

**Go Higher, Florida Task Force  
Aligning High School and Postsecondary Education  
January 31, 2007  
Turlington Building, Suite 1721/25  
Tallahassee, Florida**

**Minutes of the Meeting**

**Members Present:**

Chancellor	J. David	Armstrong	Division of Community Colleges Florida Department of Education
Director	Teresa	Bestor*	Adult Education Programs Workforce Education Florida Department of Education
Executive Vice Chancellor	Judith	Bilsky	Division of Community Colleges Florida Department of Education
Superintendent	Anna P.	Cowin	Lake County School District
President	Charles R.	Dassance	Central Florida Community College
President	G. Thomas	Delaino	Pensacola Junior College
Executive Director	Connie	Graunke	Florida Center for Advising and Academic Support/www.FACTS.org Florida Department of Education
Superintendent	Sandra C.	Himmel	Citrus County School District
Interim President	Willis N.	Holcombe	Broward Community College
Director	Jesse	Jackson	Florida State University- Developmental Research School
Principal	Boyd E.	Karn, Jr.**	Lake Mary High School, Seminole County
President	William D.	Law, Jr.	Tallahassee Community College
Vice Chancellor	R.E.	LeMon	State University System of Florida
President	Edwin R.	Massey	Indian River Community College
Superintendent	Gail	McKinzie	Polk County School District
Chief Executive Officer	William J. "Bill" Montford	Montford	Florida Association of District School Superintendents
Executive Director	Ed	Moore	Independent Colleges and Universities of Florida
Chancellor	Mark	Rosenberg	State University System of Florida

President	Jackson N.	Sasser	Santa Fe Community College
President	Sanford C.	Shugart	Valencia Community College
Commissioner	John L.	Winn	Florida Department of Education
Chancellor	Cheri P.	Yecke	K-12 Public Schools Florida Department of Education

\*Sitting in for Bonnie Marmor, Vice Chancellor, Workforce Education

\*\*Sitting in for Bill Vogel, Superintendent, Seminole County School District

Other Presenters:

Patricia Windham, Associate Vice Chancellor for Evaluation, DCC

Jay Pfeiffer, Deputy Commissioner, Accountability, Research and Measurement (ARM)

Mary Jane Tappen, Deputy Chancellor, K-12

### Welcome and Overview

- Commissioner Winn welcomed the participants and thanked them for their service on the Task Force.
- Alignment will be a multi-year process and it will require more than just policy decisions.
- Specific goals and a strategy will be needed to move this work forward
- Too many students are not ready for college. We need to use Florida’s data to address this issue in a multi dimensional way.
- Maintain a concrete-sequential focus so that people understand what needs to be done and to insure that the impact of the Task Force is statewide.

### Opening Remarks on the Educational Pipeline

- Chancellor Rosenberg--Collaboration is critical. We have the building blocks for success in terms of systems such as 2+2, Common Course Numbering, and Florida’s data systems. We need to use those building blocks to improve the pipeline.
- Chancellor Armstrong—Students and parents need to understand that there is a gap between passing FCAT and being “college ready.” Are there state level policies that are presenting barriers to closing this gap in performance and understanding? Let’s consider other policies that would create incentives for better partnerships and alignment of curriculum and assessments
- Chancellor Yecke—We need to think globally because we are in an era of international competition. We need to be efficient and effective in terms of students’ time and taxpayers’ dollars.
- Commissioner Winn—Research shows that many high school dropouts don’t feel challenged by high school. We need to provide an environment of challenge and support. We also need to keep access points open so that students can return at any time.

## Overview of Florida Student Achievement Data

- Jay Pfeiffer noted the uniqueness of Florida’s data systems that allow tracking of student cohorts across various secondary and postsecondary systems.
- Pat Windham presented data from the Division of Accountability, Research, and Measurement showing “leaks” of “on time” student progression in the educational pipeline. Task Force members commented on areas that the model did not address such as private school secondary students, ICUF attendance, military options, out-of-state postsecondary attendance, early grads, and “success” of those who leave the system early.
- A more detailed analysis will be conducted to attempt to account for more students and determine reasons for the lack of educational progression.

## High School Reform—Update on Initiatives

### Mary Jane Tappen

- Retention of students is increasing for high school students
- Promotions of students is higher for the transition years (grades 5 and 8)
- State policies on student promotions may be causing students to leave or become disengaged (grade 3—level 1 readers; grade 10—FCAT)
- Half of entering community college students need remediation in math
- Most U.S. college students who take remedial courses fail to earn degrees
- More than 2/3 of jobs in 2010 will require at least some postsecondary education

### Chancellor Yecke

- U.S. students are behind many countries in math and science
- Students say they could do better if they tried, dropouts are bored with school
- Florida is increasing the rigor of high school by adding an extra year of math
- Evidence from Singapore show that increased rigor will reduce dropout rates
- Graduation rates is an economic issue for Florida that would increase personal incomes and tax revenues
- Finding enough qualified math teachers is a challenge—it is important at the Elementary level as well as the secondary level

### Mary Jane Tappen

- Major initiatives include: K-12 priorities, Reading, Professional Development, Increasing Rigor and Relevance, Secondary Reform, Revision to Sunshine State Standards, Paperwork Reduction, Math and Science
- A++ means high school majors and a credit structure of 16 core + 4 major + 4 electives
- High school major areas of interest means 4 courses in a specified area
- Current Sunshine State Standards are too broad and not deep enough. Revisions are currently underway (Math to be completed in June, Science and Social Studies to begin in April)
- Professional development for teachers must also begin
- Colleges of Education and Teacher Preparation Programs must align efforts as well

**In the interest of time, the agenda was adjusted to accommodate a period of open discussion**

Armstrong

- Research shows that curriculum reform will be effective
- Assessments and expectations must be adjusted and aligned so that more high school grads will be able to pass the College Placement Test

Moore

- ICUF institutions account for some of the pipeline “leaks”
- Let’s not penalize institutions if a student transfers and then earns a degree

Yecke

- Use FCAT/CPT as a measuring tool to increase student achievement
- Need a definition of college readiness, clear measurements, consistent use of the definition and measurements

Rosenberg

- Need to share information with faculty without finger pointing
- Need a common, coherent definition of the problem we want to solve

LeMon

- Need a better definition of college readiness
- Need to improve the common course numbering system to include outcomes
- Articulate to students what is necessary to be successful in college

Bilsky

- Look at successes from other states (info in notebooks)
- Curriculum must be examined across levels of instruction

Massey

- Need an overview of system changes for the Articulation Coordinating Council

Dassance

- Focus on what can be changed—identify problems and develop solutions

Holcombe

- Need alignment of FCAT and CPT
- Relationship between community colleges and K-12 is good, needs to be even more discussions with community colleges and high schools

Delaino

- Increase rigor, bring alignment from local levels to the state level
- Prenatal to Kindergarten must also be addressed or some will never catch up

Sasser

- Technology must be leveraged (students are learning via iPods)
- Salaries for teachers must be addressed to get quality personnel

Jackson

- Need alignment of FCAT and CPT and engage high school students with CPT

Cowin

- Some students don't see college as a realistic option--expose them to college early to motivate them
- Keep rigor for all so that we don't create disparities for some students
- Improve teacher training

Himmel

- Align FCAT and CPT
- Present a unified front to the legislature when we are ready to ask for change

Karn

- Increase in AP participation and passing rates was the result of teachers aligning curriculum. Teachers must be involved in the process.

McKinzie

- Consider incentives for higher FCAT scores
- Be sure career academies have articulation options
- Expose students to college early in order to motivate them
- Send a representative from the Task Force to the FADSS meeting at the end of March

Graunke

- Marketing the effort to the public and students is critical

Carol Hayes (audience)

- Increase the representation from the university system
- Be sure some teachers are included on the Task Force

### **Next Steps**

- A draft agenda will be developed and circulated for input and feedback
- Materials will be sent ahead of the next meeting
- Participants are encouraged to review the materials in the notebooks
- Meetings will be scheduled regularly to keep the momentum going

*APPROVED 3/12/07 TASK FORCE MEETING*