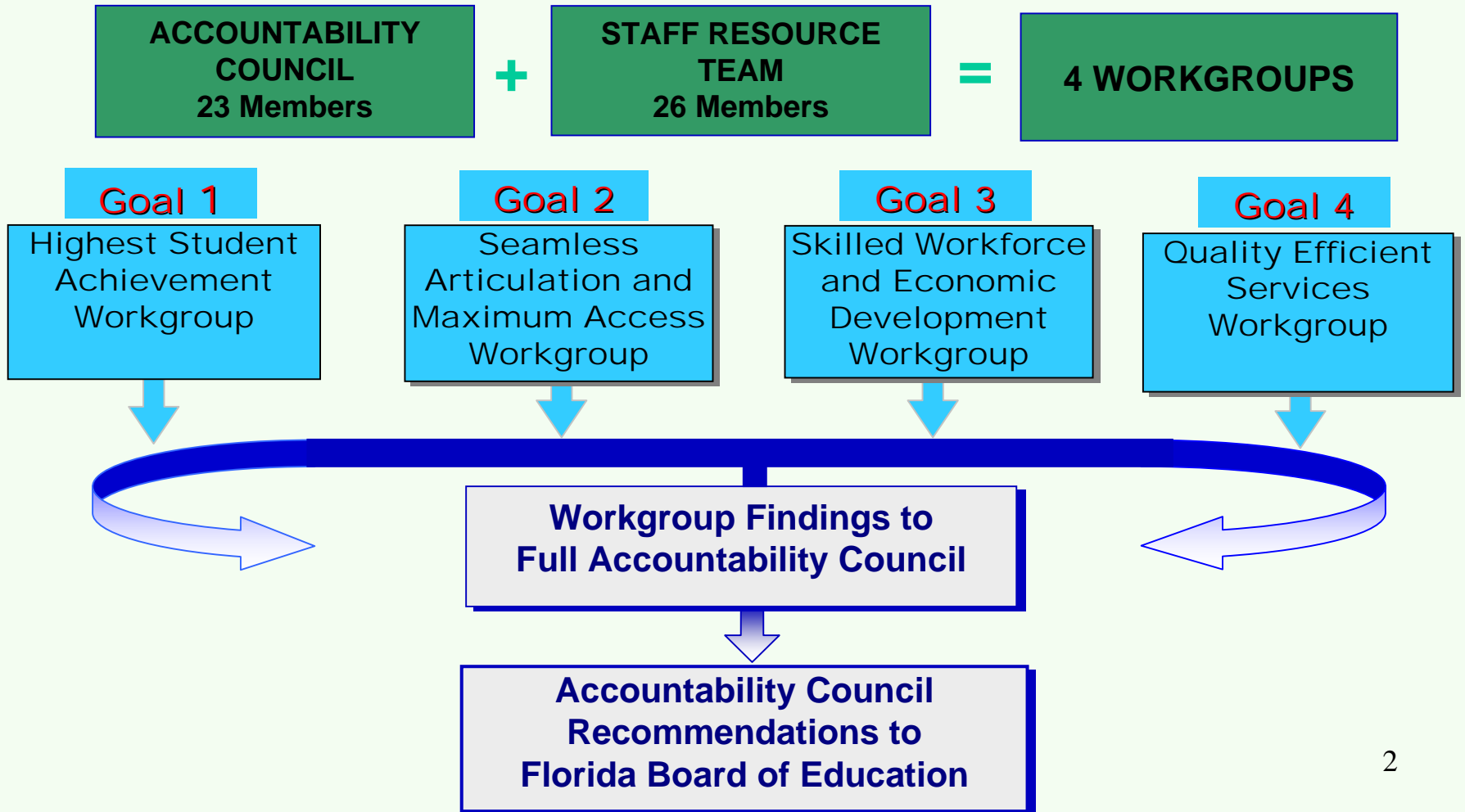


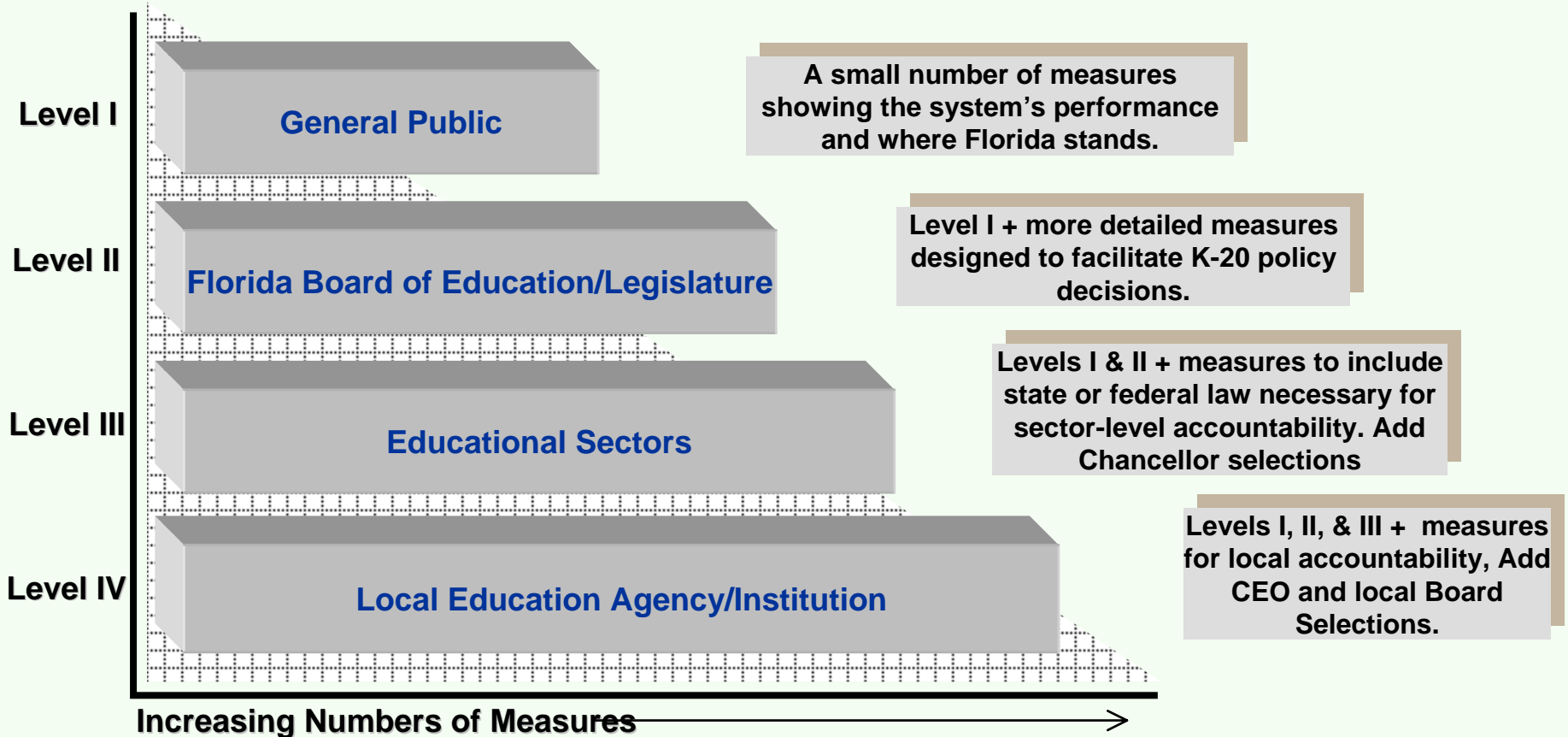
# **Florida Board of Education K-20 Accountability Project**

**August 28, 2002**

# K-20 Accountability Project



# Initial Conceptual Model\*



\* From: OPPAGA's "Triangle of Accountability"; the K-20 Transition Team's proposed "Levels of Accountability"; also adapted from the workforce accountability tiers model outlined in Statute

# K-20 Working Guidelines Used Throughout the Process

- **The entire system of levels is to encompass a performance accountability system for the public.**
- **There should be a limited number of measures prescribed at the state level.**
- **Measures are at every level and have equal application.**
- **The core measures, those defined in Levels I , II, and III should focus on the entire K-20 delivery system.**
- **The core measures are those which will drive accountability and performance funding systems.**
- **Information items that lend dimension to performance measures may be included in the system as environmental descriptors.**

# K-20 Working Guidelines (continued)

- **Performance measures should be actionable - policy, programmatic, and management decisions should impact results.**
- **Measures that are selected should be valid expressions of the educational results that are desired.**
- **The K-20 accountability systems should use measurement approaches and data collection systems that provide high quality, reliable data at the lowest possible cost.**
- **To the degree possible, measures should be consistent with key performance indicators used nationally and in other states and educational systems.**

# Accountability Council Progress Report

- Reviewed the results of the four teams' work in an effort to:
  - Consolidate the 125 general appropriation act measures included in the 'compendium' provided council members.
  - Consolidate similar issues, measures, themes.
  - Consistently apply the levels concept to proposed measures.
  - Consistently apply working guidelines.
- Sorted the work of the four teams into two groups of indicators:
  - Environmental descriptors - statistics useful in understanding Florida's position, local education agency positions, ranking, population status, but which are difficult to effect by policy or programmatic decisions; measures where standards or goals are difficult to define; accounting - type measures...
  - Performance measures - measures that would be actionable by policy or programmatic decisions; measures where performance standards or goals could be defined...

# Environmental Descriptors

*The types of indicators included here serve as background - a context, for the Core K-20 Performance Measures. They provide information that helps describe or illuminate performance results. They could provide a context for setting performance goals. Examples include the following:*

***Florida's population continues to grow at a high rate relative to the rest of the U.S. This growth is characterized by increasing demographic diversity.***

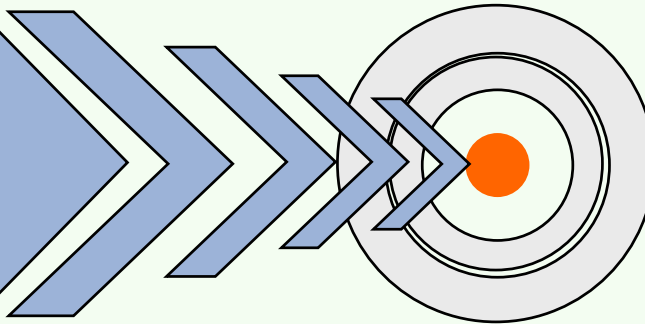
- Educational attainment of the adult population
- % of 18-44 year olds in population w/credentials
- % Target age population enrolled in K-20 sectors

***While Florida's economy hovers on the verge of recovery, state revenues are expected to remain relatively flat in the foreseeable future.***

- \$ Appropriated to each K-20 sector
- Other K-20 income to each K-20 sector

From Combined Team and Staff Work: 125 Measures to 9 Level I, II, and III measurement themes...

125 General Appropriation Act measures included in the compendium



9 Core Performance Measurement Themes

In the July Accountability Council meeting, members agreed to the concept of operationalizing nine performance measurement themes.

# From Staff Work: An example of consolidating measurement themes...

## From Goal I Team:

- Percent of public community college AA degree graduates who transfer to the SUS (and other four-year institutions, if available) the following year
- Percent of public university baccalaureate graduates who enter graduate schools the following year

## From Goal II Team:

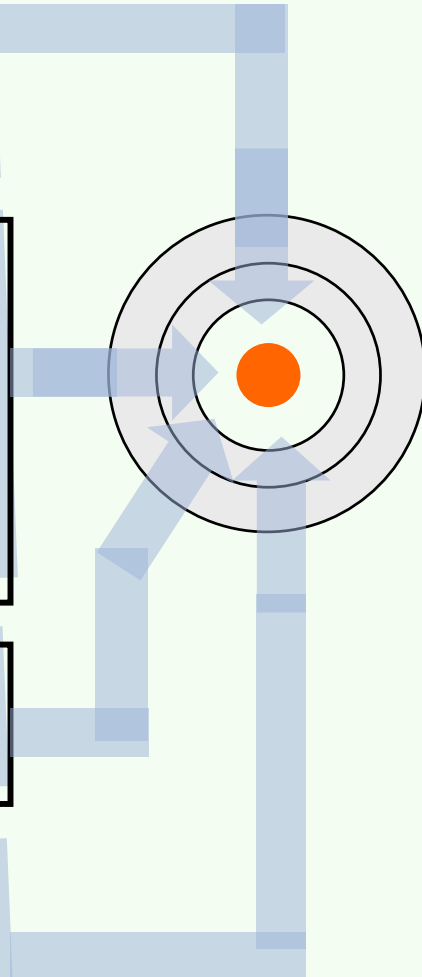
- Percent of high school graduates attending Florida postsecondary institutions
- Percent of prior year public high school graduates enrolled in postsecondary institutions (by sector)
- Percent of Florida undergraduate students who enroll in graduate school upon completion of the baccalaureate degree

## From Goal III Team

- Proportion of individuals completing/exiting one level and proceeding to the next, changes over time

## From Goal IV Team

- Percent of high school graduates continuing education



**Students ready for and progressing to the next educational level**

# Proposed K-20 Core Performance Measurement Themes

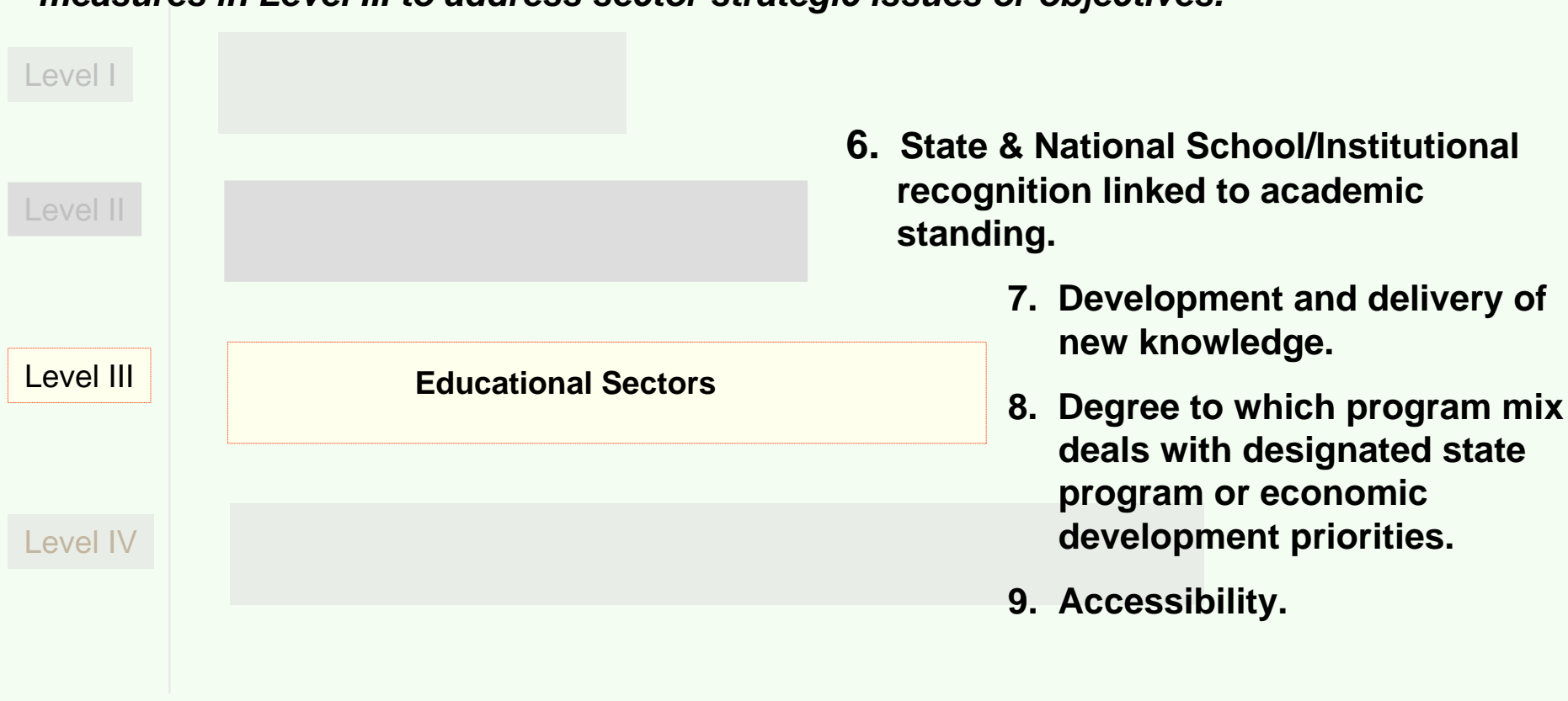
*Measurement themes at Levels I and II are combined. These measurement themes will be characterized by commonly defined performance measures including definitions and common expectations for each of the sectors of Florida's K-20 system.*

Level I	General Public	1. Students achieving at high levels. 2. Credentials granted.
Level II	Florida Board of Education/Legislature	3. Students ready for and progressing to the next educational level.
Level III		4. Initial employment and earnings of graduates (where the outcome is work).
Level IV		5. Return on Investment, Resource Utilization Efficiencies.

Operational measures will be expressed with changes over time, disaggregated for demographic or targeted population characteristics, where appropriate.

# Proposed K-20 Core Performance Measurement Themes

*Level III measurement themes are to be flexible at the sector level. The way that the measurement themes are specifically defined and specific performance objectives would be established by sector chancellors with their local colleagues for negotiation with the Florida Board. Chancellors would have the latitude to expand the number of measures in Level III to address sector strategic issues or objectives.*



# Council Members Survey

*Conducted in August to get a sense of the Council members' thinking as a first step in operationalizing the measurement themes.*

**MEASUREMENT THEME**

**1**

Students achieving at high levels.

K-12	RANK
A+ Plan – measures of expectations, learning gains	
Scores above a defined threshold for standardized tests (SAT, ACT, FCAT, NAEP)	
Number of students graduating with 19 credits required for college admission	
Achievement levels of ESE students as measured by alternative tests	
Number of students participating in Level III courses including dual enrollment, AP, IB, and honors	
Number of credits earned through acceleration mechanisms	
Other:	
Other:	

Workforce and Adult Education	RANK
Number of students achieving 80% of occupational competencies (certificate and high-level Occupational Completion Point achievers)	
Number of students with learning gains in Adult General Education (Adult Basic Education, ESOL, Vocational Preparation, Adult High School, GED)	
Licensure pass rates (note: this measure would not apply to all occupational areas)	
Other:	
Other:	

Community Colleges	RANK
Number of students accepted into higher level institutions with merit-based financial aid	
Number of students with at least 60 hours of college credit meeting CLAST	
Measure of community college student performance in universities (proportion of students with a GPA of 2.5 or better)	
Other:	
Other:	

State Universities	RANK
Average scores above defined thresholds for GRE, LSAT, MCAT	
Licensure test pass rates (note: applies only to selected disciplines)	
Number of students reaching a threshold score on a baccalaureate degree exit examination (note: yet to be developed)	
Other:	
Other:	

- The survey consisted of sets of tables for each of the nine measurement themes.
- It included possible examples of measures that could address themes for each educational sector.
- Members were asked to rank examples.
- They were asked to include any additional examples or concerns.

# Steps on the Way to a K-20 Accountability System

- Consult with state and local sector colleagues regarding specific examples of the measurement themes.
- Survey Council members regarding the examples they felt most illustrative of the measurement themes.
- Review the council's work with the higher education funding advisory council.
- Review the Council's progress with the Florida Board at its August Meeting.
- Review the council's proposals with other state policy makers including key legislative staff.

# From the Higher Education Funding Council:

- In operationalizing the measures, involve all sectors with appropriate representatives:
  - High Level (presidents of colleges and universities, superintendents of public schools)
  - Mid Level (curriculum and instructional deans and directors, student services representatives, business officers)
  - Implementation Level (reports coordinators, institutional research/effectiveness directors)
  - Interested Parties Level (Florida Economic Development Council, Workforce Florida Inc., Florida Student Association)

# Next Steps :

- Involve sector representatives in operationalizing the measures and establishing performance standards and targets.
- Align strategic planning and budgeting with performance measures and standards.
- Produce an initial “State of the State” report that describes on the status of Florida’s K-20 system with special attention to the pipeline concept and the accountability measures.
- Clearly communicate progress toward meeting performance goals to the public.

# Operationalizing Performance Measurement Themes

## **Engage Sectors and other Audiences in Reviewing Proposed Measurement Themes**

- Develop common PowerPoint
- Schedule "engagements"
- Present measurement themes and menu of proposed examples
- Obtain feedback on examples
- Add any new critical examples
- Identify substantive issues

## **Summarize Sector Results and Reach Agreement on K-20 Measurement Themes**

- Reconcile inconsistencies
- Recommend resolution for substantive issues
- Develop menu of measures
- Present to FBOE
- Revise as necessary
- Finalize and distribute K-20 Accountability Council Report

## **Develop Models for Application of Measurement Themes to Performance Based Funding**

- Involve Accountability/Higher Ed. Funding staff in operationally defining menu of measures and benchmarks
- Develop models for applying measures for performance based funding
- Coordinate with chancellors as appropriate
- Conduct focus group discussions and meet with sector representatives and other groups
- Obtain feedback on models and revise as necessary
- Present models to FBOE for further direction
- Revise as necessary for approval

## **Submit Recommendations to the Legislature**

- December 1, 2002 State Universities
- December 1, 2003 K-12 and Workforce
- December 1, 2004 Community Colleges
- December 1, 2005 All Other Programs Receiving State Funds