

January 10, 2014

MEMORANDUM

TO: District School Superintendents
FROM: Joy Frank
RE: Legislative Update – Week of January 6, 2014

General Information

The most gratifying news of the week was the final score of the FSU/Auburn National Championship Game!!! I wish I could say that I was in Pasadena to cheer the ‘Noles to victory...but alas, it was committee week!

This was the first interim committee week of the New Year. Committees are beginning to consider bills and proposed legislation. Presentations also dominated many of the meetings. Below is a summary of pertinent information.

The **House Education Committee** had several presentations on the impact of attendance on student achievement. While the focus was on early learning, the discussion was expanded into other grades. Jeanne LaFountain the Principal of Early Childhood Learning Services from the Lee County School District gave a presentation on strategies to encourage and enhance attendance in early childhood programs. It was excellent. We can expect more discussion on this issue. In fact a proposal will be discussed at the next House Education Committee meeting.

The **House High Education & Workforce Subcommittee** heard a presentation from OPPAGA on Technical Centers. The entire presentation is attached. The presentation included an overview of technical centers including programs, students served, data reporting, and a description of programs in other states. The top ten career/technical programs in 2012-2013 were practical nursing, cosmetology, commercial foods and culinary arts, automotive service technology, electrician apprenticeship, air conditioning, refrigeration, and heating technology, applied welding technologies, medical administrative specialist, medical assisting and fire fighter. The report listed the following as policy considerations.

Considerations if Florida Technical Centers were only renamed “colleges.”

- Current COE accreditation would allow for using “college” in name.
- Would require surface-level changes such as signage, websites, and catalogs.
- Precedent in Tennessee and Utah.

Considerations if Florida Technical Centers are awarded college credit.

- Current COE accreditation would allow for awarding college credit leading to a certificate.
- Would need to convert clock-hours to credit hours.
- Certificate-to-degree articulation between districts and the Florida College System would need to be addressed.
- Precedent in Colorado

Considerations if Florida Technical Centers awarded associate of applied science degrees.

- Current COE accreditation would allow for awarding terminal associate of applied science degrees.
- Transferability of earned credit between districts and the Florida College System would require continuing articulation efforts.
- Would need to hire instructors to teach general education classes.
- Precedent in Alabama, Georgia, Kansas, Kentucky, and Louisiana.

The **House K-12 Subcommittee** had a workshop on PCB KTS 14-01. The bill is basically a cleanup bill and repeals outdated sections. The bill also addresses the issues relating to the new high school graduation requirements by correcting the inconsistencies among the various graduation cohorts. Attached is a lengthy color-coded chart that explains the changes. The bill will be taken up in February. Some amendments are expected, including some technical amendments. Members had questions about a few of the provisions including the language repealing the Dale Hickam Excellent Teacher Program and repealing the aspirational goals of attaining certain degrees for prekindergarten teachers. The goals were to be achieved by the 2010-2011 school year.

Commissioner Stewart presented to the **Senate Education Committee** a **Proposed Florida Education Plan for 2014-2016**. The presentation began by outlining the work over the past several months including the Governor's Summit and Executive Order. The PowerPoint is attached and the pertinent slides are reproduced below.

School Accountability Transition

Transition to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards:

- When Florida students take the new assessment for the first time, student performance level expectations ("cut scores") will not yet exist
- Setting student performance level expectations first in the summer immediately following the first administration of the new assessment, allows for a new baseline calculation of School Grades in the fall, which truly reflects student performance on the new standards and assessment, not simply a statistical link back to old expectations
- This baseline, informational approach in the first year, provides everyone – parents, schools, districts, the general public – a clear understanding of a student's and a school's starting point on the new, more rigorous standards and assessments – **truth in advertising**
- It is this baseline performance that must be apparent and upon which schools must build to **improve the outcomes for all Florida students**

School Grades

- The transition plan includes no interruption in current support to underperforming schools through our Differentiated Accountability teams
- There would be no new school turnaround options required for one year as a result of the 2014-15 baseline School Grades

School Accountability Revisions

Key considerations in transitioning to a simplified, more transparent School Grading System designed to promote college and career ready students using the new Florida Standards:

- Re-focus the School Grading formula on student success measures
 - Achievement
 - Learning gains
 - Graduation
- Include all students
- Ensure a focus on students who need the most support
- Avoid provisions that over-complicate the formula and muddle the meaning of a school grade (e.g., bonus factors, additional weighting, additional requirements, automatic adjustments, etc.)
- Ensure that the level of performance associated with an A-F school grade is transparently evident
 - Report A-F grades based on a percentage of points earned (e.g., 70%, 80%), rather than a point total
- After the baseline year, release grades for all schools in the summer at the same time

Teacher Evaluations

- Provide alignment with standard-setting processes in new school accountability system
- Clarify options for district student assessments to ensure best choices for students, which will support evaluations that are relevant for all teachers and evaluation systems that are sustainable
- Provide districts that are showing success with flexibility in deciding a portion of the student outcome data included in the evaluation

Data Security

Student data security review

- All systems with student personal identifiable information (PII) have been identified and reviewed for security risks
- Third party security, Inspector General, security assessments completed
- Auditor General Assessment almost completed
- Security policies are being revised based on assessment findings and recommendations
- Possible agency security task force and an IT steering committee
- LBR funding has been requested for:
 - Additional security monitoring services
 - Infrastructure consolidation
 - Re-writing legacy systems with security risks
- Developing a unique personal identifier called the Florida Education Identifier (FLEID) that will improve data security and accuracy

Data Security Report – Released December 31st

- Legislative Recommendations:
- Changes to s. 1002.22, F.S.
 - Notice to parents and students of rights

- Prohibit collection of biometric information
 - Prohibit disclosure of student records except as authorized by state statute, federal law or subpoena/court order
 - Require designation of directory information at public meeting
- Additional Recommendations:
 - All systems under review to ensure the data fields being received or distributed comply with statutes
 - Improve or establish and support Data Governance, Project Governance, and Technology Standards
 - Encryption policy and procedures are being clarified and strengthened

Next Steps

- Standards
 - State Board review of public comments at January 21st meeting
 - Website open this month for public comments on revised Standards (open until February 18th SBOE meeting)
 - Face-to-face and web based public hearings January 14th
 - SBOE considers standards rule for adoption at February 18th meeting
- Assessments
 - ITN evaluation meeting Friday January 10th
 - Negotiations with eligible applicants follow
 - Commissioner makes assessment decision in March

The **House Choice & Innovation Subcommittee** considered **HB 173 relating to Juvenile Justice Education Programs by Rep. Adkins**. The bill passed through the full House last year, but did not make it through the Senate.

The bill makes changes to the provisions of law that govern the accountability, deliverance, and review of juvenile justice education programs that provide educational services to students within the Department of Juvenile Justice (DJJ).

The bill revises the accountability of juvenile justice education programs by:

- Requiring cost and effectiveness information on programs and program activities be provided in order to compare, improve, or eliminate a program or program activity.
- Requiring program and program activity cost and effectiveness data be provided to the Legislature and the public.
- Implementing an accountability system to meet client needs.
- Requiring the Department of Education (DOE) in partnership with DJJ to develop a comprehensive accountability and school improvement process.
- Requiring DOE in collaboration with DJJ to monitor and report on the educational performance of students in commitment, day treatment, prevention, and detention programs.
- Requiring DOE in consultation with DJJ, district school boards, and providers to adopt rules for objective and measurable student performance measures and program performance ratings for the delivery of educational services by prevention, day treatment, and residential programs.

- Requiring DJJ in consultation with DOE to publish by March 1 of each year a report on program costs and effectiveness, educational performance of students, and recommendations for modification or elimination of programs or program activities.
- Requiring DOE in partnership with DJJ, the district school, and providers to:
 - Develop and implement requirements for contracts and cooperative agreements regarding the delivery of appropriate education services to students in DJJ programs.
 - Maintain standardized procedures for securing student records.

The bill revises provisions related to juvenile justice programs by:

- Requiring school districts and juvenile justice education providers, in collaboration with others to develop an individualized transition plan during a student’s stay at a program.
- Requiring the State Board of Education to adopt rules for academic assessment for students in detention centers.
- Requiring DOE and DJJ to provide oversight and guidance on how to implement effective educational transition planning and services.
- Requiring prevention and day treatment programs to provide career readiness and exploration opportunities as well as truancy and dropout prevention intervention services.
- Requiring the multiagency plan for career education to eliminate barriers to education and address virtual education.

The bill passed the committee favorably with two amendments.

The committee members also had a workshop on a charter school proposal. The committee did not take any public testimony on the proposal. The proposal will come back before the committee as a proposed committee bill perhaps in February. The bill basically attempts to incorporate the application into the charter or contract. The ability to amend or modify the standard charter contract is permitted after sponsor approval of the standard contract with the charter school. The intent is to have the charter open with the basic charter/contract that incorporates the application. Then, any outstanding issues beyond the application will be considered. The provisions in the application are expanded to include many of the provisions that were required in the charter/contract.

Prior to the submission of an application to the sponsor, the applicant may file the application with DOE for review of compliance with the application section. In addition to meeting the requirements relating to the application, the application must identify the school district or districts in which the school will operate and submit a filing fee in an amount determined by DOE and calculated to recover the costs incurred in connection with the review.

The proposal also includes that language that prohibits a sponsor from requiring a charter school to limit enrollment or capacity of those students enrolled before the start of the school year as a condition of approval or renewal of a charter.

Please have your staff review this proposal carefully and provide me with your comments. We have several concerns with this proposal. It is attached.

The **Senate Appropriations Education Subcommittee** had a presentation from OPPAGA on a review of the extra hour initiative. The review found that 66 schools moved off the low 100 list after implementing

the extra hour program. At most schools, a great percentage of student were reading a grade level. At most schools, a greater percentage of below grade level students made a year's worth of learning growth.

Local implementation issues that affecting school success included the following:

Some districts were less prepared with curriculum, guidance, and support for the schools prior to the start of the school year. Despite this challenge, 4 of the 7 principals who mentioned this issue were from the most successful schools.

For some of the least successful schools, principals said that their district's chosen curriculum did not meet the needs of all students or did not focus on FCAT-tested reading skills.

- 5 of the 10 principals from the least successful schools mentioned this issue; it was not cited by principals from the most successful schools
- Districts that were contacted have adjusted their choices after seeing first year results

Some teachers at the least successful schools lacked recent experience teaching reading, a proven track record of effectiveness in teaching reading, and/or teaching experience in general. Four of the 10 principals from the least successful schools mentioned this issue; it was not cited by principals from the most successful schools

The most successful schools were more likely to have had school-wide buy-in for the extra hour. Principals from a majority of the most successful schools were enthusiastic and described a high level of support for the extra hour from their staff, which was not as evident from the interviews with principals from the least successful schools.

The principals had several suggestions for program improvement:

- Provide more notice and preparation time prior to the start of the school year.
 - Districts were not given the list of schools required to participate until mid-July
 - Schools were selected based on school grade calculations
 - Some schools received less than two weeks' notice, which, according to principals, affected their ability to have a program in place when their school year started in mid-August.
- Make the program multi-year.
 - The majority of principals interviewed said that schools would benefit from more than one year of the Extra Hour Program.
 - One year might not be a sufficient amount of time to see substantial improvements in reading.
 - Would allow for the reinforcement of student learning gains and continued additional support for students who need it.
 - Schools might be able to improve implementation based on experience gained during their initial year of participation

Upcoming Committee Meeting Schedule

The House and Senate will meet the week of January 13th. Committee agendas of interest are below.

Monday, January 13, 2014

1:00 p.m.

Joint Legislative Auditing Committee

Presentation of AG's Operational Audit of the Manatee County District School Board.

Tuesday, January 14, 2014

9:00 a.m.

Choice & Innovation Subcommittee

HB 277 by Spano re to Joint Use of Public School Facilities

HB 310 by Moraitis re to Maximum Class Size

10:00 a.m.

Senate Education

SB 178 by Ring re to Disability Awareness

1:00 p.m.

House K-12 Subcommittee

HB 337 by Fresen re to Florida Teachers Classroom Supply Assistance Program

KTS 3 - by K-12 Subcommittee re to Middle Grades Education

(I will provide the proposal when I have a copy, it was not up at the time of sending this memo)

Wednesday, January 15, 2014

10:00 a.m.

Senate Appropriations Subcommittee on Education

Workshop on Postsecondary Education in Career and Technical Centers

2:30 p.m.

House Education Appropriations Subcommittee

Implementation Updates:

District Technology Plans & Distribution of Technology Funding

Safe Schools Security Assessments

Thursday, January 16, 2014

9:00 a.m.

House Education Committee

Workshop on Early Learning

I hope this information is helpful. If you have any questions, please call me at 850.577.5784.