



K - 12
Subcommittee
Tuesday, December 4, 2012
1:00 PM – 2:30 PM
17 HOB

Meeting Packet

Will Weatherford
Speaker

Janet H. Adkins
Chair



AGENDA

K-12 Subcommittee
Tuesday, December 4, 2012
1:00 p.m. – 2:30 p.m.
17 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Introduction of Members
- IV. Education Committee Handbook
- V. Presentations by the Department of Education
 - Current Statewide Student Requirements
 - Current Statewide Assessments
 - Common Core Standard Assessments
- VI. Closing Remarks and Adjournment

Current Statewide Student Requirements

Current Statewide Student Requirements

House K-12 Education Subcommittee
December 4, 2012

Mary Jane Tappen
Deputy Chancellor of Curriculum, Instruction and Student Services
Department of Education

Districts Must Provide a *Curriculum* that Includes the State Board of Education Adopted Standards and Course Descriptions

- **Next Generation Sunshine State Standards (Common Core)**

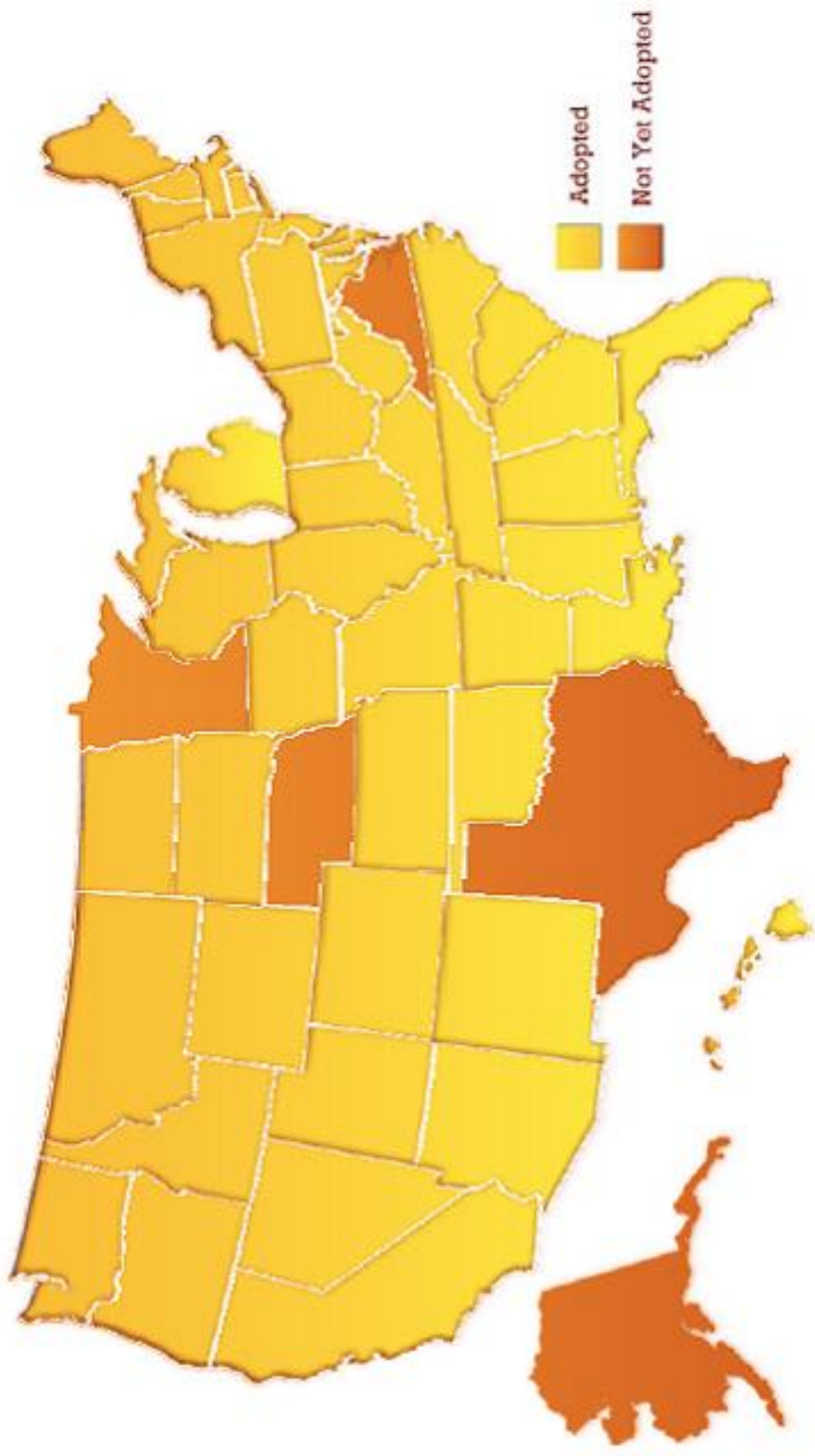
- English Language Arts
- Mathematics

- **Next Generation Sunshine State Standards**

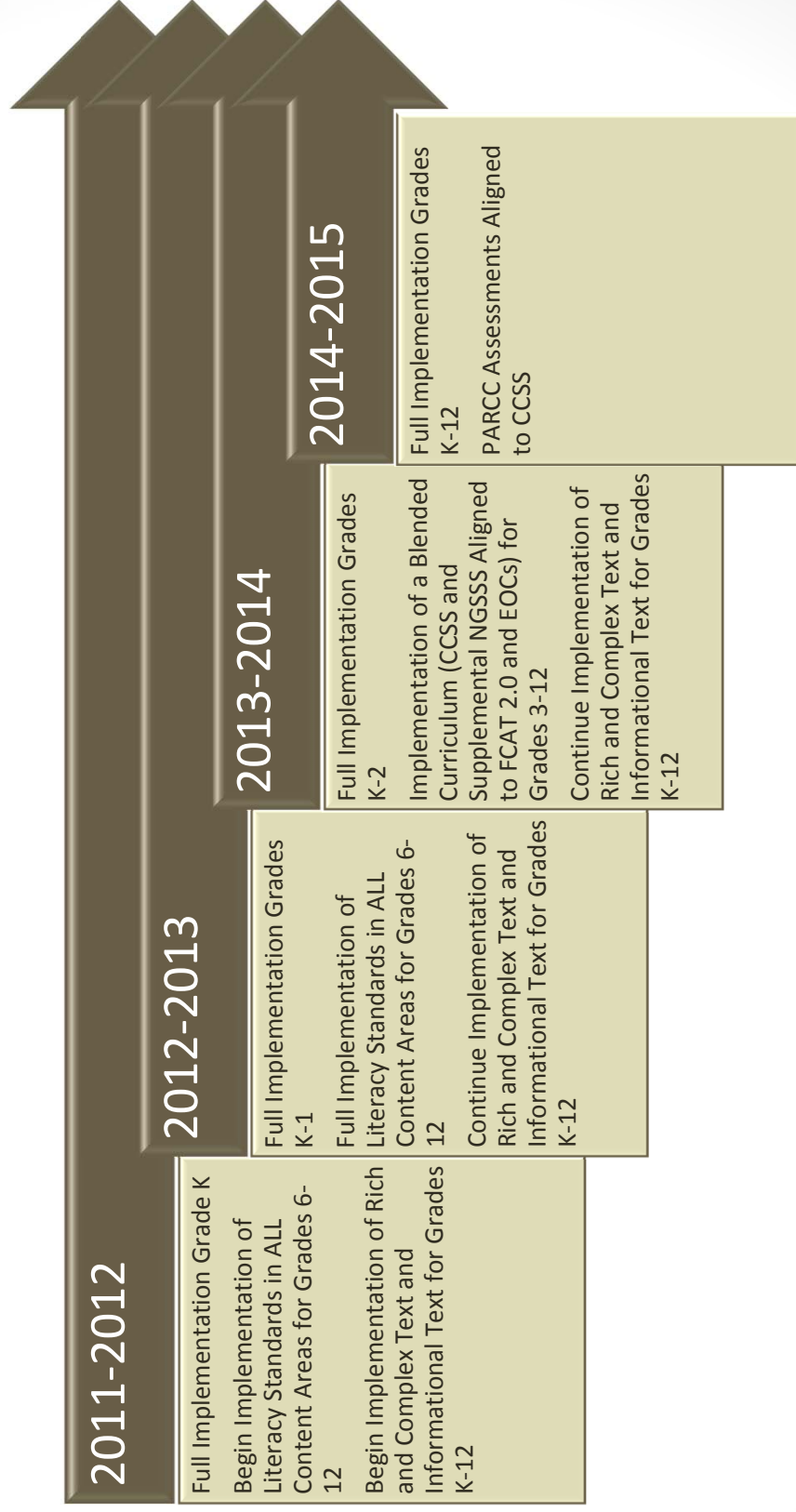
- Science
- Social Studies
- Health
- Physical Education
- Foreign Language
- the Arts

Common Core States in Yellow

In the States



Florida's Common Core State Standards (CCSS) Implementation Plan



Next Generation Science Standards (NGSS)

- The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, Achieve, and states across the nation are working together to develop Next Generation Science Standards
- The second and final public draft of the Next Generation Science Standards (NGSS) is set for the first week in January 2013
- The NGSS will be completed in March of 2013
- Florida State Board of Education will make a decision to adopt or not adopt these standards after the final release
- There is no information yet regarding an effort to develop an assessment for these not yet completed standards

Districts Must Provide a Complete *Education Program* as Defined by the Standards

- Courses required for middle grades promotion (Districts only receive funding for courses adopted by the State Board of Education)
- Courses required for high school graduation
- Adequate instructional materials for all students consistent with the course descriptions adopted by the State Board of Education
- A local instructional improvement system to access electronic and digital materials, teaching and learning resources, and that manages and tracks student learning
- Admission, classification, promotion, and graduation of students

Districts Must Establish a Comprehensive Plan for *Student Progression*

- Standards for evaluating each student's performance, including mastery of the Standards
- Specified levels of performance in reading, writing, science, and mathematics for each grade level below which a student must receive remediation or be retained
- Alternative placement for a student who has been retained two or more years
- Resources for students who require remedial and supplemental instruction
- No student may be assigned to a grade level based solely on age or other factors that constitute social promotion

Elementary School

State Level Student Progression Requirements

- Kindergarten entry age of 5 by September 1
- First grade entry age of 6 by September 1
- 150 minutes of physical education per week
- For promotion to fourth grade, a student must score at Level 2 or higher on FCAT 2.0 Reading
 - Good Cause Exemptions include:
 - English language learners (ELLs) with less than two years of instruction
 - Students who perform at acceptable levels on an alternate assessment
 - Students with Disabilities (SWD) whose individual education plan (IEP) indicates that assessment participation is not appropriate
 - SWD or students with a Section 504 plan and have received remediation for more than two years but still demonstrate a deficiency
 - Students who demonstrate through a portfolio that they have mastered the standards

Middle School

State Level Student Progression Requirements

- Three middle school or higher courses in:
 - English
 - mathematics (including at least one high school level course)
 - social studies (one semester of which must include the study of state and federal government and civics education)
 - science
- One course in career and education planning that results in a completed personalized academic and career plan
- One class each day of physical education for one semester each year
- Students who score Level 1 on FCAT 2.0 Reading must be enrolled in and complete an intensive reading course
- Students who score Level 2 on FCAT 2.0 Reading or Levels 1 or 2 on FCAT 2.0 Mathematics must receive remediation the following year
- Civics End-of-Course Exam
 - 30% of course grade 2013-2014
 - Must pass for promotion out of middle grades 2014-2015

High School

State Level Student Progression Requirements

- Successful completion of 24 credits, or an IB, AICE curriculum
- 24 high school credits must include:
 - four credits in English
 - four credits in mathematics including: Algebra 1, Geometry, and Algebra 2
 - three credits in science including: Biology 1, in 2013-2014 Chemistry or Physics and another equally rigorous science course
 - three credits in social studies including: U.S. history, world history, 1/2 credit in economics, and 1/2 credit in U.S. government
 - One credit in fine or performing arts
 - one credit in physical education
 - eight credits in electives
 - One credit online
- **OR** one of two 18 credit options

High School

State Level Student Progression Requirements

- Students who score Level 1 on FCAT 2.0 Reading must be enrolled in and complete an intensive reading course
- Students who score Level 2 in reading or Levels 1 or 2 in mathematics must receive remediation the following year
- End-of-course exams
 - Algebra 1 - required to pass for course credit
 - Geometry - required to pass for course credit
 - Biology 1 - required to pass for course credit
 - U.S. History - 30% of student course grade average
- 9th and 10th grade FCAT 2.0 Reading
 - Must earn a score of 300 on 10th grade FCAT 2.0 Reading to graduate
 - Students with Disabilities (SWD) whose individual education plan (IEP) indicates that assessment participation is not appropriate can have this requirement waived

Student Progression Opportunities

Early High School Graduation

Section 1003.4281, F.S.

- “early graduation” means graduation in less than eight semesters
- Applies to the 24 credit option
- School boards must adopt a policy
- Districts may not prohibit a student from graduating early
- Eligible students who graduate mid-term receive Bright Futures Scholarship award during spring term

Student Progression Opportunities

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

Section 1002.3105, Florida Statutes

- Districts and schools must offer options that provide academically challenging curriculum or accelerated instruction to K-12 students.
- Principals establish student eligibility.
- Principals inform parents and students of available options.
- Principals establish a process by which a parent may request student participation.
- Districts establish student requirements for options that would result in a student attending a different school.
- Districts establish a process by which a parent may request student participation that would result in the student attending a different school.
- A performance contract must be executed if a student participates by parent request. A performance contract is optional if a principal initiates a student's participation.

Student Progression Opportunities

Credit Acceleration Option (CAP)

- Districts must award high school credit if the student earns a passing score (above Level 3) on a statewide-standardized End-of-Course (EOC) assessment
 - Students are not required to have completed or be enrolled in the course
 - All students are eligible
- Additionally, if a student takes and passes a high school EOC prior to entering high school, that “credit” is honored as part of the high school transcript and required graduation credit

Student Progression Opportunities

Postsecondary Education Readiness Assessment (PERT)

- Students who score identified levels on the grade 10 FCAT 2.0 Reading and Algebra 1 EOC are assessed on the PERT as 11th grade students
- If students obtain college-ready scores, these scores can be used to enter state colleges directly after high school graduation without requiring additional testing and enter directly into college credit bearing courses
- If students do not obtain college-ready scores, students are enrolled in College Success or College Readiness courses their 12th grade year to gain instruction for the purpose of being prepared for college level work upon high school graduation.
- PERT may also be used for dual enrollment eligibility

Questions?

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**Current Statewide
Assessments**

Current Statewide Assessments

House K-12 Education Subcommittee
December 4, 2012

Juan Copa
Deputy Commissioner for Accountability, Research and
Measurement
Department of Education

Assessments in Transition

- FCAT replaced by FCAT 2.0
- End-of-course assessments in high school and middle school phased in
- New assessments to measure Common Core State Standards in 2014-15

Year Administered to Students						
Type of Assessment	Assessment Area	2010-11	2011-12	2012-13	2013-14	2014-15
FCAT	FCAT Writing	Gr 4, 8, 10	Gr 4, 8, 10			
	FCAT Science	Gr 5, 8, 11				
	FCAT Reading					
	FCAT Mathematics	Gr 10				
FCAT 2.0	FCAT 2.0 Reading	Gr 3-10	Gr 3-10	Gr 3-10	Gr 3-10	
	FCAT 2.0 Mathematics	Gr 3-8	Gr 3-8	Gr 3-8	Gr 3-8	
	FCAT 2.0 Science		Gr 5, 8	Gr 5, 8	Gr 5, 8	Gr 5, 8
	FCAT 2.0 Writing			Gr 4, 8, 10	Gr 4, 8, 10	
End-of-Course Assessments	Algebra 1	In Course	In Course	In Course	In Course	
	Geometry		In Course	In Course	In Course	
	Biology 1		In Course	In Course	In Course	In Course
	US History			In Course	In Course	In Course
	Civics				Middle School	Middle School
	English language Arts					Gr 3-11
Common Core Assessments (PARCC)	Mathematics					Gr 3-8
	Math EOCs (Algebra 1, Geometry, Algebra 2)					In Course
College Placement Test		Gr 11				
Postsecondary Education Readiness Test (PERT)		Not in high schools	Gr 11	Gr 11	Gr 11	Gr 11

Assessments Measure Student Mastery of Standards

- Based on Florida's content standards (Next Generation Sunshine State Standards)
- Students' scores are in comparison to achievement standards – the criteria (Criterion-Referenced Test)
- Used to measure how well students have learned the content assessed
- Used to measure the teaching and learning of important content in Florida's schools

Summary Statewide Assessment Testing Calendar - 2012-13

Testing Window	Assessment
Nov 28 to Dec 19	Algebra 1, Geometry, Biology 1
February 25 to March 29	Florida Alternate Assessment for Students with Significant Disabilities
February 26-27	FCAT 2.0 Writing
March 4 to April 5	Comprehensive English Language Learning Assessment (CELLA)
April 8 to 26	FCAT 2.0 Mathematics, Reading, Science and FCAT and FCAT 2.0 Retakes
April 22 to May 24	Algebra 1, Geometry, Biology, US History

Elementary School

Statewide Assessments

- Florida Kindergarten Readiness Screener (FLKRS)
- FCAT 2.0
 - Reading – Grades 3 to 5
 - Mathematics – Grades 3 to 5
 - Writing – Grade 4
 - Science – Grade 5 – Achievement level standards to be set by the State Board in December 2012
- Florida Alternate Assessment (FAA) for students with significant cognitive disabilities
- Comprehensive English Language Learning Assessment (CELLA)

Middle School

Statewide Assessments

- FCAT 2.0
 - Reading – Grades 6 to 8
 - Mathematics – Grades 6 to 8
 - Writing – Grade 8
 - Science – Grade 8 – Achievement level standards set December 2012
- End-of-Course Assessments – For students in these courses
 - Algebra 1
 - Geometry – Achievement level standards set December 2012
 - Biology 1 – Achievement level standards set December 2012
 - US History beginning in 2013 – Achievement level standards set December 2013
 - Civics beginning in 2013 – Achievement level standards set December 2014
- Florida Alternate Assessment (FAA) for students with significant cognitive disabilities
- Comprehensive English Language Learning Assessment (CELLA)

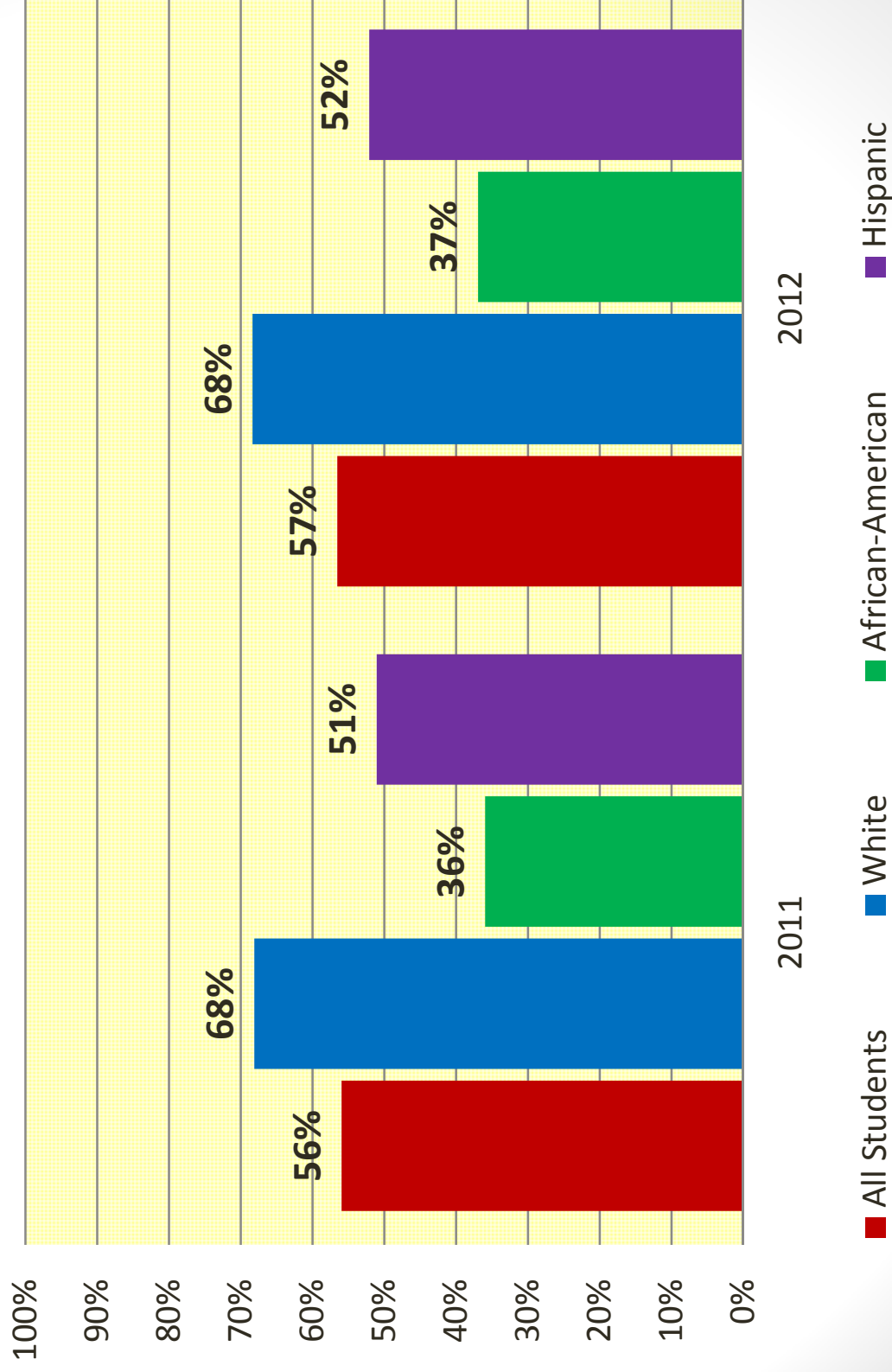
High School

Statewide Assessments

- FCAT 2.0
 - Reading – Grades 9 and 10
 - Writing – Grade 10
- End-of-Course Assessments – For students in these courses
 - Algebra 1
 - Geometry
 - Biology 1
 - US History
- Florida Alternate Assessment (FAA) for students with significant cognitive disabilities
- Comprehensive English Language Learning Assessment (CELLA)

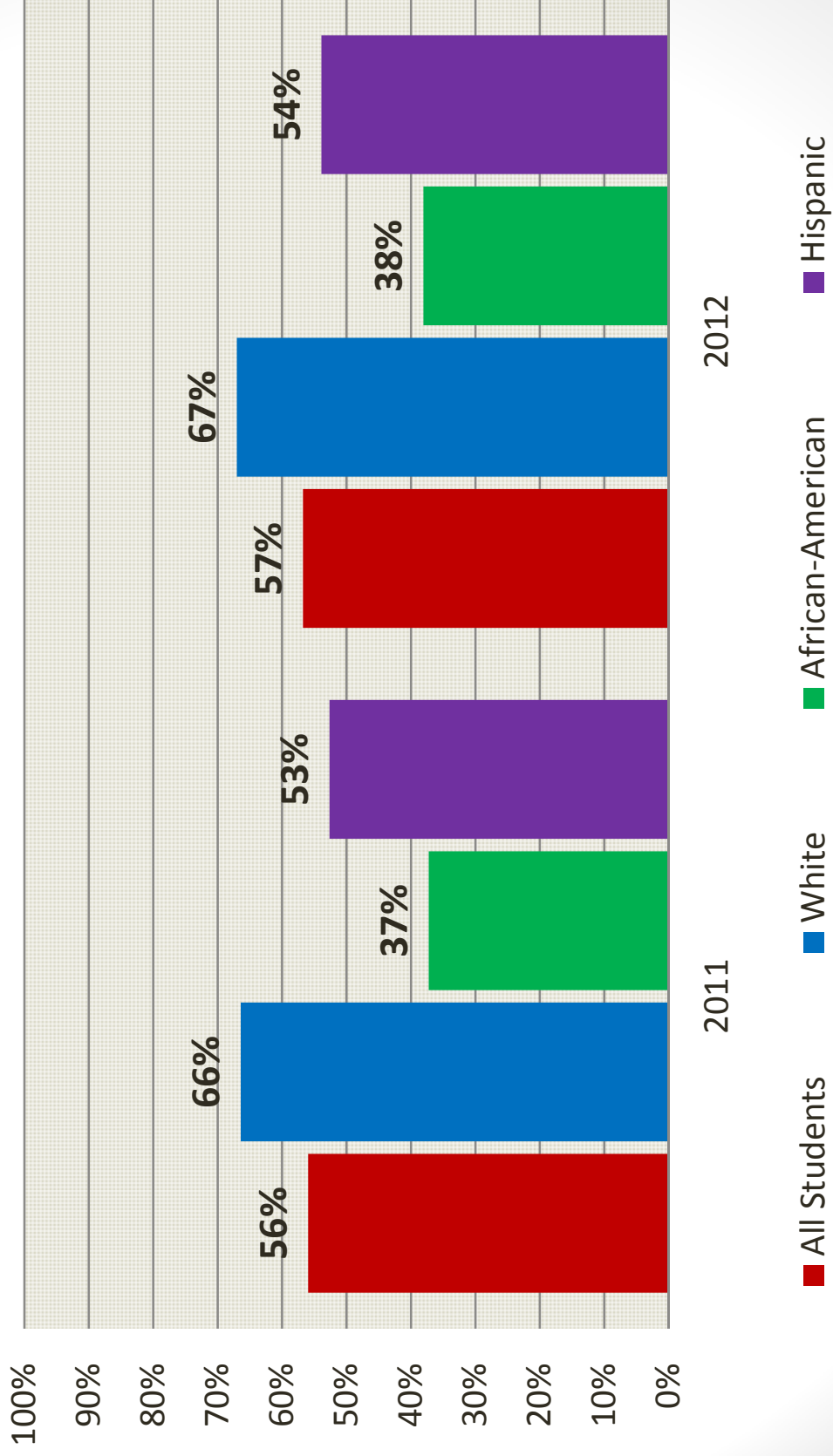
FCAT 2.0 Reading – Grades 3 – 10

Achievement Level 3 and Above



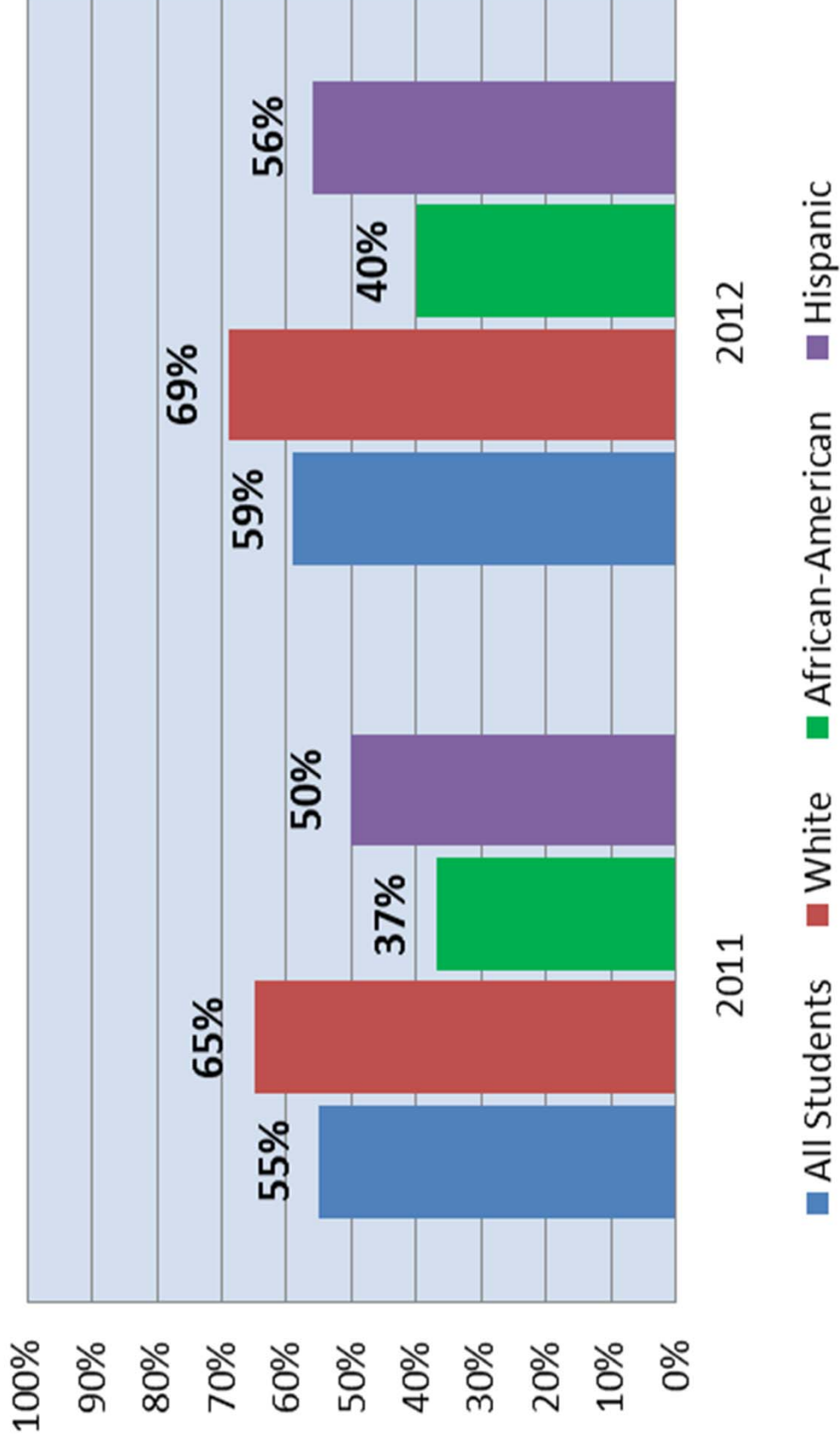
FCAT 2.0 Mathematics – Grades 3 - 8

Achievement Level 3 and Above



Algebra 1 EOC Assessment

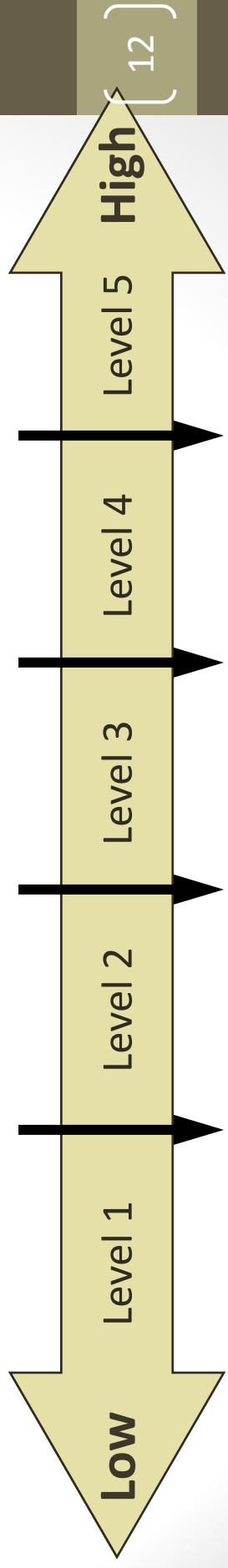
Achievement Level 3 and Above



Standard Setting

- Fall 2012: FCAT 2.0 Science, Geometry, and Biology 1 End-of-Course Assessment
- Fall 2013: US History
- Fall 2014: Civics
- Purpose: Identify the “cut points” that define the new Achievement Levels

Five Achievement Levels, Four Cut Points

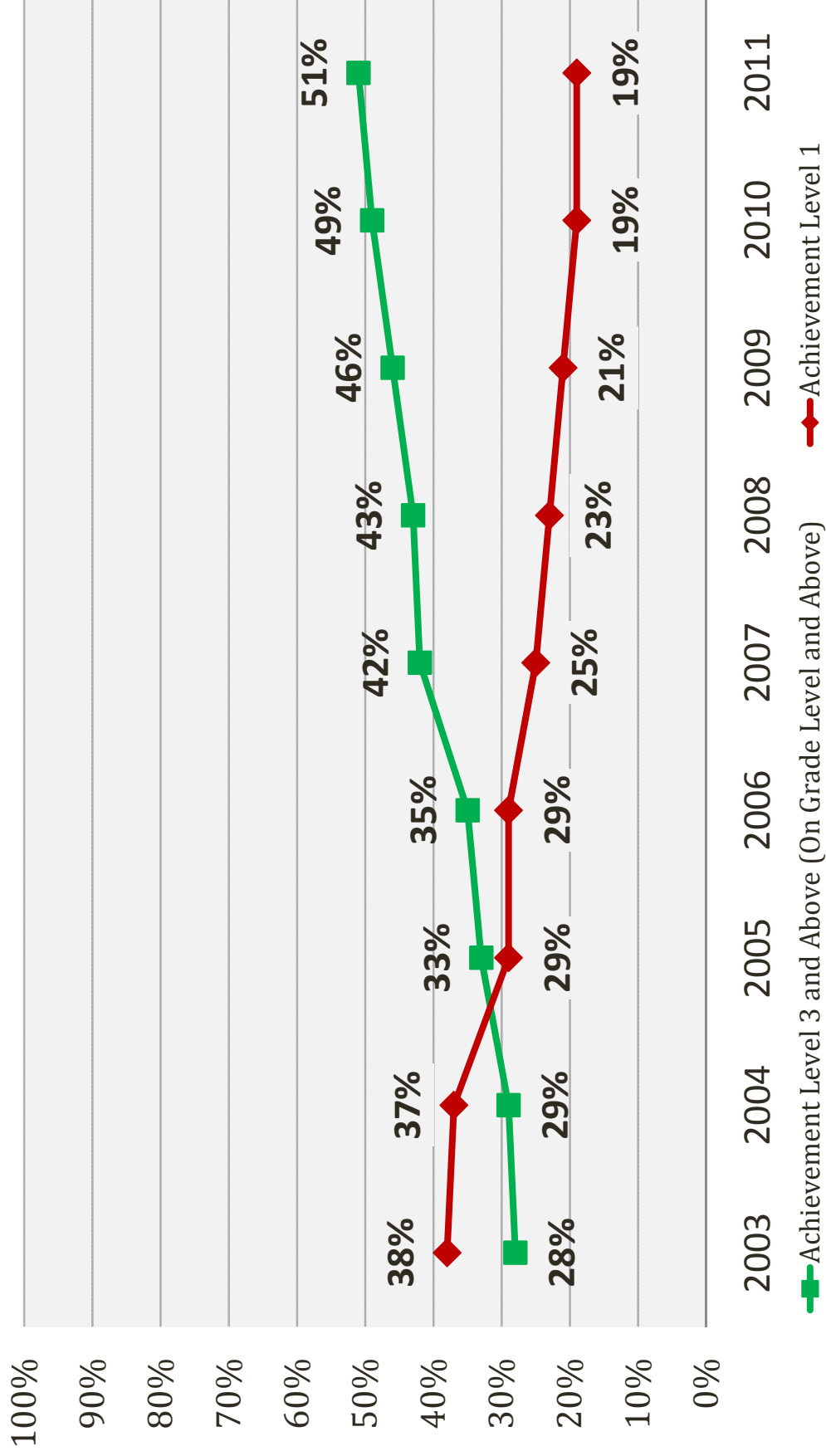


Standard Setting

- Student performance on Statewide assessments is reported based on Achievement Levels
- Florida's Assessments have 5 Achievement Levels with Level 1 being the lowest and Level 5 the highest (except for Writing)
- Often achievement is reported as the percentage of students scoring at Achievement Level 3 or higher.
- Level 3 – Students scoring at this level demonstrate a satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards
- In 2011 the State Board of Education set standards for FCAT 2.0 Reading and Mathematics, and the Algebra 1 end-of-course assessment

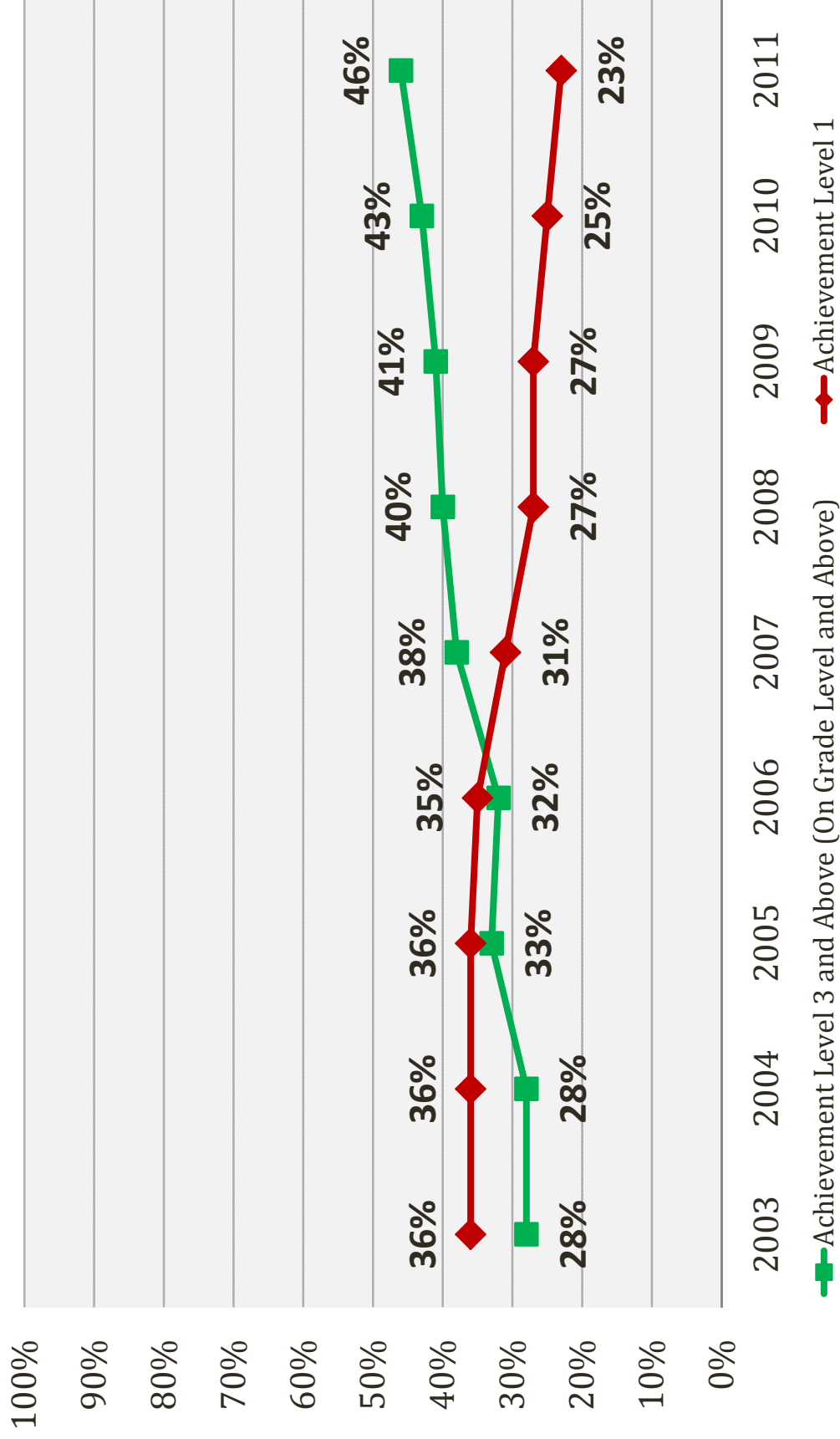
Past Experience - FCAT Science Standards

FCAT Science
by Achievement Level
Grade 5



Past Experience - FCAT Science Standards

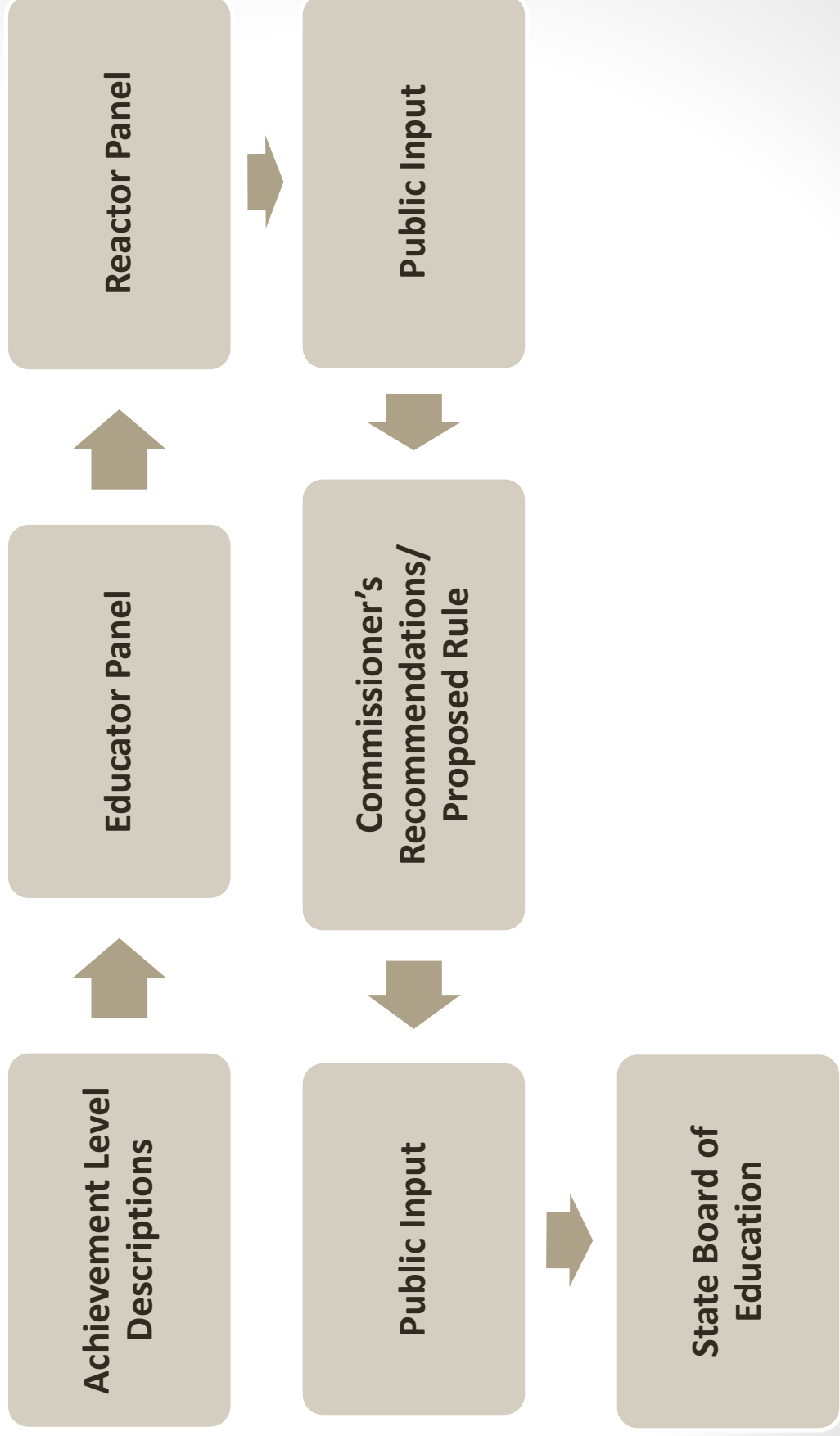
FCAT Science
by Achievement Level
Grade 8



Standards Setting Process

- Uses the expertise of educators, the business community, postsecondary faculty, and community members
- Reviews content standards and expectations
- Reviews external data
- Consider policy concerns

Setting Standards is a Multi-Stage Process



2012 Educator Panels: September 18 - 21

- Comprised of educators from around the state representing, large, small, rural and urban districts
- Experience with the achievement level descriptions and the assessments
- 4 days of iterative rounds of judgment
 - 4 rounds of judgment

Reactor Panel: September 27-28

- Convened a group of diverse stakeholders from across Florida
 - Business Leaders
 - Superintendents
 - Postsecondary Faculty
 - Teachers
 - Community Leaders
 - Parents
- Provided feedback to the Department on the outcomes of the Educator Panel

Reactor Panel Review

Considered the following:

- Information and materials from the educator panel meeting
- External tests that are commonly administered to Florida students outside of the FCAT 2.0 and EOC Assessment system
 - NAEP, PSAT, SAT, PLAN, and ACT
- Impact data
 - By subject/grade
 - By gender
 - By ethnicity

Standard-Setting Timeline

Month/Year	Task
September 2012	Advertise Intent to Revise FCAT Rule
September 18-21, 2012	Conduct Standard-Setting Meetings – Tallahassee, FL 15-20 Educators per Subject/Grade (4 panels)
September 27-28, 2012	Conduct Reactor Panel Meeting – Tallahassee, FL 20-25 Superintendents and Community Leaders (1 panel)
October 15, 16, and 18, 2012	Conduct Rule-Development Workshops and Advertise Proposed State Board of Education FCAT Rule
December 2012	State Board of Education Rule Adoption – New Achievement Levels for FCAT 2.0 Science, and Biology 1 EOC, and Geometry EOC Assessments

Commissioner Recommendations

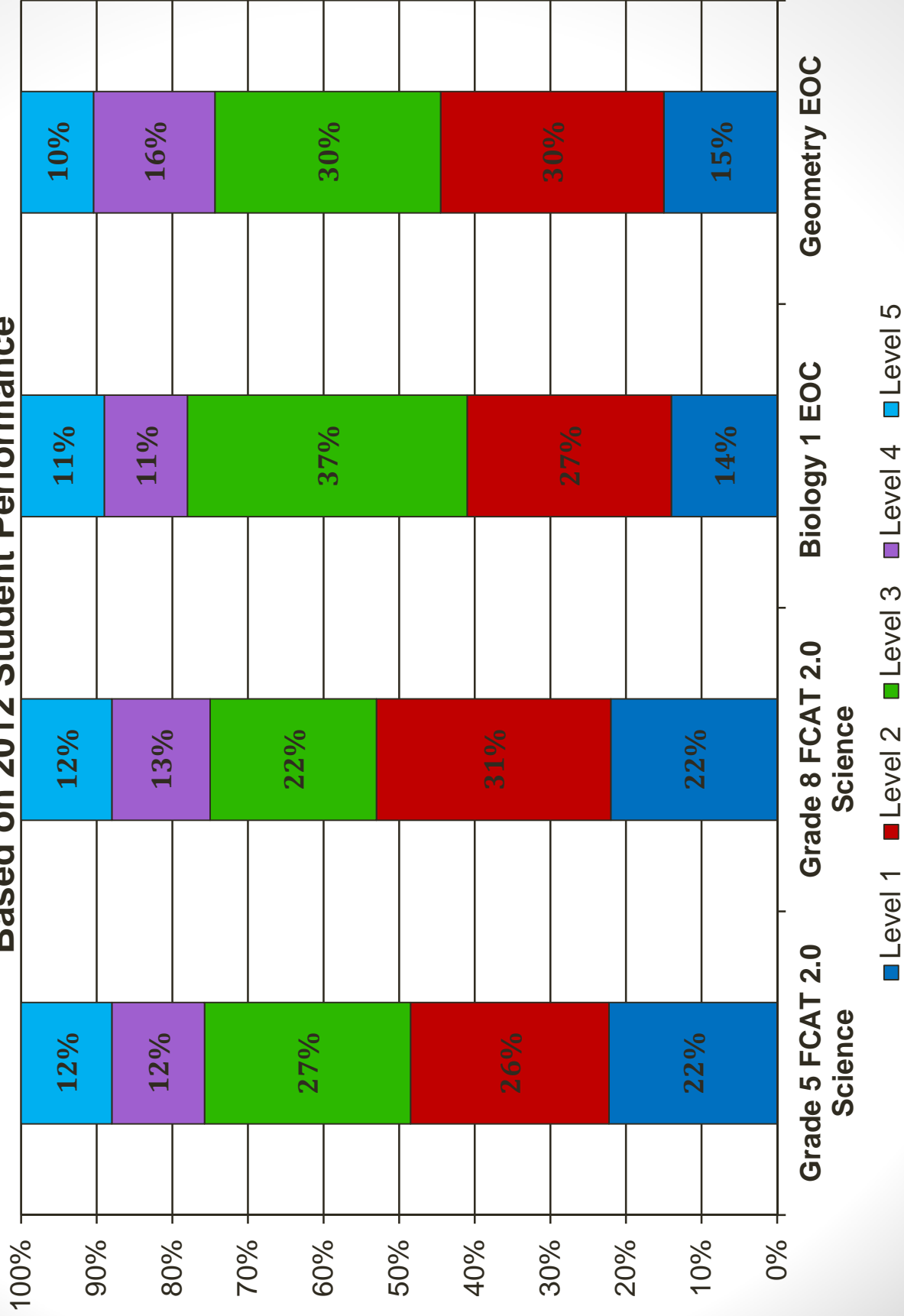
- Commissioner considered Educator Panel and Reactor Panel feedback
- Considered Florida's performance on external measures (SAT, ACT, NAEP, PSAT, and PLAN)
- Balanced rigor and students' ability to graduate

2012 Standard Setting for FCAT 2.0 Science (Grades 5 and 8), Biology 1 and Geometry EOC Assessments

	Educator Panel			Reactor Panel			Commissioner Recommendation	
	2/3 Cut Score	Variation*	Percentage at 3 or higher	2/3 Cut Score	Variation*	Percentage at 3 or higher	2/3 Cut Score	Percentage at 3 or higher
Grade 5 FCAT 2.0 Science	190	178-202	70%	200	189-211	52%	200	52%
Grade 8 FCAT 2.0 Science	191	179-203	69%	200	190-210	53%	203	47%
Biology 1	389	369-409	67%	395	378-412	59%	395	59%
Geometry	403	391-415	46%	398	386-410	53%	396	55%

FCAT 2.0 Science (Grades 5 and 8), Biology 1 and Geometry EOC Assessments

Percentage in each Achievement Level Based on 2012 Student Performance



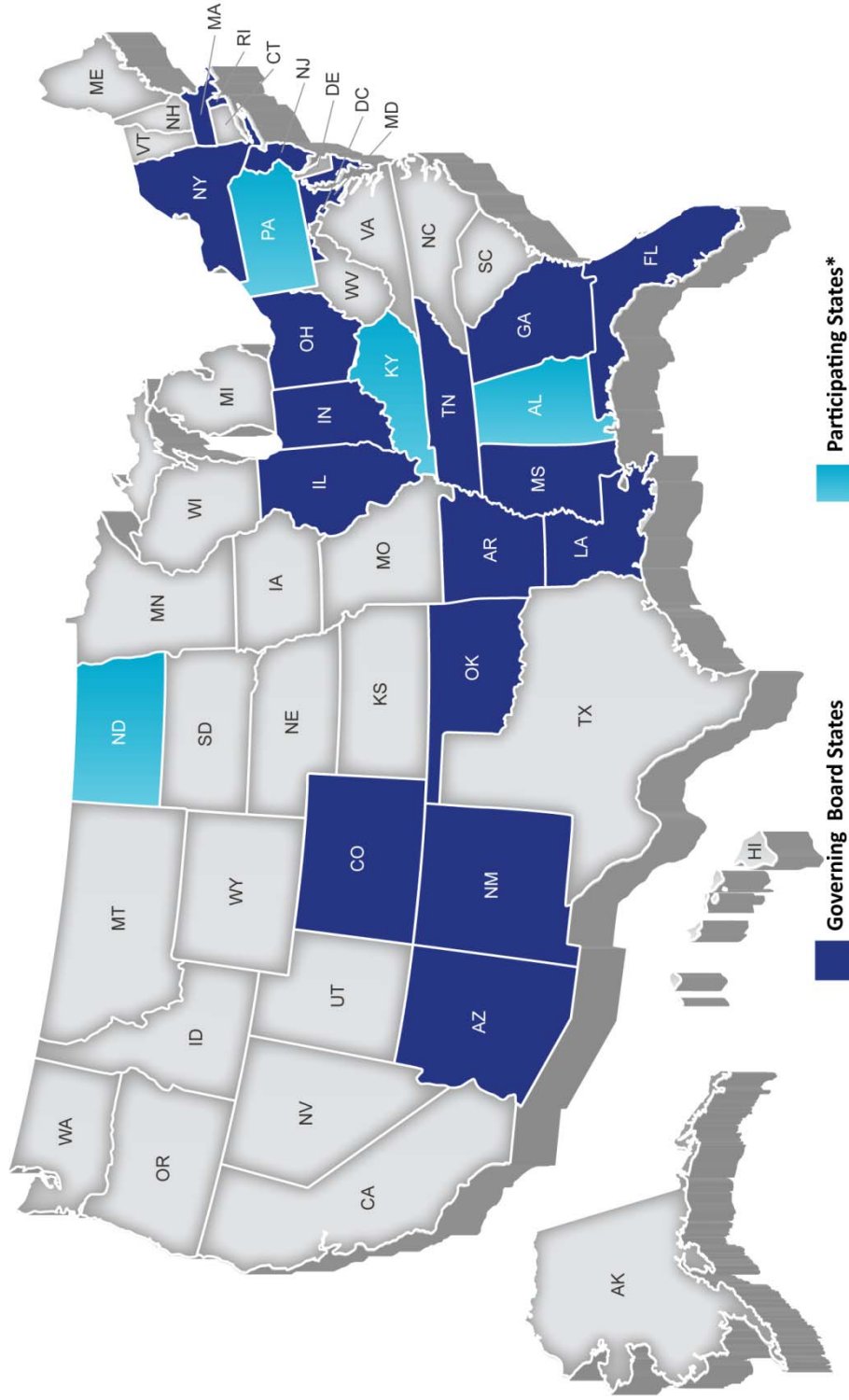
Questions?

Common Core State Standards Assessments



Timeframe	
2010 and 2010-11	<p>State Board adopted Common Core State Standards in Reading and Mathematics</p> <p>Florida joined Partnership for Assessment of Readiness for College and Career (PARCC) to develop a student assessment</p> <p>USDOE awarded PARCC a grant to develop a common core assessment</p>
2011-12	<p>Summer regional professional development</p> <p>Common Core Standards implemented in Kindergarten classrooms</p> <p>PARCC began development of the common core assessment</p>
2012-13	<p>Conduct common core summer institutes and fall, and spring common core workshops</p> <p>Common Core Standards implemented in Kindergarten and 1st grade</p> <p>Pilot test PARCC items, continue item development, conduct research</p>
2013-14	<p>Conduct common core summer institutes</p> <p>Common Core Standards implemented in Kindergarten, 1st and 2nd grade. Full implementation of Common Core State Standards for literacy</p> <p>In grades 3 to 12 blended implementation of NGSS and Common Core</p> <p>Field test PARCC items, continue item development and research</p>
2014-15	<p>Full implementation of Common Core State Standards</p> <p>Students assessed with the common core assessments</p>

PARCC Membership



*US Virgin Islands is a Participating Territory

Florida's Responsibilities as a PARCC Governing State

- Adopt the Common Core State Standards
- Work to implement the assessments in 2014-2015, including for all purposes that state assessments currently are serving, or will serve (measurement, accountability, growth, etc.)
- Contribute staff/resources to the work of the development of the assessments
- Participate in pilot and field testing
- Identify and address state legal, statutory, regulatory, and policy issues required to implement the assessments

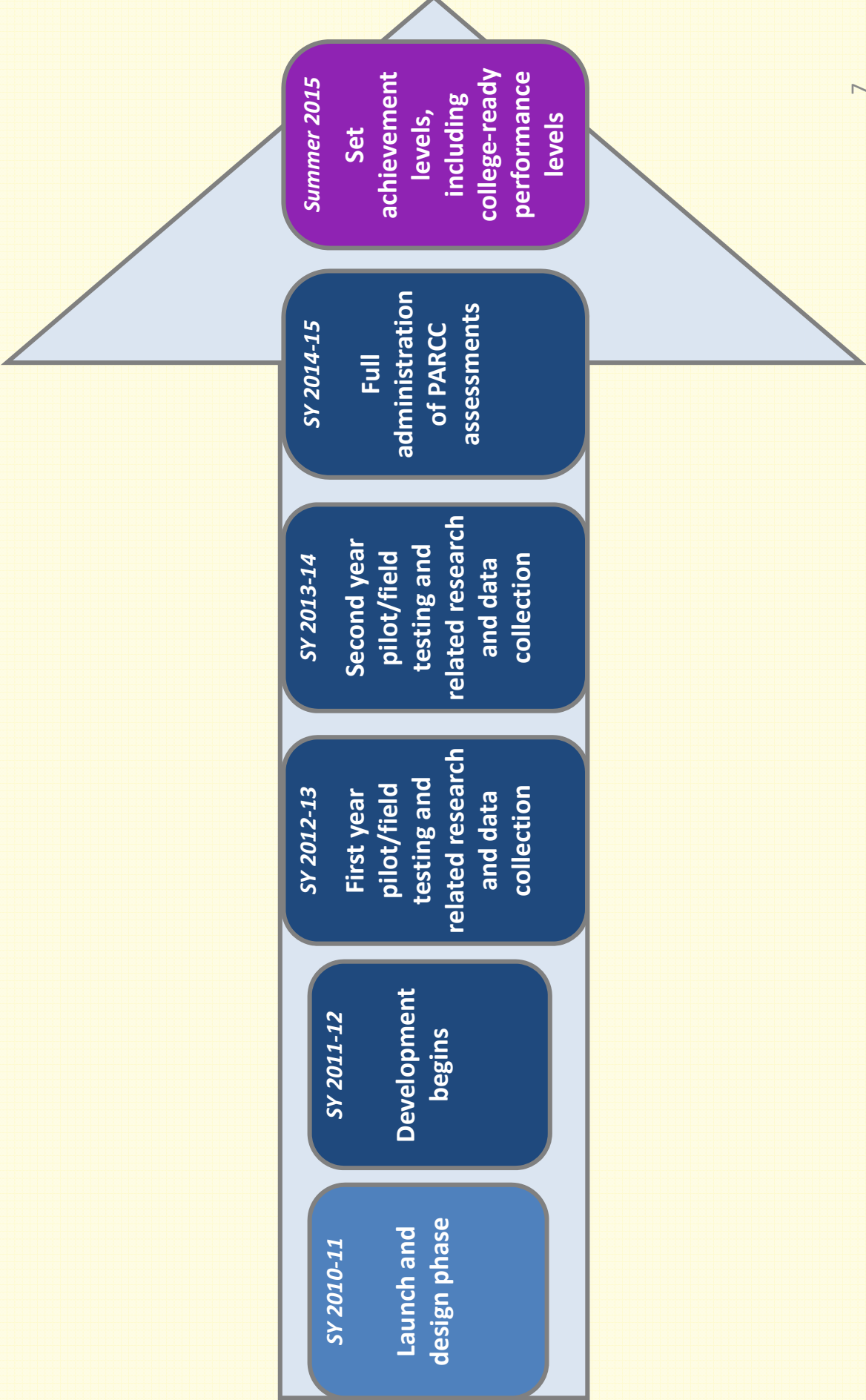
Engagement of Florida Education Stakeholders

- Commissioner sits on the Governing Board
- Florida DOE staff participate on the leadership team and other staff groups
- Hundreds of Florida educators provided input on model content frameworks, the bridge between the standards and the assessment
- Educator cadre of 24 Florida educators provide ongoing input on the development of the PARCC assessments
- Florida postsecondary faculty provide input on the development of the assessments and the college readiness standards

Florida's Rights as a PARCC Governing State

- Authority to determine and modify PARCC assessment design, policies, and procedures in cooperation with other PARCC Governing States
- Authority to provide direction to Achieve and other contractors engaged in PARCC work, in cooperation with other PARCC Governing States
- Right to opt out of the consortium at any time

PARCC Timeline



The PARCC Goals

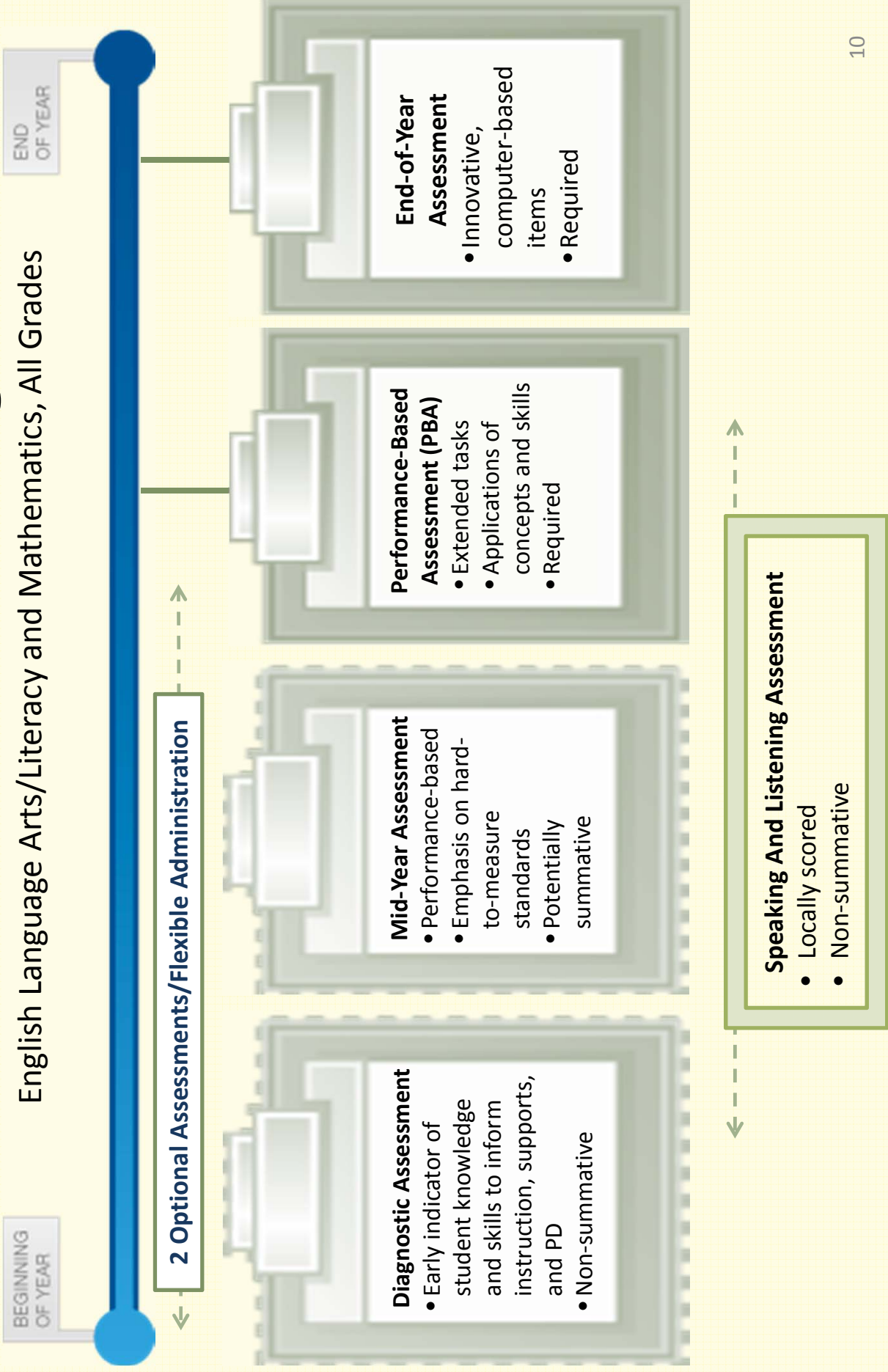
1. Create high-quality assessments
2. Build a pathway to college and career readiness for ***all*** students
3. Support educators in the classroom
4. Develop 21st century, technology-based assessments
5. Advance accountability at all levels

Goal #1: Create High Quality Assessments

- PARCC is developing an assessment system comprised of **four components**. Each component will be computer-delivered and will leverage technology to incorporate innovations.
 - Two **summative assessment components** designed to
 - Make “college- and career-readiness” and “on-track” determinations
 - Measure the full range of standards and full performance continuum
 - Provide data for accountability uses, including measures of growth
 - Two **formative assessment components** designed to
 - Generate *timely* information for informing instruction, interventions, and professional development during the school year
 - In ELA/literacy, a *third* formative component will assess students’ speaking and listening skills

Assessment Design

English Language Arts/Literacy and Mathematics, All Grades



Performance Based and End-of-Year Assessments

- Required **summative assessment components**
 - Grades 3-11 in English, Language Arts
 - Grades 3-8 in Mathematics
 - End-of-Course assessments
 - Algebra 1, Geometry, and Algebra 2; or
 - Integrated Mathematics 1/2/3

Required Summative Assessment Components

- **Performance-Based Assessment (PBA)** – administered about the same time as current FCAT Writing, and comprised primarily of performance tasks. Results incorporated into summative score
- **End-of-Year Assessment (EOY)** – administered about the same time as current EOCs, and comprised of innovative, machine-scorable items. Results combined with PBA results to yield a single summative score

Transition from FCAT to Common Core Assessments

Assessments in 2012-13, and 2013-14	Assessments in 2014-15
FCAT 2.0 Reading Grades 3 to 10	Common Core English Language Arts Grades 3 to 11
FCAT 2.0 Writing Grades 4, 8, 10	
FCAT 2.0 Mathematics Grades 3 to 8	Common Core Mathematics Grades 3 to 8
FCAT 2.0 Science Grades 5 and 8	FCAT 2.0 Science Grades 5 and 8
Florida Algebra 1 EOC	Common Core Algebra 1 EOC
Florida Geometry EOC	Common Core Geometry EOC
	Common Core Algebra 2 EOC
Florida Biology 1 EOC	Florida Biology 1 EOC
Florida US History EOC	Florida US History EOC
Florida Civics EOC	Florida Civics EOC

Required *summative assessment components*

- States will have a choice of testing windows to accommodate district and school needs
- Assessments will be given over the course of several days, with exact numbers and timing still to be determined
- Results will be made available on a similar timeline as current EOCs and FCAT tests

Common Core Assessment Performance Levels

- Five levels
 - No names for the levels have been proposed. Level 4 is pitched to a level of rigor currently described by NAEP’s Proficient Level (solid command of the content).
- Not strictly comparable to FCAT achievement levels
- Level 4 signals College- and Career Readiness consortium wide for terminal high school assessments
- States are free to use any grade level, performance level, and/ or cut score for other state accountability purposes.

General Definition of Common Core Assessment

Performance Levels

- Level 5: **Distinguished** command of the knowledge, skills, and practices embodied by the Common Core state standards assessed at the grade level/ course.
- Level 4: **Strong** command ...
- Level 3: **Moderate** command ...
- Level 2: **Partial** command ...
- Level 1: **Minimal** command ...

The Common Core assessments will allow us to make important claims about students' knowledge and skills.

- In English Language Arts/Literacy, whether students:
 - Can Read and Comprehend Complex Literary and Informational Text
 - Can Write Effectively When Analyzing Text
 - Have attained overall proficiency in ELA/literacy
- In Mathematics, whether students:
 - Have mastered knowledge and skills in highlighted domains (e.g., domain of highest importance for a particular grade level – number/ fractions in grade 4; proportional reasoning and ratios in grade 6)
 - Have attained overall proficiency in mathematics

PARCC Item and Task Prototypes

- Sample summative assessment items in writing, reading, and mathematics.
- How the assessments differ from FCAT assessments in each area.

PARCC Item and Task Prototypes – Writing Assessments

- Rather than having students write an essay responding to a prompt on a specific topic as on FCAT, PARCC requires students to gather information from a single or multiple texts they have read and use that information to develop the writing they do for the assessment.
- This is a key area of emphasis in the Common Core State Standards, and reflects the expectations of college- and career-ready students.
- The writing will be scored to also assess mastery of reading skills.

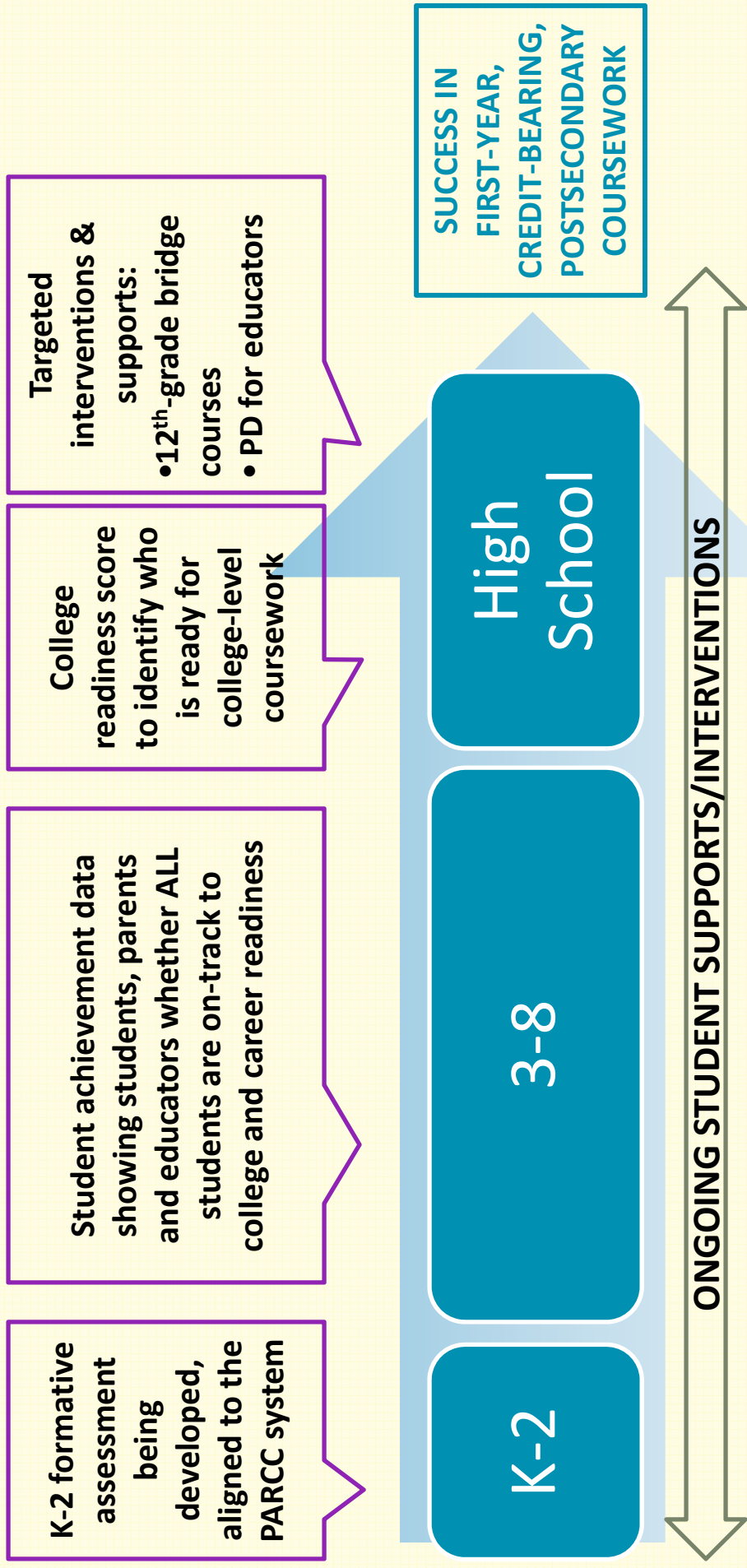
Reading Assessments

- Rather than measuring reading using only 4-option multiple-choice test items as on FCAT, PARCC will use a variety of test item types.
- These include more traditional item types as well as innovative items types such as drag-and-drop, or multiple choice items that have two or more parts to each question.

Mathematics Assessments

- As in Reading, Mathematics tests will use a variety of test item types. These include more traditional item types as well as innovative items types such as drag-and-drop, or multiple choice items that have two or more parts to each question.
- Many mathematics tasks will also require students to justify their responses in writing or by using technology to construct a response.

Goal #2: Build a Pathway to College and Career Readiness for All Students



Goal #3: Support Educators in the Classroom

INSTRUCTIONAL TOOLS TO
SUPPORT IMPLEMENTATION

PROFESSIONAL DEVELOPMENT
MODULES

K-12 Educator

TIMELY STUDENT
ACHIEVEMENT DATA

EDUCATOR-LED TRAINING TO
SUPPORT “PEER-TO-PEER”
TRAINING

Goal #4: Develop 21st Century, Technology-Based Assessments

Common Core assessments will be computer-based and leverage technology in a range of ways:

- Item Development
 - Develop innovative tasks that engage students in the assessment process
- Administration
 - Reduce paperwork, increase security, reduce shipping/receiving & storage
 - Increase access to and provision of accommodations for SWDs and ELLs
- Scoring
 - Make scoring more efficient by combining human and automated approaches
- Reporting
 - Produce reports of students performance throughout the year to inform instruction, interventions, and professional development

Goal #5: Advance Accountability at All Levels

- Common Core assessments will be purposefully designed to generate **valid and reliable** data, including measures of **growth**, for various accountability uses including:
 - School and district effectiveness
 - Educator effectiveness
 - Student placement into college, credit-bearing courses
 - Comparisons with other state and international benchmarks

Implementation of the Common Core Assessments in 2014-15

- USDOE grant paid for the development of the assessments
- Each state will be responsible for the cost of administering the assessments in their state
- A not-for-profit entity is being developed to carry PARCC into the implementation phase
- Main cost for implementing the assessments will begin in 2014-15

Questions?



