



VISIONS 2016

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**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

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

Equity, Access and Attainment


**Florida's State-Identified
Measurable Result (SIMR)**

FDOE, 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).

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Florida's SIMR

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))


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Moving Your Numbers

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



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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

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National Center on Educational Outcomes
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 | Identify and respond to community needs Partner or create state systems of support | Establish clear expectations for data use Use data to identify need, measure implementation and report on student learning | Will use the six key practices to implement the multi-tier system of supports to students based on need and learning in individual classrooms | Will engage, progress, and graduate college, career and the study |
| 2. Focus Goals | Establish common goals Provide explicit instruction to facilitate focused goal setting and content plans | Establish priority on improving learning and learning Ensure alignment of goals Take ownership responsibility for goal setting | Will use the six key practices to implement the multi-tier system of supports to students based on need and learning in individual classrooms | Will engage, progress, and graduate college, career and the study |
| 3. Select & Implement Shared Instructional Practices | Develop to help districts improve quality of instruction for students Establish statewide system of supports to districts | Align standards-based instruction to state goals Build common language understanding of shared instructional practices Provide ongoing professional learning | Will use the six key practices to implement the multi-tier system of supports to students based on need and learning in individual classrooms | Will engage, progress, and graduate college, career and the study |
| 4. Implement Deeply | Link state and district requirements to help districts fully implement strategies | Ensure consistency of implementation of shared instructional practices Provide support and accountability | Will use the six key practices to implement the multi-tier system of supports to students based on need and learning in individual classrooms | Will engage, progress, and graduate college, career and the study |
| 5. Monitor & Provide Feedback | Help districts understand expectations Increase monitoring for implementation and monitoring for compliance | Use district identified barriers to implementation Provide differentiated support Monitor implementation | Will use the six key practices to implement the multi-tier system of supports to students based on need and learning in individual classrooms | Will engage, progress, and graduate college, career and the study |
| 6. Inquire & Learn | Evaluate staff and student learning Promote continuous improvement Identify and support specific groups of students | Partner continuous improvement Establish decision-making process Monitor implementation | Will use the six key practices to implement the multi-tier system of supports to students based on need and learning in individual classrooms | Will engage, progress, and graduate college, career and the study |

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movingyournumbers.org

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What Matters Most

Considerations for increasing the performance of students with disabilities are provided in this section. The site of state education agencies, including regional technical assistance providers, the role of districts and their schools, and the role of parents/caregivers are outlined in relationship to each of the six critical practices (e.g., focus your goals) highlighted in the latest feature stories.

While increasing the performance of students with disabilities is emphasized in Moving Your Numbers, who are at or above proficiency as they are to students close to or far from being proficient on core content. Similarly, the role of adults at all levels of the system (e.g., state, region, district, school) in implementing critical practices are essential to improving the quality of education for all learners, closing the gap between and among student groups, and supporting higher levels of learning for each child.

Resources

The below resources are provided in an alternate format for a unique learning experience. If you wish to view a traditional PDF version of any resource based on the Moving Your Numbers website, please visit our [Downloadable Resources page](#).

- 1. Click here to read the MYN State Education Agencies Guide
- 2. Click here to read the MYN Administrator Preparation Guide
- 3. Click here to read the MYN Parent/Family Companion Guide
- 4. Click here for the MYN District Self-Assessment Guide
- 5. Interactive PDF
- 6. Click here to read the MYN Teacher Preparation Guide
- 7. Click here to read the MYN Regional/Intermediate Unit Providers


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Standard Diploma for All Opportunity for All


- Beginning in 2014-15, all students have the opportunity to earn a standard diploma based on Florida standards
- Students with significant cognitive disabilities may earn diploma via access courses and the Florida Standards Alternate Assessment
- Students may defer receipt of diploma to remain eligible for FAPE
- The state offers many resources to assist students with disabilities and/or learning differences achieve success
- Special diploma statute was repealed as of July 1, 2015

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 **SPDG**
Florida's State Personnel Development Grant

 **Check & Connect**
A comprehensive student engagement intervention

 **SIM**
Strategic Instruction Model™


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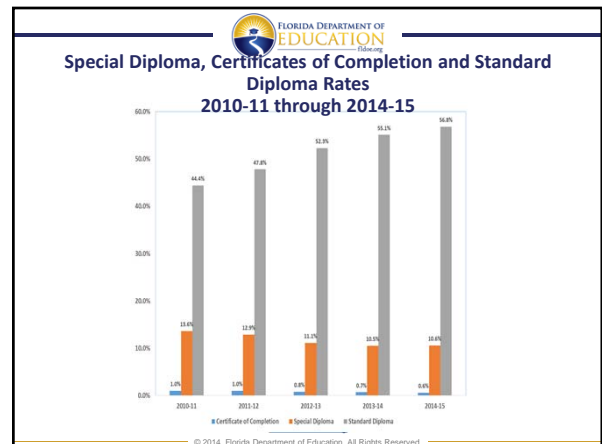
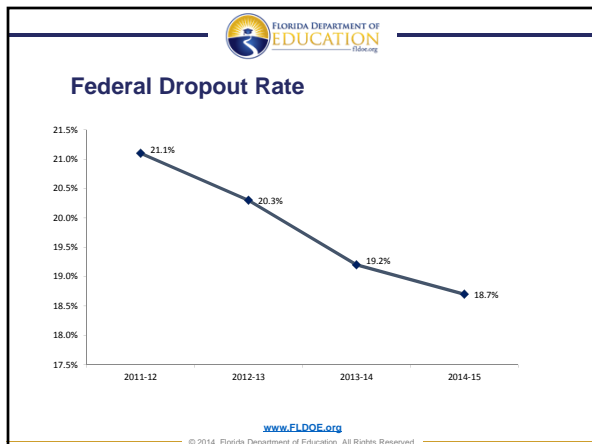
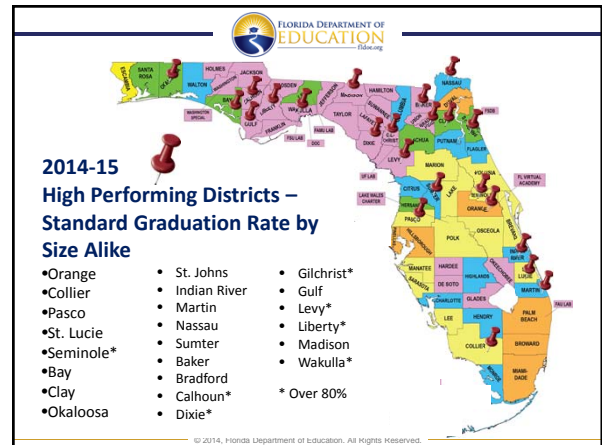
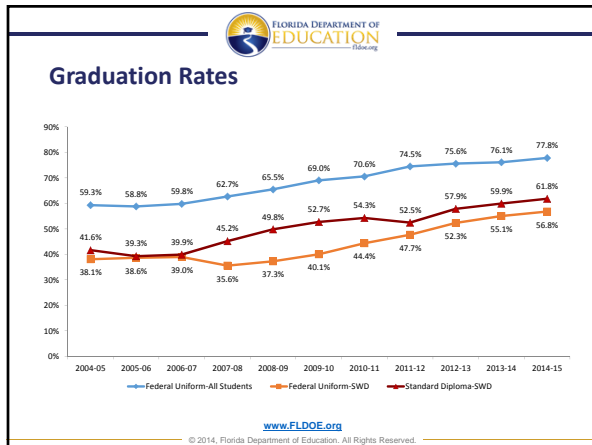
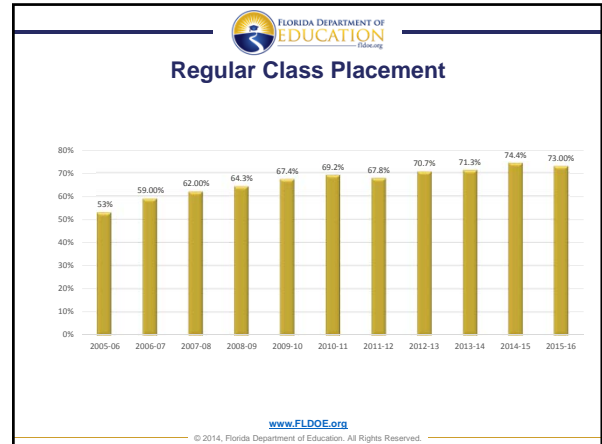
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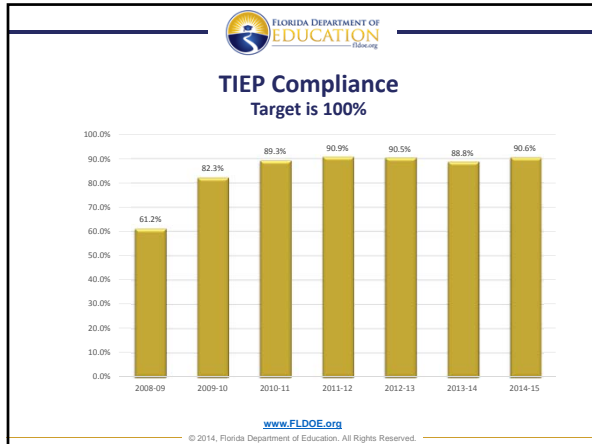

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Data



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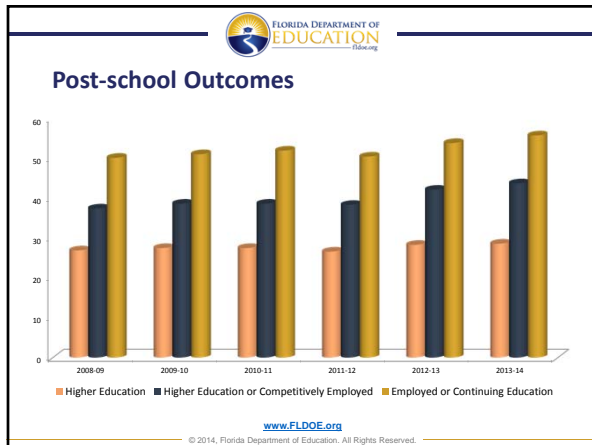




Florida Education and Training Placement Information Program (FETPIP)

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

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Graduation Requirements

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Florida Public School Options

- 24 Credit Standard Diploma
- 18 Credit ACCEL Option
- Special Diploma (Not available to students who began 9th grade in 2014-15 or later)
- Performance-Based Exit Option/GED Exit Option
- International Baccalaureate (IB) Diploma Program
- Advanced International Certificate of Education (AICE) Diploma Program

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24 Credit Standard Diploma (Section 1003.4282, F.S.)

- There are three 24 credit high school diploma options
- Two available only to students with disabilities
 - Academic and employment
 - Access courses and alternate assessment
- The majority of students with disabilities will complete the option available to all students

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24 Credit Standard Diploma

- 4 English Language Arts
 - ELA I,III,IV
- 4 Math
 - Must include Algebra I and Geometry
- 3 Science
 - Must include Biology I and 2 equally rigorous
 - 2/3 must have lab
 - Allows CTE substitutes
- 3 Social Studies
 - 1 World History, 1 US History, .5 US Government, .5 Economics with Financial Literacy

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24 Credit Standard Diploma

- 1 Fine and Performing Arts, Speech and Debate, or Practical Arts
- 1 Physical Education
 - Include the integration of health
- 8 Electives
- One of the above must be an online course (may be waived for SWD)

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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
 - Documented achievement of components on employment transition plan
- 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

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Significant Cognitive Disability

- IEP team decision, must have parental consent
- Approximately 1% of all students (10% SWD)
- Most profound and complex learning challenges
- A history of poor performance on state assessments and/or deficit in reading scores alone do not qualify
- Impact should be on ALL activities, including academic, independent functioning, community living, leisure, vocational
- IQ score alone not sufficient

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Significant Cognitive Disability

- Must use a variety of sources of information, such as
 - Psychological assessments
 - Achievement test data
 - Aptitude tests
 - Observations
 - Medical records
 - Attendance records
 - Mental health assessments
 - Adaptive behavior assessments
 - Language assessments
 - School history
 - Student response to instruction/intervention

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Standard Diploma via Access Courses

- Must meet the same 24 course requirements as all students, but will use access courses
 - Access Algebra 1 instead of Algebra 1, etc.
 - Other ESE courses and core courses may be used in certain circumstances
- May substitute a 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
 - Course substitutions must be approved by DOE
 - CTE courses may be modified

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Standard Diploma via Access Courses

- Must take the Florida Alternate Assessment in reading, math and science until replaced by Florida Standards Alternate Assessment (FSAA)
 - Must score 4 or above or have results waived (FSAA scoring not yet normed so minimum score has not been determined)
 - If results waived, demonstrate achievement via a portfolio (best practice - collect portfolio artifacts for all students)

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18-credit ACCEL Option

- Same requirements as 24 credit option, except:
 - 3 elective credits instead of 8
 - Physical Education is not required
 - Online course is not required

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Deferring Receipt of Standard Diploma

- FAPE ends upon receipt of a standard diploma
- Deferral of diploma allowed
- Process described in Rule 6A-1.09963, Florida Administrative Code

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S. 1003.4282(11)(c), 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

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Structured Work-Study Programs

- Any program that is designed to prepare the student for employment.
- Programs would normally include instruction in basic employment competencies, social skills and job search skills, and provide one or more work experiences, which may include supported employment.
- The majority of extended transition programs fall under this definition

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2016 Legislative Session

- 48 bills passed that impact education
- Full report at <http://www.fldoe.org/about-us/governmental-relations/>

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HB 7029, Auditory-Oral Education, Section 17

- Requires each school district to add four special consideration points to the matrix of services for students who are deaf and enrolled in an auditory-oral education program beginning in the 2017-18 school year

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HB 7029- Youth Suicide Awareness and Prevention, Section 32

- Requires FDOE, in consultation with the Statewide Office for Suicide Prevention and suicide prevention experts, to develop list of approved youth suicide awareness and prevention training materials for K-12 instructional personnel
- Requires training to include identification of appropriate mental health services and how to refer students and families for those services
- A school that chooses to incorporate two hours of approved training for all instructional personnel shall be designated as a "Suicide Prevention Certified School"

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Senate Bill 672: Gardiner Scholarship Program

- Formerly Personal Learning Scholarship Account Program (PLSA)
- Expands eligibility criteria
- Uses broader autism spectrum disorder classification, adds muscular dystrophy, includes 3 and 4 year olds
- Provides partial scholarships for late-filed applications
- Expands list of allowable uses of fund
- Clarifies how and when accounts are closed

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Senate Bill 672- College Level Assistance for Students with Intellectual Disabilities

- Provides development money and scholarships for postsecondary programs that serve students with Down syndrome, autism, and other disabilities
- Florida Center for Students with Unique Abilities at UCF
 - \$1.5 million for center
 - \$3 million for startup programs
 - \$3.5 million for scholarships

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HB 837 - John McKay Scholarship for Students with Disabilities Program

- Establishes a transition-to-work program for McKay Scholarship students and clarifies dual enrollment provisions for private and home education students

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Employment First

- Employment First Act passed in 2016 session
 - Replaces Executive Order
 - Requires interagency agreement - already in place at state level and are working on local level through Project 10:CONNECT interagency councils
- Employment is the first choice for all individuals
- Website at <http://www.employmentfirstfl.org/>
 - Share your student's success stories

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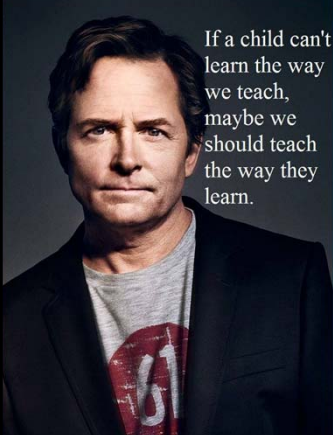
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Workforce Innovation and Opportunity Act

- 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 memo outlining expectations for VR and school districts was released in January, 2016
- Florida submitted a unified state plan for WIOA for 2017-2020 (<http://www.rehabworks.org/docs/2017-20VRUnifiedStatePlanDraft.pdf>)

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If a child can't learn the way we teach, maybe we should teach the way they learn.

BEESS, through our projects, offers training and resources to educators to help them meet the needs of all students.


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Graduation Requirements

- Online course available at <http://pdportal.florida-ese.org>
 - Choose the parts you want to view
 - Access from computer, tablet or cell phone




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| Class | Course |
|--|---|
| <ul style="list-style-type: none"> • The ideal situation is for all children to be educated together • The classroom a student sits in does NOT dictate the type of courses they take • Students in a general education classroom may be enrolled in access courses and students in a separate environment may be enrolled in general education courses | <ul style="list-style-type: none"> • For students now in the 10th grade and below there are only two course choices for core subjects, general education courses and access courses • Both are based on the same standards, but the level of complexity is very different • Only students on access points can take access courses • Access points are only for students with a significant cognitive disability and parental consent is required |

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| Accommodations | Modifications |
|--|---|
| <ul style="list-style-type: none"> • Changes in the way the student learns and/or is tested • No change in standards or expectations • Permitted under IDEA, ADA, 504 • New testing guidance: http://www.ada.gov/regs2014/testing_accommodations.html | <ul style="list-style-type: none"> • Changes in what the student is expected to learn • Permitted for students with significant cognitive disabilities • Considered after all appropriate accommodations are in place |

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Accommodations

- Accommodations remove barriers so that individuals with disabilities have the opportunity to participate fully (equal opportunity)
- Use of braille, sign language interpreters, wheelchair ramps
- Changes in instructional and testing methods
 - Eg. More time for tests, fewer problems, quiet environment, **verbal rather than written instruction and/or responses**, materials or tasks broken down into more steps, technology

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Modifications

- Program is modified to allow an individual with a disability to participate to the extent possible for them
- Student is not expected to learn the same material as other students
- Modified Occupational Completion Points (MOCPs) may be used for CTE courses
 - Up-to-date guidance is needed
 - CTE/ESE survey is being developed

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Sample Professional Development Topics

- Access to the General Curriculum
- Collaborative/Co-Teaching Model
- Collaborative Planning and Teaching
- Differentiated Instruction
- Instructional Strategies
- Instructional Modalities/Learning Styles
- Strategic Instruction Model (SIM)
- Support for FDOE Reading and STEM Initiatives
- Complete Discretionary Project list at <http://www.fldoe.org/core/fileparse.php/7567/urlt/projectslisting.pdf>

 **Florida Inclusion Network**

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Thank You!



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