

2019/20

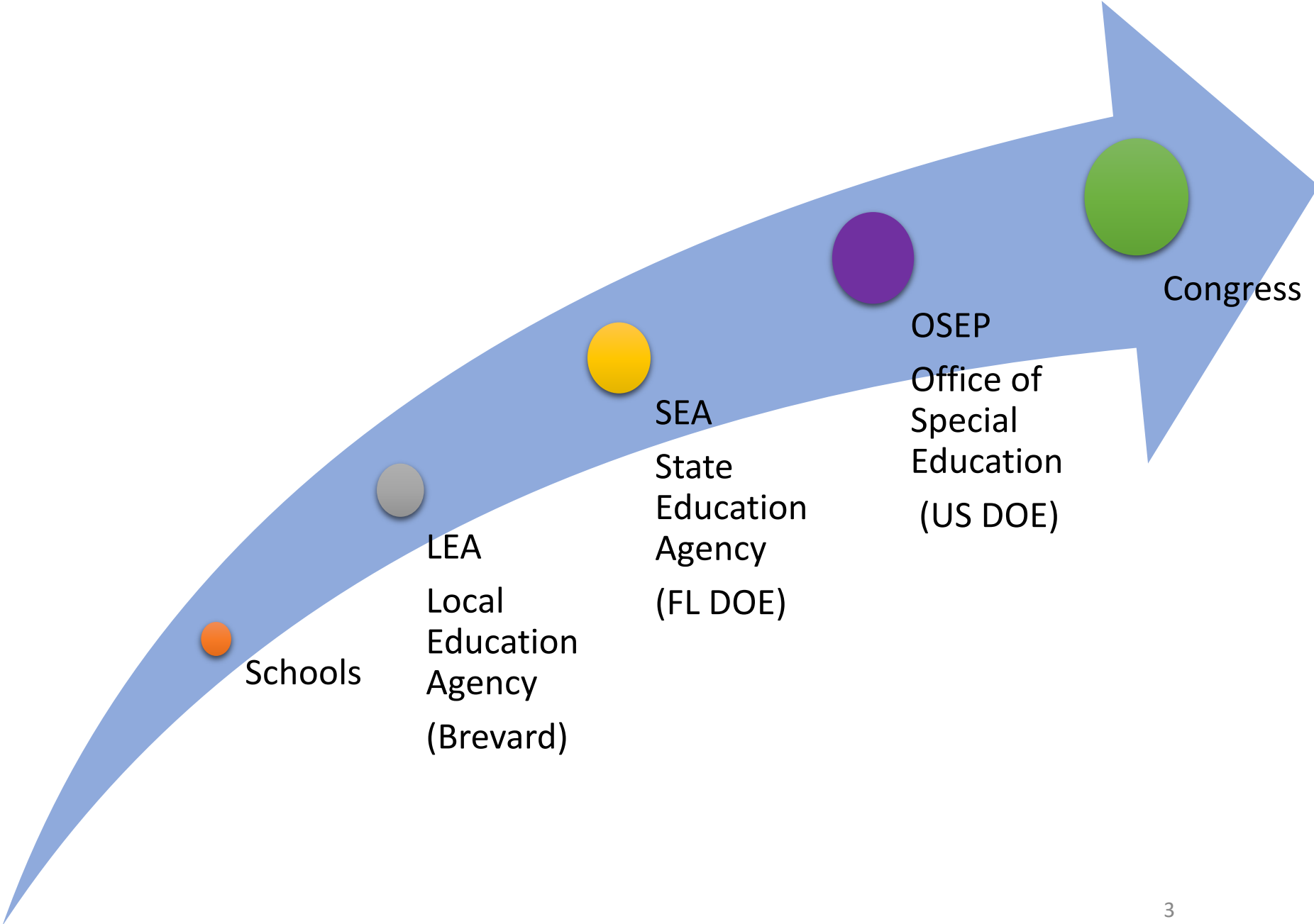
LEA Profile and Determination

Results Driven Accountability



“IDEA requires the primary focus of federal and state monitoring to be on improving educational results and functional outcomes for all children with disabilities and ensuring that each state meets the program requirements under IDEA.”

Results Driven Accountability



Results Driven Accountability



LEA Profile Data Indicators

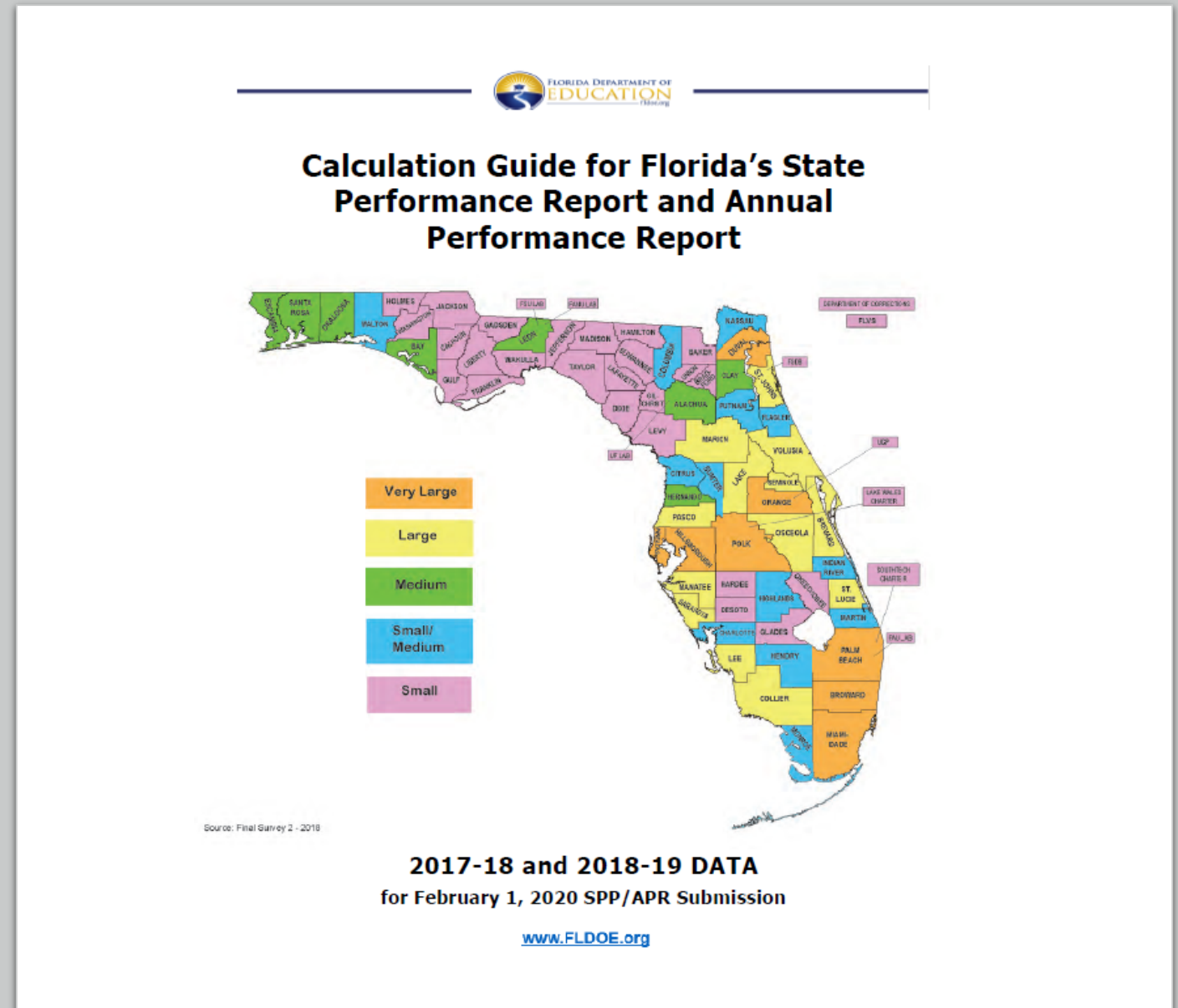
LEA Profile is a planning tool for systemic improvement in exceptional education programs.

- Educational Benefit
- Educational Environment
- Prevalence
- Parent Involvement

LEA Indicators

- Graduation Rate
- Dropout Rate
- Participation/Performance on Statewide Assessments
- Discipline Rate
- Least Restrictive Environment, Ages 6 – 21
- Least Restrictive Environment, Ages 3 – 5
- Early Childhood Outcomes
- Parent Involvement
- Disproportionate Representation in Special Education
- Disproportionate Representation in Specific Disability Program
- 60-Day Timeline
- Transition from Part C to Part B
- Secondary Transition IEP Components
- Postschool Outcomes

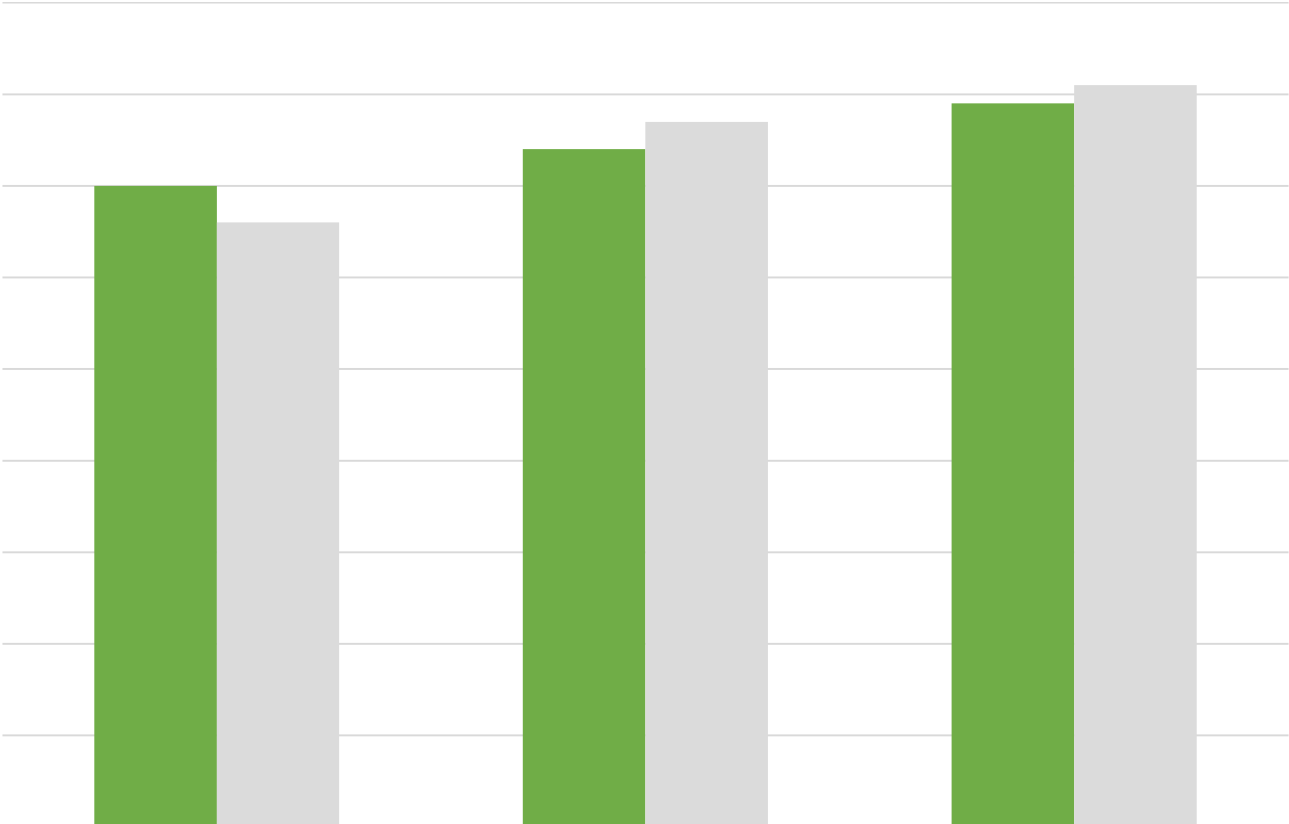
2/2/2021



Section 1: Educational Benefit

Indicator 1:

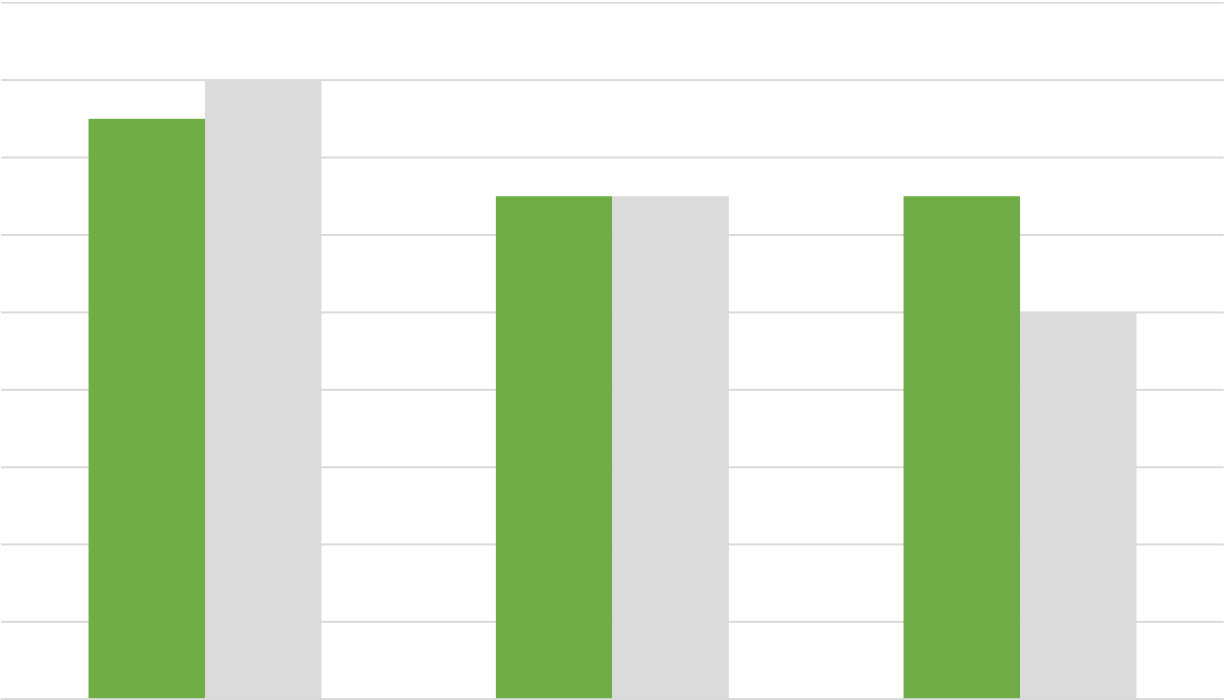
Federal Uniform High School Graduation Rate (SPP 1)



| | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
|  Brevard | 70% | 74% | 79% |
|  SEA | 66% | 77% | 81% |

Section 1: Educational Benefit

Indicator 2:
Federal Dropout Rate for SWD (SPP 2)

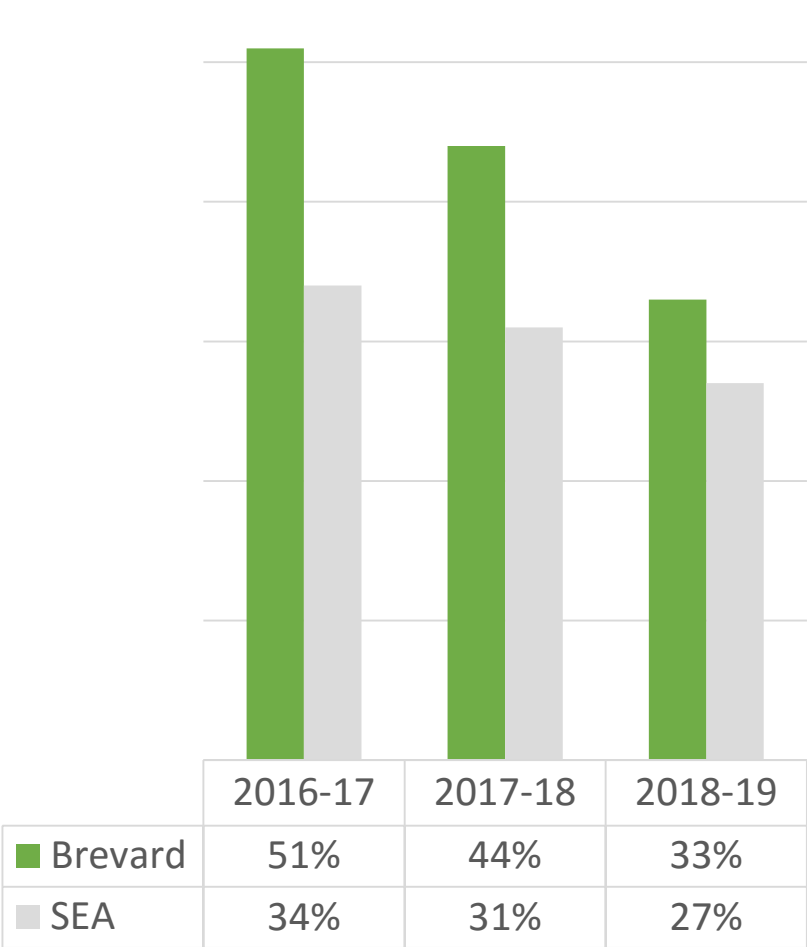


| | 2016-17 | 2017-18 | 2018-19 |
|-----------|---------|---------|---------|
| ■ Brevard | 15% | 13% | 13% |
| ■ SEA | 16% | 13% | 10% |

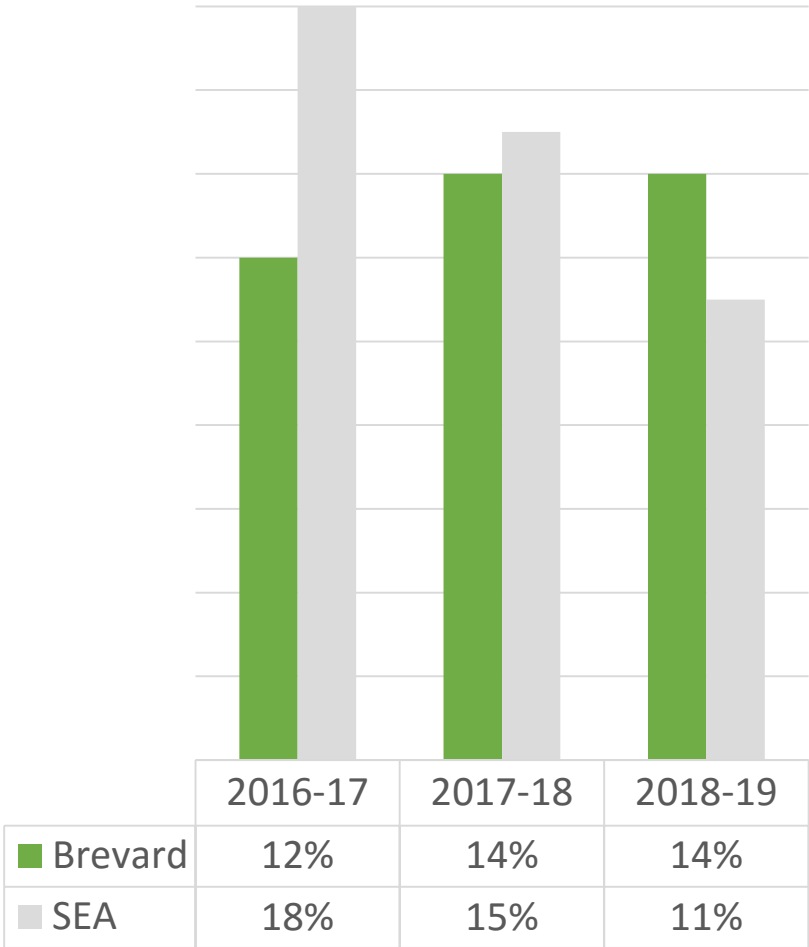
Section 1: Educational Benefit



Indicator 2:
Federal Dropout Rate for EBD (SPP 2)



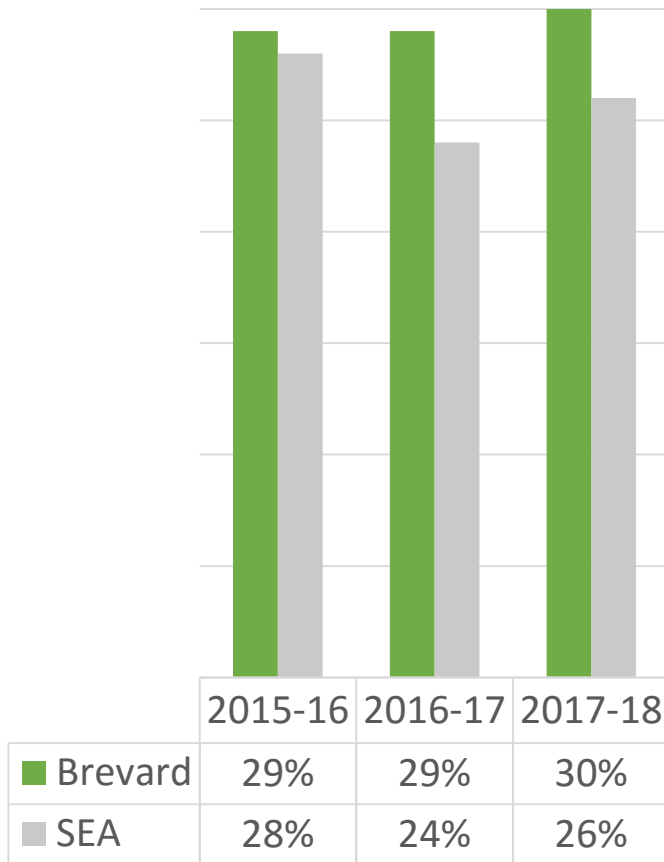
Indicator 2:
Federal Dropout Rate for SLD (SPP 2)



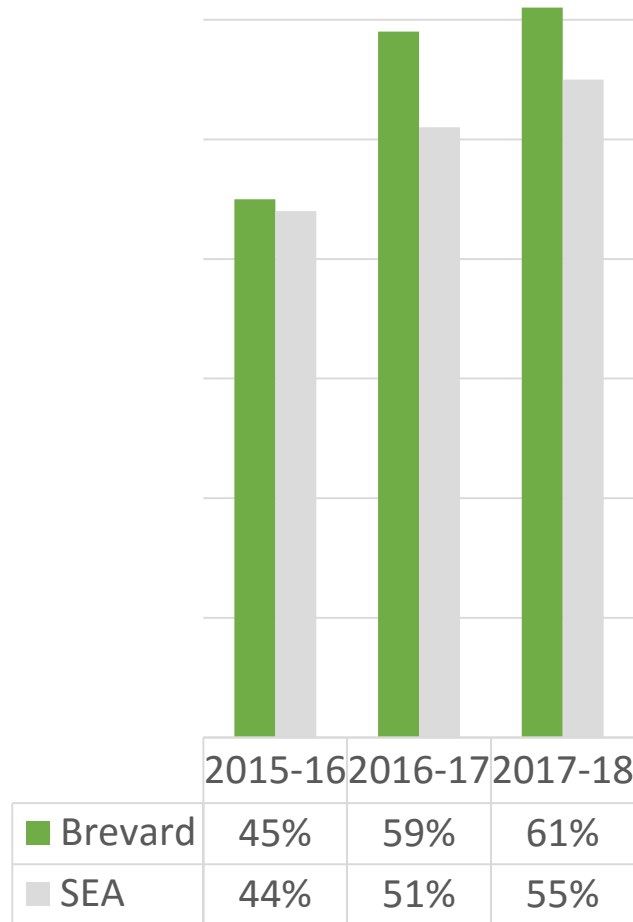
Section 1: Educational Benefit

Indicator 14 – Post-school Outcome Data (SPP 14)

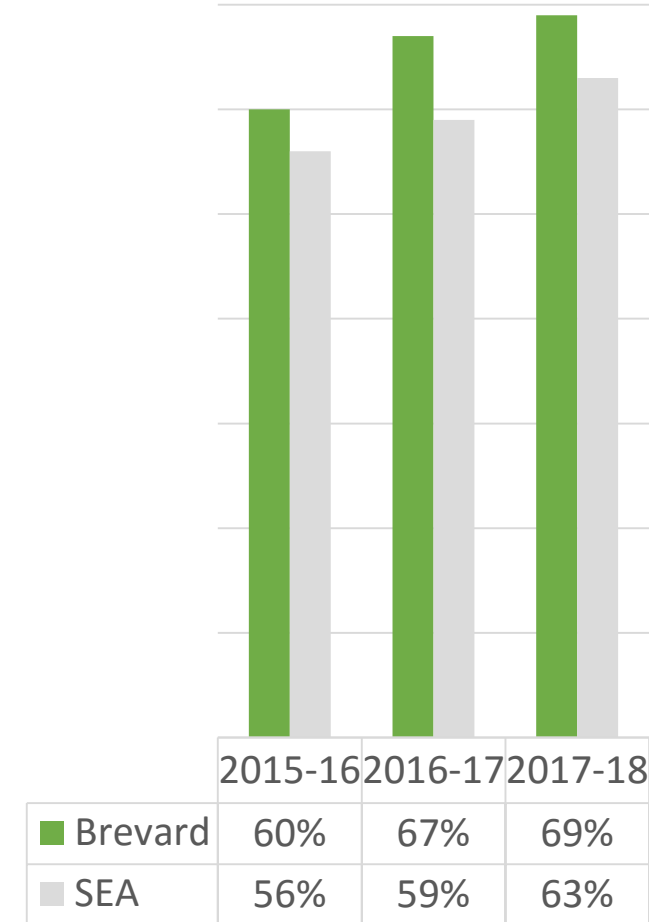
Indicator 1 4A:
SWD in Higher Education



Indicator 14A + 14B:
SWD in Higher Education or
Competitively Employed



Indicator 14A + 14B:
SWD in any Employment or
Continuing Education

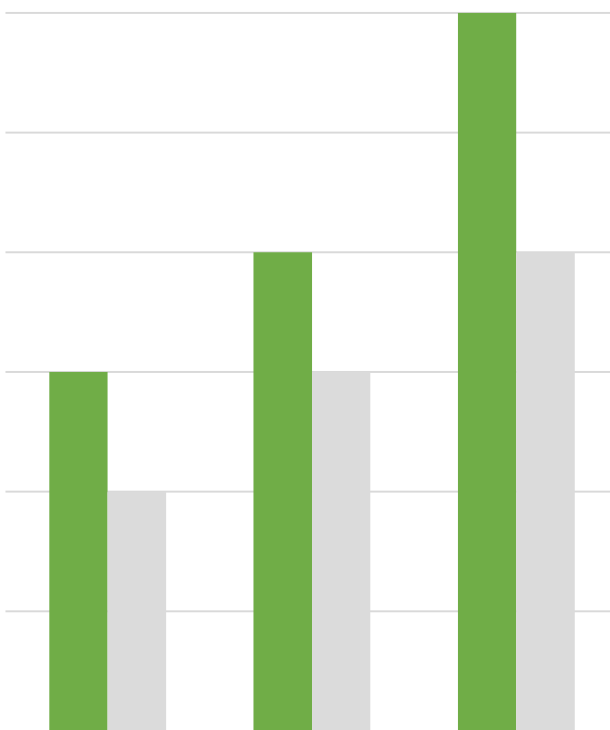


Questions

Section 2: Educational Environment

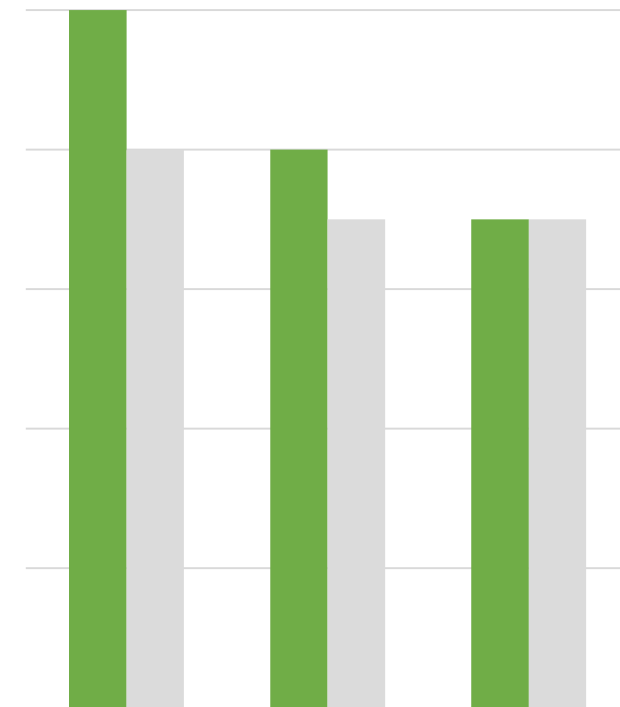
Indicator 5 – Least Restrictive Environment, Ages 6 – 21 (SPP 5)

Indicator (5A) Regular Class



| | 2017-18 | 2018-19 | 2019-20 |
|-----------|---------|---------|---------|
| ■ Brevard | 76% | 77% | 79% |
| ■ SEA | 75% | 76% | 77% |

Resource Room

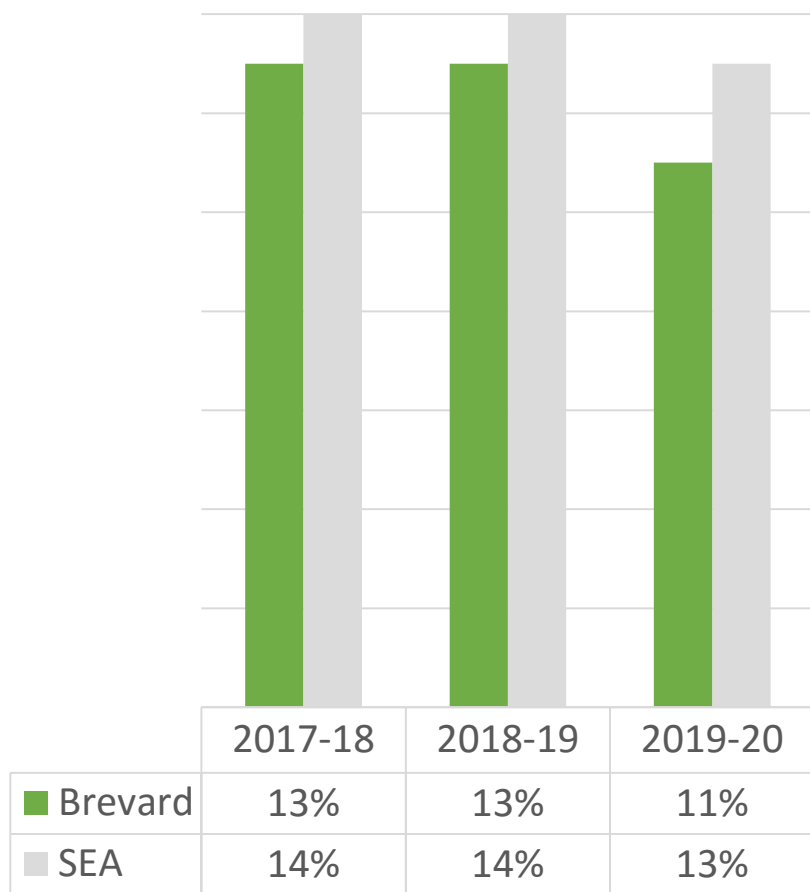


| | 2017-18 | 2018-19 | 2019-20 |
|-----------|---------|---------|---------|
| ■ Brevard | 10% | 8% | 7% |
| ■ SEA | 8% | 7% | 7% |

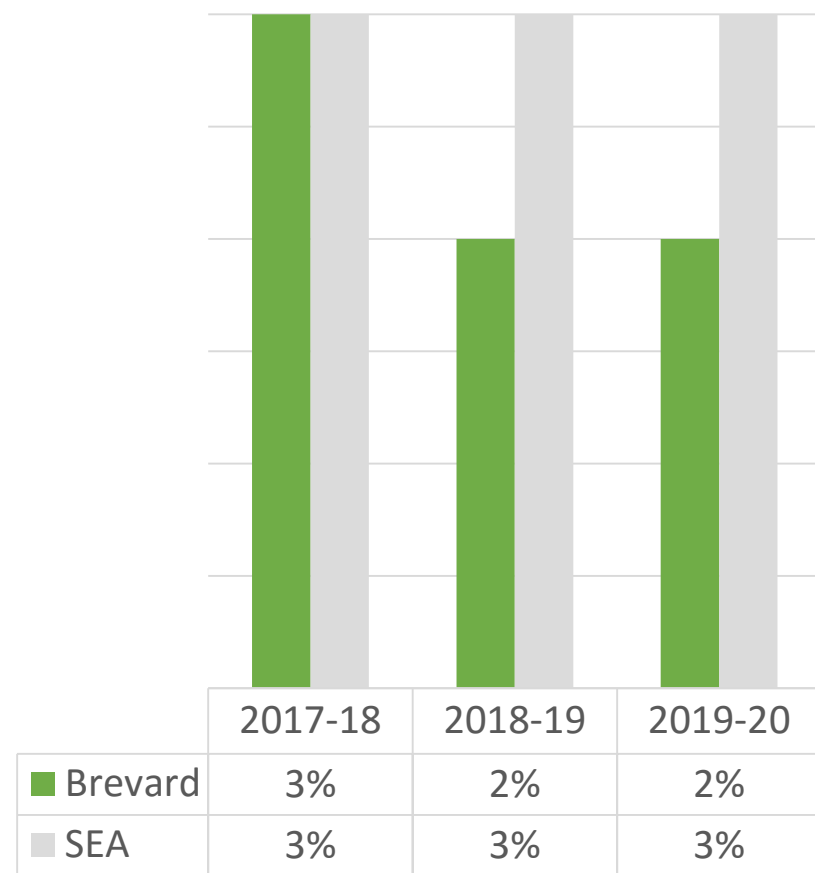
Section 2: Educational Environment

Indicator 5 – Least Restrictive Environment, Ages 6 – 21 (SPP 5)

Indicator (5B) Separate Class



Indicator (5C) Separate Environment

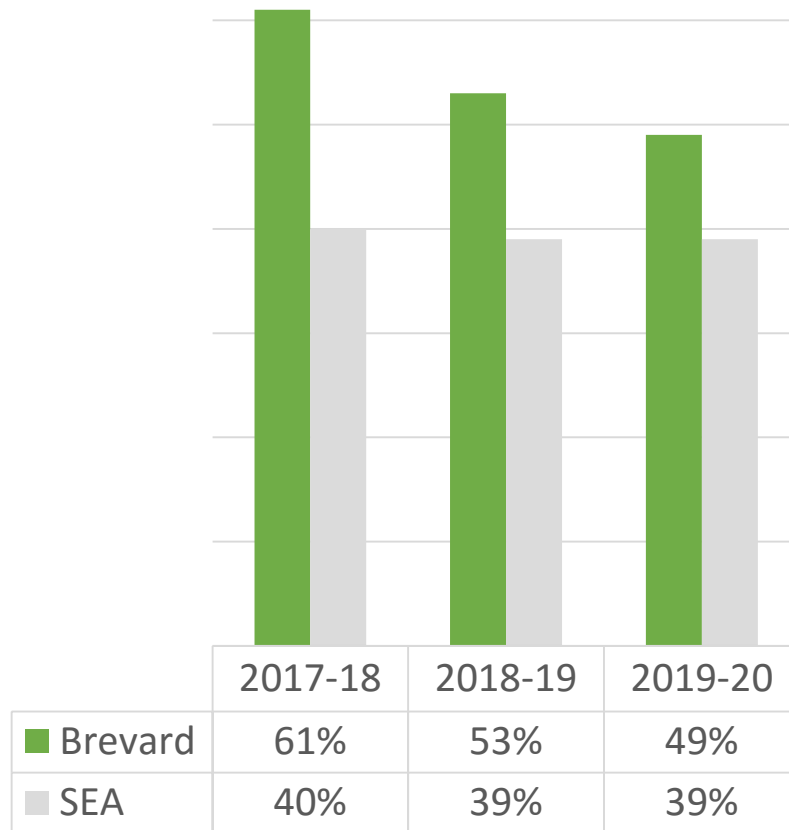


Section 2: Educational Environment

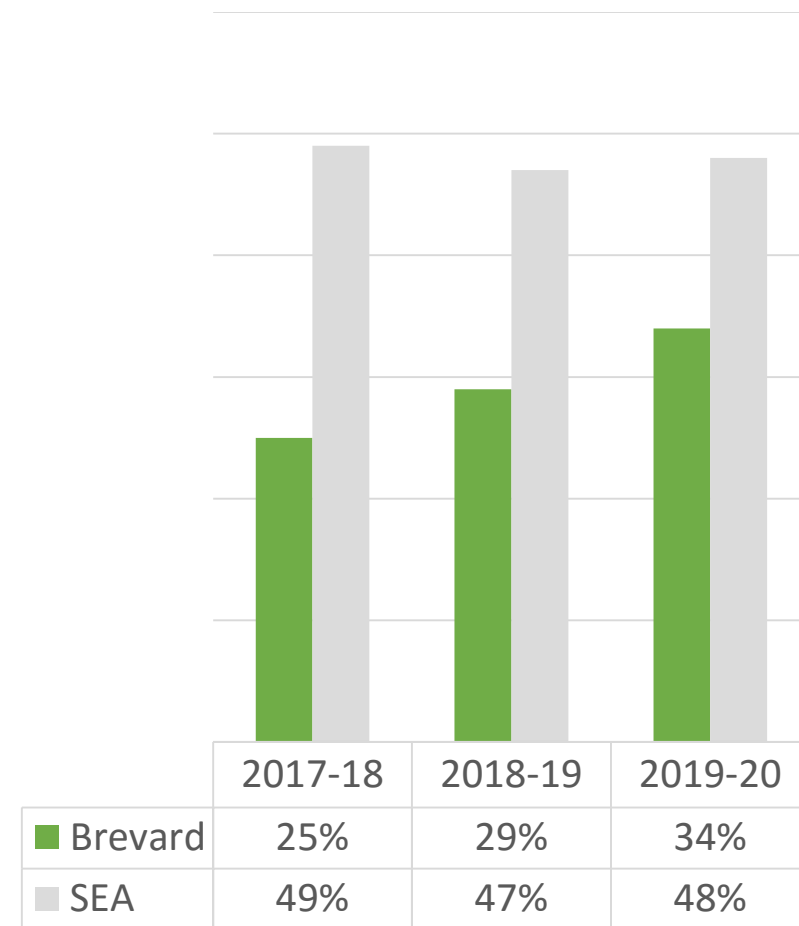
Indicator 6 – Early Childhood Education Settings, Ages 3 – 5 (SPP 6)



Indicator (6A) Regular Early Childhood Program or Kindergarten Receiving Services Inside the Classroom



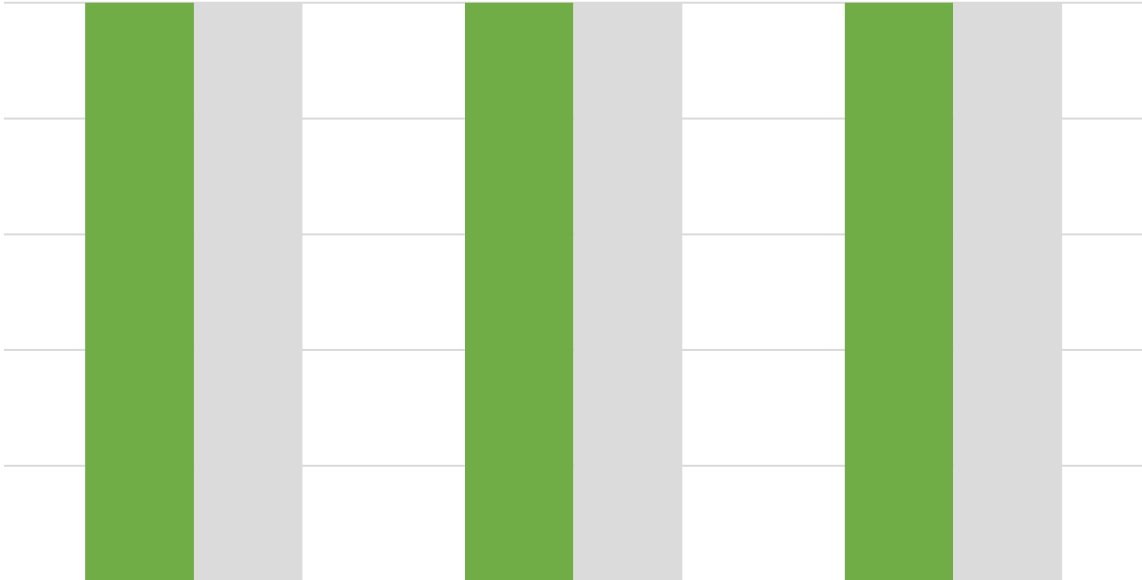
Indicator (6B) Separate Class, Separate School or Residential Facility



Section 2: Educational Environment

Indicator 12 – Transition from Part B to Part C

IEP Developed and Implemented by 3rd Birthday (SPP 12)

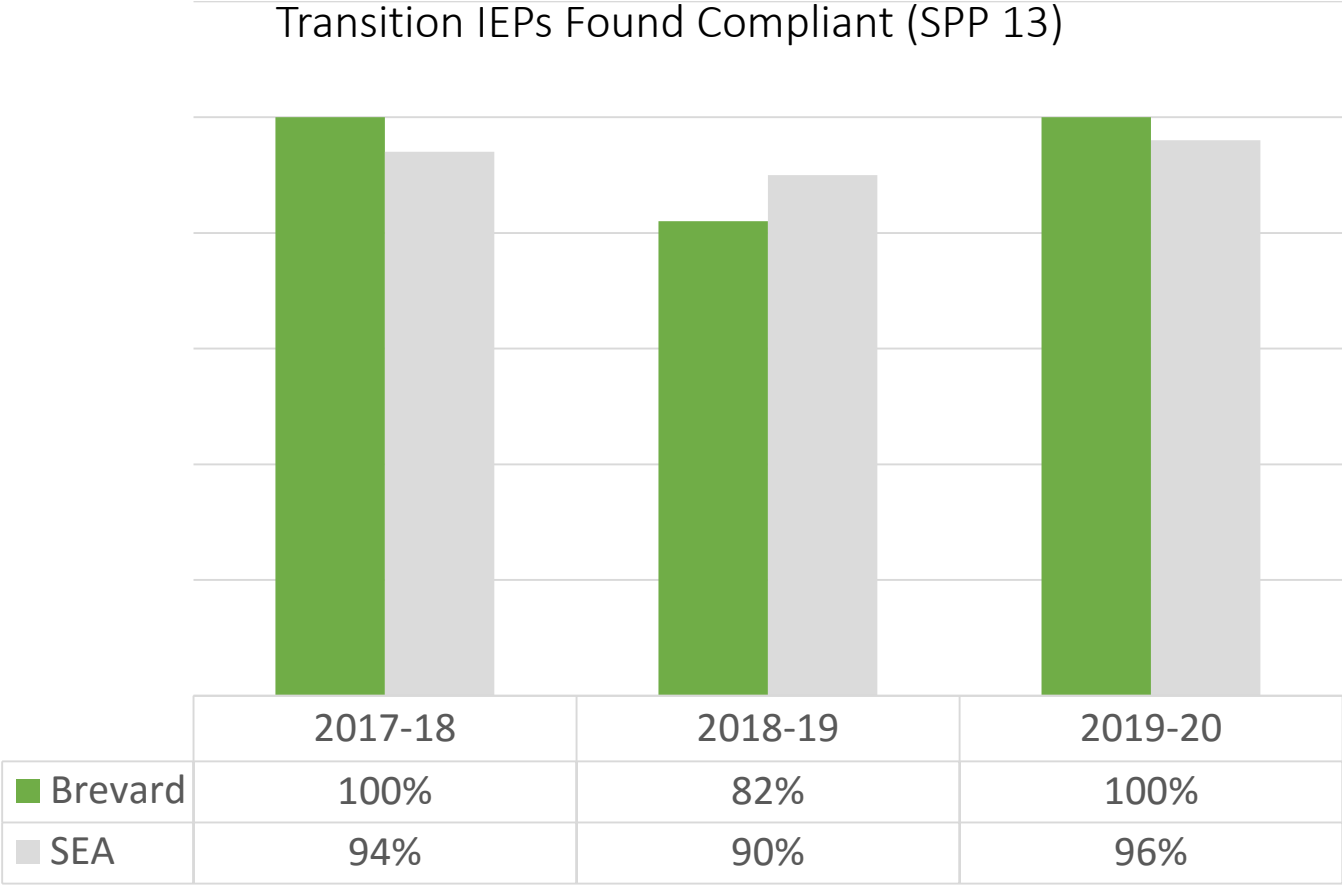


| | 2016-17 | 2017-18 | 2018-19 |
|-----------|---------|---------|---------|
| ■ Brevard | 100% | 100% | 100% |
| ■ SEA | 100% | 100% | 100% |

Section 2: Educational Environment

Indicator 13 – Transition from Part B to Part C

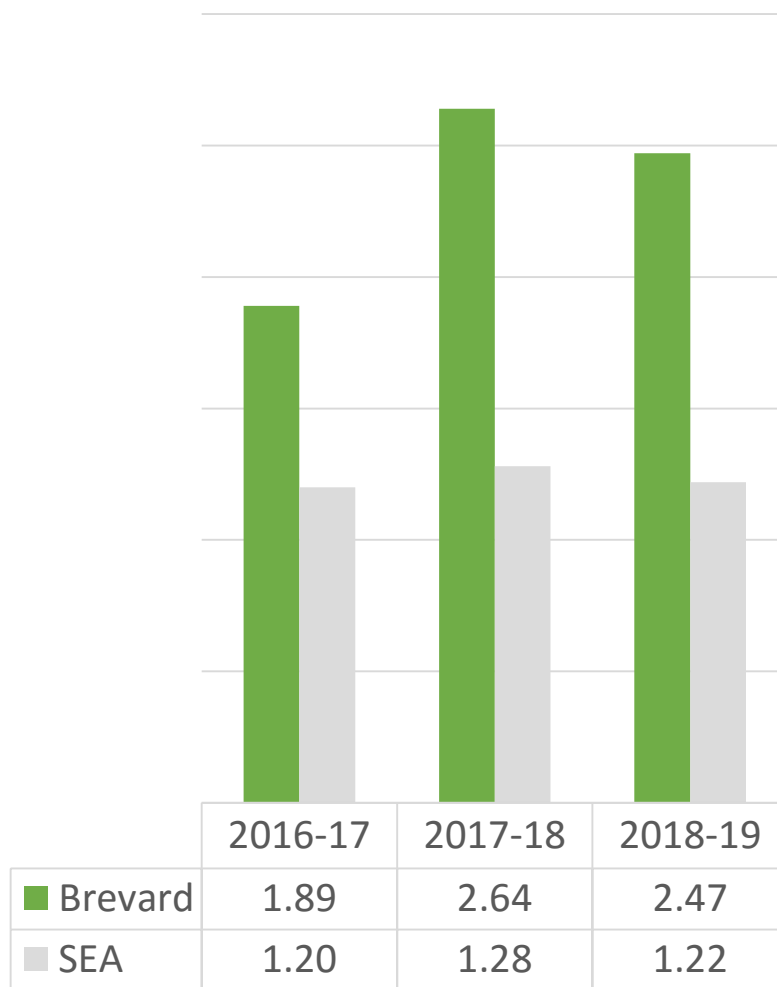
Transition IEPs Found Compliant (SPP 13)



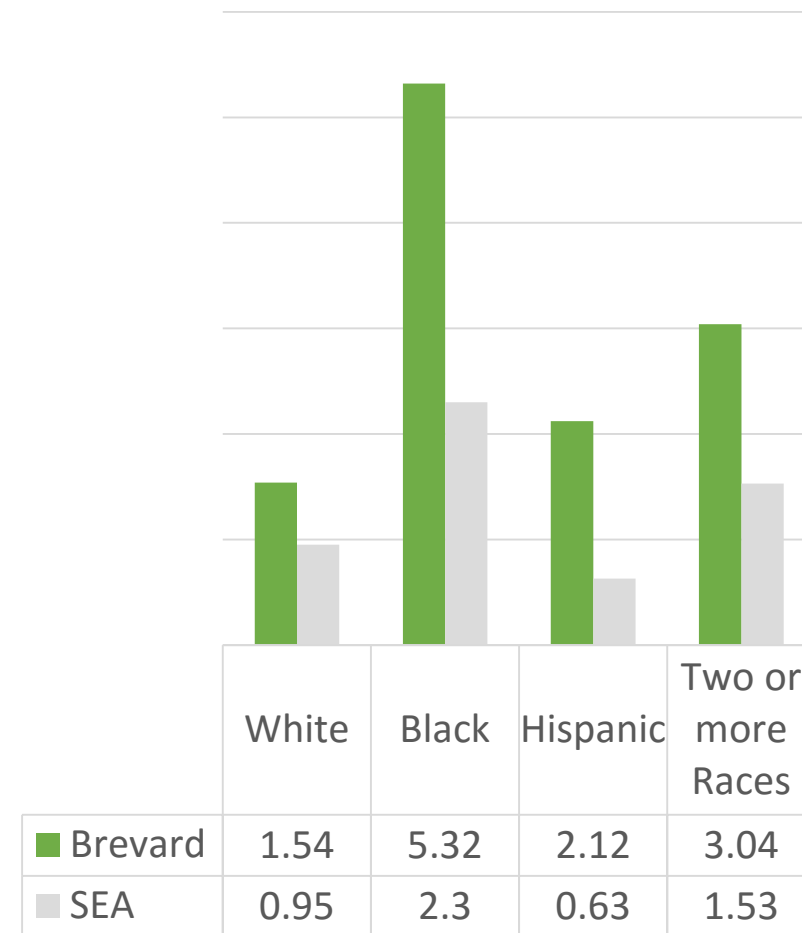
Section 2: Educational Environment

Indicator 4 – Discipline Rates (SPP 4)

Discipline Risk Ratios (4A)



Discipline Risk Ratios by Race/Ethnicity for 2018/19 (4B)



Questions

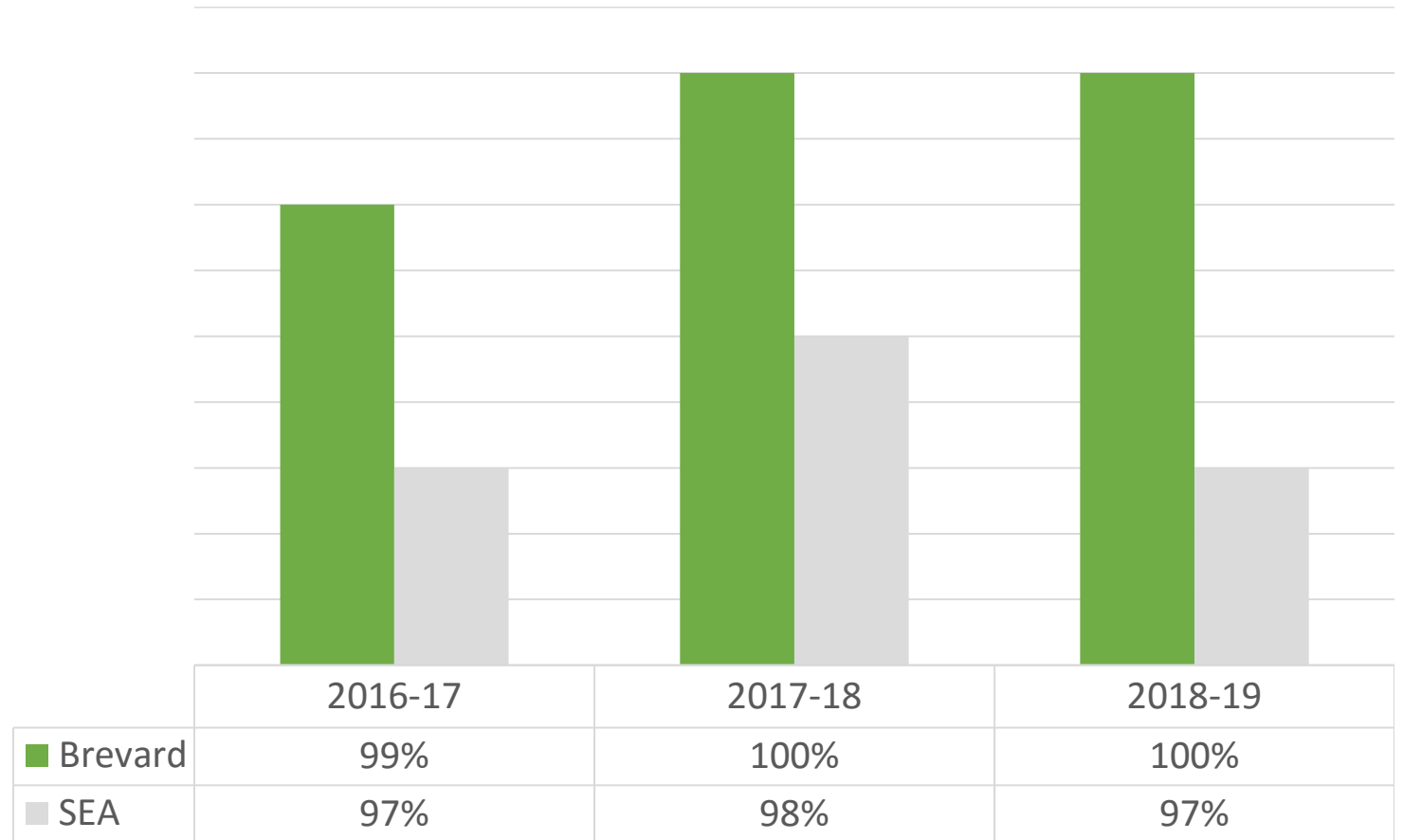


2/2/2021

Section 3: Prevalence

Indicator 11 – 60 Day timeline

Students Evaluated within 60 Days of Receipt of Parent Consent (SPP 11)

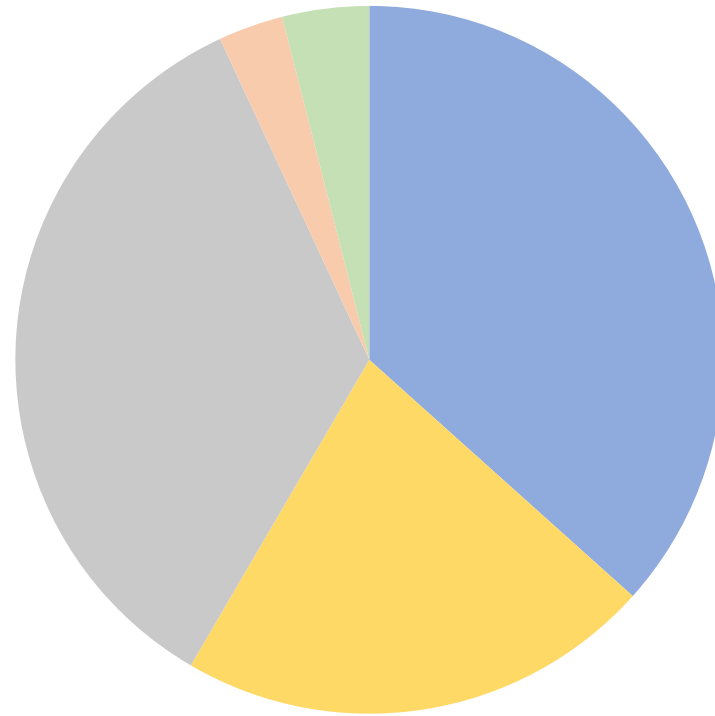


Section 3: Prevalence



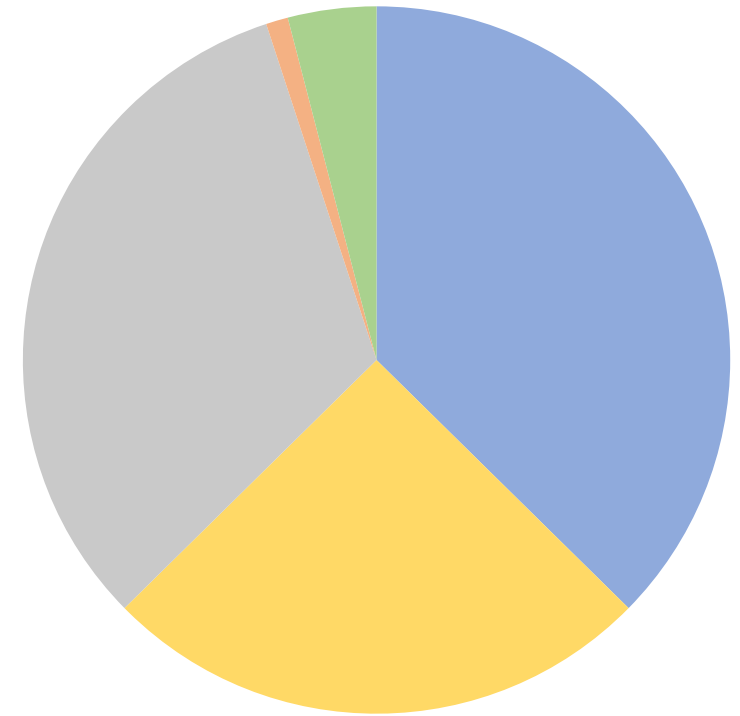
2/2/2021

SEA General Population



■ White ■ Black ■ Hispanic ■ Asian ■ Two or more races

SEA SWD



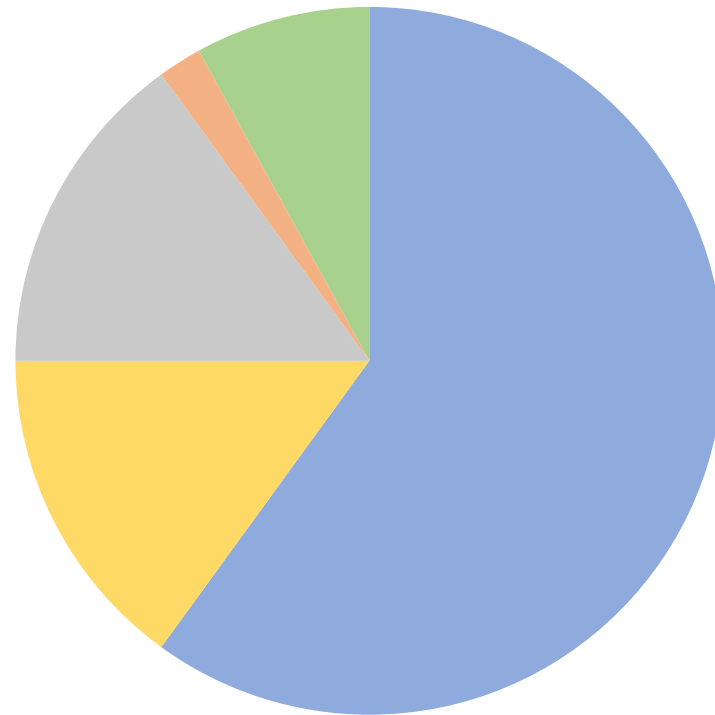
■ White ■ Black ■ Hispanic ■ Asian ■ Two or more races

Section 3: Prevalence



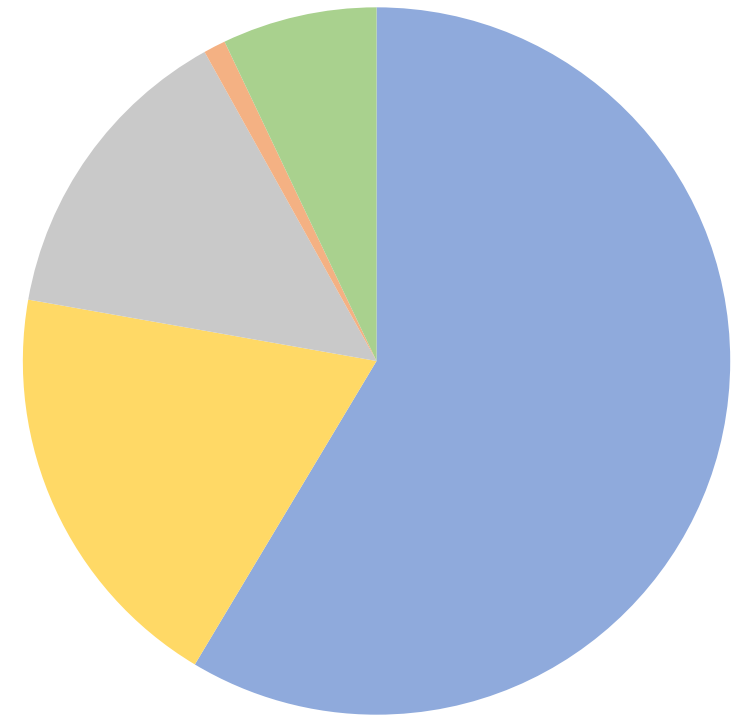
2/2/2021

LEA General Population



■ White ■ Black ■ Hispanic ■ Asian ■ Two or more races

LEA SWD



■ White ■ Black ■ Hispanic ■ Asian ■ Two or more races

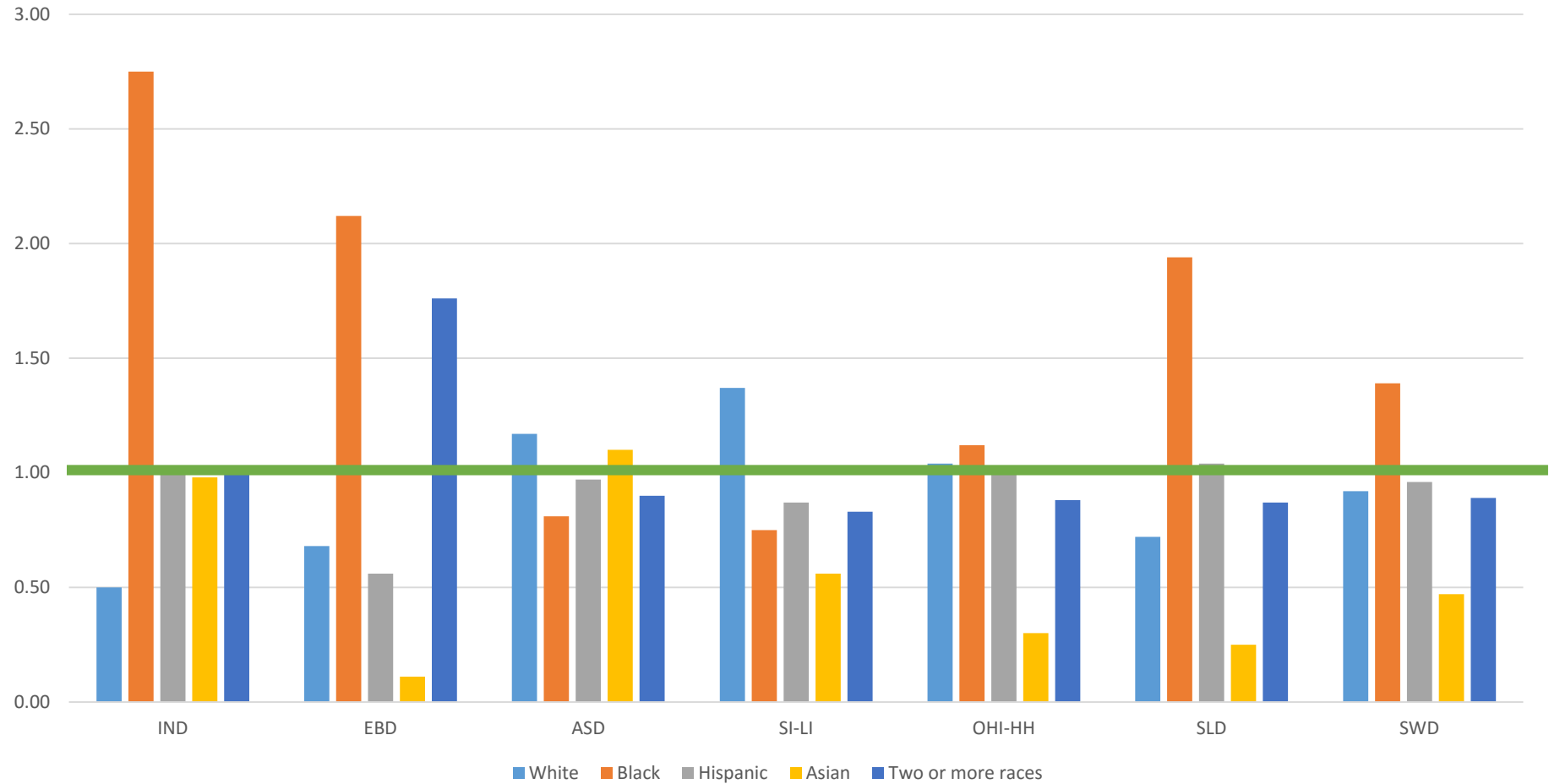


2/2/2021

Section 3: Prevalence

Indicator 9 - Disproportionate Representation in Special Education
Indicator 10 - Disproportionate Representation in Specific Disability Program

Risk Ratios for Students Placed in Exceptional Education



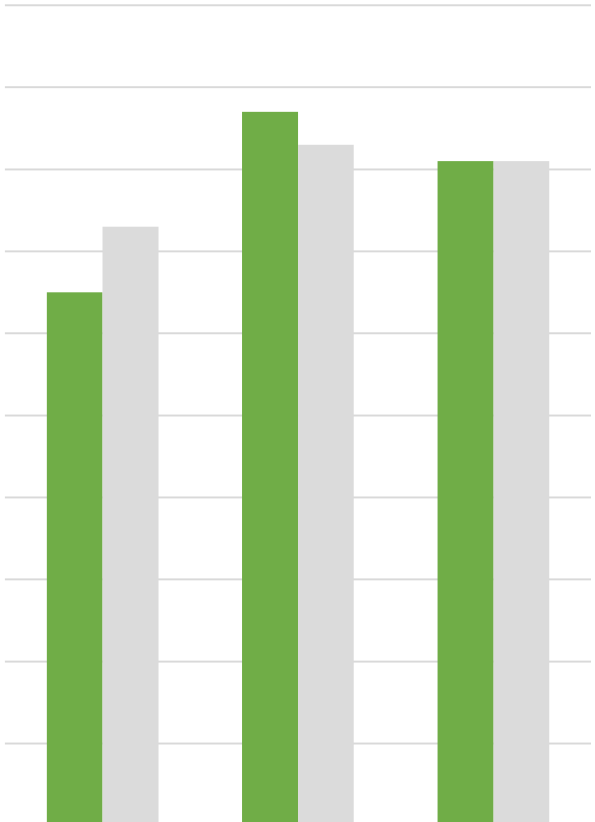
Questions

Section 4: Parent Involvement

Indicator 8 – Parent Survey (SPP 8)

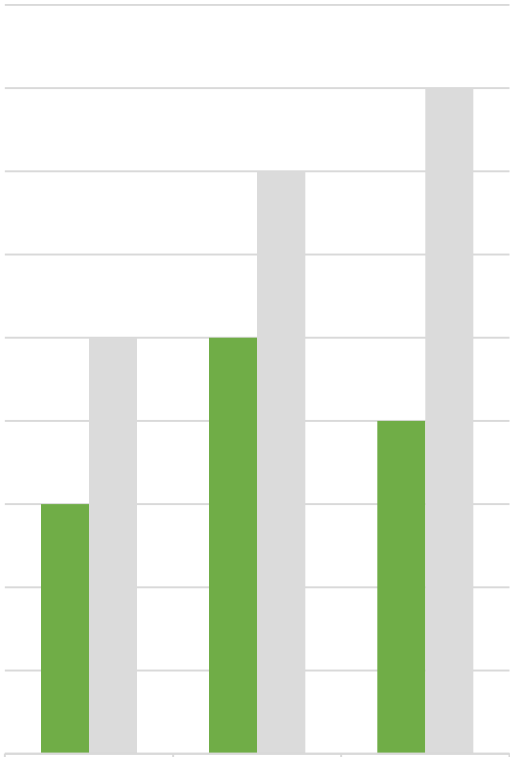


Parent Survey - Preschool



| | 2016-17 | 2017-18 | 2018-19 |
|-----------|---------|---------|---------|
| ■ Brevard | 65% | 87% | 81% |
| ■ SEA | 0.73 | 83% | 81% |

Grades K - 12



| | 2016-17 | 2017-18 | 2018-19 |
|-----------|---------|---------|---------|
| ■ Brevard | 76% | 78% | 77% |
| ■ SEA | 78% | 80% | 81% |



Section 5: Additional Federal Requirements

Comprehensive Coordinated Early Intervening Services (CCEIS)

States are required to collect and examine data on an annual basis to determine if significant disproportionality based on race and ethnicity is occurring in the LEAs with respect to:

- The identification of students with disabilities in specific disability categories
- The placement of students with disabilities in particular educational settings and
- The taking of disciplinary actions



LEA Determination

Step One: Comprehensive Coordinated Early Intervening Services (CCEIS Calculations)

| CCEIS Calculations | | Finding |
|---|---|--------------------------|
| Identification | Risk Ratios for identification are calculated for LEAs by race/ethnicity which are used to determine significant disproportionality for each of the following categories: all SWD and students with a primary disability of ASD, EBD, IND, OH, SI/LI and SLD. | N/A |
| Discipline | Risk Ratios for discipline are calculated for LEAs by race/ethnicity and are used to determine significant disproportionality for each of the following areas: in-school suspension (ISS) less than or equal to 10 days, ISS more than 10 days, OSS less than or equal to 10 days, OSS more than 10 days and total disciplinary removals. | ISS greater than 10 Days |
| Placement | Risk Ratios for placement are calculated for LEAs by race/ethnicity and are used to determine significant disproportionality for separate class placement or other separate environment. | N/A |
| District was required to set aside funds for CCEIS in 2019-2020 | | No |
| District is required to set aside funds for CCEIS in 2020-21 | | Yes |



LEA Determination

Step Two: Points earned based on Compliance and Performance

| Compliance Indicators (9 possible points) | Finding | Compliance Score |
|--|---------|------------------|
| No critical state financial audit findings related to the education of students with disabilities. | NO | 1 |
| SPP 9 – No disproportionate representation in special education found to be due to inappropriate identification. | NO | 1 |
| SPP 10 - No disproportionate representation in specific disability categories found to be due to inappropriate identification. | NO | 1 |
| SPP 11 - At least 95 percent of students with parental consent to evaluate were evaluated within 60 days. | 99.8% | 1 |
| SPP 12 - At least 95 percent of children referred by Part C prior to age 3 who were found eligible for Part B had an IEP developed and implemented by their third birthdays. | 100% | 1 |
| SPP 13 - At least 95 percent of transition IEPs found to be compliant with secondary transition IEP requirements. | 100% | 1 |



LEA Determination

Step Two: Points earned based on Compliance and Performance

| Compliance Indicators (9 possible points) | Finding | Compliance Score |
|---|---------|------------------|
| At least 95 percent of 2017-18 findings of noncompliance corrected within one year and demonstration of correct implementation of related regulation. | 100% | 1 |
| Submission of valid and reliable data for the following two areas: <ul style="list-style-type: none"> SPP 5 & 6 - all errors for placement or age were corrected by the survey due date of 12/15/2019. | NO | 0 |
| Submission of timely data in the areas below: <ul style="list-style-type: none"> SPP 11 - timely submission of data (2018-19 data); SPP 12 - timely submission of the district verification file (2018-19 data) | Yes | 1 |
| Total Compliance Points | | 8 |



LEA Determination

Step Two: Points earned based on Compliance and Performance

| Performance Indicator (9 possible points) | State Target | Performance | Points Earned |
|---|--------------|-------------|---------------|
| SPP 1 – Federal Uniform Graduation Rate | | | |
| 2018-19 Federal uniform graduation rate at or above state performance plan target. (1 point) | 70.0% | 78.8% | 1 |
| 2017-18 Federal uniform graduation rate at or above state performance plan target. (1 point) | 62.3% | 74.2% | 1 |
| Improvement in federal uniform graduation rate (1 point) if: <ul style="list-style-type: none"> • Met 2018-19 target, or • Increase between 2017-18 and 2018-19 is $\geq 1\%$ or • Change between 2017-18 and 2018-19 rate is $<1\%$ and the 2018-19 rate is within 10 points of the target rate of 70% | | | 1 |



LEA Determination

Step Two: Points earned based on Compliance and Performance

| Performance Indicator (9 possible points) | State Target | Performance | Points Earned |
|---|--------------|-------------|---------------|
| SPP 2 – Federal Dropout Rate | | | |
| 2018-19 dropout rate at or below state target (1 point) | 9.5% | 13% | 1 |
| 2017-18 dropout rate at or below state target (1 point) | 10.0% | 13.3% | 1 |
| Improvement in dropout rate from 2017-18 to 2018-19 (1 point): <ul style="list-style-type: none"> • Met 2018-19 target, or • Decrease between 2017-18 and 2018-19 is $\geq 1\%$ or • Change between 2017-18 and 2018-19 rate $< 1\%$ and the 2018-19 rate is within 10 points of the target of 9.5% | | | 1 |



LEA Determination

2020 LEA Determination Criteria

- Federal Uniform Graduation rate (2018-19 target) 70.0%
- Dropout Rate (2018-19 target) 9.5%
- Regular Class Placement (2019-20 target) 85%

2021 LEA Determination Criteria

- Federal Uniform Graduation rate (2019-20 target) 72.0%
- Dropout Rate (2019-20 target) 8.5%
- Regular Class Placement (2020-21 target) 85%



LEA Determination

Step Two: Points earned based on Compliance and Performance

| Performance Indicator (9 possible points) | State Target | Performance | Points Earned |
|--|-------------------|---------------------|---------------|
| SPP 5 – Least Restrictive Environment | | | |
| At or above the state target for 2019-20 regular class placement. (3/3 points) or | 85% | 79.0% | 0 |
| Within 10% of the 2019-20 state target. ($\geq 75\%$ but $< 85\%$) and no decrease in LRE rate greater than 5% from 2018-19 to 2019-20 (2/3 points) or | 2018/19= 76.9% | Difference= 2.1% | 2 |
| At least 70% for 2019-20 (1/3 points) | | | 0 |
| Total Performance Points | | | 6 |



LEA Determination

Brevard District Schools
2020 Part B Results-Driven Accountability Matrix

| Total Compliance Points | Total Performance Points | Total Points Earned | Determination Category |
|-------------------------|--------------------------|---------------------|------------------------|
| 8 | 6 | 14 | Needs Assistance |

The 2020 point values resulting in the determination are:

- Meets Requirements: 14-18 points
- Needs Assistance: 8-13 points or in Needs Assistance four consecutive years
- Needs Intervention: 4-7 points or in Needs Assistance four consecutive years **and no** improvement in graduation and dropout rates
- Needs Substantial Intervention: 0-3 points or in Needs Intervention four consecutive years

Questions



2020/21 Comprehensive Coordinated Early Intervening Services (CCEIS)

Progress Monitoring Support for All Schools

School Monitoring Email

AS-400 report automatically generates email about individual students in the identified subgroup reaching 5 days of ISS- SWD

Email includes reminder to conduct an IEP/IPST meeting to review academic and behavioral data to develop a plan of action

School LEA Data Profile

Risk ratio data for discipline disproportionality for SWD in ISS and OSS > and < 10 days

Least restrictive environment (LRE) data for regular class (80%), resource class (41%-79%), and separate class placement (>40%) of school week with non-disabled peers

Educational outcomes (FSA Proficiency Reading and Math, and ESSA Federal Index



2020/21 Comprehensive Coordinated Early Intervening Services (CCEIS)

Training and Resources for All Schools

| Secondary Principals | Secondary Deans | Secondary Curriculum Contacts and Literacy Coaches | MTSS Facilitators | ESE Support Specialists and School Counselors |
|--|--|---|--|--|
| <ul style="list-style-type: none">○ CCEIS Overview○ Progress Monitoring and Data Analysis Support | <ul style="list-style-type: none">○ CCEIS Overview○ Progress Monitoring and Data Analysis Support○ IPST/MTSS training to build capacity for proactive supports instead of reactive discipline consequences | <ul style="list-style-type: none">○ Awareness of academic supports and resources to assist in resource mapping○ Awareness of accessibility tools and assistive technology to assist with problem solving | <ul style="list-style-type: none">○ Resource Mapping○ The 4 Step Problem Solving Process○ Early Warning System | <ul style="list-style-type: none">○ CCEIS Overview○ IPST training to ensure students with disabilities are included in problem-solving conversations○ Coordination of IEP/IPST meetings for SWD identified in subgroup who reach 5 days in ISS |



2020/21 Comprehensive Coordinated Early Intervening Services (CCEIS)

CCEIS Priority School Personnel Support

- 6 schools- Southwest MS, Central MS, Stone MS, Rockledge HS, Cocoa HS, Palm Bay Magnet HS
- MTSS Coach designated for CCEIS to join the school based IPST team to model initial problem-solving process conversation for identified students to build site-based capacity.
- Members of the CCEIS team assisted in the development of student plans to address the disproportionality of African American SWD in ISS
- Instructional Assistant (IA) provided for the year to support student access to curriculum in Gen Ed



2020/21 Comprehensive Coordinated Early Intervening Services (CCEIS)

CCEIS Priority School Program Support

Positive Behavioral Intervention and Support (PBIS)

- Collaboration effort with FLDOE discretionary project - **Florida's Positive Behavioral Interventions and Support Project - including Root Cause Analysis**
- Multi- tiered framework to support student behavior
- Team-based training (6-8 participants) to include an administrator
- New schools - Tier 1 training held on October 13th, December 8th, and January 14th
- Existing PBIS implementers received an online booster training with live support



2020/21 Comprehensive Coordinated Early Intervening Services (CCEIS)

CCEIS Priority School Program Support

Check and Connect Mentoring Program

- Collaboration with State Personnel Development Grant (SPDG)
- Social Worker (4 CCEIS) assigned to work directly with students identified for T3 support based on 2016-2019 data
- Member of the IPST Problem Solving Team at assigned school
- Systematic monitoring and problem solving through weekly meetings with students
- Relationship and capacity building with key stakeholders
- Family engagement to create a network of support for students

Questions
