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June 20, 2008

Ms. Lou Miller, Superintendent
Madison County School District
312 N.E. Duval Street
Madison, Florida 32340-2552

Dear Ms. Miller:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document(s) comprise the final report for Madison County School District's 2007-08 ESE monitoring.

The self-assessment system is designed to address the major areas of compliance related to the State Performance Plan (SPP). SPP Indicator 15, Timely Correction of Noncompliance, requires that the state identify and correct noncompliance **as soon as possible, but no later than one year from identification.**

As indicated in prior communication with district ESE staff, it was anticipated that there might be an increase in the number of findings of noncompliance over previous monitoring activities due to the design of the self-assessment protocols and sampling system. While any incident of noncompliance is of concern, it is important to note that, in accordance with the language in SPP Indicator 15, the Bureau's current monitoring system considers the timeliness of correction of noncompliance to be of greatest significance.

On February 22, 2008, the preliminary report of findings from the self-assessment process was released to the district. The preliminary report detailed student-specific incidents of noncompliance that required immediate correction, and identified any standards for which the noncompliance was considered systemic (i.e., evident in $\geq 25\%$ of the records reviewed). In the event that there were systemic findings, a corrective action plan (CAP) was required. In addition,

BAMBI J. LOCKMAN

Chief

Bureau of Exceptional Education and Student Services

the district participated in a validation review to ensure the accuracy of the self-assessment data. As a result of the validation review, additional incidents or findings of noncompliance requiring correction were identified.

In accordance with guidance from the Office of Special Education Programs (OSEP), U.S. Department of Education, a finding of noncompliance is identified by the standard (i.e., regulation or requirement) that is violated, not by the number of times the standard is violated. While each *incident* of noncompliance must be corrected for the individual student affected, multiple incidents of noncompliance regarding a given standard that occur within a school district are reported as a single *finding* of noncompliance for that district. These results are included in the Bureau's annual reporting to OSEP.

Districts were required to correct all student-specific noncompliance no later than April 25, 2008, and to provide evidence to the Bureau no later than April 30, 2008. We are pleased to report that Madison County School District completed the required corrective actions and submitted the verifying documentation and CAP within the established timeline.

Madison County was required to assess 56 standards. One or more incidents of noncompliance were identified on 6 of those standards (11%). The following is a summary of Madison County School District's correction of student-specific incidents of noncompliance:

Correction of Noncompliance by Student

	Number	Percentage
Records Reviewed/Protocols Completed	22	—
Total Items Assessed	616	—
Noncompliant	22	3%
Timely Corrected	22	100%

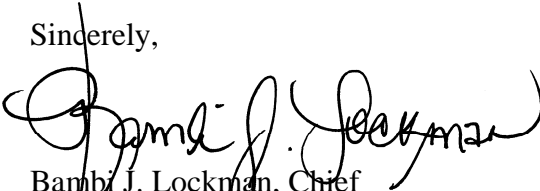
The *Madison District Summary Report: Findings of Noncompliance by Standard* (Attachment 1) contains a summary of the findings reported by the individual standard or regulation assessed. These data include revisions to the preliminary report that resulted from the validation review. Systemic findings are designated by shaded cells in the table. As noted in this attachment, one or more findings of noncompliance were determined to be systemic in nature and the district was required to develop a CAP to address the identified standards. Madison County School District's CAP was submitted to the Bureau for review and approval, and is provided in Attachment 2. Please note that a timeline for implementation, evaluation, and reporting of results on the part of the district is included in the CAP. Your district's adherence to this schedule is required in order to ensure correction of systemic noncompliance within a year as required by OSEP and Florida's SPP.

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The results of district self-assessments conducted during 2007-08 will be used to inform future monitoring activities, including the selection of districts for on-site monitoring, and in the local educational agency (LEA) determinations required under section 300.603, Title 34, Code of Federal Regulations, which result in districts being identified as “meets requirements,” “needs assistance,” “needs intervention,” or “needs substantial intervention.”

We understand that the implementation of this self-assessment required a significant commitment of resources, and appreciate the time and attention your staff has devoted to the process thus far. We look forward to receiving the district’s report on the results of its corrective action plan, due to the Bureau no later than **December 22, 2008**. If you have questions regarding this process, please contact your assigned district liaison for monitoring or Dr. Kim C. Komisar, Administrator, at kim.komisar@fldoe.org or via phone at (850) 245-0476.

Sincerely,



Bambi J. Lockman, Chief
Bureau of Exceptional Education and Student Services

Attachments

cc: Ramona Guess
Frances Haithcock
Kim C. Komisar
Laura Harrison
Sheila Gritz
Heather Diamond

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

**ESE Self-Assessment
2007 – 08**

Madison District Summary Report: Findings of Noncompliance by Standard

This report provides a summary of the district's results and must be used when developing a corrective action plan. Results are reported by standard, with systemic noncompliance (occurrence in $\geq 25\%$ of possible incidents) indicated as appropriate. See the *Student Report: Incidents of Noncompliance* for student-specific findings. Results are based on the following:

Number of LRE protocols completed: 20
 Number of standards per LRE: 28
 Number of STB protocols completed: 2
 Number of standards per STB: 28

Total number of protocols: 22
 Total number of standards: 616
 Total number of incidents of noncompliance (NC): 22
 Overall % incidents of noncompliance: 3%

Percent of noncompliance is calculated as the # of incidents of noncompliance for a given standard divided by the # of protocols reviewed for that standard, multiplied by 100.

* Correctable for the student(s): A finding for which immediate action can be taken to correct the noncompliance.

** Individual CAP: For a finding which cannot be corrected for an individual student, a corrective action plan (CAP) is required to address how the district will ensure future compliance; this plan will be limited in scope, based on the nature of the finding.

*** Systemic CAP: For a finding of noncompliance on a given standard that occurs in $\geq 25\%$ of possible incidents, a corrective action plan (CAP) is required to ensure future compliance; this plan must address the systemic nature of the finding and will be broader in scope than an individual CAP.

Note: In the event that there is a systemic finding of noncompliance on a standard that requires an individual CAP, only a systemic CAP is required.

**ESE Self-Assessment
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Madison District Summary Report: Findings of Noncompliance by Standard

Noncompliance (NC)		*Correctable for the Student(s)	**Individual CAP	# NC	% NC	***Systemic CAP
STB-9	There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))	X		1	50.0%	X
STB-15	The district obtained consent from the parent or from the student whose rights have transferred prior to inviting to the IEP team meeting a representative of an agency likely to provide or pay for transition services. (34 CFR 300.321(b)(3))		X	1	50.0%	X
STB-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(b))	X		2	100.0%	X
LRE-7	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general statewide assessment. For a prekindergarten student, the IEP contains a statement of how the disability affects the student's participation in the appropriate activities. (34 CFR 300.320(a)(1); Rule 6A-6.03028(7)(a), FAC.)	X		2	10.0%	
LRE-8	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	X		13	65.0%	X
LRE-27	The IEP had been reviewed at least annually, and revised as appropriate, to address: any lack of progress toward the annual goals; any lack of progress in the	X		3	15.0%	

	general curriculum, if appropriate; the results of reevaluation; information about the student provided by the parent; and/or, the student's anticipated needs. (34 CFR 300.324(b)(1))					
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**Florida Department of Education
Bureau of Exceptional Education and Student Services**

**ESE Self-Assessment
2007 – 08**

Madison County School District Corrective Action Plan

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
STB-9	There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))	Review and update IEP form for postsecondary goals. Provide training in development of measurable postsecondary goals Encourage participation of Transition ESE teachers in PDA/ESE Transition Module Technical assistance for district ESE staff Conduct an assessment of five random sample transition IEPs (MCHS)	Feb-Mar, 2008 Feb. 2008 April-May, 2008 Aug, 2008 Apr-Jun, 2008 Feb-May, 2008 Jun, 2008	District ESE Staff District ESE Staff Materials recommended by DOE BEESS FDLRS/Gateway DOE BEESS District ESE Staff	
STB-16	The IEP includes coordinated, measurable, annual IEP goals and transition service that will reasonably enable the student to meet the postsecondary	Review and update IEP form for postsecondary goals. Provide training in development of measurable	Feb-Mar, 2008 Feb. 2008 April-	District ESE Staff District ESE Staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
	goals. (34 CFR 300.320(b))	postsecondary goals Encourage participation of Transition ESE teachers in PDA/ESE Transition Module Technical assistance for district ESE staff Conduct an assessment of five random sample transition IEPs (MCHS)	May,2008 Aug, 2008 Apr- Jun,2008 Feb-May, 2008 Jun, 2008	Materials recommended by DOE BEESS FDLRS/Gateway DOE BEESS District ESE staff	
STB-15	The district obtained consent from the parent or from the student whose rights have transferred prior to inviting to the IEP team meeting a representative of an agency likely to provide or pay for transition services. (34 CFR 300.321(b)(3))	Review IEP/files of students with disabilities for prior parental consent to invite a representative of an agency to the IEP team meeting. Obtain consent for identified IEP/ files without consent from the parent or from the student whose rights have transferred Conduct training for ESE teachers and staff. Conduct random review of five transition IEPs/files for obtained consent from the parent or from the student	Mar-May, 2008 Apr.May, 2008 Jun, 2008	School ESE staff School & District ESE staff District ESE staff	

#	Findings of Noncompliance	Activities	Timelines	Resources	Results/Status
LRE-8	The IEP includes measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks, designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum and meet the student's other needs that result from the disability. (34 CFR 300.320(a)(2))	<p>whose rights have transferred.</p> <p>Provide parent information about transition- Ninth Grade Orientation Transition Parent Meeting</p> <p>Provide ESE teacher training on development of Measurable Annual Goals</p> <p>Supply follow-up & update to training on development of Measurable Annual Goals</p> <p>Distribute <u>Writing Measurable IEP Goals and Objectives</u>, Bateman & Herr, to ESE teachers and staff</p> <p>Implement practice and coaching for development of measurable annual goals</p> <p>Self-assess a random sample of 20 IEPs (MCHS, MCCS, GES,LES) for measurable annual goals</p>	<p>May, Aug, 2008 Nov, 2008</p> <p>Aug. 9, 2007 Aug,2008</p> <p>Feb. 28, 2008</p> <p>Feb. 28, 2008</p> <p>Feb-May, 2008</p> <p>Jun, 2008</p>	<p>School & District ESE staff</p> <p>FDLRS/Gateway ISRD District ESE staff</p> <p>District ESE staff</p> <p>District ESE staff</p> <p>District ESE staff</p> <p>District ESE staff</p>	