



Miami-Dade County Public Schools
Division of Exceptional Student Education
Least Restrictive Environment (LRE)/Achievement at a Glance Review

DEMOGRAPHICS:

School Name: _____ Date: _____

Administration/Contact Person: _____ Region: _____

District/Regional Staff/Other: _____ ESE Center: _____

School Demographics:

Total Student Population _____ # SWD _____ # SPED Para's _____ # ESE Teachers _____

FCAT Assessment Report Attached: _____ Reading Proficiency General Ed: _____ Math Proficiency General Ed: _____

Reading Proficiency ESE: _____ Learning Gains: _____ Math Proficiency ESE: _____ Learning Gains: _____

Control D-Inclusion Report Attached _____ Inclusion Percentage: _____ Suspension: _____

Core Curriculum: _____ Interventions: _____

Supplementary Materials: _____

LRE/Achievement Review

A. ESE PROGRAM DELIVERY:
0

Evidence **3** **2** **1** **0**

Procedures are in place to ensure that ISIS Screens and IEP's match indicating appropriate course of study (e.g., ESAP Program Code) and student's schedule	IEP'S Match ISIS	E	PE	LE	NA
School master schedule reflects a continuum of service delivery models. € Consultation € Resource € Support Facilitation € Co-Teaching	Master Schedule	E	PE	LE	NA
School's Master Schedule reflects the appropriate courses for students with disabilities (SWD) which correlate with diploma options/curriculum (modified/standard) indicated on student's IEP.	Master schedule reflects appropriate courses	E	PE	LE	NA
SWD are scheduled for the appropriate core courses of study, interventions, and electives (if appropriate) in accordance with the Student Progression Plan as all other students.	Master schedule, teacher schedule, student course schedule, ISIS, classroom observation	E	PE	LE	NA
Total					

B. INCLUSION PRACTICES

Evidence **3** **2** **1** **0**

Support is consistently provided as indicated on the student's IEP including supplementary aids and services, and related services	IEP consultation/collaboration log, discussion with staff, student's schedule, ISIS	E	PE	LE	NA
ESE teachers are utilized effectively to maximize support in a variety of service delivery models.	Discussion with administration, review of master schedule, ESE IEP/IEP at a glance.	E	PE	LE	NA
General education teachers implement accommodations/modifications listed on student's IEP.	Observational evidence of accommodations/modifications being implemented	E	PE	LE	NA
ESE teachers implement accommodations/modifications listed on student's IEP.	Observational evidence of accommodations/modifications being implemented	E	PE	LE	NA
Collaborative teachers show evidence of using co-teaching structures: € One teacher-one assist € One Teach-one observe € Station teaching € Team teaching € Parallel teaching € Alternative teaching	Classroom observation.	E	PE	LE	NA
The ESE teacher serving as a consultative teacher routinely consults with the general education teacher as indicated on the IEP.	IEP Consultation log.	E	PE	LE	NA
School facilities are accessible to students with disabilities	Discussion with staff and observation indicates that the standard is met.	E	PE	LE	NA
Total					

E = Evidence **PE** = Partial Evidence

LRE/Achievement at a Glance Review

C. LEARNING AREA	Evidence	3	2	1	0
The classroom is adequate in size for instructional activities and the number of students serviced.	Observation reflects the standard	E	PE	LE	NA
Classroom is visually attractive/organized (student work is prominently displayed; a print rich environment is evident).	Observation reflects the standard	E	PE	LE	NA
Students have individual classroom work and test folders (notebooks)	Folders available	E	PE	LE	NA
The current IEP/IEP At a Glance is available.	Observation reflects the standard	E	PE	LE	NA
Grade books and attendance are maintained and documented (available online)	Observation reflects the standard	E	PE	LE	NA
Total					

D. MATERIALS AND EQUIPMENT	Evidence	3	2	1	0
District-recommended software programs aligned to Comprehensive Reading Research Plan/District Math Plan are being used by students <input type="checkbox"/> Reading/LA _____ <input type="checkbox"/> Math _____	Classroom observations	E	PE	LE	NA
Assistive Technology (e.g., low tech/high tech aids) are used <input type="checkbox"/> pencil grips, slant boards, highlighters _____ <input type="checkbox"/> other _____	Classroom observations	E	PE	LE	NA
District adopted intervention materials are consistently used with SWD	Classroom observations Intervention Schedule Student Work Samples	E	PE	LE	NA
Textbooks (state adopted and sufficient for number of students) are provided	Classroom observations	E	PE	LE	NA
Supplemental materials (district adopted and sufficient for number of students) are aligned with Comprehensive Reading Research Plan (CRRP) and District Math Plans; supplemental materials are used.	Classroom observations	E	PE	LE	NA
Total					

E. ASSESSMENT	Evidence	3	2	1	0
Students with disabilities participate in state/district assessments (e.g., FAIR, Interim Assessment/FAA) as appropriate.	Assessment Data Binder	E	PE	LE	NA
Results of classroom evaluations and student assessment data are used to plan instructional activities and monitor progress to make learning gains.	Data binders, lesson plans, instructional activities and student assessment data are used and reflect results of assessment.	E	PE	LE	NA
Data Chats are being conducted with ESE teachers to monitor the progress of SWD.	Data Chat Form will reflect ongoing monitoring of ESE student progress.	E	PE	LE	NA
Total					

LRE/Achievement at a Glance Review

F. INSTRUCTIONAL DELIVERY	Evidence	3	2	1	0
A variety of instructional methodologies are used. These activities may include student-initiated and teacher-initiated, large group and small group instruction (guided reading), active and passive activities at student independent, instructional and grade level. These activities include: <ul style="list-style-type: none"> • Cooperative learning • Differentiated Instruction (e.g., small group, teacher directed; centers) • Multisensory strategies • Comprehensible Instruction • Oral and Academic Language Development 	Daily schedule, lesson plans, observable instructional activities, and student work sample reflect this standard.	E	PE	LE	NA
Lesson plans reflect appropriate content aligned to NGSSS/CCSS with appropriate accommodations.	Lesson Plans	E	PE	LE	NA
Interventions are provided based on the students performance driven by data [FAIR, FCAT, and Interim Assessment (with progress monitoring)]	Student Schedule; Data Chat Binders	E	PE	LE	NA
Total					

G. BEHAVIOR	Evidence	3	2	1	0
A daily classroom routine is evident, and expectations about acceptable behavior are clear to students and are consistently maintained.	Observations and classroom rules reflect this standard	E	PE	LE	NA
The development of self-control in students is facilitated by using positive behavioral support such as modeling, encouraging expected behavior, and redirecting students to a more acceptable activity, and teaching acceptable/alternative behaviors.	Observation and discussion reflect this standard.	E	PE	LE	NA
A BIP based on the FAB process is implemented and monitored weekly, as appropriate.	Classroom observations and student folders reflect target behaviors; FAB/BIP initiated or implemented.	E	PE	LE	NA
Total					

H. PARENTAL INVOLVEMENT	Evidence	3	2	1	0
Written communication with the parents/guardians is provided in the native language, unless it is clearly not feasible to do so (including use of home language as appropriate).	SPED Forms reflect the standard.	E	PE	LE	NA
Parents/guardians of SWD are properly notified and routinely participate in any meeting related to their child.	SPED Forms and parent phone log reflect this standard	E	PE	LE	NA
Parents/guardians are provided information regarding parent education, services and resources.	Evidence of parent training (e.g., handouts; brochures, parent center) /IEP resources are provided to parents.	E	PE	LE	NA
Total					

LRE/Achievement at a Glance Review

I. PROFESSIONAL DEVELOPMENT	Evidence	3	2	1	0
ESE Staff participates in professional development sessions provided by M-DCPS including those offered by general education programs or other agencies within the last year.	Registration Forms; PD Sign in Sheets; SDES Records, and interview with administration.	E	PE	LE	NA
Staff is provided ongoing professional development and technical support in the areas of assessment, curriculum, behavior management, technology, and accommodations for SWD within the last year.	Schedule of professional development training sessions is provided to staff, district technical support log, and SDES Records demonstrate this standard.	E	PE	LE	NA
TTotal					

Total Points per Area:

- | | |
|--|--|
| A. ESE Program Delivery: _____ / 12 | F. Instructional Delivery: _____ / 9 |
| B. Inclusion Practices: _____ / 21 | G. Behavior: _____ / 9 |
| C. Learning Areas: _____ / 15 | H. Parental Involvement: _____ / 9 |
| D. Materials and Equipment: _____ / 15 | I. Professional Development: _____ / 6 |
| E. Assessment: _____ / 9 | |

Grand Total: _____ / 105

LRE/ACHIEVEMENT FINAL RESULTS:

Your LRE/Achievement at a Glance results which are aligned to the Florida Department of Education Bureau of Exceptional Education Support Services State Performance Standards indicators 3 and 5 are as follows:

Total Points = _____

- _____ Outstanding – Meets Requirements (105-95)
- _____ Good – Needs Assistance (94-84)
- _____ Fair – Needs Intervention (83-73)
- _____ Needs Improvement – Needs Substantial Interventions (< 73)

Outstanding – Students with disabilities (SWD) are being placed most of the time in the Least Restrictive Environment (LRE) with appropriate supports. The achievement of SWD is being supported most of the time with appropriate methodology, instruction/supports and materials to meet the needs of SWD.

Good — Students with disabilities (SWD) are being placed some of the time in the Least Restrictive Environment (LRE) with appropriate supports. The achievement of SWD is being supported some of the time with appropriate methodology, instruction/supports and materials to meet the needs of SWD.

Fair – Students with disabilities (SWD) are being placed on a limited level in the Least Restrictive Environment (LRE) with some supports. The achievement of SWD is being supported on a limited basis with appropriate methodology, instruction/supports and materials to meet the needs of SWD.

Improvement – Little or no students placed in the LRE with little or no supports. The achievement of SWD is not being supported with appropriate methodology, instruction/supports and materials to meet the needs of students with disabilities.

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Domain:	Recommendations:	District Follow-Up Needed		Person Responsible:	Goal/ Recommendation Completion Date	Comments
		Y	N			
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
	8.					

Results Reviewed with the following:

School Site Administrator(s): _____
 Name

_____ Name

LRE/Achievement Reviewer(s): _____
 Name

_____ Name

Lead Contact for Follow-up: _____

Estimated Follow-up Date: _____