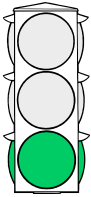


# Strategic Planning Imperatives Benchmark Evaluation Update July 2003 - June 2004

In 2001 the Legislature mandated that the Department of Education develop a new strategic plan to reflect the shift in governance to a K-20 system (SB 1162, Ch. 2001-89, L.O.F.). The Commissioner organized the Department's planning around eight strategic imperatives. Each imperative was associated with a select number of goals and objectives. Benchmarks were selected to measure progress. This document reports on the current progress and measures around these benchmarks.

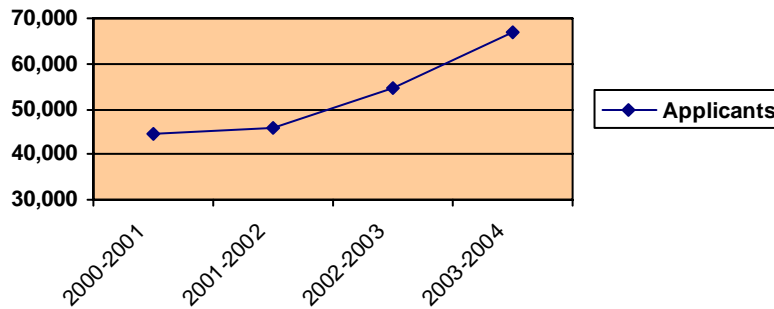
## Imperative 1. Increasing the supply of highly qualified K-12 instructors



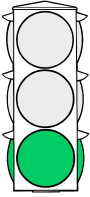
### a. Increase the number of applicants for state educator certification.

**Applicants for Florida Educator Certification**

2000-2001	2001-2002	2002-2003	2003-2004
44,506	45,872	54,622	66,917



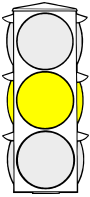
- the number of persons requesting that the Department of Education evaluate their eligibility has increased steadily over the past four years
- there is a 50 percent increase in application requests from 2000-01 to 2003-04.



**b. Increase participation in district-level alternate routes to certification.**

This initiative was implemented statewide for the first time in 2002-2003. The number of new participants in district-level alternate certification routes in 2003-2004 increased by 36 percent over the new participants in 2002-2003.

2002-2003	2003-2004
1,085	1,478



**c. Increase the number of completers of state-approved initial educator preparation programs**

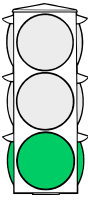
Colleges of education are maintaining their production of new teachers. Three Florida public community colleges were recently authorized to provide baccalaureate degrees in education. The first degrees were awarded by St. Petersburg College in May 2004. Students are also enrolled in teacher preparation programs at Okaloosa-Walton and Miami-Dade Community Colleges.

**Teacher Preparation Graduates as a Proportion of all Graduates (Baccalaureate)**

Year	Public Universities			Public Community Colleges			Independent Colleges & Universities*		
	Grads #	Tchr Prep #	Tchr Prep %	Grads #	Tchr Prep #	Tchr Prep %	Grads #	Tchr Prep #	Tchr Prep %
2000-01	35,724	3,489	9.76 %	NA	NA		11,504	1,322	11.5 %
2001-02	38,078	3,727	9.79 %	NA	NA		12,671	1,257	9.9 %
2002-03	39,989	4,001	10.01 %	NA	NA		15,029	1,430	9.5 %
2003-04									

\* Source: ICUF data provided by FETPIP

- Within the state university system, the proportion of graduates represented by the teacher preparation programs increased from 9.76 percent in 2000-01 to 10.01 percent in 2002-03.
- Within the state university system, the number of graduates increased by 12 percent between 2000-01 and 2002-03 while the number of teacher preparation graduates increased by 15 percent; thus, the increase in teacher preparation graduates appears to be keeping pace with the increase of total graduates.



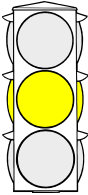
#### d. Increase proportion of teachers certified in-field

Among *newly-hired* K-12 educators, 83 percent were certified in their fields in fall 2001. That figure climbed to 89 percent in fall 2003. Overall, 89 percent of all teachers were certified in their fields in fall 2003.

Year	Newly hired teachers certified in-field	All teachers certified in-field
Fall 2001	83.1 percent	
Fall 2002	84.2 percent	89.6 percent
Fall 2003	88.5 percent	89.3 percent
<i>Goal 2004-2005</i>		<i>90.0 percent</i>

\* Source: K-12 Automated Student Data Base

- Improvement pace is on target to meet goal

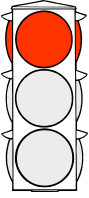


#### e. Increase the chances for an African-American student to have a teacher of the same race.

Year	African-American				
	# teachers	# students	% teachers	% students	Gap
1999	21,005	597,146	14.2 %	25.1 %	10.9
2000	21,682	604,528	14.4 %	24.8 %	10.4
2001	22,200	612,985	14.4 %	24.5 %	10.1
2002	22,784	613,762	14.4 %	24.2 %	9.8
2003	23,518	620,426	14.2 %	23.9 %	9.7

\* Source: K-12 Automated Student Data Base

- The chance for an African-American student to have a teacher of the same race has improved slightly over the past 5 years
- The number of African-American teachers has steadily increased; however, the proportion of all teachers represented by African-Americans is stable over the same 5-year period. While the number of African-American students is increasing, their proportion of the total students is declining. Consequently, the gap is narrowing.

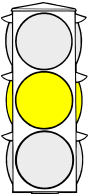


**f. Increase the chances for a Hispanic student to have a teacher of the same race.**

Year	Hispanic				
	# teachers	# students	% teachers	% students	Gap
1999	11,744	428,158	8.0 %	18.0 %	10.0
2000	12,834	464,874	8.6 %	19.1 %	10.5
2001	13,692	505,099	9.0 %	20.2 %	11.2
2002	14,485	532,070	9.2 %	20.9 %	11.7
2003	15,779	553,779	9.5 %	21.7 %	12.2

\* Source: K-12 Automated Student Data Base

- Both the number of teachers and the number of students who are identified as Hispanic are increasing; likewise, the proportion of teachers and students who are identified as Hispanic is increasing.
- Since the growth rate for Hispanic students is greater than the growth rate for Hispanic teachers, the chance that a Hispanic student will be taught by a Hispanic teacher has declined slightly.



**g. Reduce teacher attrition rates**

The Department is re-examining the issue of attrition rates. The data below reflect the first step in that examination. The data are developed through the K-20 Education Data Warehouse.

This initial examination reflects school district employment of public education graduates in all education-related fields. Note that a teacher preparation curriculum is a subcategory of these fields. Employment records from Florida school districts include job titles related to administration, teaching, and other district jobs.

Graduation Year	Graduates With Education Degree	Employed in FL School District 1 <sup>st</sup> year after graduation	Employed in FL School District 2 <sup>nd</sup> year after graduation	Employed in FL School District 3 <sup>rd</sup> year after graduation	Employed in FL School District 4 <sup>th</sup> year after graduation
1998-99	4,514	2,894	2,631	2,404	2,253
1999-00	4,041	2,632	2,416	2,239	
2000-01	3,488	2,418	2,203		
2001-02	3,735	2,592			

Source: Education Data Warehouse

Graduation Year	Graduates With Education Degree	Percent Employed in FL School District 1 <sup>st</sup> year after graduation
1998-99	4,514	64.1%
1999-00	4,041	65.1%
2000-01	3,488	69.3%
2001-02	3,735	69.4%

Source: Education Data Warehouse

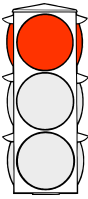
Graduation Year	Graduates With Education Degree	Attrition after 1 <sup>st</sup> year of employment	Attrition after 2 <sup>nd</sup> year of employment	Attrition after 3 <sup>rd</sup> year of employment
1998-99	4,514	9.1%	8.6%	6.3%
1999-00	4,041	8.2%	7.3%	
2000-01	3,488	8.9%		
2001-02	3,735			

Source: Education Data Warehouse

- There was an increase in the percentage of graduates employed in a Florida school district in 1<sup>st</sup> year following graduation; the low was 64 percent for 1998-99 graduates and the high was 69.4 percent for 2001-02 graduates
- Attrition rate for a set of graduates appears to decline over time
- Attrition rate after 1<sup>st</sup> year of employment ranged from 9.1 percent to 8.9 percent
- Attrition rate after 2<sup>nd</sup> year of employment was 8.6 percent for 1998-99 graduates and 7.3 percent for 1999-00 graduates
- Attrition rate after 3<sup>rd</sup> year of employment dropped to 6.3 percent for 1998-99 graduates
- There is a decline in the number of graduates with a degree in an education-related field; the decline was steady from 1998-99 through 2000-01
- At the same time there has been an increase in graduates from teacher preparation programs; consequently, the proportion of education majors represented by the teacher preparation curriculum is increasing

*Next Steps:*

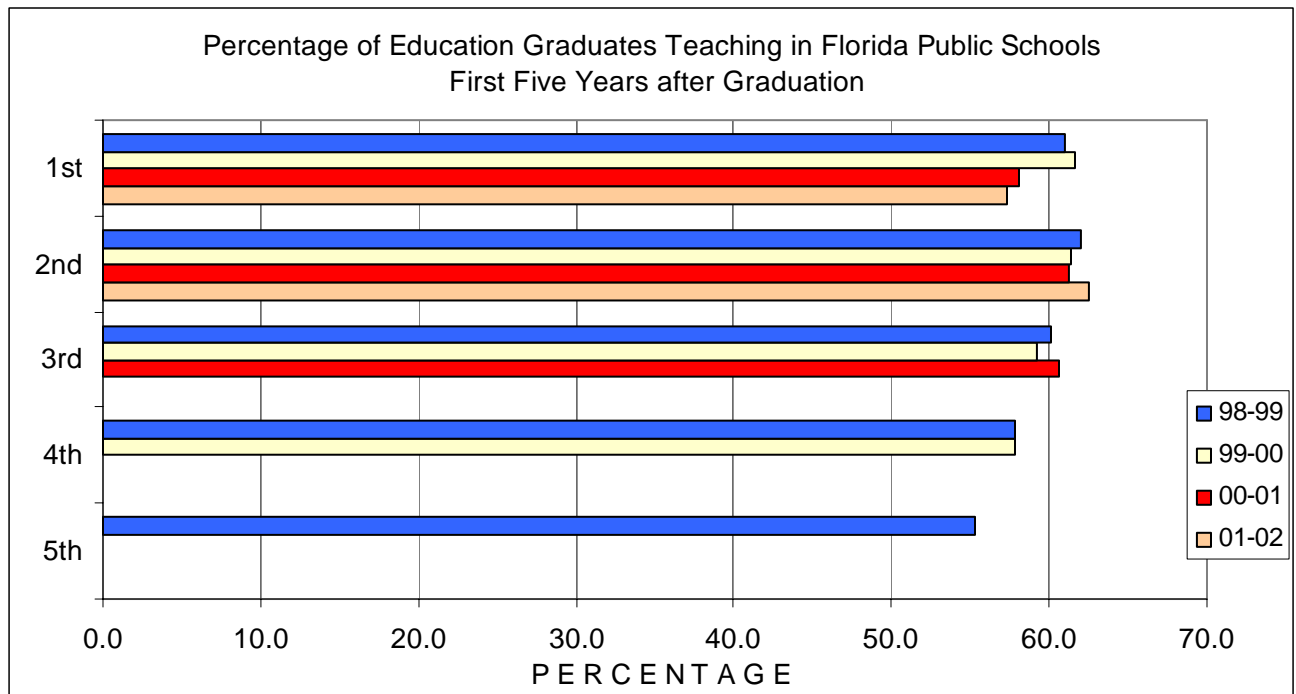
- *refine this analysis around specific job titles.*
- *examine the goals established by the State Board of Education (reduce attrition of junior teachers to 5.5 percent and veteran teachers to 1.5 percent); develop new measures as appropriate using the Education Data Warehouse*



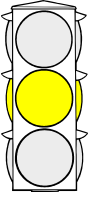
## h. Increase rates at which graduates of teacher preparation programs are employed and retained in Florida schools

Grad Year	New Grads*	Teaching 1 <sup>st</sup> yr after grad	% 1 <sup>st</sup> yr after grad	Teaching 2nd yr after grad	% 2 <sup>nd</sup> yr after grad	Teaching 3rd yr after grad	% 3 <sup>rd</sup> yr after grad	Teaching 4th yr after grad	% 4th yr after grad	Teaching 5th yr after grad	% 5th yr after grad
1998-9	5,141	3,136	61.0 %	3,189	62.0 %	3,089	60.1%	2,970	57.8 %	2,845	55.3 %
1999-0	5,006	3,087	61.7 %	3,070	61.3 %	2,962	59.2 %	2,892	57.8 %		
2000-1	4,898	2,846	58.1 %	2,998	61.2 %	6,969	60.6 %				
2001-2	5,119	2,933	57.3 %	3,201	62.5 %						

\* Includes all sources of graduates—public, private, and for-profit institutions

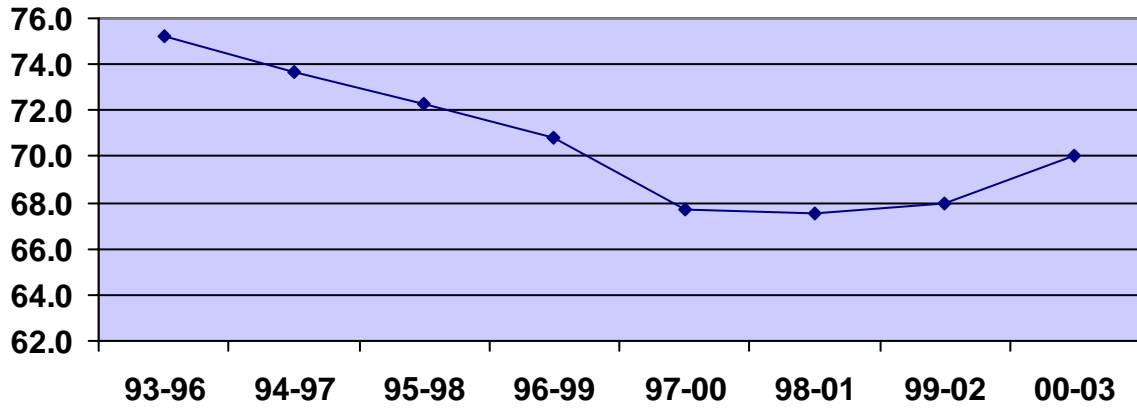


- The proportion of teacher preparation graduates employed by school districts as teachers in the year following graduation has declined from 61.0 percent for 1998-99 graduates to 57.3 percent for 2001-02 graduates
- The proportion of those graduates employed by a school district in the 2<sup>nd</sup> year following graduation is generally higher than those employed in the 1<sup>st</sup> year following graduation
- The proportion employed in subsequent years appears to decline steadily

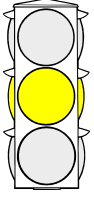


**i. Improve retention rates of teachers ages 20-29 (young teachers)**

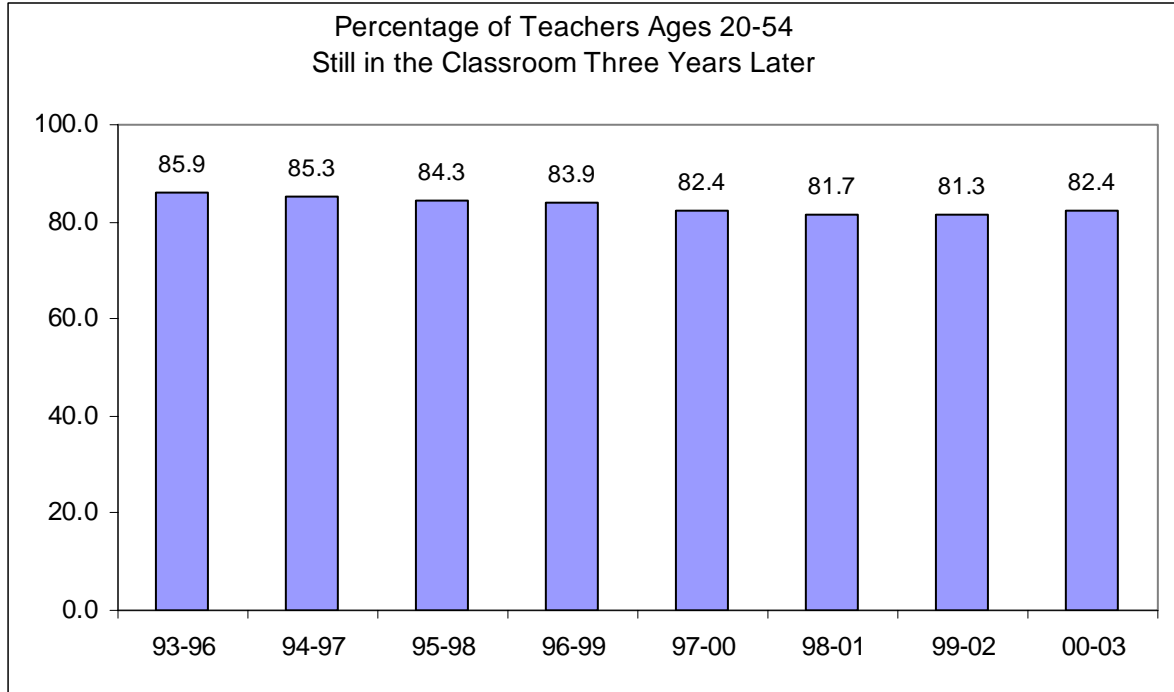
Percentage of Teachers Ages 20-29  
Still in the Classroom Three Years Later



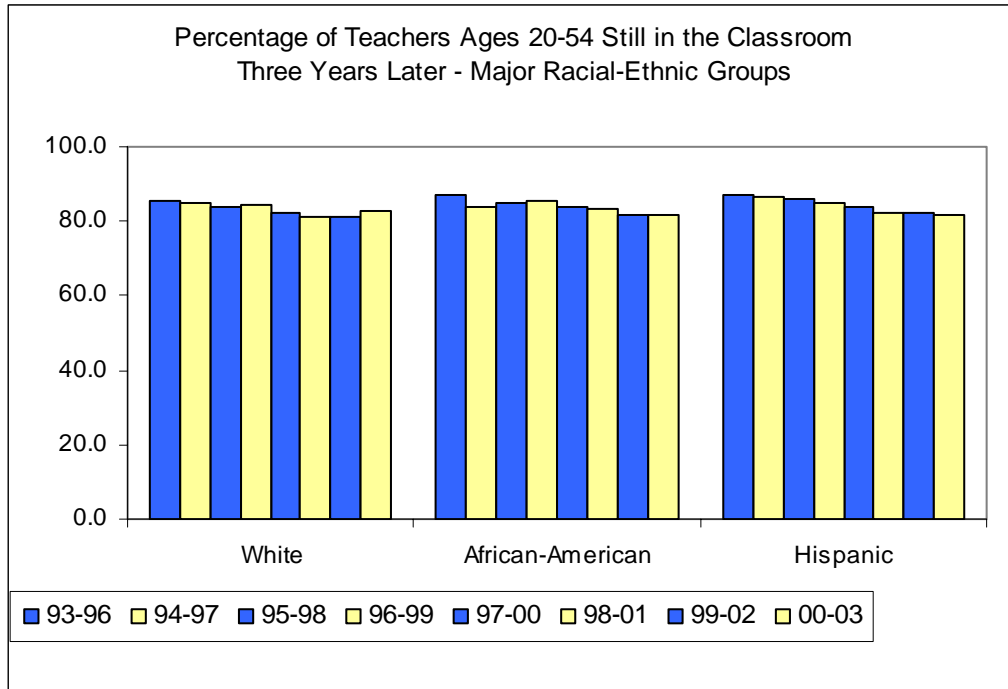
- The 3-year retention rate of young teachers declined during the 1990s
- The 3-year retention rate of young teachers has increased during the past two 3- year blocks



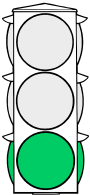
**j. Increase retention rates of teachers ages 20-54 (all teachers except those nearing retirement)**



- The 3-year retention rate of teachers ages 20-54 is higher than the retention rate of the youngest group of teachers
- The 3-year retention rate ranged from a high of 85.9 percent in 1993-1996 to a low of 81.3 percent in 1999-2002



- Over time, the retention rates for the three largest racial ethnic groups remain nearly identical
- In 2000-2003, the 3-year retention rate for whites was 82.6 percent, African-Americans 81.9 percent, and Hispanics 81.8 percent.

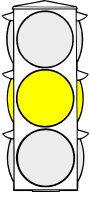


**k. Increase the number of teachers with National Board Certification**

Since the creation of the Excellent Teaching Program in 1998, the number of teachers who have attained the prestigious award of a certificate by the National Board of Professional Teaching Standards (NBPTS) has increased dramatically. The Excellent Teaching Program assists teachers with costs associated with application, rewards them with a financial bonus if they attain certification, and offers continued rewards for mentoring other teachers.

Award Year	Number
1997-1998	6
1998-1999	546
1999-2000	700
2001-2002	992
2002-2003	1,243
2003-2004	1,448

*NEXT STEPS: Link teachers with NBPTS certification to employment records to compare employment and retention rates for NBPTS certified teachers with rates for all teachers. The K-20 Education Data Warehouse will be the source for this analysis.*

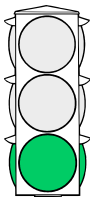


## I. Give teachers strong professional support

Sixteen district site reviews have been conducted as of May 2004. These reviews are the vehicle for program evaluation. Evaluation criteria have been established by the State Board of Education and are focused on student achievement. An additional 25-30 are planned for the 2004-05 school year with the remaining districts to be reviewed in 2005-06.

*NEXT STEPS: develop reliable outcome measures and stable data resources.*

## Imperative 2. Applying existing academic standards consistently at all levels

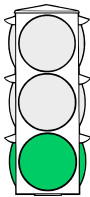


### a. 90 percent of 4th graders will score at or above FCAT level 2 in reading by 2007

Year	3rd Graders At or Above FCAT Level 2 Reading	4 <sup>th</sup> Graders At or Above FCAT Level 2 Reading
March 2001	N/A	69 percent
March 2002	74 percent	70 percent
March 2003	78 percent	75 percent
March 2004	79 percent	84 percent
<b>Goal 2007</b>		<b>90 percent</b>

Source: Assessment Data Base

- improvement pace is on target to meet goal



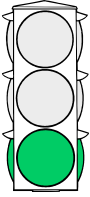
### b. Increase the proportion of students scoring at Level 3 or higher in FCAT reading and mathematics and at Level 4 or higher in FCAT writing by a third by 2007

Year	Students who score level 3 or higher: FCAT reading	Students who score level 3 or higher: FCAT mathematics	Students who score level 4 or higher: FCAT writing
March 2001	46 percent (~669,000)	48 percent (~686,000)	51 percent (~259,000)
March 2002	47 percent (~711,000)	51 percent (~761,000)	55 percent (~288,000)
March 2003	50 percent (~762,000)	54 percent (~819,500)	55 percent (~302,677)
March 2004 *	52 percent (~804,174)	55 percent (~849,180)	55 percent (~298,188)
<b>Goal 2007</b>	<b>60 percent</b>	<b>70 percent</b>	<b>68 percent</b>

Source: Assessment Data Base

\* 2004 data derived from preliminary demographic analysis

- Improvement pace is on target to meet goal in reading
- Improvement pace is not on target to reach goal in mathematics
- Improvement pace is not on target to reach goal in writing



c. By FY 2007, reduce the average gap between the reading scores of minority and non-minority students in half. The gap will be no more than 15 percentage points, with no less than 58 percent of non-minority students scoring at Level 3 or higher.

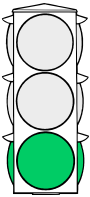
Year	Students At or Above FCAT Level 3 Reading			Students At or Above FCAT Level 3 Mathematics		
	Minority	Non-minority	Gap	Minority	Non-minority	Gap
March 2001	28 percent	58 percent	30 %	33 percent	61 percent	28 %
March 2002	34 percent	60 percent	25 %	37 percent	64 percent	27 %
March 2003	37 percent	63 percent	26 %	40 percent	66 percent	26 %
March 2004 *	39 percent	63 percent	24 %	44 percent	68 percent	24%
<b>Goal 2007</b>		<b>≥58 percent</b>	<b>≤15 %</b>		<b>≥58 percent</b>	<b>≤15 %</b>

Source: Assessment Data Base

\* 2004 data derived from preliminary demographic analysis

- Steady progress in reducing the gap in reading and mathematics was exhibited over the past four years
- Not on target to reach goal in reading
- Not on target to reach goal in mathematics

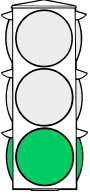
*NEXT STEPS: Re-examine goal statements*



d. Improve student performance on the National Assessment of Educational Progress (NAEP)

- In 2003 Florida was the only state to show improvement in 4<sup>th</sup> grade reading
- Florida's gain among Hispanic students since 1998 was nearly twice the national gain (13 points, compared to 7 points)
- The improvement among African-American students since 1998 was more than twice the national gain (12 points, compared to 5 points)
- Florida students scored at the national average in 4<sup>th</sup> grade mathematics and improved more than the nation as a whole.

**Imperative 3. Increasing rates of learning and completion at all levels, especially in high school, and raising the proportion of K-12 graduates, particularly low-income and minority students, who enter postsecondary education without remediation.**



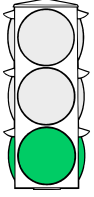
**a. Increase the number of high school completers:** Increase the proportion of Florida high school students who graduate with a standard diploma to 75 percent by FY 2007-2008

Year Entered Grade 9	4 years later	Diplomas (Standard*)	Diplomas (All Types )
1997-1998	2000-2001	60.9 percent	63.8 percent
1998-1999	2001-2002	64.7 percent	67.9 percent
1999-2000	2002-2003	65.8 percent (pending verification)	69.0 percent
2000-2001	2003-2004	Data available October	Data available October
<i>Goal 2004-2005</i>	<i>2007-2008</i>	<i>75 percent</i>	

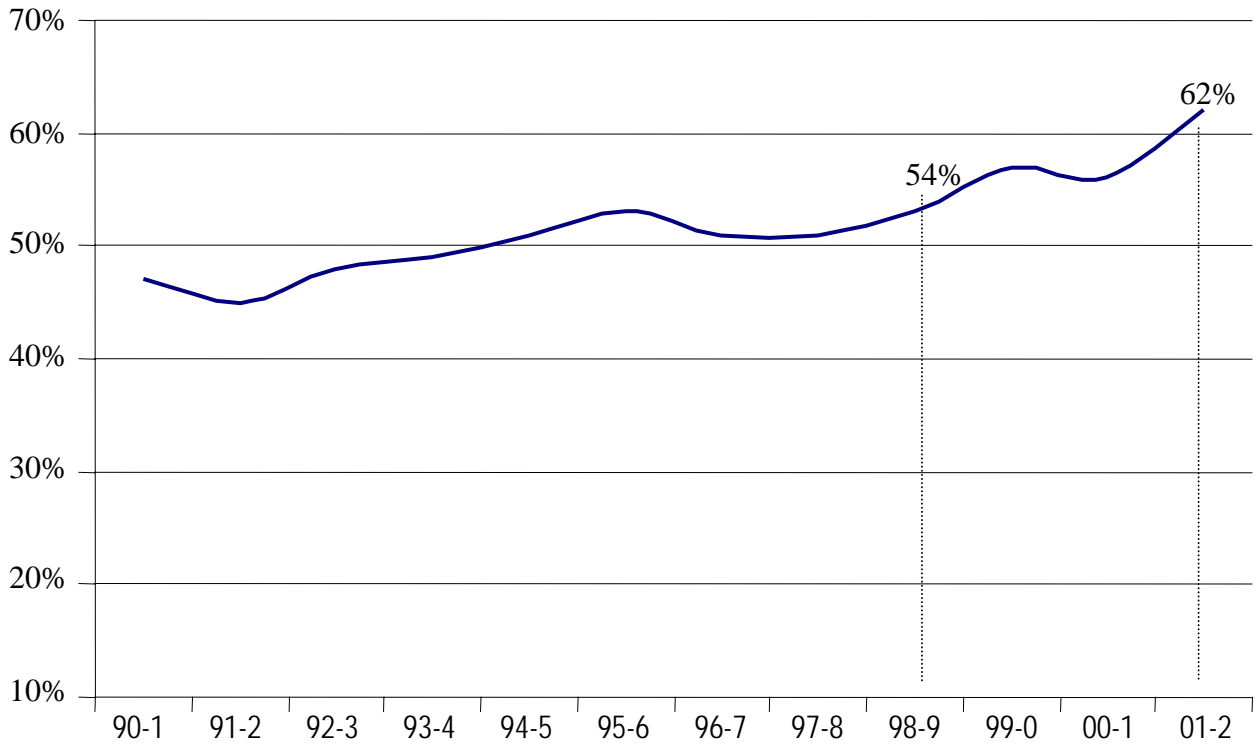
Source: K-12 Automated Student Data Base

\*Includes GED Exit Option (Graduates who passed FCAT)

- Improvement pace is on target to meet goal
- According to two ways of calculating graduation rate, Florida is making progress toward this goal

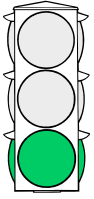


## b. Increase the number of persons continuing education after high school graduation



Graduating Classes from 1991-2000 with Standard Diploma:  
Found enrolled in Florida Postsecondary Education in the Fall Following Their Graduation

- There was a steady increase from 1990-91 to 2001-02 in the number and percent of Florida high school graduates who entered a postsecondary institution in the fall following their graduation



**c. Increase proportion of high school graduates who obtain a postsecondary credential**

Retention Rates at Florida Community Colleges and State Universities		
	Fall 1996	Fall 2000
Community Colleges	63.8 percent	65.7 percent
State universities	85.2 percent	85.6 percent

- Retention rates in public community colleges and universities have increased steadily; this suggests the sectors are moving toward the goal of increased completion rates



**d. Ensure high school graduates are “college ready.”** As a result of the K-20 Education Accountability Process, staff of the Department of Education are redefining the term “college ready.” Note that the data discussed above indicate that higher proportions of graduates with standard diplomas are enrolling and being retained in postsecondary education.

*NEXT STEPS: Develop definition of “college ready.”*

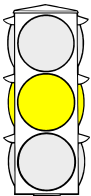
## Imperative 4. Improving the quality of school leadership at all levels



DOE has formed partnerships to develop standards for effective school leaders. These standards have been vetted with representative K-20 educators, including every principal. The core standards and sample indicators for entry level, experienced and high-performing school leaders have been drafted. Additionally, an accountability system measuring the performance of school leaders will be based on the completed standards and indicators. It is expected that the standards and indicators will be presented to the State Board of Education in 2004.

*NEXT STEPS: develop data resources to measure goals.*

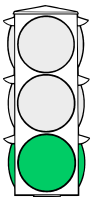
## Imperative 5. Setting and aligning academic standards at every level of the K-20 education system



### a. Improve postsecondary alignment

The K-20 Education Performance Accountability Process defined measures associated with the K-20 education goals, including the promotion of highest student achievement.

The Department of Education and the Board of Governors are pursuing a strategy that involves the development of academic learning compacts with the institutions.



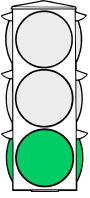
### b. Increase production of postsecondary degrees

Year	Public universities*			Private colleges & universities**			Pub CC w/Bacc.	Total
	BA/BS	MA/MS	PhD+	BA/BS	MA/MS	PhD	BA/BS	
2000-2001	35,279	10,451	2,722	11,504	5,583	811	N/A	66,360
2001-2002	38,078	11,623	3,270	12,671	6,212	711	N/A	72,565
2002-2003	39,989	12,179	2,695	15,029	7,207	957	NA	78,056
<b>Goal 2010</b>								<b>87,000</b>

\*Source for public universities, DCU database

\*\*Source for ICUF institutions, FETPIP.

- There is a steady increase in the total number of degrees
- Improvement pace is on target to meet goal
- The strategic plan of the Board of Governors includes provisions for increasing the production of baccalaureate degrees in public institutions
- The ICUF Board of Presidents has embraced a role for increasing production of baccalaureate degrees



**c. Increase participation in secondary acceleration mechanisms**

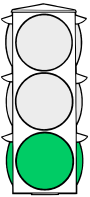
**Students in dual enrollment programs**

	#	% of eligible* students
2000-2001	20,443	22 %
2001-2002	21,656	21 %
2002-2003	22,804	
2003-2004		
<b>Goal 2007</b>		<b>20 %</b>

Source: K-12 Automated Student Data Base

\* To be eligible for dual enrollment, a student must earn a GPA of 3.0 and pass the Entry Level College Placement Test (CPT).

- The goal is achieved



**d. Increase the number of students in other college-credit acceleration mechanisms**

**Students in college-credit acceleration programs**

Year	Advanced Placement (AP)		International Baccalaureate (IB)		Advanced International Certificate of Education (AICE)	
	#	%*	#	%*	#	%
2000-2001	48,278	1.99 %	6,586	0.27 %	Pilot in 3 districts	
2001-2002	53,525	2.14 %	6,929	0.28 %	Pilot in 3 districts	
2002-2003	63,753	2.51 %	7,146	0.28 %		
2003-2004						
<b>Goal 2007</b>						

Source: K-12 Automated Student Data Base

\* Percentages are of total high school membership

- Enrollment in acceleration mechanisms is increasing

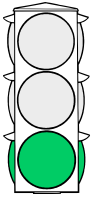


## **Imperative 6. Appropriately aligning the workforce's education with the skill requirements of the new economy**

The Commissioner's work study group that was appointed pursuant to HB 769 will address program alignment and innovation. There will be a particular focus on employer partnerships.

The Department's ongoing efforts include targeting high wage/high skills occupations through the Workforce Estimating Conference.

The Department of Education conducts ongoing surveys to obtain employer feedback for specific occupational clusters.



## **Imperative 7. Aligning financial resources with performance expectations at each level of the K-20 education system**

Under Strategic Imperative 7, the Deputy Chief of Staff will continue implementation of the Department-wide K-20 Education Accountability Process. This implementation will build on the work conducted by the Transition Task Force (2000-2001), an Accountability Council (2001-2003), and the K-20 Task Force and related Sector Task Forces (2003). On December 16, 2003, the State Board of Education adopted five system-wide measures for Florida's K-20 Education Performance Accountability System. The Board of Governors adopted a compatible group of measures for the State University System, including each of the measures recommended for the K-20 process.

Deputy Chief of Staff Jeanine Blomberg has appointed an advisory group including Department staff and education administrators to represent local administration of all sectors. Representatives of the Department include staff in program divisions, budget offices, and the Division of Accountability, Research, and Measurement. The work plan includes the following deliverables:

### **August 2004**

Report historical data for State Core Measures

- Add sector-specific measures
- Add negotiable measures

Resolve issues, identify data gaps, and plan resolution. Examples:

- Learning gains for degree-level postsecondary programs (passing rates on license tests maintained by various agencies)
- Interim reports while waiting for lagging indicators, such as employment wage data, graduation data for community college part-time students
- Data for the measure of access to education programs, such as access by low SES high school students

Adopt guiding principles for establishing standards and benchmarks for funding formula

Define adequate progress toward performance standards and targets

Establish authority to implement data quality improvement

Develop state and local data displays

Publish measures, historical data, on website:

*K-20Accountability.org*

**August 1 – October 1, 2004**

Develop scenarios for application of performance-based funding formula.

Continue to work with state and local staff to refine data and resolve issues

**October 1 – November 1, 2004**

Review with State Board of Education

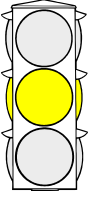
**December 1, 2004**

Recommendations to Governor and Legislature

Through this effort, work is proceeding involving the Department's program divisions, budget offices, and Division of Accountability, Research and Measurement.

In fall 2004 the State Board of Education and the Board of Governors will consider appropriate benchmarks, standards, and improvement targets, pending review of data. Staff of the Department of Education are compiling historical data for each of the adopted measures. Based on models and simulations using real data, performance-based funding formulae will be available for review and selection by the Boards for recommendation to the Legislature. A complete list of the measures and a summary of the recommendations are available on the website:

<http://www.k20accountability.org>



## **Imperative 8. Achieving nationally recognized institutions of higher learning through improving performance, accountability, access and funding**

Florida Board of Governors has developed a statewide strategic plan. The K-20 Accountability System includes a measure of research activity that was approved by the Board of Governors. Additionally, the Division of Colleges and Universities has established a new Office of Research and Economic Development having duties to work toward this imperative.

*NEXT STEPS: develop data resources to measure goals.*