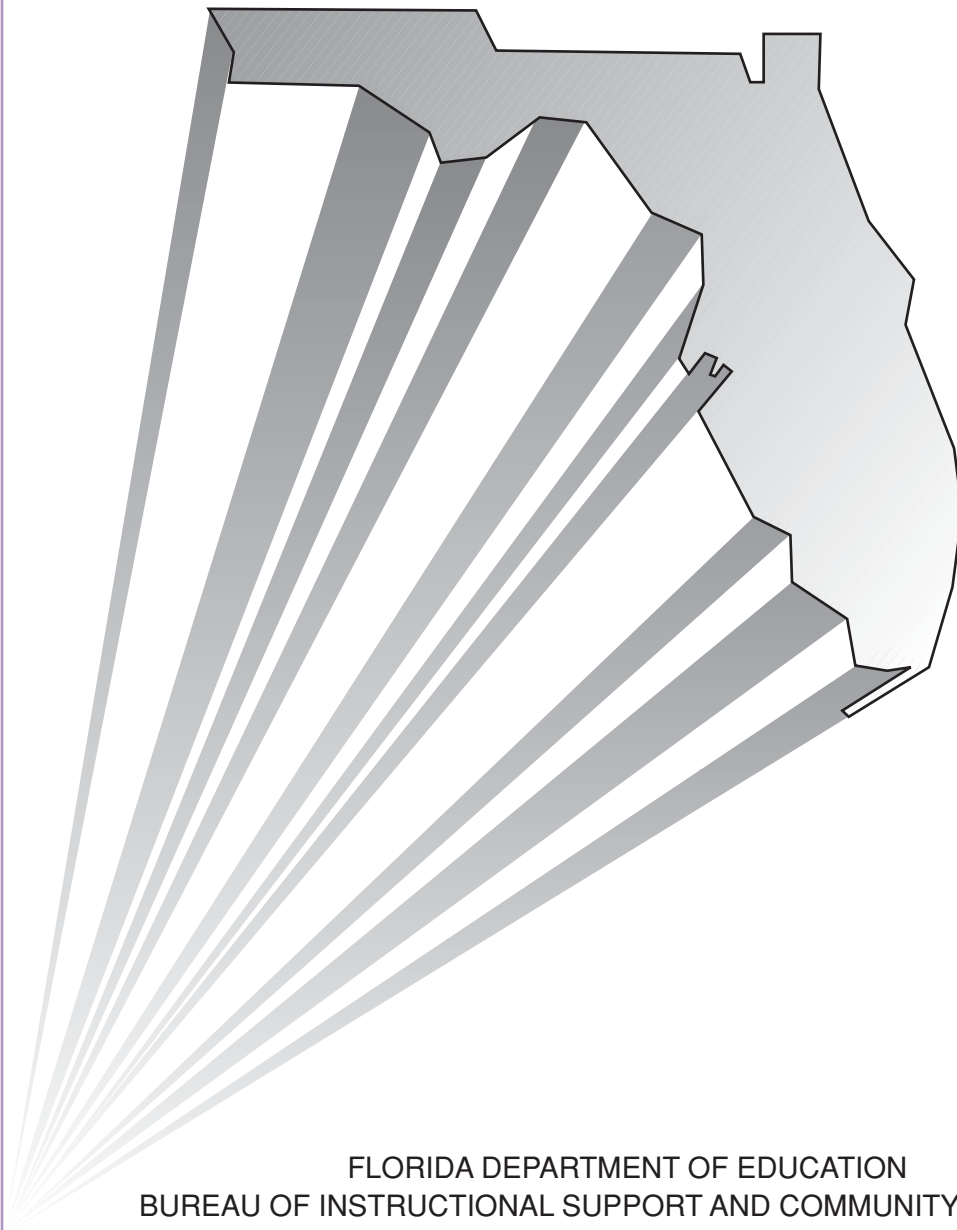


FINAL REPORT OF CONTINUOUS IMPROVEMENT PLAN  
MONITORING OF EXCEPTIONAL STUDENT EDUCATION PROGRAMS

# MANATEE COUNTY

OCTOBER 2 - 3, 2003



FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES

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March 16, 2004

Dr. Roger Dearing, Superintendent  
Manatee County School District  
PO Box 9069  
Bradenton, Florida 34206-9069

Dear Dr. Dearing:

We are pleased to provide you with the Final Report of Continuous Improvement Monitoring of Exceptional Student Education Programs in Manatee County that was conducted on October 2-3, 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](http://www.firn.edu/doe/commhome/mon-home.htm).

The Bureau has sent Mr. Ron Russell, 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 Mr. Russell and his 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. Roger Dearing  
March 16, 2004  
Page 2

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](mailto:Eileen.Amy@fldoe.org).

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

Sincerely,

*Michele Polland*

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

Enclosure

cc: Barbara A. Harvey, School Board Chair  
Members of the School Board  
Mark P. Barnebey, School Board Attorney  
School Principals  
Ron Russell, ESE Director  
Jim Warford, Chancellor

**Manatee County Monitoring Report  
Continuous Improvement Plan Monitoring Visit  
October 2-3, 2003**

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**Manatee County School District**  
**Continuous Improvement Plan Monitoring Visit**  
**October 2-3, 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)).

On October 2-3, 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 Manatee County School District. Mr. Ron Russell, 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. Manatee 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: services provided in charter schools and Department of Juvenile Justice (DJJ) facilities in the district; 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 Manatee County School District selected for students with disabilities was performance on statewide assessments. The goal of the district was to show an increase of students with disabilities scoring at levels three and above on the Florida Comprehensive Assessment Test (FCAT). Using the results of the FCAT, the district reported that the number of

students scoring at level three or above in grades 3-10 increased by 7% in reading and 5% in mathematics.

In addition, the district selected a second goal which was to increase the number of schools with a school improvement plan that specifically identified strategies for the exceptional student education (ESE) population. The district reported an increase of 25% in the number of schools with school improvements plans targeting strategies for ESE students.

### **Continuous Improvement Plan: Students Identified as Gifted**

The key indicator chosen by Manatee County School Board for their gifted population was the representation of racial/ethnic minority in programs for gifted students. As a result of awareness programs and training activities, the district reported an increase of 4% in the minority population served in the gifted program.

In addition, the district established a second goal which was to increase the number of gifted students receiving gifted services in their home schools. The district reported an increase of 8% in the number of students served in their home schools.

### **Department of Juvenile Justice Charter School Facility**

Students in the facility operated by the Police Athletic League are instructed in the state standards and are provided with FCAT preparation throughout the year. Although an ESE consulting teacher works with the general education teachers to provide appropriate curriculum and accommodations to students with disabilities, these students, including students working toward a special diploma, receive no direct ESE services.

### **Record Reviews**

During the formal record reviews carried out as a part of the continuous improvement plan monitoring procedures, 39 individual educational plans (IEPs) were reviewed for compliance. Findings of noncompliance for six of the IEPs will result in fund adjustments. Twenty-three of the IEPs must be reconvened due to a lack of a majority of measurable annual goals. Eight educational plans (EPs) for gifted students were reviewed for compliance with four areas of systemic noncompliance identified. 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, there were noncompliance items found in the areas of temporary assignment and initial eligibility determinations. There were concerns noted in the areas addressing records of students who were limited English proficient.

### **Provision of Counseling to Students with Disabilities**

It was reported that the counseling needs of students are determined at the IEP meeting, and if appropriate, included in the IEP. Guidance counselors, school psychologists, and school social workers are available to provide counseling to students with disabilities as determined by the IEP team.



### **Provision of Speech/Language Services to Students with Communication Needs**

It appears that the speech/language needs of students with communication needs are being met. Speech/language pathologists provide training to ESE teachers on language and communication activities, are available for consultation, and go into classrooms to model language activities.

### **Forms Reviews**

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

- IEP forms
- Informed Notice and Consent for Initial Placement
- Informed Notice of Change of Placement
- Informed Notice of Change of FAPE (Free Appropriate Public Education)
- Informed Notice of Ineligibility
- Informed Notice of Dismissal
- Informed Notice and Consent for Evaluation
- Informed Notice and Consent for Reevaluation
- Informed Notice of Refusal
- Documentation of Staffing/Eligibility Determination
- Annual Notice of Confidentiality of Student Records

Mr. Ron Russell, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In addition, district staff members Carol Lee, Jodi O'Meara, and John Carlock participated in the presentation. These participants are to be commended for a presentation that was thorough, well prepared, and well executed; the written documentation verified the information that they presented.

### **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. 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, it is often the case that suggestions and/or recommendations related to interventions or strategies are proposed. These recommendations as well as specific discretionary projects, and a list of Department of Education contacts are available to provide technical assistance to the district in the development and implementation of the plan also are included as part of this report.



## Manatee County School District Focused Monitoring System Improvement Strategies

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

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	The district selected performance on statewide assessments as the key indicator.  Progress noted and verified.	X		The district will continue to address this issue through its continuous improvement plan.	
Continuous Improvement Plan: Students Identified as Gifted	The district selected representation of racial/ethnic minority as the key indicator.  Progress noted and verified.	X		The district will continue to address this issue through its continuous improvement plan.	
Department of Juvenile Justice Charter School Facility	No Findings	X			

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Record Reviews	<p>Fund adjustments will be required for three IEPs that lack informed notice of change of placement, and three IEPs that were not current.</p> <p>Twenty-three IEPs for students with disabilities are required to be reconvened.</p> <p>Findings of noncompliance on IEPs primarily were related to:</p> <ul style="list-style-type: none"> <li>• inadequate statements of present levels of educational performance (22)</li> <li>• lack of measurable goals (32)</li> <li>• inadequate explanations of the extent to which the student will not participate with nondisabled students in the regular class (13)</li> <li>• lack of progress reports with the required components (23).</li> </ul>	X			

<b>Category</b>	<b>Findings</b>	<b>ESE</b>	<b>All</b>	<b>System Improvement Strategy</b>	<b>Evidence of Change (Including target date)</b>
Record Reviews Cont.	Findings of noncompliance on EPs primarily were related to: <ul style="list-style-type: none"> <li>• lack of parent invitation to the EP meeting (3)</li> <li>• parent invitation lacking the listing of persons attending the meeting (4)</li> <li>• lack of student outcomes (6)</li> <li>• lack of evaluation schedules (5).</li> </ul>	X			
Special Category Records and Procedures	Findings were in the areas of: <ul style="list-style-type: none"> <li>• initial eligibility</li> <li>• temporary assignment</li> <li>• provision of notice to parents in their native language.</li> </ul>	X			
Provision of Counseling to Students with Disabilities	No Findings	X			
Provision of Speech Language Services to Students with Communication	No Findings	X			

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Forms Reviews	<p>Forms used to document the following activities must be revised:</p> <ul style="list-style-type: none"> <li>• IEP form</li> <li>• Informed Notice and Consent for Initial Placement</li> <li>• Informed Notice of Change of Placement</li> <li>• Informed Notice of Change of FAPE (Free Appropriate Public Education)</li> <li>• Informed Notice of Ineligibility</li> <li>• Informed Notice of Dismissal</li> <li>• Informed Notice and Consent for Evaluation</li> <li>• Informed Notice and Consent for Reevaluation</li> <li>• Informed Notice of Refusal</li> <li>• Documentation of Staffing/Eligibility Determination</li> <li>• Annual Notice of Confidentiality.</li> </ul>	X	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

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, special categories and procedures, provision of counseling, provision of speech/language services, and forms.

## 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. Manatee 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 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 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**

Manatee 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. Manatee County School District's self-selected indicator for students with disabilities is performance on statewide assessments; the indicator for students identified as gifted is representation of racial/ethnic minority. The District'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 2-3, 2003. Three 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 based on the areas targeted for improvement, and the types of activities conducted by the district.

Mr. Ron Russell, Director, Exceptional Student Education, served as the coordinator and point of contact for the district during the monitoring visit. In addition, district staff members Carol Lee, Jodi O'Meara, and John Carlock participated in the presentation. These participants are to be commended for a presentation that was thorough, well prepared, and well executed; the written documentation verified the information that they presented. In addition to the district presentation visits were made to selected school sites for the purpose of interviewing staff. The following schools were visited:

- Oneco Elementary School, Marion Summers, Principal
- Sea Breeze Elementary School, Bill Stenger, Principal
- Juvenile Justice Charter School, Harry Reif, Director

### ***Interviews***

Interviews with selected district- and school-level personnel were conducted using interview protocols developed specifically to address the continuous improvement monitoring plan being implemented by the district. In addition, separate protocols were used to address services provided in charter schools, services to students served in Juvenile Justice facilities, provision of counseling services, and services to students with communication needs. In the Manatee County School District, interviews were conducted with 11 people, including 3 district-level administrators or support staff, 6 school-level administrators or support staff, and 2 ESE teachers.

### ***Classroom Visits***

Classroom visits were conducted in a total of nine ESE and general education classrooms during the monitoring visit in Manatee 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 (IEPs and 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 Manatee County monitoring activities, the parent survey was sent to parents of 9,026 students with disabilities for whom complete addresses were provided by the

district. A total of 900 parents (PK, n=76; K-5, n=450; 6-8, n=190; 9-12, n=184) representing 10% of the sample, returned the survey. Surveys from 866 families were returned as undeliverable, representing almost 10% of the sample for students with disabilities.

For gifted students, the survey was sent to parents of 1,653 students identified as gifted for whom complete addresses were provided by the district. A total of 173 parents (K-5, n=78; 6-8, n=65; 9-12, n=30) representing 10% of the sample, returned the survey. Surveys from 16 families were returned as undeliverable, representing less than 1% of the sample.

### ***Reviews of Student Records***

Prior to the on-site monitoring visit, Bureau staff conducted a compliance review. In Manatee County, 47 records were reviewed for compliance, including 39 IEPs and eight EPs.

### ***Reviews of Special Category Records and Procedures***

In addition to the record reviews of active students described above, Bureau staff also reviewed 23 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
- one limited English proficiency: student found ineligible for gifted services
- three limited English proficiency: students found eligible for services as a student with a disability
- 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 are 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 conduct a telephone conference with the ESE director to review major findings.

### **Preliminary Report**

Subsequent to the on-site visit, Bureau staff prepare a written report. The report is developed to include the following elements: an executive summary, a description of the monitoring process, and the results section. A description of the development of the current monitoring system for

exceptional student education is included as an appendix. Other appendices with data specific to the district also accompany each report. The 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](http://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 in order to improve outcomes for students with disabilities. Upon approval of the system improvement plan, the plan is posted on the website noted above.



## **Reporting of Information**

The data generated through the surveys, 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**

The first goal of the district in its ESE continuous improvement plan was to show an increase of students with disabilities scoring at levels 3 and above as measured by the Florida Comprehensive Assessment Test (FCAT) results reported in the district's LEA profile. Taking the baseline data, the district ESE staff determined that they needed to change instructional practices to be in line with the general education program, and they decided to focus on training. The district explained that as a result of federal legislation, the Manatee County School District also has a continuous improvement plan for the district that focuses on adequately yearly progress. This plan has procedures for screening, benchmarks and assessments. The exceptional education department is considered an integral part of the district's activities and the ESE director stated that ESE teachers and staff participate in all activities sponsored by the district, including the Rigby literacy training and the training of reading coaches to assist in the schools.

The ESE department has collaborated with the district's Assistive Technology team, the Department of Technology, and the Curriculum and Instruction Department to provide in-service opportunities for teaching professionals effective instructional practices such as data driven decision-making, testing accommodations and inclusive practices. Twelve ESE specialists were trained in effective instructional practices, interventions, accommodations, and differentiated instruction. These specialists then took the training out to the individual schools.

It was reported that general education school administrators and instructional leaders have received data and support in interpretation concerning the results reported in the LEA profile for ESE students on FCAT as well as other standardized assessment tools. This information has been disseminated through personal meetings with the ESE director and in group settings at cluster principal meetings and district meetings.

There has also been strong collaboration with the Florida Inclusion Network (FIN) to support many professional development opportunities. The district provided stipends and substitutes to

enable the ESE teachers to participate. The district director reported that the district's focus on inclusionary activities has helped with improvement in student performance. In its status report the district stated "Using FCAT results as a measure, students in grades 3-10 show reading improvement as increased by 7% and mathematics increasing by 5%." An analysis of the data is in the 2003 LEA profile included in appendix B. The most significant changes are seen in the performance of students in 10<sup>th</sup> grade, with an increase of 7% of students with disabilities scoring at level three or above in reading, and an increase of 9% in the number of students with disabilities scoring at level three or above in mathematics.

The second goal of the district in its ESE continuous improvement plan was to increase the number of schools whose school improvement plan specifically identified strategies for their ESE populations. As an incentive, schools were offered a \$2500 stipend to include efforts focused on improved remediation strategies and inclusion efforts for the ESE students. Schools were also given \$100 for each ESE teacher to spend on materials. As a result, the number of schools including ESE in their school improvement plans increased from 26% to 57%.

A review of the parent survey completed by parents of students with disabilities indicated general satisfaction with the expectations and goals for their children. It was noted that 63% of the parents indicated that their child's participation in the FCAT testing was discussed at the IEP meeting. While only 50% of parents with students in grade eight and above indicated that diploma options had been explained to them, 17 of the 19 IEPs that were reviewed for students who were 14 and/or in grade 8 and above, included the required components for diploma option.

As part of the monitoring activities, Oneco Elementary School was selected for an on-site visit. The monitoring team conducted two interviews and visited five classrooms. Oneco Elementary School was chosen based on its comprehensive school improvement plan which focuses on academic skill improvement for all students. The overall goal of this school's improvement plan is that, "By the end of 2006-07 school year, the academic skills of all Oneco students (standard curriculum and ESE students) will improve as evidenced by third, fourth and fifth grade students scoring at or above level 3 on the FCAT in reading and mathematics."

This school of approximately 750 students includes a population of approximately two hundred ESE students from prekindergarten to fifth grade. The service delivery models at the time of the visit ranged from full-time placement in ESE classrooms to full-time placement in general education classrooms, and included itinerant services for speech/language, occupational, physical, and vision therapy. Part of the school's support plan strategies for the 2003-04 school year was to "expand the inclusion model to include all grades, kindergarten through fifth at this school."

The program for all students at Oneco Elementary included the use of a wide variety of academic programs for remediation, accelerated reading and mathematics, after school tutoring, and summer reading enrichment. All students participate in literacy blocks throughout the week. The staff reported that individual student diagnostics and tracking of student progress are integral parts of their program. Family involvement in student achievement is stressed and students and families are given access to local libraries through a program that includes providing students

with free books. The staff reported a significant increase in students' performance skills after the first year of the program.

In summary, the key indicator Manatee County School District selected for students with disabilities was performance on statewide assessments. The goal of the district was to show an increase of students with disabilities scoring at levels three and above on the FCAT. Using the results of the FCAT, the district reported that the number of students scoring at level three or above in grades 3-10 increased by 7% in reading and 5% in mathematics.

In addition, the district selected a second goal which was to increase the number of schools with a school improvement plan that specifically identified strategies for the ESE population. The district reported an increase of 25% in the number of schools with school improvements plans targeting strategies for ESE students.

### **Students Identified as Gifted**

The first goal of the Manatee County continuous improvement plan for gifted was to increase the ethnic and minor representation of students in the gifted program. The district reported that meetings were held with ESE specialists, school psychologists (including two bilingual psychologists), social workers, child study chairs and guidance counselors in order to increase the awareness of the under-identification of minority groups in the program and to provide information on characteristics to look for when considering referrals from these populations. In addition, meetings at the schools targeted as having low socioeconomic populations were held to provide teachers and other school staff information on identifying special populations.

As part of the effort to identify minority students, the district developed awareness brochures and an awareness CD on gifted characteristics. The CD has been distributed to youth centers to help in the recognition of gifted characteristics.

The district reported that with the efforts to identify more minorities there has been a 4% increase in minority students in the gifted program. The district stated that, "Specifically, the Black, Hispanic and multi-racial classifications all show increased numbers in the gifted programs in Manatee County." The racial and ethnic distribution of gifted students can be found in appendix B.

The second goal in Manatee's continuous improvement plan for gifted was to increase the number of gifted students served at their home schools. The district explained that in the past, most gifted students were served in gifted centers with many elementary students being bused one day a week. Parents and teachers reported dissatisfaction with the service delivery model. Parents of elementary school students formed an organization, POGS (parents of gifted students) and made recommendations to the school board about serving students at their home schools.

In addition, the district set up cadre groups of teachers who were offered stipends to look at ways to serve students in their home schools and in their own classrooms through the use of a differentiated curriculum. The cadres focused on supporting the needs of the teachers of gifted students and every year the cadres offered objectives which became part of the district's strategic plan. One product of these groups were parent brochures.

Collaboration with the Florida Diagnostic and Learning Resources System (FDLRS) and the staff development office has supported the development of a strong endorsement training program for teachers to become certified in gifted education. Courses are offered throughout the district and can be offered at the school level if enough teachers at the school request the training.

The district reported that there are now a variety of ways that the gifted students are served in their home schools. Some of the schools do pull-out programs; some do homogeneous groupings by subject such as English/mathematics; and some teachers with the gifted endorsement serve their own students in their classrooms and keep separate lesson plans. One group of schools has a gifted teacher who travels from school to school instead of having the students travel. The district reported an increase of 8% of students being served in their home schools.

As part of the on-site monitoring activities, the monitoring team visited Sea Breeze Elementary to review the gifted service delivery models. Two interviews and two classroom visits were conducted. At this school, all of the fourth and fifth grade gifted students are served in the regular classroom with the two general education teachers who have received their gifted endorsements through classes held at the school. It was explained that these teachers use different methodology with their gifted students. At the fourth grade level, high achieving and gifted students are placed together in the class with the fourth grade teacher, who has gifted endorsement, and the students are ability grouped for reading and mathematics. The teachers document differentiation of the curriculum for gifted students through separate lesson plans.

The gifted students in kindergarten through third grade at Sea Breeze Elementary School are served in a pull-out model by the media specialist, who is certified in gifted education. The principal, who is also taking the endorsement classes, reported that the fact that the gifted program is housed at the school has led to increased awareness of teachers, and that the understanding of gifted children and their characteristics has increased. This has been an impetus to refer more kids and to serve them better.

A review of the results of the parent survey conducted with parents of gifted students indicated overall satisfaction with the regular and gifted classes and teachers. It was noted that less than half of the parents responding indicated that they were told how they could request changes to their children's Education Plans (EPs).

In summary, the key indicator chosen by Manatee County School Board for their gifted population was the under-representation of racial/ethnic minority in programs for gifted students. As a result of awareness programs and training activities, the district reported an increase of 4% in the minority population served in the gifted program. In addition, the district established a second goal which was to increase the number of gifted students receiving gifted services in their home schools. The district reported an increase of 8% in the number of students served in their home schools.



### **Department of Juvenile Justice Charter School Facility**

The monitoring team visited the Manatee County Juvenile Justice Charter School facility during the on-site visit, conducting three interviews and making two classroom visits. This facility is run by the Police Athletic League and is a level 10 facility, serving students up to 22 years of age. The average length of stay in this facility is from 15-24 months. The facility has a capacity of 50 inmates, of whom approximately 40% are usually ESE students. At the time of the monitoring visit, there were 18 students with disabilities at the facility, as well as one gifted student (who has received services from a visiting gifted teacher).

The facility has three general education teachers and one ESE consulting teacher who works with the teachers to provide accommodations and appropriate curriculum for the students with disabilities. Students are provided instruction in the state standards, and FCAT preparation activities throughout the year. There are some vocational programming opportunities and students are tested for employability skills. While there are students with disabilities who are working toward a special diploma and who are instructed in the special sunshine state standards, these students receive no direct services from the ESE consulting teacher.

Students in this facility are instructed in the state standards and are provided with FCAT preparation throughout the year. Although an ESE consulting teacher works with the general education teachers to provide appropriate curriculum and accommodations to students with disabilities, these students, including students working toward a special diploma, receive no direct ESE services.

In summary, as part of the on-site visit, the monitoring team visited the Manatee County Juvenile Justice Charter School, a level 10 facility operated by the Police Athletic League. Students in this facility are instructed in the state standards and are provided with FCAT preparation throughout the year. Although an ESE consulting teacher works with the general education teachers to provide appropriate curriculum and accommodations to students with disabilities, these students, including students working toward a special diploma, receive no direct ESE services.

### **Review of Student Records**

A total of 39 student records of students with disabilities and eight records of students identified as gifted, randomly selected from the population of exceptional students, were reviewed. Of the 39 IEPs reviewed, there were four areas of non-compliance that appeared to be systemic in nature. The areas and the number of records are as follows:

- inadequate statements of present levels of educational performance (22)
- lack of measurable goals (32)
- inadequate explanations of the extent to which the student will not participate with nondisabled students in the regular class (13)
- lack of progress reports with the required components (23)

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

- lack of information on the concerns of the parents for enhancing the education of their child (10)
- lack of a statement of how the student's parents will be informed of the student's progress (10)
- no indication of which IEP team member served as the interpreter of instructional implications (10)
- lack of a description of the purpose of the meeting on the parent notice (6)
- no indication that a special education teacher was in attendance (5)
- no indication that a general education teacher was in attendance (5)
- inadequate short term objectives or benchmarks (4)
- lack of prior written notice of change of placement (4)
- inadequate description of special education services (3)

Thirty-two of the 39 records of students with disabilities reviewed had at least one goal that was not measurable. For 23 of the 39 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 by facsimile letter dated November 21, 2003. In addition, three records were found to be out of compliance for a lack of prior written notice of change of placement, two students lacked a current IEP at the beginning of the school year, and one student lacked a current IEP during the day of the federal funding count which will result in a fund adjustment for those six students. The district was notified of students identified for fund adjustments in the previously mentioned letter.

Of the eight EPs reviewed, the following four areas of non-compliance appeared to be systemic in nature:

- lack of parent invitation to the EP meeting (3)
- parent invitation lacking the listing of persons attending the meeting (4 of 8)
- lack of student outcomes (6)
- lack of evaluation schedules (5)

In addition, individual or non-systemic findings are as follows

- lack of or inappropriate initiation or duration dates (one record)

In summary, as a part of the continuous improvement plan monitoring procedures, 39 IEPs were reviewed for compliance. Findings of noncompliance for seven of the IEPs will result in fund adjustments. Twenty-three of the IEPs must be reconvened due to a lack of a majority of measurable annual goals. Eight EPs for gifted students were reviewed for compliance with four areas of systemic noncompliance identified. 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 23 special category records and procedures, representing the following actions:

- initial eligibility and placement in a special program
- dismissal from exceptional student education
- temporary assignment to exceptional student education
- student found ineligible for exceptional student education
- limited English proficiency: student found ineligible for gifted services
- limited English proficiency: student found eligible for services as a student with a disability
- parentally-placed private school student
- student who has been assigned a surrogate parent
- prekindergarten student who has transitioned from Part C to Part B

Bureau staff reviewed four records of students who were initially evaluated and placed into an ESE program. One record was considered to be out of compliance because the student was placed based on a partial score with no rationale for the use of the partial score. There was a concern that for one student, the determination of eligibility took place two years after the parent had signed initial consent for evaluation.

Three records were provided for students who had been placed on temporary assignment. Two of the three records provided were out of compliance for lacking a notice to the parents of the permanent placement of the student into an ESE program. For the third record, the district was unable to provide evidence that the student had been permanently placed within the required six month timeline.

In reviewing three records for students who were limited English proficient (LEP) and who had been evaluated for ESE programs, there was a concern regarding the provision of notice to parents in their native language. There were nine instances of written notices that had been provided to the parents in these three records. Seven of these notices were in English, but only two included the comment that the information had been explained to the parent by an interpreter. There was one “Consent for Placement” form in Spanish that had been signed by a parent, but the information had not been filled in and the form was completely blank.

In summary, in the compliance review of student records relating to special categories, there were significant noncompliance items found in the areas of temporary assignment, initial eligibility determinations, and in the provision of notices to parents in their native language.

### **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. Interviewees reported that the guidance counselor, social worker, and school psychologist are available for counseling. The need for counseling is addressed at the IEP meeting, and if counseling is recommended, the service is included on the IEP. If the team believes that the student and/or the parent may benefit from a referral to an outside agency, there is a brochure provided to the parents giving information about counseling services that are available at local mental health centers. The district does not have interagency contracts for counseling outside the school system.

### **Provision of Speech/Language Services to Students with Communication Needs**

Through interviews, it appears that the speech/language needs of students are being met. It was reported that the IEP team reviews the needs of the students and if communication needs are determined, these needs are addressed through goals in language arts and communication. It was reported that the speech/language pathologists and occupational therapists provide cross training with the ESE classroom teachers to address classroom language and communication skill development. Speech/language pathologists are available to consult with ESE and regular classroom teachers, and they go into the classrooms to work with students and to model language activities.

### **District Forms Review**

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 11 of the areas, and changes are required on those forms. It was noted on the IEP form that there were preprinted criteria for waiving the FCAT assessment which were not in conformity with state statute. Another particular concern was that the district does not have an annual notice of confidentiality. A detailed explanation of the specific findings may be found in the notification letter, see appendix E.

- Parent Notification of Individual Education Plan (IEP) Meeting
- IEP form\*
- EP form
- Notice and Consent for Initial Placement\*
- Notification of Change of Placement\*
- Notification of Change of FAPE (Free Appropriate Public Education)\*
- Informed Notice of Ineligibility\*
- Informed Notice of Dismissal\*
- Informed Notice and Consent for Evaluation\*
- Informed Notice and Consent for Reevaluation\*
- Informed Notice of Refusal\*
- Documentation of Staffing/Eligibility Determination\*
- Annual Notice of Confidentiality\*
- Summary of Procedural Safeguards

\*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, 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 are included following the plan format.



## Manatee County School District Focused Monitoring System Improvement Strategies

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

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Continuous Improvement Plan: Students with Disabilities	The district selected performance on statewide assessments as the key indicator.  Progress noted and verified.	X		The district will continue to address this issue through its continuous improvement plan.	
Continuous Improvement Plan: Students Identified as Gifted	The district selected representation of racial/ethnic minority as the key indicator.  Progress noted and verified.	X		The district will continue to address this issue through its continuous improvement plan.	
Department of Juvenile Justice Charter School Facility	No Findings	X			

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Record Reviews	<p>Fund adjustments will be required for three IEPs that lack informed notice of change of placement, and three IEPs that were not current.</p> <p>Twenty-three IEPs for students with disabilities are required to be reconvened.</p> <p>Findings of noncompliance on IEPs primarily were related to:</p> <ul style="list-style-type: none"> <li>• inadequate statements of present levels of educational performance (22)</li> <li>• lack of measurable goals (32)</li> <li>• inadequate explanations of the extent to which the student will not participate with nondisabled students in the regular class (13)</li> <li>• lack of progress reports with the required components (23).</li> </ul>	X			
		X			
		X			



Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Record Reviews Cont.	Findings of noncompliance on EPs primarily were related to: <ul style="list-style-type: none"> <li>• lack of parent invitation to the EP meeting (3)</li> <li>• parent invitation lacking the listing of persons attending the meeting (4)</li> <li>• lack of student outcomes (6)</li> <li>• lack of evaluation schedules (5).</li> </ul>	X			
Special Category Records and Procedures	Findings were in the areas of: <ul style="list-style-type: none"> <li>• initial eligibility</li> <li>• temporary assignment</li> <li>• provision of notice to parents in their native language.</li> </ul>	X			
Provision of Counseling to Students with Disabilities	No Findings	X			
Provision of Speech Language Services to Students with Communication	No Findings	X			

Category	Findings	ESE	All	System Improvement Strategy	Evidence of Change (Including target date)
Forms Reviews	<p>Forms used to document the following activities must be revised:</p> <ul style="list-style-type: none"> <li>• IEP form</li> <li>• Informed Notice and Consent for Initial Placement</li> <li>• Informed Notice of Change of Placement</li> <li>• Informed Notice of Change of FAPE (Free Appropriate Public Education)</li> <li>• Informed Notice of Ineligibility</li> <li>• Informed Notice of Dismissal</li> <li>• Informed Notice and Consent for Evaluation</li> <li>• Informed Notice and Consent for Reevaluation</li> <li>• Informed Notice of Refusal</li> <li>• Documentation of Staffing/Eligibility Determination</li> <li>• Annual Notice of Confidentiality.</li> </ul>	X	X		

## **Recommendations and Technical Assistance**

As a result of the focused monitoring activities conducted in Manatee County on October 2-3, 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**

- Review district criteria for exemption from FCAT and compare to state criteria in State Board Rule 6A-1.0943(1)(a)(1-2) in order to align district criteria with state rule.
- Provide staff training for teachers on how to develop IEPs, with an emphasis on measurable annual goals.
- Provide staff development on and disseminate information regarding the areas of noncompliance
- Review services at the Juvenile Justice Charter School to determine if direct services by an ESE teacher would be more appropriate for students on a special diploma.
- Develop strategies to ensure that parents are provided with written notices in their native language.

### **Technical Assistance**

#### **Florida Inclusion Network**

Website: <http://www.FloridaInclusionNetwork.com/>

The project provides learning opportunities, consultation, information and support to educators, families, and community members, resulting in the inclusion of all students. They provide technical assistance on literacy strategies, curriculum adaptations, suggestions for resource allocations and expanding models of service delivery, positive behavioral supports, ideas on differentiating instruction, and suggestions for building and maintaining effective school teams.

#### **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).

#### **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](mailto:cicbiscs@FLDOE.org)

**Compliance**

Kim Komisar  
Iris Anderson  
Gail Best  
April Katine  
(850) 245-0475

**Dropout Prevention and Academic Intervention**

Mary Jo Butler  
(850) 245-0479

**Gifted**

Donnajo Smith  
(850) 245-0478

**Graduation, FCAT**

Evy Friend  
(850) 245-0478

**IEPs, SLD**

Paul Gallaher  
(850) 245-0478

**Parent Services**

Kelly Claude  
(850) 245-0478

**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 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 rates
- disproportionality of student membership, which may include the 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

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District: <b>Manatee</b>	PK-12 Population: <b>39,106</b>
Enrollment Group: <b>20,000 to 40,000</b>	Percent Disabled: <b>19%</b>
	Percent Gifted: <b>4%</b>

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## 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**.

<b>Grade 3 Participation FCAT Math</b>				<b>Grade 3 Participation FCAT Reading</b>		
1999-00	2000-01	2001-02	Manatee Enrollment Group State	1999-00	2000-01	2001-02
*	89%	89%		*	89%	89%
*	85%	87%		*	85%	87%
*	85%	87%		*	85%	87%
<b>Grade 5 Participation FCAT Math</b>				<b>Grade 4 Participation FCAT Reading</b>		
1999-00	2000-01	2001-02	Manatee Enrollment Group State	1999-00	2000-01	2001-02
90%	89%	90%		90%	87%	90%
85%	85%	88%		83%	86%	87%
84%	85%	88%		83%	85%	88%
<b>Grade 8 Participation FCAT Math</b>				<b>Grade 8 Participation FCAT Reading</b>		
1999-00	2000-01	2001-02	Manatee Enrollment Group State	1999-00	2000-01	2001-02
81%	77%	78%		80%	76%	79%
79%	79%	82%		79%	79%	82%
76%	76%	80%		76%	76%	80%
<b>Grade 10 Participation FCAT Math</b>				<b>Grade 10 Participation FCAT Reading</b>		
1999-00	2000-01	2001-02	Manatee Enrollment Group State	1999-00	2000-01	2001-02
60%	60%	59%		61%	61%	61%
61%	62%	62%		61%	62%	63%
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	50%	nr	14%	nr	36%
all students		nr	24%	nr	15%	nr	61%
gifted students		nr	1%	nr	1%	nr	98%

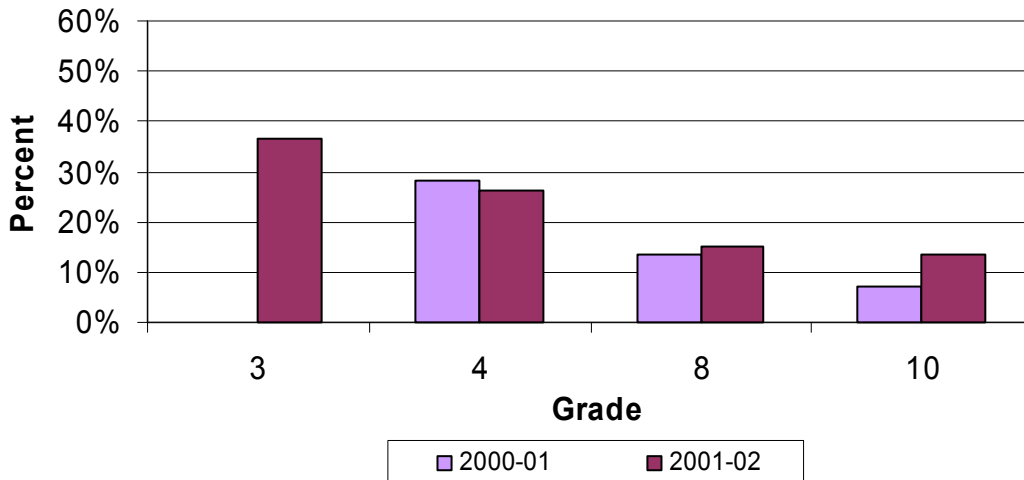
Grade 4 Achievement Level							
		Level 1		Level 2		Level 3+	
		2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
students with disabilities		56%	59%	16%	14%	28%	26%
all students		27%	30%	17%	17%	56%	54%
gifted students		<1%	<1%	3%	3%	96%	96%

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		60%	60%	26%	24%	13%	15%
all students		26%	25%	27%	29%	47%	46%
gifted students		0%	0%	8%	7%	92%	93%

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		79%	64%	14%	22%	7%	14%
all students		30%	29%	31%	33%	39%	37%
gifted students		<1%	2%	11%	11%	88%	87%

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	43%	nr	23%	nr
all students	nr	22%	nr	22%	nr	56%
gifted students	nr	0%	nr	3%	nr	97%

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	53%	54%	23%	27%	23%
all students	24%	24%	26%	28%	50%	48%
gifted students	0%	0%	1%	4%	99%	96%

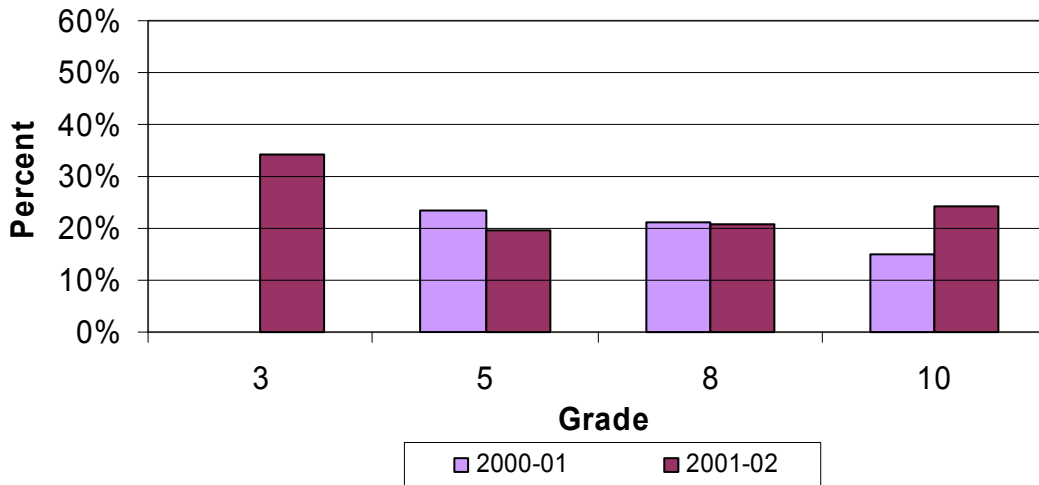
Grade 8 Achievement Level						
	Level 1		Level 2		Level 3+	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
	students with disabilities	56%	57%	22%	23%	21%
all students	19%	20%	20%	23%	61%	57%
gifted students	0%	0%	<1%	2%	99%	98%

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	65%	52%	20%	24%	15%
all students	19%	17%	21%	20%	61%	63%
gifted students	0%	0%	2%	2%	98%	98%

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
Manatee	39%	45%	39%
Enrollment Group	57%	50%	55%
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
Manatee		8%	8%
Enrollment Group		7%	5%
State		7%	6%

### Dropout Rate:

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

		Students with Disabilities		
		1999-00	2000-01	2001-02
Manatee		7%	6%	3%
Enrollment Group		6%	5%	4%
State		6%	5%	5%

		All Students		
		1999-00	2000-01	2001-02
Manatee		6%	4%	3%
Enrollment Group		4%	3%	3%
State		5%	4%	3%

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

## Section Two: Educational Environment

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

### Regular Class Placement, Ages 6-21:

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

	2000-01	2001-02	2002-03
Manatee	59%	60%	61%
Enrollment Group	52%	54%	55%
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
Manatee	3%	5%	5%
Enrollment Group	6%	7%	9%
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
Manatee	74%	69%	69%
Enrollment Group	61%	61%	62%
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
Manatee		10%	7%	18%	9%	0%	0%	<1%	<1%
Enrollment Group		11%	7%	13%	6%	<1%	<1%	<1%	<1%
State		13%	8%	15%	7%	<1%	<1%	<1%	<1%

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

## 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:

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	2000-01	2001-02	2002-03
Manatee	59%	60%	61%
Enrollment Group	52%	54%	55%
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
Manatee	3%	5%	5%
Enrollment Group	6%	7%	9%
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
Manatee	74%	69%	69%
Enrollment Group	61%	61%	62%
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
Manatee		10%	7%	18%	9%	0%	0%	<1%	<1%
Enrollment Group		11%	7%	13%	6%	<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

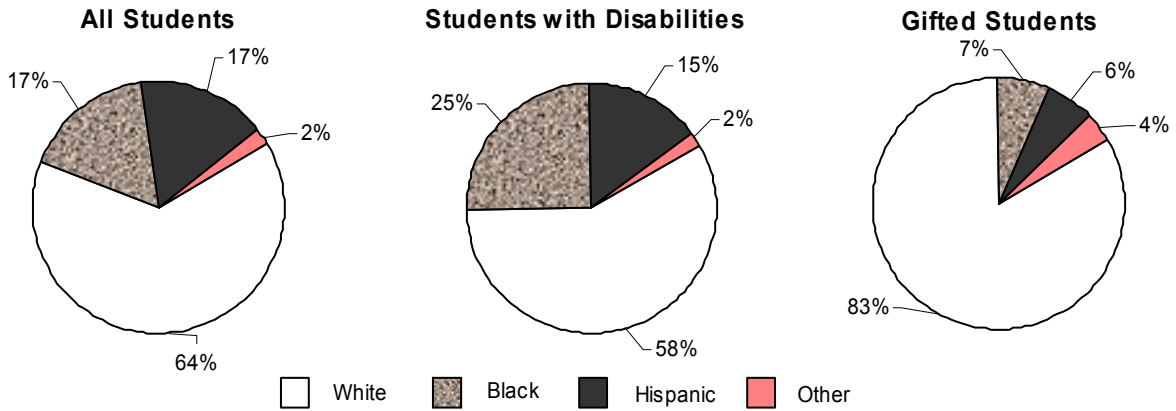
Prevalence refers to the proportion of the PK-12 population identified as exceptional at any given point in time. This section of the profile provides prevalence data by demographic characteristics.

### 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%	64%	58%	83%
Black	24%	28%	10%	17%	25%	7%
Hispanic	21%	17%	19%	17%	15%	6%
Asian/Pacific Islander	2%	<1%	4%	<1%	<1%	2%
Am Ind/Alaskan Nat	<1%	<1%	<1%	<1%	<1%	0%
Multiracial	2%	2%	3%	1%	1%	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%	40%	18%
LEP	12%	3%	9%	<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%	64%	54%	61%	48%	48%	33%	37%
Black	24%	17%	24%	22%	39%	46%	53%	40%
Hispanic	21%	17%	20%	16%	11%	5%	13%	22%
Asian/Pacific Islander	2%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Am Ind/Alaskan Nat	<1%	<1%	<1%	<1%	<1%	<1%	<1%	0%
Multiracial	2%	1%	1%	1%	2%	<1%	<1%	<1%

### 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%	10%	46%	50%
EH/SED	1%	2%	10%	11%
EMH	1%	1%	8%	6%
SI	2%	3%	14%	13%

### Districts in Manatee's Enrollment Group:

Alachua, Bay, Clay, Collier, Lake, Leon, Manatee, Marion, Okaloosa, Santa Rosa, Sarasota, St. Johns, St. Lucie



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  
2002-03**

<b>District:</b> Manatee	<b>District Contact:</b> Fran Padgett	<b>Indicator:</b> Performance on Statewide Assessment																		
<b>Purpose:</b> Students with disabilities will demonstrate improved performance on statewide assessments.																				
<p><b>Baseline Data</b></p> <p>Goal 1</p> <p>Percent of students with disabilities scoring at Level 3 or higher for 2001 FCAT:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Reading</td> <td style="width: 15%;">Grade 4</td> <td style="width: 15%;">28%</td> </tr> <tr> <td></td> <td>Grade 8</td> <td>13%</td> </tr> <tr> <td></td> <td>Grade 10</td> <td>7%</td> </tr> <tr> <td>Math</td> <td>Grade 5</td> <td>23%</td> </tr> <tr> <td></td> <td>Grade 8</td> <td>22%</td> </tr> <tr> <td></td> <td>Grade 10</td> <td>14%</td> </tr> </table>	Reading	Grade 4	28%		Grade 8	13%		Grade 10	7%	Math	Grade 5	23%		Grade 8	22%		Grade 10	14%	<p><b>Improvement Strategies</b></p> <p>Goal 1</p> <p>Improve student performance on statewide and alternate assessments by:</p> <ul style="list-style-type: none"> <li>*Collaborating with schools and district departments to provide training to ESE and general education teachers in effective instructional practices, test accommodations, inclusive practices</li> <li>*Providing school administrators instructional leaders with data concerning performance of ESE students on FCAT and other tests</li> </ul>	<p><b>Evidence of Change</b></p> <p>Goal 1:</p> <p>The percent of students with disabilities scoring at Level 3 or above on the FCAT will increase by five percent over baseline by 2004-05.</p> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>*In the school year 2002-03 the percent of students with disabilities scoring at Level 3 and above will increase by 2% over baseline.</li> <li>*In school year 2003-2004 the percentage of students with disabilities at level 3 and above will increase by two percent over the baseline.</li> <li>*In school year 2004-2005 the percentage of students with disabilities at level 3 and above will increase by one percent over the baseline.</li> </ul>
Reading	Grade 4	28%																		
	Grade 8	13%																		
	Grade 10	7%																		
Math	Grade 5	23%																		
	Grade 8	22%																		
	Grade 10	14%																		

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

**Continuous Improvement/Self Assessment Monitoring Plan  
2002-03**

<b>District:</b> Manatee	<b>District Contact:</b> Fran Padgett	<b>Indicator:</b> Performance on Statewide Assessment
<b>Purpose:</b>		
<p><b>Baseline Data</b></p> <p>Goal 2</p> <p>Percent of 2001-02 School Improvement Plans with goals or activities which include ESE – 26%</p>	<p><b>Improvement Strategies</b></p> <p>Goal 2</p> <p>*Providing ESE and IDEA support for School Improvement Plan activities that are inclusive of ESE students and teachers</p>	<p><b>Evidence of Change</b></p> <p>Goal 2:</p> <p>By the school year 2004-2005, the percent of school improvement plans with goals or activities that include ESE will increase to 51%</p> <p><b>Benchmarks:</b></p> <p>*In 2002-03, the % of School Improvement Plans with goals or activities, which include ESE will increase to 8% over baseline.</p> <p>*In 2003-04, the % of School Improvement Plans with goals or activities which include ESE will increase an additional 8% over baseline</p> <p>*In 2004-2005 the % of School Improvement Plans with goals or activities which include ESE will increase by 9 %</p>

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

**Continuous Improvement/Self Assessment Monitoring Plan  
2002-03**

<b>District:</b> Manatee	<b>District Contact:</b> Fran Padgett	<b>Indicator:</b> Disproportionality																					
<b>Purpose:</b> Increase representation of racial/ethnic minority students in programs for gifted students																							
<p><b>Baseline Data</b> Goal 1</p> <p>*District Student Membership by Racial/Ethnic Category 2001:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"></th> <th style="text-align: center; border-bottom: 1px solid black;"><u>All Students</u></th> <th style="text-align: center; border-bottom: 1px solid black;"><u>Gifted</u></th> </tr> </thead> <tbody> <tr> <td>White</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">6%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">5%</td> </tr> <tr> <td>Asian/Pacific IIs</td> <td style="text-align: center;">&lt;1%</td> <td style="text-align: center;">&lt;2%</td> </tr> <tr> <td>Am Ind/Ala Nat.</td> <td style="text-align: center;">&lt;1%</td> <td style="text-align: center;">&lt;1%</td> </tr> <tr> <td>Multiracial</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">1%</td> </tr> </tbody> </table>		<u>All Students</u>	<u>Gifted</u>	White	65%	85%	Black	17%	6%	Hispanic	16%	5%	Asian/Pacific IIs	<1%	<2%	Am Ind/Ala Nat.	<1%	<1%	Multiracial	1%	1%	<p><b>Improvement Strategies</b> Goal 1</p> <p>Increase representation of racial/ethnic minority in programs for gifted students by:</p> <ul style="list-style-type: none"> <li>* Providing training and technical assistance to school psychologists in the selection and administration of culturally and linguistically appropriate assessment instruments</li> <li>* Providing training and technical assistance to school and district staff Child Study Teams, gifted teachers on issues related to cultural diversity, effective instructional strategies, working with parents from diverse backgrounds, appropriate referrals for gifted testing</li> <li>* Collaborating with ESOL and other district departments to share with school leaders, data on ethnic/racial composition of gifted and school populations</li> </ul>	<p><b>Evidence of Change</b> Goal 1:</p> <p>The racial/ethnic distribution of students identified as gifted will be within five percentage points of the racial/ethnic distribution of the district as a whole.</p> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>* In 2002-03 disproportionate representation will decrease by five percentage points from the baseline</li> <li>* In 2002-03, the percentage of schools serving their own gifted students will increase by four percentage points</li> <li>* In 2003-04, disproportionate representation will decrease by five percentage points from the 2002-03 level</li> </ul>
	<u>All Students</u>	<u>Gifted</u>																					
White	65%	85%																					
Black	17%	6%																					
Hispanic	16%	5%																					
Asian/Pacific IIs	<1%	<2%																					
Am Ind/Ala Nat.	<1%	<1%																					
Multiracial	1%	1%																					



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

**Continuous Improvement/Self Assessment Monitoring Plan  
2002-03**

<b>District:</b> Manatee	<b>District Contact:</b> Fran Padgett	<b>Indicator:</b> Disproportionality, continued Home based Programs
<b>Purpose:</b> Goal #2 Increase the percentage of school with home school based programs for gifted		
<p><b>Baseline Data</b></p> <p>Goal 2</p> <p>*Percentage of schools in 2001 with home school based programs for gifted: 35%</p> <p>(Note: Manatee’s past model for providing gifted services was 1 day/week center based program.)</p>	<p><b>Improvement Strategies</b></p> <p>Goal 2</p> <p>* Sharing data on racial/ethnic membership in gifted programs with parent and community groups which support services for gifted students</p> <p>* Providing technical assistance to schools to foster development of school based models for gifted programs.</p> <p>* Supporting “Teacher Cadres” which focus on support for teachers of gifted and their students</p>	<p><b>Evidence of Change</b></p> <p>Goal 2</p> <p>The percentage of schools with home school based programs for gifted will increase.</p> <p><b>Benchmarks</b></p> <p>*In 2002-03, the percentage of schools serving their own gifted students will increase by four percentage points</p> <p>*In 2003-04, 50% of schools will serve their own gifted students in a school based program</p>

## **Manatee County Continuous Improvement Monitoring Semi-Annual Report of Progress\***

1. Students with disabilities will demonstrate improved performance on statewide assessments.

The ESE department has collaborated with the Assistive Technology team, the Department of Technology and the Curriculum and Instruction department to provide in-service opportunities for teaching professionals on effective instructional practices such as data driven decision-making, testing accommodations and inclusive practices. There has also been strong collaboration with the Florida Inclusion Network to support many professional development opportunities. School administrators and instructional leaders have received data and support in interpretation concerning ESE students on F-CAT and other standardized assessment tools. This information has been disseminated through personal meetings with the ESE director and in group settings at cluster Principal Meetings and district meetings.

The goal of the district was to show increase of students with disabilities scoring at levels 3 and above by 2%. Using F-CAT results as a measure, students in grades 3-10 show reading improvement has increased by 7% and mathematics increasing by 5%.

The second goal involving these efforts states an 8% increase of schools with Improvement Plans specifically identifying strategies for their ESE populations. 26% of schools doing so in the baseline data reflected the use of School Improvement Plans to support these efforts. Schools were offered a \$2500 incentive to include efforts focused on improved remediation strategies and inclusion efforts. In the 02-03 school year, the number of school increased to 57% as measured by schools using the incentive dollars. This reflects a 25% increase.

2. Increase the number of gifted students served in their home schools.

Schools were provided technical assistance and staff training on identifying gifted students, meeting the needs of gifted students and completing EP's. Teachers of gifted were supported through teacher cadres focusing on supporting the needs of the teacher of gifted. The baseline data reflected 35% of students were served in their home schools. After these efforts to support schools and teachers of gifted, there are now 43% of gifted students being served in their home schools. This shows an increase of 8%.

3. Increase representation of racial/ethnic minority in programs for gifted students.

Meetings with ESE specialists, school psychologists, social workers, child study chairs and guidance counselors were held to increase the awareness of the under-identification of certain populations in the gifted programs. School based meetings were held in select schools to provide teachers with information on the identification of special populations. Collaboration with FDLRS and the staff development office supported the Special Populations of Gifted endorsement course.

In the baseline data, there were 15% of gifted students who were non-white or Asian. With efforts to identify more minorities, there are now approximately 19% of gifted students classified as non-white or Asian. This shows an increase in minority status in gifted by 4%. Specifically, the Black, Hispanic and Multi-racial classifications all show increased numbers in the gifted programs in Manatee County.



**APPENDIX C:**  
**MONITORING TEAM MEMBERS**



**Manatee County**

**Continuous Monitoring Visit  
October 2-3, 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

Gail Best, 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  
Manatee 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 Manatee County monitoring activities, the parent survey was sent to parents of the 9,026 students with disabilities for whom complete addresses were provided by the district. A total of 900 parents (PK, n = 76; K-5, n = 450; 6-8, n = 190; 9 - 12, n = 184) representing 10% of the sample, returned the survey. Eight hundred and sixty-six surveys were returned as undeliverable, representing almost 10% 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**

<b>Overall, I am satisfied with:</b>	<b>% Yes</b>
• the way I am treated by school personnel.	85
• the amount of time my child spends with regular education students.	80
• the level of knowledge and experience of school personnel.	78
• the way special education teachers and regular education teachers work together.	76
• the exceptional education services my child receives.	73
• how quickly services are implemented following an IEP (Individual Educational Plan) decision.	72
• the effect of exceptional student education on my child's self-esteem.	72
• my child's academic progress.	68
<b>My child:</b>	
• has friends at school.	90
• is learning skills that will be useful later on in life.	84
• is aiming for a standard diploma.	83
• is usually happy at school.	82
• spends most of the school day involved in productive activities.	81

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

- whether my child should get accommodations (special testing conditions), for example, extra time. 68
- ways that my child could spend time with students in regular classes. 64
- whether my child would take the FCAT (Florida Comprehensive Assessment Test). 63
- whether my child needed services beyond the regular school year. 57
- which diploma my child may receive.\* 57
- the requirements for different diplomas.\* 50

**My child’s teachers:**

- expect my child to succeed. 91
- are available to speak with me. 90
- set appropriate goals for my child. 83
- give students with disabilities extra time or different assignments, if needed. 74
- call me or send me notes about my child. 74
- give homework that meets my child's needs. 73

**My child’s school:**

- encourages me to participate in my child's education. 84
- makes sure I understand my child's IEP. 82
- encourages acceptance of students with disabilities. 81
- sends me information written in a way I understand. 79
- offers students with disabilities the classes they need to graduate with a standard diploma. 77
- does all it can to keep students from dropping out of school. 76
- wants to hear my ideas. 76
- addresses my child's individual needs. 76
- explains what I can do if I want to make changes to my child's IEP. 69
- offers a variety of vocational courses, such as computers and business technology.\* 69
- provides students with disabilities updated books and materials. 68
- involves students with disabilities in clubs, sports, or other activities. 68
- informs me about all of the services available to my child. 64
- sends me information about activities and workshops for parents. 51
- provides information to students about education and jobs after high school.\* 47

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

**Parent Participation****% Yes**

- |  |    |
|--|----|
| • I am comfortable talking about my child with school staff.                   | 92 |
| • I have attended one or more meetings about my child during this school year. | 81 |
| • I participate in school activities with my child.                            | 70 |
| • I attend School Advisory Committee meetings concerning school improvement.   | 26 |
| • I am a member of the PTA/PTO.  | 24 |
| • I have used parent support services in my area.                              | 23 |
| • I belong to an organization for parents of students with disabilities.       | 14 |

**2003 Parent Survey Report  
Students Identified as Gifted  
Manatee 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 1,653 students identified as gifted for whom complete addresses were provided by the district. A total of 318 parents (KG-5, n = 147, 6-8, n = 114; 9 - 12, n =57) representing 19% of the sample, returned the survey. Fifty-two surveys were returned as undeliverable, representing less than 3% 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.  | 85 |
| • regular teachers' subject area knowledge.  | 85 |
| • gifted teachers' subject area knowledge.   | 83 |
| • the effect of gifted services on my child's self-esteem.                           | 82 |
| • gifted teachers' expertise in teaching students identified as gifted.              | 80 |
| • how quickly services were implemented following an initial request for evaluation. | 69 |
| • with the gifted services my child receives.  | 67 |
| • with regular teachers' expertise in teaching students identified as gifted.        | 63 |

**In regular classes, my child:**

- |   |    |
|---|----|
| • has friends at school.                                  | 97 |
| • is usually happy at school.                             | 91 |
| • is learning skills that will be useful later on in life | 90 |
| • has his/her social and emotional needs met at school.   | 87 |
| • has creative outlets at school.                         | 79 |
| • is academically challenged at school.                   | 65 |

<b>In gifted classes, my child:</b>	<b>% Yes</b>
• has friends at school.	96
• is usually happy at school.	91
• is learning skills that will be useful later on in life.	91
• has creative outlets at school.	91
• has his/her social and emotional needs met at school.	90
• is academically challenged at school.	83
<b>My child's regular teachers:</b>	
• expect appropriate behavior.	98
• are available to speak with me.	94
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	86
• have access to the latest information and technology	81
• set appropriate goals for my child.	79
• give homework that meets my child's needs.	79
• relate coursework to students' future educational and professional pursuits.	69
• call me or send me notes about my child.	59
<b>My child's gifted teachers:</b>	
• expect appropriate behavior.	99
• are available to speak with me.	90
• set appropriate goals for my child.	89
• provide coursework that includes representation of diverse ethnic, racial, and other groups.	87
• have access to the latest information and technology.	86
• relate coursework to students' future educational and professional pursuits.	79
• give homework that meets my child's needs.	76
• call me or send me notes about my child.	56
<b>My child's home school:</b>	
• treats me with respect.	94
• sends me information written in a way I understand.	86
• encourages me to participate in my child's education.	85
• wants to hear my ideas.	78
• addresses my child's individual needs.	66
• implements my ideas.	59
• makes sure I understand my child's EP or IEP.	58
• provides students identified as gifted with appropriate books and materials.	58
• involves me in developing my child's Educational Plan (EP or IEP).	55

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

- informs me about all of the services available to my child. 54
- sends me information about activities and workshops for parents. 53
- explains what I can do if I want to make changes to my child's EP or IEP. 50

**My child's 2nd school:**

- sends me information written in a way I understand. 95
- treats me with respect. 91
- addresses my child's individual needs. 79
- encourages me to participate in my child's education. 78
- provides students identified as gifted with appropriate books and materials. 74
- wants to hear my ideas. 73
- implements my ideas. 61
- makes sure I understand my child's EP or IEP. 56
- involves me in developing my child's Educational Plan (EP or IEP). 53
- informs me about all of the services available to my child. 49
- sends me information about activities and workshops for parents. 45
- explains what I can do if I want to make changes to my child's EP or IEP. 41

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

- have the option of taking a variety of vocational courses. 67
- are provided with information about options for education after high school. 59
- are provided with career counseling. 51
- are provided with the opportunity to participate in externships or mentorships. 38

**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. 78
- I am a member of the PTA/PTO. 41
- I attend School Advisory Committee meetings concerning school improvement. 37
- I have used parent support services in my area. 16
- I belong to an organization for parents of students identified as gifted. 8

**APPENDIX E:**  
**FORMS REVIEW**





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

This forms review was completed as a component of the continuous improvement plan monitoring visit conducted on October 2-3, 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.

<p><b>Parent Notification of Individual Educational Plan (IEP) Meeting</b> <i>Form Notice of Conference (MIS Form 41-00401)</i> <b>Title 34 of the Code of Federal Regulation Section 300.345</b></p>
---

**This form contains the components for compliance.**

**The following comment is made regarding this form:**

If the purpose of the meeting is to consider transition services, the notice must also indicate this purpose, identify any other agency that will be invited to send a representative, and note that the district will invite the student. While this information can be currently placed under "Other," it is recommended that the district add this to the list of purposes of the meeting.

<p><b>Individual Educational Plan (IEP) Meeting</b> <i>Form Individual Educational Plan (MIS Form 41-00413)</i> <b>Title 34 of the Code of Federal Regulation Section 300.347</b></p>
---

**The following must be addressed:**

- There is not a section on this form addressing the need for adaptive physical education or the need for extended school year.
- On the page entitled "Assessment Worksheet," there is a section to address "Rationale for Exemption" which presumably refers to exemption from the state standardized testing (FCAT); however, only the first two items of the four items listed under this section are in conformity with the exemption criteria listed in State Board Rule. The district must revise the IEP form to delete the third and fourth items which may not be used to exempt a student from taking the FCAT.
- It is assumed that the check-off item entitled "Behavior strategies" is intended to address the needs of a student whose behavior impedes his or her learning or that of others.

**Informed Notice and Consent for Initial Placement**  
**Form** *Notice of Eligibility and Consent for Educational Placement (MIS Form 41-00408)*  
**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 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 Change in Placement**  
**Form** *Informed Notice of Change in Educational Placemen (MIS Form 41-00347)*  
**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 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 Change in FAPE**  
**Form** *None*  
**Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**

**The following must be addressed:**

- The district does not currently have a form to provide notice to parents of a change in FAPE. The district will be required to develop this form.

**Informed Notice of Ineligibility**  
**Form** *Informed Notice of Ineligibility (MIS Form 41-0045)*  
**Title 34 of the Code of Federal Regulation Sections 300.503 and 300.505**

**The following must be addressed:**

- The wording “is approved” and “is disapproved” after review by the ESE Director or designee must be deleted. This change conforms to the requirement identified in the most recent Special Programs and Procedures document that the eligibility recommendation of the staffing committee be *reviewed* by the ESE Director or designee.
- The date of the ESE Director’s or designee’s review needs to be added.
- 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 of Dismissal**

**Form** *Informed Notice of Dismissal (MIS Form 41-00406)*

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

**The following must be addressed:**

- Dismissal is a function of the IEP committee. The phrase “The decision for dismissal was reached following a *staffing committee* meeting on....” must be revised to say “The decision for dismissal was reached following an *IEP meeting* on....”
- The paragraph referring to the staffing committee recommendation and the review by the ESE Administrator/Designee must be deleted from the document.
- 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 Evaluation**

**Form** *Informed Notice and Consent for Evaluation (MIS 41-00341)*

**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 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** *Informed Notice and Consent for Evaluation (MIS 41-00341)*

**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.
- It is recommended that this form be revised to indicate when it is being used as a notice of reevaluation as well as a notice for an initial evaluation.

**Informed Notice of Refusal**

**Form** *Informed Notice of District Refusal (Evaluation)*

*Informed Notice of District Refusal (Change in Educational Placement/IEP or FSP)*

**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. These forms must be revised to include more than one source.

**Documentation of Staffing/Eligibility Determination**  
**Form** *Staffing Committee Process Documentation (MIS form 41-00348)*  
**Title 34 of the Code of Federal Regulation Sections 300.534, 300.503**

**The following must be addressed:**

- The wording “is approved” and “is disapproved” after review by the ESE Director or designee must be deleted. This change conforms to the requirement identified in the most recent Special Programs and Procedures document that the eligibility recommendation of the staffing committee be *reviewed* by the ESE Director or designee.

**Confidentiality of Information**  
**Family Educational Rights and Privacy Act, Part 99 Title 34 of the Code of Federal Regulation Title 34 of the Code of Federal Regulation Section 300.503**

**The following must be addressed:**

- The district has reported that there is not an annual notice of confidentiality provided to the parents of students in the Manatee County School District. This is a federal and state requirement that the district must immediately address.

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
EMH	Educable Mentally Handicapped
EP	Educational Plan (for gifted students)
ESE	Exceptional Student Education
FAPE	Free Appropriate Public Education
FCAT	Florida Comprehensive Assessment Test
FDLRS	Florida Diagnostic and Learning Resources System
FIN	Florida Inclusion Network
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
LEA	Local Education Agency
LEP	Limited English Proficient
POGS	Parents of Gifted Students
Pre-K (PK)	Pre-kindergarten
S/L	Speech/Language