

From: Presley, Mari
Sent time: Wednesday, November 02, 2011 9:20:25 AM
To: Webster, Melinda
Cc: Cari@excelined.org
Subject: RE: when you think you know everything about 3rd grade progression.....

My reading of the statute would be that the PMP is developed once the deficiency is identified, which can be at any grade based on the district's definition of substantial deficiency for grades that don't take FCAT.

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From: Webster, Melinda
Sent: Tuesday, November 01, 2011 10:38 PM
To: Presley, Mari
Cc: Cari@excelined.org
Subject: FW: when you think you know everything about 3rd grade progression.....

Hi, Miki. Would you be able to weigh in on this question, please with regard to third grade progression?

Are FL's progress-monitoring plans only required during the retention year, or must they be created and administered as soon as the student's literacy deficiency has been identified?

It would seem that the progress monitoring plan should be developed once the deficiency has been identified in third grade...please see the chain below.

Thanks,
Melinda

From: Webster, Melinda
Sent: Tue 11/1/2011 10:31 PM
To: Cari Miller (Cari@excelined.org)
Subject: RE: when you think you know everything about 3rd grade progression.....

hmmm....very good question. I checked the K-12 Plan statute and also differentiated accountability statute language and do not find any other reference to student progress monitoring plans. This may be a stretch, but the rule language below further clarifies how the reading deficiency is determined. 1008.25 (4)(b) states that "...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..." The rule below refers to intervention, however it references 1008.25 and further clarifies how the deficiency is determined. I am going to ask Miki to see what she thinks....

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.054>

6A-6.054 K-12 Student Reading Intervention Requirements.

(1) Elementary Assessment, Curriculum, and Instruction.

(a) Pursuant to Section 1008.25, F.S., any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. **For elementary students not participating in the statewide reading assessment, substantial deficiency in reading must be defined by the district school board.** For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT) in Reading. **Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.**

From: Cari Miller (Cari@excelined.org)
Sent: Tuesday, November 01, 2011 4:57 PM
To: Webster, Melinda (Melinda.Webster@fldoe.org)
Subject: when you think you know everything about 3rd grade progression.....
Importance: High

Okay, so the law suggests that a PMP is required once a student demonstrates a reading deficit (as determined by scoring below level 3 on FCAT), then later says "if student has been identified with a reading deficiency, the K-12 plan should include instructional strategies...:

1008.25 (4) ASSESSMENT AND REMEDIATION.—

(a) Each student must participate in the statewide assessment tests required by s. [1008.22](#). Each student who does not **meet specific levels of performance as determined by the district school board in FCAT reading**, writing, science, and mathematics for each grade level, or who scores below Level 3 in FCAT reading or FCAT mathematics, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction as described in paragraph (b).

(b) The school in which the student is enrolled must develop, in consultation with the student's parent, and must 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:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

The plan chosen 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 required by s. [1011.62\(9\)](#) shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

(c) Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance

expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

BUT our TAP (Question A-5) states PMP is required once student has been identified with a reading deficiency (which means it could be based on district assessments/etc.) I was thinking this, as K-3 students wouldn't be included as they don't have FCAT scores. WHICH IS IT? Here's the exact question:

Are FL's progress-monitoring plans only required during the retention year, or must they be created and administered as soon as the student's literacy deficiency has been identified?

Any help you can provide would be great Melinda! Thanks!

Sincerely,
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