

Florida

Raising the Ceiling,
Raising the Floor

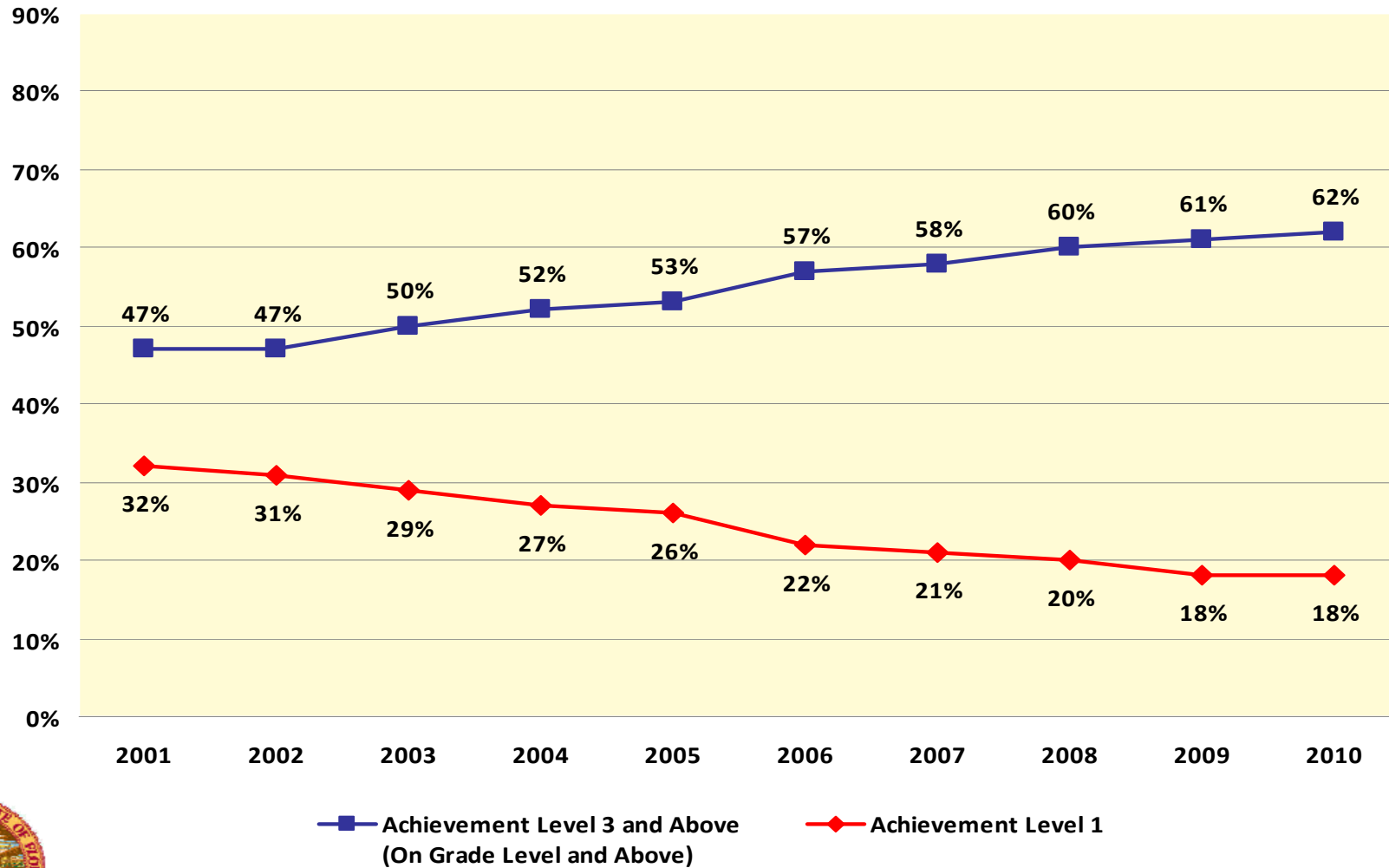
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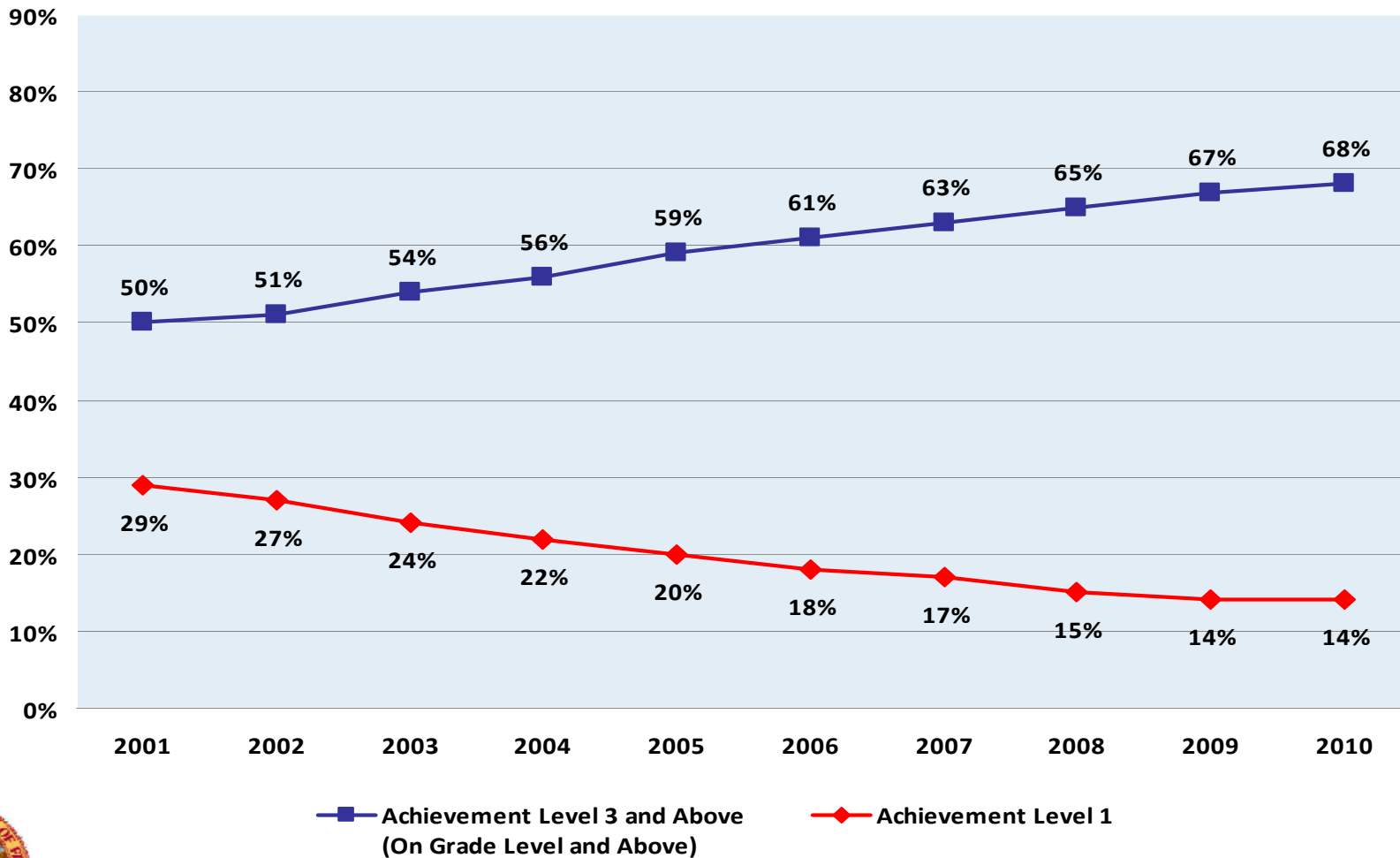
September 2010



Reading Student Improvement



Mathematics Student Improvement



NAEP

- The achievement gap between Florida's white and **African-American** students in Grades 4 and 8 Reading and Mathematics significantly narrowed between 2003 and 2009. **Florida was among the nation's leading states in closing the gap.**
- Florida's **African-American** grade 4 students did as well or better in Reading than *all* students in eight states.
- Florida's **Hispanic** students in grade 4 continue to outperform the nation's Hispanic students in Grade 4 Reading and Mathematics.
- Florida's **Hispanic** students in grade 4 outperformed **all students** in 30 states in grade 4 Reading.



Next Generation PreK-20 Strategic Vision

To change the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable students for success in the 21st century.



What Success Looks Like

Graduating students who are prepared for success in the 21st century as evidenced by securing a job that includes a salary that can support living expenses and is in a career of choice.





- Clear and compelling evidence shows that the **level of the courses** students take in high school is one of the best **predictors of their success** in college and the workplace.
- This is particularly **true in mathematics**: Data show a strong correlation between taking higher-level mathematics courses in high school and achieving success in college and employment in high-growth, high-performance jobs.
- **Rigorous course-taking matters for all students, but it is particularly important for students from disadvantaged backgrounds.**



Intentional Initiatives Related to College and Career Readiness (Standards)

- **American Diploma Project**
- **VPK Standards/Assessments/Readiness Rate**
- **Next Generation Sunshine State Standards**
- **Common Core Standards**
- More rigorous high school **graduation requirements**



Indicator of Need

Lack of Postsecondary Preparation; Students entering directly into our Universities (SUS) or Community Colleges (CC) who Require Remediation

% of Students Requiring Remediation	2004 SUS	2004 CC	2005 SUS	2005 CC	2006 SUS	2006 CC	2007 SUS	2007 CC
Mathematics	6%	47%	5%	52%	4%	46%	7%	55%
Reading	3%	36%	3%	41%	2%	35%	4%	43%
Writing	3%	26%	3%	27%	2%	25%	4%	31%



High School Graduation Requirements Senate Bill 4

Entering 9th Grade

To Graduate

2010

Algebra and Geometry

+

2011

Biology and Algebra EOC

+

2012

Biology EOC, Geometry EOC and
Algebra II

+

2013

Chemistry or Physics and an
equally rigorous science course



Are We Preparing our Students?

This year's 9th grade students must earn a **geometry credit** to graduate. Those enrolled in **Algebra I will take an EOC that will count as 30%** of their course grade.

- Have we reviewed the quality of instruction in our Geometry classrooms?
- Are Algebra I teachers using the course description the EOC was written to assess to guide their instruction?

This year's 8th grade students must **pass the Algebra I EOC** and **earn credit in Geometry and Biology which include EOCs as part of their grades to graduate**. (Unless credit has already been earned when they get to 9th grade.)

- What does 8th grade mathematics and science look like?
- Are 8th grade mathematics and science teachers using the course descriptions to guide instruction and assessing students throughout the year based on these course descriptions?
- Do students' grades reflect the amount of material learned?
- Are teachers using the course descriptions that the EOCs are written to assess to guide their instruction?



Are We Preparing our Students?

1. **MA.912.A.3.8:** Graph a line given any of the following information: a table of values, the x- and y-intercepts, two points, the slope and a point, the equation of the line in slope-intercept form, standard form, or point-slope form.
2. **MA.912.G.1.3:** Identify and use the relationships between special pairs of angles formed by parallel lines and transversals.
3. **SC.912.L.14.36:** Describe the factors affecting blood flow through the cardiovascular system.



Are We Preparing our Students?

This year's 7th grade students will be **required to pass EOCs in Algebra I, Geometry, and Biology** to graduate. They will also have to **earn credit in Algebra II**.

- Do our 7th grade teachers know this?
- Do our 7th grade students know this?
- Do our parents of 7th graders know this?
- Are teachers using the mathematics and science course descriptions to guide instruction and assessing regularly to assure students are learning the material?
- Do the students' grades reflect the amount of material learned?
- Are teachers using the course descriptions that the EOCs are written to assess to guide their instruction?



Are We Preparing our Students?

- **MA.912.A.3.14:** Solve systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.

$$y = 2x + 10$$

$$y = -2x - 6$$



Are We Preparing our Students?

This year's 5th and 6th grade students will be required to pass EOCs in Algebra I, Geometry, and Biology to graduate. They will also have to earn credit in Algebra II, Chemistry or Physics and an equally rigorous science course.

- Do our 5th and 6th grade teachers know this?
- Do our 5th and 6th grade students know this?
- Do our parents of 5th and 6th graders know this?
- Are teachers using the mathematics and science course descriptions to guide instruction and assessing regularly to assure students are learning the material?
- Do the students' grades reflect the amount of material learned?
- Are teachers using the course descriptions that the EOCs are written to assess to guide their instruction?
- Does the rigor of instruction match the preparation needs of our students?



Are We Preparing our Students?

SC.912.P.12.2: Analyze the **motion** of an object in terms of its position, **velocity**, and **acceleration** (with respect to a **frame of reference**) as functions of time.

SC.912.P.8.2: Differentiate between physical and chemical properties and physical and **chemical changes** of **matter**.



"Justice Sandra Day O'Connor Civics Education Act"

HB 105

Requirements

- Reading portion of language arts curriculum include civics education content for all grade levels
- Civics education course that student must successfully complete for middle grades promotion
- 2012-2013 administration of end-of-course assessment in civics education as field test at middle school level
- 2013-2014 course grade & 2014-2015 course credit
- Inclusion of civics education end-of-course assessment data in determining school grades



Are We Preparing our Students?

This year's K-4th grade students will be **required to pass EOCs** in **Civics**, Algebra I, Geometry, and Biology to graduate. They will also have to earn credit in Algebra II, Chemistry or Physics and an equally rigorous science course.

- Do our K-4th grade teachers know this?
- Do our K-4th grade students know this?
- Do our parents of K-4th graders know this?
- Are teachers using the course descriptions to guide instruction and assessing regularly to assure students are learning the material?
- Do the students' grades reflect the amount of material learned?
- Are teachers using the course descriptions that the EOCs are written to assess to guide their instruction?
- Does the rigor of instruction match the preparation needs of our students?



Are We Preparing our Students?

SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.



Student Acceleration

Senate Bill 4

Beginning with 2011-2012 each high school shall offer an:

- International Baccalaureate Program (IB)
- Advanced International Certificate of Education (AICE), or
- At least four courses in dual enrollment (DE) or Advanced Placement (AP), including one course each in English, mathematics, science, and social studies



Are our Schools Prepared?

- Do we offer these courses to all students?
 - Do we need to increase the number of required courses?
 - Do we need to phase out less rigorous courses?
- Does our guidance office have a plan to schedule ALL students in these courses?
- Do our teachers know where to access the course descriptions?
- Are our teachers appropriately certified and prepared to teach these courses to all students?
- Is our district professional development plan aligned to the needs of the teachers in these areas?



Are our Schools Prepared?

- Does our school schedule allow for teacher collaboration?
- Does our school schedule provide students opportunities to be remediated prior to a late graduation?
- Are we discussing student preparation in these areas with our elementary and middle schools?
- Does the district student progression plan ensure students entering high school are prepared for success?
- Do we have a prioritized school plan for student success?



Intentional Initiatives Related to College and Career Readiness (Assessment)

- **Alignment of FCAT** to new rigorous standards
- **End-of-Course Assessments** (Algebra I, Geometry, Biology, and U.S. History under development)
- **Common Placement (PERT)** Testing of 11th graders and subsequent high school courses to prepare students to enter postsecondary without need for remediation



Accountability



High School Accountability

- The high school accountability system demands:
 - More rigorous standards and assessments
 - Alignment between high school and college readiness and high-skill/high-wage employment
 - Focus on access, rigor, and readiness



High School Accountability

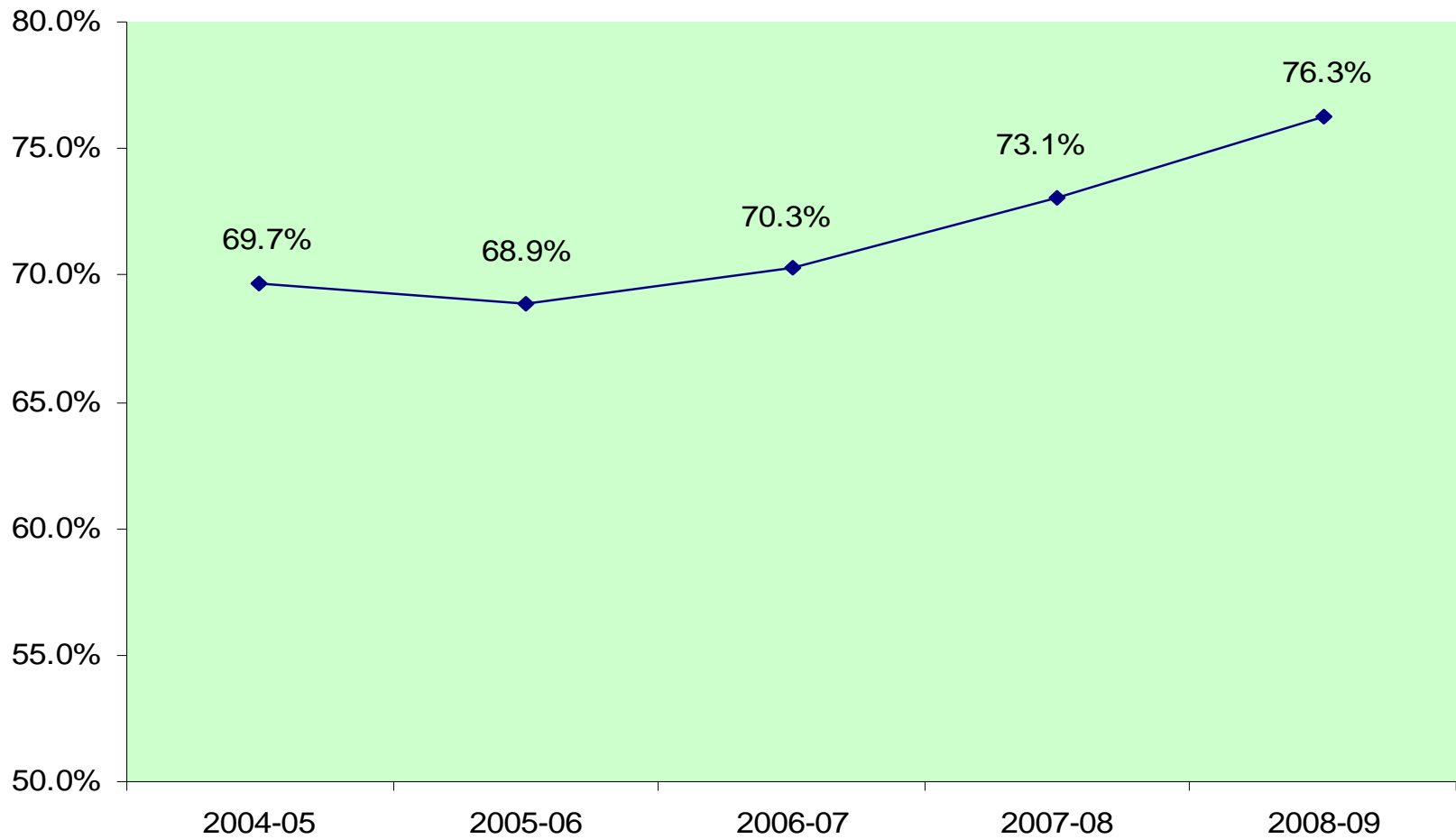
New High School Grading Components Include:

- Use of NGAs graduation rate – 2011-12 Federal Graduation Rate
- Student participation in accelerated course work; IB, AICE, DE, AP, and Industry Certification programs
- Student performance in accelerated courses
- Postsecondary readiness
- Graduation rate of at-risk students
- Growth or decline in components

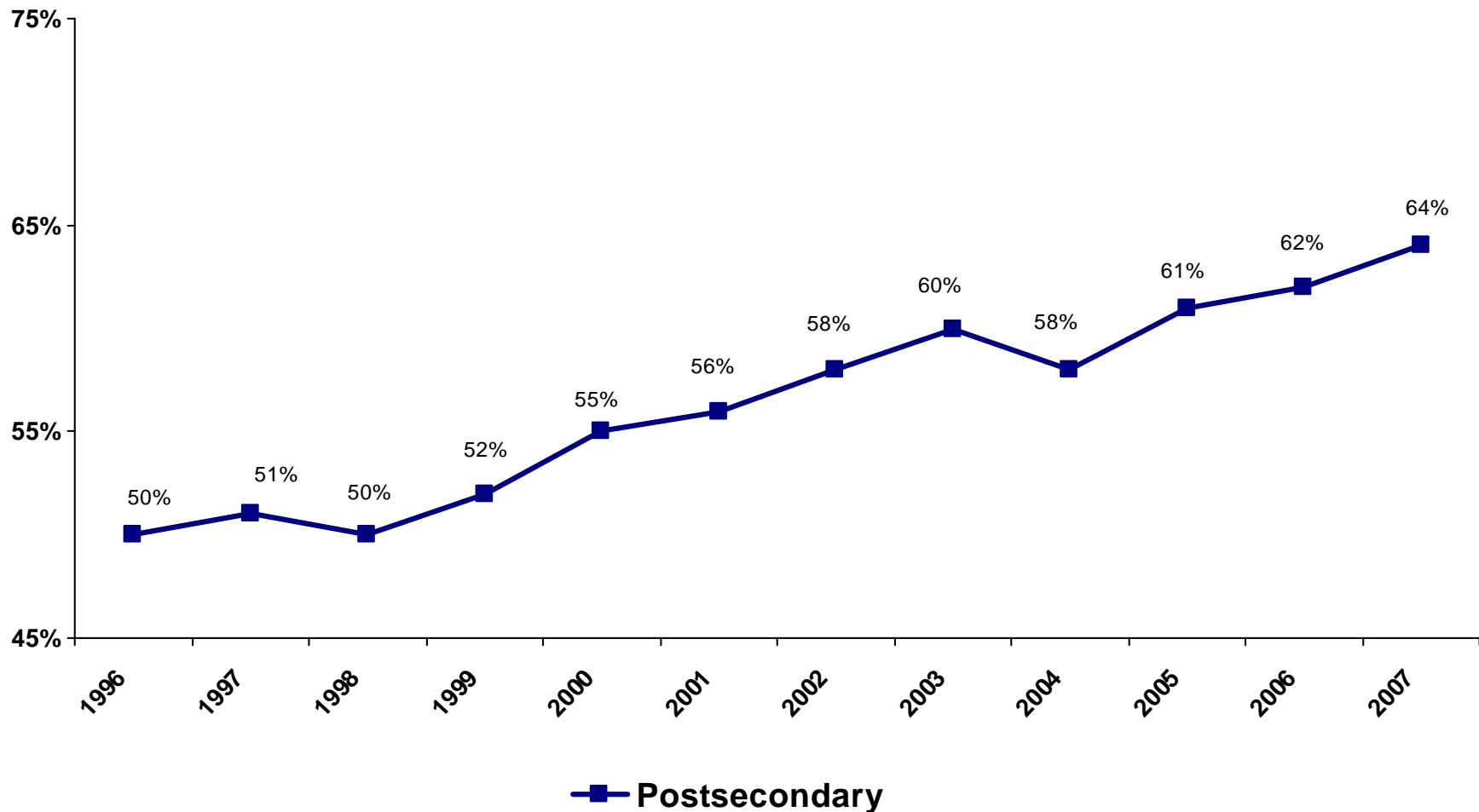


Graduation Rate

Four-Year NGA Graduation Rate, 2004-05 through 2008-09



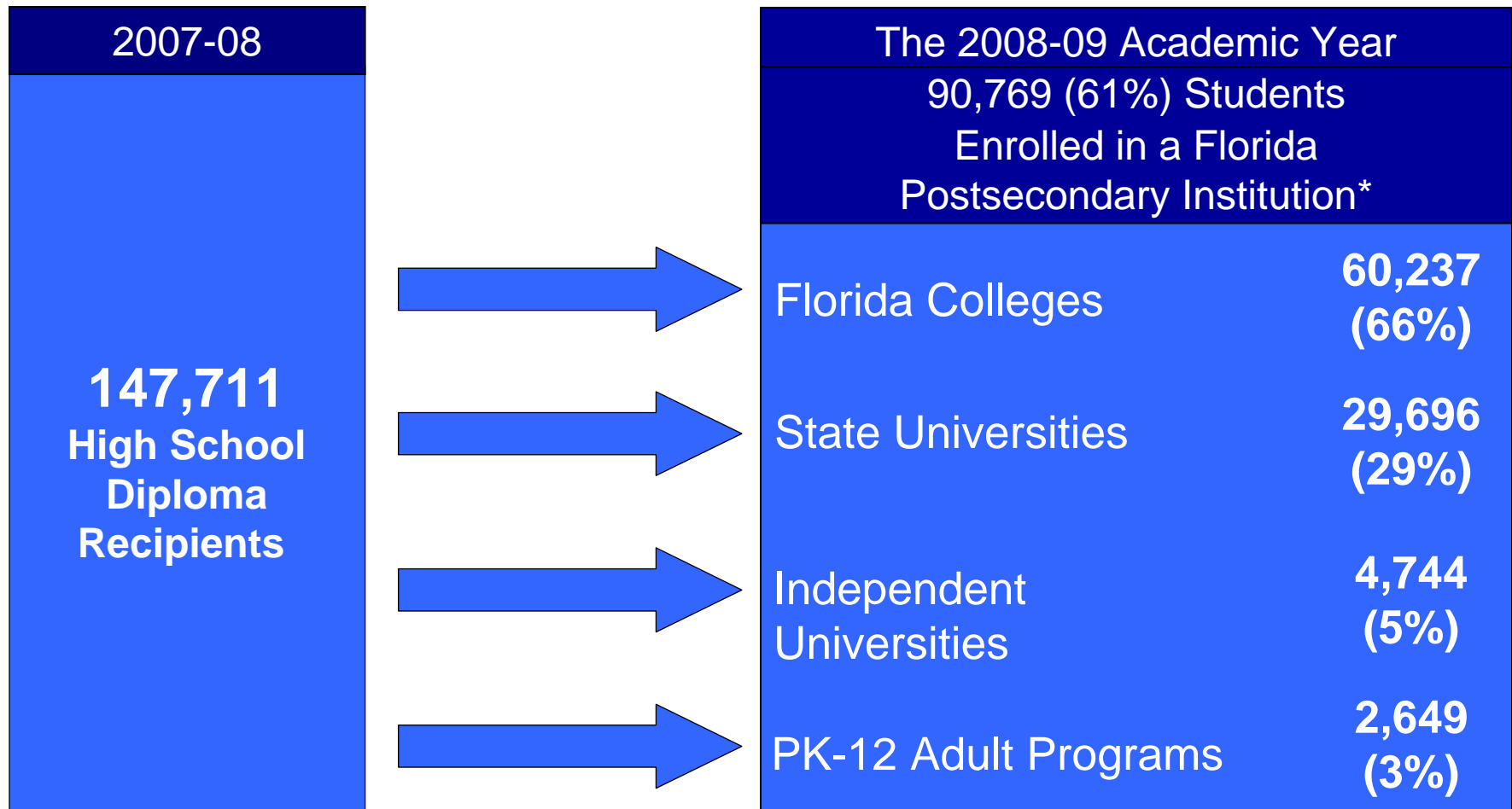
Rate* Attending Postsecondary in the Fall Following Graduation



* Percentage of high school graduates who were enrolled in October after completing high school.

Source: Florida Employment & Training Placement Information Program (FETPIP), Florida Department of Education.

What Happens After They Graduate? Standard Diplomas to Postsecondary



Source: PK-20 Education Data Warehouse.

* Does not include students who enrolled in postsecondary education out of state, historically 4-5% of high school graduates.

Note: percentages use the 90,769 as the denominator and will add up to more than 100% because students may enroll in more than one sector.

Race to the Top – Phase 2

Florida Won!

\$700,000,000

- By September 30 – Money obligated
- November 22 – School district scope of work plans and FLDOE scope of work submitted to Washington DC for approval to fund



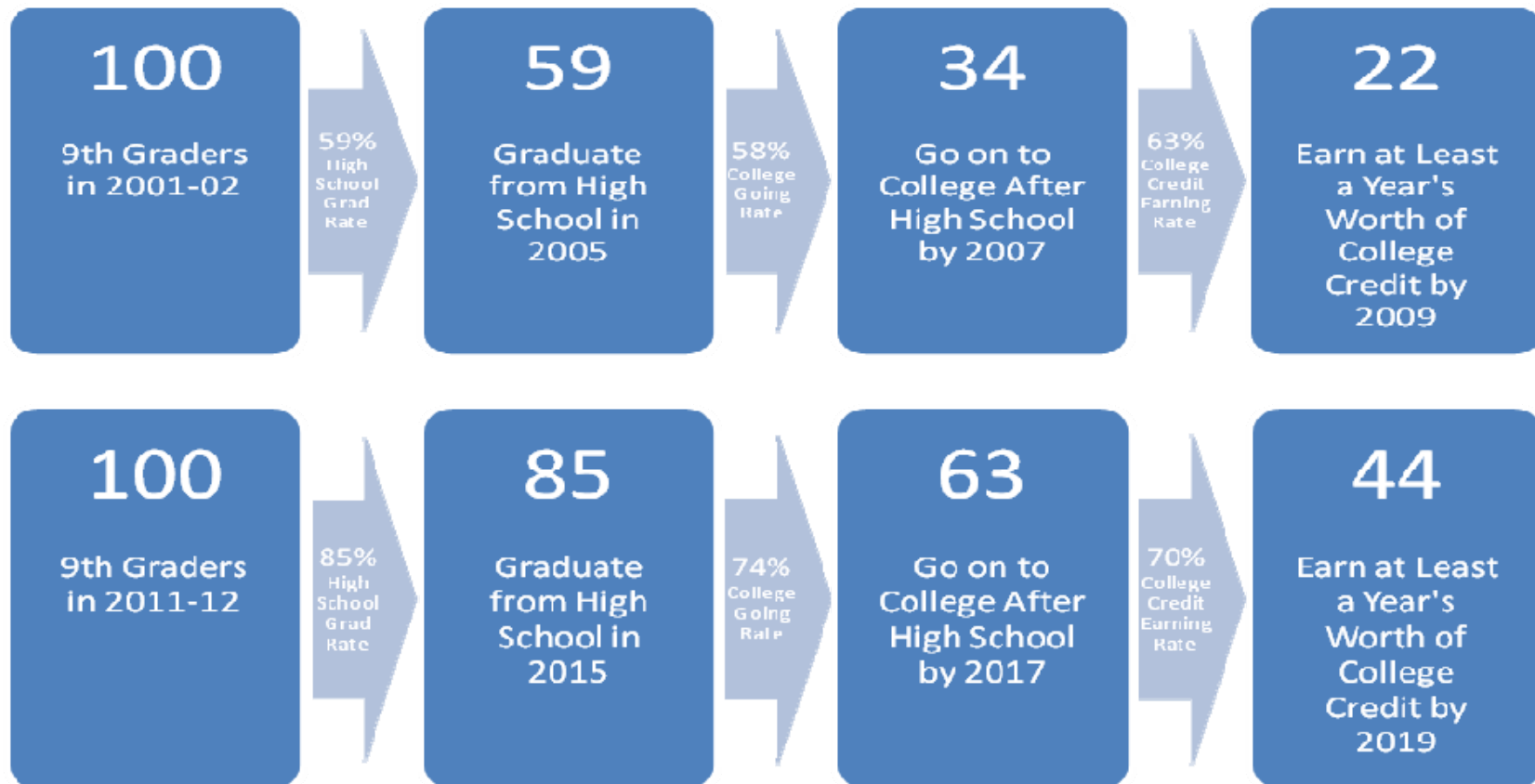
Race to the Top Goals

1. Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.
2. Reduce the achievement gap by half in 2015.
3. Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states.

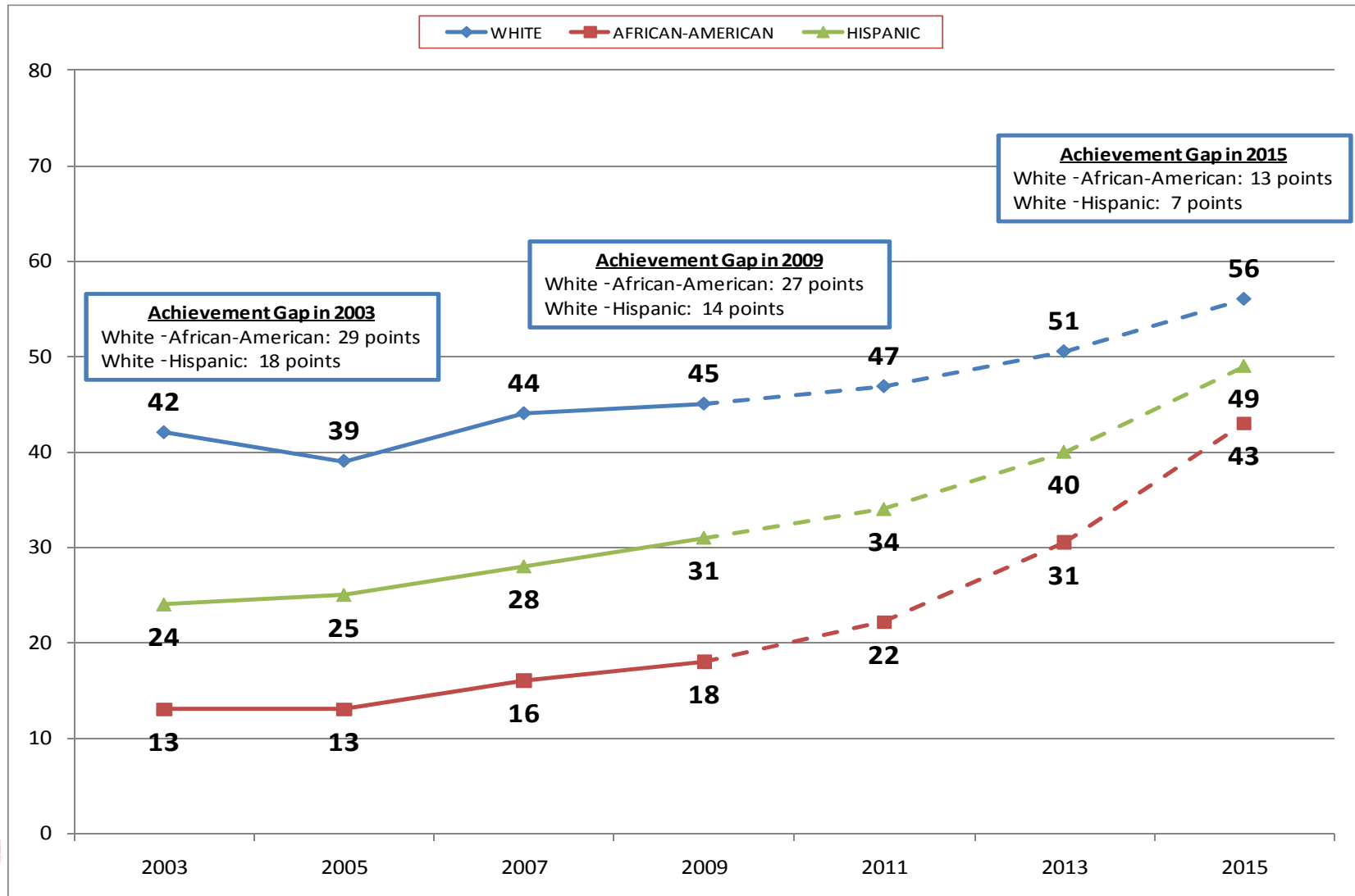


Our RTTT Goals

Double the Percent Earning College Credit

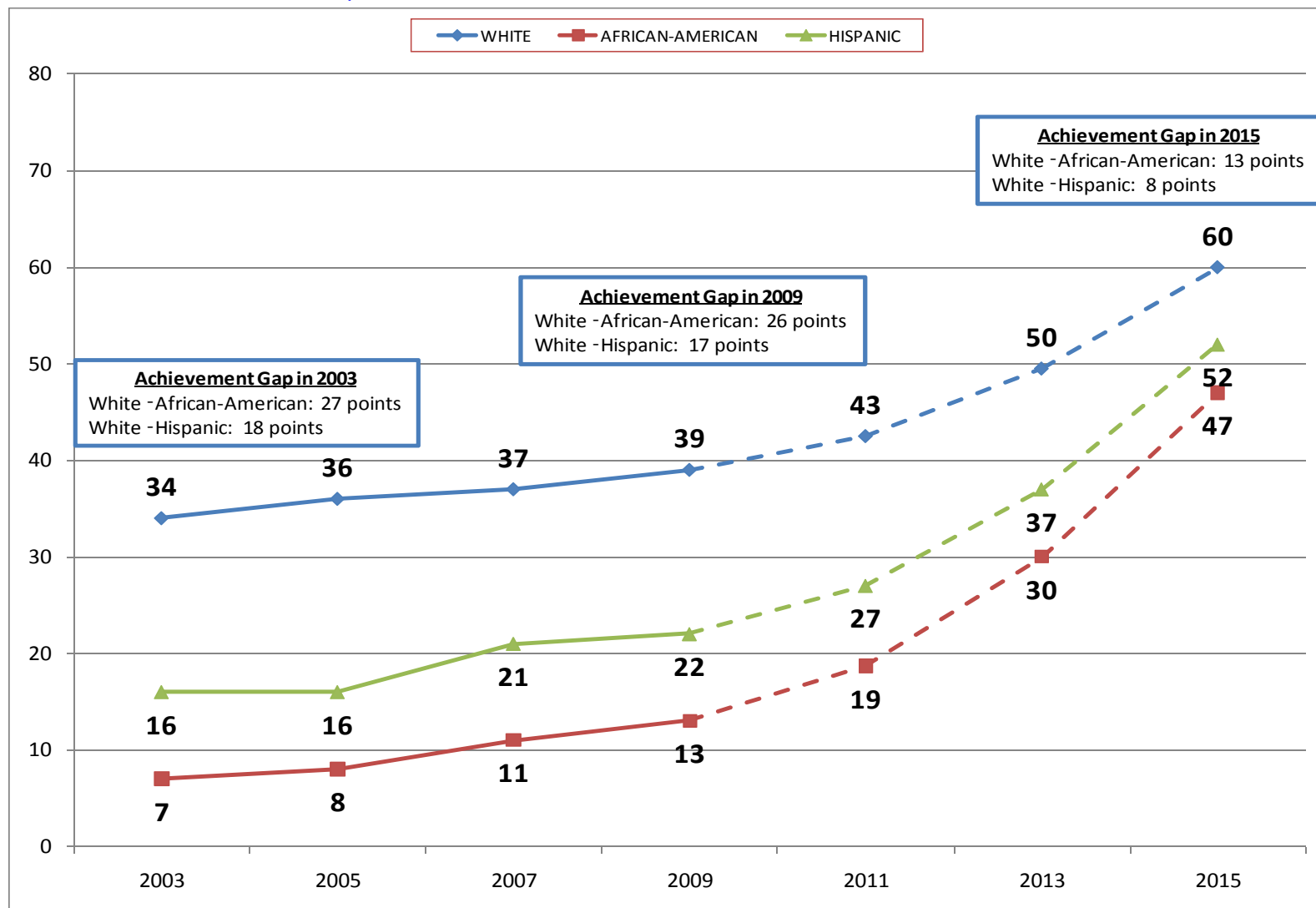


Our RTTT Goals 4th Grade Reading



Our RTTT Goals

8th Grade Mathematics



Common Core State Standards

- ELA and Mathematics
- Phased in
 - 2013-2014 part of instruction
 - 2014-2015 statewide assessment
- How they compare to our current standards?
 - Common Core ELA “B+”, Next Generation “B”
 - Common Core Mathematics “A-”, Next Generation “A”

“Too Close to Call”



Common Core State Standards

Major workload

- Some content introduced at different grade levels
- Very different terminology used
- ELA includes text complexity and cites informational and literature works at grade levels to guide instruction and assessment
- Mathematics – “modeling” and “construction”



RTTT Tools to Support Teacher Implementation

- Lesson Study toolkits
- Student tutorials
- Interim test item banks for ELA, mathematics, science, social studies, and science
- Formative assessment in reading and mathematics
- Teacher Standards Instructional Tool



Florida's Race to the Top!

