

FLORIDA DEPARTMENT OF EDUCATION



CHARLIE CRIST
Commissioner

BETTY COXE
DEPUTY COMMISSIONER
EDUCATIONAL PROGRAMS

March 29, 2002

MEMORANDUM

TO: District School Board Members
District School Superintendents

FROM: Betty Coxe

SUBJECT: No Child Left Behind (Update #2)

As you know, the Department is currently engaged in the development of our state application for the programs covered under the No Child Left Behind Act of 2001. Many of your staff members have been raising issues and providing advice to assist us in crafting a comprehensive and integrated application. This input is most helpful, and we encourage continued conversations about the elements of this document.

The major programs covered by this application are:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies.
- Title I, Part C: Education of Migrant Children.
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.
- Title I, Part F: Comprehensive School Reform.
- Title II, Part A: Teacher and Principal Training and Recruiting Fund.
- Title II, Part D: Enhancing Education Through Technology.
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.
- Title IV, Part A, Subpart 1: Safe and Drug-Free Schools and Communities.
- Title IV, Part A, Subpart 2: Community Service Grants.
- Title IV, Part B: 21st Century Community Learning Centers.
- Title V, Part A: Innovative Programs.
- Title VI, Part B, Subpart 2: Rural and Low-Income Schools.

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It is very important to also mention that each state must adopt a set of performance goals and indicators as prescribed by the U.S. Department of Education (USDE). **Please read these carefully. They are exciting and bold, and they will have a high level of impact on school operations.** The required goals and indicators are:

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.

- 1.1 Performance indicator: The percentage of students in Title I schools, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: Subgroups are those defined in Section 1111(b)(2)(C)(v))
- 1.2 Performance indicator: The percentage of students in Title I schools, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress in reading and mathematics.
- 1.4 Performance indicator: The percentage of migrant students who are enrolled in schools in need of improvement.
- 1.5 Performance indicator: The percentage of students that meet or exceed State standards for student literacy in technology.

Performance Goal 2: By 2013-2014, all students will be proficient in reading by the end of the third grade.

- 2.1 Performance indicator: The percentage of students in third grade reading at grade level or above.

Performance Goal 3: All limited English proficient students will become proficient in English.

- 3.1 Performance indicator: The percentage of children identified as limited English proficient who have attained English proficiency by the end of the school year.

Performance Goal 4: By 2005-2006, all students will be taught by highly qualified teachers.

- 4.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 4.2 Performance indicator: The percentage of teachers receiving high-quality professional development (See definition of "professional development" in section 9101 (34)).
- 4.3 Performance indicator: The percentage of teachers qualified to use technology for instruction.

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Performance Goal 5: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 5.1 Performance indicator: The percentage of students who carried a weapon (for example, a gun, knife, or club) on school property (in the 30 days prior to the survey).
- 5.2 Performance indicator: The percentage of students who engaged in a physical fight on school property (in the 12 months preceding the survey).
- 5.3 Performance indicator: The percentage of students offered, sold, or given an illegal drug on school property (in the 12 months preceding the survey).
- 5.4 Performance indicator: The number of persistently dangerous schools, as defined by the State.
- 5.5 Performance indicator: The number of schools in which all students are able to work from a networked computer.

Performance Goal 6: All students will graduate from high school.

- 6.1 Performance indicator: The percentage of students who complete high school, disaggregated by poverty, limited English proficient and migrant status, and major ethnic and racial group membership.
- 6.2 Performance indicator: The number of students who drop out of school after entering grades 7 through 12, disaggregated by the poverty, limited English proficient and migrant status, and major ethnic and racial group membership.

These goals and indicators must also be included in your district's consolidated application.

Again, we ask that you share this information with your staff members, principals, teachers, and parents. This memo will be posted on the DOE website (<http://www.firn.edu/doe>) for ease of communication. Should there be questions or need for further elaboration, please contact me at your convenience.

BC:rbm