

Tab 1	CS/SB 434 by ED, Garcia (CO-INTRODUCERS) Gaetz ; (Similar to CS/H 0287) Principal Autonomy Pilot Program Initiative					
539860	D	S	RCS	AED, Gaetz	Delete everything after	01/15 03:08 PM

Tab 2	CS/SB 468 by ED, Ring (CO-INTRODUCERS) Brandes ; (Identical to H 0887) Computer Coding Instruction					
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The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA
APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Senator Gaetz, Chair
Senator Montford, Vice Chair

MEETING DATE: Wednesday, January 13, 2016

TIME: 1:30—3:30 p.m.

PLACE: *Pat Thomas Committee Room, 412 Knott Building*

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
1	CS/SB 434 Education Pre-K - 12 / Garcia (Similar CS/H 287)	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. ED 11/18/2015 Fav/CS AED 01/13/2016 Fav/CS AP	Fav/CS Yeas 7 Nays 1
2	CS/SB 468 Education Pre-K - 12 / Ring (Identical H 887)	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. ED 12/03/2015 Fav/CS AED 01/13/2016 Favorable AP	Favorable Yeas 7 Nays 1
3	Workshop - Discussion and testimony only on the following (no vote to be taken): Discussion of Alternative Assessments		
4	Florida Education Finance Program (FEFP) Local Dollars Discussion (Continued)		Discussed

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

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Bailey	Klebacha	ED	Fav/CS
2.	Sikes	Elwell	AED	Recommend: Fav/CS
3.			AP	

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:¹

- 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.²

When filling instructional positions³ at the school level, the district school superintendent must consider nominations received from school principals of the respective schools in the school district.⁴ The superintendent then must make recommendations to the district school board regarding each position to be filled and the persons to fill such positions.⁵ 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,⁶ and interview the teacher.⁷ 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.⁸ 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.⁹

Florida Principal Leadership Standards

The Florida Principal Leadership Standards (FPLS) are Florida's core expectations for effective school administrators, including school principals.¹⁰ 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.¹¹ The FPLS emphasize the ability to improve student

¹ Section 1001.54, F.S.

² Section 1002.23, F.S., is referred to as the Family and School Partnership for Student Achievement Act.

³ Instructional personnel include classroom teachers; staff who provide student personnel services, e.g., certified school counselors, social workers, career specialists, and school psychologists; librarians and media specialists; other instructional staff, e.g., learning resource specialists; and education paraprofessionals under the direct supervision of instructional personnel. Section 1012.01(2), F.S.

⁴ Section 1012.27(1), F.S.

⁵ *Id.*

⁶ As measured by the instructional personnel's performance evaluation. Sections 1012.28(6) and 1012.34, F.S.

⁷ Section 1012.27, F.S.

⁸ *Id.*

⁹ Section 1012.28(6), F.S.

¹⁰ State Board of Education Rule 6A-5.080, F.A.C.

¹¹ *Id.*

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

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

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.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
01/15/2016	.	
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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



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11 school with increased autonomy and authority to operate his or
12 her school in a way that produces significant improvements in
13 student achievement and school management while complying with
14 constitutional requirements. The State Board of Education may,
15 upon approval of a principal autonomy proposal, enter into a
16 performance contract with up to three district school boards for
17 participation in the pilot program.

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

26 (2) PRINCIPAL AUTONOMY PROPOSAL.—

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

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

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

36 3. Describe the current financial and administrative
37 management of each participating school; identify the areas in
38 which each school principal will have increased fiscal and
39 administrative autonomy, including the authority and



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40 responsibilities provided in s. 1012.28(8); and identify the
41 areas in which each participating school will continue to follow
42 district school board fiscal and administrative policies.

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

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

50 6. Provide each participating school's mission and a
51 description of its student population.

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

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

61 (3) EXEMPTION FROM LAWS.—

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

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



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

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

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

78 4. Those laws relating to civil rights, including s.
79 1000.05, relating to discrimination.

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

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

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

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

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

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

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

97 12. Those laws pertaining to educational facilities,



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98 including chapter 1013, except that s. 1013.20, relating to
99 covered walkways for relocatables, and s. 1013.21, relating to
100 the use of relocatable facilities exceeding 20 years of age, are
101 eligible for exemption.

102 13. Those laws pertaining to participating school
103 districts, including this section and ss. 1011.69(2) and
104 1012.28(8).

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

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

123 (6) REPORTING.—Each participating school district shall
124 submit an annual report to the state board. The state board
125 shall annually report on the implementation of the Principal
126 Autonomy Pilot Program Initiative. Upon completion of the pilot



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127 program's first 3-year term, the Commissioner of Education shall
128 submit to the President of the Senate and the Speaker of the
129 House of Representatives by December 1 a full evaluation of the
130 effectiveness of the pilot program.

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

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

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

141 1011.69 Equity in School-Level Funding Act.—

142 (2) Beginning in the 2003-2004 fiscal year, district school
143 boards shall allocate to schools within the district an average
144 of 90 percent of the funds generated by all schools and
145 guarantee that each school receives at least 80 percent of the
146 funds generated by that school based upon the Florida Education
147 Finance Program as provided in s. 1011.62 and the General
148 Appropriations Act, including gross state and local funds,
149 discretionary lottery funds, and funds from the school
150 district's current operating discretionary millage levy. A
151 school participating in the Principal Autonomy Pilot Program
152 Initiative under s. 1011.6202 shall be guaranteed an allocation
153 of at least 90 percent of the funds generated by that school.

154 Total funding for each school shall be recalculated during the
155 year to reflect the revised calculations under the Florida



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156 Education Finance Program by the state and the actual weighted
157 full-time equivalent students reported by the school during the
158 full-time equivalent student survey periods designated by the
159 Commissioner of Education. If the district school board is
160 providing programs or services to students funded by federal
161 funds, any eligible students enrolled in the schools in the
162 district shall be provided federal funds.

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

165 1012.28 Public school personnel; duties of school
166 principals.-

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

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

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

182 (c) To annually provide to the district school
183 superintendent and the district school board a budget for the
184 operation of the participating school that identifies how funds



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185 provided pursuant to s. 1011.69(2) are allocated. The school
186 district shall include the budget in the annual report provided
187 to the State Board of Education pursuant to s. 1011.6202(6).

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

189

190 ===== T I T L E A M E N D M E N T =====

191 And the title is amended as follows:

192 Delete everything before the enacting clause
193 and insert:

194 A bill to be entitled
195 An act relating to the Principal Autonomy Pilot
196 Program Initiative; creating s. 1011.6202, F.S.;
197 creating the Principal Autonomy Pilot Program
198 Initiative; providing a procedure for a school
199 district to participate in the pilot program;
200 providing requirements for participating school
201 districts and schools; exempting participating schools
202 from certain laws and rules; requiring principals of
203 participating schools and specified personnel to
204 complete a nationally recognized school turnaround
205 program; providing for the term of participation in
206 the pilot program; providing for renewal or revocation
207 of authorization to participate in the pilot program;
208 providing for reporting, funding, and rulemaking;
209 amending s. 1011.69, F.S.; requiring participating
210 district school boards to allocate a specified
211 percentage of certain funds to participating schools;
212 amending s. 1012.28, F.S.; providing additional
213 authority and responsibilities of the principal of a



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participating school; providing an effective date.

By the Committee on Education Pre-K - 12; and Senators Garcia
and Gaetz

581-01399-16

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1 A bill to be entitled
2 An act relating to the Principal Autonomy Pilot
3 Program Initiative; creating s. 1011.6202, F.S.;
4 creating the Principal Autonomy Pilot Program
5 Initiative; providing a procedure for a school
6 district to participate in the pilot program;
7 providing requirements for participating school
8 districts and schools; exempting participating schools
9 from certain laws and rules; requiring principals of
10 participating schools and specified personnel to
11 participate in the University of Virginia School
12 Turnaround Program; providing for the term of
13 participation in the pilot program; providing for
14 renewal or revocation of authorization to participate
15 in the pilot program; providing for funding,
16 reporting, and rulemaking; amending s. 1011.69, F.S.;
17 requiring participating district school boards to
18 allocate a specified percentage of certain funds to
19 participating schools; amending s. 1012.28, F.S.;
20 providing additional authority and responsibilities of
21 the principal of a participating school; providing an
22 effective date.

23
24 Be It Enacted by the Legislature of the State of Florida:

25
26 Section 1. Section 1011.6202, Florida Statutes, is created
27 to read:

28 1011.6202 Principal Autonomy Pilot Program Initiative.—The
29 Principal Autonomy Pilot Program Initiative is created within

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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30 the Department of Education. The purpose of the pilot program is
31 to provide the highly effective principal of a participating
32 school with increased autonomy and authority to operate his or
33 her school in a way that produces significant improvements in
34 student achievement and school management while complying with
35 constitutional requirements. The State Board of Education may,
36 upon approval of a principal autonomy proposal, enter into a
37 performance contract with up to three district school boards for
38 participation in the pilot program.

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

47 (2) PRINCIPAL AUTONOMY PROPOSAL.—

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

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

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

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

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59 which each school principal will have increased fiscal and
 60 administrative autonomy, including the authority and
 61 responsibilities provided in s. 1012.28(8); and identify the
 62 areas in which each participating school will continue to follow
 63 district school board fiscal and administrative policies.

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

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

71 6. Provide each participating school's mission and a
 72 description of its student population.

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

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

82 (3) EXEMPTION FROM LAWS.-

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

87 (b) A participating school shall comply with the provisions

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88 of chapters 1000-1013, and rules of the state board that
 89 implement those provisions, pertaining to the following:

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

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

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

99 4. Those laws relating to civil rights, including s.
 100 1000.05, relating to discrimination.

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

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

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

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

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

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

116 11. Section 1012.34, relating to personnel evaluation

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117 procedures and criteria.

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

123 13. Those laws pertaining to participating school
 124 districts, including this section and ss. 1011.69(2) and
 125 1012.28(8).

126 (4) PROFESSIONAL DEVELOPMENT.—Each participating school
 127 district shall require that the principal of each participating
 128 school, a three-member leadership team from each participating
 129 school, and district personnel working with each participating
 130 school complete the University of Virginia School Turnaround
 131 Program. The required personnel must enroll in the University of
 132 Virginia School Turnaround Program upon acceptance into the
 133 pilot program. Each participating school district shall receive
 134 \$100,000 from the department for participation in the University
 135 of Virginia School Turnaround Program.

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

144 (6) REPORTING.—Each participating school district shall
 145 submit an annual report to the state board. The state board

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146 shall annually report on the implementation of the Principal
 147 Autonomy Pilot Program Initiative. Upon completion of the pilot
 148 program's first 3-year term, the Commissioner of Education shall
 149 submit to the President of the Senate and the Speaker of the
 150 House of Representatives by December 1 a full evaluation of the
 151 effectiveness of the pilot program.

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

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

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

162 1011.69 Equity in School-Level Funding Act.—

163 (2) Beginning in the 2003-2004 fiscal year, district school
 164 boards shall allocate to schools within the district an average
 165 of 90 percent of the funds generated by all schools and
 166 guarantee that each school receives at least 80 percent, except
 167 schools participating in the Principal Autonomy Pilot Program
 168 Initiative under s. 1011.6202 are guaranteed to receive at least
 169 90 percent, of the funds generated by that school based upon the
 170 Florida Education Finance Program as provided in s. 1011.62 and
 171 the General Appropriations Act, including gross state and local
 172 funds, discretionary lottery funds, and funds from the school
 173 district's current operating discretionary millage levy. Total
 174 funding for each school shall be recalculated during the year to

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175 reflect the revised calculations under the Florida Education
 176 Finance Program by the state and the actual weighted full-time
 177 equivalent students reported by the school during the full-time
 178 equivalent student survey periods designated by the Commissioner
 179 of Education. If the district school board is providing programs
 180 or services to students funded by federal funds, any eligible
 181 students enrolled in the schools in the district shall be
 182 provided federal funds.

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

185 1012.28 Public school personnel; duties of school
 186 principals.-

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

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

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

202 (c) To annually provide to the district school
 203 superintendent and the district school board a budget for the

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204 operation of the participating school that identifies how funds
 205 provided pursuant to s. 1011.69(2) are allocated. The school
 206 district shall include the budget in the annual report provided
 207 to the State Board of Education pursuant to s. 1011.6202(6).

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

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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: CS/SB 468

INTRODUCER: Education Pre-K - 12 Committee and Senator Ring and others

SUBJECT: Computer Coding Instruction

DATE: January 13, 2016

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Graf	Klebacha	ED	Favorable
2.	Sikes	Elwell	AED	Favorable
3.			AP	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

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,

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.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.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.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.¹⁴ Additionally, FCS institutions may determine other means by which students may demonstrate completion of foreign language competencies.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.).¹⁶ Students may also meet the foreign language admission requirement by demonstrating: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 Equivalencies¹⁸ 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.

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.

¹¹ *Id.*

¹² Section 1007.262, F.S.

¹³ *Id.*

¹⁴ Rule 6A-10.02412, F.A.C.

¹⁵ *Id.*

¹⁶ Board of Governors Regulation 6.002(1)(h).

¹⁷ *Id.*

¹⁸ Florida Department of Education, *Articulation Coordinating Committee Credit-by-Exam Equivalencies*, available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf>.

- 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.

By the Committee on Education Pre-K - 12; and Senators Ring and Brandes

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1 A bill to be entitled
 2 An act relating to computer coding instruction;
 3 amending s. 1007.2616, F.S.; requiring high schools to
 4 offer computer coding courses; requiring the
 5 Commissioner of Education to identify the computer
 6 coding courses that satisfy two credits of foreign
 7 language instruction under certain circumstances;
 8 requiring Florida College System institutions and
 9 state universities to recognize the credits as foreign
 10 language credits; requiring the inclusion of certain
 11 computer coding courses in the Course Code Directory;
 12 requiring each district school board to submit a plan
 13 for a computer coding curriculum to the commissioner
 14 and the Legislature by a specified date; providing an
 15 effective date.

16
 17 Be It Enacted by the Legislature of the State of Florida:

18
 19 Section 1. Present subsection (4) of section 1007.2616,
 20 Florida Statutes, is redesignated as subsection (5), and a new
 21 subsection (4) is added to that section, to read:

22 1007.2616 Computer science and technology instruction.—
 23 (4) High schools must provide students opportunities to
 24 take computer coding courses of sufficient rigor, as identified
 25 by the commissioner, such that two credits in such courses and
 26 the earning of a related industry certification satisfies two
 27 credits of sequential foreign language instruction. Florida
 28 College System institutions and state universities must
 29 recognize the credits as foreign language credits. Computer

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30 coding courses identified by the commissioner and computer
 31 coding courses taken to earn the related industry certification
 32 shall be included in the Course Code Directory.
 33 Section 2. Each district school board shall develop a plan
 34 for a computer coding curriculum and must submit its plan to the
 35 Commissioner of Education, the President of the Senate, and the
 36 Speaker of the House of Representatives by January 1, 2017.
 37 Section 3. This act shall take effect July 1, 2016.

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Senate Education Appropriations

Alternative Assessments Workshop (Part 1)

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
 - End-of-Course (EOC) assessments in Algebra I, Geometry, Algebra II, Biology I, U.S. History, and Civics
- 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

	Subject and Grade Level -1-	Standardized Assessment -2-	Type of Test (2016-17) ^{1,2,3} -3-	Testing Window -4-	Statewide Student Impact -5-	
1	Grades 3-10 ELA	Florida Standards Assessment (FSA) ELA	Computer-Based Test (CBT), except for Grade 3	*Spring Administration *Fall Retakes	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	1
2	Mathematics Grades 3-8	FSA Math	Computer-Based Test	Spring Administration	Progress monitoring	2
3	Science Grades 5 and 8	Statewide Science Assessment	Paper-Based	Spring Administration	Progress monitoring	3
4	Algebra 1	FSA Algebra 1 End-of-Course (EOC) exam	Computer-Based Test	*Administered four times a year (Sept., Nov., April, and July), including retake opportunities	A student must pass the Algebra 1 EOC to graduate from high school with a standard diploma	4
5	Geometry and Algebra 2	FSA EOC exams for Geometry and Algebra 2	Computer-Based Test	Administered four times a year (Sept., Nov., April, and July)	A student enrolled in the corresponding course must take the EOC, and the results must count as 30% of the student's course grade	5
6	Biology 1, Civics, and U.S. History	Statewide EOC exams for each respective course	Computer-Based Test	Administered four times a year (Sept., Nov., April, and July)	A student enrolled in the corresponding course must take the EOC, and the results must count as 30% of the student's course grade	6

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

²Grades 4-7 ELA - Reading Component is CBT; Writing Component is paper-based.

³Paper-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

Subject and Grade Level -1-	Current Standardized Assessment -2-	Alternatives to Current Assessment -3-
A-Substitutions for Current Statewide Standardized Assessments		
2 Grades 3-8 ELA	Florida Standards Assessment (FSA) ELA	ACT Aspire English and Reading
3 Mathematics Grades 3-8	FSAMath	ACT Aspire Math
4 Science Grades 5 and 8	Statewide Science Assessment	ACT Aspire Science
5 Grades 9-10 ELA	FSA ELA	1- ACT Aspire and ACT (English and Reading) 2- PSAT and SAT (Critical Reading and Writing)
6 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^{1, 2}		
8 Geometry and Algebra 2	FSA EOC exams for Geometry and Algebra 2	1- ACT Aspire and ACT (Math) 2- PSAT and SAT (Math)
9 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)
10 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)

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

²To 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

Industry Certification Exam (Passing Score)	Exemptions from Current EOC Exam Requirements ¹
FAA Ground School and FAA Aviation Maintenance (Airframe and Powerplant)	Algebra 1 EOC, Geometry EOC, and Algebra II EOC
Autodesk Certified Professional - AutoCad	Geometry EOC

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

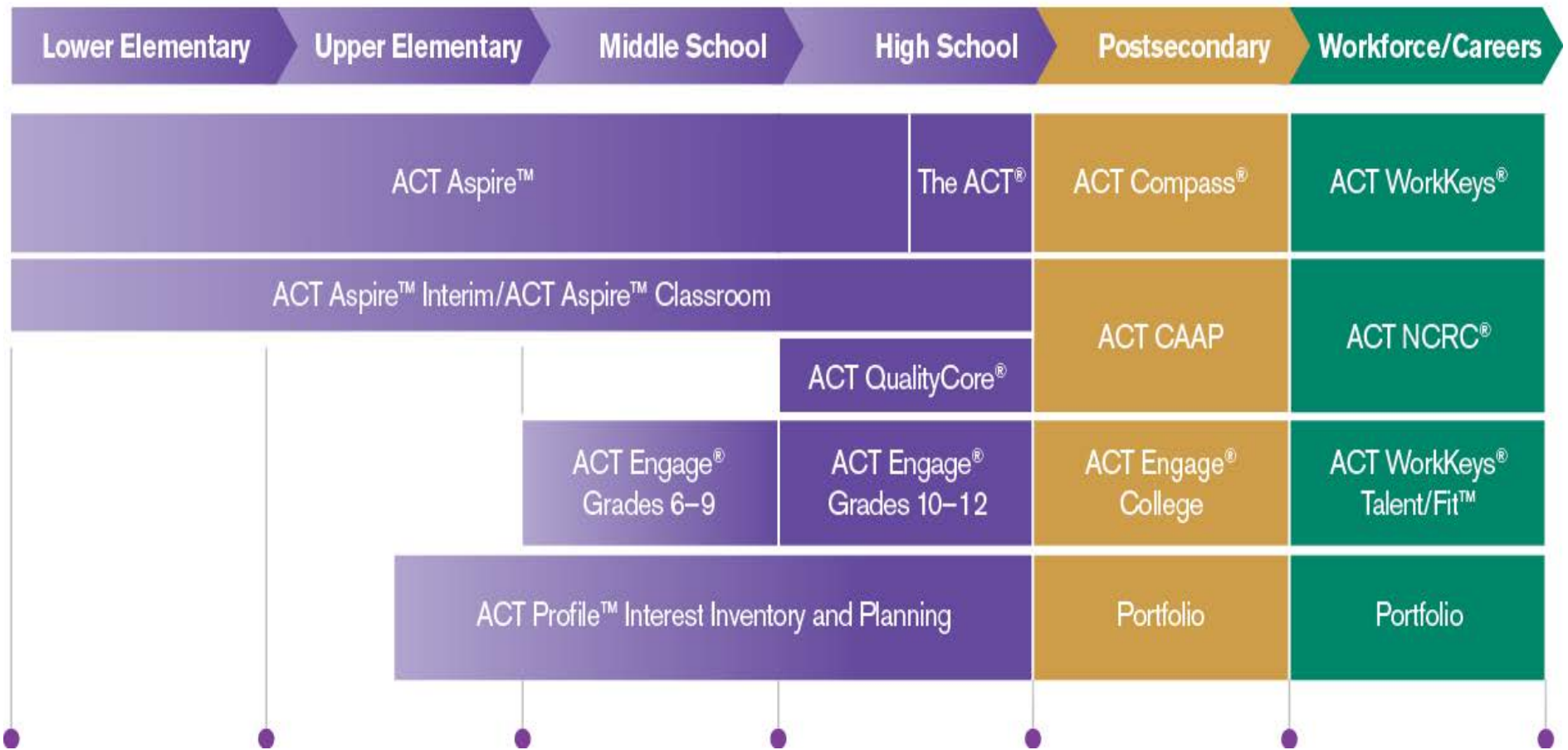
We work closely with state and district leaders to understand their specific needs for high-quality student assessments, and we engage national policymakers to understand emerging assessment trends.

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

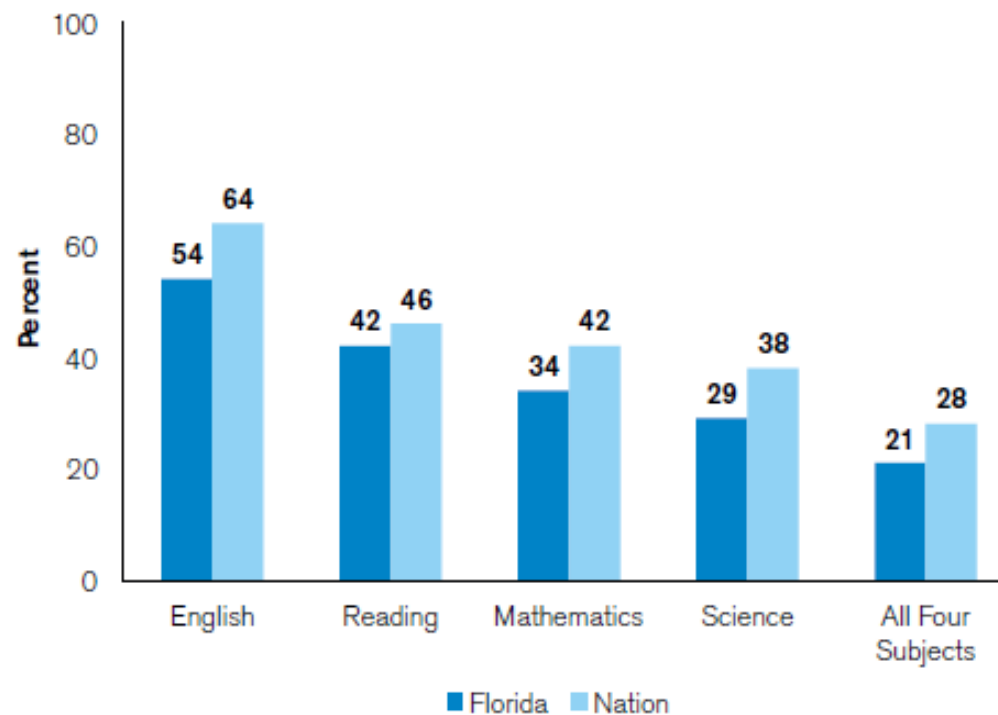


Florida

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



The ACT

***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.
 - 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.
 - 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

The ACT Student Report

Ann C Taylor (ACT ID: -54116290)
Wheat Ridge Sr High School (061-450) | Apr 2016 National

Composite Score 21 U.S. Rank 56% | State Rank 58%

Test Results

Score	U.S. Rank	Scores in Relation to Benchmarks
English	24	74
Usage/Mechanics	12	72% 18 = Benchmark
Rhetorical Skills	12	71%
Mathematics	19	47%
Pre-Algebra/Elem. Algebra	11	57% 22 = Benchmark
Algebra/Coord. Geometry	10	51%
Plane Geometry/Trig.	09	39%
Reading	23	66%
Social Studies/Sciences	12	67% 22 = Benchmark
Art/Literature	11	58%
Science	18	32% 23 = Benchmark
Writing	25	79%
Ideas and Analysis	10	08
Development and Support	08	07
Organization	07	08
Language Use and Conventions	08	07

Score	U.S. Rank
ELA	24 70%
STEM	19 40%



Your College Reports

At your direction, your scores from this test date are being reported to the colleges shown below. Col registered or tested. Check with colleges for recent changes in information. Note: Your GPA was calculated based on your scores from this test date.

College Name (Code)	ACT Composite Score	High School Class Rank	High School GPA	Profile of Enrolled 1st-Year Students
University of Omega (9521) Omega, CO www.universityofomega.edu	Middle 50% between 18-24	Majority in top 50%	2.76	
Alpha University (9059) University Center, IA www.alpha.edu	Middle 50% between 21-26	Majority in top 25%	3.12	
Beta Community College (8866) Clarkston, CO www.betacc.edu	Middle 50% between 16-21	Majority in top 75%	2.49	
Magna College (8905) Plainville, OH www.magnac.edu	Middle 50% between 21-26	Majority in top 50%	2.71	

Student Information

Composite Score	Class Rank Top 25%	Calculated GPA
21		3.29

For more information on college and career planning, interpreting your scores, and a dash (—) indicates information was not provided or could not be calculated. | *Institution

ACT, Inc.—Confidential Restricted when data present

Composite and Subscores: ACT test scores and the Composite score range from 1 to 36; subscores range from 1 to 18. Your Composite score is the average of your scores on the four subject tests. Subscores do not necessarily add up to your score for a subject test.

ACT College Readiness Benchmarks: If your scores are at or above the ACT benchmark scores, you will likely be ready for first-year college courses.

U.S. Rank and State Rank: Your ranks tell you the approximate percentage of recent high school graduates in the U.S. and your state who took the ACT and received scores that are the same as or lower than yours.

Interpreting Your Scores: Test scores are not precise measures of your educational development. ACT scores reported are the midpoint of a score range that represents your educational development at the time you took the ACT. For example, the score range is plus or minus one point for the Composite score. You will find more information.

TAYLOR, ANN C
7852 W 46TH ST
WHEAT RIDGE, CO 80033
303-337-4850 (C)
ACT ID: -54116290
DATE OF BIRTH: 08/22/1998
GENDER: FEMALE
TEST LOCATION: NATIONAL
DATE TESTED: 04/2016
YEAR OF H.S. GRAD.: 2017

WHEAT RIDGE SR HIGH SCHOOL 061-450
STUDENT E-MAIL: ANN.TAYLOR@EMAIL.COM

TESTS AND SUBSCORES	TEST SCORE (1-36)	SUBSCORES (1-18)	NORMS (PERCENT AT OR BELOW SCORE)		TESTS AND SUBSCORES	TEST SCORE (1-36)	SUBSCORES (1-18)	NORMS (PERCENT AT OR BELOW SCORE)	
			NATL.	INST.				NATL.	INST.
ENGLISH	24		74	75	READING	23		66	69
Usage/Mechanics		12	72	74	Soc. Studies/Sci.		12	67	69
Rhetorical Skills		12	71	70	Art/Literature		11	58	62
MATHEMATICS	19		47	51	SCIENCE	18		32	34
Pre-Algebra/Elem. Alg.		11	57	62	COMPOSITE	21		56	58
Intermediate Algebra/Coord. Geometry		10	51	54	WRITING TEST AND DOMAIN SCORES	25		79	56
Plane Geometry/Trigonometry		09	39	40	Writing		10	08	07
ELA	24		70	53	Language Use		08	07	08
STEM	19		40	43					

STUDENT GROUP	OVERALL GPA CHANCES OF SUCCESS		SPECIFIC COURSE CHANCES OF SUCCESS	
	CHANGE ≥ B	CHANGE ≥ C	SPECIFIC COURSE	CHANGE ≥ B
EDUCATION	65	89	FRESHMAN ENGLISH	48
BUSINESS ADMIN	61	72	COLLEGE ALGEBRA	15
LIBERAL ARTS	74	81	HISTORY	62
ENGINEERING	25	32	CHEMISTRY	38
ALL FRESHMEN	75	80	PSYCHOLOGY	79

SELF-REPORTED HIGH SCHOOL INFORMATION

YEAR/H.S. GRADUATION OR EQUIVALENT: 2017
 SIZE OF BENCH CLASS: 200-399
 TYPE OF SCHOOL: PUBLIC
 TYPE OF PROGRAM STUDIED: COLL PREP

SELF-REPORTED RANK: TOP QTR
 AND AVERAGE: 3.0-3.4

TAYLOR, ANN C
7852 W 46TH ST
WHEAT RIDGE, CO 80033
FEMALE
HIGH SCHOOL CODE: 061-450
DATE TESTED: 08/22/1998
ACT ID: -54116290
YEAR OF H.S. GRADUATION: 2017

TESTS AND SUBSCORES	TEST SCORES (1-36)	SUBSCORES (1-18)	PERCENT OF ACT-TESTED STUDENTS AT OR BELOW SCORE	
			NATIONAL	STATE
ENGLISH	24		74	75
Usage/Mechanics		12	72	74
Rhetorical Skills		12	71	70
MATHEMATICS	19		47	51
Pre-Algebra/Elementary Algebra		11	57	62
Intermediate Algebra/Coord. Geometry		10	51	54
Plane Geometry/Trigonometry		09	39	40
READING	23		66	69
Social Studies/Sciences		12	67	69
Art/Literature		11	58	62
SCIENCE	18		32	34
COMPOSITE SCORE	21		56	58

THE EDUCATIONAL AND VOCATIONAL PLANS STUDENT INDICATED

EDUCATIONAL MAJOR: ACCOUNTING
 NOW CERTAIN: FAIRLY SURE
 DEGREE OBJECTIVE: DOCTORATE/PROF DEGREE

FIRST VOCATIONAL CHOICE: INSURANCE & RISK MGMT
 NOW CERTAIN: VERY SURE

COLLEGE READINESS
 A student scoring at or above these benchmark scores will likely be ready for first-year college courses.

BENCHMARK SCORES	BELOW	AT OR ABOVE
ENGLISH	18	X
MATHEMATICS	22	X
READING	22	X
SCIENCE	22	X

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE	STUDENT BODY COMP.	LOCATION	COST (MAX. TUITION)	SIZE	FIELD OF STUDY	OTHER FACTOR
FOURTH PUB-4YR	SIXTH COED	FIFTH COLORADO	SECOND 2,000	THIRD 5-10,000	FIRST	SEVENTH

PLANS TO SEEK FINANCIAL AID: YES
 NEEDS HELP TO FIND WORK: YES
 HOURS/WEEK: 11-20

TEST LOCATION: NATIONAL

GRADE POINT AVERAGE (GPA) FROM SELF-REPORTED GRADES
 GPA = 3.29
 CALCULATION BASED ON 4.0 SCALE USING GRADES REPORTED BY STUDENT IN H.S. COURSEWORK SECTION FOR COURSES IN ENGLISH, MATHEMATICS, NATURAL SCIENCES, AND SOCIAL STUDIES.

INTEREST INVENTORY SCORES

BASIC INTEREST AREA	STANDARD SCORE (25-85)	PERCENTILE RANK
Science & Tech.	56	73
Arts	41	18
Social Service	51	53
Admin. & Sales	65	93
Business Oper.	60	85
Technical	42	22

INFORMATION ABOUT COLLEGES
 Note: Some of this information (e.g., tuition and fees) may have changed since it was reported to ACT by the colleges.

COLLEGE CODE	NAME OF COLLEGE	STATE	ENROLLMENT	CONTROL	TYPE OF COLLEGE	ESTABLISHED	ACCR. CREDIT	CO-ED	NON-PROFIT	ON-CAMPUS HOUSING	STUDENT BODY RANKABLE	PERCENTILE RANK	ACT TEST AREAS										
9521	UNIVERSITY OF OMEGA	CO	28640	MTR	TRAD	5600	67	02/15	-	E-S	M	-	Y	Y	Y	2.8	75	2.2	83	38	73	40	58
9059	ALPHA UNIVERSITY	IA	20118	MC	SEL	9000	85	03/01	-	E-S	M	-	Y	Y	Y	3.1	51	2.5	85	35	80	37	60
8866	BETA COMMUNITY COLL	CO	6500	SC	OPEN	4000	58	04/01	-	T-S	C	-	N	N	N	2.5	87	2.4	95	65	90	80	85
8905	MAGNA COLLEGE	OH	2800	SC	TRAD	8500	90	03/01	-	414	M	-	Y	Y	Y	2.7	38	2.7	82	41	72	45	56

ACT* HIGH SCHOOL REPORT | ACT, Inc.—Confidential Restricted when data present | www.act.org

YEARS CERTAIN SUBJECTS STUDIED AND ADVANCED PLACEMENT IN HIGH SCHOOL

Year	English	Mathematics	Science	History	Foreign Language	Other
4	4	4	3	3	1	1
3	3	3	3	1	1	0
2	2	2	2	1	1	0
1	1	1	1	1	1	0
0	0	0	0	0	0	0

H.S. EXTRACURRICULAR ACTIVITIES AND COLLEGE EXTRACURRICULAR PLANS

Activity	High School	College
Varsity Football	Y	N
Varsity Basketball	Y	N
Varsity Soccer	Y	N
Varsity Tennis	Y	N
Varsity Golf	Y	N
Varsity Swimming	Y	N
Varsity Track	Y	N
Varsity Wrestling	Y	N
Varsity Baseball	Y	N
Varsity Softball	Y	N
Varsity Volleyball	Y	N
Varsity Hockey	Y	N
Varsity Ice Skating	Y	N
Varsity Figure Skating	Y	N
Varsity Chess	Y	N
Varsity Bridge	Y	N
Varsity Table Tennis	Y	N
Varsity Badminton	Y	N
Varsity Archery	Y	N
Varsity Judo	Y	N
Varsity Karate	Y	N
Varsity Taekwondo	Y	N
Varsity Weightlifting	Y	N
Varsity Fencing	Y	N
Varsity Equestrian	Y	N
Varsity Climbing	Y	N
Varsity Skiing	Y	N
Varsity Snowboarding	Y	N
Varsity Ice Hockey	Y	N
Varsity Figure Skating	Y	N
Varsity Curling	Y	N
Varsity Biathlon	Y	N
Varsity Luge	Y	N
Varsity Bobsled	Y	N
Varsity Skeleton	Y	N
Varsity Winter Guard	Y	N
Varsity Winter Sports	Y	N
Varsity Winter Activities	Y	N
Varsity Winter Games	Y	N
Varsity Winter Olympics	Y	N
Varsity Winter Paralympics	Y	N
Varsity Winter World Cup	Y	N
Varsity Winter World Championships	Y	N
Varsity Winter World Cup of Hockey	Y	N
Varsity Winter World Cup of Figure Skating	Y	N
Varsity Winter World Cup of Ice Skating	Y	N
Varsity Winter World Cup of Short Track Speed Skating	Y	N
Varsity Winter World Cup of Biathlon	Y	N
Varsity Winter World Cup of Luge	Y	N
Varsity Winter World Cup of Bobsled	Y	N
Varsity Winter World Cup of Skeleton	Y	N
Varsity Winter World Cup of Curling	Y	N
Varsity Winter World Cup of Figure Skating	Y	N
Varsity Winter World Cup of Ice Skating	Y	N
Varsity Winter World Cup of Short Track Speed Skating	Y	N
Varsity Winter World Cup of Biathlon	Y	N
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Varsity Winter World Cup of Curling	Y	N
Varsity Winter World Cup of Figure Skating	Y	N
Varsity Winter World Cup of Ice Skating	Y	N
Varsity Winter World Cup of Short Track Speed Skating	Y	N
Varsity Winter World Cup of Biathlon	Y	N
Varsity Winter World Cup of Luge	Y	N
Varsity Winter World Cup of Bobsled	Y	N
Varsity Winter World Cup		

ACT Aspire Reporting

PROTOTYPE Student / Parent Report Grade 9
ACT Aspire
 ACT Aspire Summative, Assessed Apr 7-15, 2014

Benjamin Smith
 Grade 9
 Brunswick High School, Brunswick District
 Birth Date: 6/25/2006, Student ID: 0023002100320

Current Progress
 How is Benjamin progressing toward unlocking his potential and preparing for college and a career?

Page 1 of 3

COMPOSITE SCORE 435
PREDICTED ACT COMPOSITE SCORE 17-20
 Maximum: 36

SCIENCE
 Ready 449
 440

College and Career Readiness: Current and Predicted Path

PREDICTED ACT SCORE 33 - 36

Percentage of Points Achieved in Subject Skills

Interpretation of Data	90%	9 of 10
Scientific Investigation	75%	3 of 4
Evaluation of Models, Inferences, and Experimental Results	50%	4 of 8

Improvement Ideas

READING
 Ready 442
 435

Key Ideas and Details

Key Ideas and Details	60%	3 of 5
Craft and Structure	50%	2 of 4
Integration of Knowledge and Ideas	36%	3 of 8

ENGLISH
 Ready 456
 433

Production of Writing

Production of Writing	60%	3 of 5
Knowledge of Language	40%	2 of 5
Conventions of Standard English	25%	1 of 4

PREDICTED ACT SCORE 17 - 20

An ACT Readiness Benchmark is provided for each assessment. Students who score at or above these benchmarks are on target to meet ACT's College and Career Readiness Benchmarks when they leave high school. A student on target for College and Career Readiness is performing at an academic achievement level that indicates they are likely to be successful in college or job training after high school.

The ACT Readiness Range shows where a student who has met the ACT Readiness assessment would typically perform. The predicted path for each assessment is a projection of where scores will fall by the National Average is the mean score of all students in the norm group for the grade.

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ACT Aspire
 ACT Aspire Summative, Assessed Apr 7-15, 2014

Mrs. Clark 5th Grade
 Grade 5
 Red Oak Elementary, Brunswick District

Proficiency Summary: Mathematics
 How can students be grouped by subject proficiency and growth to inform teaching?

Page 3 of 4

READINESS
 Percent and Count 79% Ready

Ready	79%	10
Close	15%	5
In Need of Support	6%	2

Students assessed: 34

GROWTH DISTRIBUTION

Low	27%
Average	41%
High	32%

Students without growth history: 2

SKILLS
 ACT Readiness Range Distribution: Percent and Count

Skill	In the ACT Readiness Range	Below
Foundation	85%	25%
Modeling	75%	25%
Geometry	75%	25%
Grade Level Progress	85%	40%
Number and Operations - Fractions	75%	60%
Number and Operations in Base 10	75%	75%
Justification and Explanation	75%	75%
Operations and Algebraic Thinking	75%	75%
Measurement and Data	75%	20%

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Questions and Discussion



Alternative Assessment Workshop
Senate Subcommittee on Education Appropriations



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

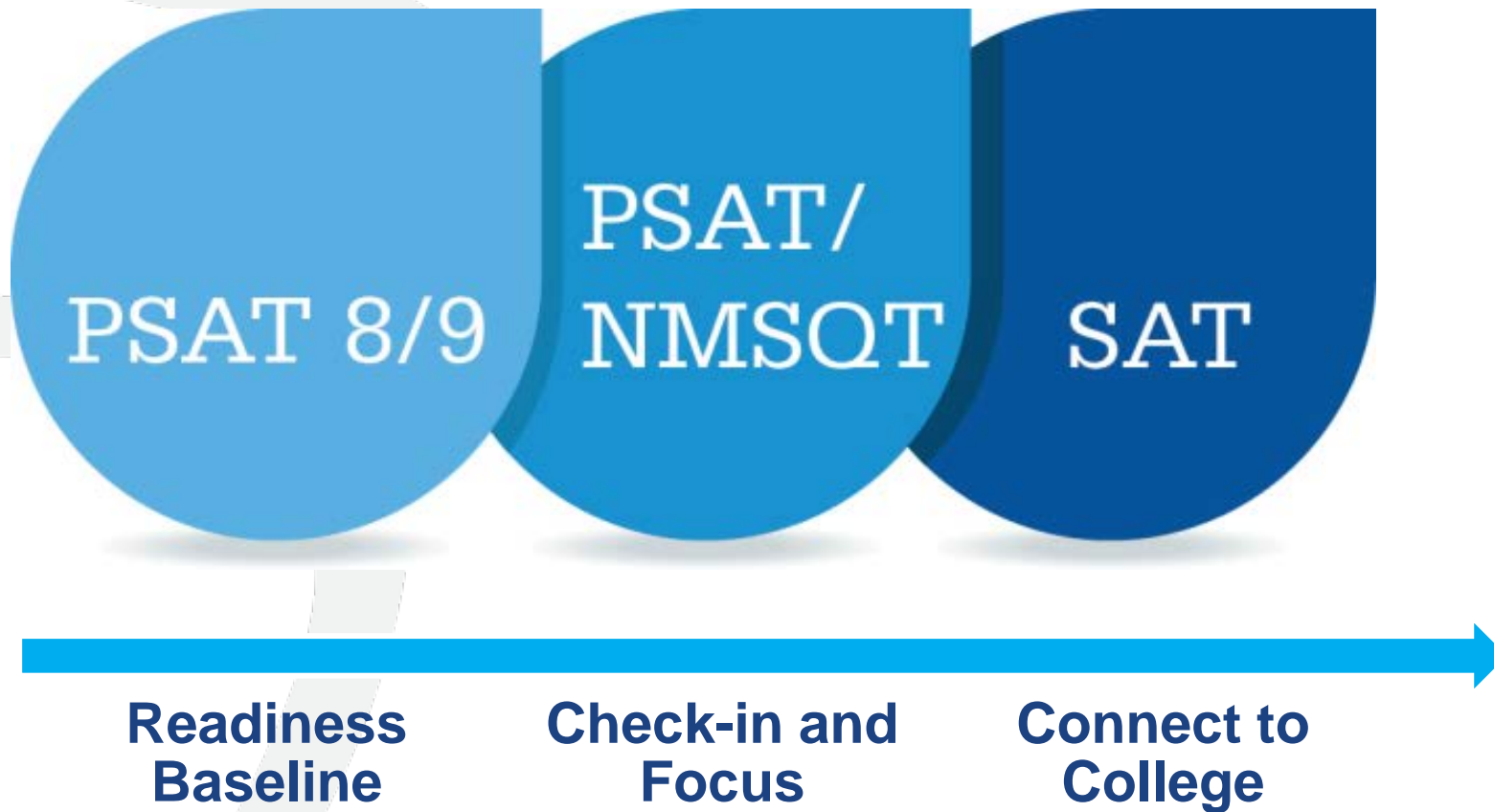
The College Board Readiness & Success System

Beyond tests. More opportunities.

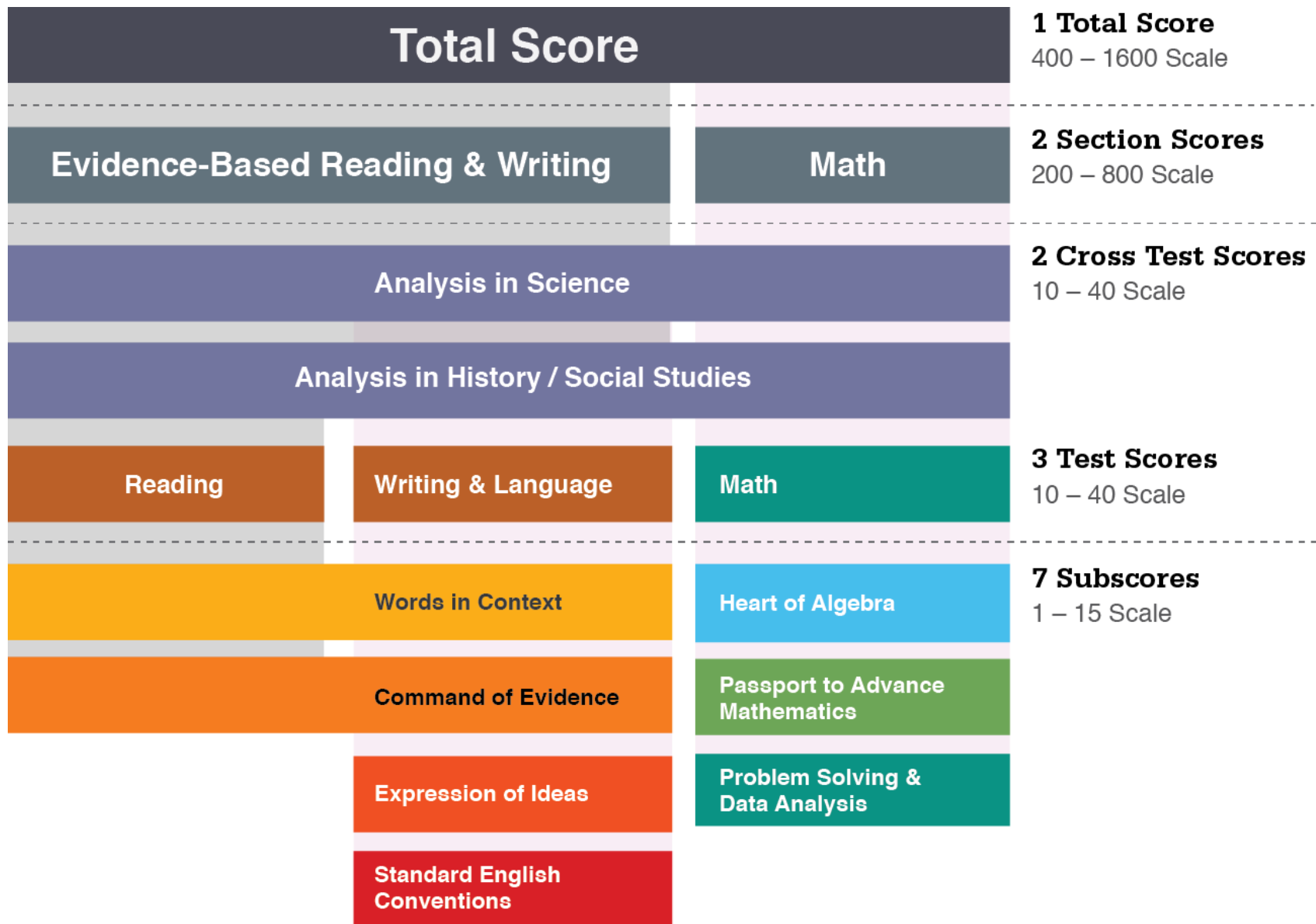


- + **Easier** for students to navigate a path through high school, college and career
- + Extraordinary, **exclusive** partnerships that deliver **unprecedented** benefits to students, educators, and states/districts

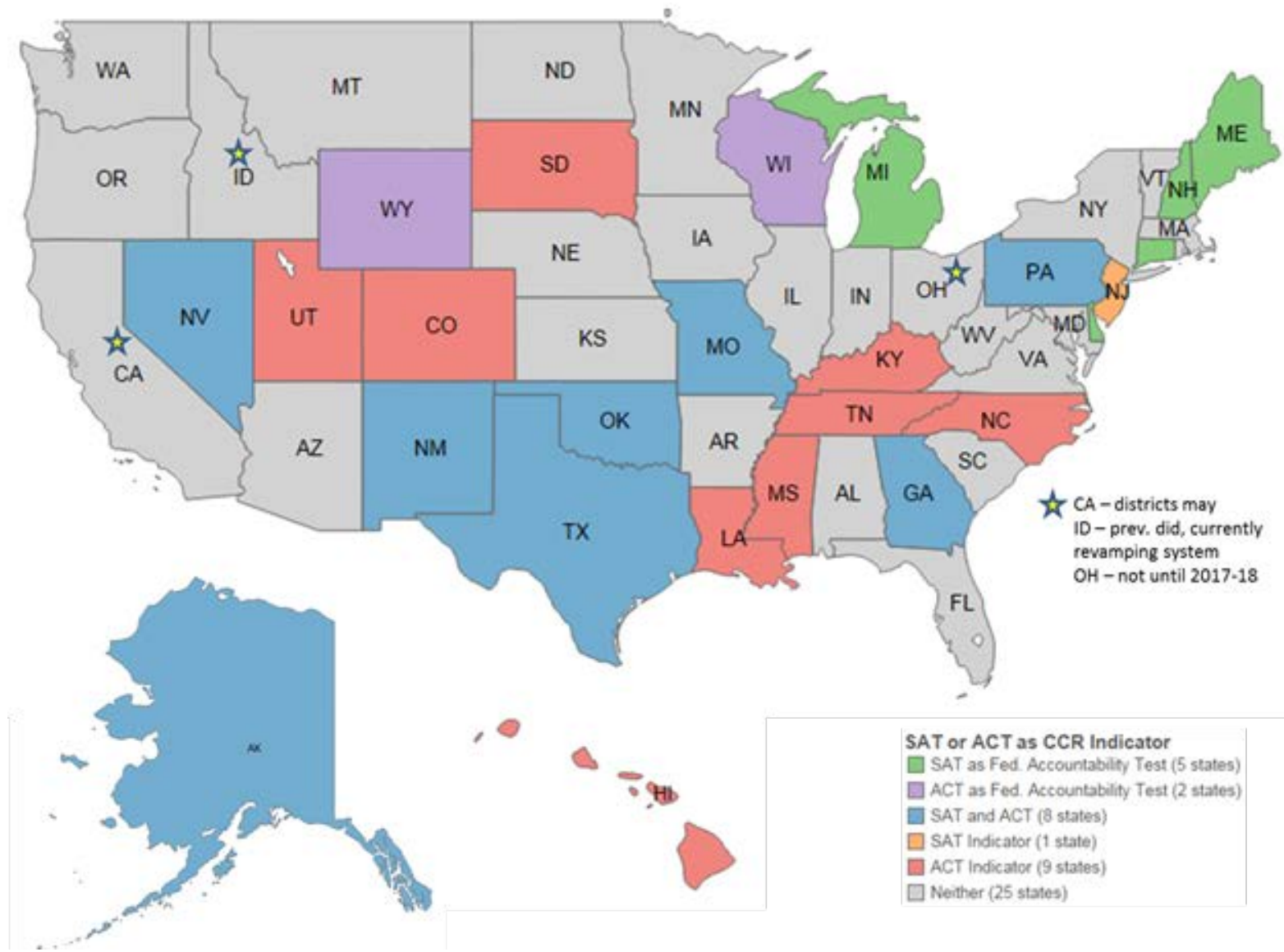
The SAT[®] Suite of Assessments



SAT Suite Scores and Subscores



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.
- + Five state-wide administrations (Michigan, Idaho, Delaware, Connecticut, New Hampshire) of the SAT School Day planned for the 2015-16 school year.
- + 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.

Correlations of Interest

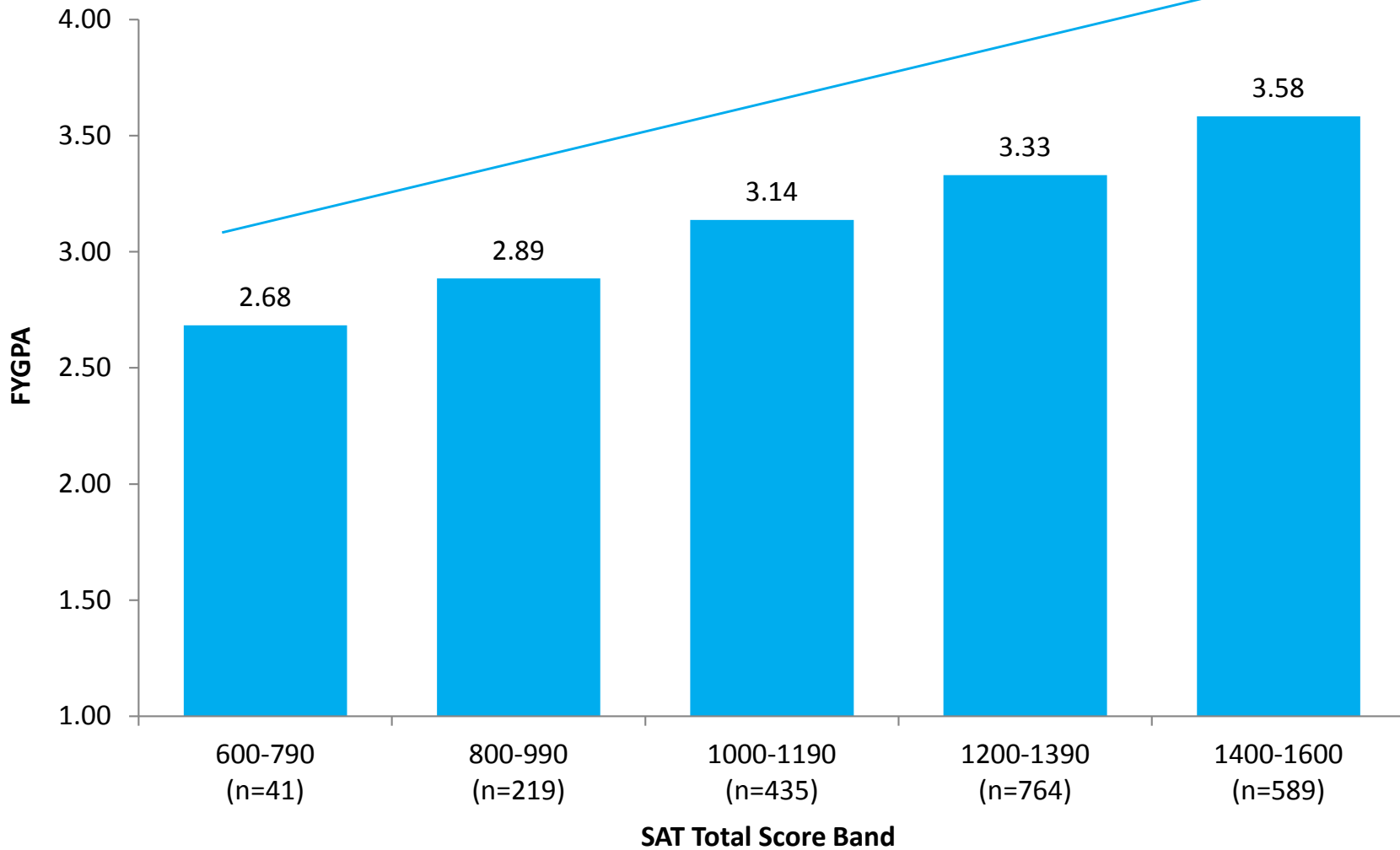
Corrected (Raw) Correlations of Predictors with FYGPA

Predictor(s)	Correlation(s)
1. HSGPA	0.48 (0.27)
2. SAT [®] EBRW	0.51 (0.33)
3. SAT Math	0.49 (0.30)
4. SAT EBRW, SAT Math	0.53 (0.35)
5. HSGPA, SAT EBRW, SAT Math	0.58 (0.40)

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

Test	Grade Levels ^a	College Course ^b	Substitutions
PSAT/NMSQT Reading + Writing	8-11	English Comp, History, Social Sciences	Grades 9 & 10 ELA Assessments
PSAT/NMSQT Math	8-11	College Algebra	Algebra I, Algebra II, Geometry EOC
PSAT/NMSQT Total	8-11	Biology	Biology I EOC
PSAT/NMSQT Reading + Writing	10-12	English Comp, History, Social Sciences	Grades 9 & 10 ELA Assessments
PSAT/NMSQT Math	10-12	College Algebra	Algebra I, Algebra II, Geometry EOC
PSAT/NMSQT Total	10-12	Biology	Biology EOC

a. Grades in which students take the assessment

b. Courses against which the test cut scores were calibrated

SAT Subject Tests as Alternative Assessments

Subject Test	Grade Levels ^a	AP Course ^b	Substitutions
Biology-Ecological or Biology-Molecular	9-12	AP Biology	Taking course and passing EOC in subject
US History	9-12	AP US History	
World History	9-12	AP World History	
Chemistry	9-12	AP Chemistry	
Physics	9-12	AP Physics	

- a. Grades in which students take the assessment
- b. Courses against which the test cut scores were calibrated

AP and CLEP as Alternative Assessments

Test	Grade Levels ^a	College Course ^b	Credit
AP Calculus AB or BC	9-12	Calculus sequence	1 Mathematics credit for each
AP Statistics	9-12	Introductory Statistics	1 Mathematics credit
AP Biology	9-12	Introductory Biology	1 Biology I credit
AP Physics 1 or 2	9-12	Physics sequence	1 Science credit for each
AP Chemistry	9-12	Introductory Chemistry	1 Science credit

a. Grades in which students take the assessment

b. College course content covered by the Exam

AP and CLEP as Alternative Assessments

Test	Grade Levels ^a	College Course ^b	Credit
AP US History	9-12	Introductory US History	1 US History credit
AP World History	9-12	Introductory World History	1 World History credit
AP US Government and Politics	9-12	Introductory US Government and Politics	.5 US Government credit
Micro- or Macroeconomics	9-12	Introductory Economics	.5 Economics credit
CLEP College Algebra		Introductory Algebra	1 Algebra credit

a. Grades in which students take the assessment

b. College course content covered by the Exam

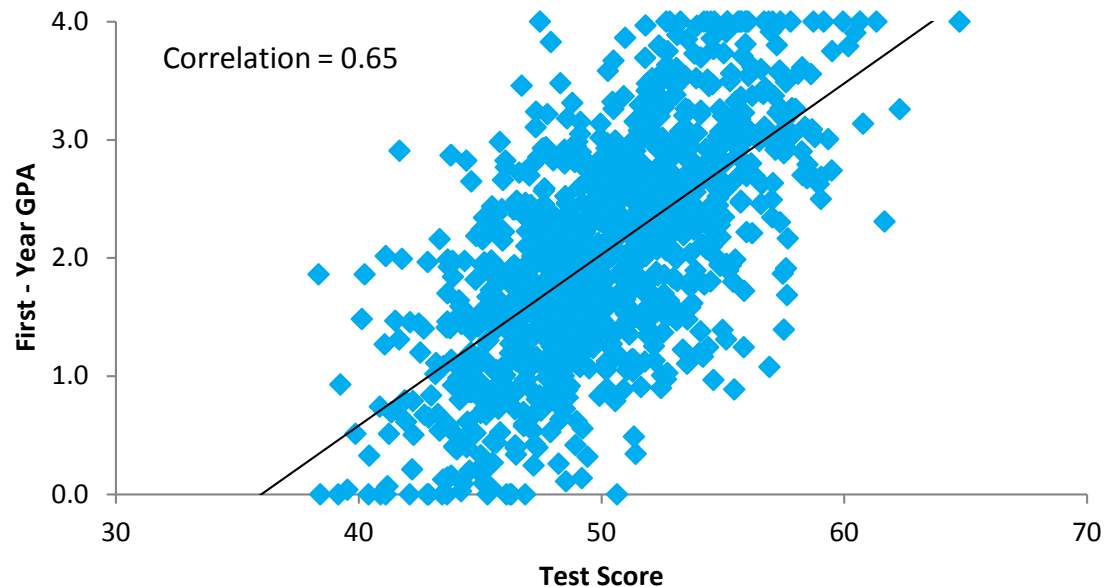
Appendix

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

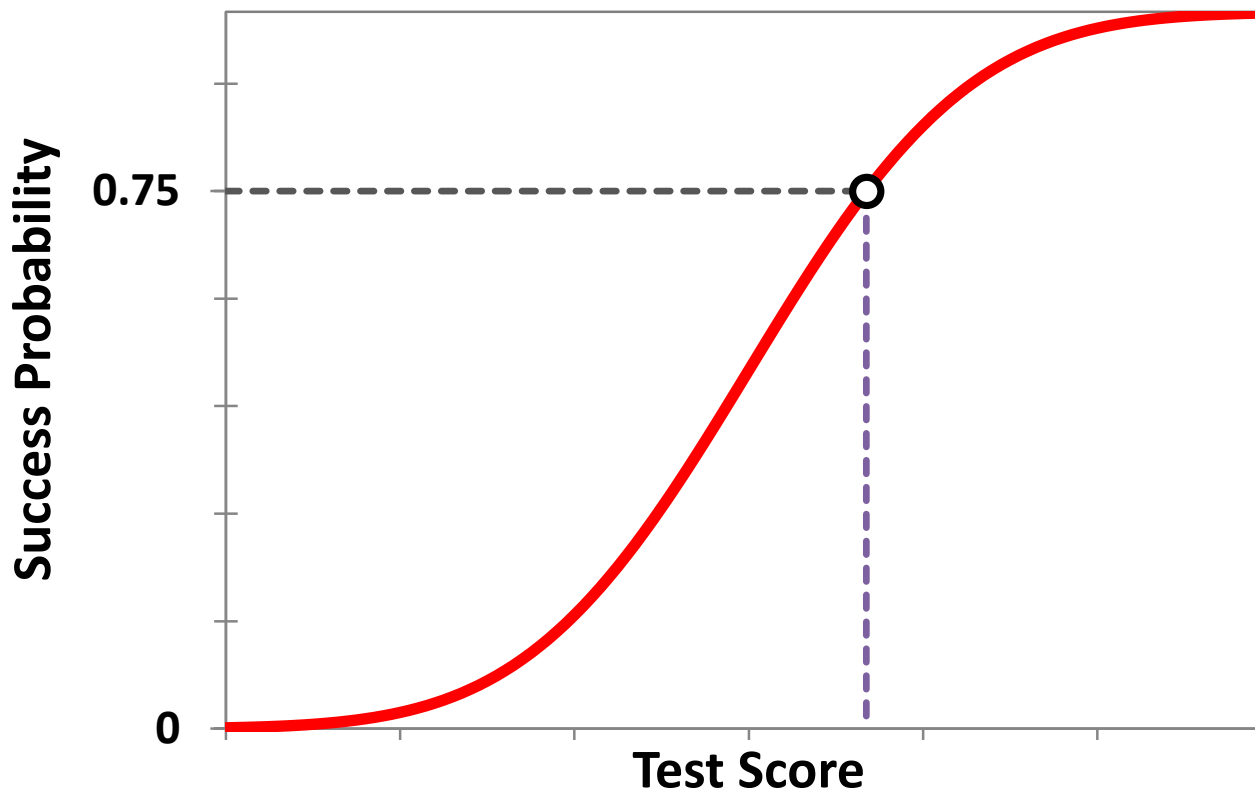
Validity evidence – relations to other variables

- + 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



Presentation to

Florida Senate

Appropriations Subcommittee on Education

Wednesday, January 13, 2016

Donald Pemberton, Ph.D.



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?



Eldon Lechtenberg, Regional Director NOAM Sales
Ben Smith, Autodesk Program Manager

13 January 2016

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



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.

School Year 2014-15

215,000+ Exams Taken

98,000+ Certifications Awarded

63,871 Students Certified

67 Districts

627 High Schools

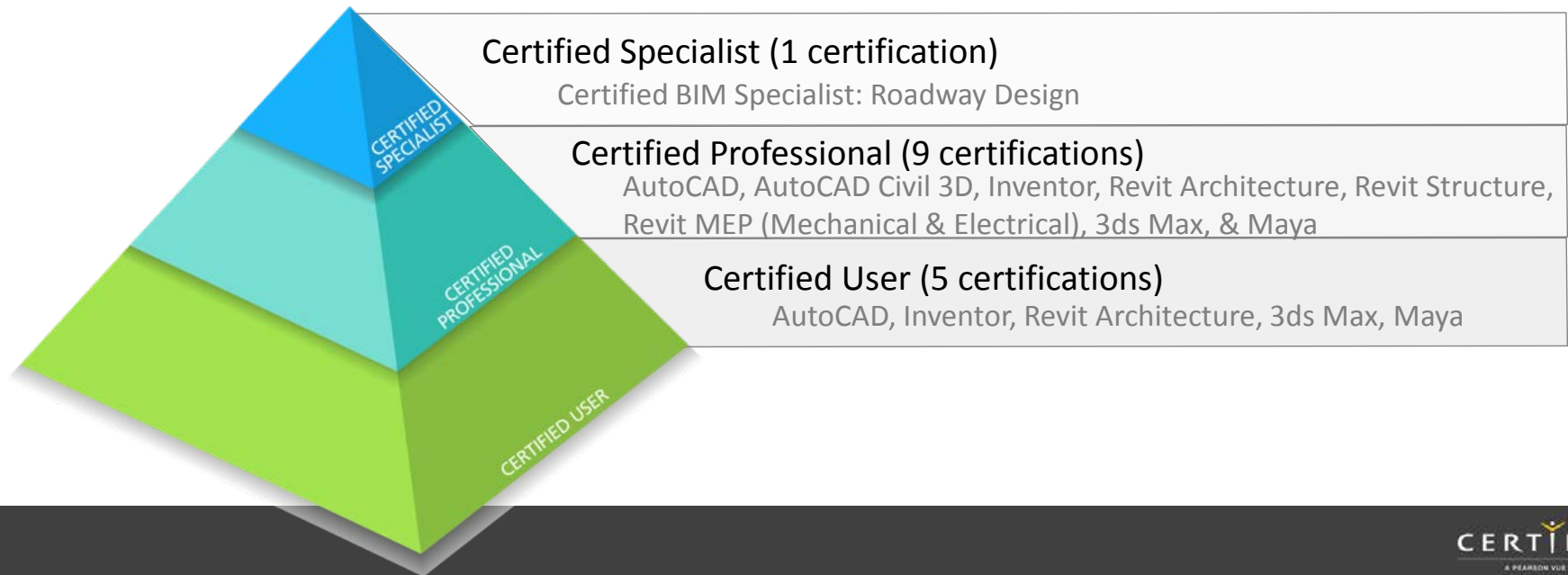
298 Middle Schools

151 Elementary Schools



Autodesk Certified Professional

- Autodesk Certifications is an IT Certification
- High Stake exam to reflect real word 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



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
Draw Objects
Draw lines and rectangles
Draw Circles, Arcs, and Polygons
Draw with Accuracy
Use object-snap tracking
Use Coordinate Systems
Make isometric drawings
Modify Objects
Move and copy objects
Rotate and scale objects
Create and use arrays
Trim and extend objects
Offset and mirror objects
Use grip editing
Fillet and chamfer objects
Use Additional Drawing Techniques
Draw and edit polylines
Blend between objects with splines
Apply hatches and gradients
Organize Objects
Change object properties
Alter layer assignments for objects
Control layer visibility
Assign properties by object or layer
Manage layer properties
Reuse Existing Content
Work with blocks
Manage block attributes
Reference external drawings and images
Annotate Drawings
Add and modify text
Use dimensions
Add and modify multileaders
Create and assign annotative styles
Use tables
Layouts and Printing
Create layouts
Use viewports
Set printing and plotting options

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*?

- In 1999 three organizations (American Educational Research Association, American Psychological Association, National Council on Measurement in Education) published *The Standards for Educational and Psychological Testing* (referred to as *The Standards* or *Joint 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

	Broward	Dade	Hillsborough	Leon	Manatee	Okaloosa	Orange	Pasco	Polk	Seminole
1 2015 Assessed Value	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
2 Homestead Exemption	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)
3 2015 Taxable Value	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000
4 2015 Required Local Effort Millage	4.925	5.052	4.999	4.949	5.018	5.03	4.957	4.861	4.901	4.895
5 2015 RLE Tax	\$1,354	\$1,389	\$1,375	\$1,361	\$1,380	\$1,383	\$1,363	\$1,337	\$1,348	\$1,346
6 Estimated 2016 Appreciation Rate	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%
7 2016 Estimated Value	\$302,100	\$302,100	\$302,100	\$302,100	\$302,100	\$302,100	\$302,100	\$302,100	\$302,100	\$302,100
8 Homestead Exemption	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)
9 2016 Taxable Value	\$277,100	\$277,100	\$277,100	\$277,100	\$277,100	\$277,100	\$277,100	\$277,100	\$277,100	\$277,100
10 2016 Required Local Effort Millage	4.925	5.052	4.999	4.949	5.018	5.03	4.957	4.861	4.901	4.895
11 2016 RLE Tax	\$1,365	\$1,400	\$1,385	\$1,371	\$1,390	\$1,394	\$1,374	\$1,347	\$1,358	\$1,356
12 Additional Tax in 2016	\$10.34	\$10.61	\$10.50	\$10.39	\$10.54	\$10.56	\$10.41	\$10.21	\$10.29	\$10.28

Required Local Effort

Nonhomestead Residential Property – Retaining 2015 Millage

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

Florida Education Finance Program

Governor's Budget 2016-17

Increased Funding – Equal State and Local Share

FEFP Metrics		Governor's Recommended Budget		Scenario 1 <u>Increase State \$</u> to Equal Local \$		Scenario 2 <u>Reduce Local \$</u> to Equal State \$		Scenario 3 <u>Increase State \$,</u> <u>Reduce Local \$</u> to Maintain Total \$ Increase	
		-1-		-2-		-3-		-4-	
1	Additional State Funds ¹	\$80,000,000	16%	\$427,285,836	50%	\$80,000,000	50%	\$253,642,918	50%
2	Additional Local Funds ¹	\$427,285,836	84%	\$427,285,836	50%	\$80,000,000	50%	\$253,642,918	50%
3	Total Funds Increase ¹	\$507,285,836		\$854,571,672		\$160,000,000		\$507,285,836	
4	% Total Funds Increase ¹	2.57%		4.34%		0.81%		2.57%	
5	% Funds per FTE Increase ¹	1.63%		3.37%		-0.12%		1.63%	
6	RLE Mills	4.984		4.984		4.757	-0.227	4.865	-0.119
7	Total % State - Local Funds	55% - 45%		55% - 45%		55% - 45%		55% - 45%	
8	Funds per FTE Increase ¹	\$115.53		\$239.58		(\$8.52)		\$115.53	
9	Total Funds per FTE	\$7,220.59		\$7,344.64		\$7,096.54 ²		\$7,220.59	
10	Total Funds	\$20,214,411,178		\$20,561,697,014		\$19,867,125,342		\$20,214,411,178	
11	Change in State Funds Compared to Governor's Budget (Col. 1, Row 1)			\$347,285,836		\$0		\$173,642,918	
12	Change in Local Funds Compared to Governor's Budget (Col. 1, Row 2)			\$0		(\$347,285,836)		(\$173,642,918)	

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.

1

THE FLORIDA SENATE
APPEARANCE RECORD

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

1/13/16
Meeting Date

434
Bill Number (if applicable)

Topic Principals Autonomy

Amendment Barcode (if applicable)

Name Dr Robert Avossa

Job Title Superintendent

Address 3700 Forest Hill Blvd
Street

Phone 561-649-6833

W. Palm Beach F 73406
City State Zip

Email _____

Speaking: For Against Information

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

Representing Palm Beach School District

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

2

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

1-13-15

Meeting Date

0434

Bill Number (if applicable)

Topic SB 0434

Amendment Barcode (if applicable)

Name Cathy Boehme

Job Title Legislative Specialist

Address 4386 Pine Villa Circle

Phone 856-224-2078

Street

Pace, FL

City

State

32571

Zip

Email cathy.boehme@floridaea.org

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

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.

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S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

3

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

1/13/16

Meeting Date

Bill Number (if applicable)

Topic ACT & AET Aspire

Amendment Barcode (if applicable)

Name Jacqueline Twigg

Job Title Lead Account Strategist

Address 3355 Lenox Road

Phone 319-321-9750

Street

Atlanta

GA

30326

City

State

Zip

Email Jacqueline.twigg@act.org

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

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.

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S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

4

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

1/13/16
Meeting Date

Bill Number (if applicable)

Topic Assessment

Amendment Barcode (if applicable)

Name Andy Frost

Job Title VP, Business Development

Address 14834 Blakney Road

Phone _____

Street

Eden Prairie
City

MN
State

55347
Zip

Email andy.frost@actaspire.org

Speaking: For Against Information

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

Representing ACT Aspire

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.

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S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

5

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

11/13/14
Meeting Date

Bill Number (if applicable)

Topic Alternate Assessment ACT

Amendment Barcode (if applicable)

Name Krista

Job Title Director, Statistical Applied Research

Address 500 Act Drive
Street

Phone

Low City
City

IA
State

52245
Zip

Email krista.mattern@act.org

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

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.

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S-001 (10/14/14)

6

THE FLORIDA SENATE
APPEARANCE RECORD

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

1-13-16

Meeting Date

Bill Number (if applicable)

Topic Alternative Assessment

Amendment Barcode (if applicable)

Name SEAN P. "JACK" BUCKLEY

Job Title Sr. VP Research

Address 250 VESSEY ST

Phone _____

Street

NY

NY

State

10281

Zip

Email _____

City

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

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.

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7

THE FLORIDA SENATE

APPEARANCE RECORD

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

1-13-16

Meeting Date

Bill Number (if applicable)

Topic Alternative Assessment

Amendment Barcode (if applicable)

Name John Fallon

Job Title Executive Director College Readiness Assessments

Address 250 VESSEY ST

Phone

Street

NY

NY

10281

City

State

Zip

Email

Speaking: [] For [] Against [x] Information

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

Representing COLLEGE BOARD

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

Lobbyist registered with Legislature: [] Yes [x] 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.

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THE FLORIDA SENATE
APPEARANCE RECORD

8

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

Meeting Date _____

Bill Number (if applicable) _____

Topic _____

Amendment Barcode (if applicable) _____

Name DON PEMBERTON

Job Title DIRECTOR

Address 414 SW 11 CT

Phone 352-317-1222

Street ORLANDO
City ORLANDO State FL Zip 32607

Email DPEMBERTON@COE.UEC.FL

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

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.

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APPEARANCE RECORD

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

1/13/2016
Meeting Date

Bill Number (if applicable)

Topic STUDENT CHOICE

Amendment Barcode (if applicable)

Name Eldon Lechtenberg

Job Title Regional Director Certipoint

Address 560 E South Temple #803

Phone (801) 368-1249

SLC UT
City State Zip

Email elech1@bestmail.com

Speaking: For Against Information

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

Representing Certipoint

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.

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THE FLORIDA SENATE
APPEARANCE RECORD

10

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

1/13/2016
Meeting Date

Bill Number (if applicable)

Topic STUDENT CHOICE OPTIONS

Amendment Barcode (if applicable)

Name BEN SMITH

Job Title SR. ACCOUNT EXECUTIVE

Address 2029 S CENTENNIAL BLVD
Street

Phone 801-822-8063

SARASOTA SPRINGS FL 34015
City State Zip

Email ben.smith@pearson.com

Speaking: For Against Information

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

Representing CERTIPART

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.

11

THE FLORIDA SENATE
APPEARANCE RECORD

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

1/13/16
Meeting Date

SB 468
Bill Number (if applicable)

Topic World Languages are Good Business
Amendment Barcode (if applicable)
and a smart choice

Name Linda Markley

Job Title educator + business leader

Address 2520 Palm Lake Drive Phone 321-698-2877
Street

Merritt Island FL 32952 Email lindamarkley@bellouth.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

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)

THE FLORIDA SENATE
APPEARANCE RECORD

*Waive
in
Support*

11/13/16
Meeting Date

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

468
Bill Number (if applicable)

Topic Computer Coding

Amendment Barcode (if applicable)

Name Brewster Bevis

Job Title Senior Vice President

Address 516 N Adams St
Street

Phone 224-7073

Tallahassee FL 32301
City State Zip

Email bbevis@cafi.com

Speaking: For Against Information

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

Representing Associated Industries of Florida

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.

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THE FLORIDA SENATE
APPEARANCE RECORD

*Waive
in
Support*

1/13/11

Meeting Date

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

468

Bill Number (if applicable)

Topic _____

Amendment Barcode (if applicable)

Name Bill Helmick

Job Title _____

Address 303 Johns Dr

Street

Phone 850 251 3126

City

Tallahassee FL 32301

State

Zip

Email _____

Speaking: For Against Information

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

Representing Jobs for Floridas Graduates

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

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

Waive in support

SB 468
Bill Number (if applicable)

Meeting Date _____

Topic _____ Amendment Barcode (if applicable) _____

Name FLORIDA TECHNOLOGY COUNCIL - JAMES TAYLOR

Job Title EXECUTIVE DIRECTOR

Address _____
Street

Phone (407) 718-2780

City _____ State _____ Zip _____

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

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Left the meeting

**THE FLORIDA SENATE
APPEARANCE RECORD**

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

11/3/14

Meeting Date

468

Bill Number (if applicable)

Topic Coding

Amendment Barcode (if applicable)

Name Angie Gallo

Job Title Legislation Chair

Address 1747 Central Florida Pkwy

Phone _____

Street

Orl

City

FL

State

32809

Zip

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

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THE FLORIDA SENATE
APPEARANCE RECORD

left the meeting

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

1/13/2016

Meeting Date

Bill Number (if applicable)

Topic SENATE 468

Amendment Barcode (if applicable)

Name MATTHEW DRILISA

Job Title DIRECTOR, US GOVT AFFAIRS

Address 1455 PENNSYLVANIA

Phone 617-297-5984

Street

Washington DC

City

State

20004

Zip

Email Matt.Drilisa@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

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

CourtSmart Tag Report

Room: KN 412
Case:
Caption: Senate Appropriations Subcommittee on Education

Type:
Judge:

Started: 1/13/2016 1:31:38 PM
Ends: 1/13/2016 3:27:36 PM
Length: 01:55:59

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

2:55:25 PM Motion to show Favorable SB 434, Senator Galvano and Senator Montford
2:56:35 PM Tim Elwell, Staff Director, Education Appropriation
3:00:26 PM Chairman
3:01:13 PM Donald Pemberton, Ph.D., University of Florida
3:06:20 PM Chairman
3:06:44 PM Eldon Lechtenberg, Regional Director NOAM Sales
3:10:29 PM Ben Smith, Autodesk Program Manager
3:13:32 PM Chairman
3:14:20 PM Ben Smith, Autodesk Program Manager
3:14:53 PM Donald Pemberton, Ph.D., University of Florida
3:15:02 PM Senator Bullard Question
3:16:12 PM Eldon Lechtenberg, Regional Director NOAM Sales
3:16:35 PM Chairman
3:16:43 PM SB 468 - Continued
3:17:18 PM Senator Galvano Motion to vote Time Certain (3:29 pm)
3:17:34 PM Linda Markley, Education and Business Leader
3:20:06 PM Waive in support-Brewster Bevis
3:20:49 PM Linda Markley, Education and Business Leader
3:22:26 PM Chair comment
3:22:32 PM Senator Bullard
3:24:24 PM Senator Ring
3:25:51 PM SB 468 Favorable
3:26:05 PM Chair comments
3:27:15 PM Meeting Adjourned