

FLDOE Responses to Questions from FOIL May 2011 Meeting

1) Is there a chart comparing RTTT and SB 736? Kathy.Hebda@fldoe.org

We completed a side-by-side of the bill, RTTT, current law and SB 6. The best comparison, however, for what is timely (meaning focused on teacher and principal evaluation) is the RTTT Teacher Evaluation Checklist. It combines the two and provides references from each. The PowerPoint on SB 736 is also a good summary. The latter two are available online under the Teacher and Principal Evaluation technical assistance page on the RTTT site (<http://www.fldoe.org/ARRA/pdf/ReviewApprovalChecklist.pdf> and <http://www.fldoe.org/ARRA/pdf/april13tac.pdf>).

2) Will there be three value-added models; Year 1 – FCAT; Year 2 – for EOC, AP, IB, etc.; Year 3 – a model for hard to assess items/tests? Kathy.Hebda@fldoe.org

We are beginning with the calculation or formula for use with FCAT data by June 1. We will develop additional formulas that districts must use for the remainder of the state assessments, beginning with Algebra 1 in year two and including the Alternate Assessment, as well as other state EOCs as they become a part of the state assessment system. In addition, during year 2 we will begin development of the example formulas districts may choose to use with AP, IB and other standardized assessments. Year 3 will include guidelines and recommended procedures, which may include illustrative examples, which will help districts select or develop growth formulas for their own EOCs. Year 4 we will provide similar guidance for districts using the assessments developed from the "Hard-to-Measure" district grants, which are being distributed shortly. It should also be noted that all formulas developed for use with state assessments will be evaluated each year with district input to determine any improvements that need to be made; June 1 is just the beginning of that process.

3) For virtual schools, when a student takes courses from other districts, which district gets the FTE? Sally.Roberts@fldoe.org

The legislation stipulates that the school district in which the student completes the course (district of instruction) shall report the student's completion of that course for funding.

4) For virtual schools, may students take enough classes to earn early graduation? For example, a student could take enough courses to graduate as early as 15. Sally.Roberts@fldoe.org

District students may take additional courses beyond the school day and year from FLVS in addition to the courses they take in the district to accelerate. How much they accelerate depends on multiple factors including what their academic goals and capabilities are. Additionally, the 18 credit hour graduation options are still available, so it is very possible for a student to fulfill high school graduation requirements as young as 15.

5) For virtual, if a student takes EOC course online, will the district the child lives in administer the EOC or will the virtual school? Will EOC standards be compatible? Sally.Roberts@fldoe.org

Currently, the district of enrollment administers statewide assessments. With Florida Virtual School becoming a full-time provider, this policy will need to be reviewed.

6) Will weighted grades for AP etc. be granted with virtual courses? Sally.Roberts@fldoe.org

School districts determine the weights for AP courses and those weights would apply to district students who take virtual AP courses as well.

7) Will the curriculum and content standards be at the same level for virtual charters? How will quality be assured? Sally.Roberts@fldoe.org

Yes, virtual charter schools have the same curriculum requirements as other public schools in Florida. In addition, their online courses must meet the national standards for quality online courses. As full-time programs, virtual charter schools will be included in Florida's accountability system and receive school grades.

8) Can districts provide 24-7 virtual instruction and receive funding the same way FLVS does? Sally.Roberts@fldoe.org

Yes, all virtual programs are funded based on successful completions and receive similar funding per student. Virtual courses for FLVS and district programs are available 24/7. Teacher availability is determined by each virtual school or program.

9) What school number do district franchises use for courses not available through FLVS? Sally.Roberts@fldoe.org

District franchises only use school number 7004 and can only offer franchise courses under that number. A designated school number has not yet been determined for the newly-authorized online courses districts can offer outside of their franchises or current virtual instruction programs.

10) Do district and FLVS courses apply toward the online course graduation requirement? Sally.Roberts@fldoe.org

Yes, The online course to meet graduation requirements may be an online course offered by FLVS, a district high school or district virtual instruction program or through an online dual enrollment course.

11) Does the virtual bill require one online 'credit' or 'course' which may be 0.5 credits? Sally.Roberts@fldoe.org

The 'course' must be included within the 24 credits to meet graduation requirements. This could be a half-credit or full-credit course. The law also specifies that a student enrolled full-time or part-time in a district virtual program which encompasses all grade levels meets this requirement.

12) Why is FLVS the only acceptable provider for 4th and 5th grade students taking middle school courses? Why can't districts offer this option through a franchise taught by district teachers? Sally.Roberts@fldoe.org

Districts can already accelerate elementary students in district schools and receive funding for students at all grade levels. FLVS could not receive funding for elementary students who took middle school courses from them because their funding was limited to students in grades 6-12. This language now allows FLVS to receive funding for grade 4-5 public school students who take FLVS middle school courses.

13) If an elementary student takes a higher level course through virtual, which FCAT does he or she take? Sally.Roberts@fldoe.org

Response from both curriculum and assessment, pending.

14) Please clarify – allows FL Virtual school to operate a full-time K-12 virtual education program – Will FLVS become a diploma-granting institution under this legislation? Sally.Roberts@fldoe.org

FLVS is authorized to offer a full-time K-12 virtual program. Response for diploma question is still pending.

15) Three options for virtual requirement – Does a district with two providers and a franchise meet the three option requirement? Sally.Roberts@fldoe.org

This has not been determined yet.

16) Explain funding for virtual education franchises and part-time virtual programs. Sally.Roberts@fldoe.org

All virtual education options, including franchises, are funded through the FEFP. However, this legislation prohibits them from receiving class-size funding which is one component of the FEFP. Therefore, all district virtual programs will receive less funding through the FEFP than they did last year. FLVS lost the class size funding two years ago.

18) Can the online graduation requirement be met with a blended class structure? Sally.Roberts@fldoe.org; Mary.Tappen@fldoe.org

No, the legislation specifically states the course must be completed through online learning. Blended learning includes both online and face-to-face instruction. The details about which courses will count have not been fully determined yet.

19) Can the online graduation requirement be met with credit recovery programs? Sally.Roberts@fldoe.org; Mary.Tappen@fldoe.org

Yes, if the credit recovery programs offer online courses that fall within the 24 credits required for graduation.

20) Is it true that an ESE student will lose his/her ESE status if he/she is successful in a course taken with a franchise, but that the same is not true if the course is taken with FLVS? Sally.Roberts@fldoe.org; Bambi.Lockman@fldoe.org

No, this is not true; however, McKay scholarship eligibility may be in jeopardy.

21) For the open enrollment 90-day notifications requirement, are marquis and autodealer websites acceptable? LaTrell.Edwards@fldoe.org

The law requires that each LEA submit a notification plan to the SEA for review. We do not review the implementation of the plan.

22) Does the move to electronic digital instructional materials mean that curriculum materials must be digital and be connected to the LIIS? Mary.Tappen@fldoe.org

Yes, in 2015-2016.

23) Can middle school students earn industry certification? Loretta.Costin@fldoe.org

Yes. HB 1255 amends s. 1003.491, F.S., Florida Career and Professional Education Act. Beginning with the 2011-2012 school year, each district school board, in collaboration with regional workforce boards, economic development agencies, and state-approved postsecondary institutions, shall include plans to implement a career and professional academy in at least one middle school in the district as part of the strategic 5-year plan pursuant to s. 1034 1003.491(2), F.S.

The middle school career and professional academy component of the strategic plan must ensure the transition of middle school career and professional academy students to a high school career and professional academy currently operating within the school district. Students who complete a middle school career and professional academy must have the opportunity to earn an industry certificate and high school credit and participate in career planning, job shadowing, and business leadership development activities.

Each middle school career and professional academy must be aligned with at least one high school career and professional academy offered in the district and maintain partnerships with local business and industry and economic development boards. Middle school career and professional academies must provide instruction in courses leading to careers in occupations designated as high growth, high demand, and high pay in the Industry Certification Funding List approved under rules adopted by the State Board of Education.

Additionally, school districts will be able to register middle school career and professional academies with the Department beginning with 2011-2012 school year. During the registration process, districts will identify the industry certifications that will be made available for students to earn. In future years, school districts will be eligible for differentiated bonus funding for middle school students from registered career and professional middle school academies, who earn industry certifications identified on the Industry Certification Funding List (<http://www.fldoe.org/workforce/fcpea/pdf/1011icfl.pdf>) approved under rules adopted by the State Board of Education and graduate from high school. Students earning industry certifications will be incorporated into the calculation of middle school grades.

24) Do we know what percentage the participation and performance of high school courses with EOCs will be counted in the middle school grading formula? Ed.Croft@fldoe.org

The legislation (if signed) will require 50/50 weighting between participation and performance. However, the legislation does not specify which students should be in the count for the denominator for participation. That will be decided by rule revision. The denominator can provide some flexibility regarding the population evaluated for participation. For example: count all 7th and 8th graders? Count only 8th graders? Use the count of 7th and 8th graders scoring at level 4 or higher on the FCAT Mathematics Assessment? There are other possibilities. Data runs will provide additional information on comparative denominator populations/sizes.

25) How will the Geometry EOC figure in next year since it is field tested next year, and middle school students don't have to pass it to receive credit next year? Ed.Croft@fldoe.org

The Geometry EOC will not be used in school grading until 2012-13. We do not expect to use the Geometry EOC in AYP.

26) How will it affect a middle school since they are not able to have a student complete industry certification? Kathleen.Taylor@fldoe.org

Middle school students can earn industry certifications. Many information technology-related certifying agencies use a tiered approach to issuing certifications based on various degrees of mastery. For example, Adobe Certified Associate (ACA) level certifications demonstrate basic, entry-level skills with Adobe digital media software and may be appropriate certifications to demonstrate middle school student mastery. Adobe Certified Expert (ACE) demonstrates advanced, professional-level skills with a wide range of Adobe software.

Depending on the industry certification, students may be prepared to sit for an examination leading to an industry certification upon completion of one course (150 hours of instruction) or two courses (300 hours of instruction). Some industry certifications require additional instructional time to master the student performance standards that correlate to the industry certification competencies. Whether or not a middle school student will be prepared to earn an industry certification may be largely determined on the middle school course offerings available in the registered middle school career and professional academy. Many school districts offer high school CTE (9-12) courses for high school credit in middle school. This may serve as a strategy to help middle school students prepare for and earn an industry certification.

It is important to note that some industry certifications may have work experience requirements and/or age restrictions and may not be achievable by middle school students. In addition to industry certification, the Industry Certification Funding List (<http://www.fldoe.org/workforce/fcpea/pdf/1011icfl.pdf>) approved under rules adopted by the State Board of Education contains state and federal licensure/credentials, which generally require that individuals complete a regulated training program (e.g., nursing or fire fighting) that would not be achievable by a middle school student.

27) What are other districts doing with overage middle school students?

We would like to hear from FOIL members on this.

28) HB 1255 did not address college readiness preparatory courses as meeting high school graduation credit requirements (as indicated in the College Success Academy pilots). Can this be accomplished via rulemaking?

Yes, this will go to the State Board of Education for approval in June.

29) What resources/assistance will FLDOE provide to districts for LIIS? FLDOE-LIIS@fldoe.org

Assistance we're providing: \$5 million to small or rural. We are working on final calculations and the paperwork necessary for distribution. The RFA to eligible districts will be posted the first week of June.

Local Systems Exchange – We are working on final arrangements to host this on a SharePoint site. The site will be available to all districts by June 30, 2011. It will be how they can talk to each other about implementing the LIIS.

30) When will districts be required to begin reporting progress on LIIS? How often? FLDOE-LIIS@fldoe.org

Districts have already begun reporting on the LIIS. A baseline narrative report was submitted on December 31, 2011, by each participating district. Following that, an annual narrative report will be due September 30 of each year. FLDOE is also constructing a survey that will assess by minimum standard the progress being made by each district. FLDOE is currently planning that survey and will let the districts know as soon as we have more information.

31) For college readiness requirements of PERT/CPT administration, the districts will need to have the autonomy of administration. The college doesn't have the staff to do this and relying on the college delays both giving the tests and getting results; for example, this year results came in too late to schedule students and determine school master schedules for the next year which is done in January.

The school districts may administer the PERT provided the high school has the appropriate protocols in place to ensure test security. The computer-adaptive version of the PERT – reading, writing and mathematics – is computer-based. By fall, there will be a paper/pencil version of the PERT that may be purchased from the test vendor for the same price per unit as the computer-based version. In administering the assessment, schools should be able to set their own test window (no earlier than the end of the 1st semester of the Junior year) and can get immediate results on computer-based administrations.

32) When do the college placement testing requirements take effect? Are seniors required to take the courses next year? Mary.Tappen@fldoe.org

The effective date of HB 1255 is July 1, 2011. It will take the Department some time to initiate rule development for the Postsecondary Readiness Competencies (PRCs) mentioned in the bill; however, the "College Success" courses approved as .5 elective credit in the Course Code Directory are aligned with the PRCs. Interim common cut scores for reading, writing and math have been established and disseminated.

College Placement Testing for 11th grade students must take place in 2011-2012. Identified students must be enrolled in the courses in 2012-2013. Districts must already offer the identified courses.

33) What are the consequences of students not taking postsecondary preparation courses? Do they not graduate? Do they have to pass? Mary.Tappen@fldoe.org

Students must meet high school graduation requirements regardless of their enrollment in postsecondary preparation courses. The purpose of the postsecondary preparation coursework is to get students whose 11th grade testing shows that they have areas of weakness ready for entry level college courses without the need for additional remediation once they enroll in college. In order to guarantee entry into college credit courses, the students will need to pass the postsecondary preparation course with a grade of C or better and pass the college-identified cut score on the Basic Skills Exit Test.

HB 1255 states that students must complete the courses.

34) When will PERT be available? When will districts get information about the roll-out in order to prepare? Julie.Alexander@fldoe.org

The computer-based PERT is currently being administered in most of the colleges throughout the state. The paper-based PERT will be available before the beginning of the 2011-12 school year. We are reviewing the 2011-12 legislative budget to determine whether funding is available for college placement testing for high school students. Computer-based testing is the favored mode of delivery due to security issues and immediate access to student scores.

35) During which school year will the requirement for the postsecondary preparatory instruction take place – 2011-2012 or 2012-2013? Mary.Tappen@fldoe.org

It is expected that students be provided opportunities to remediate in 2011-12, and courses aligned with the Postsecondary Readiness Competencies (to be established in State Board rule) should be offered in all high schools by 2012-13.

36) What is the timeline for school-based staff training for PERT administration? Are community colleges still getting funding for CPT? Will they continue to receive funding for PERT? Julie.Alexander@fldoe.org

The Department is reviewing the approved budget for 2011-12 to determine whether funds were appropriated for high school college placement testing. This is an open question at this time, but the Department is discussing transition planning for the high schools to take over college placement testing of 11th graders. In previous years, community college funding for placement testing of high school students was on a documented, per-student reimbursement basis, based upon the number of eligible Juniors in a feeder district who actually tested. It is expected that as in the past, any funds appropriated will be managed via the Office of Assessment and School Performance in the Division of Accountability, Research and Measurement.

37) Will CAP students have the opportunity to “CLEP” out of a course with the EOC? How will this work with NCAA seat time requirements? Mary.Tappen@fldoe.org

We are still investigating this.

37) Will the Common Core Assessment include a writing component? Vince.Verges@fldoe.org

Yes, writing is included within the English/language arts assessments for Common Core. Students will be writing in response to text/passages beginning in 2014-15.

38) If a 10th or 11th grade student took Algebra 1 this year and failed the EOC, will the student have to retake the EOC as well as the course next year (same scenario for Geometry and Biology in the future)? Mary.Tappen@fldoe.org; Kris.Ellington@fldoe.org

If they failed the course, they can take the EOC for course credit under CAP. If they're enrolled in the course, they must take the EOC.

39) Can the T-score for the 9th grade student who took the EOC this year be used again in the course average if the student fails the course and retakes it? Mary.Tappen@fldoe.org; Kris.Ellington@fldoe.org

Yes, the standards applied to a 9th grader this year should be the ones that are maintained until they met the requirement for the credit.

40) It is important that instructional materials aligned to the Common Core be available to teachers and students.

Possible flexibility will be researched.

41) What is the data source used for our RTTT Goal 1 – doubling the percent of students who earn at least a year's worth of credit? Andre.Smith@fldoe.org

The detail data by district for RTTT Goal 1 can be found on the Indicator and Descriptor Data website for ARRA (Indicator c 12): <http://www.fldoe.org/ARRA/excel/StatePlanforIndicator-c-12demo.xls> .