

**2017-18 Exceptional Student Education  
On-Site Monitoring Report**

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**Volusia County School District  
January 23-25, 2018**



This publication is produced through the Bureau of Exceptional Education and Student Services (BEES), Division of K-12 Public Schools, Florida Department of Education (FDOE), and is available online at <http://www.fldoe.org/ese/mon-home.asp>. For information on available resources, contact the BEES Resource and Information Center (BRIC).

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**Florida Department of Education  
Bureau of Exceptional Education and Student Services**

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## **Authority**

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance of district school boards in the enforcement of all exceptional student education (ESE) laws (sections 1001.03(3), 1003.571 and 1008.32, Florida Statutes [F.S.]) and rules. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (s. 300.1(d) of Title 34, Code of Federal Regulations [CFR]). BEESS is responsible for ensuring that the requirements of IDEA and the educational requirements of the state are implemented (34 CFR §300.149(a)(1) and (2)).

In fulfilling this requirement, BEESS monitors ESE programs provided by district school boards in accordance with ss. 1001.42, 1003.57 and 1003.573, F.S. Through these monitoring activities, BEESS examines records and ESE services, evaluates procedures, provides information and assistance to school districts and otherwise assists school districts in operating effectively and efficiently. The monitoring system is designed to facilitate improved educational outcomes for students while ensuring compliance with applicable federal laws and regulations and state statutes and rules.

Under 34 CFR §300.646(b)(2), if a state identifies significant disproportionality based on race or ethnicity in a local educational agency (LEA) with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions, the LEA must use the maximum amount (15 percent) of funds allowable for comprehensive coordinated early intervening services (CEIS) for children in the LEA who are not currently identified as needing special education or related services, but who need additional academic or behavioral supports in order to succeed in a general education environment. These children should include particularly, but not exclusively, children in those groups that were significantly over-identified.

Section 1003.573, F.S., Use of restraint and seclusion on students with disabilities, establishes documentation, reporting and monitoring requirements for districts regarding the use of restraint and seclusion on students with disabilities. It also requires districts to have policies and procedures in place that govern parent notification, incident reporting, data collection and monitoring the use of restraint or seclusion for students with disabilities. As required, the FDOE has established district- and school-based standards for documenting, reporting and monitoring the use of restraint and seclusion. These standards are included in each district's Exceptional Student Education Policies and Procedures (SP&P) document.

## **ESE On-Site Monitoring Process**

### **Background Information**

The 2017-18 ESE On-Site Monitoring process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for CEIS and the following indicators that affect equity and access in the educational environment for students with disabilities:

- Indicator 1 – Graduation: Percentage of youth with individual educational plans (IEPs) graduating from high school with a regular diploma.

- Indicator 2 – Dropout: Percentage of youth with IEPs dropping out of high school.
- Indicator 4 – Rates of suspension and expulsion:
  - A. Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of more than 10 days in a school year for children with IEPs.
  - B. Percentage of districts that have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
- Indicator 5 – Educational environments:  
Percentage of children with IEPs aged 6 through 21:
  - A. In the regular class 80 percent or more of the day;
  - B. In the regular class less than 40 percent of the day; and
  - C. In separate schools, residential facilities or homebound/hospital placements.
- Indicator 10 – Disproportionality, specific disability categories: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- CEIS – Services provided to students in kindergarten through Grade 12 (with a particular emphasis on students in kindergarten through Grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.
- Restraint – Rate of incidents of restraint, as reported on the FDOE website.
- Seclusion – Rate of incidents of seclusion, as reported on the FDOE website.

The ESE On-Site Monitoring process includes four phases:

- Phase 1 is composed of planning activities that occur in advance of the initial on-site visit to the school district.
- Phase 2 is the initial on-site visit to the selected school district by the state support team (SST).
- Phase 3 is follow-up activities, which are conducted by a designated follow-up team, as determined by the SST, and identification of the ongoing data that will be collected.
- Phase 4 is evaluation of the effectiveness of how the district is addressing each of the focus areas, and should include participation of the action-planning and problem-solving process team.

In a letter dated August 3, 2017, the superintendent of the Volusia County School District was informed that BEESS would be conducting an on-site monitoring visit for the following focus areas: dropout rate, discipline (4B), least restrictive environment (LRE), concerns regarding low math scores for middle-grades students with disabilities and English Language Arts (ELA) scores for third grade students with disabilities.

### **School Selection**

Upon review of the school district's data, it was determined that the on-site monitoring process would involve all of the following schools for school administrator and teacher focus groups and school walk-through debriefings, and some schools for parent and student focus groups:

- Discovery Elementary School
- Campbell Middle School
- Deltona Middle School

- Southwestern Middle School
- Deland High School
- Deltona High School

## **On-Site Activities**

### **On-Site Visit Team**

The following SST members planned or conducted the on-site monitoring visit:

#### **FDOE, BEESS**

- Monica Verra-Tirado, State Director for Special Education, Bureau Chief
- Vicki Gaitanis, Program Specialist, Instructional Support Services
- Jennifer Barnhill, Program Specialist, Dispute Resolution and Monitoring (DRM)
- Susan Riley, Program Specialist, DRM
- April Katine, Educational Program Director, Bureau Resource and Information Center (BRIC)
- Erin Sampson, Multi-tiered Systems of Support (MTSS) Liaison, Student Support Services

#### **FDOE, BEESS Discretionary Projects**

- Carly Detlefsen, Regional Representative, Project 10: Transition Education Network
- Anne Ristow, Regional Coordinator, Problem Solving: Response to Intervention (PS:Rtl)
- David Davis, Regional Technology Unit Coordinator, PS:Rtl Technology Learning Connection (TLC)
- Janet Good, Regional Technology Unit Coordinator, PS:Rtl, TLC
- Greg Gillman, Project Facilitator, State Personnel Development Grant (SPDG)
- Carl Coalson, Regional Contact, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Jayna Jenkins, Manager, Florida Diagnostic and Learning Resources System (FDLRS East)
- Bill Pearlman, Resource Teacher, Florida Inclusion Network (FIN)
- Kimberly Swan, Check & Connect Project Facilitator, SPDG
- Robyn Vanover, Technical Assistant Specialist, Florida Positive Behavioral Interventions & Supports Project: Multi-Tiered System of Support (FLPBIS:MTSS)
- Rocky Haynes, Technical Assistance Specialist, FLPBIS:MTSS
- Christina Whitfield, ESE Reading Specialist, Just Read, Florida!
- Shelby Robertson, Learning and Development Facilitator, PS:Rtl

### **Data Collection**

On-site monitoring activities included the following:

- Review of recent data
- Welcome session with district and school administrators and staff – 48 participants
- Administrator focus groups – 30 participants
- Teacher focus groups – 50 participants
- Parent focus group – eight participants
- Student focus groups – 40 participants
- School walk-through debriefings – 35 classrooms
- Action-planning and problem-solving process – 40 participants

The district’s initial Best Practices for Inclusive Education (BPIE), dated May 26, 2016, was revised on January 8, 2018, and resulted in the following goals being developed:

- Goal 1: By October 2018, the district will increase LRE from 69 to 72 percent of students with disabilities receiving their education in general education classrooms for 80 percent or more of their day.
- Goal 2: By the end of March 2018, the district will define their needs and develop a communication plan for effectively communicating with families.

**2017-18 ESE On-Site Monitoring Results**

The following data are related to the focus areas and activities for the 2017-18 ESE On-Site Monitoring for the Volusia County School District.

**Dropout Rate**

The federal dropout rate for students with disabilities is calculated by taking the number of students who exited special education as a result of dropping out, divided by the number of students who graduated with a regular high school diploma, special diploma, and certificate of completion, special certificate of completion, dropped out or died. The district’s federal dropout rate for students with disabilities decreased from 15.7 percent during the 2014-15 school year to 15.1 percent during the 2015-16 school year. The 2016-17 dropout rate increased to 21.0 percent, which is above the state target of 11.7 percent.

	2014-15	2015-16	2016-17
Volusia	<b>15.7%</b>	<b>15.1%</b>	<b>21.0%</b>
State Target	<b>15.1%</b>	<b>13.4%</b>	<b>11.7%</b>

**Discipline – 4B**

Discipline indicator 4B identifies the risk ratio of students with disabilities being suspended or expelled for more than 10 days in a school year from a specific racial or ethnic group. A risk ratio of 2.0 indicates that students with disabilities of a given race are twice as likely to be suspended or expelled for more than 10 days in a school year compared to their peers without disabilities. The district’s risk ratio for 4B increased from 3.02 percent during the 2014-15 school year to 3.44 percent during the 2015-16 school year, which means that students with disabilities whose race is black were 3.44 times more likely to be suspended or expelled for more than 10 school days in a school year than all students without disabilities. The 2016-17 risk ratio for 4B decreased to 2.42 percent. Florida has set the risk ratio threshold at 3.0; therefore, rates above 3.0 are considered significantly disproportionate.

	2014-15	2015-16	2016-17
Volusia	<b>3.02</b>	<b>3.44</b>	<b>2.42</b>
State Risk Ratio	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>

**Educational Environment (Least Restrictive Environment)**

To the maximum extent appropriate, students with disabilities are to be educated with their nondisabled peers. These LRE data are calculated by dividing the number of students with



disabilities aged 6 through 21 served in the regular class for 80 percent or more of the day, by the total number of students with disabilities aged 6 through 21 reported in October (survey 2). These data do not include parentally placed private school students or students served in Florida county jails, Florida Department of Juvenile Justice facilities or Florida Department of Corrections. The district's percentage of students with disabilities being served in the regular class decreased from 69.8 percent during the 2015-16 school year to 69.2 percent during the 2016-17 school year. The 2017-18 LRE rate increased to 69.9 percent, which is below the state target of 83.0 percent.

	2015-16	2016-17	2017-18
Volusia	<b>69.8%</b>	<b>69.2%</b>	<b>69.9%</b>
State Target	<b>79.0%</b>	<b>82.0%</b>	<b>83.0%</b>

**Math Scores for Middle-Grades Students with Disabilities**

After reviewing state assessment data trends for the Florida Standards Assessment (FSA), BEESS identified students with disabilities in middle-grades math as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for middle-grades math in each district (Grades 6-8) in order to increase the number of students with disabilities scoring level three and above and close the gap between all students and students with disabilities. The percentage of students with disabilities that scored level three and above in middle-grades math decreased from 16.0 percent during the 2014-15 school year to 14.8 percent during the 2015-16 school year. The 2016-17 percentage increased to 16.3 percent, which is below the state average of 22.2 percent.

FSA Scores of Level Three and Above in Middle-Grades Math	2014-15	2015-16	2016-17
<b>Volusia</b>			
Percentage of Students with Disabilities	<b>16.0%</b>	<b>14.8%</b>	<b>16.3%</b>
Percentage of Students without Disabilities	<b>58.4%</b>	<b>60.2%</b>	<b>59.8%</b>
Achievement Gap between Students with and without Disabilities	<b>42.4%</b>	<b>45.4%</b>	<b>43.5%</b>
<b>State</b>			
State Target for Students with Disabilities	<b>51.0%</b>	<b>56.0%</b>	<b>61.0%</b>
Average for Students with Disabilities	<b>22.7%</b>	<b>21.0%</b>	<b>22.2%</b>
Average for Students without Disabilities	<b>59.4%</b>	<b>60.3%</b>	<b>61.2%</b>
Achievement Gap between Students with and without Disabilities	<b>36.7%</b>	<b>39.3%</b>	<b>39.0%</b>

## English Language Arts Scores for Third Grade Students with Disabilities

After reviewing state assessment data trends for the FSA, BEESS has identified students with disabilities in third grade ELA as an area in critical need of support. BEESS established a tiered criteria in order to provide needed supports for Grades K-3 ELA in each district in order to increase the number of students with disabilities scoring level three and above and close the gap between all students and students with disabilities. The percentage of students with disabilities that scored level three and above in third grade ELA increased from 16.7 percent during the 2014-15 school year to 24.4 percent during the 2015-16 school year. The 2016-17 percentage increased to 25.0 percent, which is below the state average for students with disabilities of 31.2 percent.

FSA Scores of Level Three and Above in Third Grade ELA	2014-15	2015-16	2016-17
<b>Volusia</b>			
Percentage of Students with Disabilities	<b>16.7%</b>	<b>24.4%</b>	<b>25.0%</b>
Percentage of All Students	<b>52.8%</b>	<b>55.8%</b>	<b>59.0%</b>
Achievement Gap between Students with Disabilities and with All Students	<b>36.1%</b>	<b>31.4%</b>	<b>34.0%</b>
<b>State</b>			
State Target for Students with Disabilities	<b>51.0%</b>	<b>56.0%</b>	<b>61.0%</b>
Average for All Students	<b>52.9%</b>	<b>54.4%</b>	<b>57.8%</b>
Average for Students with Disabilities	<b>25.2%</b>	<b>26.2%</b>	<b>31.2%</b>
Achievement Gap between Students with and without Disabilities	<b>27.7%</b>	<b>28.2%</b>	<b>26.6%</b>

Note: All students includes students with disabilities and students without disabilities.

## Interviews Conducted

### Administrator Focus Groups

Members of the SST conducted focus groups with administrators from Discovery Elementary School, Campbell Middle School, Deltona Middle School, Southwestern Middle School, Deland High School and Deltona High School regarding graduation, dropout, LRE, low math scores for middle-grades students with disabilities and low ELA scores for third grade students with disabilities.

Themes that emerged from the administrator focus groups included the following:

- There is widespread awareness of the availability of school-level data; however, some schools did not disaggregate data by disability and race or perform consistent data quality checks.
- Districtwide professional development half days are of assistance in providing consistent subject-level training to teachers, including ESE teachers, who provide support and instruction to students in inclusive settings.
- Open communication among administrators, teachers and students assists administrators

in providing support to staff, when needed.

- There is an awareness of the continuum of services.
- Some schools are implementing alternatives, such as single-period in-school suspension (ISS) and all-day ISS, to increase student classroom attendance.
- There is no clear articulation process for the transition of students from elementary to middle and from middle to high school. Additionally, the articulation process appeared to lean toward primarily placing students with disabilities in more restrictive educational settings, especially in middle school.
- High teacher shortages and turnovers in most schools cause an increase in the use of long-term substitute teachers.
- High use of disability-specific cluster school sites causes uneven student population distribution, which creates difficulties around inclusive practices.
- Students without significant cognitive disabilities are placed on access points in self-contained settings.
- A very diverse range of needs within classrooms has led to challenges with inconsistent levels of student engagement in instruction, which may impact student success.
- A lack of consistent student attendance and the transient nature of the student population make it hard to implement consistent reading programs.
- District-created ELA curriculum modules are available to teachers at the beginning of the school year.

### **Teacher Focus Groups**

Members of the SST conducted focus groups with teachers from Discovery Elementary School, Campbell Middle School, Deltona Middle School, Southwestern Middle School, Deland High School and Deltona High School regarding graduation, dropout, LRE, low math scores for middle-grades students with disabilities and low ELA scores for third grade students with disabilities.

Themes that emerged from the teacher focus groups included the following:

- Teachers feel supported by their administrators.
- There are shared responsibilities between ESE and general education teachers for student success, which lead to a high degree of collaboration and cooperative planning in many schools.
- Most teachers have an awareness of schoolwide discipline procedures.
- There is a lack of timely provision of educational support materials and curriculum to support districtwide assessments.
- Uneven technology distribution across the district leads to some teachers expressing little knowledge of assistive technology and the principals of universal design for learning (UDL).
- Some teachers are unaware of curriculum standards outside their grade level.
- Both general education and special education teachers are unaware of how access points align to the Florida Standards.
- There are common misunderstandings about manifestation determination procedures by teachers at some schools.
- There are concerns about the lack of alignment of math curriculum to districtwide math assessments and FSA Math.
- Teachers feel that they have little flexibility to use targeted math and reading instruction to address student-specific needs and instead are directed by the district to use district-specific math and reading learning targets.

- A tiered academic and behavioral “data wall” was presented to teachers at the beginning of the school year; however, it was used and not updated as new information was available.
- District-created ELA curriculum modules are available during the testing period, but not in time for appropriate planning for instruction and it is hard to plan instruction because the modules change from year to year.
- Teachers have many remediation interventions for reading; however, more professional development is needed to help determine and align interventions that should be used to monitor student achievement.

### **Student Focus Groups**

Members of the SST conducted focus groups with students from Campbell Middle School, Deltona Middle School, Southwestern Middle School, Deland High School and Deltona High School. Students were asked to share their perspectives on topics such as graduation, dropout academic support and post-school activities.

Comments from these student focus groups included the following:

- At most schools, students could identify at least one adult they could go to if they were experiencing difficulty.
- Dropping out of school is not what students want or plan to do in the future.
- Many students could identify postsecondary goals.
- There is an awareness of behavioral expectations; however, those expectations are implemented inconsistently.
- Most students communicated the importance of self-advocacy and self-determination.
- Some middle school students and most high school students attend their IEP meetings.
- There is a need for additional clear, postsecondary options and transition planning should take place earlier in the education timeline.
- Students are aware of some of the reasons why students do not come to school; however, they are unaware of the resources and supports available.
- ISS and out-of-school suspension are considered “a vacation.”

### **Parent Focus Group**

Members of the SST conducted a focus group with parents of students with disabilities aged 14 years or older regarding postsecondary transition.

Themes that emerged from the parent focus group included the following:

- Inclusionary efforts by the schools are viewed positively.
- Most teachers and leaders are responsive to student needs.
- Many parents appreciate the opportunity to provide input and feedback and would like more opportunities to be heard by the district.
- There is a lack of robust supports for transition to postsecondary opportunities.
- There is an overall concern about the lack of rigor in the self-contained classrooms.
- Some parents feel that IEP implementation is inconsistent and that many general education teachers are unaware of and do not provide accommodations.
- There is a lack of a systematic approach to support facilitation.
- Some parents would like the middle school to have a health education and life-management skills class specific to students with significant cognitive disabilities.

### School Walk-Through Debriefings

School walk-through debriefings were conducted at Discovery Elementary School, Campbell Middle School, Deltona Middle School, Southwestern Middle School, Deland High School and Deltona High School regarding student engagement, school climate and evidence of academic and behavioral expectations.

Observations from the school walk-through debriefings included the following:

- Classrooms were generally organized and conducive to learning.
- In many classrooms, positive examples of student work were displayed.
- Schools demonstrated a pervasive and consistent use of a variety of security measures.
- Some classrooms had evidence of learning goals that were clearly posted.
- Classroom behavioral expectations were visible in most classrooms.
- The use of educational technology was not observed in some classrooms.
- Self-contained classes were placed in separate buildings at many schools.
- The use of online instruction for the sole delivery of core curriculum with students identified with an emotional and behavioral disability was observed in some schools.

### Commendations

1. During the 2017-18 school year, 42.7 percent of children with disabilities ages three through five in the district were in settings with typically developing peers, which is higher than the state rate of 40.4 percent.
2. During the on-site monitoring visit, the district assembled a range of stakeholders, including the superintendent, to participate in the problem-solving activity. In addition, participants were encouraged by leadership to engage in open and honest discussions.
3. During the 2016-17 school year, the district's transition IEPs selected for desk top monitoring were 100 percent compliant.

### 2017-18 Next Steps

<b>Dropout Rate</b>	
Summary	The district's federal dropout rate for students with disabilities decreased from 15.7 percent during the 2014-15 school year to 15.1 percent during the 2015-16 school year. The 2016-17 dropout rate increased to 21.0 percent, which is above the state target of 11.7 percent.
Recommendations	According to district and school staff, the district's early warning system was not always reliable or accurate, and there were concerns that not all students who were behind in credits or grade level were identified in a timely manner. The district should consider the following actions: <ul style="list-style-type: none"> <li>• Continue to collaborate with Project 10 staff to ensure implementation of the early warning color-coding system and to determine which students need interventions in order to graduate.</li> <li>• Provide professional development for staff on how to use data from the data system to increase student achievement.</li> </ul>
Required Actions	The district must complete the following actions: <ul style="list-style-type: none"> <li>• Establish goals for the performance targets for on-time graduation for students with disabilities throughout the district.</li> </ul>

	<ul style="list-style-type: none"> <li>Review data for the students coded as a dropout for the 2016-17 school year to determine if they are coded accurately. A definition of the dropout codes (DNE, W05, W13, W15, W18, W21, W22 and W23) can be found in the PK-12 Database Manuals, Appendix A, at <a href="http://www.fldoe.org/accountability/data-sys/database-manuals-updates/">http://www.fldoe.org/accountability/data-sys/database-manuals-updates/</a>.</li> <li>Continue to collaborate with Project 10 and PS:Rtl project staff to provide training on the use of data to identify students at risk of not graduating on time or dropping out.</li> </ul> <p>By <b>September 12, 2018</b>, the district must provide a detailed summary of the above-mentioned activities to the district's BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a>.</p>
<b>Discipline 4B</b>	
Summary	<p>The district's risk ratio for 4B increased from 3.02 percent during the 2014-15 school year to 3.44 percent during the 2015-16 school year, which means that students with disabilities whose race is black were 3.44 times more likely to be suspended or expelled for more than 10 school days in a school year than all students without disabilities. The 2016-17 risk ratio for 4B decreased to 2.42 percent. Florida has set the risk ratio threshold at 3.0; therefore, rates above 3.0 are considered significantly disproportionate.</p>
Recommendations	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> <li>Review the Office of Special Education Programs' guidance on supporting behavior of students with disabilities with school principals and ESE staff, and monitoring discipline of students with disabilities. This guidance can be accessed at <a href="https://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbisin-ieps--0801-2016.pdf">https://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbisin-ieps--0801-2016.pdf</a>.</li> <li>Compile and review discipline 4B data quarterly through problem-solving activities and collaborate with PBIS and participate in the FLPBIS:MTSS Disproportionality Work Group.</li> <li>Collaborate further with SEDNET to provide training and supports to administration and staff related to 4B.</li> </ul>
Required Actions	None.
<b>Educational Environment (Least Restrictive Environment)</b>	
Summary	<p>The district's percentage of students with disabilities being served in the regular class decreased from 69.8 percent during the 2015-16 school year to 69.2 percent during the 2016-17 school year. The 2017-18 LRE rate increased to 69.9 percent, which is below the state target of 83.0 percent.</p>
Recommendations	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> <li>Continue to collaborate with FIN project staff on flexible scheduling methods for students with disabilities.</li> <li>Train local school administrators in how to better use and verify data on educational settings for their students.</li> <li>Ensure that general education and ESE teachers have time together for collaboratively developing or reviewing long-term</li> </ul>

	<p>instructional plans and delivery methods.</p> <ul style="list-style-type: none"> <li>● Establish a formal process for students transferring or matriculating to schools within the district.</li> <li>● Outline the articulation process for the transition of students from elementary to middle and from middle to high school, including a variety of supports available to students in general education settings.</li> </ul> <p>It is also recommended that the district review FDOE’s Technical Assistance Paper, DPS: 2016-13, “Least Restrictive Environment Considerations Related to Individual Educational Plans,” which can be accessed at <a href="https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf">https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-201613.pdf</a>.</p>
<p>Required Actions</p>	<p>By <b>July 17, 2018</b>, the following documentation must be provided to the district’s BEESS liaison via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a>:</p> <ul style="list-style-type: none"> <li>● The district must perform an internal review of all students enrolled in access courses to ensure that only qualifying students with significant cognitive disabilities are enrolled and that no students identified with a specific learning disability are enrolled in access courses. Documentation of this review must be provided.</li> <li>● The district will report on their progress toward their BPIE goals as evidenced by a list of applicable professional development trainings provided (i.e., training on least dangerous assumption and flexible scheduling methods), including a list of attendees, dates of training and training materials for each training; the district-specific LRE data reviewed; and summary findings for the following goals:             <ul style="list-style-type: none"> <li>– Goal 1: The district will increase LRE from 69 to 72 percent of students with disabilities receiving education in general education classrooms for 80 percent or more of their day by October 2018.</li> <li>– Goal 2: The district will define their needs and develop a communication plan for effectively communicating with families by the end of March 2018.</li> </ul> </li> </ul>
<p><b>Math Scores for Middle-Grades Students with Disabilities</b></p>	
<p>Summary</p>	<p>The percentage of students with disabilities that scored level three and above in middle-grades math decreased from 16.0 percent during the 2014-15 school year to 14.8 percent during the 2015-16 school year. The 2016-17 percentage increased to 16.3 percent, which is below the state average of 22.2 percent.</p>
<p>Recommendations</p>	<p>The district should consider the following actions:</p> <ul style="list-style-type: none"> <li>● Utilize a team problem-solving approach and identify barriers to student success in middle-grades math courses including, e.g., steps to ensure quality instruction, supports and interventions for students with disabilities in middle-grades math courses.</li> <li>● Collaborate with discretionary project staff (e.g., FDLRS, FIN and PS:Rtl) to provide training and technical assistance to math teachers on best practices for instruction of students with disabilities that are based on needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue with the scheduled collaborative districtwide trainings as specified on the district's FIN Service Plan: Collaborative Practices, Collaborative Teaching, and Building Inclusive Schools.</li> <li>• Ensure that students with disabilities are enrolled in the appropriate math course based on the sequential order of the course and are receiving accurate support and accommodations according to their IEPs.</li> <li>• Provide training to teachers on how to target and implement skill-specific remediation and support based on assessed student needs, in addition to methods for increasing student engagement during instruction.</li> </ul> <p>In addition, when the FSA and end-of-course math scores for the 2016-17 school year are available, the district should review and analyze the data results. The district should continue to monitor student progress for middle-grades math students during the 2017-18 school year and consider additional professional development if the scores have not improved.</p>
Required Actions	None.
<b>ELA Scores for Third Grade Students with Disabilities</b>	
Summary	<p>The percentage of students with disabilities that scored level three and above in third grade ELA increased from 16.7 percent during the 2014-15 school year to 24.4 percent during the 2015-16 school year. The 2016-17 percentage increased to 25.0 percent, which is below the state average for students with disabilities of 31.2 percent.</p>
Recommendations	<p>The district should consider the following actions to facilitate the improvement in academic achievement of all students with special attention to students with disabilities in ELA:</p> <ul style="list-style-type: none"> <li>• Provide training to teachers on how to target and implement skill-specific remediation and support based on assessed student needs in addition to methods for increasing student engagement during instruction.</li> <li>• Continue to analyze and problem solve using FSA data to determine Tier 1 instruction issues that may be able to be resolved quickly.</li> <li>• Increase use of the discretionary projects to support the district in the areas of flexible scheduling, MTSS implementation, collaborative teaching, UDL, PBIS for chronic absenteeism and others that may be relevant based on assessment data.</li> <li>• Continue with the scheduled collaborative districtwide trainings as specified on the district's FIN Service Plan: Collaborative Practices, Collaborative Teaching, and Building Inclusive Schools.</li> <li>• Develop problem-solving sessions to ensure that analysts, teachers and administrators are sharing best practices, strategies and barriers to implementation among teachers and classrooms.</li> <li>• Review districtwide quarterly assessment tools and curriculum for alignment to Florida standards.</li> </ul>
Required Actions	None.



<b>Follow-up for the ESE Monitoring Process</b>	
Summary	<p>The Volusia County School District was selected for an on-site visit for the following focus areas related to students with disabilities:</p> <ul style="list-style-type: none"> <li>• Dropout rate</li> <li>• Discipline 4B</li> <li>• LRE</li> <li>• Math scores for middle-grades students with disabilities</li> <li>• ELA FSA scores for third grade students with disabilities</li> </ul>
Required Action	<p>By <b>September 27, 2018</b>, designated BEESS staff and members of the district problem-solving team will reconvene via a conference call to share how they are addressing each of the above-mentioned focus areas and determine next steps. The district will coordinate with BEESS regarding the date and time of the conference call and provide documentation (e.g., recent data, professional development, problem-solving notes and action plans) via <a href="mailto:BEESSMonitoring@fldoe.org">BEESSMonitoring@fldoe.org</a> by <b>September 7, 2018</b>.</p>

## Technical Assistance

1. **Implementing a Multi-Tiered System of Support (MTSS) for Behavior: Recommended Practices for School and District Leaders** (FLPBIS:MTSS) may be accessed at [https://www.pbis.org/common/cms/files/pbisresources/RTIB\\_Guide\\_101811\\_final.pdf](https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf) and provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **SP&P** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical, or mechanical restraint and seclusion developed by FDOE. The school district's document for the 2015-16 through 2017-18 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. **FDOE's Technical Assistance Paper, DPS: 2016-13, "Least Restrictive Environment Considerations Related to Individual Educational Plans,"** may be accessed at <https://info.fldoe.org/docshare/dsweb/Get/Document-7540/dps-201613.pdf> and provides guidance on the provision of services for students with disabilities in the LRE.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in January 2014, Volume 4, Issue 1 of the **Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The following resource documents are included in the package, and are available at <http://www.ed.gov/school-discipline>:
  - **Dear Colleague** guidance letter on civil rights and discipline;
  - **Guiding Principles** document, which draws from emerging research and best practices;
  - **Directory of Federal School Climate and Discipline Resources**, which indexes federal technical assistance and other resources; and
  - **Compendium of School Discipline Laws and Regulations**, which catalogs state laws and regulations related to school discipline.
5. **The Project 10: Transition Education Network** may be accessed at <http://project10.info>. Project 10 assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. Project 10 serves as the primary conduit between BEESS and school-district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities. The project also supports transition initiatives developed through the BEESS Strategic Plan. Examples of assistance provided related to graduation rates include using school-level data for graduation success, technical assistance to improve data collection, analysis and data-driven decision making, in order to develop a color-coded student graduation tracking system that can be coordinated with existing initiatives or systems. Regarding dropout, the project supports dropout prevention strategies for students with disabilities, school-based enterprise, service learning and early warning system.
6. **FDLRS Associate Centers Support** may be accessed at <http://www.fdlrs.org>. The 19 FDLRS associate centers provide an array of instructional and technical support services to school districts statewide. The four central functions of each FDLRS center are Child Find,

parent services, human resource development, and professional learning and technology. The centers collaborate with districts, agency and support personnel, communities, families, and educational personnel providing support services for educators, school administrators, parents, and students with disabilities. Examples of professional development related to graduation rates include Florida standards and access points, differentiated instruction, access to the general curriculum, Strategic Instruction Model, behavior/discipline, Standing up for Me, self-advocacy, responsive classroom, and district-specific supports. Professional development related to dropout include differentiated instruction, accommodations, Conversation, Help, Activity, Movement, Participation, and Success (known as CHAMPS), Tough Kids, discipline in the secondary classroom, support for parent involvement, Professional Development Alternatives for Positive Behavior Support module, universal design for learning, small-group planning and problem solving, disability awareness, and district-specific supports.

7. **PS:Rtl Technology** may be accessed at <http://www.floridarti.usf.edu/index.html>. One function of this project provides support to regional technology coordinators and technology specialists to effectively implement accessible instructional materials, assistive technologies, learning technologies, and universal design for learning principles within all tiers of instruction. This project also manages, coordinates and supports the regional assistive technology loan libraries.
8. **SEDNET** may be accessed at <http://www.sednetfl.info/>. The 19 regional SEDNET centers assist Florida school districts and relevant stakeholders in building capacity to provide the necessary mental health and academic supports to students with or at risk of emotional and behavioral disabilities to prepare students to achieve academic success; graduate high school; and become college, career and life ready.
9. The **PS/Rtl – Technology and Learning Connections (TLC)** may be accessed at <http://www.tlc-mtss.com>. TLC provides guidelines and resources to support the implementation of universal design for learning. A quarterly newsletter that focuses on technology integration to support the local development of highly effective classrooms for all students may also be accessed. TLC's Winter 2016-17 newsletter focused on math instruction, resources and tools to eliminate barriers and increase achievement for all students and can be viewed at <http://conta.cc/2kjsuGt>. To sign up to receive this quarterly newsletter, go to <http://bit.ly/1TL0HLQ>. Additional resources are available at <http://www.tlc-mtss.com/resources.html>.

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