

From: Ellington, Kris
Sent time: Friday, March 02, 2012 1:23:26 PM
To: patricia@excelined.org
Subject: FW:
Attachments: FLORIDA PROPOSAL WITH CLARIFICATIONS 1-31-12 No Track Changes.docx FLORIDA Flexibility Request Peer Panel Notes.pdf review-guidance.doc FL Letter 2.22.12.pdf 2 27 12 FLEXConditionRationale.pdf WaiverApprovalLetter.pdf

From: Fletcher, Jane
Sent: Friday, March 02, 2012 1:21 PM
To: mark.armstrong@laspbs.state.fl.us
Cc: Hamon, Kurt; cecil.golden@laspbs.state.fl.us; Ellington, Kris; Potts, Adam; Cooper, Tanya
Subject:

Mark,

I've attached our approved flexibility request document, the notes from peer reviewers, the guidance to the peer reviewers, Florida's approval letter, a follow up letter outlining requirements going forward, and a final letter outlining the requirement for SWD and ELL inclusion.

In the Florida Proposal the text on assessments and increasing the rigor begins on page 39

In the Peer notes page nine refers to the transition to higher standards.

From the guidance to Peer reviewers attached -

Guidance to peer reviewers:

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State's college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*
 - *Raising the State's academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of postsecondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient scores on the State assessments and the ACT or SAT scores accepted by most of the State's 4-year public IHEs, or conducting NAEP mapping studies.)*
 - *Augmenting or revising current State assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State's college- and career-ready standards?*
 - *Implementing another strategy to increase the rigor of current assessments, such as using the "advanced" performance level on State assessments instead of the "proficient" performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success?*

If so, is this activity likely to result in an increase in the rigor of the State's current assessments and their alignment with college- and career-ready standards?

The new cut scores and new FCAT 2.0 was provided as evidence to satisfy this requirement.

The Feb 22nd letter outlines that any changes to what is proposed in Florida's Flexibility request would have to be approved by the USDOE.

Please let me know if you have questions we can help answer.

Thanks,

Jane