



Connecting with K-12 Systems

Bureau of Exceptional Education and Student Services (BEES)

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



The Emphasis of IDEA 2004

“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”
(20 U.S.C. section 1400(c)(1))

Moving from Access to Attainment: Statewide Equity and Excellence

Increase Number of Students Graduating College
and Career Ready

- Improve Graduation Rate
- Decrease Dropout Rate
- Improve Post-School Outcomes Results

Best Practices for Inclusive Education

According to section 1003.57(1), Florida Statutes (F.S.)

“Once every 3 years, each school district and school shall complete a Best Practices for Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district’s exceptional student education policies and procedures.”

Definition of Least Restrictive Environment (LRE)

- Students with disabilities (SWD) are educated with their nondisabled peers to the maximum extent possible
- Removal of students 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

(IDEA 2004)



Moving Your Numbers



Purpose: To help school districts nationwide better learn how to identify and help struggling learners



A Union of Professionals



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

Six Key Practices	If FDOE Leads	Then Local Education Agency (LEA)	Then Schools	Then Students
1. Uses Data Well	<ul style="list-style-type: none"> Identify and respond to community needs Refine or create state systems of support 	<ul style="list-style-type: none"> Establish clear expectations for data use Use data to identify need, measure implementation and impact on student learning 		<p>Will engage, progress, and graduate college, career and life ready.</p>  <p>Photos provided by Thinkstock</p>
2. Focus Goals	<ul style="list-style-type: none"> Establish common goals Provide products and services to facilitate focused goal setting and coherent plans 	<ul style="list-style-type: none"> Establish priority on improving teaching and learning Ensure alignment of goals Take leadership responsibility for goal setting 		
3. Select & Implement Shared Instructional Practices	<ul style="list-style-type: none"> Serves to help districts improve quality of instruction to all students Establishes statewide system of supports to districts 	<ul style="list-style-type: none"> Align standards-based instruction to district goals Build common language understanding Require ongoing progress monitoring 		
4. Implement Deeply	<ul style="list-style-type: none"> Limits state and district requirements Provides products and services that help districts fully implement strategies 	<ul style="list-style-type: none"> Ensure consistency implementation of selected improvement strategies Require aligned school structures Provide support and accountability 		
5. Monitor & Provide Feedback	<ul style="list-style-type: none"> Helps districts understand relationship between monitoring for improvement and monitoring for compliance 	<ul style="list-style-type: none"> Use district identified formative indicators for implementation Provide differentiated support Measure effectiveness 		
6. Inquire & Learn	<ul style="list-style-type: none"> Evaluates adult and student learning Recognizes continuous improvement of all students and specific groups of students 	<ul style="list-style-type: none"> Pursue continuous improvement Establish decision-making process Provide active oversight of instruction 		

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 for students with disabilities from 52.3% (2012-13 graduates) to 62.3% (2017-18 graduates) and closing the graduation gap (baseline 23.2 percentage points in 2012-13) for students with disabilities in half (< 11.6 points). 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))

Moving Your Numbers: Six Key Practices

- Use data well
- Focus your goals
- Select and implement shared instructional practices
- Implement deeply
- Monitor and provide feedback and support
- Inquire and learn

Movingyournumbers.org



movingyournumbers.org

moving your **numbers**
Our Purpose
Feature Stories
Key Practices
What Matters Most
Tools & Resources
About Us

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Children benefit when adults work together to:

- Rethink Roles**
- Redefine Leadership**
- Reverse the "Blame Game"**

[Read more](#) +





Our Purpose
To help school districts nationwide, better learn how to identify and help struggling learners

Learn More +



Feature Stories
Learn from the success of various districts across the country – large and small

Learn More +



Key Practices
Six essential practices to help generate and sustain academic gains

Learn More +



Key Audiences
Explore what this work means for YOU in your role

Learn More +

Our Work

Moving Your Numbers provides examples of real districts — from small rural communities to large urban centers — that are positively affecting the performance of all children, including students with disabilities, through collective and focused actions of adults. While different in demographics, each of these districts has publicly committed to improving teaching and learning for every child through effective data use and changing the ways in which adults across the system work and learn together.

Why It Matters

Is it possible to affect the learning of all children and win the 'numbers game' in the process? YES! The work featured on this site is not intended to tell people what to do. It is not about offering the program or strategy that can take the place of instructional leadership. Instead, this work is about encouraging people — at all levels of the education enterprise — to examine what they do

Feature Stories



Download MYN Resources

Have a success story to share? We would love to feature it! [Click here](#) »



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The Office of Special Education Programs (OSEP's) Accountability Framework - Results Driven Accountability

OSEP's accountability system includes a shift from a system focused primarily on **compliance** to one that puts more emphasis on **results**. Therefore, it is critical that resources be aligned to support improved educational results and functional outcomes for students with disabilities.

Part B State Performance Plan (SPP)

- Federal Requirement
- Evaluates the state's implementation of Part B
- Describes how the state will improve implementation
- Reports annually to OSEP on:
 - Performance of LEAs according to set targets
 - Its performance according to set targets



SPP (continued)

- There are 17 indicators to report on annually
- Report LEA and state performance on all 17
- Four indicators related to Secondary Transition:
 - Indicator 1 – Graduation
 - Indicator 2—Dropout
 - Indicator 13—Secondary Transition with IEP goals-
Compliance
 - Indicator 14—Secondary Transition Post-school
Outcomes

Graduation Target

- Each year, BEESS submits an Annual Performance Report to the federal Office of Special Education Programs
- States must choose a focus for improvement (State Identified Measureable Result)
- Florida's is to graduate students with disabilities college, career and life ready and decrease gap between SWD and all students
- Target is 85% or increase of 2% per year





Exceptional Student Education Eligibility

ESE Eligibility

- **Autism Spectrum Disorder-** defined to be a range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services
- **Deaf/ Hard-of-Hearing** - A student who is deaf or hard-of-hearing has a hearing loss aided, or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment
- **Emotional/Behavioral Disability-** 6A-6.03016, F.A.C. defines as persistent (is not sufficiently responsive to implemented evidence based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity

ESE Eligibility

- **Intellectual Disability (IND)**- An intellectual disability is defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills
- **Language Impaired (LI)**- are disorders of language that interfere with communication, adversely affecting performance and/or functioning in the student's typical learning environment, and result in the need for exceptional student education
- **Orthopedically Impaired (OI)**- Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g. including but not limited to skeletal deformity or spina bifida), and impairments resulting from other causes (e.g., including but not limited to cerebral palsy or amputations).

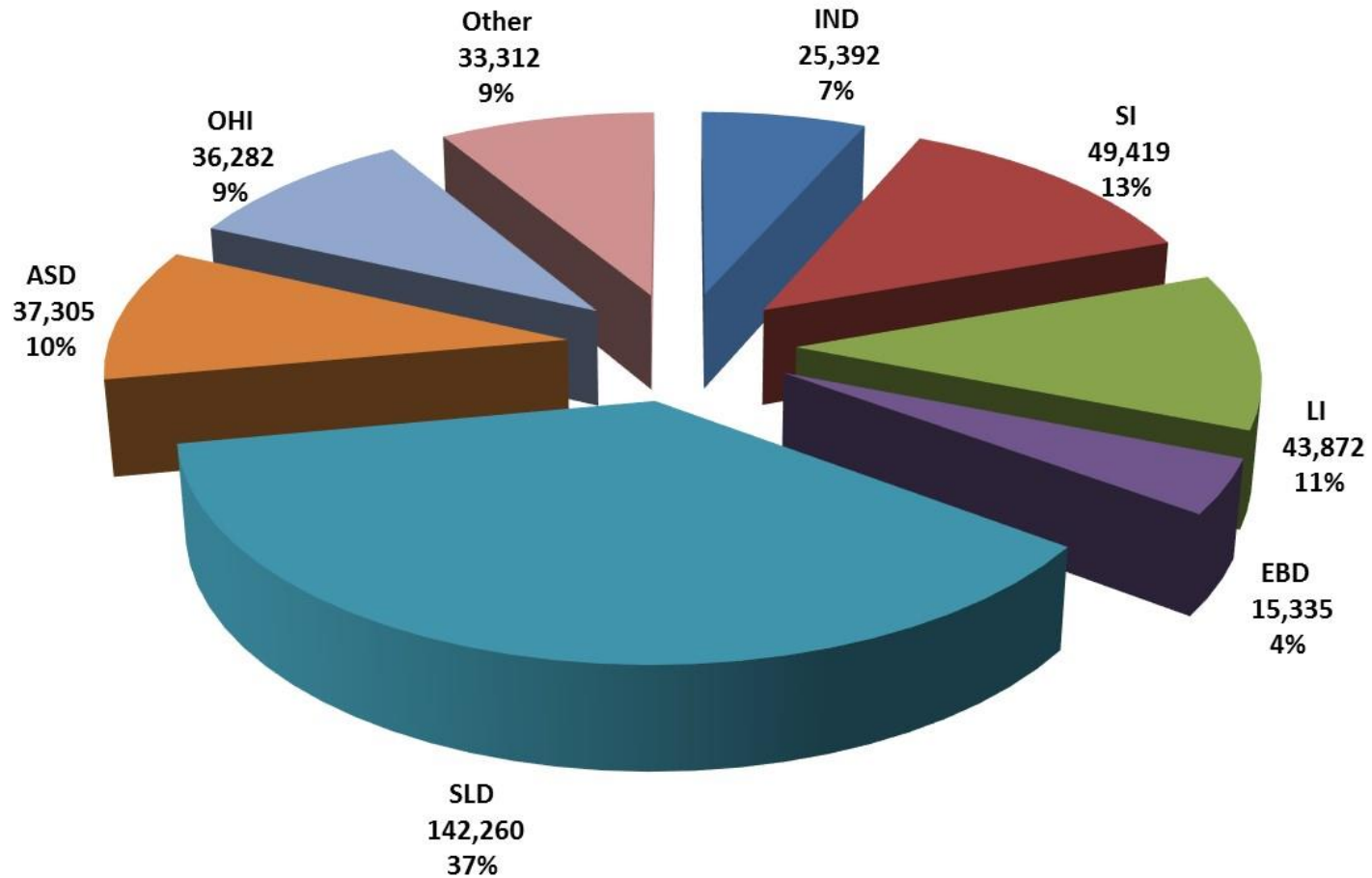
ESE Eligibility

- **Other Health Impairment (OHI)** – defined by having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems
- **Specific Learning Disability (SLD)** - defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia

ESE Eligibility

- **Speech Impairment (SI)**- disorders of speech sounds, fluency, or voice that interfere with communication, adversely affecting performance and/or functioning in the educational environment, and resulting in the need for exceptional student education.
- **Traumatic Brain Injury (TBI)** - an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance
- **Visually Impaired (VI) Blind or Partially Sighted** - Students who are visually impaired include students who are blind, have no vision, or have little potential for using vision or students who have low vision.

Florida's SWD, Fall 2016

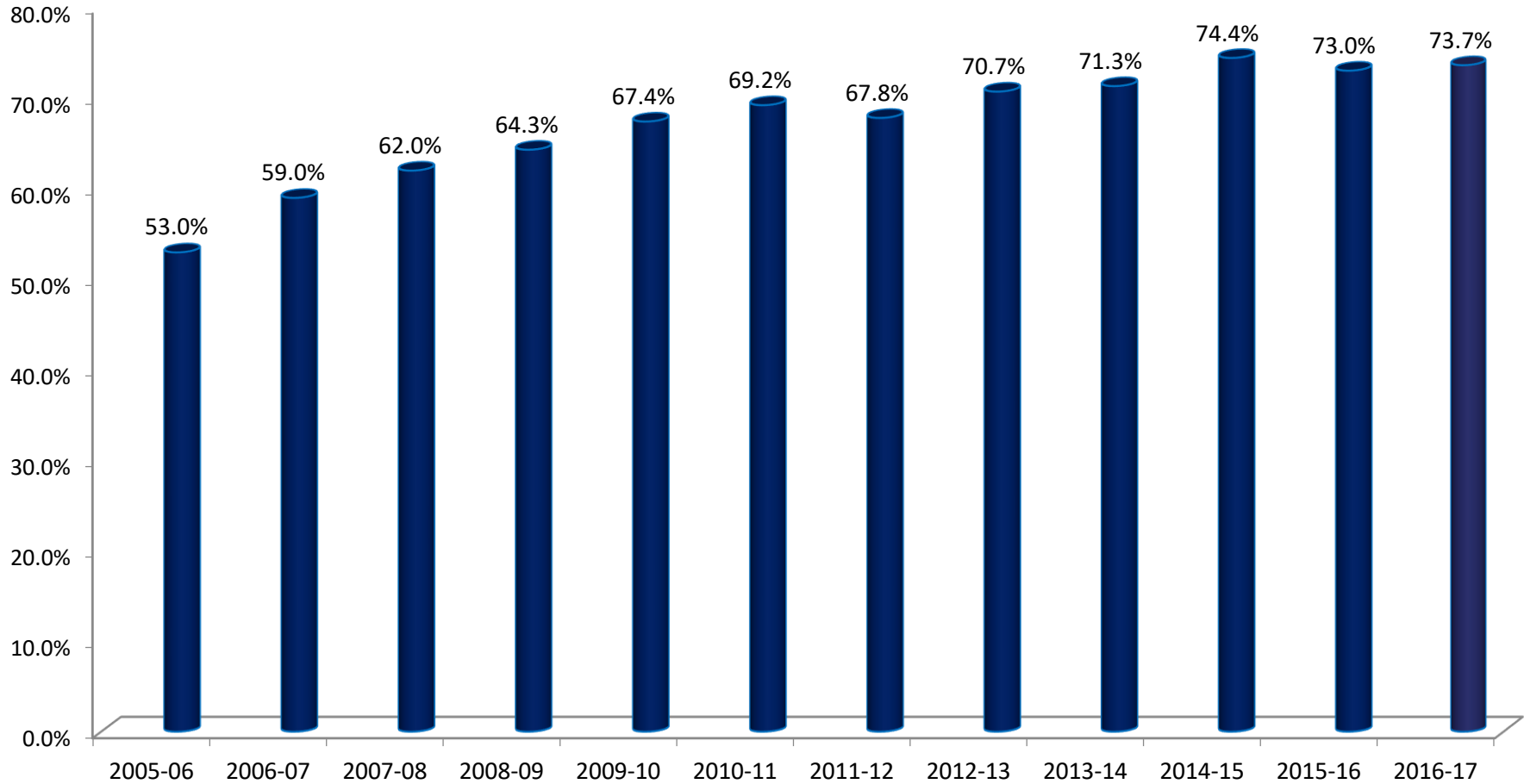


Source: File 63.355, Survey 2, Fall 2016 as of 4/18/17



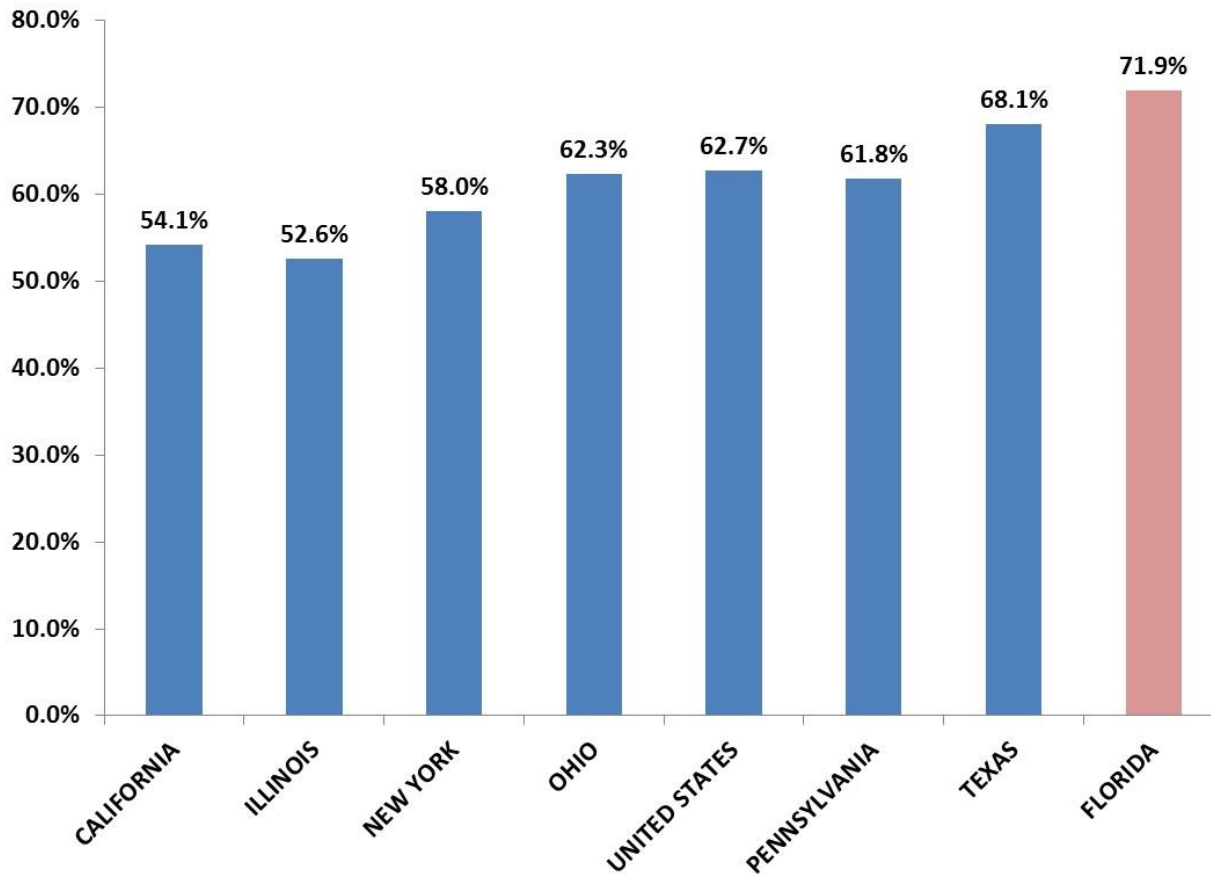
Data Review

Least Restrictive Environment/Regular Class Placement

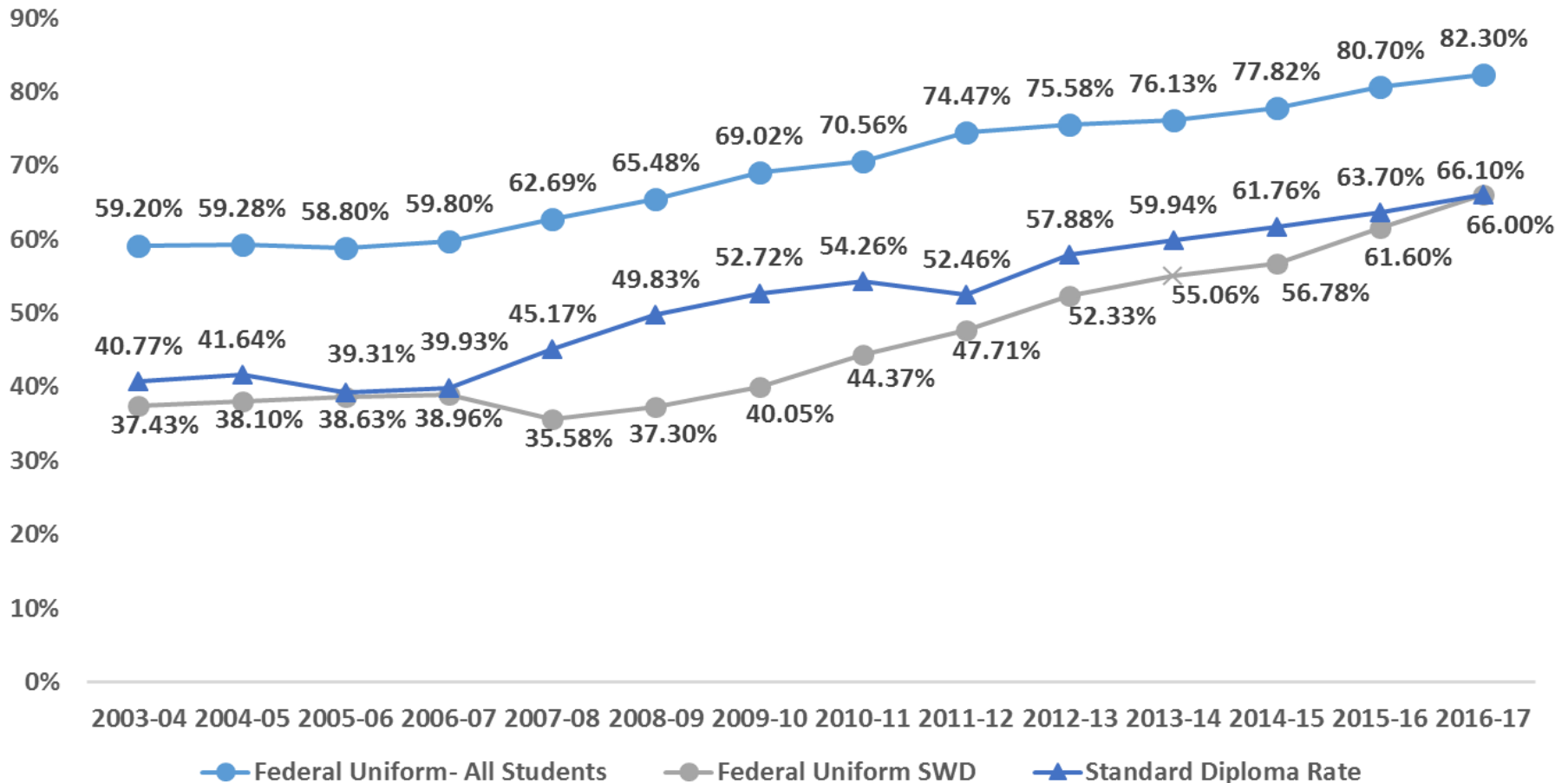


Seven Largest States

Percent of SWD in Regular Class Placement 2015-16



Graduation Data

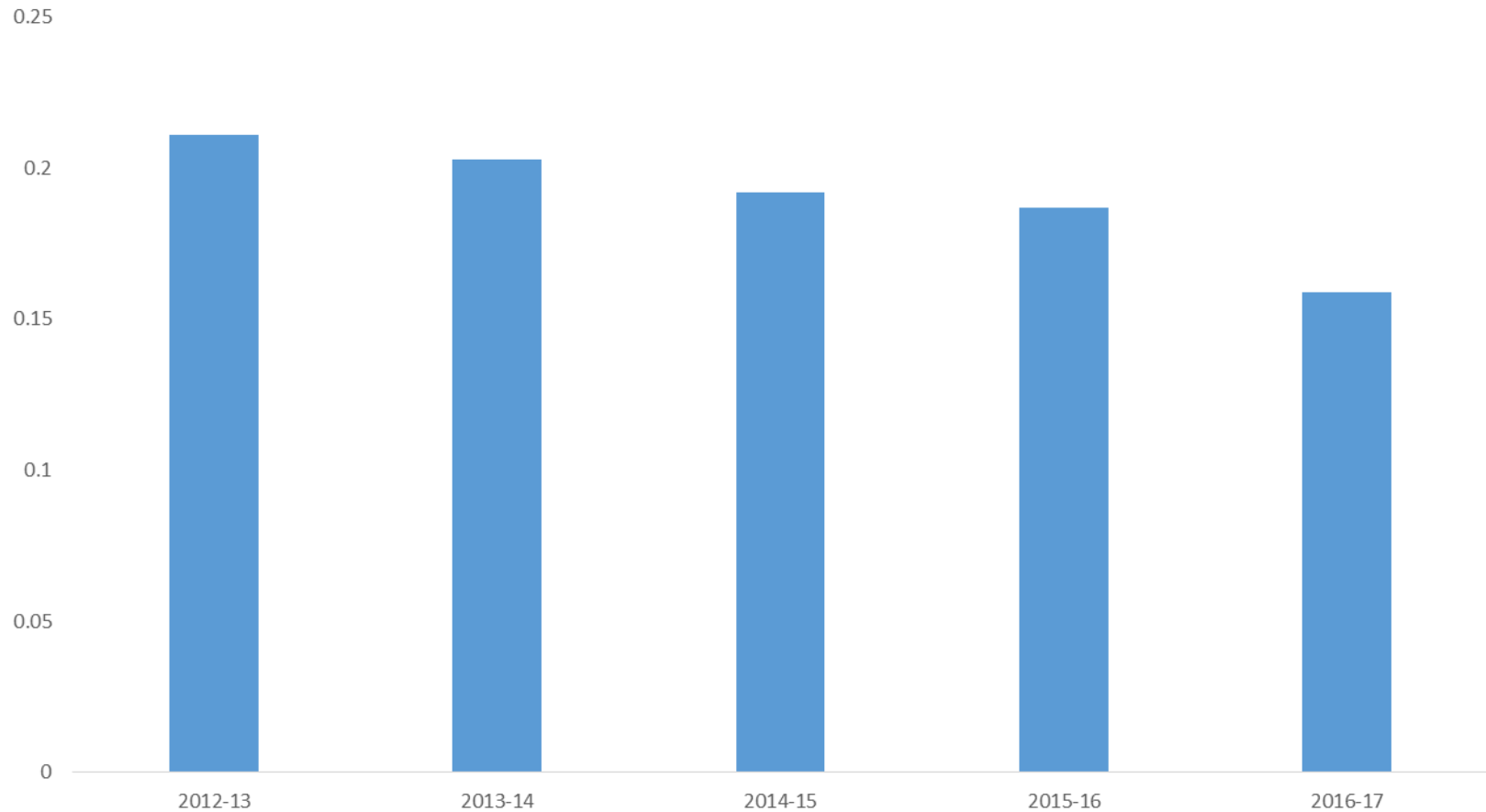




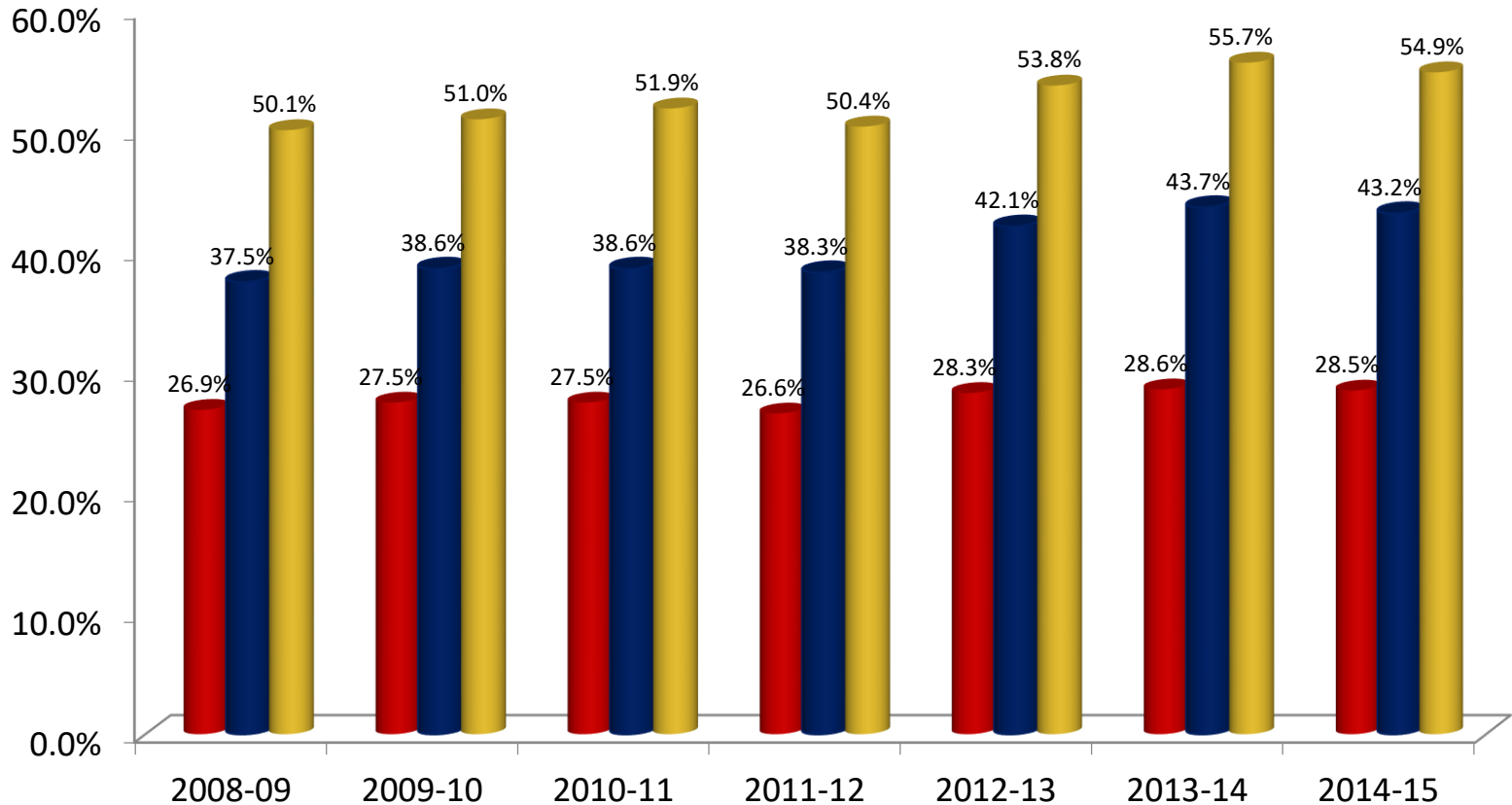
At or above
66% grad rate
for students
with
disabilities



Federal Dropout Rate

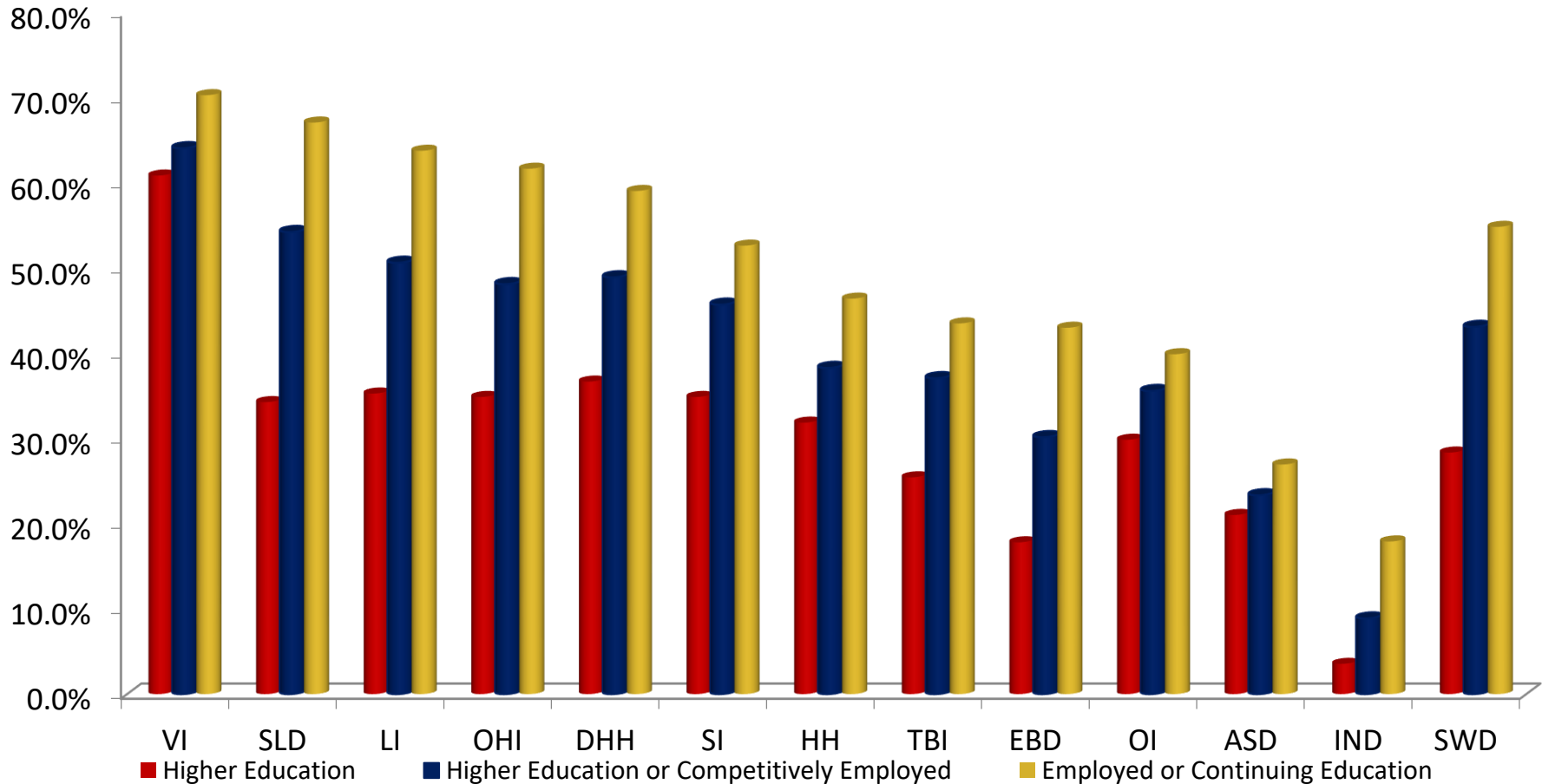


Post-school Outcomes (College, Career and Life Readiness)



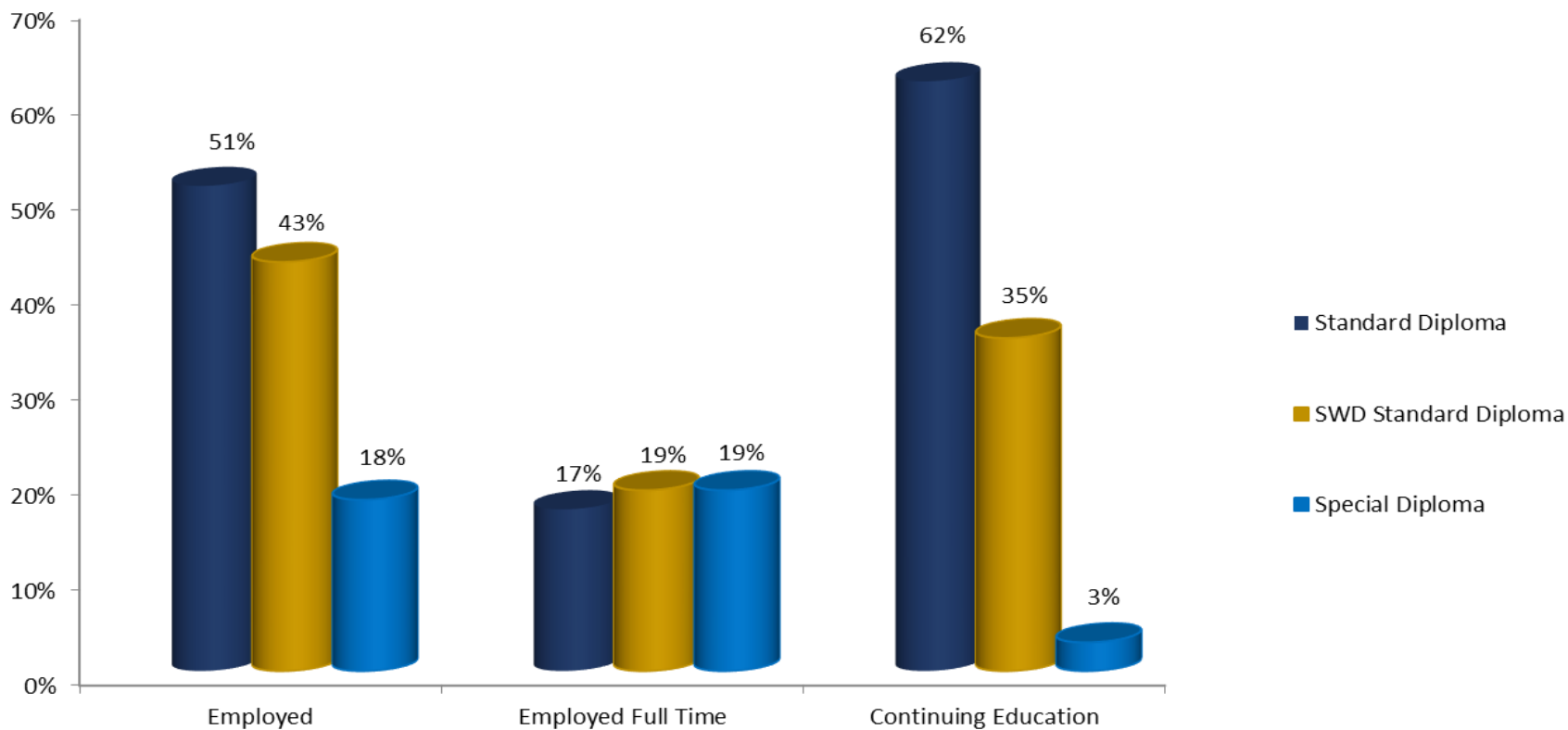
■ Higher Education ■ Higher Education or Competitively Employed ■ Employed or Continuing Education

Florida Outcomes Data by Disability Category (2014-15 graduates)



Source: FETPIP 2015 Annual Outcomes Report

2014-15 Graduates, Fall 2015 Findings





ESE Review

- IDEA
- IEP
- Secondary Transition

Individuals with Disabilities Act (IDEA)

- [34 CFR 300.1](#) ensures that all children with disabilities have available to them a free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living
- And in the least restrictive environment (LRE)
- FAPE may be provided up to age 22

Individualized Education Plan (IEP)

- Special education and related services that are provided through FAPE
- Developed by a team:
 - a group of individuals responsible for developing, reviewing, or revising plan for a child with a disability
- Reviewed at least annually
- Includes special education and related services needed to assist student in meeting unique needs

Secondary Transition

- [34 CFR 300.29](#) provides for a coordinated set of activities for a student with a disability that:
 - is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation
- [s. 1003.5716 F. S.](#) ensures quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for his or her postsecondary goals and career goals to be identified and in place when he or she attains the age of 16.



Secondary Transition

- Graduation Options
- Graduation Requirements
- CTE Substitutions
- MOCs
- Deferral

Graduation Options

- 24 Credit Standard Diploma
- 18 Credit ACCEL Option
- Special Diploma
- High School Equivalency Diploma (formerly GED)
- International Baccalaureate (IB) Diploma Program
- Advanced International Certificate of Education (AICE) Diploma Program
- <http://pdportal.florida-ese.org/signin.aspx>



Special Diploma Section 1003.438, Florida Statutes (F.S.)

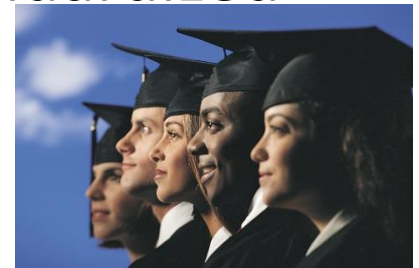
- Repealed as of July 1, 2015
- Students who began 9th grade in 2013-14 or earlier and whose IEPs already documented special diploma may continue to work toward a special diploma
- **Remember, students who began 9th grade in 2014-15 or later **MAY NOT** work toward a special diploma**

Standard Diploma via Academic and Employment-based Courses

- Must meet the same 24 course requirements as all students
- Must earn at least one-half credit in an employment-based course
 - Must be paid employment at or above a minimum wage
 - Documented achievement of components on employment transition plan
 - Includes the work schedule and minimum hours per week, academic and employment competencies the student will develop and the criteria for evaluating, industry certifications, if any, and the supervision the school district will provide

Standard Diploma via Academic and Employment-based Courses

- May substitute a CTE course with content related for English IV, one math, science and one social studies
 - Not Algebra, Geometry, Biology or US History
 - There is a process for determining “content related”
- May obtain a waiver of statewide standardized test results if requirements are met.



Standard Diploma via Access Courses

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

Which Course? Which Assessment?

Standards → **Courses** → **Assessments**

Florida Standards → Gen. Ed. Courses → FSA

Access Points → Access Courses → FSAA

How can I find the access points and essential understandings?

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

Graduation Requirements

24 credit standard diploma

4 English Language Arts

4 Math (Algebra, Geometry)

3 Science (Biology)

3 Social Studies (World History, US History, US Government, Economics)

1 Fine/Performing Arts

1 Physical Education

8 Electives

CTE Course Substitutions

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

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
Ag. Foundations	29/87 33%	18/80 23%	55/83 66%	11/69 16%	36/67 54%	30/70 42%	20/69 29%	49/82 60%	25/66 38%	38/74 51%	12/72 16%
Agriculture Leadership & Management	3/87 3%	3/80 4%	22/83 27%	3/69 4%	22/67 33%	3/70 4%	3/69 4%	3/82 4%	3/66 5%	22/74 30%	3/72 4%
Principles of Agribusiness	23/87 26%	23/80 29%	3/83 4%	22/69 32%	3/67 4%	20/70 29%	23/69 33%	10/82 12%	18/66 27%	3/74 4%	22/72 31%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
Agriscience Foundations 1	14/67 21%	4/75 5%	8/54 15%	11/46 24%	11/45 24%	11/45 24%	11/45 24%
Agriculture Leadership & Management	**	**	**	12/46 26%	12/45 27%	11/45 24%	11/45 24%
Principles of Agribusiness	25/67 37%	24/75 32%	16/54 30%	17/46 37%	17/45 38%	17/45 38%	17/45 38%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Modified Occupational Completion Points (MOCPs)

- Some students with disabilities benefit from local curriculum modifications (in addition to instructional accommodations) to meet their individual learning needs and succeed in employment. Through MOCPs, the local career and technical education (CTE) program curriculum can be modified if needed to assist individual students with disabilities in reaching their career goals.

Why Use MOCs?

- MOCs may be necessary for a student who takes access courses and participates in the alternate assessment. These modifications are developed as part of the Transition Individual Educational Plan (IEP) process.
- The Transition IEP process should begin at age 14 and the student should make decision no later than age 16.

Benefits of Modified Occupational Completion Points (MOCPs)

- Enable the student to develop marketable skills leading to competitive employment and increasing flexibility in career planning
- Provide an opportunity to match the interests, abilities and special needs of the student to a job in the community
- Give students and teachers a targeted outcome
- Highlight student abilities rather than disabilities
- Meet the requirements of Transition IEPs
- Respond to accountability and accessibility mandates

Benefits of MOCPs Continued

- Provide a realistic career plan which allows students to move vertically and horizontally based on changing needs, interests and labor market changes
- Coordinate more realistically with career assessment and evaluation procedures
- Promote greater awareness and interdisciplinary collaboration that enhances transition planning
- Complement dropout prevention by helping students target specific school-to-work goals
- Allow for a larger, more diverse population of workers that meet local community labor market needs



Deferring Receipt of Standard Diploma

- Free and Appropriate Public Education (FAPE) ends upon receipt of a standard diploma or age 22
- Deferral of diploma allowed
- Process described in Rule 6A-1.09963, Florida Administrative Code
- <http://info.fldoe.org/docushare/dsweb/Get/Document-7321/dps-2015-16.pdf>



Extended Transition Programs

Extended Transition (Florida 18-22 Programs)		
Program	Program Description	Student Qualifications
Project SEARCH	A business-led, one-year, school-to-work program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration and relevant job-skills training through strategically designed internships. For more information, contact Carly Detlefsen (http://project10.info/Contact.php).	Students with significant intellectual and developmental disabilities in their last year of high school eligibility who have a desire to achieve competitive employment.
Transition Programs for Students with Intellectual Disabilities (TPSID)	Inclusive, postsecondary education transition programs wherein students take courses for credit or audit, leading to certifications or certificates of completion. They can be associated with a school district (dual enrollment) or independent. For more information, contact the Florida Consortium on Inclusive Higher Education (www.FCIHE.com).	Students with an intellectual disability who possess a high level of independence.
District Specific Community Based Instruction (CBI) and Community Based Vocational Education (CBVE)	Both programs provide instruction in naturally occurring community environments providing students "real life" experiences. CBVE programs are typically business sites in the community wherein students learn specific employment skills working alongside paid employees and CBI programs can occur anywhere within the community.	Students with significant cognitive disability taking access courses who want to be employed or need experiences within the community.
District Specific Transition Programs	Varied programs at high schools, technical centers, or other sites where students continue to take courses through the school system. Some may participate in student-based enterprises, non-paid or paid employment, or learn technical, life and/or employment skills.	Students who desire to participate, have deferred their high school diplomas, and have a continuing need for transition services.
Dual-Enrollment Programs	Allows high school students to earn credit toward a postsecondary diploma, certificate, or degree at the same time they are working toward a high school diploma. Classes are held at the high school or postsecondary institution.	Qualifications vary but often include minimum grade point averages (GPA) and entrance assessments.
Self-Determination and Self-Advocacy Training	Classes, curricula and programs which develop or enhance a student's ability to speak and act on their own behalf and make decisions that affect their lives.	Students with a disability who have an individual educational plan (IEP) and a need in this area.
Social Skills Training	Classes, curricula, lessons and programs which help students who have challenges relating to other people.	Students with a disability who have an IEP and a need in this area.
School-Based Enterprises	A set of entrepreneurial activities undertaken by students that provides an economic, social and educational return to the student, school and community.	Students with a disability who have an IEP and a desire to participate.
Employability Skills Training	Classes, curricula, lessons and programs which teach skills students will need in employment.	Students with a disability who have an IEP and a desire to participate. These programs may require acceptance for eligibility with a certain agency, such as VR.



Current Transition Opportunities

- Workforce Investment Opportunity Act (WIOA)
 - Pre-Employment Transition Services
- Project Search Expansion
- Florida Center for Unique Abilities at University of Central Florida

Workforce Innovation and Opportunity Act

- WIOA is federal, but WIOA related legislation was created in 2016 at state level to help with implementation
- WIOA will improve the number of students who gain employment experiences while in school
 - VR resources for students with disabilities for pre-employment services - Career counseling, self-advocacy training, internships
- A joint SEA agreement is currently being developed.
- Florida submitted a unified state plan for WIOA for 2017-2020 (<http://www.rehabworks.org/docs/2017-20VRUnifiedStatePlanDraft.pdf>)

Project Search Expansion

A collaborative effort between Florida Developmental Disabilities Council, Vocational Rehabilitation, Florida Department of Education, BEESS and Project 10 will help facilitate the expansion of the number of Project SEARCH sites throughout Florida.

- No start up costs for those who join as funding is available to offset the technical assistance fee
- Rural areas encouraged to apply
- Currently 32 sites in Florida

Florida Center for Students with Unique Abilities at University of Central Florida

- [1004.6495, F.S., the Florida Postsecondary Comprehensive Transition Program Act](#), established the Florida Center for Students with Unique Abilities at the University of Central Florida. The Center will administer \$8 million in funding to increase program options, and to provide funding for students with intellectual disabilities attending Comprehensive Transition Programs (CTPs). Funding in the amount of up to \$300,000 per institution and up to \$7,000 per student with an intellectual disability is available.



Transition Resources

Online Resources

- Please visit <http://pdportal.florida-ese.org>
- Online courses include:
 - Graduation requirements
 - Using Data to Increase Graduation Success
 - Job Development
 - Secondary Transition

Resources Continued



- <http://project10.info/>
- Additional Discretionary Projects
 - <http://www.fldoe.org/core/fileparse.php/7567/urlt/projectslisting.pdf>



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