

# State Board of Education Meeting

September 16, 2003

---

## Report on K-12 Activities

Jim Warford

Chancellor, K-12



# Topics

---

- Recent K-12 Personnel Appointments
- Action Plan for Systematic Collection of Quarterly Data on Teacher Vacancies
- Status of **B**etter **E**ducated **S**tudents and **T**eachers (BEST) Career Ladder Program
- Update on Third Grade Promotion and Retention Activities
- Review of State Board of Education Rules for Speech-Language Services to Selected School Districts



# K-12 Personnel Appointments

---

- Betty Coxe – Deputy Chancellor for Quality Educators
- Shan Goff – Deputy Chancellor for Student Achievement
- Dr. Kim McDougal – Deputy Chancellor for Policy



# Collection of Data on Teacher Vacancies

---

- Presently, DOE data are estimates/projections based on teacher resignations, terminations, and retirements rather than actual unfilled teaching positions.
- The need for a more refined system for collecting data on teacher vacancies has emerged.
- Refined system to collect data quarterly will assist in DOE targeting teacher and recruitment activities in areas of high need.
- Schedule of Action Plan provided (see page 215 - *Updated*).



## Status of BEST Activities...

---

### Florida Teaching Salary Career Ladder Program

- August 7th – Pilot Guidelines distributed
- August 25<sup>th</sup> – Request for Proposals/Applications distributed (\$25,000 available for pilot programs)
- September 9<sup>th</sup> – Statewide Technical Assistance Workshop held in Orlando
- October 1<sup>st</sup> – Applications due

14 districts have expressed preliminary interest.



# Third Grade Promotion & Retention: An Update

---

- Background Information & Requirements
- 2003 Third Grade FCAT Reading Data
- 2002-03 Third Grade Promotion/Retention Data
- Required Reporting and Monitoring Activities
- 2003-04 Activities



# Background Information

---

- Reading and comprehension are the foundations for all academic learning.
- Students need strong reading skills in order to learn in all other subjects.
- By the end of third grade, students are expected to be able to read independently.
- Seventy-five percent (75%) of students who cannot read by age 9 will struggle with reading throughout adulthood.



## Background Information...

---

Districts are required to:

- identify students who are struggling readers
- administer diagnostic assessments
- provide parents notice
- develop Academic Improvement Plans (AIP)
- provide remediation
- monitor the student's progress



## Background Information...

---

- “Beginning with the 2002-2003 school year, if a student’s reading deficiency... is not remediated by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test, the student must be retained.”

(s. 1008.25(5)(b), F.S.)

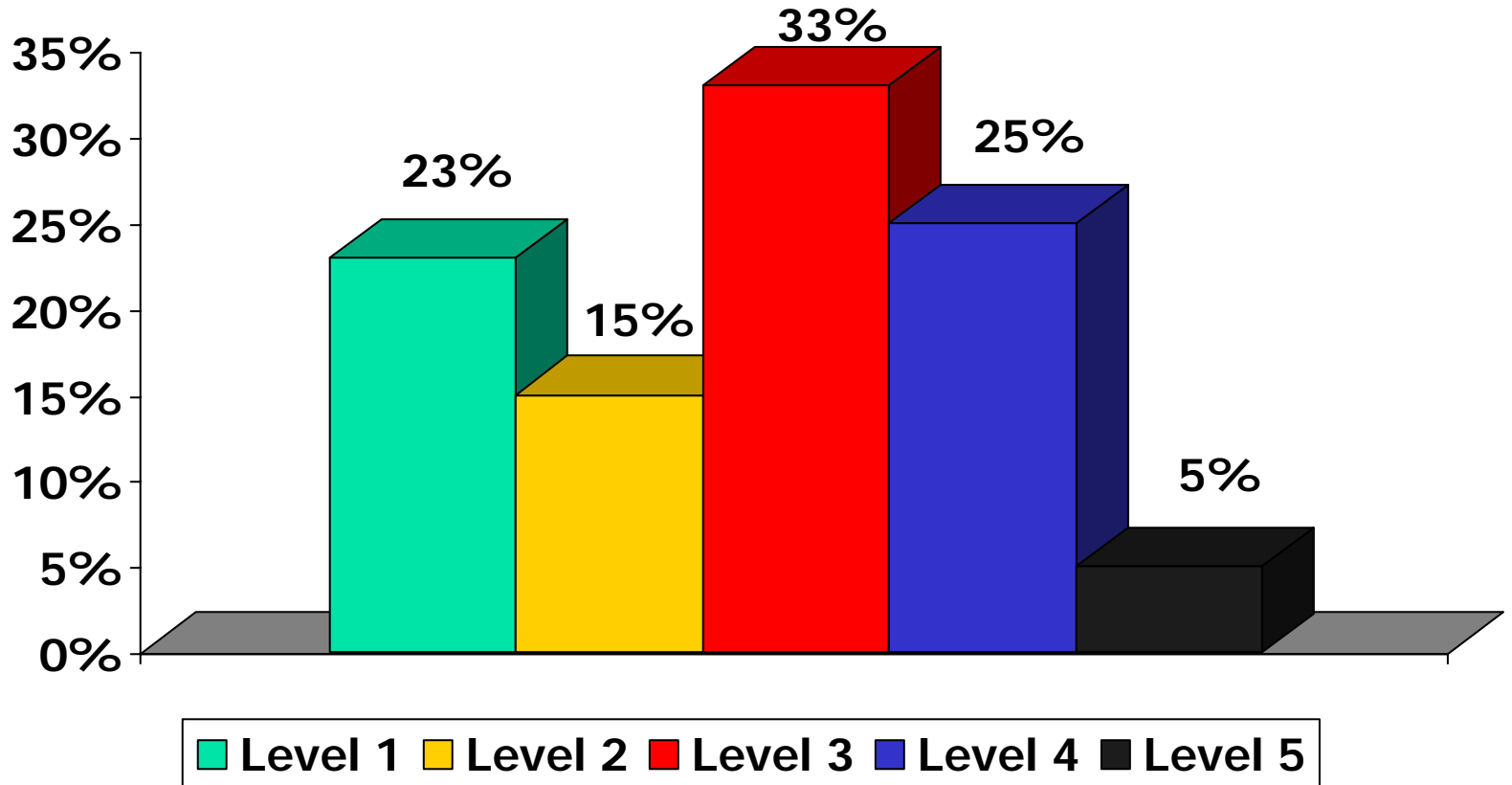


## Background Information...

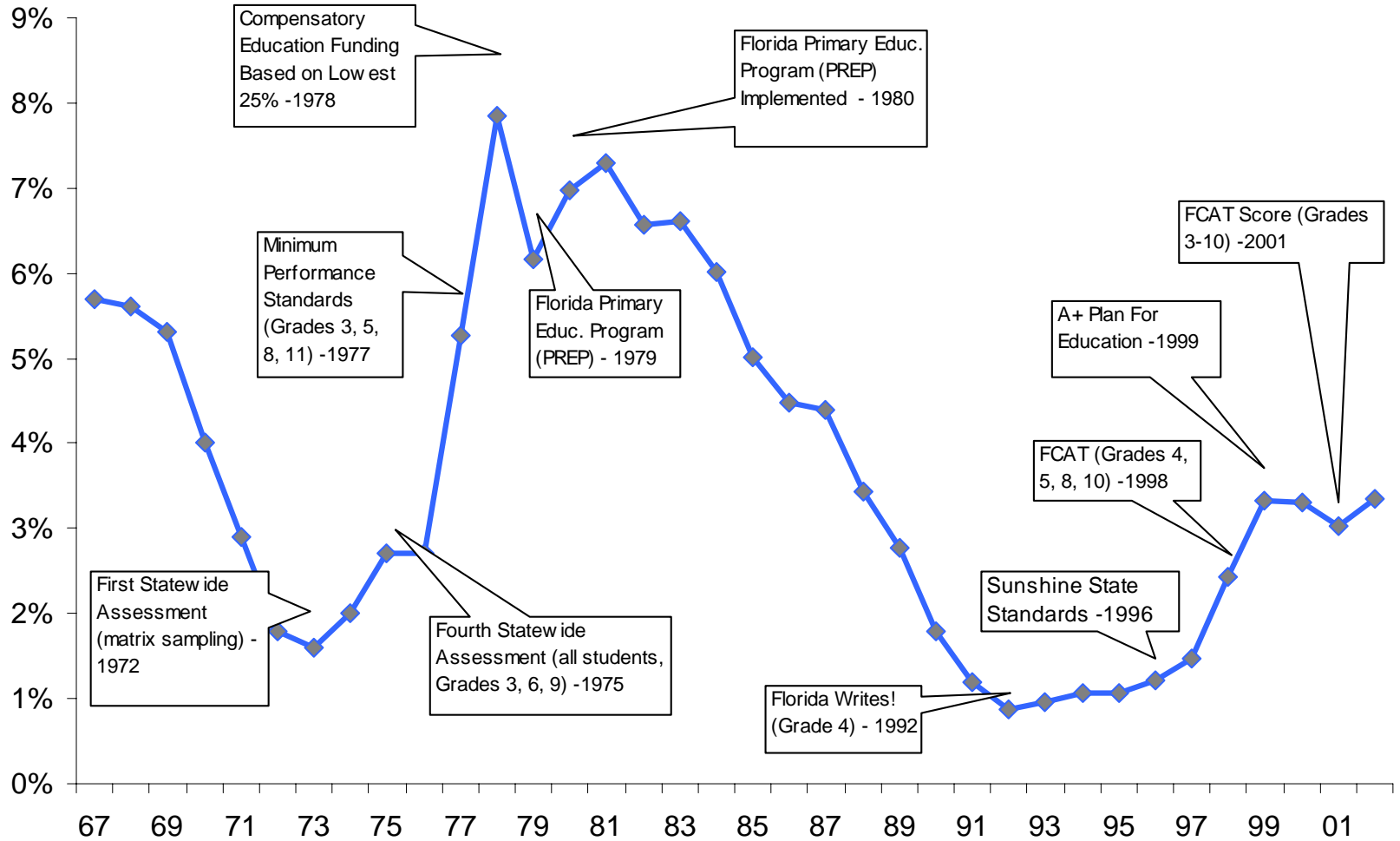
---

- “No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.” (s. 1008.25(6)(a), F.S.)
- “The school board may only exempt student from mandatory retention...for good cause....” (s. 1008.25(6)(b), F.S.)

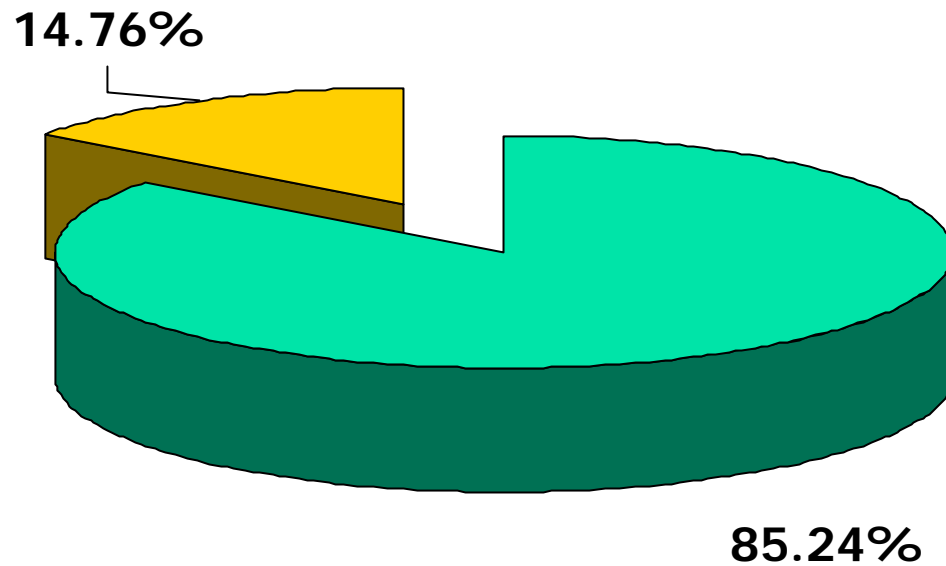
# 2003 FCAT – Third Grade - FCAT Reading



# Florida Policies Affecting Third Grade Retention



# 2002-03 Preliminary Third Grade Promotion/Retention Data



■ Promoted ■ Retained



# Required Reporting & Monitoring Activities

---

Section 1008.25(7), F.S., requires school districts to annually publish in the newspaper and report to the State Board:

- school board policies on student promotion and retention
- ✓ by grade, number and percentage of all students performing at Levels 1 & 2 on the FCAT
- ✓ by grade, number and percentage of students retained in grades 3-10
- ✓ number of students in grade 3 promoted for each good cause category
- any revisions to district's policies from the prior year



# Required Reporting & Monitoring Activities

---

- DOE is collecting these data and information related to the Summer Reading Camps to create district profiles related to third grade promotion/retention activities.
- These data/district profiles will be used in the implementation of the SBE's approved Monitoring Activities and to identify "best" practices.



## Third Grade...

---

- Students who were promoted for “good cause” may continue to need additional supports and remediation. Many of these students attended Summer Reading Camps.
- Students who are retained are required to have “... an intensive program that is different from the previous year’s program....” (s. 1008.25(2)(b), F.S.)



## 2003-04 Activities...

---

- Follow the progress of all third grade students who were retained, promoted for “good cause,” and those students who attended Reading Camps.
- Review data and initiate focused monitoring and targeted technical assistance activities.



## 2003-04 Activities

---

- Disseminate written materials to parents, third grade teachers, principals, and districts.
  
- Identify and disseminate “best” and innovative practices.



## Review of State Board of Education Rules - Speech-Language Services to Selected School Districts (see pages 217-219)...

---

- In 2000, the Legislature required the Commissioner of Education to appoint a task force to recommend rules to address the provision of speech-language services to students in sparsely populated districts.
- In 2001, the SBE adopted two rules to create a certification at the bachelor's level for the provision of speech-language services under certain circumstances in districts that qualify for the sparsity supplement.
- The SBE is required to review the continuation of this certification by October 1, 2003.



## Review of State Board of Education Rules - Speech-Language Services (see pages 217-219)

---

It is recommended that:

- the SBE authorize the continuation of this certification option for an additional 3-year period and require that the Task Force be reconvened to make recommendations to the SBE by October 1, 2006.