Council for Education Policy, Research and Improvement

Council Meeting February 11, 2004 Tampa, Florida



Council for Education Policy, Research and Improvement



WELCOME

AGENDA



- III. Chairman's Report
- IV. Executive Director's Report
- V. State Board of Education Report
- VI. Board of Governors' Report
- VII. Master Plan
 - Major Initiatives
 - Funding Issues
 - Leadership Issues
 - <u>Career Education</u>
 - Early Childhood Education
 - Timeline for Initiatives

VIII. Annual Yearly Progress, Florida A+ and NAEP

- IX. <u>The Teaching Profession</u>
- X. <u>Publications</u>





II. Approval of Minutes



III. Chairman's Report



IV. Executive Director's Report



V. State Board of Education Report

- Melinda Crowley, Chief
 Bureau of Educational Technology
- Council Discussion



V. State Board of Education Report



VI. Board of Governors' Report



VII. Master Plan Major Initiatives Funding Issues – Staff Report

Funding Committee

Review of Recent University Studies and Proposed Process for Further Studies



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Proposed Schedule



- State universities February
- Community colleges April and May
- Performance funding July
- Additional university issues TBA
- Public schools TBA
- Endowment matching TBA

University Studies



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Equity Study: The Need for Coherent Funding Policies



Dennis Jones in *Financing in Sync: Aligning Fiscal Policy with State Objectives* (2003) notes that when funding policies are not aligned, important goals of higher education are not realized:

- Students find higher education becoming unaffordable and opt out;
- Taxpayers pay more than their fair share; or
- Institutions fail to acquire the resources needed to adequately fulfill their missions.

Equity Study



Factors that contribute to inequity

- Under-recognition of the cost of doctoral instruction and its relationship to research
- Lack of a student fee policy that differentiates fees by university mission
- Lack of consistent funding for enrollment
- Inconsistent method for determining equity
- Need for empirically-based support for increased funding based on local circumstances (part-time enrollment, branch campuses, local costs, etc.)

Contract Study



- A contract could enhance planning, prioritization, and the implementation of policies
- Performance expectations should be targeted to the priorities of the state and student concerns such as access and graduation
- Fee flexibility should be tied to meeting performance expectations
- Student fees are not the major barrier to student access and completion





- Student Equity
 - Access
 - Quality
- Taxpayer Equity
 - Quality & Economic Benefits
 - Share of Cost

Growth in Florida's Public Universities 1990 to 2000



- Among the 456 public institutions that award graduate degrees, Florida public universities averaged a jump of 41 positions in the ranking by headcount enrollment
- Florida public universities grew by 37% while the national average was 5%. The next 4 fastest growing state systems ranged between 19% and 28% and were all medium to small states.



Inconsistent Funding





Proposed Principle



- Because of Florida's dramatic rates of growth, funding for enrollment growth is necessary in order to maintain equity in local access to educational opportunities.
- In universities, problems have occurred because of inconsistency in the funding of enrollment growth. Enrollment growth should be funded based on a constant amount per FTE.

Quality



1995 NRC Rankings of Programs

	Outstanding	Excellent	Very Good	Good	
Any Discipline					
UF		1	15	16	
FSU			7	15	
USF				5	
UCF				2	
Science and Technology					
UF			10	11	
FSU			4	9	
USF				4	
UCF				2	

The Taxpayers Share: Florida Tuition & Tax Revenue in Comparison to Top 5 Public Universities







Equity in Cost Sharing



Proposed Principle



- The share of the cost of higher education that is bourn by the student and by the taxpayer should reflect the share of benefits that are received by the student vs. the public at large.
 - Carnegie Commission on Higher Education. Higher Education: Who Pays?
 Who Benefits? Who Should Pay? New York: McGraw-Hill (June 1973)

Alternative Fee Policies



Revenues From Fee Increases	<u>10%</u> All Students	<u>Increase</u> No Increase for Resident Undergraduate S
Current Enrollment New Enrollmont	\$55,322,2 00 \$4,204,30	27,171,538 1 792 834
	\$59,526,5	1,192,034

Performance Funding



- Performance funding should be focused on a limited number of meaningful issues based on the priorities of the State
- Performance funding should accommodate differences in mission and service population.
- Performance funding should be designed to provide the shortest possible time between performance and reward, such as linking tuition flexibility to achievement of State priorities.



VII. Master Plan Major Initiatives Leadership Issues – Staff Report

Florida's Educational Leaders:

WALTON WASH-

3 JACKSO

WAKULLA

TAYLOR

A Proposed Study on the **Nature and Supply of Quality** Leaders for the State's **Schools and School Districts**



2004 Profile of Florida School Leaders



- Demographic portrait of school district superintendents and elementary, middle and high school principals
- The impact of DROP on the number of leadership vacancies in school districts

Issues Surrounding High Quality School Leadership

- **Definitions**
- Projected shortages
- The supply pipeline
- Changes in certification requirements
- Emergence of the "nontraditional" school leader
- Leadership training systems
- Appraisal/Evaluation systems
- Staffing challenged schools





VII. Master Plan Major Initiatives Career Education – Staff Report

Committee Activities



- The committee met 12 times from April 2002 to May 2003
 - Heard testimony from national experts as well as local and state workforce education professionals.
 - Hosted a roundtable discussion with representatives from business and education.
 - Conducted an all-day workshop in February with Dr. John Porter, Jr.





- I. Attainment of Reading, Writing, and Mathematics Skills
- II. School-to-Career Transitions for K-12 Students
- III. State Coordination of Postsecondary Career and Technical Education

Attainment of Reading, Writing, and Mathematics Skills: Deficiencies in Basic Skills Among the Youth Population

- Primary responsibility: K-12 system
 Current Efforts: Reading First (\$45.6 million in 2002-03)
 K-12 Reading Coaches Model Grant (\$11 million)
- FCAT Reading Level 1: 30 percent (4th); 29 percent (8th)
 FCAT Math Level 1: 26 percent (4th); 25 percent (8th)
- Characteristics of reform in countries that have gotten students to high standards:
 - Core teachers stay with students for two or more years,
 - Common planning time is allowed for all core teachers,
 - Tutoring is provided on a daily or weekly basis by the same teachers,
 - Longer school calendars for students (190 210 days) are mandated with similar hours per day.

Policy Recommendation 1



Schools and school districts shall be responsible for establishing intensive programs to get students to grade-level reading, writing, and mathematics benchmarks in 5th, 8th, and 12th grade, modeling best practices nationally and internationally.
Policy Recommendation 1 Implementation Strategies



- Emphasize <u>"looping" teaching assignments</u> in early grades (students and teachers stay together for 2 or more years)
- <u>After-school and weekend tutoring</u> for students
- <u>"Summer bridge" programs</u> for acceleration of reading, writing and mathematics skills
- <u>Leverage private resources</u> like those provided through the PASS and matching grants programs.
- Administer <u>college placement tests</u> no later than the 11th grade.
- <u>Teacher professional development</u> for research-based "best practices"
- Professional development for administrators

Attainment of Reading, Writing, and Mathematics Skills: Deficiencies in Basic Skills Among the Adult Population

- Large Dropout Problem in Florida More than 40,000 students dropout each year
- Other countries has focused on programs that develop specific job skills while providing accelerated instruction in basic skills.
 - Denmark "Production schools"
 - Provide job training skills in a business environment, resulting in the production of a specific product or service.
 - Schools are located in a business rather than an educational setting to prevent further alienation from the system.

Policy Recommendation 2



High school dropouts shall be recruited into a new "production school" model that provides an avenue to improve education, skills, and income potential through programs that combine intensive contextual reading and mathematics programs with specific job training skills.

Policy Recommendation 2 Implementation Strategy



 Design a program for recent high school dropouts, modeled after the <u>Danish</u> production schools.

School to Career Transitions: Structure and Curriculum



- Remedial needs of current graduates are high, especially for those who do not complete a college prep curriculum
- School Size
 - Largest average school sizes for elementary and secondary school in the country
 - FL Elementary 770; US Average 478 (1998-99)
 - FL Secondary 1404; US Average 707
- Research-based career academy models

Policy Recommendation 3



Every student in a Florida high school shall graduate with college preparatory curriculum and an area of concentration (i.e., Humanities, Math/Science, Career/Technical). Each concentration must have the same high academic foundation in reading, mathematics, and writing.

Policy Recommendation 3 Implementation Strategies



- New High School Diploma with:
 - a) Mastery of Algebra 1 in the 8th grade.
 - b) Phase out all general mathematics courses
 - c) Vertical alignment of curriculum between middle grades and high school
- Develop <u>alternate grade configurations</u> to better serve students in the "middle grades," particularly for schools whose populations are struggling to meet state standards.
- Provide funding and resources to support <u>teacher professional</u> <u>development</u> (for instructional practices that promote high student achievement, integration of academic and technical curricula, and applied academics)
- Offer opportunities for students to include career/technical coursework in their program of study.

Policy Recommendation 4



Every high school in Florida shall develop a research-based Florida Partnership Academy with the following features: 1) small learning community, 2) strong academics in a career context (with standards-based career-technical coursework), and 3) partnerships with the local business community.

Policy Recommendation 4 Implementation Strategies



- Create a high level office to oversee the development of <u>"Florida</u> <u>Partnership Academies</u>" (DOE and State Workforce Board) with responsibility for the coordination of state planning grant awards to high school for the development of a research-based "partnership academy" design.
- Adopt <u>statutory language that defines a "Florida Partnership Academy"</u> and provides for a process for certification of career academies
- Provide <u>planning grants</u> in the amount of \$15,000 for high schools to develop a research-based "partnership academy."
- Develop <u>acceleration pipelines</u> for students in the middle grades to encourage and prepare for participation in a "partnership academy."

School to Career Transitions: Career Planning and Marketing



- Severe lack of meaningful career and academic advice for many students
 - Statewide high school counselor to student ratio is 364 to 1 (2001-02)
 - Some schools as high 500 and 600 to 1
- Need a better student advisement and information system

Policy Recommendation 5



Every student in Florida shall be made aware of career options by the start of high school and provided with extensive guidance in order to plan their coursework in accordance with their career aspirations.

Policy Recommendation 5 Implementation Strategies



- Identify <u>best practices for an advising system</u> that ensures all students have access to quality time with an academic advisor. Explore the teacher-advisor model.
- Mandate the <u>development of an education and training plan</u> related to career interests for late middle school and high school students.
- Utilize <u>peer mentoring programs</u> that rely on high achieving school peers and young adults to provide support for secondary students planning their education and careers.
- Develop an <u>intensive marketing campaign</u> to attract high school students into postsecondary education programs leading to careers that are of critical need to the State.

School to Career Transitions: Accountability



- Current school grading system provides an important "culture of accountability"
 - Limited to FCAT performance
- Other important school to career transition indicators are missing
 - Dropout Rates
 - Postsecondary Progression

Policy Recommendation 6



The school accountability system shall be expanded to encompass outcomes related to the complete integration of career and technical education in the overall education system. Indicators including but not limited to career-related outcomes, measures of student effort, and the recovery of high school dropouts must complement the current accountability assessment measures in order to provide a more complete picture of student achievement.

Policy Recommendation 6 Implementation Strategies



- Include <u>multiple measures of performance</u> for use in school accountability.
- <u>Feedback report on career/workforce outcomes</u> to provide a baseline analysis for which high schools may be evaluated on their success in getting their students ready for college.
- Develop <u>applied learning standards</u> that lead into more powerful exploration of careers, integrated into high academic standards.

State Coordination of Career-Technical Education: Adequacy of Knowledge Workers



 Through 2009, 80 percent of the fastest growing jobs require postsecondary education, most postsecondary vocational or career education.

Current Efforts

- Charter-Technical, College High School
- K-12, Community College, Business Partnerships

Policy Recommendation 7



All career and technical education programs shall ensure that their program completers exit with skills and credentials endorsed by local and/or state industry sectors.

Policy Recommendation 7 Implementation Strategies



- Promote the development of educational partnerships in which high school students graduate with a two year career-technical credential that has been endorsed by local business and industry (similar to charter-technical and collegiate high schools).
- Provide funding and incentives for technical centers and community colleges to offer postsecondary careertechnical coursework for high school students.

State Coordination of Career-Technical Education: Decentralization



Dual System of Delivery

- Vocational-technical Centers (60% of Enrollment)
- Community Colleges
- Need better coordination between regional delivery systems on critical state and regional needs

Policy Recommendation 8



Community colleges shall develop, within their local service areas, a strategic plan for career and technical training in partnership with area career-technical centers and local industry sectors.

Policy Recommendation 8 Implementation Strategies



- Local workforce development boards, chambers of commerce, community colleges, school districts, and area technical centers should conduct a "needs assessment" analysis.
- Local plan should include strategies for ensuring adequate access to education and training programs by examining the feasibility of the following:
 - a) Multiple site offerings to reach the most disadvantaged populations,
 - b) Flexible scheduling,
 - c) Short-term, accelerated training options, and
 - d) Distance learning, where appropriate.
- Provide adequate financial aid for enrollment in career and technical education programs and part-time students.
- Reward effective strategic plans with incentive funding



VII. Master Plan Major Initiatives Early Childhood Education – Staff Report



VII. Master Plan Major Initiatives Timeline for Initiatives – Staff Report – Council Discussion



Working Lunch

Invited Speakers/Public Testimony

Pinellas County Education Foundation



VIII. Annual Yearly Progress, Florida A+ and NAEP

- Staff Report
- Council Discussion and Action

Question 1



 Is the percentage of schools that 'need improvement' under Adequate Yearly Progress a meaningful statistic for comparison among states?



Lack of Standardization

Each state:

- Establishes its own curriculum
- Uses state-chosen tests
- Determines its own standards for proficiency
- Determines minimum number of students needed to comprise a group
- Decides how to calculate grad rates
- Determines whether to use confidence intervals





Can Adequate Yearly Progress data be compared to the results of state accountability programs?



Stricter Standards in NCLB

- All or nothing rule
- 95% participation rate
- All subgroups must be 100% proficient by 2014
 - LEP students
 - SWD





Is there any correlation between NAEP scores and NCLB results?



Differences between NCLB and NAEP

- State assessments in NCLB tailored to specific state criteria
- NCLB does not focus on gain scores that fall below proficient level
- NCLB results impacted by 95% rule
- NCLB requires all LEPs and most SWDs to be included.



Relationship of AYP Scores to NAEP Average Percent Proficient by State, 2002-03



*Preliminary AYP data



NAEP Grade 4 Reading Score Gains Black Students - 1998, 2002, 2003



NAEP Grade 4 Reading Score Gains Hispanic Students 1998, 2002, and 2003





NAEP Grade 8 Reading Score Gains Black Students 1998, 2002, 2003





NAEP Grade 8 Reading Score Gains Black Students 1998, 2002, 2003




NAEP Grade 8 Reading Score Gains Hispanic Students 1998, 2002, 2003





Varying Definitions of Grade 8 Math Proficiency: NAEP 2000, States 2002





IX. The Teaching Profession

- Remarks by Mary Thoreen, mathematics teacher, Wilson Middle School and 2004 Milken Foundation Award recipient
- Council Discussion



X. Publications



XI. Other Items of Interest



XII. Adjournment