Services (BEESS) General Updates

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FDOE’s Mission and Vision

• The mission of Florida’s K-20 education system shall be to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.

• Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.

  • Sources: Section 1008.31, F.S., and FDOE’s Strategic Plan (2021)
FDOE’s Goals

1. Highest student achievement, as indicated by evidence of student learning gains at all levels.

2. Seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education.

3. Skilled workforce and economic development, as measured by evidence of employment and earnings.

4. Quality efficient services, as measured by evidence of return on investment.

   • Sources: Section 1008.31, Florida Statutes (F.S.), and FDOE’s Strategic Plan (2021)
Title V, Chapter 39, Section 39.0016, F.S.

“Improving educational results for children with disabilities is an essential element of our public policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities...”
Students with Disabilities (SWD)
Percentage of Total Population of Florida’s Students

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SWD Enrollment by Disability Category
Fall 2022

Area of Eligibility:
- ASD – Autism Spectrum Disorder
- SLD – Specific Learning Disability
- OHI – Other Health Impairment
- IND – Intellectual Disability
- DD – Developmentally Delayed
- SI – Speech Impaired
- LI – Language Impaired
- EBD – Emotional/Behavioral Disability
- Other – Defined on next slide

Source: Final Survey 2, 2022-23

www.FLDOE.org
SWD Enrollment by Other Disability Category
Fall 2022

- HH – Hospital Homebound
- DSI – Dual Sensory Impaired
- TBI – Traumatic Brain Injury
- EC – Established Conditions (0-2)
- OI – Orthopedic Impairment
- DHH – Deaf or Hard-of-Hearing
- VI – Visual Impairment

PK-12 SWD: 10,038
Every Student Succeeds Act (ESSA)
One Percent Cap on Alternate Assessment Participation
ESSA Reminders

• A state may, but is not required to, adopt alternate achievement standards for students with the most significant cognitive disabilities.

• If a state chooses to offer alternative achievement standards, federal law requires that it must have statewide standardized assessments aligned to them and that no more than 1% of students, and only those with the most significant cognitive disabilities, may participate in them. (Title 34 Section 300.160 C.F.R.).
## Overall Rates of Florida Alternate Assessment (FAA) Participation – English Language Arts (ELA)

<table>
<thead>
<tr>
<th>FAA - ELA</th>
<th>Count of Total Students Tested</th>
<th>Count of Students Whose Only Subject Test was an FAA</th>
<th>Percent of Students Tested Whose Only Subject Test was an FAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>1,705,251</td>
<td>26,243</td>
<td>1.54%</td>
</tr>
<tr>
<td>2019-20*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020-21</td>
<td>1,637,903</td>
<td>22,876</td>
<td>1.40%</td>
</tr>
<tr>
<td>2021-22</td>
<td>1,697,158</td>
<td>24,790</td>
<td>1.46%</td>
</tr>
<tr>
<td>2022-23</td>
<td>1,691,688</td>
<td>24,138</td>
<td>1.42%</td>
</tr>
</tbody>
</table>

| Change from Last Year | -5,470 | -652 | -0.04% |
| Change Since 2019    | -13,563 | -2,105 | -0.12% |

*Note: the 2019-20 assessments were canceled pursuant to [FDOE Emergency Order No. 2020-EO-01](https://www.fldoe.org/core/fileparse.php/7567/urlt/2022FDOE1percwaiver.pdf).

Source: 2022 FDOE 1% Waiver Extension Request

[https://www.fldoe.org/core/fileparse.php/7567/urlt/2022FDOE1percwaiver.pdf](https://www.fldoe.org/core/fileparse.php/7567/urlt/2022FDOE1percwaiver.pdf)
## Overall Rates of FAA Participation – Mathematics

<table>
<thead>
<tr>
<th>FAA Mathematics</th>
<th>Count of Total Students Tested</th>
<th>Count of Students Whose Only Subject Test was an FAA</th>
<th>Percent of Students Tested Whose Only Subject Test was an FAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>1,576,300</td>
<td>25,744</td>
<td>1.63%</td>
</tr>
<tr>
<td>2019-20*</td>
<td>1,492,811</td>
<td>22,923</td>
<td>1.54%</td>
</tr>
<tr>
<td>2020-21</td>
<td>1,539,116</td>
<td>24,556</td>
<td>1.60%</td>
</tr>
<tr>
<td>2021-22</td>
<td>1,583,047</td>
<td>23,441</td>
<td>1.48%</td>
</tr>
</tbody>
</table>

| Change from Last Year | 43,931 | -1,115 | -0.12% |
| Change Since 2019    | -37,184 | -1,188 | -0.15% |

*Note: the 2019-20 assessments were canceled pursuant to FDOE Emergency Order No. 2020-EO-01.*

Source: 2022 FDOE 1% Waiver Extension Request

[https://www.fldoe.org/core/fileparse.php/7567/urlt/2022FDOE1percwaiver.pdf](https://www.fldoe.org/core/fileparse.php/7567/urlt/2022FDOE1percwaiver.pdf)
### Overall Rates of FAA Participation – Science

<table>
<thead>
<tr>
<th>FAA Science</th>
<th>Count of Total Students Tested</th>
<th>Count of Students Whose Only Subject Test was an FAA</th>
<th>Percent of Students Tested Whose Only Subject Test was an FAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>616,991</td>
<td>9,621</td>
<td>1.56%</td>
</tr>
<tr>
<td>2019-20*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020-21</td>
<td>577,461</td>
<td>8,986</td>
<td>1.56%</td>
</tr>
<tr>
<td>2021-22</td>
<td>622,568</td>
<td>9,506</td>
<td>1.53%</td>
</tr>
<tr>
<td>2022-23</td>
<td>620,713</td>
<td>9,377</td>
<td>1.51%</td>
</tr>
</tbody>
</table>

| Change Since Last Year | -1,855 | -129 | -0.02% |
| Change Since 2019     | 3,722  | -244 | -0.05% |

*Note: the 2019-20 assessments were canceled pursuant to [FDOE Emergency Order No. 2020 EO-01](https://www.FLDOE.org).*

Source: 4033 BAR – BEESS Output
Definition: Most Significant Cognitive Disability

“Most significant cognitive disability” means a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome and is verified by either:

1. A statistically significant below average global cognitive score that falls within the first percentile rank (i.e., a standard, full scale score of 67 or under); or

2. In the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education under paragraph (5)(e) of this rule.
2022-23 Alternate Assessment – Alternate Academic Achievement Standards (AA-AAAS) Findings of Noncompliance

• FAA-6 – Supplementary Aids and Services – 21 Districts
• FAA-7 – Assistive Technology – 15 Districts
• FAA-11 – Evaluation Instrument – 20 Districts
• FAA-12 – Most Significant Cognitive Disability – 20 Districts
• FAA-17 – Parental Consent Form - 13 Districts
Discussion

What review process currently occurs in your district on alternate assessment participation?

Who are the participants in this review process?
State Performance Plan/Annual Performance Report (SPP/APR) Overview
SPP/APR Results Indicators

- **Indicator 1**: Graduation rate
- **Indicator 2**: Dropout rate
- **Indicator 3**: Assessment
- **Indicator 4**: Suspension/Expulsion*
- **Indicator 5**: Educational environments (school age)
- **Indicator 6**: Educational environments (preschool)
- **Indicator 7**: Preschool outcomes
- **Indicator 8**: Parent involvement
- **Indicator 9**: Disproportionate representation
- **Indicator 10**: Disproportionate representation (by particular disability categories)
- **Indicator 11**: Child find
- **Indicator 12**: Early childhood transition
- **Indicator 13**: Secondary transition
- **Indicator 14**: Post-school outcomes
- **Indicator 15**: Resolution sessions
- **Indicator 16**: Mediation
- **Indicator 17**: State Systemic Improvement Plan (SSIP)

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SPP/APR Compliance Indicators

- **Indicator 1**: Graduation rate
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- **Indicator 12**: Early childhood transition
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- **Indicator 17**: State Systemic Improvement Plan (SSIP)
Indicator 1: Graduation
Actual vs. Target

Graduation Rate

Source: Survey 5, 2021-22

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Indicator 2: Dropout
Actual vs. Target

Source: Survey 5, 2021-22
Indicator 5: Educational Environments
Educational Environment Efforts

Increasing on average 0.9 percentage points per year.
Indicator 8: Parent Involvement
2021-22 Preschool Parent Involvement

83.53%
2021-22 K-12 Parent Involvement

81.07%
2022-23 Exceptional Student Education (ESE) Parent Survey

• Open March 2024 – June 2024

• Available to all parents of a student with a disability with an IEP enrolled in a Florida public school
  • Parents should complete one survey per student, if parent of multiple students who meet above criteria

• Web-based only, with questions specific to Preschool or K-12

• Available in three languages: English, Spanish, and Haitian-Creole
  • More languages can be provided by request
Indicator 13: Secondary Transition
Transition Components in the Individual Education Plan (Compliance)

Target 100%

Year | Percentage
--- | ---
2012-13 | 90.5%
2013-14 | 88.7%
2014-15 | 90.6%
2015-16 | 90.4%
2016-17 | 94.3%
2017-18 | 90.4%
2018-19 | 95.6%
2019-20 | 99.0%
2020-21 | 96.9%
2021-22 | 97.9%

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Indicator 14: Post-School Outcomes
SWD Post-School Outcomes

- Higher Education
- Higher Education or Competitively Employed
- Employed or Continuing Education

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Discussion

How could your district use the indicators to support professional learning for teachers of students with disabilities (SWDs) and school leaders?
Important FDOE Web Links

• BEESS Home Page: https://www.fldoe.org/academics/exceptional-student-edu/
  • ESE Eligibility Web Page: https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/
  • Parent Information Web Page: https://www.fldoe.org/academics/exceptional-student-edu/parent-info/
  • Student Support Services Home Page: https://www.fldoe.org/schools/k-12-public-schools/sss/
• Office of K-12 School Choice: https://www.fldoe.org/schools/school-choice/
• Division of Vocational Rehabilitation: https://www.rehabworks.org/
• Division of Blind Services: https://dbs.fldoe.org/
• Division of Early Learning: https://www.floridaearlylearning.com/
Discretionary Project Information

- Florida Diagnostic & Learning Resources System (FDLRS): https://www.fdlrs.org/parent-services
- Center for Autism and Related Disabilities (CARD): http://www.florida-card.org/map.htm
- Florida Inclusion Network (FIN): https://www.floridainclusionnetwork.com/families/
Discretionary Project Information, Cont.

• Learning Ally: https://learningally.org/Solutions-for-School/school-grants/Florida

• Florida Instructional Materials Center for the Visually Impaired (FIMC-VI): https://www.fimcvi.org/fimc-viresources/student-and-family-resources

• ACCESS Project: https://accesstofls.org/
Contact Information
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Bureau of Exceptional Education and Student Services (BEESS)
850-245-0475
Thank you!