



FLORIDA DEPARTMENT OF  
**EDUCATION**  
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# **Commissioner of Education Performance Evaluation**

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For the period covering  
September 3, 2013 – April 15, 2015

**Commissioner's Self-Evaluation  
For Presentation to the State Board of Education**

May 20, 2015

# FLORIDA STATE BOARD OF EDUCATION

## Commissioner of Education Evaluation

*2015 Evaluation*

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FLORIDA STATE BOARD OF EDUCATION


Commissioner of Education Evaluation

2015 Evaluation

**PART I: DEMONSTRATE EXECUTIVE LEADERSHIP**

**A. Implement Florida Statutes, State Board of Education Priorities and Strategic Plan**

The Commissioner of Education (Commissioner) is constitutionally and statutorily required to implement policy decisions of the State Board of Education (SBE), consistent with state and federal law. The SBE's Strategic Plan represents policy positions across and within K16 educational sectors. The Commissioner is responsible for providing leadership and resources to support implementation of Department of Education (DOE) responsibilities under Florida Statutes and the SBE Strategic Plan.

Performance Measures:	Base	Target	Actual
<b>Commissioner's top three priorities:</b> <ol style="list-style-type: none"> <li>1. Improve rates of learning and student achievement.</li> <li>2. Improve graduation and completion rates.</li> <li>3. Complete a positive transition to new K-12 standards and assessments and to improved K-16 accountability systems.</li> </ol>	From Most Recent Strategic Plan Adoption	Improvement in Baseline Data	

**Projects:**

- Projects are included in the SBE Strategic Plan.
- Create an electronic monitoring and reporting system regarding the status of all strategic plan projects related to improvement of performance measures along established project timelines.

**Part I. A. Commissioner Comments:**

**State Board of Education Strategic Plan**

In October 2012, the SBE adopted a strategic plan to guide the DOE's work through 2012-2018. The plan outlines a vision to support students in becoming globally competitive from prekindergarten through college and careers, and includes 22 performance priorities to document progress toward the state's four education goals authorized in section 1008.31, F.S. Performance priorities in the plan are aligned with public school PK-12 students, teachers and leaders, school choice, postsecondary students in the Florida College System and Vocational Rehabilitation and Blind Services customers. Success is measured through performance indicators that document progress in achieving the plan's priorities.

Since September 2013, attention has been focused on performance priorities and projects that: (1) improve rates of learning and student achievement; (2) improve graduation and completion rates; and (3) complete a positive transition to new K-12 standards and assessments and to improved K-16 accountability systems. Projected targets for 22 of the 29 performance indicators for these three priority areas have been met or exceeded. A more detailed description of the strategic plan and performance data are included in Appendix I.A.

September 2013–April 2015 Performance for Key Strategic Plan Priority Areas

Strategic Plan Priority Area	Priority Area Performance Indicators	Number of Performance Indicators for Priority	2013–14 Performance	
			Met Target	To Be Met
PreK-12 Students	• Increase the percentage of students performing at grade level	2	2	–
	• Increase student participation and performance in accelerated course options	3	3	–
	• Increase high school graduation rates	1	1	–
	• Improve college readiness	1	1	–
	• Increase career and technical educational opportunities	1	1	–
	• Improve adult education programs	3	3	–
Teachers and Leaders	• Increase the percentage of effective and highly-effective teachers	2	2	–
School Choice	• Increase the percentage of charter school students performing at grade level	2	2	–
	• Expand choice options for students	2	2	–
Postsecondary Students	• Increase college readiness and success	6	1	5
	• Maintain affordability and access	2	1	1
	• Prepare for careers	4	3	1

Some of the performance indicators that are particularly significant:

- Florida ranked 7<sup>th</sup> out of 50 states last year, according to “Quality Counts,” Education Week’s annual report on state-level efforts to improve public education.
- Florida’s cohort graduation rate has risen by more than 5 percentage points since 2010-11; this past year Florida had its highest graduation rate in 11 years.
- Florida’s African-American and Hispanic students have consistently increased their graduation rates since 2010-11.
- In 2013, Florida was the only state to narrow the achievement gap between white and African-American students in both 4<sup>th</sup> and 8<sup>th</sup> grades in both reading and mathematics.
- The percentage of Florida’s Hispanic and African-American 4<sup>th</sup> and 8<sup>th</sup> grade students scoring at or above Basic in reading is significantly higher than the nation’s.
- Over half (53.1%) of Florida’s graduates participated in rigorous Advanced Placement (AP) courses during their high school career.
- Florida placed 5<sup>th</sup> in the nation for the percentage of 2013 graduates who succeeded on AP exams, with 27.3 percent of the 2013 graduates eligible for college credit based on their exam score of 3 or higher.
- Florida remains the only state in the nation with a large population of Hispanic graduates that has closed the equity gap in AP participation and success.
- Students attending charter schools continue to demonstrate strong performance on statewide assessments, outperforming the statewide average in reading, mathematics and science, by 7, 3 and 1 percentage points, respectively. In each subject, performance in charter schools was higher in 2013-14 than in the 2011-12 baseline year. Additionally, higher level performance, as measured by the percentage of students scoring a level 4 or above, improved in both reading and mathematics from the 2011-12 baseline measures. Students in charter schools outperformed the state average in reading and mathematics in this measure as well.
- Students attending full-time virtual education programs continue to demonstrate strong performance on statewide assessments, outperforming the statewide average in reading and science, but lagging in mathematics. The performance in full-time virtual education programs has improved from the 2011-12 baseline year in reading and science.
- The number of CAPE industry certifications earned by students in middle and high school has increased from 187,396 in 2011-12 to 235,276 in 2012-13.
- High school students enrolled in either a registered academy or career-themed course, on average, have higher GPAs, less absenteeism, a lower dropout rate and a higher rate of graduation than students who are not enrolled in these courses.

- The number of degrees and certificates awarded to Florida college system institutions has increased by over 11,000 to 104,693 during the 2013-14 academic year.
- Florida College System students have decreased their average time to degree by nearly one semester and have reduced the overall credits completed before their degrees are earned.
- While graduation rates have increased, Florida College System institutions have kept tuition rates and transfer rates to public institutions constant, making a degree or certificate more attainable and affordable for more Floridians.
- Two Florida College System institutions were finalists for the national Aspen Prize for Community College Excellence and one, Santa Fe Community College, was the national winner in 2015.

An area for improvement is in graduation and transfer rates for college system students. The graduation rate remained stable at 35%, rather than increasing. Also, while students are graduating in less time and the transfer rate remains constant, the Associate in Arts (AA) retention rate has dipped slightly. This is an increased area of focus as colleges adjust how they work with students who are no longer subject to mandatory assessment for determining their need for developmental education. As part of the continuous planning process to improve the state's education system, DOE staff will revise the strategic plan for SBE consideration in 2015-16 in conjunction with SBE determination of legislative priorities and the budget request.

### Initiatives to Improve Rates of Learning, Graduation Rates and Positive Transition

In September 2013, the Commissioner and DOE staff participated in Governor Rick Scott's Summit on Education Accountability. There were four major topics covered at the summit, which included state leaders from the legislature, teachers, superintendents, parents and teachers' union representatives. After reviewing feedback from the summit, the Governor issued an executive order addressing actions to be taken by the Commissioner, the SBE and the DOE in relation to student content standards, assessments, school grades, teacher evaluation and data security.

In October 2013, the DOE completed an intense month long public review of Florida's English language arts and math standards under the direction of Governor Scott's executive order. This included three public meetings around the state where the Commissioner and DOE staff personally heard input from teachers, parents and other citizens about the standards. The goal throughout the process was to ensure the highest standards for Florida's students. During the feedback process on Florida's English language arts and mathematics standards, the DOE also collected input via email, a special website and three public meetings, resulting in:

- More than 19,000 comments and suggestions were received from teachers, parents, administrators and the general public. The incredible amount of feedback received shows that Floridians across the state are committed to having the highest standards for students so they are prepared to succeed in college, career and life.
- All comments and suggestions were reviewed and an overview provided to the SBE at its November 19, 2013, meeting in Gainesville. In February 2014, the SBE approved changes to the standards that reflected the input and adopted the Florida Standards.

The Commissioner directed a review of the department's data security processes. A report was issued in November 2014 outlining the review, and steps were taken to improve the department's already-substantial data security processes. Subsequent to that report, a bill was passed and signed into law that supported data security in Florida.

The Commissioner also immediately disengaged Florida from the PARCC, published a work plan for adopting a new Florida assessment and initiated the plan. A procurement was issued in accordance with the work plan and, in March 2014, the Commissioner announced on time the selection of a new test to replace the FCAT 2.0 exams beginning with the 2014-15 school year. This was a critical step forward toward assessing students on their knowledge of the Florida Standards. A contract was issued in May 2014, as well as a new web portal for the Florida Standards Assessments (FSAssessments.org), with materials to assist school district assessment directors, teachers, students and parents in learning about the new assessment.

In December 2014, an investigation of standardized testing in public schools was conducted at the direction of Governor Scott to gather complete and accurate information on tests being administered to meet federal, state and local

requirements. Findings presented to policy makers, administrators, parents and teachers set the stage for passage of 2015 legislation that will have a significant impact on Florida's statewide accountability system.

The Commissioner outlined and presented to the SBE a plan for moving the state's school grading system forward through the transition to new assessments and into a new decade of implementation. Governor Scott supported the plan and the legislature passed Senate Bill 1642 during the 2014 session with largely the same content as proposed by the Commissioner. This bill also made adjustments to the teacher evaluation system that would bring the system through the transition period.

The Keep Florida Learning Committee was established in December 2014 at Governor Scott's request to review key educational issues and make sure that the tremendous strides that have been made in Florida's educational system remain on a successful track. The Commissioner convened this committee for an organization meeting in March 2015.

In December 2014, the U.S. Department of Education approved Governor Scott and the Commissioner's request to continue with its successful state accountability policy. With input from school leaders and parents, the DOE in the summer had proposed an Elementary and Secondary Education Act flexibility waiver with a provision that test scores of English Language Learners would only be included after they have been enrolled in a U.S. school for two years. When the federal government denied Florida's measure in the summer, Governor Scott and Florida Education Commissioner Pam Stewart sent U.S. Department of Education Secretary Arne Duncan a letter requesting that the agency withdraw the denial of Florida's request within 30 days.

The Commissioner also made her recommendation for a new performance funding model for the Florida College System in January 2015. This model is being considered by the legislature during the 2015 session and focuses on time to degree, college affordability and rates of completion.

In 2014, the Commissioner recommended and the SBE adopted CAPE Industry Certification Funding Lists that include new digital tool certificates for students in K-8 and CAPE innovation courses for accelerated high school students, as well as additional areas for industry certifications and accelerated industry certifications.

### Promoting State Board of Education Legislative Priorities

Below is a status report of the SBE legislative priorities for the 2014 Legislative Session.




Legislative Issue	Outcome	Bill Number and Comments
Education Accountability	PASSED	HB 1642– Simplified the school grades calculation and ensured the accountability system is fair, transparent and promotes improvements in student outcomes; provided for a transition plan and established the 2014-15 grades as baselines for informational purposes.
Student Data Security	PASSED	SB 188– Limited the collection of biometric information and required students and parents to receive annual notice of their rights regarding educational records; outlined limitations on collection of information, disclosure of confidential and exempt records; and required establishment of a Florida student identification number.
Teacher Certification	PASSED	HB 433–Provided requirements for certain instructional personnel who supervise or direct pre-service field experiences; authorized a school district to assign to a school that has earned failing grades certain newly hired instructional personnel; revised certification requirements pertaining to acceptable means of demonstrating mastery of general knowledge, subject knowledge, and professional preparation and education competence; revised certain requirements for the renewal or reinstatement of a professional certificate; and authorized a consortium of certain charter schools to develop a professional development system.
Textbook Affordability	PENDING	HB 355–Would have provided additional information to students regarding costs for textbooks and instructional materials
Florida Teachers Classroom Supply Assistance Program	PASSED	HB 337–Revised procedures for the distribution of program funds; established an optional date for the disbursement of funds.
Streamline Florida Education Code	PASSED	HB 7031–Repealed discontinued or unfunded programs, corrected and updated cross-references, eliminated duplicative reporting requirements and updated terminology; prohibited the double testing of students and clarified new graduation requirements established by SB 1076 passed in 2013.
Background Screening	PASSED	SB 674–Required background screening requirements for VR providers of direct care services; applied only to registrations entered into or renewed once the clearinghouse becomes operational.
Tuition for Military Veterans	PASSED	HB 7015–Provided an out-of-state fee waiver for certain veterans to attend a Florida College System institution.

The DOE leadership team traveled the state in May 2014 to conduct seven meetings and one webinar to provide updates on 2014 legislation, its impact on education and local educational agencies, and offering technical assistance for implementation. Appendix I.A. includes a list of the seven meeting sites and a link to the 2014 legislative update presentation.

As requested by House and Senate legislative staff, the Commissioner and DOE staff prepared and delivered 66 presentations during the 2014 and 2015 legislative interim committee weeks. A list of presentations by topic and legislative committee is included in Appendix I.A.

## B. Communicate and Advocate for Improved Education Outcomes

With the ultimate goal of improving student performance, the Commissioner is uniquely positioned to identify and make policy recommendations to improve the efficiency and effectiveness of Florida's education system. The Commissioner is responsible for providing leadership to the State Board, legislature, federal government and education partners by advocating for policies and initiatives that improve education outcomes.

Performance Measures:	Base	Target	Actual
1. Direct and participate in public and internal communication of the latest information on Florida's successes and needs in education, with particular focus on how State Board priorities affect students and communities.	Daily	Daily	
2. Initiate policy discussions in workshops or at every SBE meeting about potential education improvements identified by the Commissioner.	Every SBE mtg.	>= Every SBE mtg.	
3. Ensure all DOE publications focus on mission and how the vision of a world-class education system can be realized.	New policy	Documented with each publication	

### Projects:

- Implement a communication plan involving a variety of media (including press releases, opinion editorials, issue briefs, newsletters, fact sheets, letters to the editor, radio and television, etc.) that reaches consumers.
- Implement an external plan that promotes and tracks activities of education leaders in public events (such as press conferences, school visits, statewide meetings, national conferences, town hall meetings, roundtable discussions with stakeholders and experts, etc.).

### Part I. B. Commissioner Comments:

Every day the Commissioner and department staff are actively engaged in sharing information and advocating to improve Florida's education system for all students and promote the priorities and achievement of the SBE. Our desire is to communicate accurately, effectively and transparently. Communication strategies and activities listed below are part of the plan to reach parents, teachers, educators and community members.

#### External and Internal Communication

- **DOE Website**

Between September 2013 and November 2014, the department's website – [www.fldoe.org](http://www.fldoe.org) – received approximately one million visits a month. At the end of November, the website was revised to make it more appealing and user-friendly. In the nearly five months since the launch of the website redesign, the site has received a total of 7.2 million visits.

- **Media Inquiries**

The Communications office handles approximately 50 unique media inquiries per week on average, totaling more than 3,800 media inquiries, public records requests from media and interview requests since September 2013.

- **Newsletters and ListSers**

In addition to newsletters below for teachers, parents and school principals, a monthly newsletter is sent to DOE staff.

<u>Newsletter Name</u>	<u>Number of Subscribers</u>	<u>Total Direct Reach Since September 2013</u>
Just for Teachers	175,456	10,351,904
Just for Parents	2,384	50,064
Principally Speaking	6,546	144,012

- **Social Media**

The department's social media presence offers two-way communication between the department and education stakeholders.

- Twitter, [twitter.com/EducationFL](https://twitter.com/EducationFL)  
~ 12,100 followers
- Facebook, [facebook.com/EducationFL](https://facebook.com/EducationFL)  
~ 6,800 page likes
- Blogs, [educationfl.wordpress.com](http://educationfl.wordpress.com)  
Commissioner's Blog  
Just for Teachers
- YouTube, [youtube.com/user/educationfl](https://youtube.com/user/educationfl)  
663 subscribers
- Pinterest, [www.pinterest.com/floridadoe](http://www.pinterest.com/floridadoe)  
421 followers

- **Teacher Liaison**

The department hired a teacher liaison in July 2014 to communicate directly with teachers throughout the state. In addition to weekly communication via email with a group of 175,000 educators, the teacher liaison answers approximately 12 additional educator inquiries each week. She regularly visits schools to assist educators around the state with professional development and presents best practices at workshops and statewide conferences.

- DOE issued 104 press releases and 86 media advisories between September 3, 2013, and April 3, 2015 (see Appendix I.B. for lists of press releases and media advisories).
- The Commissioner's schedule included opportunities to promote Florida's education system by participating in 81 external speaking events during the evaluation period, including 26 keynote addresses. As listed in Appendix I.B., the events were scheduled in 22 different school districts, with the majority of the events held in Hillsborough, Leon and Orange Counties to facilitate travel and encourage representative statewide attendance.

**Overview of Commissioner's External Speaking Engagements**

Type of Event	Date			Total
	09/13–12/13	01/14–12/14	02/15–03/15	
DOE Update on Focused Topics	4	9	2	15
Conversation with Audience and Q&A	3	5	2	10
Keynote Address	7	19	1	26
Presentations/Remarks	4	17	3	26
Webinar/Panel Participation	1	3	–	4
<b>TOTAL</b>	<b>19</b>	<b>53</b>	<b>9</b>	<b>81</b>



**State Board of Education Policy Recommendations**

The State Board of Education conducted 12 meetings, two conference calls and three workshops between September 17, 2013, and April 15, 2015.

- Each meeting involved policy issues for concurrence that resulted in decisions of the board impacting education policy. Key discussions included, but were not limited to: Florida standards, state student assessments, instructional personnel and administrator assessments, accountability, school choice, school finance, STEM and career education, digital learning and state college issues.
- Three workshops to provide board members data and accurate information for policy and decision making focused on educator preparation, the Florida College System and differentiated accountability.
- The board took action on 123 SBE rules, including adopting 16 new rules, amending 93 rules and repealing 14 rules (see following table).

Rule Action	09/17/13 – 11/19/13	01/21/14 – 11/18/14	01/14/15 – 04/15/15	Total Actions
Amendment	25	56	12	93
New Rule	4	9	3	16
Repeal	1	13	–	14
TOTAL	30	78	15	123

**Ensure Focus on Mission and Vision**

The DOE has effectively integrated and assimilated the mission and vision of Florida education in internal and external publications and other outreach efforts. For example:

- In May 2014, a new Department of Education logo was introduced, replacing the use of the Florida state seal as the department’s logo. A logo is the centerpiece of a brand and sets the stage for how an organization is perceived among its key stakeholders. The new logo design features an icon that represents the pathway for students to reach their full potential as represented by the bright sunshine and the graduation cap in the distance.



**PART II: DEMONSTRATE EXECUTIVE MANAGEMENT**

**C. Ensure Department of Education Provides Effective and Responsive Services**

Effective operations of the Department are dependent on both the perception and reality of internal and external communications and customer services. The Commissioner of Education is responsible for monitoring and securing customer feedback and making adjustments necessary to ensure continuous operational improvement.

Performance Measures:	Base	Target	Actual
1. Respond to public or formal Board member inquiries no later than the SBE meeting following the date of inquiry.	New Policy	100%	●
2. Improve to and maintain at least 95% on-time response rate per month, Department-wide, to correspondence inquiries processed through “CorrFlow” (i.e., the state agency correspondence tracking system).	67.94%	>=95%	●

**Projects:**

- Establish and implement internal Board member response monitoring, quality and reporting systems.
- Implement the DOE’s CorrFlow monitoring and quality control systems for accountability purposes.

**Part II. C. Commissioner Comments:**

During September 2013 – April 2015, the Commissioner scheduled 160 hours of briefings with SBE members on relevant issues.

Over 22,675 customer correspondence inquiries were received by DOE between September 13, 2013, and April 3, 2015. Each inquiry was entered in the agency's CorrFlow tracking system, averaging over 1,193 inquiries per month. System-generated reports show the department maintained an average 99.8% response-by-deadline rate for all inquiries received between those dates. Appendix II.C. includes a chart of inquiries and response rates for agency divisions and offices.




An additional 626 constituent and legislator inquiries were received through the Governmental Relations Office. About 75% of these inquiries were from legislative staff requesting information on specific policies and programs or assistance on the behalf of a legislator's constituent. Due to the specialized nature of these requests and the need for additional research, the average response time for these inquiries was two days. Appendix II.C. includes additional information on legislative constituent inquiries.

Further evidence of DOE efforts to pursue, implement and recognize our quality, efficient and responsive services exists in our record of securing Prudential Productivity Awards for cost-savings, innovative ideas and solutions. Three teams of DOE employees were winners of the Prudential Productivity Award in 2014 and four teams of DOE employees were winners in 2015. These employees have created and implemented innovative, costs-saving and efficiency improvements to save taxpayers' money, which help to make more funds available to put into classrooms. See Appendix II.C. for a list of the teams and descriptions of their award-winning projects in 2014 and 2015.

Providing effective and responsive services to our customers is a priority of the DOE. Because the department serves a wide range of customers, a variety of support and services are made available in an effort to meet the needs of different groups. Appendix II.C. includes information about the activities, programs, technical assistance, professional development and other support provided by the department's divisions and offices for their audiences and other interested persons.

**D. Ensure Internal and External Financial Accountability**

Many resources are available to support continuous improvement and appropriate use of taxpayer dollars. The Commissioner is responsible for monitoring, evaluating and making adjustments as necessary to ensure the appropriate, effective and efficient expenditure and use of public dollars.

Performance Measures:	Base	Target	Actual
1. Align internal Department of Education operational resources with priorities of the State Board of Education Strategic Plan.	Budget by Sector	Budget by Priority	
2. Eliminate or show substantial progress toward eliminating, as verified by the auditors, repeated incidents of adverse audit findings associated with DOE operational, financial and performance audits (including only those incidents where DOE is not challenging the audit finding).	4 incidents in 2003-04	0 incidents	 0 incidents
3. Improve the quality of DOE oversight/monitoring of all contracts and grants			
a. All DOE <u>contract</u> staff that should and do receive "formal" training	30+ staff	35 staff	117 staff
b. All DOE <u>grant</u> staff that should and do receive "formal" training	100+ staff	140 staff	120 staff

**Projects:**

- Create an identification and monitoring system to align the internal DOE operational budget to strategic priorities.
- Establish a review system of DOE financial and performance audits to identify adverse findings and respond with technical assistance and/or intervention as necessary.
- Create and implement a comprehensive and extensive training program for all contracts and grant staff.

Part II.D. Commissioner Comments:

**State Board Budget Successes**

Florida's education budget for 2014-15 includes historic state funding and per-student funding levels for public schools through the Florida Education Finance Program (FEFP). The DOE worked diligently and purposefully to follow the budget guidelines approved by the SBE for developing an education budget request that would prepare students for success in college, careers and life (see Appendix II.D.). The following table shows the record of historically high levels of funding for 2014-15.

Issue	2013-14 Final Calculation	2014-15 Legislative Budget Request	2014-15 Conference Calculation	Comments
FEFP: Total funds per Unweighted FTE Student	\$ 6,761.09	\$ 6,913.45	\$ 6,937.23	Historic Total Funds per FTE Since FY 2007-08 (\$7,126.32 per FTE)
FEFP: Total State and Local Funding	\$ 18,309,234,917	\$ 18,685,356,319	\$ 18,884,082,006	Historic Total Funding Since FY 2007-08 (\$18,751.3 million)
FEFP: State Funding	\$ 10,472,779,573	\$ 10,612,886,349	\$ 10,647,636,300	Historic State Funding Since 2013-14 (\$10,472.8 million)
FEFP: Digital Classroom Allocation	\$ -	\$ 40,000,000	\$ 40,000,000	\$40 million Provided for the First Time Specifically for School District Technology Enhancements
Administrator Professional Development	\$ -	\$ 8,358,210	\$ 8,358,210	\$7,358,210 Provided for Professional Development for Principals and Other District Administrators in Instruction and Human Resource Leadership \$1,000,000 Provided for Statewide Resources Approved by the Commissioner for Improving School Leadership Practices that are Linked to Increased State Achievement

**Initiatives to Strengthen Finance and Budgeting Processes**

The department has initiated a number of projects and activities to support and align the budget process with the strategic initiatives of the State Board of Education. As described below, the initiatives are designed to support and improve the budgeting process at the state and local level:

- Several projects were initiated by the Bureau of the Comptroller to improve the quality of accounting and financial reporting in the department. The initiatives included restructuring several major operations that resulted in increased financial efficiency and effectiveness. By restructuring the department's indirect cost plan and obtaining federal approval, the Comptroller secured approximately \$1 million in additional indirect earnings from federal awards for the state. The daily depositing process was restructured to incorporate remote deposit technology, thereby reducing the department's copying and maintenance of hard copy files by approximately 50 percent. Appendix II.D. includes additional performance measures providing evidence of the Comptroller's activities to ensure internal and external financial accountability.
- The Bureau of Budget Management has developed a professional development program to facilitate and improve the DOE legislative budget development process. Because program staff initiates most expenditures and budget requests, the training is critical to the process.

- Staff in the offices of Funding and Financial Reporting (OFFR) and Educational Data Services (EDS) collaborated to develop an improved state cost accounting reporting system (SCARS) that allows school districts to submit cost data directly via a web portal for an automated, expedited, standardized review. Some benefits of the new system are:
  - SCARS dramatically improved customer service to school districts.
  - Reviews are faster, more accurate and more consistent than reviews under the old system.
  - More efficient production of reports and meaningful cost savings for the department and school districts.

NOTE: As described in Section II.C., staff was awarded a 2015 Prudential Productivity Award for this development.

- In collaboration with the Florida School Finance Council, the DOE has initiated a project to provide information to help school staff and other persons understand the policies, procedures and data necessary for making decisions about school finance in Florida. The training protocol will include: (1) online training modules; (2) face-to-face in-service training; and (3) professional mentoring. The online training modules will include: (1) state and school district budgeting; (2) the Florida Education Finance Program (FEFP); (3) Truth-In-Millage (TRIM) policies and procedures; (4) school choice; (5) fixed capital outlay planning and budgeting; (6) financial reporting and accountability; and (7) workforce education. Substance for the modules covering state budgeting, FEFP, TRIM, school choice, financial reporting and accountability were prepared in 2014-15.

### **Financial and Performance Auditing**

- The Office of the Auditor General conducts annual audits of federal programs as required by the federal Single Audit Act and periodic operational audits. Although there have been several repeat findings over the past two years, each of the findings has been disputed by the DOE. Other than those several items that the department has challenged, there have been no instances of repeat findings. The most recent audit of federal programs issued in March 2015 has the lowest number of findings (5) that the department has had in many years.
- The Office of the Inspector General (OIG) provides independent audits and reviews of programs and activities, conducts investigations of alleged violations, and offers consulting services to assist the Commissioner and department in efforts to maximize effectiveness and efficiency. From September 17, 2013, to March 31, 2015, the OIG completed nine internal audit and consulting projects and completed seven status reports on the implementation of corrective actions taken in response to previous audit reports issued by the OIG. In those combined audit reports, 32 recommendations were made to enhance the efficiency and effectiveness of the DOE. The OIG is also charged with working with external auditors that are auditing DOE's operations. From September 17, 2013, to March 31, 2015, the OIG has served as the audit liaison for nine external audits and followed up on the status of 23 external audit findings.

The OIG investigative section received 261 complaints and inquiries from September 17, 2013, to March 31, 2015. Of those complaints, 57 were referred to the appropriate entity within the DOE and 107 were referred to entities outside of the department. During that time, 30 investigations were opened based on the complaints received; 26 cases were closed and allegations substantiated in 16 of the cases. Eight cases were referred to appropriate law enforcement entities. The OIG also completed 756 employee background screenings in the time period.

In October 2013, the Commission for Florida Law Enforcement Accreditation (CFA) assessment team reviewed 38 individual standards during an on-site assessment of our Investigations section and determined the OIE was compliant with all the standards with no corrective actions needed. On February 6, 2014, the full CFA voted unanimously to award the OIG Investigations section the certificate of accreditation, which remains in effect for three years. Additionally, the Auditor General conducted a triennial review of the OIG Internal Audit section in October 2014, and found that the OIG complied with applicable professional audit standards and Florida Statutes.

### **Training for Contract and Grant Staff**

- As required by state statute, 117 DOE staff members participated in Advancing Accountability certification training. All contract or grant managers identified on a purchase order or contract/agreement issued with an amount exceeding CATEGORY TWO (\$35,000.00) but less than \$100,000.00 are required to attend the training, which is presented by the Department of Management Services and Department of Financial Services.

- Training was also provided to more than 120 DOE staff regarding revisions to the Federal guidelines called Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, or "Omni Circular." DOE Grants Management staff provided specific training on the Request for Application process to 22 Bureau of Exceptional Education participants.

### Grants and Contracts Management Systems

- Over the past 18 months, there have been several significant upgrades to DOE fiscal management systems. The first of these is the Florida Grants System (FLAGS). This system combines two existing systems – the Cash Advance and Reporting Disbursements System (CARDS) and the Grants Management System (GMS) – to more effectively and efficiently manage all grants-related activities from receiving, tracking and approval of grants and subgrants, to payment and reporting of expenditures for federal subgrants. The system is in its final stages of testing and rollout to users is anticipated to occur in May 2015. Future enhancements will add functionality, linking the grants processes and procedures to budget controls.

A very old and outdated contracts tracking system has been replaced with a much more robust contract management tool, which provides increased capacity for the development of contract documents from their inception through an appropriate procurement strategy through to execution and implementation of the contract. The management tool will also support all relevant contract activities including amendments, renewals and extensions.




- Over the past two years, the state has implemented the Florida Accountability Contract Tracking System (FACTS). This system is designed to provide transparency for the public in the expenditure of state and federal funds for contracts and grants. Detailed information about each contract or grant is entered into the system and copies of all relevant documents are uploaded to the system. Information about payments (e.g., amount of payment, associated deliverables) is also captured in this system. Currently, the DOE has 4,008 contracts and grants and 10,356 purchase orders entered into FACTS. A wealth of information about each of the contracts and grants is available to all interested parties.

### Safety and Cost-Efficiency Activities

- Emergency management staff, in collaboration with a vendor (Haystax), developed a risk assessment tool to conduct security assessments for schools and districts. The assessment tool was funded from 2013 Florida Legislature appropriated funds. Known as the Florida Safe School Assessment Tool (FSSAT), the tool is designed to provide school officials the ability to identify threats and vulnerabilities, generate automated reports of assessment findings and provide appropriate safety controls for schools they supervise.
- There have been significant enhancements to Turlington building security. The department has implemented a visitor access procedure which requires that all visitors be signed in and escorted to and from their meeting locations. Through the contract with the security company, personnel were added to ensure that visitor access is managed efficiently. Badge card readers have been placed at the entrances to internal office suites throughout the building adding increased security for department staff. The closed circuit television system has been upgraded to provide the department an improved security posture. Finally, all staff have been provided training on how to prepare for and respond to an active shooter.
- Department leasing activities have resulted in term lease savings (estimated by DMS) of \$826,494. The savings were achieved by co-locating leases where possible, re-negotiating rental rates on all renewals and/or reducing the square foot where applicable. Eight leases were consolidated into a total of four leases by merging the groups at one property.
- Major renovations were completed in 2014 at the Division of Blind Services (DBS) Daytona Campus. The renovations focused on bringing the DBS Daytona Campus into full ADA compliance. ADA modifications included the complete interior and exterior renovation of the Center for the Visually Impaired, the addition of ADA-compliant parking spaces, and the renovation of ADA-compliant test kitchens.

## E. Secure and Retain High Quality Personnel

A characteristic of any high-performing leader is appreciation for high-quality, loyal, honest, knowledgeable and supportive leadership. The Commissioner of Education is responsible for ensuring quality leadership at all levels of the Department by securing, retaining, identifying, rewarding and developing high-quality leaders, and holding them accountable for achievements.

Performance Measures:	Base	Target	Actual
1. Integrate Strategic Plan goals and expectations into the performance plans of senior management staff, as appropriate.	17	17	
2. Develop a new employee orientation and professional development program based on the goals of the Strategic Plan.	New Policy	Implement Plan	 85 Staff Oriented
3. Annually expand the pool of quality DOE mid-level managers eligible for promotion into senior level positions.	New Program	>=20 staff	 17 staff

### Projects:

- Create, implement and monitor a quality control mechanism to ensure that the Strategic Plan priorities are integrated into DOE personnel performance and work plans as a component of a larger DOE professional development plan.

#### Part II.E. Commissioner's Comments:

The Florida DOE is widely recognized as a state agency that supports professional development for employees. In April 2014, a training and research specialist was hired to expand and more closely align the agency's professional development system with changing policies and programs. Specific job duties include determination of needs for staff training as well as development and design, development, implementation and evaluation of training programs customized for the department's workforce. To ensure that professional development activities are relevant and responsive to department staff needs and interests, representatives from each division have been appointed to a Talent Development Team. The team meets bi-weekly to address a variety of staff and manager development issues and concerns.

Personnel staff successfully implemented the new Performance Management module in the People First system and were evaluated by the Department of Management Services as a top state agency in meeting prescribed objectives. Some of the activities involved in this successful roll-out included:

- Training over 200 department managers on "SMART" Methodology—a process for developing employee performance expectations that are Specific, Measureable, Achievable, Relevant and Time-bound. Each three-hour training session focused on how to create job-specific, measureable performance expectations that are tailored to daily duties and responsibilities. The goal was for each DOE employee to be assigned clear performance expectations that are "SMART."
- Exceeding the statewide goal in setting employee performance expectations for the initial evaluation period of July 1, 2013, through December 31, 2013, with a completion percentage of 95.69%.
  - DOE received an Outstanding Achievement star and recognition at the monthly Human Resource Officer meeting hosted by the Department of Management Services.
- Exceeding the statewide goal in evaluations completed for the period of January 1, 2014, through June 30, 2014, with a completion percentage of 97.60%.
- Exceeding the statewide goal in setting employee performance expectations for the evaluation period of July 1, 2014, through June 30, 2015, with a completion percentage of 97.29%.



Training modules on ethics and cultural diversity were updated and all staff notified of the requirement to successfully complete the training. A new module on public records has been completed and will be rolled out to staff as an additional required training component.

Personnel staff successfully implemented the Lump Sum Bonus Program in accordance with s. 110.1243, F.S., as evidenced by a total of 776 bonuses being paid to employees in accordance with the following:

- Final bonus award determinations were based on a combination of the employee's performance evaluation score for the period of July 1, 2013 – December 31, 2013, which accounted for 70% of the employee's total bonus score, and the peer vote score accounted for 30% of the employee's total bonus score.

Activities designed to ensure compliance with ADA requirements were initiated, including but not limited to the following:

- The DOE is the first state agency to introduce the addition of a hearing loop system in a meeting room. The loop is located in conference room 1703/07 of the Turlington Building and conference room 171 at the Betty Easley Center. The system greatly benefits those employees or visitors with major or minor hearing loss. Assistive listening devices for individuals without hearing aids are also available.
- The Bureau of General Services and the Division of Blind Services offered a unique training opportunity at the Daytona Campus for the Blind & Visually Impaired on October 7-8, 2014. Specifically designed to provide an immersive training experience, the training facilitated the mission to foster the learning goals of department employees participating in the ADA Coordinator Certification Training (ACTCP).
- Thirteen DOE employees received ADA Coordinator certifications.

### **Key Management Positions**

The DOE has been very successful in promoting highly qualified staff into management positions, filling 15 vacant managerial positions through internal development and promotion of existing personnel. Additionally, 17 high-performing leaders have been recruited and hired to fill leadership positions in the department. Along with the agency's continuing leaders and managers, the 32 new managers bring desirable attributes (e.g., high quality, loyalty, honesty, knowledge and supportive leadership) to their positions. (See Appendix II.E.)


### **Department Reorganizations for Increased Efficiency and Effectiveness**

As with any high-performing organization, it is essential to continuously evaluate the effectiveness and efficiency of the organizational structure. The Commissioner directed the Chief of Staff and all division directors to review their staff and organizational units carefully against the functions required in law and the priorities of the SBE. As a result of the reviews, the DOE made initial organizational changes in the months right after the Commissioner took office that are designed to support staff in providing more effective services and to better align positions and functions within the agency. Such changes included creating, eliminating or moving units; reclassifying positions to more appropriately represent the functions and duties of the position; and making necessary changes to the reporting structure. Appendix II.E. includes a table that describes the more significant reorganizations that the department has implemented since August 2013.

## PART III: EXECUTIVE CONTINUOUS IMPROVEMENT

### F. Regularly Self-Evaluate, Reflect and Adjust

Consistent with quality indicators of success, effective leaders regularly participate in a system of “plan, do, check, and act” to ensure continuous improvement of performance. The performance of the Commissioner of Education directly impacts the performance of the DOE. As such, the Commissioner of Education is responsible for soliciting internal and external feedback, and making changes necessary to improve personal and professional behaviors that model best practices.

Performance Measures:	Base	Target	Actual
1. Implement and report to the State Board Chair methods of receiving regular input on “high-impact issues” from teachers, superintendents and other education stakeholders identified through input of internal and external colleagues.	New Policy	Implement Plan	

#### Part III.F. Commissioner’s Comments:

The Commissioner has instituted or continued a number of methods for systematic and regular feedback from a variety of education stakeholders and her own staff. These are important to ensure that she is regularly informed of issues and perspectives from Floridians about education.

#### LPAC – Leadership Policy Advisory Council

- This is an advisory group to the Commissioner created to provide feedback to the department on current issues and topics that affect students and school administrators as well as the entire system.
- Meetings are called as issues arise that elicit discussion.

#### KFL – Keep Florida Learning

- The Keep Florida Learning Committee is established to provide the department with public input on the following issues:
  - Florida Standards implementation,
  - Instructional materials review process,
  - Parental involvement, and
  - Florida Standards assessment.

#### FADSS – Florida Association of District School Superintendents

- Statewide organization of district school superintendents.
- Commissioner meets with the entire group of superintendents at their regular convenings.
- Commissioner meets with groups of superintendents from this organization whenever the need arises.

#### Monthly Superintendent Calls

- Commissioner conducts a conference call with superintendents each month to discuss current and upcoming changes, as well receive feedback and answer questions.

#### Monthly College President Calls

- Commissioner initiates and conducts a conference call with college presidents each month to discuss current and upcoming issues and to receive feedback and answer questions.

#### Florida Teachers of the Year

- The Commissioner participates in the Teacher of the Year Roundtable event, which is held for three days each summer in conjunction with the Teacher of the Year Gala. District teachers of the year are invited to this professional development event administered by DOE staff, which also includes an opportunity for teachers to dialogue with the Commissioner and Chancellor on issues important to teachers in education.
- The Commissioner participates and DOE staff help conduct the Governor’s Summit for Teachers of the Year. Similar to the Roundtable, this is an opportunity for district teachers of the year to interact with each other on policy issues and spend time with the Governor in discussion about high-impact issues in education.
- Commissioner instituted the Teacher LEAD program for Florida teachers of the year to meet during the year specifically for professional development and sharing of best practices around improved instruction.



### **Commissioner's Leadership Academy**

- Select group of school and district administrators.
- Meet on a regular basis.
- Commissioner attends to share thoughts and have rich dialogue with administrators.

### **CFEF – Consortium of Florida Education Foundations**

- Education Foundation leaders from throughout the state convene meetings to consider relevant education issues and determine ways that the consortium as well as local education foundations can become involved as a support.

### **Florida Chamber of Commerce**

- Monthly meetings with the leadership at the Florida Chamber of Commerce to discuss ways the chamber can support the statewide efforts of improving education throughout the state.
- Discussions include information that parents discuss, as well as issues affecting local businesses that are chamber members at the local level.

### **FEF – Florida Education Foundation**

- The direct support organization for the Florida Department of Education.
- The board focuses on the areas of education that can benefit from support that may not be available with state or federal funds and provide the necessary focus and support.
- Meetings are held bi-monthly with an opportunity for brainstorming and considering the diverse views of individuals throughout the state.

### **Finance Officers Council**

- The leadership of the finance officers statewide organization conducts regular meetings.
- Commissioner attends the yearly meeting in the summer, provides input and listens to the concerns and ideas for improving the financial situation in school districts.

### **Legislators**

- The Commissioner works with legislators in both the House and the Senate to determine the important policy considerations are important in order to move forward with legislation.
- The Commissioner meets with legislators individually and in groups throughout the year to answer their questions and to advocate for Florida students, the education system, and SBE priorities. She participated in 34 meetings since January of 2015 alone. Additionally, the Commissioner and her staff testified or presented 66 times in front of education committees and subcommittees during committee weeks leading up to and during the 2015 legislative session.
- President Don Gaetz sent the Commissioner four open letters leading up to and during the 2015 legislative session requesting information on a number of specific issues concerning, technology, student assessment and accountability. The Commissioner provided written responses to each letter by the required deadlines and personally testified on the content during his committee meetings.
- An additional 626 constituent and legislator inquiries were received through our Governmental Relations Office. About 75% of these inquiries were from legislative staff requesting information on specific policies and programs or assistance on the behalf of a legislator's constituent. Due to the specialized nature of these requests and the need for additional research, the average response time for these inquiries was two days.

### **PTA – Parent-Teacher Association**

- The president of PTA, as well as others the president may wish to include, holds a meeting with the Commissioner at least once each year to make sure she is aware of issues facing the organization as a whole as well as parents as a group.

### **State Board of Education Members**

- The Commissioner and staff hold board briefing calls with each board member to receive their input, answer any questions and share information before each State Board of Education meeting.
- The Commissioner holds frequent calls with the Chair of the State Board of Education to brief him on occurrences and potential concerns.
- The Commissioner responds to requests by board members and is available for discussions when the need arises.

### **Florida Department of Education Senior Staff**

- The Commissioner conducts weekly meetings with DOE senior staff to share information, as well as receive input on situations and issues that the department might be facing.

- The Commissioner holds regularly scheduled meetings with her direct reports for dialogue on the policies and issues at hand.

#### **FLDOE Leadership Staff**

- The Commissioner conducts quarterly meetings with leadership staff to share information that is important in keeping the department moving forward.
- The meeting includes the opportunity for Q&A as well as input from leadership.

## **PART IV: OVERALL PERFORMANCE**

### **Part IV. Commissioner Overall Comments:**

- Several of our most successful projects have been focused on Science, Technology, Engineering and Mathematics (STEM). In the past five years, Florida has increased enrollment in accelerated STEM courses by 46 percent, giving more students access to high level courses in science, technology, engineering and math. Our teachers are essential to preparing our students and helping them realize better educational outcomes, and that is why it is so important that we invest in educating our teachers so they can bring innovative ideas to the classroom. We know that the workers and leaders of tomorrow are in our classrooms today, and we will continue to make important investments to help our students succeed in the classroom and beyond.
- After unprecedented public input and review, the new Florida Standards were adopted by the SBE in February 2014. The standards are designed to prepare Florida students for success in college, career and in life by emphasizing analytical thinking.
- After SBE approval of the more rigorous Florida Standards, the top priority was to choose the best assessment for students, ensuring that the test replacing the FCAT 2.0 in the 2014-15 school year would best serve Florida students by accurately measuring education gains and progress. The new assessment vendor, American Institutes for Research (AIR), was announced on time in March 2014, and students began taking the new Florida Standards Assessments in March 2015.
  - Early technical issues experienced by the vendor were apparent during the first week of the writing portion of the ELA test. One issue was an untimely database update attributed to AIR, for which they took full responsibility. The second was a cyber-attack (a distributed denial of service, or DDOS) on the server used for students to log in to the test. The Commissioner responded immediately and on Monday March 9, the Commissioner and Florida Department of Law Enforcement (FDLE) Commissioner Rick Swearingen announced that FDLE began investigating testing delays caused by cyber-attacks on a server used to administer the Florida Standards Assessment (FSA).
  - The Commissioner maintained that, "While most Florida students are continuing to test successfully, we now know that some of the delays in testing late last week were due to cyber-attacks on our testing system operated by American Institutes for Research (AIR). The Department has been working with FDLE since we were notified about the problem and we will continue to provide them with any information possible to ensure they identify the bad actors and hold them accountable to the fullest extent of the law. We are holding daily conference calls with AIR to ensure they immediately address any flaws or attacks on our system as we move forward in this second week of testing.
  - She continued, "Our highest priority is to make sure students can complete their tests and we will continue to work with AIR to ensure their system operates effectively. It is important to point out that AIR has reported that while access to the test has been delayed because of the cyber-attacks, no student data has been compromised. AIR is also working to capture any student writing responses that were reported lost and they believe the measures they have now put in place will prevent any future attacks from impacting testing. However, we know that we have to remain vigilant to ensure all our testing vendors protect students' testing results and personal information at all times."

While technical difficulties and delays were reported by some local districts in the spring 2015 test administration, the department continued to work with the testing contractor to ensure that the new testing system operated effectively. Issues affecting the login server were resolved and additional cyber-attacks were mitigated by AIR so that students taking the assessment were not affected. At the opening of the next assessment window, April 20, AIR made an additional error in programming that affected the Florida assessment process. With the assistance of DOE technology staff, this issue was resolved that morning. The Commissioner issued the following statement: "This morning, AIR's President of Assessment notified me of a technical change that was made to the Florida Standards Assessment testing system over the weekend that was not approved by the Department. This change was unnecessary to the administration of the Florida Standards Assessment and resulted in a disruption that hindered students from being able to log in to the system and take their test today. "We have confirmed that the login issue has been resolved and students are currently testing; we will continue monitoring the situation. The company's failure to follow protocol is absolutely unacceptable and the Department will hold AIR accountable for the disruption they have caused to our state's students, teachers and school staff."

- Florida has made tremendous strides toward increasing student achievement and the Keep Florida Learning Committee was formed to ensure we remain on a successful track. The committee will review further deregulation opportunities for the school system, analyze instructional material review processes, identify strategies to increase parental involvement, and review the implementation of the Florida Standards and the Florida Standards Assessment over the next year. More than 2,800 applications for membership were received, showing the overwhelming interest that Florida's citizens have in our state's education system.



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# **Commissioner of Education Performance Evaluation**

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# **APPENDICES**

For the period covering  
September 3, 2013 – April 15, 2015

**Commissioner's Self-Evaluation  
For Presentation to the State Board of Education**

May 20, 2015

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## **APPENDIX I.A.**

### **PART I: DEMONSTRATE EXECUTIVE LEADERSHIP**

#### A. Implement State Board of Education Priorities and Strategic Plan

**Strategic Plan  
April 2015 Update**

Area & Priority	Number	Performance Indicator		Baseline Year	Baseline Year Data	Most Recent Year	Most Recent Year Data	Status
<b>PreK-12 Students</b>								
<b>Increase the percentage of students performing at grade level</b>	1.2	Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments	Reading	2011-12	57%	2013-14	58%	
			Mathematics	2011-12	58%	2013-14	61%	
			Science	2011-12	50%	2013-14	58%	
	1.4	Percentage of students scoring Level 4 and above on statewide assessments in reading and mathematics	Reading	2011-12	31%	2013-14	33%	
Mathematics			2011-12	*27%	2013-14	29%		
<b>Increase student participation and performance in accelerated course options</b>	1.5	Number and percentage of ninth-grade students who passed a statewide high school credit bearing end-of-course exam prior to ninth grade.  - includes only Algebra EOC	Percentage	2011-12	19%	2013-14	28%	
			Number	2011-12	43,374 of 228,617	2013-14	65,131 of 231,083	
	1.6	Percentage of students completing at least one accelerated mechanism (AP, IB, dual enrollment, AICE, or Industry Certification)	Any Mechanism	2010-11	45%	2013-14	54%	
			Any Mechanism	2010-11	70%	2013-14	77%	
1.7	Percentage of students who completed at least one accelerated course (AP, IB, dual enrollment, AICE, or Industry Certification) and were eligible for the associated postsecondary credit	Any Mechanism	2010-11	70%	2013-14	77%		
<b>Increase high school graduation rates</b>	1.8	Graduation Rates	Standard Diplomas	2011-12	70.6%	2013-14	76.1%	
<b>Improve college readiness</b>	1.9	Percentage of high school graduates meeting approved postsecondary readiness standard*  *Source: High School Feedback Report	Reading	2009-10	*79.3%	2012-13	85.6%	
			Mathematics	2009-10	*68.8%	2012-13	72.6%	
			Writing	2009-10	*80.1%	2012-13	85.4%	
			In all 3 subjects	2009-10	*62.4%	2012-13	67.4%	
<b>Increase career and technical educational opportunities</b>	1.13	Percentage of high school students earning an industry certification		2011-12	*5.7%	2013-14	8.8%	



<b>Improve adult education programs</b>	1.14	Percentage of adult general education students who demonstrate learning gains	Adult Basic Education Students	2010-11	25.1%	2013-14	29.9%	
			ESOL students	2010-11	30.7%	2013-14	32.2%	
	1.15	Percentage of adult general education students who earn a high school diploma or its equivalent (GED)		2010-11	40.6%	2013-14	41.6%	
	NEW COMBIN ED 1.16 + 1.17	Percentage of adult high school diploma earners or state of Florida high school equivalency diploma (GED) earners who enroll in a postsecondary program		2010-11	29.95%	2013-14	35.42%	
<b>Teachers and Leaders</b>								
<b>Increase the percentage of effective and highly-effective teachers</b>	NEW	The number and percentage of effective and highly-effective teachers (based on VAM categorizations) that taught in a school that earned a D or F in 2011-12 and improved to an A or B grade in 2013-14	Percentage	2011-12	66%	2013-14	84%	
			Number	2011-12	184	2013-14	233	
	NEW	The number and percentage of effective and highly-effective teachers (based on VAM categorizations) that taught in a school that earned a D or F grade in 2011-12 and remained a D or F grade in 2013-14	Percentage	2011-12	61%	2013-14	55%	
			Number	2011-12	1,124	2013-14	930	
<b>School Choice</b>								
<b>Increase the percentage of charter school students performing at grade level</b>	3.1	Percentage of students attending a charter school and scoring at or above grade level on statewide assessments in English Language Arts, science, and mathematics	Reading	2011-12	62%	2013-14	65%	
			Mathematics	2011-12	62%	2013-14	64%	
			Science	2011-12	52%	2013-14	59%	
	3.2	Percentage of students attending a charter school scoring Level 4 or above on statewide assessments in English Language Arts and	Reading	2011-12	34%	2013-14	37%	
			Mathematics	2011-12	29%	2013-14	32%	
<b>Expand choice options for students</b>	3.5	Close the gap between the percentage of free-and-reduced lunch students served by charters and traditional public schools		2011-12	*11% GAP	2013-14	10% GAP	
	3.9	Percentage of students attending a full-time virtual program and scoring at or above grade level on statewide assessments in English Language Arts, science, and mathematics	Reading	2011-12	71%	2013-14	73%	
			Mathematics	2011-12	55%	2013-14	55%	
			Science	2011-12	58%	2013-14	67%	

Postsecondary Students								
Increase college readiness and success	4.1	Percentage of developmental education completers who complete college-level course in same subject with a "C" grade or above within 2 years	Mathematics	2007-08	31.8%			
			English	2007-08	62.4%			
			Mathematics and English	2007-08	23.7%			
	4.7	Retention rates	AA Retention Rate	Fall 2007 to Spring 2011	66.7%	Fall 2010 to Spring 2014	64.1%	
			AAS/AS Retention Rate	Fall 2007 to Spring 2011	58.8%	Fall 2010 to Spring 2014	52.3%	
	4.8	Number of degrees and certificates awarded		2010-11	93,285	2013-14	104,693	
	4.9	Graduation rate for first-time college students (150% time)		Fall 2010 Adjusted Cohort	*34.9%	Fall 2011 Adjusted Cohort	34.6%	
	4.10	Average time and credit to associate degree	Time to Degree					
			Accelerated students	2009-10	2.8 years	2012-13	2.5 years	
			Non-accelerated students	2009-10	4.4 years	2012-13	4.6 years	
			Credit to Degree					
		Accelerated students	2009-10	73 credits	2012-13	70 credits		
		Non-accelerated students	2009-10	78 credits	2012-13	77 credits		
NEW 4.11	Transfer rates of associate degree graduates who transfer within two years to upper division at a Florida College System institution or state university (combined)			2008-09	57.29%	2013-14	56.33%	
Maintain affordability and access	4.13	Number of high school students participating in dual enrollment		2010-11	46,083	2013-14	53,810	
	4.19	Average net price of attending a FCS institution		2009-10	\$6,511	2013-14	FY2015 First 2 Year: \$3,156 (in-state, based on 30 credit hours) FY2015: \$3,610 FCS Baccalaureate (in-state, based on 30 credit hours) \$6,766	

<b>Prepare for careers</b>	4.21	Percentage of graduates found employed in Florida within one year of college completion disaggregated by certificate/degree type  - Includes National Student Clearinghouse data		2009-10	*71.8%	2012-13	73.2%	
	4.22	Average wages of college graduates found employed in Florida within one year of college completion disaggregated by certificate/degree type		2009-10	*\$37,344	2012-13	\$37,264	
	4.23	Percentage of school district postsecondary certificate program completers found employed in Florida within one year of completion  - Includes National Student Clearinghouse data		2008-09	*59.0%	2011-12	65.4%	
	4.24	Percentage of school district postsecondary certificate program enrollees who earn an industry certification		2010-11	*8.9%	2013-14	14.6%	

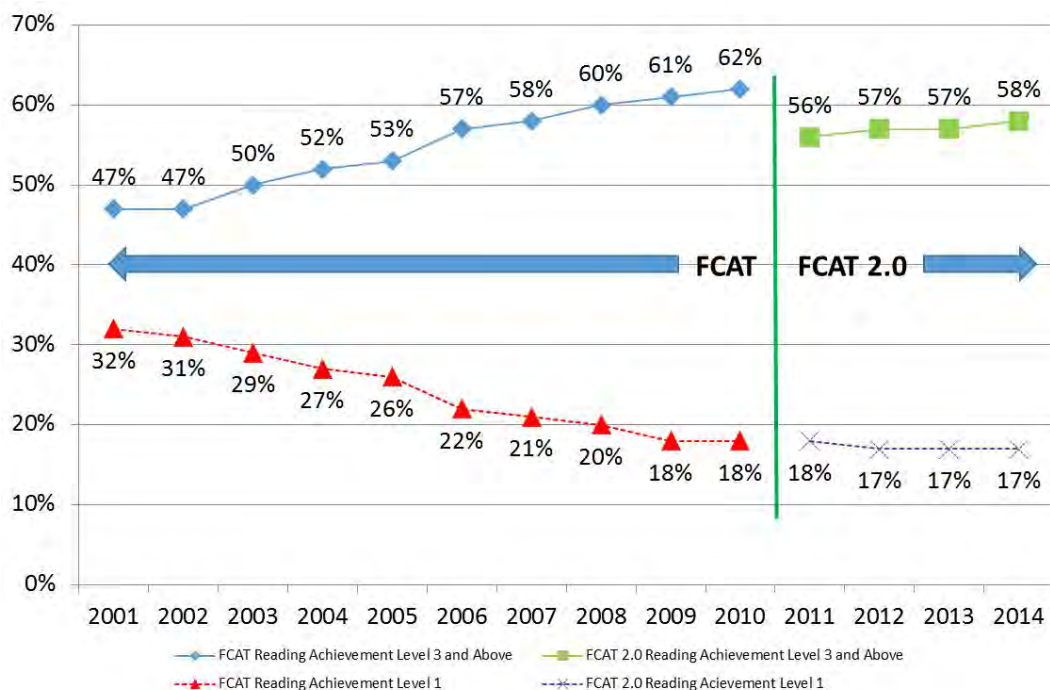
## Student Performance and Outcomes: Impact of Florida's Education Reforms on Student Achievement

Through the administration of assessments, parents, the public and educators are able to identify the areas in which students are excelling and the areas in which students are struggling. Since the implementation of statewide assessment and accountability reforms, Florida has seen an increase in student achievement. The data presented below focus on measures demonstrating Florida's continuous improvement.

### 1. Improvements in Statewide, Standardized Assessment Results

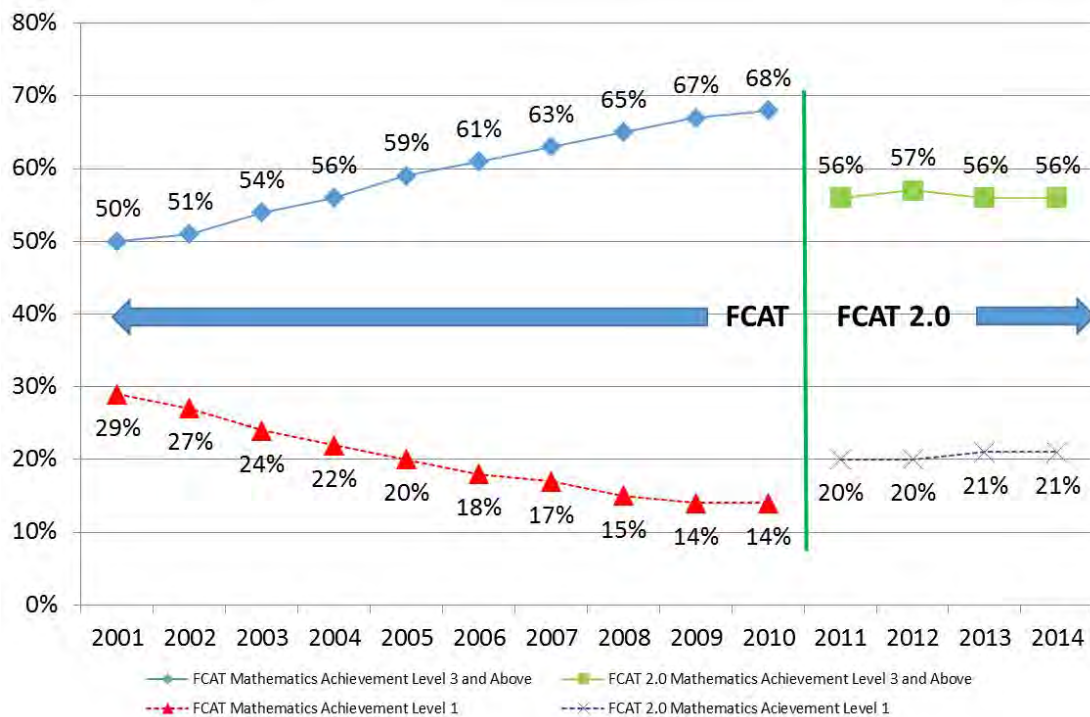
In looking at student assessment performance in reading, Florida students have made tremendous improvement. During the time span of FCAT administration (1999 to 2010), a consistent upward trajectory is seen. In 2001, the first year FCAT was administered in all grades between third and tenth, less than half (47%) of all assessed students were reading at or above grade level. By 2010, the final year the FCAT was administered, nearly two-thirds (62%) were reading at or above grade level, an increase of 15 percentage points over that time period. Following the adoption of more rigorous content standards (the Next Generation Sunshine State Standards), more rigorous assessments (FCAT 2.0), and more rigorous student expectations (new performance level cut scores), a new trend line was begun in 2011. Though student performance on the more rigorous standards and assessments is currently lower than it was in the final year of the former assessment (FCAT), it has improved over the four years of administration. In 2014, fifty-eight percent of students across grades 3-10 scored at or above grade level in reading on FCAT 2.0, a two percentage point improvement over 2011. Even though more rigorous standards and assessments were put into place with FCAT 2.0 in 2011, the percent of students in grades 3-10, scoring at or above grade level on the FCAT 2.0 Reading assessment was still 11 percentage points higher than in 2001 under the previous assessment.

**Exhibit 1: Student Performance on the Statewide Assessment in Reading, Grades 3-10, 2001 to 2014**



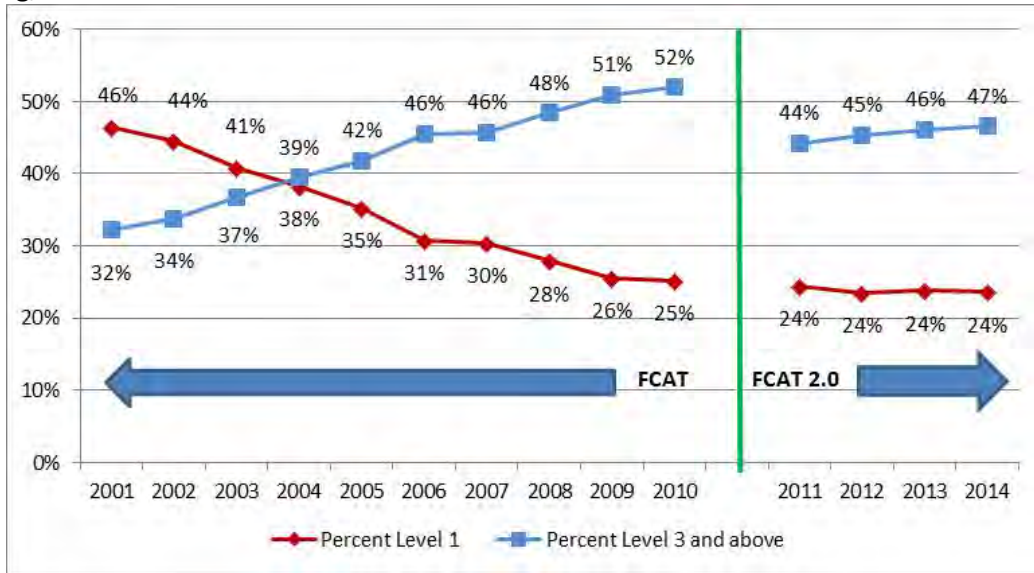
The same basic pattern is observed for mathematics. Between 2001 and 2010, the percent of students in grades 3-10 scoring at or above Level 3 on the FCAT Mathematics assessment increased 18 percentage points from fifty percent in 2001 to sixty-eight percent in 2010. Though more rigorous standards and assessments were put into place with FCAT 2.0 in 2011, the percent of students scoring at or above grade level in grades 3-8 (Florida replaced comprehensive grade-level mathematics assessments in grades 9 and 10 with end-of-course assessments in Algebra 1 and Geometry in 2011) on the FCAT 2.0 Mathematics assessment was fifty-six percent, which is still 6 percentage points higher than in 2001 under the previous assessment.

**Exhibit 2: Student Performance on the Statewide Assessment in Mathematics, Grades 3-10 2001 to 2010 and Grades 3-8 2011 to 2014**



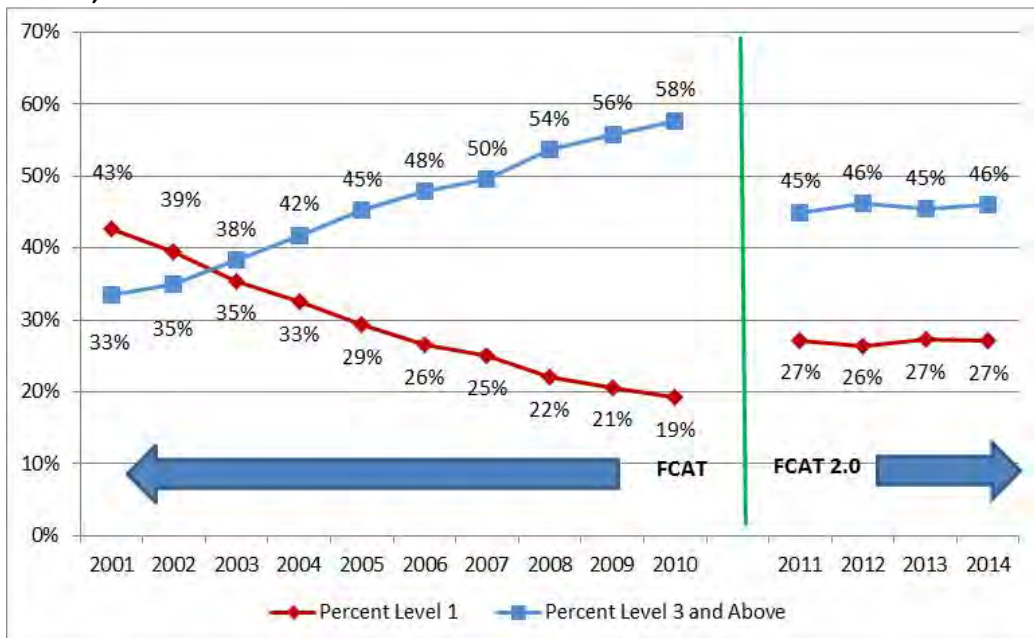
Trend data on Florida's statewide, standardized assessments in reading and mathematics also demonstrate substantial improvement in the performance of Florida's students on free and/or reduced-priced lunch. As shown in Exhibit 3, in 2001, a higher percentage of Florida's economically disadvantaged students scored Level 1 than scored Level 3 and above on the statewide, standardized assessment in reading. By 2004, those lines crossed, culminating in a 20 percentage point improvement from 2001 to 2010 in the percentage of economically disadvantaged students scoring Level 3 and above in reading. As was the case with all students in Florida, though more rigorous standards and assessments were put into place with FCAT 2.0 in 2011, the percent of economically students scoring at or above grade level in on the FCAT 2.0 Reading assessment in the most recent year was still higher than it was in the 2001 under the previous assessment. In fact it was 15 percentage points higher in 2014 than in 2001 under the previous assessment.

**Exhibit 3: Performance of Free and/or Reduced-Priced Lunch Students on the Statewide Assessment in Reading, Grades 3-10 2001 to 2014**



The same pattern of improvement occurred in mathematics for Florida’s economically disadvantaged students. As demonstrated in Exhibit 4, in 2001, a higher percentage of free and/or reduced-priced lunch students scored Level 1 rather than Level 3 and above on the statewide, standardized assessment in mathematics. By 2010, fifty-eight percent of Florida’s economically disadvantaged students scored Level 3 and above, a twenty-five percentage point increase over 2001. In the most recent year, on the new assessments administered for the first time in 2011, forty-six percent of Florida’s economically disadvantaged students scored Level 3 and above, which is still 13 percentage points higher than in 2001 under the previous assessment.

**Exhibit 4: Performance of Free and/or Reduced-Priced Lunch Students on the Statewide Assessment in Mathematics, Grades 3-10 2001 to 2010 and Grades 3-8 2011 to 2014**

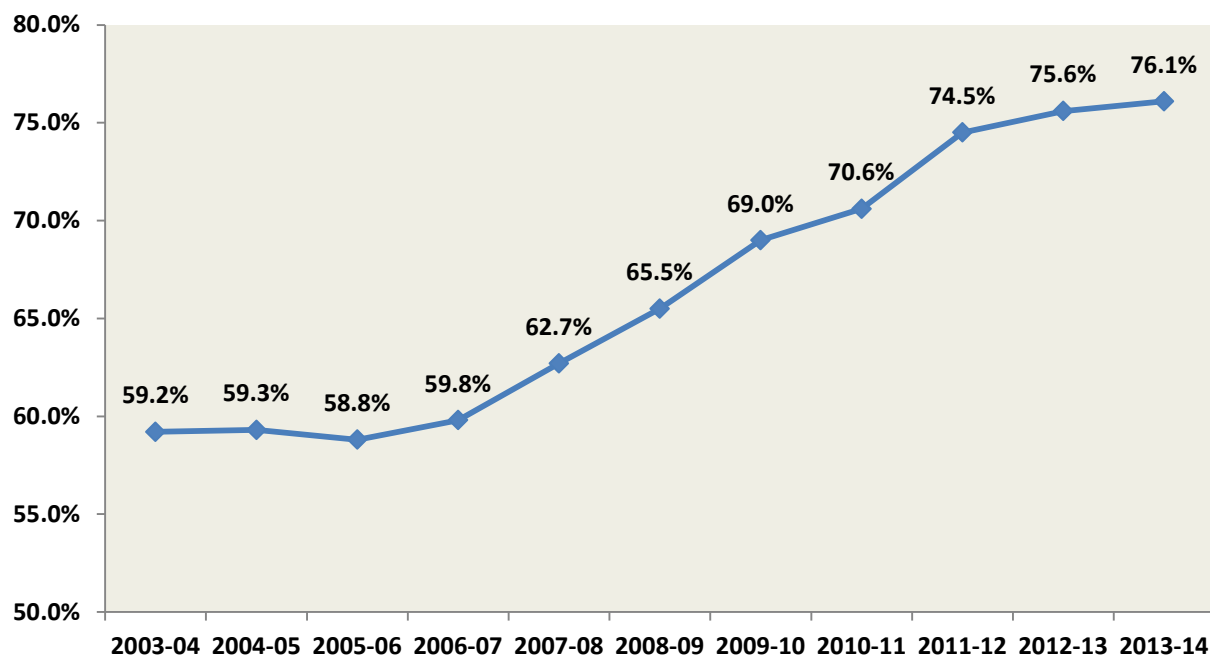


Florida transitioned to new, more rigorous assessments in 2014-2015, the Florida Standards Assessments (FSA), aligned to Florida's college and career ready content standards. As done in 2011, a new trend line will begin in 2015 to track the progress of Florida's students in meeting these higher standards. As the past has demonstrated, as Florida's raises the bar, our students rise to meet the challenges.

## **2. Improvements in High School Graduation Rates**

In 2013-14, Florida's high school graduation rates increased to 76.1 percent, an increase of 0.5 percent over 2012-13 and a rise of nearly 17 percentage points since 2003-04. Florida's graduation rate is a cohort graduation rate. A cohort is defined as a group of students on the same schedule to graduate. The graduation rate, which follows the federally mandated calculation methodology, measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer to another school outside the Florida K-12 public school system and deceased students are removed from the calculation. Entering transfer students are included in the graduation rate for the class with which they are scheduled to graduate, based on their date of enrollment.

**Exhibit 5: Florida's Graduation Rates, 2003-04 through 2013-14**



Florida's federally compliant graduation rates do show continuous improvement over the past decade, including improvement among African-American and Hispanic students. The graduation rate of African-American students has increased by 6.9 percentage points from 2009-10 to 2013-14, improving from 57.8 percent to 64.7 percent. The graduation rate of Hispanic students has also increased by 6.9 percentage points from 2009-10 to 2013-14, improving from 68.1 percent to 75 percent.

Also of note, Florida's graduation rate maintained a level of improvement over the past several years as the school accountability system began to include the graduation rate as a component to evaluate high school performance. With the incentive of measurement in place, schools across the state have reacted



favorably, graduating more students, including minority students, ultimately leading to better outcomes for Florida’s students.

**Exhibit 6: Graduation Rates by Race/Ethnicity, 2009-10 through 2013-14**

Year	White	Black or African American	Hispanic/Latino	Asian	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	Total
2009-10	74.1%	57.8%	68.1%	86.0%	67.3%	74.2%		69.0%
2010-11	76.2%	58.6%	69.4%	85.9%	69.7%	75.1%		70.6%
2011-12	79.5%	63.7%	73.0%	88.5%	69.7%	78.7%	62.5%	74.5%
2012-13	80.5%	64.6%	74.9%	88.4%	76.8%	79.7%	88.2%	75.6%
2013-14	81.7%	64.7%	75.0%	89.2%	73.8%	80.1%	75.6%	76.1%

\*Note, Pursuant to federal regulations, Florida began collecting race/ethnicity data on the category “Native Hawaiian or Other Pacific Islander” in 2011-2012. Therefore, the blanks in the table prior to 2011-2012 indicate there were no data identifying students as “Native Hawaiian or Other Pacific Islander” collected in those years.

Florida’s graduation rate only considers standard diploma recipients as graduates in the calculation. Students who earn a special diploma, a high school equivalency diploma, a certificate of completion, transferred to an adult education program not culminating in a standard high school diploma, or have been retained and are still in school after four years are counted as non-completers in the calculation. Federal regulations require each state to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes high school equivalency diplomas, both regular and adult, and special diplomas. The US Department of Education (USED) adopted this calculation method in an effort to develop uniform, accurate and comparable graduation rates across all states. The USED required states to begin calculating the new graduation rate in 2010-11. This graduation rate is currently used in Florida’s school accountability system in the high school grades calculation.

In calculating graduation rates, Florida accounts for each and every student who enrolls in grade 9. As prescribed in federal regulations, the denominator is adjusted for each student who transfers into the system at grade 9 or higher and for each student who transfers out of the system to attend another public or private school, as well as for each student who is deceased.

Critics also tend to focus on Florida’s ranking compared to other states on high school graduation rates. Some reports rank states based on the older methodologies that do not meet the federal requirements for accuracy and tracking student cohorts. Beyond this, though, even following the federal guidelines for a uniform graduation rate methodology, Florida’s relative position is not as high as some other states. Though the federal regulations have introduced uniformity into the method of calculating graduation rates, there remains much variability in the way states define “graduates.” Florida has consistently implemented higher standards for graduation since 1999; states may vary in their requirements for a diploma. Therefore, comparing graduation rates across states is less useful than comparing a given state’s graduation rate trends over time using a consistent method for calculating the rates.

In Florida’s case, graduation rate trends over time are even more telling because the standards for graduation have steadily increased while the rates have gone up. For example, the graduating class of 2014 was the first required to pass the more rigorous standards set for the Grade 10 FCAT 2.0 Reading



exam. As evidenced over time, when standards are raised, improvements continue, with the graduate improving over 2012-13.

It is important to note that though Florida law requires students to pass required statewide assessments in high school (Grade 10 English language arts and the Algebra 1 end-of-course assessment) in order to graduate, students have alternative means by which to meet those requirements. For example, a student may earn a concordant score or comparative score on the ACT or SAT for English language arts and a comparative score on the Postsecondary Education Readiness Test (PERT) for Algebra 1 in order to satisfy the graduation assessment requirement. Additionally, since the graduation assessments are a 10<sup>th</sup> grade assessment in English language arts and an Algebra 1 assessment that is typically taken by students in 9<sup>th</sup> grade, students have multiple opportunities to retake the exams before they are scheduled to graduate. Students have up to five opportunities to pass the Grade 10 English language arts assessment before their scheduled graduation. The Algebra 1 end-of-course assessment is offered four times a year, so depending on how early a student takes the assessment, he or she will have multiple opportunities to retake the assessment if needed. Once again, assessments play an important role in ensuring that students have mastered the required content. With multiple avenues to meet that requirement, assessments are not a barrier to graduation, but rather a guarantee that students have learned what is expected.

**3. Improvements on the National Assessment of Educational Progress (NAEP)<sup>1</sup>**

Florida has also seen increases in nationally recognized assessments, such as the National Assessment of Educational Progress (NAEP). NAEP is an assessment administered to a representative sample of students across the nation allowing for state-to-state and state-to-national comparisons. All states are required by federal law to participate in the Grade 4 and Grade 8 NAEP assessments in reading and mathematics. Since 2003, these assessments have been administered every other year, with 2013 being the most recent administration. Also, since NAEP has been administered for a long time period, it allows for longitudinal comparisons of performance. The 2013 NAEP Reading results show that since 2003, Florida's fourth and eighth grade students have increased the percentage scoring at or above basic in reading by twelve and nine percentage points respectively, compared to a five percentage point gain by the nation's fourth graders and a three percentage point gain for eighth graders. The 2013 NAEP Mathematics results show that since 2003, Florida's fourth and eighth grade students have increased their overall mathematics scores by eight percentage points, exceeding their national counterparts.

**Exhibit 7: NAEP Reading percentage at or above Basic, Florida vs. the Nation, 2003 and 2013**

	2003	2013	Percentage Point Change
Florida - Grade 4	63%	75%	12%
Nation - Grade 4	62%	67%	5%
Florida - Grade 8	68%	77%	9%
Nation - Grade 8	72%	77%	5%

<sup>1</sup> All NAEP data available at <http://nces.ed.gov/nationsreportcard/>

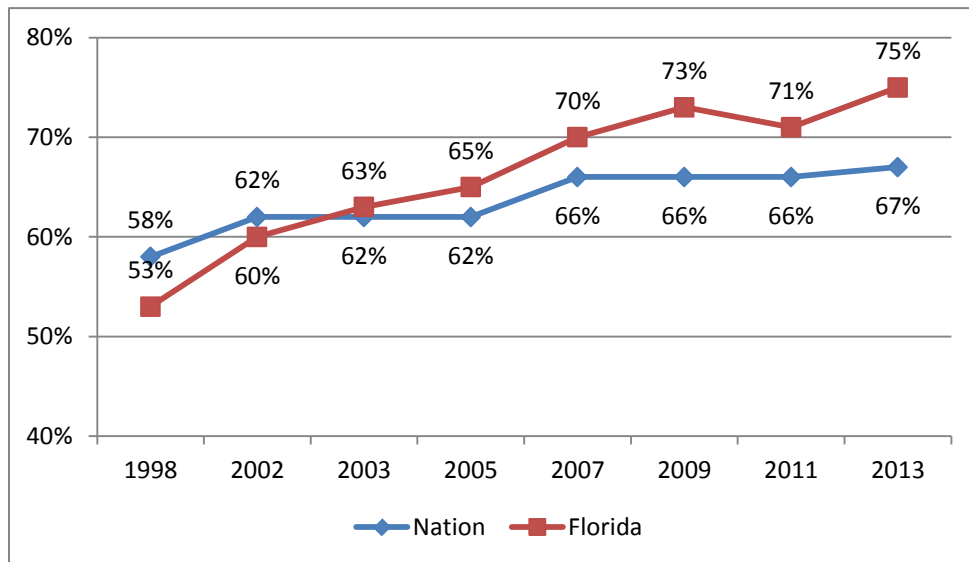
**Exhibit 8: NAEP Mathematics percentage at or above Basic, Florida vs. the Nation, 2003 and 2013**

	2003	2013	Percentage Point Change
Florida - Grade 4	76%	84%	8%
Nation - Grade 4	76%	82%	6%
Florida - Grade 8	62%	70%	8%
Nation -Grade 8	67%	73%	6%

**a. Fourth Grade Improvement on NAEP and the Third Grade Retention Policy**

Not coincidentally, Florida’s improvement on NAEP followed the implementation of the reforms begun in 1998. In 1998, Florida underperformed the nation in the percentage of 4<sup>th</sup> grade students scoring at or above Basic on the NAEP reading. By 2003, Florida’s performance outpaced the nation, and that trend has continued without interruption through the most recent administration of the NAEP in 2013. Whereas, two-thirds (67%) of 4<sup>th</sup> grade students across the country scored at or above Basic on NAEP Reading, three-quarters (75%) of Florida’s 4<sup>th</sup> grade students scored at or above Basic on NAEP Reading.

**Exhibit 9: NAEP Grade 4 Reading percentage at or above Basic, Florida vs. Nation, 1998 to 2013**



**b. Closing the Achievement Gap on NAEP**

NAEP results also indicate the progress Florida has made with minority students for over a decade. The percentage of Florida’s Hispanic and African-American 4<sup>th</sup> and 8<sup>th</sup> grade students scoring at or above Basic in reading is significantly higher than the nation. This is also true for Florida’s Hispanic and African-American students in Grade 4 mathematics. In fact, Florida’s Hispanic fourth graders outperform all students in reading in 35 states and the District of Columbia. The percentage of Florida’s Hispanic fourth graders reading at or above the Basic level on NAEP Reading (73%) is greater than the percentage of all fourth grade students reading at or above the Basic level in Alabama, Alaska, Arizona, Arkansas, California, the District of Columbia, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah,

Washington, West Virginia, and Wisconsin. The performance of Florida’s Hispanic students matches the performance of all students in two additional states, Indiana and North Dakota.

**Exhibit 10: NAEP percentage at or above Basic, African-American Students, Florida vs. the Nation**

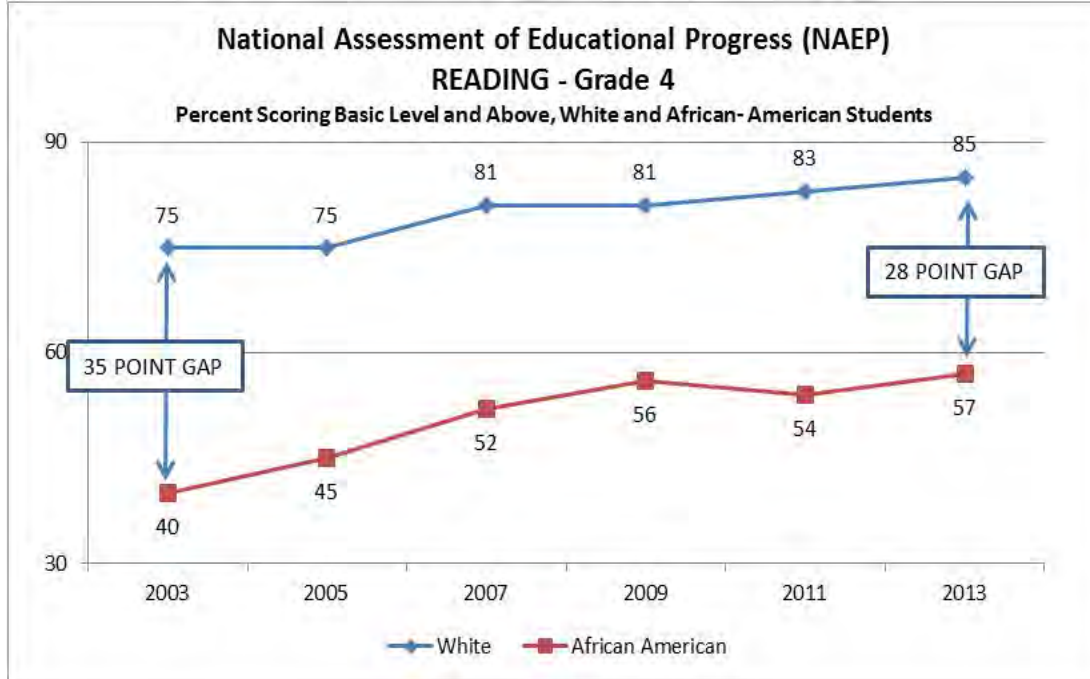
	Florida	Nation	Percentage Points Above the Nation
Grade 4 Reading	57%	50%	7%
Grade 8 Reading	66%	60%	6%
Grade 4 Mathematics	72%	66%	6%

**Exhibit 11: NAEP percentage at or above Basic, Hispanic Students, Florida vs. the Nation**

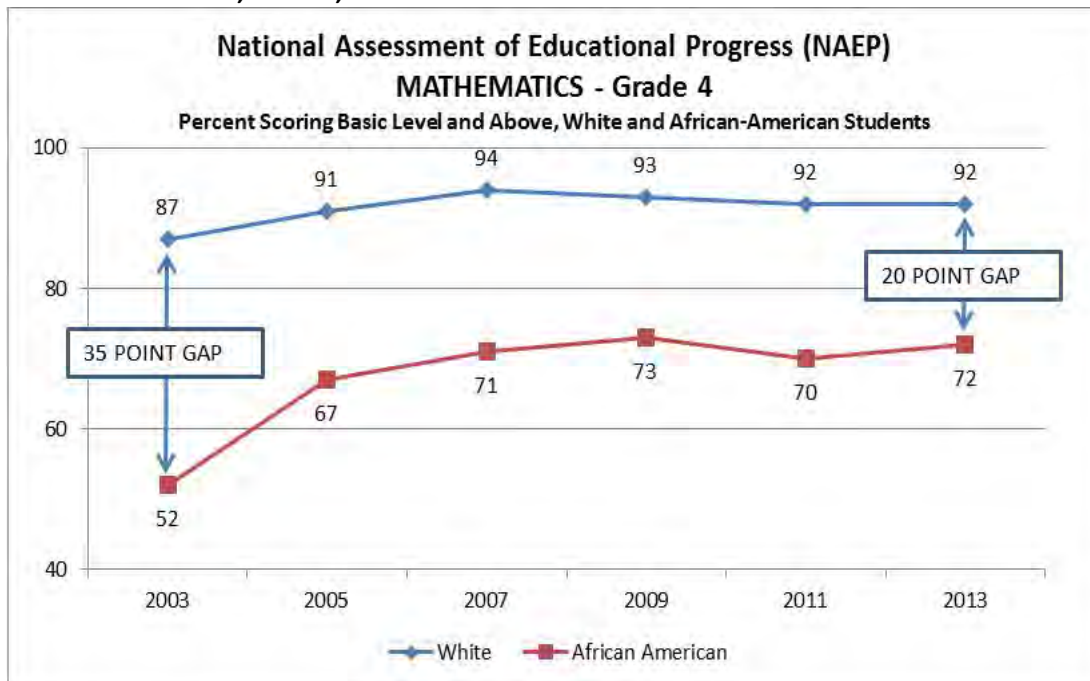
	Florida	Nation	Percentage Points Above the Nation
Grade 4 Reading	73%	52%	21%
Grade 8 Reading	73%	67%	6%
Grade 4 Mathematics	82%	73%	9%

Over the past decade, Florida has made tremendous progress in narrowing the achievement gap on NAEP between white and African-American students and between white and Hispanic students. For example, from 2003 to 2013 the achievement gap between white and African-American students in Grade 4 mathematics and Grade 8 reading has nearly been cut in half (gap reduced from 35 to 20 percentage points in Grade 4 mathematics and from 31 to 18 percentage points in Grade 8 reading). Also, from 2003 to 2013 the achievement gap between white and Hispanic students in Grade 4 reading narrowed from 20 percentage points to 12 percentage points. Of note, Florida was the only state in the nation between 2011 and 2013 to narrow the achievement gap between both white students and African-American students and white students and Hispanic students in Grade 4 and Grade 8 in both reading and mathematics.

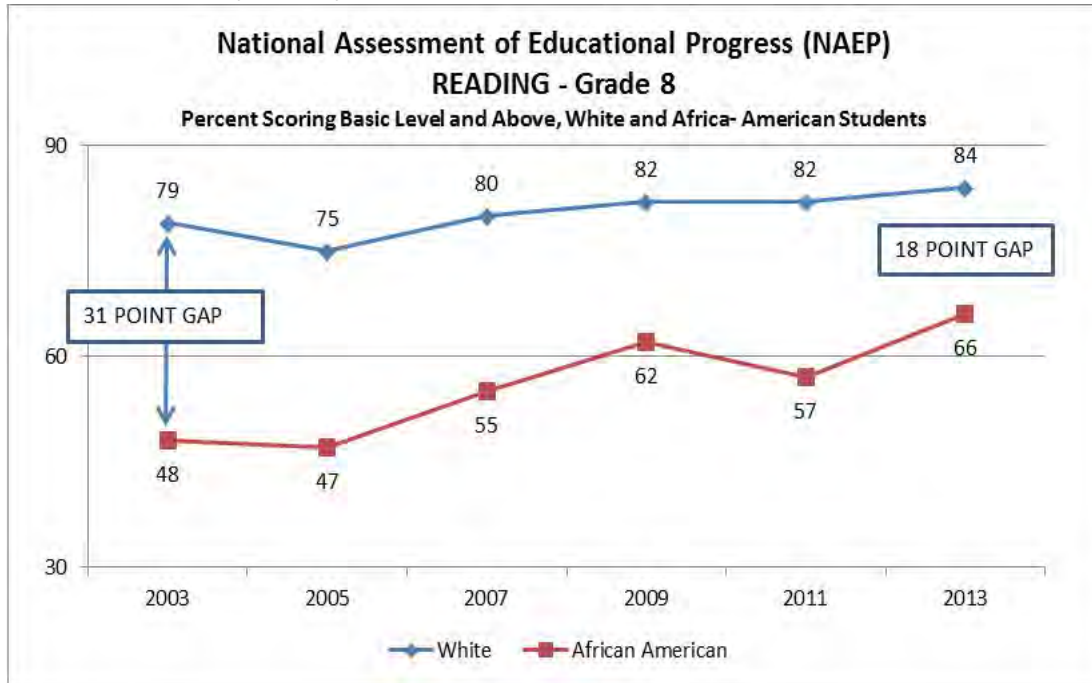
**Exhibit 12: NAEP Reading Grade 4, Percent Scoring Basic Level and Above, White and African-American Students, Florida, 2003 to 2013**



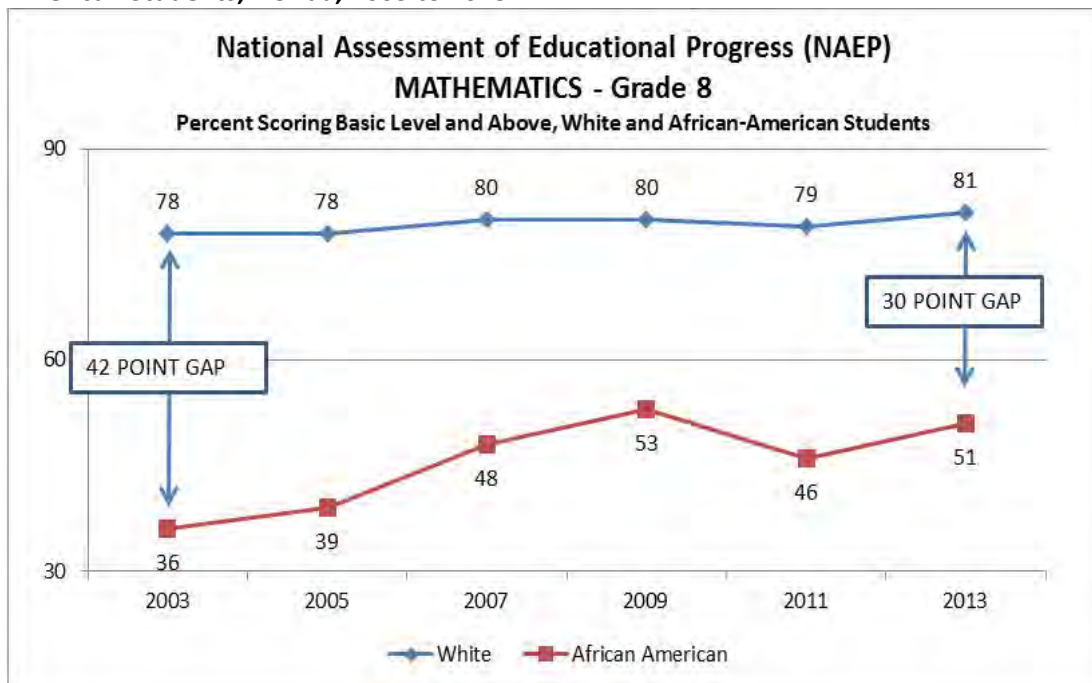
**Exhibit 13: NAEP Mathematics Grade 4, Percent Scoring Basic Level and Above, White and African-American Students, Florida, 2003 to 2013**



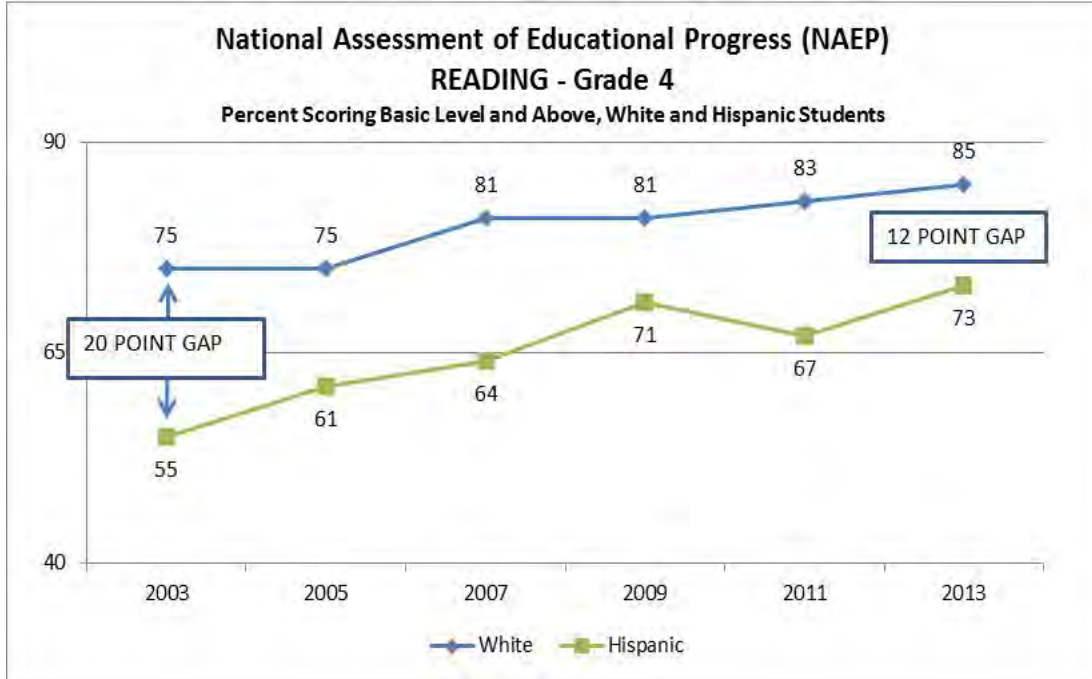
**Exhibit 14: NAEP Reading Grade 8, Percent Scoring Basic Level and Above, White and African-American Students, Florida, 2003 to 2013**



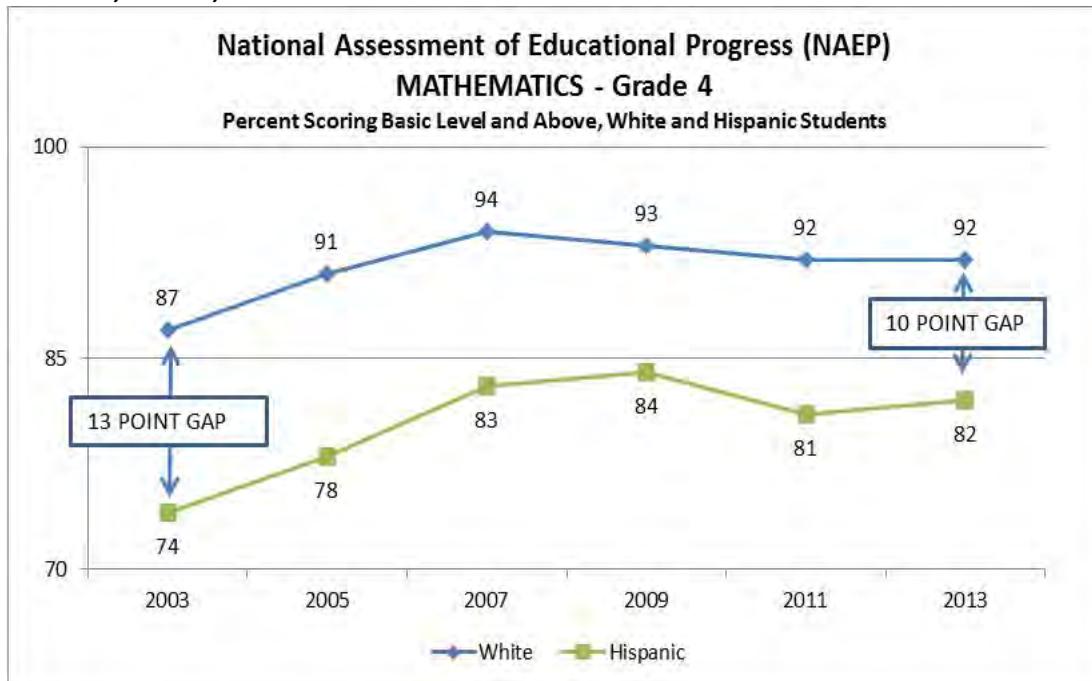
**Exhibit 15: NAEP Mathematics Grade 8, Percent Scoring Basic Level and Above, White and African-American Students, Florida, 2003 to 2013**



**Exhibit 16: NAEP Reading Grade 4, Percent Scoring Basic Level and Above, White and Hispanic Students, Florida, 2003 to 2013**

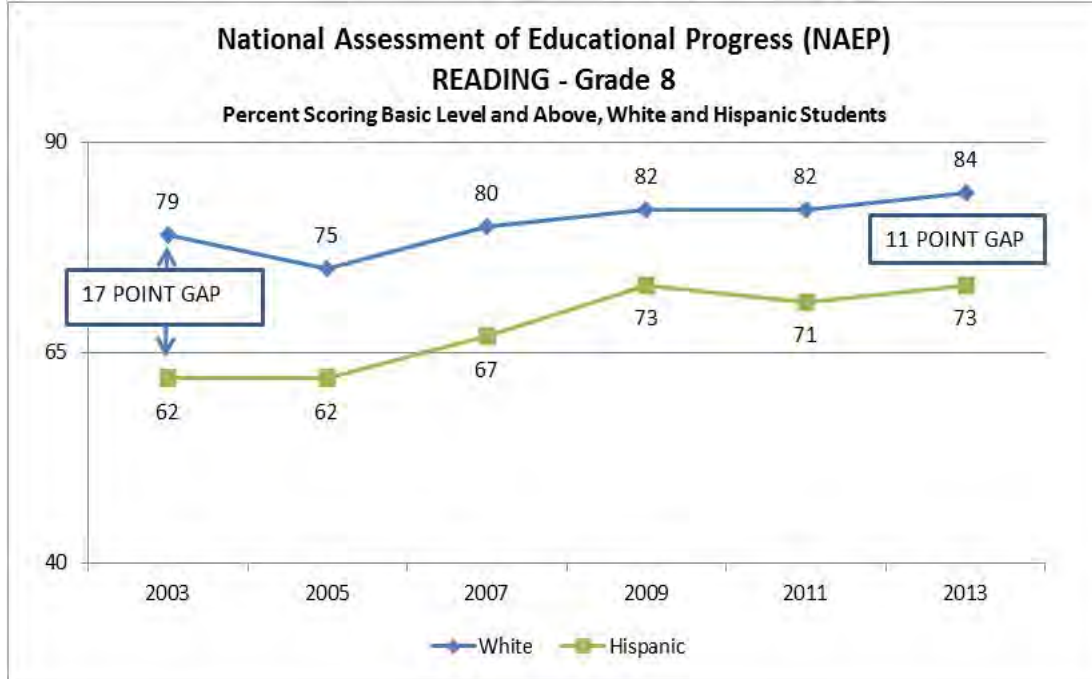


**Exhibit 17: NAEP Mathematics Grade 4, Percent Scoring Basic Level and Above, White and Hispanic Students, Florida, 2003 to 2013**

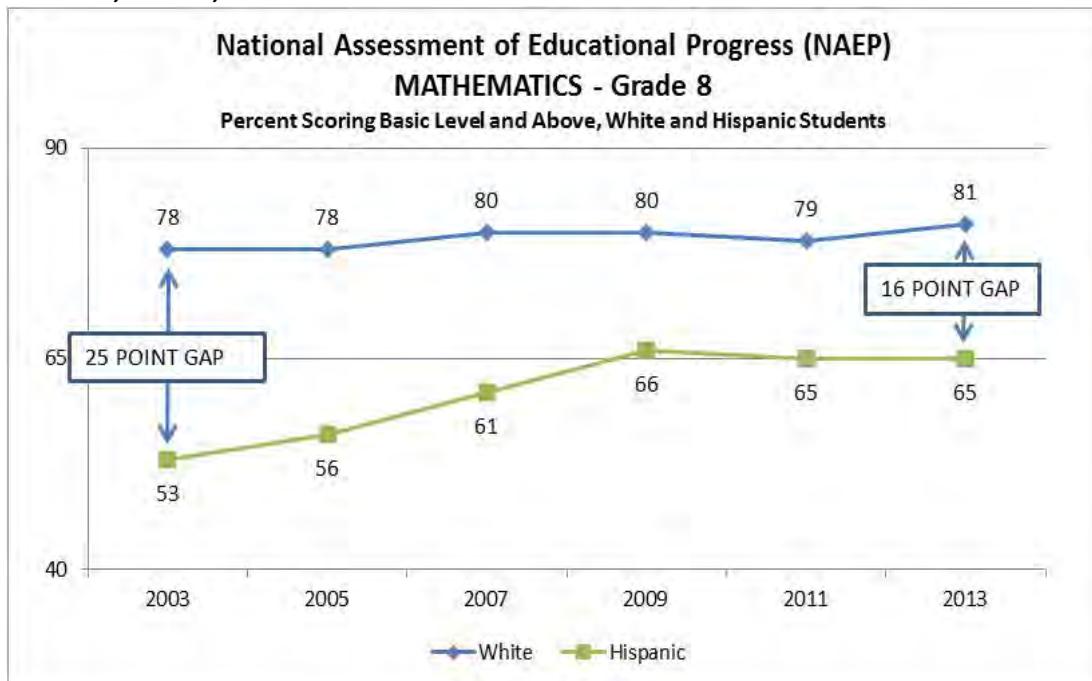




**Exhibit 18: NAEP Reading Grade 8, Percent Scoring Basic Level and Above, White and Hispanic Students, Florida, 2003 to 2013**



**Exhibit 19: NAEP Mathematics Grade 8, Percent Scoring Basic Level and Above, White and Hispanic Students, Florida, 2003 to 2013**



Exhibits 12-19 demonstrate the substantial improvement Florida has made in reducing achievement gaps between white and minority students over the past decade. Though gaps continue to exist, Florida’s education reform policies of assessment and accountability have served Florida’s students, and in particular Florida’s minority students, well, resulting in a faster rate of improvement for these groups,

so that gaps, though persistent, are smaller now than they once were. Notably, Florida’s gaps are narrower than the gaps nationwide. As Exhibit 20 demonstrates, in each of the eight areas assessed by NAEP, Florida’s achievement gaps between white and African-American students and between white and Hispanic students is smaller than the gaps that exist across the nation’s public schools. Achievement gaps are a persistent issue facing the entire nation. However, Florida has been and continues to be a leader in narrowing those persistent gaps.

**Exhibit 20: Comparison of the Achievement Gap between White and African-American Students and White and Hispanic Students on the 2013 NAEP, Percent of Students Scoring At or Above Basic**

	Florida	National Public
<b>White/African-American Achievement Gap</b>		
Grade 4 – Reading	28	29
Grade 4 – Mathematics	20	25
Grade 8 – Reading	18	25
Grade 8 – Mathematics	30	32
<b>White/Hispanic Achievement Gap</b>		
Grade 4 – Reading	12	27
Grade 4 – Mathematics	10	18
Grade 8 – Reading	11	18
Grade 8 – Mathematics	16	21

**4. Improvements in Advanced Placement (AP)**

One aspect of student achievement that Florida has focused on in recent years is incentivizing more access to college level coursework for high school students, such as Advanced Placement (AP) courses. Florida has seen an increase in both participation and performance on AP examinations. For instance, 82,249 high school seniors graduating in 2014 took at least one AP exam. Students scored at level 3 or higher (score needed to earn college credit) on 43,154 exams. By comparison, in 2004, only 36,539 high school seniors took at least one AP exam, with only 21,383 scoring a 3 or higher. As the data shows, more graduates succeeded on AP exams in 2014 than took them in 2004.

**Exhibit 21: Florida High School Student Participation and Performance on AP exams**

	2004	2014	Increase
Number of students taking AP exams	36,539	82,249	45,710
Number of students with at least one score of 3+	21,383	43,154	21,771

Florida is ranked third in the nation for the percentage of public high school graduates (2014) 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 (30%) than the national average (21.6%). Florida maintained its rank as second in the nation for improvement over the past 10 years in the percentage of graduates scoring 3 or higher on the AP exam during high school. The percentage increased by 13.7 points from 16.3% in 2004 to 30% in 2014. Overall, Florida has had the largest 3-year and 5-year increases.

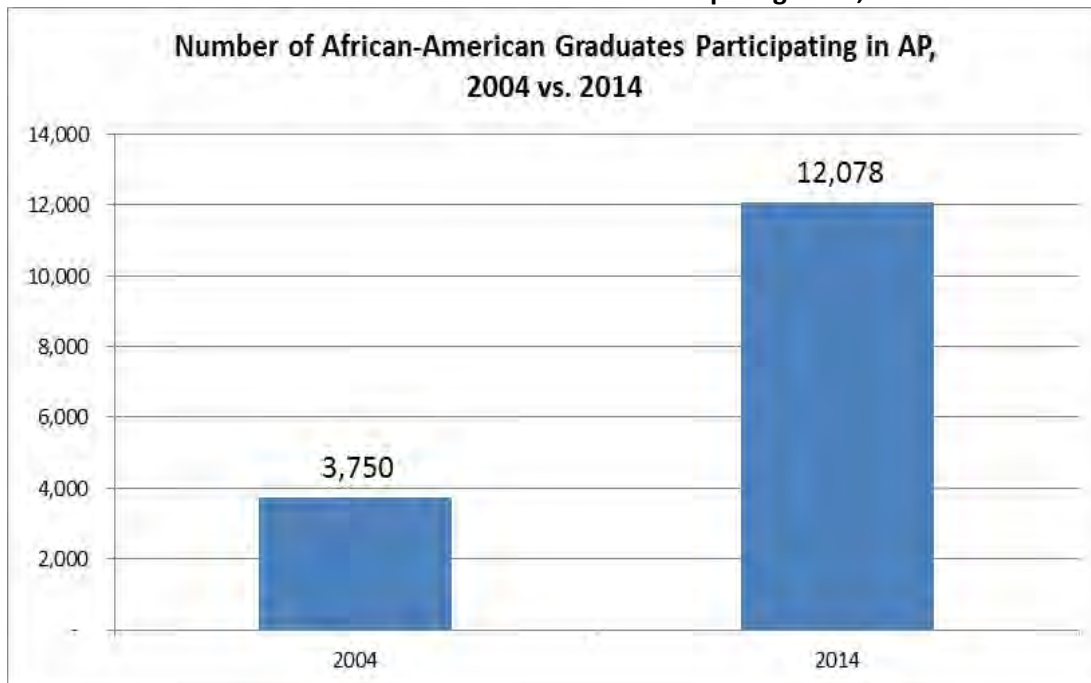
Florida has eliminated the AP participation and success gap for its Hispanic/Latino students. Hispanic/Latino students made up 25.5 percent of the graduating class in Florida, yet they accounted for 28.6 percent of AP exam test takers and 32.2 percent of AP exam test takers who scored a 3 or higher.



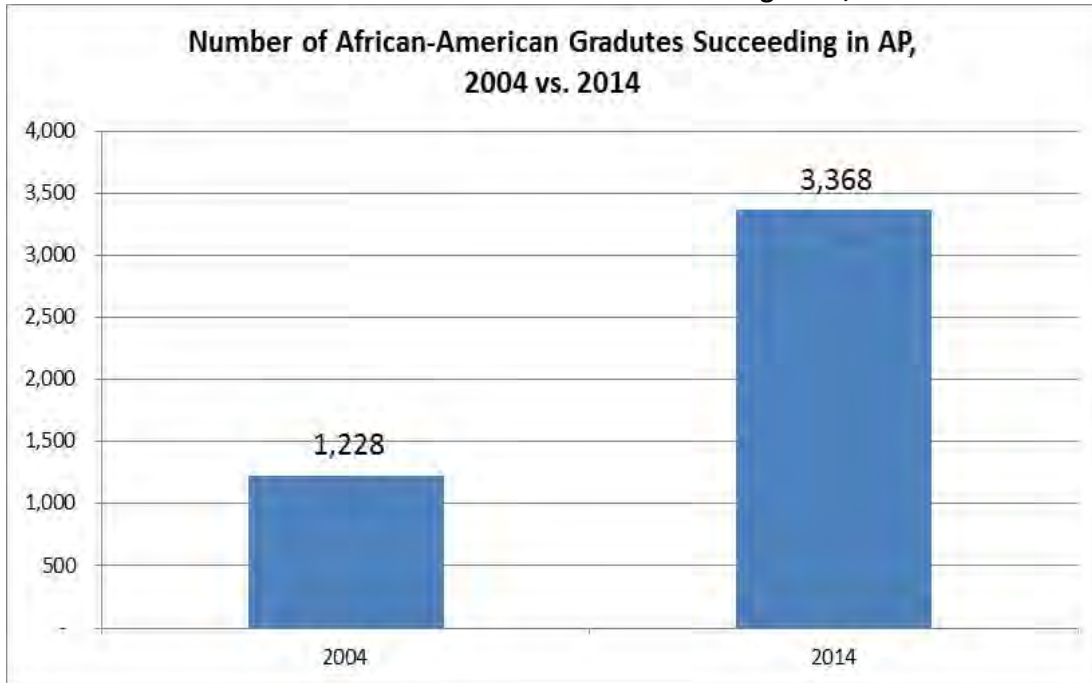
Florida has made progress in narrowing the participation and success gap for African-American students. In 2004, 10.3 percent of African-American graduates leaving high school had taken an AP exam, compared to 14.7 percent in 2014. Additionally, the percentage of African-American graduates scoring a 3 or higher on an AP exam during high school has increased to 7.8 percent in 2014 from 5.7 percent in 2004. Florida has also increased AP exam participation and success among low-income graduates. In 2004, only 9.1 percent of graduates who had taken AP exams were low-income. By 2014 that percentage had risen to 36.6 percent. Success among graduates who had taken an AP exam and who were low-income has also increased significantly. In 2004, only 9.1 percent of low-income graduates scored a 3 or higher on an AP exam, compared to 33.5 percent in 2014.

Florida has achieved significant increases in the number of African-American and Hispanic High School Graduates Participating and Succeeding in Advanced Placement. For example, the number of African-American graduates participating in AP more than tripled between 2004 and 2014, and the number succeeding in AP (earning a 3 or higher) nearly tripled. The number of Hispanic graduates participating in AP more than tripled between 2003 and 2013, and the number succeeding in AP more than doubled.

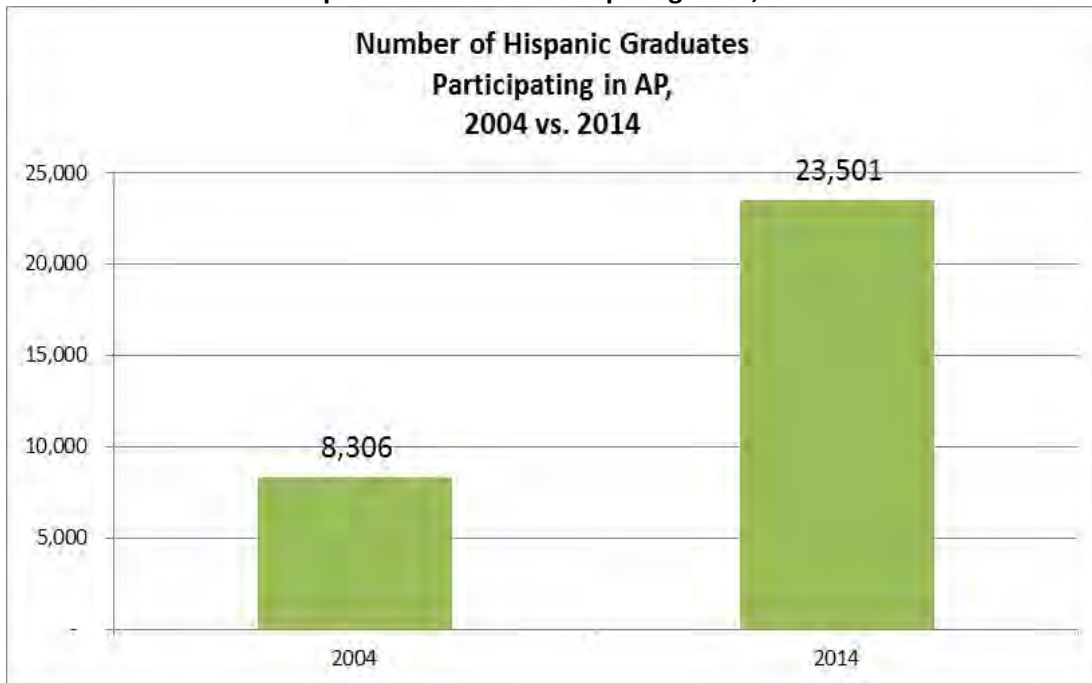
**Exhibit 22: Number of African-American Graduates Participating in AP, 2004 vs. 2014**



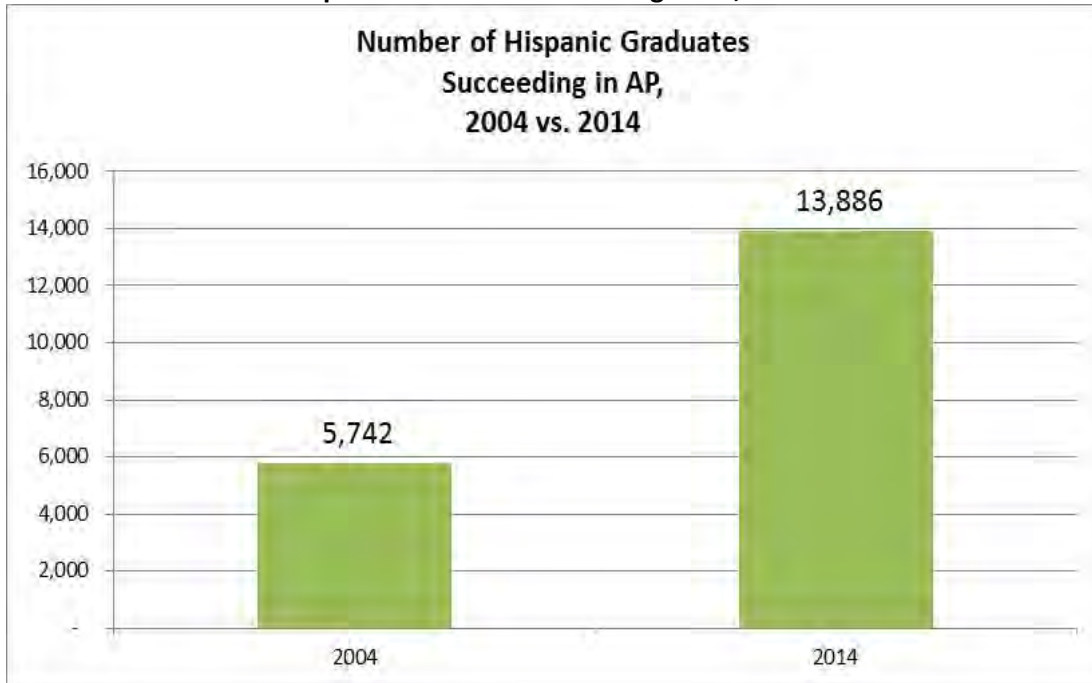
**Exhibit 23: Number of African-American Graduates Succeeding in AP, 2004 vs. 2014**



**Exhibit 24: Number of Hispanic Graduates Participating in AP, 2004 vs. 2014**



**Exhibit 25: Number of Hispanic Graduates Succeeding in AP, 2004 vs. 2014**



All of these examples highlight Florida’s commitment to increasing student achievement, but more so these results highlight that every time Florida has raised the bar, Florida’s students meet and exceed our expectations.

2014

June 2014  
**FCAT 2.0**  
Florida Comprehensive Assessment Test®

**Reading, Grades 3-10**  
**Mathematics, Grades 3-8**  
**Science, Grades 5 and 8**



# **FCAT 2.0**

## **Reading, Grades 3-10**

## **Mathematics, Grades 3-8**

## **Science, Grades 5 and 8**

The Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) measures student achievement of the *Next Generation Sunshine State Standards* (NGSSS), which specify the challenging content Florida students are expected to know. Next year, Florida will be transitioning to the Florida Standards in English Language Arts (ELA) and Mathematics. As part of this transition, Florida will be developing new assessments that will replace the current FCAT 2.0 in Writing, Reading and Mathematics and Florida End-of-Course Assessments administered in Mathematics. FCAT 2.0 Reading and Writing will be replaced by an assessment in ELA. This is the last administration of the FCAT 2.0 Reading and Mathematics assessments, with the exception of the FCAT 2.0 Reading Retake, which will continue to be administered for graduation purposes. FCAT 2.0 Science also will continue to be administered next school year.

On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. The State Board has established the minimum score in Achievement Level 3 as the passing score for all FCAT 2.0 Reading, Mathematics and Science assessments. Although the designated passing score is the minimum score in Achievement Level 3, state law does not require students to achieve this score to progress to the next grade level; however, state law does require students to pass the Grade 10 FCAT 2.0 Reading assessment for graduation purposes. Students in grade 3 must achieve an FCAT 2.0 Reading developmental scale score in Achievement Level 2 or higher, or show good cause, to be eligible for promotion to grade 4. Some students with disabilities, some English language learners and some students who have already been retained twice can receive a “good cause exemption” and be promoted even though they are not reading at the required level.

A description of the Achievement Level definitions that apply to FCAT 2.0 Reading, Mathematics and Science are provided below, along with the cut scores that define the Achievement Levels:

- Level 5:** Students at this level demonstrate mastery of the most challenging content of the *Next Generation Sunshine State Standards*.
- Level 4:** Students at this level demonstrate an above satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 3:** Students at this level demonstrate a satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 2:** Students at this level demonstrate a below satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 1:** Students at this level demonstrate an inadequate level of success with the challenging content of the *Next Generation Sunshine State Standards*.

**FCAT 2.0 Reading Developmental Scale Scores (140 to 302)**

Grade	Level 1	Level 2	Level 3 (Passing)	Level 4	Level 5
3	140-181	182-197	198-209	210-226	227-260
4	154-191	192-207	208-220	221-237	238-269
5	161-199	200-215	216-229	230-245	246-277
6	167-206	207-221	222-236	237-251	252-283
7	171-212	213-227	228-242	243-257	258-289
8	175-217	218-234	235-248	249-263	264-296
9	178-221	222-239	240-252	253-267	268-302
10	188-227	228-244	245-255	256-270	271-302

**FCAT 2.0 Mathematics Developmental Scale Scores (140 to 298)**

Grade	Level 1	Level 2	Level 3 (Passing)	Level 4	Level 5
3	140-182	183-197	198-213	214-228	229-260
4	155-196	197-209	210-223	224-239	240-271
5	163-204	205-219	220-233	234-246	247-279
6	170-212	213-226	227-239	240-252	253-284
7	179-219	220-233	234-247	248-260	261-292
8	187-228	229-240	241-255	256-267	268-298

**FCAT 2.0 Science Scale Scores (140 to 260)**

Grade	Level 1	Level 2	Level 3 (Passing)	Level 4	Level 5
5	140-184	185-199	200-214	215-224	225-260
8	140-184	185-202	203-214	215-224	225-260

# FCAT 2.0 Reading

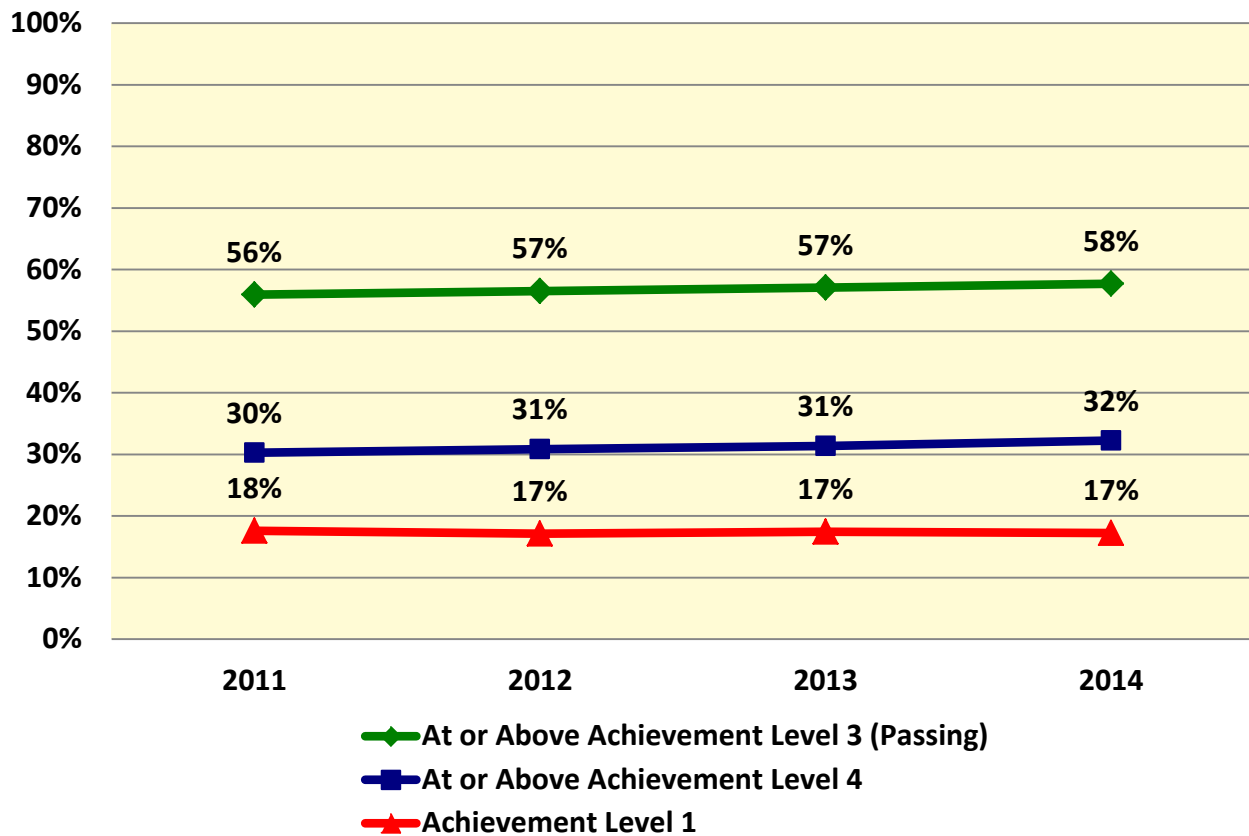
## Grades 3-10

### NOTES:

- 1) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made subsequent to last year's FCAT 2.0 release.
- 2) For the implementation year of each FCAT 2.0 subject area, results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. This means that the 2011 FCAT 2.0 Reading results were reported using the existing FCAT score scale and Achievement Levels because the achievement standards had not yet been established for FCAT 2.0. The FCAT 2.0 Reading score scale and Achievement Levels were established by the State Board of Education on December 19, 2011. The FCAT Equivalent Scores reported for the 2011 FCAT 2.0 Reading assessment have been converted, or retrofitted, to the established FCAT 2.0 score scale and are provided in this media packet so that stakeholders and the general public are able to see what the results would have been if the established score scale and Achievement Levels had been approved and implemented at that time.



## Grades 3-10 FCAT 2.0 Reading By Achievement Level

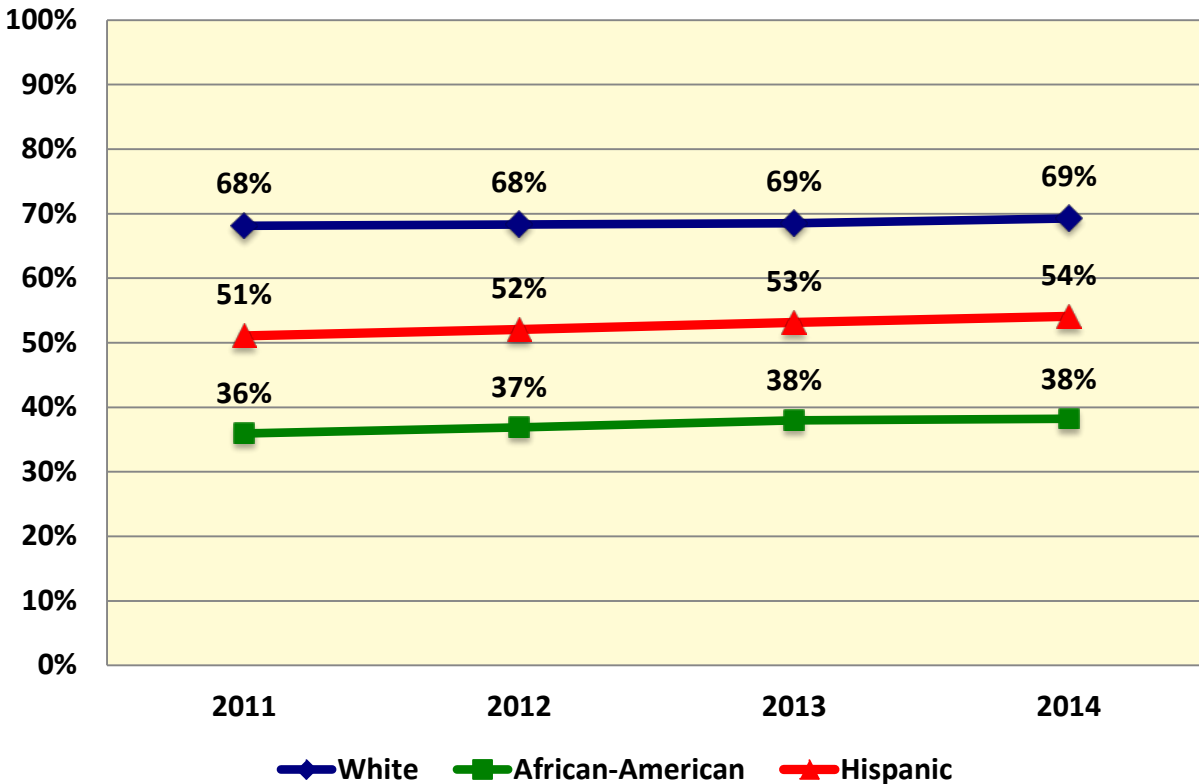


The percentage of students in grades 3-10 performing at or above Achievement Level 3 and at or above Achievement Level 4 on FCAT 2.0 Reading increased by 1 percentage point in comparison to 2013 and 2 percentage points in comparison to 2011.

In 2014, 58 percent of students in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 57 percent in 2013 and 2012 and 56 percent in 2011. In 2014, 32 percent of students in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 31 percent in 2013 and 2012 and 30 percent in 2011. In 2014, 17 percent of students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 17 percent in 2013 and 2012 and a decrease from 18 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-10 FCAT 2.0 Reading At or Above Achievement Level 3 (Passing)

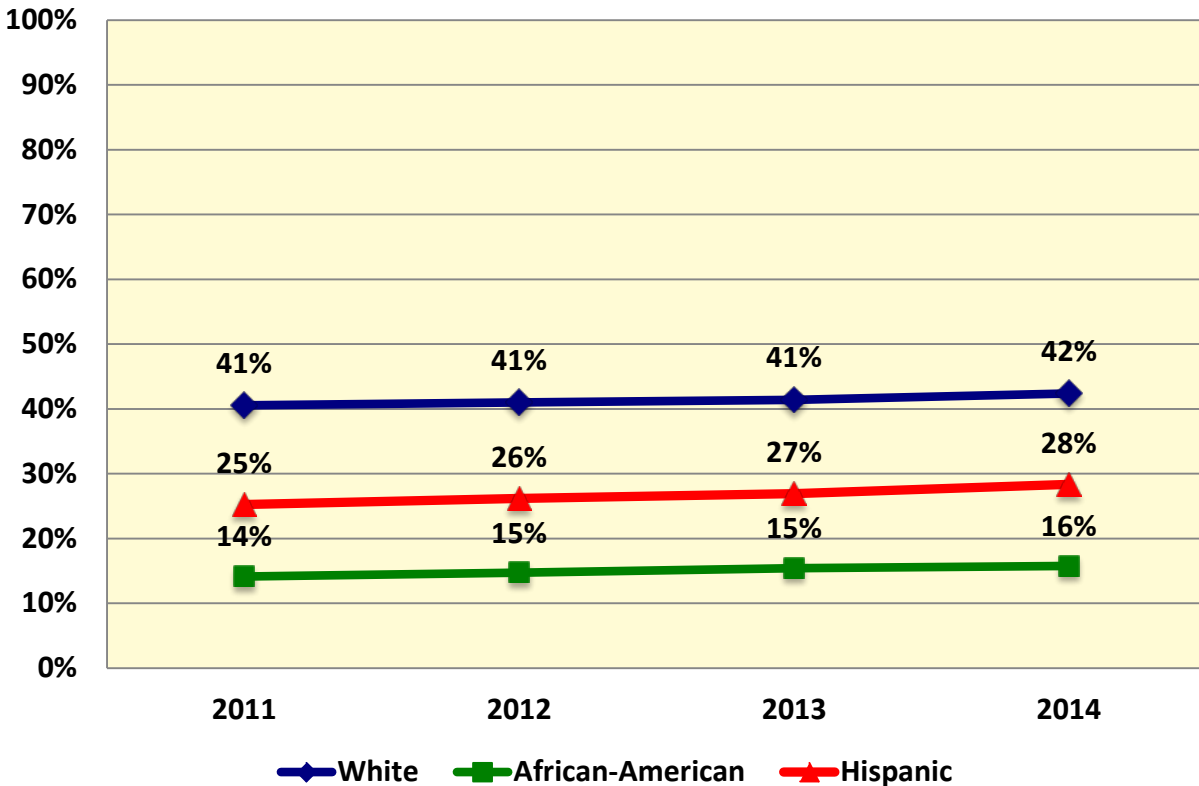


In 2014, the percentage of Hispanic students in grades 3-10 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased by 1 percentage point in comparison to 2013.

In 2014, 69 percent of White students in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 69 percent in 2013 and an increase from 68 percent in 2012 and 2011. In 2014, 54 percent of Hispanic students in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 53 percent in 2013, 52 percent in 2012 and 51 percent in 2011. In 2014, 38 percent of African-American students in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 38 percent in 2013 and an increase from 37 percent in 2012 and 36 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-10 FCAT 2.0 Reading At or Above Achievement Level 4

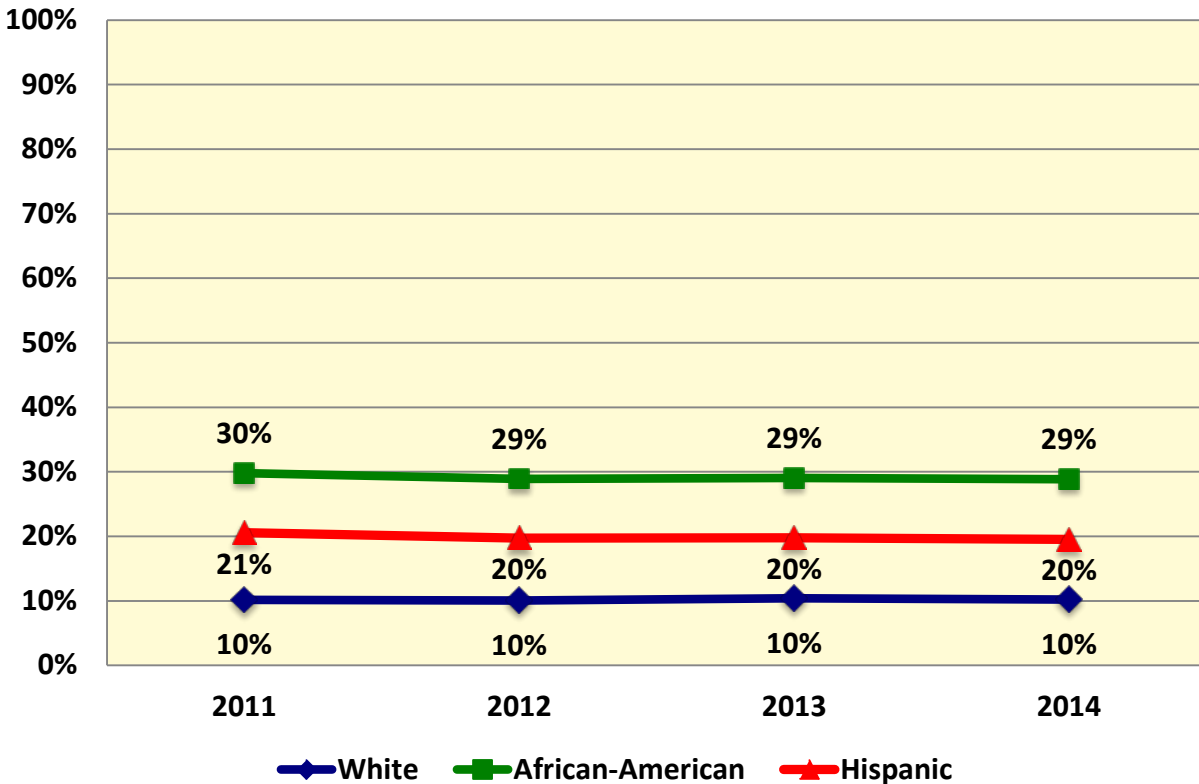


Since 2011, the percentage of Hispanic students in grades 3-10 performing at or above Achievement Level 4 has increased 3 percentage points. In 2014, the performance of White, African-American and Hispanic students at or above Achievement Level 4 increased 1 percentage point in comparison to 2013.

In 2014, 42 percent of White students in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 41 percent in 2013, 2012 and 2011. In 2014, 28 percent of Hispanic students in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 27 percent in 2013, 26 percent in 2012 and 25 percent in 2011. In 2014, 16 percent of African-American students in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 15 percent in 2013 and 2012 and 14 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-10 FCAT 2.0 Reading Achievement Level 1

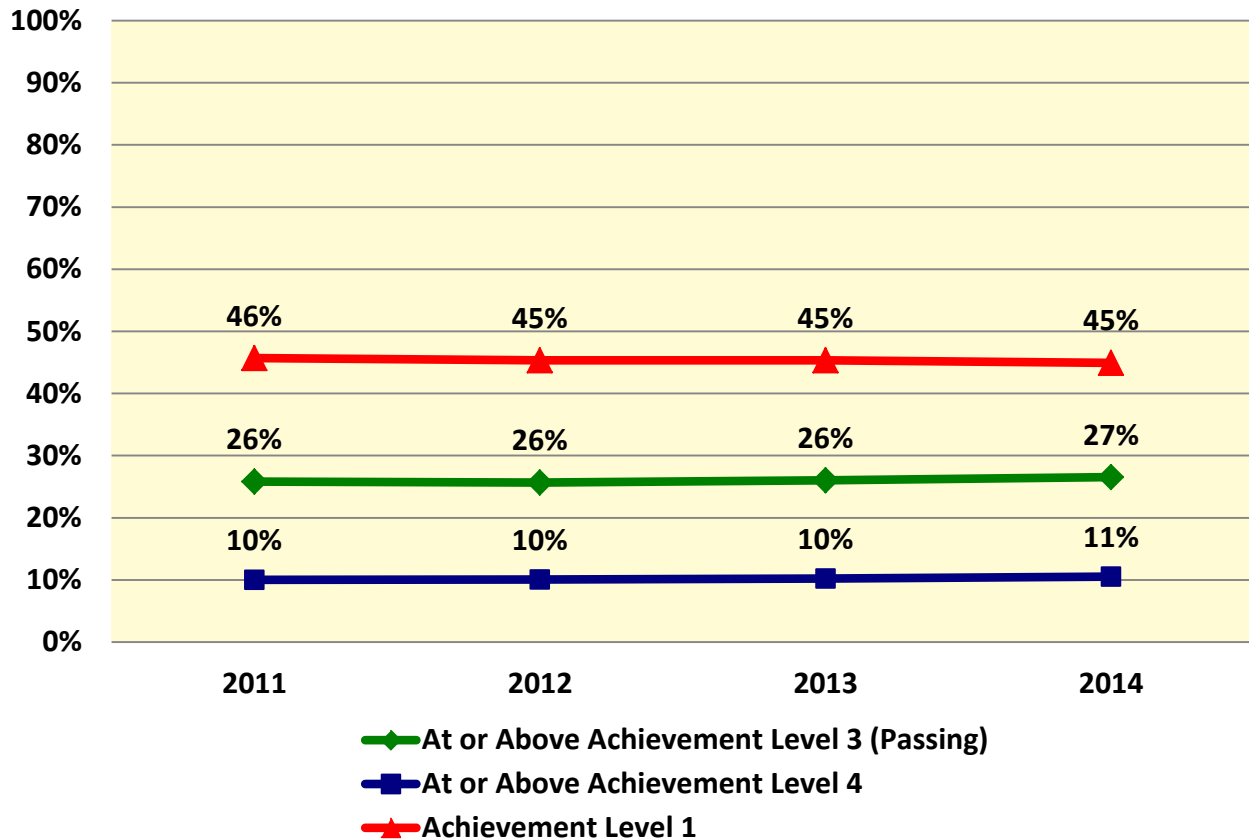


Since 2012, the percentage of Hispanic, African-American and White students in grades 3-10 performing at Achievement Level 1 has remained consistent.

In 2014, 10 percent of White students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 10 percent in 2013, 2012 and 2011. In 2014, 29 percent of African-American students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 29 percent in 2013 and 2012 and a decrease from 30 percent 2011. In 2014, 20 percent of Hispanic students in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 20 percent in 2013 and 2012 and a decrease from 21 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-10 FCAT 2.0 Reading By Achievement Level Students with Disabilities

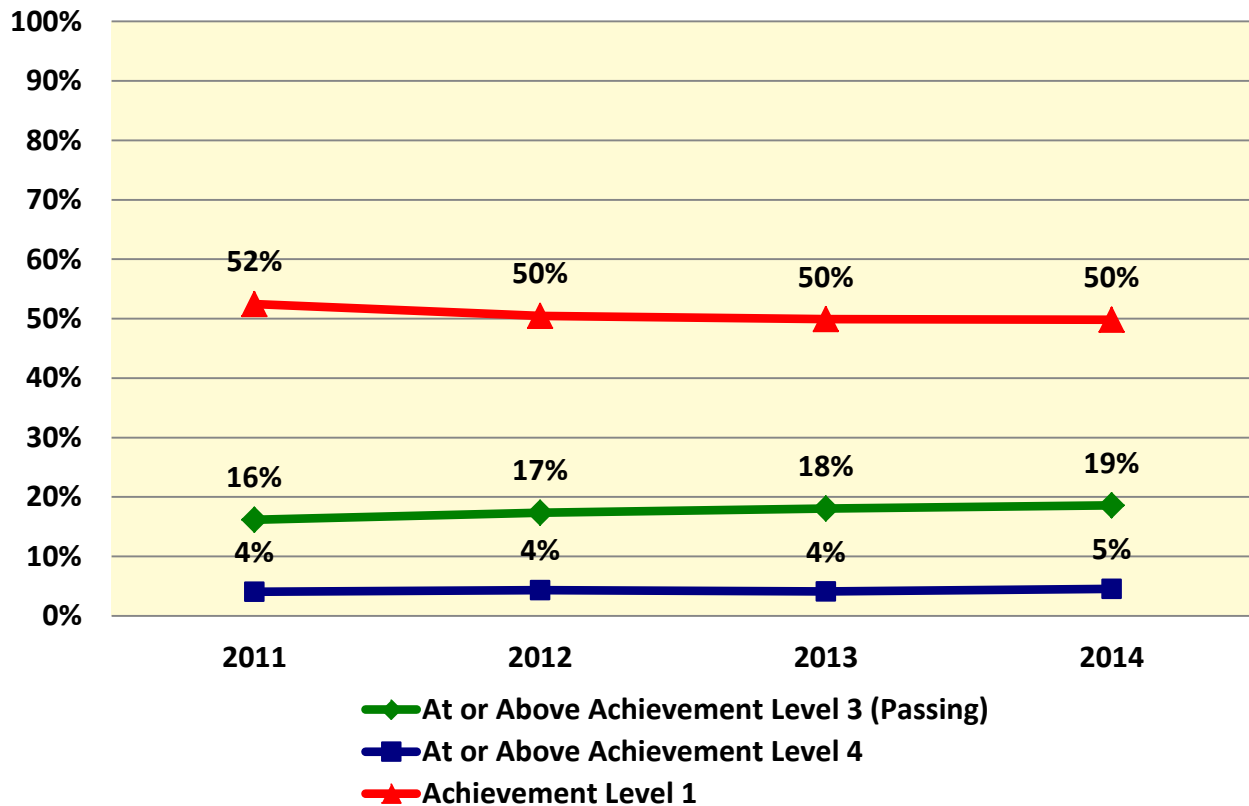


In 2014, the percentage of Students with Disabilities in grades 3-10 performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on FCAT 2.0 Reading increased 1 percentage point in comparison to 2013.

In 2014, 27 percent of Students with Disabilities in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 26 percent in 2013, 2012 and 2011. In 2014, 11 percent of Students with Disabilities in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 10 percent in 2013, 2012 and 2011. In 2014, 45 percent of Students with Disabilities in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 45 percent in 2013 and 2012 and a decrease from 46 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

**Grades 3-10**  
**FCAT 2.0 Reading**  
**By Achievement Level**  
**English Language Learners**

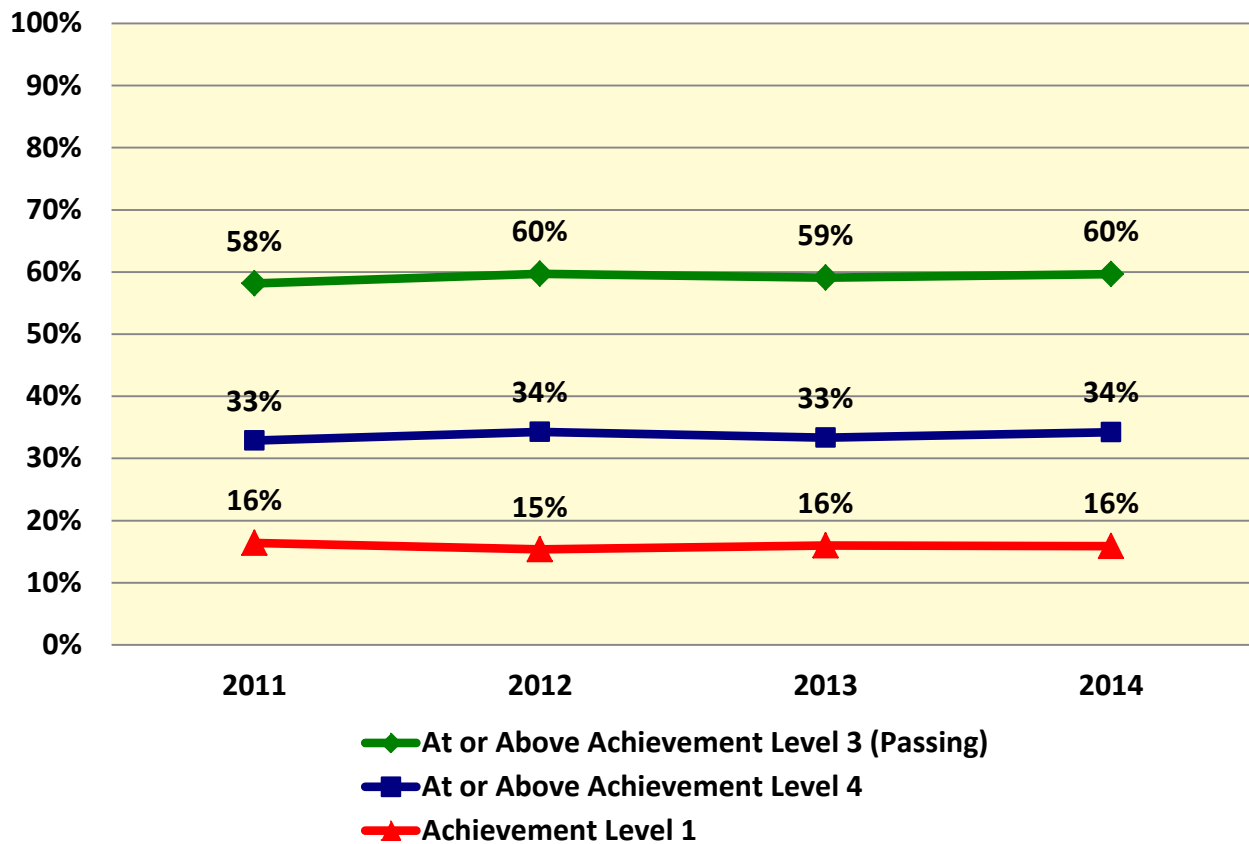


Since 2011, the percentage of English Language Learners in grades 3-10 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased by 3 percentage points. Over that same time period, the percentage of English Language Learners in grades 3-10 performing at Achievement Level 1 on FCAT 2.0 Reading has decreased by 2 percentage points.

In 2014, 19 percent of English Language Learners in grades 3-10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 18 percent in 2013, 17 percent in 2012 and 16 percent in 2011. In 2014, 5 percent of English Language Learners in grades 3-10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 4 percent in 2013, 2012 and 2011. In 2014, 50 percent of English Language Learners in grades 3-10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 50 percent in 2013 and 2012 and a decrease from 52 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading By Achievement Level



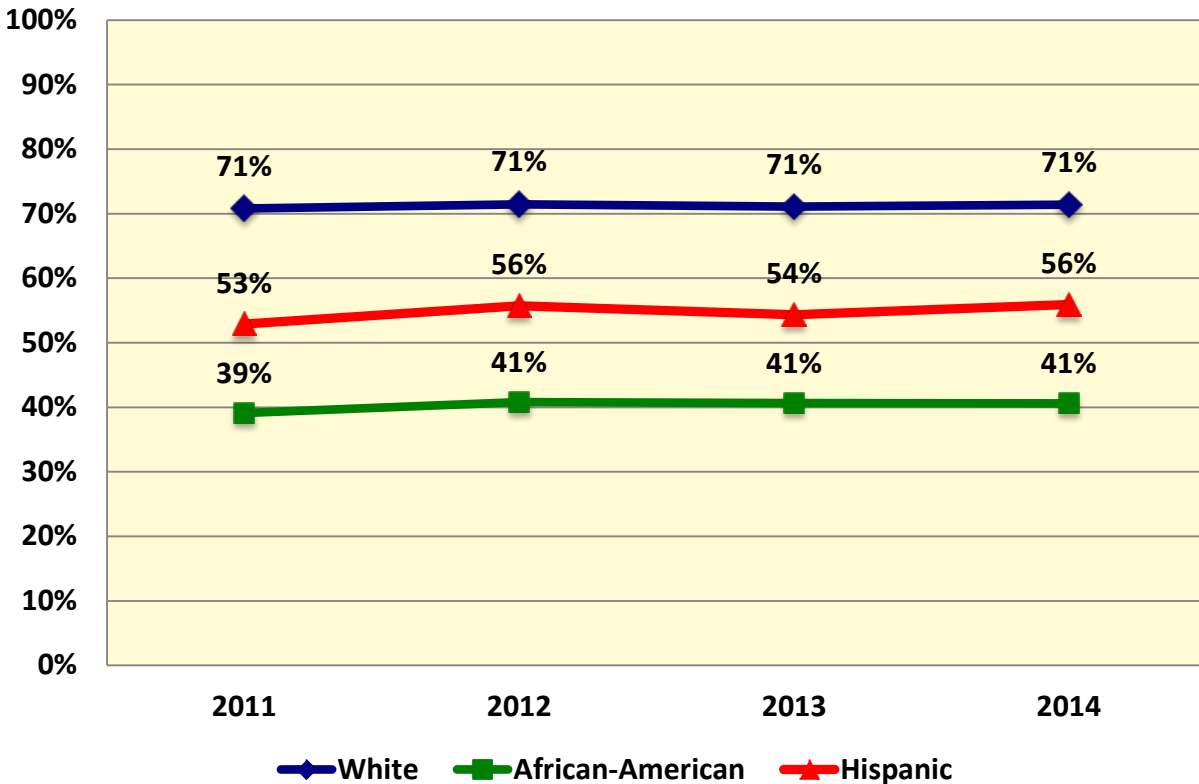
Overall, the percentage of students in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased 2 percentage points since 2011.

In 2014, 60 percent of students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 59 percent in 2013, consistent with 60 percent in 2012 and an increase from 58 percent in 2011. In 2014, 34 percent of students in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 33 percent in 2013, consistent with 34 percent in 2012 and an increase from 33 percent in 2011. In 2014, 16 percent of students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 16 percent in 2013, an increase from 15 percent in 2012 and equal to 16 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 3, 4 and 5 FCAT 2.0 Reading At or Above Achievement Level 3 (Passing)

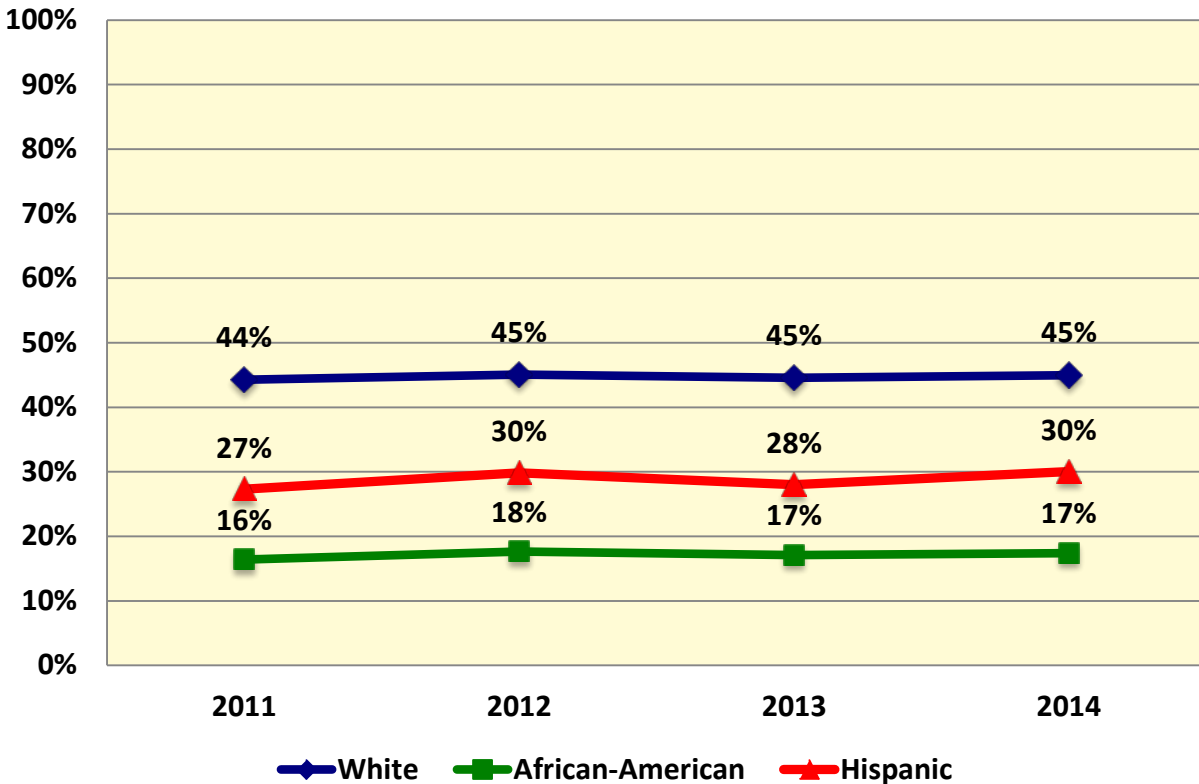


Since 2011, the percentage of Hispanic and African-American students in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) has increased; Hispanic students' performance has increased 3 percentage points, and African-American students' performance has increased 2 percentage points.

In 2014, 71 percent of White students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 71 percent in 2013, 2012 and 2011. In 2014, 56 percent of Hispanic students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 54 percent in 2013, consistent with 56 percent in 2012 and an increase from 53 percent in 2011. In 2014, 41 percent of African-American students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 2013 and 2012 and an increase from 39 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading At or Above Achievement Level 4

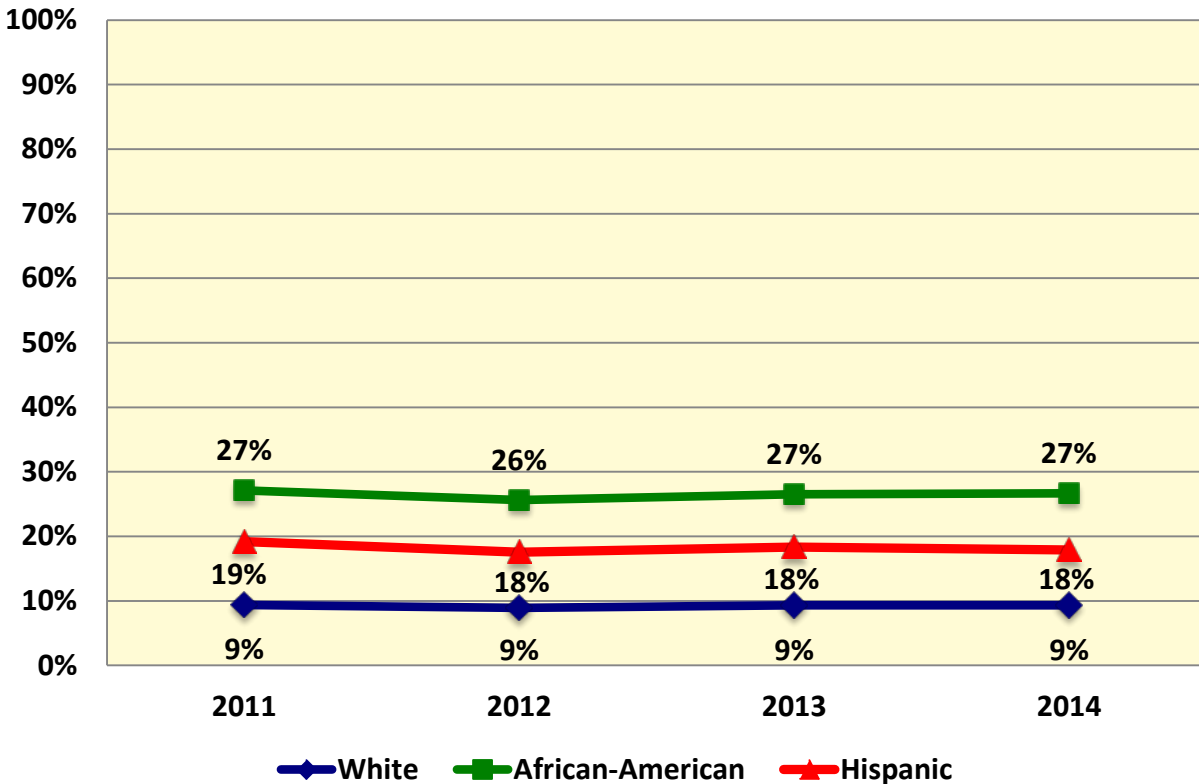


In 2014, the percentage of Hispanic students in grade 3, 4 and 5 performing at or above Achievement Level 4 increased 2 percentage points compared to 2013. This is 3 percentage points higher than their performance in 2011.

In 2014, 45 percent of White students in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 45 percent in 2013 and 2012 and an increase from 44 percent in 2011. In 2014, 30 percent of Hispanic students in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 28 percent in 2013, consistent with 30 percent in 2012 and an increase from 27 percent in 2011. In 2014, 17 percent of African-American students in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 17 percent in 2013, a decrease from 18 percent in 2012 and an increase from 16 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading Achievement Level 1

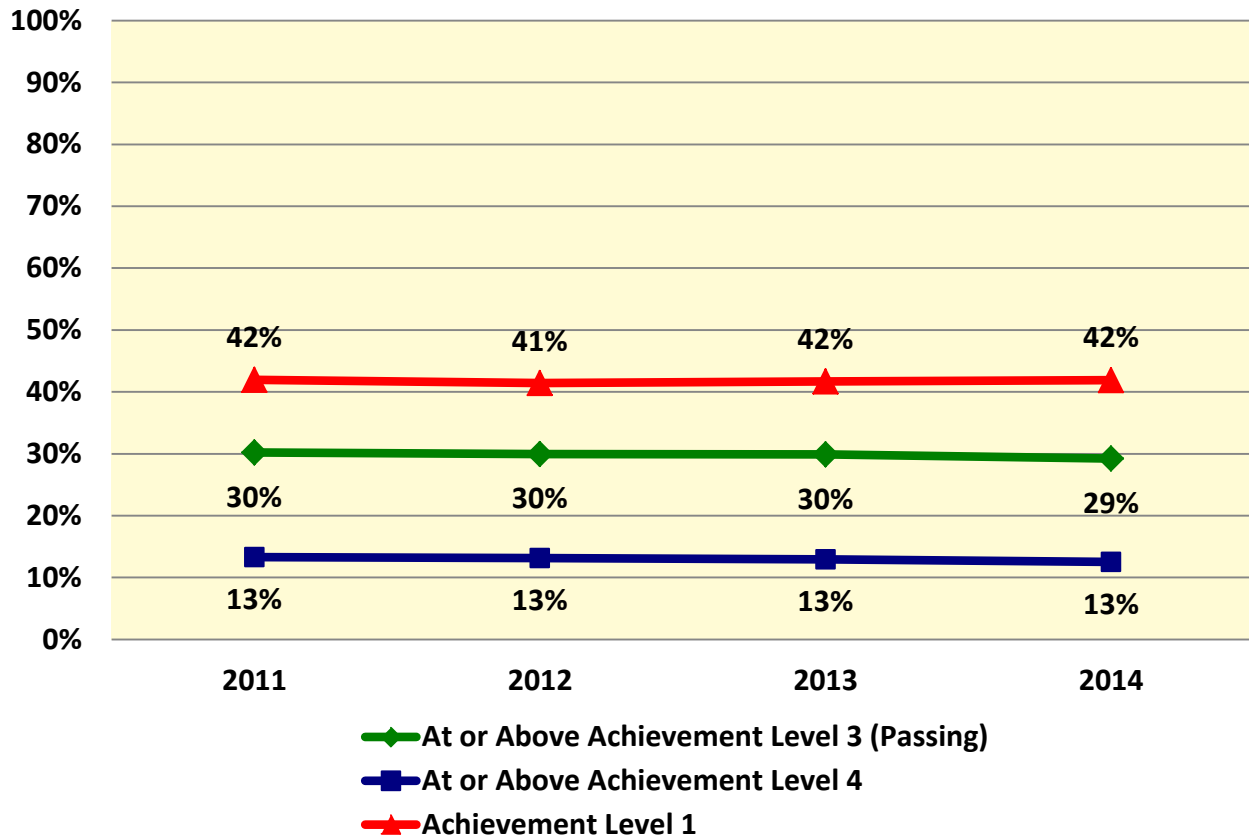


Since 2011, the percentage of Hispanic students performing at Achievement Level 1 has decreased by 1 percentage point.

In 2014, 9 percent of White students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 9 percent in 2013, 2012 and 2011. In 2014, 27 percent of African-American students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 27 percent in 2013, an increase from 26 percent in 2012 and consistent with 27 percent in 2011. In 2014, 18 percent of Hispanic students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 18 percent in 2013 and 2012 and a decrease from 19 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading By Achievement Level Students with Disabilities

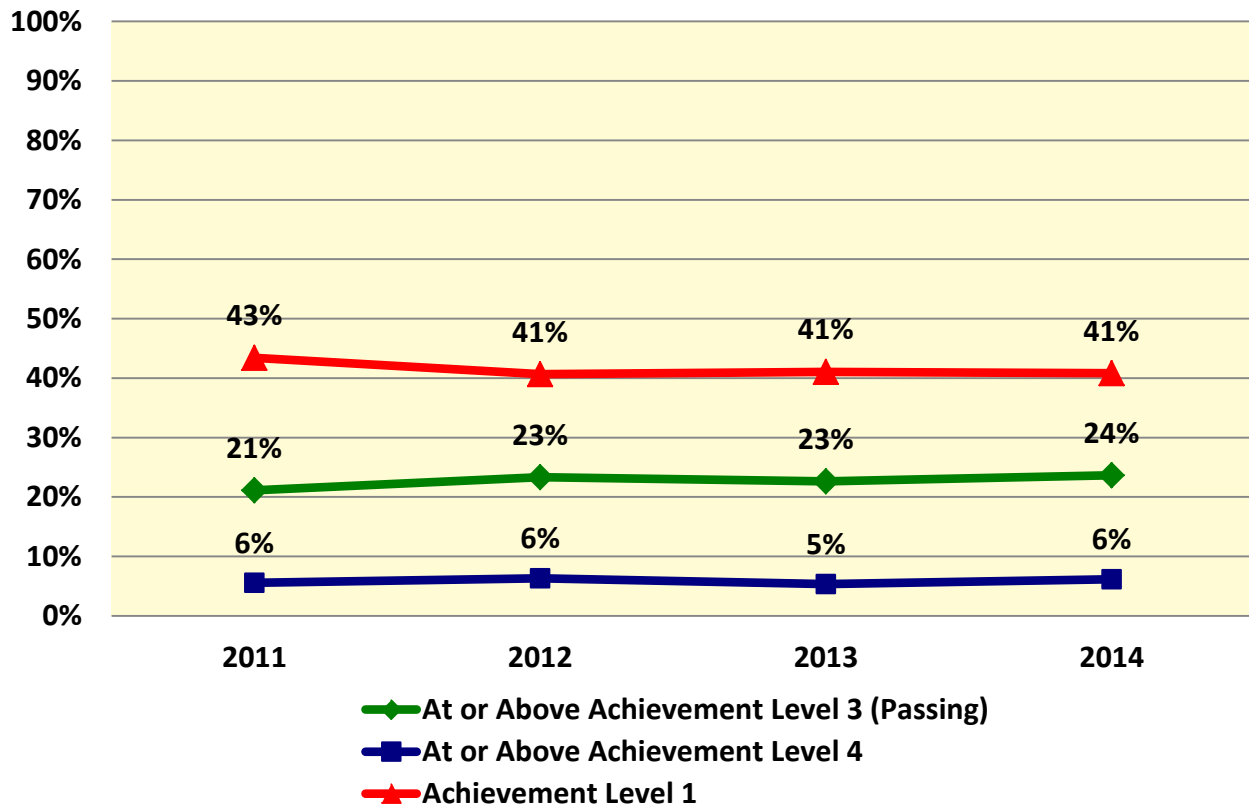


Since 2011, the percentage of Students with Disabilities in grades 3, 4 and 5 performing at or above Achievement Level 4 on FCAT 2.0 Reading has remained consistent, while the percentage at above Achievement Level 3 (Passing) has decreased 1 percentage point.

In 2014, 29 percent of Students with Disabilities in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is a decrease from 30 percent in 2013, 2012 and 2011. In 2014, 13 percent of Students with Disabilities in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 13 percent in 2013, 2012 and 2011. In 2014, 42 percent of Students with Disabilities in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 42 percent in 2013, an increase from 41 percent in 2012 and is consistent with 42 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Reading By Achievement Level English Language Learners

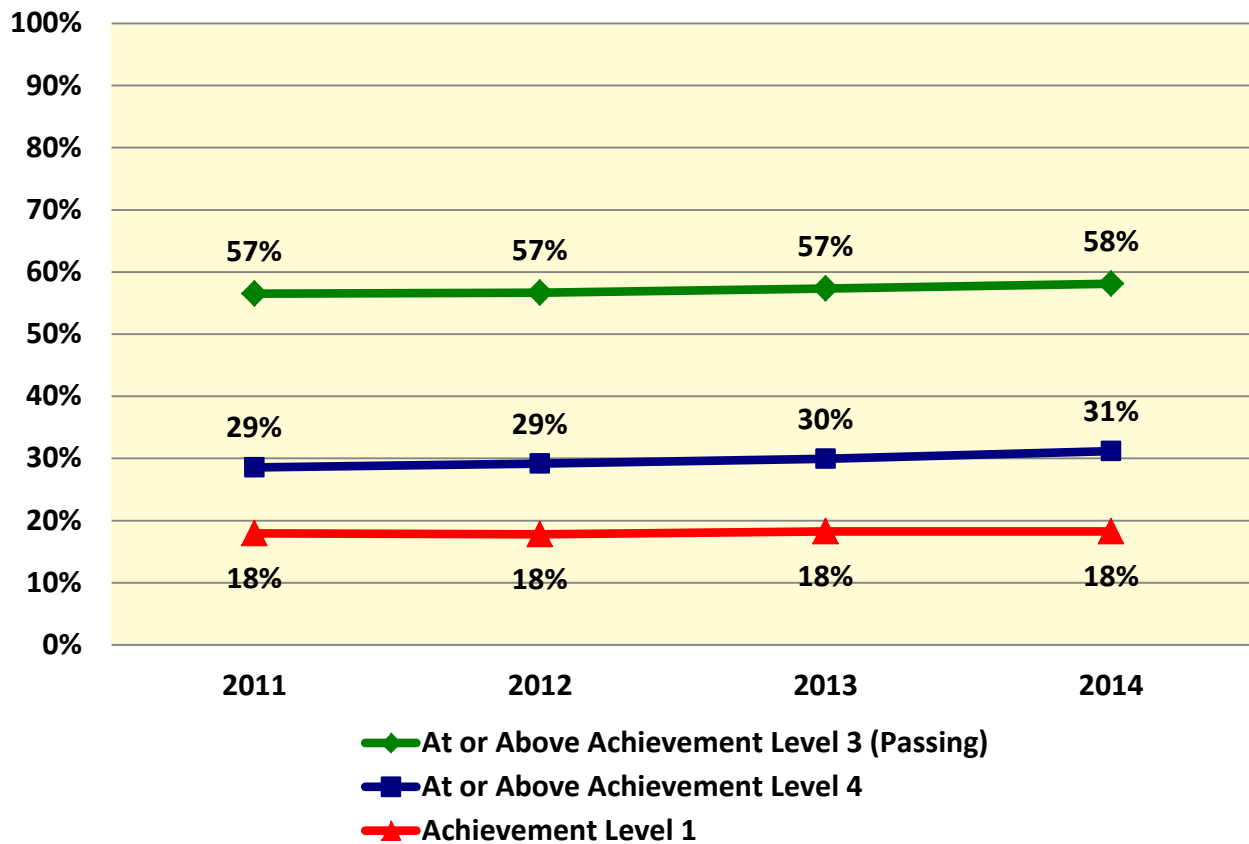


Since 2011, the percentage of English Language Learners in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased 3 percentage points. Over that same time period, the percentage of English Language Learners in grades 3, 4 and 5 performing at Achievement Level 1 on FCAT 2.0 Reading has decreased 2 percentage points.

In 2014, 24 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 23 percent in 2013 and 2012 and 21 percent in 2011. In 2014, 6 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 5 percent in 2013 and consistent with 6 percent in 2012 and 2011. In 2014, 41 percent of English Language Learners in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 41 percent in 2013 and 2012 and a decrease from 43 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading By Achievement Level

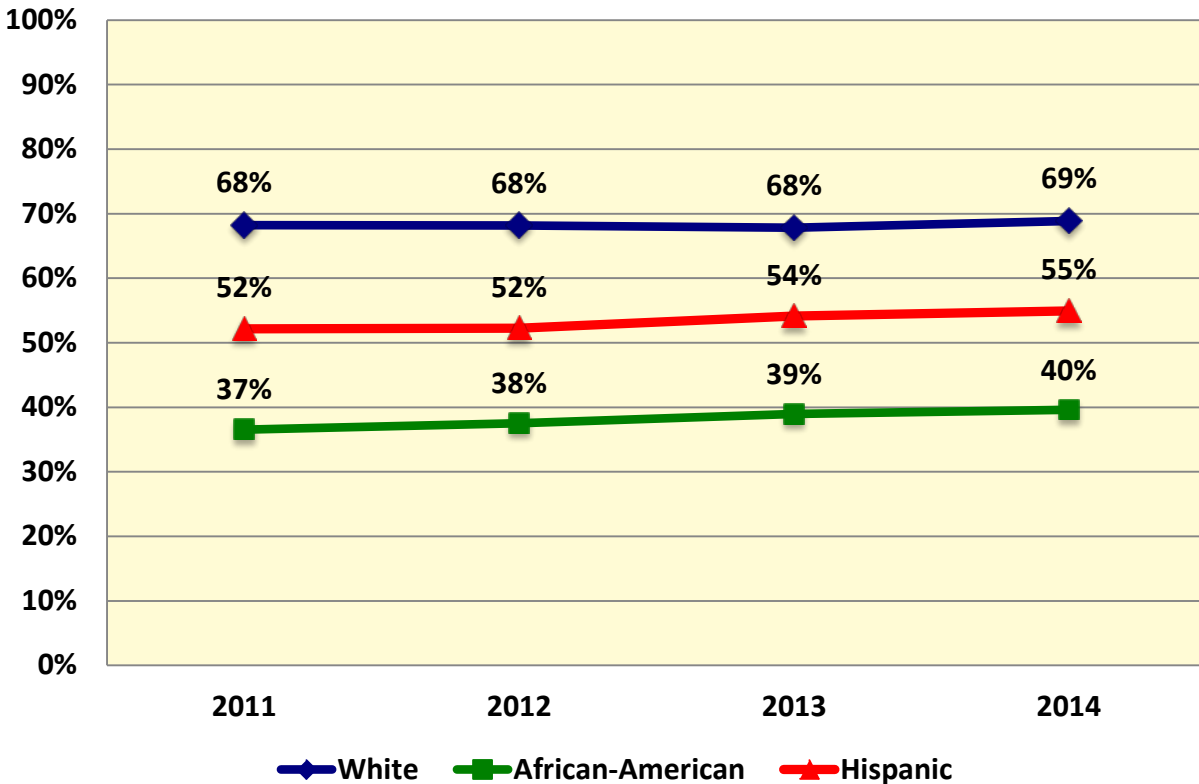


In 2014, the percentage of students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased by 1 percentage point from 2013.

In 2014, 58 percent of students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 57 percent in 2013, 2012 and 2011. In 2014, 31 percent of students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 30 percent in 2013 and 29 percent in 2012 and 2011. In 2014, 18 percent of students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 18 percent in 2013, 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading At or Above Achievement Level 3 (Passing)



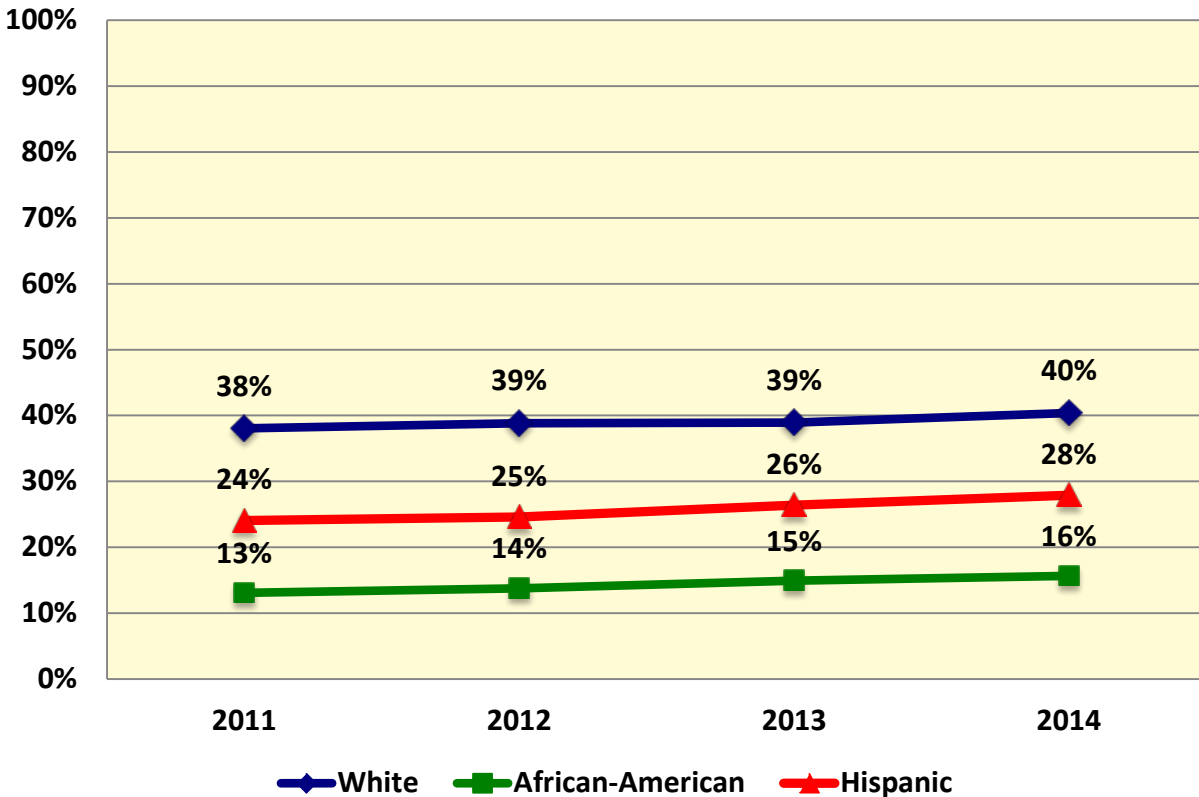
In 2014, the percentage of African-American, Hispanic and White students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased by 1 percentage point compared to 2013.

In 2014, 69 percent of White students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 68 percent in 2013, 2012 and 2011. In 2014, 55 percent of Hispanic students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 54 percent in 2013 and 52 percent in 2012 and 2011. In 2014, 40 percent of African-American students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 39 percent in 2013, 38 percent in 2012 and 37 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 6, 7 and 8 FCAT 2.0 Reading At or Above Achievement Level 4

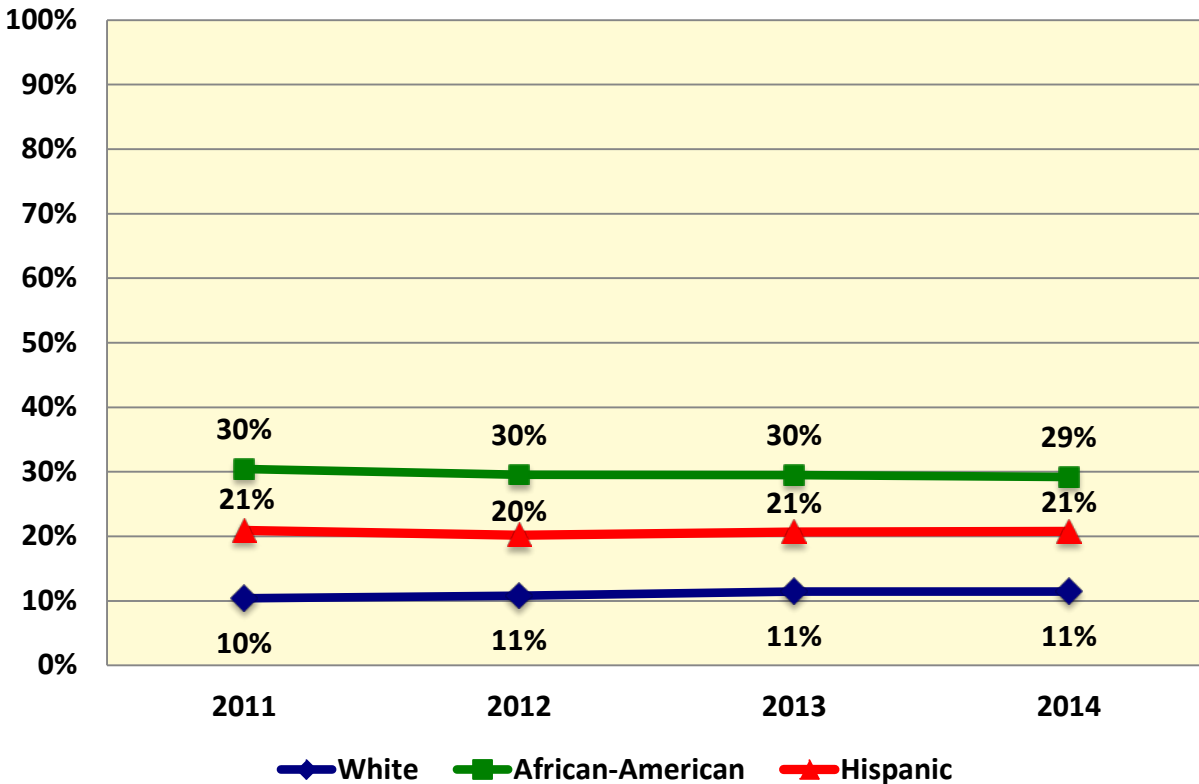


Since 2013, the percentage of African-American, Hispanic and White students in grades 6, 7 and 8 performing at or above Achievement Level 4 has increased by 1, 2 and 1 percentage points, respectively. Hispanic students in grades 6, 7 and 8 continued to narrow the achievement gap with White students.

In 2014, 40 percent of White students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 39 percent in 2013 and 2012 and 38 percent in 2011. In 2014, 28 percent of Hispanic students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 26 percent in 2013, 25 percent in 2012 and 24 percent in 2011. In 2014, 16 percent of African-American students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 15 percent in 2013, 14 percent in 2012 and 13 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading Achievement Level 1

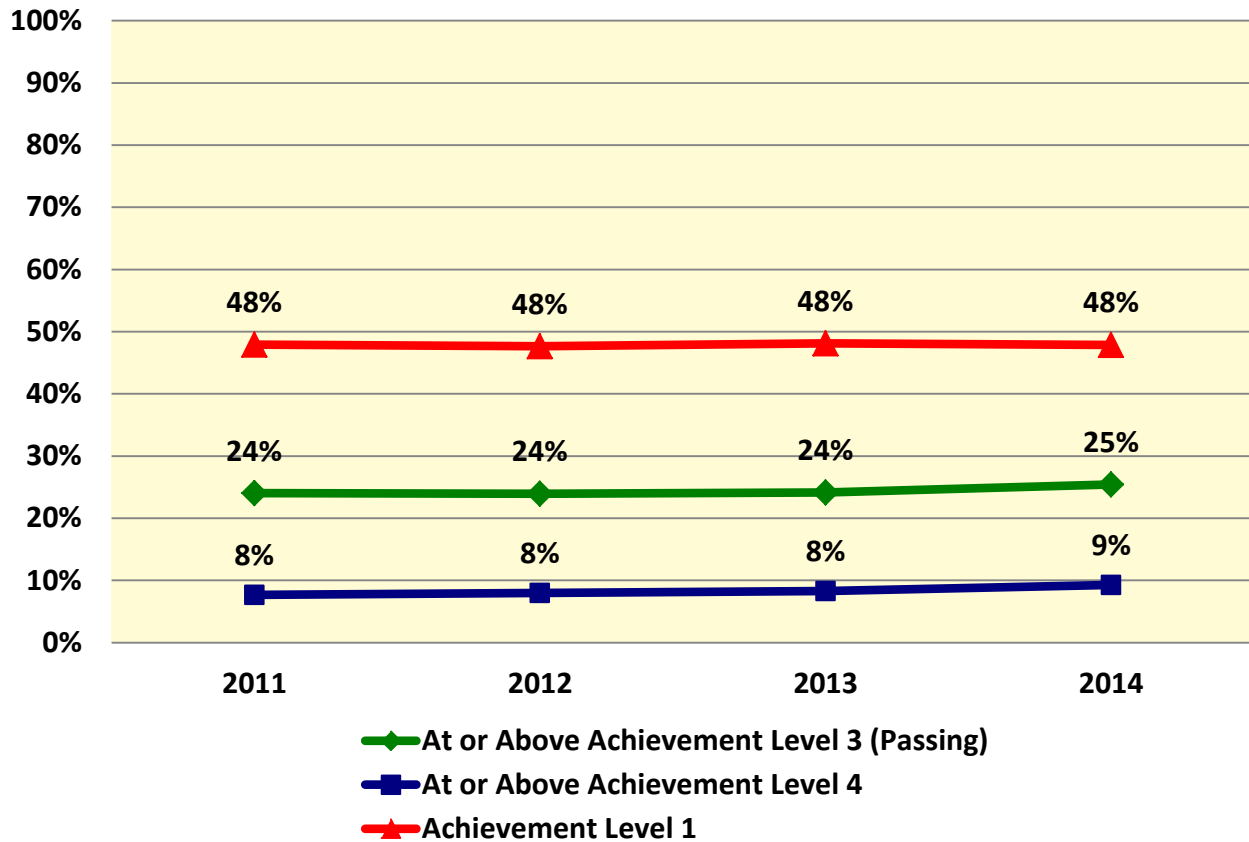


Overall, the percentage of African-American students in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Reading decreased 1 percentage point from 2013, narrowing the achievement gap with White students.

In 2014, 11 percent of White students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 11 percent in 2013 and 2012 and an increase from 10 percent in 2011. In 2014, 21 percent of Hispanic students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is consistent with 21 percent in 2013, an increase from 20 percent in 2012 and consistent with 21 percent in 2011. In 2014, 29 percent of African-American students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 30 percent in 2013, 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading By Achievement Level Students with Disabilities

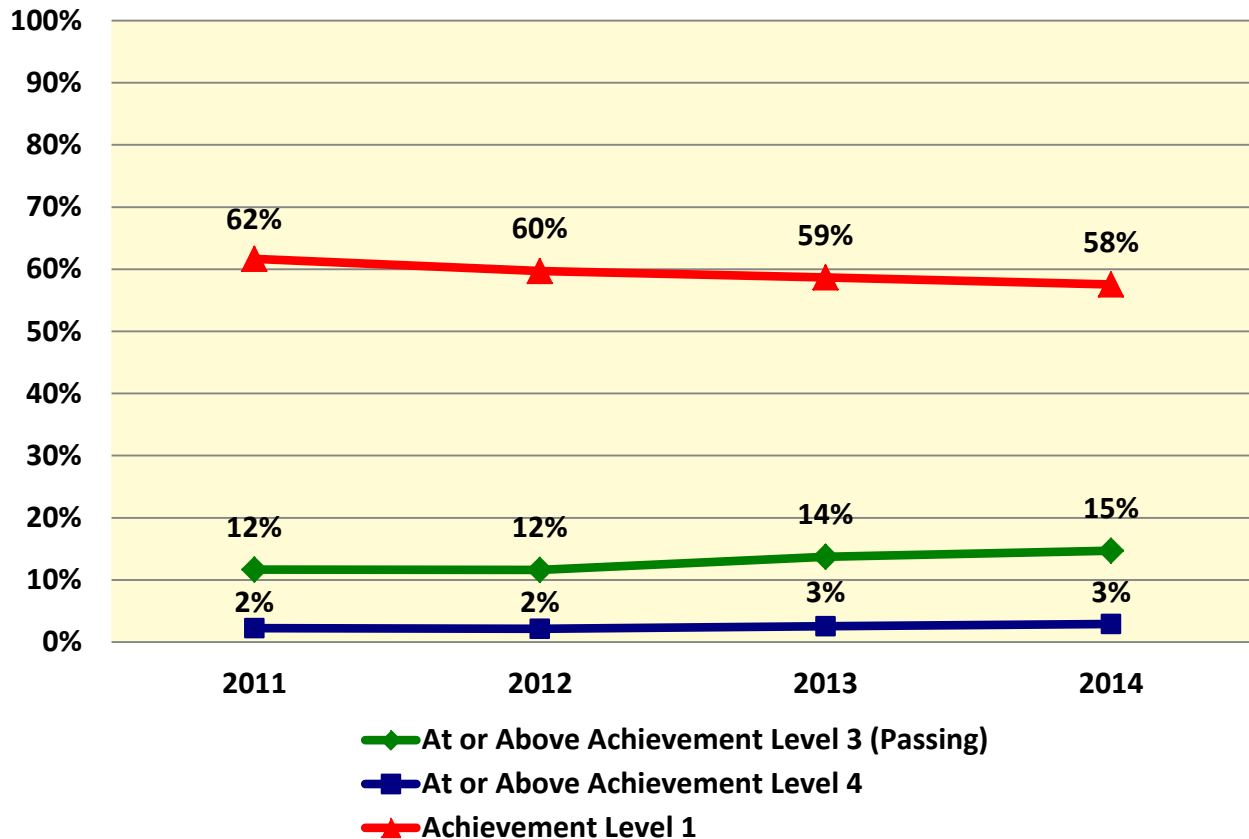


Since 2013, the percentage of Students with Disabilities in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on FCAT 2.0 has increased 1 percentage point.

In 2014, 25 percent of Students with Disabilities in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 24 percent in 2013, 2012 and 2011. In 2014, 9 percent of Students with Disabilities in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 8 percent in 2013, 2012 and 2011. In 2014, 48 percent of Students with Disabilities in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 48 percent in 2013, 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Reading By Achievement Level English Language Learners

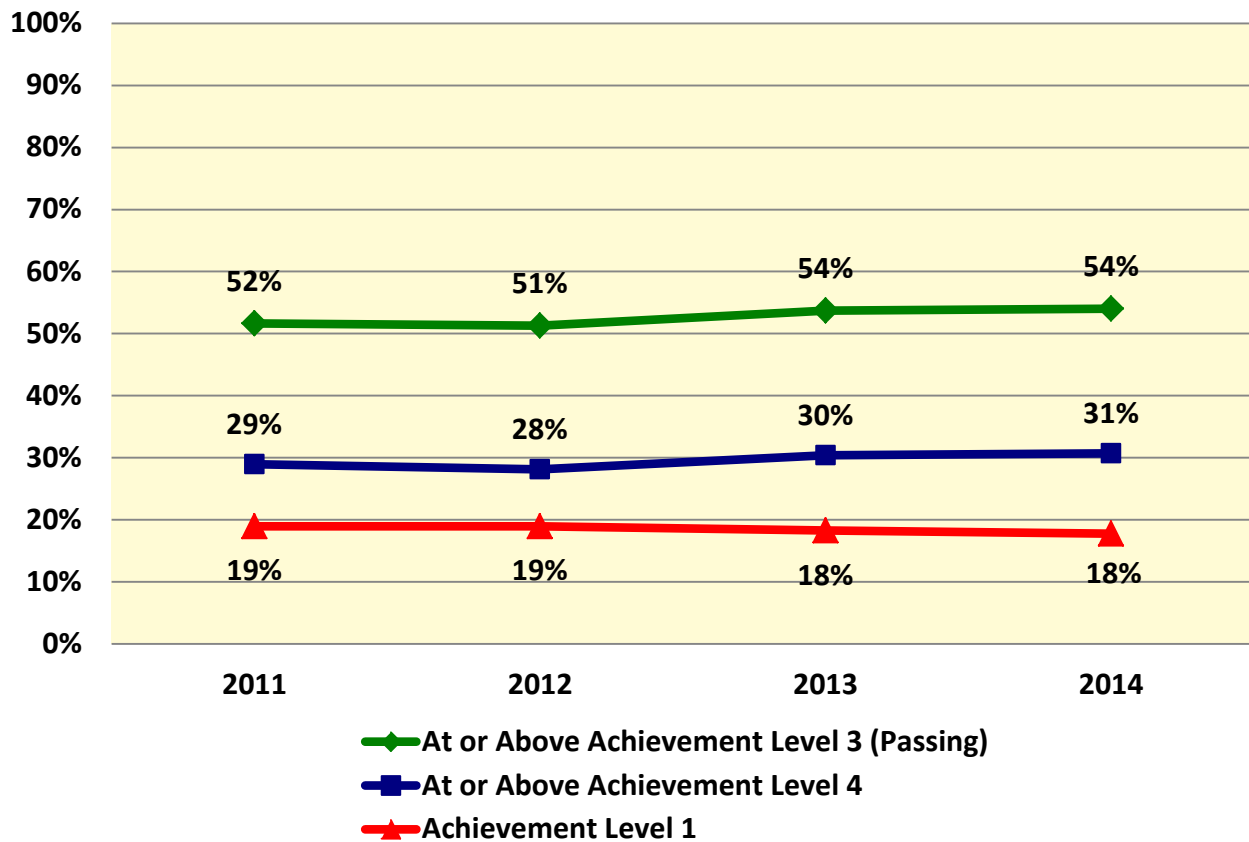


Since 2011, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased 3 percentage points. Over that same time period, the percentage of English Language Learners in grades 6, 7 and 8 performing at Achievement Level 1 on FCAT 2.0 Reading has decreased 4 percentage points.

In 2014, 15 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 14 percent in 2013 and 12 percent in 2012 and 2011. In 2014, 3 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 3 percent in 2013 and an increase from 2 percent in 2012 and 2011. In 2014, 58 percent of English Language Learners in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 59 percent in 2013, 60 percent in 2012 and 62 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading By Achievement Level

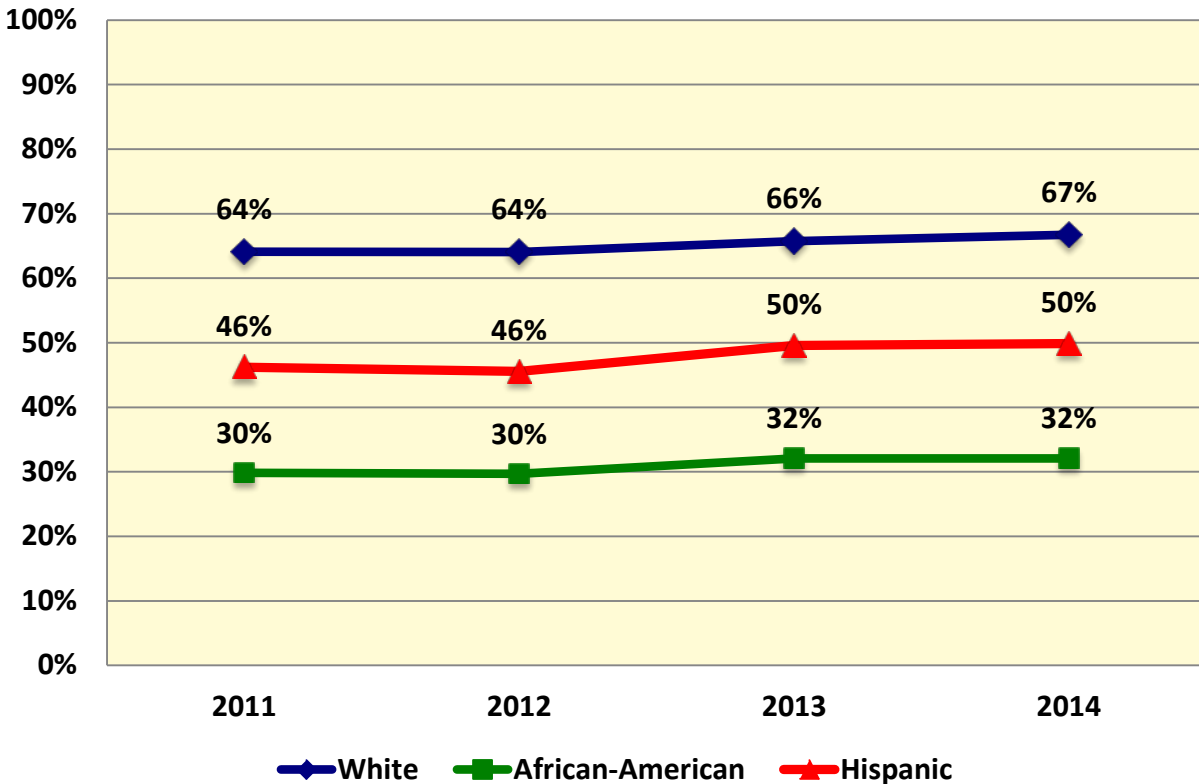


In 2014, the performance of students in grades 9 and 10 performing at or above Achievement Level 4 on FCAT 2.0 Reading increased 1 percentage point in comparison to 2013.

In 2014, 54 percent of students in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is equal to 54 percent in 2013 and an increase from 51 percent in 2012 and 52 percent in 2011. In 2014, 31 percent of students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 30 percent in 2013, 28 percent in 2012 and 29 percent in 2011. In 2014, 18 percent of students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 18 percent in 2013 and a decrease from 19 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading At or Above Achievement Level 3 (Passing)

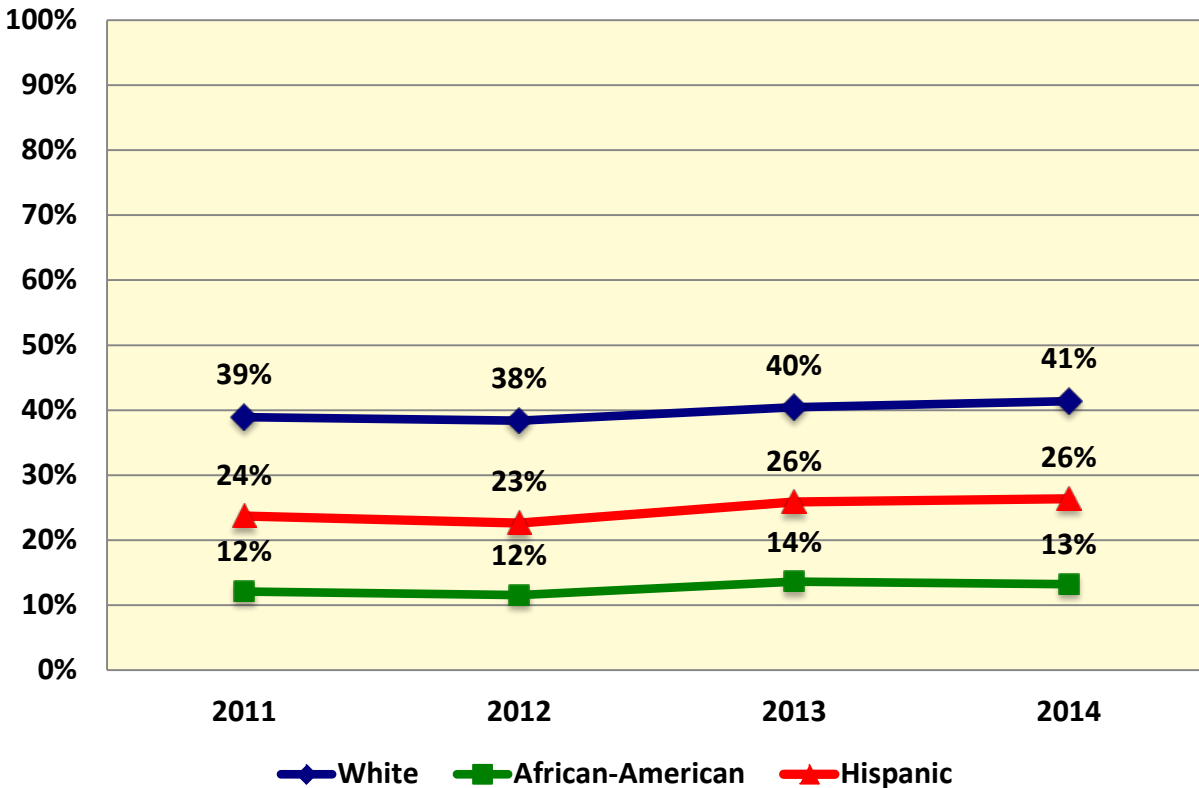


In 2014, the percentage of White students in grades 9 and 10 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased by 1 percentage point.

In 2014, 67 percent of White students in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 66 percent in 2013 and 64 percent in 2012 and 2011. In 2014, 32 percent of African-American students in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is equal to 32 percent in 2013 and is an increase from 30 percent in 2012 and 2011. In 2014, 50 percent of Hispanic students in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 50 percent in 2013 and an increase from 46 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading At or Above Achievement Level 4



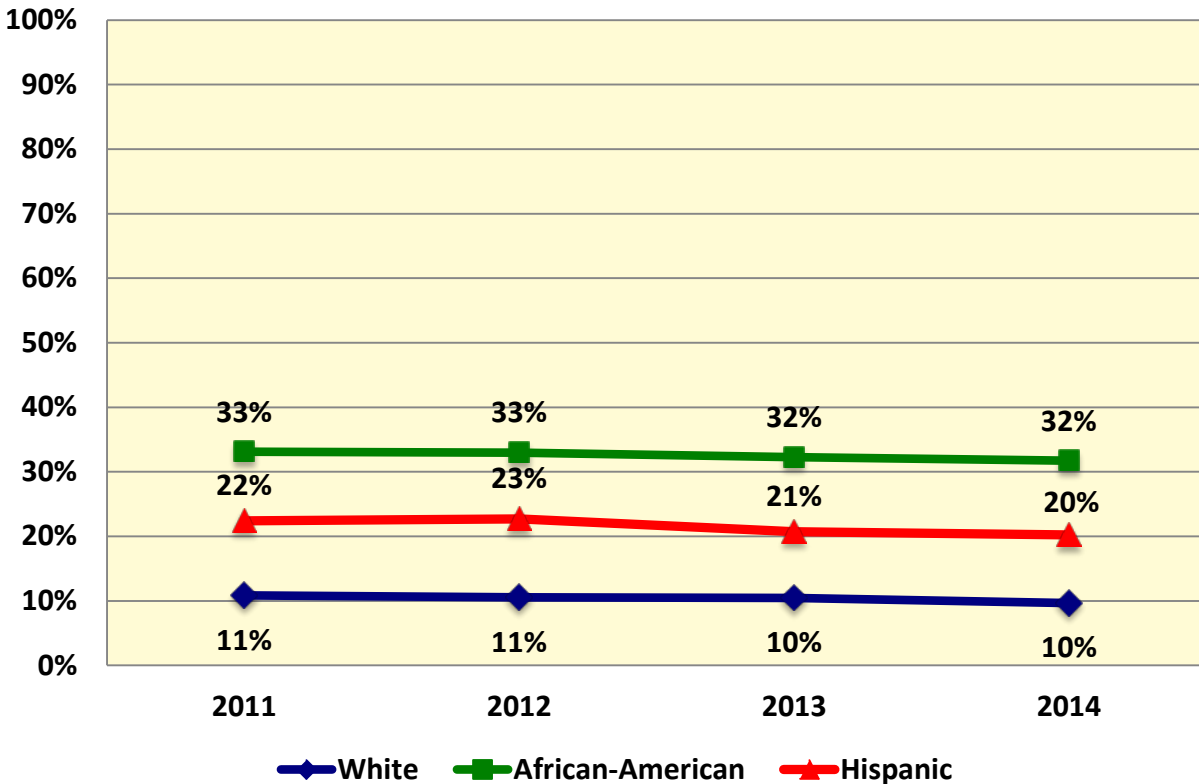
Since 2011, the percentage of White and Hispanic students in grades 9 and 10 performing at or above Achievement Level 4 has increased 2 percentage points.

In 2014, 41 percent of White students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 40 percent in 2013, 38 percent in 2012 and 39 percent in 2011. In 2014, 26 percent of Hispanic students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is equal to 26 percent in 2013, an increase from 23 percent in 2012 and 24 percent in 2011. In 2014, 13 percent of African-American students in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is a decrease from 14 percent in 2013 and an increase from 12 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 9 and 10 FCAT 2.0 Reading Achievement Level 1

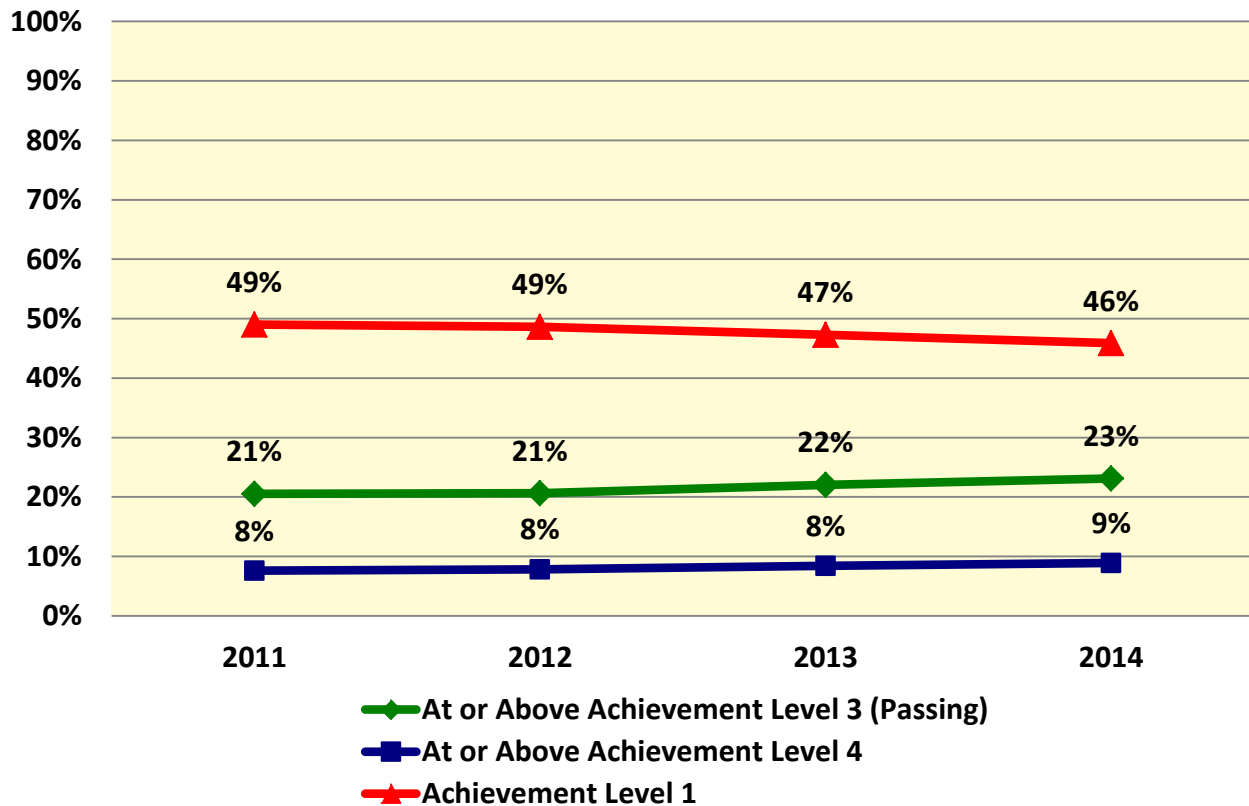


In 2014, the percentage of Hispanic students in grades 9 and 10 performing at Achievement Level 1 on FCAT 2.0 Reading decreased 1 percentage point in comparison to 2013.

In 2014, 10 percent of White students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 10 percent in 2013 and a decrease from 11 percent in 2012 and 2011. In 2014, 20 percent of Hispanic students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 21 percent in 2013, 23 percent in 2012 and 22 percent in 2011. In 2014, 32 percent of African-American students in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 32 percent in 2013 and a decrease from 33 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading By Achievement Level Students with Disabilities

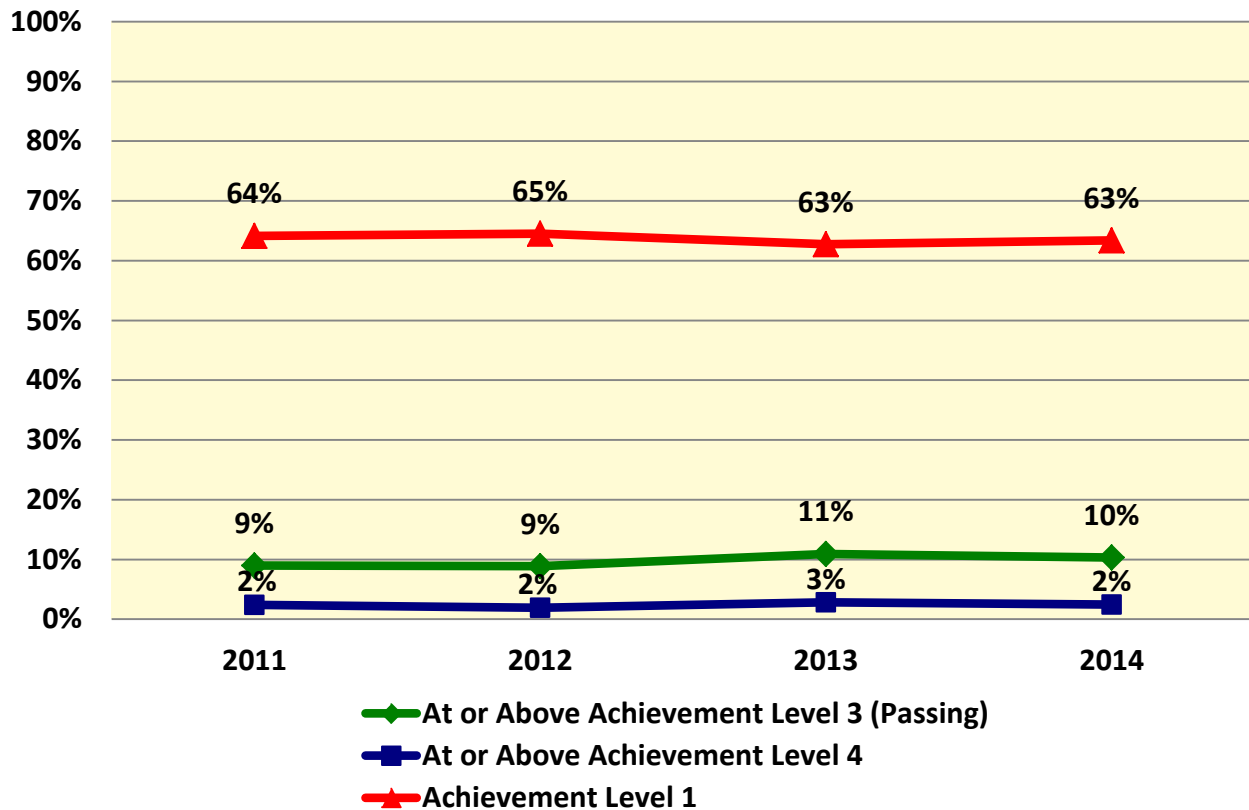


Since 2011, the percentage of Students with Disabilities in grades 9 and 10 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading has increased 2 percentage points. Over that same time period, the percentage of Students with Disabilities in grades 9 and 10 performing at Achievement Level 1 has decreased 3 percentage points.

In 2014, 23 percent of Students with Disabilities in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is an increase from 22 percent in 2013 and 21 percent in 2012 and 2011. In 2014, 9 percent of Students with Disabilities in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is an increase from 8 percent in 2013, 2012 and 2011. In 2014, 46 percent of Students with Disabilities in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is a decrease from 47 percent in 2013 and 49 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9 and 10 FCAT 2.0 Reading By Achievement Level English Language Learners



In 2014, the percentage of English Language Learners in grades 9 and 10 performing at or above Achievement Level 3 (Passing) decreased 1 percentage point in comparison to 2013; however, the percentage of English Language Learners in grades 9 and 10 performing at Achievement Level 1 remained consistent in comparison to 2013.

In 2014, 10 percent of English Language Learners in grades 9 and 10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is a decrease from 11 percent in 2013 and an increase from 9 percent in 2012 and 2011. In 2014, 2 percent of English Language Learners in grades 9 and 10 were performing at or above Achievement Level 4 on FCAT 2.0 Reading. This is a decrease from 3 percent in 2013 and consistent with 2 percent in 2012 and 2011. In 2014, 63 percent of English Language Learners in grades 9 and 10 were performing at Achievement Level 1 on FCAT 2.0 Reading. This is equal to 63 percent in 2013 and a decrease from 65 percent in 2012 and 64 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Statewide Comparison Report

### FCAT 2.0 Reading

### 2011 to 2014

Grade	Year <sup>1</sup>	Number of Students	Mean Developmental Scale Score	Percentage of Students By Achievement Level <sup>2</sup>					Percentage Passing (Level 3 and Above)
				1	2	3	4	5	
3	2011	202,686	200	18	25	23	24	10	57
	2012	203,390	201	18	26	23	22	11	56
	2013	205,984	201	18	25	23	23	11	57
	2014	209,852	200	19	24	23	23	10	57
4	2011	198,877	212	15	26	26	23	10	59
	2012	193,676	213	13	25	27	25	10	62
	2013	193,751	212	15	25	26	23	11	60
	2014	196,786	213	14	25	26	24	11	61
5	2011	198,401	219	16	26	27	22	10	58
	2012	199,790	221	15	24	27	22	12	61
	2013	195,188	220	15	25	28	22	10	60
	2014	195,750	221	15	24	27	23	11	61
6	2011	197,859	225	17	24	29	19	10	58
	2012	198,947	225	19	24	28	19	10	57
	2013	199,458	225	19	23	28	20	10	59
	2014	195,645	227	16	23	28	20	11	60
7	2011	194,660	231	18	24	29	19	10	58
	2012	198,281	231	18	25	29	19	11	58
	2013	199,316	231	20	23	27	19	11	57
	2014	200,981	231	21	23	27	19	11	57
8	2011	195,792	236	19	28	26	17	10	53
	2012	194,566	237	17	27	26	18	12	55
	2013	198,201	237	17	27	26	19	11	56
	2014	199,937	238	18	25	25	19	12	57
9	2011	195,884	240	19	29	23	18	10	51
	2012	197,063	240	18	30	24	19	9	52
	2013	197,121	240	19	28	25	20	9	53
	2014	200,714	240	18	29	24	19	10	53
10	2011	185,956	245	19	30	22	20	10	52
	2012	184,403	244	20	30	22	19	10	50
	2013	189,047	246	18	28	22	21	11	54
	2014	189,031	246	17	28	22	22	11	55

Source: Bureau of K-12 Student Assessment  
Florida Department of Education, June 2014

<sup>1</sup> In spring 2011, FCAT 2.0 Reading was administered for the first time, and scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. The 2011 scores have been converted, or retrofitted, to the established FCAT 2.0 Reading score scale so that stakeholders and the general public are able to see what the scores would have been if the score scale and Achievement Levels had been approved and implemented at that time.

<sup>2</sup> Percentages may not add to 100 due to rounding.

**Grades 3-10**  
**FCAT 2.0 Reading Results**  
**Percent Comparison by District**

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	57	58	1
ALACHUA	59	59	0
BAKER	60	57	-3
BAY	58	59	1
BRADFORD	44	48	4
BREVARD	66	66	0
BROWARD	57	58	1
CALHOUN	63	63	0
CHARLOTTE	59	57	-2
CITRUS	63	63	0
CLAY	63	64	1
COLLIER	57	58	1
COLUMBIA	55	57	2
MIAMI-DADE	56	57	1
DESOTO	40	41	1
DIXIE	57	57	0
DUVAL	53	52	-1
ESCAMBIA	51	52	1
FLAGLER	62	63	1
FRANKLIN	49	54	5
GADSDEN	39	38	-1
GILCHRIST	68	67	-1
GLADES	52	52	0
GULF	57	58	1
HAMILTON	41	39	-2
HARDEE	48	47	-1
HENDRY	42	43	1
HERNANDO	58	59	1
HIGHLANDS	50	50	0
HILLSBOROUGH	54	56	2
HOLMES	53	54	1
INDIAN RIVER	58	58	0
JACKSON	58	58	0
JEFFERSON	35	34	-1
LAFAYETTE	50	50	0
LAKE	55	56	1
LEE	58	58	0
LEON	60	62	2
LEVY	50	49	-1

**Grades 3-10**  
**FCAT 2.0 Reading Results**  
**Percent Comparison by District**

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	57	58	1
LIBERTY	55	58	3
MADISON	40	43	3
MANATEE	54	54	0
MARION	52	51	-1
MARTIN	65	63	-2
MONROE	61	60	-1
NASSAU	65	67	2
OKALOOSA	67	68	1
OKEECHOBEE	45	45	0
ORANGE	58	58	0
OSCEOLA	52	54	2
PALM BEACH	58	58	0
PASCO	58	58	0
PINELLAS	56	56	0
POLK	49	49	0
PUTNAM	45	46	1
ST. JOHNS	75	77	2
ST. LUCIE	51	51	0
SANTA ROSA	70	70	0
SARASOTA	69	70	1
SEMINOLE	69	69	0
SUMTER	62	63	1
SUWANNEE	50	49	-1
TAYLOR	50	51	1
UNION	60	61	1
VOLUSIA	55	55	0
WAKULLA	64	65	1
WALTON	63	65	2
WASHINGTON	53	55	2

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

# FCAT 2.0 Mathematics

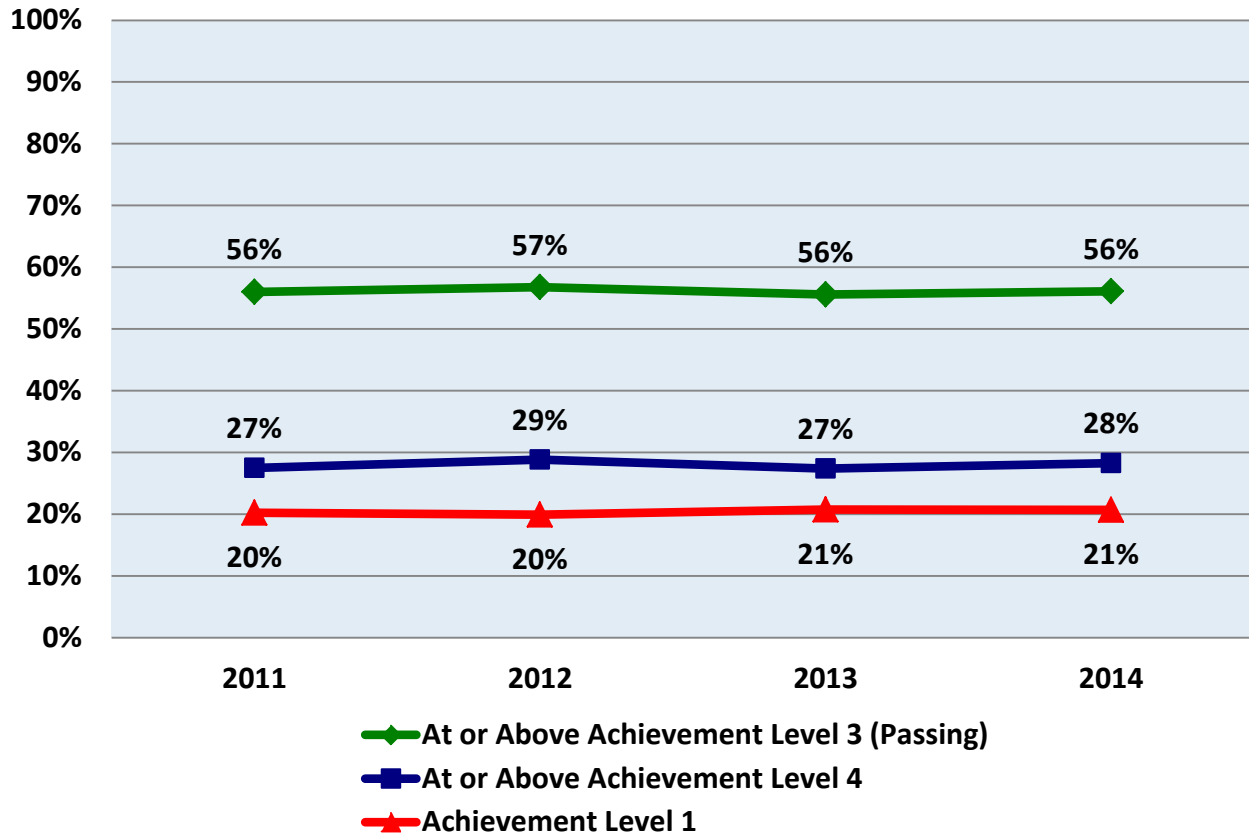
## Grades 3-8

### NOTES:

- 1) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made subsequent to last year's FCAT 2.0 release.
- 2) For the implementation year of each FCAT 2.0 subject area, results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. This means that the 2011 FCAT 2.0 Mathematics results were reported using the existing FCAT score scale and Achievement Levels because the achievement standards had not yet been established for FCAT 2.0. The FCAT 2.0 Mathematics score scale and Achievement Levels were established by the State Board of Education on December 19, 2011. The FCAT Equivalent Scores reported for the 2011 FCAT 2.0 Mathematics assessment have been converted, or retrofitted, to the established FCAT 2.0 score scale and are provided in this media packet so that stakeholders and the general public are able to see what the results would have been if the established score scale and Achievement Levels had been approved and implemented at that time.
- 3) Each year, more high-performing middle grades students take Algebra 1 and Geometry for high school course credit, and these students are not required to take FCAT 2.0 Mathematics; rather, they are required to take the corresponding EOC assessment. The provision allowing these students to be excluded from participation in FCAT 2.0 Mathematics was enacted into law during the 2012 legislative session when Section 1008.22(3), Florida Statutes, was amended. Since that time, the percentage of grade 8 students scoring Achievement Level 3 or above on FCAT 2.0 Mathematics has decreased. However, when middle grades students' performance on all mathematics assessments is considered (FCAT 2.0, Algebra 1 and Geometry), the percentage passing remained stable at 56 percent from 2011 to 2013. This information will be updated when the 2014 EOC assessment data are available.



## Grades 3-8 FCAT 2.0 Mathematics By Achievement Level

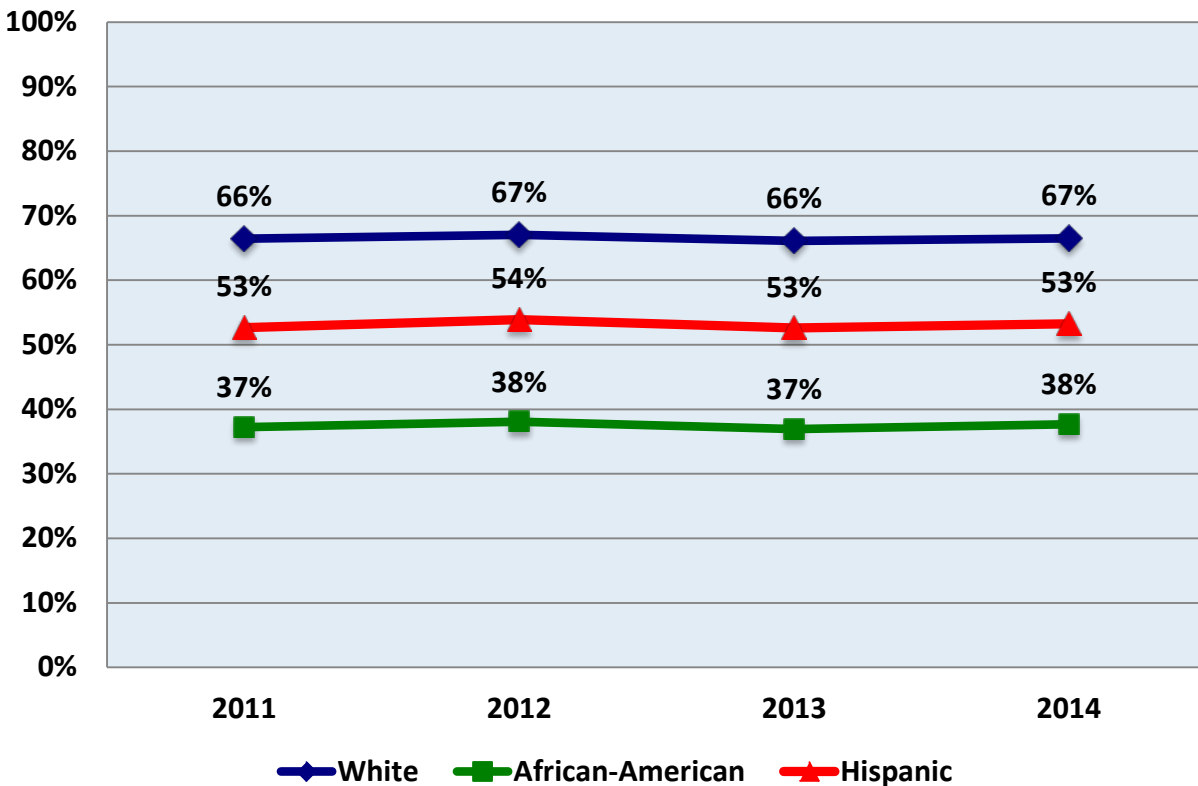


In 2014, the percentage of students in grades 3-8 scoring at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 56 percent of students in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 56 percent in 2013, a decrease from 57 percent in 2012 and equal to 56 percent in 2011. In 2014, 28 percent of students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 27 percent in 2013, a decrease from 29 percent in 2012 and an increase from 27 percent in 2011. In 2014, 21 percent of students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 21 percent in 2013 and an increase from 20 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-8 FCAT 2.0 Mathematics At or Above Achievement Level 3 (Passing)

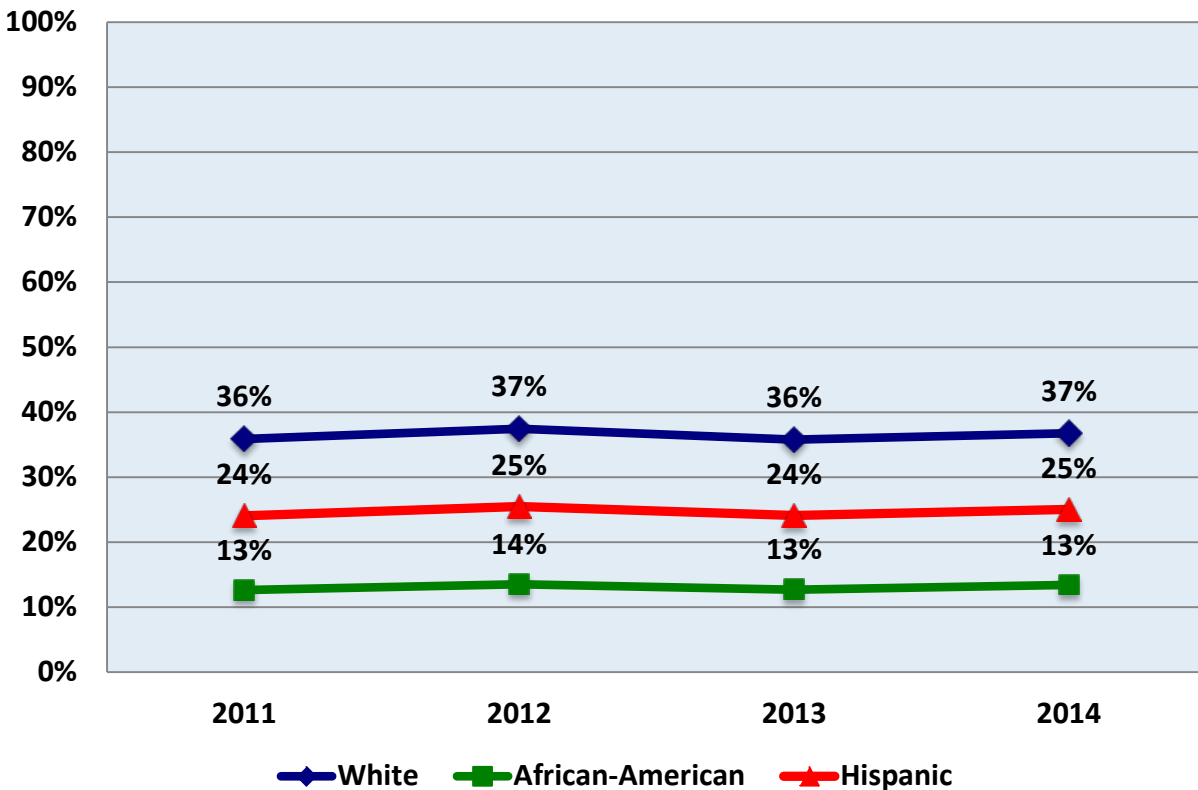


In 2014, the percentage of White and African-American students in grades 3-8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 67 percent of White students in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 66 percent in 2013, consistent with 67 percent in 2012 and an increase from 66 percent in 2011. In 2014, 53 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 53 percent in 2013, a decrease from 54 percent in 2012 and consistent with 53 percent in 2011. In 2014, 38 percent of African-American students in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 37 percent in 2013, consistent with 38 percent in 2012 and an increase from 37 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-8 FCAT 2.0 Mathematics At or Above Achievement Level 4

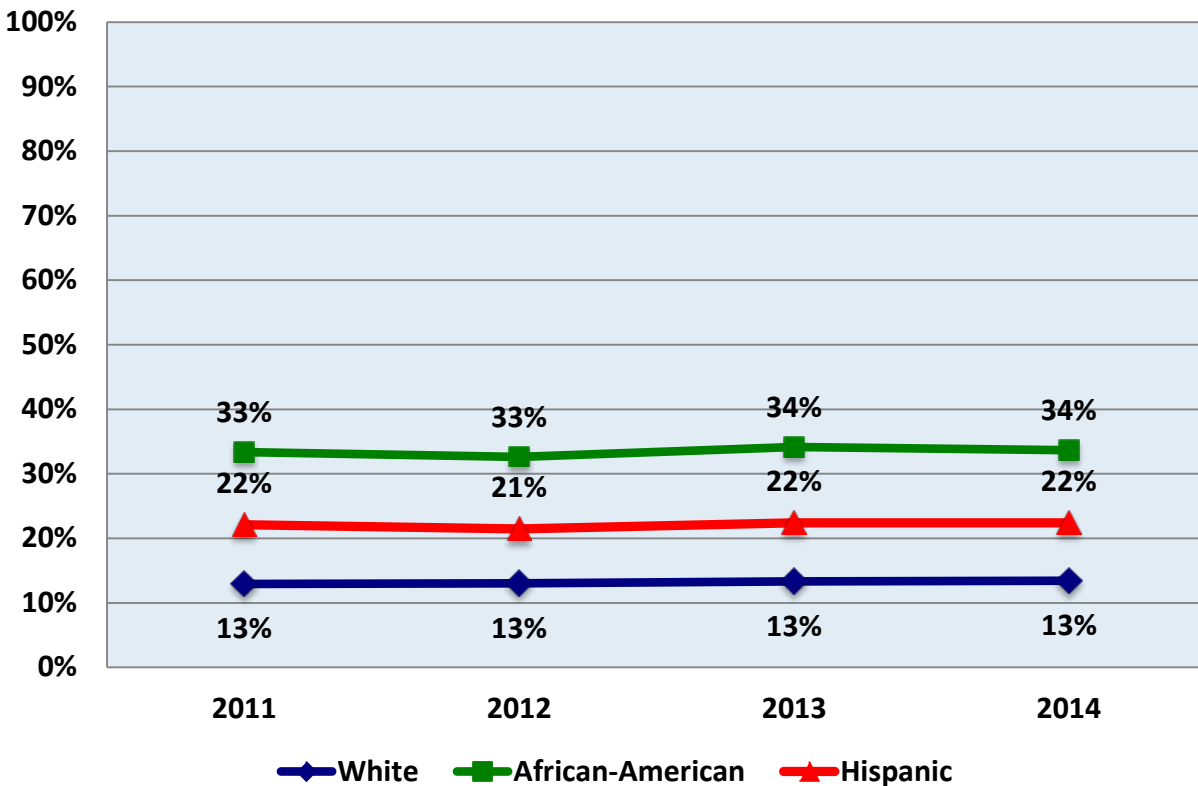


In 2014, the percentage of White and Hispanic students in grades 3-8 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 37 percent of White students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 36 percent in 2013, equal to 37 percent in 2012 and an increase from 36 percent in 2011. In 2014, 25 percent of Hispanic students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 24 percent in 2013, equal to 25 percent in 2012 and an increase from 24 percent in 2011. In 2014, 13 percent of African-American students in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 13 percent in 2013, a decrease from 14 percent in 2012 and equal to 13 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-8 FCAT 2.0 Mathematics Achievement Level 1

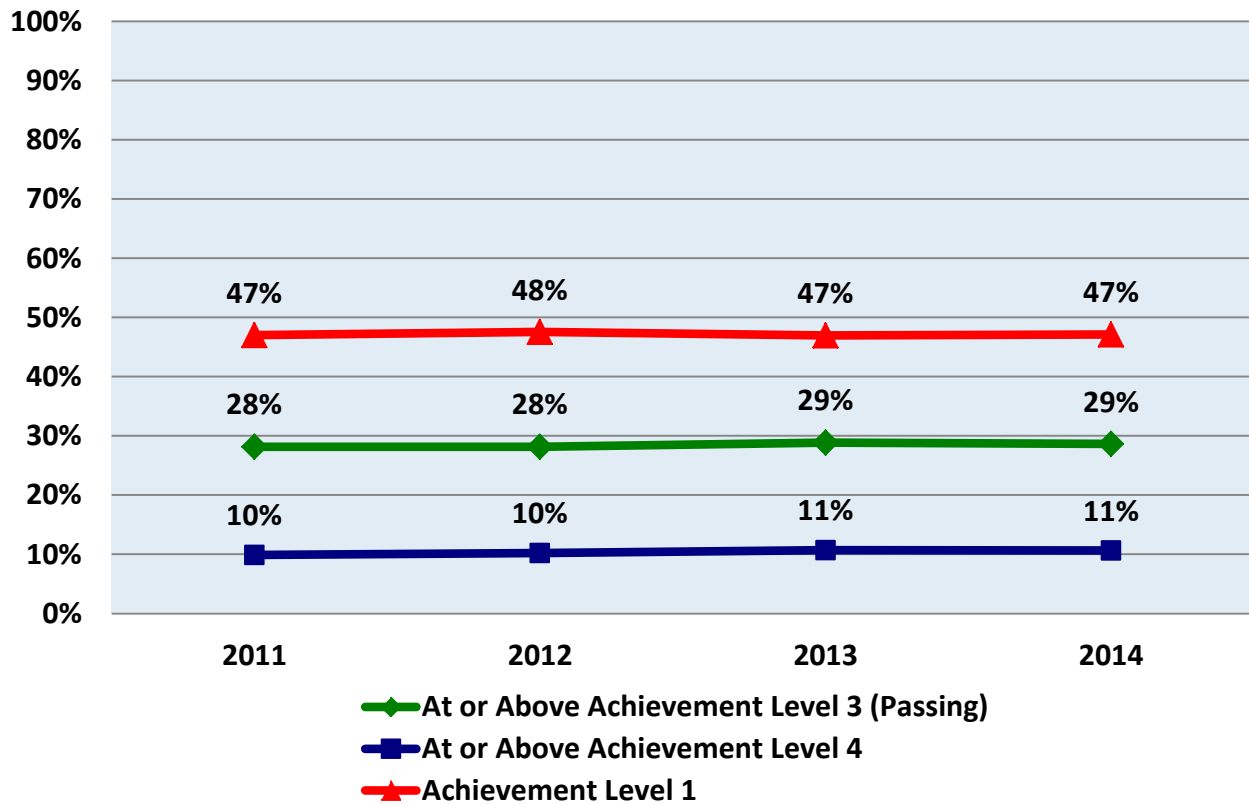


In 2014, the percentage of White, Hispanic and African-American students in grades 3-8 performing at Achievement Level 1 on FCAT 2.0 Mathematics remained consistent in comparison to 2013.

In 2014, 13 percent of White students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 13 percent in 2013, 2012 and 2011. In 2014, 22 percent of Hispanic students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 22 percent in 2013, an increase from 21 percent in 2012 and consistent with 22 percent in 2011. In 2014, 34 percent of African-American students in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 34 percent in 2013 and an increase from 33 percent in 2012 and 2013.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3-8 FCAT 2.0 Mathematics By Achievement Level Students with Disabilities

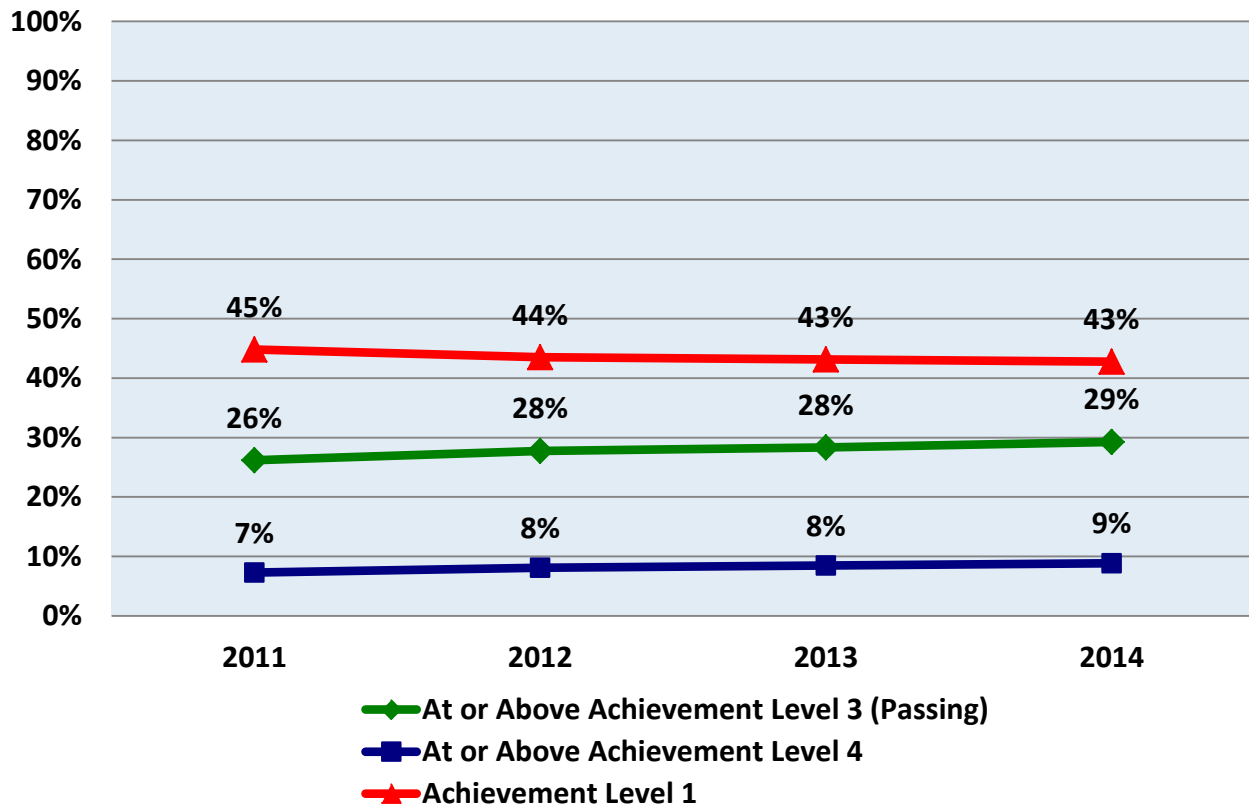


Since 2011, the percentage of Students with Disabilities in grades 3-8 scoring at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 increased 1 percentage point, while performance at Achievement Level 1 has remained the same.

In 2014, 29 percent of Students with Disabilities in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 29 percent in 2013 and an increase from 28 percent in 2012 and 2011. In 2014, 11 percent of Students with Disabilities in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is consistent with 11 percent in 2013 and an increase from 10 percent in 2012 and 2011. In 2014, 47 percent of Students with Disabilities in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 47 percent in 2013, a decrease from 48 percent in 2012 and consistent with 47 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

**Grades 3-8**  
**FCAT 2.0 Mathematics**  
**By Achievement Level**  
**English Language Learners**

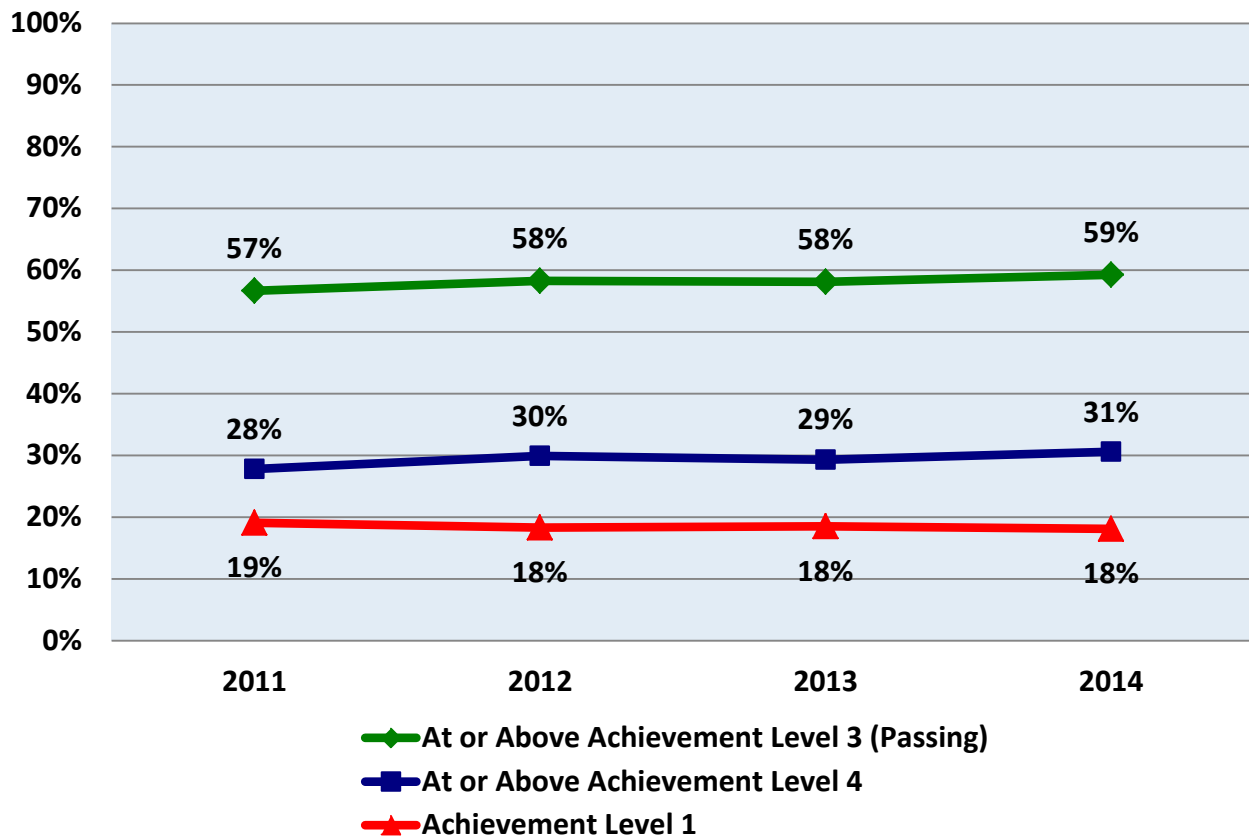


Since 2011, the percentage of English Language Learners in grades 3-8 scoring at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 3 percentage points. In comparison to 2013, English Language Learners scoring at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 increased 1 percentage point.

In 2014, 29 percent of English Language Learners in grades 3-8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 28 percent in 2013 and 2012 and 26 percent in 2011. In 2014, 9 percent of English Language Learners in grades 3-8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 8 percent in 2013 and 2012 and 7 percent in 2011. In 2014, 43 percent of English Language Learners in grades 3-8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 43 percent in 2013 and a decrease from 44 percent in 2012 and 45 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics By Achievement Level



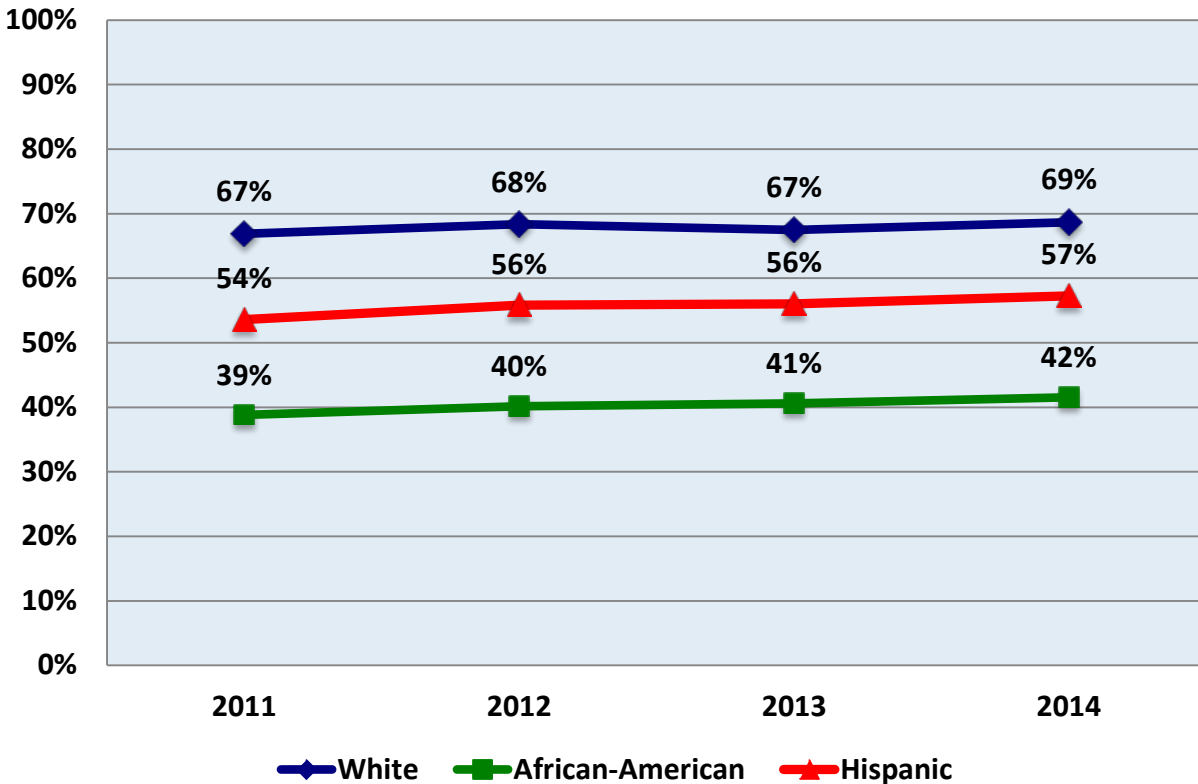
Since 2011, the percentage of students in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 2 percentage points, and performance at Achievement Level 4 has increased 3 percentage points.

In 2014, 59 percent of students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 58 percent in 2013 and 2012 and 57 percent in 2011. In 2014, 31 percent of students in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 29 percent in 2013, 30 percent in 2012 and 28 percent in 2011. In 2014, 18 percent of students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 18 percent in 2013 and 2012 and a decrease from 19 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 3, 4 and 5 FCAT 2.0 Mathematics At or Above Achievement Level 3 (Passing)

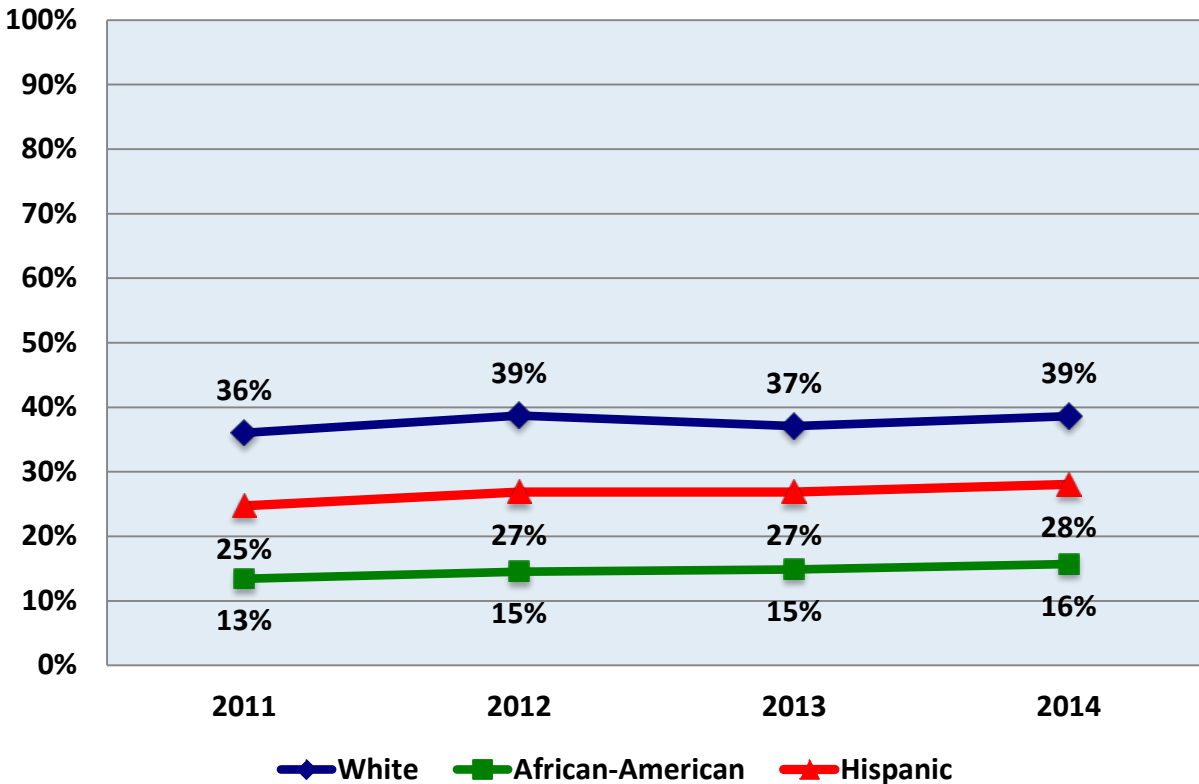


In 2014, the percentage of African-American, Hispanic and White students in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased, with African-American and Hispanic students increasing by 1 percentage point and White students increasing by 2 percentage points compared to 2013.

In 2014, 69 percent of White students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 67 percent in 2013, 68 percent in 2012 and 67 percent in 2011. In 2014, 57 percent of Hispanic students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 56 percent in 2013 and 2012 and 54 percent in 2011. In 2014, 42 percent of African-American students in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 41 percent in 2013, 40 percent in 2012 and 39 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics At or Above Achievement Level 4

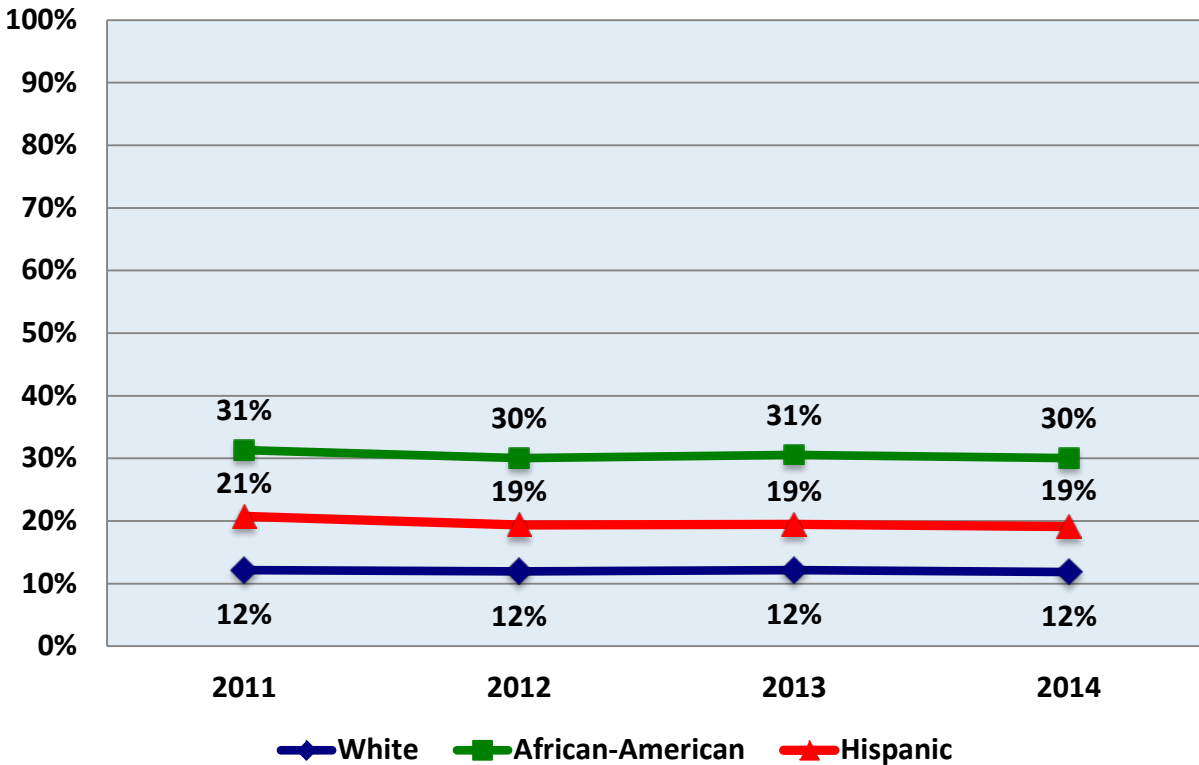


In 2014, the percentage of White students in grades 3, 4 and 5 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 2 percentage points while African-American and Hispanic students increased by 1 percentage point in comparison to 2013.

In 2014, 39 percent of White students in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 37 percent in 2013, equal to 39 percent in 2012 and an increase from 36 percent in 2011. In 2014, 28 percent of Hispanic students in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 27 percent in 2013 and 2012 and 25 percent in 2011. In 2014, 16 percent of African-American students in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 15 percent in 2013 and 2012 and 13 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics Achievement Level 1

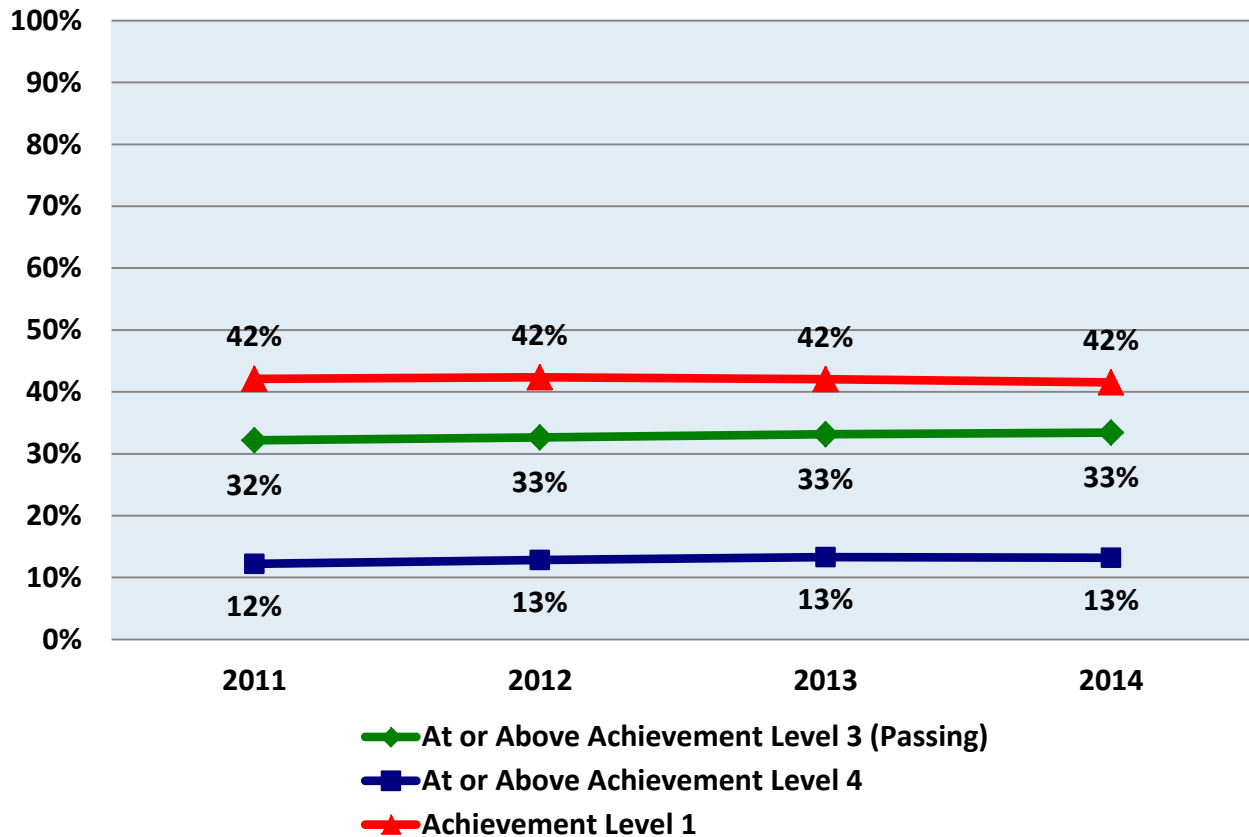


In 2014, the percentage of African-American students in grades 3, 4 and 5 performing at Achievement Level 1 on FCAT 2.0 Mathematics decreased 1 percentage point in comparison to 2013.

In 2014, 12 percent of White students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 12 percent in 2013, 2012 and 2011. In 2014, 30 percent of African-American students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 31 percent in 2013, consistent with 30 percent in 2012 and a decrease from 31 percent in 2011. In 2014, 19 percent of Hispanic students in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 19 percent in 2013 and 2012 and a decrease from 21 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics By Achievement Level Students with Disabilities

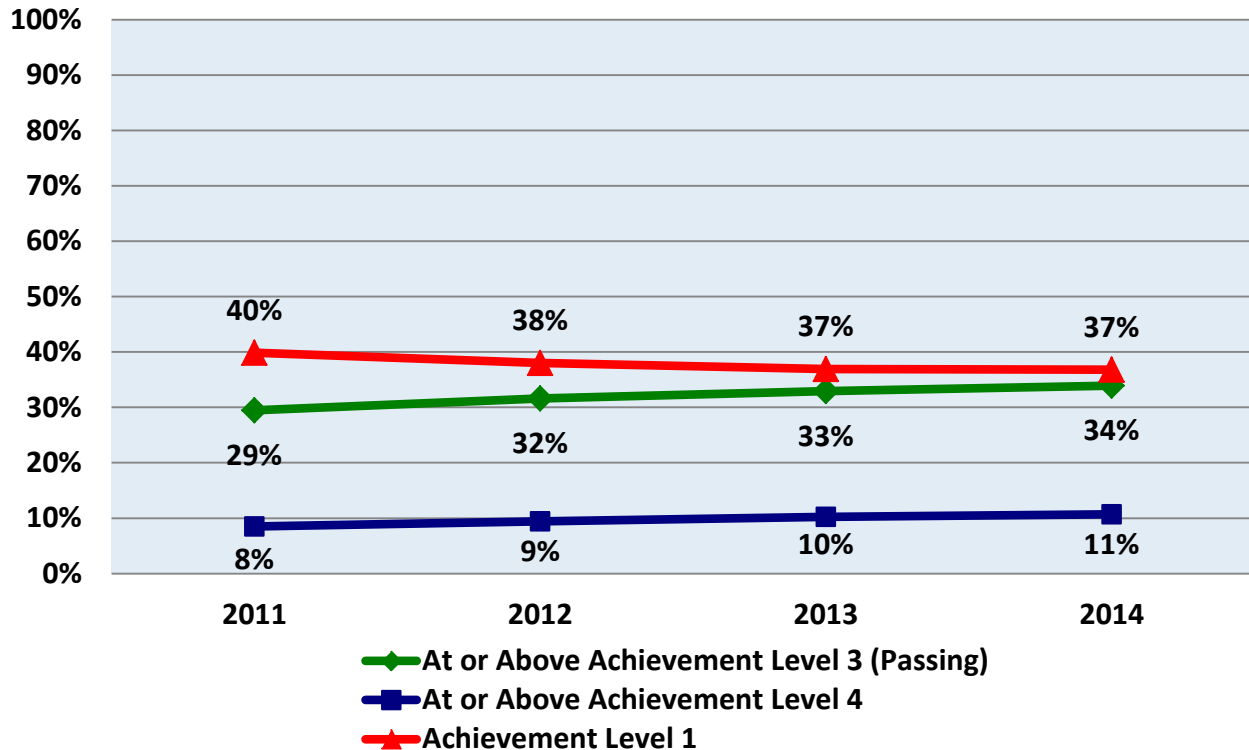


In 2014, the performance of Students with Disabilities in grades 3, 4 and 5 performing at Achievement Level 1, at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on FCAT 2.0 Mathematics remained consistent in comparison to 2013 and 2012.

In 2014, 33 percent of Students with Disabilities in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 33 percent in 2013 and 2012 and an increase from 32 percent in 2011. In 2014, 13 percent of Students with Disabilities in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 13 percent in 2013 and 2012 and an increase from 12 percent in 2011. In 2014, 42 percent of Students with Disabilities in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 42 percent in 2013, 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 3, 4 and 5 FCAT 2.0 Mathematics By Achievement Level English Language Learners

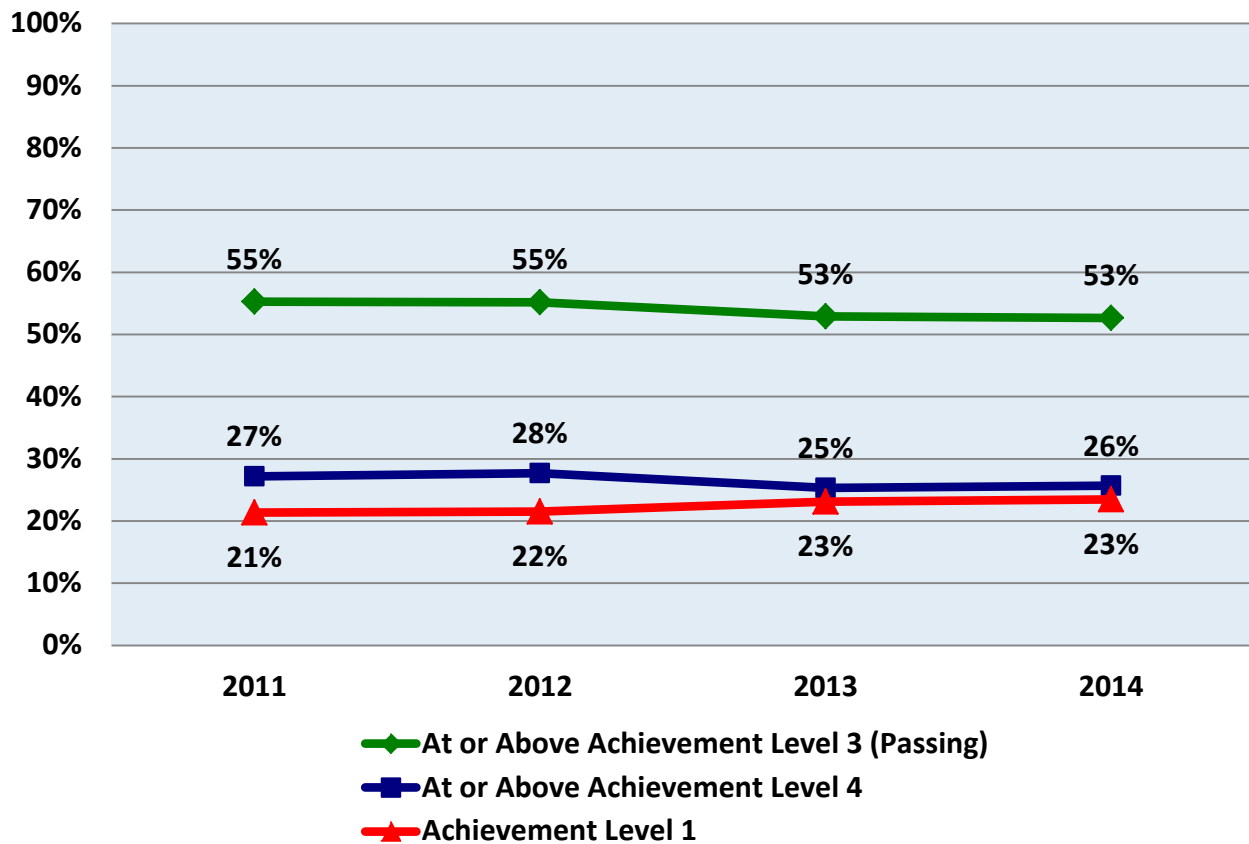


English Language Learners in grades 3, 4 and 5 have made steady improvement in performance at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 since 2011. In 2014, the percentage of English Language Learners in grades 3, 4 and 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 34 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 33 percent in 2013, 32 percent in 2012 and 29 percent in 2011. In 2014, 11 percent of English Language Learners in grades 3, 4 and 5 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 10 percent in 2013, 9 percent in 2012 and 8 percent in 2011. In 2014, 37 percent of English Language Learners in grades 3, 4 and 5 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 37 percent in 2013 and a decrease from 38 percent in 2012 and 40 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics By Achievement Level

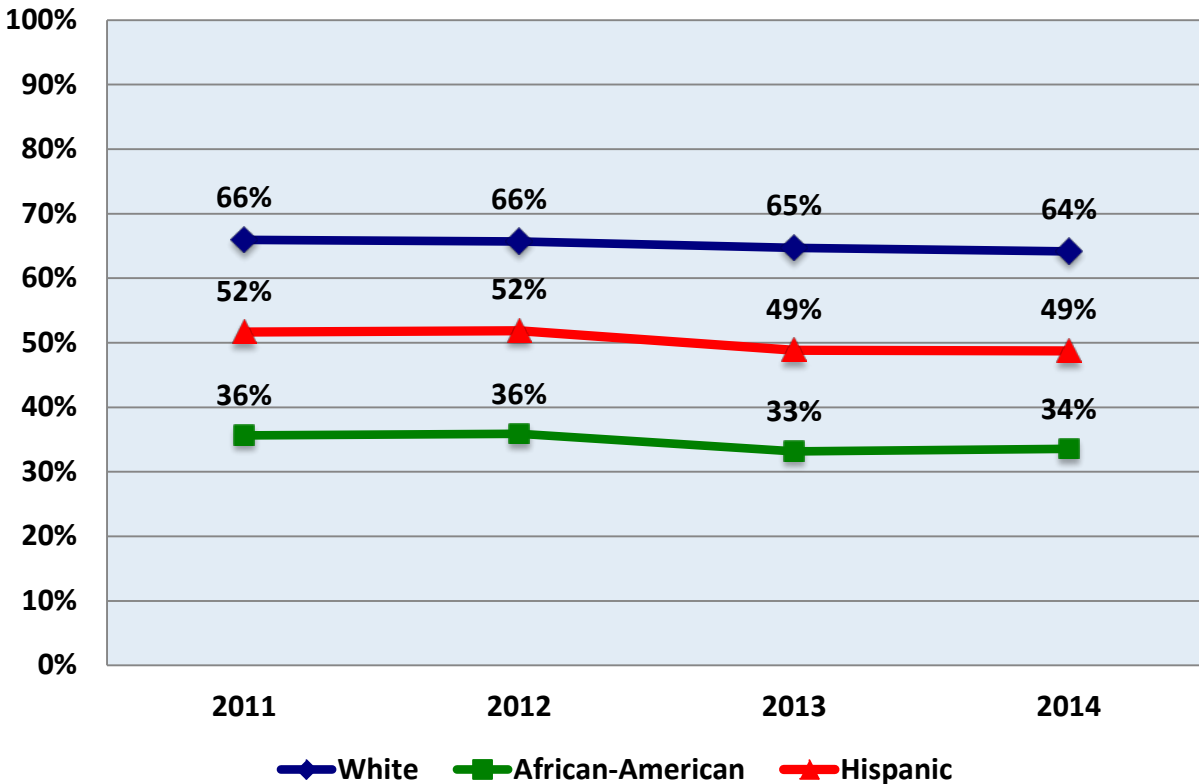


In 2014, the percentage of students in grades 6, 7 and 8 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point, and performance at or above Achievement Level 3 (Passing) and at Achievement Level 1 remained consistent in comparison to 2013.

In 2014, 53 percent of students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 53 percent in 2013 and a decrease from 55 percent in 2012 and 2011. In 2014, 26 percent of students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 25 percent in 2013 and a decrease from 28 percent in 2012 and 27 percent in 2011. In 2014, 23 percent of students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is consistent with 23 percent in 2013 and an increase from 22 percent in 2012 and 21 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics At or Above Achievement Level 3 (Passing)



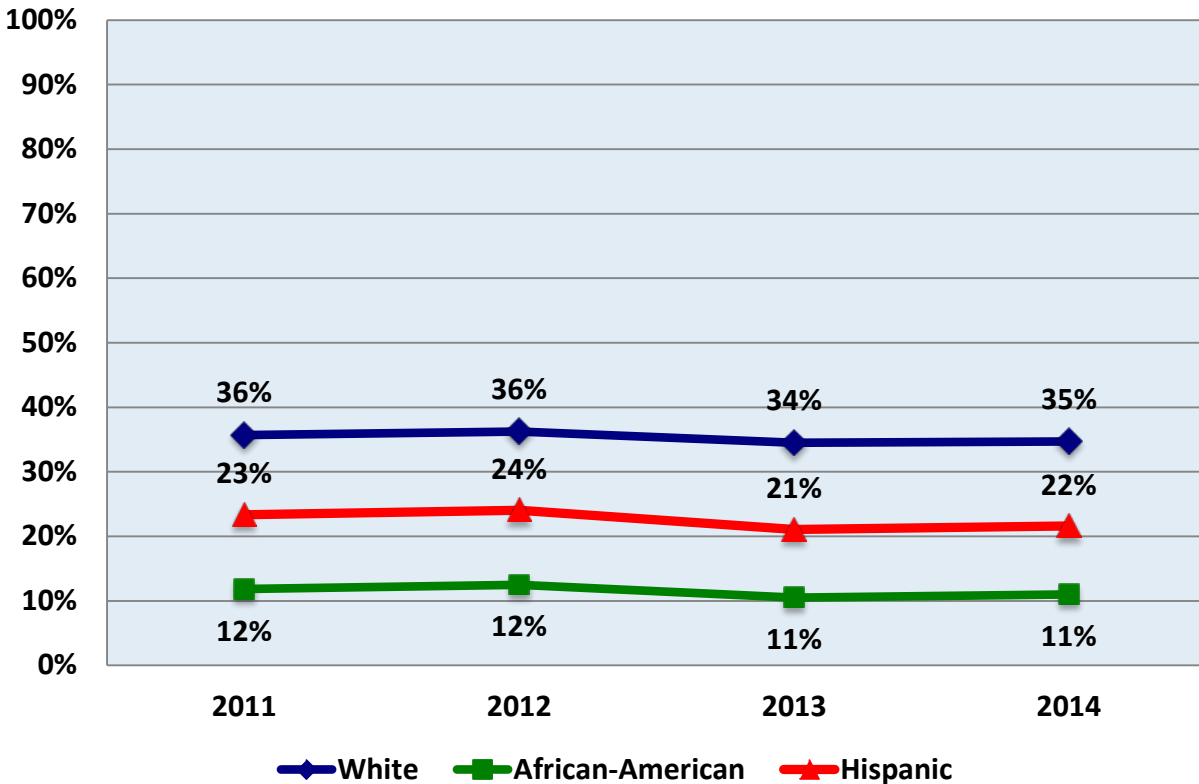
For grades 6, 7 and 8 FCAT 2.0 Mathematics, the percentage of African-American students performing at or above Achievement Level 3 (Passing) increased 1 percentage point, and the percentage of White students performing at or above Achievement Level 3 (Passing) decreased 1 percentage point in comparison to 2013.

In 2014, 64 percent of White students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is a decrease from 65 percent in 2013 and 66 percent in 2012 and 2011. In 2014, 49 percent of Hispanic students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is equal to 49 percent in 2013 and a decrease from 52 percent in 2012 and 2011. In 2014, 34 percent of African-American students in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 33 percent in 2013 and a decrease from 36 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 6, 7 and 8 FCAT 2.0 Mathematics At or Above Achievement Level 4

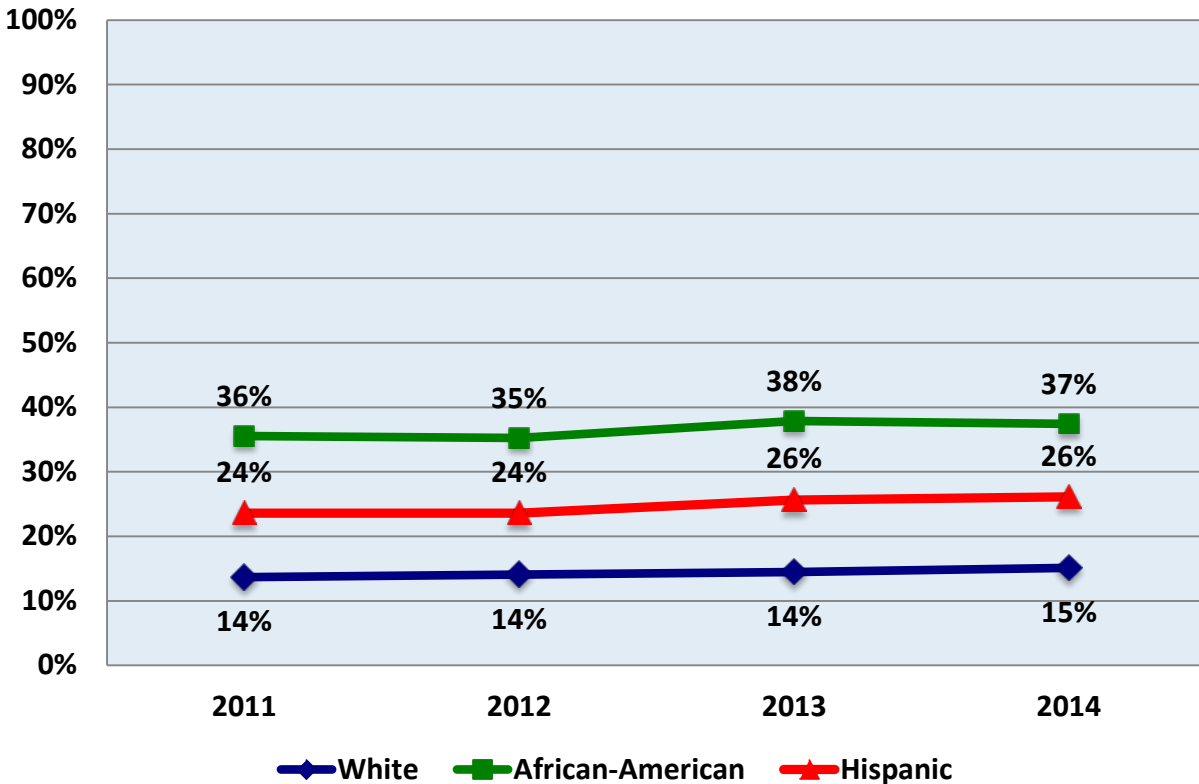


In 2014, the percentage of White and Hispanic students in grades 6, 7 and 8 performing at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013.

In 2014, 35 percent of White students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 34 percent in 2013 and a decrease from 36 percent in 2012 and 2011. In 2014, 22 percent of Hispanic students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 21 percent in 2013 and a decrease from 24 percent in 2012 and 23 percent in 2011. In 2014, 11 percent of African-American students in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 11 percent in 2013 and a decrease from 12 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics Achievement Level 1

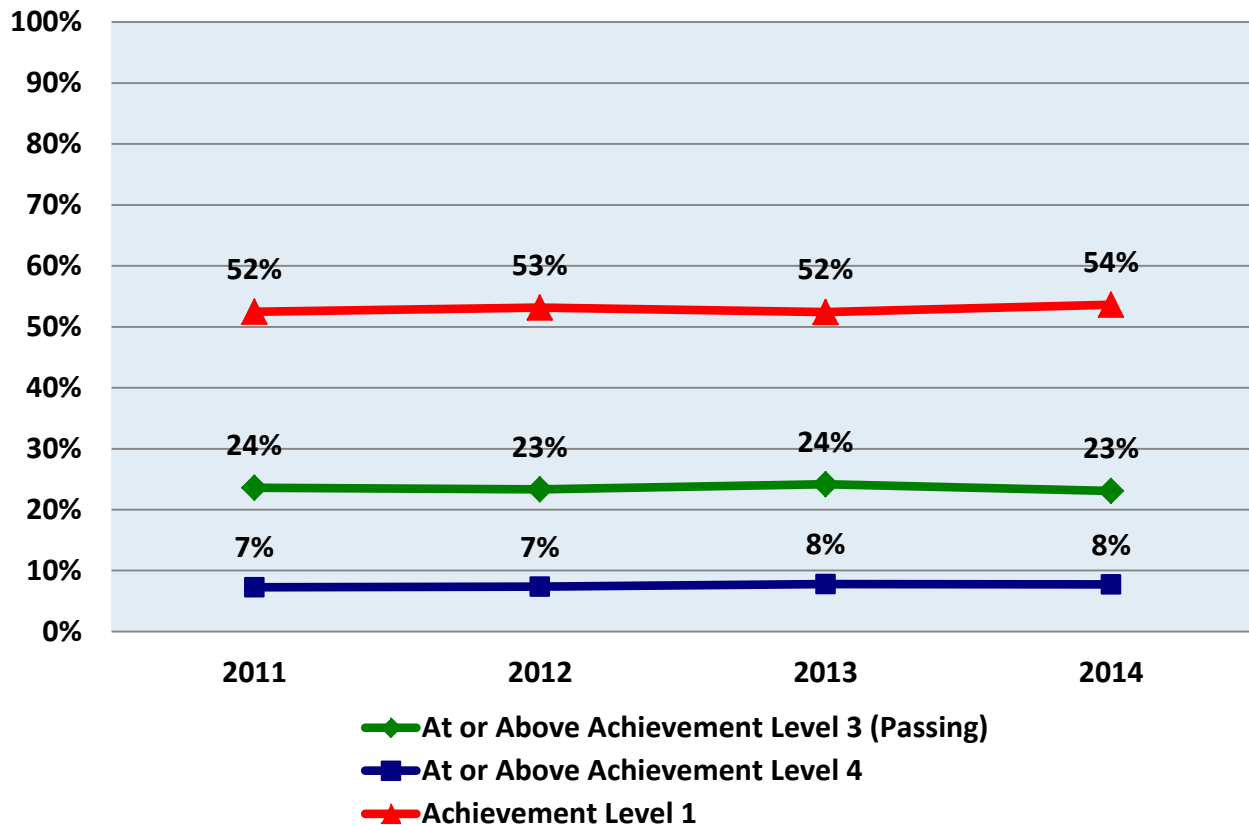


For grades 6, 7 and 8 FCAT 2.0 Mathematics, the percentage of White students performing at Achievement Level 1 increased 1 percentage point, and the percentage of African-American students performing at Achievement Level 1 decreased 1 percentage point in comparison to 2013.

In 2014, 15 percent of White students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 14 percent in 2013, 2012 and 2011. In 2014, 26 percent of Hispanic students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is equal to 26 percent in 2013 and an increase from 24 percent in 2012 and 2011. In 2014, 37 percent of African-American students in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 38 percent in 2013 and an increase from 35 percent in 2012 and 36 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics By Achievement Level Students with Disabilities

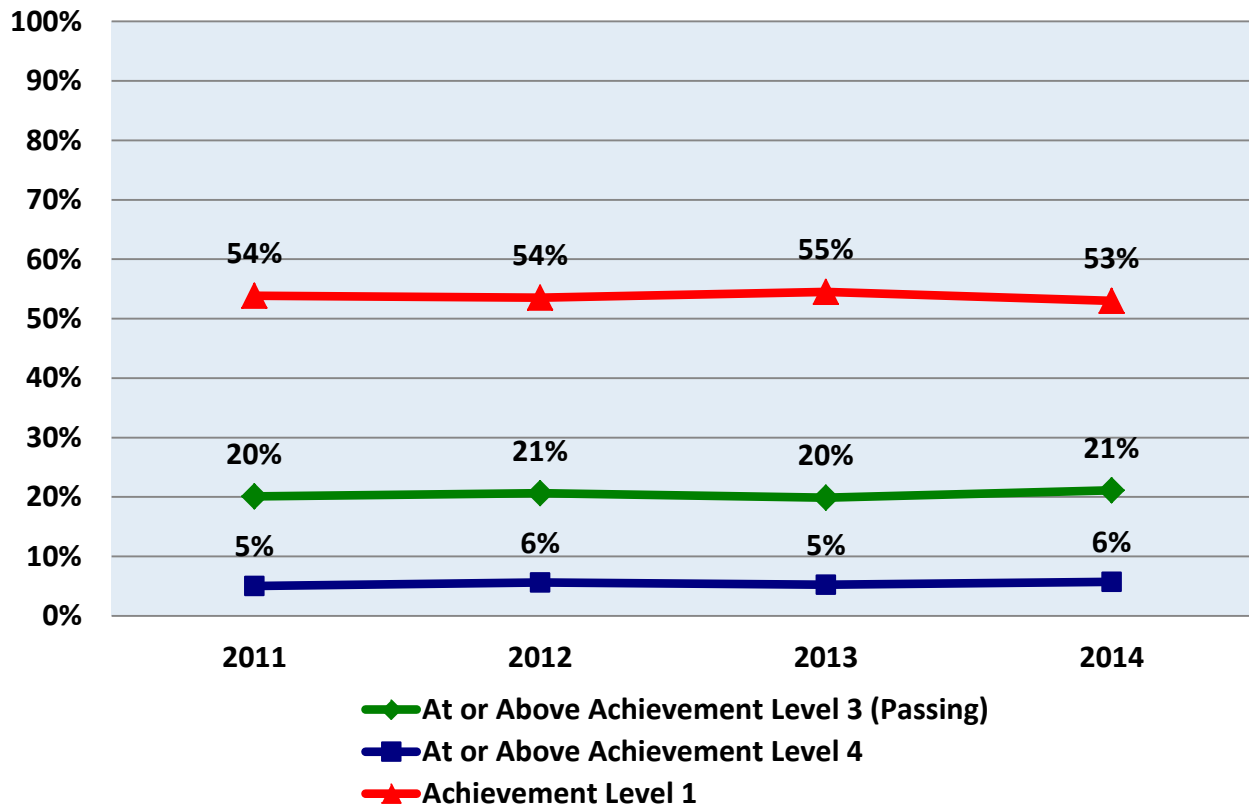


In 2014, the percentage of Students with Disabilities in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics decreased in comparison to 2013.

In 2014, 23 percent of Students with Disabilities in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is a decrease from 24 percent in 2013, equal to 23 percent in 2012 and a decrease from 24 percent in 2011. In 2014, 8 percent of Students with Disabilities in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is equal to 8 percent in 2013 and an increase from 7 percent in 2012 and 2011. In 2014, 54 percent of Students with Disabilities in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is an increase from 52 percent in 2013, 53 percent in 2012 and 52 percent in 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 FCAT 2.0 Mathematics By Achievement Level English Language Learners



In 2014, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on FCAT 2.0 Mathematics increased 1 percentage point in comparison to 2013, while the percentage scoring at Achievement Level 1 decreased 2 percentage points in comparison to 2013.

In 2014, 21 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Mathematics. This is an increase from 20 percent in 2013, consistent with 21 percent in 2012 and an increase from 20 percent in 2011. In 2014, 6 percent of English Language Learners in grades 6, 7 and 8 were performing at or above Achievement Level 4 on FCAT 2.0 Mathematics. This is an increase from 5 percent in 2013, consistent with 6 percent in 2012 and an increase from 5 percent in 2011. In 2014, 53 percent of English Language Learners in grades 6, 7 and 8 were performing at Achievement Level 1 on FCAT 2.0 Mathematics. This is a decrease from 55 percent in 2013 and 54 percent in 2012 and 2011.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Statewide Comparison Report

### FCAT 2.0 Mathematics

### 2011 to 2014

Grade	Year <sup>1</sup>	Number of Students	FCAT 2.0 Mean Developmental Scale Score	Percentage of Students By Achievement Level <sup>2</sup>					Percentage Passing (Level 3 and Above)
				1	2	3	4	5	
3	2011	202,719	201	19	25	31	16	9	56
	2012	203,207	202	18	24	30	18	10	58
	2013	205,717	201	18	24	31	17	10	58
	2014	209,724	201	18	24	31	17	9	58
4	2011	198,969	214	19	23	28	20	10	58
	2012	193,802	215	18	22	27	20	12	60
	2013	193,956	215	17	21	28	21	12	61
	2014	196,845	216	16	20	28	22	13	63
5	2011	198,520	221	19	25	28	18	10	56
	2012	199,844	222	19	24	27	18	11	57
	2013	195,012	221	20	25	27	18	10	55
	2014	195,622	221	20	23	27	19	11	56
6	2011	197,668	227	22	24	26	18	9	53
	2012	199,076	227	23	25	25	18	10	53
	2013	199,520	226	23	24	25	18	10	52
	2014	194,759	226	23	23	24	19	11	53
7	2011	194,484	236	20	24	28	18	10	56
	2012	198,277	236	20	24	27	18	10	56
	2013	194,065	235	21	24	27	18	9	55
	2014	193,140	235	21	23	28	19	9	56
8	2011	195,479	243	22	22	30	16	10	56
	2012	194,346	243	22	21	30	16	11	57
	2013	174,349	240	25	24	31	14	6	51
	2014	167,173	239	28	25	29	12	6	47

Source: Bureau of K-12 Student Assessment  
Florida Department of Education, June 2014

<sup>1</sup> In spring 2011, FCAT 2.0 Mathematics was administered for the first time, and results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. The 2011 scores have been converted, or retrofitted, to the established FCAT 2.0 Mathematics score scale so that stakeholders and the general public are able to see what the scores would have been if the score scale and Achievement Levels had been approved and implemented at that time.

<sup>2</sup> Percentages may not add to 100 due to rounding.

## Grades 3-8

### FCAT 2.0 Mathematics Results

#### Percentage Comparison by District

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	56	56	0
ALACHUA	54	56	2
BAKER	61	61	0
BAY	54	53	-1
BRADFORD	38	39	1
BREVARD	60	61	1
BROWARD	56	56	0
CALHOUN	59	61	2
CHARLOTTE	53	52	-1
CITRUS	62	62	0
CLAY	63	63	0
COLLIER	60	58	-2
COLUMBIA	51	55	4
MIAMI-DADE	54	56	2
DESOTO	41	42	1
DIXIE	55	55	0
DUVAL	53	52	-1
ESCAMBIA	49	49	0
FLAGLER	59	62	3
FRANKLIN	53	55	2
GADSDEN	51	57	6
GILCHRIST	67	65	-2
GLADES	58	64	6
GULF	59	56	-3
HAMILTON	42	48	6
HARDEE	48	51	3
HENDRY	48	48	0
HERNANDO	56	55	-1
HIGHLANDS	53	55	2
HILLSBOROUGH	54	56	2
HOLMES	49	50	1
INDIAN RIVER	47	46	-1
JACKSON	60	60	0
JEFFERSON	31	33	2
LAFAYETTE	62	58	-4
LAKE	52	51	-1
LEE	58	59	1
LEON	61	62	1
LEVY	50	48	-2

**Grades 3-8**  
**FCAT 2.0 Mathematics Results**  
**Percentage Comparison by District**

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	56	56	0
LIBERTY	45	52	7
MADISON	34	38	4
MANATEE	52	56	4
MARION	53	51	-2
MARTIN	59	59	0
MONROE	57	56	-1
NASSAU	65	68	3
OKALOOSA	64	66	2
OSCEOLA	46	47	1
ORANGE	56	58	2
OSCEOLA	46	47	1
PALM BEACH	59	58	-1
PASCO	54	53	-1
PINELLAS	51	52	1
POLK	48	45	-3
PUTNAM	49	49	0
ST. JOHNS	71	74	3
ST. LUCIE	49	48	-1
SANTA ROSA	68	70	2
SARASOTA	67	69	2
SEMINOLE	68	68	0
SUMTER	63	64	1
SUWANNEE	47	47	0
TAYLOR	50	53	3
UNION	64	68	4
VOLUSIA	52	54	2
WAKULLA	62	62	0
WALTON	61	64	3
WASHINGTON	47	51	4

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

# FCAT 2.0 Science

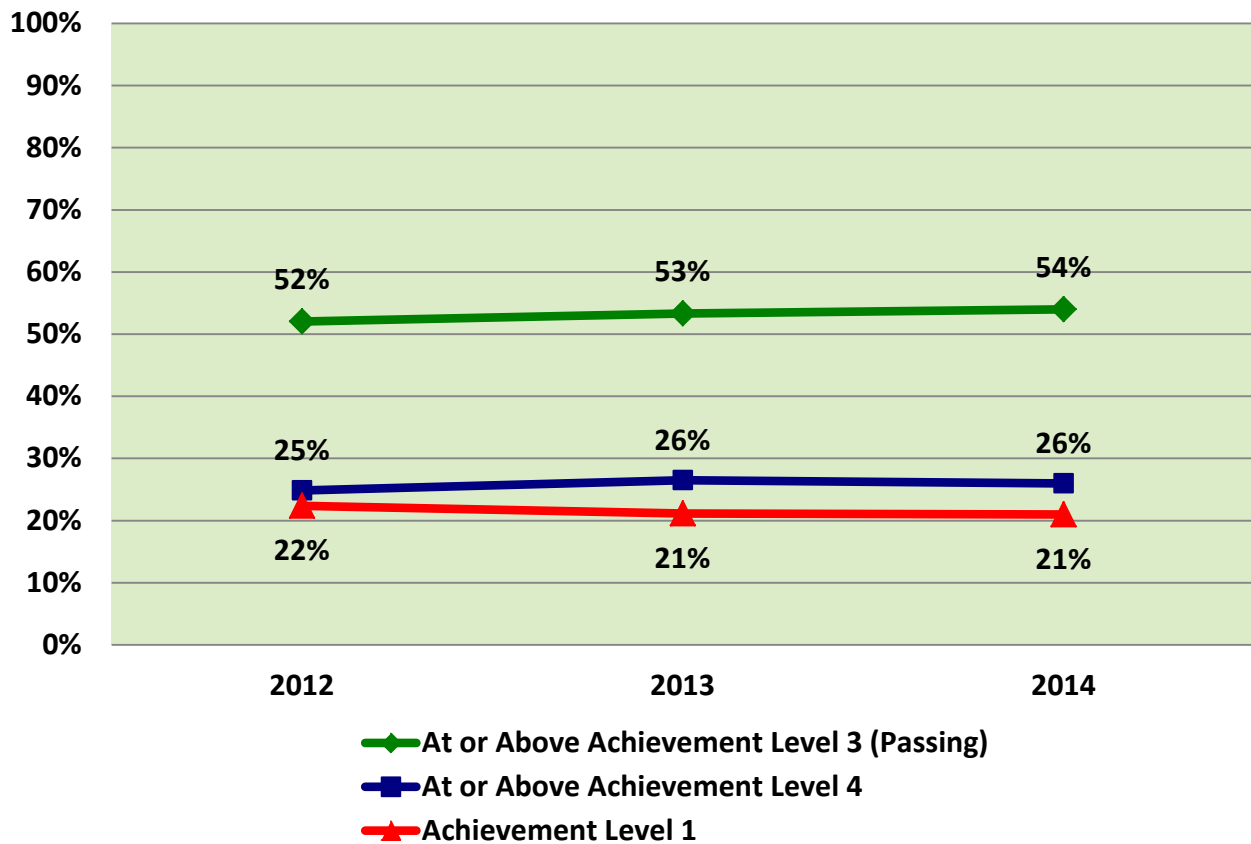
## Grades 5 and 8

### NOTES:

- 1) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's press packet. This is because of routine updates made subsequent to last year's FCAT 2.0 release.
- 2) For the implementation year of each FCAT 2.0 subject area, results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. This means that the 2012 FCAT 2.0 Science results were reported using the existing FCAT score scale and Achievement Levels because the achievement standards had not yet been established. The FCAT 2.0 Science score scale and Achievement Levels were established by the State Board of Education on December 12, 2012. The FCAT Equivalent Scores reported for the 2012 FCAT 2.0 Science assessment have been converted, or retrofitted, to the established FCAT 2.0 score scale and are provided in this media packet so that stakeholders and the general public are able to see what the results would have been if the established score scale and Achievement Levels had been approved and implemented at that time.



## Grade 5 FCAT 2.0 Science By Achievement Level

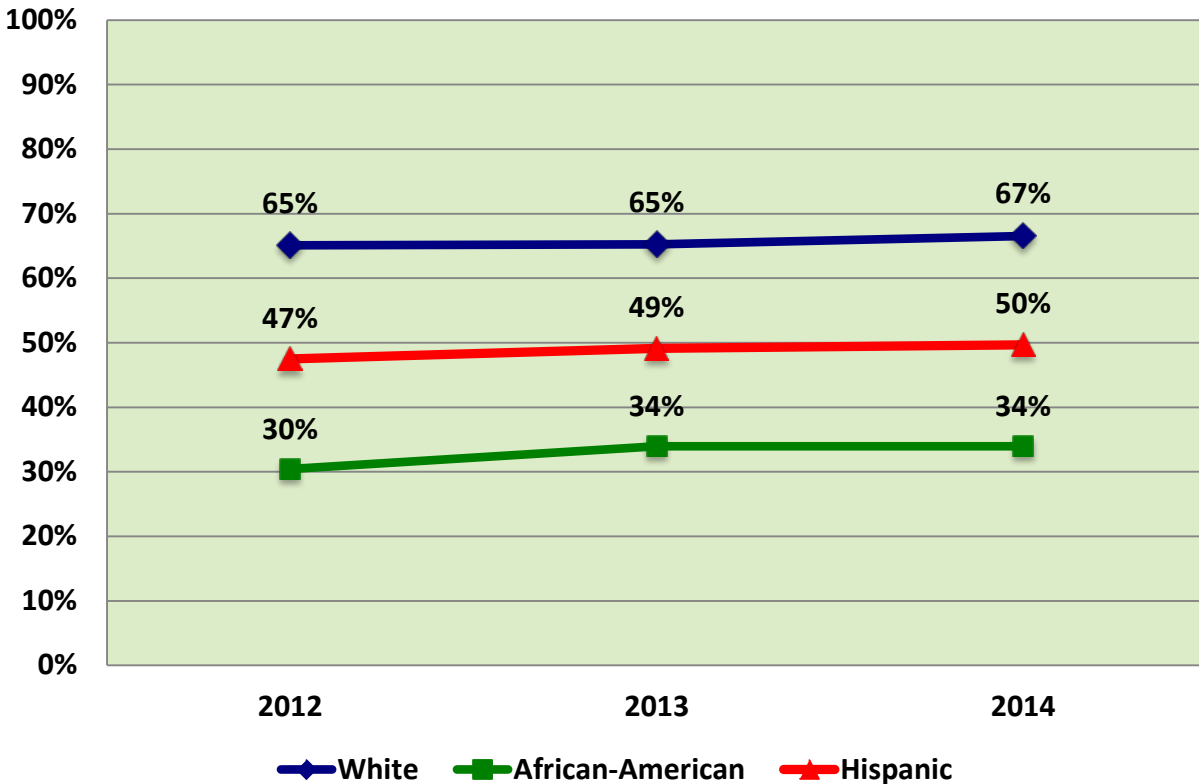


In 2014, Florida’s students in grade 5 improved on FCAT 2.0 Science. In comparison to 2013, the percentage of grade 5 students performing at or above Achievement Level 3 (Passing) increased 1 percentage point and the percentage performing at or above Achievement Level 4 and Achievement Level 1 remained consistent.

In 2014, 54 percent of students in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 53 percent in 2013 and 52 percent in 2012. In 2014, 26 percent of students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 26 percent in 2013 and an increase from 25 percent in 2012. In 2014, 21 percent of students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is equal to 21 percent in 2013 and a decrease from 22 percent in 2012.

Source: Bureau of K-12 Student Assessment  
Florida Department of Education, June 2014

## Grade 5 FCAT 2.0 Science At or Above Achievement Level 3 (Passing)

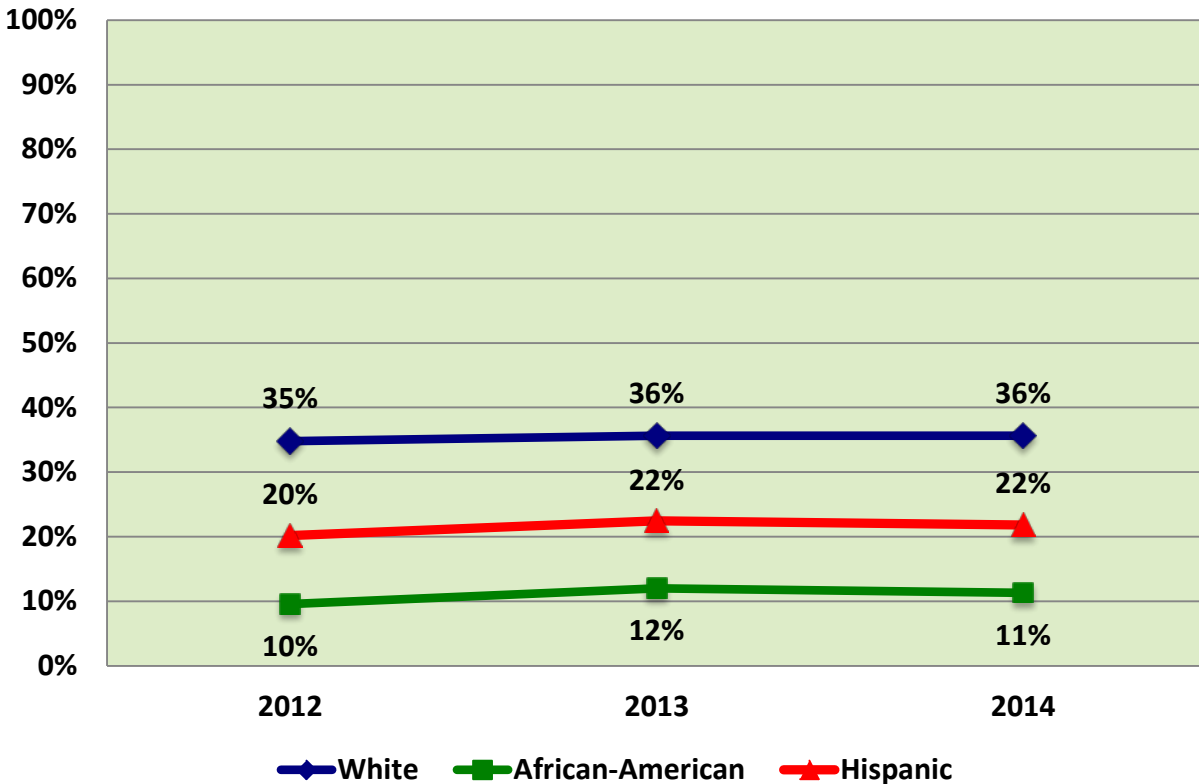


In 2014, the percentage of White and Hispanic students in grade 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science increased, with the performance of Hispanic students increasing by 1 percentage point and the performance of White students increasing by 2 percentage points.

In 2014, 67 percent of White students in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 65 percent in 2013 and 2012. In 2014, 50 percent of Hispanic students in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 49 percent in 2013 and 47 percent in 2012. In 2014, 34 percent of African-American students in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is equal to 34 percent in 2013 and an increase from 30 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 5 FCAT 2.0 Science At or Above Achievement Level 4

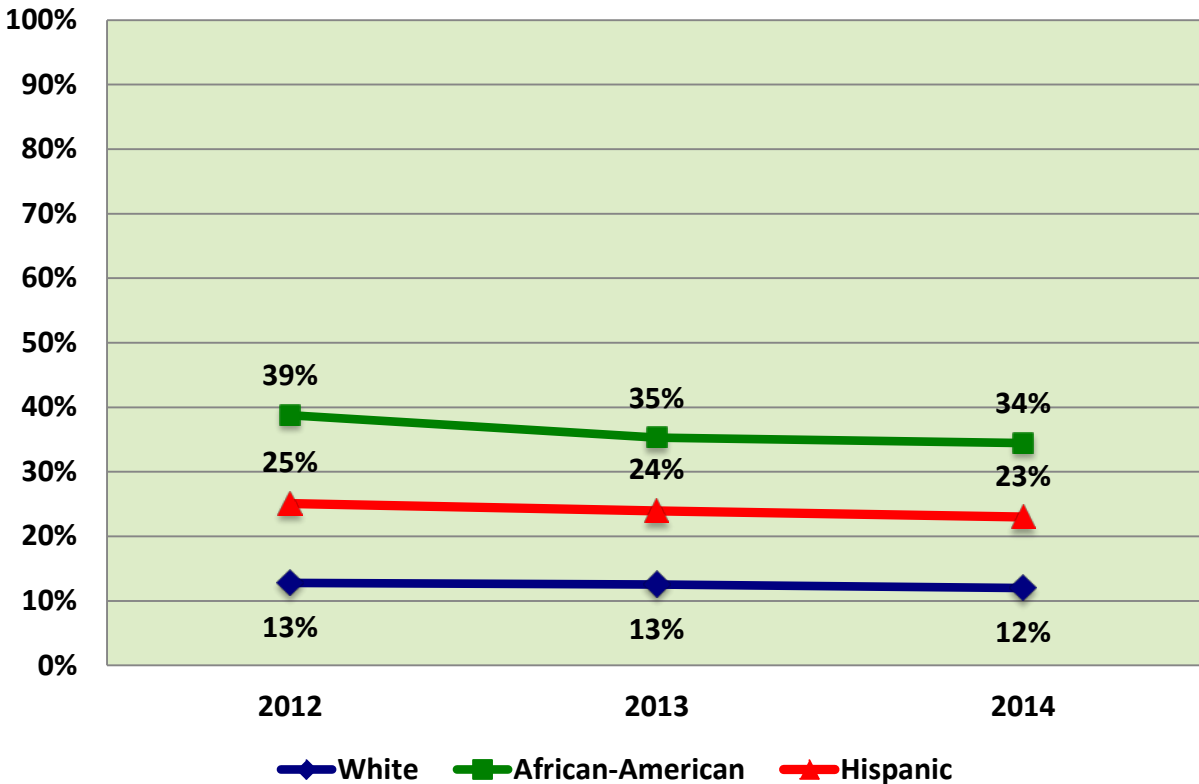


In 2014, the percentage of Hispanic and White students in grade 5 performing at or above Achievement Level 4 on FCAT 2.0 Science remained consistent in comparison to 2013, while African-American students' performance decreased 1 percentage point.

In 2014, 36 percent of White students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 36 percent in 2013 and an increase from 35 percent in 2012. In 2014, 22 percent of Hispanic students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 22 percent in 2013 and an increase from 20 percent in 2012. In 2014, 11 percent of African-American students in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is a decrease from 12 percent in 2013 and an increase from 10 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 5 FCAT 2.0 Science Achievement Level 1

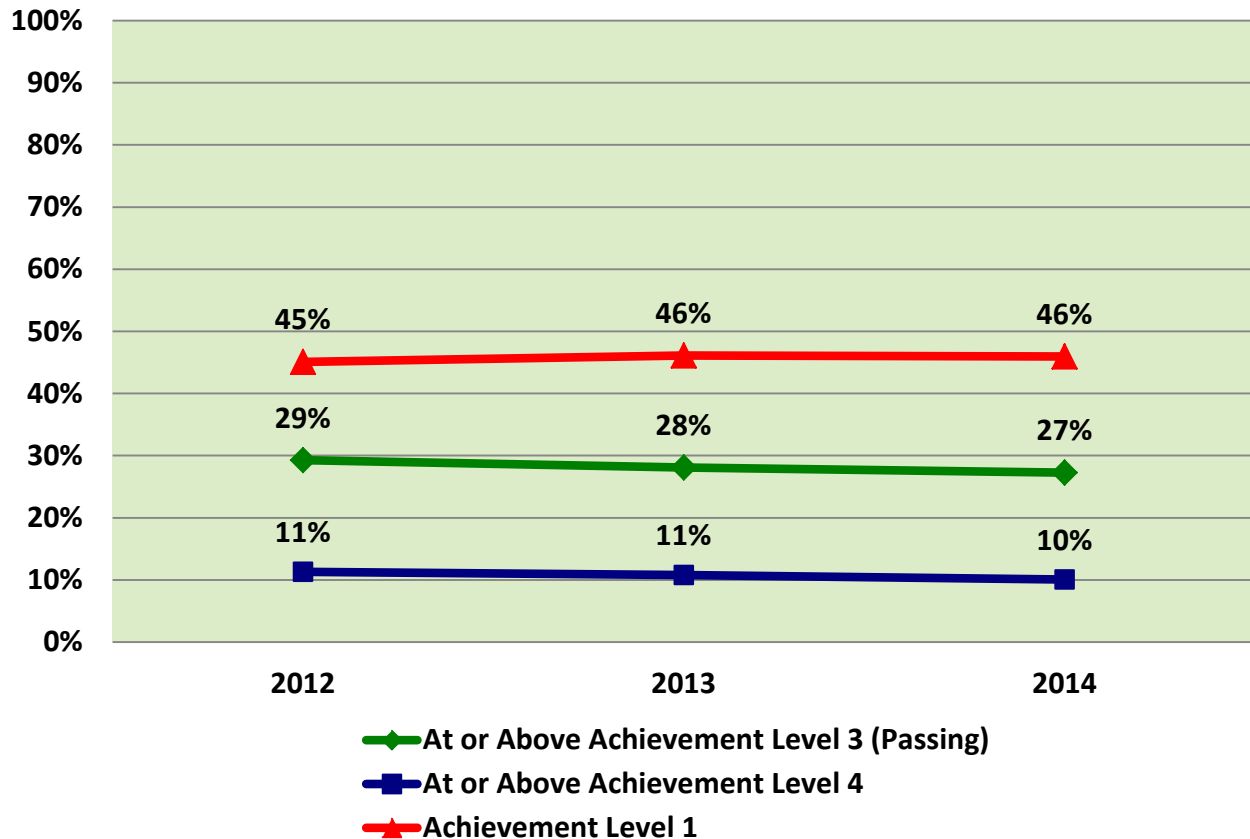


Overall, the percentage of African-American, White and Hispanic students in grade 5 performing at Achievement Level 1 on FCAT 2.0 Science decreased in comparison to 2013. Since 2012, the percentage of grade 5 African-American students performing at Achievement Level 1 has decreased 5 percentage points.

In 2014, 12 percent of White students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 13 percent in 2013 and 2012. In 2014, 23 percent of Hispanic students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 24 percent in 2013 and 25 percent in 2012. In 2014, 34 percent of African-American students in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 35 percent in 2013 and 39 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 5 FCAT 2.0 Science By Achievement Level Students with Disabilities

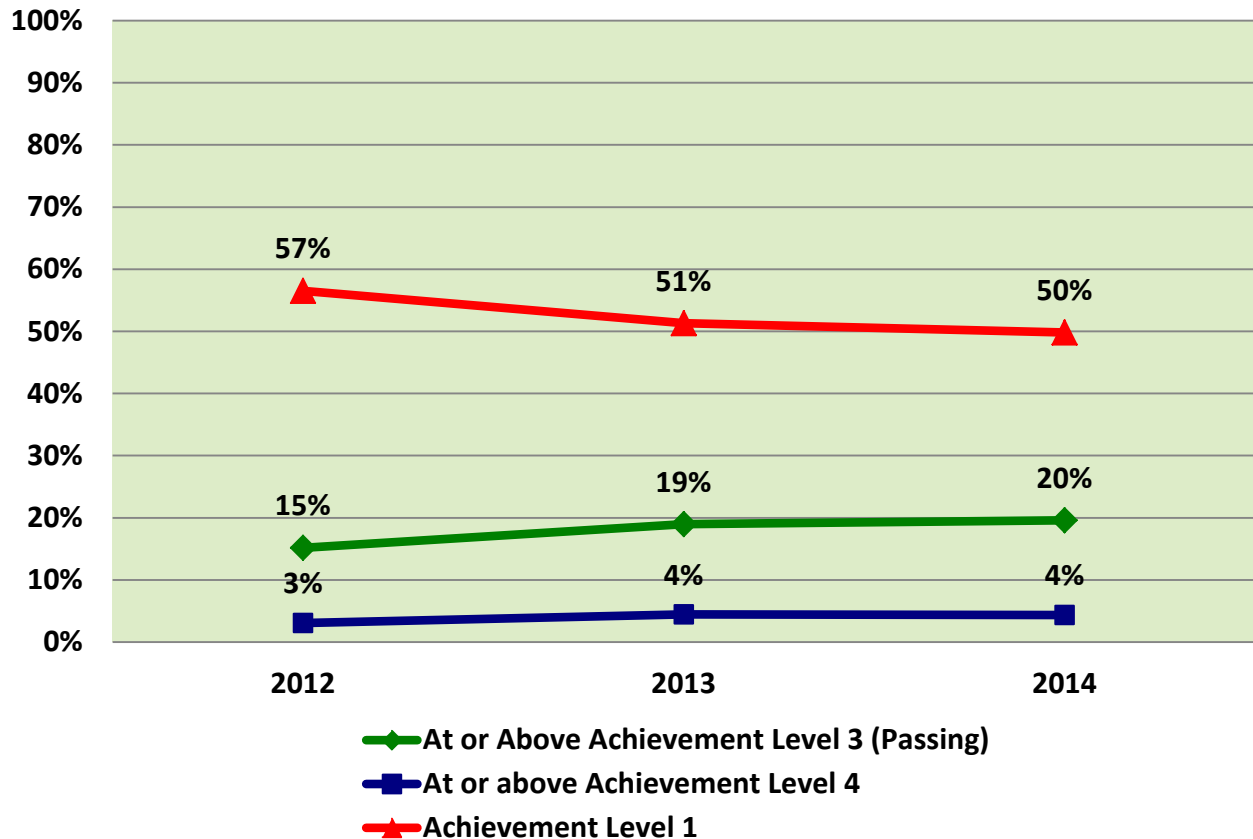


In 2014, the percentage of Students with Disabilities in grade 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science decreased in comparison to 2013.

In 2014, 27 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is a decrease from 28 percent in 2013 and 29 percent in 2012. In 2014, 10 percent of Students with Disabilities in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is a decrease from 11 percent in 2013 and 2012. In 2014, 46 percent of Students with Disabilities in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is equal to 46 percent in 2013 and an increase from 45 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

**Grade 5**  
**FCAT 2.0 Science**  
**By Achievement Level**  
**English Language Learners**

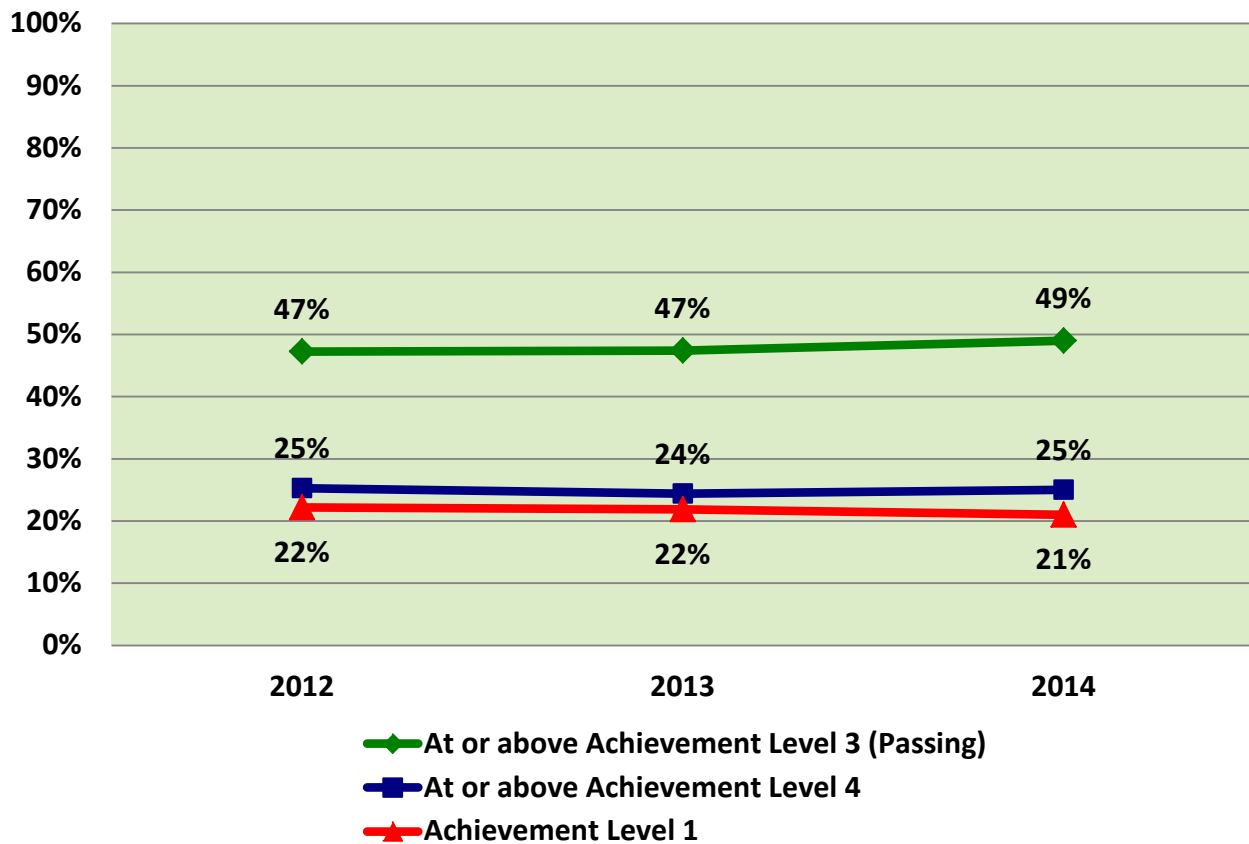


Since 2012, the percentage of English Language Learners in grade 5 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science has increased 5 percentage points, while the percentage performing at Achievement Level 1 has decreased 7 percentage points.

In 2014, 20 percent of English Language Learners in grade 5 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 19 percent in 2013 and 15 percent in 2012. In 2014, 4 percent of English Language Learners in grade 5 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is equal to 4 percent in 2013 and an increase from 3 percent in 2012. In 2014, 50 percent of English Language Learners in grade 5 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 51 percent in 2013 and 57 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 8 FCAT 2.0 Science By Achievement Level

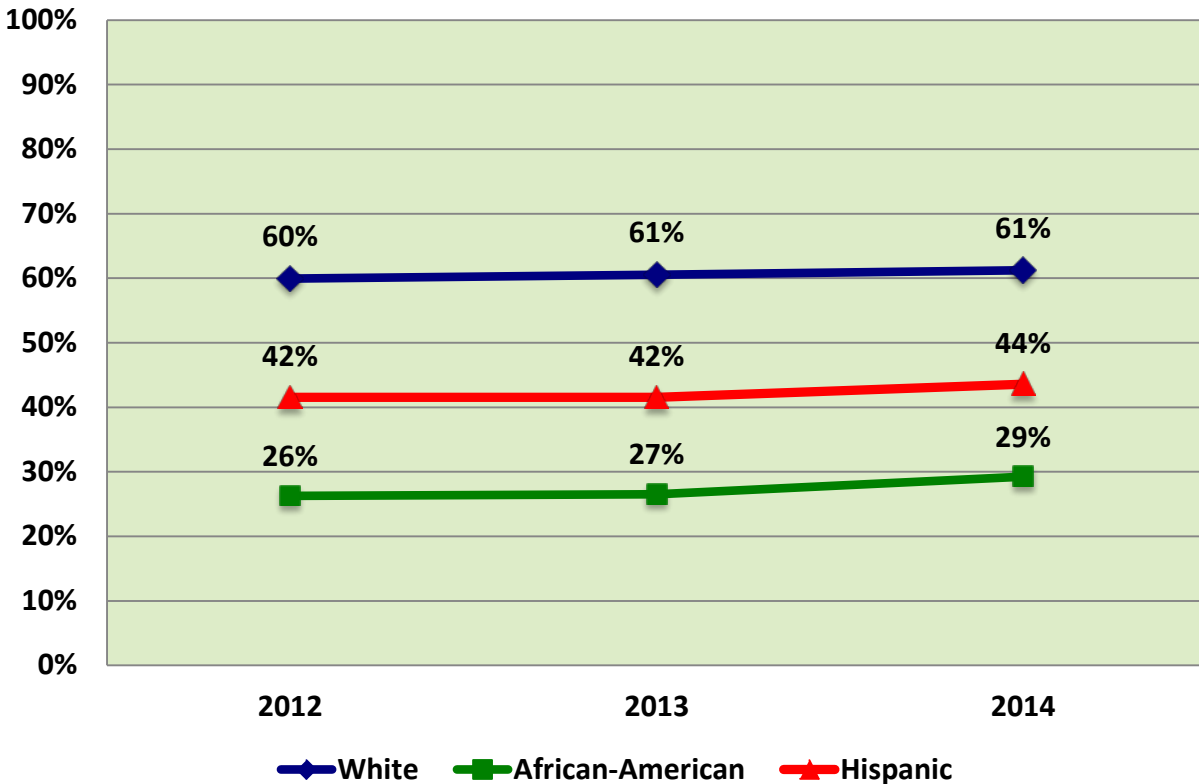


In comparison to 2013, the percentage of students in grade 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science increased 2 percentage points, the percentage performing at or above Achievement Level 4 increased 1 percentage point, and the percentage performing at Achievement Level 1 decreased 1 percentage point.

In 2014, 49 percent of students in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 47 percent in 2013 and 2012. In 2014, 25 percent of students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 24 percent in 2013 and consistent with 25 percent in 2012. In 2014, 21 percent of students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 22 percent in 2013 and 2012.

Source: Bureau of K-12 Student Assessment  
Florida Department of Education, June 2014

## Grade 8 FCAT 2.0 Science At or Above Achievement Level 3 (Passing)



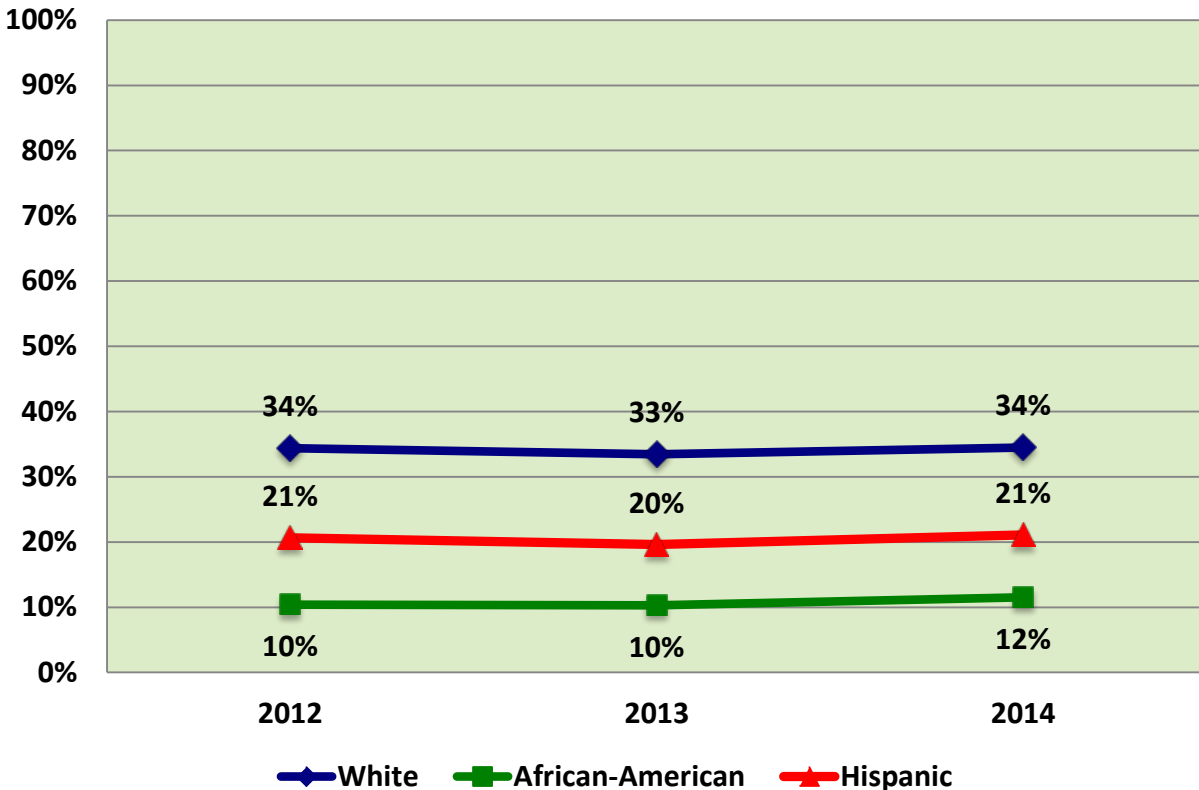
In 2014, the percentage of Hispanic and African-American students in grade 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science increased 2 percentage points in comparison to 2013, narrowing the achievement gap with grade 8 White students.

In 2014, 61 percent of White students in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is equal to 61 percent in 2013 and an increase from 60 percent in 2012. In 2014, 44 percent of Hispanic students in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 42 percent in 2013 and 2012. In 2014, 29 percent of African-American students in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 27 percent in 2013 and 26 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grade 8 FCAT 2.0 Science At or Above Achievement Level 4

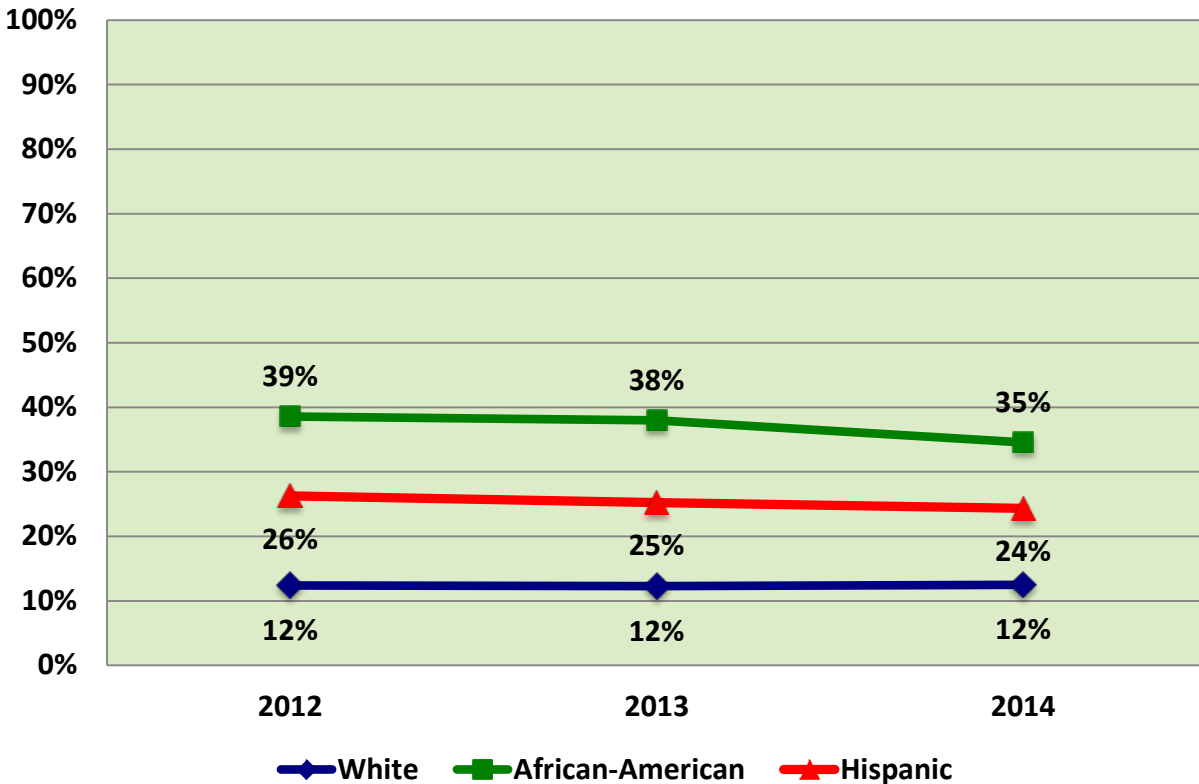


Overall, the percentage of African-American, White and Hispanic students in grade 8 performing at or above Achievement Level 4 on FCAT 2.0 Science increased in comparison to 2013.

In 2014, 34 percent of White students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 33 percent in 2013 and equal to 34 percent in 2012. In 2014, 21 percent of Hispanic students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 20 percent in 2013 and consistent with 21 percent in 2012. In 2014, 12 percent of African-American students in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 10 percent in 2013 and 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 8 FCAT 2.0 Science Achievement Level 1

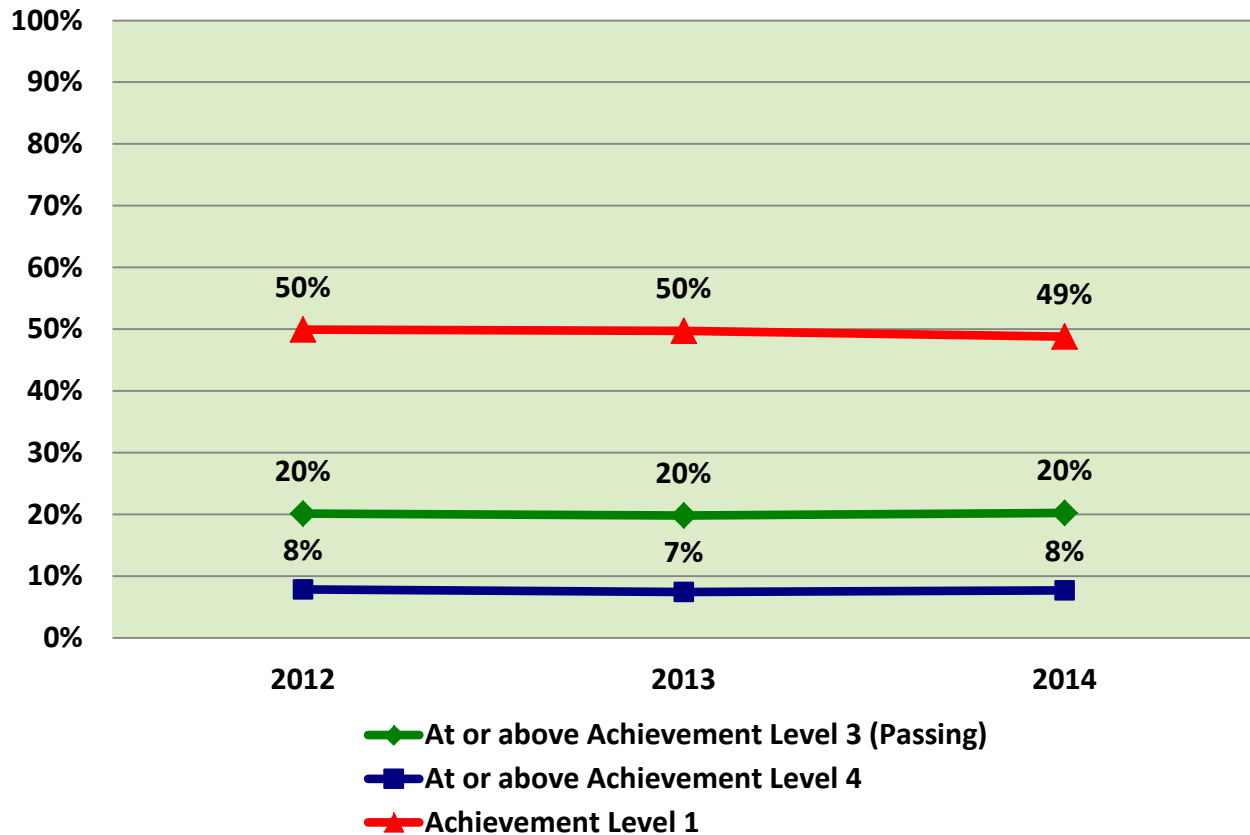


In 2014, the percentage of African-American and Hispanic students in grade 8 performing at Achievement Level 1 on FCAT 2.0 Science decreased by 3 percentage points and 1 percentage point, respectively, in comparison to 2013.

In 2014, 12 percent of White students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is equal to 12 percent in 2013 and 2012. In 2014, 24 percent of Hispanic students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 25 percent in 2013 and 26 percent in 2012. In 2014, 35 percent of African-American students in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 38 percent in 2013 and 39 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grade 8 FCAT 2.0 Science By Achievement Level Students with Disabilities

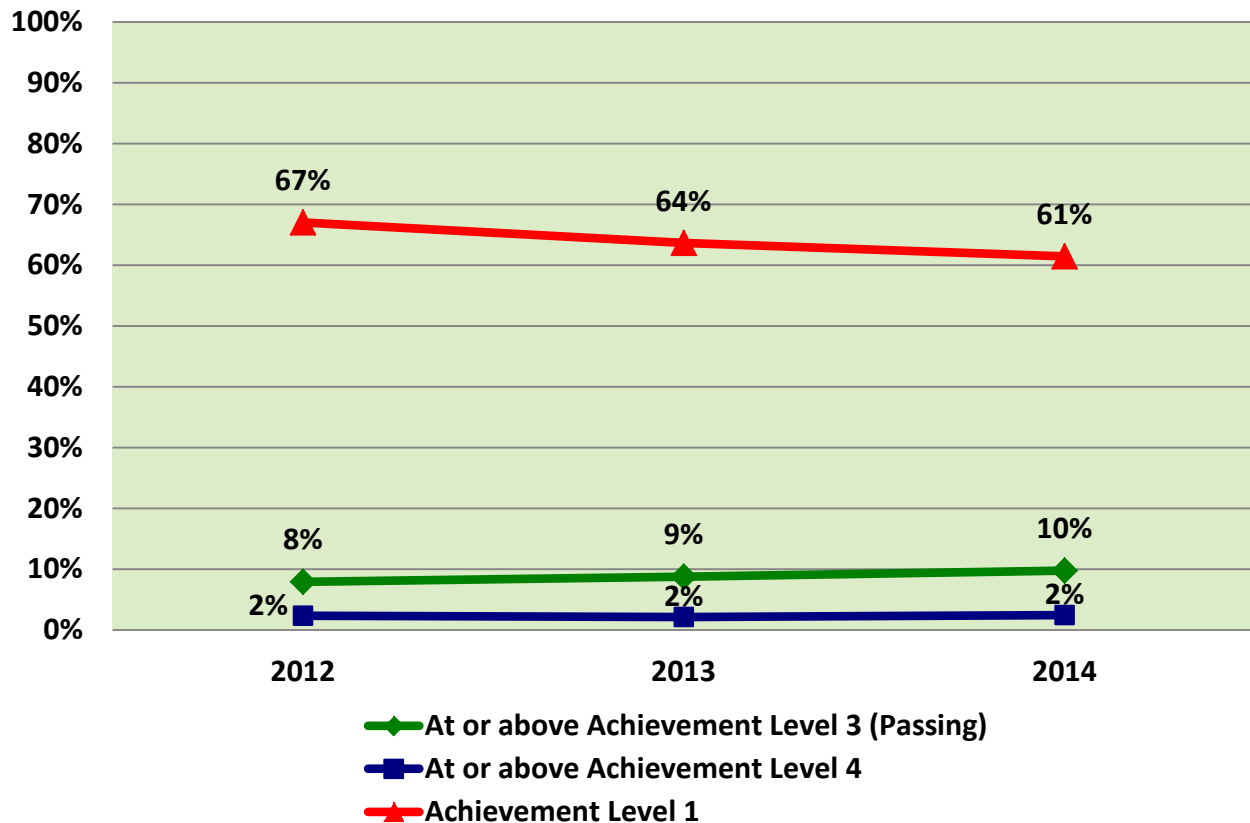


In 2014, the percentage of Students with Disabilities in grade 8 performing at or above Achievement Level 4 on FCAT 2.0 Science increased 1 percentage point in comparison to 2013, while the percentage scoring at Achievement Level 1 decreased by 1 percentage point.

In 2014, 20 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is consistent with 20 percent in 2013 and 2012. In 2014, 8 percent of Students with Disabilities in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is an increase from 7 percent in 2013 and equal to 8 percent in 2012. In 2014, 49 percent of Students with Disabilities in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 50 percent in 2013 and 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

**Grade 8**  
**FCAT 2.0 Science**  
**By Achievement Level**  
**English Language Learners**



In 2014, the percentage of English Language Learners in grade 8 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science increased 1 percentage point in comparison to 2013. In addition, the percentage of English Language Learners in grade 8 performing at Achievement Level 1 on FCAT 2.0 Science decreased 3 percentage points in comparison to 2013, which is a decrease of 6 percentage points since 2012.

In 2014, 10 percent of English Language Learners in grade 8 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Science. This is an increase from 9 percent in 2013 and 8 percent in 2012. In 2014, 2 percent of English Language Learners in grade 8 were performing at or above Achievement Level 4 on FCAT 2.0 Science. This is consistent with 2 percent in 2013 and 2012. In 2014, 61 percent of English Language Learners in grade 8 were performing at Achievement Level 1 on FCAT 2.0 Science. This is a decrease from 64 percent in 2013 and 67 percent in 2012.

Source: K20 Education Data Warehouse  
Florida Department of Education, June 2014

## Statewide Comparison Report

### FCAT 2.0 Science

### 2012 to 2014

Grade	Year <sup>1</sup>	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level <sup>2</sup>					Percentage Passing (Level 3 and Above)
				1	2	3	4	5	
5	2012	199,164	200	22	26	27	12	12	52
	2013	195,131	201	21	26	27	12	14	53
	2014	195,645	201	21	25	28	13	13	54
8	2012	193,401	200	22	31	22	13	12	47
	2013	195,685	200	22	31	23	13	11	47
	2014	197,210	201	21	30	23	14	12	49

Source: Bureau of K-12 Student Assessment  
Florida Department of Education, June 2014

<sup>1</sup> In spring 2012, FCAT 2.0 Science was administered for the first time, and results were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. The 2012 scores have been converted, or retrofitted, to the established FCAT 2.0 Science score scale so that stakeholders and the general public are able to see what the results would have been if the score scale and Achievement Levels had been approved and implemented at that time.

<sup>2</sup> Percentages may not add to 100 due to rounding.

## Grade 5

### FCAT 2.0 Science Results

#### Percentage Comparison by District

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	53	54	1
ALACHUA	59	59	0
BAKER	37	41	4
BAY	49	50	1
BRADFORD	43	46	3
BREVARD	62	62	0
BROWARD	49	49	0
CALHOUN	63	61	-2
CHARLOTTE	56	53	-3
CITRUS	51	57	6
CLAY	62	62	0
COLLIER	52	53	1
COLUMBIA	50	59	9
MIAMI DADE	51	51	0
DESOTO	40	26	-14
DIXIE	45	59	14
DUVAL	51	53	2
ESCAMBIA	59	53	-6
FLAGLER	49	54	5
FRANKLIN	56	57	1
GADSDEN	47	43	-4
GILCHRIST	57	56	-1
GLADES	41	49	8
GULF	47	49	2
HAMILTON	41	30	-11
HARDEE	44	48	4
HENDRY	43	42	-1
HERNANDO	50	53	3
HIGHLANDS	43	40	-3
HILLSBOROUGH	52	56	4
HOLMES	39	53	14
INDIAN RIVER	47	47	0
JACKSON	61	57	-4
JEFFERSON	32	26	-6
LAFAYETTE	48	40	-8
LAKE	49	51	2
LEE	53	53	0
LEON	53	60	7
LEVY	49	40	-9

## Grade 5

### FCAT 2.0 Science Results

#### Percentage Comparison by District

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
<b>STATEWIDE</b>	<b>53</b>	<b>54</b>	<b>1</b>
LIBERTY	40	56	16
MADISON	29	30	1
MANATEE	45	50	5
MARION	55	52	-3
MARTIN	60	57	-3
MONROE	63	60	-3
NASSAU	63	67	4
OKALOOSA	63	62	-1
OKEECHOBEE	37	40	3
ORANGE	55	57	2
OSCEOLA	51	52	1
PALM BEACH	60	57	-3
PASCO	49	52	3
PINELLAS	49	55	6
POLK	45	47	2
PUTNAM	37	39	2
ST JOHNS	71	72	1
ST LUCIE	47	45	-2
SANTA ROSA	62	62	0
SARASOTA	64	66	2
SEMINOLE	63	64	1
SUMTER	61	60	-1
SUWANNEE	35	45	10
TAYLOR	52	48	-4
UNION	42	52	10
VOLUSIA	61	62	1
WAKULLA	55	59	4
WALTON	59	56	-3
WASHINGTON	45	48	3

Source: Bureau of K-12 Student Assessment  
Florida Department of Education, June 2014

**Grade 8**  
**FCAT 2.0 Science Results**  
**Percentage Comparison by District**

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	47	49	2
ALACHUA	51	49	-2
BAKER	48	41	-7
BAY	45	48	3
BRADFORD	33	40	7
BREVARD	60	57	-3
BROWARD	46	47	1
CALHOUN	52	52	0
CHARLOTTE	47	44	-3
CITRUS	53	55	2
CLAY	52	57	5
COLLIER	46	50	4
COLUMBIA	42	40	-2
MIAMI-DADE	42	44	2
DESOTO	30	29	-1
DIXIE	50	50	0
DUVAL	45	47	2
ESCAMBIA	42	45	3
FLAGLER	44	49	5
FRANKLIN	51	49	-2
GADSDEN	17	32	15
GILCHRIST	69	57	-12
GLADES	31	49	18
GULF	47	44	-3
HAMILTON	16	14	-2
HARDEE	30	33	3
HENDRY	29	36	7
HERNANDO	51	47	-4
HIGHLANDS	41	37	-4
HILLSBOROUGH	45	46	1
HOLMES	37	39	2
INDIAN RIVER	50	51	1
JACKSON	52	53	1
JEFFERSON	8	11	3
LAFAYETTE	50	47	-3
LAKE	47	47	0
LEE	48	48	0
LEON	53	58	5
LEVY	44	41	-3



**Grade 8**  
**FCAT 2.0 Science Results**  
**Percentage Comparison by District**

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	47	49	2
LIBERTY	41	48	7
MADISON	17	36	19
MANATEE	48	47	-1
MARION	42	41	-1
MARTIN	52	58	6
MONROE	55	58	3
NASSAU	54	60	6
OKALOOSA	65	63	-2
OKEECHOBEE	34	35	1
ORANGE	47	49	2
OSCEOLA	39	42	3
PALM BEACH	49	51	2
PASCO	48	52	4
PINELLAS	48	47	-1
POLK	37	39	2
PUTNAM	33	35	2
ST. JOHNS	70	74	4
ST. LUCIE	44	46	2
SANTA ROSA	60	64	4
SARASOTA	59	59	0
SEMINOLE	59	59	0
SUMTER	51	50	-1
SUWANNEE	41	42	1
TAYLOR	43	50	7
UNION	49	57	8
VOLUSIA	51	55	4
WAKULLA	61	59	-2
WALTON	53	58	5
WASHINGTON	47	52	5

Source: Bureau of K-12 Student Assessment  
Florida Department of Education, June 2014

The Spring 2014 Grades 3-10 FCAT 2.0 Reading, Mathematics and Science Press Releases  
may be accessed at [http://www.fldoe.org/news/2014/2014\\_06\\_06.asp](http://www.fldoe.org/news/2014/2014_06_06.asp).

2014

**FLORIDA END-OF-COURSE ASSESSMENTS  
ALGEBRA 1, GEOMETRY, BIOLOGY 1  
AND  
U.S. HISTORY**



# Florida End-of-Course Assessments

## Grades 6-12

The Florida End-of-Course (EOC) Assessments are computer-based, criterion-referenced tests that measure the *Next Generation Sunshine State Standards* (NGSSS) for specific courses, as outlined in their course descriptions. The first assessment to begin the transition to EOC testing in Florida was the Algebra 1 EOC Assessment in spring 2011. Geometry and Biology 1 EOC Assessments were administered for the first time in spring 2012; the U.S. History EOC Assessment was administered for the first time in spring 2013; and the Civics EOC Assessment was administered for the first time in spring 2014. Next year, Florida will transition to new end-of-course assessments designed to measure students' mastery of the new Florida Standards in Mathematics. These new assessments will replace the current EOC assessments administered in mathematics (Algebra 1 and Geometry). The Biology 1, U.S. History and Civics EOC Assessments will continue to be administered next school year, and retake administrations of the NGSSS Algebra 1 and Geometry EOC Assessments will be offered for graduation and course completion purposes. During the first year of implementation, each new EOC assessment is administered only in the spring. Currently, after the initial spring administration, each EOC assessment is also administered in the summer, fall and winter.

Student results in this media packet include the combined results for the test administrations offered throughout the school year. These assessments are outlined on the notes pages preceding each subject area's section. In addition, student performance in this media packet represents only student results for first-time test takers during the school year.

The success a student has achieved with the NGSSS assessed by the EOC assessments is indicated by Achievement Levels that range from 1 (lowest) to 5 (highest). Achievement Levels are established by the State Board of Education after the first statewide test administration and a standard-setting process that includes educator and stakeholder input. U.S. History EOC Assessment Achievement Levels were established by the State Board on January 21, 2014. Student performance on the initial year of each EOC assessment presented in this media packet is reported using the adopted Achievement Level standards. This was done so stakeholders can compare school years and see how students would have performed if the Achievement Levels had been established at that time.

For the Civics EOC Assessment, students received a score on a scale of 20-80. This scale, which is only used for the first statewide test administration of each EOC assessment, is a special scale known as a T-score scale, and the score that students receive is called a T score. This information is not presented in this media packet but can be accessed on the department's website at <http://fcats.fldoe.org/mediapacket/2014/pdf/2014UEOCR.pdf>.

For more information about EOC assessments, please visit <http://fcats.fldoe.org/eoc/>.

The Achievement Level definitions that apply to EOC assessments are provided below, along with the cut scores that define the Achievement Levels for each EOC assessment. The State Board has established the minimum score in Achievement Level 3 as the passing score for all EOC assessments.

- Level 5:** Students at this level demonstrate mastery of the most challenging content of the *Next Generation Sunshine State Standards*.
- Level 4:** Students at this level demonstrate an above satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 3:** Students at this level demonstrate a satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 2:** Students at this level demonstrate a below satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 1:** Students at this level demonstrate an inadequate level of success with the challenging content of the *Next Generation Sunshine State Standards*.

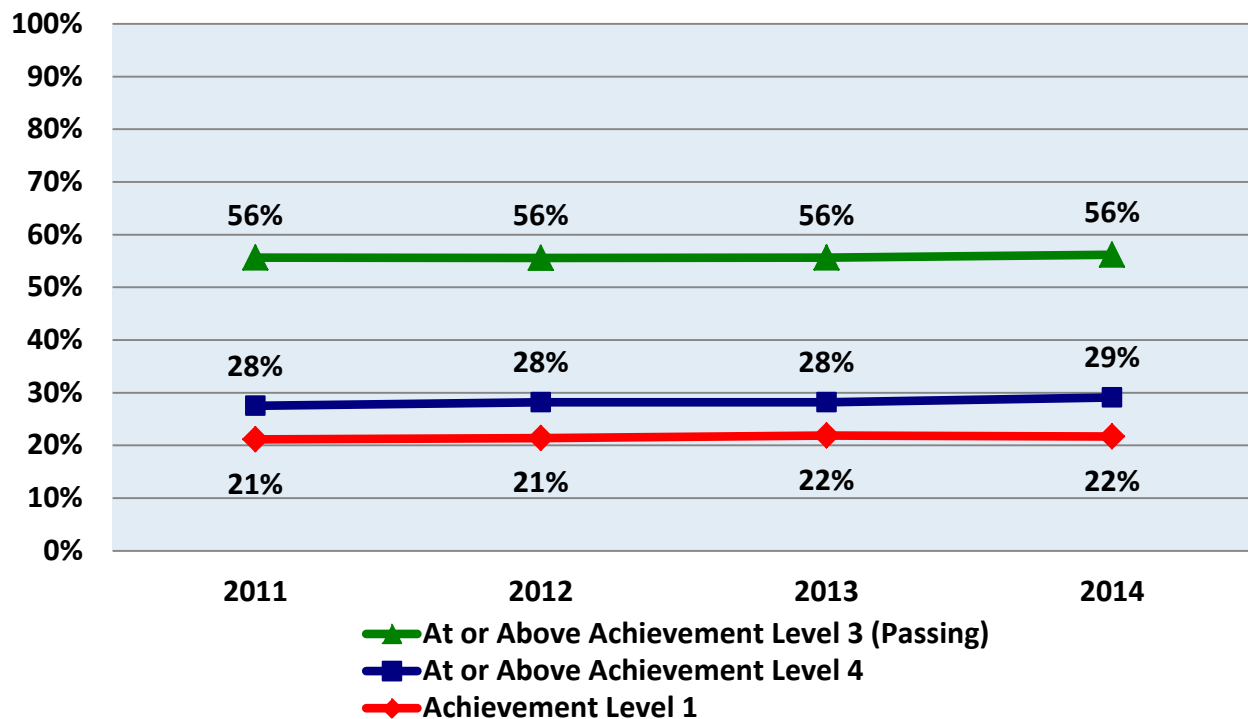
**Achievement Levels for the Florida EOC Assessment Scale Scores (325 to 475)**

Assessment	Level 1	Level 2	Level 3 (Passing)	Level 4	Level 5
<b>Algebra 1</b>	325-374	375-398	399-424	425-436	437-475
<b>Geometry</b>	325-369	370-395	396-417	418-433	434-475
<b>Biology 1</b>	325-368	369-394	395-420	421-430	431-475
<b>U.S. History</b>	325-377	378-396	397-416	417-431	432-475

For the statewide assessment of mathematics in 2013 and 2014, middle school students may have taken a mathematics EOC assessment only, the FCAT 2.0 Mathematics assessment for their grade level only, or both. The chart on the following page provides information on the performance of all middle school students who took a statewide mathematics assessment, regardless of the type of assessment taken.

The Spring 2014 Florida EOC Assessments Press Releases may be accessed at [http://www.fldoe.org/news/2014/2014\\_06\\_13.asp](http://www.fldoe.org/news/2014/2014_06_13.asp).

## Grades 6-8, All Mathematics Assessments Algebra 1 EOC, Geometry EOC and FCAT 2.0 Mathematics By Achievement Level



Overall, the performance of students in grades 6, 7 and 8 at or above Achievement Level 3 (Passing) on all mathematics assessments, which include the Algebra 1 EOC, Geometry EOC and FCAT 2.0 Mathematics Assessments, has remained consistent since 2011. Over that same period of time, the percentage of students in grades 6, 7 and 8 performing at or above Achievement Level 4 and at Achievement Level 1 on all mathematics assessments has increased 1 percentage point.

In 2014, 56 percent of students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC, Geometry EOC and FCAT 2.0 Mathematics Assessments. This is equal to 56 percent in 2013, 2012 and 2011. In 2014, 29 percent of students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Algebra 1 EOC, Geometry EOC and FCAT 2.0 Mathematics Assessments. This is an increase from 28 percent in 2013, 2012 and 2011. In 2014, 22 percent of students in grades 6, 7 and 8 performed at Achievement Level 1 on the Algebra 1 EOC, Geometry EOC and FCAT 2.0 Mathematics Assessments. This is equal to 22 percent in 2013 and an increase from 21 percent in 2012 and 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

# Algebra 1 EOC Assessment

## Grades 6-12

### 2014 School Year

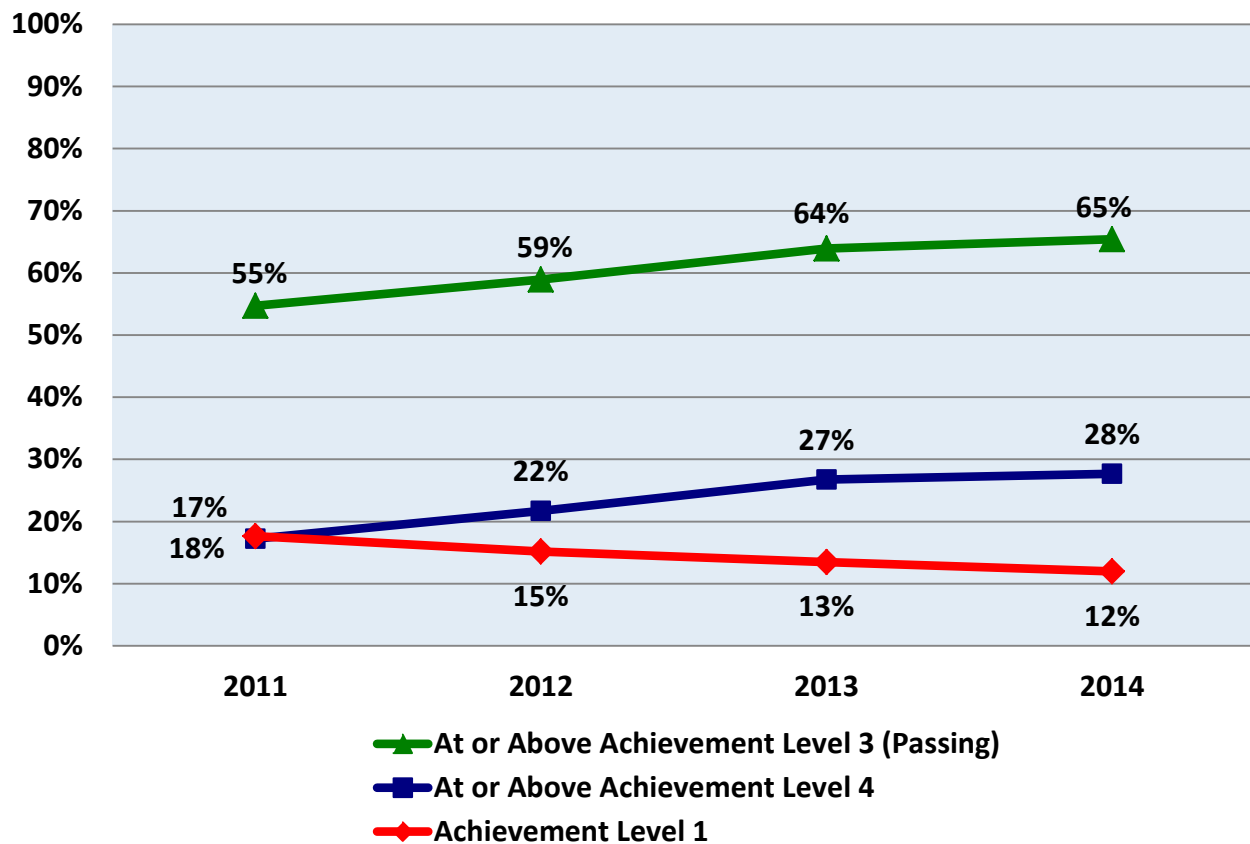
**NOTES:**

- 1) Student performance on the 2011 Algebra 1 EOC Assessment presented in this media packet is reported using the Achievement Levels established by the State Board of Education in December 2011. This was done so stakeholders can compare school years and see how students would have performed if the Achievement Levels had been established in 2011.
- 2) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's media packet. This is because of the inclusion of summer 2013 results and routine updates made to student data subsequent to last year's release.
- 3) Algebra 1 student performance in this media packet includes student results for all first-time test takers for each administration during each school year.

School Year	Administrations
2010-11	Spring
2011-12	Winter, Spring, Summer
2012-13	Winter, Spring, Summer
2013-14	Fall, Winter, Spring (Summer not yet administered)



## Grades 6-12 Algebra 1 EOC Assessment By Achievement Level

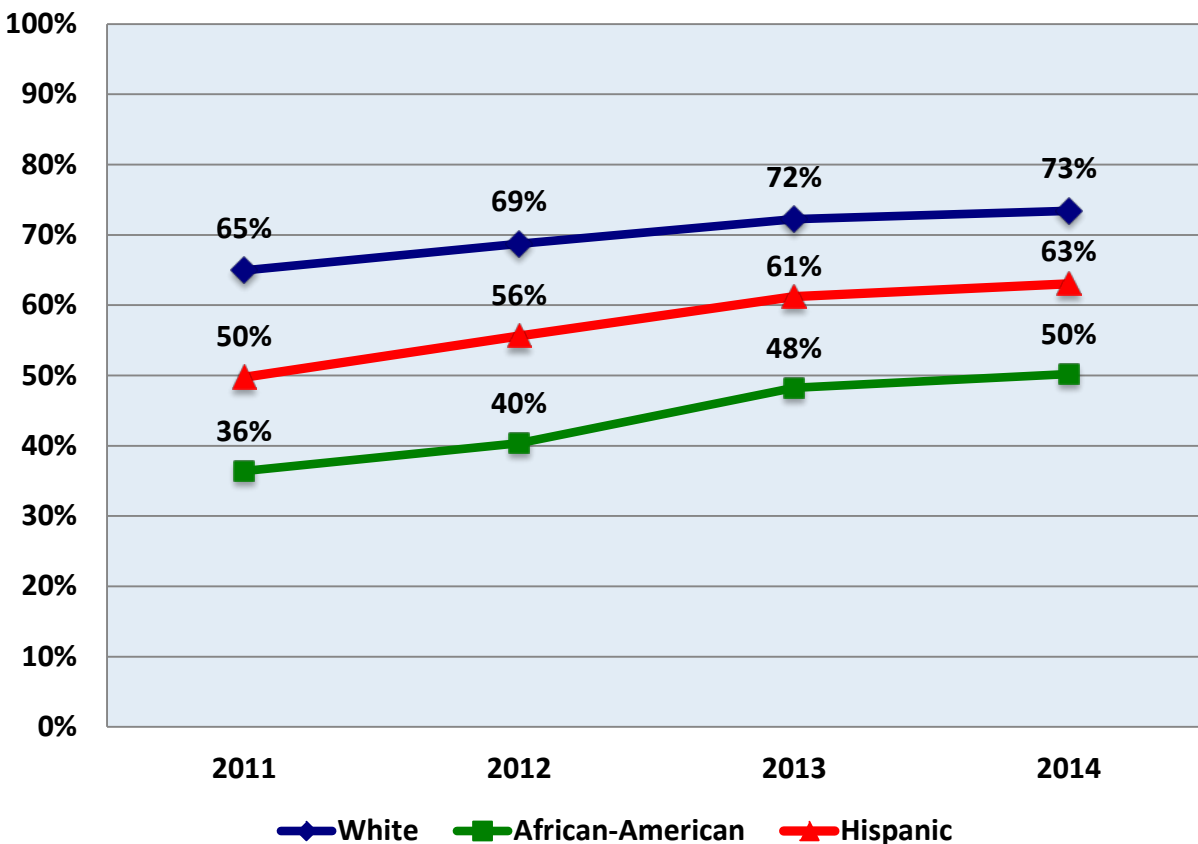


Overall, students in grades 6-12 performing at or above Achievement Level 3 (Passing) improved 10 percentage points on the Algebra 1 EOC Assessment since 2011. The percentage of students in grades 6-12 performing at or above Achievement Level 4 improved 11 percentage points since 2011, while the percentage of students performing at Achievement Level 1 has improved (decreased) by 6 percentage points over the same period of time.

In 2014, 65 percent of students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 64 percent in 2013, 59 percent in 2012 and 55 percent in 2011. In 2014, 28 percent of students in grades 6-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is an increase from 27 percent in 2013, 22 percent in 2012 and 17 percent in 2011. In 2014, 12 percent of students in grades 6-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 13 percent in 2013, 15 percent in 2012 and 18 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Algebra 1 EOC Assessment At or Above Achievement Level 3 (Passing)



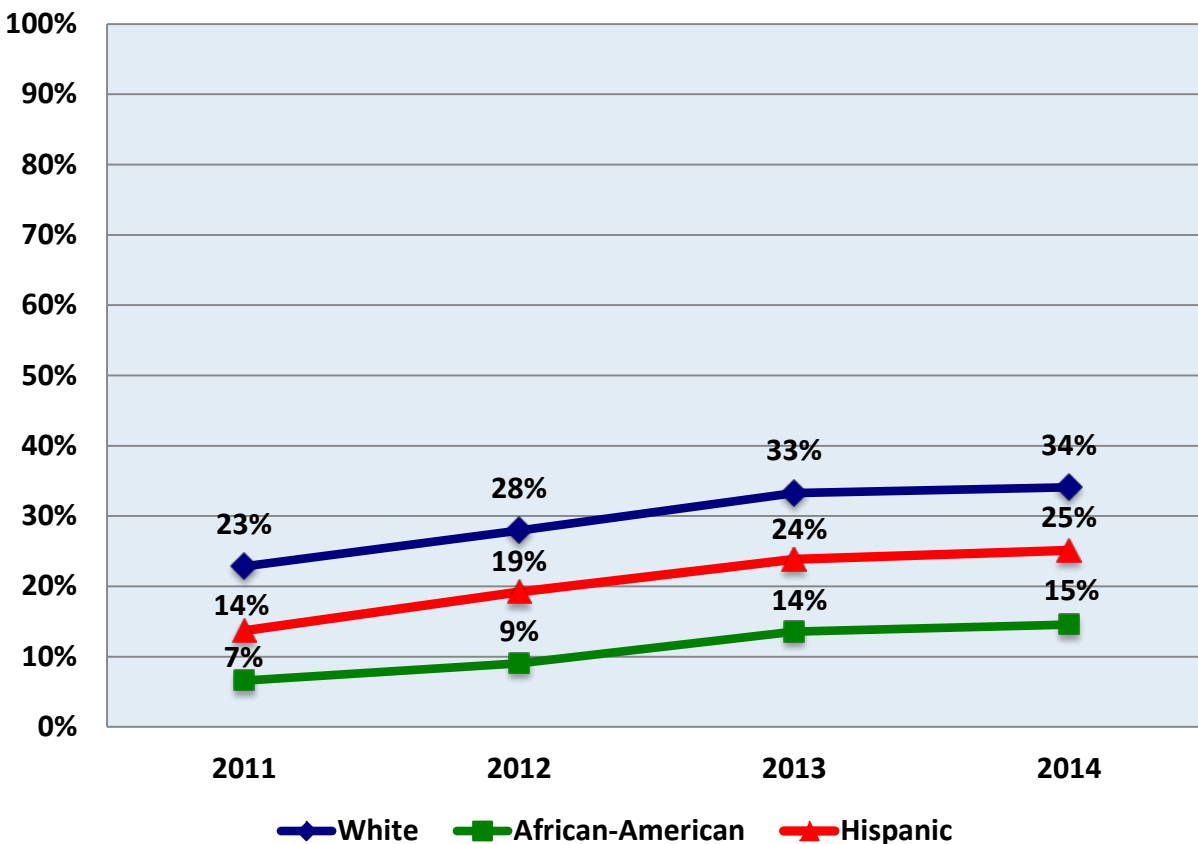
African-American students in grades 6-12 continue to close the achievement gap with White students on the Algebra 1 EOC Assessment. Since 2011, African-American students have improved 14 percentage points, Hispanic students improved 13 percentage points, and White students have improved 8 percentage points.

In 2014, 73 percent of White students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 72 percent in 2013, 69 percent in 2012 and 65 percent in 2011. In 2014, 50 percent of African-American students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 48 percent in 2013, 40 percent in 2012 and 36 percent in 2011. In 2014, 63 percent of Hispanic students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 61 percent in 2013, 56 percent in 2012 and 50 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 6-12 Algebra 1 EOC Assessment At or Above Achievement Level 4

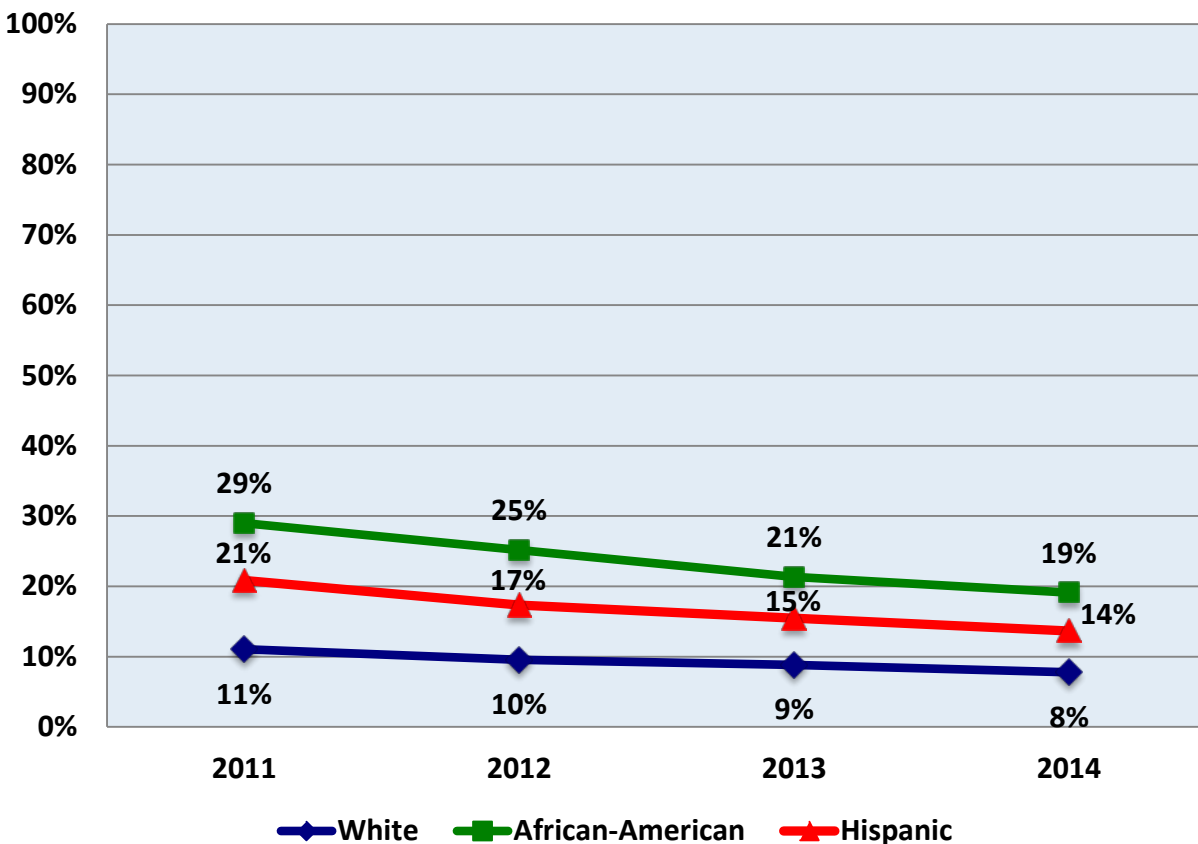


African-American, Hispanic and White students in grades 6-12 performing at or above Achievement Level 4 on the Algebra 1 EOC Assessment increased 1 percentage point in 2014 compared to 2013.

In 2014, 34 percent of White students in grades 6-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is an increase from 33 percent in 2013, 28 percent in 2012 and 23 percent in 2011. In 2014, 15 percent of African-American students in grades 6-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is an increase from 14 percent in 2013, 9 percent in 2012 and 7 percent in 2011. In 2014, 25 percent of Hispanic students in grades 6-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is an increase from 24 percent in 2013, 19 percent in 2012 and 14 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Algebra 1 EOC Assessment Achievement Level 1

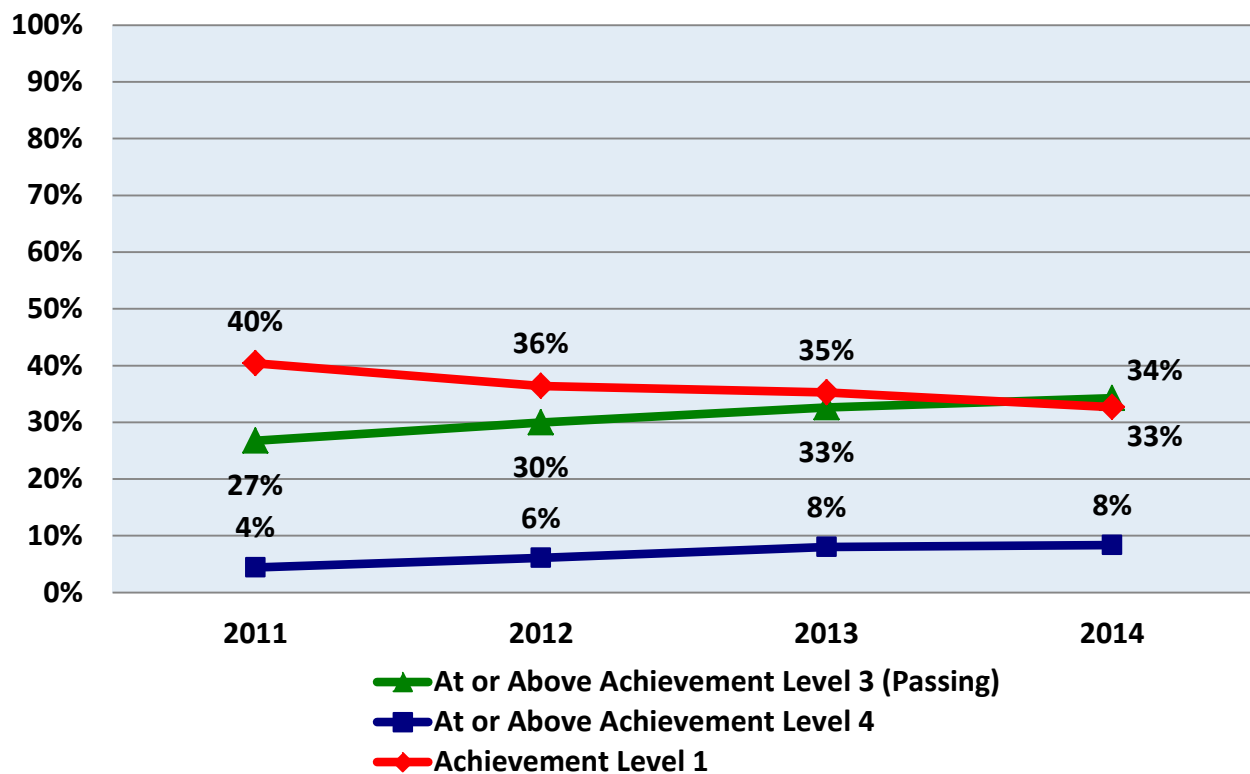


The percentage of African-American students performing at Achievement Level 1 on the Algebra 1 EOC Assessment has improved (decreased) 10 percentage points since 2011. Over the same period of time, the percentage of Hispanic students performing at Achievement Level 1 improved (decreased) 7 percentage points, and White students performing at Achievement Level 1 improved (decreased) 3 percentage points.

In 2014, 8 percent of White students in grades 6-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 9 percent in 2013, 10 percent in 2012 and 11 percent in 2011. In 2014, 19 percent of African-American students in grades 6-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 21 percent in 2013, 25 percent in 2012 and 29 percent in 2011. In 2014, 14 percent of Hispanic students in grades 6-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 15 percent in 2013, 17 percent in 2012 and 21 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Algebra 1 EOC Assessment By Achievement Level Students with Disabilities

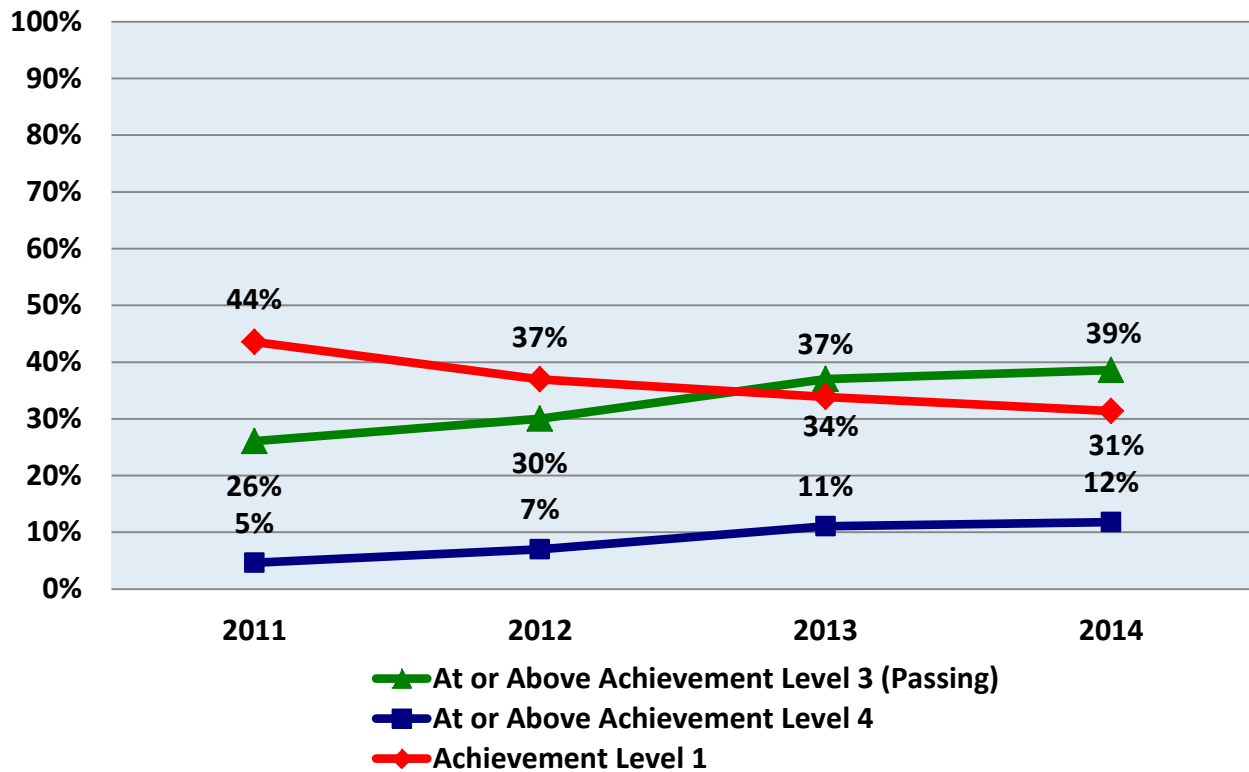


Students with Disabilities in grades 6-12 performing at or above Achievement Level 3 (Passing) and at Achievement Level 1 on the Algebra 1 EOC Assessment improved 7 percentage points since 2011, while the percentage performing at or above Achievement Level 4 improved 4 percentage points since 2011.

In 2014, 34 percent of Students with Disabilities in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 33 percent in 2013, 30 percent in 2012 and 27 percent in 2011. In 2014, 8 percent of Students with Disabilities in grades 6-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is equal to 8 percent in 2013 and an increase from 6 percent in 2012 and 4 percent in 2011. In 2014, 33 percent of Students with Disabilities in grades 6-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 35 percent in 2013, 36 percent in 2012 and 40 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Algebra 1 EOC Assessment By Achievement Level English Language Learners

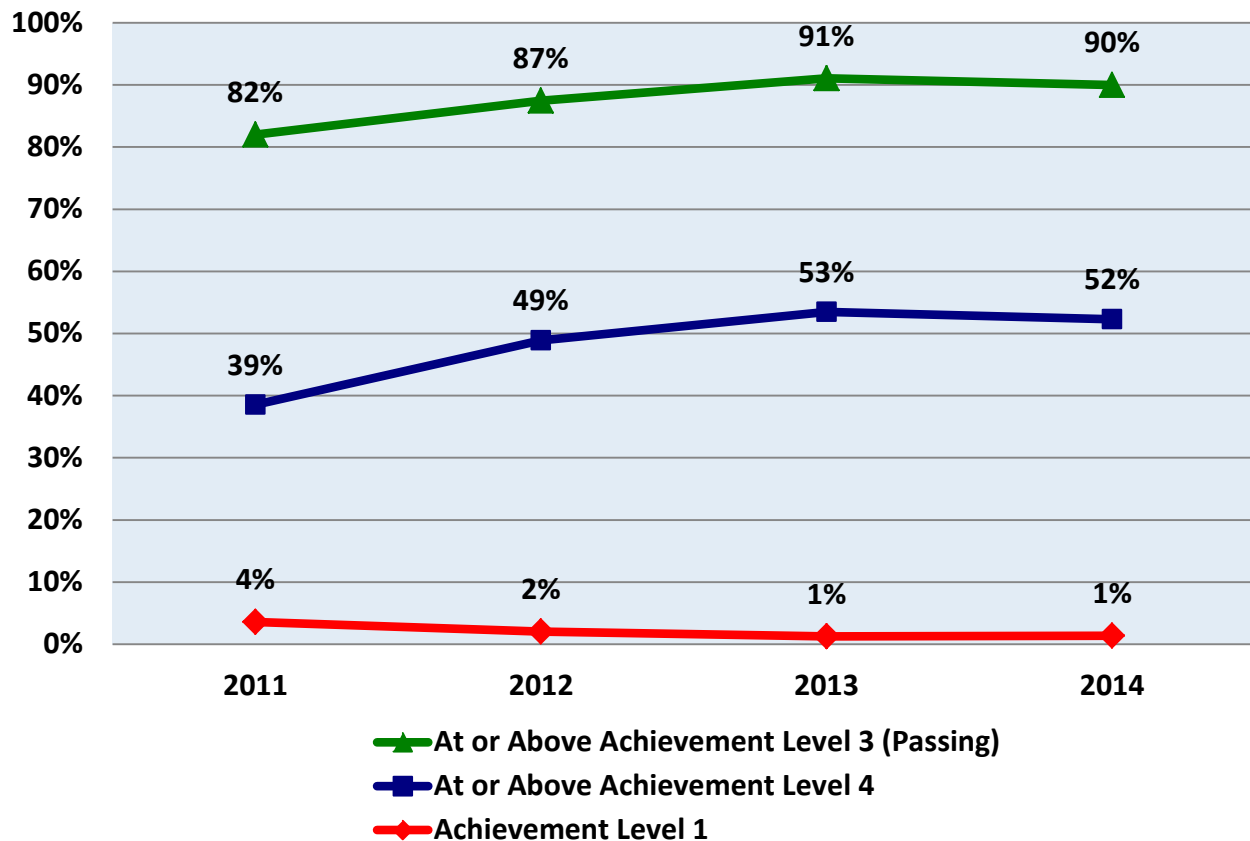


Overall, English Language Learners' performance has improved on the Algebra 1 EOC Assessment since 2011. The percentage of English Language Learners in grades 6-12 performing at or above Achievement Level 3 (Passing) and at Achievement Level 1 has improved 13 percentage points since 2011, while the percentage performing at or above Achievement Level 4 has improved 7 percentage points.

In 2014, 39 percent of English Language Learners in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 37 percent in 2013, 30 percent in 2012 and 26 percent in 2011. In 2014, 12 percent of English Language Learners in grades 6-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is an increase from 11 percent in 2013, 7 percent in 2012 and 5 percent in 2011. In 2014, 31 percent of English Language Learners in grades 6-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 34 percent in 2013, 37 percent in 2012 and 44 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Algebra 1 EOC Assessment By Achievement Level

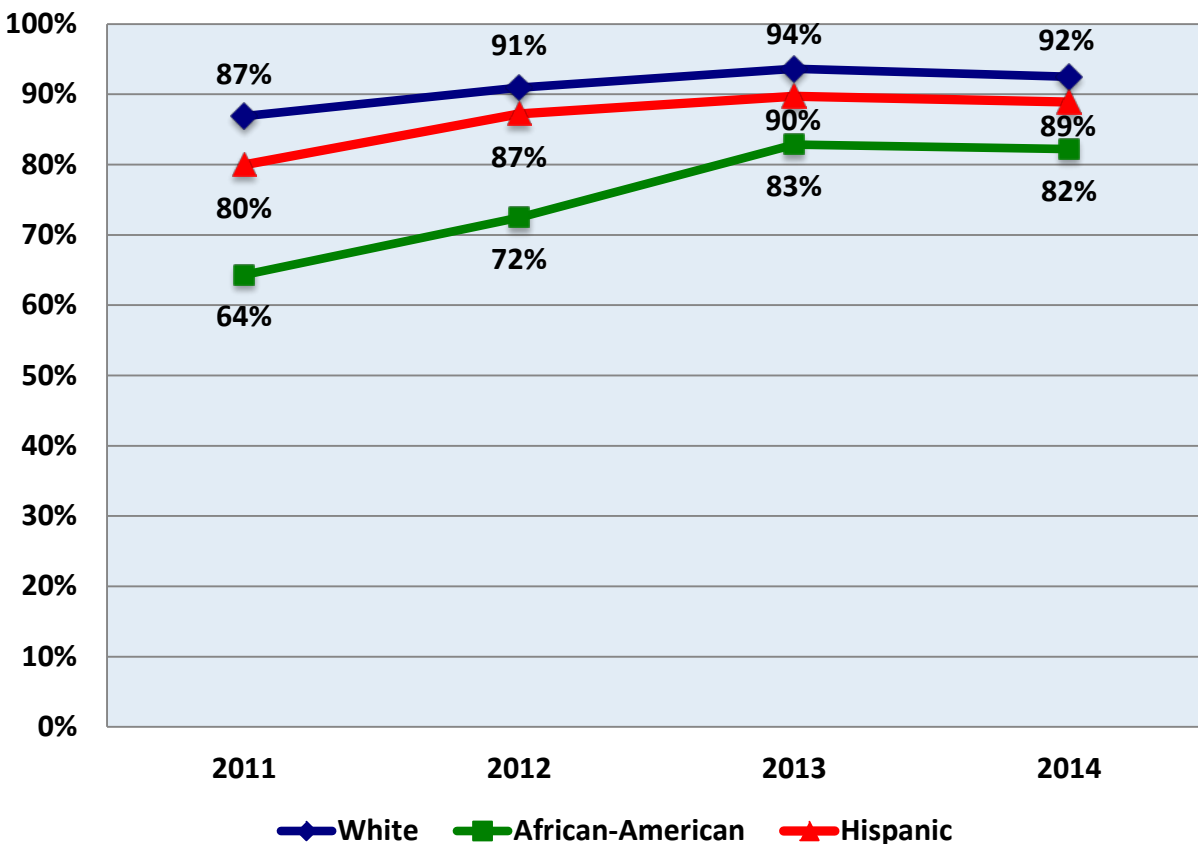


Since 2011, the performance of students in grades 6, 7 and 8 has improved on the Algebra 1 EOC Assessment; however, performance at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 has decreased 1 percentage point since 2013.

In 2014, 90 percent of students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing). This is a decrease from 91 percent in 2013 and an increase from 87 percent in 2012 and 82 percent in 2011. In 2014, 52 percent of students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is a decrease from 53 percent in 2013 and an increase from 49 percent in 2012 and 39 percent in 2011. In 2014, 1 percent of students in grades 6, 7 and 8 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is consistent with 1 percent in 2013 and a decrease from 2 percent in 2012 and 4 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Algebra 1 EOC Assessment At or Above Achievement Level 3 (Passing)

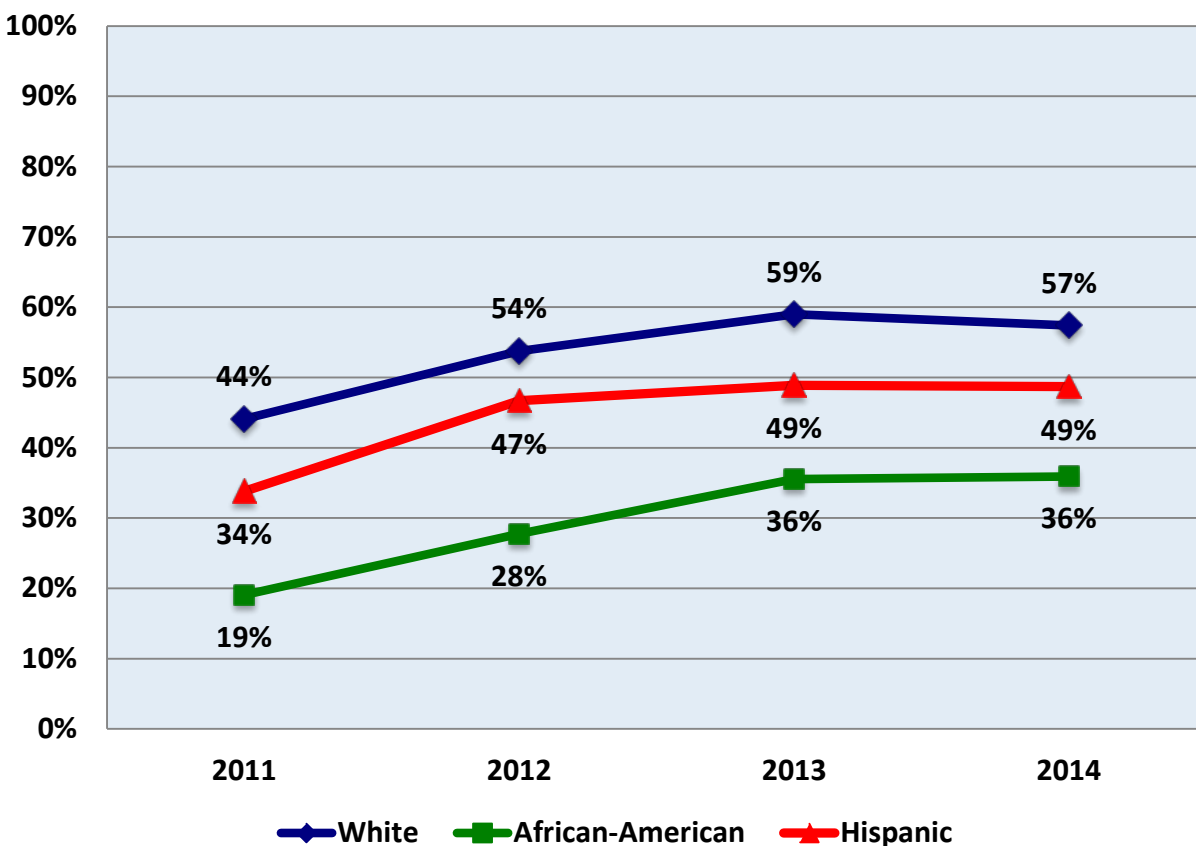


Overall, White, Hispanic and African-American students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) has improved since 2011; however, all three groups of students' performance decreased slightly in 2014 compared to 2013.

In 2014, 92 percent of White students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is a decrease from 94 percent in 2013 and an increase from 91 percent in 2012 and 87 percent in 2011. In 2014, 82 percent of African-American students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is a decrease from 83 percent in 2013 and an increase from 72 percent in 2012 and 64 percent in 2011. In 2014, 89 percent of Hispanic students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is a decrease from 90 percent in 2013 and an increase from 87 percent in 2012 and 80 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Algebra 1 EOC Assessment At or Above Achievement Level 4

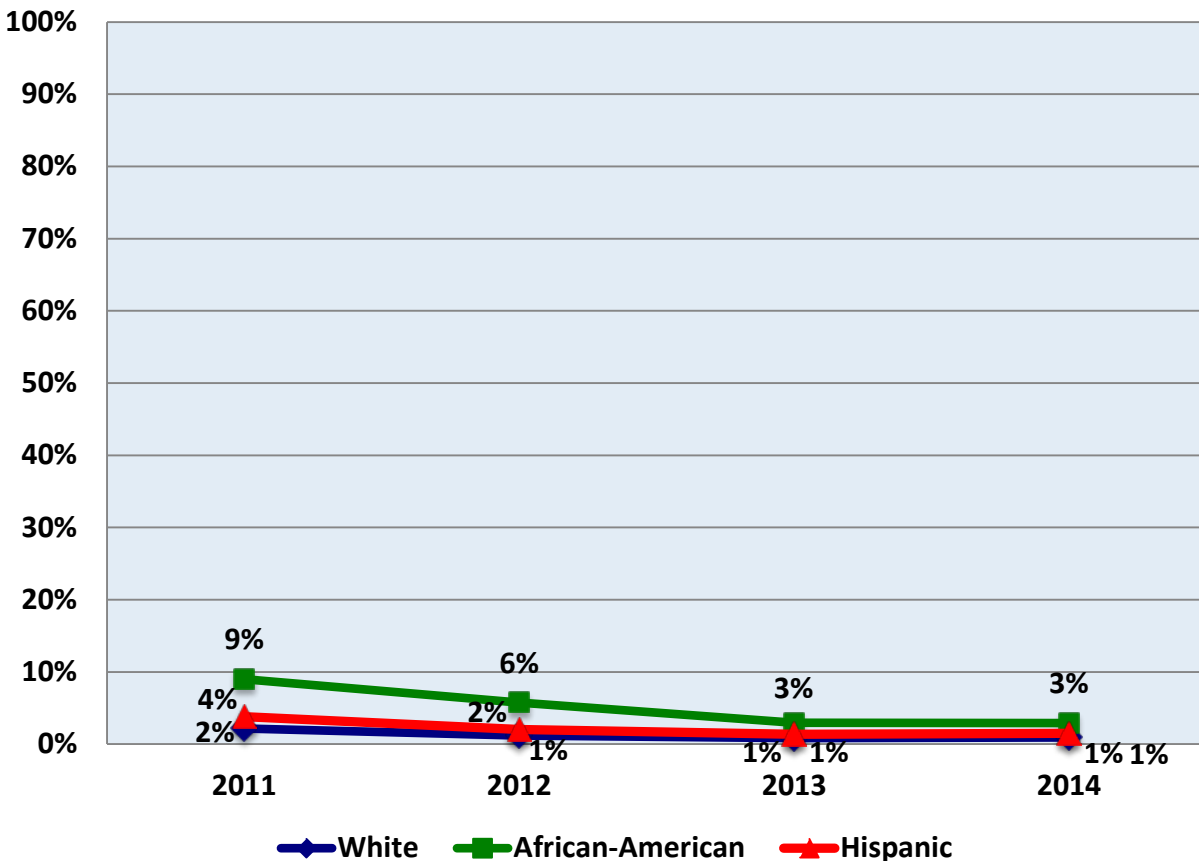


Overall, White, Hispanic and African-American students in grades 6, 7 and 8 performing at or above Achievement Level 4 has improved since 2011. In comparison to 2013, Hispanic and African-American students' performance remained consistent, while White students' performance decreased 2 percentage points.

In 2014, 57 percent of White students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is a decrease from 59 percent in 2013 and an increase from 54 percent in 2012 and 44 percent in 2011. In 2014, 36 percent of African-American students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is consistent with 36 percent in 2013 and an increase from 28 percent in 2012 and 19 percent in 2011. In 2014, 49 percent of Hispanic students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is consistent with 49 percent in 2013 and an increase from 47 percent in 2012 and 34 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Algebra 1 EOC Assessment Achievement Level 1



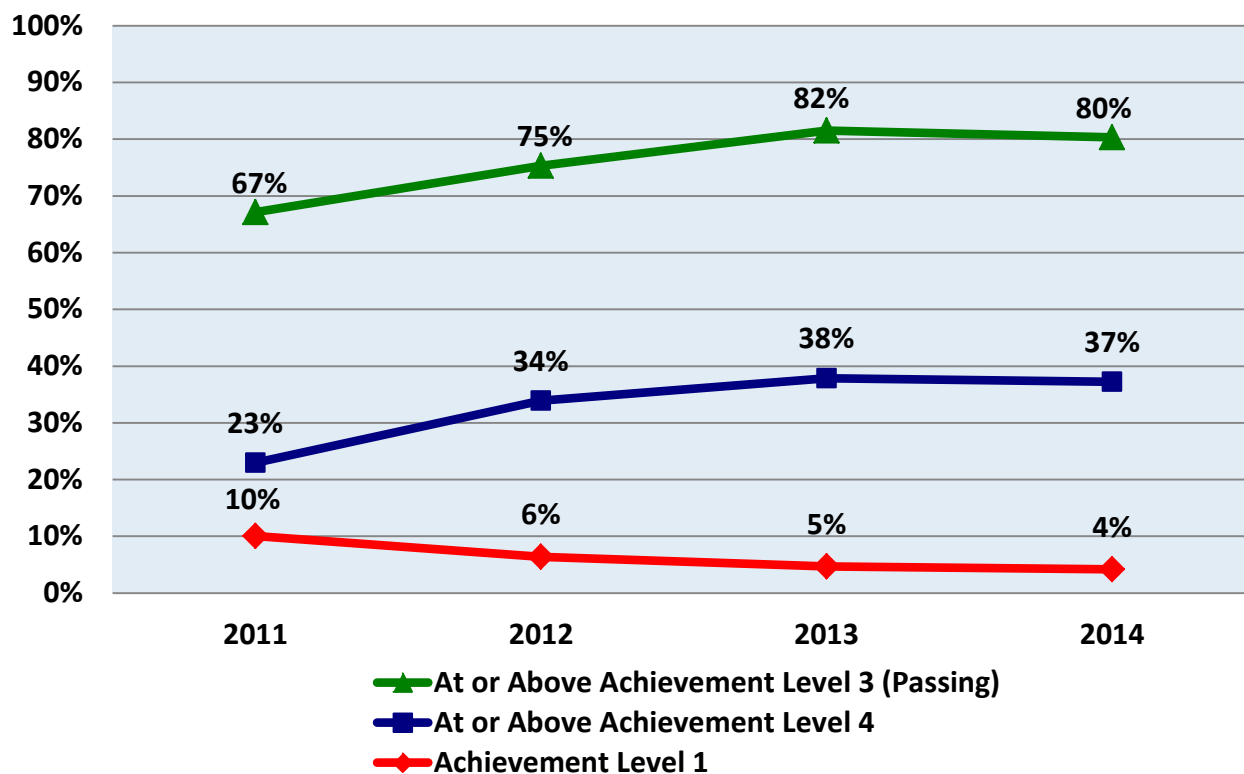
In 2014, Hispanic, African-American and White students in grades 6, 7 and 8 performing at Achievement Level 1 on the Algebra 1 EOC Assessment remained consistent in comparison to 2013.

In 2014, 1 percent of White students in grades 6, 7 and 8 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is equal to 1 percent in 2013 and 2012 and a decrease from 2 percent in 2011. In 2014, 3 percent of African-American students in grades 6, 7 and 8 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is equal to 3 percent in 2013, and a decrease from 6 percent in 2012 and 9 percent in 2011. In 2014, 1 percent of Hispanic students in grades 6, 7 and 8 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is equal to 1 percent in 2013 and a decrease from 2 percent in 2012 and 4 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 6, 7 and 8 Algebra 1 EOC Assessment By Achievement Level Students with Disabilities

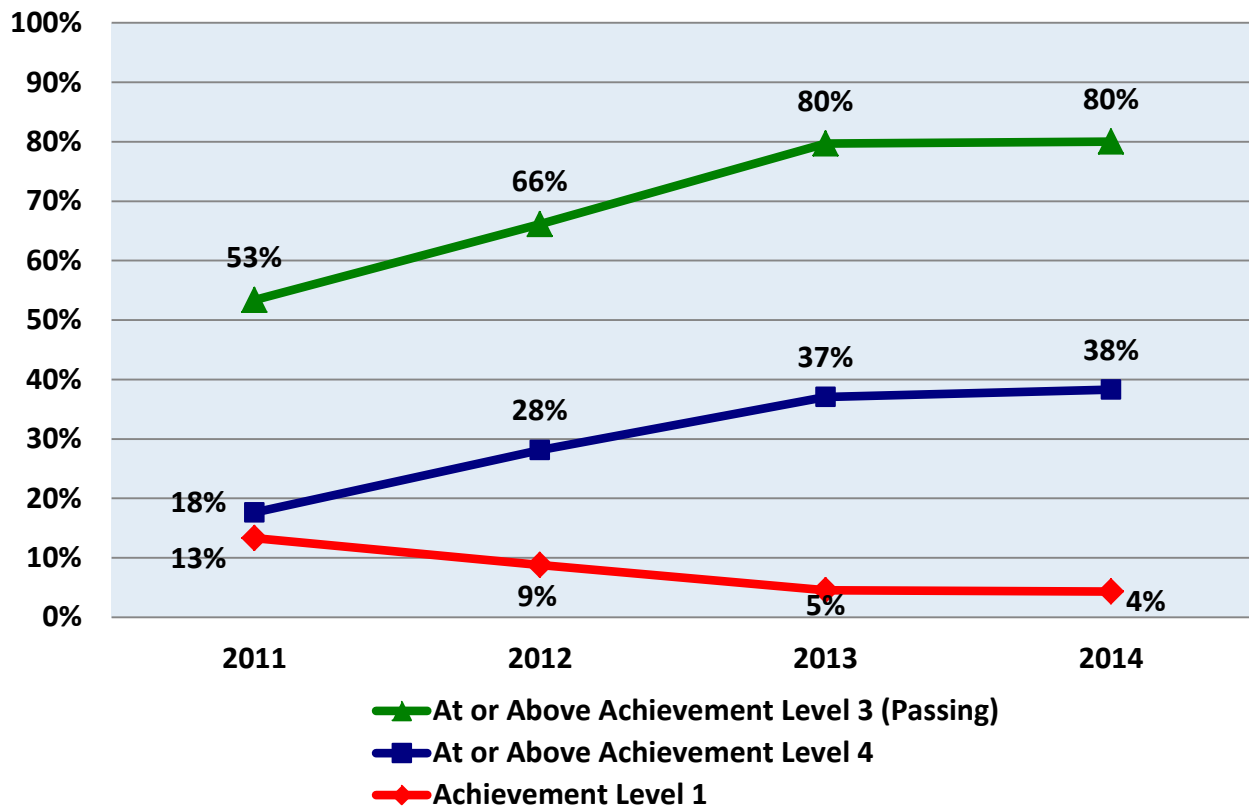


Overall, the performance of Students with Disabilities in grades 6, 7 and 8 has improved since 2011; however, the percentage of these students performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 decreased slightly in 2014 compared to 2013.

In 2014, 80 percent of Students with Disabilities in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is a decrease from 82 percent in 2013 and increase from 75 percent in 2012 and 67 percent in 2011. In 2014, 37 percent of Students with Disabilities in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is a decrease from 38 percent in 2013 and an increase from 34 percent in 2012 and 23 percent in 2011. In 2014, 4 percent of Students with Disabilities in grades 6, 7 and 8 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 5 percent in 2013, 6 percent in 2012 and 10 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Algebra 1 EOC Assessment By Achievement Level English Language Learners

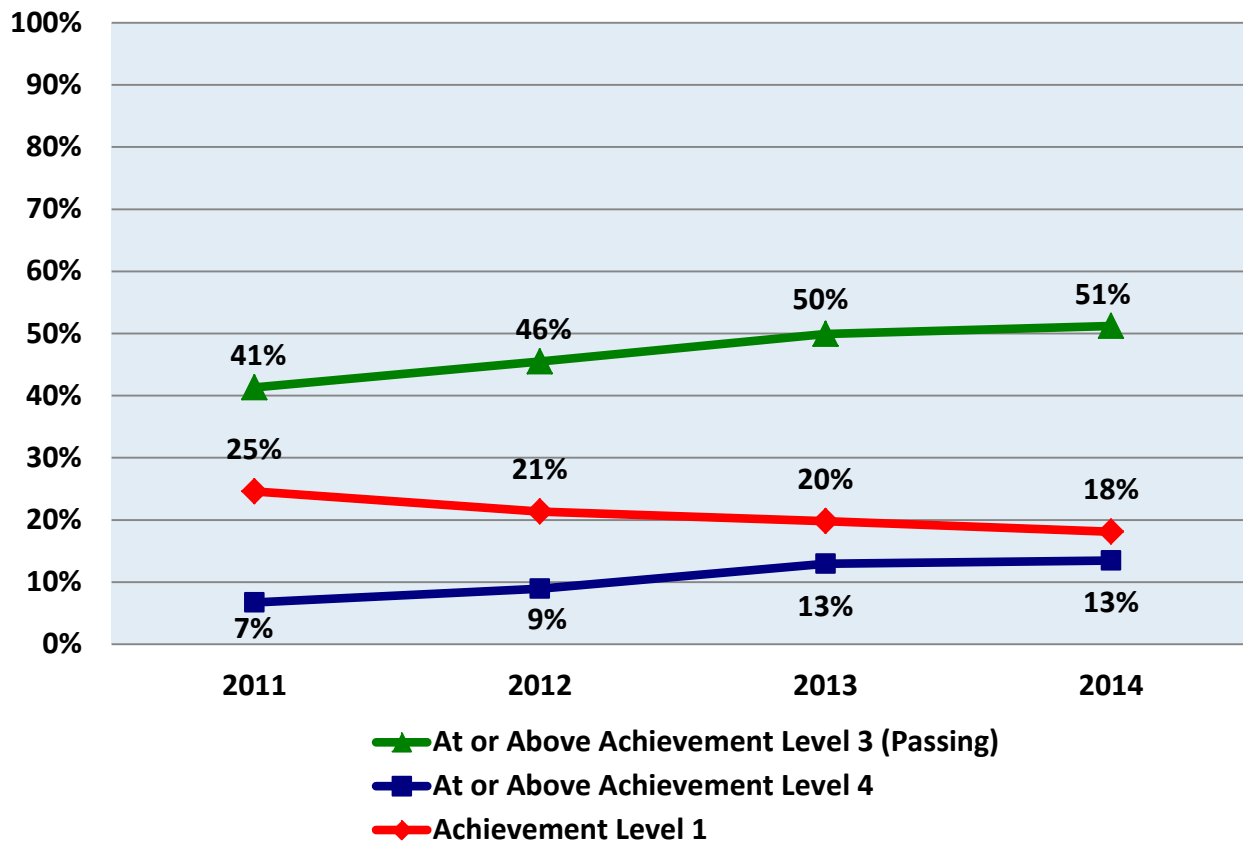


Since 2013, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 4 improved 1 percentage point, while the percentage performing at or above Achievement Level 3 (Passing) remained consistent and the percentage performing at Achievement Level 1 improved (decreased) 1 percentage point.

In 2014, 80 percent of English Language Learners in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is equal to 80 percent in 2013, and an increase from 66 percent in 2012 and 53 percent in 2011. In 2014, 38 percent of English Language Learners in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is an increase from 37 percent in 2013, 28 percent in 2012 and 18 percent in 2011. In 2014, 4 percent of English Language Learners in grades 6, 7 and 8 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 5 percent in 2013, 9 percent in 2012 and 13 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Algebra 1 EOC Assessment By Achievement Level

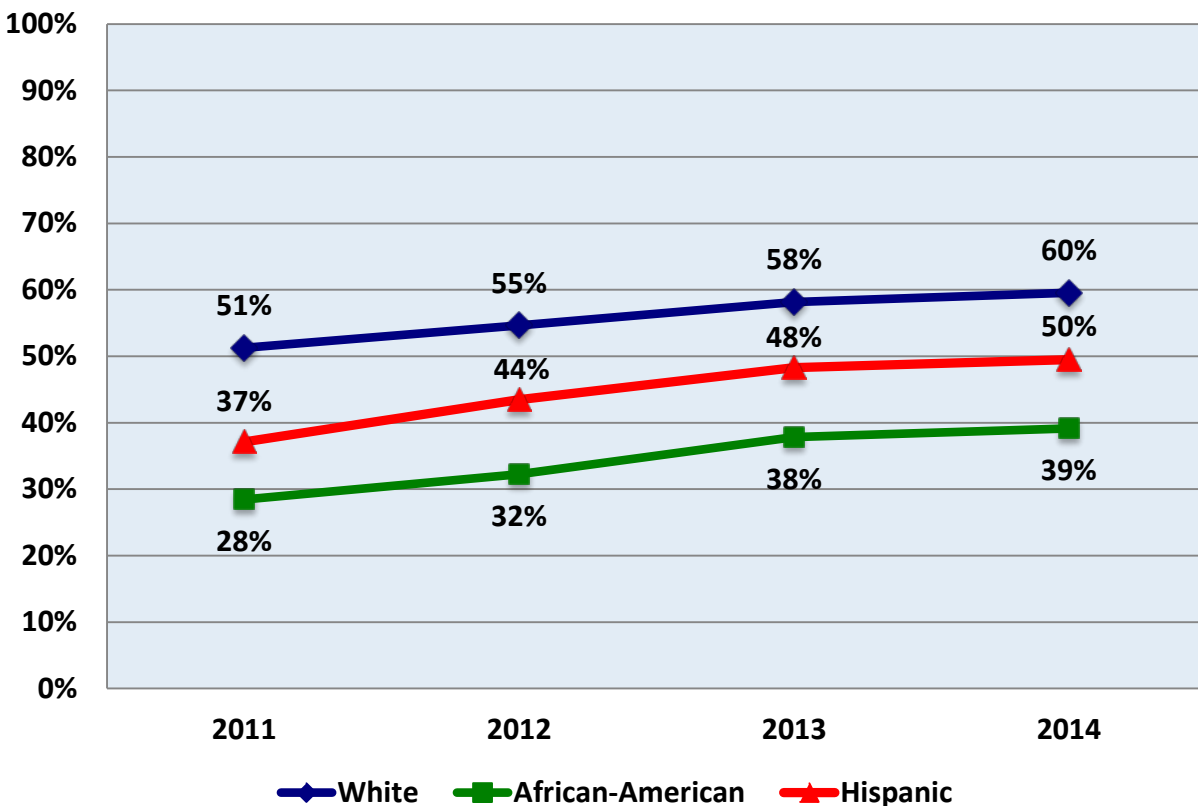


Overall, Florida students' performance in grades 9-12 on the Algebra 1 EOC Assessment has improved since 2011. Since 2013, the percentage of students in grades 9-12 performing at or above Achievement Level 3 (Passing) and Achievement Level 1 improved 1 and 2 percentage points, respectively, in 2014 compared to 2013, while the percentage performing at or above Achievement Level 4 remained consistent.

In 2014, 51 percent of students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 50 percent in 2013, 46 percent in 2012 and 41 percent in 2011. In 2014, 13 percent of students in grades 9-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is equal to 13 percent in 2013 and an increase from 9 percent in 2012 and 7 percent in 2011. In 2014, 18 percent of students in grades 9-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 20 percent in 2013, 21 percent in 2012 and 25 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Algebra 1 EOC Assessment At or Above Achievement Level 3 (Passing)

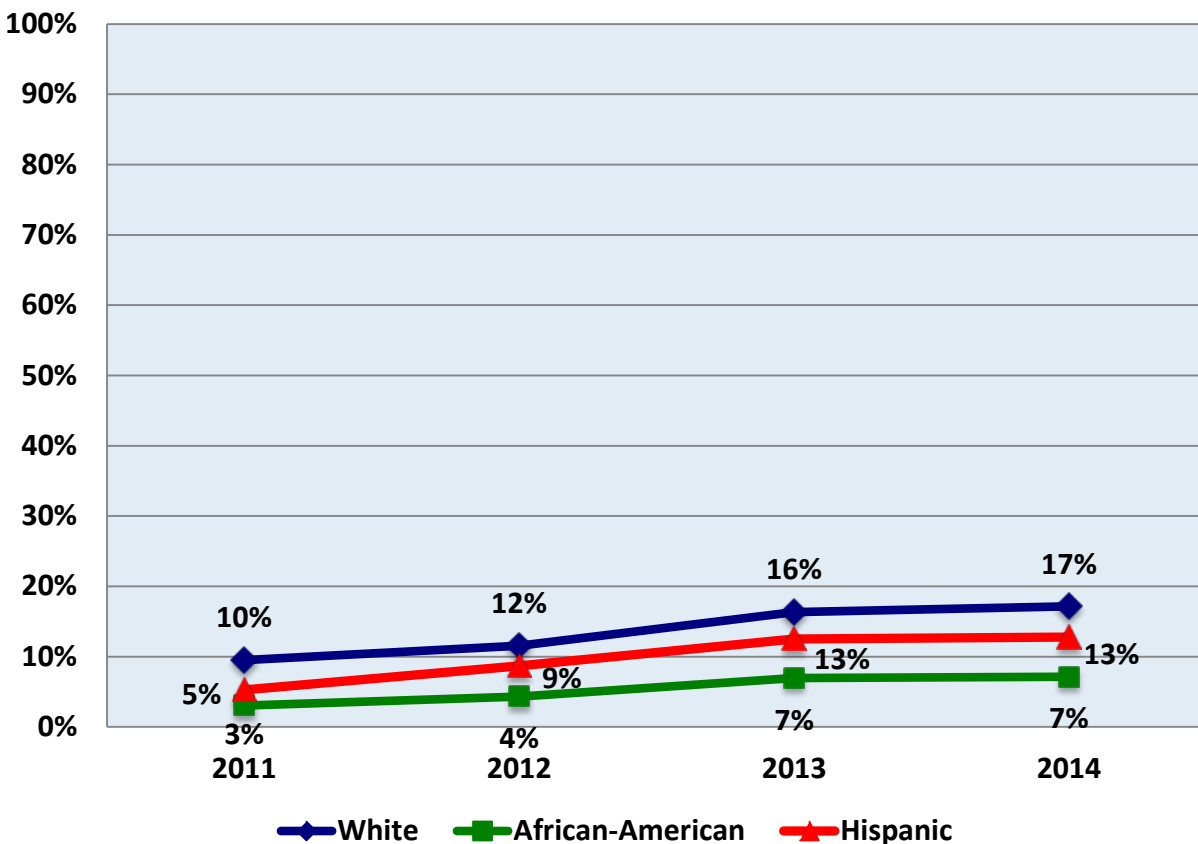


Overall, performance of White, African-American and Hispanic students in grades 9-12 performing at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment has improved since 2011. The percentage of White and Hispanic students in grades 9-12 performing at or above Achievement Level 3 (Passing) increased by 2 percentage points and the percentage of African-American students increased 1 percentage point in 2014 compared to 2013.

In 2014, 60 percent of White students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 58 percent in 2013, 55 percent in 2012 and 51 percent in 2011. In 2014, 39 percent of African-American students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 38 percent in 2013, 32 percent in 2012 and 28 percent in 2011. In 2014, 50 percent of Hispanic students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 48 percent in 2013, 44 percent in 2012 and 37 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Algebra 1 EOC Assessment At or Above Achievement Level 4

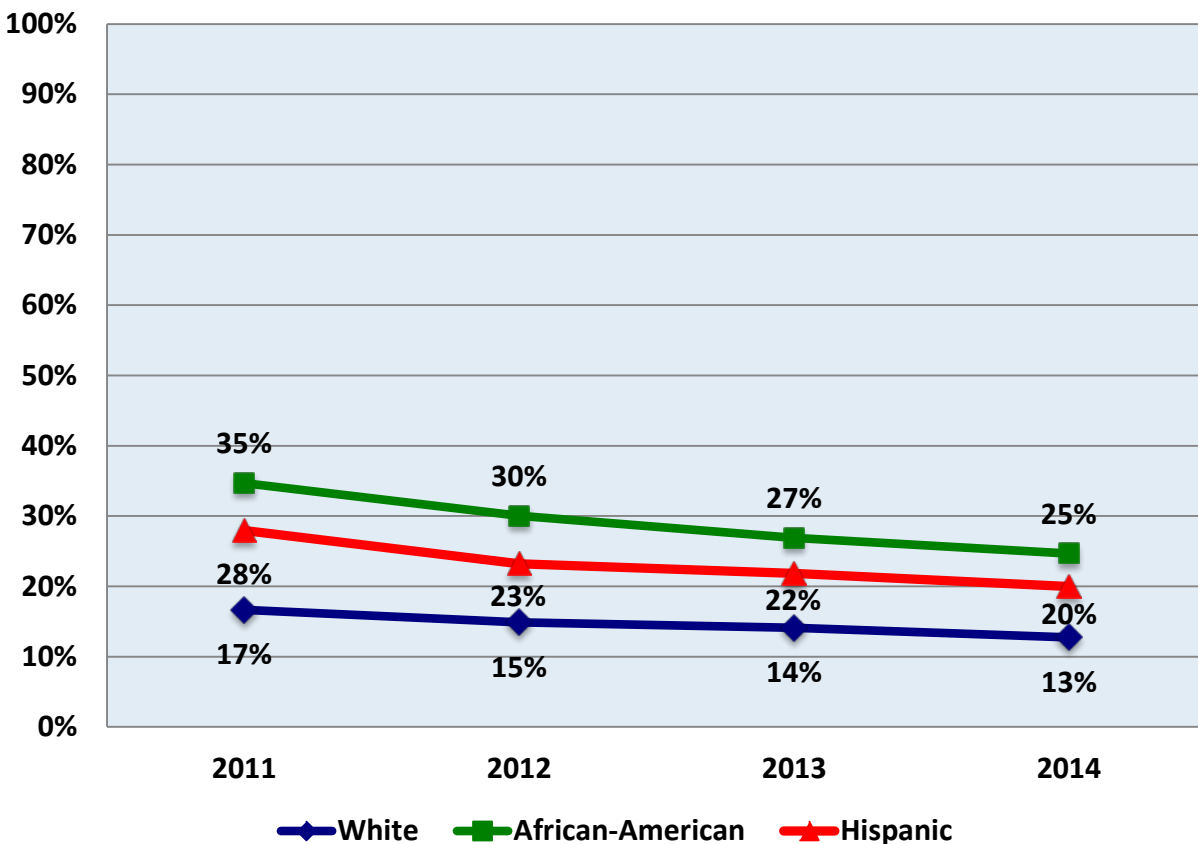


In 2014, the percentage of White students in grades 9-12 performing at or above Achievement Level 4 on the Algebra 1 EOC Assessment increased 1 percentage point, while the percentage of Hispanic and African-American students in grades 9-12 remained consistent compared to 2013.

In 2014, 17 percent of White students in grades 9-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is an increase from 16 percent in 2013, 12 percent in 2012 and 10 percent in 2011. In 2014, 7 percent of African-American students in grades 9-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is equal to 7 percent in 2013 and an increase from 4 percent in 2012 and 3 percent in 2011. In 2014, 13 percent of Hispanic students in grades 9-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is equal to 13 percent in 2013 and an increase from 9 percent in 2012 and 5 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Algebra 1 EOC Assessment Achievement Level 1

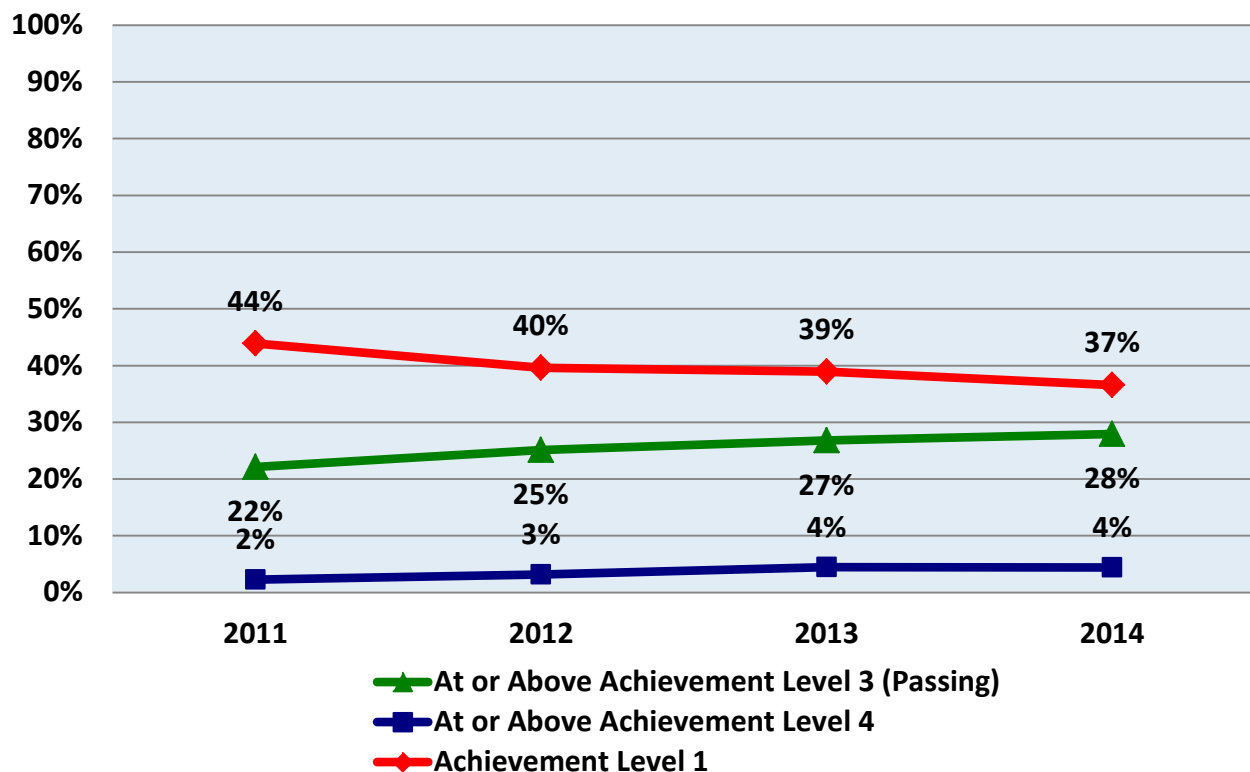


The percentage of White, African-American and Hispanic students in grades 9-12 performing at Achievement Level 1 on the Algebra 1 EOC Assessment has improved (decreased) steadily since 2011. In comparison to 2013, the percentage of African-American and Hispanic students in grades 9-12 performing at Achievement Level 1 decreased by 2 percentage points, while the percentage of White students decreased by 1 percentage point.

In 2014, 13 percent of White students in grades 9-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 14 percent in 2013, 15 percent in 2012 and 17 percent in 2011. In 2014, 25 percent of African-American students in grades 9-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 27 percent in 2013, 30 percent in 2012 and 35 percent in 2011. In 2014, 20 percent of Hispanic students in grades 9-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 22 percent in 2013, 23 percent in 2012 and 28 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Algebra 1 EOC Assessment By Achievement Level Students with Disabilities

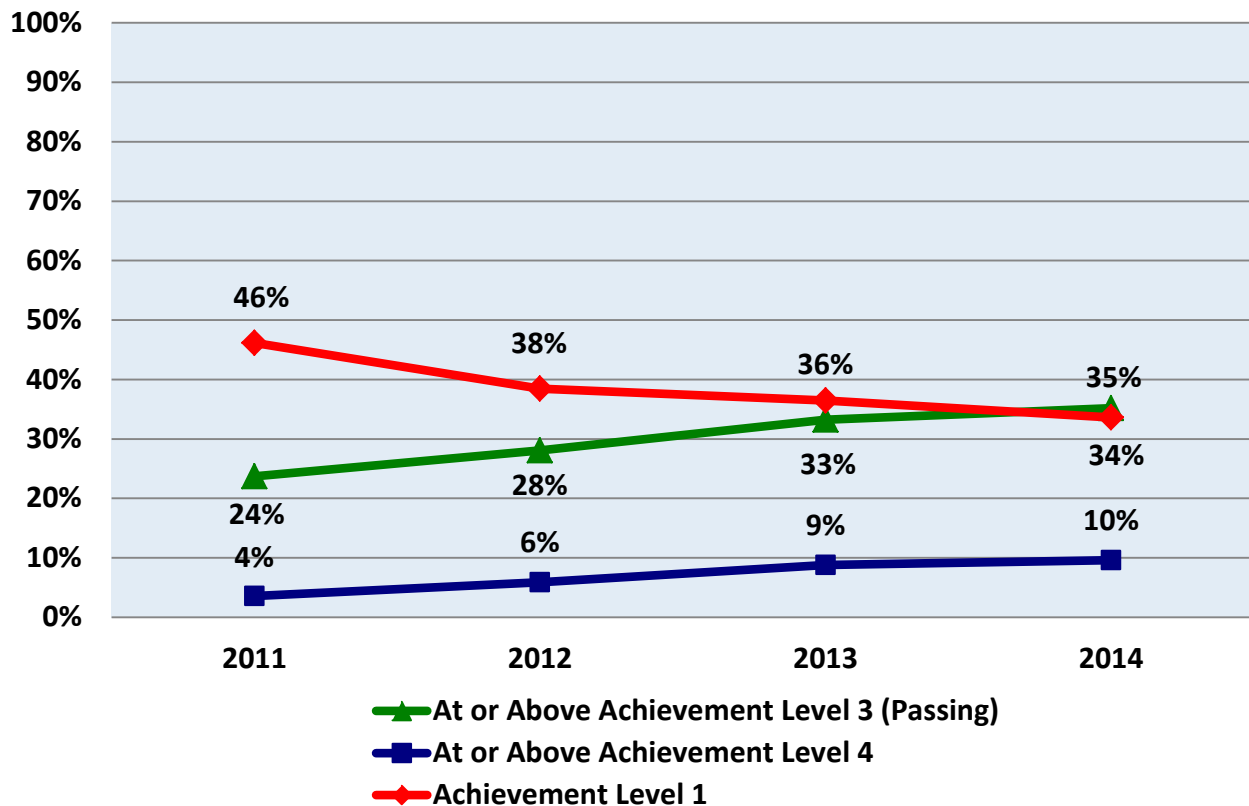


Students with Disabilities in grades 9-12 have increased their performance on the Algebra 1 EOC Assessment since 2011. The percentage of Students with Disabilities in grades 9-12 that performed at or above Achievement Level 3 (Passing) increased 1 percentage point, and the percentage performing at Achievement Level 1 decreased 2 percentage points.

In 2014, 28 percent of Students with Disabilities in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 27 percent in 2013, 25 percent in 2012 and 22 percent in 2011. In 2014, 4 percent of Students with Disabilities in grades 9-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is equal to 4 percent in 2013 and an increase from 3 percent in 2012 and 2 percent in 2011. In 2014, 37 percent of Students with Disabilities in grades 9-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 39 percent in 2013, 40 percent in 2012 and 44 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Algebra 1 EOC Assessment By Achievement Level English Language Learners



Overall, English Language Learners in grades 9-12 performed higher on the Algebra 1 EOC Assessment in 2014. The percentage of English Language Learners in grades 9-12 performing at or above Achievement Level 3 (Passing) and at Achievement Level 1 improved 2 percentage points, while the percentage performing at or above Achievement Level 4 improved 1 percentage point in comparison to 2013.

In 2014, 35 percent of English Language Learners in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Algebra 1 EOC Assessment. This is an increase from 33 percent in 2013, 28 percent in 2012 and 24 percent in 2011. In 2014, 10 percent of English Language Learners in grades 9-12 performed at or above Achievement Level 4 on the Algebra 1 EOC Assessment. This is an increase from 9 percent in 2013, 6 percent in 2012 and 4 percent in 2011. In 2014, 34 percent of English Language Learners in grades 9-12 performed at Achievement Level 1 on the Algebra 1 EOC Assessment. This is a decrease from 36 percent in 2013, 38 percent in 2012 and 46 percent in 2011.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 6-12

# Algebra 1 EOC Assessment Results

## Percentage Comparison by District<sup>1</sup>

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	64%	65%	1%
ALACHUA	65%	69%	4%
BAKER	66%	62%	-4%
BAY	61%	62%	1%
BRADFORD	40%	49%	9%
BREVARD	69%	68%	-1%
BROWARD	65%	65%	0%
CALHOUN	76%	83%	7%
CHARLOTTE	62%	62%	0%
CITRUS	68%	68%	0%
CLAY	64%	76%	12%
COLLIER	71%	73%	2%
COLUMBIA	60%	50%	-10%
MIAMI DADE	65%	68%	3%
DESOTO	50%	45%	-5%
DIXIE	65%	48%	-17%
DUVAL	59%	57%	-2%
ESCAMBIA	68%	66%	-2%
FLAGLER	76%	78%	2%
FRANKLIN	59%	54%	-5%
GADSDEN	39%	30%	-9%
GILCHRIST	78%	76%	-2%
GLADES	63%	81%	18%
GULF	68%	74%	6%
HAMILTON	31%	27%	-4%
HARDEE	43%	49%	6%
HENDRY	45%	52%	7%
HERNANDO	59%	58%	-1%
HIGHLANDS	46%	57%	11%
HILLSBOROUGH	60%	64%	4%
HOLMES	65%	59%	-6%
INDIAN RIVER	57%	59%	2%
JACKSON	66%	74%	8%
JEFFERSON	16%	38%	22%

<sup>1</sup> This table includes student results of first-time test takers in the winter, spring and summer administrations for the previous year and fall, winter and spring administrations for the current year.

## Grades 6-12

# Algebra 1 EOC Assessment Results

## Percentage Comparison by District<sup>1</sup>

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	64%	65%	1%
LAFAYETTE	76%	88%	12%
LAKE	59%	60%	1%
LEE	62%	64%	2%
LEON	64%	73%	9%
LEVY	69%	66%	-3%
LIBERTY	62%	66%	4%
MADISON	39%	73%	34%
MANATEE	63%	64%	1%
MARION	57%	60%	3%
MARTIN	75%	74%	-1%
MONROE	71%	70%	-1%
NASSAU	70%	73%	3%
OKALOOSA	77%	73%	-4%
OKEECHOBEE	62%	53%	-9%
ORANGE	66%	62%	-4%
OSCEOLA	55%	58%	3%
PALM BEACH	68%	69%	1%
PASCO	63%	65%	2%
PINELLAS	57%	61%	4%
POLK	54%	55%	1%
PUTNAM	51%	57%	6%
ST JOHNS	87%	85%	-2%
ST LUCIE	51%	61%	10%
SANTA ROSA	67%	79%	12%
SARASOTA	73%	77%	4%
SEMINOLE	72%	74%	2%
SUMTER	74%	72%	-2%
SUWANNEE	56%	55%	-1%
TAYLOR	74%	63%	-11%
UNION	67%	74%	7%
VOLUSIA	65%	69%	4%
WAKULLA	76%	75%	-1%
WALTON	73%	77%	4%
WASHINGTON	64%	51%	-13%

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

# Geometry EOC Assessment

## Grades 6-12

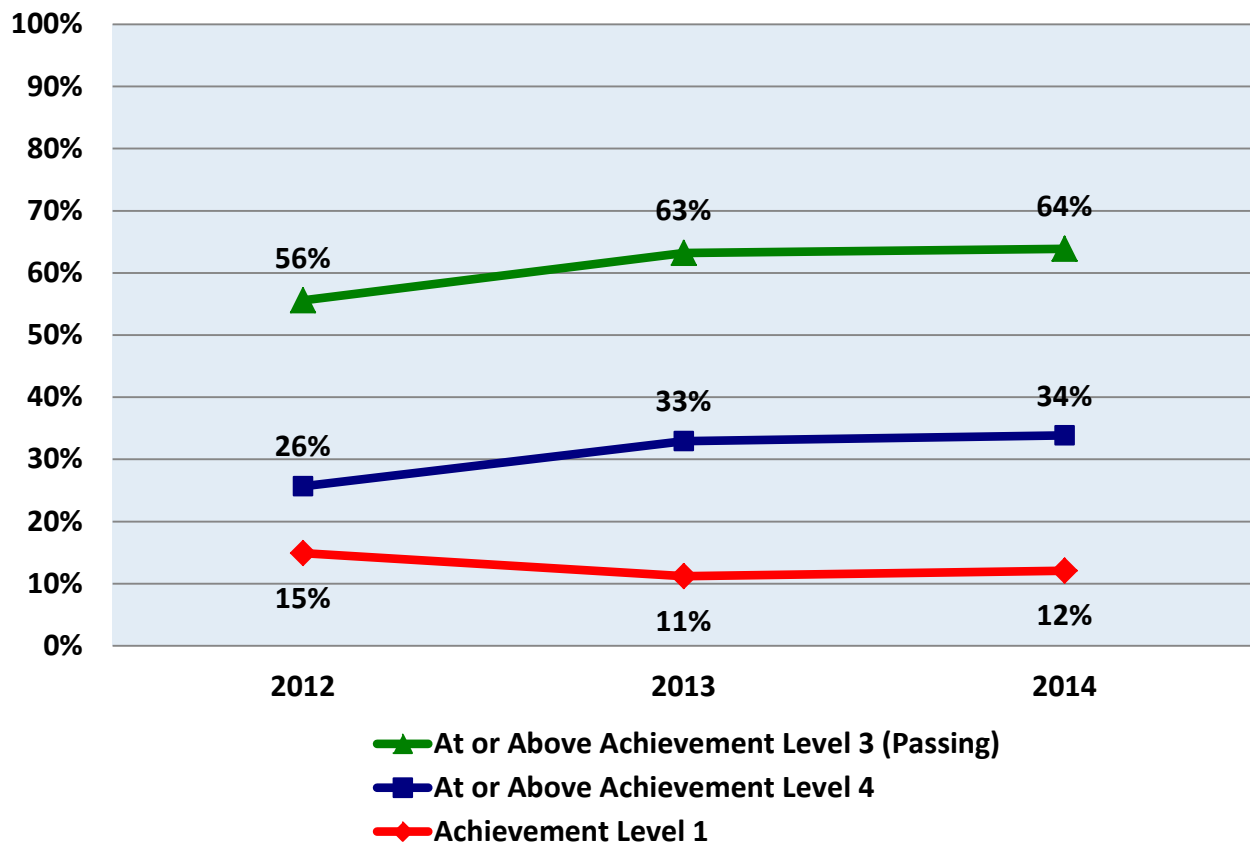
### 2014 School Year

**NOTES:**

- 1) Student performance on the 2012 Geometry EOC Assessment presented in this media packet is reported using the Achievement Levels established by the State Board of Education in December 2012. This was done so stakeholders can compare school years and see how students would have performed if the Achievement Levels had been established in 2012.
- 2) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's media packet. This is because of the inclusion of summer 2013 results and routine updates made to student data subsequent to last year's release.
- 3) Geometry student performance in this media packet includes student results for all first-time test takers for each administration during each school year.

School Year	Administrations
2011-12	Spring
2012-13	Winter, Spring, Summer
2013-14	Fall, Winter, Spring (Summer not yet administered)

## Grades 6-12 Geometry EOC Assessment By Achievement Level

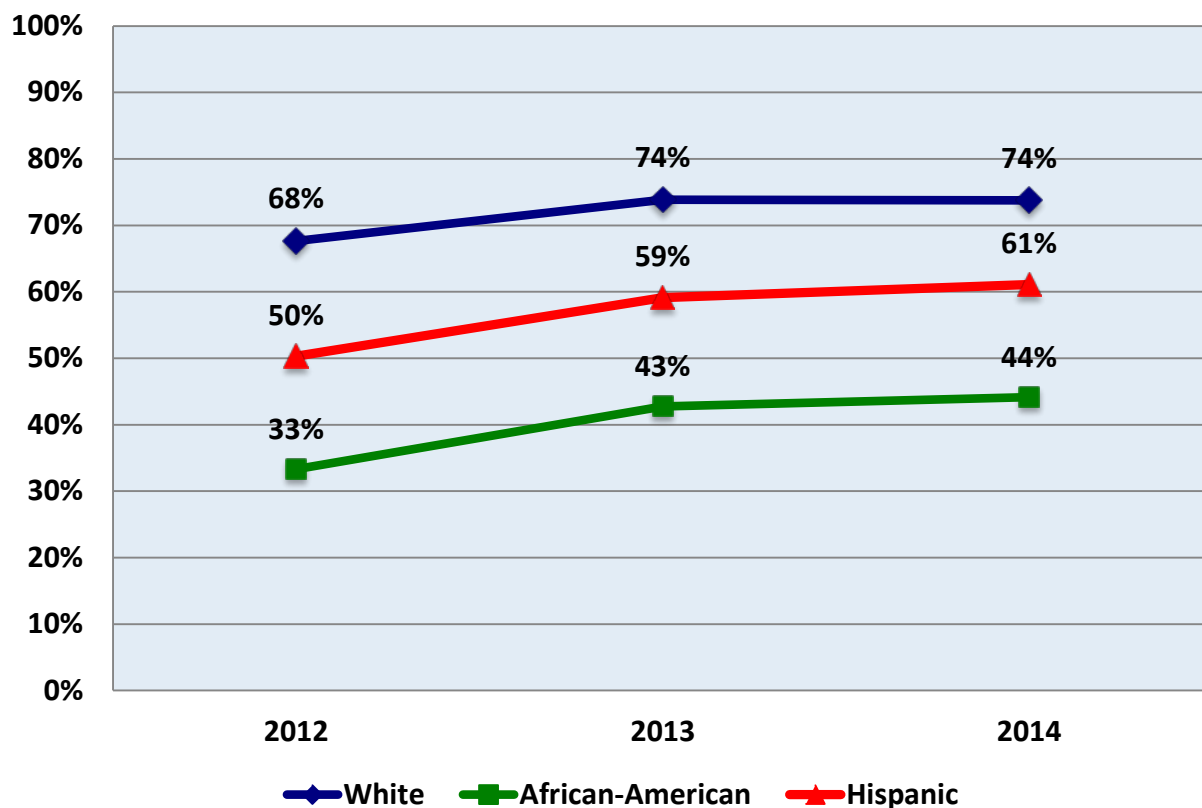


Overall, students in grades 6-12 continue to improve on the Geometry EOC Assessment. The percentage of students in grades 6-12 who performed at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 has increased 8 percentage points since 2012, with a 1 percentage-point increase in 2014 compared to 2013.

In 2014, 64 percent of students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is an increase from 63 percent in 2013 and 56 percent in 2012. In 2014, 34 percent of students in grades 6-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is an increase from 33 percent in 2013 and 26 percent in 2012. In 2014, 12 percent of students in grades 6-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 11 percent in 2013 and a decrease from 15 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Geometry EOC Assessment At or Above Achievement Level 3 (Passing)

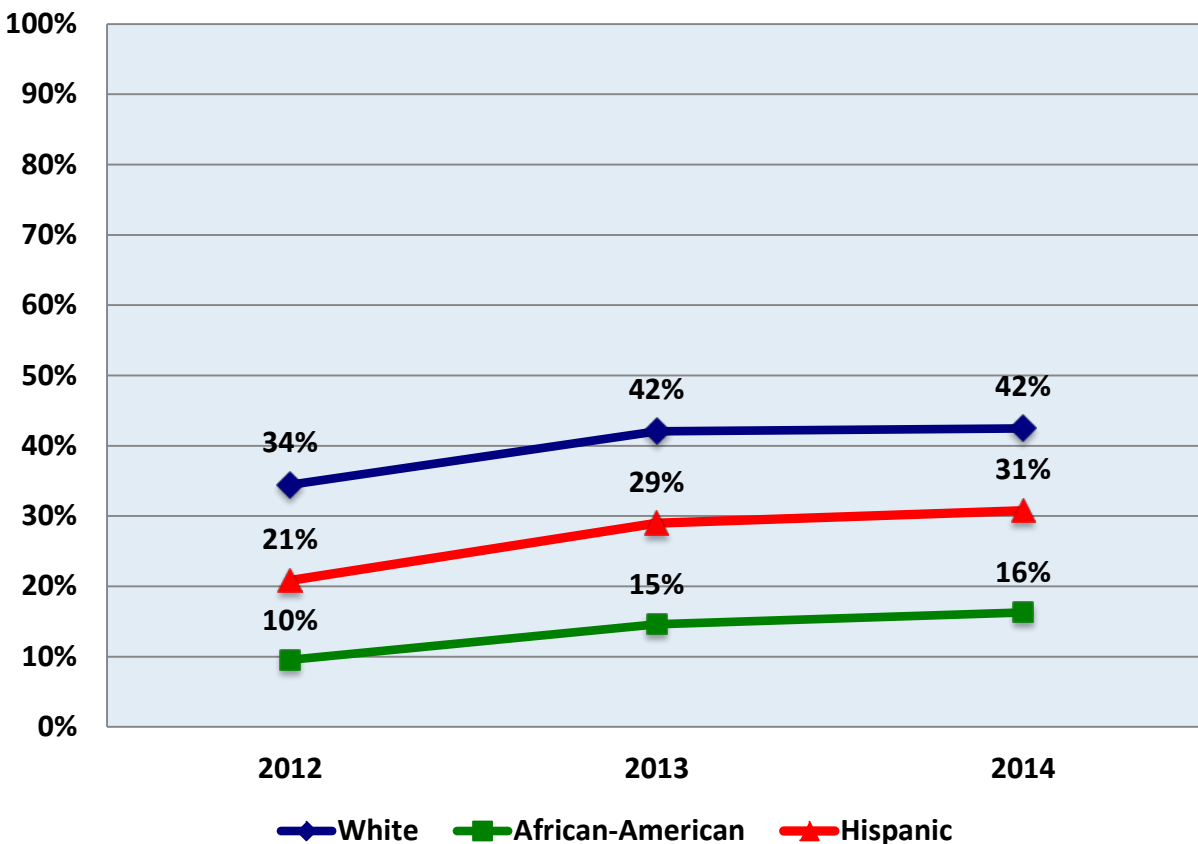


Gains made on the Geometry EOC Assessment by African-American and Hispanic students in grades 6-12 from 2013 to 2014 narrowed the achievement gap with White students. In 2014, the overall performance of Hispanic and African-American students performing at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment increased 2 percentage points and 1 percentage point, respectively, compared to 2013.

In 2014, 74 percent of White students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is equal to 74 percent in 2013 and an increase from 68 percent in 2012. In 2014, 44 percent of African-American students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is an increase from 43 percent in 2013 and 33 percent in 2012. In 2014, 61 percent of Hispanic students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is an increase from 59 percent in 2013 and 50 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Geometry EOC Assessment At or Above Achievement Level 4

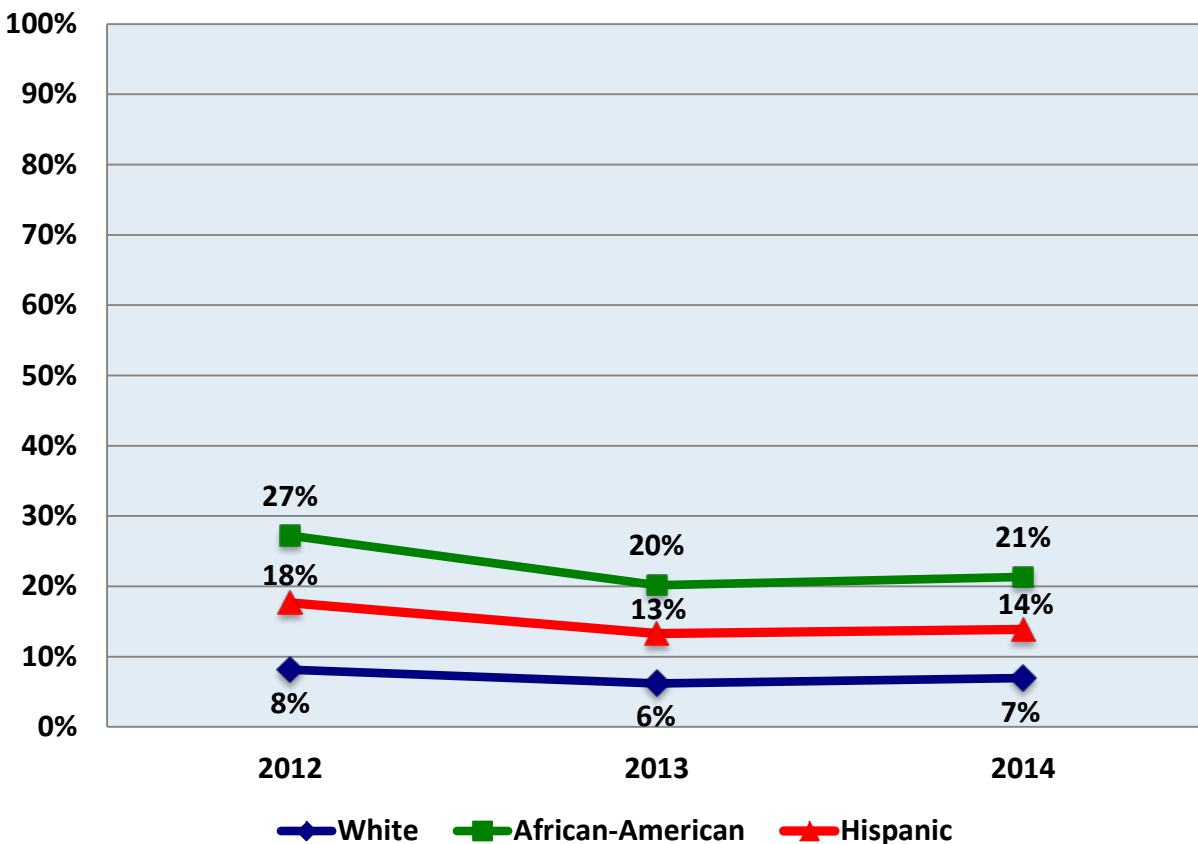


In 2014, Hispanic and African-American students in grades 6-12 performing at or above Achievement Level 4 on the Geometry EOC Assessment continued to narrow the achievement gap with White students. The percentage of Hispanic students in grades 6-12 performing at or above Achievement Level 4 increased by 2 percentage points, and the percentage of African-American students increased by 1 percentage point.

In 2014, 42 percent of White students in grades 6-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is equal to 42 percent in 2013 and an increase from 34 percent in 2012. In 2014, 16 percent of African-American students in grades 6-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is an increase from 15 percent in 2013 and 10 percent in 2012. In 2014, 31 percent of Hispanic students in grades 6-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is an increase from 29 percent in 2013 and 21 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Geometry EOC Assessment Achievement Level 1

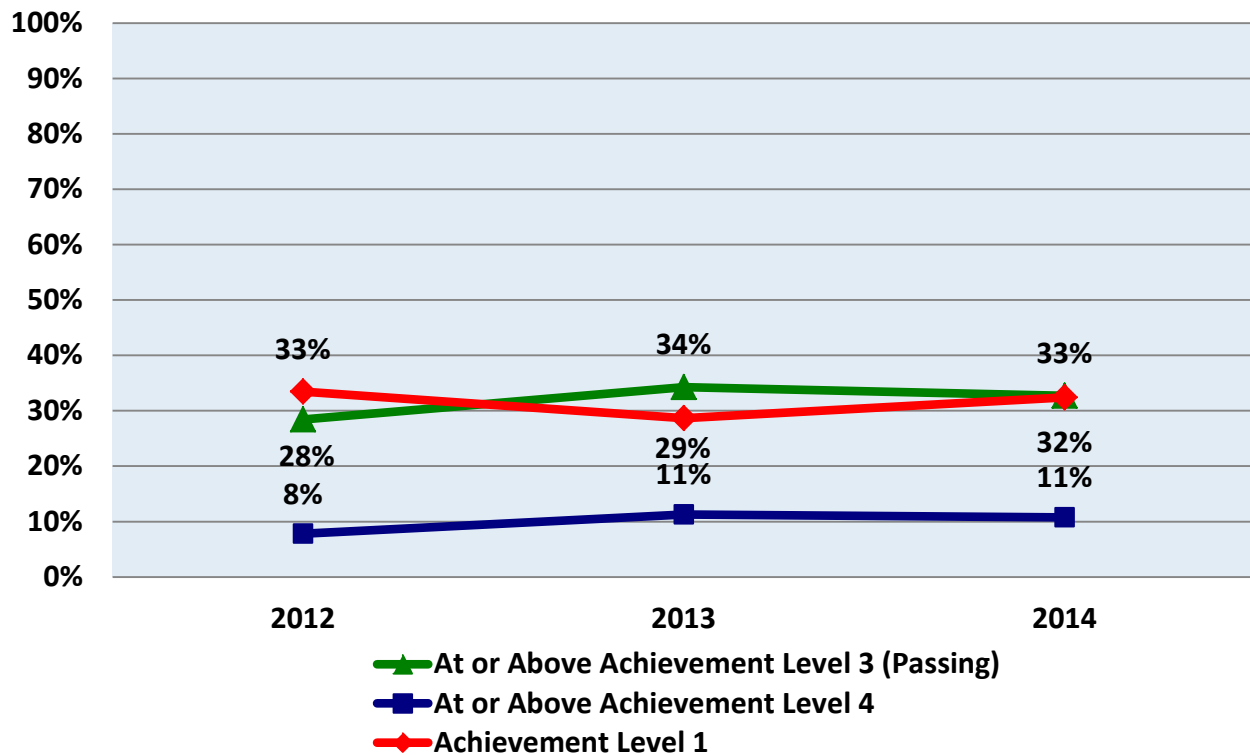


Overall, the performance of Hispanic, African-American and White students in grades 6-12 performing at Achievement Level 1 on the Geometry EOC Assessment has improved (decreased) since 2012; however, each of these subgroups increased 1 percentage point in 2014 compared to 2013.

In 2014, 7 percent of White students in grades 6-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 6 percent in 2013 and a decrease from 8 percent in 2012. In 2014, 21 percent of African-American students in grades 6-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 20 percent in 2013 and a decrease from 27 percent in 2012. In 2014, 14 percent of Hispanic students in grades 6-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 13 percent in 2013 and a decrease from 18 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Geometry EOC Assessment By Achievement Level Students with Disabilities



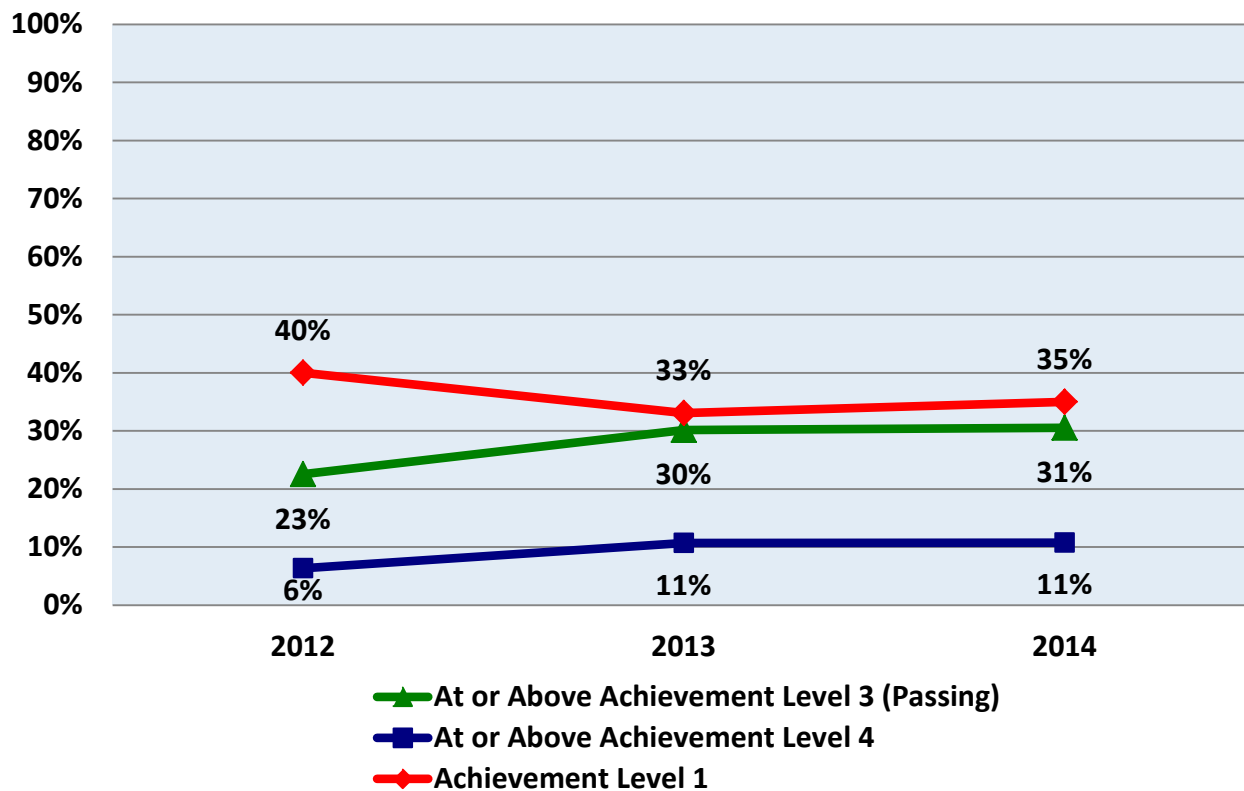
Overall, the performance of Students with Disabilities on the Geometry EOC Assessment has improved since 2012. However, in comparison to 2013, the percentage of Students with Disabilities in grades 6-12 performing at or above Achievement Level 3 (Passing) decreased 1 percentage point; the percentage at Achievement Level 1 increased 3 percentage points, and the percentage at or above Achievement Level 4 remained consistent.

In 2014, 33 percent of Students with Disabilities in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is a decrease from 34 percent in 2013 and an increase from 28 percent in 2012. In 2014, 11 percent of Students with Disabilities in grades 6-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is equal to 11 percent in 2013 and an increase from 8 percent in 2012. In 2014, 32 percent of Students with Disabilities in grades 6-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 29 percent in 2013 and a decrease from 33 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 6-12 Geometry EOC Assessment By Achievement Level English Language Learners

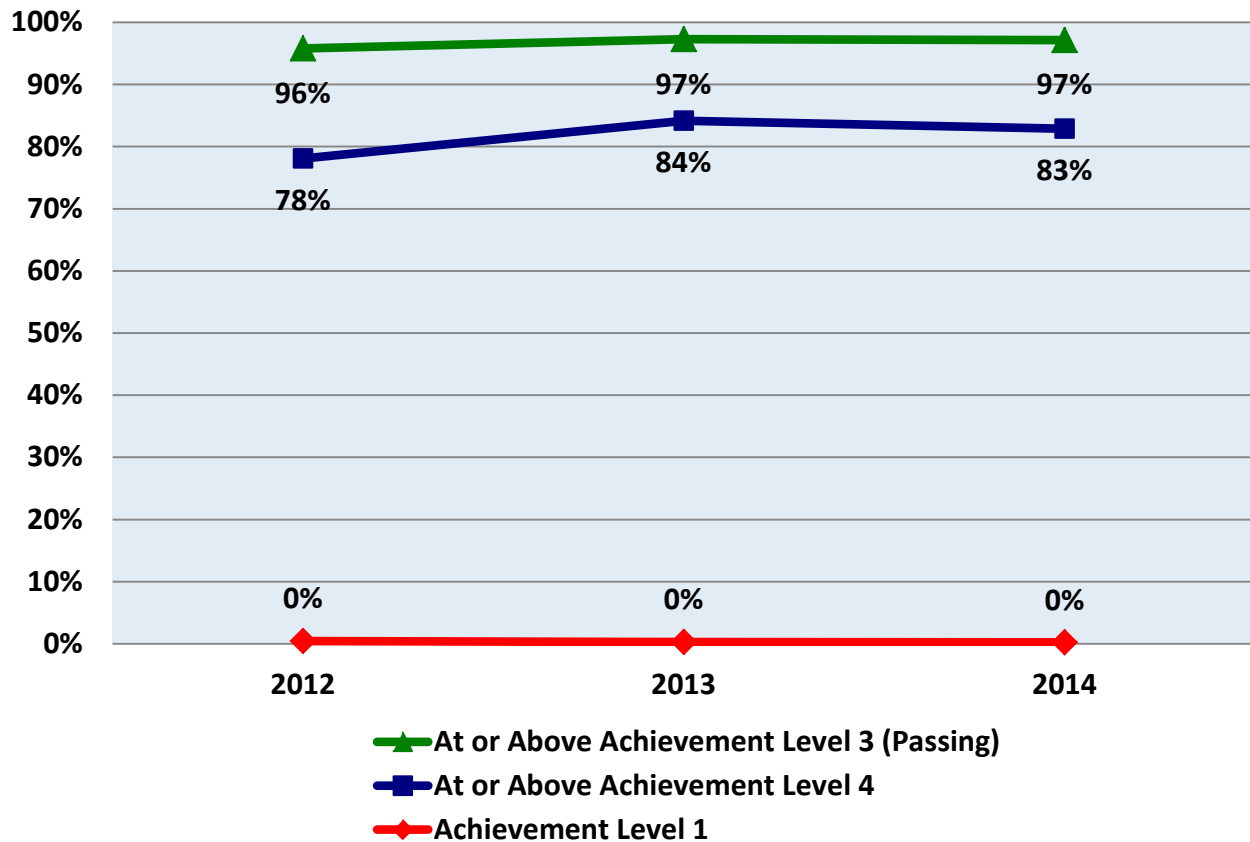


Overall, the percentage of English Language Learners in grades 6-12 performing at or above Achievement Level 3 (Passing) continued to improve on the Geometry EOC Assessment in comparison to 2012. The percentage of English Language Learners in grades 6-12 who performed at or above Achievement Level 3 (Passing) increased 1 percentage point in 2014 compared to 2013 and 8 percentage points since 2012.

In 2014, 31 percent of English Language Learners in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is an increase from 30 percent in 2013 and 23 percent in 2012. In 2014, 11 percent of English Language Learners in grades 6-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is equal to 11 percent in 2013 and an increase from 6 percent in 2012. In 2014, 35 percent of English Language Learners in grades 6-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 33 percent in 2013 and a decrease from 40 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Geometry EOC Assessment By Achievement Level

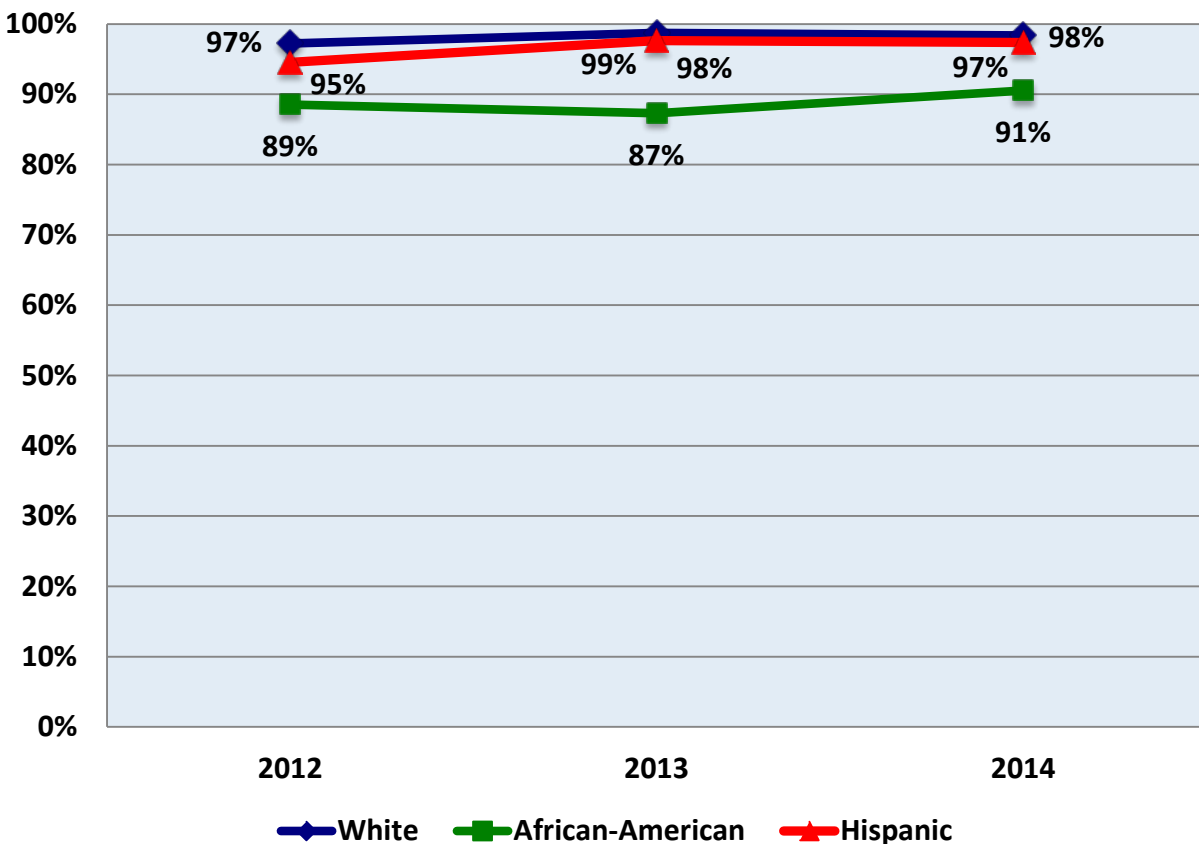


Overall, the performance of students in grades 6, 7 and 8 on the Geometry EOC Assessment has improved since 2012. However, in comparison to 2013, the percentage of students in grades 6, 7 and 8 performing at or above Achievement Level 4 decreased 1 percentage point, while the percentage performing at or above Achievement Level 3 (Passing) and at Achievement Level 1 remained consistent.

In 2014, 97 percent of students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is equal to 97 percent in 2013 and an increase from 96 percent in 2012. In 2014, 83 percent of students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is a decrease from 84 percent in 2013 and an increase from 78 percent in 2012. In 2014, 0 percent of students in grades 6, 7 and 8 performed at Achievement Level 1 on the Geometry EOC Assessment. This is equal to 0 percent in 2013 and 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Geometry EOC Assessment At or Above Achievement Level 3 (Passing)

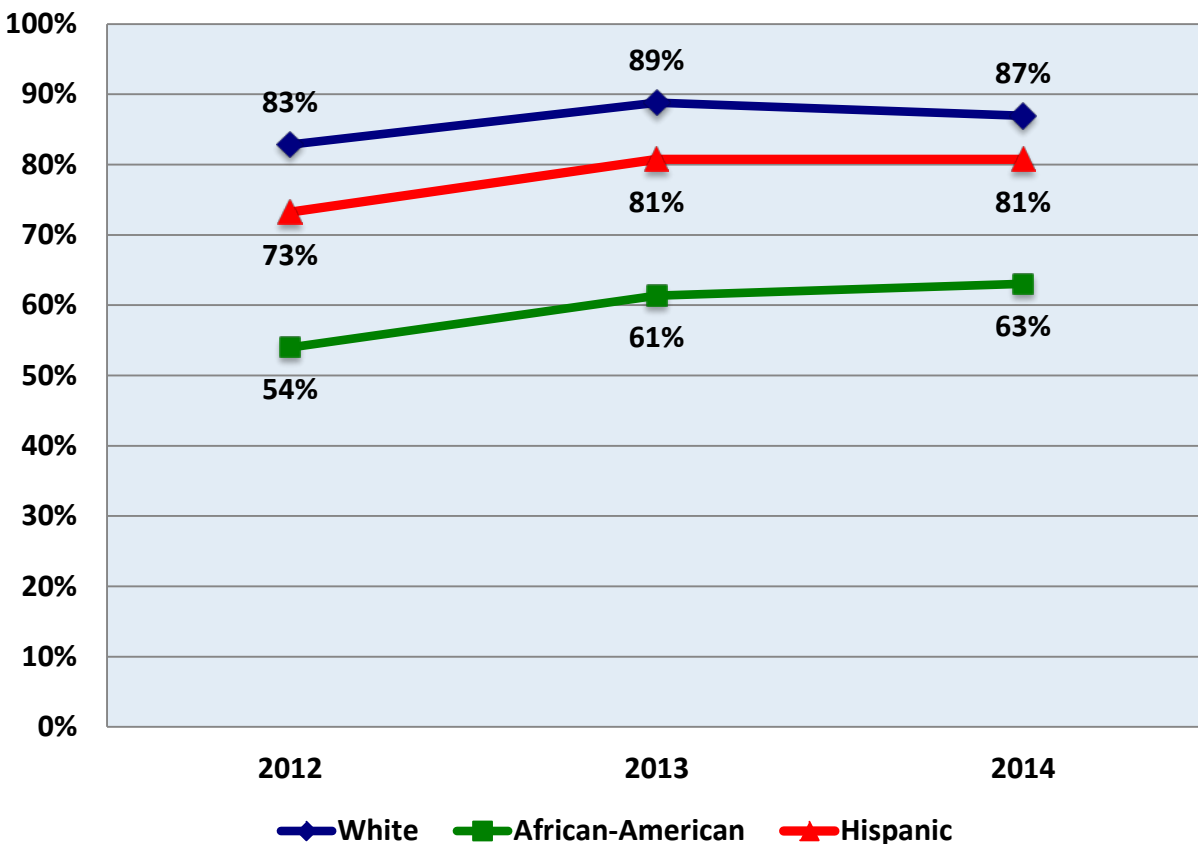


African-American students in grades 6, 7 and 8 continue to close the achievement gap. The percentage of African-American students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) increased 4 percentage points in 2014 compared to 2013.

In 2014, 98 percent of White students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is a decrease from 99 percent in 2013 and an increase from 97 percent in 2012. In 2014, 91 percent of African-American students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is an increase from 87 percent in 2013 and 89 percent in 2012. In 2014, 97 percent of Hispanic students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is a decrease from 98 percent in 2013 and an increase from 95 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Geometry EOC Assessment At or Above Achievement Level 4

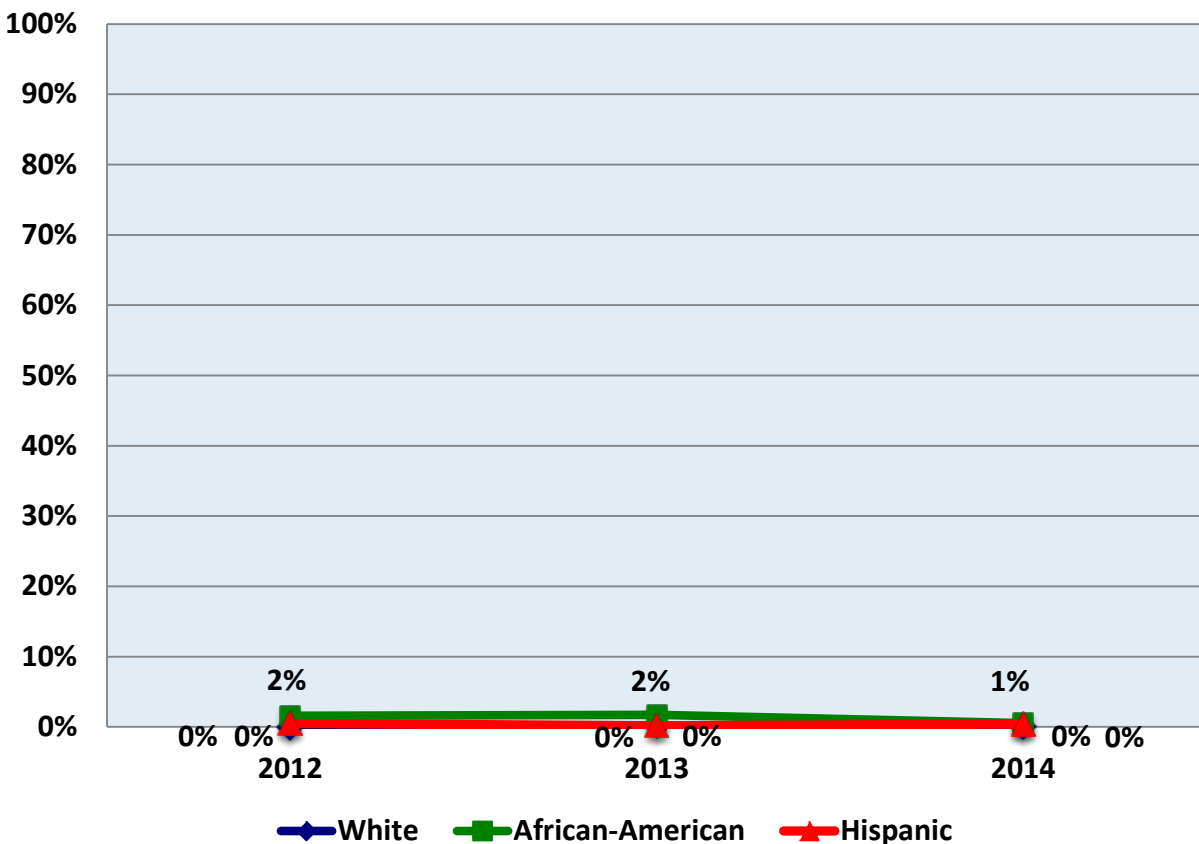


Overall, the performance of Hispanic, African-American and White students in grades 6, 7 and 8 performing at or above Achievement Level 4 on the Geometry EOC Assessment has improved since 2012. African-American students in grades 6, 7 and 8 have continued to close the achievement gap with a 2 percentage-point increase in 2014 compared to 2013.

In 2014, 87 percent of White students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is a decrease from 89 percent in 2013 and an increase from 83 percent in 2012. In 2014, 63 percent of African-American students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is an increase from 61 percent in 2013 and 54 percent in 2012. In 2014, 81 percent of Hispanic students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is equal to 81 percent in 2013 and an increase from 73 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Geometry EOC Assessment Achievement Level 1

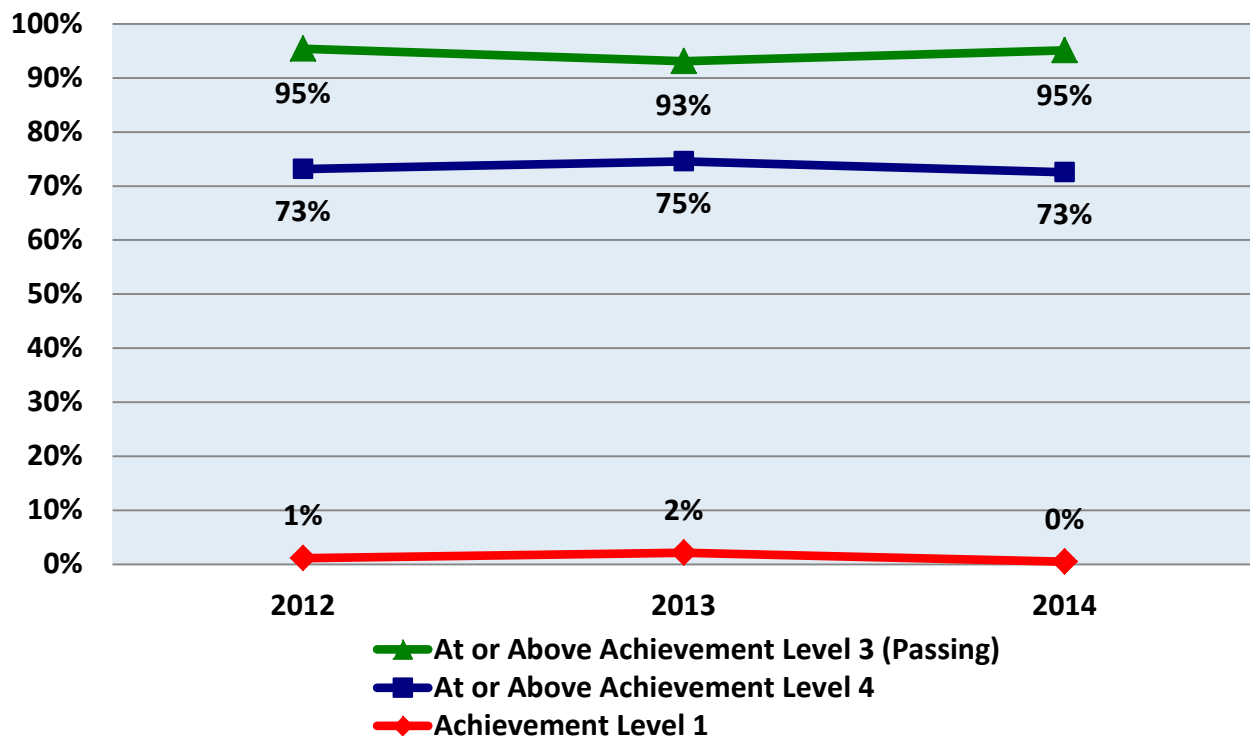


African-American students' performance in grades 6, 7 and 8 at Achievement Level 1 improved (decreased) by 1 percentage point in 2014 compared to 2013.

In 2014, 0 percent of White students in grades 6, 7 and 8 performed at Achievement Level 1 on the Geometry EOC Assessment. This is equal to 0 percent in 2013 and 2012. In 2014, 1 percent of African-American students in grades 6, 7 and 8 performed at Achievement Level 1 on the Geometry EOC Assessment. This is a decrease from 2 percent in 2013 and 2012. In 2014, 0 percent of Hispanic students in grades 6, 7 and 8 performed at Achievement Level 1 on the Geometry EOC Assessment. This is equal to 0 percent in 2013 and 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Geometry EOC Assessment By Achievement Level Students with Disabilities

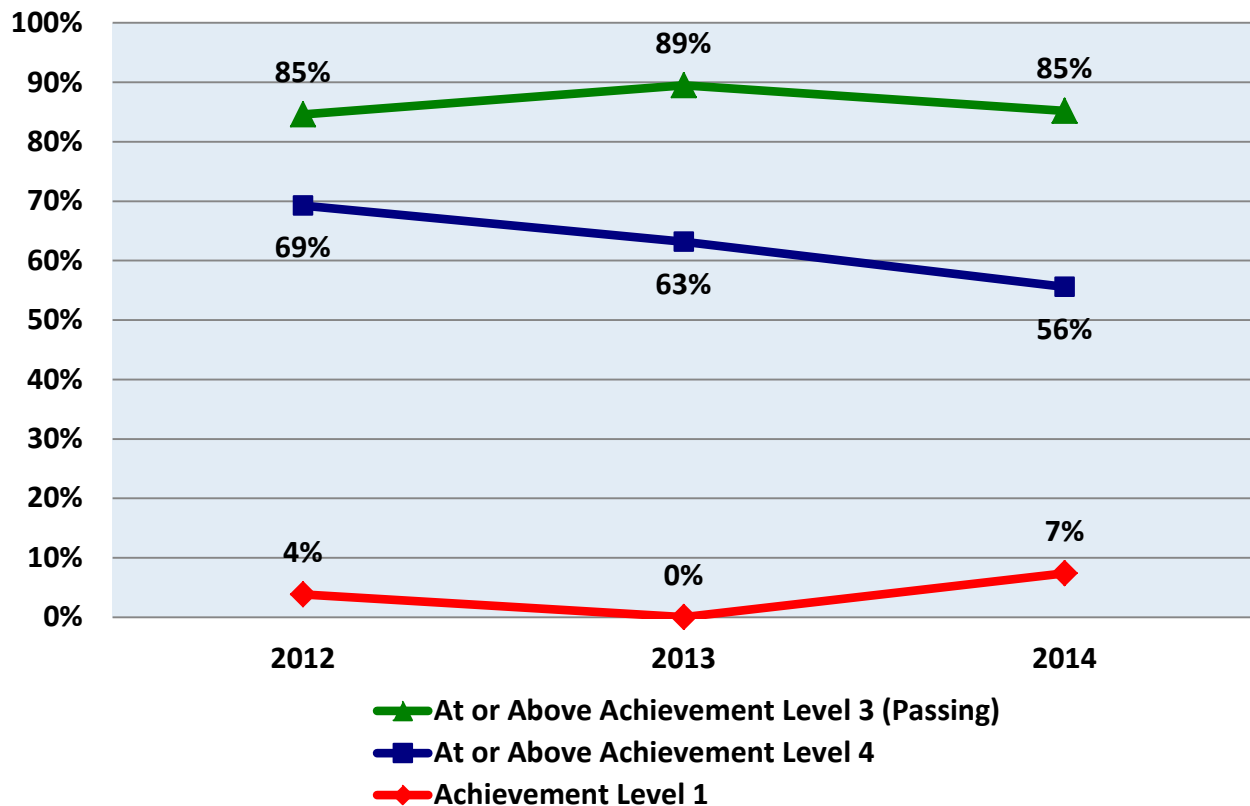


Students with Disabilities in grades 6, 7 and 8 improved their performance at or above Achievement Level 3 and at Achievement Level 1 on the Geometry EOC Assessment in 2014 compared to 2013. In comparison to 2013, the percentage of Students with Disabilities in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) increased 2 percentage points, while the percentage performing at Achievement Level 1 decreased 2 percentage points.

In 2014, 95 percent of Students with Disabilities in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is an increase from 93 percent in 2013 and equal to 95 percent in 2012. In 2014, 73 percent of Students with Disabilities in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is a decrease from 75 percent in 2013 and equal to 73 percent in 2012. In 2014, 0 percent of Students with Disabilities in grades 6, 7 and 8 performed at Achievement Level 1 on the Geometry EOC Assessment. This is a decrease from 2 percent in 2013 and 1 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Geometry EOC Assessment By Achievement Level English Language Learners

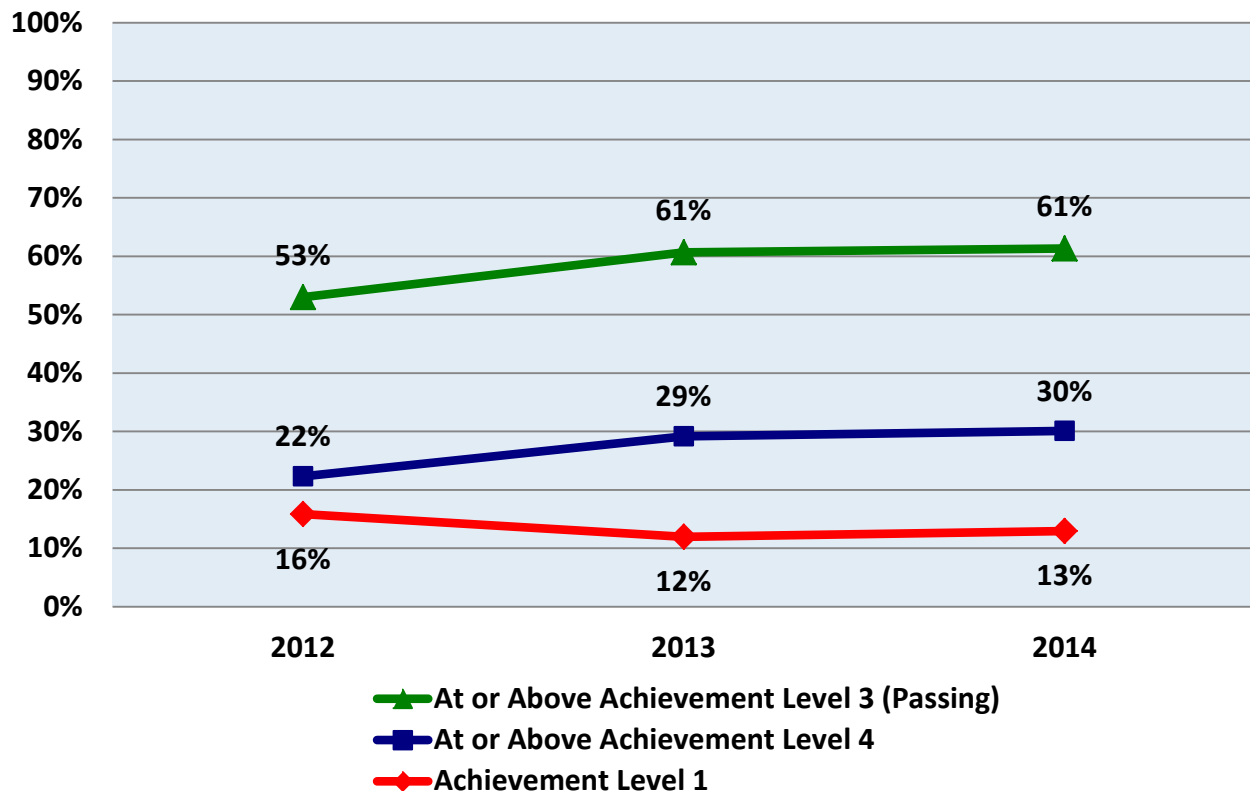


In 2014, the percentage of English Language Learners in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) is consistent with their performance in 2012. However, the performance of English Language Learners performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 decreased, while performance at Achievement Level 1 increased in 2014 compared to 2013.

In 2014, 85 percent of English Language Learners in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is a decrease from 89 percent in 2013 and equal to 85 percent in 2012. In 2014, 56 percent of English Language Learners in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is a decrease from 63 percent in 2013 and 69 percent in 2012. In 2014, 7 percent of English Language Learners in grades 6, 7 and 8 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 0 percent in 2013 and 4 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Geometry EOC Assessment By Achievement Level



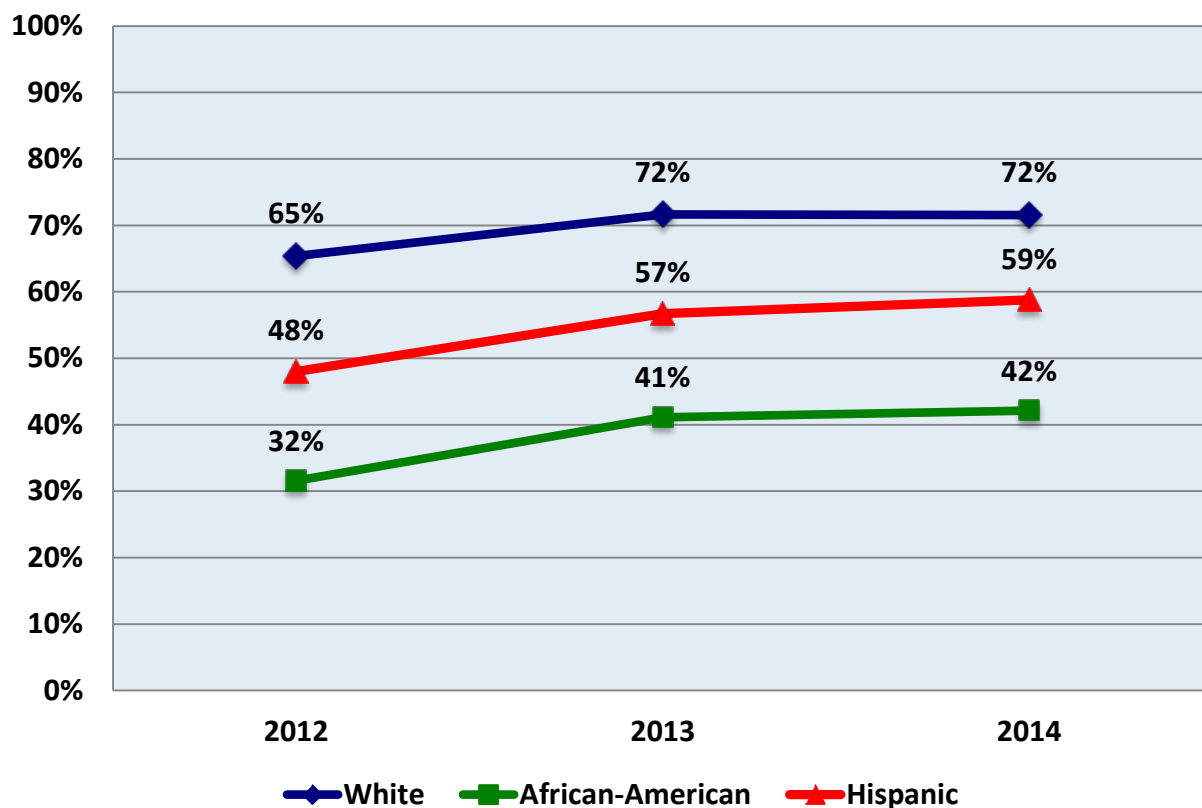
Overall, students in grades 9-12 have improved their performance on the Geometry EOC Assessment since 2012. From 2012 to 2014, the percentage of students in grades 9-12 performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 increased 8 percentage points, while performance at Achievement Level 1 improved (decreased) 3 percentage points.

In 2014, 61 percent of students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is equal to 61 percent in 2013 and an increase from 53 percent in 2012. In 2014, 30 percent of students in grades 9-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is an increase from 29 percent in 2013 and 22 percent in 2012. In 2014, 13 percent of students in grades 9-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 12 percent in 2013 and a decrease from 16 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 9-12 Geometry EOC Assessment At or Above Achievement Level 3 (Passing)

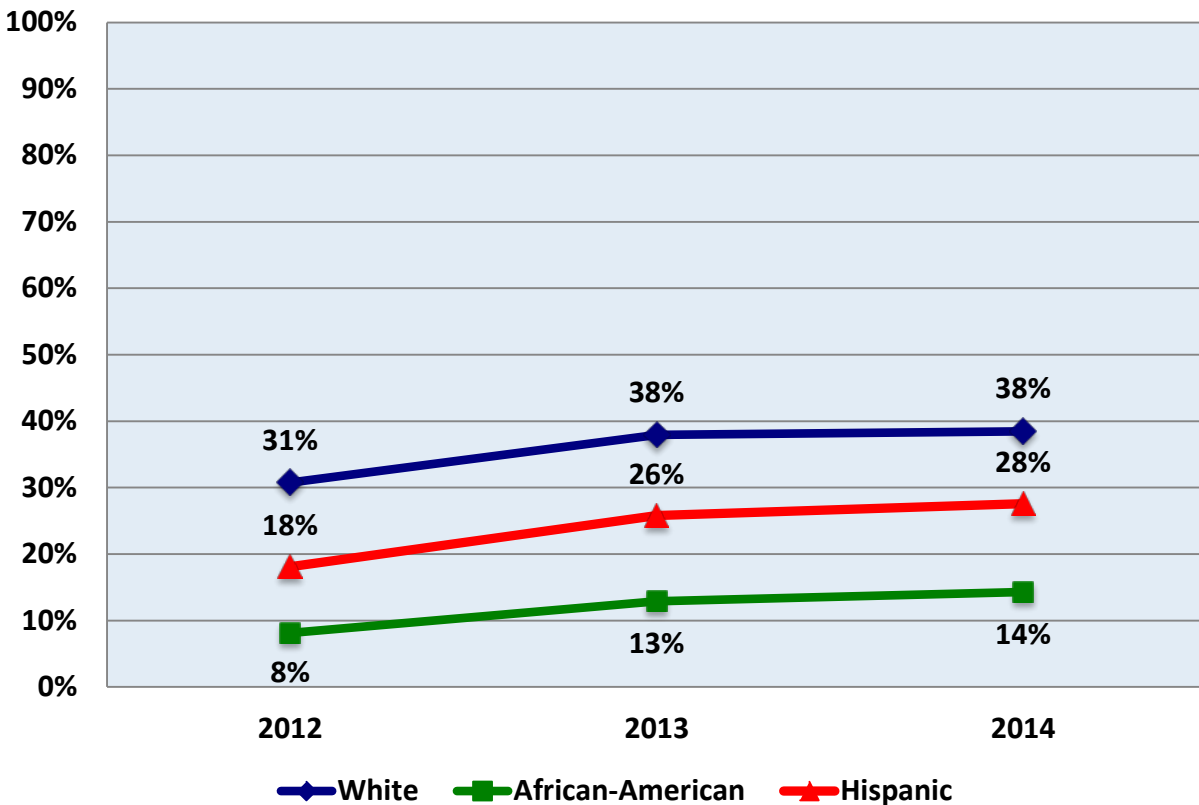


African-American and Hispanic students in grades 9-12 continue to close the achievement gap with White students on the Geometry EOC Assessment. In comparison to 2013, the percentage of African-American students in grades 9-12 performing at or above Achievement Level 3 (Passing) increased 1 percentage point, the performance of Hispanic students increased 2 percentage points, and the performance of White students remained consistent.

In 2014, 72 percent of White students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is equal to 72 percent in 2013 and an increase from 65 percent in 2012. In 2014, 42 percent of African-American students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is an increase from 41 percent in 2013 and 32 percent in 2012. In 2014, 59 percent of Hispanic students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is an increase from 57 percent in 2013 and 48 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Geometry EOC Assessment At or Above Achievement Level 4

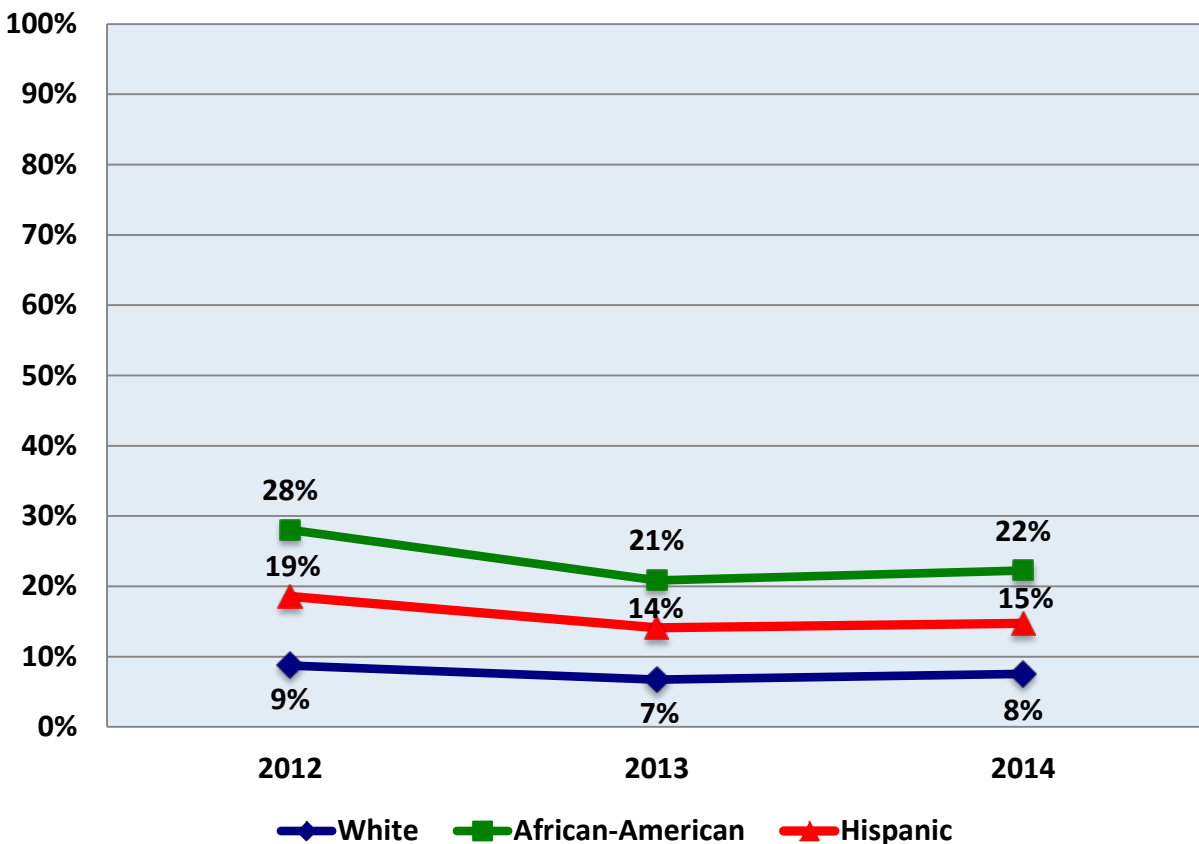


African-American and Hispanic students in grades 9-12 continue to close the achievement gap with White students on the Geometry EOC Assessment. In comparison to 2013, the percentage of African-American students in grades 9-12 performing at or above Achievement Level 4 increased 1 percentage point, the performance of Hispanic students increased 2 percentage points, and the performance of White students remained consistent.

In 2014, 38 percent of White students in grades 9-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is equal to 38 percent in 2013 and an increase from 31 percent in 2012. In 2014, 14 percent of African-American students in grades 9-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is an increase from 13 percent in 2013 and 8 percent in 2012. In 2014, 28 percent of Hispanic students in grades 9-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is an increase from 26 percent in 2013 and 18 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Geometry EOC Assessment Achievement Level 1

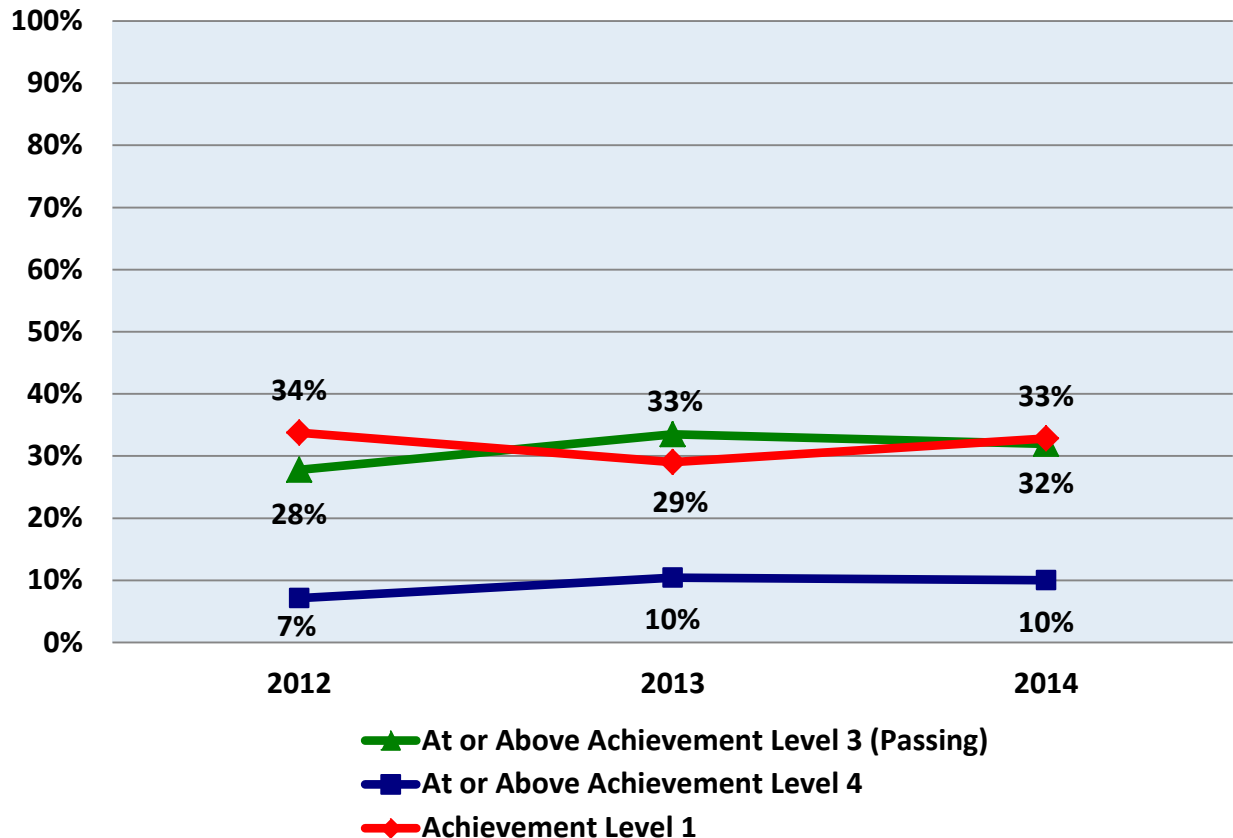


The performance of Hispanic, African-American and White students in grades 9-12 performing at Achievement Level 1 on the Geometry EOC Assessment has improved (decreased) since 2012; however, all three subgroups had a slight decrease in performance in 2014 compared to 2013.

In 2014, 8 percent of White students in grades 9-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 7 percent in 2013 and a decrease from 9 percent in 2012. In 2014, 22 percent of African-American students in grades 9-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 21 percent in 2013 and a decrease from 28 percent in 2012. In 2014, 15 percent of Hispanic students in grades 9-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 14 percent in 2013 and a decrease from 19 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Geometry EOC Assessment By Achievement Level Students with Disabilities

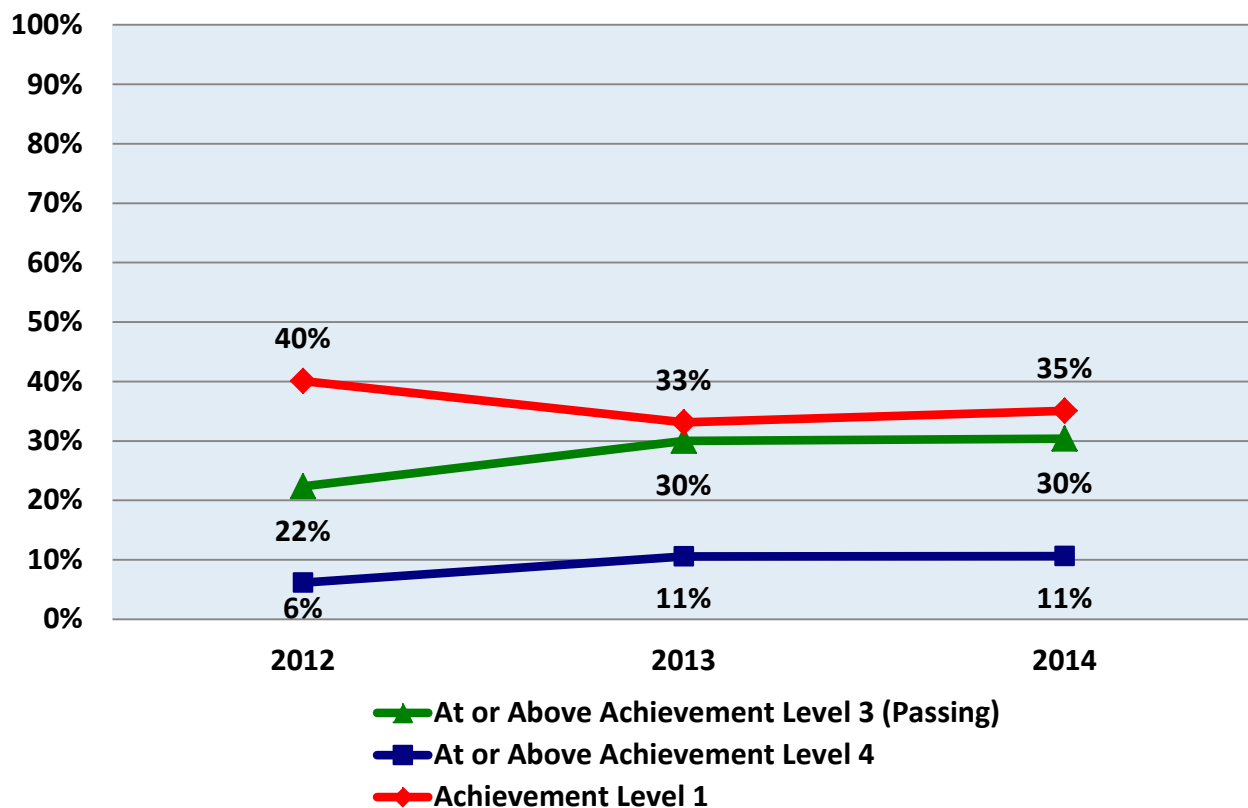


Overall, Students with Disabilities in grades 9-12 performing at or above Achievement Level 4 on the Geometry EOC Assessment remained consistent from 2013 to 2014, while their performance at or above Achievement Level 3 (Passing) and at Achievement Level 1 declined over the same period of time.

In 2014, 32 percent of Students with Disabilities in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is a decrease from 33 percent in 2013 and an increase from 28 percent in 2012. In 2014, 10 percent of Students with Disabilities in grades 9-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is equal to 10 percent in 2013 and an increase from 7 percent in 2012. In 2014, 33 percent of Students with Disabilities in grades 9-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 29 percent in 2013 and a decrease from 34 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Geometry EOC Assessment By Achievement Level English Language Learners



The performance of English Language Learners in grades 9-12 at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 on the Geometry EOC Assessment remained consistent in 2014 compared to 2013; however, the percentage performing at Achievement Level 1 increased 2 percentage points over the same period of time.

In 2014, 30 percent of English Language Learners in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Geometry EOC Assessment. This is equal to 30 percent in 2013 and an increase from 22 percent in 2012. In 2014, 11 percent of English Language Learners in grades 9-12 performed at or above Achievement Level 4 on the Geometry EOC Assessment. This is equal to 11 percent in 2013 and an increase from 6 percent in 2012. In 2014, 35 percent of English Language Learners in grades 9-12 performed at Achievement Level 1 on the Geometry EOC Assessment. This is an increase from 33 percent in 2013 and a decrease from 40 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12

# Geometry EOC Assessment Results

## Percentage Comparison by District<sup>1</sup>

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	63%	64%	1%
ALACHUA	73%	68%	-5%
BAKER	60%	51%	-9%
BAY	64%	66%	2%
BRADFORD	59%	45%	-14%
BREVARD	73%	70%	-3%
BROWARD	65%	65%	0%
CALHOUN	71%	72%	1%
CHARLOTTE	66%	60%	-6%
CITRUS	76%	69%	-7%
CLAY	67%	66%	-1%
COLLIER	70%	67%	-3%
COLUMBIA	51%	21%	-30%
MIAMI DADE	59%	63%	4%
DESOTO	63%	57%	-6%
DIXIE	72%	64%	-8%
DUVAL	56%	54%	-2%
ESCAMBIA	74%	74%	0%
FLAGLER	75%	72%	-3%
FRANKLIN	62%	59%	-3%
GADSDEN	29%	29%	0%
GILCHRIST	72%	76%	4%
GLADES	51%	52%	1%
GULF	74%	84%	10%
HAMILTON	42%	29%	-13%
HARDEE	63%	41%	-22%
HENDRY	53%	53%	0%
HERNANDO	58%	59%	1%
HIGHLANDS	63%	50%	-13%
HILLSBOROUGH	67%	64%	-3%
HOLMES	49%	48%	-1%
INDIAN RIVER	61%	65%	4%
JACKSON	61%	61%	0%
JEFFERSON	23%	21%	-2%

<sup>1</sup> This table includes student results of first-time test takers in the winter, spring and summer administrations for the previous year and fall, winter and spring administrations for the current year.

## Grades 6-12

# Geometry EOC Assessment Results

## Percentage Comparison by District<sup>1</sup>

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	63%	64%	1%
LAFAYETTE	43%	79%	36%
LAKE	54%	58%	4%
LEE	56%	62%	6%
LEON	78%	70%	-8%
LEVY	64%	62%	-2%
LIBERTY	47%	43%	-4%
MADISON	50%	53%	3%
MANATEE	70%	63%	-7%
MARION	59%	55%	-4%
MARTIN	70%	74%	4%
MONROE	84%	72%	-12%
NASSAU	82%	67%	-15%
OKALOOSA	73%	72%	-1%
OKEECHOBEE	67%	53%	-14%
ORANGE	60%	65%	5%
OSCEOLA	50%	53%	3%
PALM BEACH	63%	69%	6%
PASCO	64%	67%	3%
PINELLAS	66%	61%	-5%
POLK	50%	50%	0%
PUTNAM	58%	64%	6%
ST JOHNS	84%	88%	4%
ST LUCIE	44%	51%	7%
SANTA ROSA	73%	74%	1%
SARASOTA	73%	72%	-1%
SEMINOLE	74%	75%	1%
SUMTER	61%	68%	7%
SUWANNEE	64%	70%	6%
TAYLOR	57%	61%	4%
UNION	50%	79%	29%
VOLUSIA	67%	67%	0%
WAKULLA	72%	75%	3%
WALTON	52%	76%	24%
WASHINGTON	67%	62%	-5%

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

# Biology 1 EOC Assessment

## Grades 6-12

### 2014 School Year

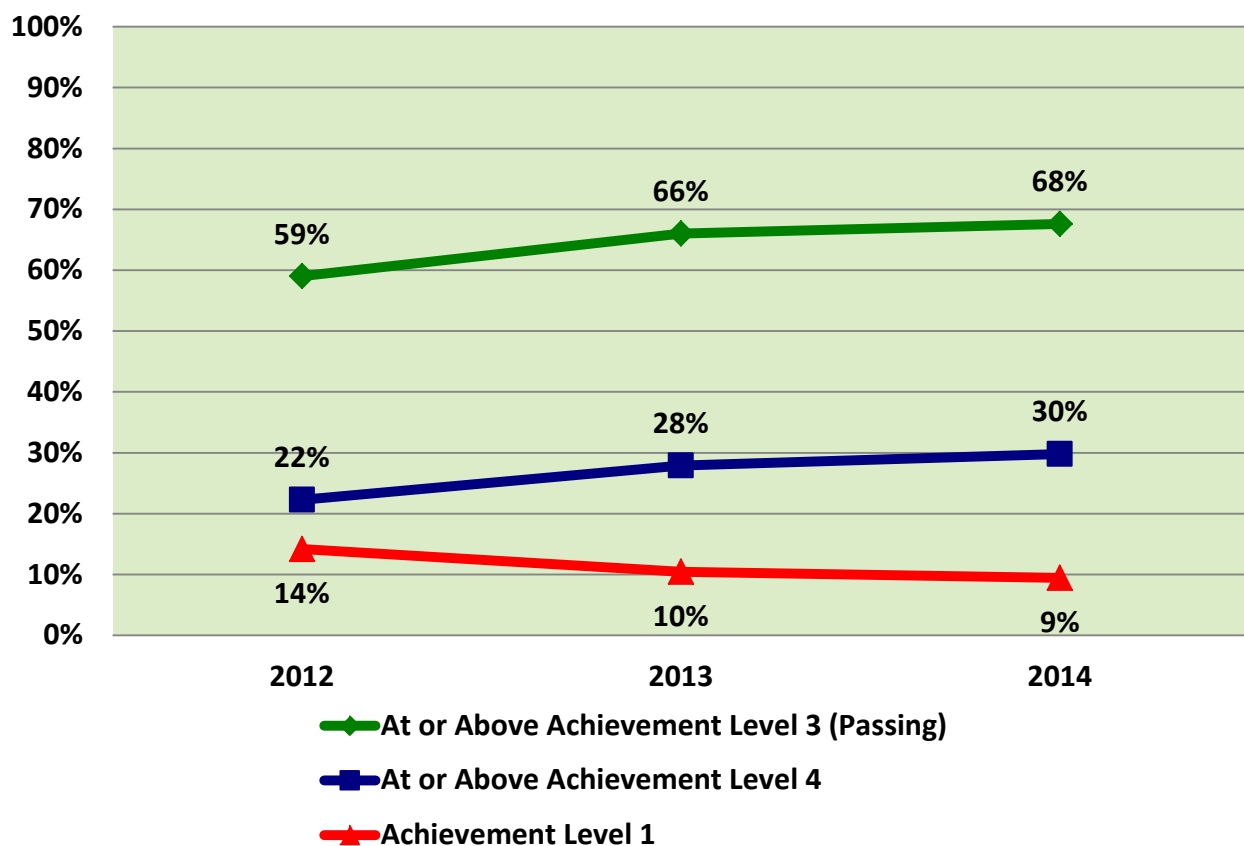
**NOTES:**

- 1) Student performance on the 2012 Biology 1 EOC Assessment presented in this media packet is reported using the Achievement Levels established by the State Board of Education in December 2012. This was done so stakeholders can compare school years and see how students would have performed if the Achievement Levels had been established in 2012.
- 2) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's media packet. This is because of the inclusion of summer 2013 results and routine updates made to student data subsequent to last year's release.
- 3) Biology 1 student performance in this media packet includes student results for all first-time test takers for each administration during each school year.

School Year	Administrations
2011-12	Spring
2012-13	Winter, Spring, Summer
2013-14	Fall, Winter, Spring (Summer not yet administered)



## Grades 6-12 Biology 1 EOC Assessment By Achievement Level

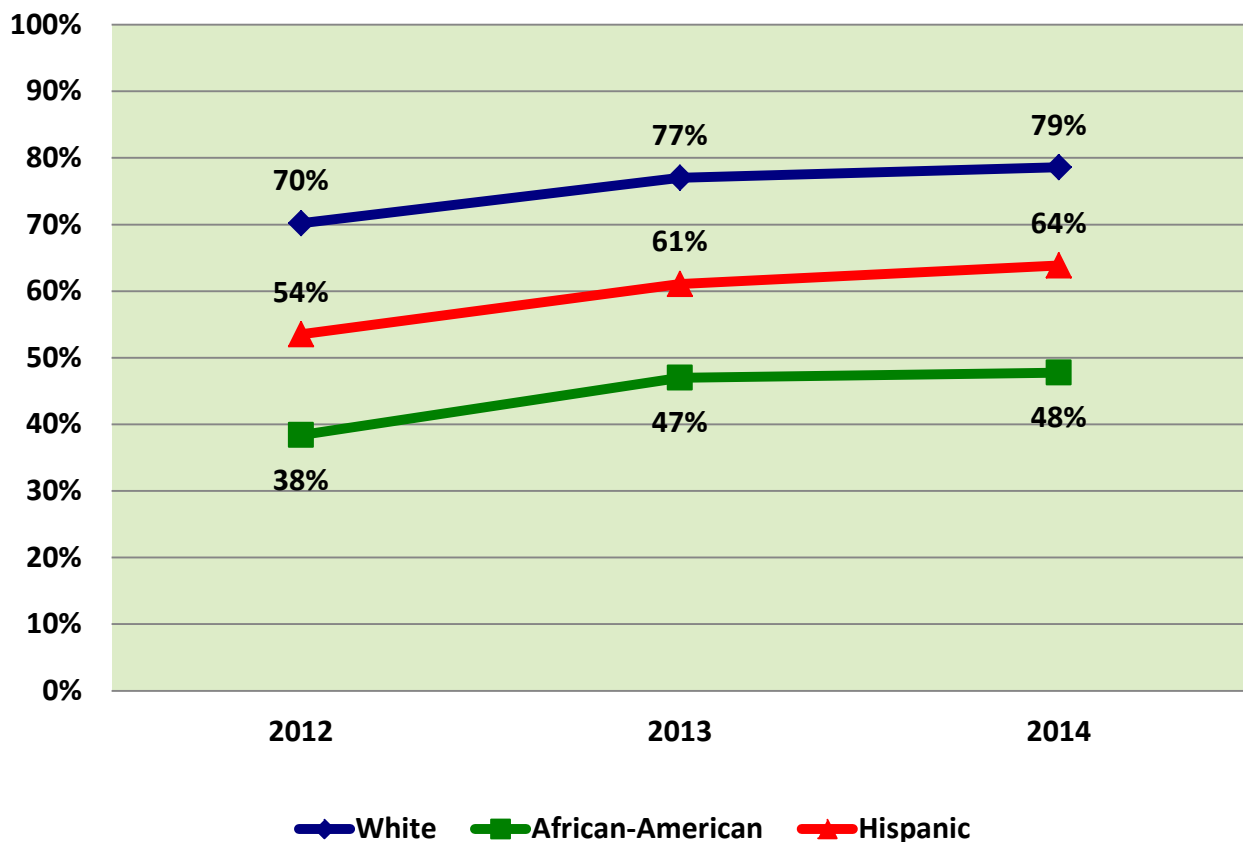


Overall, students in grades 6-12 performed higher on the Biology 1 EOC Assessment in 2014. The percentage of students in grades 6-12 performing at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 increased 2 percentage points in 2014 compared to 2013.

In 2014, 68 percent of students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 66 percent in 2013 and 59 percent in 2012. In 2014, 30 percent of students in grades 6-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 28 percent in 2013 and 22 percent in 2012. In 2014, 9 percent of students in grades 6-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 10 percent in 2013 and 14 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Biology 1 EOC Assessment At or Above Achievement Level 3 (Passing)

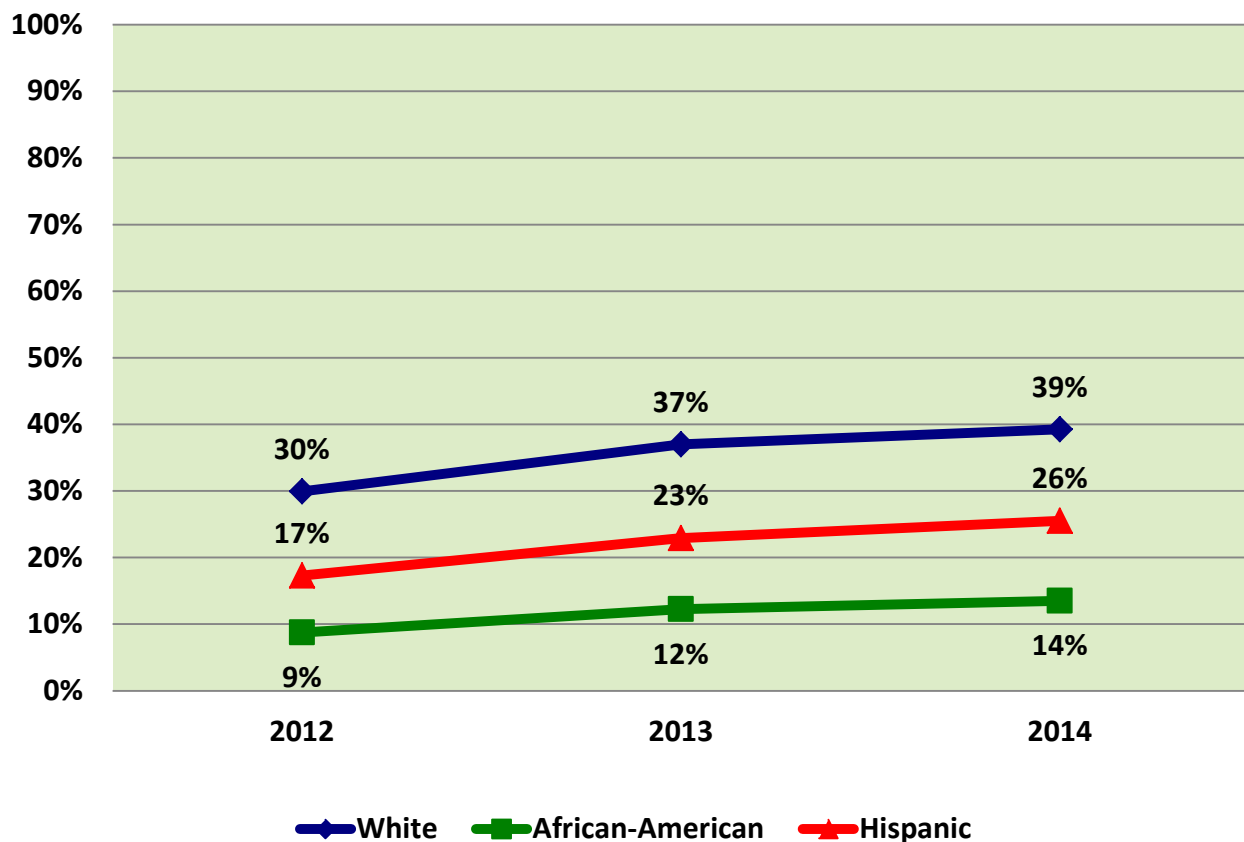


Overall, the percentage of Hispanic, African-American and White students in grades 6-12 performing at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment improved in 2014. Since 2012, the percentage of African-American and Hispanic students in grades 6-12 performing at or above Achievement Level 3 (Passing) increased by 10 percentage points, and the percentage of White students increased by 9 percentage points.

In 2014, 79 percent of White students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 77 percent in 2013 and 70 percent in 2012. In 2014, 48 percent of African-American students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 47 percent in 2013 and 38 percent in 2012. In 2014, 64 percent of Hispanic students in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 61 percent in 2013 and 54 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Biology 1 EOC Assessment At or Above Achievement Level 4

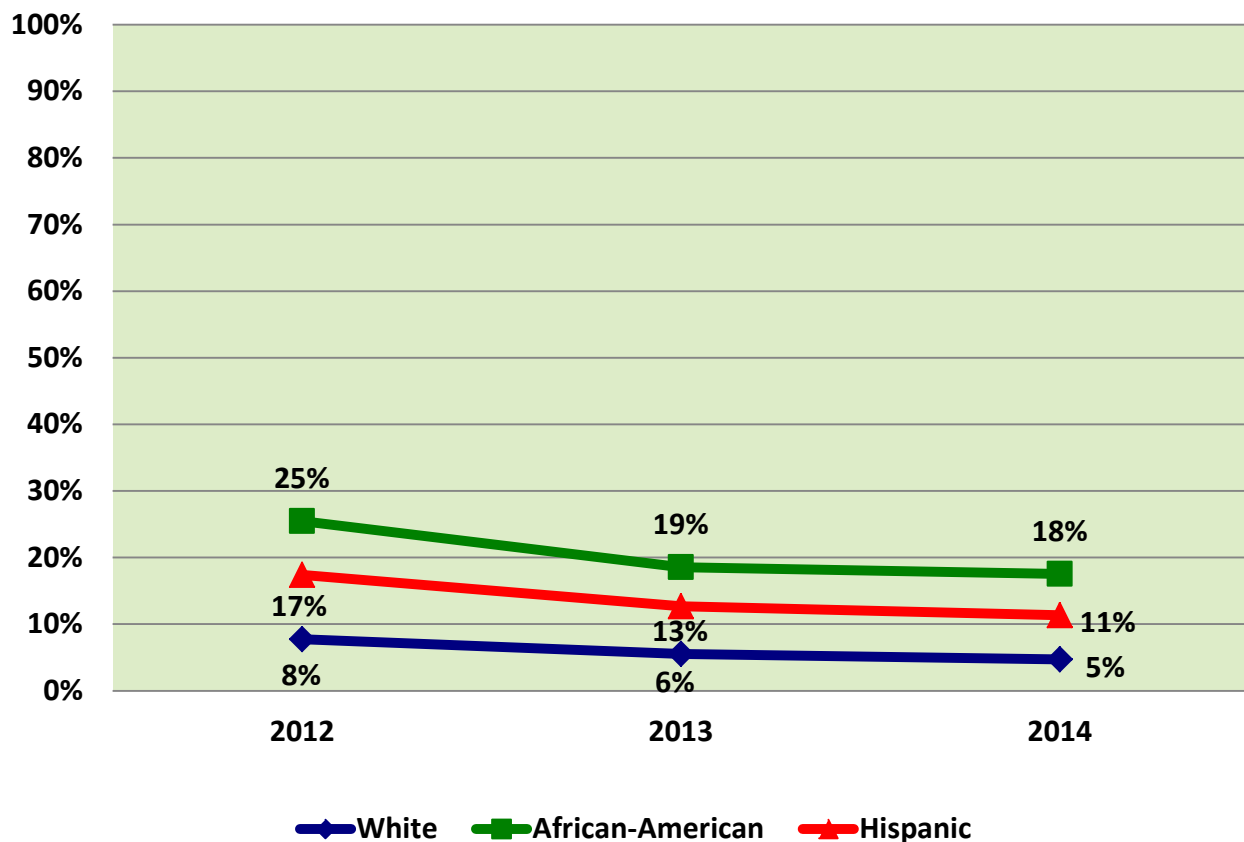


The percentage of Hispanic, African-American and White students in grades 6-12 performing at or above Achievement Level 4 on the Biology 1 EOC Assessment has continued to increase since 2012; the percentage of African-American students in grades 6-12 performing at or above Achievement Level 4 increased by 5 percentage points, while the percentage of Hispanic and White students increased by 9 percentage points.

In 2014, 39 percent of White students in grades 6-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 37 percent in 2013 and 30 percent in 2012. In 2014, 14 percent of African-American students in grades 6-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 12 percent in 2013 and 9 percent in 2012. In 2014, 26 percent of Hispanic students in grades 6-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 23 percent in 2013 and 17 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Biology 1 EOC Assessment Achievement Level 1

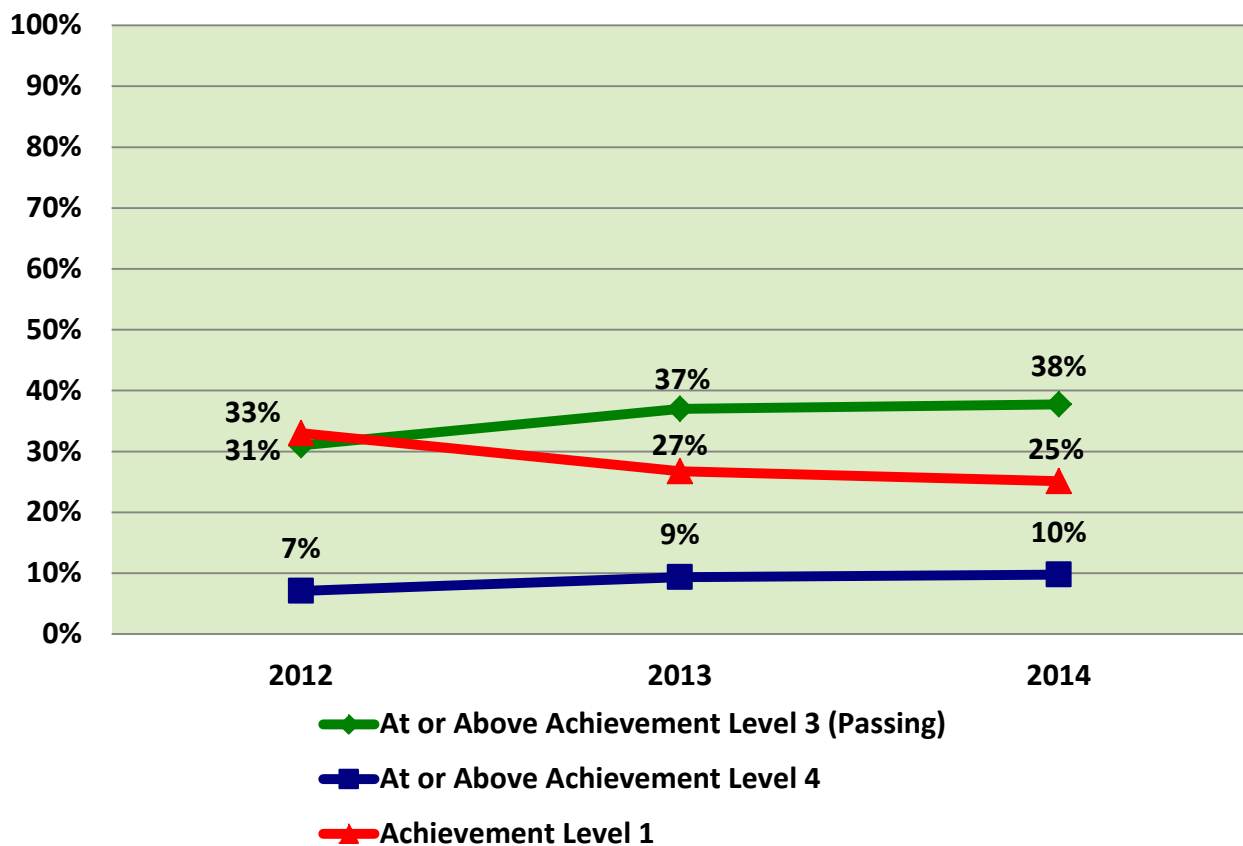


The percentage of Hispanic, African-American and White students in grades 6-12 performing at Achievement Level 1 on the Biology 1 EOC Assessment has improved (decreased) since 2012; the percentage of African-American students decreased by 7 percentage points; the percentage of Hispanic students decreased by 6 percentage points; and the percentage of White students decreased by 3 percentage points since 2012.

In 2014, 5 percent of White students in grades 6-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 6 percent in 2013 and 8 percent in 2012. In 2014, 18 percent of African-American students in grades 6-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 19 percent in 2013 and 25 percent in 2012. In 2014, 11 percent of Hispanic students in grades 6-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 13 percent in 2013 and 17 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Biology 1 EOC Assessment By Achievement Level Students with Disabilities

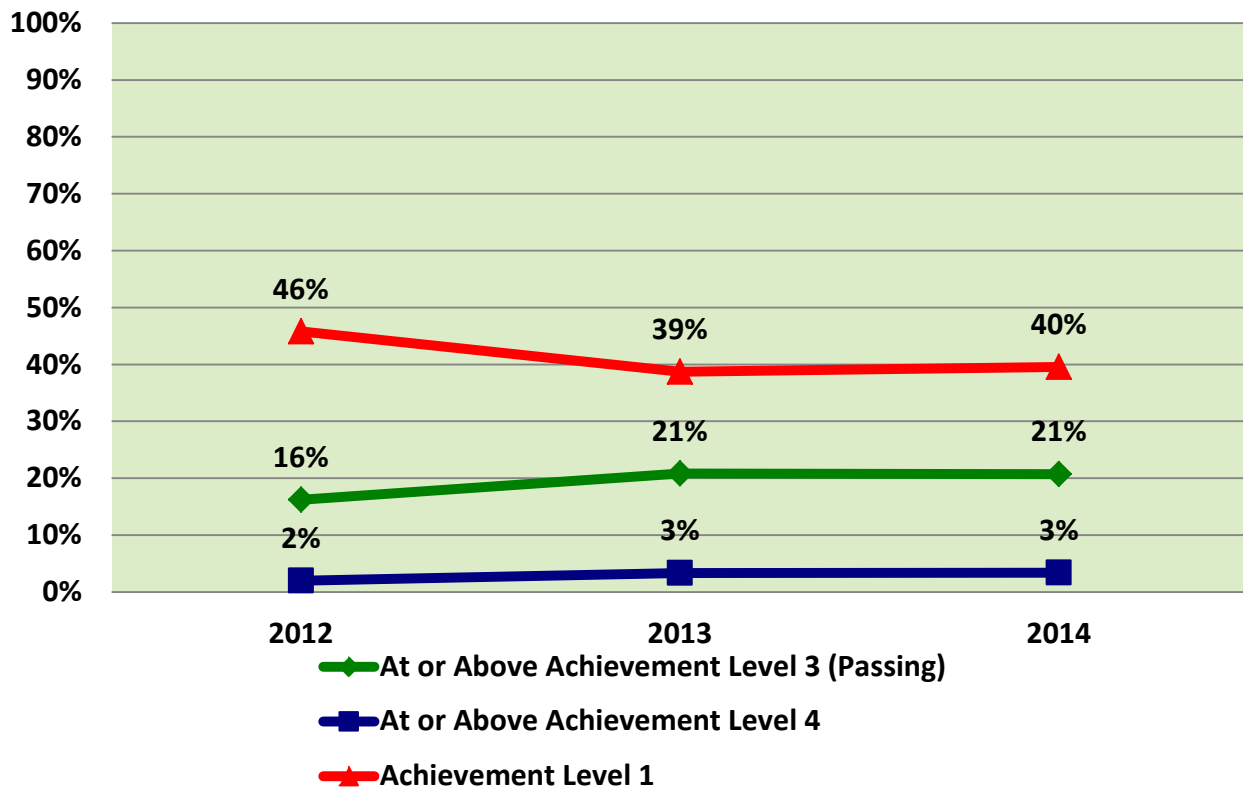


Overall, the performance of Students with Disabilities in grades 6-12 on the Biology 1 EOC Assessment has improved since 2012, with performance at or above Achievement Level 3 (Passing) increasing by 7 percentage points and performance at or above Achievement Level 4 increasing by 3 percentage points.

In 2014, 38 percent of Students with Disabilities in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 37 percent in 2013 and 31 percent in 2012. In 2014, 10 percent of Students with Disabilities in grades 6-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 9 percent in 2013 and 7 percent in 2012. In 2014, 25 percent of Students with Disabilities in grades 6-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 27 percent in 2013 and 33 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Biology 1 EOC Assessment By Achievement Level English Language Learners

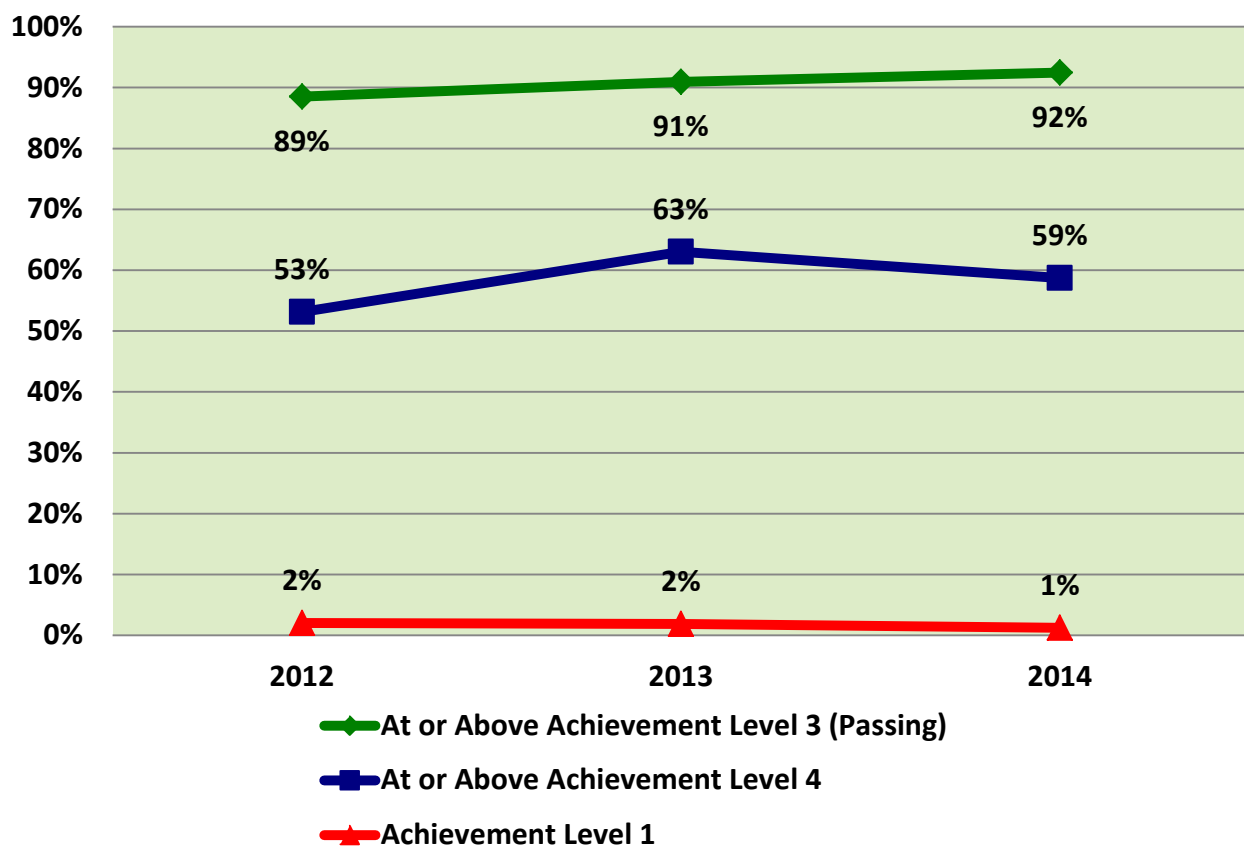


Overall, English Language Learners’ performance on the Biology 1 EOC Assessment has improved since 2012. Since then, the percentage of English Language Learners in grades 6-12 performing at or above Achievement Level 3 (Passing) increased 5 percentage points, the percentage performing at or above Achievement Level 4 increased 1 percentage point, and the percentage performing at Achievement Level 1 improved (decreased) 6 percentage points.

In 2014, 21 percent of English Language Learners in grades 6-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is equal to 21 percent in 2013 and an increase from 16 percent in 2012. In 2014, 3 percent of English Language Learners in grades 6-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is equal to 3 percent in 2013 and an increase from 2 percent in 2012. In 2014, 40 percent of English Language Learners in grades 6-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is an increase from 39 percent in 2013 and a decrease from 46 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Biology 1 EOC Assessment By Achievement Level

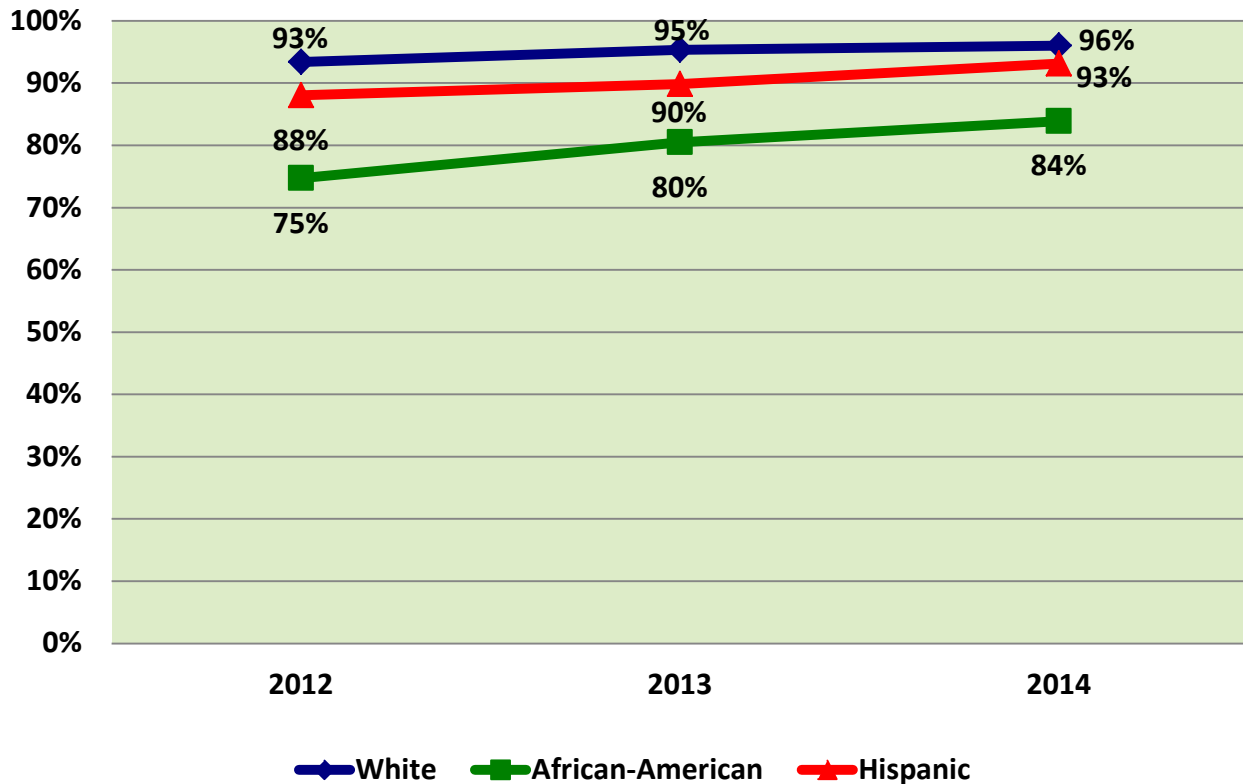


The percentage of students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) has steadily increased since 2012 on the Biology 1 EOC Assessment. Since then, the percentage of students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) increased 3 percentage points, while the percentage performing at Achievement Level 1 improved (decreased) 1 percentage point.

In 2014, 92 percent of students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 91 percent in 2013 and 89 percent in 2012. In 2014, 59 percent of students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is a decrease from 63 percent in 2013 and an increase from 53 percent in 2012. In 2014, 1 percent of students in grades 6, 7 and 8 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 2 percent points in 2013 and 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Biology 1 EOC Assessment At or Above Achievement Level 3 (Passing)



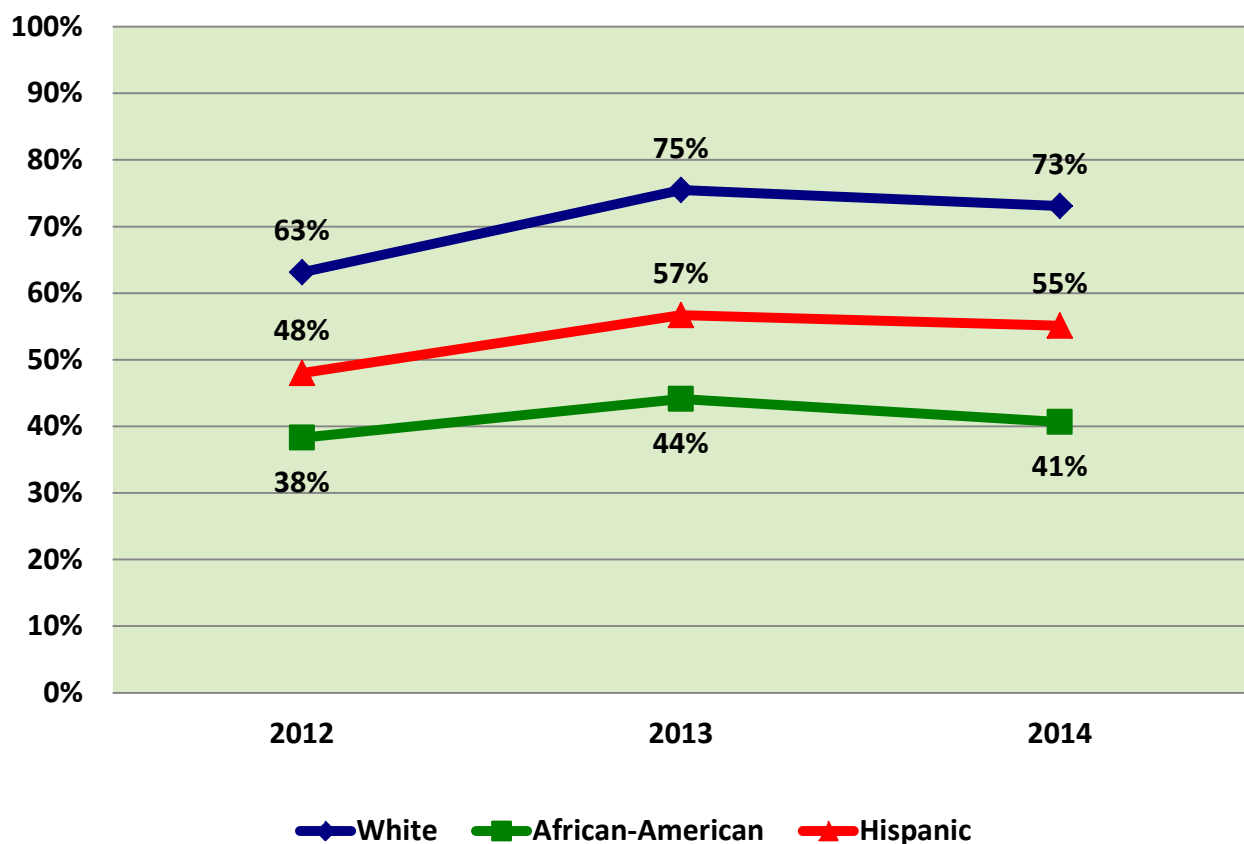
Hispanic and African-American students in grades 6, 7 and 8 continue to close the achievement gap with White students on the Biology 1 EOC Assessment. Since 2012, the percentage of African-American students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) increased by 9 percentage points; the percentage of Hispanic students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) increased by 5 percentage points; and the percentage of White students in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) increased by 3 percentage points.

In 2014, 96 percent of White students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 95 percent in 2013 and 93 percent in 2012. In 2014, 84 percent of African-American students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 80 percent in 2013 and 75 percent in 2012. In 2014, 93 percent of Hispanic students in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 90 percent in 2013 and 88 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 6, 7 and 8 Biology 1 EOC Assessment At or Above Achievement Level 4

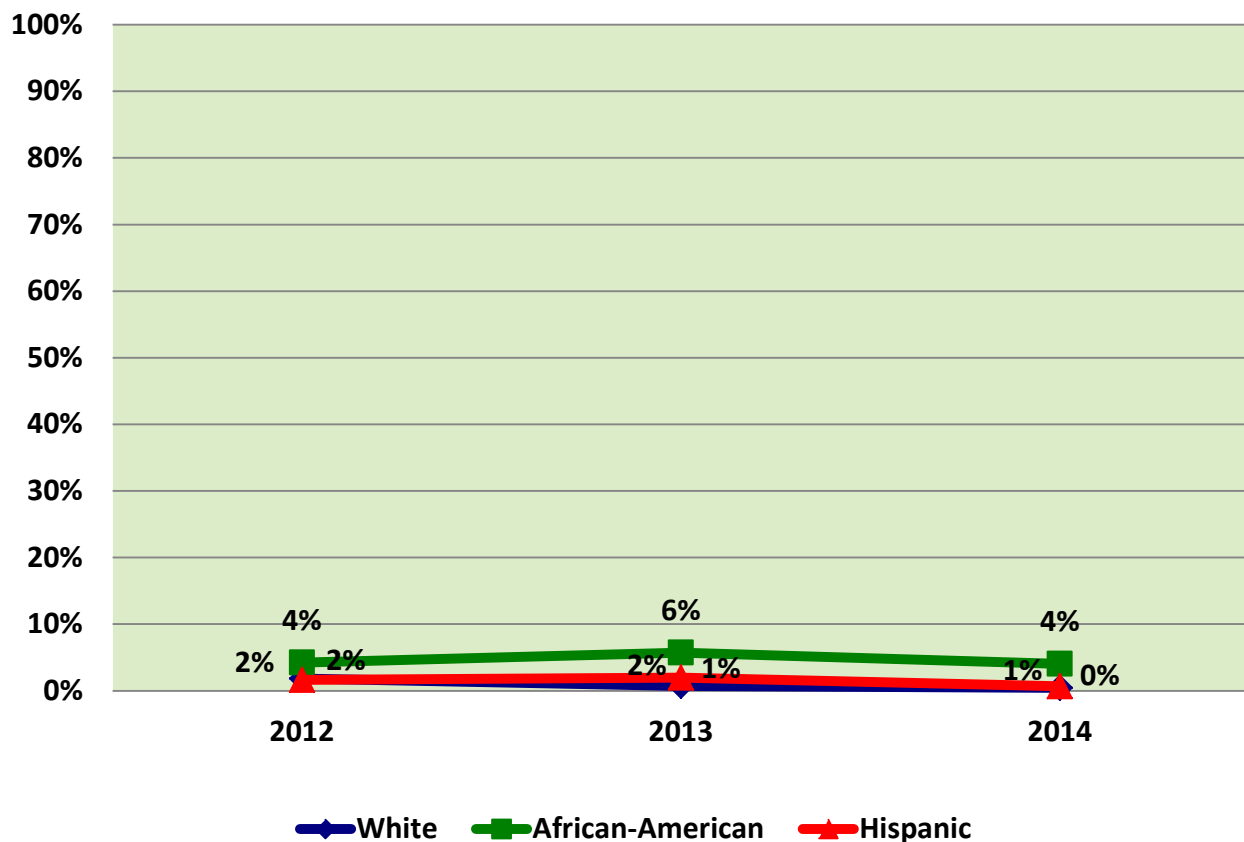


Overall, the performance of Hispanic, African-American and White students in grades 6, 7 and 8 performing at or above Achievement Level 4 on the Biology 1 EOC Assessment has increased since 2012; however, all three subgroups had a decrease in the percentage of students performing at or above Achievement Level 4 from 2013 to 2014.

In 2014, 73 percent of White students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is a decrease from 75 percent in 2013 and an increase from 63 percent in 2012. In 2014, 41 percent of African-American students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is a decrease from 44 percent in 2013 and an increase from 38 percent in 2012. In 2014, 55 percent of Hispanic students in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is a decrease from 57 percent in 2013 and an increase from 48 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Biology 1 EOC Assessment Achievement Level 1

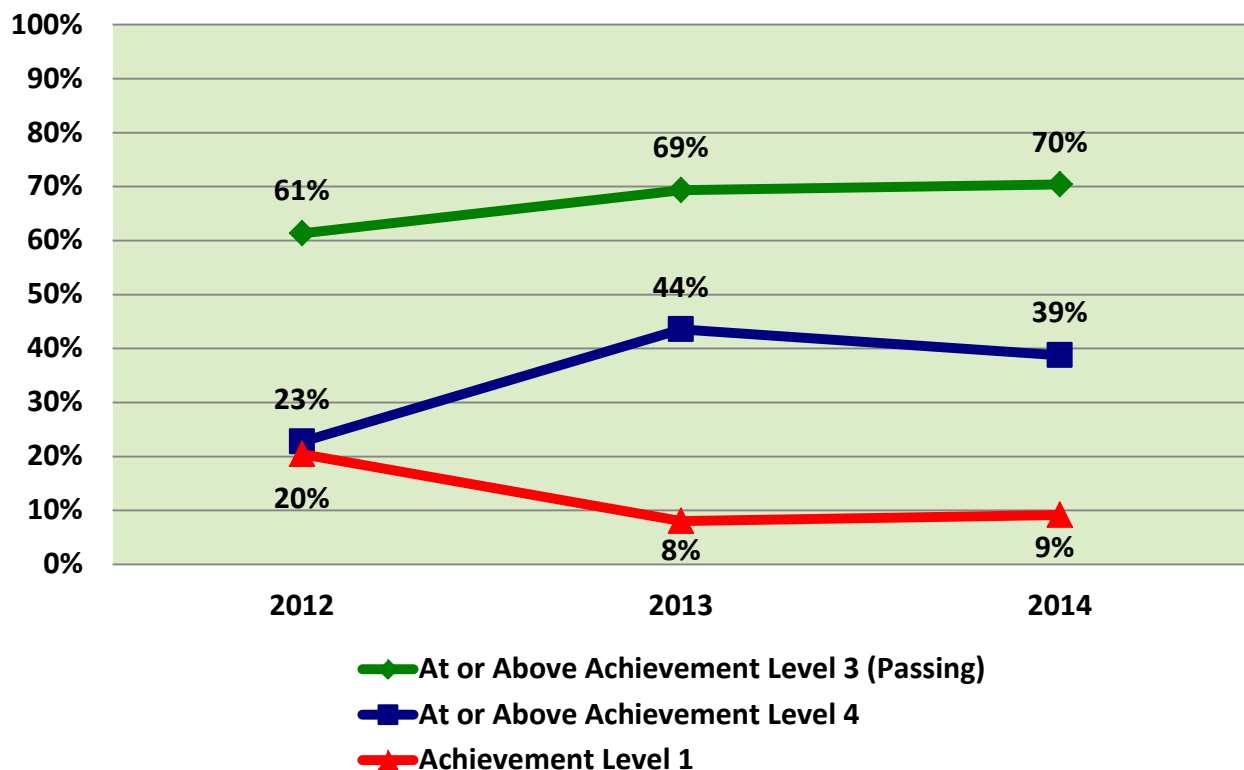


The percentage of African-American, Hispanic and White students in grades 6, 7 and 8 performing at Achievement Level 1 on the Biology 1 EOC Assessment improved (decreased) in 2014 compared to 2013. The percentage of Hispanic and White students decreased 1 percentage point and the percentage of African-American students decreased 2 percentage points since 2013.

In 2014, 0 percent of White students in grades 6, 7 and 8 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 1 percent in 2013 and 2 percent in 2012. In 2014, 4 percent of African-American students in grades 6, 7 and 8 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 6 percent in 2013 and equal to 4 percent in 2012. In 2014, 1 percent of Hispanic students in grades 6, 7 and 8 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 2 percent in 2013 and 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6, 7 and 8 Biology 1 EOC Assessment By Achievement Level Students with Disabilities

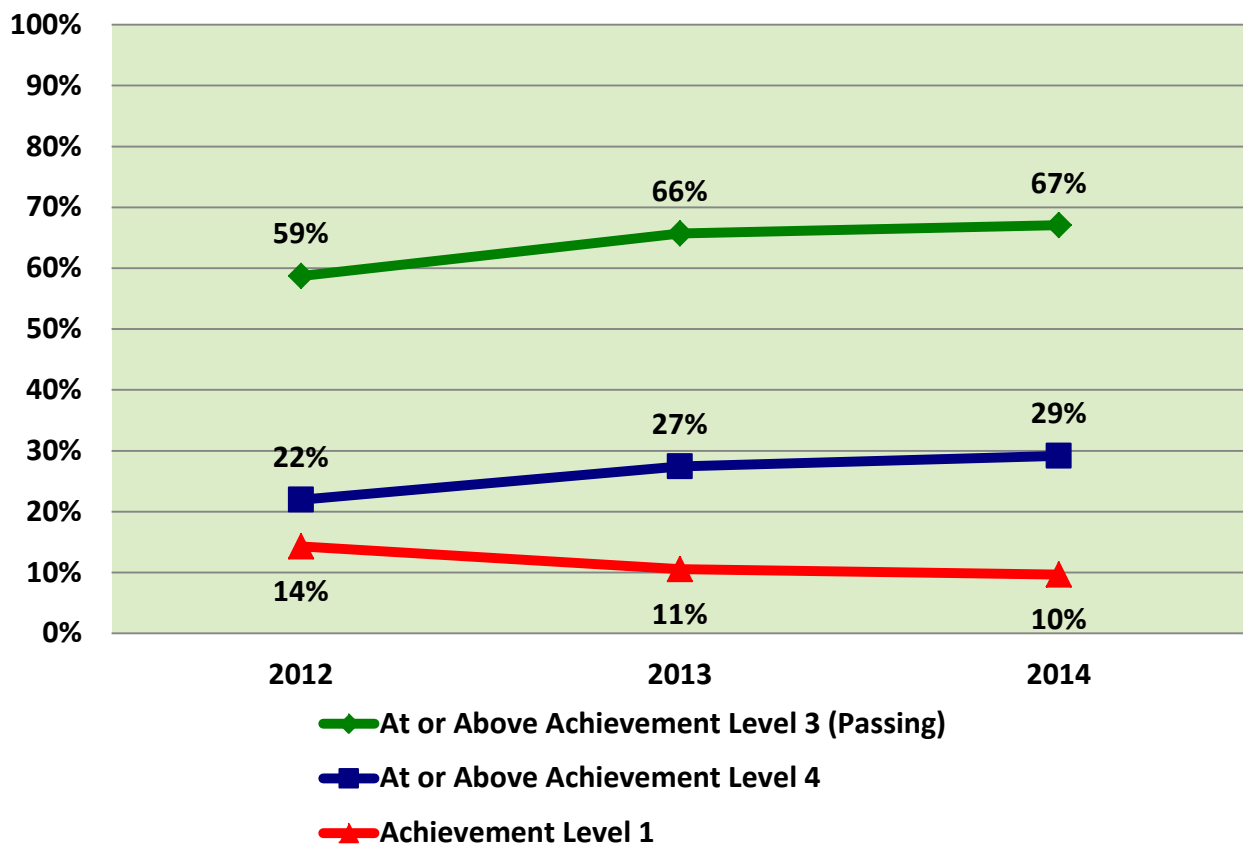


Students with Disabilities in grades 6, 7 and 8 performing at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment increased 9 percentage points since 2012, and the percentage performing at or above Achievement Level 4 increased 16 percentage points over the same period of time.

In 2014, 70 percent of Students with Disabilities in grades 6, 7 and 8 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 69 percent in 2013 and 61 percent in 2012. In 2014, 39 percent of Students with Disabilities in grades 6, 7 and 8 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is a decrease from 44 percent in 2013 and an increase from 23 percent in 2012. In 2014, 9 percent of Students with Disabilities in grades 6, 7 and 8 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is an increase from 8 percent in 2013 and a decrease from 20 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Biology 1 EOC Assessment By Achievement Level

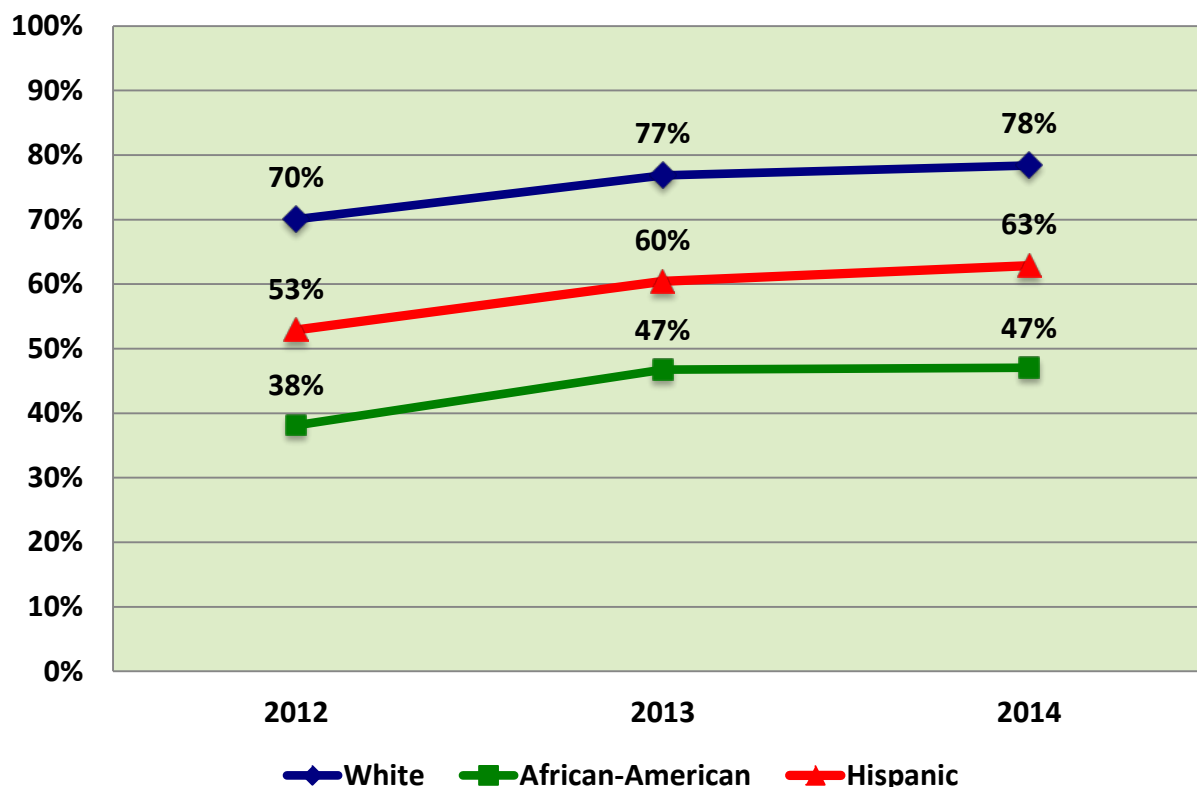


Overall, students in grades 9-12 performed higher on the Biology 1 EOC Assessment in 2014 compared to 2013 and 2012. Since 2012, the percentage of students in grades 9-12 performing at or above Achievement Level 3 (Passing) increased 8 percentage points, and the percentage of students in grades 9-12 performing at or above Achievement Level 4 increased 7 percentage points.

In 2014, 67 percent of students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 66 percent in 2013 and 59 percent in 2012. In 2014, 29 percent of students in grades 9-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 27 percent in 2013 and 22 percent in 2012. In 2014, 10 percent of students in grades 9-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 11 percent in 2013 and 14 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Biology 1 EOC Assessment At or Above Achievement Level 3 (Passing)

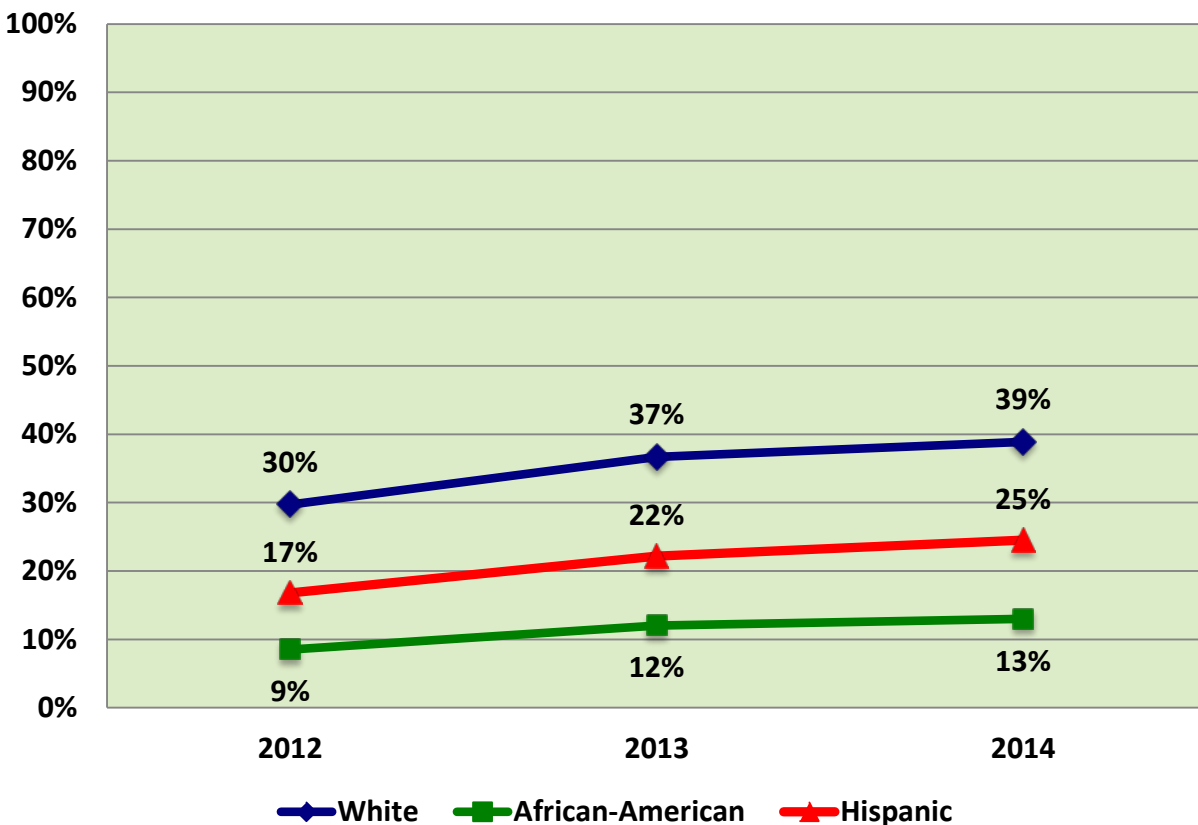


In 2014, the overall percentage of Hispanic, African-American and White students performing at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment increased in comparison to 2012. The percentage of African-American students in grades 9-12 performing at or above Achievement Level 3 (Passing) increased by 9 percentage points; the percentage of Hispanic students in grades 9-12 performing at or above Achievement Level 3 (Passing) increased by 10 percentage points; and the percentage of White students in grades 9-12 performing at or above Achievement Level 3 (Passing) increased by 8 percentage points from 2012 to 2014.

In 2014, 78 percent of White students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 77 percent in 2013 and 70 percent in 2012. In 2014, 47 percent of African-American students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is equal to 47 percent in 2013 and an increase from 38 percent in 2012. In 2014, 63 percent of Hispanic students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 60 percent in 2013 and 53 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Biology 1 EOC Assessment At or Above Achievement Level 4

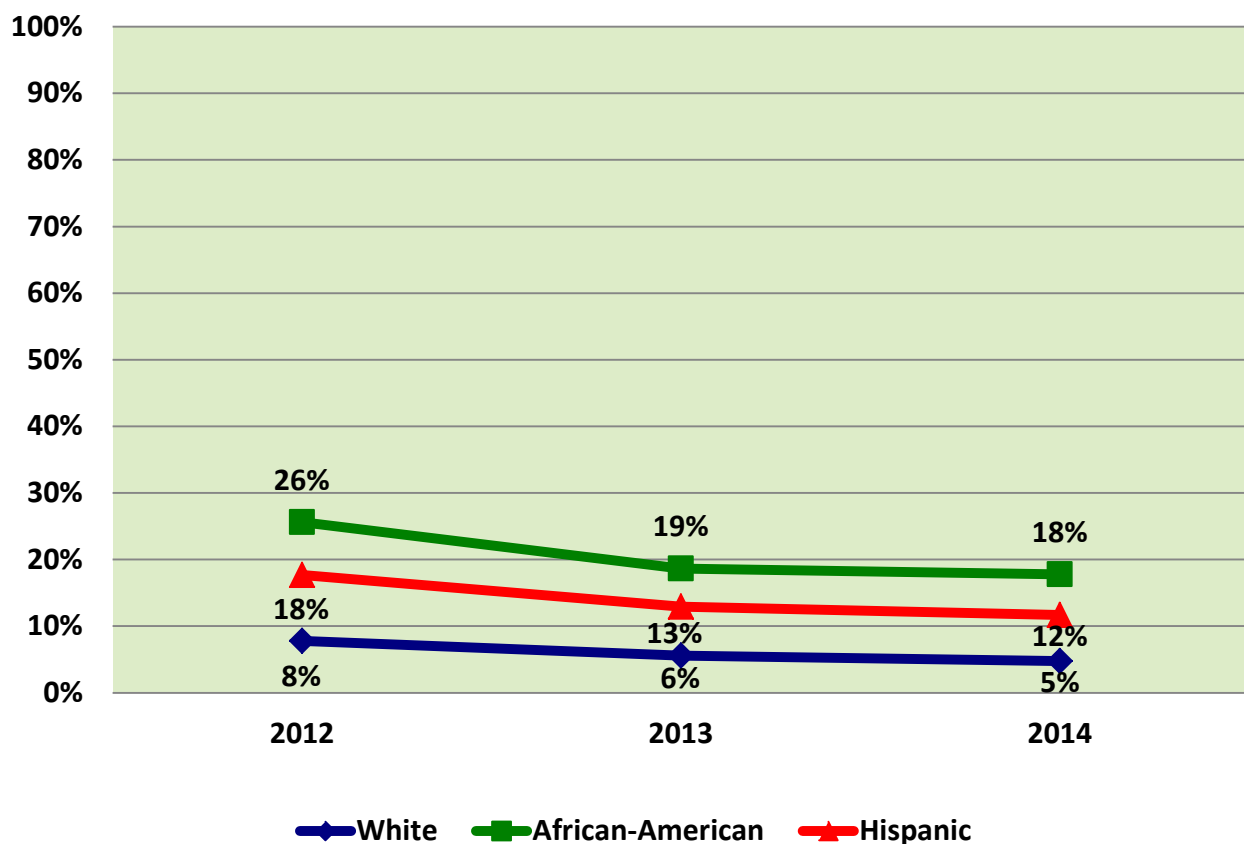


In 2014, the overall performance of Hispanic, African-American and White students in grades 9-12 performing at or above Achievement Level 4 on the Biology 1 EOC Assessment increased in comparison to 2012, with African-American students increasing by 4 percentage points, Hispanic students increasing by 8 percentage points, and White students increasing by 9 percentage points.

In 2014, 39 percent of White students in grades 9-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 37 percent in 2013 and 30 percent in 2012. In 2014, 13 percent of African-American students in grades 9-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 12 percent in 2013 and 9 percent in 2012. In 2014, 25 percent of Hispanic students in grades 9-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 22 percent in 2013 and 17 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Biology 1 EOC Assessment Achievement Level 1

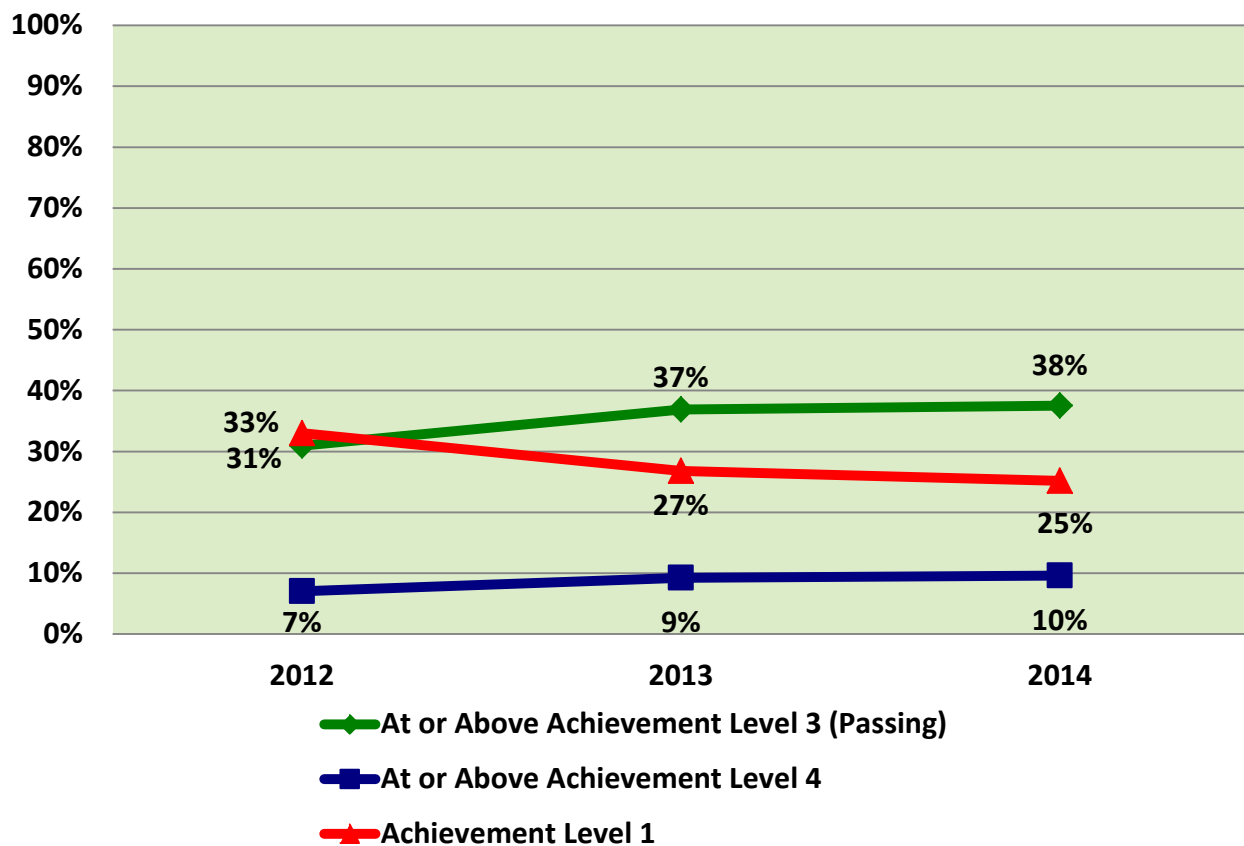


The percentage of Hispanic, African-American and White students in grades 9-12 performing at Achievement Level 1 on the Biology 1 EOC Assessment has improved (decreased) since 2012, with African-American students improving by 8 percentage points, Hispanic students improving by 6 percentage points, and White students improving by 3 percentage points.

In 2014, 5 percent of White students in grades 9-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 6 percent in 2013 and 8 percent in 2012. In 2012, 18 percent of African-American students in grades 9-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 19 percent in 2013 and 26 percent in 2012. In 2014, 12 percent of Hispanic students in grades 9-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 13 percent in 2013 and 18 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 Biology 1 EOC Assessment By Achievement Level Students with Disabilities



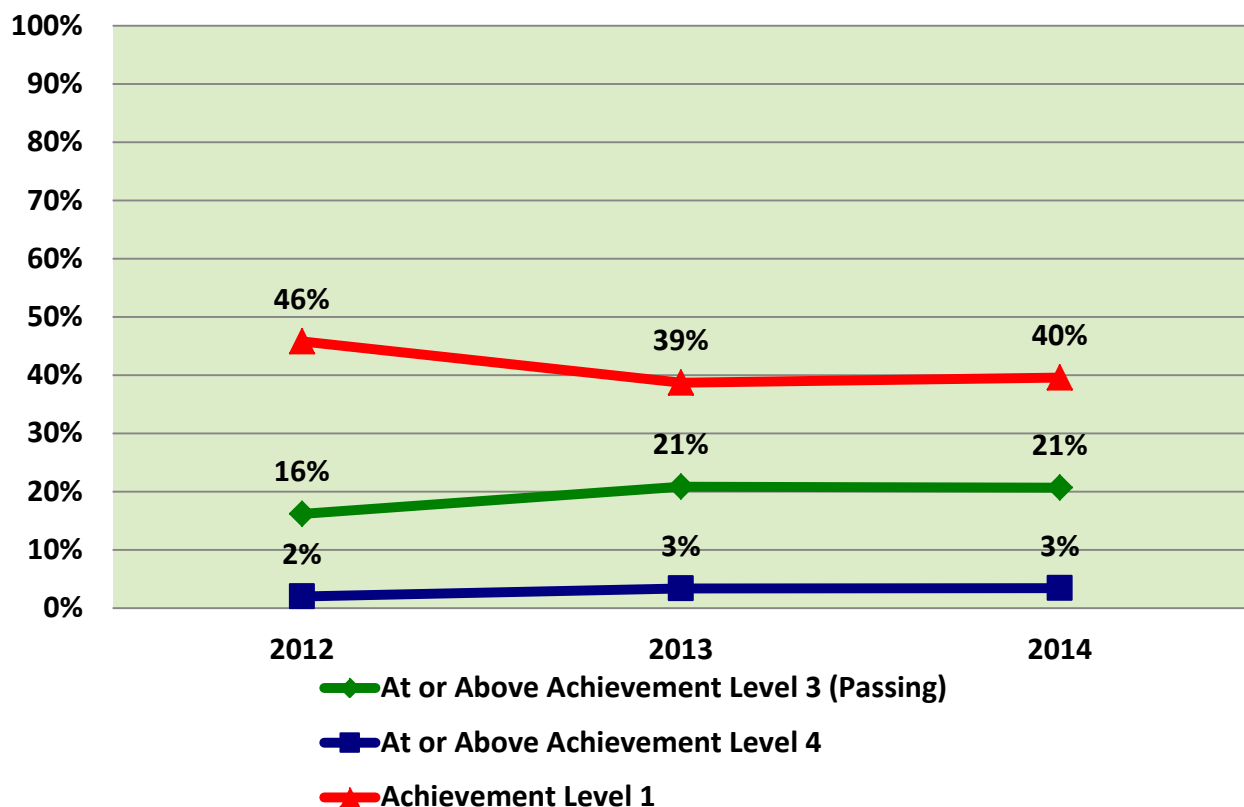
Overall, Students with Disabilities in grades 9-12 performed higher on the Biology 1 EOC Assessment in 2014 than in 2013 and 2012. Since 2012, the percentage of Students with Disabilities in grades 9-12 who performed at or above Achievement Level 3 (Passing) increased 7 percentage points, and the percentage of Students with Disabilities performing at or above Achievement Level 4 increased 3 percentage points.

In 2014, 38 percent of Students with Disabilities in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is an increase from 37 percent in 2013 and 31 percent in 2012. In 2014, 10 percent of Students with Disabilities in grades 9-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is an increase from 9 percent in 2013 and 7 percent in 2012. In 2014, 25 percent of Students with Disabilities in grades 9-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is a decrease from 27 percent in 2013 and 33 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 9-12 Biology 1 EOC Assessment By Achievement Level English Language Learners



In comparison to 2012, English Language Learners in grades 9-12 performed higher on the Biology 1 EOC Assessment, with performance at or above Achievement Level 3 (Passing) increasing 5 percentage points and performance at or above Achievement Level 4 increasing 1 percentage point.

In 2014, 21 percent of English Language Learners in grades 9-12 performed at or above Achievement Level 3 (Passing) on the Biology 1 EOC Assessment. This is equal to 21 percent in 2013 and an increase from 16 percent in 2012. In 2014, 3 percent of English Language Learners in grades 9-12 performed at or above Achievement Level 4 on the Biology 1 EOC Assessment. This is equal to 3 percent in 2013 and an increase from 2 percent in 2012. In 2014, 40 percent of English Language Learners in grades 9-12 performed at Achievement Level 1 on the Biology 1 EOC Assessment. This is an increase from 39 percent in 2013 and a decrease from 46 percent in 2012.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 6-12 Biology EOC Assessment Results Percentage Comparison by District<sup>1</sup>

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	66%	68%	2%
ALACHUA	72%	71%	-1%
BAKER	65%	59%	-6%
BAY	65%	71%	6%
BRADFORD	52%	47%	-5%
BREVARD	70%	76%	6%
BROWARD	65%	66%	1%
CALHOUN	68%	68%	0%
CHARLOTTE	68%	67%	-1%
CITRUS	72%	67%	-5%
CLAY	70%	66%	-4%
COLLIER	70%	69%	-1%
COLUMBIA	57%	61%	4%
MIAMI DADE	62%	65%	3%
DESOTO	63%	65%	2%
DIXIE	67%	55%	-12%
DUVAL	67%	63%	-4%
ESCAMBIA	70%	71%	1%
FLAGLER	79%	68%	-11%
FRANKLIN	58%	70%	12%
GADSDEN	40%	45%	5%
GILCHRIST	87%	88%	1%
GLADES	62%	69%	7%
GULF	66%	62%	-4%
HAMILTON	49%	43%	-6%
HARDEE	57%	54%	-3%
HENDRY	53%	55%	2%
HERNANDO	66%	70%	4%
HIGHLANDS	63%	62%	-1%
HILLSBOROUGH	63%	63%	0%
HOLMES	66%	60%	-6%
INDIAN RIVER	64%	67%	3%
JACKSON	64%	70%	6%
JEFFERSON	32%	50%	18%

<sup>1</sup> This table includes student results of first-time test takers in the winter, spring and summer administrations for the previous year and fall, winter and spring administrations for the current year.

## Grades 6-12 Biology EOC Assessment Results Percentage Comparison by District<sup>1</sup>

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	66%	68%	2%
LAFAYETTE	69%	75%	6%
LAKE	66%	70%	4%
LEE	63%	63%	0%
LEON	71%	69%	-2%
LEVY	75%	65%	-10%
LIBERTY	59%	76%	17%
MADISON	43%	38%	-5%
MANATEE	69%	68%	-1%
MARION	64%	64%	0%
MARTIN	77%	76%	-1%
MONROE	75%	77%	2%
NASSAU	73%	76%	3%
OKALOOSA	73%	75%	2%
OKEECHOBEE	64%	73%	9%
ORANGE	68%	69%	1%
OSCEOLA	54%	63%	9%
PALM BEACH	67%	70%	3%
PASCO	67%	70%	3%
PINELLAS	68%	68%	0%
POLK	52%	56%	4%
PUTNAM	63%	69%	6%
ST JOHNS	87%	91%	4%
ST LUCIE	61%	62%	1%
SANTA ROSA	79%	76%	-3%
SARASOTA	74%	77%	3%
SEMINOLE	74%	77%	3%
SUMTER	62%	67%	5%
SUWANNEE	66%	72%	6%
TAYLOR	64%	62%	-2%
UNION	59%	73%	14%
VOLUSIA	81%	74%	-7%
WAKULLA	81%	78%	-3%
WALTON	70%	76%	6%
WASHINGTON	65%	73%	8%

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

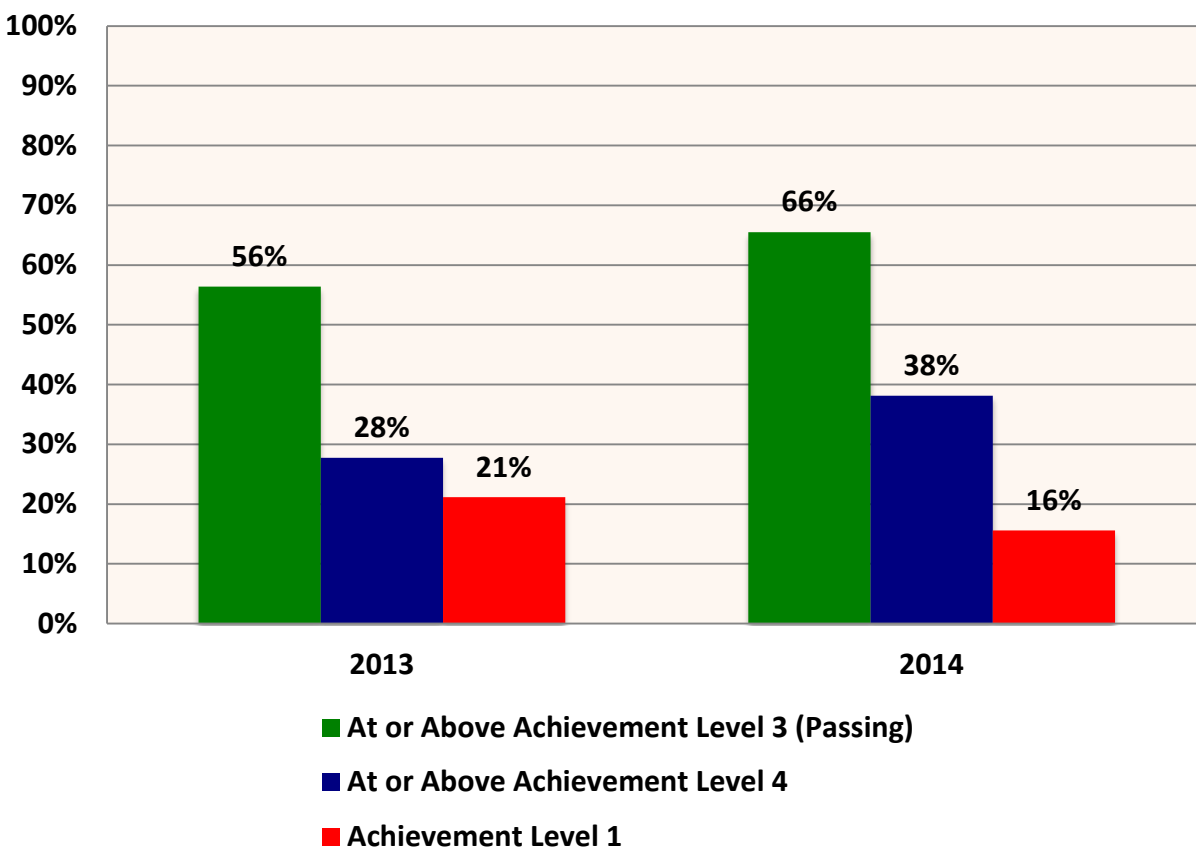
# U.S. History EOC Assessment Grades 7-12 2014 School Year

**NOTES:**

- 1) Student performance on the 2013 U.S. History EOC Assessment presented in this media packet is reported using the Achievement Levels established by the State Board of Education in January 2014. This was done so stakeholders can compare school years and see how students would have performed if the Achievement Levels had been established in 2013.
- 2) Percentages displayed in this document for 2013 may reflect minor differences from percentages published in last year's media packet. This is because of the inclusion of summer 2013 results and routine updates made to student data subsequent to last year's release.
- 3) U.S. History student performance in this media packet includes student results for all first-time test takers for each administration during each school year.

School Year	Administrations
2012-13	Spring, Summer
2013-14	Fall, Winter, Spring (Summer not yet administered)

## Grades 7-12 U.S. History EOC Assessment By Achievement Level

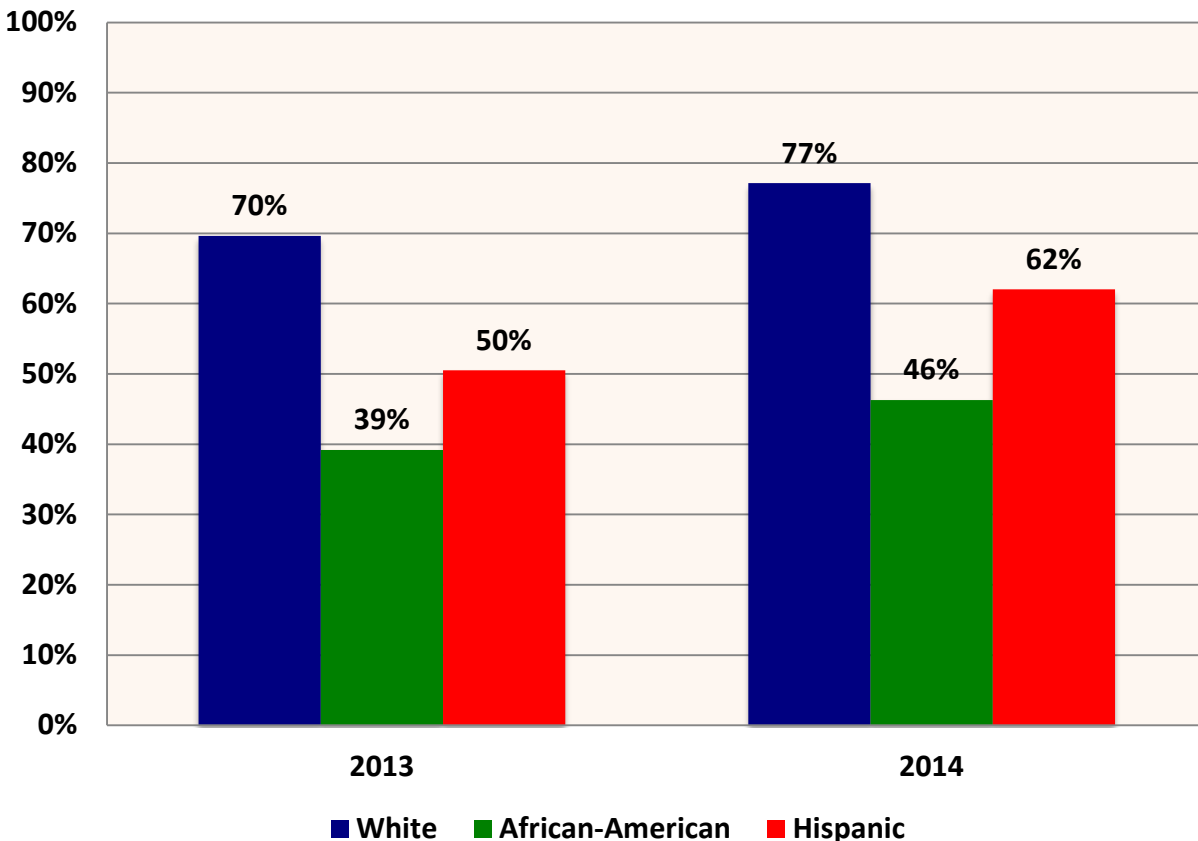


Overall, students in grades 7-12 performed higher on the U.S. History EOC Assessment in 2014 than in 2013. The percentage of students in grades 7-12 who performed at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 increased 10 percentage points from 2013 to 2014.

In 2014, 66 percent of students in grades 7-12 performed at or above Achievement Level 3 (Passing) on the U.S. History EOC Assessment. This is an increase from 56 percent in 2013. In 2014, 38 percent of students in grades 7-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 28 percent in 2013. In 2014, 16 percent of students in grades 7-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 21 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 7-12 U.S. History EOC Assessment At or Above Achievement Level 3 (Passing)



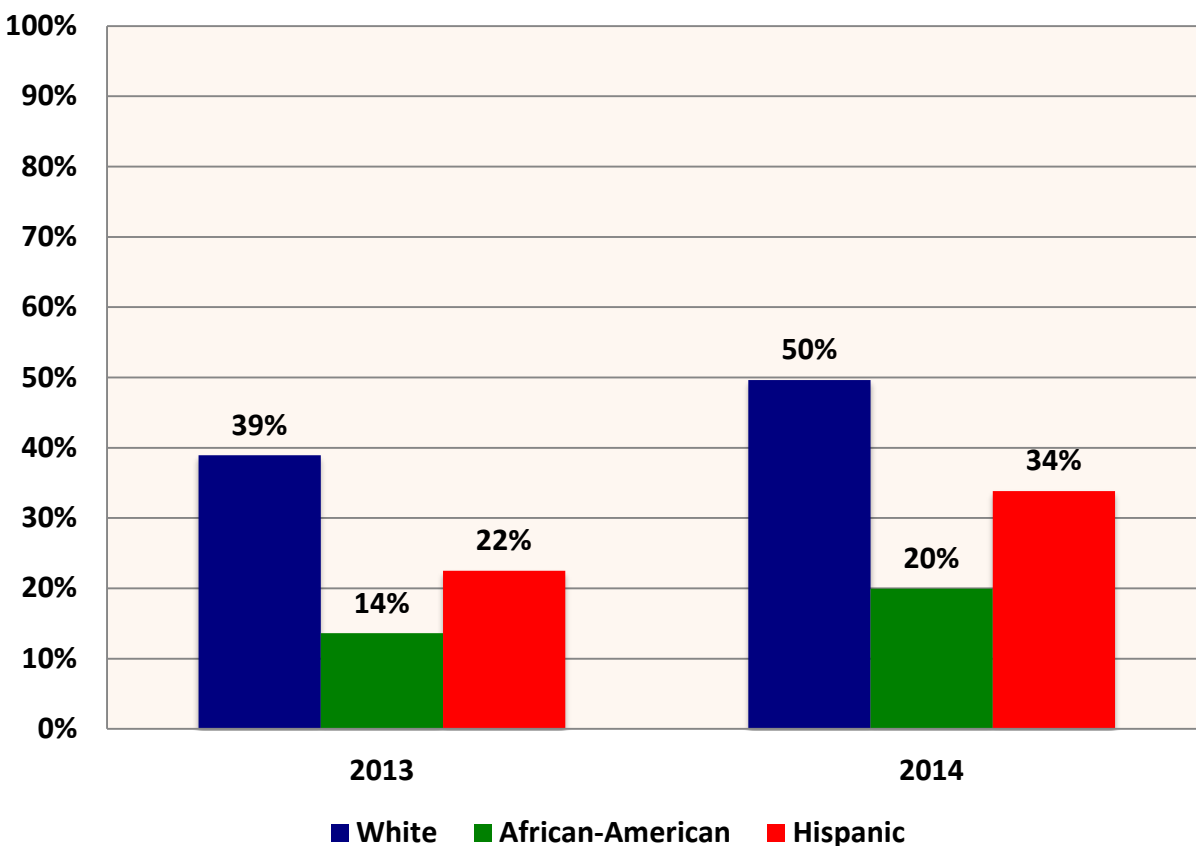
Overall, African-American, Hispanic and White students in grades 7-12 performed higher on the U.S. History EOC Assessment in 2014 than in 2013. The percentage of African-American and White students in grades 7-12 performing at or above Achievement Level 3 (Passing) increased 7 percentage points, and the percentage of Hispanic students in grades 7-12 performing at or above Achievement Level 3 (Passing) increased 12 percentage points.

In 2014, 77 percent of White students in grades 7-12 performed at or above Achievement Level 3 (Passing) on the U.S. History EOC Assessment. This is an increase from 70 percent in 2013. In 2014, 46 percent of African-American students in grades 7-12 performed at or above Achievement Level 3 (Passing) on the U.S. History EOC Assessment. This is an increase from 39 percent in 2013. In 2014, 62 percent of Hispanic students in grades 7-12 performed at or above Achievement Level 3 (Passing) on the U.S. History EOC Assessment. This is an increase from 50 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 7-12

# U.S. History EOC Assessment At or Above Achievement Level 4

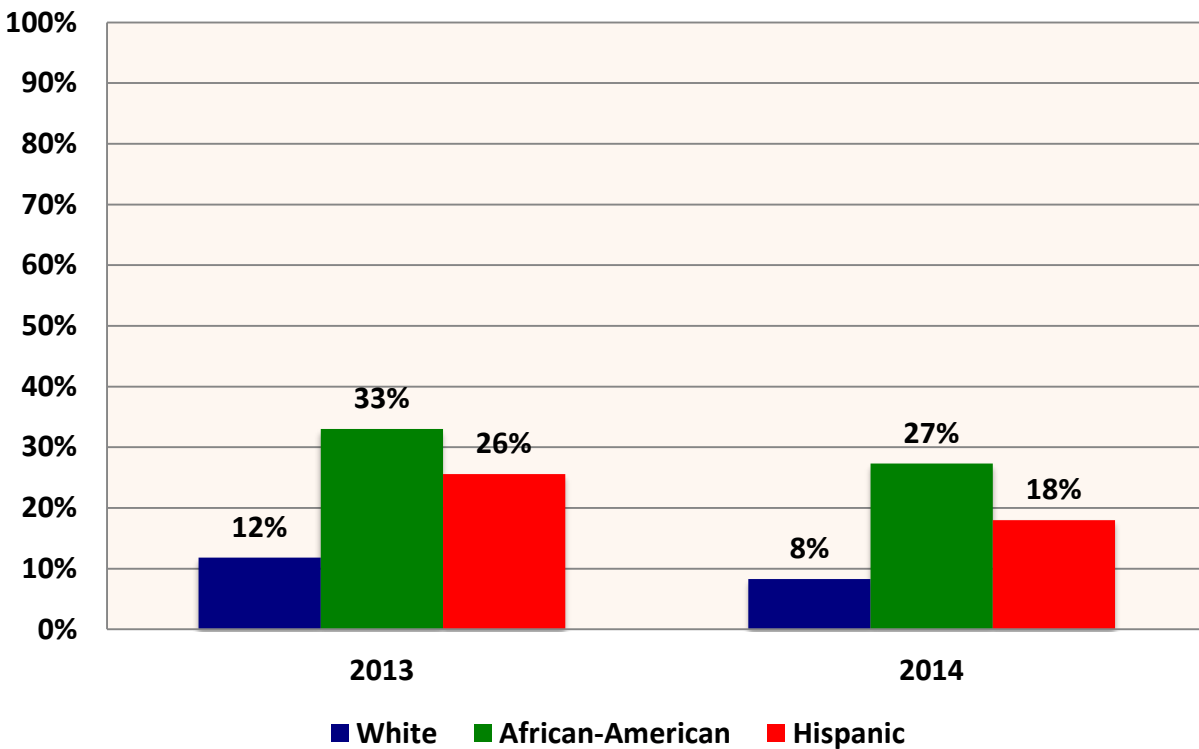


In 2014, the overall performance of Hispanic, African-American and White students in grades 7-12 performing at or above Achievement Level 4 on the U.S. History EOC Assessment increased in comparison to 2013. The percentage of African-American students in grades 7-12 performing at or above Achievement Level 4 increased by 6 percentage points; the percentage of Hispanic students in grades 7-12 performing at or above Achievement Level 4 increased by 12 percentage points; and the percentage of White students in grades 7-12 performing at or above Achievement Level 4 increased by 11 percentage points.

In 2014, 50 percent of White students in grades 7-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 39 percent in 2013. In 2014, 20 percent of African-American students in grades 7-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 14 percent in 2013. In 2014, 34 percent of Hispanic students in grades 7-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 22 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 7-12 U.S. History EOC Assessment At Achievement Level 1



In 2014, the percentage of Hispanic, African-American and White students in grades 7-12 performing at Achievement Level 1 on the U.S. History EOC Assessment improved (decreased) in comparison to 2013. The percentage of African-American students in grades 7-12 performing at Achievement Level 1 improved (decreased) by 6 percentage points; the percentage of Hispanic students in grades 7-12 performing at Achievement Level 1 improved (decreased) by 8 percentage points; and the percentage of White students in grades 7-12 performing at Achievement Level 1 improved (decreased) by 4 percentage points.

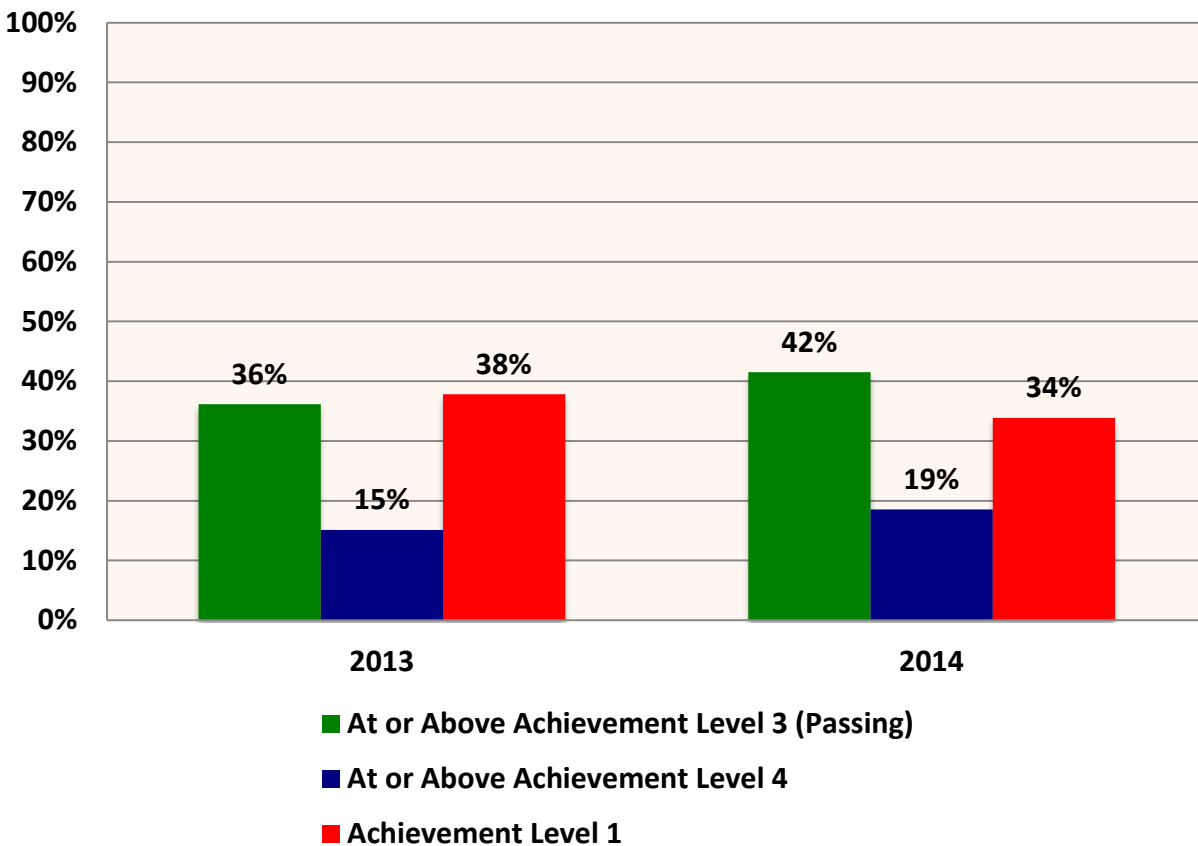
In 2014, 8 percent of White students in grades 7-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 12 percent in 2013. In 2014, 27 percent of African-American students in grades 7-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 33 percent in 2013. In 2014, 18 percent of Hispanic students in grades 7-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 26 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 7-12

# U.S. History EOC Assessment By Achievement Level Students with Disabilities

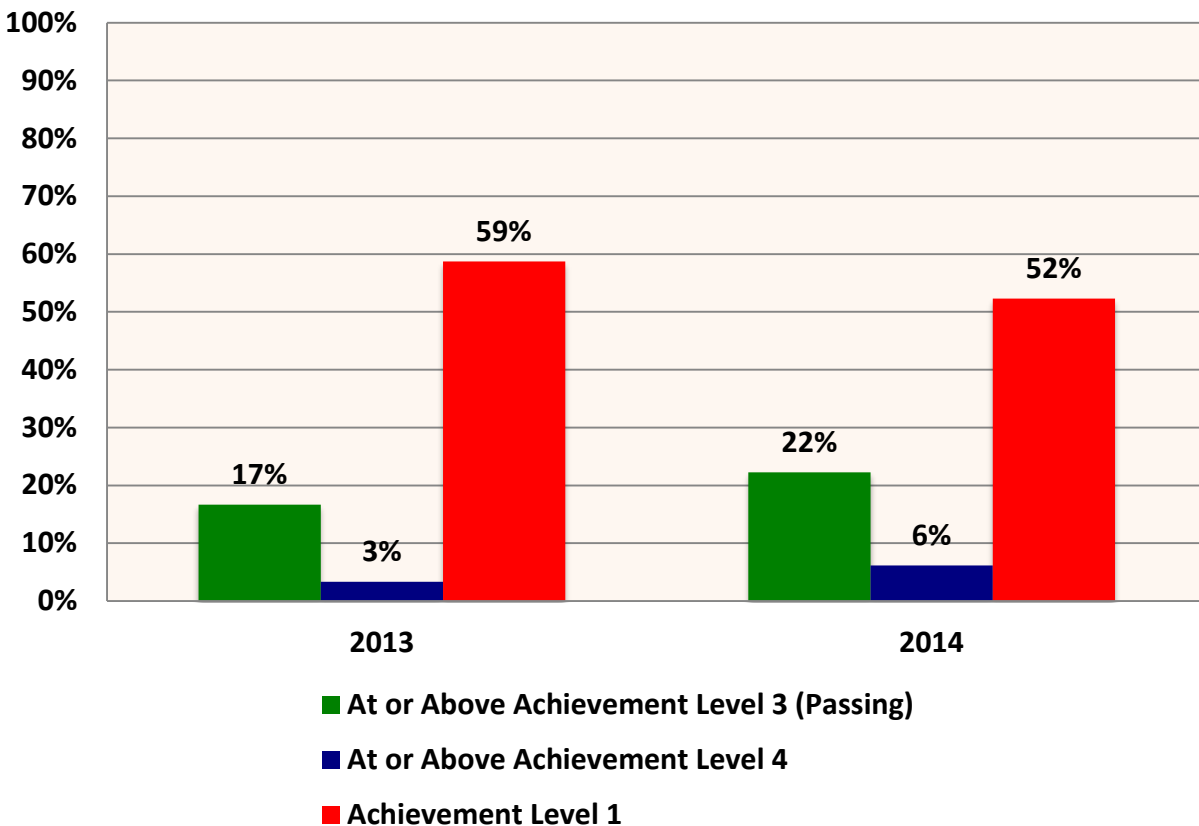


Overall, Students with Disabilities in grades 7-12 performed higher on the U.S. History EOC Assessment in 2014 than in 2013, with a 6 percentage-point increase in performance at or above Achievement Level 3 (Passing) and a 4 percentage-point increase in performance at or above Achievement Level 4.

In 2014, 42 percent of Students with Disabilities in grades 7-12 performed at or above Achievement Level 3 (Passing) on the U.S. History Assessment. This is an increase from 36 percent in 2013. In 2014, 19 percent of Students with Disabilities in grades 7-12 performed at or above Achievement Level 4 on the U.S. History Assessment. This is an increase from 15 percent in 2013. In 2014, 34 percent of Students with Disabilities in grades 7-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 38 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 7-12 U.S. History EOC Assessment By Achievement Level English Language Learners

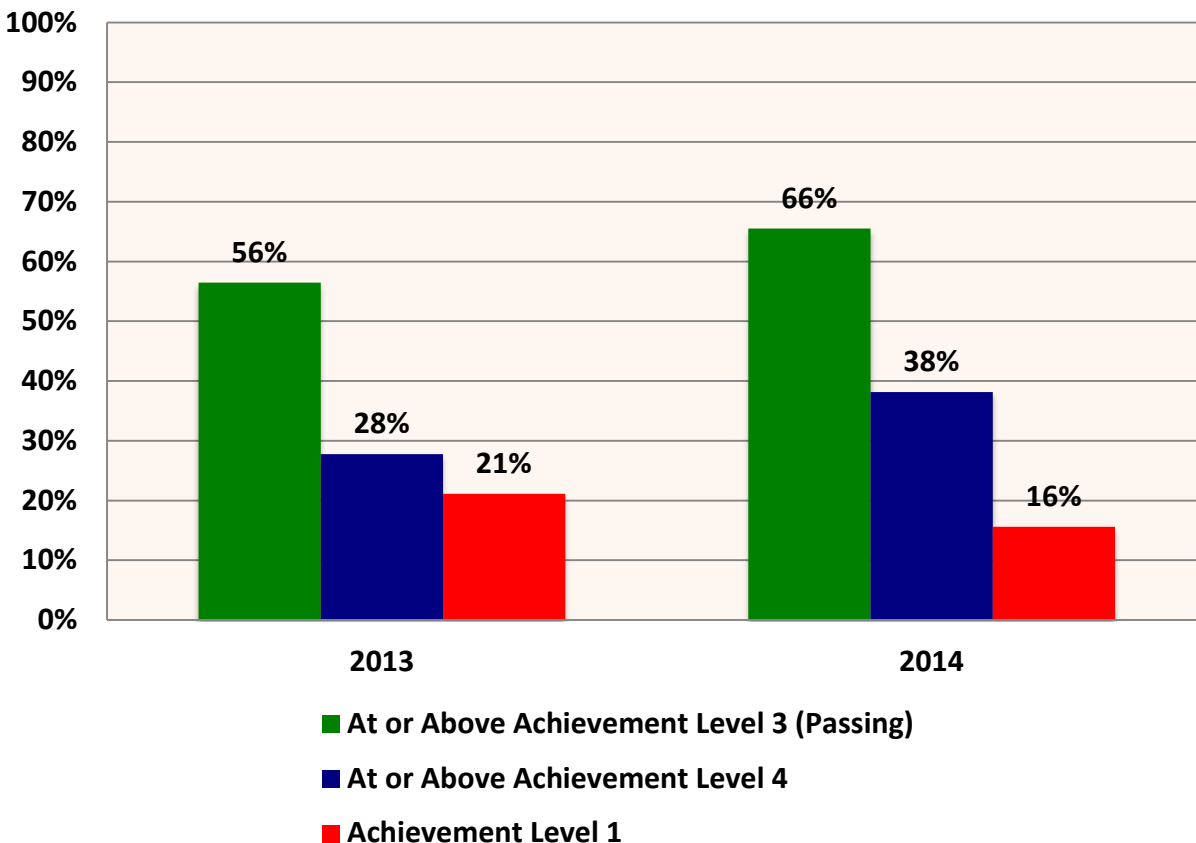


Overall, English Language Learners in grades 7-12 performed higher on the U.S. History EOC Assessment in 2014 than in 2013, with a 5 percentage-point increase in performance at or above Achievement Level 3 (Passing) and a 3 percentage-point increase in performance at or above Achievement Level 4.

In 2014, 22 percent of English Language Learners in grades 7-12 performed at or above Achievement Level 3 (Passing) on the U.S. History EOC Assessment. This is an increase from 17 percent in 2013. In 2014, 6 percent of English Language Learners in grades 7-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 3 percent in 2013. In 2014, 52 percent of English Language Learners in grades 7-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 59 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 U.S. History EOC Assessment By Achievement Level

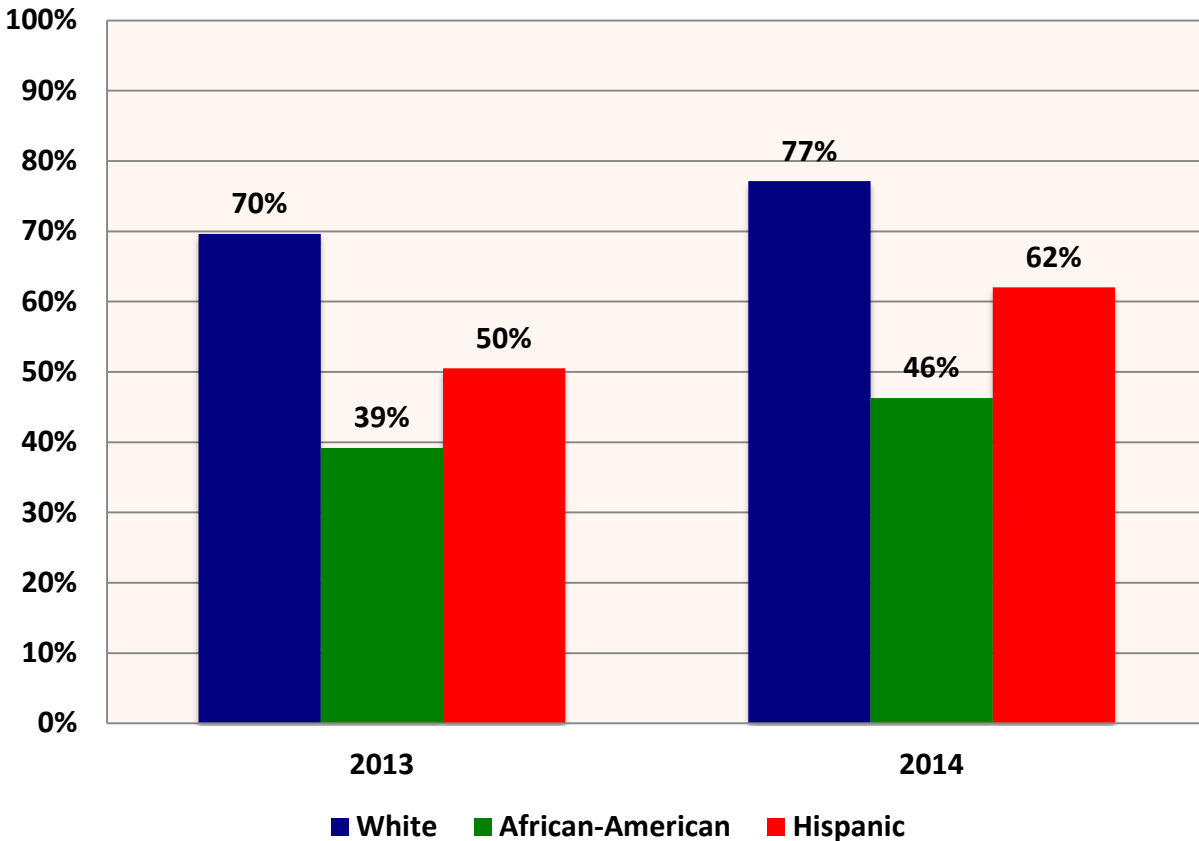


Overall, students in grades 9-12 performed higher on the U.S. History EOC Assessment in 2014 than in 2013. The percentage of students in grades 9-12 who performed at or above Achievement Level 3 (Passing) and at or above Achievement Level 4 increased 10 percentage points.

In 2014, 66 percent of students in grades 9-12 performed at or above Achievement Level 3 (Passing) on the U.S. History EOC Assessment. This is an increase from 56 percent in 2013. In 2014, 38 percent of students in grades 9-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 28 percent in 2013. In 2014, 16 percent of students in grades 9-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 21 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 U.S. History EOC Assessment At or Above Achievement Level 3 (Passing)



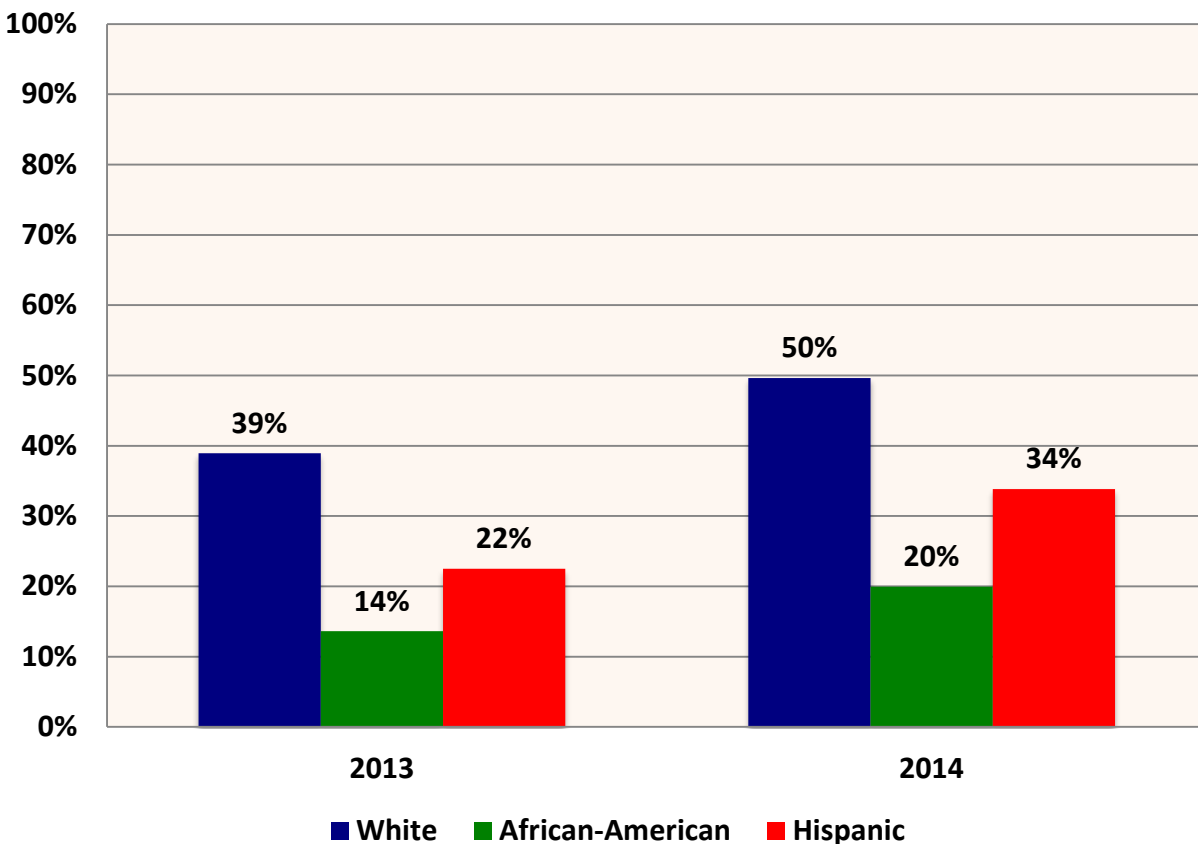
Overall, the percentage of Hispanic, African-American and White students performing at or above Achievement Level 3 (Passing) on the U.S. History EOC Assessment increased in comparison to 2013. The percentage of African-American and White students in grades 9-12 performing at or above Achievement Level 3 (Passing) increased by 7 percentage points, and the percentage of Hispanic students in grades 9-12 performing at or above Achievement Level 3 (Passing) increased by 12 percentage points.

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Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12

# U.S. History EOC Assessment At or Above Achievement Level 4

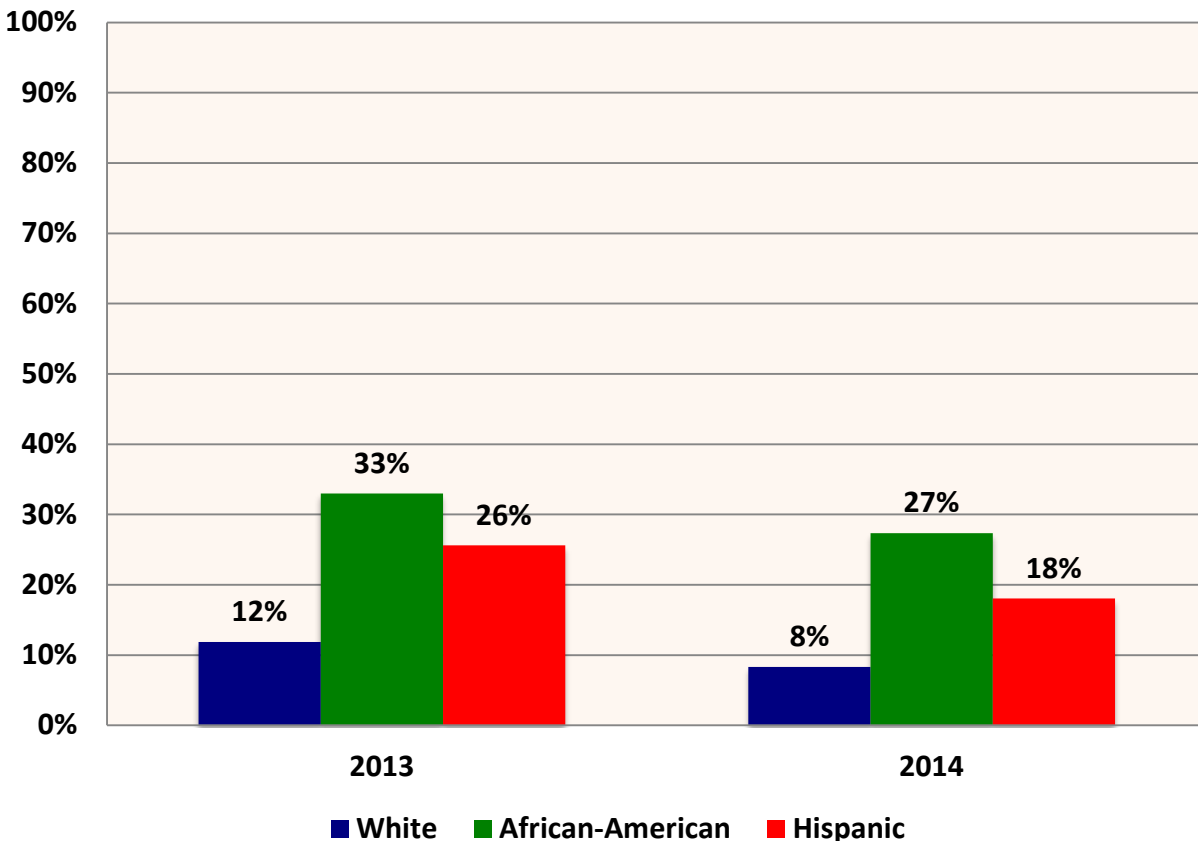


In 2014, the overall performance of Hispanic, African-American and White students in grades 9-12 performing at or above Achievement Level 4 on the U.S. History EOC Assessment increased in comparison to 2013. The percentage of African-American students in grades 9-12 performing at or above Achievement Level 4 increased by 6 percentage points; the percentage of Hispanic students in grades 9-12 performing at or above Achievement Level 4 increased by 12 percentage points; and the percentage of White students in grades 9-12 performing at or above Achievement Level 4 increased by 11 percentage points.

In 2014, 50 percent of White students in grades 9-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 39 percent in 2013. In 2014, 20 percent of African-American students in grades 9-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 14 percent in 2013. In 2013, 34 percent of Hispanic students in grades 9-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 22 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 U.S. History EOC Assessment Achievement Level 1

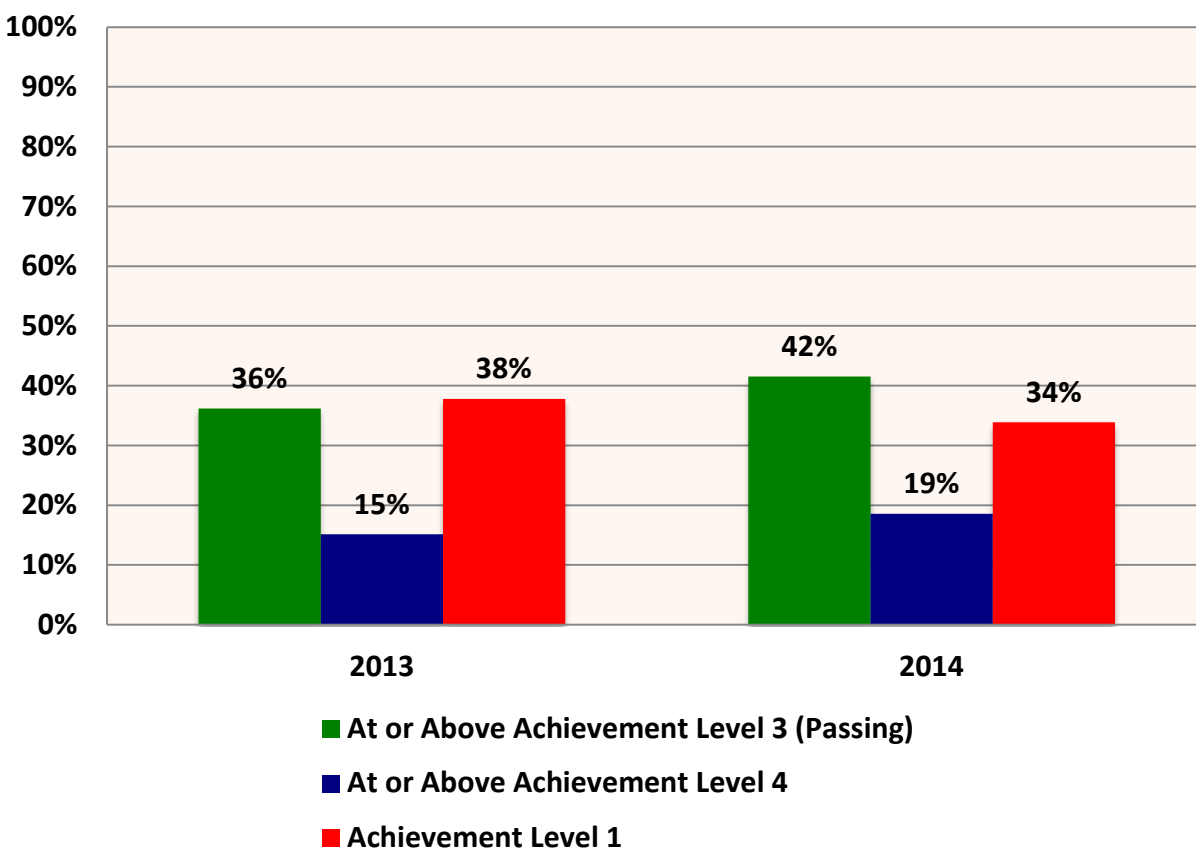


In comparison to 2013, the percentage of Hispanic, African-American and White students in grades 9-12 who performed at Achievement Level 1 on the U.S. History EOC Assessment improved (decreased). The percentage of African-American students in grades 9-12 performing at Achievement Level 1 improved (decreased) 6 percentage points; the percentage of Hispanic students in grades 9-12 performing at Achievement Level 1 improved (decreased) 8 percentage points; and the percentage of White students in grades 9-12 performing at Achievement Level 1 improved (decreased) 4 percentage points.

In 2014, 8 percent of White students in grades 9-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 12 percent in 2013. In 2014, 27 percent of African-American students in grades 9-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 33 percent in 2013. In 2014, 18 percent of Hispanic students in grades 9-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 26 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## Grades 9-12 U.S. History EOC Assessment Achievement Level Students with Disabilities

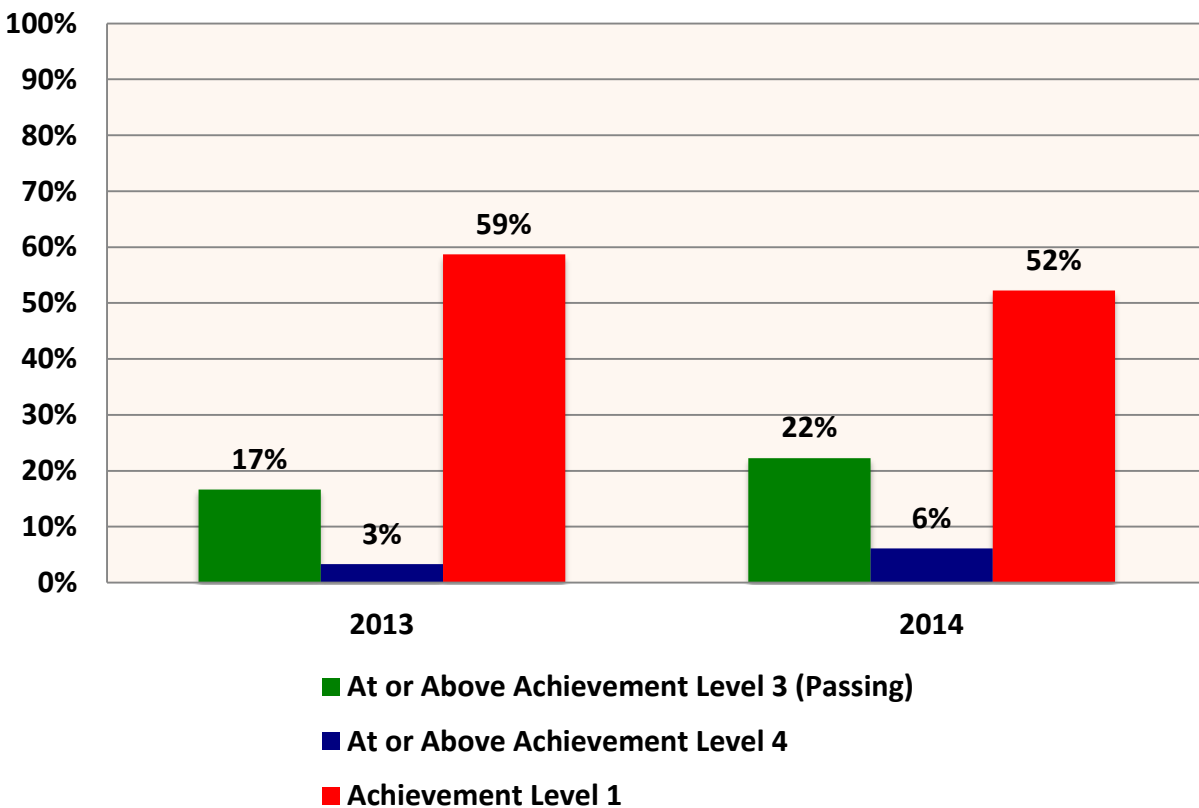


Overall, Students with Disabilities in grades 9-12 performed higher on the U.S. History EOC Assessment in 2014 than in 2013, with the performance at or above Achievement Level 3 (Passing) increasing by 6 percentage points and performance at or above Achievement Level 4 increasing by 4 percentage points.

In 2014, 42 percent of Students with Disabilities in grades 9-12 performed at or above Achievement Level 3 (Passing) on the U.S. History Assessment. This is an increase from 36 percent in 2013. In 2014, 19 percent of Students with Disabilities in grades 9-12 performed at or above Achievement Level 4 on the U.S. History Assessment. This is an increase from 15 percent in 2013. In 2014, 34 percent of Students with Disabilities in grades 6-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 38 percent in 2013.

Source: PK20 Education Data Warehouse

## Grades 9-12 U.S. History EOC Assessment By Achievement Level English Language Learners



Overall, English Language Learners in grades 9-12 performed higher on the U.S. History EOC Assessment in 2014 than in 2013, with performance at or above Achievement Level 3 (Passing) increasing by 5 percentage points and performance at or above Achievement Level 4 increasing by 3 percentage points.

In 2014, 22 percent of English Language Learners in grades 9-12 performed at or above Achievement Level 3 (Passing) on the U.S. History EOC Assessment. This is an increase from 17 percent in 2013. In 2014, 6 percent of English Language Learners in grades 9-12 performed at or above Achievement Level 4 on the U.S. History EOC Assessment. This is an increase from 3 percent in 2013. In 2014, 52 percent of English Language Learners in grades 9-12 performed at Achievement Level 1 on the U.S. History EOC Assessment. This is a decrease from 59 percent in 2013.

Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014



## Grades 7-12

# U.S. History EOC Assessment Results

## Percentage Comparison by District<sup>1</sup>

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
<b>STATEWIDE</b>	<b>56%</b>	<b>66%</b>	<b>10%</b>
ALACHUA	59%	70%	11%
BAKER	50%	63%	13%
BAY	63%	57%	-6%
BRADFORD	54%	63%	9%
BREVARD	66%	70%	4%
BROWARD	55%	63%	8%
CALHOUN	53%	76%	23%
CHARLOTTE	62%	66%	4%
CITRUS	61%	69%	8%
CLAY	63%	73%	10%
COLLIER	60%	72%	12%
COLUMBIA	53%	61%	8%
MIAMI DADE	44%	57%	13%
DESOTO	53%	70%	17%
DIXIE	31%	51%	20%
DUVAL	41%	60%	19%
ESCAMBIA	63%	68%	5%
FLAGLER	66%	73%	7%
FRANKLIN	44%	54%	10%
GADSDEN	26%	28%	2%
GILCHRIST	63%	73%	10%
GLADES	59%	63%	4%
GULF	62%	72%	10%
HAMILTON	41%	40%	-1%
HARDEE	45%	50%	5%
HENDRY	54%	69%	15%
HERNANDO	59%	66%	7%
HIGHLANDS	52%	60%	8%
HILLSBOROUGH	60%	74%	14%
HOLMES	47%	59%	12%
INDIAN RIVER	66%	69%	3%
JACKSON	61%	68%	7%
JEFFERSON	37%	34%	-3%

<sup>1</sup> This table includes student results of first-time test takers in the spring and summer administrations for the previous year and fall, winter and spring for the current year administrations.

## Grades 7-12

# U.S. History EOC Assessment Results

## Percentage Comparison by District<sup>1</sup>

District	Percentage Passing (Level 3 and Above)		Percentage Point Change of Students at Level 3 and Above
	2013	2014	
STATEWIDE	56%	66%	10%
LAFAYETTE	62%	66%	4%
LAKE	58%	65%	7%
LEE	55%	63%	8%
LEON	64%	64%	0%
LEVY	58%	71%	13%
LIBERTY	73%	72%	-1%
MADISON	31%	43%	12%
MANATEE	56%	67%	11%
MARION	58%	66%	8%
MARTIN	64%	72%	8%
MONROE	39%	75%	36%
NASSAU	62%	76%	14%
OKALOOSA	73%	77%	4%
OKEECHOBEE	39%	51%	12%
ORANGE	60%	67%	7%
OSCEOLA	50%	55%	5%
PALM BEACH	55%	67%	12%
PASCO	64%	72%	8%
PINELLAS	60%	66%	6%
POLK	50%	57%	7%
PUTNAM	55%	57%	2%
ST JOHNS	80%	85%	5%
ST LUCIE	52%	60%	8%
SANTA ROSA	75%	78%	3%
SARASOTA	69%	75%	6%
SEMINOLE	71%	77%	6%
SUMTER	65%	69%	4%
SUWANNEE	57%	52%	-5%
TAYLOR	55%	31%	-24%
UNION	64%	76%	12%
VOLUSIA	60%	65%	5%
WAKULLA	66%	70%	4%
WALTON	62%	75%	13%
WASHINGTON	58%	58%	0%

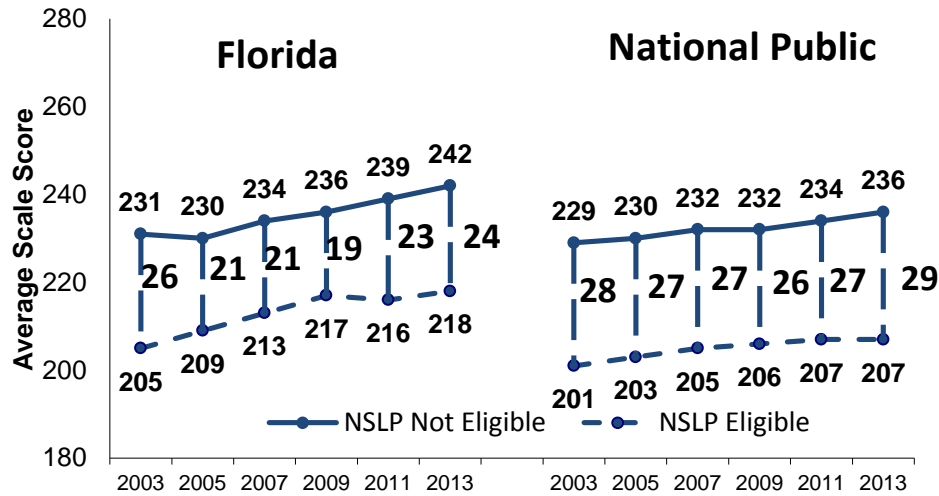
Source: PK20 Education Data Warehouse  
Florida Department of Education, June 2014

## 2003–2013 NAEP Reading, Grade 4 Florida vs. National Public National School Lunch Program (NSLP) Eligibility Average Scale Score Achievement Gains and Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 208 to 237; *Proficient* 238 to 267; *Advanced* 268 to 500; scores below 208 are classified as below *Basic*.

### NSLP Eligible/Not Eligible



↑	Significantly higher, larger, increased or wider
↔	No significant difference or change
↓	Significantly lower, smaller, decreased or narrower

Average scale score – Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
<b>Eligible – FL vs. NP</b>	↑	↑	↑	↑	↑	↑
<b>Not Eligible – FL vs. NP</b>	↔	↔	↑	↑	↑	↑

Changes in average scale scores between 2003 and 2013

	Eligible	Not Eligible
<b>Florida</b>	↑ 13	↑ 11
<b>National Public</b>	↑ 6	↑ 7
<b>FL Change Compared to NP Change</b>	↑	↑

Gaps – Florida's compared to the nation's by year

	2003	2005	2007	2009	2011	2013
<b>Eligible/Not Eligible Gap – FL vs. NP</b>	↔	↓	↓	↓	↓	↓

Gaps – Changes between 2003 and 2013

	Eligible/Not Eligible
<b>Florida</b>	↔ 2
<b>National Public</b>	↔ 1
<b>FL Gap Change Compared to NP Gap Change</b>	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

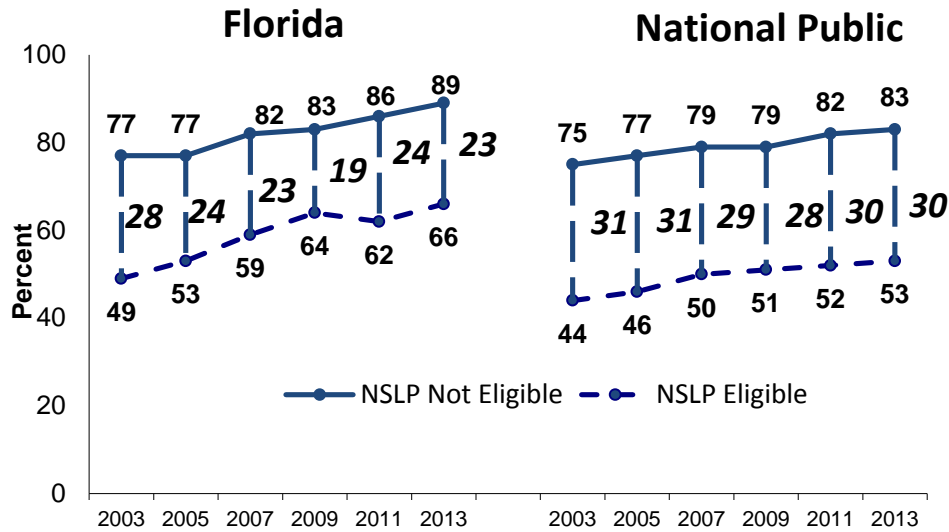
Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment. [NAEP Data Explorer](#) Search Criteria: Reading, Grade 4. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Average Scale Scores.

## 2003–2013 NAEP Reading, Grade 4 Florida vs. National Public National School Lunch Program (NSLP) Eligibility At or above *Basic* Achievement Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 208 to 237; *Proficient* 238 to 267; *Advanced* 268 to 500; scores below 208 are classified as below *Basic*.

### NSLP Eligible/Not Eligible



↑	Significantly higher, larger, increased or wider
↔	No significant difference or change
↓	Significantly lower, smaller, decreased or narrower

Percent at or above *Basic* – Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
Eligible – FL vs. NP	↑	↑	↑	↑	↑	↑
Not Eligible – FL vs. NP	↔	↔	↑	↑	↑	↑

Changes in percent performing at or above *Basic* between 2003 and 2013

	Eligible	Not Eligible
Florida	↑ 17%	↑ 12%
National Public	↑ 9%	↑ 8%
FL Change Compared to NP Change	↑	↑

Gaps – Florida's compared to the nation's by year

	2003	2005	2007	2009	2011	2013
Eligible/Not Eligible Gap – FL vs. NP	↔	↓	↓	↓	↓	↓

Gaps – Changes between 2003 and 2013

	Eligible/Not Eligible
Florida	↔ 5%
National Public	↔ 1%
FL Gap Change Compared to NP Gap Change	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

At or above *Basic*: Partial mastery of prerequisite knowledge and skills needed for proficient work.

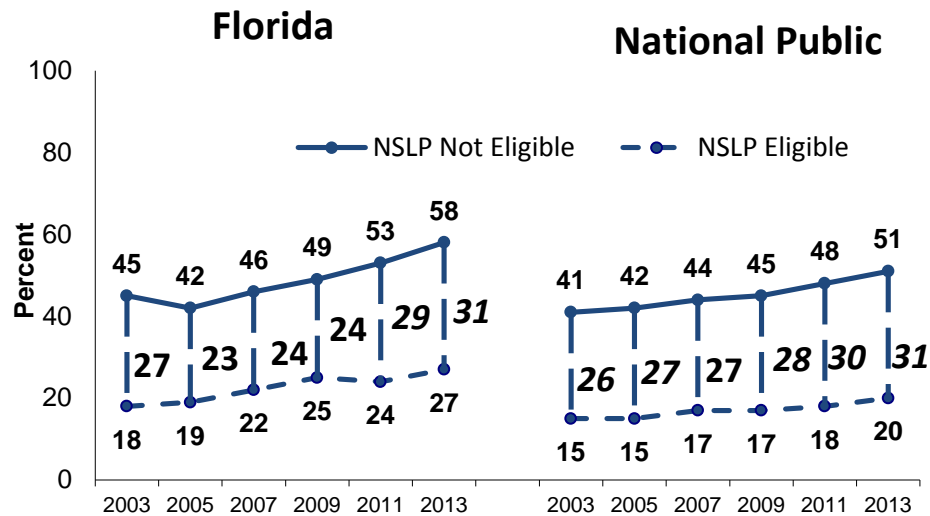
Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment. [NAEP Data Explorer](#) Search Criteria: Reading, Grade 4. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Achievement Levels, Cumulative.

## 2003–2013 NAEP Reading, Grade 4 Florida vs. National Public National School Lunch Program (NSLP) Eligibility At or above *Proficient* Achievement Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 208 to 237; *Proficient* 238 to 267; *Advanced* 268 to 500; scores below 208 are classified as below *Basic*.

### NSLP Eligible/Not Eligible



↑	Significantly higher, larger, increased or wider
↔	No significant difference or change
↓	Significantly lower, smaller, decreased or narrower

Percent at or above *Proficient* – Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
Eligible – FL vs. NP	↑	↑	↑	↑	↑	↑
Not Eligible – FL vs. NP	↔	↔	↔	↔	↑	↑

Changes in percent performing at or above *Proficient* between 2003 and 2013

	Eligible	Not Eligible
Florida	↑ 9%	↑ 13%
National Public	↑ 5%	↑ 10%
FL Change Compared to NP Change	↑	↔

Gaps – Florida's compared to the nation's by year

	2003	2005	2007	2009	2011	2013
Eligible/Not Eligible Gap – FL vs. NP	↔	↔	↔	↔	↔	↔

Gaps – Changes between 2003 and 2013

	Eligible/Not Eligible
Florida	↔ 4%
National Public	↑ 5%
FL Gap Change Compared to NP Gap Change	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

At or above *Proficient*: Mastery of complex material; higher than grade level performance.

Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment. [NAEP Data Explorer](#) Search Criteria: Reading, Grade 4. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Achievement Levels, Cumulative.

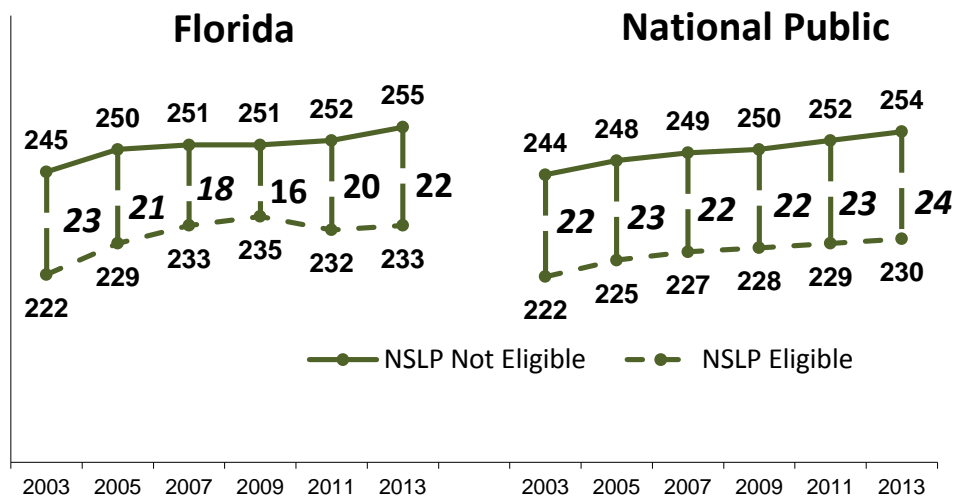
# 2003–2013 NAEP Mathematics, Grade 4 Florida vs. National Public National School Lunch Program (NSLP) Eligibility Average Scale Score Achievement Gains and Gaps



Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 214–248; *Proficient* 249–281; *Advanced* 282–500; scores below 214 are classified as below *Basic*.

## NSLP Eligible/Not Eligible



↑ Significantly higher, larger, increased or wider  
 ↔ No significant difference or change  
 ↓ Significantly lower, smaller, decreased or narrower

Average scale score – Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
Eligible – FL vs. NP	↔	↑	↑	↑	↑	↑
Not Eligible – FL vs. NP	↔	↑	↔	↔	↔	↔

Changes in average scale scores between 2003 and 2013

	Eligible	Not Eligible
Florida	↑ 11	↑ 10
National Public	↑ 8	↑ 10
FL Change Compared to NP Change	↔	↔

Gaps – Florida’s compared to the nation’s by year

	2003	2005	2007	2009	2011	2013
Eligible/Not Eligible Gap – FL vs. NP	↔	↔	↓	↓	↓	↔

Gaps – Changes between 2003 and 2013

	Eligible/Not Eligible
Florida	↔ 1
National Public	↔ 2
FL Gap Change Compared to NP Gap Change	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics.

[NAEP Data Explorer](#) Search Criteria: Mathematics, Grade 4. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Average Scale Scores.

## 2003–2013 NAEP Mathematics, Grade 4

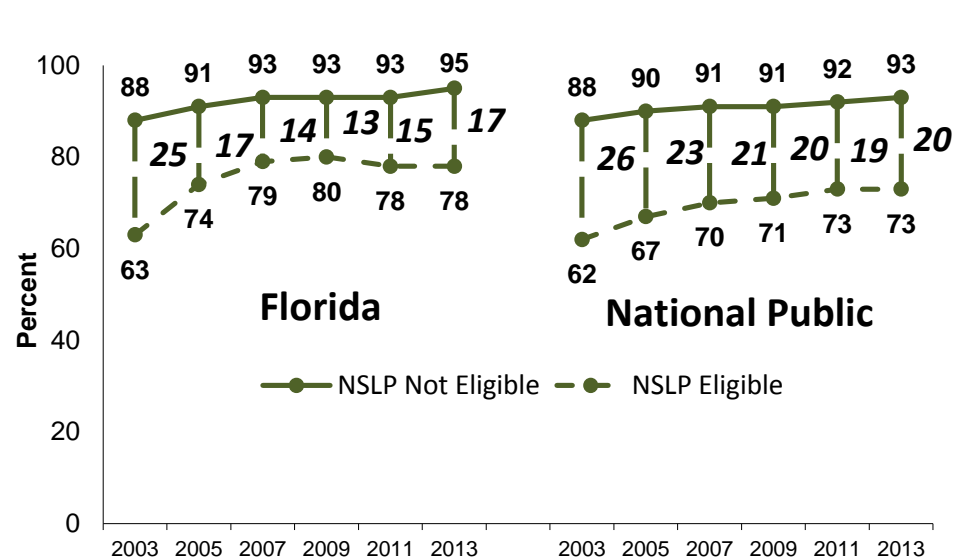
### Florida vs. National Public National School Lunch Program (NSLP) Eligibility

#### At or above *Basic* Achievement Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 214–248; *Proficient* 249–281; *Advanced* 282–500; scores below 214 are classified as below *Basic*.

#### NSLP Eligible/Not Eligible



↑ Significantly higher, larger, increased or wider  
 ↔ No significant difference or change  
 ↓ Significantly lower, smaller, decreased or narrower

Percent at or above *Basic* – Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
Eligible – FL vs. NP	↔	↑	↑	↑	↑	↑
Not Eligible – FL vs. NP	↔	↔	↑	↔	↔	↑

Changes in percent performing at or above *Basic* between 2003 and 2013

	Eligible	Not Eligible
Florida	↑ 15%	↑ 7%
National Public	↑ 11%	↑ 5%
FL Change Compared to NP Change	↔	↔

Gaps – Florida’s compared to the nation’s by year

	2003	2005	2007	2009	2011	2013
Eligible/Not Eligible Gap – FL vs. NP	↔	↓	↓	↓	↓	↓

Gaps – Changes between 2003 and 2013

	Eligible/Not Eligible
Florida	↓ 8%
National Public	↓ 6%
FL Gap Change Compared to NP Gap Change	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

At or above *Basic*: Partial mastery of prerequisite knowledge and skills needed for proficient work.

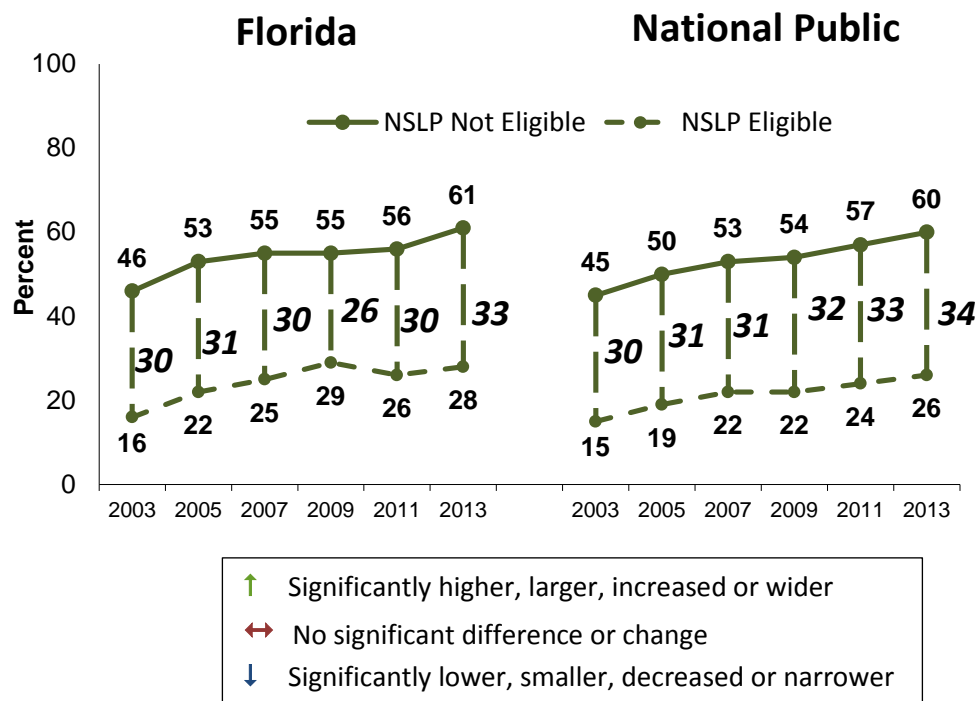
[NAEP Data Explorer](#) Search Criteria: Mathematics, Grade 4. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Achievement Levels, Cumulative.

## 2003–2013 NAEP Mathematics, Grade 4 Florida vs. National Public National School Lunch Program (NSLP) Eligibility At or above *Proficient* Achievement Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 214–248; *Proficient* 249–281; *Advanced* 282–500; scores below 214 are classified as below *Basic*.

### NSLP Eligible/Not Eligible



Percent at or above *Proficient* – Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
<b>Eligible – FL vs. NP</b>	↔	↑	↑	↑	↔	↔
<b>Not Eligible – FL vs. NP</b>	↔	↔	↔	↔	↔	↔

Changes in percent performing at or above *Proficient* between 2003 and 2013

	Eligible	Not Eligible
<b>Florida</b>	↑ 12%	↑ 15%
<b>National Public</b>	↑ 11%	↑ 15%
<b>FL Change Compared to NP Change</b>	↔	↔

Gaps – Florida’s compared to the nation’s by year

	2003	2005	2007	2009	2011	2013
<b>Eligible/Not Eligible Gap – FL vs. NP</b>	↔	↔	↔	↓	↔	↔

Gaps – Changes between 2003 and 2013

	Eligible/Not Eligible
<b>Florida</b>	↔ 3%
<b>National Public</b>	↑ 4%
<b>FL Gap Change Compared to NP Gap Change</b>	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

At or above *Proficient*: Mastery of complex material; higher than grade level performance.

Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics. [NAEP Data Explorer](#) Search Criteria: Mathematics, Grade 4. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Achievement Levels, Cumulative.

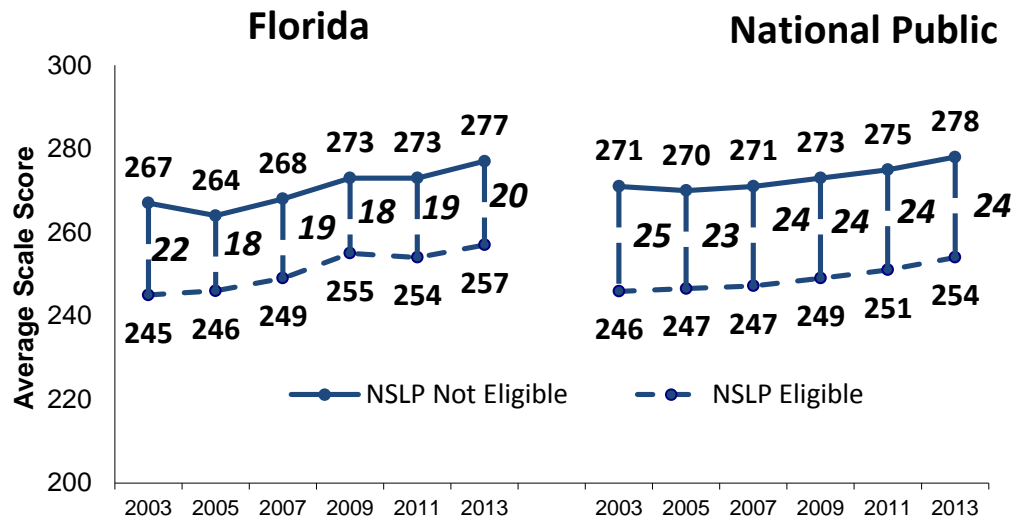


## 2003–2013 NAEP Reading, Grade 8 Florida vs. National Public National School Lunch Program (NSLP) Eligibility Average Scale Score Achievement Gains and Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 243–280; *Proficient* 281–322; *Advanced* 323–500. Scores below 243 are classified as below *Basic*.

### NSLP Eligible/Not Eligible



↑ Significantly higher, larger, increased or wider  
 ↔ No significant difference or change  
 ↓ Significantly lower, smaller, decreased or narrower

Average scale score — Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
<b>Eligible — FL vs. NP</b>	↔	↔	↔	↑	↔	↑
<b>Not Eligible — FL vs. NP</b>	↓	↓	↓	↔	↔	↔

Changes in average scale scores between 2003 and 2013

	Eligible	Not Eligible
<b>Florida</b>	↑ 12	↑ 10
<b>National Public</b>	↑ 8	↑ 7
<b>FL Change Compared to NP Change</b>	↔	↔

Gaps — Florida's compared to the nation's by year

	2003	2005	2007	2009	2011	2013
<b>Eligible/Not Eligible Gap — FL vs. NP</b>	↔	↓	↓	↓	↓	↓

Gaps — Changes between 2003 and 2013

	Eligible/Not Eligible
<b>Florida</b>	↔ 2
<b>National Public</b>	↔ 1
<b>FL Gap Change Compared to NP Gap Change</b>	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

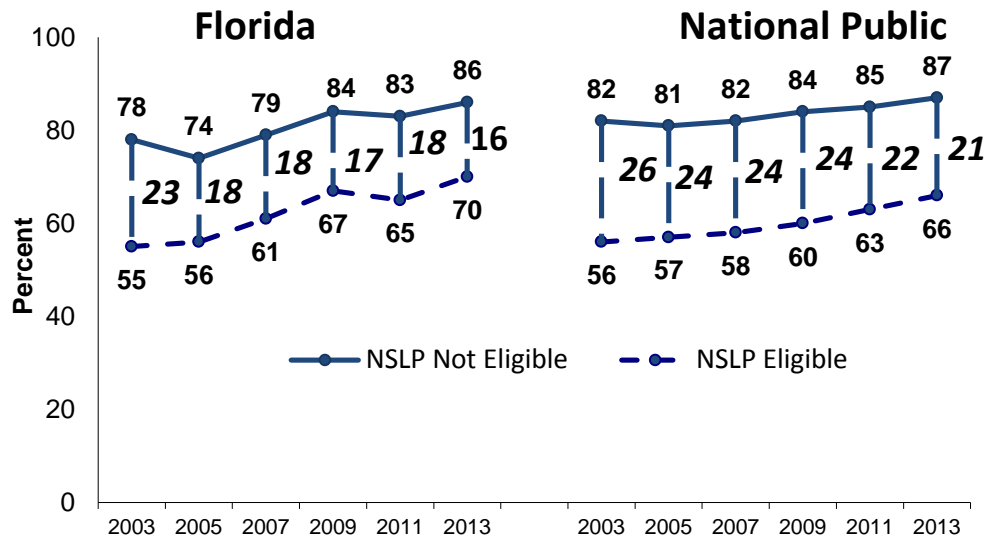
[NAEP Data Explorer](#) Search Criteria: Reading, Grade 8. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Average Scale Scores.

## 2003–2013 NAEP Reading, Grade 8 Florida vs. National Public National School Lunch Program (NSLP) Eligibility At or above *Basic* Achievement Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 243–280; *Proficient* 281–322; *Advanced* 323–500. Scores below 243 are classified as below *Basic*.

### NSLP Eligible/ Not Eligible



↑ Significantly higher, larger, increased or wider  
↔ No significant difference or change  
↓ Significantly lower, smaller, decreased or narrower

Percent at or above *Basic* — Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
Eligible — FL vs. NP	↔	↔	↔	↑	↔	↑
Not Eligible — FL vs. NP	↓	↓	↓	↔	↔	↔

Changes in percent performing at or above *Basic* between 2003 and 2013

	Eligible	Not Eligible
Florida	↑ 15%	↑ 8%
National Public	↑ 10%	↑ 5%
FL Change Compared to NP Change	↔	↔

Gaps — Florida's compared to the nation's by year

	2003	2005	2007	2009	2011	2013
Eligible/Not Eligible Gap — FL vs. NP	↔	↓	↓	↓	↔	↓

Gaps — Changes between 2003 and 2013

	Eligible/Not Eligible
Florida	↓ 7%
National Public	↓ 5%
FL Gap Change Compared to NP Gap Change	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

At or above *Basic*: Partial mastery of prerequisite knowledge and skills needed for proficient work.

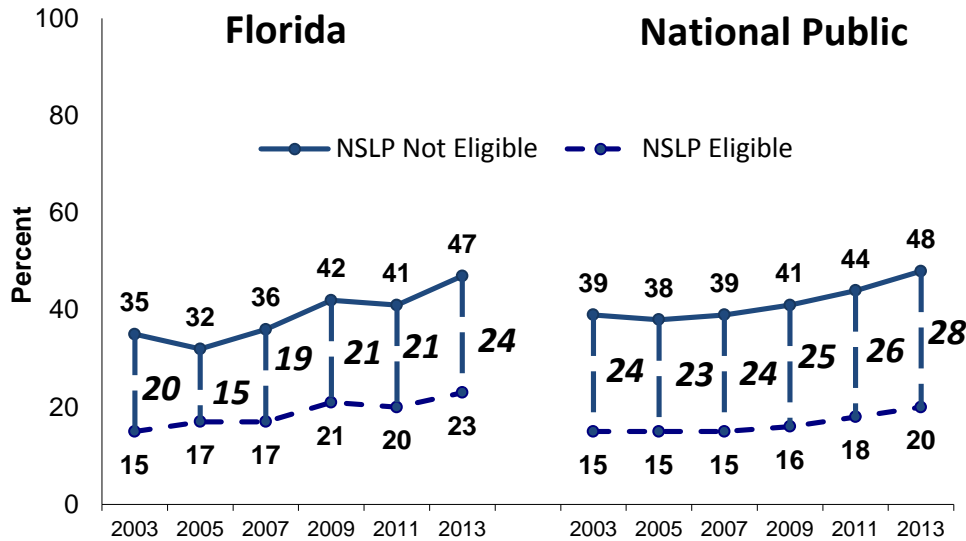
Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment. [NAEP Data Explorer](#) Search Criteria: Reading, Grade 8. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Achievement Levels, Cumulative.

## 2003–2013 NAEP Reading, Grade 8 Florida vs. National Public National School Lunch Program (NSLP) Eligibility At or above *Proficient* Achievement Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 243–280; *Proficient* 281–322; *Advanced* 323–500. Scores below 243 are classified as below *Basic*.

### NSLP Eligible/Not Eligible



↑ Significantly higher, larger, increased or wider  
 ↔ No significant difference or change  
 ↓ Significantly lower, smaller, decreased or narrower

Percent at or above *Proficient* – Florida compared to the nation by year

	2003	2005	2007	2009	2011	2013
Eligible — FL vs. NP	↔	↔	↔	↑	↔	↔
Not Eligible — FL vs. NP	↓	↓	↔	↔	↔	↔

Changes in percent performing at or above *Proficient* between 2003 and 2013

	Eligible	Not Eligible
Florida	↑ 8%	↑ 12%
National Public	↑ 5%	↑ 9%
FL Change Compared to NP Change	↔	↔

Gaps — Florida's compared to the nation's

	2003	2005	2007	2009	2011	2013
Eligible/Not Eligible Gap — FL vs. NP	↔	↓	↓	↔	↔	↔

Gaps — Changes between 2003 and 2013 by year

	Eligible/Not Eligible
Florida	↔ 4
National Public	↑ 4
FL Gap Change Compared to NP Gap Change	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

At or above *Proficient*: Mastery of complex material; higher than grade level performance.

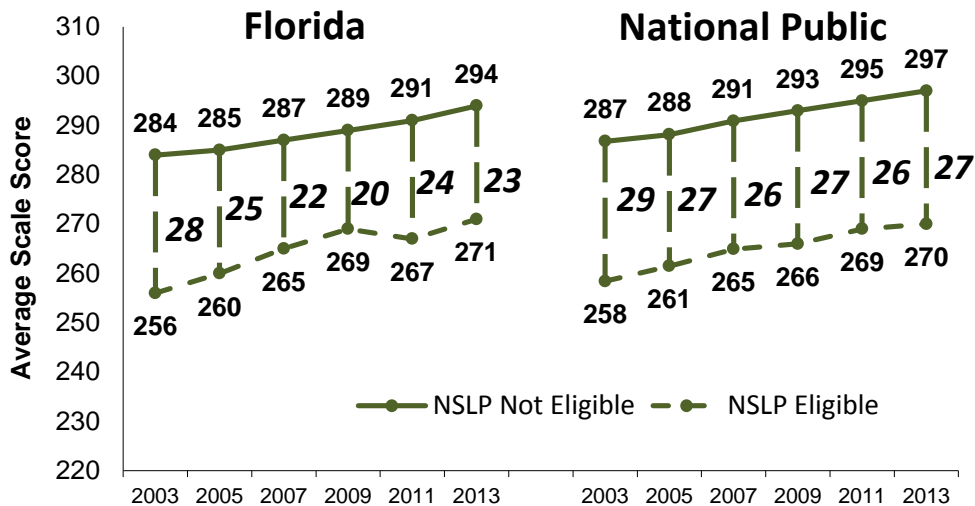
Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment. [NAEP Data Explorer](#) Search Criteria: Reading, Grade 8. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Achievement Levels, Cumulative.

## 2003–2013 NAEP Mathematics, Grade 8 Florida vs. National Public National School Lunch Program (NSLP) Eligibility Average Scale Score Achievement Gains and Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 262–298; *Proficient* 299–332; *Advanced* 333–500. Scores below 262 are classified as below *Basic*.

### NSLP Eligible/Not Eligible



↑ Significantly higher, larger, increased or wider  
 ↔ No significant difference or change  
 ↓ Significantly lower, smaller, decreased or narrower

Average scale scores – Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
Eligible – FL vs. NP	↔	↔	↔	↔	↓	↔
Not Eligible – FL vs. NP	↔	↓	↓	↓	↓	↓

Changes in average scale scores between 2003 and 2013

	Eligible	Not Eligible
Florida	↑ 15	↑ 10
National Public	↑ 12	↑ 10
FL Change Compared to NP Change	↔	↔

Gaps – Florida’s compared to the nation’s by year

	2003	2005	2007	2009	2011	2013
Eligible/Not Eligible Gap – FL vs. NP	↔	↔	↔	↓	↔	↓

Gaps – Changes between 2003 and 2013

	Eligible/Not Eligible
Florida	↓ 5
National Public	↓ 2
FL Gap Change vs. NP Gap Change	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

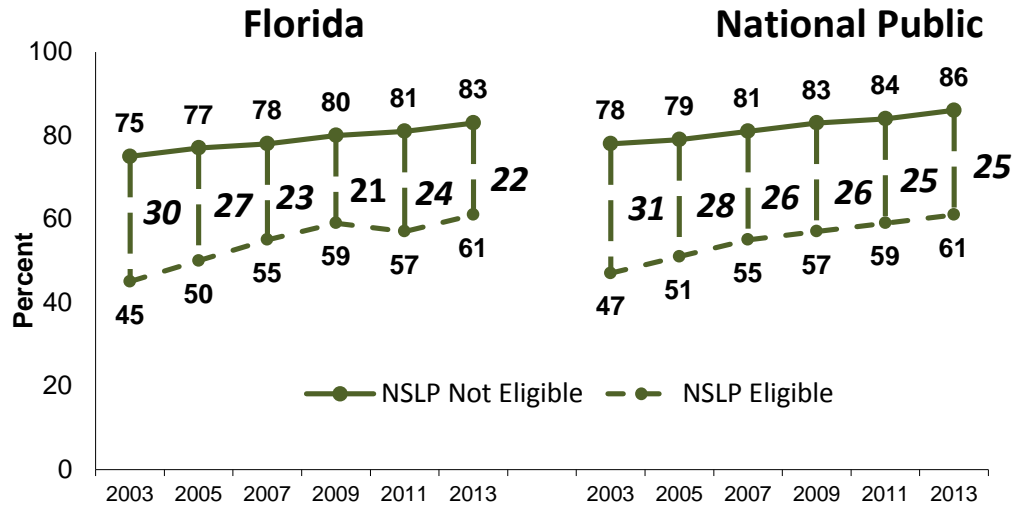
[NAEP Data Explorer](#) Search Criteria: Mathematics, Grade 8. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Average Scale Scores.

## 2003–2013 NAEP Mathematics, Grade 8 Florida vs. National Public National School Lunch Program (NSLP) Eligibility At or above *Basic* Achievement Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 262–298; *Proficient* 299–332; *Advanced* 333–500. Scores below 262 are classified as below *Basic*.

### NSLP Eligible/Not Eligible



- ↑ Significantly higher, larger, increased or wider
- ↔ No significant difference or change
- ↓ Significantly lower, smaller, decreased or narrower

Percent at or above *Basic* – Florida (FL) compared to the nation (NP) by year

	2003	2005	2007	2009	2011	2013
Eligible – FL vs. NP	↔	↔	↔	↔	↔	↔
Not Eligible – FL vs. NP	↔	↓	↔	↓	↓	↓

Changes in percent performing at or above *Basic* between 2003 and 2013

	Eligible	Not Eligible
Florida	↑ 16%	↑ 8%
National Public	↑ 14%	↑ 8%
FL Change Compared to NP Change	↔	↔

Gaps – Florida’s compared to the nation’s by year

	2003	2005	2007	2009	2011	2013
Eligible/Not Eligible Gap – FL vs. NP	↔	↔	↔	↓	↔	↔

Gaps – Changes between 2003 and 2013

	Eligible/Not Eligible
Florida	↓ 8%
National Public	↓ 6%
FL Gap Change vs. NP Gap Change	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

At or above *Basic*: Partial mastery of prerequisite knowledge and skills needed for proficient work.

Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

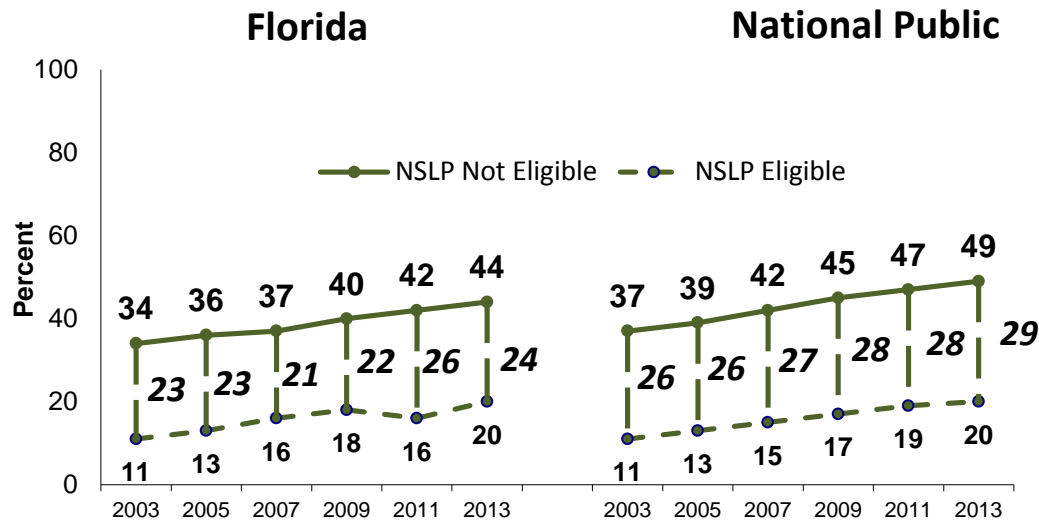
[NAEP Data Explorer](#) Search Criteria: Mathematics, Grade 8. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Achievement Levels, Cumulative.

## 2003–2013 NAEP Mathematics, Grade 8 Florida vs. National Public National School Lunch Program (NSLP) Eligibility At or above *Proficient* Achievement Gaps

Scale scores range from 0 to 500 and serve as the basis for achievement levels.

2003–2013 NAEP Cut Scores: *Basic* 262–298; *Proficient* 299–332; *Advanced* 333–500. Scores below 262 are classified as below *Basic*.

### NSLP Eligible/Not Eligible



↑ Significantly higher, larger, increased or wider  
 ↔ No significant difference or change  
 ↓ Significantly lower, smaller, decreased or narrower

Percent at or above *Proficient* – Florida compared to the nation by year

	2003	2005	2007	2009	2011	2013
<b>Eligible — FL vs. NP</b>	↔	↔	↔	↔	↓	↔
<b>Not Eligible — FL vs. NP</b>	↔	↔	↓	↓	↓	↓

Changes in percent performing at or above *Proficient* between 2003 and 2013

	Eligible	Not Eligible
<b>Florida</b>	↑ 9%	↑ 10%
<b>National Public</b>	↑ 9%	↑ 12%
<b>FL Change Compared to NP Change</b>	↔	↔

Gaps – Florida’s compared to the nation’s by year

	2003	2005	2007	2009	2011	2013
<b>Eligible/Not Eligible Gap — FL vs. NP</b>	↔	↔	↓	↓	↔	↓

Gaps – Changes between 2003 and 2013

	Eligible/Not Eligible
<b>Florida</b>	↔ 1%
<b>National Public</b>	↑ 4%
<b>FL Gap Change vs. NP Gap Change</b>	↔

Notes: Comparisons based on statistical tests (.05 level) using unrounded numbers that consider the magnitude of difference and standard errors.

At or above *Proficient*: Mastery of complex material; higher than grade level performance.

Source: U.S. Department of Education, Institute of Education Sciences, National Center of Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

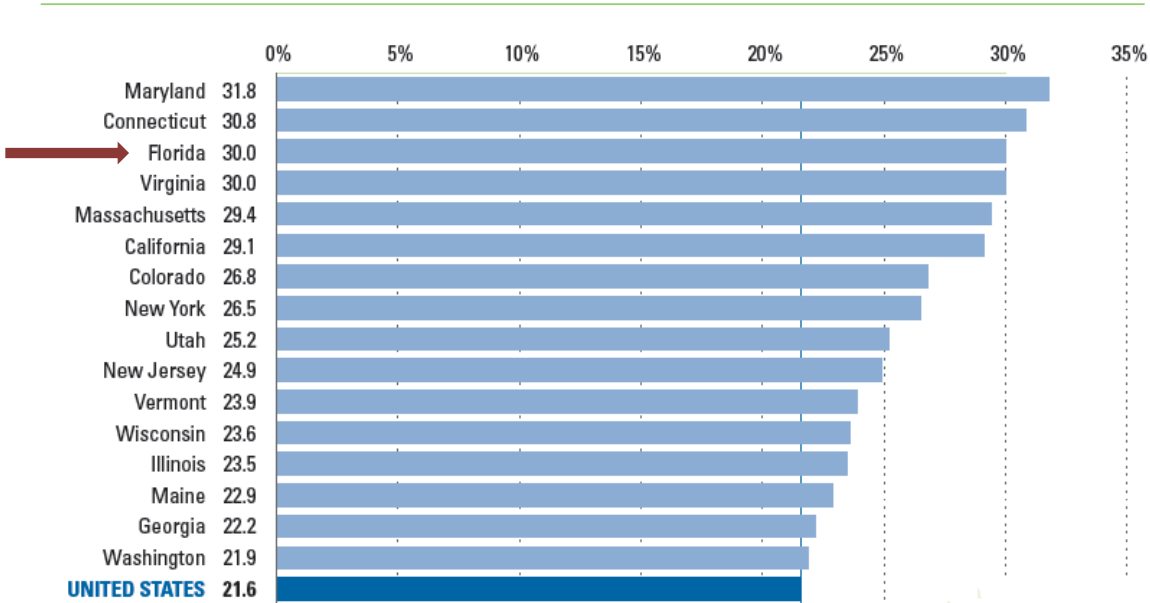
[NAEP Data Explorer](#) Search Criteria: Mathematics, Grade 8. Jurisdictions: National Public, Florida. Years: 2003-2013. Variables: National School Lunch Program eligibility. Edit Reports: Statistics Options, Achievement Levels, Cumulative.

# AP Cohort Data, Graduating Class of 2014 – Talking Points

## Highlights

- Florida ranks third (up from fifth) in the nation for the percentage of high school graduates who scored a 3 or higher (succeeded) on an Advanced Placement (AP) exam. The percentage of graduates who took and succeeded on AP exams is higher in Florida (30.0%) than the national average (21.6%).

## Percentage of the Class of 2014 Scoring a 3 or Higher on an AP Exam During High School



- Florida has maintained its rank as second in the nation for improvement over the past 10 years in the percentage of graduates scoring 3 or higher on the AP exam during high school, improving by 13.7 percentage points during that time (up from 16.3% in 2004). **Overall, Florida has had the largest 3-year and 5-year increases.**

	Percentage of Graduating Class					Change			
	2004	2009	2011	2013	2014	1-year	3-year	5-year	10-year
Connecticut	16.4	22.2	24.6	28.8	30.8	2.0	6.2	8.6	14.4
Florida	16.3	20.1	23.3	27.3	30.0	2.7	6.7	9.9	13.7
Virginia	17.1	23.3	25.5	28.3	30.0	1.7	4.5	6.7	12.9
Maryland	19.3	24.8	27.0	29.6	31.8	2.2	4.8	7.0	12.5
Massachusetts	17.1	20.9	23.6	27.9	29.4	1.5	5.8	8.5	12.3
Colorado	15.1	20.0	20.7	24.4	26.8	2.4	6.1	6.8	11.7
California	17.8	21.7	22.9	27.0	29.1	2.1	6.2	7.4	11.3
Arkansas	6.0	11.4	13.4	16.0	16.9	0.9	3.5	5.5	10.9
Illinois	12.6	16.3	18.2	21.5	23.5	2.0	5.3	7.2	10.9
Washington	11.1	16.5	17.8	20.9	21.9	1.0	4.1	5.4	10.8
Minnesota	10.6	15.2	17.6	20.3	21.2	0.9	3.6	6.0	10.6
Wisconsin	13.2	16.9	19.0	22.2	23.6	1.4	4.6	6.7	10.4
Kentucky	7.6	10.4	12.7	16.2	17.9	1.7	5.2	7.5	10.3
Indiana	8.0	10.3	13.5	16.2	18.0	1.8	4.5	7.7	10.0
Georgia	12.3	16.5	18.8	21.3	22.2	0.9	3.4	5.7	9.9
New Jersey	15.1	18.4	20.5	23.6	24.9	1.3	4.4	6.5	9.8
Vermont	14.2	18.5	20.3	21.5	23.9	2.4	3.6	5.4	9.7
Rhode Island	7.8	10.9	11.8	14.6	17.0	2.4	5.2	6.1	9.2
Maine	13.9	18.2	20.1	22.3	22.9	0.6	2.8	4.7	9.0
UNITED STATES	12.7	15.8	17.5	20.1	21.6	1.5	4.1	5.8	8.9



- Florida has maintained its rank as second in the nation for the percentage of graduates who took an AP exam during high school (57.2%). In the last decade, AP participation among graduates has increased from 36,539 students in 2004 to 82,249 students in 2014, an increase of 125 percent.
- Four public school districts in Florida were recognized on the 2015 AP District Honor Roll. The award is provided to districts that increase access to AP courses for more students while simultaneously increasing the percentage of students earning scores of 3 or higher on AP exams. The six districts that were recognized are:
  - Lake County Public Schools (also a 2013 AP Honor Roll District)
  - Miami-Dade County Public Schools (also a 2014 AP Honor Roll District)
  - Orange County Public Schools (also a 2013 and 2011 AP Honor Roll District)
  - Pasco County Public Schools
- Florida has eliminated the AP participation and success gap for its Hispanic/Latino students. Hispanic/Latino students made up 25.5 percent of the graduating class in Florida, yet they accounted for 28.6 percent of AP exam test takers and 32.2 percent of graduates scoring 3 or higher on an AP exam during high school.
- Although the equity gap still exists for black students, Florida has made progress in narrowing the participation and success gap for Black/African American students. In 2004, 10.3 percent of graduates leaving high school having taken an AP exam were Black/African American, compared to 14.7 percent in 2014. Additionally, the percentage of graduates scoring a 3 or higher on an AP exam during high school who were Black/African American has increased to 7.8 percent in 2014 from 5.7% in 2004.
- Florida has also increased AP exam participation and success among low-income graduates. In 2004, only 9.1 percent of graduates who had taken AP exams were low-income. By 2014, that percentage had risen to 36.6 percent. Success among graduates who had taken an AP exam and who were low-income has also increased significantly. In 2004, only 9.1 percent of graduates with successful AP scores were low income, compared to 33.5 percent in 2014.

### 2014 AP Results – Number and Percentage of Graduating Seniors

Subgroup	Graduates who Participated in AP					Graduates who Scored 3+ on AP Tests				
	2004	2013	2014	Percentage Point Change		2004	2013	2014	Percentage Point Change	
				10 year	1 year				10 year	1 year
Florida Overall <sup>1</sup>	36,539 (27.8)	80,291 (53.2%)	82,249 (57.2%)	29.4↑	4↑	21,383 (16.3%)	41,256 (27.3%)	43,154 (30%)	13.7↑	0.7↑
White <sup>2</sup>	20,431 (55.9%)	37,099 (46.2%)	37,353 (45.4%)	-10.5↓	-0.8↓	12,114 (56.7%)	20,859 (50.6%)	21,096 (48.9%)	-7.8↓	-1.7↓
Black <sup>2</sup>	3,750 (10.3%)	11,759 (14.6%)	12,078 (14.7%)	4.4↑	0.1↑	1,228 (5.7%)	3,011 (7.3%)	3,368 (7.8%)	2.1↑	0.5↑
Hispanic <sup>2</sup>	8,306 (22.7%)	22,377 (27.9%)	23,501 (28.6%)	5.9↑	0.7↑	5,742 (26.9%)	12,781 (31%)	13,886 (32.2%)	5.3↑	1.2↑
Low-Income <sup>3</sup>	3,340 (9.1%)	28,243 (35.2%)	30,100 (36.6%)	27.5↑	1.4↑	1,937 (9.1%)	12,796 (31%)	14,457 (33.5%)	24.4↑	2.5↑

<sup>1</sup> Percentages reflect the percentage of graduates who participated in AP or who scores 3 or higher on AP tests.

<sup>2</sup> Percentages reflect the percentage AP examinees or successful examinees who were in the subgroup.

<sup>3</sup> Percentages reflect the percentage of AP examinees who were low income.



# Florida's High School Cohort Graduation Rate

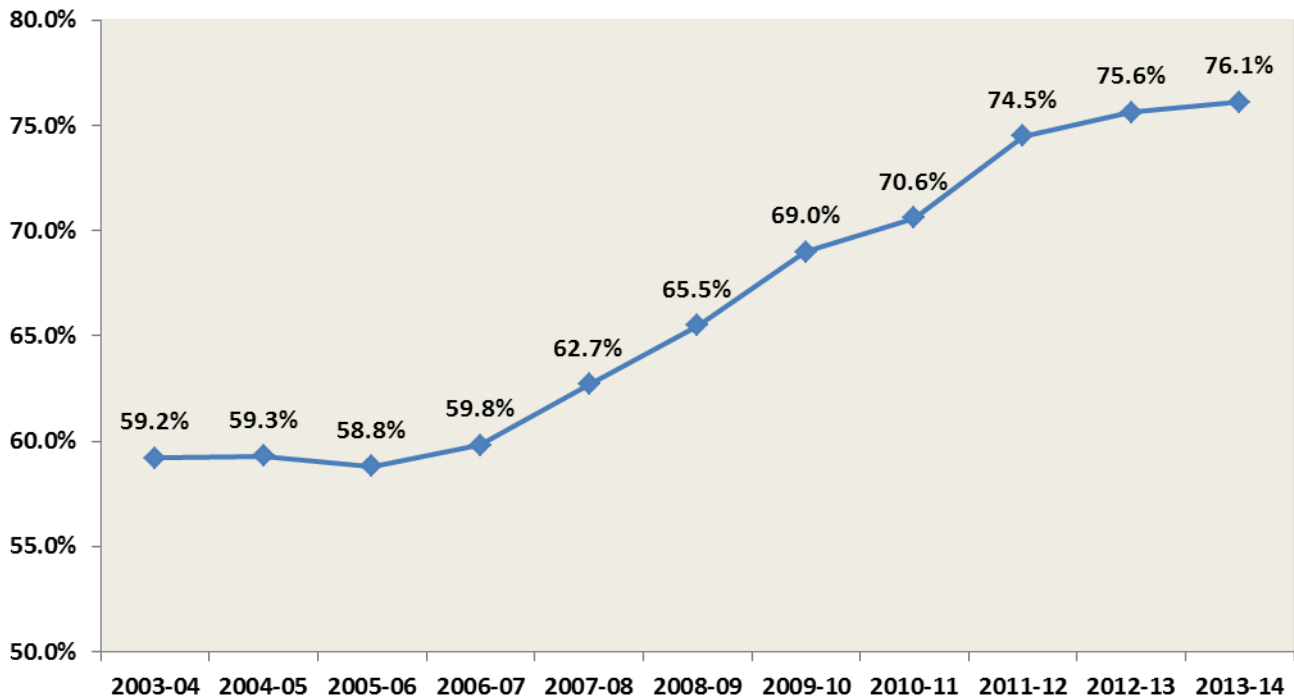
December 2014

## Florida's Graduation Rate

Florida's high school graduation rate increased by 0.5 percentage points over the last year and has increased significantly during the past ten years. The rate rose from 59.2 percent in 2003-04 to 76.1 percent in 2013-14. Figure 1 below shows the trend in graduation rates from 2003-04 through 2013-14.

Federal regulations require each state to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes GEDs, both regular and adult, and special diplomas. The US Department of Education (USED) adopted this calculation method in an effort to develop uniform, accurate and comparable graduation rates across all states. The USED required states to begin calculating the new graduation rate in 2010-11. This graduation rate is currently used in Florida's school accountability system in the high school grades calculation.

**Figure 1: Florida's Graduation Rates, 2003-04 through 2013-14**



Florida's graduation rate is a cohort graduation rate. A cohort is defined as a group of students on the same schedule to graduate. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer out and deceased students are removed from the calculation. Entering transfer students are included in the graduation rate for the class with which they are scheduled to graduate, based on their date of enrollment. District-level graduation rates are provided in Table 3 and Table 4. School-level graduation rates are available online at <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>.

In the calculation, stringent guidelines are prescribed for not only the definition of a graduate, but also for the definition of a transfer. Students who transfer to adult education programs or Department of Juvenile Justice (DJJ) facilities remain with their regular high schools' cohorts.

## How Does Florida's Graduation Rate Compare with Other States' Rates?

The USED requires all states to report a uniform cohort graduation rate, but publication of national data tends to lag by two to three years. Therefore, the most current national data available is for the 2012-13 school year. Graduation rates by state are accessible through the ED Data Express at <http://eddataexpress.ed.gov/>.

## Graduation Rates by Race/Ethnicity and Gender

Florida's graduation rates vary by race/ethnicity, but all groups have increased their graduation rates over the last few years.

**Table 1: Graduation Rates by Race/Ethnicity, 2009-10 through 2013-14**

Year	White	Black or African American	Hispanic/Latino	Asian	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	Total
2009-10	74.1%	57.8%	68.1%	86.0%	67.3%	74.2%		69.0%
2010-11	76.2%	58.6%	69.4%	85.9%	69.7%	75.1%		70.6%
2011-12	79.5%	63.7%	73.0%	88.5%	69.7%	78.7%	62.5%	74.5%
2012-13	80.5%	64.6%	74.9%	88.4%	76.8%	79.7%	88.2%	75.6%
2013-14	81.7%	64.7%	75.0%	89.2%	73.8%	80.1%	75.6%	76.1%

**Note:** Beginning with the 2010-11 school year, Florida implemented new data elements for collecting and reporting student demographic data in compliance with changes made by the U.S. Office of Management and Budget. For race, students select one or more of the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Students who select more than one racial category, but do not indicate that they are Hispanic or Latino, are included in the Two or More Races category in this report. All students who indicated that they are Hispanic or Latino are included only in the Hispanic/Latino rates in this report; they are not included in the racial categories they have selected.

**Table 2: Graduation Rates by Gender within Race/Ethnicity, 2009-10 through 2013-14**

Year	White Female	White Male	Black or African American Female	Black or African American Male	Hispanic/Latino Female	Hispanic/Latino Male	Asian Female	Asian Male
2009-10	79.1%	69.4%	65.3%	50.7%	73.8%	62.7%	89.3%	82.8%
2010-11	80.6%	72.1%	64.8%	52.6%	73.8%	65.2%	88.0%	84.0%
2011-12	83.4%	75.7%	70.0%	57.4%	77.2%	68.9%	90.5%	86.5%
2012-13	84.4%	76.7%	70.5%	58.9%	78.0%	71.9%	90.8%	86.0%
2013-14	85.3%	78.2%	69.4%	59.9%	78.4%	71.6%	90.8%	87.5%

**Table 2 Continued: Graduation Rates by Gender within Race/Ethnicity, 2009-10 through 2013-14**

Year	American Indian or Alaska Native Female	American Indian or Alaska Native Male	Two or More Races Female	Two or More Races Male	Native Hawaiian or Other Pacific Islander Female	Native Hawaiian or Other Pacific Islander Male	Total Female	Total Male
2009-10	72.9%	62.4%	78.8%	69.3%			74.7%	63.6%
2010-11	73.3%	66.5%	79.7%	70.8%			75.3%	66.0%
2011-12	73.6%	65.6%	81.6%	75.8%	61.5%	63.2%	78.9%	70.3%
2012-13	83.5%	70.9%	83.1%	76.3%	91.7%	86.4%	79.7%	71.6%
2013-14	79.5%	68.0%	83.5%	77.3%	77.1%	74.1%	79.9%	72.5%

**Table 3: Graduation Rates by District, 2009-10 through 2013-14**

District	2009-10	2010-11	2011-12	2012-13	2013-14
FLORIDA	69.0%	70.6%	74.5%	75.6%	76.1%
01 Alachua	62.6%	63.4%	68.7%	72.6%	72.2%
02 Baker	64.5%	65.0%	72.8%	72.1%	75.2%
03 Bay	69.2%	68.1%	73.7%	73.0%	70.8%
04 Bradford	51.8%	61.1%	64.2%	67.5%	71.3%
05 Brevard	80.6%	81.4%	85.2%	87.4%	85.8%
06 Broward	72.4%	71.6%	76.4%	75.3%	74.2%
07 Calhoun	76.1%	74.1%	77.3%	80.6%	80.8%
08 Charlotte	73.4%	73.0%	79.2%	75.5%	76.2%
09 Citrus	68.8%	74.5%	78.0%	80.1%	77.0%
10 Clay**	69.9%	74.4%	74.2%	77.9%	80.1%
11 Collier	70.6%	72.5%	78.4%	81.3%	82.1%
12 Columbia	59.8%	63.2%	64.8%	65.7%	61.0%
13 Miami-Dade	68.3%	71.3%	76.0%	77.2%	76.6%
14 DeSoto	53.2%	63.1%	67.9%	61.6%	61.0%
15 Dixie	56.0%	52.5%	77.1%	82.4%	87.8%
16 Duval	58.3%	63.3%	67.7%	72.1%	74.0%
17 Escambia	55.4%	57.7%	62.1%	64.2%	66.1%
18 Flagler	69.7%	70.1%	74.8%	76.9%	77.8%
19 Franklin	57.8%	59.0%	59.0%	58.8%	69.9%
20 Gadsden	42.8%	55.1%	61.4%	58.3%	56.0%
21 Gilchrist	77.7%	79.9%	85.9%	89.7%	95.4%
22 Glades	56.0%	47.7%	64.8%	61.8%	60.8%
23 Gulf	81.9%	77.6%	84.7%	85.7%	77.8%
24 Hamilton	52.6%	65.0%	55.0%	55.5%	78.6%
25 Hardee	60.4%	65.7%	63.6%	65.2%	64.3%
26 Hendry	69.1%	65.6%	73.5%	67.8%	67.5%
27 Hernando	68.8%	71.5%	74.2%	74.1%	76.7%
28 Highlands	58.7%	60.2%	62.1%	61.8%	63.6%
29 Hillsborough	66.7%	69.3%	72.6%	74.1%	73.5%
30 Holmes	77.8%	75.1%	72.8%	78.1%	71.6%
31 Indian River	67.1%	71.7%	80.9%	80.1%	79.1%

**Table 3 Continued: Graduation Rates by District, 2009-10 through 2013-14**

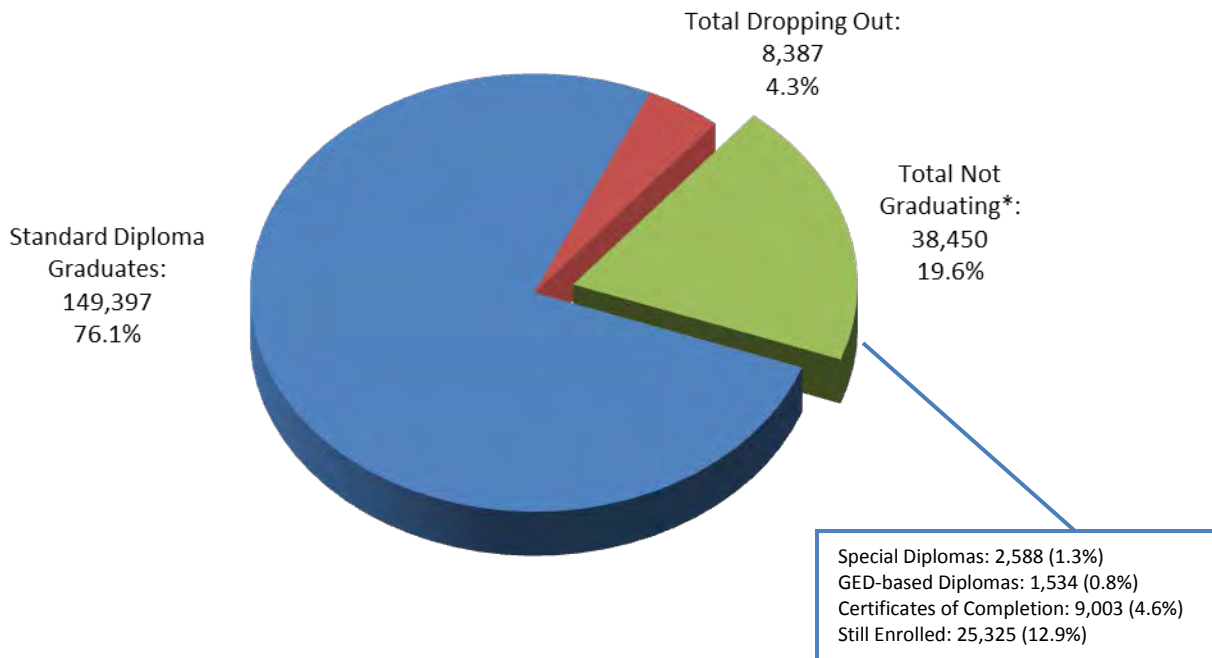
	District	2009-10	2010-11	2011-12	2012-13	2013-14
	FLORIDA	69.0%	70.6%	74.5%	75.6%	76.1%
32	Jackson	68.1%	64.7%	69.2%	72.1%	70.2%
33	Jefferson	42.3%	38.6%	42.6%	35.1%	56.7%
34	Lafayette	81.3%	63.8%	65.8%	87.5%	80.0%
35	Lake	70.9%	75.4%	78.2%	78.3%	76.6%
36	Lee	69.8%	68.9%	71.9%	74.4%	75.2%
37	Leon	64.0%	68.4%	71.3%	77.0%	83.5%
38	Levy	61.1%	61.0%	72.2%	77.8%	69.1%
39	Liberty	58.2%	53.5%	64.2%	68.9%	71.3%
40	Madison	56.3%	57.1%	66.3%	64.0%	75.7%
41	Manatee	67.9%	64.7%	76.2%	76.8%	75.7%
42	Marion	62.8%	69.8%	75.2%	76.7%	77.9%
43	Martin	75.5%	82.4%	84.9%	87.7%	88.8%
44	Monroe	71.2%	66.4%	68.6%	71.3%	72.8%
45	Nassau	76.4%	79.9%	89.0%	90.9%	89.9%
46	Okaloosa	86.2%	84.5%	83.3%	82.7%	82.5%
47	Okeechobee	58.5%	61.9%	58.9%	63.0%	61.2%
48	Orange	71.8%	71.4%	73.9%	75.9%	74.6%
49	Osceola	75.7%	76.1%	77.5%	78.1%	78.0%
50	Palm Beach	74.8%	74.3%	77.0%	76.3%	77.9%
51	Pasco	67.1%	71.0%	76.6%	75.9%	79.4%
52	Pinellas	64.8%	65.2%	72.0%	71.9%	76.2%
53	Polk	62.9%	66.4%	67.6%	69.4%	69.0%
54	Putnam	57.7%	63.2%	58.9%	58.2%	58.2%
55	St. Johns	83.9%	85.8%	86.0%	86.7%	87.8%
56	St. Lucie	63.7%	65.4%	70.6%	67.7%	73.2%
57	Santa Rosa	74.7%	77.8%	77.2%	78.9%	82.8%
58	Sarasota	71.4%	70.7%	78.0%	76.2%	81.3%
59	Seminole	77.8%	78.8%	80.3%	83.8%	85.1%
60	Sumter	73.4%	75.3%	77.7%	78.5%	83.4%
61	Suwannee	53.6%	54.4%	59.5%	59.5%	76.6%
62	Taylor	57.8%	61.1%	63.5%	62.4%	49.5%
63	Union	64.3%	73.7%	70.4%	79.0%	82.8%
64	Volusia	63.9%	62.0%	66.8%	68.0%	70.6%
65	Wakulla	65.5%	74.7%	70.4%	78.9%	75.1%
66	Walton	74.2%	74.2%	74.5%	77.6%	68.4%
67	Washington	74.8%	68.7%	71.1%	71.0%	66.2%
68	Deaf/Blind	54.3%	64.3%	36.9%	44.0%	51.8%
69	Wash. Special	0.0%	3.2%	0.0%	*	*
71	FL Virtual			*	*	74.9%
72	FAU Lab Sch	100.0%	100.0%	100.0%	100.0%	100.0%
73	FSU Chtr Sch	97.2%	98.5%	98.5%	97.6%	88.0%
74	FAMU Lab Sch	94.6%	95.1%	81.8%	92.9%	76.7%
75	UF Lab Sch	95.7%	95.6%	94.8%	95.0%	97.3%

**Notes:**  
 Source: 2013-14 Florida Department of Education (FDOE) cohort graduation data as of 11/17/14.  
 Clay County's 2011-12 rate was revised after the official release.  
 To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).  
 A blank cell indicates no students in the cohort.

## Withdrawal Status of All Students in the Graduation Cohort

Florida’s graduation rate is 76.1 percent, but that does not mean that 23.9 percent of students in the cohort are dropouts. Students in a cohort can be classified as graduates, dropouts and non-graduates. Non-graduates include students who have been retained and are still in school, received certificates of completion or received GED-based diplomas. In Florida’s 2013-14 cohort, 4.3 percent of the students dropped out and 19.6 percent are still enrolled in school or earned a certificate of completion, special diploma or GED-based diploma. Figure 2 illustrates the proportions of students in the 2013-14 cohort who graduated, dropped out and did not graduate. District-level data are provided in Table 5.

**Figure 2: 2013-14 Cohort Outcomes by Withdrawal Code Categories**



**Note:**

Non-graduates include special diplomas, certificates of completion, GED recipients and students who are still enrolled.

**Table 4: Cohort Outcomes by Withdrawal Code Category, 2013-14**

District	Adjusted Cohort Total	% Graduating with Standard Diploma	Non-Graduates				
			% Special Diplomas	% Graduating with GED or GED-based Diplomas	% Certificates of Completion	% Still Enrolled	% Dropping Out
FLORIDA	196,234	76.1%	1.3%	0.8%	4.6%	12.9%	4.3%
01 Alachua	2,060	72.2%	2.2%	0.2%	0.7%	18.4%	6.2%
02 Baker	343	75.2%	0.3%	4.7%	6.4%	10.5%	2.9%
03 Bay	1,887	70.8%	0.8%	0.8%	3.7%	19.6%	4.3%
04 Bradford	209	71.3%	2.9%	0.5%	8.6%	10.5%	6.2%
05 Brevard	5,325	85.8%	1.2%	1.9%	2.1%	7.0%	2%
06 Broward	19,233	74.2%	0.9%	0.1%	4.8%	17.1%	2.9%
07 Calhoun	130	80.8%	2.3%	2.3%	0.0%	6.9%	7.7%
08 Charlotte	1,524	76.2%	1.9%	0.9%	3.4%	11.0%	6.6%
09 Citrus	1,134	77.0%	2.6%	1.0%	2.4%	11.4%	5.6%
10 Clay	2,998	80.1%	1.5%	1.9%	2.6%	10.3%	3.6%
11 Collier	3,049	82.1%	1.5%	3.3%	2.2%	5.4%	5.4%
12 Columbia	708	61.0%	2.7%	2.4%	7.6%	24.6%	1.7%
13 Miami-Dade	26,426	76.6%	0.5%	0.3%	6.5%	11.3%	4.9%
14 DeSoto	272	61.0%	1.8%	2.9%	7.0%	14.3%	12.9%
15 Dixie	115	87.8%	0.0%	0.0%	3.5%	6.1%	2.6%
16 Duval	8,128	74.0%	1.6%	0.7%	6.6%	11.7%	5.3%
17 Escambia	2,827	66.1%	2.7%	1.0%	5.3%	21.9%	2.9%
18 Flagler	969	77.8%	2.8%	0.1%	4.2%	11.2%	3.8%
19 Franklin	83	69.9%	0.0%	0.0%	3.6%	13.3%	13.3%
20 Gadsden	357	56.0%	3.1%	0.0%	0.3%	35.0%	5.6%
21 Gilchrist	174	95.4%	0.0%	0.0%	0.0%	3.4%	1.1%
22 Glades	74	60.8%	2.7%	0.0%	5.4%	24.3%	6.8%
23 Gulf	135	77.8%	2.2%	0.0%	3.7%	11.9%	4.4%
24 Hamilton	84	78.6%	2.4%	1.2%	10.7%	2.4%	4.8%
25 Hardee	361	64.3%	2.2%	1.7%	2.8%	14.7%	14.4%
26 Hendry	486	67.5%	1.0%	1.4%	11.7%	4.9%	13.4%
27 Hernando	1,814	76.7%	1.3%	3.4%	4.3%	6.4%	7.9%
28 Highlands	874	63.6%	2.7%	0.6%	4.3%	16.7%	12%
29 Hillsborough	14,317	73.5%	1.0%	1.4%	4.3%	17.2%	2.6%
30 Holmes	211	71.6%	2.4%	1.9%	5.2%	9.5%	9.5%
31 Indian River	1,354	79.1%	0.5%	1.0%	5.2%	13.7%	0.4%
32 Jackson	486	70.2%	0.6%	2.7%	6.2%	17.1%	3.3%
33 Jefferson	60	56.7%	5.0%	0.0%	6.7%	23.3%	8.3%
34 Lafayette	75	80.0%	1.3%	1.3%	8.0%	8.0%	1.3%
35 Lake	2,945	76.6%	1.5%	0.9%	5.7%	9.7%	5.6%
36 Lee	5,837	75.2%	2.0%	0.7%	4.6%	13.6%	3.9%
37 Leon	2,023	83.5%	1.1%	0.8%	1.1%	10.7%	2.7%
38 Levy	424	69.1%	0.7%	0.5%	1.4%	23.6%	4.7%
39 Liberty	94	71.3%	1.1%	3.2%	3.2%	18.1%	3.2%
40 Madison	185	75.7%	2.7%	1.1%	5.4%	9.2%	5.9%
41 Manatee	2,969	75.7%	2.9%	0.4%	0.6%	11.5%	9%
42 Marion	3,043	77.9%	2.3%	1.7%	3.8%	9.4%	4.9%

**Table 4: Cohort Outcomes by Withdrawal Code Category, 2013-14**

District	Adjusted Cohort Total	% Graduating with Standard Diploma	Non-Graduates				
			% Special Diplomas	% Graduating with GED or GED-based Diplomas	% Certificates of Completion	% Still Enrolled	% Dropping Out
FLORIDA	196,234	76.1%	1.3%	0.8%	4.6%	12.9%	4.3%
43 Martin	1,514	88.8%	1.4%	0.6%	1.3%	5.8%	2.1%
44 Monroe	624	72.8%	2.1%	1.9%	3.5%	14.7%	5.0%
45 Nassau	864	89.9%	2.1%	0.6%	0.0%	6.7%	0.7%
46 Okaloosa	2,116	82.5%	1.6%	0.3%	1.4%	12.8%	1.5%
47 Okeechobee	438	61.2%	1.1%	3.2%	6.6%	16.4%	11.4%
48 Orange	13,488	74.6%	1.1%	0.1%	5.8%	15.2%	3.2%
49 Osceola	4,247	78.0%	1.4%	0.2%	6.8%	11.6%	2.0%
50 Palm Beach	13,924	77.9%	1.1%	0.3%	5.2%	8.2%	7.3%
51 Pasco	4,866	79.4%	1.5%	1.9%	4.8%	10.7%	1.6%
52 Pinellas	7,716	76.2%	1.2%	0.9%	3.9%	15.7%	2.1%
53 Polk	6,369	69.0%	2.4%	0.8%	6.8%	10.9%	10.0%
54 Putnam	711	58.2%	7.0%	1.7%	6.2%	12.5%	14.3%
55 St. Johns	2,508	87.8%	1.3%	0.7%	1.2%	6.1%	3.0%
56 St. Lucie	2,957	73.2%	0.8%	0.0%	5.6%	15.9%	4.4%
57 Santa Rosa	1,922	82.8%	1.2%	1.0%	0.9%	10.7%	3.4%
58 Sarasota	3,119	81.3%	2.0%	2.4%	2.6%	7.5%	4.3%
59 Seminole	5,005	85.1%	1.2%	1.1%	2.1%	9.6%	1.0%
60 Sumter	511	83.4%	1.8%	0.8%	0.8%	7.2%	6.1%
61 Suwannee	350	76.6%	4.6%	0.0%	6.6%	11.1%	1.1%
62 Taylor	214	49.5%	1.4%	1.9%	3.7%	28.5%	15%
63 Union	157	82.8%	3.2%	0.0%	0.0%	10.2%	3.8%
64 Volusia	4,819	70.6%	1.4%	0.1%	3.6%	22.2%	2.1%
65 Wakulla	338	75.1%	2.1%	1.5%	0.3%	14.2%	6.8%
66 Walton	494	68.4%	0.2%	0.0%	2.0%	18.6%	10.7%
67 Washington	269	66.2%	1.9%	1.5%	3.3%	17.5%	9.7%
68 Deaf/Blind	56	51.8%	33.9%	0.0%	3.6%	10.7%	0.0%
69 Wash. Special	*	*	*	*	*	*	*
71 FL Virtual	470	74.9%	0.0%	0.0%	1.9%	15.5%	7.7%
72 FAU Lab Sch	75	100%	0.0%	0.0%	0.0%	0.0%	0.0%
73 FSU Chtr Sch	150	88.0%	0.0%	0.0%	2.0%	10.0%	0.0%
74 FAMU Lab Sch	30	76.7%	0.0%	0.0%	.	23.3%	0.0%
75 UF Lab Sch	110	97.3%	0.0%	0.0%	0.9%	0.9%	0.9%

**Notes:**

Source: 2013-14 Florida Department of Education (FDOE) cohort graduation data as of 11/17/14.

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).



## Diploma Types

Florida students may receive several types of diplomas upon completion of high school. Table 6 details the number of each type of diploma awarded for the past five cohorts. A complete list of the diploma definitions is provided in Appendices A and B of the 2013-14 Database Manuals, available at:

[http://www.fldoe.org/eias/dataweb/student\\_1314.asp#APPENDICES](http://www.fldoe.org/eias/dataweb/student_1314.asp#APPENDICES).

**Table 5: Diploma Types by Number of Diplomas Awarded (Cohort Based)**

Diploma Types	Diploma Definitions	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Standard Diplomas (Counted as graduates in the graduation rate)</b>						
W06	Any student who graduated from school and met all of the requirements to receive a standard diploma	132,783	133,766	132,333	136,210	132,239
W6A	Any student who graduated from school and met all of the requirements to receive a standard diploma, based on the 18-credit college preparatory graduation option	89	15	32	35	59
W6B	Any student who graduated from school and met all of the requirements to receive a standard diploma, based on the 18-credit career preparatory graduation option	27	6	14	11	28
W43	Any adult student who graduated from school with a standard diploma	297	227	166	211	177
W52	Any adult student who graduated from school with a standard diploma and satisfied the graduation test requirement through an alternate assessment, 24-credit option	12	6	8	4	7
W54	Adult standard high school diploma (ACCEL) 18-credit option.	N/A	N/A	N/A	N/A	N/A
W55	Adult standard high school diploma (ACCEL), alternate assessment score, 18-credit option.	N/A	N/A	N/A	N/A	N/A
WFA	Any student who graduated from school with a standard diploma based on an 18-credit college preparatory graduation option and satisfied the state approved graduation test requirement through an alternate assessment.	8	6	3	19	20
WFB	Any student who graduated from school with a standard diploma based on an 18-credit career preparatory graduation option and satisfied the state approved graduation test requirement through an alternate assessment.	8	1	0	1	6
WFT	Any student who graduated from school with a standard diploma and satisfied the state approved graduation test requirement through an alternate assessment. (For students meeting accelerated high school graduation option requirements, see WFA and WFB.)	10,458	5,865	6,716	9,122	10,974
WFW	Any student with disabilities who graduated from school with a standard diploma and an FCAT waiver.	2,700	3,447	2,681	3,817	4,562
WXL	Any student who graduated from school and met all of the requirements to receive a standard diploma based on the Academically Challenging Curriculum to enhance Learning (ACCEL) options, F.S. 1002.3105(3). NEW DIPLOMA CODE FOR 2013-14.	N/A	N/A	N/A	N/A	1,081



**Table 5: Diploma Types by Number of Diplomas Awarded (Cohort Based)**

Diploma Types	Diploma Definitions	2009-10	2010-11	2011-12	2012-13	2013-14
WXT	Any student who graduated from school and met all of the requirements to receive a standard diploma based on the Academically Challenging Curriculum to enhance Learning (ACCEL) options, F.S. 1002.3105(3) and satisfied the state graduation test requirement through an approved state alternate assessment score. NEW DIPLOMA CODE FOR 2013-14.	N/A	N/A	N/A	N/A	110
WXW	Any student with disabilities who graduated from school and met all of the requirements to receive a standard diploma based on the Academically Challenging Curriculum to enhance Learning (ACCEL) options, F.S. 1002.3105(3) and satisfied the state graduation test requirement with an approved statewide assessment waiver. NEW DIPLOMA CODE FOR 2013-14.	N/A	N/A	N/A	N/A	134
<b>Total Standard Diplomas</b>		146,382	143,339	141,953	149,430	149,397
<b>Special Diplomas</b>						
W07	Any student who graduated from school with a special diploma based on option one - as referenced in State Board of Education Rule 6A-1.09961.	3,750	3,408	2,661	2,589	2373
W27	Any student who graduated from school with a special diploma based on option two-mastery of employment and community competencies.	401	217	161	185	215
<b>Total Special Diplomas</b>		4,151	3,625	2,822	2,774	2,588
<b>GED-based Diplomas</b>						
W10	Any student who completed the Performance-Based Exit Option Model Program requirements, passed the GED Tests and the state approved graduation test, and was awarded a State of Florida High School Performance-Based Diploma.	1,740	927	560	418	225
W45	Any adult student who left school with a State of Florida diploma (GED).	2,365	2,906	1,010	1,656	1,049
WGA	Any student who completed the Performance-Based Exit Option Model Program requirements, passed the GED Tests, satisfied the state approved graduation test requirement through an alternate assessment, and was awarded a State of Florida High School Performance-Based Diploma.	83	21	25	19	5
WGD	Any student who completed the Performance-Based Exit Option Model Program requirements and passed the GED Tests, but did not pass the state approved graduation test and was awarded a State of Florida diploma.	931	578	529	396	255
<b>Total GED Based Diplomas</b>		5,119	4,432	2,124	2,489	1,534
<b>Total Completers</b>		155,652	151,396	146,899	154,693	153,519



Florida Department of Education  
Pam Stewart, Commissioner

For questions regarding Florida's High School Cohort Graduation Rate contact:

Florida Department of Education  
Division of Accountability, Research and Measurement  
Bureau of Accountability Reporting

850-245-0411

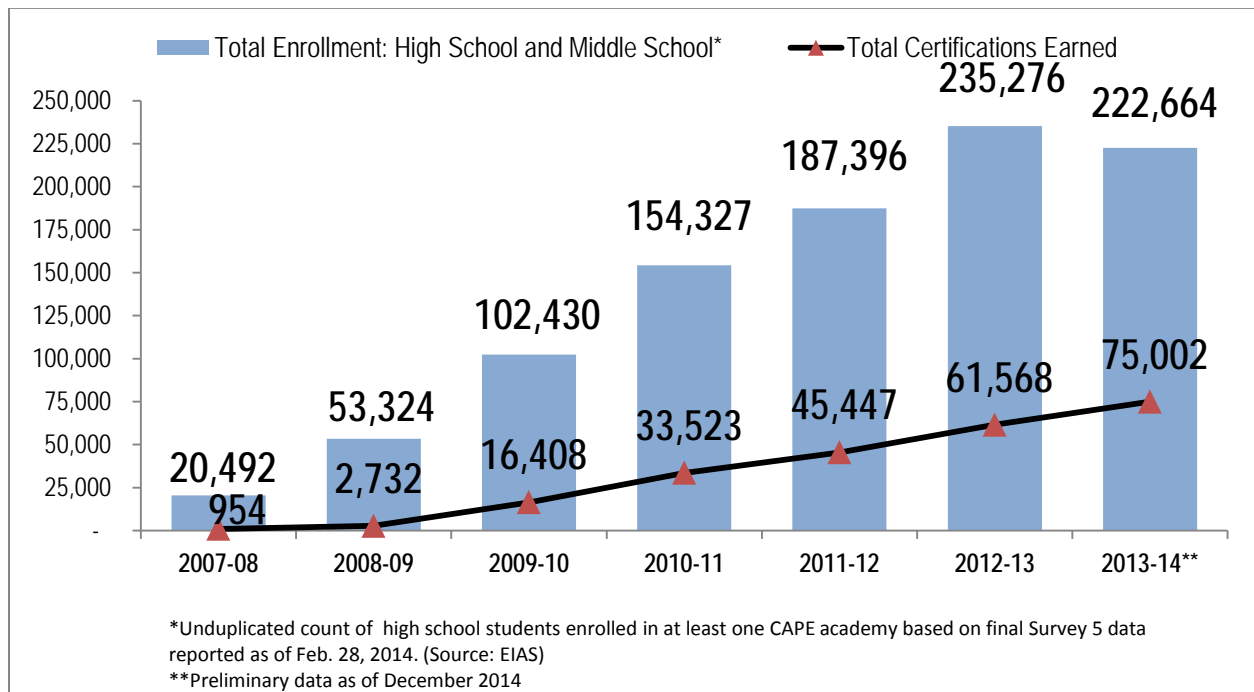
[evalnrpt@fldoe.org](mailto:evalnrpt@fldoe.org)

## STRATEGIC PLAN AREA AND PRIORITIES

### Increase Career and Technical Educational Opportunities

The Florida Career and Professional Education (CAPE) Act was created to provide a statewide planning partnership between business and education communities, to expand and retain high-value industry, and sustain a vibrant state economy.

#### CAPE Academy Enrollment and Industry Certifications Earned, 2007-08 to 2013-14



## CAPE Industry Certification Funding List

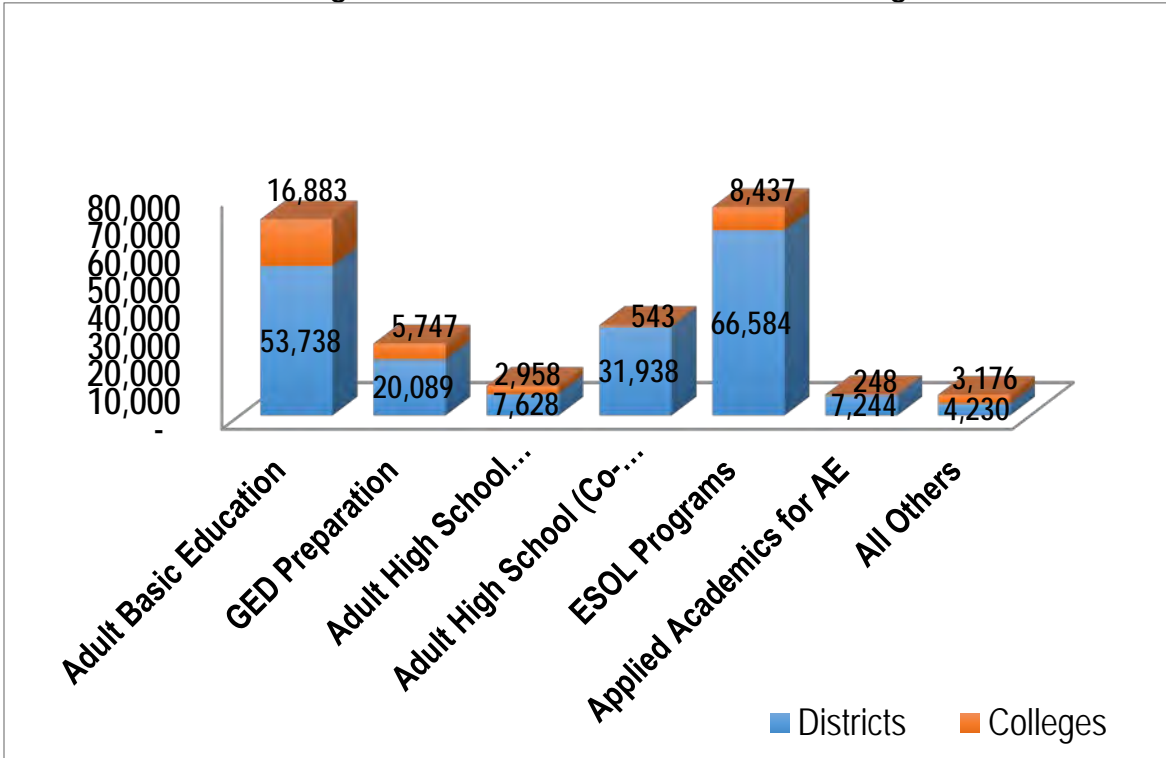
Program	Description	Implementation
<b>CAPE Digital Tool Certificates</b>	<ul style="list-style-type: none"> <li>• For K-8 students</li> <li>• For certificates in the following areas: word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; coding</li> </ul>	<ul style="list-style-type: none"> <li>• 2014-15 list includes 13 certificates</li> </ul>
<b>CAPE Innovation Courses</b>	<ul style="list-style-type: none"> <li>• Courses that combine academic and career performance outcomes with embedded industry certifications</li> </ul>	<p>College Board partnership for course development</p> <ul style="list-style-type: none"> <li>• 2014-15: 1 course being implemented in 5 pilot districts</li> <li>• 2015-16: 3 courses under development for launch in fall 2015</li> </ul>
<b>CAPE Industry Certifications</b>	<ul style="list-style-type: none"> <li>• Limited to students in grades 6 through 12</li> </ul>	<ul style="list-style-type: none"> <li>• 2014-15 List includes:               <ul style="list-style-type: none"> <li>• 154 certifications without an articulation agreement</li> <li>• 66 certifications with an articulation agreement of up to 14 credits</li> </ul> </li> </ul>
<b>CAPE Acceleration Industry Certifications</b>	<ul style="list-style-type: none"> <li>• Certifications with 15 or more college credit hours</li> </ul>	<ul style="list-style-type: none"> <li>• 2014-15 list includes:               <ul style="list-style-type: none"> <li>• 2 certifications with an articulation agreement of 15 or more credits</li> </ul> </li> </ul>

## CAPE Performance Comparison, 2013-14

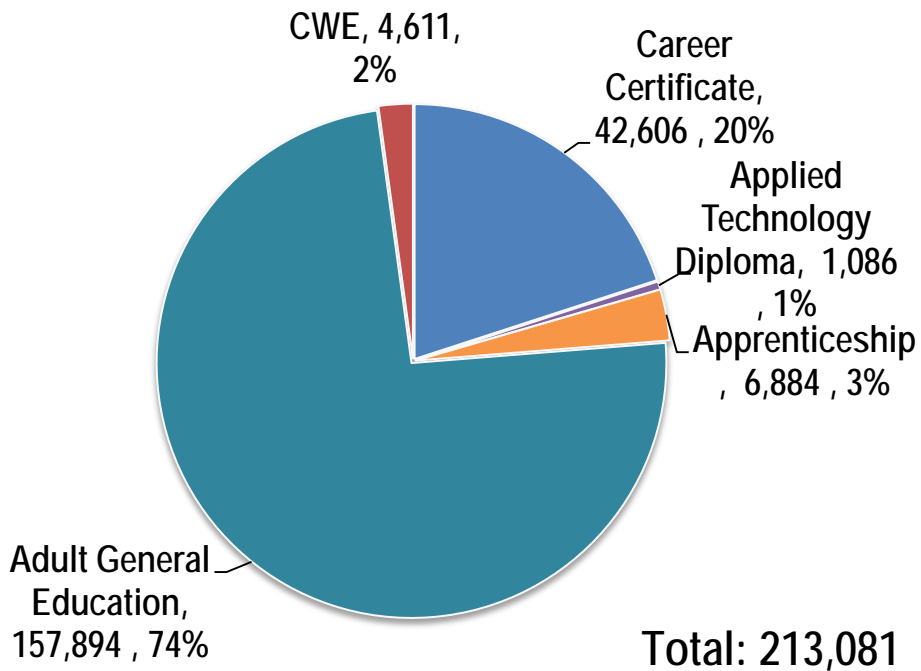
Performance Indicator	Non-CAPE, No Certification	CAPE, No Certification	Non-CAPE + Certification	CAPE + Certification
Average GPA	2.66	2.71	2.87	2.99
Chronically Absent	18.1%	16.7%	17.1%	11.2%
At Least One Disciplinary Action	14.6%	17.2%	10.0%	9.4%
Dropout Rate	2.8%	1.1%	0.3%	0.3%
12th Graders Earning Standard Diploma	67.5%	81.9%	88.7%	94.2%
At Least One Accelerated Course	30.6%	30.4%	45.5%	43.6%

Note: Includes high school students enrolled in either a registered academy or career-themed course. Enrollment is unduplicated to the district and student. Students are counted more than once if they are reported in more than one district during the academic year.

### District and College Enrollments in Adult Education Programs 2013-14



### Postsecondary Statewide District Career and Adult Education Headcount by Program Area



## SCHOOL CHOICE

Performance Measures 3.1, 3.2, 3.5, 3.9

**Strategic Plan Priority:** Increase the percentage of charter school students performing at grade level.

- 3.1 Percentage of students attending a charter school and scoring at or above grade level on statewide assessments in English Language Arts, science and mathematics.
- 3.2 Percentage of students attending a charter school scoring Level 4 or above on statewide assessments in English Language Arts, science and mathematics.

Students attending charter schools continue to demonstrate strong performance on statewide assessments, outperforming the statewide average in reading, mathematics and science, by 7, 3 and 1 percentage points respectively. In each subject, performance in charter schools was higher in 2013-14 than in the 2011-12 baseline year. Additionally, higher level performance, as measured by the percentage of students scoring a level 4 or above, improved in both reading and mathematics from the 2011-12 baseline measures. Students in charter schools outperformed the state average in reading and mathematics in this measure as well.

The department implemented a number of initiatives to support the continued strong academic performance of charter schools such as the development of the Principles and Standards of Quality Charter School Authorizing and providing training opportunities to school districts to enhance their authorizing capacity. Additionally, the department has provided a multitude of professional development opportunities to charter school teachers, leaders, and governing boards.

**Strategic Plan Priority:** Expand choice options for students.

- 3.5 Close the gap between the percentage of free and reduced-price lunch students served by charters and traditional public schools.
- 3.9 Percentage of students attending a full-time virtual program and scoring at or above grade level on statewide assessments in English Language Arts, science and mathematics.

The department has continued efforts to encourage the growth of high-quality charter schools in high-need areas. While progress is slow, there has been a slight narrowing of the gap between the overall poverty rate in our public schools and the poverty rate in charter schools. The department has initiated several strategies to accelerate this effort, including the department's Charter School Program grant and the recently announced District-Charter Collaborative Compact Grant.

Students attending full-time virtual programs also continue to demonstrate strong performance on statewide assessments, outperforming the statewide average in reading and science, but lagging in mathematics. The performance in full-time virtual programs has improved from the 2011-12 baseline year in reading and science, but remained stagnant in mathematics.

Each district in Florida must offer a virtual instruction program to their students. School districts can accomplish this in a number of ways, including contracting with a DOE approved provider. To become a DOE approved provider, applicants undergo a six-month approval process that is comprehensive and rigorous. Provider applications are reviewed at the department by 27 review experts in the following areas: Assessment, Curriculum and Instruction, Database Reporting, Staff Requirements, Financial Solvency, Quality Assurance and Technology and Technical Support.

# Part 1. A. Implement State Board of Education Priorities and Strategic Plan

## **GOAL 1: HIGHEST STUDENT ACHIEVEMENT**

The Division of Florida Colleges supports the Department’s goal to have the Highest Student Achievement by focusing on activities that Increase College Readiness and Success. The indicators in the following table quantify progress towards meeting this goal.

Description	Baseline Year		Most Recent Year		Change
	Year	Amount	Year	Amount	
<b>Percentage of developmental education completers who complete college-level course in same subject with a "C" grade or above within 2 years</b>					
Mathematics					
English					
Mathematics and English					
<b>Retention rates</b>					
AA Retention Rate	Fall 2007 to Spring 2011	66.70%	Fall 2010 to Spring 2014	64.10%	-3%
AAS/AS Retention Rate	Fall 2007 to Spring 2011	58.80%	Fall 2010 to Spring 2014	52.30%	-6%
<b>Number of degrees and certificates awarded</b>					
	2010-11	93,285	2013-14	104,693	11,408
<b>Graduation rate for first-time college students (150% time)</b>					
	Fall 2010 Adjusted Cohort	34.90%	Fall 2011 Adjusted Cohort	34.60%	0%
<b>Average time and credit to associate degree</b>					
<b>Time to Degree</b>					
Accelerated students	2009-10	2.8 years	2012-13	2.5 years	0.3 years less
Non-accelerated students	2009-10	4.4 years	2012-13	4.6 years	0.2 years more
<b>Credit to Degree</b>					
Accelerated students	2009-10	73 credits	2012-13	70 credits	3 credits less
Non-accelerated students	2009-10	78 credits	2012-13	77 credits	1 credit less
<b>Transfer rates of associate degree graduates who transfer within two years to upper division at a Florida College System institution or state university</b>					
Transfers enrolled in SUS or FCS	2008-09	57.29%	2013-14	56.33%	-0.96%

Florida College System institutions have made progress in reducing the time and number of college credits students complete on average to earn an associate degree. And while the total number of degrees and certificates awarded by Florida College System institutions has increased, the rate of graduation has held constant as has the transfer rates to public institutions in the state of Florida. The overall success of students could be supported by improvement in retention rates.



## GOAL 2: SEAMLESS ARTICULATION/MAXIMIZE ACCESS

The Division of Florida Colleges supports the Department’s goal to achieve Seamless Articulation/Maximize Access by focusing on activities that Expand and Maintain Student Access. The indicators in the following table quantify progress towards meeting this goal.

Description	Baseline Year		Most Recent Year		Change
	Year	Amount	Year	Amount	
<b>Number of high school students participating in dual enrollment</b>					
	2010-11	46,083	2013-14	53,810	7,727
<b>Average net price of attending a FCS institution</b>					
	2009-10	\$6,511	2013-14	\$6,766	\$255

Access to college opportunities is a hallmark of the Florida College System. The number of students accessing a college education through dual enrollment increased from 2010-11 to 2013-14.

The cost of college has long been identified as a barrier to college participation. Over the past 5 years the net price of attending a Florida College System increased by \$255.

## GOAL 3: SKILLED WORKFORCE/ECONOMIC DEVELOPMENT

The Division of Florida Colleges supports the Department’s goal to achieve Skilled Workforce/Economic Development by focusing on activities that Prepare Students for Careers. The indicators in the following table quantify progress towards meeting this goal.

Description	Baseline Year		Most Recent Year		Change
	Year	Amount	Year	Amount	
<b>Percentage of graduates found employed in Florida within one year of college completion</b>					
Overall	2009-10	80.1%	2012-13	80.3%	0.2%
<b>Average wages of college graduates found employed in Florida within one year of college completion disaggregated by certificate/degree type</b>					
Overall	2009-10	\$37,344	2012-13	\$37,264	-\$80
<b>Percentage of school district postsecondary certificate program completers found employed in Florida within one year of completion</b>					
	2010-11	59.0%	2013-14	65.4%	7%
<b>Percentage of school district postsecondary certificate program enrollees who earn an industry certification</b>					
	2011-12	8.9%	2013-14	14.6%	6%

One aspect of Florida College System institutions is their focus on preparing students for careers. The performance of colleges on this issue is constant, with the percent of graduates employed within a year holding at 80% and the average annual wage decreasing by \$80.

With respect to postsecondary certificate programs in school districts, positive progress is being made as both the percent of participants who earn a certificate and the placement rate increased by 6% and 7% respectively.

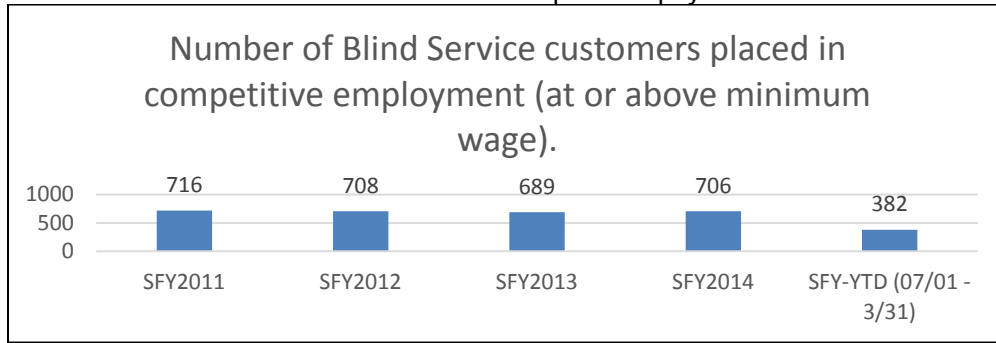
**STRATEGIC PLAN AREA AND PRIORITIES**  
**Increase Employment Outcomes for Blind Services Customers**

Below are the Division of Blind Services (DBS) four primary performance indicator outcomes with explanations and charts, as well as additional outcomes for incorporation into the Commissioner's Evaluation support documentation.

**Primary Performance Indicators**

	<b>PERFORMANCE INDICATOR</b>	<b>SFY2011</b>	<b>SFY2012</b>	<b>SFY2013</b>	<b>SFY2014</b>	<b>SFY-YTD (07/01 - 3/31)</b>
<b>A.1</b>	Number of Blind Service customers placed in competitive employment (at or above minimum wage).	<b>716</b>	<b>708</b>	<b>689</b>	<b>706</b>	<b>382</b>
<b>A.2</b>	Number of Blind Vending Food Service Facilities Supporting Employed Blind Vendors.	<b>147</b>	<b>147</b>	<b>143</b>	<b>143</b>	<b>145</b>
<b>A.3</b>	Number of Individuals exiting the Vocational Rehabilitation program who achieved an employment	<b>720</b>	<b>729</b>	<b>700</b>	<b>713</b>	<b>386</b>
<b>A.4</b>	Of the Individuals who achieved employment from the Vocational Rehabilitation program, the percentage who exit with earnings equivalent to at least minimum wage.	<b>99.44%</b>	<b>97.12%</b>	<b>98.43%</b>	<b>99.02%</b>	<b>98.96%</b>

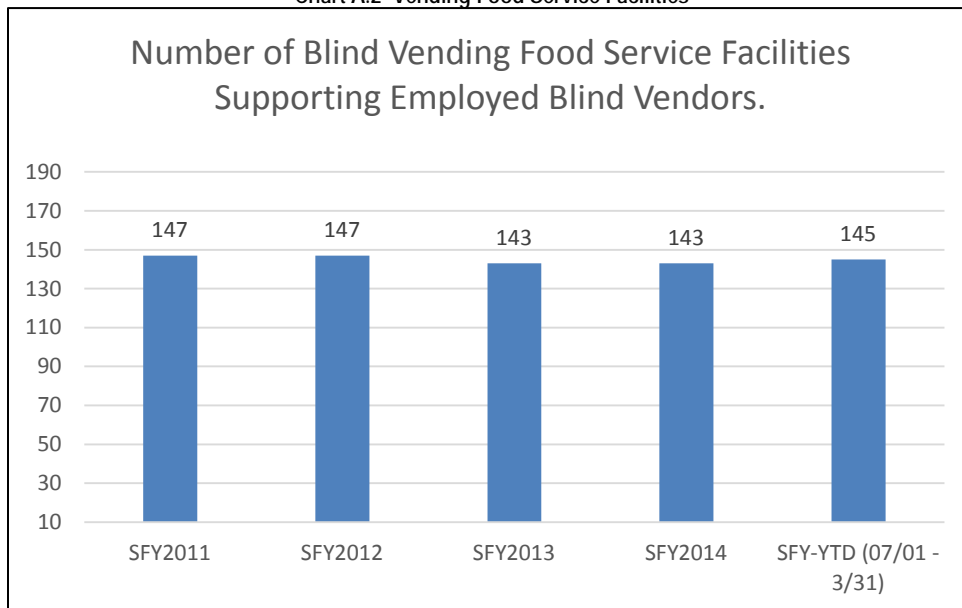
Chart A.1 Placements in Competitive Employment



There have been slight decreases in the number of customers placed in competitive employment over the past four state fiscal years. This decrease is attributed to staff turnover, employer attitudinal barriers to hiring individuals with disabilities, competition with social security benefits, and the increase in the number of individuals seeking post-secondary education instead of immediate job seeking. As a result, the Division has developed and is implementing the following strategies:

- Implementing fully trained employment placement specialists across the state;
- Collaborating with DEO and other entities to encourage utilization of employment portals and models (the Vermont Model, Employment Model, Pre-employment Transition model, Abilities Work Web portal);
- Expanding the utilization of other providers to assist in job placement; and
- Increasing partnerships with local employers and national employer networks.

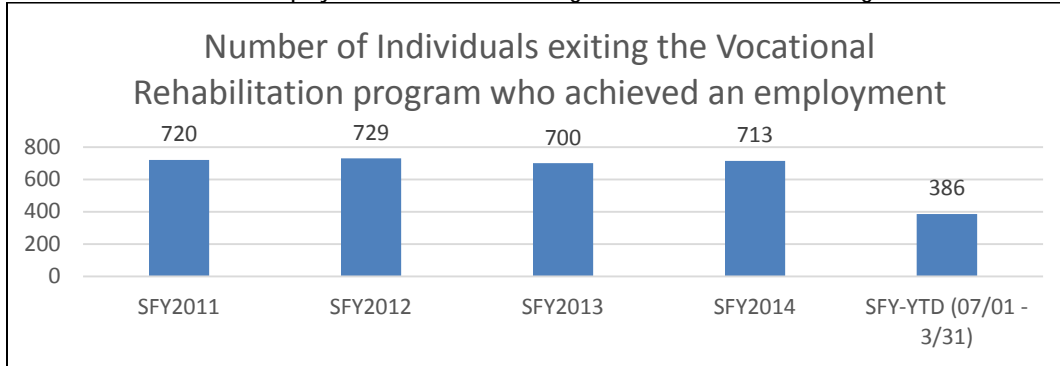
Chart A.2 Vending Food Service Facilities



There have been minimal decreases in the number of blind vending food service facilities supporting employed blind vendors over the past four state fiscal years. This slight decrease in SFY 2012 and 2013 is attributed to consolidation of vendor facilities and facility closures (i.e., U. S. Postal Service and federal building opportunities). Improvement strategies include:

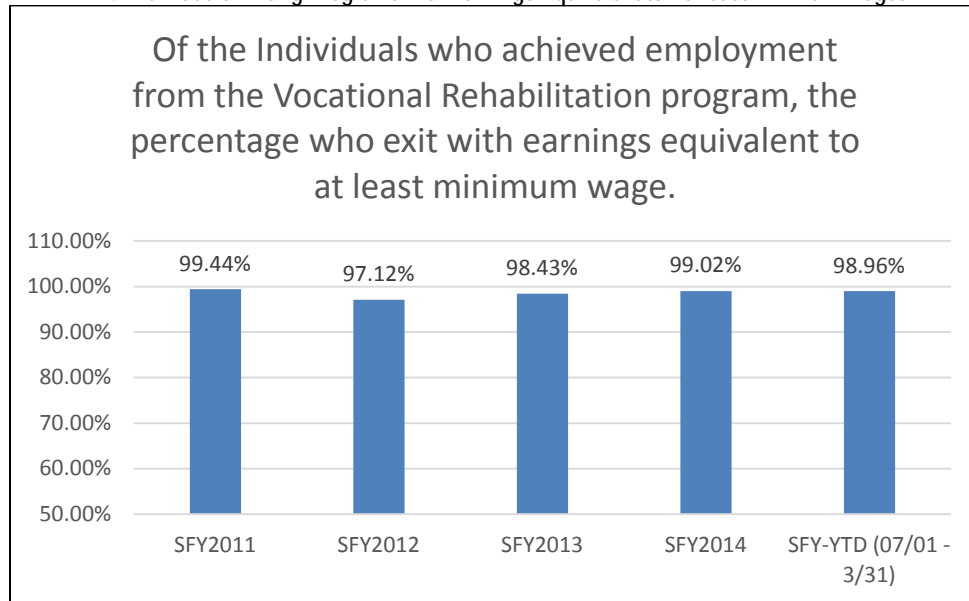
- Increasing marketing efforts to assist in promoting and expanding business opportunities for the blind; and
- Aggressively pursuing opportunities where the Randolph Sheppard Act gives priority to blind vendors, including military, dining, Veterans Administration, and state and federal buildings currently serviced by other companies.

Chart A.3 Employment of Individuals Exiting Vocational Rehabilitation Programs



There have been slight fluctuations in the number of individuals exiting the vocational rehabilitation program who achieved an employment outcome over the past four state fiscal years. In addition to the comments in A.1 above, the DBS has prioritized its employment efforts to incorporate WIOA regulations as they relate to transition, supported employment, and collaboration with other entities.

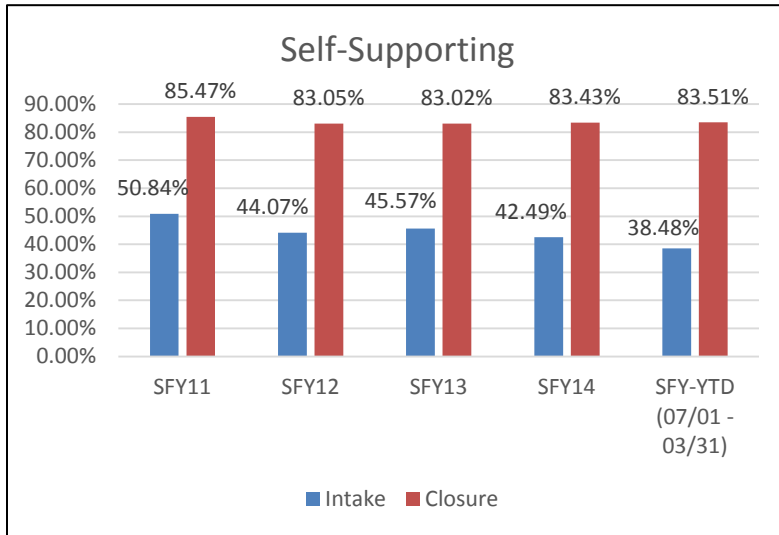
A.4 Individuals Exiting Programs with Earnings Equivalent to At Least Minimum Wages



DBS continues to exceed the Rehabilitation Services Administration (RSA) standard (35.4%) for agencies serving blind individuals by approximately 63 percentage points. This measure is a percentage that indicates the effectiveness of the DBS VR program in placing customers in competitive employment. The measure is calculated per reporting period by dividing the number of customers competitively employed within the reporting period by the total number of customers placed in gainful employment during the same reporting period.

### Additional Division of Blind Services Outcomes:

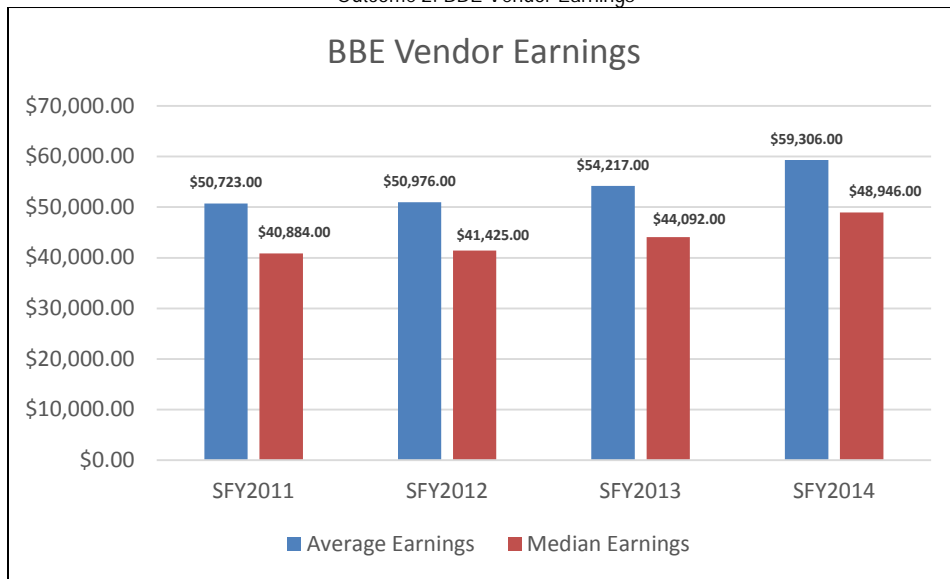
#### Outcome 1: Self-Supporting (Financial Independence)



	Intake	Closure	Net % Difference
SFY11	50.84%	85.47%	34.63%
SFY12	44.07%	83.05%	38.98%
SFY13	45.57%	83.02%	37.45%
SFY14	42.49%	83.43%	40.94%
SFY-YTD (07/01 - 03/31)	38.48%	83.51%	45.03%

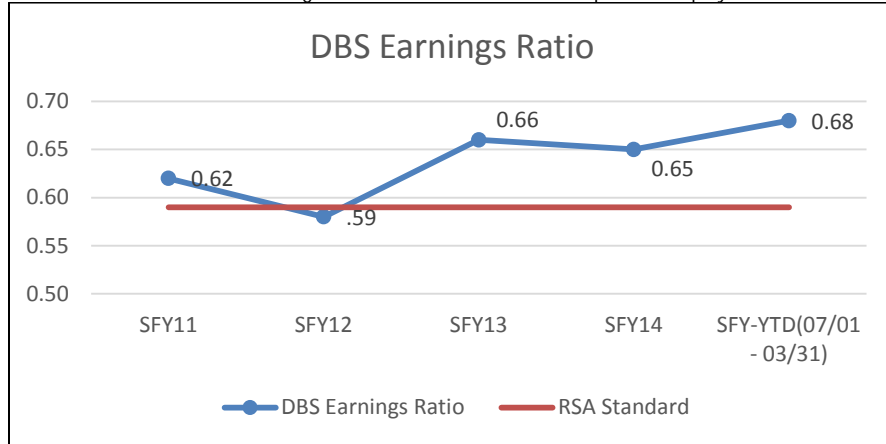
DBS has continuously improved the financial independence of customers with visual disabilities who successfully completed the DBS VR program as compared to their status before they entered the program. The DBS exceeds the RSA standard (30.44%) for agencies serving blind individuals (See "Net % Difference" above.).

#### Outcome 2: BBE Vendor Earnings



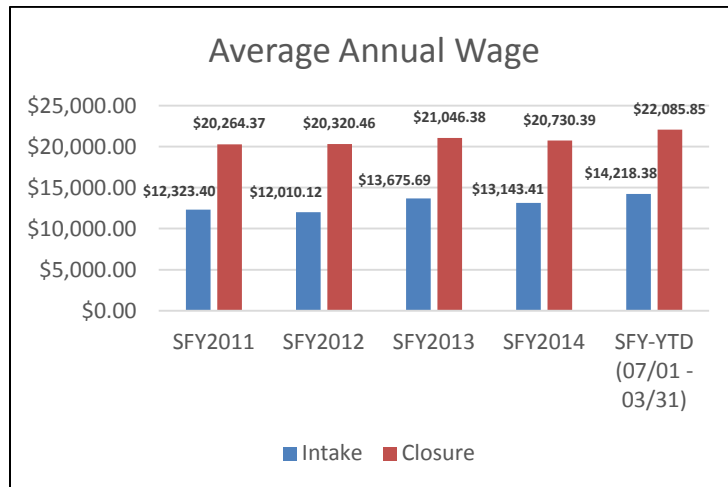
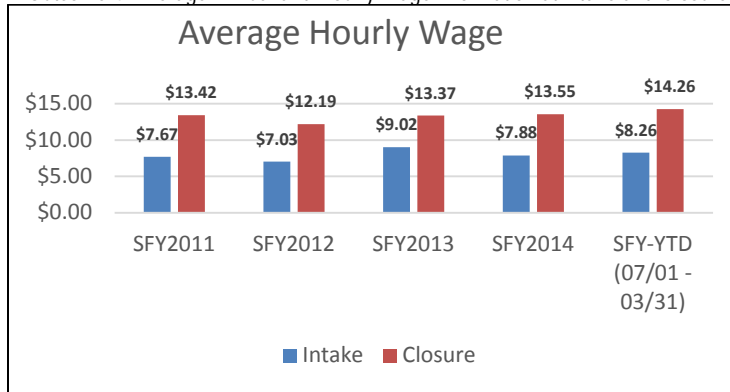
BBE average and median vendor earning have shown steady increases over the past four state fiscal years.

Outcome 3: Earnings Ratio for all Individuals in Competitive Employment



Over the past four state fiscal years, the DBS continues to exceed the RSA Standard (.59) for agencies serving blind individuals. The Earnings Ratio is the ratio of the average hourly earnings of all individuals in competitive employment to the average hourly earnings of all employed individuals in the state. For example, this ratio means that blind agency customers who achieved competitive outcomes should be earning, on the average, at least 59 cents for every dollar earned hourly by all employed individuals in the state.

Outcome 4: Average Annual and Hourly Wage Information at Intake and Closure



There has been an overall increase in average income from when clients enter the program as compared to when they successfully exit the program.

## Division of Vocational Rehabilitation

### Part 1: Demonstrate Executive Leadership

#### Section A - Implement State Board of Education Priorities and Strategic Plan

##### VR Primary Accomplishments

#### LRPP OBJECTIVE 4A: To increase employment outcomes for vocational rehabilitation (VR) customers.

**Outcome** Number of individuals exiting the VR program who achieved an employment outcome.

**4A.1:** \*Corresponds to FDOE Strategic Plan Appendix A; Indicator A.3

Baseline FY 2012-13	FY 2013-14
6,523	7,214

**Outcome** Of all the individuals who achieved an employment outcome for the VR program, the percentage who exited with earnings equivalent to at least the minimum wage.

**4A.2:** \*Corresponds to FDOE Strategic Plan Appendix A; Indicator A.4

Baseline FY 2012-13	FY 2013-14
98.3%	99.8%

**Outcome** Number/percent of all VR customers gainfully employed (rehabilitated) for at least 90 days.

**4A.3:**

Baseline FY 2012-13	FY 2013-14
6,523 / 43.4%	7,214 / 29.8% <sup>1</sup>

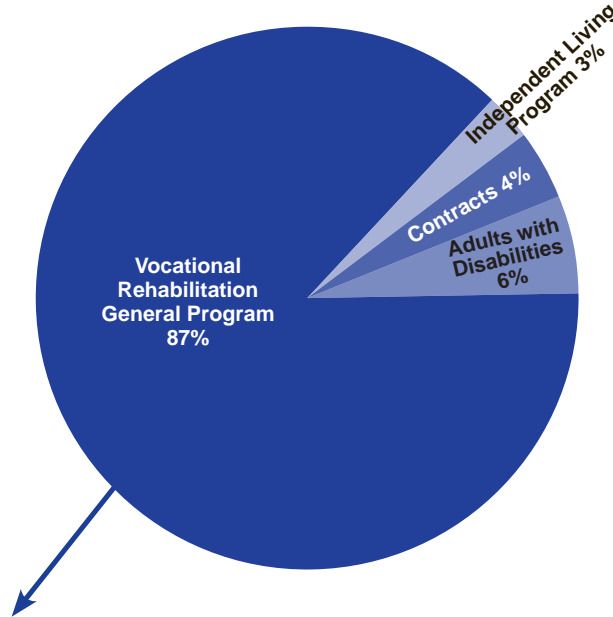
<sup>1</sup> Rehabilitation rate decline is due to instituting waiting lists for all service categories and strategic closure of all inactive cases / non- responsive or non-interested customers.

# Performance Highlights

VR is a federal/state partnership – 78.7% of funds for VR program expenditures come from federal sources and required match of 21.3% from state general revenue.

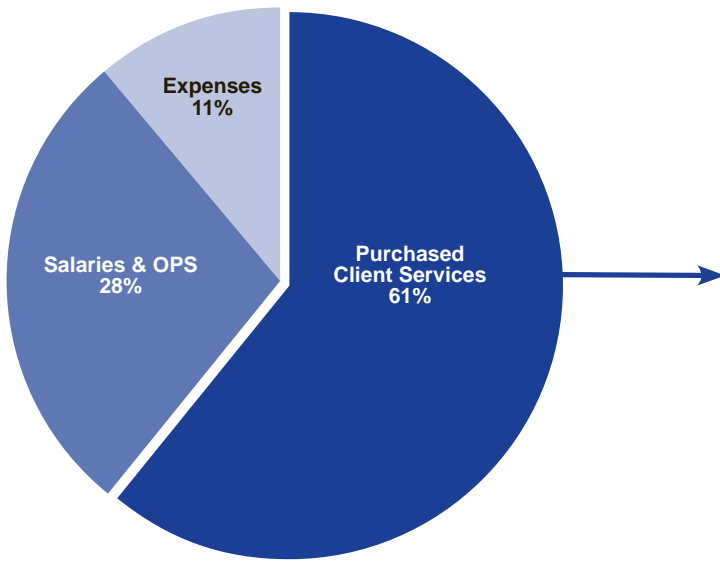
## 2013-14 Division Programs

Total Division Expenditures \$190,174,782



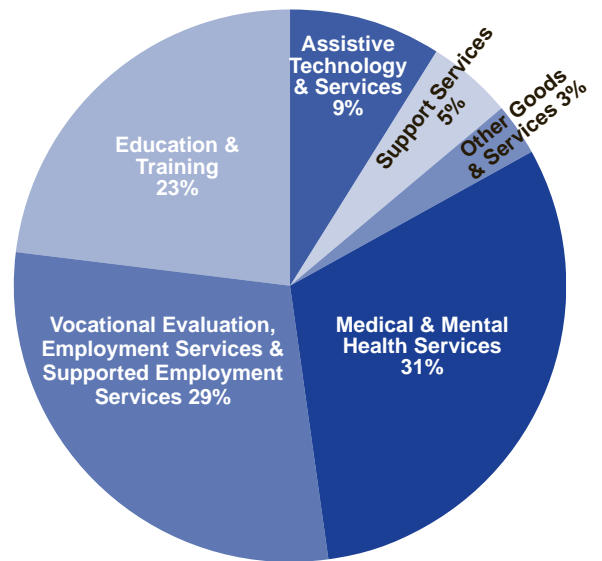
## 2013-14 VR General Program Expenditures

Total VR Expenditures \$172,618,544



## VR Purchased Client Services (PCS) Expenditures by Category

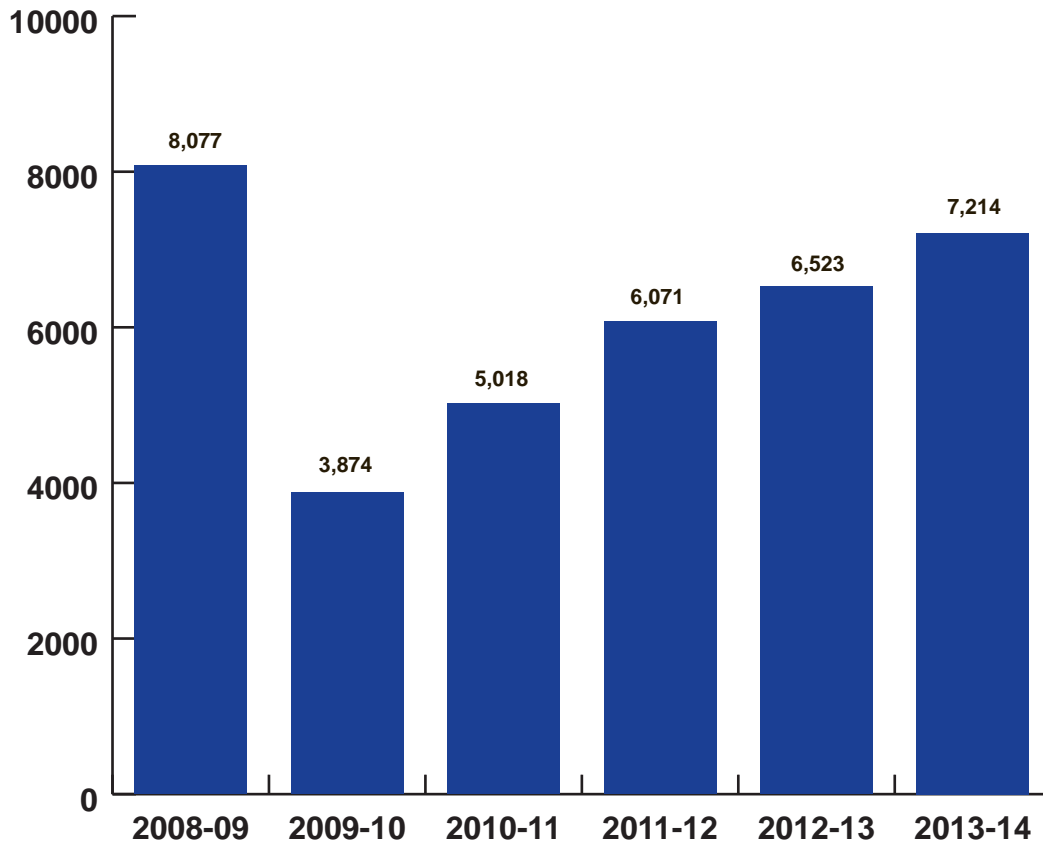
Total PCS Expenditures \$105,590,220



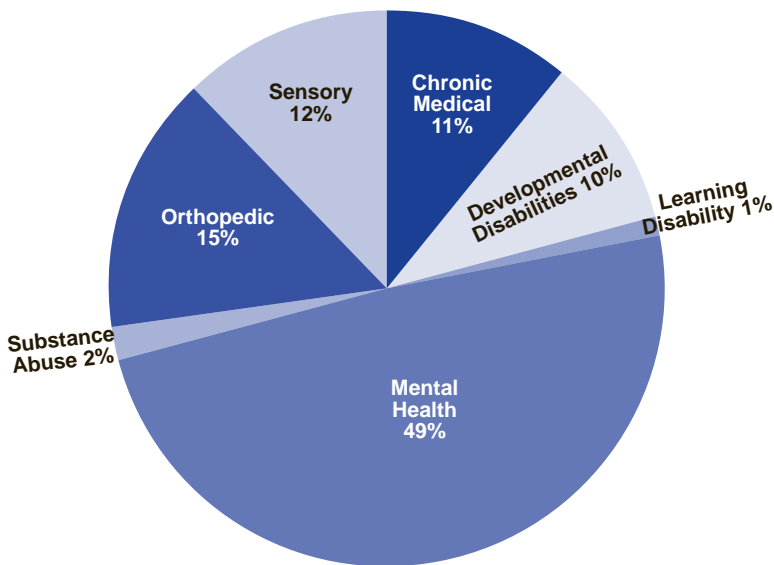
**For every \$1 invested in rehabilitating the customer, an estimated \$10.73 was returned to the economy in state fiscal year 2013-14.**



## VR Customers Gainfully Employed\*



## VR Customers Gainfully Employed\* by Primary Disability Category



\* Gainful employment occurs when a customer has job stability for at least 90 days and is placed in employment that is competitive, integrated into the community, and for which they receive at least minimum wage.

## Order of Selection Waiting List Status Summary

as of June 30, 2014

Under Order of Selection, all eligible individuals are placed on a prioritized waiting list based on the significance of their disability. Significance is assessed by the number of barriers created in getting or keeping a job and the nature of VR services needed. Federal law requires that individuals with the most significant disabilities be served first.

**Category 1 – Most Significant Disabilities (6,199)**

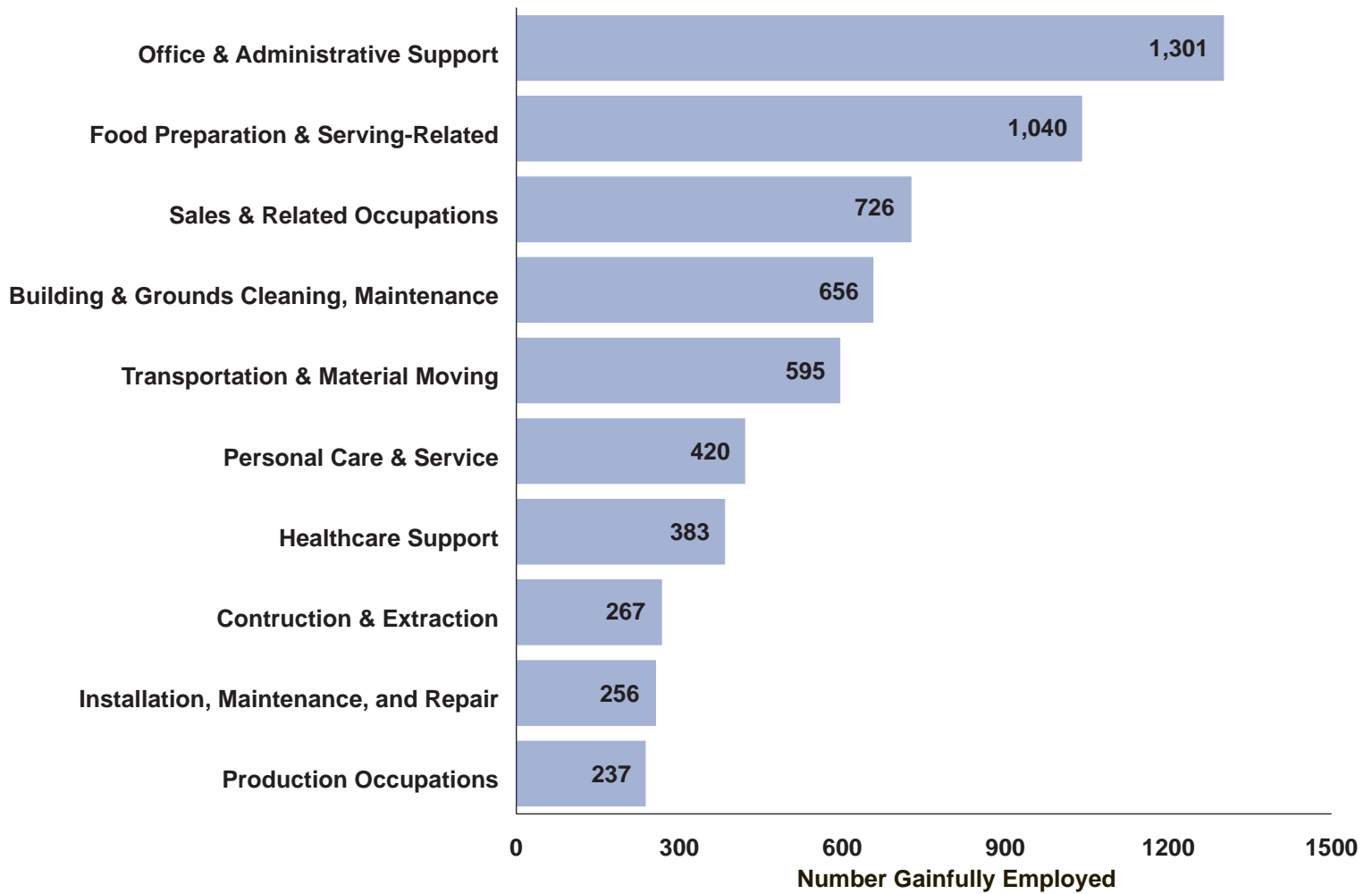
**Category 2 – Significant Disabilities (6,615)**

**Category 3 – Other Disabilities (1,476)**

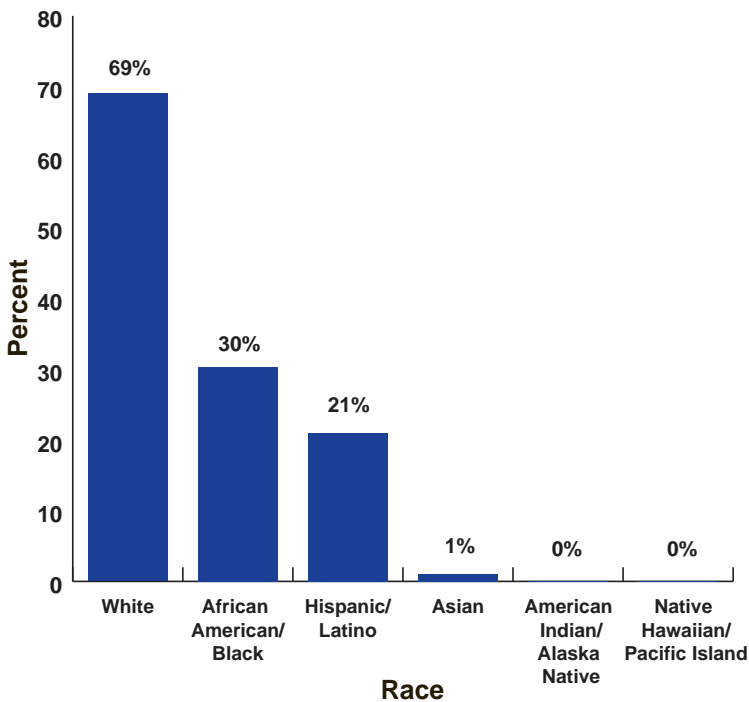
*Category 1 customers are currently being released from the waitlist.*

The Rehabilitation Services Administration (RSA) defines primary disability as the individual's primary physical or mental impairment that causes or results in a substantial impediment to employment.

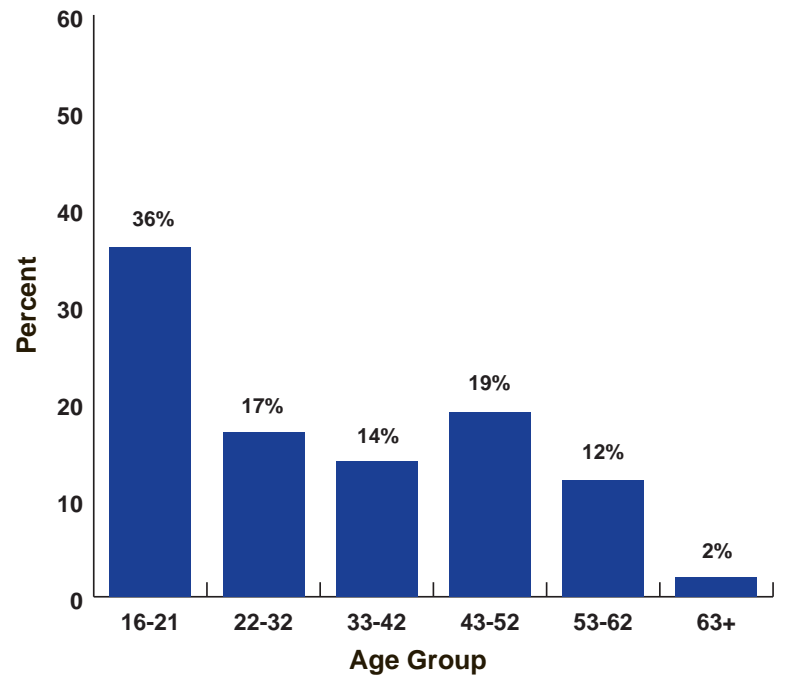
# Top 10 Occupations for 2013-14 Customers Who Got or Kept a Job



Number of Customers who Received Services Under an Individualized Plan for Employment by Race and Ethnicity



Age Groups of Customers who Received Services Under an Individualized Plan for Employment



## **Governmental Relations**

### 2014 Florida Legislative Session to Present

#### **2014 Legislative Update Meetings**

To provide a full review of the 2014 legislative session's impact on education, the Commissioner and her leadership team traveled the state to provide technical assistance on legislation that was passed and its impact on local educational agencies. The meetings were held in the locations listed below. The presentation that was used may be accessed at the following link: <http://www.fldoe.org/core/fileparse.php/7513/urlt/2014legupdatepresentcolor.pdf>

#### **Meeting Locations**

May 12, 2014	Baker County Middle School Marion County Community Technical Adult Education Center
May 13, 2014	Hillsborough County School Board Auditorium Highland County Heartland Education Consortium Training Room
May 14, 2014	Miami – Andover Middle School
May 16, 2014	Webinar held in Leon County
May 19, 2014	Walton County WISE Training Center
May 20, 2014	Santa Rosa School Board Office

**Legislative Presentations Prepared and Presented by DOE Staff  
2014 Legislative Session to Present**

<b>Date</b>	<b>Total</b>	<b>Committees; Topic of Presentation</b>
September 23–27, 2013	6	<ul style="list-style-type: none"> <li>Senate Education; Implementation of SB 1076</li> <li>House Choice and Innovation; Implementation of HB 7009</li> <li>House Education Approps.; New FTE Reporting Policy</li> <li>House K-12; Implementation on SB 1076</li> <li>Senate Education Approps.; K-12 Performance Funding History &amp; Update</li> <li>House Higher Education &amp; Workforce; Implementation on SB 1076</li> </ul>
October 07– 1, 2013	9	<ul style="list-style-type: none"> <li>Senate Education; Five presentations on implementation of HB 723, SB 1096, HB 21, HB 609, HB 7059</li> <li>Senate Education Approps.; FTE Reporting Policy for FEFP</li> <li>House Education Approps.; Two presentations on Dual enrollment and Teacher Salary Increases</li> <li>House Choice and Innovation; Implementation on HB 7029</li> </ul>
November 4–8, 2013	8	<ul style="list-style-type: none"> <li>House Education Approps.; DOE Legislative Budget Request</li> <li>Senate Education; Three presentations SB 1514, HB 7029 and HB 7009</li> <li>House K-12; Middle Grades Requirements and data presentation</li> <li>Senate Education Approps.; DOE Legislative Budget Request</li> <li>HealthCare Workforce Innovation Committee; Nursing Loan Forgiveness Program</li> <li>House Choice and Innovation; Charter Model Contract</li> </ul>
December 9–13, 2013	2	<ul style="list-style-type: none"> <li>Senate Education; Implementation of SB 1664 and HB 7165</li> </ul>
January 6–10, 2014	3	<ul style="list-style-type: none"> <li>House Education; Impact of attendance on student achievement</li> <li>House Education Approps.; Florida Virtual Campus</li> <li>Senate Education; School Accountability Activities Academic Standards</li> </ul>
January 13–17, 2014	2	<ul style="list-style-type: none"> <li>Senate Education Approps.; Postsecondary Education in Career &amp; Technical Centers</li> <li>House Education Approps.; District Technology Plans, Safe Schools Categorical in the FEFP/ Safe Schools Security Assessment Update</li> </ul>
February 3–7, 2014	1	<ul style="list-style-type: none"> <li>House Education; Presentation on Assessments/Accountability</li> </ul>
February 17–21, 2014	2	<ul style="list-style-type: none"> <li>Senate Education Approps.; Update on Student Enrollment</li> <li>House Education; Presentation by the Commissioner</li> </ul>
January 5–9, 2015	8	<ul style="list-style-type: none"> <li>House Choice and Innovation; Implementation update on HB 7029 and the PLSA</li> <li>House Education Approps.; DOE Legislative Budget Request Presentation</li> <li>Senate Education Approps.; Federal, State, and School Board K-12 Assessment Requirements, Purposes and Activities</li> <li>House Higher Education &amp; Workforce; Three presentations on the overview of Career &amp; Adult Education, the Florida College System, and the Commission for Independent Education</li> <li>House K-12; School Board, Superintendent and Principal Duties in the K-12 System, State Board and K-12 System</li> <li>Senate Education PreK-12; K -12 Public School Assessment Policies</li> </ul>
January 19–23, 2015	9	<ul style="list-style-type: none"> <li>House Education Approps.; Workforce Performance Funding Overview;</li> <li>Senate Education PreK-12; Two Presentations Digital Classroom Pans Update and the FACTS initiative</li> <li>House Higher Education &amp; Workforce; Overview Apprenticeship</li> <li>House Choice and Innovation; Charter School Contract, Principals, Standards and District Charter Collaboration</li> <li>House K-12; Presentation on Attendance, Academic Intervention and Dropout Prevention</li> <li>Senate Education Approps.; Two Presentations, one on K-12 federal impact aid and CAPE Funding and ROI</li> <li>House Education; Update on Graduation Rates, Approved ELL waiver and Assessment Investigation.</li> </ul>
February 2–6, 2015	3	<ul style="list-style-type: none"> <li>House Education Approps.; Presentation on the Governor's Recommendations</li> <li>House K-12; Presentation on School Climate</li> <li>Senate Education Approps.; Governor's Recommended Budget and K-12 Assessment Issues</li> </ul>
February 9–13, 2015	7	<ul style="list-style-type: none"> <li>House K-12; Educational Leadership</li> <li>Senate Education Approps.; Three presentations on K-12, College and Workforce Performance Funding</li> <li>House Education Approps.; Three presentations on K-12, College and Workforce Performance Funding</li> </ul>
February 16–20, 2015	2	<ul style="list-style-type: none"> <li>House Higher Education &amp; Workforce; Presentation on accreditation and transfer of credit</li> <li>Senate Education PreK-12; K-12 Education Accountability Recommendations and Options</li> </ul>
March 2–6, 2015	4	<ul style="list-style-type: none"> <li>House Education Approps.; Presentation on Financial Aid</li> <li>Senate Education Approps.; Digital Classroom Budget Requirements</li> <li>House Education Committee; Presentation Assessment Investigation and Keep Florida Learning Committee</li> <li>Senate Appropriations; Overview on Charter Schools</li> </ul>
March 16–20, 2015	1	<ul style="list-style-type: none"> <li>Senate Education Approps.; Discussion on Assessments and Technology</li> </ul>
<b>TOTAL</b>	<b>66</b>	

## **APPENDIX I.B.**

### **PART I: DEMONSTRATE EXECUTIVE LEADERSHIP**

#### **B. Communicate and Advocate for Improved Education Outcomes**

## PRESS RELEASES

September 3, 2013–April 1, 2015

4/1/2015	State's Brightest College Students Honored as Part of "Florida College System Month"
3/18/2015	Santa Fe College Named Nation's Top College
3/12/2015	Twenty Four Florida Department Of Education Employees Recognized For Major Cost-Saving Projects
3/9/2015	FDLE Investigating Cyber-Attacks Against FSA Testing System
2/24/2015	Education Commissioner Announces Keep Florida Learning Committee Members
2/23/2015	Top Principal and Assistant Principal Announced at Commissioner of Education's Summit
2/20/2015	Florida's Top Stem Scholars Honored at Statewide Conference
2/17/2015	Florida College System Announces the 2015 All-Florida Academic Team
2/9/2015	Department of Education Recognized Student Winners During the Florida Future Educators of America State Conference
2/6/2015	Florida Department of Education Celebrates Florida Career and Technical Education Month
2/4/2015	Outstanding School Volunteers Announced
2/3/2015	Commissioner Pam Stewart Announces Finalists for Principal and Assistant Principal of the Year
1/29/2015	Celebrate Literacy Week, Florida! Public Service Announcement Contest Winners Named
1/28/2015	Governor's "KEEP FLORIDA WORKING" Budget Invests Over \$1 Billion in Early Education for Florida's Children
1/28/2015	Governor Rick Scott Proposes Historic Education Funding In The "KEEP FLORIDA WORKING" Budget
1/27/2015	Florida Education Leaders Applaud Governor Scott's Proposals to Eliminate Sales Tax on Textbooks and Invest in Bright Futures
1/26/2015	First Lady Ann Scott and Florida Students Celebrate Literacy In Florida Schools
1/14/2015	Citrus Superintendent Named District Data Leader
1/9/2015	St. Lucie Teacher Surprised with \$25,000 Milken Award
1/8/2015	State Board of Education to Meet in Highlands County
1/7/2015	Commissioner Stewart Thanks School First Responders
1/5/2015	Commissioner of Education Honors Florida First Responders
12/31/2014	Commissioner Pam Stewart to Superintendents: Urge School Staff to Engage Students in Efforts to Thank Our First Responders
12/22/2014	Commissioner Pam Stewart Announces Two Key Education Initiatives
12/18/2014	Commissioner Pam Stewart: Graduation Rates at 11-Year High
12/11/2014	Governor and Florida Cabinet Highlight Program to Match Floridians with Disabilities to Jobs
12/3/2014	Teacher Evaluation Data Now Available Online
11/7/2014	Commissioner Stewart Names Dr. Stacy Carlson to Lead Florida Education Foundation
10/30/2014	Florida College System Chancellor Recognizes Innovation, Excellence
10/9/2014	Marion County's Jayne Ellspermann Named National Principal of the Year
9/29/2014	Florida's Top African American Scholars Named National Achievement Scholarship Semifinalists
9/26/2014	Winners of the 2014 Literacy Leaders of the Year to be Announced
9/24/2014	Broward College Hosts "Chat With The Chancellor"
9/24/2014	First Lady Ann Scott Celebrates with Students at Grassy Waters Elementary School for their Commitment to Reading
9/22/2014	Orange County School District Shares 2014 Broad Prize
9/17/2014	Florida Students Named National Merit Scholarship Semifinalists

9/4/2014	Two Florida Colleges Named Finalists for Prestigious Aspen Prize
8/20/2014	Governor and First Lady Scott Announce Hispanic Heritage Month Contests
8/5/2014	First Lady Concludes 2014 Summer Literacy Adventure at Wekiwa Springs State Park in Apopka
7/22/2014	First Lady Ann Scott Makes a Splash in Panama City Beach for Third Stop on Summer Literacy Adventure
7/14/2014	Florida Department of Education and Florida PTA Announce Parent Involvement Award Winners
7/11/2014	Department of Education Thanks Business Partners Committed to Supporting Florida's Teachers
7/11/2014	More Florida Schools Earn "A" Grades as State Prepares for New Grading System with Focus on Student Success Factors
7/11/2014	Polk County Educator Named 2014 Teacher of the Year
7/8/2014	First Lady Ann Scott Makes Second Stop on Summer Literacy Adventure
6/23/2014	Chancellor's Leadership Seminar Graduates Future College Leaders
6/16/2014	School Districts Show Improvement on End-of-Course Assessments
6/11/2014	First Lady Scott Kicks Off Summer Literacy Adventure at Weeki Wachee Springs State Park
6/6/2014	Florida School Districts Improve Student Performance on FCAT Reading, Mathematics and Science
5/23/2014	Florida School Districts Show Strong FCAT Gains
5/7/2014	Monroe County Education Leaders Celebrate National Charter School Week
4/25/2014	Commissioner Pam Stewart Announces Florida's Top School-Related Employee
4/25/2014	Outstanding Florida College System Students Recognized
4/24/2014	Outstanding Florida College System Students Recognized
4/24/2014	Broward County School District Honored for Going Green
4/24/2014	Department of Education Employees Honored with Patriot Award
4/10/2014	Florida Institute Recognizes FDOE Employees for Major Cost-Saving Projects
4/1/2014	Commissioner Pam Stewart Recognizes Outstanding School Support Staff
3/17/2014	With Students as a Top Priority, Florida Chooses Replacement for FCAT
2/18/2014	State Board of Education Approves New Florida Standards
2/14/2014	Sunshine State Scholars Program Recognizes Florida's Top STEM Students
2/14/2014	Statement from Commissioner of Education Pam Stewart on Alberto Carvalho Being Honored as National Superintendent of the Year
2/13/2014	FDOE Inspector General Earns Prestigious Accreditation
2/12/2014	Green Ribbon Schools Award Nominations Announced
2/11/2014	Florida Celebrates Career and Technical Education on the Hill
2/11/2014	Florida Ranks Second in the Nation for Advanced Placement Participation
2/3/2014	Commissioner Stewart Names Florida's Top School Leaders
1/30/2014	Two Florida Colleges Finalists for Awards of Excellence
1/30/2014	Florida Students Surpass 2014 Reading Goal
1/30/2014	Governor Rick Scott's "It's Your Money Tax Cut Budget" Funds Education at Highest Total and State Funding Levels in Florida History for Florida's K-12 Public Schools and Florida College System
1/23/2014	Fifteen Florida Colleges Eligible to Compete for Prestigious Aspen Prize
1/21/2014	Florida State Board of Education Thanks Barbara Feingold for Dedicated Service
1/17/2014	First Lady Ann Scott Concludes Statewide Literacy Tour
1/15/2014	Florida College System Launches Free Mobile App
1/15/2014	Florida's Top Teacher a National Finalist for Fifth Straight Year

1/14/2014	Florida Department of Education Completes Analysis of Public Comments on Florida Standards
1/13/2014	First Lady Ann Scott Kicks Off Literacy Tour and 6th Annual Celebrate Literacy Week, Florida!
1/13/2014	Florida Department of Education Completes Analysis of Public Comments on Florida Standards
1/13/2014	First Lady Ann Scott Kicks Off Literacy Tour and 6th Annual Celebrate Literacy Week, Florida!
1/9/2014	Florida Moves up in Student Achievement
1/26/2014	Florida Title I Schools Recognized for Academic Excellence
12/18/2013	Two Florida Districts Excel in National Assessment
12/18/2013	Record Number of High Schools Earn Top Marks
12/11/2013	Florida Graduation Rates Rise Again
12/9/2013	Florida Department of Education Recognizes Florida's Outstanding Volunteers
12/3/2013	District's Initial Personnel Evaluation Results Posted
11/14/2013	Florida College System Chancellor Recognizes Innovation, Excellence
11/14/2013	More than 35 Districts Have Approved Gov. Scott's Teacher Pay Raises
11/7/2013	Commissioner of Education Applauds Alachua and Osceola School Boards on Approving Teacher Pay Raises
11/7/2013	Nation's Report Card Shows Florida Student Progress
11/6/2013	Orange County Superintendent Named Florida's District Data Leader of the Year
11/1/2013	More than 19,000 Floridians Share Feedback on Florida Standards
10/31/2013	Commissioner of Education Applauds Miami-Dade Agreement on Teacher Pay Raises
10/29/2013	Deadline Approaches to Provide Comment on Florida Standards
10/21/2013	Florida Students Move Ahead to National Competition
10/8/2013	FSU College of Criminology and Criminal Justice and Florida College System Make History
9/25/2013	National Scholarship Program Chooses More Than 100 Top Black Florida Scholars as Semifinalists
9/24/2013	Four Florida Schools Win National Blue Ribbon Awards
9/18/2013	Federal Grant Bringing \$30.5 Million to Florida Colleges
9/17/2013	Pam Stewart Named as Florida Commissioner of Education
9/12/2013	National Merit Scholarship Program Recognizes More Than 700 Florida Semifinalists
9/11/2013	Florida Colleges Designated Military Friendly
9/4/2013	Fire Science Programs Recognized for Good Return on Investment
9/3/2013	Florida College System EMT Programs Lead National Rankings



## MEDIA ADVISORIES

September 10, 2013–April 3, 2015

4/3/2015	Commissioner Stewart to Plant Pinwheel Garden
3/26/2015	Education Commissioner to Host Keep Florida Learning Committee Organizational Conference Call
2/20/2015	Florida Department of Education to Name Principal of the Year and Assistant Principal of the Year
2/18/2015	Conference to Honor State's Top STEM Students
2/17/2015	State Board of Education to Meet in Tallahassee
2/12/2015	First Lady Ann Scott to Recognize Florida Students at the 2015 Celebration of Reading Breakfast
1/29/2015	First Lady Ann Scott to Conclude Celebrate Literacy Week, Florida!
1/28/2015	First Lady Ann Scott to Announce Celebrate Literacy Week, Florida! PSA Contest Winners
1/27/2015	First Lady Scott to Visit Schools as part of Celebrate Literacy Week, Florida!
1/26/2015	First Lady Scott to Visit Schools as part of Celebrate Literacy Week, Florida!
1/25/2015	First Lady Scott to Kick Off Celebrate Literacy Week, Florida!
1/12/2015	State Board of Education to Meet in Highlands County
1/9/2015	State Board of Education to Meet in Highlands County
1/8/2015	Governor Scott to Visit Lorenzo Walker Institute of Technology to Highlight \$20 Million in Tech Center Funding in "KEEP FLORIDA WORKING" Budget
1/8/2015	State Board of Education to Meet in Highlands County
1/8/2015	Governor Scott to Visit Orlando Tech to Highlight \$20 Million in Tech Center Funding In "KEEP FLORIDA WORKING" Budget
12/17/2014	High School Graduation Rates and Grades to be Released Tomorrow
11/17/2014	State Board of Education to Meet at Seminole State College
11/12/2014	State Board of Education to Meet at Seminole State College
10/13/2014	Florida First Lady to Visit Citrus Grove Elementary School
10/13/2014	Florida First Lady to Visit A.D. Henderson University School
10/6/2014	Florida First Lady to Visit Ketterlinus Elementary
9/29/2014	First Lady to Visit Ivey Lane Elementary School
9/26/2014	First Lady to Visit Gulf Gate Elementary School
9/24/2014	Florida First Lady to Visit Barbara Hawkins Elementary School
9/23/2014	Florida First Lady to Visit Grassy Waters Elementary School
9/23/2014	State Board of Education to Meet in Tampa
9/16/2014	First Lady to Visit Miami Heights Elementary School
9/15/2014	First Lady to Visit Layla's House
9/3/2014	First Lady to Visit Southport Elementary School in Panama City
9/3/2014	First Lady to Visit Bay Elementary in Santa Rosa Beach
8/27/2014	Governor Scott to Participate in Commissioner Pam Stewart's Back-to-School Tour
8/20/2014	First Lady to Visit Laurel Oak and Golden Terrace Elementary Schools in Naples
8/19/2014	First Lady to Visit Laurel Oak and Golden Terrace Elementary Schools in Naples
8/19/2014	First Lady to Visit Parkside Elementary School
8/18/2014	Education Commissioner to Visit Riversprings Middle School
8/4/2014	First Lady to Conclude 2014 Summer Literacy Adventure at Wekiwa Springs State Park in Apopka
7/21/2014	First Lady Continues Summer Literacy Adventure at Camp Helen State Park in Panama City Beach
7/10/2014	Florida's Teacher of the Year to be Named Tonight
7/10/2014	Florida Department of Education to Announce School Grades

7/9/2014	Florida's Teacher of the Year to be Named Tomorrow Night
7/7/2014	First Lady Continues Summer Literacy Adventure at Fort George Island Cultural State Park
6/13/2014	Department of Education to Announce End-of-Course Assessment Results
6/10/2014	First Lady to Kick Off Summer Literacy Adventure at Weeki Wachee Springs State Park
6/6/2014	Florida Department of Education to Announce Reading, Mathematics and Science Results
5/27/2014	First Lady Ann Scott to Visit Leon County School
5/22/2014	2014 FCAT 2.0 Results Release - Writing and Grade 3 Reading and Mathematics
4/23/2014	Department of Education Employees to be Honored with Patriot Award
4/14/2014	First Lady to Visit Hardee County Elementary School
4/9/2014	State Board of Education to Meet in Tallahassee
4/8/2014	First Lady to Visit Bond Elementary School
4/7/2014	State Board of Education to Meet in Tallahassee
3/26/2014	First Lady to Visit Alta Vista Elementary School
3/20/2014	First Lady to Visit Westside Elementary School
3/10/2014	State Board of Education to Meet Via Conference Call
2/25/2014	First Lady to Visit Clay County School
2/24/2014	FDOE to Release Value-Added Teacher Evaluation Data
2/17/2014	State Board of Education to Meet in Orlando
2/13/2014	Conference to Honor State's Top STEM Students Begins Tonight
2/12/2014	Conference to Honor State's Top STEM Students
2/12/2014	First Lady to Visit Citrus County School
2/12/2014	First Lady to Visit Marion County School
2/12/2014	State Board of Education to Meet in Orlando
2/10/2014	Career and Technical Education Day on the Hill
1/31/2014	Commissioner Stewart to Announce Top Principal and Assistant Principal of the Year
1/20/2014	State Board of Education to Meet in Miami
1/16/2014	First Lady Ann Scott Concludes Statewide Literacy Tour
1/15/2014	First Lady Ann Scott's Statewide Literacy Tour Continues
1/14/2014	State Board of Education to Meet in Miami
1/14/2014	First Lady Ann Scott's Statewide Literacy Tour Visits Tarpon Springs
1/13/2014	First Lady Ann Scott Continues Statewide Literacy Tour
1/12/2014	First Lady Ann Scott Begins Statewide Literacy Tour
1/10/2014	Celebrate Literacy Week, Florida! Event Focuses on Healthy Habits
12/17/2013	Florida Department of Education to Hold Media Conference Call
12/9/2013	Student Growth Implementation Committee to Hold Face-to-Face Meeting
11/18/2013	State Board of Education to Meet in Gainesville
11/13/2013	State Board of Education to Meet in Gainesville
11/5/2013	Florida District Data Leader to be Announced
10/16/2013	Department of Education Hosting Public Meetings
10/14/2013	State Board of Education to Meet in Tampa
10/14/2013	Thousands Share Thoughts on Florida Standards
10/3/2013	Department to Hold Public Meetings on Florida Standards
9/25/2013	Florida Department of Education Webinar
9/23/2013	Department of Education to Hold Media Briefing
9/16/2013	State Board of Education to Meet in West Palm Beach
9/10/2013	State Board of Education to Meet in West Palm Beach

## COMMISSIONER'S SPEAKING ENGAGEMENTS

### September 5, 2013 – March 31, 2015

#### September 2013 – December 2013

Date	City, State	County	Event	Type
9/5/13	Gainesville, FL	Alachua	North East Florida Educational Consortium (NEFEC) Annual Board of Directors Leadership Development Summit	Keynote Address
9/13/13	Tampa, FL	Hillsborough	Florida Association of District School Superintendents (FADSS) Commissioner's Summit	Session
9/18/13	---	---	Consortium of Florida Education Foundations (CFEF)	Webinar
9/19/13	Tallahassee, FL	Leon	Lively Technical School	Student awards presentation
9/26/13	Orlando, FL	Orange	Florida Chamber of Commerce Education Summit	Spoke regarding Florida Standards and Accountability
10/1/13	Celebration, FL	Osceola	Florida Philanthropic Network-Education Affinity Group	Spoke to group regarding the Florida Standards
10/9/13	Seminole, FL	Pinellas	State College System-Civics Education Initiative	Keynote Address
10/23/13	Palm Beach, FL	Palm Beach	34th Annual Florida Tax Watch General Membership meeting	Keynote Address
10/24/13	Tampa, FL	Hillsborough	Florida Association of School Personnel Administrators (FASPA) State Conference	Keynote Address
10/28/13	Orlando, FL	Orange	2013 Educational Strategies and Student Engagement Institute	Welcomed Attendees
11/5/13	Tallahassee, FL	Leon	Building Legacies One Woman at a Time	Keynote Address
11/6/13	Tallahassee, FL	Leon	Gubernatorial Fellows Program	Conversation and Q&A with Fellows
11/9/13	Sebring, FL	Highlands	ECET2 Fireside Chat	Conversation and Q&A
11/13/13	Lake Buena Vista, FL	Osceola	Florida School Finance Officers Association	FDOE Update
11/22/13	St. Petersburg, FL	Pinellas	Gates Foundation's Florida Key Partners Convening	Conversation and Q&A with Chancellor Hanna and attendees
11/23/13	Longboat Key, FL	Manatee/Sarasota	Gulf Coast Community Foundation Board Meeting	Spoke regarding implementation of Florida Standards
12/4/13	Tampa, FL	Hillsborough	Florida School Board Association (FSBA) and Florida Association of District School Superintendents (FADSS) Annual Joint Conference	Presented at breakout sessions for FSBA and then FADSS
12/10/13	Bethesda, MD	---	International Baccalaureate Government Taskforce	Opening session presentation
12/13/13	Ocala, FL	Marion	College of Central Florida Graduation Ceremony	Keynote Address

#### January 2014–December 2014

Date	City, State	County	Event	Type
1/16/14	Palm Coast, FL	Flagler	Flagler County Teacher of the Year and Employee of the Year gala	Keynote Address
1/22/14	Clermont, FL	Lake	Celebrate Literacy Week-Lost Lake Elementary	Read to Students
2/3/14	Orlando, FL	Orange	Commissioner's Summit for Principals	Keynote Address
2/4/14	Tallahassee, FL	Leon	Manufacturers Association of Florida's Day at the Capitol	FDOE Legislative Update

2/5/14	Amelia Island, FL	Nassau	Florida Educational Facilities and Planners Association's (FEFPA) Winter Conference	Keynote Address
2/13-14/14	Orlando, FL	Orange	Sunshine State Scholars	Awards Ceremony
2/21/14	St. Augustine	St. Johns	Annual Secretarial Leadership Conference	Keynote Address
3/5/14	Tallahassee, FL	Leon	Florida Children's Council Executive Board Meeting	Served on Panel
3/5/14	Tallahassee, FL	Leon	Consortium of Florida Education Foundations (CFEF) Reception	FDOE Legislative Update
3/13/14	Tallahassee, FL	Leon	Future Farmers of America's (FFA) Day at the Capitol	Conversation w/ Q&A
3/14/14	Ponte Vedra Beach, FL	St. Johns	ECET2: Elevating and Celebrating Excellence in Teachers and Training	Welcome Address
3/19/14	Tallahassee, FL	Leon	Bonita Springs Chamber of Commerce	FDOE update on K12 funding and workforce development
3/25/14	Tallahassee, FL	Leon	Florida Keys Days	FDOE update on Florida Standards and Assessment
3/26/14	Tallahassee, FL	Leon	City Year AmeriCorps Members	Presentation on raising achievement for students and importance of education as a career choice
3/27/14	Tallahassee, FL	Leon	Roberts Elementary	Spoke to parents
3/28/14	Tallahassee, FL	Leon	Florida Association of District School Superintendents Leadership Conference	FDOE update
4/8/14	Tallahassee, FL	Leon	Children's Week at the Capitol	Read to students
4/8/14	Tallahassee, FL	Leon	Highlands County Leadership Delegation	FDOE Update on Assessment
4/12/14	Lake Buena Vista, FL	Osceola	Commissioner's Academic Challenge	Keynote Address
05/10/14	Orlando, FL	Orange	Math Counts Conference	Keynote Address
6/6/14	Kissimmee, FL	Osceola/Orange	Florida College System Council of Presidents	Conversation and Q&A with Council
6/7/14	Orlando, FL	Orange	16th Annual Family Café - Governor's Summit on Disabilities	Congratulatory speech
6/11/14	Tampa, FL	Hillsborough	Commissioner's Leadership Academy Graduation	Keynote Address
6/16/14	Tallahassee, FL	Leon	Florida Association of Management Information Systems	FDOE Update
6/24/14	Fort Lauderdale, FL	Broward	Consortium of Florida Education Foundations (CFEF) Annual Meeting	Keynote Address
7/12/14	Palm Harbor, FL	Pinellas	Florida Parent Teacher Association Annual Leadership Convention	Keynote Address
7/15/14	Tallahassee, FL	Leon	Leon County Sheriff's Read-A-Thon	Read to students
7/17/15	St. Augustine, FL	St. Johns	Big Brothers Big Sisters Conference	Keynote Address
7/21/14	St. Augustine, FL	St. Johns	North East Florida Educational Consortium (NEFEC) Annual Meeting and Board of Directors Luncheon	Welcome and Keynote Address
8/4/14	Williston, FL	Levy	Williston Middle High School groundbreaking	Congratulatory speech

8/6/14	Gainesville, FL	Alachua	Florida Developmental Research School's Best Practices Drive-in Conference	Welcome and Keynote Address
8/6/14	St. Augustine, FL	St. Johns	ECET2: Fireside Chat	Conversation and Q&A
8/11/14	Tallahassee, FL	Leon	Hawks Rise Elementary	Welcome back to teachers and school staff
8/18/14	Crawfordville, FL	Wakulla	Riversprings Middle School	Welcome students on first day of school and visit AVID class
8/20/14	Ocala, FL	Marion	Chamber and Economic Partnership's exCEptional mornings	Keynote Address
9/9/14	Cross City, FL	Dixie	Dixie Middle High School groundbreaking	Congratulatory speech
9/10/14	Tampa, FL	Hillsborough	Florida High School High Tech Awards Luncheon	Keynote Address
9/26/14	Tampa, FL	Hillsborough	Florida Association of District School Superintendents' Conference	FDOE Updates
9/27/14	Ocala, FL	Marion	Marion County Eighth Street School's 100th Anniversary	Congratulatory Speech
10/6/14	Orlando, FL	Orange	Florida Association of Professors of Educational Leadership (FAPEL)	FDOE update and Q&A with attendees
10/16/14	Altamonte Springs, FL	Seminole	Commissioner's Leadership Academy	Keynote Address
10/16/14	Orlando, FL	Orange	Florida Tax Watch-Principal Leadership Awards	Keynote Address
10/17/14	Orlando, FL	Orange	Florida Reading Association 2014 Conference	Welcome speech
10/20/14	Orlando, FL	Orange	Success Summit Conference	Keynote Address
10/23/14	Tampa, FL	Hillsborough	Florida Association of School Personnel Administrators (FASPA) Conference	Keynote Address
10/23/14	Palm Harbor, FL	Pinellas	Florida Council of Teachers of Mathematics (FCTM) Conference	Presentation
10/24/14	St. Augustine, FL	St. Johns	ECET2	Welcome
11/3/14	Tallahassee, FL	Leon	Parental Involvement Month Kick-Off Celebration At Fort Braden K-8	Keynote Address
11/7/14	Panama City, FL	Bay	Bay County Chamber: First Friday	Presentation-State of Education
11/12/14	Jacksonville, FL	Duval	Jacksonville University Policy Panel	Panel member
11/19/14	Orlando, FL	Orange	Teacher LEAD Network	Welcome
11/20/14	Washington DC	---	Foundation for Excellence's Summit	Served on two panels
12/3/15	Tampa, FL	Hillsborough	FSBA and FADSS Annual Joint Conference	Presented at breakout sessions for FSBA and then FDSS

**February 10, 2015 – March 31, 2015**

Date	City, State	County	Event	Type
2/10/15	Tallahassee, FL	Leon	Foundation for Excellence Summit	Conversation with Attendees/Q&A
2/10/15	Tallahassee, FL	Leon	Take Stock in Children-Leaders for Life	Keynote Address
2/19/15	Orlando, FL	Orange	Sunshine State Scholars	Congratulatory Speech/Awards
2/27/15	Yulee, FL	Nassau	Education Leadership Summit	Panel member
2/28/15	Ocala, FL	Marion	27th Early Childhood Conference	Closing remarks/presentation
3/04/15	Tallahassee, FL	Leon	Consortium of Florida Education Foundations (CFEF) Reception	FDOE Update
3/11/15	Tallahassee, FL	Leon	Citrus County Students	Conversation and Q&A with Attendees
3/31/15	Tallahassee, FL	Leon	Florida Keys Days	FDOE update
3/31/15	Tallahassee, FL	Leon	STEM Days	Congratulatory speech

**State Board of Education  
Rulemaking Actions  
September 2013 – April 2015**

**Rule Action Key: A – Amendment  
N – New  
R – Repeal**

Rule No.	Rule Title – 2013	SBE Agenda	Action
6A-1.001	District Financial Records	09/17/13	A
6A-1.094223	Comparative and Concordant Scores for the Statewide Assessment Program	09/17/13	A
6A-1.09441	Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation	09/17/13	A
6A-1.099827	Charter School Corrective Action and School Improvement Plans	09/17/13	A
6A-4.0021	Florida Teacher Certification Examinations	09/17/13	A
6A-6.0573	Industry Certification Process	09/17/13	A
6A-6.0901	Definitions Which Apply to Programs for English Language Learners	09/17/13	A
6A-6.09022	Extension of Services in English for Speakers of Other Languages (ESOL) Program	09/17/13	A
6A-10.0315	College Preparatory Testing, Placement, and Instruction	09/17/13	A
6A-10.042	Maintenance of Test Security	09/17/13	A
6A-10.044	Residency for Tuition Purposes	09/17/13	A
6A-14.065	Meta-Major Academic Pathways	09/17/13	N
6E-2.002	Institutional Licensure	09/17/13	A
6E-2.004	Standards and Procedures for Licensure	09/17/13	A
6A-1.004	School District Budget Requirements	10/15/13	A
6A-1.0071	Fiscal Reporting Dates	10/15/13	A
6A-1.0081	Charter School and Charter Technical Career Center Monthly Financial Statements and Financial Conditions	10/15/13	A
6A-1.09981	Implementation of Florida's System of School Improvement and Accountability	10/15/13	A
6A-1.099822	School Improvement Rating for Alternative Schools	10/15/13	A
6A-1.099828	School Accountability for Exceptional Student Education (ESE) Center Schools	10/15/13	N
6A-4.00821	Florida Educational Leadership Examinations	09/17/13 10/15/13	A
6A-6.0201	State of Florida High School Diploma Program	09/17/13 10/15/13	A
6A-6.0202	Awarding High School Diplomas to Honorably Discharged Veterans	10/15/13	N
6A-1.0943	Statewide Assessment for Students with Disabilities	11/19/13	A
6A-1.09431	Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma	11/19/13	R
6A-4.002	General Provisions	11/19/13	A
6A-4.003	Degrees, Programs, and Credits for Educator Certification	09/17/13 11/19/13	A
6A-6.0574	Postsecondary Industry Certification Funding List	11/19/13	N
6A-6.0981	Provider Approval for Virtual Instruction Program	11/19/13	A
6A-20.028	Florida Bright Futures Scholarship Program	10/15/13 11/19/13	A

Rule No.	Rule Title – 2014	SBE Agenda	Action
6A-1.09422	Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements	1/21/14	A
6A-14.099	Failure of Florida College System Administrator or Law Enforcement Agency to Report Child Abuse, Abandonment or Neglect	1/21/14	N
6A-4.0051	Renewal or Reinstatement of a Professional Certificate	1/21/14	A
6A-4.004	Florida Educator's Certificates with Academic, Administrative, Degreed Vocational, and Specialty Class Coverages	1/21/14	A
6E-6.001	Failure of Nonpublic College, University or School Administrator or Law Enforcement Agency to Report Child Abuse, Abandonment or Neglect	1/21/14	N
6A-1.0016	Application for and Issuance and Revocation of Master School Identification Numbers	2/18/14	N



6A-1.09401	Student Performance Standards	2/18/14	A
6A-1.09412	Course Requirements – Grades K-12 Basic and Adult Secondary Education	2/18/14	A
6A-1.09414	Course Requirements – Grades PK-12 Exceptional Student Education	2/18/14	A
6A-1.09441	Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation	2/18/14	A
6A-1.09941	State Uniform Transfer of High School Credits	2/18/14	A
6A-1.0995	Form of High School Diplomas and Certification of Completion	2/18/14	A
6A-10.090	General	2/18/14	R
6A-10.091	Definitions	2/18/14	R
6A-10.092	Administrative and Supervisory Requirements	2/18/14	R
6A-10.093	Analysis of Individual Needs and Potential	2/18/14	R
6A-10.094	Instructional Procedures	2/18/14	R
6A-10.095	Communication Skills	2/18/14	R
6A-10.096	Management Techniques	2/18/14	R
6A-10.097	Competence in Specialization	2/18/14	R
6A-10.098	Evaluation of Learning and Goal Achievement	2/18/14	R
6A-10.099	Human and Interpersonal Relationships	2/18/14	R
6A-10.0991	Personal Requirements	2/18/14	R
6A-6.0253	Diabetes Management	2/18/14	A
6A-6.03028	Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities	1/21/14 2/18/14	A
6A-6.0331	General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services	1/21/14 2/18/14	A
6A-6.03311	Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities	1/21/14 2/18/14	A
6A-1.0451	Florida Education Finance Program Student Membership Surveys	3/18/14	A
6A-10.040	Basic Skills Requirements for Postsecondary Career and Technical Certificate Education	4/11/14	A
6A-14.0303	General Education Core Course Options	4/11/14	N
6A-6.0571	Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks	4/11/14	A
6A-6.0651	Alternative Credit Pilot Program	4/11/14	R
6A-10.02412	Foreign Language Competence and Equivalence	5/20/14	A
6A-10.0401	Gold Standard Career Pathways Articulation Agreements	5/20/14	A
6A-6.021	State of Florida High School Diplomas	5/20/14	R
6A-6.0573	Industry Certification Process	5/20/14	A
6A-6.07862	Model Forms for District Innovation Schools of Technology	5/20/14	N
6A-6.09021	Annual English Language Proficiency Assessment for English Language Learners (ELLs)	5/20/14	A
6A-1.09401	Student Performance Standards (financial literacy)	6/17/14	A
6A-2.0010	Educational Facilities (amendment related to proceeds from the sale of land and other real property)	6/17/14 9/29/14	A
6A-6.0252	Use of Prescribed Pancreatic Enzyme Supplements	6/17/14	A
6A-1.001	District Financial Records	9/29/14	A
6A-1.094221	Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion.	9/29/14	A
6A-1.004	School District Budget Requirements	9/29/14	A
6A-1.0071	Fiscal Reporting Dates	9/29/14	A
6A-6.0573	Industry Certification Process	9/29/14	A
6A-6.0574	CAPE Postsecondary Industry Certification Funding List	9/29/14	A
6A-6.0960	Florida Tax Credit Scholarship Program	9/29/14	A
6A-6.0961	Florida Personal Learning Scholarship Accounts Program	9/29/14	A
6A-6.0982	Florida Approved Online Course Providers	9/29/14	N
6A-2.0010	Educational Facilities	9/29/14	A
6A-1.0014	Comprehensive Management Information System	11/18/14	A
6A-1.0451	Florida Education Finance Program Student Membership Surveys	11/18/14	A
6A-1.0943	Statewide Assessment for Students with Disabilities	11/18/14	A

6A-1.09441	Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation	9/29/14 11/18/14	A
6A-1.0995	Form of High School Diplomas and Certificates of Completion	11/18/14	A
6A-1.09963	High School Graduation Requirements for Students with Disabilities	11/18/14	N
6A-1.099811	Differentiated Accountability State System of School Improvement	9/29/14 11/18/14	A
6A-10.024	Articulation Between and Among Universities, Community Colleges, and School Districts	9/29/14 11/18/14	A
6A-14.0304	Online Courses	11/18/14	N
6A-20.027	Rosewood Family Scholarship Fund	11/18/14	A
6A-4.0012	Application Information	11/18/14	A
6A-4.002	General Provisions	11/18/14	A
6A-4.0051	Renewal and Reinstatement of a Professional Certificate	11/18/14	A
6A-4.006	General and Professional Preparation	11/18/14	A
6A-4.00821	Florida Educational Leadership Examination	11/18/14	A
6A-4.0021	Florida Teacher Certification Examinations	11/18/14	A
6A-6.03022	Exceptional Student Education Eligibility for Students with Dual Sensory Impairments	11/18/14	A
6A-6.03028	Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.	11/18/14	A
6A-6.03029	Development of Family Support Plans for Children with Disabilities Ages Birth Through Five Years	11/18/14	A
6A-6.0331	General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services.	11/18/14	A
6A-6.03411	Definitions, ESE Policies and Procedures, and ESE Administrator	11/18/14	A
6A-6.0786	Forms for Charter School Applicants and Sponsors	9/29/14 11/18/14	A
6A-6.0900	Programs for English Language Learners	9/29/14 11/18/14	A
6A-6.09022	Extension of Services in English for Speakers of Other Languages (ESOL) Program	9/29/14 11/18/14	A
6A-6.0905	Requirements for the District English Language Learners Plan	9/29/14 11/18/14	A
6A-6.0909	Exemptions Provided to English Language Learners	9/29/14 11/18/14	A
6A-6.0982	Florida Approved Online Course Providers	9/29/14 11/18/14	N

<b>Rule No.</b>	<b>Rule Title – 2015</b>	<b>SBE Agenda</b>	<b>Key</b>
6A-1.09422	Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements	1/14/15	A
6A-1.094222	Standards for Mid-Year Promotion of Retained Third Graders	1/14/15	A
6A-6.053	K-12 Comprehensive Research-Based Reading Plan	1/14/15	A
6A-10.0342	Career and Technical Education Program Performance Reporting	1/14/15	A
6A-5.066	Approval of Teacher Prep Programs	1/14/15	A
6A-1.09433	Voluntary Prekindergarten Pre- and Post-Assessments	2/25/15	N
6A-6.014	General Requirements for Adult General Education Program	2/25/15	A
6A-6.03023	Exceptional Student Education Eligibility for Students With Autism Spectrum Disorder	2/25/15	A
6A-6.05281	Educational Programs for Students in Department of Juvenile Justice Detention, Prevention, Residential, or Day Treatment Programs	2/25/15	A
6A-20.0281	Florida Incentive Scholarship Program	2/25/15	N
6A-6.0571	Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks	4/15/15	A
6A-6.0573	Industry Certification Process	4/15/15	A
6A-6.0903	Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program	4/15/15	A
6A-10.0401	Gold Standard Career Pathways Articulation Agreements	4/15/15	A
6A-10.083	Standards Relating to Gross Immorality and Acts of Moral Turpitude	4/15/15	N



## **APPENDIX II.C.**

### **PART II: DEMONSTRATE EXECUTIVE MANAGEMENT**

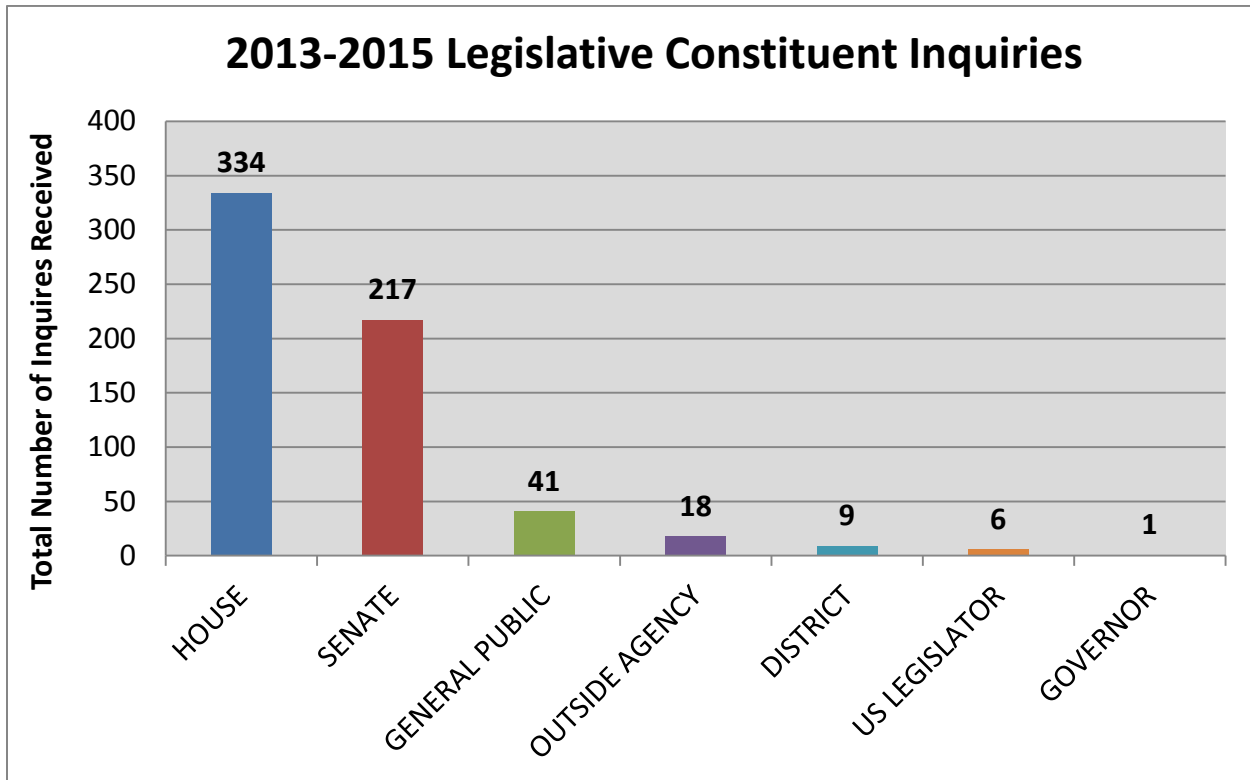
- C. Ensure Department of Education Provides  
Effectives and Responsive Services

**COMMISSIONER'S CORRESPONDENCE TURNAROUND**  
**CorrFlow Assignments**  
September 2013–April 2015

Assigned Division/Office	Assignment Count	On Time Count	On Time Percentage
Commissioner's Office	20	20	100
Office of Articulation	51	50	98.03
Office of the General Counsel	885	876	98.98
Office of Governmental Relations	20	20	100
Office of K-12 School Choice	703	701	99.71
Office of Inspector General	33	33	100
Commission for Independent Education	551	551	100
Division of Accountability Research and Measurement	2,574	2,554	99.22
Division of Blind Services	26	26	100
Division of Career and Adult Education	626	626	100
Division of Finance and Operations	2,272	2,271	99.96
Division of Florida Colleges	192	190	98.95
Division of K-12 Public Schools	14,505	14,501	99.97
Division of Technology and Innovation	16	16	100
Division of Vocational Rehabilitation	200	200	100
State University System	1	1	100
<b>TOTALS</b>	<b>22,675</b>	<b>22,636</b>	<b>99.83</b>

**Florida Department of Education**  
**Legislative Constituent Inquiries**  
September 2013 – April 2015

AGENCY	NUMBER OF INQUIRIES	AVERAGE NUMBER OF DAYS TO COMPLETE
HOUSE	334	3
SENATE	217	3
GENERAL PUBLIC	41	4
OUTSIDE AGENCY	18	2
DISTRICT	9	1
US LEGISLATOR	6	1
GOVERNOR	1	1
<b>TOTAL</b>	<b>626</b>	<b>2</b>



## **Prudential Productivity Award 2014 and 2015 DOE Award Winners**

Three teams of Florida Department of Education employees were winners of the **2014 Prudential Productivity Award** for their cost-saving, innovative ideas and solutions. Descriptions of the award-winning projects are below.

- **Helping Floridians Make Smart College Choices**  
The team created a web portal for the public to get information about graduation rates, employment statistics and earnings data on graduates of the 28 Florida College System institutions. The portal also helps colleges determine program effectiveness and quality, employers see the link between education and jobs, and students and families make informed choices.
- **Florida Teacher Certification Exam/Florida Educational Leadership Exam Remote Item Writing**  
Costs to develop test items for the Florida Teacher Certification Exam and the Florida Educational Leadership Exam were reduced by using a cloud-based document sharing service. Committee members formerly met in person over multiple days to create the test items. Now FDOE staff and committee members can securely complete those tasks without incurring travel costs.
- **Expanding Out-of-State Florida Teacher Certification Exam/Florida Educational Leadership Exam Test Sites**  
Since Florida obtains a significant number of teacher candidates from out of state, it was necessary to increase the number of test sites available. By working with a contractor, the team increased the number of out-of-state testing locations from seven to 74 in states that have a large number of candidates seeking educator certification in Florida. This allowed a larger number of qualified candidates to earn Florida educator certification.

Five teams comprised of Florida Department of Education employees were winners of the **2015 Prudential Productivity Award** for their innovative solutions and productivity improvements in state government. The following teams were honored for their work:

- **Looking Out for Florida's Taxpayers**  
The team developed an automated state reporting system for school districts to submit cost data to a web portal, where the data can be reviewed quickly, accurately and consistently. The system provides school districts speedier feedback regarding their data, saving the districts – as well as the state – time and money.
- **Ticket to Work**  
The team developed numerous process enhancements that improved the accuracy and integrity of data for vocational rehabilitation consumers. This resulted in using fewer resources to accomplish goals of the program, which yielded an ongoing cost savings to the state and an increase in program income of more than \$3 million.
- **Process Action**  
The team determined the Education Practices Commission could operate more efficiently by eliminating two part time positions and discontinuing outsourcing for bulk scanning and copying services. One full-time staff member was hired to take on both part-time requirements and the outsourcing work that will continue to result in a net savings of more than \$10,000.00 every year.
- **Eliminating Duplicate Equipment Cost**  
The team eliminated duplicate departmental resources while maintaining high-quality customer service. Structuring this method of shared resources allowed the team to terminate its lease agreement with an outsourced company, which resulted in an annual cost savings of \$1,533.96 to the agency. With this accomplishment, the team will save taxpayers more than \$7,500 of taxpayers' money during the next five years.
- **Christian Masal (Individual Winner)** expedited the implementation of assistive technology orders to improve client services, placement efforts and allow for efficient placement and successful planned outcomes of blind clients.

## DIVISION OF K-12 PUBLIC SCHOOLS

### Weekly Memoranda

September 2, 2013–April 10, 2015

9/2-6/2013	<p><b>DPS: 2013-139 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Florida Instructional Materials Changes Resulting from Senate Bill 1388</li> <li>• The Family and School Partnership for Student Achievement Act</li> <li>• Florida Assessments for Instruction in Reading (FAIR) Assessment Schedule for 2013-14</li> <li>• Florida Instructional Materials Changes Resulting from Senate Bill 1388</li> <li>• Regional Technical Assistance – Managing Change</li> </ul>
9/13/2013	<p><b>DPS: 2013-145 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Compulsory School Immunizations Annual Report and Survey 2013-2014 School Year</li> <li>• Update Primary Accountability Coordinator and Value Added Model Contact Information</li> </ul>
9/16-20/2013	<p><b>DPS: 2013-149 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Nomination Packets for 2013-2014 Principal Achievement Award for Outstanding Leadership and the Outstanding Assistant Principal Achievement Award</li> <li>• 2013-14 Supplemental Educational Services (SES) Provider Application</li> </ul>
9/27/2013	<p><b>DPS: 2013-154 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Transmittal for 2014 Florida School-Related Employee of the Year Nomination Packet</li> <li>• Annual Assurances of School Improvement Plans and School Advisory Council Composition</li> <li>• Mathematics and Science Partnership Request for Proposals (K-12 Mathematics)</li> <li>• National Green Ribbon Schools Award</li> <li>• U.S. Presidential Scholars Student Nominations</li> </ul>
9/30-10/4/2013	<p><b>DPS: 2013-157 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• District-level Administrator Evaluation Systems</li> </ul>
10/7-11/2013	<p><b>DPS: 2013-161 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Technical Assistance Paper For 2013-14 Reading Data Reporting</li> <li>• 2014 Sunshine State Scholar Program</li> <li>• Healthy Schools Project</li> <li>• School Technology Resources Inventory</li> <li>• Senate Bill 1076 Implementation</li> </ul>
10/21-25/2013	<p><b>DPS: 2013-165 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Driver Education</li> <li>• Clinical Educator Trainer Preparation Sessions</li> <li>• Invitation to Participate in the 2014 Commissioner's Academic Challenge</li> <li>• RFA for District Participation in ELA Formative Assessment Pilot</li> </ul>
10/18-11/1/2013	<p><b>DPS: 2013-168 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2015 Florida Department of Education-Macy's Teacher of the Year Nomination Packet Transmittal</li> <li>• 2013-14 Title I Comparability Report</li> <li>• New Postsecondary Education Readiness Test Mathematics Comparative Score for Algebra 1 EOC Assessment</li> </ul>
11/4-8/2013	<p><b>DPS: 2013-171 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2013-2014 No Child Left Behind (NCLB) Monitoring Cycle</li> <li>• Evaluation System for Specialized Exceptional Student Education Personnel</li> <li>• District-level Administrator Evaluation Systems</li> <li>• 2013-14 Digital Learning Advisory Committee Nominations</li> </ul>
11/11-15/2013	<p><b>DPS: 2013-175 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• TAP: Exceptional Student Education Eligibility for Infants, Toddlers and Prekindergarten Children</li> <li>• Educator Quality Legislation Implementation</li> <li>• 2013 Legislation-Charter Schools and Title II, Part A</li> <li>• Professional Development System Supports</li> </ul>
11/18-22/2013	<p><b>DPS: 2013-178 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Technical Assistance Paper -- Third-Grade Student Progression</li> <li>• The FCAT 2.0 Reading ACT Concordant Score of 19 Adopted in January 2013</li> </ul>
12/9-13/2013	<p><b>DPS: 2013-181 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Civics End-of-Course Standard-Setting Committee</li> <li>• National Missing Children's Day Poster Contest</li> </ul>

12/16-20/2013	<p><b>DPS: 2013-184 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Official Documentation of Degrees and Credits for Educator Certification</li> <li>• Application Posted for Private School Opportunity to Administer FL Statewide Assessments in 2014-15</li> <li>• SIG Waiver</li> </ul>
12/30/2013-1/3/2014	<p><b>DPS: 2014-04 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Technical Assistance Paper - Provision of Occupational or Physical Therapy as a Related Service</li> <li>• Secondary Lead Facilitator Training on Mathematics Formative Assessment System (MFAS)</li> </ul>
1/6-10/2014	<p><b>DPS: 2014-07 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Talented Twenty Program: Technical Specifications for the Submission of Talented Twenty Data</li> <li>• School Choice Access</li> </ul>
1/20-24/2014	<p><b>DPS: 2014-15 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Spring 2014 Computer-Based Testing Certification Guidelines</li> <li>• Technological Tools Survey - 2012-2013 Fiscal Year</li> </ul>
1/27-31/2014	<p><b>DPS: 2014-22 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Public Review of Proposed Financial Literacy Standards</li> <li>• Identifying Co-Located Schools for Accountability Reporting in 2013-14</li> </ul>
2/10-14/2014	<p><b>DPS: 2014-33 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2014 Healthy Schools Summer Academy</li> <li>• Public Review of Draft Civics End-of-Course Assessment Achievement Level Descriptions</li> <li>• Survey of 2012-2013 Activities Funded by Safe Schools Appropriation - Due March 7, 2014</li> </ul>
2/17-21/2014	<p><b>DPS: 2014-37 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Announcement of the 2014-2015 Instructional Materials Adoption</li> <li>• Certification of Adopted Instructional Materials &amp; District/Consortium Reporting in accordance with s.1006.283, F.S.</li> <li>• Invitation to Attend Community of Practice May 28, 2014</li> <li>• District-level Administrator Evaluation Systems</li> <li>• New U.S. History End-of-Course (EOC) Assessment Achievement Levels and the Designation of Passing Scores for Each FCAT 2.0 and EOC Assessment</li> <li>• 2014 Summer Reading Camps Planning and Reporting</li> </ul>
2/24-28/2014	<p><b>DPS: 2014-41 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Special Temporary Certificate in Educational Leadership</li> <li>• Staffing Plans for Monitoring Equitable Distribution of Effective and Highly Effective Teachers and Principals</li> </ul>
3/3-7/2014	<p><b>DPS: 2014-43 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Renewal Credit in Teaching Students with Disabilities</li> <li>• High School Feedback Report for 2012 Graduates</li> </ul>
3/10-14/2014	<p><b>DPS: 2014-47 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Title II, Part A Private School Questions and Answers</li> <li>• Florida Missing Children's Day Statewide Essay Contest Deadline - May 9, 2014</li> <li>• Continued Approval of Teacher Preparation Programs: A Description of Program Performance Measures</li> </ul>
3/17-21/2014	<p><b>DPS: 2014-48 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2014 Talent Pool Recommendations</li> <li>• Student Transcript and Course Grade Code Reporting Requirements</li> </ul>
3/24-28/2014	<p><b>DPS: 2014-53 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Community Eligibility Provision and Title I, Part A Allocations to Schools</li> <li>• Updates for the Florida Teacher Certification Examinations Program</li> </ul>
4/7-11/2014	<p><b>DPS: 2014-58 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Report on Developing Effective Educational Programs in Department of Juvenile Justice and Other Dropout Prevention Programs 2012-2013</li> <li>• 2014 Literacy Leader Awards</li> <li>• Interstate Compact on Educational Opportunity for Military Children Newsletter</li> <li>• Notification of Maintenance for Portal to Exceptional Education Resources (PEER) and Medicaid Tracking System</li> </ul>
4/14-18/2014	<p><b>DPS: 2014-63 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Implementation of Attendance Requirements for Minors to Maintain Their Driving Privilege</li> <li>• Kindergarten and Seventh-Grade Immunization Status Report 2013-2014, From the Florida Department of Health</li> <li>• Kindergarten and Seventh-Grade Validation Assessment, School Year 2013-2014, Provided from the Florida Department of Health</li> </ul>
4/21-25/2014	<p><b>DPS: 2014-67 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Title II-A, Teacher and Principal Training and Recruiting Fund, 2013-14 Annual Report</li> <li>• 2014 Differentiated Accountability Regional Summer Academies</li> <li>• 2014 Process for District Verification of Combined Student FTE Records</li> </ul>

4/28-5/2/2014	<p><b>DPS: 2014-70 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• One Percent Cap Requirement and Waiver Process</li> <li>• One Percent Cap Requirement and Waiver Process</li> <li>• The Florida Online Course Catalog</li> <li>• Initial Assessment Timeline</li> </ul>
5/5-9/2014	<p><b>DPS: 2014-75 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Annual Assurances of School Improvement Plans and School Advisory Council Composition</li> <li>• Summer Meal Programs</li> </ul>
5/12-16/2014	<p><b>DPS: 2014-77 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2013-14 Florida Green School and District Recognition Opportunity</li> </ul>
5/19-23/2014	<p><b>DPS: 2014-83 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2013-2014 Mathematics 6-12 Instructional Materials Adoption Request for Review</li> </ul>
5/26-30/2014	<p><b>DPS: 2014-87</b></p> <ul style="list-style-type: none"> <li>• 2014 Summer Literacy Adventure</li> <li>• Paperless Communication of Florida Educator's Certificates</li> <li>• 2014-2015 Statewide Assessment Schedule Released</li> <li>• 2013-14 Instructional Materials Adoption</li> <li>• Request for Proposal (RFP) to provide funding for Centers of Excellence in Elementary Teacher Preparation</li> </ul>
6/2-6/2014	<p><b>DPS: 2014-92 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2014-2015 Request for Application for Title II, Part A Teacher and Principal Recruiting Fund</li> <li>• 2014-2015 Dual Enrollment Course—High School Subject Area Equivalency List</li> </ul>
6/9-13/2014	<p><b>DPS: 2014-97 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Release of the 2014-15 Request for Proposal for the 21st Century Community Learning Centers Program Competitive Projects</li> <li>• District-Level Administrator Evaluation Systems</li> <li>• Virtual Instruction Program Approved Provider</li> </ul>
6/16-20/2014	<p><b>DPS: 2014-100 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2014 Economic Security Report</li> </ul>
6/23-27/2014	<p><b>DPS: 2014-103 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Certification of Fidelity of Implementation of Instructional Materials</li> <li>• House Bill 23 Signed Into Law</li> <li>• House Bill (HB) 7031: Secondary Student Progression Implementation</li> <li>• 2014-2017: K-12 Mathematics and Science Partnership (MSP) STEM; year 1 of 3</li> <li>• Online Portal and Resources for the Florida Standards Assessments</li> <li>• 2014-15 Workforce Education Tuition and Fees</li> </ul>
6/30-7/3/2014	<p><b>DPS: 2014-110 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2014-15 Collaborative Curriculum Challenge Grant Projects for Gifted: Call for Applications</li> <li>• Organizing Webinar for 5Essentials School Climate Survey Pilot</li> <li>• District Instructional Leadership and Faculty Development Grant</li> <li>• Commissioner's Leadership Academy</li> </ul>
7/7-11/2014	<p><b>DPS: 2014-113 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Additional Requirements for District Codes of Student Conduct</li> <li>• Mathematics Formative Assessment System Lead Facilitator Training Sessions--Second Round</li> </ul>
7/14-18/2014	<p><b>DPS: 2014-120 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Chapter 2014-202</li> <li>• Technological Tools Survey - 2013-2014 Fiscal Year</li> </ul>
7/21-25/2014	<p><b>DPS: 2014-126 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• District Certification for 2012-2013 School Environmental Safety Incident Reporting, Discipline Referral Action Data and Verification of Compliance with Policy Prohibiting Bullying and Harassment Required by s. 1006.147, F.S.</li> <li>• Informational Memo on House Bill 433 (Chapter 2014-32)</li> <li>• Legislation: Single-Gender Public School Programs</li> <li>• Scheduling Requirements in the 300 Lowest Performing Elementary Schools</li> <li>• Public Launch of the Florida Online Course Catalog</li> </ul>
7/28-8/1/2014	<p><b>DPS: 2014-127 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Technical Assistance Paper - What's Special about Special Education? Specially Designed Instruction for Students with Disabilities within a Multi-tiered System of Supports</li> <li>• 2014-15 Computer-Based Assessment Certification Process</li> <li>• ELA Text-Based Writing Rubrics Posted for the Florida Standards Assessments</li> <li>• Guidance for District Virtual Course Offerings</li> </ul>

8/4-8/2014	<p><b>DPS: 2014-135 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Specific Appropriations 9 and 96 - Library Media Allocation</li> <li>• Flexibility in the Use of Instructional Materials Funds</li> <li>• Digital Classrooms Plan</li> <li>• Technical Assistance Paper, Senate Bill 850</li> </ul>
8/11-15/2014	<p><b>DPS: 2014-147 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Digital Classrooms Plan Template</li> </ul>
8/18-22/2014	<p><b>DPS: 2014-150 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2015-16 Statewide Assessment Schedule</li> <li>• Professional Development Save the Date: Instructional Strategies and Resources for Delivering Instruction in the Career and Technical Education Classroom</li> </ul>
8/29/2014	<p><b>DPS: 2014-152 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Updates to the Florida Department of Education's School Environmental Safety</li> <li>• Incident Reporting (SESIR) System</li> <li>• House Bill 7141 Human Trafficking</li> <li>• U.S. Presidential Scholars Student Nominations</li> <li>• Clinical Educator Trainer Preparation Sessions</li> <li>• Florida Power-Library School Program</li> </ul>
9/1-5/2014	<p><b>DPS: 2014-154 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2014-2015 Principal Achievement Award for Outstanding Leadership and the Outstanding Assistant Principal Achievement Award Nomination Packets</li> <li>• Transmittal for 2015 Florida School-Related Employee of the Year Nomination Packet</li> <li>• 2015 Sunshine State Scholars Program</li> <li>• Technical Assistance Paper - Frequently Asked Questions for SB1642 and SB188</li> </ul>
9/8-12/2014	<p><b>DPS: 2014-162 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• CS/SB 260 Unaccompanied Homeless Youths Implementation</li> <li>• Required Data Collection for Fine Arts Report - Section 1003.4995, Florida Statute (F.S.)</li> <li>• DPS 2014-149 Compulsory School Immunizations Annual Report and Survey 2014-2015 School Year</li> </ul>
9/15-19/2014	<p><b>DPS: 2014-168 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• District Instructional Personnel and School Administrator Evaluation System Revisions</li> <li>• Driver Education</li> <li>• Florida Teacher LEAD Network</li> <li>• Program Certification Requirements for Secondary Automotive Service Technology Programs – Programs</li> <li>• Potentially at Risk</li> <li>• Charter Schools Digital Classrooms Plan Memo</li> </ul>
9/22-26/2014	<p><b>DPS: 2014-172 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Changes to the 2014-15 Dual Enrollment Program</li> <li>• Guidelines &amp; Certification Regarding Constitutionally Protected Prayer in Public Elementary &amp; Secondary Schools</li> <li>• National Green Ribbon Schools and District Award</li> <li>• Update Primary Accountability Coordinator Contact Information and Designate Value-Added Model Data Contact</li> <li>• Florida College System Informational Postcard for Seniors</li> </ul>
9/29-10/3/2014	<p><b>DPS: 2014-176 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• High School Graduation Reporting Systems</li> <li>• Celebrate Literacy Week, Florida! 2015</li> <li>• Draft Standard Charter School Contract</li> </ul>
10/6-10/2014	<p><b>DPS: 2014-177 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2014-2015 No Child Left Behind (NCLB) Monitoring Cycle</li> </ul>
10/13-17/2014	<p><b>DPS: 2014-182 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2016 Florida Department of Education-Macy's Teacher of the Year Nomination Packet Transmittal</li> <li>• Computer-Based Assessment Certification Tool Opening for Winter 2014 Assessments</li> </ul>
10/20-24/2014	<p><b>DPS: 2014-185 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Technical Assistance Paper - Third-Grade Student Progression</li> <li>• Interstate Compact on Educational Opportunity for Military Children Newsletter</li> </ul>
11/3-7/2014	<p><b>DPS: 2014-190 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2014-15 Title I Comparability Report</li> <li>• Senate Bill 850 and Educational Services in Juvenile Justice Programs</li> <li>• Florida Parental Involvement in Education Month</li> <li>• Commissioner's Academic Challenge</li> <li>• 5 Essentials School Improvement Survey Update</li> </ul>



11/10-14/2014	<p><b>DPS: 2014-195 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Performance-Based Exit Option Application</li> <li>• Florida Standards Assessments Standard Setting Panels</li> <li>• Release of the 2013-14 Elementary and Secondary Education Act (ESEA) School Public Accountability Reports</li> </ul>
12/1-5/2014	<p><b>DPS: 2014-203 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Florida Missing Children's Day Statewide Essay Contest Deadline - February 16, 2015</li> <li>• National Missing Children's Day Poster Contest</li> </ul>
12/8-12/2014	<p><b>DPS: 2014-205 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Data Element Revision: Career and Technical Education/Adult General Education, Disability Student</li> </ul>
12/15-19/2014	<p><b>DPS: 2014-207 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Educator Certification Rules Chapter 6A-4 for Implementation of HB 433</li> <li>• Information Regarding the Florida English Language Arts Formative Assessment System (ELFAS)</li> </ul>
12/29/2014-1/2/2015	<p><b>DPS: 2015-03 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Application Posted for Private School Opportunity to Administer FL Statewide Assessments in 2015-16</li> </ul>
1/5-9/2015	<p><b>DPS: 2015-06 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Annual Assurances of School Improvement Plans and School Advisory Council Composition</li> <li>• Computer-Based Assessment Certification Tool Opening for Spring 2015 Assessments</li> </ul>
1/12-16/2015	<p><b>DPS: 2015-08 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Monthly Florida Standards Updates</li> </ul>
1/19-23/2015	<p><b>DPS: 2015-13 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Title II-A, Teacher and Principal Training and Recruiting Fund, 2010-11 – 2012-13 Report</li> <li>• Identifying Alternative Schools for School Improvement Ratings and/or School Grades</li> <li>• Confirmation of ESE Centers for School Improvement Ratings and/or School Grades</li> </ul>
1/26-30/2015	<p><b>DPS: 2015-18 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Continued Approval of Teacher Preparation Programs in Florida: A Description of Program Performance Measures</li> <li>• Approved Providers for School District Virtual Instruction Program</li> </ul>
2/6/2015	<p><b>DPS: 2015-22 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Talented Twenty Program: Technical Specifications for the Submission of Talented Twenty Data</li> </ul>
2/9-13/2015	<p><b>DPS: 2015-26 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Monthly Florida Standards Updates (February)</li> </ul>
2/16-20/2015	<p><b>DPS: 2015-29 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• 2015 Healthy Schools Summer Academy</li> <li>• 2014-15 Florida Instructional Materials Adoption - District Reviews</li> <li>• 2015 Talent Pool Recommendations</li> </ul>
3/9-3/13/2015	<p><b>DPS: 2015-43 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Parental Notification of School Choice Options</li> <li>• School Library Month 2015 and Content-Area Literacy Resource Materials</li> <li>• 2015 Professional Development Opportunity for District Staff</li> <li>• Music in our Schools Month, Youth Art Month, Theatre in our Schools Month</li> <li>• 2015-16 RFP for the 21st Century Community Learning Centers Competitive Projects</li> </ul>
3/16-20/2015	<p><b>DPS: 2015-48 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Technical Assistance Paper, Statewide Assessment for Students with Disabilities</li> <li>• 2015-2018 Title X, Part C, Education of Homeless Children and Youth Project Grant: Call for Proposals</li> <li>• Mandatory District Hiring Practices</li> <li>• 2015 Summer Reading Camps Planning and Reporting</li> <li>• Monthly Florida Standards Updates (March)</li> <li>• Level II School Principal Preparation Programs</li> </ul>
3/23-27/2015	<p><b>DPS: 2015-49 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Certification and Documentation Regarding Instructional Materials</li> </ul>
3/30-4/3/2015	<p><b>DPS: 2015-54 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Kindergarten &amp; Seventh-Grade Immunization Status Report 2014-2015, Provided from the Florida DOH</li> <li>• Student Tutorials and Resources</li> </ul>
4/6-10/2015	<p><b>DPS: 2015-62 Weekly Memo</b></p> <ul style="list-style-type: none"> <li>• Report on Developing Effective Education in the Department of Juvenile Justice Annual Report FY 2013-2014</li> <li>• Accelerated Biology Courses that Satisfy Biology 1</li> <li>• High School Feedback Report for 2013 Graduates</li> <li>• Request for Information Regarding Teacher Externships</li> <li>• Interstate Compact on Educational Opportunity for Military Children Newsletter</li> </ul>

## DIVISION OF K-12 PUBLIC SCHOOLS

### Educator Quality

September 2, 2013–April 10, 2015

#### Accomplishments

1. State Board adoption of rule regarding initial and continuing approval of teacher preparation programs
2. Launch of Florida Teacher LEAD Network and Commissioner's Leadership Academy
3. Improved process for and approval of district teacher and administrator evaluation systems
4. Greater efficiencies in investigating, processing and taking action on educator misconduct
5. Transition to issuing educator certificates exclusively electronically
6. State Board of adoption of rules for teacher certification including renewal requirements for teaching students with disabilities

#### Priorities/Projects

1. Update [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org) to be an accessible and trusted resource for FL's school- and district-based leaders
2. Train supervising and cooperating teachers in the updated **clinical educator** skills
3. Support **continuous improvement among teacher preparation programs** through continuing program approval process and program "report cards," including recognition for high performing programs, support for lower performing programs and denial of continued approval for persistently low performing programs
4. Deepen the instructional leadership skills of select principals and principal supervisors through the **Commissioner's Leadership Academy**
5. Develop the leadership skills of district teachers of the year through the **FL Teacher LEAD Network**
6. **Enthusiastically promote teaching in Florida** to Florida high school and college students with a sincere interest in education and to pre-service educators in targeted states
7. Add a performance component to the **Florida Educational Leadership Exam** in the area of instructional leadership
8. Co-create with educational leadership faculty 8-10 **competency-based performance tasks for university-based instructional leadership courses**
9. Produce regular and relevant reports, with recommendations where appropriate, on the **relationship between various EQ data elements** (VAM, certification status, certification route, certification exam score, reciprocity, renewal, disciplinary action, etc.)
10. **Facilitate knowledge and best-practice** sharing among districts and key partners including Teach For America, TNTP, New Leaders, New Teacher Center, Urban Schools Human Capital Academy, KIPP, Leadership Florida, Center for Educational Leadership, Research for Better Teaching
11. Recognize and engage for the purpose of learning and sharing the **highest impact teachers in Florida according to VAM**
12. Ensure that **all Florida teachers understand how they will be evaluated**, including how VAM works
13. Support the work of the four **centers of excellence in elementary teacher preparation**
14. Ensure that Florida's certified educators, and those who support them, **understand the Code of Ethics** for the teaching profession in Florida and what their responsibilities are when a violation of the code has occurred
15. Redeploy the **professional development standards** and protocol review process with a focus on demonstrable school- and educator-level improvements in teaching and learning
16. Make **VAM an accessible and useful data point** for educators and school, district and state leaders
17. Support Florida educators in the use of a **growth mindset**

18. Ensure that **recognition programs**, through content that deepens educators' expertise, connect educators to one another in sustained and meaningful ways
19. Ensure that district **Title II applications** have the reasonable chance of demonstrably improving instruction and student learning
20. Develop a **certificate or endorsement for instructional leadership**
21. Research **reciprocity policies** to ensure that newly certified FL educators through reciprocity are meeting the same standards as those educators initially certified in Florida
22. Ensure that leaders who deliver professional learning as part of funding provided by Title IIA meet a **rigorous credential standard** and lead professional learning in ways that demonstrably improve teaching and learning
23. Use the **certification website/portal** as a resource for advancing the division and the department's goals and priorities
24. Transition certification computer system to new platform

### Ensure DOE provides effective and responsive services

1. Direct and participate in public and internal communications of priorities
  - a. Monthly calls with deans and directors of teacher preparation programs
  - b. Weekly emails to evaluation contacts regarding evaluation system approval status
  - c. Presentations and meetings regarding DOE/Educator Quality initiatives
    - i. Professional Development System Evaluation Protocol
    - ii. FFEA
    - iii. Leadership Florida
    - iv. National Symposium on Teacher Induction
    - v. Resident Teacher Professional Preparation Program (RTP3)
    - vi. Strategic Data Project Convening
    - vii. Commissioner's Leadership Academy
    - viii. Florida Turnaround Leadership Program Final Meeting
    - ix. FADSS Human Capital Academy
    - x. Multi-state PD Network Convening
    - xi. Clinical Educator Training
    - xii. Teach For America Jacksonville Board Meeting and Luncheon
  - d. Educator recognition programs
    - i. Teacher of the Year
    - ii. Principal of the Year
    - iii. Assistant Principal of the Year
    - iv. School-Related Employee of the Year
    - v. ECET2
      1. Statewide (St. Johns)
      2. Walton
  - e. District presentations on educator effectiveness
    - i. Calhoun County
    - ii. Hernando County
    - iii. Indian River County
    - iv. Orange County
    - v. Broward County
    - vi. Leon County
    - vii. Polk County

- viii. Hardee County
  - f. School learning walks/meetings
    - i. Orange County (2 schools)
    - ii. Polk County (2 schools)
    - iii. Pinellas County (3 schools)
    - iv. Broward County (3 schools)
    - v. Indian River County (1 school)
    - vi. Seminole County (1 school)
    - vii. Leon County (2 schools)
    - viii. Walton County (1 school)
    - ix. Gulf County (1 school)
    - x. Columbia County (1 school)
    - xi. Wakulla County (2 schools)
    - xii. Liberty County (1 school)
    - xiii. Miami-Dade County (1 school)
  - g. Regional consortium/district meetings regarding evaluation systems
    - i. NEFEC (Columbia)
    - ii. Glades
    - iii. PAEC (Gulf)
    - iv. HEC (Highlands)
  - h. Teacher and leader preparation program presentations, workshops and meetings
    - i. St. Leo
    - ii. USF
    - iii. UF
    - iv. FAMU
    - v. Univ of Miami
    - vi. UCF/RTP3
    - vii. FAU-PROPEL
    - viii. USF-Project PRIDE
    - ix. FIU
    - x. FFMT
    - xi. FFEA
    - xii. UTAP
- 2. Initiate policy discussions in workshops or at constituent group meetings about potential education improvements identified by the Commissioner
  - a. Presentations and workshops with statewide associations
    - i. FACTE
    - ii. FAPEL
    - iii. FATE
    - iv. Rule development workshops
  - b. Monthly community of practice calls with teacher preparation program deans and directors
  - c. EQ Review
- 3. Ensure all sector/office publications focus on mission and how the vision of a world class education system can be realized

**DIVISION OF K-12 PUBLIC SCHOOLS**  
**Exceptional Education and Student Services**  
September 2, 2013–April 10, 2015

**Outreach Activities**

<b>Date</b>	<b>Webinar/ Conference/ Presentation</b>	<b>Audience</b>	<b>Topic</b>
Annual	Administrators' Management Meeting	Exceptional Student and Student Services Directors, and Project staff	BEESS Legislative/Rule Update and Results Driven Accountability
Annual	Pre-K Contacts Meeting	PreK disabilities, Child find and local early steps contacts	BEESS Legislative/Rule Update and Results Driven Accountability
Annual	VISIONS Conference	Transition contacts	Results Driven Accountability
Annual	Family Café	Parents	BEESS Legislative/Rule Update and Results Driven Accountability
Annual	Institute for Higher Education	Educators and administrators	BEESS Legislative/Rule Update and Results Driven Accountability
Annual	Florida Charter School Conference	Charter School representatives	BEESS Legislative/Rule Update and Results Driven Accountability
Annual	New Director's Academy	Directors	Overview of required responsibilities per statute/rule and Results Driven Accountability
Annual	Institute for Small and Rural Districts	Directors	BEESS Legislative/Rule Update and Results Driven Accountability
Quarterly	Presentation	Various state agencies and discretionary project, locals.	Expanding Opportunities; Focus: inclusive opportunities for children b-5 with disabilities.
Annual	Presentation	Early Learning Coalition contacts, Early Steps contacts and child care providers.	One Goal Summer Conference Breakout sessions - Inclusion for prekindergarten children with disabilities - resources for families and providers who care for children with disabilities.
10/17/2013 - 10/19/2013	Florida Council for Exceptional Children	Teachers	Provide resources, publications, and information to stakeholder
12/13/13	CARD Directors' Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
1/8/2014	Bimonthly Parent Liaison Call	FDLRS & District Parent Liaisons	Bureau Updates
1/9/14	Statewide topical call	Statewide district personnel	FDLRS-MDC services and resources
2/14/14	CARD Directors' Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
3/7/2014	Florida Down Syndrome Conference	Leaders and parents	BEESS Legislative/Rule Update and Results Driven Accountability
3/10/2014	ESE Directors Call	ESE Directors	Parent Services Update

3/12/2014	Bimonthly Parent Liaison Call	FDLRS & District Parent Liaisons	Bureau Updates
3/14/14	CARD Directors' Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
3/18/2014	Developmental Disabilities Day at the Capitol	Families	Provided TA to families on resources from the bureau
3/25/2014	Quarterly Parent Involvement & Engagement Strategic Planning Meeting	Group Members	Presentation and Review of Strategic Plan
4/3/14	SEDNET Administration and district SEDNETs call	SEDNET Administration, SEDNET district, FLDOE liaison	E/BD and SEDNET relevant topics, FDOE resources, and district and statewide problem solving as needed
4/11/2014	Child Development/Education Task Force Meeting	Group Members	Provide Input into education work of the task force
4/14/14	CARD Directors' Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
5/8/2014	Florida Association of Staffing Specialists Conference		Current Florida ESE Initiatives
5/9/14	CARD Directors' Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
5/14/2014	Bimonthly Parent Liaison Call	FDLRS & District Parent Liaisons	Bureau Updates
6/13/14	CARD Directors' Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
6/16/14	Presentation	Two team members (outside agencies, discretionary projects and BEESS members)	Strategic Planning Team Call
6/18/2014	ESE Director's Call	ESE Director's	Parent Services Update
6/19/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
6/20/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
6/26/14	SEDNET Administration and district SEDNETs call	SEDNET Administration, SEDNET district, FLDOE liaison	E/BD and SEDNET relevant topics, FDOE resources, and district and statewide problem solving as needed
6/27/2014	Quarterly Parent Involvement & Engagement Strategic Planning Meeting	Group Members	Presentation and Review of Strategic Plan
6/27/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
7/11/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures

7/14/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
7/14/14	Presentation-SAC meeting	State Advisory Committee members	Restraint and Seclusion data
7/15/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
7/18/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
7/28/14	Center for Autism and Related Disabilities (CARD), Technical Assistance	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
8/1/14	DJJ Accountability Workgroup and extended invitation to the DJJ Interagency Workgroup	DOE, DJJ, District and Private Educational Provider Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
8/7/14	DJJ Interagency Workgroup	DOE, DJJ, District and Private Educational Provider Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
8/7/14	Attended Training- SEDNET-Leon County		Trauma-Informed Care Introduction
8/14/2014	ESE Director's Call	ESE Directors	Parent Services Updates
8/14/14	Presentation	New college students enrolled in the Visual Disabilities program	FSU Visual Disabilities Program Welcome Represented the Department of Education and answered questions regarding the critical shortage of teachers of the visually impaired in our school districts
8/15/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
8/21/14	SEDNET Administration and district SEDNETs call	SEDNET Administration, SEDNET district, FLDOE liaison	E/BD and SEDNET relevant topics, FDOE resources, and district and statewide problem solving as needed
8/22/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
8/22/14	CARD Directors Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
8/27/14	Training-Florida Department of Financial Services	Contract Managers	Advancing Accountability
8/28/2014	Annual Assessment & Accountability Meeting	Alternate Assessment Coordinators	Florida Alternate Assessment/updates
8/29/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
9/2/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
9/4/2014	ESE Parent Stakeholder Group	Parent Centers & Parent Advocates	Presented on Parent Services and collaboration

9/10/2013		Parent leader groups	BEESS Parent Services
9/12/14	CARD Director's Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
9/14/14	Presentation	District contacts for deaf/hard of hearing and visual impairments, discretionary project staff covering same areas	Deaf/Hard of Hearing and Visual Impairment Joint Meeting for District contacts; To provide resources educational opportunities, rules, and statutes regarding students with sensory loss
9/18/2014	Working With the Experts - Deaf/Hard of Hearing		BEESS Legislative/Rule Update, Model Communication Plan and Results Driven Accountability
9/18/14	SEDNET Administration and district SEDNETs call	SEDNET Administration, SEDNET district, FLDOE liaison	E/BD and SEDNET relevant topics, FDOE resources, and district and statewide problem solving as needed
9/23/14	Phone Conference	Discretionary Projects, District Program Coordinators	Upcoming Event - Autism Spectrum Disorder Conference
9/24/14	PEPSA Director Call	PEPSA Director, CARD participants, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
9/26/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
9/30/2014	FDLRS Miccosukee Parent Advisory Group	Group Members	Presentation to the FDLRS Miccosukee Parent advisory group on bills that passed in the previous session
10/2/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs, CAPE, GED and accountability measures
10/10/14	Presentation	Local Early Steps Contacts and Prekindergarten Disabilities Contacts.	Regional Child Outcomes Meeting.
10/10/14	CARD Directors Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
10/13/14	Presentation	Local Early Steps Contacts and Prekindergarten Disabilities Contacts.	Regional Child Outcomes Meeting
10/16/14	SEDNET Administration and district SEDNETs call	SEDNET Administration, SEDNET district, FLDOE liaison	E/BD and SEDNET relevant topics, FDOE resources, and district and statewide problem solving as needed
10/17/2014	Council for Exceptional Children	Educators and administrators	BEESS Legislative/Rule Update and Results Driven Accountability
10/17/14	Presentation	Local Early Steps Contacts and Prekindergarten Disabilities Contacts.	Regional Child Outcomes Meeting
10/20/14	Presentation	Local Early Steps Contacts and Prekindergarten Disabilities Contacts.	Regional Child Outcomes Meeting
10/21/14	Presentation	Local Early Steps Contacts and Prekindergarten Disabilities Contacts.	Regional Child Outcomes Meeting



11/6/14	DJJ Interagency Workgroup	DOE, DJJ, District and Private Educational Provider Staff	Senate Bill 850, Legislative Updates for DJJ Programs and accountability measures
11/10/14	Presentation	Local Early Steps Contacts and Prekindergarten Disabilities Contacts.	Battelle Developmental Inventory 2 (BDI-2) Train-the-Trainer planning workgroup
11/14/2014	Highlands County District Team Meeting	District staff	BEES Legislative/Rule Update and Results Driven Accountability
11/14/14	CARD Directors' Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
11/18/14	Statewide topical call	Statewide district personnel	Restraint and Seclusion reporting requirements
11/19/14	ASD Rule 6A-6.03023 Revision Workshop	ASD Contacts, Districts and Constituents	Amendments and updates to Rule 6A-6.03023
11/20/14	SEDNET Administration and district SEDNETs call	SEDNET Administration, SEDNET district, FLDOE liaison	E/BD and SEDNET relevant topics, FDOE resources, and district and statewide problem solving as needed
12/2/2014	FDLRS Network Institute	Project staff	BEES Legislative/Rule Update and Results Driven Accountability
12/9/14	DJJ Accountability Workgroup	DOE Staff	Senate Bill 850, Legislative updates for DJJ Programs and accountability measures
12/12/14	CARD Directors' Call	CARD Directors, CARD staff, FLDOE liaison	ASD relevant topics, FDOE resources, and problem solving related to district planning
1/13/2015	Bimonthly Parent Liaison Call	FDLRS & District Parent Liaisons	Bureau Updates
1/15/15	SEDNET Administration and district SEDNETs call	SEDNET Administration, SEDNET district, FLDOE liaison	E/BD and SEDNET relevant topics, FDOE resources, and district and statewide problem solving as needed
1/20/15	DJJ Rule 6A-6.05281 Revision Workshop	DJJ Contacts, District and Private Educational Provider Staff	Amendments and updates to Rule 6A-6.05281
1/21/15	DJJ Technical Assistance Telephone Call	DOE, DJJ, District and Private Educational Provider Staff	Legislative updates ss. 1003.51, 1003.52, F.S.; course code designations
1/22/2015	ESE Parent Stakeholder Group	Parent Centers and Parent Advocates	Presented on Parent Services and Collaboration
1/27/15	Center for Autism and Related Disabilities (CARD), Technical Assistance	University of Florida-CARD Staff	Providing general monitoring of discretionary project. Informal meeting with CARD staff.
1/28/15	Presentation	Institute for Small and Rural Districts	Hospital/Homebound
2/12/2015	ESE Directors Call	ESE Directors	Parent Services Update
2/19/15	SEDNET Administration and district SEDNETs call	SEDNET Administration, SEDNET district, FLDOE liaison	E/BD and SEDNET relevant topics, FDOE resources, and district and statewide problem solving as needed

2/21/2015	Parents United with Leaders, Students, and Educators Conference	Parents, educators, students	Closing notes Collaboration with parent and other stakeholders in Orange County
2/27/2015	CASE, FOIL, FASA, and FASSA	Educators and administrators	BEESS Legislative/Rule Update and Results Driven Accountability
3/3/2015	Bimonthly Parent Liaison Call	FDLRS & District Parent Liaisons	Bureau Updates
3/10/15	Phone Conference	Discretionary Projects, District Program Coordinators	Hospital/Homebound Update, ASD Rule
3/17/2015	ESE Parent Stakeholder Group	Group Members	Bureau Updates
3/18/15	DJJ Technical Assistance Telephone Call	DOE, DJJ, District and Private Educational Provider Staff	Legislative updates ss. 1003.51, 1003.52, F.S.; DJJ Rule 6A-6.05281
3/31/2015	Quarterly Parent Involvement and Engagement Strategic Planning Meeting	Group Members	Presentation and Review of Strategic Plan
9/27/2013	Bimonthly Parent Liaison Call	FDLRS & District Parent Liaisons	Bureau Updates
06/4-5/2014	Differentiated Accountability Retreat	DA Team Members	BEESS Legislative/Rule Update and Results Driven Accountability
07/9/2014	Alternate Assessment Coordinators meeting	Alternate Assessment Coordinators	included improvements to the 2015 Florida Alternate Assessment (FAA) Administration, guidance on students that should be taking the FAA, and provided assistance with understanding the 1% cap waiver for districts.
1/15 - 18/15	CARD Conference	District Staff and other Stakeholders	ASD relevant topics, FDOE resources, and problem solving related to district planning
1/15 - 18/15	CARD Conference	District Staff, Stakeholders and Constituents	ASD relevant topics, FDOE resources, and problem solving related to district planning
1/16-19, 2014	CARD Conference	CARD Staff, District Staff, Stakeholders and Constituents	ASD relevant topics, FDOE resources
1/21/15 1/22/15	Presentation	North Florida students, parents, and educators of students with visual impairments	Regional Braille Challenge-North Florida; Braille code is changing in 2016. Provide support for this change as well as answer questions regarding services for students with visual impairments
1/28/13 - 1/31/13	Presentation	ESE personnel in districts responsible for assistive technology needs	Assistive Technology Industry Association; Accessible Instructional Materials, Accommodations for State Assessments, Assistive technology for students with disabilities
1/28/2014	Presentation	ISRD	rules, legislative update
1/29/14 - 2/21/14	Presentation	ESE personnel in districts responsible for assistive technology needs	Assistive Technology Industry Association; Accessible Instructional Materials, Accommodations for State Assessments, Assistive technology for students with disabilities
10/15/13 - 10/19/13	Presentation	National Ex Officio Trustees, national experts regarding braille	American Printing House for the Blind Annual Meeting of Ex Officio Trustees and Braille Authority of North America Transition Meeting; To represent Florida's Ex Officio Trustee; to represent Florida at the national timeline discussion for the transition to the new braille code
10/20 - 23/14	Student Success Summit	DJJ Contacts, District and Educational Private Provider Staff	Legislative updates ss. 1003.51, 1003.52, F.S.; accountability measures

10/29/14 thru 10/31/14	New Director's Academy	Group Members	Provide information on parent services to new ESE Directors
11/11/13 - 11/15/13	Presentation	Part B Prekindergarten Disabilities Contacts.	Early Steps Partnering for Success Statewide Meeting Break out session to discuss least restrictive environment for prekindergarten children with disabilities with the same audience.
11/17/14 - 11/19/14	Presentation	Center for Online Learning and Students with Disabilities OSEP grant and other ESE chiefs from around the United States	Center on Online Learning and Students with Disabilities meeting; To provide information about Florida's response to students with disabilities in the online courses and schools.
11/20/2013	Presentation	new directors	DRM information
11/3-4/2014	Annual Language and Culture Conference	Principals, curriculum leaders, professional developers	"Raising Academic Expectations for All Students, Practical Steps for Leaders"
11/5/2014	Presentation	FL Rehab Council	information on graduation changes; bureau update
11/7/13 - 11/9/13	Presentation	District contacts for deaf/hard of hearing and visual impairments, discretionary project staff covering same areas	Florida Summit on Childhood Deafness and DHH/VI Joint District Contact Meeting; To provide resources educational opportunities, rules, and statutes regarding students with sensory loss
12/08/14 thru 12/09/14	State Advisory Group	Group Members	Florida Summit on Childhood Deafness and DHH/VI Joint District Contact Meeting; To provide resources educational opportunities, rules, and statutes regarding students with sensory loss
12/1/2014	Presentation	DOAH judges	Florida Summit on Childhood Deafness and DHH/VI Joint District Contact Meeting; To provide resources educational opportunities, rules, and statutes regarding students with sensory loss
12/5/13	Presentation	Local school district, local Early Steps contacts, DOE and Department of Health (DOH) state contacts.	Child Outcomes Advisory Meeting Review the SPP Indicator 7 results with our advisory council and review improvement strategies.
12/8/14 12/9/14	Presentation	Division of Blind Services, Variety of size School District contacts, braille transcribers, high education programs, parents, teachers of the visually impaired	State Vision Leadership Team Meeting Advance the knowledge of the National Agenda for the Education of Children and Youths with Visual Impairments and to work together to make decisions regarding the implementation of the new braille code and the continuation of the math braille code.
2/2/15 - 2/4/15	Presentation	Part B Prekindergarten Disabilities Contacts, Local Early Steps and Child Find contacts.	Prekindergarten Disabilities Contacts Meeting
2/4/2015	Presentation	FL Rehab Council	information on graduation changes; bureau update
3/16/2015	Presentation	CEESS meeting	status of prior year's legislative implementation; update
3/3/14	Presentation	FAAST board members	Florida Alliance for Assistive Services and Technology Board member
4/22/2014	Webinar	FDLRS	rule and legislative update
4/22/2014 thru 4/24/2014	FDLRS Managers Meeting	Group Members	Provide Guidance on the grant PTS/SOD system
4/24/14	Webinar	Florida Diagnostic and Learning Resources System (FDLRS) managers	FDLRS Manager Meeting; Provided a Child Find Function update via adobe connect

4/28/14 - 4/30/14	Presentation	Part B Prekindergarten Disabilities Contacts, Local Early Steps and Child Find contacts.	Prekindergarten Disabilities Contacts Meeting comments and questions session	Closing
5/15/14	Presentation	FL Rehab Council	bureau update; graduation; transition	
5/20/14 - 5/22/14	SEDNET Workdays	SEDNET state, regional and district personnel	Emotional/Behavioral Disabilities professional development and collaborative statewide project planning.	
5/23/2013	Presentation	FRC	bureau update; legislation; rules	
5/28/14 5/29/15	BEES Strategic Plan meeting	Positive Behavior Support and Student Engagement team	Planning and development for Positive Behavior Support and Student Engagement plan	
5/30/14 5/31/14	Presentation	FSDB students, parents, board members, and staff	Represented the DOE	
5/8	Presentation	PASS	rule and legislative update	
6/13/2014	Presentation	CEC leadership	bureau update; legislation; rules	
6/14/2013	Presentation	CEC leadership	bureau update, legislation, rules	
6/16/2014	Presentation	2014 Florida Association of Management Information Systems	Update/reminders regarding data reporting for Exceptional Education Students.	
6/17/2013	Conference	School teams	provided support to the Common Core Summer Institutes	
7/14/2014	Presentation	SAC	legislative and rule update	
7/14/2014 thru 7/16/2014	State Advisory Committee Meeting	Group Members	Parent Services Update	
7/24/13 - 7/26/13	Presentation	Board members and public	Florida Rehabilitation Council for the Blind	
8/11/14	Presentation	FTE auditors	matrix discussion; update of relevant legislation	
9/8/2014 - 9/11/2014	AMM Conference	ESE Directors and Stakeholders	Relevant issues required under IDEA and other federal and state regulations; Problem solving related to district planning	
9/16/14 - 9/18/14	Presentation	Test developers, FLDOE assessment office	FSA Writing Prompt Review Meeting Provide bias and sensitivity feedback regarding prompts and passages	
9/18/2013	Presentation	District VI contacts, higher education contacts, Division of Blind Services	Florida Association for the Education and Rehabilitation of the Blind and Visually Impaired Represent Florida Department of Education and provide resources educational opportunities, rules, and statutes regarding students with sensory loss	
9/6/2013- 9/7/2013	Heart and Hope Family Conference	Parents	Provide resources, publications, and information to stakeholder	
9/9/2013 - 9/13/13	NCSC English Language Arts Item Review Committee Meetings	National Center and State Collaborative (NCSC) Review Committee	Development and review process for Core Content Connector test items	
9/6/2013- 9/7/2013	Heart and Hope Family Conference	Parents	Provide resources, publications, and information to stakeholder	
10/27/2013 - 10/30/2013	Education Strategies and Student Engagement Institute	Parents	Provide resources, publications, and information to stakeholder	
11/18/2013 - 11/20/2013	Florida Charter School Conference	Parents	Provide resources, publications, and information to stakeholder	

1/13/2014 - 1/18/2014	Annual Statewide CARD conference	Parents	Provide resources, publications, and information to stakeholder
10/20/2014 - 10/22/2014	Florida Afterschool Conference and the Educational Strategies & Student Engagement	Parents	Provide resources, publications, and information to stakeholder
6/5/2014 - 6/8/2014	Annual Family Café Conference	Parents	Provide resources, publications, and information to stakeholder
7/10/2014 - 7/12/2014	Annual Florida PTA Conference	Parents	Provide resources, publications, and information to stakeholder

## DIVISION OF K-12 PUBLIC SCHOOLS

### Family and Community Outreach

September 2, 2013–April 10, 2015

### Training, Technical Assistance and Professional Development to Districts

Program Office	Date	Title/Description of Meeting	Approximate # of Participants	Statute (if applicable)
Drop Out Prevention	8/2014	Back-To-School Event and Health Fair	Approx. 150 parents, students, community leaders, teachers, local business organizations, health & social service providers	
Drop Out Prevention	Annually since 10/2013	Educational Strategies & Student Engagement Institute	Approx. 250 dropout prevention coordinators, juvenile justice personnel, faith-based constituents, parent involvement coordinators, volunteer coordinators, exceptional student education administrators	
Drop Out Prevention	Summer 2014	"School Transitions", Charting the Future Workshop Series, Community Center, Tallahassee	Approx. 20 students, families, center staff, school personnel, educational/community service providers	
Drop Out Prevention	Summer 2014	"Graduation Progress Check-up", Charting the Future Workshop Series, Community Center, Tallahassee	Approx. 20 students, families, center staff, school personnel, educational/community service providers	
Drop Out Prevention	10/2014 & 3/2015	Provided updates to Governor's Faith-and Community-based Advisory Board Meeting	Members including school district and state agency representatives, and faith- and community-based organization leaders throughout FL	
Drop Out Prevention-Faith/Community-based Initiatives	6/2014 - current (weekly & quarterly)	Provide FDOE and other educational-related updates to FDOE's Faith- and Community-based Advisory Council via quarterly full committee meetings and weekly email posts to members.	Approx. 20 council members including school district and state agency representatives, and faith- and community-based organization leaders throughout FL	
Dropout Prevention	11/2014	Conference Presentation at the National Dropout Prevention Conference in Kentucky	Approx. 800 dropout prevention administrators, teachers, alternative school personnel, etc.	
Dropout Prevention	2/2015	Talented Twenty Technical Assistance Paper and Teenage Parent Program Manual Release	Statewide	
Dropout Prevention	3/2015	Conference Presentation at the National Alternative Education Association Conference	Approx. 275 school counselors, social workers, dropout prevention school administrators, alternative education personnel, teachers	
Dropout Prevention	5/2013-14	Planning Team for Preventing Crime in the Black Community Conference	Approx. 1,000 teenagers, law enforcement personnel, juvenile justice administrators, dropout prevention administrators, teachers of at-risk students, truancy officers, faith-based constituents, etc.	
Family Engagement	4/11/2014	Alliance for Family Engagement Meeting	20	

Family Engagement	5/6/2014	Conference Presentation at FASFEPA	100	
Family Engagement	5/20/2014	Increasing Foster Parent Engagement Webinar (Student Support Services will host the webinar)	50	
Family Engagement	8/24/2014	Conference Presentation at ECTAC-Family Engagement Meeting	50	
Family Engagement	11/3/2014	Parental Involvement Month Kick-off event at Fort Braden K-8 (Leon County)	150	
Family Engagement	2/12/2015	Provided technical assistance in collaboration with the Bureau of School Improvement to Marion County for a community forum entitled, "Engage in Education."	50	
Family Engagement	2/26/2015	Conference Presentation at ECTAC-Family Engagement Meeting	50	
Safe Schools	9/12/2013	SESIR and Bullying Prevention Training - Walton County School District	25	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	11/5/2013	SESIR and Bullying Prevention Training - Walton County School District	25	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	11/15/2013	SESIR and Bullying Prevention Training - Jefferson County School District	60	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	11/22/2013	SESIR and Bullying Prevention Training - Gilchrist County School District	15	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	2/17/2014	SESIR and Bullying Prevention Training - Pinellas County Schools	200+	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	3/31/2014	Bullying Prevention Technical Asst. and Monitoring - School District of Indian River	10	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	4/9/2014	Bullying Prevention Training for FL Transportation Staff - Lake County Schools	40	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	4/28-29/2014	Bullying Prevention Technical Asst. and Monitoring - Pasco and Sumter County School Districts	25	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	4/29/2014	Bullying Prevention Technical Asst. and Monitoring - Putnam County School District	10	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	4/30/2014	Alternatives to Suspension/Expulsion - Florida School Health Association Conference (Orlando)	25	
Safe Schools	5/1/2014	Bullying Prevention Technical Asst. - Florida School Health Association Conference (Orlando)	250	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	5/5/2014	SESIR and Bullying Prevention Training - Florida School for the Deaf and the Blind	30+	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.

Safe Schools	5/8-9/2014	Bullying Prevention Technical Asst. and Monitoring - Pinellas County School District	20	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	5/9/2014	Bullying Prevention Technical Asst. and Monitoring - Wakulla County School District	10	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	5/12-13/2014	Bullying Prevention Technical Asst. and Monitoring - School District of Osceola County	15	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	5/14/2014	Bullying Prevention Technical Asst. and Monitoring - Jackson County School District	10	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	5/15/2014	Bullying Prevention Technical Asst. and Monitoring - Nassau County School District	10	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	5/15-16/2014	Bullying Prevention Technical Asst. and Monitoring - Orange County Public Schools	20	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	5/22/2014	Bullying Prevention Technical Asst. and Monitoring - Gilchrist County School District	10	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	6/10/2014	Cyber-Bullying Prevention Training - Office of Healthy Schools Summer Academy	50	s. 1006.147, F.S.
Safe Schools	7/14/2014	SESIR and Bullying Prevention Training - P.K. Yonge Developmental Research School	12	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	7/30/2014	SESIR and Bullying Prevention Training - Okaloosa County School District	125	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	8/28-30/2014	Bullying Prevention Technical Asst. and Monitoring - Suwannee and Hamilton County School Districts	25	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	9/12/2014	SESIR and Bullying Prevention Training - St. Johns County School District	125	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	9/22-25/2014	SESIR Training and Onsite Monitoring - Liberty, Charlotte, and Marion County School Districts	120	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	9/29-30/2014	Bullying Prevention Training - Bay District Schools	90	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	10/1/2014	Bullying Prevention Training - Heartland Area Consortium (Lake Placid)	45	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	10/15/2014	SESIR Training - School District of Indian River County	50	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	10/23-24/2014	SESIR and Bullying Prevention Training - Marion County School District	75	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	11/10/2014	Bullying Prevention Training - St. Lucie Public Schools	100	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	12/1/2014	SESIR Training - Gulf County Schools	12	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.



Safe Schools	4/14/2015	Bullying Prevention Technical Asst. and Monitoring - District School Board of Madison County	10	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	4/22/2015	Bullying Prevention Technical Asst. and Monitoring - Taylor County School District	10	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	4/29-30/2015	Bullying Prevention Technical Asst. and Monitoring - Clay and St. Johns County School Districts	25	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	4/30/2015 and 5/1/15	Bullying Prevention Technical Asst. and Monitoring - Citrus County Schools	10	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	5/11-12/2015	Bullying Prevention Technical Asst. and Monitoring - Seminole County Public Schools	20	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Safe Schools	5/13/2015	Restorative Justice - Florida School Health Association Conference (Orlando)	75	
Safe Schools	5/14/2015	Bullying Prevention Technical Asst. - Florida School Health Association Conference (Orlando)	250	s. 1001.54(3), F.S.; s. 1006.09(6), F.S.; s. 1006.147, F.S.
Volunteers/Community	10/21/2014	Fall Leadership	25	
Volunteers/Community	10/22/2014	Fall Leadership	25	
Volunteers/Community	2/19/2015	Summer Feeding-2 districts	15	
Volunteers/Community	4/15/2015	Summer Feeding-PAEC	20	
21 <sup>st</sup> Century Community Learning Centers (CCLC)	10/7/2013-10/11/2013	2013 21 <sup>st</sup> CCLC/FASA Conference	500	
21 <sup>st</sup> CCLC	11/9/2013	PBL Training - Gadsden	40	
21 <sup>st</sup> CCLC	12/13/2013	Program Evaluation Webinar		
21 <sup>st</sup> CCLC	1/17/2014	PBL Training - Miami	40	
21 <sup>st</sup> CCLC	2/4/2014	ELT Deliverables Training	10	
21 <sup>st</sup> CCLC	2/28/2014	Intro to PDU	60	
21 <sup>st</sup> CCLC	3/12/2014	PBL Plan & Implementation Webinar	60	
21 <sup>st</sup> CCLC	4/2/2014	21 <sup>st</sup> CCLC & Y4Y Family Involvement Training	80	
21 <sup>st</sup> CCLC	4/16/2014	21 <sup>st</sup> CCLC End of Year Survey Administration Training	60	
21 <sup>st</sup> CCLC	4/23/2014	PBL Training - Miami	25	
21 <sup>st</sup> CCLC	4/26/2014	Presentation at Pasco Afterschool Conference	30	
21 <sup>st</sup> CCLC	5/6/2014	PBL for Academic and Personal Enrichment	50	
21 <sup>st</sup> CCLC	5/8/14-5/9/14	Presentation at Primetime Afterschool Conference	30	
21 <sup>st</sup> CCLC	6/2/2014	RFP Workshop - Orange	60	
21 <sup>st</sup> CCLC	6/3/2014	RFP Workshop - Broward	60	
21 <sup>st</sup> CCLC	6/10/2014	RFP Workshop - Leon	60	
21 <sup>st</sup> CCLC	6/17/2014	Online RFP Workshop	40	
21 <sup>st</sup> CCLC	6/19/2014	Online RFP Workshop	40	

21 <sup>st</sup> CCLC	10/20/14-10/24/14	2014 21 <sup>st</sup> CCLC/FASA Conference	500	
21 <sup>st</sup> CCLC	12/17/2014	21 <sup>st</sup> CCLC Evaluation Guidance and Reporting Tools – Continuing Programs	50	
21 <sup>st</sup> CCLC	1/13/2015	New Subgrantees Orientation and Deliverables Review	50	
21 <sup>st</sup> CCLC	4/17/2015	21 <sup>st</sup> CCLC End-of-Year Stakeholder Surveys	50	
21 <sup>st</sup> CCLC	3/24/2015	RFP Training - Tallahassee	30	
21 <sup>st</sup> CCLC	3/25/2015	RFP Training - Ft. Walton	2	
21 <sup>st</sup> CCLC	3/30/2015	RFP Training - St. Augustine	15	
21 <sup>st</sup> CCLC	3/31/2015	RFP Training - Beverly Hills	15	
21 <sup>st</sup> CCLC	4/1/2015	RFP Training - Sarasota	15	
21 <sup>st</sup> CCLC	4/2/2015	RFP Training - Vero Beach	15	
21 <sup>st</sup> CCLC	4/3/2015	RFP Training - Miami	40	
21 <sup>st</sup> CCLC	09/01/2013-03/30/2015	Site Visits to Programs where technical assistance/training is provided occur throughout the year - approximately 10/month	Approximately 200 site visits	

**DIVISION OF K-12 PUBLIC SCHOOLS**  
Just Read, Florida!

Date	Event	Description	Place	Title/Topic
4/3/15	Literacy Symposium	Presentation	UCF-Orlando	Writing like Readers
4/3/15	Literacy Symposium	Presentation	UCF-Orlando	Disciplinary Literacy
4/2/15	Present at the FL Literacy & International Reading Faculty Fellows Meeting	Presentation	UCF-Orlando	JRF! Updates
3/30/15	DA Region 5 ELA Meeting	Collaboration	Ft. Lauderdale	Literacy focus in K-3
3/31/15	DA Region 3 ELA Meeting	Collaboration	Orlando	Literacy focus in K-3
3/30-31/15	Celebrate Literacy Week (CLW)	CLW-Deliver prize baskets	Hollywood, Palm Beach, and Stuart	CLW Winners of Reading Nook Photo Contest
3/20-22/15	Florida Reading Association	Board Meeting	Orlando	Member Attendance
3/2/15	Dr. Seuss Birthday Celebrations	Guest readers	Tallahassee	Read to several classes
2/16-17/15	REL-SE Improving Literacy Workshop	Workshop	Miami	Implementing Florida Standards for Literacy
2/5/15	Comprehension Instructional Sequence (CIS)	PD	Cocoa	CIS implementation with Literacy standards
2/4/15	Writing for Kindergarten and first grade	PD	Suwannee County	Implementing the writing standards in K-1
1/30-31/15	Bay County Reading Association Meeting	Presentations	Panama City	Formative Assessment JRF! Updates
1/29/15	CLW PSA Awards Ceremony	Award presentation	Kennedy Space Center	CLW PSA Awards for Elementary, Middle, and High School Students
1/26/15	CLW Kick Off Event	Kick-off event	Timbercreek High School	Million-Minute Marathon Kick off CLW
Nov 2014- Jan 2015	CLW Portable Planetarium Visits	Planetarium events	38 schools 17 districts 7600 students	Connect STEM to literacy
1/23/15	Secondary Reading Council of Florida	Presentations	Jacksonville	Academic Conversations Writing in Content Areas
1/15/15	Educational Leadership Academy	Professional development opportunity	Altamonte Springs	Attendance
1/13-14/15	State Board of Education Workshop and SBE Meeting	attendance	Sebring	Attendance
1/5/15	Third Grade Portfolio	PD	Madison/Jasper	Accessing the FDOE provided third grade assessments through IBTP
Nov-Dec 2014	FDOE FSA Writing PD for education leaders (train-the-	PD	13 sites	Writing instructional implications, the writing

	trainer)			standards and the FSA Writing Rubric
Sept-Nov 2014	RTTT CTE Regional Meetings	Presentations	4 sites	Implementing the Standards
11/2/14	Annual Language and Culture Meeting	Presentation	West Palm Beach	Collaborative Conversations addressing the Speaking and Listening Standards for all students
10/16-18/14	Florida Reading Association Conference	Presentations	Orlando	Addressing the Speaking and Listening Standards in all classrooms JRF! Updates
Oct 2014	FAIR-FS Phase II	PD	11 sites	Instructional Implication
Oct 2014	FSA ELA Passage/item review	Review	Jacksonville	Review passages/items
10/2/14	CLAS	Presentation	Lake Mary	JRF! Updates
10/3/14	FCTE Meeting	Collaboration	Lake Mary	Meeting
9/23-26/14	Summer Literacy Adventure Beating the Odds Schools	Event Visit	Miami Miami	Delivered Books to events w/First Lady
9/9-11/14	Administrators' Management Meeting	Presentation and panel discussion	St. Petersburg	Intensive reading supports for all students with BEESS and FCRR
July-August 2014	FAIR-FS	Presentation with FCRR	Across Florida	Overview of PMRN, SSO, and new FAIR-FS
July-August 2014	Work Sampling System (WSS)	Presentations with Pearson	Across Florida	Overview of WSS observation tool, resources, and manual
8/25-29/14	DRC/FSA Writing Content Advisory Meeting	Review Scoring	Minnesota	Reviewed writing samples/range finding review
8/12-15/14	Writing Instruction aligned to new writing standards	PD	4 sites	Writing in the content areas/across the curriculum
June-July 2014	Summer Reading Camp Visits	Observations	19 districts	Observations of 3 <sup>rd</sup> grade Summer camp
5/15-16/14	CLAS	Presentations	Orlando	JRF! Updates Coaching Effective Coaches
5/9-12/14	International Reading Association Convention	Professional learning	New Orleans	State Literacy Initiatives Writing like Readers Collaborative Conversations Coaching
5/7-8/14	FOIL	Presentation	Lake Mary	JRF! Updates Legislative Updates
4/22-25/14	Equip Training	Professional	Orlando	Review Equip Rubric

		learning		
4/8-10/14	CTE Alignment	Collaboration	Wesley Chapel	Align standards in CTE courses
2/28/14	Dr. Seuss Celebration	Read aloud	Jackson County	Read with classes
2/8-9/14	FRA Meeting	Board Meeting	Orlando	Member attendance
1/24-26/14	Secondary Reading Council of Florida	Presentation	Clearwater	DOE Updates
1/13-17/14	Celebrate Literacy Week (CLW)	Kick-off and PSA Awards	Miami Titusville	Kick-off Event PSA Award Presentation w/the First Lady
12/13/2013	CLW	Portable Planetarium event	Gainesville	STEM and Literacy connection
12/3-5/2013	Literacy Design Collaborative	Demonstration and meeting	Tampa/Brandon	Demonstration presentations by various schools
11/17-19/2013	Summer Literacy Adventure & meet w/Miami-Dade district reading staff	Event and meeting	Tampa & Miami	Event w/Ms. Scott
Nov-Dec 2013	CLW	Portable Planetarium Visits	Throughout Florida	STEM and Literacy connection
10/1-3	EQuIP Training	District Train-the-trainer session	Ft. Lauderdale	Rubric Review
Sept-Dec 2013	Writing PD	PD	6 sites	Using the rubric to score students' writing

## DIVISION OF K-12 PUBLIC SCHOOLS

### School Improvement

September 2, 2013–April 10, 2015

### School Improvement Presentations

<u>Date</u>	<u>Title</u>	<u>Audience</u>
9/16/2013	School Improvement in Florida	Florida Association of State and Federal Educational Programs Administrators (FASFEP)
11/13/2013	School Improvement in Florida	Florida Organization of Instructional Leaders (FOIL)
11/19/2013	School Improvement in Florida	Florida Charter School Conference
2/20/2014	The Compelling Why for Continuous Improvement	Potential School Improvement Grant (SIG) 1003(g) applicants from south and central Florida
2/24/2015	The Compelling Why for Continuous Improvement	Potential School Improvement Grant (SIG) 1003(g) applicants from north and west Florida
4/4/2014	School Improvement in Florida	Hamilton County administrators, teachers, and staff
5/5/2014	School Improvement Planning	FASFEP
5/7/2014	School Improvement Planning	FOIL
6/19/2014	Florida's Support of Continuous Improvement in Underperforming Schools	State Development Network (SDN); convening of SEA school improvement leads from approximately 12 states
6/23/2014	Learning experiences delivered over a four day period on the following topics: School Level Needs Assessment; PD-to-Practice; Effective Leadership; Ambitious and Collaborative Teaching; Supportive Environments	School and district leadership teams from Differentiated Accountability regions 2 and 3
7/7/2014	Same as above	School and district leadership teams from Differentiated Accountability region 1
7/14/2014	Same as above	School and district leadership teams from Differentiated Accountability regions 3 and 4
7/21/2014	Same as above	School and district leadership teams from Differentiated Accountability regions 1, 4 and 5
7/28/2014	Same as above	School and district leadership teams from Differentiated Accountability regions 4 and 5
8/5/2014	Florida's Support of Continuous Improvement in Underperforming Schools	St. Lucie school district administrators
9/8/2014	Compliance to Performance: Applying a Growth Mindset to Federal Programs Administration	FASFEP
9/25/2014	Five Essentials Survey: A Brief Introduction	Florida Association of District School Superintendents (FADSS)
10/22/2014	Addressing the Challenges of School Improvement: Using a Systems Approach	2014 RTI Innovations Summit- representatives of SEA and LEA implementers of response to intervention programs

10/21/2014	Incorporation of Problem Solving into the Title I, Part A Application	Reform Support Network; a convening of approximately six SEA school improvement leads pursuing implementation of performance management routines
10/23/2014	Incorporation of the 5Essentials Survey into Florida's Continuous Improvement Efforts	SDN
11/19/2014	Florida's Support of Continuous Improvement in Underperforming Schools	Florida Charter School Conference
12/4/2014	Redesign of Florida's Title I, Part A Annual LEA Application for 2015-16	Florida Grant Developers Network
1/13/2015	Florida's Support of Continuous Improvement in Underperforming Schools and Districts	Florida's State Board of Education
1/21/2015	FDOE and Polk County Public Schools Collaborative Problem Solving	Polk County Public Schools superintendent and cabinet level leadership
2/5/2015	Presenting School Improvement Results to a State Board of Education	SDN
2/27/2015	Thoughts on MTSS from the Perspective of School Improvement	CASE/FASA/FOIL/FASSA collaborative meeting on effective use of early warning systems indicators

**DIVISION OF K-12 PUBLIC SCHOOLS**  
**Standards, Instruction and Student Services**  
January 2014 – April 2015

**Priorities/Projects**

- High Quality College and Career Ready Standards - State Board Adoption of Florida Standards and Course Descriptions that include the new standards – February 2014
- Alignment of All Standards for All Students – State Board Adoption of Access Points for Students with Significant Cognitive Disabilities and English Acquisition Standards for English Language Learners – June 2014
- Adoption of Financial Literacy Standards – June 2014
- Adoption of set of rules to implement all Students with Disabilities graduating with a standards diploma – November 2014
- Adoption of 2014-15 Course Code Directory – November 2014
- Completion of the English Language Arts Formative Assessment System – November 2014
- Adoption of VPK Pre- and Post- Assessments – February 2015
- Adoption of rule that defines Quality Education Programs for students being served in DJJ Programs – February 2015
- Launch of Florida Standards Student Tutorial and Resources – March 2015
- Adoption of Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program – April 2015

**Advocate for Improved Education Outcomes**

1. Direct and participate in public and internal communication of priorities.
  - Bimonthly conference calls with district directors of curriculum
  - Monthly District Reading Contact Conference calls (JR,F!)
  - Weekly Bureau of Exceptional Education and Student Services (BEESS) digital newsletters
  - Exceptional Student Education and Student Services Conference calls
  - Annual Back-to-School Memorandum
  - Legislative Update Workshops
  - Monthly Call with district Postsecondary Education Readiness Test (PERT) contacts
  - Biannual Updates to the Florida Organization of Instructional Leaders (FOIL)
  - Bureau of Standards and Instructional Support (BSIS) Monthly Newsletters
  - Presentations at Content Associations Annual Meetings
  - Quarterly Conference calls with Media Specialist, Gifted Education and Social Studies Supervisors
  - Three meetings with Fine Arts Supervisors
  - Eleven STEM webinars (math standards, CPALMS, Intervention in Fractions)
  - Six emails and two conference calls with writing/literacy educators
  - Monthly Florida Standards Update Conference Call
  - Annual Evaluation Report of the College Reach-Out Program
  - Department of Juvenile Justice Education Program Annual Report
  - Bureau of Student Achievement Through Language Acquisition (SALA) Quarterly Newsletters
  - SALA Monthly Conference Calls for ESOL, Title III, and World Languages
  - Advisory Committee for English Language Learners (ELLs) Quarterly Conference Calls



2. Initiate policy discussions in workshops or at constituent group meetings about potential education improvements identified by the Commissioner. **See attached for additional outreach provided by Just Read, Florida!, Bureau of Exceptional Education and Student Services, Bureau of Family and Community Outreach, and Director of K-12 Standards Implementation.**
  - Florida Standards Public Hearings
  - State Board of Education Rule Public Hearings
  - Writing Professional Development Workshops to support instruction and preparation for new FSA
  - Commissioner's Leadership Academy
  - Annual STEM scholars recognition and recruitment fair
  - On-site Monitoring ESOL/Title III Gilchrist County December 2013
  - Technical Assistance to Increase ELL Academic Achievement in Calhoun County December 2013
  - On-site Monitoring ESOL/Title III Marion County January 2014
  - On-site Monitoring ESOL/Title III Pinellas County February 2014
  - On-site Monitoring ESOL/Title III DeSoto County February 2014
  - On-site Monitoring ESOL/Title III Collier County March 2014
  - On-site Monitoring ESOL Jefferson County March 2014
  - ESOL Update for Sunshine State Teachers of English for Speakers of Other Languages (SSTESOL) Conference May 2014
  - ESOL Update for Florida League of United Latin American Citizens (LULAC) Conference May 2014
  - Presentation on Increasing Academic Achievement of English Language Learners (ELLs) Dual Language Institute Osceola County June 2014
  - Presentation on Increasing Academic Achievement of English Language Learners (ELLs) Sanibel Leadership Conference June 2014
  - Presentation on Using Federal Funds to Increase ELL Academic Achievement at Florida Association of State and Federal Program Administrators (FASFEP) Spring and Fall Forums 2014
  - Presentation on Increasing Student Achievement in Chinese Courses at Confucius Institute, October 2014
  - Presentation on Increasing Academic Achievement of World Language Students at Florida Foreign Language Association of Managers in Education (FLAME) Meeting November 2013 and October 2014
  - Presentation on Increasing Academic Achievement of World Language Students at Florida Foreign Language Association (FFLA) Conference 2013 and 2014
  - Celebrating a Decade of Language and Culture Pre-Conference, Leadership Symposium at West Palm Beach, November 3, 2014 Meeting with 300+ administrators
  - Celebrating a Decade of Language and Culture Conference at West Palm Beach, November 4, 2014 Sessions with 800+ administrators and teachers
  - ESOL Update for Florida Association of Bilingual and English for Speakers of Other Languages (ESOL) Supervisors (FABES), November 2013, June 2014 and November 2014
  - Technical Assistance to Increase ELL Academic Achievement in Hernando, Pasco and Hamilton County December 2014
  - On-site Monitoring ESOL Franklin County December 2014
  - Presentation on Increasing ELL Academic Achievement at Multicultural Conference in Escambia County, January 2015
  - On-site Monitoring ESOL/Title III Manatee County January 2015
  - On-site Monitoring ESOL/Title III Flagler County February 2015
  - Technical Assistance ESOL/Title III DeSoto County February 2015
  - On-site Monitoring ESOL/Title III Orange County February 2015

- On-site Monitoring ESOL/Title III Charlotte February 2015
  - On-site Monitoring ESOL Florida Atlantic University (FAU) Lab School February 2015
  - Office of Equal Educational Opportunity Technical Assistance Meeting with District Equity Coordinators Fall 2013 and Fall 2014
  - Office of Equal Educational Opportunity Compliance Monitoring Site Visits – Spring 2014 and Spring 2015 (select districts; all districts are on a 5-year cycle)
  - Standards presentation at the Florida Family Engagement Conference
  - FAST presentations
  - PAEMST Awards Aug 2014
  - PS/RTI Aug 2014
  - FAMS presentations Oct 2014
  - FTCM presentations Oct 2014
  - FASSS presentations Oct 2014
  - Florida Dance Educators Conference Oct 2014
  - Florida Music Educators Conference Jan 2015
  - Content and Technical Assistance presentations in 57 districts and all three consortia Weekly from 8/2014
  - Special health programs assistance to Gadsden County February 2015
  - Technology Integration presentations to Heartland Consortium Oct 2014
  - Project Optimize Technical Assistance to Flagler and Taylor Nov 2014
3. Ensure all sector/office publications focus on mission and how the vision of a world class education system can be realized.
- Annual Evaluation Report of the College Reach-Out Program
  - Department of Juvenile Justice Education Program Annual Report
  - Annual STEM scholars recognition and recruitment fair

**Ensure DOE provides effective and responsive services This section represents the entire division.**

1. Provide State Board materials and respond to Commissioner or formal Board member inquiries by provided deadline.
- The Division of Public Schools provided (beginning 1/1/14):
    - Recognition of the Milken Educator, Superintendent of the Year, National Principal of the Year, Principal of the Year Finalists, Assistant Principals of the Year, and Teacher of the Year
    - Two workshops, one on Quality Teachers (4/10/14) and one on Florida's Support of Continuous Improvement in Underperforming Schools (1/13/15)
    - Two presentations, one on the Florida Standards (1/12/14) and one on the Proposed Accountability Plan (2/18/14)
    - 28 Action Items that were all approved
    - 23 Consent Items that were all passed
2. Improve to and maintain at least 95% on-time response rate per month, Department-wide, to correspondence inquiries processed through "CorrTrack" (i.e., the state agency correspondence tracking system).
- DPS rate is 99.98%

## Ensure Internal and External Financial Accountability

1. Organize staffing and funding structures to align internal division/office operational resources with priorities of the State Board and sector/office.
  - Position shared between BEESS and Just Read, Florida! to hire reading program specialist with expertise in dyslexia
  - New position description in BSIS to support digital instruction
  - Addition of a Florida Standards communications staff member to division office
2. Eliminate or show success in programmatic, financial or other audits or studies of progress and achievement.
  - Florida received the second highest ranking, "B", on the ALEC report card on American Education and was ranked the highest performing state for economically disadvantaged student performance in 4<sup>th</sup> grade reading
  - Florida Third in the Nation for Senior Class of 2014 AP Performance
  - Florida Second in the Nation for ten year improvement in Senior Class AP Performance
  - 2014 Graduation Rate an eleven year high
  - 2014 Increase in per pupil funding
  - Six out of eight grade levels assessed in reading had the highest performance on FCAT 2.0, one maintained, one grade level decreased
  - Two out of six grade levels assessed in mathematics had the highest performance on FCAT 2.0, three maintained, one grade level decreased
  - Two out of two grade levels assessed in science had the highest performance on FCAT 2.0
  - Two out of three grade levels assessed in writing had the highest performance on FCAT 2.0, one grade level decreased
  - Student performance on the FCAT 2.0 Algebra 1 EOC improved, with a greater percent of students scoring level 3 and above and level 4 and above and a lower percent scoring level 1
  - Student performance on the FCAT 2.0 Geometry EOC improved, with a greater percent of students scoring level 3 and above and level 4 and above and a lower percent scoring level 1
  - Student performance on the FCAT 2.0 Biology 1 EOC improved, with a greater percent of students scoring level 3 and above and level 4 and above and a lower percent scoring level 1
3. Improve the quality of division/office leadership, technical and/or policy development performance by all staff participating in staff development.
  - Vice Chancellor for Standards, Instructional Support and Student Services and Direct Reports PD
    - Ethics (all)
    - Cultural Diversity (all)
    - Teaching Students with Disabilities (20 hour module)(all)
    - Why Employees Don't Do What They're Supposed to (PLC - book) (all)
    - First Friday of the Month presentations from program office's regarding policy and services of their office (all)
    - BSIS attendance at "Mindset" luncheon
    - BSIS PLC – Digital Teaching Platforms
    - Mindset (Vice Chancellor - PLC with Senior Leadership)
    - Smartest Kids in the World (Vice Chancellor)
    - Participant at Education Summit (Vice Chancellor)

### Secure and Retain High Quality Personnel

1. Fully integrate Strategic Plan goals and expectations into the performance plans of division/office staff, as appropriate.
  - Vice-Chancellor of Standards, Instructional Support and Student Services and all direct reports have the following performance expectations:
    - Increased Student Performance
    - Professional Learning
    - Quality Teachers and Leaders
3. Annually expand the pool of quality division/office mid-level managers eligible for promotion into senior level positions.
  - Hiring of five new office managers with military, district or school leadership and teacher experience.

**DIVISION OF K-12 PUBLIC SCHOOLS**  
**Standards Implementation**  
**January 2014 – April 2015**

JANUARY 2014	<ul style="list-style-type: none"> <li>• ICCS Meeting with Department Stakeholders</li> </ul>
FEBRUARY 2014	<ul style="list-style-type: none"> <li>• Black History Month Committee Member</li> </ul>
MARCH 2014	<ul style="list-style-type: none"> <li>• Consortium of Florida Education Foundations Panel Discussion Participant</li> </ul>
APRIL 2014	<ul style="list-style-type: none"> <li>• Presented at CTE Alignment Workshop</li> <li>• Presented at Equip Rubric Trainings in Orlando &amp; Ft. Lauderdale</li> <li>• We Can Do This Florida Filmings</li> </ul>
MAY 2014	<ul style="list-style-type: none"> <li>• Florida Attractions Association Roundtable Discussion Participation</li> </ul>
JUNE 2014	<ul style="list-style-type: none"> <li>• Presented at DA Conference</li> <li>• Presented on College Deans &amp; Directors Conference Call</li> </ul>
JULY 2014	<ul style="list-style-type: none"> <li>• Presented at Summer PDAPs in Broward, Collier &amp; Pasco</li> <li>• Became RTTT Project Lead of B.2.6/B.2.7 (Indian River Consortium providing PD on RTTT tools)</li> </ul>
AUGUST 2014	<ul style="list-style-type: none"> <li>• Presented to colleagues at "Lunch &amp; Learn"</li> <li>• Presented at Summer PDAPs in Gadsden</li> </ul>
SEPTEMBER 2014	<ul style="list-style-type: none"> <li>• We Can Do This Florida Filmings</li> <li>• Presented at Parent Involvement Night in Hamilton County on the ways parents can support learning at home (used ELA Parent Guides)</li> <li>• Presented at Tallahassee Meeting of Indian River Consortium Members/trainers</li> <li>• Presented to Gadsden County Administrators (FS Implementation Checklist)</li> </ul>
OCTOBER 2014	<ul style="list-style-type: none"> <li>• We Can Do This Florida Filmings</li> <li>• Hispanic Heritage Essay Committee (scorer)</li> </ul>
NOVEMBER 2014	<ul style="list-style-type: none"> <li>• Gadsden County Writing Training</li> <li>• "Standards, Assessments, &amp; Accountability in Florida" – FAMU Education Seminar Class</li> </ul>
DECEMBER 2014	<ul style="list-style-type: none"> <li>• St. Johns County FS Writing Training</li> <li>• East Coast Technical Assistance Center (ECTAC) -- Provide presentations entitled "Practical Ways to Ensure District Implementation" &amp; "Ways Parents Can Support Florida Standards" at ECTAC Conference in Orlando</li> </ul>
JANUARY 2015	<ul style="list-style-type: none"> <li>• Jefferson County FS Training</li> <li>• Provide presentation entitled "Interpreting &amp; Implementing the Florida Standards to Ensure Student Mastery" at SRCFL 2015 Winter Conference in Jacksonville</li> </ul>
FEBRUARY 2015	<ul style="list-style-type: none"> <li>• Presentation -- St. Johns County (follow-up visit)</li> <li>• Presentation -- Broward &amp; Collier Counties (mid-year PDAP follow up)</li> <li>• Presentation -- Jefferson County (follow-up)</li> </ul>
MARCH 2015	<ul style="list-style-type: none"> <li>• "Standards, Assessments, &amp; Accountability in Florida" – FAMU Education Seminar Class &amp; Intro to Education Class</li> </ul>
APRIL 2015	<ul style="list-style-type: none"> <li>• "Standards, Assessments, &amp; Accountability in Florida" – FAMU Intro to Education Class</li> </ul>
ONGOING PRACTICES	<ul style="list-style-type: none"> <li>• <u>Weekly Signings with Mary Jane</u> – updates are provided to the Commissioner based on information discussed here</li> <li>• <u>Weekly Meetings with Jennifer in Communications</u> – two-way communication is provided here regarding FS implementation and ways to improve and market</li> <li>• <u>Bi-weekly meeting with Bureau Chiefs</u> – updates and information is shared in order to collaborate and improve implementation efforts</li> <li>• <u>Weekly Race to the Top Meetings</u> – updates provided on PDAP and Indian River Projects to other project leads (whenever necessary)</li> <li>• <u>Weekly Race to the Top Meetings with Mary Jane</u> – updates provided on PDAP and Indian River Projects</li> </ul>

## **K-12 SCHOOL CHOICE**

### **Independent Education and Parental Choice**

September 2013 – April 2015

The Florida Department of Education is deeply committed to ensuring that students have access to a variety of high-quality educational options. The department continues to provide technical assistance, guidance, and professional development opportunities to stakeholders across the state, as evidenced by the summary below.

- Distributed 55 newsletters to stakeholders
- Hosted two statewide charter school conferences with over 1,500 attendees and over 100 breakout sessions
- Distributed 243 electronic communications to statewide list-servs
- Creation of 20 web-based Compliance Tutorial Videos for private schools covering topics such as: background screening, employment history checks, fiscal soundness, instructor qualifications
- Fielded over 42,000 phone calls to the Department's School Choice Hotline
- Provided 347 training or technical assistance sessions with attendance of 7,411
  - 126 web-based trainings
  - 115 regional trainings
  - 95 site-based trainings
  - 11 conference sessions or presentations
- Provided unique blended learning opportunity for charter schools to support full transition to Florida Standards
  - Created self-paced online modules for teachers, principals, and governing board members
    - 5,851 online course completions
    - 2,821 unique users, representing over 500 charter schools have completed at least one online module
  - Offered individualized on-site follow-up support after completion of online module
    - 152 onsite coaching session attended by over 1,600 educators
- Created the *Florida Principles and Standards for Quality Charter School Authorizing*

#### **Presentations (not included in figures above)**

- Charter Schools in Florida, Florida Senate, Appropriations Committee, March 5, 2015
- Status Update on Florida Approved Courses and Tests (FACT) Initiative, Florida Senate, Education Committee, January 21, 2015
- Presentation on Charter Schools and Authorizers, Florida House of Representatives, Choice and Innovation Education Subcommittee, January 21, 2015
- Overview of School Choice Programs, Florida House of Representatives, Choice and Innovation Education Subcommittee, January 6, 2015
- Keeping them Closed: Refining Default Closure Laws, NACSA Conference, Miami, FL, October, 2014
- But They Changed the Tests! Must Accountability Take a Break due to Common Core Assessments?, NACSA Conference, Miami, FL, October 2014
- Compliance Update, McKay Coalition Annual Conference, Orlando, FL, October 2014
- Scholarship Update, Florida Association of Nonpublic Schools, Tallahassee, FL, September 2014
- McKay Program Options, Family Café Conference, Orlando, FL, June 2014
- Policy Update, Florida Catholic Conference, Orlando, FL, May 2014

## CAREER AND ADULT EDUCATION

September 2013 – April 2015

Communications activities related to sharing the priorities and achievements of secondary and postsecondary career and technical education and adult education programs include webinars, written correspondence, emails, newsletters, and professional development activities.

### Webinars

The division holds bi-monthly webinars with secondary, postsecondary and adult education directors and farmworker career development program providers in order to provide them with updates and answer any questions they may have. PowerPoints for the webinars are prepared by the division leadership team and emailed to the participants prior to the scheduled webinar. Recording of the webinars are also available.

### 2015 Bi-monthly Webinar Schedule

All calls occur on **Monday at 1:30 p.m. Eastern** unless noted otherwise.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>Secondary</b> <i>District Career &amp; Technical Education Directors</i>	20*		16		18		20		21		16	
<b>Farmworker Career Development Program</b> <i>Providers</i>	26		23		26*		27		28		23	
<b>Postsecondary</b> <i>Technical Center Directors &amp; State Colleges</i>		9		20		15		17		19		7
<b>Adult Education</b> <i>District &amp; State College Adult Education Directors</i>		23		27		22		24		26		14

\*Webinars held on Tuesday.

Date Sent	Subject	Recipients
1/6/2015	Perkins IV 2013-14 Local Level Data Review	CTE Directors, Technical Center Directors
1/9/2015	2014-15 FEEP 3rd Calculation Memo	CTE Directors
1/9/2015	Adult Education Program Income Request 2014-2015	Adult Education Directors
1/26/2015	CTE Month Proclamation	CTE Directors, Technical Center Directors, Florida Colleges Occupational Deans
1/29/2015	2014-15 Industry Certification & CAPE Reporting	CTE Directors, Technical Center Directors
1/30/2015	2014-15 Career-Themed Courses Registration Update Window	CTE Directors
2/13/2015	Survey of 2014-15 District Workforce Programs Enrollment	CTE Directors, Adult Education Directors
2/16/2015	Pilot Program for use of Unmanned Aerial Systems in Agriculture	CTE Directors
2/19/2015	Application Process for Participation in the Beta Test for Agricultural Use of Unmanned Aerial Systems Secondary Program	CTE Directors
2/19/2015	Adult General Education Tuition for Residents and Non-Residents	Adult Education Directors



## Memoranda and Statewide Emails

The following correspondence was sent from the chancellor to career and technical education directors, technical center directors, adult education directors and Florida college occupational deans.

### January 2015–February 2015

Recipients	Subject	Date Sent
CTE Directors, Technical Center Directors	Perkins IV 2013-14 Local Level Data Review	1/6/2015
CTE Directors	2014-15 FEEP 3rd Calculation Memo	1/9/2015
Adult Education Directors	Adult Education Program Income Request 2014-2015	1/9/2015
CTE Directors, Technical Center Directors, Florida Colleges Occupational Deans	CTE Month Proclamation	1/26/2015
CTE Directors, Technical Center Directors	2014-15 Industry Certification & CAPE Reporting	1/29/2015
CTE Directors	2014-15 Career-Themed Courses Registration Update Window	1/30/2015
CTE Directors, Adult Education Directors	Survey of 2014-15 District Workforce Programs Enrollment	2/13/2015
CTE Directors	Pilot Program for use of Unmanned Aerial Systems in Agriculture	2/16/2015
CTE Directors	Application Process for Participation in the Beta Test for Agricultural Use of Unmanned Aerial Systems Secondary Program	2/19/2015
Adult Education Directors	Adult General Education Tuition for Residents and Non-Residents	2/19/2015

### January 2014–December 2014

Subject	Subject
2014-15 Registered Career-themed Courses memo	2014-15 Postsecondary Career and Technical Education and Adult General Education Reporting Requirements Changes - Colleges
Perkins 2012-2013 Basic Grant Roll Forward Funds	Allocation of Funds in Specific Appropriation 115
Adult Education Career Pathways Institute	2014-15 Postsecondary Career and Technical Education and Adult General Education Reporting Requirements
Perkins Program Improvement Plans	Rule Development Workshop
2014 GED Test and Conference Call	Postsecondary Workforce Education Student Information System Pilot
Perkins 2014-15 Technical Skill Attainment Inventories	Perkins IV Technical Skill Attainment Window
2014-15 CAPE Industry Certification Funding List	Adult Education Program Improvement Plans
2014-15 Registered CAPE Academies	2013-14 Final Allocation of Performance Based Incentives
Return on Investment Parent Notification	Postsecondary Industry Certification Funding List Memo and Recommendation Form
2014-15 CTC Registration Memo	Survey for ABE professional development
Industry Certification Recommendations Submitted through CSF for 2015-16	Career Pathways USDOE Request
Senate Bill 524 Sexually Violent Predators	Criminal Justice Operations PD Workshop
CareerSource Florida Submission	Appropriations Bill Conference Report
Administrator Pre-conference Workshop	Industry Certification 4th Calculation
Program Certification Requirements for Secondary Automotive Services Technology Programs	2014-15 Adult General Education Reporting Requirements Changes - Colleges
2014-15 Middle School Academy Registration Window	2014-15 Adult General Education Reporting Requirements Changes - Districts
AGE Reporting Changes	State-established cut scores for National Occupational Competency Testing Institute (NOCTI) Assessment for 13-14
HB 851 and HB 7015	Survey on Students with Disabilities
NCCER Credential Types Memo	DJJ Volunteer Reviewers
Fall Professional Development	Reviewer Registration for Ad Ed and Family Literacy Competitive Grants
2014-15 Professional Development Plan	Adult Education Program Income Request for Program Year 2013-14



2014-15 Data Submission Cycle: District Postsecondary Career and Technical Education	Perkins Grant Posted and Conference Call
2014-15 Data Submission Cycle: College Career and Technical Education	Available Summer Training for Florida Automotive Instructors
2014-15 Data Submission Cycle: College Adult General Education	Allocation of performance based incentive funds
2014-15 Data Submission Cycle: District Adult General Education	Perkins IV 2012-13 Local Level Data Review
Professional Development Save the Date	Registered 13-14 Career-themed Courses Memo
CareerSource Florida Certification Request Window Announcement	2014-15 Preliminary Industry Certification Funding List
2014-15 HS CAPE Academy Memo	Basic Skills Exit Requirements and Exemptions
SB 850 Technical Assistance Email	2014 NG CATER Workshop
2014-15 District Postsecondary Student Fee Survey	Email regarding CTE Month Proclamation
13-14 MS CTC Registration Update Window Memo	CTE Academic Alignment Workshop
Re-advertisement AGE & EL Civics Funding Opportunities	Industry Certification - Additional FTE in the 2013-14 Florida Education Finance Program, 3rd calculation UPDATED FILES
Revision of Rule 6A-6.0573	Career-themed Registration Update Window Memo
Notification Regarding Removal of Certificate from the Funding Lists	Industry Certification - 3rd calculation of FEFP
Perkins IV 2012-13 Local Level Data Review	Perkins IV 2012-13 Local Level Data Review (Secondary)

**September 2013-December 2013**

Subject	Subject
2013-14 Career and Professional Academy Registered High School Academies	Data Corrective Action Plan Closure
2013-14 Career and Professional Academy Registration	Data Corrective Action Plan Closure
Perkins Professional Developmental Institute	2013-2014 Career-themed course registration
Revised Adult Education Allocations	Adult Education Career Pathways Institute
FJEP Monitoring Notification 2013 to Superintendents	Graduation Requirements for Adult High School students
Adult Education Career Pathways Closeout Letter (non-compliant)	Emergency Program Approval
Conference Call Juvenile Justice Education Programs	Thomas Kennedy, Citrus County Task Force
2013 ACE Conference Memo and Workshops	Appointment of Emergency Medical Services Advisory Council
District Secondary CTE Reporting Memo	2014 Congress Bundestag, Vocational Exchange Scholarship
District CTE Reporting memo	2014 GED Prep
District AGE Reporting memo	Residency Rule Revision
College CTE Reporting memo	Brevard Public Schools CTE & AE Final Report
College AGE Reporting memo	SWD Education Pathway Report
FJEP Monitoring Notification Letters	Data CAP Closure Letter
Perkins 2013-2014 Basic Grant Roll Forward Funds	RTTT CTE STEM grant recipients
Postsecondary Industry Certification Funding List	MOUS Miami-Dade GED and Walton County Postsecondary
Online Master's Degree at USF	DOE Execution of DJJ MOU - Broward GED and Postsecondary
CTE Day on the Hill	Authorization to Utilize Invitation to Negotiate Process for High School Equivalency Exam
2013-14 Career and Professional Education Act Registered Middle School Academies	Fee Survey Email

## Newsletter Web Updates

Newsletters were sent to district career and technical directors, technical center directors, adult education directors, Florida college occupational deans, farmworker jobs and education program coordinators and other subscribers on a regularly scheduled basis from September 2013 through April 2015.

April 2015
March 2015
January 2015
September 2014
August 2014
May 2014
April 2014
March 2014
February 2014
January 2014
September 2013

## Professional Development

The Division of Career and Adult Education developed and provided presentations, training events, workshops and curriculum reviews during September 2013 through April 2015 to increase career and technical education development.

### Presentations

Date	Presentation/Program Updates
September 2013	Florida Agriscience Education Leadership Program Presentation and Updates
October 2013	Presentation for the Engineering Technology AS Specialization Curriculum Review
October 2013	Presentation for the Engineering and Technology Education Career Cluster at the Technology Student Association Board of Directors meeting and Florida Technology and Engineering Educators Association Business Meeting
October 2013	Curriculum Review Updates on Program Changes of Business Education Teacher Certification
November 2013	Annual Association of Practical Nurse Educators of Florida Presentation and Updates
November 2013	"Defining Machining Education in Florida" workshop, presenting updates and answering questions concerning articulation, course numbering, industry certifications, and alignment exercises related to Machining
December 2013	Presentation at the Florida Emergency Management Services Educators Association Meeting
January 2014	Future Business Leaders of America Board Meeting Presentation
February 2014	Computer Science Workgroup and Occupational Education Standing Committee Meeting Presentation
February 2014	Council on Instructional Affairs Presentation
April 2014	Engineering Technology As Specialization Curriculum Review Presentation
April 2014	HOSA State Leadership Conference Presentation
April 2014	Program updates presentation and technical assistance to teachers at the Florida Skills USA State Conference

May 2014	Presentation and Review of Electrical Line Programs at the Florida Skills SA Board of Directors meeting
June 2014	Presentation in Osceola County for Industrial Machinery Program Review and Update
June 2014	Aviation/Aerospace Curriculum Frameworks Presentation and Roundtable Discussion regarding articulations, curriculum frameworks, course numbering and industry certifications
June 2014	National HOSA Leadership Conference Presentation
June 2014	Fire Consortium Visioning Meeting Presentation
June 2014	Florida State FFA Convention and Leadership Conference Update on members and teacher initiatives
July 2014	Florida Association of Career and Technical Education (FACTE) Conference multiple presentations by FDOE staff
August 2014	Presentation at the FFA Alumni Conference
August 2014	Presentation at the Future Agriculture Teachers of UF
October 2014	Family and Consumer Sciences Supervisors Meeting Presentation
November 2014	Annual Association of Practical Nurse Educators of Florida Business Meeting and Fall Conference Presentation
November 2014	Florida Agriscience Education Leadership Program North Florida Presentation
November 2014	Florida Aerospace & Aviation Consortium Presentation
December 2014	Mid-Florida Manufacturing and Supply Chain Alliance Meeting Presentation
January 2015	Florida Association of Agriculture Educators Mid Winter Conference and FFA Board Meeting Presentations
January 2015	FLATE Advisory and NVC Meetings Presentations
February 2015	Florida Automotive Programs Advisory Council Meeting Presentation

Trainings/Workshops/ Curriculum Development

Date	Training/Workshop
September 2013	Agriculture Teacher In-Service
September 2013	New Teachers in Agriculture Workshop
October 2013	Agriculture Teachers Workshop
November 2013	Technical Assistance Workshop for Business, Technology and Marketing
March 2014	Professional Development for Early Childhood Teacher Assisting Program
April 2014	Workshop for updating Applied Welding Technologies Secondary and PSAV programs
April 2014	Curriculum Development Workshop for the School Age Certification Training Program
May 2014	Business, Technology, Computer Information Technology, Computer Programming and Analysis and Business Intelligence Curriculum Development Program Review
June 2014	Florida Automotive Instructors Summer In-service
June 2014	Future Business Leaders of America Board Meeting Presentation
June 2014	Computer Science Workgroup and Occupational Education Standing Committee Meeting Presentation
July 2014	New Teacher Training provided at the annual FACTE Conference
July 2014	Review and Revision of the Horticulture Programs with program participants
September 2014	Teacher In-service for Agriculture Education
September 2014	New Agriculture Teachers Workshop
February 2015	Curriculum Review for Human Services and Cosmetology Programs

### Career Planning Team Professional Development Trainings and Presentations

From September 2013 to February 2015, the Career Planning team has held 59 in-person trainings with total attendance of 1100 people and 57 webinars with attendance of 1202 people. The team has also presented at the following conferences and conventions:

- -Florida School Counselor Association Convention, November 1, 2013, St. Petersburg, FL
- -Future of Education Technology Conference (FETC), January 29, 2014, Orlando, FL
- -Florida Association for Career and Technical Education Conference, July 29, 2014, Tampa, FL
- -Booker High School Faculty, August 14, 2014, Sarasota, FL
- -National Career Pathways Network Conference, October 14, 2014, Orlando, FL
- -Florida School Counselor Association Convention, October 24, 2014, St. Petersburg, FL
- -Florida Education Technology Conference, January 22, 2015, Orlando, FL

Professional Development Activity	Date	# of Attendees
Florida Career Pathways Network Conference	Oct-13	100
Florida Association for Career and Technical Education	Jul-14	80
National Career Pathways Network Conference	Oct-14	100

### Training Opportunities and Presentations to Increase Adult Education Programs in School Districts

In-Person Adult Education Training for Educators Date and Location	Number of Participants
September 24, 2013, Florida State College at Jacksonville	8
October 1, 2013, Clay County Adult Education Center	4
October 18, 2013, Tallahassee Community College	6
October 24, 2013, Orlando Tech	32
November 14, 2013, Atlantic Tech	20
November 18, 2013, Palm Beach School District, Adult Education	28
March 14, 2014, Miami-Dade College, Kendall Campus	17
March 15, 2014, Saturday Academy, Lindsey Hopkins Tech Center	65
March 17, 2014, Coral Gables Adult Education	11
March 18, 2014 D. A. Dorsey Adult Education Center	8
<b>Total Participants</b>	<b>199</b>

Event	Date	Title of Presentation	Number of Participants
ACE Symposium	6/2014	DOE update	120
ACE Symposium	6/2013	DOE update	110
ACE Conference	10/2013	Adult High School	50
ACE Conference	10/2014	ABE college & career readiness	75
ACE conference	10/2014	Adult High School	50
ACE conference	10/2014	ABE CCRS	50
ACE conference	10/2014	Action Steps to Employment	40
FLC conference	5/2013	DOE Update	75
Gadsden GTI	10/2014	DOE update	30
Statewide/regional –83 workshops		TABE training	1,283

Date	Location	Type of Training	Number of Attendees
February 2013	Brevard County School District	CASAS Implementation Training	20
May 2013	Florida Literacy Coalition	CASAS Implementation Training	20
May 2013	Florida Literacy Coalition	FDOE Policy on the Use of CASAS Assessments Career Pathways for Adult ESOL Students	25
September 2013	ACE Conference	College and Career Readiness for ESOL	25
September 2013	CASAS Trainer Meeting	Update CASAS Trainers on FDOE Policies	15
November 2013	Northwest Florida State College	CASAS Implementation Training	20
November 2013	South Florida State College	CASAS Implementation Training	15
February 2014	Brevard County School District	CASAS Implementation Training	20
February 2014	Tallahassee Community College	CASAS Implementation Training	1
February 2014	Miami-Dade ELITE	College and Career Readiness for ESOL	45
May 2014	Florida Literacy Coalition Conference	College and Career Readiness for ESOL	25
October 2014	ACE Conference	College and Career Readiness for Academic Skills College and Career Readiness for ESOL	30
January 2015	CASAS Trainer Meeting	Update CASAS Trainers on FDOE Policies	17
February 2015	Miami-Dade ELITE	College and Career Readiness for ESOL	45

College and Career Readiness Standards Training – 2014-2015

Date	County	Location	Number of Attendees
October 20	Polk	West Area Adult School	10
October 30	Leon	Leon County Schools Adult & Community Education	16
November 4	Broward	Atlantic Technical College	41
November 4	Miami-Dade	Miami Dade Public Schools–Lindsey Hopkins Technical Education Center	46
November 7	Miami	Miami Dade College –Kendall Campus	21
November 7	Santa Rosa	Santa Rosa Adult School	25
November 7	Lee	Lee County Adult Education	8
November 13	Hernando	Hernando County Schools District Office	17
November 13	Duval	Florida State College	11
November 14	St. Lucie	Indian River State College	28
November 21	Alachua	Santa Fe College	24
November 21	Manatee	Manatee Technical Institute Adult Education Center	20
December 5	Hillsborough	Learey Administrative Center	40
December 12	Pinellas	Pinellas County Schools Administration Building	17
Jan.	Brevard	Brevard Public Schools	
February 17	Miami-Dade	Miami Dade Public Schools	53

Training Opportunities and Presentations to Increase Quality Data Reporting, Accountability and Assessment

Type	Date	Title	Location	Summary
CTE/AGE	October 17-18, 2013	MISATFOR/WEDDAC	Lively Technical Center Tallahassee, FL	Data Reporting Workshop
AGE	January 13-15, 2014	NRS Training	Washington D.C.	Workshop
CTE/AGE	April 16-17, 2014	MISATFOR/WEDDAC	Lively Technical Center Tallahassee, FL	Data Reporting Workshop
AGE	May 20, 2014	AGE Data Reporting Requirements/Gadsden County	Florida Department of Education Tallahassee, FL	AGE Data Reporting Training
CTE/AGE	July 16-17, 2014	MISATFOR/WEDDAC	Lively Technical Center Tallahassee, FL	Data Reporting Workshop
CTE	July 28-30, 2014	FACTE-Secondary/Postsecondary CTE Data Workshop	Saddle Brook Resort Wesley Chapel, FL	Data Reporting Workshop
AGE	August 20, 2014	AGE Data Reporting for First Coast Tech College	Florida Department of Education Tallahassee, FL	With FCTC being awarded the AGE grant for outside districts, the call was to discuss the reporting requirements for a CBO and what may and may not be reported.
AGE	September 3, 2014	NRS Data Reporting and Post Testing	Department of Corrections Tallahassee, FL	Anomalies were identified on the 2013-14 data reporting regarding test dates and scores. A meeting was requested to determine if the errors were caused by a reporting issue or a policy issue.
AGE	September 4, 2014	AGE Data Workshop	Thomas P. Haney Technical Center Panama City, FL	Data Reporting Workshop
AGE	September 16, 2014	AGE Data Workshop	Lindsey Hopkins Tech. Ed. Ctr. Miami, FL	Data Reporting Workshop
AGE	September 17, 2014	AGE Data Workshop	Atlantic Technical College Broward County Public Schools Coconut Creek, FL	Data Reporting Workshop
AGE	September 18, 2014	AGE Data Workshop	Mary & Robert Pew Leadership Development Center Palm Beach Gardens, FL	Data Reporting Workshop
CTE/AGE	October 15-16, 2014	MISATFOR/WEDDAC	Lively Technical Center Tallahassee, FL	Data Reporting Workshop
AGE	October 16, 2014	CBO data Reporting Training with First Coast Tech	Lively Technical Center Tallahassee, FL	Data Reporting Training
AGE	October 20, 2014	AGE Data Workshop	Lively Technical Center Tallahassee, FL	Data Quality Workshop
AGE	October 6-8, 2014	Adult Education Conference	Omni Orlando Champions Gate Orlando, FL	Adult Education Conference
AGE	January 12, 2015	AGE Data Workshop	Lee Co. Public Education Ft. Meyers, FL	Data Reporting Workshop
AGE	January 13, 2015	AGE Data Workshop	Hillsborough County Instructional Services Center Tampa, FL	Data Reporting Workshop
AGE	January 14, 2015	AGE Data Workshop	Mid-Florida Tech Center Orlando, FL 32809	Data Reporting Workshop
AGE	January 22, 2015	AGE Data Workshop	Clay County Center for Adult & Community Education Orange Park, FL	Data Reporting Workshop

AGE	February 17 - March 16, 2015	NRS Report Card Online Course	Web-based Course	Training/ Professional Development
AGE	April 7, 2015	AGE Data Reporting Overview	Florida Department of Education Tallahassee, FL	Data Reporting Training for Glades school district
CTE/AGE	April 15-16, 2015	MISATFOR/WEDDAC	Lively Technical Center Tallahassee, FL	Data Reporting Workshop
AGE	April 23, 2015	AGE Data Reporting Overview	Florida Department of Education Tallahassee, FL	Data Reporting Training for Wakulla school district
CTE	May 13, 2015	CTE Data Workshop	Lindsey Hopkins Tech. Ed. Ctr. Miami, FL	Data Reporting Workshop
CTE	May 14, 2015	CTE Data Workshop	Atlantic Technical College Coconut Creek, FL	Data Reporting Workshop
CTE	May 19, 2015	CTE Data Workshop	Erwin Technical College Tampa, FL	Data Reporting Workshop
CTE	May 20, 2015	CTE Data Workshop	Valencia College Orlando, FL	Data Reporting Workshop
CTE	June 3, 2015	CTE Data Workshop	Northwest Florida State Niceville, FL	Data Reporting Workshop
CTE	June 4, 2015	CTE Data Workshop	Lively Technical Center Tallahassee, FL	Data Reporting Workshop

### Overview of 2014-15 AGE Data Workshops

During the 2014-15 fiscal year (September 2014 - January 2015) the Division of Career and Adult Education; Bureau of Budget, Accountability and Assessment (BAA) and the Division of Accountability Research and Assessment; Bureau of Community College and Technical Center Management Information Systems (CCTCMIS) conducted nine Adult General Education Data Workshops throughout the state.

### Workshop Locations and Attendees

County	Location of Workshop	Date	Number of Districts	Number of Colleges	Number of Attendees
Bay	Thomas P. Haney Tech Center	September 4, 2014	7	1	21
Miami-Dade	Lindsey Hopkins Technical Education Center	September 16, 2014	1	1	30
Broward	Atlantic Technical College	September 17, 2014	1	0	33
Palm Beach	Department of Adult & Community Education	September 18, 2014	4	1	21
Leon	Lively Technical Center	October 20, 2014	7	2	33
Lee	Lee County Adult and Career Education	January 12, 2015	4	0	15
Hillsborough	Hillsborough County Schools	January 13, 2015	8	1	29
Orange	OCPS – Mid-Florida Tech	January 14, 2015	8	1	34
Clay	Adult and Community Education	January 22, 2015	6	3	21
<b>Total Agency/Attendees Represented</b>			<b>46</b>	<b>10</b>	<b>237</b>



## Workshop Format

The workshops were delivered in four modules at each of the above locations and included several small group activities, group discussions and allowed for a general Q&A period towards the end of each workshop. Following is a summary of each module:

- **Module I – Adult General Education 101**

In this module, an overview of Adult General Education (AGE) data reporting requirements, i.e., why the data is collected for state and federal purposes. The link between AGE programs and the National Reporting System (NRS). What are the benefits and limitations of an agencies intake process and how funding is impacted.

- **Module II – Reporting 101**

In this module, a review of the Data Elements (demographic, programmatic, and accountability) that is collected and the importance of collecting this data. Outcome measures that students may achieve at some point during their adult education program, defining an NRS participant and completer. In addition, a review of the reporting process for Learning Completion Points (LCPs) and common LCP reporting issues. This module also covered the necessity for agencies to develop locally generated reports and developing a local review process. Attendees were also provided with a copy of their NRS Reports for their agency and the step by step process for building each NRS table was reviewed.

- **Module III – Collection and Reporting of Attendance and Instructional Hours**

In this module, the importance of collecting and reporting instructional hours was reviewed. Validating the withdrawal date and instructional hours for a student who is withdrawn for non-attendance was reviewed. Attendees also participated in small group activities and discussions.

- **Module IV – Collection and Reporting of Learning Completion Points and Test Records**

In this module, the collection and reporting of Learning Completion Points and Test Records was reviewed. The importance of tracking attendance hours for post testing purposes was discussed and the value of developing local level reports so that performance can be tracked throughout the year.

## Workshop Attendees/Survey Questions and Feedback

The workshops were designed so that attendees from different administrative areas within the adult general education program participated. A sample of the participants who attended the workshops included: teachers, database administrators/coordinators, principals, registrars, directors, secretaries, deans and associate deans. In addition to the instructor led portion of the workshops, participants also had an opportunity to work on small group activities and review their individual NRS and local level reports.

Following the workshops, attendees were asked to provide feedback in a brief survey to help with the development of topics for future workshops. Below is a sample of the questions in the survey and the responses received:

1. Was the location of the Workshop convenient for you?

*Yes, the majority of respondents (97%) indicated the workshop locations were convenient.*

2. Was the scheduled time of the Workshop sufficient to give you a better understanding of the materials (Best practices of data collection, review and local validation process, reporting timelines, importance of local level reports, etc.) covered?

*Yes, the majority of respondents (97%) indicated the scheduled time was sufficient to give them a better understanding of the materials covered.*



3. Did the small group activities help you to see where improvements can be made in your Agency (i.e., student intake process, attendance taking, program operations, or data management) to improve the quality of the data you are providing to the Florida Department of Education, Division of Career and Adult Education?

*Yes, all the respondents (100%) said the small group activities helped them to see where they can make improvements in their agency.*

4. In future AGE Data Workshops, what areas (best practices of data collection, review and local validation process, reporting timelines, importance of local level reports, etc.) of Data Management would you like to spend more time discussing?

*"Local validation processes - would like additional colleges participating."*

*"Best practices of data collection and the local level reports."*

5. The majority of the respondents to the following Likert Statements indicated they agree or strongly agree. Few respondents indicated Strongly Disagree.

Likert Statements	Percent Strongly Agree or Agree
I have a better understanding of state data reporting requirements.	89%
I have a better understanding of the National Reporting System.	80%
I have a better understanding of how to collect and report instructional hours.	84%
I have a better understanding of how to report learning completion points and test scores.	87%
I have a better understanding of who I can contact at FDOE and what they can assist me with.	89%

In addition participants were allowed to provide feedback and suggestions to assist in planning future technical assistance training. Based on feedback, the format and sizes of the workshops were preferred as well as the small group activities.

#### Workshop Follow-up

Based on the feedback received, the division has begun to develop the materials from the workshops into an online training format. This will allow it to be accessed anytime by school districts and colleges. In addition, the materials will be placed on the Institute for the Professional Development of Adult Educators website ([www.ipdae.org](http://www.ipdae.org)).

## DIVISION OF FLORIDA COLLEGES

September 2013–April 2015

### COMMUNICATIONS

Activities related to sharing the priorities and achievements of the Division of Florida Colleges and The Florida College System.

#### Press Releases

<p>Florida College System institutions have been named finalists for the prestigious Aspen Prize for Community College Excellence. Indian River State College and Santa Fe College today were named finalists for the 2015 prize in Aspen's official announcement. The Aspen Institute identified the top 10 community colleges in the nation based on exceptional levels of student success. Florida was one of only three states with multiple finalists. <a href="http://www.fldoe.org/newsroom/latest-news/204841-two-florida-colleges-named-finalists-for-prestigious-aspen-prize.stml">http://www.fldoe.org/newsroom/latest-news/204841-two-florida-colleges-named-finalists-for-prestigious-aspen-prize.stml</a></p>
<p>Florida Department of Education Commissioner Pam Stewart announced that Christopher Mullin will be the Executive Vice Chancellor of the Division of Florida Colleges. <a href="https://www.floridacollegesystem.com/Articles/christopher_mullin_named_executive_vice_chancellor_of_division_of_florida_colleges.aspx">https://www.floridacollegesystem.com/Articles/christopher_mullin_named_executive_vice_chancellor_of_division_of_florida_colleges.aspx</a></p>
<p>All-Florida Academic Team 4/1/15The Florida College System is pleased to announce the 2015 All-Florida Academic First and Second Teams and scholars. These students will be recognized at an awards ceremony on April 9 at the Donald L. Tucker Civic Center in Tallahassee. <a href="https://www.floridacollegesystem.com/Articles/states_brightest_college_students_honored_as_part_of_florida_college_system_month.aspx">https://www.floridacollegesystem.com/Articles/states_brightest_college_students_honored_as_part_of_florida_college_system_month.aspx</a></p>
<p>The department (FLDOE) distributed nearly 200,000 postcards to high school seniors informing them about the Florida College System. The postcard guides students to a <a href="#">webpage</a> developed to assist with making the transition to college. The memorandum sent informing the superintendents is available at <a href="http://info.fldoe.org/docushare/dsweb/Get/Document-7189/dps-2014-169.pdf">http://info.fldoe.org/docushare/dsweb/Get/Document-7189/dps-2014-169.pdf</a></p>
<p>Florida College System Month April 2015 - April is National Community College Month and has been proclaimed by Governor Rick Scott as Florida College System Month! <a href="https://www.floridacollegesystem.com/news_events/florida_college_system_month_2015.aspx">https://www.floridacollegesystem.com/news_events/florida_college_system_month_2015.aspx</a></p>
<p>The Florida College System (FCS) graduated an additional 11,543 students in 2012 and 2013. The campaign - Finish Up, Florida! - was a coordinated effort by all 28 Florida colleges to encourage students who left without completing their studies to re-enroll and finish their degrees. <i>Source:</i> <a href="http://www.fldoe.org/news/2013/2013_06_04.asp">http://www.fldoe.org/news/2013/2013_06_04.asp</a></p>
<p>Three FCS institutions graduated an additional 1,500 students and re-enrolled nearly 850 former students. Project Win-Win was an effort by Broward College, Indian River State College and St. Johns River State College to identify former students who left without completing a degree and award the degrees retroactively. Students who were just short of earning degrees were encouraged to re-enroll and complete. <i>Source:</i> <a href="http://www.fldoe.org/news/2013/2013_08_15.asp">http://www.fldoe.org/news/2013/2013_08_15.asp</a></p>
<p>The 28 colleges in the FCS signed on to a national initiative to promote veteran-friendly policies at colleges and universities. The eight strategies in "Keys to Facilitating Veterans' Success on Campus" encourages colleges to implement policies that help veterans, active-duty service members and their families achieve educational and training goals. <i>Source:</i> <a href="http://www.fldoe.org/news/2013/2013_08_12.asp">http://www.fldoe.org/news/2013/2013_08_12.asp</a></p>
<p>The College of Central Florida was the recipient of a grant that promotes student success in dual enrollment courses across the state. The Florida Department of Education issued the \$100,000 Florida College System (FCS) Dual Enrollment Toolkit Grant to promote secondary-postsecondary collaboration and training to help students succeed in college-level courses. <i>Source:</i> <a href="http://www.fldoe.org/news/2013/2013_04_02-2.asp">http://www.fldoe.org/news/2013/2013_04_02-2.asp</a></p>
<p>Broward College was the recipient of a grant that will put tools in the hands of colleges to help Florida College System students make good financial decisions. Over the next several months the college will work closely with other colleges and the Florida Department of Education to finalize a toolkit that will be distributed across the state. <i>Source:</i> <a href="http://www.fldoe.org/news/2013/2013_03_26.asp">http://www.fldoe.org/news/2013/2013_03_26.asp</a></p>
<p>All of the 24 institutions in the Florida College System that offer baccalaureate degrees have announced their support to Governor Scott's higher education affordability challenge. <i>Source:</i> <a href="http://www.fldoe.org/news/2013/2013_01_28.asp">http://www.fldoe.org/news/2013/2013_01_28.asp</a></p>

Florida students will get help to complete their associate degree after transferring to a state university due to a grant partnership between the State University System and the Florida College System. The \$495,000 Credit When It's Due grant from Helios Education Foundation complements and expands current efforts to boost college completion rates, and provides students with a meaningful stepping stone toward completing their baccalaureate degree. *Source:* [http://www.fldoe.org/news/2012/2012\\_10\\_12.asp](http://www.fldoe.org/news/2012/2012_10_12.asp)

A new agreement between The Florida State University (FSU) and the FCS will allow FCS bachelor's degree students to transition smoothly into FSU's online Master of Science degree in Criminal Justice Studies. Any student who meets FSU's admission requirements and is enrolled in an FCS bachelor's program in criminal justice or public safety administration will be guaranteed admission into FSU's online program. The agreement will also allow students to take two courses from FSU while still enrolled at FCS institutions. *Source:* [https://www.floridacollegesystem.com/NewsListing.aspx?url=fsu\\_college\\_of\\_criminology\\_and\\_criminal\\_justice\\_and\\_florida\\_college\\_system\\_make\\_history](https://www.floridacollegesystem.com/NewsListing.aspx?url=fsu_college_of_criminology_and_criminal_justice_and_florida_college_system_make_history)

### **Newsletters Distributed**

#### A Community for Completion Newsletter

January 2015	Foster Youth in Florida
October 2014	Expanding College Opportunities
July	Prior Learning Assessment
May	Massive Open Online Courses
April	Financial Literacy
March	Textbook Affordability
February	Homeless Student Advising
January	Meta-Major Madness
November 2013	30-Hour Advising
Florida College System Newsletters: Volume 3, Issues 5-10; Volume 4, Issues 1-2; Florida College System Month 4 Issues	

## **IMPLEMENTATION ACTIVITIES**

Activities related to implementing or supporting the priorities of the Division of Florida Colleges and The Florida College System or legislative requirements.

### **Legislative Implementation and Technical Assistance**

Association of Florida Colleges Annual Conference- November 2014: Legislative Update
Monthly meetings with FCS Lobbyists during Session & Committee Weeks (January-April 2015)
College Leadership (Staff/Student) Teams visit Tallahassee <ul style="list-style-type: none"> <li>• St. Pete College March 2015</li> <li>• Palm Beach State College April 2015</li> <li>• Pasco-Hernando State College April 2015</li> <li>• Valencia College April 2015</li> </ul>
Jacksonville Chamber of Commerce – current FCS legislative priorities - February 2015
FCS Performance Funding Workshops/Conference Calls (July 2014-current)
Senate Bill 1720 (2013 legislation) was implemented by the 28 Florida College System institutions making major reforms to student admission and advising procedures, course placement and developmental education instruction. In spring 2014, each college submitted a comprehensive developmental education implementation plan that was reviewed and approved by the chancellor. In fall 2014, full implementation of the approved plans was initiated.
The division prepared technical assistance for Senate Bill 850 (2014) requiring each Florida College System institution to work with each district school board in its designated service area to establish one or more <b><i>collegiate high school programs</i></b> .

In 2014, the division prepared technical assistance for House Bill 851 amending section (s.) 1009.26, Florida Statutes (F.S.), *fee waivers*, to authorize an out-of-state fee waiver for students who attend a Florida secondary school for three consecutive years immediately preceding high school graduation and apply for enrollment and submit an official high school transcript to the Florida College System institution within 24 months of high school graduation.

In 2014, the division prepared technical assistance for House Bill 7015 creating the *Congressman C.W. Bill Young Veteran Tuition Waiver Program*, authorizing an out-of-state fee waiver for honorably discharged veterans of the United States (U.S.) Armed Forces, U.S. Reserve Forces or the National Guard who physically reside in Florida.

### Rulemaking Activities

September 2013	Rule 6A-14.065 Meta-Major Academic Pathways
October 2013	Rule 6A-10.0315 Common Placement Testing and Instruction Rule 6A-10.0444 Residency for Tuition Purposes Rule 6A-14.065 Meta-Major Academic Pathways
May 2014	Rule 6A-14.0303 General Education Core Course Options
December 2014	Rule 6A-14.0304 Online Courses
2015	First District Court of Appeals affirmed order determining the DOE continuing contract revised rule is a valid exercise of rulemaking authority

### Workshops presented by staff

Presenter	Date	Meeting
Julie Alexander	October 2013	DevEd Reform Workshop
Tamaria Williams	October 2013	DevEd Reform Workshop
Abbey Ivey	November 2013	Making Transfer Work In An Era of Pathways Reform
Tamaria Williams	November 2013	pre-AFC Convention SB1720 Workshop
Abbey Ivey	July 2014	FCS-SUS Workshop
Julie Alexander	July 2014	FCS-SUS Workshop
Julie Alexander	August 2014	Disability Task Force
Julie Alexander	October 2014	College Readiness Summit and AFC Convention
Tamaria Williams	October 2014	College Readiness Summit
Julie Alexander Lynda Earls Kasongo Butler Alex Jordan	August 2014 – January 2015	Disability Services Task Force

### Conferences or Meetings

Presenter	Date	Meeting
Julie Alexander	September 2013	AFC Student Development Commission
Julie Alexander	September 2013	Board of Governors
Julie Alexander	October 2013	National Council on Student Development
Tamaria Williams	October 2013	Florida College English Association
Abbey Ivey	November 2013	Making Transfer Work In An Era of Pathways Reform

Julie Alexander	November 2013	AFC Annual Convention
Julie Alexander	November 2013	Florida Key Partners Convening
Tamaria Williams	November 2013	2013 Equity Conference
Julie Alexander	December 2013	Board of Trustees Meeting
Abbey Ivey	January 2014	Complete Florida Meeting
Julie Alexander	January 2014	Northeast Florida Education Consortium
Narcissus Willis	January 2014	Winter 2014 State Policy Mtg.
Tamaria Williams	January 2014	Winter 2014 State Policy Mtg.
Abbey Ivey	February 2014	Community College Baccalaureate Association
Julie Alexander	February 2014	Transfer Pathways Meeting
Narcissus Willis	February 2014	Sunshine State Scholars
Tamaria Williams	February 2014	Connect2Complete Summit
Abbey Ivey	March 2014	SUS Undergrad Deans Mtg.
Julie Alexander	March 2014	International conference on Teaching & Learning
Narcissus Willis	March 2014	Credit When It's Due Convening
Tamaria Williams	March 2014	NADE 2014 Conference
Julie Alexander	April 2014	AACC Annual convention
Julie Alexander	April 2014	Core to College Convening
Tamaria Williams	April 2014	Guided Pathways to Student Success
Abbey Ivey	May 2014	Connections Conference
Abbey Ivey	May 2014	JFF STEM Initiative State Kickoff
Julie Alexander	May 2014	AFC Student Development Commission Conf
Julie Alexander	May 2014	Connections Conference
Narcissus Willis	May 2014	Connections Conference
Tamaria Williams	May 2014	Connections Conference
Tamaria Williams	May 2014	Math Prep for CC Students in STEM
Tamaria Williams	May 2014	NISOD Conference
Abbey Ivey	June 2014	Complete College America GPS Institute
Julie Alexander	June 2014	Chancellor's Leadership Seminar
Julie Alexander	June 2014	Legislative Education Staff Network & Education of the States (ECS) Forum
Tamaria Williams	June 2014	Complete College America GPS Institute
Julie Alexander	July 2014	Summer State Policy Meeting
Julie Alexander	August 2014	Southern Regional Education Board
Abbey Ivey	October 2014	AFC Annual Convention
Tamaria Williams	October 2014	National Council on Student Development
Julie Alexander	November 2014	Lumina Convening
Narcissus Willis	November 2014	Credit When It's Due Convening
Narcissus Willis	November 2014	Credit When It's Due Convening
Abbey Ivey	December 2014	Complete College America
Abbey Ivey	January 2015	JFF Winter State Policy Mtg
Julie Alexander	January 2015	National Council of State Association Chief Executives

Julie Alexander	January 2015	North Carolina Community College System
Narcissus Willis	January 2015	National Policy Summit on Reverse Transfer
Abbey Ivey	February 2015	Dream Institute
Julie Alexander	February 2015	Dream Institute
Narcissus Willis	February 2015	Sunshine State Scholars
Tamaria Williams	February 2015	National Association of Developmental Education
Julie Alexander	March 2015	Board of Governors
Tamaria Williams	March 2015	Site visit to Dana Center
Kasongo Butler	September 2014	Florida College System Trustee Association Annual Meeting:
Kasongo Butler	September 2014	NISOD Annual International Conference on Teaching and Leadership Excellence: Presentation on Developmental
Kasongo Butler	October 2014	Florida College Access Network Summit - Session with Senator John Legg and USDOE's Greg Darnieder
Kasongo Butler	November 2014:	Association of Florida Colleges Annual Conference- Chancellor's Best Practice Awards, Chancellor's Leadership Seminar – Phase II
Kasongo Butler	February 2015	Sunshine State Scholars
Kasongo Butler	April 2015	All-Florida Academic Team, Phi Theta Kappa Ceremony <ul style="list-style-type: none"> <li>• Student Honorees Recognition</li> <li>• Administrator/Advisor/Faculty Recognition</li> <li>• Chancellor's Student Civic Engagement Award: FCS students contest of best student engagement on campus/in community, 7th grade Civics students judge and make recommendations of winners to Chancellor</li> </ul>
Kasongo Butler	May 2015	USDOE Methods Of Administration Civil Rights Compliance Coordinators' Annual Training Conference
Kasongo Butler	July 2014	Jobs for the Future STATE POLICY MEETING (Summer) - Quality, Scale, and Cost in Advancing Structured Pathways: Priorities for State Policymakers and Institutional Leaders
Kasongo Butler		Florida Association on Higher Education and Disability
Kasongo Butler	September 2014	Association of Florida Colleges Trustee Commission Annual Meeting
Kasongo Butler	October 2014	National Council of Student Development Annual Conference – Developmental Education panel-
Kasongo Butler	November 2014	College Readiness Summit
Kasongo Butler	November 2014	Florida College System Equity Conference
Kasongo Butler	November 2014	State Board of Education Florida College System Workshop at Seminole State College
Kasongo Butler	December 2014	Domestic Security Oversight Council Campus Safety & Security,
Kasongo Butler	February 2015	Florida College System Trustee Association <ul style="list-style-type: none"> <li>• Annual Legislative Summit</li> <li>• Reception with Governor at Mansion</li> </ul>
Kasongo Butler	January 2015	Jobs for the Future STATE POLICY MEETING (Winter) –Design for Scale -
Lisa Cook & Kenny Bell)	April 2014	Capital Improvement Plan Workshops for Florida College System (presented annually by Division of Florida Colleges staff to provide directions for fixed capital outlay and facilities operating legislative budget requests for the colleges, as well as updates on facilities planning and budgeting issues)

### Campus Visits

Presenter	Date	Meeting
Julie Alexander	December 2014	SB 1720 Site Visit SJRSC
Julie Alexander	March 2015	GCSC site visit-SB1720 implementation
Kenny Bell	October 2013	ADA Reviews – Review sites and facilities for compliance with the Americans with Disabilities Act - Seminole State
Kenny Bell	December 2013	ADA Reviews – Review sites and facilities for compliance with the Americans with Disabilities Act – State College of Florida
Kenny Bell	January 2014	ADA Reviews – Review sites and facilities for compliance with the Americans with Disabilities Act - Florida State College at Jacksonville
Kenny Bell	January 2015	ADA Reviews – Review sites and facilities for compliance with the Americans with Disabilities Act - Polk State College
Kenny Bell	March 2015	ADA Reviews – Review sites and facilities for compliance with the Americans with Disabilities Act - Indian River State College
Kenny Bell	September 2013	Facilities Assessment – Extensive review of sites and facilities for general assessment of condition and inventory coding - Broward College
Kenny Bell	March 2014	Facilities Assessment – Extensive review of sites and facilities for general assessment of condition and inventory coding - Lake Sumter State College
Kenny Bell	March 2014	Facilities Assessment – Extensive review of sites and facilities for general assessment of condition and inventory coding - South Florida State College
Kenny Bell	May 2014	Facilities Assessment – Extensive review of sites and facilities for general assessment of condition and inventory coding - Polk State College
Kenny Bell	June 2014	Facilities Assessment – Extensive review of sites and facilities for general assessment of condition and inventory coding - Chipola College
Kenny Bell	June 2014	Facilities Assessment – Extensive review of sites and facilities for general assessment of condition and inventory coding - Eastern Florida State College
Kenny Bell	November 2014	Facilities Assessment – Extensive review of sites and facilities for general assessment of condition and inventory coding - Indian River State College
Kenny Bell	February 2015	Facilities Assessment – Extensive review of sites and facilities for general assessment of condition and inventory coding - Florida Gateway College
Kenny Bell	March 2015	Facilities Assessment – Extensive review of sites and facilities for general assessment of condition and inventory coding - Palm Beach State College
Lisa Cook and Kenny Bell	April 2014	General Site Visit - generally a ½-day or one-day visit with facilities director to address a specific issue or concern – Northwest Florida state College
Lisa Cook and Kenny Bell	September 2014	General Site Visit - generally a ½-day or one-day visit with facilities director to address a specific issue or concern – Florida Keys Community College
Lisa Cook	September 2014	General Site Visit - generally a ½-day or one-day visit with facilities director to address a specific issue or concern – Pensacola State College
Lisa Cook and Kenny Bell	November 2014	General Site Visit - generally a ½-day or one-day visit with facilities director to address a specific issue or concern –



		Tallahassee Community College
Kasongo Butler	September & November 2014	Chat with the Chancellor: Miami Dade College, Broward College, North Florida Community College (local Businessman, College President and Chancellor speak with students about higher ed opportunities and challenges
Kasongo Butler	2014-2015	Florida College System Federal Civil Rights On-Site Reviews: Polk State College , Pasco-Hernando State College, Indian River State College

## REGULAR MEETINGS

Activities related to informing priorities of the Division of Florida Colleges and The Florida College System or legislative requirements.

### Subject Matter Meetings – State and National

Presenter	Date	Meeting
Abbey Ivey	October 2013	Councils of Instructional and Student Affairs
Julie Alexander	October 2013	Councils of Instructional and Student Affairs
Narcissus Willis	October 2013	Florida College Registrars and Admissions Officers
Tamaria Williams	October 2013	Councils of Instructional and Student Affairs
Julie Alexander	November 2013	AFC Annual Convention
Tamaria Williams	November 2013	Florida Developmental Education Association
Abbey Ivey	February 2014	Councils of Instructional and Student Affairs
Julie Alexander	February 2014	Councils of Instructional and Student Affairs
Narcissus Willis	February 2014	Councils of Instructional and Student Affairs
Abbey Ivey	June 2014	Councils of Instructional and Student Affairs
Julie Alexander	June 2014	Florida College Registrars and Admissions Officers
Julie Alexander	June 2014	Councils of Instructional and Student Affairs
Narcissus Willis	June 2014	Florida College Registrars and Admissions Officers
Tamaria Williams	June 2014	Councils of Instructional and Student Affairs
Tamaria Williams	September 2014	Florida Developmental Education Association
Abbey Ivey	October 2014	Councils of Instructional and Student Affairs
Abbey Ivey	October 2014	AFC Annual Convention
Julie Alexander	October 2014	Councils of Instructional and Student Affairs
Julie Alexander	October 2014	AFC Annual Convention
Narcissus Willis	October 2014	Florida College Registrars and Admissions Officers
Tamaria Williams	October 2014	NCSD Conference
Abbey Ivey	February 2015	Councils of Instructional and Student Affairs
Julie Alexander	February 2015	Florida Association of College Testing Administrators
Julie Alexander	February 2015	Councils of Instructional and Student Affairs
Tamaria Williams	February 2015	Councils of Instructional and Student Affairs
Kenny Bell	May 2014	U.S. Office of Civil Rights Conference
Lisa Cook and John Holdnak	September 2013	Council of Business Affairs (COBA) ) – provide an update on fixed capital outlay and financial issues and funding



Lisa Cook and John Holdnak	February 2014	Council of Business Affairs (COBA) ) – provide an update on fixed capital outlay and financial issues and funding
Lisa Cook and John Holdnak	June 2014	Council of Business Affairs (COBA) ) – provide an update on fixed capital outlay and financial issues and funding
Lisa Cook, Kenny Bell Randy Hanna	September 2014	Council of Business Affairs (COBA) ) – provide an update on fixed capital outlay and financial issues and funding
Lisa Cook and Scott Kittel	January 2015	Council of Business Affairs (COBA) ) – provide an update on fixed capital outlay and financial issues and funding
Lisa Cook and John Holdnak	October 2013	Florida Virtual Campus (FLVC) Board Meetings – represent FCS Chancellor and provide guidance for all operational issues
Lisa Cook	June 2014	Florida Virtual Campus (FLVC) Board Meetings – represent FCS Chancellor and provide guidance for all operational issues
Lisa Cook	March 2014	Complete Florida Program – represent Division of Florida Colleges and Florida College System
Lisa Cook	August 2014	Florida College System Risk Management Consortium – represent Division of Florida Colleges on the Operations Committee
Lisa Cook	January 2015	Florida College System Risk Management Consortium – represent Division of Florida Colleges on the Operations Committee
Lisa Cook and Kenny Bell	February 2014	Florida Educational Facilities Planners' Association, Inc. (FEFPA) Conference – provide resource information as necessary during roundtable sessions
Kenny Bell	July 2014	Florida Educational Facilities Planners' Association, Inc. (FEFPA) Conference – provide resource information as necessary during roundtable sessions
Lisa Cook and Kenny Bell	February 2015	Florida Educational Facilities Planners' Association, Inc. (FEFPA) Conference – provide resource information as necessary during roundtable sessions
Lisa Cook	October 2013	Florida State-Owned Land and Records Information System (FL-SOLARIS) – represent Division of Florida Colleges and Florida College System on the Executive Management Team
Lisa Cook	June 2014	Florida State-Owned Land and Records Information System (FL-SOLARIS) – represent Division of Florida Colleges and Florida College System on the Executive Management Team
Kasongo Butler		Florida Reach monthly conference calls to discuss the issues impacting individuals in/formerly in DCF Foster Care Service
Kasongo Butler	October 2014, June 2015	Council of Instructional Affairs / Council of Student Affairs – Quarterly meetings
Kasongo Butler	Monthly	American Association of Community Colleges National Council of State Directors of Community Colleges monthly conference call
Kasongo Butler	Quarterly	Florida College System Activities Association board meetings
Kasongo Butler	Quarterly	Association of Florida Colleges Board meetings
Scott Kittel	March 12, 2015	Florida Prepaid College Board Meeting – Represent Chancellor who is a board member by virtue of the position

### State Board of Education Meetings

Presenter	Date	Meeting
Julie Alexander	November 2014	State Board of Education Workshop & Meeting

### Council of Presidents Meetings

Presenter	Date	Meeting
Julie Alexander	June 2014	Council of Presidents
Julie Alexander	August 2014	Council of Presidents
Kasongo Butler	August 2014	Council of Presidents
Kasongo Butler	September	Council of Presidents
Abbey Ivey	September 2014	Council of Presidents
Julie Alexander	September 2014	Council of Presidents
Kasongo Butler	October 2014	Council of Presidents
Kasongo Butler	November 2014	Council of Presidents
Kasongo Butler	January 2015	Council of Presidents
Kasongo Butler	February 2015	Council of Presidents
Kasongo Butler	March 2015	Council of Presidents
Kasongo Butler	April 2015	Council of Presidents

### Florida College System Performance Funding Workgroup

Presenter	Date	Meeting
Scott Kittel John Holdnak Randy Hanna	July 16, 2014	Valencia College
Scott Kittel and Scott Parke	August 18, 2014 August 25, 2014 September 5, 2014 September 16, 2014 September 26, 2014 November 13, 2014	Telephone Conference Telephone Conference Telephone Conference Telephone Conference Telephone Conference Telephone Conference
Scott Kittel and Scott Parke	January 22, 2015 January 26, 2015  January 28, 2015 February 2, 2015 February 3, 2015 February 13, 2015	description of Commissioner's recommendation to college presidents feedback from college presidents regarding Commissioner's recommendation Telephone conference description of Commissioner's recommendation to legislative staff Telephone Conference Telephone conference

## TALKING POINTS FOR POWERPOINTS

<p>Florida leads the 16 member states of the Southern Regional Education Board in:</p> <ul style="list-style-type: none"> <li>• First-year persistence rates (Ranked 1<sup>st</sup>)</li> <li>• Three-year graduation rates (Ranked 1<sup>st</sup>)</li> <li>• Associate degrees and certificates awarded (Ranked 1<sup>st</sup>)</li> <li>• Total full-year, full-time equivalent enrollment (Ranked 2<sup>nd</sup>)</li> </ul>
<p>Santa Fe State College won the 2015 Aspen Prize for Community College Excellence, beating out more than 1,000 other colleges nationwide. Indian River State College was a finalist and half of our state's 28 colleges were considered.</p>
<p>Nearly one out of 20 Floridians ages 16 and over are served by a FCS college – more than 800,000 people.</p>
<p>More than 90 percent of FCS graduates are working or continuing their education within a year of graduation.</p>
<p>More than 90 percent of FCS graduates continue their work in Florida.</p>
<p>The average starting salary for a baccalaureate graduate from an FCS college is nearly \$46,000. The average starting salary for an A.S. graduate is more than \$43,000.</p>
<p>Two Florida College System institutions – Miami Dade College and Tallahassee Community College – were named finalists by the American Association of Community Colleges for the second annual Awards for Excellence.</p>
<p>In 2013, five FCS institutions landed in the top 50 of Washington Monthly's list of best community colleges in the nation, a rating based on data in a number of areas including collaborative learning, student effort, academic rigor, student-faculty interaction and support for learning. According to Washington Monthly, North Florida Community College ranked second among national community colleges; Chipola College; Miami Dade College; Valencia College and South Florida State College also made the list.</p>
<p>In 2014, U.S. News and World Report ranked Indian River State College as the 9<sup>th</sup> top public regional colleges in the Southern United States in its 2015 rankings of Best Colleges. More than 1,300 colleges and universities were ranked based on 16 measures of quality, including student/faculty ratio, class size, faculty credentials, and retention and graduation rates.</p>
<p>The American Association of Community Colleges (AACC) Awards of Excellence program recognizes distinguished innovation and promising practices among two year colleges and is tied to key recommendations from the 21<sup>st</sup> Century Commission on the Future of Community Colleges. In 2014 Miami Dade College and Tallahassee Community College were named finalists; and for the second year in a row, MDC attained an AACC award in the "Student Success Award" category. Tallahassee Community College was distinguished as a finalist this year for the "Emerging Leadership Award."</p>
<p>In 2014, 16 of 28 Florida colleges were listed on the Top Associate degree producers in Community College Week</p> <ul style="list-style-type: none"> <li>• Three colleges were in the Top 10 of Associate Degree producers for Hispanics (Miami Dade, Valencia, Broward)</li> <li>• Five colleges were in the Top 10 of Associate Degree producers for African Americans (Miami Dade, Broward, Florida State College at Jacksonville, Valencia, and Palm Beach State)</li> </ul>
<p>Daytona State College ranked #2 for Best Online Programs by US News and World Report. Among hundreds of colleges and universities in the nation offering bachelor degree programs online, Daytona State College has again ranked in the top 10, coming in at No. 2, according to rankings released January 7, 2015, by U.S. News &amp; World Report, continuing its prestigious placement in the category. This is the third year that DSC has been placed in the top-10.</p>

## **DIVISION OF FINANCE AND OPERATIONS**

September 2013 – April 2015

### **Audit Reports**

The State of Florida Auditor General (AG) conducts financial audits of the accounts and records of state agencies, state universities, state colleges, district schools board and other local governments as directed by the Legislative Auditing Committee. The AG also reviews all audit reports of local governmental entities, charter school, charter technical career centers, and district school boards submitted pursuant to section 218.39, Florida Statutes. The Administrative Services Office coordinates requests for records, files and other information for review by the auditors.

<u>Report Number</u>		<u>Release Date</u>
2014-173	State of Florida-Compliance and Internal Controls Over Financial Reporting and Federal Awards	03/31/14
2014-201	Class Size Reduction, Information Technology Controls, and Prior Audit Follow-Up - Operational	06/24/2014
2014-203	Review of Charter School, Charter Technical Career Center, and District School Boards 2012-13 Fiscal Year Audit Reports Prepared by Independent Certified Public Accountants	06/30/2014
2015-004	Report on Significant Financial Trends and Findings Identified in Charter School and Charter Technical Career Center 2012-13 Fiscal Year Audit Reports - Operational	07/29/2014
2015-007	Federal Family Education Loan Program (FFELP) System - Information Technology Operational	08/14/2014
2015-032	Office of Inspector General's Internal Audit Activity - Quality Assessment Review	10/30/2014
2015-166	State of Florida-Compliance and Internal Controls Over Financial Reporting and Federal Awards	03/30/15

## Training Activities

### School Business Services

- Florida School Finance Officers Association , DOE Updates, November 2013, June 2014 and November 2014

#### FTE Forecasting Office

- In the fall of 2013 and 2014, workshops and webinars were provided for school district staff to explain the current year FTE reporting and estimating and the issues and requirements for FTE forecasting for the next fiscal year.

#### Office of Funding and Financial Reporting

- Made available to school districts, program cost report training and presentations on our web site at <http://www.fldoe.org/finance/fl-edu-finance-program-fefp/program-cost-report-training.stml>. These are available as slide and videos. An FAQ was also published to assist school districts.
- Florida Association of MIS (FAMIS), June 2014 & June 2015. Topics included:
  - Class Size Reduction
  - Florida Education Finance Program
  - FTE Recalibration and Reporting
  - Virtual Education Reporting & Funding
  - School District Transportation Funding & Reporting
- New Charter Schools Conferences, May 2014. In Miami, Orlando and Tallahassee. Topic: Charter School Funding and FTE reporting.
- Charter School Conference, November 2013 & November 2014. In Orlando. Topic: Charter School Funding and FTE reporting.
- Charter School webinars. September 2014- November 2014. Topics: Class Size, FTE Reporting, Funding and Recalibration.
- Florida School Finance Officers Association November 2013, June 2014 and November 2014. Topic: Florida Education Finance Program 2.0.
- School District Program Cost Report Training. February – March 2014. Orlando, Sarasota, Palm Beach, Chipley and Tallahassee.
- School District Program Cost Report Training. April 2015. Tallahassee.
- Florida Auditor General – School District FTE Reporting. June 2014.

#### Transportation

- Florida Student Transportation Conference, annually
- District Transportation Directors Mid-year meeting, annually
- Safety Training Webinar, annually
- Facilitated and participated in Statewide School Bus Operator Safety Training Program
- Facilitated Statewide Student Safety Campaign to record the number of motorists who illegally pass stopped school buses loading or unloading students.

#### College Budget Office

- Conduct presentations to the Council of Business Affairs annually in the months of September, January, and June on year end system-wide financial data and statewide updates.

### Office of Educational Facilities

- Provided training and technical assistance to all 67 districts, the Florida School for the Deaf and the Blind, The Developmental Research Schools and the 28 Florida Colleges.
- Provided training sessions at the Florida School Plant Managers Association (FSPMA) Conference: September, 2013; September, 2014

- Provided training sessions for the district facilities planners at the Florida Educational Facilities Planners Association (FEFPA): February 2014; July 2014.
- 2000+ hours providing technical support to the 67 districts, the Florida School for the Deaf and the Blind, The Developmental Research Schools and the 28 Florida Colleges.
- 2000+ hours maintaining and updating EFIS, FISH, COFTE, Cost of Construction Reports, Student Station Cost and District Educational Facilities Plan Data and verification and approval of pending users of EFIS.
- Annual Occupational Safety and Health Administration (OSHA) Safety Training - 131 classes taught to 4477 attendees from 25 school districts, 11 Florida Colleges and 2 Universities
- Annual State Requirements for Educational Facilities (SREF) Training - 13 classes taught to 359 attendees from 28 school districts and 8 Florida Colleges

#### Comptroller

- Eight (8) financial analysis training sessions were provided to over 70 new and newly promoted accountants and budget analysts.

#### Contracts, Grants and Procurement

- Ongoing training for mandatory Advancing Accountability – 117 Department staff participated and received mandatory Advancing Accountability certification. As required by statute, all contract or grant managers identified on a purchase order or contract/agreement issued with an amount exceeding CATEGORY TWO (\$35,000.00) but less than \$100,000.00 must attend Department of Financial Services' Advancing Accountability: Best Practices for Contract and Grant Management training.
- Provided training to more than 120 Department staff regarding revisions to the Federal guidelines called Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, or "Omni Circular."

#### General Services and Emergency Management

- Blindness Sensitivity Training for ADA Coordinators/ Daytona Beach – The Bureau of General Services and the Division of Blind Services offered a unique training opportunity at the Daytona Campus for the Blind & Visually Impaired on October 7-8, 2014. Specifically designed to provide an immersive training experience, this training facilitated our mission to foster the learning goals of our department employees participating in the ADA Coordinator Certification Training (ACTCP).
- Certified ADA Coordinators – Thirteen DOE employees received ADA Coordinator certifications.

#### Personnel Office – Human Resources

- Personnel staff successfully trained over 200 department managers on SMART Methodology. This was a three-hour session which focused on how to create job-specific, measurable performance expectations that are tailored to daily duties and responsibilities. The goal was for each employee to be assigned clear performance expectations that are Specific, Measureable, Achievable, Relevant, and Time-bound or "SMART."

#### Office of Student Financial Assistance

- National Training for Counselors and Mentors (NT4CM) – OSFA provided training to over 1,000 counselors and mentors over the 2013-14 and 2014-15 academic years to assist students and families with financial options to access postsecondary education.
- Florida Association of Student Financial Aid Administrators (FASFAA) – OSFA provided training and disseminated information about Florida's scholarship and grant programs to Florida's postsecondary institutions at regional and annual conferences throughout the 2013-14 and 2014-15 academic years.
- National Association of Student Financial Aid Administrators (NASFAA) – OSFA provided training and disseminated information about Florida's scholarship and grant programs to southern regional postsecondary institutions at regional and annual conferences throughout the 2013-14 and 2014-15 academic years.

- Financial Literacy Workshops – OSFA educated over 150,000 parents, students and community-based organizations at over 1,000 sites in the past two years about Florida’s scholarship and grant options as well as other options to increase postsecondary access.
- Senate and House presentations – Every year, OSFA presents to both Florida Senate and House committees on issues surrounding state financial aid and student access.
- College Goal Sunday – For the past two academic years, OSFA spearheaded the Florida CGS initiative, organizing over 58 sites throughout Florida to provide free assistance to students and families to file the Free Application for Federal Student Aid (FAFSA). This has been an ongoing initiative.
- OSFA is partnering with Florida school districts to meet the President’s FAFSA Initiative by providing valuable information to high schools and districts on student progress in completing the FAFSA.

**Technical Assistance and Other Initiatives**  
**School Business Services**

Office of Funding and Financial Reporting

- Financial Profiles of Florida School Districts.
- Funding for Florida School Districts
- Education Appropriations Funded by the Educational Enhancement (Lottery) Trust Fund

January

Florida School Recognition Program Awards

February

Class Size Categorical Allocation, Recommendation for an Alternate Reduction  
February Full-Time Equivalent (FTE) Student Survey Information  
February Student Transportation Survey Information  
Program Cost Report Workshops

March

School Financial Report  
Calculation of Florida School Recognition Program Awards  
Student/Staff Ratios

April

Equity in School-Level Funding  
Florida Education Finance Program Third Calculation  
Florida Education Finance Program Fourth Calculation

May

Full-Time Equivalent (FTE) Student Reporting

June

Class Size Operating Categorical Reallocation and Restoration Calculations  
Projected Instructional Materials Expenditures Survey  
June Student Transportation Survey Information

July

Capital Outlay Full-Time Equivalent Student Membership Forecast  
Program Revenue Distribution  
July Student Transportation Survey Information and Student Transportation General Instructions  
Digital Classrooms Allocation  
Florida Education Finance Program Second Calculation  
Reporting for Additional Hour of Intensive Instruction  
Capital Outlay and Debt Service Journal Entries  
District Summary Budget  
Florida Teachers Classroom Supply Assistance Program

August

Annual Financial Report Package  
Certification of the School District Millage Rates and Prior Period Funding Adjustment Millage



District Summary Budget and Annual Financial Report Online Submission; Program Cost Report Submission

September

Full-Time Equivalent Student (FTE) Enrollment Forecast Webinar and Workshops  
July Full-Time Equivalent (FTE) Student Survey Information

October

October Student Transportation Survey Information  
Florida Education Finance Program (FEFP) Final Calculation  
Factors to Estimate the Virtual Schools' October and February Full-Time Equivalent Student Membership for the Third and Fourth Florida Education Finance Program Calculation  
Factors to Estimate February Full-Time Equivalent Student Membership for the Third Florida Education Finance Program

November

Estimated Florida Department of Juvenile Justice Unweighted Full-Time Equivalent (UFTE) Students (Survey 4)  
State Board of Education Rule Change  
School Board Organization  
Reporting for Actual Research-Based Reading Instruction Allocation Expenditures  
Reporting for Additional Hour of Intensive Instruction

December

Calculations of Reductions to Class Size Operating Funds (Prior to Appeals)  
School Class Sizes and Process and Time Line for Appeals  
Expenditures Per Full-Time Equivalent (FTE) Student  
Reporting Of Research-Based Reading Instruction Allocation Expenditures  
Rebate/E-payable Payments  
Florida Education Finance Program Third Calculation

Transportation

- School District Transportation Profiles

College Budget Office

- FCS budget office has continued to increase access to financial information in order to increase transparency through a website for FCS business officers to share information and timely reporting of consolidated financial reports

Budget Office

- Budget Process – Provided: June 10, 11 and 17, 2014 and February 9 and 27, 2015  
Technical Assistance is provided to departmental staff on the budget process. Detail information is provided on the cycle that occurs from the point of the Legislative Budget Request (LBR) to the final General Appropriations Act (GAA) that is signed into law by the Governor. Attendees are provided assistance on budget terminology, statutory and constitutional requirements, and how to read a General Appropriations Act. The goal is to provide this technical assistance twice a year: prior to the LBR season and again prior to the Legislative Session. Technical assistance is also provided one-on-one as requested by departmental staff.
- Legislative Budget Request – Provided: June 10, 11 and 17, 2014  
Technical Assistance is provided to departmental staff on the Legislative Budget Request (LBR) process and how to properly create an LBR issue. Attendees are provided specific information on the types of information

that must be included in an issue. Information such as whom and how many are impacted by the initiative, how will the initiative be implemented, how much is of a recurring nature vs. a nonrecurring nature, how were costs determined, etc. Attendees are provided examples of do's and don'ts and recent questions posed to the department regarding LBR issues. This technical assistance is offered prior to the LBR season. Technical assistance is also provided one-on-one as requested by departmental staff.

- Operating Budget Process – Provided: April 3, 2015  
Technical Assistance is provided to departmental staff on day to day activities regarding the operating budget. Staff is provided some of the same information that is provided in the Budget Process Technical Assistance but more detail is provided regarding day to day activities such as purchase requisitions, personnel actions, travel, allocations, etc. Staff are provided details on how codes are used on all expenditure documents to align each expenditure with the proper GAA line item which is ultimately provided to not only legislative staff but to the Transparency Florida website as well. This technical assistance has been provided during various times based on workload. The goal is to provide this technical assistance twice a year: when the LBR season is over and again when the Legislative Session is over. Technical assistance is also provided one-on-one as requested by departmental staff.

#### General Services and Emergency Management

- Hearing Loop System between Turlington Building / Betty Easley Center – The Department of Education is the first state agency to introduce the addition of a hearing loop system in a meeting room. The loop is located in conference room 1703/07 of the Turlington Building, and conference room 171 at the Betty Easley Center. This system greatly benefits those employees or visitors with major or minor hearing loss. Assistive listening devices for individuals without hearing aids are also available.
- ADA Improvement Project for DBS/Daytona Beach Campus – Major renovations were completed in 2014 at the DBS Daytona Campus. The renovations focused on bringing the DBS Daytona Campus into full ADA Compliance. ADA modifications included the complete interior and exterior renovation of the Center for the Visually Impaired, the addition of ADA accessible parking spaces, the renovation of ADA accessible Test Kitchens, campus-wide renovations on accessible pathways, and modifications to general site conditions in order to bring the campus into compliance with the most current ADA standards for accessibility.
- Risk Assessment Tool – Emergency Management staff, in collaboration with a vendor (Haystax), developed a risk assessment tool to conduct security assessments for schools and districts. The assessment tool was funded from 2013 Florida Legislature appropriated funds. Known as the Florida Safe School Assessment Tool (FSSAT), the tool is designed to provide school officials the ability to identify threats and vulnerabilities, generate automated reports of assessment findings and provide appropriate safety controls for schools they supervise.
- Turlington Security – Security controls such as card readers and the replacement and upgrade of closed circuit television were procured to provide the department an improved security posture.

#### Personnel Office – Human Resources

- Personnel staff successfully implemented the new Performance Management module in the People First system and was evaluated by the Department of Management Services as a top state agency in meeting prescribed objectives. Some of the activities involved in this successful roll-out included:
  - Exceeded the statewide goal in setting employee performance expectations for the initial evaluation period of July 1, 2013, through December 31, 2013, with a completion percentage of 95.69%.
  - Exceeded the statewide goal in evaluations completed for the period of January 1, 2014, through June 30, 2014, with a completion percentage of 97.60%.
  - Exceeded the statewide goal in setting employee performance expectations for the evaluation period of July 1, 2014, through June 30, 2015, with a completion percentage of 97.29%.

#### Office of Student Financial Assistance

- Annual Report to the Commissioner on Scholarships and Grants

- Default prevention and financial literacy resources in print and on the Navigating Your Financial Futures (NyFF) website at <http://www.navigatingyourfinancialfuture.org/>.
- State scholarship and grant information, student applications and assistance with for student borrowers on the Office of Student Financial Assistance website at <http://www.floridastudentfinancialaid.org/FFELP/>.

**DIVISION OF BLIND SERVICES**  
**Ensure Effective and Responsive Services**  
September 2013 – April 2015

The Division of Blind Services (DBS) has worked to ensure effective and responsive services that continuously improve outcomes for blind and visually impaired Floridians. The following captures our efforts to support the Department's and the Division's Strategic Plan Goals for the State Fiscal Years 2012/2013, 2013/2014 and current year:

**Section A: Implement State Board of Education Strategic Plan and Sector/Office Priorities (See Exhibit 1)**

DBS Primary Accomplishments

- A1: Number of blind service customers placed in competitive employment (at or above minimum wage).
- A2: Number of blind vending food service facilities supporting employed blind vendors.

**Section B: Communicate and Advocate for Improved Education Outcomes (See Exhibit 2)**

- Enhanced the comprehensive statewide communications and outreach plan to include a social media presence on both Facebook (738 likes) and Twitter (733 followers) and maintained a 5,000 subscriber email list. Additionally, produced the monthly DBS newsletter, participated in public education displays, conducted presentations, and provided educational materials. (See Exhibit 2)

**Section C: Effective and Responsive Services (See Exhibit 3)**

DBS Secondary Accomplishments

- Increased the number of total customers served by .03%.
- Increased the number of Library Customers served who requested braille and recorded material by .01%.
- Increased the percentage of children from birth to age 5, who are prepared to achieve independence and educational success by 9%.
- Increased the number of adults benefiting from Adjustment to Blindness Skills Training by .3%
- Increased the Rehabilitation Rate for blind and visually impaired Floridians by 17% over a four year period. Increased the financial independence of customers with disabilities who have successfully completed the DBS VR program enabling them to become self-supporting, compared to their prior economic status.

Supporting Achievements/Successes

- Provided additional supplemental services to Florida's blind population by reinstating the DBS Grant Application Program and awarded \$75,000 to the following three Not for Profit entities ( Center for Visually Impaired in Daytona, Lighthouse of Visually Impaired in Port Richey, and Miami Lighthouse. Grants focused on providing an array of training opportunities related to employment, education, and independence.

- Improved internal conflict resolution policy and reporting process to decrease the number of Administrative Fair Hearings and the number internal appeals. (See Exhibits 6 and 7.)
- Along with eight other State Partner agencies, DBS signed the Employment First Cooperative Agreement, a multi-faceted plan for agencies committed to improving competitive employment outcomes for individuals with disabilities. (See Exhibit 8)
- Partnered with the Department of Economic Opportunity and the Division of Vocational Rehabilitation to assist in the development and implementation of the Abilities Work web portal and help desk for the purpose of matching skills sets between potential employers and the disabled population. (See Exhibit 8.)
- Strengthened the contracting language to clarify roles and responsibilities between the Division and Community Rehabilitation Providers to ensure improved quality service delivery. (Detailed data available upon request)
- Ensured that newly hired district administrators and supervisors, and administrative staff were provided training on contract compliance and service categories. (See Exhibits 9 and 10.)
- Provided training to 189 of employees related to case management, leadership, human resources, Microsoft Office suite, state and federal regulations, technology and more. (See Exhibit 11.)
- Increased gross revenue (sales) by 4%, average blind vendor earnings by 9%, and median vendor earnings by 11% between FFY2013 and FFY 2014. (See Exhibit 12.)
- Awarded licensed blind vendors more than 380 Continuing Education Units (CEUs), comprising over 3,000 hours of instruction to blind vendors since August 2013. (Detailed data available upon request.)
- Increased successful employment outcomes through a multifaceted approach that included hiring Employment Placement Specialists, building new employer partnerships and implementing the Allen Anderson Employment Outcomes Professional Model. (Detailed data available upon request)
- Improved Information Technology application stability and data speed, while providing data consistency, security and reliability to field offices.
- Upgraded all district field network servers by migrating from Windows 2003 to Windows 2008 R2 and replaced all Windows XP computers with Windows 7 or Windows 8.
- Replaced copiers statewide to a more cost-effective solution and added functionality (scanning, statewide OCR solution for converting files to accessible formats).
- Completed the Daytona campus renovations to support ADA requirements.
- Increased security awareness on the Daytona campus by hiring additional security officers issuing badges for staff, visitors and volunteers as well as conducted a vulnerability assessment.

**Exhibit 1: Long Range Program Plan FY 2014 through FY 2018-19**  
**Division of Blind Services**  
**Florida Department of Education**

**Long Range Program Plan FY 2014-15 through FY 2018-19:**

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=9124&DocType=PDF>, p. 16 (Objective 4B), p. 63, 64.

**OBJECTIVE 4B: To increase employment outcomes for blind services customers.**

Outcome 4B.1: Number/percent of rehabilitation customers placed in competitive employment (at or above minimum wage).

Baseline FY 2011-12	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
708 / 97.25%	708 / 97.25%	715 / 97.25%	722 / 97.25%	729 / 97.25%	736 / 97.25%

Outcome 4B.2: Number of blind vending food service facilities supporting employed blind vendors.

Baseline FY 2011-12	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
147	151	152	153	155	158

**Long Range Program Plan FY 2015-16 through FY 2019-20:**

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=11022&DocType=PDF>, (Objective 4B p. 16, pp. 70, 71)

**OBJECTIVE 4B: To increase employment outcomes for blind services customers.**

Outcome 4B.1: Number/percent of rehabilitation customers placed in competitive employment (at or above minimum wage).

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
708 / 97.25%	720 / 97.25%	727 / 97.25%	734 / 97.25%	741 / 97.25%	748 / 97.25%

Outcome 4B.2: Number of blind vending food service facilities supporting employed blind vendors.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
147	152	153	155	158	161

**Exhibit 2: 2014 Outreach and Communication Plan**  
**Division of Blind Services**  
**Florida Department of Education**

**Division Mission**

To ensure blind and visually impaired Floridians have the tools, support and opportunity to achieve success.

**Strategic Plan and Goals**

1. Create an environment that provides job opportunities for visually impaired and blind Floridians.
2. Create a service delivery system that provides comprehensive services to visually impaired and blind Floridians.
3. Create an environment that fosters an exemplary division workforce.
4. Create a well-managed and accountable organization that ensures high quality.

**Key Audiences**

**The Division of Blind Services exists to serve the people of the state of Florida. Key audiences or customers include:**

Clients (birth through seniors)  
Families  
Counselors  
Educators (birth through independent living)  
K-12 Leaders and Administrators  
Colleges and University Administrators  
Business and Workforce Organizations  
Government and Elected Officials  
Community Partners  
Consumer Organizations, Associations and Coalitions  
Civic and Community Organizations  
Print and Electronic Media  
Taxpayers

**Key areas of Focus**

Successful Employment and Self-Employment  
Early Intervention (Blind Babies through Children's Program)  
Successful School to Work and Higher Education (14 years old up to 23 years)  
Independent Living  
Access to Braille and Talking Books  
Community Partnerships  
Counselor Education and Training  
Client Outreach  
Public Awareness and Education

## Upcoming Issues/Events/Announcements 2015

The 2015 communications calendar is a comprehensive overview of activities, events, and communication opportunities that are, to some extent, predictable. Not included are those events, situations, and opportunities that are spontaneous or unique.

Date	Subject	Location	Messaging	Strategies
<b>January</b>				
Jan. 1-31	National Braille Month	Statewide	Districts, CRPs, Community Groups	Social Media Newsletter
Jan. 16-19	National Federation of the Blind Florida	Ft. Lauderdale	Staff	Public Education ?Display Newsletter Social Media
Jan. 22	Braille Challenge	Jacksonville		Social Media
Jan. 20-23	Fla. Ed. Tech. Conf. (FETC)	Orlando	Staff	Social Media
Jan. 27-31	Assistive Technology Industry Association	Orlando	Staff	Social Media Newsletter
<b>February</b>				
Feb. 6	Braille Challenge	Orlando		Social Media
Feb. 20	Braille Challenge	Ft. Lauderdale		Social Media
Feb. 11	Rehab. Council for the Blind	Tallahassee	Districts CRPs,	Social Media Meeting Notice Newsletter
Feb. 12	Vision Summit, FAASB sponsor	Tallahassee	Districts Gov. Officials, Staff Community	Social Media, Newsletter Public Education Display
<b>March</b>				
Mar. 2	Dr. Seuss Birthday Read Across America	Statewide	Districts CRPs Public	•Social Media •Newsletter



Mar. 3	First Day of Legislative Session	Tallahassee	All	Newsletter Social Media
Mar. 6	Digital Learning Day		Library, Center and CRPs	Social Media
Mar. 6	Braille Challenge	Tampa	District staff	Social Media Newsletter
Mar. 3	Transportation for Disadvantaged	Tallahassee	All	Social Media Newsletter Public Education Display
Mar. 5	Developmental Disabilities Awareness Day	Tallahassee	All	Social Media Newsletter Public Education Display
March 22	Natl. Rehab. Counselor Day			
<b>April</b>				
April 9-10	Narrowing the Gulf—Florida State Colleges	St. Peter	College Civil Rights Coords.	Provide educational materials
April 12-17	Children’s Week at Capital	Tallahassee	Districts, State Office and CRPs,	Public Education Display Newsletter Social media
April 14	Children’s Day at the Capital	Tallahassee	Districts, State Office and CRPs,	Public Education Display Newsletter Social media
April 15	Florida Senior Day (Ambassadors for Aging)	Tallahassee	Local staff CRPs,	Public Education Display Social Media Newsletter
April 9-11	SportsAbility	Tallahassee	Community Districts CRPs	Social media

April 10	SportsAbility—In-door expo	Tallahassee	Districts and CRPs	Public Education Display Newsletter Social media
April 23	Take Son and Daughter to workday	Tallahassee	DOE employee's children	Newsletter Presentations Social Media
April 23-24	Rehab. Council for the Blind	Miami	Staff	Public Education Display Meeting Notice Newsletter Social media
<b>May</b>				
May 14-17	Florida Council of the Blind Convention (Doug Hall/Sally Benjamin)	Orlando	Staff	Public Education Display Newsletter Social Media
<b>June</b>				
June 5-7	Family Café (BEES)	Orlando	Community Districts CRPs	Public Education Display Newsletter Social Media
June 5-7	SportsAbility (Sampler at Family Café)	Orlando	Districts CRPs	
<b>July</b>				
July 1-30	ADA Month	Statewide	Districts CRPs, Community Gov. Officials	Proclamation Newsletter Social media
July 5-10	NFB Feb call Beth 407-659-9314 ext: 2369 display at \$ lower than \$950	Orlando— location for next 10 years	Staff	Public Education Display Newsletter Social media

July 28-29	Florida Rehab. Council for the Blind	Orlando	Districts, CRPs, Community Groups,	Newsletter Meeting notice Social media
<b>August</b>				
Aug. TBD	Florida Rehab. Association Annual Training (FRA)	Orlando	Madeline Davidson	Public Education Display Newsletter Social media
<b>September</b>				
Sept. TBD	Fla. Assn. for Ed. & Rehab. of the Blind (FAER) Conf.	Tallahassee	Staff	Public Education Display Newsletter Social media
Sept. TBD	National Disability Employment Awareness Month—Cabinet Resolution	Tallahassee	All	Attend Newsletter Social media
<b>October</b>				
Oct. 1-31	Vision Awareness Month		All	Newsletter Social media
Oct. 1—31	National Disability Employment Awareness Month	Statewide	Districts CRPs, Community Gov. Officials	Proclamation Public Education Display Newsletter Social media
Oct. 3	SportsAbility	Gainesville	Community Districts CRPs	Proclamation Newsletter Social media
Oct. TBD	Disability History and Awareness Weeks—Kick Off	Tallahassee Turlington	DOE	Public Education Display Newsletter Social media Presentation
Oct. TBD	Disability History and	Statewide	Districts	Proclamation

	Awareness Weeks		CRPs, Community Gov. Officials	Public Education Display Newsletter Social media Lunch & Learn
Oct. TBD	Employer Recognition Awards	Tallahassee City Hall	Districts CRPs, Gov. Officials	Public Education Display Newsletter Social media
Oct. 15	White Cane Day	Statewide	Districts CRPs, Community	Public Education Display Newsletter Social media Events
Oct. TBD	Disability Mentoring Day	Statewide	All	Newsletter Social Media
Oct. TBD	Abilities Awareness Day- Daytona State College	Daytona	Center-- Cynthia Slater	Public Education Display Newsletter Social media
Oct. 22-23	Florida Rehab. Council for the Blind	Jacksonville	Districts, CRPs, Community Groups,	Newsletter Meeting notice Social media
<b>November</b>				
<b>December</b>				

**Exhibit 3: Data References for Additional Accomplishments**  
**Division of Blind Services**  
**Florida Department of Education**

- Increased the number of total customers served by .3 %.

- a) Actual SFY 12/13 is 11,187
- b) Actual SFY 13/14 is 11,218

Documentation: LRPP (standard measure for all programs served)

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=9124&DocType=PDF>, pp. 63-64

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=11022&DocType=PDF>, pp. 70, 71

- Increased the number of Library Customers served who requested braille and recorded material by .01%.

- a) Actual SFY 12/13 is 34,283
- b) Actual SFY 13/14 is 34,287

Documentation: LRPP (standard measure for number of library patrons)

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=9124&DocType=PDF>, pp. 63-64

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=11022&DocType=PDF>, pp. 70, 71

- Increased the percentage of children from birth to age 5, who are prepared to achieve independence and educational success by 9%.

- a) Actual SFY 12/13 is 160
- b) Actual SFY 13/14 is 175

Documentation: LRPP (standard measure for blind babies program and transitioning into children's program)

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=9124&DocType=PDF>, pp. 63-64

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=11022&DocType=PDF>, pp. 70, 71

- Increased the number of adults benefiting from Adjustment to Blindness Skills Training by .3%

- a) Actual SFY 12/13 is 1,667
- b) Actual SFY 13/14 is 1,672

Documentation: LRPP (standard measure for blind babies program and transitioning into children's program)

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=9124&DocType=PDF>, pp. 63-64

<http://floridafiscalportal.state.fl.us/Document.aspx?ID=11022&DocType=PDF>, pp. 70, 71

Increased the Rehabilitation Rate for blind and visually impaired Floridians by 17% over a four year period.

Documentation: MIS workbook (extract below); Full workbook available upon request

	Total Served	Closed Rehab	Closed Other (After Service)	Rehab Rate %
SFY11	1,541	720	821	46.72%
SFY12	1,472	729	743	49.52%
SFY13	1,318	700	618	53.11%
SFY14	1,264	713	551	56.41%

- Increased the financial independence of customers with disabilities who have successfully completed the DBS VR program enabling them to become self-supporting, compared to their prior economic status.

Documentation: MIS workbook (extract below); Full workbook available upon request

	Intake	Closure	Net percentage Difference
SFY13	45.57%	83.02%	37.45%
SFY14	42.49%	83.43%	40.94%

**Exhibit 4: 2014 ANNUAL REPORT ON APPEALS PROCESS FOR FLORIDA**  
**Division of Blind Services**  
**Florida Department of Education**

**RSA-722: Annual Report on Appeals Process for Florida 2014**

**I. Mediation**

**A. Request for Mediation**

1. Pending requests for mediation, October 1 (carryover from prior fiscal year)	0
2. New requests for mediation, October 1	0
3. Total requests for mediation this fiscal year	0

**B. Disputes Resolved during Mediation Process**

1. Disputes settled prior to the development of a written agreement	0
2. Disputes resulting in a written mediation agreement	0
3. Total disputes resolved during mediation process	0
4. Disputes not resolved during mediation process	0

**C. Mediation Request Carried Over**

1. Mediation requests pending resolution, September 30	0
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## II. Impartial hearing process

### A. Requests for Impartial Hearings

1. Pending Impartial hearing requests, October 1	1
2. New requests for impartial hearings since October 1	0
3. Total requests for impartial hearings this fiscal year	1
4. Number from Line II.A3 which had also been through the mediation process this fiscal year	0

### B. Disputes Resolved during Impartial Hearing Process

1. Disputes resolved without IHO decision	0
2. IHO decisions favoring the individual	0
3. IHO decisions favoring the agency	1
4. Total IHO decisions	1
5. Total disputes resolved during impartial hearing process	1
6. Disputes not resolved during impartial hearing process	0

### C. Impartial Hearing Requests Carried Over

1. Impartial hearing requests pending, September 30	0
---	---



### III. Review of IHO decisions

Has your agency established a process for review of IHO decisions? Y

#### A. Requests for Review of IHO Decisions:

1. Requests for review of IHO decisions in process, October 1	0
2. New requests for review of IHO decisions since October 1	0
3. Total requests for review of IHO decisions this fiscal year	0

#### B. Reviews of IHO Decisions Completed

1. IHO decisions favoring the individual sustained	0
2. IHO decisions favoring the individual reversed	0
3. IHO decisions favoring the agency sustained	0
4. IHO decisions favoring the agency reversed	0
5. Total reviews of IHO decisions completed	0
6. IHO decisions not reviewed	1

#### C. Reviews of IHO Carried Over

1. Reviews of IHO decisions pending, September 30	0
---	---

#### **IV. Civil actions**

##### **A. Civil Actions Filed**

1. Civil actions pending, October 1	0
2. New civil actions filed this fiscal year	0
3. Total civil actions this fiscal year	0

##### **B. Civil Actions Resolved**

1. Civil actions resolved in individual favor (sustaining final administrative decision)	0
2. Civil actions resolved in individual favor (reversing final administrative decision)	0
3. Civil actions resolved in agency favor (sustaining final administrative decision)	0
4. Civil actions resolved in agency favor (reversing final administrative decision)	0
5. Total civil actions resolved	0
6. Civil actions not resolved	0

##### **C. Civil Actions Carried Over**

1. Civil actions pending, September 30	0
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**V. Types of complaints/issues involved in disputes**

Type	Mediation (a)	Impartial Hearings (b)	Reviews of IHO Decisions (c)	Civil Actions (d)
1. Applicant eligibility for VR	0	0	0	0
2. Nature/contents/scope of IPE	0	0	0	0
3. Quality of counseling services	0	0	0	0
4. Delivery/quality of other VR services	0	1	0	0
5. Cost of services	0	0	0	0
6. Termination of services/service record closure	0	0	0	0
7. All other complaints/issues	0	0	0	0

**Certification  
Approved**

Last Name	Williams
First Name	Antionette
Phone Number	850-245-0322
Signed?	Yes
Signed Date	10/16/2014

or Walter Blackmon  
Florida Department of Education  
Division of Blind Services  
325 West Gaines Street, Rm. 1114  
Tallahassee, Florida 32399-0400  
Tel: 850-245-0323

**DIVISION OF VOCATIONAL REHABILITATION**  
**Communicate and Advocate for Improved Education Outcomes**  
September 2013 – April 2015

Attached are VR's Communication Plans for 2012, 2013, and 2014. All activities were fulfilled or exceeded in each year.

VR's outward-facing website is:  
[www.Rehabworks.org](http://www.Rehabworks.org)

VR publications may be found at links below. These are revised and updated as needed, and are always current.  
<http://rehabworks.org/brochures.shtml>

VR's Success Story Brochure (2015) and Success Story Videos may be found at:  
<http://rehabworks.org/success.shtml>

Following is a compilation of performance-related data for three state fiscal years:

**Source data from LRPP, LBR Activity Narrative (AN) and VR Performance Report**

Activity	Measure (*indicates Unit Cost Measure in LBR-AN)	SFY 2011-12	SFY 2012-13	SFY 2013-14 <sup>3</sup>
VR- G <sup>2</sup>	Number of IPEs written*	16,959	17,128	9,143
VR- G	Total- Customers who obtained gainful employment (LRPP Outcome 4A.1; FDOE Strategic Plan Appendix A Indicator A.3)	6,071	6,523	7,214
VR- G	Customers with SD or MSD who obtained gainful employment	5,988	6,450	7,019
VR- G	Applicants who were determined eligible for VR services	24,484	23,740	21,896
VR- G	Customers in Active Status	55,035	55,457	44,014
VR- G	Projected average annual earnings	\$17,286	\$17,242	\$17,536
VR- G	Customers exiting with earnings at or above min. wage (LRPP Outcome 4A.2; FDOE Strategic Plan Appendix A Indicator A.4)	90.4%	98.3%	99.8%
VR- G	Rehabilitation rate (LRPP Outcome 4A.3)	48.9%	43.4%	29.8%
IL <sup>4</sup>	Number of clients served*	25,024	23,030	20,380
IL	Independent Living Plans developed	20,986	19,421	17,406
IL	Independent Living goals set and pursued	36,370	49,980	35,639
IL	Community transition assistance provided	157	56	86
IL	Information and Referral services provided	28,648	27,342	33,027
FAAST <sup>5</sup>	Number of clients served*	133,327	169,409	240,766
FAAST	Regional device demonstrations, training & assessments	51,445	118,823	34,178
FAAST	Regional device reuse		304	189
FAAST	SW & Regional loan program		2,350	2,354
FAAST	SW alternative financing		61	63
FAAST	Public awareness, information, referral & assistance services		22,617	222,095
FAAST	Distribution of self-help resource guides and magazines		25,770	215,073

<sup>2</sup> VR- G = Vocational Rehabilitation General Program

<sup>3</sup> Performance reductions in this SFY (2013-14) are due to instituting customer waiting lists for all service categories and strategic closure of all inactive cases / non-responsive or non-interested customers.

<sup>4</sup> IL = Independent Living Program

<sup>5</sup> FAAST = Florida Alliance for Assistive Services and Technology

VR operates under an annual **VR State Plan**, submitted to and approved by our federal partner, the Rehabilitation Services Administration (RSA). VR also maintains a rolling **VR Strategic Plan**, documenting the achievement of goals and objectives, as well as the rationale from removing items from the Plan. In order to be responsive to our customers, contractors, and other community partners, VR has conducted the following external training and educational activities and collaborations:

### VR External Training and Educational Activity Summary

Type of Activity	Topic/ Role	Total Trainings (T) or Number Attending (A)		
		2012	2013	2014
External Training	Disability Etiquette provided to FL CARES		25+ A	
	Self-Employment, Supported Training Options, Discovery, CBTAC	100 A		
Presentations	Director's presentation- quarterly to the Florida Rehabilitation Council (FRC), FL Association of Rehabilitation Facilities (ARF), and the Developmental Disabilities Council (DDC)	12 T	12 T	12 T
	VR Youth in Transition (35 events total)	500+ A	350+ A	350+ A
	TASH Transition Conference Presentation	100+ A		
	Self & Supp. Emp., Discovery, Ticket to Work at Family Café	100+ A	130+ A	150+ A
	Director- Independence Through Employment Conf. (FAU)			100+ A

### Collaborations Activity Summary

Type of Activity	Topic/ Role	Total Trainings (T) or Number Attending (A)		
		2012	2013	2014
Webinar	VR and APD joint trainings and presentations on topics such as Supported Employment, Discovery, and Collaboration	400+ A	300+ A	
	VR and USF joint presentation on School Based Discovery	150+ A		
Conference	Supported CANAR <sup>6</sup> planning & logistics			225+ A
	Supported/ Hosted SE Regional Institute on Deafness (SERID) Conference		238+ A	

<sup>6</sup> Consortia for Administrators of Native American Rehabilitation

### Additional Outreach Activities:

- Educated Families on youth in transition services during Disability History Weeks, Hartwick Symposium, Downtown Transition Conference, Family Network on Disabilities webinar on Service Plans, Family Café, CAP collaboration and Resources
- Engaged in outreach to youth through activities which include participation in the Able Trust Youth Leadership Forum, Inclusion Council, and Transition Fairs
- Representation on National, State and Local advisory boards and councils for Transition, VR Performance, Workforce Development and so forth
- Participation in at least 20 local employment events and Job Fairs across the state each year
- Planning, Executing, and Participating annually in Disability Employment Awareness Events across the state, in collaboration with the Agency for Persons with Disabilities, the Able Trust, and other partners
- Planning, Executing, and Participating annually in Disability Mentoring Day activities across the state, in collaboration with the Agency for Persons with Disabilities, the Able Trust, and other partners

### Additional Supporting Achievements/ Successes:

- Along with eight other State Partner agencies, DVR signed the Employment First Cooperative Agreement, a multi-faceted plan for agencies committed to improving competitive employment outcomes for individuals with disabilities.
- Partnered with the Department of Economic Opportunity (DEO), the Division of Blind Services, and the Employment First Collaborative to assist in the development and implementation of the Abilities Work web portal on the DEO Career Source website.
- VR Director participated as a member of the Governor's Commission on Employment for People with Disabilities for 3 years.
- **Abilities Work Help Desk** - Implemented, per the Governor's Commission's recommendation, the Abilities Work Help Desk, a cross-agency collaboration (VR, Blind Services, APD, Career Source) designed to provide Florida's employers a single point of access through which to interface with Florida's disability employment system. Additional info may be found at: <http://rehabworks.org/abilitieswork.shtml>.
- **Business Relationship Program** – building a new line of business for Vocational Rehabilitation, acknowledging employers as dual customers for VR; helping them meet their hiring obligations under Section 503 of the Rehabilitation Act;

### Secure and Retain High Quality Personnel



- Successful pilot and rollout of **ted**, the division's learning management system (LMS). **ted** makes delivering and receiving training more efficient and hopefully, more effective. The LMS will also allow for more efficiency in notifying staff of policy changes and agency wide information delivery. LMS Courses to date include Diversity, Sexual Harassment Prevention, ADA, Ethics, and Confidentiality, with an average completion rate of 932 staff.
- VR has also developed and in 2015, will roll out a comprehensive **Mentoring Program** for all staff, to be used in conjunction with onboarding and promotion into new roles.

### Internal Training and Educational Activity Summary (outside of ted)

Activity	Topic/ Role	Total Trainings (T) or Number Attending (A)		
		2012	2013	2014
Internal Training	New Counselor (9 sessions total)	98 A	77 A	
	New Counselor Follow-up (8 sessions total)	73 A	70 A	
	Supervisor's Apprenticeship (1 session)	21 A		
	Statewide Supervisor Training (3 sessions)	202 A	101 A	
	VR 101			4 T
	Counselor Policy Manual Updates	30 T		
	True Colors		900+ A	
	SMART Expectations (1 F-t-F, 1 WebEx)		95 A	
	Hearing Loss	615 A	10 T	
	RSA-911 Data Collection Changes in RIMS		12 A	
	New Florida Medicaid methodology			27 A
	Transition topics- AT, Service to Employment, Effective Practices, Guidance and Counseling, IPE Development, PSE Programs, Critical Thinking, Coordination and Collaboration of Services, and Implementing Evidence-Based Programs to Improve Outcomes	250+ A	250+ A	250+ A
	Supported Training Options, Self-Employment, CBTAC, Discovery, Autism		1000+ A	950+ A

## **Communications**

Each year we hold a two-day training for our Communications Coordinators (1-2 from each service area). They were taught how to collect more success stories and articles to share, how to take better photos and edit them using standard Microsoft Office software, how to hold special events, and how to interview well (e.g., staff; successful VR customers; employers). Communications Liaisons also learned about how to effectively use social media and SharePoint.

2012 in Ocala with 10 attendees

2013 in St. Augustine with 11 attendees

2014 over WebEx with 12 attendees

## **Facilities Management** (all since 2014)

Quarterly Safety Team Training- (CPR; Active Shooter; AED; First Aid; Building Evacuation; Tornado and Inclement Weather; Safety Hazards) for HQ safety team members (20-40 each time)

Quarterly Disability Awareness Meeting – (Disability Etiquette; Blind Sensitivity; Deaf & Hard of Hearing; Assistive Technology) for HQ staff (35-55)

VOIP Phone Support Technical Assistance- for HQ IT staff (4)

Photo Editing Technical Assistance (EMAIL PHOTOS) - Statewide staff (13)

## **Budget Section**

FLAIR Report training provided to eight employees on March 27, 2012 (SR Management Team) (8)

FLAIR Report training provided to eight employees on February 20, 2013 (Area OMCs and HQ employees) (8)

FLAIR & Budget Report training provided to seven employees on August 28, 2014 (Bureau of Planning and Performance) (7)

## **Admin Services**

Employee Orientation to 4070 Bldg. - August, September, October 2013 (150)

Easley Form technical assistance - 2014 (15)

Supply request form technical assistance - 2014 (35)

'Go to' user orientation - 2015 (75)

## **IT**

On demand IT technical assistance (from SharePoint) (potentially 1500)

MS Training on Demand (potentially 1500)

SharePoint Orientation 2013 (70)

New user IT orientation/setup (ongoing - about 200 so far)

Air Card Technical Assistance 2015 (15)

Various IT topics Lunch and learns 2013 – to date, about (75)

Contract Referral Training 2014 (750)

REBA training 2013 (350)

**ADA Training done through National ADA organization-10 certified**



## **APPENDIX II.D.**

### **PART II: DEMONSTRATE EXECUTIVE MANAGEMENT**

#### D. Ensure Internal and External Financial Accountability

## 2014-15 State Board of Education Successes

The 2014-15 Operating and Fixed Capital Outlay General Appropriations Act provides \$17.21 billion, an increase of \$272.7 million or 1.61% over the 2013-14 appropriation:

Total Annual Request	\$ 15.26 billion
Total Fixed Capital Outlay Request	\$ 1.95 billion

### Florida Education Finance Program (FEFP) - \$10.6 billion:

- Highest Levels of State and Total Funding
  - Historic total funds per FTE since FY 2007-08 (\$7,126.33 per FTE)
  - Historic total funding since FY 2007-08 of \$18,751.3 million
  - \$480 million to maintain teacher pay increases within the Base Student Allocation
  - \$40 million to school districts for Digital Classroom Allocation specifically for school district technology enhancements.
  - \$30 million increase for CAPE Industry Certification Funding
  - \$2.6 million increase in Sparsity Supplement for small districts
  - \$38.3 million increase in Class Size Reduction

### Workforce Development - \$489.6 million

- Continues \$5 million for performance-based incentives for industry certifications

### Florida Colleges - \$1.15 billion

- Continues \$5.0 million for performance incentives based on industry certifications
- \$20.5 million increase for college funding formula adjustments
- \$4.8 million increase for dual enrollment to be allocated to Florida College institutions

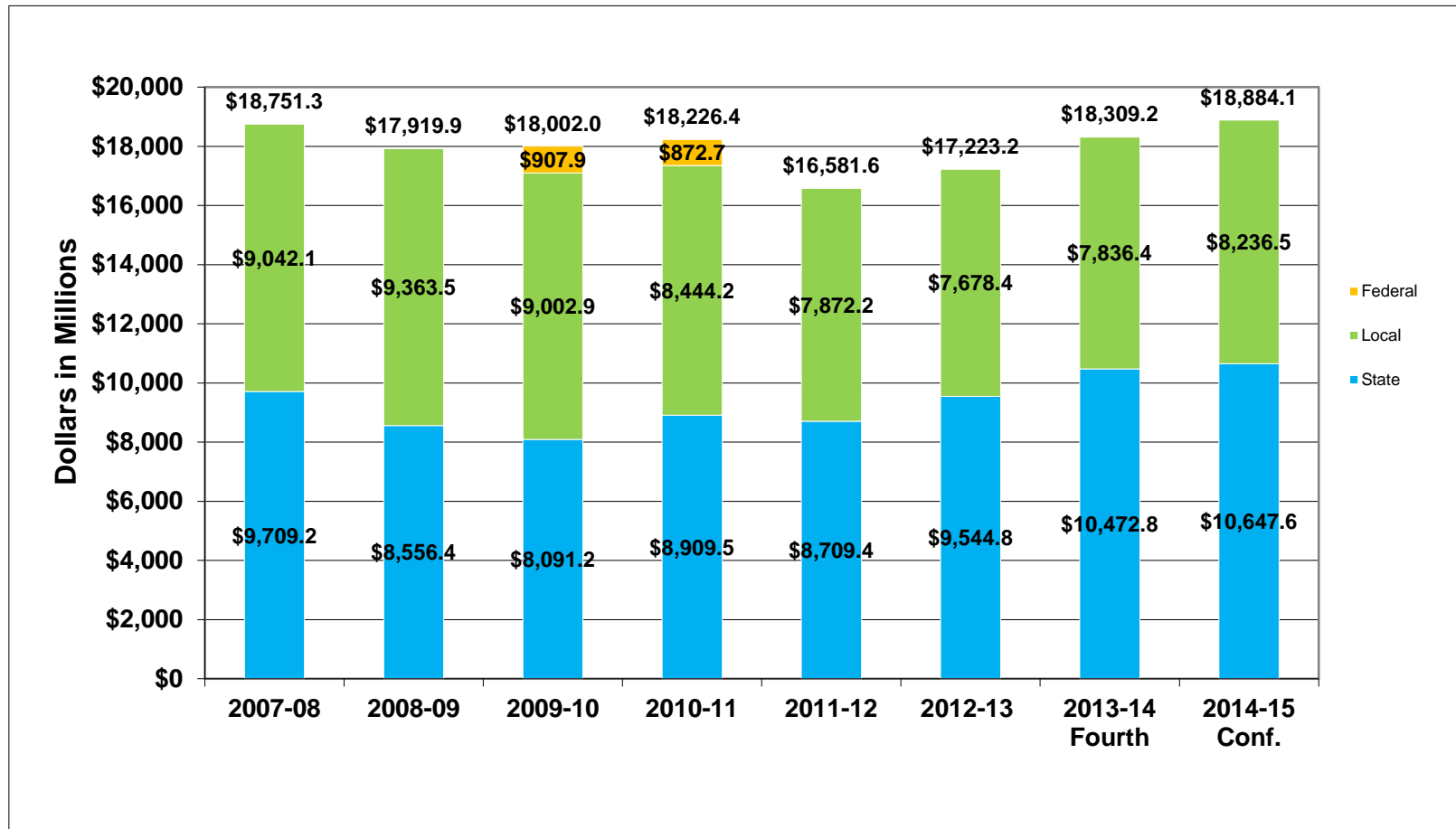
### Fixed Capital Outlay – \$1.82 billion

- \$1.34 billion for Debt Service payment on capital bonds
- \$180.6 million for Maintenance, Repair, Renovation, and Remodeling, comprised of
  - \$53.0 million for Public Schools
  - \$75.0 million for Charter Schools
  - \$37.7 million for the State University System
  - \$15.0 million for the Florida College System
- \$59.7 million for Special Facility Construction Account projects
- \$28 million for Capital Outlay & Debt Service (MVL R Flow-Through)
- \$12.1 million for Other K-12 projects
- \$107.5 million for Florida College System projects

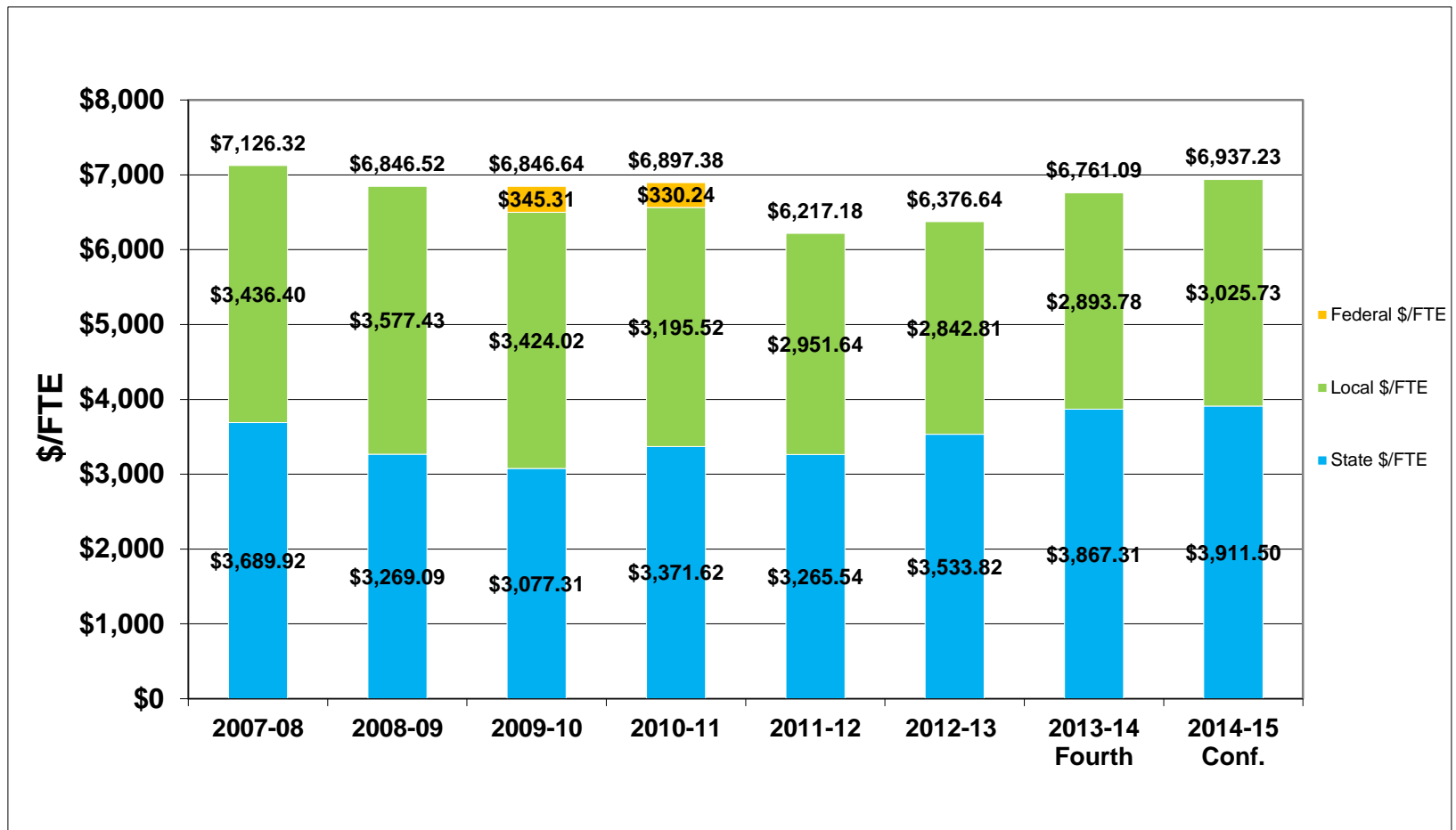
### Other Education

- \$148 million for teacher professional development
  - \$7.9 million increase for Professional Development for principals and other district administrators in instruction and human resource leadership
  - \$1 million increase for statewide resources approved by the commissioner for improving school leadership practices that are linked to increased state achievement

# Florida Education Finance Program (FEFP) Total and State K-12 Public School Funding



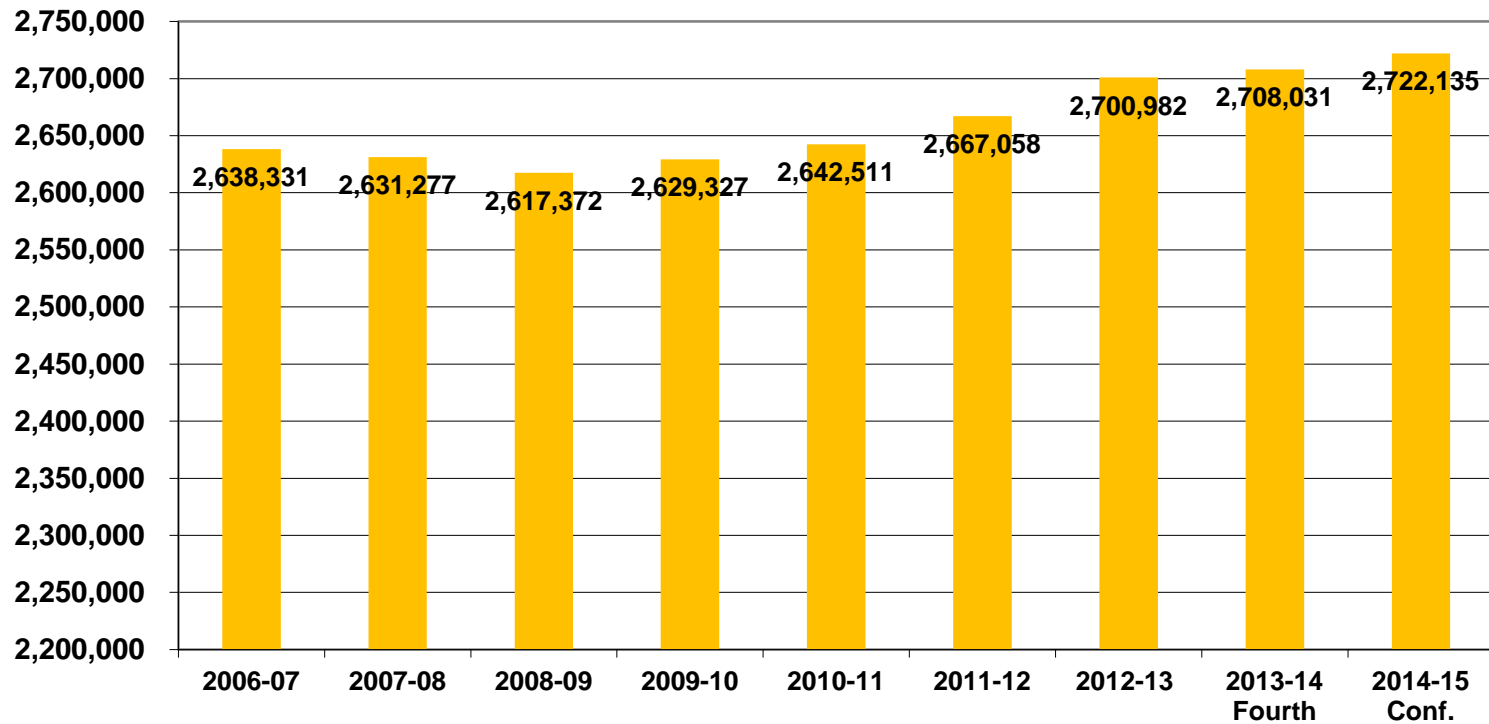
# Florida Education Finance Program (FEFP) Total Funding per Full Time Equivalent (FTE)





# Florida Education Finance Program (FEFP) Total Full-Time Equivalent (FTE)

FTE





# 2014-15 FLORIDA EDUCATION FINANCE PROGRAM FINAL CONFERENCE REPORT

## Statewide Summary Comparison to 2013-14 Fourth Calculation

	2013-14 FEFP Fourth Calculation	2014-15 FEFP Conference Calculation	Difference	Percentage Difference
<b>MAJOR FEFP FORMULA COMPONENTS</b>				
Unweighted FTE	2,708,031.13	2,722,134.53	14,103.40	0.52%
Weighted FTE	2,941,396.30	2,948,902.59	7,506.29	0.26%
School Taxable Value	1,419,479,110,114	1,494,439,837,993	74,960,727,879	5.28%
Required Local Effort Millage	5.183	5.183	0.000	0.00%
Discretionary Millage	0.748	0.748	0.000	0.00%
Total Millage	5.931	5.931	0.000	0.00%
Base Student Allocation	3,752.30	4,031.77	279.47	7.45%



# 2014-15 FLORIDA EDUCATION FINANCE PROGRAM FINAL CONFERENCE REPORT

## Statewide Summary Comparison to 2013-14 Fourth Calculation

	2013-14 FEFP Fourth Calculation	2014-15 FEFP Conference Calculation	Difference	Percentage Difference
<b>FEFP DETAIL</b>				
WFTE x BSA x DCD (Base FEFP Funding)	11,536,424,815	11,898,760,020	362,335,205	3.14%
Declining Enrollment Supplement	3,354,730	4,357,114	1,002,384	29.88%
Sparsity Supplement	45,754,378	48,318,959	2,564,581	5.61%
State Funded Discretionary Contribution	13,800,874	15,387,446	1,586,572	11.50%
0.748 Mills Discretionary Compression	151,341,162	161,981,068	10,639,906	7.03%
DJJ Supplemental Allocation	5,244,370	7,260,453	2,016,083	38.44%
Safe Schools	64,456,019	64,456,019	0	0.00%
ESE Guaranteed Allocation	947,987,428	950,781,688	2,794,260	0.29%
Supplemental Academic Instruction	639,296,226	642,089,342	2,793,116	0.44%
Instructional Materials	217,277,372	223,382,911	6,105,539	2.81%
Student Transportation	422,674,570	424,875,855	2,201,285	0.52%
Teachers Classroom Supply Assistance	45,286,750	45,286,750	0	0.00%
Reading Allocation	130,000,000	130,000,000	0	0.00%
Virtual Education Contribution	24,734,723	22,529,395	(2,205,328)	-8.92%
Digital Classroom Allocation	0	40,000,000	40,000,000	100.00%
<b>TOTAL FEFP</b>	<b>14,247,633,417</b>	<b>14,679,467,020</b>	<b>431,833,603</b>	<b>3.03%</b>

# 2014-15 FLORIDA EDUCATION FINANCE PROGRAM FINAL CONFERENCE REPORT

## Statewide Summary Comparison to 2013-14 Fourth Calculation

	2013-14 FEFP Fourth Calculation	2014-15 FEFP Conference Calculation	Difference	Percentage Difference
Less: Required Local Effort	6,832,547,579	7,179,517,373	346,969,794	5.08%
<b>GROSS STATE FEFP</b>	7,415,085,838	7,499,949,647	84,863,809	1.14%
Proration to Appropriation	(51,655,306)	0	51,655,306	-100.00%
<b>NET STATE FEFP</b>	7,363,430,532	7,499,949,647	136,519,115	1.85%
<b>STATE CATEGORICAL PROGRAMS</b>				
Class Size Reduction Allocation	2,974,766,164	3,013,103,776	38,337,612	1.29%
Discretionary Lottery/School Recognition	134,582,877	134,582,877	0	0.00%
<b>TOTAL STATE CATEGORICAL FUNDING</b>	3,109,349,041	3,147,686,653	38,337,612	1.23%
<b>TOTAL STATE FUNDS</b>	10,472,779,573	10,647,636,300	174,856,727	1.67%
<b>LOCAL FUNDING</b>				
Total Required Local Effort	6,832,547,579	7,179,517,373	346,969,794	5.08%
Total Discretionary Taxes from 0.748 Mills	1,003,907,765	1,056,928,333	53,020,568	5.28%
<b>TOTAL LOCAL FUNDING</b>	7,836,455,344	8,236,445,706	399,990,362	5.10%
<b>TOTAL FUNDING</b>	18,309,234,917	18,884,082,006	574,847,089	3.14%
<b>Total Funds per UFTE</b>	6,761.09	6,937.23	176.14	2.61%



Department of Education Prepared by Budget Bureau		2013-14 Appropriations after Vetoes 05-20-13	2014-15 DOE Request Greenbook plus Administered Funds, Annualizations and Technical Adjustments	2014-15 Appropriations after Vetoes 06-02-14	2014-15 Appropriation over/(under) 2013-14 Appropriation	% 2014-15 Appropriation over/(under) 2013-14 Appropriation
Comparison of 2013-14 Appropriation and 2014-15 Appropriation June 3, 2014						
Row #		TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS
1	<b>Vocational Rehabilitation</b>					
2	Positions	931.00	932.00	931.00	0.00	-
3	Salaries and Benefits	45,432,793	49,092,339	49,088,962	3,656,169	8.05%
3a	<i>Draw Down Additional Federal Funds</i>	-	-	554,000	554,000	100.00%
7	Other Personal Services	819,103	819,103	1,467,459	648,356	79.15%
7a	<i>Draw Down Additional Federal Funds</i>	-	-	616,210	616,210	100.00%
8	Expenses	9,979,396	9,989,430	10,632,402	653,006	6.54%
8a	<i>Draw Down Additional Federal Funds</i>	-	-	1,026,000	1,026,000	100.00%
10	Adults with Disabilities Funds	10,693,484	9,993,484	10,793,484	100,000	0.94%
12	Florida Endowment Foundation for Vocational Rehabilitation (ABLE)	500,000	549,823	549,823	49,823	9.96%
14	Operating Capital Outlay	480,986	480,986	504,986	24,000	4.99%
14a	<i>Draw Down Additional Federal Funds</i>	-	-	24,000	24,000	100.00%
15	Contracted Services	11,950,661	12,403,561	17,975,701	6,025,040	50.42%
15b	<i>Draw Down Additional Federal Funds</i>	-	-	5,752,640	5,752,640	100.00%
18	Independent Living Services	6,531,793	6,531,793	6,681,793	150,000	2.30%
19	Purchased Client Services	114,952,016	114,952,016	150,931,713	35,979,697	31.30%
19a	<i>Draw Down Additional Federal Funds</i>	-	-	35,979,697	35,979,697	100.00%
20	Risk Management Insurance	398,063	377,283	377,283	(20,780)	-5.22%
21	Tenant Broker Commissions	97,655	97,655	97,655	-	-
22	Transfer to DMS - HR Services Purchased per Statewide Contract	329,332	314,101	313,757	(15,575)	-4.73%
24	Other Data Processing Services	670,078	860,078	670,078	-	-
26	Education Technology and Information Services	68,761	91,556	77,747	8,986	13.07%
26a	<i>Data Information Technology Security Services</i>	-	-	4,763	4,763	100.00%
26b	<i>Information Security Management</i>	-	-	1,524	1,524	100.00%
26c	<i>Legacy Server Replacement</i>	-	-	845	845	100.00%
28	Northwest Regional Data Center (NWRDC)	196,503	196,503	196,503	-	-
29	<b>Total Vocational Rehabilitation</b>	<b>203,100,624</b>	<b>206,749,711</b>	<b>250,359,346</b>	<b>47,258,722</b>	<b>23.27%</b>
30	<b>Blind Services</b>					
31	Positions	299.75	299.75	299.75	0.00	-
32	Salaries and Benefits	13,389,143	14,738,296	14,352,466	963,323	7.19%
34	Other Personal Services	446,202	446,202	463,714	17,512	3.92%
35	Expenses	2,973,667	2,973,667	2,973,667	-	-
36	Community Rehabilitation Facilities	5,369,554	5,369,554	5,369,554	-	-
37	Operating Capital Outlay	289,492	289,492	289,492	-	-
38	Food Products	200,000	200,000	200,000	-	-
39	Acquisition of Motor Vehicles	100,000	100,000	100,000	-	-
40	Client Services	24,079,144	23,212,144	23,412,144	(667,000)	-2.77%
41	Contracted Services	481,140	481,140	481,140	-	-
42	Independent Living Services	35,000	35,000	35,000	-	-
43	Risk Management Insurance	185,676	210,869	210,869	25,193	13.57%
44	Library Services	189,735	189,735	189,735	-	-
45	Vending Stands - Equipment and Supplies	2,803,000	3,670,000	3,670,000	867,000	30.93%
46	Tenant Broker Commissions	18,158	18,158	18,158	-	-
47	Transfer to DMS - HR Services Purchased per Statewide Contract	106,034	100,610	100,610	(5,424)	-5.12%
48	Other Data Processing Services	686,842	686,842	686,842	-	-
49	Education Technology and Information Services	87,024	129,560	97,384	10,360	11.90%
49a	<i>Data Information Technology Security Services</i>	-	40,239	5,352	5,352	100.00%
49b	<i>Information Security Management</i>	-	-	1,713	1,713	100.00%
49c	<i>Legacy Server Replacement</i>	-	-	949	949	100.00%
51	Southwood Shared Resource Center	419	544	424	5	1.19%
52	Northwest Regional Data Center (NWRDC)	210,755	210,755	210,755	-	-
53	<b>Total Blind Services</b>	<b>51,650,985</b>	<b>53,062,568</b>	<b>52,861,954</b>	<b>1,210,969</b>	<b>2.34%</b>
54	<b>Private Colleges &amp; Universities</b>					
55	Medical Training and Simulation Laboratory	-	-	6,000,000	6,000,000	100.00%
56	ABLE Grants (Access to Better Learning and Education)	3,239,567	3,649,400	5,689,500	2,449,933	75.63%
58	Historically Black Private Colleges	10,941,543	10,941,543	12,643,514	1,701,971	15.56%
59	Academic Program Contracts	644,214	612,734	418,520	(225,694)	-35.03%

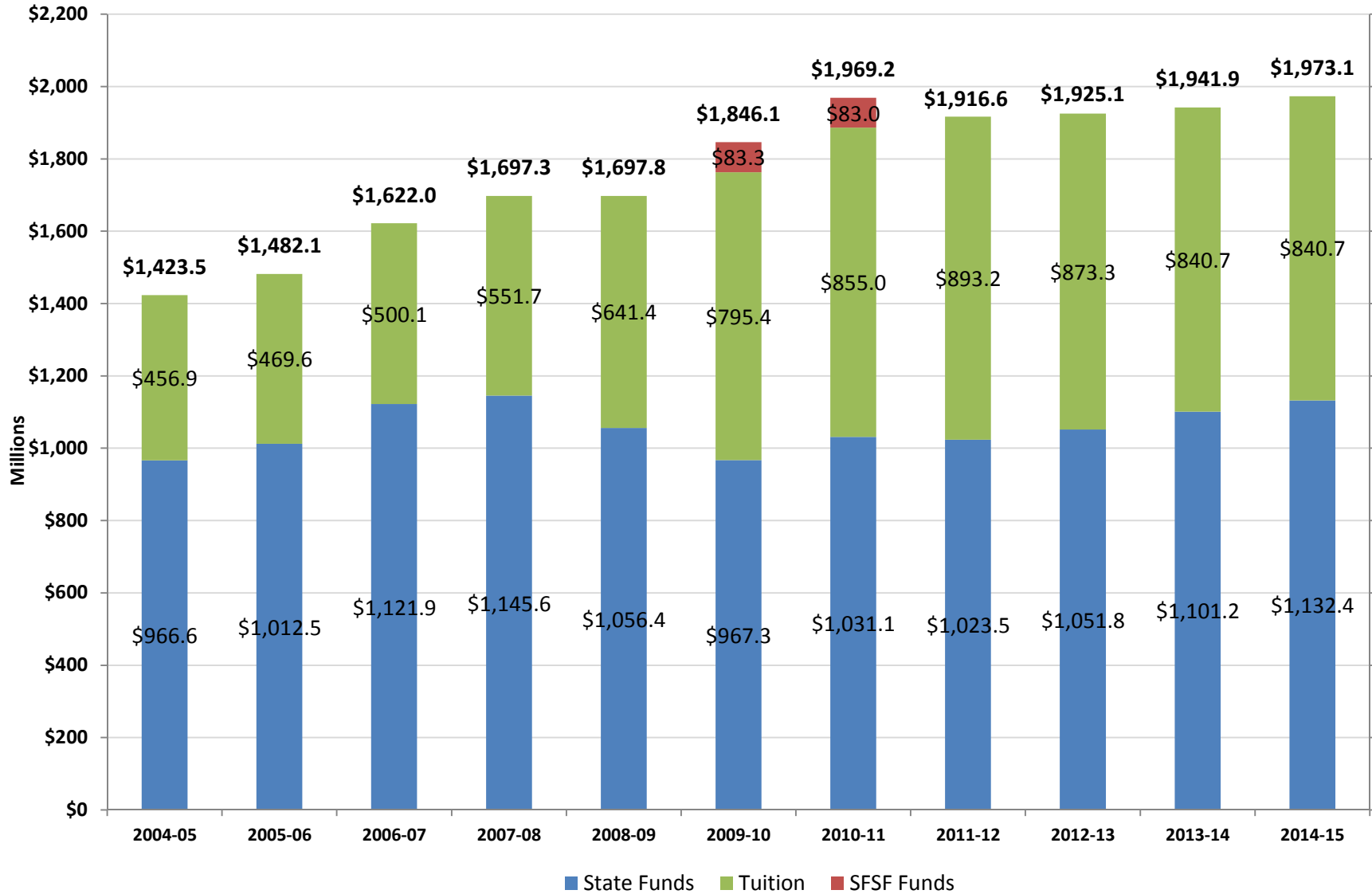
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Comparison of 2013-14 Appropriation and 2014-15 Appropriation June 3, 2014						
Row #		TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS
63	Private Colleges & Universities	1,250,000	1,000,000	15,250,000	14,000,000	1120.00%
66	Florida Resident Access Grant (FRAG)	89,664,961	89,851,351	112,359,000	22,694,039	25.31%
68	Nova Southeastern University - Health Programs	4,234,749	4,234,749	4,734,749	500,000	11.81%
69	LECOM / Florida - Health Programs	1,691,010	1,691,010	1,691,010	-	-
70	<b>Total Private Colleges &amp; Universities</b>	<b>111,666,044</b>	<b>111,980,787</b>	<b>158,786,293</b>	<b>47,120,249</b>	<b>42.20%</b>
71	<b>Student Financial Aid Program (State)</b>					
72	Florida's Bright Futures Scholarship Program	309,413,826	271,425,474	266,191,952	(43,221,874)	-13.97%
73	Florida National Merit Program			2,870,820	2,870,820	100.00%
74	First Generation in College Matching Grant Program	5,308,663	5,308,663	5,308,663	-	-
75	Prepaid Tuition Scholarships	7,000,000	7,000,000	7,000,000	-	-
76	Minority Teacher Scholarship Program	885,468	885,468	1,000,000	114,532	12.93%
77	Nursing Student Reimbursement/Scholarship	929,006	929,006	929,006	-	-
78	Mary McLeod Bethune Scholarship	321,000	321,000	321,000	-	-
79	Student Financial Aid	138,122,806	138,319,553	154,289,336	16,166,530	11.70%
90	Jose Marti Scholarship Challenge Grant	100,000	100,000	100,000	-	-
91	Transfer to the Florida Education Fund	3,000,000	2,000,000	3,000,000	-	-
92	<b>Total Student Financial Aid Program (State)</b>	<b>465,080,769</b>	<b>426,289,164</b>	<b>441,010,777</b>	<b>(24,069,992)</b>	<b>-5.18%</b>
93	<b>Student Financial Aid Program (Federal)</b>					
94	College Access Challenge Grant Program	8,049,190	6,828,934	600,000	(7,449,190)	-92.55%
95	Student Financial Aid	250,000	150,000	150,000	(100,000)	-40.00%
96	Transfer Default Fees to the Student Loan Guaranty Reserve Trust Fund	15,000	15,000	15,000	-	-
97	<b>Total Student Financial Aid Program (Federal)</b>	<b>8,314,190</b>	<b>6,993,934</b>	<b>765,000</b>	<b>(7,549,190)</b>	<b>-90.80%</b>
98	<b>State Grants/K-12 Program/FEFP</b>					
99	Florida Education Finance Program	7,353,620,532	7,470,033,937	7,499,962,017	146,341,485	1.99%
99a	Salary Allocations	480,000,000	480,000,000	-	(480,000,000)	-100.00%
99b	Workload for Enrollment	-	30,970,674	10,737,095	10,737,095	100.00%
99c	Technology Allocation Initiative	-	40,000,000	40,000,000	40,000,000	100.00%
99d	Dual Enrollment Tuition Initiative	-	6,311,116	-	-	-
99e	Summer Algebra Initiative	-	8,946,990	-	-	-
99f	HB 5103 - Florida Personal Learning Account Program	-	-	-	-	-
99g	Principal Training Allocation	-	-	-	-	-
99h	Additional CAPE Industry Certification Funding	-	-	30,000,000	30,000,000	100.00%
99i	Virtual Education Contribution	-	32,933,130	-	-	-
99j	Additional Funds for Dual Enrollment Materials	-	-	5,000,000	5,000,000	100.00%
99k	Increase Sparsity Supplement	-	582,384	2,564,581	2,564,581	100.00%
99l	FRS UAL and Normal Contribution Adjustment	-	-	39,312,223	39,312,223	100.00%
99m	Health Insurance Subsidy (HIS) Contribution	-	-	6,901,503	6,901,503	100.00%
99n	Consumer Price Index (CPI) of 1.70%	-	223,234,823	-	-	-
99o	(Less) Local Funding from Tax Roll Increase	-	(203,442,582)	-	-	-
99p	DJJ Education Supplement - Funds for Career Ed & GED Fees	-	-	-	-	-
107	Class Size Reduction	2,974,766,164	3,018,079,535	3,013,103,776	38,337,612	1.29%
107a	Consumer Price Index (CPI) of 1.70%	-	50,434,909	-	-	-
107b	(Less) CSR Decrease	-	(7,121,538)	-	-	-
111	District Lottery and School Recognition Program	134,582,877	134,582,877	134,582,877	-	-
112	<b>Total State Grants/K-12 Program/FEFP</b>	<b>10,462,969,573</b>	<b>10,622,696,349</b>	<b>10,647,648,670</b>	<b>184,679,097</b>	<b>1.77%</b>
113	<b>State Grants/K-12 Program/Non-FEFP</b>					
114	Instructional Materials	1,160,000	1,060,000	1,230,000	70,000	6.03%
117	Assistance to Low Performing Schools	4,000,000	4,000,000	5,000,000	1,000,000	25.00%
118	Mentoring/Student Assistance Initiatives	15,847,897	12,239,967	23,058,720	7,210,823	45.50%
119	Performance Adjustments to School Districts			2,500,000	2,500,000	100.00%
120	Transfer FIRN to DMS			-	-	-
125	College Reach Out Program	1,000,000	1,000,000	1,000,000	-	-
126	Florida Diagnostic and Learning Resources Centers	1,982,626	1,982,626	2,700,000	717,374	36.18%
127	New World School of the Arts	500,000	500,000	650,000	150,000	30.00%
128	School District Matching Grants Program	4,000,000	6,000,000	4,500,000	500,000	12.50%
129	Teacher and School Administrator Death Benefits	18,000	18,000	18,000	-	-
130	Risk Management Insurance	881,820	819,926	819,926	(61,894)	-7.02%
131	Autism Program	7,500,000	7,500,000	9,000,000	1,500,000	20.00%

Department of Education Prepared by Budget Bureau		2013-14 Appropriations after Vetoes 05-20-13	2014-15 DOE Request Greenbook plus Administered Funds, Annualizations and Technical Adjustments	2014-15 Appropriations after Vetoes 06-02-14	2014-15 Appropriation over/(under) 2013-14 Appropriation	% 2014-15 Appropriation over/(under) 2013-14 Appropriation
Comparison of 2013-14 Appropriation and 2014-15 Appropriation June 3, 2014						
Row #		TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS
132	Regional Education Consortium Services	1,445,390	1,750,000	2,545,390	1,100,000	76.10%
133	Teacher Professional Development	134,998,244	148,406,454	148,043,454	13,045,210	9.66%
133a	Continuation of Education Initiatives/Training and Technical Assistance	-	5,000,000	-	-	-
133b	Support for Principals/Administrators Professional Development	-	8,358,210	7,858,210	7,858,210	100.00%
140	Strategic Statewide Initiatives	21,328,468	3,015,000	21,400,000	71,532	0.34%
140a	Florida Personalized Accounts for Learning			18,400,000	18,400,000	100.00%
140b	Safe Schools Security Assessments (Software)	1,000,000	15,000	-	(1,000,000)	-100.00%
140c	Career and Education Planning System	3,000,000	3,000,000	3,000,000	-	-
140d	District Bandwidth Support	11,328,468	-	-	(11,328,468)	-100.00%
140e	Technology Transformation Grants for Rural School Districts	6,000,000	-	-	(6,000,000)	-100.00%
145	School and Instructional Enhancements	8,141,116	6,216,116	25,794,131	17,653,015	216.84%
164	Exceptional Education	5,047,080	5,047,080	6,947,080	1,900,000	37.65%
168	Florida School for the Deaf and the Blind	45,655,946	48,879,476	48,882,504	3,226,558	7.07%
169	Transfer to DMS - HR Services Purchased per Statewide Contract	263,965	258,477	258,477	(5,488)	-2.08%
171	<b>Total State Grants/K-12 Program/Non-FEFP</b>	<b>253,770,552</b>	<b>248,693,122</b>	<b>304,347,682</b>	<b>50,577,130</b>	<b>19.93%</b>
172	<b>Federal Grants K-12 Program</b>					
173	Projects, Contracts and Grants	3,999,420	3,999,420	3,999,420	-	-
174	Federal Grants and Aids	1,512,712,755	1,512,712,755	1,512,712,755	-	-
175	Domestic Security	5,409,971	5,409,971	5,409,971	-	-
176	Strategic Education Initiatives	168,619,271	-	-	(168,619,271)	-100.00%
177	Partnership for Assessment of Readiness for College and Careers (PARCC)	81,206,849	-	-	(81,206,849)	-100.00%
178	<b>Total Federal Grants K-12 Program</b>	<b>1,771,948,266</b>	<b>1,522,122,146</b>	<b>1,522,122,146</b>	<b>(249,826,120)</b>	<b>-14.10%</b>
179	<b>Educational Media &amp; Technology Services</b>					
180	Capitol Technical Center	1,995,104	149,624	324,624	(1,670,480)	-83.73%
181	Federal Equipment Matching Grant	-	-	450,000	450,000	100.00%
182	Public Broadcasting	11,137,905	9,207,609	10,207,609	(930,296)	-8.35%
189	<b>Total Educational Media &amp; Technology Services</b>	<b>13,133,009</b>	<b>9,357,233</b>	<b>10,982,233</b>	<b>(2,150,776)</b>	<b>-16.38%</b>
190	<b>Career and Adult Education</b>					
191	Performance Based Incentives (Conference - Industry Certification)	4,982,722	10,000,000	4,982,722	-	-
194	Adult Basic Education Federal Flow-Through Funds	41,552,472	41,552,472	41,552,472	-	-
195	Workforce Development	348,996,628	348,996,628	369,544,488	20,547,860	5.89%
196	Targeted Career/Technical Education for Industry Certification	22,484,521	22,484,521	-	(22,484,521)	-100.00%
197	Vocational Formula Funds	72,144,852	72,144,852	72,144,852	-	-
198	School & Instructional Enhancements	-	-	893,000	893,000	100.00%
200	<b>Total Career and Adult Education</b>	<b>490,161,195</b>	<b>495,178,473</b>	<b>489,117,534</b>	<b>(1,043,661)</b>	<b>-0.21%</b>
201	<b>Florida Colleges</b>					
202	Performance Based Incentives (Conference - Industry Certification)	5,000,000	5,000,000	5,000,000	-	-
203	Florida College System Program Fund	1,100,388,710	1,146,977,884	1,132,423,739	32,035,029	2.91%
203a	Florida First in Education - Performance Funding	-	15,000,000	-	-	-
203b	Dual Enrollment	-	18,000,000	-	-	-
207	Commission on Community Service	433,182	433,182	683,182	250,000	57.71%
208	Florida Virtual Campus	12,329,843	12,329,843	9,006,230	(3,323,613)	-26.96%
212	Northwest Regional Data Center (NWRDC)	50,400	-	-	(50,400)	-100.00%
213	<b>Total Florida Colleges</b>	<b>1,118,202,135</b>	<b>1,164,740,909</b>	<b>1,147,113,151</b>	<b>28,911,016</b>	<b>2.59%</b>
214	<b>State Board of Education</b>					
215	Positions	1,029.50	1,021.50	1,019.50	(10.00)	-0.97%
216	Salaries and Benefits	64,712,947	69,353,768	67,880,512	3,167,565	4.89%
216a	Transfer VPK to OEL	-	(601,634)	(707,349)	(707,349)	100.00%
216b	Continuation of Education Initiatives	-	2,760,925	-	-	-

Department of Education Prepared by Budget Bureau		2013-14 Appropriations after Vetoes 05-20-13	2014-15 DOE Request Greenbook plus Administered Funds, Annualizations and Technical Adjustments	2014-15 Appropriations after Vetoes 06-02-14	2014-15 Appropriation over/(under) 2013-14 Appropriation	% 2014-15 Appropriation over/(under) 2013-14 Appropriation
Comparison of 2013-14 Appropriation and 2014-15 Appropriation June 3, 2014						
Row #		TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS
221	Other Personal Services	2,062,445	1,412,445	1,493,386	(569,059)	-27.59%
222	Expenses	13,287,629	12,371,781	11,891,885	(1,395,744)	-10.50%
222a	Transfer VPK to OEL	-	(60,964)	(60,964)	(60,964)	100.00%
222b	Continuation of Education Initiatives	-	628,163	-	-	-
229	Operating Capital Outlay	1,610,168	1,073,090	1,073,090	(537,078)	-33.36%
230	Assessment and Evaluation	92,298,317	91,087,271	105,514,645	13,216,328	14.32%
230a	Continuation of Education Initiatives	-	1,356,270	-	-	-
230b	Statewide Assessment Program	-	-	15,216,328	15,216,328	100.00%
234	Transfer to Division of Administrative Hearings	411,928	411,928	454,325	42,397	10.29%
235	Contracted Services	15,753,926	26,442,574	18,899,363	3,145,437	19.97%
235a	Transfer VPK to OEL	-	(3,698)	(3,698)	(3,698)	100.00%
235b	Educator Certification System Upgrade	-	-	1,913,855	1,913,855	100.00%
235c	Virtual Instruction Applications Development	-	163,200	-	-	-
235d	Technology Infrastructure Resources - Systems Architect	-	228,800	-	-	-
235e	Information Security Management	-	451,200	451,200	451,200	100.00%
235f	Continuity of Operations Planning - Business Impact Analysis (Conference - at NWRDC only)	-	100,000	50,000	50,000	100.00%
235g	Project Management Resources	-	370,000	-	-	-
235h	District Technology Survey	-	65,000	65,000	65,000	100.00%
235i	Technology Application Resources	-	2,870,000	-	-	-
235j	Continuation of Education Initiatives	-	4,596,211	-	-	-
245	Educational Facilities Research and Development Projects	200,000	200,000	200,000	-	-
246	Student Financial Assistance Management Information System	259,845	-	-	(259,845)	-100.00%
247	Risk Management Insurance	528,595	480,568	480,568	(48,027)	-9.09%
247a	Transfer VPK to OEL	-	(5,171)	(5,171)	(5,171)	100.00%
249	Transfer to DMS - HR Services Purchased per Statewide Contract	380,414	364,923	358,903	(21,511)	-5.65%
249a	Transfer VPK to OEL	-	(5,154)	(5,154)	(5,154)	100.00%
249b	Continuation of Education Initiatives	-	10,320	-	-	-
254	Education Technology and Information Services	14,388,852	35,685,304	16,969,338	2,580,486	17.93%
254a	Infrastructure Consolidation	-	3,606,000	-	-	-
254b	Telecommunications Infrastructure Replacement & Upgrade	-	770,300	-	-	-
254c	Project Management Resources	-	81,659	-	-	-
254d	Enterprise Email Migration	-	98,400	-	-	-
254e	Continuation of Technology Initiatives (Customer)	-	10,525,140	-	-	-
254f	Continuation of Education Initiatives	-	5,794,328	-	-	-
254g	Legacy Server Replacement	-	-	248,206	248,206	100.00%
254h	District Technology Survey	-	-	64,534	64,534	100.00%
254i	Data Information Technology Security Services	-	-	1,399,885	1,399,885	100.00%
254j	Information Security Management	-	-	447,963	447,963	100.00%
254k	Educator Certification System Upgrade	-	-	23,223	23,223	100.00%
262	Southwood Shared Resource Center	280,422	299,181	289,070	8,648	3.08%
263	Northwest Regional Data Center (NWRDC)	4,029,758	8,671,743	5,700,044	1,670,286	41.45%
263a	Final Phase of Cloud Migration - Legacy	-	250,000	250,000	250,000	100.00%
263b	Primary Data Center - Enterprise Email Migration	-	15,000	-	-	-
263c	Security Services for ECS	-	1,410,000	1,410,000	1,410,000	100.00%
263d	Primary Data Center - Data Base Administration	-	270,000	-	-	-
263e	Continuation of Education Initiatives	-	2,696,985	-	-	-
269	<b>Total State Board of Education</b>	<b>210,205,246</b>	<b>247,854,576</b>	<b>231,205,129</b>	<b>20,999,883</b>	<b>9.99%</b>
270	<b>Total Department of Education - Operating</b>	<b>15,160,202,588</b>	<b>15,115,718,972</b>	<b>15,256,319,915</b>	<b>96,117,327</b>	<b>0.63%</b>
271	<b>Fixed Capital Outlay</b>					
272	SUS Capital Improvement Fee Projects	70,000,000	151,123,760	41,123,760	(28,876,240)	-41.25%
273	Maintenance, Repair, Renovation, and Remodeling	182,706,597	187,912,399	180,649,378	(2,057,219)	-1.13%
274	Survey Recommended Needs - Public Schools	2,715,022	4,798,454	4,798,454	2,083,432	76.74%

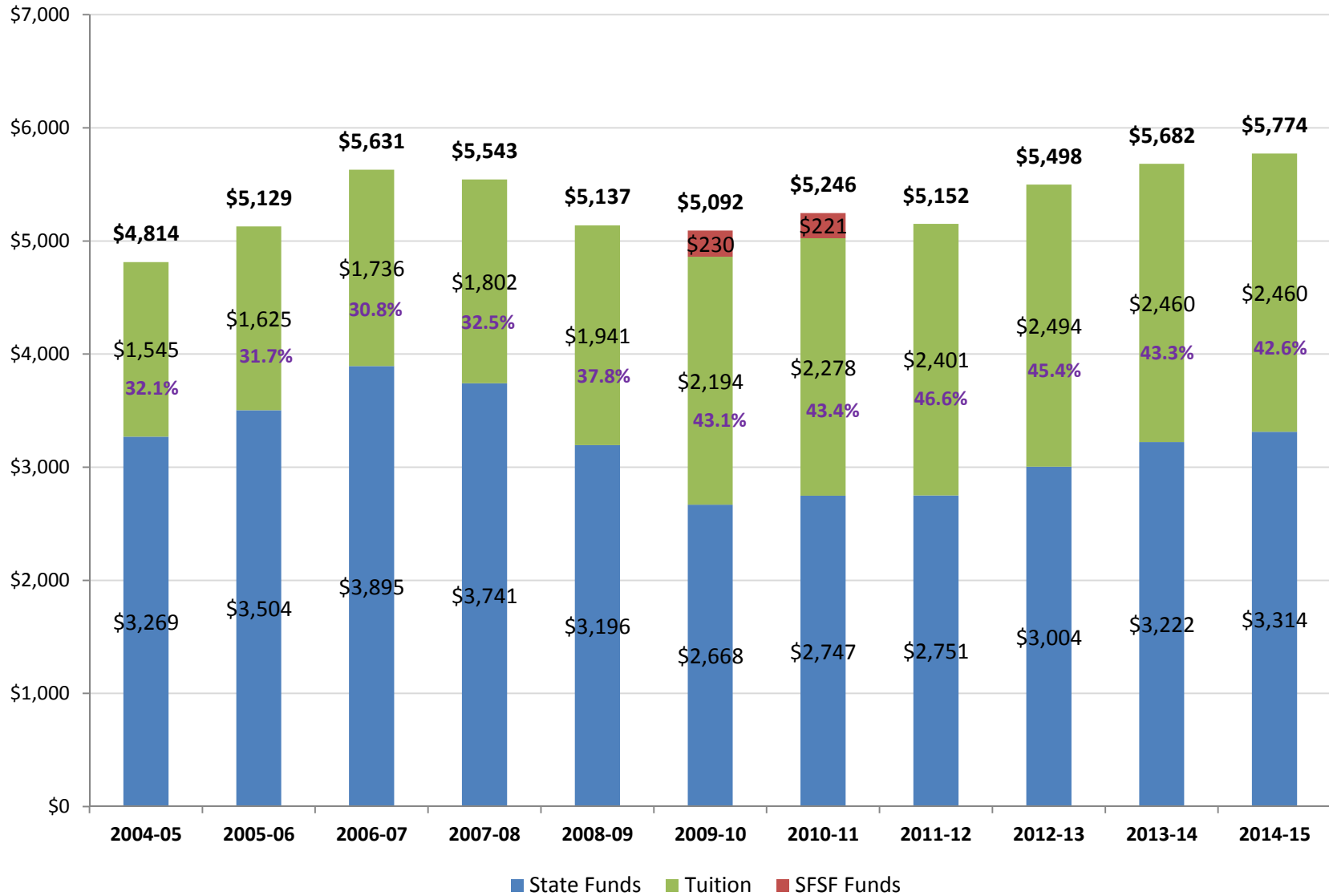
Department of Education Prepared by Budget Bureau  Comparison of 2013-14 Appropriation and 2014-15 Appropriation June 3, 2014		2013-14 Appropriations after Vetoes 05-20-13	2014-15 DOE Request Greenbook plus Administered Funds, Annualizations and Technical Adjustments	2014-15 Appropriations after Vetoes 06-02-14	2014-15 Appropriation over/(under) 2013-14 Appropriation	% 2014-15 Appropriation over/(under) 2013-14 Appropriation
Row #		TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS	TOTAL ALL FUNDS
275	Florida College System Projects	41,510,867	46,186,264	106,661,216	65,150,349	156.95%
276	State University System Projects	57,495,391	62,622,030	178,005,000	120,509,609	209.60%
277	Special Facility Construction Account	7,870,913	37,013,188	59,686,264	51,815,351	658.31%
278	Debt Service	1,052,593,280	1,033,048,697	1,023,048,697	(29,544,583)	-2.81%
279	Classrooms First And 1997 School Capital Outlay Bond Programs - Operating Funds and Debt Service	156,011,746	155,882,941	155,882,941	(128,805)	-0.08%
280	School District And Community College (MVLRL)	28,000,000	28,000,000	28,000,000	-	-
281	Debt Service - Class Size Reduction Lottery Capital Outlay Program	153,806,836	153,799,896	152,836,215	(970,621)	-0.63%
282	Educational Facilities Debt Service	6,650,113	6,648,759	6,648,759	(1,354)	-0.02%
283	Florida School for the Deaf and Blind - Capital Projects	1,222,123	1,057,989	1,057,989	(164,134)	-13.43%
284	Public Broadcasting Projects	-	2,245,750	2,245,750	2,245,750	100.00%
285	Partnership Complex - University of Central Florida	-	-	-	-	-
287	Vocational Technical Facilities	-	-	3,000,000	3,000,000	100.00%
288	Putnam County Schools	-	-	1,000,000	1,000,000	100.00%
289	Calhoun County School Board - Energy Conservation and Safety Enhancement	500,000	-	-	(500,000)	-100.00%
290	Non-Public Higher Education Project	9,000,000	-	2,000,000	(7,000,000)	-77.78%
291	Total Fixed Capital Outlay	1,770,082,888	1,870,340,127	1,946,644,423	176,561,535	9.97%
292	Total DOE Operating and Fixed Capital Outlay	16,930,285,476	16,986,059,099	17,202,964,338	272,678,862	1.61%
	Positions	2260.25	2,253.25	2,250.25	(10.00)	-0.44%

## The Florida College System Program Fund Appropriations by Source Lower and Upper Levels Combined



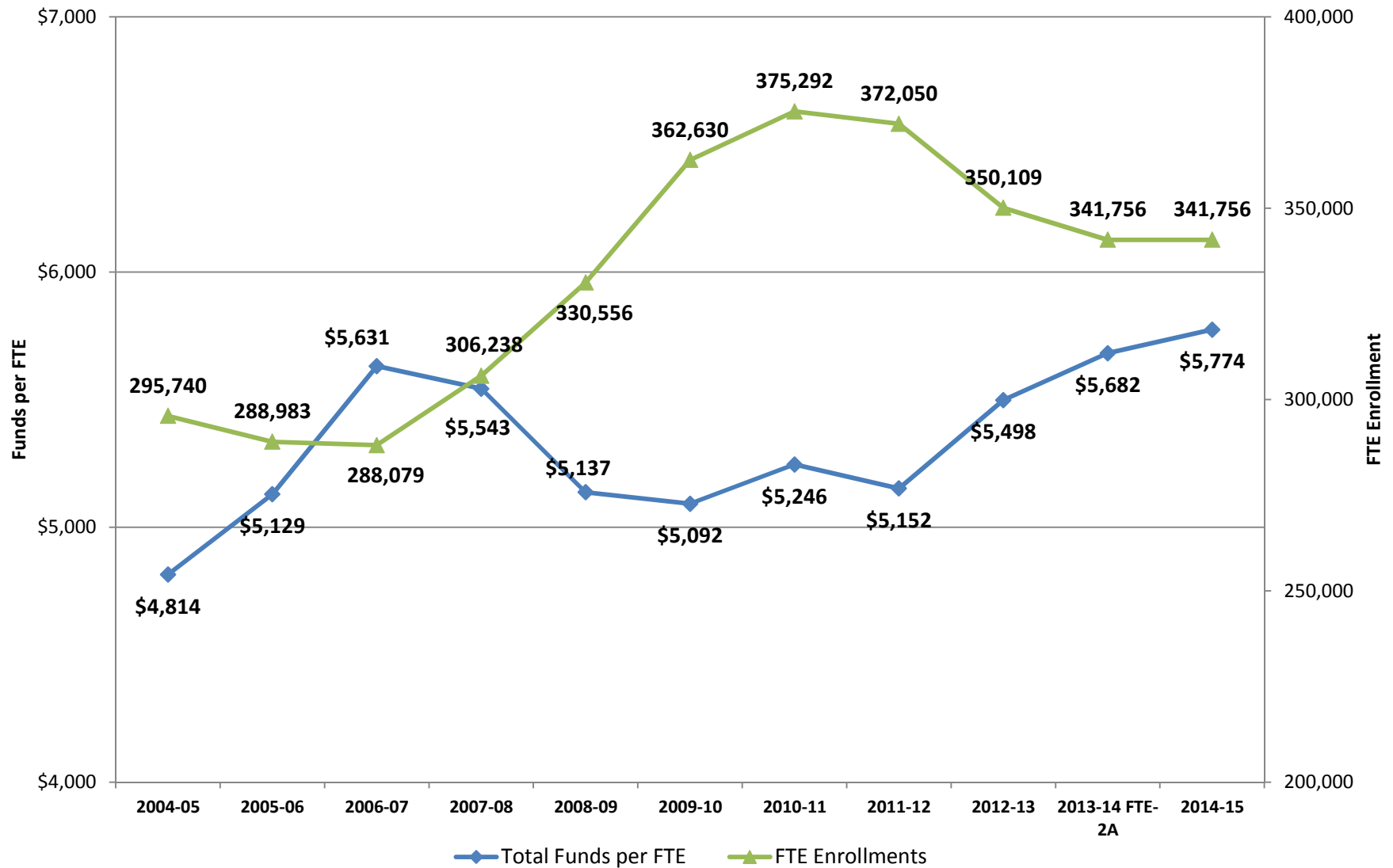
Note: Amounts reflect appropriations for CCPF/FCSPF (all years), upper level categorical appropriations (2004-05 through 2009-10) and Performance Based Incentives (through 2008-09). State funds include General Revenue and Educational Enhancement Trust Fund. Tuition includes tuition, out-of-state fees, and technology fees. Tuition amounts for 2013-14 and 2014-15 are estimated based on 2013-14 FTE-1A. 2013-14 and 2014-15 assume no tuition increase and use an enrollment estimate and projection respectively. Totals may not add due to rounding.

## The Florida College System Program Fund Appropriations per FTE Lower and Upper Levels Combined



Note: Amounts reflect appropriations for CCPF/FCSPF (all years), upper level categorical appropriations (2004-05 through 2009-10) and Performance Based Incentives (through 2008-09). State funds include General Revenue and Educational Enhancement Trust Fund. Tuition includes tuition, out-of-state fees, and technology fees. Tuition amounts for 2013-14 and 2014-15 are estimated based on 2013-14 FTE-1A. 2013-14 and 2014-15 assume no tuition increase and use an enrollment estimate and projection respectively. *Totals may not add due to rounding.*

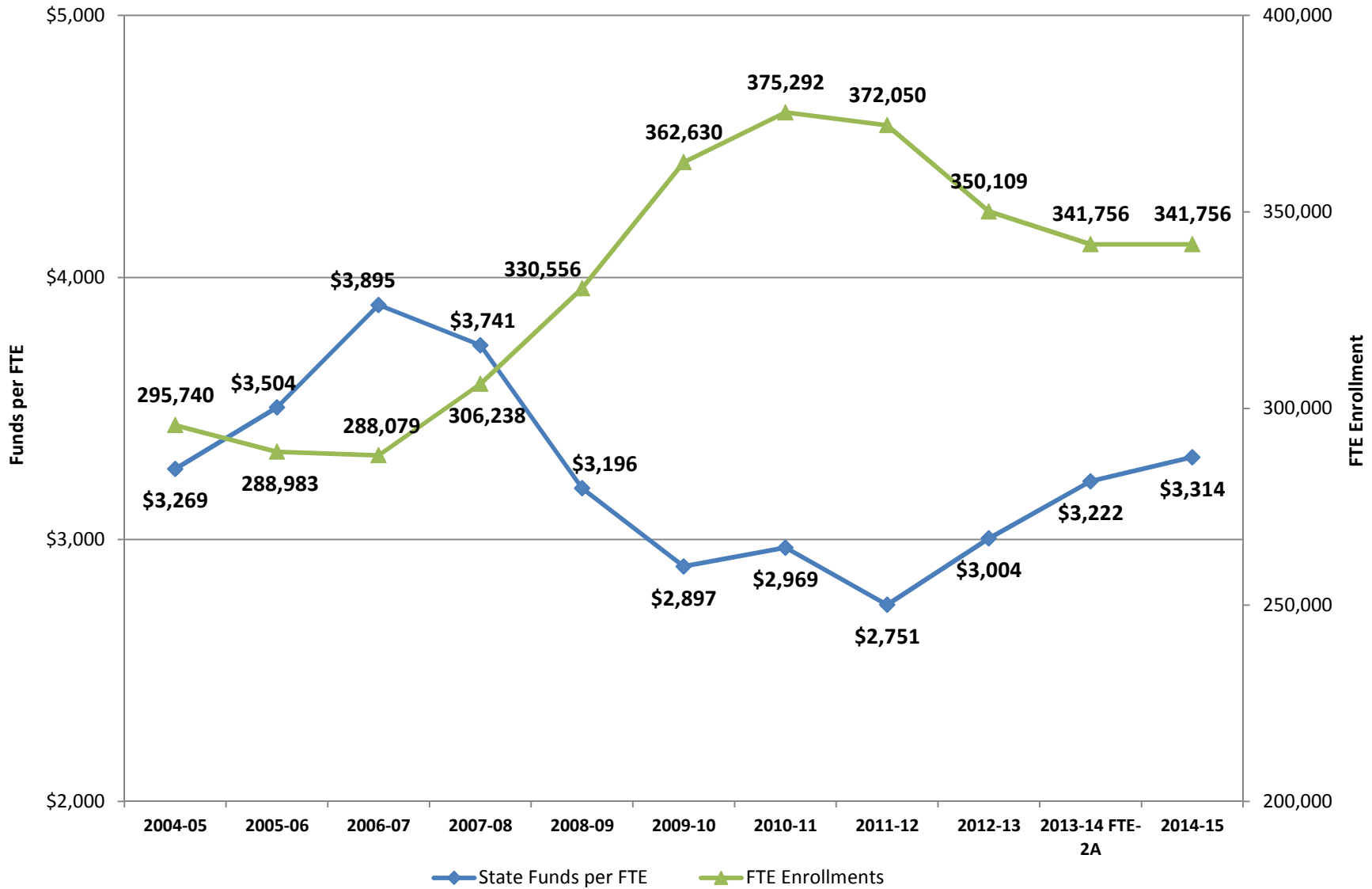
## The Florida College System Comparison of FTE to Total Program Fund Appropriations per FTE, Lower and Upper Levels Combined



Note: All years reflect actual FTE and appropriations except 2013-14 and 2014-15, which assume no tuition increase and uses an enrollment estimate and projection respectively. Includes GR, EETF, Federal SFSF (09-10 and 10-11) and Tuition, which includes tuition, out-of-state fees, and technology fees.



## The Florida College System Comparison of FTE to State Program Fund Appropriations per FTE, Lower and Upper Levels Combined



Note: All years reflect actual FTE and appropriations except 2013-14 and 2014-15, which uses an enrollment estimate and projection respectively. State funds include GR, EETF, and Federal SFSF (09-10 and 10-11).

**FLORIDA DEPARTMENT OF EDUCATION  
BUREAU OF THE COMPTROLLER**

**Performance Measures**

Performance measures reported by the Bureau of the Comptroller in documenting staff progress toward ensuring Department of Education internal and external financial accountability.

Performance Measures	Base	Target	March 2014 Actual
1. Maintain an audit compliance with the Department of Financial Services of no less than 99% on all payments.	98%	99%	99.25%
2. Accurately audit and process 99% of P-Card charges within 10 days of the charge displaying in FLAIR.	95%	99%	99%
3. Reconciles 99.5% of approximately 650 accounts to the Department of Financial Services accounting records by the 10 <sup>th</sup> of each month.	97%	99.5%	99.9%
4. Maintain a financial statement year-end accuracy and timeliness of 95% with the Department of Financial Services.	95%	95%	100%
5. Reconciles 99.5% of over 192 federal grants 88 state grants with FLAIR by the 10 <sup>th</sup> of each month.	98%	99.5%	99.9%
6. Annual review and approval 98% of 70 indirect cost plans from the LEAs within 30 days of receipt.	98%	98%	99.7%
7. Accurately and timely submit all federal financial reports with no more than 10 total adjustments per year.	10	<10	5
8. Accurately and timely submit the Schedule of Expenditures of Federal Awards (SEFA) with no audit findings.	2	0	1

## **APPENDIX II.E.**

### **PART II: DEMONSTRATE EXECUTIVE MANAGEMENT**

#### E. Secure and Retain High Quality Personnel

## Key Management Positions Filled

POSITION TITLE	NAME	DIVISION	EFFECTIVE DATE
General Counsel	Matthew Mears	Office of the General Counsel	01/20/2015
Deputy Commissioner	Juan Copa	Accountability, Research and Measurement	09/18/2013
Chancellor of Public Schools	Hershel Lyons	Public Schools	02/27/2015
Communications Administrator	Meghan Collins	Office of Communications and External Affairs	12/01/2014
Deputy Executive Director for Education Services	Catherine Schroeder	Office of the Commissioner	12/02/2013
Executive Vice Chancellor	Christopher Mullin	Florida Colleges	02/23/2015
Deputy Chancellor, Educator Quality	Brian Dassler	Public Schools	12/02/2013
Assistant Deputy Commissioner	Vincent Verges	Accountability, Research and Measurement	09/12/2013
Assistant Deputy Assistant Deputy Commissioner	Jane Fletcher	Accountability, Research and Measurement	11/01/2013
Assistant Deputy Commissioner	Andre Smith	Accountability, Research and Measurement	11/01/2013
Director, Education Practices Commission	Gretchen Brantley	Public Schools	10/01/2013
Director, Independent Education and Parental Choice	Adam Miller	Office of the Commissioner	09/03/2013
Director, K-12 Standards Implementation	Denise Barrett	Public Schools	01/07/2014
Director, Charter Schools	Adam Emerson	Office of the Commissioner	01/06/2014
Director, Just Read, Florida! Office	Wendy Stevens	Public Schools	01/01/2014
Policy, Research and Accountability Coordinator	Jason Gaitanis	Accountability, Research and Measurement	12/02/2013
Deputy Director	Antionette Williams	Blind Services	02/12/2014
Bureau Chief, Personnel Management	Alissa Perdue	Finance and Operations	09/03/2013
Bureau Chief, Postsecondary Assessment	Philip Canto	Accountability, Research and Measurement	09/12/2013
Bureau Chief, Accountability and Reporting	Edward Croft	Accountability, Research and Measurement	11/01/2013
Bureau Chief, Contracts, Grants and Procurement	Janice Brown	Finance and Operations	01/01/2014
Bureau Chief, K-20 Data Warehouse	Sara Dugger	Accountability, Research and Measurement	03/03/2014
Bureau Chief, Standards and Instructional Support	Steven Neely	Public Schools	03/03/2014
Bureau Chief, Administrative Services	Marcia Haye	Blind Services	04/21/2014
Bureau Chief, Education Data Center	Eric Smith	Technology and Innovation	07/02/2014

Bureau Chief, Client Services and Program Support	Thomas Austin	Blind Services	08/04/2014
Bureau Chief, Otis-Technology Planning and Management	Paul Munyon	Technology and Innovation	09/03/2014
Bureau Chief, School Business Services	Suzanne Tart	Finance and Operations	09/19/2014
Bureau Chief, PK-12 Education Information Services	Jess Clark	Accountability, Research and Measurement	12/01/2014
Bureau Chief, PK-20 Ed Report and Accessibility	Tammy Duncan	Accountability, Research and Measurement	12/01/2014

## Department Reorganizations for Increased Efficiency and Effectiveness

DIVISION	DESCRIPTION	EFFECTIVE DATE
Florida Colleges	Realigned several management positions including Executive Vice Chancellor, Associate Vice Chancellors (3) and made appropriate changes to the reporting structure	April 1, 2015
Division of Public Schools	Realigned several positions including Bureau Chief, Federal Educational Programs; Bureau Chief, Family and Community Outreach; and Director, Office of Equal Educational Opportunity	April 1, 2015
Accountability, Research and Measurement	Retitled the Bureau of PK-12 Education Information Services; created the Bureau of PK-20 Education Reporting and Accessibility; and reclassify positions to provide bureau chiefs for both bureaus.	December 1, 2014
Division of Public Schools	Retitled the Bureau of Curriculum and Instruction to the Bureau of Standards and Instructional Support and reclassified three positions including Bureau Chief and two Program Specialist VI positions	January 2, 2014
Accountability, Research and Measurement	Retitled the Bureau of Research and Evaluation and transferred all positions and functions to the new Bureau of Accountability Reporting; created a new section, Florida Education and Training Placement Information Program within the K-20 Data Warehouse and abolished the Florida Education and Training Placement Information Program (bureau equivalent); changed reporting structure accordingly; and reclassified several position including Bureau Chief, Accountability Reporting, Systems Project Consultant, and Senior Educational Program Director	November 1, 2013
Technology and Innovation	Created the Division of Technology and Innovation, moved the Office of Technology and Information Services from the Division of Finance and Operations to the newly created Division; reclassified the position of Deputy Commissioner of Technology and Innovation	September 1, 2013

\* Other reorganization activities not included here are minor adjustments in the organizational structure.