



K - 12
Subcommittee
Thursday, January 22, 2015
9:00 a.m. – 11:00 p.m.
17 HOB
Meeting Packet

Steve Crisafulli
Speaker

Janet Adkins
Chair



AGENDA

K-12 Subcommittee
Thursday, January 22, 2015
9:00 a.m. – 11:00 a.m.
17 HOB

- I. Call to Order
- II. Roll Call
- III. Welcome/Opening Remarks
- IV. Presentations on attendance, academic intervention and dropout prevention
- V. Adjournment



Attendance, Academic Intervention, and Dropout Prevention

House K-12 Education Subcommittee

Week of January 20, 2015

Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

Sam Foerster, Deputy Chancellor, Student Achievement and School Improvement



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Presentation Overview

- Focus on Attendance as a Key Early Warning System (EWS) Indicator
- Overview of Early Warning Systems (EWS)
- Academic Supports and Options

Overview of Florida's Attendance Laws

- **Compulsory school attendance in Florida** (Section 1003.21, F.S)
 - Children 6 - 16 years of age attend school regularly during the entire school term.
 - Age Exception: A student who reaches the age of 16 during the school year is not subject to compulsory school attendance if the student files a formal declaration of intent to terminate school enrollment with the district school board.
 - Exemptions to compulsory attendance requirements may be authorized by the district school superintendent under certain circumstances.
- **Enforcement of Attendance Laws** (Section 1003.26, F.S.)
 - The district school superintendent is primarily responsible for the enforcement of regular school attendance, which includes recommending policies and procedures to the district school board.

Enforcement of Attendance Laws (Section 1003.26, F.S.)

5 Unexcused Absences

- When a student has 5 unexcused absences (excluding out-of-school suspensions), within a calendar month the student's attendance history shall be reviewed to see if a pattern of non-attendance is occurring.
- A student with fewer absences may be referred even earlier if a pattern of nonattendance is developing.

10 Unexcused Absences

- When a student has 10 unexcused absences within a 90-calendar-day period, by law, the student's attendance history must be reviewed to see if a pattern of nonattendance is occurring.
- The school must notify parents/guardians.

15 Unexcused Absences

- The district school superintendent must provide Department of Highway Safety and Motor Vehicles with the names of students who have accrued 15 unexcused absences within a 90-calendar-day period. Driving privileges or the opportunity to obtain driver licenses are suspended.

Enforcement of Attendance Laws

Truancy Petition

When a school determines that a student of compulsory school age is either demonstrating early patterns of nonattendance and/or is determined to be a habitual truant (s. 1003.26(1)(g), F.S.), a district school superintendent, or designee, may file a truancy petition (s. 984.03, F.S.) in the circuit court in which the student is enrolled in school (s. 984.151, F.S.).

According to s. 1003.26(1)(d), F.S., the case may be reported by the child study team to the superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.

Court Order Violations

If a student and/or parent, guardian or legal custodian violates court-ordered sanctions or services, the court may enforce participation through its contempt power (s. 984.151, F.S.).

What Drives Students' Absences?

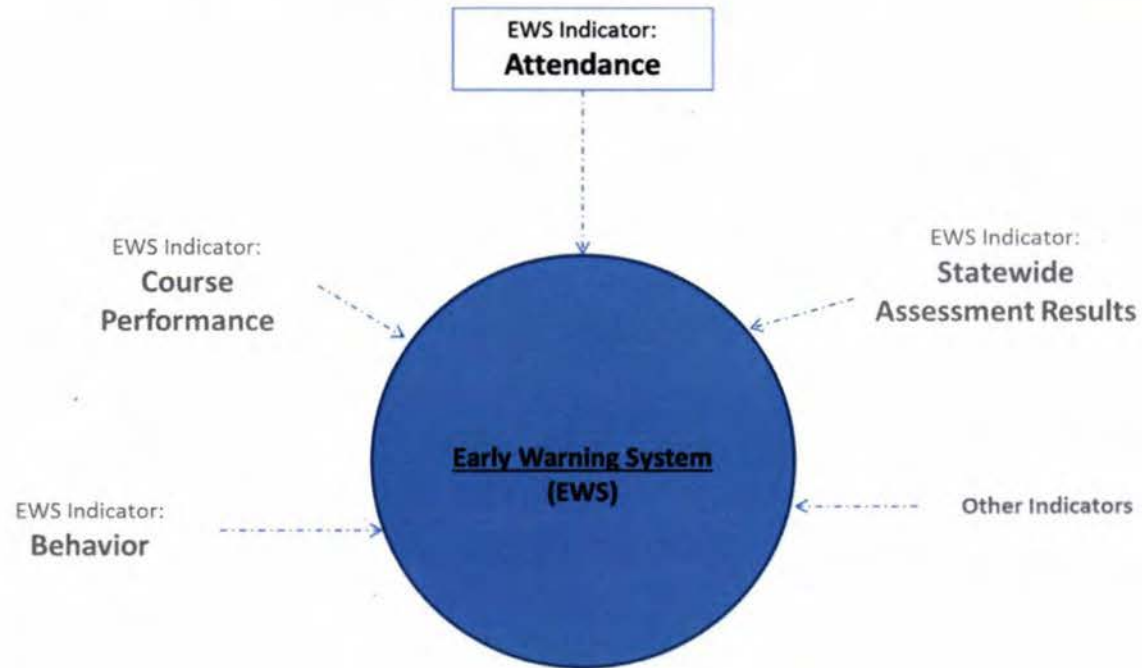
- **Pre-K to Elementary Grades** - Parents cannot or do not get students to school on regular basis, resistance from students
- **Middle Grades** - Disengagement, less parental monitoring, school/neighborhood safety, family care responsibilities, school discipline policies
- **High School** – (Same issues as middle grades), learn how to manipulate the system, perceive that not much is going on at school and acceptable to miss, increased work responsibilities, teenage pregnancy, involvement with the juvenile justice system

Robert Balfanz, Everyone Graduates Center (2011)

Early Warning System (EWS)

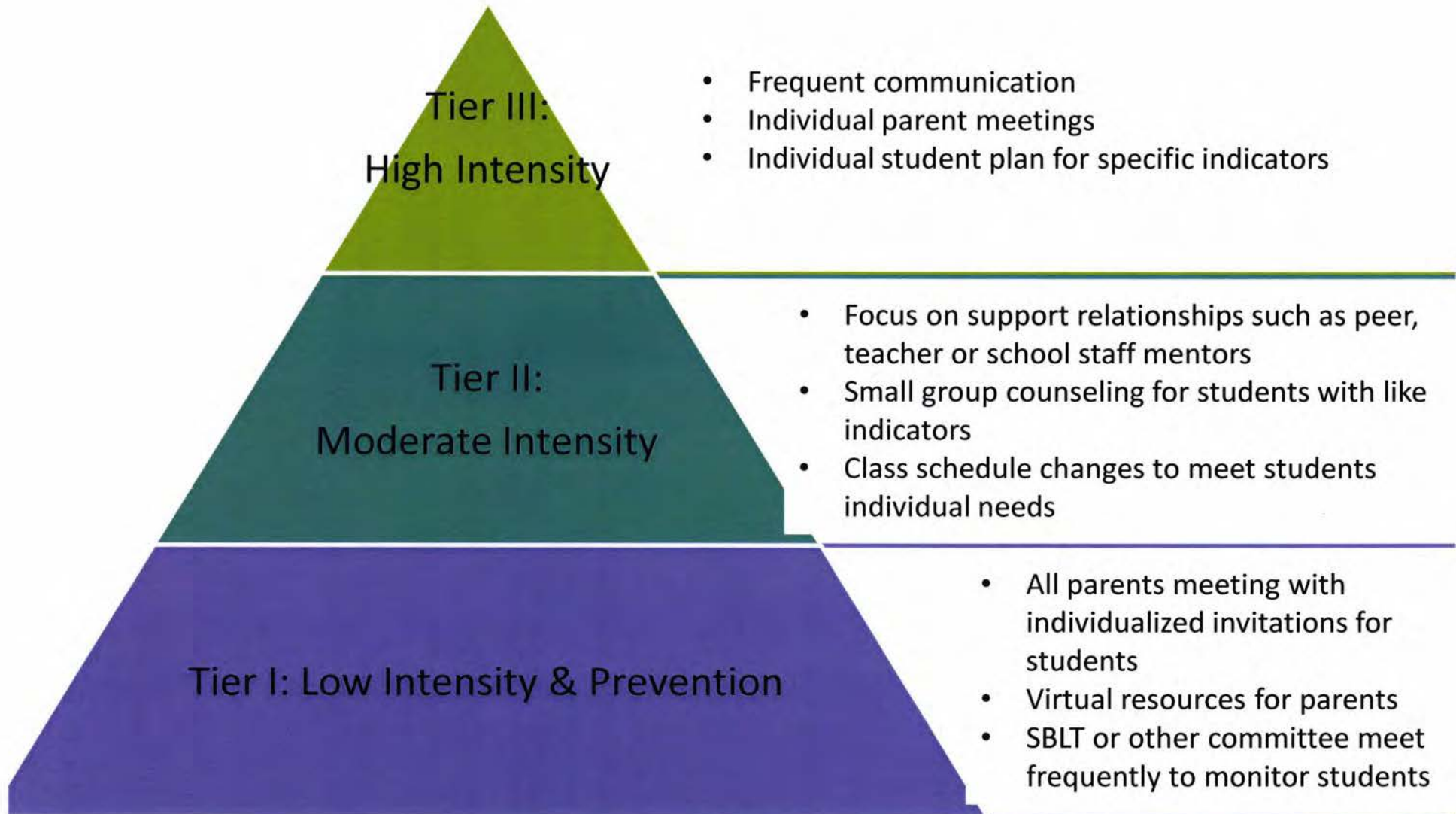
- A promising approach to effective dropout prevention
- Identifies students at-risk using readily available data
- Systematically matches at-risk students to appropriate supports and academic interventions to get them back on track for graduation

Allensworth & Easton, 2005, 2007; Dynarski et al., 2008



Indicator (SB 850)	Threshold
Attendance	Attendance below 90% - Excused / unexcused
Behavior	One or more suspensions (ISS or OSS)
Course Performance	Course Failure in English Language Arts (ELA) or math
State Assessment	Level 1 score on statewide ELA or math

Example of Volusia County's
EWS Implementation Framework



EWS Implementation

STRENGTHS

According to research

(Davis, Herzog, & Legters, 2013)

- Use “readily available data” typically collected at the school-level
- Allow educators to hone-in on key pieces of data to inform decisions
- Provide “real-time” data for monitoring
- Allow districts to identify patterns, trends and school effectiveness at keeping students on-track
- Identify at-risk students who are likely to experience adverse outcomes early enough to alter student trajectories

CHALLENGES

According to FL Districts’ Feedback

- Use “readily available data” typically collected at the school-level
- Inflexibility of statutory language requiring each student to have a team meeting. Due to limited resources and many students identified, this may not be practical.
- Limited availability of academic and other options.
- Need for professional development on implementation of EWS and data analysis.

Effective Strategies of Focus

- **Alternative Schooling and Educational Delivery Options**
 - Performance-Based Exit Option Model
 - Virtual Education
- **Individualized/Personalized Instruction**
 - Curriculum / Course Modifications
- **Dropout Interventions**
 - High School Equivalency Program (GED)
 - FLVS – Fulltime
 - Dropout Recovery Initiatives

Examples of Curriculum / Course Modifications

- Extended learning with certified teachers
- Required placement in intensive reading or math course based on statewide assessment results
- Enrollment in learning strategies, study skills and/or critical thinking courses
- Supplemental curriculum using instructional technology to develop and enhance academic skills

Performance-Based Exit Option Program (Rule 6A-6.0212)

An alternative route to graduation for students who are at risk of not graduating on time with their kindergarten cohort:

- credit deficiency
- low grade point average
- being overage for grade

Performance-Based Exit Option Program

(Rule 6A-6.0212)

Student Eligibility Criteria

- ≥ 16 years of age
- Enrolled in a PK-12 education program
- Enrolled in and attending courses that meet high school graduation requirements
- In jeopardy of not graduating with their kindergarten cohort
- At least 7th grade reading level at time of selection in program
- At least 9th grade reading level at time of testing

Performance-Based Exit Option Program

(Rule 6A-6.0212)

Benefits

- Flexible implementation
- K-12 funding continues to be generated
- Students stay in school and receive guidance
- Performance-Based Exit Option diploma carries “more weight” than a State of Florida High School Diploma
- Students can graduate with their class and enjoy senior year privileges
- Students are not required to obtain the minimum credits and GPA that are required for a standard diploma. Competency is established by the student passing the FSA and High School equivalency exam

Performance-Based Exit Option Program

(Rule 6A-6.0212)

Limitations

- Students cannot obtain a standard diploma
- Students are not included in the federally-defined graduation rate
- If students do not pass the Florida assessment they do not obtain the Performance-Based Exit Option diploma

Other Academic Supports & Options

Program Title	Description
Florida Virtual School	FLVS is the first public virtual school district in the nation. It is comprised of 2 major programs: FLVS Part Time and FLVS Full Time, including a Global School option for students outside of Florida. Within each of those programs, 140+ online courses are offered, including core academics, credit recovery, electives, world languages, honors, and AP.
College Reach Out Program (CROP)	A statewide program created in 1983 s. 1007.34, F. S. The primary objective of CROP is to recruit low-income, educationally disadvantaged students in grades 6-12 and focus efforts on motivating and preparing them to attend college and complete their postsecondary education. Over 180,000 students have been served since inception.
FL's Gaining Early Awareness and Readiness for Undergraduate Program (GEAR-UP)	A program funded by the US Dept. of Education that is designed to increase student academic achievement, increase academic attainment (graduation rates and college entrance numbers), and to increase family knowledge and expectations for college. Over 8,000 students served each school year.
Teen Parent Program	A voluntary program designed to provide comprehensive and ancillary services to facilitate the completion of coursework necessary to earn a high school diploma. Program components include a specialized curriculum, parenting education and the following ancillary services: childcare, health services, social services and transportation.

Dropout Intervention Programs

Program Title	Description
High School Equivalency Diploma (GED)	An alternative graduation option for candidates that successfully pass all State Board of Education's established standards and requirements. Florida Statute authorizes the State Board of Education to award high school equivalency diplomas. Currently the GED is the examination used to determine graduates of this diploma.
Virtual Education thru FLVS (Full Time)	<u>FLVS Full time</u> operates two schools (grades K-8 and grades 9-12) to offer a full-time, grades K-12 public online program. These full-time virtual schools are school choice options for all students across the state. School districts and virtual charter schools may also contract with the Florida Virtual School to provide the FLVS FT program to district public school students.
Dropout Recovery Programs and Initiatives	Districts have flexibility to determine the dropout interventions that may include a 13 th year or extended time beyond 4 years at the students' home school or other site. Some districts contract with private companies to recruit and enroll students that previously dropped out of high school. Age restrictions generally do apply.

High School Equivalency Diploma Program (GED)

Section 1003.435, F.S.

- Authorizes the State Board of Education to establish standards to administer and award high school equivalency diploma examinations
- Sets age restriction
- Establishes status which allows admission into state universities or community colleges

Rule 6A-6.0201, F.A.C.

- Establishes passing requirements on the high school equivalency diploma
- Sets state policies and procedures for approval of testing centers
- Sets testing price and fees

High School Equivalency Diploma Program (GED)

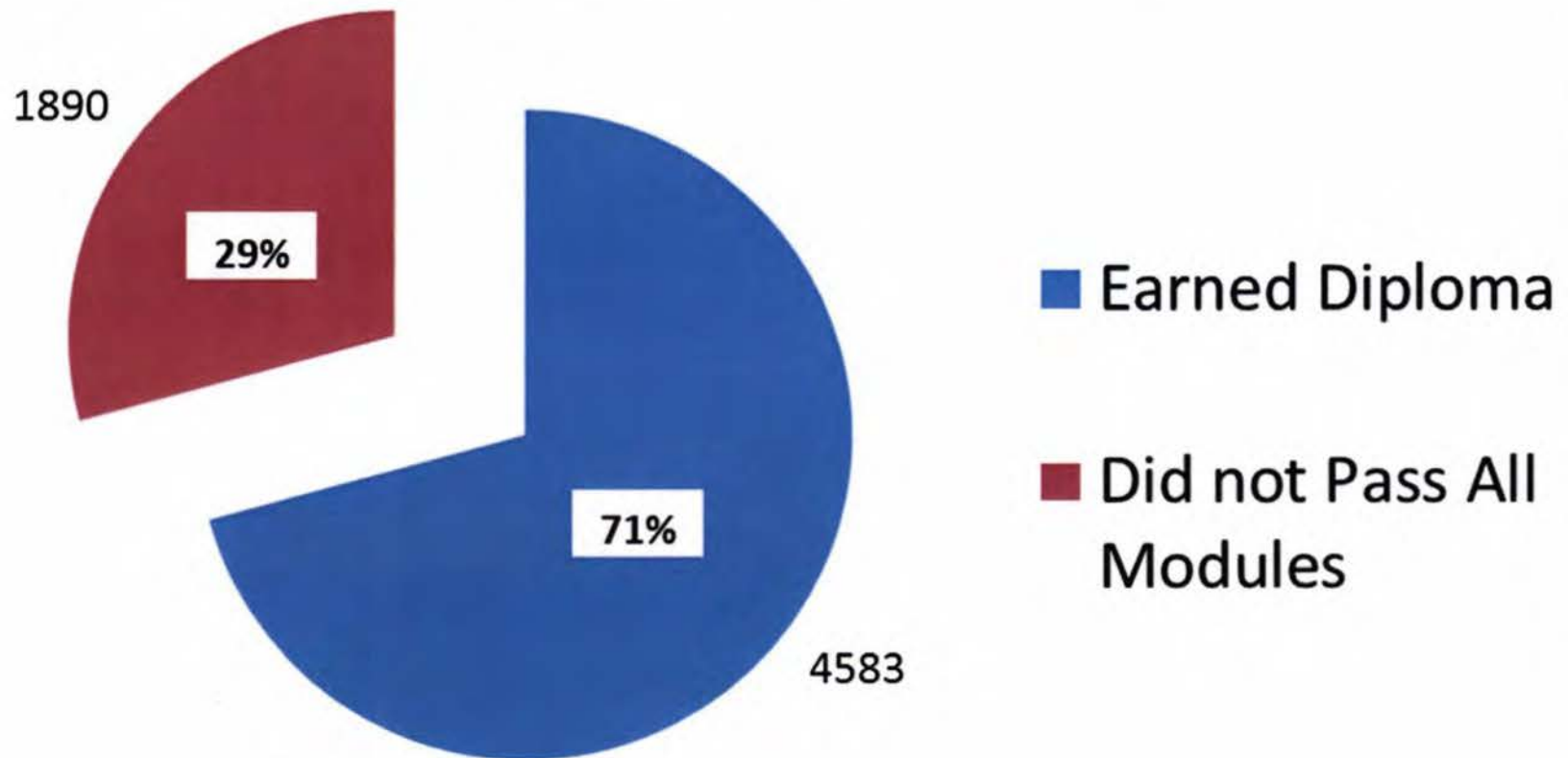
Candidate Eligibility to Test

- Must be at least 18 years old
- Not enrolled in high school, unless in the Performance-Based Exit Option program
- May take the high school equivalency exam at 16-17 years old with approval of an underage waiver* based on certain circumstances, such as:
 - Enrolled in a GED class and achieved cut-off scores on GED Ready Test for each of the 4 subtests (Reading= 152, Math= 154, Social Studies= 155, & Math= 154)
 - Waived from having to enroll in GED class due to severe social and/or mental health issues and achieved cut-off scores on GED Ready Test for each of the 4 subtests

**contingent upon district policies and rules*

High School Equivalency Diploma Program

Youth Ages 16-19 Served in 2014



Total Served = 6,473

3-Year Trend in Diploma Completers by Diploma Type

Diploma Type	2011-12	2012-13	2013-14
Standard Diploma Completers	141,953 (96.63%)	149,430 (96.59%)	149,397 (97.31%)
GED-based Diploma Completers	2,124 (1.44%)	2,489 (1.60%)	1,534 (.99%)
Special Diplomas	2,822 (1.92%)	2,774 (1.79%)	2,588 (1.68%)
Total Completers	146,899	154,693	153,519

Resources

Allensworth, E. M., & Easton, J. Q. (2005). The on-track indicator as a predictor of high school graduation. Chicago: The University of Chicago Consortium on Chicago School Research. Retrieved from <http://ccsr.uchicago.edu/sites/default/files/publications/p78.pdf>

Allensworth, E. M., & Easton, J. Q. (2007). What matters for staying on-track and graduating in Chicago public high schools: A close look at course grades, failures, and attendance in the freshman year. Chicago: The University of Chicago Consortium on Chicago School Research. Retrieved from <http://ccsr.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf>

Balfanz, R. (2011). A systematic approach to reducing chronic absence: Why it matters, what we have to learn, and how to get started: Superintendent of public instruction policy forum-taking attendance seriously: The Everybody Graduates Center: John Hopkins University

Davis, M., Herzog, L., Legters, N. (2013). Organizing schools to address early warning indicators (EWIs): Common practices and challenges. *Journal of Education for Students Placed at Risk (JESPAR)*, 18, 84-100.

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). Dropout prevention: A practice guide (NCEE 2008-4025). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf



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