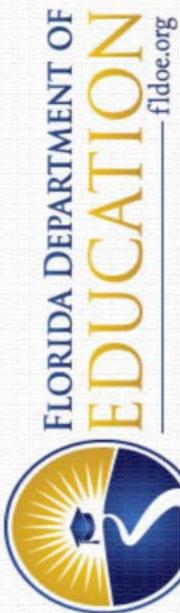


**2014-15 Exceptional Student Education
Monitoring and Assistance
On-Site Visit Report**

**Madison School District
March 24-25, 2015**



This publication is produced through the Bureau of Exceptional Education and Student Services (BEES), Division of Public Schools, Florida Department of Education, and is available online at <http://www.fldoe.org/e/mon-home.asp>. For information on available resources, contact the BEES Resource and Information Center (BRIC).

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July 6, 2015

Doug Brown, Superintendent
210 NE Duval Avenue
Madison, Florida 32340-2599

Dear Superintendent Brown:

The Bureau of Exceptional Education and Student Services (BEESS) is pleased to provide you with the 2014-15 Exceptional Student Education (ESE) Monitoring and Assistance On-Site Visit Report for Madison County School District. This report was developed by integrating multiple sources of information related to an on-site monitoring visit to your school district on March 24-25, 2015. Those information sources included interviews with district and school staff, student record reviews, Local Educational Agency Profiles, Guiding Questions – District Level Needs Assessment and an action-planning and problem-solving process.

The Madison County School District was selected for an on-site visit due to equity and access issues related to coordinated early intervening services for over-identification of black students with intellectual disabilities and graduation rates. The on-site visit was conducted by a State Support Team (SST) that included bureau and discretionary project staff.

The 2014-15 ESE Monitoring and Assistance process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for coordinated early intervening services and those indicators that affect equity and access in the educational environment for students with disabilities. Additionally, the process focuses on a shift from ESE compliance to outcomes to prepare all students for college and career readiness, which include: increasing the number of standard diploma graduates; decreasing the number of students dropping out of school; increasing regular class placement; decreasing the need for seclusion and restraint; and eliminating disproportionality in eligibility identification and discipline.

Monica Verra-Tirado, Ed.D., Chief
Bureau of Exceptional Education and Student Services

Superintendent Brown
July 6, 2015
Page Two

Ms. Lori Newman, Director of ESE, and her staff were very helpful to the SST in preparing for the on-site visit and throughout the visit. In addition, school-level personnel welcomed SST members and demonstrated a continued commitment to the education of students in the school district. This report will be posted on the BEESS website and may be accessed at <http://www.fldoe.org/ease/mon-home.asp>.

Thank you for your commitment to improving services to exceptional education students in the Madison County School District. If there are any questions regarding this report, please contact me at 850-245-0475 or via email at monica.verra-tirado@fldoe.org.

Sincerely,

Monica Verra-Tirado, Ed.D., Chief
Bureau of Exceptional Education and Student Services

Enclosure

cc: Lori Newman
Cathy Bishop
Patricia Howell
Karin Gerold

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Madison County School District

March 24-25, 2015

Authority

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS), 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 ESE laws, (sections 1001.03(3), 1003.571 and 1008.32, Florida Statutes [F.S.]), and rules. One purpose of the Individuals with Disabilities Education Act (IDEA) is to assess and ensure the effectiveness of efforts to educate children with disabilities, (s. 300.1(d) of Title 34, Code of Federal Regulations [(CFR)]. The bureau is responsible for ensuring that the requirements of IDEA and the educational requirements of the state are implemented (34 CFR §300.149(a)(1) and (2)).

In fulfilling this requirement, the BEESS monitors ESE programs provided by district school boards in accordance with ss.1001.42, 1003.57 and 1003.573, F.S. Through these monitoring activities, the bureau examines records and ESE services, evaluates procedures, provides information and assistance to school districts and otherwise assists school districts in operating effectively and efficiently. The monitoring system is designed to facilitate improved educational outcomes for students while ensuring compliance with applicable federal laws and regulations and state statutes and rules.

Under 34 CFR §300.646(b)(2), if a state identifies significant disproportionality based on race or ethnicity in a Local Educational Agency (LEA) with respect to the identification of children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings or the taking of disciplinary actions, the LEA must use the maximum amount (15 percent) of funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were significantly overidentified.

Section 1003.573, F.S., Use of restraint and seclusion on students with disabilities, was created in July 2010, and established documentation, reporting and monitoring requirements for districts regarding the use of restraint and seclusion for students with disabilities. School districts were required to have policies and procedures that govern parent notification, incident reporting, data collection and monitoring of the use of restraint or seclusion for students with disabilities in place no later than January 31, 2011. In July 2011, s. 1003.573, F.S., was amended to require that the FDOE establish standards for documenting, reporting and monitoring the use of manual or physical restraint and occurrences of seclusion. In September and October 2011, the standards established by the FDOE were provided to school districts and were included in the district's Exceptional Student Education Policies and Procedures document.

ESE Monitoring and Assistance Process

Background Information

The 2014-15 ESE Monitoring and Assistance process focuses on those State Performance Plan indicators that contributed to the targeting of school districts for CEIS and the following indicators that affect equity and access in the educational environment for students with disabilities:

- Indicator 1 – Graduation: Percentage of youth with Individual Educational Plans (IEP) graduating from high school with a regular diploma.
- Indicator 2 – Dropout: Percentage of youth with IEPs dropping out of high school.
- Indicator 4 – Rates of suspension and expulsion:
 - A. Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
 - B. Percentage of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
- Indicator 5 – Educational environments: Percentage of children with IEPs aged six through 21:
 - A. Inside the regular class 80 percent or more of the day;
 - B. Inside the regular class less than 40 percent of the day; and
 - C. In separate schools, residential facilities or homebound/hospital placements.
- Indicator 10 – Disproportionality, specific disability categories: Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- CEIS – Services provided to students in kindergarten through Grade 12 (with a particular emphasis on students in kindergarten through Grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.
- Restraint – Rate of incidents of restraint, as reported on the FDOE website.
- Seclusion – Rate of incidents of seclusion, as reported on the FDOE website.

The ESE Monitoring and Assistance process includes four phases:

- Phase 1 was composed of planning activities that occurred in advance of the first on-site visit to the school district.
- Phase 2 was the initial on-site visit to the selected school district by the state support team (SST).
- Phase 3 includes follow-up and post-initial visit activities that are conducted by a designated follow-up team, as determined by the SST, and identification of the ongoing data that will be collected.
- Phase 4 includes evaluation of the effectiveness of the school district's action plan, and should include participation of the comprehensive team that was involved in Phase 1.

In a letter dated January 26, 2015, the superintendent of the Madison County School District was informed that BEESS would be conducting an on-site monitoring visit for CEIS, relating to over-identification of black students with intellectual disabilities and graduation rates.

School Selection

Upon review of the school district's data it was determined that the monitoring and assistance process would involve the following schools for school-level interviews, student focus groups, and classroom walk-through visits:

- Madison County Central School
- Madison County High School

On-Site Activities

On-Site Visit Team

The following SST members planned or conducted the monitoring and assistance for the on-site visit:

FDOE, BEESS

- Monica Verra-Tirado, Bureau Chief, BEESS
- Karin Gerold, Program Specialist, Dispute Resolution and Monitoring (DRM), BEESS Facilitator
- Cathy Howard-Williams, Program Specialist, DRM
- Beth Moore, Senior Educational Program Director, Instructional Support Services
- Anne Glass, Medicaid in Schools, Student Support Services Project (SSSP)
- David Wheeler, School Psychology, SSSP
- John Cannon, Regional Executive Director, Differentiated Accountability

FDOE, Bureau Discretionary Projects

- Beth Hardcastle, Regional Coordinator, North (Problem-Solving Facilitator), Problem Solving-Response to Intervention (PS:Rtl)
- Martha Murray, Technical Assistance Specialist, Positive Behavior Support: A Multi-Tiered System of Support (PBS:MTSS)
- Amber Brundage, Project Evaluator, PS:Rtl
- Carol Milton, Project Coordinator, Florida Diagnostic and Learning Resources System (FDLRS), Gateway
- Dana Huggins, Project Manager, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Karen Sawyers, Facilitator, Florida Inclusion Network (FIN)
- Tury Lewis, Regional Representative, Region 1, Project 10: Transition Education Network
- Margaret Sullivan, Director, State Personnel Development Grant (SPDG)

Data Collection

On-site monitoring and assistance activities included the following:

- Review of recent data
- School-level administrator interviews - seven participants
- Teacher interviews - nine participants
- Classroom walk-through visits - five classrooms visited
- Student focus groups - 11 participants

- Action-planning and problem-solving process
- Review of data from the school district’s LEA Profiles, Guiding Questions – District Level Needs Assessment and data compiled from district data systems

Guiding Questions – District-Level Needs Assessment

Prior to the on-site visit, the school district was given questions to use as a guide in the collection of data. SST and district staff reviewed the data during the problem-solving and action-planning processes. Madison County School District’s questions were related to CEIS, over-identification of black students with intellectual disabilities and graduation rates. A list of these questions is located in Appendix A of this report.

Results

The following results include data for each of the focus areas as well as information related to the area.

CEIS - Over-identification

The district was required to set aside 15 percent of the IDEA Part B funds during the 2014-15 school year due to disproportionate data regarding over-identification of black students with an Intellectual Disability (InD) in the district. The funds were to be used for students who were not currently identified as needing special education or related services, but who needed additional academic supports to succeed in a general education environment. The incidents of identification of black students with an InD were at least 3.5 times more likely to occur compared to all other races combined. The risk ratio for the 2014-15 school year was calculated using data from the 2013-14 school year.

School Year When Funds are Required to be Withheld	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Risk Ratio	3.92	*	*	*	*	3.84	*

*Signifies a risk ratio less than 3.5

The following interventions are being implemented district-wide in order to provide assistance to the CEIS target students:

- ESE staff work directly with teachers to provide additional support in the implementation of early interventions in the regular education classrooms.
- ESE staffing specialists have designated a percentage of their work week to assist regular education teachers in the implementation of Tier 2 and Tier 3 interventions to provide a multi-tiered system of support.
- ESE staffing specialists are members of the Response to Intervention (Rtl) team at their designated schools.
- Paraprofessionals are assigned to assist elementary grade students in mastering academic and behavioral skills in the regular education classrooms.
- Paraprofessionals will assist in the implementation of Tier 2 and Tier 3 interventions in the regular education classrooms.
- Universal Design of Learning is offered to teachers and staff at school.
- An early warning system will be in place to help in the implementation of early intervention.

Graduation Rates

Federal Uniform High School Graduation Rate: This calculation uses the number of first-time ninth graders from four years ago, plus incoming transfer students on the same schedule to graduate, minus students from this population who transferred out or left to enroll in a private school or home education divided by the number of standard diplomas from the same group.

	2011-12	2012-13	2013-14
Madison	52.38%	35.29%	56.52%
State	47.71%	52.33%	55.06%

Administrators stated that the reason for the increase in the graduation rate was the fluctuation of the levels of cohorts coming into high school from year to year. Also, district staff seemed to think that the eight-period day had helped improve graduation rates. Although district level staff were pleased with the graduation rate, they were concerned about how many of those graduating were truly college and career ready.

Students Focus Groups, School-Level Interviews, and Classroom Walk-Through Visits

SST members conducted student focus groups and interviews with teachers and administration at the schools visited. The results of each are included below.

Student Focus Groups

Two groups of students were interviewed at each school site. One group consisted of students with IEPs and another group consisted of general education students who did not have an IEP. Students were interviewed regarding the following topics:

- Career and technical education
- College preparation
- Academic experiences
- Participation in extracurricular activities
- Accommodations and other resources or services needed

In addition, students with disabilities were interviewed regarding IEP and transition IEP meetings

At the middle school, the group of general education students reported that they liked their teachers and the teachers cared for them “like family.” Some students reported that they were in classes to earn high school credits dependent on passing the end of course exams, which was helping prepare them for college. The students reported that they have attended field trips to a college with their Science, Technology, Engineering and Mathematics class. One student liked the Science Students Together Reaching Instructional Diversity and Excellence (SSTRIDE©) program and students reported that they liked their career class. They reported that they liked the Chrome Books and wished they could take them home.

The group of students with disabilities reported that they have had conferences with their parents and teachers and assumed that they were IEP meetings. They knew what they wanted to do after high school. Some students liked the i-Ready® program to help them with their reading and math.

They reported that they do i-Ready® during their “Bronco Block” period. Two of the students reported that they were in general education classes and received support from the support facilitation teacher such as having things read to them and having extra time on assignments.

Both groups of students reported career plans for after high school. They reported that there was after school tutoring with transportation provided in case they needed help, and their teachers were available to help. Those students involved in extra-curricular activities reported that their coaches encouraged them to do well with academics. Both groups reported that they would like to participate in more hands-on and career classes at the middle school. They reported that they don’t like the “new curriculum” because it is hard.

At the high school, the group of general education students who did not have IEPs reported that they were taking advanced classes. They talked about the SSTRIDE© program, dual enrollment and how the teachers have helped them with their college preparation classes and test preparation. The students were involved in extra-curricular activities. Students reported that they would like to be recognized more for doing well in academics. They reported that teachers needed to encourage high expectations for all students and not be selective of which students who they “push” and which students they don’t. Students also reported that they would like to see more incentives for students not involved in extra-curricular activities such as sports.

The group of students with IEPs reported that they had been at IEP team meetings and that they were helpful. The students had career plans but wanted a workforce development program to help them prepare to look for a job. Students reported that the school helped them get identification cards and one student had a job. The students reported that their parents were involved in their education. They reported that the school did not help them prepare for college but they went to the career center and did a career search. They reported that the teachers gave them accommodations in class such as providing extra time and allowing them to work in small groups. Some students reported that teachers helped them with missing homework assignments. However, they would like more time and teacher explanations of directions for assignments and tests and more game-like activities. They reported that they did not feel prepared for assessments and the grading system in place this year was hurting their grades.

Teacher Interviews

Elementary, middle and high school teachers’ views were collected on the following topics: graduation, identification of students with disabilities (disproportionality), CEIS interventions, college preparation, progress monitoring MTSS process) and use of data.

When the teachers talked, they referred to all students and did not single out specific groups of students. There was a graduation coach at the high school that monitored student data for all seniors and had the ability to track student performance and intervene when necessary. Support facilitators were at each school. These were ESE teachers that went into general education classrooms to co-teach with the general education teacher. There were three support facilitation teachers at the high school level, two support facilitation teachers at the middle school level and four support facilitation teachers at the elementary level. All the schools also had paraprofessionals to support students within the general education classroom. Teachers reported that they liked the i-Ready® math and reading computer program for diagnostic information and remediation. Interventionists were present to provide direct instruction lessons to students based on i-Ready® progress monitoring results. One teacher reported that they would like access to the computer program that was used last year entitled Study Island instead of i-Ready®, as it had a social studies and science focus. The teacher reported that the district had the program at one time, but i-Ready®

replaced it.

The MTSS process was referenced by teachers at the elementary and middle school level. They reported that they collected data on students and brought the data to the MTSS team. The team would provide suggestions of interventions to attempt with the individual student. Teachers at the high school reported that they had not been involved in the MTSS process.

When asked about Universal Design for Learning, teachers at both schools were unaware of this instructional technique. There was also confusion regarding an early warning system.

When asked about discrepancies in the graduation rate over the years, middle school teachers speculated that they believed that lack of parent involvement and lack of value in graduating was an issue. High school teachers speculated that graduation rates were inconsistent because student motivation in the cohorts was inconsistent from year to year.

Administration Interviews

School based administrators were interviewed regarding the following topics: graduation rate, over-identification of students with disabilities (disproportionality), CEIS-over-identification, course enrollment, progress monitoring and use of data.

Two groups of administrators were interviewed. The first group was from the Central School. They reported that interventionists had been hired to work with students in the younger elementary grades. These interventionists were retired teachers who worked with individual students with remediation skills and interventions. There was a teacher resource room available for teachers to check out materials. Administrators and the Rtl team had weekly meetings referred to as “rodeo roundups”, in which they discussed students and the MTSS process. The middle school students had “Team Friday” in which character building and life skills were taught. “Bronco Block” was a 30-minute period daily which was devoted to goal setting and remediation. Administrators reported that they were adding programs at the school to build relationships with teachers, parents, the community and the school. They wanted to add career and technology education classes at the middle school. They believed that inconsistencies in administration had contributed to the inconsistent graduation rates. The administrators reported that their job is to prepare students for high school.

High school administrators reported that they hold monthly meetings to discuss all students and review data, including support facilitation logs. However, there was no indication that teachers participated at these meetings. Modifications to suspensions were made to keep students in school, especially students with disabilities.

In regard to graduation rates, administrators reported that inconsistencies in academic abilities and assessments from year to year among the cohort groups were causing the graduation fluctuations. The administrators reported that the inclusion of an eighth period in the schedule and the block schedule contributed to the increase in the graduation rate in the recent year. The graduation coach position was mentioned as a resource for tracking data and student performance as well. Administrators reported the use of academic coaches and utilization of an early warning system to help track student progress and provide interventions when needed.

The administrators interviewed reported the following barriers:

- Not enough support facilitation teachers and instructional support, especially at the middle and high school level. More were needed

- Not enough smaller classes and time for tutoring during the day since all students were not able to stay after school
- Lack of transportation for tutoring at the high school level
- Lack of available substitutes for professional development opportunities
- Lack of common planning for ESE support facilitation teachers and general education teachers

Classroom Walk-Throughs

The SST conducted classroom walk-throughs in a variety of settings that included a mixed grade chemistry class, an eighth grade world history class, a mixed grade-level math class, a self-contained primary ESE classroom, and a first grade general education classroom. The following were observed:

- Several classrooms had students working in groups and some students working on their own. In one classroom all the students were engaged in center time.
- In two of the classrooms visited, rules were posted on the wall; in one classroom no rules were posted; and in one classroom only consequences were posted.
- One classroom had assignments posted visually, questions to be answered.
- In several classrooms, students were being individually retaught.
- The teachers were observed moving around the classroom during the activity or instruction.

Self-Assessment of MTSS and Self-Assessment of Implementation (SAM)

A group of SST members thoroughly reviewed the SAM, a tool that assesses school-level MTSS implementation, with the district's MTSS team. Upon completion of the SAM, members of the Florida PS/Rtl team offered to review the results with the district team and help determine the next steps for supporting the district's MTSS implementation efforts. The district MTSS team decided to complete the SAM with the other school-based leadership team members in order to get a more complete picture of the district's MTSS process. The district and SST members determined that there would be district-wide participation in the upcoming SAM National Validation Study. The district identified facilitators to support school-based teams in completing the SAM between April 1 and May 15, 2015.

Commendations

1. District leadership has a vision to increase the academic rigor in the classrooms and high expectations for all students.
2. The district's initiative is to focus on graduating students who are college and career ready.
3. There is positive collaboration between the general education and the ESE administrators.
4. The district is engaging in improved communication to bring about meaningful interaction between the community and the schools.
5. The district recognizes its obstacles and barriers for over-identification of black students as students with an InD, but is not allowing the barriers to become excuses and is moving forward.

Action-Planning and Problem-Solving Process and Next Steps

As part of the monitoring and assistance on-site visit, the SST members, ESE director and representatives from the Madison County School District participated in an action-planning and problem-solving process. The group reviewed the data collected prior to and during the on-site visit and developed a list of priorities and obstacles. An action plan was developed to decrease the over-identification of black students with intellectual disabilities and to increase the graduation rates for students with disabilities.

Next Steps	
CEIS, Over-identification	
Summary:	After conducting the SAM at the district level during the on-site monitoring visit, the district MTSS team determined that the SAM would be conducted with all school-based leadership teams. The district will partner with PS:Rtl members to review results and determine the next steps for supporting the district in MTSS implementation efforts.
Recommendation:	The district will follow through on its participation in the SAM national validation study. The district will continue to monitor data and ensure that data is accurately entered and reported to the state regarding the required data elements.
Required Actions:	N/A
Graduation Rates	
Summary:	The district leadership team determined that the goal related to graduation would be to increase the percentage of students graduating who are college and career ready. The team determined the main barrier was that some district staff thought many students in the district were not capable of being successful in college.
Recommendation:	The district will continue to monitor data related to college and career readiness in addition to graduation rates. The district will provide "Mind-set training" to district staff as professional development, (e.g., Carol Dweck).
Required Actions:	N/A
Phases 3 and 4 of the ESE Monitoring and Assistance process	
Summary:	By March 31, 2016 , the SST, ESE Director and designated district staff will evaluate the effectiveness of the school district's action plan(s) and determine additional next steps, as appropriate.

Technical Assistance

1. **Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders** (Florida's PBS Project) may be accessed at http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811_final.pdf and provides an overview of the critical components of an MTSS for behavior. These critical components describe systems changes that are necessary for a results-driven ESE system.
2. The district's **ESE Policies and Procedures** document provides district- and school-based standards for documenting, reporting and monitoring the use of manual, physical or mechanical restraint and seclusion developed by the FDOE. The school district's document for the 2013-14 through 2015-16 school years may be accessed at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
3. The technical assistance paper entitled **Guidelines for the Use, Documentation, Reporting, and Monitoring of Restraint and Seclusion with Students with Disabilities**, dated October 14, 2011, may be accessed at <http://info.fldoe.org/docushare/dsweb/Get/Document-6212/dps-2011-165.pdf>. This document provides guidance regarding the use, documenting, reporting and monitoring of restraint and seclusion with students with disabilities in school districts, including (a) when restraint or seclusion might be used, (b) considerations when selecting a training program for restraint, (c) what should be documented, (d) parent notification and reporting, and (e) monitoring use. It also contains information about s. 1003.573, F.S., Use of restraint and seclusion on students with disabilities.
4. The United States Department of Education, in collaboration with the United States Department of Justice, released **School Discipline Guidance** in the January 2014, **Volume 4, Issue 1 of the Office of Special Education Programs Monthly Update**. This package will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. The resource documents listed below are included in the package, and are available at <http://www.ed.gov/school-discipline>.
 - **Dear Colleague** - guidance letter on civil rights and discipline
 - **Guiding Principles** - document that draws from emerging research and best practices
 - **Directory of Federal School Climate and Discipline Resources** indexes federal technical assistance and other resources
 - **Compendium of School Discipline Laws and Regulations** - catalogues state laws and regulations related to school discipline

**Florida Department of Education
Bureau of Exceptional Education and Student Services**

**2014-15 ESE Monitoring and Assistance
State Support Team for Madison County School District**

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Appendix A

Guiding Questions – District-Level Needs Assessment

Appendix A: Guiding Questions – District-Level Needs Assessment

1. What are the most current data levels on each of the targeted BEESS Indicators?
2. What is the gap between BEESS expected level(s) of targeted indicators and your district's current level(s) of targeted indicators?
3. Do data indicate equity issues related to the selected BEESS Indicators? Are there subgroups for which the gap between expected/goal levels of performance and current levels of performance is more/less significant?
 - Gender
 - Race or ethnic group
 - Economically disadvantaged
 - Students with disabilities (by each sub-group)
 - English language learners
 - Comparison within and across above sub-groups
4. Disaggregate district-level indicator data by schools. Which schools are contributing to total district for each of the targeted BEESS Indicators?
5. Disaggregate school level indicator data by grade level. Which grades within each school are contributing to total school frequency for each of the targeted BEESS Indicators?
6. Disaggregate between type of school (elementary, middle and high school) and by student outcomes.
7. What evidence-based practices are currently planned for use/implementation at the school level?
8. Are the expected evidence-based practices occurring sufficiently?
9. If expected evidence-based practices are not occurring or not occurring sufficiently, why not? (What are some potential barriers specific to targeted BEESS Indicators at the school level?)
10. How are school level evidence-based practices being supported by the district specific, to BEESS indicators being targeted for improvement?
11. Are district supports for school level practices being provided sufficiently?
12. If district supports are not occurring or not occurring sufficiently, why not? (What are some potential barriers specific to targeted BEESS Indicators at the district level?)
13. What strategies, initiatives, and resources have been identified in the District Improvement and Assistance Plan (DIAP) with regard to achieving Annual Measurable Objectives targets for students with disabilities?
14. As applicable, has the mid-year reflection based on mid-year assessment data been completed and what, if any, adjustments have been made to the DIAP with regard to strategies to improve outcomes for students with disabilities?
15. What does the ESE Policies and Procedures document reflect with regard to the district's goal to improve targeted indicator performance? Did the district achieve the goal set during the prior year?

16. What is occurring with regard to implementing the strategies in the ESE Policies and Procedures document with regard to targeted indicator performance?
17. Based on all of the above answers, what priorities will be targeted to improve BEESS targeted indicators?

**Florida Department of Education
Bureau of Exceptional Education and Student Services**

Glossary of Acronyms and Abbreviations

The following is a list of acronyms, abbreviations and terms used within this report.

BEESS	Bureau of Exceptional Education and Student Services
CEIS	Coordinated early intervening services
CFR	Code of Federal Regulations
DIAP	District Improvement and Assistance Plan
DRM	Dispute Resolution and Monitoring
ESE	Exceptional student education
FIN	Florida Inclusion Network
FDLRS	Florida Diagnostic and Learning Resources System
FDOE	Florida Department of Education
F.S.	Florida Statutes
IDEA	Individuals with Disabilities Education
IEP	Individual educational plan
InD	Intellectual disability
LEA	Local educational agency
MTSS	Multi-Tiered System of Support
PBS	Positive Behavior Support
PBS:MTSS	Positive Behavior Support: Multi-Tiered System of Supports
PS:RtI	Problem Solving: Response to Intervention
RtI	Response to Intervention
SAM	Self-Assessment of Implementation
SEDNET	Multiagency Network for Students with Emotional Behavioral Disabilities
SPDG	State Personnel Development Grant
SSSP	Student Support Services Project
SST	State Support Team
SSTRIDE	Students Together Reaching Instructional Diversity and Excellence



Pam Stewart, Commissioner
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