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K12: 2006-84

June 30, 2006

MEMORANDUM

TO: District Superintendents

FROM: Cheri Pierson Yecke, Ph.D.

SUBJECT: PROGRESS MONITORING PLANS AS PART OF ASSESSMENT AND REMEDIATION

This memorandum and attachment will provide information regarding a recent legislative change pertaining to progress monitoring plans. These changes were made during the 2006 legislative session as part of House Bill 7087 and became effective upon being signed into law.

As you may recall, the Paperwork Reduction Task Force recommendations included:

Repeal the Academic Improvement Plan and consolidate other individualized student plans to provide school districts with flexibility. Allow districts to determine whether a struggling student will have (1) an individual progress monitoring plan or (2) be part of a school-wide progress monitoring system. An additional individualized student plan is not required if the student already has a federally required plan, such as the IEP or LEP Plan.

The Legislature made the necessary legislative changes to implement this recommendation. This change provides school districts with the flexibility to reduce the paperwork requirements of schools and teachers without compromising the need to monitor the academic progress of struggling students. The following changes were made in section 1008.25(4)(a)-(b), Florida Statutes, Public school student progression; remedial instruction; reporting requirements:

CHERI PIERSON YECKE, PH.D.
CHANCELLOR, K-12 PUBLIC SCHOOLS

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- Students who score below Level 3 in reading or math are now automatically included as struggling students, in addition to students not meeting the specific levels of proficiency as determined by the school district.
- These students must still be provided with additional diagnostic assessments to determine the nature of the student's difficulty and the areas of academic need. Additionally, the strategies for appropriate intervention and instruction must be determined as part of the progress monitoring plan.
- The school in which the student is enrolled, in consultation with the student's parent, must develop and implement a progress monitoring plan.
- A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
 - A federally required student plan such as an individual education plan (IEP);
 - A schoolwide system of progress monitoring for all students; or
 - An individualized progress monitoring plan.
- Provides that the chosen plan must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan shall include instructional and support services to meet the desired levels of performance.
- Additionally, this section allows that a district school board may require low-performing students to attend remediation programs held before or after regular school hours, or during the summer if transportation is provided.

If you have additional questions on progress monitoring plans, please contact Alan Ramos by telephone at (850)245-0745 or by e-mail at Alan.Ramos@fldoe.org.

CPY/mtl

Attachment