



# Recommended k-20 Accountability Measures

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

December 4, 2002 Draft

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## **Introduction/Background. The K-20 Accountability Project**

The Florida Board of Education (FBOE) formed the K-20 Accountability Advisory Council in March of 2002 to recommend performance measures for the establishment of Florida's new K-20 performance accountability system. The requirement for the development of the K-20 Accountability System is contained in Section 1008.31, Florida Statutes, a part of the new Education Code.

The Council was designed to address accountability across four sectors: K-12, Workforce, Community Colleges, and Universities. Comprised of 23 members, the Council included representatives of each of the four sectors, both public and private.

Council members were asked to work through one of four goal teams based on the legislative goals for the K-20 system.

- *Goal 1: Highest Student Achievement*
- *Goal 2: Seamless Articulation and Maximum Access*
- *Goal 3: Skilled Workforce and Economic Development*
- *Goal 4: Quality Efficient Services*

Through team meetings and Council meetings, members reviewed existing performance measurement requirements, background articles, and heard presentations from consultants on higher education accountability. These efforts included reviewing a "compendium" of 160 state, federal, and other accountability measures currently in use. Through this review, they consolidated similar issues, measures, themes, and recommended how they might be applied in the new K-20 approach.

The efforts of the teams resulted in the identification of the nine measurement themes suggested in this document. Council members were surveyed to identify their recommendations about specific measures that could address each measurement theme for each of the sectors. The results of the survey were then used to work with state and local representatives of school districts, career technical institutes, community colleges, and universities to further identify specific measures.

The recommendations contained in this document are the results of the work of the K-20 Accountability Council and subsequent meetings, discussions, and written comments from these colleagues.

**Guidelines for the K-20 Accountability System:** The following general guidelines were followed by the Accountability Council. They have also been considered as the work of the Council has been reviewed with and further developed by representatives of school districts, community colleges, and universities.

- 1) State requirements should include a limited number of measures, referred to as State Core Measures that focus on the entire K-20 delivery system.
- 2) Additional measures may be added to lend dimension to the State Core Measures. These additional measures may include indicators that focus on the

- mission or clientele of a particular sector and locally-developed indicators that lend further dimension related to clients/students and different missions.
- 3) The State Core Measures are those which will drive accountability and performance funding systems.
  - 4) Information items that lend dimension to performance measures may be included in the system as environmental descriptors. These will not be considered performance measures but contextual measures.
  - 5) Performance measures should be actionable - policy, programmatic, and management decisions should affect results.
  - 6) Measures that are selected should be valid expressions of the educational results that are desired.
  - 7) The K-20 accountability systems should use measurement approaches and data collection systems that provide high quality, reliable data at the lowest possible cost.
  - 8) Measures should be consistent with key performance indicators used nationally and in other states and educational systems.
  - 9) The State Core Measures for each sector should be applicable to all members of the sector.
  - 10) Standards or performance goals established for the measures should be based on local school district, postsecondary institution and/or peer performance benchmarks to the extent possible. These should be derived from averages over several years.
  - 11) Measures adopted for each measurement theme for each sector should align horizontally and vertically. Within each sector, the measures should provide a balanced, high-level means of assessing the performance of all member institutions of the sector – this is horizontal alignment. Measures should consistently address each theme across sectors – this is vertical alignment.

**Organization of the Report:** This report is organized around nine measurement themes recommended to the Florida Board of Education by the K-20 Accountability Council. The first set of six measurement themes are comprised of specifically recommended measures for each of four K-20 educational “sectors.” The second of three measurement themes are intended to be flexible measures where the thematic area could be addressed in one or several ways to be negotiated between the Sectors and the Florida Board of Education.

The first set of measurement themes include a proposed measure with a brief summary of discussions held with interests around the state. They also include what are referred to herein as “additional or alternative measures” that may be considered as alternatives to the recommended measure or supplemental measures to be included in the Florida K-20 Accountability System.

The second set of measures include a listing of several different ways that the measurement theme could be addressed within sectors. They are included as a menu of suggestions. These menus are not exhaustive, school boards and institutions could develop ways to address the themes not included in the menus.

The discussions for each theme are divided into four categories referred to as “sectors”.

**School District System: K-12 Programs.** This grouping represents Florida’s kindergarten through 12<sup>th</sup> grade system of educational services.

**Community College and School District Systems: Non Credit Workforce Education Programs.** This mix of education programs includes Adult General Education and Career and Technical Education (vocational certificates). It includes programs that award credit on a clock hour basis. No programs that involve college credit are included.

**Community College System: College Credit Programs.** Programs included in this level are those programs that award college credit. These programs include high level Career and Technical Education programs that can yield degrees such as Associates of Science, Associates of Applied Technology, and Applied Technology degrees. They also include programs that facilitate student transfer to upper division programs in four year settings. These programs typically lead to Associate of Arts degrees.

**University System: Baccalaureate, Postgraduate, and Research Programs.** These include all programs funded by state resources in the university system. The “system” includes public universities as well as independent colleges and universities.

## Students Achieving at High Levels:

Recommendation: High level student achievement in each of the four sectors that comprise Florida's K-20 Education system will be measured by the accomplishments of students determined through external validations.

### School District Systems: K-12 Programs

**The Florida Comprehensive Assessment Test (FCAT) will be used to assess student achievement in the K-12 sector.**

#### Discussion

FCAT scores are used to grade the performance of Florida's public schools in improving student achievement. Public Schools are awarded one point each for each percent of students who score high on the FCAT and/or students who make learning gains in reading and math as measured by FCAT. At the state level, the number of schools in each grade category - A, B, C, D, F- will be reported. At the sector level, the number of schools in each category in each district will be reported. At the district level, grades for each school will be reported.

Performance objectives could be set based on the number of schools improving at least one level and/or the number who maintain performance at high levels.

Some discussants suggested that the accountability process needs to include measures that infer how well students are prepared for the responsibilities of citizenship as well as academic preparation.

#### Issues

- There are populations of students such as those with exceptionalities whose achievements are not be adequately measured by their performance on FCAT.
- There are populations of students such as those in private schools, charter schools, and who may be using vouchers to pursue educational alternatives, that do not participate in the FCAT testing program.
- There are no comparable measures for high student achievement in postsecondary programs that compare to the proposed measure for K-12 education. There have been suggestions that student achievement in the context of the core K-20 Accountability System measures, express basic achievements like college or workforce preparation. Levels of student achievement then could be measured at sector levels.

### Additional or Alternative Measure(s)

- Students who score above a defined threshold on standardized tests including FCAT, SATs, ACTs, or NAEP.
- A measure of successful high school completion that will facilitate student transfer to postsecondary education or work, such as: The number of students graduating with the 19 credits required for college admission plus the number of students graduating with at least one occupational completion point divided by the number of students completing high school. This measure does not deal with the idea of external validation posed in the recommendation.

## Community College and School District Systems: Non credit Workforce Education Programs

**Career/Technical Education: High level postsecondary vocational student achievement will be measured by the proportion of test takers in a cohort who pass licensure tests on the first try in applicable areas of occupational preparation.**

**Adult general education: High level achievement for adult education students will be measured by the proportion of GED test takers who pass the full battery of GED tests during a one year period and who score above a defined threshold.**

### Discussion

Licensure tests are administered by several state agencies including the Department of Health and the Department of Professional and Business Regulation. There have been long standing, but unsuccessful efforts to build test results into accountability requirements for workforce and other educational programs. The difficulty lies in their systematic availability and their applicability to individual student records.

### Issues

- There are no workforce education analogs to the FCAT-based student achievement characterized by the A+ plan.
- Students completing vocational programs must pass a basic skills test as a condition of completion. The basic skills tests, however, measure minimum expectations rather than high student achievement.
- Not all areas of occupational preparation require licensure tests, so there is uneven coverage.
- Occupational completion points have been established as both a measure of program progression in vocational programs and possible points where students can exit programs

with employment skills. These completion points have become measures of success for vocational certificate programs.

- The proposed adult general education measure does not deal with the educational objectives of over 70% of the student population. Literacy completion points have been established as a measure of program progression in adult general education programs. These completion points have become measures of success – learning gains - for adult general education programs.
- Students participating in adult general education other than those leading to a high school credential, are tested when they initially enroll to establish a starting educational level. Periodically they are tested to determine learning gains attributable to instruction.

#### Additional or Alternative Measure(s)

- The number of students achieving an occupational completion point who are found employed in an occupation with a wage above the high wage threshold designated by the Workforce Estimating Conference within one year of completion. This measure would use the placement result as a measure of high student achievement, as such it represents “feed back” from the employer community.
- The proportion of enrolled vocational students who achieve at least one occupational completion point in an annual period. This measure deals with a program objective as a measure of student achievement. This measure does not deal with the idea of external validation posed in the recommendation.
- The proportion of enrolled adult education students who achieve at least one literacy completion point during a defined enrollment period. Educational gains, i.e., movement from one LCP level to another , are determined by tests.

### Community College System: College Credit Programs

**The number of students who satisfy CLAST requirements will measure high student achievement in community college associate of arts programs.**

#### Discussion

Students satisfying CLAST requirements qualify for admission to the upper division – Junior year – in Florida universities.

#### Issues

- There are no community college analogs to the FCAT-based student achievement characterized by the A+ plan.
- There are large numbers of students who enter the community college system who never acquire 60 hours of credit and who do not satisfy CLAST requirements. These include students who attain Associates of Science credentials. The educational gains of these students will not be accounted for in the proposed measure.

### Additional or Alternative Measure(s)

- The number of transfer students to the university system achieving a grade point average of 2.5 or better divided by all students who transfer within the defined period. This measure deals with the achievement of community college students after they transfer to the university system. This is, more or less, a feedback measure regarding the successes of transferring students.
- The number of articulation agreements with high schools for advanced studies. This measure shows how community colleges facilitate higher level achievement for high school students. This measure does not deal with the idea of external validation posed in the recommendation.
- Associate of Science student achievement could be measured by the proportion of test takers in a cohort who pass licensure tests on the first try in applicable areas of occupational preparation.

### University System: Baccalaureate, Postgraduate, and Research Programs

**High-level student achievement among university bachelors' degree graduates will be measured by the proportion of test takers in a cohort who pass licensure tests on the first try in applicable areas of preparation.**

### Discussion

Licensure tests are administered by several state agencies including the Department of Health and the Department of Business and Professional Regulation. There have been long standing, but unsuccessful efforts to build test results into accountability requirements for workforce and other educational programs. The difficulty lies in their systematic availability and their applicability to individual student records.

### Issues

- There are no university system analogs to the FCAT-based student achievement characterized by the A+ plan.
- Not all areas of preparation require licensure tests, so there is uneven coverage.

### Additional or Alternative Measure(s)

- The proportion of bachelors' graduates who become employed in Florida jobs above a defined earnings threshold – not including the number of graduates who are enrolled in postgraduate studies. This measure deals with the level of earnings as a gauge of higher-level student achievement.
- Student Achievement in the university system will be measured by the number of students who score above a defined threshold (yet to be determined) on qualifying tests to

## MEASUREMENT THEME 1

postgraduate education divided by the number of students who attempt said tests. This measure uses test scores to evaluate high student achievement.

- High level achievement among bachelor's degree recipients could be measured by the proportion of students who score above a defined threshold on the subject area portions of the Graduate Record Examinations.

## Accessibility

Recommendation: There will be two accessibility measures for each of the four sectors that comprise Florida's K-20 Education system

The first will measure the degree that the sectors serve students who are in underserved populations relative to their incidence in the general population.

The second will measure the proportion of educational services that are offered via nontraditional service delivery strategies.

### School District Systems: K-12 Programs

**The proportion of underrepresented populations who graduate from Florida High Schools with a standard high school diploma in relation to their incidence in the population of students.**

**The proportion of high school graduates who availed themselves of non-traditional educational opportunities including, but not limited to, dual enrollment, school choice options, charter schools, private schools, during their high school careers.**

#### Discussion

Accessibility has been discussed around two issues. Those involving access to educational services by underserved populations and those involving access to alternative service delivery mechanisms.

#### Issues

- Alternative educational services in the K-12 arena could include cooperative education, co-enrollment programs, early graduation programs, home schools, charter schools, Advance Placement, International Baccalaureate, On-line high school, and alternative education programs including dropout prevention, teen mothers, and others.
- The first proposed measure could be expressed as a relationship between underrepresented students enrolled at a particular time, with a particular cohort, and graduation; or as a relationship between the underrepresented students who graduate with a standard diploma and their incidence in the general population (target age).

- Accessibility in terms of underrepresented students could also be expressed in terms of differences in achievement levels between the general population of students and underrepresented students.
- A standard for graduation related to alternative educational experiences may be based on a goal set by the FBOE. There could be significant differences from one district to another with respect to the incidence of alternatives that are available.

#### Additional or Alternative Measure(s)

- The proportion of students, including underrepresented students, who avail themselves of educational acceleration mechanisms. This could be measured as credits earned through said mechanisms as well.

### Community College and School District Systems: Non credit Workforce Education Programs

**Career/Technical Education Accessibility will be measured by a “market penetration rate”: The proportion of the service area population that is 19- 44 years old that is enrolled in workforce programs, including the proportion of underrepresented students enrolled.**

**Adult General Education accessibility will be measured by the proportion of high school dropouts who receive adult high school credentials within five years of dropping out.**

#### Discussion

Discussants were interested in developing a “non traditional student” penetration rate. Postsecondary enrollment “penetration” is often expressed as the proportion of the 19-year-old population that is enrolled, or the proportion of 19-24 year olds enrolled – more or less as a “traditional student penetration rate”. Thus, the proposal to broaden the population audience to include workers at prime working ages.

Several reviewers of the Accountability Council's efforts wanted to see some adult education offerings tied more closely to services provided to high school students that accelerate graduation, prevent dropping out, fill high school credit gaps for students, and provide a means of high school credential attainment for recent dropouts. However, there is concern that such a focus may deter from the provision of these services to adults who are in need of these services.

#### Issues

- A measure that would deal with market penetration in terms of employers hiring students or the proportion of demand jobs addressed might be considered.

- Florida has a large and growing population of adults with educational deficiencies who come to Florida from other states or countries. The proposed “target population penetration” and the “dropout recovery” measures may not adequately account for services to this population. The proposed measure may conflict with statutory requirements that students be prioritized for services based on need.

#### Additional or Alternative Measure(s)

- The proportion of enrollments in courses offered via flexible schedules including weekends, evenings, alternative delivery mechanisms.
- The proportion of credit awarded to students on the basis of previous education, training, and work experience.
- The proportion of underrepresented students who make learning gains in adult general education programs and occupational completion point gains in vocational programs.

### Community College System: College Credit Programs

**In part, community college accessibility will be measured by a “non-traditional student market penetration rate”: The proportion of the service area population that is 19-44 years old that is enrolled in workforce programs, including the proportion of underrepresented students enrolled.**

**In part community college accessibility will be measured by the proportion of student credits earned via educational service delivery strategies that target non-traditional and underserved populations of students.**

#### Discussion

Discussants were particularly intent on developing a “non traditional student” penetration rate consistent with the K-20 pipeline model. There was no agreement on how the number of non-traditional students would be derived. Postsecondary enrollment “penetration” is often expressed as the proportion of the 19 year old population that is enrolled – more or less as a “traditional student penetration rate”. Thus, the proposal to broaden the population audience to include the population at prime postsecondary participation ages.

The targeted population can effectively be defined as full time students who are over 24 years old and part time students of any age.

#### Issues

- Florida has a robust General Education Diploma preparation and testing program for adult students. While the program offers an opportunity for Floridians to earn high school credentials, few of the recipients pursue and subsequently earn credentials in postsecondary education.

- There are a large number of students who enroll in and earn significant amounts of credit via community college academic programs who fail to earn an associate degree credential. By effectively “recovering” these students, they could be moved back into the pursuit of higher education credentials.
- Large numbers of entering community college students must receive remediation before they can participate in college credit or workforce programs.

#### Additional or Alternative Measure(s)

- The proportion of associate degrees provided to students who were in the lowest 25% quartile based on their high school GPA plus students who received GEDs or Adult High School Diplomas could form the basis of an additional “penetration” measure.
- The proportion of students who participate in college preparation course work and who subsequently earn an associate degree within four years.

### University System: Baccalaureate, Postgraduate, and Research Programs

**Accessibility in the university system will in part be measured by the proportion of underrepresented populations enrolled and retained through graduation in comparison to all students enrolled and retained through graduation.**

**The proportion of enrollments making use of alternative scheduling and non traditional service delivery mechanisms will in part measure accessibility in the university system.**

#### Discussion

Accessibility has been discussed around two issues. Those involving access to educational services by underserved populations and those involving access to alternative service delivery mechanisms.

#### Issues

- There will be a great deal of variation among institutions with regard to this measure. This will necessitate benchmarking performance and setting performance goals at the institutional level.
- The public university system has been unable to accommodate a large number of students who are eligible and desire enrollment. This has created a market condition where many institutions have not had to offer evening or weekend schedules.

#### Additional or Alternative Measure(s)

- The proportion of bachelor's degrees offered through joint use agreements with community colleges.

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## Credentials Granted

Recommendation: The number of credentials granted, by type, will be counted for each of the four sectors that comprise Florida's K-20 Education system.

### School District Systems: K-12 Programs

**The number of Standard Diplomas, certificates of completion, and special diplomas awarded to completers of Florida's public school system.**

#### Discussion

With population growth, the number of recipients of these credentials will increase regardless of any numeric goal. The number of credentials for each diploma type may be related to the number of students who complete high school during a defined period. For example, the proportion of high school completers receiving the standard diploma could serve.

#### Issues

- Relative to other states, Florida has a high dropout rate and a low high school graduation rate. As stated above, this measure will not show progress in reducing the number of high school dropouts or improving the high school graduation rate.
- The proportion of high school completion represented by standard high school diplomas has declined over the past eight years.

#### Additional or Alternative Measure(s)

- Cohort-based high school graduation rate.
- Number of GED or adult high school diplomas issued to students who are at risk of dropping out or who have already done so.

## Community College and School District Systems: Non credit Workforce Education Programs

**The number of vocational Certificates<sup>\*</sup> and applied technology diplomas.**

**The number of Adult High School and General Education Diplomas issued annually divided by the number of students who have participated in adult high school programs and GED preparation programs who would be eligible for these credentials.**

### Discussion

It may be sufficient to establish numeric goals for vocational credentials based on the needs of the labor market for workers prepared with certain occupational skills.

Occupational Completion Points, Literacy Completion Points and Program Progression Points have been established for workforce programs. With a few exceptions, these represent partial program completion. Representatives of school districts and community colleges favored the use of a more traditional notion of credentials for this theme.

### Issues

- The establishment of occupational completion points may, in many cases, justify a student objective not in line with receiving a vocational certificate.
- A large proportion of graduating high school seniors is not college-bound. These students need to be adequately prepared for the workforce either at the secondary or postsecondary levels.
- Florida has a relatively large proportion of its adult population without a high school credential. The state also has a relatively high high school drop out rate.
- Adult education programs deal with large numbers of students who do not necessarily get education credentials. Completion points measure learning gains, but there is no award analogous to a high school credential or vocational credentials. The proposed measure only deals with the proportion of adult education students who get a high school diploma.

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<sup>\*</sup> Equivalent occupational completion points should be included in this measure.

### Additional or Alternative Measures

- The number of students achieving occupational completion points.
- A cohort-based completion rate including an award rate for adult high school and GED instruction.

## Community College System: College Credit Programs

**The Number of Associate of Arts, articulated Associate of Science Degrees, Applied Associate of Science Degrees, and Associate of Science degrees.**

**The number of Bachelors degrees issued through the community college system.**

### Discussion

There are a large number of students who enroll in and earn significant amounts of credit via community college academic programs who fail to earn an associate degree credential. By effectively “recovering” these students, they could be moved back into the pursuit of higher education credentials.

A large part of the mission of the community college system deals with instruction provided underprepared students to enable them to participate further in workforce or college credit programs. Large numbers of entering community college students must receive remediation before they can participate in college credit or workforce programs.

Community colleges may offer access to bachelors degrees for students on their campuses, upon approval of the Florida Board of Education. In some cases, these degrees may be offered by a particular institution itself, in others, a partnering four-year institution may offer degrees by collocating with the community college.

### Issues

- The number of degrees issued by the community college system may be difficult to build performance targets around due to factors beyond the control of community colleges. It may be important to relate the number of degrees to the number of degree-seeking students or to students who are seeking degrees and have reached a threshold of accomplishment.
- In the university system, there are two graduation rate-type measures. One deals with first-time-in-college students, one deals with students who have transferred to the university system with an associates degree from a community college.

### Additional or Alternative Measure(s)

- Graduation rate as measured by the number of associate of arts/science degrees awarded to a cohort of degree-seeking students who have attained at least 18 hours of college credit over a six-year period.

- Bachelor's degree graduation rate as measured by a four-year cohort of students consistent with the associate degree transfer graduation rate in the university system.

## University System: Baccalaureate, Postgraduate, and Research Programs

### **Number of degrees by level (Bachelors, Masters, Doctorate, Professional).**

#### Discussion

The Higher Education Advisory Council of the Florida Board of Education has discussed recommending that the FBOE consider a target goal for the production of Bachelor's degrees in Florida. A similar discussion could occur for higher level degrees.

Differences between institutions about the preparedness of students and whether or not they are enrolled full time or part time will have to be weighed in the establishment of any performance goals.

#### Issues

- In the past, funding available for universities has not been driven by the demand for enrollment services. If performance targets related to increased bachelor's degree production are set, it will have to be recognized that there is a lag time between the establishment and realization of goals.

#### Additional or Alternative Measure(s)

- Six-year graduation rate based on a cohort of first-time-in college students.
- Four-year graduation rate based on a cohort of associate degree transfer students from the community college system.

## Students prepared for and progressing to the next educational level.

Recommendation: The proportion of students who graduate or who complete defined thresholds of credit and who are accepted into the next level of education will be measured for each of the four sectors that comprise Florida's K-20 Education system.

### School District Systems: K-12 Programs

**The proportion of students progressing from the 12<sup>th</sup> grade to postsecondary educational programs without the need for remediation in college level work or postsecondary vocational education.**

#### Discussion

- The Accountability Council discussed measures of student progression from grade 3 to 4, grade 5 to 6, grade 8 to 9, 9 to 10, 10 to 11, 11 to 12, and any grade to adult high school or GED instruction. Reviewers have raised concerns that, without additional qualifiers, such measures promote "social promotion". Consequently, most focused on the movement of students beyond completion of high school to the next educational level.
- There was considerable discussion among Council members regarding the adequate preparation of students in critical grades where the student's future participation in public schools and postsecondary education would be uncertain.

#### Issues

- The proposed measure deals with preparedness and progression of students from the K-12 sector into other sectors. It does not deal with progression from kindergarten through elementary, secondary, middle, or high school grades. This level of progression, however, may be more of a sector rather than a K-20 focus.

#### Additional or Alternative Measure(s)

- The proportion of fourth grade students receiving a 3 or above on FCAT reading and mathematics tests.
- An approach that looks at the success of students over-time should be considered. Such a measure would require longitudinal measurement and could deal with students who move immediately upon graduation as well as those who may move at a later time.

## Community College and School District Systems: Non credit Workforce Education Programs

**Proportion of adult education students progressing through literacy completion points in adult education instruction and/or who have transitioned into postsecondary instruction.**

**The proportion of Adult career/technical education students progressing through occupational completion points in programs and/or into college credit programs.**

### Discussion

Measures of progression and readiness in postsecondary sectors must recognize that there are traditional students making progress through educational sectors immediately following high school graduation. There are also large volumes of non-traditional students who, in some cases, must receive remedial or preparatory instruction before they can progress to a particular level.

### Issues

Measures should be included for this theme, in this sector, to address the participation of non-traditional students

### Additional or Alternative Measure(s)

- The proportion of vocational preparation students progressing to adult vocational programs.
- The proportion of previous adult education completers progressing to adult vocational or college credit programs.
- The proportion of students progressing through Occupational Completion Points.
- An approach that looks at the success of students over-time should be considered. Such a measure would require longitudinal measurement and could deal with students who move immediately upon graduation as well as those who may move at a later time

## Community College System: College Credit Programs

**The proportion of students receiving associate of arts and articulated associate of science degrees from community colleges who are accepted into the upper division of a university or community college bachelor's degree program.**

**Add: the number of students who complete a threshold of college credits without attaining an associate degree who are accepted into a four year university setting.**

### Discussion

Not all students who enter the community college systems receive associate degrees. Those in workforce programs are dealt with in the workforce sector. Many students also participate in college credit course work and transfer to the university system without a credential. This is an important aspect of the mission of the community colleges.

### Issues

- Community colleges have a robust college preparatory program. These programs deal with recent high school graduates as well as non-traditional students. Colleges should be accountable for successful preparatory efforts.

### Additional or Alternative Measure(s)

- Proportion of college preparatory completers who continue into college credit programs within the academic year.
- The proportion of students satisfying CLAST requirements (included in the high student achievement theme).
- The proportion of entering freshman who progress to the sophomore level.
- An approach that looks at the success of students over-time should be considered. Such a measure would require longitudinal measurement and could deal with students who move immediately upon graduation as well as those who may move at a later time

## University System: Baccalaureate, Postgraduate, and Research Programs

**The proportion of students successfully completing 60 college credits who are accepted into the upper division of a university or community college bachelor's degree program.**

### Discussion

The Accountability Council addressed this measurement theme for state universities by proposing measures that dealt with the production of bachelors degrees and the level of their preparation for the next educational level: postgraduate work. Subsequent discussions focused more on progression and readiness below the bachelor's level.

### Issues

- The proposed measure does not deal with how well bachelors degree recipients are prepared for the next educational level.

### Additional or Alternative Measure(s)

- Students who achieve a threshold score on GRE, MCAT, LSAT, or other graduate school admission tests and who subsequently enroll in graduate or professional programs.
- The proportion of bachelor's degree recipients accepted into postgraduate status.
- An approach that looks at the success of students over-time should be considered. Such a measure would require longitudinal measurement and could deal with students who move immediately upon graduation as well as those who may move at a later time

Measurement  
Theme  
**5**

## **Initial Employment and Earnings of Graduates who are not pursuing the next educational level.**

Recommendation: The in-Florida employment rate will be expressed for graduates and those who complete defined thresholds of credit and who are not enrolled in the next level of education within one year. For those found employed, average annual earnings will be measured as well.

### All Sectors

#### **Florida employment rate and earnings levels for graduates within one year of receiving an education credential.**

#### Discussion

There was considerable discussion regarding the appropriateness of an employment, and particularly an earnings measure. With respect to both, some discussants felt that this measure could not be controlled by institutions and thus was not an appropriate performance measure. Others indicated that the measure would reflect the adequacy of curricular offerings as well as other services including counseling and placement activities.

Some indicated the desirability of employer satisfaction-type measures. However, others felt that such measurement tools had more applicability at program levels within institutions rather than at the state level.

Some indicated the desirability of having a longer term-employment measure such as five years after graduation. The counter here was that a five-year measure could reflect intervening factors that have significant impact on the result.

#### Issues

- How will an earnings target be set? Will it be different for different educational levels?
- Should employment targets be established by program, rather than by sector?
- Should factors be introduced that account for changes in economic conditions that could affect the ability of institutions to meet performance objectives.

## MEASUREMENT THEME 6

- Section 1008.31, FS indicates that measures should be considered that deal with the relationships between employment outcome and educational programs.

### Additional or Alternative Measure(s)

- Employment Measure without an earnings measure.
- Employ an earnings threshold as a proxy for employment related to educational programs.
- A retention measure that looks at the employment and earnings successes of students over a longer period of time may be considered.

Measurement  
Theme  
**6**

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## **Quality and Efficient Services**

Recommendation: Efficient services will be measured for each of the sectors by a graduation/completion rate.

### **School District Systems: K-12 Programs**

#### **Cohort based high school graduation rate.**

##### Discussion

Section 1008.31 suggests the use of a “cost per graduate” and “cost per dropout” measure. The Accountability Council suggested per pupil expenditures as well as efficiencies addressed by measuring student progress. Most discussions that followed the Council’s work seemed to focus on student progression efficiencies.

Participants in the K-20 Accountability Project have discussed the need to reduce high school dropout and increase high school graduation rates.

##### Issues

- Expenditures per graduate, dropout, or per pupil are largely determined by salaries for instructors.

##### Additional or Alternative measures

## Community College and School District Systems: Non credit Workforce Education Programs

**The proportion of career/technical education student completers who achieve high skill/high wage employment as defined by the Workforce Estimating Conference.**

**The proportion of first time AGE students retained in their program of study through at least one literacy completion point.**

### Discussion

Section 1008.31 suggests the use of a “cost per graduate” and “cost per dropout” measure. The Accountability Council suggested per pupil expenditures as well as efficiencies addressed by measuring student progress. Most discussions that followed the Council’s work seemed to focus on student progression efficiencies.

Return on investment measures, involving an assessment of pre enrollment earnings vs. post enrollment earnings were discussed. A variation of this theme might be to assess the potential increases in personal earnings and public return based on expected earnings.

Some discussants indicated that retention-type measures would also be an indicator of program efficiency.

### Issues

- While the high skill/high wage placement indicator may indicate a bigger return on investment for institutions which have stressed high skill/high wage programs, it is not a measure that is consistent with other proposed measures within this theme.

### Additional or Alternative Measures

- The proportion of first time vocational students retained through at least one Occupational Completion Point.

## Community College System: College Credit Programs

**The proportion of students receiving associate degrees with 120% or less of the college credit requirements met.**

### Discussion

Section 1008.31 suggests the use of a “cost per graduate” and “cost per dropout” measure. The Accountability Council suggested per pupil expenditures as well as efficiencies addressed by measuring student progress. Most discussions that followed the Council’s work seemed to focus on student progression efficiencies.

## MEASUREMENT THEME 6

Discussants also talked of the number of credits earned per student within an academic year as a possible alternative for cost.

### Issues

- For workforce-related degrees, measures involving high skill/high wage placements or return on investment as suggested above might be considered.

### Alternative or additional measures

- The number of college credits earned per student per academic year.
- The proportion of associate degree recipients who earned at least 24 hours of credit per year..

## University System: Baccalaureate, Postgraduate, and Research Programs

### **The proportion of students receiving bachelors degrees with 120% or less of college credit requirements met.**

#### Discussion

Section 1008.31 suggests the use of a “cost per graduate” and “cost per dropout” measure. The Accountability Council suggested per pupil expenditures as well as efficiencies addressed by measuring student progress. Most discussions that followed the Council’s work seemed to focus on student progression efficiencies.

There was considerable discussion regarding how to account for differences between part- and full-time students.

#### Issues

- A return-on-investment strategy such as that discussed inder workforce education might be considered.

#### Alternative or Additional Measures

- The proportion of first time in college students who receive baccalaureate credentials in four years.
- The proportion of bachelor's degree recipients who earned at least 24 hours of credit per year except for the last year.

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# Negotiable Measures

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## State and national school/institutional recognition linked to academic standing

### School District Systems: K-12 Programs

#### Menu Options

- Number of schools achieving A, B, C, D, or F grades
- Number of graduates who have received national/state vocational awards
- Number of federal Blue Ribbon Schools
- Number of Florida school recognition awards
- For school administrative and instructional staff: a measure of awards recognizing the Commissioner's teacher/principal of the year at the district, regional and state level
- Number of professional association awards
- For students: Bright Futures awards. National Merit Scholars, IB diplomas; Membership in National Honor Societies

#### Additional Menu Items

## Community College and School District Systems: Non credit Workforce Education Programs

### Menu Options

- Number of student awards for state/national vocational competitions
- Proportion of vocational programs that are industry certified
- Federal bonus payments to Florida entities based on the performance of vocational and adult education programs
- Number of Hispanic or minority students who receive award or state/national vocational competitions or recognition
- Articulation agreements with nationally recognized universities

### Additional Menu Items

## Community College System: College Credit Programs

### Menu Options

- National peer standing with respect to the proportion of degrees awarded
- Proportion of student achievement awards, recognitions
- Proportion of graduates who graduate with honors
- Proportion of student body in national honor societies based on academic achievement
- Proportion of students who graduate with honors
- Average GPA of students on deans' lists
- Number of articulation agreements with nationally recognized universities
- Number of Hispanic or minority students who receive achievement awards, recognition

### Additional Menu Items

## University System: Baccalaureate, Postgraduate, and Research Programs

### Menu Options

- National peer standing with respect to the proportion of degrees awarded
- Proportion of student achievement awards, recognitions
- Proportion of graduates who graduate with honors
- Proportion of student body in national honor societies based on academic achievement
- Number/faculty member of articles published in scholarly journals/publications
- Number of programs recognized by the national and international academic associations and organizations
- Proportion of students who graduate with honors
- GPA of students on deans' lists
- A "Tier 1" ranking is US World Report

### Additional Menu Items

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## Development, delivery, and/or application of new, innovative knowledge or instructional techniques

### School District Systems: K-12 Programs

#### Menu Options

- Proportion of instruction using diagnostic and scientifically based research models
- Proportion of teachers engaged in action research (teacher research)
- Number of grants developed and subsequently awarded
- Frequency of best practices- to- school match]
- Frequency of joint ventures with Colleges of Education for preservice and inservice opportunities and best practices
- Frequency of effective integration of technology in instruction relative to the amount of instruction
- Application of new learning systems

#### Additional Menu Items

## Community College and School District Systems: Non credit Workforce Education Programs

### Menu Options

- Proportion of program offerings addressing new technologies, such as wireless telecommunications, digital printing, e-commerce etc.
- Frequency of effective integration of technology in instruction relative to the amount of instruction
- Application of new learning systems
- Frequency of joint ventures with businesses, universities, public schools, private institutions
- Proportion of faculty engaged in action research
- Frequency of best practices recognized
- Number of new programs and specializations developed
- Number of grants developed and subsequently awarded

### Additional Menu Items

## Community College System: College Credit Programs

### Menu Options

- Frequency of effective integration of technology in instruction
- Proportion of teachers engaged in action research (teacher research)
- Frequency of joint ventures with businesses, universities, public schools, private institutions
- Number of students who are dually enrolled
- Number of grants developed and subsequently awarded
- Frequency of best practices recognized
- Application of new learning systems
- Proportion of classed delivered in online format
- Creation of new learning systems
- Amount of Faculty Development Activities provided related to teaching methods/instruction

### Additional/Menu Items

## University System: Baccalaureate, Postgraduate, and Research Programs

### Menu Options

- Research and development expenditure amounts, national peer comparisons
- Number of published articles in scholarly journals/publications
- Number of patents issued
- Amount of licensure/royalty income
- Frequency of effective integration of technology in instruction relative to the amount of instruction
- Application of new learning systems
- Externally generated research and training grant funds per state-funded, ranked, faculty full time equivalent

### Additional Menu Items

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## **Degree to which program mix deals with designated state program, service, or economic development priorities**

### **School District Systems: K-12 Programs**

#### Menu Options

- Proportion of students enrolled in college preparatory curriculum
- Proportion of non-college preparatory students receiving instruction in targeted occupational courses
- Number of magnet programs
- Proportion of instruction in academic intense curricula
- Measure the degree of success in closing the achievement gap for populations designated as “underserved” by the legislature and/or the FBOE
- Measure the District’s Economic Development Board on it’s perception of the School Board

#### Additional Menu Items

## Community College and School District Systems: Non credit Workforce Education Programs

### Menu Options

- Enrollment in targeted vocational programs
- Completion rates in targeted vocational programs
- Placement rates in targeted occupations
- Measure the degree of success in closing the achievement gap for populations designated as “underserved” by the legislature and/or the FBOE
- Proportion of Diversity Infused Courses
- Number of occupational completion points

### Additional Menu Items

## Community College System: College Credit Programs

### Menu Options

- Enrollment in prerequisite courses for priority degree areas
- Measure the degree of success in closing the achievement gap for populations designated as “underserved” by the legislature and/or the FBOE
- Number of students enrolled in new innovative programs
- Number of students who transfer to a higher education program

### Additional Menu Items

## University System: Baccalaureate, Postgraduate, and Research Programs

### Menu Options

- Enrollment in priority discipline areas designated by the Workforce Estimating Conference, the Legislature, and/or the FBOE
- Measure the degree of success in closing the achievement gap for populations designated as “underserved” by the legislature and/or the FBOE
- Placement in targeted industries
- Percent of public service effort targeted at public schools

### Additional Menu Items