

# **Committee on K-12**

## **Meeting**

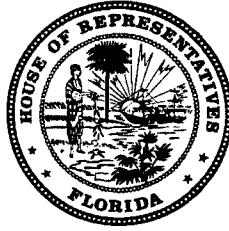
**Tuesday, February 20, 2007**

**9:00 a.m. — 12:00 p.m.**

**212 Knott Building**

**Marco Rubio  
Speaker**

**Anitere Flores  
Chair**



# **Florida House of Representatives**

**Marco Rubio**

**Speaker**

## **Committee on K-12**

**Anitere Flores, Chair**  
Representative Gary Aubuchon  
Representative Dorothy Bendross-Mindingall  
Representative Will Kendrick

**Marti Coley, Vice Chair**  
Representative Curtis Richardson  
Representative Garrett Richter  
Representative Shelley Vana

### **AGENDA**

**February 20, 2007**

- I. Call to Order**
- II. Roll Call**
- III. Comments, Chair Flores**
- IV. FCAT/Sunshine State Standards Transition, Dr. Cheri Pierson Yecke, Florida Department of Education**
- V. FCAT, Dr. Cornelia Orr, Florida Department of Education**
  - Later test time
  - Revisions/transition
  - Rewarding high performance
- VI. Teacher Content Exams, Dr. Mike Jones, Florida Department of Education**
- VII. 21<sup>st</sup> Century Partnership, Jim Flanagan, Director, State Leadership Initiatives**
- VIII. Florida Virtual Schools, Julie Young, President and CEO**
- IX. Consideration of implementing concepts for Ideas 1, 2, 3 and 4**
- X. Adjournment**



## Sunshine State Standards: Implementation Timeline

House Committee on 21<sup>st</sup> Century Competitiveness  
Cheri Pierson Yecke, Ph.D.  
February 20, 2007

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## Why Revise the Sunshine State Standards?

- To insure students are globally competitive
- To increase the level of rigor
- To provide grade-level specificity

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## Background

- **1996:** Sunshine State Standards SSS written
- **2005:** First revisions began
- **2006:** Six-year review and revise cycle approved
- **2007:** Transition to newly revised SSS to begin
- **2007-08:** First year the newly revised standards will be taught

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### Implementation Components

- State:
  - Instructional materials specifications & adoption
  - Course descriptions
  - Professional development
  - Alignment of the assessment
- District:
  - Curriculum realignment
  - Instructional materials adoption
  - Professional development
- Classroom:
  - Proactively moving from old to new
  - Embracing higher levels of rigor

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### Implementation Challenges

- Transitioning into the 21<sup>st</sup> century classroom
- This is the first major curriculum change in a decade – process changes needed at all levels
- Legislative changes needed regarding textbook adoption
- Creating new professional development
- Realigning the assessment

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### Where are we now?

- Without any legislative or procedural changes....
  - 2007-08: Teachers start transitioning into teaching the new Reading/Language Arts standards (curriculum realignment, Professional Development)
  - 2008-09: Teachers continue to implement new standards
  - 2009-2010: Continued implementation
  - 2010-2011: New textbooks; First assessments based on the revised standards

Full implementation takes four school years

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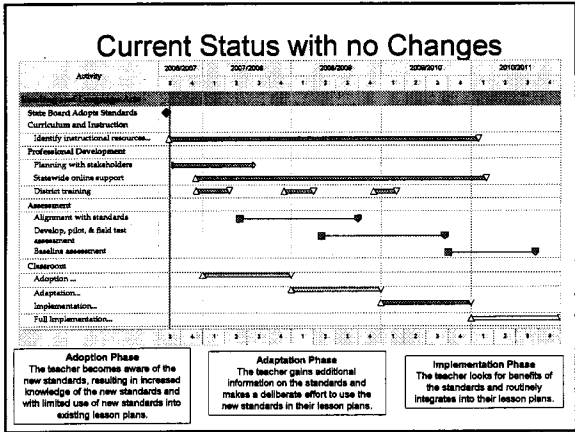
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### Where do we want to be for Reading/Language Arts?

- Consolidating DOE processes....
  - 2007-08: Teachers transition into teaching the new Reading/Language Arts standards (curriculum realignment, PD)
  - 2008-09: Teachers continue to implement new standards
  - 2009-2010: New textbooks are available; First assessments based on the revised standards

Full implementation takes three school years

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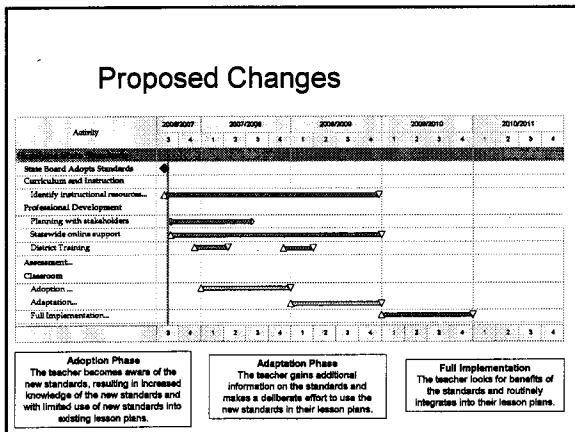
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### How do we get there?

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- Legislative changes regarding textbook adoption
- Accomplishing tasks simultaneously, not sequentially
- Adding resources (staff) to move the timeline along
- Contracting out for some services

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### Next Steps

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- Continue working with stakeholders to examine options for speeding up implementation.
- Make multi-level changes that need support by the Governor, the legislature, DOE, districts, and teachers.
- Develop a list of recommendations for the March State Board meeting.

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# FCAT



- Later Testing
- Revisions/Transition
- Rewarding High Performance

Dr. Cornelia S. Orr, Administrator  
Assessment & School Performance  
Florida DOE, ARM

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## Current FCAT Schedule

- This year **2006-07**
  - Writing – February 7-8
  - Reading/Math/Science – February 28-March 10
  - REPORTS – Mid-April to Mid-May (about 2½ mos.)
- Next year **2007-08**
  - Two weeks later because of later school start date
  - Writing – February 12-15
  - Reading/Math/Science – March 12-25
  - REPORTS – Late-April to Late-May (about 2½ mos.)

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## Other States\* Schedules

- **Massachusetts** – Tests in March/April & May/June
  - REPORTS in August (3-5 Months)
- **Texas** - Tests in February
  - REPORTS in Mid-May (3 Months)
- **California** – Tests in March/April
  - REPORTS in June/July (3 Months)
- **Connecticut** – Tests in March
  - REPORTS in June (3 Months)
- **Pennsylvania** – Tests in February/March
  - REPORTS in June/July (4 Months)

\*Examples of states with performance task scoring

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### Other States Performance Task Scoring (Short- and Extended-Response Items)

- Almost all states use extended-response items in English/language arts (essay)
  - 27 states reported using extended-response items in other subjects (reading/math/science)
- 33 states use short-answer test items
- 2 states use only multiple-choice questions: Kansas and Iowa

Source: Education Week Quality Counts 2007

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### Later Testing – Possibilities

- Continue to pursue earlier electronic reporting (the successful FCAT Parent Network started in 2006)
- Test later and report results later
  - Test in May – REPORT in August
  - Test in Early September – REPORT in December
- Report scores without extensive quality controls
  - Report only student scores first
  - Report corrections & school/district summary data later
- More computer-based testing

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### Later Testing - Challenges

- School Schedules – local control
  - Start/End dates
  - Spring break dates
- Computer-related infrastructure
  - Hardware
  - Connectivity
  - Not enough of either

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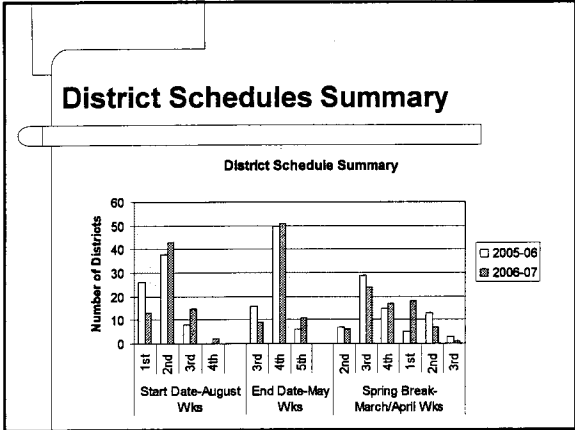
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### FCAT Revisions

- How much revision will be needed?
- Will educators be involved?
- How much time will it take?
- Why is the process so complex?
- In what ways can the process be shortened?

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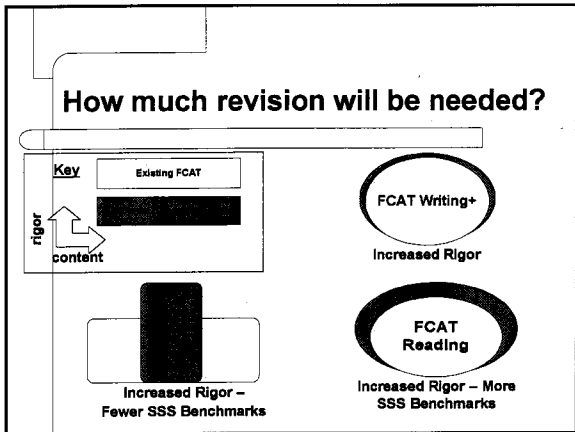
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## Will educators be involved?

- Educators will continue to be involved in the same way as in previous years.
- 76 meetings over 38 weeks; over 600 participants
  - Content Advisory – define what/how to test SSS
  - Bias/Sensitivity reviews by experienced professionals
  - Content reviews by grade-level teachers
  - Scoring rules for performance tasks by grade-level teachers
  - Reviewing/adjudicating gridded-responses by Science and Mathematics teachers
  - Technical review of statistical information by state and national experts

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## How much time will it take?

- Using the existing FCAT schedule
  - Determine what/how to test (NOW-August 2007)
  - Prepare test and item specifications (August-December 2007)
  - Develop/review new items (January – August 2008)
  - Teachers review new items (October 2008)
  - Field test items with students (Feb.-March 2010)
  - New tests and scores (Feb.-March 2011)

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## Why is the process so complex?

- High stakes testing is important and litigious
  - Debra P. vs Turlington – Landmark case from Florida
    - Development must be careful, deliberate, & inclusive
    - Accepted best practice should be followed (Standards for Educational and Psychological Testing)
    - Instructional validity is a must (instruction in new standards)
    - Adequate resources & opportunity to learn
- NCLB requirements for Standards and Assessments
  - Alignment to content standards (external review)
  - Involvement of Educators (thorough processes)
  - Technical studies of quality (reliability, validity, scaling, reporting, standard setting, etc.)

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**In what ways can the process be shortened?**

<b>Ideas</b>	<b>Risks/Challenges</b>
Hire a contractor to manage the new development	<ul style="list-style-type: none"> <li>• Time for competitive procurement (6-8 month delay)</li> <li>• Item quality (must be similar to existing item bank)</li> <li>• Relationship to existing contract requirements</li> <li>• Management oversight still needed</li> </ul>
Hire more staff to manage the new development	<ul style="list-style-type: none"> <li>• Time for training</li> <li>• Management oversight still needed</li> </ul>
Faster within existing resources	<ul style="list-style-type: none"> <li>• Jeopardize other activities (proofing/scoring)</li> <li>• Impossible workload (staff attrition)</li> <li>• Limit educator involvement</li> </ul>
Conduct a separate field test	<ul style="list-style-type: none"> <li>• Two (2) FCAT administrations in one year</li> <li>• Comparable time frame for both (late spring)</li> <li>• Student motivation – questionable data</li> </ul>

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**Rewarding High Performance**

State Endorsed Rewards

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**Rewarding High Performance**

- Current State rewards based on FCAT
  - Award certificates for scoring Level 5 on FCAT (approximately 5-10% of the students)
  - Promotion to next grade
  - Remedial courses not required
  - Use of ACT/SAT concordant score for graduation

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## Rewarding High Performance

- DOE is studying this area as was required via A++ in Florida Statute 1008.22(9)(a)
  - To assess if concordant scores for FCAT scores can be determined for
    - high school graduation,
    - college placement, and
    - scholarship awards.
- Workgroup recommendations will be available in March or April

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## Rewarding High Performance – Technical Issues\*

- Alignment between test and curriculum
- High stakes decisions must be based on more than a single test
- Validation of each separate use (graduation, scholarships, etc.)
- Sufficient reliability for each intended use
- Full disclosure of negative consequences

\*Source: Samples from the American Educational Research Association's Twelve Conditions that High States Testing Programs Should Meet.

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## Questions?

### Contact Information

**Dr. Cornelia S. Orr, Administrator**  
Assessment and School Performance  
FLDOE - ARM  
[cornelia.orr@fldoe.org](mailto:cornelia.orr@fldoe.org)  
(850) 245-0513



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# **Florida Teacher Certification Examinations**

## **Florida Educational Leadership Examination**

February 6, 2007

*Michael Jones, Ph.D.*  
Florida Department of Education - Assessment



### **Who Must Take the FTCE/FELE?**

**Teacher candidates who have been notified by the Bureau of Educator Certification that they must take an examination, or examinations, to meet requirements for a temporary or professional educator's certificate in the state of Florida.**



# **FLORIDA TEACHER CERTIFICATION EXAMINATIONS**

**SBE RULE 6A-4.0021**

**TYPES OF FLORIDA TEACHER  
CERTIFICATION EXAMS (FTCE)**

- **GENERAL KNOWLEDGE TEST**  
Academic Skills
- **SUBJECT AREA EXAMINATIONS**  
Content Areas
- **PROFESSIONAL EDUCATION TEST**  
Pedagogy

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# **FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION**

**SBE RULE 6A-4.00821**

**AREAS COVERED ON THE FLORIDA  
EDUCATIONAL LEADERSHIP  
EXAMINATION (FELE)**

**SUBTESTS:**

1. **SCHOOL MANAGEMENT**
2. **SCHOOL COMMUNICATIONS**
3. **SCHOOL OPERATIONS**

7

**NO CHILD LEFT BEHIND  
(NCLB)**

Title 9, General Procedures Part A (23)

**REQUIRES IDENTIFICATION OF  
HIGHLY-QUALIFIED TEACHERS**

**ONE OPTION: PASSING CONTENT-BASED  
EXAMINATIONS**

8

**Number of FTCE Examinations  
Offered**

**42 Subject Area Examinations**

**4 Subtests of the General Knowledge  
Test: English Language Skills, Essay,  
Mathematics, and Reading**

**1 Professional Education Test**

9

**Who Develops Teacher Certification Examinations?**

**Answer : School Teachers, School/District Administrators, and University Faculty**

**NOTE: The Department of Education oversees the work of the Contractor to conduct various meetings with educators**

**Number of Florida Educators Participating in Test Development for All FTCEs**

Florida Teacher Certification Examinations  
Subject Matter Experts (SMEs)

357 District Supervisors and Administrators  
739 Teachers

368 University Faculty

**Number of Florida Educators  
Participating in Test Development**

Florida Educational Leadership Examination  
Subject Matter Experts

72 Principals/Assistant Principals  
32 District Administrators  
17 University Faculty

12

**Section 1012.56 (4)(a)  
Florida Statutes**

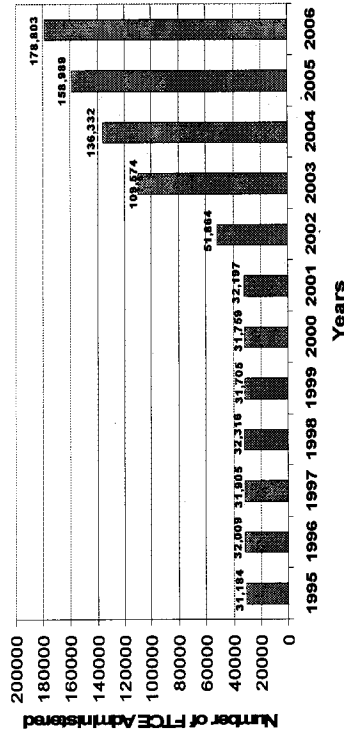
**Deregulation of Teacher Certification  
Examination Requirements**

**Effective July 1, 2002:**

**(4) Acceptable means of demonstrating  
mastery of subject area knowledge are:**  
**(a) Achievement of passing scores on  
subject area examinations required by  
state board rule;**  
**(b) ....**

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### Number of FTCE Examinations Administered (Paper and CBT) - Yearly Totals Report

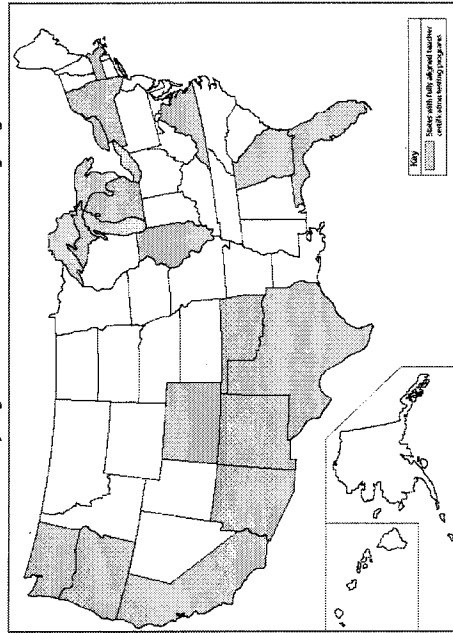


### FTCE/FELE Features

#### CUSTOMER SERVICE AND TEACHER RECRUITMENT FOCUS

- FTCE/FELE (paper-pencil testing) available 8 times per year at 54 test sites throughout the state
- Selected FTCE computer-based testing (CBT) available "on demand" 6 days per week throughout the year at 29 test sites
- Lowest Fees (paper-pencil testing) in the United States (\$25 per examination)
- Customer Satisfaction Survey and large Customer Call Center
- **Alignment with Sunshine State Student Standards per 1012.56**

States with Fully Aligned Teacher Certification Testing Programs



**Item 19 of the 100 Great Ideas**

Number of Full-Time Instructional Staff for all County School Districts that Would Need to be Retested

Note: There could be validity and legal issues with testing veteran teachers on entry level tests

Elementary Teachers (PK, K-5 or 6)	70,923
Secondary Teachers (6-12)	63,641
Exceptional Education Teachers	25,888
Other Teachers	7,729
<b>Total Teachers</b>	<b>168,181</b>

Based on information from Survey 2, October 2006

# Any Questions?

*Michael Jones, Ph.D.*

[michael.jones@fldoe.org](mailto:michael.jones@fldoe.org)

Florida Department of Education

Division of Accountability, Research and Measurement

Office of Assessment and School Performance

Postsecondary Assessment

850-245-0513







PARTNERSHIP FOR  
21ST CENTURY SKILLS

Supporting our Students  
Learn to Succeed  
in the 21st Century  
World of Work

House Committee on K-12  
Tallahassee, Florida  
February 20, 2007

Jim Flanagan, Director of State Leadership  
Initiatives, Partnership for 21st Century Skills

## The Partnership for 21<sup>st</sup> Century Skills



Ford Motor Company Fund



Education



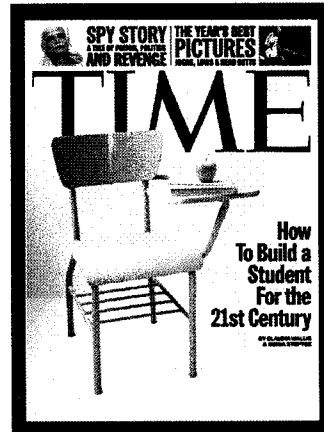
Education



## Overview

..“whether an entire generation of kids will **fail to make the grade in the global economy** because they can’t think their way through abstract problems, work in teams, distinguish good formation from bad, or speak a language other than English.”

*How to Build a Student for the 21<sup>st</sup> Century*, TIME Magazine, December 18, 2006



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21ST CENTURY SKILLS

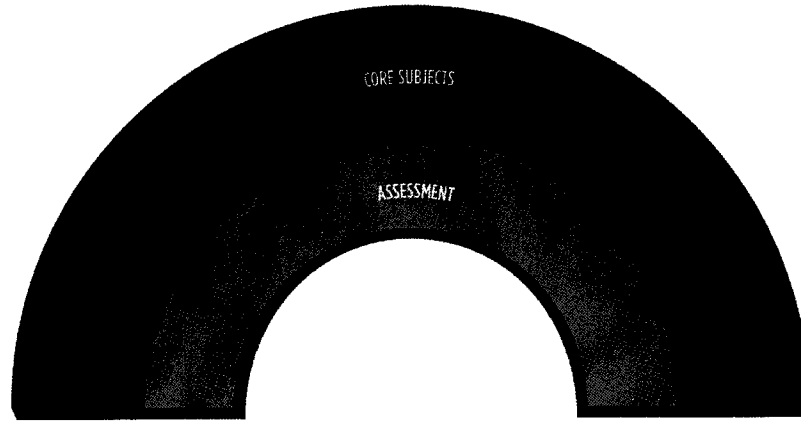
## Overview

- What is the framework for 21<sup>st</sup> Century Skills?
- What can Florida do?

PARTNERSHIP FOR  
21ST CENTURY SKILLS

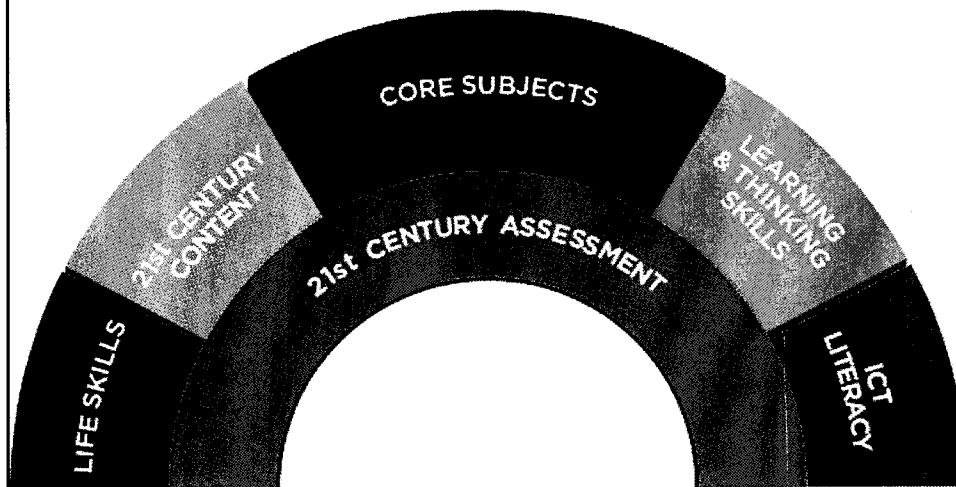
# 21<sup>st</sup> Century Skills Framework

## 20<sup>th</sup> Century Education Model



 PARTNERSHIP FOR  
21ST CENTURY SKILLS

# 21<sup>st</sup> Century Skills Framework



 PARTNERSHIP FOR  
21ST CENTURY SKILLS

## What can Florida do?

1. Focus on 21st Century Skill Outcomes
2. Develop a Consensus
3. Upgrade Professional Development
4. Imbed 21st Century skills into core subjects

## What can Florida do?

5. Upgrade Assessments
6. Focus on reforming high schools
7. Collaborate with Community-Based Groups
8. Collaborate with the Business Community
9. Apply to be recognized as a P21 Leadership State

## Conclusion

Every student in Florida must be:

- A critical thinker
- A problem solver
- An innovator
- An effective communicator
- An effective collaborator
- A self-directed learner
- Information and media literate
- Globally aware
- Civically engaged
- Financially and economically literate

 PARTNERSHIP FOR  
21ST CENTURY SKILLS

## Contact Us

Let us know how we can help.

### **The Partnership for 21<sup>st</sup> Century Skills**

177 North Church Avenue, Suite 305

Tucson, AZ 85701

(520) 623-2466

**[www.21stcenturyskills.org](http://www.21stcenturyskills.org)**

**[jflanagan@21stcenturyskills.org](mailto:jflanagan@21stcenturyskills.org)**

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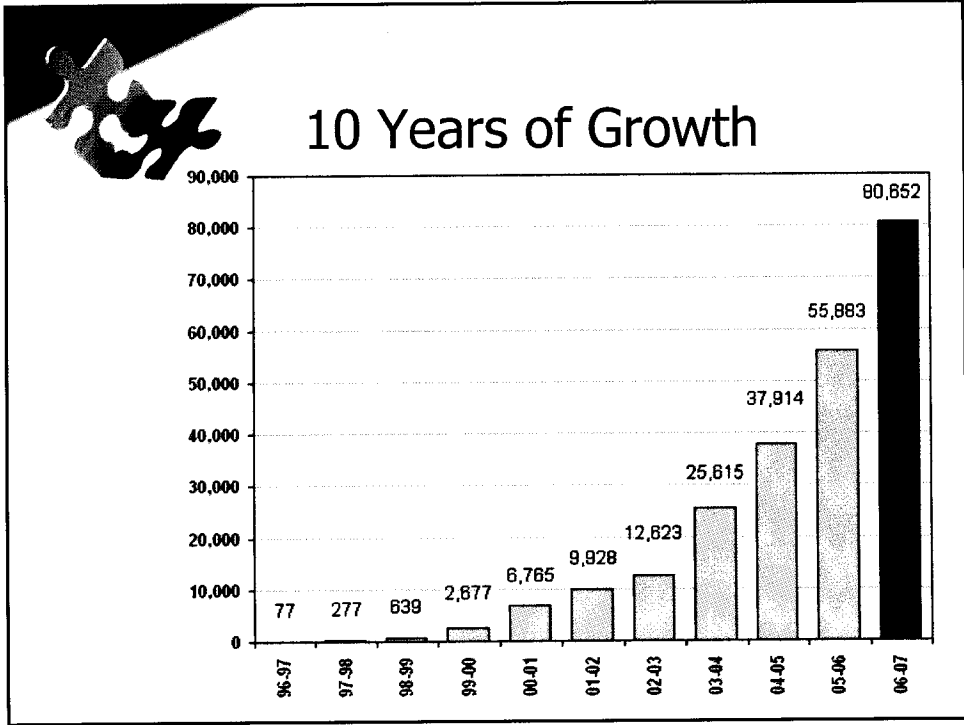
## **Florida Virtual School A Model for Progressive Change**

Julie Young  
President and CEO



Companies who get the fact  
that "the internet is made of  
people, not data, have been  
growing all along."

Donald Rushkoff, author of *Cyberia: Life in the Trenches of  
Hyperspace* and Professor of Media Sociology, NYU.



**Demographic Snapshot**

Student Completions	
Public & Charter	72%
Home School	21%
Private	7%

Diversity	
Caucasian	66%
Minority	34%
Female	60%
Male	40%

Completion Rate	
2005-2006	83%

\* Successful Completions



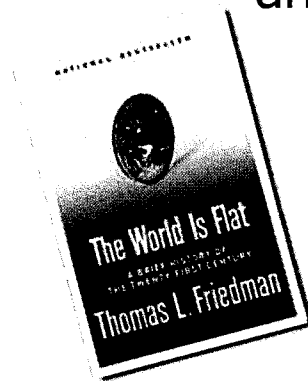


## Growth and Influence: What it means for Florida


- Growing Staff
  - 305 Full Time teachers
  - 160 Adjunct positions
  - 133 Non-instructional
  - 84 National Board Certified
  - 75 Teachers with Advanced Degrees



There's a wider, more level field for teachers and students.



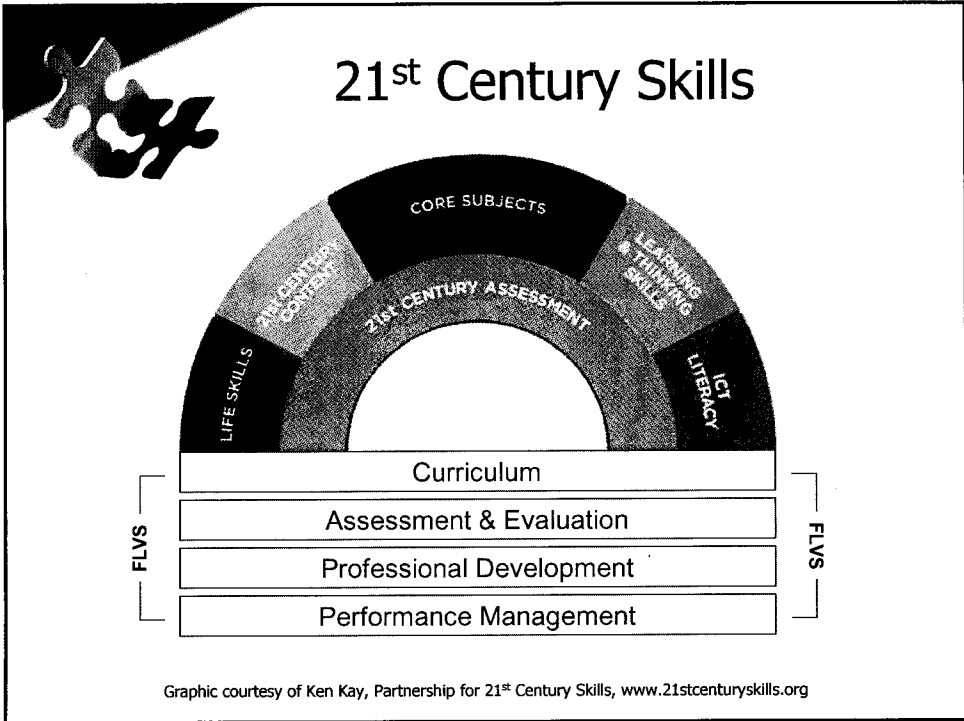
Three billion people who have never been allowed to compete and collaborate before find themselves suddenly "liberated to plug and play with everybody else."




# Are your students prepared to live and work in the 21st century?

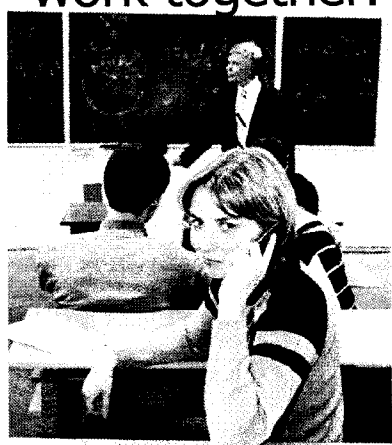
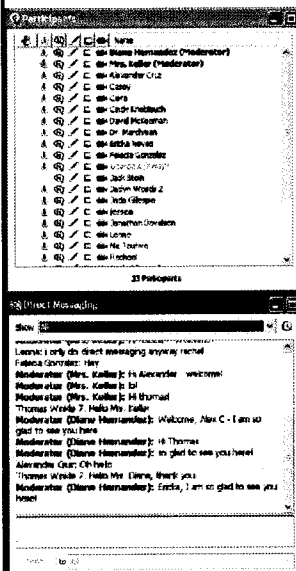
The flat world is driven by those who, “adapt themselves quickly to its processes and technologies, and start to march forward—without any treaties or advice.”

Thomas Friedman





# Time and place no longer define how students work together.





## Identify the Argument: Fact, Value, or Policy?



- Stem cell research should be funded.
- The media is responsible for the shortening of the attention span.
- Preemptive war is a justifiable practice.

*Policy: states that something should or should not be done*

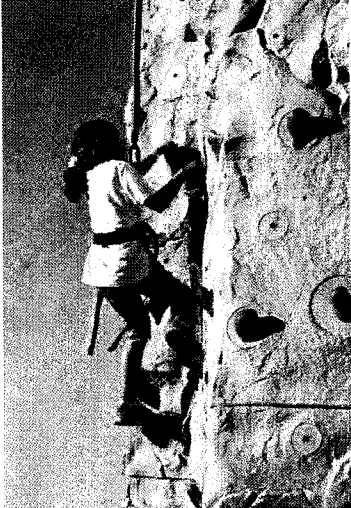
**FACT: states that something is or is not the case**

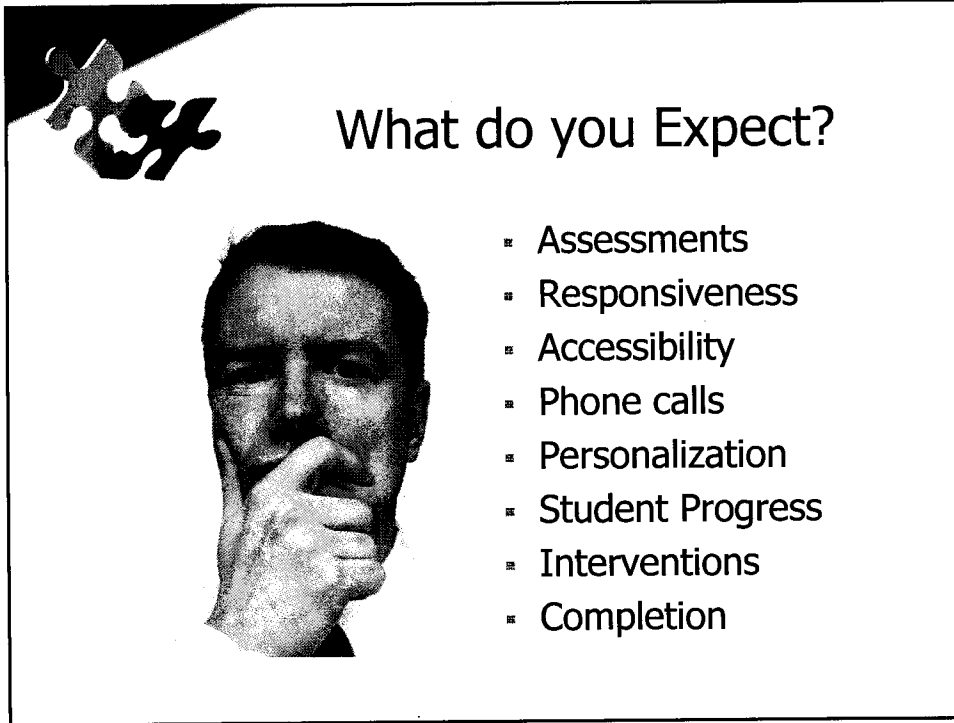


Online learning reflects the real-world trend of individualization.



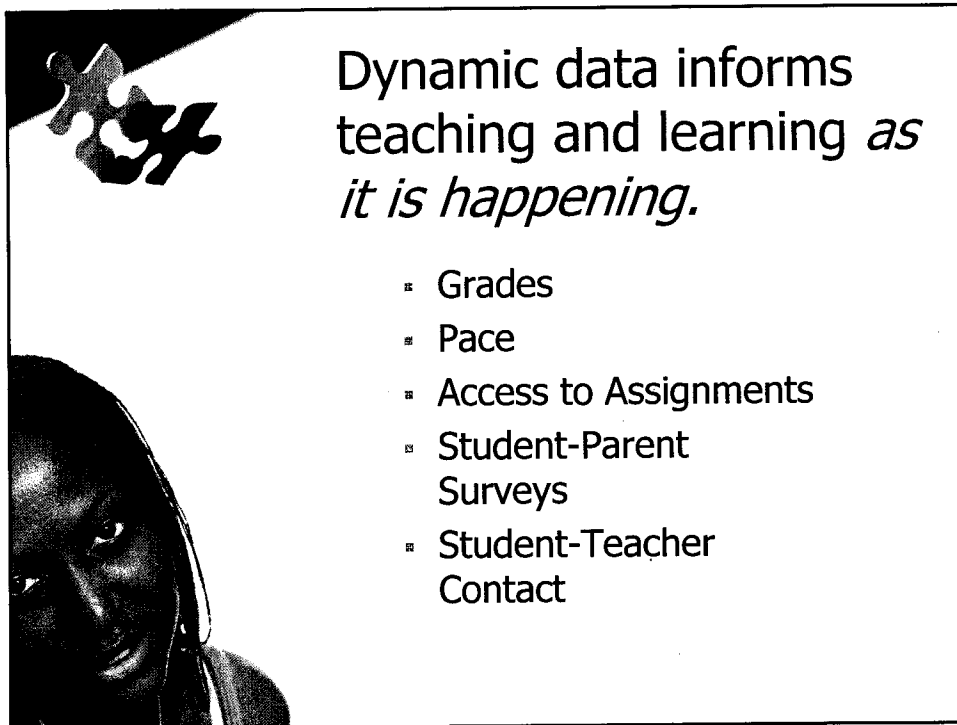
Students have assessment choices and are accountable for results.





## What do you Expect?

- Assessments
- Responsiveness
- Accessibility
- Phone calls
- Personalization
- Student Progress
- Interventions
- Completion



## Dynamic data informs teaching and learning *as it is happening.*

- Grades
- Pace
- Access to Assignments
- Student-Parent Surveys
- Student-Teacher Contact



## Monitoring Progress

- Phone logs
- Email contact
- Student assessments
- Student data (contact, progress)
- Completion rates
- External feedback

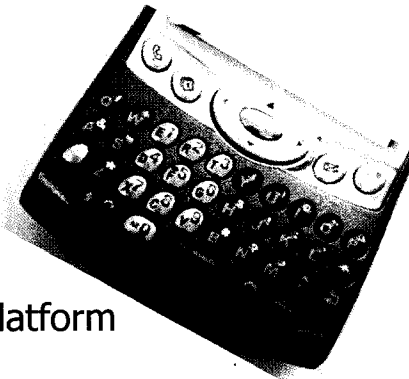
"Only when we have something to value, will we have something to evaluate.. and we cannot value something that we cannot share, exchange and examine."

*Lee Shulman, President, Carnegie Foundation*



## Parents have 24/7 access.

- Email
- Voice Mail
- Instant Messaging
- Telephone
- Help Desk
- Access to Student Platform





Students can now participate in  
21<sup>st</sup> Century Learning.



In your packet...

- State, National, and International Awards
- Enrollment Data Report
- Florida Virtual Success Packet
- Prisoners of Time report
- NACOL Needs Assessment





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

1. The DOE shall consult with parent, teacher, 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 and timetables, and funding sources -- if necessary and as applicable, and may include setting 10<sup>th</sup> 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.
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 state-wide student recognition programs for high scorers and improving scorers.
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, games, laptops, home computers, other electronics, and scholarships.

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

**Representative Vana**

6. Identify funding sources for all awards not to diminish class size, operating and teachers salaries.
7. Persons scoring the FCAT should be either certified teacher in that subject matter or a minimum bachelor degree in the subject matter.

# FCAT Incentives

## 9<sup>th</sup> and 10<sup>th</sup> Grade Reading and Math

**Level 5- Take off school and enjoy the day at Disney World!!!  
(transportation and day off provided)**

**Level 4- Enjoy a picnic and field day at Halpatiokee Park!**

## 10<sup>th</sup> Grade Writing

**Level 6- Take off school and enjoy the day at Disney World!!!  
(transportation and day off provided)**

**Level 5- Enjoy a picnic and field day at Halpatiokee Park!**

## 11<sup>th</sup> grade Science

**Level 5- Take off school and enjoy the day at Disney World!!!  
(transportation and day off provided)**

**Level 4 Enjoy a picnic and field day at Halpatiokee Park**

**Be among the top 50 FCAT Science scores and enter a drawing  
for ten free parking spaces!**

**Juniors,  
Want a FREE parking space  
in your SENIOR year?**

**Get one of the 50 highest scores  
on the FCAT Science Test  
and your name will be put in a drawing  
for 10 FREE spaces!**

The drawing will be held once FCAT scores are received and you will be notified by phone. If you already paid for designated space, you will be refunded (parking space are non-transferable)

**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 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.
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.
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.

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

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**Representative Vana**

7. Regarding DOE contracting out, development should be done to see what is the most cost effective, teachers that teach subject matter must be included. Consideration must be given to those courses that are product based. Example, Arts, Career Education. Identify funding sources and cost of changes per year.
8. Identify funding sources and cost of changes per year.
9. Identify how students will be graded during cross bridge time.

### **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 11<sup>th</sup> and 12<sup>th</sup> 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.



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

#### **Representative Vana**

7. Identify funding sources and cost of changes.
8. Design a plan that takes into account product base courses and that will fairly assess. Example, Arts and Career Education.(The DOE shall provide monetary support to districts, as funds are available)
9. District will only have to do this if funds are available. SAT will continue to be the same basis--so we align the same as the rest of the Country.

**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 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.

**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.**

**Representative Vana**

2. Persons scoring the FCAT should be either certified teacher in that subject matter or a minimum bachelor degree in the subject matter.