

Overview of ESE Educational Program

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February 2018

Overview

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- Statistics, demographics
- Programs and Services
- Accountability Measures
- ESE Support Resources
- Sources of Funding
- Use of Funds 2016-17

Statistics

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- During the 2016-17 school year there were a total of 35,057 students with disabilities, which is 10% of the total population
- Regarding racial/ethnic category, 6% of SWD are white; 24% are black; 69% are Hispanic; less than 1% are Asian
- The four most commonly identified exceptionalities are Specific Learning Disabilities; Autism Spectrum Disorder, Other Health Impaired and Intellectually Disabled
- 21% of SWD are placed in a separate class setting; 28% resource and 51% are in General Education
- 4,175 SWD are on a Modified Curriculum
- There are 43,122 gifted students and of that, 894 are both gifted and have a disability
- 9,686 students were provided services and accommodations through Section 504 plans

ESE Exceptionality Trends

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Program/Exceptionality	No. of students 2016-17	No. of students 2015-16	No. of students 2014-15
Autism Spectrum Disorders (ASD)	4,819	4,362	3,953
Deaf or Hard-of-Hearing (DOHH)	448	462	456
Developmental Delay (DD)	2,318	2,235	1,857
Dual Sensory Impaired	11	11	13
Emotional Behavioral Disability (EBD)	2,207	2,407	2,653
Established Conditions	6	34	64
Hospital Homebound	317	296	348
Intellectual Disability (InD)	2,329	2,375	2,431
Language Impaired	1,648	1,629	1,553
Orthopedically Impaired	264	291	312
Other Health Impaired	4,336	4,076	3,807
Specific Learning Disability (SLD)	14,121	14,390	14,803
Speech Impaired	2,052	2,087	2,105
Traumatic Brain Injured	48	47	51
Visually Impaired	133	132	126
TOTAL No. of Students with Disabilities	35,057	34,834	34,926
Gifted	43,122	42,936	42,373

New in ESE for 2017-18

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- Teleplanning Initiative to facilitate ACTIVE virtual parent participation in IEP/EP/504 Plan Meetings.
- Establish “ASD EpiCenter” Model at Citrus Grove Elementary to enhance program, services and supports for schools with high populations of students with Autism Spectrum Disorder.
- Planning year for full inclusion program for SWD at Toni Bilbao K-8 Center.
- Conduct district wide Family Expo on March 17, 2018.
- New professional development for teachers on the Orton Gillingham, multi-sensory approach to reading is offered monthly.
- Spring 2018 launch of new blended Professional Development platform for ESE teachers and administrators, featuring the courses to meet 20-hour ESE requirement for Certification/Recertification.

Highlights: M-DCPS ESE Achievements

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- Two district Family Expos were conducted in 2016-17 serving 470 participants and six Parent Outreach Sessions were conducted.
- Over 7,793 educators participated in close to 300 ESE Professional Development Sessions conducted in 2016-17.
- Over 2,500 teachers participated in training on the new ESE EMS system; over 40 training sessions for other professionals on the system and 7 Summer Academies on the IEP were conducted with over 1,000 participants.
- New resources for teachers of SWD on modified curriculum were developed including “wikispaces”, Pacing Guides, and newly designed workshops. Additionally, new supplementary curriculum programs were purchased to support Mathematics and Reading.

State Performance Indicator Data

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- 2017 FSA data for students with disabilities in grades 3-10 combined show a 3% increase in both English Language Arts and Mathematics scores, with 23% of SWD scoring at levels 3-5 in ELA and 28% in Math.
- 75.3% of SWD graduated in 2016-17 from district managed schools. This percentage exceeded the state average.
- Based on the annual parent survey data, 78% of parents with Pre-K children and 76% of parents of K-12 age students reported that schools facilitated parent involvement as a means of improving services and outcomes for SWD.
- 96.08% of students referred with parent consent for evaluation are evaluated (SPED) within 60 calendar days of which the student is in attendance. 6,278 evaluations were completed within 60 days.
- In October 2017, the district's LRE/Inclusion rate increased 4.7% to 54.4%.

ESE Accountability Checks and Balances

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- **State Florida Education Finance Program Audit**
 - FEFP Audit is in process for 2016-17 records
 - 41 schools have been identified, including charter
 - Audit covers 3 areas: schools, teacher certification, transportation
- **FL Department of Education District Self Assessment**

2014-15	2015-16	2016-17
90.4% compliance	94.9% compliance	98.1% compliance

- **Annual LEA Determination based on 14 State Performance Indicators**

Checks and Balances (cont'd)

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- 14 State Performance Indicators are assessed annually to determine the district's LEA Profile
 - Graduation rate
 - Dropout Rate
 - Participation SWD statewide assessment
 - Rates of suspension/expulsion
 - Least Restrictive Environment, age groups
 - Pre-K performance
 - Parent involvement
 - Disproportionate representation
 - Evaluation within 60 calendar days
 - IEP's developed/implemented by 3rd birthday
 - Transition IEP compliance
 - Postschool Outcomes
- Federal, State Grant Application review/approval, budget amendments, audits

ESE Department Program Reviews

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- Three levels of ESE Program Review
- Instructional Program Audits
 - ESE Program Delivery
 - Instructional Delivery
 - Learning Environment
 - Instructional Materials
 - Supplementary Aids and Materials
 - Related Services/Personnel
 - Parent Involvement
 - Professional Development
 - Budget
 - FTE

Instructional Reviews

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- ESE Program Reviews are included as part of Instructional Reviews conducted for select schools
- ESE Program Reviews focus on student records, ESE classrooms, special programs
- Action plans result from IR coupled with technical assistance

Desktop Monitoring

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- Student records are reviewed prior to FTE Survey Periods with a focus on:
 - IEP compliance
 - Matrix of Services accuracy
 - Evidence of Behavior Intervention Plans
- Master Schedules are reviewed for ESE course accuracy as part of District review
- Teacher/student schedules are reviewed for LRE determination

ESE Programs & Services

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- **School Configurations**

- ESE Centers
- ESE Outreach, such as Prescribed Pediatric Extended Care (PPEC), residential
- Hospital/Homebound
- Alternative Education
- Academies within Schools, “EpiCenter”
- Traditional school settings, all grade levels

- **Educational Settings**

- General Education/Inclusion
- Resource
- Co-Teaching
- Support Facilitation
- Separate Class



ESE Programs

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- Annual review of programs for expansion and location
 - Autism
 - Dual Sensory
 - Emotional Behavioral Disability
 - Deaf or Hard of Hearing
 - Visually Impaired
 - Specific Learning Disability
 - Intellectually Disabled
 - Language Impaired
 - Other Health Impaired
 - Orthopedically Impaired
 - Secondary Project Programs for Employment Preparation
 - Post Secondary Programs for Employment Preparation
 - Pre-K ESE
 - “Twice Exceptional”



Models of Support

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Models of Support for Students with Disabilities

GENERAL EDUCATION SETTING
(80%-100%)

CONSULTATION

COLLABORATION

“External Support”

“In-Class Support”

SUPPORT FACILITATION

Flexible; frequency, duration outlined in IEP

CO-TEACH

Daily; entire instructional block

SPECIAL EDUCATION SETTING

RESOURCE ROOM Placement
(41%-79%)

Pull out for services some of the time.

SEPARATE CLASS Placement
(0%-40%)

Pull out for services most if not all of the time.

ESE Curriculum/Assessment

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- Florida Standards/Next Generation Sunshine State Standards Access Points
- Standard or Modified Curriculum (4,175 students)
- In 2016-17, 4,175 SWD completed the Florida Standard Alternate Assessment
 - 42 students were eligible to submit Datafolios
 - 19 students met the criteria for Exemptions
- In addition to District adopted intervention programs, ESE has adopted programs to supplement standard and modified curriculum, to support social/emotional development and for use in various content areas

Diploma Options

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- Beginning in 2014-15, 9th grade SWD must declare intention to earn standard diploma or certificate of completion
- Special Diploma is no longer available as an option. The 2013-14 9th grade cohort was last to have option.
- Two graduation options for SWD:
 - Standard Diploma via Access Courses
 - Standard Diploma Academic/Employment based Courses
- SWD may defer receipt of diploma if they meet eligibility criteria
- SWD who receives certificate of completion, with an IEP and who meets criteria may continue to receive instruction and services until age 21

ESE Services

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- **Services**

- DHH Interpreting
- Nursing Services
- Speech & Language Therapy
- Occupational/Physical Therapy
- Art Therapy
- Counseling/Therapy
- Orientation & Mobility
- Transition Services
- Specialized Transportation
- Assistive Technology



Parental Involvement

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- **Superintendent's Advisory Panel for SWD**
 - Established in 1979
 - Comprised of parents, community representatives
 - Meets monthly, focuses on program delivery, services
- **Annual Parent Survey required by FDOE**
 - Survey results are measured on State Performance Indicators
 - In 2016-17, M-DCPS exceeded state average response rate, 78% of Pre-K parents and 76% of K-12 parents indicated schools facilitate parent involvement

ESE Support Resources

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- In 2016-17, ESE provided 290 PD sessions to 7,793 educators
- PD was provided through many delivery systems:
 - Webinars, On-Line courses
 - Formal workshops, professional learning communities
 - Intensive Summer Academies
 - In-class support
- Technical support provided to school leadership teams in the areas of Multi Tiered Support (RTI), Inclusion, Master Schedule reviews, Instructional Delivery support, FTE, Compliance

Sources of Funding

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- State
 - Florida Education Finance Program (FEFP) – Grades PK-12
 - ✦ Basic Program with ESE Services and ESE Guaranteed Allocation (Levels 1, 2 and 3) - \$7,001 - \$8,253 per student
 - ✦ Level 4 (254) \$20,544 - \$22,078 per student
 - ✦ Level 5 (255) \$29,832 - \$32,064 per student
 - Florida Department of Education (FDOE) Discretionary Projects
 - ✦ Florida Diagnostic Learning Resource Services (FDLRS) \$1,766,050 *
 - ✦ Florida Inclusion Network (FIN) \$290,525
 - ✦ Students with Emotional Behavioral Disabilities Network (SEDNET) \$150,000

*Includes support for Monroe County Public Schools

Federal Funding

M-DCPS receives federal supplemental funding through the State of Florida to support the Individuals with Disabilities Education Act (IDEA) Programs. Annual funding amounts are determined by the FDOE. These federal funds are intended to supplement State and Local funds authorized by the Florida Legislature.

Federal Funding

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- Federal
 - IDEA TOTAL: \$86,372,394.60
 - ✦ \$76,565,039.00 Grant Allocation
 - ✦ \$9,497,327.60 Roll Forward
 - ✦ \$247,182.00 Supplementary Distribution
 - ✦ \$62,846.00 Adjustment
 - IDEA Preschool TOTAL: \$1,283,153.31
 - ✦ \$1,262,582.00 Grant Allocation
 - ✦ \$20,355.31 Roll Forward
 - ✦ \$216.00 Adjustment



2016-17 Use of Funding

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- State

Salary	Cost (Including Fringes)
Teachers (3,717)	\$260,008,687
Classroom Paraprofessionals (870)	\$36,524,430
Therapists- Speech/Language (149) Occupational/Physical (99)	\$20,226,632.55
Psychologists (146)/Social Workers (71)	\$12,043,599
Placement Specialists (36)	\$2,125,564

2016-17 Use of Funding

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- State cont'd

Non-Salary	Cost
UM Debbie School	\$448,000
United Cerebral Palsy	\$189,552
Contracted Services (i.e. Speech/Language, Nursing, Transportation, ESE EMS, Residential)	\$11,355,136
Materials and Supplies	\$667,853

2016-17 Use of Funding

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- State and Federal

Type of Service	Cost Salary + Fringe and/or Contract
Deaf/Hard of Hearing (DHH) Interpreting	\$3,126,558.85
Nursing Services	\$6,544,018.81
Speech & Language Therapy	\$15,569,905.75
Occupational/Physical Therapy	\$8,153,976.71

2016-17 Use of Funding

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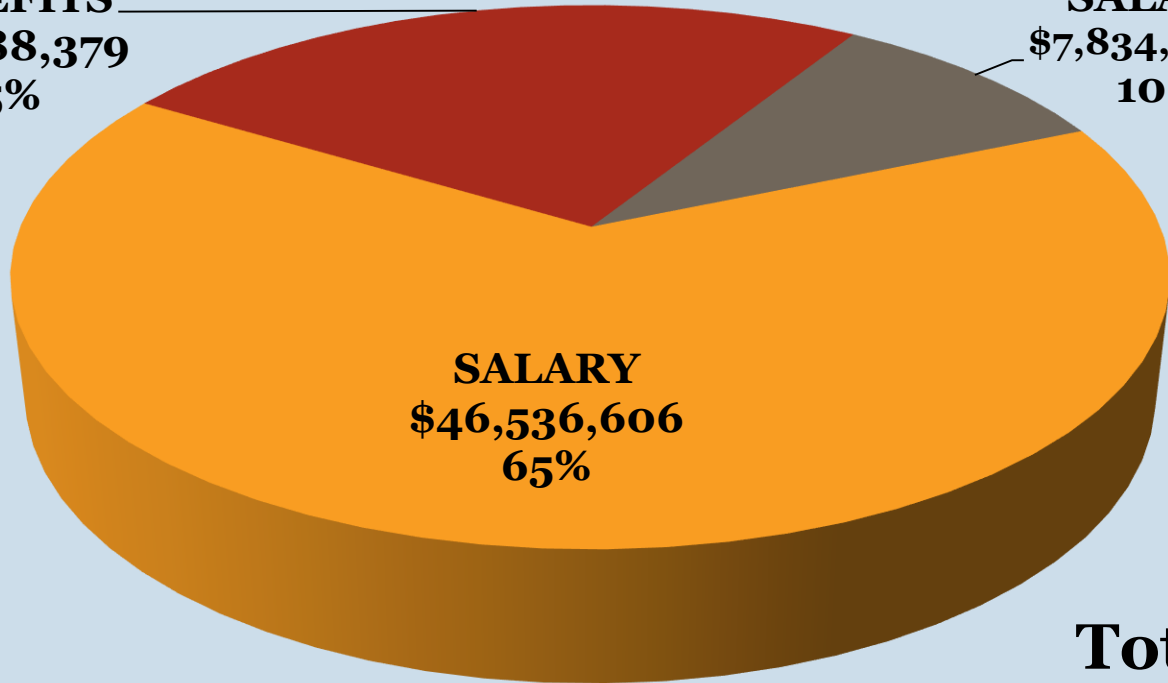
- Federal (IDEA)**

**FRINGE
BENEFITS**
\$19,688,379
25%

**NON-
SALARY**
\$7,834,758.13
10%

SALARY
\$46,536,606
65%

Total
\$74,059,74



2016-17 Use of Funding

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- Federal (IDEA) cont'd

Salary	Cost (Including Fringes)
Behavior Management Teachers (BMT) Program Specialists (68) Counselors (28)	\$7,466,377
Bus Aides (440)	\$11,715,404
Curriculum Support (19) Placement Specialists (56)	\$8,168,029
DHH - Interpreters, Audiology (39)	\$1,726,841
Itinerant Teachers (49)	\$5,218,173
IEP Paraprofessionals Full Time (400)	\$14,745,696

2016-17 Use of Funding

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- Federal (IDEA) cont'd

Salary	Cost (Including Fringes)
Program Supervisors (18)	\$3,964,865
Psychologists (64)/Social Workers (42)	\$8,849,492
Speech Language Pathologists (10)	\$857,143
IEP Substitute Funds	\$382,497
Extended Summer Services (ESY) (175)	\$2,614,254
Summer Testing/Staffings (200)	\$74,206

2016-17 Use of Funding

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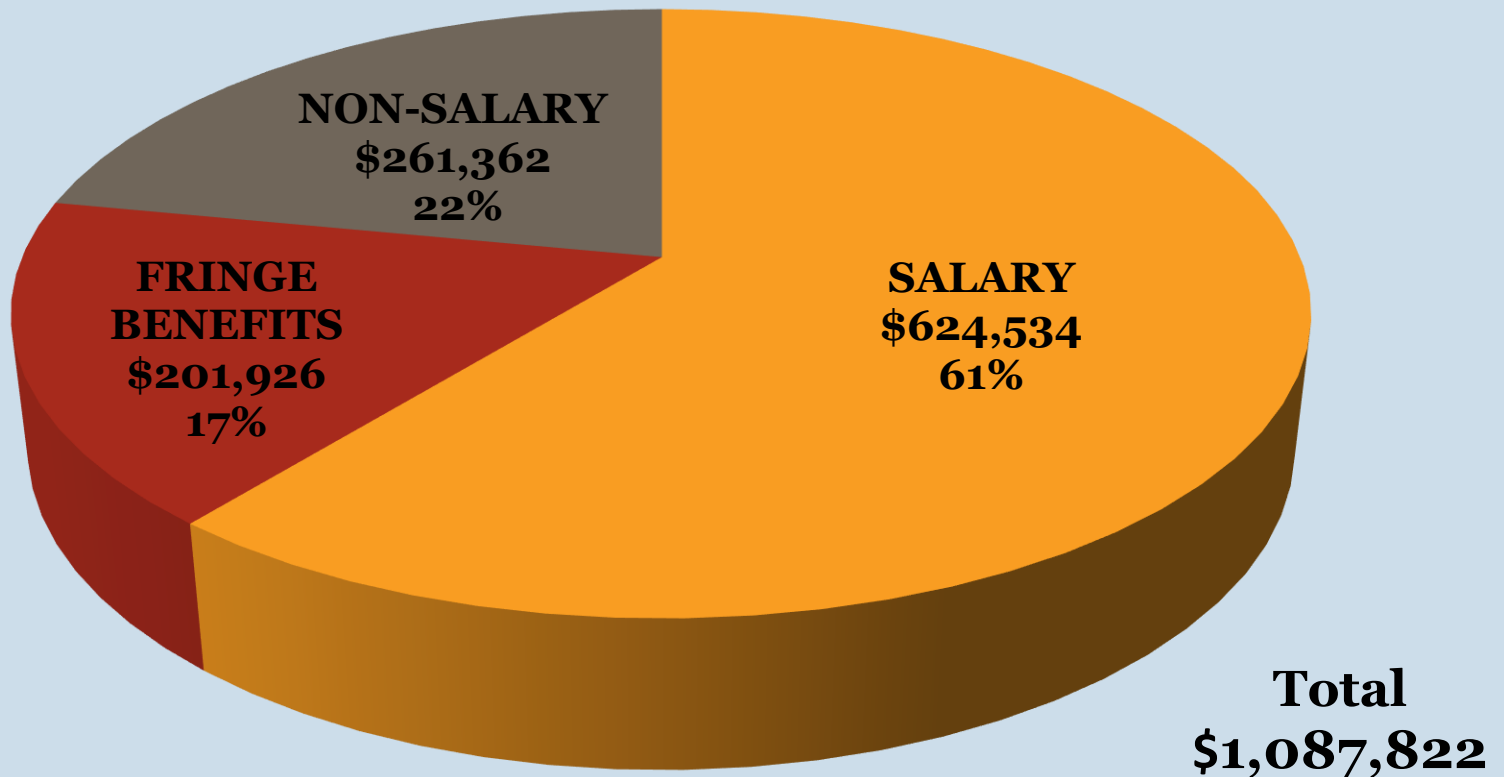
- Federal (IDEA) cont'd

Non-Salary	Cost
Assistive Technology/Field Trips/PD	\$1,904,804
Professional/Technical Contracts	\$1,936,724
Testing Protocols	\$506,854
Charter School Set-Aside	\$130,822
Private School Set-Aside	\$550,912
Indirect Cost	\$2,804,639

2016-17 Use of Funding

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- Federal (IDEA Preschool)



2016-17 Use of Funding

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- Federal (IDEA Preschool) cont'd

Salary	Cost
Hourly Employees, Temporary Instructor, Supervisor, Clerks, Support Specialists, In-service Reimbursement	\$909,138
Non-Salary	Cost
Computer & Peripheral, Rentals, Supplies, Travel, Field Trips, PD	\$255,538

Contributing Factors/Important Facts

- ESE Student Enrollment

Students with Disabilities – Miami-Dade

	Traditional	Charter	McKay*	Total
2012-13	33,189	2,373	4,266	39,828
2013-14	32,665	2,448	4,303	39,416
2014-15	32,179	2,624	4,434	39,237
2015-16	32,155	2,628	4,881	39,664
2016-17	35,057	3,196	5,045	43,298

- Includes students in both Public and Private Schools
- In 2017, 1,308 students are recipients of the Gardiner Scholarship Funds

Contributing Factors/Important Facts (cont'd)

- Upon IDEA's original enactment in 1975, Congress authorized the federal government to pay 40% of each state's excess cost of educating children with disabilities. This is referred to as the IDEA Full Funding amount.
- IDEA Full Funding amount is determined by taking 40% of the national average per pupil expenditure multiplied by the number of children with disabilities served under IDEA in each state. State and local entities are required to meet the remaining costs.
- Throughout its history, Congress has never met the IDEA Full Funding amount and the shortfall has placed significant burdens on states and school districts.
- The effect of the shortfall is rendered worse by increases in the numbers of charter schools and McKay scholarship recipients, increased costs each year, while the amount that the district receives has been stagnant or decreasing.

ESE Program and Services Review

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- Board Item H-4, Review of ESE Programs and Services, approved September 2017
- Convene Work Group
- Conduct a review of the ESE Educational Program.
 - Data collected from multiple sources
 - Survey, Focus Groups
 - Performance Data
 - School Site Reviews
 - ESE Record Reviews
 - Input from Work Group
- Conduct an Instructional Audit of Educational Program
 - Three audit levels
 - ✦ On-Site Instructional Audits
 - ✦ Programmatic Reviews as part of OAT Instructional Review
 - ✦ Desktop Monitoring
- Submit Status Update to the School Board