

**Go Higher, Florida Task Force  
Aligning High School and Postsecondary Education  
April 30, 2007  
Turlington Building, Suite 1721/25  
Tallahassee, Florida**

**Minutes of the Meeting**

**Present:**

Executive Vice Chancellor	Judith Bilsky	Division of Community Colleges Florida Department of Education
Superintendent	Anna P. Cowin	Lake County School District
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
Deputy Executive Director	Madeline Hollon	Independent Colleges and Universities of Florida
Director	Jesse Jackson	Florida State University-Developmental Research School
Dean of Liberal Arts & Sciences	June Jones	Central Florida Community College
Principal	Boyd Karns	Seminole County School District
President	William D. "Bill" Law	Tallahassee Community College
Vice President	Mary Locke	Indian River Community College
Campus President	Maggy Cabral-Maly	Kent Campus
Vice Chancellor	Bonnie Marmor	Division of Workforce Education Florida Department of Education
Associate Vice Chancellor	Dorothy Minear	State University System of Florida Board of Governors
Chief Executive Officer	William J. "Bill" Montford	Florida Association of District School Superintendents
President	Jackson N. Sasser	Santa Fe Community College
Director	Heather Sherry	Office of Articulation Florida Department of Education
President	Sanford C. Shugart	Valencia Community College
Senior Director	John Small	Polk County Workforce Education
Chancellor	Cheri P. Yecke	K-12 Public Schools Florida Department of Education

**Other Presenters:**

David Spence, *President, Southern Regional Education Board*

Cornelia Orr, *Assistant Deputy Commissioner for Accountability, Research and  
Measurement, Office of Assessment and School Performance*

Patricia Windham, *Associate Vice Chancellor, Division of Community Colleges*

Pamela Smith, *Deputy Chancellor for Curriculum, Instruction, and Student Services, K-12  
Public Schools*

## **Welcome and Overview**

Chancellor Yecke welcomed everyone to the meeting due to the Commissioner and Chancellors Rosenberg and Armstrong meeting at the Governor's office (last week of session).

Minutes from March 12, 2007 meeting were approved.

## **Recap of Meetings 1&2**

- **Meeting 1 (January 31, 2007)**
  - Education Pipeline
  - High School reform initiatives in the state of Florida
  - Alignment projects taking place across the country
  
- **Meeting 2 (March 12, 2007)**
  - Go Higher Campaign-Get Accepted
    - Update: 906 participants (community colleges and high schools) GCCC/3 HS – 35 participants; submitted applications  
IRCC-April was dedicated to Go Higher Get Accepted- 46% increase in applications
    - Cost Benefit: DOE provided handout materials, posters for high schools, banners and t-shirts; Institutions-don't know cost, but when there is a 46% increase-that's a benefit (should be relatively inexpensive)
    - April will be "Go Higher, Get Accepted" month
  - Gap between high school graduation and college completion
  - Postsecondary readiness in other states
  - Dave Spence-Plans for alignment in other states

## **Standardized Assessments, Competencies & Concordance**

*Dr. Cornelia S. Orr, Assistant Deputy Commissioner for Accountability, Research, and Measurement (ARM), Office of Assessment and School Performance*

*Dr. Patricia Windham, Associate Vice Chancellor for Evaluation, Division of Community Colleges (DCC)*

- Grade 10 FCAT Content
  - Mathematics-Emphasis on applied mathematics/problem-solving
  
- Achieve Report Findings: Mathematics Exams (Do Graduation Tests Measure Up?)
  - "The questions on these exams reflect material most students study in middle school and early high school."
  - "The 'cut scores' required to pass the tests reflect modest expectations."
  - "Emphasize more challenging content."
  
- Grade 10 FCAT Content
  - Reading-Emphasize on reading comprehension and not related skills

- College Placement Test (CPT)
  - Community colleges have an *open-door policy*, but still need to assist students in being successful.
  - Success starts with accurate placement
  - SBOE Rule 6A-10.0315 implements a common placement testing program for all students entering a public community college or state university
  - Upon entrance, students seeking degrees are required to have placement scores in reading, writing and math
  - Some students present ACT and SAT scores for placement purposes.
  - Most community college students take the CPT-Florida's version of College Board's AccuPlacer.
  - Purpose of CPT is to *place* students, not to diagnose students
  - Tests students on reading comprehension, sentence skills, and elementary Algebra
  - FCAT is *achievement*; CPT is *placement*
    - Example of differences:
      - FCAT math is 25% Algebra
      - CPT math is 100% Algebra
      - Can do well on FCAT math and not well on CPT math
  
- DCC's FCAT Pilot Project
  - 7 institutions participating
  - project is for 2007-2008
  - Use FCAT scores to place into college-level
  - Students placing below these scores are required to use ACT, SAT, or CPT scores for placement
  - Project includes incoming freshmen and dual enrollment students
  
- The purpose of the CPT Competency Review Committee was to review the competencies for all developmental education courses ("prep courses").
  
- CPT Competency Review Committee is currently reviewing the alignment of College Prep Exit Exam Skills and CPT competencies to ensure what is being tested is what our institutions are expecting students to know
  
- Final report from the Committee is expected July 1, 2007.

### **The High School Feedback Report**

*Dr. Heather Sherry, Director, K-20 Office of Articulation*

- The 2005 High School Feedback Report
  - Comprehensive profile of 22 pre-graduate and post-graduate college readiness indicators.
    - Measures include student performance and participation in advanced curriculum and diagnostic assessments.
    - Compares high school to district and state.

- 2005 report includes four new indicators: 2 pre-graduation and 2 post-graduation.
  - N/A reports “no student participation” for a specific measure (less than 10%).
- Online access at: <http://data.fldoe.org/readiness>
- K-20 Education Data Warehouse Data Sources
  - Public School K-12 enrollment, transcript, and FCAT data.
  - Bright Futures Transcript Data – of courses completed.
  - Combined BF and Community College ACT, SAT, and CPT best test scores.
  - CC and SUS enrollment and fall performance data.
  - Evaluations and Reporting-test participation and scores-for SAT1 and SAT, ACT, CPT
  - FETPIP Clearinghouse.
- Pre-graduation Indicators Help High Schools...
  - Strategically plan for improvement;
  - Use data for initiating action to address gaps;
  - Track and measure incremental progress of school improvement initiatives using baseline data;
  - Identify practical and progressive approaches to college readiness;
  - Consider what works and what doesn’t; and
  - Promote innovative instruction and professional development to reduce the need for postsecondary remediation.
- Post-graduation Indicators Help High Schools...
  - Understand how postsecondary institutions determine college readiness and/or the need for remediation;
  - Track graduate cohort’s fall enrollment in Florida’s public and independent universities, community colleges, and career technical education centers;
  - Know the extent to which their graduates’ demonstrated “readiness” for college level math and English coursework; and
  - Strategically plan, prioritize, and undertake improvement projects and partnerships to address gaps.

**Florida’s Sunshine State Standards to World Class Education Standards**

*Pamela Smith, Deputy Chancellor for Curriculum, Instruction, and Student Services, K-12 Public Schools*

- World Class Education Standards
  - Requires the State Board of Education to review and systematically replace the Sunshine State Standards by adopting World Class Education Standards that prepare Florida’s students to effectively engage, communicate, and compete globally with students around the world.
  - Defined as curriculum standards by subject area and grade level which integrates:
    - Critical thinking

- Problem-solving
  - Creativity and innovation
  - Communication and information skills
  - Collaboration skills
  - Contextual and applied-learning skills
  - Information and media literacy skills
  - Global-awareness skills
  - Civic-engagement skills
- World Class Education Standards shall, at a minimum:
  1. Establish the essential content knowledge and skills by each grade level that are necessary for student academic achievement
  2. Identify the general content knowledge that a student is expected to know for reading proficiency
  3. Identify the specific content knowledge and skills that a student is expected to acquire and be able to demonstrate for each subject area (language arts, reading, writing, math, science social studies) by grade level
  4. Provide for the sequential development of a student's content knowledge and skills grade by grade for each subject area
  5. Provide for alignment to curricula appropriate for preparing high school graduates to enter the workforce and compete in high demand careers in Florida's global economy and to succeed in post-secondary education
    - By January 31, 2008, the State Board of Education shall establish an expedited schedule for the adoption of the WCES and periodic review and revision of the standards to ensure superior rigor, etc...
    - Each recommendation for new standards must include an estimate of the expenditures required to implement the recommendation (SB only)
    - By January 1, 2009, and by January 1 of each year, submit a report to the Governor, President of Senate, and the Speaker of the House detailing the status of the adoption, implementation, and/or revision

**Florida High School Success Index-Draft**

*Cheri P. Yecke, Chancellor, K-12 Public Schools*

- Each twelfth grade Florida high school student will earn a point value based upon their graduation status. Each school will average these points to develop their Florida High School Success Index. Schools will be evaluated on their index growth compared to previous years, and will be rewarded for their gains.

## Open Discussion

*Judith Bilsky, Executive Vice Chancellor, DCC*

*Cheri P. Yecke, Chancellor, K-12 Public Schools*

- Summary of Morning Discussion Points
  - Spence's Key Concepts
    1. Statewide recognition of the magnitude and nature of college-readiness problem
      - Postsecondary standards should be made public and made publicly available.
      - Teachers, parents, and students should know the relationship between FCAT scores, community college placement requirements and State University System (SUS) admission requirements.
      - Address the numbers of students who graduate from high school, take the CPT, fail the CPT, and never enroll in college. (applies to concept #2 also)
      - Use the Postsecondary Feedback Report as the core of, and to inform, local secondary/postsecondary articulation discussions. (applies to concept #5 and #6 also)
    2. Statewide, state-level leadership and commitment are needed to insure that the same college readiness signals are given to all high schools in a state, and that college readiness standards and assessments are fully part of high school standards and tests.
      - Create voluntary online placement test for high school students that informs them and their parents of where they stand and what they do to be prepared for postsecondary work before they graduate from high school.
      - Dual enrollment placement tests should be used for other purposes, i.e. to assess level of college readiness for all. (applies to concept #3 also)
    3. Adoption by public higher education and public schools of common college readiness standards within a state.
      - Explore end-of-course exams to replace high stakes high school graduation tests. (applies to concept #4, #6, and #7)
    4. Embed college readiness standards in state adopted high school standards and curriculum.
      - Require local postsecondary faculty to secondary faculty dialogue for better understanding of college readiness benchmarks. (applies to concept #7 also)
    5. Make college readiness assessment part of the high school testing program.

6. Make the performance of high schools and teachers in helping students meet readiness standards a significant component of the state school accountability process.
7. Embed college readiness standards into grades 8-12 teaching, curriculum, and assessments.

-Create a testing sequence that's open and public-one testing sequence; make it easy (have a common purpose)

*-Create a seamless relation between high school graduation requirements, placement scores and SUS admissions*

-What exactly does FCAT signify? Public discussion with parents, students...

-This is the outcome we should see over the next few years (board). How do you get from here to there? Set a goal. Get it approved. Where should we begin course specific assessment? Start with math. If we solve the math problem; the reading and writing problems are more manageable.

*-We need to have an assessment; when is it given? Statewide policy-CPT.*

-60% of high school graduates will end up in community colleges

-What does a student need to know/or do coming out of K12 or College Prep to be able to succeed in 1105? Then talk "standards" and from there develop the curriculum and the assessment process.

*-If university and community colleges work together to identify those benchmarks and then communicating that in a better way with the World Class Standards staff- you will have something significant coming out of the entire effort.*

-Who determines what it takes to be successful as a freshman?

-The endorsement is very important (universities)

-FCAT scores difference between a 2 and 4- 50%

Action Items:

Template to assist in developing policy recommendations will be emailed to all members. Please complete and return to Dr. Bilsky as soon as possible.

Review handouts in Task Force Folder (materials); also paper titled "For Discussion"

*APPROVED 6/27/07 TASK FORCE MEETING*