



Department of Education Updates

Florida Association of Management Information Systems

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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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General Session Topics

1. Legislative Updates
2. Crisis Data Reporting
3. Alternate Survey Process
4. High Stakes Data Collection
5. Puerto Rico Diploma Option
6. New Initiative



2019 Legislative Updates

Disclaimers

- Not all bills have been signed by the Governor yet.
- FDOE is still reviewing and analyzing bills.
- Some provisions take effect upon becoming law (e.g., SB 7030 on school safety, signed May 8); most take effect July 1, 2019.
- This presentation does not include all provisions of all education-related bills.
- Refer to bill summaries for complete bill content.

2019 Legislative Session Highlights

- Historic Funding Increases
- Supporting our Teachers
- Creating Pathways for Florida's Future Workforce
- Empowering Students and Families
- Creating Safer Schools
- Fighting for Freedom

Important to Note

- Related to 2019 legislation:
 - No changes to K-12 assessment for 2019-20
 - No changes to School Grades calculation
 - No changes to ESSA Federal Index

DOE Priority Bills Passed

(red = signed)

- HB 807 Civics Education
- HB 7071 Workforce Education
 - Middle Grades Promotion Requirements
 - High School Graduation Requirements/New CTE Option
 - Computer Science
- **SB 7030 School Safety** (including Mental Health)
- **SB 7070 K-12 Education**
 - Scholarship Programs, Best & Brightest Program, Teacher Preparation, Teacher Certification, Persistently Low-Performing School Definition, School Improvement, New Turnaround School Allocation, New Community Schools Grant Program

Bills Passed for Public Schools

- HB 213 Immunization Registry (New requirements with opt out provisions)
- **SB 212 Interstate Compact on Educational Opportunity for Military Children** (Reenacts for three more years)
- SB 620 Military-friendly Initiatives (Enrollment of military children based on orders)
- SB 1418 Mental Health (Suicide awareness and prevention)

Other Education Bills

- HB 501 Alternative Treatment Options for Veterans (postsecondary)
- HB 525 Renaming of Florida College System Institutions (postsecondary)
- HB 547 Stanley G. Tate Florida Prepaid College Program (postsecondary)
- HB 593 Postsecondary Fee Waivers (postsecondary)
- HB 1027 Office of Early Learning
- HB 1121 Support Organizations (Vocational Rehabilitation)
- HB 7099 Child Welfare (school district workforce program fee exemption)
- SB 168 Federal Immigration Enforcement
- SB 190 Higher Education (Bright Futures)
- SB 1080 Hazing (postsecondary)
- SB 7014 Government Accountability (audit requirements)
- SB 7016 State-administered Retirement System (FRS)
- SB 7098 Death Benefits (school district workforce program fee waiver)

Financial Literacy

HB 7071, Sections 12 and 15

- Remove the requirement that financial literacy instruction be included in economics content. It is now required to be a separate area of social studies content.
- Remove the list of specific required content that makes up financial literacy instruction.
- Require districts, beginning with the 2019-2020 school year, to offer a financial literacy course consisting of at least one half-credit as an elective.

Florida's Economics Courses

2019-2020 Course Directory

- Economics with Financial Literacy - #2102335 (meets EC graduation requirement)
- Economics with Financial Literacy Honors - #2102345 (meets EC graduation requirement)
- Economics with Financial Literacy for Credit Recovery - #2102340

Florida's Financial Literacy Courses

2019-2020 Course Directory

- Personal Financial Literacy - #2102372
- Personal Financial Literacy Honors - #2102374

Middle Grades Promotion Changes

HB 7071, Section 13

- **Require a middle school student to successfully complete one course in career and education planning.** It must result in a completed personalized academic and career plan for the student, which may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity economic security report under s. 445.07, F.S.
- **Require the personalized academic and career plan to inform students of high school graduation requirements,** including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S.; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.
- Allow the course to be implemented as a stand-alone course or integrated into another course or courses.

Career and Education Planning Course

- Many required components of this course can be accomplished through activities in MyCareerShines and FloridaShines websites.
- Completion of a personalized academic and career plan can be done in MyCareerShines with the *My Ed Plans* featured tool

 FloridaShines

www.floridashines.org



MyCareerShines
powered by Kuder®

www.mycareershines.org

High School Graduation Changes

HB 7071, Section 14

- **Allow a student to earn two mathematics credits by taking Algebra I in two full-year courses.**
- Require a certified school counselor or the principal's designee to advise the student that state universities may require for admission three additional mathematics courses at least as rigorous as Algebra I.
- **Allow a student to substitute a credit in computer science, if identified as equivalent in rigor by the commissioner, for one mathematics requirement except for Algebra I and Geometry.**
A computer science credit may only be used to substitute one course (either mathematics or science).

High School Graduation Changes Continued

HB 7071, Section 14

- **Allow a student who earns credit in a computer science course to substitute the computer science credit for one science credit, except for Biology I, if identified as equivalent in rigor by the commissioner.** A computer science credit may only be used to substitute one course (either mathematics or science).
- **Allow a student that earns an industry certification in 3D rapid prototype printing to substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor.**

New CTE Graduation Pathway Option

HB 7071, Section 14

- **Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this new option by:**
 - Earning at least 18 credits
 - Earning a cumulative grade point average of a 2.0 on a 4.0 scale
 - Same requirements for ELA, Math, Science and Social Studies
 - Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
 - Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.
- Each district school board is required to incorporate the CTE pathway option to graduation in the student progression plan.
- Adjunct educators certified pursuant to s. 1012.57, F.S., may teach courses in the CTE pathway option.

High School Diploma Designation

HB 7071, Section 15

- Effective upon becoming law.
- Allows a student to meet the mathematics requirement for the scholar designation if they earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course and pass the statewide, standardized assessment in Geometry.

Equally Rigorous Courses for Scholar Designation

Equally Rigorous to Algebra II (1200330)	
1200340	Algebra II Honors
1298310	Advanced Topics in Mathematics
1200395	IB Middle Years Programs Algebra II
1209825	Pre-AICE Mathematics 3 IGCSE Level
1201300 and 1201315 or 1211300	Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors
	Any college, credit-bearing mathematics course, including Advanced Placement and dual-enrollment

Equally Rigorous Courses for Scholar Designation

Equally Rigorous to Statistics	
1210323	IB Statistics & Probability
1202362	AICE Mathematics & Probability & Statistics 1 AS Level
1202364	AICE Mathematics & Probability & Statistics 2 A Level
1210310	IB Statistics & Introductory Differential Calculus
1201300 and 1201315 or 1211300	Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors
1202340	Pre-calculus Honors
1202300	Calculus Honors
	Any college, credit-bearing mathematics course, including Advanced Placement and dual-enrollment

Computer Science and Technology Instruction

HB 7071, Section 26

- Require that high school students must be provided opportunities to earn technology-related industry certifications as well as, computer science courses. The technology-related industry certifications must satisfy the graduation requirements in s. 1003.4282(3), F.S., that is, a student who earns an industry certification for which there is a statewide college credit articulation agreement, may substitute it for up to two mathematics credits (excluding Algebra I and Geometry) or one science credit (excluding Biology I).
- Require that computer science and technology-related industry certifications that are deemed to meet the requirements for high school graduation are included in the Course Code Directory.

Choice Measures

SB 7070

- \$40 million for Schools of Hope, following the confirmation of IDEA Public Schools and KIPP confirming their intent to open 25 schools in Tampa Bay area and Miami-Dade, respectively.
- \$147.9 million invested in the Gardiner Scholarship Program to address the nearly 1,900 students with special needs who are on the wait list.
- Continued support for equitable treatment of capital outlay funding for all public schools, including public charter schools.

Family Empowerment Scholarship

SB 7070, Section 6

- **By July 15, 2019, and April 1** of each school year thereafter:
 - School districts must inform all households within the district that receive free or reduced-priced meals under the National School Lunch Act of their eligibility to apply to the department for an FES.
- Require school districts to notify participating students and their parents about locations and times to take statewide assessments.

Safe Schools

SB 7030

- Establishes campus hardening workgroup
- Expands school safety specialists to include law enforcement
- Expands options and eligibility for Guardians
- Requires improved SESIR reporting
- Requires promotion of FortifyFL
- Expedites services for certain students
- Requires active assailant response policies
- Standardizes behavioral threat assessment instrument
- Establishing threat assessment database workgroup
- Allows more flexibility to transfer funds to safety needs

Legislative Update Resources

A detailed summary of each of these bills are posted at
www.fldoe.org/gr



Crisis Data Reporting

Crisis Data Reporting

- Reported in response to a disaster or event
- Typically an ad hoc data collection period
- Responses are essential
 - Used to respond to legislative inquiries
 - Used to possibly inform policy or law changes
 - Used to possibly inform USED
(i.e., PR survey of enrollment, \$12M USED grant opportunity based on enrollment of impacted students, only those that submitted were considered)
- Parent email request



Alternate Survey Process

Alternate Survey Week (Rule 6A-1.0451(2), F.A.C.)

- **Prior to the scheduled survey week**, a district may request an alternate FTE survey week (within 9 weeks of the original survey) if enrollment is expected to fluctuate due to reasons beyond the district's control such as natural disasters, agricultural migration, civil disturbances etc.
- The alternate survey date must be established by the Commissioner of Education prior to conducting the scheduled statewide survey. If the Commissioner approves an alternate survey period, the letter of response from the DOE will include specific directions for confirmation of alternate survey results.
- To be considered, a district must expect a potential **enrollment change of greater than 5% for the entire district or 25% for a specific school.**

Alternate Survey Week Continued (Rule 6A-1.0451(2), F.A.C.)

- **If approved, the district must still conduct the regular survey.**
- **Prior to submitting the alternate survey format records, the district will confirm with the Office of Finance and Operations that the alternate survey student membership has met the above thresholds when compared to the original survey week.**
- **Once it is determined that the threshold variance in membership has been met when compared to the original survey week membership count, PK-12 Education Information Services will notify the district when the state student database is prepared to receive the alternate survey data. At that time the district will be advised of a limited period when updates may be submitted for the alternate survey.**

Alternate Survey Week Continued (Rule 6A-1.0451(2), F.A.C.)

- Batch processing will take place after all format files have been transmitted for the alternate survey. Once these files have been processed, please follow standard protocol for edit error resolution and update file formats until all edit errors are resolved.
- After all files for the alternate survey have been transmitted, final determination of variance in student membership meeting the above thresholds will be made by the Office of Finance and Operations.



High Stakes Data Reporting

State and Federal Reporting Efforts

- EDFacts
- ESSA Report Cards
- Office of Civil Rights

State and Federal Requirements

<u>1001.54(3), F.S.</u> Duties of school principals.	Each school principal must make the necessary provisions to ensure that all school reports are accurate and timely, and must provide the necessary training opportunities for staff to accurately report attendance, FTE program participation, student performance, teacher appraisal, and school safety and discipline data .
<u>1006.09(6), F.S.</u> Duties of school principal relating to student discipline and school safety.	Each school principal must ensure that standardized forms prescribed by rule of the State Board of Education are used to report data concerning school safety and discipline to the department. The school principal must develop a plan to verify the accuracy of reported incidents.
<u>US ED's Civil Rights Data Collection</u>	A biennial survey required by the U.S. Department of Education's Office for Civil Rights collecting data from a universe of all public school districts and schools.



Puerto Rico Diploma Option

Puerto Rico Diploma Option Requirements

- This is the final year Puerto Rico students displaced by Hurricane Maria, who had attained the 11th or 12th grade in a Puerto Rico public school by the time Hurricane Maria made landfall in October 2017, are eligible to earn the Puerto Rico Diploma Option.
- Students must meet the graduation requirements specified by the Puerto Rico Department of Education to earn the Puerto Rico Diploma option.
- **The withdrawal code of WPR, with the Graduation Option code of P, will be available for students who are exiting Florida schools under the Puerto Rico Diploma Option.**
- Student Record Exchange (SRX) is a platform developed by the PRDE to facilitate the exchange of student records with other districts to expedite the enrollment process at their schools. The requirements for diploma eligibility will be determined based on the sending school's unofficial transcript, report card or documentation as of the date provided.
- If you have any questions regarding the Puerto Rico graduation requirements you may direct them to info@de.gov.pr.

Requesting Access to the SRX System

1. Each district must designate a contact. If this has not yet been completed, send the contact's full name, e-mail address, district name, job title and phone number to AskEIAS@fldoe.org. The information provided will be used to create an account within the SRX. An FDOE Sharefile account will also be created (for first time users) for documentation uploads. The FDOE Sharefile is a secure transfer site (<https://fldoe.sharefile.com/Authentication/Login>).

Note: Requesting Puerto Rico Transcripts to retrieve the required Puerto Rico student ID In order to submit a diploma request, the Puerto Rico Student ID number (also known as "SIE" number) is required. This number is only available on the transcript (unless the parent or student has the information available). If you do not have this number, request the transcript via AskEIAS@fldoe.org as the first step. If the transcript has already been received, continue to the next step.

Requesting Access to the SRX System Continued

2. Navigate to the SRX website once notified Once registered with an SRX account, a notification will be sent informing the district contact that they can now logon to the system for diploma retrieval. The website is <https://srx.dde.pr/>.
3. Submit a diploma request via the SRX system The district contact will now have the ability to submit a diploma request. Please review the document “[SRX User Guide](#)” for assistance with the site and general navigation.
4. Allow several days for a response from the PRDE SRX system. The requests are processed in the order received within the queue. Processing can take several days and is dependent on the review completed by the Puerto Rico accreditation team.



Hope for Healing Florida

Hope for Healing Florida

- Multi-Agency Mental Health & Substance Abuse Campaign launched by First Lady DeSantis
- Designed to better serve the needs of Floridians struggling with mental health and substance abuse
- Coordinated efforts includes Departments of Children and Families, Juvenile Justice and Education
- Leverage private sector partners to produce and distribute resource guides throughout the state at no cost to taxpayers

Department's Role

- Restructure, validate and standardize incident/trauma data
- Build a comparison indicator
- Acquire an interactive reporting tool

Department's Plan

- Incorporate a tool called Heat Maps
 - Interactive visualization tool for displaying incident/trauma data that is entered into the Comprehensive Management Information System.
 - Highly versatile tool that allows for a quick understanding of data.
- Help school districts and government officials identify crisis areas and needs across the state.
- Assist in leveraging the correct resources to the specified areas based on the trends and patterns within the data.



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