

FINAL REPORT OF FOCUSED MONITORING OF
EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

JACKSON COUNTY

MARCH 26 - 29, 2001



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES



CHARLIE CRIST
COMMISSIONER

FLORIDA DEPARTMENT OF EDUCATION

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AND COMMUNITY SERVICES

July 22, 2002

Mr. Daniel Sims, Superintendent
Jackson County School District
P.O. Box 5958
Marianna, Florida 32447

Dear Superintendent Sims:

We are pleased to provide you with the final copy of your monitoring report from our visit on March 26-29, 2001, that now includes the action steps system improvement proposed by your staff. Through telephone conversations recently with your staff, we have agreed to some revisions to the system improvement sections.

Please note the following.

- Any form the district develops to respond to findings of noncompliance must be submitted to the Bureau for review within 30 days of development.
- Quarterly summaries of the district's activities related to the implementation of the system improvement measures, as stated in this report, beginning September 1, 2002, and extending until the end of the 2002-03 school year unless otherwise noted, must be submitted to the Bureau.
- The district's progress related to system improvement measures via the continuous monitoring process will be reviewed.

If my staff can be of any assistance as you continue to implement the system improvement measures, please contact Eileen Amy, Program

Mr. Daniel Sims
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Administration and Evaluation Administrator. Mrs. Amy may be reached at 850/488-1216, or via electronic mail at Eileen.Amy@FLDOE.org.

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

Sincerely,

A handwritten signature in cursive script that reads "Shan Goff".

Shan Goff, Chief
Bureau of Instructional Support and Community Services

Enclosure

cc: Kenneth Griffin
Belva Free
Diane Oswald
Betty Coxe

Dljfd

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INTRODUCTION

The Florida Department of Education, through the Bureau of Instructional Support and Community Services, in carrying out its role of leadership, resource allocation, technical assistance, monitoring, and evaluation is required to: examine and evaluate procedures, records, and programs in each school district of the state to determine compliance with state law and State Board of Education Rules; provide information and assistance to the superintendents and other district personnel in correcting deficiencies; and otherwise assist the districts in operating effectively and efficiently (Section 229.565, Florida Statutes, and Rule 6A-1.0453, Florida Administrative Code). Additionally, the Florida Department of Education, as the State Educational Agency, is required to supervise school district implementation of the Individuals with Disabilities Education Act (IDEA) and its implementing regulations in Part 300 of Title 34 of the Code of Federal Regulations.

METHOD

With guidance from a work group charged with the responsibility of recommending revisions to the Bureau's monitoring system, substantial revisions were initiated during the 2000-2001 school year. Three types of monitoring processes have been established as part of a comprehensive system of monitoring and oversight including Focused Monitoring; Continuous Improvement/Self Assessment Monitoring; and Random Monitoring. Focused monitoring is the first type to be piloted by the Bureau and is the foundation for the activities and outcomes described in this report.

The revised monitoring system reflects the Department's commitment to providing assistance and service to school districts and is designed to emphasize improved educational outcomes for students, while continuing to conduct those activities necessary to ensure compliance with applicable federal and state laws, rules, and regulations. In addition, the monitoring system serves to ensure implementation of corrective actions such as those required subsequent to monitoring by the U.S. Department of Education, Office of Special Education Programs (OSEP) and other quality assurance activities of the Department.

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 ("triggers") that are identified as having significance in terms of educational outcomes for students. Through this process the Bureau uses such data to inform the monitoring process, thereby implementing a strategic approach to subsequent intervention and commitment of resources.

The monitoring restructuring work group recommended four "triggers" or data elements to examine for the 2000-2001 pilot year and for the next several years. Those data elements included: percentage of students with disabilities participating in regular education classes (i.e., spending at least 80% of the school day with their non-disabled peers); dropout rate for students with disabilities; percentage of students with disabilities exiting with a standard diploma; and, participation of students with disabilities in statewide assessments. The Bureau analyzed data related to these triggers and districts were selected to be monitored based on the results. Each district selected for monitoring was examined based on one selected trigger and eight topical areas. These topical areas are used to organize this report and are discussed in further detail on page 3.

Jackson County School District was selected as one of four pilot sites to be monitored based on the results of a review of the data from all the districts submitted electronically to the Department of Education Information Database in surveys 2, 3, 5, and 9 and from the assessment files. The trigger identified for Jackson County School District as a result of this review was the percentage

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of students graduating with a standard diploma. In addition to the data related to the trigger, the following information for the school years 1997-98 through 1999-00 was also examined in preparation for the monitoring visit: participation rate and student performance on state assessments; retention rate; separate class placements for students identified as educable mentally handicapped; discipline rates; and, prevalence data.

A profile containing data indicators that describes measures of educational benefit, the status of the Jackson County School District with respect to placement of students with disabilities in the least restrictive environment, and student membership in programs for students with disabilities and those identified as gifted was developed and is included as Appendix A. This information is presented for the Jackson County School District, districts of comparable enrollment size, and the state. Where appropriate and available, comparative data for non-disabled students are included. The intent of the profile is to provide a tool that will help target areas that hold potential for the greatest improvement, thereby improving outcomes for exceptional students in the district.

Parent Survey

In order to provide maximum opportunity for input from parents, a survey was mailed on January 16, 2001, to the parents of the 1,450 students with disabilities and 122 gifted students enrolled in Jackson County's programs. The survey has been used for the past two years in 26 school districts as part of the ongoing monitoring of Exceptional Student Education (ESE) programs. The survey was designed for the Bureau by the University of Miami research staff to capture parent perceptions on a number of factors. Responses were received from a total of 242 parents of exceptional education students. Two hundred five (205) were from parents of students with disabilities, (15 prekindergarten; 99 K-5; 50 grades 6-8; and 41 grades 9-12), and 37 were from parents of students who were identified as gifted (22 K-5; and 15 grades 6-8). Results of the survey will be discussed, as appropriate, in the body of this report. Data from the survey responses are included as Appendix B.

On-Site Monitoring Activities

The on-site visit in Jackson County was conducted during the week of March 26, 2001. Persons conducting the on-site activities included six Department of Education (DOE) staff; three peer monitors; and four consultants, including two from the University of Miami (see Appendix C). Peer monitors are ESE personnel from other school districts who have been trained to assist with the DOE's monitoring of school districts. Each of the persons who served as peer monitors during this review previously participated in a minimum of two other monitoring visits during prior years.

On-site monitoring activities consisted of: student record reviews; interviews with school and district staff; a parent focus group interview; student focus group interviews; and student case studies. These activities were used to inform the following topical areas, which are defined as:

Standard Diploma (Trigger)

- Students with disabilities, as appropriate, are completing high school and graduating with a standard diploma.

General Supervision: (34 CFR 300.600)

- Effective general supervision is ensured through the district's development and utilization of mechanisms and activities, in a coordinated system, that results in all eligible exceptional education students having an opportunity to receive a free appropriate public education in the least restrictive environment.

Parent Participation: (34 CFR 300.345)

- Provision of a free appropriate public education to children and youth with disabilities is facilitated through parent involvement in special education services.

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Least Restrictive Environment: (34 CFR 300.130 and 300.550 – 300.556)

- Children with disabilities are educated and participate in activities and services with their nondisabled peers.

Gifted Services

- Students identified as gifted receive exceptional student education services and are afforded rights under state law.

Child Find: (34 CFR 300.125 and 300.530)

- Children with disabilities are identified and their needs are determined based on information from an appropriate evaluation.

Part C to Part B: (34 CFR 300.132)

- Transition planning results in needed supports and services, available and provided, as appropriate, to a child and the child's family when the child exits the Part C program.

Secondary Transition: (34 CFR 300.29 and 300.347 (b)(1)(2))

- The transition services needs of students with disabilities, beginning at 16 and younger when appropriate, are considered by the IEP team through an outcome-oriented process which promotes movement from school to post-school activities. Beginning at 14, a course of study statement is included in the IEP development process.

Access to General Curriculum: (34 CFR 300.138(a) and 300.347(a)(3))

- Students with disabilities are provided access to the general curriculum with modifications, accommodations, supplementary aids and supports in order to make satisfactory progress.

System Improvement

Following the provision of the preliminary report, the district was charged with the responsibility of designing system improvement measures. The system improvement measures address each of the topical areas. Action steps will be identified by the district with corresponding target completion dates and measures that will be used to assess the effectiveness of the action steps.

Sample

DOE provided a list of 75 randomly selected students with disabilities and requested that district personnel secure the records of the first 30 students on the list who were still enrolled in the district. This group of student names was identified as the "core sample." In addition, a "supplemental sample" of additional student records was identified. DOE provided a list of 15 random student names for the supplemental sample in each of the following categories: students who were identified as gifted; children served in the prekindergarten program for children with disabilities; students determined eligible for low incidence programs; African-American students who were identified as EMH (Educable Mentally Handicapped); and, students who were enrolled in a center school for students with disabilities. District personnel secured the records for the first five active names in each of those supplemental categories.

DEMOGRAPHIC INFORMATION

Jackson County School District has a total school population (PK-12) of 7,580 with 1,457 (19%) being identified as students with disabilities and 124 (1.6%) as gifted. Of the total Jackson school population: 64% are white; 33% are black; and 2% are Hispanic. Of the students with disabilities: 57% are white; 41% are black; and 1% are Hispanic. Racial/ethnic data for students with a primary exceptionality of specific learning disabilities (SLD), emotionally handicapped (EH), severely emotionally disturbed (SED), and educable mentally handicapped (EMH) are presented in Appendix A.

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Jackson County serves as a "host district" for two neighboring counties (Washington and Calhoun.) Through agreements with these districts, Jackson County currently serves 31 students with disabilities who have been determined to be trainable or profoundly mentally handicapped or emotionally handicapped.

District staff reported that the location of several state correctional facilities in the county influences the mobility rate of students. Families move to Jackson County so that they may live close to a family member during a period of incarceration.

DATA PROFILE

Jackson County was selected for monitoring based on the results of the review of the data that indicated a low percentage of students with disabilities graduating with a standard diploma. According to the 1999-00 survey 5 data 42% of students with disabilities graduated with a standard diploma. (Standard diploma rate is calculated by the number of students with disabilities graduating with a standard diploma {withdrawal code WO6} divided by the total number of students with disabilities who completed their education {withdrawal codes WO6, W27}). Jackson was 12th out of 13 school districts (within its enrollment group) in the rate of students with disabilities receiving a standard diploma.

A further analysis of the data yielded discrepancies between state and district percentages of race/ethnicity for students with SLD, EH, SED, and EMH. Appendix A presents the comparison between Jackson County and the state prevalence data. Of concern are the following data: the district's identification of 24% of its students with disabilities as being SLD as compared to 45% statewide; 25% of students in the district identified as EH as compared to 8% statewide; and 18% of its students as EMH as compared to 8% for the state.

Statewide, the prevalence of students with disabilities as compared to the total population is 16%. The prevalence of students with disabilities in Jackson County School District is 19% with high prevalence rates in EH, EMH, and a low prevalence rate in SLD.

RECENT MONITORING ACTIVITIES AND RESULTS

During the 1996-97 school year, DOE staff monitored Jackson County's exceptional student education program. The DOE cited findings in the following areas: (1) missing components from the district's policy on student records, (2) lack of invitation for a private school representative to attend IEP meetings; (3) sections of forms left blank; (4) inadequate present level statements for many IEPs; and, (5) one project fund adjustment related to IDEA Part B funds.

Jackson County was monitored by the Department of Education, Office of Multicultural Student Language Education in the 2000-2001 school year. The preliminary report was not released at the time of the ESE monitoring visit. However, it was indicated that there was a finding related to LEP students having equal access to the district's gifted program.

The most recent audit by the Auditor General was conducted in 1999 for the year ending in June 1998. ESE funding adjustments were almost all related to the matrix of services document. The district challenged the findings, resulting in restoration of some FTE funding.

Although there are juvenile justice facilities located in Jackson County, these facilities are operated by the Washington County School Board, and thus are not included in this review.

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HISTORY OF COMPLAINT RESOLUTION

One request for a due process hearing was filed on August 27, 1992, against Jackson County. It was dismissed without hearing and no issues were recorded. No complaints were filed against Jackson County. Jackson County participated in mediation with one family. An agreement was reached on December 2, 1999, and amended on February 2, 2000.

ORGANIZATION OF THE REPORT

This report is organized by the topical areas identified on page three of the report. For each of the topical areas, this report will provide information regarding background information, strengths identified in the district, concerns, findings of noncompliance, and, plans for system improvement. Included in Appendix D is a glossary of acronyms used in the report.

This report focuses, to the extent possible, on systemic issues rather than on isolated instances of noncompliance. Systemic issues are those areas of noncompliance and concern that occur at a sufficient enough frequency that the review team could reasonably infer a systemic problem.

FINDINGS

The results of the on-site monitoring activities (student record reviews, interviews with school and district staff, a parent focus group interview, two student focus group interviews, and case studies) are provided in this section of the report.

The following types of school and district level staff were interviewed and the results of those interviews are incorporated into this report:

District director
District staffing specialists
Child study representatives
Regular education teachers
Special education teachers
Service providers for gifted education
Curriculum specialist
Prekindergarten specialist
School Psychologists

The following school sites were visited in order to conduct school-based interviews and the case studies: Riverside Elementary; Marianna Middle; Cottondale High; Hope Center School; Center for the Advancement of Children's Learning (CACL); Alternative Choices Educational School (ACE); and, Marianna High (student focus groups).

Standard Diploma

Background Information

It was reported that for some students with disabilities during their 8th grade IEP meeting, diploma options are considered. One of the Department of Education's publications on diploma options is made available to parents during that IEP meeting.

Strengths

Review of the records indicated that students with disabilities are included in the statewide FCAT assessment with accommodations. This inclusion helps lead to graduation with a standard diploma.

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Concerns

Based on the examination of student records, interviews with district and school staff, focus group interviews with parents, focus group interviews with students, and examination of the implementation of IEPs during the case studies, the following concerns are identified related to the awarding of standard diplomas to students with disabilities:

- The position of the diploma option on the IEP form was at the top of the first page immediately beneath the student’s demographic information. This suggests that the option is to be discussed by the team early in the meeting, even before the present level of performance is reviewed and annual goals and short-term objectives are identified. The form also drives diploma option consideration even for young students.
- There appeared to be no process in place which included criteria for changing from one type of diploma option to another.
- Parents at the focus group reported that diploma options were not adequately discussed at IEP meetings. One parent said, “They have a choice of two diplomas. It was a joke with the guidance counselor. The other guidance counselor told me it was a special diploma, and I told him I didn’t want that. I got upset because they thought my question [about the choice of diplomas] was a joke.”
- Students participating in the focus group indicated confusion over receipt of standard diplomas. One student seemed to be under the impression that the diploma a student receives depends on how many ESE classes he or she has taken. She said, “Doesn’t it [getting a special vs. standard diploma] depend on how many ESE classes you have? If you have over a certain number of ESE classes, then you get a special diploma.”
- There is a heavy emphasis on “program” rather than individual needs. Students with disabilities were receiving either a special or standard diploma based on the program in which they participate. As an example, the students at ACE had access to instruction that would lead to a standard diploma; however, the students at CACL (though on the same campus) were all pursuing a special diploma.
- There were several cases where a standard diploma option was identified for students receiving all their academic instruction in an ESE class. The instruction did not appear to parallel the instruction received by regular education students in the corresponding grade.
- The parents at the focus group recommended that the district provide parents with a booklet explaining diploma options and their relation to participation in statewide tests. Some parents suggested that the district facilitate a parent-to-parent group. Another parent commented, “We tried it at our school, but we couldn’t get the parent participation.”

Findings of Noncompliance

None.

System Improvement: Standard Diploma

Action Steps	Contact Person	Target Completion Date	Measurable Results Indicating Effective Correction
1. Provide parents and teachers with inservice addressing Decisions for Students with Disabilities	ESE Director	Teachers: 08-16-01 11-30-01 02-21-02 Parents:	Notice of Meeting; sign-in sheets; inservice evaluation forms; summary of evaluation forms,

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		01-24-02 03-11-02 Booklets mailed in Fall of 2002; Meeting held in Fall of 2002	including recommendations for revisions to training if indicated; Program Specialists will monitor IEP meetings to determine implementation.
	Program Specialist	2002-2003	Random IEP self- assessment report reveals effective implementation of training in identified areas.
2. Provide instruction and materials to students with disabilities that will increase their knowledge of diploma options. (Example: Dare to Dream, Diploma Decisions for Students with Disabilities.)	Program Specialists	06-30-02	Copies of materials provided; teacher lesson plans documenting use of these materials for instruction.
3a. Investigate availability of Teacher Training for Quality Designs for Instruction (QDI) and Strategic Instructional Models (SIM).	ESE Director	06-30-02	DOE Correspondence
3b. Provide inservice training to select district and school staff	ESE Director	Spring, 2002	Notice of Meeting, sign-in sheets, inservice evaluation forms.
3c. Implementation of QDI at selected elementary school site	ESE Director	2002-2003	Presentation of results from pilot program to principals' meeting.
4a. Conduct a needs assessment related to access to the general curriculum in the CACL program.	ESE Director/EH Program Specialist	06-30-02	Summary report describing findings.
4b. Conduct a thorough review of the students currently attending CACL.	ESE Director/EH Program Specialist	08-01-02	CACL Student Data; Summary report describing findings. Documentation of access to the general curriculum (e.g.; course schedules, teacher and student schedules...).
4c. Provide access to the general curriculum to selected students attending CACL.	ESE Director/EH Program Specialist	08-01-02	

General Supervision

Background

The district offers in-service training to ESE teachers and provides direction on such issues as IEP development; suspension and expulsion policies for students with disabilities; extended school year requirements; and, requirements for notification of change of FAPE. The district is recognized for its extensive efforts to improve the quality of the IEP forms. In addition, the district

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recently revised the Manual for the Admissions and Placement of Exceptional Students. This manual provides significant guidance to staff on procedures related to the provision of services to exceptional education students.

Strengths

The following strengths in the area of general supervision were reported through staff interviews:

- ESE teachers are assigned to and attend general education grade group meetings.
- Regular education teachers are notified of upcoming IEP meetings through school-wide daily bulletins.

Concerns

Interviews with staff, focus group parents, and record reviews yielded the following areas of concern related to general supervision.

- County-wide in-service training that is offered to all parents of students with disabilities was routinely identified as a related service on IEPs.
- Special education services described on the IEP did not identify the nature of the services received. "Specialized instruction" does not provide sufficient detail.
- During the parent focus interviews, concerns were expressed about the training for aides and teachers who are "out-of-field." A couple of parents pointed out that at the beginning of the school year, the school informs them by mail of all the teachers who are teaching "out-of-field." Other parents said they had never received such notification. Another said her child, who needed toileting assistance, had an aide who was reluctant to assist him with this need. Another parent said his child had been left in a classroom alone.
- A parent expressed concern about her child being pulled out of the regular classroom for therapy. She did not believe that there was a mechanism in place for him to get assistance with the work that he missed. She said, "If the child is mainstreamed and the child is out for therapy, they miss the topic."
- The Director indicated a need to make available more training and supports to general education teachers who are teaching exceptional student education students.
- One principal reported a lack of accountability in terms of keeping accurate records of parent conferences and staff interventions.
- A Child Study Team (CST) representative was unable to provide data indicating the number of CST meetings held and the number of students tested and determined eligible.

Findings of Noncompliance

A review of student records yielded non-compliance items related to general supervision. The items identified below were cited in multiple student record reviews and do not represent isolated findings. For each non-compliance item, an example or explanation is provided.

- A compliance issue was identified through an interview with an ESE teacher who reported that a physically impaired student who rides a mini-bus arrives at school 40 minutes later and leaves ten minutes earlier than non-disabled peers. **[The district must take specific action to correct this circumstance.]**
- Some annual goals were not written in measurable terms.
Example: "will increase communication skills" and "will manage unstructured time" are not measurable.

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- Some short-term objectives were not written in measurable terms with clear evaluation criteria.
Example: “student will learn decoding strategies to increase his reading rate” is identified as the short term objective with a criterion of 90%. It is not clear what is being measured and the relationship between the objective and the criterion for success.
- Some present levels of educational performance were not written with sufficient detail to inform the development of annual goals and short-term objectives or benchmarks and did not adequately describe how the student’s disability affected participation in the general curriculum.
Example: “Based on report cards and teacher observations, student’s priority educational need is to take charge of his own learning.”
- Some annual goals and short terms objectives and benchmarks did not address the needs identified on the present level of educational performance statements.
Explanation: There needs to be a clear correspondence between the present level of education performance and annual goals and objectives.
- Initiation and duration dates of service lacked clarity.
Example: An IEP was written on 4/26/00 and the ESE services did not take effect until 8/7/00. There was no documentation indicating the previous IEP, written on 5/6/99, was to remain in effect until the end of the school year.
- For some IEPs the consideration of program accommodations and/or modifications was not clear.
Explanation: A checklist was attached, but not referenced under the accommodations/modifications section of the IEP.
- For some IEPs the results of the initial or most recent evaluation of the student were not always considered by the IEP team in the development of the IEP, or if considered, such consideration was not appropriately documented.
- A review of forms indicated that revisions need to be made to several forms used by the district. More detailed information regarding the specific revisions to be made to the forms has been provided to the district under separate cover.

Funding adjustments are necessary based on the following findings.

- Parent consent for placement was not obtained for a second student. This student was determined ineligible. However, the school subsequently placed the child without additional evaluation and parent consent. **[The district must take specific action to evaluate this child, determine eligibility, and obtain parental consent for placement if appropriate.]**

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System Improvement: General Supervision

Action Steps	Contact Person	Target Completion Date	Measurable Results Indicating Effective Correction
<p>1a. ESE Director will make quarterly contact with the Director of Transportation concerning schedules of students riding mini-buses.</p> <p>1b. The student involved in the finding of noncompliance related to length of school day noted in this section will have a school day equivalent in length to that of all students enrolled in the same school.</p>	<p>ESE Director</p> <p>ESE Director</p>	<p>On-going</p> <p>April, 2001</p>	<p>Meeting notes document student pick-up and drop-off times, and changes in bus routes, reflecting all students attending for full school day. Documentation of the student's arrival and departure times reflect attendance for a full school day.</p>
<p>2. Quality IEP training will be provided for ESE teachers annually.</p>	<p>ESE Director</p>	<p>Scheduled for 02-21-02 and 02-28-02; will be on-going for 2002-03</p>	<p>Sign-in sheets; inservice evaluations; summary report of evaluations, including recommendations for revisions to training as needed.</p> <p>Random IEP self-assessment report reveals effective implementation of training in identified areas.</p>
<p>3. Data collection and analysis related to disproportionate representation as detailed in the 2001-2002 Continuous Improvement Monitoring Plan submitted 9/26/01 will be conducted.</p>	<p>ESE Director</p>	<p>On-going</p>	<p>Documents indicating data collected as defined in the Continuous Improvement Monitoring Plan.</p>
<p>4. Provide training for general education teachers district-wide on accommodations and modifications.</p>	<p>ESE Director</p>	<p>2002-03 School Year</p>	<p>Sign-in sheets; Inservice Evaluations, Correspondence with PAEC consultants</p> <p>Report of random self-assessment of use of accommodations and modifications reveals effective implementation of training in identified areas.</p>
<p>5. The student involved in the finding of noncompliance related to evaluation, eligibility, and</p>	<p>ESE Director/Carolyn Baxter</p>	<p>08-01-2002</p>	<p>Documentation of evaluation and staffing reveals all procedures</p>

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placement will be evaluated and staffed as appropriate, following all established rules and procedures.			have been followed appropriately. The eligibility/staffing packet will be forwarded to DOE for review.
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Parent Participation

Background Information

Parents were routinely invited to IEP and child study meetings. The Director reported that no ESE Advisory Council was in operation at the time of the visit. All the parents attending the focus group indicated that they received information from the district regarding their rights and responsibilities. The district recently convened a task force to examine exceptional student education services including support for parents.

Strengths

Through staff interviews, the following strengths were reported in the area of parent participation:

- Jackson County School District conducted an annual in-service training program for parents.
- An ESE teacher reported conducting home visits when parents cannot attend a meeting.

The results of the parent survey identified the following areas of strength (measured at or above the 95th percentile compared to statewide response):

- The exceptional education my child receives is effective;
- My child’s special education teacher(s) and regular teacher(s) work together;
- The information the school sends me is written in a way I understand; and
- The people at my child’s school treat me with respect.

Concerns

The results of the staff interviews yielded the following concerns:

- School psychologists reported no parent or other team member participation regarding psychological evaluations and re-evaluations;
- A staffing specialist indicated no formal way to document parent phone calls and conferences;
- One principal had significant concerns about the lack of parent involvement.
- The director expressed concern about translating forms into languages other than English.

The results of the parent survey indicated the following areas of concern (measured at or below the 25th percentile of parent responses statewide)*: *(It should be noted that no areas of parent concerns fell below the 5th percentile.)

- It takes the school too long to provide my child with special services;
- My child is usually happy at school;
- My child participates in school clubs, sports, or other activities;
- I have attended one or more meetings about my child this year;
- I am a member of the PTA/PTO; and

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- I belong to an organization for parents of exceptional students.
- Case studies reinforced the concern that parents are not being informed about their child's progress in meeting annual goals. It appeared that parents only receive that information if a student is not making any progress. The progress report forms provide space to address whether or not a student is meeting his/her IEP goals for the school year. Teachers check either "is meeting" or "is not meeting" on the form. The information provided to parents is limited.
- Although the parents participating in the focus groups indicated they received information from the district regarding their rights and responsibilities, some said they did not understand what they were given and were not instructed on what it means. As one parent said, "They just hand you a piece of paper." Parents were not aware, for example, that if they had concerns about their child, they did not have to wait three years to have their child reevaluated. With regard to program options, one parent said, "I had to go to the school board and that's when I found out about all the programs. You have to find the information and ask them to lay it out on the table."

Findings of Noncompliance

A review of student records yielded non-compliance items related to parent participation.

- Progress reports did not describe progress towards meeting annual goals.
Explanation: Each domain is provided space on the form, but no annual goals are specifically listed. A note at the bottom of the sheet states that the goals will be listed only if the progress is unsatisfactory.
- Progress reports did not describe the extent to which progress is sufficient to enable the student to achieve the annual goal(s) by the end of the year.
- There was insufficient information to document that the concerns of the parents for enhancing the education of their child were considered by the IEP team. If the parents do not attend the IEP meeting, the team needs to determine alternative ways to consider concerns.

System Improvement: Parent Participation

Action Steps	Contact Person	Target Completion Date	Measurable Results Indicating Effective Correction
1. District review the annual progress report form.	ESE Director	August 2002	Revised form will be submitted to DOE for review.
2. See #2, General Supervision (p. 10)	ESE Director	See #2, General Supervision (p. 10)	See #2, General Supervision (p. 10)
3. Quality IEP Training, including the use of accommodations and modifications, will be provided for parents annually.	ESE Director	03-11-02 On-going for 2002-03	Sign-in sheets; Inservice evaluations; Summary report of evaluations, including recommendations for revisions to training as needed.

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Least Restrictive Environment

Background Information

District and school based staff are knowledgeable about the continuum of educational placements.

Strengths

- Students participating in the focus group appeared to be involved to the extent possible with regular education students. They did not express specific concerns about placement or about interaction with regular education students. One student said, “We fit in just fine, it’s just that we aren’t in regular classes. Even some of the regular kids might not fit in with the group they want to fit in. I feel fine about me.”
- Through the case study conducted at Hope School, it was reported that students from the high school and gifted program come to the school and interact with the Hope School students.

Concerns

During the parent focus group concerns were identified related to providing services to exceptional students in the least restrictive environment. The concerns indicated that there needs to be “meaningful” integration of students with disabilities with their non-disabled peers. This theme is illustrated by the following comments.

- One parent of a child with a learning disability expressed concern about her child’s placement. According to the parent, in middle school, the child was placed in a self-contained classroom with other children who had behavior problems that negatively affected her child’s own behavior. The child is now failing. The parent stated, “We had many meetings and was told the ESE teacher would intervene. None of that happened. Self-esteem and everything goes down the drain. I need to get [my child] the right help. The teachers need some support, too.”
- The parents of a child with a physical disability raised a serious issue concerning their child’s participation with regular education students. It was reported, “They need to tell them [the students with disabilities] to come over and participate. The music teacher doesn’t know what to do with him. They used to bring a chair and make him sit during physical education and recess. It makes him feel he’s different. They might have a disability, but they still have ability.”

Findings of Noncompliance

A review of student records yielded the following non-compliance related to least restrictive environment.

- Some IEPs did not include an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class

System Improvement: Least Restrictive Environment

Action Steps	Contact Person	Target Completion Date	Measurable Results Indicating Effective Correction
1. See #2, General Supervision (p. 10)	ESE Director	See #2, General Supervision (p. 10)	See #2, General Supervision (p. 10)

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Gifted Services

Background Information

The traditional gifted program is the Venture Program, which is a supplementary, pull-out, program offered one day per week at a center school. Venture ends at 8th grade due to other options available at the high school including dual enrollment. The students at Riverside receive services from gifted endorsed teachers. They also have the option of receiving services through the Venture program. Distance learning provides off-site opportunities like “virtual” field trips and algebra. The science teachers at Sneads High School are connected to Cape Canaveral through interactive discussions. Dual enrollment/early admission is available at Chipola Junior College. Malone School has over 60 students utilizing on-line courses.

Teacher training was provided during the 1999-00 school year to teachers with gifted students. Staff development opportunities are provided through Florida Diagnostic Learning Resource System (FDLRS), ISRD, and Panhandle Area Educational Consortium (PAEC). At eligibility staffings, appropriate classroom modifications are addressed with the general education teacher.

Strengths

The district is seeking curriculum options that would expand opportunities for all students, including gifted (e.g., Advanced Placement and foreign language instruction at the middle school). Enrichment units are interdisciplinary and address a variety of skills and abilities. The district appears to take advantage of outside agencies and organizations to support the professional development of gifted teachers.

Concerns

Staff interviews and a review of records yielded the following concerns related to gifted issues:

- The only school that offered a continuum of service options was Riverside Elementary.
- No gifted services were available for high school students.
- There seemed to be little awareness of instructional models and methods appropriate for gifted students (e.g., differentiation, curriculum compacting, & tiered lessons). These are mentioned for possible use in general education classrooms, but were not stated as currently used by the gifted teachers interviewed.
- EPs were not routinely shared with general education teachers serving gifted students.
- No system is in place to ensure that services on the EP are being provided.
- It doesn't appear that guidance/counseling services were considered for gifted students in the areas of social/emotional needs. Gifted students may require counseling for assistance with underachievement, perfectionism, and social issues.
- Students were automatically dismissed at 8th grade without consideration of individual needs at the high school level.
- None of the 124 students enrolled in the gifted program were identified as having Limited English Proficiency (LEP). Jackson County Schools reports 2% of its population as Hispanic. Since the enrollment of Hispanic students is low, there is a need to examine the referrals in order to determine whether or not this is indeed an area of concern.

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- Present level of performance statements were solely based on the strengths indicated in the psychological report. No information was included from the general classroom teacher, parent, or other test data.

Findings of Noncompliance

The review of records of gifted students by the Bureau and district staff revealed and identified the following non-compliance items:

- The state eligibility criteria do not appear to be a factor in determining eligibility for services. All reviewed student records indicated full-scale IQ scores below the state standard (130). Use of Standard Error of Measurement and Partial Scores seemed to be routinely applied without justification for individual cases.
- Initiation/duration dates of services - The duration date for two EPs was three years, but there was no documentation that the EPs had been reviewed during the interim.
- Evaluation criteria, procedure, and schedule were present on the EPs, but they did not adequately correspond to the annual goal.
- Student outcomes on the EP were unrelated to present level statements.
- Evaluation method, schedule, criteria, and number of outcomes mastered were the same for all records.
- On all EPs reviewed, the two teacher-selected outcomes were mastered. There was no evidence that an EP meeting was scheduled to identify additional outcomes.

System Improvement: Gifted

Action Steps	Contact Person	Target Completion Date	Measurable Results Indicating Effective Correction
1. Data collection and analysis related to disproportionate representation as detailed in the 2001-2002 Continuous Improvement Monitoring Plan submitted 9/26/01 will be conducted.	ESE Director	July 2002	Documents indicating data collected as defined in the Continuous Improvement Monitoring Plan.
2. Eligibility for programs for gifted will be based upon state standards. Psychological reports that utilize standard error of measure or split scores will include an appropriate justification statement.	ESE Director	State implementation date	Staffing report will provide appropriate documentation for use of partial scores. Random compliance reviews by the gifted coordinator reveals compliance in eligibility criteria and documentation of use of partial scores.
3. Quality EP Training will be provided for Gifted Teachers as needed	ESE Director	On-going for 2002-03	Notice of Meeting; sign-in sheets; inservice evaluation forms; summary of

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			<p>evaluation forms, including recommendations for revisions to training if indicated.</p> <p>Random EP self-assessment report reveals effective implementation of training in identified areas.</p>
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Child Find

Background Information

Jackson County staff interviewed appeared to have an understanding of the prereferral and referral process. The child study team process was followed.

Strengths

The results of the interviews with school psychologists indicated they have an awareness of the referral practices in various school sites and can provide examples of good teaching practices in making referrals of students who are suspected of having a disability.

Concerns

- Through the interviews with the school psychologists it was determined they are unaware of contemporary assessment practices related to African-American students suspected of having disabilities. The District's ESE Director indicated that there are no bilingual psychologists and testing practices for non-English speakers is a district concern.
- The review of student records revealed a concern with the referral form. Teachers are requested to identify a specific disability they suspect a student has prior to conducting an evaluation.

Findings of Noncompliance

None.

System Improvement: Child Find

Action Steps	Contact Person	Target Completion Date	Measurable Results Indicating Effective Correction
1. Through the District Continuous Monitoring Plan, CST data is being examined by school and ethnicity.	ESE Director	On-going	Documents indicating data collected as defined in the Continuous Improvement Monitoring Plan.
2. Referral form has been revised (09-17-1999).	ESE Director	08-01-2002	Revised form will be submitted to DOE for review.

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Transition from Part C to Part B Programs

Background Information

In the area of transition from Part C to Part B, the district appeared to have an effective transition agreement in place with the Part C agency. Staff were informed of transition meetings at least 90 days prior to the child's third birthday. Children exiting Part C were served by their third birthday.

Jackson County School District is the Head Start provider for the county. The Head Start program and the Prekindergarten Early Intervention (PREKEI) program are combined, so that there is an integrated service delivery model. The prekindergarten program for students with disabilities is conducted at three sites: Hope School (self-contained); Grand Ridge (inclusive program with Head Start and PREKEI) and Golson (self-contained class with opportunities for integration during lunch, field trips, and playground activities).

Strengths

- In the area of transition from Part C to B, collaboration between the district and the early intervention provider is effective in ensuring service to eligible children by age three. In the area of service to children in the prekindergarten program, one setting provides for an inclusive program.

Concerns

- In the area of service to children in the program for students with disabilities, it is recommended that more opportunities for contact with non-disabled peers be developed.

Findings of Noncompliance

None.

System Improvement: Part C to Part B

Action Steps	Contact Person	Target Completion Date	Measurable Results Indicating Effective Correction
1. Explore more options for pre-K ESE students to interact with nondisabled peers.	Pre-K ESE Specialist	On-going	Documentation of pre-K student interaction with nondisabled peers (teacher lesson plans, class schedules, anecdotal records, etc...) reflects an increase in these interactions.

Secondary Transition

Background Information

Student focus group interviews were conducted and questions were posed regarding transition. Students reported currently holding jobs and expressed desire for post-secondary education including college and vocational education. They also discussed plans for future employment.

The district has had a supported competitive employment program for ten years. Two transition specialists assist in locating employment and provide job coaching services and ongoing monitoring to approximately 25 students each year. Employment sites include the school district, nursing homes, restaurants, construction, and agriculturally related businesses. All students participating in this program are pursuing a special diploma via "Option Two."

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Strengths

The transition specialists maintain long term contact with students exiting from their program. They indicate that almost all of their former students are maintaining competitive employment and some have advanced in their positions.

Student focus group interviews provided information about transition:

- Several students are currently holding jobs at local businesses and a wellness center downtown.
- One student is participating in a program at a local agricultural school.
- Students are participating in vocational courses such as welding and life management.

Concerns

The focus groups provided information about transition. The following comments were made:

- Some students recalled having had a transition-planning meeting in middle school. Others said that in high school, they had an opportunity to discuss what classes they would be taking the next year. It is not clear whether or not this was at an IEP meeting.
- One student stated that the school has two different work programs, one for special diploma students and another for standard diploma students (special diploma students can work all day once they have taken a particular class; standard diploma students can participate in DCT, whereby they go to school for all class periods except the last one when they can work for the rest of the day).
- Staff identified lack of transportation as their primary concern for the supportive competitive employment program. They attempt to use natural supports in addressing this need (e.g. arranging rides with co-workers).
- Parents who participated in the focus group interviews were asked, "Have any of you participated in an IEP meeting, when your child turned 14, that focused on transition planning?" Only one out of the five whose child is over the age of 14 responded affirmatively. (It should be noted that terms were explained to parents during the interviews.)

Findings of Noncompliance

None.

System Improvement: Secondary Transition

Action Steps	Contact Person	Target Completion Date	Measurable Results Indicating Effective Correction
1. Provide training for middle school and high school teachers on transition planning.	ESE Director	Annually	Sign-in sheets; inservice evaluation forms; summary of evaluation forms, including recommendations for revisions to training if indicated. Random self-assessment report of the transition planning process, including transition IEP meetings, reveals effective

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			implementation of training in identified areas.
2. Middle school and high school teachers will provide training and materials to students and parents prior to transition IEP meetings.	ESE Director	Annually	Increased student participation on Transition IEP meetings
3. Provide parents and teachers with inservice sessions addressing Diploma Decisions/Transition Planning.	ESE Director	Teachers: 08-16-01 11-30-01 02-21-02	Parents: 01-24-02 03-11-02

Access to General Curriculum

Background Information

In some cases access to the general curriculum is an issue of educational setting. Some students with disabilities can have access to the general curriculum even though they receive instruction in a setting that has little or no opportunities to interact with non-disabled peers.

Strengths

Results from the case studies and interviews with staff yielded some positive information about access to the general curriculum.

- The curriculum supervisor reported that students with disabilities have access to innovative school programs including "Class Works" which is a computer-based instructional program and "WINGS," an after-school middle school remedial program for children scoring in the bottom quartile of standardized testing.
- The staffing specialist indicated that monthly face-to-face meetings and electronic mail facilitates regular and special education teachers keeping each other apprised of student progress.
- Challenge classes for reading and math are offered based on an individual student's FCAT score. Challenge classes are offered to regular and special education students. Students attending ACE bring their own books from their previous school.

Concerns

Review of student records, staff interviews, focus groups, and case studies yielded the following concerns related to students with disabilities having access to the general curriculum:

- The staffing specialist indicated that regular education teachers receive a copy of the accommodations. However at one school site where interviews with the regular education teachers were conducted, it was not clear whether one of the teachers interviewed was informed about the accommodations needed for the students with disabilities in the class.
- The IEPs for some students with disabilities in a resource room for all their academics identified only a single goal. The IEPs did not adequately substantiate the need for this level of intensive service.
- Student focus groups provided further clarification related to access to the general curriculum. Students in the standard diploma group reported they are in regular classes, but underscored the frustration they experienced when teachers don't "break it down" for them. As one student said, "I feel we should do the same thing, I don't want special privileges, but they're supposed to break it down for us and slow it down. If we need help, they don't have the time because they have 30 people in the classroom."

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- Students appreciated good teaching (“breaking it down” and moving more slowly through the content) provided by ESE teachers, but they said they were hampered by old books and having too many different levels in the classrooms. “When you’re in special classes, you have different books. In special classes they teach us in books from 8th grade, stuff we learned before. I don’t know if it’s too easy or it’s just that I’m bored because you’re at the same level year after year.” Another student said, “We are supposed to be learning the same things other kids are learning, just more slowly, but we don’t have the books.”
- Students in the standard diploma group stated they felt shortchanged because they were not learning as much as regular education students. One student suggested that ESE students were not held to very high expectations: “I know that the HSCT is on the 8th grade level, but we should learn at a higher level.”
- Students in the standard diploma group also indicated that they could not always get the special help they needed. One student stated, “Our [classroom] aide will help us with some of that, but she doesn’t really have the time to help. She’s willing to help, she’s just not very available.” Asked if there is anyone else at the school where students can go for extra help, one student responded, “I haven’t really asked anybody at school. It makes me feel like I’m not as good as everybody else.”
- Parents identified the following concerns about access to the general curriculum during the focus group interviews. Some parents indicated that they were aware of the curriculum their child was following and that this was discussed during the IEP meeting. Other parents indicated that they did not have a complete understanding of the implications of the choice of curriculum. For example, one parent said, “I’m told ‘functional skills,’ but I wasn’t aware of what that was.” Still other parents were not aware of which curriculum their children were receiving.
- One parent of a teenager expressed extreme disappointment in the curriculum her child was receiving at Hope School. Her expectations were that her child would be provided with academic instruction appropriate to his level, so as to give him an opportunity to develop some academic skills. Instead, according to the parent, he is only receiving vocational training. The parent stated, “My son is focusing on work duties. It’s all work and no academics. At the transition planning meeting it all changed [away from academics]. They told us he would be better served at the Hope School, but we were not aware that it would be all work. My husband and I want to focus on academics and see what happens. None of the options were expressed to us.”
- The parent focus group yielded contrasting information about the provision of accommodations and modifications. Several parents reported that specific accommodations were discussed at the IEP meeting and that their children were receiving appropriate accommodations, for example, shorter math tests. Other parents stated their children were not receiving the accommodations they needed. For example, parents indicated that their children with learning disabilities did not receive modified assignments despite repeated requests on their part. Several parents stated that whether or not their children received appropriate accommodations varied from teacher to teacher. Some teachers, according to parents, adapted the material to meet the needs of individual students while others did not and were not responsive to parents’ concerns.

Findings of Noncompliance

A review of student records yielded non-compliance items related to access to the general curriculum.

- For some IEPs, statements indicating how the student’s disability affects the student’s involvement and progress in the general curriculum were not descriptive of the impact of the disability on the student’s performance.

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- For some IEPs, there was insufficient documentation that the results of the student's performance on any state or district-wide assessments were considered by the IEP team.
- The IEP form addressed the degree to which a student's disability was predicted to affect his/her participation and progress in the regular curriculum as having *high, medium, low, or no* impact. The information was insufficient.
- Specific accommodations and modifications related to instruction were not routinely listed on the IEP.

System Improvement: Access to General Curriculum

Action Steps	Contact Person	Target Completion Date	Measurable Results Indicating Effective Correction
1. See #2, General Supervision (p. 10)	ESE Director	See #2, General Supervision (p. 10)	See #2, General Supervision (p. 10)
2. District will continue to train teachers on revised forms.	ESE Director	02-21-02 02-28-02 On-going for 2002-03	Sign-in sheets; inservice evaluations; summary of evaluation forms, including recommendations for revisions to training if indicated. Revised forms will be submitted to DOE for review. Random self-assessment report on use of forms reveals effective implementation of training in identified areas.
3. See #1, Standard Diploma (p. 7)	ESE Director	See #1, Standard Diploma (p. 7)	See #1, Standard Diploma (p. 7)

SUMMARY

The purpose of the focused monitoring implemented in Jackson County School District was to examine educational benefits and desired outcomes for students with disabilities and gifted students. As described earlier in this report, the process was designed to provide a mechanism that would subsequently result in improved educational benefits and outcomes. The DOE and its work group identified key data indicators that describe measures of educational benefit. These indicators are the focus of the monitoring activities. The challenge for the Department was to customize a monitoring process that would not only continue to address areas of non-compliance, but would provide information about the performance of and outcomes for exceptional education students.

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Following release of the preliminary report, the district was required to develop system improvement measures for each topical area of the report. The Bureau will monitor the implementation of these system improvement measures over time and provide technical support as needed and requested by the district.

It is expected that the results and findings from this monitoring will help the district address the extent to which desired outcomes for exceptional education students are considered and provide a framework for planning for the future.

APPENDIX A – LEA PROFILE



Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services
LEA Profile

District: Jackson	PK-12 Population: 7,580
School Year: 1999-00	Percent Disabled: 19%
	Percent Gifted: 2%

Introduction

This 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, districts of comparable size (enrollment group), and the state. Where appropriate and available, comparative data for general education students are included.

Data presented as indicators of educational benefit

- Florida Comprehensive Assessment Test (FCAT) Participation and Performance
- Standard diploma rate
- Dropout rate
- Retention rate

Data presented as indicators of educational environment

- Regular class placement
- Separate class placement
- Discipline rates

Data presented as indicators of prevalence

- Student membership by race/ethnicity
- Gifted membership by free/reduced lunch and Limited English Proficiency (LEP) status
- Student membership in selected exceptionalities by race/ethnicity

Four of the indicators included in the profile, Florida Comprehensive Assessment Test (FCAT) participation, graduation rate, dropout rate, and regular class placement, are also used in the selection of districts for focused monitoring. Indicators describing the prevalence and special class placement of students identified as educable mentally handicapped (EMH) are included to correspond with provisions of the Department's resolution agreement with the Office for Civil Rights. In districts where the data reveal a significant disproportionality of minority students in EMH programs or a high percentage of EMH students served in special classes, the district may be required to conduct a school level analysis of prevalence data for EMH students.

The LEA profile is intended to provide districts with a tool for use in planning for systemic improvement. Districts are asked to thoroughly review the data and select indicators that hold potential for the greatest program improvement. Once indicators have been selected, districts will develop a plan to conduct a local in-depth analysis that will be submitted with the district's entitlement grant application.

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 from the assessment files. Data are included from school years **1997-98** through **1999-00**.

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 indications of consumer satisfaction. This section of the profile provides data on indicators of student performance and school completion.

Participation Rate in Statewide Assessments

The number of students with disabilities taking the Florida Comprehensive Assessment Test (FCAT) divided by the number enrolled during survey 3 (February) of the same year. (Note: Only students with valid scores are included in the calculation of participation rates). The resulting percentages are reported for the three-year period from **1997-98** through **1999-2000**.

Grade 4 Participation FCAT - Reading		
1997-98	1998-99	1999-00
70%	61%	53%
70%	77%	82%
74%	76%	82%

Jackson
Enrollment Group
State

Grade 5 Participation FCAT - Math		
1997-98	1998-99	1999-00
66%	73%	52%
73%	80%	83%
77%	79%	84%

Grade 8 Participation FCAT - Reading		
1997-98	1998-99	1999-00
61%	57%	87%
75%	74%	79%
69%	70%	76%

Jackson
Enrollment Group
State

Grade 8 Participation FCAT - Math		
1997-98	1998-99	1999-00
60%	59%	88%
76%	76%	80%
69%	70%	76%

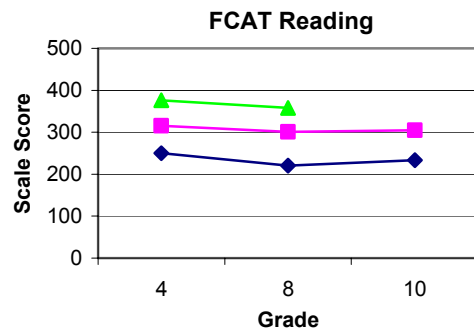
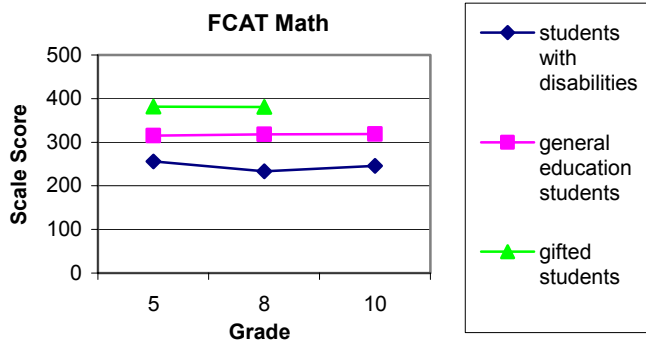
Grade 10 Participation FCAT - Reading		
1997-98	1998-99	1999-00
39%	49%	66%
57%	72%	63%
50%	66%	60%

Jackson
Enrollment Group
State

Grade 10 Participation FCAT - Math		
1997-98	1998-99	1999-00
42%	49%	68%
57%	55%	63%
51%	51%	59%

Performance on Statewide Assessments

The following chart and table display the district's average scale score of all students with a valid score taking the FCAT in **1999-2000**. The averages are reported for students with disabilities, general education students, and gifted students. (Note: Tenth grade performance of gifted students may not be included due to small numbers.)



FCAT Math		
Average Scale Score		
Grade	Grade	Grade
5	8	10
256	233	246
315	318	319
382	381	

students with disabilities
 general education students
 gifted students

FCAT Reading		
Average Scale Score		
Grade	Grade	Grade
4	8	10
250	221	233
315	301	305
376	358	

The percent of students with disabilities at each achievement level on the **1999-2000** FCAT. For the calculation of school grades, high performing FCAT criteria are met when 50 percent or more students (included in the school grade) score at level 3 or above.

Grade 4 Achievement Level FCAT - Reading				
1	2	3	4	5
60%	14%	19%	7%	0%
64%	12%	17%	6%	<1%
65%	13%	15%	6%	<1%

Jackson
 Enrollment Group
 State

Grade 5 Achievement Level FCAT - Math				
1	2	3	4	5
58%	26%	15%	<1%	0%
56%	27%	12%	4%	<1%
58%	25%	11%	5%	<1%

Grade 8 Achievement Level FCAT - Reading				
1	2	3	4	5
80%	19%	1%	0%	0%
70%	26%	3%	<1%	<1%
72%	24%	3%	<1%	<1%

Jackson
 Enrollment Group
 State

Grade 8 Achievement Level FCAT - Math				
1	2	3	4	5
76%	9%	14%	1%	0%
68%	16%	13%	3%	<1%
69%	16%	11%	2%	<1%

Grade 10 Achievement Level FCAT - Reading				
1	2	3	4	5
84%	11%	2%	3%	0%
75%	21%	1%	3%	0%
76%	19%	<1%	3%	0%

Jackson
 Enrollment Group
 State

Grade 10 Achievement Level FCAT - Math				
1	2	3	4	5
75%	14%	9%	2%	0%
63%	20%	12%	5%	<1%
65%	19%	11%	4%	<1%

Standard Diploma Graduation Rate for Students with Disabilities

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 W06-10, W27). The resulting percentages are reported for the three-year period from **1997-98** through **1999-2000**.

	1997-98	1998-99	1999-00
Jackson	29%	12%	42%
Enrollment Group	58%	62%	53%
State	59%	66%	56%

Retention Rate

The number of students retained divided by the survey 2 (October) enrollment. The results are reported for students with disabilities and all PK-12 students for **1999-2000**.

		1999-00	
		Students with Disabilities	All Students
Jackson		<1%	6.2%
Enrollment Group		<1%	6.1%
State		<1%	6.8%

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). Total enrollment is the count of all students who attended school at any time during the school year. The resulting percentages are reported for students with disabilities, gifted students, and all PK-12 students for the years **1998-99** through **1999-2000**.

		1998-99			1999-00		
		Students with Disabilities	All Students	Gifted Students	Students with Disabilities	All Students	Gifted Students
Jackson		2%	0%	0%	4%	2%	0%
Enrollment Group		6%	not avail.	<1%	5%	4%	<1%
State		7%	5%	1%	6%	5%	<1%

Educational Environment

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

Regular Class Placement of Students with Disabilities

The number of students with disabilities ages 6-21 who spend 80 percent or more of their school week in regular classes divided by the total number of students with disabilities reported in survey 9 (December). The resulting percentages are reported for the three years from **1997-98** through **1999-2000**.

	1997-98	1998-99	1999-00 *	
	Age 3-21	Age 3-21	Age 3-5	Age 6-21
	Jackson Enrollment Group	47%	46%	1%
State	47%	47%	6%	45%
	53%	51%	7%	49%

* 1999-00 percentages are separated due to change in placement categories for 3-5.

Separate Class Placement of EMH Students

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 survey 9 (December). The resulting percentages are reported for **1999-2000**.

	1999-00
Jackson Enrollment Group	42%
State	53%
	61%

Discipline Rates

The number of students who served in-school or out-of-school suspension, were expelled, or moved to alternative placement at any time during the school year divided by the survey 2 (October) enrollment. The resulting percentages are reported for students with disabilities and nondisabled students for **1999-2000**.

		1999-2000							
		In-School Suspensions		Out-of-School Suspensions		Expulsions		Alternative Placement *	
		Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students
Jackson Enrollment Group	State	9%	5%	16%	7%	<1%	<1%	0%	0%
		16%	11%	14%	7%	<1%	<1%	<1%	<1%
		14%	9%	15%	7%	<1%	<1%	<1%	<1%

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

Prevalence

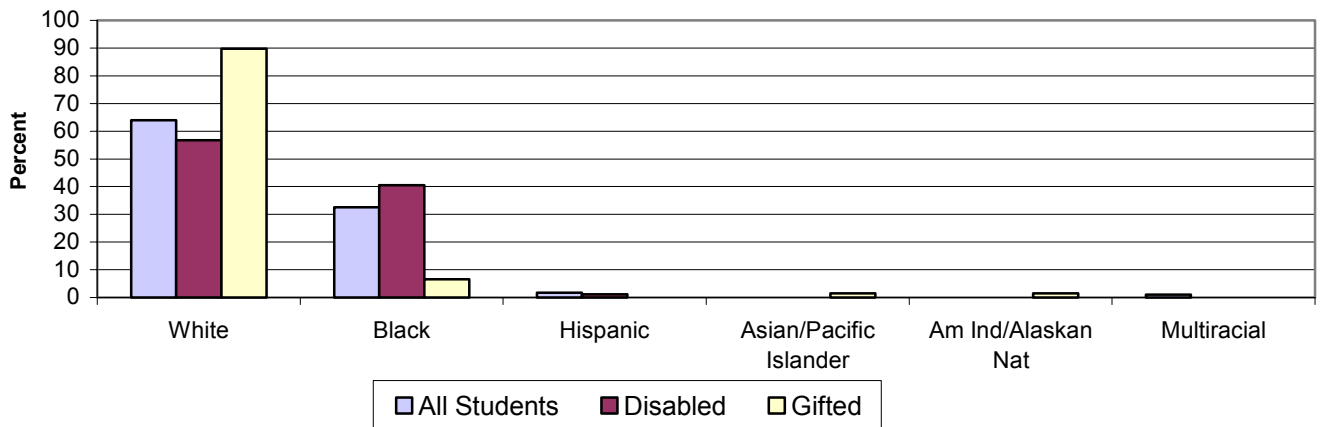
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

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 1999. White students make up 54 percent of both the total population and the disabled population and 68 percent of the gifted population. Statewide, there is a larger percentage of black students in the disabled population than in the total PK-12 population (29 percent vs. 25 percent) and a smaller percentage of black students in the gifted population (10 percent vs. 25 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	54%	54%	68%	64%	57%	90%
Black	25%	29%	10%	33%	41%	7%
Hispanic	18%	14%	16%	2%	1%	0%
Asian/Pacific Islander	2%	<1%	4%	<1%	<1%	1%
Am Ind/Alaskan Nat	<1%	<1%	<1%	<1%	<1%	1%
Multiracial	1%	<1%	1%	1%	<1%	<1%

District Student Membership by Racial/Ethnic Category



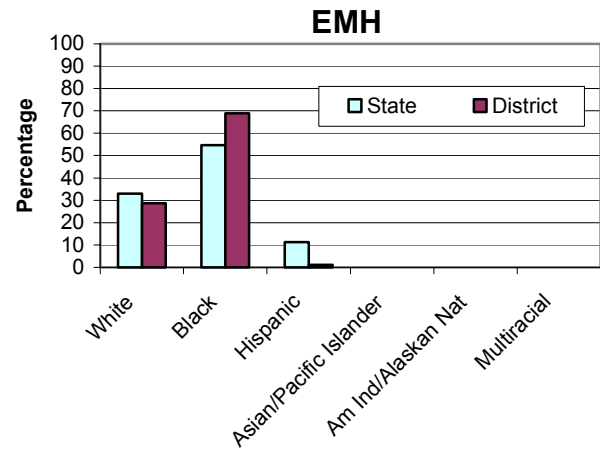
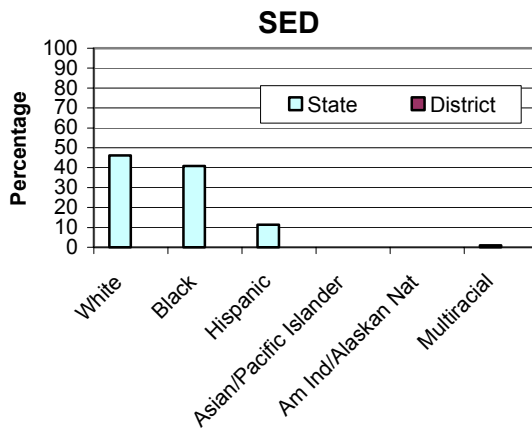
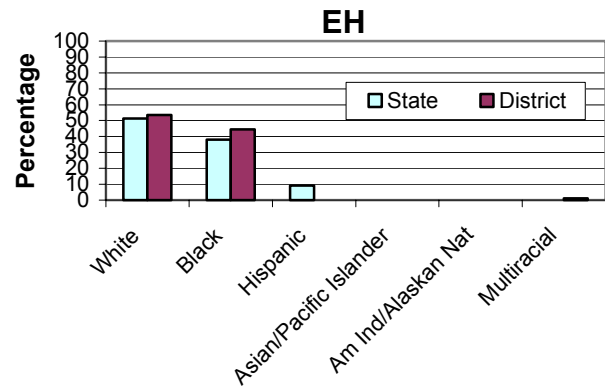
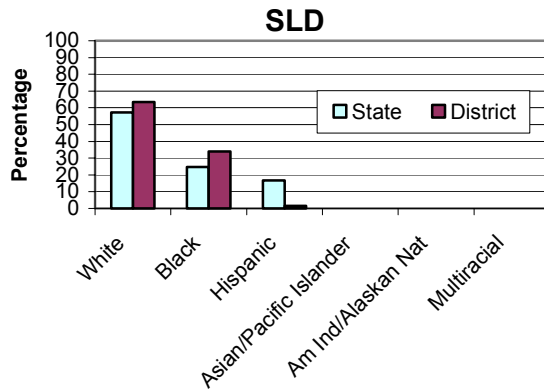
Free/Reduced Lunch and LEP

The percent of all students and all students who are gifted in the district and the State on free/reduced lunch. The percent of all students and all students who are gifted in the district and the state who are identified as Limited English Proficient (LEP). These percentages are based on data reported in Survey 2 (October 1999).

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free / Reduced Lunch	43%	19%	54%	10%
LEP	10%	2%	1%	0%

Selected Exceptionalities by Racial/Ethnic Category

Racial/ethnic data for students with a primary exceptionality of specific learning disabled (SLD), emotionally handicapped (EH), severely emotionally disturbed (SED), and educable mentally handicapped (EMH) programs are presented below as reported in December 1999. Statewide, 57 percent of students identified as specific learning disabled are white, 25 percent are black, 17 percent are Hispanic, and less than one percent are reported in each of the other racial/ethnic categories. Data in the "Total" row show the percent of the total disabled population identified as SLD, EH, SED, and EMH for the state and district. Statewide, 45 percent of the students with disabilities are identified as specific learning disabled.



	SLD		EH		SED		EMH	
	State	District	State	District	State	District	State	District
White	57%	64%	51%	54%	46%	0%	33%	29%
Black	25%	34%	38%	45%	41%	0%	55%	69%
Hispanic	17%	1%	9%	<1%	11%	0%	11%	1%
Asian/Pacific Islander	<1%	0%	<1%	0%	<1%	0%	<1%	<1%
Am Ind/Alaskan Nat	<1%	<1%	<1%	<1%	<1%	0%	<1%	0%
Multiracial	<1%	<1%	<1%	1%	1%	0%	<1%	<1%
Total	45%	24%	8%	25%	2%	0%	8%	18%

APPENDIX B – PARENT SURVEY RESPONSES

Jackson Parent Survey Report Students with Disabilities

The Parent Survey was sent to parents of the 1450 students with disabilities for whom complete addresses were provided by the district. A total of 205 parents, representing 14% of the sample, returned the survey.

Item(s) for which the district response was high (≥ 75 percentile) compared to other FL districts

- Overall, I am satisfied with the exceptional education services my child receives.
- The exceptional education my child receives is effective.*
- I am satisfied with my child's academic progress.
- My child spends most of the school day involved in productive activities.
- Homework assignments seem to meet my child's needs.
- Teachers set appropriate goals for my child.
- Teachers expect my child to succeed.
- My child's special teacher(s) and regular teacher(s) work together.
- The information the school sends me is written in a way I understand.*
- The school informed me about the different services my child could receive.
- The people at my child's school treat me with respect.
- I am comfortable talking about my child with school staff.
- I receive progress notes and/or phone calls from my child's teacher(s).
- My child's teacher(s) is/are available to speak with me.
- I have used parent support services in my area.
- I attend School Advisory Committee meetings concerning school improvement.
- The school helped my child adjust at the beginning of the school year.

Item(s) for which the district response was low (≤ 25 percentile) compared to other FL districts

- I have attended one or more meetings about my child this school year.
- I am a member of the PTA/PTO.
- I belong to an organization for parents of exceptional students.
- My child has friends at school.

* Items for which response was above the 95th percentile (extremely positive) compared to other FL districts.

~ Items for which response was below the 5th percentile (extremely negative) compared to other FL districts.

Jackson Parent Survey Report Students Identified as Gifted

The Parent Survey was sent to parents of the 122 students identified as gifted for whom complete addresses were provided by the district. A total of 37 parents, representing 30% of the sample, returned the survey.

Item(s) for which the district response was very high (≥ 95 percentile) compared to other FL districts

- Overall, I am satisfied with the exceptional education services my child receives.
- Homework assignments seem to meet my child's needs.
- The school informed me about the different services my child could receive.
- The people at my child's school treat me with respect.
- I receive information about parent support activities and meetings.
- The school encourages me to participate in my child's education.
- My child's teacher(s) is/are available to speak with me.
- I participate in school activities with my child.
- I have used parent support services in my area.
- My child is learning independent living skills that will be useful later on in life.
- My child participates in state- and district-wide assessments (FCAT).
- The school helped my child adjust at the beginning of the school year.
- School is a safe place for my child.
- My child participates in school clubs, sports, or other activities.
- My child has friends at school.
- My child spends enough time with regular education students.
- Exceptional education services have had a positive effect on my child's self-esteem.

Item(s) for which the district response was very low (≤ 5 percentile) compared to other FL districts

- None

APPENDIX C – LISTING OF MONITORING TEAM MEMBERS

**Listing of ESE Monitoring Team Members
Jackson County School District**

Department of Education Staff:

Cathy Bishop, Program Supervisor, Program Administration and Evaluation
Tury Lewis, Program Specialist IV, Program Administration and Evaluation
Kelly Claude, Program Specialist IV, Program Administration and Evaluation
Paul Gallaher, Program Specialist IV, Program Development and Services
Iris Palazes, Program Specialist IV, Program Development and Services
Robert Metty, Program Specialist IV, Program Development and Services

Peer Reviewers:

Angela Spornraft, Hardee County Schools
Jim Fowler, Broward County Schools
Mary Camp, Sumter County Schools

Contracted Staff:

Alan Coulter, Consultant
Denise Stewart, Consultant
Batya Elbaum, University of Miami
Allison Esenkova, University of Miami

APPENDIX D – GLOSSARY OF ACRONYMS

Glossary of Acronyms

ACE	Alternative Choices Educational program
Bureau	Bureau of Instructional Support and Community Services
CACL	Center for the Advancement of Children's Learning
CFR	Code of Federal Regulations
CST	Child Study Team
DCT	Distributive Cooperative Training
DOE	Department of Education
EI	Early Intervention program
EH	Emotionally Handicapped
EMH	Educable Mentally Handicapped
EP	Educational Plan
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic and Learning Resource Center
HSCT	High School Competency Test
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
ISS	In-School Suspension
ISRDC	Institute for Small and Rural Districts
K	Kindergarten
LEA	Local Education Agency
LEP	Limited English Proficient
OSEP	Office of Special Education Programs
OSS	Out of School Suspension
PAEC	Panhandle Area Educational Consortium
Part B	Federal regulations governing ESE programs under IDEA for ages 3-21
Part C	Early Intervention Program, as regulated in IDEA, for ages birth to 3
PREKEI-	Prekindergarten Early Intervention
Pre-K	Pre-Kindergarten
PTA	Parent/Teacher Association
PTO	Parent/Teacher Organization
SAI	Supplemental Academic Instruction
SED	Severely Emotionally Disturbed
SLD	Specific Learning Disability