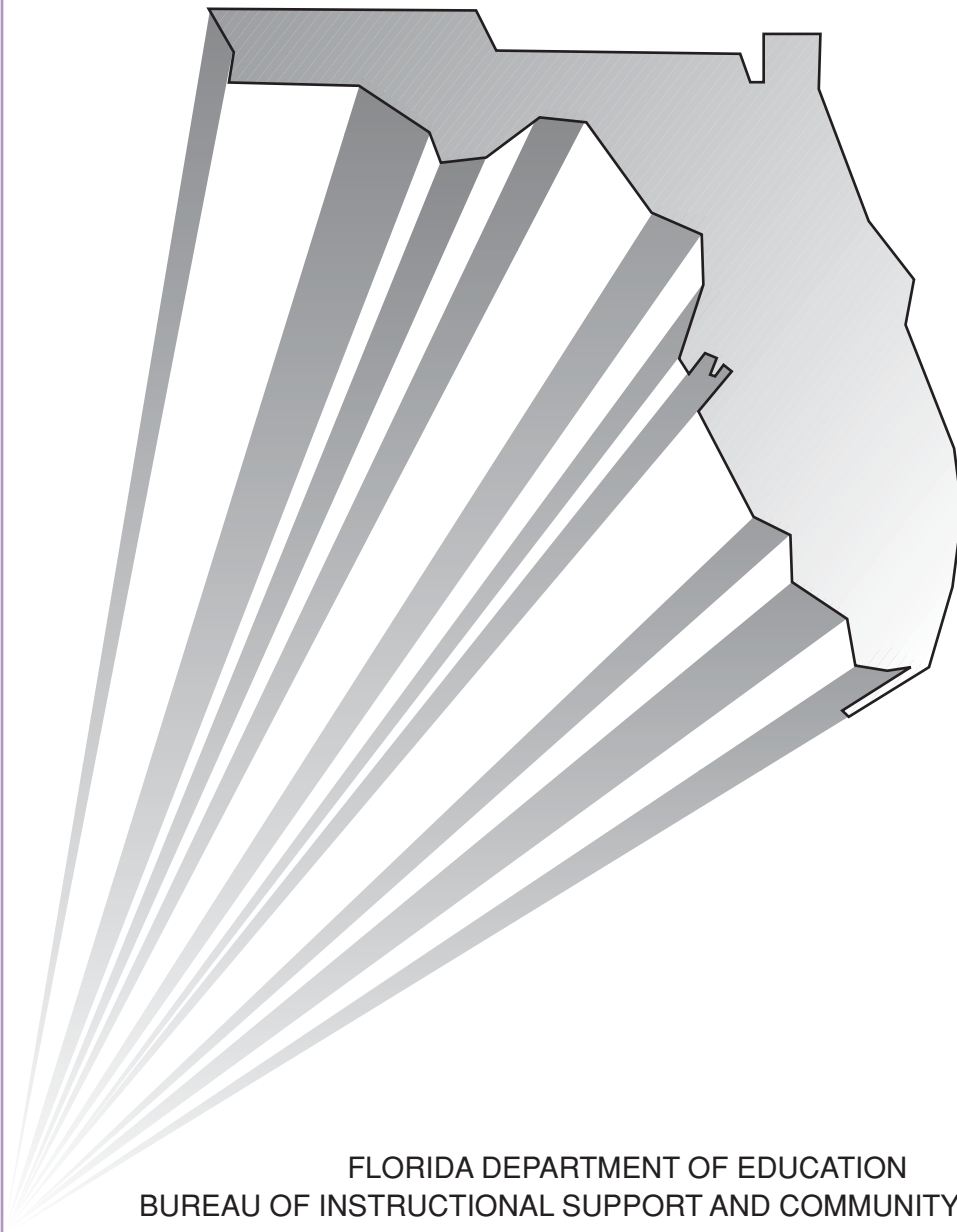


FINAL REPORT OF CONTINUOUS IMPROVEMENT PLAN
MONITORING OF EXCEPTIONAL STUDENT EDUCATION PROGRAMS

FLAGLER COUNTY

OCTOBER 27 - 28, 2003



FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES

This is one of many publications available through the Bureau of Instructional Support and Community Services, Florida Department of Education, designed to assist school districts, state agencies which support educational programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Florida Department of Education, Room 628, Turlington Bldg., Tallahassee, Florida 32399-0400.

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February 17, 2004

Dr. Robert Corley, Superintendent
Flagler County School District
P.O. Box 755
Bunnell, Florida 32110-0755

Dear Superintendent Corley:

We are pleased to provide you with the Final Report of Continuous Improvement Monitoring of Exceptional Student Education Programs in Flagler County that was conducted on October 27-28, 2003. This report was developed by integrating multiple sources, including information from the district presentation, interviews with school and district staff, student record reviews, and surveys of parents of exceptional students in the district. 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 Dr. Myra Middleton-Valentine, 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. The system improvement plan developed as a result of this visit may be incorporated into the district's existing continuous improvement plan, or may be developed independently. Bureau staff will work with Dr. Middleton-Valentine 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. After the system improvement plan has been approved, it will also be placed on the Bureau's website.

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.

MICHELE POLLAND

Acting Chief

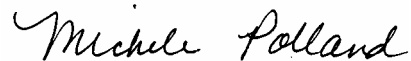
Bureau of Instructional Support and Community Services

Dr. Robert Corley
February 17, 2004
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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 Flagler County.

Sincerely,

A handwritten signature in cursive script that reads "Michele Polland".

Michele Polland, Acting Chief
Bureau of Instructional Support and Community Services

Enclosure

cc: Edward Herrera, School Board Chair
Members of the School Board
Mike Chiumento, School Board Attorney
School Principals
Myra Middleton-Valentine, ESE Director
Jim Warford, Chancellor

**Flagler County Final Monitoring Report
Continuous Improvement Plan Monitoring Visit
October 27-28, 2003**

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Flagler County School District
Continuous Improvement Plan Monitoring Visit
October 27-28, 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)). 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 the 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 October 27, 2003 the Florida Department of Education, Bureau of Instructional Support and Community Services, conducted an on-site review of the exceptional student education programs in the Flagler County School District. Dr. Myra Middleton-Valentine, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In its continuing efforts to focus the monitoring process on student educational outcomes, the Bureau has identified key data indicators for students with disabilities and students identified as gifted, and all districts in the state have developed continuous improvement plans (CIPs) to address self-selected indicators for these populations. Flagler County was selected at random for a review of the strategies and interventions implemented thus far through the CIPs. The results of this review are reported here. In addition, this report includes information related to the implementation of specific programs and related services for exceptional students and the results of records and forms reviews.

Summary of Findings

Continuous Improvement Plan: Students with Disabilities

The key indicator selected by the Flagler County School District for the continuous improvement plan for students with disabilities was the disproportionate number of Black students in the programs for students who are emotionally handicapped (EH) and severely emotionally disturbed (SED). In their presentation, the district reported on the extensive prereferral and intervention activities developed for students who exhibit discipline and behavior problems. The

district has reported that the number of Black students enrolled in EH and SED programs has decreased 5%.

Continuous Improvement Plan: Students Identified as Gifted

The district selected under-representation of Black and Hispanic students in the gifted program as the emphasis for their continuous improvement plan for gifted students. Although the district has significantly revised screening procedures and provided training on cultural diversity, the 2003 LEA profile data indicates that the percentage of Black and Hispanic students classified as gifted has decreased from 6% to 5% from the previous year.

Record Reviews

During the formal record reviews carried out as a part of the continuous improvement plan monitoring procedures, 27 individual educational plans (IEPs) and two educational plans (EPs) were reviewed for compliance. There were no findings of noncompliance that would require a fund adjustment. Nineteen of the IEPs must be reconvened due to a lack of a majority of measurable annual goals. Additional information, including identification of the specific student records in question, has been provided to the district under separate cover.

Special Category Records and Procedures

In a compliance review of student records relating to special categories and procedures, there were noncompliance items found in the areas of temporary assignment, ineligibility, private school participation, and Part C to Part B transition.

Provision of Counseling to Students with Disabilities

The Flagler County School District has extensive individual and group counseling services available for students, including students with disabilities. The district contracts for services with several private and public mental health agencies.

Provision of Speech/Language Services to Students with Communication Needs

Through interviews, it appears that the speech/language needs of students are being met. Classroom teachers address students' language needs if students have not met eligibility criteria for a language disability. It was reported that the IEP team reviews the needs of the students and, if communication needs are determined, these needs are addressed through IEP goals.

Review of District Forms

Forms representing the following actions were found to require modification or revision:

- Informed Notice and Consent for Evaluation
- Informed Notice and Consent for Reevaluation
- Informed Notice of Change of Placement
- Informed Notice of Change of FAPE (Free Appropriate Public Education)
- Informed Notice of Refusal
- Informed Notice of Dismissal

Dr. Myra Middleton-Valentine, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In addition, the following district staff participated in the presentation: Peter Larkin, Tracy Umpenhour, Jim Connelly, Ellen Kincaid, Carl Coalson, Amy Hansen, Jackie Boylan, Mary Coalson, and Pat Buelman. These participants were well prepared and presented an excellent overview of the district's activities and progress toward the goals in the district's continuous improvement plan monitoring.

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 monitoring report to the district's continuous improvement plan monitoring. 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 monitoring activities, including debriefings with the monitoring team and district staff, suggestions and/or recommendations related to interventions or strategies are often 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.

Flagler County School District Continuous Monitoring System Improvement Plan

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

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	<p>The district selected the disproportionate number of Black students in the EH and SED programs.</p> <p>The number of Black students in EH and SED programs has reportedly decreased by 5%.</p> <p>Progress indicated and verified.</p>	X		The district will continue to address this issue through its continuous improvement plan.	

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students Identified as Gifted	<p>The district selected the under-representation of Black and Hispanic students in the gifted students.</p> <p>Despite extensive screening and referral activities by the district, the disproportionately low number of minority students in the gifted program has not improved.</p>	X		The district will continue to address this issue through its continuous improvement plan.	
Record Reviews	<p>Nineteen IEPs for students with disabilities are required to be reconvened. Findings of noncompliance on IEPs were primarily related to:</p> <ul style="list-style-type: none"> • lack of measurable annual goals • lack of or inadequate statement of special education services • lack of or inadequate progress report to the parents <p>Both EPs reviewed lacked evaluation criteria for each student outcome</p>	X			

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Special Category Records and Procedures	Findings were in the areas of: <ul style="list-style-type: none"> • temporary assignment • ineligibility • private school participation • Part C to Part B transition 	X			
Provision of Counseling to Students with Disabilities	No Findings				
Provision of Speech/Language to Students with Disabilities	No Findings				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Review of District Forms	Forms used to document the following activities must be revised: <ul style="list-style-type: none"> • 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 • Informed Notice of Dismissal 	X			

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)). 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 the 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)).

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.

Continuous Improvement Plan Monitoring Visits

The purpose of the continuous improvement plan monitoring visits conducted by the Bureau is two-fold. The primary purpose is to afford an opportunity for school districts to provide validation of the activities they have undertaken through their continuous improvement plans for students with disabilities and students identified as gifted. In addition, these monitoring visits provide an opportunity for the Bureau to review districts' compliance with specific state and federal requirements. Compliance components of continuous improvement plan monitoring visits include reviews of: services provided to exceptional education students enrolled in charter schools or Department of Juvenile Justice (DJJ) facilities; the implementation of specific programs and related services; and, records, forms, and special categories procedures.

Key Data Indicators

The Bureau of Instructional Support and Community Services compiles an annual profile of key data indicators for each district in the state (LEA profile). 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. The 2003 LEA profiles for all Florida school districts are available on the web at <http://www.firn.edu/doe/commhome/datapage.htm>. Specific key data indicators reported in the LEA profile are used in the continuous improvement plan monitoring process. Flagler County School District's LEA profile is included in this report in appendix B.

The eight key data indicators for students with disabilities utilized through the continuous improvement plan monitoring 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 rate
- 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, or student membership for selected disabilities (specific learning disabled, emotionally handicapped, severely emotionally disturbed, and educable mentally handicapped)

The four key indicators for gifted students utilized through the continuous improvement plan monitoring process are as follows:

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

District Selection

Flagler County School District was one of two districts selected at random for a continuous improvement plan monitoring visit in 2003. It was selected from the pool of districts that had not participated in a monitoring visit by the Bureau for the previous two years. Flagler County's self-selected indicator for students with disabilities is the overrepresentation of Black students in the emotionally handicapped and severely emotionally disturbed programs. The indicator for students identified as gifted is the underrepresentation of minority students in the gifted program. Flagler County's continuous improvement plans are included in appendix B.

Sources of Information

On-Site Monitoring Activities

The Bureau conducted the on-site continuous improvement plan monitoring visit on October 27-28, 2003. Two Bureau staff members participated. A listing of all participating monitors is

provided as appendix C. The primary on-site activity conducted as part of the visit was a demonstration by the district of the strategies implemented thus far through the continuous improvement plans (CIPs) for students with disabilities and gifted students. The components of the demonstration were determined by the district in collaboration with Bureau staff and were based on the areas targeted for improvement, and the types of activities conducted by the district.

Dr. Myra Middleton-Valentine, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In addition, the following district staff participated in the presentation: Peter Larkin, Tracy Umpenhour, Jim Connelly, Ellen Kincaid, Carl Coalson, Amy Hansen, Jackie Boylan, Mary Coalson, and Pat Buelتمان. These participants were well prepared and presented an excellent overview of the district's activities and progress toward the goals in the district's continuous improvement plan monitoring. In addition to the district presentation, visits to selected school sites for the purpose of interviewing staff and observing classrooms were conducted. The following schools were visited:

- Bunnell Elementary School, Phyllis Pearson, Principal
- Buddy Taylor Middle School, Mike Rinaldi, Principal

Interviews

Interviews with selected district- and school-level personnel were conducted using interview protocols developed specifically to address the continuous improvement plan being implemented by the district. In addition, separate protocols are used to address the provision of counseling services and services to students with communication needs. In Flagler County, interviews were conducted with 16 people, including 10 district-level administrators or support staff, four school-level administrators or support staff, and two ESE teachers. Currently, there are no charter schools or Department of Juvenile Justice educational programs in the district.

Classroom Visits

Classroom visits were conducted in a total of six ESE classrooms during the monitoring visit in Flagler County.

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. Data from each of the surveys are included as appendix D. In addition, Bureau staff conducts reviews of selected student records (individual educational plans (IEPs) and educational plans for gifted students (EPs), as well as special categories procedures and district forms. The results of the surveys and the records and forms reviews are included in this report.

Parent Surveys

Surveys were 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 and a postage paid reply envelope.

In conjunction with the 2003 Flagler County monitoring activities, the parent survey was sent to parents of 1,334 students with disabilities for whom complete addresses were provided by the district. A total of 164 parents (PK, n=6; K-5, n=66; 6-8, n=54; 9-12, n=38) representing 12% of the sample, returned the survey. Surveys from 207 families were returned as undeliverable, representing 16% of the sample for students with disabilities.

For gifted students, the survey was sent to parents of 276 students identified as gifted for whom complete addresses were provided by the district. A total of 65 parents (K-5, n=15; 6-8, n=21; 9-12, n=29) representing 24% of the sample, returned the survey. Surveys from 21 families were returned as undeliverable, representing 8% of the sample.

Review of Student Records

Prior to the on-site monitoring visit, Bureau staff conducted a compliance review of a random sample of student records. In Flagler County, 29 records were reviewed for compliance, including 27 IEPs and two EPs.

Review of Special Category Records and Procedures

In addition to the record reviews of active students described above, Bureau staff also reviewed 19 special category records and procedures for compliance. This review included the following targeted special categories:

- four staffings for initial eligibility and placement in a special program
- three dismissals from exceptional student education
- three temporary assignments to exceptional student education
- three students found ineligible for exceptional student education
- three parentally-placed private school students
- three prekindergarten students who have transitioned from Part C to Part B

Review of District Forms

Bureau staff reviewed selected district forms and notices to determine if the required components were included. The results of the reviews of student records and district forms are described in this report. A detailed explanation of the forms reviews is included as appendix E.

Reporting Process

Interim Reports

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. 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 conducts a telephone conference with the ESE director to review major findings.

Preliminary Report

Subsequent to the on-site visit, Bureau staff prepares 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 director will have the opportunity to discuss and clarify with Bureau staff items within 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 collaboration with Bureau staff, the district is encouraged to develop methods that correlate activities with the district's continuous improvement plan in order to utilize resources, staff, and time in an efficient manner 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, individual interviews, and classroom visits are summarized in this report. In addition the results of the records review and the forms review are reported.

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. To the extent appropriate, improvement strategies will be incorporated into the district's continuous improvement plans.

Results

Students with Disabilities

In describing the development of Flagler County School District's continuous improvement plan (CIP), the district explained that during the 1999-2000 school year, the district was investigated by the Office for Civil Rights (OCR) as a result of a complaint against the district that dealt with, among other issues, the disproportionate numbers of Black students in the programs for students who are emotionally handicapped (EH) and severely emotionally disturbed (SED) at the district's Devereux Day School. At that time, the district reported that the total number of Black students in the district represented 13% of the total school population, but Black students made up 41% of the population in the programs for students classified as EH and SED. These data were the baseline for the targeted areas of Flagler County's CIP for students with disabilities.

In developing the CIP, the district involved a variety of stakeholders including the ESE advisory committee, school counselors, school psychologists and behavior specialists. Additionally, a survey was sent to parents and teachers, and workshops were held with school administrators. The emphasis was on developing prereferral activities to address interventions for students demonstrating behavioral problems. Additional activities included:

- revising the student code of conduct
- revising prereferral forms and procedures
- providing technical assistance and resource materials to schools in the areas of prereferral activities, and accommodations
- reviewing the screening process and evaluation instruments used for EH assessment
- reviewing the evaluations used to determine eligibility
- reorganizing services for EH/SED students
- contracting with local agencies for counseling services for students
- providing support for a parent liaison who works with individual parents and does parent training.

As a result, the district no longer contracts with the Devereux Day School. The district has added EH and SED program units, and added behavior specialists, social workers, and counselors to work with the students within the district's public schools who are referred for behavioral difficulties, or who are classified as EH or SED.

A review of the data from the 2003 LEA profile revealed that the number of Black students in the district remained at 13% of the total population while representing 38% of the EH and SED populations. While the 38% is a slight increase from the 2001-2002 data, it does represent a 5% decrease from the 1999-2000 data.

As part of the monitoring activities, the team visited two schools, Bunnell Elementary and Buddy Taylor Middle School. Bunnell Elementary serves as the cluster site for the elementary EH and SED programs. Interviews were held with a school administrator, the ESE lead teacher, and an EH teacher, and three classroom visits were conducted. The interviewees described the intensive prereferral system in place for students with behavioral problems which involve the student being referred for counseling, and the behavior specialist establishing a behavior plan with the use of a system of positive rewards and praise.

The staff at the elementary school reported that parent contact was an important part of the prereferral system, and was also important in the program for students classified as EH and SED. Parent conferences are held at the time of the first and third report cards. They have parent meetings at night, provide parenting classes, and parent training is conducted by the ACT Corporation. Currently, it was found that Blacks made up 28% of the population of students classified as EH or SED at Bunnell Elementary.

The monitoring team also visited Buddy Taylor Middle School, the cluster site for middle school students classified as EH or SED. This visit included interviews with two administrative support staff and one ESE lead teacher and the team conducted three classroom visits. Interviews with a dean of students and a school counselor provided information on the detailed intervention plans used at the school for students referred for discipline issues. Parent conferencing, behavior plans developed by the behavior specialist and/or school counselors, and individual and group counseling by the guidance counselors and outside agencies were described. Currently, approximately 35% of the students classified as EH or SED at Buddy Taylor Middle School were Blacks.

In summary, the key indicator selected by the Flagler County School District was the disproportionate number of Black students in the programs for students who are EH and SED. In their presentation, the district reported on the extensive prereferral and intervention activities developed for students who exhibit discipline and behavior problems. The district has reported that the number of Black students enrolled in EH and SED programs has decreased 5% since the 2000-01 school year.

Students Identified as Gifted

The Flagler County School District also selected disproportionality as the emphasis for their continuous improvement plan for students identified as gifted. The goal was to increase the

number of Black and Hispanic students identified as gifted. In order to address this issue, the district developed the following plan:

- Early in the school year identify all underrepresented students in the district in grades 1, 3, and 5 (All students in grades 2 and 4 are already screened with the Otis-Lennon School Ability Test [OLSAT]).
- Distribute a 29-item gifted checklist to the identified students' teachers. At least one checklist for each student is completed.
- If 15 or more of the 29 items are checked for a student, the student is administered the OLSAT or a comparable instrument. A student scoring 120 or better is considered a candidate for an individual IQ test, or for Plan B consideration.

In addition to this plan, the district school psychologists reviewed the assessment instruments used for gifted eligibility to ensure cultural sensitivity, and identified the most appropriate use with different racial/ethnic groups. Workshops were conducted related to gifted characteristics and cultural diversity.

Interviews with school staff at the two schools visited by the monitoring team indicated that the staff were familiar with the goal of increasing minority representation in the gifted program, and were aware that the gifted referral process for students had been revised. It was noted at the district- and the school-level that the largest increase in Flagler's minority ethnic population was in Russian students. A review of the 2003 LEA profile indicated that the percentage of Black students in the gifted program in Flagler County decreased from 6% to 5%, and the percentage of Hispanic students in the gifted program decreased from 3% to 2%.

In summary, the district selected disproportionality as the emphasis for their continuous improvement plan for the gifted program. Although the district has significantly revised screening procedures and provided training on cultural diversity, the percentage of Black and Hispanic students classified as gifted decreased by 1% for each population..

Review of Student Records

A total of 27 student records of students with disabilities and two records of students identified as gifted, randomly selected from the population of exceptional students, were reviewed. Of the 27 IEPs reviewed, there were three areas of non-compliance that appeared to be systemic in nature.

- lack of measurable annual goals
- lack of or inadequate statement of special education services
- lack of or inadequate progress reports to the parents

In addition, individual or non-systemic findings found on at least three records are as follows:

- lack of correspondence between the annual goals, the short-term objectives or benchmarks, and the needs identified on the present level of educational performance statement (6)
- inadequate statement of how the student's disability affects the student's involvement and progress in the general curriculum (6)

- inadequate statement of present level of educational placement (5)
- lack of initiation/duration, frequency, or location of services (4)
- lack of initiation/duration, frequency, or location of accommodations (3)
- inadequate explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class (3)

Twenty-four of the 27 records reviewed had at least one goal that was not measurable. For 19 of the 24 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 December 2, 2003.

Of the two EPs reviewed, the compliance area of evaluation criteria for each student outcome was missing on both EP forms.

In summary, during the formal records review carried out as a part of the continuous improvement plan monitoring procedures, 27 IEPs and two EPs were reviewed for compliance. There were no findings of noncompliance that would require a fund adjustment. Nineteen of the IEPs must be reconvened due to a lack of a majority of measurable annual goals. Additional information, including identification of the specific student records in question, has been provided to the district under separate cover.

Review of Special Category Records and Procedures

Bureau staff reviewed a total of 19 special category records and procedures, representing the following actions:

- four initial eligibility and placements in a special program
- three dismissals from exceptional student education
- three temporary assignments to exceptional student education
- three students found ineligible for exceptional student education
- three parentally-placed private school students
- three prekindergarten students who have transitioned from Part C to Part B

Findings were noted in 10 records. Two of three records provided for students placed on temporary placement were out of compliance for lacking appropriate notice to the parents of the temporary assignment. Of three records provided for students who had been determined ineligible for exceptional student education placement, two were found to be out of compliance for lacking appropriate notice to the parents of the ineligibility. There was no indication that a representative of the private school was invited to the three IEP meetings held for private school students. A review of the transition meetings for three students transitioning from Part C to Part B found that the meetings were not held within the required timelines. A district representative was not in attendance at one of these meetings. The district did not have any limited English proficient students who had been evaluated.

It was noted that despite the district's report of a large number of out-of-district students being placed into therapeutic foster homes in the district, there were no instances of students being assigned a surrogate parent.

In summary, in a compliance review of student records relating to special categories and procedures, there were noncompliance items found in the areas of temporary assignment, ineligibility, private school participation, and Part C to Part B transition.

Provision of Counseling to Students with Disabilities

As part of the continuous improvement plan monitoring activities, the Bureau also conducted interviews related to the provision of counseling as a related service for students with disabilities. The Flagler County School District reported extensive use of counseling for students during the prereferral process, as well as students already identified as ESE. School staff reported that individual and group counseling was available “as needed” for all students. The district contracts for counseling with the ACT Corporation, Devereaux Counseling Center, and the Halifax Mental Health Center.

Provision of Speech/Language Services to Students with Communication Needs

Through interviews, it appears that the speech/language needs of students are being met. Classroom teachers address students’ language needs if students have not met eligibility criteria for a language disability. It was reported that the IEP team reviews the needs of the students and if communication needs are determined, these needs are addressed through IEP goals. As a result of a grant, any student with a disability who has written communication problems at Bunnell Elementary School has access to a laptop computer.

Review of District Forms

Forms representing the fourteen areas identified below were submitted to Bureau staff for a review to determine compliance with federal and state laws. Findings were noted in six of the areas, and changes are required on those forms. A detailed explanation of the specific findings may be found in the notification letter, included as appendix E.

- Parent Notification of Individual Education Plan (IEP) Meeting
- IEP form
- EP form
- 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*
- Informed Notice of Dismissal*
- Informed Notice of Ineligibility
- Documentation of Staffing/Eligibility Determination
- Summary of Procedural Safeguards
- Annual Notice of Confidentiality

*indicates findings that require immediate attention

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. To the extent appropriate, the system improvement activities resulting from this monitoring visit should be incorporated into the district's existing continuous improvement plans. 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 monitoring activities, including debriefings with the monitoring team and district staff, often 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.

Flagler County School District Continuous Monitoring System Improvement Plan

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

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	<p>The district selected the disproportionate number of Black students in the EH and SED programs.</p> <p>The number of Black students in EH and SED programs has reportedly decreased by 5%.</p> <p>Progress indicated and verified.</p>	X		The district will continue to address this issue through its continuous improvement plan.	

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students Identified as Gifted	<p>The district selected the under-representation of Black and Hispanic students in the gifted students.</p> <p>Despite extensive screening and referral activities by the district, the disproportionately low number of minority students in the gifted program has not improved.</p>	X		The district will continue to address this issue through its continuous improvement plan.	
Record Reviews	<p>Nineteen IEPs for students with disabilities are required to be reconvened. Findings of noncompliance on IEPs were primarily related to:</p> <ul style="list-style-type: none"> • lack of measurable annual goals • lack of or inadequate statement of special education services • lack of or inadequate progress report to the parents <p>Both EPs reviewed lacked evaluation criteria for each student outcome</p>	X			
		X			

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Special Category Records and Procedures	Findings were in the areas of: <ul style="list-style-type: none"> • temporary assignment • ineligibility • private school participation • Part C to Part B transition 	X			
Provision of Counseling to Students with Disabilities	No Findings				
Provision of Speech/Language to Students with Disabilities	No Findings				

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Review of District Forms	Forms used to document the following activities must be revised: <ul style="list-style-type: none"> • 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 • Informed Notice of Dismissal 	X			

Recommendations and Technical Assistance

As a result of the focused monitoring activities conducted in Flagler County during October 27-28, 2003, the Bureau has identified specific findings. 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 staff training for teachers on how to develop IEPs, with an emphasis on measurable annual goals.
- Provide staff development and disseminate compliance information regarding parent notices.
- Review records of students with disabilities who have been placed in therapeutic foster homes to determine need, if any, for surrogate parent assignment.
- Analyze data for initial eligibility students for the EH and SED programs and data from out-of-county transfers in those programs to determine trends in that population.

Technical Assistance

Student Support Services Project

(850) 922-3727

Website: <http://sss.usf.edu>

The project is responsible for providing technical assistance, training and resources to Florida school districts and state agencies in matters related to student support (school psychology, social work, nursing, counseling, and school-to-work).

Florida's Positive Behavioral Supports Project

(813) 974-6440

Fax: (813) 974-6115

<http://www.fmhi.usf.edu/cfs/dares/flpbs/>

This project is designed to support teachers, administrators, related services personnel, family members, and outside agency personnel in building district-wide capacity to address challenging behavior exhibited by students in regular and special education programs. It provides training and technical assistance for districts, schools, and individual teams in all levels of positive behavior support (individual, classroom and school-wide).

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:

Clearinghouse Information Center
cicbiscs@FLDOE.org

Monitoring

Kim Komisar
Iris Anderson
Gail Best
David Katcher
April Katine
(850) 245-0476

Discipline and Behavior

Multiagency Network for Students with Severe Emotional Disturbance (SEDNET)
Lee Clark, EH, SED
(850) 245-0478

Gifted

Donnajo Smith
(850) 245-0478

IEPs, SLD

Paul Gallaher
(850) 245-0478

Parent Services

Kelly Claude
(850) 245-0478

Program Evaluation

Karen Denbroeder
(850) 245-0475

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 plan monitoring.

Beginning in 1999, Bureau staff and the stakeholders' workgroup developed a system whereby districts would be selected for focused 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 plan monitoring process. The focused monitoring activities applied only to students with disabilities, while random monitoring and continuous improvement plan 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 plan 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 plan 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 plan 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 or 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 plan monitoring, on-site visits by the Bureau were not conducted to review these activities.

For the 2002-03 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 plans (CIPs) 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 plan 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 plan monitoring activities undertaken by the district. In addition, the Bureau will conduct verification 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: Flagler	PK-12 Population: 7,587
Enrollment Group: 7,000 to 20,000	Percent Disabled: 17%
	Percent Gifted: 4%

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			Flagler Enrollment Group State	Grade 3 Participation FCAT Reading		
1999-00	2000-01	2001-02		1999-00	2000-01	2001-02
*	74%	86%		*	74%	86%
*	87%	87%		*	86%	87%
*	85%	87%	*	85%	87%	

Grade 5 Participation FCAT Math			Flagler Enrollment Group State	Grade 4 Participation FCAT Reading		
1999-00	2000-01	2001-02		1999-00	2000-01	2001-02
87%	84%	88%		84%	79%	77%
84%	87%	87%		82%	86%	87%
84%	85%	88%	83%	85%	88%	

Grade 8 Participation FCAT Math			Flagler Enrollment Group State	Grade 8 Participation FCAT Reading		
1999-00	2000-01	2001-02		1999-00	2000-01	2001-02
89%	89%	95%		89%	90%	94%
80%	79%	81%		80%	79%	81%
76%	76%	80%	76%	76%	80%	

Grade 10 Participation FCAT Math			Flagler Enrollment Group State	Grade 10 Participation FCAT Reading		
1999-00	2000-01	2001-02		1999-00	2000-01	2001-02
69%	64%	88%		67%	66%	85%
64%	60%	64%		63%	60%	65%
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	53%	nr	12%	nr	35%
all students	nr	22%	nr	12%	nr	66%
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	53%	62%	14%	8%	33%	31%
all students	22%	29%	16%	13%	61%	58%
gifted students	0%	0%	0%	0%	100%	100%

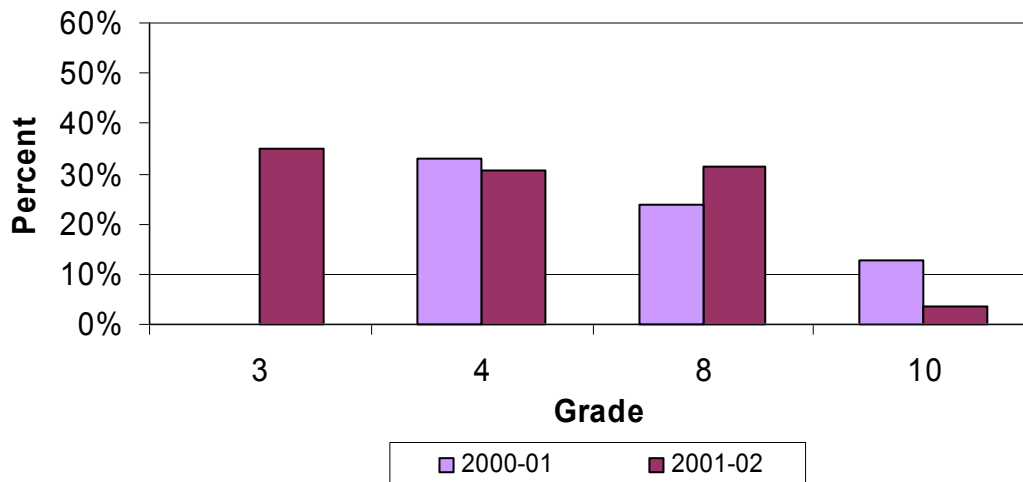
	Grade 8 Achievement Level					
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
students with disabilities	55%	47%	21%	21%	24%	31%
all students	19%	18%	27%	20%	53%	61%
gifted students	0%	0%	2%	0%	98%	100%

	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	54%	82%	33%	15%	13%	3%
all students	26%	33%	34%	31%	40%	35%
gifted students	0%	0%	6%	9%	94%	91%

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	47%	nr	16%	nr	37%
all students	nr	22%	nr	17%	nr	60%
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	52%	46%	21%	29%	27%	25%
all students	22%	18%	24%	27%	54%	55%
gifted students	0%	0%	0%	0%	100%	100%

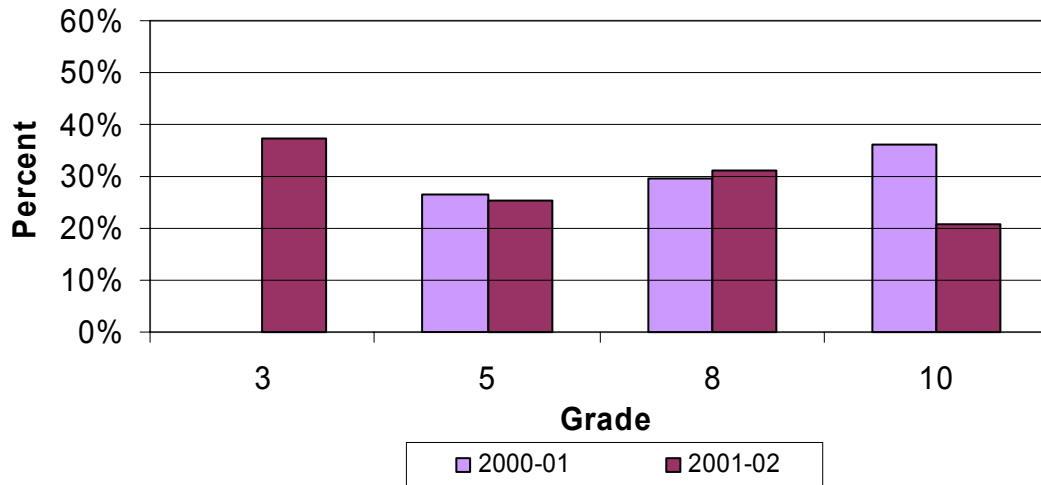
Grade 8 Achievement Level						
Level 1		Level 2		Level 3+		
2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	
students with disabilities	50%	49%	21%	20%	29%	31%
all students	16%	17%	16%	18%	68%	66%
gifted students	0%	0%	0%	3%	100%	97%

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	33%	57%	31%	22%	36%	21%
all students	12%	18%	21%	15%	66%	68%
gifted students	0%	0%	0%	0%	100%	100%

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
Flagler	53%	59%	98%
Enrollment Group	57%	50%	52%
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
Flagler		3%	3%
Enrollment Group		5%	4%
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
Flagler		3%	4%	5%
Enrollment Group		5%	5%	5%
State		6%	5%	5%

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

		Gifted Students		
		1999-00	2000-01	2001-02
Flagler		1%	0%	<1%
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
Flagler	67%	62%	65%
Enrollment Group	44%	45%	46%
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
Flagler	4%	1%	5%
Enrollment Group	5%	5%	5%
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
Flagler	83%	85%	91%
Enrollment Group	56%	58%	60%
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	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students	Students with Disabilities	Nondisabled Students
Flagler		31%	22%	11%	5%	0%	0%	0%	<1%
Enrollment Group		15%	10%	14%	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

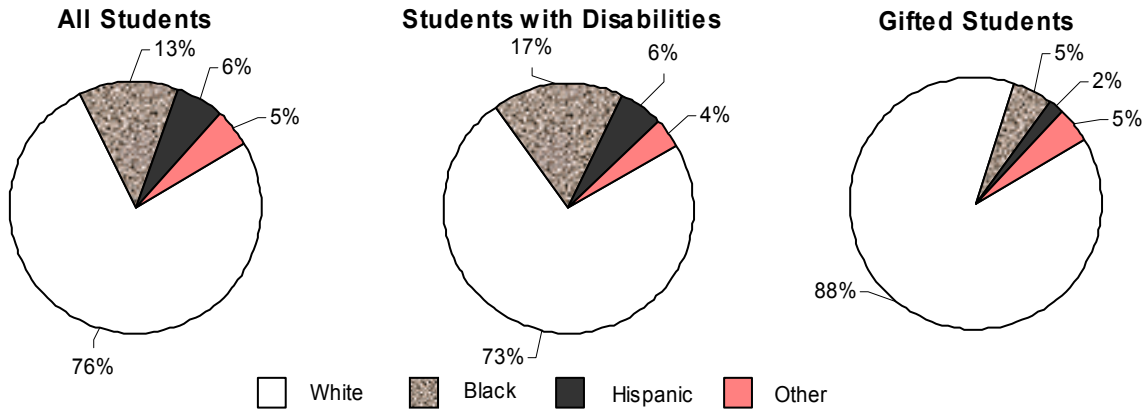
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

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%	76%	73%	88%
Black	24%	28%	10%	13%	17%	5%
Hispanic	21%	17%	19%	6%	6%	2%
Asian/Pacific Islander	2%	<1%	4%	2%	<1%	3%
Am Ind/Alaskan Nat	<1%	<1%	<1%	<1%	<1%	0%
Multiracial	2%	2%	3%	3%	3%	2%

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%	<1%	<1%
LEP	12%	3%	4%	<1%

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%	76%	54%	75%	48%	55%	33%	71%
Black	24%	13%	24%	15%	39%	38%	53%	25%
Hispanic	21%	6%	20%	7%	11%	5%	13%	2%
Asian/Pacific Islander	2%	2%	<1%	<1%	<1%	0%	<1%	0%
Am Ind/Alaskan Nat	<1%	<1%	<1%	<1%	<1%	0%	<1%	0%
Multiracial	2%	3%	1%	3%	2%	2%	<1%	2%

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%	9%	46%	51%
EH/SED	1%	1%	10%	8%
EMH	1%	<1%	8%	4%
SI	2%	3%	14%	15%

Districts in Flagler's Enrollment Group:

Charlotte, Citrus, Columbia, Flagler, Gadsden, Hendry, Hernando, Highlands, Indian River, Jackson, Martin, Monroe, Nassau, Okeechobee, Putnam



The New Department of
Education

Jim Horne, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOL AND COMMUNITY EDUCATION
Bureau of Instructional Support and Community Services**

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

District: Flagler **District Contact:** Dr. Myra B. Middleton, ESE Director

Indicator: Disproportionality

Purpose: The racial/ethnic distribution of students identified as Emotionally Handicapped and Gifted will reflect the same racial/ethnic distribution of the school district.

Baseline Data	Improvement Strategies	Evidence of Change																																
<p>District Membership by Racial/Ethnic Categories:</p> <table style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;">All Stu.</th> <th style="text-align: center;">Gifted</th> <th style="text-align: center;">EH</th> </tr> </thead> <tbody> <tr> <td>White</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">88 %</td> <td style="text-align: center;">58%</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">5 %</td> <td style="text-align: center;">34%</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">2 %</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>Am. Indian</td> <td style="text-align: center;">.3%</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Multi.</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">2 %</td> <td style="text-align: center;">2%</td> </tr> <tr> <td>Black+Hispanic</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">7%</td> <td></td> </tr> </tbody> </table> <p>(Data collected 9-30-02 and may not add up to 100% due to rounding)</p>		All Stu.	Gifted	EH	White	76%	88 %	58%	Black	15%	5 %	34%	Asian	1%	3%	0	Hispanic	5%	2 %	7%	Am. Indian	.3%	0	0	Multi.	3%	2 %	2%	Black+Hispanic	20%	7%		<p>1. Increase the representation of Black and Hispanic students enrolled in the program for gifted students.</p> <ul style="list-style-type: none"> • Provide technical support to Student Success Team members on culturally relevant behaviors. • Review assessment instruments with school psychologists to ensure most appropriate use with racial/ethnic groups. • Devise a plan to give weighted scores on prereferral data, including performance and behavioral characteristics, to account for possible cultural bias. • Review district screening process for revisions. • Provide training to teachers on relevant behaviors to look for in identifying potential candidates for evaluation and consideration of placement in the gifted program. 	<p>1. Goal: To increase the number of Black and Hispanic students identified as gifted to more closely reflect the racial/ethnic distribution of the district as a whole, by 2003-04.</p> <p>Benchmarks: During 2002-03, the number of identified minority students (Black and Hispanic combined) identified for the gifted program will increase by 3%. During 2003-04, the number of identified minority students (Black and Hispanic combined) identified for the gifted program will increase by 5%.</p>
	All Stu.	Gifted	EH																															
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	All Stu.	Gifted	EH																											
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APPENDIX C:
MONITORING TEAM MEMBERS

Flagler County

**Continuous Improvement Plan Monitoring Visit
October 27-28, 2003**

ESE Monitoring Team Members

Department of Education Staff

Michele Polland, Acting Chief, Bureau of Instructional Support and Community Services

Eileen Amy, Administrator, ESE Program Administration and Quality Assurance

Kim Komisar, Program Director, ESE Program Administration and Quality Assurance

Iris Anderson, Program Specialist

April Katine, Program Specialist

Contracted Staff

Batya Elbaum, Project Director, University of Miami

APPENDIX D:
SURVEY RESULTS

**2003 Parent Survey Report
Students with Disabilities
Flagler 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 as part of the Bureau's district monitoring activities.

In conjunction with the 2003 Flagler County monitoring activities, the parent survey was sent to parents of the 1,334 students with disabilities for whom complete addresses were provided by the district. A total of 164 parents (PK, n = 6; K-5, n = 66; 6-8, n = 54; 9 - 12, n = 38) representing 12% of the sample, returned the survey. Two hundred seven surveys were returned as undeliverable, representing 16% 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 I am treated by school personnel.	81
• the amount of time my child spends with regular education students.	79
• the effect of exceptional student education on my child's self-esteem.	72
• the level of knowledge and experience of school personnel.	70
• my child's academic progress.	68
• the way special education teachers and regular education teachers work together.	66
• the exceptional education services my child receives.	66
• how quickly services are implemented following an IEP (Individualized Educational Plan) decision.	65
 My child:	
• has friends at school.	93
• is aiming for a standard diploma.	86
• is usually happy at school.	86
• is learning skills that will be useful later on in life.	82
• spends most of the school day involved in productive activities.	78

At my child’s IEP meetings we have talked about: **% Yes**

- whether my child would take the FCAT (Florida Comprehensive Assessment Test). 59
- whether my child should get accommodations (special testing conditions), for example, extra time. 58
- ways that my child could spend time with students in regular classes. 54
- whether my child needed services beyond the regular school year. 50
- which diploma my child may receive.* 46
- the requirements for different diplomas.* 43

My child’s teachers:

- expect my child to succeed. 89
- are available to speak with me. 87
- set appropriate goals for my child. 80
- call me or send me notes about my child. 73
- give students with disabilities extra time or different assignments, if needed. 68
- give homework that meets my child's needs. 66

My child’s school:

- encourages me to participate in my child's education. 77
- sends me information written in a way I understand. 76
- makes sure I understand my child's IEP. 74
- encourages acceptance of students with disabilities. 73
- sends me information about activities and workshops for parents. 70
- wants to hear my ideas. 71
- addresses my child's individual needs. 70
- offers students with disabilities the classes they need to graduate with a standard diploma. 69
- does all it can to keep students from dropping out of school. 68
- involves students with disabilities in clubs, sports, or other activities. 63
- explains what I can do if I want to make changes to my child's IEP. 59
- offers a variety of vocational courses, such as computers and business technology.* 59
- provides students with disabilities updated books and materials. 55
- informs me about all of the services available to my child. 54
- provides information to students about education and jobs after high school.* 43

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

Parent Participation**% Yes**

- I am comfortable talking about my child with school staff. 91
- I have attended one or more meetings about my child during this school year. 85
- I participate in school activities with my child. 74
- I attend School Advisory Committee meetings concerning school improvement. 30
- I have used parent support services in my area. 23
- I am a member of the PTA/PTO. 20
- I belong to an organization for parents of students with disabilities. 17

**2003 Parent Survey Report
Students Identified as Gifted
Flagler 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 276 students identified as gifted for whom complete addresses were provided by the district. A total of 65 parents (K-5, n = 15; 6-8, n = 21; 9 - 12, n = 29) representing 24% of the sample, returned the survey. Twenty-one surveys were returned as undeliverable, representing 8% 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
• my child's academic progress.	89
• gifted teachers' subject area knowledge.	82
• the effect of gifted services on my child's self-esteem.	81
• the gifted services my child receives.	76
• regular teachers' subject area knowledge.	76
• gifted teachers' expertise in teaching students identified as gifted.	75
• how quickly services were implemented following an initial request for evaluation.	72
• regular teachers' expertise in teaching students identified as gifted.	58
In regular classes, my child:	
• has friends at school.	97
• is learning skills that will be useful later on in life.	86
• is usually happy at school.	86
• has creative outlets at school.	78
• has his/her social and emotional needs met at school.	70
• is academically challenged at school.	59

In gifted classes, my child: **% Yes**

- has friends at school. 100
- is usually happy at school. 93
- is learning skills that will be useful later on in life. 91
- is academically challenged at school. 88
- has creative outlets at school. 85
- has his/her social and emotional needs met at school. 79

My child's regular teachers:

- expect appropriate behavior. 95
- are available to speak with me. 88
- have access to the latest information and technology. 83
- set appropriate goals for my child. 77
- provide coursework that includes representation of diverse ethnic, racial, and other groups. 75
- relate coursework to students' future educational and professional pursuits. 74
- give homework that meets my child's needs. 66
- call me or send me notes about my child. 32

My child's gifted teachers:

- expect appropriate behavior. 98
- are available to speak with me. 95
- set appropriate goals for my child. 85
- provide coursework that includes representation of diverse ethnic, racial, and other groups. 82
- have access to the latest information and technology. 78
- give homework that meets my child's needs. 73
- relate coursework to students' future educational and professional pursuits. 70
- call me or send me notes about my child. 47

My child's home school:

- encourages me to participate in my child's education. 79
- treats me with respect. 78
- sends me information written in a way I understand. 74
- sends me information about activities and workshops for parents. 71
- provides students identified as gifted with appropriate books and materials. 69
- involves me in developing my child's Educational Plan (EP or IEP). 69
- wants to hear my ideas. 68
- makes sure I understand my child's EP or IEP. 67

My child's home school (cont.): **% Yes**

- explains what I can do if I want to make changes to my child's EP or IEP. 63
- addresses my child's individual needs. 62
- informs me about all of the services available to my child. 60
- implements my ideas. 51

My child's 2nd school:

- treats me with respect. 100
- sends me information written in a way I understand. 100
- involves me in developing my child's Educational Plan (EP or IEP). 73
- wants to hear my ideas. 67
- encourages me to participate in my child's education. 67
- addresses my child's individual needs. 67
- makes sure I understand my child's EP or IEP. 60
- sends me information about activities and workshops for parents. 56
- provides students identified as gifted with appropriate books and materials. 53
- implements my ideas. 50
- informs me about all of the services available to my child. 43
- explains what I can do if I want to make changes to my child's EP or IEP. 33

Students Identified as Gifted: (relates primarily to high school students)

- are provided with information about options for education after high school. 75
- are provided with career counseling. 70
- have the option of taking a variety of vocational courses. 65
- are provided with the opportunity to participate in externships or mentorships. 44

Parent Participation

- I participate in school activities with my child. 83
- I have attended one or more meetings about my child during this school year. 66
- I attend School Advisory Committee meetings concerning school improvement. 36
- I am a member of the PTA/PTO. 17
- I have used parent support services in my area. 14
- I belong to an organization for parents of students identified as gifted. 8

APPENDIX E:
FORMS REVIEW

**Flagler County
Continuous Improvement Plan Monitoring Report
Forms Review**

This forms review was completed as a component of the continuous improvement plan monitoring visit scheduled for the week of October 27, 2003. The following district forms were compared to the requirements of applicable State Board of Education rules, the Individuals with Disabilities Education Act (IDEA), and applicable sections of Part 300, Code of Federal Regulations. The review includes required revisions and 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 FCS010 and computer notice*
Title 34 of the Code of Federal Regulation Section 300.345

These forms contain the components for compliance.

Individual Educational Plan (IEP) Meeting
Form *Transitional Individual Education Plan (computer version)*
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 *Eligibility and Assessment Staffing Form FCS011 (Rev. 8/01)*
Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

The following comment is made regarding this form:

- One of the legal requirements for notifying parents of the proposal to place a student in exceptional student education is to give a description of each evaluation procedure, test record or report the district used as a basis for the decision to place. While this form does include a listing of evaluation instruments used in the determination of *eligibility*, it is not clear what the district used to determine *placement*. It is recommended that, in the section of the form relating to placement, either a line be added to indicate the evaluation procedures, test records or reports used by the IEP team, or a sentence be added referencing that the evaluation instruments administered in order to determine eligibility were also considered in the determination of placement.

Notice of Change in Placement Form

Form *Prior Written Notice computer version*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

The following must be addressed:

- The computer version presented did not contain a statement that parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act.

Notice of Change in FAPE

Form *Prior Written Notice computer version*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

The following must be addressed:

- The computer version presented did not contain a statement that parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act.

Notice of Ineligibility

Form *Eligibility and Assessment Staffing Form FCS011 (Rev. 8/01)*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

The following comment is made regarding this form:

- While this form can be construed to have the compliance components for notice, it is recommended that the district consider using the computerized “Prior Written Notice” [with required revisions], to better explain the actions and recommendations of the committee to the parents.

Notice of Dismissal

Form *Prior Written Notice computer version*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

The following must be addressed:

- The computer version presented did not contain a statement that parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act.

Informed Notice and Consent for Evaluation

Form *Parent Notice/Consent for Evaluation No. FCS032 (Rev. 11/98)*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

The following must be addressed:

- The form references “Federal Law 94-142” which is no longer applicable. The reference will need to be changed to reflect that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA).
- Federal and state laws require that the notice form include sources for a parent to contact to obtain assistance in understanding the provisions of the IDEA. This form must be revised to include more than one source.

Informed Notice and Consent for Reevaluation

Form *Parent Notification and Consent for Reevaluation FCS017 (Rev. 8/01)*

Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505

The following must be addressed:

- Federal and state laws require that the parental notice form include sources for a parent to contact to obtain assistance in understanding the provisions of the IDEA. This form must be revised to include more than one source.

Informed Notice of Refusal

Form *Informed Notice of Refusal to Take a Specific Action FCS092*

Title 34 of the Code of Federal Regulation Section 300.503

The following must be addressed:

- Federal and state laws require that the notice form include sources for a parent to contact to obtain assistance in understanding the provisions of the IDEA. This form must be revised to include more than one source.

Documentation of Staffing/Eligibility Determination

Form *Eligibility and Assessment Staffing Form FCS011 (Rev. 8/01)*

Title 34 of the Code of Federal Regulation Sections 300.534, 300.503

The following comment is made regarding this form:

- It is assumed that the title of “The School Eligibility and Assignment Committee” refers to a committee that incorporates both the duties of the staffing committee and the duties of the IEP team as prescribed by law, and that the personnel required by law for both the staffing committee and the IEP team are present.

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

This form contains the components for compliance.

It was noted that the district utilizes the procedural safeguards wording provided by the Bureau of Instructional Support and Community Services.

APPENDIX F:
GLOSSARY OF ACRONYMS

Glossary of Acronyms

Bureau	Bureau of Instructional Support and Community Services
CFR	Code of Federal Regulations
CIP	Continuous improvement plan
DJJ	Department of Juvenile Justice
DOE	Department of Education
EH	Emotionally handicapped
EMH	Educable mentally handicapped
EP	Educational plan for gifted students
ESE	Exceptional Student Education
FAPE	Free Appropriate Public Education
FCAT	Florida Comprehensive Assessment Test
IDEA	Individuals with Disabilities Education Act
IEP	Individual educational plan
LEA	Local education agency
LEP	Limited English proficient
OCR	Office for Civil Rights
OLSAT	Otis-Lennon School Ability Test
OSEP	Office of Special Education Programs
Pre-K (PK)	Pre-kindergarten
SED	Severely Emotionally Disturbed
S/L	Speech/Language
SEDNET	Multiagency Network for Students with Severe Emotional Disturbance