

FINAL REPORT OF CONTINUOUS IMPROVEMENT MONITORING
OF EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

SUMTER COUNTY

DECEMBER 6 - 8, 2004



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

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Sumter County School District Continuous Improvement Monitoring System Improvement Plan

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

Note: The nature of these findings do not require development by the district of a separate system improvement plan. Instead, the district may select to incorporate strategies to target the identified findings into the existing continuous improvement plans for students with disabilities and gifted students.

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Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	<p>The district has targeted:</p> <ul style="list-style-type: none"> • number of students in programs for students who are educable mentally handicapped (EMH) • disparity among African-American EMH students and the overall school population • number of EMH students served in separate class placements <p>Progress noted and verified.</p> <p>Recommendations are included in the <i>Recommendations and Technical Assistance</i> section of the report.</p>	X		The district will continue to address this issue through its continuous improvement plan.	The district will continue to provide semiannual reports of progress.

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Continuous Improvement Plan: Students Identified as Gifted	The district selected the percentage of LEP students identified as gifted. Progress noted and verified.	X		The district will continue with the current strategies in the continuous improvement plan.	The district will continue to provide semiannual reports of progress.
Services to ESE Students in Charter Schools	No findings of noncompliance in this area.				
Counseling as a Related Service	No findings of noncompliance in this area.				
Communication	No findings of noncompliance in this area.				
Transition Services	No findings of noncompliance in this area.				
Record Reviews	Five IEPs for students with disabilities were required to be reconvened. Systemic findings of noncompliance on IEPs were related to: <ul style="list-style-type: none"> • lack of documentation that the parent was provided a copy of the IEP • lack of sufficient present level of educational performance statements • lack of measurable annual goals • short-term objectives lacked measurement or benchmarks lacked time frame • lack of initial or recent 	X		IEP teams for identified students were reconvened to address findings of noncompliance. The district will be required to incorporate into its CIP for students with disabilities IEP training that targets these elements, and conduct periodic self-evaluation using protocols developed by the Bureau to ensure compliance.	Documentation of the meetings was provided to the Bureau. Through semiannual reports of progress, district self-assessment of a random sampling of 20 IEPs reveals 100% compliance with targeted components. May 2006 May 2007

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Record Reviews (continued)	evaluation results <ul style="list-style-type: none"> • lack of or inadequate progress reports to the parents • lack of evidence report of progress was provided as often as nondisabled population • lack of report of progress containing description of progress toward annual goal • lack of report of progress containing a description of the extent of sufficient achievement to attain goal by the end of the year Individual findings of noncompliance were made in 20 additional areas.				
	One EP was not current on the day of the review.	X		The district will be required to incorporate into its CIP for gifted students a system to monitor timeliness of EPs to ensure that all are current.	Through semiannual reports of progress, district self-assessment of a random sampling of 20 IEPs reveals 100% compliance with targeted components. May 2006 May 2007
Special Category Records and Procedures	Limited English proficient student found not eligible for gifted: <ul style="list-style-type: none"> • lack of evidence of notification in the native language 	X		The district will be required to incorporate these specific elements into its CIPs for students with disabilities and	District report of self-assessment reveals compliance in targeted elements in 100% of the

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Special Category Records and Procedures (continued)	<ul style="list-style-type: none"> • lack of indication that testing was provided in the native language <p>Initial eligibility and placement in a special education program:</p> <ul style="list-style-type: none"> • lack of observations or anecdotal records by more than one person • lack documentation of two parent conferences 			for gifted students.	<p>records reviewed.</p> <p>May 2006 May 2007</p>
Review of District Forms	<p>Forms used to document the following activities required revision:</p> <ul style="list-style-type: none"> • <i>IEP forms*</i> • <i>Notice and Consent for Initial Placement*</i> • <i>Informed Notice and Consent for Evaluation*</i> • <i>Informed Notice and Consent for Reevaluation*</i> • <i>Notification of Change of Placement*</i> • <i>Notification of Change of FAPE (Free Appropriate Public Education)*</i> • <i>Informed Notice of Refusal*</i> • <i>Documentation of Staffing/Eligibility Determination*</i> • <i>Informed Notice of Dismissal*</i> 	X		All forms have been corrected and submitted to the Bureau.	All forms have been corrected and submitted to the Bureau.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Review of District Forms (continued)	<ul style="list-style-type: none"> <li data-bbox="493 253 848 354"><i>Notice: Not Eligible for Exceptional Student Placement*</i> 				

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APPENDIX A:

LEA PROFILE

APPENDIX B:

CONTINUOUS IMPROVEMENT PLANS AND STATUS REPORTS

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOL AND COMMUNITY EDUCATION
 Bureau of Exceptional Education and Student Services

Continuous Improvement/Self Assessment Monitoring Plan
2002 – 2003

District: Sumter	District Contact: Sandra Bryan, ESE Director	Indicator: % of students identified as EMH (Disproportionality)
Purpose: The percentage of students identified EMH will reflect the state average percentage of EMH students.		
<p>Baseline Data 2000-2001 School Year</p> <p>State Average of PK-12 school population identified EMH is 1.2%</p> <p>17 school districts are over 2%.</p> <p>Sumter County has 2.5% of PK-12 school population identified EMH.</p> <p>See Charts 1, 2, 3, and 4 for complete data.</p> <p>Data regarding number of EMH students placed by outside agencies to foster homes in Sumter County was not available.</p> <p>Assessment Instruments used in identifying EMH students were the same for 2000-2001 and 2001-2002.</p>	<p>Improvement Strategies</p> <p>Reduce percentage of EMH students in Sumter County's PK-12 school population by:</p> <p>Increasing awareness of over identification of EMH population in our district, including administrators, teachers, guidance counselors, psychologists, and other pertinent personnel.</p> <p>Providing technical assistance and training to school psychologists in the selection and administration of culturally appropriate</p> <p>Providing technical assistance and training to school staff on issues related to cultural diversity, including the use of effective instructional strategies and communication with families.</p> <p>Providing training for eligibility staffing committees concerning EMH criteria.</p>	<p>Evidence of Change</p> <p>Goal: The percentage of EMH students in Sumter County will decrease by one percent (1%) by the end of the 2003-2004 school year.</p> <p>Benchmarks: In 2002-2003 the percentage of EMH students will decrease by .5 percent from the baseline level of 2.5%. In 2003-2004 the percentage of EMH student will decrease by .5 percent from the baseline of 2.0%. The percentage of EMH students will be monitored and reported to the Bureau of Exceptional Education and Student Services annually.</p>

**Continuous Improvement/Self Assessment Monitoring Plan
2002 – 2003**

<u>District:</u> Sumter	<u>District Contact:</u> Sandra Bryan, ESE Director	<u>Indicator:</u> % of students identified as EMH (Disproportionality)
<u>Purpose:</u> The racial/ethnic distribution of students identified as EMH will reflect the racial/ethnic distribution of the district population as a whole.		
<p>Baseline Data 2000-2001 School Year</p> <p>Statewide, Black, non-Hispanic students represent 24.8 percent of the total PK-12 school population and 53.7 percent of the statewide EMH population. There is a 28.9 percent disparity between the percentage of Black, non-Hispanic EMH students and the percentage of those students in the general school population.</p> <p>20 districts have over a 30 percent disparity.</p> <p>Sumter County has a 32 percent disparity.</p> <p>See Charts 1, 2 and 3 for complete data.</p>	<p>Improvement Strategies</p> <p>Reduce percentage of Black, non-Hispanic EMH students in Sumter County’s PK-12 school population by:</p> <p>Increasing awareness of over-identification of Black, EMH population in our district, including administrators, teachers, guidance counselors, psychologists, and other pertinent personnel.</p> <p>Providing technical assistance and training to school psychologists in the selection and administration of culturally appropriate assessment instruments.</p> <p>Providing technical assistance and training to school staff on issues related to cultural diversity, including the use of effective instructional strategies and communication with families.</p> <p>Providing training for eligibility staffing committees concerning EMH criteria.</p>	<p>Evidence of Change</p> <p>Goal: The percentage of Black EMH students in Sumter County will decrease by 5% by the end of the 2005 school year.</p> <p>Benchmarks: In the 2002-2003 school year, the disparity percentage of Black EMH students will decrease by 1.5 percent from the baseline level of 32%.</p> <p>In the 2003-2004 school year, the disparity percentage of Black EMH student will decrease by 1.5 percent from the 2002-2003 level of 30.5%.</p> <p>In the 2004-2005 school year, the disparity percentage of Black EMH students will decrease by 2.0 percent from the 2003-2004 level of 29%.</p> <p>The disparity percentage of Black EMH students will be monitored and reported to the Bureau of Exceptional Education and Student Services annually.</p>

**Continuous Improvement/Self Assessment Monitoring Plan
2002 – 2003**

District: Sumter	District Contact: Sandra Bryan, ESE Director	Indicator: Regular Class Placement
Purpose: EMH students will have increased time with nondisabled peers, including access to the general curriculum.		
<p>Baseline Data 2000-2001 School Year</p> <p>Statewide 61.5 percent of EMH student spent more than 60 percent of their school week outside the regular classroom.</p> <p>33 districts exceeded the state average.</p> <p>Sumter County data received by the DOE indicates that 75.7% of EMH students spent more than 60% of their school week outside the regular classroom. There were some inaccuracies in reporting the data to the DOE and further analysis (See Chart 3) indicates that 87% of EMH students spent more that 60% of their school week outside the regular classroom.</p> <p>See Chart 3 for complete data.</p>	<p>Improvement Strategies</p> <p>Increase student participation in the general education curriculum by:</p> <p>Continuing to support and expand initiatives that provide resources for schools to implement service delivery models and effective instructional strategies that promote successful participation in the general education curriculum.</p> <p>Providing training through the Florida Inclusion Network (FIN) to all school administrators and selected school and district staff in Quality Designs for Instruction (QDI).</p> <p>Expanding staff development efforts to general education teachers on instructional accommodations and modifications for students with disabilities.</p> <p>Continuing to support and expand initiatives that promote access to the general curriculum through the use of assistive technology.</p> <p>Continuing to support and expand initiatives that promote access to the</p>	<p>Evidence of Change</p> <p>Goal: The percentage of EMH students served at the separate class level will decrease from 87% to 62% by the end of the 2004-2005 school year.</p> <p>Benchmarks: In 2002-2003, the percentage will decrease from 87% to 80%.</p> <p>In 2003-2004, the percent will decrease from 80% to 71%.</p> <p>In 2004-2005, the percent will decrease from 71% to 62%.</p>

	<p>general curriculum through the use of assistive technology.</p> <p>Continuing to support and expand initiatives that allow for appropriate access to the general curriculum for students working on the Sunshine State Standards for Special Diploma.</p> <p>Training IEP committees to ensure that EMH students are provided access to the general curriculum.</p>	
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