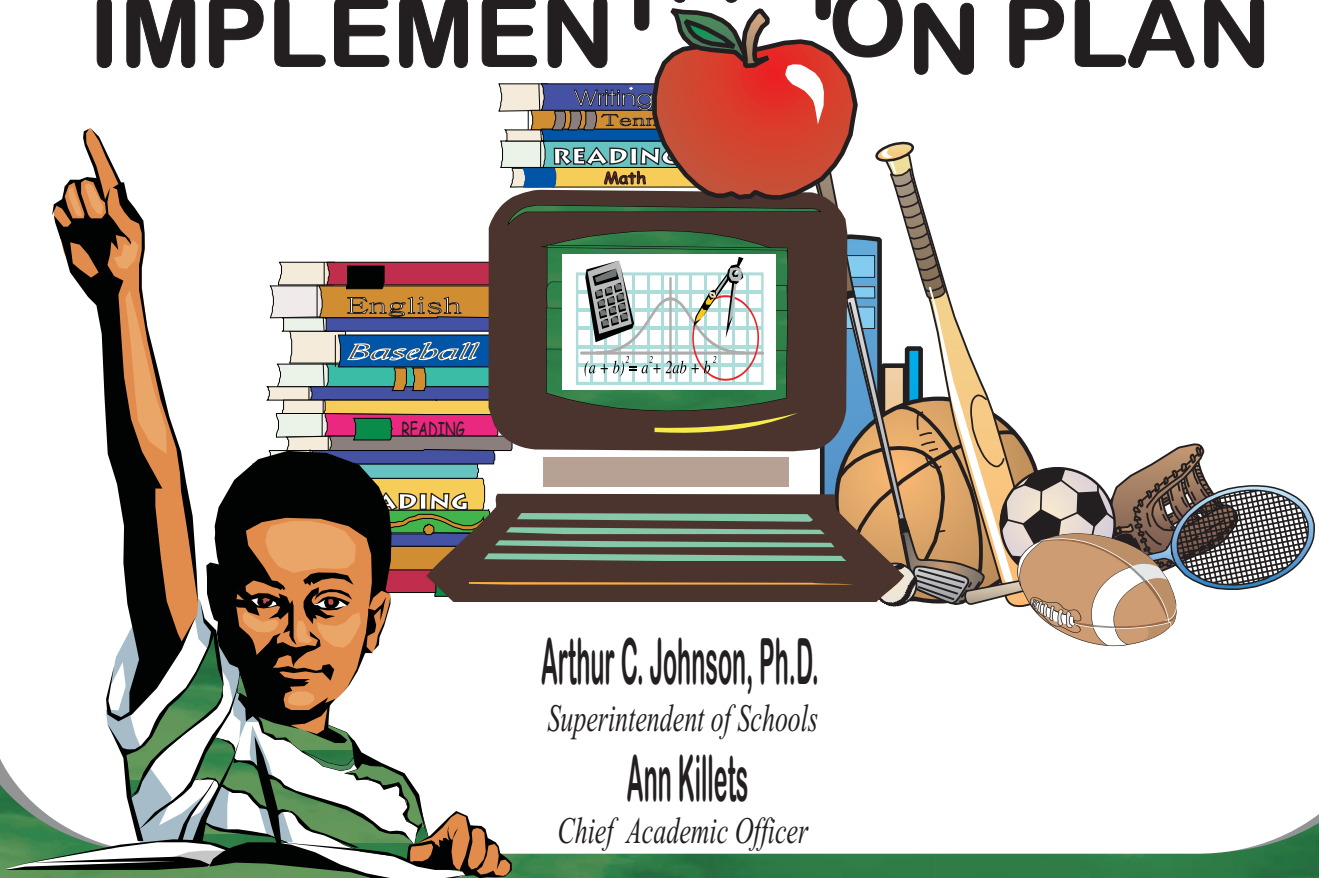




ANNUAL UPDATE 2005-2006

FLORIDA EDUCATIONAL EQUITY ACT

IMPLEMENTATION PLAN



Arthur C. Johnson, Ph.D.

Superintendent of Schools

Ann Killets

Chief Academic Officer

The School District Of Palm Beach County, Florida



Mission Statement

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

School Board Members

Tom Lynch, *Chairman*
William Graham, *Vice Chairman*
Monroe Benaim, MD
Paulette Burdick
Mark Hansen
Dr. Sandra Richmond
Debra Robinson, MD

Superintendent

Arthur C. Johnson, Ph.D.

Chief Academic Officer

Ann Killets

Assistant Superintendent for Quality Assurance

Janice S. Cover, Ed.D

Assistant Superintendent for Curriculum and Learning Support

E. Wayne Gent



THE SCHOOL DISTRICT
OF PALM BEACH COUNTY, FLORIDA

JANICE S. COVER, Ed.D.
ASSISTANT SUPERINTENDENT

ARTHUR C. JOHNSON, Ph.D.
SUPERINTENDENT OF SCHOOLS

QUALITY ASSURANCE
3340 FOREST HILL BLVD. C-316
WEST PALM BEACH, FL 33406
(561) 434-8963 FAX (561) 434-8072

August 12, 2005
BULLETIN # P-11784 CAO/QA

ACTION BY:
Information Only

Contact Person:
Janice S. Cover
PX 48963

TO: All Principals and Department Heads

FROM: Ann Killets, Chief Academic Officer 

SUBJECT: IDENTIFICATION AND NOTIFICATION OF COORDINATORS

State and Federal laws and regulations require institutions to designate one or more persons to coordinate compliance with civil rights protections. One person may be designated for compliance with all applicable laws, or separate individuals may be designated for specific laws. The School District of Palm Beach County coordinators are as follows:

Americans with Disabilities Act (ADA)/504

Debra A. Neeson, ADA/504 Specialist
3308 Forest Hill Blvd., C-143
West Palm Beach, Florida 33406-5869
(561) 434-8817

Americans with Disabilities Act (ADA) Facilities

Delfin Menendez, Existing Structures, Program Management
Thomas Hogarth, New Structures, Building Department
3300 Summit Boulevard, West Palm Beach, Florida 33406
Mr. Menendez (561) 688-7689; Mr. Hogarth (561) 688-7597

Equal Employment Opportunity (EEO)

James Davis, EEO/ADA Coordinator
3362 Forest Hill Blvd., A-115
West Palm Beach, Florida 33406-5870
(561) 434-8637

Florida Educational Equity Act Coordinator

Janice S. Cover, Ed.D., Assistant Superintendent
3340 Forest Hill Blvd., C-316
West Palm Beach, Florida 33406-5871
(561) 434-8963

Gender Equity in Athletics/Title IX

Yetta Greene, Assistant Principal on Assignment for Athletics
3310 Forest Hill Blvd., C-223
West Palm Beach, Florida 33406-5813
(561) 434-3872

Approved: 
Arthur C. Johnson, Ph.D., Superintendent

ACJ:AK:JSC:pa

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Executive Summary

EXECUTIVE SUMMARY

2005 - 2006 Annual Update Florida Educational Equity Act

BACKGROUND

The Florida Educational Equity Act, Section 1000.05, F.S. (formerly 228.2001, F.S.), became law in June 1984, and the implementing rules were adopted by the State Board of Education in February 1985. The Equity Act was amended in 1993 to mandate stronger monitoring and enforcement for gender equity in athletics and again in 2002 to clarify the K-20 responsibilities. Rule 6A-19.004, Interscholastic, Intercollegiate, Club and Intramural Athletics, was amended in September 1994 to reflect the monitoring and enforcement requirements.

In the past, the Educational Equity Act (EEA) planning process has been conducted in three-year cycles. The initial three-year cycle enabled local agencies to develop a general overview of their compliance status in the areas of policy, enrollment patterns, staffing patterns, financial aid, and athletics. During the second cycle, the planning process focused on mathematics as a critical curricular component. During the third cycle, science was the focus with chemistry as the target program in 1991-1992, physics in 1992-1993, and biological sciences in 1993-1994. The 1993-1994 year also initiated concentration on bringing institutions into compliance with gender equity in athletics.

During the next cycle, high school and middle school mathematics was the target program. From 1997-1998 through 2000-2001, institutions focused on closing the racial performance gaps in reading. During 1999-2000 districts and colleges were also required to submit the policies and procedures providing civil rights protections for students and staff. During 2001-2002, school districts began a focus on African American and Hispanic student access to high quality instruction. Community colleges began a focus on African American and Hispanic student success in achieving an A.A. degree. In 2002-2003, school districts continued to focus on African American and Hispanic student access to high quality instruction. Community colleges continued to focus on African American and Hispanic student success in achieving an A.A. degree.

In 2003-2004, school districts continued to focus on African American and Hispanic student access to high quality instruction including Advanced Placement (AP), Dual Enrollment (DE), Honors and Level III courses (9-12), 8th grade Algebra I and PLAN/ACT and PSAT/SAT test takers. In addition, school districts focused on closing the racial performance gaps in reading on the 3rd and 10th grade FCAT tests.

Since 2004 school districts have been asked to evaluate the success of the methods and strategies aimed at reducing gaps in student performance or increase participation of underrepresented groups by race/ethnicity and gender.

STATEMENT OF COMMITMENT

The School District of Palm Beach County, with leadership from our School Board, has developed District Goals and Key Results related to State Goals for student achievement that will provide the direction and focus for our actions.

The District is committed to providing equity in education for all students. This commitment is affirmed through the mission statement:

SCHOOL BOARD MISSION STATEMENT

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

ACADEMIC BUSINESS PLAN

We believe that all children can learn and achieve high standards. We know that the future quality of life for our community is directly tied to the quality of education we guarantee for our children today. We cannot afford to let our students fail; and, more importantly, we cannot fail our students.

The district's *Academic Business Plan* is a comprehensive plan to ensure that all students receive the highest quality of education. The plan establishes a *framework* for accountability and continuous improvement for the District. The plan provides clear direction and focus to improve student achievement for all students regardless of race, ethnicity, gender, socio-economic status, or disability.

The plan contains: the Palm Beach County *School Board Mission and Goals* that set the vision for what we will achieve, *Key Results with Performance Goals* that define how we will measure progress toward those goals and *Priority Action Steps* that direct how we will accomplish our goals through the following three processes:

1. *Program Review*
2. *Zero Based Budgeting*
3. *Performance Management/Evaluation*

As a result, *School Allocation Formulas* will be utilized to ensure that the District resources are distributed to support the School Board Mission and Goals for all student populations.

The district measures its progress and effectiveness through the School Board adopted (July, 1999) *Achievement for All Plan Key Results*. The district reports on the performance of all students, and on the performance of student groups by race/ethnicity; students receiving services from Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) programs; and students who participate in the Free and Reduced Lunch Program.

SCHOOL DISTRICT GOALS AND KEY RESULTS

The School District of Palm Beach County, with leadership from our School Board, has developed **DISTRICT GOALS AND KEY RESULTS** for student achievement that will provide the direction and focus for our actions.

SCHOOL DISTRICT GOALS

Goal 1:

Increase literacy in reading, writing, and mathematics, for all students, including students in Exceptional Student Education and English for Speakers of Other Languages, with an emphasis on grades K-3.

Goal 2:

Improve achievement at critically low performing schools and among Quartile One students districtwide.

Goal 3:

Provide safe and nurturing school environments that are free of drugs, alcohol, firearms, and harassment, and where standards of appropriate and ethical behavior are upheld.

Goal 4:

All schools will meet or exceed a school grade of B as measured by the Florida accountability system.

Goal 5:

Provide continuous staff development to support the mission and goals.

Goal 6:

Institutionalize and correct, as needed, financial and management practices that are sound and accountable.

Goal 7:

Increase involvement by parents, business and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

Goal 8:

Provide experiences that prepare students for productive citizenship.

SCHOOL DISTRICT KEY RESULTS

Key Result 1:

All students of each racial/ethnic group will read independently on grade level by the end of second grade.

Key Result 2:

All students of each racial/ethnic group will successfully complete Algebra I prior to tenth grade.

Key Result 3:

All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and Florida Writes.

Key Result 4:

All schools will meet or exceed a school grade of B as measured by the Florida accountability system.

Key Result 5:

All schools will increase enrollment and performance of each racial/ethnic group in upper level mathematics and science courses, with a particular emphasis on underrepresented populations.

Key Result 6:

All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with a particular emphasis on underrepresented populations.

Key Result 7:

All schools will increase enrollment and performance of each racial/ethnic group in gifted, honors, advanced placement, IB and other advanced programs, with a particular emphasis on underrepresented populations.

Key Result 8:

All schools will decrease drop out rates and increase graduation rates for students of each racial/ethnic group.

Key Result 9:

All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.

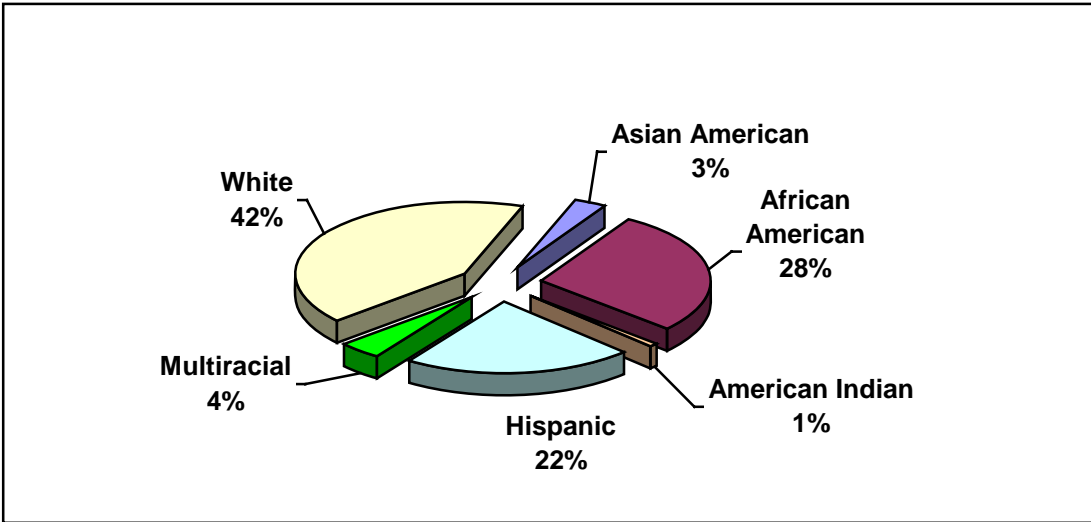
Key Result 10:

All district and system offices will align efforts and resources to accomplish key results.

DISTRICT DEMOGRAPHICS

	OCTOBER 2003		OCTOBER 2004		OCTOBER 2005	
TOTAL	% STUDENTS	# STUDENTS	% STUDENTS	# STUDENTS	% STUDENTS	# STUDENTS
		100%	170,206	100%	186,040	100%
MALE	51.55%	87,749	51.27%	95,387	89,143	52%
FEMALE	48.44%	82,457	48.73%	90,653	83,803	48%
WHITE	44.32%	75,451	40.91%	76,115	72,352	42%
AFRICAN AMERICAN	28.88%	49,159	28.89%	53,738	49,218	28%
HISPANIC	20.43%	34,784	23.57%	43,851	38,709	22%
ASIAN AMERICAN	2.26%	3,863	2.22%	4,139	4,433	3%
AMERICAN INDIAN	.56%	963	.52%	972	950	1%
MULTIRACIAL	3.51%	5,986	3.88%	7,225	7,284	4%

2004-2005 STUDENT MEMBERSHIP, PREK –12



As our society grows more diverse, the task of providing effective learning experiences for every child in every classroom becomes increasingly more challenging. The School District of Palm Beach County recognizes this challenge and is determined to identify and eliminate obstacles that may exist within the structure of the schools and the school system.

ASSIGNMENT OF RESPONSIBILITY

SCHOOL BOARD AND SUPERINTENDENT

The responsibility for ensuring equality of opportunities and appropriate affirmative actions is ultimately, but not exclusively, that of the School Board of Palm Beach County. Overall district responsibility for the educational equity program is entrusted to the Superintendent of Schools or his designated representative. The Superintendent, as Chief Executive Officer of the district, is empowered to recommend specific programs and activities for implementation to the School Board.

DISTRICT AND SCHOOL CENTER ADMINISTRATORS

All other administrative staff members are required to assist the Superintendent in this function by monitoring their schools or departments and to ensure that every step is being taken to facilitate the implementation of the goals and employment opportunities articulated by the School Board. Chief administrative staff members have specific responsibilities for the development and implementation of short range objectives for equity on a year-by-year basis for each of their operating units. In like manner, it is their responsibility to give the Educational Equity Plan full support through positive leadership and personal example. Schools have been requested to address equity and safety issues in their school improvement plans.

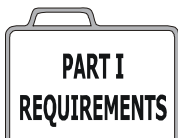
ALL EMPLOYEES

It is the responsibility of every employee of the district to create an environment which is conducive to achieving and maintaining educational equity.

REQUIREMENTS AND DISTRICT RESPONSES

The Florida Educational Equity Act, Section 1000.05, F.S. (formerly 228.2001, F.S.), requires that each governing board submits the 2004-2005 Educational Equity Act Annual Update to the Office of Equity and Access (OEA), Florida Department of Education.

The parts of the 2004-2005 Annual Update include the following:



MODIFICATION OF PROCEDURAL REQUIREMENTS – *This part of the report requires districts and colleges to report all changes made to the institutions' procedural requirement, it should not resubmit copies of policies or description of procedures. If items were identified for modification in the 2005-2006 Monitoring Work Plan (MWP), all the necessary modifications should be submitted with the Annual Update by the specified date noted in the MWP. If all procedural requirements meet state and federal standards, as indicated in the MWP, and the district has made no changes, the Annual Update should indicate: No Changes Made.*



No changes made.



INCOMPLETE ITEMS OR PENDING ACTION - *This part of the report requires that the district describe action on all items that were incomplete when the 2004-2005 Annual Update was submitted to the OEA. Incomplete items are listed on the Monitoring Work Plan from the K-20 Office of Equity and Access. A description of what actions have been taken by the district, as well as projected timelines for completion of the items, should be included if the items remain incomplete at the time the district submits the 2005-2006 Annual Update. Items identified, as a result of a district's on-site compliance reviews are included in the Monitoring Work Plan. Corrective Actions should be submitted promptly.*

If there are no incomplete items identified on the 2004-2005 Monitoring Work Plan, the Annual Update should report: No Incomplete Items.



No Incomplete Items



EVALUATION OF METHODS AND STRATEGIES – *This part of the report requires school districts to evaluate the success of methods and strategies to reduce gaps in student performance or increase participation of underrepresented groups by race/ethnicity and gender. The evaluation of success will be data driven based on 2003-2004 benchmark data and progress toward meeting accountability measures identified by each district. The purpose of the evaluation is to eliminate performance gaps and increase the participation of minority students. For each program area identified under this section, the district will evaluate the success of targeted methods and strategies. Based upon the evaluation, districts will continue implementation, modify methods and strategies or develop new targeted methods and strategies with specific action steps.*

This section should be completed following the specified components requested. All relevant data must be included.



The K-2 Reading Initiative, Accelerated Academic Achievement (AAA) Plan and its components and the Single School Culture for Academics continue to positively impact achievement for all students.



**PART IV
REQUIREMENTS**

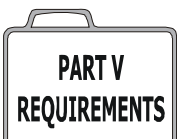
GENDER EQUITY IN ATHLETICS – *This part of the report is for districts to evaluate each school’s athletic program for compliance with gender equity in athletic requirements and complete the Compliance Verification Form provided. When a district finds that it is not in compliance with any of the gender equity in athletic components, a Corrective Action Plan for each school that is not in compliance will be submitted in the format provided by the OEA. For districts in total compliance, the Compliance Verification Form must be completed and submitted with the Superintendent’s signature.*

Districts that submitted gender equity in athletics corrective action plans with the 2004-2005 Annual Update will submit an evaluation of corrective actions demonstrating progress toward achievement of compliance

Please note that Section 1000.05(6)(e), Florida Statutes, requires all district school boards, community college boards of trustees, and state university boards of trustees to submit data and information necessary to determine compliance.



The School District is in compliance with Gender Equity in Athletics.



**PART V
REQUIREMENTS**

VOCATIONAL TECHNICAL CENTERS: STATUS REPORT ON IMPLEMENTATION OF SUBSTITUTION REQUIREMENTS. – *This part of the report as in Section 1007.264 requires postsecondary institutions to provide reasonable substitutions of certain requirements for any persons who is hearing impaired, visually impaired, dyslexic or who has a specific learning disability where failure to meet the requirements is related to the disability. Districts that offer postsecondary vocational programs will submit a report identifying the number of requests for substitutions and the number of students granted substitutions.*



See details of substitution provided under Section 1007.264

Part I

Modification
to Procedural
Requirements

PART I

MODIFICATIONS OF PROCEDURAL REQUIREMENTS

This part of the report requires the districts to report all changes made to the institutions' procedural requirement, If the district has made no changes in implementing the procedural requirements, it should not resubmit copies of policies or description of procedures. If items were identified for modification in the 2005-2006 Monitoring Work Plan (MWP), all the necessary modifications should be submitted with the Annual Update the specified date noted in the MWP. If all procedural requirements meet state and federal standards, as indicated in the MWP, and the district has made no changes, the Annual Update should indicate: No Changes Made.

1. **No changes were made** - in the general policy of Nondiscrimination and Notification procedures
2. **No changes were made** - Identification and Notification of Coordinator(s).
3. **No changes were made** - in *Policy 3.31- Grievance Procedure for Employees.*
4. **No changes were made** - *Policy 5.001 - Protecting Students from Harassment and Discrimination, Policy 5.81 – Protecting Students from Sexual Harassment and Discrimination,*
5. **No Changes were made** - *Policy 5.322 - Students with Chronic Illnesses and Infectious Diseases (Including HIV/AIDS)*

Part II

Incomplete
Items or Pending
Action

PART II

INCOMPLETE ITEMS or PENDING ACTION

This part of the report requires that the district describes actions on all items that were incomplete when the 2004-2005 Annual Update was submitted to the OEA. Incomplete items are listed on the Monitoring Work Plan from the K-20 Office of Equity and Access. A description of what actions have been taken by the district, as well as projected timelines for completion of the items, should be included if the items remain incomplete at the time the district submits the 2005-2006 Annual Update. Items identified, as a results of a district's on-site compliance reviews are included in the Monitoring Work Plan. Corrective Actions should be submitted promptly.

There are **no incomplete items** identified on the 2005-2006 Monitoring Work Plan.

Part III

Evaluation of
Methods and Strategies

PART III

EVALUATION OF METHODS AND STRATEGIES

This part of the report is for identified programs. Districts will submit an evaluation of methods and strategies to reduce gaps in student performance or increase participation of underrepresented groups. The evaluation of success will be data driven based on prior benchmark data and progress toward meeting accountability measures identified by each district. The Department of Education will conduct analyses of district wide enrollment data in the identified programs for each district. Districts will utilize the analyses to evaluate evidence of success.

If the state level disaggregated 2006 FCAT data is not available prior to the July 31, 2006, due date the district should utilize locally available data to evaluate the effectiveness of the implementation of methods and strategies and document evidence of success. The Office of Equity and Access (OEA) will complete the evaluation utilizing the disaggregated FCAT data and include the results in the 2006-2007 Monitoring Work Plan for each district.

For the 2005-2006 Annual Update, districts will evaluate the effectiveness of methods and strategies according to data driven evidence of success based on the 2004-2005 benchmark data and accountability measures in the following program areas:

- (1) Decrease the percentage of African American, Hispanic, Male and Female students scoring in Level 1 in reading on the 3rd grade FCAT test.*
- (2) Increase the percentage of African American, Hispanic, Male and Female students scoring in Levels 3-5 in reading on the 10th grade FCAT test.*
- (3) Increase the percentage of African American and Hispanic students enrolled in Algebra I in 8th grade.*
- (4) Increase the percentage of African American and Hispanic students taking the PLAN/ACT and the PSAT/SAT.*
- (5) Increase the percentage of African American and Hispanic students enrolled in Advanced Placement (AP), Dual Enrollment (DE), Honors and Level III courses (9-12). Unduplicated count.*

(1)

GRADE 3 READING - STUDENT PARTICIPATION

Target Programs	Decrease the percentage of African American, Hispanic, Male and Female students scoring in Level 1 in reading on the 3 rd grade FCAT test.
Contact Person	Denise E. Doyle, Director of Elementary Education -(561) 434-8511

Evaluation of Methods and Strategies																								
Targeted Program 3 rd Grade Students	AFRICAN AMERICAN						HISPANIC						WHITE						Enrollment					
	2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	4019	30%	3676	28%	3815	28%	3009	22%	3118	23%	3217	24%	5516	41%	4999	37%	5308	39%	13,610	100%	13,350	100%	13,458	100%
# of students scoring in Level 1 FCAT Reading	1576		1210		946		937		801		599		630		517		335		3276		2699		2001	
% of students within race & gender scoring in level 1	39%		33%		26%		31%		26%		19%		11%		9%		6%		24%		20%		15%	
Targeted Program 3 rd Grade Students	FEMALE						MALE						TOTAL											
	2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006							
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%						
Total student population	6557	48%	6536	49%	6475	48%	7053	52%	6814	51%	6983	52%	13,610	100%	13,350	100%	13,458	100%						
# of students scoring in Level 1 FCAT Reading	1345		1055		843		1923		1632		1154		3276		2699		2001							
% of students within race & gender scoring in level 1	21%		16%		13%		27%		24%		17%		24%		20%		15%							

Methods/Strategies from 2004-2005 Update

The School District of Palm Beach County funds one Supplemental Academic Instruction (SAI) teacher for each elementary school. SAI instruction is supplemental to regular reading instruction. Students are enrolled in the SAI program based on their academic achievement. Students are identified and prioritized in the following order:

- 3rd grade retained students with the lowest FCAT Reading scores of Level 1 and 2
- 3rd graders who have previously been retained performing considerably or substantially below grade level as described in the Student Progression Plan
- Non-retained 3rd graders performing considerably or substantially below grade level as described in the Student Progression Plan using Scholastic Reading Inventory (SRI) scores, Reading Running Record scores and/or Literacy Performance Standards
- Retained fourth grade students who scored Level 1 or 2 on FCAT Reading
- 4th graders who were previously retained who scored Level 2 on FCAT Reading
- 5th grade students with a previous retention and scored Level 1 or 2 on FCAT Reading

In addition, the District's Accelerated Academic Achievement for High Needs Schools (AAA) initiative provides additional resources to 27 elementary schools including a grade 3-5 Reading Coach, frequent student assessments and progress monitoring, 120-minute uninterrupted literacy block daily, and teacher common planning time (Single School Culture).

Eighteen district and three charter schools participated in the Reading First grant, and, as a result, had the services of a reading coach. The grant also has many assessments requirements. In addition, 30 elementary schools (27 district and 3 charter) have reading coaches for grades 3-5 students.

Accountability Measures/Timeline from the 2004-2005 Update.

- A. **African American** students scoring at level 1 FCAT will decrease by **6% points** for the **2006** school year
B. **Hispanic students** scoring at level 1 FCAT will decrease by **3% points** for the **2006** school year.

Evidence of Success

The evaluation reveals progress in eliminating the performance gaps for African American and Hispanic 3rd grade students scoring at level 1, the non-proficient level. The gap **decreased** from 33% in 2004 - 2005 to 26% in 2005 - 2006 percentage points for African American and from 26% in 2004 - 2005 to 19% in 2005 - 2006 for Hispanic students.

Description of any modifications or changes to Methods and Strategies

If the evaluation reveals that the accountability measures have not been or if expected progress is not evident, describe any modifications, additions, deletions or changes in methods and strategies

None

New or Modified Methods/ and Strategies

Supplemental Academic Instruction (SAI) modifications for identifying and prioritizing students are as follows with students retained in third grade with the lowest FCAT Reading SSS scores must be given priority to receive instruction in an SAI program in the following priority order:

- Tier 3 students must be given highest priority to receive SAI instruction
- Tier 2 students in rank order
- Tier 1 students in rank order
- Students who have had a retention in a previous grade and are performing below grade level in reading as described in the SDPBC Student Progression Plan
- Retained fourth grade students who scored in Level 1 or 2 on the reading portion of the FCAT Reading SSS in rank order
- Fourth grade students who were promoted with a good cause promotion in rank order
- Fourth grade students who scored in Level 2 on the reading portion of the FCAT Reading SSS test and have a retention in a previous grade
- Non-retained fourth grade students who scored in Level 2

New or Modified Accountability Measures and Timelines

- A. **African American** students scoring at level 1 FCAT will decrease by **6% points** for the **2007** school year.
B. **Hispanic students** scoring at level 1 FCAT will decrease by **3% points** for the **2007** school year.

(2)

GRADE 10 READING - STUDENT PARTICIPATION

Target Programs	Increase the percentage of African American, Hispanic, Male and Female students scoring in Levels 3-5 in reading on the 10 th grade FCAT test.
Contact Person	Kathleen Moore, Reading Program Planner, Secondary Adult and Community Education (561) 434-8122

Evaluation of Methods and Strategies																								
Targeted Program 10 th Grade Students	AFRICAN AMERICAN						HISPANIC						WHITE						TOTAL					
	2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	#
Total student population	3929	31%	2827	25%	3756	28%	2339	18%	2136	19%	2680	20%	4122	33%	5515	49%	6092	46%	12,648	100%	11,196	100%	13,323	100%
# of students scoring in levels 3-5	382		409		420		528		514		645		2890		2799		2927		3800		3722		3992	
% of students within race & gender scoring in levels 3-5	10%		14%		11%		23%		24%		24%		70%		51%		48%		30%		33%		30%	

Targeted Program 10 th Grade Students	FEMALE						MALE						TOTAL					
	2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	5466	51%	5763	51%	6161	46%	5320	49%	5490	49%	6367	48%	12,648	100%	11,196	100%	13,323	100%
# of students scoring in levels 3-5	1937		1967		2308		1793		1999		2078		3800		3722		4386	
% of students within race & gender scoring in levels 3-5	35%		34%		36%		34%		36%		31%		30%		33%		33%	

Methods/Strategies from the 2004-2005 Update

- Tutorial programs for Level 1 and Level 2 students will be offered in addition to support offered as part of the regular instructional day, either before/after school or Saturdays.
- **Intensive Reading Course required for Level 1 and Level 2 students using Read 180 or EDL 100.** The course will also focus instruction on each of the clusters of tested benchmarks and assess mastery on a weekly basis, re-teaching each cluster as needed.
- Diagnostic Assessments (district generated) administered 3 times a year will be utilized to inform teachers of the benchmarks on which each student needs to concentrate time and effort.
- Additional training for Intensive Reading teachers will include FCAT strategies that will continue to support the students' efforts to score Level 3 and above on FCAT Reading.
- Creating Independence through Student-owned Strategies implementation begins summer, 2004, with content area teachers and administrators. Project CRISS strategies are designed to develop thoughtful and independent readers and learners that integrate new information with prior knowledge.
- Secondary social studies teachers will be trained in Content Enhancement Routines method of delivering curriculum.
- Progress monitoring of Level 1 and Level 2 students will include diagnostic results, common assessments, and SRI.

GRADE 10 READING (continued)

Accountability Measures/Timeline from the 2004-2005 Update

- A. **African American** students scoring at level 3-5 reading on FCAT will increase by **5% points** for the **2006** school year.
- B. **Hispanic students** scoring at level 3-5 reading on FCAT will increase by **5% points** for the **2006** school year.

Evidence of Success

The evaluation reveals progress in eliminating the performance gaps for Hispanic 10th grade students scoring at levels 3-5, the non-proficient level. The gap **decreased from** 27 to 24 percentage points.. However, the evaluation does not reveal progress in eliminating the performance gaps for African American 10th grade students scoring at levels 3-5, the proficient level. The gap **remained the same** at 35 percentage points.

Description of any Modifications or Changes to Methods and Strategies

If the evaluation reveals that the accountability measures have not been met, or if expected progress is not evident, describe any modifications, additions, deletions or changes in methods and strategies.

See above strike through. It should be replaced with, "Intensive Reading Course required for Level 1 and Level 2 students using Reading Advantage and/or EDL 100 or ReadOn!."

New or Modified Methods/ and Strategies

- Tutorial programs for Level 1 and Level 2 students will be offered in addition to support offered as part of the regular instructional day, either before/after school or Saturdays.
- Intensive Reading Course required for Level 1 and Level 2 students using Reading Advantage and/or EDL 100 or ReadOn!. The course will also focus instruction on each of the clusters of tested benchmarks and assess mastery on a weekly basis, re-teaching each cluster as needed.
- Diagnostic Assessments (district generated) administered 3 times a year will be utilized to inform teachers of the benchmarks on which each student needs to concentrate time and effort.
- Additional training for Intensive Reading teachers will include FCAT strategies that will continue to support the students' efforts to score Level 3 and above on FCAT Reading.
- Creating Independence through Student-owned Strategies implementation begins summer, 2004, with content area teachers and administrators. Project CRISS strategies are designed to develop thoughtful and independent readers and learners that integrate new information with prior knowledge.
- Secondary social studies teachers will be trained in Content Enhancement Routines method of delivering curriculum.
- Progress monitoring of Level 1 and Level 2 students will include diagnostic results, common assessments, and SRI.
- Reading Endorsement Online courses are offered to Language Arts, Reading, Science, Social Studies and teachers of the Arts to increase the availability of teachers eligible to service FCAT Reading level I and Level II students.

New or Modified Accountability Measures and Timelines

- A.. **African American** students scoring at levels 3-5 on the 10th grade FCAT reading will **increase by 5 % points** for the **2007** school year
- B. **Hispanic students** scoring at levels 3-5 on the 10th grade FCAT reading will **increase by 5 % points** for the **2007** school year.

(3)

GRADE 8 ALGEBRA: STUDENT PARTICIPATION

Target Programs	Increase the percentage of African American and Hispanic students enrolled in Algebra I or above in 8 th grade.
Contact Person	Nancy Kinard, Mathematics Administrator, Secondary, Adult and Community Education (561) 434-8250

Evaluation of Methods and Strategies

Targeted Program 8 th grade students	AFRICAN AMERICAN						HISPANIC						WHITE						TOTAL					
	2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	3756	29%	3937	31%	3873	30%	2782	22%	2839	22%	2986	23%	6220	49%	6034	47%	5903	46%	12,758	100%	12,810	100%	12,762	100%
# of students enrolled in Algebra I	335		1906		1478		478		1847		1460		1333		4842		3820		2146		8595		6758	
% of students enrolled in Algebra I	9%		48%		38%		17%		65%		49%		21%		80%		65%		17%		67%		59%	

Methods/Strategies from the 2004-2005 Update

- Identify, offer and encourage 6th and 7th grade AA/Black and Hispanic students to attend the four weeks *Math/Algebra Prep Program* during the summer to ensure success in 8th Grade Algebra I.
- Middle Schools will offer after school tutorials for 6th and 7th grade students to reinforce necessary math skills for success during Pre-Algebra and Algebra I.
- Riverdeep* software will be used to introduce and reinforce algebra concepts for students.
- Middle School teachers will be encouraged to attend staff development training not only to strengthen content knowledge but also to learn methods/strategies/best practices to meet the needs of their students during summer and throughout school year.
- Counselors of 8th grade students will review and counsel students for higher level math courses.
- A workshop on math pathways for Middle School Principals will be provided.

Accountability Measures/Timeline from the 2004-2005 Update

- A. **African American** students enrolled in Algebra 1 in 8th grade will increase by **1% points** for the **2006** school year.
- B. **Hispanic** students enrolled in Algebra 1 in 8th grade will increase by **0% points** for the **2006** school year.

Evidence of Success

The evaluation reveals progress that the enrollment for African American and Hispanic students enrolled in 8th grade Algebra 1 has decreased. Overall, the total percentage of students taking Algebra I or above decreased from 67% to 59%. This decrease of 8% was the same as the decrease of African American 8th grade students. Hispanic students showed the largest decrease, from 65% to 52%; whereas White students taking Algebra decreased from 80% to 74%. During the 2005-2006 school year, Level 1 and Level 2 students were given the opportunity to take Pre-Algebra in the 8th grade for high school credit.

Description of any Modifications or Changes to Methods and Strategies

If the evaluation reveals that the accountability measures have not been met or if expected progress is not evident, describe any modifications, additions, deletions or changes in methods and strategies

- Identify, offer and encourage middle school AA/Black and Hispanic students to attend the four weeks *Math/Algebra Prep Program* during the summer to ensure success in 8th Grade Pre-Algebra or Algebra I.
- Riverdeep* and *Geometer's Sketchpad* software will be used to introduce and reinforce algebra concepts for students.
- Middle School teachers will be given opportunities to attend staff development training during the summer and school year to strengthen content knowledge and learn methods/strategies/best practices to meet the needs of students.
- Guidance Counselors of 8th grade students will review and counsel students for higher level math courses.
- A workshop on math pathways for Middle School Principals, Assistant Principals and Guidance Counselors will be provided.

GRADE 8 ALGEBRA (continued)

New or Modified Methods and Strategies

- Level 1 and Level 2 students will be enrolled in a Pre-Algebra double block class with the same teacher.
- District Mathematics Resource Teacher has been assigned to work exclusively with four of the lowest performing schools five days a week.
- Twelve Texas Instruments Navigations system will be installed in low performing schools. Intense and continuous staff development for these accountability systems will be provided.
- Increased staff development opportunities have been made available for 6th and 7th grade mathematics teachers to include *Bridging the Gap Elementary to Middle School* and *Algebra Power!*
- Software will be provided to Level 1 and Level 2 students to improve mathematics skills in 6th and 7th grade.
- Progress monitoring of Level 1 and Level 2 students will include diagnostic tests and common assessments in the low performing schools.

New or Modified Accountability Measures and Timelines

- A.. **African American** students enrolling in and passing Algebra 1 or Algebra 1 Honors in the 8th grade will **increase by 5% point** for the **2007** school year.
- B. **Hispanic** students enrolling in and passing Algebra 1 or Algebra 1 Honors in the 8th grade will **increase by 5% point** for the **2007** school year.

(4)

GRADE 10 – PSAT/PLAN

Target Programs	Increase the percentage of African American and Hispanic students taking the PSAT/SAT and the PLAN/ACT.
Contact Person	Judith Klinek, Director, Supplemental Educational Services (561) 434-7346

IMPLEMENTATION BENCHMARKS FOR PSAT/SAT																								
Targeted Program 10 th Grade Students	AFRICAN AMERICAN						HISPANIC						WHITE						TOTAL					
	2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	3792	31%	3024	26%	4313	31%	2132	17%	2233	19%	2900	21%	5805	47%	5681	49%	6597	48%	12235	100%	11608	100%	13,810	100%
# of students taking the PSAT/SAT	2008		2111		2736		1608		1725		2353		4391		4639		5167		8007		8475		10,256	
% within race taking PSAT/SAT	53%		70%		63%		75%		77%		81%		76%		82%		78%		65%		73%		74%	

Evaluation of Methods and Strategies																								
Targeted Program 10 th Grade Students	AFRICAN AMERICAN						HISPANIC						WHITE						TOTAL					
	2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	3792	31%	3024	26%	4313	29%	2132	17%	2233	19%	2900	20%	5805	47%	5681	49%	6597	46%	12235	100%	11608	100%	14429	100%
# of students taking the PLAN/ACT	0		0		0		0		0		0		0		0		0		0		0		0	
% within race taking the PLAN/ACT	0		0		0		0		0		0		0		0		0		0		0		0	

Methods/Strategies from the 2004-2005 Update

September

- Counselors will invite all students with a target of African American and Hispanic 10th graders to explain the test and discuss how results are used, and address barriers to taking test.
- The Department of Supplemental Educational Services will share Best Practices with Principals from schools with high attendance in African American and Hispanic populations.

October

- Coaches and club sponsors, acting as mentors, will encourage targeted students to take the test.
- Whenever possible, incentives will be given to 10th grade classes of students with high attendance on test day.
- Procedures for the test will include providing an "FCAT like" atmosphere within the school, waiting until late busses (if there are any) have arrived before starting, checking attendance in rooms to be sure all 10th graders report to test area.

September – October

- Parents will be made aware of the mandate that all 10th graders must take PSAT and 11th graders are encouraged to take the test. This information will be in school and district handbooks. An announcement will be made at Open House. A message will be on the school marquee.

Our district will seek to improve the % of students taking PSAT in all disaggregated categories.

- Counselors will work with 10th grade English teachers to speak to every class about the value of taking the test.
- Our district will generate an accurate list of 10th graders for each school so the school can ensure that they have reached every student.
- In schools with a parent liaison position (Title 1 Schools), the liaison will contact parents of 10th graders to encourage them to talk to their children.

GRADE 10- PSAT/PLAN (continued)

Accountability Measures/Timeline from the 2004-2005 Update

- A. **African American** students taking the PSAT/SAT and the PLAN/ACT test will increase by **2.53% points** for the **2006** school year.
- B. **Hispanic** students taking the PSAT/SAT and the PLAN/ACT test will increase by **2.95% points** for the **2006** school year.

Evidence of Success

The evaluation reveals progress in increasing participation for Hispanic students in the 10th grade taking the PSAT/SAT and the PLAN/ACT by 5% points. However, the evaluation does not reveal progress in increasing enrollment for African American students in the 10th grade taking the PSAT/SAT and the PLAN/ACT. (Explain barriers.)

Our District compiles statistics on the number and percent of students taking PSAT by race. For 2004-2005 our District indicates different percentages than those in the document developed by the State. Using Palm Beach County School District statistics there is an increase in both Hispanic and African American students participation.

	AFRICAN AMERICAN				HISPANIC				WHITE			
	2004-2005		2005-2006		2004-2005		2005-2006		2004-2005		2005-2006	
Total School Population	3024	25%	4168	29%	2137	18%	2895	20%	5766	50%	6577	46%
Number taking PSAT	1897		2772		1579		2371		4639		5183	
Percentage within race taking PSAT	65%		67%		74%		82%		78%		79%	

Description of any Modifications or Changes to Methods and Strategies

If the evaluation reveals that the accountability measures have not been met or if expected progress is not evident, describe any modifications, additions, deletions or changes in methods and strategies

We plan to be involved more personally with Hispanic and African American students and to send home in different languages a message reminding family members of the importance of the test.

New or Modified Methods and Strategies

- At an August meeting of high school guidance coordinators, strategies for raising the participation of both groups will be discussed.
- Counselors assigned to ESOL students will be asked to meet individually with African American and Hispanic students to discuss the importance of taking the test.
- Messages about the PSAT will be sent to schools in Spanish and Creole as well as in English.

New or Modified Accountability Measures and Timelines

- A. **African American** students taking the PSAT/SAT and the PLAN/ACT test will increase by **2.5% points** for the **2007** school year.
- B. **Hispanic** students taking the PSAT/SAT and the PLAN/ACT test will increase by **2.95% points** for the **2007** school year.

(5)

GRADE 9th –12th ADVANCED PLACEMENT (AP), DUAL ENROLLMENT (DE), HONORS AND LEVEL III COURSES

Target Programs	Increase the percentage of African American and Hispanic students enrolled in Advanced Placement (AP), Dual Enrollment (DE), Honors and Level III courses (9-12). Unduplicated count.
Contact Person:	Dr. Brenda Magee – Director, Department of Secondary, Adult and Community Education (561) 434-8714

IMPLEMENTATION BENCHMARKS

Targeted Program 9 th – 12 th grade student	African American						Hispanic						White						Total					
	2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total student population	14809	30%	14340	27%	14587	31%	8974	18%	9540	18%	10121	21%	23898	48%	23212	45%	23955	49%	50066	100%	52350	100%	48663	100%
# AP, DE, and Level III	3,781		4,384		5,936		2,878		3,389		4,805		17,088		9,697		17,354		23,747		17,470		28,095	
% of 9 th -12 th students within race	26%		31%		41%		32%		36%		47%		72%		42%		72%		47%		33%		58%	

*Honors data is included in the Advanced Placement data.

Methods/Strategies from the 2004-2005 Update

- Counselors will use the PSAT predictor to identify students with academic potential for success in Advanced Placement courses.
- Students will be provided with a copy of "Countdown to Success" brochure. This brochure is a joint venture with Palm Beach County School District and Palm Beach Community College.
- High schools with high numbers of LEP students have an ESOL counselor assigned specifically to provide guidance to our active LEP students. The ESOL counselor insures that LEP students gain access to educational opportunities, i.e. honors, Advanced Placement, and dual enrollment courses.
- All math and science department chairmen will be trained on upper level course pathways.
- The Department of Secondary and Career Education will share with high school principals best practices for motivating students to enroll in high-level courses.

Accountability Measures/Timeline from the 2004-2005 Update

- A. **African American** students enrolled in Advanced Placement, Dual Enrollment, and Level III courses will increase by **8% points** for the **2006** school year
- B. **Hispanic** students enrolled in Advanced Placement, Dual Enrollment, and Level III courses will increase by **5% points** for the **2006** school year

Comments: Data panels for documentation of these Key Results and Benchmarks are in the District's Academic Business Plan and are submitted to the Board for quarterly review. Safe Schools will continue their strategic staff development for A.P. teachers of under-represented students.

Evidence of Success

The evaluation reveals progress in increasing enrollment in Advanced Placement, Dual Enrollment, Honors and Level III courses for African American and Hispanic students in grades 9-12th.

Data panels for documentation of these Key Results and Benchmarks are in the District's Academic Business Plan and are submitted to the Board for quarterly review. Safe Schools will continue their strategic staff development for A.P. teachers of under-represented students.

Description of any Modifications or Changes to Methods and Strategies

If the evaluation reveals that the accountability measures have not been met or if expected progress is not evident, describe any modifications, additions, deletions or changes in methods and strategies.

- Counselors will use the PSAT predictor to identify students with academic potential for success in Advanced Placement courses **and share results with instructional staff. (add to Methods/Strategies for 2004-2005 Update)**.
- ~~Students will be provided with a copy of "Countdown to Success" brochure. This brochure is a joint venture with Palm Beach County School District and Palm Beach Community College. (Deleted from Methods/Strategies for 2004-2005 Update)~~

New or Modified Methods and Strategies

The Department of Safe School works with the College Board and the Picower Foundation to provide Advanced Placement staff development

New or Modified Accountability Measures and Timelines

- A. **African American** students enrolled in and passing Advanced Placement, Dual Enrollment, and Level III courses will increase by **9% points** for the **2007** school year.
- B. **Hispanic** students enrolled in and passing Advanced Placement, Dual Enrollment, and Level III courses will increase by **8% points** for the **2007** school year.

Part IV

Gender Equity in Athletics

PART IV

GENDER EQUITY IN ATHLETICS

This part of the report is for districts to evaluate each school's athletic program for compliance with gender equity in athletic requirements and complete the Compliance Verification Form provided. When a district finds that it is not in compliance with any of the gender equity in athletic components, a Corrective Action Plan for each school that is not in compliance will be submitted in the format provided by the OEA. For districts in total compliance, the Compliance Verification Form must be completed and submitted with the Superintendent's signature.

Districts that submitted gender equity in athletics corrective action plans with the 2004-2005 Annual Update will submit an evaluation of corrective actions demonstrating progress toward achievement of compliance

*Please note that Section 1000.05(6)(e), Florida Statutes, requires all district school boards, community college boards of trustees, and state university boards of trustees to submit data and information **necessary to determine compliance***

See the following pages for Gender Equity in Athletics Corrective Action Plan and the Compliance Verification Form.

Palm Beach County

District: _____

**PART IV
ISSUES IN ATHLETICS**

Section B: Compliance Verification Form

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]

IN COMPLIANCE NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]

IN COMPLIANCE NOT IN COMPLIANCE

3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]

IN COMPLIANCE NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]

IN COMPLIANCE NOT IN COMPLIANCE

4. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]

IN COMPLIANCE NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]

IN COMPLIANCE NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41 (c)(8)]

IN COMPLIANCE NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams support equal opportunity. [Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]

IN COMPLIANCE

NOT IN COMPLIANCE

9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

IN COMPLIANCE

NOT IN COMPLIANCE

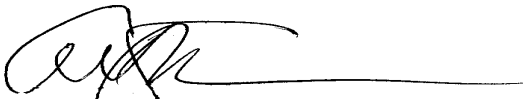
10. Provision of housing, dining facilities and services provide equal opportunity. [Section 1000.05(3)(d)(9), F.S.; Rule 6A-19.004(12), FAC; Title IX: 106.41(c)(9)]

NA

IN COMPLIANCE

NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act



Signature, Superintendent

5/30/06

Date

Part V

Vocational Technical Center: Status Report on Implementation of Substitution Requirement

PART V

VOCATIONAL TECHNICAL CENTERS

Status Report on Implementation of Substitution Requirements

This part of the report as in Section 1007.264 requires postsecondary institutions to provide reasonable substitutions of certain requirements for any persons who is hearing impaired, visually impaired, dyslexic or who has a specific learning disability where failure to meet the requirements is related to the disability.

Districts that offer postsecondary vocational programs will submit a report identifying the number of requests for substitutions and the number of students granted substitutions.

If the district operates vocation technical center(s), complete the chart describing the type and number of substitutions requested and granted for 2005-2006

Disability	Number of Requests for Substitution	Title of Courses for Which Substitutions were Granted	Title of Substitution Courses	Number of Students Granted Substitutions
ADHD	3	GED	Accommodations	3
Dyscalculia	2	GED	Accommodations	2
Specific Learning Disability	2	GED	Accommodations	2
Physical (Blind)	3	GED	Accommodations	3
Post Traumatic Stress Disorder	1	GED	Accommodations	1

