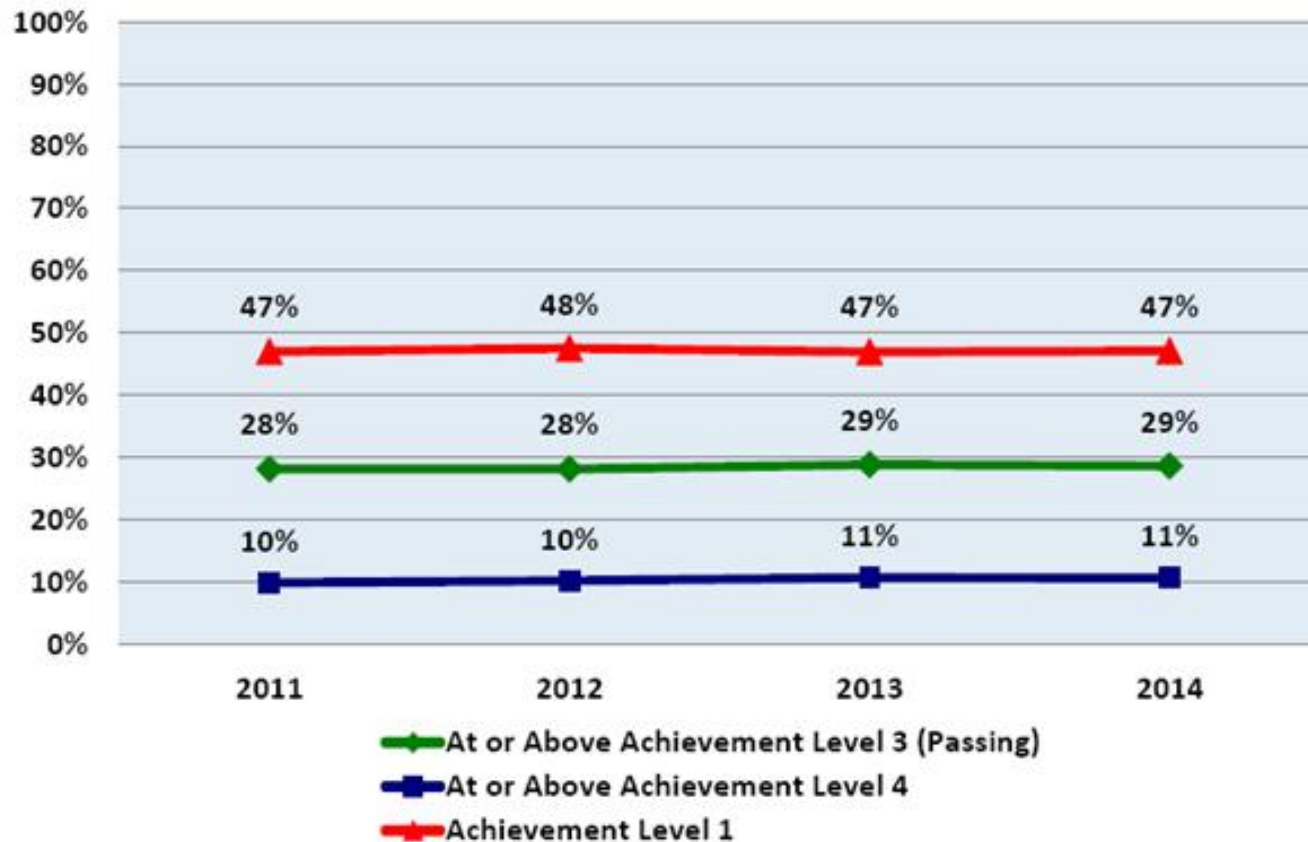
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Percentage of SWD at or Above Proficient on NAEP 8th Grade Math

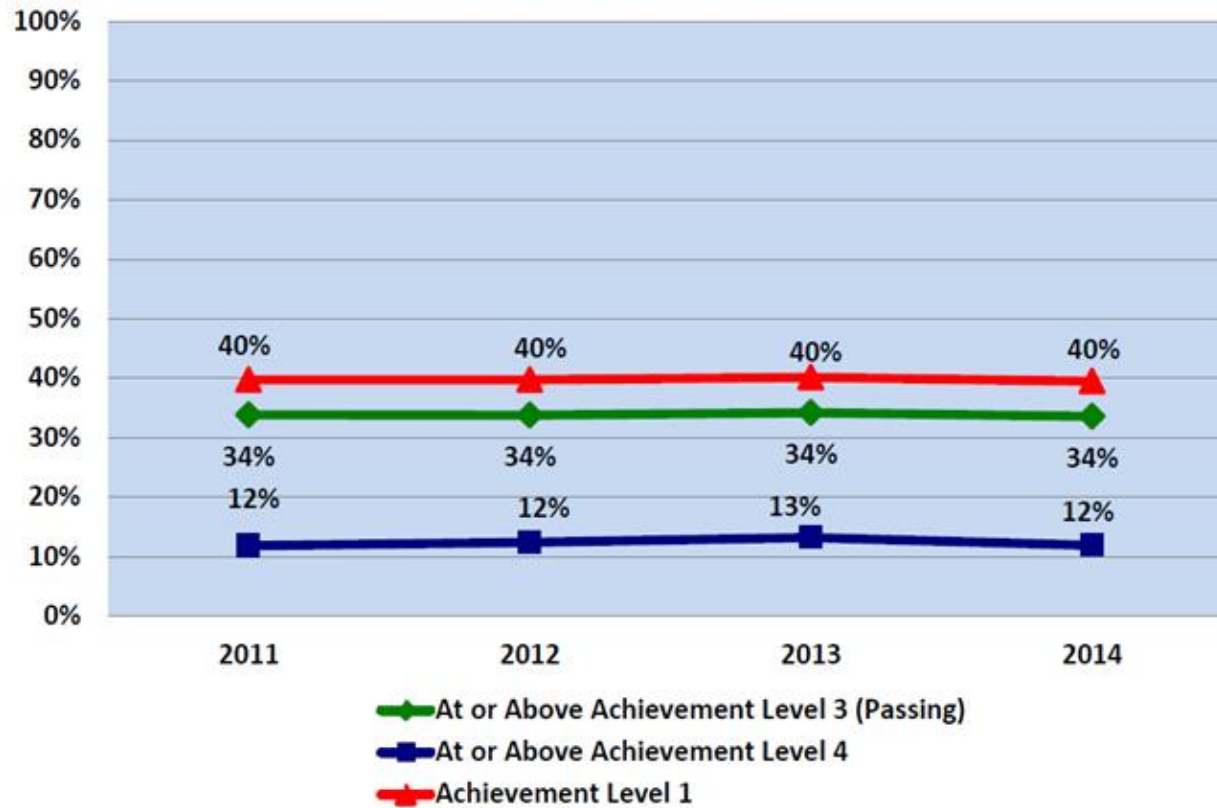


Florida and Nation 2003 through 2011

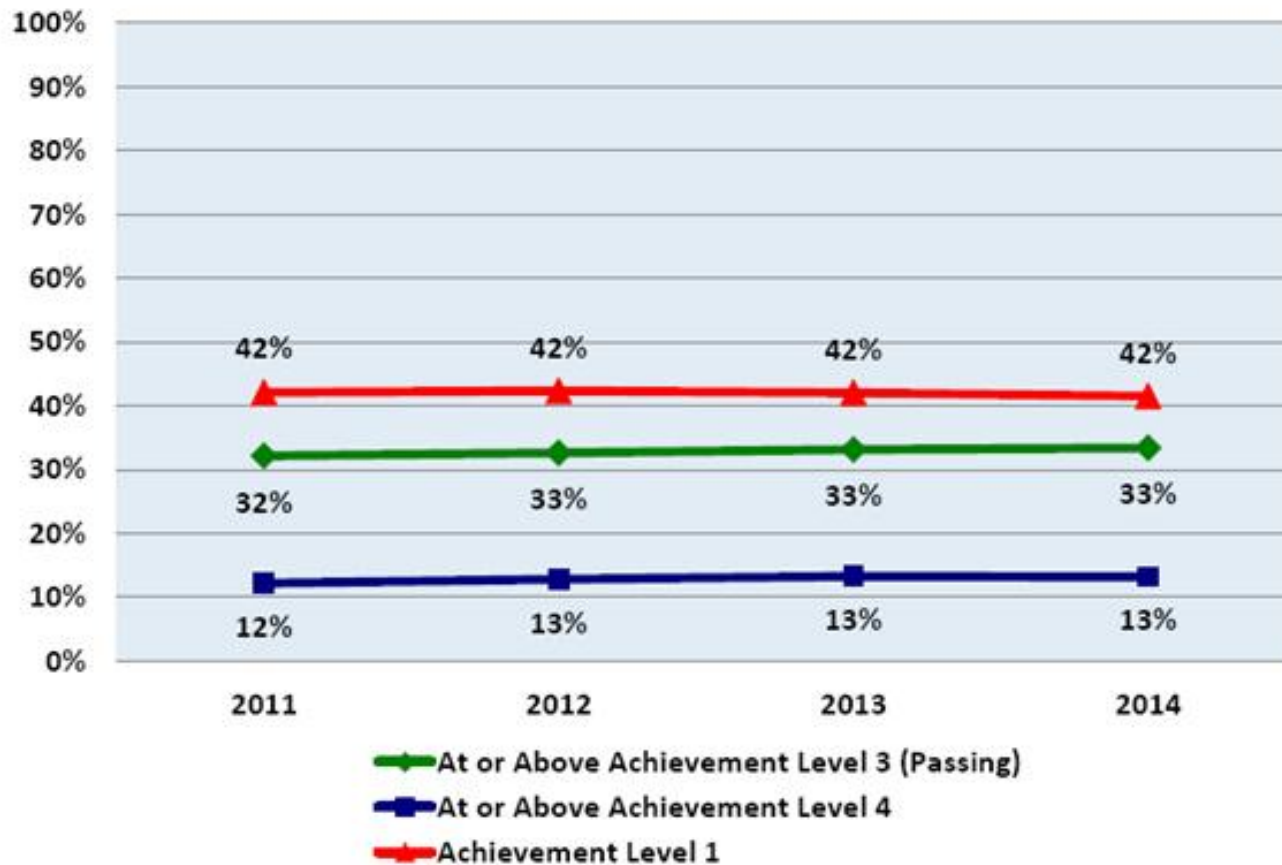
Grades 3-8
FCAT 2.0 Mathematics
By Achievement Level
Students with Disabilities



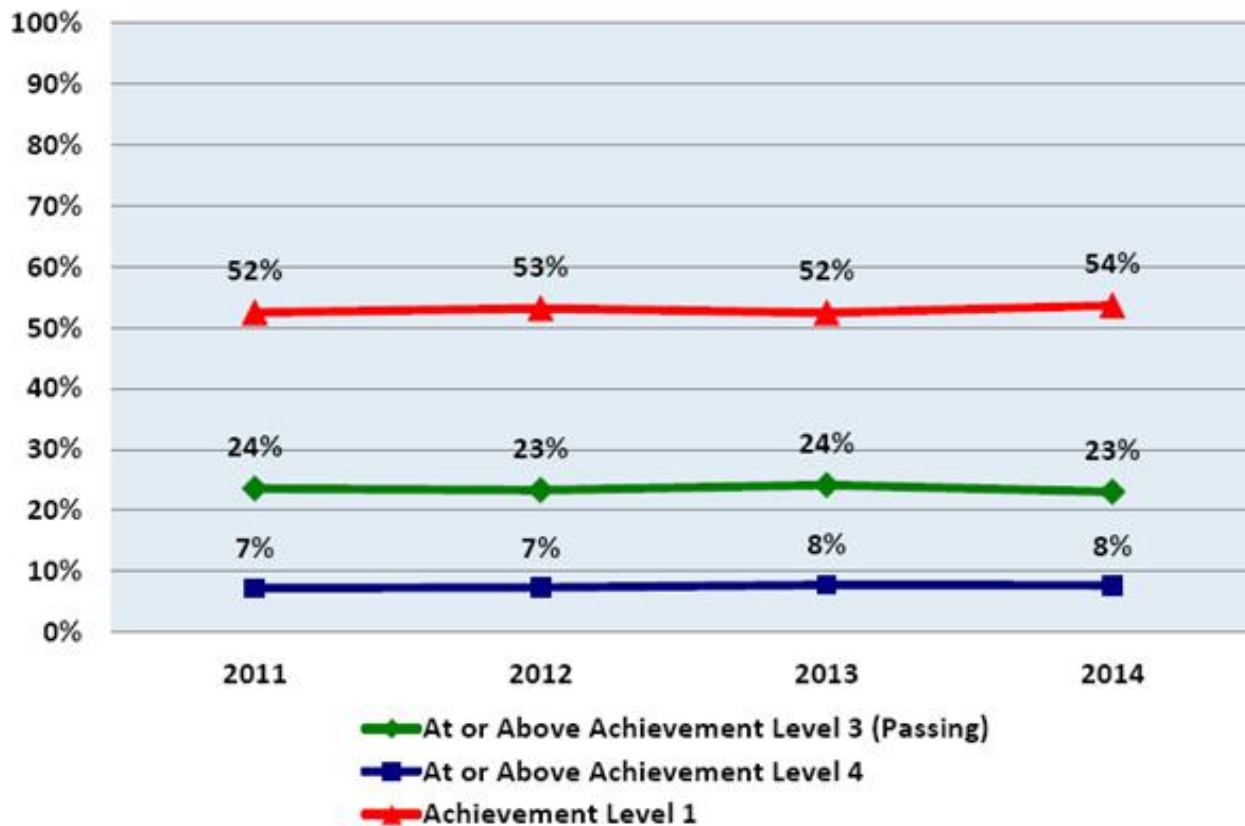
Grade 3
FCAT 2.0 Mathematics
By Achievement Level
Students with Disabilities



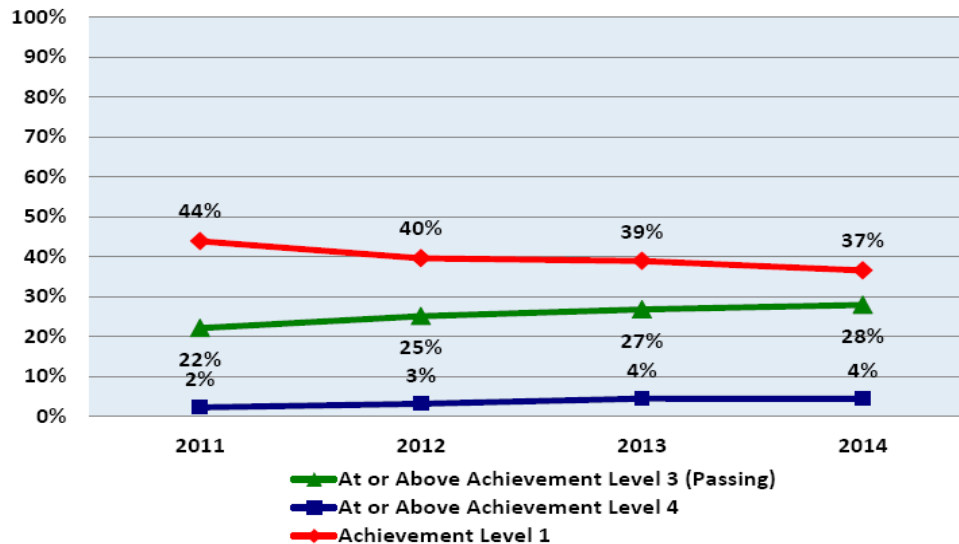
**Grades 3, 4 and 5
FCAT 2.0 Mathematics
By Achievement Level
Students with Disabilities**



**Grades 6, 7 and 8
FCAT 2.0 Mathematics
By Achievement Level
Students with Disabilities**

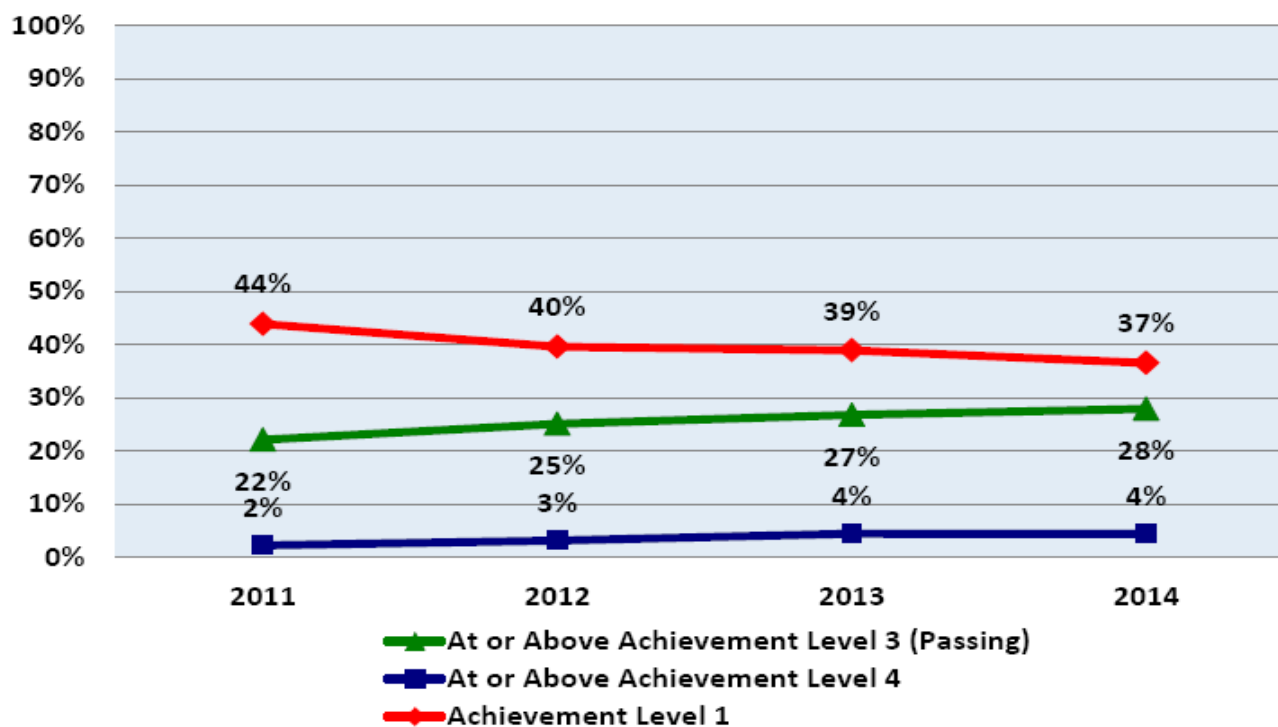


Grades 9-12 Algebra 1 EOC Assessment By Achievement Level Students with Disabilities

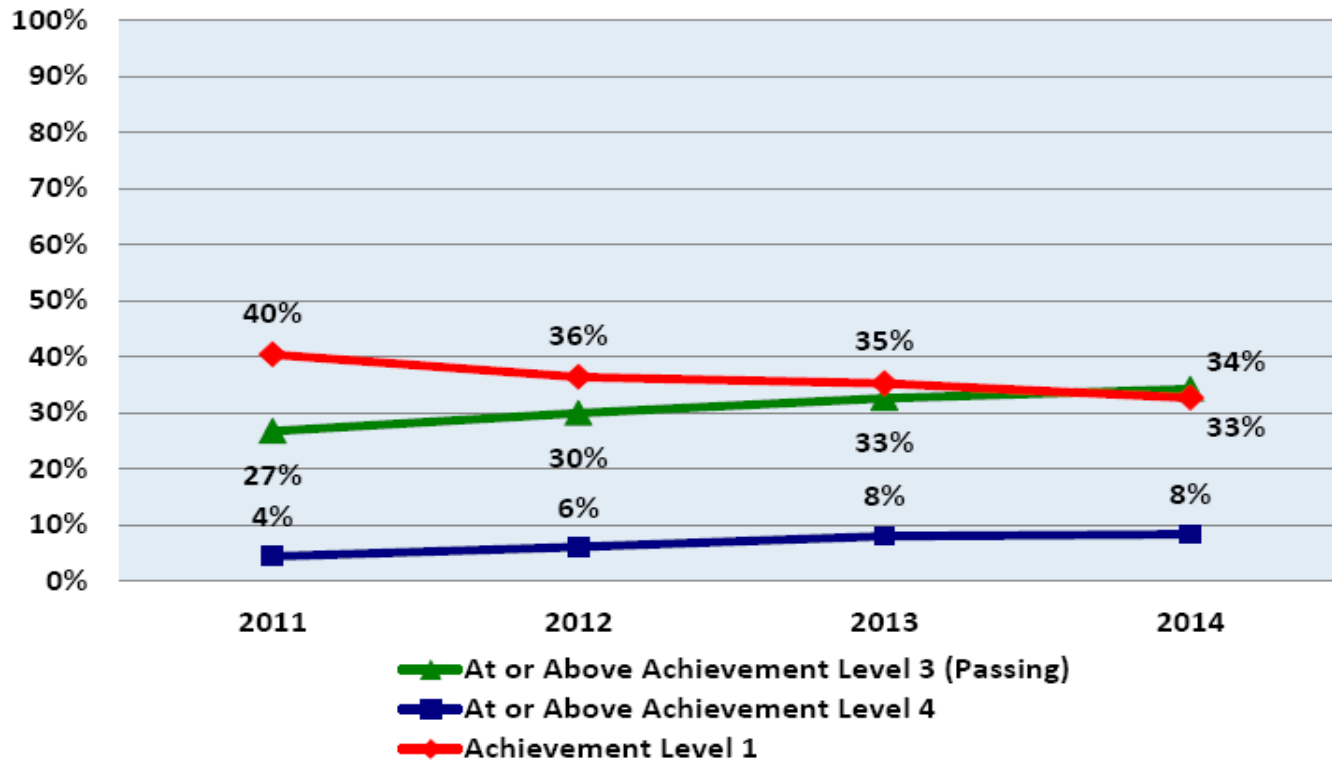


Algebra 1 EOC 6-12 showed a 4% increase of proficiency, a 2% increase in level 4 and a 3% decrease in level 1 since 2012.

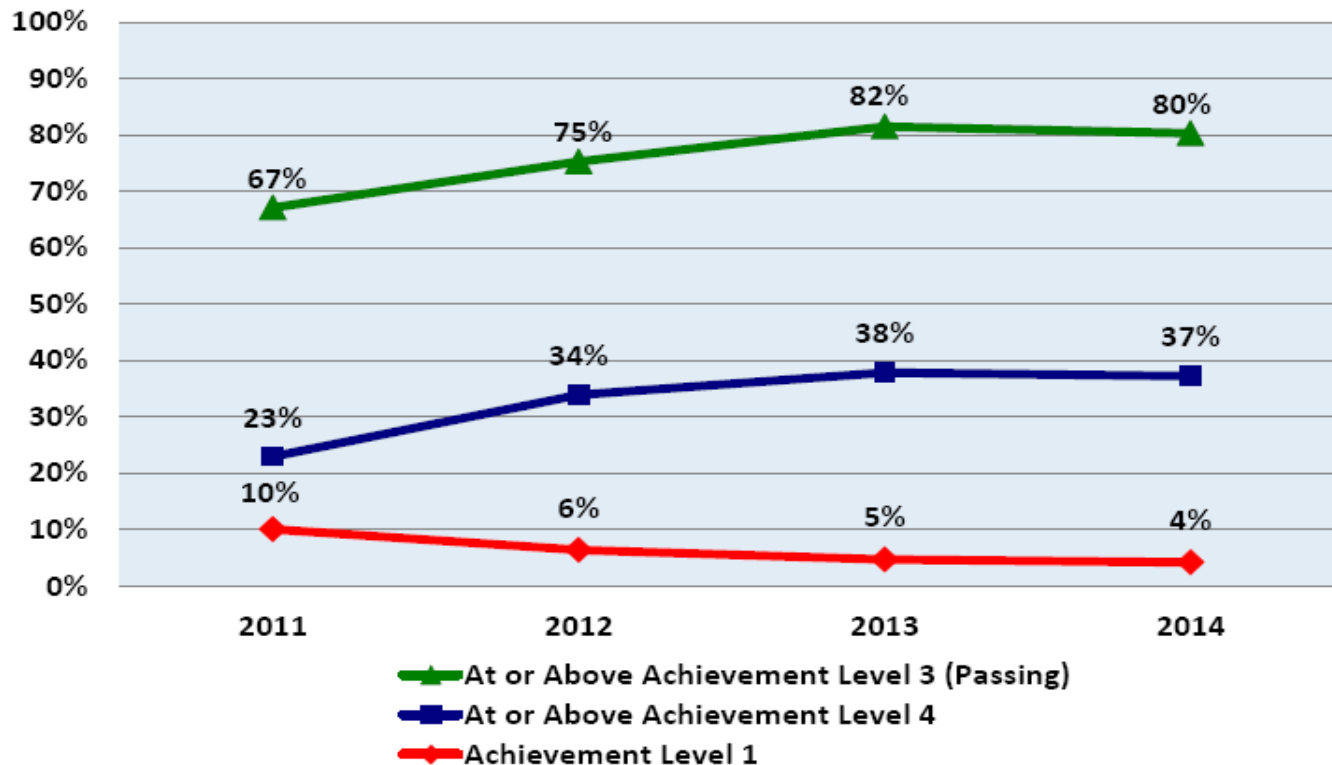
Grades 9-12 Algebra 1 EOC Assessment By Achievement Level Students with Disabilities



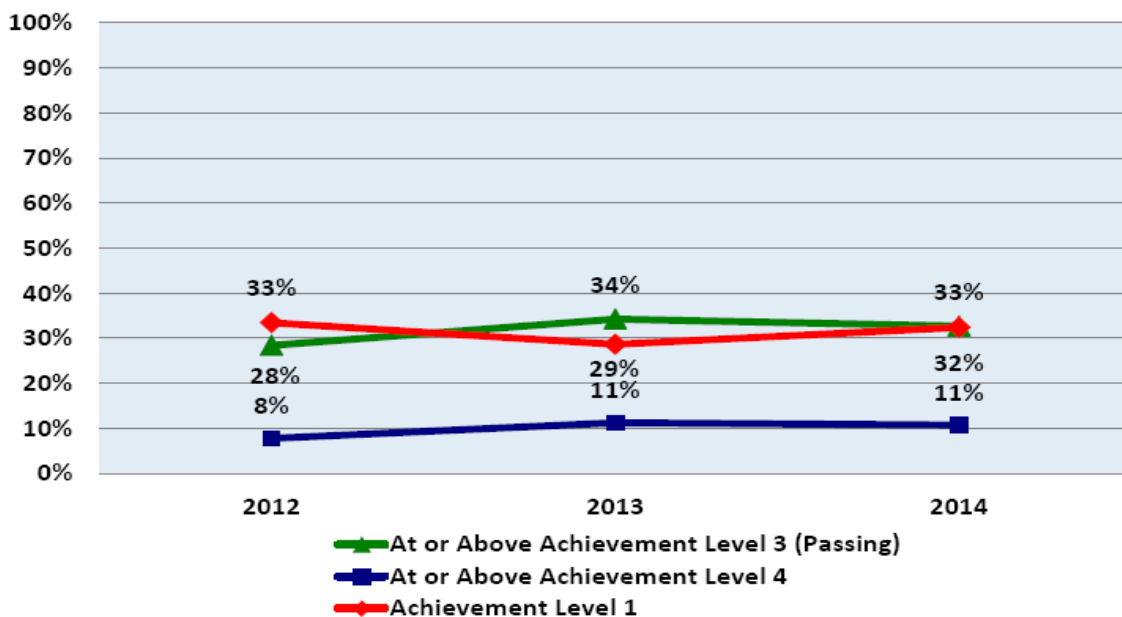
Grades 6-12 Algebra 1 EOC Assessment By Achievement Level Students with Disabilities



Grades 6, 7 and 8 Algebra 1 EOC Assessment By Achievement Level Students with Disabilities



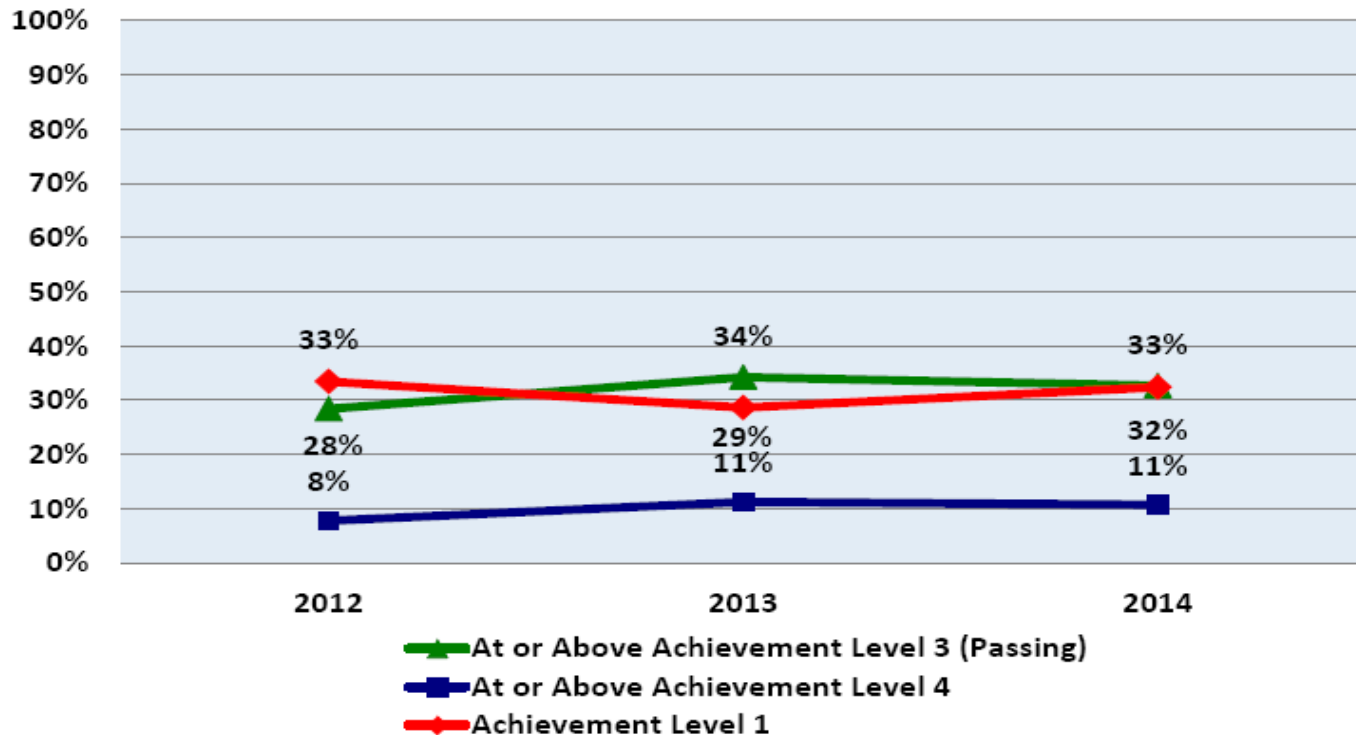
Grades 6-12 Geometry EOC Assessment By Achievement Level Students with Disabilities



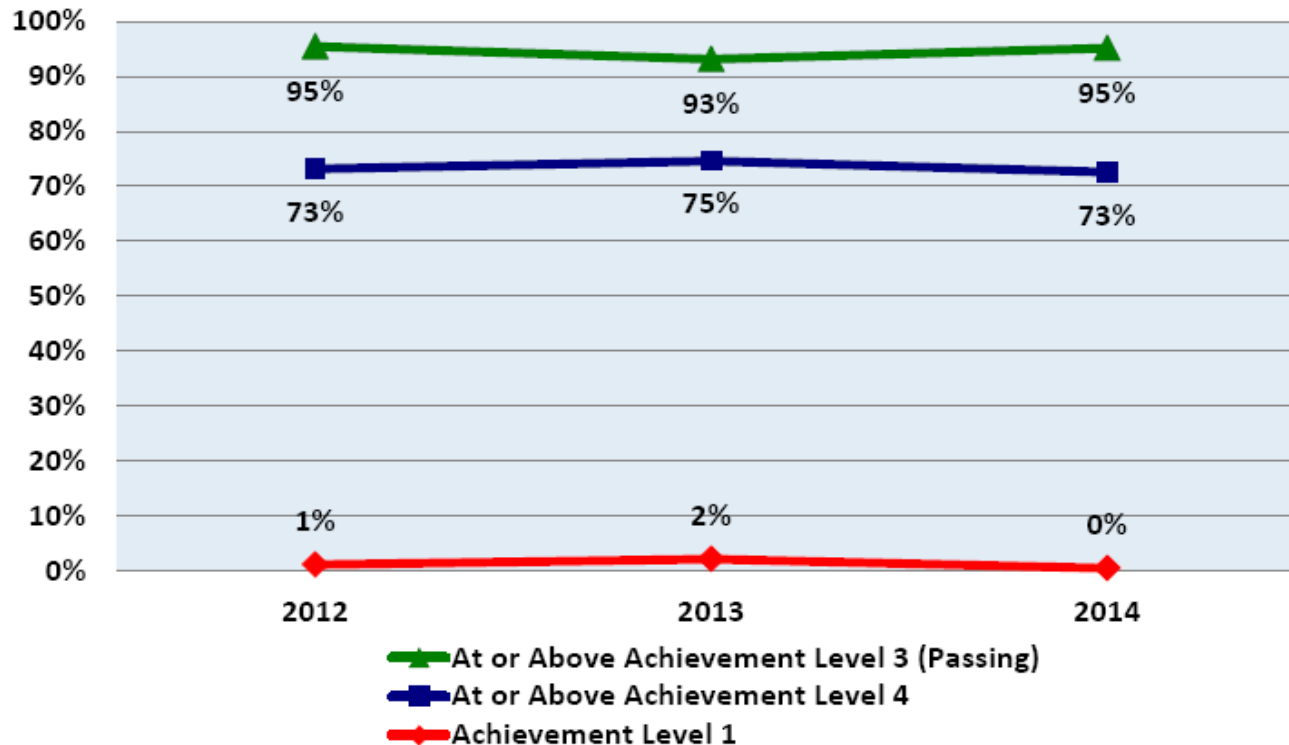
Geometry EOC 6-12 showed a 5% increase of proficiency, a 3% increase in level 4 and a 1% decrease in level 1 since 2012.

(When compared to 2013, performance declined slightly--this is an area of needed focus)

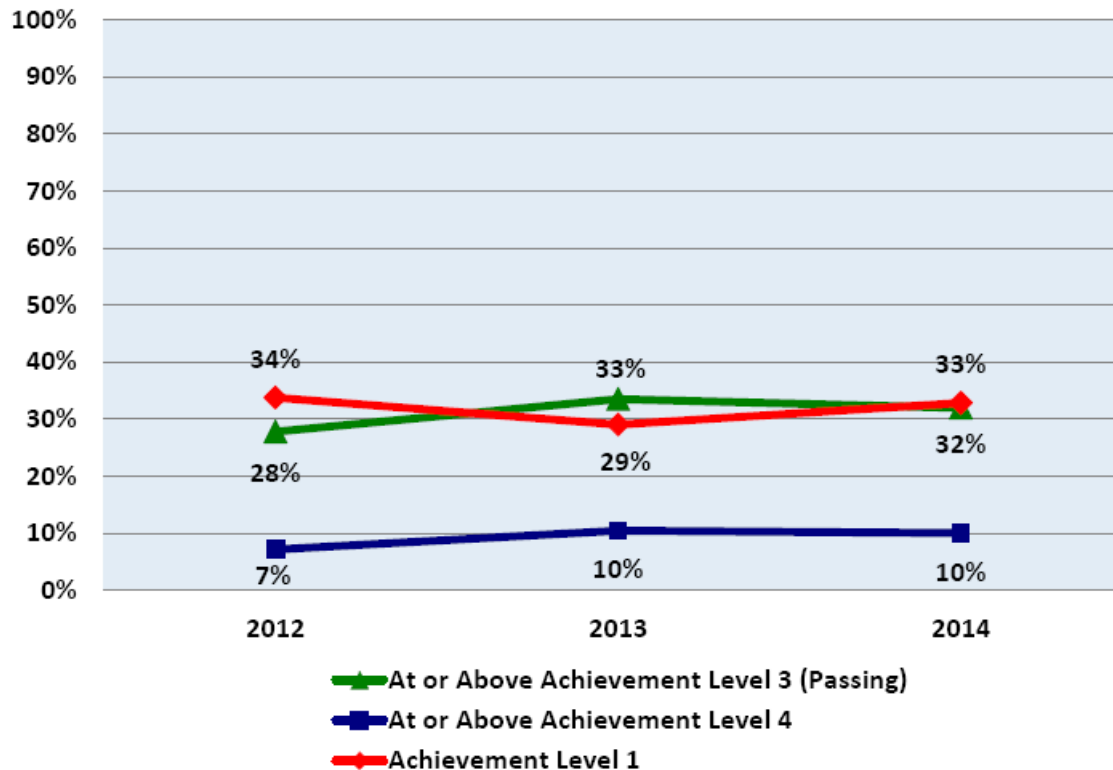
Grades 6-12 Geometry EOC Assessment By Achievement Level Students with Disabilities



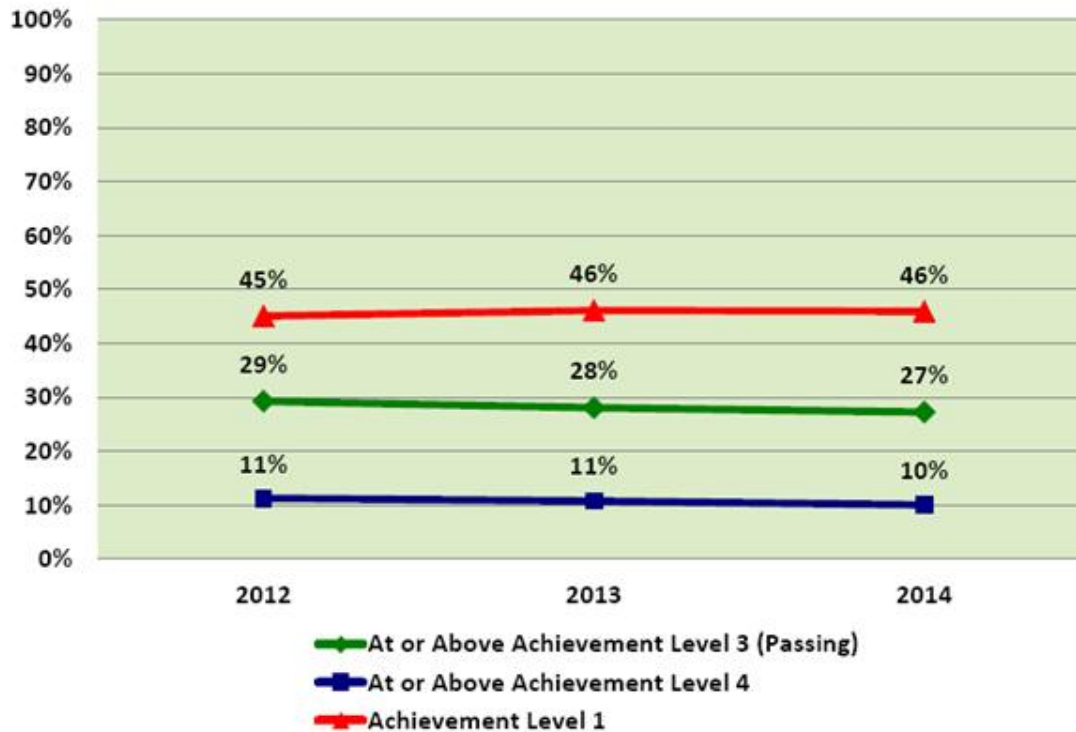
Grades 6, 7 and 8 Geometry EOC Assessment By Achievement Level Students with Disabilities



Grades 9-12 Geometry EOC Assessment By Achievement Level Students with Disabilities

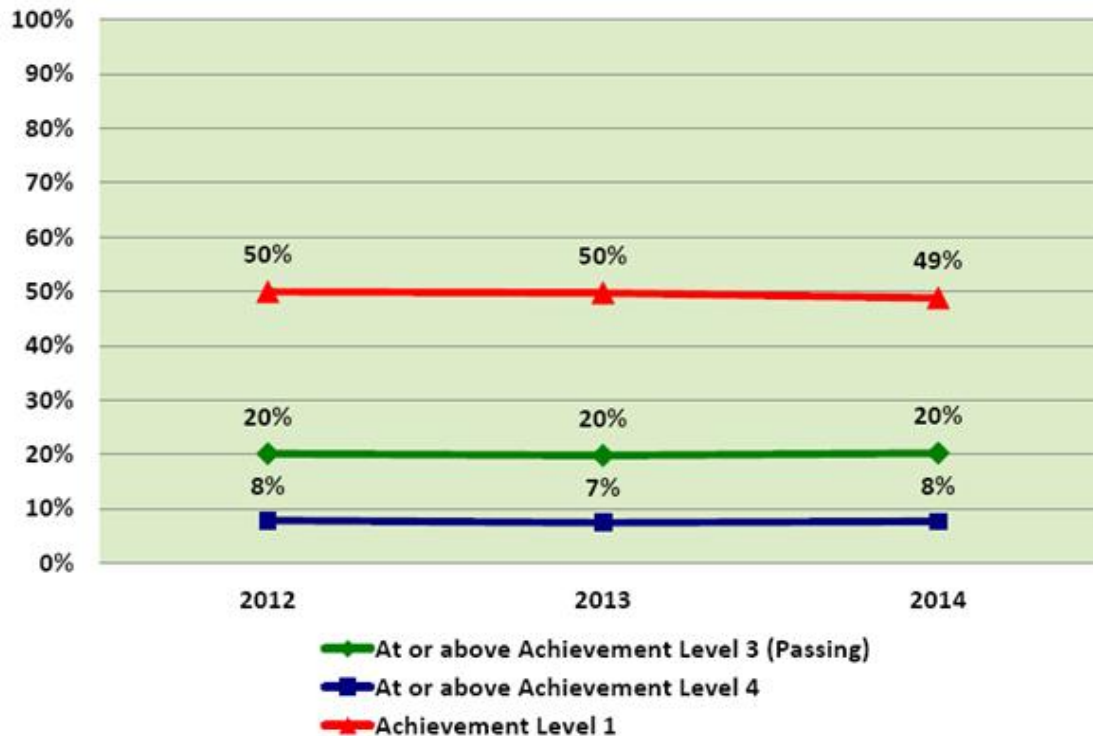


**Grade 5
FCAT 2.0 Science
By Achievement Level
Students with Disabilities**



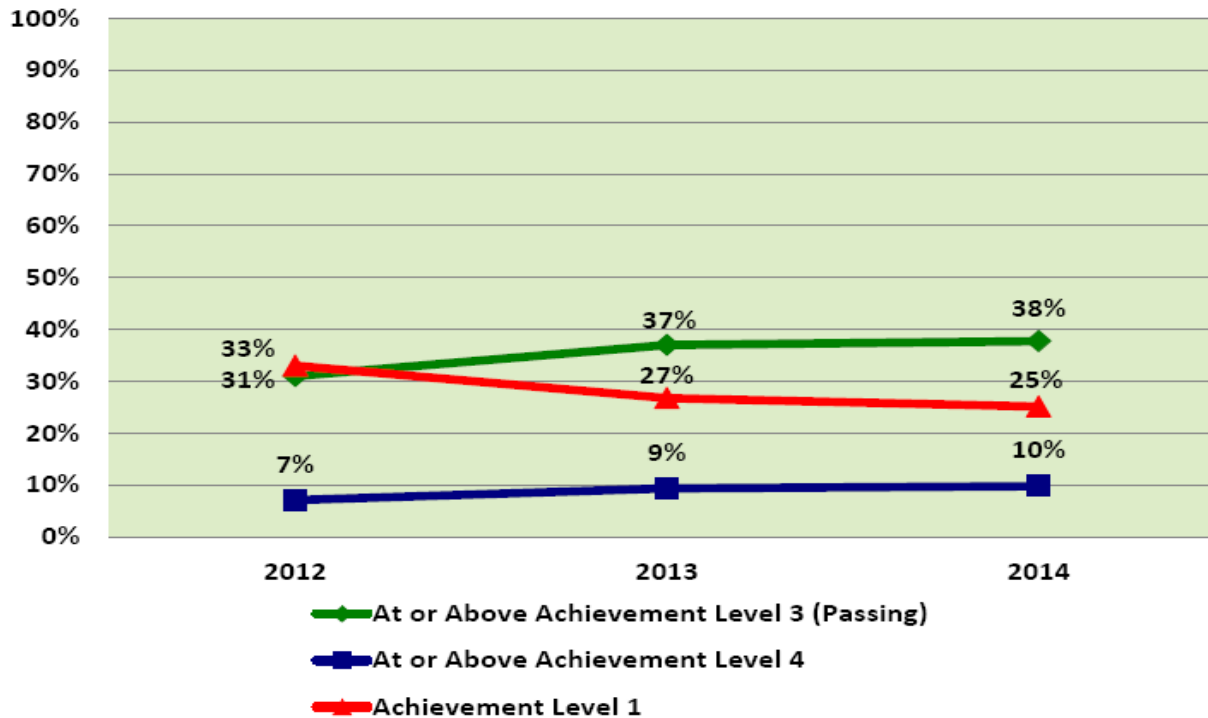
Science 5--showed a 2% decrease in proficiency and a 1% increase in level 1 since 2012

**Grade 8
FCAT 2.0 Science
By Achievement Level
Students with Disabilities**



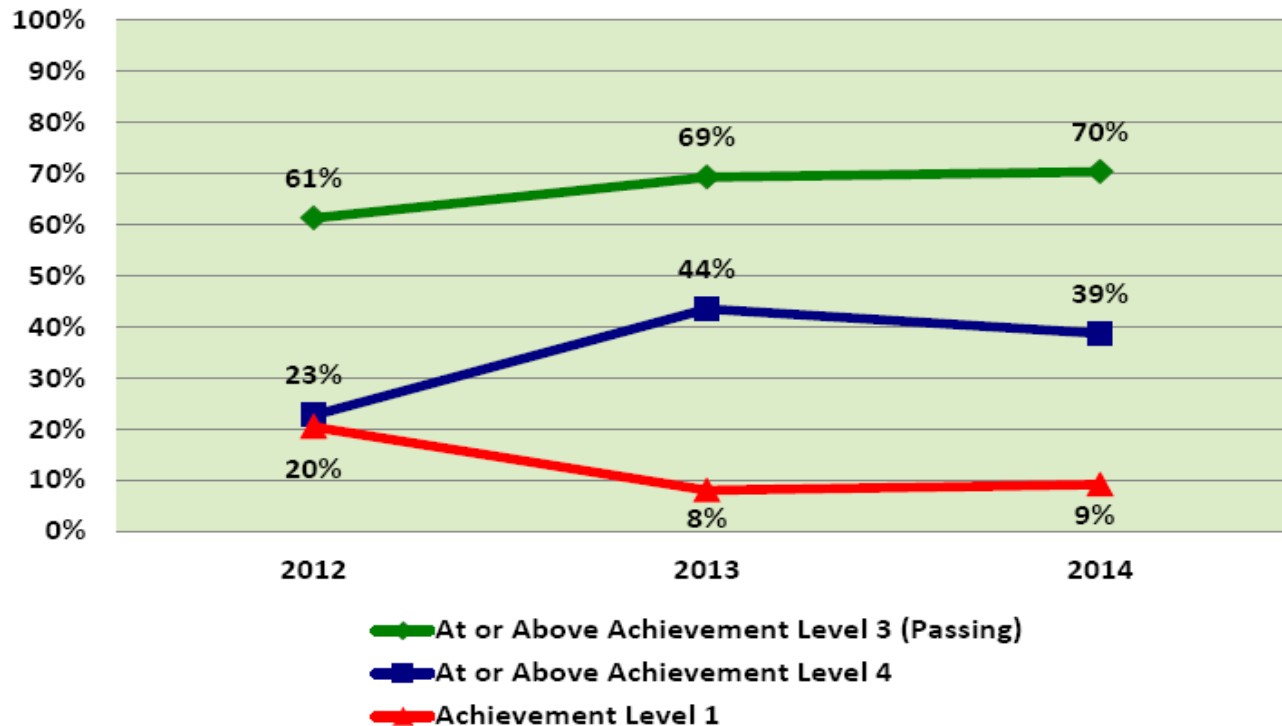
Science--8 proficiency remained the same, there was a 1% increase in level 4 and a 1% decrease in level 1 since 2012.

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

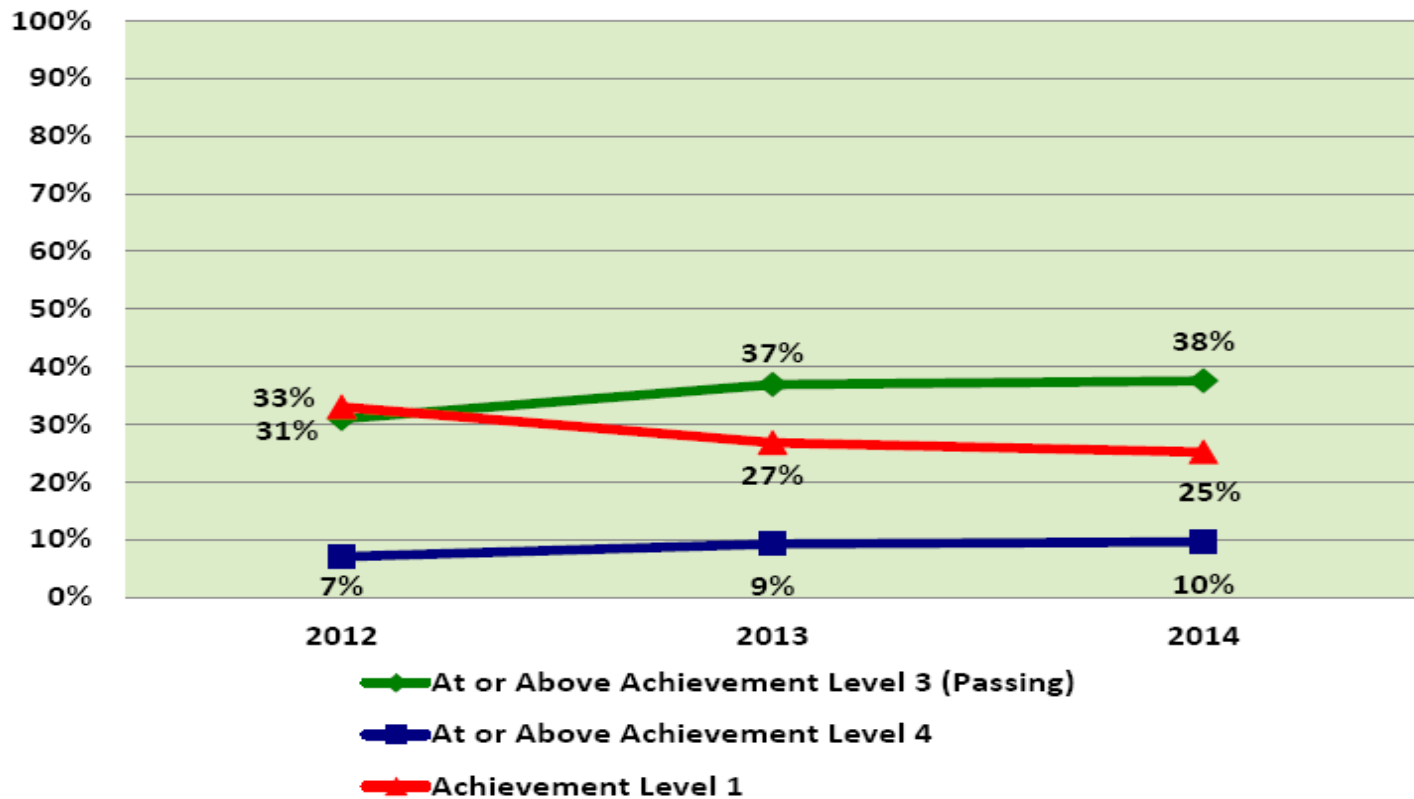


Biology 6-12 showed a 7% increase in proficiency and 8% decrease in level 1 since 2012.

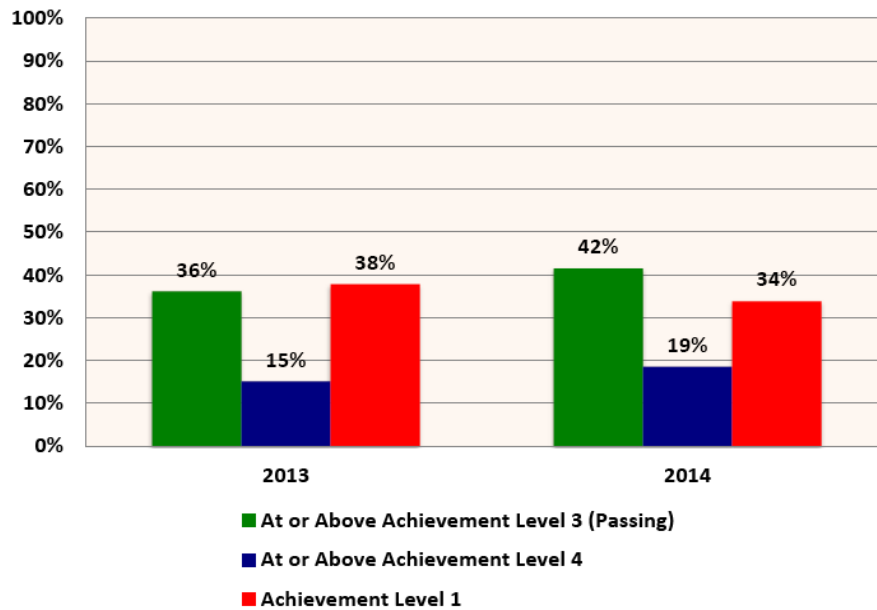
Grades 6, 7 and 8 Biology 1 EOC Assessment By Achievement Level Students with Disabilities



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

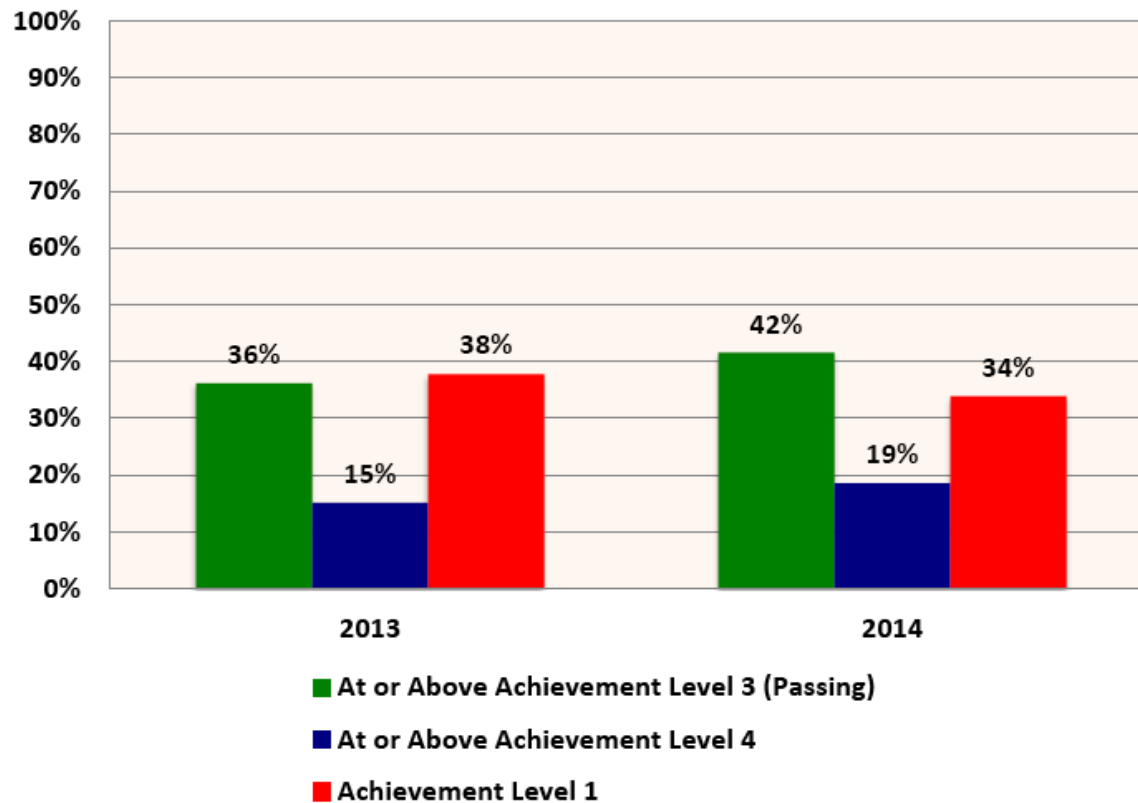


**Grades 7-12
U.S. History EOC Assessment
By Achievement Level
Students with Disabilities**



US History –
Showed an
increase of
6% in
proficiency
and a 4%
decrease in
level 1 since
2012.

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



Goal: to reduce the need to remove students from classroom instruction due to behavior

- Discipline
- Secured seclusion and restraint

Suspension/Expulsion (SPP Indicator 4A): 2005-06 to 2012-13

➤ State Change

- 0.48 point decrease between 2005-06 and 2012-13
- From 2011-12 to 2012-13, the risk ratio dropped from 1.34 to 1.21

➤ District Change

- 55 districts < 3.0 in 2005-06
- 59 districts < 3.0 in 2010-11
- 58 districts < 3.0 in 2011-12
- 68 districts < 3.0 in 2012-13

➤ District Variability

- 1 district > 4.0 in 2010-11
- 1 district > 4.0 in 2011-12
- 1 district > 4.0 in 2012-13
- 25 districts < 1.0 in 2010-11
- 27 districts < 1.0 in 2011-12
- 31 districts < 1.0 in 2012-13

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

➤ State Performance

- The state average risk ratios were < 3.0 for all ethnic categories in 2011-12 and 2012-13

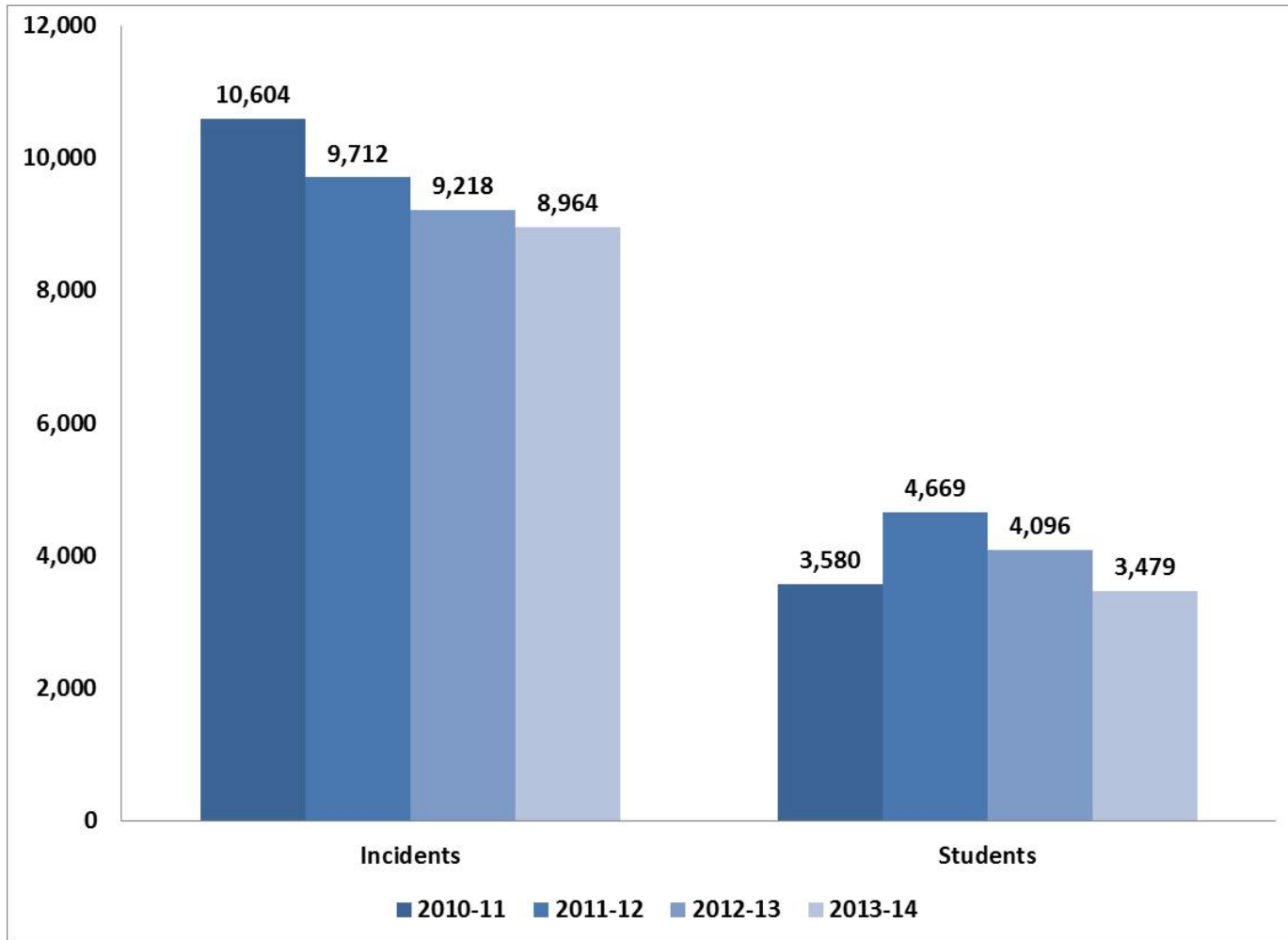
➤ District Performance

- 19 districts ≥ 3.0 for Black or African American in 2012-13
- 2 district ≥ 3.0 for White in 2012-13

➤ District Variability

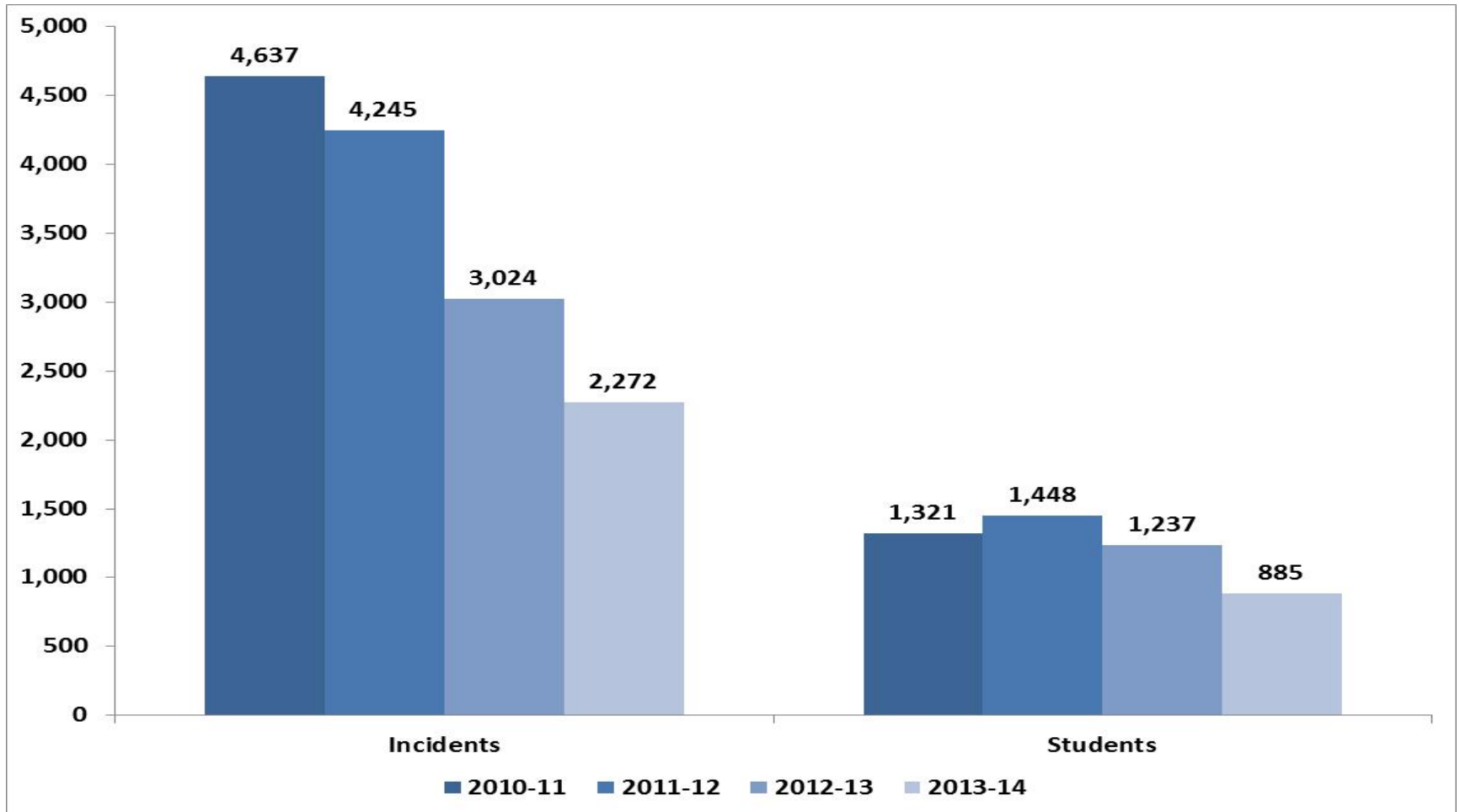
- 9 districts ≥ 6.0 for Black or African American in 2012-13
- 4 districts < 1.0 for Black or African American in 2012-13

Number of Restraints and Number of Students Restrained



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Number of Seclusions and Number of Students Secluded

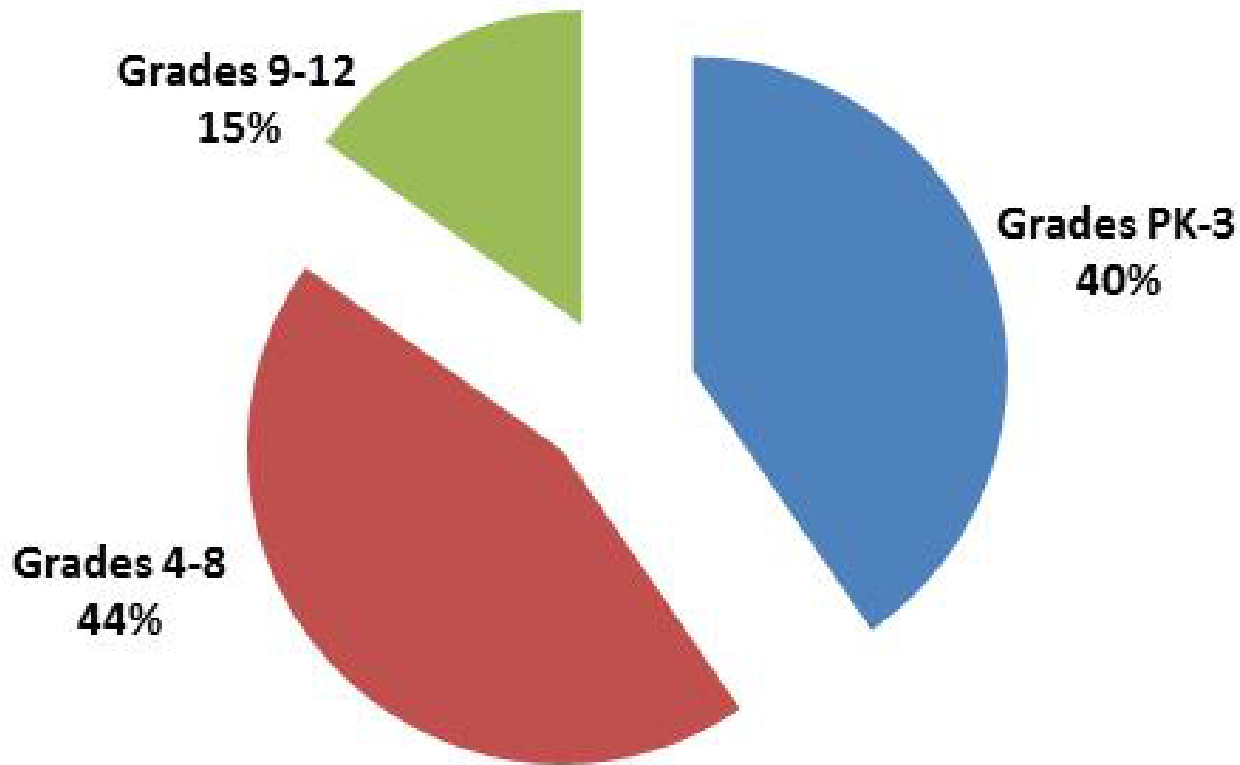


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Restraint by Grade Level 2013-14



Seclusion by Grade Level 2013-14

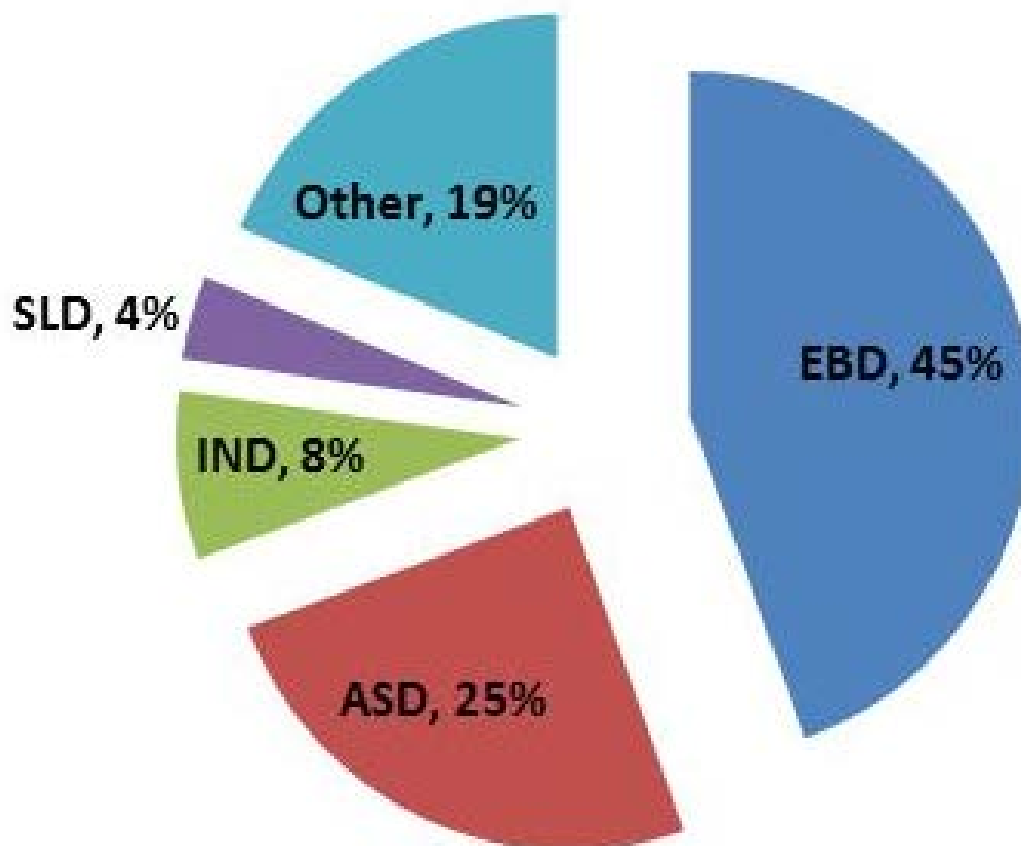


Restraint/Seclusion Data August 1, 2013 – July 31, 2014

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Restraint by Exceptionality

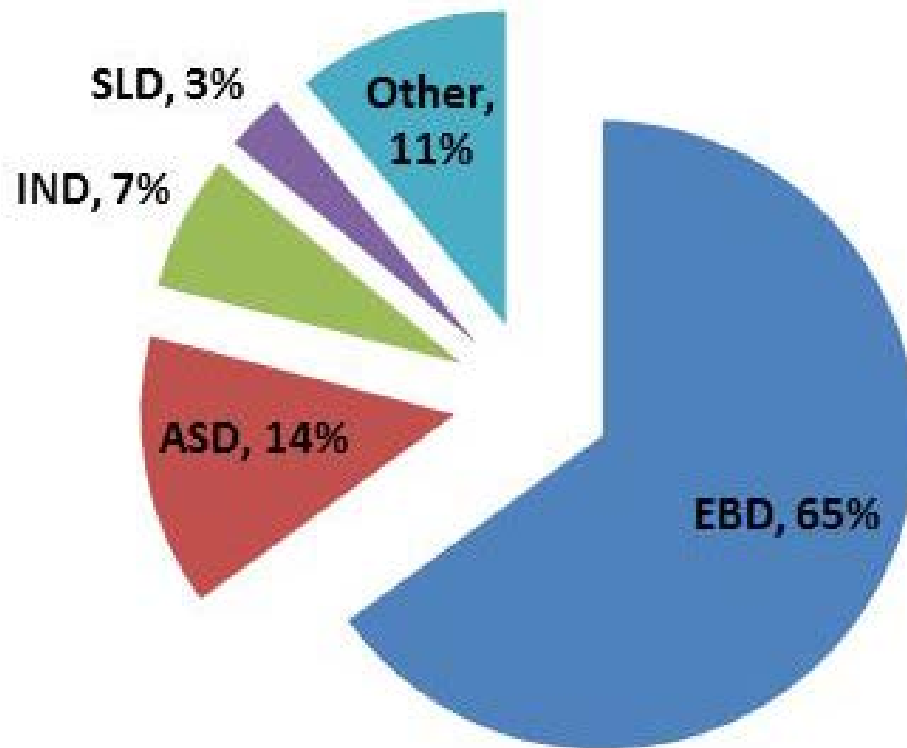
2013-14



Restraint/Seclusion Data August 1, 2013 – July 31, 2014

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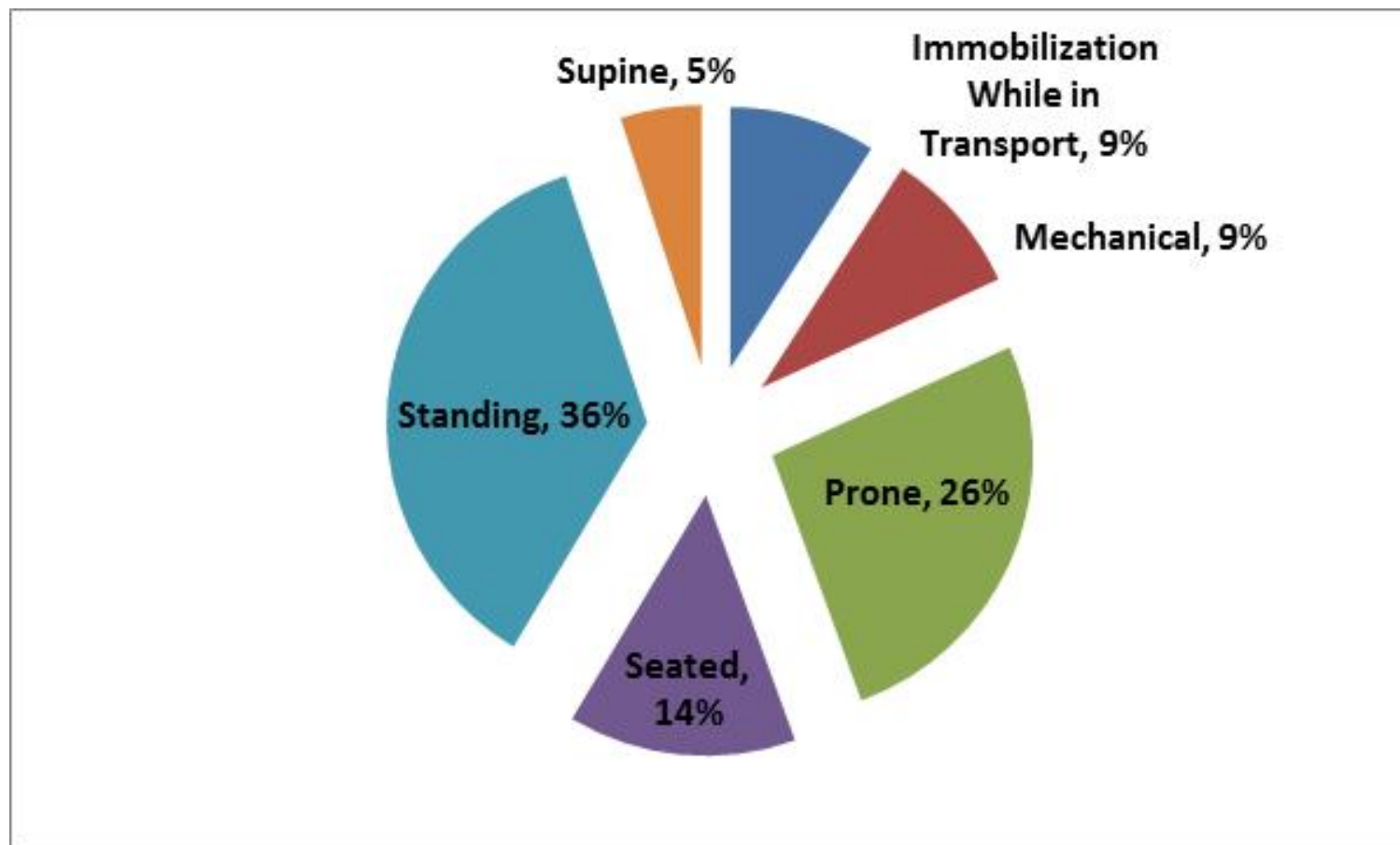
Seclusion by Exceptionality 2013-14



Restraint/Seclusion Data August 1, 2013 – July 31, 2014

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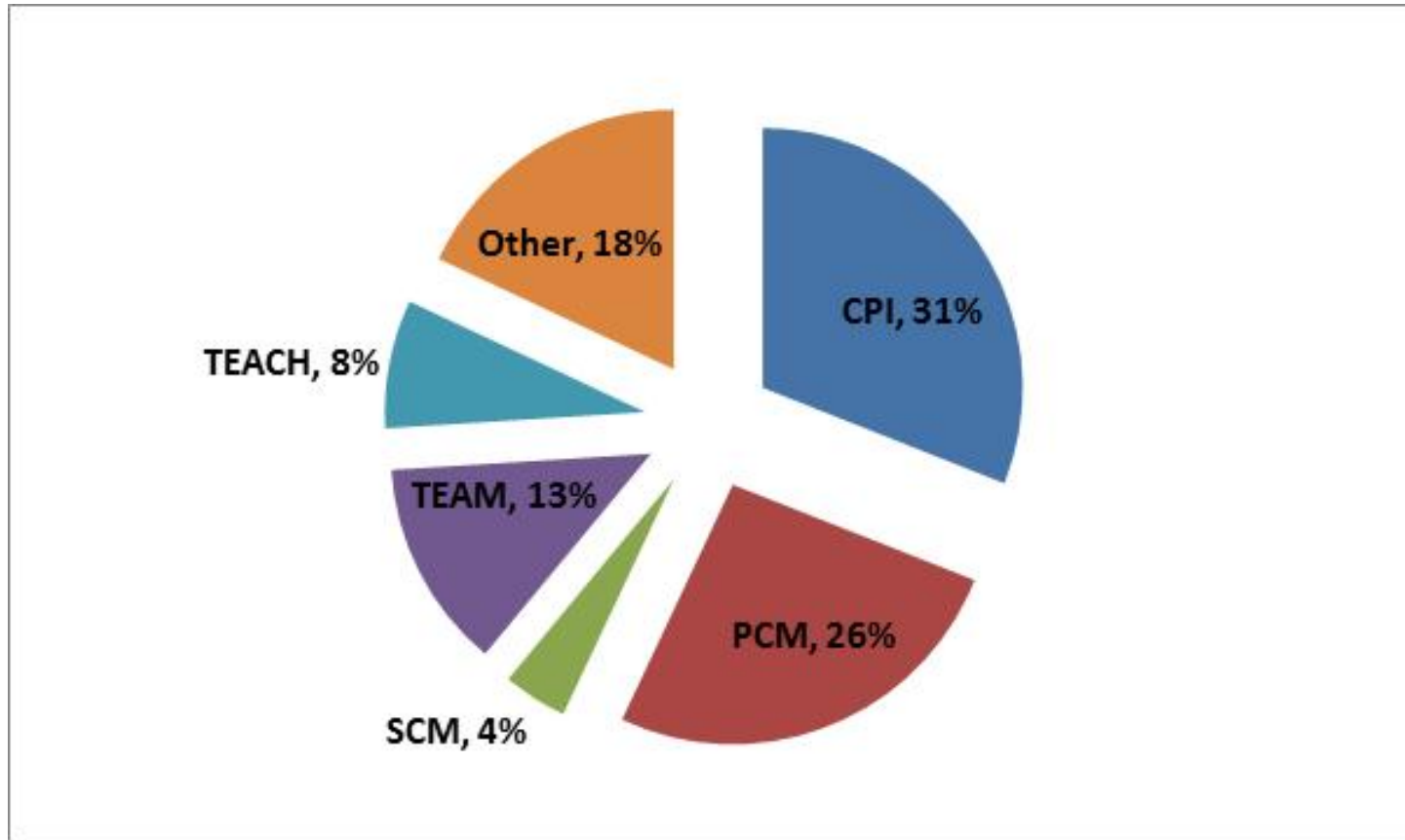
Types of Restraint 2013-14



Restraint/Seclusion Data August 1, 2013 – July 31, 2014

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Crisis Management Strategies Used 2013-14



Restraint/Seclusion Data August 1, 2013 – July 31, 2014

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Districts Reducing Restraint Incidents

Pinellas

Duval

Manatee

Escambia

Charlotte

Liberty

St. Lucie

Hillsborough

Bay

Lake

Monroe

Volusia

Pasco

Bradford

Okaloosa

Putnam

DeSoto

Sarasota

Lee

FAU Lab

Hernando

Baker

Collier

Levy

Madison

Wakulla

Sumter

Dade

Nassau

Leon

FSDB

Gadsden

Gilchrist

Hamilton

Glades

Holmes

***Bold denotes reduction was greater than 100 incidents.**

Restraint/Seclusion Data August 1, 2013 – July 31, 2014

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Districts Reporting Zero Restraint Incidents

Indian River

Gulf

Jefferson

Flagler

Dixie

Union

Wash Spec.

FSU Lab

Lafayette

FAMU Lab

UF Lab

Restraint/Seclusion Data August 1, 2013 – July 31, 2014



Districts Reducing Seclusion Incidents

Leon

Hillsborough

Escambia

Manatee

Pinellas

Duval

Bay

Seminole

Marion

St. Lucie

Liberty

Putnam

St. Johns

Broward

Pasco

Osceola

Highlands

Brevard

Okeechobee

Monroe

Gadsden

Restraint/Seclusion Data August 1, 2013 – July 31, 2014

***Bold denotes reduction was greater than 100 incidents.**

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Districts Reporting Zero Seclusion Incidents

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

Restraint/Seclusion Data August 1, 2012 – June 30, 2013

Districts Prohibiting Seclusion

Baker	FSU Lab School	Jackson	Sumter
Bradford	Gilchrist	Jefferson	Suwanee
Brevard	Glades	Lafayette	Union
Collier	Gulf	Lake Wales	Volusia
DeSoto	Hamilton	Lee	Wakulla
Dixie	Hardee	Madison	Walton
FAMU Lab School	Levy	Nassau	Washington
FAU Lab School	Hendry	Orange	
Flagler	Hernando	Palm Beach	
Franklin	Holmes	UF Lab School	
FSDB	Indian River	St. Lucie	

Bureau of Exceptional Student Education (BEES) Parent Services Initiatives

Goal: To increase parent and community involvement and engagement in exceptional student education.



2012-13

ESE Parent Survey Responses

Surveys Received:

- Pre-school: 1,821
- Kindergarten-12th grade: 9,261
- **Grand Total = 11,082**



2013-14 ESE Parent Survey Responses

Surveys Received:

- Pre-school: 3,163
- Kindergarten-12th grade: 20,531
- **Grand Total = 23,694**

Increase of 12,612



What Did We Learn From the Survey?

Overall results :

- 75.6% of preschool parents reported positively on the 25-item survey.
- 74.5% of K-12 parents reported positively on the 25-item survey.

What Did We Learn From the Survey?

Pre-school survey by item:

Top 4 items:

- 95.6% – Pre-school staff respect my culture
- 94.8% – My child’s evaluation was written in words I understand
- 94.4% – Staff are available to speak to me
- 92.4% – I am part of the IEP/IFSP decision-making team

What Did We Learn From the Survey?

K-12 survey by item:

Top 4 Items

- 92.3% of parents reported that the staff respected their cultural heritage
- 90.6% reported that accommodations and modifications that the student may need were discussed
- 89.9% reported that written information received was understandable
- 89.5% reported that the evaluation was written in terms that were easy to understand

What Did We Learn From the Survey?

Areas of improvement/lowest 4 items:

- 57.9% of K-12 parents reported that they were offered special assistance (such as childcare) so that they could participate in the IEP meeting
- 61.0% reported that the school offers a variety of ways to communicate with teachers
- 64% reported they were given information about organizations that offer support for parents of ESE students
- 68.7 reported that the school provides information on agencies that can assist their child in the transition from school

What Did We Learn From the Last Survey?

Pre-school areas of improvement/lowest 4 items:

- 67.9% of parents reported preschool staff connected families with one another for mutual support
- 72.3% reported that they were offered training about preschool education
- 73.7% reported that supports were offered to participate in trainings and workshops
- 75.5% parents reported that preschool staff provided them with information on how to obtain other services

Districts with Pre-K % response greater than the average across districts

District	Percentage Response	District	Percentage Response
Jackson	1.00	Pasco	.30
Bradford	.93	Collier	.27
Okeechobee	.69	Pinellas	.26
Suwannee	.62	Okaloosa	.26
Gilchrist	.57	Calhoun	.26
Glades	.53	Dixie	.25
Madison	.50	Santa Rosa	.24
Jefferson	.43	Broward	.24
Baker	.40	St. Johns	.23
Sumter	.33	DeSoto	.22
Marion	.32	Hernando	.22
Walton	.31		

Districts with K-12 % response greater than the average across districts

District	Percentage Response	District	Percentage Response
Madison	.37	Pinellas	.13
Suwannee	.30	Polk	.13
Jackson	.26	Baker	.12
Walton	.25	Dixie	.12
Jefferson	.23	Gulf	.12
Wakulla	.18	Union	.12
Collier	.17	Okaloosa	.12
Santa Rosa	.16	Columbia	.11
Hamilton	.16	DeSoto	.11
Pasco	.15	Escambia	.11
Calhoun	.14	Gadsden	.11
Broward	.14	Marion	.11
Franklin	.14	Martin	.11
St. Johns	.14	Gilchrist	.10
Hernando	.13	Liberty	.10

Prepared for Kindergarten: What Does “Readiness” Mean?

Question: Of the three child outcomes that we report to the Office of Special Education Programs, which domain do you think is the leading predictor of kindergarten success?

- a: Personal-Social
- b: Communication
- c: Adaptive

Prepared for Kindergarten: What Does “Readiness” Mean?

Over 75 percent of the 3,305 kindergarten teachers sampled in a study felt being able to follow directions and communicate both needs and thoughts, as well as not being disruptive, were valuable indicators of kindergarten success.

- Source: [Prepared for Kindergarten: What Does “Readiness” Mean?](#)

What are our goals?

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs (including adaptive skills)

How does this differ from ready for work skills?

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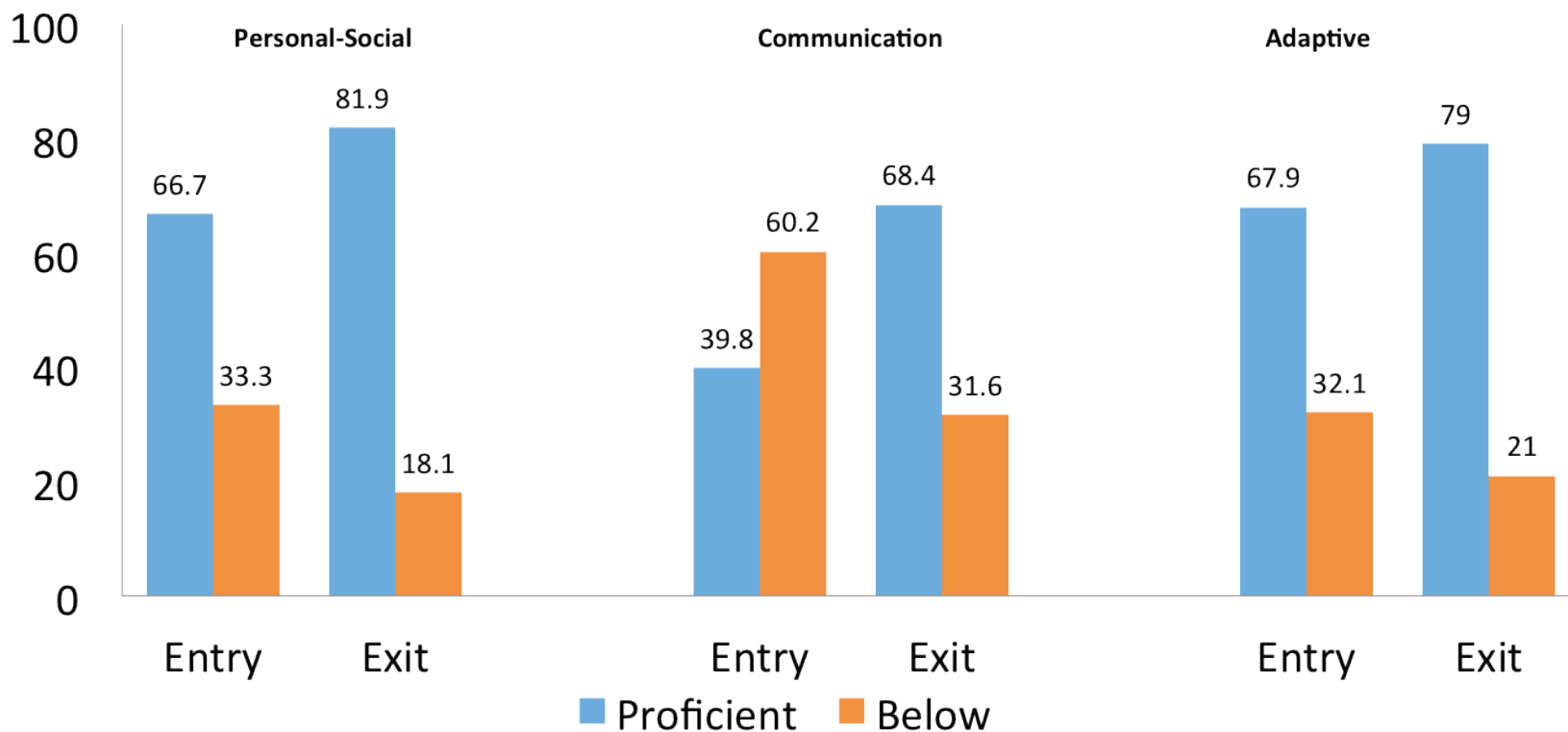
Data Source

- Florida's child outcomes measurement system uses Battelle Developmental Inventory-2 (BDI-2) scores from the following domains:
 - Personal-Social
 - Communication
 - Adaptive

How do we measure our goals?

- Of those preschool children who entered the preschool program below age expectations in each outcome, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. (Growth)
- The percentage of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program. (Proficiency)

2012-13 Outcome Data



Results Driven Accountability



LEA and 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.

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
 - Correction of noncompliance
 - Timeliness of complaint and due process hearing decisions
 - Timely and accurate data submissions

State Determination, Part Two

- Percentage of 4th and 8th grade SWD participating in statewide assessments
- Proficiency gap between percentage of 4th and 8th grade students (disabled and nondisabled) scoring proficient on statewide assessments
- Percentage of 4th and 8th grade SWD scoring basic or above on NAEP
- Percentage of 4th and 8th grade SWD excluded from NAEP testing

State Determination Scoring

- Maximum Compliance Points Possible: 22
- Maximum Results Points Possible: 20

- Florida earned
 - 20 compliance points
 - 17 results points

States Meeting Requirements

- **Florida**
- Georgia
- Indiana
- Kansas
- Massachusetts
- Minnesota
- Missouri
- Nebraska
- New Hampshire
- New Jersey
- Pennsylvania
- Vermont
- Virginia
- Wisconsin
- Wyoming

LEA Determinations Compliance and Results

- Least Restrictive Environment
- Graduation
- Drop-out
- Coordinated Early Intervening Services (CEIS)

Noncompliance Identified through 2013-14 Monitoring and Assistance

- Records reviews for IEP implementation (IPI) and restraint and seclusion (RS) documenting and reporting
- Noncompliance identified for all RS standards, with more problems associated with the same-day written notification and overall tracking for evidence of the various steps

Noncompliance Identified through 2013-14 Monitoring and Assistance

- Noncompliance identified for 5 of the 8 IPI standards, with provision of progress reports being most problematic
- Evidence of provision of accommodations and supports for school personnel also problematic

Noncompliance Identified through 2013-14 Self-Assessment

- Self-assessment for Secondary Transition Age 16 (T16), IPI, Department of Juvenile Justice (DJJ) and RS (also Matrix for cost factor discrepancies);
Transition Planning – Age 14 for 4 of the 76 districts
- Noncompliance identified for all standards of T16, IPI and RS
- Noncompliance identified for 28 of the 45 standards for DJJ and 4 of the 5 standards for T14

Noncompliance Identified through 2013-14 Self-Assessment

T16 standards with 12 or more of the 76 districts identifying noncompliance:

- Notice for IEP team meeting
- Measurable postsecondary goals
- Transition assessment
- Measurable annual goals
- Transition services
- Course(s) of study

Noncompliance Identified through 2013-14 Self-Assessment

- Most problematic area for DJJ (noncompliance for 6 of 31 districts): prior written notice for change of placement or change of FAPE
- Problematic areas for IPI:
 - *Evidence* of provision of services, provision of accommodations and implementation of strategies referenced on IEP
 - Provision of progress reports

A reminder

- **Same day notice**

- “Same day” means “same day” – putting in mail is not sufficient
- Must include type of restraint (or incident of seclusion) used and any injuries that occurred
- Must make reasonable efforts to contact parent via phone or email on the date
- Must obtain signed acknowledgement and maintain documentation

Noncompliance Identified through 2013-14 Self-Assessment

- Most problematic area for RS: same-day written notification with all required components (18 of 40 districts)
- Another challenge for RS: clear documentation of the various timelines and requirements

Words of Wisdom for Self-Assessment

- Use the detailed instructions from the compliance manual and the GSW as you assess. We do!
- Apply the “stranger” test to evidence. Would someone outside the school or district find the documentation sufficient?
- “Defend” your documentation as for a state complaint (clear identifying tabs and notes).

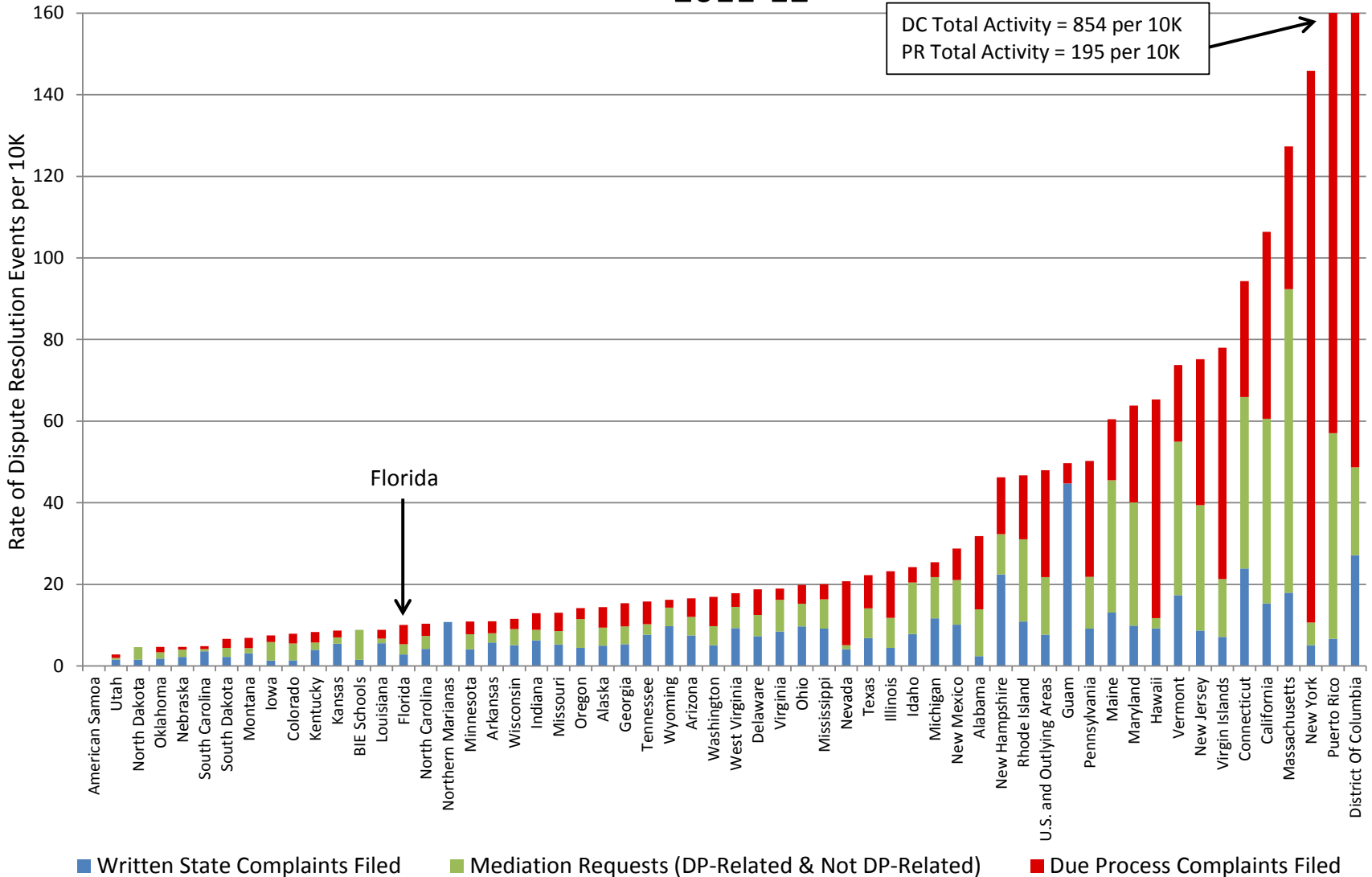
Why IPI?!

- Implementation (what actually happens day to day in the student's educational experience) is what makes the difference in student outcomes.
- Documentation doesn't have to be difficult. Some districts have developed tracking systems to simplify the process for their teachers and service providers. We can help with ideas.

Dispute Resolution



Total Dispute Resolution Activity by State/Entity per 10K Childcount: 2011-12



Complaints – 2012-2013 Data

- Total number of complaint filed = 119
- Reports issued = 65
- Reports with findings of noncompliance = 35
- Withdrawn or dismissed = 51

Complaint Data 2012-2013

Common Issues

- **Top issues**

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

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

- Parent participation
- Reevaluation
- Eligibility determination
- Access to records

Mediation = 2012-2013 data

- Total number of requests = 96
 - Held related to due process = 33
 - Held NOT related to due process = 39

- Total number of agreements reached = 47
 - Related to due process = 18
 - Not related to due process = 29

Due Process 2012-2013 data

- Total number of due process filed = 212
- Resolution meetings = 61
- Settlements reached = 44
- Hearings fully adjudicated = 12
- Withdrawn, dismissed or resolved w/o hearing = 171

APR data – 2012-2013

- % of hearing requests that went to resolution sessions and were resolved
 - Target = 60%
 - Performance = 72.13%
- % of mediations resulting in agreements
 - Target = 75%-85%
 - Performance = 65.27%

What Is a Facilitated IEP

- Guides IEP teams to agree on appropriate, compliant and effective IEPs.
- Channels communication to building mutual understanding based on respect.
- Creates agreements based on full participation from all members.
- Generates informed discussions.
- Prevents, reduces and resolves conflict.



Previous FIEP Trainings

(Bureau and ISRD Sponsored)

Three-Day Facilitator Trainings

- District Staff and Nine State Facilitators (Map represents district participation in three-day training for 2013 & 2014)

One-Day Awareness Trainings

- Parent Liaisons
- Federally Funded Parent Centers
- Partner Agencies

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

Next Steps

- Working with Key2Ed to develop train-the-trainer model

Some things to consider:

- How many districts?
- Process for selection?
- Expectations for those trained?
- How to ensure continued fidelity to the model?
- How to involve parents so they trust the process?

Moving from Access to Attainment: Statewide Equity and Excellence

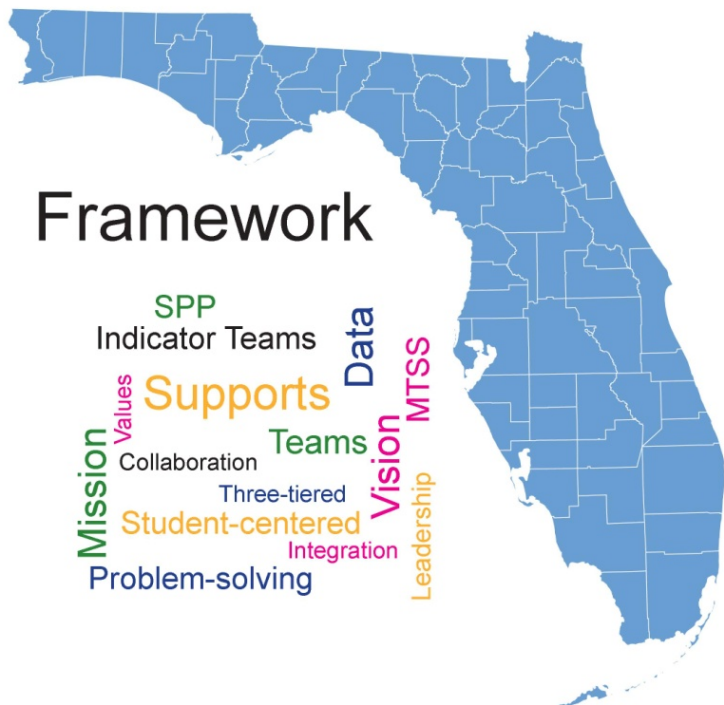
What are the implications for our collective work?





The Present

BEESS Multi-Tiered System of Supporting Districts



Florida Department of Education
Bureau of Exceptional Education and Student Services
BEESS District Support Planning Workgroup
February 2013

- Strategic Plan
 - Ambitious targets
- Multi-tiered system of supporting districts
- Monitoring and assistance visits focused on equity and access
- Conducted by FDOE program staff and project staff
- Includes district general education staff

34 Code of Federal Regulations (CFR) § 300.600: State monitoring and enforcement



(b) The primary focus of the State's monitoring activities must be on – (1) **improving educational results and functional outcomes for all children with disabilities;** and (2) Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular **emphasis on those requirements that are most closely related to improving educational results for children with disabilities.**

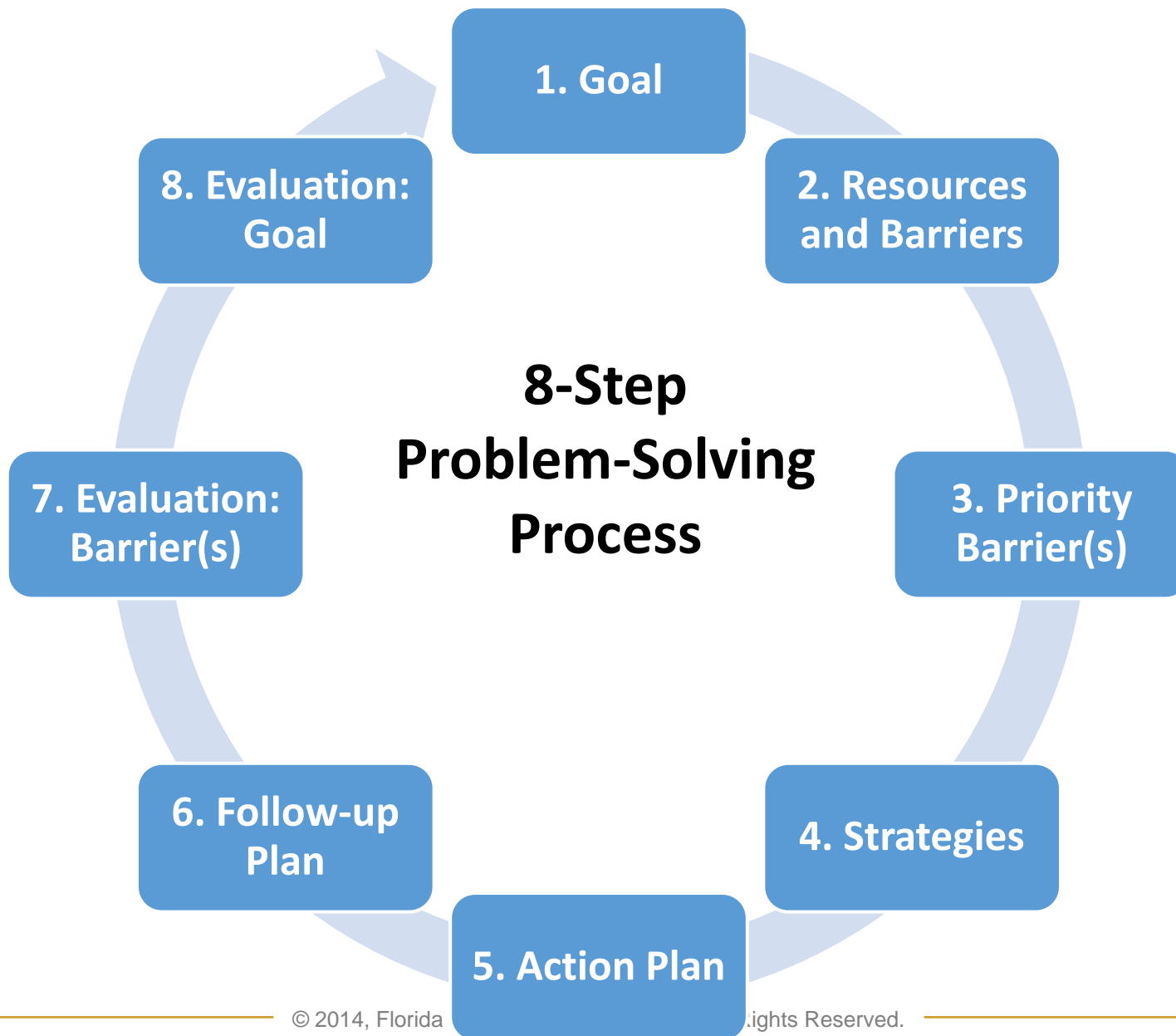
ONSITE MONITORING

Focus on Equity and Access

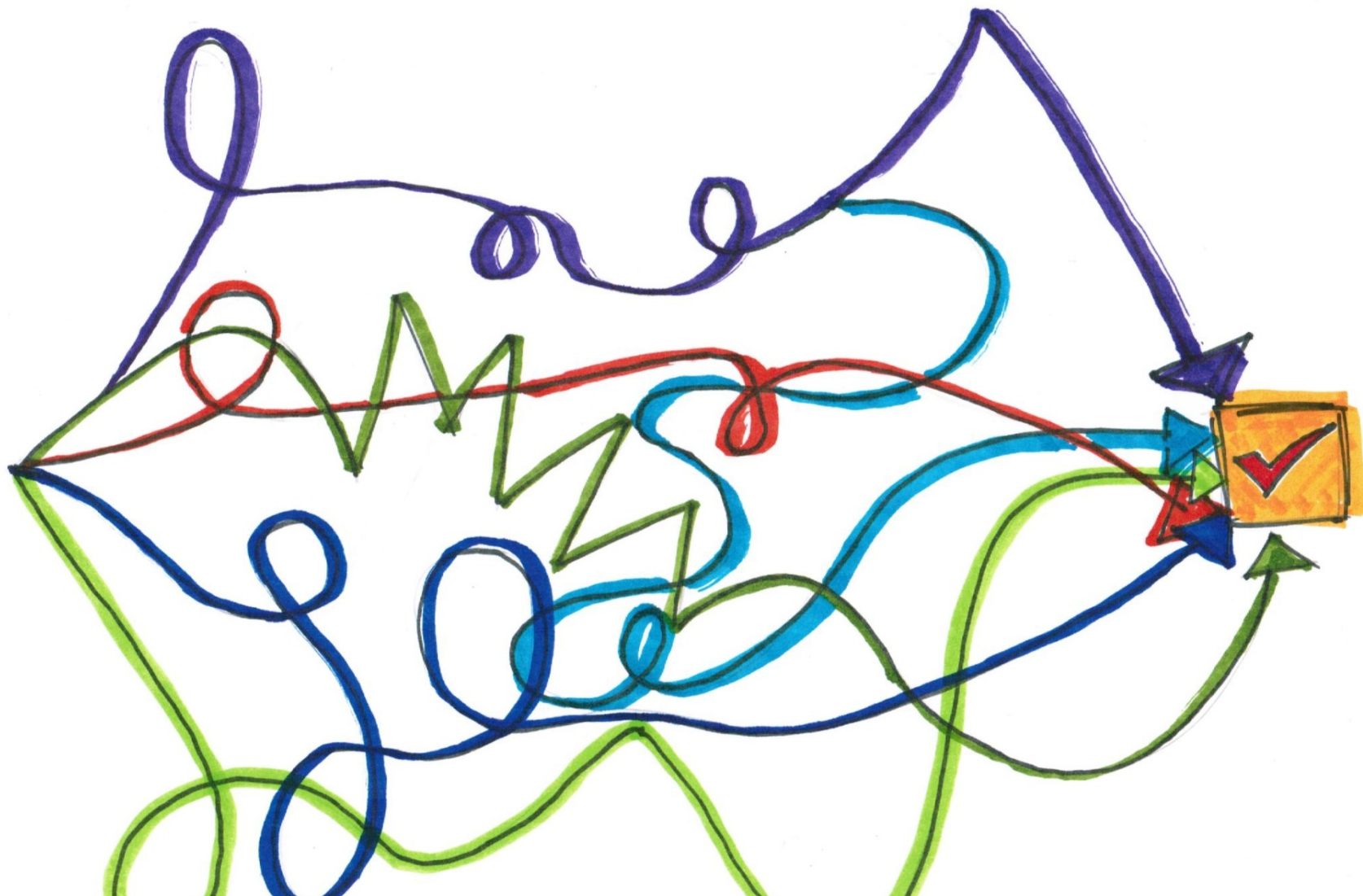
- Coordinated Early Intervening Services (CEIS)
- Secured Seclusion and Restraint
- **Graduation Rates**
- **Dropout Rates**
- Discipline
- Least Restrictive Environment
- Disproportionate Representation

INTENSIVE ASSISTANCE

- Multidisciplinary FDOE team, including discretionary project staff, spend 2-3 days in district
- Extensive, data-based guiding questions document completed prior to visit
 - Assistance provided in completing
- District general education staff involved
- Activities and exact focus vary by district
 - Depends on data and team leader
- 8-step problem-solving approach resulting in district-created action plans



VISITS LOOK LIKE THIS



AFTER THE VISIT

- Ongoing, coordinated assistance and training on evidence-based practices to implement action plans
- Plans updated as required
- New action plans created to address additional barriers to goal as original barriers resolved
- Evaluate based on real results (data improves)

What Have We Learned ?

- Twenty-one visits monitoring and assistance initial visits have been conducted
- Many follow-up visits and trainings completed
- State personnel are feeling more comfortable with the process
- We hope that districts are trusting that we are there to assist, not just point out weaknesses and non-compliance
- We learned from the students!

What Have We Learned ?

- We learned from the students!!
 - More rigor
 - Higher expectations
 - Feel supported in general education, bored in some special education classes
 - More opportunity for inclusion
 - Want a general diploma
 - Concerned about their readiness for high school and beyond
 - Not aware of FCAT Waiver/EOC Waiver

Questions for District Teams

- How will we ensure that all students with disabilities will have a strong transition plan for success from pre-k to post school?
- How can we strengthen our vertical articulation to ensure that all students graduate college and career ready?
- How do we measure and monitor the success of both short and long term outcomes?

Legislative Updates



2014 Legislative Session

- BSA = 7.4% increase
 - Increase in ESE guaranteed
 - Increase in 255 cost factor
- DJJ supplemental allocation = 38.2% increase
- Learning through Listening = 8.1% increase
- Family Café = 25% increase
- FDLRS University Centers = 13.5% increase; creation of a new center
- CARD = 20% increase
- Communication Navigator = 25% increase
- Lauren's Kids = 660% increase
- Special Olympics (new project) = \$250,000
- FSDB = 7.1% increase

CS/CS/HB 433

- “A teacher who holds a professional certificate may use college credits or in-service points earned through training in teaching students of limited English proficiency, or students with disabilities and training in the teaching of reading in excess of 6 semester hours during one certificate validity period toward renewal of the professional certificate during the subsequent validity periods.”

HB 7031

- Repeals all references to 1003.428, F.S.
 - All graduation requirements for all cohorts included in s.1003.4282, F.S.
- Amends K-12 student and parent rights (s.1002.20, F.S.)
 - Makes it clear that language re: “discouraging attendance” of parent at a meeting and accompanying documentation applicable to SWDs only

HB 7031

- Amends
 - Middle Grades law (s. 1003.4156, F.S.)
 - High School Graduation law (s. 1003.4282, F.S.)
 - Use of select industry certifications for some course substitutions
 - Additional substitutions for PE credit
 - Includes section on cohort transitions to graduation requirements
 - “One pagers” on graduation requirements being updated

CS/SB 1642

- Amends s. 1008.22, F.S., to add a section for medically complex children related to exemption from participation in statewide, standardized assessments
 - Medical complexity means a child who, based on medical documentation, is medically fragile and needs intensive care due to a congenital condition or multi-system disease or is technology dependent for activities of daily living; and lacks the capacity to take or perform on a state standardized assessment

CS/SB 1642

- Amends s. 1008.22, F.S. (continued)
 - If parent consents and IEP team determines that the child should not be assessed based on medical documentation, then **parent** may choose
 - One-year exemption approved by superintendent; district must report number annually
 - One- to three-year exemption or permanent exemption approved by Commissioner
 - DOE must conduct rulemaking
 - Requires an annual report to the legislature by FDOE; report must reflect data by district

CS/CS/SB 850 – School Improvement Plans

- Amends statute regarding school improvement plans to include early warning system for any school that has grade 6, 7 or 8
 - Includes indicators (attendance, suspension, course failure in ELA or math, level 1 score in ELA or math)
 - If student exhibits 2 or more early warning indicators, school-based team must convene to determine appropriate intervention strategies. Parents must receive written notice.

CS/CS/SB 850 – CAPE Digital Tools

- Amends law regarding digital materials and CAPE digital tools (s. 1003.4203, F.S.)
 - Implications for IEP development
 - Each student's IEP must identify the “CAPE Digital Tool certificates and CAPE industry certifications that the student seeks to attain before high school graduation.”

CS/CS/SB 850 and Juvenile Justice Education

- High school equivalency examination
- Career and professional education (CAPE)
- Job preparation
- Secondary education
- Postsecondary education
- Virtual education
- Remediation
- Transition
- More! 😊

CS/CS/SB 850 – Post secondary transition provisions

- Creates s.1003.5716, F.S., *Transition to postsecondary education and career opportunities*
 - IEP team must begin process and identify needs for transition services before student attains the age of 14
 - Consider need for instruction in self-determination and self-advocacy
 - Prepare the student to graduate from high school with a standard diploma with Scholar designation unless parent selects Merit

CS/CS/SB 850 – Postsecondary transition provisions

- Beginning with IEP in effect at age 16
 - Statement of intent to pursue a Scholar or Merit designation
 - Plan for how the student will meet the standard graduation requirements; outcomes and additional benefits expected by the parent
 - Long-term postsecondary education and career goals
 - Change in postsecondary goals must be approved by parent; subject to independent review

CS/CS/SB 850 – Graduation Pathways

- Repeals special diploma law (s. 1003.438, F.S.) effective July 1, 2015
- Repeal of the law does not apply to SWDs with an IEP in effect on the day the bill becomes law, if IEP contains a statement of intent to receive a special diploma.

CS/CS/SB 850 – Graduation Pathways

- Applicable for students entering grade 9 in 2014-15
- Requirement to declare an “intent” to receive a standard diploma or a certificate of completion

CS/CS/SB 850 – Graduation Pathways

- For students who take the FAA, standard diploma options include -
 - Combination of course substitutions, assessments, industry certifications, or occupational completion points (OCPs) that meet criteria of State Board rule.
 - A portfolio of quantifiable evidence documenting mastery of academic standards through “rigorous metrics” established in rule. May include documentation of work, internships, community service, postsecondary credit.

CS/CS/SB 850 – Graduation Pathways

- For any SWD when the IEP team determines that mastery of academic and employment competencies is most appropriate pathway
 - Completion of minimum requirements including course credits prescribed in State Board rule
 - Achievement of all annual goals and competencies for academic and employment competencies, industry certification, or OCPs in the student's transition plan; must be verified by IEP team.
 - Successful employment for 1 semester and payment of minimum wage

CS/CS/SB 850 – Graduation Pathways

- The transition plan must stipulate academic and employment competencies, industry certifications, OCPs
- Student, parent, teacher and employer must sign the plan
- Any change in high graduation option must be approved by parent; subject to independent review.

CS/CS/SB 850 – Graduation Pathways

- Students who meet standard high school diploma requirements may defer the receipt of the diploma if
 - IEP plan includes special education, transition planning, transition services or related services through age 21
 - Student is enrolled in specific courses
- Waiver of statewide standardized assessment results by the IEP team must be approved by the parent and is subject to independent review



Diploma Options

Bureau of Exceptional Education and Student Services



www.FLDOE.org

Diploma Choices for Students with Disabilities (Past)

- Standard diploma
 - Waiver of results for assessments available
- Special diploma option 1
 - Award based on completion of prescribed academic and course credit requirements
- Special diploma option 2
 - Award based on mastery of employment and community competencies

Special Diploma Option 1 Rule 6A-1.09961(12)

- **Current requirements Option 1**
 - Demonstration of proficiency as determined through IEP process
 - Completion of minimum number of course credits as prescribed by school board

Special Diploma, Option 1: 2010 District Requirements

Information gathered in 2010 found that 40 districts specified additional requirements for a Special Diploma in their Student Progression Plan

- Credit requirements ranged from 11 to 29 credits
- Some districts required a 2.0 GPA

Special Diploma, Option 2: Rule 6A-1.09961(14), F.A.C.

Current requirements Option 2

- (a) The student has achieved all the annual goals and short-term objectives which were specified on the IEP related to the employment and community competencies;
- (b) The student is employed in a community-based job, for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act;
- (c) The student has mastered the employment and community competencies specified in a training plan.

Special Diploma, Option 1 Pros

- Is a high school diploma
- Student remains eligible to receive FAPE

Special Diploma, Option 2 Pros

- Is a high school diploma
- Student remains eligible to receive FAPE
- Student may continue employment obtained for completion of Option 2 after graduation

Special Diploma, Options 1 & 2 Cons

- Not accepted by four-year colleges
- Not usually accepted by community colleges (may allow provisional enrollment, or enrollment as non-degree seeking or technical certificate programs)
- May not be accepted by technical centers
- May not be accepted by an employer
- Is not currently accepted by the military
- Impacts eligibility for federal financial aid

Special Diploma, Option 2 Spring 2010 Survey

In 2010, 47 districts responded to a BEESS survey

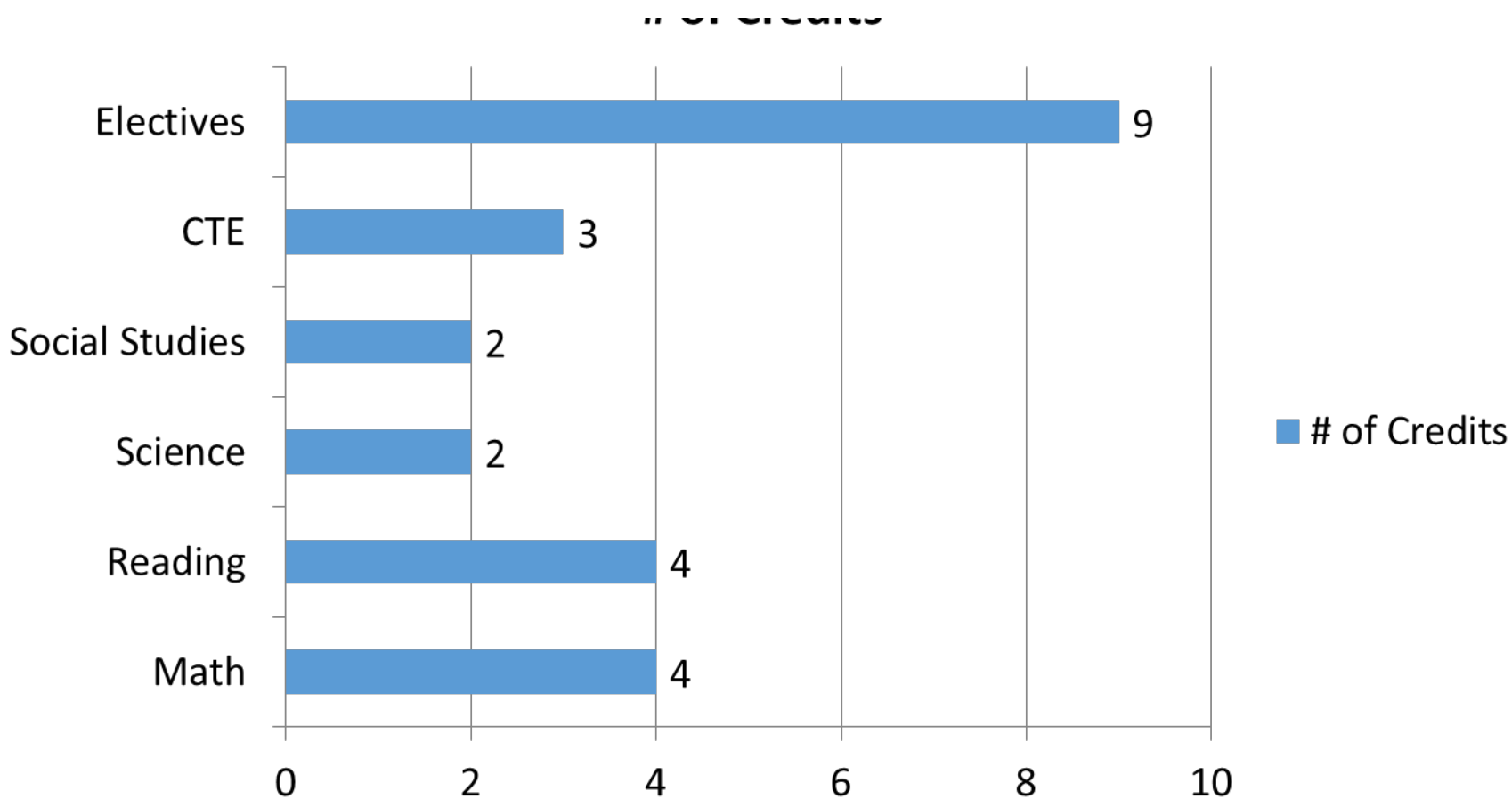
- 43 districts stated that they offered Option 2
- 4 districts stated that they did not offer Option 2
- 27 districts required a certain number of course credits or type of courses
- 16 districts did not require a certain number of course credits or type of courses

2012 Survey: Current District Credit Requirements for Special Diploma, Option 1

- More recently, 27 districts replied to a statewide BEESS survey regarding their Special Diploma requirements (2012).
 - Twenty districts currently require 24 credits (one district allows for a waiver of required credits)
 - Four districts indicated 22 credits are required
 - One district requires as few as 11 credits, one district requires 18 credits and one requires 26 credits

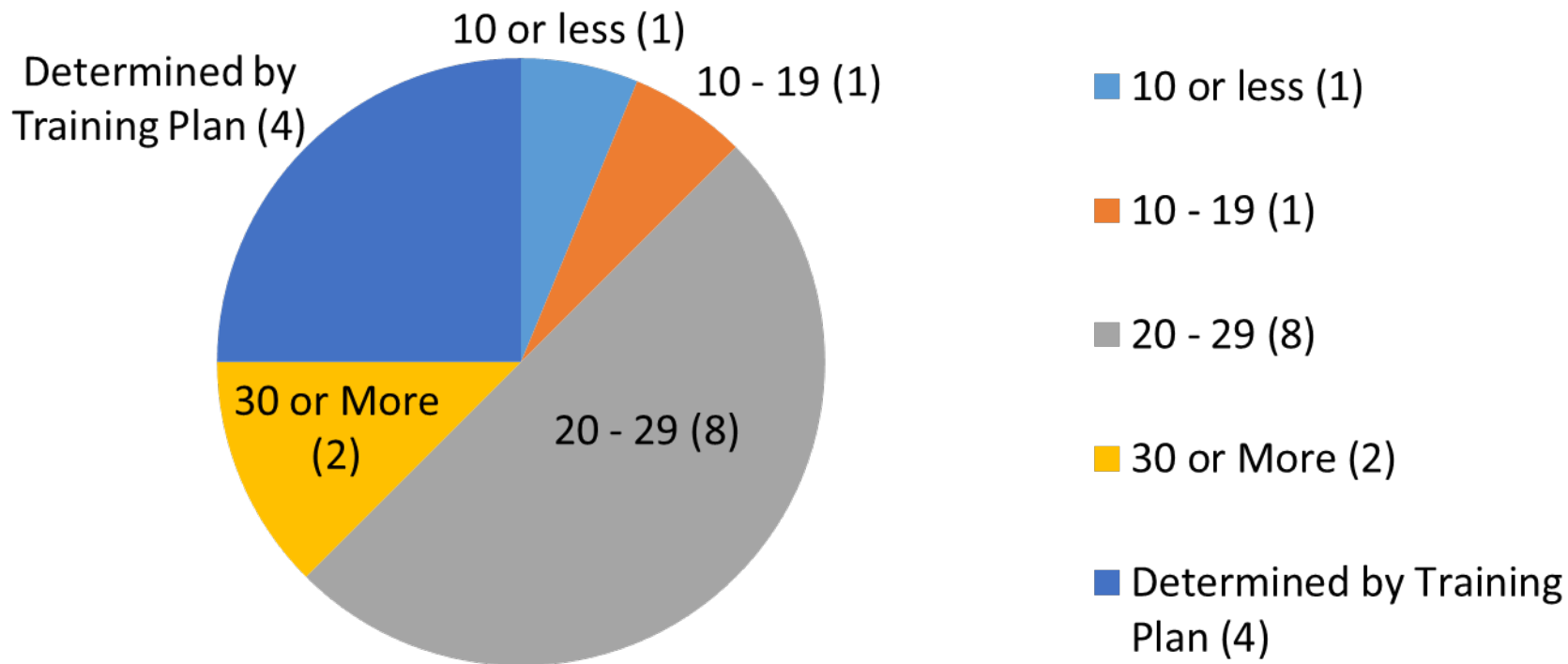
2012 Survey: Current Required Credits for Option 1

Average credits required by districts in each subject area out of 22 respondents



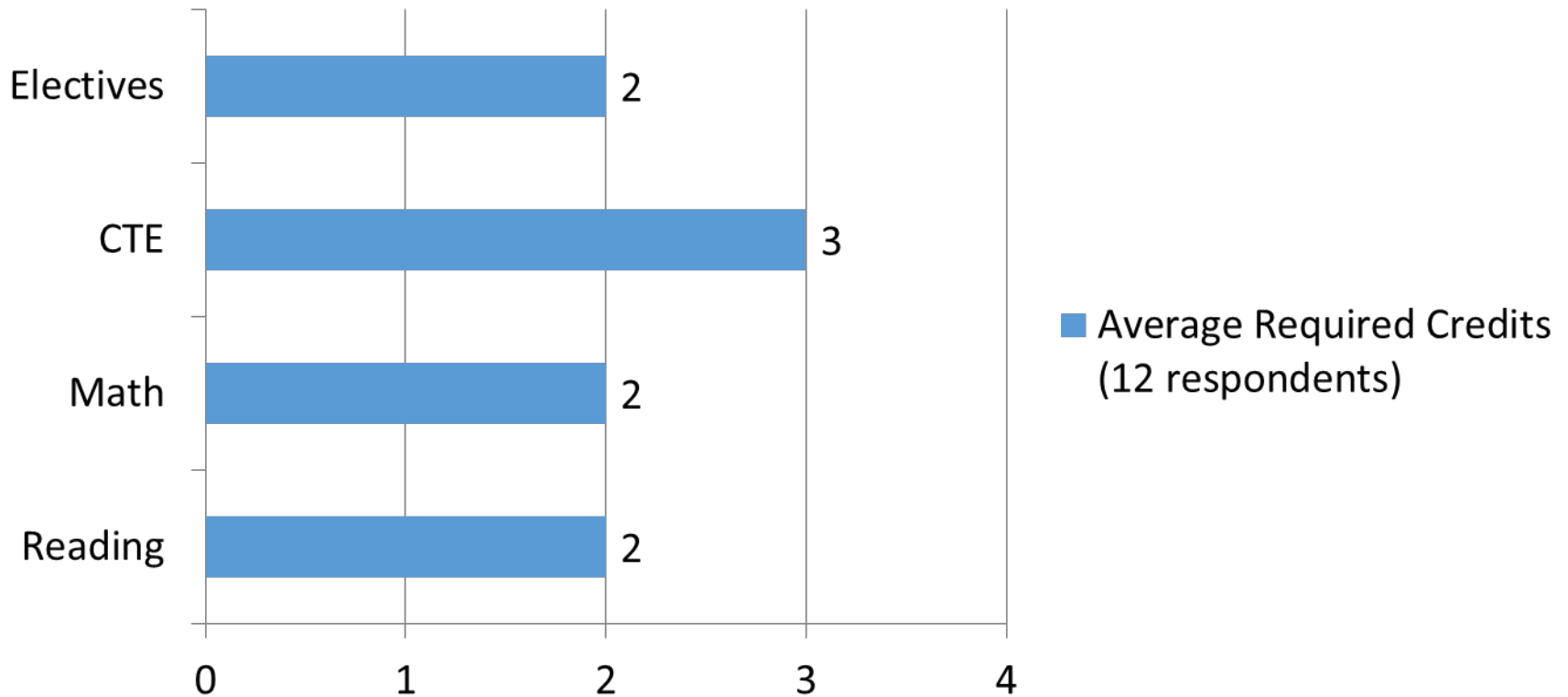
2012 Survey: Required Hours Worked Special Diploma, Option 2

Hours Per Week (16 respondents)



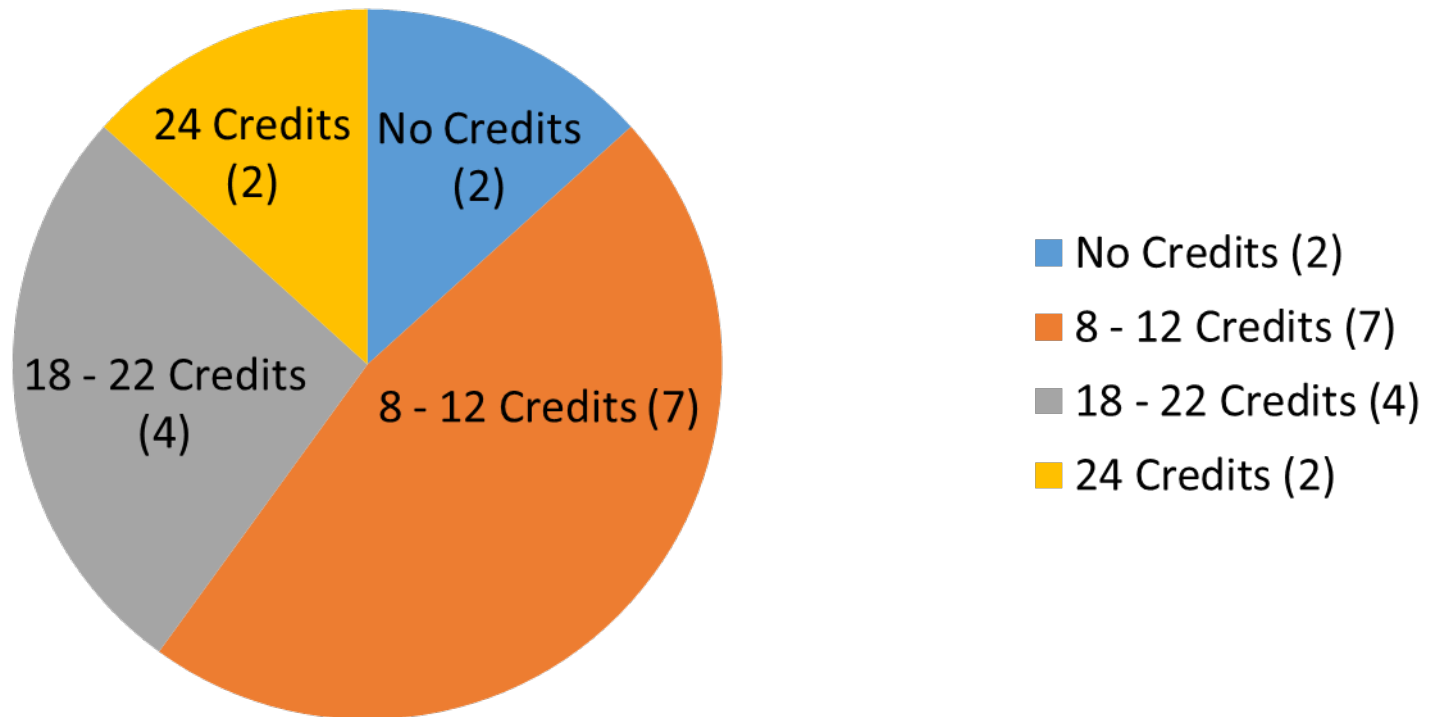
2012 Survey: Current Required Credits Special Diploma, Option 2

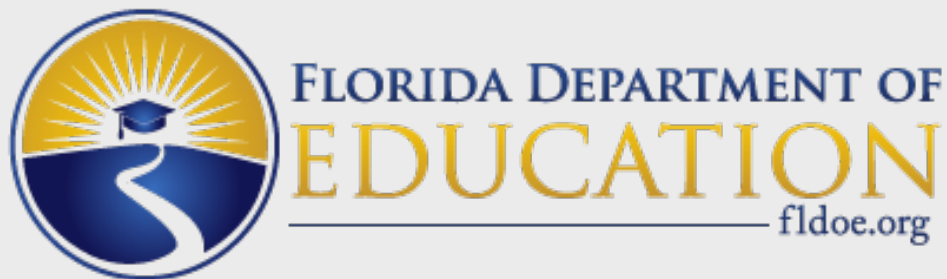
Average required credits for 12 respondents



2012 Survey: Total Credit Requirements Special Diploma, Option 2

Credit Requirements out of 15 respondents





A National Perspective

As of 2011-2012, 22 states offered only one diploma option for all students, including those with disabilities.

In April of 2012, the National Center on Educational Outcomes released a national study, *Diploma Options, Graduation Requirements, and Exit Exams for Youth with Disabilities: 2011 National Study*

Texas

- In 2009-10, the graduation rate of students with disabilities with a standard diploma was 72%.
- Texas only offers a **standard diploma**, with several different paths through which students with disabilities can graduate.
 - 1) The student satisfactorily completed the state's or district's required standards applicable to students in general education, including participation in required state assessments. **The student's admission, review, and dismissal (ARD) committee** will determine whether satisfactory performance on the required state assessments is necessary for graduation.
 - 2) A student can earn a diploma when he/she no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

Texas (continued)

3) A student can earn a standard diploma by completing the state's or district's required standards **through aligned, modified courses**, and participating in required state assessments. The **student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation**. The student must also successfully complete the student's individualized education program (IEP) and meet **one of the following conditions**, consistent with the IEP:

- full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;
- demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or
- access to services which are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

Illinois

- A total of 78.2% of students with disabilities graduated with a standard diploma in 2009-10.
- The only diploma offered in Illinois is the **standard diploma**.

Illinois (continued)

- Requirements for a standard diploma do not apply to students with disabilities whose course of study is determined by an IEP. Decisions regarding the issuance of a diploma for students with disabilities whose course of study is **determined by an IEP** are made at the LEA level.
- Course requirements are the same for students with disabilities as they are for students without disabilities with the exception of those determined by the IEP team to be inappropriate.

Illinois – State Assessment

- Students take the Prairie State Achievement Examination (PSAE), which measures the achievement of grade 11 students in reading, math, and science – but a passing score is not required for graduation.
- The Illinois Alternate Assessment (IAA) is the assessment the state uses to measure the learning of students with the most significant cognitive disabilities.

Pennsylvania

- A total of 87.27% of students with disabilities graduated with a standard diploma in 2009-10.
- In *addition to* the regular diploma, individual school districts may choose to provide a Recognition of Achievement in recognition of a student's advanced proficiency.

Pennsylvania (continued)

- Students with disabilities can graduate with a standard high school diploma either by meeting the general education requirements or by satisfactorily completing a special education program developed by the IEP team.

Pennsylvania-State Assessment

- The Pennsylvania System of School Assessment, also known as PSSA, measures student proficiency in reading, mathematics, writing and science per NCLB, but is not required for graduation.
- Pennsylvania administers the Pennsylvania Alternate System of Assessment (PASA), to students with significant cognitive impairments.
- Keystone Exams are end of course exams in Algebra 1, Literature and Biology that will be required for graduation with a standard diploma beginning in 2015.

Ohio

- A total of 82.9% of students with disabilities graduated with a standard diploma in 2009-10.
- The only diploma offered in Ohio is the **standard diploma**.
- Students with disabilities can receive modifications to the curriculum to earn the standard diploma.

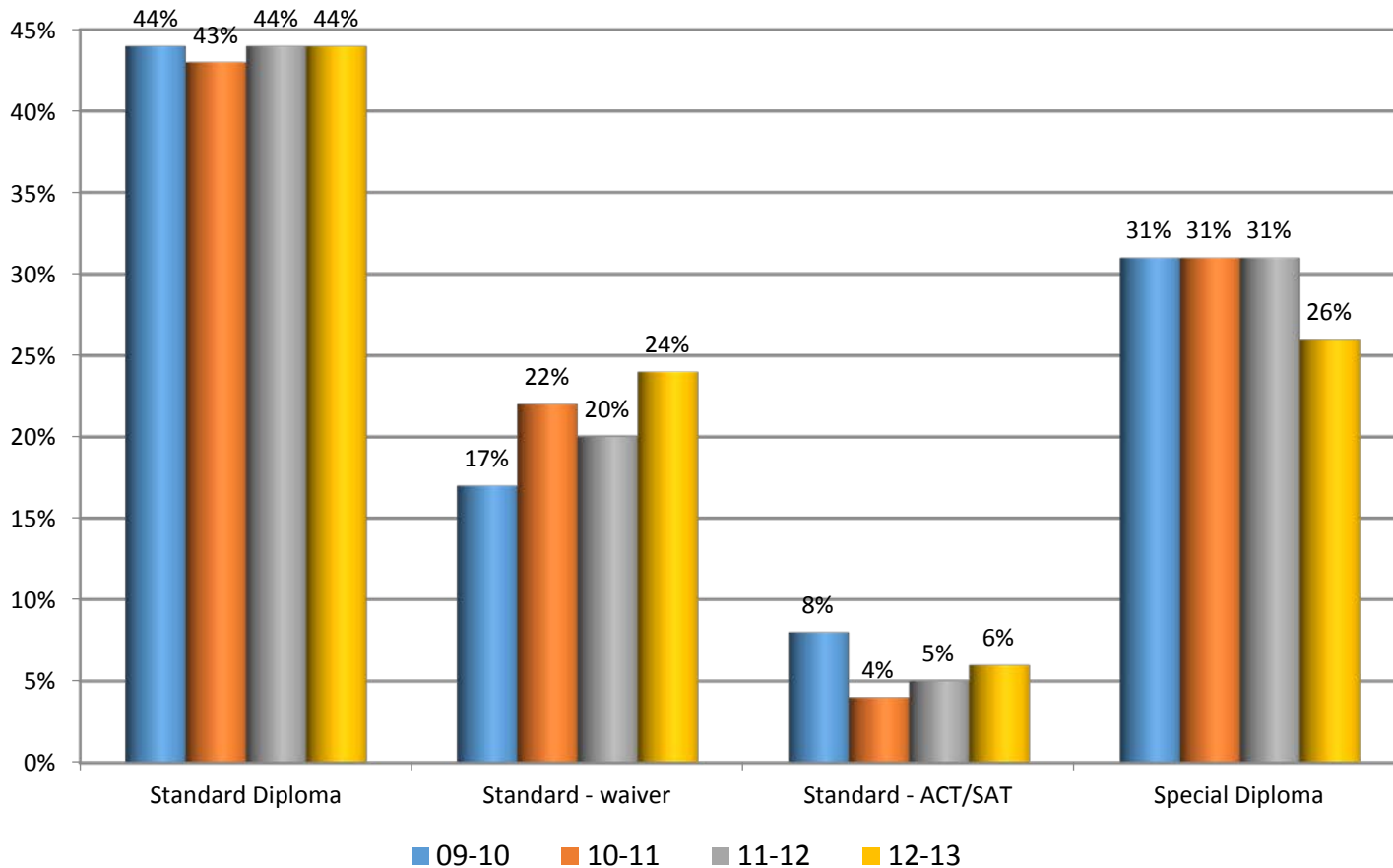
Ohio – State Assessment

- Ohio requires students to pass all five sections of the Ohio Graduation Test in order to receive a high school diploma.
- Students with disabilities may be excused from the consequences of this exam by their IEP teams and, therefore, may receive a high school diploma without passing the exam.

Other States with One Diploma Option

- Arizona
- Arkansas
- Connecticut
- Georgia
- Maine
- Maryland
- Massachusetts
- Minnesota
- North Carolina
- North Dakota
- Oklahoma
- South Carolina
- South Dakota
- Utah
- Vermont
- Washington
- Wisconsin

Certain Graduates with Disabilities



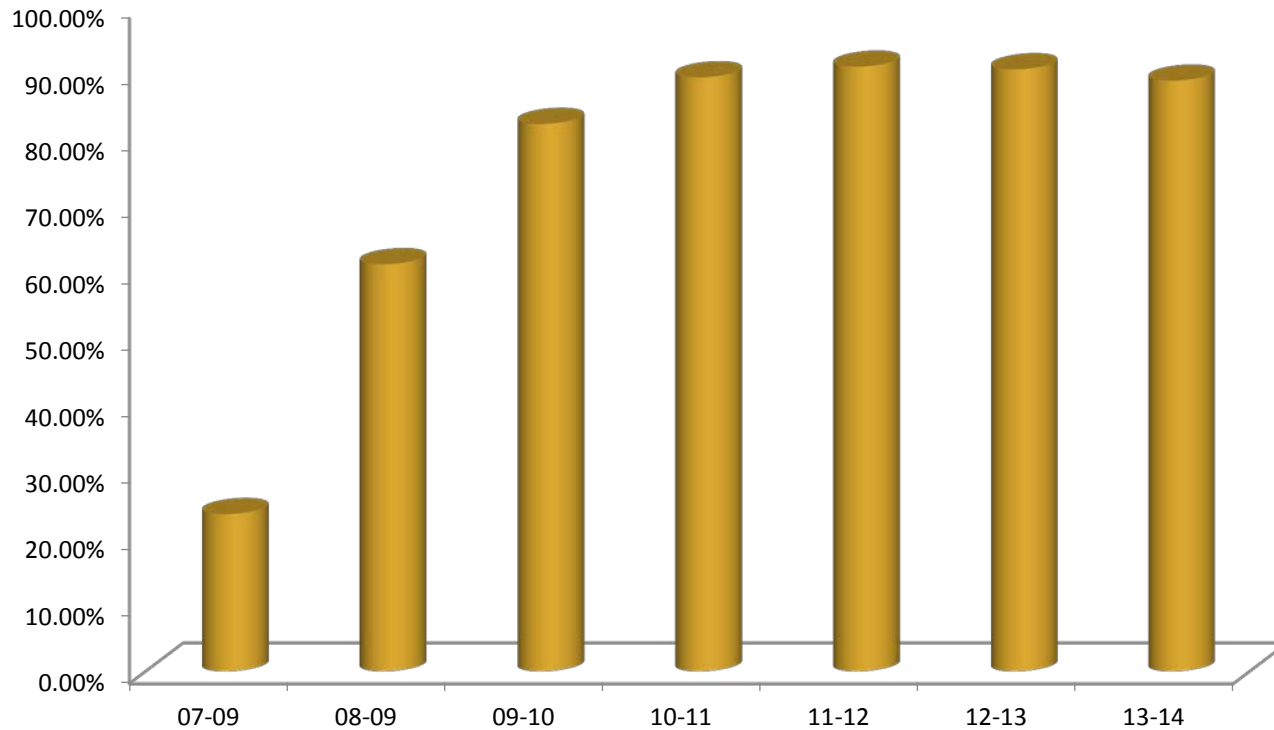
Number of Students Earning Special Diploma

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

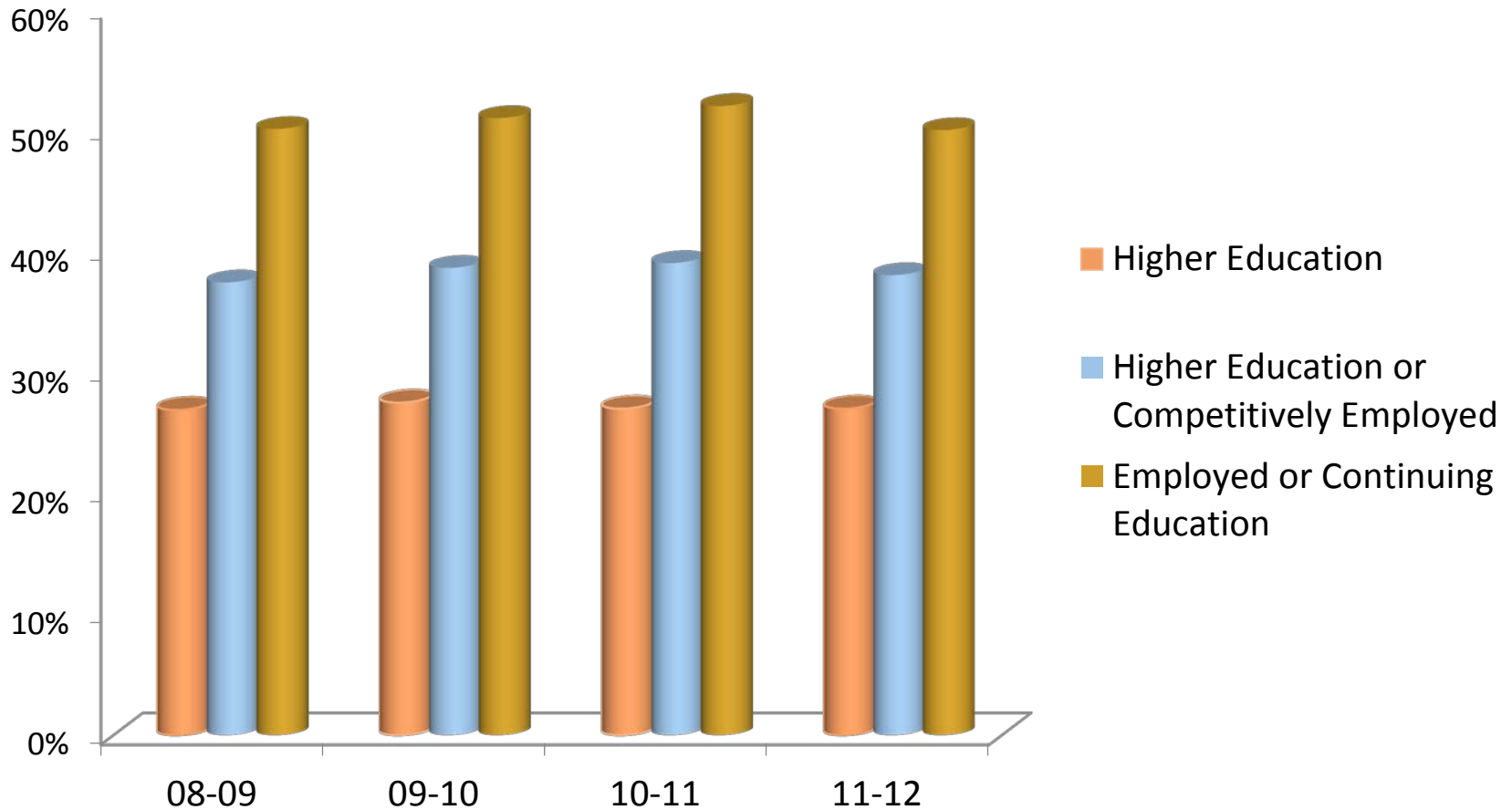
By Special Diploma Option

Year	Option One	Option Two
2010-11	5,254	291
2011-12	4,837	229
2012-13	4,493	256

TRANSITION COMPONENTS IN THE IEP (COMPLIANCE)

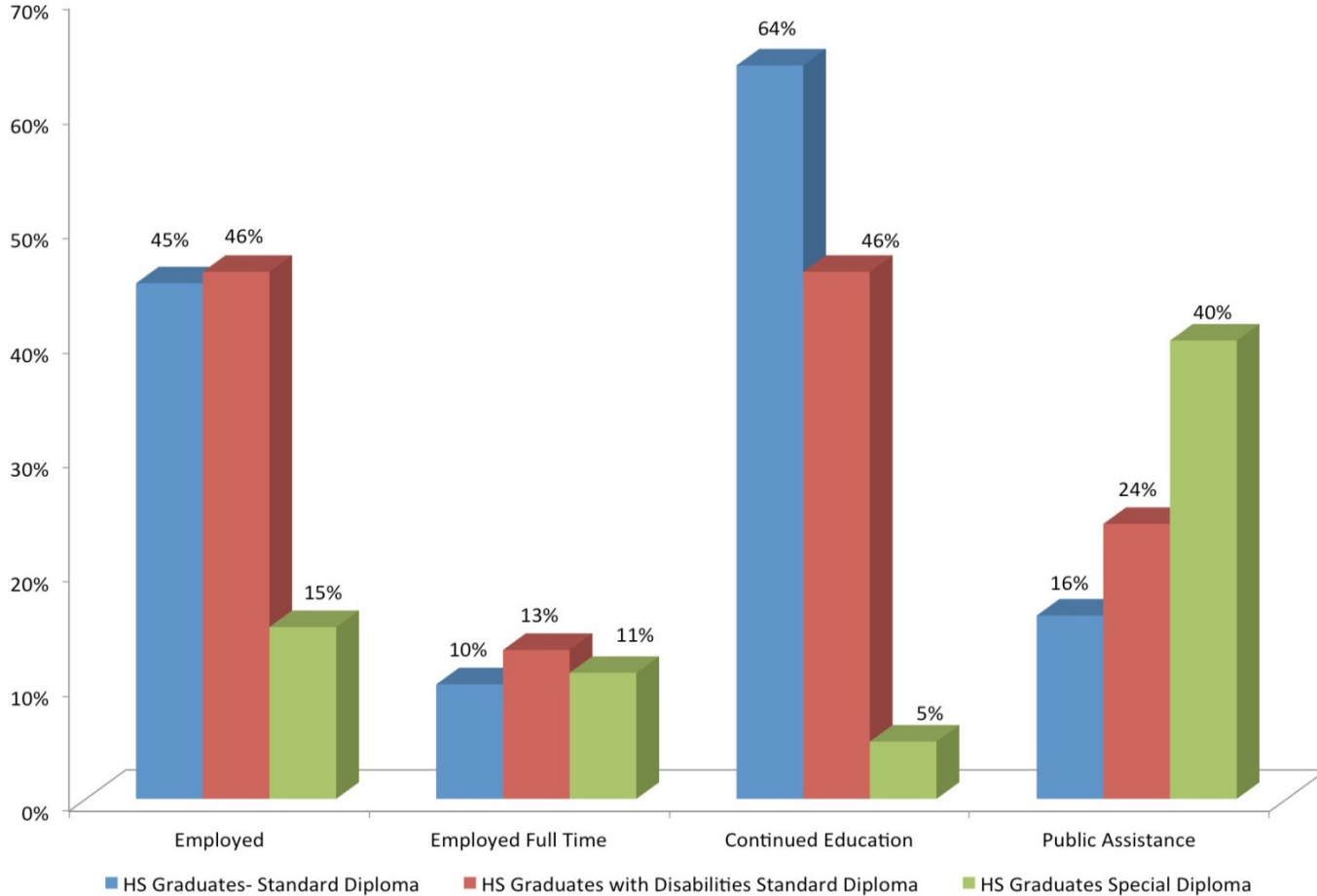


POST-SCHOOL OUTCOMES FOR SWD (PERFORMANCE)

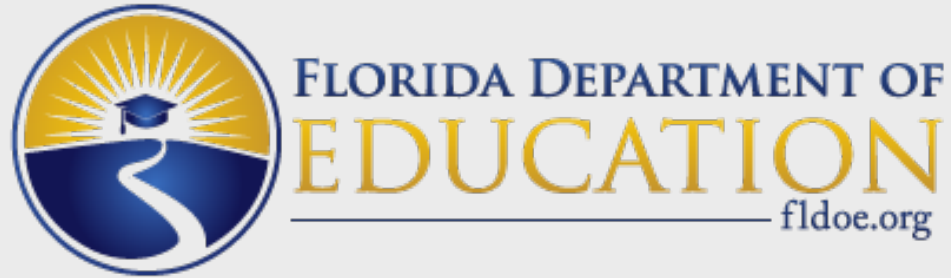


Source: Florida Education and Training Placement Information Program (FETPIP)

**2011-12 Public High School Graduates
Post School Outcomes
Fall 2012 Findings**



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



2014 Legislative Session

- Many changes!
- Repeals special diploma legislation
- Provides new options from students with disabilities to earn a standard diploma

CS/CS/SB 850 – Graduation Pathways

- Repeals special diploma law (s. 1003.438, F.S.) effective July 1, 2015
- Repeal of the law does not apply to SWDs with an IEP in effect on the day the bill becomes law, if IEP contains a statement of intent to receive a special diploma.

CS/CS/SB 850 – Graduation Pathways

- Applicable for students entering grade nine in 2014-15
- Requirement to declare an “intent” to receive a standard diploma or a certificate of completion

CS/CS/SB 850 – Graduation Pathways

- For students who take the FAA, standard diploma options include -
 - Combination of course substitutions, assessments, industry certifications, or occupational completion points (OCPs) that meet criteria of State Board rule.
 - A portfolio of quantifiable evidence documenting mastery of academic standards through “rigorous metrics” established in rule. May include documentation of work, internships, community service, postsecondary credit.

CS/CS/SB 850 – Graduation Pathways

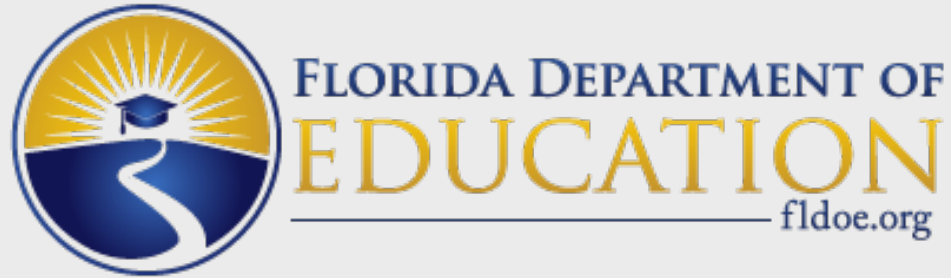
- For any SWD, when the IEP team determines that mastery of academic and employment competencies is most appropriate pathway
 - Completion of minimum requirements including course credits prescribed in State Board rule
 - Achievement of all annual goals and competencies for academic and employment competencies, industry certification or OCPs in the student's transition plan; must be verified by IEP team.
 - Successful employment for 1 semester and payment of minimum wage

CS/CS/SB 850 – Graduation Pathways

- The transition plan must stipulate academic and employment competencies, industry certifications, OCPs
- Student, parent, teacher and employer must sign the plan
- Any change in high graduation option must be approved by parent; subject to independent review.

CS/CS/SB 850 – Graduation Pathways

- Students who meet standard high school diploma requirements may defer the receipt of the diploma if
 - IEP plan includes special education, transition planning, transition services or related services through age 21
 - Student is enrolled in specific courses
- Waiver of statewide standardized assessment results by the IEP team must be approved by the parent and is subject to independent review



Sections 1003.5716 and 1003.4282, F.S.

What is in effect now!

- Begin transition planning **before** attaining age 14 (s. 1003.5716, F.S.) and include the following:
 - Discussion of postsecondary goals must include **career goals** too
 - The student's need for instruction in self- determination and **self-advocacy** must be considered
 - Discussion regarding **preparation for designations** (Scholar or Merit), based on parent choice

What is in effect now!

- Beginning no later than the IEP in effect when student attains age 16 (or younger, if appropriate)
 - A statement of intent to pursue a standard high school diploma and **Scholar or Merit designation, as determined by parent**
 - A **statement of intent** to receive a standard diploma before age 22 and how the student will meet requirements
 - Inclusion of **outcomes and additional benefits expected by the parent and the IEP team** at time of graduation
 - A statement of measurable postsecondary goals and **career goals**

What is in effect now!

- If there are changes proposed to postsecondary or career goals included in an IEP, the parent **must approve** the changes
- Any change is subject to verification for appropriateness by independent reviewer selected by the parent as provided in s. 1003.572, F.S.
- Law silent on who pays for reviewer if sought by parent; no obligation stipulated for district

1003.572, F.S., Collaboration of public and private instructional personnel

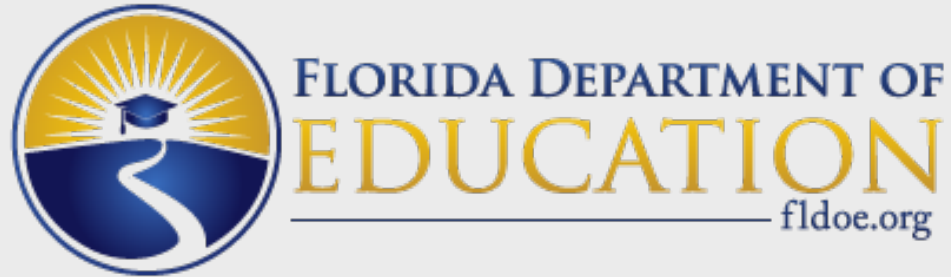
- Professionals certified under s. 393.17, F.S., or licensed under chapter 490 or chapter 491, F.S., for applied behavior analysis services
- Licensed speech-language pathologists, occupational and physical therapists
- Psychologists licensed under chapter 490, F.S.
- Clinical social workers licensed under chapter 491, F.S.

What is in effect now!

- Beginning with **first time 9th graders in 2014-2015**
 - In collaboration with the IEP team, during the transition planning process, parent must “declare intent” for student to graduate with a standard diploma or a certificate of completion
 - Parents must approve any change to graduation options specified in IEP and the waiver of statewide standardized assessment results

What is in effect now!

- Beginning with first time 9th graders in 2014-15 who meet graduation requirements in s. 1003.4282, F.S., **receipt of diploma may be deferred** under certain conditions
 - IEP prescribes special education, transition planning, transition services or related services through age 21; **AND**
 - Is enrolled in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for Scholar designation, or structured work-study, internship or pre-apprenticeship program



Personal Learning Scholarship Accounts (PLSA)

Section 1002.385, Florida Statutes

PLSA - Status

- Two scholarship funding organizations (SFOs) are approved to administer PLSA
 - A.A.A. Scholarship Foundation-FL
 - Step Up For Students
- As of September 4, 2014
 - 2,078 applications received
 - 720 students confirmed as eligible by administering SFO

Student Eligibility Requirements

- Is a resident of state
- Is eligible to enroll in public school kindergarten through grade 12
- Has a disability as stipulated in law
- Is the subject of an IEP written in accordance with rule **OR** has received a diagnosis of eligible disability by a physician licensed under chapter 458 or chapter 459 or a licensed psychologist

Disabilities Defined

- Autism as defined in s. 393.063(3), F.S.
- Cerebral palsy as defined in s. 393.063(4), F.S.
- Down syndrome as defined in s. 393.063(13), F.S.
- Intellectual disability as defined in s. 393.063(21), F.S.
- Prader-Willi syndrome as defined in s. 393.063(25), F.S.
- Spina bifida as defined in s. 393.063(36), F.S.
- Kindergarten student who is “high risk” as defined in s. 393.063(20), F.S.
- Williams syndrome

Other Requirements

- Children are required to meet mandatory attendance requirements by enrollment in one of the following
 - Parochial, religious or denominational school
 - Private school
 - Home education program in accordance with s. 1002.41, F.S.

School District Obligations (PLSA)

- Develop an IEP and complete a matrix of services document **if requested by the parent**
- The matrix must be completed as it existed before the 2000-2001 school year

School District Obligations (PLSA)

- Upon parent request to complete matrix
 - Within 10 school days of request, inform parent if matrix has not been completed
 - Notify the parent that the district must complete the matrix within 30 days of parent request; the notice must include the required date for completion of matrix
 - Provide matrix level to the parent within 10 school days after its completion

School District Obligations (PLSA)

- Notify parent of participating students about the availability of a reevaluation at least every 3 years
- If participation in a state standardized assessment requested, notify parent and student about the locations and times to take all assessments

School District Obligations (PLSA)

- Notify FDOE through the secure school choice website of the matrix level of each eligible student that has requested an IEP and matrix
- Provide verification to FDOE on the secure school choice website that the student is not enrolled in a public school

School District Option (PLSA)

- Upon providing written notice 15 days in advance, superintendent or designee may inspect the portfolio of records that is required to be maintained by the parent of participating student



ESE Exemptions

Extraordinary Exemption

- Pursuant to s. 1008.212, F.S., a student with a disability may be eligible for an extraordinary exemption from testing under certain circumstances, or if they have certain conditions.

Exemptions from Assessment

- Extraordinary Exemption
- Medically Complex Exemption

Extraordinary Exemption

- “Circumstance” means a situation in which accommodations allowable for use on the statewide standardized assessment are not offered to a student during the current year’s assessment administration due to technological limitations in the testing administration program.
- This would lead to results that reflect the student’s impaired sensory, manual or speaking skills rather than the student’s achievement of the benchmarks.

Extraordinary Exemption

- “Condition” means an impairment, whether recently acquired or longstanding, which affects a student’s ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided.
- This would create a situation in which the results would reflect the student’s impaired sensory, manual, or speaking skills rather than the student’s achievement of the benchmarks.

Extraordinary Exemption

- The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year, **but no later than sixty (60) calendar days** before the first day of the administration window of the statewide standardized assessment for which the request is made.

Extraordinary Exemption

- **A written description of**
 - the student's disabilities, including a specific description of the student's impaired sensory, manual or speaking skills;
 - the most recent evaluation data;
 - if available, results of the most recent administration of statewide standardized assessments;
 - the circumstance's or condition's effect on the student's participation in statewide standardized assessments.

Extraordinary Exemption

- **Written evidence that**
 - the student has had the opportunity to learn the skills being tested;
 - the student has been provided appropriate instructional accommodations;
 - the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP which are allowable in the administration of a statewide standardized assessment;
 - the student has a circumstance or condition as defined.

Medical Complexity Exemptions

- A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459, is medically fragile and needs intensive care.

Medical Complexity Exemptions

May be considered for a student who

- has a congenital or acquired multisystem disease;
- has a severe neurological or cognitive disorder with marked functional impairment;
- is dependent on technology for activities of daily living; and
- lacks the capacity to take or perform on an assessment.

Medically Complex Exemptions

- If the parent consents in writing, and the student's IEP team determines that the student should not be assessed based on medical documentation that confirms that the student meets the criteria of being medically complex, the parent may select one of the following assessment exemptions options:
 - (a) A one year exemption approved by the district superintendent
 - (b) A one, two or three year or permanent exemption approved by the Commissioner of Education

Medically Complex Exemptions

For all students approved by the district superintendent for a one year exemption, the following information must be reported to the Commissioner of Education beginning June 1, 2015, and each June 1 thereafter:

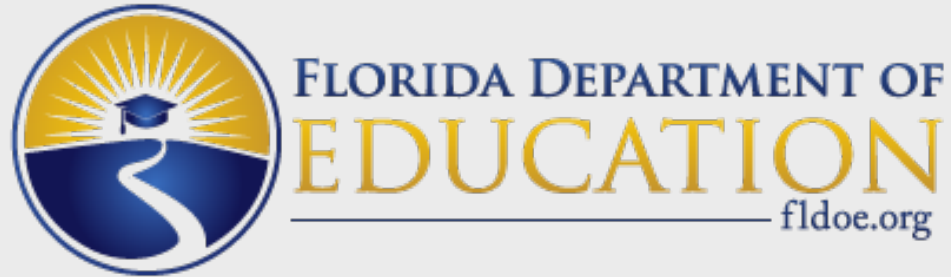
- The total number of students for whom a one-year exemption has been granted by the superintendent
- For each student receiving an exemption, the student's name, grade level and the specific statewide standardized assessment(s) from which the student was exempted.

Medically Complex Exemptions

- For one, two or three year or permanent exemption approved by the Commissioner of Education, the following information must be submitted to the Commissioner of Education **no later than sixty (60) calendar days** before the first day of the administration window of the statewide standardized assessment for which the request is made.

Medically Complex Exemptions

- The name, address and phone number of the student's parent;
- Documentation of parental consent for the exemption;
- Documentation of the superintendent's approval of the exemption;
- Documentation that the IEP team considered and determined that the student meets the definition of medically complex as defined in (1) of this rule; and
- Medical documentation of the student's condition as determined by a physician licensed in accordance of chapter 458 or chapter 459, F.S.



Rules Proposed for Revision

Response to 2014 Legislation

Next Rule Making Workshop

- September 19, 2014, at 2:30 (conference call)
- Those wishing to attend in person
 - Room 605, FDOE
- Rules to be addressed
 - IEP rule
 - Statewide Assessment
 - General Educations/Interventions/Evaluation
 - ESE Definitions/ESE Policies

Rule 6A-1.0943 (Assessment)

- Proposed for change
 - Updates references on testing (deleting FCAT reference)
 - Adds definitions
 - Removes reference to paper-based large print as a unique accommodation
 - Revises criteria for participation in FAA
 - Removing some redundant language
 - Clarifying that direct instruction in access points required for ELA, math, social studies and science

Rule 6A-1.0943 (Assessment)

- Proposed for change
 - Amends information that must be sent by district to FDOE when requesting extraordinary exemption
 - Adds requirements for exemptions for medically complex students
 - Reporting requirements when districts exempt
 - Information required for submission when request is that the commissioner exempt
 - Timelines for district submission of request and commissioner approval or denial

Rule 6A-6.03028 (IEP)

- Proposed for change
 - Incorporates requirements of s. 1003.5716, F.S. with regard to standard diploma, consideration of Scholar or Merit designations and other changes to post secondary transition plans
 - Adds requirement regarding CAPE certifications and IEP beginning with the 2015-16 school year
 - Revises the communication plan for students who are deaf, hard-of-hearing or dual-sensory impaired

Rule 6A-6.0331 (General Education Intervention, Evaluation, Eligibility)

- Proposed for change
 - Timeline when a school based team determines that a K-12 student is either not making adequate growth given interventions/core instruction **OR** is making progress, but the level of intensity to sustain growth is beyond general education resources
 - Within **30 days**, must request consent for evaluation from parent

Rule 6A-6.0331 (General Education Intervention, Evaluation, Eligibility)

- Proposed for change
 - Adding explicit requirement when a preschool child is screened by FDLRS or the district and a disability is suspected
 - Must request parent consent for evaluation within **30 days**
 - When a parent requests an evaluation, within **30 days**, unless other agreement made
 - Obtain parent consent **OR**
 - Provide notice of refusal

Rule 6A-6.0331 (General Education Intervention, Evaluation, Eligibility)

- Proposed for change
 - Complete evaluations within **60 days** after receipt of parental consent for evaluation
 - Expands circumstances when 60-day timeline does not apply to include when a student has been absent for more that 20% of the school days within the 60 calendar day timeline

Rule 6A-6.0331 (General Education Intervention, Evaluation, Eligibility)

- Proposed for change
 - Amends the consent form related to Access instruction and FAA administration
 - Provisions regarding special diploma and impact clarified given new graduation requirements

Rule 6A-6.03411, (Definitions, ESE Policies)

- Proposed for change
 - Definition of general curriculum
 - Corrected technical error of a statutory reference
 - Changed terminology to career and technical education rather than vocational

More Information

- <http://www.floridaschoolchoice.org/Information/plsa/>



Access Points



A Look Back in History



Changing Expectations

- Having high expectations for students starts with examining our own beliefs and practices.
 - Use “person-first” language. Say “students with autism” not “autistic students.”
 - Speak directly to students. Use age-appropriate vocabulary, topics and inflection when talking to students.
 - Don’t use the buffer of a paraprofessional or other person “assisting” the student.

Florida: Access Points

- Beginning in 2006, access points became the means through which students with a significant cognitive disability have accessed the general education content found in the Next Generation Sunshine State Standards (NGSSS).
- Access points were developed for all standards with three complexity levels that represented a continuum of understanding (participatory, supported and independent).

Florida: Access Points

- Access courses are designed to provide students with a significant cognitive disability with access to the general curriculum.
- Access courses are setting neutral, which means a student working on access points can be instructed in a variety of settings, including those with same grade non-disabled peers in general education courses.

Florida: Access Points

They address the federal requirements of

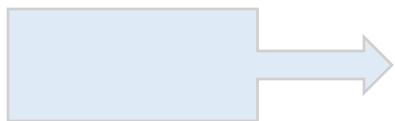
❖ Individuals with Disabilities Education Act

- access to the general curriculum for ALL

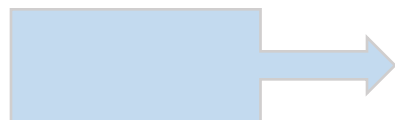
❖ No Child Left Behind/ESEA

- high expectations for ALL
- specified for each grade level
- inclusion of students with disabilities in statewide accountability systems

Why do we need new access points?



- Next Generation Sunshine State Standards in math and English Language Arts have been replaced with new college and career ready standards.



- The initial plan was for a new form of access to general education standards to be developed called Core Content Connectors (CCCs).



- Florida Standards were adopted by the State Board of Education in February 2014.



- Given the shift to the Florida Standards, Core Content Connectors were replaced with the access points.



- Final edits began on the access points in February. These are now ready for use in 2014-15.

Florida: Access Points



Florida Standards

Access points in
Science, Social
Studies,
Arts, PE

Independent,
Supported, Participatory

Access points in ELA
and Math

Essential Understandings

Levels of Complexity

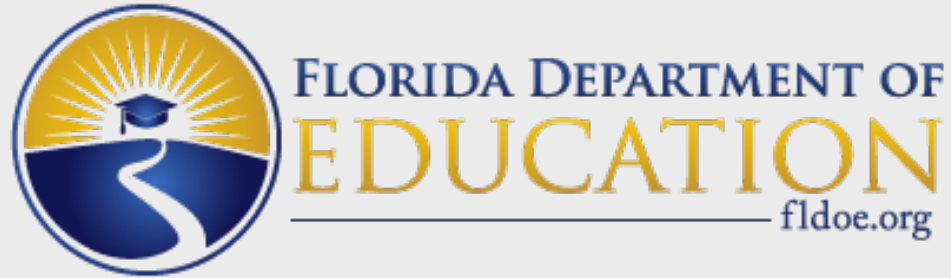


Essential Understandings (EUs)

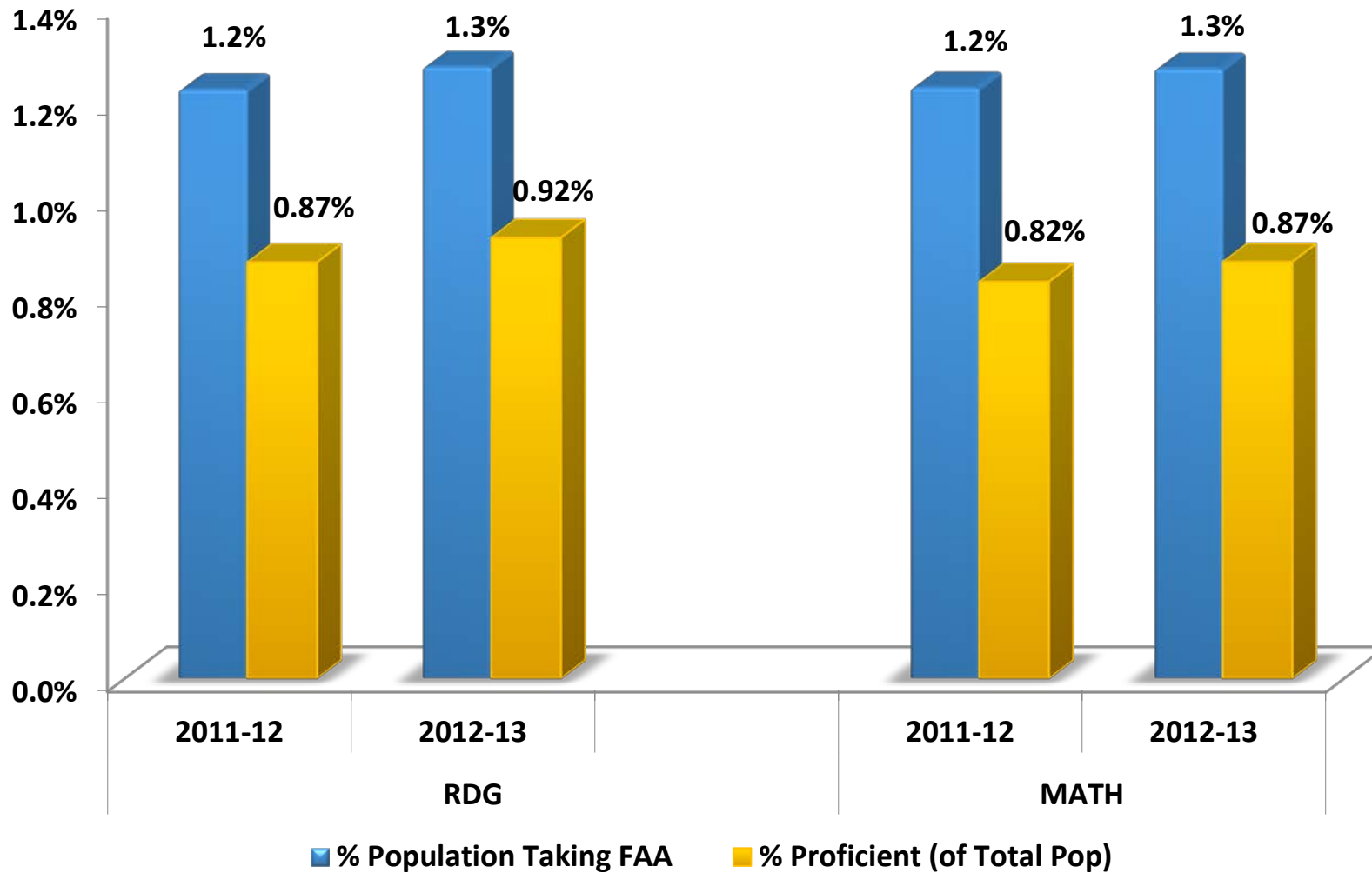
- EUs **are** scaffolds that disaggregate the access points to help teachers provide instruction.
- EUs **provide** a variety of entry points where a student may begin to interact with grade-level content.
- EUs **serve** as benchmarks along the continuum of learning to ensure progress toward the access points.
- EUs are **not** part of the standards.

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

- Revised access courses containing the new standards are now posted on CPALMS as draft.
- Draft copies of the essential understandings were sent to ESE directors and program staff in early August.
- These are also posted on the ACCESS website.
<http://accesstofls.weebly.com/>



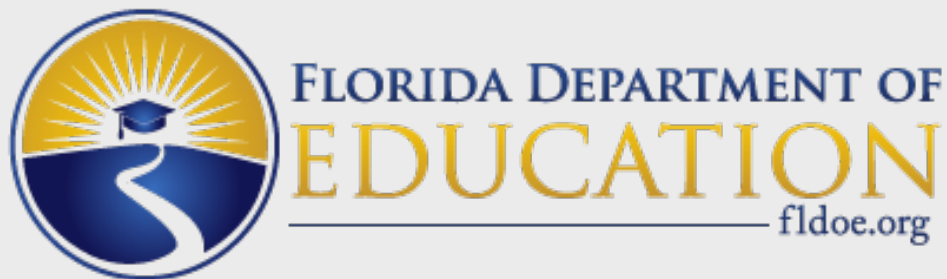
Florida Alternate Assessment





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.

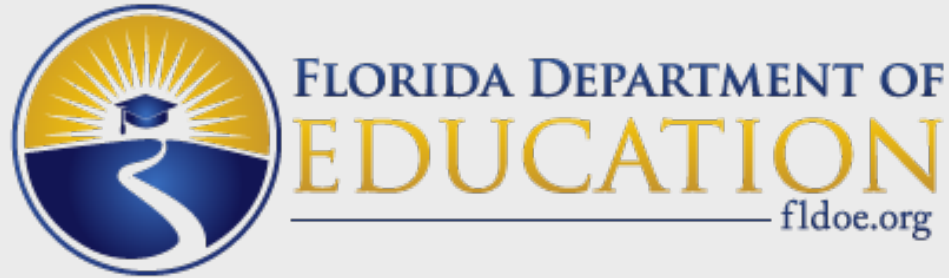
$$2,884 \div .01 = 28.8\% = 29 \text{ Students}$$



Steps to 1% waiver

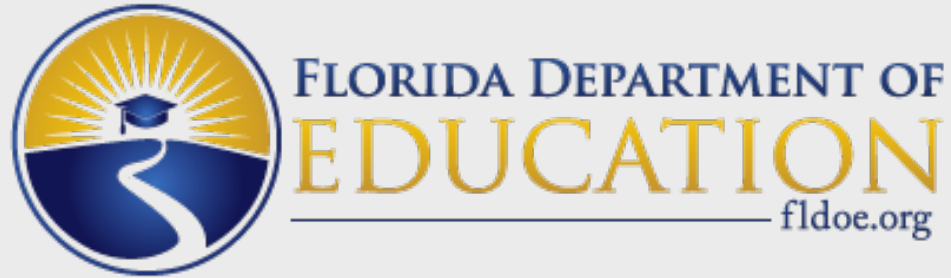
District submits a request to our office by the deadline with one or more of the following:

- ✓ 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



Florida Alternate Assessment Error Report

Spring 2014 - State Summary

Answer Sheet Errors – 402 Total Errors

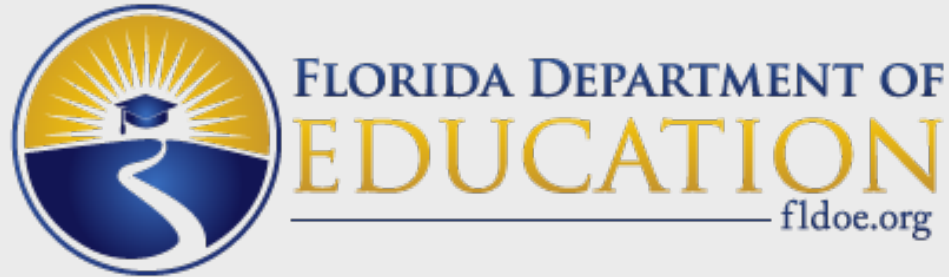
- Three main errors that can impact scoring and student results – Total number of students impacted (380)
 - Incomplete Academic Area (N=269; 67% of all errors)
 - One or more items was left blank
 - Too Many Marks (N=71; 18% of all errors)
 - More than one bubble was completed for a specific item
 - Incorrect Academic Area (N=62; 15% of all errors)
 - An incorrect area was completed for a student's grade-level (i.e., Writing for a 5th grader, Reading for a 11th grader)

19 Districts Had Zero Report Errors

- Baker
- Calhoun
- Clay
- Gulf
- Hamilton
- Henry
- Holmes
- Indian River
- Jefferson
- Lafayette
- Lee
- Levy
- Liberty
- Marion
- Nassau
- Okeechobee
- Union
- Wakulla
- FSDB

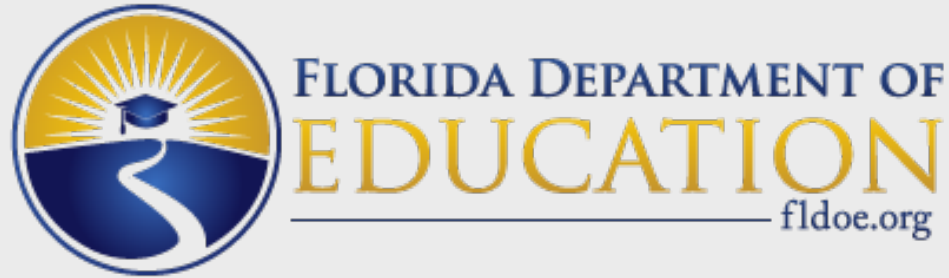
Districts With Errors Less Than/Equal to State Average (1.7%)

- Putnam – .6
- Osceola – .6
- Highlands – .8
- Santa Rosa – .8
- Escambia – .9
- Polk – .9
- Hillsborough – 1.1
- Bay – 1.2
- Flagler – 1.3
- Martin – 1.3
- Gadsden – 1.3
- Citrus – 1.3
- Monroe – 1.5
- Leon – 1.6
- Orange – 1.6
- Brevard – 1.7
- Seminole – 1.7
- Okaloosa – 1.7
- Dade – 1.7



Improvement for 2015 FAA Administration

- Reduce Scoring Errors by 50%
- 100% Districts complete online verification process
- Alignment of SWD enrolled in ACCESS courses and participate in the FAA



Safeguards to Decrease Errors

- ✓ School scoring sheet review checklist.
- ✓ Additional attention to problematic errors to be included in TTT and in the TAM.
- ✓ Districts being notified of missing answer sheets in a timely fashion.

Important Dates

- Practice Materials and Manuals
 - ship to districts the week of September 29, 2014
 - Braille/Tactile Graphic ship to districts week of September 29, 2014
 - Request for one-sided and braille materials for spring assessment
 - September 8 – October 10, 2014
- *Note: The designated contact person to receive test materials will be notified when the window to order one-sided/braille materials is open

Important Dates –

- Florida Alternate Assessment Spring 2015 Testing Schedule
 - Materials arrive in districts – between February 20 and February 25, 2015
 - Student testing window – Monday, March 2 – Wednesday, April 8, 2015
 - Materials returned–
 - TO BE SCORED – No later than Friday, April 10, 2015

Thank You!

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





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