<table>
<thead>
<tr>
<th>Tab 1</th>
<th>CS/SB 434 by ED, Garcia (CO-INTRODUCERS) Gaetz; (Similar to CS/H 0287) Principal Autonomy Pilot Program Initiative</th>
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<tr>
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<td>539860  D S RCS AED, Gaetz Delete everything after 01/15 03:08 PM</td>
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</tbody>
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| Tab 2  | CS/SB 468 by ED, Ring (CO-INTRODUCERS) Brandes; (Identical to H 0887) Computer Coding Instruction               |
## COMMITTEE MEETING EXPANDED AGENDA
### APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
**Senator Gaetz, Chair**
**Senator Montford, Vice Chair**

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<tr>
<th>MEETING DATE:</th>
<th>Wednesday, January 13, 2016</th>
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<tbody>
<tr>
<td>TIME:</td>
<td>1:30—3:30 p.m.</td>
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<td>PLACE:</td>
<td><em>Pat Thomas Committee Room, 412 Knott Building</em></td>
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</tbody>
</table>

**MEMBERS:** Senator Gaetz, Chair; Senator Montford, Vice Chair; Senators Bullard, Galvano, Legg, Ring, Simmons, and Stargel

### TAB | BILL NO. and INTRODUCER | BILL DESCRIPTION and SENATE COMMITTEE ACTIONS | COMMITTEE ACTION |
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<tbody>
<tr>
<td>1</td>
<td>CS/SB 434</td>
<td>Principal Autonomy Pilot Program Initiative; Creating the Principal Autonomy Pilot Program Initiative; providing a procedure for a school district to participate in the pilot program; requiring principals of participating schools and specified personnel to participate in the University of Virginia School Turnaround Program; requiring participating district school boards to allocate a specified percentage of certain funds to participating schools, etc.</td>
<td>Fav/CS Yeas 7 Nays 1</td>
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<tr>
<td></td>
<td>Education Pre-K - 12 / Garcia</td>
<td>(Similar CS/H 287)</td>
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<td></td>
<td>ED 11/18/2015 Fav/CS AED 01/13/2016 Fav/CS AP</td>
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<tr>
<td>2</td>
<td>CS/SB 468</td>
<td>Computer Coding Instruction; Requiring high schools to offer computer coding courses; requiring the Commissioner of Education to identify the computer coding courses that satisfy two credits of foreign language instruction under certain circumstances; requiring Florida College System institutions and state universities to recognize the credits as foreign language credits, etc.</td>
<td>Favorable Yeas 7 Nays 1</td>
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<tr>
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<td>Education Pre-K - 12 / Ring</td>
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<td>ED 12/03/2015 Fav/CS AED 01/13/2016 Favorable AP</td>
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<td>3</td>
<td>Workshop</td>
<td>Discussion and testimony only on the following (no vote to be taken):</td>
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<td>Discussion of Alternative Assessments</td>
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<tr>
<td>4</td>
<td>Florida Education Finance Program (FEFP) Local Dollars Discussion (Continued)</td>
<td>Discussed</td>
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</tbody>
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Other Related Meeting Documents
The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT
(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: PCS/CS/SB 434 (899122)
INTRODUCER: Education Pre-K - 12 Committee and Senator Garcia and others
SUBJECT: Principal Autonomy Pilot Program Initiative
DATE: January 13, 2016

Please see Section IX. for Additional Information:
COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

PCS/CS/SB 434 establishes the Principal Autonomy Pilot Program Initiative (PAPPI) within the Department of Education (DOE) to provide a highly effective principal of a participating school with increased autonomy and authority to operate his or her school in a way that produces significant improvements in student achievement and school management. Schools selected for participation in PAPPI are exempt from the K-20 Education Code and State Board of Education (SBE) rules, with exceptions. The bill requires specified personnel from each participating school and district to enroll in and complete a nationally recognized school turnaround program upon acceptance into the pilot program.

Funding for the pilot program is contingent upon an appropriation in the General Appropriations Act. The Legislature may provide an appropriation to the DOE for the costs of the pilot program, including administrative costs, enrollment costs for the school turnaround program, and an additional scholarship for each participating principal for use at his or her school.

The bill takes effective on July 1, 2016.
II. Present Situation:

Principal Authority and Responsibilities

A public school principal is responsible for:

- Fully supporting the authority of classroom teachers and school bus drivers regarding student discipline and conduct.
- Providing instructional leadership in the development, revision, and implementation of a school improvement plan.
- Accurate and timely compliance with statutory reporting requirements.
- The management and care of instructional materials.
- Facilitating parental involvement in their child’s education and providing information to parents regarding their child’s educational progress and available educational choices pursuant to s. 1002.23, F.S.  

When filling instructional positions at the school level, the district school superintendent must consider nominations received from school principals of the respective schools in the school district. The superintendent then must make recommendations to the district school board regarding each position to be filled and the persons to fill such positions. Before transferring a classroom teacher from one school to another, the superintendent must consult with the principal of the receiving school and allow the principal to review the teacher’s records, including student performance results, and interview the teacher. If a principal believes students would not benefit from the placement, he or she may request an alternative placement subject to the approval by the superintendent. However, the superintendent must accept the principal’s decision to refuse placement or transfer of instructional personnel if the instructional personnel has a performance evaluation rating of needs improvement or unsatisfactory.

Florida Principal Leadership Standards

The Florida Principal Leadership Standards (FPLS) are Florida’s core expectations for effective school administrators, including school principals. The FPLS are research-based; represent necessary knowledge, skills, and abilities for effective school leadership; and are the basis for school administrator performance evaluations, professional development systems, preparation programs, and certification requirements. The FPLS emphasize the ability to improve student
learning results; development and retention of quality classroom teachers; and school management practices that promote student learning, effective allocation of resources, and efficient operations.12

Performance Evaluation

Florida law requires each district school superintendent to establish procedures to evaluate the job performance of district instructional, administrative, and supervisory personnel.13 School district performance evaluation systems must differentiate among four levels of performance:14

- Highly effective;
- Effective;
- Needs improvement, or for instructional personnel in their first three years of employment who need improvement, developing; and
- Unsatisfactory.

The criteria used to measure school administrator performance are student performance, instructional leadership, and professional and job responsibilities.15 At least one-third of a school administrator’s evaluation must be based upon student performance, with certain exceptions.16 Evaluation of instructional leadership must include performance measures related to the effectiveness of classroom teachers in the school, the administrator’s appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth.17

Professional Development

Professional development for school administrators is provided through school district professional development systems including the William Cecil Golden Professional Development Program for School Leaders.18 This program is established in collaboration with state and national professional leadership organizations and it is designed to respond to Florida’s needs for quality school leadership and support the efforts of school leaders in improving instruction and student achievement and developing and retaining quality teachers.19 Professional development provided through the program must be based upon the FPLS and other school leadership standards.20

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12 Section 1012.34, F.S., and Rule 6A-5.080(1)-(2), F.A.C.
13 Section 1012.34(1)(a), F.S. The term supervisory personnel is not defined. See s. 1012.01(3), F.S.
14 Section 1012.34(2)(e), F.S.
15 Section 1012.34(3)(a)1., 3., and 4., F.S.
16 Section 1012.34(3)(a)1., F.S. If less than three years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment. Section 1012.34(3)(a)1.b., F.S.
17 Section 1012.34(3)(a)3., F.S.
18 Section 1012.986, F.S.
19 See ss. 1012.98(4) and 1012.986, F.S.
20 Section 1012.986(1)-(2), F.S.
III. Effect of Proposed Changes:

PCS/CS/SB 434 establishes the Principal Autonomy Pilot Program Initiative (PAPPI) within the Department of Education (DOE) to provide a highly effective principal of a participating school with increased autonomy and authority to operate his or her school in a way that produces significant improvements in student achievement and school management.

Schools selected for participation in PAPPI are exempt from the K-20 Education Code and State Board of Education (SBE) rules, with exceptions.

Participating School Districts

The bill authorizes the SBE to enter into a performance contract with up to three district school boards for participation in PAPPI. The term of the program is three years, at which time the performance of all participating schools in the school district must be evaluated. The SBE may revoke a district’s participation in the program during the term of the program and may renew participation upon expiration of the initial term. The bill specifies deadlines for submission and approval of principal autonomy proposals and requires the SBE to adopt rules for administering PAPPI, including criteria for approving proposals.

Principal Autonomy Proposal

The bill requires the school districts seeking to participate in PAPPI to submit a principal autonomy proposal to the SBE for approval. The proposal must:

- Identify three middle or high schools that received at least two school grades of “D” or “F” during the previous three school years;
- Identify three principals who have earned a highly effective rating on the prior year’s performance evaluations, one of whom shall be assigned to each of the participating schools;
- Describe the current financial and administrative management of each participating school;
- Identify the areas in which each school principal will have increased fiscal and administrative autonomy, including greater autonomy regarding the hiring of instructional personnel;
- Identify the areas in which each participating school will continue to follow district school board fiscal and administrative policies;
- Explain the methods used to identify the educational strengths and needs of the participating school's students and how student achievement can be improved;
- Establish performance goals for student achievement;
- Explain how increased principal autonomy will help participating schools improve student achievement and school management; and
- Provide each participating school's mission and a description of its student population.

Principal Authority and Responsibilities

The bill revises existing law governing the personnel duties for school principals participating in PAPPI and school budgeting and calculation of expenditures to facilitate implementation of PAPPI. The bill authorizes the principal of a participating school to:

- Select qualified instructional personnel for placement at the school or refuse placement or transfer of instructional personnel by the district school superintendent;
- Deploy financial resources to school programs to help improve student achievement;
• Meet performance goals identified in the principal autonomy proposal; and
• Provide, annually, to the district school superintendent and district school board a budget for the operation of the participating school that identifies how funds are allocated.

The bill requires the principal of each participating school, a three-member leadership team from each participating school, and district personnel working with each participating school to enroll and complete a nationally recognized school turnaround program upon acceptance into the pilot program.

**Exemptions**

The bill exempts schools participating in PAPPI from the K-20 Education Code and SBE rules, except provisions relating to:

• Election and compensation of district school board members, the election or appointment and compensation of district school superintendents, public meetings and public records requirements, financial disclosure, and conflicts of interest.

• Student assessment program, school grading system, and other school improvement and accountability requirements.

• Services to students with disabilities.

• Civil rights and discrimination.

• Student health, safety, and welfare.

• Uniform opening date for public schools.

• Maximum class size, except that compliance for a participating school is calculated at the school-level average, rather than at the individual classroom level.\(^{21}\)

• Personnel compensation and salary schedules.

• Workforce reductions for annual contracts for instructional personnel, excluding at-will employees.

• Annual contracts for instructional personnel hired on or after July 1, 2011, excluding at-will employees.

• Personnel performance evaluations.

• Educational facilities, excluding provisions governing covered walkways for relocatables and use of relocatable facilities exceeding 20 years of age.

• Administration and implementation of PAPPI.

**Funding of the Program**

The Legislature may provide an appropriation to the DOE for the costs of the pilot program, including administrative costs, enrollment costs for the school turnaround program, and an additional scholarship for each participating principal to use at his or her school.

The bill specifies that a school participating in PAPPI must be guaranteed to receive at least 90 percent of the funds generated in the Florida Education Finance Program (FEFP), including gross state and local funds, discretionary lottery funds, and funds from the school district's current

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\(^{21}\) The Florida Constitution provides that class sizes may not exceed 18 students for prekindergarten through 3rd grade; 22 students for 4th through 8th grades; and 25 students for 9th through 12th grades. Section 1(a), Art. IX of the State Constitution and s. 1003.03(1), F.S. The law provides for calculation of class size compliance at the school-level average for public schools of choice, including charter schools. Sections 1002.31(5) and 1002.33(16)(b)3., F.S.
operating discretionary millage levy by that school rather than current law which specifies at least 80 percent of the FEFP funds generated by that school.

**Evaluation and Reporting**

The bill authorizes a school district to participate in the pilot program for a period of three years. The SBE may renew or revoke a school district’s participation in PAPPI if the school district fails to meet the requirements of the program.

The bill requires a participating school district to annually submit a report to the SBE regarding program implementation. Upon completion of the program's first three-year term, the Commissioner of Education must submit a full evaluation of the program’s effectiveness to the President of the Senate and the Speaker of the House of Representatives by December 1 of that year.

The bill takes effect on July 1, 2016.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

   None.

B. Public Records/Open Meetings Issues:

   None.

C. Trust Funds Restrictions:

   None.

**V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

   None.

B. Private Sector Impact:

   None.

C. Government Sector Impact:

   Funding for the pilot program is contingent upon an appropriation in the General Appropriations Act. The Legislature may provide an appropriation to the DOE for the costs of the pilot program, including administrative costs, enrollment costs for the school turnaround program, and an additional scholarship for each participating principal for use at his or her school.
The bill requires the principal of each participating school, a three-member leadership team from each participating school, and district personnel working with each participating school to enroll and complete a nationally recognized school turnaround program upon acceptance into the pilot program.

The bill specifies that schools participating in PAPPI must be guaranteed to receive at least 90 percent of the funds generated in the FEFP by that school rather than current law which specifies at least 80 percent of the funds generated by that school based upon the Florida Education Finance Program (FEFP), including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy.

VI. Technical Deficiencies:
None.

VII. Related Issues:
None.

VIII. Statutes Affected:
This bill substantially amends sections 1011.69 and 1012.28 of the Florida Statutes.
This bill creates s. 1011.6202 of the Florida Statutes.

IX. Additional Information:
A. Committee Substitute – Statement of Substantial Changes:
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

Recommended CS/CS by Appropriations Subcommittee on Education on January 13, 2016:
The committee substitute:
- Replaces the professional development requirement for pilot program participants to complete the University of Virginia School Turnaround Program with the requirement for participants to complete a nationally recognized school turnaround program.
- Removes the requirement that the Legislature provide $100,000 to each participating district, and $10,000 to each participating principal in the pilot program.

CS by Education Pre-K – 12 on November 18, 2015:
The committee substitute authorizes the exemption from the K-20 Education Code and State Board of Education rules to the schools participating in the Principal Autonomy Pilot Program Initiative rather than their respective school districts.
B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
Appropriations Subcommittee on Education (Gaetz) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Section 1011.6202, Florida Statutes, is created to read:

1011.6202 Principal Autonomy Pilot Program Initiative.—The Principal Autonomy Pilot Program Initiative is created within the Department of Education. The purpose of the pilot program is to provide the highly effective principal of a participating
school with increased autonomy and authority to operate his or her school in a way that produces significant improvements in student achievement and school management while complying with constitutional requirements. The State Board of Education may, upon approval of a principal autonomy proposal, enter into a performance contract with up to three district school boards for participation in the pilot program.

(1) PARTICIPATING SCHOOL DISTRICTS.—A Florida school district may submit to the state board for approval a principal autonomy proposal that exchanges statutory and rule exemptions for an agreement to meet performance goals established in the proposal. If approved by the state board, the school district shall be eligible to participate in the pilot program for 3 years. At the end of the 3 years, the performance of all participating schools in the school district shall be evaluated.

(2) PRINCIPAL AUTONOMY PROPOSAL.—
(a) To participate in the pilot program, a school district must:

1. Identify three middle or high schools that received at least two school grades of “D” or “F” pursuant to s. 1008.34 during the previous 3 school years.

2. Identify three principals who have earned a highly effective rating on the prior year’s performance evaluation pursuant to s. 1012.34, one of whom shall be assigned to each of the participating schools.

3. Describe the current financial and administrative management of each participating school; identify the areas in which each school principal will have increased fiscal and administrative autonomy, including the authority and
responsibilities provided in s. 1012.28(8); and identify the
areas in which each participating school will continue to follow
district school board fiscal and administrative policies.

4. Explain the methods used to identify the educational
strengths and needs of the participating school’s students and
identify how student achievement can be improved.

5. Establish performance goals for student achievement, as
defined in s. 1008.34(1), and explain how the increased autonomy
of principals will help participating schools improve student
achievement and school management.

6. Provide each participating school’s mission and a
description of its student population.

(b) The state board shall establish criteria, which must
include the criteria listed in paragraph (a), for the approval
of a principal autonomy proposal.

(c) A school district must submit its principal autonomy
proposal to the state board for approval by December 1 in order
to begin participation in the subsequent school year. By
February 28 of the school year in which the proposal is
submitted, the state board shall notify the district school
board in writing whether the proposal is approved.

3. EXEMPTION FROM LAWS.—

(a) With the exception of those laws listed in paragraph
(b), a participating school is exempt from the provisions of
chapters 1000-1013 and rules of the state board that implement
those exempt provisions.

(b) A participating school shall comply with the provisions
of chapters 1000-1013, and rules of the state board that
implement those provisions, pertaining to the following:
1. Those laws relating to the election and compensation of
district school board members, the election or appointment and
compensation of district school superintendents, public meetings
and public records requirements, financial disclosure, and
conflicts of interest.
2. Those laws relating to the student assessment program
and school grading system, including chapter 1008.
3. Those laws relating to the provision of services to
students with disabilities.
4. Those laws relating to civil rights, including s.
1000.05, relating to discrimination.
5. Those laws relating to student health, safety, and
welfare.
6. Section 1001.42(4)(f), relating to the uniform opening
date for public schools.
7. Section 1003.03, governing maximum class size, except
that the calculation for compliance pursuant to s. 1003.03 is
the average at the school level for a participating school.
8. Sections 1012.22(1)(c) and 1012.27(2), relating to
compensation and salary schedules.
9. Section 1012.33(5), relating to workforce reductions for
annual contracts for instructional personnel. This subparagraph
does not apply to at-will employees.
10. Section 1012.335, relating to annual contracts for
instructional personnel hired on or after July 1, 2011. This
subparagraph does not apply to at-will employees.
11. Section 1012.34, relating to personnel evaluation
procedures and criteria.
12. Those laws pertaining to educational facilities,
including chapter 1013, except that s. 1013.20, relating to
covered walkways for relocatables, and s. 1013.21, relating to
the use of relocatable facilities exceeding 20 years of age, are
eligible for exemption.

13. Those laws pertaining to participating school
districts, including this section and ss. 1011.69(2) and
1012.28(8).

(4) PROFESSIONAL DEVELOPMENT.—Each participating school
district shall require that the principal of each participating
school, a three-member leadership team from each participating
school, and district personnel working with each participating
school complete a nationally recognized school turnaround
program which focuses on improving leadership, instructional
infrastructure, talent management, and differentiated support
and accountability. The required personnel must enroll in the
school turnaround program upon acceptance into the pilot
program.

(5) TERM OF PARTICIPATION.—The state board shall authorize
a school district to participate in the pilot program for a
period of 3 years commencing with approval of the principal
autonomy proposal. Authorization to participate in the pilot
program may be renewed upon action of the state board. The state
board may revoke authorization to participate in the pilot
program if the school district fails to meet the requirements of
this section during the 3-year period.

(6) REPORTING.—Each participating school district shall
submit an annual report to the state board. The state board
shall annually report on the implementation of the Principal
Autonomy Pilot Program Initiative. Upon completion of the pilot
program’s first 3-year term, the Commissioner of Education shall submit to the President of the Senate and the Speaker of the House of Representatives by December 1 a full evaluation of the effectiveness of the pilot program.

(7) FUNDING.—The Legislature may appropriate funding to the department in the General Appropriations Act for the costs of the pilot program, including administrative costs and enrollment costs for the school turnaround program, and an additional scholarship to each participating principal to be used at his or her school.

(8) RULEMAKING.—The State Board of Education shall adopt rules to administer this section.

Section 2. Subsection (2) of section 1011.69, Florida Statutes, is amended to read:

1011.69 Equity in School-Level Funding Act.—

(2) Beginning in the 2003-2004 fiscal year, district school boards shall allocate to schools within the district an average of 90 percent of the funds generated by all schools and guarantee that each school receives at least 80 percent of the funds generated by that school based upon the Florida Education Finance Program as provided in s. 1011.62 and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district’s current operating discretionary millage levy. A school participating in the Principal Autonomy Pilot Program Initiative under s. 1011.6202 shall be guaranteed an allocation of at least 90 percent of the funds generated by that school. Total funding for each school shall be recalculated during the year to reflect the revised calculations under the Florida
Education Finance Program by the state and the actual weighted full-time equivalent students reported by the school during the full-time equivalent student survey periods designated by the Commissioner of Education. If the district school board is providing programs or services to students funded by federal funds, any eligible students enrolled in the schools in the district shall be provided federal funds.

Section 3. Subsection (8) is added to section 1012.28, Florida Statutes, to read:

1012.28 Public school personnel; duties of school principals.—

(8) The principal of a school participating in the Principal Autonomy Pilot Program Initiative under s. 1011.6202 has the following additional authority and responsibilities:

(a) In addition to the authority provided in subsection (6), the authority to select qualified instructional personnel for placement or to refuse to accept the placement or transfer of instructional personnel by the district school superintendent. Placement of instructional personnel at a participating school in a participating school district does not affect the employee’s status as a school district employee.

(b) The authority to deploy financial resources to school programs at the principal’s discretion to help improve student achievement, as defined in s. 1008.34(1), and meet performance goals identified in the principal autonomy proposal submitted pursuant to s. 1011.6202.

(c) To annually provide to the district school superintendent and the district school board a budget for the operation of the participating school that identifies how funds
provided pursuant to s. 1011.69(2) are allocated. The school
district shall include the budget in the annual report provided
to the State Board of Education pursuant to s. 1011.6202(6).

Section 4. This act shall take effect July 1, 2016.

And the title is amended as follows:
Delete everything before the enacting clause
and insert:

A bill to be entitled
An act relating to the Principal Autonomy Pilot
Program Initiative; creating s. 1011.6202, F.S.;
creating the Principal Autonomy Pilot Program
Initiative; providing a procedure for a school
district to participate in the pilot program;
providing requirements for participating school
districts and schools; exempting participating schools
from certain laws and rules; requiring principals of
participating schools and specified personnel to
complete a nationally recognized school turnaround
program; providing for the term of participation in
the pilot program; providing for renewal or revocation
of authorization to participate in the pilot program;
providing for reporting, funding, and rulemaking;
amending s. 1011.69, F.S.; requiring participating
district school boards to allocate a specified
percentage of certain funds to participating schools;
amending s. 1012.28, F.S.; providing additional
authority and responsibilities of the principal of a
participating school; providing an effective date.
Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1011.6202, Florida Statutes, is created to read:

1011.6202 Principal Autonomy Pilot Program Initiative.—The Principal Autonomy Pilot Program Initiative is created within the Department of Education. The purpose of the pilot program is to provide the highly effective principal of a participating school with increased autonomy and authority to operate his or her school in a way that produces significant improvements in student achievement and school management while complying with constitutional requirements. The State Board of Education may, upon approval of a principal autonomy proposal, enter into a performance contract with up to three district school boards for participation in the pilot program.

(1) PARTICIPATING SCHOOL DISTRICTS.—A Florida school district may submit to the state board for approval a principal autonomy proposal that exchanges statutory and rule exemptions for an agreement to meet performance goals established in the proposal. If approved by the state board, the school district shall be eligible to participate in the pilot program for 3 years. At the end of the 3 years, the performance of all participating schools in the school district shall be evaluated.

(2) PRINCIPAL AUTONOMY PROPOSAL.—

(a) To participate in the pilot program, a school district must:

1. Identify three middle or high schools that received at least two school grades of “D” or “F” pursuant to s. 1008.34 during the previous 3 school years.

2. Identify three principals who have earned a highly effective rating on the prior year’s performance evaluation pursuant to s. 1012.34, one of whom shall be assigned to each of the participating schools.

3. Describe the current financial and administrative management of each participating school; identify the areas in

Describe the current financial and administrative management of each participating school; identify the areas in

Identify three middle or high schools that received at least two school grades of “D” or “F” during the previous 3 school years.

Identify three principals who have earned a highly effective rating on the prior year’s performance evaluation.

Describe the current financial and administrative management of each participating school; identify the areas in
which each school principal will have increased fiscal and administrative autonomy, including the authority and responsibilities provided in s. 1012.28(8); and identify the areas in which each participating school will continue to follow district school board fiscal and administrative policies.

4. Explain the methods used to identify the educational strengths and needs of the participating school’s students and identify how student achievement can be improved.

5. Establish performance goals for student achievement, as defined in s. 1008.34(1), and explain how the increased autonomy of principals will help participating schools improve student achievement and school management.

6. Provide each participating school’s mission and a description of its student population.

(b) The state board shall establish criteria, which must include the criteria listed in paragraph (a), for the approval of a principal autonomy proposal.

(c) A school district must submit its principal autonomy proposal to the state board for approval by December 1 in order to begin participation in the subsequent school year. By February 28 of the school year in which the proposal is submitted, the state board shall notify the district school board in writing whether the proposal is approved.

(3) EXEMPTION FROM LAWS.–

(a) With the exception of those laws listed in paragraph (b), a participating school is exempt from the provisions of chapters 1000-1013 and rules of the state board that implement those provisions.

(b) A participating school shall comply with the provisions of chapters 1000-1013, and rules of the state board that implement those provisions, pertaining to the following:

1. Those laws relating to the election and compensation of district school board members, the election or appointment and compensation of district school superintendents, public meetings and public records requirements, financial disclosure, and conflicts of interest.

2. Those laws relating to the student assessment program and school grading system, including chapter 1008.

3. Those laws relating to the provision of services to students with disabilities.

4. Those laws relating to civil rights, including s. 1000.05, relating to discrimination.

5. Those laws relating to student health, safety, and welfare.

6. Section 1001.42(4)(f), relating to the uniform opening date for public schools.

7. Section 1003.03, governing maximum class size, except that the calculation for compliance pursuant to s. 1003.03 is the average at the school level for a participating school.

8. Sections 1012.22(1)(c) and 1012.27(2), relating to compensation and salary schedules.

9. Section 1012.33(5), relating to workforce reductions for annual contracts for instructional personnel. This subparagraph does not apply to at-will employees.

10. Section 1012.335, relating to annual contracts for instructional personnel hired on or after July 1, 2011. This subparagraph does not apply to at-will employees.

11. Section 1012.34, relating to personnel evaluation
procedures and criteria.

12. Those laws pertaining to educational facilities, including chapter 1013, except that s. 1013.20, relating to covered walkways for relocatables, and s. 1013.21, relating to the use of relocatable facilities exceeding 20 years of age, are eligible for exemption.

13. Those laws pertaining to participating school districts, including this section and ss. 1011.69(2) and 1012.28(8).

(4) PROFESSIONAL DEVELOPMENT.—Each participating school district shall require that the principal of each participating school, a three-member leadership team from each participating school, and district personnel working with each participating school complete the University of Virginia School Turnaround Program. The required personnel must enroll in the University of Virginia School Turnaround Program upon acceptance into the pilot program. Each participating school district shall receive $100,000 from the department for participation in the University of Virginia School Turnaround Program.

(5) TERM OF PARTICIPATION.—The state board shall authorize a school district to participate in the pilot program for a period of 3 years commencing with approval of the principal autonomy proposal. Authorization to participate in the pilot program may be renewed upon action of the state board. The state board may revoke authorization to participate in the pilot program if the school district fails to meet the requirements of this section during the 3-year period.

(6) REPORTING.—Each participating school district shall submit an annual report to the state board. The state board shall annually report on the implementation of the Principal Autonomy Pilot Program Initiative. Upon completion of the pilot program’s first 3-year term, the Commissioner of Education shall submit to the President of the Senate and the Speaker of the House of Representatives by December 1 a full evaluation of the effectiveness of the pilot program.

(7) FUNDING.—The Legislature shall provide an appropriation to the department for the costs of the pilot program, including administrative costs and enrollment costs for the University of Virginia School Turnaround Program, and an additional scholarship of $10,000 to each participating principal to be used at his or her school.

(8) RULEMAKING.—The State Board of Education shall adopt rules to administer this section.

Section 2. Subsection (2) of section 1011.69, Florida Statutes, is amended to read:

1011.69 Equity in School-Level Funding Act.—

(2) Beginning in the 2003-2004 fiscal year, district school boards shall allocate to schools within the district an average of 90 percent of the funds generated by all schools and guarantee that each school receives at least 80 percent, except schools participating in the Principal Autonomy Pilot Program Initiative under s. 1011.6202 are guaranteed to receive at least 90 percent, of the funds generated by that school based upon the Florida Education Finance Program as provided in s. 1011.62 and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district’s current operating discretionary millage levy. Total funding for each school shall be recalculated during the year to
Section 3. Subsection (8) is added to section 1012.28, Florida Statutes, to read:

1012.28 Public school personnel; duties of school principals.—
(8) The principal of a school participating in the Principal Autonomy Pilot Program Initiative under s. 1011.620 has the following additional authority and responsibilities:
(a) In addition to the authority provided in subsection (6), the authority to select qualified instructional personnel for placement or to refuse to accept the placement or transfer of instructional personnel by the district school superintendent. Placement of instructional personnel at a participating school in a participating school district does not affect the employee’s status as a school district employee.
(b) The authority to deploy financial resources to school programs at the principal’s discretion to help improve student achievement, as defined in s. 1008.34(1), and meet performance goals identified in the principal autonomy proposal submitted pursuant to s. 1011.6202.
(c) To annually provide to the district school superintendent and the district school board a budget for the operation of the participating school that identifies how funds provided pursuant to s. 1011.69(2) are allocated. The school district shall include the budget in the annual report provided to the State Board of Education pursuant to s. 1011.6202(6).

Section 4. This act shall take effect July 1, 2016.
I. Summary:

CS/SB 468 adds computer science and technology instruction-related responsibilities for high schools and district school boards, and establishes alternative means to demonstrate foreign language competency. Specifically,

- High schools must provide opportunities for students to substitute two credits in computer coding courses of sufficient rigor, as identified by the Commissioner of Education (Commissioner), and a related industry certification for two credits in sequential foreign language instruction. Such computer coding courses, including the courses taken to earn the related industry certification, must be identified in the Course Code Directory (CCD).
- Each district school board must develop a plan for offering a computer coding curriculum, which must be submitted to the Commissioner, President of the Senate, and Speaker of the House of Representatives by January 1, 2017.

Additionally, the bill requires Florida College System (FCS) institutions and state universities to recognize the computer coding course credits as foreign language credits.

The bill has no fiscal impact on state funds. The bill may have a minimal fiscal impact on school districts as they shift resources to offer more computer coding courses.

The bill takes effect July 1, 2016.
II. Present Situation:

Computer Science and Technology Instruction

Public schools are required to provide students in grades K-12 opportunities for learning computer science including, but not limited to, computer coding and computer programming.¹ Such opportunities may include:²

- Instruction regarding computer coding in elementary and middle school,
- Instruction to develop computer usage and digital literacy skills in middle school, and
- Courses in computer science, computer coding and computer programming in high school, including opportunities to earn industry certifications related to such courses.

Specifically, high schools are authorized to provide computer science courses to satisfy credit requirements for high school graduation, including, at a minimum, computer science and computer technology courses in 3D rapid prototype printing, which are of sufficient rigor, as identified by the commissioner.³ Such courses must be identified in the CCD.⁴

Foreign Language Competency

Each district school board must “provide all courses required for middle grades promotion, high school graduation, and appropriate instruction to ensure that students meet the State Board of Education (state board) adopted standards” in reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.⁵

Students are not required to earn credits in foreign language to graduate from high school with a standard high school diploma.⁶ However, to earn the Scholar designation on the standard high school diploma, a student must earn two credits in the same foreign language.⁷

The Florida Department of Education (DOE or department) is required to identify the competencies that students must demonstrate upon the successful completion of two credits of sequential high school foreign language instruction.⁸ Additionally, the law directs the department to identify in rule⁹ the correlation between high school foreign language competencies and the competencies required of students in the FCS institutions’ courses.¹⁰ Based on such correlation,

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¹ Section 1007.2616(1), F.S.
² Section 1007.2616(1), F.S.
³ Section 1007.2616(3), F.S.
⁴ The Course Code Directory (CCD) is the listing of all public preK-12 courses available for use by school districts. Programs and courses which are funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the CCD. The CCD maintains course listings for administration and service assignments, K-12 education, exceptional student education, career and technical education, and adult education, with details regarding appropriate teacher certification levels. The CCD provides for course information to schools, districts, and the state. Rule 6A-1.09441, F.A.C.
⁵ Section 1003.42(1), F.S.
⁶ Section 1003.4282(3), F.S.
⁷ Section 1003.4285(1)(a)4., F.S.
⁸ Section 1007.262, F.S.
⁹ Rule 6A-10.02412, F.A.C. This rule adopted by the State Board of Education specifies the competencies that students must demonstrate upon successful completion of two credits of secondary instruction in one foreign language.
¹⁰ Id.
each FCS institution must identify the minimum number of postsecondary credits that students must earn to demonstrate a level of competence in foreign language that is equivalent to the competence of students who completed two credits of such instruction in high school.\textsuperscript{11}

The law authorizes alternative means of demonstrating foreign language competence. The DOE may specify means by which a student whose native language is not English may demonstrate proficiency in the native language.\textsuperscript{12} A student who demonstrates proficiency in a native language other than English is exempt from the requirement to complete foreign language courses at the secondary level or FCS level.\textsuperscript{13} The completion of a postsecondary course at the elementary level 2 in one foreign language or American Sign Language (ASL) is also considered to demonstrate the required foreign language competency.\textsuperscript{14} Additionally, FCS institutions may determine other means by which students may demonstrate completion of foreign language competencies.\textsuperscript{15}

A first-time-in-college student who is admitted to a state university is expected to demonstrate competency in foreign language or ASL equivalent to the second high school level or higher (Spanish 2, French 2, etc.).\textsuperscript{16} Students may also meet the foreign language admission requirement by demonstrating:\textsuperscript{17}

- Competency at the elementary 2 level in one foreign language or ASL at an undergraduate institution;
- Equivalent foreign language competence on the basis of scores determined by the Credit-by-Exam Equivalencies\textsuperscript{18} adopted by the Board of Governors of the State University System of Florida; or
- Equivalent foreign language or ASL competence through other means approved by the university.

\section*{III. Effect of Proposed Changes:}

CS/SB 468 adds computer science and technology instruction-related responsibilities for high schools and district school boards, and establishes alternative means to demonstrate foreign language competency. Specifically,

- High schools must provide opportunities for students to substitute two credits in computer coding courses of sufficient rigor, as identified by the commissioner, and a related industry certification for two credits in sequential foreign language instruction. Such computer coding courses, including the courses taken to earn the related industry certification, must be identified in the CCD.

\begin{flushleft}
\textsuperscript{11} Id.  \\
\textsuperscript{12} Section 1007.262, F.S.  \\
\textsuperscript{13} Id.  \\
\textsuperscript{14} Rule 6A-10.02412, F.A.C.  \\
\textsuperscript{15} Id.  \\
\textsuperscript{16} Board of Governors Regulation 6.002(1)(h).  \\
\textsuperscript{17} Id.  \\
\textsuperscript{18} Florida Department of Education, \textit{Articulation Coordinating Committee Credit-by-Exam Equivalencies}, available at \url{http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf}.  \\
\end{flushleft}
- Each district school board must develop a plan for offering a computer coding curriculum, which must be submitted to the Commissioner, President of the Senate, and Speaker of the House of Representatives by January 1, 2017.

The computer coding curriculum and course substitutions may promote computer science and technology instruction in high schools which may redirect student interest into computer science.

Currently, career and technical education frameworks include courses that incorporate computer coding standards but such courses are not specifically identified in the CCD as courses that contain computer coding standards. Consequently, such courses will need to be identified in the CCD as computer coding and computer programming course options for students to take in lieu of sequential foreign language courses. 19

The bill requires FCS institutions and state universities to recognize the computer coding course credits as foreign language credits. This requirement will assist students who complete two credits in rigorous computer coding courses meet the sequential foreign language competency requirements at FCS institutions and state universities.

The bill takes effect July 1, 2016.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

19 Florida Department of Education, 2016 Agency Legislative Bill Analysis for SB 468 (Nov. 5, 2015), at 3-4, on file with the Committee on Education staff.
C. Government Sector Impact:

The bill has no fiscal impact on state funds. The bill may have a minimal fiscal impact on school districts as they shift resources to offer more computer coding courses.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1007.2616 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education Pre-K – 12 Committee on December 3, 2015:

The committee substitute:

- Added a requirement that Florida College System institutions and state universities must recognize the computer coding course credits as foreign language credits; and
- Removed a provision that would have required students to earn two credits in rigorous computer coding courses to qualify for the Florida Bright Futures Scholarship Program initial award.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.
A bill to be entitled

An act relating to computer coding instruction;
amending s. 1007.2616, F.S.; requiring high schools to
offer computer coding courses; requiring the
Commissioner of Education to identify the computer
coding courses that satisfy two credits of foreign
language instruction under certain circumstances;
requiring Florida College System institutions and
state universities to recognize the credits as foreign
language credits; requiring the inclusion of certain
computer coding courses in the Course Code Directory;
requiring each district school board to submit a plan
for a computer coding curriculum to the commissioner
and the Legislature by a specified date; providing an
effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Present subsection (4) of section 1007.2616,
Florida Statutes, is redesignated as subsection (5), and a new
subsection (4) is added to that section, to read:

1007.2616 Computer science and technology instruction.—
(4) High schools must provide students opportunities to
take computer coding courses of sufficient rigor, as identified
by the commissioner, such that two credits in such courses and
the earning of a related industry certification satisfies two
credits of sequential foreign language instruction. Florida
College System institutions and state universities must
recognize the credits as foreign language credits. Computer

coding courses identified by the commissioner and computer
coding courses taken to earn the related industry certification
shall be included in the Course Code Directory.

Section 2. Each district school board shall develop a plan
for a computer coding curriculum and must submit its plan to the
Commissioner of Education, the President of the Senate, and the

Section 3. This act shall take effect July 1, 2016.
Workshop Agenda

• Current Statewide Standardized Assessment Requirements

• Alternative Assessments to Demonstrate Subject Area and Grade level Competencies, and College and Career Readiness
  – **District- Choice Option:** Districts May Choose to Implement a District-wide Alternative Assessment as a Substitute for Current Statewide Required Assessments
  – **Student-Choice Option:** Individual Students May Exempt EOC Exams and Courses through Passage of Other Rigorous Exams Linked to College and Career Readiness
Overview of Current Statewide Standardized Assessments
Required Statewide Standardized Assessments

• The statewide standardized assessment program must be aligned to the state content standards and administered in the following subjects and grade levels (s. 1008.22, F.S.)
  – English Language Arts (ELA) Grades 3-10
  – Mathematics Grades 3-8
  – Science Grades 5 and 8

• State law also provides for the Florida Alternate Assessment (FAA) to be administered to students with disabilities for whom the IEP team has determined is the most appropriate

• The statewide standardized assessments also satisfy federal law requiring assessments in English language arts, mathematics, and science
State Required Uses of the Statewide Standardized Assessment Results

Students

• A student must earn a Level 2 (out of 5) on the Grade 3 ELA assessment to be promoted to Grade 4
  – Six good cause exemptions are provided by law
• A student must pass the Grade 10 ELA assessment to graduate from high school with a standard diploma
  – Requirement is also satisfied by earning a concordant score on SAT or ACT
• A student must pass the Algebra 1 EOC to graduate from high school with a standard diploma
  – Requirement is also satisfied by earning a comparative score on PERT
• A student enrolled in a course with a statewide standardized EOC must take the assessment, and the results must count as 30% of the student’s course grade
State Required Uses of the Statewide Standardized Assessment Results

Schools and Districts
• The achievement and learning gains of students on the statewide, standardized assessments are used to determine school grades, district grades, and school improvement ratings for alternative schools
• Schools identified as schools in need of improvement based on student performance must provide progress monitoring

Teachers and Principals
• For teachers teaching courses associated with the statewide, standardized assessments, the results are used to measure student learning growth and included in the “performance of students” portion of the teacher’s and principal’s evaluation
### Summary of Current Statewide Assessments

<table>
<thead>
<tr>
<th>Subject and Grade Level</th>
<th>Standardized Assessment</th>
<th>Type of Test (2016-17)&lt;sup&gt;1,2,3&lt;/sup&gt;</th>
<th>Testing Window</th>
<th>Statewide Student Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-10 ELA</td>
<td>Florida Standards Assessment (FSA) ELA</td>
<td>Computer-Based Test (CBT), except for Grade 3</td>
<td>*Spring Administration, *Fall Retakes</td>
<td>1) A student must earn a certain level on the Grade 3 ELA assessment to be promoted to Grade 4 (six good clause exemptions by law) 2) A student must pass the Grade 10 ELA assessment to graduate from high school with a standard diploma</td>
</tr>
<tr>
<td>Mathematics Grades 3-8</td>
<td>FSA Math</td>
<td>Computer-Based Test</td>
<td>Spring Administration</td>
<td>Progress monitoring</td>
</tr>
<tr>
<td>Science Grades 5 and 8</td>
<td>Statewide Science Assessment</td>
<td>Paper-Based</td>
<td>Spring Administration</td>
<td>Progress monitoring</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>FSA Algebra 1 End-of-Course (EOC) exam</td>
<td>Computer-Based Test</td>
<td>*Administered four times a year (Sept., Nov., April, and July), including retake opportunities</td>
<td>A student must pass the Algebra 1 EOC to graduate from high school with a standard diploma</td>
</tr>
<tr>
<td>Geometry and Algebra 2</td>
<td>FSA EOC exams for Geometry and Algebra 2</td>
<td>Computer-Based Test</td>
<td>Administered four times a year (Sept., Nov., April, and July)</td>
<td>A student enrolled in the corresponding course must take the EOC, and the results must count as 30% of the student’s course grade</td>
</tr>
<tr>
<td>Biology 1, Civics, and U.S. History</td>
<td>Statewide EOC exams for each respective course</td>
<td>Computer-Based Test</td>
<td>Administered four times a year (Sept., Nov., April, and July)</td>
<td>A student enrolled in the corresponding course must take the EOC, and the results must count as 30% of the student’s course grade</td>
</tr>
</tbody>
</table>

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<sup>1</sup>Grade 3 ELA will be paper-based in 2016-17; the first year of CBT administration will be 2017-18.

<sup>2</sup>Grades 4-7 ELA - Reading Component is CBT; Writing Component is paper-based.

<sup>3</sup>Paper-based accommodations are available to certain students as provided for in law.
Discussion of District-Wide Alternative Assessments (District-Choice Option)

Grades 3-8:
1) ACT Aspire

High School:
1) ACT Aspire and ACT
2) PSAT and SAT
# Summary of District-Choice Alternative Assessments Options

<table>
<thead>
<tr>
<th>Subject and Grade Level</th>
<th>Current Standardized Assessment</th>
<th>Alternatives to Current Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A-Substitutions for Current Statewide Standardized Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3-8 ELA</td>
<td>Florida Standards Assessment (FSA) ELA</td>
<td>ACT Aspire English and Reading</td>
</tr>
<tr>
<td>Mathematics Grades 3-8</td>
<td>FSA Math</td>
<td>ACT Aspire Math</td>
</tr>
<tr>
<td>Science Grades 5 and 8</td>
<td>Statewide Science Assessment</td>
<td>ACT Aspire Science</td>
</tr>
</tbody>
</table>
| Grades 9-10 ELA         | FSA ELA                           | 1- ACT Aspire and ACT (English and Reading)  
                        |                                   | 2- PSAT and SAT (Critical Reading and Writing)  |
| Algebra 1               | FSA Algebra 1 End-of-Course (EOC) exam | 1- ACT Aspire and ACT (Math) |
|                        |                                   | 2- PSAT and SAT (Math)           |
| **B-Student Performance-Based Exemptions in Districts Who Chose to Administer an Alternative Assessment** | | |
| Geometry and Algebra 2  | FSA EOC exams for Geometry and Algebra 2 | 1- ACT Aspire and ACT (Math) |
|                        |                                   | 2- PSAT and SAT (Math)           |
| Biology 1              | Biology 1 EOC Exam                | 1- ACT Aspire and ACT (Science) |
|                        |                                   | 2- PSAT and SAT (Sum of all sections - Critical Reading & Writing and Math) |
| U.S. History           | U.S. History EOC Exam             | 1- ACT Aspire and ACT (Specified scores on each of the following sections: English, Reading, Math, and Science) |
|                        |                                   | 2- PSAT and SAT (Specified score on the sum of all sections - Critical Reading & Writing and Math) |

1. Students must still take and pass the specific course as appropriate.

2. To exempt out of a particular EOC exam, a student must achieve a specified score on the alternative assessment that is higher than the minimum score established for high school graduation purposes.
District-Choice Alternative Assessments Panel Discussion

• Appropriateness of the Alternative Assessments as Indicators of Subject Area and Grade level Competencies and of College and Career Readiness

• Administrative Feasibility
  - Testing windows
  - Type of tests (computer-based or paper)
  - Testing locations and capacity
  - Reporting timelines
Senate Education Appropriations

Alternative Assessments Workshop (Part 2)
Options for Individual High School Students to Exempt EOC Exams and Courses through Passage of Other Rigorous Exams Linked to College and Career Readiness (Student-Choice Options)
Student-Choice Options

• Bill expands the list of rigorous alternative assessments available for students to demonstrate college and career readiness and satisfy high school EOC exam, course, subject, and credit requirements
  – Nationally-recognized industry certification exams
  – Accelerated credit exams such as SAT Subject, AP, and CLEP
Student-Choice Options Highlights

• Expands the current Credit Acceleration Program
  – Students achieving qualifying scores on accelerated credit exams such as SAT Subject, AP, and CLEP can earn credit without having to enroll in the corresponding course.
  – Students achieving qualifying scores on these exams will not have to take related EOC exams
  – Districts can report these students for FTE funding

• Recognizes the exemplary efforts of students who earn certain rigorous, higher-level industry certifications while in high school
  – Students will be exempt from taking related EOC exams
  – Students must still take (as appropriate) the courses associated with exempted EOC exams
Criteria for Selection of Industry Certification Exams (Related) Exemptions

• Represent rigorous, higher level industry certification exams

• While not item-for-item replacements for the specific EOC exams, the selected certification exams assess relevant or related skills and knowledge

• Provide postsecondary (credit) articulation opportunities, thus indicating college and career readiness
Examples of Exemptions Related to Passage of Industry Certification Exams

<table>
<thead>
<tr>
<th>Industry Certification Exam (Passing Score)</th>
<th>Exemptions from Current EOC Exam Requirements¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAA Ground School and FAA Aviation Maintenance (Airframe and Powerplant)</td>
<td>Algebra 1 EOC, Geometry EOC, and Algebra II EOC</td>
</tr>
<tr>
<td>Autodesk Certified Professional - AutoCad</td>
<td>Geometry EOC</td>
</tr>
</tbody>
</table>

¹Students are not exempted from the math courses. They still must take and pass the courses as appropriate.
ACT Aspire and the ACT Test as Florida Alternative Assessments

Presentation to the Florida Senate Subcommittee on Education Appropriations: Alternative Assessment Workshop
January 13, 2016
Overview

• Background

• Continuum of Solutions

• ACT & Florida: A Snapshot of Student Performance

• Overview of ACT and ACT Aspire

• Why ACT and ACT Aspire?
  • Approach and Research
  • Administrative Feasibility
  • Reporting
Background: What Drives Us

Our Mission
Relentless focus on the individual: for 56 years, ACT’s mission has been to help people achieve education and workplace success.

Our Approach
We work closely with state and district leaders to understand their specific needs for high-quality student assessments, and we engage national policymakers to understand emerging assessment trends.

Our Research
Fifty-plus years of assessment data and information have provided a basis for our development of assessments designed to provide insights into the readiness of students for postsecondary success.
ACT’s Continuum of Solutions

Lower Elementary | Upper Elementary | Middle School | High School | Postsecondary | Workforce/Careers

- ACT Aspire™
- ACT Aspire™ Interim/ACT Aspire™ Classroom
- ACT Engage® Grades 6–9
- ACT Profile™ Interest Inventory and Planning
- The ACT®
- ACT QualityCore®
- ACT Engage® Grades 10–12
- ACT Compass®
- ACT CAAP
- Portfolio
- ACT WorkKeys®
- ACT NCRC®
- ACT Engage® College
- ACT WorkKeys® Talent/Fit™

ACT
Florida

Attainment of College and Career Readiness

- 130,798 of your graduates, which is an estimated 79% of your graduating class, took the ACT.*
- From 2011–2015, the number of ACT test-taking graduates has increased by 11.2%, while the estimated number of graduates in your state has decreased by 7.2%.

Percent of 2015 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Florida</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>54</td>
<td>64</td>
</tr>
<tr>
<td>Reading</td>
<td>42</td>
<td>46</td>
</tr>
<tr>
<td>Mathematics</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>Science</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>All Four Subjects</td>
<td>21</td>
<td>28</td>
</tr>
</tbody>
</table>
The ACT remains the capstone for the ACT K-12 college and career assessment system.

New Capabilities: Available in paper and pencil as well as CBT; CBT format – debuted in Spring 2015 (limited availability); Optional constructed response sections in mathematics, reading, and science.

Nationwide, more than 1.9 million students took the ACT in 2015. Almost 59% of all high school graduates.

In 2015, 22 states administered the ACT Statewide: Arkansas (district choice), Alabama, Alaska (district choice), Colorado, Hawaii, Illinois (district choice), Kentucky, Louisiana, Minnesota, Mississippi, Missouri, Montana, Nevada, North Carolina, North Dakota (student choice), Oklahoma (district choice), South Carolina, Tennessee (district choice), Utah, Wisconsin, and Wyoming.

Of these states, at least four intend to use the ACT for federal accountability moving forward: Wisconsin, Wyoming, Mississippi and Alabama.
ACT Aspire

- **Launched on April 1, 2014:** Already more than 3 million tests administered
- **Summative 3-8 and 9th/10th grade assessments:** English, Reading, Math, Science, and Writing; employing modular administration by subject and/or grade
- **Multiple item types:** Selected response, Constructed Response, and Technology Enhanced
- **Computer-based delivery:** Paper and pencil option
- **Robust reporting:** Student performance toward ACT College Readiness Standards; ACT Benchmark reporting; Student Growth; and Intervention Strategies
- **ACT Aspire measures “other” critical areas needed for student success:** STEM; Text Complexity; English Language Arts; Career Readiness
- **Links to ACT College Readiness Benchmarks**
- **Other states using ACT Aspire (statewide):** Alabama, South Carolina, Arkansas, and more coming online in 2016
- **Diversity of implementation:** In Spring 2015, ACT Aspire tested in 1,244 districts in 47 states and 4 territories
Why ACT and ACT Aspire?
Our Approach and Research

• Externally validated vertical scale that measures college and career readiness in ELA, mathematics, and science.

• Curriculum based test; test questions are informed by what educators teach in their courses.

• A recent alignment study found strong match between ACT’s college and career ready standards and Florida’s Standards.
  o Significant overlap between Florida Standards and the college and career readiness skills that ACT Aspire and the ACT measure.

• Test development process includes empirical analyses using student performance data to validate the ACT as a measure of college and career readiness.
  o Strategic domain sampling approach.
Why ACT and ACT Aspire?

Administrative Feasibility

Multiple testing windows
• The ACT 2016 – 2017 District (Paper-Pencil Initial and Make-up) (CBT-Testing window)
  • Fall 2016 (September 27 – October 11, 2016)
  • Spring 2017 Test Option 1 (February 28 – March 14, 2017) or
  • Spring 2017 Test Option 2 (March 21 – April 4, 2017) or
  • Spring 2017 Test Option 3 (April 19 – May 3, 2017)

ACT Aspire Summative
• Fall 2016 (October 10 – December 2, 2016)
• Spring 2017 (April 3 – May 26, 2017)

Locations and slots
• Testing occurs at school site during a week.
• ACT is able to administer to any district that signs up for district testing and accommodate students based on the size and seat availability at each school.
Why ACT and ACT Aspire?

Administrative Feasibility

Type of tests that can administered to students

- Computer-based testing (CBT) is available for both the ACT and ACT Aspire Summative.

- Paper-pencil (PNP) option is available for both the ACT and ACT Aspire Summative. (Note: there is an additional cost for ACT Aspire paper and pencil testing.)

- Districts have the option of administering a combination of CBT and Paper and Pencil.

CBT capacity issues – devices, broadband, load capacity, and other requirements

- Technical specifications for both ACT Aspire and the ACT are available.

- Districts would be able to assess capacity, etc.
The ACT Reporting
Student, High School and College
ACT Aspire Reporting
Questions and Discussion
Overview

- The College Board Readiness and Success System
- Examples of State use of the SAT Suite and AP
- Alignment of SAT Suite to Florida standards
- Validity evidence for the new SAT
- PSAT/NMSQT, SAT, SAT Subject Tests as alternative assessment
- AP and CLEP as alternatives
The College Board Readiness & Success System

Beyond tests. More opportunities.

- **Easier** for students to navigate a path through high school, college and career

- Extraordinary, **exclusive** partnerships that deliver **unprecedented** benefits to students, educators, and states/districts
The SAT® Suite of Assessments

- PSAT 8/9
- PSAT/NMSQT
- SAT

Readiness Baseline
Check-in and Focus
Connect to College
SAT Suite Scores and Subscores

1 Total Score
400 – 1600 Scale

2 Section Scores
200 – 800 Scale

2 Cross Test Scores
10 – 40 Scale

3 Test Scores
10 – 40 Scale

7 Subscores
1 – 15 Scale

*Please note: All subscores are tentative and subject to research.
5 States Use the SAT as the High School Federal Accountability Test
Who Uses the SAT Suite of Assessments?

+ The College Board currently partners with 12 other states (Michigan, Florida, Georgia, Idaho, Indiana, Maine, Delaware, Connecticut, New Hampshire, Alaska, Arkansas, and Oregon) to administer assessments state-wide.


+ The College Board also partners with hundreds of school districts in the administration of large-scale assessments.

+ Research shows that when Maine replaced its high school statewide assessment with the SAT it increased 4-year college-going rates by 2-3 percentage points overall.
How is the SAT Suite of Assessments used as a state-wide assessment?

+ States, districts, and schools receive detailed data reports including all scores and item level performance for each student allowing for the state to use the data in a variety of accountability systems
+ Bulk registration ensures Student ID is included in all data reports
+ Four school day administrations give schools the flexibility to schedule primary and makeup dates
+ Students still receive the benefits of fee-waiver programs for future exams, college applications, and scholarship qualifications
+ Accommodations process allows flexibility for college reportable scores and state-allowed accommodations to ensure all students can participate based on state policy
+ Flexible contract options (by enrollment or test volume) to minimize cost of testing all students or allowing for district choice
Alignment of SAT Suite to Florida Standards

+ The alignment of the Florida state standards with the SAT Suite of Assessments is strong to very strong based on a 2015 study.

+ English Language Arts / Literacy: All elements in the SAT Suite of Assessments are addressed directly by Florida standards.
  - Except text complexity in Writing and Language
  - and the SAT Essay’s requirement for accuracy in representation of source texts

+ Math: Alignment is strong in the Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability conceptual categories.
  - 20 of 22 domains covered
  - The two not covered are intentionally excluded as they are composed entirely of (+) standards
Preliminary Validity Study- Process

+ Fifteen four-year institutions administered a pilot form of the redesigned SAT® to a sample of first-year, first-time college students very early in the fall semester of 2014.

- Measures were taken to ensure that the redesigned SAT was administered to students under standardized conditions and that students were motivated to perform well on the test.

+ Participating institutions provided the College Board with these students’ first-year performance data in June 2015.

+ These data allowed the College Board to analyze the relationships between SAT scores and college performance.
Key Findings

+ The redesigned SAT covers the content and skills that research shows matter most for college readiness – and it remains as predictive of college success as the current SAT.

+ Redesigned SAT scores improve the ability to predict college performance above high school GPA alone.

+ There is a strong, positive relationship between redesigned SAT section scores and grades in matching college course domains, suggesting that the redesigned SAT is sensitive to instruction in English language arts, math, science, and history/social studies.
Corrected (Raw) Correlations of Predictors with FYGPA

<table>
<thead>
<tr>
<th>Predictor(s)</th>
<th>Correlation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HSGPA</td>
<td>0.48 (0.27)</td>
</tr>
<tr>
<td>2. SAT® EBRW</td>
<td>0.51 (0.33)</td>
</tr>
<tr>
<td>3. SAT Math</td>
<td>0.49 (0.30)</td>
</tr>
<tr>
<td>4. SAT EBRW, SAT Math</td>
<td>0.53 (0.35)</td>
</tr>
<tr>
<td>5. HSGPA, SAT EBRW, SAT Math</td>
<td>0.58 (0.40)</td>
</tr>
</tbody>
</table>

Note: Number of students ($n_s$) = 2,050. Pooled within-institution, restriction of range corrected correlations are presented. The raw correlations are shown in parentheses.
Mean FYGPA by Redesigned SAT® Total Score Band

(graphical depiction of the multiple correlation of redesigned SAT with FYGPA of 0.53)

Note: Results based on fewer than 15 cases are not reported (e.g., score band 400–590, n = 2).
## PSAT/NMSQT and SAT as Alternative Assessments

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade Levels</th>
<th>College Course</th>
<th>Substitutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT/NMSQT Reading + Writing</td>
<td>8-11</td>
<td>English Comp, History, Social Sciences</td>
<td>Grades 9 &amp; 10 ELA Assessments</td>
</tr>
<tr>
<td>PSAT/NMSQT Math</td>
<td>8-11</td>
<td>College Algebra</td>
<td>Algebra I, Algebra II, Geometry EOC</td>
</tr>
<tr>
<td>PSAT/NMSQT Total</td>
<td>8-11</td>
<td>Biology</td>
<td>Biology I EOC</td>
</tr>
<tr>
<td>PSAT/NMSQT Reading + Writing</td>
<td>10-12</td>
<td>English Comp, History, Social Sciences</td>
<td>Grades 9 &amp; 10 ELA Assessments</td>
</tr>
<tr>
<td>PSAT/NMSQT Math</td>
<td>10-12</td>
<td>College Algebra</td>
<td>Algebra I, Algebra II, Geometry EOC</td>
</tr>
<tr>
<td>PSAT/NMSQT Total</td>
<td>10-12</td>
<td>Biology</td>
<td>Biology EOC</td>
</tr>
</tbody>
</table>

a. Grades in which students take the assessment  
b. Courses against which the test cut scores were calibrated
## SAT Subject Tests as Alternative Assessments

<table>
<thead>
<tr>
<th>Subject Test</th>
<th>Grade Levels&lt;sup&gt;a&lt;/sup&gt;</th>
<th>AP Course&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Substitutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology-Ecological or Biology-Molecular</td>
<td>9-12</td>
<td>AP Biology</td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>9-12</td>
<td>AP US History</td>
<td>Taking course and passing EOC in subject</td>
</tr>
<tr>
<td>World History</td>
<td>9-12</td>
<td>AP World History</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>9-12</td>
<td>AP Chemistry</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>9-12</td>
<td>AP Physics</td>
<td></td>
</tr>
</tbody>
</table>

a. Grades in which students take the assessment  
b. Courses against which the test cut scores were calibrated
# AP and CLEP as Alternative Assessments

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade Levels</th>
<th>College Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus AB or BC</td>
<td>9-12</td>
<td>Calculus sequence</td>
<td>1 Mathematics credit for each</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>9-12</td>
<td>Introductory Statistics</td>
<td>1 Mathematics credit</td>
</tr>
<tr>
<td>AP Biology</td>
<td>9-12</td>
<td>Introductory Biology</td>
<td>1 Biology I credit</td>
</tr>
<tr>
<td>AP Physics 1 or 2</td>
<td>9-12</td>
<td>Physics sequence</td>
<td>1 Science credit for each</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>9-12</td>
<td>Introductory Chemistry</td>
<td>1 Science credit</td>
</tr>
</tbody>
</table>

a. Grades in which students take the assessment
b. College course content covered by the Exam
# AP and CLEP as Alternative Assessments

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade Levels</th>
<th>College Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP US History</td>
<td>9-12</td>
<td>Introductory US History</td>
<td>1 US History credit</td>
</tr>
<tr>
<td>AP World History</td>
<td>9-12</td>
<td>Introductory World History</td>
<td>1 World History credit</td>
</tr>
<tr>
<td>AP US Government and Politics</td>
<td>9-12</td>
<td>Introductory US Government and Politics</td>
<td>.5 US Government credit</td>
</tr>
<tr>
<td>Micro- or Macroeconomics</td>
<td>9-12</td>
<td>Introductory Economics</td>
<td>.5 Economics credit</td>
</tr>
<tr>
<td>CLEP College Algebra</td>
<td></td>
<td>Introductory Algebra</td>
<td>1 Algebra credit</td>
</tr>
</tbody>
</table>

a. Grades in which students take the assessment  
b. College course content covered by the Exam
Appendix
17 States Include Advanced Placement in Their State Accountability Systems
Benefits of Advanced Placement: AP Examinees

• are more likely to enroll in a four-year institution
• are more likely to persist and graduate on-time from college
• earning a 3 or higher consistently earn higher GPAs in college
• are more likely to major in the subject area of their AP Exam or in a related discipline
Validity evidence – relations to other variables

+ A common method used to validate an admission test for educational selection is **correlational analysis** to produce a validity **coefficient** between a test/predictor (e.g., SAT®) and an outcome (e.g., FYGPA).

+ Essentially, a correlation coefficient is a number between -1 and 1 that measures the degree to which two variables are **linearly** related.
  
  - The correlation coefficient indicates the strength (absolute magnitude) and direction (negative/positive) of the relationship.
How We Determine Cut Scores

+ Choose the test score associated with a 75 percent probability of success
  - A grade of C or better in a college course
  - A score of 3 or better on an AP exam
Accelerating Student Performance

• UF is building new, powerful standards-aligned teaching and learning systems that continuously accelerate and assess student learning

• Competency and mastery-based design, draws on validated industry practices

• Focuses on workforce preparation, college and career readiness and performance assessment
Teaching and Learning Systems

- Algebra Nation, Math Nation, and Space and Avionics
- All math courses for grades 6-12
  - 6th, 7th, 8th grade math; pre-algebra; algebra 1;
  - space and aviation algebra 1; algebra 2; geometry;
  - pre-calculus; trigonometry; calculus; statistics
- Serves all 67 Florida school districts
- Future space and avionics courses: physics, geometry, trigonometry
System Components

• Florida standards aligned micro-videos
• Dynamic competency-based assessments with real-time feedback
• Adaptive, diagnostic teaching and learning tools
• 24/7 homework help wall
• Interactive, custom-built workbooks/textbooks
• State-wide teacher professional practice network
• Personalized, mastery-based digital learning pathways
Usage and Impact

• 1,000,000+ students, 15,000+ teachers, all middle and high schools

• Sample Algebra Nation Usage
  Number of assessment items answered: 6,100,000 per year
  Number of micro-video views: 2,610,000 per year

• Algebra Nation Impact
  20% increase in 2015 EOC pass rate for high usage schools
  (Leite, W. and Collier, Z. 2015 study)
Industry Equivalency Assessment

• FAA Ground School CAPE Industry Certification
  Potential equivalency to Algebra 1, Algebra 2, Geometry EOCs
  Rigorous industry-certified exam
  Administered at FAA certified facility
  Accepted for articulation process by FLDOE for college credit
Questions?
Credentials for a Digital World.
Welcome/Introduction

1. Introduction to Certiport
2. Overview of Autodesk Professional Exams
3. Exam Standards and Process

Conclusion
About Certiport

- Founded in 1997 with Microsoft Office certification partnership
- Creator and sole administrator of the Microsoft Office Specialist certification since 1998
- Acquired by Pearson VUE in May of 2012
- Globally, Certiport delivers more than 3 Millions exams annually through a network of 12,000 Certiport Authorized Testing Centers.
- Developed Live Application technology
- Clients include Adobe, Autodesk, Microsoft, Intuit & IC3
About Certiport

The Full-Pathway Approach

Certiport helps teachers and schools prepare students for future success in technology-driven learning and workforce environments by offering a variety of learning and instructional materials, preparatory assessment exams, and performance-based certification testing.

LEARN

Appropriate resources provide the foundation for both students and teachers in preparation for learning the product and passing the certification exam.

PRACTICE

Teachers and students can measure learning objectives through practice tests and assessment tools designed to determine content mastery and skill. Practice exams are set up to give an accurate evaluation of student knowledge.

CERTIFY

Certification testing proves real-world skill. Performance-based tests deliver a better indicator of real-world application and measure performance at a greater level than a simple multiple-choice exam.
Significant Results

School Year 2014-15

215,000+ Exams Taken
98,000+ Certifications Awarded
63,871 Students Certified
67 Districts
627 High Schools
298 Middle Schools
151 Elementary Schools
Autodesk Certified Professional

- Autodesk Certifications is an IT Certification
- High Stake exam to reflect real world experience: productive in schools or workplace
- ACP recommend 400 hours instructions or work experience
- Live Application performance based, 2 hour time limit
- Additional Information [www.certiport.com/autodesk](http://www.certiport.com/autodesk)

**Certified Specialist (1 certification)**
Certified BIM Specialist: Roadway Design

**Certified Professional (9 certifications)**
AutoCAD, AutoCAD Civil 3D, Inventor, Revit Architecture, Revit Structure, Revit MEP (Mechanical & Electrical), 3ds Max, & Maya

**Certified User (5 certifications)**
AutoCAD, Inventor, Revit Architecture, 3ds Max, Maya
Exam Development Process

1. Locate subject matter experts in the domain
2. Create performance objectives and the examination blueprint
3. Create an initial pool of test questions
4. Conduct a Beta test and try out questions
5. Analyze the results and modify the test questions
6. Release the final version of the exam
7. Maintain the exam by conducting periodic item analysis
Relevance of Autodesk Exams

- ACP exams draw from Math concepts
- Math and reading skills like Geometry, are fundamental to the Autodesk Exams.

Job Titles

- **AutoCAD**: Drafter, Designer, CAD Manager
- **Inventor**: Mechanical Engineer, Industrial Designer, CAM Technician
- **Civil 3D**: Civil Engineer
- **Revit**: Architect, Structural Engineer, Mechanical Engineer, BIM Manager

---

### AutoCAD ACP Objectives

<table>
<thead>
<tr>
<th>Draw Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw lines and rectangles</td>
</tr>
<tr>
<td>Draw Circles, Arches, and Polygons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draw with Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use object-snap tracking</td>
</tr>
<tr>
<td>Use Coordinate Systems</td>
</tr>
<tr>
<td>Make isometric drawings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modify Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move and copy objects</td>
</tr>
<tr>
<td>Rotate and scale objects</td>
</tr>
<tr>
<td>Create and use arrays</td>
</tr>
<tr>
<td>Trim and extend objects</td>
</tr>
<tr>
<td>Offset and mirror objects</td>
</tr>
<tr>
<td>Use grip editing</td>
</tr>
<tr>
<td>Fillet and chamfer objects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use Additional Drawing Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw and edit polylines</td>
</tr>
<tr>
<td>Blend between objects with splines</td>
</tr>
<tr>
<td>Apply hatches and gradients</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organize Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change object properties</td>
</tr>
<tr>
<td>Alter layer assignments for objects</td>
</tr>
<tr>
<td>Control layer visibility</td>
</tr>
<tr>
<td>Assign properties by object or layer</td>
</tr>
<tr>
<td>Manage layer properties</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reuse Existing Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with blocks</td>
</tr>
<tr>
<td>Manage block attributes</td>
</tr>
<tr>
<td>Reference external drawings and images</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annotate Drawings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add and modify text</td>
</tr>
<tr>
<td>Use dimensions</td>
</tr>
<tr>
<td>Add and modify multileaders</td>
</tr>
<tr>
<td>Create and assign annotative styles</td>
</tr>
<tr>
<td>Use tables</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Layouts and Printing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create layouts</td>
</tr>
<tr>
<td>Use viewports</td>
</tr>
<tr>
<td>Set printing and plotting options</td>
</tr>
</tbody>
</table>
Thank you
What is the difference between a Certification, Accreditation, Qualification, and Certificate of Completion?

Definitions (from the Random House Dictionary):

- **Certify** - to award a certificate to (a person) attesting to the completion of a course of study or the passing of a qualifying examination
- **Accredit** - to make authoritative, creditable, or reputable; sanction
- **Qualify** - to provide with proper or necessary skills, knowledge, credentials, etc.; make competent

A **Certificate of Completion** is certificate given to a candidate indicating completion of a course of study or an assessment

Key Question: “What’s at stake’?

- You know the difference between high, medium, and low-stakes testing
- Program policies regarding test development and delivery safeguard the consequences to an individual or an organization that uses testing to certify, accredit, or qualify
What Are The Standards?


- *The Standards* is written for the professional and for the educated layperson and addresses professional and technical issues of test development and use in education, psychology, and employment.

- This publication lists 229 individual standards governing test construction and evaluation, fairness in testing, and specific testing applications (such as certification and licensure, education, and employment testing).
Who uses The Standards?

Hardware and software companies that sponsor certification programs are aware of, and strive to apply the relevant standards to their tests

Let’s focus on three areas from The Standards:

- ✔️ Test Validity
- ✔️ Test Reliability
- ✔️ Test Fairness
The Florida Senate

Senate Appropriations Subcommittee on Education
### Required Local Effort

**Homestead Property – Retaining 2015 Millage**

<table>
<thead>
<tr>
<th>State</th>
<th>Broward</th>
<th>Dade</th>
<th>Hillsborough</th>
<th>Leon</th>
<th>Manatee</th>
<th>Okaloosa</th>
<th>Orange</th>
<th>Pasco</th>
<th>Polk</th>
<th>Seminole</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 2015 Assessed Value</strong></td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
</tr>
<tr>
<td><strong>2 Homestead Exemption</strong></td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
</tr>
<tr>
<td><strong>3 2015 Taxable Value</strong></td>
<td>$275,000</td>
<td>$275,000</td>
<td>$275,000</td>
<td>$275,000</td>
<td>$275,000</td>
<td>$275,000</td>
<td>$275,000</td>
<td>$275,000</td>
<td>$275,000</td>
<td>$275,000</td>
</tr>
<tr>
<td><strong>4 2015 Required Local Effort Millage</strong></td>
<td>4.925</td>
<td>5.052</td>
<td>4.949</td>
<td>5.018</td>
<td>5.03</td>
<td>4.957</td>
<td>4.861</td>
<td>4.901</td>
<td>4.895</td>
<td></td>
</tr>
<tr>
<td><strong>5 2015 RLE Tax</strong></td>
<td>$1,354</td>
<td>$1,389</td>
<td>$1,375</td>
<td>$1,361</td>
<td>$1,380</td>
<td>$1,383</td>
<td>$1,363</td>
<td>$1,337</td>
<td>$1,348</td>
<td>$1,346</td>
</tr>
<tr>
<td><strong>6 Estimated 2016 Appreciation Rate</strong></td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>7 2016 Estimated Value</strong></td>
<td>$302,100</td>
<td>$302,100</td>
<td>$302,100</td>
<td>$302,100</td>
<td>$302,100</td>
<td>$302,100</td>
<td>$302,100</td>
<td>$302,100</td>
<td>$302,100</td>
<td>$302,100</td>
</tr>
<tr>
<td><strong>8 Homestead Exemption</strong></td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
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<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
<td>($25,000)</td>
</tr>
<tr>
<td><strong>9 2016 Taxable Value</strong></td>
<td>$277,100</td>
<td>$277,100</td>
<td>$277,100</td>
<td>$277,100</td>
<td>$277,100</td>
<td>$277,100</td>
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<td>$277,100</td>
<td>$277,100</td>
<td>$277,100</td>
</tr>
<tr>
<td><strong>10 2016 Required Local Effort Millage</strong></td>
<td>4.925</td>
<td>5.052</td>
<td>4.949</td>
<td>5.018</td>
<td>5.03</td>
<td>4.957</td>
<td>4.861</td>
<td>4.901</td>
<td>4.895</td>
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</tr>
<tr>
<td><strong>11 2016 RLE Tax</strong></td>
<td>$1,365</td>
<td>$1,400</td>
<td>$1,385</td>
<td>$1,371</td>
<td>$1,390</td>
<td>$1,394</td>
<td>$1,374</td>
<td>$1,347</td>
<td>$1,358</td>
<td>$1,356</td>
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<tr>
<td><strong>12 Additional Tax in 2016</strong></td>
<td>$10.34</td>
<td>$10.61</td>
<td>$10.50</td>
<td>$10.39</td>
<td>$10.54</td>
<td>$10.56</td>
<td>$10.41</td>
<td>$10.21</td>
<td>$10.29</td>
<td>$10.28</td>
</tr>
</tbody>
</table>
## Required Local Effort

### Nonhomestead Residential Property – Retaining 2015 Millage

<table>
<thead>
<tr>
<th></th>
<th>Broward</th>
<th>Dade</th>
<th>Hillsborough</th>
<th>Leon</th>
<th>Manatee</th>
<th>Okaloosa</th>
<th>Orange</th>
<th>Pasco</th>
<th>Polk</th>
<th>Seminole</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2015 Assessed Value</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
</tr>
<tr>
<td>2</td>
<td>Homestead Exemption</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>2015 Taxable Value</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
<td>$300,000</td>
</tr>
<tr>
<td>4</td>
<td>2015 Required Local Effort Millage</td>
<td>4.925</td>
<td>5.052</td>
<td>4.999</td>
<td>4.949</td>
<td>5.018</td>
<td>5.03</td>
<td>4.957</td>
<td>4.861</td>
<td>4.901</td>
</tr>
<tr>
<td>5</td>
<td>2015 RLE Tax</td>
<td>$1,478</td>
<td>$1,516</td>
<td>$1,500</td>
<td>$1,485</td>
<td>$1,505</td>
<td>$1,509</td>
<td>$1,487</td>
<td>$1,458</td>
<td>$1,470</td>
</tr>
<tr>
<td>6</td>
<td>Estimated 2016 Appreciation Rate</td>
<td>6.2%</td>
<td>7.9%</td>
<td>5.3%</td>
<td>0.8%</td>
<td>5.8%</td>
<td>3.7%</td>
<td>5.0%</td>
<td>5.1%</td>
<td>4.0%</td>
</tr>
<tr>
<td>7</td>
<td>2016 Estimated Value</td>
<td>$318,600</td>
<td>$323,700</td>
<td>$315,900</td>
<td>$302,400</td>
<td>$317,400</td>
<td>$311,100</td>
<td>$315,000</td>
<td>$315,300</td>
<td>$312,000</td>
</tr>
<tr>
<td>8</td>
<td>Homestead Exemption</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>9</td>
<td>2016 Taxable Value</td>
<td>$318,600</td>
<td>$323,700</td>
<td>$315,900</td>
<td>$302,400</td>
<td>$317,400</td>
<td>$311,100</td>
<td>$315,000</td>
<td>$315,300</td>
<td>$312,000</td>
</tr>
<tr>
<td>10</td>
<td>2016 Required Local Effort Millage</td>
<td>4.925</td>
<td>5.052</td>
<td>4.999</td>
<td>4.949</td>
<td>5.018</td>
<td>5.03</td>
<td>4.957</td>
<td>4.861</td>
<td>4.901</td>
</tr>
<tr>
<td>11</td>
<td>2016 RLE Tax</td>
<td>$1,569</td>
<td>$1,635</td>
<td>$1,579</td>
<td>$1,497</td>
<td>$1,593</td>
<td>$1,565</td>
<td>$1,561</td>
<td>$1,533</td>
<td>$1,529</td>
</tr>
<tr>
<td>12</td>
<td>Additional Tax in 2016</td>
<td>$91.61</td>
<td>$119.73</td>
<td>$79.48</td>
<td>$11.88</td>
<td>$87.31</td>
<td>$55.83</td>
<td>$74.36</td>
<td>$74.37</td>
<td>$58.81</td>
</tr>
</tbody>
</table>
### Florida Education Finance Program
#### Governor’s Budget 2016-17

**Increased Funding – Equal State and Local Share**

<table>
<thead>
<tr>
<th>FEFP Metrics</th>
<th>Governor’s Recommended Budget</th>
<th>Scenario 1 Increase State $ to Equal Local $</th>
<th>Scenario 2 Reduce Local $ to Equal State $</th>
<th>Scenario 3 Increase State $, Reduce Local $ to Maintain Total $ Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-1-</td>
<td>-2-</td>
<td>-3-</td>
<td>-4-</td>
</tr>
<tr>
<td>1 Additional <strong>State</strong> Funds¹</td>
<td>$80,000,000</td>
<td>16%</td>
<td>$427,285,836</td>
<td>$80,000,000</td>
</tr>
<tr>
<td>2 Additional <strong>Local</strong> Funds¹</td>
<td>$427,285,836</td>
<td>84%</td>
<td>$427,285,836</td>
<td>$80,000,000</td>
</tr>
<tr>
<td>3 <strong>Total</strong> Funds Increase¹</td>
<td>$507,285,836</td>
<td>50%</td>
<td>$854,571,672</td>
<td>$160,000,000</td>
</tr>
<tr>
<td>4 % <strong>Total</strong> Funds Increase¹</td>
<td>2.57%</td>
<td>3.37%</td>
<td>-0.12%</td>
<td>1.63%</td>
</tr>
<tr>
<td>5 % Funds per FTE Increase¹</td>
<td>1.63%</td>
<td>3.73%</td>
<td>-0.12%</td>
<td>1.63%</td>
</tr>
<tr>
<td>6 RLE Mills</td>
<td>4.984</td>
<td>4.984</td>
<td>4.757</td>
<td>-0.227</td>
</tr>
<tr>
<td>7 <strong>Total</strong> % State - Local Funds</td>
<td>55% - 45%</td>
<td>55% - 45%</td>
<td>55% - 45%</td>
<td>55% - 45%</td>
</tr>
<tr>
<td>8 Funds per FTE Increase¹</td>
<td>$115.53</td>
<td>$239.58</td>
<td>($8.52)</td>
<td>$115.53</td>
</tr>
<tr>
<td>9 <strong>Total</strong> Funds per FTE</td>
<td>$7,220.59</td>
<td>$7,344.64</td>
<td>$7,096.54</td>
<td>$7,220.59</td>
</tr>
<tr>
<td>10 <strong>Total</strong> Funds</td>
<td>$20,214,411,178</td>
<td>$20,561,697,014</td>
<td>$19,867,125,342</td>
<td>$20,214,411,178</td>
</tr>
<tr>
<td>11 Change in State Funds Compared to Governor’s Budget (Col. 1, Row 1)</td>
<td>$347,285,836</td>
<td>$0</td>
<td>$173,642,918</td>
<td></td>
</tr>
<tr>
<td>12 Change in Local Funds Compared to Governor’s Budget (Col. 1, Row 2)</td>
<td>$0</td>
<td>($347,285,836)</td>
<td>($173,642,918)</td>
<td></td>
</tr>
</tbody>
</table>

¹ Comparison to the 2015-16 2nd FEFP Calculation @ $7,105.06 total funds per FTE and 3.11% per FTE increase.

² Previous Highest Level of Funding per FTE was $7,126.33 in 2007-08.
The Florida Senate

Appearance Record

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: 1/12/16

Bill Number (if applicable): 434

Amendment Barcode (if applicable): 

Topic: Principal Autonomy

Name: Robert Avossa

Job Title: Superintendent

Address: 3700 Forest Hill Blvd.

Phone: (561) 649-6833

Email: 

City: West Palm Beach

State: FL

Zip: 33406

Speaking: [ ] For [ ] Against [ ] Information

Representing: Palm Beach School District

Waive Speaking: [ ] In Support [ ] Against

(The Chair will read this information into the record.)

Appearing at request of Chair: [ ] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
THE FLORIDA SENATE
APPEARANCE RECORD

Meeting Date: 1-13-15

Bill Number (if applicable): 0434

Amendment Barcode (if applicable):

Topic: SB 0434

Name: Cathy Boehme

Job Title: Legislative Specialist

Address: 4386 Pine Ville Circle

Phone: 850-224-2028

Email: cathy.boehme@florida.leg

City: Pace, FL

State: Zip: 32571

Speaking: □ For □ Against □ Information

Waive Speaking: □ In Support □ Against
(The Chair will read this information into the record.)

Representing: Florida Education Association

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

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The Florida Senate

Appearance Record

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: 1/13/16

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic: ACT & ACT Aspire

Name: Jacqueline Twiggs

Job Title: Lead Account Strategist

Address: 3355 Lenox Road, Atlanta, GA 30324

Phone: 319-321-9750

Email: Jacqueline.Twiggs@act.org

Speaking: [ ] For [ ] Against [X] Information

Representing: ACT, Inc.

Waive Speaking: [ ] In Support [ ] Against
(The Chair will read this information into the record.)

Appearing at request of Chair: [X] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [X] No

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THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 1/13/16

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic Assessment

Name Andy Frost

Job Title V.P., Business Development

Address 14834 Blakmyre Road

Phone

Email andy.frost@actaspire.org

Street Eden Prairie

State MN 55347

Representing ACT Aspire

Speaking: ☐ For ☐ Against ☒ Information

Waive Speaking: ☐ In Support ☐ Against
(The Chair will read this information into the record.)

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 1/13/14

Bill Number (if applicable)

Topic Alternative Assessment Act

Amendment Barcode (if applicable)

Name Kristen

Address 500 ACT Drive

Email kristen.matten@act.org

Job Title Director, Statistical & Applied Research

Phone

City Jacksonville

State FL

Zip 32245

Speaking: □ For □ Against □ Information

Waive Speaking: □ In Support □ Against
(The Chair will read this information into the record.)

Representing ACT, Inc.

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

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THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date

1-13-16

Topic

Alternative Assessment

Name

SEAN P. "JACK" BUCKLEY

Job Title

Sr. VP Research

Address

250 VESSEY ST

Street

NY

City

State

10281

Zip

Phone

Email

Speaking: □ For □ Against □ Information

Waive Speaking: □ In Support □ Against
(The Chair will read this information into the record.)

Representing

COLLEGE BOARD

Appearing at request of Chair: □ Yes □ No

Lobbyist registered with Legislature: □ Yes □ No

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This form is part of the public record for this meeting.

S-001 (10/14/14)
The Florida Senate

Appearance Record

1-13-16

Meeting Date

Bill Number (if applicable)

Topic: Alternative Assessment

Name: John Fallen

Job Title: Executive Director College Readiness Assessments

Address: 250 Vessey St

City: NY

State: NY

Zip: 10281

Phone

Email

Speaking: [] For [] Against [✓] Information

Waive Speaking: [] In Support [] Against
(The Chair will read this information into the record.)

Representing: College Board

Appearing at request of Chair: [✓] Yes [] No

Lobbyist registered with Legislature: [] Yes [✓] No

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S-001 (10/14/14)
The Florida Senate

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic

Name: Don Pemberton

Job Title: Director

Address: 414 SW 11th CT

City: Gainesville

State: FL

Zip: 32601

Phone: 352-317-1222

Email: DPemberton@co.gn

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [ ] in Support [ ] Against

(The Chair will read this information into the record.)

Representing: UF

Appearing at request of Chair: [ ] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

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THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 1/13/2016

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic  STUDENT CHOICE

Name  Eldon Lechleiter

Job Title  Regional Director, Certipark

Address  560 E South Temple #503

Phone (801) 365-1249

Email  e.lechleiter@certipark.com

Speaking:  ☑ For  ☐ Against  ☐ Information

Waive Speaking:  ☐ In Support  ☐ Against
(The Chair will read this information into the record.)

Representing  Certipark

Appearing at request of Chair:  ☑ Yes  ☐ No

Lobbyist registered with Legislature:  ☐ Yes  ☑ No

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This form is part of the public record for this meeting.

S-001 (10/14/14)
THE FLORIDA SENATE
APPEARANCE RECORD

1/13/2016
Meeting Date

Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic  STUDENT CHOICE OPTIONS
Name  Ben Smith
Job Title  Sr. Account Executive
Address  2029 S Centennial Blvd
          Sarasota Springs UT 34245
          Phone  813-522-8063
          Email  ben.smith@pearson.com

Representing  Certificate

Speaking:  ☑ For  ☐ Against  ☐ Information
Waive Speaking:  ☐ In Support  ☐ Against
(The Chair will read this information into the record.)

Appearing at request of Chair:  ☑ Yes  ☐ No
Lobbyist registered with Legislature:  ☑ Yes  ☐ No

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THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 1/13/16

Bill Number (if applicable) SB 468

Amendment Barcode (if applicable)

Topic World Languages Are Good Business and a smart choice

Name Linda Markley

Job Title educator & business leader

Address 2520 Palm Lake Drive

Phone 321-698-7877

Merritt Island, FL 32952

Email lindamarkley@bellsouth.net

City State Zip

Speaking: ☑ For ☐ Against ☐ Information

Waive Speaking: ☐ In Support ☐ Against
(The Chair will read this information into the record.)

Representing Florida WL Teachers & ACTFL

Appearing at request of Chair: ☐ Yes ☑ No

Lobbyist registered with Legislature: ☑ Yes ☐ No

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This form is part of the public record for this meeting.
The Florida Senate
Appearance Record

Meeting Date: 11/13/16

Bill Number (if applicable): 468

Amendment Barcode (if applicable):

Topic: Computer Coding

Name: Brewster Bevis

Job Title: Senior Vice President

Address: 516 W. Gaines St.

Tallahassee, FL 32304

Phone: 224-7023

Email: bbevis@calif.com

Speaking: [ ] For [ ] Against [ ] Information

Waive Speaking: [x] In Support [ ] Against
(The Chair will read this information into the record.)

Representing: Associated Industries of Florida

Appearing at request of Chair: [ ] Yes [x] No

Lobbyist registered with Legislature: [x] Yes [ ] No

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This form is part of the public record for this meeting.

S-001 (10/14/14)
THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 1/13/16

Bill Number (if applicable) 468

Amendment Barcode (If applicable)

Topic

Name Bill Helmick

Job Title

Address 303 Johns Dr

Street Tallahassee FL 32301

City State Zip

Phone 6502513126

Email

Speaking: ☑ For ☐ Against ☐ Information

Waive Speaking: ☑ In Support ☐ Against
(The Chair will read this information into the record.)

Representing Jobs for Floridians' Graduates

Appearing at request of Chair: ☐ Yes ☑ No

Lobbyist registered with Legislature: ☑ Yes ☐ No

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This form is part of the public record for this meeting.

S-001 (10/14/14)
THE FLORIDA SENATE
APPEARANCE RECORD
(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date

SB 468
Bill Number (if applicable)

Amendment Barcode (if applicable)

Topic ________________________________

Name FLORIDA TECHNOLOGY COUNCIL - JAMES TAYLOR

Job Title EXECUTIVE DIRECTOR

Address ________________________________

Street

City __________________ State ______ Zip

Phone (907) 718-2780

Email ________________________________

Speaking: ☑ For ☐ Against ☐ Information

Waive Speaking: ☐ In Support ☐ Against (The Chair will read this information into the record.)

Representing FLORIDA TECHNOLOGY COUNCIL

Appearing at request of Chair: ☐ Yes ☑ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)
Meeting Date: 11/3/14

Topic: Coding

Name: Angie Gallo

Job Title: Legislation Chair

Address: 1747 Central Florida Pkwy, Dayton, FL 32807

Phone: ___________ Email: ___________

Speaking: □ For □ Against □ Information

Waive Speaking: □ In Support □ Against
(The Chair will read this information into the record.)

Representing: Florida PTA

Appearing at request of Chair: □ Yes ☒ No

Lobbyist registered with Legislature: □ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)
1/13/2016

Meeting Date

Topic
Senate 468

Name
Matthew Daijona

Job Title
Director, US Govt Affairs

Address
1455 Pennsylvania
Washington DC 20004

Phone
617.797.5964

Email
Matt.Daijona@MotorolaSolutions.com

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing
Motorola Solutions Inc.

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
1:32:13 PM Call to Order and Roll Call
1:32:27 PM Chair
1:32:30 PM SB 434 by Senator Garcia
1:33:29 PM Senator Bullard Question
1:33:56 PM Amendment #539860
1:35:11 PM Dr. Robert Auossa, Palm Beach Florida School District
1:36:18 PM Cathy Boehme, Florida Education Association
1:36:45 PM Amendment Adopted
1:36:54 PM Cathy Boehme, Florida Education Association
1:38:01 PM FAV CS - SB 434
1:38:11 PM Chairman
1:38:27 PM SB 468 - Introduced
1:38:53 PM SB 468 - TP
1:39:20 PM Chairman
1:39:46 PM Tim Elwell, Staff Director, Education Appropriation
1:53:12 PM Chairman
1:54:41 PM Jacque Twiggs, Lead Account Strategist, State Accounts-Clients Relations
1:58:51 PM Andy Frost, VP, Business Development, ACT Aspire
2:01:44 PM Krista Mattern, Director, Statistical and Applied Research
2:05:11 PM Jacque Twiggs, Lead Account Strategist, State Accounts-Clients Relations
2:09:13 PM Jack Buckley, Ph.D., Senior Vice President, Research
2:16:26 PM John Fallon, Executive Director, College Readiness Assessments
2:19:53 PM Jack Buckley, Ph.D., Senior Vice President, Research
2:23:46 PM Chairman Question
2:25:04 PM Senator Montford Question
2:26:29 PM John Fallon, Executive Director, College Readiness Assessments
2:28:52 PM Andy Frost, VP, Business Development, ACT Aspire
2:30:46 PM Jacque Twiggs, Lead Account Strategist, State Accounts-Clients Relations
2:32:27 PM Senator Montford Question
2:32:44 PM Jack Buckley, Ph.D., Senior Vice President, Research
2:34:00 PM Jack Buckley, Ph.D., Senior Vice President, Research
2:35:43 PM Senator Galvano Question
2:36:06 PM Jacque Twiggs, Lead Account Strategist, State Accounts-Clients Relations
2:37:03 PM Chairman Comments
2:38:30 PM Senator Galvano
2:38:46 PM Jack Buckley, Ph.D., Senior Vice President, Research
2:39:37 PM Senator Legg Question
2:40:06 PM Jacque Twiggs, Lead Account Strategist, State Accounts-Clients Relations
2:41:39 PM Krista Mattern, Director, Statistical and Applied Research
2:42:40 PM John Fallon, Executive Director, College Readiness Assessments
2:43:35 PM Jack Buckley, Ph.D., Senior Vice President, Research
2:44:43 PM Andy Frost, VP, Business Development, ACT Aspire
2:45:36 PM Senator Bullard Question
2:47:18 PM John Fallon, Executive Director, College Readiness Assessments
2:49:25 PM Senator Stargel Question
2:50:03 PM Jacque Twiggs, Lead Account Strategist, State Accounts-Clients Relations
2:50:53 PM John Fallon, Executive Director, College Readiness Assessments
2:51:18 PM Chairman Comments/Question
2:52:12 PM John Fallon, Executive Director, College Readiness Assessments
2:52:29 PM Jacque Twiggs, Lead Account Strategist, State Accounts-Clients Relations
2:54:46 PM Jack Buckley, Ph.D., Senior Vice President, Research
2:55:13 PM Chairman Comments
Motion to show Favorable SB 434, Senator Galvano and Senator Montford
Tim Elwell, Staff Director, Education Appropriation
Chairman
Donald Pemberton, Ph.D., University of Florida
Chairman
Eldon Lechtenberg, Regional Director NOAM Sales
Ben Smith, Autodesk Program Manager
Chairman
Ben Smith, Autodesk Program Manager
Donald Pemberton, Ph.D., University of Florida
Senator Bullard Question
Eldon Lechtenberg, Regional Director NOAM Sales
Chairman
SB 468 - Continued
Senator Galvano Motion to vote Time Certain (3:29 pm)
Linda Markley, Education and Business Leader
Waive in support-Brewster Bevis
Linda Markley, Education and Business Leader
Chair comment
Senator Bullard
Senator Ring
SB 468 Favorable
Chair comments
Meeting Adjourned