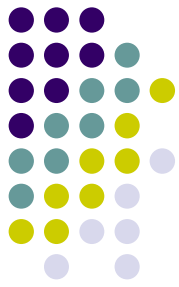


Secondary Reform In Florida



Where the Data Has Led Us

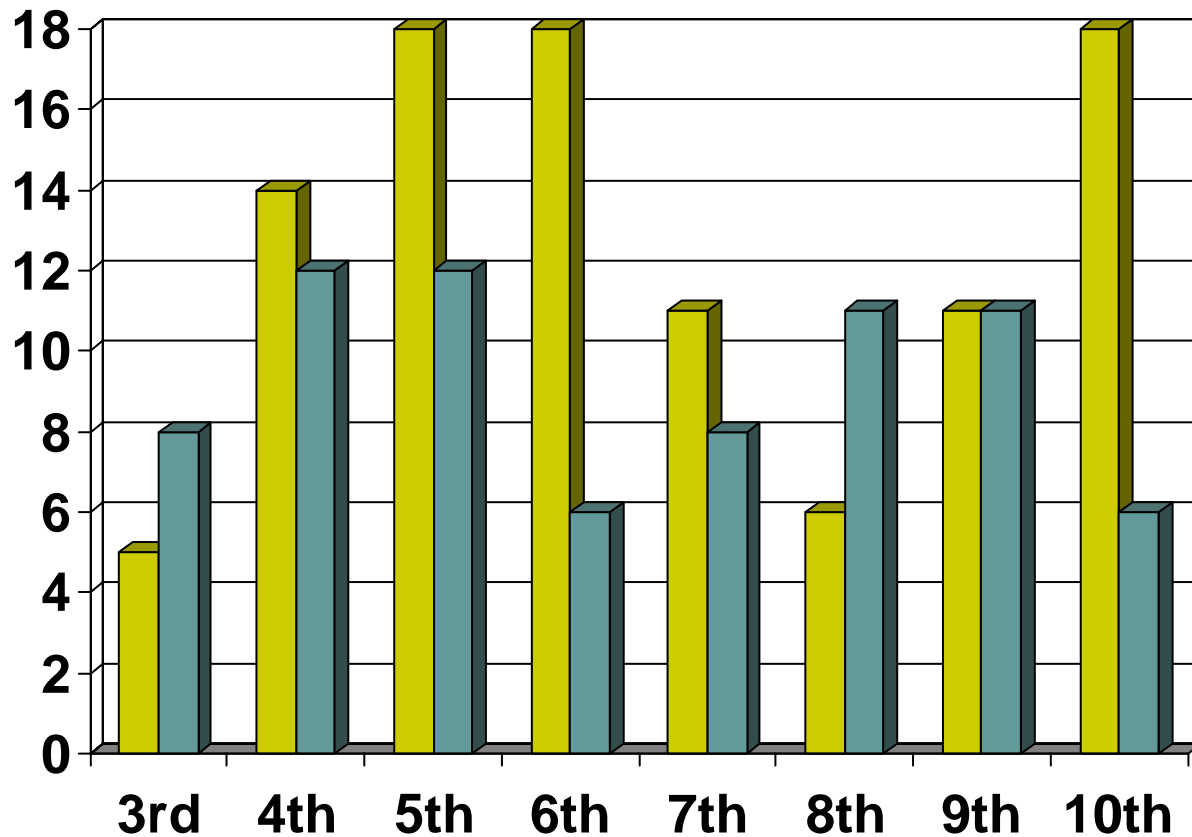
- **Mary Jane Tappen**, Deputy Chancellor, K-12 Public Schools

Performance Gaps



*The gap in performance between
our grade levels.*

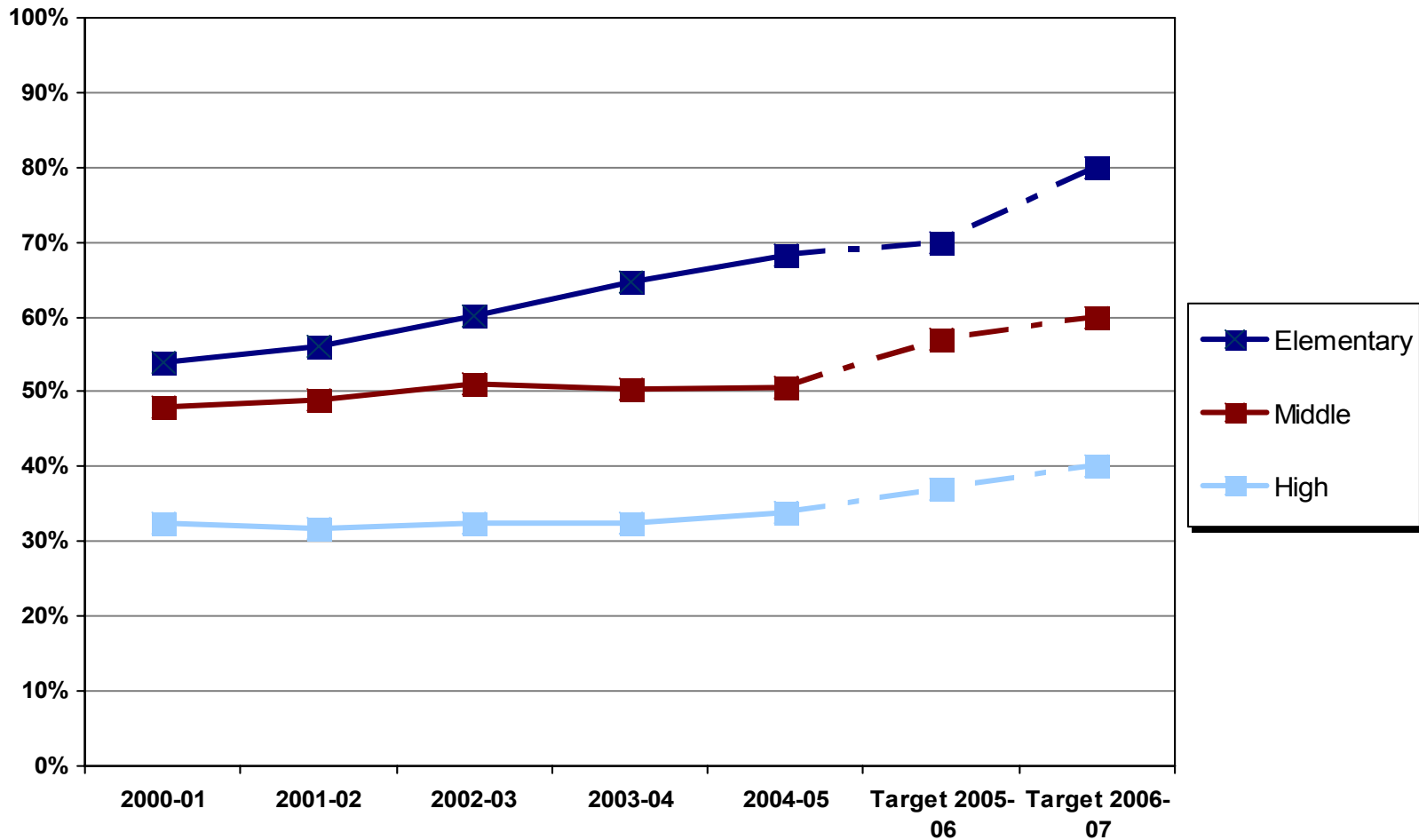
NRT Improvement in Median Score Since 2001



Reading



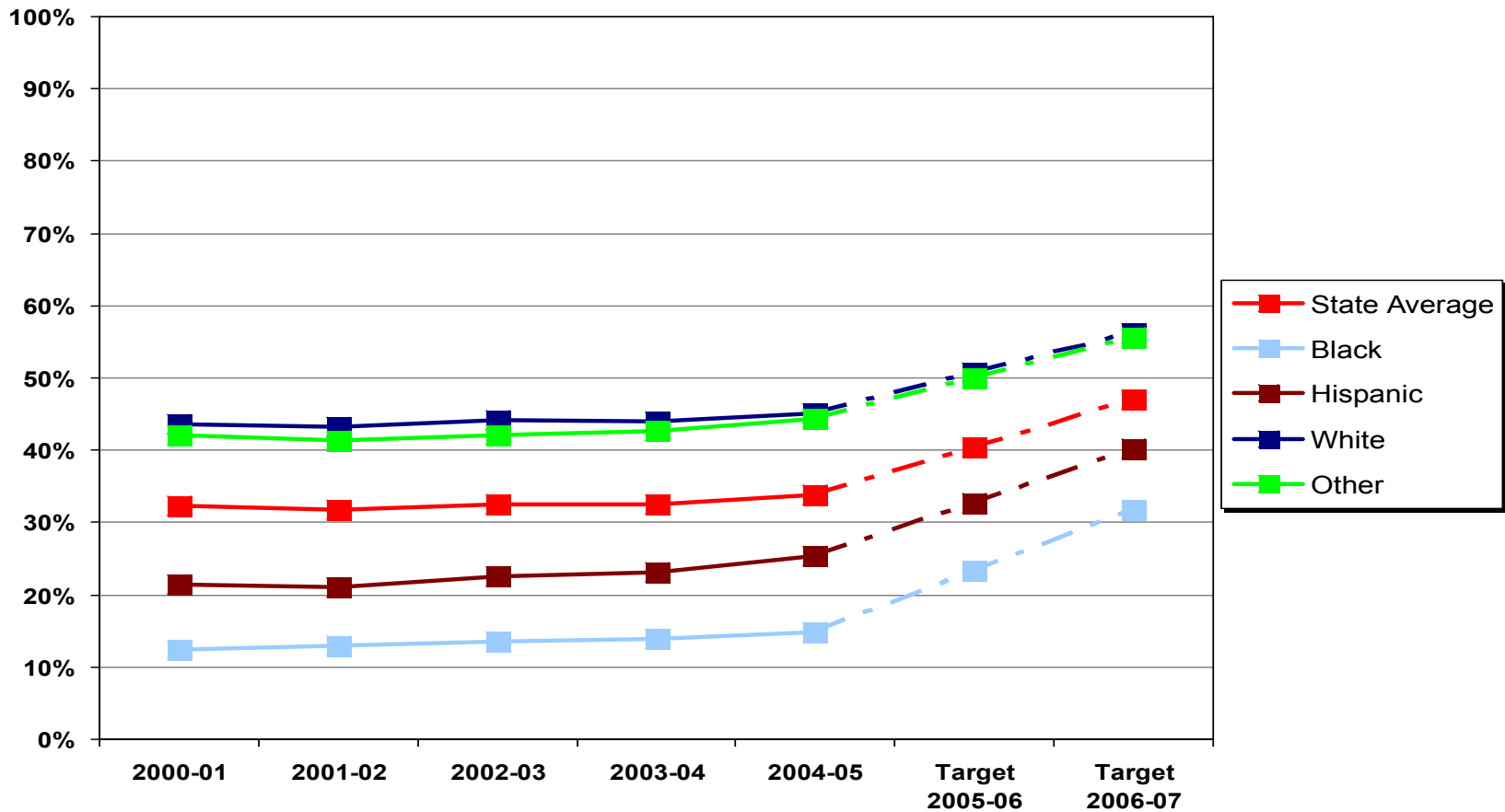
Percent of Students Proficient in Reading by School Type



Florida High School Reading



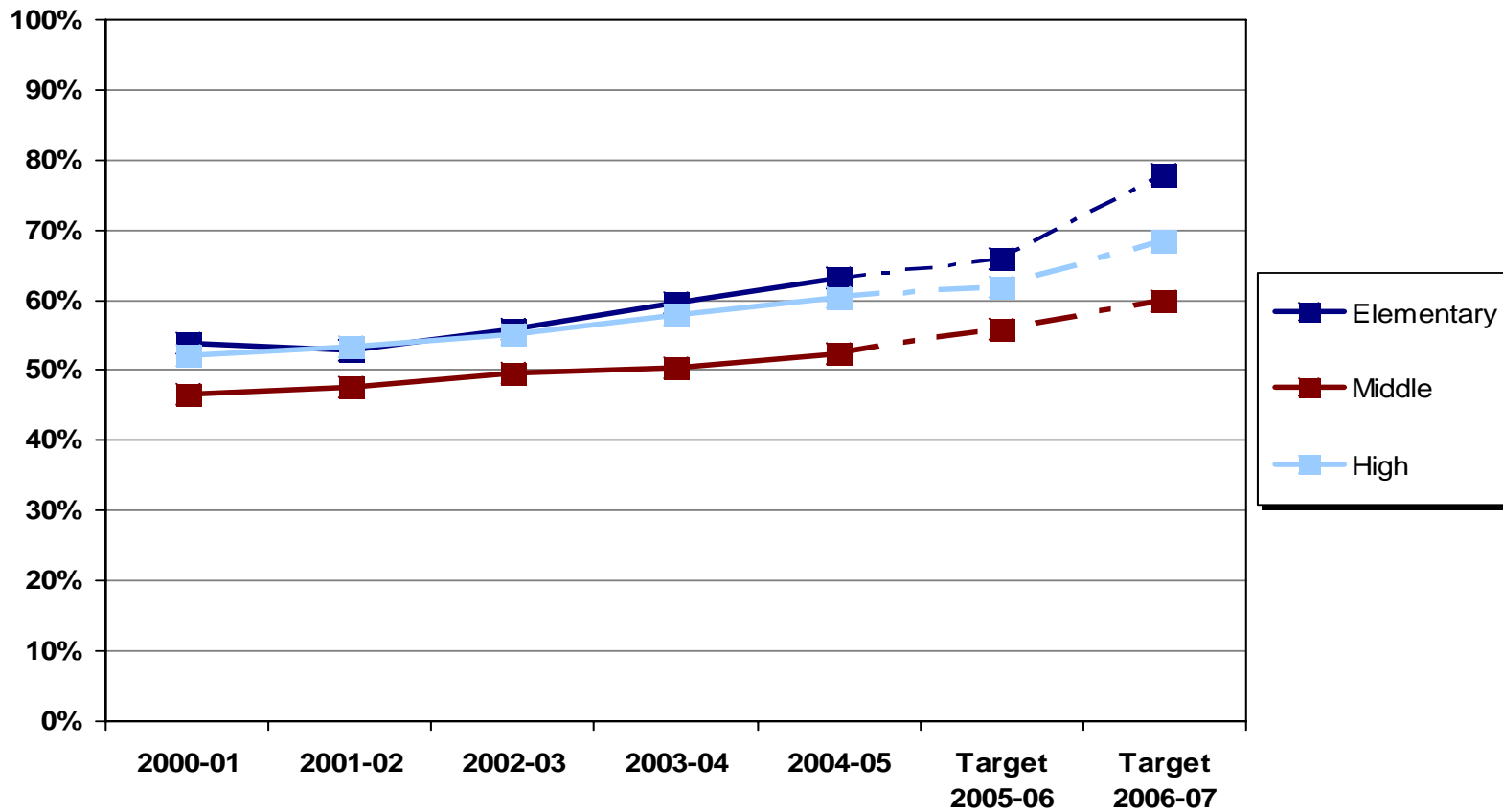
Closing the Proficiency Gap: Percent Students Proficient in High School Reading by Race/Ethnicity



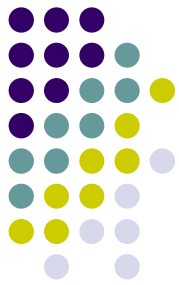
Mathematics



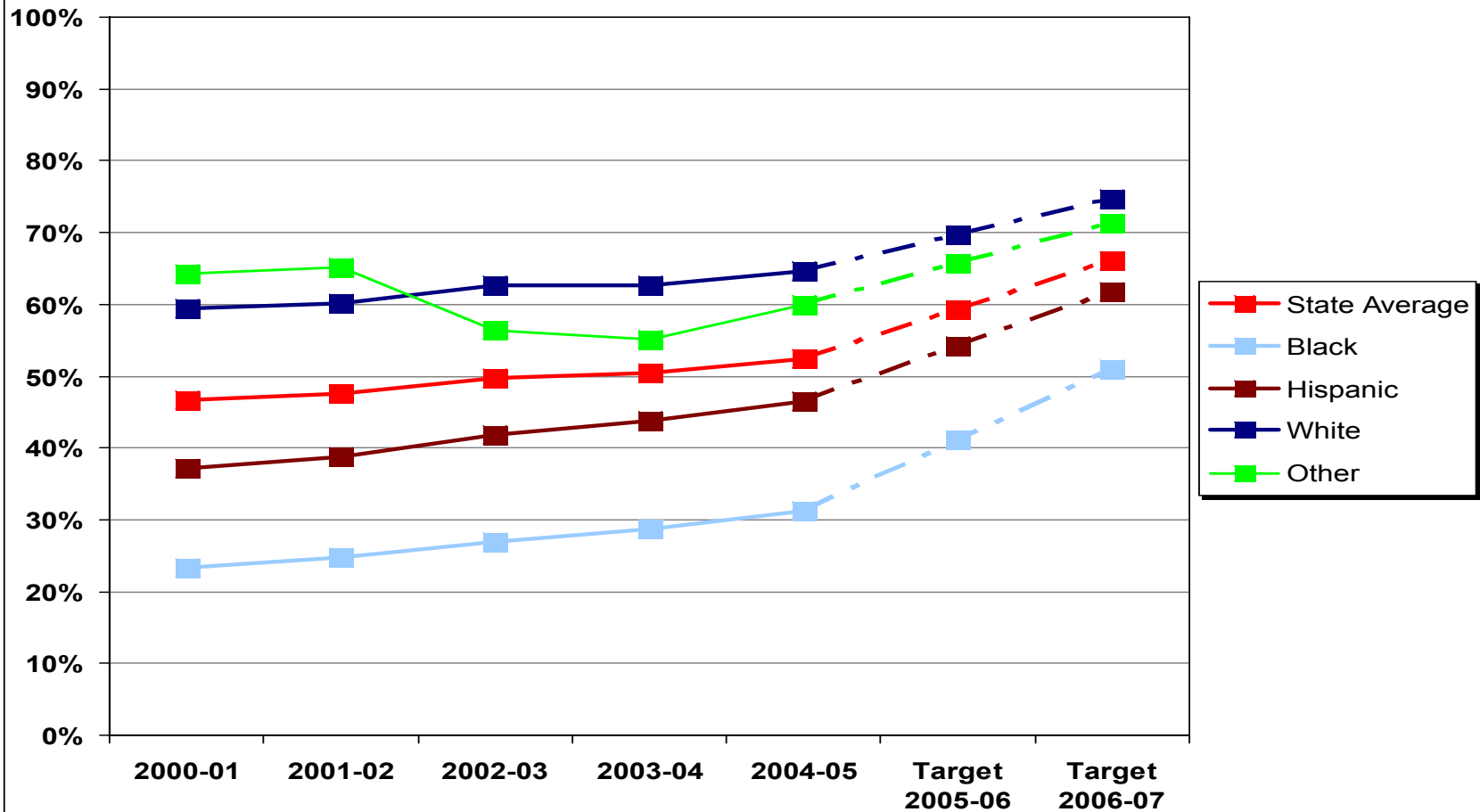
Percent of Students Proficient in Mathematics by School Type



Florida Middle Grade Mathematics

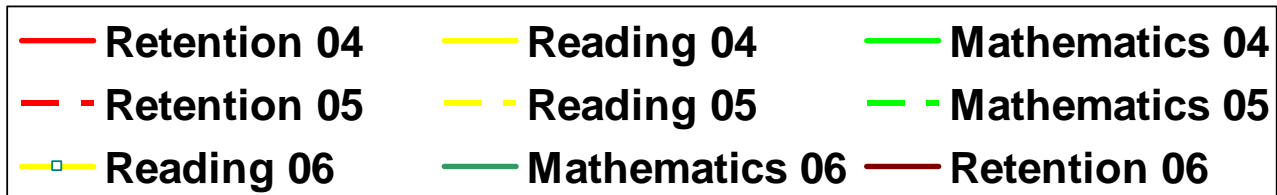
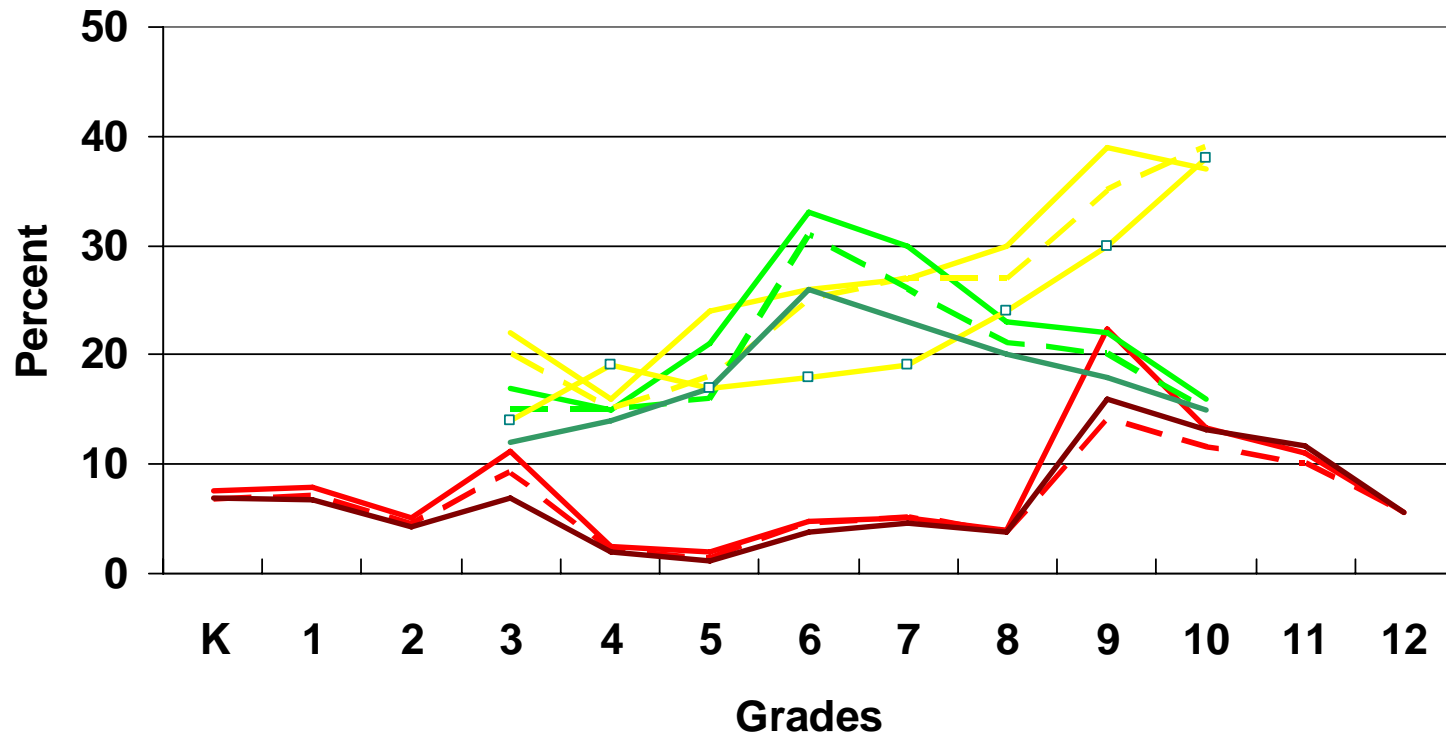


Closing the Proficiency Gap: Percent Students Proficient in Middle School Mathematics by Race/Ethnicity



Retention and Level 1 Performance

(2004, 2005, 2006 data)

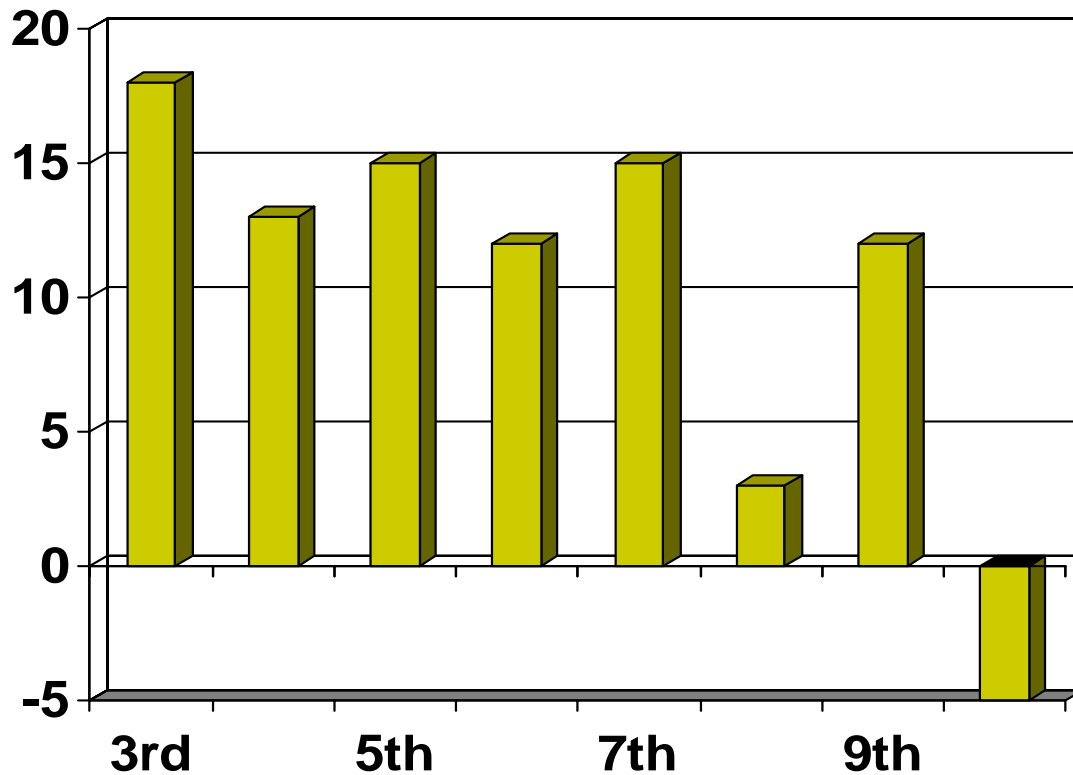


Let's Talk About Other Gaps



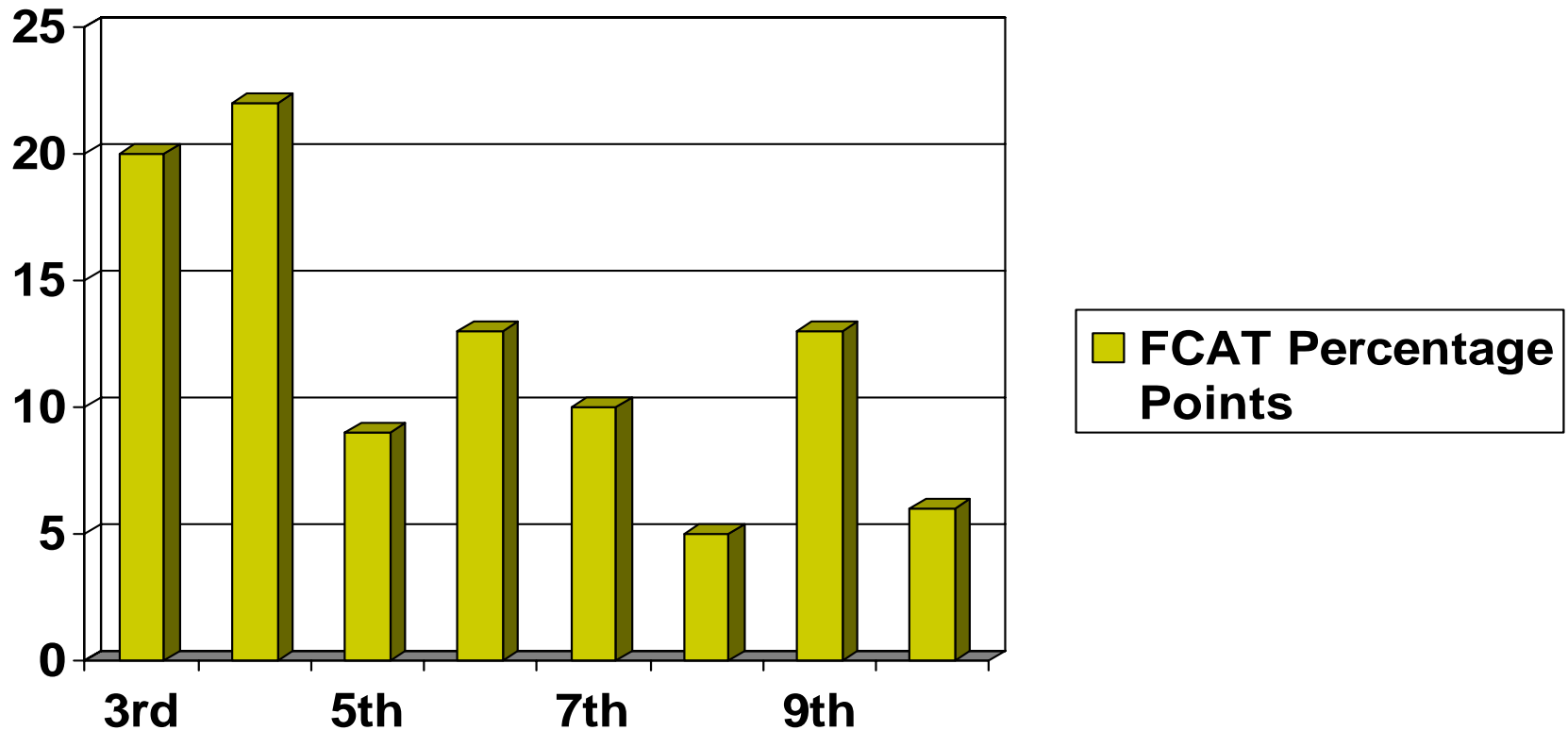
The gaps in knowledge.

Reading Improvement FCAT Level 3 and Above Since 2001

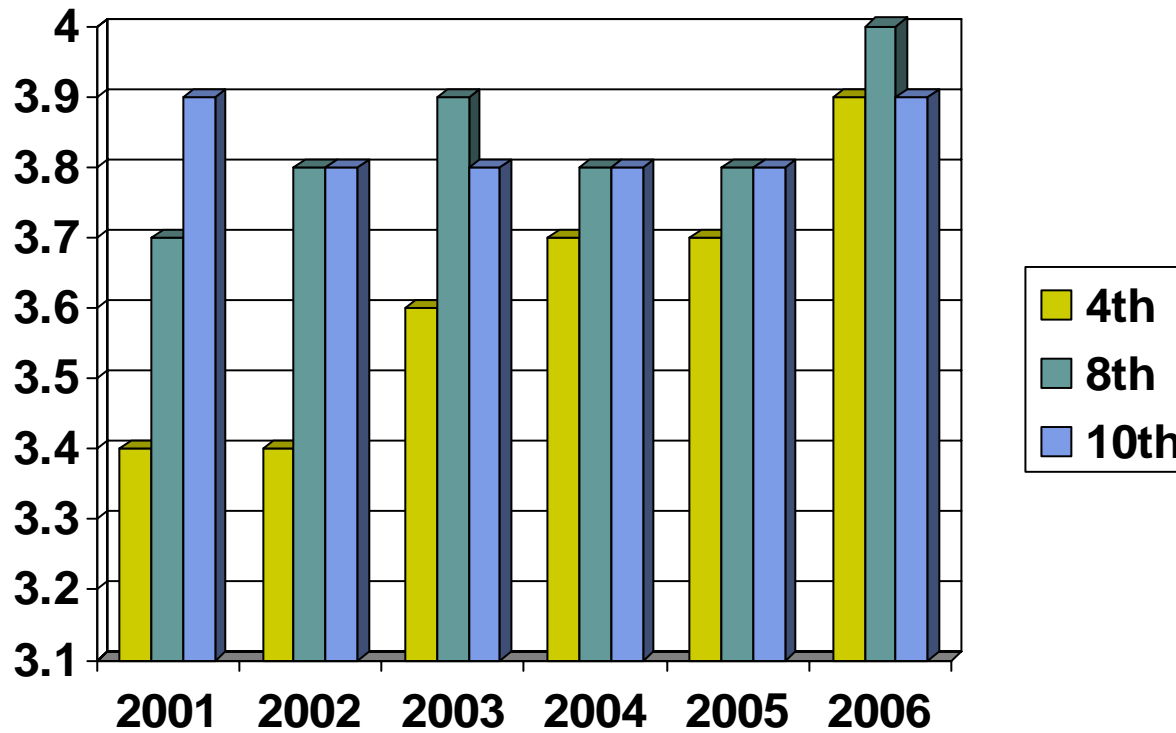


FCAT Percentage Points

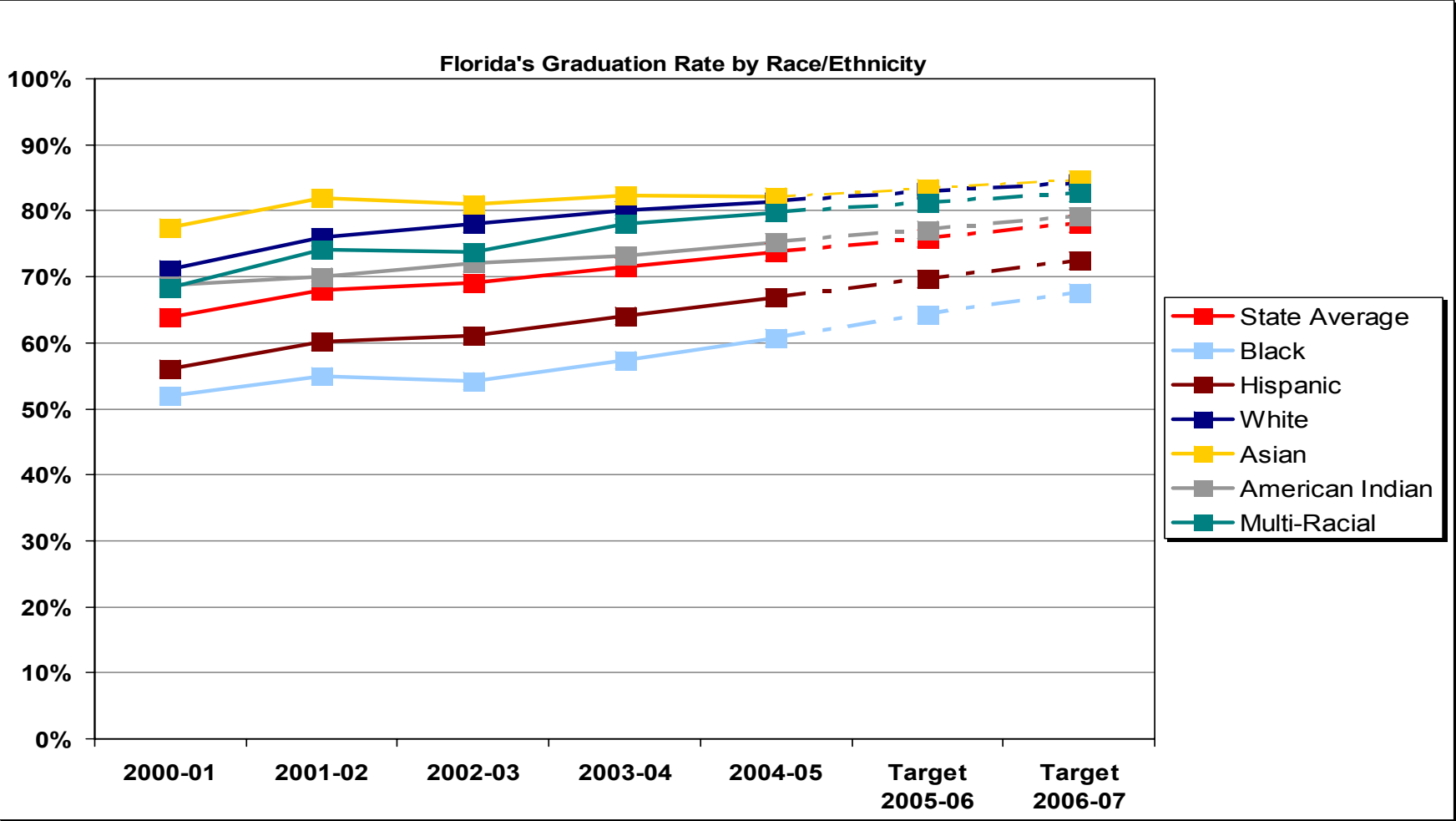
Mathematics Improvement FCAT Level 3 and Above Since 2001



FCAT Writing Average Scores Since 2001



Although improving, High School Graduation Rate is Too Low



College Readiness Florida High School Graduates Requiring Remediation



2003

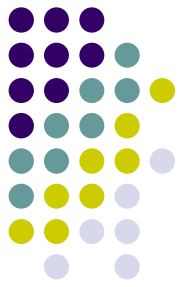
- Students entering our State Universities:
 - 7% in mathematics
 - 4% in reading
 - 4% in writing
- Students entering our Community Colleges:
 - 54% in mathematics
 - 42% in reading
 - 29% in writing

2004

- Students entering our State Universities:
 - 6% in mathematics
 - 3% in reading
 - 3% in writing
- Students entering our Community Colleges:
 - 47% in mathematics
 - 36% in reading
 - 26% in writing

A National Perspective

American Diploma Project

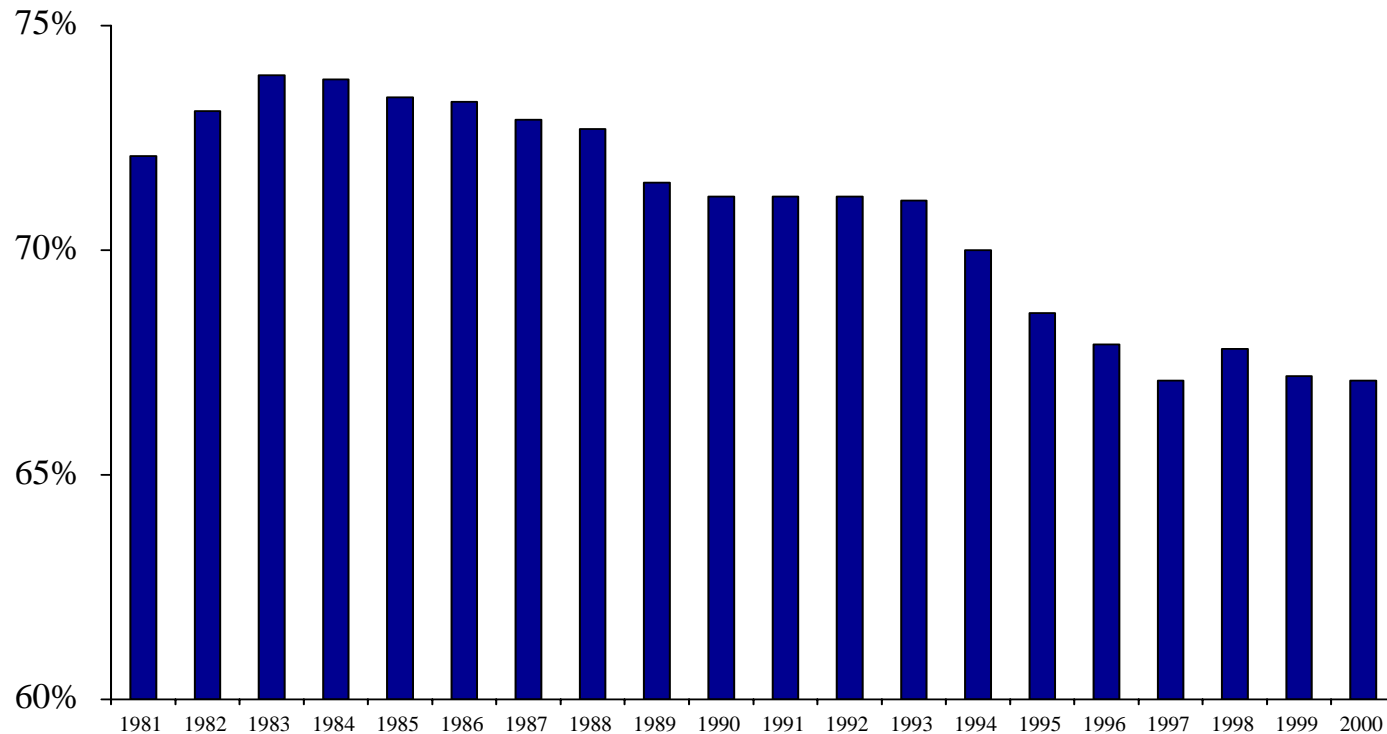


- **How well prepared are our students?**

U.S. high school graduation rates have dropped over past 20 years



Public high school graduation rates, 1981–2000



Source: Mortenson, T., "Chance for College by Age 19 by State in 2000," *Postsecondary Education Opportunity: The Environmental Scanning Research Letter of Opportunity for Postsecondary Education*, No. 123, The Mortenson Research Center on Public Policy, September 2002.

High school graduation rate: United States trails most countries

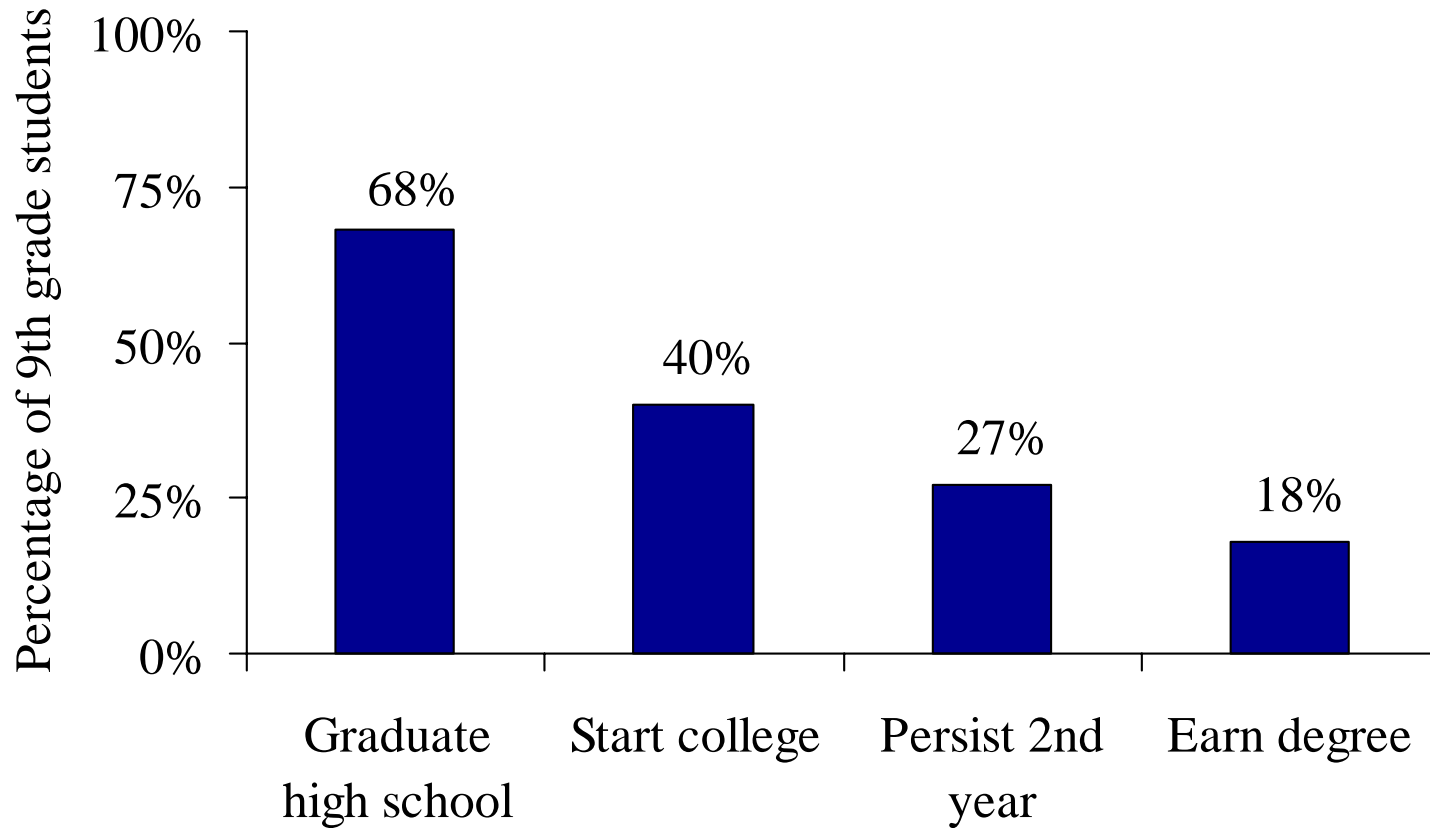


	OECD Reporting Country	Graduation Rate (%)
1	Denmark	100
2	Norway	97
3	Germany	93
4	Japan	92
5	Poland	90
5	Switzerland	90
7	Finland	85
7	Greece	85
9	France	82

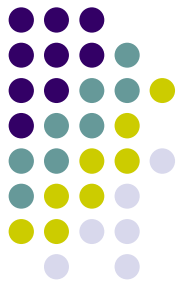
9	Hungary	82
9	Italy	82
12	Czech Republic	81
13	Belgium	79
13	Iceland	79
15	Ireland	77
16	United States	73
17	Sweden	72
18	Luxembourg	68
18	Spain	68
20	Slovak Republic	61

Source: Organisation for Economic Co-operation and Development, *Education at a Glance 2004*, 2004.

Too many U.S. students drop out of the education pipeline

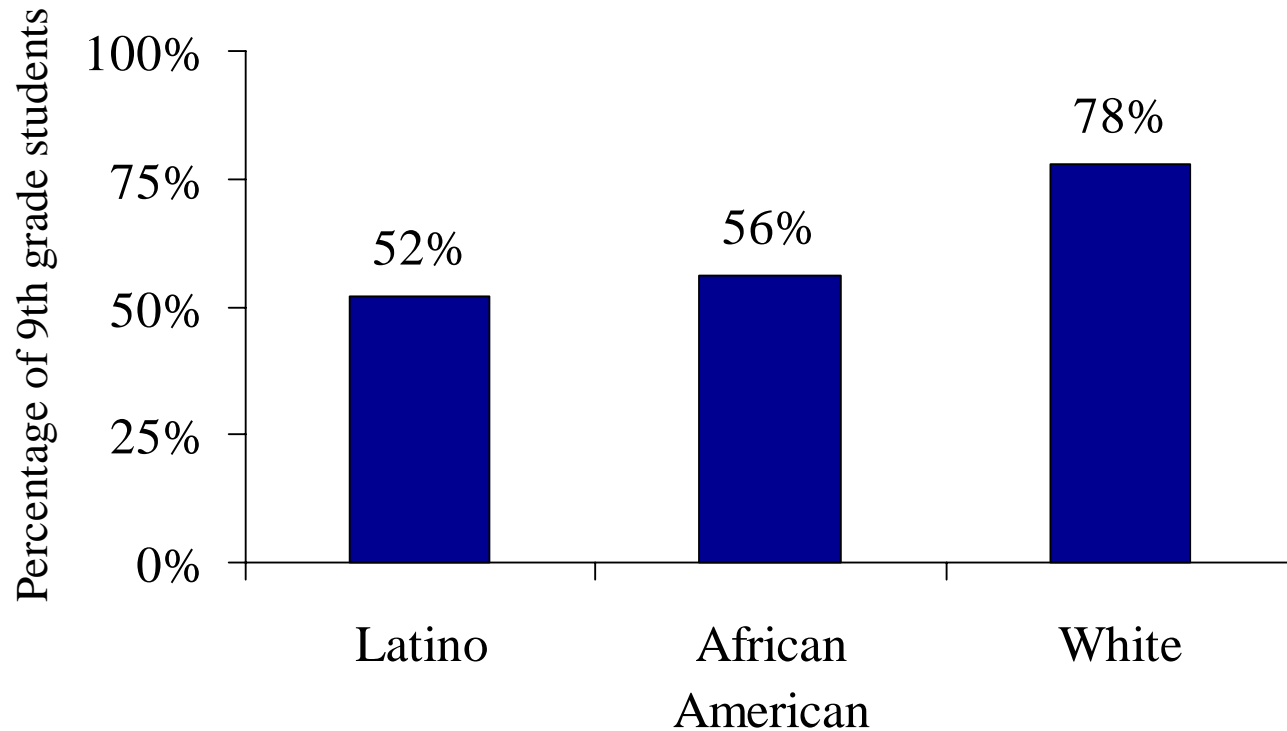


Source: National Center for Public Policy & Higher Education, *Policy Alert*, April 2004. Data are estimates of pipeline progress rather than actual cohort.



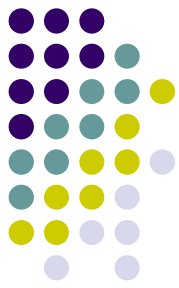
Only about half of African American and Latino students graduate from high school in four years

On-time high school graduation, 2002

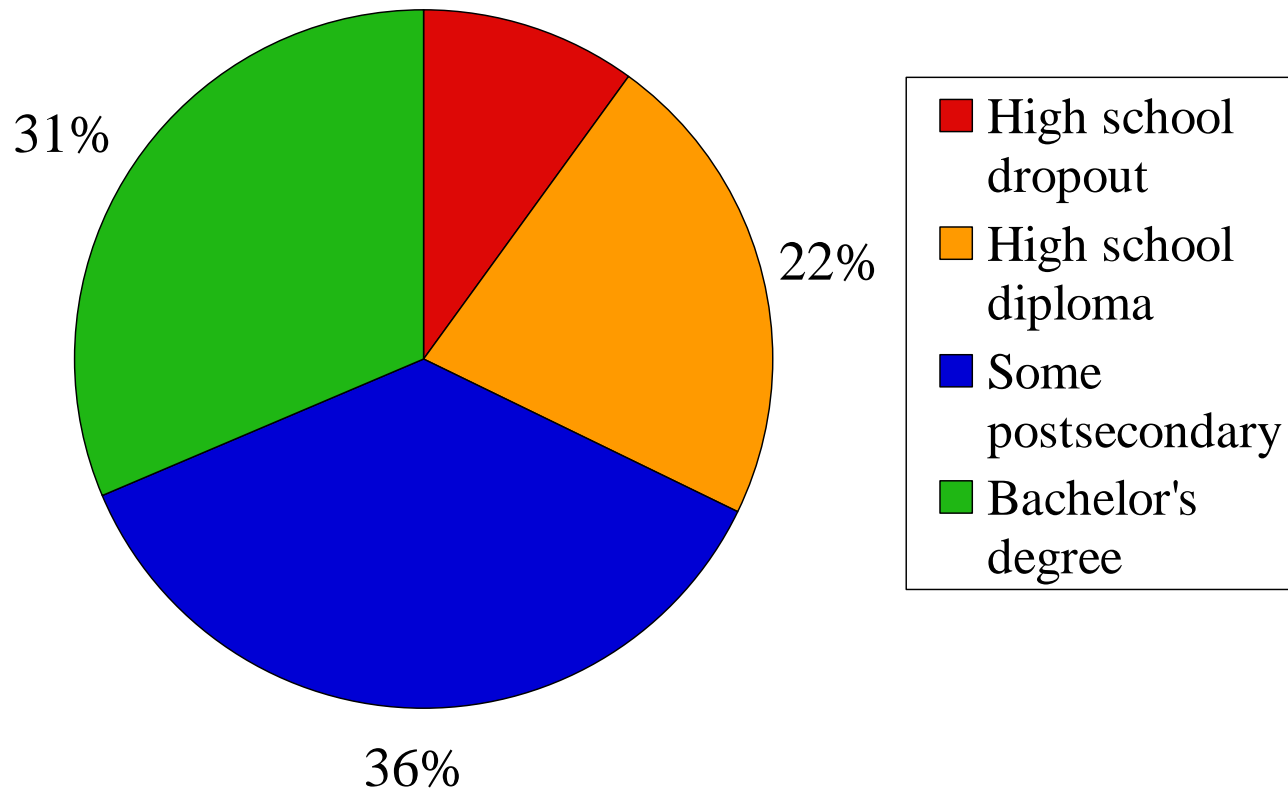


Source: Manhattan Institute, *Public High School Graduation and College-Readiness Rates: 1991–2002*, February 2005, http://www.manhattan-institute.org/html/ewp_08.htm.

A high school diploma is not the last educational stop required



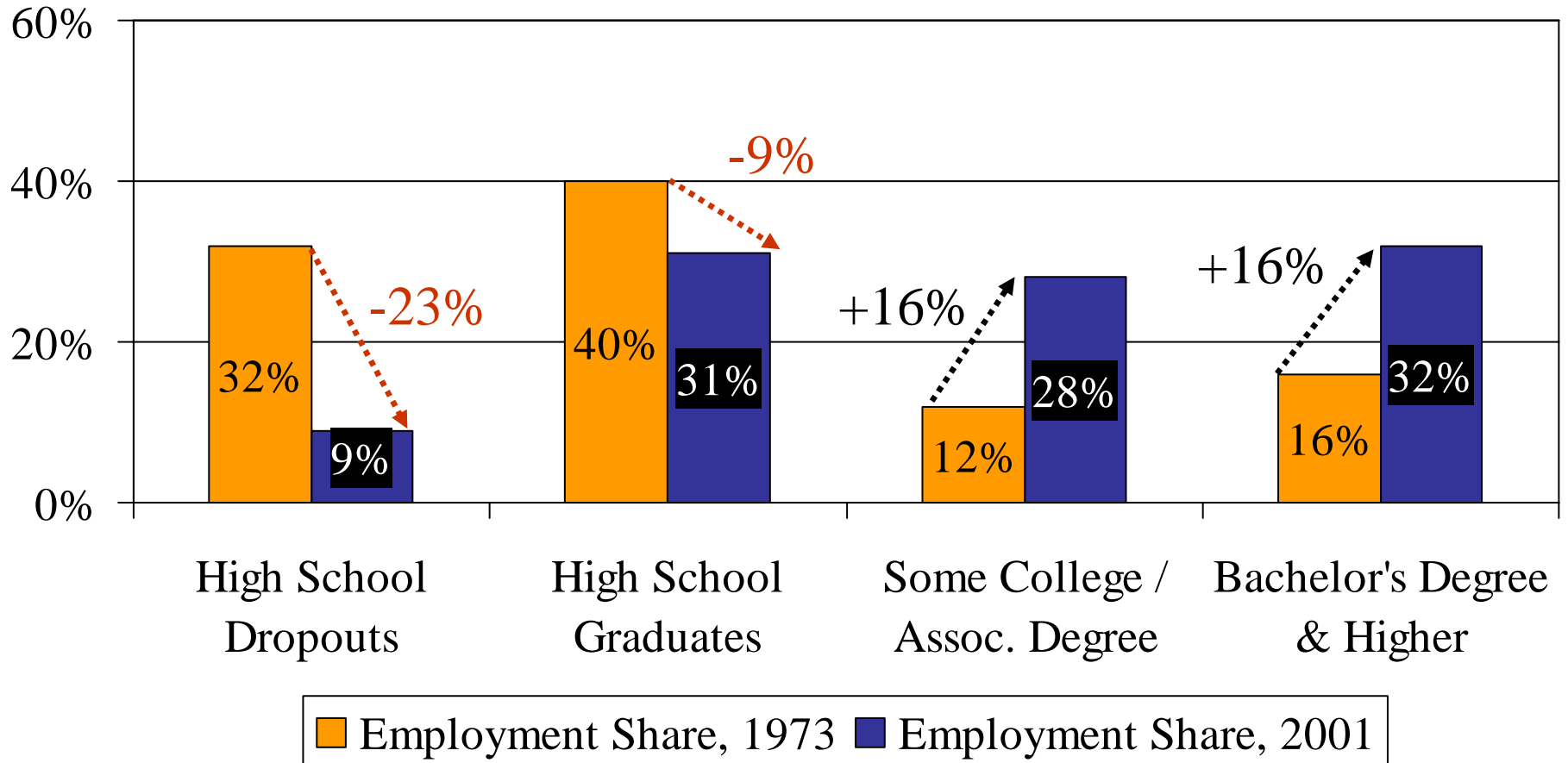
Share of new jobs, 2000–10
10%



- Jobs that require at least **some post-secondary education** will make up more than two-thirds of new jobs.

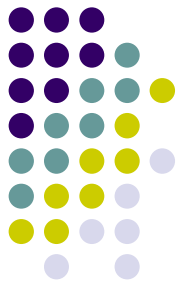
Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K–16 Reform*, Educational Testing Service, 2003.

Change in the Distribution of Education in Jobs, 1973 v. 2001

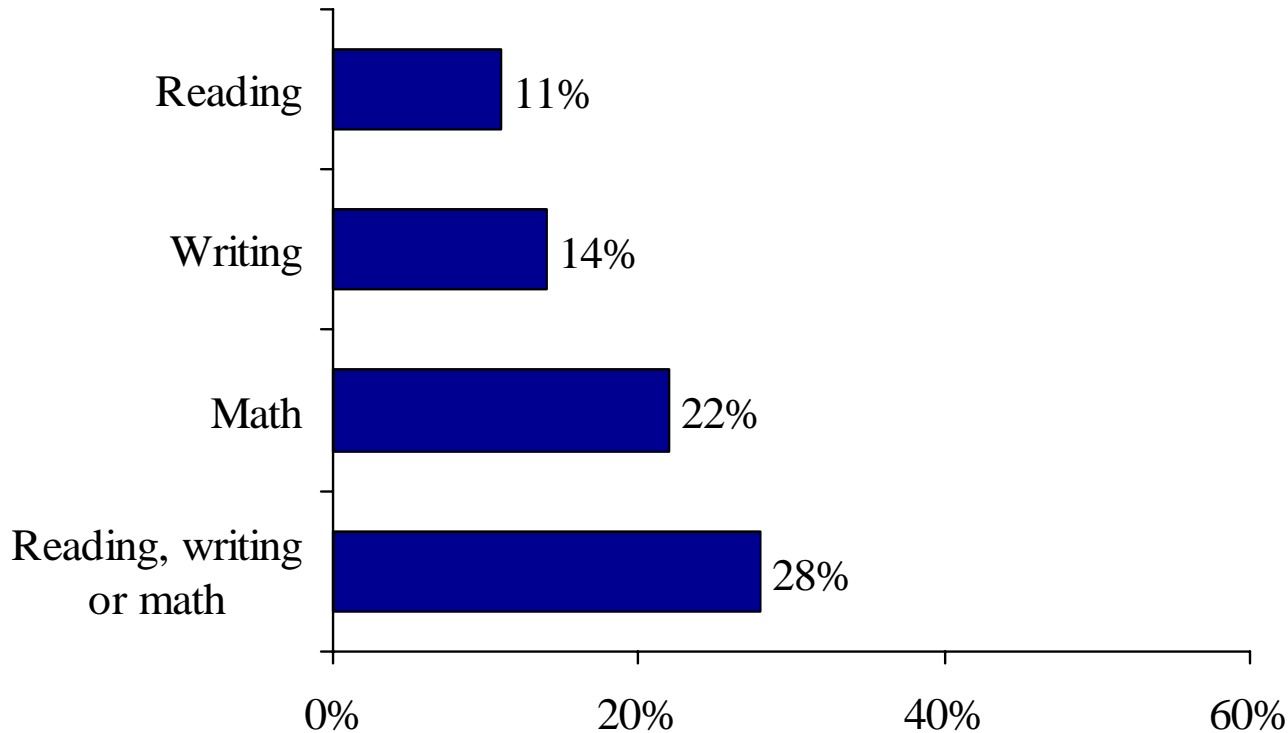


Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K-16 Reform*, ETS, 2003.

College bound does not necessarily mean college ready



Percentage of U.S. first-year students in two-year and four-year institutions requiring remediation



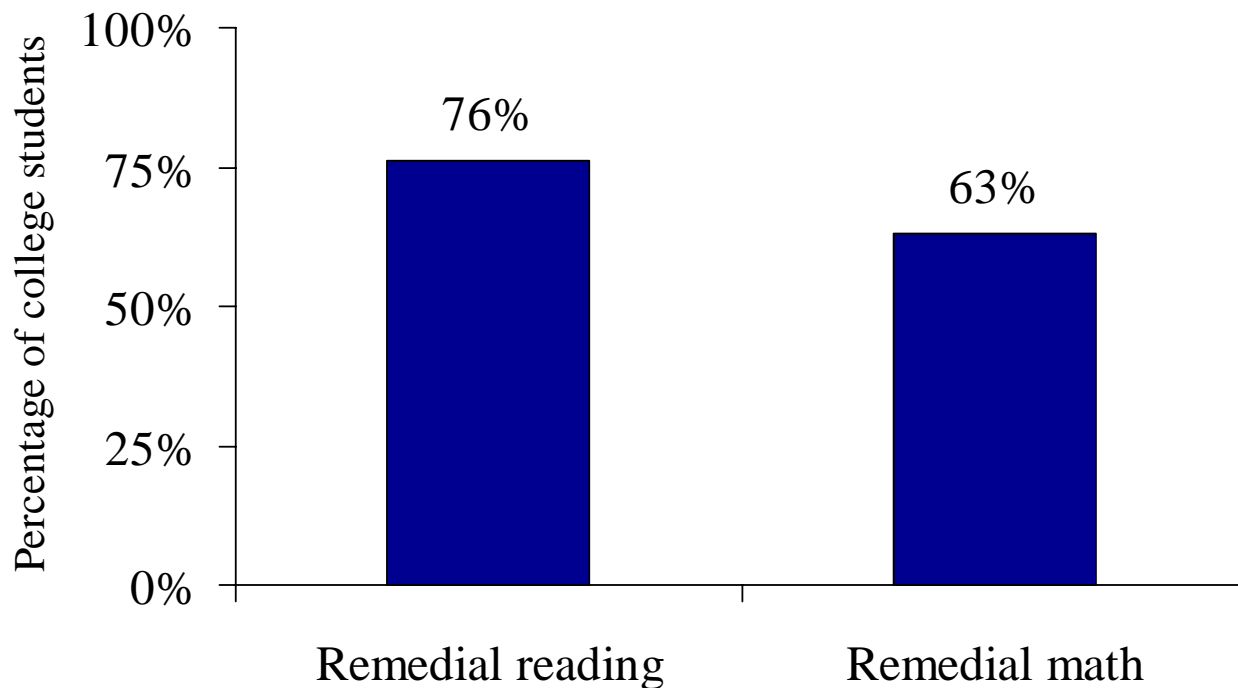
- Nearly three in 10 first-year students are placed immediately into a remedial college course.

Source: National Center for Education Statistics, *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000, 2003*.

Most U.S. college students who take remedial courses fail to earn degrees

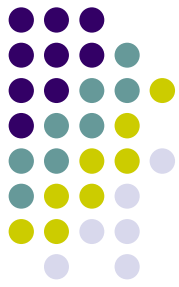


Percentage not earning degree by type of remedial coursework



- Many college students who need remediation, especially in reading and math, do not earn either an associate's or a bachelor's degree.

Source: National Center for Education Statistics, *The Condition of Education*, 2004.



*International Perspective and
Dr. Yecke*

Secondary Reform In Florida



Florida's New Standards
Rigorous
Measurable
Clear and Concise

- **Mary Jane Tappen**, Deputy Chancellor, K-12 Public Schools

Florida

K-12 State Priorities



- Reading
- Professional Development
- Increasing Rigor and Relevance
- Secondary Reform
- Revision of the Sunshine State Standards
- Paperwork Reduction
- Math and Science

Secondary Reform

Middle Grades



- Students must complete 12 core academic courses (three each in English, mathematics, science, and social studies) as well as one course in career and education planning, in order to be promoted to high school.
- Middle grades schools must offer at least one high school level mathematics class for which high school credit may be earned, including Algebra I FEFP incentive.
- Students must complete a personalized academic and career plan during 7th or 8th grade through FACTS.org

Secondary School Redesign Act



Students promoted from the 8th grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills to success in the workplace and postsecondary.

Secondary School Redesign Act

Guiding Principles



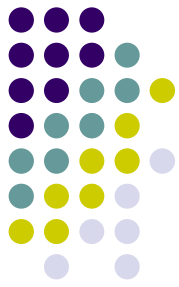
- Struggling students need the highest quality teachers and innovative approaches to teaching
- Every teacher must contribute to reading improvement
- Quality professional development
- Small learning communities
- Intensive intervention
- Parent access to student progress
- Applied and integrated courses
- Relevance
- Student schedules should be determined by student needs
- Academic and career planning

Secondary School Redesign Act District Policies



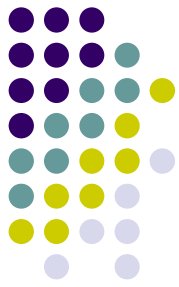
- Placing and promoting students from out-of-state and out-of-country
- Alternative methods for students to demonstrate competency
- Applied, integrated and combined courses
- Credit recovery and intensive reading and mathematics intervention courses
- Grade forgiveness
- Summer academies
- Reading endorsement for content area teachers
- Creative and flexible scheduling
- Alternative procedures for personal education plans
- Tools for parents
- Additional requirements for promotion and graduation which may be determined by each school district

Standard Diploma Graduation Requirements



- Students are required to:
 - Meet minimum course requirements
 - Earn passing scores on the FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
 - Achieve a specific grade point average (GPA) on a 4.0 scale

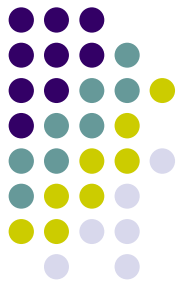
Standard Diploma Graduation Requirements



- Students are required to obtain a minimum GPA as follows:
 - Four-year, 24-credit standard program - 2.0 GPA
 - Three-year, 18-credit standard college preparatory program - 3.5 GPA
 - Three-year, 18-credit career preparatory program - 3.0 GPA

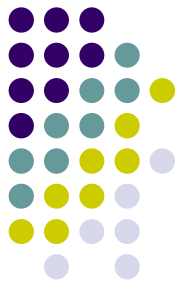
Graduation Requirements for Students Entering 9th Grade in 2007-2008

$$16 + 4 + 4 = 24$$



- 16 core curriculum credits
 - 4 credits in English
 - 4 credits in mathematics (one credit must be in Algebra I or higher)
 - 3 credits in science, two of which must have a laboratory component
 - 3 credits in social studies (1 world history, 1 American history, .5 American government, and .5 economics)
 - 1 credit in fine arts
 - 1 credit in physical education to include the integration of health

High School Increase in Rigor and Relevance



- 9th grade students entering in 2007-2008
 - 16 core credits: 4 in English and mathematics, 3 in social studies and science, 1 in fine arts, 1 in physical education with a health component
 - 4 credits toward a “major area of interest”
 - 4 elective credits which might include a 3 credit “minor area of interest” or a “second major area of interest”

Four-year, 24-credit Standard Program



$$16 + 4 + 4 = 24$$

↑
Core Classes

↑
MAI

↑
Other Electives

↑
Total

Any Exceptions?



- The programs list below are considered stand-alone major areas of interest. Students enrolled full-time in the following programs are not required to enroll in an additional MAI:
 - International Baccalaureate Curriculum (IB)
 - Advanced International Certificate of Education (AICE) Curriculum
 - Accelerated 3-year graduation program

A close-up photograph of three young people (two women and one man) smiling broadly, showing their teeth. They are positioned in the lower half of the frame, with their faces partially obscured by a black banner at the top. The background is a solid yellow color.

It's a Major

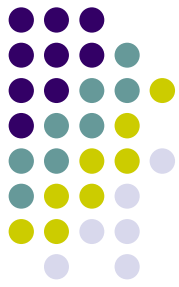
Opportunity!

A Major Area of Interest



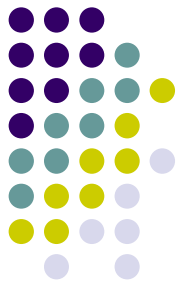
- Four (4) credits selected by the student in a **major area of interest** such as:
 - Sequential courses in a career and technical program
 - Fine and performing arts, or
 - An academic content area

How does a student choose a Major Area of Interest?



- Students first choose a major area of interest in middle school as part of their education and career plan
- The plan is approved by the student's parent(s) or guardian
- Majors can be changed

College Majors VS. Major Areas of Interest



College Major

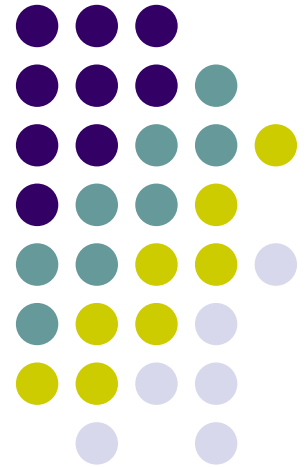
- Results in a degree or certificate
- Major credits are part of core requirements
- Completion required to earn a degree
- Changes generally require extra time in college

HS Major Areas of Interest

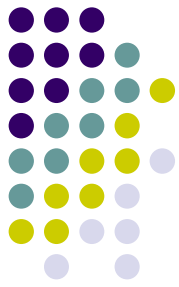
- May result in a certification
- Major area of interest credits are part of electives
- Completion not required to earn a high school diploma
- Changes do not require extra time in high school

Does a student have to complete a major area of interest to graduate?

No, the student does not have to complete a major to graduate but does have to be enrolled in a major area of interest each year.

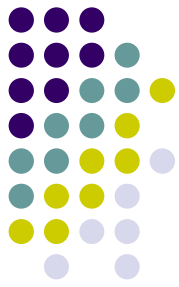


Status Report



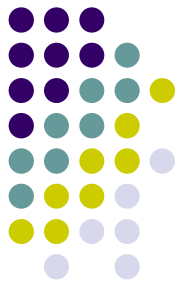
- 442 State Approved Major Areas of Interest
- Over 16,000 have been submitted by districts/schools to provide to incoming 9th grade students in 2007-2008
- 2011 we will have our first graduation class to be recognized for completion of major areas of interest

Florida's New Standards



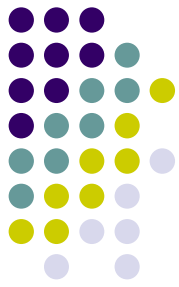
Rigorous
Measurable
Clear and Concise

College Board



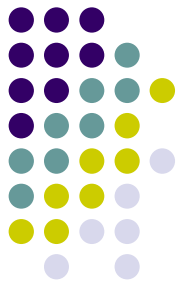
- Define grade-level expectations for grade 9-12
- Increase rigor of middle through high school standards
- Increase specificity of standards, showing a progressive development across grade levels
- Increase the depth of knowledge required as grades progress

Key Differences: Reading



- The grade levels were clustered PK-2, 3-5, 6-8 and 9-12.
- There was more emphasis on verbs such as recognize, list, name, which are at the lower levels of Bloom's Taxonomy.
- The benchmarks were more global and theoretical.
- There are separate standards and benchmarks for grades K-8.
- Higher order thinking skills are addressed throughout. Verbs such as create, develop and analyze are used, which are at the higher levels of Bloom's Taxonomy.
- The benchmarks are explicit and can inform instruction.

Florida's New Mathematics Standards: Key Differences (Draft)



Out With the Old

- Grade Clusters: K-2, 3-5, 6-8, 9-12
- Old Strands:
 - Number Sense, Concepts, and Operations;
 - Measurement;
 - Algebraic Thinking;
 - Geometry and Spatial Sense; and
 - Data Analysis and Probability

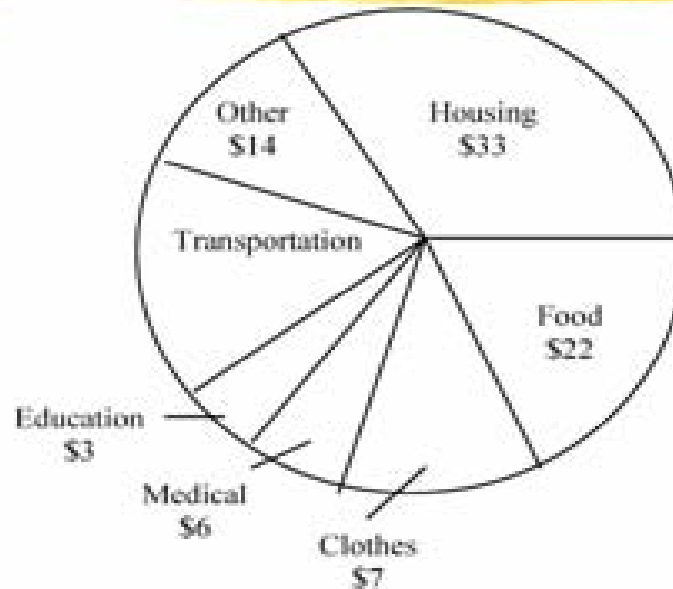
In With the New

- Grade specific: K-7, Content specific Algebra through Calculus
- New “Big Ideas” K – 7, which may be different as content progresses;
- Secondary:
 - Algebra
 - Geometry
 - Trigonometry
 - Statistics
 - Discrete Math
 - Financial Literacy
 - Calculus

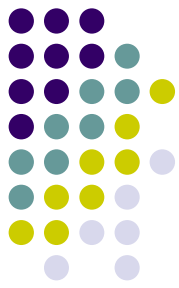


U.S. Textbook Problems Emphasize Mechanical Formulas: Gr. 6 Pie Chart Requires Summing to a Total

Cost of Raising a Child to Age 18 (for each \$100)



- (a) What is the cost of transportation?
- (b) For each \$100 a parent spends raising a child to age 18, how much more is spent on housing and clothes than on education?
- (c) TEST PREP. For each \$300 spent, estimate how much is spent for food and clothes
1) \$329 2) \$90 3) \$29 4) \$130
- (d) Which costs are about twice as much as the cost of education? Five times as much? Eleven times as much?



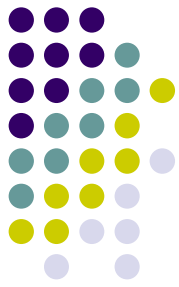
Singapore Textbooks Use Scaffolding Within Multi-step Problems :

Gr. 6 Pie Chart Problem Incorporating Angles

The pie chart represents the amount of money collected by various stalls at a funfair.



- What fraction of the total amount of money was collected by the games stalls?
- What was the total amount of money collected by the various stalls?
- How much money was collected by the music stalls?
- What was the ratio of the money collected by the food stalls to the money collected by the handicraft stalls?



What's Next?

- Complete Mathematics in June
- Begin Science and Social Studies in April
- Begin Professional Development with teachers
- Work with Colleges of Education to Include New Standards in Pre-service Education

How Will Florida Align Standards to Instruction?



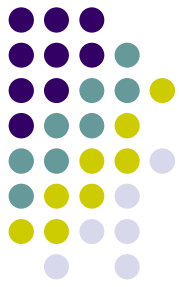
- Approved standards are placed in a database and assigned a level of rigor
- Course descriptions are built from this database and assigned a course rigor level based on the standards covered in the course
- Course exit exams are built from course descriptions
- Course descriptions define approved curriculum resources
- Course descriptions guide teacher professional development and required content knowledge

Math and Science



- New K -12 Office dedicated K-11 to Math, Science, and Secondary Reform
- New Florida Center Mathematics and Science Education Research

Secondary Reform In Florida



Florida's New Standards
Rigorous
Measurable
Clear and Concise

- **Dr. Cheri Yecke**, Cheri Pierson Yecke, Ph.D.
Chancellor, K-12 Public Schools
- **Mary Jane Tappen**, Deputy Chancellor, K-12 Public
Schools