

# FLORIDA DEPARTMENT OF EDUCATION



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April 1, 2011

Mr. Malcolm Thomas, Superintendent  
Escambia County School District  
215 West Garden Street  
Pensacola, Florida 32502

Dear Superintendent Thomas:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its 2010-11 Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document comprise the final report for Escambia County School District's 2010-11 Level 1 and Fall Cycle Level 2 self-assessment monitoring process.

The self-assessment system is designed to address the major areas of compliance related to the State Performance Plan (SPP)/Annual Performance Report (APR) required under the Individuals with Disabilities Education Act (IDEA). SPP Indicator 15, Timely Correction of Noncompliance, requires that the state identify and correct noncompliance **as soon as possible, but in no case later than one year from identification**. While any incident of noncompliance is of concern, in accordance with the language in SPP Indicator 15, the Bureau's current monitoring system considers the timeliness of correction of noncompliance to be of greatest significance.

The results of district self-assessments are included in the State's APR and are used to inform oversight activities, including the selection of districts for on-site monitoring, and the local education agency (LEA) determinations required under Section 300.603, Title 34, Code of Federal Regulations, which result in districts being identified as "meets requirements," "needs assistance," "needs intervention," or "needs substantial intervention."

On January 5, 2011, the preliminary report of findings from the 2010-11 Level 1 and Fall Cycle Level 2 self-assessment process was released to your district's ESE Director. The preliminary report detailed student-specific incidents of noncompliance that required immediate correction. Districts were required to correct all student-specific noncompliance and to provide evidence to the Bureau no later than March 7, 2011. In addition, districts are required to demonstrate that they are now correctly implementing each of the standards identified as noncompliant (i.e., 100 percent compliance).

**BAMBI J. LOCKMAN**  
*Chief*

*Bureau of Exceptional Education and Student Services*

*In its 2010-11 Level 1 and Fall Cycle Level 2 self-assessment, Escambia County School District assessed 84 standards. One or more incidents of noncompliance were identified on five of those standards (6%). In accordance with the October 17, 2008, guidance from the Office of Special Education Programs (OSEP), incidents of noncompliance corrected prior to the Bureau's dissemination of the preliminary report are not reported as findings of noncompliance for the purposes of the SPP/APR. The following summary of the district's timely correction of student-specific incidents of noncompliance has been adjusted for the district's early correction:*

**Correction of Noncompliance by Student**

	<b>Number</b>	<b>Percentage</b>
Records Reviewed/Protocols Completed	30	-
Total Items Assessed	831	-
Noncompliant	13	1.6%
Timely Corrected	13	100%

The attached *Escambia County District Summary Report: Findings of Noncompliance by Standard* contains a summary of the findings reported by the individual standard or regulation assessed. In addition, a Matrix of Services review was required. Escambia County School District reviewed eleven matrixes for students reported at the 254 or 255 cost factors for weighted funding through the Florida Education Finance Program. No cost factor discrepancies were identified.

In addition to the individual correction(s) reported above, the district was required to demonstrate 100 percent compliance for each standard that was identified as noncompliant through review of a random sample of student records. Your district has submitted the required records to demonstrate 100 percent compliance on the following standards:

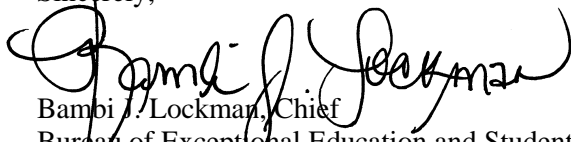
- T16-11
- T16-16
- IEP-12
- IEP-13

In addition, the district will be required to develop a corrective action plan (CAP) for standard DJJ-8, detailing the activities, resources, and timelines the district will employ to ensure the compliance target of 100 percent.

We understand that the implementation of this self-assessment required a significant commitment of resources and appreciate the time and attention your staff has devoted to the process thus far.

If you have questions regarding this process, please contact your assigned district liaison for monitoring or Patricia Howell, Program Director, at (850) 245-0476 or via electronic mail at [patricia.howell@fldoe.org](mailto:patricia.howell@fldoe.org).

Sincerely,



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

Attachment

cc: Teri Szafran                      Mary Jane Tappen                      Liz Conn  
Sondra Hill                              Kim C. Komisar                      Sheila Gritz  
Frances Haithcock                      Patricia Howell                      Karen Denbroeder

Florida Department of Education  
Bureau of Exceptional Education and Student Services

2010 – 2011 Self-Assessment  
Level 1 and Fall Cycle Level 2  
Escambia County District Summary Report: Findings of Noncompliance by Standard

This report provides a summary of the district's results and must be used when developing corrective actions. See the *Student Report: Incidents of Noncompliance* for student-specific findings. Results are reported by standard, and are based on the following:

Number of DJJ protocols completed: 8  
Number of standards per DJJ: 31  
Number of IEP protocols completed: 11  
Number of standards per IEP: 37  
Number of T16 protocols completed: 11  
Number of standards per T16: 16

Total number of protocols: 30  
Total number of standards: 831  
Total number of incidents of noncompliance (NC): 15  
Overall % incidents of noncompliance: 1.8%

Total number of different standards assessed: 84  
Total number of different standards for which noncompliance was identified: 5  
% of different standards for which noncompliance was identified: 6%

Percent of noncompliance is calculated as the # of incidents of noncompliance for a given standard divided by the # of protocols reviewed for that standard, multiplied by 100.

\* **Correctable for the student(s):** A finding which requires immediate action(s) to correct the noncompliance

\*\* **Ensure future compliance:** For findings which cannot be corrected for individual students, corrective actions are required to address how the district will ensure future compliance

**Florida Department of Education  
Bureau of Exceptional Education and Student Services**

**2010 – 2011 Self-Assessment  
Level 1 and Fall Cycle Level 2  
Escambia County District Summary Report: Findings of Noncompliance by Standard**

Noncompliance (NC)		*Correctable for the Student(s)	**Ensure Future Compliance	# NC	% NC
T16-11	The IEP includes measurable annual goals (and short-term objectives/benchmarks, if applicable) that focus on improving the academic and functional achievement of the student related to the student's transition services needs. (34 CFR §300.320(a)(2); Rule 6A-6.03028(3)(h)2-3, F.A.C.)	X		3	27.3%
T16-16	The IEP includes appropriate measurable postsecondary goals that are annually updated and based upon: an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. (34 CFR §§300.320(b)-(c) and 300.321(b); Rule 6A-6.03028(3)(b)-(c) and (h), F.A.C.)	X		3	27.3%
DJJ-8	The IEP includes measurable annual goals, including academic and functional goals, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum and meet the student's other needs that result from the disability. Benchmarks or short-term objectives should be included for students with disabilities who take alternate assessments aligned to alternate achievement standards or any other student with a disability as determined by the IEP team. (34 CFR §300.320(a)(2))	X		4	50.0%
IEP-12	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in appropriate activities. (34 CFR §300.320(a)(1))	X		2	18.2%

Noncompliance (NC)		*Correctable for the Student(s)	**Ensure Future Compliance	# NC	% NC
IEP-13	The IEP includes measurable annual goals, including academic and functional goals, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum and meet the student's other needs that result from the disability. Benchmarks or short-term objectives should be included for students with disabilities who take alternate assessments aligned to alternate achievement standards or any other student with a disability as determined by the IEP team. (34 CFR §300.320(a)(2))	X		3	27.3%