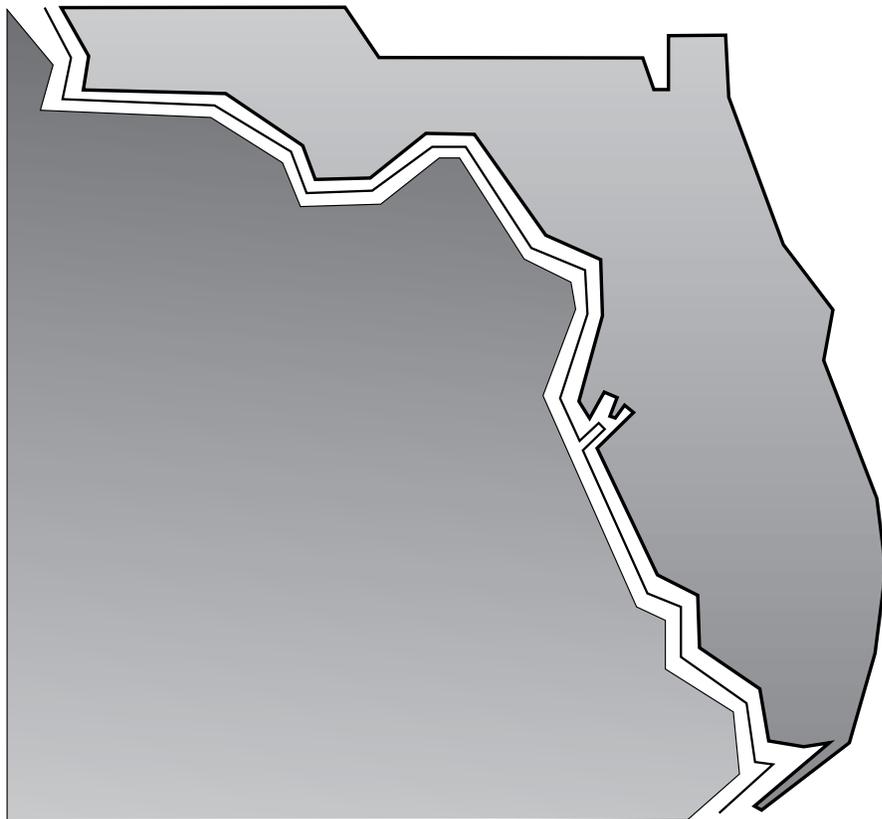


FINAL REPORT OF FOCUSED MONITORING OF  
EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

# ORANGE COUNTY

APRIL 26 - 30, 2004



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

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January 26, 2005

Mr. Ronald Blocker, Superintendent  
Orange County Public Schools  
445 W. Amelia Street  
Orlando, Florida 32801

Dear Superintendent Blocker:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Orange 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 April 26 - 30, 2004. The report includes a system improvement plan outlining the findings of the monitoring team. The final report will be placed on the Bureau of Exceptional Education and Student Services' website and may be viewed at [www.firn.edu/doe/commhome/mon-home.htm](http://www.firn.edu/doe/commhome/mon-home.htm).

Bureau staff have worked with Harriet Brown-Birk, ESE Director of Procedures and Policy, and other 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.

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

**BAMBI J. LOCKMAN**  
*Chief*

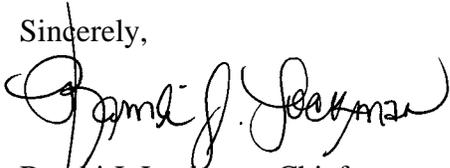
*Bureau of Exceptional Education and Student Services*

Superintendent Blocker  
January 26, 2005  
Page 2

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

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

Sincerely,



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

Enclosure

cc: Judge "Rick" Roach, School Board Chairman  
Members of the School Board  
Frank Kruppenbacher, School Board Attorney  
School Principals  
Anna Diaz, ESE Associate Director  
Harriet Brown-Birk, ESE Director of Procedures and Policy  
Teresa Click-Orchard, ESE Director of Support Services  
Charter School Office, Orange County Public Schools  
Eileen Amy  
Evy Friend  
Kim Komisar

**Orange County Final Monitoring Report  
 Focused Monitoring Visit  
 April 26-30, 2004**

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**Orange County School District**  
**Focused Monitoring Visit**  
**April 26 – 30, 2004**

**Executive Summary**

The Florida Department of Education, Bureau of Exceptional Education and Student 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 the IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR Section 300.600(a)(1) and (2)).

During the week of April 26, 2004, the Florida Department of Education, Bureau of Exceptional Education and Student Services, conducted an on-site review of the exceptional student education (ESE) programs in Orange County Public Schools. Harriet P. Brown, Exceptional Student Education Director of Procedures and Policy, served as the coordinator and point of contact for the district during the monitoring visit. In its continuing effort 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. Orange 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. In addition, information related to services for gifted students, services provided to ESE students in Department of Juvenile Justice (DJJ) facilities and charter schools, records and forms reviews, and supplementary compliance issues are reported.

## **Summary of Findings**

### **General Information**

The majority of disabled students in Orange County are students with specific learning disabilities. A majority of students in the lower and middle grades are participating in the FCAT; although, the participation rate drops below 50% during high school.

### **Decision-Making**

The decision to exempt students from the FCAT is made during the IEP meeting based on diploma option, parent request, and increasingly on the exemption criteria provided at Rule 6A-1.0943, F.A.C. Appropriate exemption decisions were made for some students who do meet exemption criteria; however, at the high school level many students who do not meet the exemption criteria are being assessed with alternate assessments. Alternate assessments used in the district are Brigance, LCCE, portfolio assessments and curriculum-based assessments. District data reporting of IEP decision for students with disabilities taking alternate assessments exceeded the number school-based data reporting of IEP decisions for students with disabilities taking alternate assessments.

### **Access to the General Curriculum**

Students with disabilities who are pursuing a standard diploma have access to the general curriculum, through enrollment in general curriculum courses with support from ESE teachers. They participate in all remediation programs, and are provided accommodations in order to successfully participate in general education curricula. High school students with disabilities are more limited in the type of general curricula classes available to them, as a significant number are pursuing a special diploma and only those pursuing a standard diploma are enrolled in general core curriculum courses.

### **Student Preparation**

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. Student surveys (1392) and focus group interviews (18) with students confirm that students have access to appropriate FCAT materials; however, only slightly more than half of the survey sample and focus groups student interviewed believe they were appropriately prepared for the FCAT.

### **Parent 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 statewide assessments. If parents do not wish for their children to participate in statewide assessments, the parental request is generally granted.

### **Stakeholder Opinions Related to the Indicator**

District and school staff are of the opinion that appropriate decisions are being made for students related to participation in the FCAT; however, diploma option decisions and the transient nature of the population have affected the FCAT participation rate.

## **Gifted**

The district has multiple opportunities for students identified as gifted across all grade levels throughout the county. Overall, respondents to the parent survey reported satisfaction with the services being provided and are participating in school activities and meetings. Some teachers of the gifted reported a lack training opportunities, support and formal dismissal for students no longer participating in gifted programs as being issues.

## **Services to ESE Students in DJJ Facilities**

A variety of graduation options and educational classes are offered to students with disabilities in the DJJ. Appropriate measures are taken by the IEP team to address statewide assessment issues and recommend students for participation in the FCAT when criteria dictates.

## **Services to Students in Charter Schools**

The services provided in the charter schools were varied. Passport Charter School offered general curriculum to all students, making appropriate accommodations and modifications as necessary. Record reviews at the school revealed assessment decision are based on established criteria. North Star High Charter School had been without an ESE teacher for an extended period and continued to hold meetings and develop IEPs without the appropriate team members. There was no evidence that decisions for FCAT exemptions were based on established criteria.

## **Record and Forms Reviews**

Individual or non-systemic findings for student IEPs were noted in 30 areas. Systemic findings were identified in five areas. There was one systemic finding in the review of EPs. There were no funding adjustments for noncompliance. Four IEP teams were required to reconvene.

During the forms review findings were noted on the Notification and Consent for Initial Placement, Documentation of Staffing, and Confidentiality of Information forms. Revisions to these forms are required.

## **Additional Compliance**

Students in Orange County with communication needs are having those needs addressed by ESE teachers through communication and instructional goals on the IEP. Counseling needs of the students with disabilities are addressed; however these services are not always documented on the IEP. Transition services in Orange County are addressed through the Division of Vocational Rehabilitation, Adult Education, Self-Determination training and business partners.

## **System Improvement Plan**

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

this executive summary. Also included in this report will be a list of recommendations and technical assistance available to the district.

## Orange County School District Focused Monitoring System Improvement Strategies

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)
Decision Making	<p>The decision to exempt students from FCAT participation and assess the student via alternate assessment is not consistently based on the requirements of State Board Rule 6A-1.0943(1)(a) Florida Administrative Code (FAC)</p> <p>Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.</p>	X		<p>The district will be required to target these elements in its training on assessment participation and ensure the process for decision-making meets the state requirements.</p> <p>The district will be required to conduct a self-assessment of student records in the 10 schools with the lowest rates of FCAT participation (excluding ESE/center schools). The IEPs of 50% of the students on alternate assessment in these schools must be reviewed to determine if the exemption requirements of Rule 6A-6.10943, FAC, were followed.</p>	<p>District report of self-assessment reveals compliance in targeted areas for 100% of IEPs reviewed.</p> <p>May 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Access to the General Curriculum	No findings in this area.  Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.			The district will target training for guidance counselors, placement specialists and district staff related to diploma options, accommodations and FCAT waivers.  The district will target training for school based administrators regarding diploma options by July 2005.  District will develop a protocol for articulation from 8 <sup>th</sup> to 9 <sup>th</sup> grade by March 2005.	Submit training agendas and materials. Results of training indicate participants perceive greater understanding of diploma option.  May 2005 May 2006  Submit protocol in May 2005.
Student Preparation	No findings in this area.  Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.			The district will review and revise current practices for provision of secondary course offerings by April 2005.	District will submit the number of course changes.  May 2005 May 2006
Parental Involvement	Addressed in the Decision-Making section above.	X		See above	
Gifted	Addressed in the record review section below.	X		See below	
Juvenile Justice	There are no findings in this area.				
Charter School	IEP teams for some students at North Star Charter School were convened without an ESE	X		District staff will review all IEPs at NSCS for appropriate team membership. Appropriate IEP Teams will reconvene no later than December	District report of self-assessment reveals compliance in targeted areas for 100% of IEPs

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Charter School (cont.)	teacher present.			1, 2004 for records of non-compliance. District staff will conduct a review of 20% of the IEPs developed at each of the district's charter schools to determine if they have appropriate team membership.  The district will develop and implement a plan to ensure that IEPs developed in its charter schools comply with all federal and state requirements.	reviewed.  May 2005 May 2006
Forms Review	Specific forms require revision to demonstrate compliance: <ul style="list-style-type: none"> <li>• <i>Notice and Consent for Initial Placement</i></li> <li>• <i>Documentation of Staffing</i></li> <li>• <i>Confidentiality of Information</i></li> </ul>	X		Develop new forms to comply with monitoring compliance issues; develop a Policy and Procedures manual for use of forms for ESE Staff.	Forms to be submitted to the Bureau for review and approval.  May 2005
Student Record Reviews	Systemic findings of noncompliance: <ul style="list-style-type: none"> <li>• Lack of general education teacher participation in the IEP Meeting</li> <li>• Lack of location of special education services on the IEP</li> <li>• Supplementary aids and services not addressed</li> <li>• Concerns of parents not</li> </ul>	X		The district will be required to target these elements in its training on IEP development and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.  The district will conduct a self-assessment of 50 IEPs by December 1, 2004.	District report of self-assessment reveals compliance in targeted areas for 100% of IEPs reviewed.  May 2005 May 2006.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Student Record Reviews (cont.)	<p>addressed on the IEP</p> <ul style="list-style-type: none"> <li>• Lack of results of the initial evaluation or most recent evaluation of the student</li> </ul>				
	<p>Non-systemic findings of noncompliance:</p> <ul style="list-style-type: none"> <li>• lack of evidence that concerns of the parent were considered</li> <li>• lack of appropriate signatures (interpreter of instructional implications-8, special education teacher-3, student at age 14- 2) on the IEP</li> <li>• insufficient or inadequate information on the invitation for the notice of conference</li> <li>• lack of measurable goals</li> <li>• lack of measurable short term objectives or benchmarks</li> <li>• communication not indicated as special factor for students eligible for LI or SI</li> <li>• lack of sufficient statement</li> </ul>	X		<p>The district will be required to target these elements in its training on IEP development and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.</p> <p>The district will conduct a self-assessment of 50 IEPs by December 1, 2004.</p> <p>The district will be required to target these elements in its training on EP development and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.</p> <p>The district will conduct a self-assessment of 10 EPs by December 1, 2004.</p>	

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Student Record Reviews (cont.)	<p>indicating how student's disability affect general education involvement</p> <ul style="list-style-type: none"> <li>• lack of or inappropriate frequency of services</li> <li>• incomplete or inadequate present level of educational performance statements</li> <li>• lack of transition services needs addressed</li> <li>• lack of transfer of rights notification/separate distinct notice</li> <li>• lack of specific special education services</li> <li>• lack of statement for nonparticipation in statewide assessments</li> <li>• lack of or inappropriate initiation/duration dates of services</li> <li>• no indication of program accommodations and modifications addressed</li> <li>• no indication that supports</li> </ul>				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Student Record Reviews (cont.)	<p>for school personnel addressed</p> <ul style="list-style-type: none"> <li>• lack of written notice for change of placement</li> <li>• lack of report of progress</li> <li>• lack of evidence the report of progress was provided as often as nondisabled population</li> <li>• lack of correspondence between annual goals and short term objectives of benchmarks</li> <li>• lack of support between present level of performance and annual goals and short term objectives or benchmarks</li> <li>• lack of initiation/durations dates for accommodations/modifications</li> <li>• lack of strengths of the student</li> <li>• lack of strategies and supports to address behavior</li> <li>• lack of language needs for</li> </ul>				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Student Record Reviews (cont.)	LEP students <ul style="list-style-type: none"> <li>• lack of student’s preferences addressed</li> <li>• lack of written consent for formal assessment for reevaluation</li> <li>• lack of evidence the district took reasonable measures to obtain consent</li> <li>• no evidence report of progress described progress toward annual goal</li> <li>• lack of report of progress addressing sufficient progress to meet goal by the end of the year</li> <li>• Lack of appropriate team membership at the EP meeting</li> </ul>				
Additional Compliance	Communication <ul style="list-style-type: none"> <li>• No findings in this area.</li> </ul>	X			
	Counseling as a related service <ul style="list-style-type: none"> <li>• Counseling services provided to students with disabilities as a related service are not routinely documented on the IEP.</li> </ul>			The district will be required to review listings of the students with disabilities receiving counseling as a related service and ensure those services are documented on the IEP.	District report of self-assessment reveals compliance in targeted areas for 100% in IEPs reviewed.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Additional Compliance (cont.)	Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.			<p>The district will conduct a self-assessment of counseling records and reconvene IEPs by February 1, 2005.</p> <p>The district is encouraged to review the recommendations related to this area and address it the system improvement plan.</p>	<p>May 2005 May 2006</p>
	Transition <ul style="list-style-type: none"> <li>• No findings in this area.</li> </ul>				

# Monitoring Process

## Authority

The Florida Department of Education, Bureau of Exceptional Education and Student 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 Title 34, Code of Federal Regulations (CFR), and districts are required to make a good faith effort to assist children with disabilities to achieve their stated goals and objectives in the least restrictive environment (34 CFR §300.350(a)(2) and §300.556). In accordance with the IDEA the Department is responsible for ensuring that the requirements of the IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (34 CFR §300.600(a)(1) and (2)).

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

## Focused Monitoring

The purpose of the focused monitoring process is to implement a methodology that targets the Bureau's monitoring intervention on key data indicators identified as significant for educational outcomes for students. 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 2004 school year and their sources of data are as follows:

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

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

### **District Selection**

Districts were selected to be monitored based on a review of data from the 2002-03 school year that was submitted electronically to the Department of Education (DOE) Information Database for Surveys 2, 3, 5, 9, and from the assessment files. This data was then compiled into an annual data profile.

In making the decision to include Orange County in this year's focused monitoring visits, the data reviewed was related to the FCAT participation from Survey 3 and the assessment files of the 2001-02 school year. The participation rate was calculated in a manner consistent with the data reported in the local education agency (LEA) profile for 2003. The discrepancy between the district's participation rate and the 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 Orange County approached the highest rate for all districts in the state. The district's participations rates ranged from a low of 48% and 49% for 10<sup>th</sup> grade math and reading to a high of 85% for 5<sup>th</sup> grade math and reading. The district's current 2004 LEA profile and the listing of districts rank ordered on data related to the key data indicator as reported in the 2003 LEA Profile are attached as appendix A in this report.

Based on the 2004 LEA profile, Orange County School District has a total school population (PK-12) of 165,881 with 16% of students being identified as students with disabilities, 8% of those identified as only speech impaired, and 4% identified as gifted. Orange County is considered a very large district and is one of seven districts in this enrollment group.

### **Sources of Information**

#### **On-Site Monitoring Activities**

The on-site monitoring visit occurred during the week of April 26, 2004. A team composed of seven DOE staff and twelve 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 list of Bureau staff and peer monitors who conducted the monitoring activities for this visit is included as appendix B.

#### ***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 17 district interviews (including district compliance monitors), 34 school-based administrator interviews (including guidance counselors/staffing coordinators and placement specialists), 29 ESE teacher interviews, and 12 general education teacher interviews.

### ***Focus Group Interviews***

Focus groups for students are conducted by Department of Education staff 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 two separate focus group interviews are conducted. Focus groups are held for 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 2004 Orange County monitoring activities, eight students participated in the focus group for students pursuing a standard diploma and ten students participated in the focus group for students pursuing a special diploma.

### ***Student Case Studies***

Student case studies are conducted for the purpose of performing an in-depth review of the services a student receives in accordance with his or her IEP. The on-site selection of students for the case studies at each school is based on criteria identified as characteristic of students who may have the cognitive ability to participate in statewide assessments but who have not participated in the FCAT. As part of this process, the student's records are reviewed, teachers are interviewed regarding the implementation of the student's IEP, and the student's classroom may be observed. Eleven in-depth case studies were conducted in Orange 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 are 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 Orange 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:

- Dr. Phillip High School
- Edgewater High School
- Oak Ridge High School
- West Orange High School
- Gateway School
- Jones High School
- Lee Middle School
- Meadowbrook Middle School
- Ocoee Middle School
- Durrance Elementary School
- Lake Silver Elementary School
- Palmetto Elementary School
- Sunrise Elementary School
- BETA School

- North Star Charter School
- Orlando Marine Institute
- Passport Charter School

### **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 general education teachers, and students with disabilities in grades 9-12. Results of the surveys are incorporated into the body of this report. Data from each of the surveys are included as appendix C.

### ***Parent Surveys***

Surveys are mailed to parents of students with disabilities and parents of students identified as gifted. The survey sent to parents is printed in English, Spanish, and Haitian Creole, where applicable. It includes a cover letter, and a postage paid reply envelope. A total of 26,883 surveys for parents of students with disabilities and 7,049 surveys for parents of students identified as gifted were mailed. Responses were received from 3062 (11%) (PK, n = 229; K-5, n = 1458; 6-8, n = 695; 9 - 12, n = 680) of the parents of students with disabilities and 487 (29%) of the parents of gifted students. 2585 surveys were returned as undeliverable, representing 10% of the sample. Parents represented the following students with disabilities: 277 educable mentally handicapped, 132 trainable mentally handicapped, 59 orthopedically impaired, 243 speech impaired, 310 language impaired, 48 deaf or hard of hearing, 11 visually impaired, 137 emotionally handicapped, 1456 specific learning disabled, 11 hospital/homebound, 32 profoundly mentally handicapped, 87 autistic, 37 severely emotionally disturbed, 4 traumatic brain injured, 151 developmentally delayed, and 67 other health impaired.

### ***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. 3,987 teachers from 150 schools, representing 33% of ESE and general education teachers responded to the teacher survey for Orange 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 judgment is used to determine appropriate participants. Surveys were completed by 1,392 students, representing 17% of students with disabilities in grades 9-12.

### ***Reviews of Student Records and District Forms***

Prior to the on-site monitoring visit, 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 51 student records from 46 schools in Orange County were reviewed. The review included 25 records of students with disabilities excluding those eligible as speech impaired only, two records for students identified as speech impaired, ten records for students identified as gifted, two records from the low incidence population, two records from the DJJ facilities, and 17 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. The monitoring team also reviewed 83 records during the on-site visit to determine whether records were current, to review the IEP team decision regarding participation in statewide assessment, and to determine whether services identified on the matrix of services form were supported by the IEP and implemented in the classroom.

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 sent to the district ESE director. Data for the report are compiled from sources that have been previously discussed in this document. The director will have the opportunity to discuss and clarify with Bureau staff any concerns regarding the report before it becomes final.

The report is developed to include the following elements: an executive summary, a description of the monitoring process and the results section. Other appendices with data specific to the district accompany each report.

### ***Final Report***

Upon final review and revision by Bureau staff, 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](http://www.firn.edu/doe/commhome/mon-home.htm).

Within 30 days of the district's receipt of the final report, the system improvement plan, including activities targeting specific findings, must be submitted to the Bureau for review and approval. In developing this plan, every effort should be made to link the system improvement plan for focused monitoring to the district's continuous improvement plan. In collaboration with Bureau staff, the district is encouraged to develop methods that integrate activities in order to utilize resources, staff, and time in an efficient manner in order to improve outcomes for students with disabilities. Upon approval of the system improvement plan, the plan is posted on the website noted above.



## **Reporting of Information**

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

- decision-making
- access to the general curriculum
- student preparation
- parental involvement
- stakeholder opinion related to the indicator

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

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

## **Results**

### **General Information**

This section provides information related to demographic and background information specific to the district as well as information regarding the identification of students with disabilities who are exempt from taking statewide assessments. Based on the 2004 LEA profile, Orange County School District has a total school population (PK-12) of 165,881 with 16% of students being identified as students with disabilities, 8% identified as only speech impaired, and 4% identified as gifted.

Orange County is considered a "very large" district and is one of seven districts in this enrollment group. Orange County School District is comprised of 104 elementary schools, 27 middle/junior high schools, 21 senior high schools, one K-12 and three K-8 schools, four vocational centers, 13 charter schools, 11 DJJ facilities, five special ESE Center schools to include one PK-5 and two 6-12 and two K-12, and 12 alternative education settings.

Based on data reported to DOE for the 2004 LEA profile representing exit data for the 2002-03 school year, 37% of students with disabilities in Orange County graduated with a standard diploma, <1% accessed the standard diploma GED exit option, and 9% graduated with a standard diploma through the FCAT waiver process. The percentage of the total disabled population identified as specific learning disabled (SLD) was 52%, emotionally handicapped/serious emotional disturbance (EH/SED) was 6%, educable mentally handicapped (EMH) was 11%, and speech impaired was 8%. During the 2002-03 school year, students with disabilities participated in the FCAT at the following rates:

- 3<sup>rd</sup> grade math - 80%
- 3<sup>rd</sup> grade reading - 81%
- 5<sup>th</sup> grade math - 81%
- 5<sup>th</sup> grade reading - 81%
- 8<sup>th</sup> grade math - 69%
- 8<sup>th</sup> grade reading - 70%
- 10<sup>th</sup> grade math - 47%
- 10<sup>th</sup> grade reading - 45%

In summary, the majority of disabled students in Orange County are students with specific learning disabilities. A majority of students with disabilities in the lower and middle grades are participating in the FCAT; although, participation rates drop below 50% during high school.

### **Decision-making**

This section provides information related to the process by which the decision is made to exempt a student with disabilities from participation in the FCAT. State Board Rule 6A-1.0943(1)(a) Florida Administrative Code (F.A.C.) 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." District staff and some school staff reported the recent awareness of the criteria for exemption, and that district staff are in the process of developing and providing training on the rule language.

Interviews with district administrators revealed that the decision regarding assessment exemption was made by the IEP team based on the characteristics of the individual student. Interviews with school level personnel confirmed that decisions are made at IEP meetings by the team.

Administrators and teachers referred to the state criteria for exemption; however very few could recall the specific requirements. School staff reported that, in the past, parental request and insistence on non-participation in FCAT assessment had a significant impact on the decision to use an alternate assessment, and many parents continue to pressure IEP teams to exempt their child from participation in the FCAT. At the high school level, staff were not applying the exemption criteria when making decisions for participation. Decisions for participation were based primarily on the student's curriculum content and diploma option. Record reviews

confirmed that IEP teams are making the decision to participate in statewide assessments based a student's diploma option (standard or special diploma) and curriculum content.

Interviewees at the school level indicated that students who participate in alternate assessments are assessed with curriculum-based assessments. Most students are assessed with Brigance; however, recent changes will implement use of the Life Centered Career Education (LCCE), portfolio assessments and additional curriculum-based assessments. It should be noted that at many schools, district generated alternate assessment lists did not match the school generated lists of students taking alternate assessments. Students were listed on the district generated alternate assessment lists who actually took the FCAT.

In summary, the decision to exempt students from the FCAT is made during the IEP meeting based on diploma option, parent request, and increasingly on the exemption criteria provided at Rule 6A-1.0943, F.A.C. Appropriate exemption decisions were made for some students who do meet exemption criteria; however, at the high school level many students who do not meet the exemption criteria are being assessed with alternate assessments. Alternate assessments used in the district are Brigance, LCCE, portfolio assessments and curriculum-based assessments. District data reporting of IEP decision for students with disabilities taking alternate assessments exceeded the number school-based data reporting of IEP decisions for students with disabilities taking alternate assessments.

### **Access to the General Curriculum**

This section provides information related to instruction of ESE students in the general curriculum. In accordance with 34 CFR §300.26(b)(3)(ii), "... specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction...to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children." Access refers to the types of settings and course content available to students with disabilities and may be a factor affecting the decision-making process regarding participation in statewide assessment.

Interviews with district and school staff revealed that students at all levels have access to the general curriculum in general education classes. ESE teachers of students pursuing standard diplomas reported the use of the general curriculum for students with disabilities while teachers of students pursuing special diplomas report the use of functional curriculum and the Life Centered Career Education (LCCE) curriculum. At the high school level all teachers of ESE courses reported teaching only the Sunshine State Standards for Special Diploma, while at many elementary and middle schools ESE teachers reported addressing regular Sunshine State Standards in the ESE classes. It should be noted that a significant number of students identified as SLD, LI and EH/SED (exceptionalities associated with average cognitive abilities) were pursuing a special diploma and thus were instructed in a modified curriculum.

Students who are pursuing standard diplomas and who take the FCAT are taught in general education classes with support for the general education teachers provided by ESE teachers. The support for teachers and students from ESE teachers was confirmed through the standard diploma focus group. These students reported that ESE teachers "talk to" their other teachers and

help them when they need assistance. ESE students have access to all remediation programs available to their nondisabled peers. General education teachers reported the use of accommodations in their classrooms; this was supported by student focus groups and classroom visits. Most students with disabilities who are pursuing a special diploma access the general curriculum, through elective classes such as band, physical education and music.

Interviews at the Birth Education Training and Acceptance School (BETA), the charter schools and the DJJ facility revealed that students have access to the general curriculum through placement in the regular classroom. The ESE teachers reported that curricular materials are supplied through the district and that access to all general education materials is available. It should be noted however, that one charter school was without an ESE teacher. Students with disabilities also have access to vocational programs at the DJJ facility. The general education teachers at these locations reported the use of accommodations for all students. The use of accommodations was confirmed through classroom visits.

Classroom visits were conducted during the on-site visit. Of the eleven classrooms visited, all provided documentation of access to the general curriculum and the provision of accommodations for students with disabilities who are pursuing a standard diploma in general education classes.

In summary, students with disabilities who are pursuing a standard diploma have access to the general curriculum, through enrollment in general curriculum courses with support from ESE teachers. They participate in all remediation programs, and are provided accommodations in order to successfully participate in general education curricula. High school students with disabilities are more limited in the type of general curricula classes available to them, as a significant number are pursuing a special diploma and only those pursuing a standard diploma are enrolled in general core curriculum courses.

### **Student Preparation**

This section provides information related to the preparation of students with disabilities for participation in statewide assessments. Section 1008.22(3)(c)8, Florida Statutes (F.S.), requires that district school boards provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. 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, as a factor in the decision-making process, could negatively impact the rate of participation in the FCAT.

Interviews with district administrators and school staff revealed that students with disabilities have access to FCAT Explorer, test taking strategies, FCAT remedial classes, after-school tutoring, computer based FCAT preparation programs, and summer reading programs to aid in their preparation for the FCAT. Daily FCAT simulation questions are routine in many classes.

At one of the district's 17 high schools, focus group interviews with students pursuing standard diplomas and special diplomas confirmed the use of FCAT preparation materials and remedial programs. Despite this, students in both focus groups reported that ESE classes had not prepared

them for the FCAT. Students in both groups indicated that the use of accommodations during the administration of the FCAT had been helpful to them.

Classroom observations revealed direct FCAT preparation activities as well as instructional strategies designed to naturally integrate skills across subject areas within general education classes. Of the student surveys returned, 57% of the students reported having taken the FCAT. Student surveys revealed a majority of students with disabilities are satisfied with the FCAT preparation they are receiving. Sixty-three percent of the respondents reported that teachers help prepare them for the FCAT; 59% of the students reported that they work on the skills needed to pass the FCAT in their reading/language arts class and 54% reported that in their math class they work on the kinds of problems that are on the FCAT.

The district has also provided numerous inservice opportunities to teachers related to FCAT. Several interviewees reported that training related to reading skills, math skills, accommodations, and test-taking skills had been provided to teachers. Interviews with school staff revealed that less than half had participated in district-wide trainings, while a majority had participated in school-sponsored trainings.

In summary, 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 FCAT. Student surveys and focus group interviews with students confirm that students have access to appropriate FCAT materials; however, only slightly more than half believe they were appropriately prepared for the FCAT.

### **Parental Involvement**

This section provides information related to parental involvement in the decision-making process regarding participation in statewide assessment. District and school staff reported that parents are actively involved in the decision-making process during individual education plan (IEP) meetings to determine whether or not students participate in the FCAT.

Interviews with district and school personnel revealed that they actively seek parental participation. To obtain parent input regarding decisions to be made at the IEP meetings, it was reported that teachers often call parents prior to the meeting. However, this is not consistently documented in the record reviews. Several respondents reported that, if parents do not wish for their children participate the FCAT; school staff discuss the benefits of participation. Following the discussion, if the parent continues to request an alternate assessment, the parental request is generally granted.

Of the 41 IEPs reviewed for compliance, parent attendance was evidenced in 51% of the records; although survey results indicated a higher rate of participation. Surveys revealed that 91% of parents who responded have attended one or more meetings about their child this year, only 58% reported talking about the FCAT and/or FCAT accommodations at the IEP meeting. Focus group interviews with high school students revealed low parent participation for standard diploma students and a high participation rate for special diploma students. It should be noted that the information from the limited participants in the student focus groups may not reflect the views of the majority of the students 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 participate in the FCAT, the parental request is generally granted.

### **Stakeholder Opinions Related to the Key Data Indicator**

This section provides information related to the opinions of district staff as to why they believe the number of ESE students participating in statewide assessments is low. 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 Orange County has the second lowest rate in the state for students with disabilities participating in the FCAT.

The individuals who were interviewed through the monitoring process expressed the belief that diploma option decisions made at previous schools and the large number of DJJ facilities and alternative schools played a part in the reason the district was selected for this indicator. They indicated that appropriate decisions are being made for students with disabilities. 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 more students did not participate in FCAT.

- diploma decisions are made at previous schools and are not frequently altered
- DJJ and alternative school populations often are pursuing a special diploma because of behavioral considerations, and FCAT is perceived as too frustrating or difficult
- transient/mobile nature of the population results in students less likely to be academically successful and therefore more likely to pursue a special diploma
- lack of training and guidance regarding the exemption criteria in state board rule until relatively recently
- the district structure of multiple levels of authority and little direct responsibility for special education initiatives by district staff responsible for the program

Teacher survey results indicated all schools encourage students who are capable of taking the FCAT to participate; however, only 84% reported ESE students have updated textbooks always, almost always and frequently, while 91% reported the alignment of curriculum with standards tested on the FCAT always, almost always and frequently. Suggested recommendations to the low participation rate indicator were providing coordinated staff development on criteria for alternate assessments to teachers and administrators, ensuring that articulation meetings from elementary to middle and middle to high school focus on reviewing FCAT participation and diploma option discussions as a means to increase the participation rate of students with disabilities in the FCAT.

In summary, district and school staff are of the opinion that appropriate decisions are being made for students related to participation in the FCAT; however, diploma option decisions and the transient nature of the population have affected the FCAT participation rate.

## **Gifted**

This section provides information related to the district's gifted program across all grade levels. Interviews with the district and school staff confirmed the availability of programs for students identified as gifted throughout the county.

Referrals are generated from parents, teachers, and administrators. Checklists of the characteristics of gifted students are utilized by classroom teachers, followed by screening and observations prior to evaluation. Teachers interviewed indicated the district established Plan B is utilized when identifying students from underrepresented groups. According to the parent survey of students identified as gifted, 85% of the parents who responded were satisfied with how quickly services were initiated following the initial request for evaluation.

District staff indicated the dismissal process for students identified as gifted is the same as for students with disabilities. School staff interviews revealed while there is an established dismissal criteria, it is rarely if ever used. The District's Special Programs and Procedures document (SP&P) has procedures for dismissal of a student who is gifted; however, no specific criteria for dismissal of students who are gifted are noted. Consensus among high school teachers cited the competing nature of credits needed for graduation and available elective classes as the primary reason for cessation of involvement in gifted services.

Interviews with district and school staff indicate parents are supportive of the gifted programs. Eighty-seven percent of parents who returned surveys indicated they attended school activities and meetings regarding gifted services. Survey results indicated 77% of the parents are satisfied with the gifted services their child is receiving.

School staff across the district were inconsistent in their reports of support for teachers of the gifted. Some school staff indicated they were very much supported in resources and staff development opportunities, while others indicated they were provided with materials but felt overall support was poor.

In summary, the district has multiple opportunities for students identified as gifted across all grades levels throughout the county. Overall, respondents to the parent survey reported satisfaction with the services being provided and are participating in school activities and meetings. Some teachers of the gifted reported a lack training opportunities, support and formal dismissal for students no longer participating in gifted programs as being issues.

## **Services to ESE Students in DJJ Facilities**

This section provides information related to the services provided to exceptional education students in DJJ facilities. Bureau staff visited Orlando Marine Institute, a day-treatment DJJ facility with a capacity of 65 students with a current enrollment of 60 students, 32 of whom are in ESE. There are no gifted students at the facility. It is a level two facility, with an average stay of six to eight months, although some stay for up to two years.

The facility offers three diploma options for students – standard diploma, special diploma, and General Educational Development (GED) exit option. In the last two years, no ESE students have qualified for the GED exit option diploma. General curriculum classes focus on the

Sunshine State Standards (SSS), GED classes focus on curriculum addressed in the GED, and special diploma classes focusing on Sunshine State Standards for Special Diploma. ESE students have access to all three types of classes. ESE students also have access to the vocational classes of woodworking, drafting, and employability skills. The agency director is trying to develop more vocational opportunities for all students. The students also volunteer in the Habitat for Humanity program one day per week.

The facility implements out-of-county IEPs for students upon their arrival, until an Orange County IEP can be developed. Orange County IEPs are reviewed and revised if necessary to meet the needs of the student while at the facility. Teachers at the facility are not public school employees, but the district provides support to the educational portion of the facility through the provision of a contract liaison and a placement specialist. There have been teacher trainings provided by Orange County public schools and by the facility. IEPs are provided to every teacher in a notebook for implementation. The educational director monitors the implementation of the IEP and teachers must make notations to present at monthly student reviews.

The director indicated that 97% of the students at the facility participated in the FCAT this year. This was confirmed through additional teacher and staff interviews. FCAT Explorer and Orchard software are used for preparation. The school also uses frequent writing prompts to prepare for the FCAT. The alternate assessment is portfolio assessment. Work in the portfolio must show the relationship to SSS and benchmarks. Students are being moved from alternate assessment to the FCAT assessment when they enter the program if the IEP team determines that it is appropriate. Exemption criteria are considered when making that decision.

In summary, a variety of graduation options and educational classes are offered to students with disabilities in the DJJ. Appropriate measures are taken by the IEP team to address statewide assessment issues and recommend students for participation in the FCAT when criteria dictates.

### **Services to ESE Students in Charter Schools**

This section provides information related to the services provided in charter schools to exceptional education students. Bureau staff visited Passport Charter School and North Star High Charter School. Passport Charter School provides educational services to students in kindergarten through eighth grade, while North Star High Charter School provides educational services to students in grades ninth through twelfth. Interviews at the charter schools revealed that students have access to the general curriculum through placement in the regular classroom. Teachers reported that curricular materials are supplied through the district and that access to all general education materials is available.

Passport Charter School provided a variety of special education services and related services including speech or language therapies, occupational therapy (OT), and physical therapy (PT). One teacher and two administrators hold certification in special education areas and work cooperatively to meet the needs of students with disabilities in the general education classroom. Classroom visits confirmed that students with disabilities are receiving accommodations and services. Passport Charter School reported that the IEP team reviews each child's abilities and applies exemption criteria to determine the appropriateness of the student participating in the FCAT. Students found to be exempted through application of the exemption criteria use

portfolio as the alternate assessment. The district provided data lists of students with disabilities taking alternate assessments did not match actual test lists from school personnel. More students took FCAT than were verified on the district data lists.

North Star High Charter School had been without an ESE teacher for several months prior to the monitoring visit. Staff at the charter school had made no attempt to obtain assistance from the district regarding the lack of ability to appropriately oversee IEP team meetings without the presence of an ESE teacher. The application of the exemption criteria was not reported during the interview process nor evidenced during file reviews. During the file reviews it was noted that a student with disabilities had been promoted and skipped grades while attending the charter school as evidenced by one educable mentally handicapped student being promoted from the eighth to the tenth and again from the tenth to the twelfth in a matter of two years. IEP team meetings were held to determine student progress and appropriateness for exemption criteria; however, parental preference appeared to be the determining factor.

In summary, the services provided in the charter schools were varied. Passport Charter School offered general curriculum to all students, making appropriate accommodations and modifications as necessary. Record reviews at the school revealed assessment decision are based on established exemption criteria. North Star High Charter School had been without an ESE teacher for an extended period and continued to hold meetings and develop IEPs without the appropriate team members. There was no evidence that decisions for the FCAT exemptions were based on established criteria.

### **Student Record Reviews**

This section provides information related to the compliance of individual educational plans and educational plans, as well as a review of matrix of service documents according to state requirements. A total of 41 student records of students with disabilities and ten records of students identified as gifted, randomly selected from the population of exceptional students, were reviewed from 46 schools in Orange County. Of the 41 records reviewed, 11 were transition IEPs. There were no findings of noncompliance resulting in funding adjustments. There were findings of noncompliance for four records that required reconvening of the IEP teams.

To be determined systemic in nature, an item must be found noncompliant in at least 25% of the records reviewed. In Orange County, at least 11 of the 41 records must have been noncompliant to be considered systemic. During the review of IEPs, it was found that five areas of noncompliance appeared to be systemic in nature. The systemic areas of noncompliance were as follows:

- no general education teacher present at the IEP meeting (17)
- location of special education services not addressed (15)
- supplementary aids and services not addressed (14)
- concerns of parents not addressed on the IEP (15)
- results of the initial evaluation or most recent evaluation of the student was missing (14)

In addition, of the 41 IEPs reviewed, individual or non-systemic findings are as follows:

- lack of evidence that concerns of the parent were considered (15)
- lack of appropriate signatures (interpreter of instructional implications-8, special education teacher-3, student at age 14- 2) on the IEP (13)
- insufficient or inadequate information on the invitation for the notice of conference (10)
- lack of measurable goals (10)
- lack of measurable short term objectives or benchmarks (10)
- communication not indicated as special factor for students eligible for LI or SI (8)
- lack of sufficient statement indicating how student's disability affect general education involvement (5)
- lack of or inappropriate frequency of services (5)
- incomplete or inadequate present level of educational performance statements (4)
- lack of transition services needs addressed (4)
- lack of transfer of rights notification/separate distinct notice (3)
- lack of specific special education services (3)
- lack of statement for nonparticipation in statewide assessments (3)
- lack of or inappropriate initiation/duration dates of services (2)
- no indication of program accommodations and modifications addressed (2)
- no indication that supports for school personnel addressed (2)
- lack of written notice for change of placement (2)
- lack of report of progress (2)
- lack of evidence the report of progress was provided as often as nondisabled population (2)
- lack of correspondence between annual goals and short term objectives of benchmarks (1)
- lack of support between present level of performance and annual goals and short term objectives or benchmarks (1)
- lack of initiation/durations dates for accommodations/modifications (1)
- lack of a statement for accommodations on statewide assessments (1)
- lack of strengths of the student (1)
- lack of strategies and supports to address behavior (1)
- lack of language needs for LEP students (1)
- lack of student's preferences addressed (1)
- lack of written consent for formal assessment for reevaluation (1)
- lack of evidence the district took reasonable measures to obtain consent (1)
- no evidence report of progress described progress toward annual goal (1)
- lack of report of progress addressing sufficient progress to meet goal by the end of the year (1)

Ten of the records reviewed had lapses in IEP dates ranging from three to 60 days, although none of the lapses spanned an FTE audit or Federal Count dates. Eight of the 41 records reviewed had at least one goal that was not measurable. Four of the 41 student records had a majority of the goals that 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 1, 2004. No records were found to be out of compliance for which a fund adjustment would result.

In addition to IEP reviews, the Bureau conducted reviews of six matrix of services documents for students reported at the 254 or 255 funding level. Of those reviews, two of the six did not have evidence of the services identified on the matrix on the IEPs. The district was required to address the issue prior to the completion of this report. Under separate cover, the district was provided with instructions regarding a review of a sample of matrices, including the process for corrections to be submitted to the DOE through the Automated Student Information Database. The date for completion of these activities was July 1, 2004. Of the remaining four all services identified on the matrix were reflected on the IEPs. Provision of services to those four students was confirmed through classroom visits.

Of the ten EPs reviewed, the single systemic issue was lack of appropriate team members at the EP meeting. To be determined systemic in nature, an item must be found noncompliant in at least 25% of the records reviewed. In Orange County, at least 3 of the 10 records must have been noncompliant to be considered systemic. One record indicated that the EP had more than three years between the development dates, while the district's SP&P mandates review once every three years. Additionally, one student has an initiation of services date two years and five months prior to the eligibility determination date.

In summary, individual or non-systemic findings for student IEPs were noted in 30 areas. Systemic findings were identified in five areas. Record reviews at the schools confirmed findings of the pre-visit record review. There was one systemic finding in the review of EPs. There were no funding adjustments for noncompliance. Four IEP teams were required to reconvene.

### **District Forms Review**

This section provides information related to areas on district forms that do not meet the requirements as established in federal law. 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 four of the areas, and changes are required on those forms. The district was notified of the specific findings via a separate letter dated April 29, 2004. A detailed explanation of the specific findings may be found in the notification letter, included as appendix D.

- *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\**

- \*Forms requiring immediate revisions with next printing
- +Forms needing to be reviewed based on Bureau recommendation

### **Additional Compliance**

This section provides information related to supplementary categories of compliance which were identified prior to the visit, in addition to monitoring categories related to the 2004 focused visit. The Bureau also conducted interviews related to the provision of speech and language services, counseling as a related service, and transition services. Through interviews and record reviews, there is evidence that the speech and language needs of students in Orange County are being met. ESE teachers at schools visited indicated that they write communication goals for students who have a need in the area of communication.

It was reported that counseling services are provided to students with disabilities who are in need of such services through a variety of models. Counseling is provided from guidance counselors and contracted through the Devereaux Foundation, Star Consultants and Quest Services. School staff indicated counseling provided by the guidance counselor could be addressed on the IEP; however contracted counseling services would not. Counseling was documented on one of the IEPs reviewed. Based on available information reviewed, it was determined four additional IEPs should have had counseling services documented as a related service.

Transition services were also explored through the monitoring. The Division of Vocational Rehabilitation is the primary service provider of transition services within the Orange County Schools. Staff indicated that if the agency representative is unable to attend, telephone calls would be made prior to the meeting to ensure information is available at the IEP/Transition meeting, and follow up is routine.

In summary, students in Orange County with communication needs are having those needs addressed by ESE teachers through communication and instructional goals on the IEP. Counseling needs of the students with disabilities are addressed; however these services are not always documented on the IEP. Transition services in Orange County are addressed through the Division of Vocational Rehabilitation, Adult Education, Self-Determination training and business partners.

### **System Improvement Plan**

In response to these findings, the district is required to develop a system improvement plan for submission to the Bureau. This plan must include activities and strategies intended to address specific findings, as well as measurable evidence of change. 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 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.



## Orange County School District Focused Monitoring System Improvement Strategies

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)
Decision Making	<p>The decision to exempt students from FCAT participation and assess the student via alternate assessment is not consistently based on the requirements of State Board Rule 6A-1.0943(1)(a) Florida Administrative Code (FAC)</p> <p>Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.</p>	X		<p>The district will be required to target these elements in its training on assessment participation and ensure the process for decision-making meets the state requirements.</p> <p>The district will be required to conduct a self-assessment of student records in the 10 schools with the lowest rates of FCAT participation (excluding ESE/center schools). The IEPs of 50% of the students on alternate assessment in these schools must be reviewed to determine if the exemption requirements of Rule 6A-6.10943, FAC, were followed.</p>	<p>District report of self-assessment reveals compliance in targeted areas for 100% of IEPs reviewed.</p> <p>May 2005 May 2006</p>

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Access to the General Curriculum	No findings in this area.  Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.			The district will target training for guidance counselors, placement specialists and district staff related to diploma options, accommodations and FCAT waivers.  The district will target training for school based administrators regarding diploma options by July 2005.  District will develop a protocol for articulation from 8 <sup>th</sup> to 9 <sup>th</sup> grade by March 2005.	Submit training agendas and materials. Results of training indicate participants perceive greater understanding of diploma option.  May 2005 May 2006  Submit protocol in May 2005.
Student Preparation	No findings in this area.  Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.			The district will review and revise current practices for provision of secondary course offerings by April 2005.	District will submit the number of course changes.  May 2005 May 2006
Parental Involvement	Addressed in the Decision-Making section above.	X		See above	
Gifted	Addressed in the record review section below.	X		See below	
Juvenile Justice	There are no findings in this area.				
Charter School	IEP teams for some students at North Star Charter School were convened without an ESE	X		District staff will review all IEPs at NSCS for appropriate team membership. Appropriate IEP Teams will reconvene no later than December	District report of self-assessment reveals compliance in targeted areas for 100% of IEPs

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Charter School (cont.)	teacher present.			1, 2004 for records of non-compliance. District staff will conduct a review of 20% of the IEPs developed at each of the district's charter schools to determine if they have appropriate team membership.  The district will develop and implement a plan to ensure that IEPs developed in its charter schools comply with all federal and state requirements.	reviewed.  May 2005 May 2006
Forms Review	Specific forms require revision to demonstrate compliance: <ul style="list-style-type: none"> <li>• <i>Notice and Consent for Initial Placement</i></li> <li>• <i>Documentation of Staffing</i></li> <li>• <i>Confidentiality of Information</i></li> </ul>	X		Develop new forms to comply with monitoring compliance issues; develop a Policy and Procedures manual for use of forms for ESE Staff.	Forms to be submitted to the Bureau for review and approval.  May 2005
Student Record Reviews	Systemic findings of noncompliance: <ul style="list-style-type: none"> <li>• Lack of general education teacher participation in the IEP Meeting</li> <li>• Lack of location of special education services on the IEP</li> <li>• Supplementary aids and services not addressed</li> <li>• Concerns of parents not</li> </ul>	X		The district will be required to target these elements in its training on IEP development and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.  The district will conduct a self-assessment of 50 IEPs by December 1, 2004.	District report of self-assessment reveals compliance in targeted areas for 100% of IEPs reviewed.  May 2005 May 2006.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Student Record Reviews (cont.)	<p>addressed on the IEP</p> <ul style="list-style-type: none"> <li>• Lack of results of the initial evaluation or most recent evaluation of the student</li> </ul>				
	<p>Non-systemic findings of noncompliance:</p> <ul style="list-style-type: none"> <li>• lack of evidence that concerns of the parent were considered</li> <li>• lack of appropriate signatures (interpreter of instructional implications-8, special education teacher-3, student at age 14- 2) on the IEP</li> <li>• insufficient or inadequate information on the invitation for the notice of conference</li> <li>• lack of measurable goals</li> <li>• lack of measurable short term objectives or benchmarks</li> <li>• communication not indicated as special factor for students eligible for LI or SI</li> <li>• lack of sufficient statement</li> </ul>	X		<p>The district will be required to target these elements in its training on IEP development and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.</p> <p>The district will conduct a self-assessment of 50 IEPs by December 1, 2004.</p> <p>The district will be required to target these elements in its training on EP development and conduct a self-evaluation using protocols developed by the Bureau to ensure compliance.</p> <p>The district will conduct a self-assessment of 10 EPs by December 1, 2004.</p>	

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Student Record Reviews (cont.)	<p>indicating how student's disability affect general education involvement</p> <ul style="list-style-type: none"> <li>• lack of or inappropriate frequency of services</li> <li>• incomplete or inadequate present level of educational performance statements</li> <li>• lack of transition services needs addressed</li> <li>• lack of transfer of rights notification/separate distinct notice</li> <li>• lack of specific special education services</li> <li>• lack of statement for nonparticipation in statewide assessments</li> <li>• lack of or inappropriate initiation/duration dates of services</li> <li>• no indication of program accommodations and modifications addressed</li> <li>• no indication that supports</li> </ul>				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Student Record Reviews (cont.)	<p>for school personnel addressed</p> <ul style="list-style-type: none"> <li>• lack of written notice for change of placement</li> <li>• lack of report of progress</li> <li>• lack of evidence the report of progress was provided as often as nondisabled population</li> <li>• lack of correspondence between annual goals and short term objectives of benchmarks</li> <li>• lack of support between present level of performance and annual goals and short term objectives or benchmarks</li> <li>• lack of initiation/durations dates for accommodations/modifications</li> <li>• lack of strengths of the student</li> <li>• lack of strategies and supports to address behavior</li> <li>• lack of language needs for</li> </ul>				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Student Record Reviews (cont.)	LEP students <ul style="list-style-type: none"> <li>• lack of student’s preferences addressed</li> <li>• lack of written consent for formal assessment for reevaluation</li> <li>• lack of evidence the district took reasonable measures to obtain consent</li> <li>• no evidence report of progress described progress toward annual goal</li> <li>• lack of report of progress addressing sufficient progress to meet goal by the end of the year</li> <li>• Lack of appropriate team membership at the EP meeting</li> </ul>				
Additional Compliance	Communication <ul style="list-style-type: none"> <li>• No findings in this area.</li> </ul>	X			
	Counseling as a related service <ul style="list-style-type: none"> <li>• Counseling services provided to students with disabilities as a related service are not routinely documented on the IEP.</li> </ul>			The district will be required to review listings of the students with disabilities receiving counseling as a related service and ensure those services are documented on the IEP.	District report of self-assessment reveals compliance in targeted areas for 100% in IEPs reviewed.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Additional Compliance (cont.)	Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.			The district will conduct a self-assessment of counseling records and reconvene IEPs by February 1, 2005.  The district is encouraged to review the recommendations related to this area and address it the system improvement plan.	May 2005 May 2006
	Transition • No findings in this area.				

## **Recommendations and Technical Assistance**

As a result of the focused monitoring activities conducted in Orange 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**

- Coordinated staff development on criteria for exemption from FCAT testing to include monitoring of outcomes
- Review factors related to diploma option decisions to include the affect on FCAT participation decisions and general education class participation
- Incorporate the five criteria questions on the IEP form or include the DOE worksheet
- Conduct an internal review of the data management system, including school-based and district-based data input and consolidation
- Request a Data Quality Review from Education Information and Accountability Services at the DOE to ensure that statewide assessment data is entered and edited appropriately; including the semi-annual match activities
- Review the use of separate FCAT and Alternate Assessment data screens – consider possible consolidation to one screen for accuracy purposed
- Address the need for additional staff for intensive training on compliance/curriculum for general education access
- Provide training on alternate assessment and availability and dissemination of the training offerings
- Develop protocol for articulation meetings from elementary to middle school and middle to high school, to include clear guidelines for FCAT participation and diploma option discussions
- Readdress use of existing staff for counseling needs and addressing the student’s needs on the IEP. Incorporate training on appropriate documentation of needs and services (e.g., counseling as a related services; communication) into IEP training sessions
- Establish a standard process for data entry including the review of and match activities for district-level and school-level data
- Survey students to determine needs of students in preparation for FCAT
- Establish a routine procedure for communication and collaboration between charter schools and the district to ensure compliance with federal regulations.

## **Technical Assistance**

### **Florida Inclusion Network**

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

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

### **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.

### **Alternate Assessment Project**

Website: <http://www.firn.edu/doi/bin00014/essproj.htm>

The project purpose is to provide support to schools and districts to implement alternate assessment for those students with disabilities who are not included in state and district testing programs. Project participants have the opportunity to attend the general workshops on alternate assessment throughout the school year.

## **Bureau of Exceptional Education and Student Services**

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

### **SLD, IEPs**

Paul Gallaher  
(850) 245-0478

### **Clearinghouse Information Center**

[cicbiscs@fldoe.org](mailto:cicbiscs@fldoe.org)  
(850)245-0477

### **Alternate Assessment**

#### **Project Liaison**

Sheryl Brainard  
(850) 245-0478

### **Education Information and Accountability Services**

Lavan Dukes, Bureau Chief  
(850) 245-0400

### **Compliance**

Eileen Amy, Program Administrator  
Kim Komisar, Program Director  
April Katine, Program Specialist  
Barbara McAnelly, Program Specialist  
Jessica Miller, Program Specialist  
Anitra Moreland, Program Specialist  
Angela Nathaniel, Program Specialist  
(850) 245-0476

### **EH/SED, Behavior and Discipline**

Lee Clark  
(850) 245-0478

**APPENDIX A—DISTRICT DATA**





FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES

## 2004 LEA PROFILE

JIM HORNE, COMMISSIONER

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DISTRICT:	<b>ORANGE</b>	PK-12 POPULATION:	<b>165,881</b>
ENROLLMENT GROUP:	<b>GREATER THAN 100,000</b>	PERCENT DISABLED:	<b>16%</b>
		PERCENT GIFTED:	<b>4%</b>

### INTRODUCTION

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

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

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

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

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

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

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

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

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**LEA PROFILE 2004**

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

**DATA SOURCES**

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

**DISTRICTS IN ORANGE'S ENROLLMENT GROUP:**

Broward, Dade, Duval, Hillsborough, Orange, Palm Beach, Pinellas



## SECTION ONE: EDUCATIONAL BENEFIT

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

### STANDARD DIPLOMA STUDENTS MEETING ALL GRADUATION REQUIREMENTS:

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

	2000-01	2001-02	2002-03
Orange	38%	40%	37%
Enrollment Group	52%	47%	43%
State	51%	48%	45%

### STANDARD DIPLOMA THROUGH GED EXIT OPTION:

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

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

### STANDARD DIPLOMA THROUGH FCAT WAIVER:

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

	2002-03
Orange	9%
Enrollment Group	11%
State	9%

**LEA PROFILE 2004**

**DROPOUT RATE:**

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

	Students with Disabilities			Gifted Students			All Students		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Orange	7%	4%	4%	5%	3%	0%	5%	3%	4%
Enrollment Group	6%	5%	4%	<1%	<1%	<1%	4%	3%	3%
State	5%	5%	4%	<1%	<1%	<1%	4%	3%	3%

	EH/SED			SLD		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Orange	10%	6%	5%	6%	4%	3%
Enrollment Group	10%	8%	7%	6%	5%	4%
State	9%	7%	7%	5%	5%	4%

**POSTSCHOOL OUTCOME DATA:**

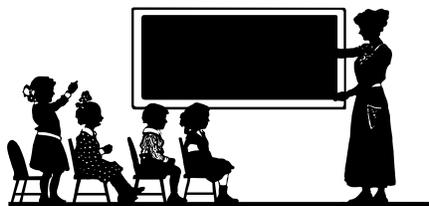
The Florida Education and Training Placement Information Program (FETPIP) is an interagency data collection system that obtains follow-up data on former students. The most recent FETPIP data available reports on students who exited Florida public schools during the **2001-02** school year. The table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

	Students with Disabilities		Gifted Students	
	Employed	Cont. Ed.	Employed	Cont. Ed.
Orange	41%	18%	44%	44%
Enrollment Group	43%	19%	30%	65%
State	45%	20%	38%	72%

**THIRD GRADE PROMOTION AND RETENTION RATE:**

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

	2002-03					
	Students with Disabilities			All Students		
	Promoted	Promoted with Cause	Retained	Promoted	Promoted with Cause	Retained
Orange	67%	18%	33%	82%	9%	18%
Enrollment Group	72%	16%	28%	84%	6%	16%
State	74%	17%	26%	85%	6%	15%



## SECTION TWO: EDUCATIONAL ENVIRONMENT

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

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

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

	Regular Class			Resource Room			Separate Class		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Orange	52%	51%	51%	21%	21%	20%	22%	22%	23%
Enrollment Group	47%	46%	48%	27%	27%	25%	23%	23%	23%
State	48%	48%	50%	26%	26%	24%	22%	22%	22%

### EARLY CHILDHOOD EDUCATION SETTINGS, AGES 3-5:

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

	Early Childhood Setting or Home			Part-Time Early Childhood/ Part-Time Early Childhood Special Education Setting			Early Childhood Special Education Setting		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Orange	2%	3%	3%	56%	44%	39%	31%	37%	41%
Enrollment Group	6%	6%	6%	52%	51%	52%	38%	38%	38%
State	7%	7%	7%	59%	57%	57%	30%	31%	31%

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

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

	2001-02	2002-03	2003-04
Orange	61%	60%	63%
Enrollment Group	64%	63%	65%
State	62%	61%	62%

**DISCIPLINE RATES:**

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

		2002-03							
		In-School Suspensions		Out-of-School Suspensions		Expulsions		Alternative Placement*	
		Students with Disabilities	Nondisabled Students						
Orange		9%	5%	14%	7%	<1%	<1%	<1%	<1%
Enrollment Group		11%	7%	12%	6%	<1%	<1%	<1%	<1%
State		13%	8%	14%	7%	<1%	<1%	<1%	<1%

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



## SECTION THREE: PREVALENCE

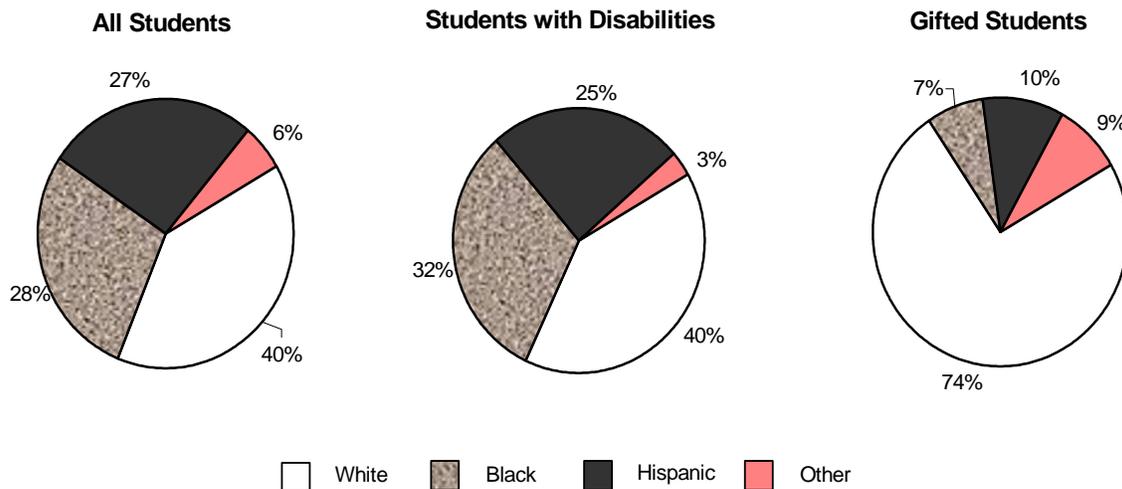
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

### STUDENT MEMBERSHIP BY RACIAL/ETHNIC CATEGORY:

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

	State			District		
	All Students	Students with Disabilities	Gifted Students	All Students	Students with Disabilities	Gifted Students
White	50%	51%	64%	40%	40%	74%
Black	24%	28%	10%	28%	32%	7%
Hispanic	22%	18%	19%	27%	25%	10%
Asian/Pacific Islander	2%	<1%	4%	4%	2%	8%
Am Ind/Alaskan Native	<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 2003** (survey 2).

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free/Reduced Lunch	44%	21%	41%	11%
LEP	11%	3%	9%	2%

**SELECTED DISABILITIES BY RACIAL/ETHNIC CATEGORY:**

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

	All Students		SLD		EH/SED		EMH	
	State	District	State	District	State	District	State	District
White	50%	40%	52%	45%	48%	30%	32%	21%
Black	24%	28%	24%	26%	39%	53%	52%	61%
Hispanic	22%	27%	21%	27%	11%	15%	13%	16%
Asian/Pacific Islander	2%	4%	<1%	1%	<1%	<1%	<1%	<1%
Am Ind/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	2%	1%	2%	<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/SED, EMH, and speech impaired (SI) for the district and the state. Statewide, seven percent of the total population is identified as SLD and 46 percent of all students with disabilities are SLD. The data are presented for the district and state as reported in **October 2003** (survey 2).

	All Students		All Disabled	
	State	District	State	District
SLD	7%	8%	46%	52%
EH/SED	1%	1%	9%	6%
EMH	1%	2%	7%	11%
SI	2%	1%	14%	8%



**Jim Horne, Commissioner**

**Florida Department of Education  
Bureau of Exceptional Education and Student Services  
2004 Focused Monitoring**

**Districts Rank-Ordered on FCAT Participation for Students with Disabilities  
(Survey 3 and Assessment Files: 2001-2002)**

The discrepancy between the district's participation rate and the state goal of 85% participation was determined for each grade level and subject area (4, 5, 8, and 10).

District	Total Discrep.	Rank
Madison	-189.22	1
Orange	-117.39	2
Hamilton	-109.71	3
Escambia	-106.06	4
DeSoto	-104.10	5
Washington	-104.08	6
Liberty	-104.01	7
Manatee	-103.56	8
Pasco	-94.18	9
Pinellas	-90.93	10
Gadsden	-88.29	11
Okeechobee	-81.78	12
Hernando	-81.54	13
Lee	-80.93	14
Palm Beach	-80.88	15
Hillsborough	-80.05	16
Marion	-73.88	17
Highlands	-70.82	18
St. Lucie	-70.61	19
Citrus	-69.39	20
Leon	-69.29	21
Taylor	-66.54	22
Martin	-66.04	23
Monroe	-65.34	24
Okaloosa	-62.57	25
Lake	-60.47	26
Brevard	-59.60	27
Broward	-59.33	28
Franklin	-58.86	29
Sarasota	-58.65	30
Lafayette	-58.08	31
St. Johns	-56.37	32
Hardee	-54.10	33
Collier	-53.66	34

District	Total Discrep.	Rank
Indian River	-52.86	35
Columbia	-51.13	36
Charlotte	-50.52	37
Duval	-45.73	38
Alachua	-42.93	39
Levy	-41.94	40
Bay	-41.56	41
Union	-36.35	42
Santa Rosa	-34.55	43
Miami Dade	-33.14	44
Osceola	-31.21	45
Baker	-29.92	46
Polk	-26.95	47
Dixie	-26.22	48
Wakulla	-22.48	49
Suwannee	-21.89	50
Hendry	-21.20	51
Volusia	-20.99	52
Seminole	-17.18	53
Jackson	-13.72	54
Holmes	-12.79	55
Flagler	-7.96	56
Clay	-6.92	57
Sumter	-4.96	58
Putnam	-0.32	59
Glades	12.22	60
Nassau	13.10	61
Walton	15.26	62
Bradford	19.54	63
Gilchrist	24.68	64
Gulf	33.75	65
Jefferson	35.14	66
Calhoun	44.02	67
District Total	-62.00	



**APPENDIX B—MONITORING TEAM MEMBERS**



**Orange County  
Focused Monitoring Visit  
March 29 – 31, 2004**

**ESE Monitoring Team Members**

**Department of Education Staff**

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

**Peer Reviewers**

Jim Fowler, Broward County Schools  
Tish Turner, Duval County Schools  
Helen Nelson, Bay County Schools  
Debbie Tanguay, Palm Beach County Schools  
Ron Cooley, Broward County Schools  
Terri Hanley, Pinellas County Schools  
Pam Harshberger, Pinellas County Schools  
Janice Koblick, Broward County Schools  
Bruce Foster, Marion County Schools  
Marcia MacKenzie, Pinellas County Schools  
Janice Miller, Palm Beach County Schools  
Judy Heavner, Escambia County Schools



## **APPENDIX C – SURVEY RESULTS**



**2004 Parent Survey Report  
Students with Disabilities  
Orange 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 Exceptional Education and Student Services contracted with the University of Miami to develop and administer a parent in conjunction with the Bureau's district monitoring activities.

The Parent Survey was sent to parents of the 26883 students with disabilities for whom complete addresses were provided by the district. A total of 3062 parents (PK, n = 229; K-5, n = 1458; 6-8, n = 695; 9 - 12, n = 680) representing 11% of the sample, returned the survey. 2585 surveys were returned as undeliverable, representing 10% of the sample. Parents represented the following students with disabilities: 277 educable mentally handicapped, 132 trainable mentally handicapped, 59 orthopedically impaired, 243 speech impaired, 310 language impaired, 48 deaf or hard of hearing, 11 visually impaired, 137 emotionally handicapped, 1456 specific learning disabled, 11 hospital/homebound, 32 profoundly mentally handicapped, 87 autistic, 37 severely emotionally disturbed, 4 traumatic brain injured, 151 developmentally delayed, and 67 other health impaired.

**% Always, Almost Always,  
Frequently combined**

**Overall, I am satisfied with:**

- the way I am treated by school personnel. 81
- the amount of time my child spends with general education students. 75
- the level of knowledge and experience of school personnel. 74
- how quickly services are implemented following an IEP (Individualized Educational Plan) decision. 73
- the way special education teachers and general education teachers work together. 73
- the exceptional education services my child receives. 72
- my child's academic progress. 70
- the effect of exceptional student education on my child's self-esteem. 69

**My child:**

- has friends at school. 82
- is learning skills that will be useful later on in life. 78
- is happy at school. 76
- receives all the special education and related services on his/her IEP. 75
- spends most of the school day involved in productive activities. 75

**% Always, Almost Always,  
Frequently combined**

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

- all of my child’s needs. 85
- ways that my child could spend time with students in regular classes. 67
- whether my child needed speech/language services. 64
- whether my child should get accommodations (special testing conditions), for example, extra time. 64
- whether my child needed services beyond the regular school year. 63
- whether my child would take the FCAT (Florida Comprehensive Assessment Test). 58
- whether my child needed transportation. 49
- \* which diploma my child may receive. 48
- whether my child needed physical and/or occupational therapy. 45
- \* the requirements for different diplomas. 42
- whether my child needed psychological counseling services. 41

**My child’s teachers:**

- expect my child to succeed. 82
- are available to speak with me. 80
- set appropriate goals for my child. 78
- give homework that meets my child’s needs. 68
- give students with disabilities extra time or different assignments, if needed. 68
- call me or send me notes about my child. 67

**My child’s school:**

- makes sure I understand my child’s IEP. 78
- sends me information written in a way I understand. 77
- encourages me to participate in my child’s education. 76
- encourages acceptance of students with disabilities. 73
- addresses my child’s individual needs. 71
- offers students with disabilities the classes they need to graduate with a standard diploma. 66
- explains what I can do if I want to make changes to my child’s IEP. 66
- wants to hear my ideas. 66
- does all it can to keep students from dropping out of school. 65
- informs me about all of the services available to my child. 64
- provides students with disabilities updated books and materials. 63
- involves students with disabilities in clubs, sports, or other activities. 63
- sends me information about activities and workshops for parents. 61
- \* offers a variety of vocational courses, such as computers and business technology. 53

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

**% Always, Almost Always,  
Frequently combined**

- informed me, beginning when my child turned 14, that one purpose of the IEP meeting was to discuss a plan for my child’s transition out of high school. 47
- \* provides information to students about education and jobs after high school. 44

**Parent Participation**

- I have attended my child’s IEP meetings. 91
- I am comfortable talking about my child with school staff. 87
- I meet with my child’s teachers to discuss my child’s needs and progress. 86
- I participate in school activities with my child. 65
- I attend meetings of the PTA/PTO. 28
- I have heard about the Florida Diagnostic and Learning Resources System (“FDLRS”) and the services they provide to families of children with disabilities. 27
- I attend meetings of organizations for parents of students with disabilities. 24
- I attend School Advisory Committee meetings concerning school improvement. 22
- I have used parent support services in my area. 20

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

**2004 Parent Survey Report  
Students Identified as Gifted  
Orange 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 Exceptional Education and Student 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 7049 students identified as gifted for whom complete addresses were provided by the district. A total of 2063 parents (KG-5, n = 918; 6-8, n = 658; 9 - 12, n = 487) representing 29% of the sample, returned the survey. 209 surveys were returned as undeliverable, representing 3% of the sample.

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

- the effect of gifted services on my child's self-esteem 89
- gifted teachers' subject area knowledge 89
- my child's academic progress 86
- how quickly services were implemented following an initial request for evaluation 85
- gifted teachers' expertise in teaching students identified as gifted 84
- regular teachers' subject area knowledge 84
- the gifted services my child receives 77
- regular teachers' expertise in teaching students identified as gifted 67

**In regular classes, my child:**

- has friends at school 97
- is learning skills that will be useful later on in life 91
- is usually happy at school 89
- has his/her social and emotional needs met at school 87
- has creative outlets at school 78
- is academically challenged at school 61

**In gifted classes, my child:**

- has friends at school 98
- is usually happy at school 92
- is learning skills that will be useful later on in life 92
- has his/her social and emotional needs met at school 92
- has creative outlets at school 87
- is academically challenged at school 85

**My child's regular teachers:** **% Yes**

- expect appropriate behavior 97
- are available to speak with me 95
- provide coursework that includes representation of diverse ethnic, racial, and other groups 88
- teachers have access to the latest information and technology 82
- set appropriate goals for my child 78
- give homework that meets my child's need 73
- relate coursework to students' future educational and professional pursuits 71
- call me or send me notes about my child 57

**My child's gifted teachers:**

- expect appropriate behavior 98
- are available to speak with me 94
- set appropriate goals for my child 88
- provide coursework that includes representation of diverse ethnic, racial, and other groups 88
- have access to the latest information and technology 87
- give homework that meets my child's needs 78
- relate coursework to students' future educational and professional pursuits 78
- call me or send me notes about my child 55

**My child's home school:**

- treats me with respect 94
- sends me information written in a way I understand 86
- encourages me to participate in my child's education 86
- wants to hear my ideas 77
- provides students identified as gifted with appropriate books and materials 72
- addresses my child's individual needs 71
- makes sure I understand my child's EP or IEP 67
- informs me about all of the services available to my child 64
- sends me information about activities and workshops for parents 63
- implements my ideas 61
- involves me in developing my child's Educational Plan (EP or IEP) 61
- explains what I can do if I want to make changes to my child's EP or IEP 54

**My child's 2nd school:**

- treats me with respect 94
- provides students identified as gifted with appropriate books and materials 82
- sends me information written in a way I understand 82

	<b>% Yes</b>
• encourages me to participate in my child's education	81
• addresses my child's individual needs	80
• wants to hear my ideas	73
• makes sure I understand my child's EP or IEP	68
• implements my ideas	64
• involves me in developing my child's Educational Plan (EP or IEP)	61
• informs me about all of the services available to my child	61
• sends me information about activities and workshops for parents	54
• explains what I can do if I want to make changes to my child's EP or IEP	52

**The following questions relate primarily to high school students.  
Students identified as gifted:**

• are provided with information about options for education after high school	78
• have the option of taking a variety of vocational courses	72
• are provided with career counseling	65
• are provided with the opportunity to participate in externships or mentorships	51

**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	82
• I am a member of the PTA/PTO	68
• I attend School Advisory Committee meetings concerning school improvement	26
• I have used parent support services in my area	10
• I belong to an organization for parents of students identified as gifted	5

**2004 Teacher Survey Report  
Students with Disabilities  
Orange County**

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

We received 3987 teacher surveys representing approximately 33% of ESE and GE teachers in the district. Data are from 150 (82%) of the district's 182 schools.

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

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

- Modifies and adapts curriculum for students as needed. 92
- Addresses each student's individual needs. 92
- Ensures that students with disabilities feel comfortable when taking classes with general education students. 91
- Places students with disabilities into general education classes whenever possible. 90
- Ensures that the general education curriculum is taught in ESE classes to the maximum extent possible. 86
- Encourages collaboration among ESE teachers, GE teachers and service providers. 77
- Offers teachers professional development opportunities regarding curriculum and support for students with disabilities. 74
- Provides adequate support to GE teachers who teach students with disabilities. 74

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

- Provides students with appropriate testing accommodations. 97
- Provides teachers with FCAT test preparation materials. 95
- Aligns curriculum for students with the standards that are tested on the FCAT. 91
- Gives students in ESE classes updated textbooks. 84

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

- Develops IEPs according to student needs. 97
- Conducts ongoing assessments of individual students' performance. 95
- Makes an effort to involve parents in their child's education. 94
- Ensures that classroom material is grade- and age-appropriate. 91

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

- Allows students to make up credits lost due to disability-related absences. 90
- Provides positive behavioral supports. 89
- Ensures that classroom material is culturally appropriate. 89
- Encourages participation of students with disabilities in extracurricular activities. 87
- Ensures that students are taught strategies to manage their behavior as needed. 86
- Provides social skills training to students as needed. 83
- Implements dropout prevention activities. 63

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

**% Always, Almost Always,  
Frequently combined**

**My school:**

- Implements an IEP transition plan for each student. 95
- Provides extra help to students who need to retake the FCAT. 94
- Encourages students to aim for a standard diploma when appropriate. 93
- Informs students through the IEP process of the different diploma options and their requirements. 91
- Provides students with information about options after graduation. 89
- Teaches transition skills for future employment and independent living. 80
- Coordinates on-the-job training with outside agencies. 74
- Provides students with job training. 74

**2004 Student Survey Report  
Students with Disabilities  
Orange 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 Exceptional Education and Student 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.

We received 1392 surveys representing approximately 17% of students with disabilities in grades 9-12 in the district. Data are from 18 of the district's 40 schools with students in grades 9-12.

<b>I am taking the following ESE classes:</b>	<b>% Yes</b>
• English	56
• Math	49
• Electives (physical education, art, music)	46
• Science	38
• Social Studies	34
• Vocational (woodshop, computers)	23

**At my school:**

• ESE teachers believe that ESE students can learn	87
• ESE teachers give students extra help, if needed	84
• ESE teachers teach students in ways that help them learn	82
• ESE teachers teach students things that will be useful later on in life	80
• ESE teachers understand ESE students' needs	78
• ESE teachers give students extra time or different assignments, if needed	77
• ESE teachers provide ESE students with updated books and materials	62

**I am taking the following regular/mainstream classes:**

• Electives (physical education, art, music)	57
• Science	47
• Math	46
• English	45
• Social Studies	41
• Vocational (woodshop, computers)	36

**At my school:**

• general education teachers believe that ESE students can learn	77
• general education teachers teach ESE students things that will be useful later on in life	73

	<b>% Yes</b>
• general education teachers provide students with updated books and materials	64
• general education teachers give ESE students extra help if needed	61
• general education teachers teach ESE students in ways that help them learn	56
• general education teachers understand ESE students' needs	54
• general education teachers give ESE students extra time or different assignments if needed	51

**At my school, ESE students:**

• get the help they need to well in school	82
• are encouraged to stay in school	82
• fit in at school	80
• can take vocational classes such as computers and business technology	79
• get work experience (on-the-job training) if they are interested	77
• participate in clubs, sports, and other activities	76
• get information about education after high school	75
• spend enough time with general education students	75
• are treated fairly by teachers and staff	72

**Diploma Option**

• I know the difference between a regular and a special diploma	86
• I know what courses I have to take to get my diploma	82
• I agree with the type of diploma I am going to receive	72
• I had a say in the decision about which diploma I would get	63
• I will probably graduate with a regular diploma	58

**IEP**

• I was invited to attend my IEP meeting this year	69
• I had a say in the decision about which classes I would take	64
• I attended my IEP meeting this year	56
• I had a say in the decision about special testing conditions I might get for the FCAT or other tests	37
• I had a say in the decision about whether I need to take the FCAT or a different test	35

**FCAT**

• Teachers help ESE students prepare for the FCAT	63
• In my English/reading classes, we work on the kinds of skills that are tested on the reading part of the FCAT	59
• I took the FCAT this year	57
• In my math classes, we work on the kinds of problems that are tested on the math part of the FCAT	54
• I received accommodations (special testing conditions) for the FCAT	37

## **APPENDIX D—FORMS REVIEW**



**Orange County  
Focused Monitoring Report  
Forms Review**

This forms review was completed as a component of the focused monitoring visit conducted during the week of April 26, 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.

<b>Parent Notification of Individual Educational Plan (IEP) Meeting Form Meeting Participation Form Title 34 of the Code of Federal Regulation Section 300.345</b>
--

This form contains the components for compliance.

<b>Individual Educational Plan (IEP) Meeting Form Individual Educational Plan Title 34 of the Code of Federal Regulation Section 300.347</b>
--

This form contains the components for compliance.

<b>Individual Educational Plan (IEP) Meeting Form Individual Educational Plan Title 34 of the Code of Federal Regulation Section 300.347</b>
--

This form contains the components for compliance.

<b>Notice and Consent for Initial Placement Form Parent Notice/Consent for Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505</b>
--

**The following must be addressed:**

- This form implies that the recommended placement of the student was a result of the staffing committee determining that the student met eligibility for an ESE program. The staffing committee does not determine placement. This form must be revised to indicate that the placement option recommendation was determined by an IEP team. It is recommended that the sentence, "In order to meet the educational needs of the child, the district proposes to place your child as indicated on the individual educational plan," which appears in small print at the bottom of the page, be moved to the section which gives placement recommendations.

**Notice of Change in FAPE, Change in Placement Form  
Form Informed Notice of Change in Placement and/or Free Appropriate Public Education  
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**

This form contains the components for compliance.

**Notice of Ineligibility  
Form Eligibility and Assignment Form  
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**

This form contains the components for compliance.

**Notice of Dismissal  
Form Eligibility and Assignment Form  
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**

The following recommendation is made regarding this form:

- The IEP team, not the staffing committee, determines dismissal. It is noted that under dismissal, the sentence does mention reevaluation data, and an IEP meeting, but it is still listed as if it was the action of the staffing committee. It is recommended that the whole sentence reflecting dismissal be moved under the Placement Option section.

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

This form contains the components for compliance.

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

This form contains the components for compliance.

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

This form contains the components for compliance.

**Documentation of Staffing  
Form Eligibility Determination and Staffing Form  
Title 34 of the Code of Federal Regulation Sections 300.534, 300.503**

**The following must be addressed:**

- There is a requirement that the eligibility form address that the staffing committee reviewed educational information about the student.

**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**

**The following must be addressed:**

- The notice lacks the required component of being notified of the procedures to exercise the right to inspect and review the educational records.
- The notice lacks the required component of being notified of the procedures to exercise the right to seek amendments to the educational records.
- The notice does not contain the required component that informs parents that they have a “right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements.”
- The notice lacks the required component that if the educational agency has a policy of disclosing educational records to school officials determined to have a limited educational interest, the specification for determining who constitutes a school official and what constitutes a legitimate educational interest must be specified.

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



**APPENDIX E—GLOSSARY OF ACRONYMS**



## **Glossary of Acronyms**

BETA	Birth and Education Training Acceptance Center
Bureau	Bureau of Exceptional Education and Student Services
CFR	Code of Federal Regulations
DJJ	Department of Juvenile Justice
DOE	Department of Education
EH	Emotionally Handicapped
EMH	Educable Mentally Handicapped
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
FAC	Florida Administrative Code
FCAT	Florida Comprehensive Assessment Test
FS	Florida Statutes
FTE	Full Time Equivalent
GED	General Educational Development
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
LCCE	Life Centered Career Education
LEA	Local Education Agency
OT	Occupational Therapy
PT	Physical Therapy
SED	Seriously Emotionally Disturbed
SLD	Specific Learning Disabled
SP&P	Special Programs and Procedures