

Third Grade Student Progression

2003-04

Third Grade
Student Progression



Florida Department of Education



Background

- Retention is not the opposite of Social Promotion
 - Effective teaching and learning makes the difference
 - A+ Plan
 - Just Read, Florida!
 - Summer Reading Camps
 - Families Building Better Readers
 - Reading First

- Children must become independent readers early!

Legislation

- S. 1008.25, F.S., requires:
 - Retention of students whose reading deficiency is not remediated by the end of 3rd grade
 - Written notification to parents of reading deficiency (including a description of strategies for parents to help their child succeed)
 - Good cause exemptions (documentation and approvals required)
 - SBOE enforcement of provisions

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Good Cause Exemptions

- ❑ LEP students with <2 yrs in ESOL
- ❑ SWD whose IEP indicates that FCAT is not appropriate
- ❑ Students demonstrating proficiency on SAT-9 or FCAT-NRT
- ❑ Students demonstrating proficiency through portfolio

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Good Cause Exemptions

- ❑ Previously retained SWD who still demonstrate a reading deficiency after 2+ years of intensive remediation
- ❑ Students who still demonstrate a reading deficiency after 2+ years of intensive remediation and who have been retained twice

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How is the DOE helping children be successful?

- Strong instructional leadership
 - **Just Read, Florida! Leadership Conferences**

- Targeted professional development, including reading coaches
 - **Just Read, Florida! Reading Academies**
 - **Just Read, Florida! Coaching Academies**

- Research-based instructional materials
 - **Research-based reading grants**
 - **FCRR program reviews**

- Instruction driven by ongoing assessments
 - **State-provided diagnostic assessments**
 - **Progress Reporting and Monitoring Network (PMRN) at FCRR**

- Engaged and informed parents
 - **Families Building Better Readers Workshops**

Summer Reading Camps

□ 2003

- 19,503 kids participating
- 85 average hours of instruction
- 20 average days of instruction
- 977 mentors

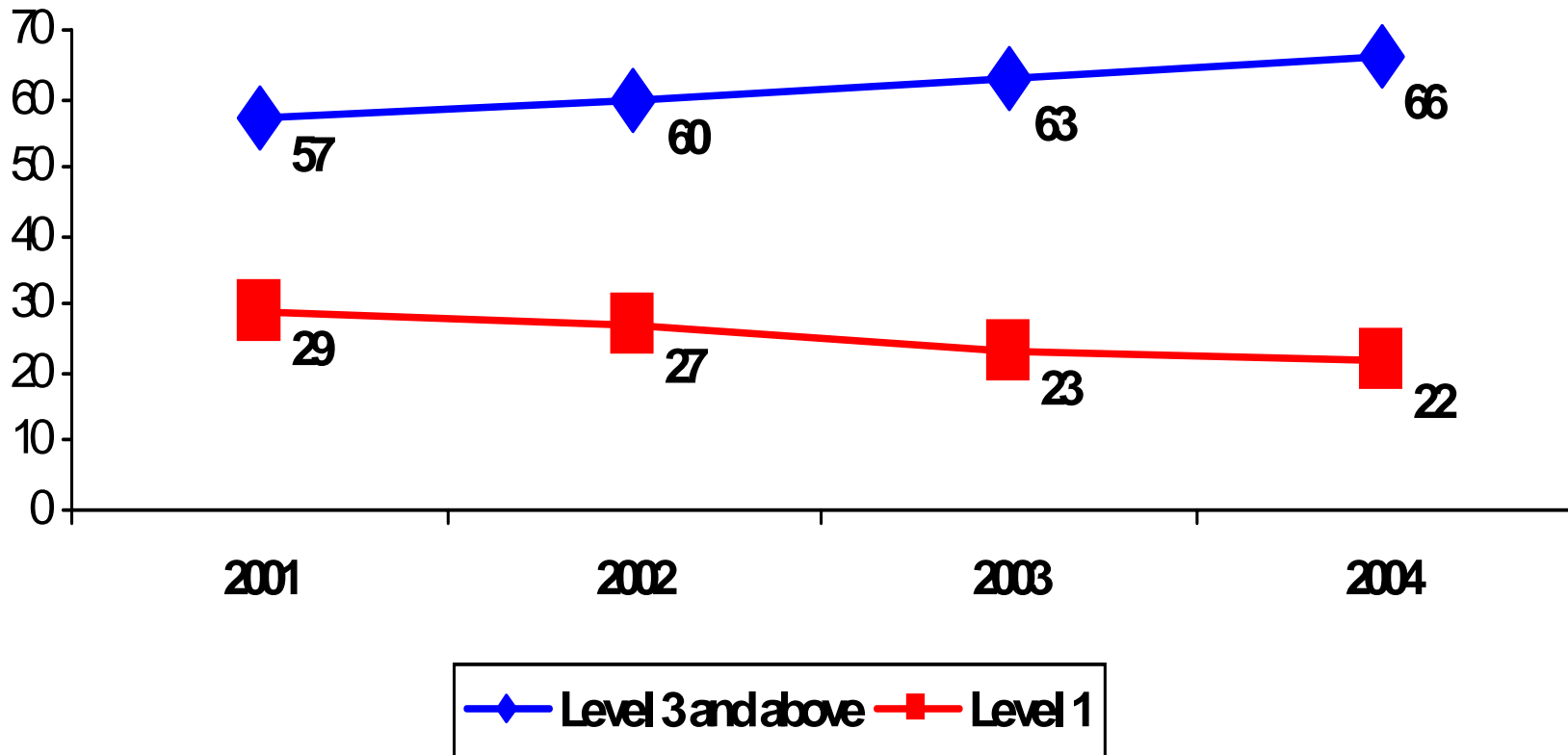
□ 2004

- 18,295 kids participating
- 125 average hours of instruction
- 25 average days of instruction
- 1,143 mentors

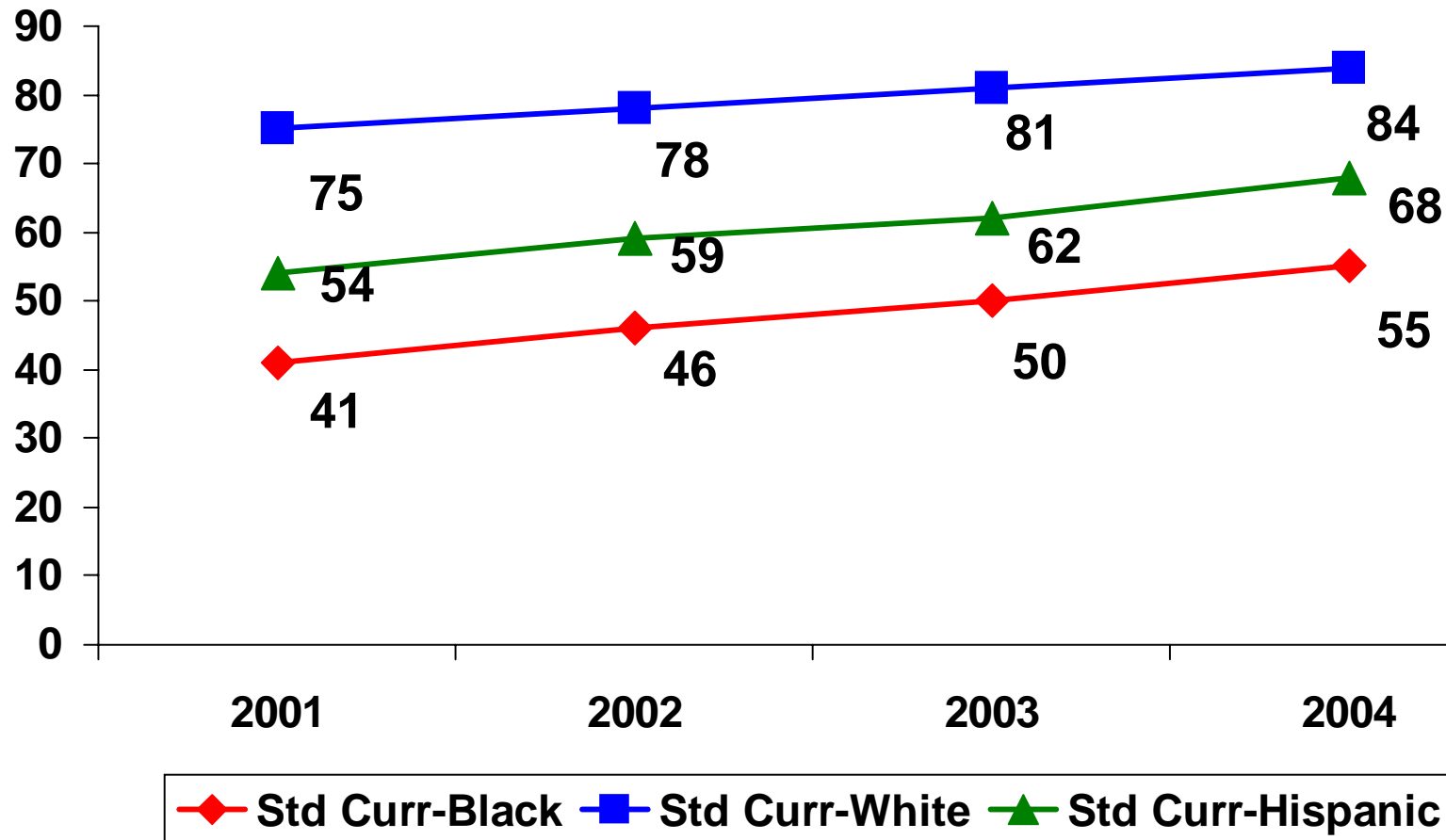
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FCAT Grade 3 Reading Scores by Achievement Level Groups, 2001 through 2004



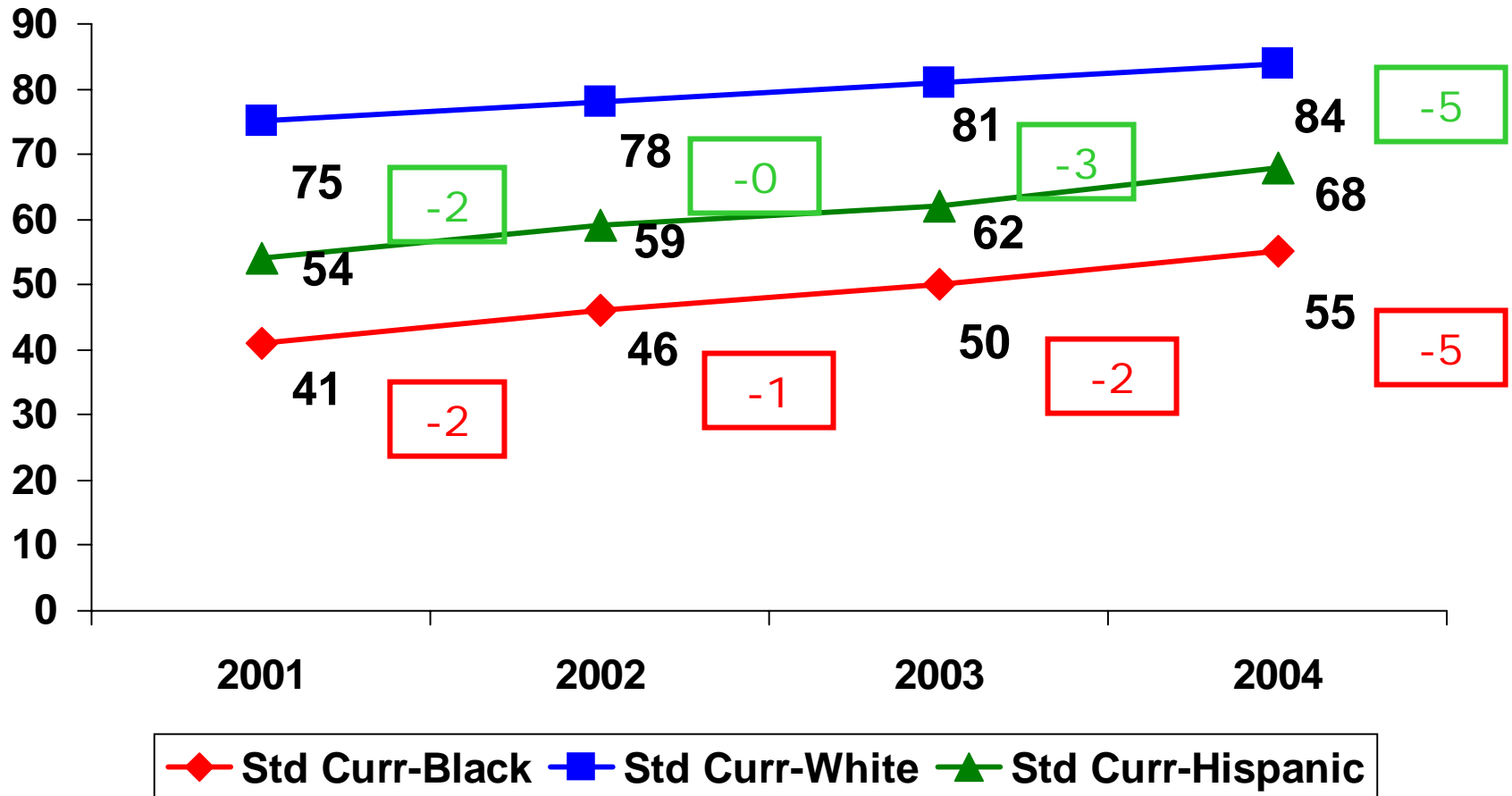
Percentage of Grade 3 Students Scoring at Level 3 and Above in Reading, 2001 through 2004



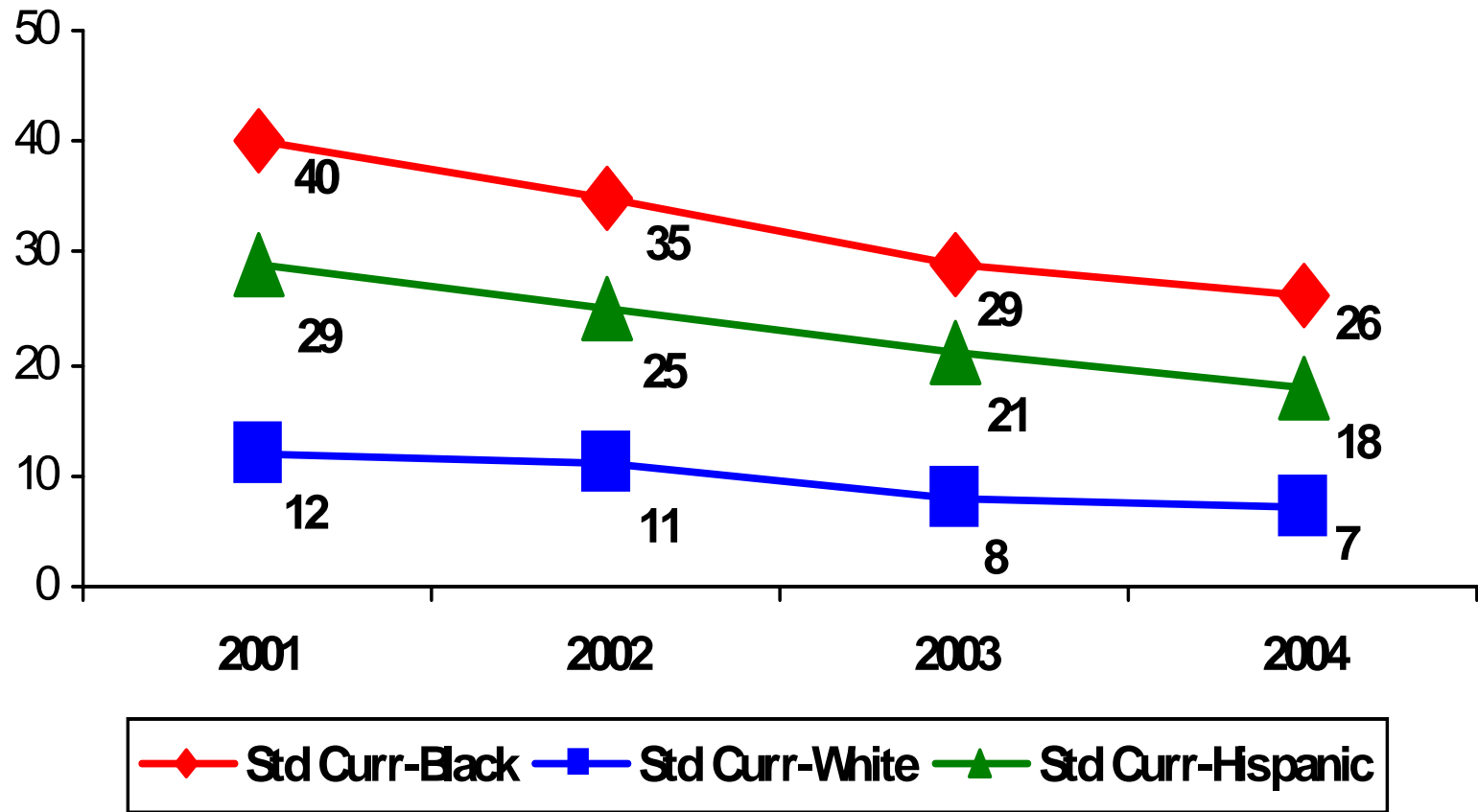
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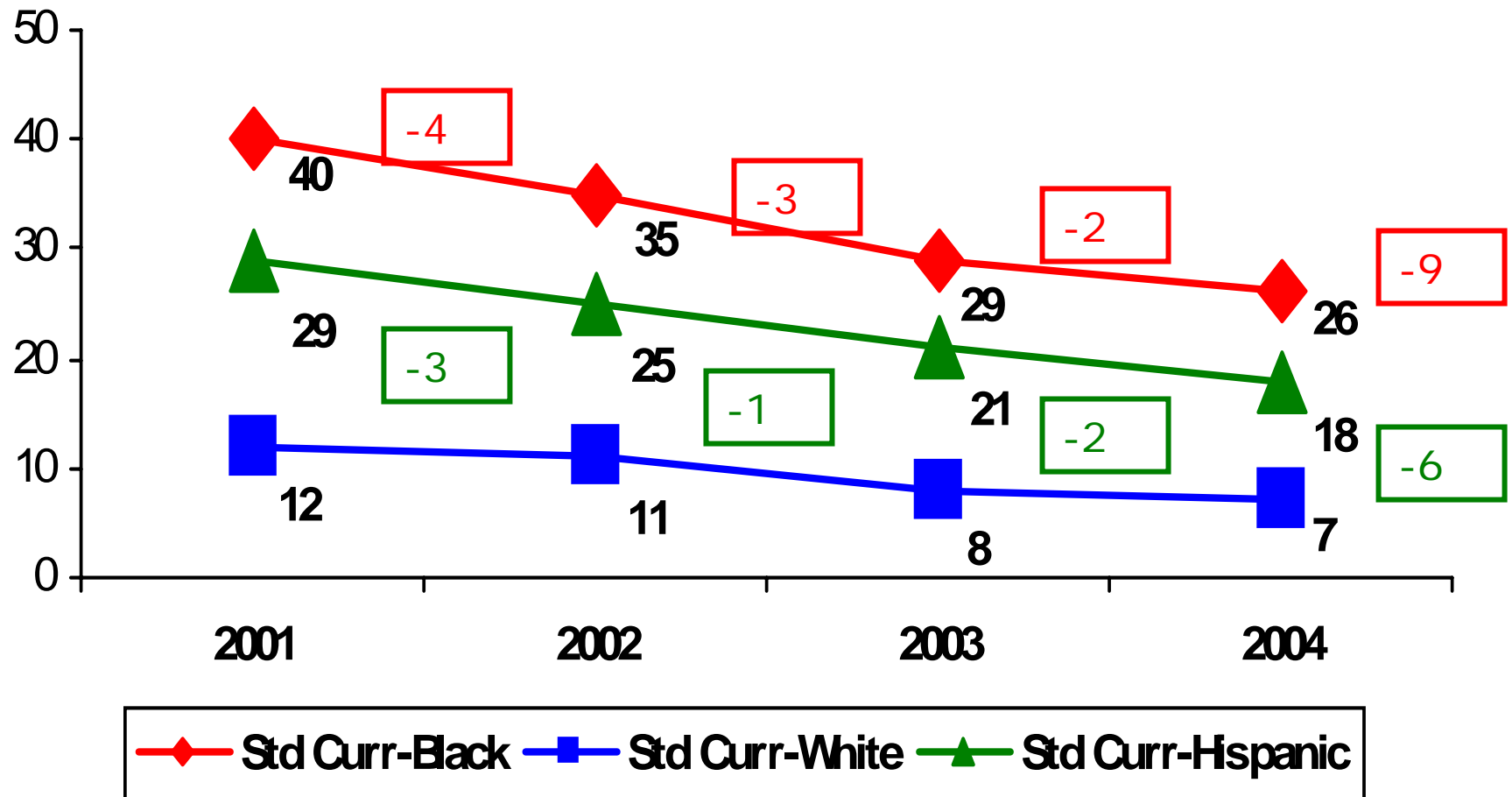
Closing the Gap



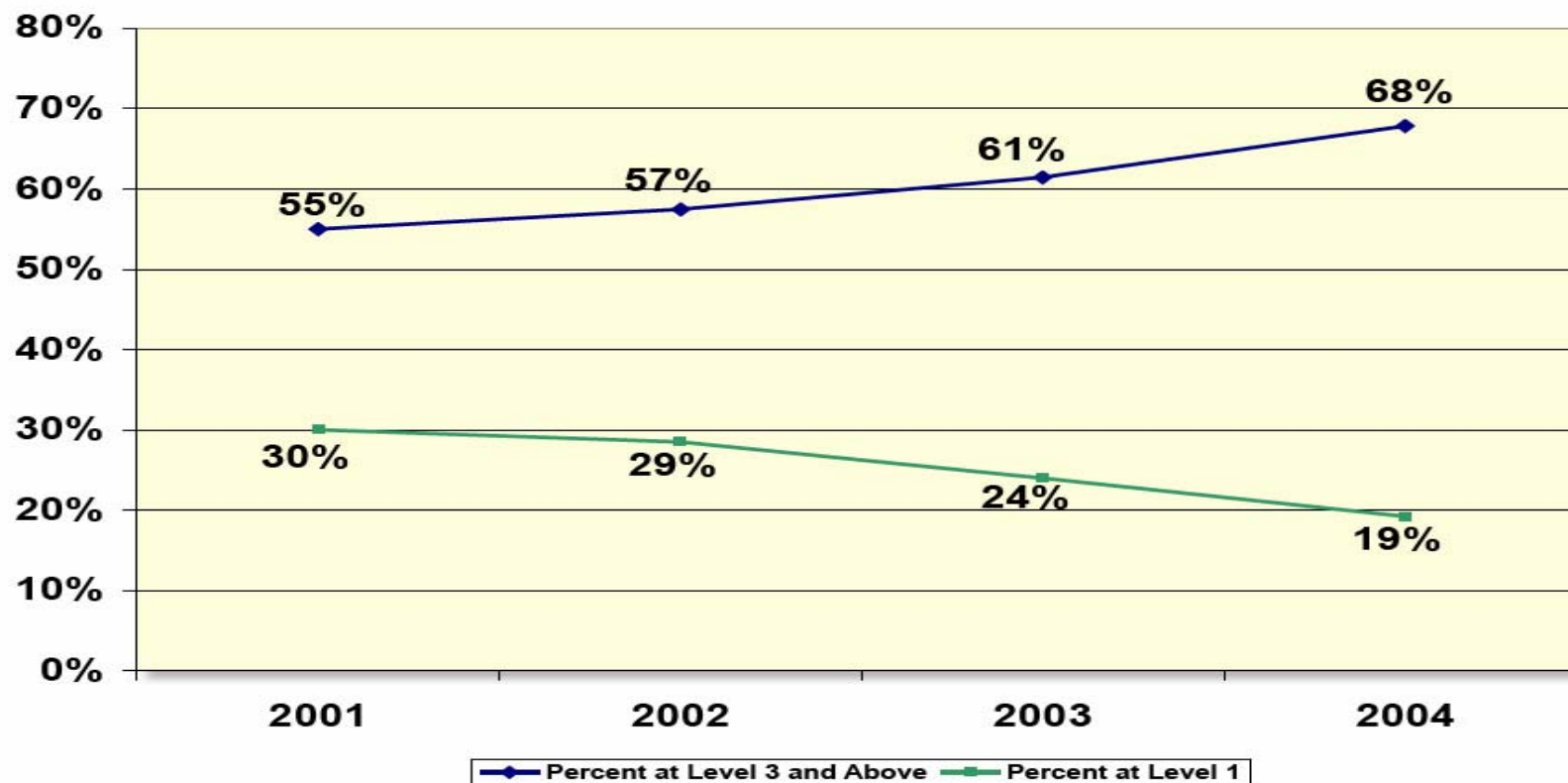
Percentage of Grade 3 Students Scoring at Level 1 in Reading, 2001 through 2004



Closing the Gap

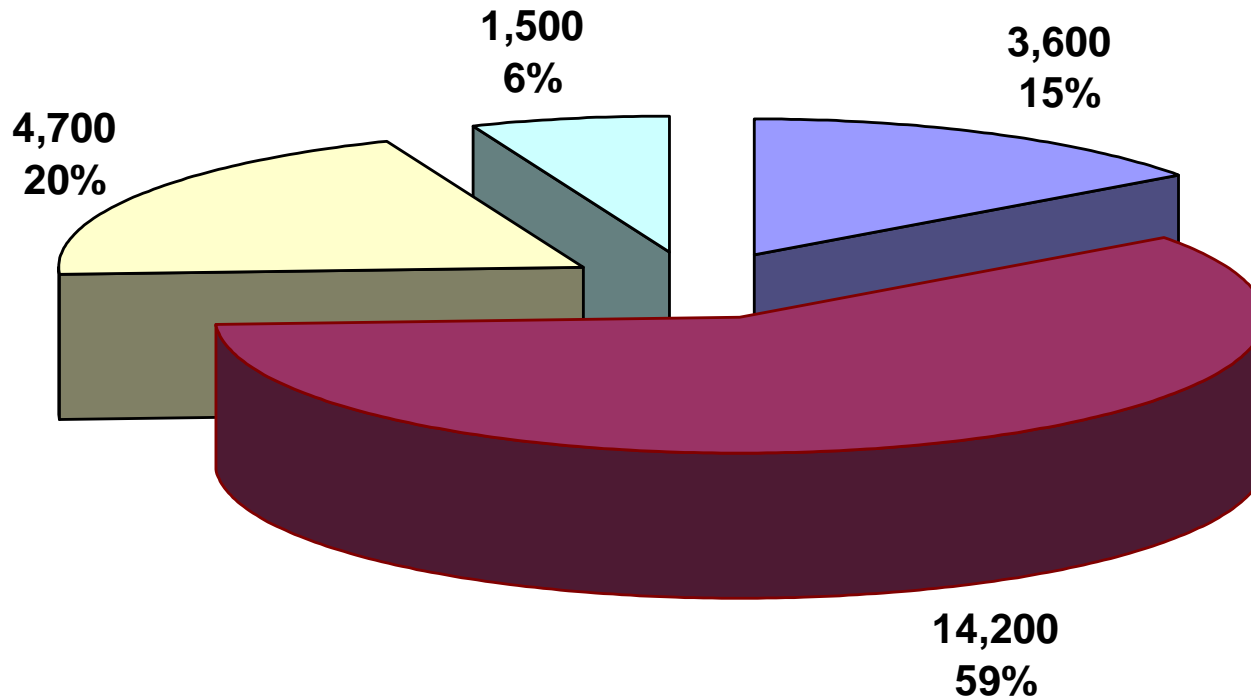


Reading FCAT 2004 Grades 3 and 4 Combined Student Achievement



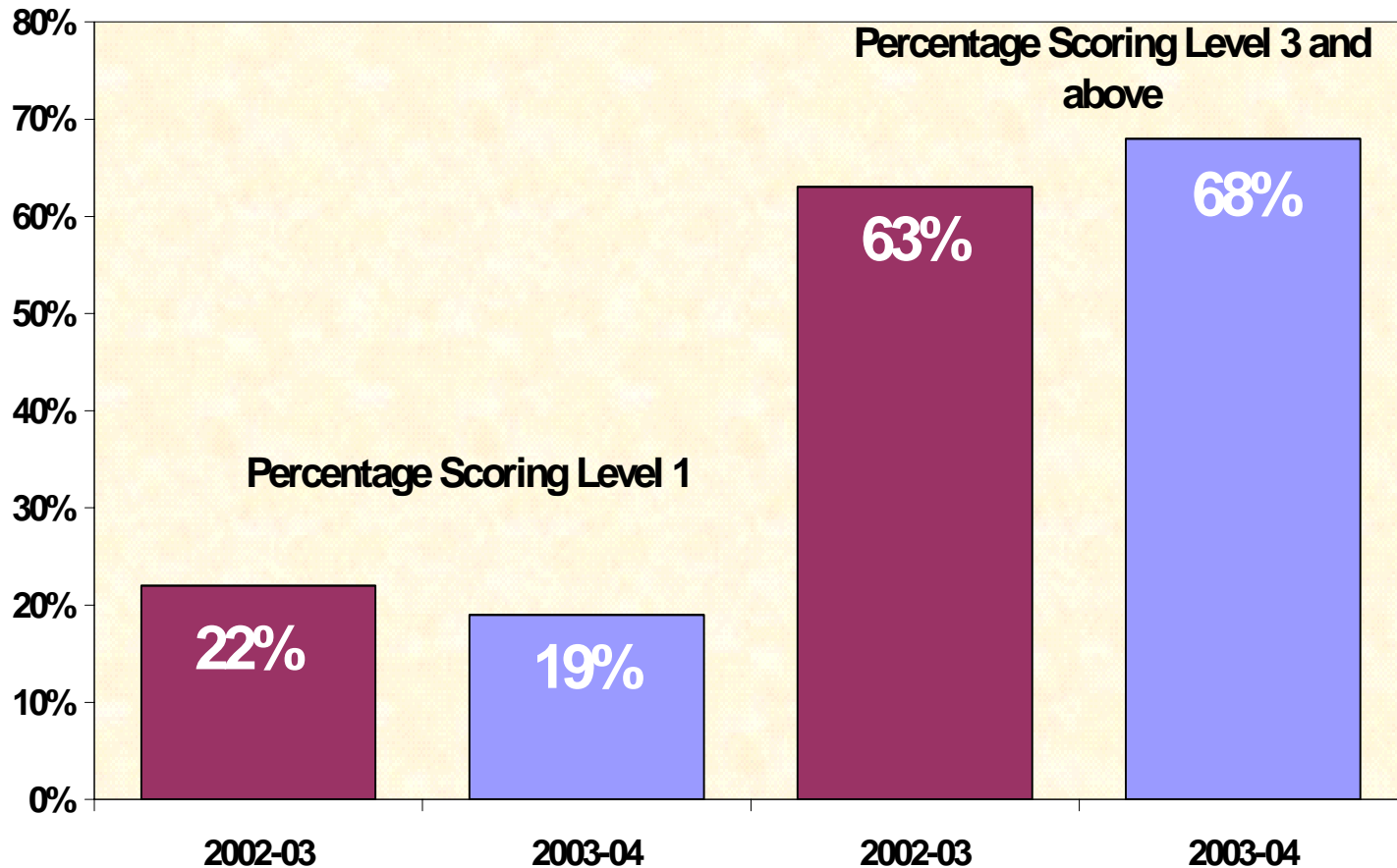
In 2004, 68 percent of all students in grades 3 and 4 were performing at or above grade level on FCAT Reading. This is an increase from 55 percent in 2001, 57 percent in 2002, and 61 percent in 2003. In 2004, 19 percent of all students in grades 3 and 4 were performing at level 1 on FCAT Reading. This is a decrease from 30 percent in 2001, 29 percent in 2002, and 24 percent in 2003.

Outcomes for 2003-04 Retained 3rd Graders



- Promoted mid-year
- Scored Level 2+ on FCAT
- In need of additional remediation, but eligible for a good cause exemption
- In need of additional remediation, not eligible for a good cause exemption, but may be promoted through alternative assessment or student portfolio

First-time 3rd Grade Students by Reading FCAT Achievement Level



3rd Grade Promotion/Retention

2003-04

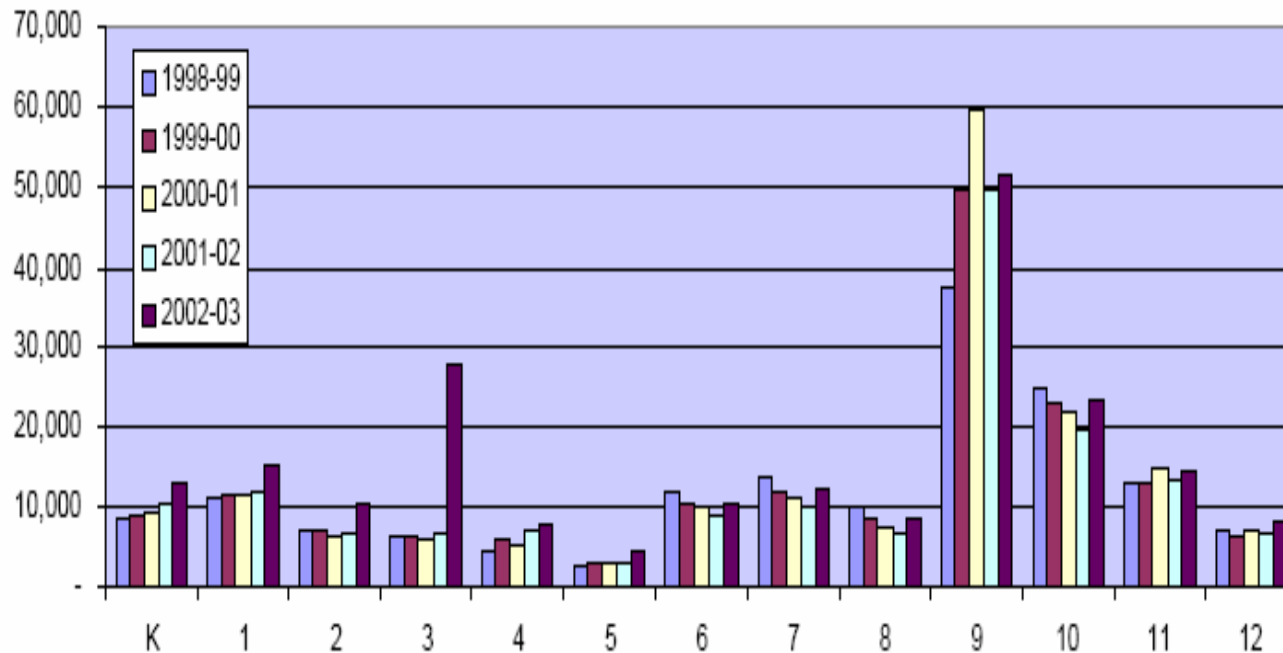
- 89% promoted (up from 85% in 2002-03)
- 11% retained (down from 15% in 2002-03)
- 9% promoted for good cause (up from 6% in 2002-03)

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Impact

- Ending social promotion at grade 3 has:
 - Placed a focus on early instruction, including earlier retention



Number of students not promoted by grade and school year

Impact

- Ending social promotion at grade 3 has:
 - Created the emergent literacy focus of VPK
 - Improved performance of retained 3rd graders
 - Improved performance of first-time 3rd grade test takers
 - Improved the likelihood of success of all third graders

It's Working!

SUCCESS

