



The Horizons 2040 Project

Prekindergarten
through Grade 3

June 2017





INTRODUCTION

Formed in 1961, the Florida Council of 100 is a private, nonprofit, nonpartisan organization of business, civic, and academic leaders, which exists to promote the economic growth of Florida and a high quality of life for its citizens.

Our Mission is to improve the quality of life and economic well-being of all Floridians through the relentless pursuit of better, business-driven public policy.

Since inception, the Florida Council of 100 has had a vital, ongoing interest in improving Florida’s education system, publishing such reports as *Review of the A+ Plan to Improve Education* in 1999, *We Must Do Better!* in 2004, *Preparing for the Future* in 2006, and *Closing the Talent Gap* in 2010. We have always fervently held that Florida needs a world-class workforce infrastructure if our citizens are to have the career tools they need to compete and prosper in the ever-changing economy of the 21st century. Empirical research has demonstrated that education is the leading driver of long-term economic growth, driven mostly by achievement, rather than mere attainment.

Unfortunately, such advancement is simply not happening to the extent Floridians need – or will need. More than half of Florida’s students fail to show proficiency on the math and reading segments of the National Assessment of Educational Progress (NAEP), and our state’s SAT/ACT scores still rank in the 40’s out of 50 states. Additionally, a Council-commissioned survey of 200 small, medium, and large business owners indicated that their companies must teach or re-teach skills to new hires, which the owners believe the students should have already learned – if the businesses don’t just decide to hire from out-of-state for lack of available Florida-based talent.

INSIDE

Introduction.....	3
Vision, Mission, Values	6
Beacon #1: Ready for Grade 4.....	8
Beacon #2: Great Teachers & Leaders.....	12
Beacon #3: Personalized Learning	16
Beacon #4: Informed Decisions.....	20
Horizon Recommendations	25
Data Sources	26
Acknowledgements	28



The Need for a Long-term Educational Vision for Florida

Moving Up

Florida has had almost a twenty-year record of educational improvement including:

- ✓ Rising test scores
- ✓ Closing achievement gaps
- ✓ Skyrocketing graduation rates

However, Floridians can and must do more to prepare future generations to meet the rigorous competition of the next two decades.

Realizing the need to look longer-term, the Florida Council of 100 in the summer of 2016 began discussions on how to approach the work necessary to put together a long-term PreK-12 education plan to complement the shorter-term strategies developed by the state. That short-term state plan:

- Provides a five-year plan based on known goals
- Generally remains in the present and builds on improvement
- Is nearly immediately measurable
- Is generally agency-driven, focusing on the aspects that the agency can impact

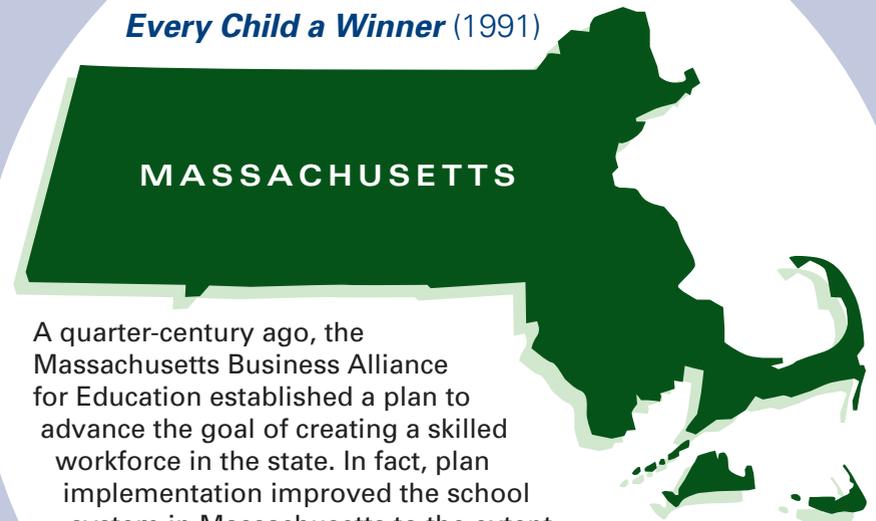
A New Vision

A long-range plan on the other hand is not bound by the same traditional planning approach. In this particular case, it can be bold and take more risks to establish goals and objectives that are not limited by short-term incremental improvement. It casts, instead, the picture of what ought to be created, not what we can get accomplished in the span of one – or even five – legislative cycles.

Therefore, the Council's PreK-12 Education Committee decided that it could have the most impact by creating a 20-year vision for education in the state – the Horizons 2040 Project. While the initial focus of Horizons 2040 is at the PreK-3 grade levels, our goal is to address other grades' policies and programs over an 18-month-period.

During that time, the committee will continue to travel the state, meeting with both subject-matter and pedagogical experts, teachers, leaders, and students from all walks of life. Based on this rich and varied input, the committee will establish policy "beacons," or inspirations, guiding lights, symbols of hope, or shining destinations for the state to reach. Each Horizons 2040 beacon establishes a path for successful action, though individual strategies may differ over time and topic. And, most importantly, because of the inherent long-term nature of the beacon itself, the required resources may similarly fluctuate along the way.

Every Child a Winner (1991)



A quarter-century ago, the Massachusetts Business Alliance for Education established a plan to advance the goal of creating a skilled workforce in the state. In fact, plan implementation improved the school system in Massachusetts to the extent that it now has some of the best performing students in the nation as measured on national and international standardized tests.

Reaching for the HORIZON

Vision: Florida will have a renewed education culture that provides a customizable learning environment tailored to every student so that they are equipped for life

Mission: To lead the nation in preparing lifelong learners by providing them with high-quality, customizable educational options and tools

Values

Access: A person's circumstances (demographic, geographic, economic, or otherwise) must not be a barrier to full participation in the education system.

Choice: Students must be provided with as many learning environments and educational options as possible.

Resource Prioritization: Resources must be focused on the classroom, not administration.

Market-determined Need: Supply and demand must drive program creation, expansion, and contraction.

Personalized Learning: Education should be tailored to meet the needs of each student. One size does not fit all.

Highest Expectations: Performance standards must be established and maintained at the highest levels—locally, nationally and internationally.

Accountability: All participants and providers must be held accountable for their performance.

Rewarding Performance: Superior results merit superior benefits.

Cost-effectiveness: Resources must be allocated where they have the greatest impact.

Cutting-edge Technology: Students and teachers must be provided with relevant, up-to-date learning tools.

Partnership: Public and private relationships must be fostered, leveraged, and institutionalized.

Data-driven Decision-making: Objective analysis must help inform policy decisions.

Resource Prioritization

In poor economies, as well as in good, the first and last education dollar spent must be based on a clear and articulated strategy to align our educational programs with the future of our students. As new education dollars are available, the threshold question should be, "Where does the public investment provide the greatest student return?" As such, any current or future education funding approach must be both targeted and performance-driven. One size does not fit all when it comes to determining the resource needs of students who vary demographically, economically, geographically, and in ability.

That said, the Florida Council of 100 strongly recommends shifting the \$3 billion of annual spending on class size reductions to other, more proven educational enhancements, especially those associated with Florida's teachers and leaders. Even if the class size requirement remains for grades PreK-3, where it is proven to have the greatest effect, a nearly \$2 billion surplus would be available to reinvest in more meaningful educational programs.

Beacon #1

All Students Will Arrive Ready For Grade 4

Simply put, prekindergarten through third grade are the make-or-break educational years in a student's life.

A child who can't read by the end of grade 3 is usually "lost to the system," while failure to master early math concepts also has vast, long-lasting consequences. Today, more than 40% of Florida's third-graders fail the statewide reading test (below Level 3). And the math results aren't much better. If Florida's workforce is to reach its full productive potential, all students must arrive ready to excel in fourth grade.

"We May Not Be Able To Prepare The Future For Our Children, But We Can At Least Prepare Our Children For The Future."

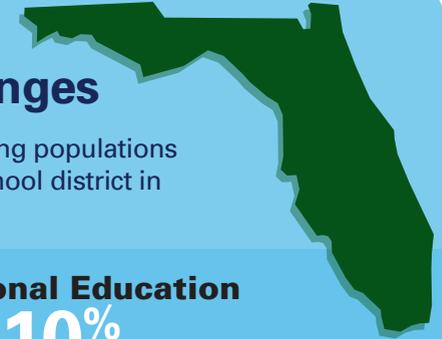
- President Franklin Delano Roosevelt

For very good reason, the National Assessment of Educational Progress (“Nation’s Report Card”) and key international assessments focus on fourth graders – by this point, a student should have learned the foundational math and reading skills that will underpin the rest of their educational careers.

While Florida has made significant improvement in these areas over the past 15 years, much work remains to be done. As depicted in the graphics, too many of our students are still failing state and national exams, and, while narrowing, 20-30 point achievement gaps relating to the economically disadvantaged and English language learners persist.

With one out of every six elementary schools falling short, hundreds of thousands of low-performing students currently can’t hope to succeed. Florida must do more.

Florida’s K-3 Education Challenges



NOTE: If combined, the following populations would represent the largest school district in the state.



Exceptional Education

More than **10%** of K-3 students have a disability



Language Proficiency

Almost **1 in 5** K-3 students are English Language Learners



Economic Status

Nearly **2/3** of K-3 students qualify for free or reduced price lunch

Areas Where Improvement is Needed



42%

Failed the FL Grade 3 Reading Exam

61%

Less Than Proficient on National Grade 4 Reading Exam



1 in 5

1 in 5 VPK providers adequately prepare less than **70%** of their students



38%

Failed the FL Grade 3 Math Exam

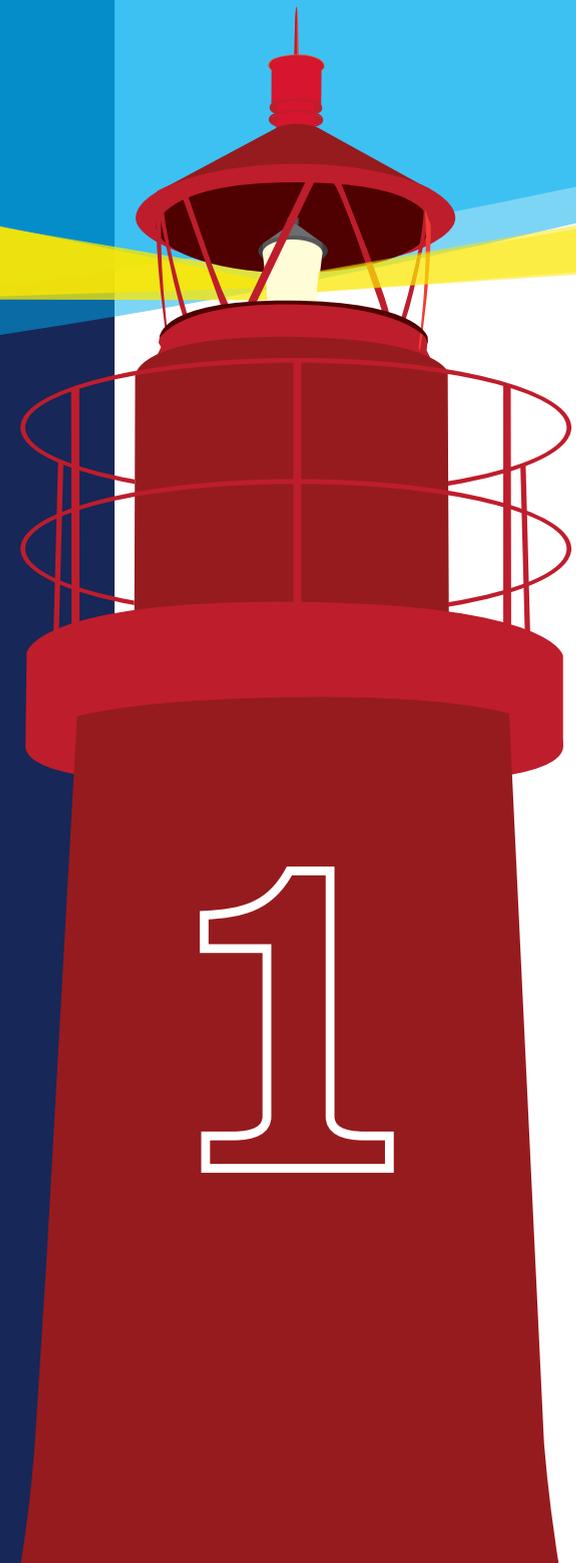
58%

Less Than Proficient on National Grade 4 Math Exam



1 in 6

More than **1 in 6** elementary schools are rated **D** or **F**



Ready for Grade 4 **PROGRESS**

- ✓ Nine out of ten eligible 4-year-olds attend publicly-funded preschool, making Florida 1st in the nation for access
- ✓ More than 70% of VPK students are ready for kindergarten
- ✓ Florida's 4th graders have the third-highest improved reading scores in the nation and are closing low income achievement gaps in reading and math
- ✓ Since 2009, Florida 4th graders have shown the 5th most national improvement in science. Internationally, they are 9th in the world

Beacon # 1

All students will arrive ready for grade 4.

1a Ensure that all students perform at or above grade level in reading and math

1b Ensure that the state has appropriate high-quality standards for all education providers

Paths to Prosperity

- Build upon the proven formula of high standards, rigorous assessments, and strong accountability (performance and growth) for all Florida students
- Use scientifically proven, research-based curricula for all instruction. This includes:
 - » Literacy and STEM subjects
 - » Positive social-behavioral supports to help students focus on daily learning despite unrelated stressors at home or at school
 - » Competitiveness skills tied to success in school and the workplace, such as collaboration, constructive problem solving, resilience/grit, and character
- Integrate technology into the learning experience to enhance academic instruction and familiarize students with commonly used platforms and tools
- Infuse schools with specialized support personnel to help both academically (e.g., highly trained literacy coaches, math/literacy tutors for one-to-one student work) and socially/behaviorally (e.g., counselors, community volunteers as morning door greeters)
- Deliver “high quality” VPK. Expand the VPK experience for those in need of additional instruction, including the use of an all-day wrap-around program, extending VPK by one year beginning at age 3, conducting summer boot or bridge programs, or carrying the school year program to the start of kindergarten in the fall. Such services beyond the scope of the current VPK program could be provided on a means-tested basis
- Provide struggling readers with intensive, year-round support

Students who are not reading proficiently in third grade:



4x Are four times more likely not to graduate high school



8x Are eight times more likely to drop out of high school if they are low-income and African-American or Hispanic

A High-Quality Early Education Means:

A Public ROI of **\$3** savings for every **\$1** invested

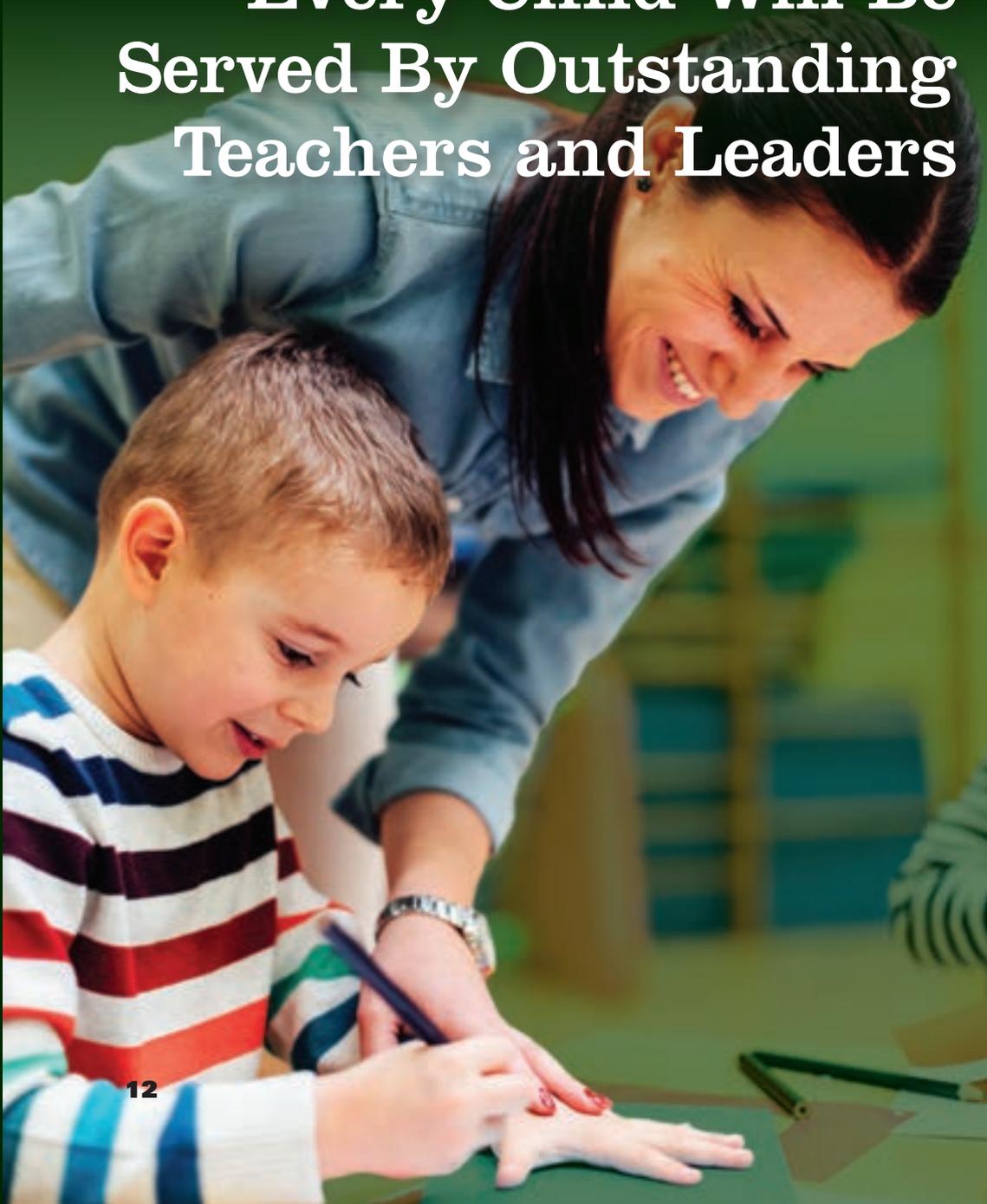
- ✓ Improved test scores
- ✓ Better verbal skills
- ✓ More developed social-emotional skills
- ✓ Longer attention spans
- ✓ Less remediation
- ✓ Higher college attainment
- ✓ Increased income and homeownership
- ✓ Better health

“Not only does math competency predict later school success, but all areas of STEM contribute to other developmental goals, such as language and executive function.”
– The Future of Children, 2016



Beacon #2

Every Child Will Be Served By Outstanding Teachers and Leaders



After effective parenting, the number one determinant of a student's success is having an outstanding teacher.

Expert educators find innovative ways to reach their pupils – often profoundly – no matter the obstacle. Similarly, district and school administrators are worth their weight in gold if they can create learning environments in which those teachers and their students can flourish. Bottom-line: We must have quality instruction if we want quality results.

“We All Need Someone Who Inspires Us To Do Better Than We Know How.”

- Anonymous

Only 3% of Florida’s most recent ACT test-takers said that they want to be educators – that’s the lowest percentage in the country. And perhaps more importantly, Florida ranks in the bottom-ten states for having those future teachers graduate from high school college-ready. Why?

For starters, after adjusting for cost of living and taxes, average median elementary teacher pay in Florida is ranked 39th in the nation (approximately \$45,000), or almost 15% below the top-5 NAEP states. This means it’s more financially rewarding to be a postal clerk or flight attendant in our state. Further, only about half of Florida teachers feel supported or encouraged in their work or believe that they have adequate control of planning and teaching in their classrooms.

That said, even though about 40% of students are failing the Florida Standards Assessment, 98% of teachers are annually judged to be “effective” or “highly effective.” And Florida is one of only five states that doesn’t require all lead prekindergarten teachers to have a bachelors degree or specialized training in PreK.

And what about our other leaders? Surveys show that we’re actually making their jobs harder, not easier. For example, principals argue that their jobs have become disproportionately complex over the past 5 years – resulting in massive churn in a profession needing to create stable environments for teachers and students.

Florida’s low-income schools have 1/2 as many “highly effective” teachers, but twice as many “unsatisfactory” teachers, as other schools.

How Florida Ranks Nationally:



46th
in

Certified teachers in **low-minority** schools

45th
in

Certified teachers in **high-minority** schools



50th
in

Experienced teachers in **low-minority** schools

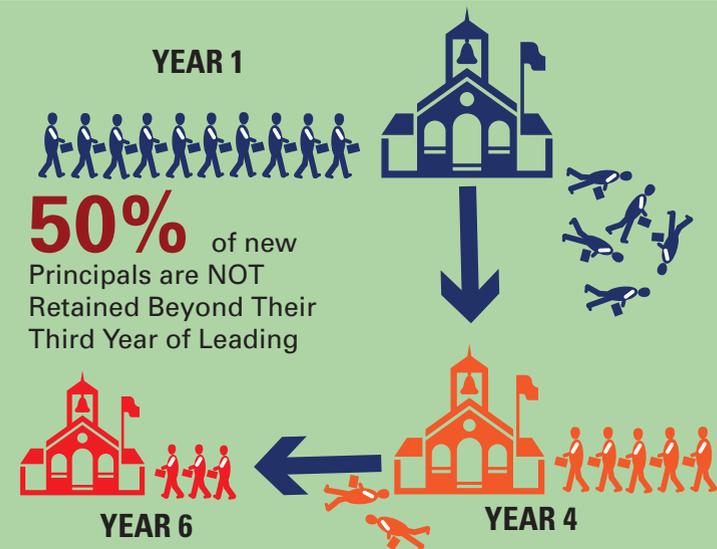
50th
in

Experienced teachers in **high-minority** schools



Florida is 1 of 27 states that doesn’t set a high academic bar for admission to teacher preparation programs

CHURN: The High Cost of Principal Turnover



Great Teachers & Leaders

PROGRESS

- ✓ Florida created the “Best & Brightest” bonus program to attract and retain teachers with high college entrance scores and great evaluations and a principal “autonomy” pilot to gauge the effects of greater empowerment
- ✓ Due to increased rigor, the percent of first-time examinees failing the state teacher and leader certification tests has increased by 21 and 33 points, respectively, in the past 4 years
- ✓ Ten times in the past decade, a Florida district has won or been a finalist for the prestigious Broad Prize for Urban Education. Additionally, 3 of the 5 top-scoring large cities in the Grade 4 NAEP TUDA assessment are in our state



Beacon #2

Every child will be served by outstanding educators and leaders.

2a Ensure that every student is served by educators with the content knowledge and skills to meet their needs and be successful in life

2b Ensure that educators recognize students’ learning differences and special needs and provide resources to help those students

2c Instill a love of learning by teaching students with proven, relevant curricula

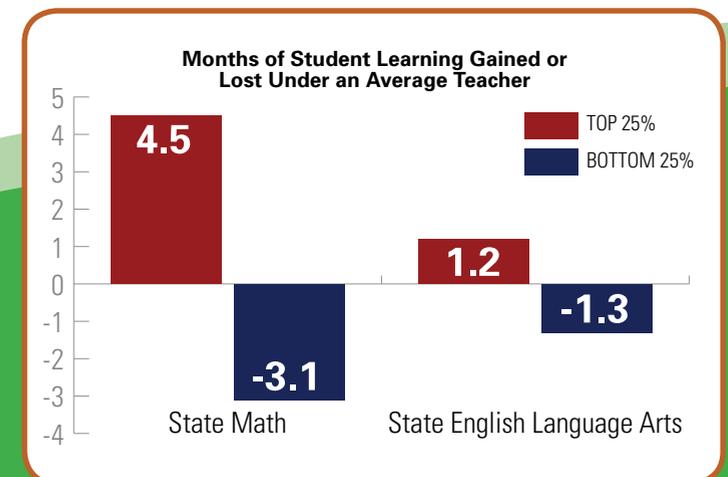
2d Empower school leaders to run their schools and allocate resources to best serve their students

Paths to Prosperity

- Ensure that Florida's best and brightest students are proud to become, and remain as, teachers and leaders
- Establish wages competitive with other highly valued professions and comparable to those in the highest performing states. Compensation packages could also include housing and childcare supports, as well as incentives, such as forgivable loans and service scholarships, for teaching in high-need fields and struggling schools
- Though Florida has a short-term teacher shortage, in the long-term, we must raise admissions standards for our schools of education, including class rank, standardized test scores, and other unique excellence characteristics
- Before hiring teachers and leaders, assess personality characteristics and cognitive ability to measure professional fit, both generally and situationally (e.g., working with struggling students)
- Provide student teachers with rigorous and relevant training, including in content knowledge, research-based reading, math, classroom management, lesson planning, and student assessment, and extensive teaching practice
- Increase the experience and certification levels of classroom teachers and leaders and provide them with the tools, materials, autonomy, supportive work environments, career paths, and overall respect necessary to succeed
- Provide teachers, including PreK, with extensive, ongoing professional development, including induction programs; initial, in-class and outside-of-class, one-on-one mentoring for planning and instruction (academic and social/behavioral); and ongoing collegial support from peer networks
- Make teacher evaluations meaningful, objective, related to student performance, and consistent across districts if inter-district comparisons are conducted
- Provide alternative teacher certification routes for difficult-to-fill subjects such as STEM. Such teachers must demonstrate subject-matter expertise and a willingness to learn how to teach with the assistance of a strong induction experience, mentors, and full classroom support
- Teach district and school leaders how to effectively wear many hats, including being a resource provider and effective budgeter; communicator and negotiator; human resource hirer and manager; and chief teacher and student evaluator, coach, and cheerleader



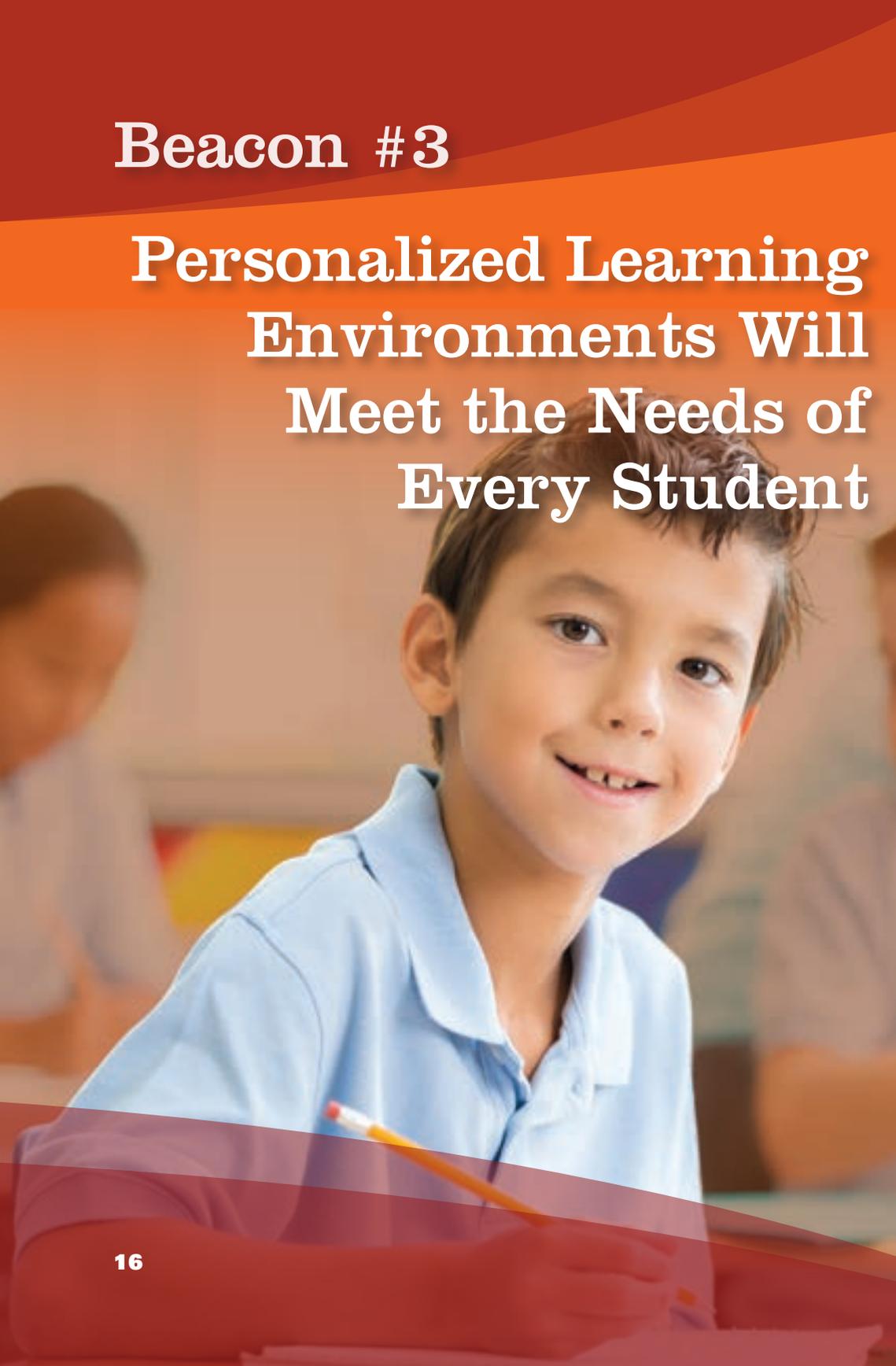
Highly effective principals raise student achievement by an equivalent of between two and seven months of additional learning each school year compared to the average principal. Ineffective principals lower achievement by the same amount.



The gap between effective and ineffective teachers can reach the equivalent of nearly an entire school year.

Beacon #3

Personalized Learning Environments Will Meet the Needs of Every Student



**When it comes to education,
one size fits none.**

Some students are visual learners, and some do better listening. Some are math whizzes, while others are future poets. Some like to charge ahead, and some need a bit of extra help. Some live in affluent two-parent households, while others have only one caregiver who must work multiple jobs to make ends meet. Get the picture? Every student is different, and we now have (or will soon have) the ability and, thus, moral imperative to tailor instruction to his or her unique needs.

**“Childhood Is That State Which
Ends The Moment A Puddle Is First
Viewed As An Obstacle Instead Of
An Opportunity.”**

- Kathy Williams

Florida is a recognized leader in school choice. Nearly a third of the state's 3 million public K-12 students attend a school other than the one they're zoned for. This includes, for example, charter schools, virtual education, and magnets, as well as the increasingly popular "controlled open enrollment" programs which allow students to attend non-neighborhood schools on a space-available basis.

Additionally, almost 100,000 low-income students attend private schools under the unique Florida Tax Credit Scholarship Program, which provides tax credits to companies that fund scholarships via third-party organizations – for less than a public school education costs. And another 40,000 special needs children benefit annually from McKay and Gardiner program scholarships to attend private schools.

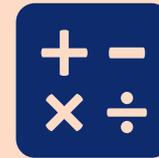
Lastly, personalized learning is more than just "school" choice. Every day in Florida, hundreds of thousands of students in both neighborhood and choice settings benefit from formal customization (e.g., technology-driven blended learning, competency-based education), as well as the targeted assistance provided by their teachers.

What is Personalized Learning?

Though there's not one common definition, leading practitioners generally look for the following three elements:

- ✓ Systems that deepen and accelerate student learning by tailoring instruction to an individual's needs, skills and interests
- ✓ Approaches that offer a variety of learning experiences that prepare students for college and careers
- ✓ Teachers who play an integral role by managing the learning environment, leading instruction and guiding students to take ownership of their learning

Learning Gains:



13 pts.
math
improvement



8 pts.
reading
improvement

Two-year math and reading percentile increases in grades K-5 due to personal learning strategies



Personalized Learning **PROGRESS**

- ✓ Florida ranks first in the nation for educational freedom. This metric recognizes leadership in providing both public and private school options
- ✓ Florida also ranks first in the U.S. for its digital learning policies
- ✓ Nationwide interest in competency-based education is high, and several states have enacted seat-time waivers so progress is measured by mastery rather than time. Florida began a pilot program in 2016

Beacon #3

Personalized learning environments will meet the needs of every student.

- 3a** Enable students to choose the learning environment which best meets their needs
- 3b** Use competency-based learning to enable students to progress at their own pace
- 3c** Provide the technological resources to teachers, parents, and students to optimize their learning
- 3d** Provide students more time and resources, if necessary, to achieve skill mastery

Paths to Prosperity

- Provide students with as many personalized learning options as possible – even devising new ones as the opportunity arises. This includes, but is not limited to, both choice of school (e.g., magnets, charters, public open enrollment, private VPK or tax credit scholarships, vocational) and choice of learning environment (e.g., competency-based, virtual, blended, accelerated, flipped, unique abilities, hands-on, project-based)
- Deploy funding that follows a student from provider to provider and course to course, rather than being determined simply by seat time. Such a conversion should be accompanied by cost-based analysis that differentiates between fixed and variable elements of student funding in order to most accurately determine the personalized allocation
- Accelerate the implementation of competency-based learning. Students should have personalized paths to success based on mastery, but floors should exist to guarantee at least a year's worth of learning in a year's worth of time. Competencies must be explicit, measurable, and transferable, with students receiving timely, differentiated support based on their individual learning needs
- Provide students with age-appropriate technology that enhances rather than drives the education process. Such tech should give teachers more time for personal, in-depth interaction with students, while familiarizing students with real-world platforms and software
- Establish comprehensive on-site wrap-around services (e.g., community schools) for students in need. These could include: tutoring and mentoring, individual and family counseling, free medical/dental/vision treatment, a food pantry, character development, fitness activities, parent resources (e.g., ESOL, GED, financial literacy), general emotional support, etc.

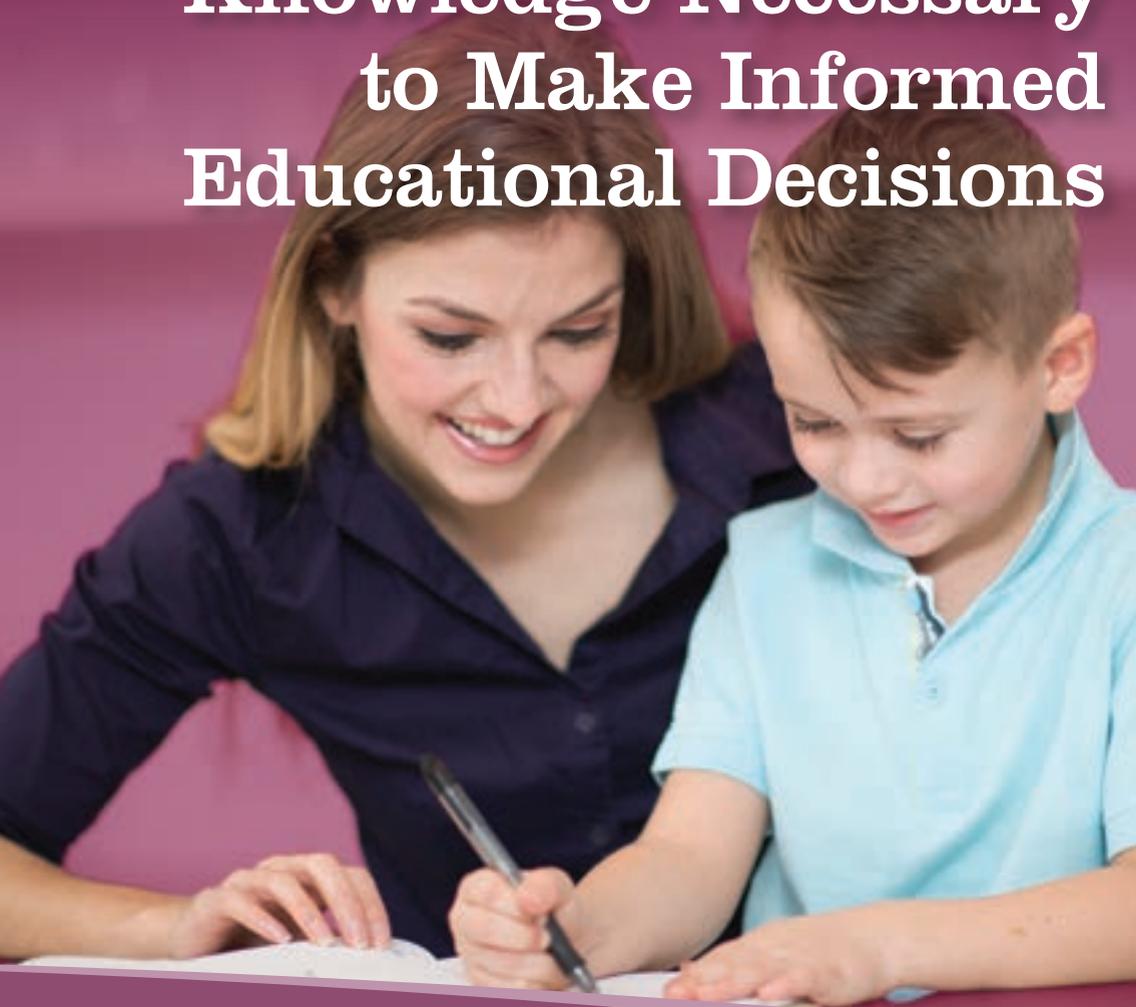
The Power of Personalization

In researching Horizons 2040, the Florida Council of 100's PreK-12 Education Committee visited several schools that successfully customize student learning experiences. We saw, for example, how **Indian River Academy** and **Corbett Preparatory School of IDS** in Tampa are improving performance by teaching each student how to uniquely build social/emotional resiliency. At **iPrep Academy** in Miami and **Rosewood Elementary** in Vero Beach, we discovered magnet programs that are using technology and innovative teaching techniques to help children excel. And **Tampa Bay Christian Academy** and Orlando's **Evans Community School** are helping our neediest students by providing each child with multifaceted support services, such as better access to health care.



Beacon #4

Parents and Students Will Have the Knowledge Necessary to Make Informed Educational Decisions



Every parent wants their child to have the best education possible.

However, figuring out what that means or how to achieve it can be a daunting task. For example – Should I live near neighborhood School A or School B? Does it really matter if my child goes to a magnet or a charter, instead? And, of course, once in school, parents need to know how well their child is performing and how to help them improve. Certainly, it’s a lot for any parent to process, but they have the right to such information in an easy-to-use format.

**“When You Know Better
You Do Better.”**

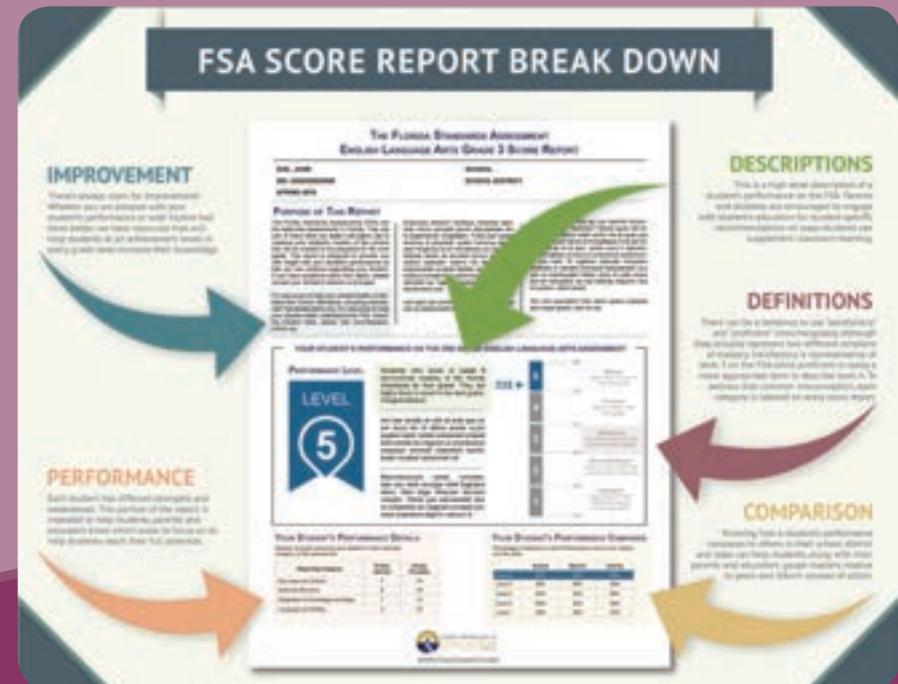
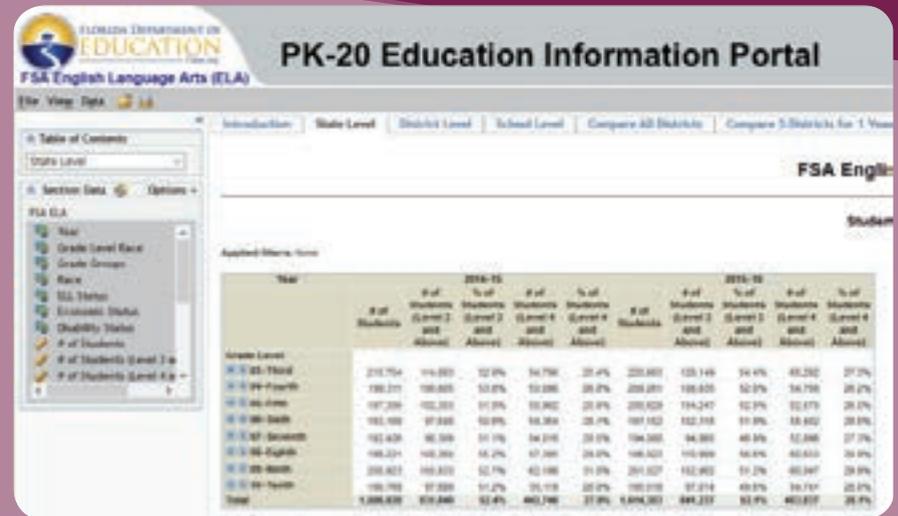
- Maya Angelou

In Florida, a parent trying to pick a school or program for their child has an amazing amount of online information at their disposal.

For example, the Florida Department of Education's PK-20 Education Information Portal provides data such as A-F school grades; standardized test scores by year, subject, geography, demography, and grade; and readiness rates for Voluntary Prekindergarten providers. The Department's main website also links to school districts, which offer even more material on a broad range of topics.

Additionally, students are issued report cards ("score reports") that detail performance by skill and by level, compare scores across the district and state, and provide improvement resources. Recent technological advancements might also make it possible for children to receive even more tailored developmental advice.

These sites and tools, however, are only as good as the accountability information they hold. Unfortunately, there are still blind spots in our current knowledge base. No one likes tests – and they're certainly not the only means of performance evaluation – but being honest with our students is the only way to ensure they're ready for the real world upon graduation.



Informed Decisions

PROGRESS

- ✓ Third-party experts have validated Florida's system of statewide standardized assessments
- ✓ Florida was the first state to develop an A through F grading system for schools and districts based on student performance. Grades are used both as incentives and as a way to identify low-performing schools for assistance
- ✓ Florida Students Achieve.org enables parents to compare districts and schools, and houses a multitude of grade-by-grade guides, videos, school choice program descriptions, and other educational resources



Beacon #4

Parents and students will have the knowledge necessary to make informed educational decisions.

4a Provide timely and meaningful performance data regarding student performance, growth, and improvement recommendations

4b Provide information on successful grade PreK-3 providers and their accessibility. Such information must be accessible, transparent, and meaningful for the end user

Paths to Prosperity

- Student accountability comes in many shapes and sizes. Performance on tests is one; giving a debate speech or demonstrating artistic talent via a portfolio is another. Regardless of the mechanism, honesty must be the driving force in evaluation. Giving Dick, for example, a B on a test on which he really scored a D might seem expedient in terms of dealing with him and his parents, but it does nothing to help him improve, merely passing his issues down the line to his next teacher. This is a reason for Florida's statewide standardized tests
- According to the current score report, Jane can earn a passing score on the Florida Standards Assessment but still "need additional support for the next grade." Shouldn't a designation as "ready" mean you have mastered all the skills necessary to begin the next grade? Additionally, score reports should include information such as identification of strengths and weaknesses, and suggestions regarding how to improve
- There should be one VPK assessment system emphasizing literacy skills. Related learning should continue until as close to the start of kindergarten as possible. Providers should be assessed based on student performance and growth. Such information should be disseminated to potential VPK parents along with other pertinent data such as program structure, hours, and location
- There is no statewide standardized assessment for students below grade 3. While some districts use national norm-referenced tests to fill the gap between prekindergarten and third grade, the practice is not ubiquitous. Identifying a student's needs sooner rather than later is key to their future success
- Accountability at the provider level is good, but educators within schools differ, and parents should have access to evaluations at the teacher level
- Though specific factors might differ, accountability for choice programs is, at its core, simple – participants can vote with their feet
- Today's myriad of educational options and support services is large and complex. Parents need one-stop-shopping for programmatic information at the national, state, district, and even neighborhood levels. Similarly, educators would benefit from a centralized clearinghouse of best practices



“There is a brilliant child locked inside every student.”

- Marva Collins



Paths to Prosperity Highlights

(See pages 11, 15, 19, and 23 for details)

Shift the \$3 billion of annual spending on the class size mandate to more proven education enhancements for grades PreK-3, which could include:

- Extending high-quality VPK by one year to age 3
- Providing VPK extended-day and summer programs for means-tested, at-risk children
- Reducing class sizes further for grades PreK-3 (e.g., 1:10, 1:8) (see page 7)
- Providing districts with a source of funds to flexibly meet the needs of specialized student populations (e.g., at-risk, language learners, students not on grade level)

Strengthen accountability measures for identifying VPK providers that fail to meet the educational needs of the child

Invest in quality teachers

- Provide social/emotional specialized training such as the Yale program at Corbett Academy and the Learning Alliance Program in the Indian River School District
- Add literacy coaches for grades K-3 in all elementary schools to provide coaching and mentoring to all new teachers
- Invest in teacher preparation programs that provide quality instruction
- Pay for performance in teaching by increasing wages to be competitive with the top-5 NAEP states

Invest and expand the use of technology and other methods of school instruction that provide for the unique learning needs of the child

Provide a central clearinghouse for best educational practices

Use scientifically proven, research-based curricula for all instruction

Provide one-stop shopping for school and programmatic information from the local, state, and national levels

Give more flexibility to school districts to adopt policies that adapt educational programs to meet specific student needs

Evaluate every child as soon as possible to determine if he or she would benefit from a non-traditional school or classroom setting. Let such students try different options in order to find the best fit. The state dollar should follow the child

Offer community-school, wrap-around services to those in need



Data Sources

Page 3:

- Florida Council of 100 publications can be found at <http://www.fc100.org/publications/>.
- Florida's NAEP proficiency results: Based on data from the NAEP Data Explorer at <https://nces.ed.gov/nationsreportcard/naepdata/dataset.aspx> (2015).
- Florida's average total score SAT and ACT rankings are based on data from <https://reports.collegeboard.org/sat-suite-program-results/class-of-2016-results/state-reports> and http://www.act.org/content/dam/act/unsecured/documents/CCCR_National_2016.pdf, respectively.

Page 4:

- Florida's record of improvement: Foundation for Excellence in Education, Florida's Education Revolution, 2013; Florida Department of Education, Florida Continues to Close the Achievement Gap as Graduation Rates Jump to 13-year High, December 16, 2016.
- A summary of the statewide strategic plan, 2020: Moving the Needle, can be found at <http://www.fldoe.org/core/fileparse.php/7734/urlt/Strategic-Plan-Bookmark.pdf>.

Page 5:

The Massachusetts plan can be found at <https://www.mbae.org/every-child-a-winner/>.

Page 7:

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Page 8:

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Page 9:

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