

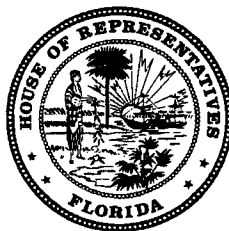
Committee on K-12

Meeting

Tuesday, February 6, 2007

9:00 a.m. — 12:00 p.m.

116 Knott Building



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 6, 2007

- I. Call to Order**
- II. Roll Call**
- III. Comments, Chair Flores**
- IV. Major Areas of Interest, Mary Jane Tappen**
 - Deputy Chancellor, K-12 Student Achievement, Florida Department of Education
- V. Professional Development, Kathy Hebda**
 - Bureau Chief, Professional Development, Florida Department of Education
- VI. Educational Resources**
 - Digital Content & Meta Tagging, 21st Century Skills, Instructional Materials, Kate Kemker
 - Bureau Chief for Instruction and Innovation, Florida Department of Education
 - “The Mad, Mad World of Textbook Adoption”, Chair Flores
 - FCAT, State Resources in High Performing NAEP States, Dr. Cheri Pierson Yecke
 - Chancellor, K-12 Public Schools, Florida Department of Education
- VII. End of Course Exams, Dr. Cheri Pierson Yecke**
- VIII. Ninth Grade Success Centers, Dr. Cheri Pierson Yecke**
- IX. Teacher Content Exams, Dr. Cheri Pierson Yecke**
- X. Adjournment**

Secondary Reform In Florida



Major Areas of Interest
It's a Major Opportunity!

Mary Jane Tappen
Deputy Chancellor
K-12 Public Schools

Graduation Requirements for Students Entering 9th Grade in 2007-2008

16 + 4 + 4 = 24

- 16 core curriculum credits
- 4 credits in English
- 4 credits in mathematics (one credit must be in Algebra I or higher)
- 3 credits in science, two of which must have a laboratory component
- 3 credits in social studies (1 world history, 1 American history, .5 American government, and .5 economics)
- 1 credit in fine arts
- 1 credit in physical education to include the integration of health

High School Increase in Rigor and Relevance



- 9th grade students entering in 2007-2008
 - 16 core credits: 4 in English and mathematics, 3 in social studies and science, 1 in fine arts, 1 in physical education with a health component
 - 4 credits toward a "major area of interest"
 - 4 elective credits which might include a 3 credit "minor area of interest" or a "second major area of interest"

**Four-year, 24-credit
Standard Program**

$$16 + 4 + 4 = 24$$

↑
Core Classes

↑
MAI

↑
Other Electives

↑
Total

Any Exceptions?

- The programs list below are considered stand-alone major areas of interest. Students enrolled full-time in the following programs are not required to enroll in an additional MAI:
 - International Baccalaureate Curriculum (IB)
 - Advanced International Certificate of Education (AICE) Curriculum
 - Accelerated 3-year graduation program



A Major Area of Interest

- Four (4) credits selected by the student in a major area of interest such as:
 - Sequential courses in a career and technical program
 - Fine and performing arts, or
 - An academic content area

College Majors VS. Major Areas of Interest

- | College Major | HS Major Areas of Interest |
|---|---|
| <ul style="list-style-type: none">• Results in a degree or certificate• Major credits are part of core requirements• Completion required to earn a degree• Changes generally require extra time in college | <ul style="list-style-type: none">• May result in a certification• Major area of interest credits are part of electives• Completion <u>not</u> required to earn a high school diploma• Changes do <u>not</u> require extra time in high school |

Does a student have to complete a major area of interest to graduate?

No, the student does not have to complete a major to graduate but does have to complete 4 credits tied to one or more major areas of interest.

Status Report

- 442 State Approved Major Areas of Interest
- Over 16,000 have been submitted by districts/schools to provide to incoming 9th grade students in 2007-2008
- 2011 we will have our first graduation class to be recognized for completion of major areas of interest

Let's Take a Look!
<http://www.fldoe.org/APlusPlus/>

Professional Development

Process for Implementing
The New Sunshine State
Standards

Professional Development

- Closing the Gap Between Standards and Student Achievement
- Increasing student achievement and supporting instructional staff
 - Upgrading the skills and knowledge of teachers to reach world class standards in education
 - Including high quality trainers, training, and appropriate follow-up and coaching

All Florida teachers will need intense professional development.

- Train the Trainer models
 - During the summer and school year
- Coordinate with statewide advisory groups such as:
 - Content Area Supervisors
 - Association of School Administrators
 - Superintendent and School Board Associations
 - FL Council of Teachers of Content Area
 - Florida Education Policy Committees

Initial Training

- Includes a "Crosswalk" from the 1996 Sunshine State Standards to the New Sunshine State Standards
- Alignment of resources and lesson plans
- Differentiated instructional strategies for meeting the needs of diverse populations

Proposed K-8 Professional Development Timeline

RLA = Reading and Language Arts SS = Social Studies

	2007-08	2008-09	2009-10	2010-11
K	Math	Science	RLA/SS	
1	RLA	Math	Science	SS
2		RLA	Math	Science
3	Math	Science	RLA/SS	
4	RLA	Math	Science	SS
5		RLA	Math	Science
6	Math	Science	RLA/SS	
7	RLA	Math	Science	SS
8		RLA	Math	Science

Proposed Systematic Training Plan for 9-12 Teachers

Content Topics	2007-08	2008-09	2009-10	2010-11	2011-12
Reading	X			X	
Writing		X			X
Literature			X		
Information Literacy			X		
Algebra	X			X	
Geometry		X			X
Financial Literacy	X			X	
Trigonometry			X		
Statistics		X			X
Calculus	X				
Discrete Math			X		
Physics/Chemistry		X		X	
Biology			X		
Earth/Space				X	
History			X		
Economics				X	
Geography				X	
Political Science					X

Issues and Concerns

- A++ Funding
 - \$1,400,000 for standard revisions (\$700,000 to revise standards – two subject areas in 2007)
 - \$600,000 for Personnel – Subject Areas Specialists – an additional 8 positions will be necessary to support implementation annually
- Professional Development
 - \$350,000 for Master Trainers at the District Level plus \$1,250,000 for "school leaders" per subject area
 - \$175,000,000 for all subject area teachers annually (Three-day summer academy and two-day school year follow-up.)

Florida's Professional Development Protocol Standards

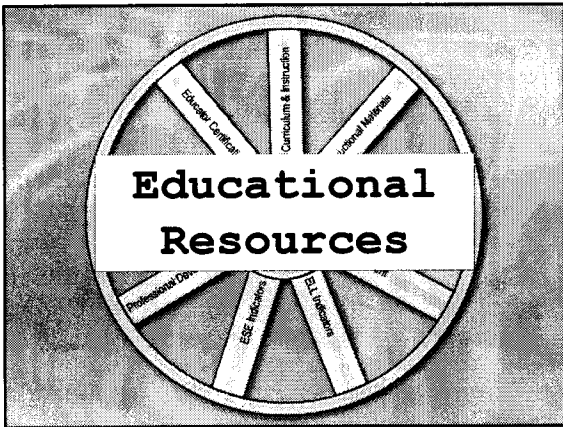
- In 2001 Florida adopted Protocol Standards for high quality professional development in accordance with s.1012.98, F.S., that are aligned with the National Staff Development Council standards, and No Child Left Behind
- Standards are used to evaluate district professional development systems at the district, school and faculty level in the areas of planning, delivery, follow-up, and evaluation
- On site visits are conducted by teams of trained reviewers consisting of other district, consortia, FL DOE and university level professional developers
- The first 3-year review cycle was completed last spring

Florida's Professional Development Protocol Standards

- The results of Review Cycle I reveal:
 - Districts with highly relevant, well-delivered professional development are the same districts that are making improvements in student achievement
 - Almost no professional development is offered in Florida that is not in a required content area
 - Over the three-year cycle, districts improved in almost all of the standards
 - Areas needing greatest improvement are in
 - Evaluating professional development based on impact on student achievement, and
 - Action research
 - Information about the Protocol Standards online: <http://www.firm.edu/doe/profdev/pdstandards.htm>

Technology Tools for Improving Instruction

- Classroom Walkthrough (TeachScope) or *CWT*
 - Allows school leaders to review general instructional practices and now content standards instruction to the strand level in short, frequent classroom visits
 - Allows for electronic aggregating of data throughout departments or whole school to use as a discussion tool for improving practices at the teacher or school level
- Professional Development Decisions using Data or *PD3* Training and Tools (FDOE)
 - Modeled after CWT, this tool drills deeper into the reading, language arts, math and science standards for use by clinical educators, instructional coaches, mentors and content experts
- Tools are used to improve instructional practice and plan professional development, not for personnel evaluation



Teachers must be enabled to:

- access data and resources to develop curricula and instructional materials;
- use the Internet and other technology to communicate with parents, other teachers, principals, and administrators;
- retrieve Internet-based learning resources; and
- lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content and student academic achievement standards.

Information and Communication Technology (ICT)

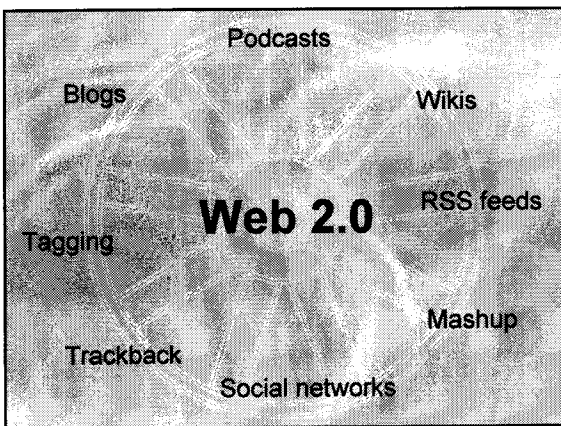
- Define an information need.
- Access resources and information.
- Manage information.
- Integrate information through interpretation and synthesis.
- Evaluate resources and information.
- Create new information or adapt existing information.
- Communicate information to particular audiences.

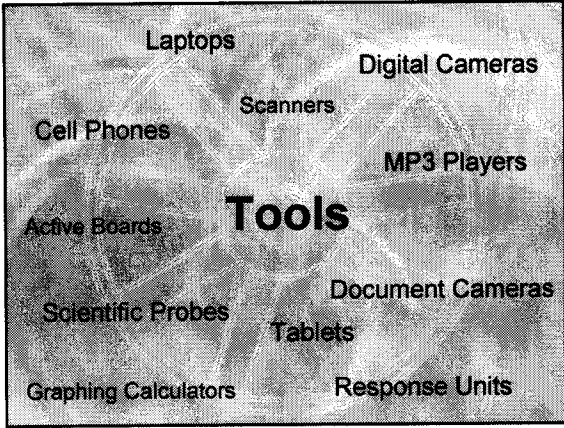
Worldwide Strategies

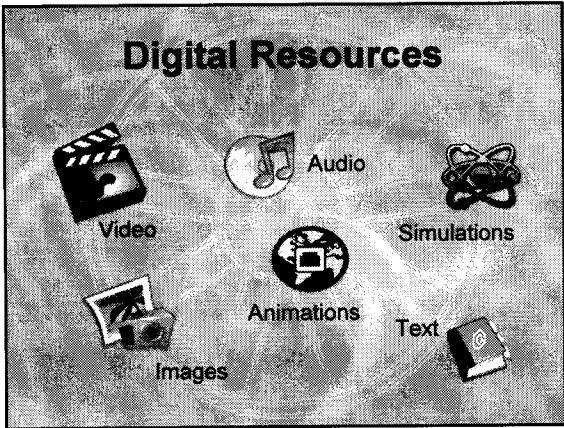
- China has made information technology part of the compulsory coursework for all students.
- Singapore has established instruction in creativity and innovation as part of its centralized curriculum.
- Australia has promoted ICT training and use in the classroom.
- South Korea's national curriculum has identified the need to prepare students for the global setting with home access to broadband Internet connections.
- Finland has created programs to develop knowledge building skills through student-centered approaches.
- United Kingdom has developed the Key Stage ICT Literacy Assessment.

Students performing below the average in PISA 2003

- limited access to computers
- shortest experience on home using computers
- low frequency use of computers at school
- low confidence in their ability to undertake routine tasks on the computer



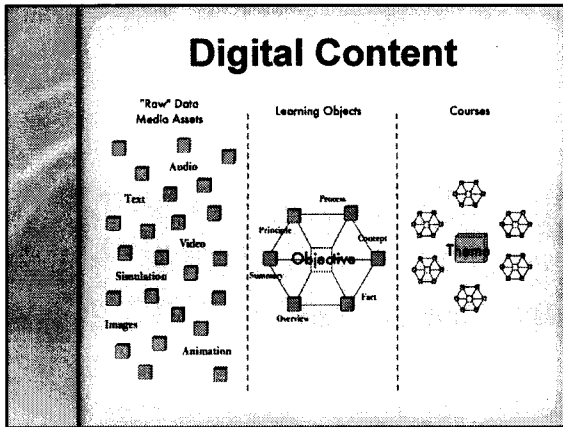


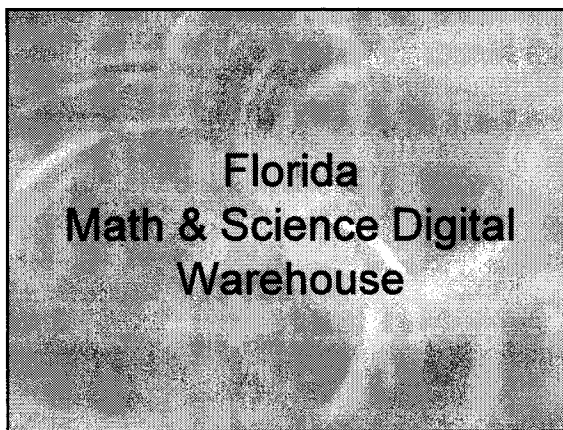


Benchmarks

Unique Identifier

- Items in FCAT
- Curriculum content
- Course code
- Supplemental resources
- Teacher Training



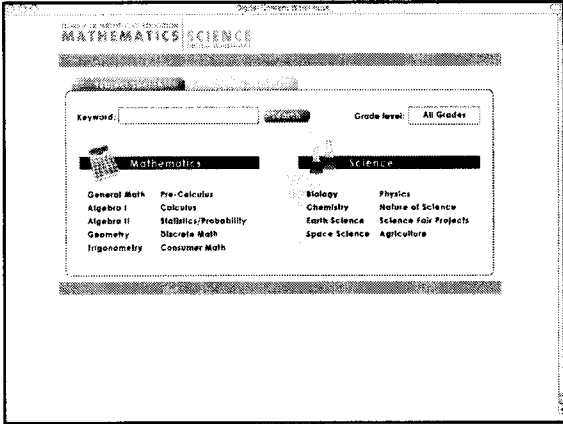


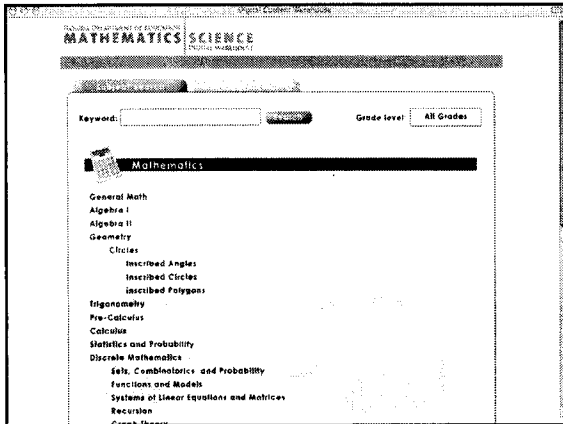
MATHEMATICS | SCIENCE

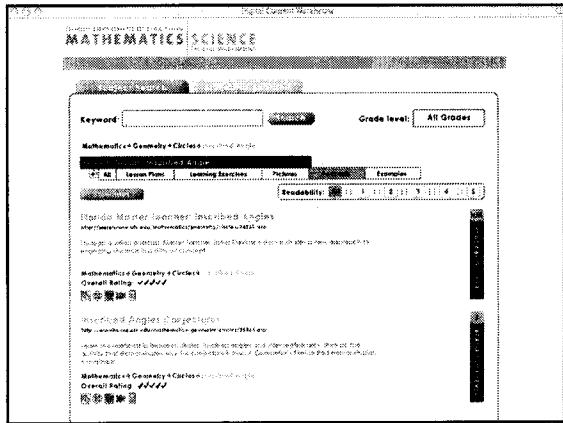
The Florida Department of Education Digital Mathematics and Science Content warehouse is a repository of free materials provided by the state and the University of South Florida for

- Empower and develop teachers.
- Engage students.
- Improve academic performance.

Materials are organized by subject/curriculum as well as by current Florida Sunshine State Standards.







Library/Media Centers

- An organized collection of stud, teaching materials, and books for students, teachers, and staff
- Access to local, regional, national and international information databases.
- Facilities, material, equipment and staff that are organized to support learning within the pedagogic goals of the school.
- **THE HUB OF INQUIRY**

Strategies

- Ensure that students and teachers will have access to digital content to be integrated into core curricula as means to academically prepare students for achievement in a constantly changing economy.
- Establish a common set of digital content standards to ensure interoperability among technology systems.
- Ensure that every school has an efficient, automated library media center connected to the Internet and networked to appropriate learning areas.
- Ensures that every student have access to digital content that aligns with the Sunshine State Standards.

21st Century Skills

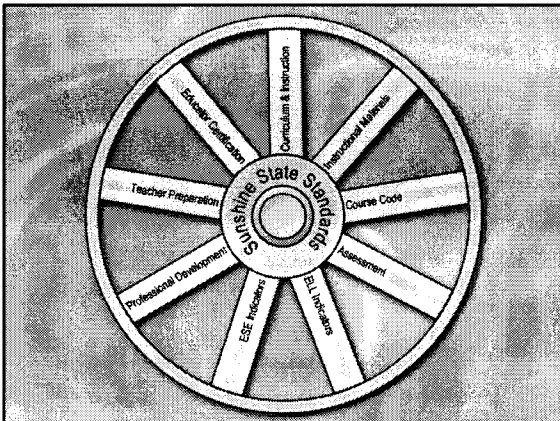
- Critical Thinking
- Problem Solving
- Innovation Skills
- Communication Skills
- Collaborative Skills
- Global Awareness
- Self-Direction

Instructional Materials

- Textbooks
- Consumables
- Learning laboratories
- Manipulatives
- Electronic media
- Computer courseware or software

Adoption Process

- Specifications developed
- Publishers apply for process
- Review process begins
- Materials announced for six years
- Districts purchase



**Sunshine State Standards
Proposed Six-year Cycle:
Standards Revisions, Instructional Materials Adoption, and Assessment Alignment**

Subject	STANDARDS		PERFORMANCE DESCRIPTORS	INSTRUCTIONAL ASSISTANCE ¹			ASSESSMENT ²		
	Standards Revision (8 months)	Standards Revision (6 months after standards revision completed)	Performance Descriptor (6 months after standards revision completed)	Course Description Revision (6 months after standards revision completed)	Specifications Developed for Instructional Materials (2 months after standards revision complete)	Adoption of Instructional Materials (2 years after specifications are completed)	FCAT revisions: Minimal ³	FCAT revisions: Moderate ⁴	FCAT revisions: Significant ⁵
6-12 Computer Ed/Business, Tech Ed K-5 Computer Ed 6-12 Tech Ed 9-12 Industrial Ed 6-12 Family & Consumer Sciences (including ESE) 6-12 Health Sciences K-12 Visual Arts ⁶ K-12 Foreign languages K-12 Physical Ed K-12 Health Education (including ESE)	N/A	N/A	N/A	N/A	Published 2004	2006-2007 (The paperwork from publishers is due in 2006, but contract begins 2007)	N/A	N/A	N/A

¹ Professional development will be aligned with this schedule at a later time.

² Assessment office (and districts/schools) will need a crosswalk of "old to new" benchmarks by grade to determine impact of changes on FCAT.

³ Determination will be three months after Board approval of revised standards.

⁴ Content measured by FCAT is unchanged by revisions. New ID system or grouping of benchmarks require revision of Test Item Specifications and Test Design (with review and approval of Content Advisory Committees), followed by recoding of test items and Item Bank system.

⁵ Some tested benchmarks may be deleted or changed at each grade. An analysis of the number of deleted or changed benchmarks will be necessary to determine if changes will impact the validity of the test. A limited number of deletions spread across the standards may allow a "tweaking" of the test design and continuation of the current FCAT.

⁶ Revisions/deletions are significant enough that a new generation FCAT will be required. This would require new Test Item Specifications, new Test Design, new baseline scale, new achievement level and graduation standard setting, new developmental scale, and new accountability measures (A+ and AYP).

⁷ We propose merging visual and performing arts together for review and revision the same year, starting in 2010.

Subject	STANDARDS	PERFORMANCE DESCRIPTORS	INSTRUCTIONAL ASSISTANCE				ASSESSMENT		
			Standards Revision	Performance Descriptor	Course Description Revision	Specifications Developed for Instructional Materials	Adoption of Instructional Materials	FCAT revisions: Minimal	FCAT revisions: Moderate
Reading K-12	Start 6/05 Complete 2/06 6/06(as part of the L.A. SSS revisions)	Proficiency: Start 6/05 Complete 6/06 Basic/Advanced: Start 6/06 Complete 12/06	Start 2/06 Complete 8/06	2005	2007-2008	no impact on test	2007 2008	Field test: 2010 ⁷ Baseline: 2011 Grad: Class of 2015	
	Start 6/05 Complete 2/06 6/06	Proficiency: Start 6/05 Complete 6/06 Basic/Advanced: Start 6/06 Complete 12/06	Start 2/06 Complete 8/06	Start 6/06 Complete 8/06	2008-2009	Writing+	no impact on test	Field Test: 2009 Baseline: 2010 Grad: Class of 2014 ¹³	
Math	Start 6/05 6/06 Complete 2/06-2/07	Proficiency: Start 6/06 Complete 2/07 Basic/Advanced: Start 2/07 Complete 8/07	Start 2/06 2/07 Complete 8/06 8/07	Start: 6/07 Complete 8/07	2009-2010	no impact on test	2008	Field test: 2010 ¹⁴ Baseline: 2011 Grad: Class of 2015	

⁷ FCAT Reading and Mathematics revisions flow together.

⁸ We propose merging visual and performing arts together for review and revision the same year, starting in 2010.

⁹ We propose moving Humanities to the same cycle as the electives.

¹⁰ We propose merging visual and performing arts together for review and revision the same year, starting in 2010.

¹¹ We propose moving Agriscience to the same cycle as Science.

¹² We propose moving Driver's Ed to the same cycle as the other electives.

¹³ Consider the delay of W+ as a graduation requirement. Current plan: class of 2010. This is the same year as the new test's baseline year. Delay until class of 2014 – OR- Flow revision of Writing+ with Reading and Mathematics (impact on class of 2015).

¹⁴ FCAT Reading and Mathematics revisions flow together.

Subject	STANDARDS	PERFORMANCE DESCRIPTORS	INSTRUCTIONAL ASSISTANCE				ASSESSMENT		
			Standards Revision	Performance Descriptor	Course Description Revision	Specifications Developed for Instructional Materials	Adoption of Instructional Materials	FCAT revisions: Minimal	FCAT revisions: Moderate
Science (Placing science here we can have 3 yr. contracts and extend contracts to publishers who provide new correlations, etc.) Agriscience	Start 6/07 Complete: 2/08	Proficiency: Start 6/07 Complete 2/08 Basic/Advanced: Start 2/08 Complete 8/08	Start 2/08 Complete 8/08	Start: 6/08 Complete 8/08	2010-2011	Internal impact only; no impact on test on test	2010	Field Test: 2012 Baseline: 2013	
	Start 6/07 Complete 2/08	Proficiency: Start 6/07 Complete 2/09 Basic/Advanced: Start 2/09 Complete 8/09	Start 2/09 Complete 8/09	Start: 6/09 Complete 8/09	2011-2012	N/A	N/A	N/A	
6-12 Computer Ed/Business, Tech Ed K-5 Computer Ed 6-12 Tech Ed 9-12 Industrial Ed 6-12 Family & Consumer Sciences (including ESE) 6-12 Health Sciences K-12 Visual Arts¹⁵ K-12 Foreign languages K-12 Physical Ed K-12 Health Education (including ESE) Driver's Ed Humanities	Start 6/09 Complete 2/10	N/A	Start 2/10 Complete 8/10	Start: 6/10 Complete 8/10	2012-2013	N/A	N/A	Start 6/09 Complete 2/10	

¹⁵ We propose merging visual and performing arts together for review and revision the same year, starting in 2010.

Subject	STANDARDS	PERFORMANCE DESCRIPTORS	INSTRUCTIONAL ASSISTANCE				ASSESSMENT		
			Standards Revision	Performance Descriptors	Course Description Revision	Specifications Developed for Instructional Materials	Adoption of Instructional Materials	FCAT revisions: Minimal	FCAT revisions: Moderate
Visual and Performing Arts (Music and Drama will be adopted in 2008-09 and won't be due again until 2014-15. Visual Arts will be adopted in 2012-13. To put them in the same year for review and revision we would extend the Visual Art contracts for a year, from 2013-14, and we could make the Music and Drama contracts for only 4 years, making them due again in 2013-14, thereby getting all the arts on the same schedule.)	Start 6/10 Complete 2/11	N/A	Start 2/11 Complete 8/11	Start: 6/11 Complete 8/11	2013-2014	N/A	N/A	Start 6/10 Complete 2/11	
	Reading K-12 Handwriting & Spelling	Start 6/11 Complete 2/12	Proficiency: Start 6/11 Complete 2/12 Basic/Advanced: Start 2/12 Complete 8/12	Start 2/12 Complete 8/12	Start: 6/12 Complete 8/12	2014-2015	Possible impact beginning in 2015		
Language Arts (literature, speech, journalism, composition) ESOL	Start 6/11 Complete 2/12	Proficiency: Start 6/11 Complete 2/12 Basic/Advanced: Start 2/12 Complete 8/12	Start 2/12 Complete 8/12	Start: 6/12 Complete 8/12	2014-2015				


**Summary of Florida's Sunshine State Standards
Six Year Review and Revise Cycle**

By 2011, the new cycle will be fully in place.


	Subject(s)	Year of Review and Revision
Six Year Cycle	Reading, Language Arts, ESOL	2011
	Math	2012
	Science	2013
	Social Studies	2014
	Electives: Computer, Business, Tech, Industrial, Health, Foreign Languages, Physical Education, Family and Consumer Sciences, Humanities	2015
	Visual and Performing Arts	2016
Next Six Year Cycle	Same as above	2017-2022

“The Mad, Mad World of Textbook Adoption”


Chair Flores




Florida Comprehensive Assessment Test®
Florida House of Representatives
Committee on K-12 Education
February 6, 2007



Kris Ellington
Program Director, K-12 Student Assessment
Assessment and School Performance







Standards for Large-Scale Assessments

Standards for Educational and Psychological Testing
No Child Left Behind – Requirements/Peer Review

- o Valid (Content and Instructional)
 - Insure alignment of assessment to standards with respect to content and rigor
 - Insure alignment of assessment to classroom instruction
- o Reliable
 - Insure accuracy of scores as measures of student achievement
- o Accessible
 - All students, as appropriate, can demonstrate their knowledge (standard curriculum, students with disabilities)

2 English language learners Assessment Design Process







SSS Revisions and FCAT

Goals

- Design assessments that are world-class and relevant to student learning through 2015 or beyond.
- Ensure that assessments meet highest-level of technical standards.
- Revise state assessments for Reading and Mathematics in same timeframe.

3 SSS Revision and New State Assessment Design Process




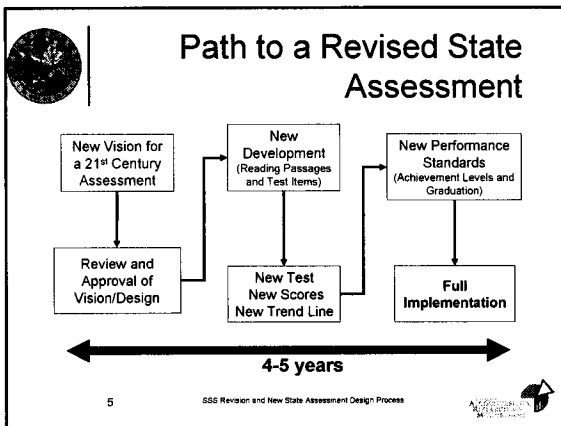



Current Status

- o **Reading/Language Arts**
 - Assessment staff are currently reviewing crosswalk between old and new standards to determine magnitude of difference at each grade.
 - Content advisory committees for FCAT Reading and Writing reviewed an earlier draft and at their meeting in April will review the final version to recommend potential changes to the FCAT.
- o **Mathematics**
 - Assessment staff have been working with the SSS writing team.
 - The content advisory committee for FCAT Mathematics reviewed an early draft and at their meeting in August will review the final version to recommend potential changes to the FCAT.

4 SSS Revision and New State Assessment Design Process




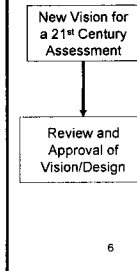





Design Phase

- o Mile high view with Advisory Committees and Policy Leadership (4 months)
 - Technology
 - Performance tasks
 - Test name
- o Details with Contractors and Advisory Committees (8 months)
 - Contract amendments
 - Test Item Specifications
 - Design of whole test
 - Measurement model

6 SSS Revision and New State Assessment Design Process





Develop and Field Test

- o Train test item writers
- o Write test items (6 months)
- o Review proposed test items (6 months)
 - Assessment Staff
 - Teacher & Other Committees
- o Pilot and field test new items (1 year)

New Development (Reading Passages and Test Items)

7 SSS Revision and New State Assessment Design Process







New Test

- o Assemble, Edit, and Print (5 months)
- o Administer Test (2 months)
- o Score and Report Test Results (3 months)
 - Scores for subject and grade-level tests only
- o CANNOT REPORT
 - Achievement levels
 - Developmental scores
 - Graduation score

New Test New Scores New Trend Line

8 SSS Revision and New State Assessment Design Process






Full Implementation

- o Set Performance Standards (9 months)
 - Achievement Levels
 - Graduation Score
- o Conduct Vertical Scale Study (overlaps with above timeframe)
- o Report Achievement Levels and Developmental Scores (2nd year of new test)


New Performance Standards (Achievement Levels and Graduation)

Full Implementation

9 SSS Revision and New State Assessment Design Process




Florida Organization of Instructional Leaders, May 2006

 **Questions?**

Kris Ellington
(or Cornelia Orr)
Assessment and
School Performance

kris.ellington@fldoe.org
cornelia.orr@fldoe.org
850.245.0513

10 SSS Revision and New State Assessment Design Process



End of Course Exams

End of Course Examinations: An Overview

House K-12 Committee
February 6, 2007

Cheri Pierson Yecke, Ph.D.
Chancellor, K-12 Public Schools

What are End of Course Exams?

- EOC exams are exams that are given at the end of a course to ensure consistency of course content and rigor across the district, state, or country.

What are the uses of End of Course exams?

- EOC exams measure college- and work-ready knowledge and skills.
- EOC exams can determine college course placement.
- EOC exams can be used as high school graduation requirements.

National Status

- Fourteen states are currently administering End-of-Course (EOC) exams.
- Two more states are implementing EOC as of 2008
- Three states administer exit exams
- One state has both EOC tests and an exit exam

End of course exams in Florida

- End of course exams are developed at the local level.
- The use of EOC exams is at the discretion of each local school district.
- Currently, twelve of the 67 school districts offer EOC exams in various subjects, such as Algebra and Geometry.

STAR and End of Course Exams

- The STAR proviso language expects there to be measures of student gains for all teachers.
- DOE is working with the Hillsborough County School District to have them host a central depository of exams for all districts across the state.

Why implement EOC tests?

- To provide a consistent measure of how students are achieving in core academic courses
- To ensure consistency within the high school grading system
- To ensure that students have access to a rigorous curriculum
- To inform instruction and student learning
- To provide feedback to students, parents, and educators
- To improve student achievement

What are the uses of EOC exams?

- To help determine post secondary school and work readiness
- To serve as exit exams (in some states, a passing score for each subject-based EOC exam is required for a regular high school diploma)
- To count as a percentage of the final grade in the class
- To serve as a basis for scholarships or financial assistance for postsecondary options

Research on the Impact of End of Course Exams

John Bishop, Cornell University

- *An Economic Theory of Nerd and Slacker Harassment and its Role in Enforcing Social Norms in Schools*, Center for Advanced Human Resource Studies, Cornell University, 2003.
- "A Steeper, Better Road to Graduation," *Education Next*, Winter 2001.
- "School Choice, Exams and Achievement," Conference 2001, *Empirical Issues in Canadian Education*.

How strong is the pressure for conformity to school norms?

Students who were 1.5 SDs above the mean (93rd percentile) on GPA and the academic commitment indices were harassed 42 percent more than the baseline student.

Incidents of harassment were *greater* for:

- Honors students
- Students with many study halls
- Students who took accelerated courses in middle school.
- Students who reported having a strong "anti-learning" crowd in middle school.
- Students who believed they were being graded on a curve.

"When exams are graded on a curve or college admissions are based on class rank, students can maximize their joint welfare if no one puts in extra effort. In the game that results, rewards, such as friendship and respect, and punishments, such as ridicule, harassment, and ostracism, enforce the cooperative solution: 'don't study much....'

...If, by contrast, students are gauged by an outside standard, they no longer have a personal interest in getting teachers off track or persuading one another to refrain from studying."

John Bishop, "A Steeper, Better Road to Graduation," *Education Next*, Winter 2001.

Canadian Provinces with and without EOC exams

Schools in exam provinces were more likely than non-exam schools to:

- employ specialist teachers of mathematics and science
- have high quality science laboratories
- schedule extra hours of math and science instruction
- assign more homework in math, in science and in other subjects

Canadian Provinces with and without EOC exams

Teachers in exam provinces:

- decreased their emphasis on low level skills, like computation
- arranged for students to do more, not fewer, experiments in science class
- were more likely to have studied in college the subject they were teaching

Canadian Provinces with and without EOC exams

Canadian students from diploma exam provinces:

- watched less TV
- read more independently ("for fun")
- had higher achievement

"School Choice, Exams and Achievement."
Conference 2001. *Empirical Issues in Canadian Education*.

Curriculum-Based External Exit Exams Improve Performance (Figure 1)

Studies show that students in countries and states that require students to pass curriculum-based external exit exams in order to graduate learn more than their peers who do not take such exams.

Options for students who take exit exams, expressed as grade-level equivalents:

National Assessment of Educational Progress, Math (New York and North Carolina as compared with other states, 1998)

National Assessment of Educational Progress, Science (New York and North Carolina as compared with other states, 1998)

International Assessment of Educational Progress, Math and Science (Canada, 1991)

National Assessment of Educational Progress, Reading (New York and North Carolina as compared with other states, 1998)

International Assessment of Educational Progress, Science (15 nations, 1997)

International Assessment of Educational Progress, Math (15 nations, 1997)

International Assessment for the Evaluation of Educational Achievement, Reading (24 nations, 1990)

Third International Math and Science Study, Math (40 nations, 1995)

Third International Math and Science Study, Science (40 nations, 1995)

All results are significant at the $p < 0.05$ level, with the exception of the International Assessment of Educational Progress, Science. Numbers are rounded to the nearest 0.1.

The Value of External Measures

"Schools cannot ignore nerd harassment in that it poisons the pro-learning environment that educators are trying to establish."

John Bishop, An Economic Theory of Nerd and Slacker Harassment and its Role in Enforcing Social Norms in Schools, Center for Advanced Human Resource Studies, Cornell University, 2003.

What do students say?

A Public Agenda study from 1997 revealed the following:

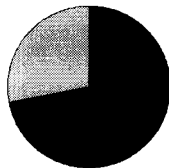
- 75% think students should only pass if they have learned the required materials.
- 79% say they would learn more if schools enforced being on time, along with the completion of homework.

When asked whether they thought that students would pay greater attention and study harder if they were required to learn more and be tested in order to graduate, vast majorities of students answered "yes:"

- 79% of all students
- 65% of the hard core disengaged students
- 74% of white students
- 80% of African American students
- 82% of Hispanic students

Current students agree

Percentage of students who feel strongly that they would have worked harder if schools had demanded more of students, set higher academic standards and raised course requirements for graduation



Source: The Heritage Foundation, Association of Distinguished Americans, *The State of Our Nation's Youth, 2005-2006*, 2445

Next Steps

Study the impact of EOC exams in Florida districts that use them, noting:

1. Differences in implementation
2. Differences in how scores are used
3. Impact on student motivation
4. Impact on student achievement
5. Impact on school grades

Ninth Grade Academies: What Does the Research Say?

Cheri Pierson Yecke, Ph.D.
February 2007

What is a ninth grade academy?

- **Definition:** A special grouping of ninth grade students designed to help incoming freshman make a smooth transition into high school and meet the rigorous high school standards.
- **Organization:** This grouping can be a school-within-a-school or a separate facility.

Why is there an interest in ninth grade academies?

"Being 'on track' at the end of the first year of high school is a stronger predictor of eventual on-time graduation than a student's entering achievement level is."

(Roderick 2006)

What are the goals of a ninth grade academy?

To provide remediation and supports addressing the unique needs of entering freshman, resulting in:

1. Increase in academic achievement
2. Increase in taking and passing higher level courses
3. Increase in the passing rate from grade 9 to grade 10 (i.e., students earn enough credits to successfully move on to the next grade)
4. Increase in graduation rate and decrease in drop out rate

National Trends

Ninth grade-only schools

- 1999-2000: 128
- 2004-2005: 154

Source:
National Center for Education Statistics

Research Findings:

1. **Academic Achievement**

- Double blocks of reading and math appear to be effective in helping students to catch up
- Increases seen in math achievement
- Smaller increases seen in reading achievement

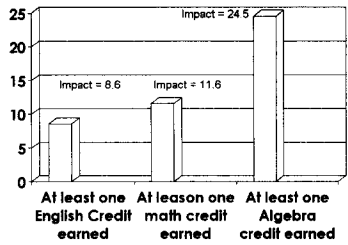
(Quint 2006)

Research Findings:

2. Taking higher level courses

- The Talent Development model has been found to produce statistically significant results in producing grade nine students who earn one or more credits in Algebra I and English (Quint 2006)

Impact of Talent Development High School Reform for First-Time Ninth Graders (percent above comparison groups)

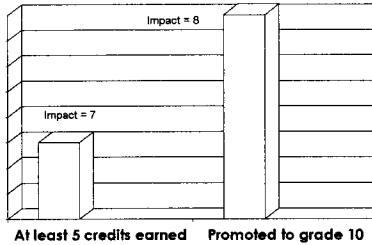


Research Findings:

3. Passing Ninth Grade

- Being held back in ninth grade is a major predictor of dropping out. (Quint, 2006)
- Completing ninth grade on time plays a significant role in a student's eventual completion of high school. (Roderick, 2006)
- Providing credits (elective credits) for remedial courses helps students to not give up. (Quint, 2006)

Impact of Talent Development High School Reform for First-Time Ninth Graders (percent above comparison groups)



Research Findings:

4. Decrease in drop out rate, increase in graduation rate

- Research: 8% dropout rate at schools with a ninth grade academy vs. a 24% drop out rate at comparison schools (Hertzog)
- Many programs are new so it is too early to see results; however, improvement in promotion and attendance rates have been statistically significant.

“Promotion Power”

- Ninth-grade “promotion power” is the percent of students in grade nine who are enrolled in grade twelve three years later.
- Differences between the eight-grade promotion power and the ninth-grade promotion power reflect failure rates in grade nine.

(SREB – April 2006)

Florida's Promotion Power

- Florida's 8th grade promotion power = 80
- Florida's 9th grade promotion power = 61

- Of 22 states, in 2003 Florida ranked 21st

(SREB – April 2006)

Other findings

- Block scheduling appears to assist in keeping ninth grade students from getting into trouble, as there are fewer unsupervised hallway interactions.

Cautions

- The challenges of transition might be shifted to 10th grade. Some schools have now implemented 10th grade academies
- Planning is critical (1 year minimum)
- District support is important
- Do not expect immediate results; many of the benefits can only be seen in the long term

Challenges Remain

- "It is not reasonable to expect high schools to remedy all the educational deficits that are a legacy of students' experiences in grades K-8" (Quint 2006)
- "Little is know about how best to assist and prevent dropping out among those students who struggle the most in ninth grade." (Quint 2006)

Next Steps

- Identify and evaluate Florida districts that have implemented ninth grade academies
- Pilot this concept and measure its success

Studies Referenced

- Hertzog, C. J., Morgan, P. L., Diamond, P. A., & Walker, M. J. (1996). *Transition to high school: A look at student perceptions*. BECOMING, 7(2).
- Quint, J. (2006). *Meeting Five Critical Challenges of High School Reform*. MRDC.
- Roderick, M. (2006). *Closing the Aspirations-Achievement Gap: Implications for High School Reform*. MDRC.
- Snipes, Holton, & Doolittle. (2006) *Charting a Path to Graduation*: MDRC.
- SREB (2006). *Urban Students Achieve When High Schools Implement Proven Practices*.

Florida Teacher Certification Examinations

Florida Educational Leadership Examination

February 6, 2007

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



LEGAL AUTHORITY

SECTION 1012.56, FLORIDA STATUTES

STATE BOARD OF EDUCATION (SBE) RULES

6A-4.0021

and

6A-4.00821

2

Section 1012.56 and 1008.24 Florida Statutes

1012.56 specifies:

- The types of tests to be administered (e.g., subject area)
- That certification tests may be contracted
- The State Board of Education will set scores required for issuance of certificates
- The State Board of Education must define generic subject area competencies
- Examinations shall be aligned with State Student Standards
- Examination development materials shall be confidential and exempts from s. 119.07 (1)
- An applicant who does not achieve a passing score may review his or her examination

1008.24 specifies:

The violations of test security and penalties

3

**SBE Rules
6A-4.0021 AND 6A-4.00821**

RULES SPECIFY:

**NAMES OF EXAMINATIONS
ADMINISTERED AND CONTENT TESTED**

**NUMBER OF CORRECT ITEMS ON BASE
FORMS REQUIRED FOR PASSING**

**WEIGHTINGS OF ESSAYS AND OTHER
PERFORMANCE-BASED ASSESSMENTS**

4

**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.

5

**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

6

**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

10

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

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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:

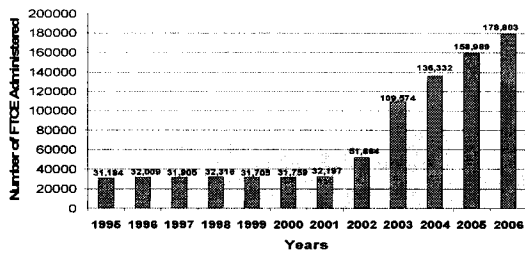
(4) Acceptable means of demonstrating
mastery of subject area knowledge are:

(a) Achievement of passing scores on
subject area examinations required by
state board rule;

(b)

13

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



14

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

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Any Questions?

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Florida Department of Education

Division of Accountability, Research and Measurement

Office of Assessment and School Performance

Postsecondary Assessment

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