

Appendix: Technical Information for the State Board of Education’s Strategic Plan

Goal 1: Highest Student Achievement

Metric	Brief Description	Technical Information
1. Student Achievement on Florida Assessments a) English Language Arts (ELA) b) Mathematics c) Science d) Social Studies	Percent of students achieving at grade level or above performance	This metric includes students who score at achievement level 3 or higher on the statewide assessment for these subject areas: a) Florida Standards Assessment (FSA)-ELA grades 3-10 b) FSA Math grades 3-8; Algebra 1, Algebra 2, Geometry End-of-Course (EOC) c) Statewide science assessment grades 5, 8; Biology EOC d) Civics EOC, U.S. History EOC
2. Continued Achievement Growth on Florida Assessments a) English Language Arts b) Mathematics	Percent of students who improved, including those performing below grade level and those performing grade level and above	The ELA metric is based on the percentage of students who made learning gains on the FSA-ELA. The Mathematics metric is based on the percentage of students who made learning gains in Mathematics (FSA Math, Algebra 1, Geometry, Algebra 2). The school grades learning gains criteria were established by the State Board of Education.
3. Closing the Achievement Gap a) Between White and Hispanic students b) Between White and African American students c) Between non-economically disadvantaged students and economically disadvantaged students d) Between students without disabilities and students with disabilities e) Between non-English Language Learners and English Language	Percent of the gap in K-12 student achievement	This metric compares the subgroup’s performance in the subject areas/statewide assessments listed above to determine the gap, which is the number of percentage points by which they are different. <ul style="list-style-type: none"> • Economically disadvantaged students include students determined to be eligible for free and reduced price meals under the National School Lunch Program. • Students with disabilities include students who are documented as having an intellectual disability; a hearing impairment, including

Learners		<p>deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.</p> <ul style="list-style-type: none"> English Language Learners (ELL) include students enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students and students who have exited the English for Speakers of Other Languages (ESOL) program and are in a two-year follow-up period.
4. High School Graduation Rate	Percent of graduates with a standard diploma	This metric follows a 9 th grade freshman cohort for four years to see the percentage of students that graduate on time. The percentage is the percentage of students who graduate on time. Students not counted as graduates include dropouts, students still in school after four years, special diploma recipients, certificate of completion recipients, and GED earners. The cohort is adjusted accordingly as students transfer in and out of school.
5. High School Graduation Rate Plus	Percent of graduates who have completed one or more accelerated courses or certifications	This metric represents the percentage of graduates who were eligible for college credit or an industry certification while in high school. College credit eligibility is determined by either passing scores on an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) exam or a grade of "C" or higher in a dual enrollment course. Industry

		<p>certifications are awarded by passing an industry certification exam. Only industry certifications on the funding list are included. This measure captures the percent of graduates who earned at least one of these accelerated outcomes while enrolled in high school.</p>
<p>6. Postsecondary Completion Rate</p> <p>a) Florida College System completion at 150% of program time</p> <p>b) District Postsecondary completion at 150% of program time (primarily technical centers)</p>	<p>Percent of students completing a postsecondary degree or certificate</p>	<p>The Florida College System completion rate metric measures the percentage of first-time, full-time students who complete an educational certificate or associate degree program within 150% of the time it takes a full-time student to complete the program (e.g., three years for a two-year degree program).</p> <p>The District Postsecondary completion rate metric measures the percentage of first-time, full-time students who complete an educational certificate program within 150% of the time it takes a full-time student to complete the program.</p>

Goal 2: Seamless Articulation and Maximum Access

Metric	Brief Description	Technical Information
1. Postsecondary Continuation Rate	Percent of high school graduates who enroll in postsecondary education	This metric includes students who enroll in-state within 12 months of earning a high school diploma in a Florida College System (FCS) institution, a State University System (SUS) institution, an Independent Colleges and Universities of Florida (ICUF) institution, a Florida nonpublic postsecondary schools institution (Commission for Independent Education), or a District Postsecondary institution.
2. Associate Degree Articulation Rate	Percent of students earning an Associate of Arts (AA) degree who transfer into the next postsecondary level	This metric provides the percentage of students earning an AA degree who transfer into the next postsecondary level in a Florida College System (FCS) institution, a State University System (SUS) institution, or an Independent Colleges and Universities of Florida (ICUF) institution.
3. Access to High-Quality K-12 Educational Options	Percent of K-12 students enrolled in A and B schools	This metric represents the percentage of K-12 students enrolled in public schools that earned an "A" or "B" through the state's School Grades system. The components of the school grades formula can be found at: http://schoolgrades.fldoe.org/pdf/1516/SchoolGradesOverview16.pdf .

Goal 3: Skilled Workforce and Economic Development

Metric	Brief Description	Technical Information
1. Postsecondary Employment Rate	Percent of program completers from these sectors who are in employment: Florida College System, District Postsecondary, Vocational Rehabilitation, and Blind Services	This metric uses Florida Education and Training Placement Information Program (FETPIP) data to identify whether program completers were employed in the fall (October, November, and December) of the year following their completion. It includes individuals employed full- or part-time and who were not found continuing their education.
2. Initial Wages	Annual reporting of average initial wages earned by program completers from these sectors combined over time: Florida College System, District Postsecondary, Vocational Rehabilitation, and Blind Services	This metric uses FETPIP data to identify the wages of program completers employed in the fall (October, November, and December) of the year following their completion. It includes individuals employed full- or part-time and who were not found continuing their education.

Goal 4: Quality Efficient Services

Metric	Brief Description	Technical Information
<p>1. Return on Investment</p> <ul style="list-style-type: none"> a) K-12 Public Schools b) District Postsecondary (primarily technical centers) c) Florida College System d) Vocational Rehabilitation e) Blind Services 	<p>The calculation of an index to monitor expenditures in relation to outcomes achieved for Goals 1-3 by sector</p>	<p>This metric calculates an index that looks at maintaining efficiency while increasing results (Goals 1-3). The index includes the following, by the five sectors listed in the metric:</p> <ul style="list-style-type: none"> a) Total school grades points and annual expenditures <ul style="list-style-type: none"> $\frac{\text{(Percent of total school grade points earned)}}{\text{(Adjusted total program cost per weighted FTE)}}$ b) Completion, employment, entry wages, and annual expenditures <ul style="list-style-type: none"> $\frac{\text{(Completion rate points x .5) + (Employment rate points x .3) + (Entry wages points x .2)}}{\text{(Cost per weighted FTE)}} \times 1,000$ c) Completion, continuation, AA articulation, employment, wages, and annual expenditures <ul style="list-style-type: none"> $\frac{\text{(FCS Average points for Performance-Based Funding)}}{\text{(Average Expenditures per FTE)}}$ d) Wages, increases in wages, and annual expenditures <ul style="list-style-type: none"> $\frac{\text{Expenditures}}{\text{(Total post program wages)}} \text{ and } \frac{\text{Expenditures}}{\text{(Total increased wages)}}$ e) Wages, increases in wages, and annual expenditures (same formula as d)
<p>2. Agency Effectiveness</p>	<p>Measures related to efficiency and quality services of the Department</p>	<p>This metric monitors Department efficiency in two ways:</p> <ul style="list-style-type: none"> • The costs incurred as a Department to administer the education programs and funds appropriated for K-12 Public Schools, District Postsecondary, and the Florida College System • The size of the Department's workforce charged with administering education programs and funds