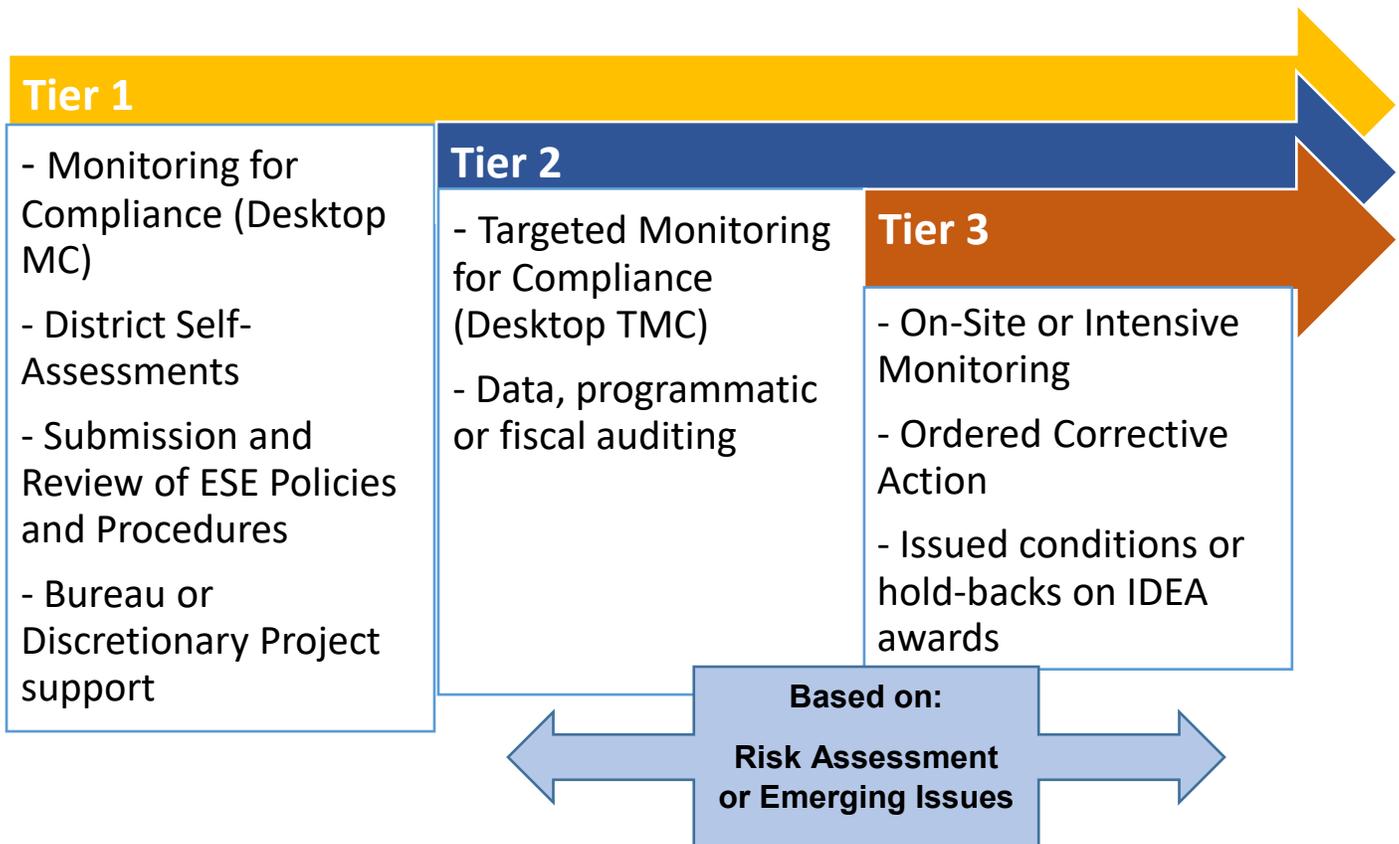# IDEA Differentiated Monitoring System

The Florida Department of Education's Bureau of Exceptional Student Education (BESE) implements, consistent with state and federal law, a differentiated monitoring system for local educational agencies (LEAs), including school districts, specific to the education of students with disabilties.

Tier 1

- Monitoring for Compliance (Desktop MC)

- District Self-Assessments

- Submission and Review of ESE Policies and Procedures

- Bureau or Discretionary Project support

Tier 2

- Targeted Monitoring for Compliance (Desktop TMC)

- Data, programmatic or fiscal auditing

Tier 3

- On-Site or Intensive Monitoring

- Ordered Corrective Action

- Issued conditions or hold-backs on IDEA awards

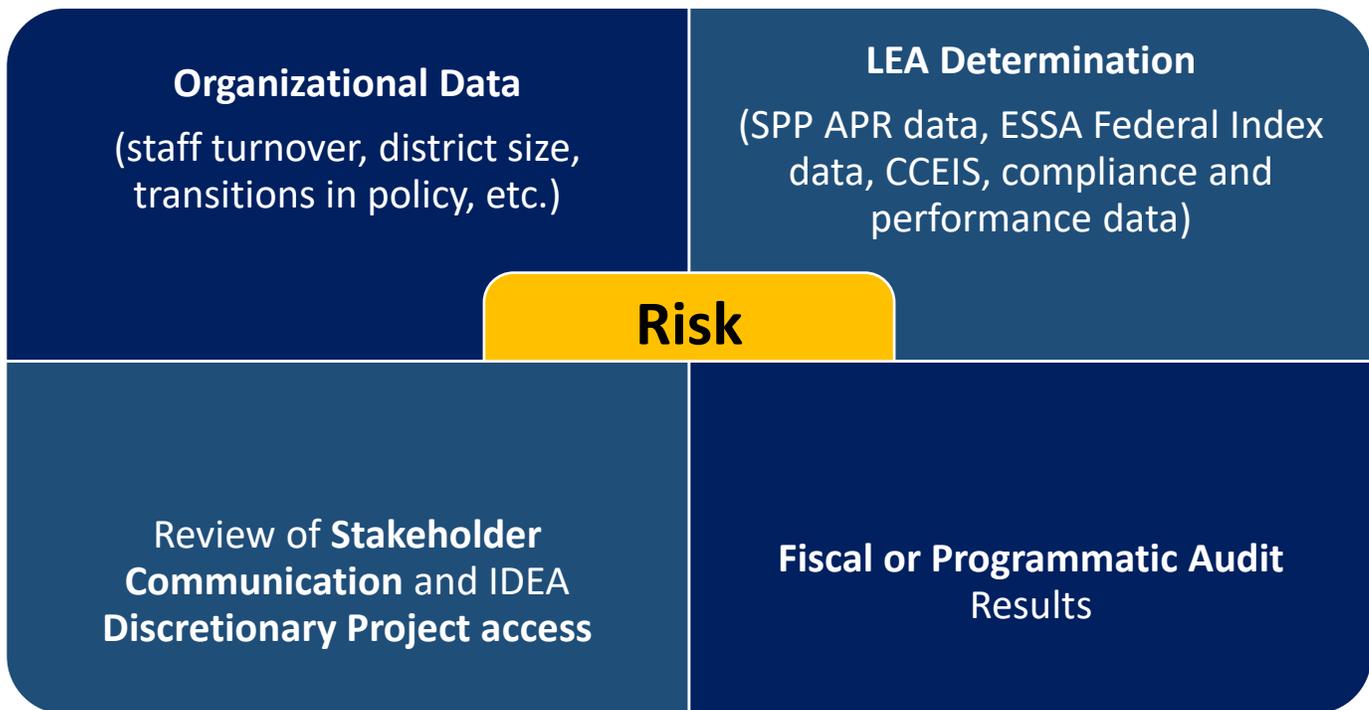**Based on:**

Risk Assessment or Emerging Issues

Consistent with Section 1008.31, Florida Statutes, the Florida Department of Education has four main goals:

1. Highest student achievement, as indicated by evidence of student learning gains at all levels.
2. Seamless articulation and maximum access, as measured by evidence of progression, readiness.
3. Skilled workforce and economic development, as measured by evidence of employment and earnings.
4. Quality efficient services, as measured by evidence of return on investment.

The Individuals with Disabilities Education Act (IDEA) and its implementing regulations at 34 CFR §300.600 further require that states focus their oversight activities on the following priority areas:

- Provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE)
- General supervision, including child find, effective monitoring and the use of resolution meetings, mediation and a system of transition services designed to facilitate the student's articulation from school to post-school activities, and
- Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

IDEA Differentiated Monitoring System

Organizational Data (staff turnover, district size, transitions in policy, etc.)	**LEA Determination** (SPP APR data, ESSA Federal Index data, CCEIS, compliance and performance data)
Risk	
Review of **Stakeholder Communication** and IDEA **Discretionary Project access**	**Fiscal or Programmatic Audit** Results

The Bureau of Exceptional Student Education (BESE) also utilizes the Six Key Practices framework as part of ongoing risk-assessment and monitoring for Florida's Local Educational Agencies (LEAs), including school districts.

Six Key Practices	If FDOE Leads With the **six key practices** to implement multi-tiered systems of supports to districts based on need and resulting in continous improvement...	Then Local Education Agency (LEA) Will use the **six key practices** to implement the multi-tiered system of supports to schools based on need and resulting in continous improvement...	Then Schools	Then Students
1. Uses Data Well	◊ Identify and respond to community needs ◊ Refine or create state systems of support	◊ Establish clear expectations for data use ◊ Use data to identify need, measure implementation and impact on student learning	Will use the six key practices to implement the multi-tiered system of supports to students based on need and resulting in continous improvement...	Will engage, progress, and graduate college, career and life ready.
2. Focus Goals	◊ Establish common goals ◊ Provide products and services to facicitate focused goal setting and coherent plans	◊ Establish priority on improving teaching and learning ◊ Ensure alignment of goals ◊ Take leadership responsibility for goal setting		
3. Select & Implement Shared Instructional Practices	◊ Serves to help districts improve quality of instruction to all students ◊ Establishes statewide system of supports to districts	◊ Align standards-based instruction to district goals ◊ Build common language understanding ◊ Require ongoing progress monitoring		
4. Implement Deeply	◊ Limits state and district requirements ◊ Provides products and services that help districts fully implement strategies	◊ Ensure consistentcy implementation of selected improvement strategies ◊ Require aligned school structures ◊ Provide support and accountability		
5. Monitor & Provide Feedback	◊ Helps districts understand relationship between monitoring for improvement and monitoring for compliance	◊ Use district identified formative indicators for implementation ◊ Provide differentiated support ◊ Measure effectiveness		
6. Inquire & Learn	◊ Evaluates adult and student learning ◊ Recognizes continous improvement of all students and specific groups of students	◊ Pursue continous improvement ◊ Establish decision-making process ◊ Provide active oversight of instruction		