

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

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**School Board Workshop
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Policy 6000.1, Student Progression Plan

Staff brought forward the first discussion for Policy 6000.1 for 2009-2010. Staff first went over the State mandated areas.

This year Florida Virtual School access must be provided to students before, during, and after school: no restrictions allowed. A student may take as many courses as they like. If a student is taking over half of his/her courses on line, Guidance will recommend they become a full time student of Florida Virtual School. Board Members asked that Guidance Counselors be informed and to counsel parents on Florida Virtual School, Broward Virtual School, and the benefits of each. It takes a special disciplined student to take and finish an on-line course. Parents should be aware of the pros and cons.

This year parents can sign a waiver for elementary Physical Education, similar to middle school. A student can waive out of Physical Education if the parent requests this and documents are provided of other activities that would take the place of PE. Schools will have to provide a location for those students who waived out and appropriate activities during the time period. Information is provided for parents on the PE waiver on the front page of browardschools.com website.

The Student Advisor stated that he tried to waive out of PE at the high school level because he was taking JV sports. He was not allowed to waive out. Staff will look into this because he should have been able to waive out.

The State is providing language for Policy 6000.4, which drives ESE general education and referral procedures to align with response to intervention, procedures to address new State requirements for SLD eligibility, and expanded language defining transition from Part C services to Part B. There was also a change in the Gifted area of the policy. Staff will provide the Board with this change and it will be discussed at the next scheduled Gifted Advisory meeting.

The Board's direction was requested on several items. These items are listed in the presentation, which can be viewed on the eAgenda for this meeting. There was discussion regarding:

-Deleting the Core GPA definition. This was recommended because the Core GPA does not align with the State's. Board Members stated that colleges look at that and did not want it deleted. This is one more piece of information available for parents, which can be found on Virtual Counselor.

-Only allowing a mark of 50% to be given rather than a lower mark. Students who were trying to make an effort to increase their grade would have a better chance than if a "0" was given. Board Members thought that on one hand that would be good, on the other side this could be interpreted wrong and students would take advantage knowing the lowest grade they would receive would be 50%. Board Members ask that this be taken back to the committee workgroup for further discussion and bring back the pros and cons.

- Allow same exam exemption process for middle school students who take high school courses. The Board agreed with this item
- Eliminate Good Cause promotion in middle school related to FCAT. This is no longer needed because there is no FCAT at the middle school level.
- Expand ways for students to recover courses in middle school. The Board suggested that students be able to take courses electronically.
- Cohort promotion at high school - any exceptions? This is regarding students being promoted in the middle of the year. Board Members would like further discussion and for staff to bring back the pros and cons. This will be discussed at the next Policy 6000.1 review.
- Explore how to address end-of-course exams. The Board Chair suggested that there be heavy teacher representation on the committee; at least 50%. Possibly put this on-line so teachers can give input. There is curriculum mapping done on core classes so that teachers can be on the same chapter across the district at the same time. Students will be taught the same information and can be tested on it with the same end of course exam.
- Disability History and Awareness Weeks language will be added to the policy.

Board Members requested that the School District lobby for the end of year course instead of FCAT and this should be placed on the Legislative Platform. This item is on the Legislative Platform and will be discussed at today's workshop.

Require a virtual course for all high school students as a graduation requirement. The Superintendent suggested this because all students need to have the experience of a virtual class, since many colleges require this. Board Members did not want to make this a graduation requirement. It was suggested that a virtual class could be used as a substitute for the computer class requirement. The Board Vice-Chair stated having a virtual class as a requirement may affect our FTE dollars and should be looked into.

Board Direction was also needed regarding eliminating FCAT as a promotion requirement for grades 4 and 5. It is already eliminated at middle school. It cannot be eliminated at 3rd grade. Staff will bring this back for further discussion with the pros and cons.

The recommended changes discussed at this workshop will be brought back to the October 13, 2009 workshop.

Material for this presentation is available on the eAgenda September 8, 2009 workshop.

Proposed CCC Indicators & Site Visitation Instrument

The CCC Indicators were initially developed in 2004 with minor modifications in 2005-2009. There was a comprehensive review in 2009-10 and a draft of the proposed indicators revisions were presented to the Diversity Committee on August 13, 2009. Feedback was received from the Diversity Committee Members from August 13-21, 2009.

The indicators were reviewed in order to continue quality improvement and align indicators to the definition of each condition with improved data, streamlined focus, and deleted obsolete or unrelated items. Today the draft of proposed indicators revisions and metrics to measure progress is being presented to the Board.

Condition 1: Textbooks. This condition was reduced from 7 indicators to 3. It deletes data not aligned with textbooks. It focuses indicators on newly collected textbook information and revises compliance to 100% of all schools to have no less than 90% compliance.

Condition 2: Technology. This condition was reduced from 6 to 3 indicators. It deletes obsolete items relating to funding, focuses on newly collected teacher technology skills, and consolidates items related to district standards.

Condition 3: Standards of Service. Indicators were reduced from 4 to 2. This focuses on measurable student outcomes related to State standards and graduation rates.

Condition 4: Advanced Placement/Honors & Distance Learning. Reduced from 5 to 3 indicators. This condition has been expanded to address honors core courses in the definition, provides subgroup data for the Equity Plan, and baseline needed for discrete courses. The Diversity Committee Members agreed with the requested change of "school" to "District" in Indicator 4.1.

Condition 5: Athletics and Extra-curricular Activities. The 4 indicators remain the same. This condition was expanded to broaden opportunities to be involved in activities, identifying both core and optional activities.

Condition 6: Media Centers. This was reduced from 8 to 6 indicators. It deletes indicators on standardized practices, such as cataloging. The 15-year criteria were revised to reference material, not literary works. The Diversity Committee Members requested continued reporting of data on age of collection and maintenance of effort.

Board Members had a discussion regarding periodicals. Due to budget cuts, schools are not able to subscribe as they had in the past. Each school is looking at what they can do. Board Members suggested fundraising to help purchase subscriptions and the periodicals might also be found online. Board Members do not want schools penalized for not having the dollars to subscribe to periodicals. In these tight budget times it was suggested not to subscribe to periodicals if they can be found in the public library. The Diversity Committee should be advised as to the budget limits at this time to purchase periodicals.

Staff is requested to ask schools what magazines they are purchasing and if they are related to education. Some magazine purchases may not be necessary. There should be a Media Advisory Board at each school to make recommendations regarding the needs and interests of the community, education, and recreational needs.

Board Member also suggested that certain historical references should not be eliminated and should be reviewed before discarding. Board Members again asked about the discarded books and if they were donated to needy communities. Staff responded that Media Advisories have a series of steps on what to do with unusable books and also to see if they could benefit other communities.

Condition 7: Discipline. This condition has been reduced from 7 indicators to 3. Indicators that duplicated supporting data were deleted. Revised indicator provides flexibility in alternatives to external suspension and behavioral resources. Compliance on "0" tolerance has been met. Staff will be following up with schools to collect best practices regarding behavior plans.

Condition 8: Five-Year Capital Plan. The 5 indicators will be continued as recommended by the Diversity Committee Members.

Condition 9: Student Reassignment. This indicator will be revised upon the approval of School Board policy for Innovative Programs.

The Diversity Committee Members are in agreement with all revisions to the indicators for each of the conditions. The finalized indicators and metrics will be presented to the Diversity Committee in October 2009.

Staff spoke about the Site Visitation Instrument and the alignment to the revised indicators. The Diversity Committee will be reviewing the new format. Once the Site Visitation Instrument is approved, the team will go to three or four pilot schools to test the newly formatted tool. Before going out to the schools, data will be provided, including innovation zone data. After the visit, the team will meet with District staff to discuss the findings. There is now a partnership between the Site Visit Team and District staff to discover what schools need rather than a gotcha situation.

The final report on the Site Visit Instrument will be presented to the Diversity Committee in June 2010. The final Instrument and process will be brought to the Board in August 2010.

The material for this presentation can be found on the eAgenda September 8, 2009 workshop.

Differentiated Accountability (DA)

The Differentiated Accountability program was designed in 2009 to align the State accountability system (school grades) with Federal (NCLB). Florida was selected as one of the six states to pilot DA during 2008-2009.

This program states that any school not making Adequate Yearly Progress (AYP) for 2 consecutive years will be designated as a DA school. A school must make AYP for two consecutive years to exit DA. This program requires State interventions at schools based on school grades and (AYP).

The good news is that 80.5% of Broward County Schools earned "A" or "B" in 2008-2009, which is an increase of 6% since 2006-2007. This is a combined decrease of 14 schools identified as "C," "D," or "F" schools.

For year 2009-2010 there is an increase of DA schools due to all schools in the District having to be a part of DA. Any school not making AYP since 2003 in reading and mathematics proficiency will be designated as a DA school. In 2009-10 it is required that schools have a 72% reading proficiency and a 74% mathematics proficiency.

There are many DA categories and staff reviewed them and the definitions with the Board. A table of the different categories and definitions can be found in the presentation material for this workshop on the eAgenda.

Differentiated Accountability has seven critical components for increasing student achievement. They are: Florida's Continuous Improvement Model, School Improvement Planning, leadership, educator quality, curriculum aligned and paced, professional development, and the monitoring processes and plans.

The Key requirements and changes for 2009-10 are:

- More involvement of SAC with the School Improvement Plan process.
- Highly effective teachers having a state standard of 60% learning gains or more.
- Effective Principals.
- Requirements to move staff out of the school.

If a school does not meet the DA standards after two years of being a DA school, it will be the responsibility of the District to move that particular school staff out of the school and designate a new staff.

In order to get more funding to schools the District lowered the Title I threshold to 40% free/reduced lunch, the number of schools receiving Title I dollars has increased and directs more federal stimulus dollars to the schools. This will provide additional assistance to the school such as:

- Provides additional school based curriculum coaches.
- Provides technology specialist to help implement the new 400 modified digital classrooms into classroom instruction.
- Provides on going training and staff development to teachers and school-based coaches.
- Funds extended learning opportunities after school and Saturday camps. Board Member stated that parents feel that our schools would do a better job, rather than a private company. It was stated that students are not going to the private tutors and asked staff to monitor this. Board Member asked if we could provide funding for schools to do the tutoring.

Board Members agreed that Differentiated Accountability is a very complex program and very difficult to understand. It is requested that staff create a list of bullets to define this program for the Board and their constituents, so they can begin to understand what is being mandated by the State. The bullets should include definitions of DA, AYP, NCLB, and Choice schools, the accountabilities issues that the district must adhere to, and the costs to the School District. Taxpayers do not know that it is their dollars that are funding these mandates, not the State. If people knew there would be a cost locally, the legislature wouldn't be so anxious to pass unfunded mandates. Board Member would like this sent to them electronically so it can be distributed to the community via email.

It was brought out that all of the above-mentioned programs conflict with each other, almost making it impossible to meet the State's standards. The proficiency level will rise every year. NCLB allows students to move to other schools if their school grade is a "d" for more than 2 years. The new students moving into the Choice schools are then included in the receiving school's grade, which could bring the school's grade down. A Choice school, that is not a Title I school, does not get extra funding for the incoming students. The costs of transporting these students to new schools is enormous, and is taking funding that schools could be using. Taxpayers may not realize, but they are paying for this transportation.

Board Members stated that the State could not be aware of the program conflicts and finds it unfair. The formula for DA uses student subgroups and sometimes a student can be counted up to 5 times at that one school. The Chair stated that this formula is not helping students and is confusing parents. The State's point of view is if one student is helped it is worth it. Is it worth it at the expense of the entire school? Board Members feel that the DA plan sets schools up to fail and then the school would ultimately become a privately owned Charter School, which would be funded locally. There is no position paper showing data that this program will succeed. The unfunded costs are enormous and are hurting this School District and others across the State.

The material for the presentation can be found on the eAgenda September 8, 2009 workshop.

Proposed 2010 Legislative Program

Staff came before the School Board to present the 2010 proposed Legislative Program and first spoke about the declining State funds. These estimates change daily because of the state of the economy. A report will be sent to the Board with these estimates.

Board Members had a discussion regarding DA and would like a bulleted document showing what is wrong with it, showing the end result is privatization, how it can be modified, the cost to the District, and to oppose any further penalties. In order to challenge the State, other school Districts and the FSBA must be included. The Chair asked where the data is that this will work; there has never been a position paper done on this. The whole plan is negative with consequences, rather than being positive taking out the consequences and putting in incentives. It is imperative that this message be conveyed to the State. The funding and the way this is being done have to be questioned. We are losing money for the neediest children. The program is defeating the purpose and hurting the children who need it the most.

The Board's Vice-Chair suggested in the "Funding" section, add a statement that the responsibility of funding has shifted from the State to the local School Districts. Then put the definition of adequate funding.

It was discussed that the definition of adequate funding has to be taken back to a certain date. General Counsel has been requested to find a hard metric to define adequate funding. A suggestion was made to use 2006-2007 per student spending and adequate funding would be to get that figure up to the top 10 or top 25 School Districts. Right now we are 49th.

It was also suggested to add a statement to not add any new programs that would have an additional impact to the Florida taxpayer.

Board Members wanted to make sure the Legislative Program states that the School District wants to use ACT or SAT in lieu of the FCAT as a criteria for graduation for high school. FCAT does not correlate with the college entrance exam. This is in the Legislative Program.

Board Member also wanted SAC committee composition included in the program.

The Superintendent wanted to add a statement, which deals with emergency situations to approve legislative issues. This statement would give the Representative of the School Board the authority to work in the best interest of the District. General Counsel is requested to work on this statement.

Another issue that will be added to the Legislative Program is to permit School Boards to satisfy the state law that requires notices of Regular and Special School Board Meetings, advisory committees, and proposed and amended School Board policy, to post such notices on the School District's website as an alternative to posting notices in the newspapers. This would save the District thousands of dollars in advertising each year.

Also being pursued is to allow BECON to be eligible for a portion of the State funds annually allocated to public television and radio stations. This would require the amendment of the statute providing a definition of public television stations to include "non-commercial stations licensed solely for educational programming."

The Chair suggested that we use this election year to our advantage and have the Broward Education Coalition draft a list of all the legislative program points and have legislators sign off on it. Then we would know who is on our side or not, who to vote for or not.

The Legislative Program will be amended to reflect the Board's input at today's discussion. Material for this presentation can be found on the eAgenda September 8, 2009 workshop.

JFN/jd