Exceptional Student Education Updates

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FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Overview

- Overview
- IDEA Fiscal Updates
- Federal Reporting on ESE Performance
  - Data Highlights
- Access Points – Alternate Academic Achievement Standards
- Using Data Well Activity
- Resources and Questions

Overview

Guiding Principles: Victory Looks Like

Student Centered and Family Focused

All Students Can Learn

Elevate and Celebrate Teachers

Accountability is Key

Closing Achievement Gaps

Act with Urgency

Competition Inspires Growth

Realignment of Bureaus

We have aligned three focus areas to ESSA to accomplish our goal of equitable outcomes for ALL of Florida's students by streamlining systems of support for Florida's districts and schools.

Comprehensive Support & Improvement (CSI)
- o Bureau of School Improvement (BSI) - graded and ungraded schools

Targeted Support & Improvement (TSI)
- o Bureau of Student Support Services (BoSSS)
- o Bureau of Exceptional Student Education (BESE)
- o Bureau of Student Achievement through Language Acquisition (SALA)

Alignment of Federal and State Programs/Grants
- o Bureau of Federal Educational Programs (BFEP) - Title I, Title III, Homeless, Migrant and Title IV
- o Bureau of Discretionary Educational Programs (BDEP) - 21st Century, competitive and state grants
- o Bureau of School Improvement (BSI) - Unified School Improvement Grant (UniSIG), Turnaround Schools Supplemental Services Allocation (TSSSA) and Title II

Bureau of Exceptional Student Education

DRM

Dispute Resolution and Monitoring

ISS

Instructional Support Services

PAADS

Program Accountability, Assessment & Data Systems

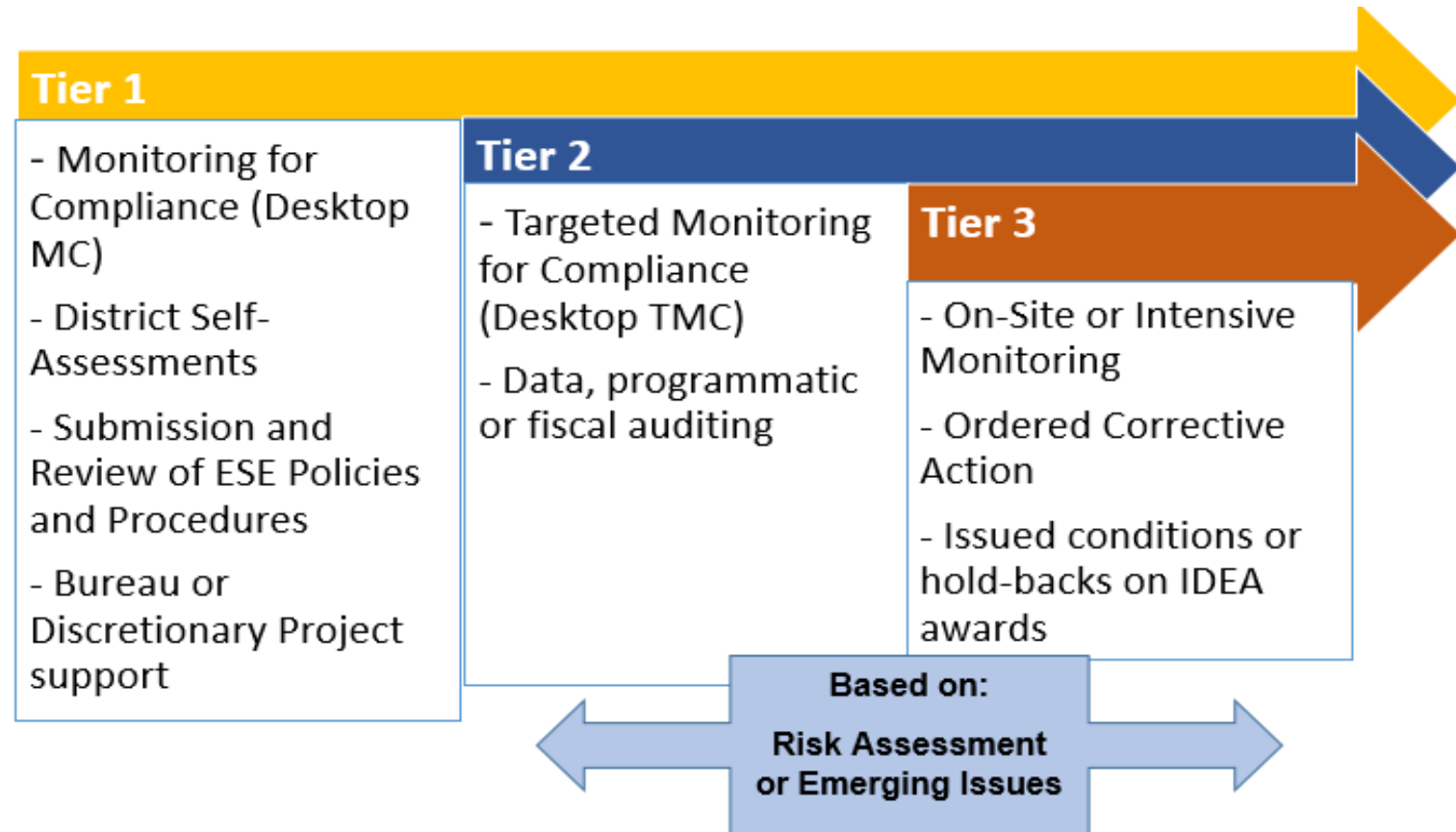| DRM	ISS	PAADS
State Complaints	IDEA Part B State Application & SSIP	Federal Data Submissions
State Facilitate IEP meetings	Stakeholder Input Management (SAC)	State SWD Data Submissions and Support
Mediation	SWD Assessment	SWD Assessment
Due Process (DOAH)	SWD Legislative	Monitoring for Performance (On-Sites)
Desktop Monitoring for Compliance	Topic/Disability Specific PD and TA	IDEA Part B State Application & Entitlement Grants
ESE Specific Policies & Procedures (SP&P)	Discretionary Project Liaisons	State and Federal SWD Discretionary Grants
SPP/APR, ESE Strategic Plan	SPP/APR, ESE Strategic Plan	SPP/APR, ESE Strategic Plan

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

Six Key Practices	If FDOE Leads	Then Local Educational Agency (LEA)	Then Schools	Then Students
	With the six key practices to implement multi-tiered systems of supports to districts based on need and resulting in continous improvement...	Will use the six key practices to implement the multi-tiered system of supports to schools based on need and resulting in continous improvement...		
1. Use Data Well	◊ Identify and respond to community needs ◊ Create, refine and revise state systems of support	◊ Establish clear expectations for data use ◊ Use data to identify need, measure implementation and impact on student learning and revise procedures	Will use the six key practices to implement the multi-tiered system of supports to students based on need and resulting in continous improvement...	Will engage, progress and graduate college, career and life ready.
2. Focus Goals	◊ Establish common goals Provide ◊ products and services to facilitate focused goal setting and coherent plans	◊ Establish priority on improving teaching and learning ◊ Ensure alignment of goals ◊ Take leadership responsibility for goal setting		
3. Select & Implement Shared Instructional Practices	◊ Serve to help districts improve quality of instruction to all students ◊ Establish statewide system of supports to districts	◊ Align standards-based instruction to district goals ◊ Build common language understanding ◊ Require ongoing progress monitoring		
4. Implement Deeply	◊ Limit state and district requirements ◊ Provide products and services that help districts fully implement strategies	◊ Ensure consistentcy implementation of selected improvement strategies ◊ Require aligned school structures ◊ Provide support and accountability		
5. Monitor & Provide Feedback	◊ Help districts understand relationship between monitoring for improvement and monitoring for compliance	◊ Use district identified formative indicators for implementation ◊ Provide differentiated support ◊ Measure effectiveness		
6. Inquire & Learn	◊ Evaluate adult and student learning ◊ Recognize continous improvement of all students and specific groups of students	◊ Pursue continous improvement ◊ Establish decision-making process ◊ Provide active oversight of instruction		

Photos provided by Thinkstock

5(a): The Florida Department of Education, in collaboration with its internal and external stakeholders, has identified the measurable result of increasing the statewide graduation rate and closing the graduation gap for students with disabilities. The SIMR is related to SPP/APR results indicator #1: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

IDEA – Florida's Differentiated Monitoring System

Tier 1

- Monitoring for Compliance (Desktop MC)

- District Self-Assessments

- Submission and Review of ESE Policies and Procedures

- Bureau or Discretionary Project support

Tier 2

- Targeted Monitoring for Compliance (Desktop TMC)

- Data, programmatic or fiscal auditing

Tier 3

- On-Site or Intensive Monitoring

- Ordered Corrective Action

- Issued conditions or hold-backs on IDEA awards

Based on:

Risk Assessment or Emerging Issues

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IDEA Part B – Risk Assessment Components

Organizational Data
(staff turnover, district size, transitions in policy, etc.)

Performance Data
(LEA Determinations, Federal Index data, other required and reported performance data)

Risk Assessment

Review of **Stakeholder Communication** and IDEA **Discretionary Project access**

Fiscal or Programmatic Audit Results
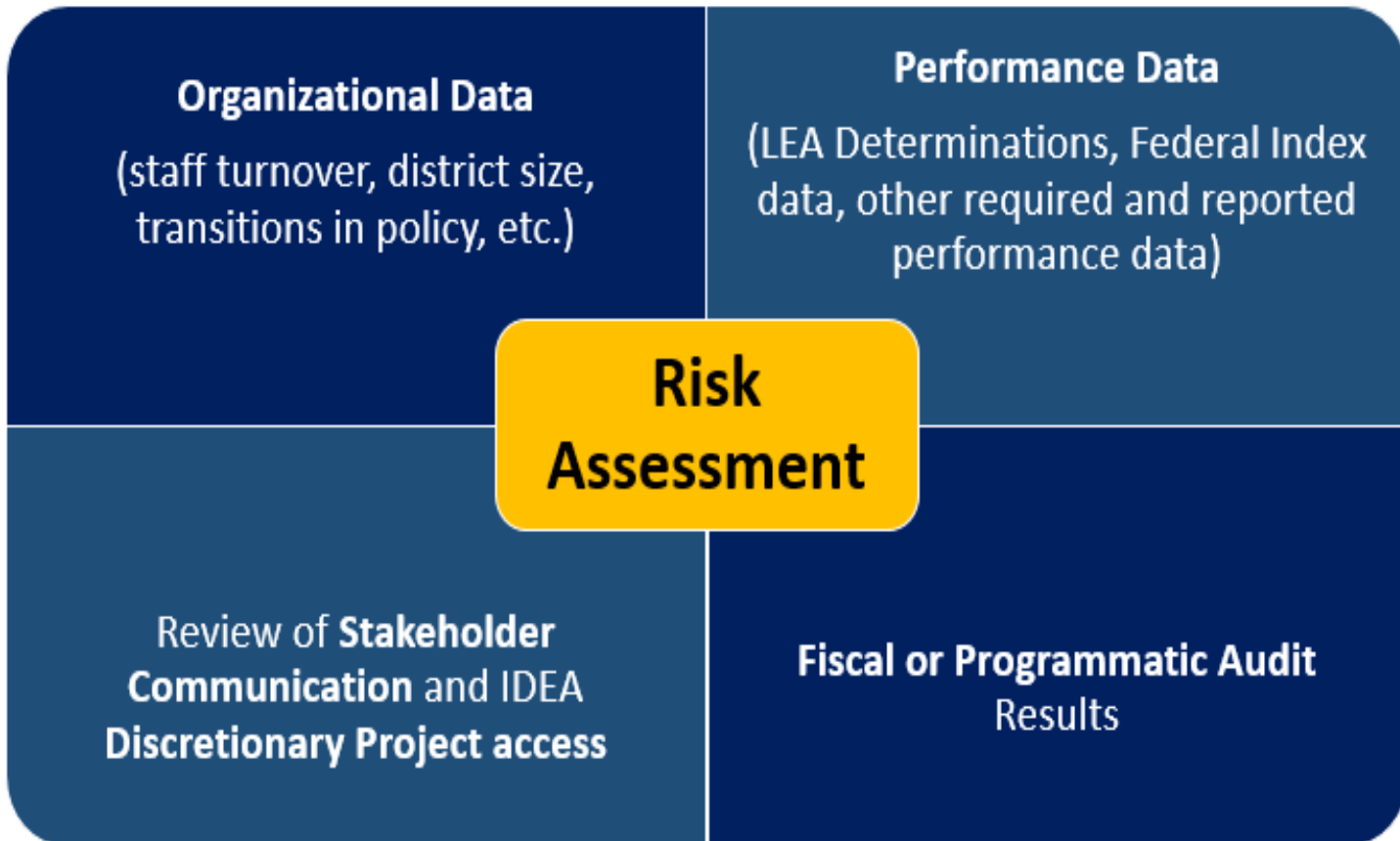
Poll: What does district level monitoring specific to students with disabilities (fiscal, programmatic, performance, compliance) look like for your district?
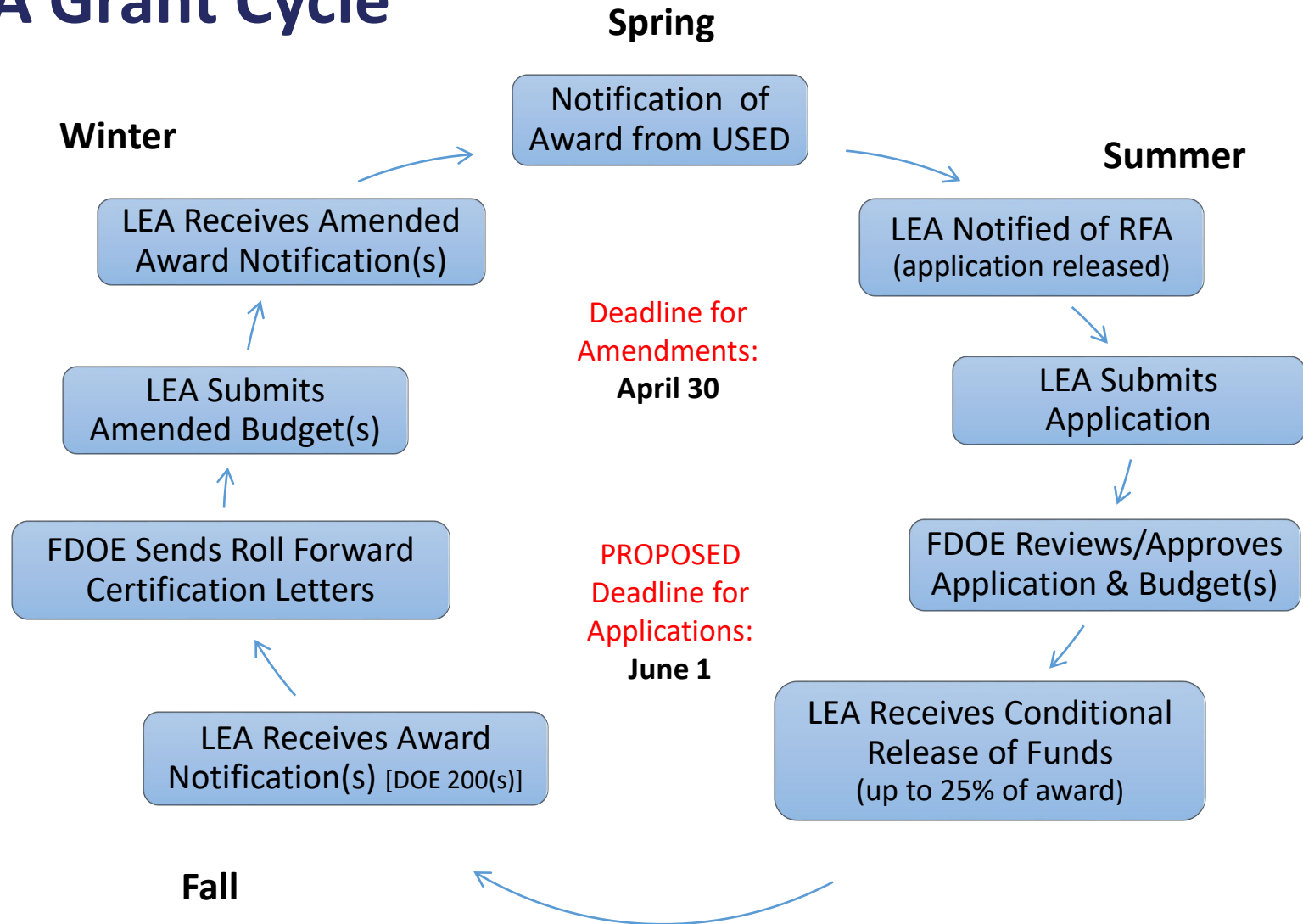
IDEA Fiscal Updates

Marixcia Chrishon-Jones

Senior Educational Program Director

Program Accountability Assessment & Data Systems (PAADS)

IDEA Grant Cycle

Spring

Notification of Award from USED

Winter

LEA Receives Amended Award Notification(s)

LEA Submits Amended Budget(s)

FDOE Sends Roll Forward Certification Letters

Deadline for Amendments:
April 30

PROPOSED Deadline for Applications:
June 1

Summer

LEA Notified of RFA (application released)

LEA Submits Application

FDOE Reviews/Approves Application & Budget(s)

LEA Receives Conditional Release of Funds (up to 25% of award)

LEA Receives Award Notification(s) [DOE 200(s)]

Fall

IDEA ARP Funding Overview

- On June 29, 2021, the U.S. Department of Education (ED) announced a series of actions to build from the American Rescue Plan's (ARP) equity-building initiatives. <u>USED's intentions are to advance equity in education while addressing the disparities exacerbated by the pandemic, reimagining the way schools deliver resources to students</u>.

- It is important to note that the American Rescue Plan Act of 2021 Elementary And Secondary School Emergency Relief Funds (ARP ESSER funds) are separate and apart from IDEA ARP funds.

IDEA ARP Funding Overview

Section 2014(a) of the American Rescue Plan Act of 2021 (ARP) provided more than $3 billion in supplemental funding for Fiscal Year 2021 for the three Individuals with Disabilities Education Act (IDEA) formula grant programs described below:

- $2.58 billion for IDEA Part B Grants to States (Section 611)

- $200 million for IDEA Part B Preschool Grants (Section 619)

- $250 million for IDEA Part C Grants for Infants and Families

Use of Funds

- Funds may be used for all allowable purposes under Part B of IDEA and are subject to all requirements and provisions that apply to IDEA funds.

- Note that SEAs will continue to have the authority, as the pass-through entity, to review and approve LEA requests to use IDEA Part B funds for the purchase of equipment, including the alteration of existing facilities. 2 C.F.R. § 200.439(b) (1)–(3)

IDEA Part B Funds

IDEA funds may be used to pay the excess costs of special education and related services for students with disabilities (SWD). It is intended to supplement (and not supplant) state, local, and other federal funds.

Common Allowable Uses	Unallowable Uses
• Personnel providing direct services to SWD	• School or local educational agency (LEA) level administration
• Personnel providing support to IDEA program	• Use of funds for school-wide or LEA initiatives or functions
• Materials, technology, software, adaptive devices and specialized furniture used by and for SWDs	• Attorney fees and any other legal expenses in defense and prosecution of criminal and civil proceedings
• IDEA related professional development	• Medicaid School-based Services Program

Supplement Not Supplant

- The general non-supplant requirement for IDEA funds in 34 CFR §300.202(a)(3) states that funds provided to LEAs under Part B of the IDEA must be used to supplement State, local, and other Federal funds and not to supplant those funds.

Reporting

- The supplemental IDEA ARP awards will be assigned separate Catalog of Federal Domestic Assistance (CFDA) numbers, allowing the funds to be tracked separately from the regular IDEA awards.

IDEA ARP Application Submission Process

- Once legislative authority has been granted, applications will be emailed to all LEAs and submitted via a paper-based method using the OGM ShareFile Folder.

- Four project numbers for the 2021-22 SY (IDEA K-12, IDEA Pre-K, IDEA ARP K-12, IDEA ARP Pre-K)

- IDEA ARP funds will be <u>tracked separately</u> from the regular IDEA funds utilizing the excel document provided by the bureau.

- LEAs will submit 1 supplemental IDEA ARP application via the OGM ShareFile.

📁 1_IDEA Part B & ARP IDEA Part B + IDEA PreK & ARP IDEA PreK 263xx & 267xx

📁 7_Notif_IDEA Part B & ARP IDEA Part B + IDEA PreK & ARP IDEA PreK 263xx & 267xx

Resources:

- IDEA American Rescue Plan Funds
  https://www2.ed.gov/policy/speced/leg/arp/index.html

- IDEA- ARP Facts Sheet
  https://www2.ed.gov/policy/speced/leg/arp/arp-idea-fact-sheet.pdf

- Dear OSERS Grantee Letter: Prior approval applies to State formula grant programs
  https://www2.ed.gov/policy/speced/guid/faq-prior-approval-10-29-2019.pdf

- U.S. Department of Education Emergency Education Relief Programs FAQs
  https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

- WestEd Webinars https://www.wested.org/webinars-home/

Poll: What do you need to know more about in terms of IDEA Fiscal requirements that would better support you and your district?

Federal Reporting on ESE State Performance

Dr. Erin Sampson

Deputy Bureau Chief

Instructional Support Services

(ISS)

State Performance Plan/Annual Performance Reports (SPP/APR)

34 C.F.R. § 300.602(b)(1)(i)(A) – requires states to report annually on the performance of each LEA on the targets in the State's performance plan no later than 120 days following the State's submission of its APR. (which means by June 1)

These DISTRIC Specific reports are posted at the following location: https://www.fldoe.org/academics/exceptional-student-edu/data/

These reports provide information about LEA performance as compared to state level targets in Florida's State Performance Plan/Annual Performance Report (SPP/APR).

Keep in mind that these data are based upon the February state submission and may not necessarily be the most current data available.

Individuals with Disabilities Education Act (IDEA) Part B Data Indicators

Performance Indicators

- SPP 1: SWD Graduation
- SPP 2: SWD Dropout
- SPP 3: SWD Statewide Assessment Performance
- SPP 4: SWD Suspension/Expulsion
- SPP 5: SWD LRE Placement
- SPP 6: Early Childhood Settings
- SPP 7: Preschool Skills
- SPP 8: Parent Involvement
- SPP 14: Secondary Transition, Post-School Outcomes

Compliance Indicators

- SPP 9 & 10: Disproportionate representation in Special Education
- SPP 11: Child Find
- SPP 12: Part C to B Transition
- SPP 13: Secondary Transition with IEP Goals
- SPP 15: Due Process Hearing Requests Resolved
- SPP 16: Mediation Agreements
- SPP 17: State Systemic Improvement Plan

Individuals with Disabilities Education Act (IDEA) 'Big Ideas'

- Student outcomes are the primary focus.

- Special education is a service to enable success in the general education curriculum. *Students with disabilities (SWD) are general education students **first**.*

- Effective early intervention is key to positive outcomes.

- SEAs (states) and LEAs (districts) are accountable for student outcomes and responsible for monitoring the effectiveness of efforts (e.g., LEA Determinations).
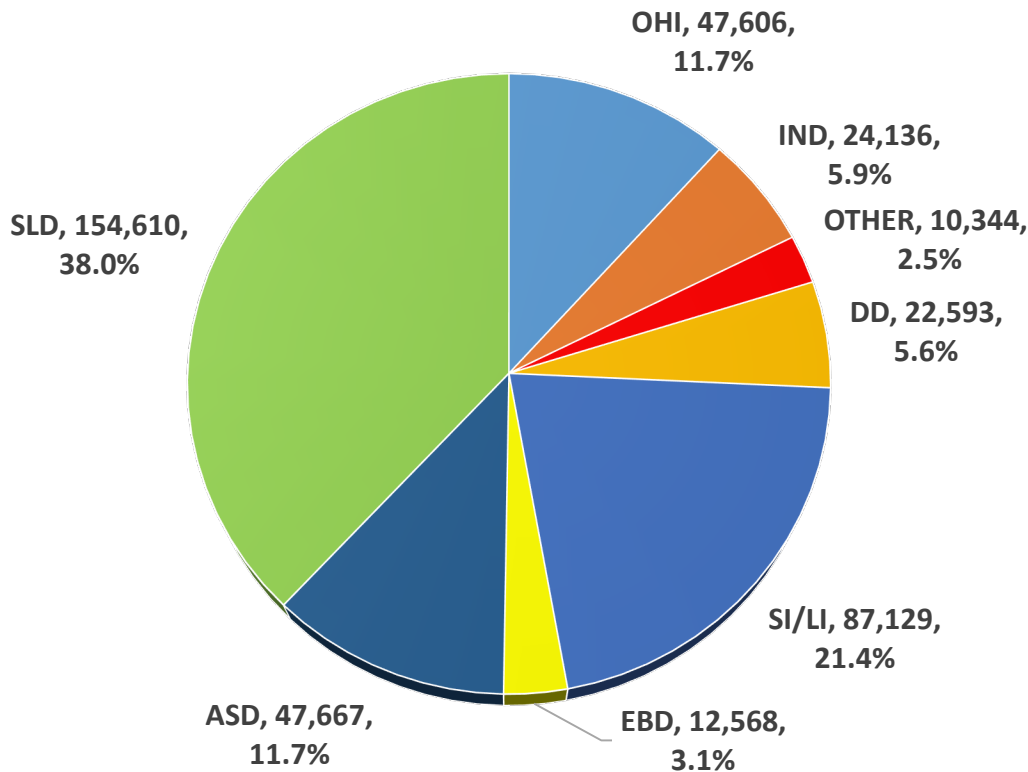
Florida's SWD as Percent of Total Population
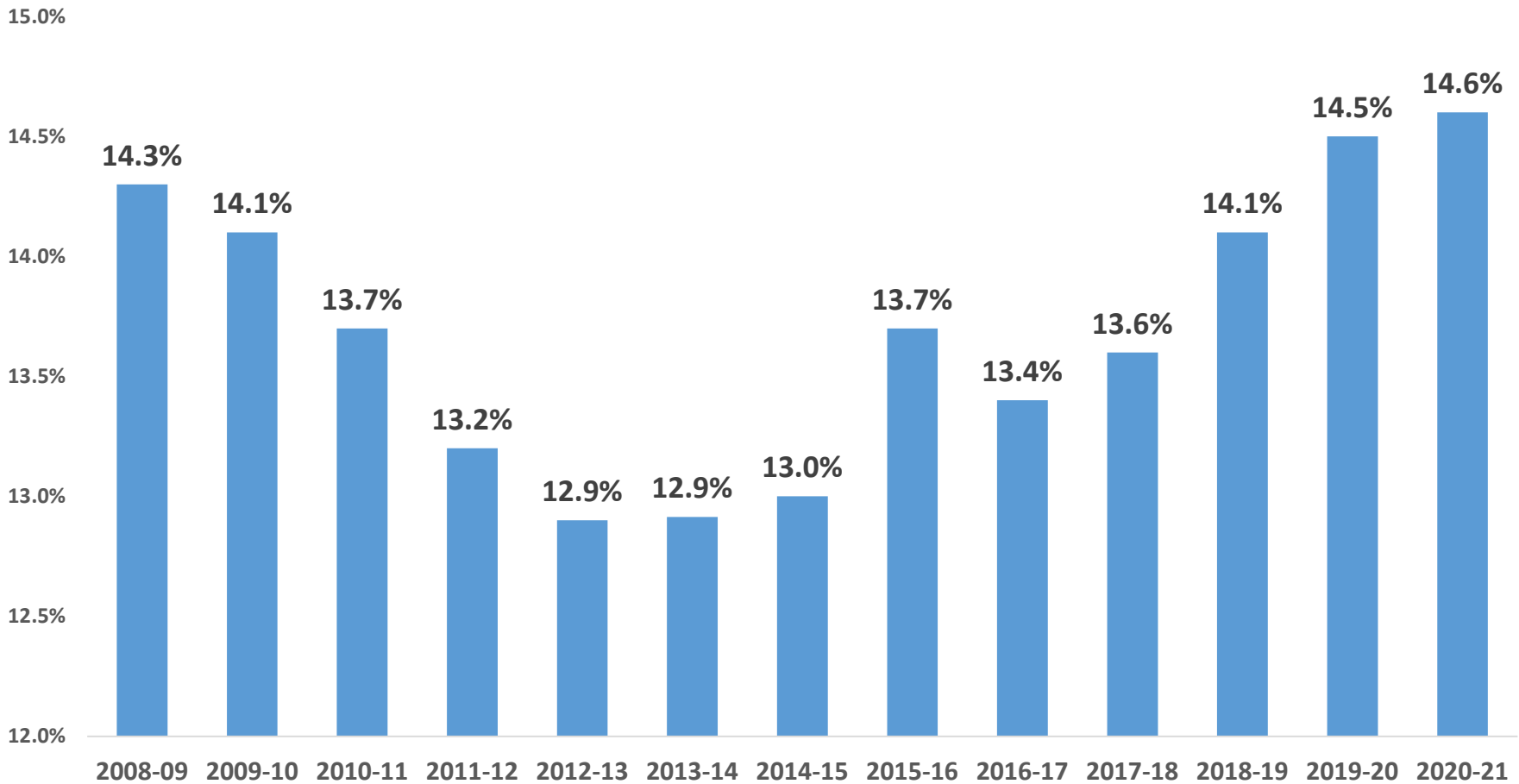
Source: Final Survey 2, 2020-21, EDStats Online Tool

Florida's Students with Disabilities
Fall 2020

Total SWD = 406,944

OHI, 47,606, 11.7%

IND, 24,136, 5.9%

OTHER, 10,344, 2.5%

SLD, 154,610, 38.0%

DD, 22,593, 5.6%

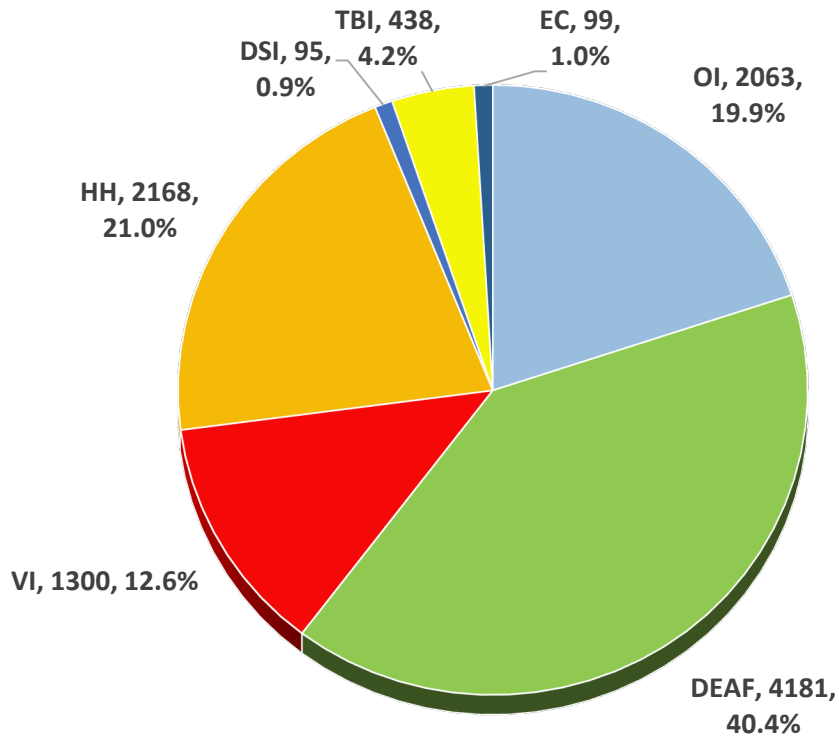SI/LI, 87,129, 21.4%

ASD, 47,667, 11.7%

EBD, 12,568, 3.1%

Areas 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 or Behavioral Disability

Other – Defined on next slide

Source: Final Survey 2, 2020-21

Florida's Students with Disabilities
Fall 2020, Other Categories

Total Other SWD = 10,344

Pie chart labels:
- DSI, 95, 0.9%
- TBI, 438, 4.2%
- EC, 99, 1.0%
- OI, 2063, 19.9%
- HH, 2168, 21.0%
- VI, 1300, 12.6%
- DEAF, 4181, 40.4%
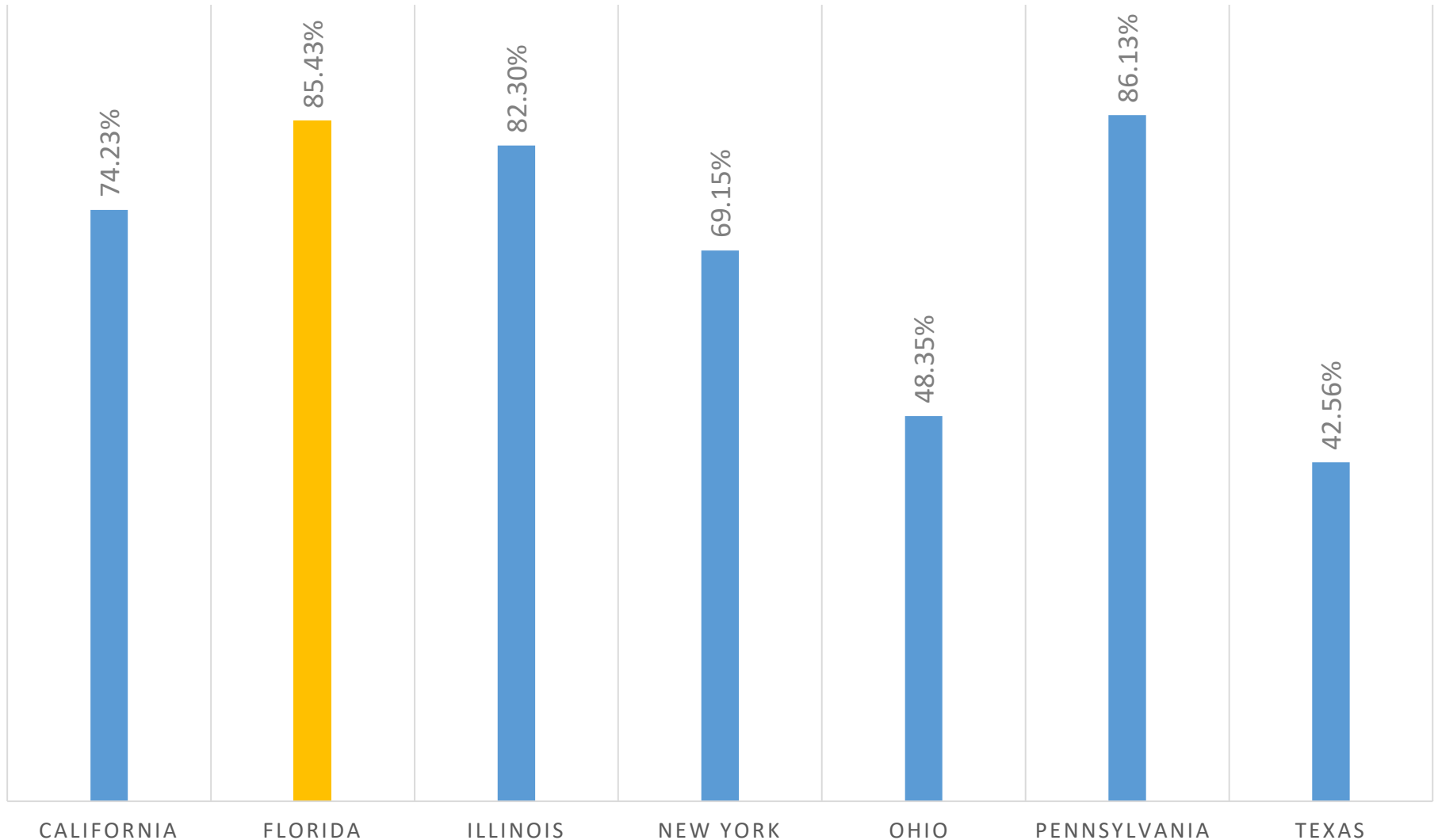
Other Disabilities
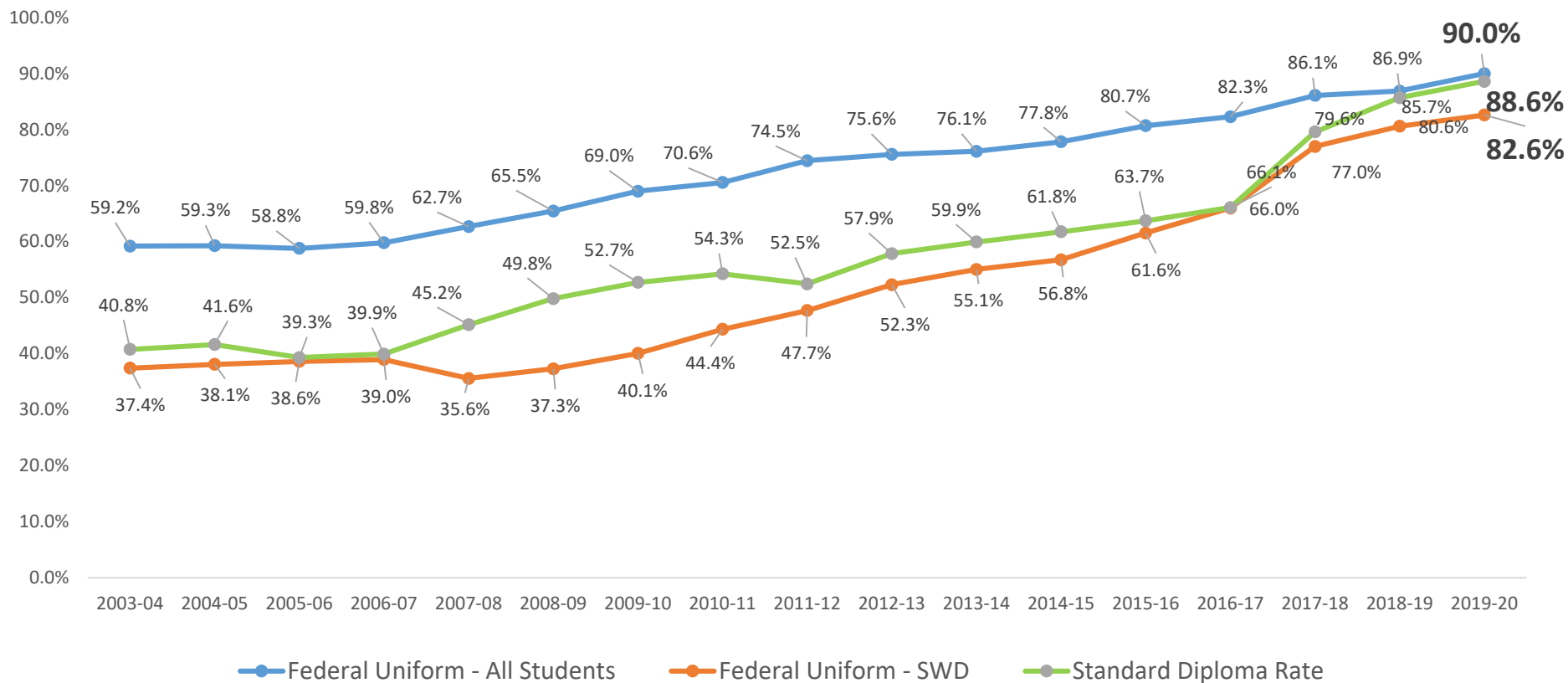
HH – Hospitalized or Homebound

DSI – Dual Sensory Impaired

TBI – Traumatic Brain Injury

EC – Established Conditions (0-2)

OI – Orthopedic Impairment

DEAF – Deaf or Hard of Hearing

Source: Final Survey 2, 2020-21

2018-2019 STANDARD DIPLOMA RATES: 7 LARGEST STATES

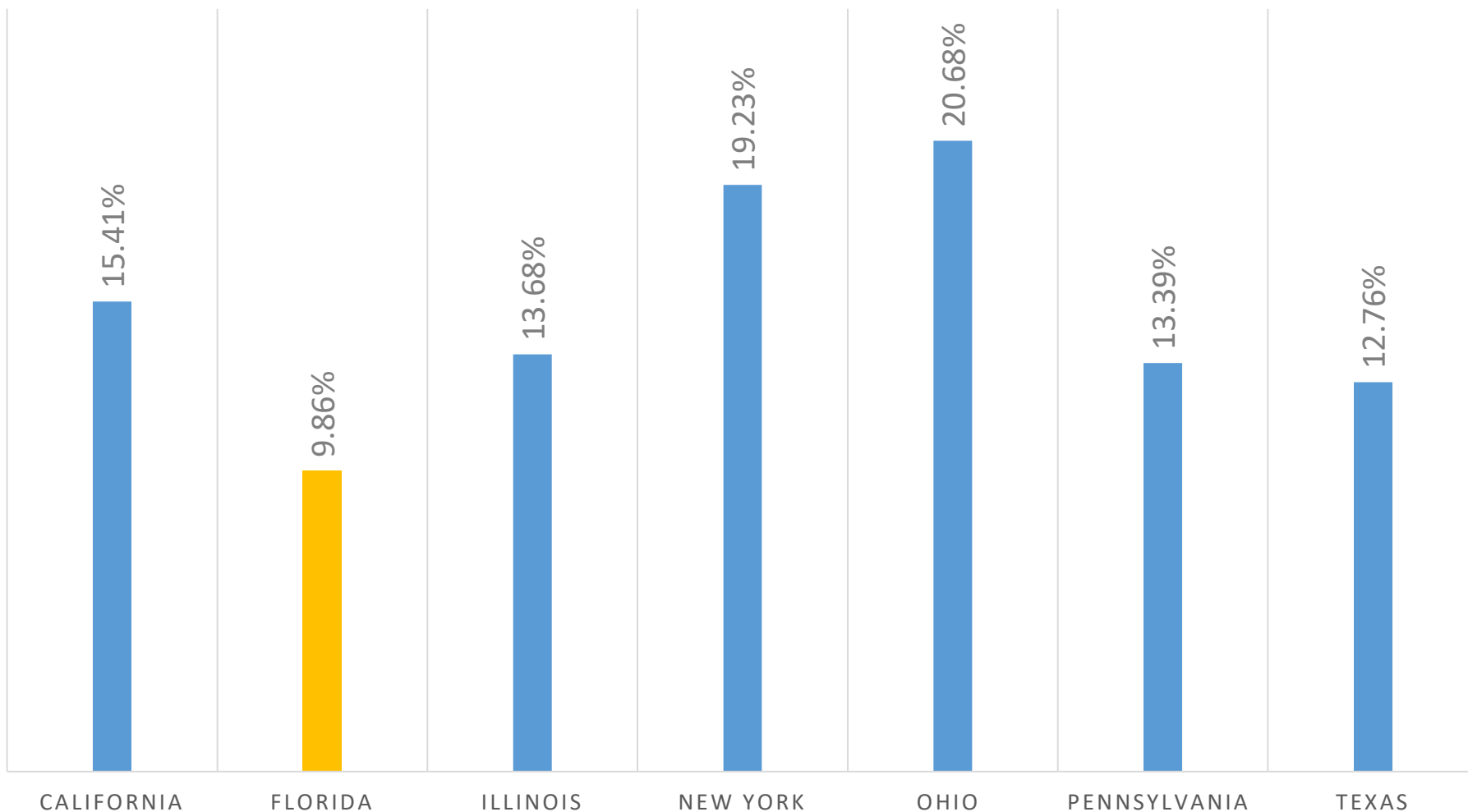| State	Rate
CALIFORNIA	74.23%
FLORIDA	85.43%
ILLINOIS	82.30%
NEW YORK	69.15%
OHIO	48.35%
PENNSYLVANIA	86.13%
TEXAS	42.56%

https://sites.ed.gov/idea/osep-fast-facts-school-aged-children-5-21-served-under-idea-part-b-21/

Florida's Graduation Rates

2018-2019 DROP OUT RATE - STUDENTS WITH DISABILITIES - 7 LARGEST STATES

State	Rate
CALIFORNIA	15.41%
FLORIDA	9.86%
ILLINOIS	13.68%
NEW YORK	19.23%
OHIO	20.68%
PENNSYLVANIA	13.39%
TEXAS	12.76%

https://sites.ed.gov/idea/osep-fast-facts-school-aged-children-5-21-served-under-idea-part-b-21/

Drop-out Rate for Students with Disabilities
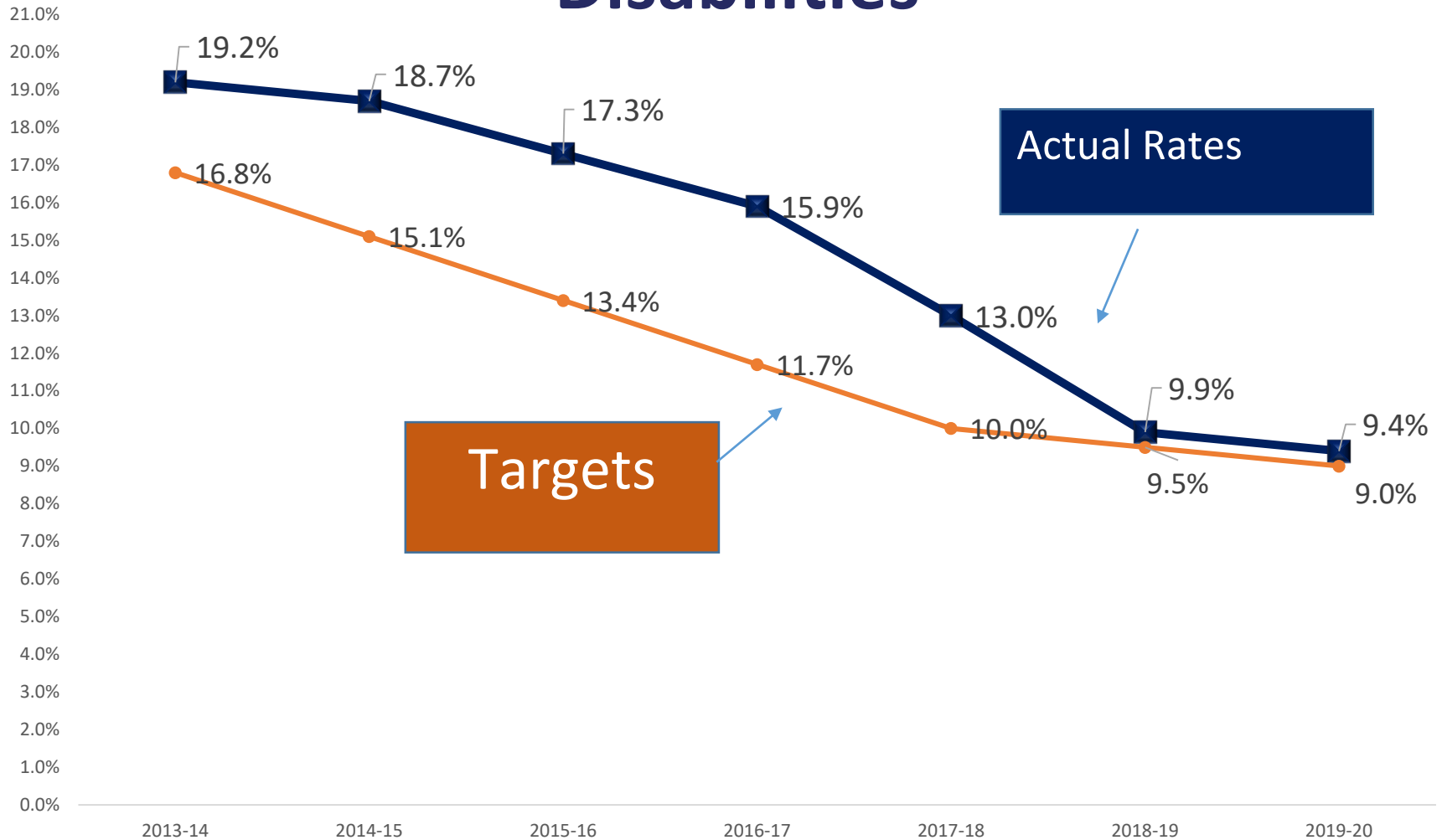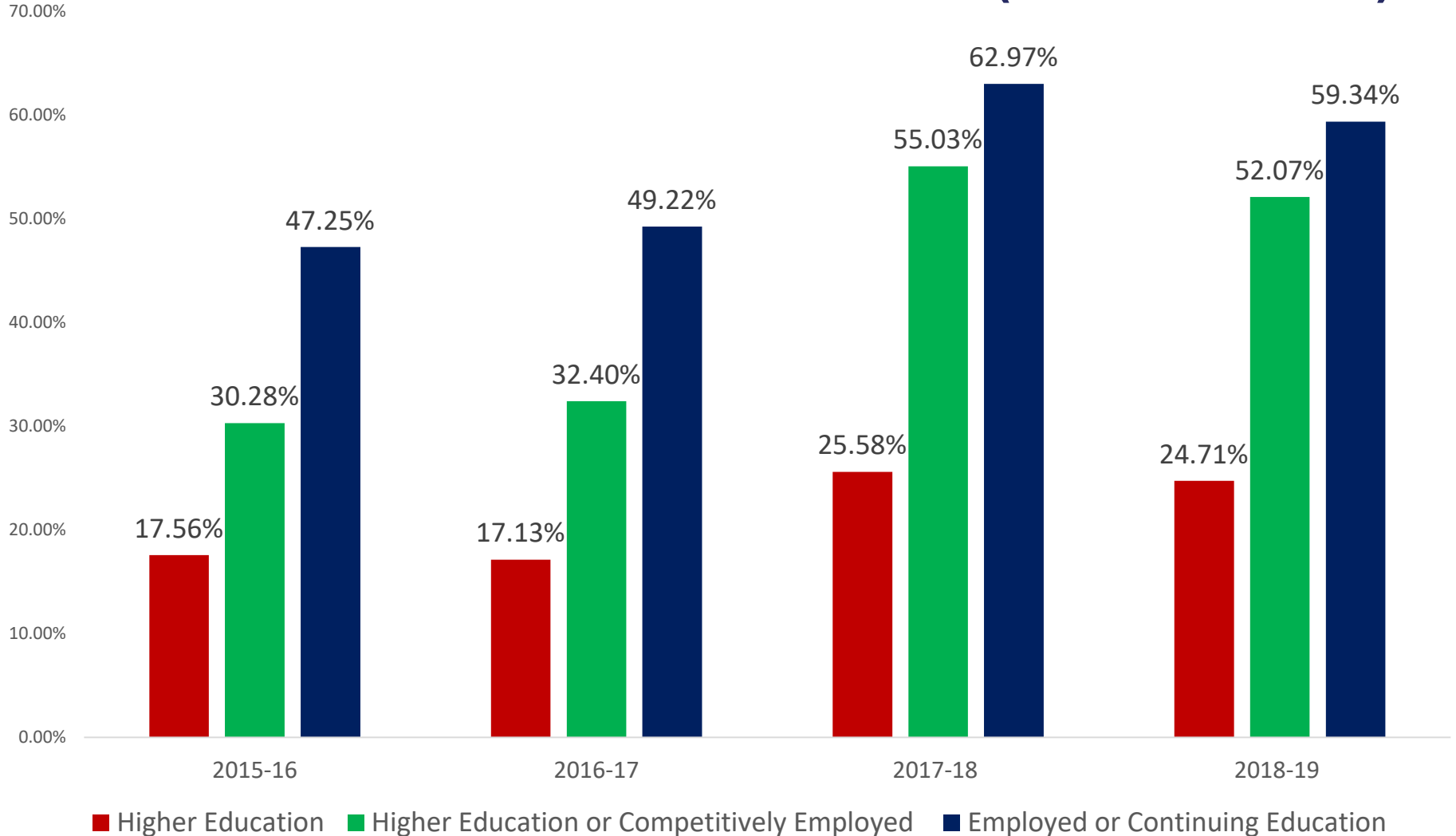
Post-School Outcomes for SWD (Performance)

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

2018-19 Post-School Outcomes (SWD and All)

Bar chart comparing SWD and All Students across three outcome categories:

- **Higher Education**: SWD 24.71%, All Students 52.86%
- **Higher Education or Competitively Employed**: SWD 52.07%, All Students 75.35%
- **Employed or Continuing Education**: SWD 59.34%, All Students 80.49%

Legend: ■ SWD ■ All Students
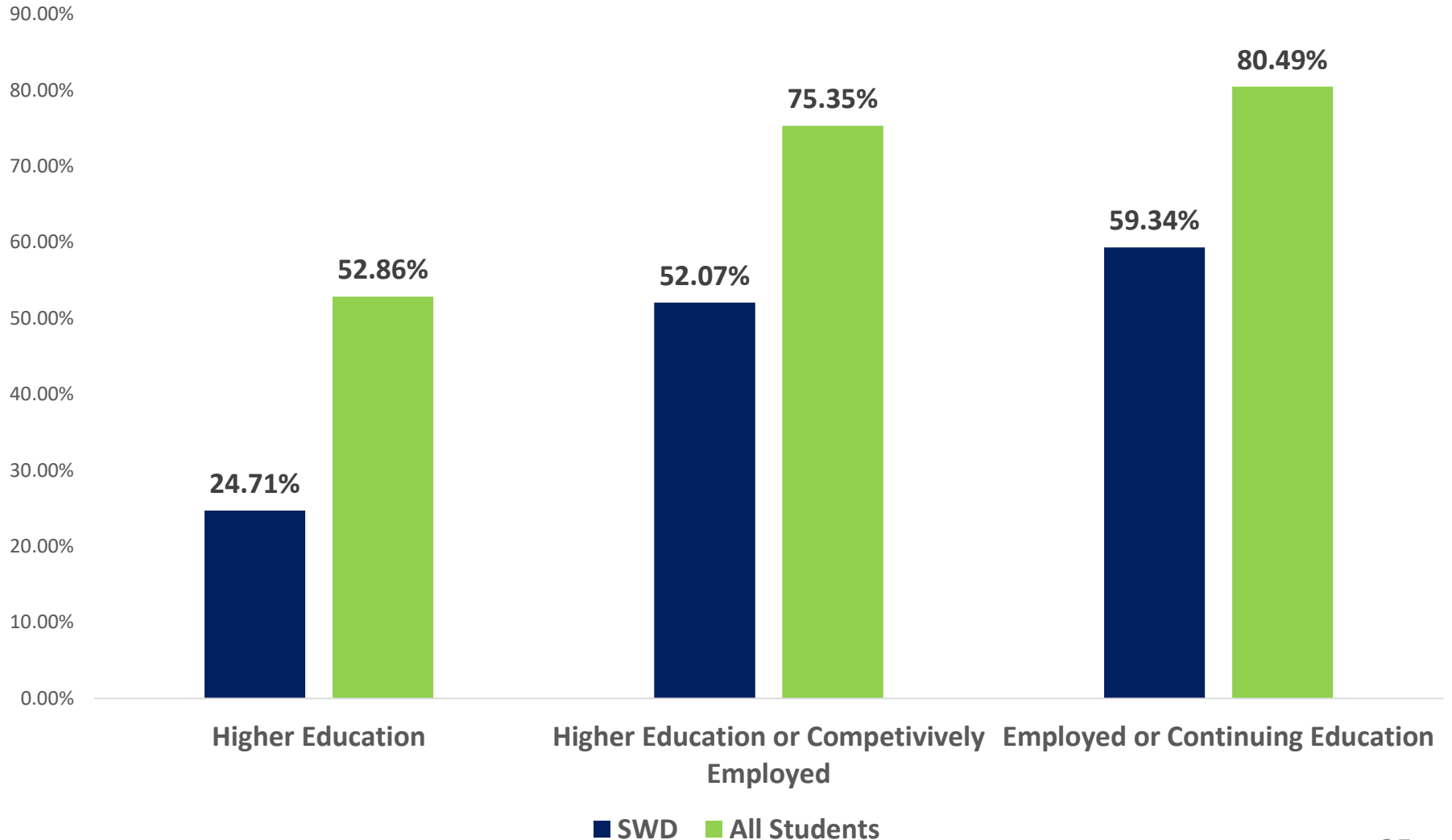
Poll: What do you need to know more about in terms of data and reporting specific to students with disabilities that would better support you and your district?

Eligibility Criteria for a Student to be Instructed on Alternate Achievement Standards in Florida

Start with the End in Mind

The state's alternate assessment, based on alternate academic achievement standards, is meant for a very small number of children with significant cognitive disabilities. Although life after school seems a long time away, taking the alternate assessment instead of the general state test can affect your child's future.

Graduation

Further Education and Training

Military Service

Employment

Five things to consider when making state test decisions:

1. Disability	2. Yearly	3. Guidelines	4. Agreement	5. Instruction
Only children with the most significant cognitive disabilities can take the alternate state assessment.	Every year the IEP team should make the decision about which test your child will take.	IEP team members use the state's participation guidelines to decide whether your child should take the state alternate assessment or the state general assessment.	Everyone on the IEP team should agree that your child meets each of the state's participation criteria for taking the alternate assessment.	All children are taught academic content for their enrolled grade level. Students who take the alternate assessment may need content presented in reduced depth, breadth, or complexity.

For more information talk to your child's teacher or visit your state's alternate assessment website.

https://nceo.umn.edu/docs/OnlinePubs/Tool7Infographic.pdf
www.FLDOE.org

34 CFR § 200.1 - State responsibilities for developing challenging academic standards.

(d) Alternate Academic Achievement Standards. For students under section 602(3) of the Individuals with Disabilities Education Act (IDEA) with the most significant cognitive disabilities who take an alternate assessment, a State may, through a documented and validated standards-setting process, define alternate academic achievement standards, provided those standards -

(1) Are aligned with the State's challenging academic content standards;

(2) Promote access to the general curriculum, consistent with the IDEA;

(3) Reflect professional judgment as to the highest possible standards achievable by such students;

(4) Are designated in the individualized education program developed under section 614(d)(3) of the IDEA for each such student as the academic achievement standards that will be used for the student; and

(5) Are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment, consistent with the purposes of the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act, as in effect on July 22, 2014, and § 200.2(b)(3)(ii)(B)(2).

Eligibility Criteria for Instruction in Florida Standards Access Points and Participation in the FSAA

1. Does the student have a disability?

    1. If so, is it a cognitive disability?

    2. If so, is it a significant cognitive disability?

    3. If so, is it among the ***most*** significant cognitive disabilities?

2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.?

3. Does the student require direct instruction in academic areas of English language arts (ELA), mathematics, social studies and science based on Access Points in order to acquire, generalize and transfer skills across settings?

4. Students correctly enrolled in access courses must take the Florida Standards Alternate Assessment (FSAA).

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.

District Specific Procedure: Rule 6A-1.0943(5)(e), F.A.C.

"(e) Each school district must submit to the Department of Education a procedure to identify students with the most significant cognitive disability when a global, full-scale intelligence quotient score is unattainable. In order to be approved for use by a district, the procedure must:

1. Include data from multiple sources;

2. Meet the criteria found in paragraphs (5)(c) and (d); and

3. Be documented in the district's annual ESE Policies and Procedures, as required by section 1003.57, F.S."

What Does IDEA Say About Inclusion?

- Children with disabilities are educated with their non-disabled peers to the maximum extent possible.

- Per federal regulation, the long-standing use of the term regular educational environment "encompasses regular classrooms and other settings in schools such as lunchrooms and playgrounds in which children without disabilities participate" (71 Fed. Reg. 46585).

- Removal of children from the "regular education environment" occurs only when the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

What Does Florida Say About Inclusion?

According to Section 1003.57(1)(a), Florida Statutes:

"The school district shall use the term "inclusion" to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a teacher is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research."

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Can a student working on Access Points participate in general education classroom?

Yes. ALL standards (from general standards to Access Points) are setting neutral and can be taught in self contained OR general education classroom settings. For additional information on scheduling methods, please refer to the narrative section of the current Course Code Directory (CCD) under the chart entitled Certification/Highly Qualified Requirements for Different Scheduling Methods Used for Students with Disabilities (http://fldoe.org/policy/articulation/ccd/) .

[34 CFR § 300.116(e)]

Regular Class Placement (Ages 6-21)

Chart showing 2020-21 at 77.6%

Y-axis: 90.0%, 80.0, 70.0, 60.0, 50.0, 40.0, 30.0, 20.0, 10.0, 0.0

Source: Survey 2 Preliminary Data as of 12-11-20

February 2020: Promising Policies to Address the Needs of Students with Disabilities

https://edpolicyinca.org/sites/default/files/2020-02/r_humphrey_feb20_0.pdf

- Key Findings:
  - "SWDs [Students with disabilities] who had full inclusion placements appeared to outperform similar students who were not included to the same extent in general education classrooms with their peers without disabilities."
  - "From 2005 to 2017, Florida's inclusion rate has increased by 20 percentage points. By comparison, California's inclusion rate has increased by less than 6 percentage points, while the national average has increased by nearly 10 percentage points."
  - Since 2005, Florida has dramatically increased its inclusion rate along with its NAEP scores and reduced the gap between SWDS and general education students.

Regular Class Placement (Ages 6-21) by Exceptionalities 2015-16 through 2019-20

100.0%

90.2%

Source: Final Survey 2 Data

IND ASD EBD OHI SLD

www.FLDOE.org

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Inclusion and students with the most significant cognitive disabilities

- TIES Center Report 104

- Research shows positive benefits of inclusion for students with the most significant disabilities, but also for their general education peers as well (Carter et al., 2016; Jimenez, Browder, Spooner, & DiBiase, 2012).

- Students with intellectual disability can make progress on academic as well as social goals in inclusive classrooms (e.g., Brock, Biggs, Carter, Cattey, & Raley, 2016; Heinrich, Collins, Knight, & Spriggs, 2016).

What should happen when a student is moved from instruction in Access Points – Alternate Academic Achievement Standards to instruction in general standards?

If the decision is made to move a student to general standards, the IEP team should use data to decide if the student's revised IEP needs to include any additional services, supports and accommodations, including assistive technology, to support the transition back to instruction in general education standards.

True or False: You cannot instruct students in a self-contained class using general standards (non-Access).

False. Students in a self-contained class can be instructed using general standards.

All academic achievement standards are placement neutral and can be provided to students in any educational placement or setting.

Six Key Practices for Moving Your Numbers

What Matters Most: Key Practices Guide

KEY PRACTICE 1: USE DATA WELL

While districts, schools, and individual teachers use data and have been for some time now, there has been too much emphasis placed only on the performance of students on state assessments. While these data are important for strategic planning, they provide little ongoing guidance to teachers or administrators. Districts that have "moved their numbers" for all children have or are engaged in developing district-wide processes that allow for more collective use of relevant data to make smarter decisions, including the ongoing assessment of teaching and learning at the classroom, school, and district levels. These processes include the development, implementation, and ongoing use of teacher-developed formative assessments, and the use of grade-level/departmental/course, and vertical teams to collaboratively score these shared assessments and plan for shared instruction. They also include the use of building and district benchmark assessments. Fullan (2008) states that principals working directly with teachers in the use of data is more than twice as powerful as any other leadership dimension, and Leithwood and Jantzi (2008) found that the reliability for assessing student learning and district decision making was one critical characteristic of effective districts.
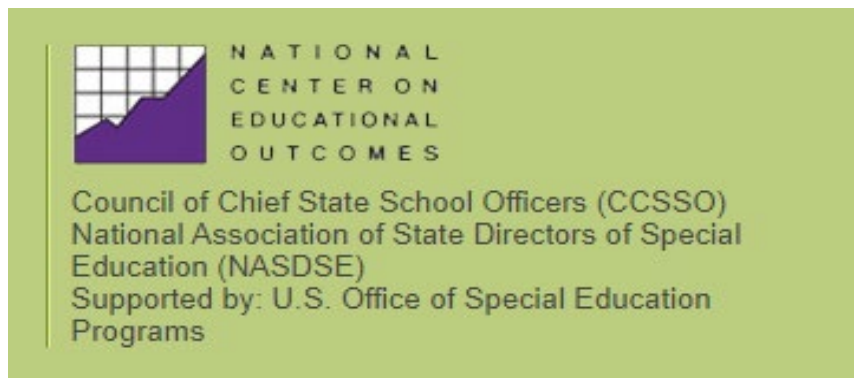
ROLE	CONSIDERATIONS For Increasing the Performance of Students with Disabilities as Part of District-wide Improvement
STATE EDUCATION AGENCIES (INCLUDING REGIONAL TA PROVIDERS)	*To what degree do state education agencies (SEAs):* ▪ Use data to identify and respond to common needs related to student learning across areas (e.g., regions, zones, intermediate/cooperative service areas, districts) of the state? ▪ Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts? ▪ Refine, redefine, or create new state systems of support focused on building the capacity of all districts in the state to improve instructional practice and student learning? ▪ Establish mechanisms for providing high-quality and consistent support - including facilitation and professional development - to all districts in the state in the effective use of data to improve the learning of all students and groups of students, such as students with disabilities? ▪ Provide tools/products/services that facilitate the effective use of data by all districts, schools, and teachers in improving instructional practice and student learning? ▪ Ensure that state initiatives are targeted to providing support to underperforming districts and, at the same time, are applicable to and used by all districts in the state to continually support higher levels of learning for all students?
DISTRICTS & THEIR SCHOOLS	*To what degree do districts and their schools:* ▪ Establish clear expectations for effective data use at all levels of the system? ▪ Use data to identify district, building, and classroom needs, and establish goals and performance targets at the district and school level? ▪ Use data to measure the degree of implementation of strategies/actions, including professional development, to reach district/school-identified goals? ▪ Use data to evaluate the effect of strategies/actions on student learning? ▪ Require teachers and teacher teams to use data to establish instructional priorities and inform instructional practice on an ongoing basis? ▪ Model and monitor the use of data to inform instructional decisions? ▪ Provide support at all levels in the effective use of data to facilitate higher levels of learning for all students and groups of students, such as students with disabilities?
PARENTS & FAMILIES	*To what degree are parents/families empowered to:* ▪ Provide relevant information and feedback to district/school personnel on multiple dimensions (e.g., academic, physical, social-emotional) of their child's progress and challenges? ▪ Participate as members of the district or school leadership/data team? ▪ Understand the importance of grade-level expectations in core content areas (e.g., reading, math)? ▪ Understand the implications of how their child's district/school/teacher(s) assesses what their child is learning and the level of learning? ▪ Work with the district/school/teacher(s) to collect data on their child's performance in designated areas?

1. Use data well
2. Focus your goals
3. Select and implement shared instructional practices
4. Implement deeply
5. Monitor and provide feedback and support
6. Inquire and learn

http://www.movingyournumbers.org/images/digital/myn-key-practices-guide/index.html

Six Key Practices: Districts & Their Schools

- http://www.movingyournumbers.org/what-matters-most/districts-their-schools

- Interactive Self-Assessment for Districts: http://www.movingyournumbers.org/images/resources/81157-self-assessment.pdf

NATIONAL CENTER ON EDUCATIONAL OUTCOMES
Council of Chief State School Officers (CCSSO)
National Association of State Directors of Special Education (NASDSE)
Supported by: U.S. Office of Special Education Programs

Use Data Well

To what degree do districts and their schools:

- Establish clear expectations for effective data use at all levels of the system?
- Use data to identify district, building, and classroom needs, and establish goals and performance targets at the district and school level?
- Use data to measure the degree of implementation of strategies/actions, including professional development, to reach district/school-identified goals?
- Use data to evaluate the effect of strategies/actions on student learning?
- Require teachers and teacher teams to use data to establish instructional priorities and inform instructional practice on an ongoing basis?
- Model and monitor the use of data to inform instructional decisions?
- Provide support at all levels in the effective use of data to facilitate higher levels of learning for all students and groups of students, such as students with disabilities?

Poll: What factors should be considered when determining who is reviewing and how often district-level data specific to students with disabilities is reviewed?

Using Data Well Activity

- Sharing Promising Practices

Data Resources

- Data Meeting Toolkit

- Spreadsheet for Calculating Disproportionality Measures

- Addressing Success Gaps: White Paper

- Addressing Success Gaps: Indicators of Success Rubric

- Civil Rights Data Collection (CRDC)

- Florida Report Card

Resources

TIES Center: Support for your leaders and teachers

- https://tiescenter.org/resources

- https://tiescenter.org/resource/ties-brief-4-providing-meaningful-general-education-curriculum-access-to-students-with-significant-cognitive-disabilities

Florida Rule 6A-6.03311, F.A.C.

- Effective July 14, 2021

- Updated Notice of Procedural Safeguards for Parents of Students with Disabilities posted at Publications & Presentations (fldoe.org)

  - Notice of Procedural Safeguards for Parents of Students with Disabilities (PDF)

  - Notice of Procedural Safeguards for Parents of Students with Disabilities - Spanish (PDF)

  - Notice of Procedural Safeguards for Parents of Students with Disabilities - Haitian Creole (PDF)

NEW! Posted Pre-recorded Webinars

- https://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/presentations.stml

- Webinars currently posted
  - IDEA Part B Fiscal Overview
  - CEIS & CCEIS
  - What is Secondary Transition?
  - *Updates to Access Points- Alternate Academic Achievement Standards (AP-AAAS)

  More Coming Soon!

October 1 Posting of SWD Restraint Data

Consistent with Section 1003.573, F.S., as amended by HB 149 and beginning October 1, 2021, monthly data on incidents of restraint for students with disabilities was made available on the department's website located at https://www.fldoe.org/academics/exceptional-student-edu/data/.

- Districts and schools reporting less than 10 students are asterisked.

BESE PD Portal

- The BESE PD Portal offers a variety of online courses for Florida stakeholders that will increase their ability to respond to the needs of students with disabilities.

- The courses from the PDA site and the PD Portal site have been combined to create a "one-stop" for professional development related to students with disabilities.

- https://fl-pda.org/

BESE Discretionary Projects

BESE Discretionary grants are awarded to district, university or other agencies that have specialized expertise to provide direct and indirect supports and services to school districts in order to assist districts to provide exceptional student education to students with disabilities and gifted students throughout Florida.

- http://fldoe.org/core/fileparse.php/7567/urlt/IDEADisGrantProDesc.pdf

Resources for Support

- Six Key Practices: District Self-Assessment Guide
- IEP Meeting Facilitation training
  - FDLRS or Key2Ed
- **National Technical Assistance Centers**
  - The Center for Appropriate Dispute Resolution in Special Education or CADRE
  - TIES Center for the Inclusion of Students with Significant Cognitive Disabilities
  - National Center of Educational Outcomes
  - OSEP TA Network

FDOE/BESE Contacts

- **Data Questions:** askbeessdata@fldoe.org
- **Grant Questions:** IDEAgrant@fldoe.org
- **IDEA Compliance Questions:** BEESSMonitoring@fldoe.org
- **Other Questions:** BESESupport@fldoe.org

- Victoria Gaitanis, Bureau Chief
  - Victoria.Gaitanis@fldoe.org
- Dr. Erin Sampson, Deputy Bureau Chief
  - Erin.Sampson@fldoe.org

Thank You!

BESE looks forward to continuing to partner with all stakeholders as we prioritize the collaborative work to support the provision of a world class educational system for all students, including students with disabilities.