

Florida Department of Education
Bureau of Exceptional Education and
Student Services
2020-2025 Strategic Plan

Indicator 1: Graduation

BEESS Point Person(s) – First and Last Name, Position Title

Katherine Milazzo, Director, Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

- Wendy Metty, BEESS
- Donna Phillips, Project 10

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Natasha Lunan, BFCO
- Carla Greene, BSI
- Joey Nice, BSI

FDOE Strategic Goals – Find this in GSW

- Higher Student Achievement
- Skilled Workforce and Economic Development

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results Indicator: Percentage of youth with individual education plans (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. § 1416(a)(3)(A))

Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act, using the definitions in ED Facts file specification FS009.

Measurement: States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.

Indicator 1 Data

Historical Data

Baseline Year	Baseline Data
2011	44.40%

FFY	2015	2016	2017	2018	2019
Target \geq	56.30%	58.30%	60.30%	62.30%	70.00%
Data	56.80%	61.55%	66.00%	77.41%	81.00%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target \geq	82.30%	82.30%	82.50%	83.00%	83.00%	83.30%
Actual Data						

Action 1:

Review and analyze current trend; disaggregate data related to graduation rate (including subgroups and gap data); and arrange districts in tiers to identify districts for intensive support.

Responsible Entity:

Secondary Transition Specialist, Project 10 Director

Progress Monitoring Process:

Graduation data, broken down by year, race/ethnicity, and gender, that is available by January each year for the previous school year on PreK-12 Education Information Portal.

Resources:

Project 10: Transition Education Network

Action 2:

Provide tiered support/professional development activities on evidence-based practices known to impact graduation rate to school districts (e.g., absenteeism, root cause analysis).

Responsible Entity:

Secondary Transition Specialist, Project 10 Director

Progress Monitoring Process:

Project 10, Check & Connect (C&C), and other related discretionary project records of activities in districts, transition and dropout prevention conference reports, and monitoring/assistance visit reports.

Resources:

State Personnel Development Grant (SPDG), including SIM and Check and Connect Programs
Project 10: Transition Education Network

Action 3:

Collaborate with national and state partners to identify and plan support for graduation activities (e.g., NTACTION, MyFloridaShines, etc.)

Responsible Entity:

Secondary Transition Specialist

Progress Monitoring Process:

Records of attendance at national events and other collaborative activities will be reviewed.

Resources:

FDLRS Multidisciplinary Educational Service Centers (FDLRS MDC)
Project 10: Transition Education Network
State Personnel Development Grant (SPDG), including SIM and Check and Connect Programs

Indicator 2: Drop Out

BEESS Point Person(s) – First and Last Name, Position Title

Katherine Milazzo, Director, Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

- Wendy Metty, Program Specialist, BEESS
- Donna Phillips, Project 10

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Natasha Lunan, BFCO
- Carla Greene, BSI
- Joey Nice, BSI

FDOE Strategic Goals – Found at <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

- Higher Student Achievement
- Skilled Workforce and Economic Development

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results Indicator: Percentage of youth with individual educational plans (IEPs) who exited special education due to dropping out.
(20 U.S.C. § 1416 (a)(3)(A))

Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act, using the definitions in ED Facts file specification FS009.

Measurement: States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

Indicator 2 Data

Historical Data

Baseline Year	Baseline Data
2013	20.35%

FFY	2015	2016	2017	2018	2019
Target ≤	15.10%	13.40%	11.70%	10.00%	9.50%
Data	18.72%	17.33%	15.86%	12.98%	9.86%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target ≤	11.90%	11.90%	11.50%	11.00%	10.50%	10.00%
Actual Data						

Action 1:

Review and analyze current trend; disaggregate data related to dropout rate (including subgroups and gap data); and arrange districts in tiers to identify districts for intensive support.

Responsible Entity:

Secondary Transition Specialist, Project 10 Director

Progress Monitoring Process:

District dropout data for charter and non-charter schools broken down by year, race/ethnicity, school, and gender, that is available by January each year for the previous school year on PreK-12 Education Information Portal.

Resources:

Project 10: Transition Education Network

Action 2:

Provide tiered support/professional development activities on evidence-based practices known to impact dropout rate to school districts (e.g., absenteeism, root cause analysis).

Responsible Entity:

Secondary Transition Specialist, Project 10 Director

Progress Monitoring Process:

Project 10, Check & Connect (C&C), and other related discretionary project records of activities in districts, transition and dropout prevention conference reports, and monitoring/assistance visit reports.

Resources:

Project 10: Transition Education Network

State Personnel Development Grant (SPDG), including SIM and Check and Connect Programs

Action 3:

Collaborate with national and state partners to identify and plan support for dropout activities (e.g., NTACTION, MyFloridaShines, etc.)

Responsible Entity:

Secondary Transition Specialist

Progress Monitoring Process:

Records of attendance at national events and other collaborative activities will be reviewed.

Resources:

- FDLRS Multidisciplinary Educational Service Centers (FDLRS MDC)
- Project 10: Transition Education Network

Indicator 3A: Participation for Children with IEPs

BEESS Point Person(s) – First and Last Name, Position Title

- Thomas Garrett, BEESS – Math
- Christina Whitfield, BEESS – ELA

BEESS Team Leads – First and Last Name, Position Title

- Terry Hoffman, BEESS - Math
- Shelby Robertson, PS/RtI - Math
- Patricia Bodiford, BEESS - ISS
- Christi Yu, Access Project
- Pam Sudduth, PS/RTI - ELA
- Christina Whitfield, BEESS - ISS - ELA
- Monica Reeves, JRF - ISS - ELA

Team Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Math
 - Henry Schmitges, FDLRS
 - Courtney Starling, BSIS
 - Caren Prichard, FIN
 - Tara Jeffs, PS/RtI - TLC
- ELA
 - Kevin Smith, REL
 - Sherry Conrad, RMTC-D/HH
 - Keondra Pierre-Eafford, FDLRS
 - Lisa Yount, PS/RtI
 - Kelly Bovard, Learning Ally
 - Evette Idehen, PS/RtI: TLC
 - Barbara Krakower, FIN
 - Cassandra Jackson, OEL
 - Monica Reeves, Just Read, Florida!
- Access
 - Janet Good, Unit Coordinator & Loan Library Distribution Center Coordinator PS/RtI

- Rhonda Bachman, Program Specialist for Autism, FDLRS
- Kim Riley, Region 3 - Florida Inclusion Network Facilitator
- Angie Nathaniel, BEESS

Monitoring Priority: Highest Student Achievement Seamless Articulation and Maximum Access

FDOE Strategic Goals – Found at <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Results Indicator: Participation and performance of children with individual educational plans (IEPs) on statewide assessments:

- Participation rate for children with IEPs.
- Proficiency rate for children with IEPs against grade level academic achievement standards.
- Proficiency rate for children with IEPs against alternate academic achievement standards.
- Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. § 1416(a)(3)(A))

Data Source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act, using EDfacts file specifications FS185 and 188.

Measurement: Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3A Data

Historical Data

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	92.76%
	B	Grade 8	2020	85.58%
	C	Grade HS	2020	81.64%
Math	A	Grade 4	2020	93.77%
	B	Grade 8	2020	86.49%
	C	Grade HS	2020	80.71%

Targets and Actual Data

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A \geq	Grade 4	85.58%	85.90%	95.00%	95.00%	95.00%	95.00%
	Actual Data							
	B \geq	Grade 8	85.58%	85.58%	95.00%	95.00%	95.00%	95.00%
	Actual Data							
	C \geq	Grade HS	81.64%	81.64%	95.00%	95.00%	95.00%	95.00%
Actual Data								
Math	A \geq	Grade 4	86.10%	86.10%	95.00%	95.00%	95.00%	95.00%
	Actual Data							
	B \geq	Grade 8	86.10%	86.10%	95.00%	95.00%	95.00%	95.00%
	Actual Data							
	C \geq	Grade HS	80.71%	80.71%	95.00%	95.00%	95.00%	95.00%
Actual Data								

Action 1:

Engage in data-based problem-solving strategies focused on the participation rates of students with disabilities on statewide standardized assessments to identify districts in need of support.

Responsible Entity:

BEESS strategic ELA, Math, and Access teams in partnership with Just Read, Florida! and BEESS Discretionary Projects.

Progress Monitoring Process:

Participation rate of students with disabilities will be reviewed after each statewide standardized assessment administration.

Resources:

- Bureau of Exceptional Education and Student Services (BEESS)
- Problem Solving/Response to Intervention - PS/RTI
- Florida Inclusion Network - FIN
- Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH)-RMTC
- Learning Ally

- Just Read, Florida!
- Regional Education Laboratory - REL
- Department of Early Learning
- Problem Solving/ Response to Intervention Technology & Learning Connections - PS/RtI: TLC

Action 2:

Responsible entities share best practices for participation in statewide standardized assessments of SWDs.

Responsible Entity:

BEESS strategic ELA, Math, and Access teams in partnership with Just Read, Florida! and BEESS Discretionary Projects.

Progress Monitoring Process:

Reviewed annually by the ELA, Math, and Access team using EDStats database, K-12 Reading Plans, and ESE Policies and Procedures (P&P) documents.

FSA, End of Course, and FSAA Participation and Performance PERA 3250: Participation by Primary Exceptionality

Resources:

- BEESS
- PS/RTI
- FIN
- RMTC-D/HH - RMTC
- Learning Ally
- Just Read, Florida!
- REL
- Department of Early Learning
- PS/RtI-TLC

Indicator 3B: Proficiency for Children with IEPs

BEESS Point Person(s) – First and Last Name, Position Title

- Thomas Garrett, BEESS - Math
- Christina Whitfield, BEESS - ELA

BEESS Team Lead(s) – First and Last Name, Position Title

- Terry Hoffman, BEESS - Math
- Shelby Robertson, PS/RtI - Math
- Patricia Bodiford, BEESS-ISS
- Christi Yu- Access Project
- Christina Whitfield, BEESS - ELA
- Pam Sudduth, PS/RTI - ELA

Team Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Math
 - Henry Schmitges, FDLRS
 - Courtney Starling, BSIS
 - Caren Prichard, FIN
 - Tara Jeffs, PS/RtI: TLC
- ELA
 - Kevin Smith, REL
 - Sherry Conrad, RMTC-D/HH
 - Keondra Pierre-Eafford, FDLRS
 - Lisa Yount, PS/RtI
 - Kelly Bovard, Learning Ally
 - Evette Idehen, PS/RtI: TLC
 - Barbara Krakower, FIN
 - Cassandra Jackson, OEL
 - Monica Reeves, Just Read, Florida!
- Access
 - Janet Good, Unit Coordinator & Loan Library Distribution Center Coordinator PS/RtI
 - Rhonda Bachman, HRD Specialist, FDLRS
 - Kim Riley, Region 3 - Florida Inclusion Network Facilitator

- Angie Nathaniel, BEESS

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results Indicator: Participation and performance of children with individual educational plans (IEP) on statewide assessments:

- Participation rate for children with IEPs.
- Proficiency rate for children with IEPs against grade level academic achievement standards.
- Proficiency rate for children with IEPs against alternate academic achievement standards.
- Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. § 1416(a)(3)(A))

Data Source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act, using ED Facts file specifications FS175 and 178.

Measurement: Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3B Data

Historical Data

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	22.82%
	B	Grade 8	2020	16.15%
	C	Grade HS	2020	15.10%
Math	A	Grade 4	2020	28.08%
	B	Grade 8	2020	22.01%
	C	Grade HS	2020	14.03%

Targets and Actual Data

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A \geq	Grade 4	22.80%	22.80%	24.00%	26.00%	27.00%	27.00%
	Actual Data							
	B \geq	Grade 8	16.15%	16.15%	20.00%	21.50%	22.00%	22.00%
	Actual Data							
	C \geq	Grade HS	15.10%	15.10%	18.00%	20.00%	21.50%	21.50%
Actual Data								
Math	A \geq	Grade 4	28.08%	28.08%	29.00%	30.50%	31.00%	31.50%
	Actual Data							
	B \geq	Grade 8	22.01%	22.01%	24.00%	26.50%	27.00%	27.50%
	Actual Data							
	C \geq	Grade HS	14.03%	14.03%	16.00%	18.00%	20.00%	21.00%
Actual Data								

Action 1:

Engage in data-based problem-solving strategies focused on the performance rates of students with disabilities on grade level academic achievement standards statewide standardized assessments and identify districts in need of support.

Responsible Entity:

BEES strategic ELA, Math, and Access teams in partnership with Just Read, Florida! and BEES Discretionary Projects.

Progress Monitoring Process:

Proficiency rate of students with disabilities will be reviewed after each statewide standardized assessment administration.

Resources:

- BEES
- PS/RTI
- FIN
- RMTC-D/HH - RMTC
- Learning Ally
- Just Read, Florida!

- REL
- Department of Early Learning
- PS/RtI: TLC
- Bureau of Standards and Instructional Support (BSIS)

Action 2:

Responsible entities will share best practices for increasing academic proficiency of SWDs.

Responsible Entity:

BEES strategic ELA, Math, and Access teams in partnership with Just Read, Florida! and BEES Discretionary Projects.

Progress Monitoring Process:

Reviewed annually by the ELA, Math, and Access team using EDStats database, K-12 Reading Plans, and ESE Policies and Procedures (P&P) documents.

Resources:

- BEES
- PS/RTI
- FIN
- RMTC-D/HH - RMTC
- Learning Ally
- Just Read, Florida!
- REL
- Department of Early Learning
- PS/RtI: TLC

Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

BEESS Point Person(s) – First and Last Name, Position Title

- Thomas Garrett, BEESS Math
- Christina Whitfield, BEESS - ISS, ELA

BEESS Team Lead(s) – First and Last Name, Position Title

- Terry Hoffman, BEESS - Math
- Shelby Robertson, PS/RtI - Math
- Patricia Bodiford, BEESS - ISS
- Christi Yu- Access Project
- Pam Sudduth, PS/RTI - ELA
- Christina Whitfield, BEESS - ISS, ELA

Team Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Math
 - Henry Schmitges, FDLRS
 - Courtney Starling, BSIS
 - Caren Prichard, FIN
 - Tara Jeffs, PS/RtI: TLC
- ELA
 - Kevin Smith, REL
 - Sherry Conrad, RMTC-D/HH
 - Keondra Pierre-Eafford, FDLRS
 - Lisa Yount, PS/RtI
 - Kelly Bovard, Learning Ally
 - Evette Idehen, PS/RtI: TLC
 - Barbara Krakower, FIN
 - Cassandra Jackson, OEL
 - Monica Reeves, Just Read, Florida!
- Access
 - Janet Good, Unit Coordinator & Loan Library Distribution Center Coordinator PS/RtI
 - Rhonda Bachman, HRD Specialist, FDLRS
 - Kim Riley, Region 3 - Florida Inclusion Network Facilitator

- Angie Nathaniel, BEESS

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results Indicator: Participation and performance of children with individual educational plans (IEPs) on statewide assessments:

- Participation rate for children with IEPs.
- Proficiency rate for children with IEPs against grade level academic achievement standards.
- Proficiency rate for children with IEPs against alternate academic achievement standards.
- Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. § 1416(a)(3)(A))

Data Source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act, using ED Facts file specifications FS175 and 178.

Measurement: Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8 and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3C Data

Historical Data

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	56.53%
	B	Grade 8	2020	58.33%
	C	Grade HS	2020	60.98%
Math	A	Grade 4	2020	55.96%
	B	Grade 8	2020	62.05%
	C	Grade HS	2020	62.46%

Targets and Actual Data

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A \geq	Grade 4	56.50%	56.50%	57.00%	57.00%	57.50%	57.50%
	Actual Data							
	B \geq	Grade 8	58.30%	58.35%	58.50%	58.50%	59.00%	59.00%
	Actual Data							
	C \geq	Grade HS	60.00%	61.00%	61.50%	61.50%	62.00%	62.00%
Actual Data								
Math	A \geq	Grade 4	55.00%	56.00%	56.50%	56.50%	57.00%	57.00%
	Actual Data							
	B \geq	Grade 8	62.00%	62.10%	62.50%	62.50%	63.00%	63.00%
	Actual Data							
	C \geq	Grade HS	62.00%	62.50%	63.00%	63.00%	63.50%	63.50%
Actual Data								

Action 1:

Engage in data-based problem-solving strategies focused on improving the proficiency rates of students with disabilities on alternate academic achievement standards statewide standardized assessments and to identify districts in need of support.

Responsible Entity:

BEES strategic ELA, Math, and Access teams in partnership with Just Read, Florida! and BEES Discretionary Projects.

Progress Monitoring Process:

Proficiency rate of students with disabilities will be reviewed after each statewide standardized assessment administration.

Resources:

- BEES
- PS/RTI
- FIN
- RMTC-D/HH - RMTC

- Learning Ally
- Just Read, Florida!
- REL
- Department of Early Learning
- PS/RtI: TLC
- BSIS

Action 2

Responsible entities will share best practices for increasing academic proficiency of SWDs.

Responsible Entity:

BEES strategic ELA, Math, and Access teams in partnership with Just Read, Florida! and BEES Discretionary Projects.

Progress Monitoring Process:

Reviewed annually by the ELA, Math, and Access team using EDStats database, K-12 Reading Plans, and ESE Policies and Procedures (P&P) documents.

FSA, End of Course, and FSAA Participation and Performance PERA 3250: Participation by Primary Exceptionality

Resources:

- BEES
- PS/RTI
- FIN
- RMTC-D/HH - RMTC
- Learning Ally
- Just Read, Florida!
- REL
- Department of Early Learning
- PS/RtI: TLC

Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

BEESS Point Person(s) – First and Last Name, Position Title

- Thomas Garrett, BEESS Math
- Christina Whitfield, BEESS - ISS, ELA

BEESS Team Lead(s) – First and Last Name, Position Title

- Terry Hoffman, BEESS- Math
- Shelby Robertson, PS/RtI - Math
- Patricia Bodiford, BEESS - ISS
- Christi Yu- Access Project
- Pam Sudduth, PS/RTI - ELA
- Christina Whitfield, BEESS - ISS, ELA

Team Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Math
 - Henry Schmitges, FDLRS
 - Courtney Starling, BSIS
 - Caren Prichard, FIN
 - Tara Jeffs, PS/RtI: TLC
- ELA
 - Kevin Smith, REL
 - Sherry Conrad, RMTC-D/HH
 - Keondra Pierre-Eafford, FDLRS
 - Lisa Yount, PS/RtI
 - Kelly Bovard, Learning Ally
 - Evette Idehen, PS/RtI: TLC
 - Barbara Krakower, FIN
 - Cassandra Jackson, OEL
 - Monica Reeves, Just Read, Florida!
- Access
 - Janet Good, Unit Coordinator & Loan Library Distribution Center Coordinator PS/RtI
 - Rhonda Bachman, HRD Specialist, FDLRS
 - Kim Riley, Region 3- Florida Inclusion Network Facilitator

- Angie Nathaniel, BEESS

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results Indicator: Participation and performance of children with IEPs on statewide assessments:

- Participation rate for children with IEPs.
- Proficiency rate for children with IEPs against grade level academic achievement standards.
- Proficiency rate for children with IEPs against alternate academic achievement standards.
- Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. § 1416(a)(3)(A))

Data Source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act, using ED Facts file specifications FS175 and 178.

Measurement: Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8 and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3D Data

Historical Data

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	29.57%
	B	Grade 8	2020	36.43%
	C	Grade HS	2020	35.23%
Math	A	Grade 4	2020	25.04%
	B	Grade 8	2020	31.81%
	C	Grade HS	2020	20.01%

Targets and Actual Data

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A \geq	Grade 4	29.57%	29.57%	29.50%	28.00%	27.00%	26.00%
	Actual Data							
	B \geq	Grade 8	36.43%	36.43%	36.40%	35.00%	32.00%	31.00%
	Actual Data							
	C \geq	Grade HS	35.23%	35.23%	35.20%	34.00%	32.00%	30.00%
Actual Data								
Math	A \geq	Grade 4	25.04%	25.04%	25.00%	24.00%	24.00%	22.00%
	Actual Data							
	B \geq	Grade 8	31.81%	31.81%	31.80%	31.00%	30.00%	27.00%
	Actual Data							
	C \geq	Grade HS	20.01%	20.01%	20.00%	19.00%	16.00%	14.00%
Actual Data								

Action 1:

Engage in data-based problem-solving strategies focused on decreasing the gap in proficiency rate for children with IEPs and all students against grade-level academic achievement standards assessments and to identify districts in need of support.

Responsible Entity:

BEES strategic ELA, Math, and Access teams in partnership with Just Read, Florida! and BEES Discretionary Projects.

Progress Monitoring Process:

Gap in proficiency rate for children with IEPs and all students against grade-level academic achievement with disabilities will be reviewed after each statewide standardized assessment administration.

Resources:

- BEES
- Problem Solving/ Response to Intervention - PS/RTI
- Florida Inclusion Network - FIN
- Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH) - RMTC
- Learning Ally

- Just Read, Florida!
- Regional Education Laboratory - REL
- Department of Early Learning
- Problem Solving/ Response to Intervention Technology & Learning Connections - PS/RtI: TLC

Action 2:

Responsible entities will share best practices for increasing academic proficiency of SWDs.

Responsible Entity:

BEES strategic ELA, Math, and Access teams in partnership with Just Read, Florida!, Bureau of Standards and Instructional Support and BEES Discretionary Projects.

Progress Monitoring Process:

Reviewed annually by the ELA, Math, and Access team using EDStats database, K-12 Reading Plans, and ESE Policies and Procedures (P&P) documents.

FSA, End of Course, and FSAA Participation and Performance PERA 3250: Participation by Primary Exceptionality

Resources:

- BEES
- PS/RTI
- FIN
- RMTC-D/HH - RMTC
- Learning Ally
- Just Read, Florida!
- REL
- Department of Early Learning
- PS/RtI: TLC
- Bureau of Standards and Instructional Support (BSIS)

Indicator 4A: Suspension/Expulsion

BEESS Point Person(s) – First and Last Name, Position Title

Katherine Milazzo, Director, Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

Jennifer Barnhill, Program Specialist, BEESS

Don Kincaid, FLPBIS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Steve Barnes, BEESS
- Charlene Grecsek, SEDNET
- Bill Pearlman, FIN
- Jessica Rey, FDLRS
- Rose Iovannone, FDLRS MDC
- Lauren Evanovich, PBIS
- Catherine Zenko, CARD
- Therese Sandomierski, FLBIS (Consultant)

FDOE Strategic Goals - <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Highest Student Achievement

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results Indicator: Rates of suspension and expulsion:

- A. Percentage of local educational agencies (LEAs) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions of greater than 10 days in a school year for children with individual educational plans (IEPs).
- B. Percentage of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. § 1416(a)(3)(A); § 1412(a)(22))

Data Source: State discipline data, including State’s analysis of State’s discipline data collected under section 618 of the Individuals with Disabilities Education Act, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for children without disabilities within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement: Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100. Include State’s definition of “significant discrepancy.”

Indicator 4A Data

Historical Data

Baseline Year	Baseline Data
2005	19.40%

FFY	2015	2016	2017	2018	2019
Target	7.00%	4.00%	2.00%	5.00%	4.00%
Data	11.11%	9.30%	7.69%	11.90%	9.30%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target	12.90%	10.00%	9.00%	9.00%	8.50%	8.30%
Actual Data						

Action 1:

Analysis/Identification: Analysis of district and state graduation, dropout data, restraint, suspension and expulsion (S/E), and Comprehensive Coordinated Early Intervening Services (CCEIS) discipline for students with disabilities to inform decision making and to determine which districts are in need of assistance.

Responsible Entity:

Positive Behavior/Student Engagement Team:

- BEESS
- FLPBIS
- SEDNET
- FDOE Office of Safe Schools
- FIN
- FDLRS
- FDLRS MDC
- CARD
- Project 10

Progress Monitoring Process

Graduation data by eligibility is available from the Graduation team by February. Restraint data provided monthly by PAADS. Information on districts that allow or do not allow restraint is in the ESE P&P. CCEIS data available from PAADS each spring.

Resources:

- BEESS Best Practices for Inclusion Strategic Planning Team
- BEESS Multi-Tiered Support System Framework for Supporting Districts
- BEESS Transition and Postsecondary Strategic Planning Team
- CARD
- FDLRS MDC
- FDLRS
- FIN
- SEDNET
- PBS: MTSS
- State Advisory Panel for the Education of Exceptional Students (SAP)

Action 2:

Development/Collaboration: Based on data analysis and best practices, BEESS and Discretionary Projects will collaborate on the development of training, effective practices, assessment, and technical support products to increase student engagement and appropriate behavior, and increase graduation rates, and decrease dropout rates, and reduce instances of restraint, seclusion, suspension and expulsion for students with disabilities.

Responsible Entity:

Positive Behavior/Student Engagement Team:

- BEESS
- FLPBIS
- SEDNET
- FDOE Office of Safe Schools
- FIN
- FDLRS
- FDLRS MDC
- CARD
- Project 10

Progress Monitoring Process:

Review products, trainings, and services that were developed as a result of project collaboration.

Resources:

- BEESS Transition and Postsecondary Strategic Planning Team
- CARD
- FDLRS MDC
- FDLRS
- FIN
- SEDNET
- PBS:MTSS

Action 3:

Delivery/Evaluation: Collaborate with districts on the delivery of services and provide support for data-based decision-making, problem-solving, and action planning to increase student engagement and appropriate behavior and increase graduation rates and decrease dropout rates for students with disabilities, and reduce instances of restraint, seclusion, suspension and expulsion.

Responsible Entity:

Positive Behavior/Student Engagement Team:

- BEESS
- FLPBIS

- SEDNET
- FDOE Office of Safe Schools
- FIN
- FDLRS
- FDLRS MDC
- CARD
- Project 10

Progress Monitoring Process:

Members of the Best Practices for Positive Behavior and Student Engagement will meet quarterly to review collaborative efforts with districts.

Resources:

- BEESS Best Practices for Inclusion Strategic Planning Team
- BEESS Transition and Postsecondary Strategic Planning Team
- CARD
- FDLRS MDC
- FDLRS
- FIN
- SEDNET
- PBS:MTSS

Indicator 4B: Suspension/Expulsion

BEESS Point Person(s) – First and Last Name, Position Title

Katherine Milazzo, Director, Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

- Jennifer Barnhill, Program Specialist, BEESS
- Don Kincaid, FLPBIS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Steve Barnes, BEESS
- Charlene Grecsek, SEDNET
- Bill Pearlman, FIN
- Jessica Rey, FDLRS
- Rose Iovannone, FDLRS MDC
- Lauren Evanovich, PBIS
- Catherine Zenko, CARD
- Therese Sandomierski, FLBIS (Consultant)

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results indicator: Rates of suspension and expulsion:

- A. Percentage of local educational agencies (LEAs) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
- B. Percentage of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. § 1416(a)(3)(A); § 1412(a)(22)).

Data Source: State discipline data, including State's analysis of State's discipline data collected under section 618 of the Individuals with Disabilities Education Act, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and

expulsions for children with IEPs to rates for children without disabilities within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement: Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100. Include State’s definition of “significant discrepancy.”

Indicator 4B Data

Historical Data

Baseline Year	Baseline Data
2009	0.00%

FFY	2015	2016	2017	2018	2019
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target	0%	0%	0%	0%	0%	0%
Actual Data						

Action 1:

Analysis/Identification: Analysis of district and state graduation, dropout data, restraint and seclusion (R/S), suspension and expulsion (S/E), and Comprehensive Coordinated Early Intervening Services (CCEIS) discipline for students with disabilities to inform decision making and to determine which districts are in need of assistance.

Responsible Entity:

Positive Behavior/Student Engagement Team:

- BEESS
- FLPBIS
- SEDNET
- FDOE Office of Safe Schools
- FIN
- FDLRS
- FDLRS MDC
- CARD
- Project 10

Progress Monitoring Process:

Graduation data by eligibility is available from the Graduation team by February. Restraint and seclusion data provided monthly by PAADS. Information on districts that allow or do not allow restraint is in the ESE P&P. CCEIS data available from PAADS each spring.

Resources:

- BEESS Best Practices for Inclusion Strategic Planning Team
- BEESS Multi-Tiered Support System Framework for Supporting Districts
- BEESS Transition and Postsecondary Strategic Planning Team
- CARD
- FDLRS MDC
- FDLRS
- FIN
- SEDNET
- PBS:MTSS
- SAP

Action 2:

Development/Collaboration: Based on data analysis and best practices, BEESS and Discretionary Projects will collaborate on the development of training, effective practices, assessment, and technical support products to increase student engagement and appropriate behavior, and increase graduation rates, and decrease dropout rates, and reduce instances of restraint, seclusion, suspension and expulsion for students with disabilities.

Responsible Entity:

Positive Behavior/Student Engagement Team:

- BEESS
- FLPBIS
- SEDNET
- FDOE Office of Safe Schools
- FIN
- FDLRS
- FDLRS MDC
- CARD
- Project 10

Progress Monitoring Process:

Review products, trainings, and services that were developed as a result of project collaboration.

Resources:

- BEESS Best Practices for Inclusion Strategic Planning Team
- BEESS Multi-Tiered Support System Framework for Supporting Districts
- BEESS Transition and Postsecondary Strategic Planning Team
- CARD
- FDLRS MDC
- FDLRS
- FIN
- SEDNET
- PBS:MTSS
- SAP

Action 3:

Delivery/Evaluation: Collaborate with districts on the delivery of services and provide support for data-based decision-making, problem-solving, and action planning to increase student engagement and appropriate behavior and increase graduation rates and decrease dropout rates for students with disabilities, and reduce instances of restraint, seclusion, suspension, and expulsion.

Responsible Entity:

Positive Behavior/Student Engagement Team:

- BEESS
- FLPBIS
- SEDNET
- FDOE Office of Safe Schools
- FIN
- FDLRS
- FDLRS MDC
- CARD
- Project 10

Progress Monitoring Process:

Members of the Best Practices for Positive Behavior and Student Engagement will meet quarterly to review collaborative efforts with districts.

Resources:

- BEESS Best Practices for Inclusion Strategic Planning Team
- BEESS Multi-Tiered Support System Framework for Supporting Districts
- BEESS Transition and Postsecondary Strategic Planning Team
- CARD
- FDLRS MDC
- FDLRS
- FIN
- SEDNET
- PBS:MTSS
- SAP

Indicator 5: Education Environments (Children 5 (Kindergarten) - 21)

BEESS Point Person(s) – First and Last Name, Position Title

Christina Whitfield, Director, Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

Patricia Bodiford, Program Specialist, BEESS

Kelly Claude, Executive Co-Director, Florida Inclusion Network (FIN)

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Jeff Pruitt, Access Project, Coordinator
- Kay Ratzlaff, FIMC-VI
- Carmelina Hollingsworth, RMTC-D/HH, Project Director
- Rose Iovannone, Research Associate Professor, Multi-Disciplinary Center Director, University of South Florida
- Allison Leatzow, Center for Autism and Related Disabilities, Autism Consultant
- Kristen Redding, Florida Diagnostic and Learning Resources System, Manager
- Lucinda Kelley, State Personnel Development Grant, Director

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>

1. Higher Student Achievement
2. Seamless Articulation and Maximum Access
3. Skilled Workforce and Economic Development
4. Quality Efficient Services

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Results Indicator: Percentage of children with individual educational plans (IEPs) aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities or homebound/hospital placements.

(20 U.S.C. § 1416(a)(3)(A))

Data Source: Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED Facts file specification FS002.

Measurement:

- A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

Indicator 5 Data

Historical Data

Part	Baseline	FFY	2015	2016	2017	2018	2019
A	2005	Target \geq	79.00%	82.00%	83.00%	85.00%	85.00%
A	54.40%	Data	73.02%	73.90%	75.27%	76.20%	76.73%
B	2005	Target \leq	9.00%	8.00%	7.00%	6.00%	6.00%
B	23.20%	Data	13.91%	13.77%	13.79%	13.52%	13.35%
C	2005	Target \leq	1.75%	1.50%	1.25%	1.00%	1.00%
C	3.00%	Data	3.84%	3.79%	3.26%	3.38%	3.23%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target A \geq	76.73%	77.69%	77.70%	78.00%	78.50%	78.60%
Actual Data A						
Target B \leq	13.35%	13.35%	13.20%	12.90%	12.80%	12.70%
Actual Data B						

Target C ≤	3.23%	3.23%	3.00%	2.90%	2.80%	2.70%
Actual Data C						

Action 1:

Provide analysis of data to districts identified as Tier 2 or 3 for indicators 5a and 5b to assist with district-developed improvement actions aligned with goals.

Responsible Entity:

- BEESS - LRE data
- FIN - BPIE priority indicator data
- Inclusion team - analysis of data, including breakdown by exceptionality

Progress Monitoring Process:

- Quarterly data analysis
- Provision of data (Achievement by LRE, preliminary LRE, final LRE, Environmental data by exceptionality, LRE by school, parent survey results) EdFacts file, PERA, onsite monitoring plans, ESE Policies and Procedures Plans
- BPIE Indicators by district, by school

Resources:

- Access Project
- FIN
- FDLRS
- FDLRS-MDCs
- CARD
- FIMC-V
- RMTC-D/HH
- Project 10
- SEDNET
- PS/RtI
- PBIS
- TATS

Action 2:

Provide repository for discretionary project of recommended resources aligned with evidence-based practices to increase access to general education for all students with disabilities.

Responsible Entity:

- SPP Inclusion Team - creation of repository
- Discretionary projects - resources

Progress Monitoring Process:

Create and share ongoing repository for discretionary projects for contributions of evidence-based practices for inclusion of students with disabilities from each project.

- 1) Create site and tracking system for products (project, audience, district(s), school)
- 2) Upload products, and
- 3) Disseminate information to other projects 4) track usage for quarterly contributions and usage of site.

Resources:

- Access Project
- FIN
- FDLRS
- FDLRS-MDCs
- CARD
- FIMC-VI
- RMTC-D/HH
- Project 10
- SEDNET
- PS/RtI
- PBIS
- TATS

Action 3:

Consider usage of BEESS ESE parent page to direct families to project web pages for family resources.

Responsible Entity:

- BEESS - inquire about ESE page
- Inclusion Team - provide links to project pages
- Discretionary projects - provide resources (including BEESS link) on pages and relevant analytics from project websites

Progress Monitoring Process:

Analytics from BEESS ESE parent page - quarterly

Resources:

- Access Project
- FIN
- FDLRS
- FDLRS-MDCs
- CARD
- FIMC-VI
- RMTC-D/HH
- Project 10
- SEDNET
- PS/RtI
- PBIS
- TATS

Indicator 6: Preschool Environments

BEESS Point Person(s) – First and Last Name, Position Title

- Christina Whitfield, Director, BEESS

BEESS Team Lead(s) – First and Last Name, Position Title

- LeNita Winkler, Program Specialist, BEESS
- Sandy Smith, TATS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Members:
 - o Debbi Nicolosi, TATS
 - o Adalis Sanchez-Sarno, Piedra Data Systems
 - o James Husted, FDLRS/SPRING
 - o Katie Dufford-Melendez, FOEL
 - o Jessica Meyer, FDOH/Early Steps
 - o Chelsea Markarian, Headstart
 - o Kristin Radloff, FIN
- Consultants:
 - o Mary Walsh, BEESS
 - o Batya Elbaum, Researcher
 - o Tamarra Price, FDEL
 - o Marilyn Hibbard, Headstart
 - o Lisette Levy, FDEL
 - o Michelle Pearson, Deaf-Blind Education Specialist, UF
 - o Amy Weatherby, Autism Navigator
 - o Kim Riley, Access
 - o Hope Colle, FDEL Early Literacy

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

No items pertaining to Pre-K ESE.

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results Indicator: Percentage of children with individual educational plans (IEPs) aged 3, 4, and 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;
- B. Separate special education class, separate school or residential facility; and
- C. Receiving special education and related services in the home.

(20 U.S.C. § 1416(a)(3)(A))

Data Source: Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS089.

Measurement:

- A. Percent = [(# of children ages 3, 4 and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children ages 3, 4 and 5 with IEPs)] times 100.
- B. Percent = [(# of children ages 3, 4 and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4 and 5 with IEPs)] times 100.
- C. Percent = [(# of children ages 3, 4 and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4 and 5 with IEPs)] times 100.

Indicator 6 Data

Historical Data – 6A, 6B

Part	FFY	2015	2016	2017	2018	2019
A	Target \geq	38.00%	43.00%	48.00%	50.00%	50.50%
A	Data	35.83%	36.73%	40.09%	39.23%	39.25%
B	Target \leq	48.30%	47.30%	46.30%	45.30%	44.80%
B	Data	49.54%	49.82%	48.54%	46.90%	47.63%

Baselines for Inclusive Targets option – 6A, 6B, 6C

Part	Baseline Year	Baseline Data
A	2020	25.93%
B	2020	60.84%
C	2020	0.38%

Inclusive Targets and Actual Data– 6A, 6B

FFY	2020	2021	2022	2023	2024	2025
Target A \geq	25.93%	25.93%	26.00%	26.30%	26.50%	26.50%
Actual Data A						
Target B \leq	60.84%	60.84%	60.83%	60.82%	60.81%	60.00%
Actual Data B						

Inclusive Targets and Actual Data – 6C

FFY	2020	2021	2022	2023	2024	2025
Target C \leq	0.38%	0.38%	0.38%	0.37%	0.36%	0.36%
Actual Data C						

Action 1:

Implement a quality system of support with districts to identify district-specific barriers that are impacting their rates of inclusion at ESE Pre-K and partner with districts to develop solutions.

Responsible Entity:

Florida Department of Education Bureau of Exceptional Education and Student Services (BEESS), Technical Assistance and Training System (TATS)

Progress Monitoring Process:

Least Restrictive Environment (LRE) data released annually in June.

If targets are not met, TATS will provide targeted support to those districts.

Resources:

- Florida Inclusion Network (FIN)
- Florida Division of Early Learning (DEL)
- TATS

Action 2:

Enhance the continuum of services by partnering with Early Learning Coalitions to increase the number local community/private early childhood programs with high-quality inclusive environments (as may be indicated by Best Practices In Early Childhood Education or other assessment) to increase parents' options of accessing services within their chosen preschool programs.

Responsible Entity:

- BEESS
- TATS

Progress Monitoring Process:

LRE data released annually in June.

If targets are not met, TATS will provide targeted support to those districts.

Resources:

- FIN
- DEL
- FDLRS Child Find
- TATS

Action 3:

The State Level (Cross Sector) Team will work with the National Technical Assistance (ECTA) to complete the State Level Early Childhood Inclusion Self-Assessment tool in order to identify the resources and barriers related to inclusive early childhood environments to assist in breaking down barriers at the community/local level.

Responsible Entity:

- State Level Cross Sector Team
- Sandy Smith, TATS
- Debbi Nicolosi, TATS
- LeNita Winkler, BEESS

- Katie Dufford-Melendez, DEL
- Lisette Levy, DEL
- Amber Gibbons, DEL
- Joanna Dyer, DEL
- Chelsea Markarian, DEL
- Tamara Price, DEL
- Jasheena Kahator, FIN
- Kelly Claude, FIN
- Debbie Cate, ECTA
- Risa Davis, Early Steps State Office, DOH

Progress Monitoring Process:

LRE data released annually in June.

If targets are not met, TATS will provide targeted support to those districts.

Resources:

DEL

FIN

TATS

Indicator 7: Preschool Outcomes

BEESS Point Person(s) – First and Last Name, Position Title

- Christina Whitfield, Director, Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

- LeNita Winkler, BEESS
- Sandy Smith, TATS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Members:
 - Debbi Nicolosi, TATS
 - Adalis Sanchez-Sarno, Researcher
 - James Husted, FDLRS/SPRING
 - Katie Dufford-Melendez, FDEL
 - Jessica Meyer, FDOH/Early Steps
 - Chelsea Markarian, Headstart
 - Kristin Radloff, FIN
- Consultants:
 - Mary Walsh, BEESS
 - Batya Elbaum, Researcher
 - Tamarra Price, FDEL
 - Lisette Levy, FDEL
 - Michelle Pearson, Deaf-Blind Education Specialist, UF
 - Amy Weatherby, Autism Navigator
 - Kim Riley, Access
 - Hope Colle, FDEL Early Literacy

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

1. Higher Student Achievement
2. Seamless Articulation and Maximum Access

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results Indicator: Percentage of preschool children aged 3 through 5 with individual educational plans (IEPs) who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. § 1416(a)(3)(A))

Data Source: State selected data source.

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

Indicator 7 Data

Historical Data:

Part	Baseline	FFY	2015	2016	2017	2018	2019
A1	2008	Target \geq	66.10%	68.10%	70.60%	73.60%	75.10%
A1	65.90%	Data	66.66%	69.12%	71.25%	74.46%	75.34%
A2	2008	Target \geq	83.40%	83.90%	84.40%	84.90%	85.40%
A2	75.80%	Data	81.10%	81.60%	80.42%	77.64%	69.76%
B1	2008	Target \geq	66.40%	68.40%	70.90%	73.90%	74.40%
B1	58.80%	Data	63.16%	65.02%	65.32%	66.55%	60.19%
B2	2008	Target \geq	71.40%	73.40%	75.90%	78.90%	79.40%
B2	52.90%	Data	66.49%	67.22%	66.38%	64.63%	51.80%
C1	2008	Target \geq	57.90%	59.90%	62.40%	65.40%	67.40%
C1	59.50%	Data	56.84%	61.42%	64.11%	65.69%	64.61%
C2	2008	Target \geq	80.50%	81.00%	81.50%	82.00%	82.50%
C2	73.30%	Data	77.22%	78.42%	78.14%	76.91%	68.28%

Targets and Actual Data:

FFY	2020	2021	2022	2023	2024	2025
Target A1 \geq	75.30%	75.30%	75.50%	75.50%	75.60%	75.60%
Actual Data A1						
Target A2 \geq	69.80%	69.80%	69.90%	69.90%	70.00%	70.00%
Actual Data A2						
Target B1 \geq	60.20%	60.20%	60.50%	60.50%	61.00%	61.00%
Actual Data B1						
Target B2 \geq	51.80%	51.80%	52.00%	52.00%	52.50%	52.50%
Actual Data B2						
Target C1 \geq	64.60%	64.60%	65.00%	65.00%	65.50%	65.50%
Actual Data C1						

Target C2 ≥	68.30%	68.30%	68.50%	68.50%	69.00%	69.00%
Actual Data C2						

Action 1:

Implement a problem-solving approach with districts to identify and remove district-specific barriers that impact the quality and quantity (percent of students served that have received an Entry and Exit measurement) of the data being used to measure Florida Child Outcomes (FCOMS).

Responsible Entity:

BEES
 Technical Assistance and Training System (TATS)
 Piedra Data Systems (PDS)

Progress Monitoring Process:

Child Outcomes Data released annually in January from PDS.
 If targets are not met, TATS will provide targeted support to those districts.

Resources:

- Child Outcomes Data
- PDS
- TATS

Action 2:

Implement a problem-solving approach with districts to identify and remove district-specific barriers that impact the quality of PreK curriculum and instruction and the implementation of the Florida Early Learning and Developmental Standards.

Responsible Entity:

- BEES
- TATS
- PDS

Progress Monitoring Process:

Child Outcomes Data released annually in January from PDS.

If targets are not met, TATS will provide targeted support to those districts.

Resources:

- Child Outcomes Data
- DEL
- Measuring Outcomes for Preschool Children with Disabilities/University of Miami/Piedra Data Services
- TATS

Action 3:

After identification of districts with the most intensive need of curriculum and instruction implementation in the area of acquisition and use of knowledge and skills, including language and communication, early math concepts, and early literacy; targeted support and resources will be provided to assist these districts in developing an action plan that includes progress monitoring strategies for addressing this outcome area.

Responsible Entity:

BEES

TATS

FDLRS

PS/RtI - TLC

Progress Monitoring Process:

Child Outcomes Data released annually in January from PDS.

If targets are not met, TATS will provide targeted support to those districts.

Resources:

- TATS
- COLT
- Florida Department of Health/Early Steps State Office (DOH/ESSO)
- FDLRS
- FDEL
- Head Start

Indicator 8: Parent Involvement

BEESS Point Person(s) – First and Last Name, Position Title

Katherine Milazzo, Director, Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

Kindrea Hill, BEESS

Sallie Rose, FDLRS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Batya Elbaum, ESE Parent Survey Project
- Kathy Powell, FND
- Mark Keith, RMTC-D/HH
- Jennifer Sabo, Arts4All
- Lisa Friedman-Chavez, Project 10
- Bonita Hampton, BFCO
- Cheri Hart, FIMC-VI
- Charlotte Luzietti, FIN

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Highest Student Achievement

Monitoring Priority: Free appropriate public education in the least restrictive environment.

Results Indicator: Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. § 1416(a)(3)(A))

Data Source: State-selected data source.

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Indicator 8 Data

Historical Data

Group	Baseline	FFY	2015	2016	2017	2018	2019
Preschool	2008	Target \geq	80.00%	83.00%	85.00%	85.00%	85.00%
Preschool	43.00	Data	73.02%	73.33%	73.33%	83.24%	82.43%
School age	2008	Target \geq	80.00%	83.00%	85.00%	85.00%	85.00%
School age	32.00%	Data	77.05%	77.73%	77.74%	80.05%	81.64%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target A \geq	82.60%	82.60%	82.70%	82.70%	82.80%	82.80%
Actual Data A						
Target B \geq	81.60%	81.60%	82.00%	82.50%	82.60%	82.80%
Actual Data B						

Action 1:

Assist districts in reaching an ESE Parent Survey return rate of 10% or higher.

Responsible Entity:

BEESS Parent Services Lead

Progress Monitoring Process:

Monthly survey return counts during the survey open period. Quarterly conference calls. Survey updates and end-of-year reports shared on ESE Director's call and State Advisory Panel meeting.

Resources:

- BEESS Parent Services
- Exceptional Student Education Parent Survey Project
- Family Café
- Family Network on Disabilities (FND)

- Florida Diagnostic and Learning Resources System Associate Centers (FDLRS)
- Florida Instructional Materials Center for the Visually Impaired (FIMC-VI)
- DHH Parent Services
- RMTC

Action 2:

Inform parents of school choice options.

Responsible Entity:

BEES Parent Services Lead

Progress Monitoring Process:

School Choice Office data on compliance with making parents aware of school choice options. Discuss on quarterly calls with districts.

Resources:

FDLRS

Office of Independent Education and Parental Choice

Action 3:

Increase parent awareness and professional understanding of parent rights and responsibilities in the IDEA process. Educate both professionals and families on the continuum of dispute resolution.

Responsible Entity:

BEES Parent Services Lead, DRM

Progress Monitoring Process:

Collaboration with DRM staff to ensure information relayed on parent calls and emails is accurate and current.

Resources:

N/A

Indicator 9: Disproportionate Representation

BEESS Point Person(s) – First and Last Name, Position Title

- Jessica Brattain, Senior Director Dispute Resolution and Monitoring (DRM), Bureau of Exceptional Education and Student Services (BEESS)
- Andrew Weatherill, Director, BEESS

BEESS Team Lead(s) – First and Last Name, Position Title

- Anna Williams-Jones, Consultant: School Psychology, BEESS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Members:
 - Beverley Wilks, Consultant: School Social Work, BEESS
 - Beth Hardcastle, North Regional Coordinator, PS/RtI
 - Brian Gaunt, Inter-Project Coordinator, FLPBIS
 - Tracey Cardenas, Project Manager and ESE PreK Supervisor, FDLRS - Suncoast
 - Alice Schmitges, Administrator, FDLRS
- Consultants:
 - Angela Mann, Associate Professor in the Dept. of Psychology, UNF
 - Tonya Milton, Lead Policy Analyst, BEESS
 - Steven Barnes, Data Program Specialist, BEESS - PAADS
 - Patricia Bodiford, State Lead: Intellectual Disabilities and Traumatic Brain Injury, BEESS - ISS
 - Jennifer Barnhill, State Lead: Emotional Behavioral Disabilities, BEESS - ISS
 - Stephanie Martinez, Technical Assistance Specialist, FLPBIS
 - Charlene M. Grecsek, Principal Investigator and Executive Director, SEDNET
 - Nanci English, Medicaid Consultant, BEESS

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>

Strategy A - Highest Student Achievement

Monitoring Priority: Disproportionality.

Compliance Indicator: Percentage of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. § 1416(a)(3)(C))

Data Source: State’s analysis, based on State’s Child Count data collected section 618 of the Individuals with Disabilities Education Act, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

Measurement: Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2020 reporting period (i.e., after June 30, 2021).

Indicator 9 Data

Historical Data

Baseline Year	Baseline Data
2020	0.00%

FFY	2015	2016	2017	2018	2019
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target	0%	0%	0%	0%	0%	0%
Actual Data						

Action 1:

Review procedures for determining disproportionality (over-and under-identification), monitor disproportionality patterns and trends, and track related outcomes for identified SWD

Responsible Entity:

Program Specialist in PAADS and Instructional Support Services

Progress Monitoring Process:

Annual calculation of district and state risk and risk ratios for Indicator 9 and 10 from Survey 2. Quarterly meetings of Best Practices team. District policies and procedures for ensuring that disproportionate representation of racial and ethnic groups in a specific disability category is not a result of inappropriate identification is reviewed and approved through the SP&P process.

Resources:

- Institute for Small and Rural Districts (ISRD)
- Problem Solving and Response to Intervention State Project (PS/RtI)
- Florida Positive Behavioral Interventions and Supports Project (FLPBIS)
- Student Services Support Project (USF)
- The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Florida Diagnostic and Learning Resources System (FDLRS)
- The Access Project

Action 2:

Provide technical assistance and professional development around key issues impacting equity and disproportionality (e.g., general education interventions and supports, evaluation, identification, disproportionality, and culturally responsive practices).

Responsible Entity:

Best Practices Team Leader

Progress Monitoring Process:

Quarterly meetings of Best Practices team. Technical assistance products and events (webinars, documents). Number of districts that participate in tiered support.

Resources:

- ISRD
- PS/RtI
- FLPBIS
- USF
- SEDNET
- FDLRS
- The Access Project

Action 3:

Collaborate with other Best Practices Workgroups and Discretionary Projects to address systemic issues relating to equity within a tiered support framework.

Responsible Entity:

Best Practices Team Leader

Progress Monitoring Process:

N/A

Resources:

- ISRD
- PS/RtI
- FLPBIS
- USF
- SEDNET
- FDLRS
- The Access Project

Indicator 10: Disproportionate Representation in Specific Disability Categories

BEESS Point Person(s) – First and Last Name, Position Title

Jessica Brattain, Senior Director Dispute Resolution and Monitoring (DRM), Bureau of Exceptional Education and Student Services (BEESS)

Andrew Weatherill, Director, BEESS

BEESS Team Lead(s) – First and Last Name, Position Title

Anna Williams-Jones, Consultant: School Psychology, BEESS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Members:
 - o Beverley Wilks, Consultant: School Social Work, BEESS
 - o Beth Hardcastle, North Regional Coordinator, PS/RtI
 - o Brian Gaunt, Inter-Project Coordinator, FLPBIS
 - o Tracey Cardenas, Project Manager and ESE PreK Supervisor, FDLRS - Suncoast
 - o Alice Schmitges, Administrator, FDLRS
- Consultants:
 - o Angela Mann, Associate Professor in the Dept. of Psychology, UNF
 - o Tonya Milton, Lead Policy Analyst, BEESS
 - o Steven Barnes, Data Program Specialist, PAADS
 - o Patricia Bodiford, State Lead: Intellectual Disabilities and Traumatic Brain Injury, ISS
 - o Jennifer Barnhill, State Lead: Emotional Behavioral Disabilities, ISS
 - o Stephanie Martinez, Technical Assistance Specialist, FLPBIS
 - o Charlene M. Grecsek, Principal Investigator and Executive Director, SEDNET
 - o Nanci English, Medicaid Consultant, BEESS

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Strategy A - Highest Student Achievement

Monitoring Priority: Disproportionality.

Compliance Indicator: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. § 1416 (a)(3)(C))

Data Source: State’s analysis, based on State’s Child Count data collected section 618 of the Individuals with Disabilities Education Act, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

Measurement: Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for FFY 2020, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§ 300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2020 reporting period (i.e., after June 30, 2021).

Indicator 10 Data

Historical Data

Baseline Year	Baseline Data
2020	0.00%

FFY	2015	2016	2017	2018	2019
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target	0%	0%	0%	0%	0%	0%
Actual Data						

Action 1:

Review procedures for determining disproportionality (over- and under-identification), monitor disproportionality patterns and trends, and track related outcomes for identified SWD.

Responsible Entity:

Program Specialist in PAADS and Instructional Support Services

Progress Monitoring Process:

Annual calculation of district and state risk and risk ratios for Indicator 9 and 10 from Survey 2. Quarterly meetings of Best Practices team. District policies and procedures for ensuring that disproportionate representation of racial and ethnic groups in a specific disability category is not a result of inappropriate identification is reviewed and approved through the SP&P process.

Resources:

- Institute for Small and Rural Districts (ISRD)
- Problem Solving and Response to Intervention State Project (PS/RtI)
- Florida Positive Behavioral Interventions and Supports Project (FLPBIS)
- Student Services Support Project (USF)
- The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Florida Diagnostic and Learning Resources System (FDLRS)
- The Access Project

Action 2:

Provide technical assistance and professional development around key issues impacting equity and disproportionality (e.g., general education interventions and supports, evaluation, identification, disproportionality, and culturally responsive practices).

Responsible Entity:

Best Practices Team Leader

Progress Monitoring Process:

Quarterly meetings of Best Practices team. Technical assistance products and events (webinars, documents). Number of districts that participate in tiered support.

Resources:

- ISRD
- PS/RtI
- FLPBIS
- USF
- SEDNET
- FDLRS
- The Access Project

Action 3:

Collaborate with other Best Practices Workgroups and Discretionary Projects to address systemic issues relating to equity within a tiered support framework.

Responsible Entity:

Best Practices Team Leader

Progress Monitoring Process:

N/A

Resources:

- ISRD
- PS/RtI
- FLPBIS
- USF
- SEDNET
- FDLRS
- The Access Project

Indicator 11: Child Find

BEESS Point Person(s) – First and Last Name, Position Title

- Jessica Brattain, Senior Director Dispute Resolution and Monitoring (DRM), Bureau of Exceptional Education and Student Services (BEESS)
- Andrew Weatherill, Director, BEESS

BEESS Team Lead(s) – First and Last Name, Position Title

- Jesus Aviles, Consultant: School Psychology, BEESS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Members:
 - o Beverley Wilks, Consultant: School Social Work, BEESS
 - o Beth Hardcastle, North Regional Coordinator, PS/RtI
 - o Brian Gaunt, Inter-Project Coordinator, FLPBIS
 - o Tracey Cardenas, Project Manager and ESE PreK Supervisor, FDLRS - Suncoast
 - o Alice Schmitges, Administrator, FDLRS
- Consultants:
 - o Angela Mann, Associate Professor in the Dept. of Psychology, UNF
 - o Tonya Milton, Lead Policy Analyst, BEESS
 - o Steven Barnes, Data Program Specialist, PAADS
 - o Patricia Bodiford, State Lead: Intellectual Disabilities and Traumatic Brain Injury, ISS
 - o Jennifer Barnhill, State Lead: Emotional Behavioral Disabilities, ISS
 - o Stephanie Martinez, Technical Assistance Specialist, FLPBIS
 - o Charlene M. Grecsek, Principal Investigator and Executive Director, SEDNET
 - o Nanci English, Medicaid Consultant, BEESS

FDOE Strategic Goals – Found on: <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Strategy B -

Seamless Articulation and Maximum Access

Highest Student Achievement

Monitoring Priority: Effective General Supervision Part B/Child Find.

Compliance Indicator: Percentage of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. § 1416(a)(3)(B))

Data Source: Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

Measurement:

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Instructions:

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation. Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2020 SPP/APR, the data for FFY 2019), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Indicator 11 Data

Historical Data

Baseline Year	Baseline Data
2005	92.00%

FFY	2015	2016	2017	2018	2019
Target	100%	100%	100%	100%	100%
Data	97.05%	96.84%	97.81%	97.39%	95.43%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%
Actual Data						

Action 1:

Monitor evaluation timelines and provide technical assistance relating to IDEA and Section 504 child find obligations.

Responsible Entity:

Best Practices Team Leader

Progress Monitoring Process:

A web-based data collection of percent of evaluations completed within and beyond 60-day is completed by each district annually. Correction of compliance documentation collected from each district below 100% and tiered support provided to districts below 95% compliance.

Resources:

- Institute for Small and Rural Districts (ISRDR)
- Problem Solving and Response to Intervention State Project (PS/RtI)
- Florida Positive Behavioral Interventions and Supports Project (FLPBIS)
- Student Services Support Project (USF)
- The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Florida Diagnostic and Learning Resources System (FDLRS)

Action 2:

Identify and promote best practices in screening, progress monitoring, and diagnostic assessment within a multi-tiered system of supports.

Responsible Entity:

Best Practices Team Leader

Progress Monitoring Process:

Best practice documents and technical assistance

Resources:

- ISRDR
- PS/RtI
- FLPBIS
- USF
- SEDNET
- FDLRS

Action 3:

N/A

Responsible Entity:

N/A

Progress Monitoring Process:

N/A

Resources:

N/A

Indicator 12: Early Childhood Transition

BEESS Point Person(s) – First and Last Name, Position Title

- Christina Whitfield, Director, Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

- LeNita Winkler, BEESS
- Sandy Smith, TATS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Members:
 - o Debbi Nicolosi, TATS
 - o Adalis Sanchez-Sarno, Researcher
 - o James Husted, FDLRS/SPRING
 - o Katie Dufford-Melendez, FDEL
 - o Jessica Meyer, FDOH/Early Steps
 - o Chelsea Markarian, Headstart
 - o Kristin Radloff, FIN
- Consultants:
 - o Mary Walsh, BEESS
 - o Batya Elbaum, Researcher
 - o Tamarra Price, FDEL
 - o Marilyn Hibbard, Headstart
 - o Lisette Levy, FDEL
 - o Michelle Pearson, Deaf-Blind Education Specialist, UF
 - o Amy Weatherby, Autism Navigator
 - o Kim Riley, Access
 - o Hope Colle, FDEL Early Literacy

FDOE Strategic Goals – Found on: <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

No items regarding Pre-K ESE are listed.

Monitoring Priority: Effective General Supervision Part B/Effective Transition.

Compliance Indicator: Percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an individual educational plan (IEP) developed and implemented by their third birthdays. (20 U.S.C. § 1416(a)(3)(B))

Data Source: Data to be taken from State monitoring or State data system.

Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR § 300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR § 303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

Indicator 12 Data

Historical Data

Baseline Year	Baseline Data
2005	32.00%

FFY	2015	2016	2017	2018	2019
Target	100%	100%	100%	100%	100%
Data	100.00%	100.00%	99.90%	100.00%	100.00%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%
Actual Data						

Action 1:

Review and update all school districts' inter-agency agreements between school districts, FDLRS, and other childhood partners annually to ensure that they include language outlining a process for transition from Part C to Part B, including roles and responsibilities and timelines.

Responsible Entity:

- BEESS
- Technical Assistance and Training System (TATS)
- Piedra Data Systems

Progress Monitoring Process:

Florida Indicator 12 verification data release annually in January from Piedra Data Systems. TATS will provide targeted support to those districts who don't meet the target.

Resources:

- BEESS
- Florida Department of Health/Early Steps State Office (DOH/ESSO)
- TATS

Action 2:

For districts who need intensive support with achieving 100% compliance on Indicator 12, provide technical assistance to identify barriers in the process and implement strategies to ensure compliance. Share the revisions at the quarterly Interagency meetings with all partners.

Responsible Entity:

- BEESS
- DOH/ESSO

- TATS

Progress Monitoring Process:

Florida Indicator 12 verification data release annually in January from Piedra Data Systems. TATS will provide targeted support to those districts who don't meet the target.

Resources:

- BEESS
- DOH/ESSO
- TATS

Action 3:

Identify the most frequently used verification codes across districts, determine if the coding is accurate and implement steps to reduce the use of inaccurate barrier codes in the districts.

Responsible Entity:

- BEESS
- TATS
- Piedra Data Systems.

Progress Monitoring Process:

Florida Indicator 12 verification data release annually in January from Piedra Data Systems. TATS will provide targeted support to those districts who use verification codes inaccurately and support reducing the need of highest used barrier codes.

Resources:

- BEESS
- DOH/ESSO
- TATS

Indicator 13: Secondary Transition

BEESS Point Person(s) – First and Last Name, Position Title

Jessica Brattain, Senior Director Dispute Resolution and Monitoring (DRM), Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

- Sarah Maxwell, DRM, BEESS
- Patricia Gaddis, DRM, BEESS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Jan Oberschlake, PEER
- Leslie Brown, PASS
- Joseph La Belle, FND
- Tracy Dempsey, Project 10
- Alice Schmitges, FDLRS
- Jackie, Roumou, Program Director
- Program Director, BEESS
- Wendy Metty, ISS, BEESS
- Bryce Milton, DRM, BEESS
- BEESS; Tiliany Parra Fontalvo, DRM, BEESS
- Brian Merck, DRM, BEESS
- Michael Newsome, DRM, BEESS
- Erin Leathers, DRM, BEESS
- Constance Ostrus, DRM, BEESS
- Myrna "Keilani" Menendez, DRM, BEESS

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Quality and Efficient Services

Monitoring Priority: Effective General Supervision Part B/Effective Transition.

Compliance Indicator: Percentage of youth with individual educational plans (IEPs) aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. § 1416(a)(3)(B))

Data Source: Data to be taken from State monitoring or State data system.

Measurement: Percentage = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

If a State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its State Performance Plan/Annual Performance Report and ensure that its baseline data are based on youth beginning at that younger age.

Indicator 13 Data

Historical Data

Baseline Year	Baseline Data
2019	98.96%

FFY	2015	2016	2017	2018	2019
Target	100%	100%	100%	100%	100%

Data	90.38%	94.84%	90.40%	95.64%	98.96%
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Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%
Actual Data						

Action 1:

Review, analyze, disaggregate and monitor data: identify monitoring for compliance deadlines for 2020-2021 fiscal year, specifically deadlines related to the following monitoring for compliance assessment areas or other activities specifically regarding monitoring activities; review and report data, quarterly, related to monitoring; and, identify level of supports needed by districts based on monitoring for compliance results in the following assessment areas during the 2021-2022 fiscal year.

Responsible Entity:

Sarah Maxwell, Lead; DRM Team Members

Progress Monitoring Process:

DRM Indicator Work Group will monitor quarterly

Resources:

- BEESS Dispute Resolution and Monitoring Strategic Planning Team
- BEESS ISS Team
- BEESS Parent Call Database
- Florida Diagnostic and Learning Resources System Associate Centers (FDLRS)
- Problem Solving and Response to Intervention State Project (PS/RtI)
- Professional Association of Staffing Specialists (PASS)
- Project 10: Transition Education Network
- Florida Center for Interactive Media (FCIM)

Action 2:

Create and implement a process to communicate critical information to stakeholders: collaboratively review and revise existing internal monitoring for compliance procedures for the 2021-2022 cycle, including procedures related to the following monitoring for

compliance assessment areas; collaboratively develop internal monitoring for compliance procedures for the 2021-2022 cycle; collaboratively review and revise existing internal monitoring for compliance templates for the 2020-2021 cycle, including templates related to monitoring for compliance assessment areas; review and revise existing internal monitoring for compliance instructions for the 2021-2022 cycle; and, develop a plan to communicate critical information related to monitoring for compliance activities and engage in collaboration with stakeholders.

Responsible Entity:

Sarah Maxwell, Lead; DRM team members

Progress Monitoring Process:

DRM Indicator Work Group will monitor quarterly

Resources:

- BEESS Dispute Resolution and Monitoring Strategic Planning Team
- BEESS ISS Team
- BEESS Parent Call Database
- FDLRS
- PS/RtI
- PASS
- Project 10
- FCIM

Action 3:

Provide professional development, technical assistance, and resources to stakeholders: review, revise and develop professional development and technical assistance presentations, including guidance documents to inform initial calls and findings of noncompliance calls, related to monitoring for compliance areas.

Responsible Entity:

Sarah Maxwell, Lead; DRM team members

Progress Monitoring Process:

DRM Indicator Work Group will monitor quarterly

Resources:

- BEESS Dispute Resolution and Monitoring Strategic Planning Team
- BEESS ISS Team
- BEESS Parent Call Database
- FDLRS
- PS/RtI
- PASS
- Project 10
- FCIM

Indicator 14: Post-School Outcomes

Instructions and Measurement

BEESS Point Person(s) – First and Last Name, Position Title

Katherine Milazzo, Director, Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

- Wendy Metty, BEESS
- Donna Phillips, Project 10

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Natasha Lunan, BFCO
- Carla Greene, BSI
- Joey Nice, BSI
- Ninafe Awong, Career and Technical Education

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Higher Student Achievement

Skilled Workforce and Economic Development

Quality Efficient Services

Monitoring Priority: Effective General Supervision Part B/Effective Transition.

Results Indicator: Percentage of youth who are no longer in secondary school, had individual educational plans (IEPs) in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school;
- B. Enrolled in higher education or competitively employed within one year of leaving high school; and
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. § 1416(a)(3)(B))

Data Source: State-selected data source.

Measurement:

- A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Indicator 14 Data**Historical Data**

Part	Baseline	FFY	2015	2016	2017	2018	2019
A	2009	Target ≥	33.00%	35.00%	37.00%	39.00%	41.00%
A	27.00%	Data	28.48%	27.84%	24.30%	25.58%	24.71%
B	2009	Target ≥	46.00%	48.00%	50.00%	52.00%	53.00%
B	37.00%	Data	43.18%	43.84%	50.55%	55.03%	52.07%
C	2009	Target ≥	60.00%	63.00%	66.00%	69.00%	72.00%
C	50.00%	Data	54.91%	56.16%	58.76%	62.97%	59.34%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target A ≥	24.71%	25.00%	25.60%	26.00%	26.50%	26.50%
Actual Data A						
Target B ≥	52.07%	52.07%	54.00%	55.10%	55.20%	55.20%
Actual Data B						

Target C ≥	59.34%	59.34%	59.50%	59.50%	60.00%	60.00%
Actual Data C						

Action 1:

Review and analyze current, trend and disaggregated data related to post-school outcomes and arrange districts in tiers based on performance.

Responsible Entity:

Secondary Transition Specialist

Progress Monitoring Process:

Florida Education & Training Placement Information Program (FETPIP) data, including outcome information for students with disabilities is available by spring of each year for the exiters from two years previous. For example, information on students who exited in 2015-16 is in the FETPIP report dated May 2018. Review is completed in the summer.

Resources:

- Critical Initiatives in Visual Impairment Project (CIVI)
- FDLRS Multidisciplinary Educational Service Centers (FDLRS MDC)
- Project 10: Transition Education Network

Action 2:

Identify districts for intensive training, technical assistance and support, and assist those districts in developing, implementing and evaluating an action plan focused on improving post school outcomes using a problem-solving process.

Responsible Entity:

Secondary Transition Specialist, Project 10 Director and RTRs

Progress Monitoring Process:

Review Project 10, other related discretionary project, and Vocational Rehabilitation records of activities in districts.

Resources:

- Florida Diagnostic and Learning Resources System Associate Centers (FDLRS)
- Institute for Small and Rural Districts (ISRD)
- Project 10: Transition Education Network

Action 3:

Collaborate with postsecondary institutions and school districts to assist with sharing information pertaining to the articulation process from high school to postsecondary education.

Responsible Entity:

Secondary Transition Specialist

Progress Monitoring Process:

Review Project 10, other related discretionary projects, and Vocational Rehabilitation records of activities.

Resources:

Project 10: Transition Education Network

Indicator 15: Resolution Sessions

BEESS Point Person(s) – First and Last Name, Position Title

Jessica Brattain, Senior Director Dispute Resolution and Monitoring (DRM), Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

Sarah Maxwell, DRM, BEESS

Patricia Gaddis, DRM, BEESS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Jan Oberschlake, PEER
- Leslie Brown, PASS
- Joseph La Belle, FND
- Tracy Dempsey, Project 10
- Alice Schmitges, FDLRS
- Jackie, Roumou, Program Director, BEESS
- Wendy Metty, ISS, BEESS
- Bryce Milton, DRM, BEESS
- Brian Merck, DRM, BEESS
- Michael Newsome, DRM, BEESS
- Erin Leathers, DRM, BEESS
- Constance Ostrus, DRM, BEESS
- Myrna "Keilani" Menendez, DRM, BEESS

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>

Quality and Efficient Services

Monitoring Priority: Effective General Supervision Part B/General Supervision.

Results Indicator: Percentage of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. § 1416(a)(3)(B))

Data Source: Data collected under section 618 of the Individuals with Disabilities Education Act (IDEA) (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System [EMAPS]).

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Indicator 15 Data

Historical Data

Baseline Year	Baseline Data
2005	57.00%

FFY	2015	2016	2017	2018	2019
Target ≥	73.00%	74.00%	74.50%	75.00%	75.50%
Data	79.66%	29.63%	97.22%	92.59%	61.83%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target ≥	79.07%	79.07%	79.50%	79.50%	80.00%	80.00%
Actual Data						

Action 1:

Develop and modify tools to collect data related to due process and modify the internal due process data collection tool to be able to disaggregate data by districts in the General Supervision Website (GSW).

Responsible Entity:

Michael Newsome and Brian Merck, leads; DRM team members

Progress Monitoring Process:

DRM Indicator Work Group will monitor quarterly

Resources:

- BEESS DRM Strategic Planning Team
- Center for Appropriate Dispute Resolution in Special Education (CADRE)
- Florida Diagnostic and Learning Resources System Associate Centers (FDLRS)
- Professional Association of Staffing Specialists (PASS)
- Institute for Small and Rural Districts (ISRDR)
- Problem Solving and Response to Intervention State Project (PS/RtI)
- Florida Center for Interactive Media (FCIM)

Action 2:

Create and implement a process to communicate critical information to stakeholders: develop procedures for sharing information related to due process data with each district.

Responsible Entity:

Michael Newsome and Brian Merck, leads; DRM team members

Progress Monitoring Process:

DRM Indicator Work Group will monitor quarterly

Resources:

- BEESS DRM Strategic Planning Team
- CADRE
- FDLRS
- PASS
- ISRDR
- PS/RtI
- FCIM

Action 3:

Provide professional development, technical assistance, and resources to stakeholders: expand partnerships and provide professional development, technical assistance, and resource to stakeholders.

Responsible Entity:

Michael Newsome and Brian Merck, leads; DRM team members

Progress Monitoring Process:

DRM Indicator Work Group will monitor quarterly

Resources:

- BEESS DRM Strategic Planning Team
- CADRE
- FDLRS
- PASS
- ISRD
- PS/Rtl
- FCIM

Indicator 16: Mediation

BEESS Point Person(s) – First and Last Name, Position Title

Jessica Brattain, Senior Director Dispute Resolution and Monitoring (DRM), Bureau of Exceptional Education and Student Services (BEESS)

BEESS Team Lead(s) – First and Last Name, Position Title

Sarah Maxwell, DRM, BEESS

Patricia Gaddis, DRM, BEESS

Members – First and Last Name, Position Title, Affiliated Bureau or Discretionary Project

- Jan Oberschlake, PEER
- Leslie Brown, PASS
- Joseph La Belle, FND
- Tracy Dempsey, Project 10
- Alice Schmitges, FDLRS
- Jackie, Roumou, Program Director, BEESS
- Wendy Metty, ISS, BEESS
- Bryce Milton, DRM, BEESS
- Tilianny Parra Fontalvo, DRM, BEESS
- Brian Merck, DRM, BEESS
- Michael Newsome, DRM, BEESS
- Erin Leathers, DRM, BEESS
- Constance Ostrus, DRM, BEESS
- Myrna "Keilani" Menendez, DRM, BEESS

FDOE Strategic Goals – Found on <https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>

Quality and Efficient Services

Monitoring Priority: Effective General Supervision Part B/General Supervision.

Results Indicator: Percentage of mediations held that resulted in mediation agreements. (20 U.S.C. § 1416(a)(3)(B))

Data Source: Data collected under section 618 of the Individuals with Disabilities Education Act (IDEA) (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System [EMAPS]).

Measurement: Percent = (2.1(a)(i) + 2.1(b)(i) divided by 2.1) times 100.

Instructions:

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of mediations is less than 10. In a reporting period when the number of resolution mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding State Performance Plan/Annual Performance Report.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under section 618 of the IDEA, explain.

States are not required to report data at the LEA level.

Indicator 16 Data

Targets: Description of Stakeholder Input

529 individuals responded to the survey regarding Indicator 16. Of those 53 (10.02%) responses indicated the targets were too low, 39 (7.37%) responses indicated the targets were too high, and 437 (82.61%) responses indicated the targets were appropriate.

Historical Data

Baseline Year	Baseline Data
2005	79.00%

FFY	2015	2016	2017	2018	2019
Target ≥	70.20%	72.20%	74.20%	75.00%	75.50%
Data	60.53%	66.67%	72.00%	69.05%	79.49%

Targets and Actual Data

FFY	2020	2021	2022	2023	2024	2025
Target ≥	80.65%	83.33%	83.50%	83.50%	84.00%	84.00%
Actual Data						

Action 1:

Review, analyze, disaggregate and monitor data: develop and modify tools to collect data related to mediation and modify the internal mediation data collection tool to be able to disaggregate data by districts in the General Supervision Website (GSW).

Responsible Entity:

Bryce Milton, DRM

Progress Monitoring Process:

DRM Indicator Work Group will monitor quarterly

Resources:

- BEESS DRM Strategic Planning Team
- Center for Appropriate Dispute Resolution in Special Education (CADRE)
- Florida Diagnostic and Learning Resources System Associate Centers (FDLRS)
- Professional Association of Staffing Specialists (PASS)
- Institute for Small and Rural Districts (ISRDI)
- Problem Solving and Response to Intervention State Project (PS/Rtl)
- Florida Center for Interactive Media (FCIM)

Action 2:

Create and implement a process to communicate critical information to stakeholders: develop procedures for sharing information related to mediation data with each district.

Responsible Entity:

Bryce Milton, DRM

Progress Monitoring Process:

DRM Indicator Work Group will monitor quarterly

Resources:

- BEESS DRM Strategic Planning Team
- CADRE
- FDLRS
- PASS
- ISRD
- PS/Rtl
- FCIM

Action 3:

Provide professional development, technical assistance, and resources to stakeholders: expand partnerships and provide professional development, technical assistance, and resource to stakeholders.

Responsible Entity:

Bryce Milton, DRM

Progress Monitoring Process:

DRM Indicator Work Group will monitor quarterly

Resources:

- BEESS DRM Strategic Planning Team
- CADRE
- FDLRS
- PASS
- ISRD
- PS/Rtl
- FCIM