

STATE BOARD OF EDUCATION
Update
January 17, 2017

SUBJECT: K-12 Public Schools – Glades County Superintendent Scott Bass on behalf of
the Florida Association of District School Superintendents

PROPOSED BOARD ACTION

N/A

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

An update will be provided by Superintendent Scott Bass, Glades County Public Schools on issues relating to K-12 education initiatives.

Supporting Documentation Included: Talking Points

Facilitator/Presenter: Scott Bass, Superintendent, Glades County Public Schools

Florida Association of District School Superintendents

Comments

Scott Bass, Superintendent
Glades County School District

State Board of Education
Martin County School Board Office

January 17, 2017 - 8:30 a.m.

Introductions/Welcome

Good morning. On behalf of the school superintendents in the State of Florida, thank you for allowing us time to highlight some of the great things happening in education.

Glades County School District

- Enrollment
- Graduation Rate
- Career and Technical Education/Regional Training Center

FADSS Major Legislative Recommendations

Public Education Funding

Recommendations – General Operations

- Allow the nonrecurring local millage adjustment adopted in the 2016-2017 General Appropriations Act to expire.
- Adopt and fund the critical and other high priority needs for the FEFP that were identified in the Long Range Financial Outlook adopted by the Legislative Budget Committee on September 12, 2016. This would fully fund student enrollment growth and fund a 2.73% increase in per student funding for the FEFP.

Recommendations – Capital Outlay

- Funding for local capital improvements including maintenance and repair of district operated public schools, school safety improvements, hardware and infrastructure and other capital needs is critical. Authority should be restored to school boards to levy a discretionary millage of up to .5 mills to address these capital needs.

- Public Education Bonds funded by the PECO Trust Fund should be issued since bonding capacity is available to support the capital construction and capital technology needs of traditional public schools in school districts.
- The Legislature should fully fund the Special Facilities Program including those projects that are underway; unfunded projects from the 2016-2017 fiscal year; and any new projects recommended for funding beginning in the 2017-2018 fiscal year.
- Any local discretionary capital improvement funds provided to charter school facilities and capital equipment must continue to have the consent of the local school board.

Florida’s Accountability System

Florida’s basic framework of the accountability system with A-F grades has been in place for at least 17 years. Superintendents support a rigorous accountability system that is fair, ensures that decisions are made in the best interests of students and recognizes the complexities of serving students with diverse needs. The passage of the federal Every Student Succeeds Act (ESSA) provides an opportunity to develop a bolder vision of an accountability system that will lead to increased student performance and provide parents and the community with a more comprehensive report on student and school performance.

The full implementation of ESSA may be delayed, if not substantially altered, due to the recent election. Regardless of the ultimate outcome of the federal legislation, these recommendations are made to strengthen the current accountability system and are aligned with the major components of ESSA.

Maintain Challenging State Academic Standards

Superintendents strongly support the Florida State Standards in English Language Arts and Mathematics. ESSA requires the adoption of math, reading or language arts and science standards with at least three achievement levels.

Academic Assessments – Recommendations:

- **Alternate Assessment** – The state should approve nationally-recognized high school assessments (for example: SAT or ACT) from which districts may select for the administration of the 10th grade English Language Arts assessment in lieu of the Florida Standards Assessment (FSA) and such assessments should be included in Florida’s Accountability System. The FSA should be available for students who need a concordant score on an alternate assessment. A student’s highest score, regardless of the assessment, should be the score used for school and district accountability purposes. ESSA allows the flexibility of selecting a nationally-recognized high school assessment.
- **Paper/Pencil Test Administration** – Districts should have the discretion to administer tests using paper and pencil until the technology is available to minimize assessment time. Many districts, particularly rural districts, do not have the capacity to reasonably administer computer-based assessments without continued and major disruption of instructional time in the classroom. Larger districts may have more capacity, but still

have schools that struggle to meet the computer-based requirements without substantial instructional disruption. This is particularly critical at the high school level. Authorizing the use of paper and pencil will alleviate some of this disruption. The use of paper and pencil by districts could be explained as part of the Digital Classrooms Plan.

Additional Pathways to a Standard High School Diploma

There will always be a group of students who are successful in the classroom but cannot pass the 10th Grade FSA (ELA Component) or the Algebra I EOC. These students should have another pathway to a standard high school diploma that incorporates career and technical education and the successful completion of industry certifications. Receiving a “Certificate of Completion” does not serve these students well.

Career and Technical Education

A high quality career and technical education system continues to be critical to Florida’s economic growth and expansion. Florida’s public postsecondary technical institutions are an integral part of this system and provide the necessary training to meet the shortage of skilled workers in Florida. Public postsecondary technical colleges/centers, governed by school districts, provide quality training in specific occupational program areas in order to meet the employment needs of business and industry. These technical centers have the ability to be market driven, responsive to business and industry needs, cost effective, and focused on results.