

# Strategic Plan 2012-2018

Approved October 2012



Florida's  
State Board of Education

# Strategic Plan

For the Public School System  
and The Florida College System

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## Introduction

### *A Roadmap for Education in Florida*

Education is a priority in Florida. Our state's students and families deserve an education system that creates a culture of high expectations for present and future generations. Our great state has spent more than a decade developing cutting-edge accountability systems and quality assessments, while collecting valuable education data that prove our students' incredible progress. In 2014-15, more than 45 states, including Florida, will move to national education standards and assessments that are built around the Common Core Standards. The Common Core will demand more from our students and they must be prepared to tackle the new material and tougher assessments that will measure how well they learn it.

Advancing high-quality education for the next generation of students is the primary responsibility of the Florida State Board of Education. This Strategic Plan offers a roadmap for Florida's education community that shows where we are, where we want to be, and how we will get there. The best interest of our children is at stake, and we must challenge them to reach higher and realize their full potential. Florida students must know that they can graduate from high school and be prepared to compete for jobs, join a global workforce, make their dreams a reality – and become the strong leaders that we know they can be.

Setting objectives that will ensure the best access and opportunities for our state's diverse student population, while increasing educator effectiveness, raising standards, and deepening the level of school curriculum, are at the forefront of Florida's ambitious education agenda. The State Board of Education is authorized in Section 1001.02(3)(a), Florida Statute, to "adopt a strategic plan that specifies goals and objectives for the state's public schools and Florida College System institutions." Florida's education system includes the Florida Public School System and The Florida College System. This Strategic Plan outlines a five-year vision to support students from prekindergarten through college so they may achieve success in their careers and life. How will we ensure this? Progress toward this vision will be measured through performance indicators included in this plan. The State Board of Education will review and approve the plan annually.

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



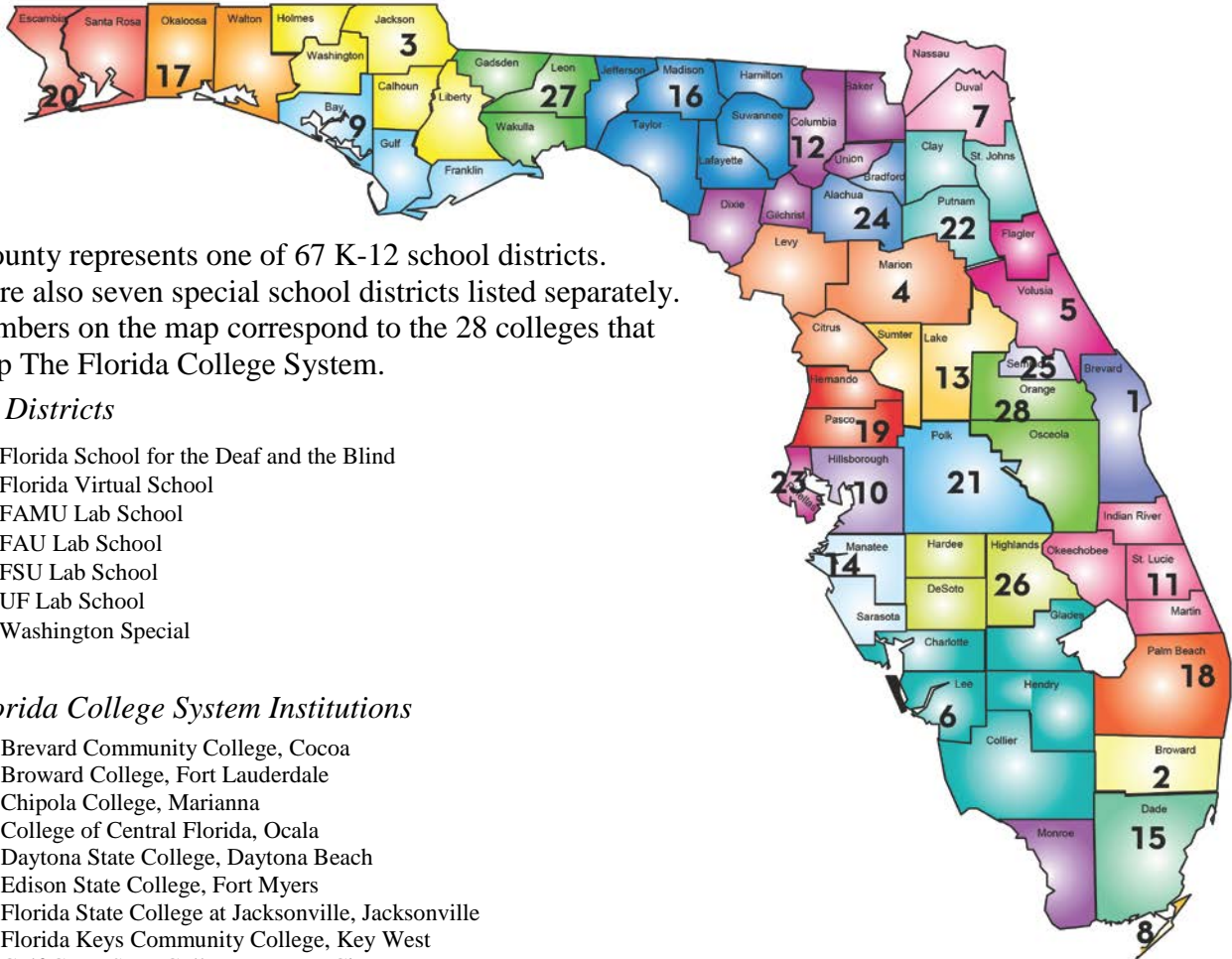
## At a Glance

### Who We Are

In Florida, education is everything. We are fortunate to have a student-centered education system that is focused on expanding opportunities for learners at every level. Florida's parents also have the freedom to choose the educational path that is right for their child – one that focuses on preparing students for a successful future. Our state's innovative education system serves more than 3.5 million students, 4,200 public schools, 28 colleges, 188,000 educators, 47,000 college professors and administrators, and 318,000 full-time staff throughout the state. A national leader in school choice options, Florida is home to more than 570 charter schools, 480 magnet schools and programs, and 240 career academies. Our state operates more than 200 public virtual schools offering full- and part-time education programs to Florida's children; and, in 2011-12, more than 160,000 students participated in virtual education. The Florida Department of Education enhances the economic independence of Floridians through educational programs and services geared toward college, workforce education, job-specific skills, and career development. Florida ranks first in the nation for teacher quality, first in the nation in advanced placement participation, and first in the southern region for graduation rate and degrees awarded by The Florida College System.



## Mapping Florida's Education System



Each county represents one of 67 K-12 school districts. There are also seven special school districts listed separately. The numbers on the map correspond to the 28 colleges that make up The Florida College System.

### Special Districts

- Florida School for the Deaf and the Blind
- Florida Virtual School
- FAMU Lab School
- FAU Lab School
- FSU Lab School
- UF Lab School
- Washington Special

### The Florida College System Institutions

1. Brevard Community College, Cocoa
2. Broward College, Fort Lauderdale
3. Chipola College, Marianna
4. College of Central Florida, Ocala
5. Daytona State College, Daytona Beach
6. Edison State College, Fort Myers
7. Florida State College at Jacksonville, Jacksonville
8. Florida Keys Community College, Key West
9. Gulf Coast State College, Panama City
10. Hillsborough Community College, Tampa
11. Indian River State College, Fort Pierce
12. Florida Gateway College, Lake City
13. Lake-Sumter State College, Leesburg
14. State College of Florida, Manatee-Sarasota, Bradenton
15. Miami Dade College, Miami
16. North Florida Community College, Madison
17. Northwest Florida State College, Niceville
18. Palm Beach State College, Lake Worth
19. Pasco-Hernando Community College, New Port Richey
20. Pensacola State College, Pensacola
21. Polk State College, Winter Haven
22. St. Johns River State College, Palatka
23. St. Petersburg College, St. Petersburg
24. Santa Fe College, Gainesville
25. Seminole State College of Florida, Sanford
26. South Florida State College, Avon Park
27. Tallahassee Community College, Tallahassee
28. Valencia College, Orlando



## Mission

Section 1008.31, Florida Statute, establishes the mission of Florida's education delivery system.

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*The mission of Florida's K-20 education system is to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.*

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## Vision

To achieve the mission established in statute for Florida's education delivery system, the State Board of Education presents the following vision statement.

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*Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.*

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## Strategic Goals

Section 1008.31, Florida Statute, establishes four goals for Florida's education system. Each of these goals will be measured through the accountability system and progress will be documented through the performance indicators included in this Strategic Plan.

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1. *Highest Student Achievement*
  2. *Seamless Articulation and Maximum Access*
  3. *Skilled Workforce and Economic Development*
  4. *Quality Efficient Services*
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The first three goals will be supported by the priorities approved by the State Board of Education that are aligned with VPK students, K-12 students in the public school system, teachers and leaders, school choice, and postsecondary students in The Florida College System. The fourth goal, Quality Efficient Services, will support each priority and create an environment of high expectations. The priorities of the Florida Department of Education are shown in the following matrix.



## Priorities Matrix

Statutory Goals (1008.31)			
	Goal 1: Highest Student Achievement	Goal 2: Seamless Articulation/ Maximum Access	Goal 3: Skilled Workforce/ Economic Development
Prekindergarten Students	<ul style="list-style-type: none"> <li>Improve kindergarten readiness</li> </ul>		
K-12 Students	<ul style="list-style-type: none"> <li>Increase the percentage of students performing at grade level</li> <li>Increase student participation and performance in accelerated course options</li> </ul>	<ul style="list-style-type: none"> <li>Increase high school graduation rates</li> <li>Improve college readiness</li> <li>Expand digital education</li> </ul>	<ul style="list-style-type: none"> <li>Expand STEM-related educational opportunities in high-demand areas</li> <li>Increase career and technical education opportunities</li> <li>Improve adult education programs in school districts</li> </ul>
Teachers & Leaders	<ul style="list-style-type: none"> <li>Increase the percentage of effective and highly-effective principals</li> <li>Increase the percentage of effective and highly-effective teachers</li> <li>Reduce the number of out-of-field teachers</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of effective and highly-effective teachers at high-minority, high-poverty and low-performing schools</li> <li>Reduce the number of out-of-field teachers at high-minority, high-poverty and low-performing schools</li> </ul>	
School Choice	<ul style="list-style-type: none"> <li>Increase the percentage of charter school students performing at grade level</li> <li>Improve charter school performance</li> <li>Ensure Supplemental Educational Service providers are high performing</li> </ul>	<ul style="list-style-type: none"> <li>Expand choice options for students</li> </ul>	
Postsecondary Students	<ul style="list-style-type: none"> <li>Increase college readiness and success</li> </ul>	<ul style="list-style-type: none"> <li>Expand and maintain student access</li> </ul>	<ul style="list-style-type: none"> <li>Prepare students for careers</li> </ul>
<b>Goal 4: Quality Efficient Services</b>			





## Strategies and Tactics

In order to organize the efforts to achieve the goals and priorities of the Strategic Plan, the Department will draft a supplemental "Strategies and Tactics Work Plan" document. The strategies and tactics will support and be aligned to the goals and priorities of this plan, while providing additional information regarding the specific activities and efforts involved.



## Performance Indicators

The following performance indicators will show the progress toward attaining each of the four goals of Florida's education system. Each performance indicator has been categorized under one of the four goals and aligned to the most applicable priority. This plan will include the current year's data for each performance indicator starting with 2011-12. Upon approval of the performance indicators and current year data, goals will be established and approved for each indicator. The goals and performance indicators are not static and will continue to evolve as the Strategic Plan is refined.

1. PreK-12 Students				
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
<b>Priority:</b> Improve kindergarten readiness	1.1 Percentage of VPK completers who score ready on both state Kindergarten readiness assessments	<i>* 2010-11 data</i> VPK completers: 76.89% Ready VPK non-completers: 61.70% Ready Non-VPK participants: 52.99% Ready	VPK completers: 91%	Kindergarten readiness assessments are ECHOS and FAIR.
<b>Priority:</b> Increase the percentage of students performing at grade level	1.2 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments	Reading: 57% Math: 58% Science: 50%	Reading: 83% Math: 82% Science: TBD	Grade level is currently defined as Level 3 and above on FCAT 2.0.  2017-18 goals correspond to targets in the federal ESEA waiver that call for cutting in half the percentage of students scoring below grade level within six years.  The goals will be reviewed in 2014-15 when the new statewide assessment system is implemented.



1. PreK-12 Students			
Performance Indicator	Current (2011-12 unless noted)	2017-18 Goal	Notes
1.3 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments by subgroup to reduce the achievement gap	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>American Indian 55%</li> <li>Asian 76%</li> <li>Black/African American 38%</li> <li>Hispanic 53%</li> <li>White 69%</li> <li>Economically Disadvantaged 46%</li> <li>English Language Learners 33%</li> <li>Students with Disabilities 29%</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>American Indian 58%</li> <li>Asian 82%</li> <li>Black/African American 40%</li> <li>Hispanic 55%</li> <li>White 68%</li> <li>Economically Disadvantaged 48%</li> <li>English Language Learners 41%</li> <li>Students with Disabilities 32%</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>American Indian 82%</li> <li>Asian 90%</li> <li>Black/African American 74%</li> <li>Hispanic 81%</li> <li>White 88%</li> <li>Economically Disadvantaged 78%</li> <li>English Language Learners 72%</li> <li>Students with Disabilities 71%</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>American Indian 81%</li> <li>Asian 92%</li> <li>Black/African American 74%</li> <li>Hispanic 80%</li> <li>White 86%</li> <li>Economically Disadvantaged 78%</li> <li>English Language Learners 74%</li> <li>Students with Disabilities 72%</li> </ul>	<p>The ultimate goal of the State Board of Education is that 100 percent of students will perform at or above grade level in reading and math.</p> <p>Grade level is currently defined as Level 3 and above on FCAT 2.0.</p> <p>2017-18 goals correspond to targets in the federal ESEA waiver that call for cutting in half the percentage of students scoring below grade level within six years.</p> <p>The goals will be reviewed in 2014-15 when the new statewide assessment system is implemented.</p> <p><i>Continuing on this trajectory, all students will be proficient in reading and math by the 2022-23 school year.</i></p>



1. PreK-12 Students				
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
	1.4 Percentage of students scoring Level 4 and above on statewide assessments in reading and mathematics	<i>* 2010-11 data</i> Reading: 31% Math: 36%	Reading: 56% Math: 61%	The goals will be reviewed in 2014-15 when the new statewide assessment system is implemented.
<b>Priority:</b> Increase student participation and performance in accelerated course options	1.5 Number and percentage of ninth-grade students who passed a statewide high school credit bearing end-of-course exam prior to ninth grade	19% 43,374 of 228,617	TBD	Goal to be determined when more than one year of data is available
	1.6 Percentage of students completing at least one accelerated mechanism (AP, IB, DE, AICE or Industry Certification)	<i>* 2010-11 data</i> AP: 34% IB: 2% DE: 14% AICE: 1% Industry Certification: 12% Any Mechanism: 45%	Any Mechanism: 66%	



1. PreK-12 Students				
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
	1.7 Percentage of students who completed at least one accelerated course (AP, IB, DE, AICE or Industry Certification) and were eligible for the associated postsecondary credit	<p><b>* 2010-11 data</b></p> <p>AP: 52%</p> <p>IB: 94%</p> <p>DE: 97%</p> <p>AICE: 79%</p> <p>Industry Certification: 67%</p> <p>Any Mechanism: 70%</p>	Any Mechanism 91%	To be eligible for postsecondary credit, students must earn a grade of 3 or above on AP/AICE exam, grade of C or better in DE course, or passed an industry certification exam.
<b>Priority:</b> Increase high school graduation rates	1.8 Graduation Rates	<p>Standard Diploma: 70.6%</p> <p>Standard, Special and 5 year Diplomas: 73.4%</p>	<p>Standard Diploma: 92%</p> <p>Standard, Special and 5 year Diplomas: 94%</p>	New federal graduation rate
<b>Priority:</b> Improve college readiness	1.9 Percentage of high school graduates meeting approved postsecondary readiness standard	<p><b>* 2009-10 data</b></p> <p>Math: 53%</p> <p>Reading: 62%</p> <p>Writing: 63%</p> <p>In all 3 subjects: 47%</p>	In all 3 subjects: 87%	Postsecondary readiness standard means achieving a college ready score on an approved assessment. This number may be low due to some students not having a score reported.
<b>Priority:</b> Expand digital education	1.10 Student to computer ratio	2.87:1	1:1	This includes desktop and mobile computers combined across all grade levels (K-12)



**1. PreK-12 Students**

Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
	1.11 Percentage of schools meeting the minimum network bandwidth standards	Data collection will begin in 2012-13		
<b>Priority:</b> Expand STEM-related educational opportunities	1.12 Percentage of career and technical education (CTE) students enrolled in STEM programs	<i>* 2010-11 data</i> 29% 97,620 of 342,632	33%	
<b>Priority:</b> Increase career and technical educational opportunities	1.13 Percentage of high school students earning an industry certification	<i>* 2010-11 data</i> 3.7% 29,084 of 784,922 students	10%	Data will be disaggregated by weight beginning in 2011-12.
<b>Priority:</b> Improve adult education programs	1.14 Percentage of adult general education students who demonstrate learning gains	<i>* 2010-11 data</i> Adult Basic Education Students: 25.1% 29,037 students  ESOL Students: 30.7% 48,084 students	Adult Basic Education Students: 29%  ESOL Students: 35%	Learning gains are assessed based on pre- and post-test assessments of reading, mathematics, and language.



1. PreK-12 Students				
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
	1.15 Percentage of adult general education students who earn a high school diploma or its equivalent (GED)	<b>* 2010-11 data</b> 40.6% 35,874 students	44%	Based on students enrolled in diploma programs, specifically adult high school which results in a standard high school diploma and GED preparation which results in an equivalency diploma (GED Tests).
	1.16 Percentage of adult high school diploma earners who enroll in a postsecondary program	<b>* 2010-11 data</b> 40.2% 733 of 1,825	54%	
	1.17 Percentage of state of Florida high school equivalency diploma (GED) earners who enroll in a postsecondary program	<b>* 2010-11 data</b> 29.1% 6,050 of 20,819	43%	



2. Teachers and Leaders					
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes	
<b>Priority:</b> Increase the percentage of effective and highly-effective principals	2.1	Number and percentage of effective and highly-effective principals at all elementary and secondary schools	TBD	TBD	Goal to be determined when more than one year of data is available
	2.2	Number and percentage of effective and highly-effective principals at high- minority schools	TBD	TBD	Goal to be determined when more than one year of data is available
	2.3	Number and percentage of effective and highly-effective principals at high- poverty schools	TBD	TBD	Goal to be determined when more than one year of data is available
	2.4	The change in the percentage of classes taught by effective and highly-effective principals in D and F schools after three years	TBD	TBD	Goal to be determined when more than one year of data is available





2. Teachers and Leaders					
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes	
<b>Priority:</b> Increase the percentage of effective and highly effective teachers	2.5	Number and percentage of effective and highly-effective teachers at all elementary and secondary schools	TBD	TBD	Goal to be determined when more than one year of data is available
	2.6	Number and percentage of effective and highly-effective teachers at high- minority schools	TBD	TBD	Goal to be determined when more than one year of data is available
	2.7	Number and percentage of effective and highly-effective teachers at high- poverty schools	TBD	TBD	Goal to be determined when more than one year of data is available
	2.8	The change in the percentage of classes taught by effective and highly-effective teachers in D and F schools after three years	TBD	TBD	Goal to be determined when more than one year of data is available
	2.9	Number and percentage of STEM courses taught by effective and highly-effective teachers	TBD	TBD	Goal to be determined when more than one year of data is available



2. Teachers and Leaders				
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
<b>Priority:</b> Reduce the number of out-of-field teachers	2.10 Number and percentage of classes taught by in-field teachers at all elementary and secondary schools	94% 1,021,595	95%	
	2.11 Number and percentage of classes taught by in-field teachers at high-minority schools	94% 255,796	96%	
	2.12 Number and percentage of classes taught by in-field teachers at high-poverty schools	94% 226,885	96%	
	2.13 The change in the percentage of classes taught by in-field teachers in D and F schools after three years	TBD	TBD	
	2.14 Number and percentage of STEM classes taught by in-field teachers	96% 378,558	97%	



3. School Choice				
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
<b>Priority:</b> Increase the percentage of charter school students performing at grade level	3.1 Percentage of students attending a charter school and scoring at or above grade level on statewide assessments in English Language Arts, science and mathematics	Reading: 62% Math: 62% Science: 52%	Reading: 83% Math: 82% Science: TBD	The goals match the targets set in the federal ESEA waiver. The goals will be reviewed in 2014-15 when the new statewide assessment system is implemented.
	3.2 Percentage of students attending a charter school scoring Level 4 or above on statewide assessments in English Language Arts and mathematics	Reading: 34% Math: 29%	Reading: 56% Math: 61%	
<b>Priority:</b> Ensure SES providers are high performing	3.3 Number and percentage of high-performing SES providers	49% 223 out of 459 Excellent	70%	
<b>Priority:</b> Expand choice options for students	3.4 Number of charter schools	518 schools	829 schools	8.5% increase per year for a total of 60% increase in the next six years



3. School Choice			
Performance Indicator	Current (2011-12 unless noted)	2017-18 Goal	Notes
3.5 Close the gap between the percentage of free-and-reduced lunch students served by charters and traditional public schools	45%	55%	
3.6 Number of students enrolled in charter schools	179,940 students	359,880 students	12.5% increase per year for a total of 100% increase in the next six years
3.7 Number of students participating in the McKay Scholarship program	24,194 students	31,441 students	5.38% increase per year for a total of 30% increase in the next six years
3.8 Number of students participating in the Florida Tax Credit Scholarship program	40,248 students	100,620 students	14.87% increase per year for a total of 150% increase in the next six years
3.9 Percentage of students attending a full-time virtual program and scoring at or above grade level on statewide assessments in English Language Arts, science, and mathematics	Reading: 71% Math: 55% Science: 58%	Reading: 83% Math: 82% Science: TBD	The goals match the targets set in the federal ESEA waiver. The goals will be reviewed in 2014-15 when the new statewide assessment system is implemented.



3. School Choice				
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
	3.10 Percentage of students enrolled in virtual education courses	<i>* 2010-11 data</i> Part-time programs 3.84% Full-time programs 0.24%	Part-time programs 5.0% Full-time programs 1.0%	



4. Postsecondary Students				
Performance Indicator	Current (2011-12 unless noted)	2017-18 Goal	Notes	
<b>Priority:</b> Increase college readiness and success	4.1 Percentage of developmental education completers who complete college-level course in same subject with a "C" grade or above within 2 years	<i>* 2007-08 data</i> <u>Mathematics</u> 31.8% <u>English</u> 62.4% <u>Mathematics &amp; English</u> 23.7%	<u>Mathematics</u> 33.3% <u>English</u> 63.9% <u>Mathematics &amp; English</u> 24.8%	FCS plan benchmark 3.1 S. 1001.03(16)(a)
	4.2 Number of institutional and program rankings	Institutional rankings: 128 Program rankings: 56	Institutional rankings: 157 Program rankings: 84	FCS plan benchmark 3.2 S. 1001.03(16)(a)
	4.3 Number of faculty receiving awards	743 faculty	812 faculty	FCS plan benchmark 3.3 S. 1001.03(16)(a)
	4.4 Percentage of students receiving federal, state, local, institutional, or other sources of grant aid	<i>* 2010-11 data</i> 52.7%	55.7%	FCS plan benchmark 3.4
	4.5 Percentage of students receiving federal student loans and average amount of federal student loan aid received by undergraduate students	<i>* 2010-11 data</i> <u>Students Receiving Loans</u> 19.4% <u>Average Amount of Loan Received</u> \$5,418	<u>Students Receiving Loans</u> 17.4% <u>Average Amount of Loan Received</u> \$5,924	FCS plan benchmark 3.5 S. 1001.03(16)(a)
	4.6 Cohort default rate for FCS	<i>* 2008-09 data</i> 12.9%	10.7%	FCS plan benchmark 3.6 S. 1001.03(16)(a)



4. Postsecondary Students			
Performance Indicator	Current (2011-12 unless noted)	2017-18 Goal	Notes
4.7 Retention rates	<i>* Fall 2007-Spring 2011</i> AA Retention Rate: 66.7% AAS/AS Retention Rate: 58.8%	AA Retention Rate: 70.8% AAS/AS Retention Rate: 63.2%	FCS plan benchmark 3.7 S. 1001.03(16)(a)
4.8 Number of degrees and certificates awarded	<i>* 2010-11 data</i> 93,285	124,596	FCS plan benchmark 3.8
4.9 Graduation rate for first-time college students (150% time)	<i>* 2010-11 data</i> 35.0% of Cohort Graduate in 150% time	36.9% of Cohort Graduate in 150% time	FCS plan benchmark 3.9 S. 1001.03(16)(a)
4.10 Average time and credit to associate degree	<i>* 2009-10 data</i> <u>Time to Degree</u> Accelerated students: 2.8 years Non-Accelerated Students: 4.4 years  <u>Credit to Degree</u> Accelerated students: 73 credits Non-Accelerated Students: 78 credits	<u>Time to Degree</u> Accelerated students: 2.6 years Non-Accelerated Students: 4.2 years  <u>Credit to Degree</u> Accelerated students: 68 credits Non-Accelerated Students: 73 credits	FCS plan benchmark 3.10 S. 1001.03(16)(a)



4. Postsecondary Students				
Performance Indicator	Current (2011-12 unless noted)	2017-18 Goal	Notes	
4.11 Transfer rates of associate degree graduates who transfer within two years to the upper division at a Florida College System institution or state university	<p><i>* 2008-09 Completers</i></p> <p><u>Transfers enrolled in SUS</u> 50.7%</p> <p><u>Transfers in FCS upper division</u> 7.6%</p>	<p><u>Transfers enrolled in SUS</u> 53.7%</p> <p><u>Transfers in FCS upper division</u> 15.4%</p>	FCS plan benchmark 3.11 S. 1001.03(16)(a)	
4.12 Percentage of students taking and passing licensure exams	<p><i>* 2010-11 data</i></p> <p><u>NCLEX-RN (Registered Nurse)</u> 89.7% (4,214)</p> <p><u>NCLEX-PN (Practical Nurse)</u> 88.6% (569)</p>	<p><u>NCLEX-RN (Registered Nurse)</u> 90.7%</p> <p><u>NCLEX-PN (Practical Nurse)</u> 90.1%</p>	FCS plan benchmark 3.12 S. 1001.03(16)(a)	
<b>Priority:</b> Maintain affordability and access	4.13 Number of high school students participating in dual enrollment	<p><i>* 2010-11 data</i></p> <p>46,083 students</p>	58,782 students	FCS plan benchmark 1.1
	4.14 Number of students enrolled in college credit courses in the FCS disaggregated by age range	<p>Statewide Overall: 478,130</p> <p>Under 18-21 225,951</p> <p>22-29 135,187</p> <p>30-39 64,014</p> <p>40-64 51,777</p> <p>Other 1,201</p>	<p>Statewide Overall: 505,532</p> <p>Under 18-21, 240,573</p> <p>22-29, 136,399</p> <p>30-39, 71,346</p> <p>40-64, 56,007</p> <p>Other, 1,207</p>	FCS plan benchmark 1.2
	4.15 Percentage of students who enroll in the FCS in the year following high school graduation	<p><i>* 2010-11 data</i></p> <p>35.5%</p>	37.6%	FCS plan benchmark 1.3.1





4. Postsecondary Students				
Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
4.16	Of students who enroll in the year following high school graduation, percentage of minority students	54.1%	59.5%	FCS plan benchmark 1.3.2
4.17	Of students who enroll in the year following high school graduation, percentage of low-income students	64.2%	65.8%	FCS plan benchmark 1.3.3
4.18	Percentage of degree-seeking students classified as non-Florida residents for tuition purposes	<i>* 2010-11 data</i> 3.7%	4.9%	FCS plan benchmark 1.4
4.19	Average net price of attending a FCS institution	<i>* 2009-10 data</i> \$6,511	\$6,511	FCS plan benchmark 1.5 Tuition remains level. State funds cover inflation and cost increases.
4.20	Number of students enrolled in community education programs	<i>* 2010-11 data</i> Continuing Workforce Education: 151,948 Recreation and Leisure: 57,761	Continuing Workforce Education: 182,992 Recreation and Leisure: 63,466	FCS plan benchmark 1.6



4. Postsecondary Students				
Performance Indicator	Current (2011-12 unless noted)	2017-18 Goal	Notes	
<b>Priority:</b> <b>Prepare for careers</b>	4.21 Percentage of graduates found employed in Florida within one year of college completion disaggregated by certificate/degree type	<p><i>* 2009-10 data</i></p> <p>Statewide Overall: 65.0%</p> <p>Career Certificate: 76.7%</p> <p>College Credit Certificate: 72.7%</p> <p>AAS: 83.3%</p> <p>AS: 86.3%</p> <p>AA: 53.0%</p> <p>Bachelors: 88.2%</p>	<p>Statewide Overall: 72.9%</p> <p>Career Certificate: 84.5%</p> <p>College Credit Certificate: 82.0%</p> <p>AAS: 87.2%</p> <p>AS: 91.2%</p> <p>AA: 58.2%</p> <p>Bachelors: 91.7%</p>	FCS plan benchmark 4.1 S. 1001.03(16)(a)
	4.22 Average wages of college graduates found employed in Florida within one year of college completion disaggregated by certificate/degree type	<p><i>* 2009-10 data</i></p> <p>Statewide Overall: \$40,731</p> <p>Career Certificate: \$37,984</p> <p>College Credit Certificate: \$37,184</p> <p>AAS: \$41,732</p> <p>AS: \$46,604</p> <p>AA: \$31,948</p> <p>Bachelors: \$48,936</p>	<p>Statewide Overall: \$43,238</p> <p>Career Certificate: \$40,319</p> <p>College Credit Certificate: \$39,471</p> <p>AAS: \$44,300</p> <p>AS: \$49,471</p> <p>AA: \$33,913</p> <p>Bachelors: \$51,946</p>	FCS plan benchmark 4.2
	4.23 Percentage of school district postsecondary certificate program completers found employed in Florida within one year of completion	<p><i>* 2010-11 data</i></p> <p>59.7%</p>	70.0%	
	4.24 Percentage of school district postsecondary certificate program enrollees who earn an industry certification	<p><i>* 2010-11 data</i></p> <p>11.0%</p>	18.0%	



## 5. Quality Efficient Services

The fourth goal of Florida's education system is quality efficient services. The three main goals and corresponding priorities of this plan are supported through efforts to achieve quality efficient services. Section 1008.31, Florida Statutes, specifies that these efforts will be measured by evidence of return on investment. While a return on investment indicator for public school districts has historically been available, the methodology of this calculation is being revised to accommodate the transition to district grade points. When the revised return on investment indicator is finalized and approved by the State Board of Education, it will be added to this plan. In addition, plans are being developed to measure return on investment for all other education sectors.



## Appendix A: Supplemental Department Performance Indicators

Performance Indicator		Current (2011-12 unless noted)	2017-18 Goal	Notes
<b>Other Department of Education Functions</b>				
<b>Priority:</b> Increase employment outcomes for Vocational Rehabilitation and Blind Services customers	A. 1. Number of blind service customers placed in competitive employment (at or above minimum wage)	708 Individuals	766 Individuals	
	A. 2. Number of blind vending food service facilities supporting employed blind vendors	147 facilities	155 facilities	
	A. 3. Number of individuals exiting the Vocational Rehabilitation program who achieved an employment	6,071 employed customers	6,800	
	A. 4. Of the individuals who achieved employment from the vocational rehabilitation program, the percentage who exit with earnings equivalent to at least minimum wage	90.4%	91%	