



DOE Update



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Pam Stewart Commissioner of Education

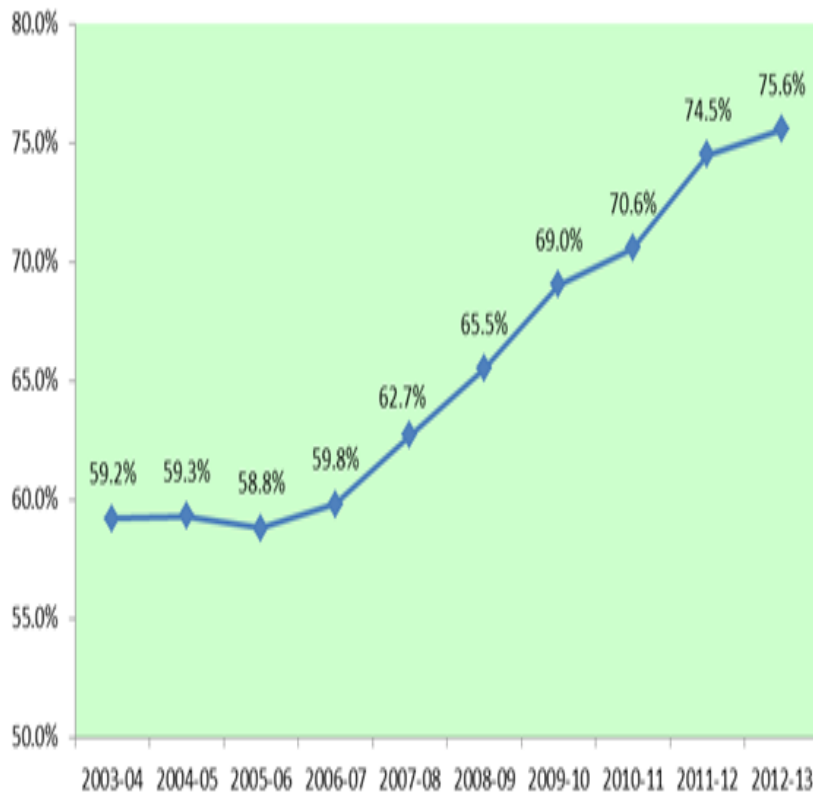
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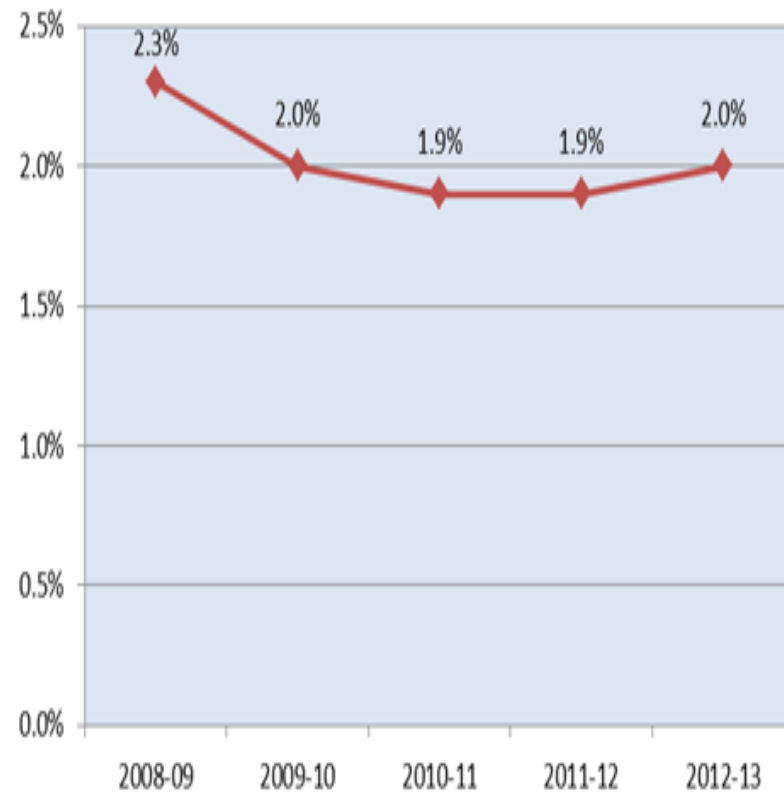
Florida is a National Leader in Education

- Improved Graduation Rates
- Closing the Achievement Gap
- Robust Advanced Placement Programs
- Best Teacher Quality Policies
- Increased STEM Enrollment

Florida High School Graduation Rates



Florida High School Dropout Rates





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Closing the Gap: What NAEP Says About Florida

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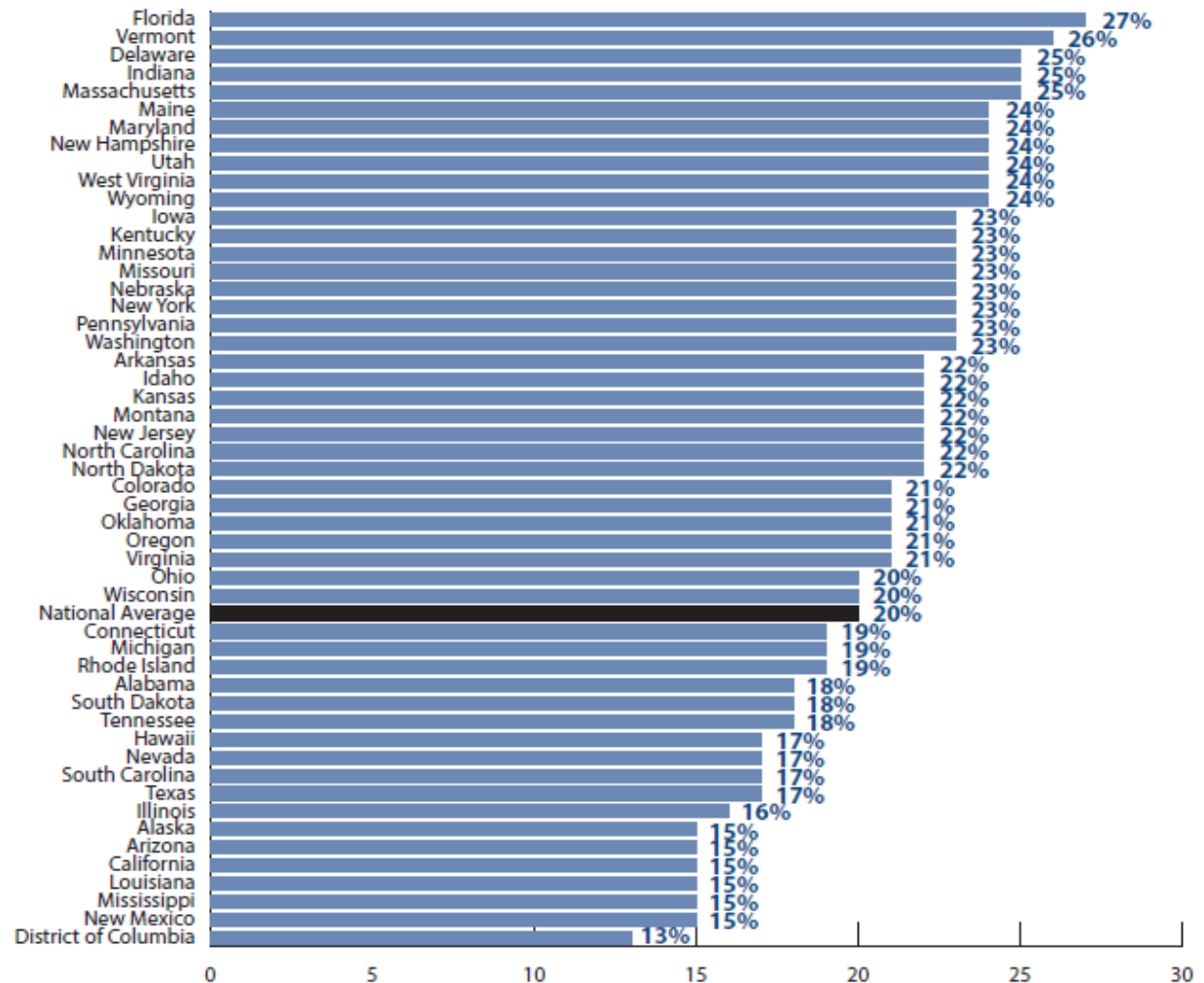
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A Decade of Data on State Academic Achievement

The American Legislative Exchange Council's (ALEC) *Report Card on American Education*, October 2014, Florida had the largest percent of free and reduced-price lunch eligible students scoring "proficient" or better on the NAEP fourth-grade reading exam in 2013 (page 21) . Florida also was one of only six states that made statistically significant progress in eight-grade reading and mathematics between 2011 and 2013 (page 7).

FIGURE 3 | PERCENTAGE OF FREE AND REDUCED-PRICE LUNCH ELIGIBLE STUDENTS SCORING "PROFICIENT" OR BETTER ON THE NAEP FOURTH-GRADE READING EXAM FOR 2013





A Decade of Data on State Academic Achievement

The American Legislative Exchange Council's (ALEC) **Report Card on American Education**, October 2014, Florida earned a letter grade of **"B"**, the second highest ranked state with Indiana rated "B+" and all other state "B-" or below (page 48). Additionally, over the past decade Florida was one of 20 states in that nation that made **statistically significant progress in 4th and 8th grade reading and 4th and 8th grade mathematics** as measured on NAEP (page 31).

2014 STATE EDUCATION PERFORMANCE AND POLICY INDEX

Florida
The Sunshine State



10

2013 NAEP Performance Rank

ALEC Historical Ranking

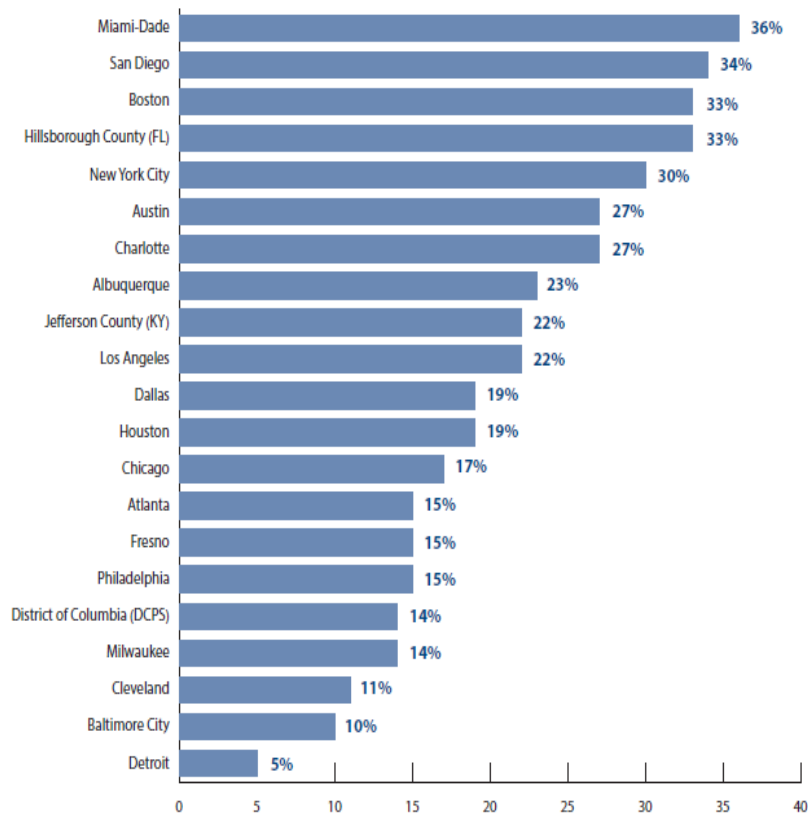
2009 NAEP: 3rd | 2011 NAEP: 12th

Measures the overall scores for low-income general education students (non-ELL and non-IEP) and their gains/losses on the National Assessment of Educational Progress (NAEP) fourth- and eighth-grade reading and mathematics exams from 2003 to 2013.

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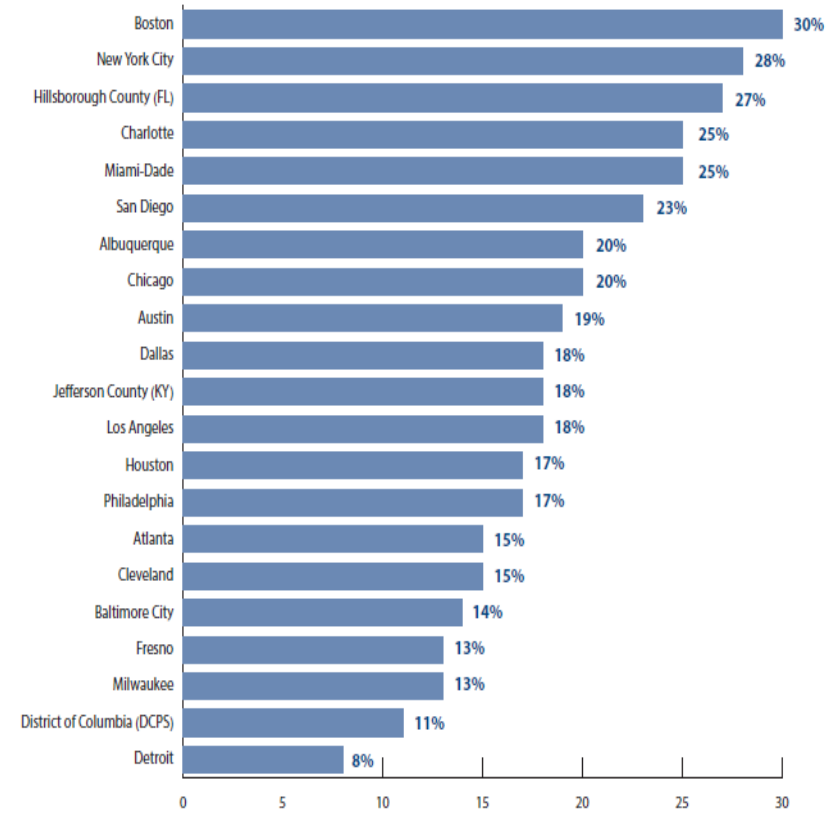
Miami-Dade 1st for 4th Grade Reading Hillsborough 3rd

FIGURE 3 | LOW-INCOME GENERAL EDUCATION STUDENTS SCORING "PROFICIENT" OR BETTER ON THE TRIAL URBAN DISTRICT NAEP FOURTH-GRADE READING, 2013



Hillsborough 3rd for 8th Grade Reading Miami-Dade 5th

FIGURE 4 | GENERAL EDUCATION LOW-INCOME STUDENTS SCORING "PROFICIENT" OR BETTER ON THE TRIAL URBAN DISTRICT ASSESSMENT EIGHTH-GRADE READING, 2013

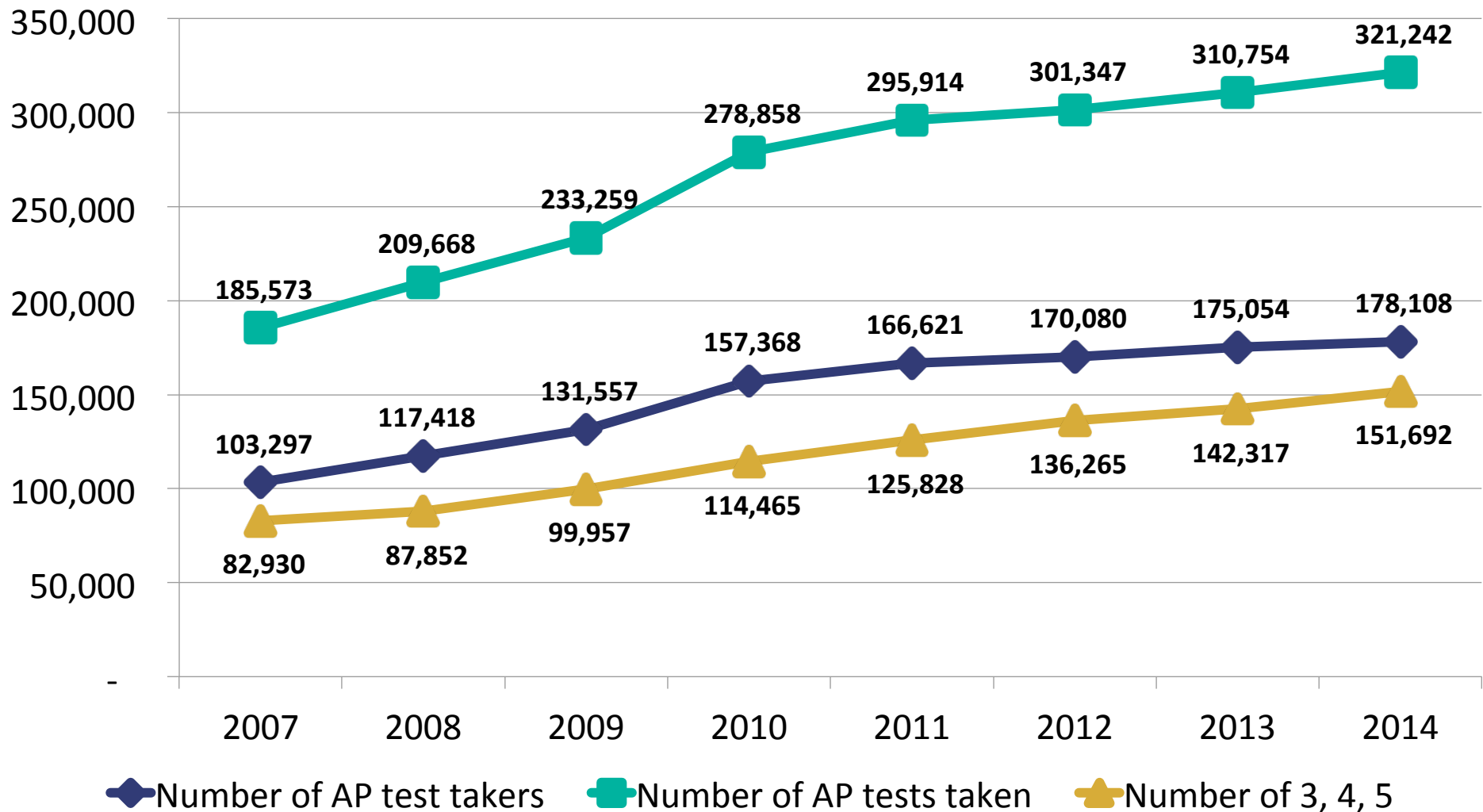


Closing the Achievement Gap

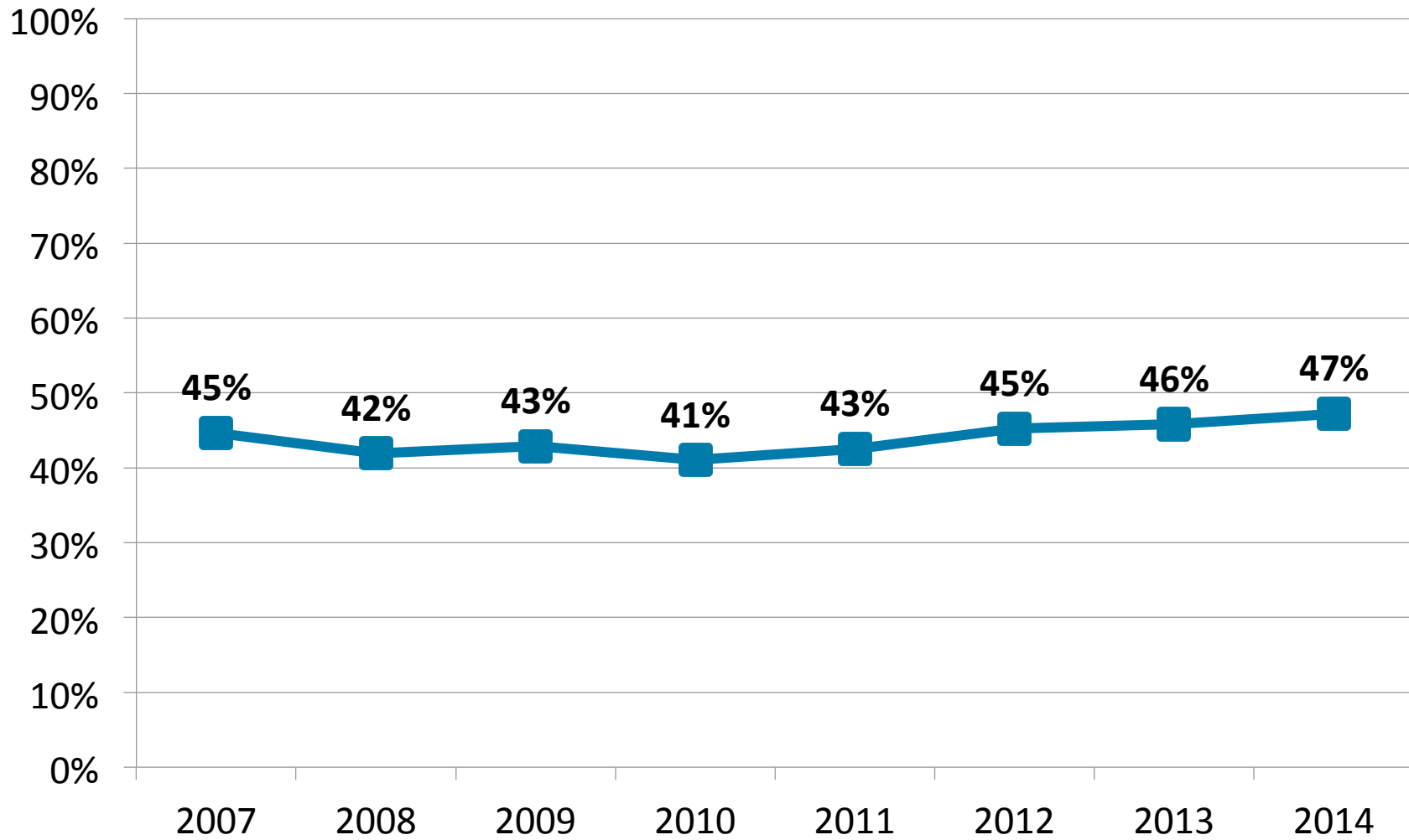
What does NAEP tell us?

- Florida closed the poverty gap at both grades 4 and 8 in reading and mathematics by 2.7 and 5.5 points respectively between 2003 and 2013.
- In 2013, Florida was the only state in the nation to narrow the achievement gap between White and African American students at both grades 4 and 8 in both reading and mathematics.
- A recent report by the U.S. Chamber of Commerce rates Florida “A” for Academic Achievement for low Income/Minority Students

AP Test Taking



Percent of Tests Passed



Robust Advanced Placement Results

- Florida is ranked fifth in the nation for the percentage of public high school graduates who took Advanced Placement (AP) courses and scored a 3 or higher (succeeded) on an AP exam. The percentage of graduates who took AP courses and succeeded is higher in Florida (27.3 %) than the national average (20.1 %).
- Florida has eliminated the AP participation and success gap for its Hispanic/Latino students. Hispanic/Latino made up 25.1 percent of the graduating class in Florida, yet they accounted for 27.9 percent of AP exam test takers and 31 percent of AP exam test takers who scored a 3 or higher.
- Florida has made progress in narrowing the participation and success gap for Black/African American students. In 2003, 9.7 percent of Black/African American graduates leaving high school had taken an AP exam, compared to 14.6 percent in 2013. Additionally, the percentage of black graduates scoring a 3 or higher on an AP exam during high school has increased to 7.3 percent in 2013 from 5.7 percent in 2003.
- Florida has also increased AP exam participation and success among low-income graduates. In 2003, only 7.5 percent of graduates who had taken AP exams were low-income. By 2013 that percentage had risen to 35.2 percent. Success among graduates who had taken an AP exam and who were low-income has also increased significantly. In 2003, only 7.2 percent of low-income graduates scored a 3 or higher on an AP exam, compared to 31 percent in 2013.

Governor Scott's Roadmap for Education Accountability

- Florida Standards
- New Assessment to Replace FCAT
- Clear School Grading System Emphasizing Student Achievement and Learning Growth
- Teacher Evaluations
- Limitations to Collection of Personal Student Data

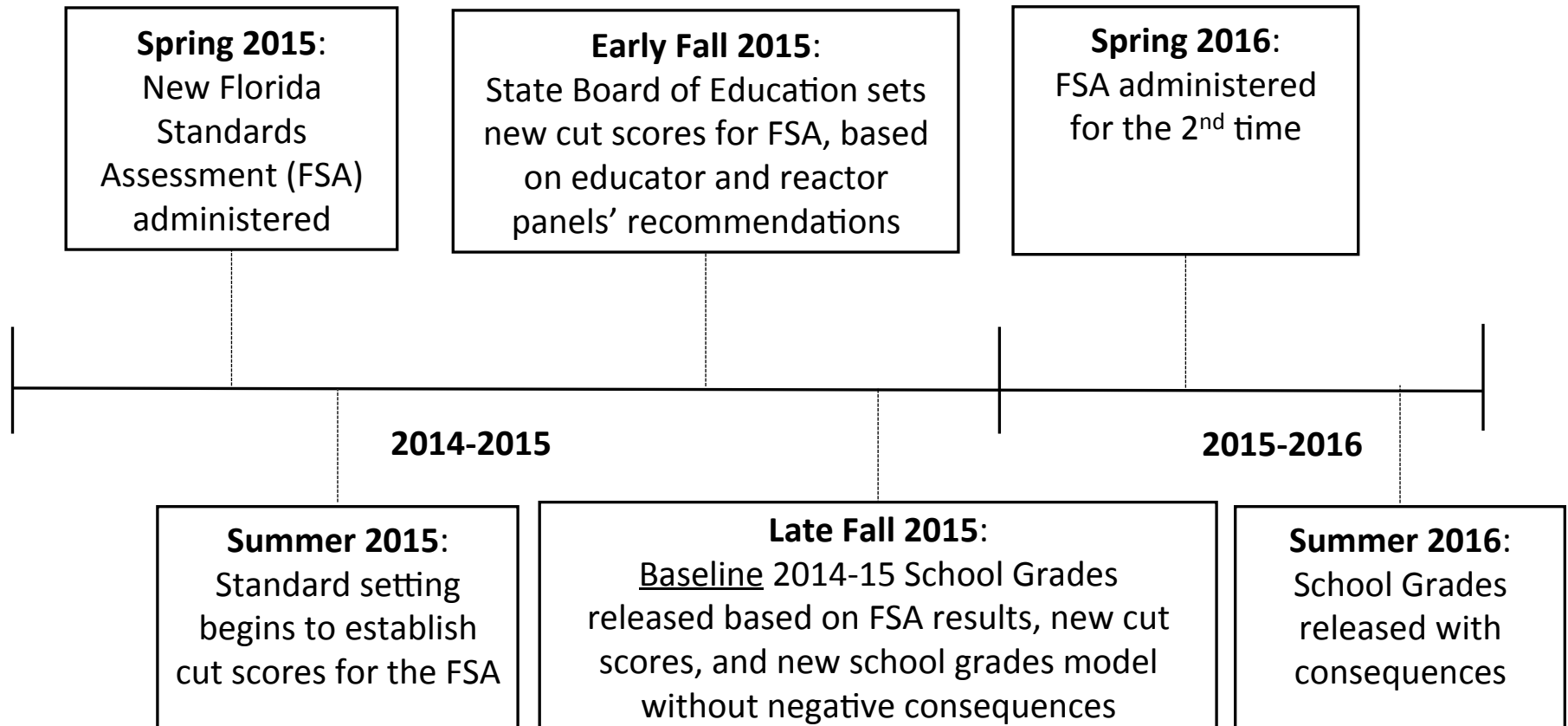


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Juan Copa
Deputy Commissioner
Accountability, Research & Measurement

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Assessment and Accountability Transition



New Assessment Selection/Implementation

- August/September 2013: Governor's Education Accountability Summit and Executive Order
- October 2013: Invitation to Negotiate released for new assessments
- December 2013: Received replies from five vendors
- December-March 2014: Evaluated replies, entered negotiations, announced intent to award to American Institutes for Research (AIR)
- March-May 2014: Contracting process
- May-July 2014: Initial rollout of resources
- Spring 2015: Administer new assessments
- Summer 2015: Standard setting for new assessments
- Fall 2015: State Board approval of proposed assessment standards

New Assessments

- Beginning in 2014-15, the **Florida Standards Assessments (FSA)** will include:
 - English Language Arts in Grades 3-11
 - Mathematics in Grades 3-8
 - Algebra 1 End-of-Course (EOC)
 - Algebra 2 EOC
 - Geometry EOC
- The existing FCAT 2.0 Science assessments in Grades 5 and 8, and the existing state EOCs in Biology 1, U.S. History, and Civics will continue to be administered
- On **May 2**, the Commissioner provided districts a schedule of when resources relating to the FSA would be available (<http://info.fldoe.org/docushare/dsweb/Get/Document-7030/dps-2014-69.pdf>)

Availability of FSA Resources

May 2014 (Delivered to Districts on May 30 -
<http://info.fldoe.org/docushare/dsweb/Get/Document-7046/dps-2014-81.pdf>)

- **2014-15 Test Administration Schedule** updated to include the new assessments
- **Computer-Based Test (CBT) Transition Schedule** updated to show plans for gradually transitioning grades and subjects to the computer
- **Technical Specifications** for AIR's computer-based test platform

Computer-Based Testing Transition

- Florida began transitioning to computer-based testing in 2010-11, with 5 assessments delivered on computer that year
- Each year since 2010-11, additional grade levels and subjects have transitioned from paper-based to computer-based assessments
- This past school year (2013-14), 14 of the statewide assessments were delivered via computer
 - Reading, Grades 6-10 and Grade 10 Reading Retake
 - Mathematics, Grades 5-6 and legacy Grade 10 Mathematics Retake
 - Algebra 1, Geometry, Biology 1, US History, and Civics EOCs
- For 2014-15, the following assessments will transition from paper-based to computer-based testing
 - Grade 5 English Language Arts (Reading, Language, and Listening portion)
 - Grades 7 and 8 Mathematics
- The new Grade 11 English Language Arts FSA and Algebra 2 EOC will also be delivered on computer
- FSA English Language Arts will include a writing component in Grades 4-11
 - Grades 4-7 will be delivered on paper
 - Grades 8-11 will be delivered on computer

Availability of FSA Resources

June 2014 (Delivered to Districts on June 30 -

<http://info.fldoe.org/docushare/dsweb/Get/Document-7085/dps-2014-98.pdf>)

- **Mathematics Policies and Materials** including policies around calculators and formulas
- **Sample Test Questions** designed to help students and teachers become familiar with assessment question formats and to become familiar with the computer-based test platform
- **Test Design Summary/Blueprints** providing more detailed information about the assessments
- **Test Item Specifications** defining the content and format of the assessment and test items

Sample ELA (Writing) Item

FSA Portal: Training Tests x Student: Test x

https://sat4.cloud1.tds.airast.org/student/V106/Pages/TestShellModern.aspx

GUEST, GUEST (SSID: GUEST) Grades 4-5 FSA ELA Writing (0 completed out of 1) Question: 1

Neat Is Nice, But Clutter Is Cool?

Too Much Stuff!

1 Pictures from vacation, spelling tests, a plumber's business card, a postcard from a relative, a dentist appointment reminder. What do all these things have in common? You might find all of them on your refrigerator door. Your refrigerator door can tell you more about your family than you might think.

2 In 2012, scientists studied 32 families in Los Angeles. They found that most of these families had too much stuff. One easy way to tell if a family had too many things was to look at their refrigerator door. If there was a lot of clutter on the door, there was likely to be a lot of clutter in the house.

3 The scientists studied the families for four years. Here are a few more things they found out:

- Many families filled their garages with anything but a car. Furniture, boxes of clothes, toys, and appliances filled the space. Three out of four garages were too full to even hold cars.
- The families collected games and sports equipment, but never played with them.
- One picture from the study showed a book case with 24 shelves. On each shelf were dolls and stuffed animals. Each shelf had between 5 and 12 items on it. There were almost 200 toys on that one bookshelf.

4 Jeanne E. Arnold, a professor who did the study, said, "What we have is a time capsule of America. No other

1

The readings talked about clutter and being tidy. Write an essay in which you give your opinion: Is clutter sometimes okay, or should you always try to be neat? Use the information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your essay;
- write your essay; and
- revise and edit your essay.

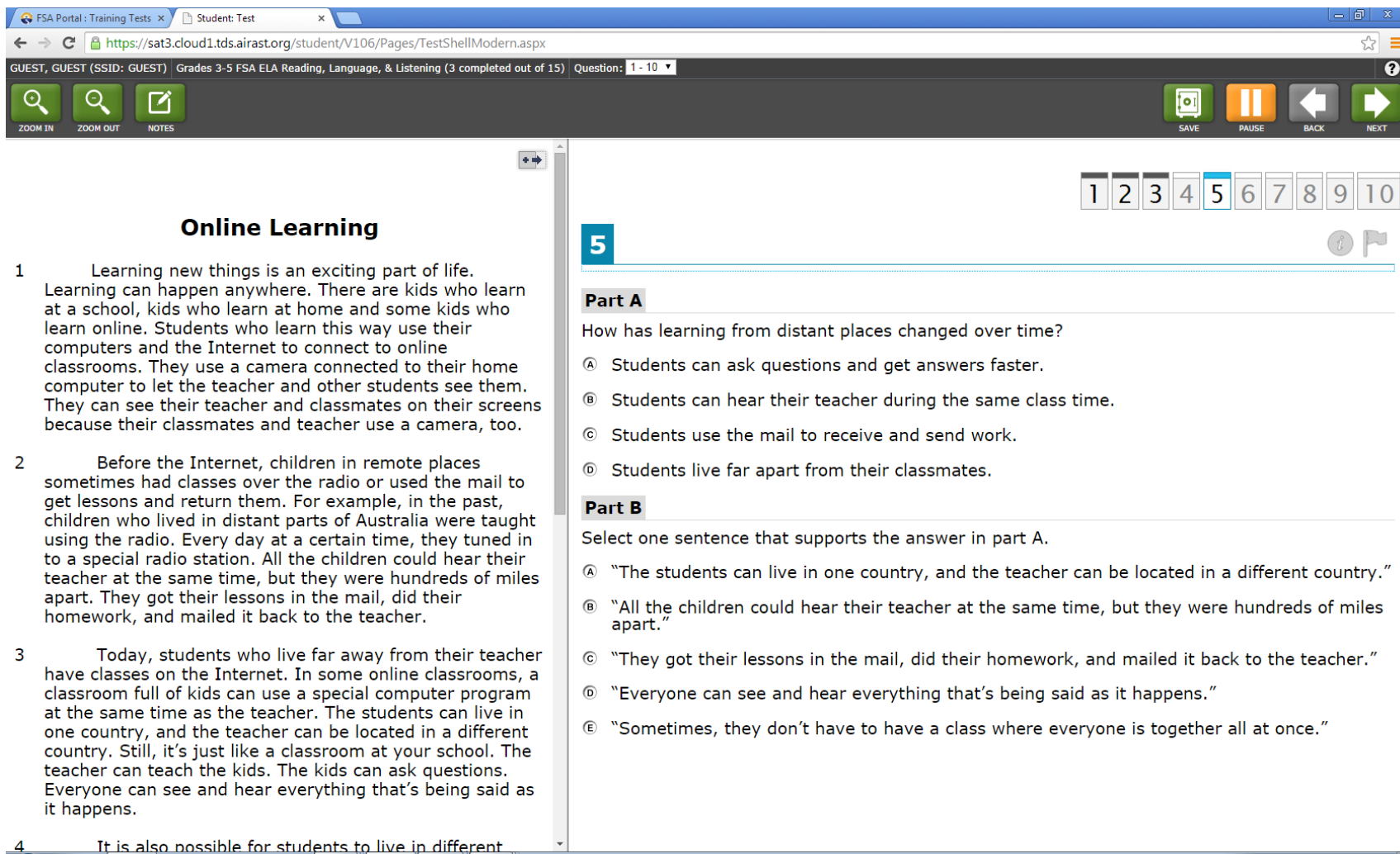
Be sure to include

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your writing should be in the form of a well-organized, multiparagraph essay.

Type your answer in the space provided.

Sample ELA (Reading, Language, and Listening) Item



Online Learning

- Learning new things is an exciting part of life. Learning can happen anywhere. There are kids who learn at a school, kids who learn at home and some kids who learn online. Students who learn this way use their computers and the Internet to connect to online classrooms. They use a camera connected to their home computer to let the teacher and other students see them. They can see their teacher and classmates on their screens because their classmates and teacher use a camera, too.
- Before the Internet, children in remote places sometimes had classes over the radio or used the mail to get lessons and return them. For example, in the past, children who lived in distant parts of Australia were taught using the radio. Every day at a certain time, they tuned in to a special radio station. All the children could hear their teacher at the same time, but they were hundreds of miles apart. They got their lessons in the mail, did their homework, and mailed it back to the teacher.
- Today, students who live far away from their teacher have classes on the Internet. In some online classrooms, a classroom full of kids can use a special computer program at the same time as the teacher. The students can live in one country, and the teacher can be located in a different country. Still, it's just like a classroom at your school. The teacher can teach the kids. The kids can ask questions. Everyone can see and hear everything that's being said as it happens.
- It is also possible for students to live in different

5

Part A

How has learning from distant places changed over time?

- Students can ask questions and get answers faster.
- Students can hear their teacher during the same class time.
- Students use the mail to receive and send work.
- Students live far apart from their classmates.

Part B

Select one sentence that supports the answer in part A.

- "The students can live in one country, and the teacher can be located in a different country."
- "All the children could hear their teacher at the same time, but they were hundreds of miles apart."
- "They got their lessons in the mail, did their homework, and mailed it back to the teacher."
- "Everyone can see and hear everything that's being said as it happens."
- "Sometimes, they don't have to have a class where everyone is together all at once."

Sample Mathematics Item

FSA Portal: Training Tests x Student: Test x
https://sat5.cloud1.tds.airast.org/student/V106/Pages/TestShellModern.aspx

GUEST, GUEST (SSID: GUEST) Grades 3-4 FSA Mathematics (11 completed out of 18) Question: 12

SAVE
PAUSE
BACK
NEXT

12

A pentagon is shown in the answer space.

A. Select sections of the pentagon to shade an area that is greater than $\frac{1}{2}$ and less than 1.

B. What fraction of the pentagon is shaded? Drag a number into each box to show the shaded area.

0

1

2

3

4

5

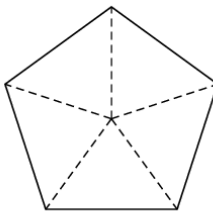
6

7

8

9

A. Shade an area greater than $\frac{1}{2}$ and less than 1



B. Area shaded

Availability of FSA Resources

July 2014 (Delivered to Districts on July 31 -
<http://info.fldoe.org/docushare/dsweb/Get/Document-7123/dps-2014-123.pdf>)

- **Writing Rubrics** defining the scoring guidelines and criteria used to evaluate student responses to the English Language Arts (ELA) writing tasks
 - Grade 4-5 Rubrics for Informative and Opinion
 - Grades 6-11 Rubrics for Informative and Argumentation

Please visit www.fsassessments.org for resources and more information regarding the new assessments

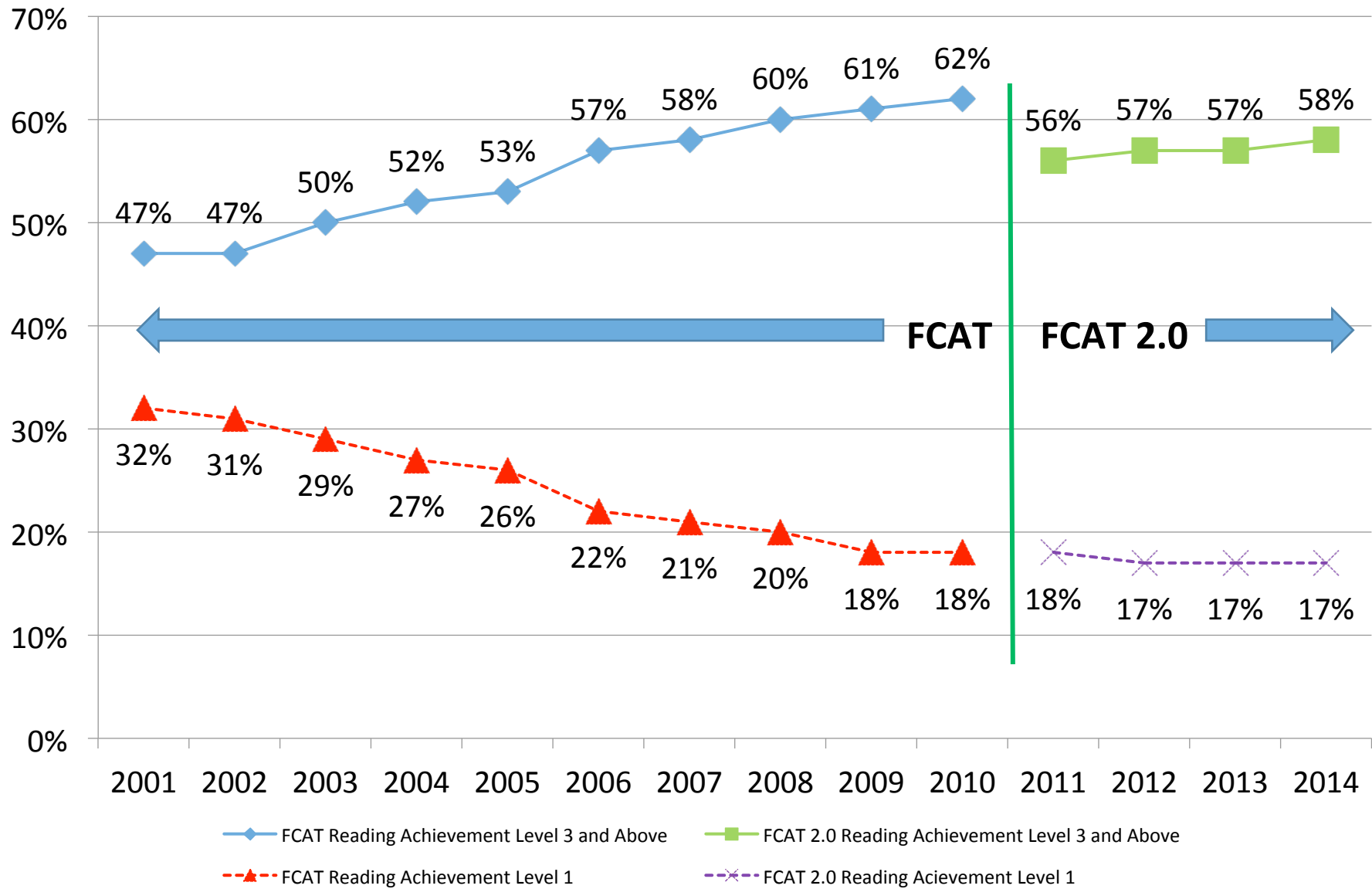


The screenshot shows the Florida Standards Assessments website. The header includes navigation links: Home, Users, Resources, and Announcements. A sidebar on the left lists user roles: Students and Parents, Educators, Test Administrators, School Assessment Coordinators, District Assessment Coordinators, and Technology Coordinators. The main content area features 'Recent Announcements' with several bullet points about updates to the FSA Training Test Site, a new flyer for Florida families, updates to online testing requirements, and information about the new assessment tool replacing FCAT. A 'Welcome!' section on the right provides information about FCAT 2.0 and NGSSS EOC Assessments, and links to resources like cpalms.org. Below the announcements is a 'FDOE on Twitter' section showing a tweet from @EducationFL about a video contest. The footer of the website includes the URL www.FLDOE.org.

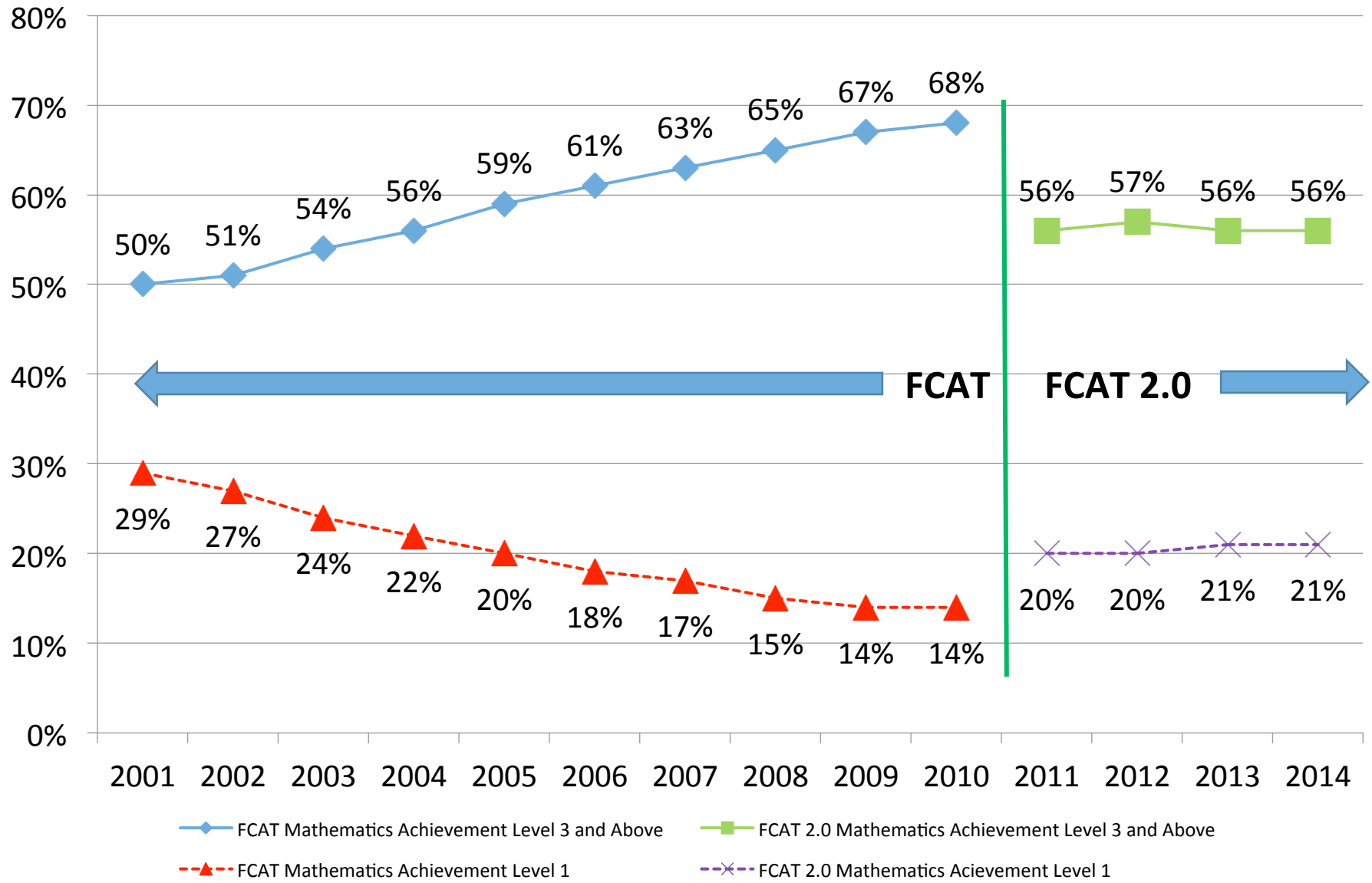
Revised Education Accountability

- Governor's Education Accountability Summit and Executive Order
 - Provide stability and clarity with the transition to a new assessment
 - Pursue Florida's course of action regarding English Language Learners (ELL) in the ESEA waiver
 - Ensure the accountability system is fair and transparent and promotes improvement in student outcomes
- Senate Bill 1642 provides the framework for the updated school accountability system consistent with those objectives

Student Reading Performance Over Time



Student Math Performance Over Time



Senate Bill 1642–Education Accountability Revisions

- **Re-focuses** the school grading formula on student success measures
 - Achievement
 - Learning gains
 - Graduation
 - Earning College Credit and/or Industry Certifications
- Maintains a focus on students who need the most support
- ELLs included in Achievement after 2 years
- Establishes a learning gains calculation that (1) requires students scoring below grade level to grow toward grade level performance, and (2) requires students already at grade level to progress beyond grade level performance

Senate Bill 1642-Education Accountability Revisions

- Eliminates provisions that over-complicate the formula and muddle the meaning of a school grade
 - No bonus factors or additional weighting that may raise a school grade
 - No additional requirements or no automatic adjustments that may lower a school grade
- Ensures that the level of performance associated with an A-F school grade is transparently evident
 - Report all school grade components as percentages, each worth a maximum of 100 points
 - Report A-F grades based on a percentage of points earned (e.g., 70%, 80%), rather than a point total

Senate Bill 1642–Education Accountability Revisions

- Requires the State Board to reset the grading scale avoiding the compression of the current scale
 - There must be at least five percentage points separating the percentage thresholds needed to earn each of the school grades
- The State Board must periodically review the scale to determine whether the expectations should be raised to encourage increased student achievement
 - If the Board adjusts the grading scale upward, it must inform the public and the school districts of the reasons for the adjustment and the anticipated impact on school grades

Elementary School Grades Model

- The school grade is based on the percentage of total points earned
- Provisions that may raise or lower a school's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

English/ Language Arts	Mathematics	Science
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)	
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)	

Middle School Grades Model

- The school grade based on the percentage of total points earned
- Provisions that may raise or lower a school's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

English/ Language Arts	Mathematics	Science	Social Studies (Civics EOC)	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0%to 100%)	Achievement (0% to 100%)	Percentage of students who pass H.S. EOCs and industry certifications (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)			
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)			

High School Grades Model

- The school grade is based on the percentage of total points earned
- Provisions that may raise or lower a school's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components
- Additional graduation rates (At-Risk and 5-year), college readiness measures (based on SAT, ACT, and PERT), and a stand-alone acceleration participation measure are eliminated from the model

English/ Language Arts	Mathematics (EOCs)	Science (Biology EOC)	Social Studies (US History EOC)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	Percent of students eligible to earn college credit through AP, IB, AICE, dual enrollment or earning an industry certification (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				

Senate Bill 1642–School Improvement Ratings Revisions

- The school improvement rating shall identify an alternative school as having one of the following ratings:
 - **Commendable:** a significant percentage of the students attending the school are making learning gains
 - **Maintaining:** a sufficient percentage of the students attending the school are making learning gains
 - **Unsatisfactory:** an insufficient percentage of the students attending the school are making learning gains
- Thresholds will be established in State Board rule
- Ratings based on learning gains of the students in ELA and mathematics at the alternative school in attendance, not a comparison to their gains when they were served in their home school

Senate Bill 1642–Education Accountability

Transition Year

- For the past school year (2013-14), there were no changes to the school grading system, except those already directed by existing statute or State Board rule
 - 2013-14 Elementary and Middle School Grades were released in July 2014
 - 2013-14 High School Grades are scheduled for release in December 2014
- After Florida students take the new assessments for the first time in 2014-15, student performance level expectations (“cut scores”) will be set in the summer immediately following the first administration of the new assessment
- A new baseline calculation of school grades will occur in Fall 2015, which accurately reflects student performance on the Florida Standards and FSA

Senate Bill 1642-Education Accountability Transition Year

- No interruption in current support to underperforming schools through our Differentiated Accountability teams
- A school may not be required to select and implement a turnaround option in the 2015-16 school year based on the 2014-15 grade or school improvement rating
- A virtual school or approved provider that receives the same or lower grade or rating is not subject to sanctions or penalties that would otherwise result
- A district or charter school system designated as high-performing may not lose the designation based on the 2014-15 grades
- The Florida School Recognition Program shall continue to be implemented as otherwise provided in the General Appropriations Act
- For purposes of determining grade 3 retention and high school graduation, student performance on the 2014-15 assessments shall be linked to 2013-14 student performance expectations

Senate Bill 1642–Education Accountability

Other Provisions

- District grade is calculated using all school grades components
- District report card includes
 - Closing the gap between high and low performing subgroups
 - Learning gains of high performing students
 - Improvements in attendance
 - Promotion of students scoring at levels 1 and 2
- Medical Exemption
 - Exemptions from statewide assessments for children with medical complexities

Senate Bill 188-Education Data Privacy

- **Notification of Rights** – Students and parents must receive annual notice of their rights regarding education records
- **Limitations on the Collection of Information** – Agencies and institutions may not collect information on the political affiliation, voting history, religious affiliation or biometric information of a student, or a parent or sibling of the student
 - Biometric information means information collected from the electronic measurement or evaluation of any physical or behavioral characteristics attributable to a single person
 - a fingerprint or hand scan,
 - a retina or iris scan,
 - a voice print or a facial geometry scan, and
 - any other physical characteristics used for the purpose of electronically identifying that person with a high degree of certainty.
- **Limitations on providing education records** – Agencies and institutions may not provide confidential education records to other entities unless required by law, subpoena, or court order

Senate Bill 188-Education Data Privacy

- **Directory Information** - Designations of directory information must occur at a regularly scheduled meeting of the governing board
 - The board must consider whether the designation of this information would put students at risk of becoming targets of marketing campaigns, the media, or criminal acts
- **Student Identification Numbers** - The Florida Department of Education shall establish a process for assigning a Florida student identification number to each student
 - At that time, a school district may not use social security numbers as student identification numbers in its management information systems

House Bill 7031–Streamline Education Code

- **Eliminates “Double Testing”**
 - Middle grades students enrolled in Algebra I, Geometry, or Biology I must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade-level statewide, standardized assessment
 - Students who are taking the new ELA and mathematics assessments shall not take the discontinued assessments



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House Bill 485-Sexual Offenses Against Students by Authority Figures

Creates s. 775.0862, F.S., Sexual offenses against students by authority figures

- The bill creates a new section of law specific to sexual battery offenses against students by authority figures
- Provides for an enhancement of the felony degree level and the criminal penalty when a person is convicted of a sexual battery and the victim was a student under the age of 18 enrolled at the same school

Senate Bill 850-Education

Amends s. 1012.98, F.S., School Community Professional Development Act

- Provides requirements relating to professional development, including inservice plans and instructional strategies included in the school improvement plan, for middle grades educators

Administrator Professional Development

From the funds in Specific Appropriation 109 for Administrator Professional Development, \$7,358,210 is provided for professional development for principals and other district administrators in instructional and human resource leadership, including the use of teacher evaluations to improve instruction, aligning instruction with the district's curriculum and state standards, best financial practices, and other leadership responsibilities that support student achievement through job-embedded delivery and through either regional, local, or digital formats. Funds shall be provided to each district after the district has submitted its training plan to the Commissioner

Senate Bill 1642-Education Accountability

- Ensures stable implementation for local teacher and principal evaluations through the transition to a new assessment
 - Measurable learning targets still available for use in 2014-15
 - Establishes 2015-16 as the year for State Board to set statewide performance standards for evaluation purposes
- Teacher- and principal-selected assessments are now options for implementing high quality student assessments under s.1008.22(6), F.S., which means they can be long-term choices for evaluation purposes at each district's determination
- Provides bonus rewards for districts that make outstanding progress
- Roster verification and annual results reporting
- Clarifies flexibility with the methodology for differentiating among levels of teacher performances for grades/subjects without approved statewide student growth models

Local Assessments (1008.22) and Teacher Evaluation (1012.34) FAQs

1008.22(6):

- (b) Except for those subjects and grade levels measured under the statewide, standardized assessment program, **beginning with the 2014-2015 school year**, each school district shall administer for each course offered in the district a local assessment that measures student mastery of course content at the necessary level of rigor for the course. As adopted pursuant to State Board of Education rule, course content is set forth in the state standards required by s. 1003.41 and in the course description. Local assessments may include:
1. Statewide assessments.
 2. Other standardized assessments, including nationally recognized standardized assessments.
 3. Industry certification assessments.
 4. District-developed or district-selected end-of-course assessments.
 5. Teacher-selected or principal-selected assessments.

Local Assessments (1008.22, F.S.) and Teacher Evaluation (1012.34, F.S.) FAQs

1008.22(6):

(c) Each district school board must adopt policies for selection, development, administration, and scoring of local assessments and for collection of assessment results. Local assessments implemented under subparagraphs (b)4. and 5. may include a variety of assessment formats, including, but not limited to, project-based assessments, adjudicated performances, and practical application assignments. For all English Language Arts, mathematics, science, and social studies courses offered in the district that are used to meet graduation requirements under s. 1002.3105, s. 1003.4281, or s. 1003.4282 and that are not otherwise assessed by statewide, standardized assessments, the district school board must select the assessments described in subparagraphs (b)1.-4.

Local Assessments (1008.22, F.S.) and Teacher Evaluation (1012.34, F.S.) FAQs

1012.34(7):

(b)...For grades and subjects not assessed by statewide, standardized assessments but otherwise assessed as required under s. 1008.22(6), each school district shall measure performance of students using a *methodology determined by the district*. The department shall provide models for measuring performance of students which school districts may adopt.

Local Assessments (1008.22, F.S.) and Teacher Evaluation (1012.34, F.S.) FAQs

1012.34(7):

(e) For purposes of this section and only for the 2014-2015 school year, a school district may use measurable learning targets on local assessments administered under s. 1008.22(6) to evaluate the performance of students portion of a classroom teacher's evaluation for courses that are not assessed by statewide, standardized assessments. Learning targets must be approved by the school principal. A district school superintendent may assign to instructional personnel in an instructional team the student learning growth of the instructional team's students on statewide assessments. **This paragraph expires July 1, 2015.**

Local Assessments (1008.22, F.S.) and Teacher Evaluation (1012.34, F.S.) FAQs

- Technical Assistance Paper for SB 188 and SB 1642

[http://info.fldoe.org/docushare/dsweb/Get/
Document-7164/dps-2014-155.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-7164/dps-2014-155.pdf)

- Guidance Documents:
 - “Selecting an Approach for Measuring Student Learning Growth”
 - “Student Growth Models for Hard-to-Measure Course Content Areas”

<http://www.fldoe.org/profdev/studentgrowth.asp>



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Mary Jane Tappen
Executive Vice Chancellor
Division of Public Schools

www.FLDOE.org

House Bill 7031-Education

- Specifies that parents of a student with disabilities may be accompanied by another adult to meetings
- Requires all instructional materials used are consistent with district goals and objectives and the course descriptions
- Eliminates supplemental educational services program

House Bill 7031-Education Middle Grades Promotion

Section 1003.4156, F.S. – Beginning with this school year (2013-2014)

- To earn high school credit for Algebra I:
 - Take the End-of-Course Exam (EOC)
 - Performance on the EOC constitutes 30% of the course grade
 - Pass the course
 - Pass the EOC to earn a high school diploma
- To earn high school credit for Geometry or Biology 1:
 - Take the End-of-Course Exam (EOC)
 - Performance on the EOC constitutes 30% of the course grade
 - Pass the course

House Bill 7031-Education Middle Grades Promotion

Section 1003.4156, F.S. – Beginning with this school year (2013-2014)

- Each student's performance on the statewide Civics EOC constitutes 30% of the student's final course grade
- A student transferring into middle grades after the beginning of the second term is not required to meet this requirement if three social studies courses have already been completed or two year-long courses that include civics

House Bill 7031-Education High School Diploma

Section 1003.4282, F.S. – Requirements for students who entered grade 9 in 2011-2012 (on-time current grade 12)

- Credit in Algebra, Geometry and Biology
- Credit in one online course
- If Algebra I is taken after 2010-2011 the student must pass the EOC or earn a comparative score to earn a high school diploma
- Pass Grade 10 FCAT Reading or earn concordant scores
- Participation in other statewide assessments
- May substitute industry certifications for which there is a statewide college credit articulation agreement for math or science credit (HB 5101 - computer science course substitutions)

House Bill 7031-Education

High School Diploma

Section 1003.4282, F.S. – Requirements for students who entered grade 9 in 2012-2013 (on-time current grade 11)

- Credit in Algebra, Geometry and Biology
- Credit in one online course
- Performance on the U.S. History EOC constitutes 30% of the course grade
- If Algebra I is taken after 2010-2011, pass the EOC or earn a comparative score to earn a high school diploma
- Pass Grade 10 FCAT Reading or earn concordant scores
- Participation in other statewide assessments
- May substitute industry certifications for which there is a statewide college credit articulation agreement for math or science credit (HB 5101-computer science course substitutions)

House Bill 7031-Education High School Graduation

Section 1003.4282, F.S. – Students who entered grade 9 in 2013-2014 and forward

- Four credits in English Language Arts (ELA I, II, III and IV)
- One online course
- Performance on the Algebra 1, Geometry, U.S. History, and Biology EOCs constitute 30% of the course grades
- Pass the Algebra 1 EOC or earn a comparative score to earn a high school diploma
- If enrolled in Algebra II, the student must take the Algebra II EOC and the performance on the EOC constitutes 30% of the course grade
- Pass Grade 10 ELA assessment or earn concordant scores
- May substitute:
 - Industry certifications for which there is a statewide college credit articulation agreement for math or science credit (HB 5101 - computer science course substitutions)
 - Interscholastic sports if the student passes a competency test on physical fitness for physical education
 - Marching band or dance class for one-half credit in physical education or performing arts
 - Two years of R.O.T.C. for physical education or performing arts

House Bill 7031-Education High School Graduation

Section 1003.4285, F.S., Scholar Diploma Designation

- Beginning with students entering grade 9 in 2014-2015
 - Pass the Grade 11 ELA statewide assessment
 - Pass the Geometry statewide assessment
 - Pass the Algebra 2 EOC
- Students who earn minimum scores necessary to earn college credit on Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) U.S. History or Biology exams meet the requirement to pass the EOC in the respective general education course (can apply this year)

Senate Bill 850-Education

- Intervention for students with low attendance, suspensions, failure in ELA or math, or Level 1 scores on statewide assessments with parent notice
- Prohibits hazing at schools grade 6-12
- Personal learning scholarship accounts for students with disabilities
- Allows driver education to count for online course requirement
- For GPA calculation, a grade in a course that is level 3 or above and leads to an industry certification must be weighted the same as a grade in an Honors course

Individual Education Plan (IEP)

- IEPs must include the identification of CAPE Digital Tool certificates and industry certifications the student seeks to attain before high school graduation
- IEPs written upon request by the parent of a student who is applying for a Personal Learning Account
- Before the student's 14th birthday, the IEP team, including the parent, shall begin the development of a successful transition plan for the student with long-term postsecondary and career goals
- This transition plan shall include the declaration of the intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion
- Not later than a student's 16th birthday, the IEP team, including the parent, must include the student's intent to pursue a standard high school diploma and a Scholar or Merit designation

Opportunities for Students with Disabilities

- **Personal Learning Accounts**
 - Parent option to customize educational program
 - Scholarship Funding Organizations (SFOs) manage application process, establish student accounts, develop and implement system of payment
 - Funding supports services, instructional materials, tuition and fees for private school or postsecondary enrollment
 - \$18,400,000 in Specific Appropriation 110
 - The amount of the awarded funds is 90 percent of the calculated amount
- **Pathway to a Standard Diploma**
 - Individualized programs that can include: a combination of course substitutions, assessments, industry certifications, occupational completion points (OCPs), and employment
 - Parents participate in decision regarding appropriate assessment and diploma designation

Senate Bill 864-Instructional Materials

- School district policy regarding a parent's objection to a specific instructional material
 - Process for parent to file a petition
 - School Board must conduct at least one public hearing on all petitions
- Requirements for district adoption process
- School district shall make available, upon request, sample copies of all instructional materials that have been purchased
- Beginning 2014-2015 the school board shall use at least 50% of the annual allocation for the purchase of digital or electronic materials
- State continues to provide an adoption process

House Bill 5101-Education

- Duties, responsibilities, and requirements of instructional materials publishers and manufacturers:
 - Publishers and manufacturers must provide materials that can be accessed through the school district's digital classrooms plan and a variety of electronic, digital, and mobile devices.
- Computer science and technology instruction:
 - Require public schools to provide students in grades K-12 opportunities for learning computer science, including computer coding and computer programming.
 - Allow elementary and middle schools to establish digital classrooms in which students are provided opportunities to improve digital literacy and competency.
 - Allow high schools to provide students opportunities to take computer science courses to satisfy high school graduation requirements.

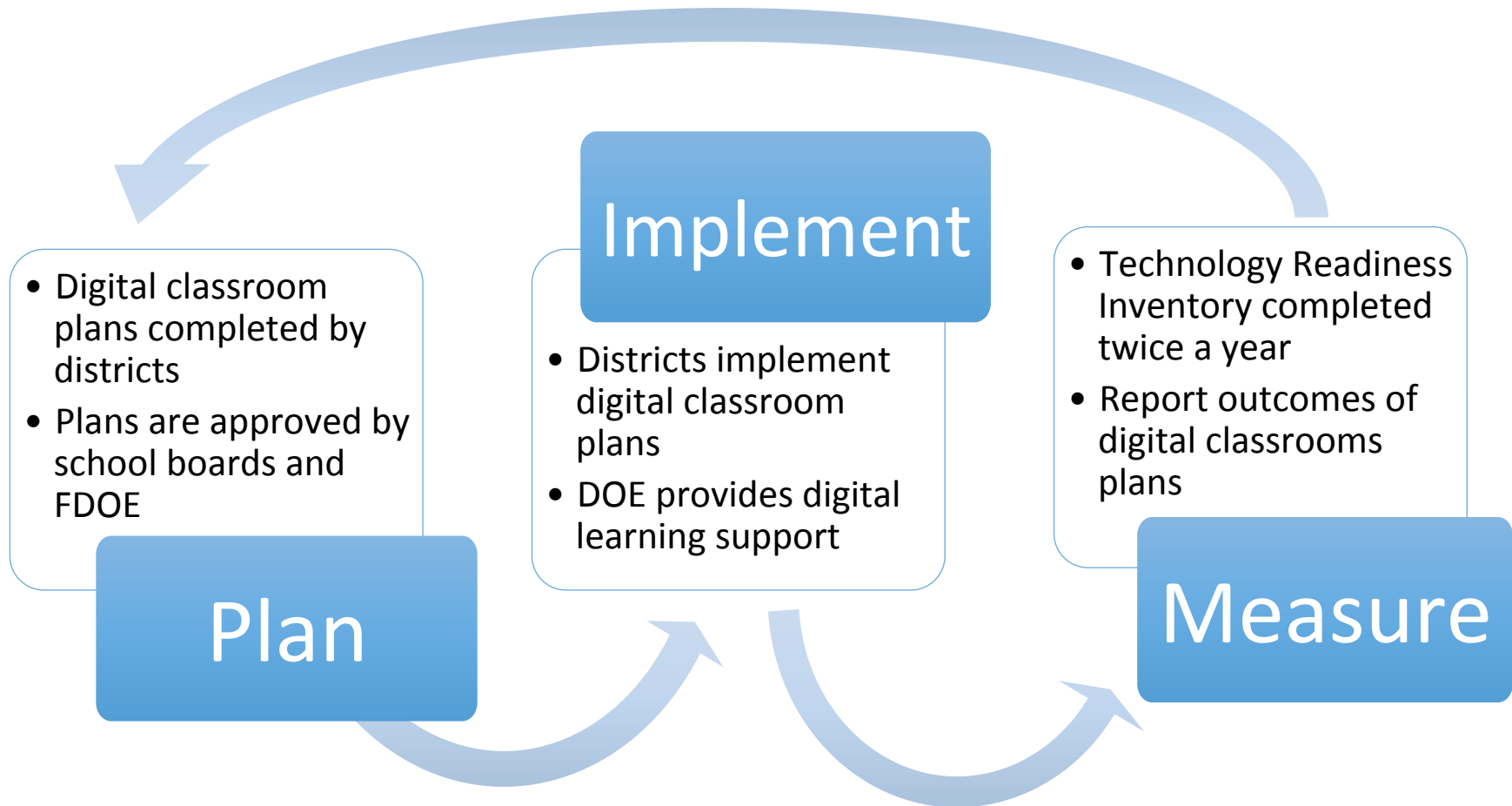


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Ron Nieto
Deputy Commissioner
Div. of Technology & Information Services

www.FLDOE.org

Digital Learning 2014-15



House Bill 5101

Digital Classrooms Plans

- State plan will establish parameters for district- and school-level infrastructure and digital learning tools
- District plans will be submitted by each district school board annually for approval to the DOE
- Plans shall include:
 - Measurable student performance outcomes
 - Digital learning and technology infrastructure
 - Professional development
 - Digital tools
 - Online assessment support
- Plans were due October 1, 2014

House Bill 5101

Digital Classrooms Allocation

\$40 Million to school districts

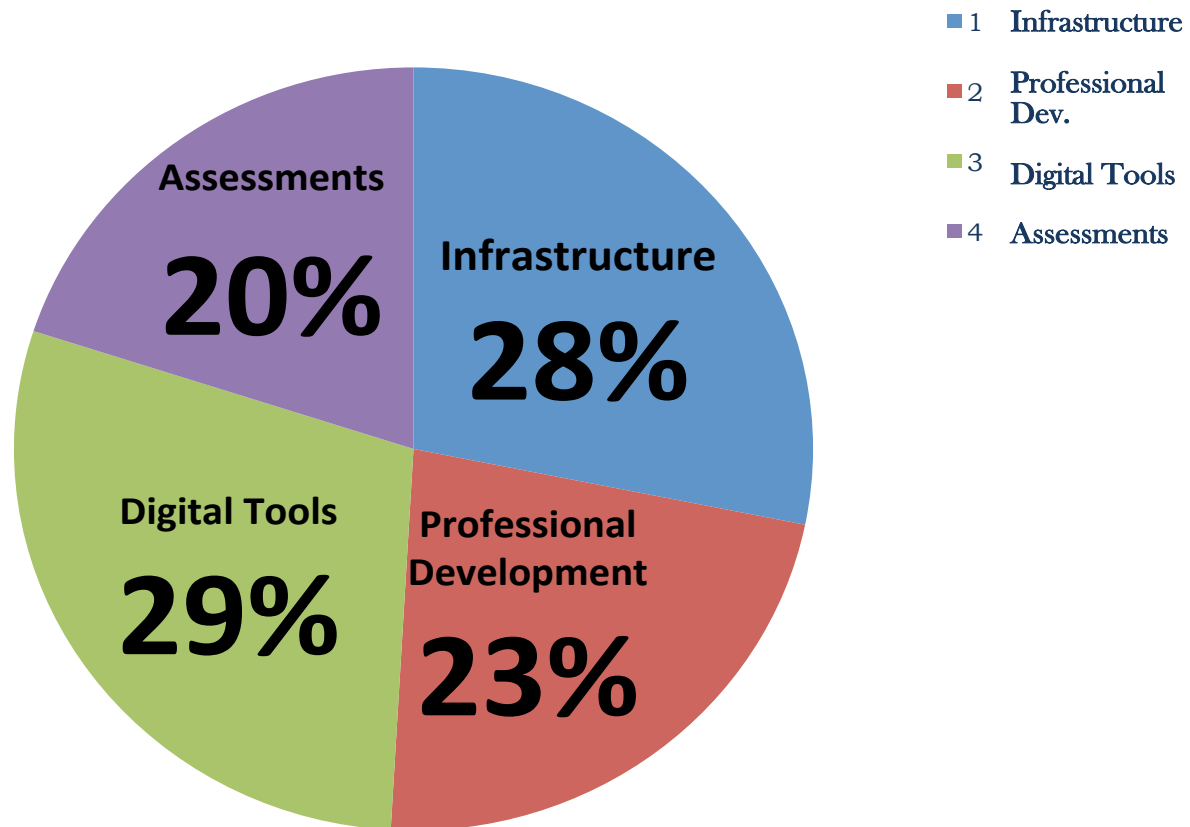
- \$250,000 minimum for each district
- Remaining balance allocated based on unweighted student enrollment
- School districts shall provide a proportionate share of the digital classrooms allocation to each charter school in the district
- 364 out of 654 charter schools have participated to date.

Status of District Digital Classroom Plans

- Total number of District Digital Classroom Plans received: **66** as of date
- Total number of District Digital Classroom Plans approved: **46** as of date
- Total Digital Classrooms Allocation: \$40,000,000
- Total Digital Classrooms Allocation awarded: **\$24,359,049** as of date
- Approved district plans are available on www.fldoe.org

Digital Classrooms Plans

Percentage of Planned Expenditures by Group



Next Steps

- 23 District Digital Classroom Plans being reviewed
- Communication to districts for further Digital Classrooms Plan clarifications
- Outreach to remaining 9 districts who have not submitted Digital Classroom Plans

Technology Readiness Inventory

Fall 2013-District Report



Pam Stewart
Commissioner of Education

2013-2014 District Technology Resource Inventory

Sunshine Coast District

District Final Student FTE Counts	District Total Classrooms
27239.76	1749

Internet Service Provider				Number of Wireless Access Points (WAPs) used in a classroom setting	Percent of Classrooms meeting wireless specifications	District Wide Area Network (WAN) Bandwidth Type	No wireless at all
Primary	Mbps	Secondary	Mbps			District Technologies Supported by WAN	<ul style="list-style-type: none"> • Streaming audio • Streaming video • Two-way teleconferencing • Telecommunications (voice over IP)
GRUCOM	400			611.00	88 %	Is District Area Network Owned or Leased by district?	Leased
School District Website							
Not collected on inventory							

District Student Instructional Computers Meeting Device Specifications	
Student Instructional Desktop Computers Meeting Specifications:	7727
Student Instructional Mobile Computers (laptops, netbooks, ultrabooks) Meeting Specifications:	1084
Grand Total of Computer Devices Meeting Specifications In All Schools:	8811

District Overall Students per Instructional Computer Ratio that Meet Device Specifications: 3.09

Technology Readiness Inventory

Fall 2013-School Report



Pam Stewart
Commissioner of Education

2013-2014 Technology Resource Inventory

Sandy Beach High School

Final Student FTE Count	Total Classrooms
<u>1281.28</u>	95

Internet Service Provider	Number of Wireless Access Points (WAPs) used in a classroom setting	Percent of Classrooms meeting wireless specifications	Type of Bandwidth: Dedicated or Shared	Dedicated
• District Wide Area Network (WAN)	46	100 %	Internet Connection Type to District WAN and Speed in Mbps:	
School Website			Fiber:	100
http://www.sbac.edu/pages/ACPS			Copper:	0
			Wireless:	0
			Other:	0

Student Instructional Computers Meeting Device Specifications	
Student Instructional Desktop Computers Meeting Specifications:	527
Student Instructional Mobile Computers (laptops, netbooks, ultrabooks) Meeting Specifications:	300
Grand Total of Computer Devices Meeting Specifications:	827

Students per Instructional Computer Ratio that Meet Device Specifications:	1.55
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Students per Instructional Computer Ratio is based on the school's full-time equivalent student (FTE) calculation divided by the total student devices total

House Bill 5001-Instructional Materials-Technology

- \$165 million shall be available for districts to purchase instructional content and devices, equipment, and infrastructure
- Districts shall certify to commissioner an expenditure plan for purchase of instructional content and technology
- If any funds are to be used for technology, district must:
 - Certify that instructional content necessary for instruction is available
 - Include an expenditure plan for purchases
 - Demonstrate alignment of technology purchases with minimum or recommended technology requirements

Senate Bill 1524

Florida Information Protection Act

Outlines definitions and requirements for data security for government entities including DOE, school districts, and third-party agents.

- Notice to Department of Legal Affairs within 30 days of any breach affecting 500 or more individuals
- Notice to individuals within 30 days of any breach
- Third-party agents must report to the entity within 10 days



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