



Committee on K-12

ACTION PACKET

Meeting

Tuesday, February 20, 2007

9:00 a.m.—12:00 p.m.

212 Knott Building

REVISED

COMMITTEE MEETING REPORT

Committee on K-12

2/20/2007 9:00:00AM

Location: 212 Knott Building

Attendance:

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
Anitere Flores (Chair)	X		
Gary Aubuchon	X		
Dorothy Bendross-Mindingall	X		
Marti Coley	X		
Will Kendrick	X		
Curtis Richardson	X		
Garrett Richter	X		
Shelley Vana	X		
Totals:	8	0	0

Committee meeting was reported out: Tuesday, February 20, 2007 1:13:36PM

COMMITTEE MEETING REPORT

Committee on K-12

2/20/2007 9:00:00AM

Location: 212 Knott Building

Other Business Appearance:

21st Century Partnership

James Flanagan (At Request Of Chair) - Information Only

Partnership for 21st Century Skills

51 Bingham Rd.

Carlisle MA 01741

Phone: 978-994-9451

FCAT

Dr. Cornelia Orr (State Employee) (At Request Of Chair) - Information Only

Florida Department of Education

325 W. Gaines St.

Tallahassee Florida 32399

Phone: 245-0513

FCAT/Sunshine State Standards Transition

Dr. Cheri Yecke (Lobbyist) (State Employee) (At Request Of Chair) - Information Only

Florida Department of Education

325 W. Gaines St.

Tallahassee Florida 32399

Phone: 245-0509

Florida Virtual Schools

Julie Young (State Employee) (At Request Of Chair) - Information Only

Florida Virtual School

445 W. Amelia St., #301

Orlando Florida 32801

Phone: 407-317-3326

Teacher Content Exams

Dr. Michael Jones (State Employee) (At Request Of Chair) - Information Only

Florida Department of Education

325 W. Gaines St.

Tallahassee Florida 32399

Phone: 245-0792

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COMMITTEE MEETING REPORT

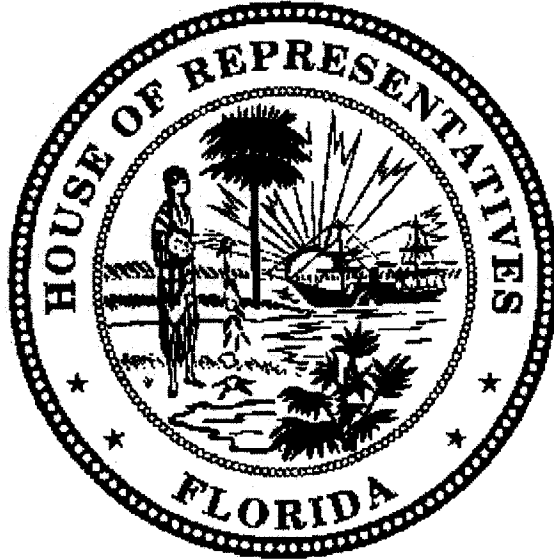
Committee on K-12

2/20/2007 9:00:00AM

Location: 212 Knott Building

Summary: No Bills Considered

Committee meeting was reported out: Tuesday, February 20, 2007 1:13:36PM



Committee on K-12

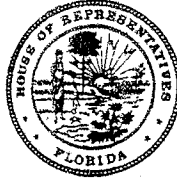
ACTION PACKET AMENDED

Meeting

Tuesday, February 20, 2007

9:00 a.m.—12:00 p.m.

212 Knott Building



The Florida House of Representatives

Schools & Learning Council

Committee on K-12

Marco Rubio
Speaker

Anitere Flores
Chair

February 21, 2007

Honorable Joe Pickens
Chair, Schools & Learning Council
214 Capitol
Tallahassee, Florida 32399-1300

Dear Chair Pickens,

The House Committee on K-12 met on Tuesday, February 20, 2007, and, among other things, voted on implementing concepts with regard to Ideas 1, 2, 3, and 4, of the "100 Ideas."

Transmitted herewith are the implementing concepts recommended by the committee. Please note that any changes made at the meeting by the members to the implementing concepts, which had been previously published with the notice, are identified in the traditional manner: strike-over for deleted language and underscore for new language.

We look forward to assisting you, as you deem appropriate, in drafting and/or workshopping any proposed council bill that results from these recommended concepts.

If you have any questions please do not hesitate to contact me.

Respectfully submitted,


Anitere Flores, Chair

House Committee on K-12

CC: Vice Chair Traviesa, Members of the Committee on K-12, Lynn Cobb, Marleen Ahearn

IMPLEMENTING CONCEPTS 1, 2, 3, 4, 5 AND 6 WERE RECOMMENDED BY THE COMMITTEE ON K-12 ON FEBRUARY 20, 2007, AS FOLLOWS:

Idea No. 1, in part: Use FCAT results to reward students for high performance.

1. The DOE shall consult with parent, teacher, student, school administrator, and school district organizations, as well as with representatives from public and private colleges and universities and career technical program providers, and make written, comprehensive recommendations by Feb. 2008 regarding how best to reward students with high scores on the FCAT.
2. These recommendations must be specific, and academically based, identifying implementation strategies, timetables, and funding sources – if necessary and as applicable, and may include setting 10th grade FCAT scores to be used:
 - In lieu of the College Placement Test for community college credit courses,
 - In prioritizing admittance to postsecondary institutions;
 - For awarding Bright Futures Scholarships;
 - For determining early admission to postsecondary institutions, or
 - In distinguishing a high school graduate's transcript
(A member suggested limiting application to the top few scorers and that not all students' transcripts be so distinguished.)
3. Consideration should also be given to the development of a scholarship program for high scorers to be used at a Florida postsecondary institution, vocational or academic. If a student continues to perform well throughout his or her elementary, middle, and high school years, additional scholarship dollars would be awarded.
4. In addition, consideration should be given to the establishment of guidelines for local, regional, and statewide student recognition programs for high scorers and improving scorers. (Members recommended expanding the focus on improving student scores.)
5. Inappropriate methods of recognition (e.g., free trips to Disney World) should not be recommended. Focus should be on awards that provide further learning opportunities; e.g., books, educational games, laptops, home computers, other electronics, and scholarships.

Implementing concept filed by Representative Vana and recommended by the Committee:

6. Identify funding sources for all awards not to diminish class size, operating and teachers salaries.

IMPLEMENTING CONCEPTS 1, 2, 3, 4, 5, 6, 8 AND 9 WERE RECOMMENDED BY THE COMMITTEE ON K-12 ON FEBRUARY 20, 2007, AS FOLLOWS:

Idea No. 1, in part: Enhance the value of the FCAT by raising curricular standards.

Idea No. 2: Systematically and sequentially replace the Sunshine State Standards (SSS) with a new, world-class curriculum comparable to those found in the leading education systems in the world.

1. The State of Florida must transform the Sunshine State Standards (SSS) into a rigorous, world-class curriculum that prepares Florida's students to compete in a global economy. This new curriculum must be aligned with the skills necessary for success in postsecondary education, and in the workforce, and must not be diluted, distorted, or reconstructed. The new curriculum must be specific, accurate, to the point, and not be bogged down with extraneous matters.
2. Transforming Florida's K-12 education standards and curriculum will require a dynamic new approach. We must break free of long, cumbersome, "favored nation" processes and reach out to renowned experts in the national and international educational arena.
3. DOE may/must contract out the development of more specific, rigorous Sunshine State Standards and the identification of appropriate, commensurate curriculum. DOE must be given the flexibility to enter into multiple contracts for the delivery of these new standards and curriculum and may expand the contract to include training and other commensurate deliverables. Accordingly, DOE must collapse the timetable for providing new standards, curriculum, and training, while ensuring quality.
4. DOE must consider highly qualified providers, including but not limited to:
 - The Thomas B. Fordham Foundation.
 - The Hoover Institution's Koret Task Force on K-12 Education.
 - The College Board.
 - Organizations involved in international assessment programs, such as TIMMS, PIRLS, and PISA.
 - Developers of the State of New York's Regents High School Examinations.
5. The State Board of Education must approve all new Sunshine State Standards, curriculum, and training programs provided through this process.

6. DOE is required to host regional meetings, annually, to include all teachers, and provide one day of professional development. Topics to be covered include:
 - The new world class standards, as they are developed;
 - How schools are graded;
 - FCAT test development, standards, and specifications; and
 - Merit Pay.

Implementing concepts filed by Representative Vana and recommended by the Committee:

8. Identify funding sources and cost of changes per year.
9. Identify how students will be graded during cross bridge time.

IMPLEMENTING CONCEPTS 1, 2, 3, 4, 5, 6, AND 7 WERE RECOMMENDED BY THE COMMITTEE ON K-12 ON FEBRUARY 20, 2007, AS FOLLOWS:

Idea No. 3: Develop end-of-course exams

1. Each school district, as part of its pupil progression plan, shall include a plan for providing and administering end-of-course (EOC) examinations, district-wide, in all high school level and middle school level, non-FCAT courses, as described by the course code directory, including 11th and 12th grade courses. The EOC examinations must be aligned with the new Sunshine State Standards (SSS).
2. Each district's plan shall include:
 - A staggered implementation schedule for EOC examinations on an end-of-semester, end-of-course, or end-of-year basis. Full implementation must begin with the 2009-2010 school year, for high school courses, with the possible exception of Social Studies, and with the 2011-2012 school year for middle school courses. (New Reading and Language Arts standards have already been adopted; new Math standards will be adopted soon, Science standards by 2/08, and Social Studies by 2/09.)
 - Process methodologies that ensure alignment to the new SSS and that the exams are accurate, valid, and rigorous.
 - Security measures to be used to maintain the integrity of the examinations.
 - A weighting formula for use of the examination results in the student's final course grade. EOC examination scores shall account for no less than 25% of a student's final grade.
 - Specifics regarding student remediation and retakes.
 - Provisions for test accommodations for exceptional students and limited-English proficient students, as provided in the regular instructional program.
 - Policies for internal reporting and use of EOC examination results for improving instruction in the regular instructional program.
3. The DOE shall develop guidelines for district plans and submission of EOC exams, for approval, including:
 - The format for, and what is to be included in, the plan.
 - Identification of the specific high school and middle school level courses that must use EOC examinations.
 - Procedures for submitting EOC exams to DOE for review and approval.
 - Reporting of examination results by the districts to the DOE.
4. The DOE shall develop policies to address:
 - The agency review of district-submitted examinations for alignment to the new SSS and for accuracy, validity, and rigor.

- Review of each district’s plan for compliance with agency guidelines and for adequate security standards.
 - Development of a secure, online clearinghouse of district-developed EOC examinations approved by the DOE.
 - The encouragement of intrastate collaboration by school districts in the areas of test development and sharing of DOE-approved examinations.
5. The DOE shall provide monetary support to districts, as funds are available.
 6. School districts, the DOE, community colleges, and the state university system shall collaborate to develop a plan to utilize EOC examinations to:
 - Measure college readiness;
 - Determine placement in college courses; and
 - Award scholarships and other financial aid for postsecondary options.

Note: Idea 1 states, in part, that “as we raise the bar, we must add eleventh and twelfth grade examinations.” End-of-course examinations will take us in that direction.

Implementing concept filed by Representative Vana and recommended by the Committee:

7. Identify funding sources and cost of changes.

IMPLEMENTING CONCEPT 1 WAS RECOMMENDED BY THE COMMITTEE ON K-12 ON FEBRUARY 20, 2007, AS FOLLOWS:

Idea No. 4: Push the administration of the FCAT as late in the school year as possible with results still returned before the end of the school year.

Due to the wide variances in school district calendars, including start dates, end dates, and spring break/holiday schedules, it is extremely difficult to find FCAT administration dates that are uniform throughout the state, that accommodate each district's unique calendaring needs, and which are as late as possible in the year.

It is acknowledged that staggered administration of these exams presents security issues.

It is recognized that the quality of the FCAT exam is enhanced by the higher-order, critical thinking response questions, which are not multiple choice questions. It is also acknowledged that scoring non-multiple choice questions is more time consuming than scoring multiple choice questions.

Despite these impediments, it is incumbent upon the department (DOE) to explore creative, alternative approaches in order to realize a later-in-time administration of the FCAT. It is important that students receive as much instruction time as possible before taking the exam.

1. Accordingly, as of the 2009-2010 school year, the FCAT writing exam shall be administered no earlier than March 1, and all other FCAT exams no earlier than April 15; and, the results shall be returned by no later than June 1.

