



## The Nation's Report Card and 12<sup>th</sup> Grade Academic Preparedness

### *Regional Symposium*

Edited Transcript: April 18, 2012  
Tallahassee, Florida

*NAEP—the National Assessment of Educational Progress—is also known as The Nation's Report Card. Congressionally authorized and funded since 1969, NAEP reports to the public on the status and progress of student achievement in core subjects at grades 4, 8, and 12.*

*The National Assessment Governing Board that oversees NAEP is conducting a comprehensive program of research to transform it into an indicator of 12<sup>th</sup> grade academic preparedness for college and job training.*

*The Governing Board established the NAEP 12<sup>th</sup> Grade Preparedness Commission to raise public awareness of and receive feedback on the Governing Board's planned research program on 12<sup>th</sup> grade preparedness, the research results, and the potential of NAEP 12<sup>th</sup> grade data as an indicator of academic preparedness for postsecondary education and training.*

*As a part of this work, the Commission is conducting a series of symposia around the nation with leaders in K-12 and higher education, business, civil rights, and legislative policy. This is a record of the symposium conducted on April 18, 2012 in Tallahassee, Florida.*

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## **PRESIDING**

### **Governor Ronnie Musgrove**

*Chair, NAEP 12<sup>th</sup> Grade Preparedness Commission*  
*Former Governor of Mississippi*

## **PRESENTATION**

### **Honorable Anitere Flores**

*Florida State Senate*  
*Member, National Assessment Governing Board*

### **Cornelia Orr**

*Executive Director, National Assessment Governing Board*

## **PANEL**

### **Honorable Erik Fresen**

*Florida House of Representatives*

### **Randy Hanna**

*Chancellor, Florida College System*

### **David Hart**

*Executive Vice President, Florida Chamber of Commerce*

### **R.E. LeMon**

*Associate Vice Chancellor, Florida Board of Governors of the State University*  
*System of Florida*

### **Honorable David Simmons**

*Florida State Senate*

### **Pam Stewart**

*Chancellor of Public Schools, Florida Department of Education*

### **Mark Musick, Panel Moderator**

*Advisor, NAEP 12<sup>th</sup> Grade Preparedness Commission*  
*James H. Quillen Chair of Excellence in Education and Teaching,*  
*East Tennessee State University*

***Senator Flores:***

Good morning, everybody. Thank you all for being here in bright and sunny Tallahassee. It's a great, great turnout. When you do these type of events, you sometimes worry the room is going to be empty. But the room is very full, so this is great. Thank you all for being here.

I'm Anitere Flores. I'm a state senator in the Florida Legislature. I represent State Senate District 38, which is in Southwest Miami-Dade County. I spent six years in the House prior to being in the Senate, and at that time, I had the opportunity to chair both the K-12 policy committee, and then the K-12 appropriations committee. I was elected to the Senate in November of 2010, and now I sit on the K-12 appropriations committee with Senator Simmons as our chair. He'll be one of your panelists later on, so you'll get to hear from him as well. We are very, very happy that you all are here.

I also sit on the National Assessment Governing Board. You'll be hearing a lot more about both NAGB – that's our acronym for the board – and our NAEP. That's the exam – The Nation's Report Card. I think most of you are familiar with it, but we're going to, again, be hearing a lot more about that a little later on.

And so today, the purpose is to talk about 12th grade preparedness. We have a lot of data that tells us that students in Florida are improving. We know students are doing better, not just in state-administered exams, but on national exams. But what does that mean? What does that mean for once you graduate high school? And are we, both as a nation and as a state, doing what we can be doing, doing all we can be doing? And what more can we be doing to ensure that those high school seniors are ready to enter either job training, or ready to enter higher education?

We know a lot of times that there's a disconnect that exists there, and so what can we be doing, again, at the national level, at the state level—and, perhaps, the state policymakers on the panel will also tell us some of the things that Florida is doing to try and ensure that our 12th graders are prepared to enter the real world.

It gives me great honor to introduce Governor Ronnie Musgrove. He's going to be presiding over this morning's symposium. He's the chair of the NAEP 12th Grade Preparedness Commission. The Governing Board established this Commission to inform leaders across the nation about the work of The Nation's Report Card and how it can be used as an indicator of 12th grade preparedness.

Governor Musgrove was the governor of the great state of Mississippi from 2000 to 2004. He served two terms as state senator. He was chairman of the Senate Education Committee. He's now an attorney with a firm in Mississippi. He introduced many education reforms when he was governor that still are in place

today. He's held numerous positions across national/regional boards and different organizations. He's a former member of the National Assessment Governing Board, a strong, strong proponent of public education.

And so with that, it gives me great honor to introduce Governor Ronnie Musgrove.

***Governor Musgrove:***

Thank you, Anitere. Let me welcome you here this morning. Thank you so much for being here. And I know all of you are thinking to yourselves, "OK. We've got someone from outside who's come in. What is this all about?"

Just a little bit about myself. I know Anitere gave you an introduction, but I grew up in one of Mississippi's largest towns, Tocowa, population 42.

*[Laughter]*

That was everyone. My mother and father had not graduated from high school. When I had shown the inclination to want to go to college, when I was seven or eight years old, and to be a lawyer, needless to say, I stunned the family. But as I progressed through, went to college, took the LSAT, and was accepted, I was really somewhat nervous because I didn't have a track record, nor did I have any advisors in the family to tell me how to do it. I was so apprehensive – we would use the word "scared" – my first day of law school that I actually went to class 30 minutes early my first day. Now none of you have ever done anything like that, but I did.

And there were three other guys already sitting in the room. Now I don't know what their deal was, but they were already there. So I shook hands and spoke to the three of them and sat down by the third one, struck up a conversation in literally less than five minutes, and came to two distinct conclusions. Number one, I wasn't that impressed with the guy. And number two, I started thinking—if they've accepted him into law school, then I felt better about my chances. Now I must tell you in all honesty, I heard him speak in front of about 5,000 people later on. He recited that same story, and he said he wasn't that impressed with me, either. As it turned out, that was John Grisham that I had sat down beside.

So before you get on me too bad about my inability to ascertain talent when it's up close and personal with me, who among us really can? Who among us knows when a child walks into kindergarten, a child walks into first grade, or whenever that child may walk in, that we know that that child will be or can be successful? We really don't know that. And that's one of the things that encourages the work that the National Assessment Governing Board is doing. I feel privileged to be the chairman of the NAEP 12th Grade Preparedness Commission, to look at the

research on what students should know when they walk out of the 12th grade.

All here understand the critical importance to Florida, to the region, and to the nation of producing 12th graders who are well prepared and are academically ready for the next step, whether that be job training, or whether that be college. And you understand that it's important to have a trusted source to tell us whether we're succeeding.

Are we producing young people well prepared for college or for the work world? Will our 12th graders be prepared to train for a job, to get a job, to participate in society, or to do well in college? Or will they have to take remedial courses when they get to college? Does our education system produce human capital that will promote Florida's economic vitality? All of these are questions that we will explore today.

And you may ask – some of you may know, but some of you may ask, “Why a symposium here in Florida?” This is the fifth of seven symposia that we're conducting across the country. We chose Florida because of its long history as a leader in education reform and in using student achievement data from The Nation's Report Card, the National Assessment of Educational Progress or, as we just simply say, NAEP.

In 1986, Florida was one of the first three states in the U.S. seeking a rigorous measure to compare student achievement. Working with the Southern Regional Education Board and with Mark Musick, who is with us today and who will moderate the panel, these three states chose NAEP as the rigorous measure by which they would compare their 11th grade reading achievement. Shortly after Congress authorized state NAEP on a regular voluntary basis in 1988, Florida signed up to participate. Today, NAEP reading and mathematics results in Grades 4 and 8 figure prominently in Florida's K-12 accountability system.

Finally, as you will see later, Florida is a critical partner with the Governing Board in NAEP preparedness research. Florida is one of the 11 volunteer states currently participating in state NAEP at the 12th grade. We hope to examine how NAEP will add to and benefit from Florida's research and participation.

I told you a little bit about me personally and my background. I am convinced in today's world, from my background, that education is the pathway to economic prosperity. Often, we don't look at it that way. But I sincerely believe that whatever you do, the more education you have, the better at it you're going to be.

And I'm going to be one of the first ones to predict this. Some of the policymakers and lawmakers here may raise their eyebrows when they hear this, but all of the jobs, or a good number of the jobs, that we're losing to Asia, to other parts of the world—I'm saying within 10 to 15 years, what's going to happen is

we're going to see a lot of those jobs start to come back to the United States.

President Clinton, two years ago, was on "Meet the Press." The unemployment rate was 9.6 percent at the time – and he said that, "Today, there are 5 million jobs that need to be filled, if we had the people with the right skill set to fill them, and the unemployment rate would literally drop overnight from 9.6 percent to 6.8 percent." And when you add to that the jobs that are going to be coming back, the question is going to be: are we going to be prepared? Will we have trained people who are properly equipped with the right skill set? And what is the right skill set? What is it to be prepared when you walk out of the 12th grade?

If we're going to talk about the creation of jobs, which all of us in public policy do, and we realize that's important, I don't see how you could talk about it without talking about education in the same breath, because they literally do go hand in hand. And to me, that's why I think that this work, this research is so timely and important as we're looking at coming out of a recession, at increasing our people participating in the workforce. So I think that's really important. Anitere in her introduction said a number of things about the initiatives that I'd been a part of. Well, I'm going to tell you, coming from a state like Mississippi and growing up the way that we did, one of the things that I'm still as proud of as anything is just very basic. And as chair of the Education Committee, I remember authoring legislation demanding that every classroom in the state of Mississippi have air conditioning.

Seems very simple, but we did this because we were literally losing about three months of education out of nine because of the heat. We were the first state in the nation after looking at the funding formulas to pass a new adequacy and equity funding formula without having a court order to tell us to do so. And that was very, very important because we had not changed our funding formula since 1953. And what that did was help the poorer counties, to make sure they could provide an adequate educational opportunity for all the students. So those things are very, very important. Coupled with what we'll be talking about today, I think the focus is going to be very good.

Let me tell you who's going to be participating in the program today. It'll be a mix of things. We'll have background on NAEP and the preparedness research, presented by Dr. Cornelia Orr and Anitere. Cornelia is the Governing Board's executive director, and a person pretty familiar to you all here, being a Floridian.

And then we will have a panel discussion, moderated by Mark Musick, made up of Dr. R.E. LeMon, who is the associate vice chancellor of the Florida Board of Governors of the State University System of Florida; state Representative Erik Fresen; Randy Hanna, who is the chancellor of the Florida College System; David Hart, who's the executive vice president of the Florida Chamber of Commerce; state Senator David Simmons; and Pam Stewart, who is chancellor of public

schools for the Florida Department of Education. And in a few moments, I'll give them a formal introduction and have them up on stage, but first, what we want to do is have the presentation by Cornelia and by Anitere.

When Cornelia and Anitere are through, we'll have a brief opportunity for questions from the audience, and when we have the panel, we will, likewise, have an opportunity for questions. The third part will be participatory, with you the audience. We'll be taking notes. They will appear on the screen. We will be recording today's symposium to make a transcript of everything that's said today so that we'll have the information to take back with us to use in the research.

So let me tell you a little bit about Cornelia. She's executive director of the National Assessment Governing Board, and prior to joining the Board, she served the Florida Department of Education as the assistant deputy commissioner for accountability from 2003 to 2009. In addition to that, she has provided leadership and direction for Florida's K-12 and postsecondary assessment programs.

And then Anitere Flores, who was introduced to you a moment ago, she and Cornelia will be presenting the background on NAEP and the preparedness initiative. So if you ladies will come forward, I will turn the program over to you.

***Senator Flores:***

Thank you. We have a PowerPoint presentation today to go through about the Board and NAEP. And as you can see, just so you guys can start to become familiar with those three logos [indicating the slide on the screen], we'll start off with the National Assessment Governing Board. They're an independent board, nonpartisan, made up of policymakers from across the country; made up, also, of teachers, business representatives, members of the general public. We have parent representatives and test specialists. The Board members are appointed by the U.S. Secretary of Education. But we are, by law, completely independent – we make our own policies rather than take direction from anybody at the Department of Education.

Next, you'll see the logo for the NAEP, the National Assessment of Educational Progress. It is a nationally representative test that is able to make not just comparisons from state to state, but as you'll see in a little bit, also for the United States as a whole and to other countries. And then lastly, you're all familiar already with the 12th Grade Preparedness Commission that is designed to tell us about what NAEP is doing to serve as a national indicator of preparedness. So NAEP, as I told you, is the National Assessment of Educational Progress, The Nation's Report Card. Most of you are familiar with that.

NAEP is the only continuing, nationally representative measure of student achievement. It's been congressionally authorized and funded since 1969, so it's

very nice to also have that longitudinal data available to know how well our nation's students have been doing for the last several decades. We report student achievement in Grades 4, 8, and 12 in reading, writing, math, science, U.S. history, geography, civics, foreign languages, economics, and the arts. Starting in 2014, NAEP will also assess technology and engineering literacy for the first time, adding to what we know about achievement in the different STEM<sup>1</sup> areas.

NAEP also reports results for 21 large urban districts, a relatively new initiative. In Florida, both Miami-Dade and Hillsborough County are districts that participate. They can compare the results not just to each other, but also to large urban areas across the entire country. It's been great data for Miami-Dade County to have; I can speak from experience there. It really helps to set different policies in figuring out what we're doing well, and what we could be doing better, at least for Miami-Dade County.

So here, as you can see, are the results for Florida in math for Grade 4. These are results from 1992 to 2009, and there are comparisons made both to the nation and to the highest and lowest-scoring jurisdictions in the country. Comparisons can also be made across all the states. Florida over here, is the gold line. Results for the nation are the blue line. And Massachusetts is the dark blue line; they're the best. DC is the light blue one at the bottom. They are the lowest scoring. So you can see that luckily for Florida, good for us, we're definitely a little bit closer to the top of the barrel than to the bottom, and for a couple of years, we have been able to outperform the nation. But as you can see in this last year, we went down. And I think this is data that several people at the Department of Education use. I know policymakers turn to this a lot to see how we're doing in comparison to other states.

Here are results from the TUDA, which is the Trial Urban District Assessment. Twenty-one large urban districts from across the country participate voluntarily. They, on their own, wanted to track progress over time on a very rigorous assessment with very high standards and be able to make comparisons, apples to apples, with other similar districts. So both Miami-Dade and Hillsborough, as I mentioned, volunteered. The gold line up top represents Florida scores. Miami-Dade is the dark blue line below. As you can see, we participated in '09, and '11. And the gold line – the diamond above the gold line there, that's Hillsborough, so they just participated for their first time in 2011. NAEP will be reporting TUDA results again the next time in 2013. So, again, there you can get a nice comparison.

One of the nice things to point out here again for Florida is that while Miami-Dade and Hillsborough are not doing as well as Florida as a whole, certainly those urban districts are doing considerably better than other large cities across the

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<sup>1</sup> STEM is an acronym for science, technology, engineering and mathematics.



entire country.

Over here, you can see NAEP is also an important resource for analyzing achievement gaps by race and ethnicity. So, for example, this chart shows that there have been significant gains in achievement for white, black, and Hispanic students from '92 to 2011. But while there have been consistent gains, there are still, unfortunately consistent gaps. The gap between Florida's white and black fourth graders in math was 35 points in '92, and 24 points in 2011. Great progress, but still a lot more that can be done.

The gap between white and Hispanic students was 16 in '92, and 14 in 2011. The chart also shows results for Asian/Pacific Islander students, and they consistently are the highest performing. NAEP also reports results by gender and for students with disabilities, English language learners, by economic status. This is, again, data for Florida, showing that we're doing well, we're doing better, perhaps, than other states, but we can always continue to improve.

So NAEP provides really very unique benefits to states. Comparisons with other states and over time are particularly important, and being able to track progress over time is a very key part of NAEP's mission. As you saw in the charts, Florida has participated since the early '90s, and with NAEP, Florida can see its progress over almost two decades and compare its performance to other states.

NAEP provides all states with a common measure that enables valid cross-state comparisons. Other than with NAEP as an indicator, there really wouldn't be any of telling whether proficient on a test in one state is more or less rigorous than proficient in another state. I think that's particularly important now since we went with No Child Left Behind and states across the entire country started to come up with their own assessments. Sometimes it might be easier to say—and we see this a lot of times with graduation rates—“Well, we have really great graduation rates in State X.” But if you define it in a way that's beneficial to you, that's not really going to be representative of what the real graduation rate, or in this case, what the real result is of what your students are learning. So this is the only exam that exists at a national level that we can say, “Well, here in Florida, we know how our students our doing with FCAT, particularly this week as kids are taking FCAT across the state.” But not only how do they do on FCAT, this lets us know how are we doing in Florida versus Mississippi, versus New York, et cetera, et cetera.

There isn't any cost to the state to participate in this, so that's always very nice for cash-strapped states like Florida. Burden on the schools and the students is very minimal. Testing takes only about 60 minutes. And now while there aren't individual student or school results, there are group results. But that's done, again, on purpose, because NAEP is supposed to be more of an indicator of this is where we are. And so it serves a bit of a different purpose than our exams in Florida, like FCAT.

NAEP is also unique because it allows states to figure out how they're doing with their international peers. That's something we talk about so much. We say we want to prepare our kids for a global economy. We're trying to have world-class standards. We're trying to do all these incredible things in the world. But how do we know how our states are doing in comparison to other kids similarly situated across the world? NAEP is our way of being able to link to international tests and show how our kids in each state are doing in comparison to kids across the entire world.

What this means is that a state's NAEP score will produce an equivalent score for the international test. So Florida's 2011 NAEP results in eighth grade math and science and in fourth grade reading will enable us to see how Florida students compare with students in other nations, China, Japan, England, et cetera. NAEP is also unique because it's the only source of student achievement data at the 12th grade. Twelfth grade is the end, obviously, of mandatory schooling for U.S. students. State high school assessments are typically administered before the 12th grade. So here in Florida, as we know, our graduation exit requirement is really a tenth grade level. And so even college admission tests, like ACT and SAT, are typically done by the junior year of high school. Other than NAEP, we don't really have any good data on how our kids are doing at the 12th grade.

The Common Core assessments at the high school level that are now under development for 2014 or 2015, still will only be taken by the 11th grade. ACCUPLACER, which is an exam that Florida uses, is a widely recognized set of standardized tests for college course placement. And while it yields individual results, it still doesn't produce nationally representative results, which is what NAEP does.

Again, NAEP is really the only source of nationally representative 12th grade student achievement data. In 2009, it also became a source of 12th grade state-level achievement results. Eleven states volunteered to participate in a pilot program to set the baseline for tracking progress in reading and math at the end of high school. As you know, Florida was one of those states in 2009. Here are the 2009 12th grade math results. The states are listed actually in alphabetical order, not in order of performance. The highest performing state, which is Massachusetts, had a score of 163 on a scale of 0 to 300. They were the best, and, still, only 36 percent of their students were at or above *Proficient*. Florida received 148, with only 19 percent of their students at or above *Proficient*.

I think this is really eye-opening data. When we say, "Hey, we're one of the best when it comes to different exams," we see these NAEP results and have to say, "My gosh, we've only got 19 percent of our students that are ready to go on." I think that's really eye opening.

NAEP 12th grade student state assessments are scheduled to be done every two years starting in 2013. And as we mentioned, we're beginning to plan for our preparedness research in connection with the 2013 assessments. Florida has already signed up for that, so that's really great.

So what exactly – what role does NAEP play with regard to 12th grade academic preparedness? In 2004, a national Blue Ribbon Panel recognized NAEP's potential as the only source of 12th grade student achievement data. The panel included both producers – K-12 educators and leaders who produce students, and consumers – business groups, et cetera, that want those students, and obviously universities as well. There is a slim blue report in your packet that contains the recommendations of that Blue Ribbon Panel.

The panel recommended that NAEP be transformed to report on the academic preparedness of 12th graders for college, job training, and the military. The panel's rationale was that Grade 12 is a transition point to adult pursuits, be it postsecondary education and training, or the workforce. For national security, economic viability, it's important for the U.S. to have an indicator of 12th grade student academic preparedness. NAEP has earned a reputation for its quality and integrity, and has great credibility with educators and policymakers. And as the only source of nationally representative data on 12th grade student achievement, NAEP is uniquely positioned to serve as an indicator of academic preparedness.

Ensuring that high school students are well prepared is one of the most important things that we can do today in our global and competitive economy. We need that productive, efficient workforce. Clearly, we all know that a good education is important, but there is a problem. Too many students are graduating with high school diplomas that are meaningless. And Florida, we've done a lot to try and fix that, but there's still so much more that can be done.

The most recent data from the National Center for Education Statistics, indicate that nationally, more than 40 percent of community college students and 20 percent of public four-year students need remedial courses. We know that in Florida – and that picture is, unfortunately, a lot more direct – our OPPAGA, Office of Program Policy Analysis & Government Accountability, says that 78 percent of first-year students in community colleges need at least one remedial course. In public postsecondary schools as a whole, that's 55 percent. So in addition to the fact that we have our students, and our students are graduating from high school, we struggle with the graduation rate. The overwhelming majority, particularly in community colleges, still need to take remedial courses.

And the cost to students and families is great. There is money spent on these non-credit remedial courses, and additional time to finish a degree. And, unfortunately, as we know, minority students are generally overrepresented among those students that need remediation. The cost to our economy as a nation,

of course, is enormous. It could be in the 100s of millions to teach students in college what they should have already learned in high school.

We know that what is happening in the education pipeline is an issue of concern for Florida. And there is the increasing recognition, here and across the country, that increasing the percentage of high school graduates is an empty goal if it's not accompanied with the goal of ensuring that they are actually academically well prepared. This is a terrible waste of human potential, and wasteful spending, particularly in times of tight state budget needs.

We know that education and training beyond high school have important economic implications. For example, data from January 2012 show that the overall unemployment rate was 8.3 percent. For those without a high school diploma, the unemployment rate was a little over 13 percent, but those with a bachelor's degree or higher have an unemployment rate of only 4.2 percent. Similar story to tell with education and earnings. Those with less than a high school diploma earn about \$444.00 a week, while their counterparts with bachelor's degrees earn two and a half times that, or about \$1,150.00 a week. A very big difference for getting that diploma.

The National Academy of Sciences said it very well in their report, "Rising Above the Gathering Storm." They said "Because other nations have the competitive advantage of a low-wage structure, the United States must compete by optimizing its knowledge based resources, particularly in science and technology." As a state policymaker, it's something that's very important to me to have. We have to be globally competitive, and we really need to educate our 12th graders to be prepared for that global market.

The nation's demography, and thus, our labor supply is becoming increasingly, increasingly diverse. In 1992, 73 percent of the nation's 4th grade students were white. In 2011, 54 percent are white. Those are today's children, that tomorrow will be our leaders, our workforce. And increasingly as we see the United States becoming so diverse, we have to be able to teach students from very diverse, not just cultures, but economic backgrounds, et cetera.

While we know that a K-12 education is important, it's just something that is, quite frankly, insufficient. We need people that are prepared well beyond 12th grade, whether they go directly into the workforce, whether they go into our universities, our community colleges, our technical schools, et cetera, et cetera.

So what are some of the things that we know, some of the things that we don't know? Every single day, we know how the stock market is doing. We know how much wheat we've produced. We know the price of gold. We know that every single day. And with the stock market, I mean we know that every single minute.

We can pull up a ticker on our phones and figure it out. Yet we don't know if our 12th graders are prepared for college and job training.

We need a credible, trustworthy indicator to tell us. But really right now, nothing exists.

There is no common definition of preparedness generally understood. Again, we know what a high school graduation rate might be in State X or maybe in State Y, but we don't really know even what that means across the entire country. And so a program of research is being conducted to transform the NAEP exam at 12th grade in reading and math into indicators of preparedness for postsecondary education and training.

Now I'm going to turn it over to Cornelia, so she can tell you a little bit more about this research at the 12th grade.

***Cornelia Orr:***

Thank you, Anitere. I appreciate that. And for those of you who know me, I just want to reassure you, I'm not here to conduct a research methods course. We're here to talk about some of the research we've done, but I won't try to get too much in the weeds. I'm hopeful of leaving you with the thoughts that we've been very deliberate about what we've done, that we've had a comprehensive agenda—you'll hear some of the Phase I results reported today—and that you can rest assured we've been very purposeful and rigorous methodologically in doing this. We're also seeing some results that make us cautiously optimistic, and you'll get to see those, too.

I also want to mention that we will provide copies of the slides that you've seen today at the intermission time. You can expect to get that so you don't have to scramble to write things down. I do want today to give you an overview of the research that we've done. I want to focus on how we've defined "preparedness." Because as this conversation is going on nationally—it's not just here today—we've heard college readiness, college preparedness. What does that mean? How do you define it. So what are you looking at? So our definition will be important to you. I want to give you some of our initial results and also then talk about what we have planned.

The one thing that you've heard is that we didn't get started yesterday. This preparedness initiative has been going on since 2002. Anitere referenced the blue book. I would also like to reference this book that's in your packet. This book is the foundational document for the research that we have conducted. So after today, if you have any questions, that book describes it quite well. The Board's approach was built off of this technical panel's report that was given in 2006. We've been about implementing this research in five different areas. Our working

definition of “preparedness” has been knowledge and skills that qualify students for placement into entry-level college credit programs and job training. So we know a lot of our kids go to college, but they aren’t placed in college-credit-bearing courses. They’re placed in remedial education. And you saw Anitere shared some of those statistics with you.

There are two assumptions included in this definition, and it’s preparedness versus readiness. Twenty-first Century skills is not a new concept to you, and there’s much more that’s necessary to be successful in college than just academic preparedness. Unfortunately, NAEP doesn’t measure all of those things. NAEP is a measure of academic learning in reading and mathematics. We also have a writing assessment, and that will be considered in our follow-up phases of the research.

We also haven’t assumed that academic preparedness for college and job training have equivalency. This is very important. If a training program requires a four-year degree or a two-year degree, we’re viewing that in relation to “prepared for college.” We are viewing job-training programs as those that don’t necessarily lead to a college degree. There may be a certificate at the end of the training, and the training has to be more than three or four months in length, so it’s a substantial program, not a two-week training program or anything like that. So just clarify that in your mind. We haven’t assumed that academically prepared for college and for job training are necessarily the same thing going forward. We will see what the research shows.

The five areas of the research that we’ve been doing have looked at the content of assessments that we’re comparing to. We’ve looked at statistical relationships. I’ll talk a little bit more about that in a minute. We’ve looked at the professional judgment of educators and people who work in training programs, who do the job training. What is their opinion about the reading and math knowledge and skills needed to qualify for their job training program? These are typical standard-setting methods, and so we have looked at that. We have also done a comprehensive survey of all postsecondary institutions of all levels: two-year public, two-year private, four-year public, four-year private.

There are some academic universities that are very competitive. So it’s a representative survey across all of those kinds of institution. And then benchmarking is where we would take NAEP and give it to a select population of students, sort of a reference group. And so in those five areas, we’ve actually completed some studies, and I’m going to report to you on what we have found to date. And this, of course, is just Phase I of our research. We’ll talk more about a second phase coming up with the 2013 assessment.

In terms of the content comparisons that we’ve made between NAEP and another test, you can see that we have looked at ACT, the SAT, and ACCUPLACER in

terms of the content that's included. This slide summarizes what we have found. Overall, there is a high degree of overlap between NAEP and the other tests. You can see NAEP is generally broader, but that NAEP differs in some substantive ways. In terms of the types of questions, NAEP has open-ended questions included as well as multiple-choice, and most of these other exams are strictly multiple choice. By open-ended questions, I mean students have to write and explain their answers to questions.

We also have seen some difference in cognitive rigor of the test questions, and this is primarily due to the open-ended nature of some of NAEP's questions, demanding more of students than a selected-response question. Also, the types of reading texts: NAEP tends to have very long passages, and some of the other tests have shorter passages, but much shorter. The weighting and coverage of the exams differ quite a bit. ACCUPLACER, I think, primarily focuses on algebra and Algebra 1/Algebra 2 skills for placement in math courses, whereas NAEP is much broader in its content than that.

We also looked at the content of WorkKeys. And as you can see, again, NAEP was broader. I do want to pause just a minute here and talk about real differences here. WorkKeys is totally applied. Most of the test items, math and reading, include workplace-oriented activities, and that is not true for NAEP. NAEP is more academic in its orientation, so we have noticed that difference. In mathematics, NAEP goes way beyond the mathematics requirements on WorkKeys, and we saw this in working with the job training standard-setting studies as well as the content comparisons.

The most significant research results we have to report today are based on a partnership that we've had, both with Florida and the College Board. The College Board has been a partner with us in this research. We managed to match students who took NAEP in 2009 with the sample of seniors graduating in 2009, who also took the SAT. And our results are very typical of national studies. So the NAEP math, as you can see, correlated quite highly, but we had a more moderate correlation with reading.

So the most interesting piece of this: you heard Anitere talk about the *Proficient* level in Florida, what percent—I think it was 19 percent—of the students were at or above *Proficient* in Florida. These studies indicate to us that the *Proficient* mark we use on NAEP is analogous to what the College Board has set as their college-readiness benchmark. So this is an important piece of information. You'll see some charts that are based on that.

The Florida data confirmed this. In Florida, we had both SAT data and ACT data, so we looked at the college readiness benchmarks for both the SAT for Florida students and how did they do on that, and also the ACT. The Florida results are very confirmatory of what we found with the national sample. In Florida, we have

the advantage of your longitudinal database, and so we've been able to do some follow-up work. I don't have any of that to report today, but we have done some follow-up work there.

In terms of standard setting, for those of you who are familiar with standard setting, this will be just a refresher. We bring groups of experts together and ask them to judge. "Look at this test. Tell us where are the cut points on this scale that you would place the marker for college preparedness."

We not only used a college group, we identified five occupational areas for us to look at. And I know in Florida, you have seven industry clusters. In describing this to the general public, we chose occupations we thought were understandable, that you would know. You had an auto master technician, a pharmacy tech. So these are something that the general public knows about, but they're also high-trajectory jobs that can go on to different areas. And so we chose those for specific reasons. And it also would lead to high wages, not low wages—we're not trying to look at those. So we did pull together trainers from each of these occupations for the standard-setting studies.

One of the things that they said about the test, the job trainers—it's much like what we've found in looking at WorkKeys—is that their training materials and their expectations were more career-focused. So NAEP is academic, and they are really—these training programs focus on career applications.

As a follow-up to this study, we are doing a job-training course content analysis to really look at – try to look at the math and reading requirements in the job training content in the areas that you've seen. We hope also to do a benchmarking study. We did do a postsecondary pilot study of college freshmen in Texas, and it was really challenging. Even though we had the cooperation of the Texas commissioner of higher education and the active on-site support of the administrators at the nine volunteering pilot sites, we had too low turnout of students to attend the testing sessions to produce reportable results. They're not a captive audience like 12th graders, so that doesn't surprise any of you who have worked on a college campus before. And as I mentioned, we have the higher-education survey which will give us information on the tests and cut scores that are used all across the country.

So this diagram is one that is in your book – in this blue book that I showed you. It's been the basis of our research. The technical panel said, "You don't want to look at one study. You want to look at how all of these studies converge and are mutually confirmatory. Are they saying the same things?" And so that's what I'm going to show you today.

This graphic shows you the NAEP scale. NAEP has three cut points. It has a *Basic* cut point. It has a *Proficient* cut point, and an *Advanced* cut point. So the



bottom blue area is below *Basic*, so that's everyone who falls below the first cut point. The red area is the *Basic* area, the yellow area is *Proficient*, and the top area, of course, being the *Advanced* range. These are the data that are based on the NAEP/SAT statistical link. And I mentioned that the SAT cut scores are falling right around that *Proficient* cut point on NAEP. You can see that if you go down to a 50/50 chance level, it falls right in the middle of *Basic*.

So the definition, I just want to review for you, the SAT's definition of "preparedness" is tied to success—attainment of a GPA at the end of the freshman year of a B-minus or better. But for a 50/50 chance of achieving that B-minus, the score would be somewhere in our Basic range for mathematics. If you want to up what your expectations are, up to 67 percent or 87 percent, how likely are you that you'll be successful, you would go up to 80, up to about the *Proficient* range for mathematics. So I definitely want to save some time for questions here, so I'm going to pick up the pace just a little bit. So the score that's concordant with that is—and some of you who are more familiar with concordances—you can see that there [pointing to screen].

When we looked at the Florida data, remember I said we looked in terms of the Florida students who took NAEP, who took the ACT and met the benchmark and took the SAT and met the benchmark, that's where they would have fallen [pointing near the *Proficient* cut-score], and those who did not meet the benchmark would have fallen down in this lower range on the NAEP scale. Similar findings were there for reading, although a little bit higher. And the same thing for the Florida data when we looked at it, they met and did not meet that.

So our next steps are to review these findings with our technical experts. We'll be developing and publishing some reports later in 2012, and then we have a plan for more research in 2013 and beyond. Our conclusion here is that this comprehensive research agenda is giving us cause for cautious optimism. We think NAEP can be used as this macro-indicator for the country to look at how well prepared academically are our students.

With that, I'm going to turn it back over to Governor Musgrove.

***Governor Musgrove:***

Cornelia, thank you and Anitere for the presentation—but before we go to the panel, are there questions that either Cornelia and Anitere can address or the data points brought out? I'll stop if there are any questions that you might want to ask at this point. Yes, ma'am.

***Mary Jane Tappen:***

Yes, I have –

*Governor Musgrove:*

Please identify yourself and the question.

*Mary Jane Tappen:*

Okay. I'm Mary Jane Tappen. I'm a deputy chancellor for K-12 at the Florida Department of Education, and I was curious about two things. The comparisons are to reading and our college readiness assessments are now including components on writing. And I wondered if there were any plans to include writing components on 12th grade NAEP. And my next question is comparisons to international data, PISA, TIMSS, are any comparisons being done to the results? I realize that it's a different age group, but is there any way to compare NAEP to those measures so in the future as we use NAEP as a national measure of college readiness, we also do a comparison to other countries?

*Governor Musgrove:*

Cornelia?

*Cornelia Orr:*

Thanks for the questions, Mary Jane. I mentioned writing is an important part, and NAEP does have a 12th grade writing assessment. We've recently switched to computer-based assessment for writing, and we are going to begin looking at the content alignment piece in the next phase of our research. We'd like to have state-level data on that so we can have this confirmatory information across states. But until all of the state's infrastructure is ready for computer-based writing, it's not feasible for us to actually take our computers into the testing room, which we do actually, right now. NAEP, when it administers the test, carries laptop computers into every school and does the administration on our own computers, because we are not confident the technology in the schools will consistently support our assessments. We've actually done a pilot. There are some schools that can't support that, some K-12 schools. But the advent of the Common Core and the requirements that it be a completely online assessment are very helpful. By the time that rolls out, we can offer that as a state option.

In terms of TIMSS, there is—TIMSS and PISA—there is no end-of-12<sup>th</sup>-grade testing in either of those assessments. So that's the first kind of caveat about this research. The second one is that we are studying eighth grade math and eighth grade science, the connection to TIMSS. So in December of this year, we'll have a report out that relates NAEP math and NAEP reading to the TIMSS scale. And there were a number of states—Florida was one of them—who will also have state data. And for everyone else, there'll be a score conversion process to equate

NAEP to the TIMSS data. So we think that will be very helpful.

Also, the current president's budget calls for a study of PISA. PISA is the one that's an age-based assessment, not a grade-based assessment, and so we'll be studying how we might make that comparison if the funding is available, which it's likely not to be available. But still, it's a desire for the agency to try to do that. We'll just see where the budget goes in Congress this year.

*Governor Musgrove:*

Any other questions? OK. We'll move to the panel. We have a panel of eminent Florida education leaders, both in policy and in the education arena. And let me say this. As you are familiar with the credibility and integrity of NAEP and the NAEP testing that has developed over the years, the research is the same way. The design of the research is to produce a trusted set of facts. Neither the research nor the test results demand that any policymakers do a certain activity. It's simply information for policymakers to determine what they believe is important and how to use it to make better decisions.

For instance, if you were asked which is important, reducing the dropout rate or improving the number of students who are academically prepared for college, that's somewhat of an unfair question because it is important to have more students prepared, but you can't do one almost without affecting the other. And that is true along the large spectrum of options and opportunities. And those are decisions that policymakers must look at, and wrestle with to make those decisions, along with the NAEP scores in general.

So this morning, we have an eminent group of education leaders who will be talking with you and will be moderated by Mark Musick. We've posed two basic questions for them to address. One, the potential relevance and utility to Florida of the NAEP 12th grade preparedness initiative, that is, the relevance to Florida and the possibility of it being a true good indicator of academic preparedness for college and for job training. And second, any additional research that they believe would be important to add to the research that's currently being done, that they feel would be worthy of being considered by us. So it's kind of two areas, but coupled with their expertise in a lot of other areas.

As I introduce each one and tell you a little bit about them, I would ask them to come forward to the dais and take their seat. When I get through with the introductions, I'll turn it over to Mark Musick.

Dr. R.E. LeMon, who is associate vice chancellor, the Florida Board of Governors of the State University System of Florida. His current areas of focus are working to enhance the State University System's global research, economic development, and commercialization capabilities, and advocating and providing oversight for its

medical education program.

Dr. LeMon received his bachelor of arts *cum laude* from Western Michigan University in 1970, and a master of arts in creative writing from Stanford University in 1972. While earning his PhD from Florida State University in 1989, he began working with the Florida Board of Regents—which is now the Florida Board of Governors—the Office of Academic and Student Affairs, and in his multi-decade career there, has served in positions ranging from coordinator to interim chancellor. He has worked in virtually every area of higher education academic planning and evaluation at the system level, including working to achieve national recognition for Florida's universities.

The Honorable Erik Fresen, Florida state representative. Representative Fresen was elected to the Florida House of Representatives in November, 2008, and was reelected in 2010. He currently chairs the K-12 competitiveness subcommittee, and sits on the Pre-K-12 appropriations subcommittee, the education committee, the federal affairs subcommittee, and the redistricting committee. He is a native of Miami. Representative Fresen moved to Tallahassee after graduation from Christopher Columbus High School in 1994 to attend Florida State University, and began working closely with government and politics. His experience in social service and the political arena took its roots in the state legislature as a legislative aide, working both in the House and in the Senate.

Randy Hanna, chancellor of the Florida College System. Randy previously served as chair of the Florida State Board of Community Colleges, the chair of the Florida College System Foundation, and is a member of Tallahassee Community College's governing board. He is currently a member of the board of trustees to the University of West Florida, and has served as a trustee for Florida A&M. Mr. Hanna has served as special counsel to numerous governmental units, has represented clients before state agencies, and has worked on numerous projects in energy and utility areas. He has a BS degree from the University of Florida, and an MBA from the Goizueta Business School at Emory University.

David Hart, executive vice president of governmental affairs and political operations for the Florida Chamber of Commerce. David was born in Tampa, and raised in Winter Haven, Florida. He graduated from Emory University in Atlanta, with a BA in economics and political science. He spent five years in Washington, DC serving first as a legislative officer of the United States Department of Transportation, and later, as the deputy director of legislative affairs for the United States Peace Corps.

In 1993, he earned a master's degree in international affairs at Florida State University. Upon graduation, he accepted a position as director of governmental and public affairs with Summit Consulting. From '96 to '97, he served in the legislative office of then-commissioner of education, Frank Brogan. He left that

post to become the political director for Jeb Bush's successful 1998 campaign for governor.

The Honorable David Simmons, Florida state senator. Senator Simmons is the state senator for District 22, serving Orange and Seminole counties. He took office on November 3rd, 2010, and was sworn in as the state senator November 16th, 2010. Senator Simmons is chair of the senate budget subcommittee on education, pre-K-12 appropriations. He is a member of the committees on budget, agriculture, budget subcommittee on higher education appropriations, judiciary, and the rules subcommittee on ethics and elections. He is also a Republican majority whip.

During the 2011 legislative session, Senator Simmons sponsored several important pieces of legislation. These include improving the business market for space flight tourism companies, providing a reasonable and flexible implementation of the class size amendment, giving property tax breaks to active military members deployed abroad, and deregulating telephone service to provide more competition and benefit both consumers and businesses.

Senator Simmons is one of those people who was born in Nashville, Tennessee, graduated from Vanderbilt, has been in Florida since 1977, and has now become completely acclimated as a Floridian. At least I would believe that as an elected official, he certainly is. And he has lived in Florida since '77, and there have been a number of newspapers that have written about him, talking about his ability and capability in the state Senate.

And Pam Stewart, chancellor of public schools for the Florida Department of Education. In her role, she oversees K -12 student achievement; curriculum, instruction, and student services; school improvement; and educator quality. Mrs. Stewart also oversees the management and delivery of such affiliate programs as K-12 Race to the Top projects, Just Read Florida!, Office of Early Learning, and Florida's Virtual Education Program. These areas and programs provide support for Florida's Pre-K-12 Education System, which serves more than 2.67 million students and 189,000 educators. And prior to her appointment as chancellor of public schools, she was deputy superintendent for academic services in the St. Johns County School District.

From 2004 to 2009, she was the Florida Department of Education's deputy chancellor for educator quality.

And this morning, our panel will be moderated by Mark Musick, who holds the James H. Quillen Chair of Excellence in Education and Teaching at East Tennessee State University. He is also president emeritus of the Southern Regional Education Board. Mark, we welcome you this morning. Your background—for those of us who have known you for many years—you've got a

stellar panel to work with this morning, so we look forward to hearing you and the panel.

***Mark Musick:***

Good. Thank you, Governor.

***Governor Musgrove:***

Please give these outstanding people a round of applause.

*[Applause]*

***Mark Musick:***

Thank you, Governor, and we're going to get right to work because we've got a large panel and a short time. If you see me looking at my watch, it's not because I'm bored. It's because I've been charged with keeping us on time, OK? So if you noticed, both the governor and Cornelia referred to the long history of Florida and NAEP.

I want to take about one minute and draw that line because I think it's an important line to make sure we all understand. And because for part of that history, like the old Walter Cronkite program, I was there. And it's interesting, Senator Flores started with the question: How are we doing? And she made a reference to the graduation rate and the fact that we're not totally truthful or forthright with how we're doing. Well, in the mid-1980s, we were at a very similar situation with student achievement results, just as Senator Flores said about the comparisons among state tests.

Well, in 1986 or thereabouts, in the mid-'80s, Florida was one of 3 states, as the governor said, that started this ball rolling, that ended up with NAEP results in all 50 states. Because in 1986, we were in the situation where nearly every state or every state was above the national average, and there were some people who didn't believe that then, and they were primarily political leaders. There was Governor Bob Graham, who didn't believe that, Commissioner Ralph Turlington, who didn't believe that, and Cornelia, and Tom Fisher, the state testing director, didn't believe that. And I met with those folks in the mid-'80s. There was also – and this was not a partisan thing – Governor Lamar Alexander of Tennessee, didn't believe that, and Governor Chuck Robb of Virginia. Those were the three states that got this ball rolling.

But when you look and you heard that Florida now has 12th grade NAEP data, you can draw this line for the 50 states and the 11 states that have the 12th grade

NAEP data. You can draw it back to Florida, to Nashville, Senator Simmons, and to Richmond, Virginia, and to the political leadership and the educational leadership, particularly of Ralph Turlington and Tom Fisher. They were the folks, the educators who were pushing for this. So just know that. It's something – it's not only an interesting to me part of history, it's an important part of history. And that's where I want to start our questions because in the mid-1980s, Florida, you had been the first to have a high school graduation test. You had already been to court for *Debra P. vs. Turlington*, but you were saying, "We need an external measure." Governor Graham, Commissioner Turlington were saying, "Even though we've got our own test, we can't answer the question "How are we doing in a larger world?" that Senator Flores posed here. You've been in Japan and China and other places, you know there's a big world out there. So I'm going to ask Representative Fresen and Senator Simmons, start with you, all right. It was important in the 1980s to know how we are doing, using an external indicator. NAEP purports to be that external indicator. Is that still important or important in a different way, or what do you have to say about it?

***Senator Simmons:***

\_\_\_\_\_ first \_\_\_\_\_.

***Mark Musick:***

OK.

*[Laughter]*

***Senator Simmons:***

Very kind. I think that the State of Florida has made the achievements that it has in the past 10 to 12 years, as a result of the demand for accountability and also providing the resources to meet that accountability. I think that it's important that we have these external accountability standards. I think that, obviously with the FCAT, we have an internal measure. And I think that it has proven to be a valid metric of the quality of education here in the state of Florida and the improvement. And I think that the NAEP exams and the tests have shown that there exists consistency between the two, although there is a disparity. And I believe that NAEP has provided a very important measure for us so we can see where we are compared to the rest of the nation.

I think that we definitely have got to decide here in the state of Florida how we're going to participate, and if the 12th grade NAEP testing is going to expand. And I know this, that I believe that if we don't provide an accountability measure for the 12th grade, we're going to find—as existed 15 years ago—a feeling by school officials that there's an ability to slack off in the 12th grade. That's a fact of life.

I look at it from another position than many might. Many people will say, "I want to have that test to see where our 12th graders are." I believe that if you provide that standard, it will demand that the schools meet that standard. And so I know we don't have a test for the 12th grade, and I think that having NAEP fill that slot is certainly something that is very worthwhile and needs to be thoroughly analyzed and reviewed. I think it's a step in the right direction.

***Mark Musick:***

OK. Thank you. Representative Fresen?

***Representative Fresen:***

Well, thank you. I think, like what Senator Simmons just eluded to, where I kind of find my position now in the legislature and certainly with the policy hat on, not necessarily from the budget standpoint, is that all the work that you discussed earlier from the time that the data was being revealed with then-Senator Bob Graham and Mr. Turlington, and moving through the kind of education revolution that I think David and I experienced as staffers under Governor Bush, to try to stay away from some sloganeering. But at the time, there was a concept that if we're not measuring, we don't care.

And there's something important to that because most of the kind of accountability wave that came from that for the first ten years was essentially stating, recognizing the fact that (a) we weren't measuring; (b) we weren't measuring correctly; and (c) we had no clue where we actually were and what we needed to do as a state to move forward. So I think for the first ten years of that accountability wave, what we were doing and most of the policies we were implementing, rightfully so, were to simply say: we are going to measure, and how are we going to measure, and what is the best way through metrics, internal or external, to measure that which we are doing to make sure that we're actually doing something that's productive.

I think Accountability Version 2.0 where we're kind of going right now in the evolution is saying, OK, now that we've been measuring, now what? Meaning, what are we going to do with those results, and what do those results mean, and what policies do we need to implement based on those results in order to take us to the next point? And I think that now that we have not only our internal metrics letting us know what we're doing, what our policies have yielded in Florida, we now have external factors like NAEP and other things that we could look at and say, well, as a state, this is what we've done in internal accountability. This is how we're comparing externally, and now we have the data to tell us now what.

Because what happens is, and as Senator Flores mentioned in her intro, most of



the accountability standards that we've set up in Florida is essentially talk about a tenth grade readiness, essentially. We're saying that when you're going to graduate from a high school in the state of Florida, and what we're saying is the right measurement tool up to this point right now, and I think we're moving forward, and evolving from that more towards the 11th and 12th grade is what does that mean beyond the tenth grade. It's what I call "the and then what factor." So, OK, great. So now we know ten years post of the first wave of education revolution in Florida that we are now measuring. We are no longer socially promoting, and we are now at least knowing that somebody graduating from a high school in Florida, hopefully, is at least proficient at a tenth grade level, whatever that tenth grade level is. Can that be moved up or down?

Absolutely. But beyond that tenth grade internal factor, what does that actually mean? What's the palatable significance to that in the job market? What's that competitively with other states, and more importantly, as we move towards that global marketplace, what is that actually going to translate to for these kids when they actually go out into the global marketplace?

And I think things like NAEP, when we could actually look at something outside of Florida, that shows us the indicators within Florida and how they compare to students outside of Florida, it will drive our policies as opposed to the policies that we needed to implement the first ten years of that revolution, which were simply to say, "we must measure." I think the next phase, the 2.0 Accountability in Florida and throughout the country has to be what is the purpose of those measurements, and what are the policies that we need to implement to make those measurements worthwhile, to make those measurements productive in that marketplace.

And I think that, obviously, with what Senator Simmons mentioned earlier, and where the concepts behind what NAEP is trying to measure get to, that should be driving our policies now. We now – I think the paradigm has shifted nationwide. We recognize the importance and the significance of having to measure. I think the jury's in on that. People know we have to measure. Now, we have to move towards having our policies being driven by the outcomes of those measurements, and not just ignoring them, and recognizing and feeling good about the fact that we're just measuring.

Now all of our policies should be driven based on what those measurements are saying, and recognizing that there is a disparity and gap and saying, "Well, we have great graduation rates, but these kids, 70-plus percent of them are needing remediation classes, basic remediation classes when they go into college." That should be driving our policies, and certainly at the K-12 level, and more importantly and hopefully we'll get to that point in the conversation, how we synergize that with our Higher Ed system which I'm sure we'll be talking about soon.

***Mark Musick:***

Very good. I'm going to link to that. You made a statement that I don't think we've heard in our previous meetings, and you pointed out something that we don't – I don't hear it mentioned as much. That, in fact, most of our high school graduation tests are tenth grade readiness tests. And when we started this, and I think even Florida said this when we started, the high school graduation tests were really at one time eighth grade level tests. Then we were able to ratchet it up to tenth grade. But in many cases, that's tenth grade readiness. And we're talking about 12th grade academic preparedness with NAEP.

You used the term, representative, now—and I should have pointed out in fairness to the House chamber in Florida that—and everyone in the room may know this, but Ralph Turlington was speaker of the house before he was commissioner of education. You used the term “now we have the data.” Chancellor Stewart, as we talked about earlier, Florida gets great recognition for having the data. Representative Fresen's talking about moving now to 2.0 here, so that Florida now has the data, is recognized for having the data, how does the NAEP data, in your view, figure in to the Florida data situation and as you move to the 2.0 implementation, if you would?

***Pam Stewart:***

Thank you. I think that the NAEP fits in for us as we look at measurement. It's important for us, it's already been said, it's important for us to measure. But to measure just for measurement sake, it's an exercise in trivia. So if we want it to actually impact education, I think it can inform policymakers. We've already talked about that, as a wonderful use for both NAEP and our FCAT 2.0.

Additionally, it informs the public, it informs our parents. It is a transparent measure for our parents to know what they are getting as their students matriculate through the K-12 system. And then I think importantly from my aspect, it helps us to inform and drive instruction. And I think for us in the K-12 world, that's the most important piece is how do we use that to make adjustments along the way from a curricular standpoint, and from a quality instruction standpoint. And both NAEP and FCAT 2.0, does that. FCAT 2.0, our own internal measure of what our standards are, what we believe is important for our students to be able to do and know, and then NAEP as far as how we compare. You heard Mary Jane talk earlier about how does it compare, how does the NAEP compare? What are we going to do about looking globally?

So we in Florida want to look not just on our own measures, but how does that—how do those measures stack up throughout our entire nation, and then address, how does it compare for our students who will compete globally?

*Mark Musick:*

I can tell you that drawing this line back to Florida in the mid-1980s when Florida, Virginia, Tennessee were first proposing this NAEP program, people thought you/we were crazy. Why would the South want to have this information? You're going to be behind. You're going to be way – why do you want this information? And the Ralph Turlingtons, the Bob Grahams, the Lamar Alexanders, the Dick Rileys, all these governors said, "Well, because we need to know."

Now there's a painful part of this, though, and I felt some pain looking at these Florida 12th grade proficiency results. You can quibble about whether the NAEP proficient level is too high or too low. But the Florida results at 19 percent number, and it wasn't just that it was 19 percent, it was that there were only two of the 11 states that had a lower number. So how—I'll pitch this back to you, Pam. How are—on the one hand, that's a bitter pill to swallow. On the other hand, not to know that is dangerous.

*Pam Stewart:*

That's right. And I think that helps us inform decisions. We've already talked about the use of measurement as the policymakers are looking forward to think about what policies need to be changed, what we need to focus on. And in Florida, our legislature has taken a very bold step in increasing the graduation requirements.

Senator Simmons already mentioned about the 12th grade slide, and very often our 12th graders feel that they're done and they want to coast. And I think the Florida legislature took a very bold leap in the 2010 legislative session in putting in place Senate Bill 4 in increasing the graduation requirements for our students to require that they have geometry, and eventually Algebra II in order to graduate. This will ensure that our students not only continue to push all the way through their senior year, but in addition to that, are better prepared, no matter what avenue they choose, post-high school.

Additionally, it's the requirement through legislation that that our students take four sciences, and those include biology and either chemistry or physics. That's another bold, important step that I think using NAEP data and other data like that to make those decisions was an important step.

*Mark Musick:*

And you've got to have data in 2013, 12th grade data again. So you'll have another benchmark.

*Pam Stewart:*

That's right. And so that group, that cohort, we will not see the fruit of that until 2017 NAEP results.

*Mark Musick:*

Right. Shifting now to that 19 percent number—and excuse me for being fixated on this, but there was another set of numbers and what was presented a moment ago that if it's not—if Florida is not unique, Florida is certainly unusual, and those were remedial numbers, now. And when you know state policy, there's an understandable nature. You have the lowest in terms of the four-year universities, the remedial rate is among the lowest in the country and it's among the lowest, in part, because of the policies you have. And I understand that. And in the community college, the two-year college rate is among the highest. I mean, you're one-half the national average at the four-year level, and almost twice—I don't know if there's another state in the country that has quite that dynamic. So, obviously, this—guess my question is, can the NAEP 12th grade information figure in dealing with that issue? Randy, I want to turn to you first, if you would.

*Randy Hanna:*

First, thank you, and thank you for being in the state of Florida and being in Tallahassee today to have this discussion. I would be remiss if I did not say thank you to Senator Simmons, Senator Flores, and Representative Fresen for their leadership in this issue, and the constant pressure that we feel from them in a good way, to make sure we are all striving for excellence here in our system.

One of the things, and as the chancellor of the Division of Florida Colleges and the Florida College System, one of the greatest strengths we have is our open-door policy. And when you look at these numbers, remember that about half of those students are not recent high school graduates. And when you look at the recent high school graduates—and in the six months I've been here, I've seen a lot of different numbers—but when you look at the recent high school graduate numbers, it's actually decreased over the last ten years for those who have been in school within the past three years, from about 65 percent to 54 percent.

Having said that, we still have 170,000 students who are taking one or more remedial courses. And, once again, that's about half recent high school graduates, and half returning students. In Florida's population, there's a very transient

population with a lot of people coming into the state. During an economic decline, you have a lot of people wanting to go back to school, and that has increased the numbers of especially returning adults who want to go back to school.

Clearly, the NAEP data can help us. The NAEP research can help us. But I would also be remiss about if I didn't mention something that I believe is going to make a huge difference, and it's something done internally here in Florida. In addition to the SAT and the ACT and the college placement test with the College Board, we have also developed a new test to look at college readiness, which is called the PERT, the Postsecondary Education Readiness Test. And in 2010 legislative session, if I remember correctly, it was Representative Fresen who pushed and said, "Let's offer that to every 11th grader. Every 11th grader will take that test."

And I believe we currently have about 200,000 – close to 200,000 administrations so far this year that we will be analyzing the results. And those students will be able to tell in the 11th grade whether they meet the college-ready competencies. If they don't, they will be put into courses in the 12th grade. And so I think that's a very significant move that has been made in the state.

Kind of on a humorous note here, I have a 9th grade daughter, and since I have taken this job, we have a little bit of give and take every night about the FCAT. And, of course, last night she came home and she said, "Hey, dad. My friends hate the PERT." And I said, "Why?" She said, "They want to stay in college all four years. They're afraid if they do well on the PERT, their parents are going to make them start dual enrollment early," and I go, "Yes." I said, "That's what we want them to do. We want them to be college ready and we want them to move forward and take those dual enrollment courses as soon as possible."

***Mark Musick:***

Very good point about the fact that I think the two-year community colleges often get painted with a broad and unfair brush. Because those 25-26-27-30-35 year olds, frankly, I'm willing to pay for a second chance. It's those 18 year olds who – but even that – and I hear that it's coming down, but it's still –

*[Crosstalk]*

– percent number.

***Randy Hanna:***

It's still too high and I'm hoping through the work that's being done with the FCAT 2.0, with the PERT, with the data that you have, that we will find measures to continue to reduce that. The other thing on the measurement side, there's been a lot of focus on the measurement side, OK? And that's where NAEP is focused,

also. But we also have a lot of work to do on the course redesign side when those students get in, OK? And making sure that we do it in the most effective and efficient manner, at the least cost to the state that's —and where the courses are designed to meet the needs of the student.

I know that's really not the focus of this discussion today, but I see a day where it will be very much competency-based in the Developmental Ed area, and very much an open enrollment, open-graduation type system as opposed to having students having to sit there for three months. Because a lot of times, once they're in the Developmental Ed courses in college, especially if they're at the lower levels, it's a downhill slide.

And so we have work to do in the whole course redesign and the way Developmental Ed is delivered in our colleges.

***Mark Musick:***

That is very important because I think the truth is in this, and not just in Florida, if a hospital had the same success rate as most of our developmental programs, you wouldn't ever check into that hospital, because we're just not very successful. Dr. LeMon, you could say, gee, if you're not number one –

*[Crosstalk]*

***R.E. LeMon:***

If I wanted to offend everybody in the room, I would say this is not a state university system problem, is it? We're only at nine percent in terms of remediation. Let me intentionally try to be offensive. This is everybody's problem, and I'd like to generalize even beyond Florida. I think one of the great things about Florida is it's such a bellwether state, and the best that happens in education, sometimes the worst that happens in education will happen in a state like Florida before it hits the rest of the country.

So the first point that I want to make is that I believe that the issue of unpreparedness is a national problem of epidemic proportions in this country, and I think it's underreported or under-diagnosed, as well as it is treated and diagnosed by NAEP. And I say that because of the definitions that NAEP uses which basically is a bottom line of need for remediation, which is perfectly valid because it's traceable. It's something that can be quantified and so on. But the reality is that there are other things that lead to being really prepared and other ways that you can look at it.

I think that furthermore, that the problem that we have in the country if we don't deal with this problem, it's only going to get worse across the country, and for

two reasons, and it's really a convergence of the twain. Number one, the demographics of this country are going to change radically by the Year 2050. We will not look the way we look as a country. That'll have a profound effect on all of the educational systems.

Secondly, the kinds of changes that are happening in postsecondary education are all harkening toward more rigor. We are moving from our curriculum—first of all, we've changed the point in the realm in higher education, finally, thank you. We're off the gold standard of credit hour productivity as a measure of productivity, and we're moving toward things like degree production. And we're moving from degree production to things like degree production in specific strategic areas.

And, oh, by the way, all of those strategic areas tend to have more science, technology, engineering, and mathematics associated with them, so the curriculum is going to become more and more, and not less and less, rigorous. And so you have these dynamics of a changing demographic. You're going to have a higher level of rigor. So I think that unless there are some really fundamental changes to the education system, K-20 or—yeah, let's go with K-20—and maybe there are some key milestone areas or points along the way. But unless this happens, I think that the country is going to be in a very difficult place to really compete with the rest of the world.

There was a slide with regard to our labor and the cost of labor in this country relative to [inaudible]. It's not just labor, just to give you one small—I do a lot of things with university research. And whatever your position may be on the use of animals in medical research, you may have a different position on that, radically different position on that, but I'll tell you one thing that's true: it's ten times more expensive to do it in this country than it is to do it in China, not based on labor, but based on materials, the raw materials.

So we've got some changes that we have to make.

***Mark Musick:***

Mm-hmm. We've been talking about – I want to bring David into this conversation. We've been talking about the academic preparedness, but a part of NAEP's preparedness is not only, as Dr. LeMon just said about four-year institutions or two-year institutions, but it's about preparation for careers. I assume that on the Chamber of Commerce agenda, NAEP or NAGB doesn't show up regularly. But as you listen to this conversation and as you know about the national assessment, how do you see the NAEP relationship to the issues that you're dealing with at the chamber?



***David Hart:***

Well, thank you. It's critical. Look, most business leaders across the state and around the world believe in measurement and accountability, and I think the ability to look at NAEP scores and be able to compare Florida versus the other states and, increasingly, other countries is critical to know how we're doing, how are we doing relative to those other states. Are we going to be able to compete?

And, look, the old model of economic development was often measured in terms of tax incentives. What did we do to incentivize that company to come to Florida or one of our communities? The new model is all about talent, and are we taking the right steps to build that talent supply to attract that company to either expand or come into Florida.

So it's critical, and I think—I'm excited about what NAEP is doing with 12th grade preparedness, and I want to spend just a minute to deviate a little bit to talk about the importance of STEM.

Governor Musgrove mentioned the national statistic as he was kicking us off, and we believe in measurement at the Florida Chamber. If you've not had a chance, I would encourage you to go to [floridascorcard.com](http://floridascorcard.com). It's where our foundation keeps track of all types of statistics—economic, education, and otherwise—for Florida. And during most of the past two years, we'll say, while we were at a fairly high level of unemployment, just like the national numbers you gave, we also saw that there were 33,000, on average, 33,000 STEM-related jobs that couldn't be filled. Meaning we weren't producing the right type of talent supply, and there was opportunity there.

And, by the way, those weren't all STEM degree-related jobs. They were, many of them were just some type of STEM training. One of the really cool parts about my job is I get to travel the state and meet with sort of the whole range of the business community, everything from small businessmen and women, all the way up to corporate CEOs that have tens of thousands of employees. And during the last year, as I made the rounds in meeting with different business leaders, I repeatedly heard—particularly in some of those sectors that Florida has targeted to try to attract just those types of sectors to our state, so think of defense and aerospace, think of high teach, biotech. More often than not, CEOs at those companies were saying, "David, I've hired every good person I can find, and I'm still short the type of employee I need for these types of jobs."

So I tie all that back to the importance of measurement and NAEP, and I appreciate very much what you're doing, what NAEP is doing, but I also want to take a minute to, like Randy did, thank our legislative leaders here, Senator Flores and Representative Fresen and Senator Simmons, y'all's leadership, keeping the



foot on the gas pedal in Florida, making this Priority 1. If we get this right, I think the economic development picture will take care of itself.

***Mark Musick:***

You've got this incredible database to draw on in Florida with the information at various levels. And you've cited several of those. I mean, you have, of course, the FCAT data. You're one of the few states that have ACT and SAT test-takers in almost the same numbers—Florida is a major user of both of those. You've got the data—your data warehouse runneth over here –

*[Laughter]*

And in terms of the NAEP—in terms of connecting all this, I hear that—Representative Fresen, you're shaking you're head. You see this as something the legislature supports, wants to grow, to plug NAEP in—you're already plugged in. I guess it's a matter of how do you extend this use, I guess.

***Representative Fresen:***

Well, I think the way to extend it—and I can't speak for the entire legislature, but certainly for myself and the leaders that are here in the room today. I know for a fact, we all have this common thread of thought, and it's the way that you tie it all in, and it's really to what Dr. LeMon was talking about. The same way that we started with the Accountability Project in the original A-plus, there has to be the element of consequence to everything that you do. We now have all this data.

And what I keep on talking about, going to the next evolution of accountability, which is the “then what” factor. And what do we do with all this data, if we don't apply that towards policies that have consequences attached to them, both positive and—obviously, some people are going to look at, like Mr. Hanna's daughter looking at certain new elements of either accountability or testing or what have you, as some sort of a negative thing. But if we don't have consequences attached to it, realistically, the outcomes are going to be direct. And what I mean by that is that the reason why you see so much of that disconnect between what's happening with our tenth grade, perhaps FCAT scores and graduation rates, and that huge gap or disparity between that and the 12th grade preparedness that NAEP outlines for us, is the fact that beyond that 10th grade, our policies don't really have yet that many consequences beyond it.

So what happens is, and it's kind of the synergy that I was referring to. And I'm glad that we did stick to calling it a K-20 system, because if we don't apply policies, if we don't take all that data that you're talking about—and, by the way, I agree, I think Florida is probably at the top, if not the top state when it comes to now gathering that data and having tangible data for us as policymakers to

actually utilize.

But if we don't take that and apply it to policies that perhaps may not be that popular, but would at least result in taking us off the course that Dr. LeMon was talking about, which is dire, and putting us back on a course that actually can produce the results both economic and educationally for the workforce that Mr. Hart was talking about, and everything that we need in the state, then we've failed to do our job as policymakers.

If all we've done for the last ten years is put in place all the elements that we need to gather this data and then we're incapable either because we don't have the political will, or because we don't have the direction, to take that data, be honest about it, and say now we have to apply some consequences of policies to redirect us from those outcomes that we're seeing in that data, then we fail to do our job. And anybody that kind of knows me, I'm the first one to step up and say, "I'll take that bill." Because I really recognize that at the end of the day, kind of my term here kind of individually, our terms here are transient. I mean, but what is not is the footprint in the sand and the outcome that we're going to leave for our future generation.

And what you're seeing is the very thing that the governor was talking about earlier when he referenced what Bill Clinton talked about a couple years ago on "Meet the Press," is that it's absolutely true. There's probably more than 5 million jobs that could be filled right now. And here's the reality: Those jobs will be filled. But the problem is they may not be filled by products of our K-12 system. They're going to be filled, quite frankly, probably by immigrants wanting to come to this country, being educated in other countries and in other societies that are going to come in and take those jobs and then what have we done as policymakers to our K-12 kids saying, "Well, you got the graduation diploma. You have a diploma. That means something."

It may not mean anything. What does that mean if we don't tie in consequentially what goes on beyond the tenth grade in high schools in Florida, if that doesn't directly tie into actual readiness, actual preparedness in the college university system that, quite frankly, is evolving as Dr. LeMon said, not towards our K-12 system, but it's evolving towards that higher-end student, that may be coming from another country. And if we don't set up our policies right now, if we give our students in K-12 this false sense of security that what they're learning in our K-12 system is actually going to mean something, by the time that they go out into the marketplace, that David was talking about, we've failed.

We've failed as policymakers. And that data that NAEP is giving us, at least from my perspective, it is critical because without that, we as policymakers, we as educators in the state of Florida, we'll sit back and pat ourselves on the back and have that false sense of security and say, "Well, look. Now we're measuring and

now we have all these kids that are passing the FCAT. And before, we had an illiteracy rate of X, and now that's X minus whatever, and we feel really good about ourselves." That may be great, and our dial may be moving forward, but if the dial of the world and the dial of the workplace is moving at a faster pace and our policies are not reflecting that pace, then we're failing because all we're doing is essentially feeling good about what we've done for the last ten years.

So I think the best thing to do with the data that we're getting in NAEP, and it is critical that we continue to get it because it is sobering. The good thing about it is that while the 19 percent may get a lot of people to sulk, for me, it's just, look, it's what you instinctually feel is happening anyway, and it just confirms that, and what you want to do with that data is not ignore it and not say, "Well, is there something flawed with NAEP?" No. We've got to take NAEP for what it is, continue to apply it, and then shift our policies towards recognizing that some sort of a gap exists between what that we're doing, and what we need to do. And I think that's where the relevance of that data comes in.

***Mark Musick:***

Sobering is the word you just used, and that word ties back to something we heard at, frankly, last week's meeting: truth telling and NAEP telling the truth. And I want to turn this over back to the governor. I want to wrap up one thing. I want to come back to where we started with Senator Simmons because there was when NAEP—when this whole business started in the 1980s, I remember this so vividly because Florida and the Florida Department of Education were willing to say something that no one else—almost no one else would say. And Linda Fisher is the person who said this. She was the math person. She said, "Well, in Florida, we have five levels of Algebra I." Now she wasn't bragging about that. She was just being very candid.

Now, senator, I know I'm a Virginia Tech graduate, but they taught some math at Tennessee Tech, too, right? I mean, and –

***Senator Simmons:***

[inaudible] mathematics?

***Mark Musick:***

Yes, I know.

[Laughter]

So NAEP helped or was part of Florida, frankly, doing what Representative Fresen just said, facing some sobering facts—we've got five levels of Algebra I.

We aren't kidding—and these NAEP math data show that. So I want to come back and, Randy, you had something you wanted to say, so wrap up right here, governor, and we'll turn it back to you. Senator, would you have any final comment?

***Senator Simmons:***

My final comment is, is that if you don't have accurate data, it's very difficult to make accurate decisions. And we are very pleased that we've got the amount of data that we have. We have I think fought very hard to obtain the data that we have, either from the FCAT, and will have from end-of-course exams, and will have from the PARCC exams. I think that this information is what we're going to act on, what we have been acting on.

I think it's important for every one of us to look at where the state of Florida is compared to other states. I think it's also important for us to drill down into that information because when you look at the average score I guess for fourth graders under NAEP for Massachusetts, we need to understand that they have a more homogeneous population than we do. So when they have a 252 score and then we have something that's less than that, we have to look at the other parts of Florida society, the fact that we have a larger minority population, whether it's African American or Hispanic. And then you start looking at the number and you understand maybe why they're higher than we are. Because when you compare the white scores in the state of Florida at 250 to compare to the 252 for Massachusetts, you have to say to yourself, "What are we going to do about this? What is the accurate decision that we are going to make based upon the information that we have?" And we have done that this year, for example.

We have gone ahead and taken our D and F schools, and we're requiring that they go an extra hour a day because we know that that's where we've got to work the hardest. We know that with that information that we have obtained so we can compare ourselves to other states, we can take this information and we can do the best for those who need it the most. And so that's what we're trying to do. That's what we as policymakers are trying to do.

We plan on bringing everybody in the state of Florida up to the top in the nation. And with this information, we think we're going to be able to continue with that.

With respect to the specific issue that you're asking about, with respect to the 12th grade, I firmly believe that what has happened to our 12th graders and the reason that they haven't done as well is because we haven't demanded of them that which we should have been demanding of them. And so it's really good for us to have, what I've always believed after watching high school students sort of take time off in the 12th grade, that there's going to be the natural slide. And so this is information for us that we need to act on so that we can make sure that our

12th graders are doing—working hard, doing well, and then they will be prepared.

But when you let someone take a year off, sort of take a year off, what happens is they naturally regress and we end up spending more trying to take them and remediate them. And so I think there's an easy solution. It's one we're going to have to face up to and demand more of our 11th and 12th graders. And I think that we'll have a lot less remediation.

***Mark Musick:***

Very good.

***Senator Simmons:***

And your information and the information that you've provided with respect to this 12th grade NAEP testing is what we can act on.

***Mark Musick:***

Very good. Randy, final word here.

***Randy Hanna:***

Just real quickly want to add one additional thought. You were correct about the data in Florida. We have a rock star data system and a number of people in this room are responsible for it. I think at the university and the college level, we also have an obligation to make sure that people understand what they're getting, and take the data that are available all the way from K-12 all the way through the college system and the university system, and make sure they understand the success rates of students who are going into the community colleges, the number who are transferring into the universities and those who are not, and from which colleges and then the success rate of the students once they're graduating.

We have—we're very fortunate in Florida. We have placement data. And I think all of that data should be provided, not just to the policymakers, but to the ultimate consumers and be provided in a manner that allows them to make very informed choices.

***Mark Musick:***

Very good. Governor, when David was talking about education, not tax incentives, being the key to—I saw your head nodding, so we'll turn it back to Governor Musgrove.

***Governor Musgrove:***

Absolutely. Let me say thank you all very much. I want to open it up now for any questions. But before I do, so I won't blindside you, I want to give you two questions for you to think about, and then when we handle the questions, will come back to you. Now this may be an unfair question, but at the same time, I think it is fair, because all of you, I think, want to improve that 19 percent *Proficient*.

First, as you move forward in Florida, are there other things that—from a teacher's point of view—will help prepare the teacher do a better job, to go from say 19 percent up to 40 percent, 50 percent, whatever? What kind of coordination does K-12 and the university system that produces the teachers have? And legislators, what incentives do you help put into place to help that? Give you a chance to think about that one.

Secondly, David, as it relates to when a company is looking for a place to locate, if productivity is one of the most important things that we provide in the United States labor market, I make the argument that a company very easily can look at statistics from various states. If a state has a 19-percent *Proficient* rating versus ones that have a 40-percent and a 50-percent, and they want smarter, more effective workers, to me it looks like they could make that a variable as they're making their decision on where to locate.

If I'm right about that, then how important do those numbers end up being from an employer making a decision or a business owner making a decision where to locate? Now with those two questions stated, I'll give you a chance to think about them, because I don't want to blindside anybody. Now let me open it up for questions from the audience. And, I think you had one over here. Identify yourself and the question.

***Ed Vollertsen:***

Yes, Ed Vollertsen, school board member from Jefferson County. You're right on target, representative. Several years ago when I went to the University of Louisville when I got out of high school, I didn't know what I wanted to do. I wasn't sure. I got in there and I got an opportunity to get into the Geology Department, and I worked through that. I got about 60 hours, and nobody ever told me that you had to have a masters or a doctorate degree. I could stand out there on a [inaudible] and with a degree.

And we've got to stop issuing degrees for underwater basket weaving, and all these degrees. Or if you do, then you need to let the students know what they're getting into because a lot of students assume, "Well, I've got a degree. Why can't I find a job?"

And one other thing I'd like to do because we were talking about the grading of schools, that's the worst thing that the state's done. What that does is when you grade a school, the students say, "Why should I try. I'm in an F school." The teachers get discouraged, the parents get discouraged, and I just don't think that the grading of schools is the best way to handle our education.

***Governor Musgrove:***

Any response? Take that to heart? OK, any other questions? Another question, here.

***Mary Jane Tappen:***

I have two, again. Since I rarely have an appropriate opportunity to make a plea –

*[Laughter]*

There's already work going backward on our graduation expectations, maybe having different types of diplomas. And I'm pretty confident what students are going to be motivated to take some other option. We already have a diploma that's not a factual ticket to the next step, because our current graduation requirements for 12th graders don't allow them choices when they graduate unless they've done more than minimum, so I'm very concerned about the discussion about different options and taking a step backward. Some states have moved in that direction. I think they've lost their will to really push every student to a high school diploma that will provide them choices.

So to think about that, but also incentives with 12th Grade NAEP. I had this discussion with my chancellor, who's sitting next to you. But we have limited instructional time for our students, and we need testing to be an opportunity for students. So can we build an incentive system into the 12th grade NAEP where that score can mean a college-ready score with some kind of pedigree or acknowledgement from the university and college systems?

We don't typically—well, we don't have student-level NAEP scores. We haven't in the past. But if we're really serious about taking 12th Grade NAEP seriously for our schools and for our students, provide them an incentive to participate and give the student a type of incentive, an award, a goal to be college-ready and with a NAEP score at a certain level that's recognized by postsecondary systems and districts and recognized for producing college-ready graduates.

***Governor Musgrove:***

OK. Representative Fresen.

*Representative Fresen:*

I could take a couple parts of that, and I think that was about a five-minute question, so I'll subtract that from your next presentation time.

*[Laughter]*

But, look, I think it's a great question, and the second part of her question actually ties into your question regarding teaching, and I'll get to that in a second. But I think when we talk about the degrees and kind of—we have to kind of tread a very thin line between not going back towards the kind of predetermined fate, social engineering, that we refer to in “Waiting for Superman” and everything else where by the tenth grade, you're either going to be in the labor force, or you're going to be an academic.

So we don't want to go back to that trend. But, certainly, there's incredible merit in allowing for, with the chambers and with the actual marketplace, recognizing that rather than making the different types of diplomas or the different types of academies, a stigma, make it a kind of award, self-awareness to the students who probably know themselves better than the system knows them.

You see this now, and we're doing it a lot in Miami-Dade, certainly. And I think it's the next step in education, which is kind of customizing it to the student themselves. There are so many students that really lose their way in the public education system because we still, as hard as we try, have a very kind of cookie-cutter, one-size-fits-all education system. And a lot of kids don't fit well within that system. So it's not necessarily to create these different degrees as an escape valve for accountability as a state and say, “Well, this kid isn't going to go to college, so let's have an escape valve degree that kind of makes them feel good and we get them out of those systems and make schools A's again, and college entrance exams – make our data look better.” But really do it because we have to recognize that even the careers that are going to be out there, need to have different skill sets, and we need to start recognizing those at the K-12 level.

To the second point of her question which is incentive, I think that ties in with your question of how can we help teachers. I think part of the reason – and it ties back into what I was talking about before, regarding consequences. We don't have policies set up right now that not only incentivize a student to actually perform and do well on the NAEP exam, but there's no consequence to it, so we're essentially setting up every 11th and 12th grade teacher in the state of Florida to have a student that has no consequence for the outcomes and their performance in those classes.

So I think the best way for us to help teachers is to have a lot of our policies



sometimes focus on the consequence to the teacher, but what we have to do is also tie that into a consequence at every single level, including the 11th and 12th grade. Have a consequence, read it as an incentive if you want, to that student to perform in that class, be it science or be it the NAEP, so that there's a consequence and an incentive tied into their college preparedness.

*Governor Musgrove:*

Dr. LeMon, or Randy, do you have any thoughts with regard to an incentive if a student does well enough—I think if I understand the question—on the 12th grade preparedness that something would happen going into college or the university level? Any thoughts?

*R.E. LeMon:*

I think a lot of good things have really been said between Mary Jane and here on the dais. I also agree. I don't think you can go back to the kind of social engineering that we've seen, because that, frankly, is an early 20th Century model. What I do think is this. I don't think—and, again, I will generalize to the country—I don't think we can afford the kind of 12th grade experience that we're offering in this country anymore. I think it might have been good. It was modeled at least 50 years ago. I went through it. You all probably went through it. My mother went through it and she's 91 years old.

I don't think it's going to serve us into the 21st Century. I think that we have to take a completely different look at the whole—therefore, that contextual framework. In that regard, almost as much as I like NAEP, and don't misunderstand me, it's almost too late. I think because there needs to be a clear understanding of where people are at by the time they are going into the 12th grade so that basically one of two things can happen. One, there is a whole new level for those who are ready and prepared for rigor.

Mary Jane, earlier in a question or comment that she had, she brought up the issue of writing. I'm a big proponent of that, and I think that I said before, I think that to some extent, we're under-diagnosing the problem. We have people that don't remediate, for example, in writing courses. But are they ready for higher education experiences, really, and technical writing, the kind of writing that we really need people to do in the first two years of college to be able to do them in years 3 and 4? Probably not. So that's one thing that can happen in that 12th grade.

Another thing that needs to happen is for those people who are not prepared is that there is a period of time where they can get prepared and go back. They may not have taken mathematics courses for an entire year at that point, so to me,

something really different—there's an opportunity there, I would say at least for something very different to happen.

*Governor Musgrove:*

Randy.

*Randy Hanna:*

I will not address the 12th grade experience, but I will say to—and you and I have had this conversation—nothing would make me happier than for our colleges to get out of the developmental education business for recent high school graduates. And one of the things we have done in the Florida College System is we have now begun baccalaureate programs where we're training teachers to go actually into the classroom. And that is one of their areas of focus, college preparedness for those students.

There's been some research recently done that GPA is a better way of analyzing college readiness as opposed to testing. I think we need to be open to all of these opportunities. And if we can have students ready for college and we can get out of this business, nothing would make me happier.

*Governor Musgrove:*

Dr. Stewart, what – going back to my question earlier, what kind of teacher are we going to have to have, or what kind of skills will the teacher need to have to take that 19-percent proficiency up to 40 percent or to 50 percent or whatever it is that Florida wants it to be? And how do you coordinate that with the university-level teaching programs to make sure you're getting what you need?

*Pam Stewart:*

I got very nervous that we're going to run out of time for me to be able to address that, so thank you for bringing it back around to that. And I would like to talk for about 45 minutes on that topic, if that's all right.

*Governor Musgrove:*

You don't have it. Everybody has [inaudible] this morning. You can't do that.

*Pam Stewart:*

We've been visiting districts throughout the state of Florida in the last—started a couple of weeks ago, and will continue through May. And, obviously, this topic

comes up to a great extent. And so my belief is that if we have the right standards in place in the state of Florida, and I believe that we do—we've done a lot of work in that arena, and I think that those are the right standards. And if we have the right measure in place to see if those students actually achieve those standards, then we can sort of check those parts off the list with the knowledge that we always are looking to be better, but we have those things in place.

So what's the key in between? And the key in between is do we have quality instruction happening in all of our classrooms and can we ensure that in every classroom those standards are being taught, and being taught well? So, again, I'll compliment the legislature on their bold work with regard to Senate Bill 736. And while there may be controversy surrounding Senate Bill 736, in the state of Florida, I will talk about the very positive things that have come about as a result from a practical standpoint on the ground in the state of Florida. And that is that you may recall that my title, previous title, was deputy chancellor for educator quality. So I'm very, very focused on this topic. And what we do to provide the necessary resources to our teachers, and the necessary support.

The preparedness, I think we work hand-in-hand with the teacher preparation programs wherever they are since within the K-12 world we actually approve those programs. But what are we doing so that our school administrators, our district administrators within every single school can support those educators so that they can increase the rigor to the level that we need it to be at this point? And I'm going to very quickly draw an analogy for those naysayers to piggyback on something Mary Jane said. And that is we want to keep the gas pedal down. We do not want to regress and try to give up on anything that I earlier applauded that the legislature has done with regard to graduation requirements. But we've got to be sure that our teachers are ready.

And so I'm going to draw on this example. When we put into our accountability system that at the third grade students do not move on without the necessary skills, we didn't leave that to third grade teachers. So our academic preparedness cannot be left to 12th grade or as Randy has pointed out, left to the college to do. It's got to back up earlier than that. So having been a kindergarten teacher back earlier probably than Representative Fresen went through kindergarten, we were very happy when we got to the end of the year and we had taught those students all of the letter people. Do you remember the letter people?

*[Laughter]*

And that was a great accomplishment. And currently, what goes around comes around. My daughter teaches kindergarten in a Florida public school, and when I was in another district earlier—last week, there was a kindergarten teacher in the room. I could not have had a better plant, because when I talked about this, she pulled out a legal-size sheet of paper that had a picture drawn at the top. And all

the way down that page were words written, obviously, by a kindergarten student, and on the back, telling the story of the picture.

Back when I taught kindergarten, they drew the picture, they told me the story, and I wrote it down. But now, in April, the kindergarten students, not only are they reading, but they are writing their own stories. She said, and I would have said it, too, "I never would have believed that our kindergarten students could do that." But she told me those students made a believer out of her. That we raised the expectation, and those students came to that expectation.

We haven't even gotten to the group of students that will matriculate through that will need to get to Algebra II, and we're already saying they can't do it. But I suggest that just like that kindergarten teacher, our ninth grade teachers will become believers if we keep the gas pedal all the way to the floor.

***Governor Musgrove:***

David, I want to give you a chance to respond to the question I asked a minute ago, and then we have one question right here that we'll conclude this—we have two. But I'll give you a chance to answer that, and then we'll take these two quick questions, then we'll be through with this session. David.

***David Hart:***

Thank you, Governor. So your question had to do with does a company deciding where to relocate consider talent, and the answer, of course, they—most of them have to. And so Florida has a lot going for it with great weather, great quality of life. We have a friendly business environment. But that most important leg, if you're a company looking at expanding or bringing a business investment into Florida, if you don't have the employees to hire to fill the positions, you simply can't come. And so particularly in this globally competitive world we live in, companies every day are making decisions to go where that talent is, and we've seen that.

We've experienced the pain of it in many ways as a country, seeing jobs in manufacturing and other sectors go overseas. I hope that your pronouncement at the beginning of the meeting is correct. That in the next 10 to 15 years, because of what a commitment we've made, particularly in Florida to education, that we'll begin to see those jobs come back here. That would be a great outcome.

***Governor Musgrove:***

Thank you very much. And then I'll go right here to this question first, and then to you.

***Gennifer Bell:***

OK. I'm Gennifer Bell, dean of the College of Education at Florida A&M University. I train teachers and have been in this business for 36 years. My mother was in the business for 41, so I have a long history in terms of education.

My question, quickly, is—and it was mentioned earlier, but somehow it's kind of the pink elephant in the room and that has to do with dropout—and so it's what are we do with, if we continue to have the dropout rates that we have, then we're not going to have any students. Across the board, we're going to be able to test at the 12th grade level. So then what are we going to do about the dropout rate? And with regard to tests—and I'm an educator. I understand tests. But how do we know that the tests are accurately reflecting the proficiencies of all of our students given the different learning styles that we have, and things of that nature? If we do not look at across the board, then what we're going to have are students who drop out, which we haven't addressed. But yet they also go back into the work arena, or they go into a prison.

Let me—that's a question, but let me also say as I end [*laughs*] —OK. I'm an educator, so it's hard for me to—but if we do not, then what are we going to do with those individuals? And just because a person can pass a test doesn't mean that they have all of the proficiencies to be effective necessary in a workplace. We have some very talented people in—right, anyone. Thank you.

***Governor Musgrove:***

Who wants to take a shot at that?

***Representative Fresen:***

I'll be happy to take a shot at that. I think the first point regarding what we're going to do with the dropouts, or with the dropout rate, which is a critical component, and at the end of the day, there are—the expense drawn to society, to the state, to the country, as a result of dropouts are almost incalculable as far as what that means. I think a lot of it has to do with what policy decisions we take regarding Mary Jane's question. I think a large part of, I'm not going to say all the entire dropout, but a large portion of it when you talk to kids that are considering dropping out or kids that have dropped out, a large part of it was really just the disenchantment with the system that didn't seem as though it made any sense to them.

And I think a large part of that has to be from our driving and recognizing that we have to start looking at public education, and certainly these kids as much as possible as individuals and catering and having options that are out there for these

kids that are going to keep them enticed to learning, learning something. It may not be your classic academic elements, but it may be something else. But a lot of these kids simply just find themselves in the system that doesn't—it's not tailored to them or it doesn't make any sense to anything that they think is suitable to their characteristics.

And I think beyond that, when you're getting to the, "What do these tests mean?" I think that's exactly the point of this panel. We do recognize, obviously, that the outcomes of some of these tests, when you compare it to other data, it's actually demonstrating that it's not necessarily where we need to be. And I think recognizing that moves us forward from a policy perspective as to what we should be doing.

***Governor Musgrove:***

Randy, a final thought before we wrap up.

***Randy Hanna:***

Just real quickly following up on what the representative said, and I mentioned it earlier, and we have the same issue in the College System and in the universities as far as retention. I believe we have to take a fundamental look at our course design and redesign. And it is very much competency based, and we have to change the whole way we look at delivering education.

***Governor Musgrove:***

Last question right here.

***Audience:***

I have two parts. Okay. I have two parts I'd like to mention. First, I have two relatives, one that graduated from school in Germany, a high school and came to the United States, and then one that graduated from college. They both got jobs in Atlanta in computer science. OK? What you said about a rigid education K-12, you can do as well as a college student. They're both working for the same company in computer science.

My second is African-American history. African-American history, as you know, is American history, and it's been left out of textbooks. So we are in this time, as one of the gentlemen said, 2050, the demographics are changing. So we have 67 counties in the state of Florida. Only seven counties have exemplary critical skills to infuse African-American history into the curriculum. So in 67 counties, we have 60 counties that do not have this infused. So you can see where we are. African-American history needs to be infused into the curriculum.

*[Crosstalk]*

***Governor Musgrove:***

Are you directing toward any of them? Who wants to take a shot at that?  
Anybody?

***Representative Fresen:***

I don't mind going. Look, I think the specific anecdote that you mentioned regarding the lack of African-American history incorporated into the curriculum speaks to the very point we were talking about before. You have to make the courses—and, by the way, the technology's out there to do it, so not doing it is either a system that is too slow to turn around and actually do it. There's no reason why when it comes to American history, you shouldn't be able to deliver it as a teacher to a student and have that student look at all courses as a Chinese menu—sorry about the pun.

But, really, meaning that the reason why, perhaps, it's not being offered speaks to the point that we are talking about that our courses are not being tailored to the individual needs of a student. It's very possible that a student who is currently not doing well in American history may not be doing well in American history because they're not reading anything within the way it's being delivered to them, that makes sense to them, or that they're interested in. But if all of a sudden you have an African-American student, for example, in your anecdote that is not being taught that, but all of a sudden, you expose them to that portion of American history, they may all of a sudden find a thirst for American history. So it goes back to the same point where we're just not—we're not delivering courses with the technology that's already available to deliver those courses with a broad range of deliveries to those students. We're still kind of in this cookie-cutter way of establishing curriculum and delivering curriculum, and that's what we need to move away from.

***Governor Musgrove:***

Let me say just from a housekeeping standpoint, we're going to take a ten-minute break, which will have us back in at about 11:30, and then we'll conclude with the last segment. But first of all, I want to say thank you to the panel for being here. Thank you for your presentation and your words.

*[Applause]*

With that, we'll take a ten-minute break and start back at 11:30.

*[Back in Session]*

***Governor Musgrove:***

Let's go ahead and get started if we will, and we'll finish our last segment. If I could have everyone take your seat, and we'll go ahead and get started. For our third segment, I want to recognize Cornelia Orr—she's going to handle one of the particular questions and do it in an interactive way to have input from you all. And Cornelia, I will recognize you.

***Cornelia Orr:***

Thank you, Governor, and thank you all for being here and staying after the break. I really appreciate your doing that. We did have a distinguished panel, but you were invited, not to be a panel member, but because we felt like you had great insight as well. So for this last part of our symposium, we want to have a really structured discussion with you, and on your table there are some papers and pens and so we're going to put this question that's on the screen for you to discuss at your tables.

We'd like for you to identify one person to write down your comments or thoughts, big ideas if you will, and that person does not have to report out, so we just need a record of what your conversation and ideas that you generate in this regard are. And after we give you five or ten minutes to have a discussion, if you're not at a table, if you're at a chair, you may want to make your way to one of the tables. There are plenty of extra seats right now.

So I also want to encourage you—we did hear some conversation from the panel today about things that were impacting Florida's achievement. So one of the things that I want you to do is think about this in a very Florida sense, this question: What additional research should be considered in connection to NAEP and the 12th grade assessments in reading and math? And I had some conversations during the break about these ideas. And who are potential research partners?

Now one of the things that was mentioned today was this new PERT test that you have in Florida, so that may be something you want to think about or consider if there's information available. We'll leave this slide up so you have it. We're just interested in your thoughts. So after we give you ten minutes to talk at your tables, then we'll just have an open mic time, and we'll invite anyone who wants to make a public comment or a comment about that. We do have a recorder here who will attempt to capture those comments that we state. But we'd be glad to do that.

So with that—let me just remind you about some things you heard earlier today.



The 12th grade assessment will be given again in Florida in January through March of 2013. That's not too far away. We will then take those 12th graders, and Florida is cooperating with us with longitudinal data to look at their success beyond 12th grade, what they're doing beyond 12th grade. So we anticipate that kind of partnership with Florida again. And so we'd encourage you to think about what additional research we can do.

With that, I'm just going to turn it to you, and you can begin with your conversations and having someone record, and then we'll have a time for discussion later.

*[Audience Exercise]*

OK. You haven't had quite ten minutes, but I do want to have enough time to have a discussion. I'm sure you've come up with some good ideas. I'm ready to pull us back together again.

So thank you very much. I want you to notice that in your folder, there is a feedback form. We'd like to have your feedback, so if you want to complete that and just leave it at your place, or turn it in at the registration desk. Either one would be OK. I hope you had a good opportunity to discuss this issue, and remember, we were asking you to talk to us about what additional research we could consider for 2013 data, and any potential research partners. So is there anyone who would like to share a comment or an idea?

Let's get you a mic. Penny.

***Penny Detscher:***

Oh, hi there. This great table over here had four wonderful ideas to be done by the close of business Friday.

*[Laughter]*

We wanted to see the follow-up at the college level with the PERT. We wanted to look backwards at the eighth grade and the tenth grade with NAEP, FCAT, course enrollment, EOCs, PERK, PISA, all of those. We want a big—we thought a big mega analysis, being able to look at the entire—the big picture would be very helpful.

Third thing is a comparative study as to the alignment of NAEP and the Common Core. Make sure there are no gaps. And the last thing is about professional development. We really talked mostly about pre-service, about postsecondary updating competencies, and making sure that those coming out of the college level have the skills that they need to be able to teach these more rigorous

standards and benchmarks.

And the partners, really, that we started to talk about before we ran out of time, were the universities. Universities would be key partners in making this happen, and making it work.

***Cornelia Orr:***

Thanks, Penny. Anyone else want to share some ideas for us to consider? Mark. Oh, we have a – all right. Stand up so the rest of the room can see who's talking.

*[Laughs]*

***Audience:***

Hello, good morning. Our table, actually, had several comments on the question that was presented. And we thought, perhaps, having optional formats for the test, just as we have pen-and-paper tests in the past, perhaps computer-based tests. And then with that, also, you can even be more creative with the test, because just like with FCAT where students get stressed out because it's the FCAT and it's the Big Bad Wolf and there are so many consequences if they do not pass the test, that has to be taken down. Yes, the test is important, but don't get so stressed out that you fail the test not because you don't know the skills, but because of all the extra that has been added to it. So perhaps a way to make the test more palatable for the students so that way they can be truly assessed on their knowledge.

And then, also, calling it an assessment instead of a test. You can call things by different names and that also will change the method of disclosure and the perception of the people that it will affect. And then also with that, instead of also having consequences, perhaps presenting it as incentives, having various incentives for students. Because when students are always thinking about the consequences, "If I do this, I'm going to have this consequence, that consequence," it just causes more negativity, more stress, and you're not necessarily going to get the desired results.

So with incentives, students are more apt to put forth more effort, because they want this treat, they want that bonus, they want that pat on the back, they want someone to say that they have done a good job.

***Cornelia Orr:***

Thank you very much. Some of the preliminary data we're getting back from our online assessments do demonstrate students are much more engaged in those kinds of assessments. So we're getting some initial research back that shows that, particularly for writing. Mark, you had a comment?

*Mark Musick:*

This question or comment is at least partially related to NAEP, and I guess—but it's kind of a two-part comment. I apologize for the second part, which is more a pet peeve than a NAEP question. The 12th Grade NAEP results could be the basis for a formal discussion/analysis in which the high schools, if you will, and the postsecondary institutions, two-year and four-year discuss, analyze, meet, look at the results, look each other in the eye, don't point any fingers, and talk about these results, again, in a systematic formal way. I was impressed with what the panel said today about using the NAEP data, but I see too few instances in which the data—the results are taken, and systematically, I'm going to say formally, discussed in a way—in more than just a passing way. And I would say that relates to my second point.

I know that Florida and several other states at one time, and currently, have systems in place where high schools receive information from colleges, two-year and four-year, on how their graduates did at those two-year and four-year institutions. I must tell you in my experience, and I'm dumbfounded or maybe just dumb, that information is almost never used. It seems to be used sparingly, if at all. And I'm dumbfounded as why I don't see—and maybe it's there and I don't see it—but that institutions don't use the 12th grade results that we now have in America.

Our students—here are our graduates. They go to these institutions. The information is shared, and it ends up, literally, being ignored. So I'm for more formal systematic contact, discussions, analysis, and maybe even action between the high school and our postsecondary institutions using NAEP data, and the available data that we have from our high school graduation data or our high school transcripts, our freshmen placement data, our freshmen GPA data. I just don't see it being used.

*Cornelia Orr:*

Thanks, Mark. Keen insight. Just a couple of comments. I know Florida has had a high school feedback process, and in discussing with Chancellor Hanna, that's being revisited and revised under his leadership. And so I think that Florida will continue to have those kinds of discussions.

The limits nationally on that have been for the institutional, longitudinal systems that span K-12 to 20—if you will, all states, while they're getting K-12 longitudinal systems—don't necessarily have those student linkages across those data systems. I do know that the Quality Data Campaign—is that the name of it? That is their big push this year for longitudinal systems to develop those links across K-12 and postsecondary. So I think you're right.

I will just mention something that hasn't been mentioned today, and that's the High School Transcript Study. So going along with the 12th grade test administration, we also collected detailed transcript information on students assessed, what courses they took, what grades they got in those courses. And so that information is also available. It's available from the 2009 data we're talking about. There's a High School Transcript Study that provides some insight into GPAs, as well as courses that students took that led to those GPAs.

OK, another comment.

***Kathi Vaughn-Malpress:***

Hi. One of the things that I would like to also propose is not only the assessment of the transcript—which I was going to mention. I'm glad that you did—would be also a review of the curriculum. It was mentioned earlier that there are five levels of Algebra. There are five levels of a lot of subjects. And it's just quite unfortunate—as a matter of fact, some of my students here—and these are all education majors that I've brought along because they need to be aware of the issues, also.

But one of the things that I've experienced from my years of the public school system, as well as my time now in higher ed, is students are coming into the college with all of these IB courses and all of these wonderful, wonderful accolades from high school that they're these wonderful honor students, and they're ending up in my remediation class. There's a problem with that.

And, of course, assessing how they're doing and what they're doing is wonderful, most applicable. But it perhaps will also be much advisable to also review the curriculum.

***Cornelia Orr:***

I think that's a great point. The High School Transcript Study makes an initial attempt at that. One of the things that it was telling us was that all students across the country do not have access to, for example, Advanced Placement courses. And it shows the underserved who don't have access to those courses as well. There will be, later this year, a complex analysis of math content courses, that was done, and it will talk about the differences in the five levels of Algebra, if you will, that are taught, and will connect that to populations of students who are getting what kind of course content as part of their high school preparation.

Other comments? Oh, come on, you shy people. *[Laughs]* I know, I'm standing between you and you and your lunch. One other?

***Kathi Vaughn-Malpress:***

Would you help me understand about the writing component? Because it is so much needed here. It's amazing, we have these wonderful students that can't write.

***Cornelia Orr:***

So one of the things that we were hearing from the professors and teachers we brought in for reading is that while it's important, there is not really a college course in reading. There are college English courses and the college freshman English is better related to ability to write. It's a composition course, typically. So we heard that, and that's the reason we'll be looking more diligently at the writing assessment.

Now the NAEP writing assessment consists of various genres of writing, and also multiple opportunities for a student to write. We will be reporting some of that information very soon on the 12th grade writing assessment. And so look for that to come out, but we do think it's important to assess writing.

All right. Any other questions? If not, I'm going to turn it over to Governor Musgrove and he can close us out.

***Governor Musgrove:***

First of all, let me say thank you for being here, for being a part of this symposium today. I hope that you take away from the symposium that all of what we're doing is comprehensive and rigorous, and the end result is to make sure that every student has an opportunity to succeed, contribute to their community, and be successful as they define success.

And as policymakers and as researchers with information, our job is to try to figure out how do we make that possible for the broadest segment of people that we can. I hope that at the end of the day, we'll have research that we can put in the hands of the education leaders, the policy leaders here in Florida, and good decisions can be made that will, in fact, make Florida as successful as Florida wants to be. So thank you very much for being here. Have a great day.

*[Applause]*