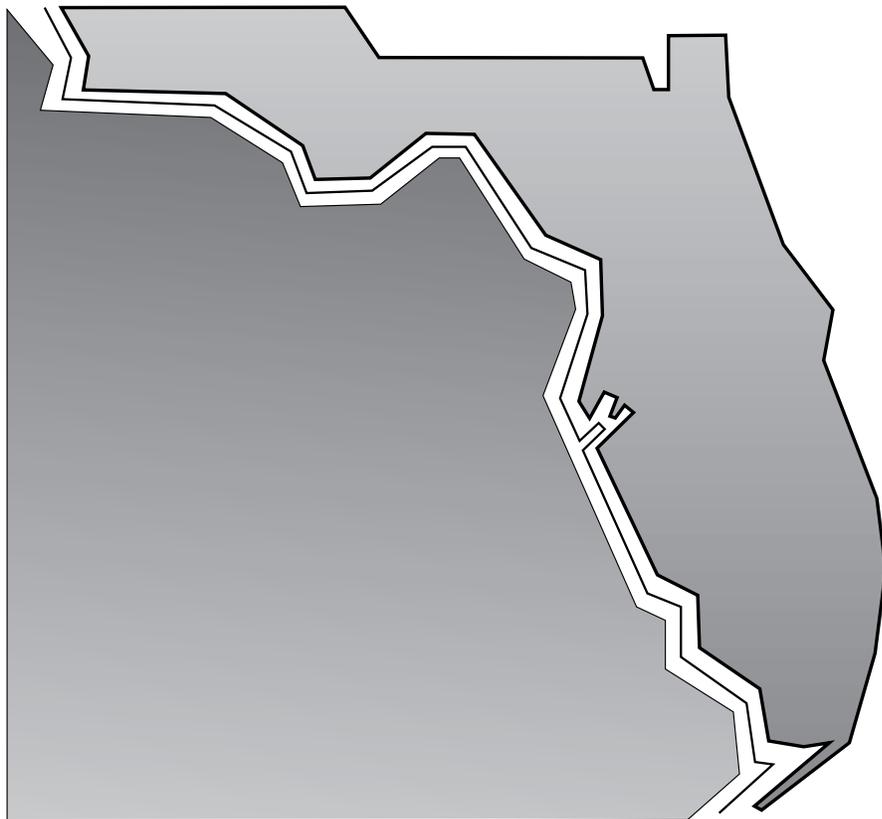


FINAL REPORT OF FOCUSED MONITORING OF
EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

ESCAMBIA COUNTY

MARCH 22 - 25, 2004



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES
ESE PROGRAM ADMINISTRATION AND QUALITY ASSURANCE

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February 8, 2005

Mr. Jim Paul, Superintendent
Escambia County School District
215 West Garden Street
Pensacola, Florida 32502-6130

Dear Superintendent Paul:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Escambia County. This report was developed by integrating multiple sources of information including student record reviews; interviews with school and district staff; information from focus groups; and parent, teacher, and student survey data from our visit on March 22-25, 2004. The report includes a system improvement plan outlining the findings of the monitoring team. The final report will be placed on the Bureau of Exceptional Education and Student Services' website and may be viewed at www.firn.edu/doe/commhome/mon-home.htm.

Bureau staff have worked with Yvonne Gray, ESE Director, and her staff to develop a system improvement plan that includes strategies and activities to address the areas of concern and noncompliance identified in the report. We anticipate that some of the action steps that will be implemented will be long term in duration, and will require time to assess the measure of effectiveness. In addition, as appropriate, plans related to the district's continuous improvement monitoring may also relate to action steps proposed in response to this report. The system improvement plan has been approved and is included as a part of this final report.

Semi-annual updates of outcomes achieved and/or a summary of related activities, as identified in your district's plan, must be submitted for the next two years, unless otherwise noted on the plan. The first scheduled update will be due on May 30, 2005. A verification monitoring visit to your district will take place two years after your original monitoring visit.

BAMBI J. LOCKMAN

Chief

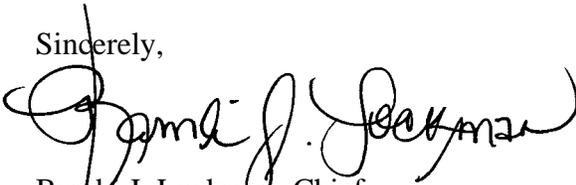
Bureau of Exceptional Education and Student Services

Superintendent Paul
February 8, 2005
Page 2

If my staff can be of any assistance as you implement the System Improvement Plan, please contact Eileen L. Amy, ESE Program Administration and Quality Assurance Administrator. Mrs. Amy may be reached at 850/245-0476, or via electronic mail at Eileen.Amy@fldoe.org.

Thank you for your continuing commitment to improve services for exceptional education students in Escambia County.

Sincerely,

A handwritten signature in black ink, appearing to read "Bambi J. Lockman". The signature is fluid and cursive, with a large initial "B" and "L".

Bambi J. Lockman, Chief
Bureau of Exceptional Education and Student Services

Enclosure

cc: Gary Bergosh, School Board Chairman
Members of the School Board
Ellen Odom, School Board Attorney
School Principals
Yvonne Gray, ESE Director
Eileen Amy
Evy Friend
Kim Komisar

**Escambia County Preliminary Monitoring Report
 Focused Monitoring Visit
 March 22-25, 2004**

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Escambia County School District
Focused Monitoring
March 22-25, 2004

Executive Summary

The Florida Department of Education, Bureau of Exceptional Education and Student Services (Bureau), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation, is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)). In fulfilling this requirement the Bureau conducts monitoring activities of the exceptional student education (ESE) programs provided by district school boards in accordance with Sections 1001.42 and 1003.57, F.S. Through these monitoring activities, the Bureau examines and evaluates procedures, records, and programs of exceptional student education (ESE); provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of Title 34, Code of Federal Regulations (CFR), and districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR §§300.350(a)(2) and §300.556). In accordance with the IDEA the Department is responsible for ensuring that the requirements of the IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR §300.600(a)(1) and (2)).

During the week of March 22, 2004, the Bureau conducted an on-site review of the exceptional student education programs in Escambia County Public Schools. Yvonne Gray, Director, Exceptional Student Education, and Jennifer Scapin, ESE Compliance Monitor, served as coordinators and points of contact for the district during the monitoring visit. In its continuing efforts to focus the monitoring process on student educational outcomes, the Bureau has identified four key data indicators: percentage of students with disabilities participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers); dropout rate for students with disabilities; percentage of students with disabilities exiting with a standard diploma; and, participation in statewide assessments by students with disabilities. Escambia County was selected for monitoring on the basis of the percentage of students with disabilities participating in regular classes. The results of the monitoring process are reported under categories or topical issues that are considered to impact or contribute to the key data indicator. In addition, information related to services for gifted students, services provided to ESE students in Department of Juvenile Justice (DJJ) facilities and charter school, records and forms reviews, and supplementary compliance reviews are reported.

Summary of Findings

Service Delivery Models

Escambia County provides a full range of service delivery models across the district. Students at

Westgate School, a center school, are provided opportunities to participate in activities with nondisabled peers from the neighboring elementary school, as well as through interactions with middle and high school students from other schools and home schooled students. An initiative is planned to focus on increasing inclusive education and meaningful access to the general curriculum for students with disabilities. School staff across the district reported support for expanding inclusive practices.

Decision-making

It was reported that placement decisions based on the strengths and needs of individual students are made through the consensus of the individual educational plan (IEP) team participants, with behavioral concerns, parental preference, and teacher characteristics also cited as factors in the decision-making process. The implementation of a wide range of interventions prior to placement in a more restrictive setting was reported and documented in student records. While staff across the district expressed support for expansion of inclusive initiatives, some indicated that ESE teachers are best able to meet the needs of students with disabilities. Some staff reported that there has been some resistance to inclusive placements on the part of parents, but that the programs implemented thus far have been successful.

Access to the General Curriculum

Access to the general curriculum for students with disabilities varies across the district, and is somewhat dependent on the initiatives in place at the individual schools. Access is more likely to be provided in general education classes at the elementary and high school level, with some level of support by ESE teachers. At the middle school level, instruction in the general Sunshine State Standards is most likely to be provided in an ESE classroom. It was reported that ESE students at the high school level had access to the general curriculum on a regular basis with appropriate supports when needed. Sufficient resources to support access to the general curriculum for students with disabilities are reported to be provided by the district, including classroom and instructional materials, assistive technology, and staff, although some staff noted a need for additional paraprofessionals to work with ESE students in the general education classroom setting. Classroom visits revealed implementation of meaningful teaching practices and effective classroom management.

Staff Development

While extensive staff development opportunities are available through the district ESE department as well as through individual school administrations, school staff reported the need for continued training on the implementation of effective inclusive practices and instructional accommodations.

Parental Involvement

A variety of strategies are in place to foster greater parental involvement in IEP team meetings, general school activities, and the educational process in general. Parent request was reported by staff to be a significant influence on the placement decision.

Stakeholder Opinions Related to Regular Class Placement Rate for Student with Disabilities

Opinions regarding the relatively low regular class placement rate for students with disabilities in Escambia County included: a perceived or actual lack of preparedness to serve students with

disabilities in more inclusive settings on the part of ESE and general education teachers as well as school administrators; lack of existing co-teaching or other inclusion models for IEP teams to consider; fear on the part of teachers that there will not be adequate supports available, including collaborative planning time for ESE and general education teachers; concern over the possible affect on class performance on the Florida Comprehensive Assessment Test (FCAT); funding concerns; and, challenging behaviors may not be adequately addressed in the general education setting.

Services to Gifted Students

Students at all grade levels have access to gifted classes through a variety of service delivery models. Escambia County is addressing under-representation of minority students in its gifted program through its continuous improvement plan, targeting an increase in the referral rate in an effort to decrease disproportionality in the program. Surveys reveal that parents are generally satisfied with the services their children receive in classes for the gifted, with somewhat fewer reporting satisfaction with general education classes.

Services to ESE Students in DJJ Facilities

Students with disabilities at Pensacola Boys Base are served in the general education classroom with support from an ESE teacher. Available courses of study include the general Sunshine State Standards, the Sunshine State Standards for Special Diploma, the General Educational Development diploma (GED), and college credit. The program provides extensive opportunities for the students to participate in mentoring and community outreach programs as well as on-the-job training opportunities.

Services to ESE Students in Charter Schools

The district has policies and procedures in place to provide support related to ESE services for students enrolled in charter schools. Available services include direct instructional services provided on a fee for service basis as well as the general child find activities (e.g., evaluation; reevaluation) required under the IDEA. A review of IEPs developed at Ruby Gainer High School for Reaching Your Dreams (RGHS) revealed findings of noncompliance related to content, IEP team participants, and consultative services not being provided as indicated on the IEPs.

Additional Compliance Areas

There was evidence that the communication needs of students with disabilities who are not eligible for programs for students who are speech impaired or language impaired are met through instruction or assistance by the ESE teacher. The communication needs of these students are not consistently documented on the IEP. In contrast, counseling as a related service is provided by both school staff and community mental health agencies, and this was noted on several IEPs reviewed. Transition services include an extensive OJT/ESE career placement program, district efforts to foster agency participation in transition IEP meetings, and district support of several community outreach activities through which various agencies provide information to students with disabilities and their families. Not all parents are appropriately notified when transition planning will be considered during an IEP team meeting.

Student Record Reviews

A systemic finding was noted in the lack of notice of transition planning as a purpose of the IEP meeting for students aged 14 and older. Individual or non-systemic findings were identified in 32 areas. Two IEP teams were required to reconvene due to lack of a majority of measurable goals. In addition, there were findings of noncompliance related to content, IEP team participants, and the provision of consultative services in seven IEPs reviewed at RGHS; these IEPs must be reconvened. Findings noted in the educational plans for gifted students related to measurable goals. There were no findings related to matrix of services documents that required a funding adjustment, although concerns were shared with school and district administrators regarding the degree to which the need for services was documented on individual IEPs.

District Forms Review

There were no findings that required immediate correction. One recommendation was made regarding the course of study statement on the IEP form.

System Improvement Plan

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. Compliance and procedural issues regarding the IEP and direct services to students are required to be resolved by a date, designated by the team leader, not to exceed 90 days. In addition, long-term and/or systemic issues may be required to be included in the district's continuous improvement plan. The district may be required to address an issue for an extended period of time, identifying benchmarks to reach acceptable changes. In developing the system improvement plan, every effort should be made to link the system improvement activities resulting from this focused monitoring report to the district's continuous improvement monitoring plan. The format for the system improvement plan, including a listing of the critical issues identified by the Bureau as most significantly in need of improvement, is provided with this executive summary.

During the process of conducting the focused monitoring activities, including daily debriefings with the monitoring team and district staff, it is often the case that suggestions and/or recommendations related to interventions or strategies are proposed. These recommendations as well as specific discretionary projects and Florida Department of Education (DOE) contacts available to provide technical assistance to the district in the development and implementation of the plan also are included as part of this report.

Escambia County School Board has submitted its System Improvement Plan and is included in its approved format within this report.

Escambia County School District Focused Monitoring System Improvement Plan

This section includes the issues identified by the Bureau as most significantly in need of improvement. The district is required to provide system improvement strategies to address identified findings, which may include an explanation of specific activities the district has committed to implementing, or it may consist of a broader statement describing planned strategies. For each issue, the plan also must define the measurable evidence of whether or not the desired outcome has been achieved. Target dates that extend for more than one year should include benchmarks in order to track interim progress. Findings identified as “ESE” are those findings that reflect issues specific to ESE students. Findings identified as “All” are those findings that reflect issues related to the student population as a whole, including ESE students.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented and Target Date
Service Delivery Options	<p>No findings in this area.</p> <p>Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.</p>		X	<p>The District will implement the following recommendations made by the Bureau listed on page 40 of the report:</p> <ul style="list-style-type: none"> • Continue to implement and expand current initiatives that promote more inclusive placements for students with disabilities • Continue to provide intensive training on effective practices to all affected staff (initial and follow-up training), and evaluate the effectiveness of the training to target continuing areas of need. 	<p>Time with nondisabled peers for students with disabilities increases over baseline.</p> <p>Baseline and progress or slippage to be reported in semi-annual status reports: May 2005 November 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Service Delivery Options (Cont.)				<ul style="list-style-type: none"> • Review the roles of support personnel such as behavior technicians with the intent of ensuring they are used effectively to support SWD in the general classroom • Ensure that supports provided to teachers and students promote less restrictive placements (address both academic and social / emotional issues) 	
Decision-making	<p>No findings in this area.</p> <p>Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.</p>			<p>The District will encourage the inclusion of a component related to instruction and placement of SWD in the school improvement plans of individual schools.</p>	<p>The number of school improvement plans that incorporate instructional and placement of students with disabilities show an increase over baseline.</p> <p>Baseline and progress or slippage to be reported in semi-annual status reports: May 2005 November 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Access to the General Curriculum/ Resources	Instruction in the general Sunshine State Standards is most likely to be provided in general education classes at the elementary and high school level; at the middle school level, this is most likely to be provided in an ESE classroom.		X	<p>1. Using a variety of service delivery models such as support facilitation, co-teaching, and consultative models, we will increase participation of ESE students in the general education curriculum.</p> <ul style="list-style-type: none"> • Continue to explore funding sources and programmatic possibilities through the use of IDEA and general allocations in order to support co-teaching and collaborative models. • Continue to provide training on the implementation of effective inclusive practices and instructional accommodation, to include behavioral and academic supports. <p>2. Improvement strategies to increase the percentage of middle school SWD served in general education classes will be addressed through the Continuous Improvement Monitoring Plan.</p>	<p>The number of disabled students at the middle school level who receive instruction in general Sunshine State Standards in the general education classroom will increase over baseline.</p> <p>Baseline and progress or slippage to be reported in semi-annual status reports: May 2005 November 2005 May 2006</p>
Staff Development	School staff reported the need for continued training on the implementation of effective inclusive practices and instructional accommodations		X	1. Continue to provide the following training opportunities (including resources and on-going support) to school administrators and teachers through the Florida Inclusion Network	<p>Multi-agency self reports will reveal:</p> <ul style="list-style-type: none"> • the number of educators participating in

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Staff Development (Cont.)				<p>(FIN), Florida Diagnostic and Learning Resources Systems (FDLRS) and district staff.</p> <ul style="list-style-type: none"> • Differentiated Instruction • Cooperative Learning • Accommodations and Modifications • Improving Access to the General Education Curriculum • Universal Designs of Learning • Classroom Management Training • Collaborative Planning and Teaching <p>2. Continue to disseminate information on responsible inclusive practices through:</p> <ul style="list-style-type: none"> • A district-wide newsletter (ESE Connection) • Multi-agencies' websites connected to Escambia County • Professional networking opportunities/Professional book studies • Online courses through FDLRS and FIN • National Inclusive Schools 	<p>training on the implementation of effective inclusive practices and instructional accommodations</p> <ul style="list-style-type: none"> • participant satisfaction as a result of training. • dissemination information (number receiving information, copies of information and dates of dissemination. <p>Results to be reported semi-annually: May 2005 November 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Staff Development (Cont.)				Week (December 1-5, 2004 and FIN) <ul style="list-style-type: none"> • ESE Advisory Council • Extend Social Inclusion Project • Establish a comprehensive multi-agency periodic listing of available district-wide trainings easily accessed from the district website 	
Parental Involvement	No findings in this area.				
Services to Gifted Students	Findings related to the development of EPs are addressed under the <i>Records Review</i> section below. Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report	X	X	See <i>Records Review</i> section below. The district will provide training to general education teachers at their school sites on characteristics of gifted students.	An increase in the referral rate during the 05/06 school year will determine success. Students referred for the gifted program will increase over baseline. Baseline, and progress or slippage, to be reported in semi-annual status reports: May 2005

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Services to Gifted Students (Cont.)			X	Training will be provided to general education teachers at their school sites concerning how to develop a differentiated curriculum to address the needs of gifted students in the general education classroom.	November 2005 May 2006 Random classroom observations will be conducted during the 05/06 school year to observe differentiated strategies being implemented in the general education classroom. Summary of results will be submitted semi-annually: May 2005 November 2005 May 2006
Services to ESE Students in DJJ Facilities	No findings in this area.				
Services to ESE Students in Charter Schools	The IEP teams for the seven identified students at RGHS will reconvene to develop IEPs that address the unique needs of the students and comply with all federal and state requirements. Teams will reconvene no later than November 5, 2004.	X		Two of the seven IEPs have been redeveloped to address areas of noncompliance. The other 5 students have withdrawn from the ECSD. <i>See Records Review</i> section below	IEPs for the 2 students have been reviewed and revised; completed copies submitted to the Bureau on October 28, 2004.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Additional Compliance Area: Communication	The communication needs of and services provided to students not eligible for programs for students who are speech or language impaired are not consistently documented on the IEP.	X		<p>The district will immediately begin training ESE teachers and speech language pathologists on how to provide communication services to students who are ineligible for direct SLI services, yet require communication assistance in the classroom as determined by the IEP committee. Training will also provide information on uniform documentation of the collaborative communication services between the speech language pathologist and appropriate staff.</p> <p>The services will be documented as follows:</p> <ol style="list-style-type: none"> (1) Part 2 of the IEP - Address in Needs Statement of IEP. (2) Part 3 of the IEP – Include appropriate goal. (3) Part 5 of the IEP - Complete assistance with communication needs and/or communication system (18). (4) Matrix of Services – Document appropriate level of service (Levels 2 - 5) (5) Consult Log - Document evidence of services rendered. 	<p>Monitoring will occur through interviews and record reviews. Self-monitoring will show 100% compliance.</p> <p>Summary of results will be submitted semi-annually: May 2005 November 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Additional Compliance Area: Counseling as a Related Service	No findings in this area.				
Additional Compliance Area: Transition	The finding in this area is related to notice that transition planning will be included in an IEP team meeting, and is address under the <i>Records Review</i> section below.	X		ESE Secondary teachers will have training on completing parent invitation informing parents that transition will be discussed at their child's IEP meeting.	<p>Multi-agency self reports will reveal:</p> <ul style="list-style-type: none"> • the number of educators participating in training on completing parent invitations correctly • participant satisfaction as a result of training. <p>Results to be reported semi-annually: May 2005 November 2005 May 2006</p>
Records Review	There were findings of noncompliance on the 7 IEPs reviewed for students at Ruby J. Gainer High School for Reaching Your Dreams. These IEP teams must be reconvened to address findings in the	X		<p>The IEP teams for the 7 identified students at RGHS will reconvene to develop IEPs that address the unique needs of the students.</p> <p>District staff will conduct a review of 20% of the IEPs developed at each</p>	<p>Completed 10-28-04</p> <p>Monitoring will occur through random</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Records Review (Cont.)	following areas: <ul style="list-style-type: none"> • lack of appropriate IEP team participants in attendance • lack of individualization of the IEPs • inadequate goals, objectives, or benchmarks • consultative services on IEP not provided 			<p>charter school to determine if they are individualized to the needs of the students.</p> <p>The district will develop and implement a plan to ensure that IEPs developed in its charter schools comply with all federal and state requirements.</p> <p>An ESE teacher has been hired by RGHS, and has begun training in writing IEPs that address the unique needs of ESE students and in writing measurable goals and objectives.</p>	<p>record reviews. Self monitoring will show 100% compliance.</p> <p>Summary of results will be submitted semi-annually: May 2005 November 2005 May 2006.</p>
	Two IEPs with a lack of majority of measurable annual goals were required to be reconvened.			The IEP teams for these two students will reconvene to develop IEPs that address the unique needs of the students. Teams will reconvene no later than November 5, 2004.	<p>Self monitoring of the 2 reconvenes will show 100% compliance for having majority of measurable annual goals.</p> <p>Submitted to the Bureau November 5, 2004</p>
	A systemic finding on IEPs was identified in the following area: <ul style="list-style-type: none"> • lack of identification of transition as the purpose 			The district will target this element in its training on IEP development. The district will conduct a self-evaluation using protocols developed by the	<p>Multi-agency self reports will reveal:</p> <ul style="list-style-type: none"> • the identification of transition as the

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Records Review (Cont.)	of the meeting (10 records)			Bureau to ensure compliance.	<p>purpose for the meeting when appropriate with 100% compliance</p> <ul style="list-style-type: none"> • participant satisfaction. <p>Results to be reported semi-annually: May 2005 November 2005 May 2006.</p>
	<p>There were individual or nonsystemic findings of noncompliance on 32 specific items on the IEPs. Those that occurred most frequently (>5) are:</p> <ul style="list-style-type: none"> • lack of or inadequate present level of educational performance statement • lack of evidence that a report of progress was provided to the parent • lack of a statement on the progress report describing student progress toward the 			<p>The district will target these elements in its training on IEP development and utilize self-monitoring procedures to ensure compliance.</p> <p>The District will develop a handout for parents and students to be included with each parent invitation for students 14 years and older identifying the requirements related to transition services revised State Board Rules 6A-6.03028.</p>	<p>Self monitoring of IEPs using protocols developed by the Bureau will show 100% compliance for targeted components.</p> <p>The handout identifying the requirements related to transition will be submitted to the Bureau, and will be disseminated to appropriate district staff. Training on the use of the forma has</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Records Review (Cont.)	<p>annual goal</p> <ul style="list-style-type: none"> • lack of student invitation to the meeting for students aged 14 and older • lack of documentation that all domain areas were addressed during transition planning 				<p>been completed; monitoring will occur through random record reviews. Self monitoring will show 100% compliance.</p> <p>Summary of self monitoring will be submitted reported semi-annually: May 2005 November 2005 May 2006</p>
	Goals/outcome statements on EPs for gifted students are not consistently measurable.			The district will target these elements in its training on EP development, and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.	Goals and objective will be written on EP in measurable terms by the beginning of 05/06 school year. Monitoring will occur through random record reviews. Self monitoring will show 100% compliance for measurable goals/outcomes on EPs. Summary of results will be submitted semi-annually:

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Records Review (Cont.)					May 2005 November 2005 May 2006
Form Reviews	<p>No findings in this area.</p> <p>A revision to the IEP form is recommended to clarify the course of study statement.</p>			The district will revise the IEP form and clarify the course of study statement as recommended by the Bureau	The IEP form was revised on 06-30-04 and includes clarification of the course of study statement on the Transition Page.

Monitoring Process

Authority

The Florida Department of Education, Bureau of Exceptional Education and Student Services (Bureau), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)). In fulfilling this requirement, the Bureau conducts monitoring activities of the exceptional student education (ESE) programs provided by district school boards in accordance with Sections 1001.42 and 1003.57, F.S. Through these monitoring activities, the Bureau examines and evaluates procedures, records, and programs of exceptional student education (ESE); provides information and assistance to school districts; and otherwise assists school districts in operating effectively and efficiently. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities (Section 300.1(d) of the Title 34, Code of Federal Regulations (CFR), and districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR §§300.350(a)(2) and §300.556). In accordance with the IDEA the Department is responsible for ensuring that the requirements of IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR §300.600(a)(1) and (2)).

The monitoring system established to oversee exceptional student education (ESE) programs reflects the Department's commitment to provide assistance and service to school districts. The system is designed to emphasize improved outcomes and educational benefits for students while continuing to conduct those activities necessary to ensure compliance with applicable federal and state laws, rules, and regulations. The system provides consistency with other state efforts, including the State Improvement Plan required by the IDEA.

Focused Monitoring

The purpose of the focused monitoring process is to implement a methodology that targets the Bureau's monitoring intervention on key data indicators identified as significant for educational outcomes for students. The Bureau uses such data to inform the monitoring process, thereby implementing a strategic approach to intervention and commitment of resources that will improve student outcomes.

Key Data Indicators

Four key data indicators were recommended by the monitoring stakeholders' workgroup and were adopted for implementation by the Bureau. The key data indicators for the 2004 school year and their sources of data are as follows:

- percentage of students with disabilities participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers) (Data source: Survey 9)

- dropout rate for students with disabilities (Data source: Survey 5)
- percentage of students with disabilities exiting with a standard diploma (Data source: Survey 5)
- participation in statewide assessments by students with disabilities (Data sources: performance data from the assessment files and Survey 3 enrollment data)

District Selection

Districts were selected to be monitored based on a review of data from the 2002-03 school year that was submitted electronically to the Department of Education (DOE) Information Database for Surveys 2, 3, 5, 9, and from the assessment files. These data are compiled into an annual data profile for each district's local educational agency (LEA) profile. The 2004 LEA profiles for all Florida school districts are available on the web at <http://www.firn.edu/doe/commhome/datapage.htm>.

In making the decision to include Escambia County in this year's focused monitoring visits, Bureau staff reviewed data related to the regular class placement rate for students with disabilities from survey 9. This review indicated that Escambia County's rate of 40% during the 2002-03 school year approached the lowest regular class placement rate for students with disabilities for all districts in the state. Escambia County School District's current 2004 LEA profile and the 2003 listing of districts rank-ordered on regular class placement rate for students with disabilities, which was used for district selection, is included in this report as appendix A.

Sources of Information

On-Site Monitoring Activities

The Bureau conducted the on-site focused monitoring visit from March 22-25, 2004. Eight Bureau staff members, one contracted staff, and seven peer monitors conducted visits to the following sites:

- C. A. Weis Elementary School
- N. B. Cook Elementary School
- Reinherdt Holm Elementary School
- Warrington Elementary School
- Brentwood Middle School
- Brownsville Middle School
- J. H. Workman Middle School
- Pensacola High School
- Pine Forest High School
- Escambia Westgate Center
- Sid Nelson Community Learning
- Pensacola Boy's Base (Department of Juvenile Justice (DJJ) facility)
- Ruby J. Gainer High School for Reaching Your Dreams (charter school)

Peer monitors are exceptional student education personnel from other school districts who are trained to assist with the DOE's monitoring activities. A listing of all participating monitors is provided as appendix B.

Interviews

Interviews with selected district- and school-level personnel are conducted using interview protocols developed specifically to address the key data indicator. In addition to the protocol developed specifically to examine regular class placement for students with disabilities, separate protocols are used to address services to gifted students, services provided to exceptional education students in charter schools, and services to exceptional education students served in Department of Juvenile Justice (DJJ) facilities. In Escambia County, interviews were conducted with 101 people, including 10 district-level administrators or support staff, 40 school-level administrators or support staff, 32 ESE teachers, and 19 general education teachers.

Focus Group Interviews

Focus groups for students are conducted by Department of Education staff to gather information related to the regular class placement rate for students with disabilities. In order to provide maximum opportunity for input about the district's ESE services, focus groups are held for students with disabilities pursuing a standard diploma and for students with disabilities pursuing a special diploma. Separate focus group sessions are held for each group of participants.

In conjunction with the 2004 Escambia County monitoring activities, 23 students participated in the student focus groups. There were 11 participants in the standard diploma student focus group and 12 participants in the focus group for students pursuing a special diploma.

Student Case Studies

Student case studies are conducted for the purpose of performing an in-depth review of the services a student receives in accordance with his or her IEP. As part of this process, the student's records are reviewed, teachers are interviewed regarding the implementation of the student's IEP, and Bureau staff or peer monitors may observe the case study student in class. Eighteen case studies were conducted in Escambia County.

Classroom Visits

Classroom visits are conducted in both ESE and general education classrooms. Some visits are conducted in conjunction with individual student case studies, while others are conducted as general observations of classrooms that include exceptional students. Curriculum and instruction, classroom management and discipline, and classroom design and resources are observed during the general classroom visits. A total of 23 classrooms (13 ESE and 10 general education) were visited during the focused monitoring visit to Escambia County.

Off-Site Monitoring Activities

Surveys are designed by the University of Miami research staff to provide maximum opportunity for input about the district's ESE services from parents of students with disabilities and students identified as gifted, ESE and general education teachers, and students with disabilities in grades 9-12. Results of the surveys are discussed in the body of this report. Data from each of the surveys are included as appendix C.

Parent Surveys

The survey that is sent to parents is printed in English, Spanish, and Haitian Creole where applicable. It includes a cover letter and a postage paid reply envelope. In conjunction with the

2004 Escambia County monitoring activities, the parent survey was sent to parents of 7,548 students with disabilities for whom complete addresses were provided by the district. A total of 743 parents, representing 10% of the sample, returned the survey (PK, n = 46; K-5, n = 343; 6-8, n = 190; 9 - 12, n = 164). Surveys from 477 families were returned as undeliverable, representing 6% of the sample. Parents represented students with disabilities eligible for the following programs: specific learning disabled, speech impaired, educable mentally handicapped, emotionally handicapped, other health impaired, trainable mentally handicapped, autistic, developmentally delayed, orthopedically impaired, language impaired, deaf or hard of hearing, hospital/homebound, profoundly mentally handicapped, severely emotionally disturbed, visually impaired, and traumatic brain injured. For the purposes of this report, responses of “always,” “almost always,” and “frequently” are combined for a single percentage representing an affirmative response.

The parent survey was sent to parents of 1,933 students identified as gifted for whom complete addresses were provided by the district. A total of 471 parents, representing 24% of the sample, returned the survey (KG-5, n = 239; 6-8, n = 161; 9 - 12, n = 71). Forty-five surveys were returned as undeliverable, representing 2% of the sample.

Teacher Surveys

Surveys developed for teachers and other service providers were mailed to each school, with a memo explaining the key data indicator and the monitoring process. All teachers, both general education and ESE, were provided an opportunity to respond. Surveys were returned from 1,576 teachers, representing 53% of all teachers in the district. Surveys were returned from 63 (88%) of the district’s 72 schools.

Student Surveys

A sufficient number of surveys were provided to allow all students with disabilities, grades 9-12, to respond. Instructions for administration of the survey by classroom teachers, including a written script, were provided for each class or group of students. Since participation in this survey is not appropriate for some students whose disabilities might impair their understanding of the survey, professional judgment is used to determine appropriate participants. Surveys from 976 students, representing 46% of the high school students with disabilities in the district, were returned from the Escambia County administration. Data are from 18 (75%) of the district’s 24 schools with students in grades 9-12.

Reviews of Student Records and District Forms

Prior to the on-site monitoring visit, Bureau staff conducts a compliance review of student records that are randomly selected from the population of exceptional students. The record of at least one student with a matrix rating of 254 or 255 may be reviewed at each school during the on-site visit, if available. In addition to the compliance reviews, selected student records are reviewed at the school site in conjunction with student case studies and classroom visits. In Escambia County, 45 records were reviewed for compliance, including nine matrix of services records.

In addition, Bureau staff review selected district forms and notices to determine if the required components are included. The results of the review of student records and district forms are described in this report.

Reporting Process

Interim Reports

Daily debriefing sessions are conducted by the monitoring team members in order to review findings, as well as to determine if there is a need to address additional issues or visit additional sites. Preliminary findings and concerns are shared with the ESE director and/or designee through daily debriefings with the monitoring team leader during the monitoring visit. In addition, the district ESE director is invited to attend the final team debriefing with Bureau staff and peer monitors. During the course of these activities, suggestions for interventions or strategies to be incorporated into the district's system improvement plan may be proposed. Within two weeks of the visit, Bureau administrative staff conduct a telephone conference with the ESE director to review major findings.

Preliminary Report

Subsequent to the on-site visit, Bureau staff prepares a written report. The report is developed to include the following elements: an executive summary, a description of the monitoring process, and the results section. Appendices with data specific to the district also accompany each report. The report is sent to the district ESE director. The director has the opportunity to discuss and clarify with Bureau staff any concerns regarding the report before it becomes final.

Final Report

Upon final review and revision by Bureau staff, the final report is issued. This report is sent to the district, and is posted to the Bureau's website at <http://www.firn.edu/doe/cmmhome/mon-home.htm>.

Within 30 days of the district's receipt of the final report, the system improvement plan, including activities targeting specific findings, must be submitted to the Bureau for review. In developing this plan, every effort should be made to link the system improvement plan for focused monitoring to the district's continuous improvement plan. Compliance and procedural issues regarding the IEP and direct services to students are required to be resolved by a date, designated by the team leader, not to exceed 90 days. In addition, long-term and/or systemic issues may be required to be included in the district's continuous improvement plan. The district may be required to address an issue for an extended period of time, identifying benchmarks to reach acceptable changes. In collaboration with Bureau staff, the district is encouraged to develop methods that integrate activities in order to utilize resources, staff, and time in an efficient manner in order to improve outcomes for students with disabilities. Upon approval of the system improvement plan, the plan is posted on the website noted above.

Reporting of Information

The data generated through the surveys, focus group interviews, individual interviews, case studies, classroom visits, and records reviews are summarized in this report. This report provides conclusions with regard to the key data indicator and specifically addresses related areas that may contribute to or impact the indicator. These areas include the following:

- service delivery models
- decision-making
- access to the general curriculum
- staff development
- parental involvement
- stakeholder opinion related to the indicator

In addition, information related to services for gifted students, services provided to ESE students in Department of Juvenile Justice (DJJ) facilities and in charter schools, the results of records and forms reviews, and supplementary compliance issues are reported.

To the extent possible, this report focuses on systemic issues rather than on isolated instances of noncompliance or need for improvement. Systemic issues are those that occur at a sufficient enough frequency that the monitoring team could reasonably infer a system-wide problem. Findings are presented in a preliminary report, and the district has the opportunity to clarify items of concern. In a collaborative effort between the district and Bureau staff, system improvement areas are identified. Findings are addressed through the development of strategies for improvement, and evidence of change will be identified as a joint effort between the district and the Bureau. Strategies that are identified as long-term approaches toward improving the district's issues related to the key data indicator also are addressed through the district's continuous improvement plan.

Results

General Information

This section provides demographic and background information specific to the district. Escambia County School District has a total school population of 43,984 (PreK-12), with 17% identified as students with disabilities (including 3% identified eligible as speech impaired only), and 4% identified as gifted. As reported in the 2004 LEA profile, 41% of the students with disabilities in Escambia County were served at the regular class level (spending at least 80% of the day with nondisabled peers) during the 2003-04 school year, compared to 51% for the enrollment group and 50% for the state as a whole. In contrast, separate class placement rates for students identified as educable mentally handicapped (EMH) was slightly below the enrollment group and state rates. Escambia County's rate was 58%, compared to 61% for the enrollment group and 62% for the state as a whole.

Escambia County is considered a large sized district, and is one of 8 districts in this enrollment group. The district is comprised of the following types of schools (number of schools by grade

range): 2 Pre-K; 1Pre-K-5; 38 K-5; 11 6-8; 1 7-12; 9 9-12; 6 charter schools; 3 ESE center schools; and 1 department of juvenile justice (DJJ) facility.

The indicator initially selected by the district for its continuous improvement plan for students with disabilities was the rate at which students with disabilities participate in the general statewide assessment (FCAT). Having met the goals established in the initial plan, the district has now selected regular class placement rate as its targeted indicator.

Service Delivery Models

This section provides information regarding the service delivery options available to students with disabilities in the district. In accordance with 34 CFR 300.551, the district must ensure that a continuum of alternative placements is available to meet the needs of students with disabilities, including "...instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions."

A full range of placement options is available across the district in Escambia County. The continuum of services includes inclusion, consultative support for students and/or teachers, co-teaching, pull-out resource ESE services, full-time ESE classes on a regular campus, and public separate school. At the pre-K level, there are early intervention and/or Head Start programs at the pre-K centers as well as pre-K programs housed in elementary schools.

District level staff described a comprehensive plan to develop and implement more inclusive placements across the district, and reported that district staff would be going to another school district to study the system in place there. The focus of the inclusion initiative was reported to be ensuring that students with disabilities have access to the general curriculum in general education classrooms with necessary supports and services to the maximum extent appropriate, rather than in segregated settings.

Interviews and classroom visits revealed varied practices among schools across the district regarding delivery models and least restrictive environment. In the schools where a co-teaching model was implemented (e.g., Reinherdt Holm Elementary School; Pine Forest High School), staff reported this model as having a very positive effect on student success. Administrators and staff at three schools not currently implementing extensive inclusionary models (i.e., Warrington Elementary School; Brownsville Middle School; J. H. Workman Middle School) expressed an interest in implementing co-teaching models within their schools. Staff at all three of these schools expressed a desire to be more extensively trained in inclusionary best practices models with the intention of school-wide implementation of these models.

Students in the standard diploma focus group reported that the co-taught math and english classes were very effective. They also reported that the learning strategies teacher was responsible for their success in general education classes. Students in both groups cited several teachers by name as being very concerned and effective teachers, and reported that their ESE teachers provide them with consistent and effective support. Interviews with ESE teachers in all schools, particularly middle schools, indicated a need to increase the number of inclusive models to better serve the school's ESE students who were currently being served at the separate class level.

While Bureau staff observed a variety of activities designed to foster inclusive environments and acceptance of disabilities across the district, some students in the special diploma focus group reported that students with disabilities in Escambia County schools are treated differently than their nondisabled peers at times. They stated that they are not treated differently by the teachers, but rather by the “system in general” (e.g., yearbooks being distributed to their classes last). In contrast, the students in the standard diploma group who are enrolled primarily in general education classes stated that they feel they are not treated any differently from their nondisabled peers.

Bureau staff also visited Escambia Westgate School, a center school that serves primarily students eligible for programs for students identified as trainable mentally handicapped, profoundly mentally handicapped, autistic, physically impaired, and students with multiple handicaps. It was reported by administration that 45%-50% of the students have medical or health needs that require nursing assistance. The campus is adjacent to MacArthur Elementary School, and some of the students at Westgate eat lunch at MacArthur. Staff reported that students from MacArthur often come and interact with Westgate students on the playground. In addition, students from both schools are invited to special activities, assemblies, and field trips at the other school. There is a system that allows for general education high school, middle school, and home schooled students to interact with the Westgate students, and there are extensive community-based instruction (CBI) and on-the-job training (OJT) programs in place at the school. Staff reported that all classes get at least one CBI activity per month.

In summary, Escambia County provides a full range of service delivery models across the district. There was consistent evidence at Westgate School, an ESE center school, that students are provided opportunities to participate in activities with nondisabled peers from the neighboring elementary school, as well as through interactions with middle and high school students from other schools and home schooled students. An initiative is planned to focus on increasing inclusive education and meaningful access to the general curriculum for students with disabilities. School staff across the district reported support for expanding inclusive practices.

Decision-making

This category refers to the factors referenced by school and district staff when IEP teams make placement decisions for students with disabilities. Under the least restrictive environment (LRE) requirements of the IDEA, to the maximum extent possible students with disabilities must be educated with children who are nondisabled, and the removal of a student with a disability from the regular educational environment can occur only if the nature and severity of the disability is such that education can not be achieved satisfactorily in the regular class, even with supplementary supports and services (34 CFR 300.550). Placement must be based on the student’s IEP. The district must ensure that any potential harmful effects on the child or on the quality of services that he or she needs are considered when placement is determined, and that a student with a disability is not removed from education in the age-appropriate regular classroom solely because of needed accommodations or modifications to the general curriculum. In addition, when determining the need for supplementary supports and services, the IEP team must consider positive behavioral interventions, strategies, and other supports required for students whose behavior impedes their learning or that of others (34 CFR 300.346). The LRE provisions

of the IDEA also include the requirement that, to the maximum extent appropriate to the student's needs, each student with a disability participates with nondisabled peers in nonacademic and extracurricular activities (34 CFR 300.553).

District- and school-level staff from across the district reported that the IEP teams make placement decisions based on the individual needs of the student, and that grades, FCAT performance, behavioral considerations, and parent request all contribute to the decision regarding the most appropriate placement for a student. Responding to the teacher survey, 80% of respondents indicated that their schools place students with disabilities in general education classes whenever possible and 84% indicated that their schools ensure students with disabilities feel comfortable when taking classes with general education students. Of the parents who responded to the survey, 75% indicated that they were satisfied with the amount of time their child spends with regular education students. In addition, 70% reported that the IEP team discussed ways that their child could spend time with students in regular classes, and 78% reported satisfaction with the way special education and regular education teachers work together.

School-level staff across the district consistently reported a range of interventions attempted prior to moving a student to a more restrictive setting (e.g., instruction adapted to the learning style of the student; accommodations such as shortened assignments; development and review of behavioral intervention plans; attempting to match the needs of the student, including personality and learning style, to the particular classroom or teacher; eliciting assistance from parents). Classroom visits and individual student case study observations supported teacher statements that behavior management strategies were in place for students who displayed consistently challenging behaviors. While on-site reviews of student records and classroom observations supported the effectiveness of many of these intervention strategies, teachers and school administrators reported that behavioral issues were a consistent factor in teacher reluctance to pursue placement of some students with disabilities in a less restrictive environment.

When asked to describe the placement decision as related to specific case study students, ESE and general education teachers from several schools commented that, in general, students with disabilities have a greater chance of success in special education classrooms due to the smaller and more nurturing environment in that setting, and that general education teachers often are not prepared to address the unique needs of students with disabilities. Teachers at some schools reported that parents often resist service in general education classrooms, and that the school staff have to work diligently to persuade them to agree to general education class placement. When prompted to give examples of needs that could not be met in the general education setting, many respondents noted the unique learning challenges of students with disabilities, but several referred to issues of poverty, lack of parental support for education, problematic home lives, and behavioral issues not specifically related to the students' disabilities.

In summary, respondents reported that placement decisions based on the strengths and needs of individual students are made through the consensus of the IEP team participants, with behavioral concerns, parental preference, and teacher characteristics also cited as factors in the decision-making process. The implementation of a wide range of interventions prior to placement in a more restrictive setting was reported and documented in student records. While staff across the

district expressed support for expansion of inclusive initiatives, some indicated that ESE teachers are best able to meet the needs of students with disabilities. Some staff reported that there has been some resistance to inclusive placements on the part of parents, but that the programs implemented thus far have been successful.

Access to the General Curriculum

This category refers to the manner in which students with disabilities are provided access to the general curriculum as well as the resources provided to promote this access. In accordance with 34 CFR 300.26(b)(3)(ii), "...specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction...to ensure access of the child to the general curriculum, so that he or she can meet the educational standards...that apply to all students." "General curriculum" is defined in *Appendix A to Part 300—Notice of Interpretation* to Title 34 (p. 12470) as the curriculum that is used with nondisabled children. In Florida that is the general Sunshine State Standards (SSS).

District staff reported that recently proposed initiatives focus on providing access to the general curriculum to ESE students through enrollment in general education classes rather than ESE classes. Some of these classes are co-taught by ESE teachers, while in others students with disabilities are provided support through enrollment in a learning strategies course or through consultative/facilitative services by ESE teachers. It was reported during interviews with district level administrators that the use of IDEA and general fund allocations will be reviewed in order to best support co-teaching and consultative models across the district.

At the elementary level, the manner in which students with disabilities access the general curriculum varies by school site, with some schools providing co-teaching on a regular basis in one or more classrooms while others rely more heavily on a resource or "pull-out" model of instruction. The elementary ESE teachers consistently reported teaching the general education curriculum in their classes. Classroom visits supported these statements. Through interviews and records reviews, there was also consistent evidence that collaboration and communication exists between the ESE and general education teachers in regard to ESE students participating in both settings. It was widely reported by general education teachers in elementary schools that ESE teachers were available to them for informal consultation and support.

At the middle school level, it was widely reported that the majority of ESE students are provided access to the general education curriculum through enrollment in ESE classes. This was supported by a review of the schools' data related to time with nondisabled peers and case studies. However, teachers at Workman Middle School and Brownsville Middle School reported a desire to serve more students with disabilities in the regular classroom, including providing the behavioral and academic supports needed to increase the numbers of students with disabilities in general education. It was reported that co-teaching models were in place previously at some middle schools, but that they have not been implemented in recent years.

Interviews and class visits at the two high schools visited indicated that ESE students enrolled in general education courses are provided with support through consultative services and enrollment in a learning strategies class. In addition, there are some co-taught core academic courses at Pine Forest High School.

While some students in the special diploma focus groups indicated that they did not find their ESE classes to be adequately challenging, most reported feeling supported and comfortable in their ESE classes. Students from both focus groups indicated that the regular education teachers do not always understand their disabilities. Eighty-two percent of students who responded to the survey reported that ESE teachers give extra help as needed, compared to 58% for regular education teachers.

During interviews with school staff, respondents across the district reported ample resources in the way of instructional materials and technology, including assistive technology. When asked to discuss the resources they have available to support students with disabilities in general education settings, teachers and administrators consistently reported that their own school staff were their greatest resources. Staff in schools where co-teaching models were being implemented reported opportunities for team planning, and most other schools reported informal support systems in place to provide assistance as needed. It was also widely reported that the ESE department would provide support and materials at any time. Of those service providers who responded to the teacher survey, 71% indicated that their school encourages collaboration among ESE teachers, general education teachers, and related service providers. While staff at all sites reported ongoing and effective use of paraprofessionals as instructional aides for ESE students in ESE classrooms, concerns were noted by some staff that there are too few paraprofessionals available to provide consistent support to ESE students participating in general education classroom settings.

A total of 23 classrooms (13 ESE and 10 general education) were visited during the focused monitoring visit to Escambia County. Teaching activities in the classrooms observed were found to be consistently or generally planned and implemented in ways that promote student learning and ensure access to the appropriate curriculum (either general or modified). Effective behavior management strategies were observed to be implemented in the classrooms observed.

In summary, access to the general curriculum for students with disabilities varies across the district, and is somewhat dependent on the initiatives in place at the individual schools. Access is more likely to be provided in general education classes at the elementary and high school level, with some level of support by ESE teachers. At the middle school level, instruction in the general Sunshine State Standards is most likely to be provided in an ESE classroom. It was reported that ESE students at the high school level had access to the general curriculum on a regular basis with appropriate supports when needed. Sufficient resources to support access to the general curriculum for students with disabilities are reported to be provided by the district, including classroom and instructional materials, assistive technology, and staff, although some staff noted a need for additional paraprofessionals to work with ESE students in the general education classroom setting. Classroom visits revealed implementation of meaningful teaching practices and effective classroom management.

Staff Development

This category refers to any staff development activities that directly target the placement of students with disabilities in the least restrictive environment and that promote increased time with nondisabled peers. Interviews with district staff revealed that training has been provided

recently through the Florida Inclusion Network (FIN), including Systems Change for Inclusion, Florida Uniting Students in Education (FUSE), Dealing with Differences, Scheduling for Inclusion Success, Quality Design for Instruction, and Collaborative Planning and Teaching. Additional staff development activities reported across the district include training in the following areas:

- inclusive practices and the development of inclusive environments (e.g., Inclusion 101, Including Students with Autism, Making Friends: Meeting the Needs of ESE Students, We're More Alike than Different)
- effective research based instructional practices (e.g., Classroom Instruction that Works; Kagan Cooperative Learning Structures; CRISS (Creating Independence through Student-Owned Strategies); differentiated instruction; Teaching the Tough to Teach; curriculum mapping)
- follow-up activities to the trainings listed above include: collaborating with school teams to plan change toward more effective inclusion; inclusion field trips to visit other schools; access to materials (books, videos, etc.); team planning days with a focus on inclusive practices

Through the interview process, teachers and administrators across the district reported that there were substantial opportunities for professional development and participation through the district; participating staff reported the training to be effective and meaningful. In particular, the "Dealing with Differences" training was reported by both general education and ESE teachers across the district as being effective in educating staff district-wide in the identification and understanding of the characteristics of exceptional students.

While staff across the district reported extensive opportunities for effective training, they continued to express concern regarding their and their peers' ability to meet the needs of some students with disabilities in inclusive settings. On-going and incremental training on the implementation of effective inclusive practices was requested by most staff, including training on the use of instructional accommodations and modifications. Somewhat in contrast to the reports of interviewees, 66% of teachers who responded to the survey reported that their school offers professional development opportunities regarding curriculum and support for students with disabilities.

In summary, while extensive staff development opportunities are available through the district ESE department as well as through individual school administrations, school staff reported the need for continued training on the implementation of effective inclusive practices and instructional accommodations.

Parental Involvement

This category refers to parent involvement as it relates directly to the placement of students with disabilities in the least restrictive environment, as well as parent involvement overall. In accordance with 34 CFR 300.552, placement decisions for students with disabilities must be made "...by a group of persons, including the parents, who are knowledgeable about the child, the meaning of the evaluation data, and the placement options..." Both district- and school-level respondents reported consistent and ongoing district-wide efforts to include parents in the

decision-making process with regard to the educational placement of their child. District and school level staff reported strategies designed to increase parent participation, including “Exceptional Saturdays,” a fair targeting parent participation in exceptional student education, ongoing telephone communication with parents who are unable to participate in person in the IEP team meeting, arranging transportation for parents, “open-door” policies, and other individual school-based efforts.

School administrators routinely reported inconsistency in parent participation as a major concern. One school reported having established a telephone and electronic mail (e-mail) system of communication that has encouraged and successfully increased parent participation in the IEP team process. Of the 37 IEPs reviewed, parents were in attendance at 20 of the meetings (54%), six provided written input or asked that the meeting be held without them (16%), and the remaining 11 did not respond to the district’s documented attempts to contact them (30%).

Reports of parent participation in the IEP team process varied across the district with greater participation reported during the initial staffing and in IEP meetings in the younger grades. Of the parents who responded to the parent survey, 92% indicated that they have attended their child’s IEP meetings, 89% indicated that they feel comfortable talking about their child with school staff, and 89% reported that they meet with their child’s teacher to discuss the student’s needs and progress.

Across the district, administrators and teachers reported that parents have a significant say in the placement decisions for students with disabilities. Staff reported that at times this results in students with more significant disabilities being served in the general education setting for a large portion of the day when parents advocate for inclusion; at other times it results in students with less significant disabilities being served in ESE classrooms for a greater portion of the school day when parents are hesitant to remove their children from the perceived protection of the ESE setting. Seventy percent of respondents to the parent survey reported that the IEP team discussed ways their child could spend time with students in regular classes.

In summary, staff reported a variety of strategies in place to foster greater parental involvement in IEP team meetings, general school activities, and the educational process in general. Parent request was reported by staff to be a significant influence on the placement decision.

Stakeholder Opinions Related to the Regular Class Placement Rate for Students with Disabilities

This category refers to respondents’ views on issues directly related to the regular class placement rate for students with disabilities. When asked their opinion on the likely contributors to the relatively low regular class placement rate for students with disabilities in Escambia County, the following issues were cited:

- ESE and general education teachers as well as school administrators may not feel adequately prepared to serve students with disabilities in more inclusive settings; this affects the decision-making process of the IEP team.
- If more co-teaching and other inclusionary models were in place, more IEP teams would utilize them.

- Teachers fear there will not be adequate support available for students with disabilities in general education classes or collaborative planning time for ESE and general education teachers.
- General education teachers may discourage inclusion of ESE students in their classes for fear this may negatively affect the classes' FCAT performance.
- Co-teaching models might create budgetary or funding shortages; additional ESE teachers would be needed.
- ESE students often exhibit challenging behaviors that cannot be addressed appropriately in the general education classroom.

Services to Gifted Students

This section provides information related to the district's gifted program across all grade levels. In accordance with section 1003.57, F.S., districts are required to "...provide for an appropriate program of special instruction, facilities, and services to exceptional students..." and this includes students who are gifted (section 1003.01(3)(a), F.S.). Escambia County provides services for approximately 2,000 students identified as gifted and offers a continuum of gifted services through high school.

There are currently four gifted service delivery models at the elementary level. A weekly enrichment model for Grades K-2 is available at seven elementary school "service centers," which also provide service to four other elementary, private, and charter schools. Additionally, three elementary schools offer "mini-center" weekly enrichment gifted models for grades K-5 that serve students from an additional 18 elementary schools. Several elementary schools also offer a variety of self-contained gifted classrooms for grades 2-5, some of which provide for cross-grade placements.

The district reported gifted classes offered at nine middle schools, including science, math, language arts, social studies/geography, drama, and a gifted elective class. The Program for Academically Talented Students (PATs) Center offers an enrichment and exploratory model for students in grades 3-8. Transportation to the site is provided one day per week. An additional enrichment and elective model is offered at Northview High School for certain students in middle school grades 6-8.

Four schools were reported to provide gifted services at the high school level, offering a variety of gifted content courses, including algebra, biology, english, geometry, world history, advanced psychology, and journalism. In addition, one high school offers a gifted studies elective course for tenth grade students, as well as consultative services.

Students may be referred for evaluation for the gifted program by parents or by teachers, and district policy requires that a teacher checklist be completed for each student who scores at the 90th percentile or higher on the FCAT. The Otis-Lennon School Ability Test (OLSAT) and/or the Kaufman Brief Intelligence Test (K-BIT) are utilized as screening instruments.

Escambia County is currently addressing under-representation of minority students in its gifted program, targeting an increase in the referral rate in an effort to address disproportionality in the program. It was reported that a pilot program to identify more gifted students from

underrepresented populations is currently in place at Hallmark Elementary School. As part of this pilot program, the Naglieri Nonverbal Ability Test, Multilevel Form, is being utilized as a screening instrument across Grades 1-2 and with selected kindergarten students. The district also utilizes Plan B criteria in the effort to identify underrepresented populations of gifted students.

It was reported that students are rarely dismissed from the gifted program; this generally occurs only when students at the high school level choose not to enroll in gifted courses.

Of the 439 parents who responded to the survey for gifted students, 84% reported satisfaction with services their child receives. Although 90% reported satisfaction with the gifted teachers' expertise in teaching students identified as gifted, only 71% reported satisfaction with the general education teachers' expertise in that area. Also reflecting this discrepancy between the general education setting and the gifted classes, 88% of respondents reported that their child is academically challenged in gifted classes, while 67% reported that their child is challenged in the regular education classes.

In summary, students at all grade levels have access to gifted classes through a variety of service delivery models. Escambia County is addressing under-representation of minority students in its gifted program, targeting an increase in the referral rate in an effort to decrease disproportionality in the program. Surveys reveal that parents are generally satisfied with the services their children receive in classes for the gifted, with somewhat fewer reporting satisfaction with general education classes.

Services to ESE Students in DJJ Facilities

This section provides information related to the services provided to exceptional education students in DJJ facilities. Rule 6A-6.05281(1)(c), FAC, requires that all ESE students placed in a DJJ program be provided a free appropriate public education consistent with state board rules pertaining to special programs for exceptional students.

Bureau staff visited Pensacola Boys Base (PBB), a level 6 facility that houses a maximum of 28 students. The facility was at maximum capacity at the time of the visit, and it was reported that there is a waiting list to enter the facility. There were 13 students with disabilities at PBB and no gifted students being served in inclusive academic and vocational settings. The average stay at the facility is six months. Bureau staff interviewed two teachers and one administrator. Two classroom visits were conducted and three records were reviewed.

There are five Naval training programs that ESE and general education students can and do participate in. These programs include structured mechanics, electronics, fire fighters school, diesel mechanics, auto mechanics, air-conditioning and refrigeration. Staff reported that only two of the 50 students who have attended and completed these programs have re-offended. It was reported that the facility has a wide range of curricular materials from which to choose, and that students are provided instruction based on their academic abilities. The curriculum also includes art, drama, and drivers' education. In addition, there are on the job training (OJT) opportunities on and off the base, which include CiCi's Pizza, the base gym, the greenhouse, and the hobby shop (mechanics).

With regard to academics, ESE students are provided a full range of educational options including instruction in both general and modified curriculum. Courses of study are available that lead to special diploma, standard diploma, GED completion, and college credit. The facility has one general education teacher and one certified ESE teacher who serves as an inclusion teacher. The IEP team, including the student, makes decisions about the student's course of study, goals, accommodations, and diploma option. Students pursuing a standard diploma receive instruction in general education courses. Students pursuing a special diploma or GED receive instruction in a modified curriculum. All ESE students except one participated in FCAT. That one student was alternately assessed using the Brigance.

The facility provides opportunities for the students to participate in community service outreach activities including Habitat for Humanity (3000 man-hours annually), theater production group (partnered with Pensacola Little Theater), and the "Feed the Children" organization (car washes to raise money for the purchase, delivery and distribution of food to needy families). Students annually support the American Cancer Society Relay for Life, Ronald McDonald House, American Heart Association, and Special Olympics.

Each student has an assigned mentor, either from the Naval base or from the civilian community. Mentoring was validated during the on-site visit. The facility was the recipient of the Commissioner of Education's Business Recognition Award for its mentoring initiative.

Planning for transition back to school or community begins at intake, with students setting school and vocational goals. The educational program is tailored to meet the transition goals of the student. Exit planning begins three to four weeks prior to the student's release date. It should be noted that the majority of the students' transition plans involve returning to the community, alternative education, and vocational placement rather than returning to a public school.

During the course of the visit, it was brought to the attention of the monitors that a Quality Assurance (QA) review was conducted at this site on February 23-25, 2004. As a result of this visit, the facility was notified that they would be cited for not having an appropriate assessment of the five required components of reading. It was reported that although this was a requirement for the Juvenile Justice Educational Enhancement Program (JJEEP), it had not yet been implemented in the district. Subsequent to the QA visit and during the current monitoring visit, the following was noted:

- On March 19, 2004, the lead teacher attended Diagnostic Assessments of Reading (DAR) and Comprehensive Tests of Phonological Processing (CTOPP) training.
- All assessment material had been purchased and was verified by monitors
- DAR/CTOPP training for facility staff had been scheduled for April 14, 2004
- At that time, the facility was to be trained in and be able to implement appropriate assessments related to Florida's reading initiative

All activities related to the reading assessment finding will have been completed or scheduled prior to the receipt of the final JJEEP report.

In summary, students with disabilities at Pensacola Boys Base are served in the general education classroom with support from an ESE teacher. Available courses of study include the general Sunshine State Standards, the Sunshine State Standards for Special Diploma, the GED, and college credit. The program provides extensive opportunities for the students to participate in mentoring and community outreach programs as well as OJT opportunities.

Services to ESE Students in Charter Schools

This section provides information related to the services provided to exceptional education students in charter schools. There are six charter schools in Escambia County, with an ESE teacher on staff at four of the six. Information provided by the district indicated the following district ESE services available to charter schools:

- provide ESE reports on a regular basis
- provide training for ESE teachers
- facilitate dissemination of district information related to ESE
- provide assessments or evaluations as needed
- consult with staff
- provide workshop opportunities
- assist with referrals to psychology department
- complete the matrix of services document
- provide student information
- make regular state testing assessments available
- assist with review of placement/enrollment requests
- review student cumulative folders
- participate in parent conferences
- assist with transferring student verification and placement
- provide accommodations lists for FCAT administration
- act as LEA representative; attend all IEP meetings
- attend all staffing/eligibility determination meetings
- participate in IEPs and reevaluations at charter schools with no ESE teacher

A memorandum dated October 29, 2002, from Yvonne Gray, ESE Director for Escambia County Public Schools, to all charter school directors, indicated that the individual charter schools are responsible for providing direct instructional services to students with disabilities who are enrolled in those schools. Direct services of an ESE teacher or a speech/language pathologist are available for a fee from the district; consultation, collaboration, and reevaluation activities are provided by the ESE department at no charge to the charter schools.

As part of the monitoring visit, Bureau staff visited Ruby J. Gainer School for Reaching Your Dreams (RGHS). At the time of the visit the school had an enrollment of 135 students, grades 9-12, of whom 29 were students with disabilities eligible for one or more of the following programs: specific learning disabled; emotionally handicapped; educable mentally handicapped; and, severely emotionally disturbed. All students are served in the general education classroom for all of their classes, with a district staffing specialist available to provide consultative services.

Prior to a student enrolling in RGHS, the staffing specialist reviews the student's record and current IEP to determine if the student's needs can be met at the school. Because this is a school of choice, and is intended as an alternative placement for students who are at-risk or who have not been successful in previous placements, some leeway is given when making this decision. As a result, on occasion the school enrolls students who were originally pursuing a special diploma, who were served at the resource or separate level, or who were enrolled in the E-SEAL (Escambia Special Education Agricultural Laboratory) special diploma vocational program. These students are all placed on standard diploma track upon enrollment at RGHS, as only general education courses are available at this charter school.

There are two staffing specialists assigned by the district to work with the charter schools. The staffing specialist assigned to this school serves as the ESE teacher during IEP team meetings, and the other staffing specialist serves as the LEA representative. Teachers and administrators at the school reported that the district staffing specialist is readily available to provide assistance and/or guidance on issues related to exceptional student education, and that they rely on her expertise. Through the review of student records and interviews with staff, there was no evidence of student-specific consultation by the staffing specialist, nor was there evidence of consultation in the area of general instruction or behavior management. However, there was evidence of assistance to school staff in the implementation of procedural requirements. It was reported that the staffing specialist is available to provide training when needed, but no specific training or in-service activities were cited by respondents.

Seven IEPs for students at RGHS were reviewed (one through the pre-visit record review process and six during the on-site visit), and noncompliance was noted regarding lack of appropriate IEP team participants, lack of individualization, inadequate goals and short-term objectives or benchmarks, and consultative services not being provided. Those concerns are addressed in the records review section of this report.

In summary, the district has policies and procedures in place to provide support related to ESE services for students enrolled in charter schools. Available services include direct instructional services provided on a fee for service basis as well as the general child find activities (e.g., evaluation; reevaluation) required under the IDEA. A review of IEPs developed at RGHS revealed findings of noncompliance related to content, IEP team participants, and consultative services not being provided as indicated on the IEPs.

Additional Compliance Areas

This section provides information related to supplementary categories of compliance. In addition to monitoring categories related to the 2004 focused visit, the Bureau also conducted interviews related to the provision of speech and language services, counseling as a related service, and transition services. Through interviews and record reviews, there was evidence that the communication needs of students who do not meet the eligibility requirements for the programs for speech impaired (SI) or language impaired (LI) are addressed by the ESE teacher, often in consultation with the speech/language pathologist. Documentation of this service on the IEP was reported inconsistently by staff in different school. Some indicated that goals would be written in the communication domain, other indicated that communication would be embedded in the curriculum domain, and other indicated that goals would not be written to address

communication, although instruction and/or assistance in communication would be provided by the ESE teacher. There was evidence of communication goals for students not eligible as SI or LI in records at Escambia Westgate School, Holm Elementary School, and Brentwood Middle School. The district will be required to incorporate the documentation of all areas of a student's need in the development of the student's IEP into the IEP training already in place.

Regarding the provision of counseling as a related service to ESE students, it was reported that the district provides counseling through a variety of sources, and that such services are funded by the district and documented on the IEP. Counseling as a related service was indicated on seven of the IEPs reviewed, and 45% of parents who responded to the survey indicated that the possible need for psychological counseling was discussed by the IEP team. In addition to counseling available through school employees such as guidance counselors and behavior specialists, the Lakeview Center community mental health agency provides school-based mental health services for exceptional education students in Escambia County schools.

Transition planning for students moving from school to post-school living also was addressed during this monitoring visit. It was reported that agency representatives are invited to participate in the ESE advisory council; this encourages a sense of familiarity between agency and district staff which in turn supports the communication and planning activities conducted on behalf of students. There are several outreach activities that the district supports, including an annual community services fair at the local mall where community agencies set up informational booths. Transportation is provided to 11th and 12th grade students to enable them to participate in the fair and obtain information about available services. It was reported that all high schools in the district have on-the-job training (OJT)/ESE career placement programs in place. Twenty IEPs of students aged 14 or older were reviewed as part of this monitoring visit. Agency representatives were invited to four of the 20 meetings (20%), and an agency representative attended one of those meetings (5%). Ten of the 20 IEPs (50%) for which transition service needs (for students age 14, or younger if determined appropriate by the IEP team) or needed transition services (for students age 16, or younger if determined appropriate by the IEP team) were to be considered did not include transition as a purpose of the meeting on the parent notice of the meeting. Regarding transition services, 54% of respondents to the parent survey indicated that they had been told a purpose of the IEP team meeting was to discuss transition out of high school, and the same percentage indicated that the school provides information to students about education and jobs after high school. The district will be required to incorporate appropriate notice to parents regarding transition into its IEP training process, and document the effectiveness of this training through its system improvement plan.

In summary, there was evidence that the communication needs of students with disabilities who are not eligible for programs for students who are SI or LI are met through instruction or assistance by the ESE teacher. The communication needs of these students are not consistently documented on the IEP. In contrast, counseling as a related service is provided by both school staff and community mental health agencies, and this was supported by the IEPs reviewed. Transition services include an extensive OJT/ESE career placement program, district efforts to foster agency participation in transition IEP meetings, and district support of several community outreach activities through which various agencies provide information to students with

disabilities and their families. In the records sampled, 50% of parents were not appropriately notified when transition planning will be considered during an IEP team meeting.

Student Record Reviews

This section provides information related to the compliance of IEPs with state and federal requirements. In addition, matrix of services documents for students reported at the 254 and 255 levels and educational plans for gifted students are also reviewed for compliance with state requirements.

A total of 47 student records randomly selected from the population of exceptional students in Escambia County were reviewed for compliance. The records were sent to the DOE for review by Bureau staff prior to the on-site visit. The review included 37 IEPs for students with disabilities and ten EPs for students identified as gifted. The sample group included records of elementary, middle, and high school students. Of the 47 records reviewed, 20 were transition IEPs.

Systemic findings are those that occur with such a frequency that the monitoring team could reasonably infer that a system-wide problem exists. To be determined systemic, an item must be found to be noncompliant in at least 25% of the records reviewed. In Escambia County, at least nine IEPs must have been noncompliant on an item to be considered a systemic finding. During the review of IEPs, the following area of noncompliance was determined to be systemic in nature:

- lack of identification of the purpose of meeting (transition) (10 records)

In addition, of the 37 IEPs reviewed, there were individual or non-systemic findings of noncompliance in the following areas:

- lack of or inadequate statement in the present level of performance describing how the student's disability affects involvement or progress in the general curriculum (8)
- IEPs for students enrolled at the Ruby J. Gainer School for Reaching Your Dreams were not individualized to address the unique needs of the students (7)
- lack of evidence that report of progress was provided (7)
- lack of statement describing student progress toward the annual goals (7)
- lack of student invitation to meeting, for students aged 14 or older (5)
- lack of indication that transition domain areas were addressed on the transition IEP (5)
- lack of participation of/input from general education teacher in meeting (4)
- lack of separate transfer of rights closer to the student's 18th birthday (4)
- lack of a majority of measurable annual goals (2)
- lack of invitation to meeting (3)
- lack of initiation/duration dates of accommodations and/or modifications (3)
- lack of documentation of frequency of accommodations and/or modifications (3)
- lack of short term objectives or benchmarks (2)
- lack of documentation that the concerns of the parent were considered (2)
- lack of results of student performance on state or district-wide assessment (2)

- lack of evidence of strategies and supports to address student behavior that impedes learning of self or others (2)
- lack of statement of accommodations or modifications in the administration of state or district-wide assessment that are needed by the student (2)
- lack of course of study statement (transition) (2)
- lack of a current IEP during the last FTE survey (1)
- lack of a current IEP during the last federal count (1)
- lack of description of time and location of meeting (1)
- lack of correspondence between annual goals and short term objectives and needs identified on the present level of educational performance statement (1)
- present level of educational performance and annual goals and short term objectives or benchmarks do not support the services on IEP (1)
- lack of identification of related services on IEP (1)
- lack of an accommodations page included on the IEP(1)
- lack of documentation of location of accommodations and/or modifications (1)
- lack of statement of how student progress toward annual goals will be measured (1)
- lack of documentation of student need for assistive technology despite presence of assistive technology/addendum page with IEP (1)
- lack of prior informed notice of change of placement (1)
- lack of evidence of steps taken to obtain agency participation though agency participation is noted on IEP (transition) (1)
- lack of informed parental consent prior to additional testing (1)
- lack of evidence that district took reasonable measures to obtain parental consent prior to conducting a formal assessment (1)

For two of the 37 students a majority of the goals were not measurable, and the IEP teams must be reconvened to address this finding. The district was notified of the specific students requiring reconvened IEPs in a facsimile message on April 7, 2004 and in a letter dated August 27, 2004.

During the site visit, nine records including matrices of services for students identified as a level 254 or 255 were reviewed for compliance. Although evident, documentation of the need for services and the specific services provided was often difficult to ascertain from the records. In all cases, classroom observations supported the services described. Concerns regarding the clarity with which the IEPs supported the services identified on the matrix documents were discussed with school and district staff.

As noted in a prior section on services provided to ESE students in charter schools, seven IEPs for students at the Ruby Gainer High School were reviewed (one through the pre-visit record review process and six during the on-site visit). All seven IEPs indicated that consultation is provided on a monthly basis, and all address the same annual goal (i.e., “Given the pupil progression plan, the student will meet the following graduation requirements for a general education diploma with 100% accuracy in all courses”), and the same six objectives (i.e., related to completing assignments, passing FCAT, compliance with school rules, maintaining a 2.0 grade point average, attending school regularly, and earning adequate credits to graduate). While each of the IEPs reviewed described the individual students’ unique strengths and needs through the present level of educational performance statements, they were not individualized with

regard to the goals, objectives, accommodations, or services provided. In addition, general education teachers did not attend the meetings for any of the IEPs reviewed, and written input from the general education teacher was indicated on only three of the seven records. As these students are all served solely in general education classrooms, this reflects noncompliance with 34 CFR 300.344 regarding IEP team participants. The students attended the meeting for four of the seven records reviewed.

As a result of these findings the district is required to reconvene the IEPs for these seven students, with all required participants, in order to develop annual goals and short-term objectives or benchmarks to address the unique needs of the students in question and to determine the services required by each student in order to achieve those goals. In addition, these findings represent a systemic finding at RGHS, and the district is required to conduct a review of IEPs of students enrolled in each of its charter schools to determine if the IEPs have been developed to address the individual needs of the students. The district must develop and implement a plan to ensure that IEPs developed in charter schools are developed in accordance with all state and federal requirements.

Ten EPs for gifted students were reviewed. There was at least one goal that was not measurable on each of the EPs, and the district will be required to address this systemic finding through targeting training on developing compliant and meaningful EPs.

In summary, a systemic finding was noted in one area. Individual or non-systemic findings were identified in 32 areas. Two IEP teams were required to reconvene due to lack of a majority of measurable goals. In addition, there were findings of noncompliance related to content, IEP team participants, and the provision of consultative services in seven IEPs reviewed at RGHS; these IEPs must be reconvened. There were no findings related to matrix of services documents that required a funding adjustment, although concerns were shared with school and district administrators regarding the degree to which the need for services was documented on individual IEPs. There were findings related to the lack of measurable goals on the gifted EP reviews.

District Forms Review

This section provides information related to the compliance of district forms related to students with disabilities, in accordance with state and federal requirements. Forms representing the areas identified below were submitted to Bureau staff for a review to determine compliance with federal and state laws. All forms included the required components, although a recommendation was made regarding the course of study statement on the IEP form. The district was notified of the specific findings via a separate letter dated April 29, 2004. A detailed explanation of the specific findings is included as appendix D.

- *Parent Notification of Individual Education Plan (IEP) Meeting*
- *Individual Educational Plan forms+*
- *Educational Plan forms*
- *Notice and Consent for Initial Placement*
- *Informed Notice and Consent for Evaluation*
- *Informed Notice and Consent for Reevaluation*
- *Notification of Change of Placement*

- *Notification of Change of FAPE (Free Appropriate Public Education)*
- *Informed Notice of Refusal*
- *Documentation of Staffing/Eligibility Determination*
- *Informed Notice of Dismissal*
- *Notice: Not Eligible for Exceptional Student Placement*
- *Summary of Procedural Safeguards*
- *Annual Notice of Confidentiality*

+ indicates recommended revisions to a form

District Response

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. In developing the system improvement plan, every effort should be made to link the system improvement activities resulting from this focused monitoring report to the district's continuous improvement monitoring plan. Following is the format for the system improvement plan, including a listing of the critical issues identified by the Bureau as most significantly in need of improvement.

During the course of conducting the focused monitoring activities, including daily debriefings with the monitoring team and district staff, it is often the case that suggestions and/or recommendations related to interventions or strategies are proposed. These recommendations as well as specific discretionary projects and DOE contacts available to provide technical assistance to the district in the development and implementation of the plan are included following the plan format.

Escambia County School Board has submitted its System Improvement Plan and is included in its approved format within this report.

Escambia County School District Focused Monitoring System Improvement Plan

This section includes the issues identified by the Bureau as most significantly in need of improvement. The district is required to provide system improvement strategies to address identified findings, which may include an explanation of specific activities the district has committed to implementing, or it may consist of a broader statement describing planned strategies. For each issue, the plan also must define the measurable evidence of whether or not the desired outcome has been achieved. Target dates that extend for more than one year should include benchmarks in order to track interim progress. Findings identified as “ESE” are those findings that reflect issues specific to ESE students. Findings identified as “All” are those findings that reflect issues related to the student population as a whole, including ESE students.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented and Target Date
Service Delivery Options	<p>No findings in this area.</p> <p>Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.</p>		X	<p>The District will implement the following recommendations made by the Bureau listed on page 40 of the report:</p> <ul style="list-style-type: none"> • Continue to implement and expand current initiatives that promote more inclusive placements for students with disabilities • Continue to provide intensive training on effective practices to all affected staff (initial and follow-up training), and evaluate the effectiveness of the training to target continuing areas of need. 	<p>Time with nondisabled peers for students with disabilities increases over baseline.</p> <p>Baseline and progress or slippage to be reported in semi-annual status reports: May 2005 November 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Service Delivery Options (Cont.)				<ul style="list-style-type: none"> • Review the roles of support personnel such as behavior technicians with the intent of ensuring they are used effectively to support SWD in the general classroom • Ensure that supports provided to teachers and students promote less restrictive placements (address both academic and social / emotional issues) 	
Decision-making	<p>No findings in this area.</p> <p>Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.</p>			<p>The District will encourage the inclusion of a component related to instruction and placement of SWD in the school improvement plans of individual schools.</p>	<p>The number of school improvement plans that incorporate instructional and placement of students with disabilities show an increase over baseline.</p> <p>Baseline and progress or slippage to be reported in semi-annual status reports: May 2005 November 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Access to the General Curriculum/ Resources	Instruction in the general Sunshine State Standards is most likely to be provided in general education classes at the elementary and high school level; at the middle school level, this is most likely to be provided in an ESE classroom.		X	<p>1. Using a variety of service delivery models such as support facilitation, co-teaching, and consultative models, we will increase participation of ESE students in the general education curriculum.</p> <ul style="list-style-type: none"> • Continue to explore funding sources and programmatic possibilities through the use of IDEA and general allocations in order to support co-teaching and collaborative models. • Continue to provide training on the implementation of effective inclusive practices and instructional accommodation, to include behavioral and academic supports. <p>2. Improvement strategies to increase the percentage of middle school SWD served in general education classes will be addressed through the Continuous Improvement Monitoring Plan.</p>	<p>The number of disabled students at the middle school level who receive instruction in general Sunshine State Standards in the general education classroom will increase over baseline.</p> <p>Baseline and progress or slippage to be reported in semi-annual status reports: May 2005 November 2005 May 2006</p>
Staff Development	School staff reported the need for continued training on the implementation of effective inclusive practices and instructional accommodations		X	1. Continue to provide the following training opportunities (including resources and on-going support) to school administrators and teachers through the Florida Inclusion Network	Multi-agency self reports will reveal: <ul style="list-style-type: none"> • the number of educators participating in

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Staff Development (Cont.)				<p>(FIN), Florida Diagnostic and Learning Resources Systems (FDLRS) and district staff.</p> <ul style="list-style-type: none"> • Differentiated Instruction • Cooperative Learning • Accommodations and Modifications • Improving Access to the General Education Curriculum • Universal Designs of Learning • Classroom Management Training • Collaborative Planning and Teaching <p>2. Continue to disseminate information on responsible inclusive practices through:</p> <ul style="list-style-type: none"> • A district-wide newsletter (ESE Connection) • Multi-agencies' websites connected to Escambia County • Professional networking opportunities/Professional book studies • Online courses through FDLRS and FIN • National Inclusive Schools 	<p>training on the implementation of effective inclusive practices and instructional accommodations</p> <ul style="list-style-type: none"> • participant satisfaction as a result of training. • dissemination information (number receiving information, copies of information and dates of dissemination. <p>Results to be reported semi-annually: May 2005 November 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Staff Development (Cont.)				Week (December 1-5, 2004 and FIN) <ul style="list-style-type: none"> • ESE Advisory Council • Extend Social Inclusion Project • Establish a comprehensive multi-agency periodic listing of available district-wide trainings easily accessed from the district website 	
Parental Involvement	No findings in this area.				
Services to Gifted Students	Findings related to the development of EPs are addressed under the <i>Records Review</i> section below. Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report	X	X	See <i>Records Review</i> section below. The district will provide training to general education teachers at their school sites on characteristics of gifted students.	An increase in the referral rate during the 05/06 school year will determine success. Students referred for the gifted program will increase over baseline. Baseline, and progress or slippage, to be reported in semi-annual status reports: May 2005

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Services to Gifted Students (Cont.)			X	Training will be provided to general education teachers at their school sites concerning how to develop a differentiated curriculum to address the needs of gifted students in the general education classroom.	November 2005 May 2006 Random classroom observations will be conducted during the 05/06 school year to observe differentiated strategies being implemented in the general education classroom. Summary of results will be submitted semi-annually: May 2005 November 2005 May 2006
Services to ESE Students in DJJ Facilities	No findings in this area.				
Services to ESE Students in Charter Schools	The IEP teams for the seven identified students at RGHS will reconvene to develop IEPs that address the unique needs of the students and comply with all federal and state requirements. Teams will reconvene no later than November 5, 2004.	X		Two of the seven IEPs have been redeveloped to address areas of noncompliance. The other 5 students have withdrawn from the ECSD. <i>See Records Review</i> section below	IEPs for the 2 students have been reviewed and revised; completed copies submitted to the Bureau on October 28, 2004.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Additional Compliance Area: Communication	The communication needs of and services provided to students not eligible for programs for students who are speech or language impaired are not consistently documented on the IEP.	X		<p>The district will immediately begin training ESE teachers and speech language pathologists on how to provide communication services to students who are ineligible for direct SLI services, yet require communication assistance in the classroom as determined by the IEP committee. Training will also provide information on uniform documentation of the collaborative communication services between the speech language pathologist and appropriate staff.</p> <p>The services will be documented as follows:</p> <ul style="list-style-type: none"> (1) Part 2 of the IEP - Address in Needs Statement of IEP. (2) Part 3 of the IEP – Include appropriate goal. (4) Part 5 of the IEP - Complete assistance with communication needs and/or communication system (18). (4) Matrix of Services – Document appropriate level of service (Levels 2 - 5) (5) Consult Log - Document evidence of services rendered. 	<p>Monitoring will occur through interviews and record reviews. Self-monitoring will show 100% compliance.</p> <p>Summary of results will be submitted semi-annually: May 2005 November 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Additional Compliance Area: Counseling as a Related Service	No findings in this area.				
Additional Compliance Area: Transition	The finding in this area is related to notice that transition planning will be included in an IEP team meeting, and is address under the <i>Records Review</i> section below.	X		ESE Secondary teachers will have training on completing parent invitation informing parents that transition will be discussed at their child's IEP meeting.	<p>Multi-agency self reports will reveal:</p> <ul style="list-style-type: none"> • the number of educators participating in training on completing parent invitations correctly • participant satisfaction as a result of training. <p>Results to be reported semi-annually: May 2005 November 2005 May 2006</p>
Records Review	There were findings of noncompliance on the 7 IEPs reviewed for students at Ruby J. Gainer High School for Reaching Your Dreams. These IEP teams must be reconvened to address findings in the	X		<p>The IEP teams for the 7 identified students at RGHS will reconvene to develop IEPs that address the unique needs of the students.</p> <p>District staff will conduct a review of 20% of the IEPs developed at each</p>	<p>Completed 10-28-04</p> <p>Monitoring will occur through random</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Records Review (Cont.)	following areas: <ul style="list-style-type: none"> • lack of appropriate IEP team participants in attendance • lack of individualization of the IEPs • inadequate goals, objectives, or benchmarks • consultative services on IEP not provided 			charter school to determine if they are individualized to the needs of the students. The district will develop and implement a plan to ensure that IEPs developed in its charter schools comply with all federal and state requirements. An ESE teacher has been hired by RGHS, and has begun training in writing IEPs that address the unique needs of ESE students and in writing measurable goals and objectives.	record reviews. Self monitoring will show 100% compliance. Summary of results will be submitted semi-annually: May 2005 November 2005 May 2006.
	Two IEPs with a lack of majority of measurable annual goals were required to be reconvened.			The IEP teams for these two students will reconvene to develop IEPs that address the unique needs of the students. Teams will reconvene no later than November 5, 2004.	Self monitoring of the 2 reconvenes will show 100% compliance for having majority of measurable annual goals. Submitted to the Bureau November 5, 2004
	A systemic finding on IEPs was identified in the following area: <ul style="list-style-type: none"> • lack of identification of transition as the purpose 			The district will target this element in its training on IEP development. The district will conduct a self-evaluation using protocols developed by the	Multi-agency self reports will reveal: <ul style="list-style-type: none"> • the identification of transition as the

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Records Review (Cont.)	of the meeting (10 records)			Bureau to ensure compliance.	<p>purpose for the meeting when appropriate with 100% compliance</p> <ul style="list-style-type: none"> • participant satisfaction. <p>Results to be reported semi-annually: May 2005 November 2005 May 2006.</p>
	<p>There were individual or nonsystemic findings of noncompliance on 32 specific items on the IEPs. Those that occurred most frequently (>5) are:</p> <ul style="list-style-type: none"> • lack of or inadequate present level of educational performance statement • lack of evidence that a report of progress was provided to the parent • lack of a statement on the progress report describing student progress toward the 			<p>The district will target these elements in its training on IEP development and utilize self-monitoring procedures to ensure compliance.</p> <p>The District will develop a handout for parents and students to be included with each parent invitation for students 14 years and older identifying the requirements related to transition services revised State Board Rules 6A-6.03028.</p>	<p>Self monitoring of IEPs using protocols developed by the Bureau will show 100% compliance for targeted components.</p> <p>The handout identifying the requirements related to transition will be submitted to the Bureau, and will be disseminated to appropriate district staff. Training on the use of the forma has</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Records Review (Cont.)	<p>annual goal</p> <ul style="list-style-type: none"> • lack of student invitation to the meeting for students aged 14 and older • lack of documentation that all domain areas were addressed during transition planning 				<p>been completed; monitoring will occur through random record reviews. Self monitoring will show 100% compliance.</p> <p>Summary of self monitoring will be submitted reported semi-annually: May 2005 November 2005 May 2006</p>
	Goals/outcome statements on EPs for gifted students are not consistently measurable.			The district will target these elements in its training on EP development, and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.	Goals and objective will be written on EP in measurable terms by the beginning of 05/06 school year. Monitoring will occur through random record reviews. Self monitoring will show 100% compliance for measurable goals/outcomes on EPs. Summary of results will be submitted semi-annually:

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change, Strategies Implemented, and Target Date
Records Review (Cont.)					May 2005 November 2005 May 2006
Form Reviews	<p>No findings in this area.</p> <p>A revision to the IEP form is recommended to clarify the course of study statement.</p>			The district will revise the IEP form and clarify the course of study statement as recommended by the Bureau	The IEP form was revised on 06-30-04 and includes clarification of the course of study statement on the Transition Page.

Recommendations and Technical Assistance

As a result of the focused monitoring activities conducted in Escambia County during the week of March 22, 2004, the Bureau has identified specific findings related to regular class placement rate for students with disabilities in the district. The following are recommendations for the district to consider when developing the system improvement plan and determining strategies that are most likely to effect change. The list is not all-inclusive, and is intended only as a starting point for discussion among the parties responsible for the development of the plan. A partial listing of technical assistance resources is also provided. These resources may be of assistance in the development and/or implementation of the system improvement plan.

Recommendations

- Continue to implement and expand current initiatives that promote more inclusive placements for students with disabilities.
- Those schools where inclusion has been successful are those that have done extensive training prior to implementation. As the inclusion initiative is expanded across the district, continue to provide intensive training on effective practices to all affected staff (initial and follow-up training), and evaluate the effectiveness of the training to target continuing areas of need.
- Review the roles of support personnel such as behavior technicians with the intent of ensuring they are used effectively to support students with disabilities in the general classroom.
- Ensure that supports provided to teachers and students to promote less restrictive placements address both academic and social/emotional issues.
- Review/revise the placement options at the middle school level, focusing on the use of parallel curriculum and its affect on IEP team decisions related to placement in the least restrictive environment.
- Provide training to general education teachers on the characteristics and needs of gifted students.
- Incorporate training on critical areas noted in the compliance review of student records into the district's IEP/EP training process.
- Encourage the inclusion of a component related to instruction and placement of students with disabilities in the school improvement plans of individual schools.
- Provide matrix training to staff responsible for completing this document, using the review packet provided to the district for conducting self-assessments of matrices; include all ESE teachers in the training.

Technical Assistance

Florida Inclusion Network

Website: <http://www.FloridaInclusionNetwork.com/>

The project provides learning opportunities, consultation, information and support to educators, families, and community members, resulting in the inclusion of all students. They provide technical assistance on literacy strategies, curriculum adaptations, suggestions for resource allocations and expanding models of service delivery, positive behavioral supports, ideas on differentiating instruction, and suggestions for building and maintaining effective school teams.

Florida's Positive Behavioral Supports Project

(813) 974-6440

Fax: (813) 974-6115

<http://www.fmhi.usf.edu/cfs/dares/flpbs/>

This project is designed to support teachers, administrators, related services personnel, family members, and outside agency personnel in building district-wide capacity to address challenging behavior exhibited by students in regular and special education programs. It provides training and technical assistance for districts, schools, and individual teams in all levels of positive behavior support (individual, classroom and school-wide).

Bureau of Exceptional Education and Student Services

In addition to the special projects described above, Bureau staff are available for assistance on a variety of topics. Following is a partial list of contacts:

ESE Program Administration and Quality Assurance—Monitoring (850) 245-0476

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Special Programs Information, Clearinghouse, and Evaluation (850) 245-0475

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Clearinghouse Information Center
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Behavior/Discipline EH/SED

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Mentally Handicapped/Autism
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Assistive Technology
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Gifted
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Appendix A:

District Data

**FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES****2004 LEA PROFILE****JIM HORNE, COMMISSIONER**

DISTRICT:	ESCAMBIA	PK-12 POPULATION:	43,984
ENROLLMENT GROUP:	40,000 TO 100,000	PERCENT DISABLED:	17%
		PERCENT GIFTED:	4%

INTRODUCTION

The LEA profile is intended to provide districts with a tool for use in planning for systemic improvement. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, and prevalence for exceptional students. The data are presented for the district, their enrollment group (districts of comparable size), and the state. Where appropriate and available, comparative data for general education students are included.

Data presented as indicators of educational benefit (*Section One*)

- Graduation rates for students with disabilities receiving standard diplomas through meeting all graduation requirements, GED Exit Option, and FCAT waivers
- Dropout rates
- Post-school outcome data
- Third grade promotion and retention, including good cause promotions

Note: FCAT participation and performance data formerly included in the LEA profile will be published separately in Fall 2004.

Data presented as indicators of educational environment (*Section Two*)

- Regular class, resource room, and separate class placement, ages 6-21
- Early childhood setting or home, part-time early childhood/part-time early childhood special education setting and early childhood special education setting, ages 3-5
- Discipline rates

Data presented as indicators of prevalence (*Section Three*)

- Student membership by race/ethnicity
- Gifted membership by free/reduced lunch and limited English proficiency (LEP) status
- Student membership in selected disabilities by race/ethnicity
- Selected disabilities as a percentage of all disabilities and as a percentage of total PK-12 population

LEA PROFILE 2004

Three of the indicators included in the profile, graduation rate, dropout rate, and regular class placement, are also used in the selection of districts for focused monitoring. Indicators describing the prevalence and separate class placement of students identified as educable mentally handicapped (EMH) are included to correspond with provisions of the Bureau's partnership agreement with the Office for Civil Rights.

DATA SOURCES

The data contained in this profile were obtained from data submitted electronically by districts through the Department of Education Information Database in surveys 2, 9, 3, and 5 and through the Florida Education and Training Placement Information Program (FETPIP).

DISTRICTS IN ESCAMBIA'S ENROLLMENT GROUP:

Brevard, Collier, Escambia, Lee, Manatee, Marion, Osceola, Pasco, Polk, Seminole, Volusia



SECTION ONE: EDUCATIONAL BENEFIT

Educational benefit refers to the extent to which children benefit from their educational experience. Progression through and completion of school are dimensions of educational benefits as are post-school outcomes and indicators of consumer satisfaction. This section of the profile provides data on indicators of student progression, school completion, and post-school outcomes.

STANDARD DIPLOMA STUDENTS MEETING ALL GRADUATION REQUIREMENTS:

The number of students with disabilities graduating with a standard diploma (withdrawal code W06) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for the three-year period from **2000-01** through **2002-03**.

	2000-01	2001-02	2002-03
Escambia	38%	41%	41%
Enrollment Group	54%	45%	42%
State	51%	48%	45%

STANDARD DIPLOMA THROUGH GED EXIT OPTION:

The number of students with disabilities in a GED Exit Option Model who passed the GED Tests and the FCAT or HSCT and were awarded a standard high school diploma (withdrawal code W10) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for the three-year period from **2000-01** through **2002-03**.

	2000-01	2001-02	2002-03
Escambia	<1%	1%	<1%
Enrollment Group	2%	1%	1%
State	1%	1%	1%

STANDARD DIPLOMA THROUGH FCAT WAIVER:

The number of students with disabilities graduating with a standard diploma through the FCAT waiver (withdrawal code WFW) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-W10, W27, WGD, WFW, WFT) as reported in end of year (survey 5). The resulting percentages are reported for **2002-03**, the first year waivers were available.

	2002-03
Escambia	0%
Enrollment Group	8%
State	9%

DROPOUT RATE:

The number of students grades 9-12 for whom a dropout withdrawal reason (DNE, W05, W11, W13-W23) was reported, divided by the total enrollment of grade 9-12 students and students who did not enter school as expected (DNEs) as reported in end of year (survey 5). The resulting percentages are reported for students with disabilities, gifted students, all PK-12 students, students identified as EH/SED, and students identified as SLD for the years **2000-01** through **2002-03**.

	Students with Disabilities			Gifted Students			All Students		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Escambia	4%	4%	5%	<1%	<1%	<1%	2%	2%	3%
Enrollment Group	5%	4%	5%	<1%	<1%	<1%	3%	3%	3%
State	5%	5%	4%	<1%	<1%	<1%	4%	3%	3%

	EH/SED			SLD		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Escambia	9%	7%	7%	3%	4%	5%
Enrollment Group	9%	6%	7%	5%	4%	5%
State	9%	7%	7%	5%	5%	4%

POSTSCHOOL OUTCOME DATA:

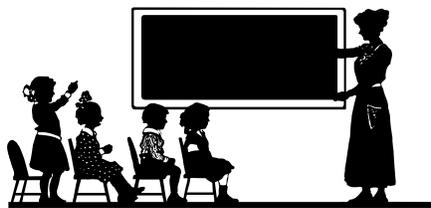
The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2001-02** school year. The table below displays percent of students with disabilities and students identified as gifted exiting school in 2001-02 who were found employed between October and December 2002 or in continuing education (enrolled for the fall or preliminary winter/spring semester) in 2002.

	Students with Disabilities		Gifted Students	
	Employed	Cont. Ed.	Employed	Cont. Ed.
Escambia	42%	22%	60%	81%
Enrollment Group	47%	19%	45%	77%
State	45%	20%	38%	72%

THIRD GRADE PROMOTION AND RETENTION RATE:

The number of third grade students promoted, promoted with cause, and retained divided by the total year enrollment as reported in end of year (survey 5). The percent of students promoted with cause is a subset of total promoted. Total enrollment is the count of all students who attended school at any time during the school year. The results are reported for third grade students with disabilities and all third grade students for **2002-03**.

	2002-03					
	Students with Disabilities			All Students		
	Promoted	Promoted with Cause	Retained	Promoted	Promoted with Cause	Retained
Escambia	85%	23%	15%	85%	4%	15%
Enrollment Group	75%	21%	25%	85%	7%	15%
State	74%	17%	26%	85%	6%	15%



SECTION TWO: EDUCATIONAL ENVIRONMENT

Educational environment refers to the extent to which students with disabilities receive special education and related services in natural environments, classes or schools with their nondisabled peers. This section of the profile provides data on indicators of educational environments.

REGULAR CLASS, RESOURCE ROOM AND SEPARATE CLASS PLACEMENT, AGES 6-21:

The number of students with disabilities ages 6-21 in regular class, resource room, and separate class placement divided by the total number of students with disabilities ages 6-21 reported in December (survey 9). Regular class includes students who spend 80 percent or more of their school week with nondisabled peers. Resource room includes students spending between 40 and 80 percent of their school week with nondisabled peers. Separate class includes students spending less than 40 percent of their week with nondisabled peers. The resulting percentages are reported for the three years from **2001-02** through **2003-04**.

	Regular Class			Resource Room			Separate Class		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Escambia	42%	40%	41%	25%	27%	27%	26%	25%	24%
Enrollment Group	49%	48%	51%	25%	23%	22%	24%	24%	24%
State	48%	48%	50%	26%	26%	24%	22%	22%	22%

EARLY CHILDHOOD EDUCATION SETTINGS, AGES 3-5:

The number of students with disabilities ages 3-5 who are served in early childhood settings, part-time early childhood and part-time early childhood special education settings, and early childhood special education settings divided by the total number of students with disabilities ages 3-5 reported in December (survey 9). Students in early childhood settings receive all (100%) of their special education and related services in educational programs designed primarily for children without disabilities or in their home. Students in part-time early childhood and part-time early childhood special education settings receive special education and related services in multiple settings. Students in early childhood special education settings receive all (100%) of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. The resulting percentages are reported for the three years from **2001-02** through **2003-04**.

	Early Childhood Setting or Home			Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting			Early Childhood Special Education Setting		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Escambia	2%	3%	3%	73%	76%	72%	6%	4%	8%
Enrollment Group	6%	7%	9%	60%	61%	63%	28%	24%	22%
State	7%	7%	7%	59%	57%	57%	30%	31%	31%

SEPARATE CLASS PLACEMENT OF EMH STUDENTS, AGES 6-21:

The number of students ages 6-21 identified as educable mentally handicapped who spend less than 40 percent of their day with nondisabled peers divided by the total number of EMH students reported in December (survey 9). The resulting percentages are reported for three years from **2001-02** through **2003-04**.

	2001-02	2002-03	2003-04
Escambia	66%	64%	58%
Enrollment Group	63%	62%	61%
State	62%	61%	62%

DISCIPLINE RATES:

The number of students who served in-school or out-of-school suspensions, were expelled, or moved to alternative placement at any time during the school year divided by the total year enrollment as reported in end of year (survey 5). The resulting percentages are reported for students with disabilities and nondisabled students for **2002-03**.

		2002-03							
		In-School Suspensions		Out-of-School Suspensions		Expulsions		Alternative Placement*	
		Students with Disabilities	Nondisabled Students						
Escambia		6%	5%	17%	11%	0%	<1%	<1%	<1%
Enrollment Group		14%	8%	15%	8%	<1%	<1%	<1%	<1%
State		13%	8%	14%	7%	<1%	<1%	<1%	<1%

* Student went through expulsion process but was offered alternative placement.



SECTION THREE: PREVALENCE

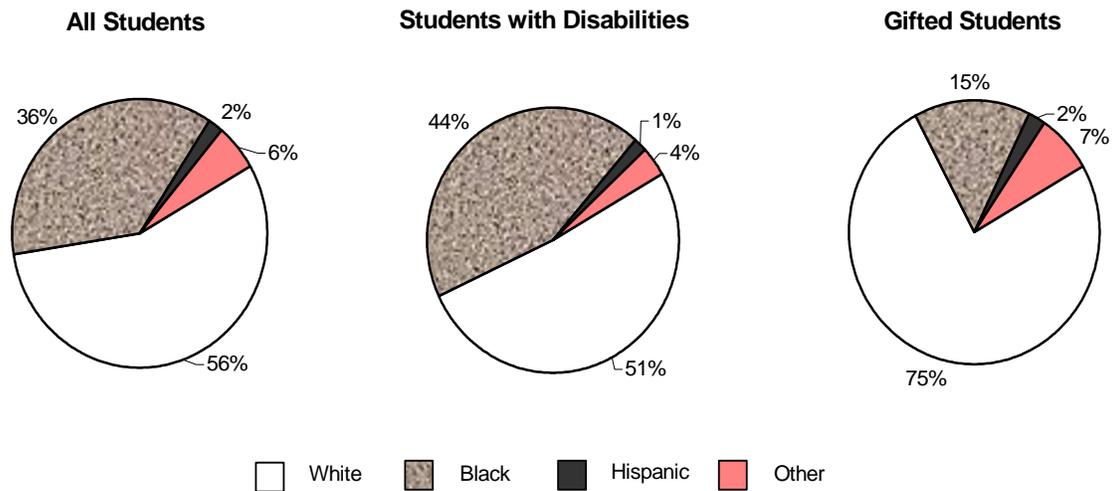
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

STUDENT MEMBERSHIP BY RACIAL/ETHNIC CATEGORY:

The three columns on the left show the statewide racial/ethnic distribution for all PK-12 students, all students with disabilities, and all gifted students as reported in **October 2003** (survey 2). Statewide, there is a larger percentage of black students in the disabled population than in the total PK-12 population (28 percent vs. 24 percent) and a smaller percentage of black students in the gifted population (10 percent vs. 24 percent). Similar data for the district are reported in the three right-hand columns and displayed in the graphs.

	State			District		
	All Students	Students with Disabilities	Gifted Students	All Students	Students with Disabilities	Gifted Students
White	50%	51%	64%	56%	51%	75%
Black	24%	28%	10%	36%	44%	15%
Hispanic	22%	18%	19%	2%	1%	2%
Asian/Pacific Islander	2%	<1%	4%	3%	1%	4%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	1%
Multiracial	2%	2%	3%	2%	2%	2%

District Membership by Race/Ethnicity



FREE/REDUCED LUNCH AND LEP:

The percent of all students and all gifted students in the district and the state on free/reduced lunch. The percent of all students and all gifted students in the district and in the state who are identified as limited English proficient (LEP). These percentages are based on data reported in **October 2003** (survey 2).

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free/Reduced Lunch	44%	21%	56%	31%
LEP	11%	3%	<1%	<1%

SELECTED DISABILITIES BY RACIAL/ETHNIC CATEGORY:

Racial/ethnic data for all students as well as students with a primary disability of specific learning disabled (SLD), emotionally handicapped or severely emotionally disturbed (EH/SED), and educable mentally handicapped (EMH) are presented below. The data are presented for the state and the district as reported in **October 2003** (survey 2).

	All Students		SLD		EH/SED		EMH	
	State	District	State	District	State	District	State	District
White	50%	56%	52%	49%	48%	44%	32%	32%
Black	24%	36%	24%	47%	39%	52%	52%	66%
Hispanic	22%	2%	21%	1%	11%	1%	13%	<1%
Asian/Pacific Islander	2%	3%	<1%	<1%	<1%	<1%	<1%	<1%
Am Ind/Alaskan Native	<1%	<1%	<1%	1%	<1%	<1%	<1%	<1%
Multiracial	2%	2%	2%	1%	2%	2%	1%	<1%

SELECTED DISABILITIES AS PERCENT OF DISABLED AND PK-12 POPULATIONS:

The percentage of the total disabled population and the total population identified as SLD, EH/SED, EMH, and speech impaired (SI) for the district and the state. Statewide, seven percent of the total population is identified as SLD and 46 percent of all students with disabilities are SLD. The data are presented for the district and state as reported in **October 2003** (survey 2).

	All Students		All Disabled	
	State	District	State	District
SLD	7%	9%	46%	51%
EH/SED	1%	2%	9%	9%
EMH	1%	1%	7%	7%
SI	2%	3%	14%	18%



Jim Horne, Commissioner
Florida Department of Education

**Bureau of Exceptional Education and Student Services
Escambia County School District
Focused Monitoring Visit
March 22-25, 2004**

Districts Rank-Ordered on Regular Class Placement

Rank	District	Size	# in Regular Class	6-21 ESE	%
1	Miami Dade	VL	7,926	40,010	20%
2	Lafayette	S	24	112	21%
3	Nassau	MS	526	1,536	34%
4	Charlotte	MS	1,173	3,324	35%
5	Franklin	S	70	194	36%
6	Madison	S	261	720	36%
7	Citrus	MS	1,004	2,632	38%
8	Hendry	MS	508	1,305	39%
9	Marion	M	2,446	6,251	39%
10	Gadsden	MS	442	1,129	39%
11	Jackson	MS	530	1,330	40%
12	Escambia	L	2,748	6,877	40%
13	Dixie	S	170	412	41%
14	Hillsborough	VL	10,481	25,279	41%
15	Polk	L	5,206	12,352	42%
16	Martin	MS	1,130	2,673	42%
17	Calhoun	S	166	392	42%
18	Volusia	L	4,451	10,424	43%
19	Suwannee	S	295	689	43%
20	Bay	M	2,054	4,626	44%
21	Union	S	141	314	45%
22	Washington	S	215	476	45%
23	Holmes	S	229	499	46%
24	Highlands	MS	888	1,927	46%
25	Columbia	MS	717	1,548	46%
26	St. Lucie	M	1,862	3,999	47%
27	Wakulla	S	340	726	47%
28	Glades	S	76	162	47%
29	Palm Beach	VL	10,296	21,604	48%
30	Osceola	M	2,682	5,612	48%
31	Jefferson	S	163	334	49%
32	Lee	L	4,365	8,939	49%
33	Seminole	L	3,733	7,598	49%
34	Gulf	S	169	343	49%

Rank	District	Size	# in Regular Class	6-21 ESE	%
35	Indian River	MS	1,080	2,152	50%
36	Walton	S	459	913	50%
37	Orange	VL	11,851	23,294	51%
38	Taylor	S	315	610	52%
39	Baker	S	256	493	52%
40	Bradford	S	463	886	52%
41	Gilchrist	S	300	567	53%
42	Clay	M	2,776	5,146	54%
43	Levy	S	706	1,303	54%
44	Hamilton	S	148	272	54%
45	Lake	M	2,689	4,932	55%
46	Putnam	MS	1,134	2,055	55%
47	Hernando	MS	1,633	2,922	56%
48	Brevard	L	5,913	10,571	56%
49	Pinellas	VL	10,522	18,716	56%
50	Pasco	L	5,509	9,796	56%
51	Hardee	S	574	1,019	56%
52	St. Johns	M	1,773	3,104	57%
53	Monroe	MS	859	1,493	58%
54	Alachua	M	2,970	5,158	58%
55	Leon	M	3,140	5,430	58%
56	Santa Rosa	M	1,988	3,408	58%
57	Sumter	S	608	1,037	59%
58	Sarasota	M	3,642	6,184	59%
59	Liberty	S	178	293	61%
60	Manatee	M	4,274	7,010	61%
61	Duval	VL	11,254	18,456	61%
62	Okeechobee	MS	785	1,284	61%
63	Collier	M	3,374	5,469	62%
64	Flagler	S	803	1,237	65%
65	Broward	VL	17,823	27,166	66%
66	Okaloosa	M	3,134	4,571	69%
67	DeSoto	S	813	928	88%
	Total		171,233	354,223	48%

Appendix B:
ESE Monitoring Team Members

**Florida Department of Education
Bureau of Exceptional Education and Student Services
Escambia County School District
Focused Monitoring Visit
March 22-25, 2004**

ESE Monitoring Team Members

Department of Education Staff

Michele Polland, Acting Chief, Bureau of Exceptional Education and Student Services
Eileen Amy, Administrator, ESE Program Administration and Quality Assurance
Kim Komisar, Program Director, Monitoring
Gail Best, Program Specialist
Lee Clark, Program Specialist
Trish Howell, Program Specialist
April Katine, Program Specialist
David Katcher, Program Specialist
Karen Morris, Program Specialist
Barbara McAnelly, Program Specialist

Peer Reviewers

Dwanette Dilworth, Marion County Schools
Brenda Johnson, DeSoto County Schools
Rosemary Ragle, Okaloosa County Schools
Marti Scott, Gadsden County Schools
Cara Sipel, Indian River County Schools
Angela Spornraft, Hardee County Schools
Jo Wilson, Gilchrist County Schools

Contracted Staff

Hope Nieman, Consultant

Appendix C:

Survey Results

**Florida Department of Education
Bureau of Exceptional Education and Student Services
Escambia County School District
Focused Monitoring Visit
March 22-25, 2004**

**2004 Parent Survey Report
Students with Disabilities**

The parent survey was sent to parents of the 7,548 students with disabilities for whom complete addresses were provided by the district. A total of 743 parents (PK, n = 46; K-5, n = 343; 6-8, n= 190; 9 - 12, n = 164) representing 10% of the sample, returned the survey. Surveys were returned from families of students eligible for one or more of the following programs: Specific learning disabled, speech impaired, emotionally handicapped, educable mentally handicapped, other health impaired, trainable mentally handicapped, autistic, developmentally delayed, orthopedically impaired, language impaired, deaf or hard of hearing, hospital/homebound, profoundly mentally handicapped, severely emotionally disturbed, visually impaired, and traumatic brain injured. Surveys were returned as undeliverable by 477 families, representing 6% of the sample

Parents responded “always,” “almost always,” “frequently,” “sometimes,” “rarely,” or “never” to each survey item. The response for each item was calculated as the percentage of respondents who reported that it always, almost always, or frequently occurs.

**% Always, Almost Always,
Frequently, Combined**

Overall, I am satisfied with:

- | | |
|---|----|
| • the way I am treated by school personnel. | 85 |
| • how quickly services are implemented following an IEP (individualized educational plan) decision. | 82 |
| • the exceptional education services my child receives. | 82 |
| • the level of knowledge and experience of school personnel. | 82 |
| • the way special education teachers and regular education teachers work together. | 78 |
| • my child’s academic progress. | 78 |
| • the amount of time my child spends with regular education students. | 75 |
| • the effect of exceptional student education on my child’s self-esteem. | 75 |

My child:

- | | |
|--|----|
| • receives all the special education and related services on his/her IEP | 85 |
| • has friends at school. | 84 |
| • is learning skills that will be useful later on in life. | 83 |
| • spends most of the school day involved in productive activities. | 81 |
| • is happy at school. | 79 |

**% Always, Almost Always,
Frequently, Combined**

At my child’s IEP meetings we have talked about:

- all of my child’s needs. 89
- ways that my child could spend time with students in regular classes. 70
- whether my child should get accommodations (special testing conditions), for example, extra time. 69
- whether my child would take the FCAT (Florida Comprehensive Assessment Test). 67
- whether my child needed speech/language services. 67
- whether my child needed services beyond the regular school year. 59
- * which diploma my child may receive. 51
- whether my child needed transportation. 51
- whether my child needed physical and/or occupational therapy. 47
- * the requirements for different diplomas. 45
- whether my child needed psychological counseling services. 45

My child’s teachers:

- expect my child to succeed. 89
- set appropriate goals for my child. 85
- are available to speak with me. 84
- call me or send me notes about my child. 75
- give students with disabilities extra time or different assignments, if needed. 75
- give homework that meets my child’s needs. 71

My child’s school:

- makes sure I understand my child’s IEP. 86
- sends me information written in a way I understand. 85
- encourages me to participate in my child’s education. 81
- encourages acceptance of students with disabilities. 81
- addresses my child’s individual needs. 79
- sends me information about activities and workshops for parents. 78
- explains what I can do if I want to make changes to my child’s IEP 77
- wants to hear my ideas. 74
- informs me about all of the services available to my child. 74
- provides students with disabilities updated books and materials. 71
- offers students with disabilities the classes they need to graduate with a standard diploma. 71
- involves students with disabilities in clubs, sports, or other activities. 70
- does all it can to keep students from dropping out of school. 67
- * offers a variety of vocational courses, such as computers and business technology. 65
- * provides information to students about education and jobs after high school. 54
- *informed me, beginning when my child turned 14, that one purpose of the IEP meeting was to discuss a plan for my child’s transition out of high school. 54

*Starred items are for parents of students in grades 8 and above.

**% Always, Almost Always,
Frequently, Combined**

Parent Participation

- I have attended my child’s IEP meetings. 92
- I am comfortable talking about my child with school staff. 89
- I meet with my child’s teachers to discuss my child’s needs and progress. 89
- I participate in school activities with my child. 65
- I have heard about the Florida Diagnostic and Learning Resources System (“FDLRS”) and the services they provide to families of children with disabilities. 57
- I attend meetings of the PTA/PTO. 33
- I attend meetings of organizations for parents of students with disabilities. 28
- I have used parent support services in my area. 25
- I attend School Advisory Committee meetings concerning school improvement. 22

**Florida Department of Education
Bureau of Exceptional Education and Student Services
Escambia County School District
Focused Monitoring Visit
March 22-25, 2004**

**2004 Parent Survey Report
Students Identified as Gifted**

Responding to the need to increase the involvement of parents and families of exceptional education students in evaluating the educational services provided to their children, the Florida Department of Education, Bureau of Exceptional Education and Student Services contracted with the University of Miami to develop and administer a parent survey as part of the Bureau’s district monitoring activities.

In conjunction with the 2004 Escambia County School District monitoring activities, the parent survey was sent to parents of 1933 students identified as gifted for whom complete addresses were provided by the district. A total of 439 parents (K-5, n=223; 6-8, n=148; 9-12, n=68), representing 23% of the sample, returned the survey. Surveys from 43 families were returned as undeliverable, representing 2% of the sample.

Parents responded “yes” or “no” to each survey item, indicating that they either agreed or disagreed with the statement. The district response for each item was calculated as the percentage of respondents who agreed with the item.

	% Yes
Overall, I am satisfied with:	
• my child’s academic progress.	92
• gifted teachers’ subject area knowledge.	91
• the effect of gifted services on my child’s self-esteem.	90
• gifted teachers’ expertise in teaching students identified as gifted.	90
• regular teachers’ subject area knowledge.	86
• the gifted services my child receives.	83
• how quickly services were implemented following an initial request for evaluation.	80
• regular teachers’ expertise in teaching students identified as gifted.	71
In regular classes, my child	
• has friends at school.	99
• is learning skills that will be useful later on in life.	95
• is usually happy at school.	89
• has his/her social and emotional needs met at school.	89
• has creative outlets at school.	78
• is academically challenged at school.	67

	% Yes
In gifted classes, my child	
• has friends at school.	98
• has creative outlets at school.	96
• is learning skills that will be useful later on in life.	96
• is usually happy at school.	94
• has his/her social and emotional needs met at school.	93
• is academically challenged at school.	87
My child's regular teachers:	
• expect appropriate behavior.	98
• are available to speak with me.	93
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	87
• set appropriate goals for my child.	79
• give homework that meets my child's needs.	78
• have access to the latest information and technology.	78
• relate coursework to students' future educational and professional pursuits.	71
• call me or send me notes about my child.	64
My child's gifted teachers:	
• expect appropriate behavior.	98
• set appropriate goals for my child.	91
• are available to speak with me.	91
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	90
• have access to the latest information and technology.	84
• relate coursework to students' future educational and professional pursuits.	79
• give homework that meets my child's needs.	71
• call me or send me notes about my child	58
My child's home school:	
• treats me with respect.	95
• sends me information written in a way I understand.	89
• encourages me to participate in my child's education.	84
• sends me information about activities and workshops for parents.	83
• wants to hear my ideas.	76
• addresses my child's individual needs.	71
• involves me in developing my child's Educational Plan (EP or IEP).	68
• informs me about all of the services available to my child.	68
• makes sure I understand my child's EP or IEP.	67
• provides students identified as gifted with appropriate books and materials.	66
• implements my ideas.	63
• explains what I can do if I want to make changes to my child's EP or IEP.	59

	%Yes
My child's 2nd school:	
• treats me with respect.	97
• sends me information written in a way I understand.	90
• provides students identified as gifted with appropriate books and materials.	84
• sends me information about activities and workshops for parents.	83
• addresses my child's individual needs.	80
• encourages me to participate in my child's education.	79
• wants to hear my ideas.	75
• informs me about all of the services available to my child.	73
• involves me in developing my child's Educational Plan (EP or IEP).	66
• implements my ideas.	65
• makes sure I understand my child's EP or IEP.	64
• explains what I can do if I want to make changes to my child's EP or IEP.	56
Students identified as gifted: (relate primarily to high school students)	
• have the option of taking a variety of vocational courses.	83
• are provided with information about options for education after high school.	82
• are provided with career counseling.	73
• are provided with the opportunity to participate in externships or mentorships.	49
Parent Participation	
• I participate in school activities with my child.	84
• I have attended one or more meetings about my child during this school year.	77
• I am a member of the PTA/PTO.	66
• I attend School Advisory Committee meetings concerning school improvement.	26
• I have used parent support services in my area.	15
• I belong to an organization for parents of students identified as gifted.	9

**Florida Department of Education
Bureau of Exceptional Education and Student Services
Escambia County School District
Focused Monitoring Visit
March 22-25, 2004**

**2004 Student Survey Report
Students with Disabilities**

In order to obtain the perspective of students with disabilities who receive services from public school districts, the Florida Department of Education, Bureau of Instructional Support and Community Services contracted with the University of Miami to develop and administer a student survey as part of the Bureau's focused monitoring activities.

In conjunction with the 2004 Escambia County School District monitoring activities, a sufficient number of surveys were provided to allow all students with disabilities, grades 9-12, to respond. Instructions for administration of the survey by classroom teachers, including a written script, were provided for each class or group of students. Since participation in this survey is not appropriate for some students whose disabilities might impair their understanding of the survey, professional judgment is to be used to determine appropriate participation.

A total of 976 surveys representing approximately 46% of students with disabilities in grades 9-12 in the district were returned. Data are from 18 (75%) of the district's 24 schools with students in grades 9-12.

I am taking the following ESE classes:	% Yes
• English	49
• Math	46
• Social Studies	36
• Electives (physical education, art, music)	36
• Science	35
• Vocational (woodshop, computers)	34

At my school:

• ESE teachers believe that ESE students can learn.	82
• ESE teachers give students extra help, if needed.	82
• ESE teachers teach students in ways that help them learn.	78
• ESE teachers give students extra time or different assignments, if needed.	76
• ESE teachers teach students things that will be useful later on in life.	73
• ESE teachers understand ESE students' needs.	72
• ESE teachers provide ESE students with updated books and materials.	50

	% Yes
I am taking the following regular/mainstream classes:	
• Electives (physical education, art, music)	58
• Vocational (woodshop, computers)	49
• Math	46
• English	45
• Science	44
• Social Studies	42
At my school:	
• Regular education teachers teach ESE students things that will be useful later on in life.	74
• Regular education teachers believe that ESE students can learn.	73
• Regular education teachers provide students with updated books and materials.	65
• Regular education teachers give ESE students extra help if needed.	58
• Regular education teachers understand ESE students' needs.	58
• Regular education teachers teach ESE students in ways that help them learn.	58
• Regular education teachers give ESE students extra time or different assignments if needed.	46
At my school, ESE students:	
• get work experience (on-the-job training) if they are interested.	84
• are encouraged to stay in school.	80
• get the help they need to do well in school.	78
• can take vocational classes such as computers and business technology.	73
• get information about education after high school.	73
• fit in at school.	72
• participate in clubs, sports, and other activities.	68
• spend enough time with regular education students.	65
• are treated fairly by teachers and staff.	64
Diploma Option	
• I know the difference between a regular and a special diploma.	82
• I know what courses I have to take to get my diploma.	81
• I agree with the type of diploma I am going to receive.	71
• I had a say in the decision about which diploma I would get.	59
• I will probably graduate with a regular diploma.	51
IEP	
• I had a say in the decision about which classes I would take.	63
• I was invited to attend my IEP meeting this year.	63
• I attended my IEP meeting this year.	51

	% Yes
• I had a say in the decision about special testing conditions I might get for the FCAT or other tests.	37
• I had a say in the decision about whether I need to take the FCAT or a different test.	32

FCAT

• I took the FCAT this year.	61
• Teachers help ESE students prepare for the FCAT.	61
• In my English/reading classes, we work on the kinds of skills that are tested on the reading part of the FCAT.	58
• In my math classes, we work on the kinds of problems that are tested on the math part of the FCAT.	53
• I received accommodations (special testing conditions) for the FCAT.	46

**Florida Department of Education
Bureau of Exceptional Education and Student Services
Escambia County School District
Focused Monitoring Visit
March 22-25, 2004**

**2004 Teacher Survey Report
Students with Disabilities**

Responding to the need to increase the involvement of the service providers of students with disabilities in evaluating the educational services provided to their children, the Florida Department of Education, Bureau of Exceptional Education and Student Services contracted with the University of Miami to develop and administer a teacher survey in conjunction with the Bureau’s district monitoring activities.

Surveys developed for teachers and other service providers were mailed to each school, with a memo explaining the key data indicator and the monitoring process. All teachers, both general education and ESE, were provided an opportunity to respond. Surveys were returned from 1576 teachers (53% of all teachers in the district) from 63 (88%) of the 72 schools in Escambia County.

Teachers responded “always,” “almost always,” “frequently,” “sometimes,” “rarely,” or “never” to each survey item. The district response for each item was calculated as the percentage of respondents who reported that it always, almost always, or frequently occurs.

**% Always, Almost Always,
Frequently, Combined**

To provide students with disabilities access to the general curriculum, my school:

- | | |
|---|----|
| • ensures that students with disabilities feel comfortable when taking classes with general education students. | 84 |
| • modifies and adapts curriculum for students as needed. | 81 |
| • addresses each student's individual needs. | 81 |
| • places students with disabilities into general education classes whenever possible. | 80 |
| • ensures that the general education curriculum is taught in ESE classes to the maximum extent possible. | 74 |
| • encourages collaboration among ESE teachers, GE teachers and service providers. | 71 |
| • offers teachers professional development opportunities regarding curriculum and support for students with disabilities. | 66 |
| • provides adequate support to GE teachers who teach students with disabilities. | 62 |

**% Always, Almost Always,
Frequently, Combined**

To help students with disabilities who take the FCAT, my school:

- provides students with appropriate testing accommodations. 92
- provides teachers with FCAT test preparation materials. 86
- aligns curriculum for students with the standards that are tested on the FCAT. 79
- gives students in ESE classes updated textbooks. 73

To keep students with disabilities from dropping out, my school:

- develops IEPs according to student needs. 91
- makes an effort to involve parents in their child's education. 89
- conducts ongoing assessments of individual students' performance. 86
- allows students to make up credits lost due to disability-related absences. 85
- ensures that classroom material is grade- and age-appropriate. 81
- provides positive behavioral supports. 79
- encourages participation of students with disabilities in extracurricular activities. 79
- ensures that classroom material is culturally appropriate. 79
- ensures that students are taught strategies to manage their behavior as needed. 73
- provides social skills training to students as needed. 70
- implements dropout prevention activities. 51

The items below relate primarily to middle and high school students. If any items did not apply, respondents marked N/A.

My school:

- implements an IEP transition plan for each student. 93
- encourages students to aim for a standard diploma when appropriate. 86
- informs students through the IEP process of the different diploma options and their requirements. 86
- provides extra help to students who need to retake the FCAT. 85
- provides students with information about options after graduation. 83
- coordinates on-the-job training with outside agencies. 70
- teaches transition skills for future employment and independent living. 70
- provides students with job training. 68

Appendix D:
Forms Review

**Escambia County School District
Focused Monitoring Report
Form Reviews**

This form reviews were completed as a component of the focused monitoring visit that will be conducted during the week of March 22, 2004. The following district forms were compared to the requirements of applicable State Board of Education rules, the Individuals with Disabilities Education Act (IDEA), and applicable sections of Part 300, Code of Federal Regulations. The review includes required revisions and recommended revisions based on programmatic or procedural issues and concerns. The results of the review are detailed below and list the applicable sources used for the review.

Parent Notification of Individual Educational Plan (IEP) Meeting
Form Parent Invitation Notice Of Meeting Form ESE-013
Title 34 of the Code of Federal Regulation Section 300.345

This form contains the components for compliance.

Individual Educational Plan (IEP) Meeting
Form Individual Education Plan ESE-015-1
Title 34 of the Code of Federal Regulation Section 300.347

Recommendation:

- Course of study statement includes a check box for “Exceptional Student Education” which is not sufficient to describe a student’s course of study. An example of a sufficient statement would be “functional life skills” or “community based instruction.”

Informed Notice and Consent for Evaluation
Form Referral Form- Form STS-001
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

This form contains the components for compliance.

Informed Notice and Consent for Reevaluation
Form Informed Notice For Re-evaluation Form ESE-020
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

This form contains the components for compliance.

Notice and Consent for Initial Placement
Form Consent For ESE Program Assignment Form ESE-026
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

This form contains the components for compliance.

Notice of Change in Placement Form

Form *Informed Prior Notice Of Change Of Placement Form ESE-060*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

This form contains the components for compliance.

Notice of Change in FAPE

Form *Informed Prior Notice Of Change Of FAPE Form ESE-060*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

This form contains the components for compliance.

Informed Notice of Refusal

Form *Informed Notice of Refusal to Take a Specific Action ESE-062*

Title 34 of the Code of Federal Regulation Section 300.503

This form contains the components for compliance.

Notice of Dismissal

Form *Informed Notice of Dismissal Form ESE-014*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

This form contains the components for compliance.

Notice of Ineligibility

Form *Informed Notice of Ineligibility Form ESE-014*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

This form contains the components for compliance.

Documentation of Staffing Form

Form *Staffing Committee Process Documentation Form ESE-014*

Title 34 of the Code of Federal Regulation Sections 300.534, 300.503

This form contains the components for compliance.

Confidentiality of Information

Family Educational Rights and Privacy Act, Part 99 Title 34 of the Code of Federal Regulation Title 34 of the Code of Federal Regulation Section 300.503

This form contains the basic components for compliance.

Educational Plan

Form *Gifted Program Educational Plan (EP) Form HSB0445*

This form contains the components for compliance.

It was noted that the district utilizes the procedural safeguards wording provided by the Bureau of Exceptional Education and Student Services.

Appendix E:
Glossary of Acronyms

**Escambia County School District
Focused Monitoring Visit
March 22-25, 2004**

Glossary of Acronyms

Bureau	Bureau of Exceptional Education and Student Services
CBI	Community-Based Instruction
CFR	Code of Federal Regulations
CRISS	Creating Independence through Student-owned Strategies
DJJ	Department of Juvenile Justice
DOE	Department of Education
EH	Emotionally Handicapped
EMH	Educable Mentally Handicapped
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
E-SEAL	Escambia Special Education Agricultural Laboratory
FAC	Florida Administrative Code
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FCAT	Florida Comprehensive Assessment Test
FERPA	The Family Educational Rights and Privacy Act
FIN	Florida Inclusion Network
F.S.	Florida Statutes
FUSE	Florida Uniting Students in Education
GE	General Education
GED	General Educational Development diploma
IDEA	Individuals with Disabilities Act
IEP	Individual Educational Plan (for students with disabilities)
JJEEP	Juvenile Justice Educational Enhancement Project
K-BIT	Kaufman Brief Intelligence Test
KG	Kindergarten
LEA	Local Educational Agency
LI	Language Impaired
LRE	Least Restrictive Environment
OJT	On-the-Job Training
OLSAT	Otis-Lennon School Ability Test
PATS	Program for Academically Talented Students
PBS	Florida's Positive Behavioral Support Project
PMH	Profoundly Mentally Handicapped
PreK (PK)	Pre-kindergarten
QAR	Quality Assurance Report
SED	Severely Emotionally Disturbed
SI	Speech Impaired
SIP	System Improvement Plan
SLD	Specific Learning Disability

Glossary of Acronyms (cont.)

SRA	Science Research Associates
SSS	Sunshine State Standards
TMH	Trainable Mentally Handicapped