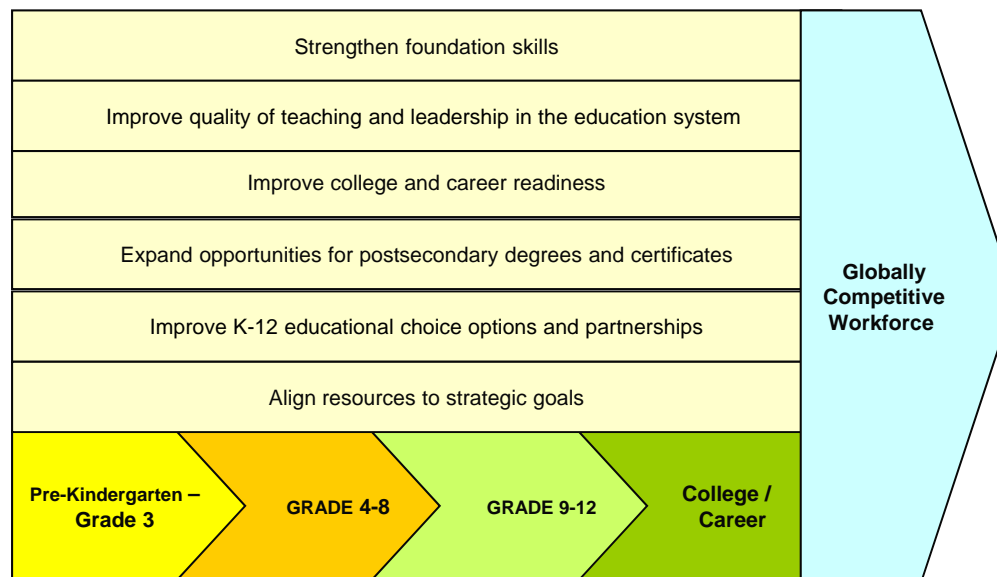
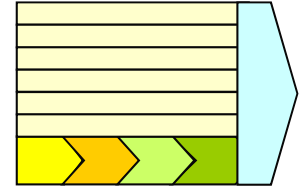


Florida's Next Generation PreK-20 Education Strategic Plan

March 2012 Update



Mission *(our purpose, function, value)*



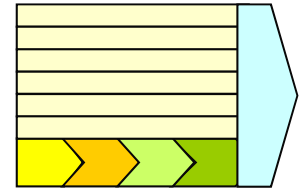
The mission of the State Board of Education (*S.1008.31, F.S.*) is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

Next Generation PreK-20 Strategic Vision *(what success looks like)*

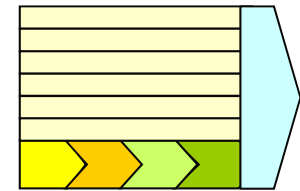
To change the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable students for success in the 21st century.

Next Generation PreK-20 Strategic Areas of Focus *(our goals)*



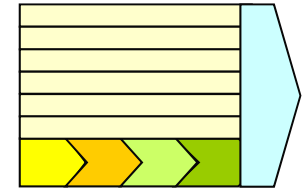
1. Strengthen foundation skills
2. Improve quality of teaching and leadership in the education system
3. Improve college and career readiness
4. Expand opportunities for postsecondary degrees and certificates
5. Improve K-12 educational choice options and partnerships
6. Align resources to strategic goals

Next Generation PreK-20 Benchmarks



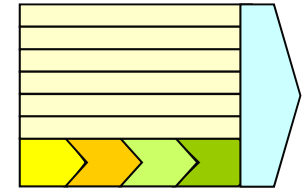
Focus Area 1: Strengthen Foundation Skills Objectives: ➤ To increase rigor of standards to improve student achievement in VPK-12 ➤ Utilize assessment to direct instruction and effect student outcome ➤ Develop strategies to assist schools in need of improvement	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
1.1 The percentage of students scoring at or above grade level on FCAT Reading and Math, by elementary, middle, and high school	<u>Reading</u> 70% Elementary 61% Middle 42% High <u>Math</u> 70% Elementary 60% Middle 67% High	<u>Reading</u> 72% Elementary 62% Middle 42% High <u>Math</u> 72% Elementary 61% Middle 69% High	<u>Reading</u> 71% Elementary 64% Middle 44% High <u>Math</u> 72% Elementary 62% Middle 70% High	<u>Reading</u> 71% Elementary 64% Middle 44% High <u>Math</u> 72% Elementary 63% Middle 71% High (Grade 10 Only)	<u>Reading</u> Elementary ↑ Middle ↑ High ↑ <u>Math</u> Elementary ↑ Middle ↑ High ↑	
NEW 1.1 The percentage of students scoring at or above grade level on FCAT <u>2.0</u> Reading and Math by elementary, middle, and high school <u>or on statewide End-of-Course exams</u>						<u>FCAT</u> •Reading 62% •Math 67% <u>EOC</u> – Available in July

Next Generation PreK-20 Benchmarks



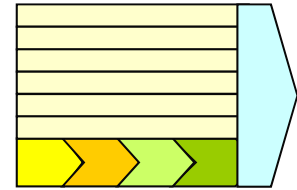
Focus Area 1 (continued): Strengthen Foundation Skills	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
Objectives: <ul style="list-style-type: none"> ➤ To increase rigor of standards to improve student achievement in VPK–12 ➤ Utilize assessment to direct instruction and effect student outcome ➤ Develop strategies to assist schools in need of improvement 						
1.2 Graduation Rates <ul style="list-style-type: none"> • Excluding GED • Including GED 	73.1% Exclude 75.4% Include	76.3% Exclude 78.6% Include	79.0% Exclude 80.7% Include	80.1% Exclude 81.2% Include	Exclude ↑ Include ↑	
NEW 1.2 Graduation Rates <ul style="list-style-type: none"> • Excluding GED • Including GED • <u>Standard Diploma</u> • <u>Special Diploma and 5 year</u> 						Standard Diploma: 70.6% Special Diploma and 5 year: 73.4%

Next Generation PreK-20 Benchmarks



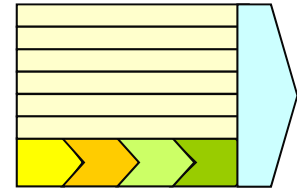
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	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
1.3 Number of Correct II and Intervene schools showing significant progress each year	273 Correct II 12 Intervene	662 Correct II* 15 Intervene*	961 Correct II 22 Intervene	1,071 Correct II 27 Intervene	Correct II ↑ Intervene ↑	
NEW 1.3 Number of Correct II and Intervene D and F schools showing significant progress each year <u>increasing at least one letter grade</u>						D: 111 schools F: 38 schools Total: 149 schools

Next Generation PreK-20 Benchmarks



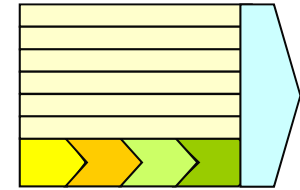
Focus Area 1 (continued): Strengthen Foundation Skills Objectives: ➤ To increase rigor of standards to improve student achievement in VPK-12 ➤ Utilize assessment to direct instruction and effect student outcome ➤ Develop strategies to assist schools in need of improvement	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
1.4 Percentage of K-3 students in special education due to reading deficits	11.7%	11.6%	11.2%	10.6%	Decrease ↓	
No change to measure						

Next Generation PreK-20 Benchmarks



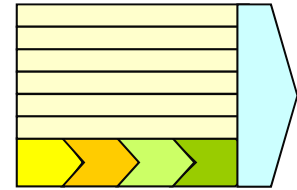
Focus Area 1 (continued): Strengthen Foundation Skills	Performance Measures					
Objectives: <ul style="list-style-type: none"> ➤ To increase rigor of standards to improve student achievement in VPK-12 ➤ Utilize assessment to direct instruction and effect student outcome ➤ Develop strategies to assist schools in need of improvement 	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
1.5. Track cohorts of students who score “ready” on Kindergarten readiness assessment in Kindergarten and measure their performance on the third grade FCAT			DIBELS – Initial Sounds: 86% DIBELS – Letter Naming: 84% ECHOS - 82%	DIBELS – Initial Sounds: 86% DIBELS – Letter Naming: 85% ECHOS - 82%	DIBELS – Initial Sounds - no change Letter Naming ↑ ECHOS – no change	
Suggest to remove 1.5. Track cohorts of students who score “ready” on Kindergarten readiness assessment in Kindergarten and measure their performance on the third grade FCAT						

Next Generation PreK-20 Benchmarks



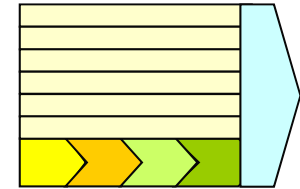
Focus Area 1 (continued): Strengthen Foundation Skills Objectives: ➤ To increase rigor of standards to improve student achievement in VPK-12 ➤ Utilize assessment to direct instruction and effect student outcome ➤ Develop strategies to assist schools in need of improvement	Performance Measures					
	Baseline 2007- 2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
1.6 Track cohorts of students who score “not ready” on Kindergarten readiness assessment in Kindergarten and measure their performance on the third grade FCAT			DIBELS – Initial Sounds: 67% DIBELS – Letter Naming: 63% ECHOS - 57%	DIBELS – Initial Sounds: 66% DIBELS – Letter Naming: 60% ECHOS - 54%	DIBELS – Initial Sounds ↓ Letter Naming ↓ ECHOS – Decrease ↓	
New 1.5 Track cohorts of students who score “not ready” on Kindergarten readiness assessment in Kindergarten and measure their performance on the third grade FCAT						<u>Ready on ECHOS</u> <ul style="list-style-type: none"> • VPK Completers 94.56% 114,305 students • VPK Non-completers 89.50% 28,197 students • Non-VPK participants 84.38% 44,233 students <u>Ready on FAIR</u> <ul style="list-style-type: none"> • VPK Completers 78.65% or 95,143 students • VPK Non-completers 62.83% 20,222 students • Non-VPK participants 58.22% 35,584 students <u>Ready on both FAIR and ECHOS</u> <ul style="list-style-type: none"> • VPK Completers 76.89% 90,493 students • VPK Non-completers 61.70% 18,970 students • Non-VPK participants 52.99% 27,261 students

Next Generation PreK-20 Benchmarks



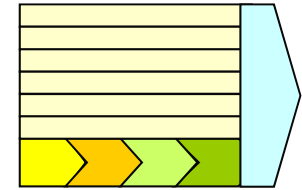
Focus Area 1 (continued): Strengthen Foundation Skills Objectives: ➤ To increase rigor of standards to improve student achievement in VPK-12 ➤ Utilize assessment to direct instruction and effect student outcome ➤ Develop strategies to assist schools in need of improvement	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
New 1.6 Number and percentage of adult general education students who demonstrate learning gains <ul style="list-style-type: none"> • Adult Basic Education students • ESOL students 						Adult Basic Education Students: 25.1% 29,037 ESOL Students: 30.7% 48,084
New 1.7 Number and percentage of adult general education students who earn a high school diploma or its equivalent						40.62% 35,874 students

Next Generation PreK-20 Benchmarks



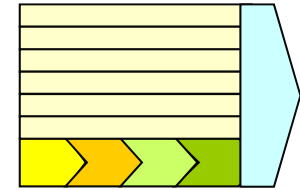
Focus Area 2: Improve Quality of Teaching and Leadership in the Education System	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ Establish the state's expectations for quality instructional practice ➤ Improve the quality of preparation programs, professional development, and certification exams ➤ Align requirements for district performance appraisal to the state's expectations ➤ Provide statewide recognition and award programs that reward outstanding performance based on the state's expectations (includes student achievement) 						
<p>2.1 Number and percent of teachers receiving state performance pay</p> <p><i>* Decrease is due to changes in the Merit Award Program (MAP)</i></p>	<p>16.2% 37,948 Excluding School Recognition</p> <p>46.3% 108,893 Including School Recognition</p> <p>234,951 Total Teachers</p>	<p>12.3% 28,555 * Excluding School Recognition</p> <p>60.2% 139,390 Including School Recognition</p> <p>231,589 Total Teachers</p>	<p>11.5% 25,742 * Excluding School Recognition</p> <p>61.5% 138,217 Including School Recognition</p> <p>224,693 Total Teachers</p>	<p>Data not available until February</p>	<p>Excluding School Recognition - TBD</p> <p>Including School Recognition - TBD</p>	
<p>New 2.1 Number and percent of effective and highly-effective teachers</p> <ul style="list-style-type: none"> All Schools <ul style="list-style-type: none"> • Elementary • Secondary High Minority <ul style="list-style-type: none"> • Elementary • Secondary High Poverty <ul style="list-style-type: none"> • Elementary • Secondary D and F Schools <ul style="list-style-type: none"> • Elementary • Secondary 						

Next Generation PreK-20 Benchmarks



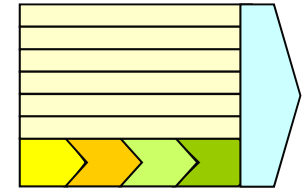
Focus Area 2 (continued): Improve Quality of Teaching and Leadership in the Education System Objectives: > Establish the state's expectations for quality instructional practice > Improve the quality of preparation programs, professional development, and certification exams > Align requirements for district performance appraisal to the state's expectations > Provide statewide recognition and award programs that reward outstanding performance based on the state's expectations (includes student achievement)	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
2.2 Number and percentage of classes taught by out-of-field teachers in <ul style="list-style-type: none"> • All Schools • Differentiated Accountability (DA) schools • For critical teacher shortage areas: <ul style="list-style-type: none"> • Percentage of teachers teaching out-of-field • Number of completers from approved teacher preparation programs (SUS, CC, Educator Preparation Institute) 	<u>All Schools:</u> 8.3% 79,985 of 964,718 Total Classes <u>DA:</u> <ul style="list-style-type: none"> • Correct 1: 8.3% • Correct 2: 11.8% • Prevent 1: 6.3% • Prevent 2: 15.1% • Intervene: 10.1% <u>Critical Teacher Shortage Areas:</u> <ul style="list-style-type: none"> • Out-of-field: 8.9% • Completers (CC,SUS,EPI, Priv.): 1,961 	<u>All Schools:</u> 7.7% 83,300 of 1,078,618 Total Classes <u>DA:</u> <ul style="list-style-type: none"> • Correct 1: 7.4% • Correct 2: 11.3% • Prevent 1: 6.2% • Prevent 2: 9.9% • Intervene: 16.7% <u>Critical Teacher Shortage Areas:</u> <ul style="list-style-type: none"> • Out-of-field: 7.5% • Completers (CC,SUS,EPI, Priv.): 2,312 	<u>All Schools:</u> 4.8% 54,598 of 1,076,157 Total Classes <u>DA:</u> <ul style="list-style-type: none"> • Correct 1: 4.2% • Correct 2: 6.3% • Prevent 1: 3.2% • Prevent 2: 6.7% • Intervene: 9.5% <u>Critical Teacher Shortage Areas:</u> <ul style="list-style-type: none"> • Out-of-field: TBD • Completers (CC,SUS,EPI, Priv.): TBD 	<u>All Schools:</u> 4.6% Total Classes TBD <u>DA:</u> <ul style="list-style-type: none"> • Correct 1: TBD • Correct 2: TBD • Prevent 1: TBD • Prevent 2: TBD • Intervene: TBD <u>Critical Teacher Shortage Areas:</u> <ul style="list-style-type: none"> • Out-of-field: TBD • Completers (CC,SUS,EPI, Priv.): TBD 	<u>All Schools:</u> Total Classes - TBD <u>DA:</u> <ul style="list-style-type: none"> • Correct 1 - TBD • Correct 2 - TBD • Prevent 1 - TBD • Prevent 2 - TBD • Intervene - TBD <u>Critical Teacher Shortage Areas:</u> <ul style="list-style-type: none"> • Out-of-field: TBD • Completers (CC,SUS,EPI, Priv.): TBD 	(Next slide)

Next Generation PreK-20 Benchmarks



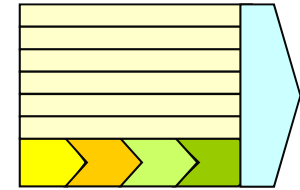
Focus Area 2 (continued): Improve Quality of Teaching and Leadership in the Education System Objectives: <ul style="list-style-type: none"> ➤ Establish the state's expectations for quality instructional practice ➤ Improve the quality of preparation programs, professional development, and certification exams ➤ Align requirements for district performance appraisal to the state's expectations ➤ Provide statewide recognition and award programs that reward outstanding performance based on the state's expectations (includes student achievement) 	Performance Measures				
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11
<p>New 2.2 Number and percentage of classes taught by out-of-field teachers in</p> <ul style="list-style-type: none"> ← All Schools ← Differentiated Accountability (DA) schools ← For critical teacher shortage areas: <ul style="list-style-type: none"> ← Percentage of teachers teaching out of field ← Number of completers from approved teacher preparation programs (SUS, EC, Educator Preparation Institute) <p>All Schools</p> <ul style="list-style-type: none"> • Elementary • Secondary <p>High Minority</p> <ul style="list-style-type: none"> • Elementary • Secondary <p>High Poverty</p> <ul style="list-style-type: none"> • Elementary • Secondary <p>D and F Schools</p> <ul style="list-style-type: none"> • Elementary • Secondary 					<p>All Schools</p> <ul style="list-style-type: none"> • Elementary 3.5% • Secondary 6.4% <p>High Minority</p> <ul style="list-style-type: none"> • Elementary 3.0% • Secondary 8.1% <p>High Poverty</p> <ul style="list-style-type: none"> • Elementary 4.0% • Secondary 8.1% <p>D and F Schools</p> <ul style="list-style-type: none"> • Elementary 5.3% • Secondary 12.8%

Next Generation PreK-20 Benchmarks



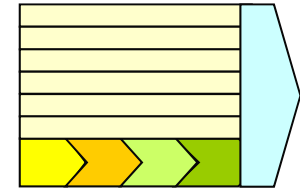
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	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
2.3 Number and percentage of new teachers who were math and science majors at a Florida Public College or University	Math 9.2% Science 41.8%	Math 15.7% Science 39.6%	Math 6.1% Science 38.8%	Math 6.5% Science 32.9%	Math - ↓ Science - ↓	
No change to measure						

Next Generation PreK-20 Benchmarks



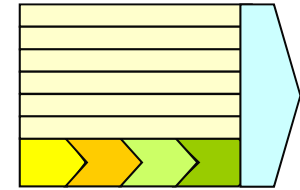
Focus Area 3: Improve College and Career Readiness	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ Increase number and percentage of students scoring “college ready” in math and language arts on approved postsecondary readiness assessment ➤ Increase number and percentage of high school students graduating with industry certification or Ready to Work Credential ➤ Increase student participation and performance in accelerated options of AP, IB, DE, and AICE ➤ Define College and Career Readiness 						
<p>3.1 The percentage of students scoring Level 4 and 5 on FCAT Reading and Math, in elementary, middle, and high school</p>	<p><u>Reading</u> 36% Elementary 27% Middle 20% High</p> <p><u>Math</u> 38% Elementary 28% Middle 36% High</p>	<p><u>Reading</u> 39% Elementary 28% Middle 19% High</p> <p><u>Math</u> 40% Elementary 28% Middle 38% High</p>	<p><u>Reading</u> 38% Elementary 30% Middle 21% High</p> <p><u>Math</u> 40% Elementary 29% Middle 39% High</p>	<p><u>Reading</u> 38% Elementary 30% Middle 21% High</p> <p><u>Math</u> 40% Elementary 29% Middle 43% High (Grade 10 Only)</p>	<p><u>Reading</u> Elementary ↑ Middle ↑ High ↑</p> <p><u>Math</u> Elementary ↑ Middle ↑ High ↑</p>	
<p>New 3.1 <u>The number and percent of students moving from a lower level to Level 4 or to Level 5 on FCAT 2.0 in Reading and Math or statewide end-of-course exams</u></p>						<p><u>FCAT</u> Math: 10% 57,344 students moving to Level 4 or 5</p> <p>Reading: 10% 84,759 students moving to Level 4 or 5</p> <p><u>EOC</u> – Available in July</p>

Next Generation PreK-20 Benchmarks



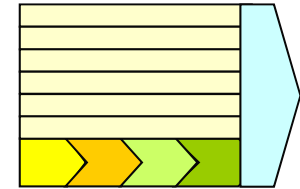
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3.2 Number and percentage of ninth-grade students who enrolled in Algebra I prior to ninth grade	31.7% 64,693 of 204,139 Total 9 th Grade Students	34.7% 66,332 of 191,341 Total 9 th Grade Students	35.2% 69,886 of 198,811 Total 9 th Grade Students	Data available in February	TBD	
New 3.2 Number and percentage of ninth-grade students who enrolled in Algebra I passed a statewide high school credit bearing end-of-course exam prior to ninth grade						Data available for July update

Next Generation PreK-20 Benchmarks



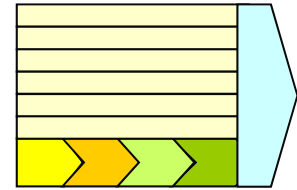
Focus Area 3 (continued): Improve College and Career Readiness	Performance Measures					
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<p>Objectives:</p> <ul style="list-style-type: none"> ➤ Increase number and percentage of students scoring “college ready” in math and language arts on approved postsecondary readiness assessment ➤ Increase number and percentage of high school students graduating with industry certification or Ready to Work Credential ➤ Increase student participation and performance in accelerated options of AP, IB, DE, and AICE ➤ Define College and Career Readiness 						
3.3 Number and percentage of high school graduates who enrolled in at least one accelerated course during their high school career (AP, IB, DE, or AICE)	42.6% 62,185 of 146,095 Total Graduates	43.7% 65,680 of 150,321 Total Graduates	48.0% 74,021 of 154,078 Total Graduates	Data available in February	TBD	
<p>New 3.3 Number and percentage of high school graduates who enrolled in at least one accelerated <u>course mechanism</u> during their high school career</p> <ul style="list-style-type: none"> • <u>Total Unique Students</u> • <u>AP</u> • <u>IB</u> • <u>DE</u> • <u>AICE</u> • <u>Industry Certifications</u> 						Total Unique Students 59% 90,725 of 154,287 graduates AP: 46% 71,218 IB: 3% 4,898 DE: 17% 26,967 AICE: 2% 2,652 CAPE Industry Certification: 14% 22,314

Next Generation PreK-20 Benchmarks



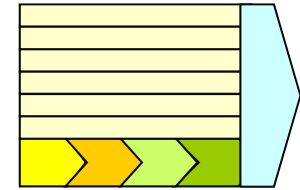
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Objectives: <ul style="list-style-type: none"> ➤ Increase number and percentage of students scoring “college ready” in math and language arts on approved postsecondary readiness assessment ➤ Increase number and percentage of high school students graduating with industry certification or Ready to Work Credential ➤ Increase student participation and performance in accelerated options of AP, IB, DE, and AICE ➤ Define College and Career Readiness 						
3.4 Number and percentage of students who enroll in accelerated courses that earned “postsecondary credit” in at least one accelerated course during their high school career (AP, IB, DE, or AICE)	63.0% 39,088 of 62,032 Graduates Who Enrolled in AP, IB, or DE	62.7% 41,169 of 65,680 Graduates Who Enrolled in AP, IB, DE, or AICE	62.9% 46,558 of 74,021 Graduates Who Enrolled in AP, IB, DE, or AICE	Data available in February	TBD	
New 3.4 Number and percentage of students who <u>took at least one AP, IB, AICE, or Industry Certification examination or at least one dual enrollment course and enroll in accelerated courses that earned were were eligible for the associated “postsecondary credit” for in</u> at least one accelerated mechanism during their high school career <ul style="list-style-type: none"> • <u>Total Unique Students</u> • <u>AP</u> • <u>IB</u> • <u>DE</u> • <u>AICE</u> • <u>Industry Certifications</u> 						Total Unique Students 67% 61,233 of 90,725 AP: 48% 34,076 IB: 82% 1,031 DE: 97% 26,208 AICE: 67% 1,778 CAPE Industry Certification: 68% 15,528

Next Generation PreK-20 Benchmarks



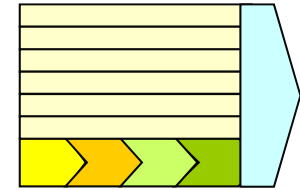
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	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ Increase number and percentage of students scoring “college ready” in math and language arts on approved postsecondary readiness assessment ➤ Increase number and percentage of high school students graduating with industry certification or Ready to Work Credential ➤ Increase student participation and performance in accelerated options of AP, IB, DE, and AICE ➤ Define College and Career Readiness 						
<p>3.5 Number and percentage of students passing End-of-Course Exams</p>				<p>Algebra I data will be available June/July of 2012.</p> <p>Biology and Geometry will not be available until June/July of 2013.</p>		
<p>New 3.5 Number and percentage of students passing <u>scoring Level 3 or above on statewide</u> End-of-Course Exams</p>						<p>Algebra I data will be available June/July of 2012.</p> <p>Biology and Geometry will not be available until June/July of 2013.</p>

Next Generation PreK-20 Benchmarks



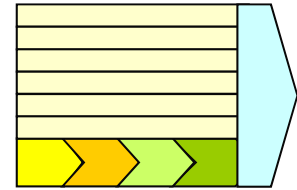
Focus Area 3 (continued): Improve College and Career Readiness	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ Increase number and percentage of students scoring “college ready” in math and language arts on approved postsecondary readiness assessment ➤ Increase number and percentage of high school students graduating with industry certification or Ready to Work Credential ➤ Increase student participation and performance in accelerated options of AP, IB, DE, and AICE ➤ Define College and Career Readiness 						
<p>3.6 Number and percentage of students enrolled in community college the year following high school graduation meeting approved postsecondary readiness standard via assessment in:</p> <ul style="list-style-type: none"> • Math • Reading • Writing • In all 3 subjects 	<p><u>Math</u>: 55.9% 27,430 of 49,110</p> <p><u>Reading</u>: 67.7% 33,691 of 49,778</p> <p><u>Writing</u>: 73% 36,333 of 49,778</p> <p><u>All 3</u>: 45.8% 22,467 of 49,027</p>	<p><u>Math</u>: 56.4% 30,209 of 53,561</p> <p><u>Reading</u>: 69.1% 37,260 of 53,905</p> <p><u>Writing</u>: 73.6% 39,540 of 53,702</p> <p><u>All 3</u>: 46.6% 24,764 of 53,129</p>	<p><u>Math</u>: 55.2% 30,961 of 56,072</p> <p><u>Reading</u>: 69.7% 39,628 of 56,843</p> <p><u>Writing</u>: 72.4% 40,700 of 56,218</p> <p><u>All 3</u>: 46.2% 25,547 of 55,248</p>			
<p>New 3.6 Number and percentage of students enrolled in community college a <u>Florida public postsecondary institution</u> the year following high school graduation meeting approved postsecondary readiness standard via assessment in:</p> <ul style="list-style-type: none"> • Math • Reading • Writing • In all 3 subjects 						<p><u>Math</u>: 68.7% 57,624 of 83,322</p> <p><u>Reading</u>: 79.3% 66,931 of 84,376</p> <p><u>Writing</u>: 80.1% 67,098 of 83,728</p> <p><u>In all 3 subjects</u>: 62.3% 51,624 of 82,801</p>

Next Generation PreK-20 Benchmarks



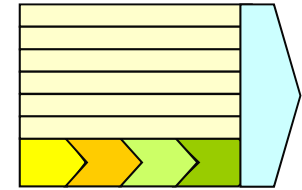
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<p><u>New 3.7</u> Number and percentage of high school graduates meeting approved postsecondary readiness standard at the time of graduation via assessment in:</p> <ul style="list-style-type: none"> • <u>Math</u> • <u>Reading</u> • <u>Writing</u> • <u>In all 3 subjects</u> 						<p><u>Math</u>: 63% 79,537 of 126,973</p> <p><u>Reading</u>: 74% 93,642 of 127,220</p> <p><u>Writing</u>: 74% 94,353 of 127,200</p> <p><u>In all 3 subjects</u>: 56% 70,843 of 126,581</p>

Next Generation PreK-20 Benchmarks



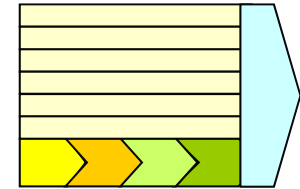
Focus Area 3 (continued): Improve College and Career Readiness	Performance Measures					
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3.7 Number and percentage of students passing postsecondary readiness courses while in high school, adult high school, or GED programs						
Suggest to remove						

Next Generation PreK-20 Benchmarks



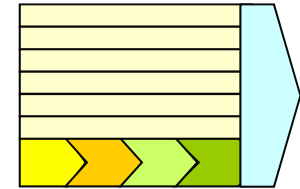
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3.8 Number and percentage of high school students graduating with an Industry Certification	Industry Certification 0.3% 416 out of 146,095 Graduates	Industry Certification 0.9% 1,366 out of 150,321 Graduates	Industry Certification 4.3% 6,566 out of 154,078 Graduates	Data available in February	TBD	
No change to measure						

Next Generation PreK-20 Benchmarks



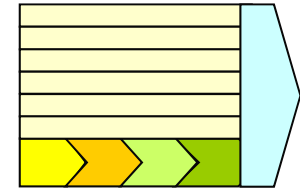
Focus Area 4: Expand Opportunities for Post-secondary Degrees and Certificates	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ Increase postsecondary enrollment rate ➤ Increase diversity and number of high school graduates who enroll in postsecondary education ➤ Increase diversity and number and percentage of high school graduates who earn a certificate or a degree at a Florida college or career center ➤ Increase diversity and number and percentage of Florida college system or state university system students who enroll in and complete upper division program of study 						
<p>4.1 Number and percentage of students who enroll in FCS, SUS, ICUF, out-of-state, or technical centers in the year following high school graduation *Out of State Data no longer available*</p>	62.3% 88,347 of 141,882 Total Graduates (HS Class of 2007)	61.8% 90,259 of 146,095 Total Graduates (HS Class of 2008)	61.4% 93,726 of 152,546 Total Graduates (HS Class of 2009)	Data available in February	TBD	
<p>New 4.1 Number and percentage of <u>incoming high school freshman students</u> who enroll in <u>the FCS or SUS, ICUF, out of state, or technical centers in the year following within sixteen months of</u> high school graduation</p>						59% 83,441 of 140,489 2008-2009 high school graduates * Only includes FCS and FSUS at this time

Next Generation PreK-20 Benchmarks



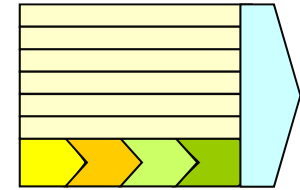
Focus Area 4 (continued): Expand Opportunities for Post-secondary Degrees and Certificates	Performance Measures					
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4.2 Of the students who enrolled in postsecondary following high school graduation, number and percentage of students who remain enrolled or exit with a credential after two and six years (disaggregated data available)	<u>2 Years:</u> FCS: 81.2% 41,048 Enrolled Tech Ctr: 59.9% 1,531 Enrolled <u>6 Years:</u> 48.4% 32,568 of 67,337	<u>2 Years:</u> FCS: 81.1% 45,1999 Enrolled Tech Ctr: 61.1% 1,672 Enrolled <u>6 Years:</u> 47.9% 34,309 of 71,558	<u>2 Years:</u> FCS: 82.6% 49,751 Enrolled Tech Ctr: 61.1% 1,619 Enrolled <u>6 Years:</u> 47.3% 35,029 of 74,018	Data available in February	TBD	
Suggest removing and adding the following two						

Next Generation PreK-20 Benchmarks



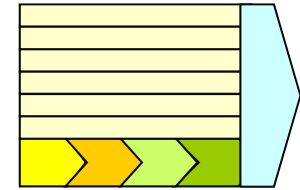
Focus Area 4 (continued): Expand Opportunities for Post-secondary Degrees and Certificates	Performance Measures					
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<p>New 4.2 <u>Number and percentage of incoming high school freshman who enroll in an IHE within 16 months of high school graduation and earn at least one year's worth of college or career credit within two years of enrollment</u></p>						<p>69% 55,430 of 80,466 2007-2008 high school graduates</p> <p><i>* Only includes FCS and FSUS at this time</i></p>
<p>New 4.3 <u>Of the students who enrolled in an IHE within 16 months of high school graduation, the number and percentage graduating with a degree or certificate in four years and six years.</u></p>						<p><u>Degree within 4 years</u> 31% 22,593 of 72,677 2005-2006 high school graduates</p> <p><u>Degree within 6 years</u> 48% 32,271 of 66,803 2003-2004 high school graduates</p> <p><i>* Only includes FCS and FSUS degrees at this time</i></p>

Next Generation PreK-20 Benchmarks



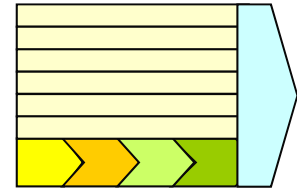
Focus Area 4 (continued): Expand Opportunities for Post-secondary Degrees and Certificates	Performance Measures					
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<p>4.3 The number and percentage of Associates' degree completers at a Florida college who transfer within two years to the upper division at a Florida college or university</p>	<p><u>1 Year:</u> 56.6% 19,163</p> <p><u>2 Years:</u> 60.2% 20,088</p>	<p><u>1 Year:</u> 57.3% 21,308</p> <p><u>2 Years:</u> 61.0% 20,631</p>	<p><u>1 Year:</u> 59.1% 23,859</p> <p><u>2 Years:</u> 62.4% 23,208</p>	Data available in February	TBD	
No change to measure New 4.4						

Next Generation PreK-20 Benchmarks



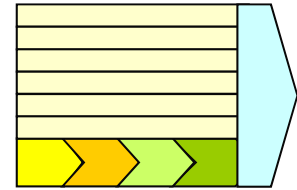
Focus Area 4 (continued): Expand Opportunities for Post-secondary Degrees and Certificates	Performance Measures					
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<p>4.4 Trends in student enrollment in and completion of certificate and two year degree programs in the Florida college system</p>	<p>390,997 Enrollment</p> <p>72,063 Completions</p>	<p>416,473 Enrollment</p> <p>75,403 Completions</p>	<p>493,644 Enrollment</p> <p>85,368 Completions</p>	<p>516,836 Enrollment</p> <p>89,174 Completions</p>	<p>Enrollment ↑</p> <p>Completions ↑</p>	
<p>New 4.5 <u>Number and percent of degrees and certificates awarded</u></p> <ul style="list-style-type: none"> • <u>FCS</u> • <u>SUS</u> • <u>ICUF</u> • <u>Technical Centers</u> 						<p>FCS - 93,285</p> <p>SUS - 75,562</p> <p>ICUF – 33,882</p> <p>Technical Centers - 15,138</p>

Next Generation PreK-20 Benchmarks



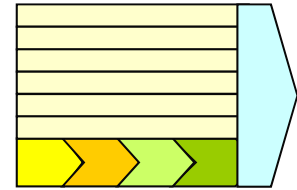
Focus Area 4 (continued): Expand Opportunities for Post- secondary Degrees and Certificates	Performance Measures					
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4.5 <i>Number and percentage of students who use an industry certification articulation pathway to enroll in a postsecondary program in the career area for which they were certified</i>						
No change to measure New 4.6						<i>Future Measure - Data available for the 2011/12 reporting year</i>

Next Generation PreK-20 Benchmarks



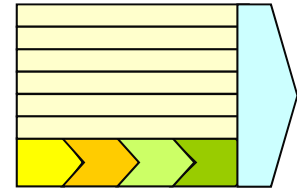
Focus Area 4 (continued): Expand Opportunities for Post- secondary Degrees and Certificates	Performance Measures					
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Objectives: > Increase postsecondary enrollment rate > Increase diversity and number of high school graduates who enroll in postsecondary education > Increase diversity and number and percentage of high school graduates who earn a certificate or a degree at a Florida college or career center > Increase diversity and number and percentage of Florida college system or state university system students who enroll in and complete upper division program of study						
4.6 <i>Number and percentage of students who use an industry certification articulation pathway who subsequently complete a postsecondary program in the career area for which they were certified *</i>						
Suggest Removing						

Next Generation PreK-20 Benchmarks



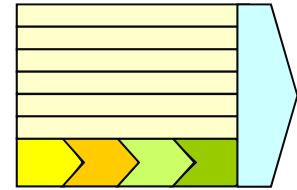
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New 4.7 <u>Number and percentage of state of Florida high school equivalency diploma earners who enroll in a postsecondary program.</u>					29.06% 6,050 of 20,819

Next Generation PreK-20 Benchmarks



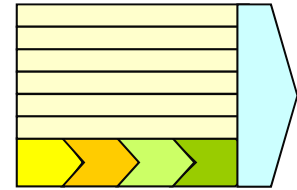
Focus Area 4 (continued): Expand Opportunities for Post- secondary Degrees and Certificates	Performance Measures					
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<p>New 4.8 <u>Number and percentage of adult high school diploma earners who enroll in a postsecondary program.</u></p>						40.16% 733 of 1,825

Next Generation PreK-20 Benchmarks



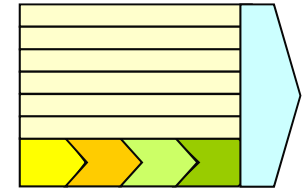
Focus Area 4 (continued): Expand Opportunities for Post- secondary Degrees and Certificates	Performance Measures					
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New 4.9 <u>Percentage of school district postsecondary certificate program completers found employed in the state of Florida within one year of completion</u>						59.68% 12,087 of 20,253

Next Generation PreK-20 Benchmarks



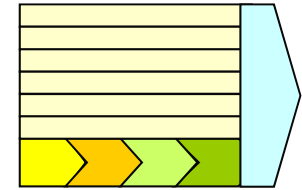
Focus Area 5: Improve K-12 educational choice options and partnerships Objective: ➤ Improve educational options for K-12 parents and improve student performance	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
5.1 Number and percentage of students (FTE) completing virtual education	0.37% 9,686.52 of 2,631,277.10 Total Public School FTE	0.49% 12,907.92 of 2,617,371.52 Total Public School FTE	0.81% 21,176.53 of 2,629,327.25 Total Public School FTE	TBD – Data will be available in September	TBD	
New 5.1 Number and percentage of students (FTE) completing virtual education <u>courses</u>						TBD – Data will be available in September

Next Generation PreK-20 Benchmarks



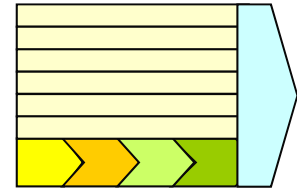
Focus Area 5 (continued): Improve K-12 educational choice options and partnerships	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
Objective: ➤ Improve educational options for K-12 parents and improve student performance						
5.2 The percentage of students attending a charter school scoring at or above grade level on FCAT Reading and Math, by elementary, middle, and high school	<u>Reading</u> 73% Elementary 66% Middle 40% High <u>Math</u> 70% Elementary 63% Middle 65% High	<u>Reading</u> 75% Elementary 68% Middle 38% High <u>Math</u> 73% Elementary 64% Middle 64% High	<u>Reading</u> 74% Elementary 70% Middle 41% High <u>Math</u> 73% Elementary 67% Middle 66% High	<u>Reading</u> 74% Elementary 71% Middle 44% High <u>Math</u> 73% Elementary 68% Middle 68% High (Grade 10 Only)	<u>Reading</u> Elementary ↑ Middle ↑ High ↑ <u>Math</u> Elementary ↑ Middle ↑ High ↑	
New 5.2 The percentage of students attending a charter school scoring at or above grade level on FCAT <u>2.0</u> Reading and Math, by elementary, middle, and high school or on statewide End-of-Course exams						<u>FCAT</u> <ul style="list-style-type: none"> • Reading 62% • Math 70% <u>EOC</u> – Available in July

Next Generation PreK-20 Benchmarks



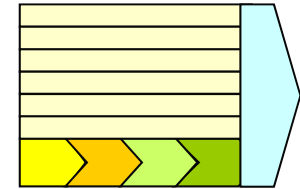
Focus Area 5 (continued): Improve K-12 educational choice options and partnerships	Performance Measures					
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Objective: ➤ Improve educational options for K-12 parents and improve student performance						
5.3 Number and percentage of charter schools that earned an A or B	72.2% 156 of 216 Charter Schools	78.7% 185 of 235 Charter Schools	70% 167 out of 238 Charter Elementary and Middle Schools	72.6% 196 out of 270 Charter Elementary and Middle Schools	Increase ↑	
No change to measure						74% 227 out of 308 Charter Schools

Next Generation PreK-20 Benchmarks



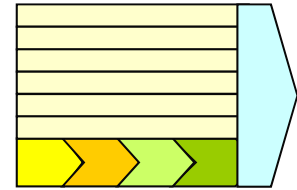
Focus Area 5 (continued): Improve K-12 educational choice options and partnerships	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
Objective: ➤ Improve educational options for K-12 parents and improve student performance						
5.4 Number and percentage of high performing SES providers			50% 147 out of 293 Excellent	44.7% 210 out of 470 Excellent	Decrease ↓	
No change to measure						

Next Generation PreK-20 Benchmarks



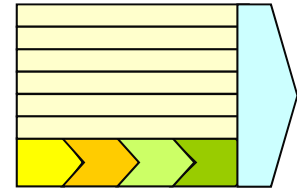
Focus Area 5 (continued): Improve K-12 educational choice options and partnerships	Performance Measures					
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Objective: ➤ Improve educational options for K-12 parents and improve student performance						
5.5 The percentage of students attending a charter school scoring level 4 and 5 on FCAT Reading and Math, by elementary, middle, and high school	<u>Reading</u> 38% Elementary 29% Middle 17% High <u>Math</u> 38% Elementary 28% Middle 32% High	<u>Reading</u> 41% Elementary 31% Middle 16% High <u>Math</u> 41% Elementary 29% Middle 33% High	<u>Reading</u> 41% Elementary 34% Middle 19% High <u>Math</u> 40% Elementary 30% Middle 34% High	<u>Reading</u> 41% Elementary 35% Middle 20% High <u>Math</u> 40% Elementary 31% Middle 40% High (Grade 10 Only)	<u>Reading</u> Elementary ↑ Middle ↑ High ↑ <u>Math</u> Elementary ↑ Middle ↑ High ↑	
New 5.5 <u>The number and percent of students attending a charter school moving from a lower level to Level 4 or Level 5 on FCAT 2.0 in Reading and Math or statewide End-of-Course exams</u>						<u>FCAT</u> • Math 10% 3,884 of 37,361 students moving to Level 4 or 5 • Reading 11% 5,040 of 46,831 students moving to Level 4 or 5 <u>EOC</u> – Available in July

Next Generation PreK-20 Benchmarks



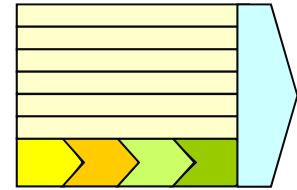
Focus Area 5 (continued): Improve K-12 educational choice options and partnerships	Performance Measures					
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Objective: ➤ Improve educational options for K-12 parents and improve student performance						
New 5.6 <u>The percentage of students attending a magnet school scoring at or above grade level on FCAT 2.0 in Reading and Math or on statewide End-of-Course exams</u>						<u>FCAT</u> • Reading: 68% • Math: 70% <u>EOC</u> – Available in July

Next Generation PreK-20 Benchmarks



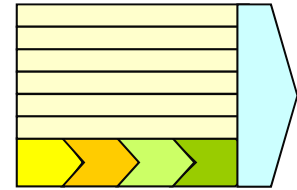
Focus Area 6: Align Resources to Strategic Goals Objective: ➤ Ensure funding and other resources are available to effectively and efficiently implement agency priorities	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
New 6.1 <u>The number of individuals exiting the vocational rehabilitation program who achieved a gainful employment outcome</u>						720 individuals
New 6.2 <u>The number of blind vending food service facilities supporting employed blind vendors</u>						145 facilities
New 6.3 <u>The number of customers served at the Braille and Talking Books Library</u>						33,991 library customers

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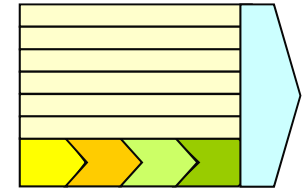
Focus Area 6 (continued): Align Resources to Strategic Goals Objective: ➤ Ensure funding and other resources are available to effectively and efficiently implement agency priorities	Performance Measures					
	Baseline 2007-2008	FY09	FY10 Last year approved by SBOE	FY11 Old Measure Update	Net Status Indicator Baseline – FY11	FY11 New Benchmark Baseline
New 6.4 <u>The number of individuals exiting the vocational rehabilitation program who achieved an employment outcome</u>						5,018 employed customers
New 6.5 <u>Of all individuals who achieved an employment outcome from the vocational rehabilitation program, the percentage who exit with earnings equivalent to at least the minimum wage.</u>						94.2%

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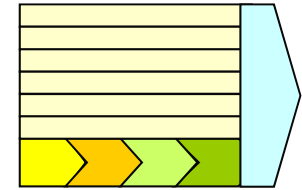
Focus Area 6 (continued):	Performance Measures
<p>Align Resources to Strategic Goals</p> <p>Objective:</p> <ul style="list-style-type: none"> ➤ Ensure funding and other resources are available to effectively and efficiently implement agency priorities 	<p>FY11 New Benchmark Baseline</p>
<p><u>State Instructional Technology Plan</u></p>	<p>Revised plan to be presented in May</p>
<p><u>21st Century Communications Plan</u></p>	<p>Revised plan to be presented in May</p>

Next Generation PreK-20 Benchmarks



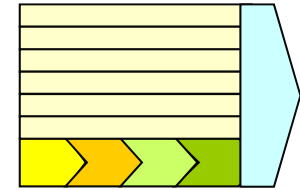
Focus Area 6: Align Resources to Strategic Goals Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	State Instructional Technology Goals	
	Short Term (1-2 years) Measurable Outcomes	December 2010 Update
1. Strengthen student ICT skills	<ul style="list-style-type: none"> • Targets set for proficiency level and increases in percentage of students proficient. • All districts utilizing the ST2L to measure student ICT literacy. 	<ul style="list-style-type: none"> • Set an 80% proficiency level for 8th grade technology assessment tool. • 75% of districts currently utilize the 8th grade technology assessment tool.
2. Enhance the integration of technology in curricula	<ul style="list-style-type: none"> • Publish a uniform definition of technology integration applicable to all core curriculum areas. • Collect baseline data from assessment tool and observation on educator's integration of technology in all core curriculum areas. • Targets set for increasing percentages of educators that integrate technology into the curricula. 	<ul style="list-style-type: none"> • As required by the federal reporting requirements, a definition for integration of technology in the classroom was established. • Currently piloting the Technology Integration Matrix Comfort Tool and Technology Integration Matrix Observation Tool with 28 districts. • Currently, 40% of the schools report that educators integrate technology at the definition as established for federal reporting.
3. Enable opportunities to personalize and extend student learning	<ul style="list-style-type: none"> • Publish information on best practices for personalized learning environments and virtual learning opportunities. • Targets set for increasing percentages of students in each district participating in virtual learning. 	<ul style="list-style-type: none"> • Established work group to determine best practices for personalized learning environments and virtual learning opportunities. • Gathering base-line data on percentages of students in each district participating in virtual learning.
4. Ensure utilization of technology based assessments	<ul style="list-style-type: none"> • Publish technology based assessments applicable to core curriculum areas. • Targets set for district and school level use of technology based assessments in the core curriculum areas. • All districts meet readiness measures for beginning of computer based testing. 	<ul style="list-style-type: none"> • 100% of the districts use computer-based programs to administer formative and summative assessments in schools. • Gathered base-line data from schools on additional technology based assessments used with students. • 95% of districts meet readiness measures for beginning of computer based testing.

Next Generation PreK-20 Benchmarks



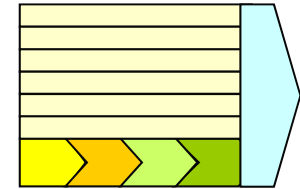
Focus Area 6: Align Resources to Strategic Goals Objectives: ➤ Ensure funding and other resources are available to effectively and efficiently implement agency priorities	State Instructional Technology Goals	
	Short Term (1-2 years) Measurable Outcomes	December 2010 Update
5. Increase access to digital tools	<ul style="list-style-type: none"> Establish a uniform student to mobile computer ratio. Establish a uniform student to digital device ratio in core curriculum areas. Set targets for districts to meet appropriate student to computer and student to device ratios and student use of tool-based software. 	<ul style="list-style-type: none"> Gathered base-line data from schools on mobile computers and devices for students. Established work group to examine the student access to digital tools.
6. Provide access to reliable infrastructure	<ul style="list-style-type: none"> Establish infrastructure standards for schools and districts. Set targets for districts to meet infrastructure standards. 	<ul style="list-style-type: none"> 95% of the districts have a plan for ensuring that all instructional areas have internet access. Gathered base-line data from districts that have a needs assessment to identify required network components for technology devices.
7. Improve opportunities to access digital content	<ul style="list-style-type: none"> Publish uniform definition for digital content. Publish the common tagging system for open digital content and provide districts with technical assistance to adopt it for their use. 	<ul style="list-style-type: none"> Over, 1.3 million previews and downloads for digital content in Florida on iTunes U. Extended partnerships with additional content providers for Florida on iTunes U. Gathering data on current tagging systems used by districts for open educational resources and digital content.
8. Enhance access to student data	<ul style="list-style-type: none"> Establish uniform method for accessing student data at district level. 	<ul style="list-style-type: none"> Approximately 87% of teachers regularly use technology for analysis of student assessment information. Established uniform method for accessing student data at district level.

Next Generation PreK-20 Benchmarks



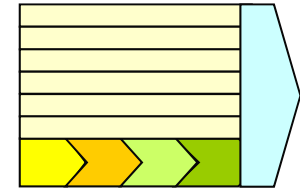
Focus Area 6: Align Resources to Strategic Goals Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	State Instructional Technology Goals	
	Short Term (1-2 years) Measurable Outcomes	December 2010 Update
9. Ensure trained instructional technology staff	<ul style="list-style-type: none"> Publish model training program for instructional technology and technical support staff. Targets set for district training of instructional technology and technical support staff. Establish a ratio of instructional technology support staff members per number of students. Establish a ratio of technical support staff per number of students. 	<ul style="list-style-type: none"> Established work group to examine model training program for instructional technology and technical support staff. Gathering baseline data on ratio of instructional technology support staff members per number of students.
10. Improve community involvement	<ul style="list-style-type: none"> No short term goals established in plan. 	<ul style="list-style-type: none"> 43% of districts provide parents and community members access to computer lab, library/media center and classrooms.
11. Enable technology leadership	<ul style="list-style-type: none"> Establish best practices for aligning school-based technology purchases with strategic goals. Set targets for principal training in the facilitation of appropriate integration of technology into the classroom. 	<ul style="list-style-type: none"> Gathered base-line data on school-based technology purchases with strategic goals. Established work group to examine principal training on the facilitation of appropriate integration of technology into the classroom.
12. Support ICT training for educators to enhance instruction	<ul style="list-style-type: none"> Protocols for technology training in core curriculum areas are published. 	<ul style="list-style-type: none"> Gathered base-line data on school and district training for educators on the utilization of technology in the classroom. Over 1,200 educators in 25 districts were provided training on the information and communication technology skills.

Next Generation PreK-20 Benchmarks



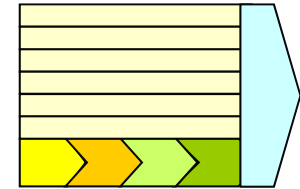
<p>Focus Area 6: Align Resources to Strategic Goals</p> <p>Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities</p>	<p>21st Century Communications Plan</p>	
	<p>Strategies/Tactics</p>	<p>December 2010 Update</p>
<p>1. Enhance communication delivery methods</p>	<p>Evaluate and improve the effectiveness of existing Department communication delivery methods</p> <ul style="list-style-type: none"> • Review and prioritize target audiences • Solicit input from target audiences regarding improvements to Department’s message platforms (focus on integrating interactive exchanges into existing formats) • Revise existing communication methods to meet the needs of these priority users • Increase frequency, immediacy and consistency of stakeholder updates and notifications across all program areas • Conduct periodic constituent surveys to determine potential changes and updates to communications methods 	<p>Target audiences have been identified; further breakdown of sub-set audiences continues to evolve. Communication with/for target audiences is now tailored to the needs/interests of the audience. Audiences identified include: parents, teachers, students, education professionals, DOE personnel, business leaders, local government leaders, higher education leaders, community leaders, faith-based organizations, volunteer organizations, organizations targeting assistance to minority groups, etc. For example, Commissioner’s messages regarding key issues are edited to align with the needs/interests of business leaders vs. volunteer networks vs. parents vs. educators, etc. This has resulted in a more consistent and relevant message from the Department for these parties. Stakeholder notifications have grown in frequency as well, especially as it relates to Race to the Top outreach. The Department is continuously seeking feedback on messaging and communication methods. This will be a continued focus for the 2010-11 year.</p>
	<p>Explore new Department delivery options integrating compatible technologies into outreach activities</p> <ul style="list-style-type: none"> • Explore and field test existing social networking/notification platforms for use by Department staff/programs • Create new interactive Department Web portals/resources to encourage the continual, successful exchange of information and ideas • Integrate interactive technology platforms into Department’s Web site • Develop supporting content (videos, audio, print) for dissemination and discussion via Department communication methods 	<p>Several new technology resources/mechanisms were utilized this year. Through Skype technology, the Department was able to engage in “face-to-face” interaction with educators around the state without incurring travel expenses. We intend to encourage further use of Skype next year for student interaction opportunities with Department leadership. The Department also successfully utilized the recently launched iTunes U web portal for communications purposes creating video and audio podcasts for professional development and promotional purposes. Through a partnership with the Florida Channel, portions of the historical archives from the Florida Channel were uploaded to iTunes U for use by students and teachers across a variety of subjects. Incorporating video/audio content into the Department’s website remains a challenge due to ADA compliance requirements, however Communications is proposing a full scale redesign of the Department website to incorporate blogging, e-marketing capabilities and small scale video content (ex. Commissioner’s messages, student PSA features, etc.) In addition, the Department has developed policies and procedures for the use of and maintenance (public records) of twitter and other social networking sites.</p>

Next Generation PreK-20 Benchmarks



Focus Area 6: Align Resources to Strategic Goals Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	21st Century Communications Plan	
	Strategies/Tactics	December 2010 Update
2. Improve consistency and saturation of Department messaging	Identify and communicate the characteristics, impact and value of the Department <ul style="list-style-type: none"> • Create plain language explanation of Department's key initiatives and goals of the Next Generation Strategic plan • Integrate revised messaging in all program areas; clearly illustrate ties to the Next Generation Strategic Plan and key Department initiatives throughout Department programs 	The Department's vision and values are outlined clearly in our Next Generation Strategic Plan (six focus areas). In messaging the Department's Strategic Plan, we have concentrated on highlighting the six focus areas and how they relate to a parent or student in our school system. Department staff and program areas have benefited from internal information sessions about the Strategic Plan and how it relates to our stakeholders so they can communicate effectively outside the Department. The goals set out in the six focus areas have been further strengthened by the Race to the Top initiative. The alignment between these two major initiatives has bolstered our ability to communicate our Strategic Plan since Race to the Top contains similar goals, amplified on the national stage.
	Identify all platforms that can carry our message forward <ul style="list-style-type: none"> • Integrate Department messaging through all available public platforms including the Department's Web site, publications, general email from staff, listserv notices, social networking and new media resources, as well as existing Department newsletters, program presentations, legislative presentations, and general media relations activities • Clearly communicate the roles and responsibilities of Department staff in the successful communication of all Department messaging • Increase and encourage stakeholder involvement in communicating and supporting the Department's messaging 	The Department has instituted a process that encompasses all communications platforms for special announcements and general activities. Prior to the announcement of a Department initiative, all Department communication methods are considered and the most appropriate formats/forums are used. Helping Department staff understand their role as "DOE experts" to the public is ongoing. The Department has engaged in a series of "Lunch and Learns" hosted by DOE staff to share information across program areas. Events and promotions that impact one or various program areas are communicated Department-wide to keep the flow of information open. Various stakeholder groups have worked with the Department to carry our message forward, especially as it relates to STEM initiatives (DOE Organized Florida's first ever virtual STEM Fair for students), Race to the Top and the need to increase the college/career readiness of our students.
	Further individualize key messages and communication methods based on target audiences <ul style="list-style-type: none"> • Communicate with target audiences based on their preferred methods of exchange • Create message maps to clearly illustrate the ties between the Department's strategic goals and the goals of our target audiences including parents, teachers, the business community, local government, legislators, etc. • Provide collateral materials on the Department's key initiatives and Next Generation Strategic Plan that speak directly to the concerns and needs of specific audiences 	The Department has successfully worked with various stakeholder groups to develop specialized communication strategies and language tailored to the needs/interests of their members. For various initiatives, the Department has produced: Commissioner's messages in print and video; newsletter articles; PSA videos, audio clips or scripts; talking points; joint editorials; press releases; FAQ sheets; fact sheets; fliers; message templates; etc. Equal focus is given to representing the Departments/Commissioner's message and to ensuring the message will resonate with stakeholders in a meaningful way.

Next Generation PreK-20 Benchmarks



Focus Area 6: Align Resources to Strategic Goals Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	21st Century Communications Plan 2010 Update	
	Strategies/Tactics	December 2010 Update
3. Combat Misinformation	Aggressively pursue the correction of misinformation <ul style="list-style-type: none"> Reach out to media and stakeholders immediately when misinformation is circulated and provide clarification i.e.- "the real story;" consider use of new media platforms for this immediate notification method Utilize Department Web site to display corrections to misinformation Strengthen relationships with news media editors and Web site editors to ensure corrections are immediately reflected on media Web sites Continuously supply news updates to stakeholders regarding the revisions of misinformation so they can be a part of the process 	Department staff continue to aggressively correct misinformation as reported by the media through personal calls to reporters and editors, the use of fact vs. myth sheets, the publication of correct and factual information through the Department's website (ex. FCAT Delays website), and formal responses by the Commissioner and other Department officials to rebut misinformation or unfounded conclusions. The Department provided more than 30 editorial responses to news outlets in 2010 as compared with 11 responses in 2009. These responses and resources were shared with the Department's stakeholder network as appropriate in the format they requested.
	Establish and capitalize on network of stakeholder and partner organizations that support the Department's message <ul style="list-style-type: none"> Encourage stakeholders to conduct media outreach on behalf of Department initiatives and goals they support Encourage stakeholders to be vigilant in pursuing information corrections themselves; provide guidance on who to contact and how to pursue corrections 	The Department continues to consult with stakeholder groups and key partner organizations on effective outreach regarding shared issues. Department communications staff have developed sound working relationships with their counterparts in external organizations in an effort to keep the lines of communication open and capitalize on opportunities to cross-promote. Communications partnerships include the Southern Regional Education Board and the Council of Chief State School Officers. This work will continue in 2011.
	Continue to bolster effective media relations <ul style="list-style-type: none"> Increase story pitching and editorial board visits by Commissioner Regionalize Department news to keep education specific stories local and relevant to media market coverage areas Develop and strengthen relationships with top education bloggers and online communities Target specific beat reporters outside of education for coverage from varying angles 	The Department took a very proactive approach in garnering editorial board support for the state's Race to the Top application. In addition, the Department organized external stakeholder support with a focus on local media market outreach. Beyond the Race to the Top initiative, staff worked with Department program areas (ex.-Regional Executive Directors) to pitch localized stories focused on various topics of interest including the state's school improvement model, the state District Data Leader award program, recognition of local principals and targeted observances such as school bus safety week. These pitches resulted in local news/human interest stories in various markets. Staff have maintained strong working relationships with statewide education beat reporters and have expanded their outreach to include smaller daily and weekly papers as well. Staff have also worked to strengthen relationships with national news outlets including USA Today and EdWeek in addition to expanding our Florida reach to encompass Florida's business and business journal reporters.