

FLORIDA DEPARTMENT OF EDUCATION



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July 15, 2011

Dr. Julie M. Janssen, Superintendent
Pinellas County School District
301 Fourth Street, SW
Largo, FL 33770

Dear Superintendent Janssen:

This letter and attachment comprise the final report for Pinellas County School District's 2010–11 Spring Cycle Level 2 self-assessment process for exceptional student education (ESE) compliance. Fifty-two incidents of noncompliance were identified. The district has corrected all of the student-specific noncompliance as well as providing the required records to demonstrate 100 percent compliance on the 19 targeted standards. No further corrective actions are required.

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

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

On April 22, 2011, the preliminary report of findings from the 2010–11 Spring Cycle Level 2 self-assessment process was released to your district's ESE Director. The preliminary report detailed student-specific incidents of noncompliance that required immediate correction.

BAMBI J. LOCKMAN, LL.D.

Chief, Bureau of Exceptional Education and Student Services

Superintendent Janssen
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Districts were required to correct all student-specific noncompliance and to provide evidence to the Bureau no later than June 21, 2011. In addition, districts are required to demonstrate that they are now correctly implementing each of the standards identified as noncompliant (i.e., 100 percent compliance).

In its 2010–11 Spring Cycle Level 2 self-assessment, Pinellas County School District assessed 55 standards. One or more incidents of noncompliance were identified on 19 of those standards (34.5%). The following is a summary of the district's timely correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	30	-
Total Items Assessed	825	-
Noncompliant	52	6.3%
Timely Corrected	52	100%

The attached *Pinellas County District Summary Report: Findings of Noncompliance by Standard* contains a summary of the findings reported by the individual standard or regulation assessed.

In addition to the individual correction(s) reported above, the district was required to demonstrate 100 percent compliance for each standard that was identified as noncompliant through review of a random sample of student records. Your district has provided the required records to demonstrate 100 percent compliance on all of the targeted standards, and no further corrective actions are required.

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

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

Sincerely,



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

Attachment

cc: Cindy Bania
Evelyn Mowatt
Michael Grego
Mary Jane Tappen
Karen Denbroeder
Patricia Howell
Annette Oliver
David Wheeler

Florida Department of Education
Bureau of Exceptional Education and Student Services

2010–2011 Self-Assessment
Spring Cycle Level 2
Pinellas County District Summary Report: Findings of Noncompliance by Standard

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

Number of Dropout (D) protocols completed: 15
Number of standards per Dropout (D) protocol: 32
Number of Standard Diploma (SD) protocols completed: 15
Number of standards per Standard Diploma (SD) protocol: 23

Total number of protocols: 30
Total number of standards: 825
Total number of incidents of noncompliance (NC): 52
Overall % incidents of noncompliance: 6.3%

Total number of different standards assessed: 55
Total number of different standards for which noncompliance was identified: 19
% of different standards for which noncompliance was identified: 34.5%

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

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

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

Florida Department of Education
Bureau of Exceptional Education and Student Services

**2010–2011 Self-Assessment
Spring Cycle Level 2
Pinellas County District Summary Report: Findings of Noncompliance by Standard**

Noncompliance (NC)		*Correctable for the Student(s)	**Ensure Future Compliance	# NC	% NC
SD-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in appropriate activities. (34 CFR §300.320(a)(1))	X		2	13.3%
SD-3	The IEP includes measurable annual goals, including academic and functional goals, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum and meet the student's other needs that result from the disability. Benchmarks or short-term objectives should be included for students with disabilities who take alternate assessments aligned to alternate achievement standards or any other student with a disability as determined by the IEP team. (34 CFR §300.320(a)(2))	X		6	40.0%
SD-9	The services identified on the IEP are based on the present level of academic and functional performance statement(s) and the annual goals (and short-term objectives/benchmarks, if applicable). (34 CFR §300.320(a))	X		1	6.7%
SD-16	The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavioral interventions and supports and/or other strategies to address the behavior. (34 CFR §300.324(a)(2)(i))	X		4	26.7%
SD-21	The student's progress toward meeting the annual goals was measured, and the report of progress was provided as often as stated on the IEP. (34 CFR §300.320(a)(3))	X		7	46.7%

Noncompliance (NC)		*Correctable for the Student(s)	**Ensure Future Compliance	# NC	% NC
SD-22	The IEP had been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general education curriculum, if appropriate; the results of reevaluation; information about the student provided to, or by, the parent; and/or the student's anticipated needs or other matters. (34 CFR §300.324(b)(1))	X		2	13.3%
D-2	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in appropriate activities. (34 CFR §300.320(a)(1))	X		3	20.0%
D-3	The IEP includes measurable annual goals, including academic and functional goals, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum and meet the student's other needs that result from the disability. Benchmarks or short-term objectives should be included for students with disabilities who take alternate assessments aligned to alternate achievement standards or any other student with a disability as determined by the IEP team. (34 CFR §300.320(a)(2))	X		6	40.0%
D-4	The IEP contains a statement of special education services/specially designed instruction, including location as well as initiation, duration, and frequency. (34 CFR §300.320(a)(4) and (7))	X		3	20.0%
D-6	The IEP contains a statement of supplementary aids and services, including location and anticipated initiation, duration, and frequency. (34 CFR §300.320(a)(4) and (7))	X		1	6.7%
D-7	The IEP contains a statement of program modifications or classroom accommodations, including location and anticipated initiation, duration, and frequency. (34 CFR §300.320(a)(4) and (7))	X		1	6.7%
D-9	The services identified on the IEP are based on the present level of academic and functional performance statement(s) and the annual goals (and short-term objectives/benchmarks, if applicable). (34 CFR §300.320(a))	X		1	6.7%

Noncompliance (NC)		*Correctable for the Student(s)	**Ensure Future Compliance	# NC	% NC
D-12	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class. (34 CFR §300.320(a)(5))	X		2	13.3%
D-15	The concerns of the parents for enhancing the education of their child were considered in developing the IEP. (34 CFR §§300.324(a)(1)(ii), 300.322(c)-(d), and 300.305(a))	X		1	6.7%
D-16	The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavioral interventions, supports, and/or other strategies to address the behavior. (34 CFR §300.324(a)(2)(i))	X		2	13.3%
D-19	The IEP team considered the communication needs of the child, including, for a student who is deaf or hard-of-hearing, consideration of the student's opportunities for direct communication with peers and professional personnel in the student's mode of communication, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. (34 CFR §300.324(a)(2)(iv))	X		1	6.7%
D-21	The student's progress toward meeting the annual goals was measured, and the report of progress was provided as often as stated on the IEP. (34 CFR §300.320(a)(3))	X		4	26.7%
D-22	The IEP had been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the general education curriculum, if appropriate; the results of reevaluation; information about the student provided to, or by, the parent; and/or the student's anticipated needs or other matters. (34 CFR §300.324(b)(1))	X		4	26.7%
D-24	If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten unexcused absences, or absences for which the reason is unknown, within a 90-calendar-day period, the student's primary teacher must report that the student may be exhibiting a pattern of nonattendance. Unless there is clear evidence otherwise, the student must be referred to the school's child study team. If an initial meeting does not resolve the problem, interventions must be implemented. (section 1003.26(1), F.S.)	X		1	6.7%