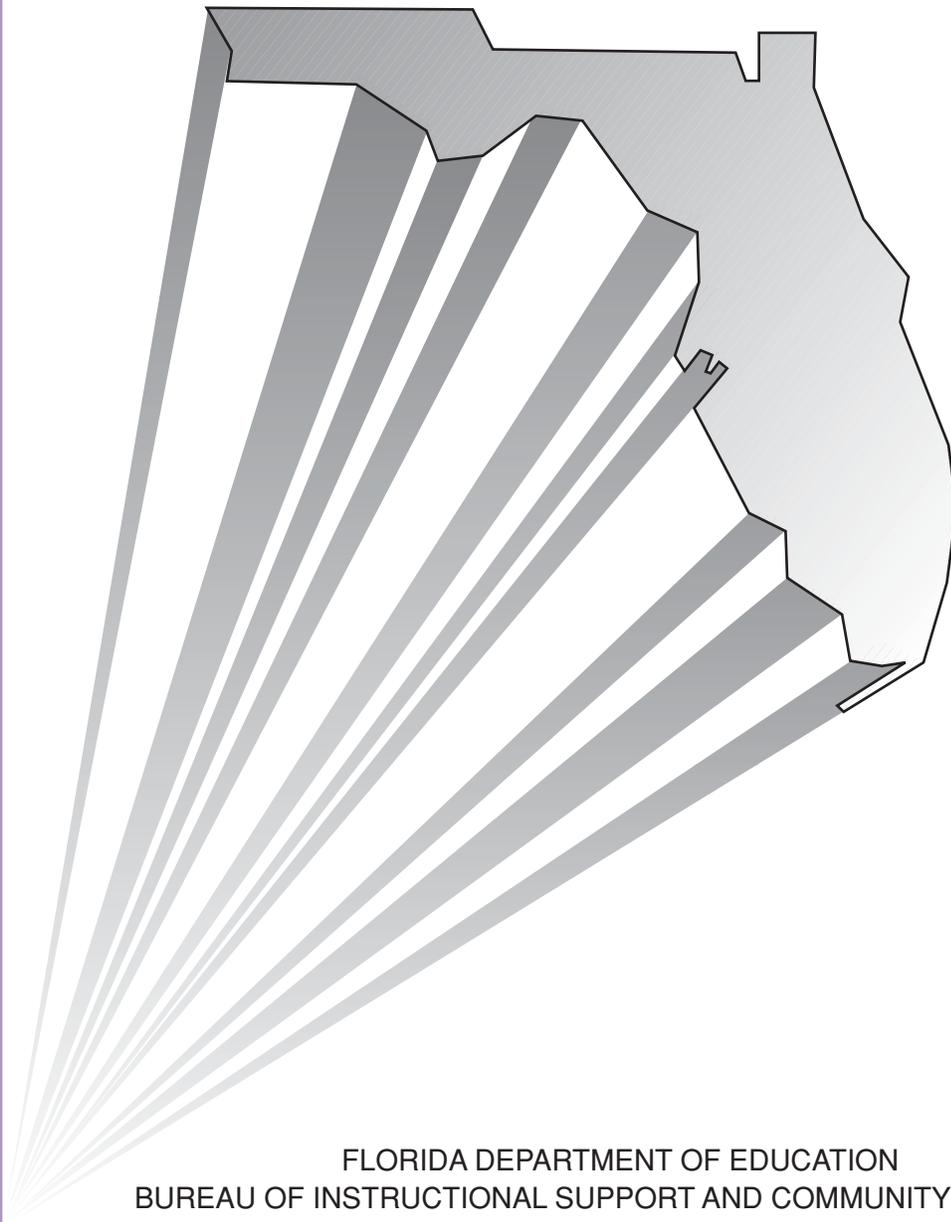


FINAL REPORT OF FOCUSED MONITORING OF
EXCEPTIONAL STUDENT EDUCATION PROGRAMS IN

WASHINGTON COUNTY

APRIL 7 - 9, 2003



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES

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November 3, 2003

Mr. Jerry Tyre
Washington County School District
652 3rd Street
Chipley, Florida 32428-1410

Dear Superintendent Tyre:

We are pleased to provide you with the Final Report of Focused Monitoring of Exceptional Student Education Programs in Washington 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 7-9, 2003. The report includes a System Improvement Plan outlining the findings of the monitoring team. The final report will be placed on the Bureau of Instructional Support and Community Services' website and may be viewed at www.firn.edu/doe/commhome/mon-home.htm.

The Bureau has sent Sue Porlier, ESE Director, an electronic copy of the System Improvement Plan for development. Within 30 days of the receipt of this electronic copy, the district is required to submit the completed System Improvement Plan for review by our office. Bureau staff will work with Sue Porlier and her staff to develop 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. After the System Improvement Plan has been approved, it will also be placed on the Bureau's website.

SHAN GOFF

K-12 Deputy Chancellor for Student Achievement

Mr. Jerry Tyre
November 3, 2003
Page 2

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

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

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

Sincerely,



Shan Goff
K-12 Deputy Chancellor for Student Achievement

Enclosure

Washington County School District
Focused Monitoring Visit
April 7-9, 2003

Table of Contents

Executive Summary	1
Monitoring Process	9
Authority	9
Focused Monitoring	9
Key Data Indicators	9
District Selection.....	10
Sources of Information	10
On-Site Monitoring Activities	10
Interviews.....	10
Focus Group Interviews.....	11
Student Case Studies.....	11
Classroom Visits	11
Off-Site Monitoring Activities.....	12
Parent Surveys	12
Teacher Surveys.....	12
Student Surveys	12
Reviews of Student Records and District Forms	12
Reporting Process	13
Interim Reports	13
Preliminary Report.....	13
Final Report	13
Reporting of Information	15
Results.....	15
General Information.....	15
Decision-Making.....	15
Access	17
Student Preparation.....	17
Parent Involvement	18
Stakeholder Opinions Related to the Indicator	19
Gifted	19
Student Record Reviews.....	20
District Forms Review	21
District Response	22

System Improvement Plan.....	23
Recommendations and Technical Assistance	27
Recommendations.....	27
Technical Assistance.....	27
Appendix A: Development of Monitoring Process	29
Appendix B: District Data	35
Appendix C: ESE Monitoring Team Members	47
Appendix D: Surveys.....	51
Appendix E: Glossary of Acronyms.....	65
Appendix F: Forms Review	69

Washington County School District
Focused Monitoring Visit
April 7-9, 2003

Executive Summary

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

During the week of April 7, 2003, the Florida Department of Education, Bureau of Instructional Support and Community Services, conducted an on-site review of the exceptional student education (ESE) programs in Washington County Public Schools. Sue Porlier, Exceptional Student Education Director, 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. Washington County was selected for monitoring on the basis of the percent of students with disabilities participating in Florida Comprehensive Assessment Test (FCAT). The results of the monitoring process are reported under categories or related areas that are considered to impact or contribute to the key data indicator.

Summary of Findings

General

Washington County has a Department of Juvenile Justice (DJJ) facility, a larger than normal autistic population, and a relatively large number of students identified as educable mentally handicapped (EMH) which may affect the data related to the indicator.

Decision-Making

The decision to exempt students from the FCAT is made during the individual education plan (IEP) meeting. Interviews revealed that the decision is based on many things, including diploma option, placement, and cognitive ability. At the high school level, some students on the special diploma track do not meet state board rule requirements for exemption from FCAT. When asked about the decision-making process related to whether or not a student takes the FCAT, interviewees could not articulate the criteria from which the decision should be based.

Access

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

Student Preparation

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

Parent Involvement

District and school staff reported that parents are actively involved in the decision-making process during IEP meetings to determine whether or not students participate in the FCAT.

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.

Gifted

Washington County has a gifted enrichment program for students through middle school. Students receive gifted services from one part-time gifted teacher. Gifted students and their families generally choose to have the needs of gifted high school students met through the use of virtual classes, dual-enrollment classes, and advanced placement classes. Referral rates are low and the district is actively providing training to teachers in order to increase referral rates.

Record and Forms Reviews

Individual or non-systemic findings for student IEPs were noted in 10 areas. Systemic findings were identified in three areas and are identified in this report. There were no systemic findings in the review of educational plans (EPs). Funding adjustments were made for specific items of noncompliance for the records of two students. Seven IEP teams were required to reconvene.

During the forms review, findings were noted on the Notice and Consent for Initial Placement, Documentation of Staffing, and Confidentiality of Information.

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.

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

Washington 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.

5

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
General	There are no findings in this area.				
Decision Making	When asked about the decision-making process related to whether or not a student takes the FCAT, interviewees could not articulate the criteria from which the decision should be based.	X		Training on “the FCAT participation decision-making process” will be provided to key school personnel participating in IEP meetings.	District staff will randomly interview 70% of the teachers to determine knowledge of decision-making process for FCAT participation exemption. Report of self-assessment reveals 100% of teachers interviewed will be knowledgeable about FCAT participation
	At the high school level, some students on the special diploma track do not meet state board rule requirements for exemption from FCAT.	X			

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Decision Making	At the high school level, some students on the special diploma track do not meet state board rule requirements for exemption from FCAT.	X		Training on “criteria for exemption from FCAT” will be provided to key school personnel participating in IEP meetings.	decision-making process. Target date 12/03 and 6/04 District staff will randomly review 70% of student records of total students on special diploma track to determine participation rate. Report of self-assessment reveals 100% of records reviewed will indicate appropriate FCAT participation. Target date 12/03 and 6/04
Access	There are no findings in this area.				
Student Preparation	There are no findings in this area.				
Parental Involvement	There are no findings in this area.				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Gifted	The district has a low referral rate for students to be evaluated for participation in the gifted program.	X		Orientation to include “characteristics of the gifted” will be provided to guidance counselors and teachers by the teacher of the gifted.	District staff will review all referrals for testing. Evidence to be addressed in district’s continuous improvement monitoring plan. Target date: 12/03 and 6/04
Forms Review	1. Notice and Consent for Initial Placement 2. Documentation of Staffing 3. Confidentiality of Information	X X	 X	Revise forms for compliance.	All forms were submitted on 5/20/03 with DOE receipt and approval on 5/29/03.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
IEP Review	<p>Systemic findings were identified in three areas and are identified in this report:</p> <ul style="list-style-type: none"> • incomplete present level of educational performance statements • inadequate statements indicating how the student's disability affects the student's involvement and progress in the general curriculum • lack of a majority of measurable goals 	X		<p>Staff training related to the following areas will be provided:</p> <ul style="list-style-type: none"> • present level statements • how the student's disability affects the involvement and progress in the general curriculum • measurable goals 	<p>Documentation of reconvening of IEP teams was submitted on 6/9/03 with DOE receipt and approval on 7/7/03.</p> <p>District staff will randomly review 10 records to determine compliance in the systemic areas noted. Report of self-assessment will reveal 100% compliance within these areas.</p> <p>Target date: 12/03 and 6/04</p>

Monitoring Process

Authority

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

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

Focused Monitoring

The purpose of the focused monitoring process is to implement a methodology that targets the Bureau's monitoring intervention on key data indicators that were identified as significant for educational outcomes for students. Through this process, the Bureau will use such data to inform the monitoring process, thereby implementing a strategic approach to intervention and commitment of resources that will improve student outcomes.

Key Data Indicators

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

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

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

District Selection

Districts were selected to be monitored based on a review of data from the 2001-02 school year that was submitted electronically to the Department of Education (DOE) Information Database for Surveys 2, 3, 5, 9, and from the assessment files. This data was then compiled into an annual data profile.

In making the decision to include Washington 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 2001–2002 school year. Data from the 2002 administration of the FCAT is reported in the 2003 LEA profile. The participation rate was calculated in a manner consistent with the data reported in the local education agency (LEA) profile. 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 Washington County approached the lowest rate for all districts in the state. The district's profile and rank ordered data related to the key data indicator are attached as appendix B in this report.

Based on the 2003 LEA profile, Washington County School District has a total school population (PK-12) of 3,411 with 16% of students being identified as students with disabilities (4% identified as receiving only speech services), and less than 1% identified as gifted. Washington County is considered a small district and is one of 25 districts in this enrollment group.

Washington County School District is comprised of two elementary schools, two middle schools, two high schools, and three DJJ facilities. Two of the DJJ facilities are located outside the geographical confines of the district.

Sources of Information

On-Site Monitoring Activities

The on-site monitoring visit occurred during the week of April 7, 2003. A team composed of six DOE staff, three University of Miami research staff, and three peer monitors conducted the on-site activities. Peer monitors are exceptional student education personnel from other school districts who are trained to assist with the DOE's monitoring activities. A listing of all participating monitors is provided in appendix C.

Interviews

Interviews with district and school level staff were conducted to gather information about the indicator from multiple sources offering different points of view. The monitoring team conducted a total of four district interviews, 12 school-based administrator interviews, 12 ESE teacher interviews, and 16 regular education teacher interviews.

Focus Group Interviews

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

To try to ensure maximum parental participation, the district ESE administrator, teachers, and guidance counselors made phone calls to parents to encourage their participation in the focus group. To encourage teacher participation, teachers were given leave time and provided with substitutes to attend the teacher focus group. The focus group was scheduled during their work day to ensure that they would not have to attend on their personal time.

In conjunction with the 2003 Washington County monitoring activities, six parents participated in the parent focus group, representing six students with disabilities in elementary and high school. One ESE teacher and one general education teacher participated in the teacher focus group. Eight students participated in the focus group for students pursuing a standard diploma and five students pursuing a special diploma participated.

Student Case Studies

Student case studies are conducted for the purpose of performing an in-depth review of the services a student receives in accordance with his or her IEP. The on-site selection of students for the case studies at each school is based on criteria that has been identified as being historically characteristic of students who may have the cognitive ability to participate in statewide assessments and have not participated in the FCAT. As part of this process, the student's records are reviewed, monitors observe the student in class, and teachers are interviewed regarding the implementation of the IEP. Two in-depth case studies were conducted in Washington 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 29 ESE and general education classrooms were visited during the focused monitoring visit in Washington 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:

- Kate Smith Elementary School
- Roulhac Middle School
- Vernon Elementary School

- Vernon High School
- Vernon Place

Off-Site Monitoring Activities

Surveys are designed by the University of Miami research staff in order to provide maximum opportunity for input about the district's ESE services from parents of students with disabilities and students identified as gifted, ESE and regular education teachers, and students with disabilities in grades 9-12. Results of the surveys may be discussed in the body of this report. Data from each of the surveys are included as appendix D.

Parent Surveys

Surveys are mailed to parents of students with disabilities and parents of students identified as gifted. The survey that is sent to parents is printed in English, Spanish, and Haitian Creole, where applicable. It includes a cover letter, a notice regarding the opportunity to participate in a focus group, and a postage paid reply envelope. A total of 515 surveys for parents of students with disabilities and 35 surveys for parents of students identified as gifted were mailed. Forty-nine (10%) of the parents of students with disabilities and 13 (37%) of the parents of students identified as gifted responded. It should be noted that several parents indicated to the district director that they did not feel the need to complete the surveys because they were pleased with the services their children were receiving.

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. Seventy-one teachers from seven schools, representing 28% of ESE and general education teachers, responded to the teacher survey for Washington District Schools.

Student Surveys

For students with disabilities across the district in grades 9-12, a teacher conducts the student survey following a written script. Since participation in this survey is not appropriate for some students whose disabilities might impair their understanding of the survey, professional judgement is used to determine appropriate participants. Thirty-four students, representing 28% of students with disabilities in grades 9-12, completed the survey.

Reviews of Student Records and District Forms

At the Department of Education (DOE), Bureau staff members conduct a compliance review of student records that are randomly selected from the population of students with disabilities and students identified as gifted prior to the on-site monitoring visit. A total of 23 student records were reviewed from seven schools in Washington County. The review included 15 records of students with disabilities excluding speech only, two records for students identified as speech only, two records for students identified as gifted, two records from the low incidence population, and two records from the DJJ facility in the district. The records were sent to the DOE for review by Bureau staff prior to the on-site visit. The sample group included records of 10 high school students, five middle school students, and eight elementary school students.

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

Reporting Process

Interim Reports

Daily debriefing sessions are conducted by the monitoring team members in order to review findings, as well as to determine if there is a need to address additional issues or visit additional sites. Preliminary findings and concerns are shared with the ESE director and/or designee through daily debriefings with the monitoring team leader during the monitoring visit. In addition, the district ESE director is invited to attend the final team debriefing with Bureau staff and peer monitors. During the course of these activities, suggestions for interventions or strategies to be incorporated into the district's system improvement plan may be proposed. Within two weeks of the visit, Bureau administrative staff conduct a telephone conference with the ESE director to review major findings.

Preliminary Report

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

Final Report

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

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. In developing this plan, every effort should be made to link the system improvement plan for focused monitoring to the district's continuous improvement monitoring plan. In collaboration with Bureau staff, the district is encouraged to develop methods that correlate activities in order to utilize resources, staff, and time in an efficient manner in order to improve outcomes for students with disabilities. 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:

- Administration and Policy/General Supervision
- Decision-making
- Access
- Student preparation
- Parent involvement
- Stakeholder opinion related to the indicator
- Gifted

To the extent possible, this report focuses on systemic issues rather than on isolated instances of noncompliance or need for improvement. Systemic issues are those that occur at a sufficient enough frequency that the monitoring team could reasonably infer a system-wide problem. Findings are presented in a preliminary report, and the district has the opportunity to clarify items of concern. In a collaborative effort between the district and Bureau staff, system improvement 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 monitoring plan.

Results

General

The general category refers to demographic or other influences that may impact the participation rate of students with disabilities in statewide assessments. Interviews with four district administrators and 40 school staff revealed that Washington County has one DJJ facility which houses juvenile girls for 9-12 months. Other influences, identified during interviews, that may affect the participation rate of students with disabilities in the FCAT included a larger than normal autistic population and relatively large number of students identified as EMH.

In summary, Washington County has a DJJ facility, a larger than normal autistic population, and a relatively large number of students identified as EMH which may affect the data related to the indicator.

Decision-Making

Decision-making refers to the process by which the decision is made to exempt a student from the FCAT. It impacts the rate of students with disabilities who participate in state assessments in that the decision to exclude students from the assessment may or may not be based on criteria from State Board Rule 6A-1.0943(1)(a)(1.-2.) which states "Students may be excluded from

statewide or district assessment programs if the following criteria are met: 1. The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards...even with appropriate and allowable course modifications, and 2. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.”

Interviews with district administrators revealed that the decision regarding assessment exemption was made by the IEP team based on the individual student. Interviews with school level personnel confirmed that decisions are made at IEP meetings by the team. Although some parents of students with disabilities at the elementary level reported that school staff had not discussed the FCAT or alternate assessments with them, it should be noted that this issue would not be discussed until the child is entering third grade.

Interviewees at the high school level indicated that the IEP team decision was based on the diploma option and placement of students. Students on the standard diploma track take the FCAT and students on the special diploma track take an alternate assessment. While decisions regarding diploma option, placement, and FCAT participation are all closely related, they are not inclusive of one another. It may be appropriate for an IEP team to place a student on a special diploma track while the student does not meet the requirement for exemption from FCAT. For these students, FCAT participation would be mandated by state board rule requirements; it would also be appropriate for these students to participate in alternate assessment to provide meaningful instructional data to teachers.

Interviewees at the middle school level indicated that assessment decisions were based on input from teachers and parents. They indicated that cognitive ability was the primary determining factor in the decision.

At the elementary level, one school's personnel indicated that the FCAT decision was based, in part, on the student's placement. Several respondents reported that students served at the separate class level would not take the FCAT. It was also reported that the FCAT was not appropriate for some emotionally handicapped (EH) or autistic students because of frustration.

Decisions related to FCAT participation for students at the DJJ facility are made at the IEP meeting. It was reported that not all students took the FCAT this year. This was confirmed through record reviews. The principal reported that as IEPs are written in the future, more students will take the FCAT.

Interviews revealed that there have been many inservice activities in the district related to FCAT, curriculum, instruction, and accommodations. However, when asked about the decision-making process related to whether or not a student takes the FCAT, interviewees could not articulate the criteria from which the decision should be based.

In summary, the decision to exempt students from the FCAT is made during the IEP meeting. Interviews revealed that the decision is based on many things, including diploma option, placement, and cognitive ability. At the high school level, some students on the special diploma

track do not meet State Board of Education rule requirements for exemption from FCAT. When asked about the decision-making process related to whether or not a student takes the FCAT, interviewees could not articulate the criteria from which the decision should be based.

Access

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

Interviews with district and school staff revealed that students at all levels have access to the general curriculum in ESE classes as well as in general education classes. ESE teachers reported the use of the general curriculum for students with disabilities. For some students the content is modified significantly. General education teachers reported the use of accommodations in their classrooms. At the middle school and high school levels, all ESE students are enrolled in general education physical education (PE), computer, and electives. At the elementary level, all students with disabilities take special classes (art, music, PE) with general education students.

Interviews at the DJJ facility revealed that students have access to the general curriculum with general education students. Supplemental materials addressing Sunshine State Standards (SSS) written at a lower reading level are provided to the school by the district.

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

Focus group interviews with parents, teachers, and students confirmed that students with disabilities have access to the general curriculum. Students at the high school level reported that they have access to academic courses, vocational courses, electives, and extracurricular activities.

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

Student Preparation

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

Interviews with district administrators and school staff revealed that students with disabilities have a wide range of programs and materials to aid in their preparation for the state assessment. Winning Intellectually 'n' Gaining Safety (WINGS) was cited as a program available to all students at the middle school. It is an after school program providing academic assistance to students. The district provides transportation for students who wish to attend. Other FCAT preparation activities include computer labs with Computer Curriculum Corporation (CCC) and Great Leaps, before and after school tutoring, and FCAT Explorer. The district also used

remediation supplement money to purchase laptop computers for students to check out and take home. These computers were loaded with FCAT preparation materials.

The district has also provided numerous inservice opportunities to teachers related to FCAT. Several interviewees reported that a training related to data analysis had been provided so that teachers could use data to effectively plan for instruction. Another inservice was provided on Curriculum Mapping to help in determining where gaps in the curriculum lie. There have been workshops called Tuesday Teacher Trainings related to topics such as Florida Writes, FCAT Explorer, and math.

Classroom observations revealed both direct FCAT preparation activities as well as instructional strategies designed to naturally integrate skills across subject areas. Student surveys revealed that most students with disabilities are satisfied with the FCAT preparation they are receiving. 85% of the respondents reported that teachers help prepare them for the FCAT; 85% of the students reported that they work on the skills needed to pass the FCAT in their reading/language arts class and 79% reported that in their math class they work on the kinds of problems that are on the FCAT.

Focus group interviews with parents, teachers, and students confirmed a wide variety of FCAT preparation materials and programs. Most students indicated that they had passed the reading portion of the FCAT, however, the math portion contained material that they did not feel prepared to be assessed on. As a result, many were receiving more support in their classes to prepare for retaking the math portion of the test.

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

Parent Involvement

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

Interviews with most district and school personnel revealed that parents actively participate in IEP meetings. Some respondents reported that not only is FCAT discussed at the annual IEP meeting, but also at additional parent conferences prior to the administration of the FCAT. In addition, most respondents indicated that parents participate, but have great confidence in the recommendations made by school staff and generally agree to those recommendations.

School staff reported that parents are encouraged to attend IEP meetings and conferences. Some staff indicated that if parents were unable to attend meetings, they would set up conference calls so that parents could participate. This information was confirmed during the teacher focus group.

In summary, district and school staff reported that parents are actively involved in the decision-making process during IEP meetings to determine whether or not students participate in the FCAT.

Stakeholder Opinions Related to the Key Data Indicator

Through interviews and focus groups, the members of the monitoring team asked district and school staff, parents, and students for their opinions related to the reasons that Washington 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 that they were shocked when the district was selected for this indicator. They all 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:

- large number of autistic students
- low cognitive ability

Student and parent focus group members did not cite potential reasons for the low percentage of students with disabilities who participate in FCAT. Teacher focus group members indicated that all schools encourage students who are capable of taking the FCAT to participate. They did make the recommendations of providing more information to teachers, providing more guidance to administrators, and limiting the number of students in varying exceptionalities classes as means to increase the participation rate of students with disabilities. It should be noted that due to the low participation in the teacher focus group that the opinions of this group may not accurately reflect the opinions of the majority of teachers in the district.

In summary, district and school staff are of the opinion that appropriate decisions are being made for students related to participation in the FCAT.

Gifted

Information provided by the district revealed that the curriculum for the Washington County gifted program focuses on activities that promote higher level thinking skills, creativity, cooperation, originality, fluency, problem solving, communication, and leadership skills. Activities include the study of current events, the study of cultural affairs and visits to cultural events, research projects, competitive events, group projects, and career shadowing. Interviews with the district administrator and gifted teacher confirmed the use of enrichment activities including creative writing, research, current events, and computers in the gifted program in Washington County.

District and school staff reported a high level of formal contact with parents through EP meetings. There is also informal contact with parents who stop by the classroom throughout the year. While the survey for parents of students identified as gifted indicated that only 38% of the 13 respondents were satisfied with the services their children receive, interviewees reported that the parents who are in contact with the teacher through this formal and informal contact express satisfaction with the services provided to gifted students.

Interviews and class visits revealed that ample resources are available for the gifted program. Currently, the gifted program is a pull-out program. Elementary and middle school students enrolled in the program go to the middle school one day each week to receive gifted services. There was concern that students miss one day per week from the regular class, however, general education teachers reported being flexible regarding the make-up of missed assignments. Based on data reported to the Bureau in Survey 9 and staff report, students are routinely dismissed from the gifted program prior to entering high school. Staff reported that gifted students and their families generally choose to have the needs of gifted high school students met through the use of virtual classes, dual-enrollment classes, and advanced placement classes.

Referrals are generated from parents, teachers, and administrators. Due to the low identification rate of gifted students in the district, the district is providing training to teachers in an effort to increase teacher referrals. It should be noted that referral rates for the district are on the increase.

In summary, Washington County has a gifted enrichment program for students through middle school. Students receive gifted services from one part-time gifted teacher. Gifted students and their families generally choose to have the needs of gifted high school students met through the use of virtual classes, dual-enrollment classes, and advanced placement classes. Referral rates are low and the district is actively providing training to teachers in order to increase referral rates.

Student Record Reviews

A total of 21 student records of students with disabilities and two records of students identified as gifted, randomly selected from the population of exceptional students, were reviewed from seven schools in Washington County.

Of the 21 IEPs reviewed, individual or non-systemic findings are as follows:

- lack of appropriate signatures on the IEP
- lack of correspondence between annual goals and objectives and the needs identified in the present level of educational performance
- lack of statement indicating why state assessment is not appropriate for student
- lack of statement of how student's progress toward annual goal will be measured
- present level of performance statement and goals do not support the services on the IEP
- lack of progress report for communication goal
- lack of prior informed notice of change of placement
- lack of prior informed notice of change of FAPE
- lack of documentation of steps taken to obtain agency participation
- lack of documentation of parental input in the reevaluation process

In addition, there were several areas of non-compliance that appeared to be systemic in nature.

- incomplete present level of educational performance statements
- inadequate statements indicating how the student's disability affects the student's involvement and progress in the general curriculum
- lack of a majority of measurable goals

Twelve of the 21 records reviewed had at least one goal that was not measurable. For seven of the 21 students a majority of the goals were not measurable, and IEP teams must be reconvened to address this finding. The district was notified of the specific students requiring reconvened IEP meetings in a letter dated April 28, 2003. In addition, two records were found to be out of compliance for a lack of prior informed notice of change of placement and will result in a fund adjustment for those students. The district was notified of students identified for fund adjustments in the previously mentioned letter.

Of the two EPs reviewed, there were no systemic issues. Both were in compliance on all items except one. Of the two records, one did not indicate a duration date.

In summary, individual or non-systemic findings for student IEPs were noted in 10 areas. Systemic findings were identified in three areas. There were no systemic findings in the review of EPs. Funding adjustments were made for specific items of noncompliance for the records of two students. Seven IEP teams were required to reconvene.

District Forms Review

Forms representing the thirteen areas identified below were submitted to Bureau staff for a review to determine compliance with federal and state laws. Findings were noted in 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 28, 2003. A detailed explanation of the specific findings may be found in the notification letter, see appendix F.

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

* indicates findings that require immediate attention

~ indicates recommendations for later printing of forms

District Response

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

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

Washington 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.

23

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
General	There are no findings in this area.				
Decision Making	When asked about the decision-making process related to whether or not a student takes the FCAT, interviewees could not articulate the criteria from which the decision should be based.	X		Training on “the FCAT participation decision-making process” will be provided to key school personnel participating in IEP meetings.	District staff will randomly interview 70% of the teachers to determine knowledge of decision-making process for FCAT participation exemption. Report of self-assessment reveals 100% of teachers interviewed will be knowledgeable about FCAT participation
	At the high school level, some students on the special diploma track do not meet state board rule requirements for exemption from FCAT.	X			

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Decision Making	At the high school level, some students on the special diploma track do not meet state board rule requirements for exemption from FCAT.	X		Training on “criteria for exemption from FCAT” will be provided to key school personnel participating in IEP meetings.	decision-making process. Target date 12/03 and 6/04 District staff will randomly review 70% of student records of total students on special diploma track to determine participation rate. Report of self-assessment reveals 100% of records reviewed will indicate appropriate FCAT participation. Target date 12/03 and 6/04
Access	There are no findings in this area.				
Student Preparation	There are no findings in this area.				
Parental Involvement	There are no findings in this area.				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Gifted	The district has a low referral rate for students to be evaluated for participation in the gifted program.	X		Orientation to include “characteristics of the gifted” will be provided to guidance counselors and teachers by the teacher of the gifted.	District staff will review all referrals for testing. Evidence to be addressed in district’s continuous improvement monitoring plan. Target date: 12/03 and 6/04
Forms Review	2. Notice and Consent for Initial Placement 2. Documentation of Staffing 3. Confidentiality of Information	X X	 X	Revise forms for compliance.	All forms were submitted on 5/20/03 with DOE receipt and approval on 5/29/03.

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
IEP Review	<p>Systemic findings were identified in three areas and are identified in this report:</p> <ul style="list-style-type: none"> • incomplete present level of educational performance statements • inadequate statements indicating how the student's disability affects the student's involvement and progress in the general curriculum • lack of a majority of measurable goals 	X		<p>Staff training related to the following areas will be provided:</p> <ul style="list-style-type: none"> • present level statements • how the student's disability affects the involvement and progress in the general curriculum • measurable goals 	<p>Documentation of reconvening of IEP teams was submitted on 6/9/03 with DOE receipt and approval on 7/7/03.</p> <p>District staff will randomly review 10 records to determine compliance in the systemic areas noted. Report of self-assessment will reveal 100% compliance within these areas.</p> <p>Target date: 12/03 and 6/04</p>

Recommendations and Technical Assistance

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

Recommendations

- Provide each ESE teacher with a copy of the state board rule for exemption.
- Provide mandatory training on how to incorporate the rule in the development of the IEP.
- Review district criteria for exemption from FCAT and compare to state criteria in order to align district criteria with state rule.
- For students who will be required to take the test, provide training to teachers on how to provide accommodations, such as test-taking strategies.
- Address staff development for teachers on how to prepare students, academically and behaviorally, to appropriately take the FCAT.
- Conduct school-level data analysis to determine if data input errors contributed to the low rate of students with disabilities who participated in the FCAT.

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.

Bureau of Instructional Support and Community Services

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

SLD, IEPs

Paul Gallaher
(850) 245-0478

Clearinghouse Information Center

cicbiscs@fldoe.org

Compliance

Eileen Amy
Carol Kirkpatrick
Iris Anderson
Gail Best
Kim Komisar
(850) 245-0476

APPENDIX A:

DEVELOPMENT OF THE MONITORING PROCESS

Development of the Monitoring Process 1999-2003

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

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

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

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

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

During the transition year of 1999-2000 districts were asked to conduct extensive self-evaluations. Beginning in the 2000-01 school year, the focused monitoring process was instituted. Four districts were selected for focused monitoring during the 2001 pilot year: Jackson County– standard diploma rate; Lee County– dropout rate; Osceola County– participation in statewide assessment; and, Taylor County– regular class placement.

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

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

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

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

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

In the fall of 2001, districts were required to develop a plan to conduct an in-depth analysis during the 2001-02 school year of the selected data indicators for both populations, and to submit the plan to the Bureau for review and approval. While all districts were required to submit a plan for data collection during the initial year of continuous improvement monitoring, on-site visits by the Bureau were not conducted to review these activities.

For the 2002-2003 school year, based on the results of the data collection and analysis conducted during the 2001-02 school year, districts were required to submit continuous improvement monitoring plans (CIMPs) designed to improve outcomes for students with disabilities and for gifted students.

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

APPENDIX B:
DISTRICT DATA



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

District: Washington	PK-12 Population: 3,411
Enrollment Group: less than 7,000	Percent Disabled: 16%
	Percent Gifted: <1%

Introduction

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

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

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

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

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

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

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

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

Data Sources

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

Section One: Educational Benefit

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

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

Participation Rate in Statewide Assessments:

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

Grade 3 Participation FCAT Math				Grade 3 Participation FCAT Reading		
1999-00	2000-01	2001-02	Washington Enrollment Group State	1999-00	2000-01	2001-02
*	75%	65%		*	75%	65%
*	86%	85%		*	86%	86%
*	85%	87%		*	85%	87%
Grade 5 Participation FCAT Math				Grade 4 Participation FCAT Reading		
1999-00	2000-01	2001-02	Washington Enrollment Group State	1999-00	2000-01	2001-02
79%	68%	68%		71%	81%	88%
81%	81%	89%		82%	86%	91%
84%	85%	88%		83%	85%	88%
Grade 8 Participation FCAT Math				Grade 8 Participation FCAT Reading		
1999-00	2000-01	2001-02	Washington Enrollment Group State	1999-00	2000-01	2001-02
90%	74%	68%		90%	74%	68%
78%	75%	80%		78%	75%	81%
76%	76%	80%		76%	76%	80%
Grade 10 Participation FCAT Math				Grade 10 Participation FCAT Reading		
1999-00	2000-01	2001-02	Washington Enrollment Group State	1999-00	2000-01	2001-02
62%	61%	56%		59%	61%	56%
69%	63%	68%		84%	63%	68%
58%	59%	62%		58%	59%	62%

* Not administered in 1999-00.

** Reported number participating exceeds enrollment.

Performance on Statewide Assessments: FCAT Reading

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

Grade 3 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	nr	41%	nr	18%	nr
all students	nr	16%	nr	15%	nr	70%
gifted students	nr	0%	nr	0%	nr	100%

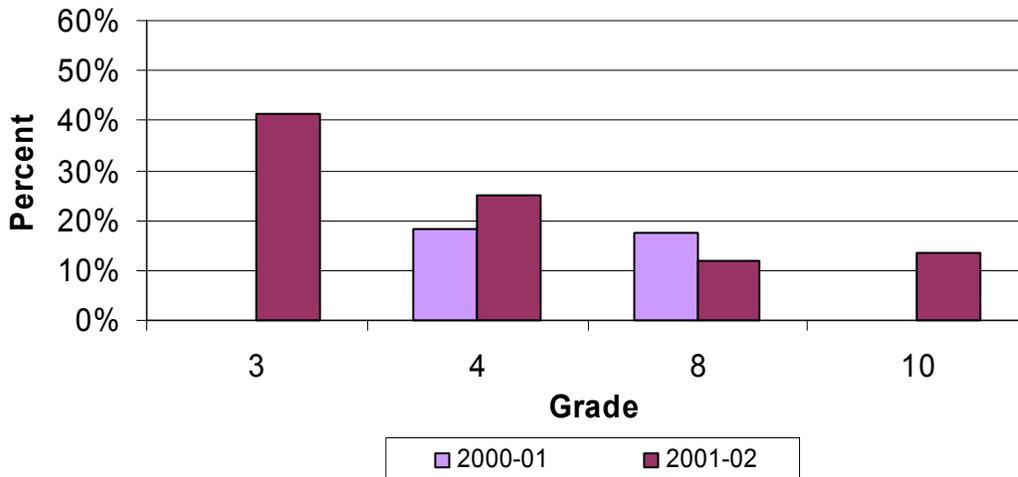
Grade 4 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	66%	65%	16%	10%	18%
all students	31%	28%	18%	14%	52%	59%
gifted students	0%	0%	0%	0%	100%	100%

Grade 8 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	71%	77%	12%	12%	18%
all students	26%	21%	26%	33%	48%	46%
gifted students	0%	0%	0%	0%	100%	100%

Grade 10 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	86%	59%	14%	27%	0%
all students	33%	26%	34%	41%	33%	33%
gifted students	0%	0%	0%	0%	0%	0%

nr = not reported

Percent of Students with Disabilities at Achievement Level 3 or Higher FCAT Reading



Performance on Statewide Assessments: FCAT Math

Grade 3 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	nr	24%	nr	21%	nr
all students	nr	11%	nr	16%	nr	72%
gifted students	nr	0%	nr	0%	nr	100%

Grade 5 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	72%	48%	4%	30%	24%
all students	31%	26%	30%	33%	38%	41%
gifted students	0%	0%	0%	0%	100%	100%

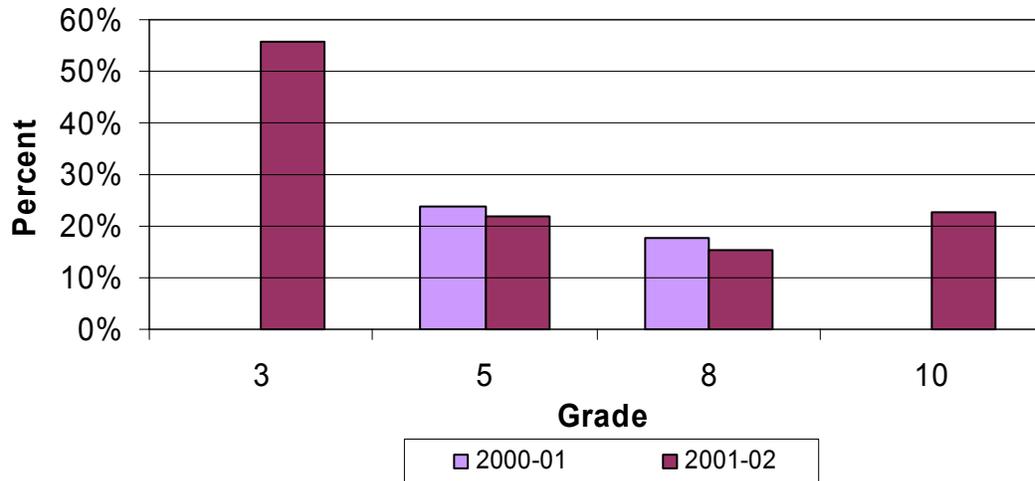
Grade 8 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	59%	61%	24%	24%	18%
all students	19%	16%	23%	25%	58%	59%
gifted students	0%	0%	0%	0%	100%	100%

Grade 10 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	64%	55%	36%	23%	0%
all students	21%	19%	24%	20%	54%	60%
gifted students	0%	0%	0%	0%	0%	0%

nr = not reported

Percent of Students with Disabilities at Achievement Level 3 or Higher

FCAT Math



Standard Diploma Graduation Rate:

The number of students with disabilities graduating with a standard diploma (withdrawal code W06) divided by the total number of students with disabilities who completed their education (withdrawal codes W06-10, W27) as reported in end of year survey 5. The resulting percentages are reported for the three-year period from **1999-00** through **2001-02**.

	1999-00	2000-01	2001-02
Washington	28%	56%	55%
Enrollment Group	46%	42%	41%
State	56%	51%	48%

Retention Rate:

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

2001-02		
	Students with Disabilities	All Students
Washington	5%	3%
Enrollment Group	7%	5%
State	7%	6%

Dropout Rate:

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

Students with Disabilities			
	1999-00	2000-01	2001-02
Washington	3%	3%	5%
Enrollment Group	5%	5%	5%
State	6%	5%	5%

All Students			
	1999-00	2000-01	2001-02
Washington	2%	3%	3%
Enrollment Group	4%	4%	3%
State	5%	4%	3%

Gifted Students			
	1999-00	2000-01	2001-02
Washington	0%	50%	0%
Enrollment Group	<1%	<1%	<1%
State	<1%	<1%	<1%

Section Two: Educational Environment

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

Regular Class Placement, Ages 6-21:

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

	2000-01	2001-02	2002-03
Washington	45%	46%	45%
Enrollment Group	44%	46%	49%
State	48%	48%	48%

Natural Environments, Ages 3-5:

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

	2000-01	2001-02	2002-03
Washington	28%	24%	21%
Enrollment Group	8%	10%	10%
State	6%	7%	7%

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

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

	2000-01	2001-02	2002-03
Washington	55%	59%	49%
Enrollment Group	56%	56%	49%
State	61%	62%	61%

Discipline Rates:

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

		2001-02							
		In-School Suspensions		Out-of-School Suspensions		Expulsions		Alternative Placement *	
		Students with Disabilities	Nondisabled Students						
Washington		9%	4%	9%	4%	0%	0%	0%	0%
Enrollment Group		16%	11%	13%	7%	<1%	<1%	<1%	<1%
State		13%	8%	15%	7%	<1%	<1%	<1%	<1%

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

Section Three: Prevalence

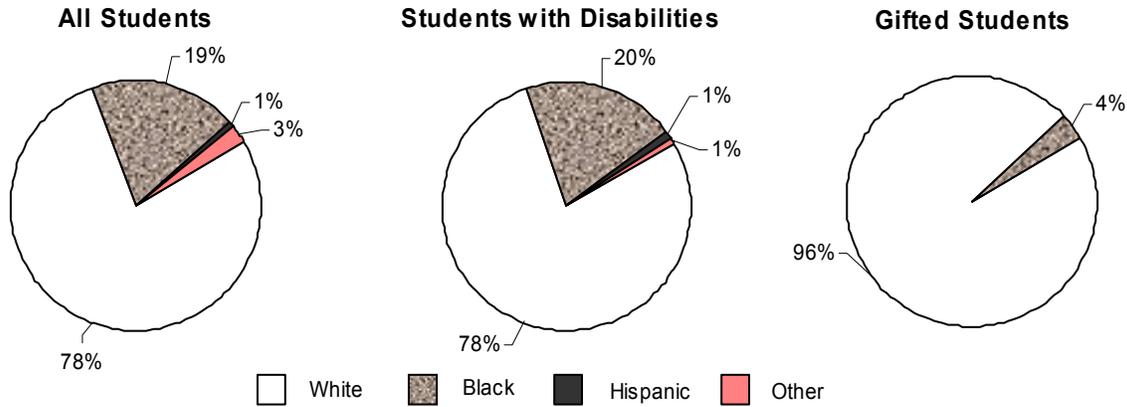
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

Student Membership by Racial/Ethnic Category:

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

	State			District		
	All Students	Students with Disabilities	Gifted Students	All Students	Students with Disabilities	Gifted Students
White	51%	52%	64%	78%	78%	96%
Black	24%	28%	10%	19%	20%	4%
Hispanic	21%	17%	19%	<1%	1%	0%
Asian/Pacific Islander	2%	<1%	4%	<1%	0%	0%
Am Ind/Alaskan Nat	<1%	<1%	<1%	<1%	0%	0%
Multiracial	2%	2%	3%	1%	<1%	0%

District Membership by Race/Ethnicity



Free/Reduced Lunch and LEP:

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

	State		District	
	All Students	Gifted Students	All Students	Gifted Students
Free / Reduced Lunch	44%	20%	57%	25%
LEP	12%	3%	0%	0%

Selected Disabilities by Racial/Ethnic Category:

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

	All Students		SLD		EH/SED		EMH	
	State	District	State	District	State	District	State	District
White	51%	78%	54%	82%	48%	77%	33%	58%
Black	24%	19%	24%	16%	39%	20%	53%	38%
Hispanic	21%	<1%	20%	<1%	11%	2%	13%	4%
Asian/Pacific Islander	2%	<1%	<1%	0%	<1%	0%	<1%	0%
Am Ind/Alaskan Nat	<1%	<1%	<1%	0%	<1%	0%	<1%	0%
Multiracial	2%	1%	1%	<1%	2%	2%	<1%	0%

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

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

	All Students		All Disabled	
	State	District	State	District
SLD	7%	6%	46%	39%
EH/SED	1%	2%	10%	12%
EMH	1%	1%	8%	9%
SI	2%	4%	14%	27%

Districts in Washington's Enrollment Group:

Baker, Bradford, Calhoun, DeSoto, Dixie, Franklin, Gilchrist, Glades, Gulf, Hamilton, Hardee, Holmes, Jefferson, Lafayette, Levy, Liberty, Madison, Sumter, Suwannee, Taylor, Union, Wakulla, Walton, Washington



The New Department of
Education

Jim Horne, Commissioner

**Washington County School District
 Focused Monitoring Visit
 April 7-9, 2003**

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

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

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

APPENDIX C:
MONITORING TEAM MEMBERS

**Washington County
Focused Monitoring Visit
April 7-9, 2003**

ESE Monitoring Team Members

Department of Education Staff

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

Peer Reviewers

Sherry Boland, Jefferson District Schools
Joanie Mayer, Seminole District Schools
Jo Wilson, Gilchrist District Schools

Contracted Staff

Batya Elbaum, Project Director, University of Miami
Emily Joseph, University of Miami
Adalis Sanchez, University of Miami
Christopher Sarno, University of Miami

APPENDIX D:
SURVEY RESULTS

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

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

In conjunction with the 2003 Washington County monitoring activities, the Parent Survey was sent to parents of the 515 students with disabilities for whom complete addresses were provided by the district. A total of 49 parents (PK, n = 2; K-5, n = 27; 6-8, n = 9; 9 - 12, n = 11) representing 10% of the sample, returned the survey. 30 surveys were returned as undeliverable, representing 6% of the sample.

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

Parent Survey Results

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

- | | |
|---|----|
| • the way special education teachers and regular education teachers work together. | 84 |
| • the amount of time my child spends with regular education students. | 80 |
| • the way I am treated by school personnel. | 79 |
| • how quickly services are implemented following an IEP (Individualized Educational Plan) decision. | 78 |
| • the exceptional education services my child receives. | 72 |
| • the effect of exceptional student education on my child's self-esteem. | 70 |
| • my child's academic progress. | 69 |
| • the level of knowledge and experience of school personnel. | 62 |

My child:

- | | |
|--|----|
| • has friends at school. | 89 |
| • spends most of the school day involved in productive activities. | 81 |
| • is learning skills that will be useful later on in life. | 78 |
| • is aiming for a standard diploma. | 73 |
| • is usually happy at school. | 73 |

At my child's IEP meetings we have talked about:	% Yes
• ways that my child could spend time with students in regular classes.	74
• whether my child would take the FCAT (Florida Comprehensive Assessment Test).	47
• whether my child should get accommodations (special testing conditions), for example, extra time.	47
• whether my child needed services beyond the regular school year.	42
• which diploma my child may receive.*	35
• the requirements for different diplomas.*	28

My child's teachers:

• are available to speak with me.	96
• expect my child to succeed.	91
• set appropriate goals for my child.	87
• call me or send me notes about my child.	81
• give homework that meets my child's needs.	81
• give students with disabilities extra time or different assignments, if needed.	65

My child's school:

• encourages me to participate in my child's education.	87
• encourages acceptance of students with disabilities.	85
• makes sure I understand my child's IEP.	81
• does all it can to keep students from dropping out of school.	81
• sends me information written in a way I understand.	80
• wants to hear my ideas.	79
• provides students with disabilities updated books and materials.	76
• offers a variety of vocational courses, such as computers and business technology.*	71
• addresses my child's individual needs.	71
• involves students with disabilities in clubs, sports, or other activities.	71
• informs me about all of the services available to my child.	66
• sends me information about activities and workshops for parents.	65
• explains what I can do if I want to make changes to my child's IEP.	59
• offers students with disabilities the classes they need to graduate with a standard diploma.	59
• provides information to students about education and jobs after high school.*	45

Parent Participation

• I am comfortable talking about my child with school staff.	95
• I have attended one or more meetings about my child during this school year.	89

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

	% Yes
• I participate in school activities with my child.	75
• I attend School Advisory Committee meetings concerning school improvement.	40
• I have used parent support services in my area.	32
• I belong to an organization for parents of students with disabilities.	17
• I am a member of the PTA/PTO.	12

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

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

The Parent Survey was sent to parents of the 35 students identified as gifted for whom complete addresses were provided by the district. A total of 13 parents (Kindergarten -5, n = 5, 6-8, n = 8; 9-12, n = 0) representing 37% of the sample, returned the survey. No surveys were returned as undeliverable.

Parent Survey Results

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

- the effect of gifted services on my child's self-esteem. 85
- gifted teachers' expertise in teaching students identified as gifted. 75
- gifted teachers' subject area knowledge. 69
- my child's academic progress. 62
- regular teachers' subject area knowledge. 62
- how quickly services were implemented following an initial request for evaluation. 58
- regular teachers' expertise in teaching students identified as gifted. 42
- the gifted services my child receives. 38

In Regular Classes, my child:

- has friends at school. 100
- 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. 75
- has creative outlets at school. 62
- is academically challenged at school. 54

In Gifted Classes, my child:

- is usually happy at school. 100
- has friends at school. 100
- has his/her social and emotional needs met at school. 92

	% Yes
• is learning skills that will be useful later on in life.	91
• has creative outlets at school.	90
• is academically challenged at school.	64

My child's regular teachers:

• expect appropriate behavior.	100
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	78
• are available to speak with me.	75
• have access to the latest information and technology.	69
• set appropriate goals for my child.	55
• relate coursework to students' future educational and professional pursuits.	54
• my child's teachers give homework that meets my child's needs.	50
• call me or send me notes about my child.	36

My child's gifted teachers:

• expect appropriate behavior.	100
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	80
• have access to the latest information and technology.	75
• are available to speak with me.	73
• relate coursework to students' future educational and professional pursuits.	58
• set appropriate goals for my child.	55
• give homework that meets my child's needs.	38
• call me or send me notes about my child.	18

My child's home school:

• sends me information written in a way I understand.	100
• makes sure I understand my child's EP or IEP.	82
• treats me with respect.	75
• involves me in developing my child's Educational Plan (EP or IEP).	73
• encourages me to participate in my child's education.	69
• wants to hear my ideas.	67
• explains what I can do if I want to make changes to my child's EP or IEP.	64
• informs me about all of the services available to my child.	62
• addresses my child's individual needs.	54
• provides students identified as gifted with appropriate books and materials.	42
• sends me information about activities and workshops for parents.	42
• implements my ideas.	40

My child's 2nd school:	% Yes
• treats me with respect.	100
• encourages me to participate in my child's education.	100
• provides students identified as gifted with appropriate books and materials.	100
• informs me about all of the services available to my child.	100
• sends me information written in a way I understand.	100
• explains what I can do if I want to make changes to my child's EP or IEP.	100
• wants to hear my ideas.	83
• addresses my child's individual needs.	83
• involves me in developing my child's Educational Plan (EP or IEP).	80
• makes sure I understand my child's EP or IEP.	80
• implements my ideas.	50
• sends me information about activities and workshops for parents.	40

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

- | | |
|---|-----|
| • have the option of taking a variety of vocational courses. | 100 |
| • are provided with information about options for education after high school. | 100 |
| • are provided with career counseling. | 100 |
| • are provided with the opportunity to participate in externships or mentorships. | 100 |

Parent Participation

- | | |
|--|----|
| • I participate in school activities with my child. | 92 |
| • I have attended one or more meetings about my child during this school year. | 85 |
| • I attend School Advisory Committee meetings concerning school improvement. | 27 |
| • I am a member of the PTA/PTO. | 23 |
| • I have used parent support services in my area. | 8 |
| • I belong to an organization for parents of students identified as gifted. | 0 |

**2003 Teacher Survey Report
Students with Disabilities
Washington County**

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

A total of 71 teacher surveys representing approximately 28% of ESE and GE teachers in the district were returned. Data are from 7 (88%) of the district's 8 schools.

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

Teacher Survey Results

% Consistently

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

- modifies and adapts curriculum for students as needed. 85
- ensures that students with disabilities feel comfortable when taking classes with general education students. 83
- addresses each student's individual needs. 82
- places students with disabilities into general education classes whenever possible. 76
- ensures that the general education curriculum is taught in ESE classes to the maximum extent possible. 73
- encourages collaboration among ESE teachers, GE teachers and service providers. 61
- offers teachers professional development opportunities regarding curriculum and support for students with disabilities. 50
- provides adequate support to GE teachers who teach students with disabilities. 48

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

- provides students with appropriate testing accommodations. 88
- provides teachers with FCAT test preparation materials. 80
- aligns curriculum for students with the standards that are tested on the FCAT. 74
- gives students in ESE classes updated textbooks. 62

% Consistently

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

- develops IEPs according to student needs. 92
- makes an effort to involve parents in their child's education. 87
- conducts ongoing assessments of individual students' performance. 83
- allows students to make up credits lost due to disability-related absences. 82
- ensures that classroom material is culturally appropriate. 75
- ensures that classroom material is grade- and age-appropriate. 73
- provides positive behavioral supports. 71
- encourages participation of students with disabilities in extracurricular activities. 71
- ensures that students are taught strategies to manage their behavior as needed. 63
- provides social skills training to students as needed. 51
- implements a dropout prevention program. 36

The following items relate primarily to middle and high schools.

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

- implements an IEP transition plan for each student. 75
- provides students with information about options after graduation. 41
- teaches transition skills for future employment and independent living. 29
- provides students with job training. 27
- coordinates on-the-job training with outside agencies. 24

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

- encourages students to aim for a standard diploma when appropriate. 56
- informs students through the IEP process of the different diploma options and their requirements. 55
- provides extra help to students who need to retake the FCAT. 52

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

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

A total of 34 surveys representing approximately 28% of students with disabilities in grades 9-12 in the district were returned.

Student Survey Results

I am taking the following ESE classes:	% Yes
• English	66
• Social Studies	63
• Math	53
• Science	18
• Vocational (woodshop, computers)	3
• Electives (physical education, art, music)	3

At my school:

• ESE teachers believe that ESE students can learn.	97
• ESE teachers understand ESE students' needs.	88
• ESE teachers give students extra time or different assignments, if needed.	88
• ESE teachers give students extra help, if needed.	88
• ESE teachers teach students things that will be useful later on in life.	88
• ESE teachers teach students in ways that help them learn.	85
• ESE teachers provide ESE students with updated books and materials.	85

I am taking the following regular/mainstream classes:

• Electives (physical education, art, music)	73
• Science	69
• Vocational (woodshop, computers)	58
• Math	53
• English	33
• Social Studies	33

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

At my school:

- regular education teachers teach ESE students things that will be useful later on in life. 85
- regular education teachers believe that ESE students can learn. 79
- regular education teachers give ESE students extra help if needed. 64
- regular education teachers teach ESE students in ways that help them learn. 58
- regular education teachers understand ESE students' needs. 56
- regular education teachers give ESE students extra time or different assignments if needed. 35

At my school, ESE students:

- can take vocational classes such as computers and business technology. 97
- are encouraged to stay in school. 91
- get the help they need to well in school. 88
- fit in at school. 85
- participate in clubs, sports, and other activities. 84
- are treated fairly by teachers and staff. 79
- spend enough time with regular education students. 79
- get information about education after high school. 73
- get work experience (on-the-job training) if they are interested. 67

Diploma Option

- I agree with the type of diploma I am going to receive. 91
- I know what courses I have to take to get my diploma. 91
- I know the difference between a regular and a special diploma. 85
- I will probably graduate with a regular diploma. 85
- I had a say in the decision about which diploma I would get. 82

IEP

- I was invited to attend my IEP meeting this year. 91
- I had a say in the decision about which classes I would take. 85
- I attended my IEP meeting this year. 68
- I had a say in the decision about special testing conditions I might get for the FCAT or other tests. 63
- I had a say in the decision about whether I need to take the FCAT or a different test. 18

FCAT

% Yes

- I received accommodations (special testing conditions) for the FCAT. 88
- Teachers help ESE students prepare for the FCAT. 85

- In my English/reading classes, we work on the kinds of skills that are tested on the reading part of the FCAT. 85
- I took the FCAT this year. 79
- In my math classes, we work on the kinds of problems that are tested on the math part of the FCAT. 79

APPENDIX E:
GLOSSARY OF ACRONYMS

Glossary of Acronyms

Bureau	Bureau of Instructional Support & Community Services
CCC	Computer Curriculum Corporation
DJJ	Department of Juvenile Justice
DOE	Department of Education
EMH	Educable Mentally Handicapped
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
FCAT	Florida Comprehensive Assessment Test
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
LEA	Local Education Agency
PE	Physical Education
SSS	Sunshine State Standards
WINGS	Winning Intellectually 'n' Gaining Strength

APPENDIX F:
FORMS REVIEW

**Washington 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 7, 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.

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

This form contains the components for compliance.

Individual Educational Plan (IEP) Meeting
Form Individual Educational Plan
Title 34 of the Code of Federal Regulation Section 300.347

This form contains the components for compliance.

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

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 Instructional Support and Community Services.