

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair
ROBERTO MARTÍNEZ, Vice Chair

Members

SALLY BRADSHAW
GARY CHARTRAND
DR. AKSHAY DESAI
BARBARA S. FEINGOLD
JOHN R. PADGET

Gerard Robinson
Commissioner of Education



April 20, 2012

Dr. Patricia C. Hodge, Superintendent
Florida Agricultural and Mechanical University
Developmental Research School (FAMU DRS)
400 West Orange Avenue
Tallahassee, Florida 32307-6233

Dear Superintendent Hodge:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its 2011-12 Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document comprise the final report for FAMU DRS District's 2011-12 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 timely 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 educational 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, 2012, the preliminary report of findings from the 2011-12 Level 1 and Fall Cycle Level 2 self-assessment process was released to your district's ESE Director. The preliminary report detailed student-specific findings 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 5, 2012. 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).

MONICA VERRA-TIRADO, Ed.D., CHIEF
Bureau of Exceptional Education and Student Services

In its 2011-12 Level 1 and Fall Cycle Level 2 self-assessment, FAMU DRS District assessed 16 standards. One or more findings of noncompliance were identified on two of those standards (12.5%). The following is a summary of the district's timely correction of student-specific findings of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	1	-
Total Items Assessed	16	-
Noncompliant	2	12.5%
Timely Corrected	2	100%

The attached *FAMU DRS District Summary Report: Findings of Noncompliance by Standard* contains a summary of the findings reported by the individual standard or regulation assessed. A Matrix of Services review for weighted funding through the Florida Education Finance Program was not required for FAMU DRS.

In addition to the individual correction(s) reported above, the district was required to demonstrate 100 percent compliance through review of a random sample of student records for each standard that was identified as noncompliant. We will look forward to receipt of these required records to demonstrate that the district is now correctly implementing the standards.

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 email at patricia.howell@fldoe.org.

Sincerely,



Monica Verra-Tirado, Ed.D., Chief
Bureau of Exceptional Education and Student Services

Attachment

cc: Patricia West
Bettye Lindsey
Pam Stewart
Mary Jane Tappen
Karen Denbroeder
Patricia Howell
Karlene Deware
Sheila Gritz

Florida Department of Education
Bureau of Exceptional Education and Student Services

Self-Assessment 2011 – 2012
Level 1 and Fall Cycle Level 2

FAMU DRS 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: Findings of Noncompliance* for student-specific findings. Results are reported by standard, and are based on the following:

Number of SPP 13 - Secondary Transition Age 16 (T16) protocols completed: 1
Number of standards per SPP 13 - Secondary Transition Age 16 (T16) protocol: 16

Total number of protocols: 1
Total number of standards: 16
Total number of findings of noncompliance (NC): 2
Overall % findings of noncompliance: 12.5%

Total number of different standards assessed: 16
Total number of different standards for which noncompliance was identified: 2
% of different standards for which noncompliance was identified: 12.5%

Percent of noncompliance is calculated as the # of findings 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**

**Self-Assessment 2011 – 2012
Level 1 and Fall Cycle Level 2**

FAMU DRS District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Ensure Future Compliance	# NC	% NC
T16-9	There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training, employment, and, where appropriate, independent living skills). (34 CFR §300.320(b)(1); Rule 6A-6.03028(3)(h)10a, F.A.C.)	X		1	100.0%
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		1	100.0%