



Department of Education Updates

FOIL

November 7, 2018

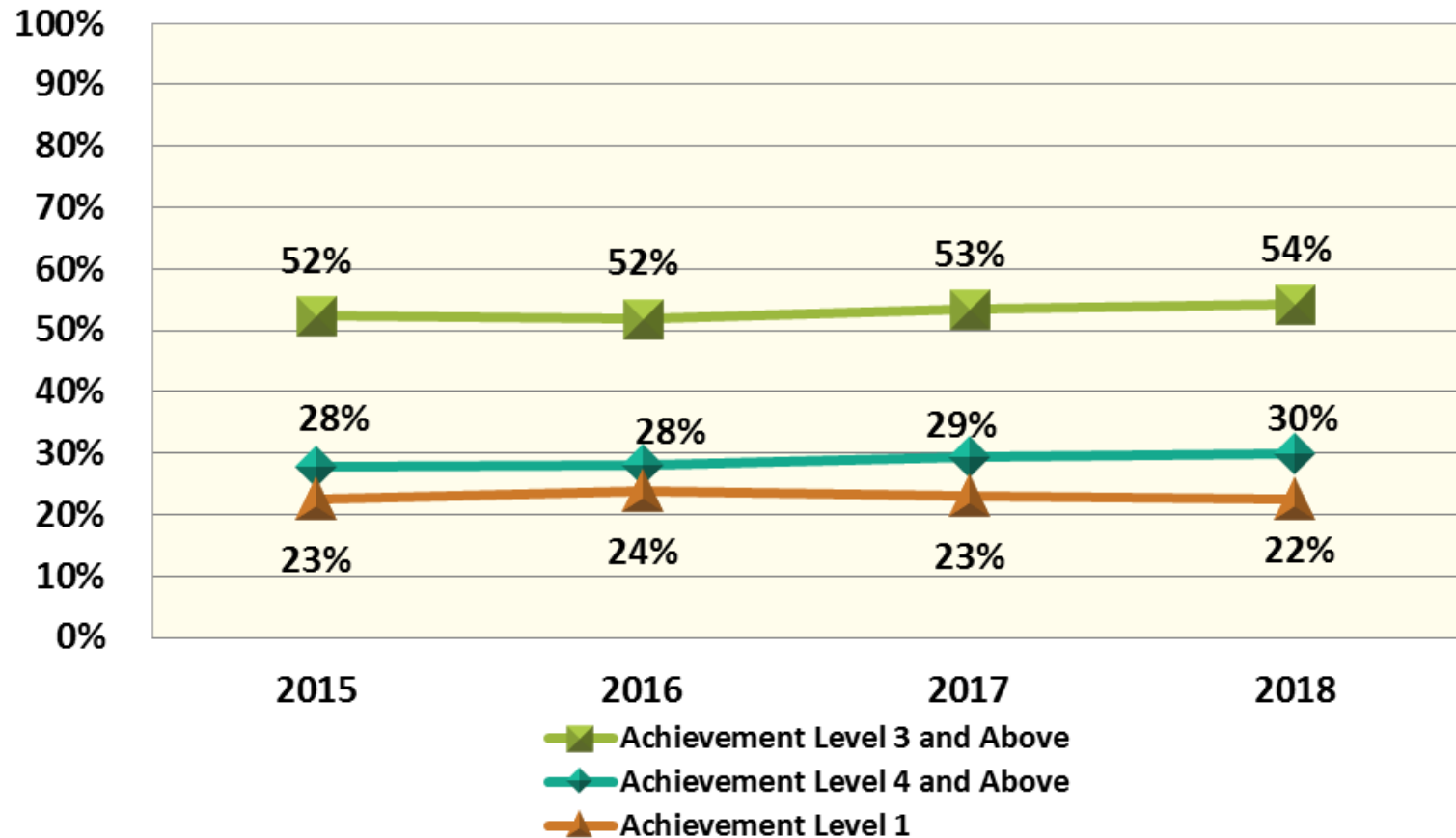


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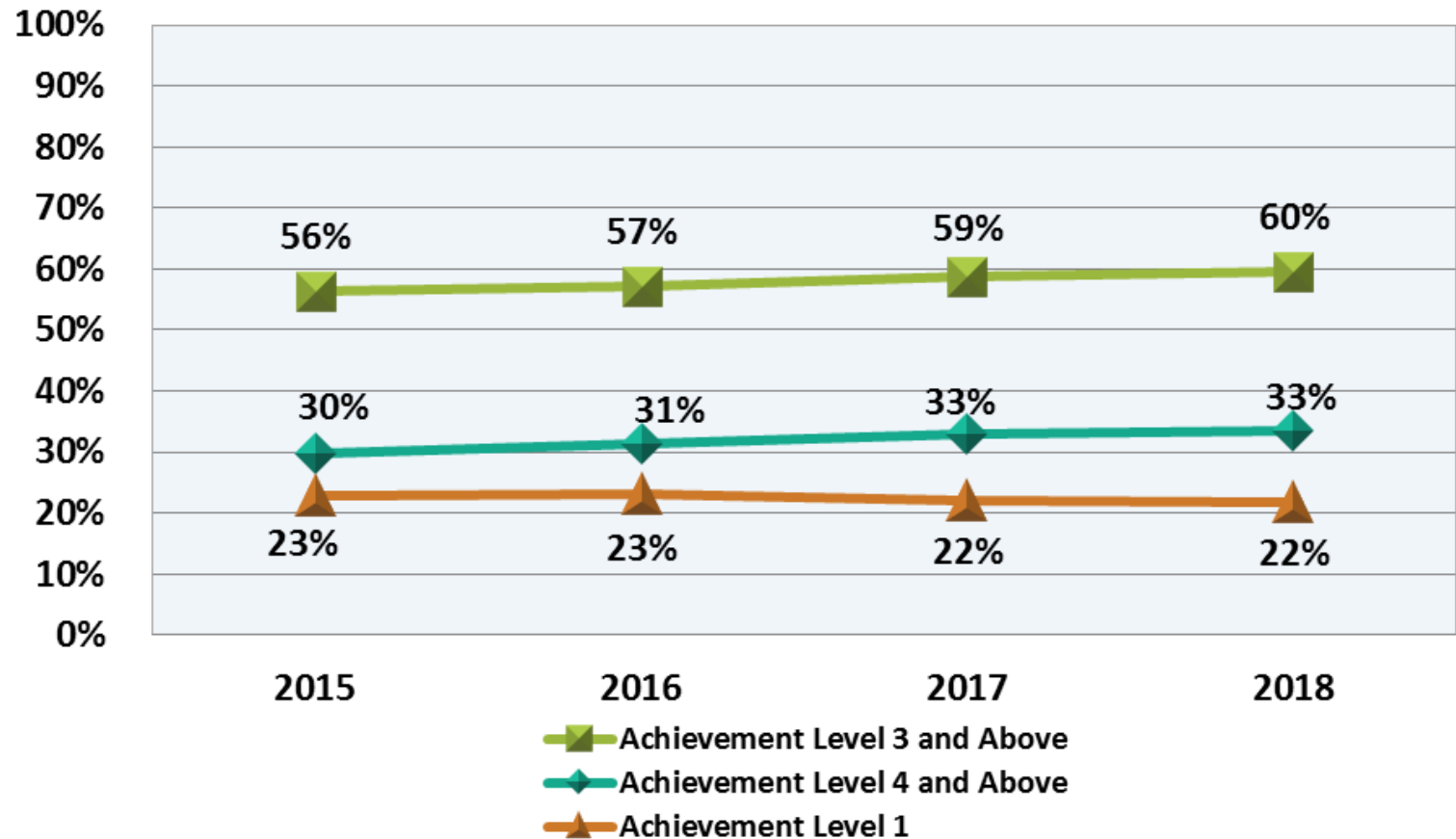
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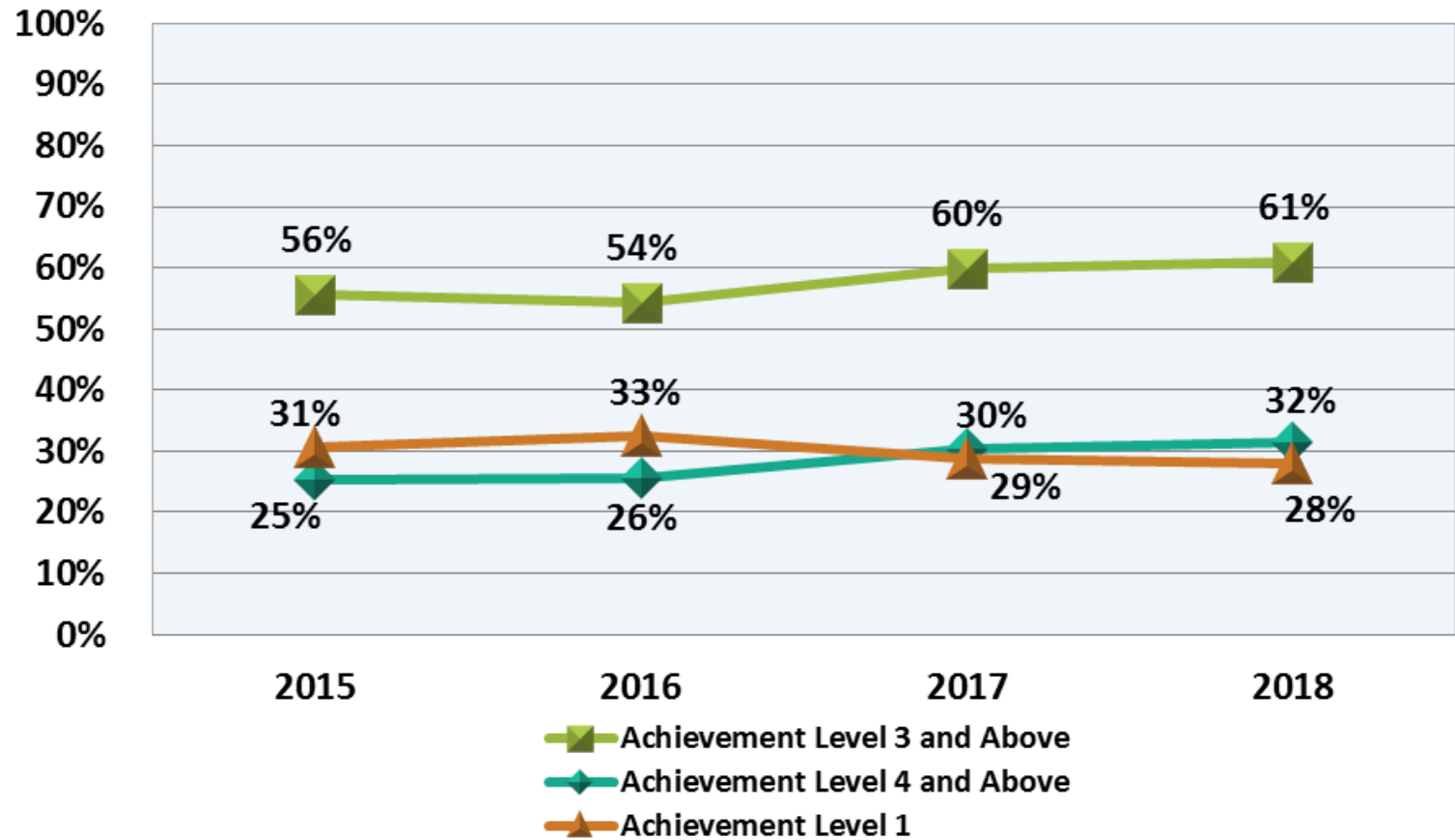
FSA English Language Arts Grades 3-10



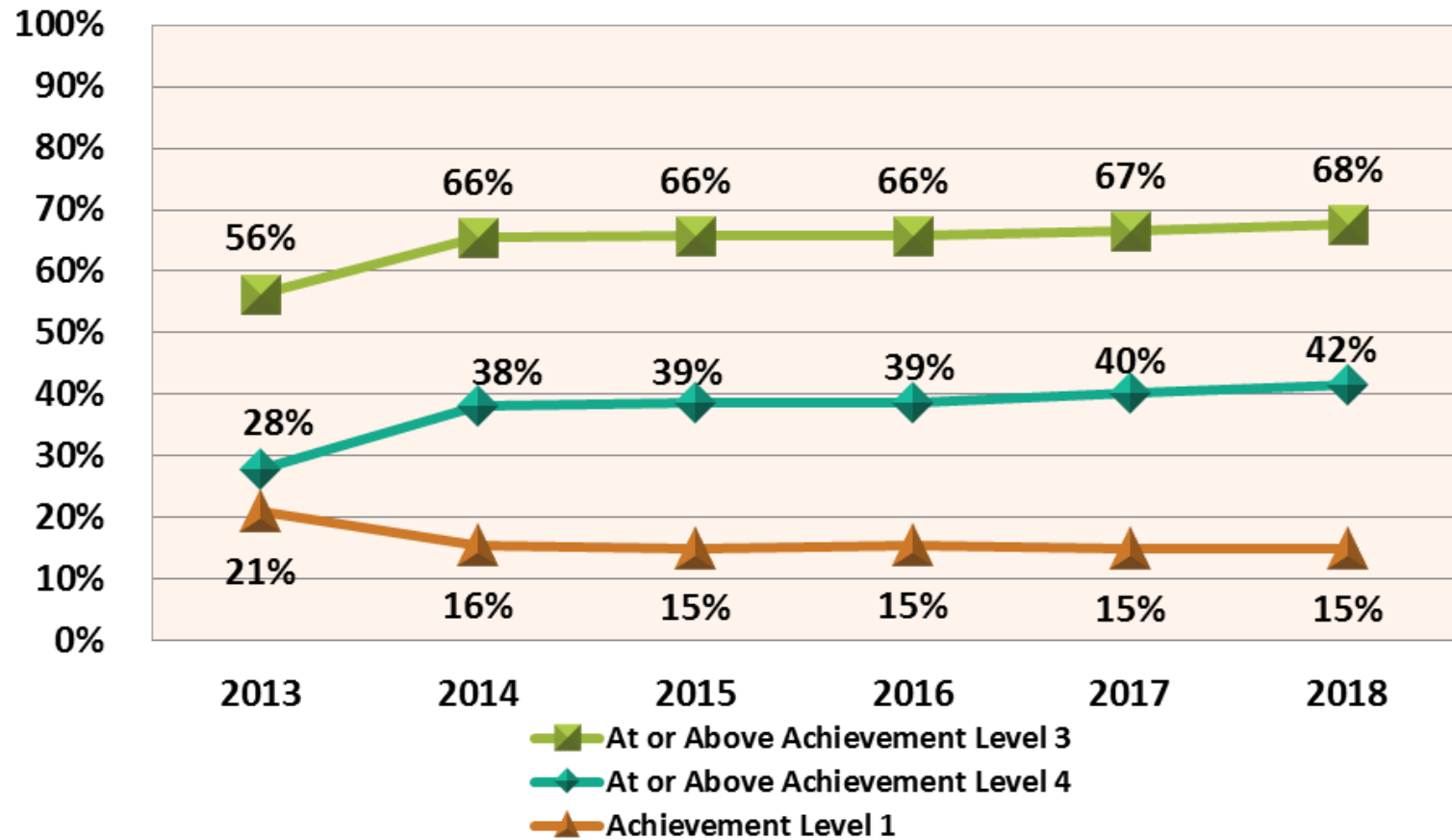
Mathematics (FSA and EOCs) Grades 3-8



FSA Algebra 1 EOC

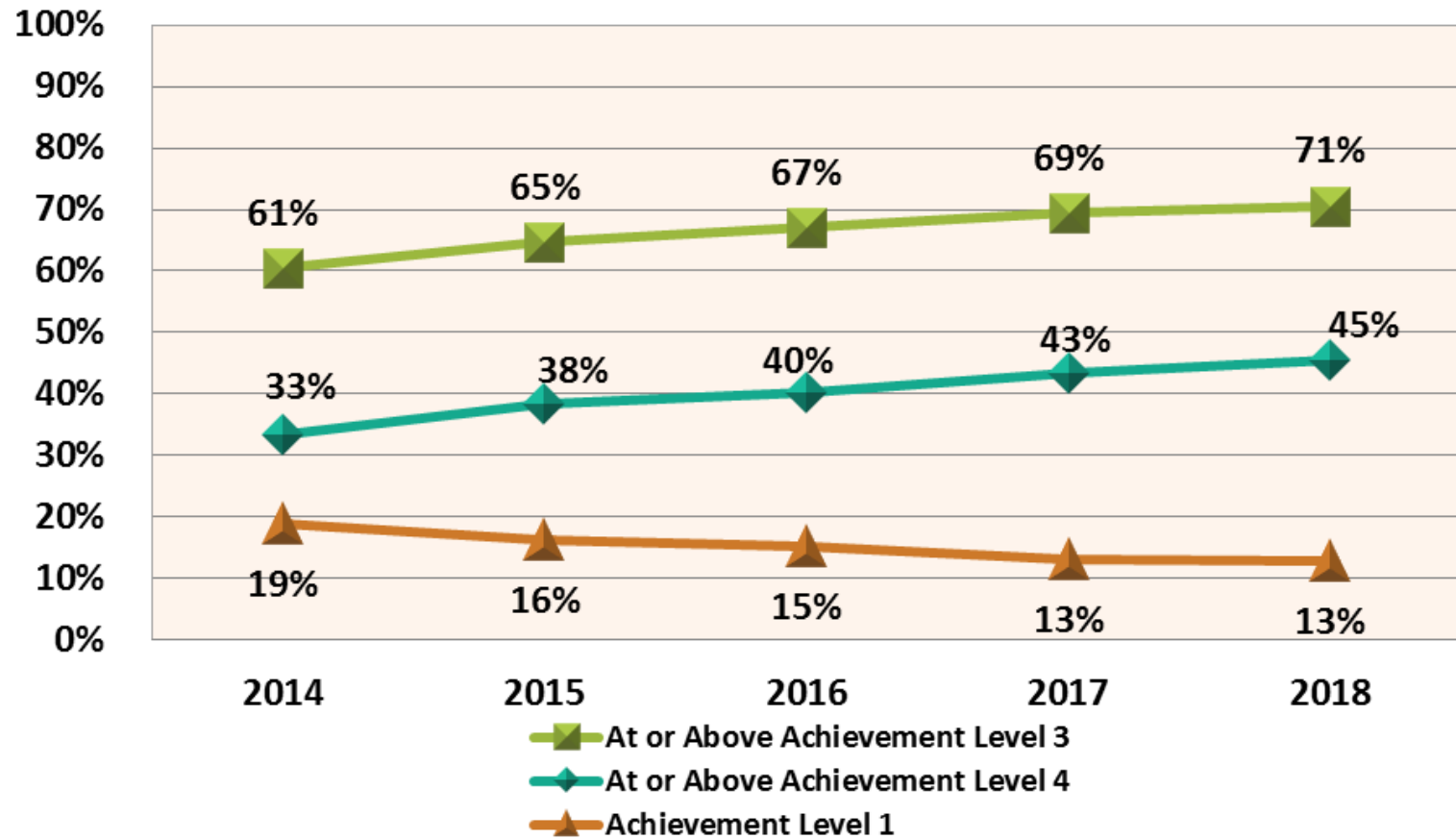


U.S. History EOC

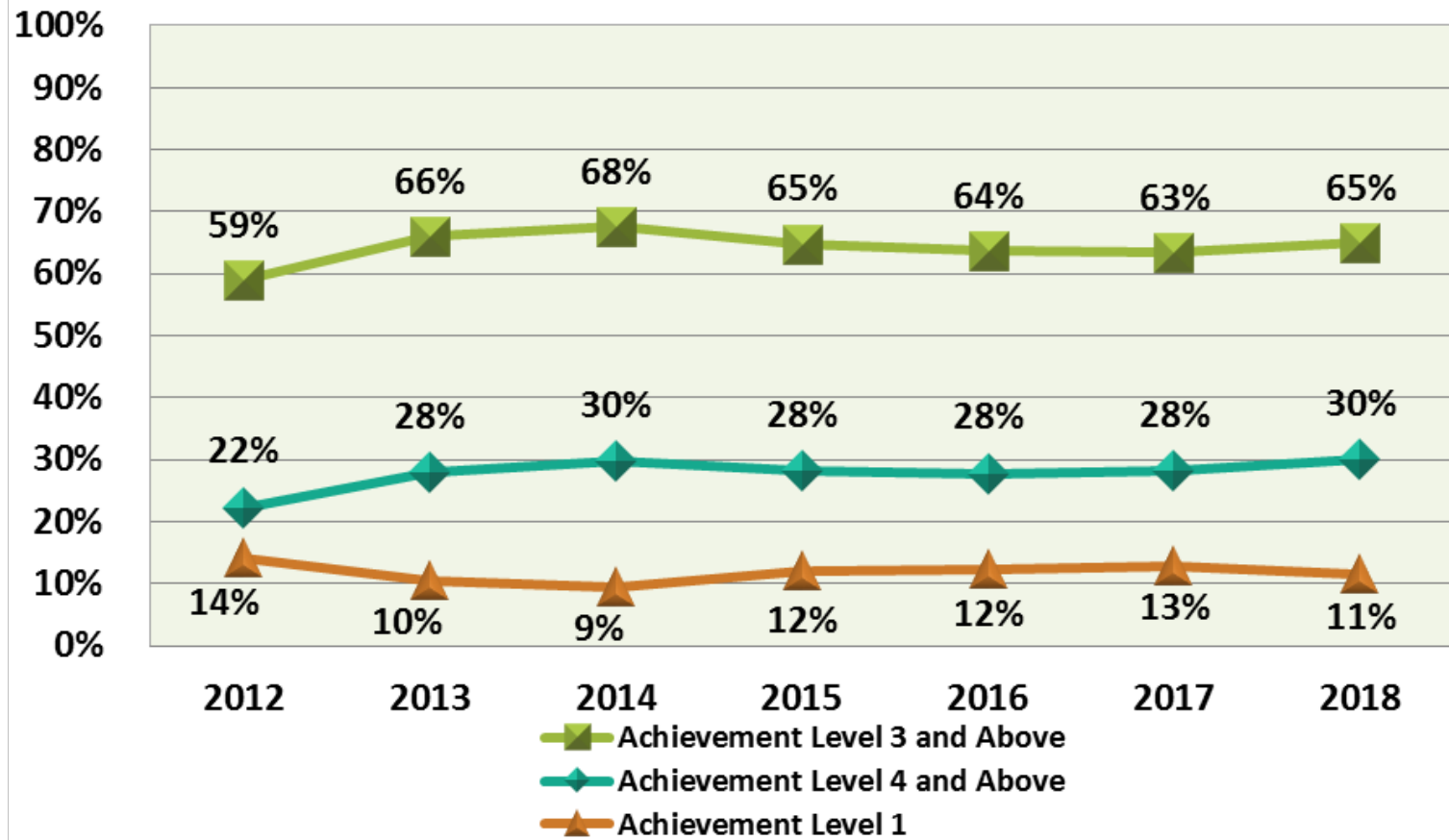


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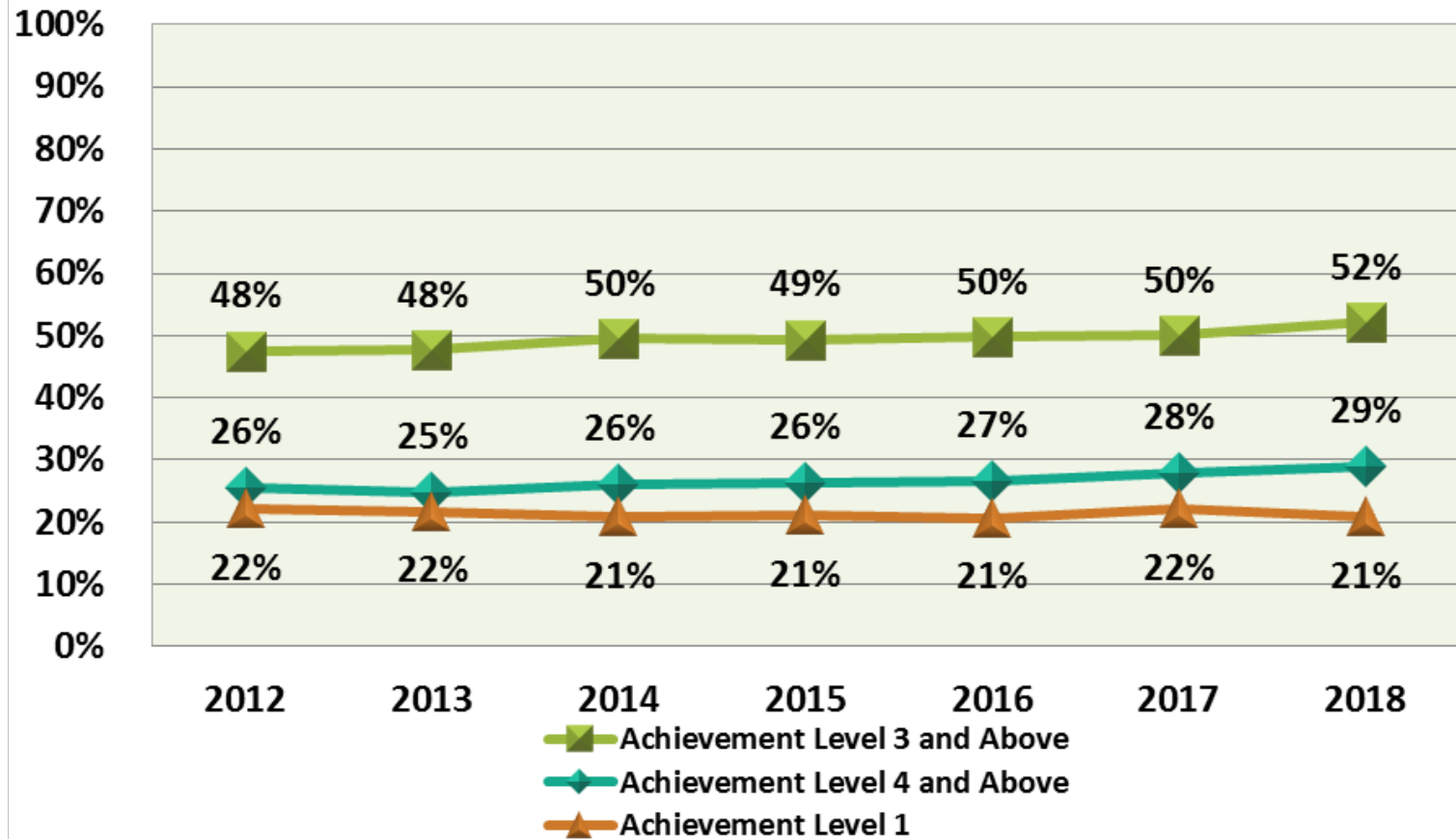
Civics EOC



Biology 1 EOC

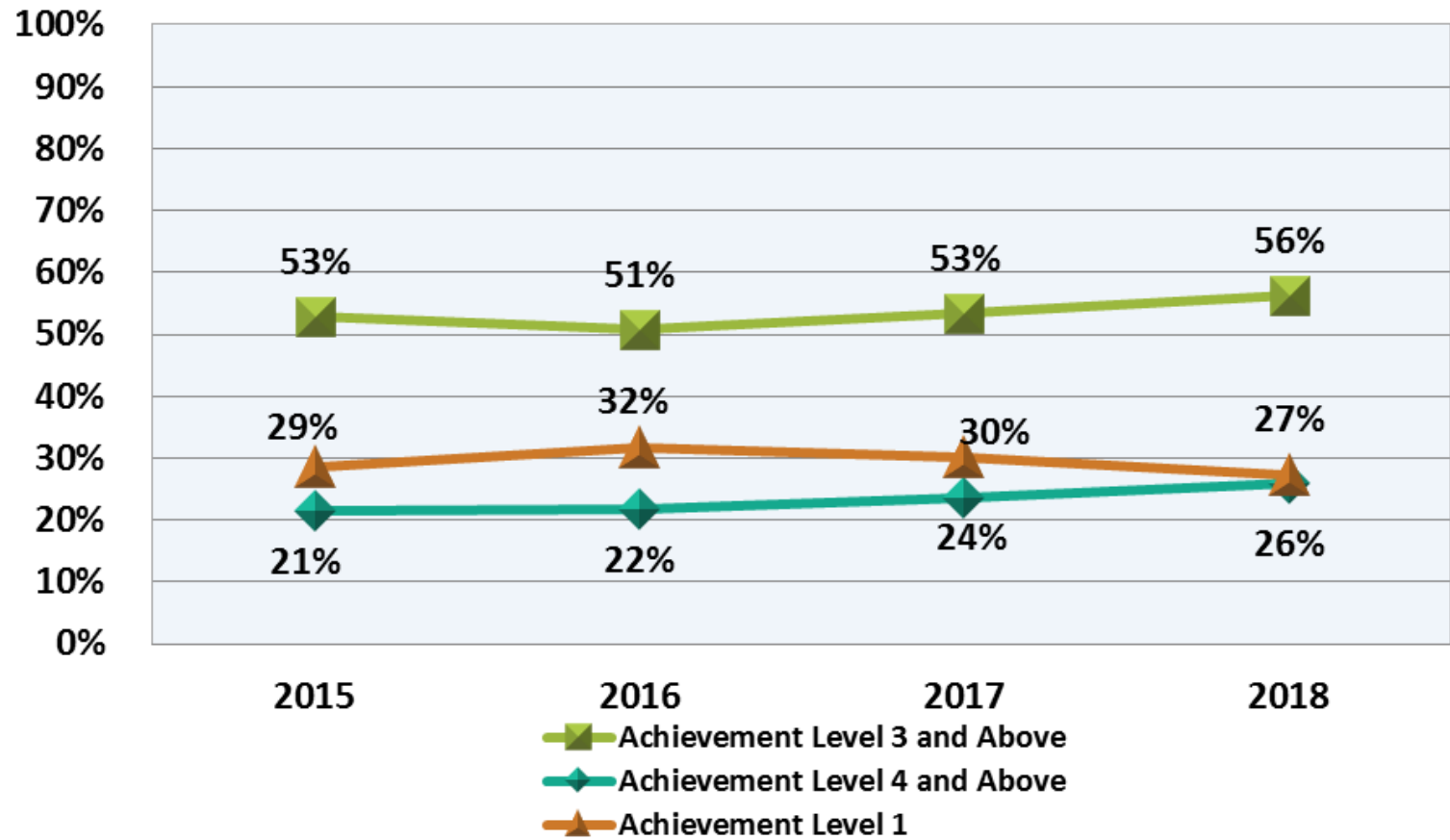


Science (NGSSS and EOC) Grade 8



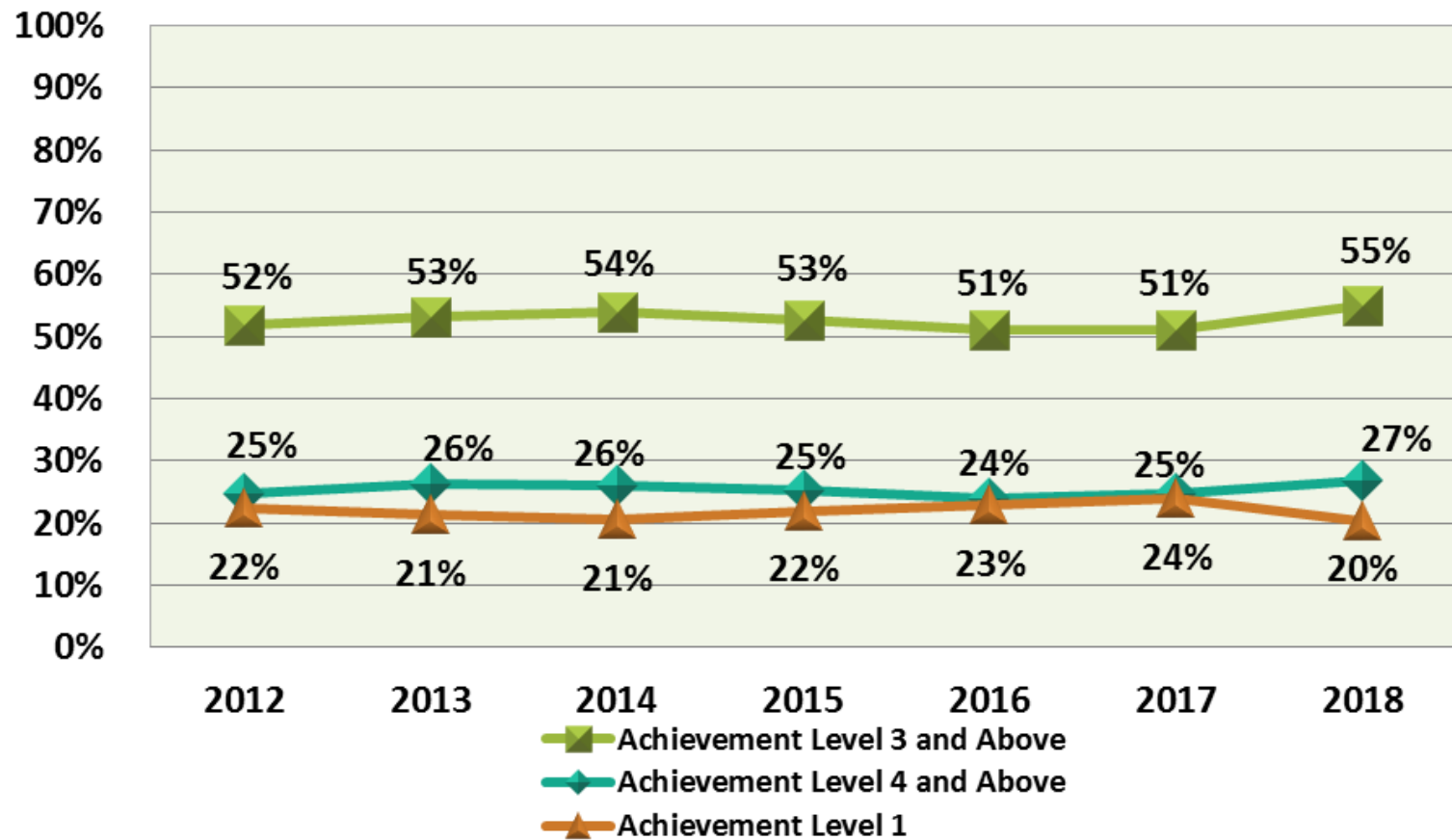
3

FSA Geometry EOC



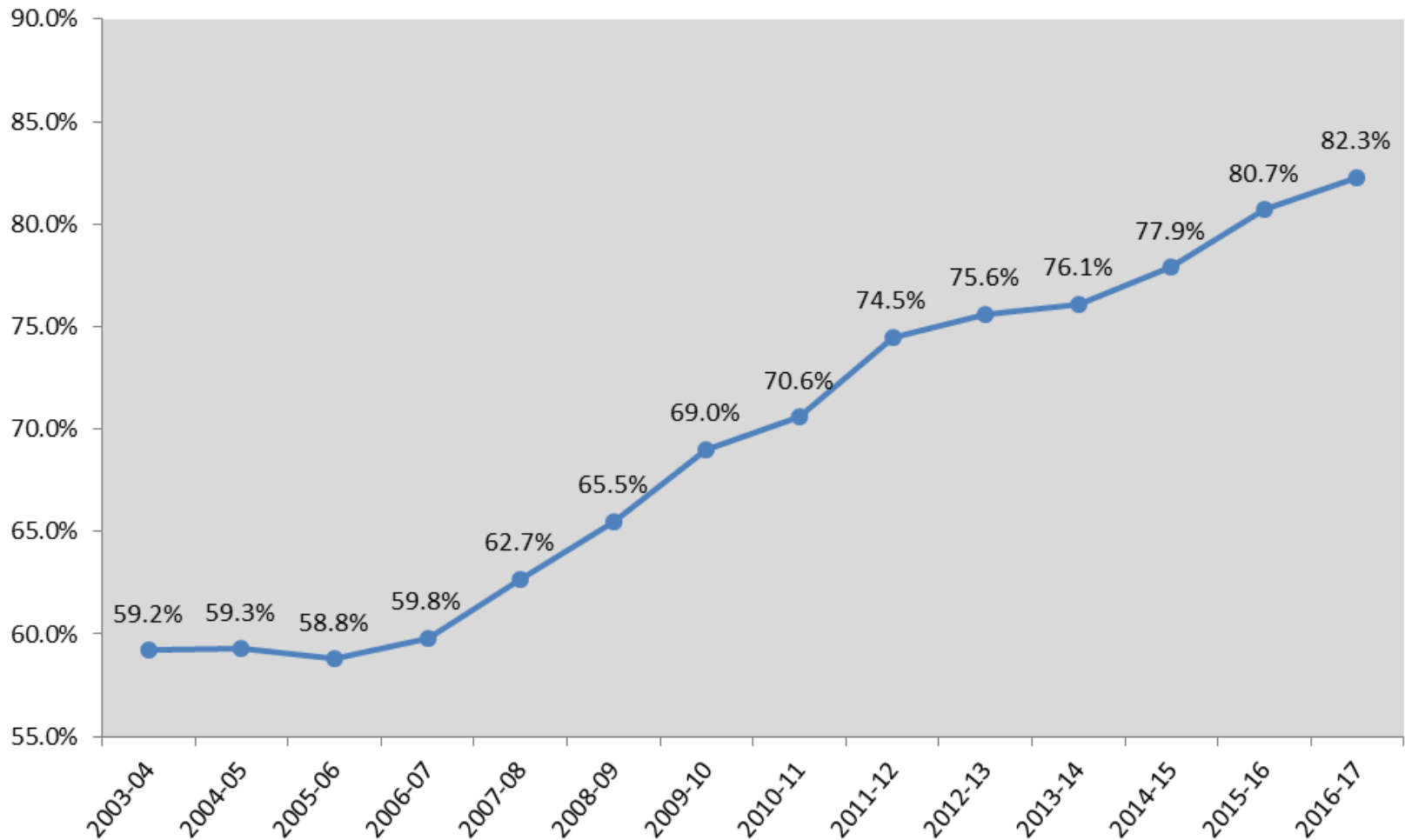
4

Statewide Science Assessment Grade 5



82.3

Florida's Graduation Rate 2003-04 to 2016-17



1 & 4

1,897

96

All



MOVING THE NEEDLE

In keeping with the Florida Department of Education's mission, the strategic plan was developed with four overarching goals in mind.



STUDENT ACHIEVEMENT

- Performance and growth
- Closing the gap
- Completion



MAXIMUM ACCESS

- Educational choice
- More students pursuing higher education opportunities



SKILLED WORKFORCE

- Higher wages
- More jobs



RETURN ON INVESTMENT

- Increase efficiency across all Florida public education systems

To learn more, visit <http://bit.ly/2jfRprh>

HOW WILL WE MEASURE SUCCESS?

Strategic plan progress will be tracked using the following metrics:

Student Achievement on Florida Assessments

Continued Achievement Growth on Florida Assessments

Closing the Achievement Gap

High School Graduation Rate

High School Graduation Rate Plus

Reduction in Percent of Low-Performing Schools

Postsecondary Completion Rate

Postsecondary Continuation Rate

Associate Degree Articulation Rate

Access to High-Quality Educational Options

Postsecondary Employment Rate

Initial Wages

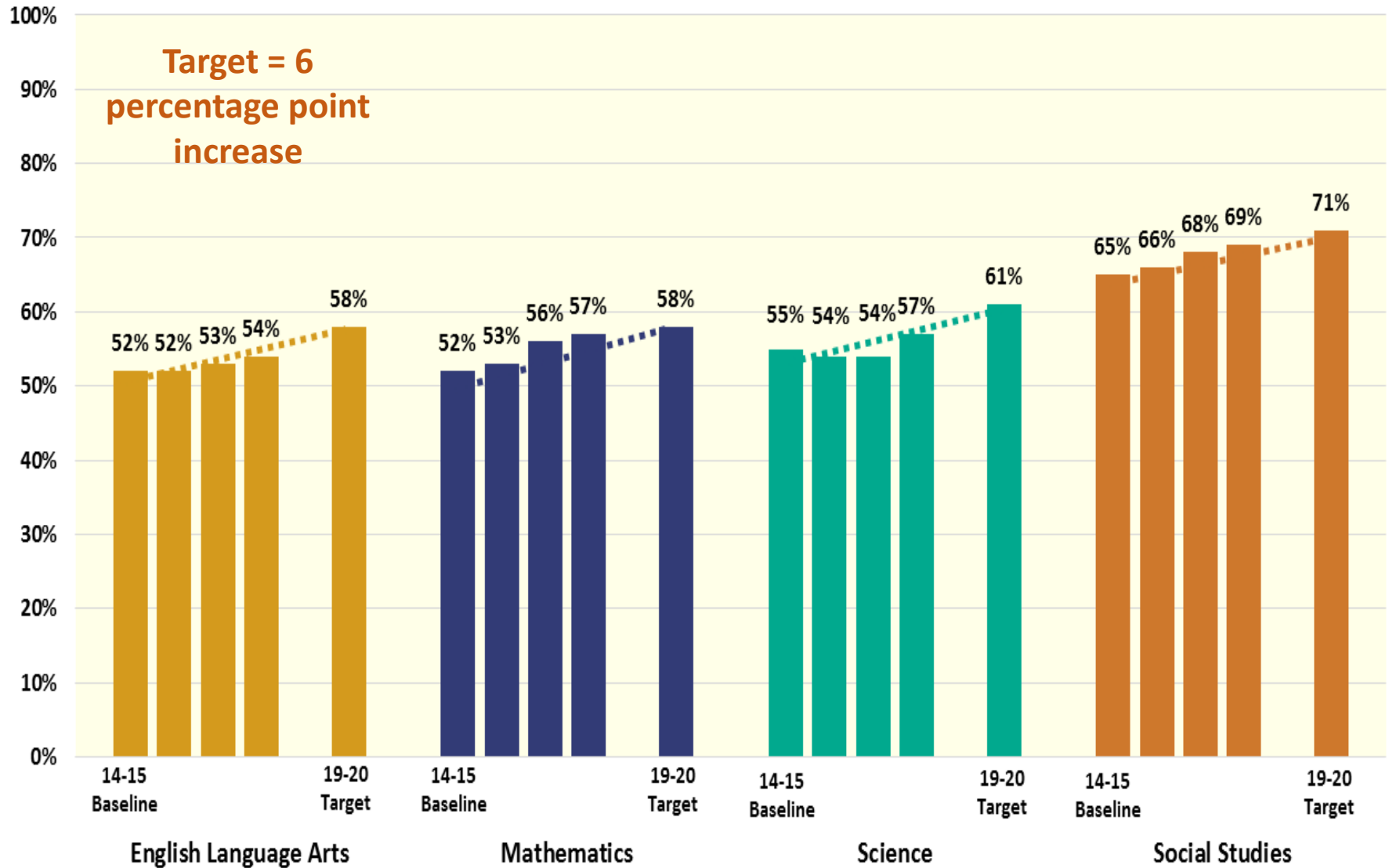
Return on Investment

Agency Effectiveness

To learn more, visit <http://bit.ly/2jfRprh>

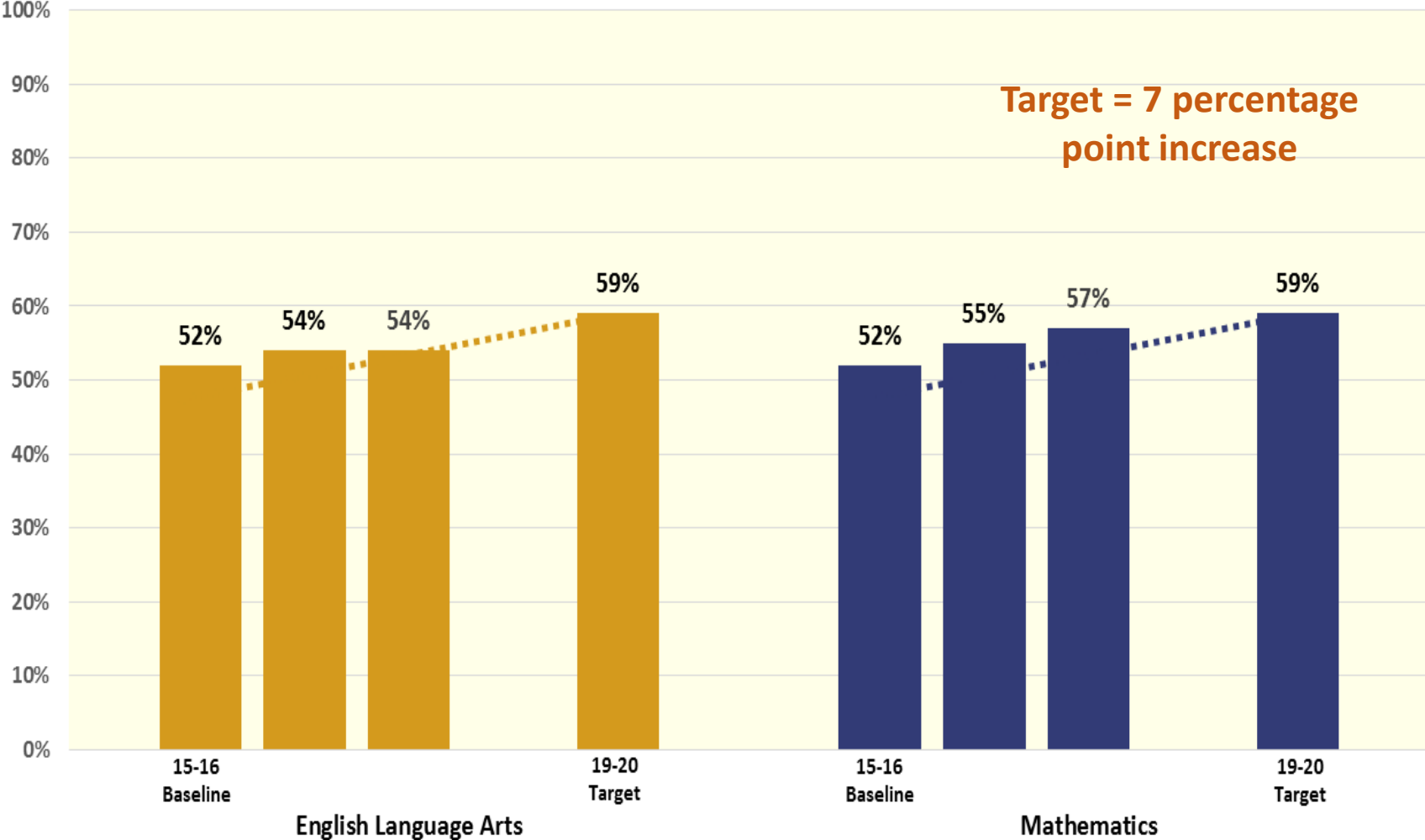
Goal 1: Highest Student Achievement

Metric 1: Student Achievement on Statewide Assessments



Note: Percent Level 3 or higher

Goal 1: Highest Student Achievement
Metric 2: Growth in English Language Arts and Mathematics

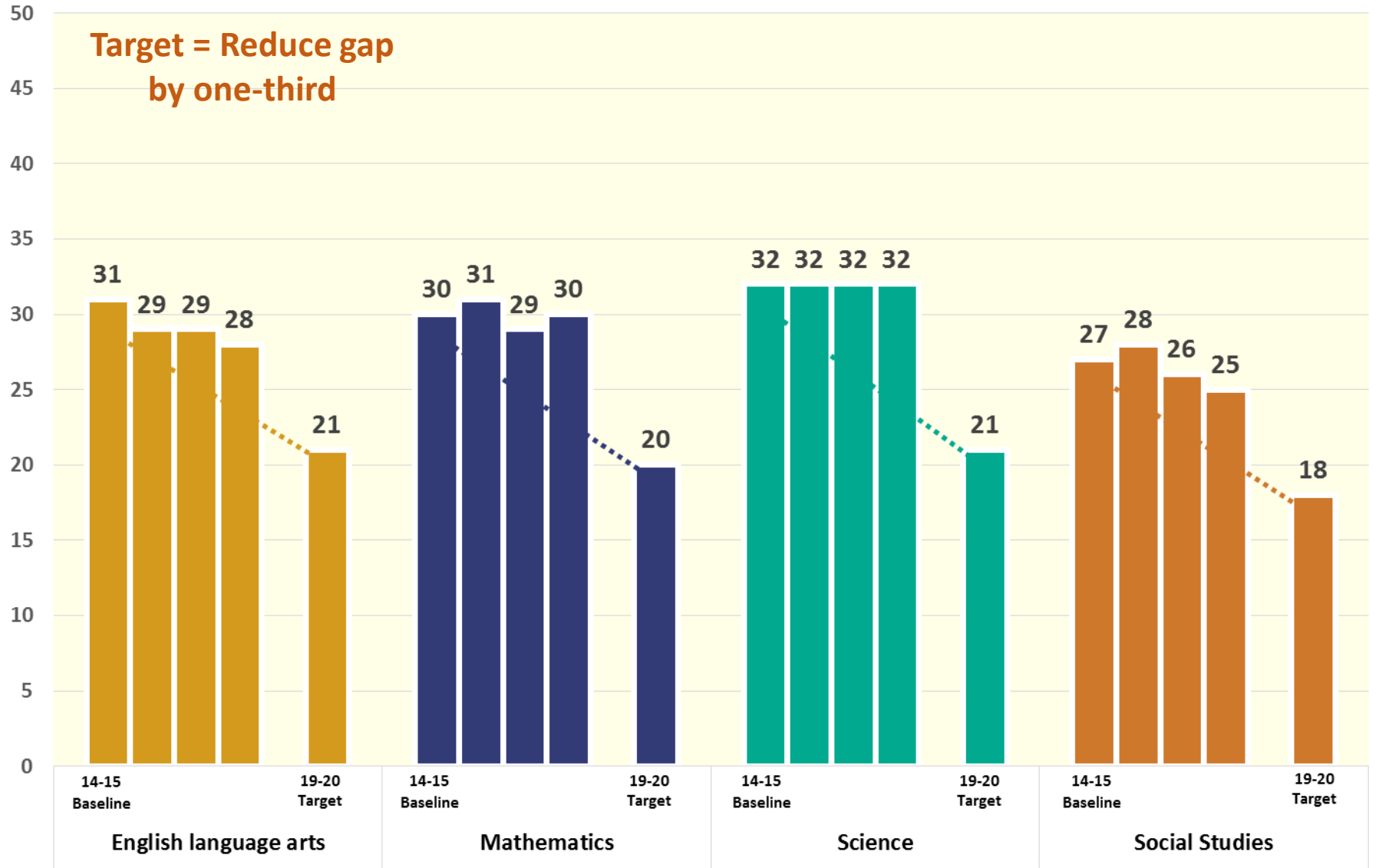


Note: Based on school grades learning gains calculation

Goal 1: Highest Student Achievement

Metric 3: Reducing the Achievement Gap

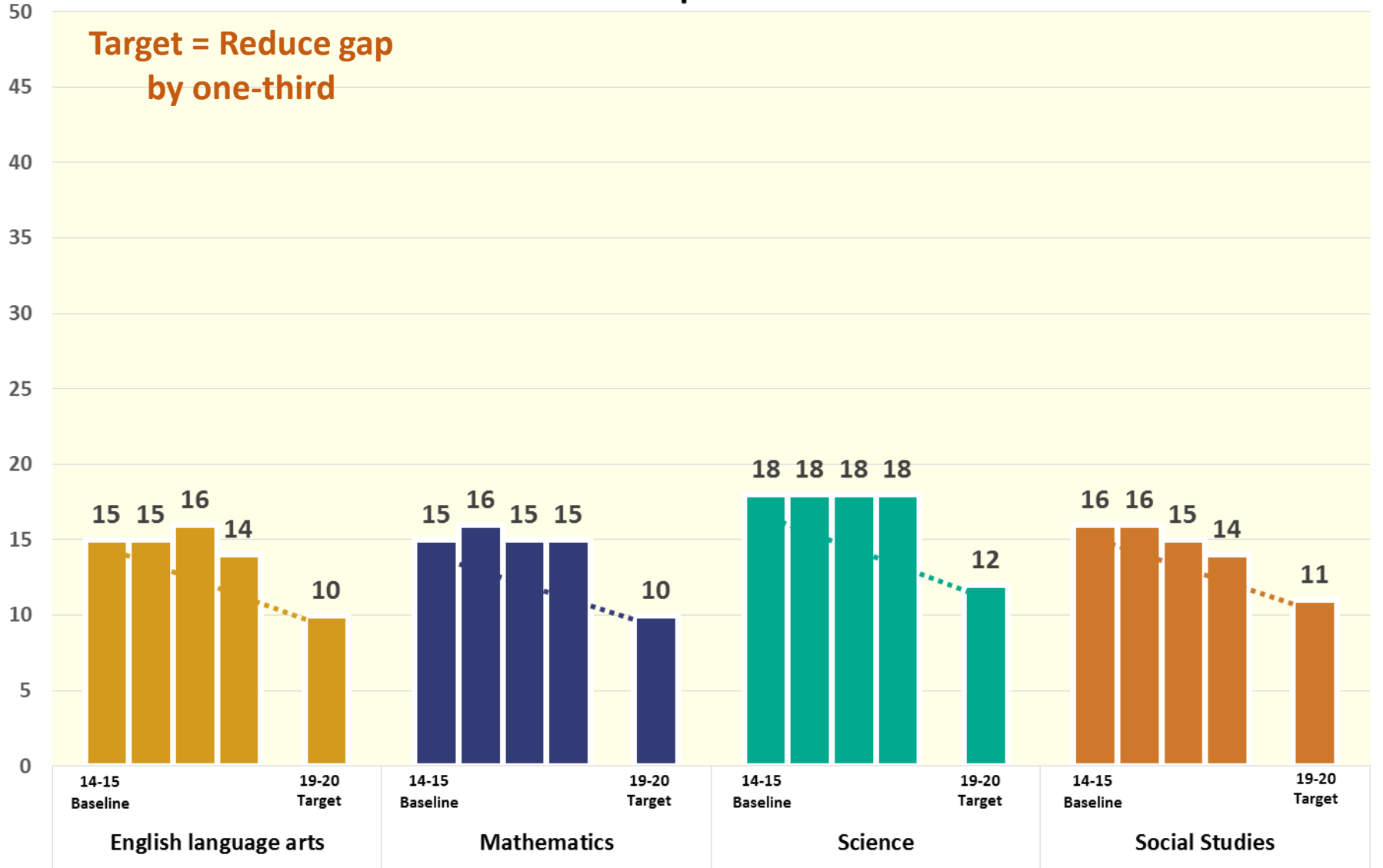
White and African American Students



Goal 1: Highest Student Achievement

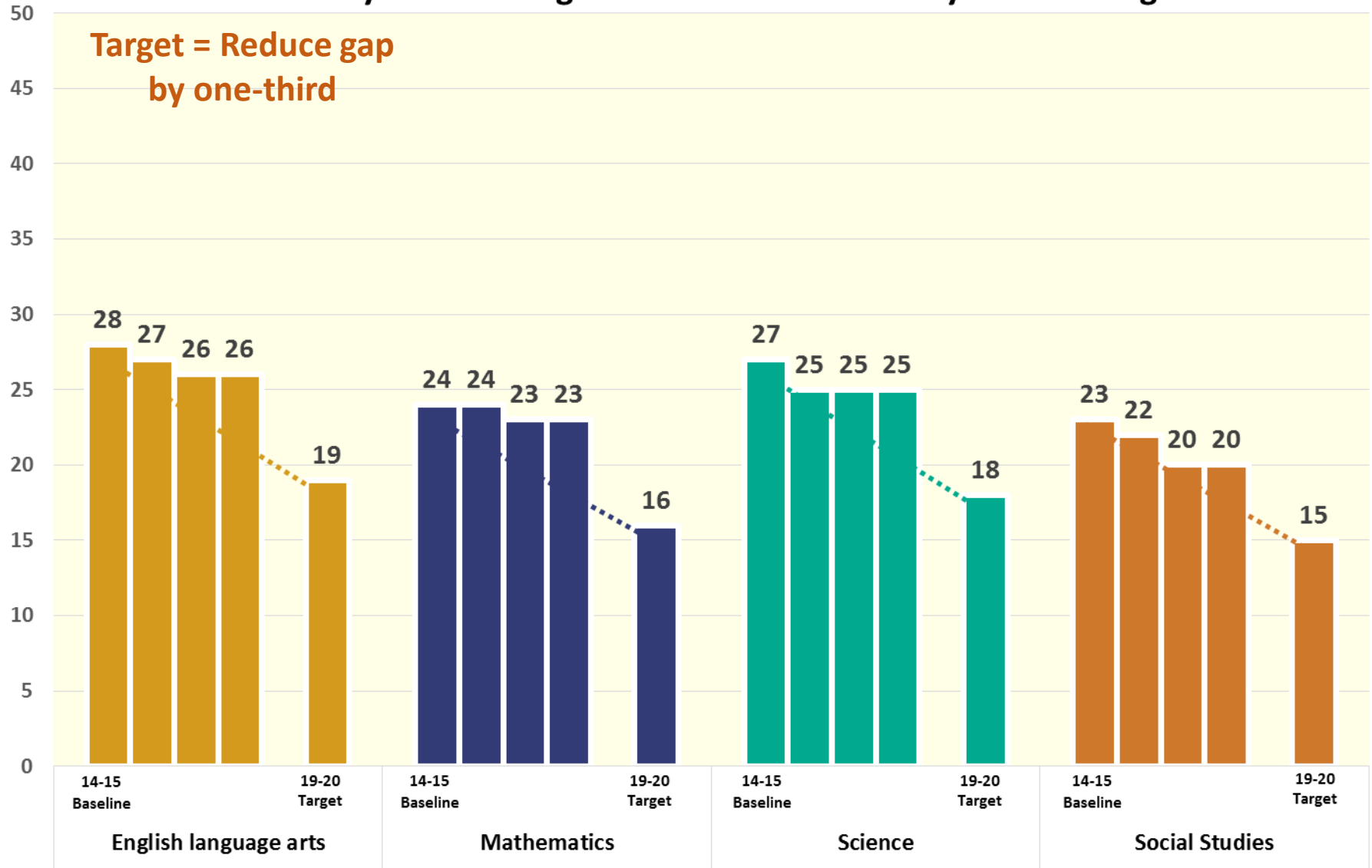
Metric 3: Reducing the Achievement Gap

White and Hispanic Students

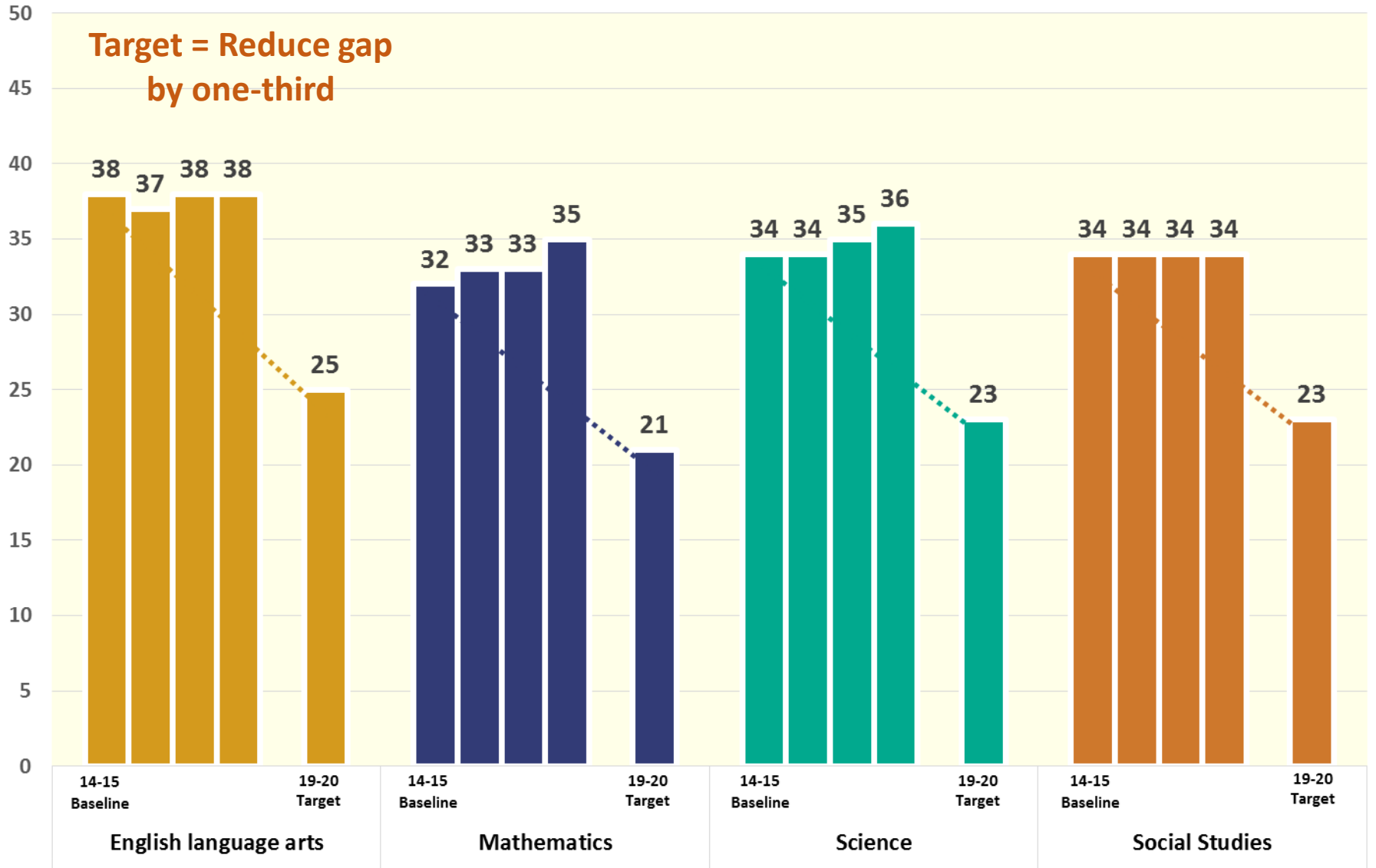


Goal 1: Highest Student Achievement
Metric 3: Reducing the Achievement Gap
Economically Disadvantaged and Non-Economically Disadvantaged

**Target = Reduce gap
by one-third**



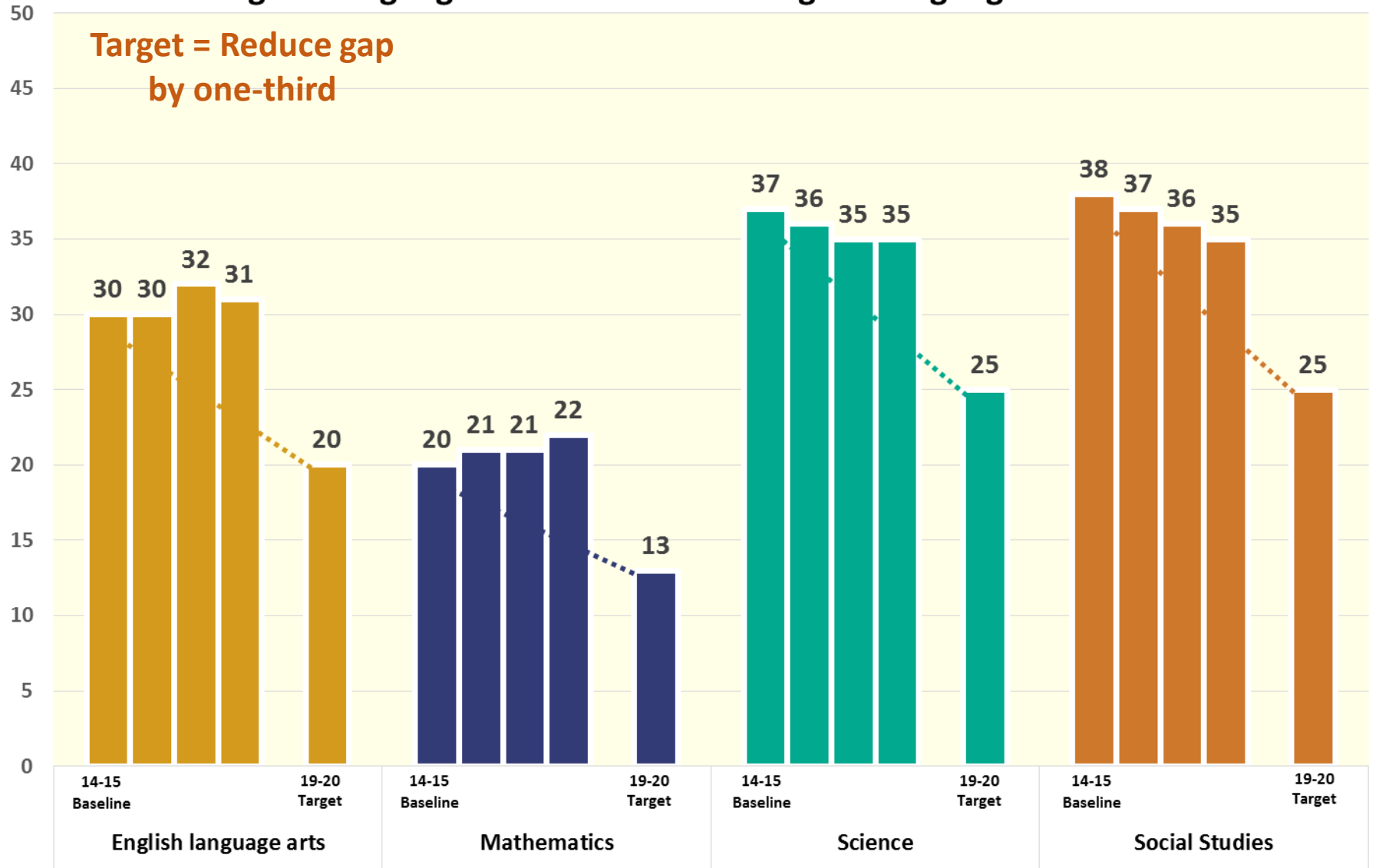
Goal 1: Highest Student Achievement
Metric 3: Reducing the Achievement Gap
Students with Disabilities and Students Without Disabilities



Goal 1: Highest Student Achievement

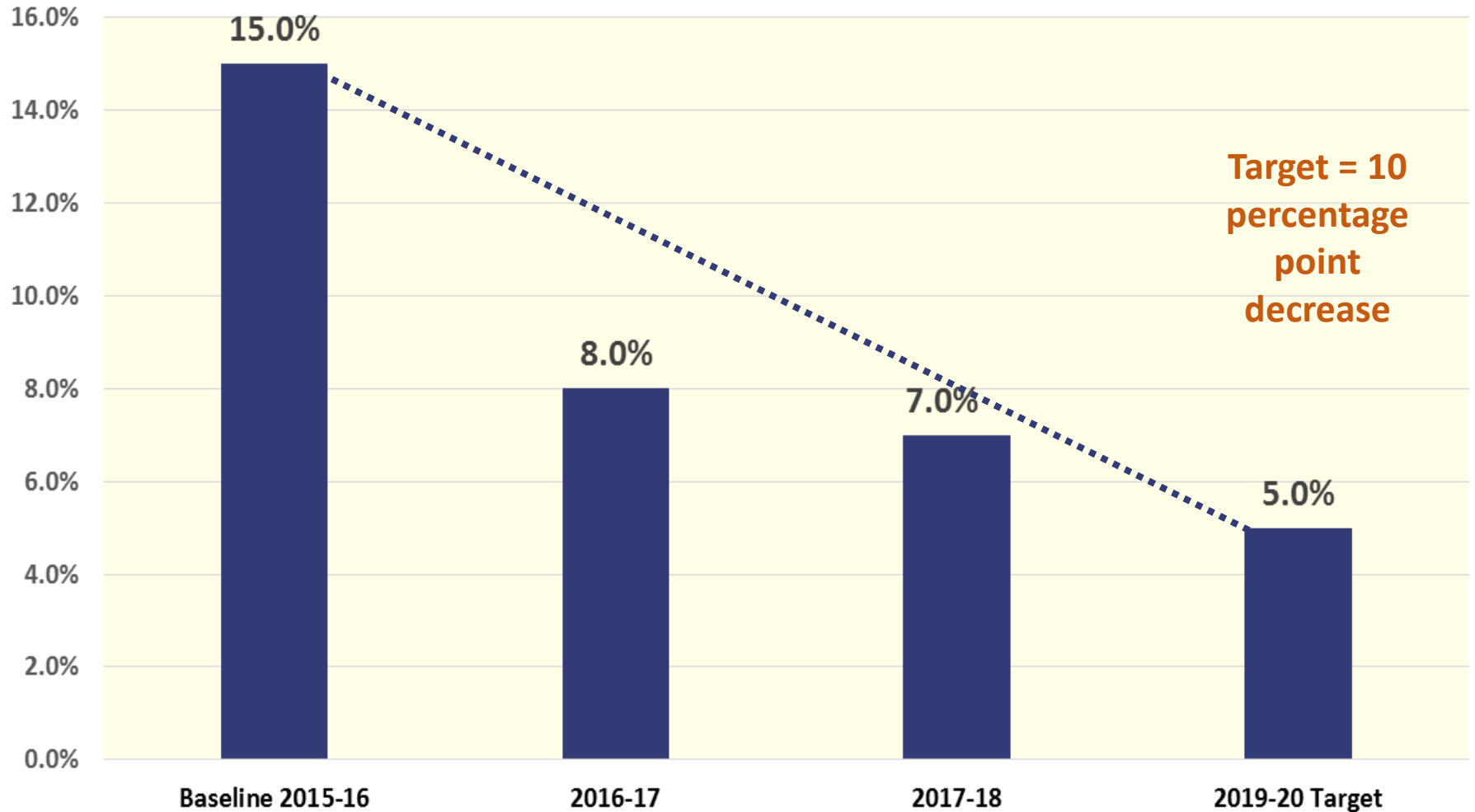
Metric 3: Reducing the Achievement Gap

English Language Learners and Non-English Language Learners



Goal 1: Highest Student Achievement

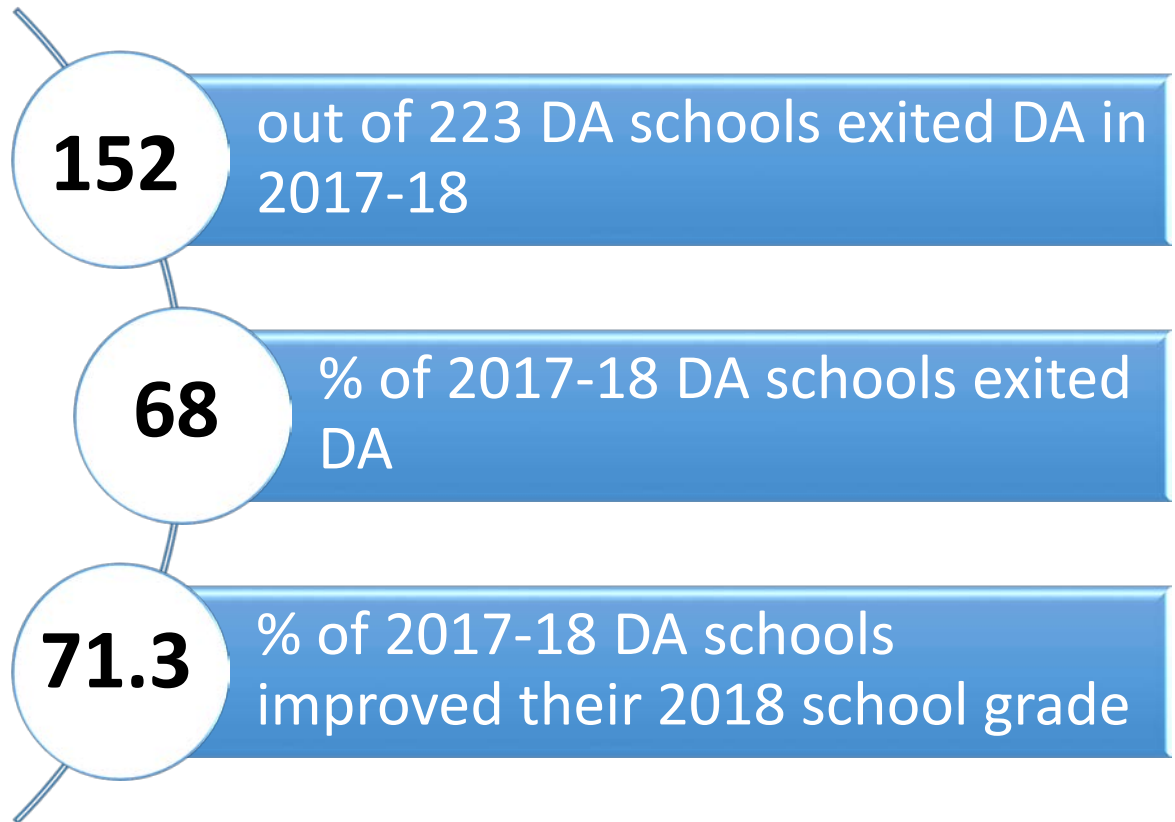
Metric 6: Reducing the Percent of Low-Performing Schools



Note: Percent of D and F Schools

DA Highlights

Schools in DA	
2014-15	500
2015-16	467
2016-17	223
2017-18	199





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Next Steps

Four of the factors that make a difference (Balfanz)

- K-12 Student Attendance
- K-12 Teacher Attendance
- 9th Grade Promotion
- K-12 Behavior

National High School Center EWS Indicators (ABC)

Indicator	Threshold
Attendance	Student missed 10% or more of instructional time (absences)
Behavior	Locally validated thresholds (e.g., referrals, in- or out-of-school suspension, behavior grades)
Course Performance	Failure in one or more courses Earned 2.0 or lower GPA (on a 4-point scale)

(Early Warning Systems in Education at the American Institutes for Research, 2012; Therriault, O' Cummings, Heppen, Yerhot, & Scala, 2013)

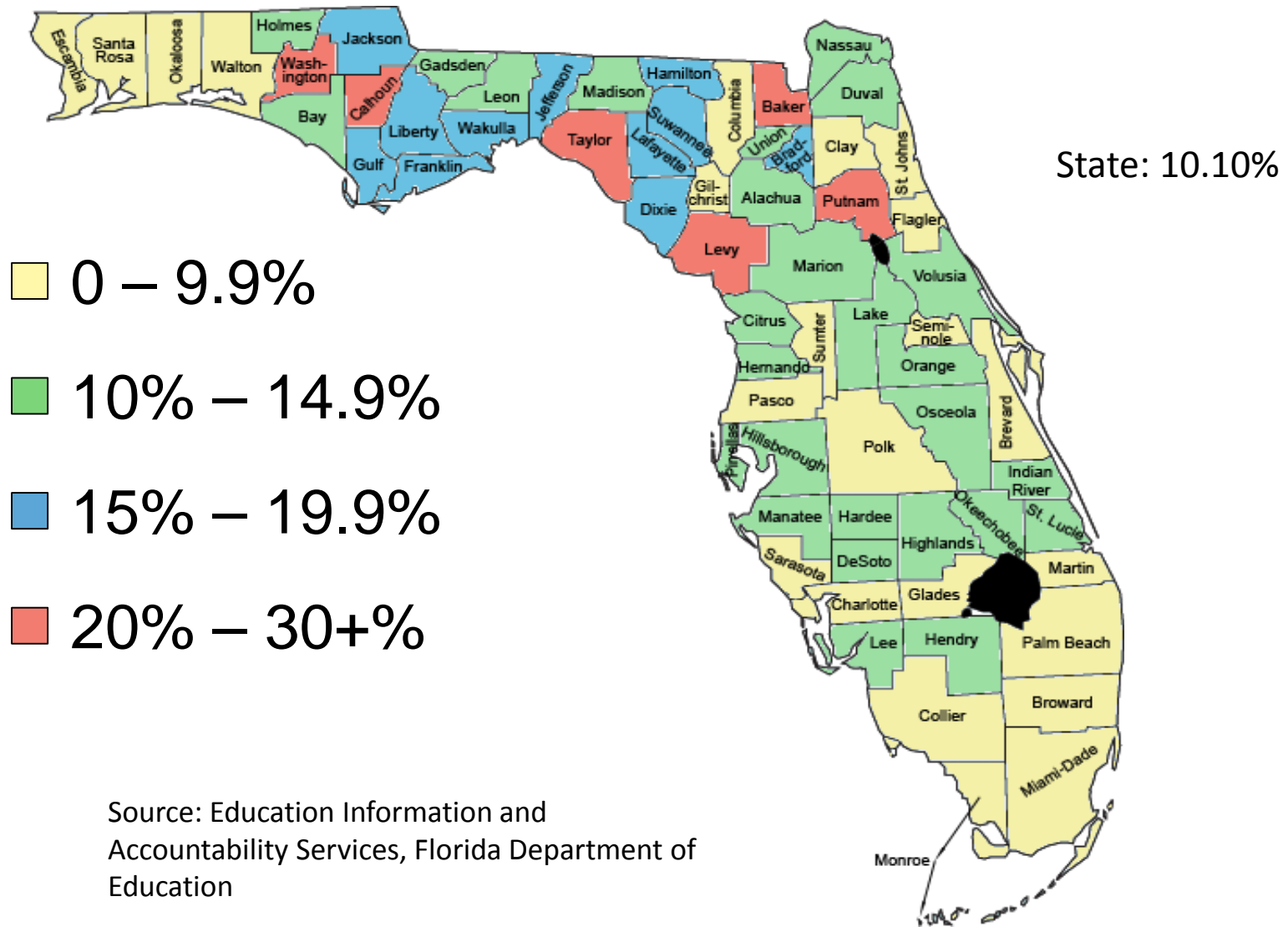


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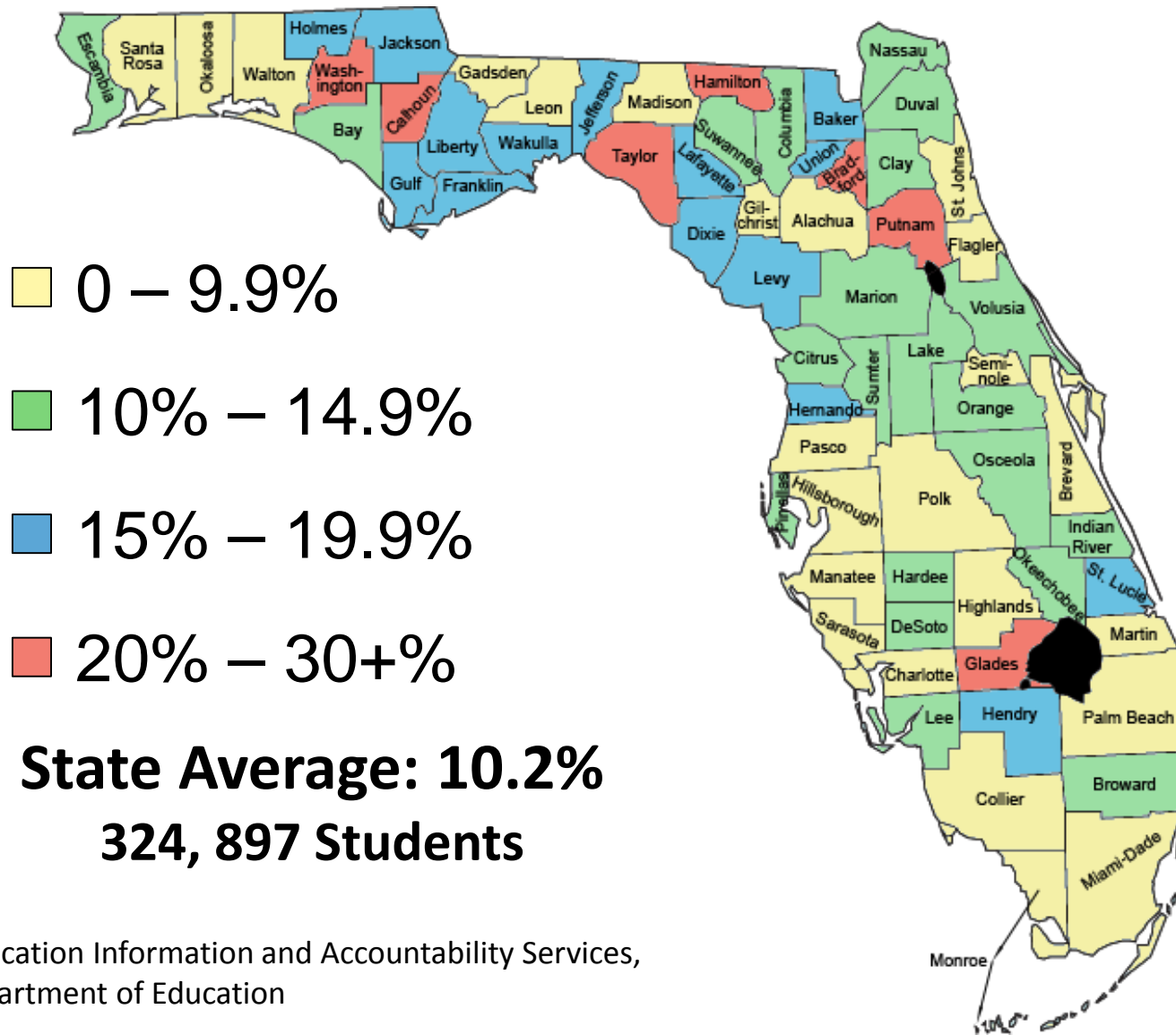
K-12 Student Attendance

2015-16 Chronic Absenteeism* Rates by District

* % Absent 21 or More Days (Final Survey 5)



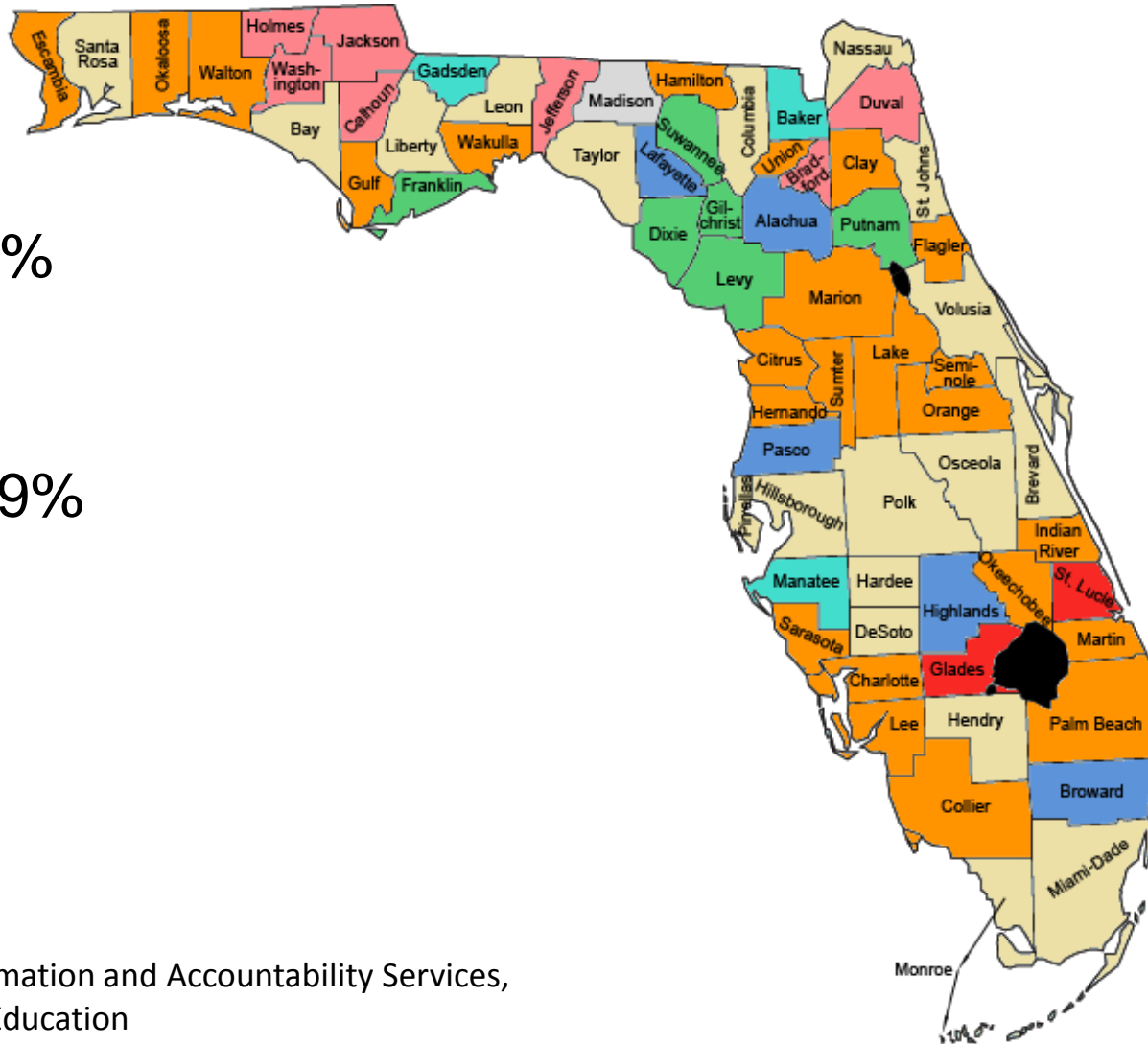
2016-17 Chronic Absenteeism Rates by District



Source: Education Information and Accountability Services,
Florida Department of Education

% Difference from 2013-14 to 2016-17 Chronic Absenteeism Rates by District

- Error
- -6%+
- -3% – -5.9%
- -1 – -2.9%
- -.09% – .09%
- 1% – 5%
- 6% – 10%
- 15%+



Source: Education Information and Accountability Services, Florida Department of Education



Invest in Prevention and Early Intervention





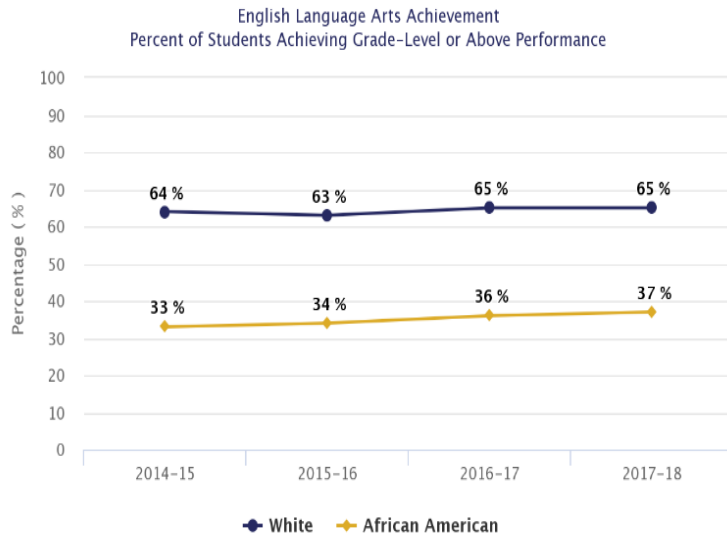
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Supporting Instructional Shifts

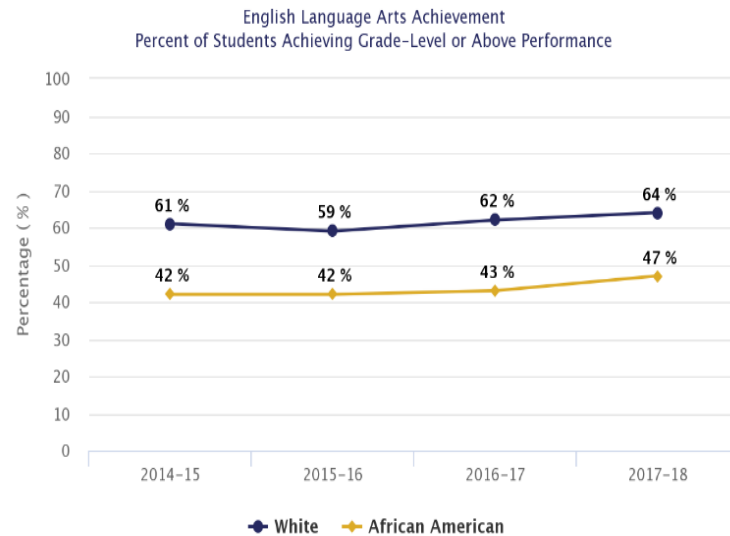
English Language Arts

White and African American Gap

State Gap Trend of White and African American



Clay Gap Trend of White and African American



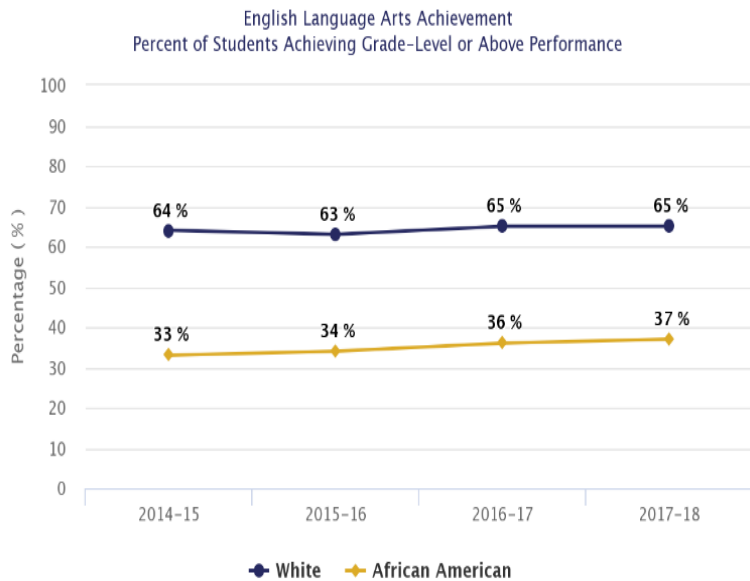
Percentage point gap between White and African American students scoring Level 3 and Above on English Language Arts Achievement

	2014-15	2015-16	2016-17	2017-18
State	31	29	29	28
Clay	19	17	19	17

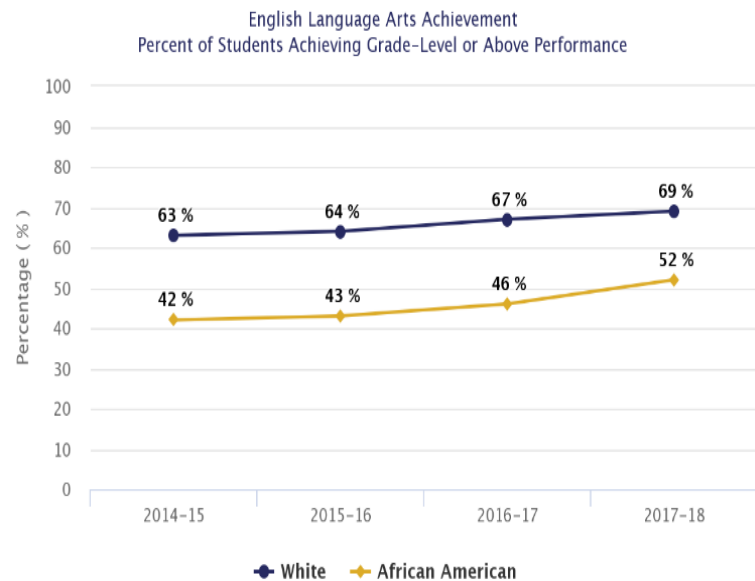
English Language Arts

White and African American Gap

State Gap Trend of White and African American



Nassau Gap Trend of White and African American



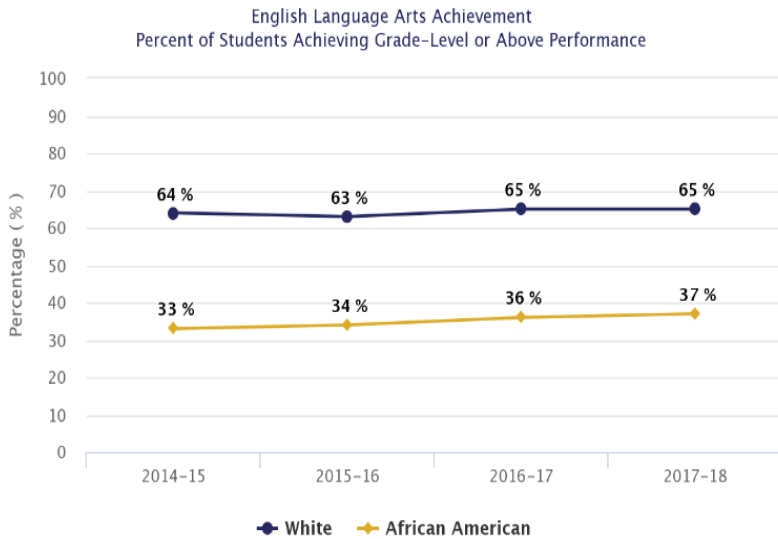
Percentage point gap between White and African American students scoring Level 3 and Above on English Language Arts Achievement

	2014-15	2015-16	2016-17	2017-18
State	31	29	29	28
Nassau	21	21	21	17

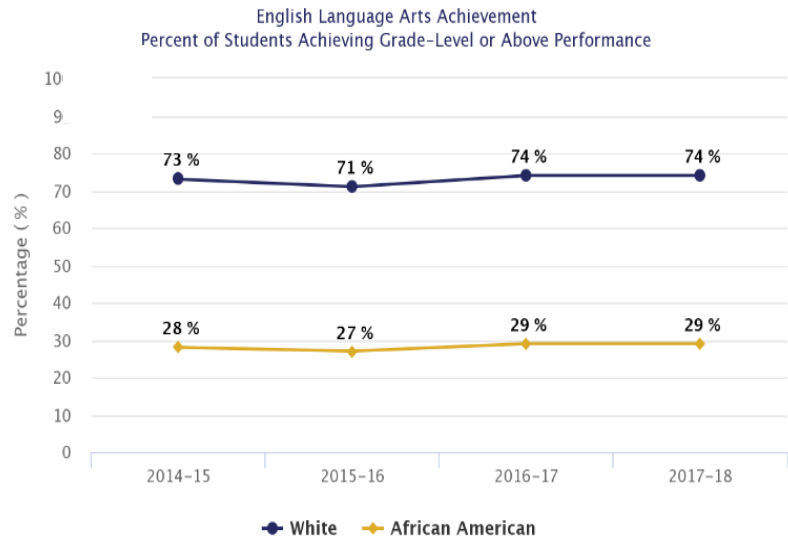
English Language Arts

White and African American Gap

State Gap Trend of White and African American



Gap Trend of White and African American



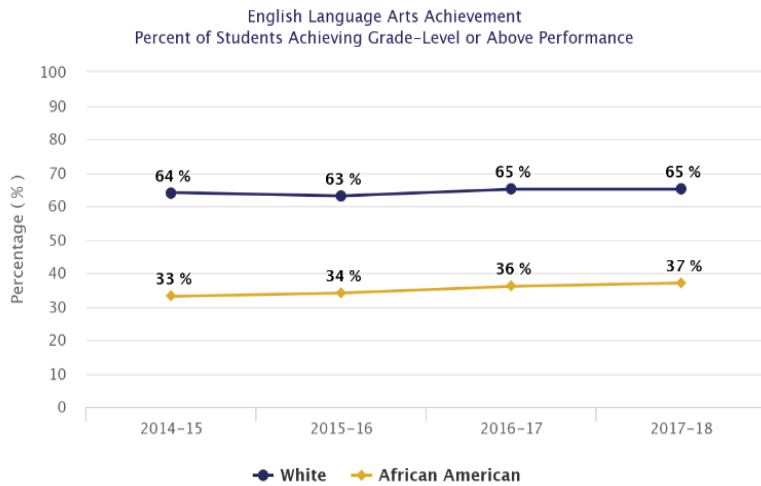
Percentage point gap between White and African American students scoring Level 3 and Above on English Language Arts Achievement

	2014-15	2015-16	2016-17	2017-18
State	31	29	29	28
[Redacted]	45	44	45	45

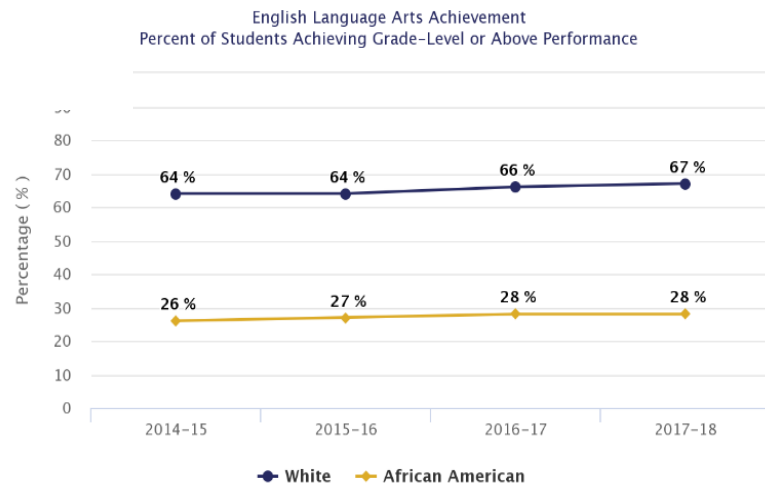
English Language Arts

White and African American Gap

State Gap Trend of White and African American



Gap Trend of White and African American



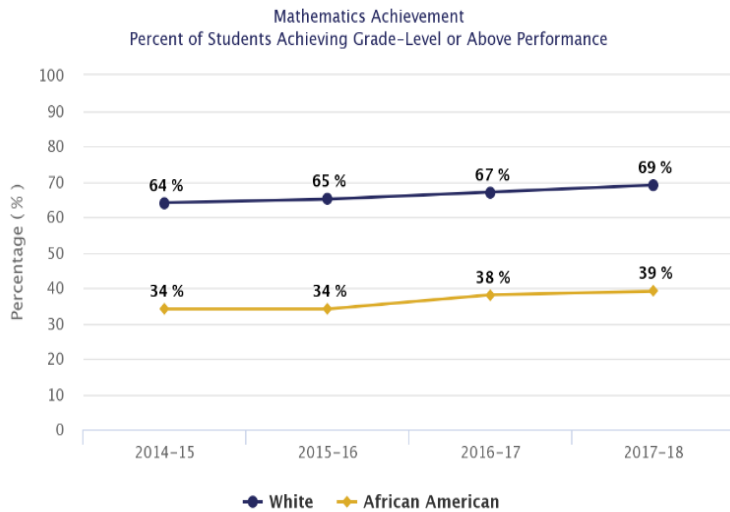
Percentage point gap between White and African American students scoring Level 3 and Above on English Language Arts Achievement

	2014-15	2015-16	2016-17	2017-18
State	31	29	29	28
	38	37	38	39

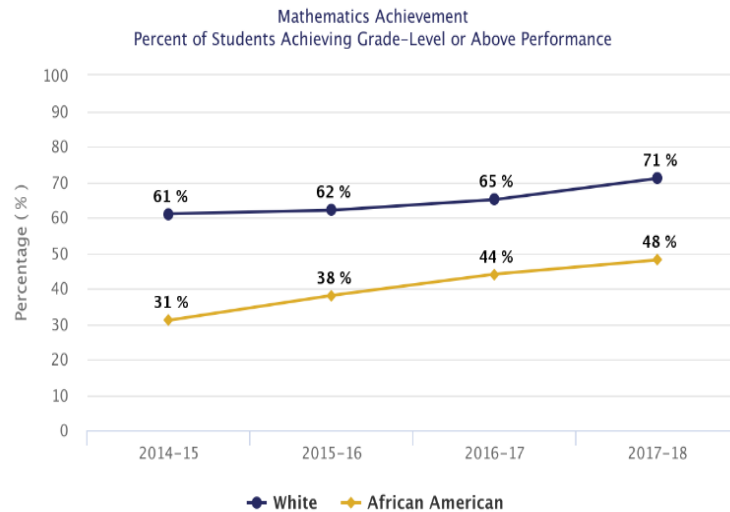
Mathematics

White and African American Gap

State Gap Trend of White and African American



Gilchrist Gap Trend of White and African American



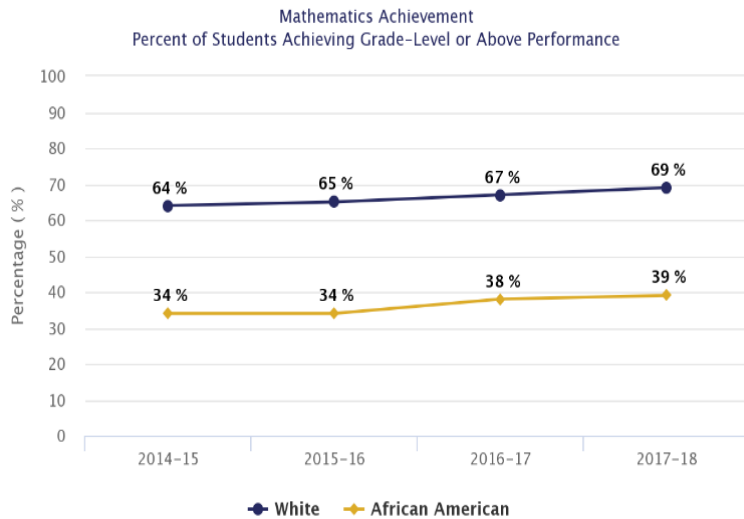
Percentage point gap between White and African American students scoring Level 3 and Above on Mathematics Achievement

	2014-15	2015-16	2016-17	2017-18
State	30	31	29	30
Gilchrist	30	24	21	23

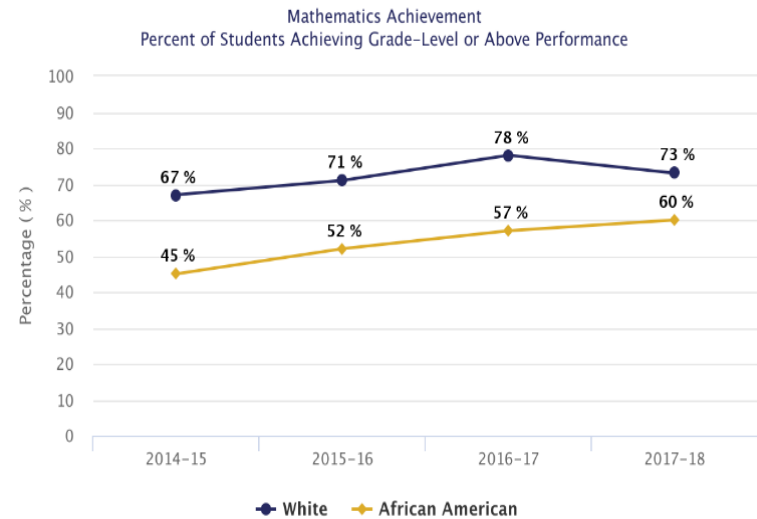
Mathematics

White and African American Gap

State Gap Trend of White and African American



Union Gap Trend of White and African American



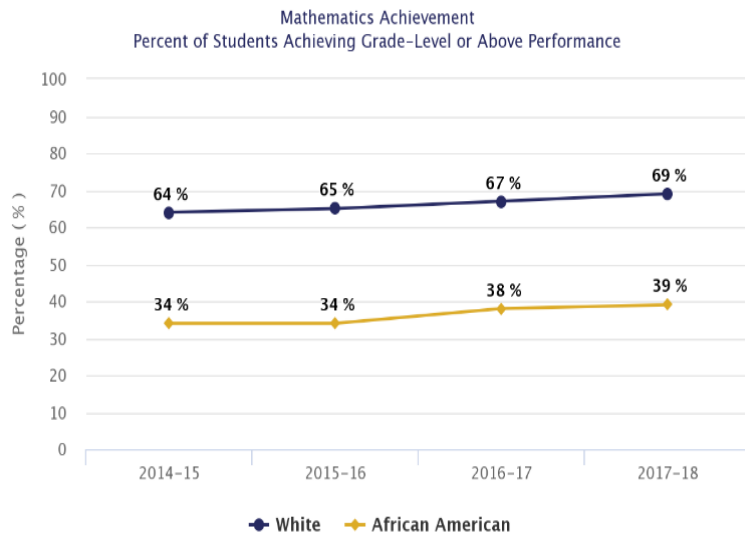
Percentage point gap between White and African American students scoring Level 3 and Above on Mathematics Achievement

	2014-15	2015-16	2016-17	2017-18
State	30	31	29	30
Union	22	19	21	13

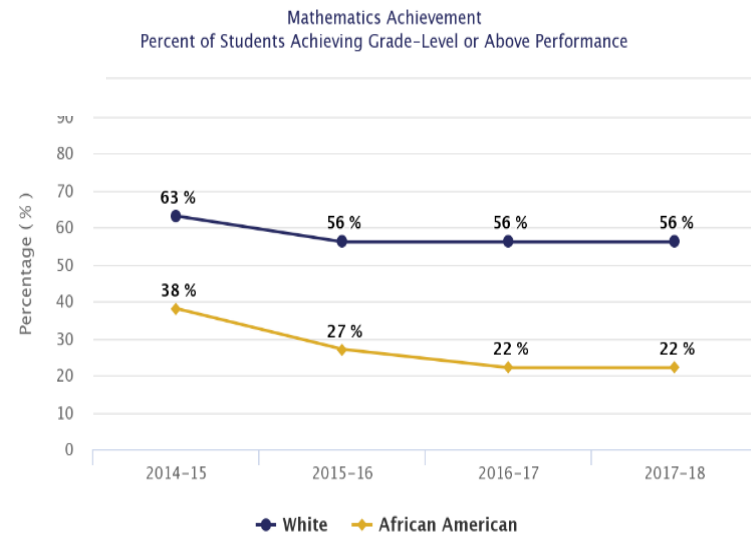
Mathematics

White and African American Gap

State Gap Trend of White and African American



Gap Trend of White and African American



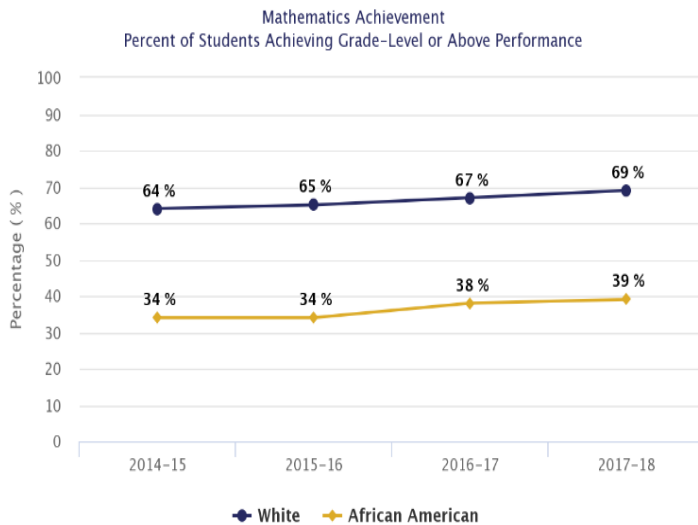
Percentage point gap between White and African American students scoring Level 3 and Above on Mathematics Achievement

	2014-15	2015-16	2016-17	2017-18
State	30	31	29	30
[Redacted]	25	29	34	34

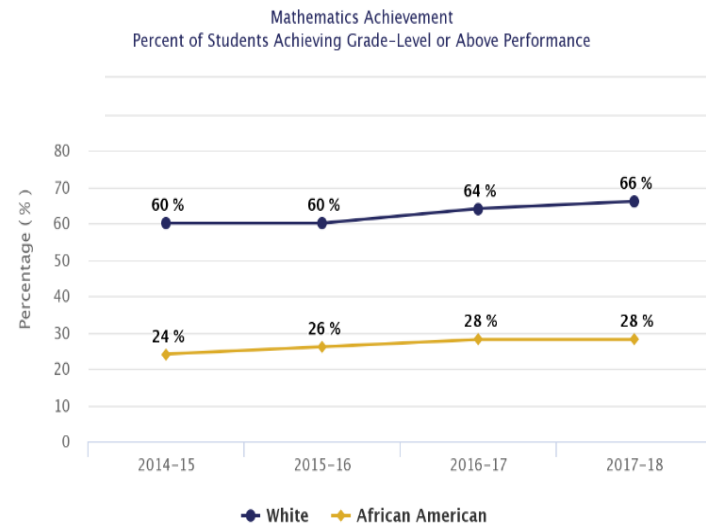
Mathematics

White and African American Gap

State Gap Trend of White and African American



Gap Trend of White and African American



Percentage point gap between White and African American students scoring Level 3 and Above on Mathematics Achievement

	2014-15	2015-16	2016-17	2017-18
State	30	31	29	30
	36	34	36	38

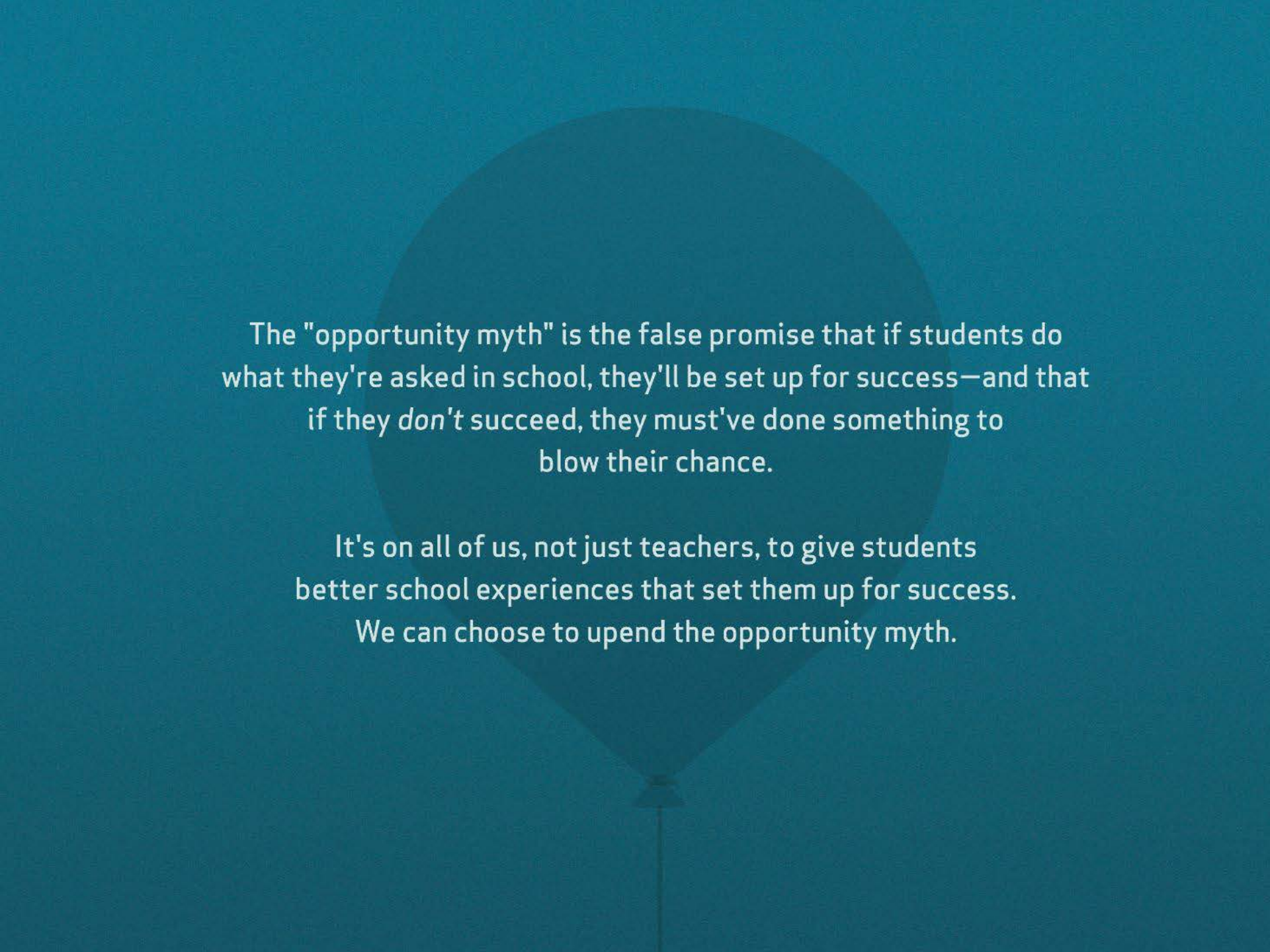
TNTP's latest report, *The Opportunity Myth*, examines the quality of students' academic experiences in school—and its effect on their long-term success.



At the heart of this report are real students, their aspirations and dreams, and how school sets them up—or doesn't—to reach those goals.

Here's what we found:

- 1 Students have big, clear plans for college and career.
- 2 Most students do what they're asked in school—but are still not ready to succeed *after* school.
- 3 Students spend most of their time in school without access to four key resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.
- 4 Students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to these resources than their peers.
- 5 Greater access to the four resources can and does improve student achievement—*particularly* for students who start the school year behind



The "opportunity myth" is the false promise that if students do what they're asked in school, they'll be set up for success—and that if they *don't* succeed, they must've done something to blow their chance.

It's on all of us, not just teachers, to give students better school experiences that set them up for success. We can choose to upend the opportunity myth.

For many students, the answer is no. Nationwide, nearly 70 percent of high school graduates go on to college—but far fewer are succeeding once they get there.



Graduates who opt for a career straight out of high school aren't faring much better. Many employers report that high school graduates enter their roles missing the skills they need to do their jobs well.



The Florida Standards Academy

A project of Division of Educator Quality and K-12 Public Schools

2018-2019



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Background

Closing the Achievement Gap

- In 2014, TNTP partnered with three Florida school districts to answer the question “to what extent are current practices at the classroom, school and district levels supporting or hindering efforts to ensure rigorous, standards-aligned instruction for all students?”

Closing the Achievement Gap

The report results revealed:

- Teachers observed are not yet adjusting their instructional practices to meet the demands of the Florida Standards.
- Teacher and leader confidence in their ability to teach the Florida Standards doesn't match up with what was observed at schools.
- Instructional materials, evaluations and professional development opportunities provided to teachers could be better aligned, as they are not yet doing enough to support teachers to raise the rigor of their instruction.

Closing the Achievement Gap

- 67% of the teachers in the 300 classrooms observed were not making the instructional shifts necessary for students to achieve the standard
- 64% of the 1,985 assignments reviewed had weak or no alignment at all with the standards.
- So, while 64% of the students met the expectations of the assignment, only 27% of those students met the expectations of the standard.



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Our Theory of Action

Vision For Highest Achievement

- Our vision: Highest Achievement – Every Student, Every Day
- Student learning improves as the quality of teaching improves, and the quality of teaching improves as we understand more about what high-quality teaching looks like and how we lead for that
- Standards-based instruction IS quality teaching



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Program Overview

Program Outcomes

1. To deepen understanding of the power of the standards as a level for increased equity and student outcomes.
2. To deepen leaders' and teachers' understanding of the instructional shifts needed to ensure rigorous, standards-aligned instruction for all students.
3. To foster collaboration as school teams build action plans around standards-aligned instruction.

Program Design

- The FSA is designed to support school and teacher leaders to better understand and implement the instructional shifts needed to ensure rigorous, standards-aligned instruction for all students – a key lever for closing the achievement gap.
- School teams participate in two Institutes
 - Institute I: October 1 – 3, 2018
 - Institute II: February 20-21, 2019
- In addition, school principals will collaborate with their peers to create solutions to specific problems of practice through several virtual learning community discussions.



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Institute I Participant Feedback

Participant Experience

“I was able to come right back to school and implement strategies with my teachers!”

“Facilitators were incredibly knowledgeable! Great discussion and collaboration.”

“I left wanting to push my students harder and achieve more!”

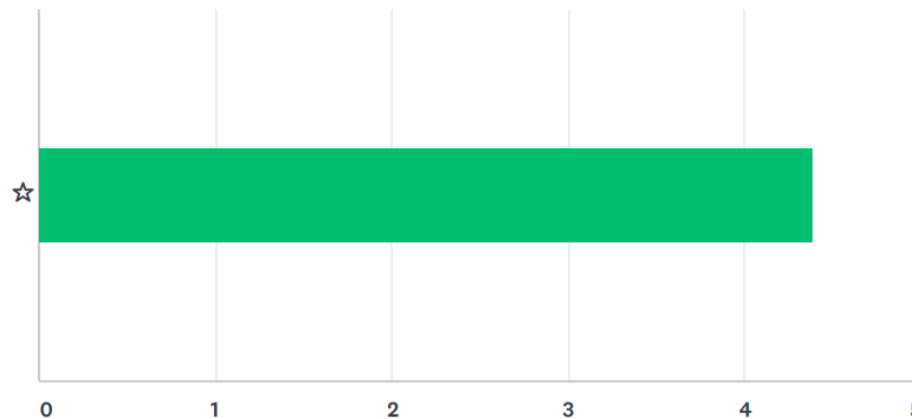
“The data shared was impactful. The rigor and deep thinking that went into activities was powerful!”

“Our school team created a great first step to increase student and teacher attendance rates!”

Participant Feedback: Institute I

Q9 How useful do you think the learning you have engaged in at FSA will be when you return to your school (more stars = more useful)?

Answered: 114 Skipped: 0

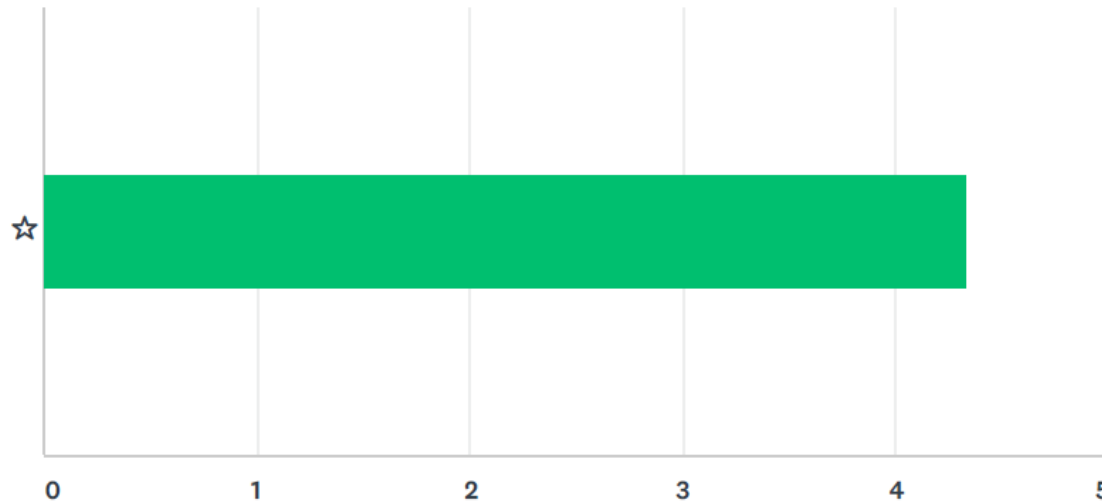


	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	0.88% 1	2.63% 3	8.77% 10	33.33% 38	54.39% 62	114	4.38

Participant Feedback: Institute I

Q10 What is your overall rating of the FSA (more stars = better)?

Answered: 114 Skipped: 0



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	2.63% 3	14.04% 16	30.70% 35	52.63% 60	114	4.33



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ESSA



Every Student Succeeds Act (ESSA) State Plan

Assessment, Accountability, and School Improvement Provisions

Florida Organization of Instructional Leaders

November 7, 2018



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ESSA State Plan Approval

- Drafted with public input, including workgroup of superintendents
- No changes to Florida's state accountability systems
- Preserves the focus on increased student achievement
- Adds a Federal calculation to satisfy ESSA requirements
- Approved September 26, 2018

Sections of the State Plan

- 1. Title I, Part A: Assessment, Accountability, and School Improvement**
2. Title I, Part C: Migrant Students
3. Title I, Part D: Neglected, Delinquent, or At-Risk Students
4. Title II, Part A: Supporting Effective Instruction
5. Title III, Part A: English Language Learners
6. Title IV, Part A: Student Support and Academic Enrichment Grants
7. Title IV, Part B: 21st Century Community Learning Centers
8. Title V, Part B, Subpart 2: Rural and Low-Income School Program
9. Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act

Percent Tested

- Schools testing less than 95% of their students, overall or by subgroup, will have to review their testing practices and submit a plan for change to achieve 95% tested
- Schools testing less than 95% will have the achievement denominators for ELA and Math increased to 95% for the Federal index calculation

English Language Learners (ELLs)

- FSA ELA for First-year ELLs:
 - Test all in 1st year (90% of ELLs did this in 2017-18)
 - Learning gains counted in 2nd year
 - Achievement counted in 3rd year
 - Memo sent October 19, 2018
- Increased the federal accountability reporting period for former ELLs from two years to four years
- Included long-term goals for ELLs on the ACCESS for ELLs English Language Proficiency assessment

Accountability

- Calculation of new Federal percent of points index
 - Includes all school grades components plus English Language Proficiency progress
- English Language Proficiency progress – the percent of ELLs who make progress on ACCESS for ELLs or Alternate ACCESS for ELLs
 - For ACCESS for ELLs
 - ELLs who increase their whole number composite proficiency level or
 - Remain at a composite score of 4, 5, or 6 and do not decrease a level
 - For Alternate ACCESS for ELLs
 - ELLs who increase their scoring category (Scale = A1, A2, A3, P1, P2, or P3)
 - Remain at a scoring category of P1 or above and do not decrease a level
- Calculated for all schools including ESE, Alternative, and DJJ
 - K-3 schools that don't receive their own index will receive the Federal percent of points index of the school to which a majority of their students matriculate, as is currently done for the school grade for school recognition purposes
- Calculated overall and by subgroup

Subgroups

- Subgroups include:
 - Economically disadvantaged students
 - Major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races)
 - Students with disabilities
 - English Language Learners (ELLs)

Federal Percent of Points Index

ESSA Indicator	Florida Component
Academic Achievement – including Student Growth	English Language Arts (ELA) Achievement
	Mathematics Achievement
	Learning Gains ELA
	Learning Gains Mathematics
	Learning Gains Lowest 25% ELA
	Learning Gains Lowest 25% Mathematics
Graduation Rate	4-Year Graduation Rate
School Quality or Student Success	Science
	Social Studies
	Middle School – Acceleration
	High School – College and Career Acceleration
Progress in Achieving English Language Proficiency (ELP)	ELP Progress

Middle School Federal Percent of Points Index School Quality Indicator

ESSA Indicator	Florida Component	Points
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	Middle School Acceleration Mathematics Achievement (20 points) Acceleration Success (100 points)	120 points

- The mathematics achievement component is included as part of the middle school acceleration measure (20 points), as well as under the academic achievement indicator (80 points), for a total weight of 100 points in the Federal index.

High School Federal Percent of Points Index School Quality Indicator

ESSA Indicator	Florida Component	Points
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	College and Career Acceleration 4-Year Graduation Rate (20 points) Acceleration Success (100 points)	120 points

The 4-year graduation rate is included as part of the college and career acceleration measure (20 points), as well as under the graduation rate indicator (80 points), for a total weight of 100 points in the federal index.

State, District, and School Report Cards

- Developing a new interactive report card that will provide the federally required components for the state, district, and school report cards
- It will include the information that is now accessed through SPARS in a more accessible format for parents and the general public
- Includes the following:
 - School grade and school grade components, and Federal index
 - Components disaggregated by subgroup
 - State, District, School level
 - English Language Proficiency Progress
 - State, District, School level
 - Whether the school was identified for support

DRAFT

DRAFT



2017-18 School Report Card

Select District:

Select School:

Enter District:

Enter School:

View School

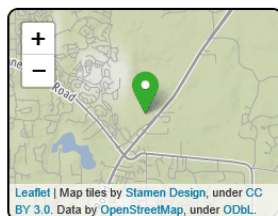
YOUR HIGH SCHOOL

Title 1: ESE Center: Charter: Alternative Education:

Grades Served: **PK** **9** **10** **11** **12**

District: Your District
Type: High School
Principal: John Smith

Contact Info:
1000 ABC Circle
Your City, FL 32000-0000
(850) 111-1111



School Performance

School Grade		Federal Index:	70%
A	70%	Graduation Rate:	98%
		Identified for Support:	No
Details			
View Components			

School Grade Scale: **A** = 62% of points or greater, **B** = 54% to 61% of points, **C** = 41% to 53% of points, **D** = 32% to 40% of points, **F** = 31% of points or less

For more information see the [School Grades Overview](#) and the [Guide to Calculating School and District Grades](#).

Profile

Assessments - Academic Achievement, Growth, and Participation

DRAFT

School Performance

DRAFT

School Grade: **A** Federal Index: **69%**

70% Graduation Rate: **99%**

Identified for Support: **No** [Details](#)

Identified for Support Details

The selected school was identified for support due to one or more of the following reasons below.

Data Masking: Data is masked when the selected subgroup is less than 10.

D or F School: Low Federal Index: Low Graduation Rate:

Underperforming Subgroup(s):

White	<input type="checkbox"/>	Federal Index: 74%
Black/African American:	<input type="checkbox"/>	Federal Index: 60%
Hispanic:	<input type="checkbox"/>	Federal Index: 71%
Asian:	<input type="checkbox"/>	Federal Index: 88%
American Indian/Alaskan Native:	<input type="checkbox"/>	Federal Index: %
Native Hawaiian/Other Pacific Islander:	<input type="checkbox"/>	Federal Index: %
Multiracial:	<input type="checkbox"/>	Federal Index: 66%
English Language Learners:	<input type="checkbox"/>	Federal Index: 56%
Students with Disabilities:	<input type="checkbox"/>	Federal Index: 59%
Economically Disadvantaged:	<input type="checkbox"/>	Federal Index: 62%



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Support for School Improvement

School Improvement Categories

Will be identified on new report cards

Federal Comprehensive Support and Improvement (CS&I) for DA Schools/**Currently** State CS&I and TS&I

Current grade “D”	Differentiated Accountability (DA) Support
Current grade “F”	DA Support
Not “D” or “F” but graduation rate 67% or lower	DA Support

NEW Federal Comprehensive Support and Improvement (CS&I) **Based on 2017-18 performance**

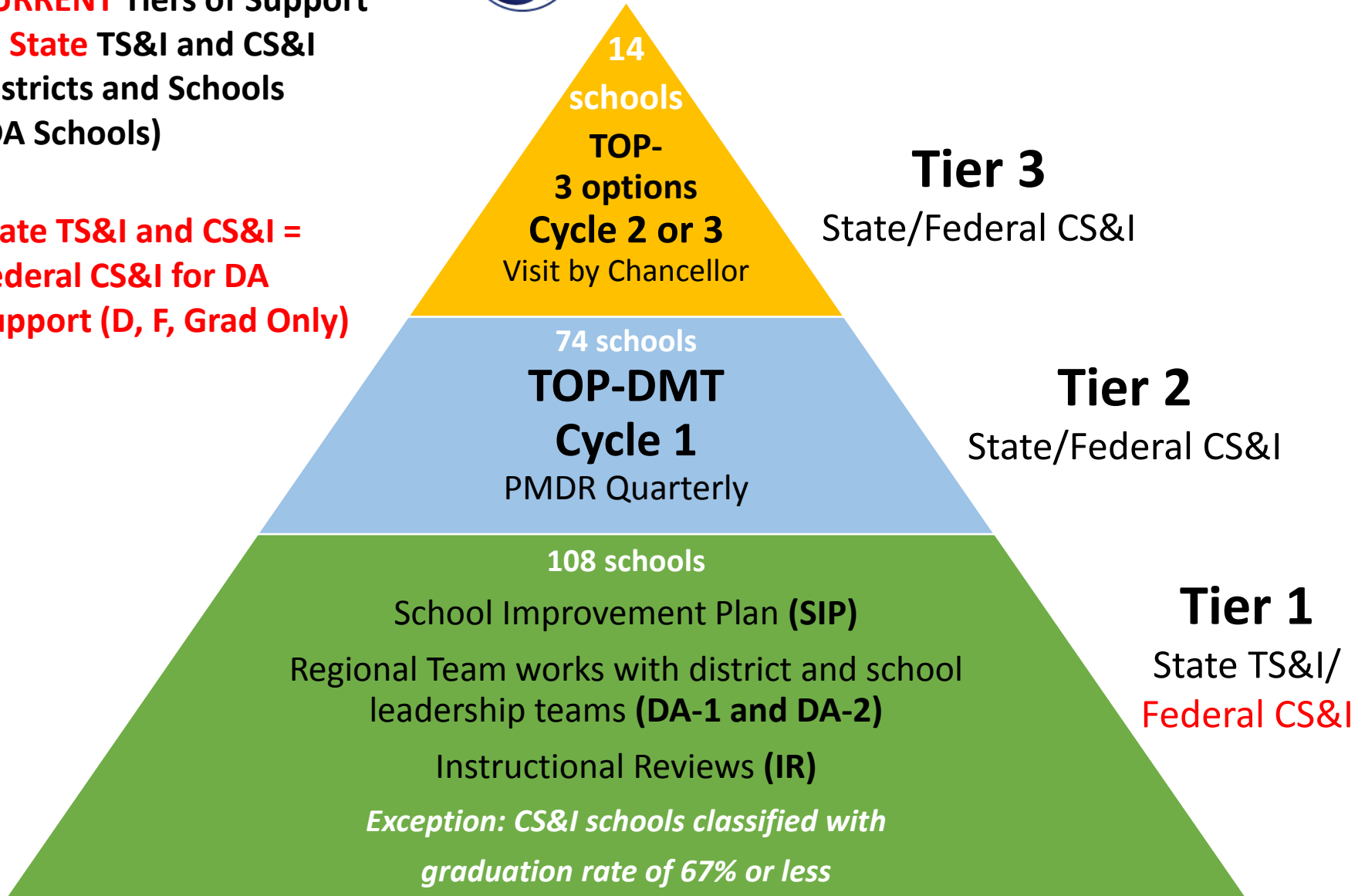
Not “D” or “F” but overall Federal percent of points index 40% or lower	Tiered Support
A TS&I school with a subgroup Federal percent of points index 40% or lower for 6 years*	Tiered Support

NEW Federal Targeted Support and Improvement (TS&I) **Based on 2017-18 performance**

Any subgroup performance on Federal percent of points index 31% or lower for 3 consecutive years	Tiered Support
Any subgroup performance on Federal percent of points index 40% or lower in the current year *moves to CS&I after 6 years	Tiered Support

CURRENT Tiers of Support
to **State** TS&I and CS&I
Districts and Schools
(DA Schools)

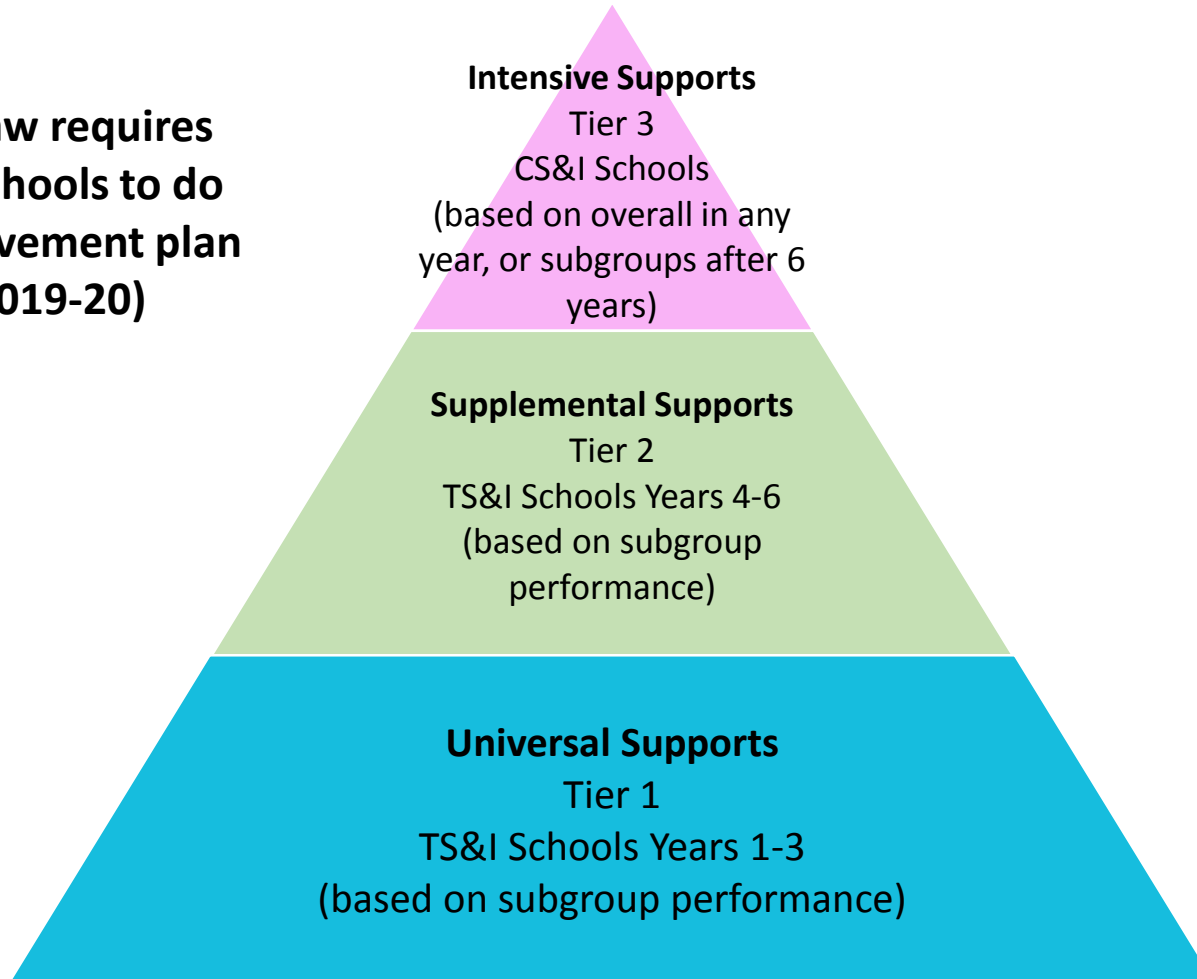
**State TS&I and CS&I =
Federal CS&I for DA
Support (D, F, Grad Only)**



* Tiering requirements escalate

Tiered Support for Schools **not in DA** Identification Based on Federal Percent of Points Index

NEW Federal law requires
all identified schools to do
a school improvement plan
(beginning in 2019-20)



* Tiering requirements escalate

For More Information

- Parking Lot for Questions
- There will be more information on support during breakout sessions



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Instructional Materials

Where we are currently:

- 2018-19 Math IM Adoption
 - 139 bids for K-12 materials
 - Reviews in progress
- 2019-20 ELA Adoption
 - Specifications and Course Call list posted on IM webpage

ELA Adoption

- Section 1001.215, F.S.
- Build background knowledge and literacy skills in K-5 reading materials
 - Social Studies
 - Science
 - Arts
- 50/50 Informational texts and Literary texts

Contact Information

Cathy Seeds, Director of Library Media &
Instructional Materials

Cathy.Seeds@fldoe.org

850-245-0903

IM Website

<http://www.fldoe.org/academics/standards/instructional-materials>



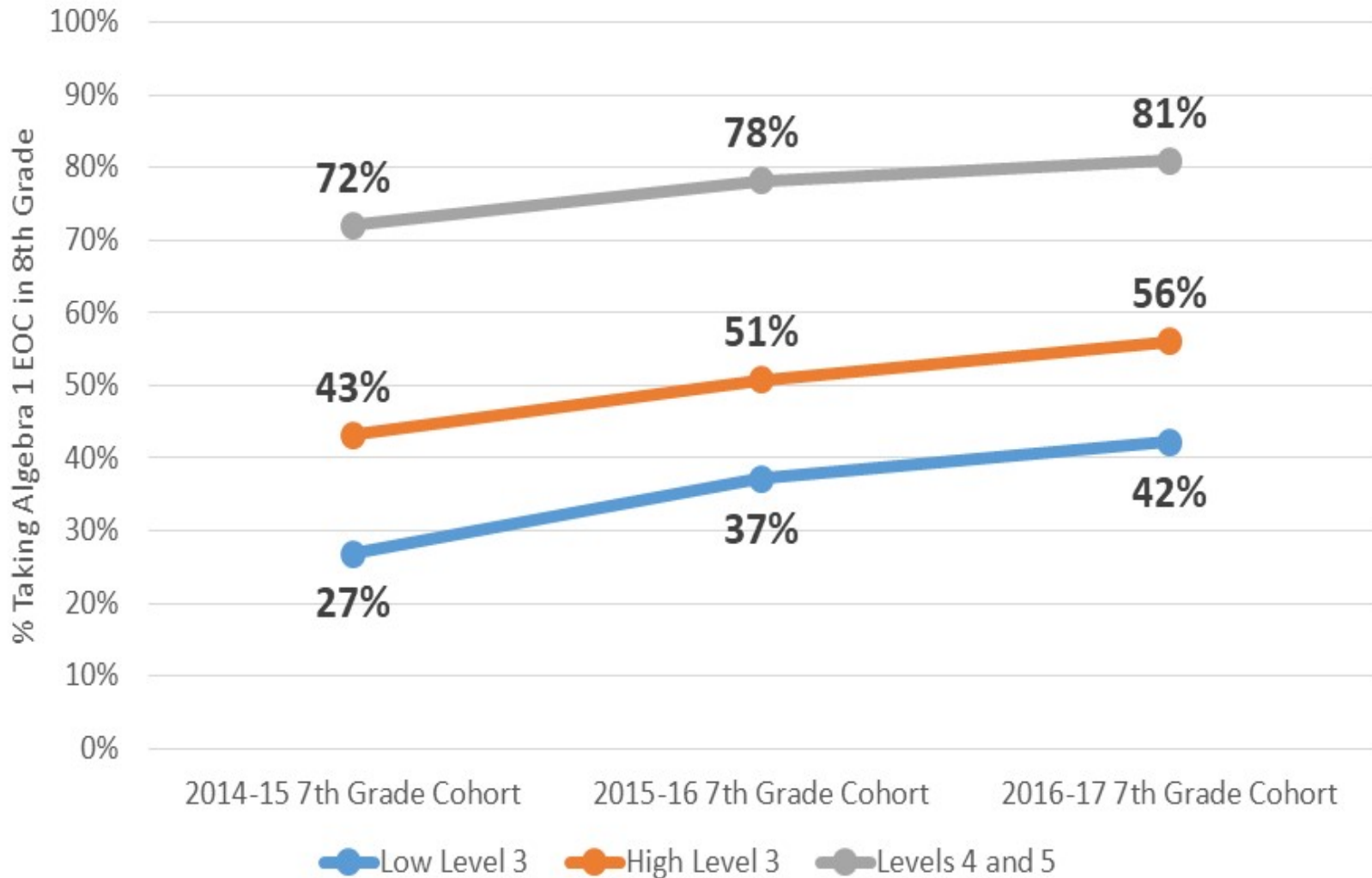
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Math Path

Mathematics Re-Design: High School Alignment Workgroup Charge

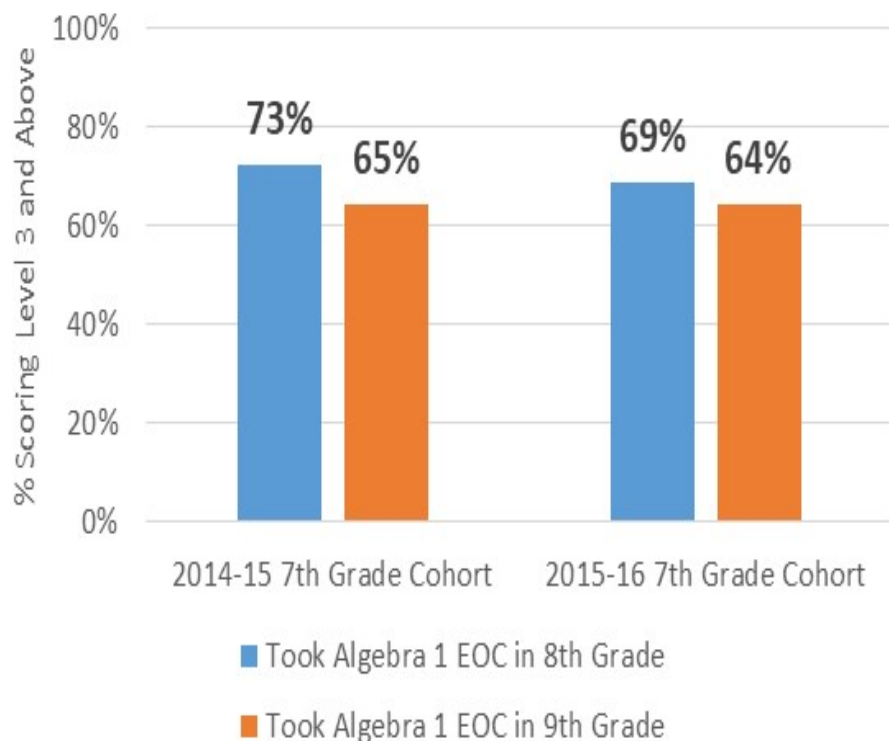
- Explore how high school curriculum in mathematics aligns with postsecondary expectations.
- Clarify college entrance requirements alignment with high school assessments and courses.
- Examine longitudinal student data on mathematics sequencing and student success rates.
- Engage high school and college mathematics faculty in dialogue about postsecondary expectations.
- Identify strategies that promote greater alignment.

What is the impact of middle school grade acceleration?

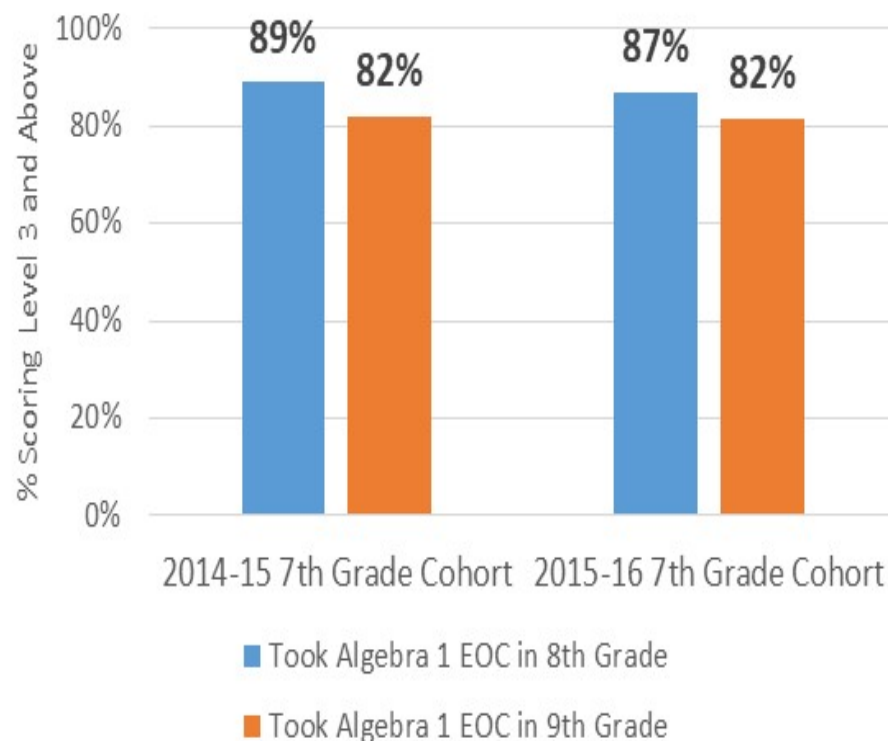


Impact of Acceleration on Student Performance

Students Who Scored a Low Level 3 on 7th Grade Math FSA



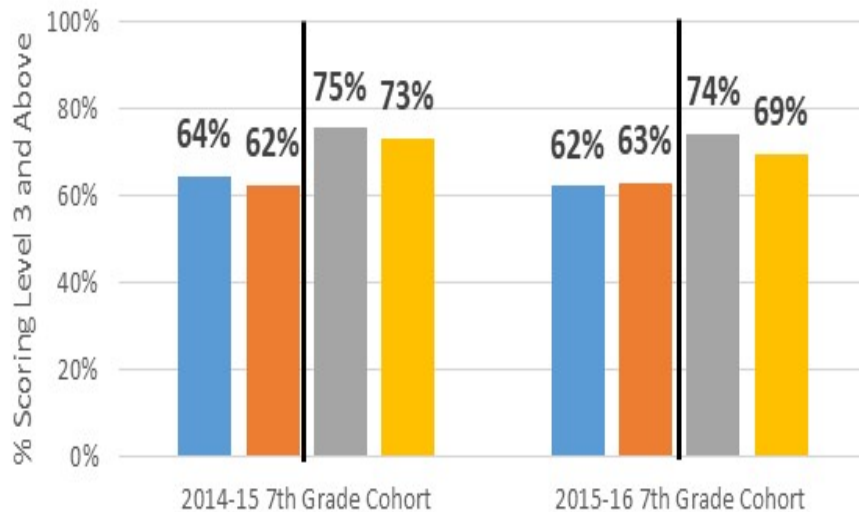
Students Who Scored a High Level 3 on 7th Grade Math FSA



Grade 6	Grade 7	Grade 8	
<p>MAFS.6.G.1.4 MAFS.6.RP.1.1 MAFS.6.SP.1.1 MAFS.6.RP.1.2 MAFS.6.SP.1.2 MAFS.6.RP.1.3 MAFS.6.SP.1.3 MAFS.6.EE.1.1 MAFS.6.SP.2.4 MAFS.6.EE.1.2 MAFS.6.SP.2.5 MAFS.6.EE.1.3 MAFS.6.NS.1.1 MAFS.6.EE.1.4 MAFS.6.NS.2.2 MAFS.6.EE.2.5 MAFS.6.NS.2.3 MAFS.6.EE.2.6 MAFS.6.NS.2.4 MAFS.6.EE.2.7 MAFS.6.NS.3.5 MAFS.6.EE.2.8 MAFS.6.NS.3.6 MAFS.6.EE.3.9 MAFS.6.NS.3.7 MAFS.6.G.1.1 MAFS.6.NS.3.8 MAFS.6.G.1.2 MAFS.6.G.1.3</p>	<p>MAFS.7.RP.1.1 MAFS.7.RP.1.2 MAFS.7.RP.1.3 MAFS.7.EE.1.1 MAFS.7.EE.1.2 MAFS.7.NS.1.1 MAFS.7.NS.1.2 MAFS.7.NS.1.3</p>	<p>MAFS.7.EE.2.3 MAFS.7.EE.2.4 MAFS.7.G.1.1 MAFS.7.G.1.2 MAFS.7.G.1.3 MAFS.7.G.2.4 MAFS.7.G.2.5 MAFS.7.G.2.6 MAFS.7.SP.1.1 MAFS.7.SP.1.2 MAFS.7.SP.2.3 MAFS.7.SP.2.4 MAFS.7.SP.3.5 MAFS.7.SP.3.6 MAFS.7.SP.3.7 MAFS.7.SP.3.8</p>	<p>MAFS.8.EE.1.1 MAFS.8.G.1.2 MAFS.8.EE.1.2 MAFS.8.G.1.3 MAFS.8.EE.1.3 MAFS.8.G.1.4 MAFS.8.EE.1.4 MAFS.8.G.1.5 MAFS.8.EE.2.5 MAFS.8.G.2.6 MAFS.8.EE.2.6 MAFS.8.G.2.7 MAFS.8.EE.3.7 MAFS.8.G.2.8 MAFS.8.EE.3.8 MAFS.8.G.3.9 MAFS.8.F.1.1 MAFS.8.SP.1.1 MAFS.8.F.1.2 MAFS.8.SP.1.2 MAFS.8.F.1.3 MAFS.8.SP.1.3 MAFS.8.F.2.4 MAFS.8.SP.1.4 MAFS.8.F.2.5 MAFS.8.NS.1.1 MAFS.8.G.1.1 MAFS.8.NS.1.2</p>
Grade 6 Advanced	Grade 7 Advanced		

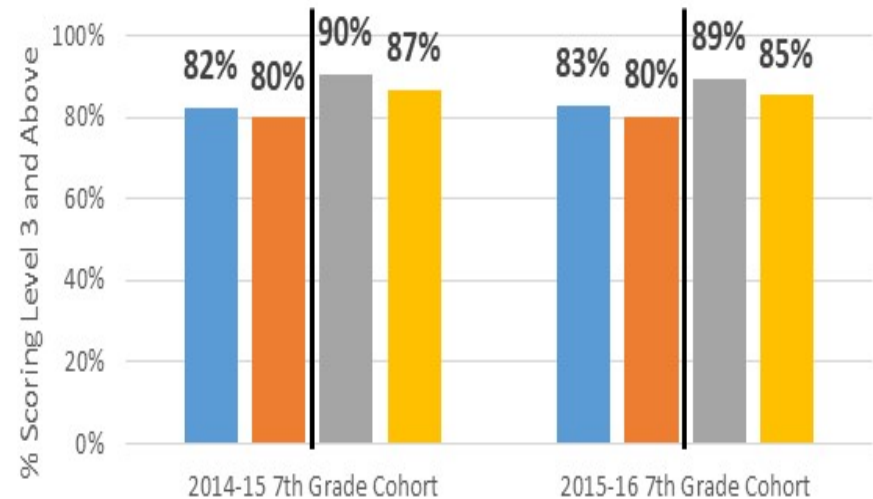
Impact of Course Placement on Student Performance

Students Who Scored a Low Level 3 on 7th Grade Math FSA



- Took Algebra 1 EOC in 8th Grade, After Taking 7th Grade REGULAR math
- Took Algebra 1 EOC in 9th Grade, After Taking 7th Grade REGULAR math
- Took Algebra 1 EOC in 8th Grade, After Taking 7th Grade ADVANCED math
- Took Algebra 1 EOC in 9th Grade, After Taking 7th Grade ADVANCED math

Students Who Scored a High Level 3 on 7th Grade Math FSA



- Took Algebra 1 EOC in 8th Grade, After Taking 7th Grade REGULAR math
- Took Algebra 1 EOC in 9th Grade, After Taking 7th Grade REGULAR math
- Took Algebra 1 EOC in 8th Grade, After Taking 7th Grade ADVANCED math
- Took Algebra 1 EOC in 9th Grade, After Taking 7th Grade ADVANCED math

Grade 12 Course Placement

Grade 12 Math Course Group*	Number of 12 th Graders in 17-18**	Passed Algebra 1	Did Not Pass Algebra 1 but Passed PERT	Did Not Pass Either Algebra 1 or PERT	Did Not Take an Algebra 1 EOC or Math PERT Placement
No Math Course	18%	66%	12%	9%	13%
Level 2 Math Course(s) Only – Excludes Algebra College Readiness	24%	43%	32%	23%	2%
Level 2 Algebra College Readiness Math Course	27%	46%	32%	21%	1%
Level 3 Math Course(s) or CTE or Dual Enrollment Math Course Only	31%	89%	6%	3%	2%
Had a mix of Level 2 & Level 3 (CTE, DE) Math Courses	1%	66%	22%	11%	1%
Total (198,021 students)	100%	62%	21%	14%	4%

High School Mathematics Requirements

- Statewide, nearly one-third (32%) of first time test-takers who did not pass the Algebra 1 EOC, never re-took the EOC
- In 14 school districts at least 50% of first time test-takers who did not pass the Algebra 1 EOC, never re-took the EOC



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Mental Health Assistance Allocation Plans

Plan Support & Submission

Mental Health Assistance Allocation Plan in SB 7026 (s. 1011.62(16), F.S.)

- **Purpose:** Assist school districts in establishing or expanding school-based mental health care.
- **Who:** Students with one or more mental health or co-occurring substance abuse diagnoses & students at high risk of mental health disorders.
- **Plan:** Detailed plan focusing on delivering evidence-based mental health care treatment to students that includes:
 - **Provision** of mental health screening/assessment, diagnosis, intervention, treatment, and recovery.
 - **Coordination** of services with primary care provider and other mental health providers involved in student's care.
- **Providers:** Mental health service providers can be district-employed or contracted.

Guidance on Mental Health Services

- Office of Safe Schools – Best Practices
<http://www.fldoe.org/safe-schools/best-practices.shtml>
- Florida Association of School District Superintendents (FADSS) – April 25-26, 2018
- Florida Organization of Instructional Leaders (FOIL) – May 17, 2018
- Development of Mental Health Assistance Plan Allocation Checklist
- Chancellor Memo on Mental Health Assistance Allocation in SB 7026 – June 1, 2018
- Safe and Successful Schools – Summer Regional Meetings
http://sss.usf.edu/regional_meetings/regional.html

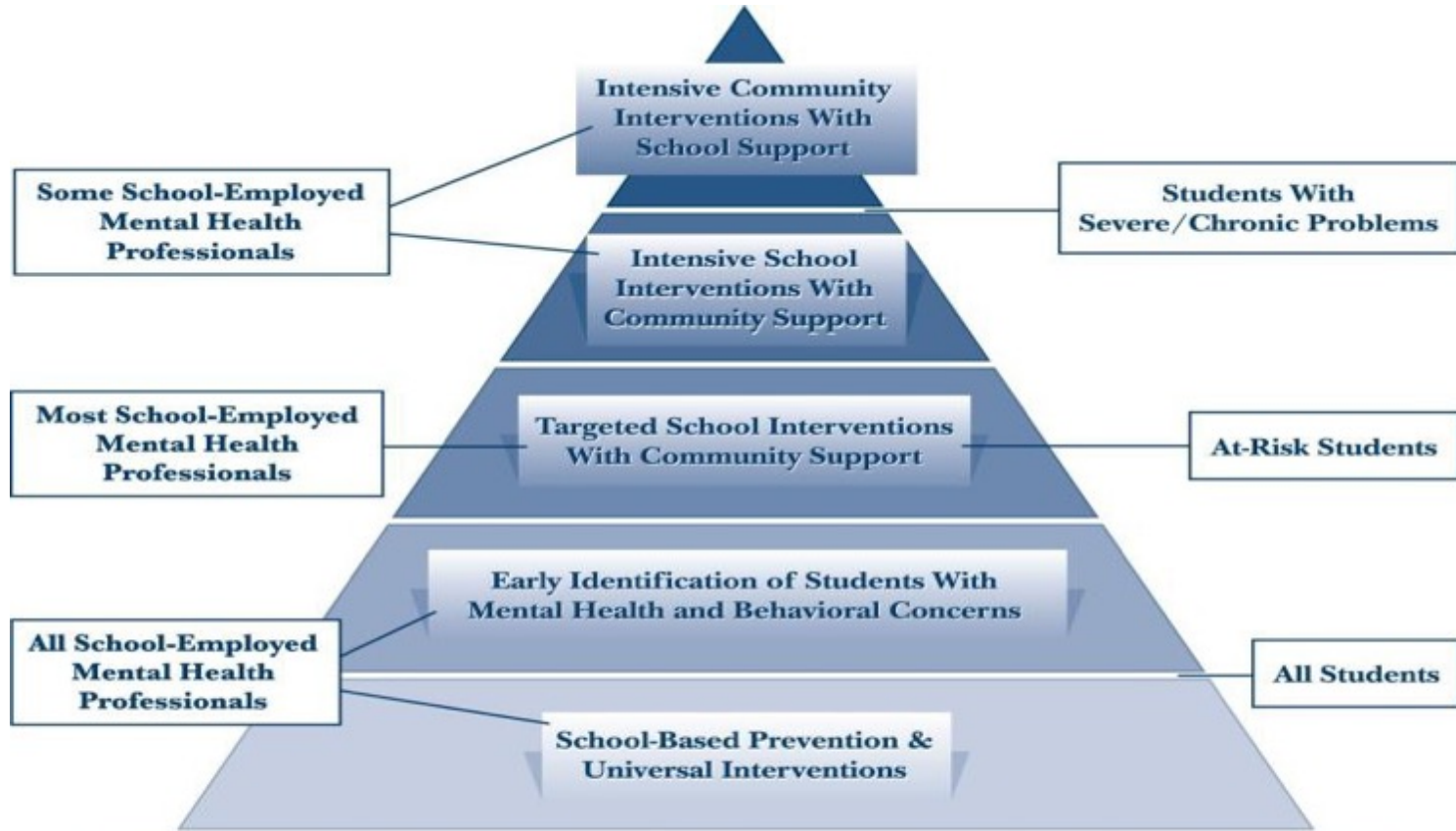
Mental Health Assistance Allocation Plan (MHAAPs) Submission

- District MHAAPs were received in the FDOE Finance & Operations Office
- MHAAPs were sent to FDOE BEESS/Student Services staff for review to ensure that plans included statutorily required elements.
 - If needed, guidance was provided for items not meeting statutory requirements of 1011.62(16), F.S.
- Finalized MHAAPs were sent to the FDOE Finance & Operations Office for release of funds
- 70 District MHAAPs are now online at <http://fldoe.org/safe-schools/mental-health.shtml>

Mental Health Allocation Plans – Common Elements

- Expanded mental health services
 - By adding district-employed mental health service providers (i.e., school social workers, school psychologists) and through direct employment or contracts with licensed mental health service providers (s. 394.455(44),F.S.).
 - Dedicated position to coordinate mental health services.
- Expanded mental health services through coordination and contractual agreements with community mental health providers and agencies.
- Supplemented mental health services for youth at high risk of mental health diagnoses through Medicaid reimbursement, grants and other outside resources.

Role of Student Services Professionals



The Continuum of School Mental Health Services

Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communique*, Vol. 35, No. 1. National Association of School Psychologists, 2006.

Mental Health Allocation Plans – Technical Assistance Needed

- Evidenced-based mental health services for students with or at high risk for mental health and co-occurring substance abuse disorders.
- Screening/assessment, diagnosis, intervention, treatment, and recovery for students with or at high risk for mental health and co-occurring substance abuse disorders.
- Qualifications of mental health service providers.
- Delineating mental health services and function of threat assessment process.
- Differentiating mental health interventions from behavioral interventions.



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Social Emotional Learning

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



I. Convene Florida SEL District Collaborative

Building statewide capacity through sharing:

- Best practices
- Implementation strategies
- Policy/guidance
- Resources
- Assessment tools

II. Build Florida SEL Landscape Map

Create an interactive SEL map of Florida districts identifying specific evidence-based and promising program implementation. This will further promote sharing best practices and replication. In addition, strategies, practices and approaches in the following areas will be featured:

- Resilience-building strategies
- Positive school climate efforts
- Social norming
- Student-led initiatives

III. Florida SEL Best Practice Track and Keynotes at 2nd Annual 2019 National Mental Wellness Conference in Orlando

Coordinate Florida-based breakout sessions and two keynote addresses highlighting successful and impactful implementation of:

- Social emotional learning programs
- Resilience building strategies
- Positive school climate efforts
- Social norming
- Student-led initiatives



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Hurricane Assistance

HURRICANE INFORMATION

Board of Education

Commissioner Pam Stewart

Division of Accountability,
Research & Measurement

Division of Blind Services

Division of Career & Adult
Education

Division of Educator Quality

Division of Finance & Operations

Hurricane Information

Governor Rick Scott has activated the Florida Disaster Fund to support individuals who are impacted by Hurricane Michael. The Florida Disaster Fund helps provide financial support to Florida's communities in times of disaster. To make a contribution, please visit www.FloridaDisasterFund.org or text DISASTER to 20222 to make a one-time donation of \$10.

Following Hurricane Michael, Volunteer Florida has extended the deadline for the 2018 Hispanic Heritage Month contests to 5 p.m. on Friday, October 26, 2018 for all entrants who live in the 35 counties that, per [Governor Rick Scott's Executive Order](#), are in a State of Emergency. All submissions must indicate that they were received from one of the affected counties. For more information, visit <http://www.fldoe.org/newsroom/latest-news/volunteer-florida-extends-deadline-for-2018-hispanic-heritage-month-contests.stml>.

Hurricane Michael

The Florida Department of Education (FDOE) is focused on restoring critical education-related infrastructure, monitoring for unmet needs and assisting districts and state colleges in securing necessary supplies. Additionally, many schools in impacted areas, as well as Gulf Coast State College, are without power. FDOE is coordinating with the associated power companies to ensure power is restored to these essential buildings as quickly as safely possible.

School District Closures

HURRICANE INFORMATION

- [Board of Education](#)

- [Commissioner Pam Stewart](#)

- [Division of Accountability, Research & Measurement](#)

- [Division of Blind Services](#)

- [Division of Career & Adult Education](#)

- [Division of Educator Quality](#)

Hurricane Information

Governor Rick Scott has activated the Florida Disaster Fund to support individuals who are impacted by Hurricane Irma. The Florida Disaster Fund helps provide financial support to Florida's communities in times of disaster. To make a contribution, please visit www.FloridaDisasterFund.org or text **DISASTER** to 20222 to make a one-time donation of \$10.

Hurricane Irma

Florida Virtual School Offers Assistance to Displaced Students

Florida Virtual School (FLVS) will provide remote access to educational resources to all Florida students who were displaced by Hurricane Irma. Additionally, FLVS will provide access to digital educational materials to help the hardest hit school districts as they work to return to normal operations.

Schools and districts interested in assistance should contact Larry Banks, Director of District and Franchise Solutions for FLVS, at 407-484-4031 or lbanks@flvs.net. Individual students should visit www.flvs.net to begin the registration process or email info@flvs.net for special accommodations. Military families should reach out to Caprice Woodburn, Sr. Manager of Florida Services for FLVS, at 239-850-9366 or cwoodburn@flvs.net.



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Reading Scholarship

Who is eligible?

- Third through fifth grade public school students who scored a 1 or 2 on the third or fourth grade English language arts section of the Florida Standards Assessment in the prior year.
- Applications are open now. The Reading Scholarship Account Program is administered by non-profit scholarship funding organizations approved by the Department. For the 2018-19 school year, Step Up For Students is the only SFO administering the program.

<https://www.stepupforstudents.org/for-parents/reading-scholarship/how-the-scholarship-works/>

www.FLDOE.org

