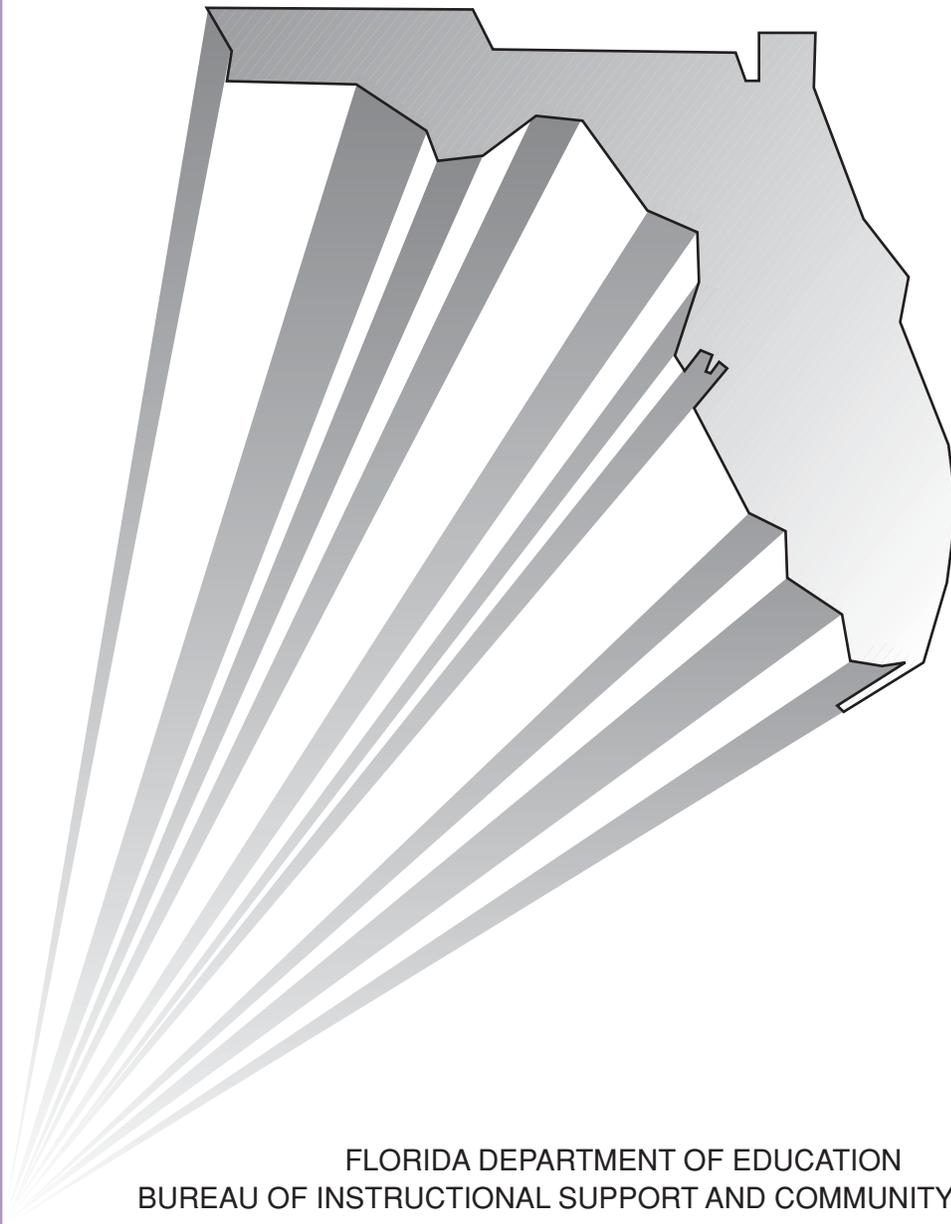


FINAL REPORT OF FOCUSED MONITORING OF
EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

LAKE COUNTY

MAY 12 - 16, 2003



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES

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December 10, 2003

Ms. Pam Saylor, Superintendent
Lake County School District
201 W. Burleigh Boulevard
Tavares, Florida 32778-2496

Dear Superintendent Saylor:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Lake County. This report was developed by integrating multiple sources of information including student record reviews; interviews with school and district staff; information from focus groups; and parent, teacher, and student survey data from our visit on May 12-16, 2003. The report includes a System Improvement Plan outlining the findings of the monitoring team. The final report will be placed on the Bureau of Instructional Support and Community Services' website and may be viewed at www.firn.edu/doe/commhome/mon-home.htm.

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

MICHELE POLLAND

Acting Chief

Bureau of Instructional Support and Community Services

Ms. Pam Saylor
December 10, 2003
Page 2

An update of outcomes achieved and/or a summary of related activities, as identified in your district's plan, must be submitted by June 30 and December 30 of each school year for the next two years, unless otherwise noted on the plan. A follow-up monitoring visit to your district will take place two years after your original monitoring visit.

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

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

Sincerely,

A handwritten signature in cursive script that reads "Michele Polland".

Michele Polland, Acting Chief
Bureau of Instructional Support and Community Services

Enclosure

cc: Evy Friend

Lake County Final Monitoring Report
Focused Monitoring Visit
May 12-16, 2003

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Lake County School District
Focused Monitoring Visit
May 12-16, 2003

Executive Summary

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

During the week of May 12, 2003, the Florida Department of Education, Bureau of Instructional Support and Community Services, conducted an on-site review of the exceptional student education (ESE) programs in Lake County Public Schools. Judy Miller, Exceptional Student Education Director, served as the coordinator and point of contact for the district during the monitoring visit. In its continuing efforts to focus the monitoring process on student educational outcomes, the Bureau identified four key data indicators: percentage of students with disabilities participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers); dropout rate for students with disabilities; percentage of students with disabilities exiting with a standard diploma; and percentage of students with disabilities participating in statewide assessments. Lake County was selected for monitoring on the basis of the percent of students with disabilities participating in Florida Comprehensive Assessment Test (FCAT). The results of the monitoring process are reported under categories or related areas that are considered to impact or contribute to the key data indicator.

Summary of Findings

General Information

Lake County may have incurred data input errors that led to the district being selected for focused monitoring. A quality data audit will be recommended by the Bureau. The district has made significant gains in the participation rate of students with disabilities who take the FCAT.

Decision-Making

The decision to exempt students from the FCAT is made during the individual educational plan (IEP) meeting. The decision is based on diploma option, reading level, frustration level, and/or parent requests rather than specific criteria for exemption. Exemption criteria and decision-making regarding FCAT participation have not been the focus of any training.

Access

Students with disabilities generally have access to the general curriculum in ESE classes as well as in regular education classes.

Student Preparation

The district provides a wide variety of FCAT preparation materials and programs to all students. Inservice opportunities related to student preparation for FCAT have been offered to teachers.

Parental Involvement

District and school staff reported that parents are actively involved in the decision-making process during IEP meetings or through teacher contact to determine whether or not students participate in the FCAT. If parents do not wish for their children to take the FCAT, school staff often counsel them regarding the FCAT and its benefits.

Stakeholder Opinions Related to the Indicator

Data entry errors, low cognitive abilities of some students, and decisions to exempt students based on frustration, parent requests, and reading levels are the perceived reasons for low student participation in the FCAT.

Gifted

Lake County has a variety of service delivery models within the district. They have a screening procedure in place to assist in actively pursuing students who may be identified as gifted. Parents play an active role in the education of students identified as gifted.

Record Reviews

Individual or non-systemic findings for student IEPs were noted in nine areas. Systemic findings were identified in seven areas. There were no systemic findings in the review of educational plans (EPs). There were no funding adjustments; however, eight IEP teams were required to reconvene due to a lack of a majority of measurable annual goals.

Forms Reviews

During the forms review, findings were noted on the following forms:

- IEP forms
- Notice and Consent for Initial Placement
- Notification of Change of Free Appropriate Public Education (FAPE)
- Documentation of Staffing/Eligibility Determination
- Informed Notice of Dismissal
- Notice of Ineligibility

System Improvement Plan

In response to these findings, the district was required to develop a system improvement plan for submission to the Bureau. This plan includes activities and strategies intended to address specific findings, as well as measurable evidence of change. In developing the system improvement plan, every effort was made to link the system improvement activities resulting from this focused monitoring report to the district's continuous improvement monitoring plan. The completed system improvement plan is provided with this executive summary.

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

Lake County School District Focused Monitoring System Improvement Plan

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

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
General	Data input errors may have led to the district being selected for focused monitoring.		X	Data input training for counselors, ESE clerks, and Data clerks.	District will conduct and cross check a trial run of FCAT data indicators. By March 31, 2004 all ESE students will be correctly entered in the data system indicating FCAT participation or alternate assessment. Report of random self-assessment reveals 100% compliance with data entry. Timeline: 3/04 and 3/05

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Decision Making	Decisions to exempt students from FCAT have not been based on state exemption criteria. Exemption criteria and decision-making have not been the focus of any training.	X		FCAT exemption criteria training has been held for administrators, all counselor groups, all ESE and Student Services district staff, new ESE teachers, ESE department heads, and at ESE program meetings. In addition, technical assistance documents explaining State Board of Education Rule 6A-1.0943(1)(a)1.-2., Florida Administrative Code, have been included in the 2003-2004 IEP/Transition IEP Manual distributed to every ESE teacher, all counselors, and selected other personnel.	District staff will review a random sample of 15 IEPs of students exempted from the FCAT. Report of self-assessment will reveal 100% compliance with the use of State Board of Education Rule documentation regarding any decision to exempt the student. Timeline: 6/04 and 6/05
Access	There are no findings in this area.				
Student Preparation	There are no findings in this area.				
Parental Involvement	There are no findings in this area.				
Gifted	There are no findings in this area.				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Forms Review	Findings were noted in six areas and changes are required on these forms: <ul style="list-style-type: none"> • IEP forms • Notice and consent for initial placement • Notification of change of FAPE • Documentation of staffing, eligibility determination • Informed notice of dismissal • Notice of ineligibility 	X		The revised versions of all forms have been posted in draft form on our IEP/TIEP computer program. In addition, training on the form changes was provided to all counselor groups, ESE clerks, ESE and St. Services district staff. Electronic copies of the revised draft forms were sent out to all necessary personnel. All draft revised forms are currently in use. They were taken to the MIS committee for formal approval on Sept. 16, 2003.	Within 30 days of the dissemination of the final report, the district will submit corrected forms to the Bureau for review.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
IEP Review	<p>Systemic findings were identified in seven areas and are identified in this report:</p> <ul style="list-style-type: none"> • Incomplete present level of educational performance • Lack of majority of measurable annual goals • Lack of statement of how student's progress toward annual goal will be measured • Lack of progress report • Lack of description of the purpose of the meeting as transition meeting • Inadequate short term objectives • Lack of evidence that student's performance on state assessment was considered 	X		<p>Revised draft IEP/TIEP forms address deficiencies noted. Form revision schedule as noted above. Continued training offered to ESE teachers on developing compliant IEP/TIEPs. Additional training provided to counselors and ESE clerks regarding notifying of Transition IEP meetings.</p>	<p>District staff will review a random sample of 15 IEPs from across grade levels and program areas.</p> <p>Report of self-assessment will reveal 100% compliance in all areas noted in findings.</p> <p>Timeline: 6/04 and 6/05</p>

Monitoring Process

Authority

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

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

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 that were identified as significant for educational outcomes for students. Through this process, the Bureau will use such data to inform the monitoring process, thereby implementing a strategic approach to intervention and commitment of resources that will improve student outcomes.

Key Data Indicators

Four key data indicators were recommended by the monitoring stakeholders' workgroup and were adopted for implementation by the Bureau. The key data indicators for the 2003 school year and their sources of data are as follows:

- percentage of students with disabilities participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers) [Data source: Survey 9]
- dropout rate for students with disabilities [Data source: Survey 5]

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

District Selection

Districts were selected to be monitored based on a review of data from the 2001-02 school year that was submitted electronically to the Department of Education (DOE) Information Database for Surveys 2, 3, 5, and 9, and from the assessment files, and compiled into an annual data profile. In making the decision to include Lake County in this year's focused monitoring visits, we reviewed data related to the FCAT participation from Survey 3 and the assessment files of the 2001–2002 school year. We calculated the participation rate in a manner consistent with the data reported in the local education agency (LEA) profile. The discrepancy between the district's participation rate and our state goal of 85% participation was determined for each grade level and subject area (4, 5, 8, and 10). The sum of these discrepancies for Lake County approached the lowest rate for all districts in the state. The district's 2003 profile and rank-ordered data related to the key data indicator are attached as appendix B in this report.

Based on the 2003 LEA profile, Lake County School District has a total school population (PK-12) of 31,773 with 17% students being identified as students with disabilities (3% are identified as receiving only speech services), and 2% identified as gifted. Lake County is considered a medium size district and is one of 14 districts in this enrollment group. Lake County School District is comprised of 24 elementary schools, 10 middle schools, nine high schools, three charter schools, and six other schools including second chance schools and technical schools.

Sources of Information

On-Site Monitoring Activities

The on-site monitoring visit occurred during the week of May 12, 2003. A team composed of five DOE staff, three University of Miami research staff, one consultant, and six peer monitors conducted the on-site activities. Peer monitors are exceptional student education personnel from other school districts who are trained to assist with the DOE's monitoring activities. A listing of all participating monitors is provided in appendix C.

Interviews

Interviews with district and school level staff were conducted to gather information about the indicator from multiple sources offering different points of view. The monitoring team conducted a total of eight district interviews, 30 school-based administrator interviews, 32 ESE teacher interviews including four gifted teachers, and 15 regular education teacher interviews.

Focus Group Interviews

Focus groups for parents, teachers and students are conducted by the University of Miami to gather information related to the participation rate in statewide assessments. In order to provide maximum opportunity for input about the district's ESE services, a minimum of four separate focus group interviews are conducted. Focus groups are held for parents of students with disabilities, teachers, students with disabilities pursuing a standard diploma, and students with

disabilities pursuing a special diploma. Separate focus group sessions are held for each group of participants.

In conjunction with the 2003 Lake County monitoring activities, seven parents participated in the parent focus group, representing nine students with disabilities in elementary, middle, and high school. Eight ESE teachers participated in the teacher focus group. Thirteen students participated in the focus group for students pursuing a standard diploma and 12 students pursuing a special diploma participated.

Student Case Studies

Student case studies are conducted for the purpose of performing an in-depth review of the services a student receives in accordance with his or her IEP. The on-site selection of students for the case studies at each school is based on criteria that has been identified as being historically characteristic of students who may have the cognitive ability to participate in statewide assessments and have not participated in the FCAT. As part of this process, the student's records are reviewed, monitors observe the student in class, and teachers are interviewed regarding the implementation of the IEP. One in-depth case study was conducted in Lake County.

Classroom Visits

Classroom visits are conducted in both ESE and general education classes. Some are conducted in conjunction with individual student case studies, while others are conducted as general observations of classrooms that include exceptional students. Curriculum and instruction, classroom management and discipline, and classroom design and resources are observed during general classroom visits. Teachers of the classes visited may be interviewed regarding practices related to students with disabilities. A total of 33 ESE and general education classrooms were visited during the focused monitoring visit in Lake County.

Prior to the on-site visit, Bureau staff notified district staff of the selection of the following schools to be visited based on data related to the key data indicator.

- Eustis Middle School
- Oak Park Middle School
- Windy Hill Middle School
- Leesburg High School
- Mt. Dora High School
- Tavares High School
- Round Lake Elementary School
- Tavares Elementary School
- Treadway Elementary School
- Minneola Elementary School
- Lifestream Behavioral Center

Off-Site Monitoring Activities

Surveys are designed by the University of Miami research staff in order to provide maximum opportunity for input about the district's ESE services from parents of students with disabilities and students identified as gifted, ESE and regular education teachers, and students with

disabilities in grades 9-12. Results of the surveys may be discussed in the body of this report. Data from each of the surveys are included as appendix D.

Parent Surveys

Surveys are mailed to parents of students with disabilities and parents of students identified as gifted. The survey that is sent to parents is printed in English, Spanish, and Haitian Creole, where applicable. It includes a cover letter, a notice regarding the opportunity to participate in a focus group, and a postage paid reply envelope. A total of 5,705 surveys for parents of students with disabilities and 798 surveys for parents of students identified as gifted were mailed, with 612 (11%) of the parents of students with disabilities and 199 (25%) of the parents of students identified as gifted responding.

Teacher Surveys

In addition, surveys for all teachers are mailed to each school, with a memo explaining the key data indicator and the monitoring process. A total of 968 teachers from 37 of the district's schools, representing 45% of ESE and general education teachers, responded to the teacher survey for Lake District Schools.

Student Surveys

For students with disabilities across the district in grades 9-12, a teacher conducts the student survey following a written script. Since participation in this survey is not appropriate for some students whose disabilities might impair their understanding of the survey, professional judgement is used to determine appropriate participants. Surveys from 342 students, representing 26% of students with disabilities in grades 9-12, were completed and returned. The responses were from five of the nine high schools in the district.

Reviews of Student Records and District Forms

At the DOE, Bureau staff members conduct a compliance review of student records that are randomly selected from the population of students with disabilities and students identified as gifted prior to the on-site monitoring visit. A total of 33 student records were reviewed from 22 schools in Lake County. The review included 25 records of students with disabilities excluding speech only, two records for students identified as speech only, two records for students identified as gifted, two records from the low incidence population, and two records from charter schools in the district. The records were sent to the DOE for review by Bureau staff prior to the on-site visit.

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

Reporting Process

Interim Reports

Daily debriefing sessions are conducted by the monitoring team members in order to review findings, as well as to determine if there is a need to address additional issues or visit additional sites. Preliminary findings and concerns are shared with the ESE director and/or designee

through daily debriefings with the monitoring team leader during the monitoring visit. In addition, the district ESE director is invited to attend the final team debriefing with Bureau staff and peer monitors. During the course of these activities, suggestions for interventions or strategies to be incorporated into the district's system improvement plan may be proposed. Within two weeks of the visit, Bureau administrative staff conduct a telephone conference with the ESE director to review major findings.

Preliminary Report

Subsequent to the on-site visit, Bureau staff prepare a written report. The report is developed to include the following elements: an executive summary, a description of the monitoring process, and the results section. A description of the development of the current monitoring system for exceptional student education is included as an appendix. Other appendices with data specific to the district also accompany each report. The report is sent to the district ESE director. The director will have the opportunity to discuss and clarify with Bureau staff any concerns regarding the report before it becomes final.

Final Report

Upon final review and revision by Bureau staff based on input from the ESE director, the final report is issued. The report is sent to the district, and is posted to the Bureau's website at www.firn.edu/doe/commhome/mon-home.htm.

Prior to the publication of the final report, the system improvement plan, including activities targeting specific findings, was submitted to the Bureau for review and approval. In developing this plan, every effort was made to link the system improvement plan for focused monitoring to the district's continuous improvement monitoring plan. In collaboration with Bureau staff, the district was encouraged to develop methods that correlate activities in order to utilize resources, staff, and time in an efficient manner in order to improve outcomes for students with disabilities.

Reporting of Information

The data generated through the surveys, focus group interviews, individual interviews, case studies, and classroom visits are summarized in this report. In addition, the results from the review of student records and district forms are also presented in this report. This report provides conclusions with regard to the key data indicator and specifically addresses related areas that may contribute to or impact the indicator. These areas include

- General
- Decision-making
- Access
- Student preparation
- Parent involvement
- Stakeholder opinion related to the indicator
- Gifted

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

Results

General Information

The general category refers to demographic or other influences that may impact the participation rate of students with disabilities in statewide assessments. Interviews with eight district administrators and 77 school staff revealed that there may have been data input errors related to participation in FCAT.

Participation rates for students with disabilities in Lake County for the 2002 administration of the assessment were low enough to have the district identified as a district with one of the lowest participation rates in the state. However, the district has made great gains in participation rate since their identification as a district to be monitored this year. Last year there were nearly 700 requests for alternate assessment reports; this year, there were only 398 requests for those reports, indicating that a significant number of students who did not participate in FCAT last year participated in the assessment this year. Schools selected for on-site visits were selected by their individual participation data from the 2002 FCAT. On-site visits confirmed an increase in the number of students with disabilities took the FCAT during the 2003 administration.

In summary, Lake County may have incurred data input errors that led to the district being selected for focused monitoring. A quality data audit will be recommended by the Bureau. The district has made significant gains in the participation rate of students with disabilities who take the FCAT.

Decision-Making

Decision-making refers to the process by which the decision is made to exempt a student from the FCAT. It impacts the rate of students with disabilities who participate in state assessments in that the decision to exclude students from the assessment may or may not be based on criteria from State Board of Education Rule 6A-1.0943(1)(a)(1.-2.), FAC, which states “Students may be excluded from statewide or district assessment programs if the following criteria are met: 1. The student’s demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards...even with appropriate and allowable course modifications, and 2. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.”

Interviews with district administrators revealed that the decision regarding assessment exemption was made by the IEP team and based on the individual student. Focus group interviews with parents, teachers, students, and on-site interviews with most school level personnel confirmed that participation decisions are made at IEP meetings by the team, which includes the parent. However, many of the school level staff indicated that the team decision was based on diploma option, reading level, frustration level, and/or parent requests rather than the state criteria for exemption. Several interviewees reported that the decision is no longer an IEP team decision, but is mandated by the district or the state.

Parent surveys revealed that 92% of parents who responded indicated that they had attended at least one meeting about their child this year and 49% indicated that they had talked about whether or not their child would take the FCAT. In addition, 56% of respondents indicated that accommodations were discussed at the meeting. It should be noted that only 612 (11%) of parents of students with disabilities responded to the survey and that the limited participation could skew the results of the survey. Results of the surveys of students with disabilities in grades 9-12 indicated that 29% had a say in the decision about whether they needed to take the FCAT or an alternate assessment and 39% had a say in the decision about testing accommodations.

District staff and teachers interviewed reported that numerous trainings have been provided for ESE and general education teachers related to FCAT preparation, accommodations, alternate assessments, IEPs, and reading initiatives. Staff did not indicate, however, that there had been any training specifically related to the decision-making process related to FCAT participation or the exemption criteria set forth in state board rule.

In summary, the decision to exempt students from the FCAT is made during the IEP meeting. The decision is based on diploma option, reading level, frustration level, and/or parent requests rather than specific criteria for exemption. Exemption criteria and decision-making regarding FCAT participation has not been the focus of any training.

Access

Access refers to the types of settings and course content available to students with disabilities. Lack of access to the general curriculum could negatively impact the rate of participation of students with disabilities in statewide assessments.

Interviews with district and school staff revealed that students at all levels have access to the general curriculum in ESE classes as well as in general education classes. ESE teachers reported the use of the general curriculum for students with disabilities; however, it was reported that for some students in ESE classes, the curriculum content is modified significantly.

General education teachers reported the use of accommodations in their classrooms. It was reported that various teaching models, including cooperative consultation, team teaching, and inclusion are used throughout the district to support students with disabilities in the general education setting in order to maximize opportunity for access to the general education curriculum.

Thirty-three classroom visits were conducted at the 11 sites visited. Classroom visits confirmed the use of general curriculum in ESE classes and accommodations in general education classes, validating the access to the general curriculum for students with disabilities.

Survey results confirmed access to the general curriculum for students with disabilities. 71% of teacher respondents indicated that the district consistently places students with disabilities into general education classes whenever possible and 69% indicated that curriculum is modified and adapted for students as needed. Parent survey results revealed that 78% of parents are satisfied with the amount of time their child spends with regular education students and 72% indicated that their child's school offers classes needed to graduate with a standard diploma.

Focus group interviews with parents, teachers, and students revealed contrasting information related to access for students with disabilities. Parents and teachers who participated in the focus groups did not confirm the use of accommodations in general education classes. They felt that the lack of accommodations in the general education classrooms was an issue in the district. Both groups felt that general education teachers' lack of training related to working with students with disabilities contributed to the lack of implementation of accommodations for many ESE students. In addition, students in the special diploma student group and a few teachers in the focus group indicated that materials used in their classes were outdated and boring. Conversely, parents and many of the teachers expressed satisfaction with the curriculum and activities available to students with disabilities.

In summary, students with disabilities generally have access to the general curriculum in ESE classes as well as in regular education classes.

Student Preparation

Student preparation refers to the activities and materials available to assist students in preparing for meaningful participation in statewide assessments. The lack of student preparation could negatively impact the rate of participation in the FCAT.

Interviews with district administrators and school staff revealed that students with disabilities have a wide range of programs and materials to aid in their preparation for the state assessment. FCAT preparation activities include tutoring, before and after school programs, mentoring programs, reward systems, intensive reading, math, and language arts classes, summer remediation, FCAT Blitz, and Saturday workshops. Materials used in the district to assist in FCAT preparation include Blast Off, FCAT Explorer, FCAT Sharpen Up, DOE materials, and several computer software programs geared to the Sunshine State Standards and FCAT.

The district has also provided numerous inservice opportunities to teachers related to the FCAT. Several interviewees reported that Performance Achievement through Curriculum Evaluation (PACE) is training related to data analysis and has been provided so that teachers could use data to effectively plan for instruction. Other trainings identified by interviewees include Just Read Lake, Literacy First, and Reading in the Content Area. Wednesday faculty meetings were identified by most as times when general information regarding FCAT and FCAT preparation was shared.

Classroom observations revealed direct FCAT preparation activities. In many classes, instructional strategies designed to naturally integrate skills across subject areas were observed.

Student surveys revealed that most students with disabilities in grades 9-12 who responded to the survey are satisfied with the FCAT preparation they are receiving. 65% of the students who responded indicated that they took the FCAT this year; 64% indicated that teachers help students prepare for the FCAT; and 61% indicated that in math and English/reading classes they work on the kinds of problems that are tested on the FCAT. Teacher surveys revealed that 75% of the teachers who responded believe that they are consistently provided with FCAT test preparation materials.

Most parent, teacher, and student focus group participants confirmed the use of FCAT preparation materials and programs. Students in the standard diploma focus group who participated in the FCAT indicated that the reading portion of the FCAT contained material they were familiar with, while the math portion of the FCAT included items that were unfamiliar to them. Overall, standard diploma students stated that they felt somewhat prepared to take the test. Students in the special diploma group, however, reported that they did not feel prepared to take the test. Some even reported only receiving practice questions on the day of the test.

In summary, the district provides a wide variety of FCAT preparation materials and programs to all students. Inservice opportunities related to student preparation for FCAT have been offered to teachers.

Parental Involvement

Parent involvement refers to the extent to which parents actively participate in the education and decision making process for their children. Parents who are not involved in their children's educational decisions or parents who adamantly oppose participation in FCAT could negatively impact students' participation in the FCAT.

Interviews with district and school personnel revealed that parents of students at the elementary level actively participate in IEP meetings and the decisions made there. It was reported that parent participation at the middle and high school levels decreases. To obtain parent input regarding decisions to be made at the IEP meetings, teachers often call parents prior to the meeting. If parents do not wish for their children to take the FCAT, school staff often counsel them regarding the FCAT and its benefits. Some parents in the focus group however, indicated that there was a lack of general information available to them prior to FCAT testing.

Surveys of parents of students with disabilities confirmed a high participation rate of parents at meetings involving their children. Although surveys revealed that 92% of parents who responded have attended one or more meetings about their child this year, focus group interviews with 7 parents and 8 teachers cited low parent participation as a concern. It should be noted that the opinions of the limited participants in the parent and teacher focus groups may not reflect the views of the majority of the parents and teachers in the district.

In summary, district and school staff reported that parents are actively involved in the decision-making process during IEP meetings or through teacher contact to determine whether or not students participate in the FCAT. If parents do not wish for their children to take the FCAT, school staff often counsel them regarding the FCAT and its benefits.

Stakeholder Opinions Related to the Key Data Indicator

Through interviews and focus groups, the members of the monitoring team asked district and school staff, parents, and students for their opinions related to the reasons that Lake County has one of the lowest rates in the state for students with disabilities participating in the FCAT.

The individuals who were interviewed expressed that they believe the district was selected for this indicator based on previous data. Interviewees reported that currently the district no longer has a problem with students not taking the FCAT. They presented these opinions based on their own experiences and unique perspectives. The following is a summary of comments from district and school staff related to the reasons the data indicated that more students did not participate in FCAT:

- data entry errors
- decisions based on students' frustration levels, parent requests, reading levels
- low cognitive ability

Although student focus group members did not cite potential reasons for the low percentage of students with disabilities who participate in FCAT, parent focus group members did. They indicated low parental involvement as a reason for low student participation in FCAT. They also reported that participation may be better if parents were more informed about FCAT. It should be noted that the opinions of the limited participants may not reflect the views of the majority of the parents in the district.

Teacher focus group members also cited low parental involvement as a potential reason for the low percentage of students with disabilities who participate in FCAT. They also indicated student frustration as a potential reason for low participation rates.

In summary, data entry errors, low cognitive abilities of some students, and decisions to exempt students based on frustration, parent requests, and reading levels are the perceived reasons for low student participation in the FCAT.

Gifted

Information provided by the district and school staff revealed that the gifted curriculum for the Lake County is based on the Sunshine State Standards, with curriculum compacting and differentiated instruction. Curriculum compacting is a process to streamline and modify the grade-level curriculum by eliminating material that students have previously learned. Differentiated curriculum is a basic curriculum that has been modified to meet the needs of the gifted learner. Parent survey results indicate that parents are satisfied with the gifted teachers' knowledge of subject areas and that their children are being academically challenged in their gifted classes.

The district provides services to students identified as gifted in a variety of ways. Students in kindergarten through second grade are served through a resource model. Intermediate, third through fifth grade students, receive services in a self-contained model. Middle school students have core subjects taught by gifted teachers and may take all or some of their core courses as gifted classes. High school students are not dismissed from the gifted program; at this time their needs are being met through advanced placement (AP) courses. Of parents who responded to the parent survey, 73% indicated that they are satisfied with the services that their children are receiving.

District and school staff reported that the district offers gifted endorsement classes to teachers. There have also been trainings related to educational plan (EP) development and curriculum development. Gifted teachers reported that support received from the district was excellent.

The district has a district-wide screening process in place. First graders across the district are screened for the gifted program. Teachers also look at test scores and achievement portfolios to assist in identifying additional students who should be screened for the gifted program. Teachers are given guidelines to assist them in making recommendations for screening. Once students are identified as gifted, the EP is developed by the classroom teacher and/or the teacher of the gifted, the LEA representative, and the parent. Although parent survey results indicate that 69% of parents have attended one or more meetings about their child this year, it was reported by district and school staff that parent participation in EP meetings, as well as in other aspects of the students' education, is high.

In summary, Lake County has a variety of service delivery models within the district. They have a screening procedure in place to assist in actively pursuing students who may be identified as gifted. Parents play an active role in the education of students identified as gifted.

Student Record Reviews

A total of 31 student records of students with disabilities and two records of students identified as gifted, randomly selected from the population of exceptional students were reviewed from 22 schools in Lake County.

Of the 31 IEPs reviewed, individual or non-systemic findings are as follows:

- lack of appropriate signatures on the IEP (LEA, special education teacher, interpreter of instructional implications, general education teacher, agency representative)
- lack of correspondence between annual goals and objectives and the needs identified in the present level of educational performance
- inadequate statements indicating how the student's disability affects the student's involvement and progress in the general curriculum
- lack of accommodations
- lack of prior informed notice of change of free appropriate public education (FAPE)
- lack of course of study statement for student age 14 or older
- lack of transfer of rights at least one year prior to the 18th birthday
- lack of explanation of the extent to which the student will not participate with non-disabled peers
- lack of documentation of parental input in the reevaluation process

In addition, the following areas of non-compliance appeared to be systemic in nature:

- incomplete present level of educational performance statements
- lack of a majority of measurable goals
- lack of statement of how student's progress toward annual goal will be measured
- lack of progress report
- lack of description of the purpose of the meeting as transition meeting
- inadequate short term objectives
- lack of evidence that student's performance on state assessment was considered

Fourteen of the 31 records reviewed had at least one goal that was not measurable. For other students, goals could be considered measurable; however they did not clearly delineate the progress that can be expected in a year. For eight of the 31 students a majority of the goals were not measurable, and IEP teams must be reconvened to address this finding. The district was notified of the specific students requiring reconvened IEP meetings in a letter dated June 10, 2003.

Of the two EPs reviewed, there were no systemic issues. Both were in compliance on all items except one. Of the two records, one did not indicate evaluation criteria for student outcomes.

In summary, individual or non-systemic findings for student IEPs were noted in 9 areas. Systemic findings were identified in seven areas. There were no systemic findings in the review of EPs. There were no funding adjustments. Eight IEP teams were required to reconvene due to a lack of a majority of measurable annual goals.

District Forms Review

Forms representing the thirteen areas identified below were submitted to Bureau staff for a review to determine compliance with federal and state laws. Findings were noted in six of the areas, and changes are required on those forms. The district was notified of the specific findings via a separate letter dated May 6, 2003. A detailed explanation of the specific findings may be found in the notification letter, see appendix F.

- *Parent Notification of Individual Education Plan (IEP) Meeting*
- *IEP forms**
- *EP forms*
- *Notice and Consent for Initial Placement**
- *Informed Notice and Consent for Evaluation*
- *Informed Notice and Consent for Reevaluation*
- *Notification of Change of Placement*
- *Notification of Change of FAPE (Free Appropriate Public Education)**
- *Informed Notice of Refusal*
- *Documentation of Staffing/Eligibility Determination**
- *Informed Notice of Dismissal**
- *Notice: Not Eligible for Exceptional Student Placement**
- *Summary of Procedural Safeguards*
- *Annual Notice of Confidentiality*

* indicates findings that require immediate attention

~ indicates recommendations for later printing of forms

District Response

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

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

Lake County School District Focused Monitoring System Improvement Plan

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

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
General	Data input errors may have led to the district being selected for focused monitoring.		X	Data input training for counselors, ESE clerks, and Data clerks.	District will conduct and cross check a trial run of FCAT data indicators. By March 31, 2004 all ESE students will be correctly entered in the data system indicating FCAT participation or alternate assessment. Report of random self-assessment reveals 100% compliance with data entry. Timeline: 3/04 and 3/05

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Decision Making	Decisions to exempt students from FCAT have not been based on state exemption criteria. Exemption criteria and decision-making have not been the focus of any training.	X		FCAT exemption criteria training has been held for administrators, all counselor groups, all ESE and St. Services district staff, new ESE teachers, ESE department heads, and at ESE program meetings. In addition, technical assistance documents explaining State Board of Education Rule 6A-1.0943(1)(a)1.-2., FAC, have been included in the 2003-2004 IEP/TIEP Manual distributed to every ESE teacher, all counselors, and selected other personnel.	District staff will review a random sample of 15 IEPs of students exempted from the FCAT. Report of self-assessment will reveal 100% compliance with the use of State Board of Education Rule documentation regarding any decision to exempt the student. Timeline: 6/04 and 6/05
Access	There are no findings in this area.				
Student Preparation	There are no findings in this area.				
Parental Involvement	There are no findings in this area.				
Gifted	There are no findings in this area.				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Forms Review	Findings were noted in six areas and changes are required on these forms: <ul style="list-style-type: none"> • IEP forms • Notice and consent for initial placement • Notification of change of FAPE • Documentation of staffing / eligibility determination • Informed notice of dismissal • Notice of ineligibility 	X		The revised versions of all forms have been posted in draft form on our IEP/TIEP computer program. In addition, training on the form changes was provided to all counselor groups, ESE clerks, ESE and St. Services district staff. Electronic copies of the revised draft forms were sent out to all necessary personnel. All draft revised forms are currently in use. They were taken to the MIS committee for formal approval on Sept. 16, 2003.	Within 30 days of the dissemination of the final report, the district will submit corrected forms to the Bureau for review.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
IEP Review	<p>Systemic findings were identified in seven areas and are identified in this report:</p> <ul style="list-style-type: none"> • Incomplete present level of educational performance • Lack of majority of measurable annual goals • Lack of statement of how student's progress toward annual goal will be measured • Lack of progress report • Lack of description of the purpose of the meeting as transition meeting • Inadequate short term objectives • Lack of evidence that student's performance on state assessment was considered 	X		<p>Revised draft IEP/TIEP forms address deficiencies noted. Form revision schedule as noted above. Continued training offered to ESE teachers on developing compliant IEP/TIEPs. Additional training provided to counselors and ESE clerks regarding notifying of Transition IEP meetings.</p>	<p>District staff will review a random sample of 15 IEPs from across grade levels and program areas.</p> <p>Report of self-assessment will reveal 100% compliance in all areas noted in findings.</p> <p>Timeline: 6/04 and 6/05</p>

Recommendations and Technical Assistance

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

Recommendations

- Provide each ESE teacher with a copy of the State Board of Education Rule 6A-1.0943(1)(a)(1.-2.) which delineates criteria for exemption from state assessments.
- Provide mandatory training on how to incorporate the rule in the development of the IEP.
- Review district criteria for exemption from FCAT and compare to state criteria in order to align district criteria with state rule.
- For students who will be required to take the FCAT, provide training to teachers on how to provide appropriate test accommodations.
- Address staff development for teachers on how to prepare students, academically and behaviorally, to appropriately take the FCAT.
- Conduct school-level data analysis to determine if data input errors contributed to the low rate of students with disabilities who participated in the FCAT.
- Obtain a quality data review from DOE.

Technical Assistance

Accommodations and Modifications Project

Website: <http://www.cpt.fsu.edu/ese/>

This project develops training, software, and print material to support the education of students with disabilities in Florida's public schools. A major focus of the efforts has been on the implementation of the Sunshine State Standards for Special Diploma and revised Courses for Exceptional Student Education, Grades 6-12. Many different materials have been developed to support the work of teachers and to help parents understand how the standards relate to their children.

Florida Inclusion Network

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

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

Project CENTRAL

Website: <http://reach.ucf.edu/~CENTRAL/>

This comprehensive, statewide project is designed to identify and disseminate information about resources, training, and research related to current and emerging effective instructional practices. The ultimate goals are to provide information leading to appropriate training, products, and other resources that provide benefits and appropriate outcomes for all students, including students with disabilities.

Bureau of Instructional Support and Community Services

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

IEPs

Evy Friend
Paul Gallaher
(850) 245-0478

**Clearinghouse
Information Center**
cicbiscs@fldoe.org

Compliance

Eileen Amy
Iris Anderson
Gail Best
April Katine
Kim Komisar
(850) 245-0476

APPENDIX A:
DEVELOPMENT OF THE MONITORING PROCESS

Development of the Monitoring Process 1999-2003

With guidance from a work group of parent, school and district representatives and members of the State Advisory Committee for Exceptional Students, substantial revisions to Bureau monitoring practices were initiated during the 1999-2000 school year. The shift to a focused monitoring approach began at the national level, with the monitoring of state departments of education by the Office of Special Education Programs (OSEP). The revisions reflect a change in the focus of the monitoring process from one that relies primarily on procedural compliance to one that focuses on improved outcomes for students with disabilities, as measured by key data indicators. As a result of the efforts of the monitoring stakeholders' workgroup, three types of monitoring processes were established as part of the Florida DOE's system of exceptional student education monitoring and oversight. Those monitoring activities were identified as focused monitoring, random monitoring, and continuous improvement monitoring.

Beginning in 1999, Bureau staff and the stakeholders' workgroup developed a system whereby districts would be selected for monitoring based on their performance on key data indicators related to student performance, and the monitoring activities would focus on determining the root cause of the district's performance on that indicator. The following key data indicators were recommended by the monitoring restructuring work group and were adopted for implementation by the Bureau. The identified indicators and the sources of the data used are

- percentage of students with disabilities participating in regular classes (i.e., spending at least 80% of the school day with their non-disabled peers) [Data source: Survey 9]
- dropout rate for students with disabilities [Data source: Survey 5]
- percentage of students with disabilities exiting with a standard diploma [Data source: Survey 5]
- participation in statewide assessments by students with disabilities [Data sources: performance data from the assessment files and Survey 3 enrollment data]

While districts were selected for focused monitoring based on their performance on key data indicators, they were randomly selected for the more procedural/ compliance-oriented random monitoring process. All 67 districts participate in the continuous improvement monitoring process. The focused monitoring activities applied only to students with disabilities, while random monitoring and continuous improvement monitoring involved both students with disabilities and students identified as gifted.

The change to the monitoring process also resulted in an adjustment to what is considered a "monitoring year." Historically, compliance monitoring activities in the state have been conducted in a cycle, and over the course of a school year. While the collection and analysis of data and implementation of system improvement plans for the continuous improvement monitoring process continue to be based on the traditional school year (e.g. 2002-03), the quality assurance visits conducted by the Bureau are conducted over the course of a calendar year (e.g., January to December, 2003).

During the transition year of 1999-2000 districts were asked to conduct extensive self-evaluations. Beginning in the 2000-01 school year, the focused monitoring process was

instituted. Four districts were selected for focused monitoring during the 2001 pilot year: Jackson County– standard diploma rate; Lee County– dropout rate; Osceola County– participation in statewide assessment; and, Taylor County– regular class placement.

During the 2002 monitoring cycle, seven districts were chosen for focused monitoring visits based on their state rankings, and three districts were selected at random for the more procedural/compliance-oriented random monitoring. The districts and the indicators they were selected on are as follows: Polk and Gadsden Counties – dropout rate; Madison and Franklin Counties – participation in statewide assessment; and, Dade and Lafayette Counties – regular class placement. Bradford County was selected on the basis of standard diploma rate, but that visit was changed to a random monitoring visit when it was determined that data reporting errors had resulted in a significant misrepresentation of the district’s ranking. Charlotte, Glades, and Duval Counties also were selected for random monitoring.

The continuous improvement monitoring process began during the 2001-02 school year. At that time, school districts were asked to examine key data indicators for exceptional students and to self-select two indicators (one for students with disabilities and one for gifted students) to target for improvement. The key data indicators for students with disabilities identified by the Bureau as part of the continuous improvement process are as follows:

- participation in statewide assessments
- percentage of students exiting with a standard diploma
- dropout rate
- percentage of students participating in regular classes (i.e., spending at least 80% of the school day with their nondisabled peers)
- performance on statewide assessments
- retention rate
- discipline rates
- disproportionality of student membership, which may include
 - percentage of PK-12 students identified as educable mentally handicapped (EMH)~
 - racial/ethnic disparity of students identified as EMH~
 - students identified as EMH served in separate class settings~
 - student membership for selected disabilities (specific learning disabled, emotionally handicapped, severely emotionally disturbed, and educable mentally handicapped)

The key data indicators for students identified as gifted are as follows:

- performance on statewide assessments
- dropout rate
- student membership by racial/ethnic category, free/reduced lunch status, and limited English proficiency (LEP) status
- other, at the discretion of the district

In the fall of 2001, districts were required to develop a plan to conduct an in-depth analysis during the 2001-02 school year of the selected data indicators for both populations, and to submit the plan to the Bureau for review and approval. While all districts were required to submit a plan

for data collection during the initial year of continuous improvement monitoring, on-site visits by the Bureau were not conducted to review these activities.

For the 2002-03 school year, based on the results of the data collection and analysis conducted during the 2001-02 school year, districts were required to submit continuous improvement monitoring plans (CIMPs) designed to improve outcomes for students with disabilities and for gifted students.

In an effort to utilize resources most effectively, activities related to random monitoring and continuous improvement monitoring visits have been consolidated. Therefore, during 2003 the Bureau is conducting on-site visits to eight districts chosen for focused monitoring based on key data indicators, and to two districts chosen at random for a review of the continuous improvement monitoring activities undertaken by the district. In addition, the Bureau will conduct follow-up visits to the four districts that participated in the focused monitoring process during 2001. Compliance reviews of selected policies, procedures, and student records are incorporated in varying degrees into all of the monitoring visits.

APPENDIX B:
DISTRICT DATA



Florida Department of Education Bureau of Instructional Support and Community Services 2003 LEA Profile

District: Lake	PK-12 Population: 31,773
Enrollment Group: 20,000 to 40,000	Percent Disabled: 17%
	Percent Gifted: 2%

Introduction

The LEA profile is intended to provide districts with a tool for use in planning for systemic improvement. The profile contains a series of data indicators that describe measures of educational benefit, educational environment, and prevalence for exceptional students. The data are presented for the district, 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** (*Section One*)

- Florida Comprehensive Assessment Test (FCAT) participation and performance
- Standard diploma rate
- Dropout rate
- Retention rate

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

- Regular class / natural environment placement
- Separate class placement
- Discipline rates

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

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

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 separate class placement of students identified as educable mentally handicapped (EMH) are included to correspond with provisions of the Bureau's partnership agreement with the Office for Civil Rights.

Data Sources

The data contained in this profile were obtained from data submitted electronically by districts through the Department of Education Information Database in surveys 2, 9, 3 and 5 and from the assessment files. School year data are included for **1999-00** through **December 2002**.

Section One: Educational Benefit

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

Florida Comprehensive Assessment Test (FCAT) participation and performance data found in this section includes students who were reported in February (survey 3) **and** had a reported score on the multiple choice portion of the FCAT for the 1999-00, 2000-01, and 2001-02 administrations. (Scores are not reported in cases where the student identification number is missing, incorrect or where the student did not attempt to answer the test questions.) Students who had a reported FCAT score but were not reported in February (survey 3) are not included. Data for students with disabilities and students who are gifted includes only students with a primary exceptionality reported in February (survey 3). Students who had a reported FCAT score but did not have a primary exceptionality in February are not included in the disabled or gifted data. The statewide student match rate for students with disabilities and students identified as gifted in February (survey 3) and the FCAT files was between 98 and 99 percent across the reported grade levels.

Participation Rate in Statewide Assessments:

The number of students with disabilities reported in February (survey 3) who had a reported FCAT score divided by the total number enrolled during February (survey 3) of the same year. The resulting percentages are reported for the three-year period from **1999-00** through **2001-02**.

Grade 3 Participation FCAT Math			Lake Enrollment Group State	Grade 3 Participation FCAT Reading		
1999-00	2000-01	2001-02		1999-00	2000-01	2001-02
*	76%	80%		*	76%	80%
*	85%	87%		*	85%	87%
*	85%	87%	*	85%	87%	

Grade 5 Participation FCAT Math			Lake Enrollment Group State	Grade 4 Participation FCAT Reading		
1999-00	2000-01	2001-02		1999-00	2000-01	2001-02
79%	74%	77%		74%	78%	75%
85%	85%	88%		83%	86%	87%
84%	85%	88%	83%	85%	88%	

Grade 8 Participation FCAT Math			Lake Enrollment Group State	Grade 8 Participation FCAT Reading		
1999-00	2000-01	2001-02		1999-00	2000-01	2001-02
73%	76%	73%		74%	77%	73%
79%	79%	82%		79%	79%	82%
76%	76%	80%	76%	76%	80%	

Grade 10 Participation FCAT Math			Lake Enrollment Group State	Grade 10 Participation FCAT Reading		
1999-00	2000-01	2001-02		1999-00	2000-01	2001-02
56%	60%	54%		55%	60%	55%
61%	62%	62%		61%	62%	63%
58%	59%	62%	58%	59%	62%	

* Not administered in 1999-00.

** Reported number participating exceeds enrollment.

Performance on Statewide Assessments: FCAT Reading

The following tables show the percent of students in the district scoring at Level 1, Level 2, and Level 3 and above on the **2000-01** and **2001-02** FCAT for students with disabilities, all students, and gifted students. The bars in the graph display the percent of students in the district scoring at or above achievement level 3 for **2000-01** and **2001-02**.

Grade 3 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	nr	44%	nr	17%	nr
all students	nr	24%	nr	14%	nr	63%
gifted students	nr	0%	nr	0%	nr	100%

Grade 4 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	57%	62%	12%	11%	31%
all students	25%	28%	18%	15%	58%	57%
gifted students	0%	0%	2%	4%	98%	96%

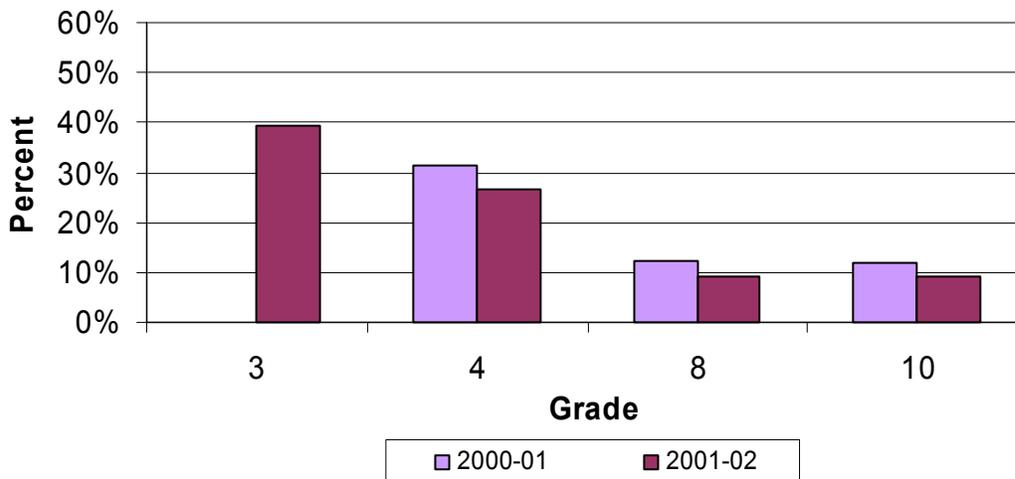
Grade 8 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	63%	71%	25%	20%	12%
all students	26%	27%	28%	27%	46%	46%
gifted students	0%	0%	3%	1%	97%	99%

Grade 10 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	66%	65%	23%	26%	12%
all students	32%	32%	34%	35%	35%	34%
gifted students	0%	0%	13%	8%	87%	92%

nr = not reported

Percent of Students with Disabilities at Achievement Level 3 or Higher

FCAT Reading



Performance on Statewide Assessments: FCAT Math

Grade 3 Achievement Level							
		Level 1		Level 2		Level 3+	
		2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
students with disabilities		nr	36%	nr	19%	nr	45%
all students		nr	19%	nr	18%	nr	63%
gifted students		nr	0%	nr	4%	nr	96%

Grade 5 Achievement Level							
		Level 1		Level 2		Level 3+	
		2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
students with disabilities		53%	50%	25%	27%	22%	23%
all students		24%	20%	24%	26%	52%	55%
gifted students		1%	0%	4%	1%	95%	99%

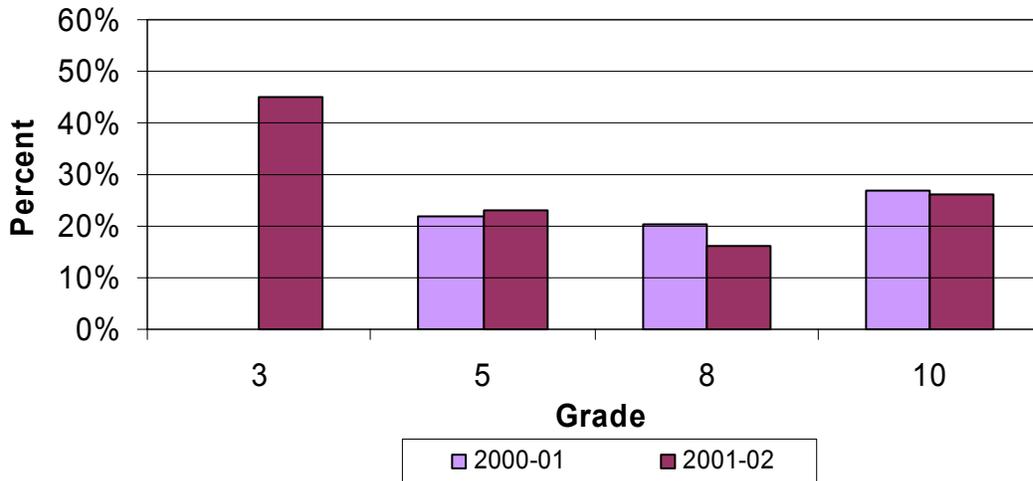
Grade 8 Achievement Level							
		Level 1		Level 2		Level 3+	
		2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
students with disabilities		58%	64%	22%	20%	20%	16%
all students		21%	23%	23%	22%	56%	55%
gifted students		1%	1%	0%	1%	99%	97%

Grade 10 Achievement Level							
		Level 1		Level 2		Level 3+	
		2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
students with disabilities		48%	57%	25%	17%	27%	26%
all students		21%	19%	22%	23%	57%	59%
gifted students		0%	0%	1%	1%	99%	99%

nr = not reported

Percent of Students with Disabilities at Achievement Level 3 or Higher

FCAT Math



Standard Diploma Graduation Rate:

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) as reported in end of year survey 5. The resulting percentages are reported for the three-year period from **1999-00** through **2001-02**.

	1999-00	2000-01	2001-02
Lake	58%	44%	49%
Enrollment Group	57%	50%	55%
State	56%	51%	48%

Retention Rate:

The number of students retained divided by the total year enrollment as reported in end of year survey 5. Total enrollment is the count of all students who attended school at any time during the school year. The results are reported for students with disabilities and all PK-12 students for **2001-02**.

		2001-02	
		Students with Disabilities	All Students
Lake		5%	4%
Enrollment Group		7%	5%
State		7%	6%

Dropout Rate:

The number of students grades 9-12 for whom a dropout withdrawal reason (DNE, W05, W11, W13-W23) was reported, divided by the total enrollment of grade 9-12 students and students who did not enter school as expected (DNEs) as reported in end of year survey 5. The resulting percentages are reported for students with disabilities, all PK-12 students, and gifted students for the years **1999-00** through **2001-02**.

		Students with Disabilities		
		1999-00	2000-01	2001-02
Lake		5%	7%	8%
Enrollment Group		6%	5%	4%
State		6%	5%	5%

		All Students		
		1999-00	2000-01	2001-02
Lake		4%	5%	5%
Enrollment Group		4%	3%	3%
State		5%	4%	3%

		Gifted Students		
		1999-00	2000-01	2001-02
Lake		<1%	<1%	<1%
Enrollment Group		<1%	<1%	<1%
State		<1%	<1%	<1%

Section Two: Educational Environment

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

Regular Class Placement, Ages 6-21:

The number of students with disabilities ages 6-21 who spend 80 percent or more of their school week with nondisabled peers divided by the total number of students with disabilities ages 6-21 reported in December (survey 9). The resulting percentages are reported for the three years from **2000-01** through **2002-03**.

	2000-01	2001-02	2002-03
Lake	54%	55%	55%
Enrollment Group	52%	54%	55%
State	48%	48%	48%

Natural Environments, Ages 3-5:

The number of students with disabilities ages 3-5 who receive all of their special education and related services in educational programs designed primarily for children without disabilities or in their home divided by the total number of students with disabilities ages 3-5 reported in December (survey 9). The resulting percentages are reported for the three years from **2000-01** through **2002-03**.

	2000-01	2001-02	2002-03
Lake	4%	6%	6%
Enrollment Group	6%	7%	9%
State	6%	7%	7%

Separate Class Placement of EMH Students, Ages 6-21:

The number of students ages 6-21 identified as educable mentally handicapped who spend less than 40 percent of their day with nondisabled peers divided by the total number of EMH students reported in December (survey 9). The resulting percentages are reported for three years from **2000-01** through **2002-03**.

	2000-01	2001-02	2002-03
Lake	81%	77%	75%
Enrollment Group	61%	61%	62%
State	61%	62%	61%

Discipline Rates:

The number of students who served in-school or out-of-school suspensions, were expelled, or moved to alternative placement at any time during the school year divided by the total year enrollment as reported in end of year (survey 5). The resulting percentages are reported for students with disabilities and nondisabled students for **2001-02**.

		2001-02							
		In-School Suspensions		Out-of-School Suspensions		Expulsions		Alternative Placement *	
		Students with Disabilities	Nondisabled Students						
Lake		5%	3%	16%	9%	<1%	<1%	<1%	<1%
Enrollment Group		11%	7%	13%	6%	<1%	<1%	<1%	<1%
State		13%	8%	15%	7%	<1%	<1%	<1%	<1%

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

Section Three: Prevalence

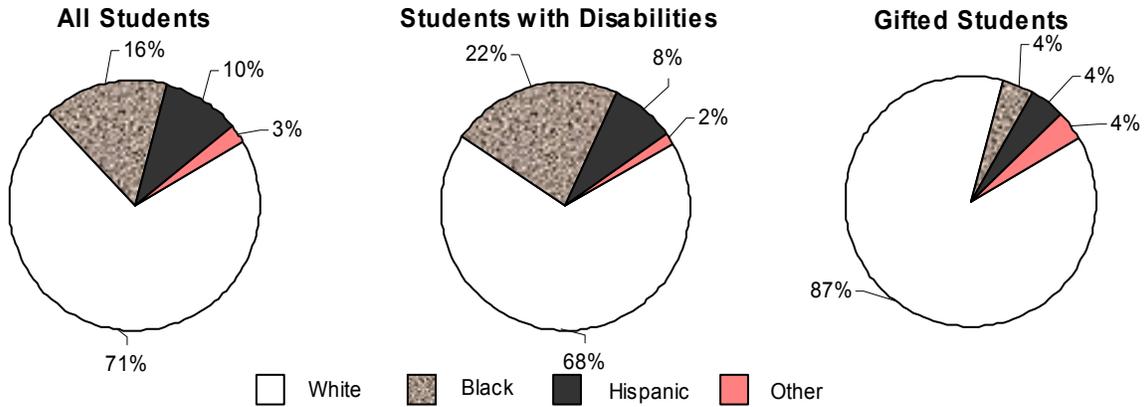
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

Student Membership by Racial/Ethnic Category:

The three columns on the left show the statewide racial/ethnic distribution for all PK-12 students, all students with disabilities, and all gifted students as reported in **October 2002** (survey 2). Statewide, there is a larger percentage of black students in the disabled population than in the total PK-12 population (28 percent vs. 24 percent) and a smaller percentage of black students in the gifted population (10 percent vs. 24 percent). Similar data for the district are reported in the three right hand columns and displayed in the graphs.

	State			District		
	All Students	Students with Disabilities	Gifted Students	All Students	Students with Disabilities	Gifted Students
White	51%	52%	64%	71%	68%	87%
Black	24%	28%	10%	16%	22%	4%
Hispanic	21%	17%	19%	10%	8%	4%
Asian/Pacific Islander	2%	<1%	4%	1%	<1%	3%
Am Ind/Alaskan Nat	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	2%	2%	3%	1%	<1%	<1%

District Membership by Race/Ethnicity



Free/Reduced Lunch and LEP:

The percent of all students and all gifted students in the district and the state on free/reduced lunch. The percent of all students and all gifted students in the district and in the state who are identified as Limited English Proficient (LEP). These percentages are based on data reported in **October 2002** (survey 2).

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free / Reduced Lunch	44%	20%	40%	11%
LEP	12%	3%	4%	<1%

Selected Disabilities by Racial/Ethnic Category:

Racial/ethnic data for all students as well as students with a primary disability of specific learning disabled (SLD), emotionally handicapped or severely emotionally disturbed (EH/SED), and educable mentally handicapped (EMH) are presented below. The data are presented for the state and the district as reported in **October 2002** (survey 2).

	All Students		SLD		EH/SED		EMH	
	State	District	State	District	State	District	State	District
White	51%	71%	54%	74%	48%	61%	33%	43%
Black	24%	16%	24%	15%	39%	33%	53%	48%
Hispanic	21%	10%	20%	9%	11%	5%	13%	8%
Asian/Pacific Islander	2%	1%	<1%	<1%	<1%	<1%	<1%	<1%
Am Ind/Alaskan Nat	<1%	<1%	<1%	<1%	<1%	<1%	<1%	0%
Multiracial	2%	1%	1%	<1%	2%	1%	<1%	<1%

Selected Disabilities as Percent of Disabled and PK-12 Populations:

The percentage of the total disabled population and the total population identified as SLD, EH or SED, EMH, and speech impaired (SI) for the district and for the state. Statewide, seven percent of the total population is identified as SLD and 46 percent of all students with disabilities are SLD. The data are presented for the district and state as reported in **October 2002** (survey 2).

	All Students		All Disabled	
	State	District	State	District
SLD	7%	6%	46%	37%
EH/SED	1%	2%	10%	9%
EMH	1%	2%	8%	11%
SI	2%	3%	14%	19%

Districts in Lake's Enrollment Group:

Alachua, Bay, Clay, Collier, Lake, Leon, Manatee, Marion, Okaloosa, Santa Rosa, Sarasota, St. Johns, St. Lucie



The New Department of
Education

Jim Horne, Commissioner

**Lake County School District
 Focused Monitoring Visit
 May 12-16, 2003**

**Districts Rank-Ordered on Participation of
 Students with Disabilities who Participate in FCAT**

		Participation Rates	
	District	Total Discrep.	Rank
40	Madison	-165.70	1
67	Washington	-106.10	2
35	Lake	-103.10	3
24	Hamilton	-101.80	4
50	Palm Beach	-94.10	5
9	Citrus	-92.70	6
2	Baker	-91.30	7
17	Escambia	-86.50	8
48	Orange	-85.90	9
5	Brevard	-83.00	10
27	Hernando	-79.40	11
42	Marion	-79.30	12
26	Hendry	-78.80	13
29	Hillsborough	-77.50	14
19	Franklin	-77.20	15
10	Clay	-75.80	16
36	Lee	-74.70	17
47	Okeechobee	-69.00	18
44	Monroe	-68.50	19
52	Pinellas	-64.60	20
51	Pasco	-62.10	21
61	Suwannee	-58.90	22
15	Dixie	-57.20	23
58	Sarasota	-57.00	24
39	Liberty	-56.70	25
28	Highlands	-55.90	26
20	Gadsden	-53.80	27
41	Manatee	-52.70	28
56	St. Lucie	-52.60	29
43	Martin	-51.30	30
11	Collier	-49.00	31
12	Columbia	-47.20	32
25	Hardee	-42.70	33
22	Glades	-42.40	34

		Participation Rates	
#	District	Total Discrep.	Rank
1	Alachua	-41.70	35
62	Taylor	-41.40	36
6	Broward	-39.00	37
3	Bay	-35.30	38
49	Osceola	-35.30	39
31	Indian River	-33.50	40
37	Leon	-33.40	41
13	Miami Dade	-24.60	42
38	Levy	-24.30	43
8	Charlotte	-24.10	44
34	Lafayette	-23.80	45
54	Putnam	-23.30	46
55	St. Johns	-23.10	47
53	Polk	-20.60	48
21	Gilchrist	-19.40	49
64	Volusia	-18.50	50
32	Jackson	-13.50	51
16	Duval	-11.20	52
65	Wakulla	-10.90	53
30	Holmes	-1.00	54
45	Nassau	-0.90	55
57	Santa Rosa	0.00	56
4	Bradford	0.60	57
59	Seminole	2.30	58
7	Calhoun	12.70	59
46	Okaloosa	16.80	60
18	Flagler	17.60	61
14	DeSoto	18.00	62
60	Sumter	27.50	63
23	Gulf	39.20	64
63	Union	40.60	65
66	Walton	55.40	66
33	Jefferson	56.10	67
	District Total	-49.80	

APPENDIX C:
ESE MONITORING TEAM MEMBERS

**Lake County
Focused Monitoring Visit
May 12-16, 2003**

ESE Monitoring Team Members

Department of Education Staff

Shan Goff, Chief, Bureau of Instructional Support and Community Services
Eileen Amy, Administrator, ESE Program Administration and Quality Assurance
Carol Kirkpatrick, Program Director, ESE Program Administration and Quality Assurance
Iris Anderson, Program Specialist
Gail Best, Program Specialist
Lee Clark, Program Specialist
Karen Morris, Program Specialist

Peer Reviewers

Ronald Cooley, Broward District Schools
Kathy Devlin, Sarasota District Schools
James Fowler, Broward District Schools
Rosemary Ragle, Okaloosa District Schools
Martha Scott, Gadsden District Schools
Cara Sipel, Indian River District Schools

Contracted Staff

Batya Elbaum, Project Director, University of Miami
Maria Elena Arguelles, University of Miami
Adalis Sanchez, University of Miami
James Kohnstamm, University of Miami
Hope Nieman, Consultant

APPENDIX D:
SURVEY RESULTS

**2003 Parent Survey Report
Students with Disabilities
Lake County**

Responding to the need to increase the involvement of parents and families of students with disabilities in evaluating the educational services provided to their children, the Florida Department of Education, Bureau of Instructional Support and Community Services contracted with the University of Miami to develop and administer a parent survey in conjunction with the Bureau's district monitoring activities.

In conjunction with the 2003 Lake County monitoring activities, the Parent Survey was sent to parents of the 5,705 students with disabilities for whom complete addresses were provided by the district. A total of 612 parents (PreK, n = 49; K-5, n = 292; 6-8, n = 142; 9 -12, n = 129) representing 11% of the sample, returned the survey. 294 surveys were returned as undeliverable, representing 5% of the sample. The parents represented the following students with disabilities: 76 educable mentally handicapped, 24 trainable mentally handicapped, 8 orthopedically impaired, 93 speech impaired, 58 language impaired, 6 deaf or hard of hearing, 2 visually impaired, 50 emotionally handicapped, 211 specific learning disabled, 4 hospital/homebound, 7 profoundly mentally handicapped, 13 autistic, 2 severely emotionally disturbed, 32 developmentally delayed, and 26 other health impaired.

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

Parent Survey Results

Overall, I am satisfied with:	% Yes
• the way I am treated by school personnel.	84
• the amount of time my child spends with regular education students.	78
• the effect of exceptional student education on my child's self-esteem.	74
• the way special education teachers and regular education teachers work together.	74
• the level of knowledge and experience of school personnel.	73
• my child's academic progress.	71
• how quickly services are implemented following an IEP (Individualized Educational Plan) decision.	71
• the exceptional education services my child receives.	71
My child:	
• has friends at school.	93
• is aiming for a standard diploma.	82
• is usually happy at school.	82

- | | % Yes |
|--|--------------|
| • is learning skills that will be useful later on in life. | 80 |
| • spends most of the school day involved in productive activities. | 77 |

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

- | | |
|---|----|
| • ways that my child could spend time with students in regular classes. | 63 |
| • whether my child should get accommodations (special testing conditions), for example, extra time. | 56 |
| • whether my child would take the FCAT (Florida Comprehensive Assessment Test) | 49 |
| • which diploma my child may receive.* | 47 |
| • whether my child needed services beyond the regular school year. | 45 |
| • the requirements for different diplomas.* | 42 |

My child's teachers:

- | | |
|---|----|
| • expect my child to succeed. | 90 |
| • are available to speak with me. | 89 |
| • set appropriate goals for my child. | 82 |
| • call me or send me notes about my child. | 75 |
| • give students with disabilities extra time or different assignments, if needed. | 73 |
| • give homework that meets my child's needs. | 70 |

My child's school:

- | | |
|--|----|
| • makes sure I understand my child's IEP. | 83 |
| • encourages me to participate in my child's education. | 83 |
| • sends me information written in a way I understand. | 81 |
| • encourages acceptance of students with disabilities. | 79 |
| • wants to hear my ideas. | 75 |
| • does all it can to keep students from dropping out of school. | 75 |
| • addresses my child's individual needs. | 74 |
| • offers students with disabilities the classes they need to graduate with a standard diploma. | 72 |
| • involves students with disabilities in clubs, sports, or other activities. | 65 |
| • provides students with disabilities updated books and materials. | 65 |
| • explains what I can do if I want to make changes to my child's IEP. | 64 |
| • sends me information about activities and workshops for parents. | 64 |
| • informs me about all of the services available to my child. | 60 |
| • offers a variety of vocational courses, such as computers and business technology.* | 58 |
| • provides information to students about education and jobs after high school.* | 43 |

*These questions answered by parents of students grade 8 and above

Parent Participation**%Yes**

- I am comfortable talking about my child with school staff. 92
- I have attended one or more meetings about my child during this school year. 92
- I participate in school activities with my child. 71
- I have used parent support services in my area. 24
- I attend School Advisory Committee meetings concerning school improvement. 22
- I am a member of the PTA/PTO. 15
- I belong to an organization for parents of students with disabilities. 10

**2003 Parent Survey Report
Students with Identified as Gifted
Lake County**

Responding to the need to increase the involvement of parents and families of students identified as gifted in evaluating the educational services provided to their children, the Florida Department of Education, Bureau of Instructional Support and Community Services contracted with the University of Miami to develop and administer a parent survey in conjunction with the Bureau's district monitoring activities.

The Parent Survey was sent to parents of the 798 students identified as gifted for whom complete addresses were provided by the district. A total of 199 parents (KG-5, n = 88, 6-8, n = 69; 9 - 12, n = 42) representing 25% of the sample, returned the survey. Surveys for eight parents were returned as undeliverable, representing 1% of the sample.

Parent Survey Results

Overall, I am satisfied with: **% Yes**

- my child's academic progress. 86
- gifted teachers' subject area knowledge. 84
- the effect of gifted services on my child's self-esteem. 84
- gifted teachers' expertise in teaching students identified as gifted. 78
- regular teachers' subject area knowledge. 74
- the gifted services my child receives. 73
- how quickly services were implemented following an initial request for evaluation. 66
- regular teachers' expertise in teaching students identified as gifted. 53

In Regular Classes, my child:

- has friends at school. 96
- is learning skills that will be useful later on in life. 85
- has his/her social and emotional needs met at school. 79
- is usually happy at school. 79
- has creative outlets at school. 61
- is academically challenged at school. 43

In Gifted Classes, my child:

- has friends at school. 96
- is usually happy at school. 92
- is learning skills that will be useful later on in life. 91
- is academically challenged at school. 83
- has his/her social and emotional needs met at school. 82

% Yes

- has creative outlets at school. 75

My child's regular teachers:

- expect appropriate behavior. 91
- are available to speak with me. 89
- provide coursework that includes representation of diverse ethnic, racial, and other groups. 79
- have access to the latest information and technology. 60
- set appropriate goals for my child. 53
- relate coursework to students' future educational and professional pursuits. 48
- give homework that meets my child's needs. 43
- call me or send me notes about my child. 42

My child's gifted teachers:

- are available to speak with me. 95
- expect appropriate behavior. 94
- provide coursework that includes representation of diverse ethnic, racial, and other groups. 86
- set appropriate goals for my child. 82
- relate coursework to students' future educational and professional pursuits. 73
- give homework that meets my child's needs. 71
- have access to the latest information and technology. 70
- call me or send me notes about my child. 61

My child's home school:

- treats me with respect. 96
- sends me information written in a way I understand. 85
- encourages me to participate in my child's education. 85
- wants to hear my ideas. 78
- makes sure I understand my child's EP or IEP. 68
- involves me in developing my child's Educational Plan (EP or IEP). 65
- provides students identified as gifted with appropriate books and materials. 63
- implements my ideas. 60
- addresses my child's individual needs. 57
- informs me about all of the services available to my child. 54
- explains what I can do if I want to make changes to my child's EP or IEP. 54
- sends me information about activities and workshops for parents. 50

My child's 2nd school:

- treats me with respect. 94

	% Yes
• sends me information written in a way I understand.	84
• provides students identified as gifted with appropriate books and materials.	80
• encourages me to participate in my child's education.	77
• wants to hear my ideas.	74
• addresses my child's individual needs.	72
• makes sure I understand my child's EP or IEP.	71
• involves me in developing my child's Educational Plan (EP or IEP).	65
• implements my ideas.	58
• informs me about all of the services available to my child.	57
• explains what I can do if I want to make changes to my child's EP or IEP.	53
• sends me information about activities and workshops for parents.	53

Students identified as gifted: (primarily for high school students)

• have the option of taking a variety of vocational courses.	81
• are provided with information about options for education after high school.	71
• are provided with the opportunity to participate in externships or mentorships.	59
• are provided with career counseling.	48

Parent Participation

• I participate in school activities with my child.	87
• I have attended one or more meetings about my child during this school year.	69
• I am a member of the PTA/PTO.	37
• I attend School Advisory Committee meetings concerning school improvement.	8
• I have used parent support services in my area.	8
• I belong to an organization for parents of students identified as gifted.	4

**2003 Teacher Survey Report
Teachers of Students with Disabilities
Lake County**

In order to obtain the perspective of teachers who provide services to students with disabilities, the Florida Department of Education, Bureau of Instructional Support and Community Services contracted with the University of Miami to develop and administer a teacher survey in conjunction with the Bureau's focused monitoring activities. The survey was administered for the first time during the 2002 monitoring year.

A total of 968 teacher surveys representing approximately 45% of ESE and GE teachers in the district. Data are from 37 (93%) of the district's schools.

Teachers responded "consistently," "to some extent," "minimally," or "not at all" to each survey item. The district response for each item was calculated as the percentage of respondents reported that it consistently occurs.

Teacher Survey Results

% Consistently

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

- places students with disabilities into general education classes whenever possible. 71
- ensures that students with disabilities feel comfortable when taking classes with general education students. 70
- modifies and adapts curriculum for students as needed. 69
- addresses each student's individual needs. 67
- ensures that the general education curriculum is taught in ESE classes to the maximum extent possible. 57
- encourages collaboration among ESE teachers, GE teachers and service providers. 51
- offers teachers professional development opportunities regarding curriculum and support for students with disabilities. 45
- provides adequate support to GE teachers who teach students with disabilities. 44

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

- provides students with appropriate testing accommodations. 79
- provides teachers with FCAT test preparation materials. 75
- gives students in ESE classes updated textbooks. 63
- aligns curriculum for students with the standards that are tested on the FCAT. 58

% Consistently

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

- develops IEPs according to student needs. 87
- makes an effort to involve parents in their child's education. 79
- conducts ongoing assessments of individual students' performance. 76
- allows students to make up credits lost due to disability-related absences. 70
- encourages participation of students with disabilities in extracurricular activities. 64
- ensures that classroom material is grade- and age-appropriate. 64
- provides positive behavioral supports. 63
- ensures that classroom material is culturally appropriate. 62
- ensures that students are taught strategies to manage their behavior as needed. 49
- provides social skills training to students as needed. 46
- implements a dropout prevention program. 33

The following items relate primarily to middle and high schools.

To encourage students with disabilities to stay in school, my school:

- implements an IEP transition plan for each student. 54
- provides students with information about options after graduation. 28
- teaches transition skills for future employment and independent living. 19
- provides students with job training. 18
- coordinates on-the-job training with outside agencies. 15

To ensure that as many students with disabilities as possible graduate with a standard diploma, my school:

- provides extra help to students who need to retake the FCAT. 36
- encourages students to aim for a standard diploma when appropriate. 35
- informs students through the IEP process of the different diploma options and their requirements. 34

**2003 Student Survey Report
Students with Disabilities
Lake County**

In order to obtain the perspective of students with disabilities who receive services from public school districts, the Florida Department of Education, Bureau of Instructional Support and Community Services contracts with the University of Miami to develop and administer a student survey in conjunction with the Bureau's focused monitoring activities. The survey was administered for the first time during the 2002 monitoring year.

A total of 342 surveys representing approximately 26% of students with disabilities in grades 9-12 in the district. Data are from 5 (63%) of the district's schools with students in grades 9-12.

Student Survey Results

I am taking the following ESE classes: %

Yes

- Math 51
- English 48
- Electives (physical education, art, music) 43
- Social Studies 34
- Science 31
- Vocational (woodshop, computers) 29

At my school:

- ESE teachers believe that ESE students can learn. 85
- ESE teachers give students extra help, if needed. 85
- ESE teachers give students extra time or different assignments, if needed. 82
- ESE teachers teach students in ways that help them learn. 81
- ESE teachers teach students things that will be useful later on in life. 78
- ESE teachers understand ESE students' needs. 76
- ESE teachers provide ESE students with updated books and materials. 61

I am taking the following regular/mainstream classes:

- Electives (physical education, art, music) 53
- English 41
- Math 38
- Social Studies 36
- Science 33
- Vocational (woodshop, computers) 31

The following section was filled out by students who are taking any regular/mainstream classes.

At my school:	% Yes
• regular education teachers believe that ESE students can learn.	74
• regular education teachers teach ESE students things that will be useful later on in life.	69
• regular education teachers give ESE students extra help if needed.	64
• regular education teachers give ESE students extra time or different assignments if needed.	59
• regular education teachers understand ESE students' needs.	57
• regular education teachers teach ESE students in ways that help them learn.	55

At my school, ESE students:

• get the help they need to do well in school.	84
• get work experience (on-the-job training) if they are interested.	82
• are encouraged to stay in school.	81
• can take vocational classes such as computers and business technology.	81
• participate in clubs, sports, and other activities.	81
• get information about education after high school.	76
• spend enough time with regular education students.	75
• fit in at school.	71
• are treated fairly by teachers and staff.	70

Diploma Option

• I know the difference between a regular and a special diploma.	83
• I know what courses I have to take to get my diploma.	77
• I agree with the type of diploma I am going to receive.	75
• I had a say in the decision about which diploma I would get.	63
• I will probably graduate with a regular diploma.	52

IEP

• I was invited to attend my IEP meeting this year.	73
• I had a say in the decision about which classes I would take.	56
• I attended my IEP meeting this year.	51
• I had a say in the decision about special testing conditions I might get for the FCAT or other tests.	39
• I had a say in the decision about whether I need to take the FCAT or a different test.	29

FCAT	% Yes
• I took the FCAT this year.	65
• Teachers help ESE students prepare for the FCAT.	64
• In my English/reading classes, we work on the kinds of skills that are tested on the reading part of the FCAT.	61
• In my math classes, we work on the kinds of problems that are tested on the math part of the FCAT.	61
• I received accommodations (special testing conditions) for the FCAT.	44

APPENDIX E:
FORMS REVIEW

**Lake County
Focused Monitoring Report
Forms Review**

This forms review was completed as a component of the focused monitoring visit conducted during the week of May 12, 2003. The following district forms were compared to the requirements of applicable State Board of Education rules, the Individuals with Disabilities Education Act (IDEA), applicable sections of Part 300, Code of Federal Regulations, and the Monitoring Work Papers/Source Book for 2003. The review includes recommended revisions based on programmatic or procedural issues and concerns. The results of the review are detailed below and list the applicable sources used for the review.

<p>Parent Notification of Individual Educational Plan (IEP) Meeting <i>Form Notification of Educational Staffing</i> Title 34 of the Code of Federal Regulation Section 300.345</p>

This form contains the basic components for compliance.

The following comment is made regarding this form:

- It is recommended that the district consider renaming this form to clearly indicate that the invitation is to invite parents to an IEP meeting.
- It is assumed that if the IEP meeting is to consider transition services and/or to consider reevaluation needs of the student, this is will be noted under “other.”

<p>Individual Educational Plan (IEP) Meeting <i>Form Individual Educational Program/Transition Educational Plan</i> Title 34 of the Code of Federal Regulation Section 300.347</p>
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The following must be addressed:

- The statement regarding how the student’s parents will be regularly informed of the student’s progress must include that the parents will be regularly informed at least as often as parents are informed of the progress of nondisabled students.

The following comment is made regarding this form:

- It is noted that the IEP form states that the “Criteria for mastery of annual goals will be demonstrated by successful attainment of short term objectives.” Under federal and state law, the annual goal itself must be measurable, and the progress report must reference the student’s progress toward that annual goal. Giving the parent information on the progress the student has made on the short term objectives will not suffice for reporting the student’s progress toward the annual goal. It was noted that many of the annuals goals presented on the sample form were not measurable, and will need to be revised.

Notice and Consent for Initial Placement

Form *Notice and Consent for Placement*

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

The following must be addressed:

- This form states that the recommended placement of the student is a result of the staffing committee’s determination that the student has met eligibility for an ESE program. The staffing committee does not determine placement. This form must be revised to indicate that the placement recommendation was determined by an IEP team.

Notice of Change in Placement Form

Form *Prior Informed Notice of Change in Placement*

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

This form contains the basic components for compliance.

Notice of Change in FAPE

Form *None*

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

The following must be addressed:

- The district did not submit a form for this purpose, and will need to develop a form to notify parents of a change in FAPE with all the required components.

Notice of Ineligibility

Form *Staffing Committee Report*

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

The following must be addressed:

- The form lacks an explanation of why the district proposed or refused to take the action. The district may want to put in an introductory sentence such “In order to provide....”

The following comment is made in regard to this form:

- One of the requirements of the provision of notice is to inform the parent of other options considered and why these options were not selected. It is assumed that when the option of “is not eligible for” is selected, the “Comment” section is completed to note why other options were not selected, such as “criteria was not met.”

Notice of Dismissal*Form Informed Notice of Dismissal/Discontinuation***Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505****The following must be addressed:**

- This form states that the dismissal was a result of a staffing committee meeting. Dismissal is a function of a reevaluation and an IEP team determination. This form must be revised to indicate that the dismissal was a result of a reevaluation and an IEP team decision.

Informed Notice and Consent for Evaluation*Form Notice and Consent for Individual Evaluation***Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**

This form contains the basic components for compliance.

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

This form contains the basic components for compliance.

Informed Notice of Refusal*Form Notice of Refusal to Take a Specific Action***Title 34 of the Code of Federal Regulation Section 300.503**

This form contains the basic components for compliance.

The following comment is made in regard to this form:

- As the form is currently designed, it is used to notify parents that the district has chosen not to do a formal evaluation, or chosen not to change a student's placement. The district may want to consider revising this form to include space for additional situations when the district needs to provide a parent with a notice of refusal.

Documentation of Staffing/Eligibility Determination*Form Staffing Committee Report***Title 34 of the Code of Federal Regulation Sections 300.534, 300.503****The following must be addressed:**

- Under the section entitled "Eligibility" this form lists "dismissal" and "reevaluation." Dismissal and reevaluation are functions of the IEP team. This form must be revised to clearly show that dismissal and reevaluation determinations are made by the IEP committee.

- The statement indicating that the ESE administrator “approved” or “disapproved” the staffing committee decision must be revised to indicate that the ESE administrator “reviewed” the recommendation of the staffing committee.
- As previously noted, this form must be revised to differentiate the responsibilities of the staffing committee and the responsibilities of the IEP team.

Confidentiality of Information

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

This form contains the basic components for compliance.

It was noted that the district utilizes the procedural safeguards wording provided by the Bureau of Instructional Support and Community Services.

APPENDIX F:
GLOSSARY OF ACRONYMS

Glossary of Acronyms

AP	Advanced Placement
Bureau	Bureau of Instructional Support & Community Services
DOE	Department of Education
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
FAPE	Free Appropriate Public Education
FCAT	Florida Comprehensive Assessment Test
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
LEA	Local Education Agency
PACE	Performance Achievement through Curriculum Evaluation
PreK	Prekindergarten