



House Bill (HB) 7039 (2023): Providing Math Interventions for Students Identified with a Substantial Math Deficiency

Florida Organization of Instructional Leaders (FOIL)

November 2023



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What Will you Gain from this Session?

- Participants will:
 - understand the requirements of delivering effective math instruction and interventions for students identified as having a substantial mathematics deficiency pursuant to HB 7039;
 - learn about the resources being developed to support the implementation of HB 7039 for mathematics; and
 - share best practices and strategies.



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House Bill 7039 – Student Outcomes

House Bill 7039 – Student Outcomes

- [House Bill 7039 \(2023\)](#)
 - Adds several new provisions for students identified as having a substantial deficiency in mathematics, including interventions, progress monitoring, early warning systems and supplemental materials.

House Bill 7039 – Student Outcomes

- [Section \(s.\) 1001.42\(18\)\(b\)](#), Florida Statutes (F.S.), Powers and duties of district school board.
 - Adds that the early warning system must include an indicator for students in kindergarten through grade 4 who exhibit a substantial mathematics deficiency under s. 1008.25(6)(a), F.S.

House Bill 7039 – Student Outcomes

- [Section 1002.20\(11\)](#), F.S., K-12 student and parent rights.
 - Adds that the parent of any K-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia pursuant to s. 1008.25(6) shall be immediately notified of the student's deficiency and consulted in the development of a plan, as described in s. 1008.25(4)(b).

House Bill 7039 – Student Outcomes

- [Section 1002.33\(6\)\(a\)](#), F.S., Charter application process and review.
 - Adds that the application for those seeking to open a charter school describes the mathematics curriculum and differentiated strategies that will be used for students performing at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below grade level.
- [Section 1002.33\(7\)\(a\)](#), F.S., Charter.
 - Adds that the charter shall ensure that mathematics is a focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are performing below grade level.

New Worlds Scholarship Accounts

- Effective July 1, 2023, the New Worlds Scholarship Accounts Program expanded eligibility to include public school students enrolled in kindergarten through grade 5 who:
 - have a substantial deficiency in either reading or mathematics;
 - exhibit characteristics of dyslexia or dyscalculia; or
 - scored below a Level 3 on the statewide, standardized English Language Arts (ELA) or Mathematics assessment in the prior school year.

<https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/reading/>

House Bill 7039 – Student Outcomes

- [Section 1004.86](#), F.S., Florida Center for Mathematics and Science Education Research.
 - Requires that by December 1, 2023, in collaboration with the Florida Department of Education (FDOE), they will provide recommendations to the Legislature for preparing teacher candidates and identifying mathematics training and professional learning opportunities for teachers in kindergarten through grade 4 and administrators who support teachers in the classroom.

House Bill 7039 – Student Outcomes

- [Section 1008.25\(3\)](#), F.S., Allocation of resources.
 - Adds that a priority for allocating resources includes students in kindergarten through grade 4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia as determined in paragraph (6)(a).

House Bill 7039 – Student Outcomes

- [Section 1008.25\(4\)\(b\)3.](#), F.S., Assessment and support.
 - Outlines the minimum requirements for an individualized progress monitoring plan to include:
 - The student’s specific, identified mathematics skill deficiency;
 - Goals and benchmarks for student growth in mathematics;
 - A description of the specific measures that will be used to evaluate and monitor the student’s mathematics progress;
 - Strategies, resources, and materials that will be provided to the student’s parent to support the student to make mathematics progress; and
 - Any additional services the student’s teacher deems available and appropriate to accelerate the student’s mathematics skill development.



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Mathematics Deficiency and Parental Notification

[Section 1008.25\(6\)\(a\)](#), F.S.

Mathematics Deficiency and Parental Notification

- Any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia must:
 - be provided systematic and explicit mathematics instruction to address his or her specific deficiencies.
 - Be monitored, and instruction must be adjusted based on student's need.
 - Be monitored for their math proficiency, and intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district.

Mathematics Deficiency and Parental Notification

- The parent of a student who exhibits a substantial deficiency in mathematics must be notified in writing of the following:
 - That the child has been identified as having a substantial deficiency in mathematics, including a description and explanation of the nature of their difficulty in learning;
 - A description of the current services that are provided to the child;
 - A description of the proposed intensive interventions and supports that will be provided to the child to remediate the deficiencies; and
 - Strategies through a home-based plan the parent can use in helping the child succeed in mathematics.

Mathematics Deficiency and Parental Notification

- FDOE shall provide a list of state examined and approved mathematics intervention programs, curricula, and high-quality supplemental materials that may be used to improve a student's mathematics deficiencies.

Mathematics Deficiency and Parental Notification

- FDOE and the Florida Center for Mathematics and Science Education Research will compile resources that include:
 - Developmentally appropriate, evidence-based strategies and programming;
 - An overview of the types of assessments used to identify deficiencies and what those assessments measure and do not measure; and
 - An overview of the process for initiating and conducting evaluations for exceptional education eligibility.

Determining Substantial Math Deficiency

- [Rule 6A-6.0533](#), Florida Administrative Code (F.A.C.)
 - Provides guidelines to determine whether a student in kindergarten through grade 4 has a substantial math deficiency.
 - Students identified based upon the rule guidelines will receive interventions to support achieving grade-level proficiency as described in section 1008.25, Florida Statutes.

Determining Substantial Math Deficiency

- [Rule 6A-6.0533](#), F.A.C.
 - A student is identified as having a substantial deficiency in mathematics if the following criteria are met for each grade level: student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level.

Activity

- At your table, discuss what you notice and wonder about the chart provided areas of emphasis for each grade level.
- How does having the areas of emphasis provide a pathway for teachers to provide standards-aligned mathematics interventions?



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High-Quality B.E.S.T. Math Instruction

B.E.S.T. Mathematics Learning and Teaching

What

Florida's B.E.S.T.
Standards for
Mathematics

How

Mathematical
Thinking and
Reasoning Standards

Teacher Planning
and Pedagogy

Why

Teacher Beliefs



Florida's

MATH FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

5

CHARACTERISTICS OF HIGH-QUALITY MATH INSTRUCTION

Horizontally and Vertically Aligned
Balanced Instructional Approaches
Student-Centered
Instruction Informed by Assessment
Implements Tiered Instruction

5

TYPES OF ASSESSMENTS

Screening
Progress Monitoring
Diagnostic
Formative
Summative

T1

INSTRUCTION FOR ALL STUDENTS

Systematic
Scaffolded
Differentiated
Corrective Feedback
Explicit
Inquiry-Based

T2

SUPPLEMENTAL FOR STUDENTS NEEDING ADDITIONAL SUPPORT

Systematic
Small Group Scaffolded Instruction
Multiple Differentiated Opportunities to Practice Targeted Skill(s)
Corrective Feedback
Explicit
Frequent Progress Monitoring
Occurs in Addition to Tier 1

T3

TARGETED INTENSIVE FOR STUDENTS WITH SUBSTANTIAL MATH DEFICIENCY

Systematic
Small Group and/or One-One Scaffolded Instruction
More Differentiated Guided Practice
Immediate Corrective Feedback
Explicit
More Frequent Progress Monitoring
Occurs in Addition to Tier 1 and Tier 2

The B.E.S.T. Instructional Guides for Mathematics (BIG-M) include ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporate Universal Design for Learning (UDL) principles.

Discussion

- How can instructional leaders use high-quality mathematics instruction to support the work of HB 7039?
- How can instructional leaders use high-quality mathematics instruction to support mathematics instruction for ALL students?



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B.E.S.T. Resources

FDOE Website

Mathematics & Science

[Home](#) | [Academics](#) | [Standards & Instructional Support](#) | [Content Areas](#) | [Mathematics & Science](#) | [B.E.S.T. Standards for Mathem...](#)

B.E.S.T. Mathematics

B.E.S.T. Mathematics Resources

Science

Sunshine State Scholars

B.E.S.T. STANDARDS FOR MATHEMATICS

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics were adopted by the State Board of Education on February 12, 2020. Additionally, on September 23, 2020 the SBE approved the amendment to Rule 6A-1.09412, Course Requirements – Grades K-12 Basic and Adult Secondary Programs.

- [Florida's B.E.S.T. Standards for Mathematics](#) (PDF)
- [Mathematical Thinking and Reasoning Standards](#) (PDF)
- [Mathematical Thinking and Reasoning Standards Poster \[To be printed as 24x36\]](#) (PDF)

B.E.S.T. Professional Learning for Mathematics

Below you can find information about past, present and future professional learning opportunities.

Virtual Standards Institute, July and September 2020

- [B.E.S.T. Standards Overview](#) (PDF)
- [B.E.S.T. Standards for K-5 Mathematics](#) (PDF)
- [B.E.S.T. Standards for 6-12 Mathematics](#) (PDF)

B.E.S.T. Mathematics District Lead Professional Development, July 2021

- [Presentations and Materials](#)

<https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/>

B.E.S.T. Instructional Guide for Mathematics (B1G-M)

- Intended to assist educators with planning for student learning and instruction aligned to the B.E.S.T. Standards.
- Includes an analysis of information related to the B.E.S.T. Standards within a specific mathematics course, the instructional emphasis and the aligned resources.
 - Connecting Benchmarks
 - Vertical Alignment
 - Terms from the K-12 Glossary
 - Instructional Strategies
 - Common Misconceptions and Errors
 - Strategies to Support Tiered Instruction
 - Instructional Tasks and Instructional Items

<https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/bestmath.stml>

B1G-M

- Currently on the website:
 - K-8 courses with Strategies to Support Tiered Instruction
 - Algebra 1 (H) with Strategies to Support Tiered Instruction
 - Math for College Algebra
 - Math for College Statistics
 - Math for College Liberal Arts
 - Math for Data and Financial Literacy (H)

Questions? Contact Us!

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