State Board of Education & Board of Governors Joint Workshop

Background Information

November 12, 2009

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State Board of Education

State Board of Education Members

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Akshay Desai

Roberto Martinez

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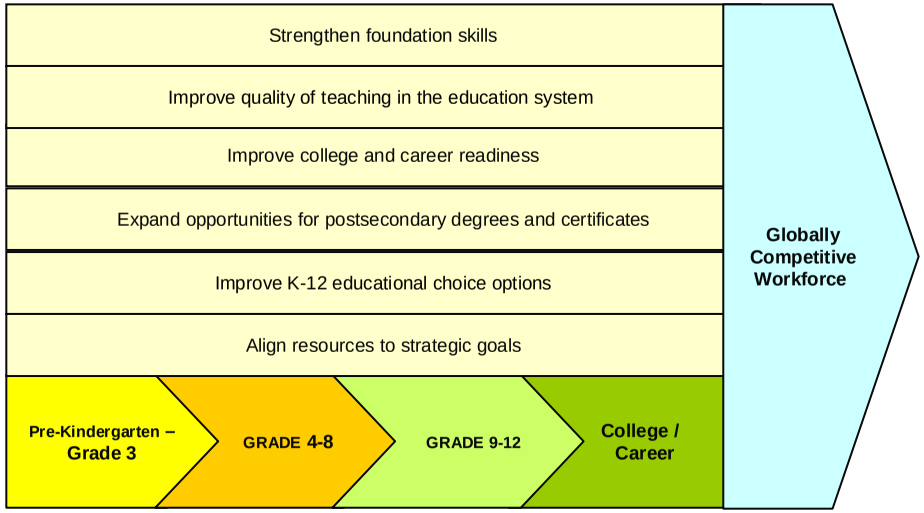
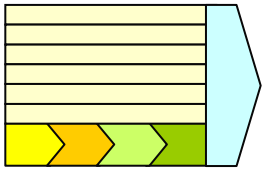
Eric J. Smith, Commissioner of Education

Florida's Next Generation PreK-20 Education Strategic Plan

Pending Adoption by the State Board of Education November 11, 2009



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:

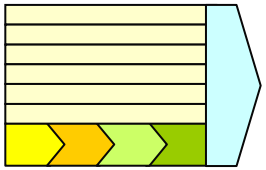
- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

Next Generation PreK-20

Strategic Vision *(what success looks like)*

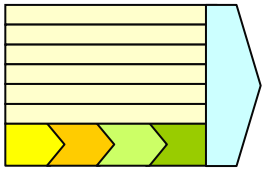
To change the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable students for success in the 21st century.

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



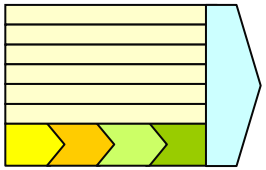
1. Strengthen foundation skills
2. Improve quality of teaching in the education system
3. Improve college and career readiness
4. Expand opportunities for postsecondary degrees and certificates
5. Improve K-12 educational choice options
6. Align resources to strategic goals

Next Generation PreK-20
Strategic Plan Crosswalk



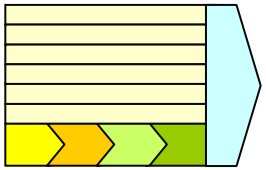
Former Eight Strategic Imperatives	→	Next Generation Six Areas of Focus
2: Set, Align, and Apply Academic Curricular and Testing Standards 3: Improve Students Rates of Learning		1. Strengthen foundation skills
1: Increase the Supply of Highly Effective teachers 4: Improve Quality of Instructional Leadership		2. Improve quality of teaching in the education system
6: Align Workforce Education with Skill Requirements of the New Economy		3. Improve college and career readiness
8: Improve Student Opportunities for Access and Advancement		4. Expand opportunities for postsecondary degrees and certificates
5: Increase the Quantity and Improve the Quality of Education options		5. Improve K-12 educational choice options
7: Align Financial Resources with Performance		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**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
1.1 The percentage of students scoring at or above grade level on FCAT Reading and Math, by elementary, middle, and high school	Reading 70% Elementary 61% Middle 42% High Math 70% Elementary 60% Middle 67% High	**Reading** **72% Elementary** **62% Middle** **42% High** **Math** **72% Elementary** **61% Middle** **69% High**						
1.2 Graduation Rates • Excluding GED • Including GED	73.1% Exclude 75.4% Include							
1.3 Number of Correct II and Intervene schools showing significant progress each year	273 Correct II 12 Intervene	**670 Correct II** **15 Intervene**						
1.4 Percentage of K-3 students in special education due to reading deficits	11.7%							

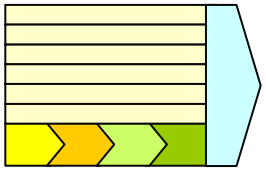
Next Generation PreK-20
Benchmarks



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**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
***1.5**. Track cohorts of students who score "ready" on Kindergarten readiness assessment in Kindergarten and measure their performance on the third grade FCAT**								
***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**								

** Future Measure*

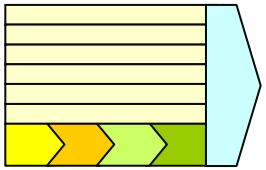
Next Generation PreK-20
Benchmarks



Focus Area 2: **Improve Quality of Teaching 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**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
2.1 Number and percent of teachers receiving state performance pay	16.2% 37,948 Excluding School Recognition ** 46.3% 108,893 Including School Recognition ** 234,951 Total Teachers **							

** *Updated with Final Survey 5 data*

Next Generation PreK-20
Benchmarks



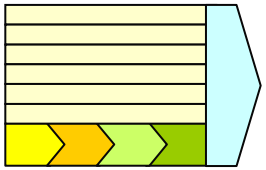
Focus Area 2 (continued): Improve Quality of Teaching in the Education System Objectives: ➢ Establish the state's expectations for quality instructional practice ➢ Improve the quality of preparation programs, professional development, and certification exams ➢ Align requirements for district performance 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**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**

2.2 Number and percentage of classes taught by out-of-field teachers in:
• All Schools
• Differentiated Accountability (DA) schools
• For critical teacher shortage areas:
  • Percentage of teachers teaching out-of-field
  • Number of completers from approved teacher preparation programs (SUS, CC, Educator Preparation Institute)
	All Schools:
	8.3%
	79,985 of 964,718 Total Classes
	DA:
	• Correct 1: 8.3%
	• Correct 2: 11.8%
	• Intervention: 10.1%
	• Prevent 1: 6.3%
	• Prevent 2: 15.1%
	Critical Teacher Shortage Areas:
	• Out-of-field: 8.9%
	• Completers (CC,SUS,EPI, Priv.): 1,961							

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%**							

*** Updated with Final Survey 5 data*

Next Generation PreK-20
Benchmarks



Focus Area 3: **Improve College and Career Readiness** Objectives: ➢ 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	**Performance Measures**							
	Baseline 2007-2008	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
3.1 The percentage of students scoring Level 4 and 5 on FCAT Reading and Math, in elementary, middle, and high school	Reading 36% Elementary 27% Middle 20% High Math 38% Elementary 28% Middle 36% High	**Reading** **39% Elementary** **28% Middle** **19% High** **Math** **40% Elementary** **28% Middle** **38% High**						
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 Graduates **							
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)	50.9% 75,200 of 147,879 Total Graduates **							

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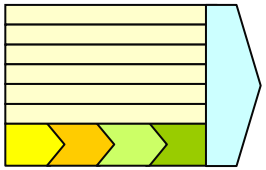
*** Updated with Final Survey 5 data*

Next Generation PreK-20
Benchmarks

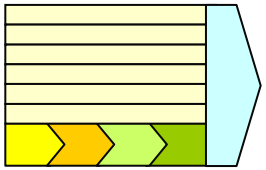


Focus Area 3 (continued): **Improve College and Career Readiness** Objectives: ➢ Increase number and percentage of students scoring "college ready" in math and language arts on approved postsecondary readiness assessment ➢ Increase number and percentage of high school students graduating with industry 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	**Performance Measures**							
	Baseline 2007-2008	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
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)	61.8% 38,258 of 61,882 Graduates Who Enrolled in AP and/or DE ** 51.5% 38,626 of 75,074 Graduates Who Enrolled in AP or IB or DE							
3.5 *Number and percentage of students passing End-of-Course Exams* *								
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: • Math • Reading • Writing • In all 3 subjects	Math: 55.9% 27,430 of 49,110 Reading: 67.7% 33,691 of 49,778 Writing: 73% 36,333 of 49,778 All 3: 45.8% 22,467 of 49,027							

** Future Measure*

*** Updated with Final Survey 5 data*

Next Generation PreK-20
Benchmarks



Focus Area 3 (continued): **Improve College and Career Readiness** Objectives: ➢ 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	**Performance Measures**							
	Baseline 2007-2008	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
3.7 *Number and percentage of students passing postsecondary readiness courses while in high school, adult high school, or GED programs* *								
3.8 *Number and percentage of high school students graduating with the following *:* • *Industry Certification* • *Ready to Work Credential*								

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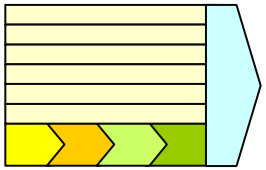
* *Future Measure*

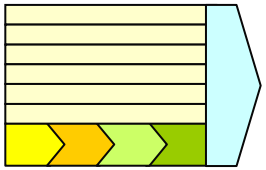
Next Generation PreK-20
Benchmarks



Focus Area 4: **Expand Opportunities for Post-secondary Degrees and Certificates** 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 community college or career center ➢ Increase diversity and number and percentage of community college or state university system students who enroll in and complete upper division program of study	**Performance Measures**							
	Baseline 2007-2008	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
4.1 Number and percentage of students who enroll in CC, SUS, ICUF, out-of-state, or technical centers in the year following high school graduation (disaggregated data available)	67.2% 95,300 of 141,882 Total Graduates **							
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)	2 Years: CC: 81.2% 41,048 Enrolled Tech Ctr: 59.9% 1,531 Enrolled ** 6 Years: 47.5% 30,150 of 63,500 **							

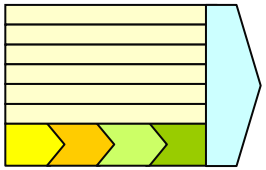
*** Updated with Final Survey 5 data*

Next Generation PreK-20
Benchmarks



Focus Area 4 (continued): **Expand Opportunities for Post-secondary Degrees and Certificates** 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 community college or career center ➢ Increase diversity and number and percentage of community college or state university system students who enroll in and complete upper division program of study	**Performance Measures**							
	Baseline 2007-2008	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
4.3 The number and percentage of Associates' degree completers at a community college who transfer within two years to the upper division at a community college or university	1 Year: 56.6% 18,542 2 Years: 60.2% 19,465							
4.4 Trends in student enrollment in and completion of certificate and two year degree programs at community colleges	390,997 Enrollment 72,063 Completions							

Next Generation PreK-20
Benchmarks



Focus Area 4 (continued): **Expand Opportunities for Post-secondary Degrees and Certificates** 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 community college or career center ➢ Increase diversity and number and percentage of community college or state university system students who enroll in and complete upper division program of study	**Performance Measures**							
	Baseline 2007-2008	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
4.5 *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* *								
4.6 *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* *								

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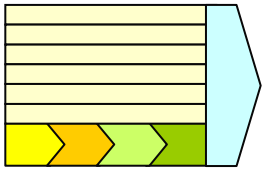
* *Future Measure*

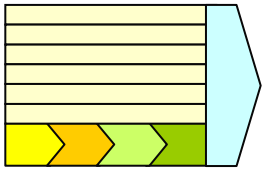
Next Generation PreK-20
Benchmarks



Focus Area 5: **Improve K-12 educational choice options** Objective: ➢ Improve educational options for K-12 parents and improve student performance	**Performance Measures**							
	Baseline 2007-2008	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
5.1 Number and percentage of students (FTE) completing virtual education	.37% 9,686.52 of 2,631,277.10 Total Public School FTE							
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	Reading 73% Elementary 66% Middle 40% High Math 70% Elementary 63% Middle 65% High	**Reading** **75% Elementary** **68% Middle** **38% High** **Math** **73% Elementary** **64% Middle** **64% High**						
5.3 Number and percentage of charter schools that earned an A or B	72.2% 156 of 216 Charter Schools							
5.4 *Number and percentage of high performing SES providers **								
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	Reading 38% Elementary 29% Middle 17% High Math 38% Elementary 28% Middle 32% High	**Reading** **41% Elementary** **31% Middle** **16% High** **Math** **41% Elementary** **29% Middle** **33% High**						

** Future Measure*

Next Generation PreK-20
Benchmarks



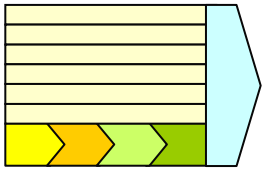
Focus Area 6:
Align Resources to Strategic Goals

Objectives:

- Ensure funding and other resources are available to effectively and efficiently implement agency priorities

Next Generation PreK-20

Strategic Alignment



Focus Areas	2009-2010 Strategies
1. Strengthen foundation skills	1a) Update the Next Generation Sunshine State Standards / Common Core Standards 1b) Support struggling schools and districts 1c) Develop assessment systems to monitor student progress and provide information to improve instruction 1d) Reform and align the FCAT 1e) Enhance the full day Pre-Kindergarten Program for low income students 1f) Strengthen key grade transitions
2. Improve quality of teaching in the education system	2a) Strengthen the connection between teacher effectiveness and student performance 2b) Raise the standards for entry into the profession 2c) Maintain a highly effective workforce
3. Improve college and career readiness	3a) Improve the alignment of college readiness and remedial courses 3b) Update the Next Generation career and technical education standards 3c) Develop and implement end-of-course exams 3d) Provide greater emphasis on moving students to higher levels of proficiency 3e) Improve the alignment of high schools with college and career expectations
4. Expand opportunities for post-secondary degrees and certificates	4a) Improve postsecondary transitions from lower level to upper level 4b) Expand access to distance learning 4c) Develop Gold Standard Career Pathways 4d) Increase certificate and degree production
5. Improve K–12 educational choice options	5a) Strengthen the quality of school choice options 5b) Expand educational choice options
6. Align resources to meet strategic goals	6a) 2010–2011 Legislative Budget Request 6b) Alignment of 2009–2010 Federal Funds with Goals 6c) 2009–2010 Prioritization of Internal Operating Funds 6d) Management and Reporting of American Recovery and Reinvestment Act Funds 6e) Develop and Implement the Department Communication Plan 6f) Develop and Implement the State Technology Plan

Division of Public Schools

Race to the Top RFP Summary
July 27, 2009
Florida Department of Education

Timeline

- Draft RFP released July 29
- Feedback on draft RFP due August 28
- Phase 1 final RFP out in mid-November
- Phase 1 application due 60-ays after release
- Phase 1 award announcements anticipated in Spring 2010
- Phase 1 awards made in Fall 2010

Statutory Requirements

- States must have made significant progress in 4 assurance areas
- States must use at least 50% of the award to provide subgrants to LEAs (based on relative share of Title I, part A funds), including public charter schools
- Governor must apply on behalf of the state
- Description of status of progress in 4 assurance areas and strategies used to ensure subgroup progress
- Description of achievement and graduation rates and strategies used to ensure subgroup progress
- Description of use of funding to improve student academic achievement, including prioritization to high-need LEAs
- Inclusion of a plan to evaluate progress in closing achievement gaps

Priorities

- Absolute: comprehensive approach to 4 assurances
- Competitive Preference: Emphasis on STEM
- Invitational:
    - Expansion and Adaptation of Statewide Longitudinal Data Systems
    - P-20 Coordination and Vertical Alignment
    - School-level Conditions for Reform and Innovation

Eligibility Requirements

- Approved application under both Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program of the ARRA by December 31, 2009
- No legal, statutory, or regulatory barriers to linking student achievement or student growth data to teachers for the purpose of teacher and principal evaluation
- Comprehensive and systemic approach to reform that integrates the 4 areas and designed to significantly improve student outcomes

Application Requirements

- Signed by Governor, Commissioner, and State Board Chairman
- Describe progress to date in 4 assurance areas include how ARRA and other federal funds have been used
- Provide financial data to show whether total revenues used to support education increased, decreased, or remained the same between FY08 and FY09
- Describe statewide support from stakeholders and LEAs (including charters)
- Include a budget detailing how it will use grant funds and other resources to meet targets including
    - Improving student achievement and graduation rates; closing achievement gaps
    - Giving priority to high-need LEAs
- Provide description of current status of meeting each criteria with evidence
- Provide a detailed plan for use of grant funds including key activities, goals and rationales, timeline, parties responsible, resources, and annual targets
- Certification from state Attorney General

Miscellaneous

- States receiving this award must submit an annual report and participate in an national evaluation (if USED chooses to do one)
- Must participate in all TA
- Make freely available all outputs related to the grant
- If awarded Phase 1, may not apply for Phase 2

Selection Criteria

Two categories:

1. *State Reform Conditions Criteria*, used to assess past progress and creating conditions for reform (SR)
2. *Reform Plan Criteria*, used to assess future efforts (RP)

(A) Standards and Assessments

(1) Developing and adopting common standards (SR)

- Common, internationally benchmarked

(2) Developing and implementing common, high-quality assessments (SR)

(3) Supporting transition to enhanced standards and high-quality assessments (SR)

(B) Data Systems to Support Instruction

(1) Fully implementing a statewide longitudinal data system (SR)

(2) Accessing and using state data (SR)

(3) Using data to improve instruction (SR)

Selection Criteria (continued)

(C) Great Teachers and Leaders
(1) Providing alternative pathways for aspiring teachers and principals (SR)
(2) Differentiating teacher and principal effectiveness based on performance (RP)
- Evaluation
- Compensation/promotion
- Tenure and dismissal

(3) Ensuring equitable distribution of effective teachers and principals (RP)
- High-poverty schools
- Hard-to-staff subjects

(4) Reporting the effectiveness of teacher and principals preparation programs (RP)
(5) Providing effective support to teachers and principals (RP)

(D) Turning Around Struggling Schools
(1) Intervening in the lowest-performing schools and LEAs (SR)
(2) Increasing the supply of high-quality charter schools (SR)
- Growth
- Accountability
- Funding
- Facilities

(3) Turning around struggling schools (RP)

(E) Overall Criteria
(1) Demonstrating significant progress (SR)
(2) Making education funding a priority (SR)
(3) Enlisting statewide support and commitment (SR)
(4) Raising achievement and closing gaps (RP)
- Overall and by subgroup on NAEP reading and math
- Closed the gap on NAEP reading and math
- Targets for increasing graduation rate

(5) Building strong statewide capacity to implement, scale, and sustain proposed plans (RP)
- Grant oversight
- Support success of LEAs
- Continue reforms after funding ends
- Collaborate with other states
- Shift funds from other sources to align with Race to the Top goals

Education Information & Accountability Services

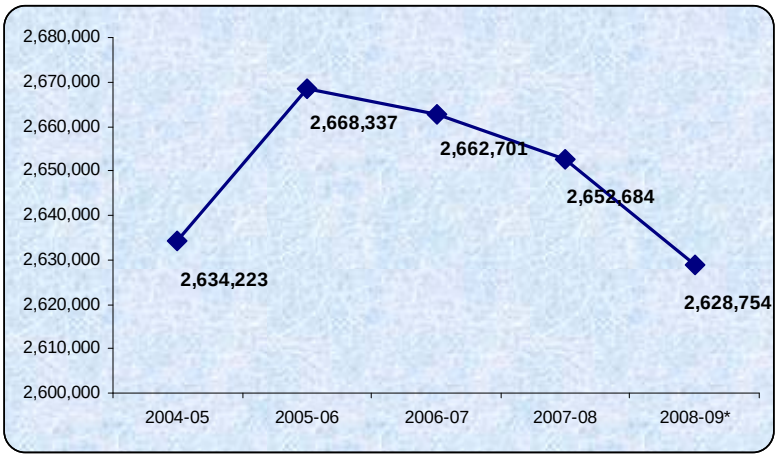
Data Report

Membership in Florida's Public Schools, Fall 2008

Series 2009-07D **January 2009**

This publication provides information on PK-12 membership in Florida's public schools. Figure 1 shows the enrollment trend for the last five years. However, Florida's racial membership has shown an annual decline for the past three years.

Figure 1
PK-12 Fall Membership
2004-05 through 2008-09



The fall 2008* total prekindergarten through twelfth grade student membership was 2,628,754 for Florida's public schools. When compared to the fall 2004 membership of 2,634,223, the fall 2008 membership showed a decrease of 5,469 students or -0.21 percent. Of the 34 regular districts that showed increases in membership during the same period, the greatest percentage increase occurred in Flagler County (33.01 percent). During the past year (2007-08 to 2008-09), most (50) of Florida's 67 regular school districts experienced a decline in membership.

* Survey 2 Data, October 13-17, 2008, as of November 18, 2008.

Florida Department of Education
Eric J. Smith, Commissioner

Figure 2 shows the fall 2008 PK-12 membership for the state, by number and percentage, for each racial category. Representation by each racial group in the total prekindergarten through twelfth grade membership for fall 2008 was 45.20 percent white, non-Hispanic; 23.09 percent black, non-Hispanic; 25.10 percent Hispanic; 2.46 percent Asian/Pacific Islander; 3.87 percent Multiracial; and 0.29 percent American Indian/Alaskan Native. Total minorities represent 54.80 percent of the total PK-12 membership.

Figure 2

Student Membership for PK-12
Number and Percent by Racial Category, Fall 2008
Survey 2 Data, October 13-17, 2008, as of November 18, 2008

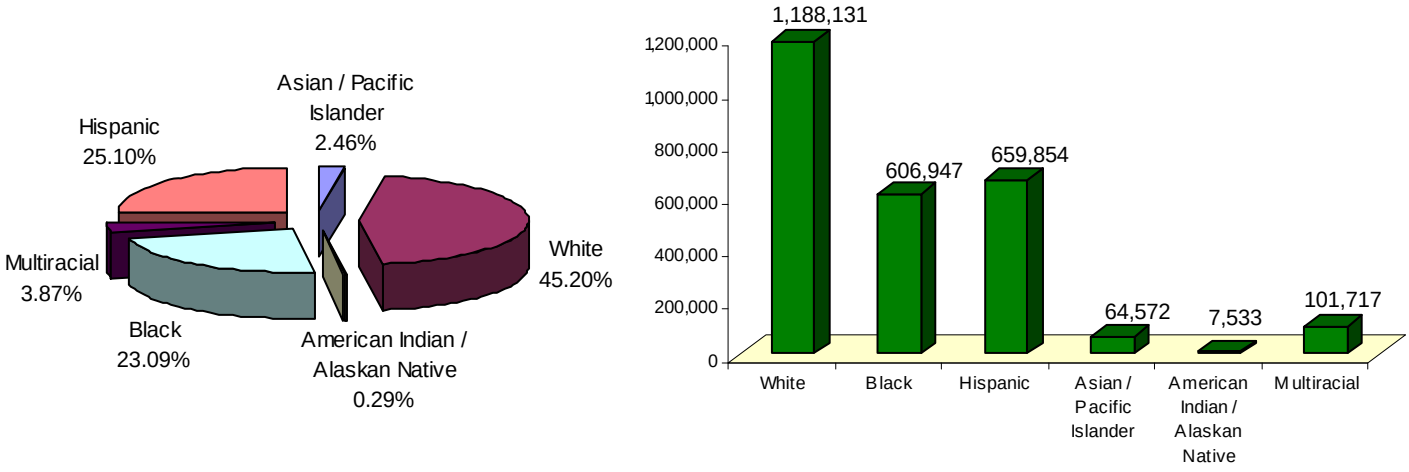
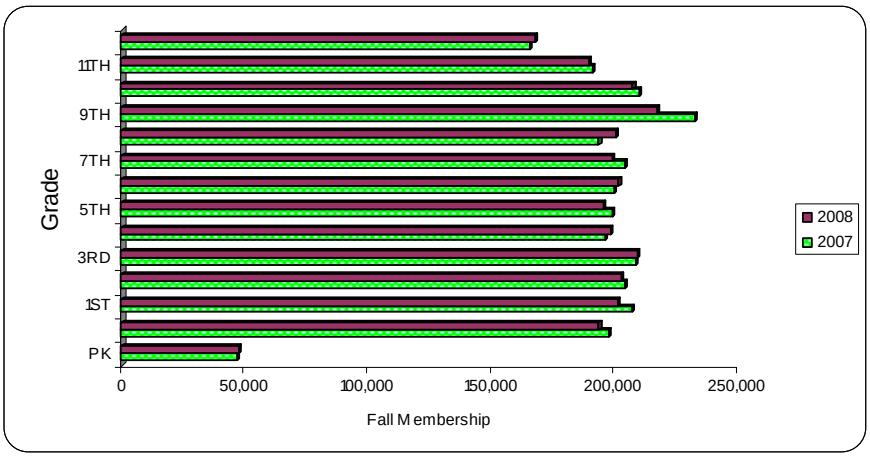


Figure 3 shows the public schools' PK-12 membership by grade comparison between fall 2007and fall 2008.

Figure 3
Florida Public Schools' PK-12 Membership by Grade
Comparison Between Fall 2007 and Fall 2008



On the following pages, Table 1 displays membership for fall 2008 by racial category for each district. Table 2 presents the fall 2008 membership by grade for each district. Membership in each of the grades kindergarten through twelve ranged from a low of 167,644 for the twelfth grade to a high of 217,039 for the ninth grade. Table 3 shows the 2008 fall PK-12 membership for each district and the percent change from fall 2007 to fall 2008 in rank order. Among Florida's 67 regular districts, Dade County has the largest membership (344,913 students) while Jefferson County has the smallest membership (1,106 students). Table 4 shows the PK-12 membership for each of the years 2004-05 through 2008-09, as well as number and percent of net change in membership from fall 2004 to fall 2008.

Table 1
PK-12 Student Membership, Number and Percent by Racial Category, Fall 2008*

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian/Pacific Islander		American Indian/ Alaskan Native		Multiracial		Total Minority		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Membership
ALACHUA	13,277	48.81	9,645	35.46	1,628	5.98	1,129	4.15	62	0.23	1,462	5.37	13,926	51.19	27,203
BAKER	4,251	83.91	631	12.46	64	1.26	22	0.43	13	0.26	85	1.68	815	16.09	5,066
BAY	19,206	73.99	3,901	15.03	1,018	3.92	552	2.13	119	0.46	1,160	4.47	6,750	26.01	25,956
BRADFORD	2,390	70.29	770	22.65	82	2.41	26	0.76	4	0.12	128	3.76	1,010	29.71	3,400
BREVARD	50,471	69.07	10,656	14.58	6,109	8.36	1,532	2.10	223	0.31	4,085	5.59	22,605	30.93	73,076
BROWARD	75,342	29.41	97,153	37.92	66,766	26.06	8,796	3.43	519	0.20	7,610	2.97	180,844	70.59	256,186
CALHOUN	1,785	79.47	320	14.25	68	3.03	9	0.40	13	0.58	51	2.27	461	20.53	2,246
CHARLOTTE	13,231	76.21	1,626	9.37	1,348	7.76	265	1.53	50	0.29	841	4.84	4,130	23.79	17,361
CITRUS	13,457	83.96	721	4.50	803	5.01	258	1.61	63	0.39	726	4.53	2,571	16.04	16,028
CLAY	26,520	73.67	4,621	12.84	2,413	6.70	1,002	2.78	67	0.19	1,373	3.81	9,476	26.33	35,996
COLLIER	17,822	41.90	4,985	11.72	17,886	42.06	491	1.15	110	0.26	1,236	2.91	24,708	58.10	42,530
COLUMBIA	7,014	69.74	2,138	21.26	449	4.46	82	0.82	32	0.32	343	3.41	3,044	30.26	10,058
DADE	31,451	9.12	88,367	25.62	215,905	62.60	4,085	1.18	308	0.09	4,797	1.39	313,462	90.88	344,913
DESOTO	2,337	47.19	791	15.97	1,708	34.49	33	0.67	6	0.12	77	1.55	2,615	52.81	4,952
DIXIE	1,873	88.39	169	7.98	32	1.51	1	0.05	1	0.05	43	2.03	246	11.61	2,119
DUVAL	49,335	40.24	54,063	44.09	8,564	6.98	4,986	4.07	243	0.20	5,415	4.42	73,271	59.76	122,606
ESCAMBIA	21,602	52.79	14,949	36.53	1,312	3.21	1,123	2.74	289	0.71	1,646	4.02	19,319	47.21	40,921
FLAGLER	8,653	67.13	2,061	15.99	1,230	9.54	306	2.37	38	0.29	602	4.67	4,237	32.87	12,890
FRANKLIN	1,072	83.42	157	12.22	24	1.87	3	0.23	2	0.16	27	2.10	213	16.58	1,285
GADSDEN	250	3.90	5,050	78.73	1,012	15.78	7	0.11	1	0.02	94	1.47	6,164	96.10	6,414
GILCHRIST	2,504	91.05	113	4.11	92	3.35	4	0.15	5	0.18	32	1.16	246	8.95	2,750
GLADES	579	41.71	206	14.84	428	30.84	9	0.65	150	10.81	16	1.15	809	58.29	1,388
GULF	1,654	80.68	315	15.37	26	1.27	8	0.39	4	0.20	43	2.10	396	19.32	2,050
HAMILTON	848	43.44	840	43.03	202	10.35	6	0.31	4	0.20	52	2.66	1,104	56.56	1,952
HARDEE	1,852	36.26	370	7.24	2,745	53.75	83	1.63	10	0.20	47	0.92	3,255	63.74	5,107
HENDRY	1,888	26.82	1,079	15.33	3,808	54.10	30	0.43	25	0.36	209	2.97	5,151	73.18	7,039
HERNANDO	16,687	73.44	1,593	7.01	2,974	13.09	309	1.36	99	0.44	1,059	4.66	6,034	26.56	22,721
HIGHLANDS	6,368	51.85	2,247	18.30	3,153	25.67	175	1.42	82	0.67	256	2.08	5,913	48.15	12,281
HILLSBOROUGH	79,062	41.19	41,872	21.81	53,421	27.83	5,958	3.10	509	0.27	11,143	5.80	112,903	58.81	191,965
HOLMES	3,199	94.12	85	2.50	63	1.85	23	0.68	9	0.26	20	0.59	200	5.88	3,399
INDIAN RIVER	11,037	62.69	2,793	15.86	3,039	17.26	224	1.27	41	0.23	472	2.68	6,569	37.31	17,606
JACKSON	4,554	62.22	2,227	30.43	190	2.60	47	0.64	36	0.49	265	3.62	2,765	37.78	7,319
JEFFERSON	240	21.70	792	71.61	48	4.34	3	0.27	2	0.18	21	1.90	866	78.30	1,106
LAFAYETTE	811	72.54	100	8.94	171	15.30	1	0.09	0	0.00	35	3.13	307	27.46	1,118
LAKE	25,555	62.34	6,385	15.57	6,908	16.85	915	2.23	229	0.56	1,004	2.45	15,441	37.66	40,996
LEE	40,184	50.58	11,704	14.73	22,309	28.08	1,290	1.62	278	0.35	3,686	4.64	39,267	49.42	79,451
LEON	15,760	48.44	13,418	41.24	1,104	3.39	975	3.00	66	0.20	1,214	3.73	16,777	51.56	32,537
LEVY	4,458	74.03	929	15.43	464	7.71	33	0.55	12	0.20	126	2.09	1,564	25.97	6,022
LIBERTY	1,159	78.10	194	13.07	79	5.32	4	0.27	6	0.40	42	2.83	325	21.90	1,484
MADISON	1,041	38.34	1,547	56.98	89	3.28	5	0.18	11	0.41	22	0.81	1,674	61.66	2,715
MANATEE	23,646	55.53	6,461	15.17	9,996	23.47	716	1.68	59	0.14	1,706	4.01	18,938	44.47	42,584
MARION	24,500	58.97	8,124	19.55	6,076	14.62	642	1.55	228	0.55	1,977	4.76	17,047	41.03	41,547
MARTIN	12,160	67.31	1,460	8.08	3,450	19.10	235	1.30	24	0.13	738	4.08	5,907	32.69	18,067
MONROE	4,749	57.37	851	10.28	2,294	27.71	114	1.38	22	0.27	248	3.00	3,529	42.63	8,278
NASSAU	9,451	86.07	894	8.14	256	2.33	86	0.78	35	0.32	258	2.35	1,529	13.93	10,980
OKALOOSA	21,043	72.26	3,539	12.15	1,581	5.43	767	2.63	122	0.42	2,071	7.11	8,080	27.74	29,123
OKEECHOBEE	4,023	57.45	601	8.58	2,023	28.89	51	0.73	145	2.07	160	2.28	2,980	42.55	7,003
ORANGE	57,887	33.65	46,928	27.28	53,806	31.28	7,495	4.36	687	0.40	5,225	3.04	114,141	66.35	172,028
OSCEOLA	15,629	30.08	5,535	10.65	26,304	50.63	1,319	2.54	136	0.26	3,032	5.84	36,326	69.92	51,955
PALM BEACH	66,806	39.13	49,158	28.79	41,173	24.11	4,522	2.65	702	0.41	8,384	4.91	103,939	60.87	170,745
PASCO	48,869	73.18	3,796	5.68	9,309	13.94	1,537	2.30	200	0.30	3,067	4.59	17,909	26.82	66,778
PINELLAS	65,696	61.95	20,256	19.10	10,245	9.66	4,144	3.91	316	0.30	5,389	5.08	40,350	38.05	106,046
POLK	47,490	50.14	20,709	21.86	21,224	22.41	1,367	1.44	232	0.24	3,694	3.90	47,226	49.86	94,716
PUTNAM	6,716	58.44	2,916	25.37	1,423	12.38	55	0.48	15	0.13	367	3.19	4,776	41.56	11,492
ST. JOHNS	23,696	81.95	2,427	8.39	1,336	4.62	743	2.57	57	0.20	657	2.27	5,220	18.05	28,916
ST. LUCIE	15,911	40.97	11,474	29.54	8,657	22.29	668	1.72	124	0.32	2,003	5.16	22,926	59.03	38,837
SANTA ROSA	21,707	85.47	1,345	5.30	771	3.04	438	1.72	148	0.58	988	3.89	3,690	14.53	25,397
SARASOTA	29,058	70.77	3,919	9.55	5,059	12.32	815	1.99	89	0.22	2,117	5.16	11,999	29.23	41,057
SEMINOLE	37,772	58.17	8,668	13.35	11,812	18.19	2,487	3.83	153	0.24	4,041	6.22	27,161	41.83	64,933
SUMTER	5,383	70.37	1,130	14.77	849	11.10	105	1.37	19	0.25	164	2.14	2,267	29.63	7,650
SUWANNEE	4,419	73.92	832	13.92	568	9.50	30	0.50	20	0.33	109	1.82	1,559	26.08	5,978
TAYLOR	2,307	69.93	789	23.92	46	1.39	43	1.30	14	0.42	100	3.03	992	30.07	3,299
UNION	1,839	79.44	355	15.33	76	3.28	7	0.30	0	0.00	38	1.64	476	20.56	2,315
VOLUSIA	39,888	63.25	9,170	14.54	9,966	15.80	1,050	1.66	137	0.22	2,854	4.53	23,177	36.75	63,065
WAKULLA	4,435	84.25	560	10.64	69	1.31	29	0.55	19	0.36	152	2.89	829	15.75	5,264
WALTON	5,760	82.26	592	8.45	384	5.48	68	0.97	31	0.44	167	2.39	1,242	17.74	7,002
WASHINGTON	2,661	75.30	594	16.81	92	2.60	38	1.08	32	0.91	117	3.31	873	24.70	3,534
DISTRICTS 1-67	**1,184,280**	**45.19**	**604,666**	**23.07**	**658,579**	**25.13**	**64,381**	**2.46**	**7,507**	**0.29**	**101,388**	**3.87**	**1,436,521**	**54.81**	**2,620,801**
DEAF/BLIND	343	53.10	141	21.83	134	20.74	11	1.70	2	0.31	15	2.32	303	46.90	646
DOZIER/OKEEC	112	31.64	230	64.97	12	3.39	0	0.00	0	0.00	0	0.00	242	68.36	354
FAU LAB SCH	997	49.41	429	21.26	455	22.55	48	2.38	5	0.25	84	4.16	1,021	50.59	2,018
FSU LAB SCH	1,047	46.57	645	28.69	363	16.15	76	3.38	9	0.40	108	4.80	1,201	53.43	2,248
FAMU LAB SCH	0	0.00	458	99.13	0	0.00	0	0.00	0	0.00	4	0.87	462	100.00	462
UF LAB SCH	588	51.04	291	25.26	179	15.54	29	2.52	3	0.26	62	5.38	564	48.96	1,152
CONNECTIONS	338	65.38	43	8.32	75	14.51	9	1.74	1	0.19	51	9.86	179	34.62	517
FLVA	426	76.62	44	7.91	57	10.25	18	3.24	6	1.08	5	0.90	130	23.38	556
STATE TOTAL**	**1,188,131**	**45.20**	**606,947**	**23.09**	**659,854**	**25.10**	**64,572**	**2.46**	**7,533**	**0.29**	**101,717**	**3.87**	**1,440,623**	**54.80**	**2,628,754**

* Survey 2 Data, October 13-17, 2008, as of November 18, 2008.

** State totals do not include counts for the Florida Virtual School (District 71) because students enrolled in that district may be dually enrolled in other districts.

Table 2
Public Schools' PK-12 Membership by Grade, Fall 2008*

DISTRICT	PK	KG	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	MEMBERSHIP
ALACHUA	144	2,033	2,138	2,049	2,165	2,020	2,026	1,992	2,081	2,011	2,232	2,301	2,068	1,943	27,203
BAKER	177	402	456	441	405	372	355	354	389	330	388	380	301	316	5,066
BAY	860	1,955	2,025	1,982	2,014	1,951	1,889	1,976	1,961	1,875	2,114	1,879	1,761	1,714	25,956
BRADFORD	186	250	271	255	257	253	250	263	240	216	305	277	174	203	3,400
BREVARD	1,771	5,434	5,342	5,344	5,511	5,317	5,254	5,394	5,715	5,492	6,761	5,590	5,192	4,959	73,076
BROWARD	4,837	17,630	18,891	19,147	20,086	19,035	19,012	19,932	19,379	20,178	21,484	20,145	18,592	17,838	256,186
CALHOUN	120	171	173	176	180	173	169	167	152	159	155	182	137	132	2,246
CHARLOTTE	502	1,025	1,148	1,134	1,190	1,125	1,190	1,250	1,433	1,359	1,398	1,563	1,491	1,553	17,361
CITRUS	368	1,128	1,083	1,118	1,168	1,121	1,169	1,223	1,286	1,257	1,499	1,328	1,144	1,136	16,028
CLAY	506	2,577	2,523	2,617	2,721	2,690	2,713	2,743	2,810	2,742	2,914	3,008	2,918	2,514	35,996
COLLIER	1,035	3,328	3,501	3,248	3,263	3,080	3,065	3,116	3,112	3,251	3,067	3,186	3,502	2,776	42,530
COLUMBIA	200	867	890	819	855	767	734	758	771	709	847	621	688	532	10,058
DADE	6,632	24,264	25,594	26,065	28,001	26,099	26,062	26,720	26,622	26,315	26,033	28,822	24,392	23,292	344,913
DESOTO	106	406	447	399	413	367	334	322	336	359	494	364	311	294	4,952
DIXIE	134	175	174	184	169	150	157	138	130	161	129	187	114	117	2,119
DUVAL	1,173	10,362	10,551	10,292	10,454	9,601	9,314	9,434	9,049	8,629	10,154	9,227	8,331	6,035	122,606
ESCAMBIA	833	3,169	3,171	3,251	3,237	3,179	2,997	3,108	3,027	3,146	3,813	2,948	2,688	2,354	40,921
FLAGLER	89	985	971	991	994	966	987	1,029	993	1,030	1,093	983	919	860	12,890
FRANKLIN	74	108	105	91	116	106	104	100	87	85	95	83	65	66	1,285
GADSDEN	507	577	522	591	516	481	457	445	464	370	412	406	344	322	6,414
GILCHRIST	162	208	219	189	207	187	209	191	211	197	232	176	201	161	2,750
GLADES	14	127	152	127	125	109	137	105	109	117	82	68	49	67	1,388
GULF	50	113	127	143	153	161	152	170	154	154	184	171	173	145	2,050
HAMILTON	94	165	172	155	163	143	137	136	138	123	151	151	127	97	1,952
HARDEE	71	496	434	451	426	387	383	398	390	361	424	417	274	195	5,107
HENDRY	78	550	613	595	550	535	518	535	445	555	553	542	518	452	7,039
HERNANDO	166	1,586	1,628	1,764	1,880	1,734	1,740	1,717	1,785	1,818	2,092	1,905	1,616	1,290	22,721
HIGHLANDS	144	970	1,033	981	920	956	969	906	930	947	1,184	895	753	693	12,281
HILLSBOROUGH	3,202	14,194	15,460	15,170	15,496	14,930	14,752	15,117	14,757	14,904	15,686	14,020	12,908	11,369	191,965
HOLMES	84	284	285	239	264	237	234	274	253	274	290	250	218	213	3,399
INDIAN RIVER	240	1,292	1,309	1,332	1,324	1,306	1,333	1,303	1,329	1,370	1,596	1,340	1,312	1,220	17,606
JACKSON	295	633	567	600	561	529	533	529	540	551	569	501	510	401	7,319
JEFFERSON	83	91	90	77	121	76	75	70	94	78	74	75	47	55	1,106
LAFAYETTE	32	85	111	108	93	83	85	84	83	73	83	69	68	61	1,118
LAKE	894	3,125	3,218	3,229	3,282	3,106	3,095	3,079	2,987	3,123	3,323	3,041	2,973	2,521	40,996
LEE	1,626	6,409	6,423	6,395	6,431	5,903	5,837	6,149	5,764	5,732	5,754	5,931	5,643	5,454	79,451
LEON	919	2,569	2,581	2,612	2,656	2,546	2,383	2,475	2,312	2,212	2,802	2,343	2,310	1,817	32,537
LEVY	125	478	481	459	471	453	432	459	488	494	478	475	449	280	6,022
LIBERTY	98	129	118	107	108	105	95	98	95	108	137	127	92	67	1,484
MADISON	117	191	233	202	198	184	186	187	193	212	229	216	195	172	2,715
MANATEE	888	3,342	3,484	3,525	3,541	3,252	3,008	3,154	3,146	3,169	3,591	3,138	2,858	2,488	42,584
MARION	565	2,993	3,168	3,372	3,304	3,345	3,204	2,831	2,810	3,046	3,378	3,385	3,093	3,053	41,547
MARTIN	480	1,238	1,325	1,215	1,327	1,294	1,272	1,358	1,330	1,341	1,622	1,526	1,396	1,343	18,067
MONROE	398	550	581	581	631	553	580	581	634	612	792	689	591	505	8,278
NASSAU	64	792	806	833	817	839	849	899	856	853	895	917	799	761	10,980
OKALOOSA	347	2,184	2,173	2,162	2,199	2,036	2,083	2,266	2,205	2,233	2,617	2,419	2,091	2,108	29,123
OKEECHOBEE	176	505	559	540	572	496	513	554	520	508	616	612	449	383	7,003
ORANGE	2,612	12,817	13,297	13,745	14,001	13,208	12,747	13,197	12,902	13,089	14,429	13,561	12,208	10,215	172,028
OSCEOLA	1,146	3,559	3,807	3,879	4,009	3,887	3,770	4,055	3,970	4,147	4,588	4,289	3,872	2,977	51,955
PALM BEACH	2,616	12,442	12,798	12,916	13,268	12,764	12,469	13,194	12,850	12,917	14,267	13,882	12,990	11,372	170,745
PASCO	1,192	4,789	4,922	5,108	5,544	5,158	4,931	5,188	5,226	5,272	5,801	5,238	4,669	3,740	66,778
PINELLAS	1,622	7,301	7,763	7,718	8,039	7,683	7,701	7,782	7,823	8,223	8,329	8,918	9,751	7,393	106,046
POLK	2,142	7,399	7,752	7,769	8,053	7,252	7,157	7,222	6,856	6,700	7,556	7,135	6,150	5,573	94,716
PUTNAM	408	1,043	938	927	899	883	846	893	862	836	879	810	634	634	11,492
ST. JOHNS	361	2,011	2,106	2,146	2,174	2,233	2,091	2,230	2,324	2,329	2,465	2,330	2,206	1,910	28,916
ST. LUCIE	440	2,950	2,978	3,007	3,215	2,880	2,944	2,907	2,848	3,109	3,299	3,178	2,902	2,180	38,837
SANTA ROSA	605	1,691	1,826	1,820	1,909	1,858	1,892	1,934	1,943	2,000	2,051	2,019	1,981	1,868	25,397
SARASOTA	400	3,004	2,937	3,067	3,188	3,166	3,146	3,183	3,155	3,266	3,486	3,376	2,972	2,711	41,057
SEMINOLE	727	4,476	4,500	4,728	4,758	4,812	4,669	5,181	5,013	5,259	5,989	5,415	5,011	4,395	64,933
SUMTER	251	632	599	569	580	522	558	606	620	607	564	564	492	486	7,650
SUWANNEE	154	483	482	495	499	471	422	453	441	438	517	466	354	303	5,978
TAYLOR	342	245	281	247	260	221	247	240	221	221	218	227	178	151	3,299
UNION	55	197	182	159	203	176	166	198	175	169	192	165	155	123	2,315
VOLUSIA	514	4,481	4,593	4,853	4,871	4,774	4,777	4,865	4,921	5,032	5,708	5,058	4,631	3,987	63,065
WAKULLA	385	439	362	424	402	379	384	384	384	357	413	370	333	248	5,264
WALTON	82	537	641	611	544	522	496	535	544	545	597	472	476	400	7,002
WASHINGTON	29	291	285	262	285	274	274	270	267	260	303	264	241	229	3,534
DISTRICTS 1-67	**47,749**	**192,932**	**200,375**	**201,807**	**208,236**	**197,461**	**194,719**	**200,606**	**197,940**	**199,615**	**216,472**	**206,616**	**189,051**	**167,222**	**2,620,801**
DEAF/BLIND	9	10	18	15	30	34	26	45	55	62	69	77	79	117	646
DOZIER/OKEEC								4	15	46	146	93	34	16	354
FAU LAB SCH		195	199	201	200	222	221	280	255	167	20	26	14	18	2,018
FSU LAB SCH		167	195	188	211	196	193	164	164	166	174	153	150	127	2,248
FAMU LAB SCH		49	29	30	26	37	36	40	29	37	38	42	42	27	462
UF LAB SCH		54	54	54	54	66	66	110	110	110	120	120	117	117	1,152
CONNECTIONS		8	92	104	62	41	46	44	59	61					517
FLVA		1	86	83	80	53	68	65	64	56					556
STATE TOTAL**	**47,758**	**193,416**	**201,048**	**202,482**	**208,899**	**198,110**	**195,375**	**201,358**	**198,691**	**200,320**	**217,039**	**207,127**	**189,487**	**167,644**	**2,628,754**

* Survey 2 Data, October 13-17, 2008, as of November 18, 2008.

** State totals do not include counts for the Florida Virtual School (District 71) because students enrolled in that district may be dually enrolled in other districts.

Table 3
2008 Fall PK-12 Membership
and Percent Change (2007 to 2008)
in Rank Order

District Number/Name		2008* Fall Membership	Rank
13	DADE	344,913	1
06	BROWARD	256,186	2
29	HILLSBOROUGH	191,965	3
48	ORANGE	172,028	4
50	PALM BEACH	170,745	5
16	DUVAL	122,606	6
52	PINELLAS	106,046	7
53	POLK	94,716	8
36	LEE	79,451	9
05	BREVARD	73,076	10
51	PASCO	66,778	11
59	SEMINOLE	64,933	12
64	VOLUSIA	63,065	13
49	OSCEOLA	51,955	14
11	MANATEE	42,584	15
41	COLLIER	42,530	16
42	MARION	41,547	17
58	SARASOTA	41,057	18
17	LAKE	40,996	19
35	ESCAMBIA	40,921	20
56	ST. LUCIE	38,837	21
10	CLAY	35,996	22
37	LEON	32,537	23
46	OKALOOSA	29,123	24
01	ST. JOHNS	28,916	25
55	ALACHUA	27,203	26
03	BAY	25,956	27
57	SANTA ROSA	25,397	28
27	HERNANDO	22,721	29
43	MARTIN	18,067	30
08	INDIAN RIVER	17,606	31
31	CHARLOTTE	17,361	32
09	CITRUS	16,028	33
18	FLAGLER	12,890	34
28	HIGHLANDS	12,281	35
54	PUTNAM	11,492	36
45	NASSAU	10,980	37
12	COLUMBIA	10,058	38
44	MONROE	8,278	39
60	SUMTER	7,650	40
32	JACKSON	7,319	41
26	HENDRY	7,039	42
47	OKEECHOBEE	7,003	43
66	WALTON	7,002	44
20	GADSDEN	6,414	45
38	LEVY	6,022	46
61	SUWANNEE	5,978	47
65	WAKULLA	5,264	48
25	HARDEE	5,107	49
14	BAKER	5,066	50
02	DESOTO	4,952	51
67	WASHINGTON	3,534	52
04	BRADFORD	3,400	53
30	HOLMES	3,399	54
62	TAYLOR	3,299	55
21	GILCHRIST	2,750	56
40	MADISON	2,715	57
63	UNION	2,315	58
07	CALHOUN	2,246	59
15	DIXIE	2,119	60
23	GULF	2,050	61
24	HAMILTON	1,952	62
39	LIBERTY	1,484	63
22	GLADES	1,388	64
19	FRANKLIN	1,285	65
33	LAFAYETTE	1,118	66
34	JEFFERSON	1,106	67
99	**STATE TOTAL**	**2,620,801**	

	District	Percent Change	Rank
55	ST. JOHNS	3.91	1
19	FRANKLIN	3.13	2
02	BAKER	2.90	3
34	LAFAYETTE	2.47	4
25	HARDEE	1.85	5
60	SUMTER	1.76	6
22	GLADES	1.68	7
65	WAKULLA	1.64	8
18	FLAGLER	0.93	9
63	UNION	0.83	10
07	CALHOUN	0.76	11
35	LAKE	0.71	12
51	PASCO	0.70	13
53	POLK	0.59	14
66	WALTON	0.44	15
37	LEON	0.20	16
41	MANATEE	0.19	17
50	PALM BEACH	-0.08	18
31	INDIAN RIVER	-0.23	19
43	MARTIN	-0.23	20
10	CLAY	-0.36	21
11	COLLIER	-0.42	22
61	SUWANNEE	-0.45	23
47	OKEECHOBEE	-0.50	24
27	HERNANDO	-0.52	25
29	HILLSBOROUGH	-0.57	26
32	JACKSON	-0.60	27
59	SEMINOLE	-0.70	28
12	COLUMBIA	-0.74	29
09	CITRUS	-0.85	30
45	NASSAU	-0.89	31
30	HOLMES	-0.90	32
13	DADE	-0.92	33
06	BROWARD	-0.99	34
44	MONROE	-0.99	35
03	BAY	-1.06	36
48	ORANGE	-1.15	37
14	DESOTO	-1.22	38
57	SANTA ROSA	-1.22	39
28	HIGHLANDS	-1.32	40
36	LEE	-1.35	41
46	OKALOOSA	-1.45	42
49	OSCEOLA	-1.51	43
20	GADSDEN	-1.57	44
67	WASHINGTON	-1.59	45
52	PINELLAS	-1.70	46
16	DUVAL	-1.71	47
05	BREVARD	-1.73	48
42	MARION	-1.74	49
39	LIBERTY	-1.92	50
17	ESCAMBIA	-2.22	51
58	SARASOTA	-2.28	52
64	VOLUSIA	-2.33	53
40	MADISON	-2.44	54
08	CHARLOTTE	-2.46	55
62	TAYLOR	-2.66	56
54	PUTNAM	-2.70	57
15	DIXIE	-3.24	58
24	HAMILTON	-3.27	59
38	LEVY	-3.31	60
26	HENDRY	-3.69	61
56	ST. LUCIE	-3.73	62
01	ALACHUA	-4.14	63
33	JEFFERSON	-4.16	64
21	GILCHRIST	-4.81	65
04	BRADFORD	-4.84	66
23	GULF	-5.57	67
99	**STATE TOTAL**	**-0.93**	

* Survey 2 Data, October 13-17, 2008, as of November 18, 2008.

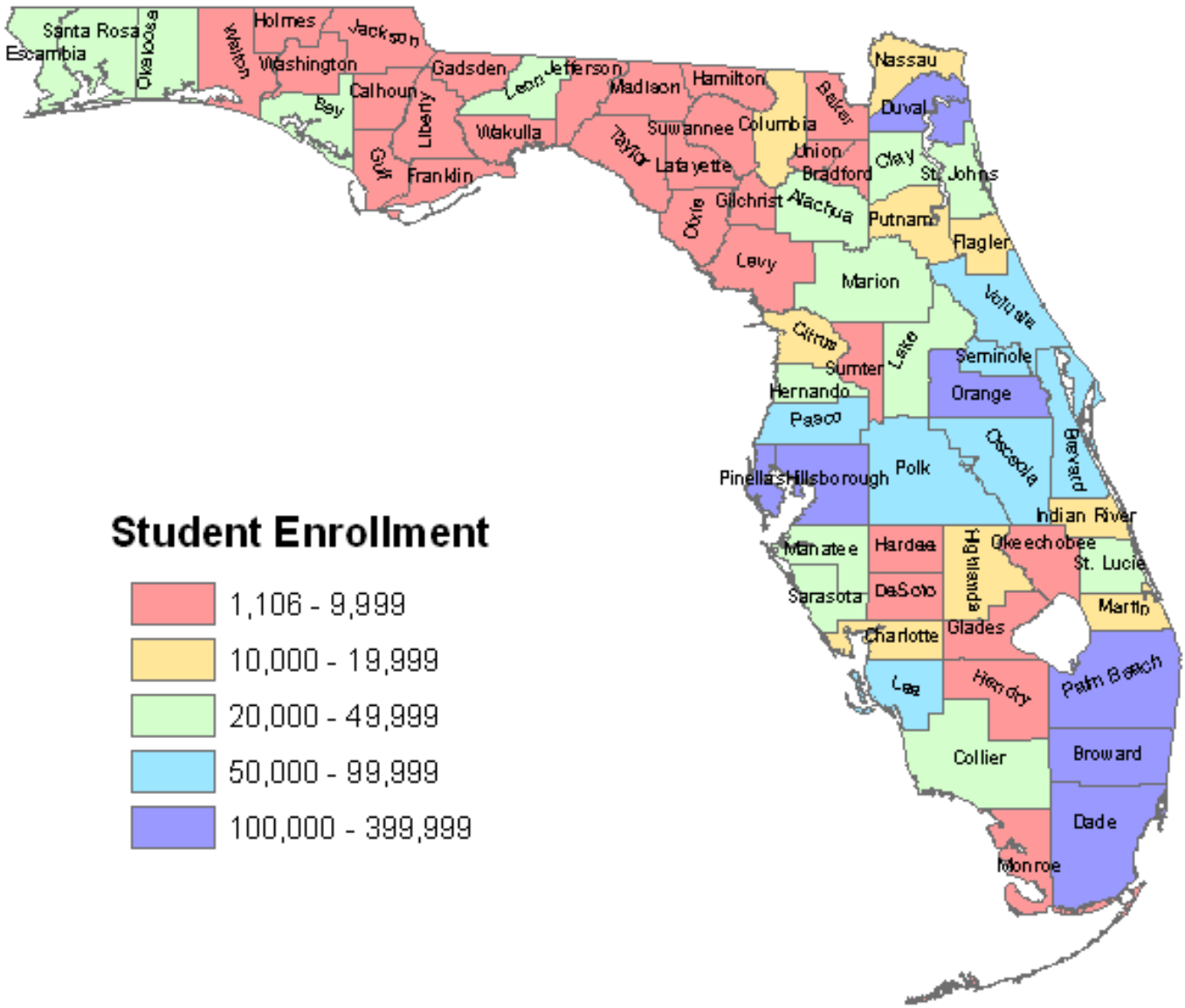
Table 4
Five-Year Comparison of PK-12 Membership, Fall 2004 through Fall 2008

	DISTRICT NUMBER/NAME	FALL 2004 MEMBERSHIP	FALL 2005 MEMBERSHIP	FALL 2006 MEMBERSHIP	FALL 2007 MEMBERSHIP	FALL 2008* MEMBERSHIP	NET CHANGE, FALL 2004 TO FALL 2008 NUMBER	PERCENT
01	ALACHUA	29,095	29,108	28,998	28,378	27,203	-1,892	-6.50
02	BAKER	4,771	4,855	4,974	4,923	5,066	295	6.18
03	BAY	27,001	27,610	27,005	26,234	25,956	-1,045	-3.87
04	BRADFORD	3,813	3,779	3,683	3,573	3,400	-413	-10.83
05	BREVARD	74,345	75,160	74,791	74,364	73,076	-1,269	-1.71
06	BROWARD	273,231	271,470	262,726	258,746	256,186	-17,045	-6.24
07	CALHOUN	2,307	2,274	2,227	2,229	2,246	-61	-2.64
08	CHARLOTTE	17,402	17,868	17,888	17,798	17,361	-41	-0.24
09	CITRUS	15,651	15,835	16,077	16,166	16,028	377	2.41
10	CLAY	32,391	34,152	35,711	36,125	35,996	3,605	11.13
11	COLLIER	41,941	43,295	43,164	42,709	42,530	589	1.40
12	COLUMBIA	9,881	10,188	10,179	10,133	10,058	177	1.79
13	DADE	365,456	362,033	353,783	348,116	344,913	-20,543	-5.62
14	DESOTO	4,932	5,019	4,984	5,013	4,952	20	0.41
15	DIXIE	2,143	2,238	2,241	2,190	2,119	-24	-1.12
16	DUVAL	127,469	126,535	125,171	124,741	122,606	-4,863	-3.82
17	ESCAMBIA	43,683	43,442	42,708	41,851	40,921	-2,762	-6.32
18	FLAGLER	9,691	11,034	12,149	12,771	12,890	3,199	33.01
19	FRANKLIN	1,371	1,350	1,317	1,246	1,285	-86	-6.27
20	GADSDEN	6,651	6,515	6,650	6,516	6,414	-237	-3.56
21	GILCHRIST	2,849	2,893	2,887	2,889	2,750	-99	-3.47
22	GLADES	1,237	1,272	1,256	1,365	1,388	151	12.21
23	GULF	2,177	2,179	2,193	2,171	2,050	-127	-5.83
24	HAMILTON	2,003	2,006	2,036	2,018	1,952	-51	-2.55
25	HARDEE	5,144	4,967	5,037	5,014	5,107	-37	-0.72
26	HENDRY	7,593	7,572	7,463	7,309	7,039	-554	-7.30
27	HERNANDO	20,586	21,707	22,447	22,840	22,721	2,135	10.37
28	HIGHLANDS	12,020	12,128	12,453	12,445	12,281	261	2.17
29	HILLSBOROUGH	188,610	193,669	193,480	193,062	191,965	3,355	1.78
30	HOLMES	3,389	3,439	3,384	3,430	3,399	10	0.30
31	INDIAN RIVER	17,068	17,233	17,611	17,646	17,606	538	3.15
32	JACKSON	7,354	7,455	7,382	7,363	7,319	-35	-0.48
33	JEFFERSON	1,374	1,225	1,220	1,154	1,106	-268	-19.51
34	LAFAYETTE	1,058	1,066	1,074	1,091	1,118	60	5.67
35	LAKE	35,949	38,052	39,566	40,708	40,996	5,047	14.04
36	LEE	70,843	75,579	78,980	80,541	79,451	8,608	12.15
37	LEON	31,878	32,316	32,383	32,472	32,537	659	2.07
38	LEVY	6,247	6,251	6,257	6,228	6,022	-225	-3.60
39	LIBERTY	1,392	1,471	1,475	1,513	1,484	92	6.61
40	MADISON	3,180	3,032	2,935	2,783	2,715	-465	-14.62
41	MANATEE	41,065	42,353	42,242	42,502	42,584	1,519	3.70
42	MARION	41,103	42,026	42,570	42,283	41,547	444	1.08
43	MARTIN	17,853	18,141	18,239	18,109	18,067	214	1.20
44	MONROE	8,623	8,587	8,375	8,361	8,278	-345	-4.00
45	NASSAU	10,700	10,860	10,938	11,079	10,980	280	2.62
46	OKALOOSA	31,064	30,983	30,254	29,550	29,123	-1,941	-6.25
47	OKEECHOBEE	7,345	7,330	7,289	7,038	7,003	-342	-4.66
48	ORANGE	172,357	175,307	175,155	174,033	172,028	-329	-0.19
49	OSCEOLA	47,325	49,779	51,881	52,752	51,955	4,630	9.78
50	PALM BEACH	174,082	174,911	171,429	170,877	170,745	-3,337	-1.92
51	PASCO	60,615	62,768	64,688	66,314	66,778	6,163	10.17
52	PINELLAS	112,540	112,127	109,880	107,882	106,046	-6,494	-5.77
53	POLK	86,057	89,483	92,873	94,165	94,716	8,659	10.06
54	PUTNAM	12,429	12,274	12,101	11,811	11,492	-937	-7.54
55	ST. JOHNS	24,304	25,734	26,922	27,829	28,916	4,612	18.98
56	ST. LUCIE	34,786	36,184	38,786	40,342	38,837	4,051	11.65
57	SANTA ROSA	25,012	25,187	25,392	25,711	25,397	385	1.54
58	SARASOTA	41,158	41,884	42,190	42,013	41,057	-101	-0.25
59	SEMINOLE	66,336	67,473	66,349	65,390	64,933	-1,403	-2.11
60	SUMTER	7,142	7,416	7,432	7,518	7,650	508	7.11
61	SUWANNEE	5,776	5,948	5,981	6,005	5,978	202	3.50
62	TAYLOR	3,486	3,378	3,420	3,389	3,299	-187	-5.36
63	UNION	2,200	2,288	2,265	2,296	2,315	115	5.23
64	VOLUSIA	65,011	65,599	65,867	64,570	63,065	-1,946	-2.99
65	WAKULLA	4,848	4,914	5,050	5,179	5,264	416	8.58
66	WALTON	6,546	6,892	6,704	6,971	7,002	456	6.97
67	WASHINGTON	3,490	3,560	3,565	3,591	3,534	44	1.26
	DISTRICTS 1-67	2,628,429	2,662,658	2,655,782	2,645,424	2,620,801	-7,628	-0.29
68	DEAF/BLIND	745	760	729	703	646	-99	-13.29
69	DOZIER/OKEEC	420	399	375	331	354	-66	-15.71
72	FAU LAB SCH	637	681	671	640	2,018	1,381	216.80
73	FSU LAB SCH	2,318	2,207	2,203	2,210	2,248	-70	-3.02
74	FAMU LAB SCH	519	464	422	370	462	-57	-10.98
75	UF LAB SCH	1,155	1,168	1,155	1,162	1,152	-3	-0.26
78	CONNECTIONS			682	901	517	517	
79	FLVA			682	943	556	556	
99	**STATE TOTAL****	**2,634,223**	**2,668,337**	**2,662,701**	**2,652,684**	**2,628,754**	**-5,469**	**-0.21**

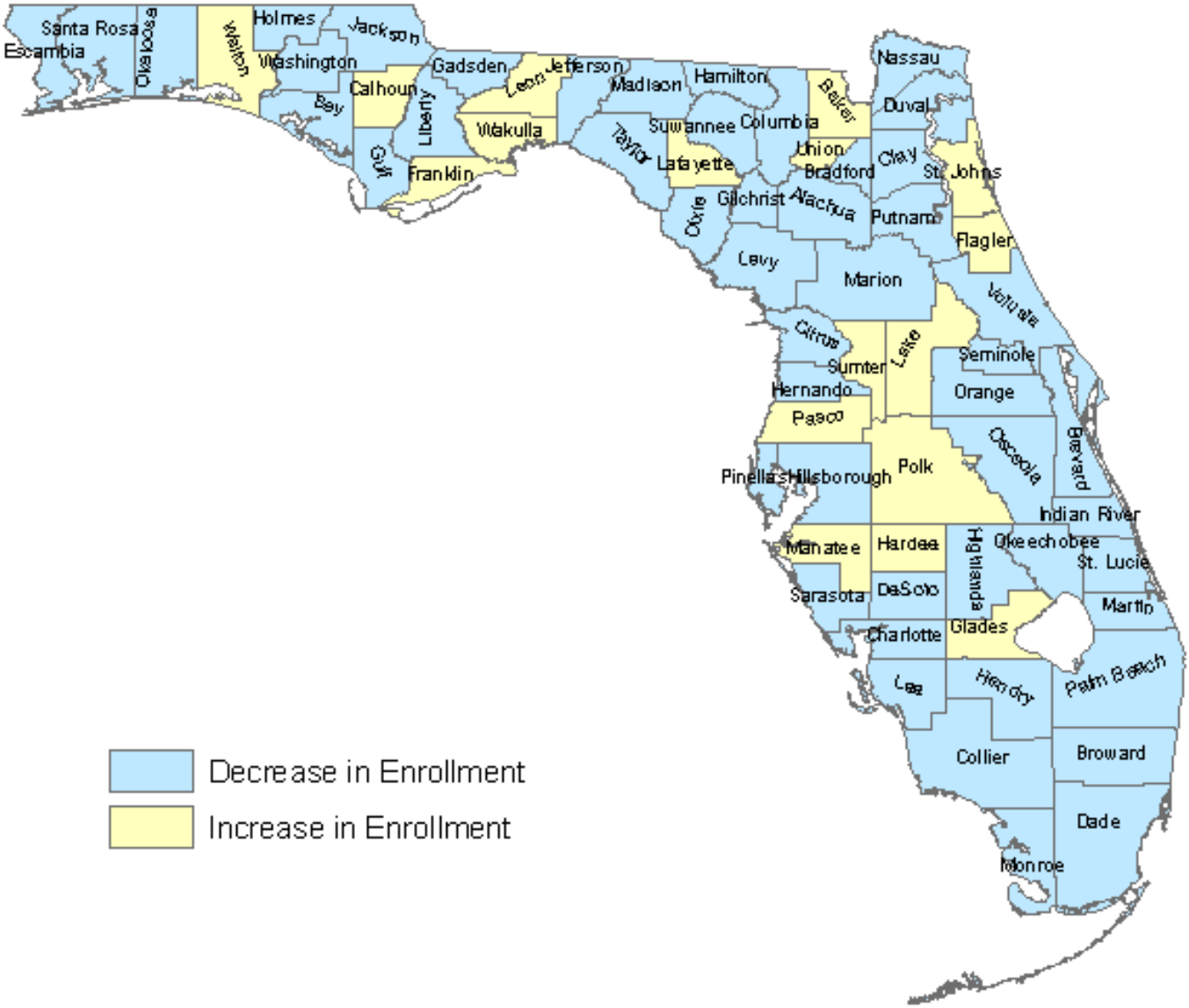
* Survey 2 Data, October 13-17, 2008, as of November 18, 2008.

** State totals do not include counts for the Florida Virtual School (District 71), because students enrolled in that district may be dually enrolled in other districts. State totals for certain years may not match totals shown on previous years' editions of this publication because counts for the Florida Virtual School have been removed and totals have been recalculated.

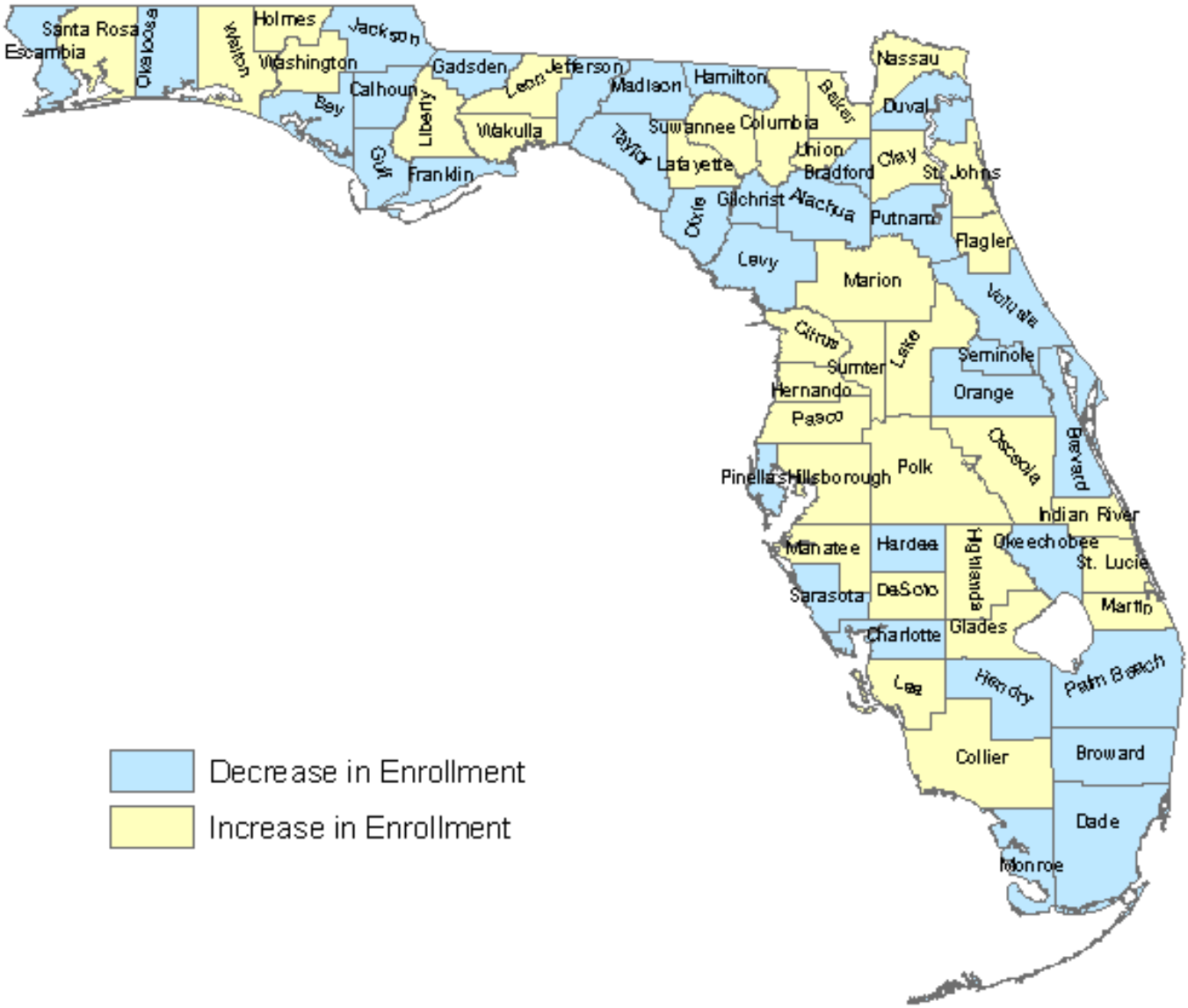
Map 1
Florida Public School Enrollment, 2008-09



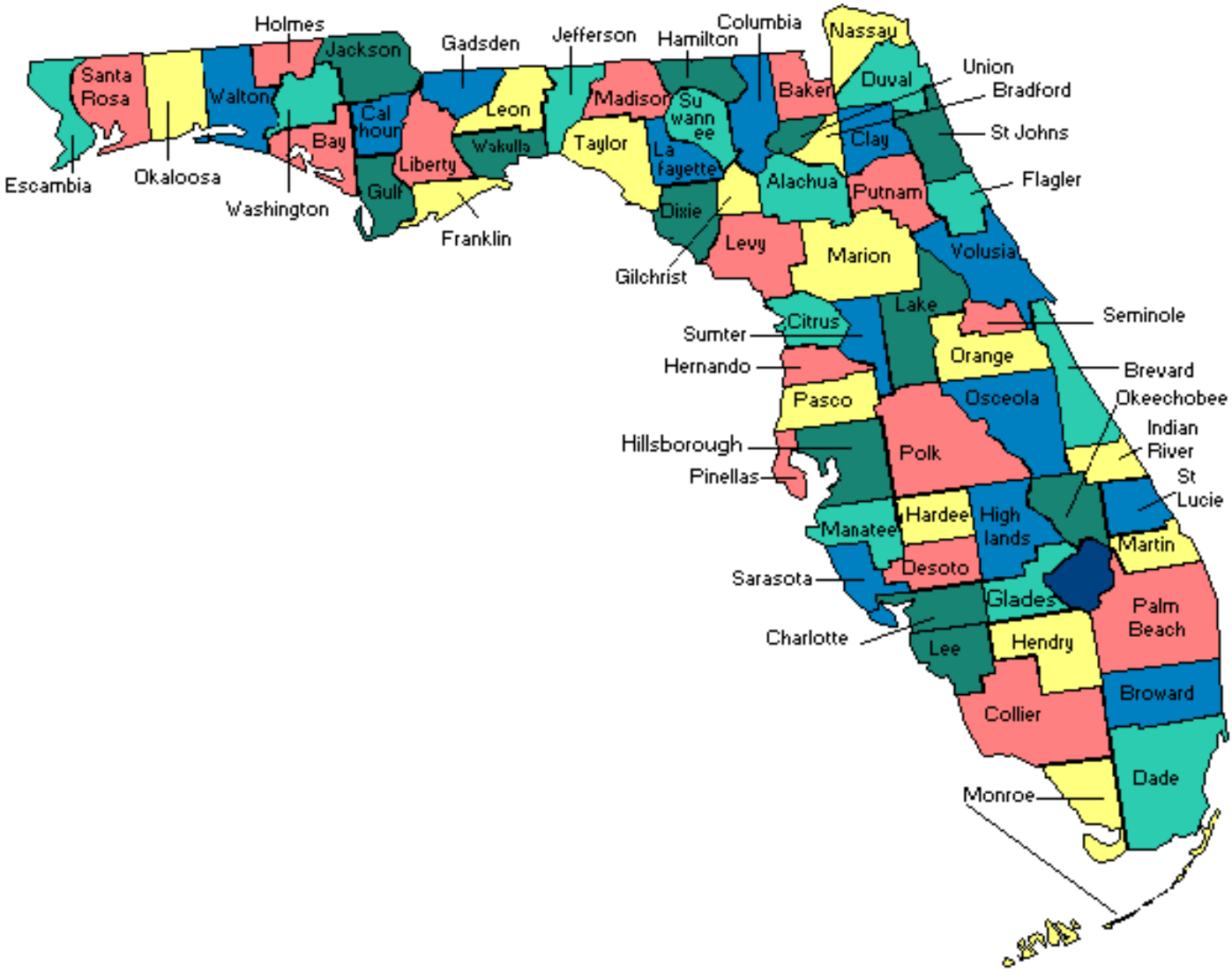
Map 2
Annual Change in Fall Enrollment, 2007-08 to 2008-09



Map 3
Change in Fall Enrollment from Fall 2004 to Fall 2008



FLORIDA SCHOOL DISTRICTS



This report was designed and prepared in the Bureau of Education Information and Accountability Services, Florida Department of Education. For further information, contact Education Information and Accountability Services, 852 Turlington Bldg., 325 West Gaines Street, Tallahassee, Florida 32399-0400, or call (850) 245-0400, or send e-mail to askeias@fldoe.org

Education Information & Accountability Services

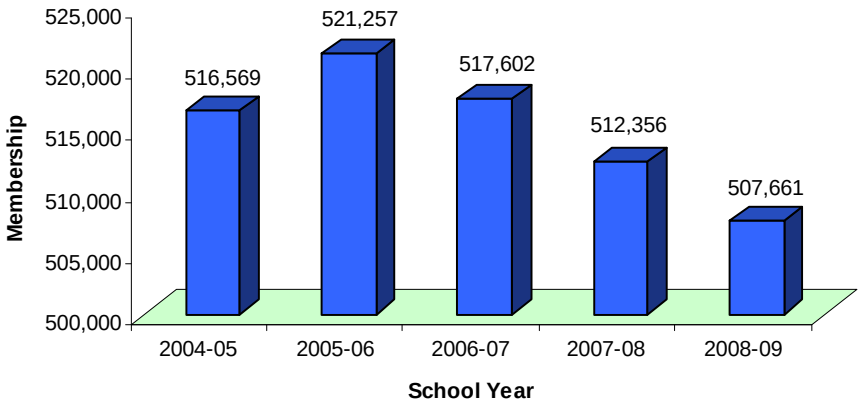
Data Report

Membership in Programs for Exceptional Students, Fall 2008

Series 2009-10D **January 2009**

The number of Florida public school students served in programs for exceptional students decreased from 516,569 in fall 2004 to 507,661 in fall 2008, as shown in Figure 1. This is a decrease of 1.72 percent. For the same period, the total membership of all students decreased from 2,634,223 to 2,628,754, a decrease of 0.21 percent. The total ESE membership has continued to decline since fall 2005 following the same pattern as the total membership.

Figure 1
Membership in Exceptional Student Education Programs
Fall 2004 through Fall 2008*



*Survey 2 Data, October 13-17, 2008, as of November 18, 2008.

Florida Department of Education
Eric J. Smith, Commissioner

State totals of unduplicated* exceptional student membership in programs for fall 2008 are shown in Table 1. Programs for students with specific learning disabilities had the highest percentage of membership when compared to the total exceptional student membership for fall 2008. The smallest percentage of total membership was in the program for dual sensory impaired students.

* Students with more than one exceptionality are counted only once by their primary exceptionality.

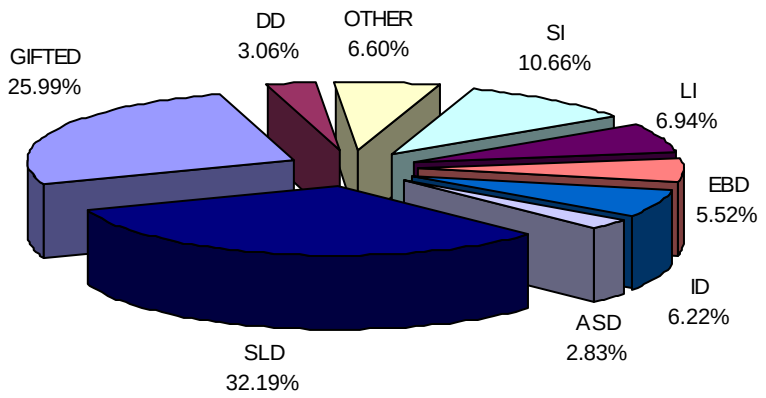
Table 1
Unduplicated Membership in Exceptional Student Programs
Fall 2008*

Orthopedically Impaired (OI included in Other in Figure 2)	3,957
Speech Impaired (SI)	54,106
Language Impaired (LI)	35,214
Deaf or Hard of Hearing (DEAF included in Other in Figure 2)	3,995
Visually Impaired (VI included in Other in Figure 2)	1,298
Emotional/Behavioral Disabilities (EBD)	28,024
Specific Learning Disabled (SLD)	163,400
Gifted (GIFTED)	131,940
Hospital/Homebound (HH included in Other in Figure 2)	2,534
Dual Sensory Impaired (DSI included in Other in Figure 2)	59
Autism Spectrum Disorder (ASD)	14,377
Traumatic Brain Injured (TBI included in Other in Figure 2)	584
Developmentally Delayed (DD)	15,517
Established Conditions (EC included in Other in Figure 2)	175
Other Health Impaired (OHI included in Other in Figure 2)	20,913
Intellectual Disabilities** (ID)	31,568
Total Disabled (All Exceptionalities - Gifted)	375,721
TOTAL	**507,661**

**Replaces Educable Mentally Handicapped, Trainable Mentally Handicapped, and Profoundly Mentally Handicapped

Figure 2 shows what portion of the total exceptional student membership for fall 2008 constitutes the membership for each exceptional student education program.

Figure 2
Membership in Exceptional Student Education Program
Fall 2008*



* Survey 2 Data, October 13-17, 2008, as of November 18, 2008.

Education Information & Accountability Services

Data Report

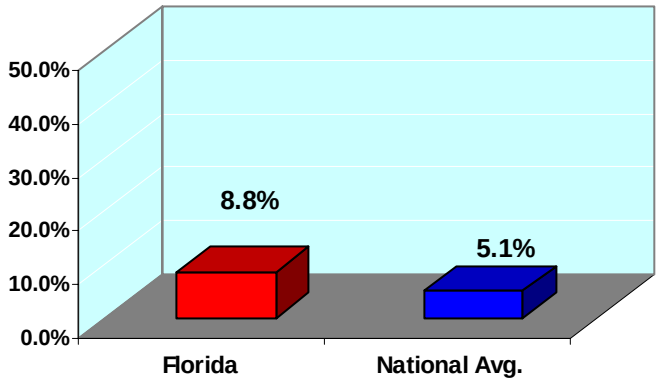
Series 2010-04D August 2009

English Language Learners

English Language Learners: Florida and the Nation

Florida Statutes define an English Language Learner (ELL) as "an individual who was not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English" (1003.56(2)). States and local school districts receive federal aide under Title III, also known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act, of the No Child Left Behind Act of 2001 to assist in implementing education programs for English Language Learners. National leadership in ELL education is administered by the Office of English Language Acquisition of the U.S. Department of Education.

Figure 1: Percent of Students who are English Language Learners, 2006-07



In 2006-07, according to the National Center for Education Statistics (NCES),* 2,497,770 students (5.1%) in reporting states and the District of Columbia were English language learners. In the same year, 234,614 students (8.8%) in Florida were English language learners. As the fourth most-populous state, Florida's ELL population is much smaller when compared to the second most populous state, Texas (10.9%). California, the most populous state did not report for 2006-07, which also impacted the national percentage of ELL students. Florida's ELL population is comparable to the third most populous state, New York (7.3%). Table 4 on page 5 provides additional state-level information.

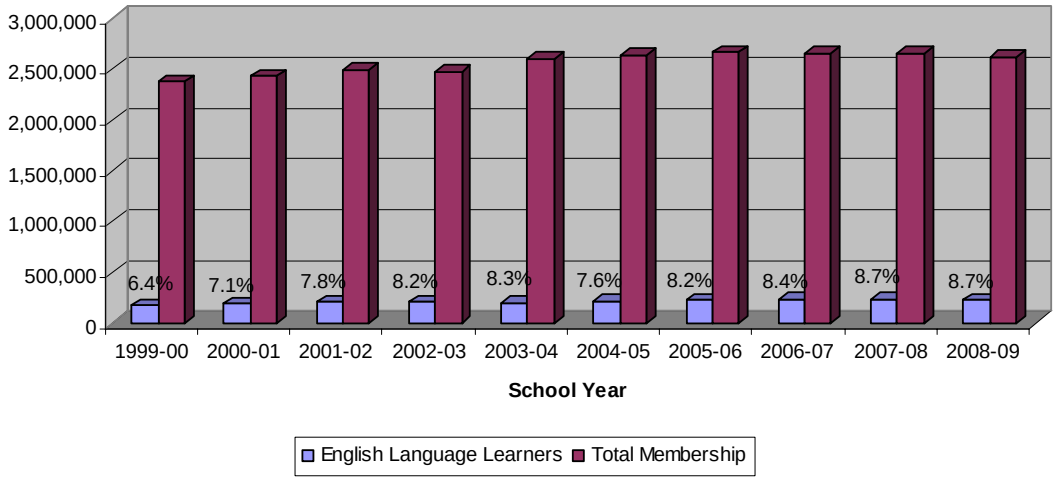
*NCES, Common Core of Data. http://nces.ed.gov/ccd/bat/.

Florida Update (2008-09)

Except for slight decreases in 2003-04 and 2008-09, the percentage of ELL students in Florida's public schools continued on a gradual, long-term upward trend for the last decade. The ten-year numerical increase during this period amounts to 55,641 students (168,854 in 1999-2000 vs. 224,495 in 2007-08), a cumulative increase of 33.0 percent in ten years. Eight districts reported ten percent or more of their enrollment as ELL in 2008-09, as compared to only five districts ten years prior.

In 2008-09, Taylor County had the lowest percentage of ELL students (0.03 percent), and Orange County had the highest percentage (19.4 percent). Dixie County reported no ELL students in 2008-09. Orange County had the largest percentage gain in eligible students, from 8.9 percent in 1999-2000 to 19.4 percent in 2008-09.

Figure 2: Ten-Year Comparison



Note: Variability in factors such as the date of data compilation and certain selection criteria may result in slight differences between results reported for Florida by NCES and corresponding statewide results reported for Florida public schools by the Florida Department of Education.

Race Distribution (Florida)

Among racial groups in 2008-09, the Hispanic population had the largest percentage of ELL students (25.7%), followed by the Asian population with 15.6%. Hispanic, Asian, and multiracial populations have experienced decreases in their percentages of ELL students over the past ten years. The following charts provide additional detail.

Table 1: Percentage of ELL Students

Race	School Year 2008-09	School Year 1999-00
White	1.0%	1.0%
Black	5.0%	4.3%
Hispanic	25.7%	28.6%
Asian	15.6%	15.8%
American Indian	3.6%	3.4%
Multiracial	2.7%	4.5%
Total	8.5%	7.1%

Table 2: Proportional Changes in ELL Students by Race

Race	2008-09	1999-00	Change
White	5.1%	7.5%	-2.3%
Black	13.4%	15.2%	-1.7%
Hispanic	75.6%	72.5%	3.1%
Asian	4.5%	4.1%	0.4%
American Indian	0.1%	0.1%	0.0%
Multiracial	1.2%	0.7%	0.5%

From 1999-2000 to 2008-09, the racial composition of ELL students shows little proportional change.

Figure 3: 2008-09

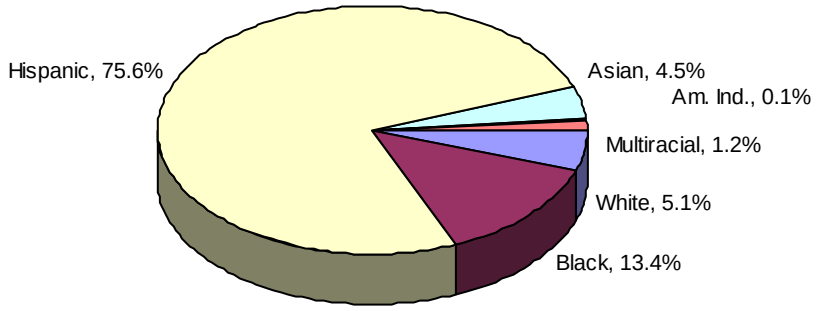
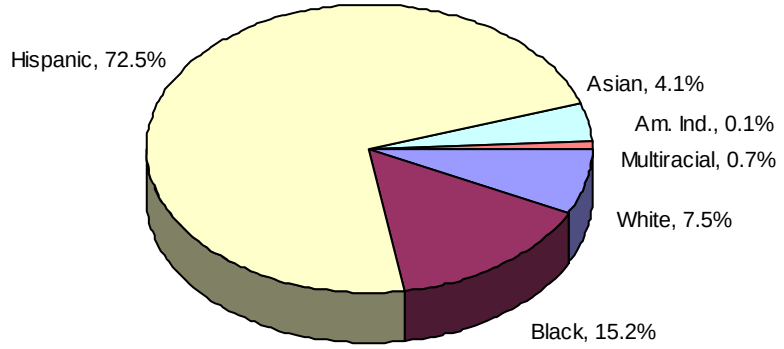


Figure 4: 1999-2000



Additional district-level data are shown in Table 3 on the following page.

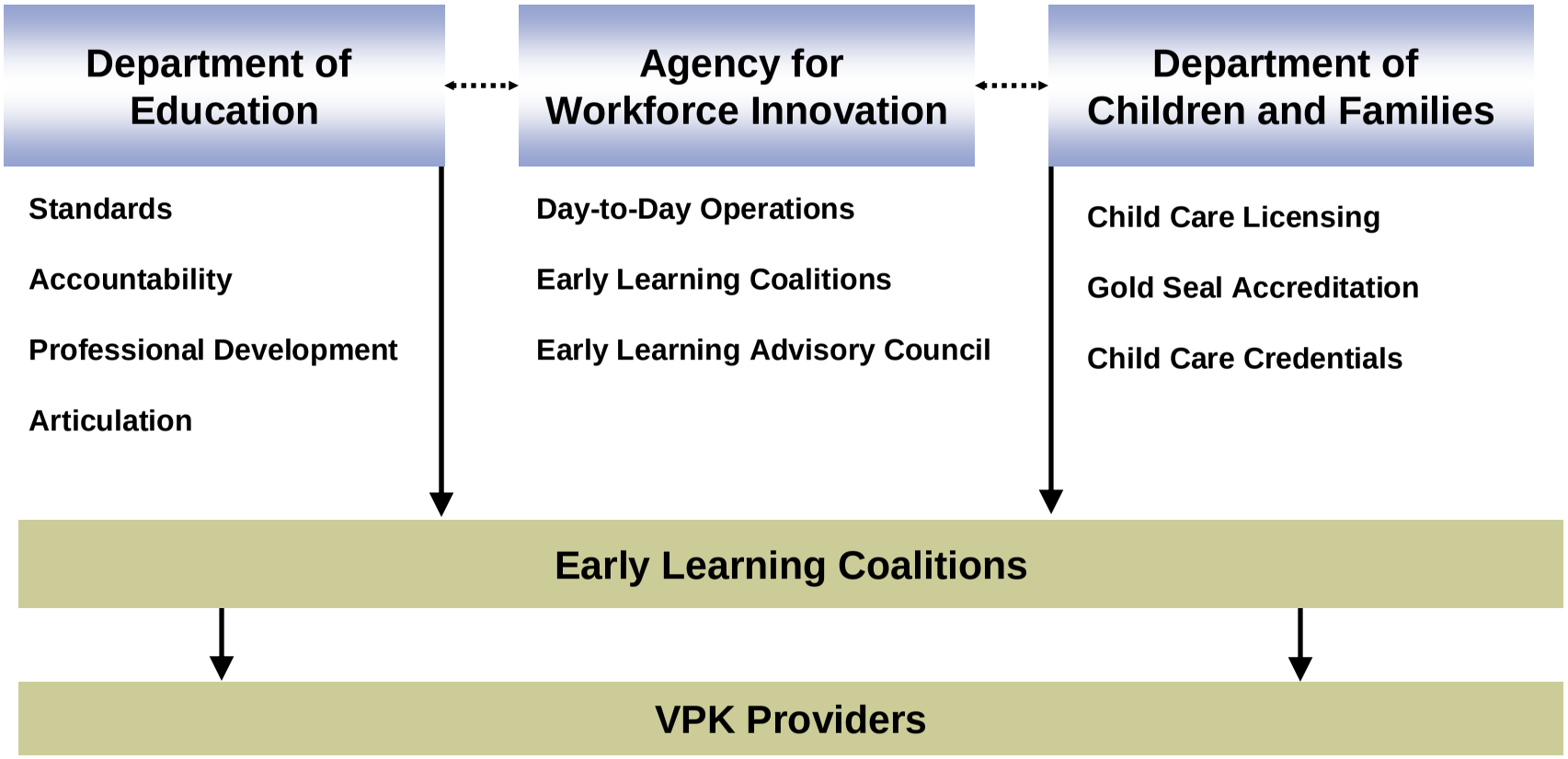
Voluntary Prekindergarten (VPK) Education Program Overview

October 2009

Topics

- Background Information
  - Agency Functions
  - Program Requirements
  - VPK Appropriations and Participation
- VPK Administration (AWI)
- VPK Education Standards, Outcomes, and Accountability (DOE)

VPK Interagency Coordination



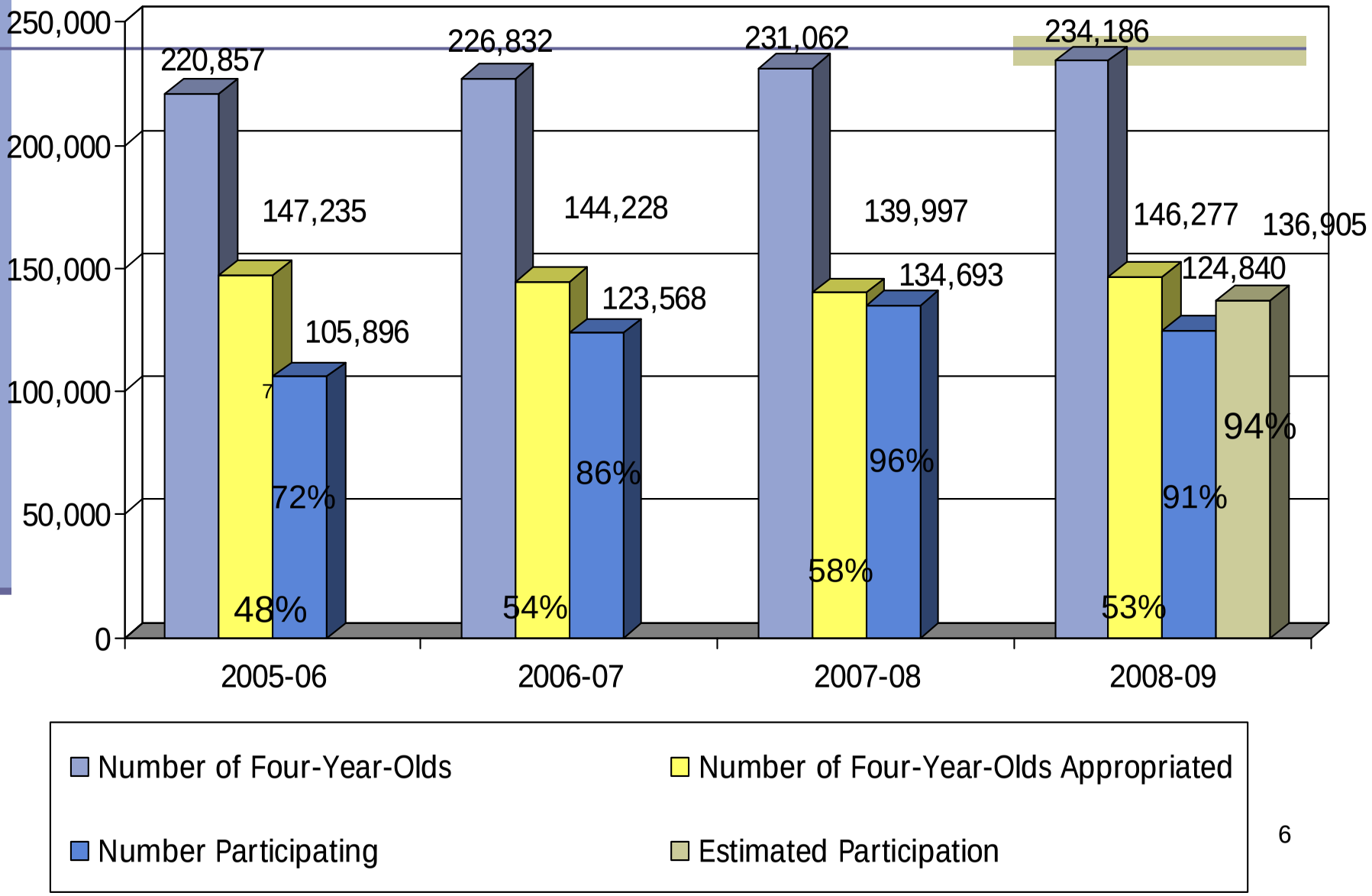
VPK Program Requirements

- School Year Program
  - 540 hours
  - 4-18 children per class
  - 1:10 child-to-staff ratio
  - 11-18 requires an additional adult
  - Child Development Associates Credential

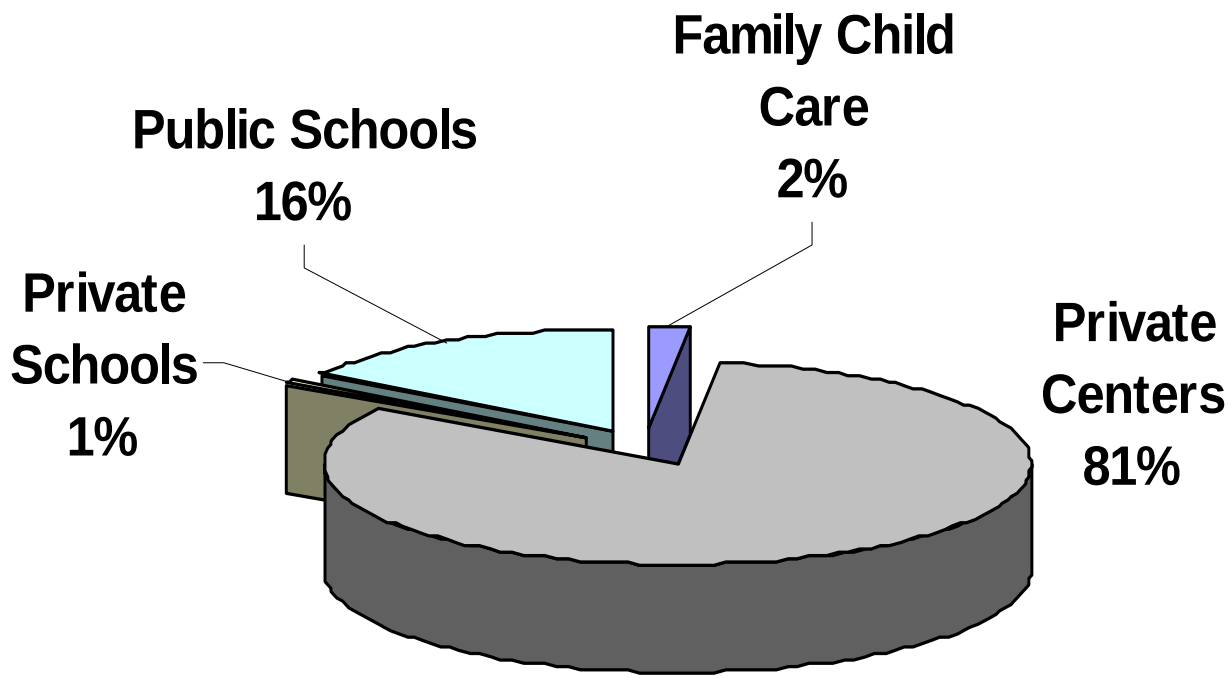
VPK Program Requirements

- Summer Program
  - 300 hours
  - 1-12 children per class
  - 1:12 child-to-staff ratio
  - Certified teacher
  - School districts must offer program
  - All providers must meet the staffing requirements

VPK: Appropriations and Participation



2007-08 VPK Programs: Provider Type



VPK FTE Funding

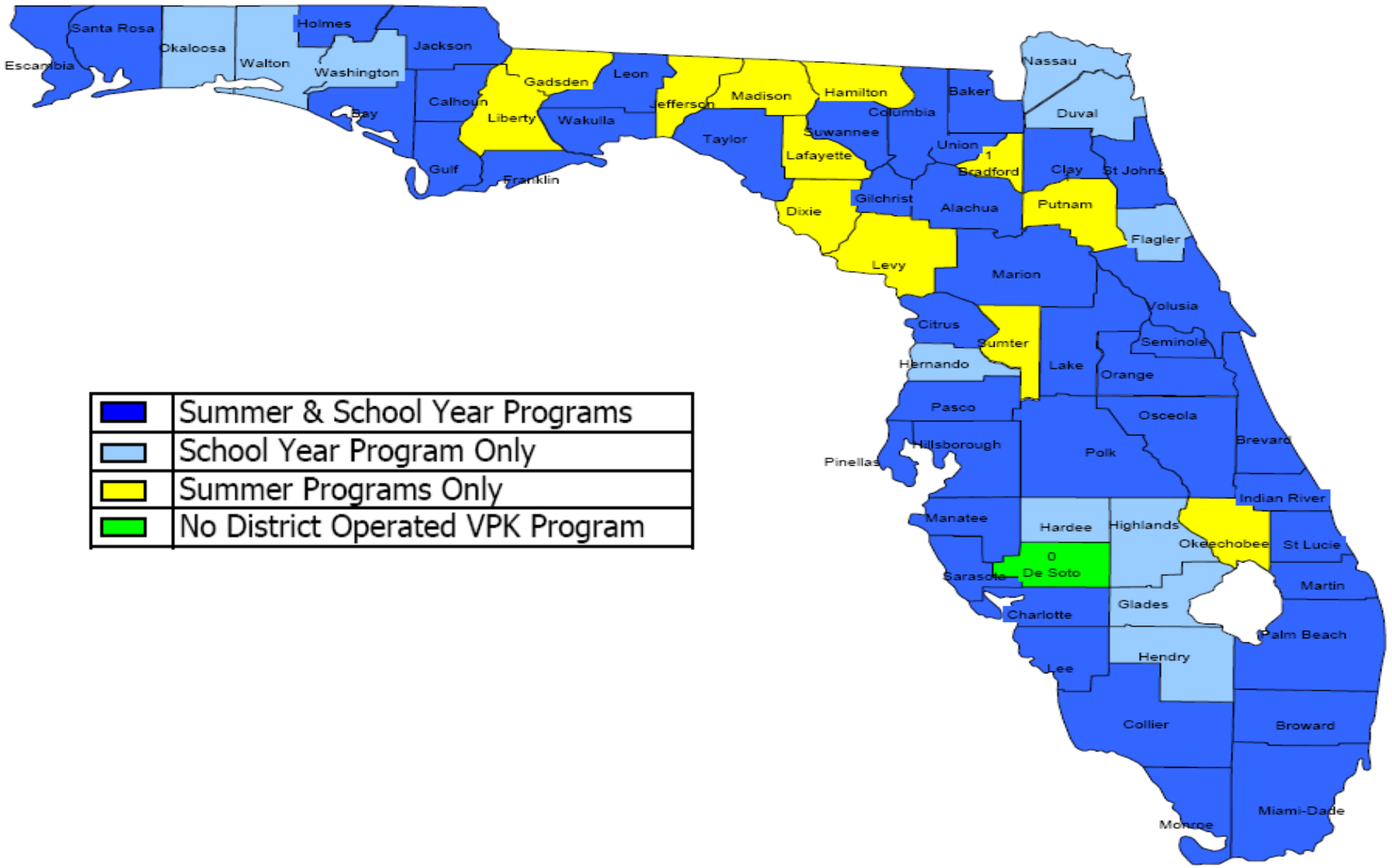
VPK FTE = BSA x Pay-Out Rate x Admin. x DCD

Year	Total Appropriation	BSA	Pay-Out Rate	Admin.
2005-06	$387,137,762	$2,500	N/A	5.00%
2006-07	$388,100,000	$2,560	N/A	5.00%
2007-08	$372,529,462	$2,677	94.61%	5.00%
2007-08*	$343,349,575	$2,677	87.30%	5.00%
2008-09	$354,349,575	$2,628	88.00%	5.00%
2008-09*	$353,488,827	$2,575 - SY $2,190 – S**	88.72%	4.85%

*Reductions to BSA; SY = School-Year BSA; S = Summer BSA

**Commensurate increase in child: teacher ratio (1:10 to 1:12)

Districts Operating VPK Programs



DOE Functions and Budget

Office of Early Learning: 14/12 positions
$1,601,887

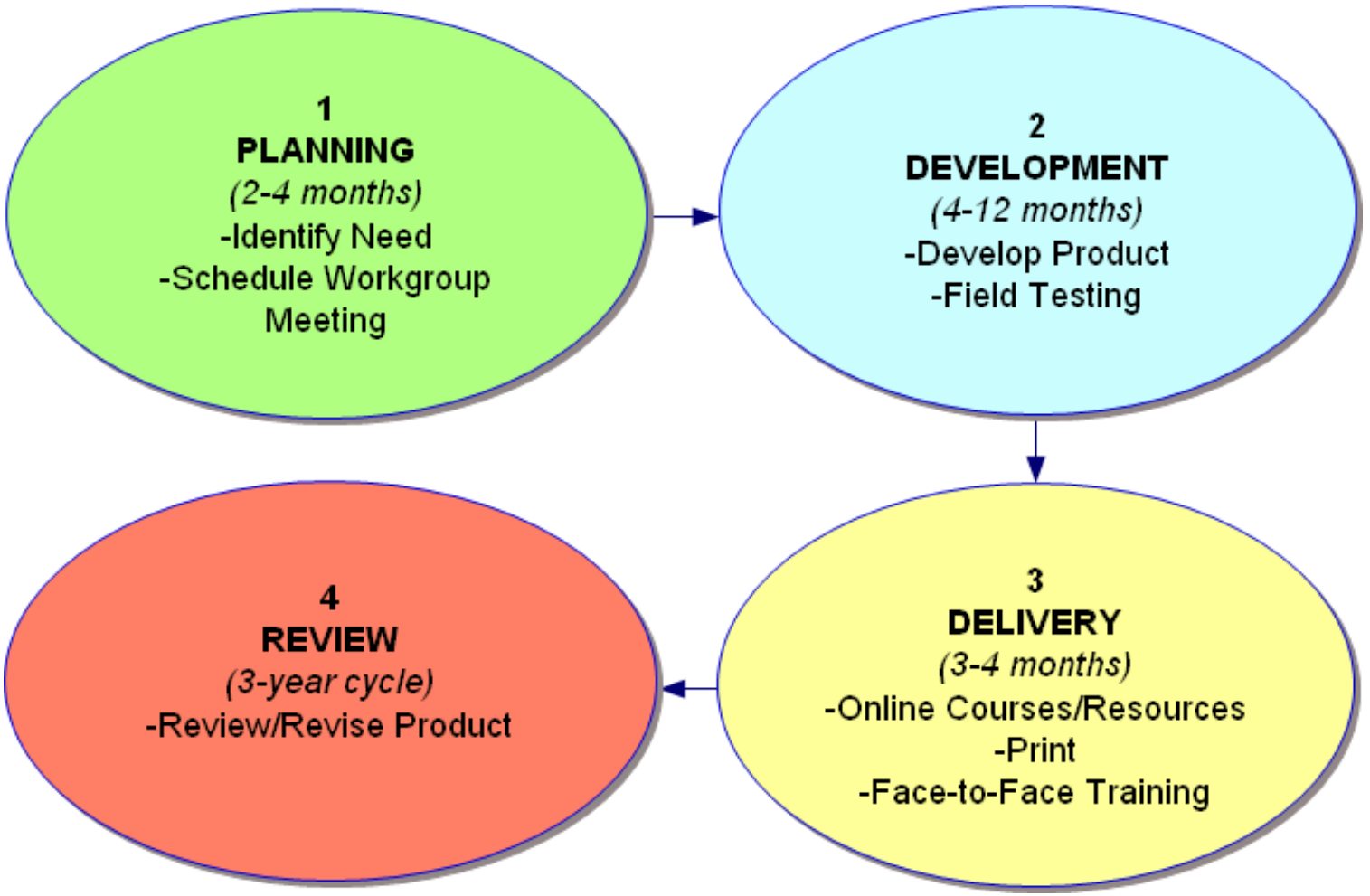
Provider Services

- VPK Regional Facilitators
- VPK Standards
- Parent Guide and Training
- Professional Development for Teachers (in the area of mathematics and assessment)
- Development of VPK Reading Assessments

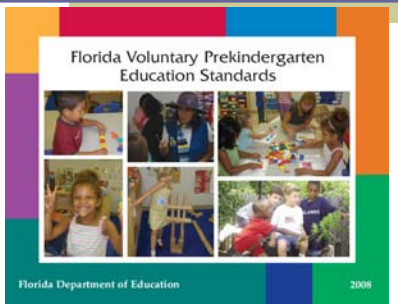
Accountability

- VPK Provider Kindergarten Readiness Rate Website and Calculation of Rate
- Development of On-line Reporting System for VPK Assessments

DOE VPK Professional Development...



DOE VPK Professional Development...



Standards
(3-year cycle)

Toolkit
http://www.flvpkonline.org/teachertoolkit/

Online Courses/Resources
http://www.brightbeginningsfl.org/

Model Lesson Plans
http://www.fldoe.org/earlylearning/plans.asp

Study Guide

Face-to-Face Training

DOE VPK Professional Development...

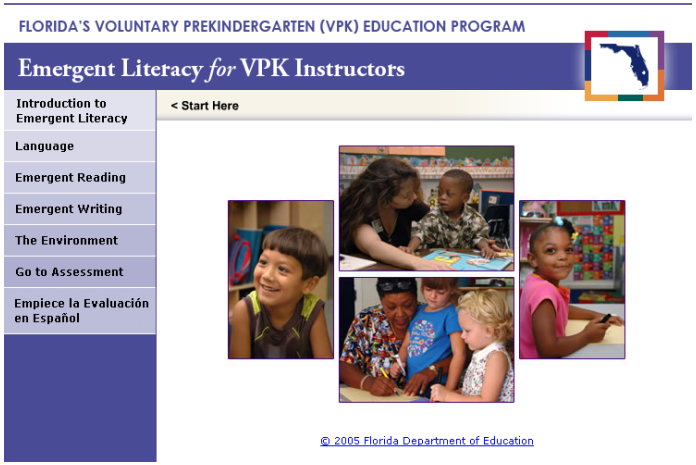
Parameters for Professional Development

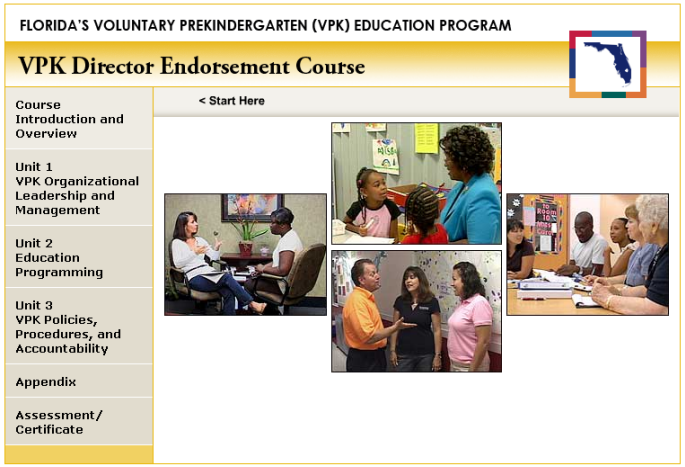
- Align to VPK Education Standards
- Reflective of provider needs
- Incorporate current research and developmentally appropriate practices
- Develop with input from providers, coalitions and districts
- Easily accessible to VPK instructors, directors, and parents
- Available at little or no cost to providers and parents
- Utilize DCF's Training Management System, as appropriate

DOE Professional Development

(*Train-the-Trainer)

Product/Service	Year	Participants 2/09
2005 & 2008 VPK Standards Manual*	2005 2008	 25,500
Emergent Literacy Online Course	2006	53,000
VPK Director Credential Online Course	2006	15,700
It's Okay to Play Parent Workshop*	2007	142,060

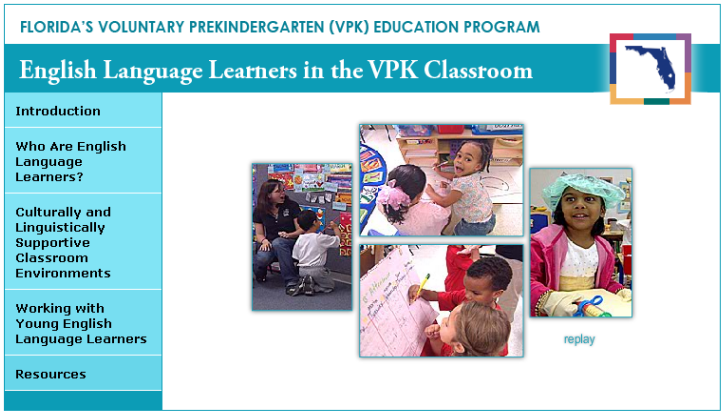




DOE Professional Development...

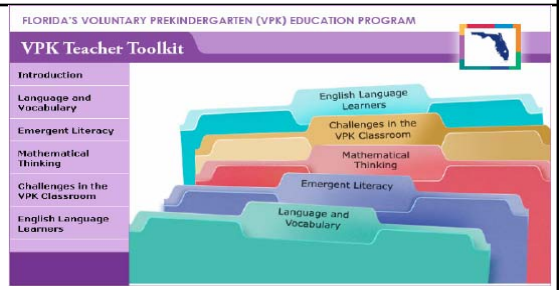
(*Train-the-Trainer)

Product/Service	Year
Emergent Literacy in the VPK Classroom*	2008
Integrating the VPK Standards: Phonological Awareness*	2008
English Language Learners in the VPK Classroom Online Resources	2008



DOE Professional Development...

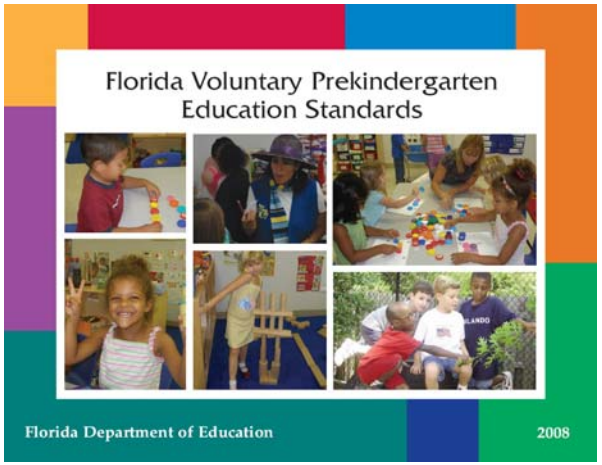
(*Train-the-Trainer)

Product/Service	Year
Bright Beginnings Web Site & Online Resources	2008
VPK Sample Lesson Plans	2008-09
VPK Teacher Online Toolkit ■Vocabulary and Language ■Mathematical Thinking ■Challenges in the VPK Classroom 	2009-10
Mathematical Thinking in the VPK Classroom ■Online Course ■Independent Study Guide ■Train-the-Trainer 	2009-11
VPK Assessments	2009-11

VPK Assessments

Alphabetic Knowledge/Print Knowledge, Phonological Awareness, Oral Language/Vocabulary, & Math

- 2008-09
  - Development of Items
  - Initial Field-Test of Items
  - Data Collection (IRT, Rest-Retest & Validity)
  - Field-Test
- 2009-10
  - Implementation Study
- 20010-11
  - Statewide Availability



VPK Accountability

- The VPK Provider Kindergarten Readiness Rate is the required accountability measure for the VPK program.

- The Readiness Rate is calculated based on the performance of a provider's VPK graduates on the Kindergarten Screening.

2008-09 Kindergarten Screening

- Subset of the Early Childhood Observation System (ECHOS)
- Two measures of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Letter Naming Fluency and Initial Sound Fluency)

Readiness Rates & Data Matching

- AWI/Coalition Data
  - VPK Providers
    - Program Type
    - Provider Type
    - Faith-Based Status
  - VPK Children

- DOE Files
  - Kindergarten Demographics
  - Kindergarten Screening Results

FLORIDA DEPARTMENT OF EDUCATION
2007-08 Preliminary Voluntary Prekindergarten (VPK) Provider Kindergarten Readiness Rate Report

Program Type:	[redacted]	2005-06	Low Performing Provider: ☐ Yes ☑ No
☑ School-Year		2006-07	Low Performing Provider: ☐ Yes ☑ No
☐ Summer	2007-08 Preliminary VPK Provider Kindergarten Readiness Rate: 288	2007-08	

Children Included in VPK Provider Kindergarten Readiness Rate Calculation

Children Served	Children Meeting Substantial Completion	Children Screened on Any Measure	Children Screened on Letter Naming in Spanish (IDEL®)	Children in Readiness Rate Calculation	Percent of Children in Readiness Rate Calculation
18	18	16	*	16	89

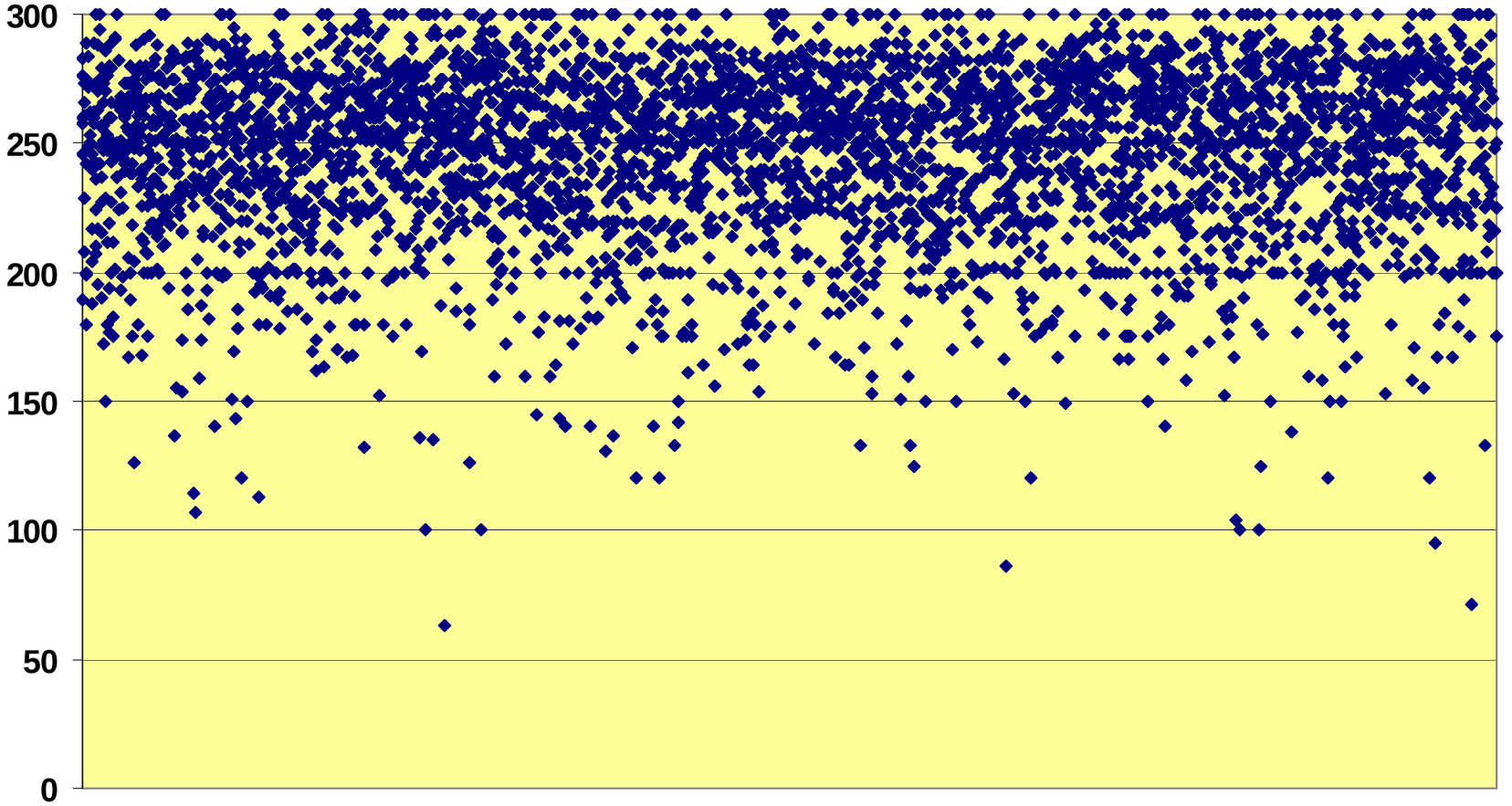
VPK Provider Kindergarten Readiness Rate Calculation

	ECHOS™	DIBELS® Letter Naming Fluency (or IDEL®)	DIBELS® Initial Sound Fluency
Children Ready for Kindergarten: ECHOS™: Demonstrating or Emerging Progressing DIBELS® Letter Naming Fluency (or IDEL®) and Initial Sound Fluency: Above Average or Low Risk.	15	16	14
Children Screened: The number of children screened on each of the three measures.	15	16	16
Percent of Children Ready for Kindergarten: The number of Children Ready for Kindergarten divided by the number of Children Screened on each measure.	100	100	88
The VPK Provider Kindergarten Readiness Rate is the sum of the Percent of Children Ready for Kindergarten.	288		

* No data are displayed when there are less than 10 children

For more information, contact Florida Department of Education/Office of Early Learning, by calling (850) 245-0445 or 1-866-447-1159 or via e-mail at earlylearning@fldoe.org

2007-08 Preliminary Readiness Rates Distribution (4,962)



Minimum Kindergarten Readiness Rate

Section 1002.69(6), F.S., requires:

- State Board of Education adoption of a minimum kindergarten readiness rate that, **if achieved by a provider would demonstrate the provider's satisfactory delivery of the VPK program.**

- The minimum rate may not exceed the rate at which more than 15% of all providers would fall below the minimum rate.

2007-08 Preliminary VPK Provider Kindergarten Readiness Rates

- *Children **who participated in the VPK** program **performed better** on the kindergarten screening than children who did not participate.*
- *Florida's **2007-08 Preliminary** VPK Provider Kindergarten Readiness Rate reflects the performance of **91% of all VPK providers**.*
- *Based on the Preliminary Rates, **85%** of Florida's VPK providers earned a readiness rate of **214 or higher** out of a possible 300 points.*

Preliminary Status of 2005-06 LPPs

2005-06 Low Performing Status based on a minimum kindergarten screening rate of 201

Preliminary 2007-08 LPP Status Based on Preliminary Rates

Program Type	2005-06		2006-07					2007-08				
	LPP1	Total LPP	SY	SU	LPP2	Total LPP	NP	SY	SU	LPP3	Total LPP	NP
School-Year	481 (100%)	481	430 (89.4%)	32 (6.7%)	147 (30.6%)	593	51 (10.6%)	404 (84%)	15 (3.1%)	52 (10.8%)	647	77 (16%)
Summer	75 (100%)	75	58 (77.3%)	36 (48%)	13 (17.3%)	96	39 (52%)	56 (74.7%)	27 (36%)	3 (4%)	91	48 (64%)
Total	556	556	488	68	160	689	90	460	42	55	738	125

LEGEND: SY : School-Year Provider; SU : Summer Provider; LPP : Low Performing Provider; NP : Non-Participating Provider

67

Preliminary Status of 2006-07 LPPs

2006-07 Low Performing Status based on a minimum kindergarten screening rate of 211

Preliminary 2007-08 LPP Status Based on Preliminary Rates

Program Type	2006-07		2007-08					2008-09				
	LPP1	Total LPP	SY	SU	LPP2	Total LPP	NP	SY	SU	LPP3	Total LPP	NP
School-Year	446 (100%)	593	402 (90.1%)	33 (7.4%)	144 (32.3%)	647	44 (9.9%)	--	--	--	--	--
Summer	83 (100%)	96	54 (65.1%)	33 (39.8%)	7 (8.4%)	91	50 (60.2%)	--	--	--	--	--
Total	529	689	456	66	151	738	94	--	--	--	--	--

LEGEND: SY : School-Year Provider SU : Summer Provider LPP : Low Performing Provider NP : Non-Participating Provider

Preliminary Status of 2007-08 LPPs

2007-08 Low Performing Status based on a minimum kindergarten screening rate of 214

Preliminary 2007-08 LPP Status Based on Preliminary Rates

Program Type	2007-08		2008-09					2009-10				
	LPP1	Total LPP	SY	SU	LPP2	Total LPP	NP	SY	SU	LPP3	Total LPP	NP
School-Year	451 (100%)	647	--	--	--	--	--	--	--	--	--	--
Summer	81 (100%)	91	--	--	--	--	--	--	--	--	--	--
Total	532	738	--	--	--	--	--	--	--	--	--	--

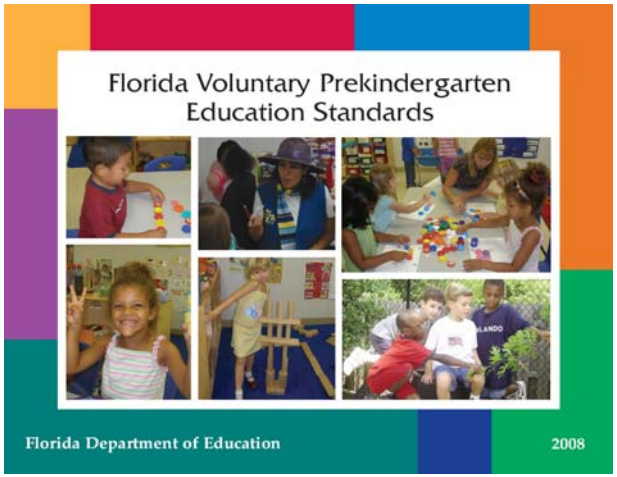
LEGEND: SY : School-Year Provider; SU : Summer Provider; LPP : Low Performing Provider; NP : Non-Participating Provider

Contact Information

Office of Early Learning
Department of Education
(850)245-0445
1-866-447-1159

earlylearning@fldoe.org

Office of Early Learning
Agency for Workforce Innovation



October 26, 2009

Florida Department of Education

Expansion of School District Full Day Prekindergarten Programs – State Voluntary Prekindergarten (VPK) Education and Federal Title I Programs

Statement of Need

- Florida has made substantial progress in meeting its goal that all children should be performing at or above grade level in reading and mathematics by the end of third grade on Florida's Comprehensive Achievement Test (FCAT) through the work that began in 1999 with the implementation of key statewide initiatives that focused on early, high quality instruction and intervention.
- To meet our goal of 100% proficiency in reading and mathematics by the end of third grade, it must be acknowledged that for some children, an achievement gap exists upon their entry to school.

Issue

- Florida must strengthen its foundational programs in reading and mathematics beginning with prekindergarten.

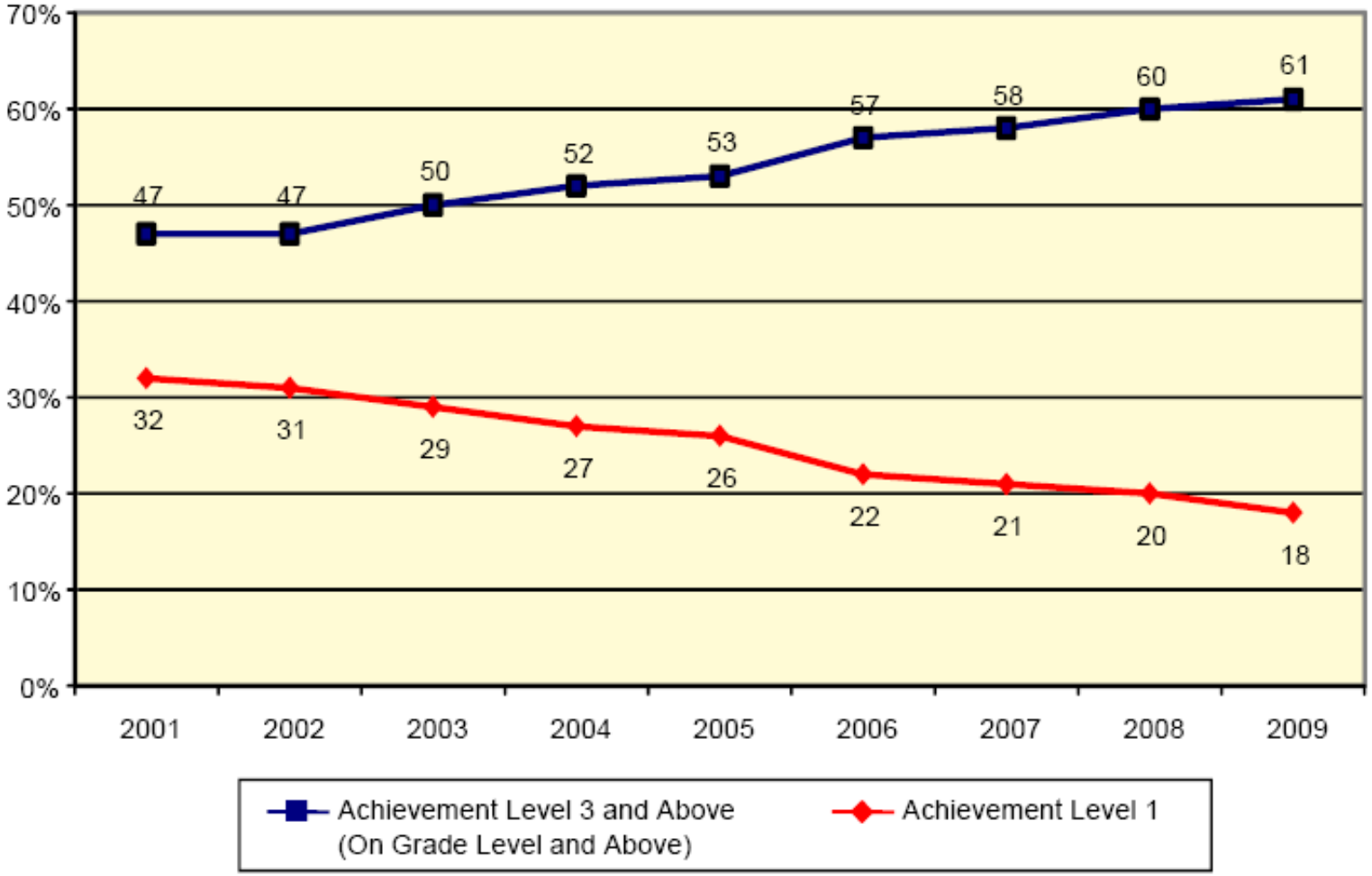
Solution

- Children who attended VPK programs outperformed children who did not participate in the program on all three kindergarten screening instruments.
- Children who attended full day VPK/Title I programs outperformed children who participated in part-time prekindergarten programs.
- In 2008-09, ten school districts offered full day VPK/Title I prekindergarten programs.

Actions Taken, Proposed and Results

- The Department of Education identified *Increasing Public School Prekindergarten to Full Day* as a strategy for the use of the Title I and State Fiscal Stabilization Funds.
- For the 2009-10 school year, approximately 23 districts have indicated the use of VPK/Title I full day prekindergarten programs.
- The DOE is proposing to include the further expansion of full day prekindergarten programs as a strategy for *Struggling Schools* in the USDE *Race to the Top* federal grant application.

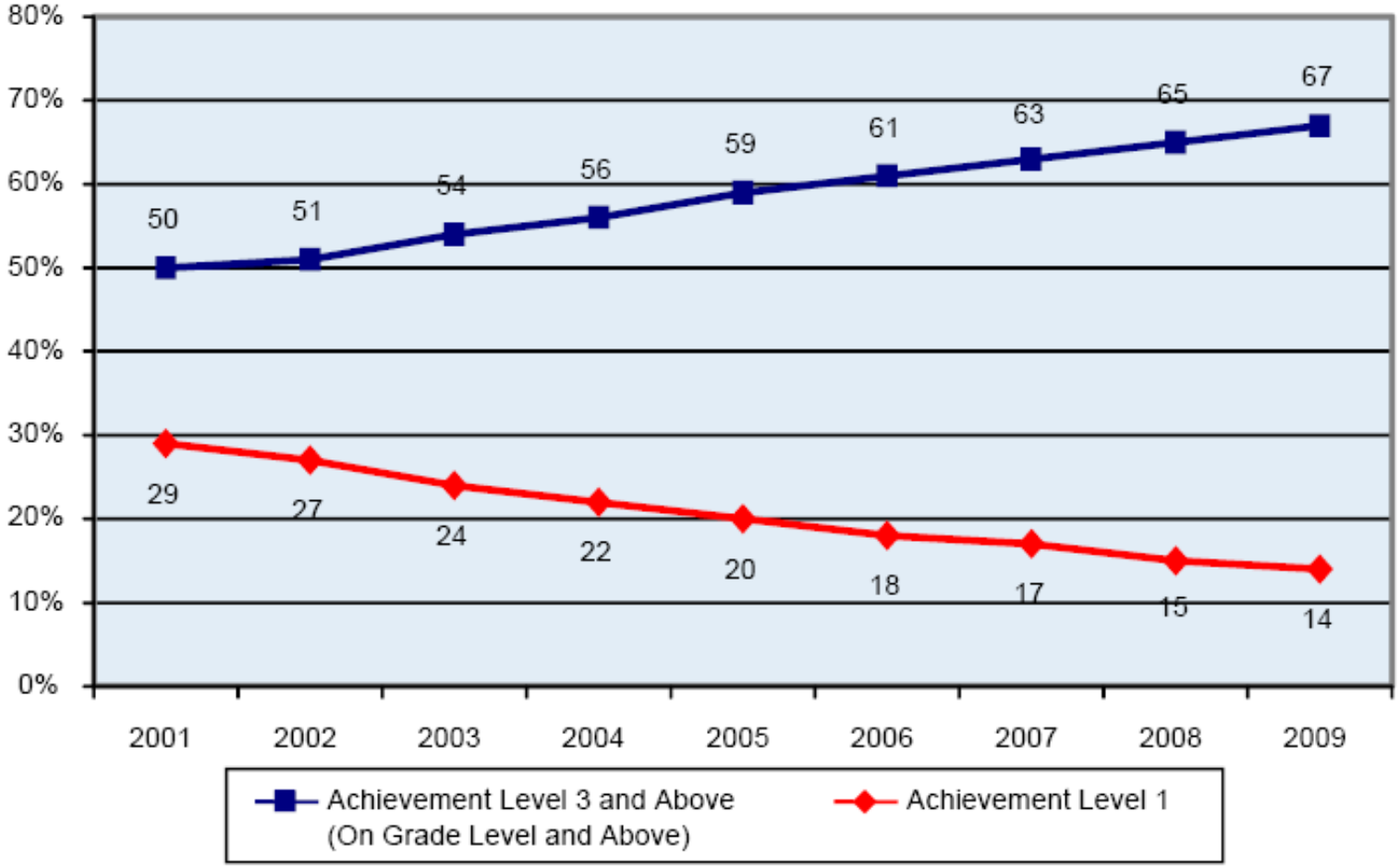
FCAT Reading
by Achievement Level
Grades 3-10



In 2009, 61 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 52 percent in 2004, 53 percent in 2005, 57 percent in 2006, 58 percent in 2007, and 60 percent in 2008. In 2009, 18 percent of all students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 32 percent in 2001, 31 percent in 2002, 29 percent in 2003, 27 percent in 2004, 26 percent in 2005, 22 percent in 2006, 21 percent in 2007, and 20 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

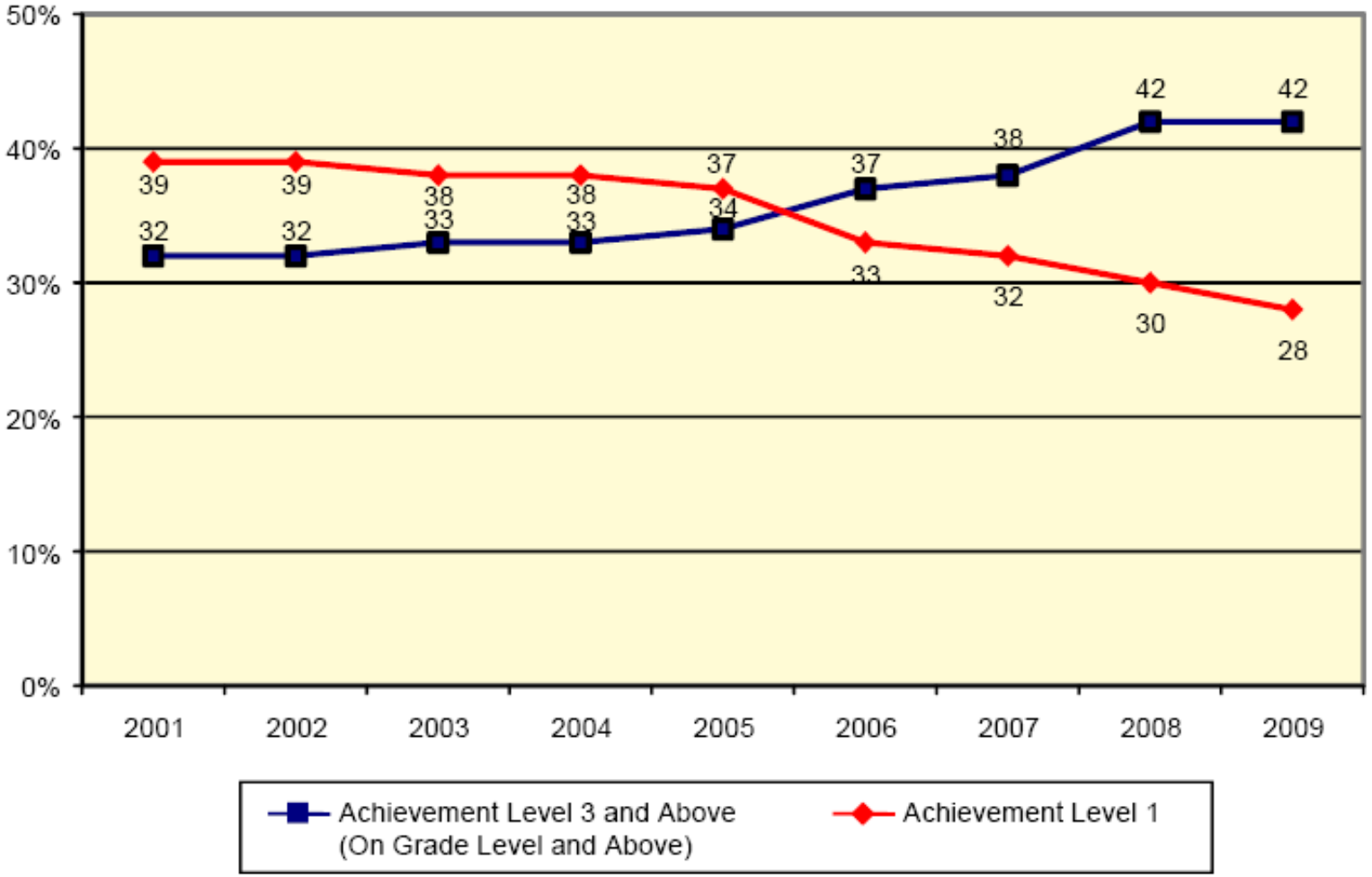
FCAT Mathematics
by Achievement Level
Grades 3-10



In 2009, 67 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 50 percent in 2001, 51 percent in 2002, 54 percent in 2003, 56 percent in 2004, 59 percent in 2005, 61 percent in 2006, 63 percent in 2007, and 65 percent in 2008. In 2009, 14 percent of all students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 29 percent in 2001, 27 percent in 2002, 24 percent in 2003, 22 percent in 2004, 20 percent in 2005, 18 percent in 2006, 17 percent in 2007, and 15 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

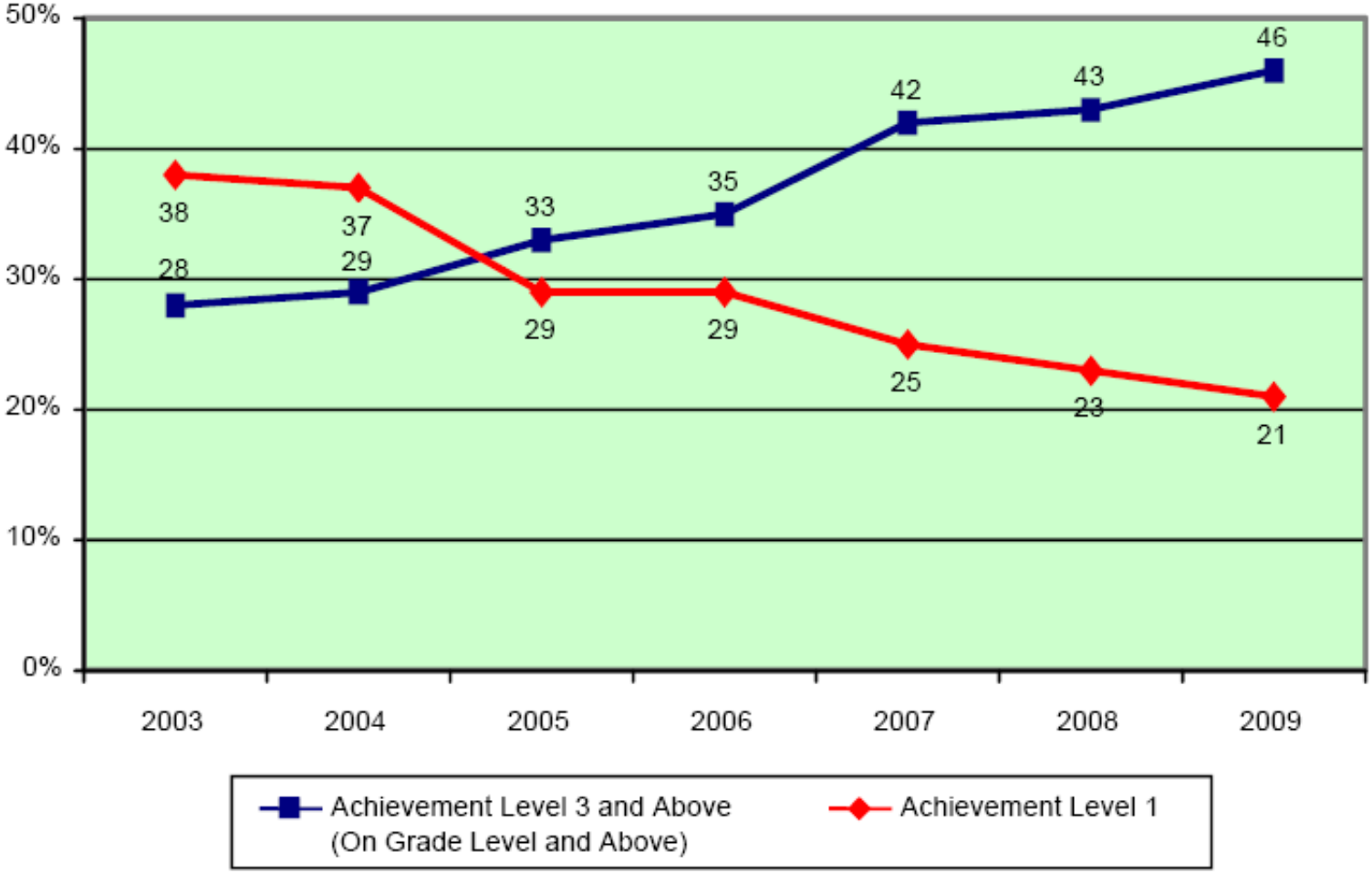
FCAT Reading
by Achievement Level
Grades 9 and 10



In 2009, 42 percent of all students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 32 percent in 2001, 32 percent in 2002, 33 percent in 2003, 33 percent in 2004, 34 percent in 2005, 37 percent in 2006, 38 percent in 2007, and is equal to 42 percent in 2008. In 2009, 28 percent of all students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 39 percent in 2001, 39 percent in 2002, 38 percent in 2003, 38 percent in 2004, 37 percent in 2005, 33 percent in 2006, 32 percent in 2007, and 30 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

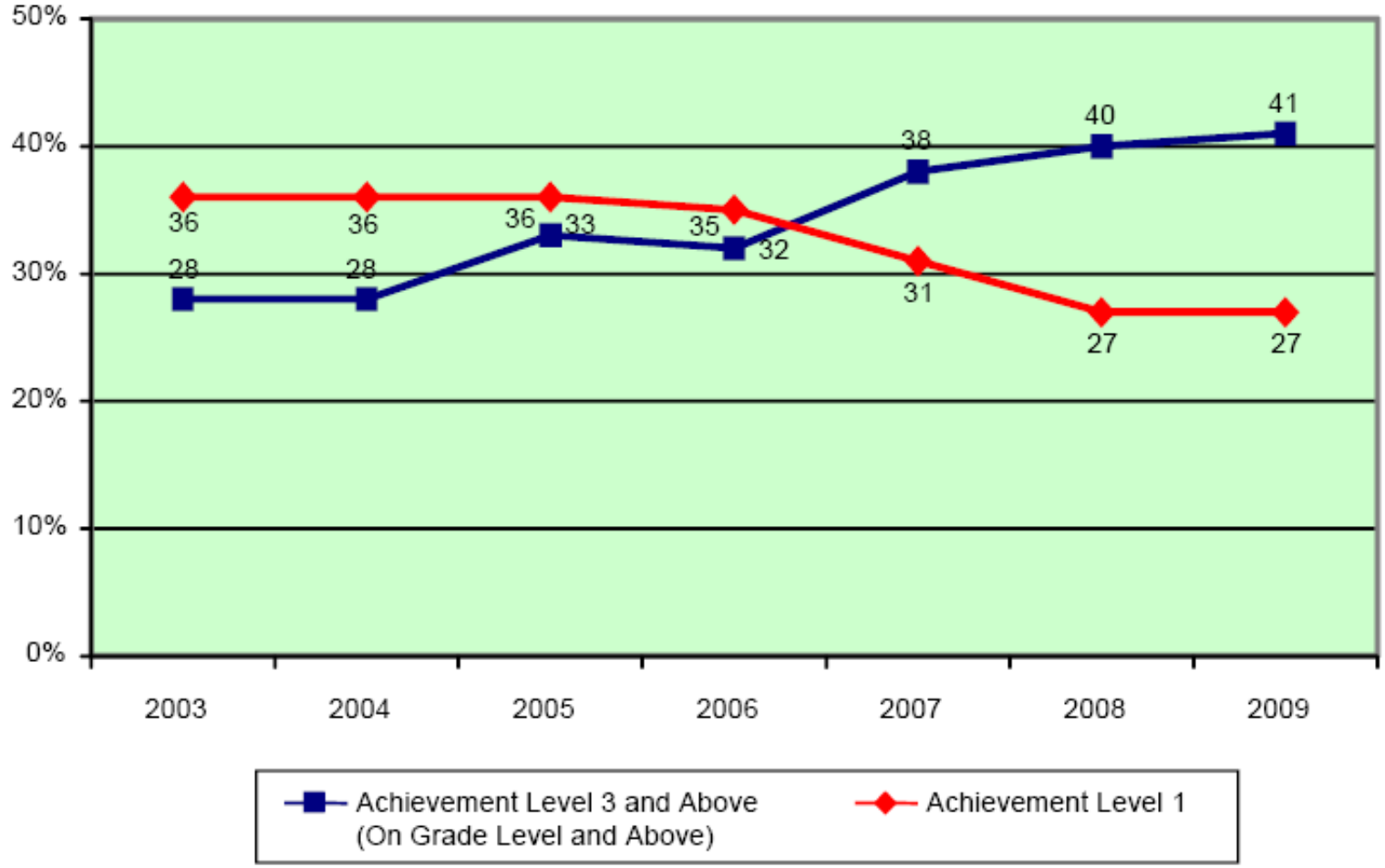
FCAT Science
by Achievement Level
Grade 5



In 2009, 46 percent of all students in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 28 percent in 2003, 29 percent in 2004, 33 percent in 2005, 35 percent in 2006, 42 percent in 2007, and 43 percent in 2008. In 2009, 21 percent of all students in Grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 38 percent in 2003, 37 percent in 2004, 29 percent in 2005, 29 percent in 2006, 25 percent in 2007, and 23 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

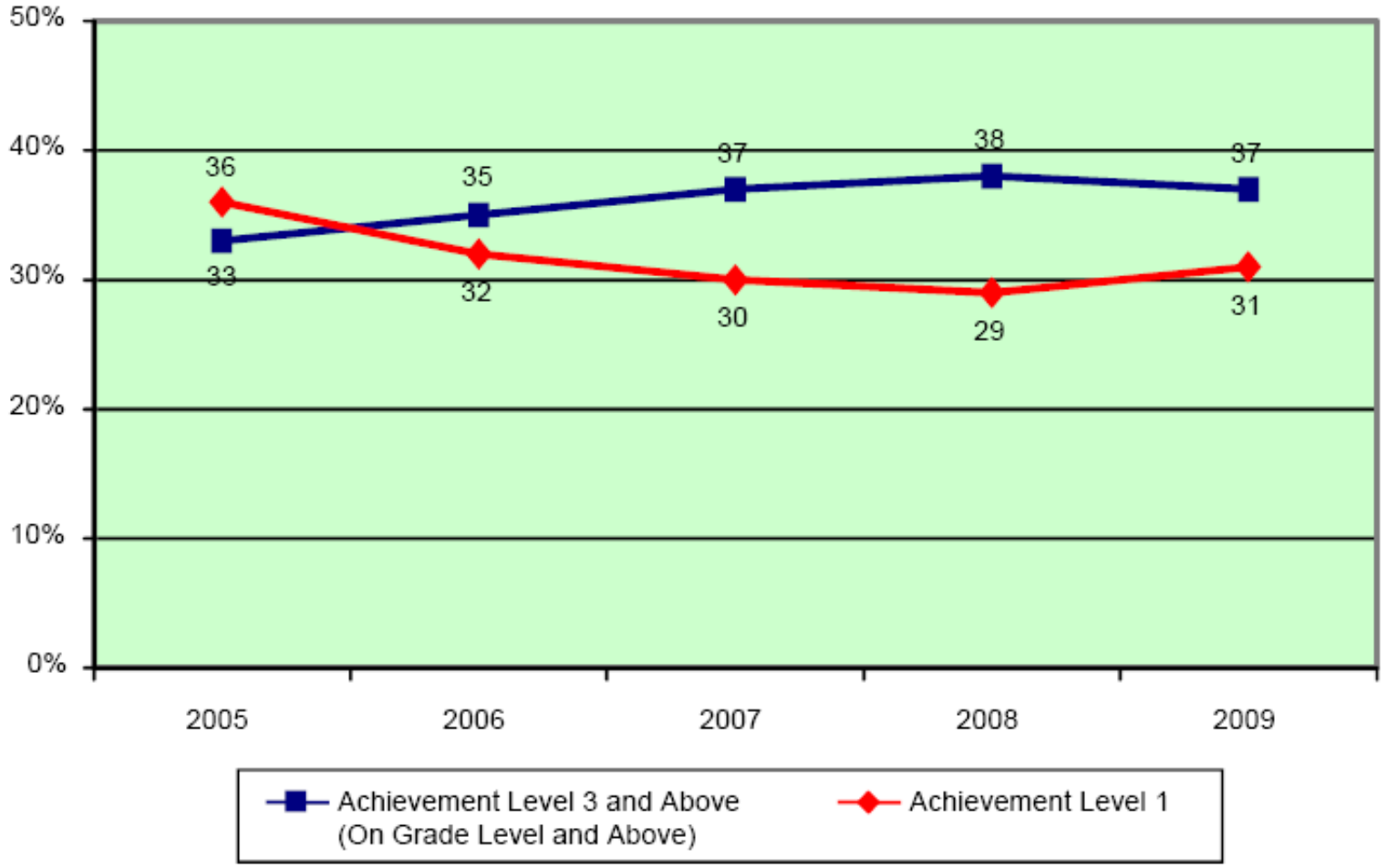
FCAT Science
by Achievement Level
Grade 8



In 2009, 41 percent of all students in Grade 8 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 28 percent in 2003, 28 percent in 2004, 33 percent in 2005, 32 percent in 2006, 38 percent in 2007, and 40 percent in 2008. In 2009, 27 percent of all students in Grade 8 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 36 percent in 2003, 36 percent in 2004, 36 percent in 2005, 35 percent in 2006, 31 percent in 2007, and is equal to 27 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

FCAT Science
by Achievement Level
Grade 11



In 2009, 37 percent of all students in Grade 11 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 33 percent in 2005, 35 percent in 2006, is equal to 37 percent in 2007, and a decrease from 38 percent in 2008. In 2009, 31 percent of all students in Grade 11 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 36 percent in 2005, 32 percent in 2006, is an increase from 30 percent in 2007, and 29 percent in 2008.

Source: K20 Education Data Warehouse
Florida Department of Education, May 2009

National Assessment of Educational Progress (NAEP)
Florida Mathematics Highlights 2009

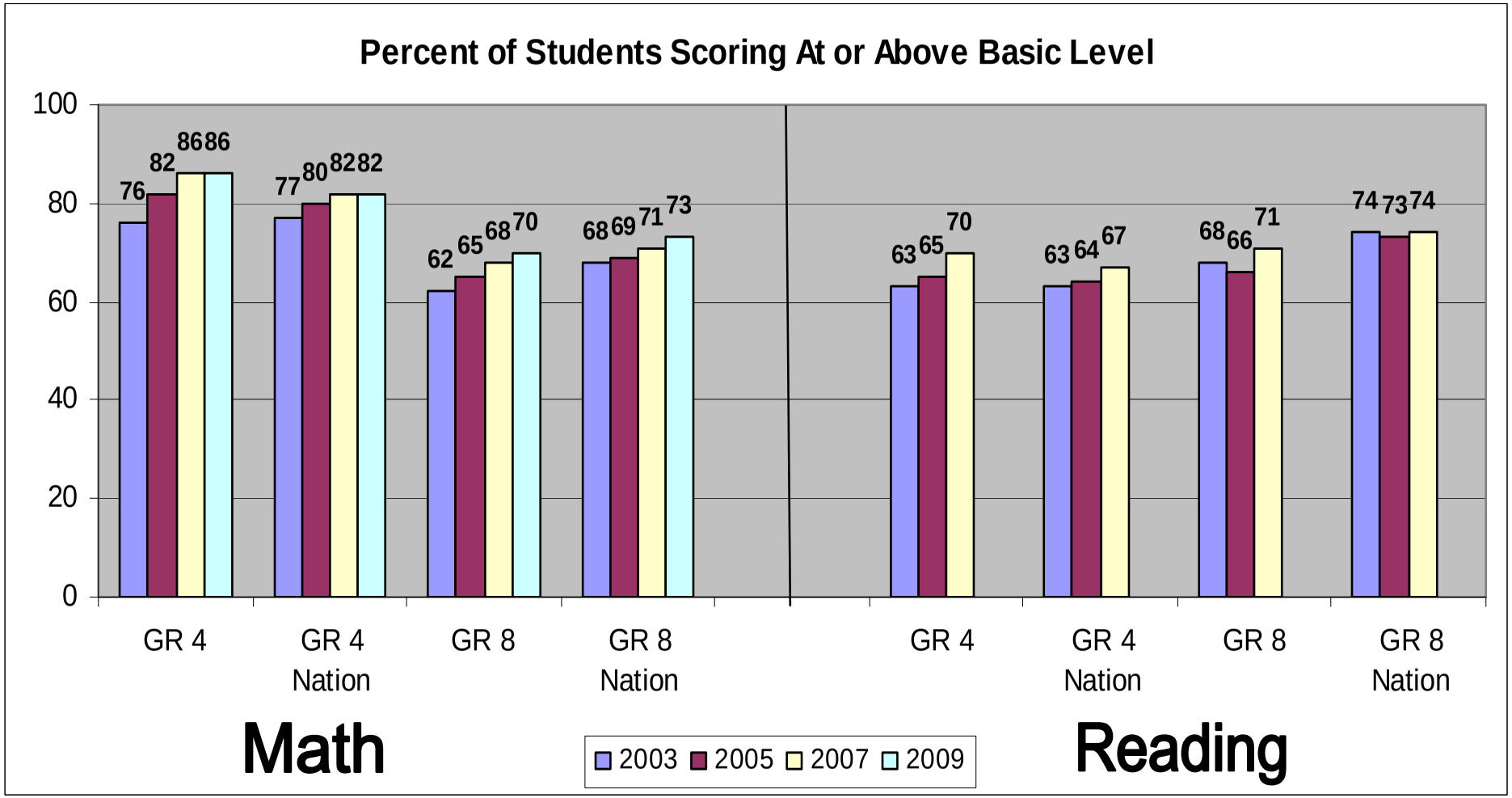
• In 2009, the NAEP Grade 4 Mathematics scale score gap between Florida's African-American and White students narrowed 3 points. The scale score gap decreased 6 points from 2003 to 2009.

• From 2003 to 2009, the performance of Florida's African-American students on NAEP Grade 8 Mathematics moved Florida's status from ranking close to the bottom quarter of the 50 states, when comparing performance of this subgroup, to approximately the top third.

• Since 2003, Florida's African-American eighth-graders have narrowed the achievement gap with White students by 12 points in NAEP Grade 8 Mathematics, compared to the nation's three point narrowing.

• The percentage of Florida eighth-graders performing at or above Basic on NAEP Mathematics is equal to or greater than the national average for every student group tested in the state.

National Assessment of Educational Progress (NAEP)
FLORIDA



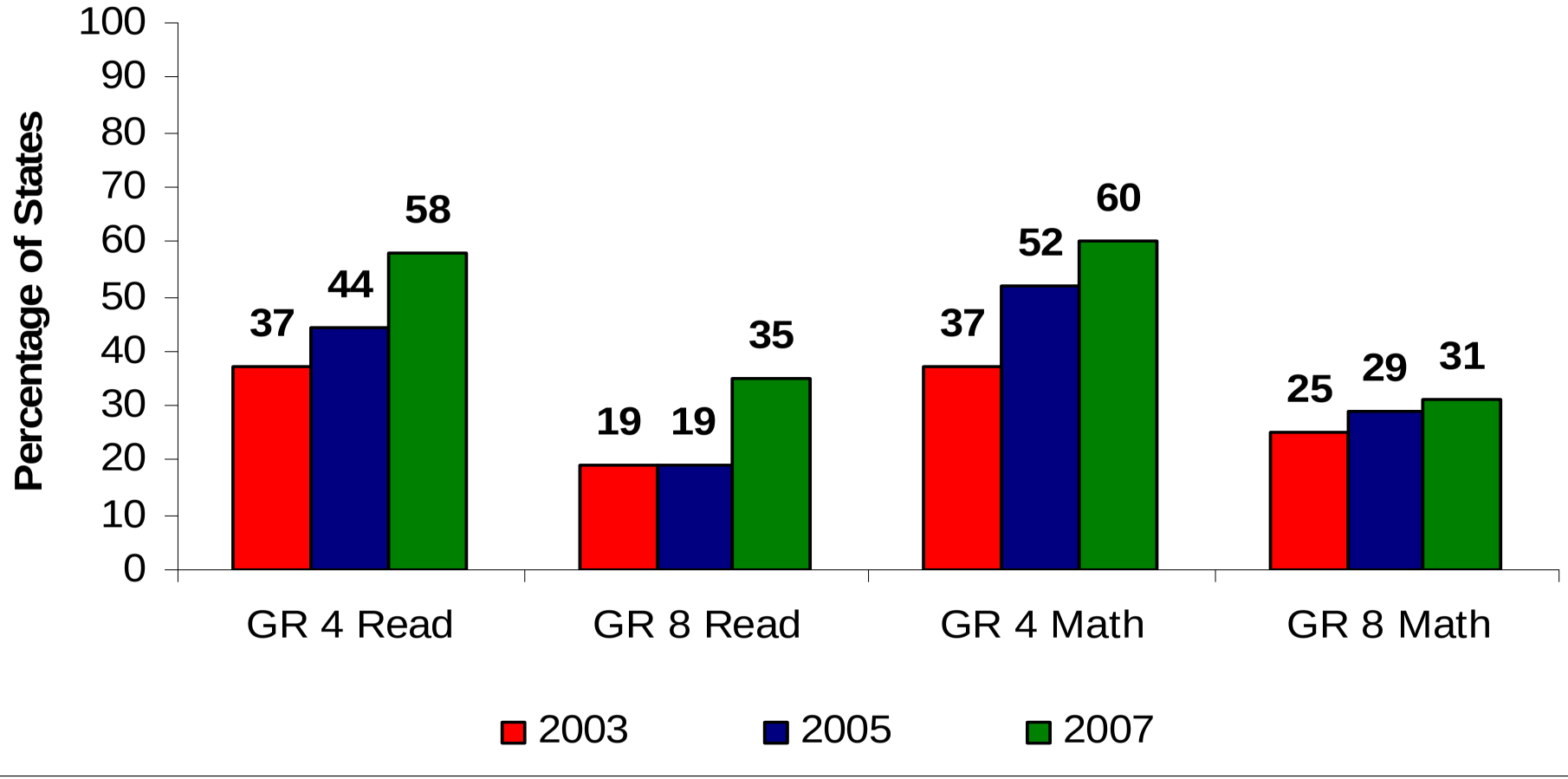
Florida is Among the Top Four States in the Country in Closing Achievement Gaps

Florida, Delaware, Illinois, & New Jersey made the most progress in closing performance gaps between White and Black and White and Hispanic students in fourth and eighth grade reading and math between 2003-2007.

- Florida was one of only five states that showed a significant narrowing of the White/Black performance gap between 2003-2007 in fourth grade reading.
- Florida is one of only two states where the gap between low and higher income fourth grade students decreased significantly in math between 2003 and 2007.
- Florida is one of three states where the performance gap between low and higher income students decreased between 2003 and 2007 in fourth grade reading.
- Florida is one of seven states where the gap between White and Black students decreased significantly in eighth grade math.

Source: National Center for Education Statistics, USDOE

NAEP 2003-2007
Percentage of States Florida Outperformed
Based on Average Scale Scores



Source: National Center for Education Statistics, USDOE

Table 5

IB Programs in SREB States

	Number of Schools			Number of Students			Percent of Exams Passed[1]		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
United States	462	502	534	40,646	44,773	49,091	—	—	—
SREB states	203	221	234	19,285	20,654	22,214	—	—	—
SREB states as a percent of U.S.	44	44	44	47	46	45	—	—	—
Alabama	4	5	7	238	297	351	—	—	76
Arkansas	3	4	5	184	196	227	—	—	—
Delaware	2	2	2	131	150	170	—	—	—
Florida	42	44	49	6,454	6,693	6,993	84	83	84
Georgia	20	21	20	1,070	1,150	1,303	68	73	72
Kentucky	4	4	5	315	298	306	—	—	—
Louisiana	1	2	3	54	88	142	—	—	—
Maryland	15	19	19	1,423	1,596	1,767	80	77	78
Mississippi	1	1	1	100	80	68	—	—	—
North Carolina	21	23	23	1,544	1,713	1,811	69	68	68
Oklahoma	2	2	2	193	204	205	—	—	—
South Carolina	22	24	25	1,016	1,089	1,126	70	69	71
Tennessee	5	5	5	241	291	284	—	—	—
Texas	27	30	32	1,873	2,108	2,376	79	78	77
Virginia	33	34	35	4,360	4,600	5,028	79	77	78
West Virginia	1	1	1	89	101	57	—	—	—

Note: "—" means no results are available. International Baccalaureate North America does not provide state results when five or fewer schools in the state offer IB programs, in order to protect the privacy of the small number of examinees.

[1] Most colleges award credit to students who score a 4 or higher on an IB exam.

Source: International Baccalaureate North America.

American Diploma Project (ADP)

- April 15, 2008: Governor Charlie Crist announces Florida's participation in the ADP
- Spring 2008: Division of Florida Colleges and Division of Public Schools review ADP benchmarks to determine which benchmarks are necessary for students to move from high school to a Florida college without remediation.
- July 1, 2008: Senate Bill 1908 is enacted which requires Florida to provide for interested high school juniors to take the Common Placement Test (CPT) during high school. For students who do not receive scores high enough to be placed in credit-bearing courses, high schools will provide remediation.
- Fall 2008: Four new courses are added to the Florida Course Code Directory (CCD) to provide remediation options for districts to use for students who do not achieve scores above the cut scores on the CPT. Identified Florida's Postsecondary Readiness Competencies for entry level college credit courses through a process that included all sectors and business/industry
- Spring 2009: The Florida Department of Education begins preparing an Invitation to Negotiate (ITN) for a new placement test that will be used by Florida colleges for placement into appropriate mathematics, writing, and reading courses. The specifications for the new test are based on the college readiness definitions determined by the review of ADP benchmarks in Spring 2008. K-12 and postsecondary faculty were involved in the procurement process during the content evaluation stage. College administrators were also involved in the technical review phase of the procurement process. During the current negotiation phase, the last phase of the process, a negotiation committee includes a representative from The Florida College System. Cross-sector development of a college and career readiness definition was initiated.
- Summer 2009: ADP provides feedback on the first draft of revised content standards for K-12 Language Arts.
- Fall 2009: ADP provides an evaluation of Florida content standards for mathematics related to the first draft of the national common core career/college ready standards.

GOVERNOR'S PRESS OFFICE
(850) 488-5394

TALLAHASSEE – Governor Charlie Crist today announced Florida's participation in the American Diploma Project Network, a nationwide movement designed to improve preparation of high school students for the 21st century workforce. The Governor's announcement came after discussing the benefits of participation with Minnesota Governor Tim Pawlenty.

"Florida has a proven record of improving student performance across all grade levels," Governor Crist said."By working collaboratively with other states, we can maximize our efforts on behalf of our students."

In October 2007, the Go Higher, Florida! Task Force recommended that Governor Crist join 32 other Governors whose states are currently participating in the American Diploma Project Network. The task force developed recommendations for preparing all Florida students for a successful transition to college or other career preparation. The group's other four recommendations, endorsed and approved by both the Board of Governors and the State Board of Education, are as follows:

—Develop and adopt a definition of college and career readiness.
—Require all high school students to take courses that prepare them for future education and employment.
—Adopt assessments which demonstrate readiness for college.
—Increase public awareness and understanding of Florida's education assessments and their uses.

Later today, the State Board of Education will learn more about how the project can be integrated into Florida's future education goals from Michael Cohen, president of Achieve Inc., the organization that has formed the project network. Governor Crist designated Education Commissioner, Dr. Eric J. Smith, to lead Florida's participation in the American Diploma Project.

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

Updated Proposal 9/15/09

NEXT GENERATION SUNSHINE STATE STANDARDS

	CURRICULUM ALIGNMENT			INSTRUCTIONAL MATERIALS				PROFESSIONAL DEVELOPMENT				ASSESSMENT			TEACHER CERTIFICATION	
Subject Area	**Public Input for Draft Standards**	**State Board of Education approved**	**Adopt course descriptions**	**Vendor Instructional Materials Alignment**	**State Instructional Materials Adoption Process**	**Contract years for Instructional Materials – District Purchase**	**Classroom implementation of aligned Instructional Materials**	**Develop research-based practices for new standards**	**Lead trainers**	**Teacher training**	**Full implementation of new standards**	**Assessment realignment started**	**Field test**	**New generation of tests first given**	**Educator Preparation Programs**	**Florida Teacher Certification Exam**
Reading	February 2006	**January 2007**	June 2008	2007-2008	2007-08	2008-14	**2008-09**	2007-09	2007-08	2008-09	**2008-09**	January 2007	March 2010	April 2011	2007-08	Fall 2008
Math	February 2007	**September 2007**	February 2008	2008-2009	2009-10	2010-16	**2010-11**	2007-10	2008-10	2008-11	**2010-11**	March 2007	March 2010	April 2011	2008-09	Fall 2009
Science	October 2007	**February 2008**	June 2008	2009-2010	2010-11	2011-17	**2011-12**	2008-10	2008-11	2008-12	**2011-12**	October 2007	April 2011	April 2012	2008-09	Fall 2009
Social Studies	June 2008	~~**October**~~ **December 2008**	February 2009	2010-2011	2011-12	2012-18	**2012-13**	2009-10	2010-12	2011-13	**2013-13**				2008-09	Fall 2009
Physical Education	June 2008	~~**October**~~ **December 2008**	February 2009	2010-2011	2011-12	2012-18	**2012-13**	2008-10	2008-10	2009-11	**2012-13**				2009-10	Fall 2011
Health	June 2008	~~**October**~~ **December 2008**	February 2009	2010-2011	2011-12	2012-18	**2012-13**	2009-12	2009-12	2010-13	**2012-13**				2009-10	Fall 2011
Common Core Language Arts and Reading	June 2009	~~**August September 2009**~~ **March 2010**	~~February~~ June 2010	2007-2008	2008-09	2009-15	**2009-10**	2010-13	2010-13	2011-13	**2012-13**	Comprehensive Writing 2011	Comprehensive Writing 2012	Comprehensive Writing 2013	2007-08	Fall 2008
World Languages	~~June 2009~~ January 2010	~~**October 2009**~~ **March 2010**	~~February~~ June 2010	2011-2012	2012-13	2013-19	**2013-14**	2010-13	2010-13	2011-13	**2013-14**				2009-10	Fall 2011
Visual Arts	June 2010	**October 2010**	February 2011	2012-2013	2013-14	2014-20	**2014-15**	2011-14	2011-14	2012-14	**2014-15**				2009-10	Fall 2011
Performing Arts	June 2010	**October 2010**	February 2011	2012-2013	2013-14	2014-20	**2014-15**	2011-14	2011-14	2012-14	**2014-15**				2014-15	Fall 2016
Common Core Mathematics	Feb – April 2010	**June 2010**	June 2010									**?**	?	?		

~~September 2009) Due to Florida's involvement in the discussion regarding adoption of National Common Core Standards in Language Arts and Mathematics we are proposing a delay of the adoption of Next Generation Language Arts Standards until a decision is made regarding the National Common Core.

(September 2009) Due to the lack of research-based World Language Standards nationally, Florida is proposing the adoption of the Common European Framework for World Languages. This work has begun and is scheduled to be completed in March 2010.

Florida's New Comprehensive and End-of-Course* Assessments Implementation Timeline

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Mathematics 3rd – 8th (FT)	Mathematics 3rd – 8th (B)	Mathematics 3rd – 8th (SS)		
Reading 3rd – 10th (FT)	Reading 3rd – 10th (B)	Reading 3rd – 10th (SS)		
	Science 5th, 8th (FT)	Science 5th, 8th (B)	Science 5th, 8th (SS)	
		Writing 4th, 7th, 11th (FT)	Writing 4th, 7th, 11th (B)	Writing 4th, 7th, 11th (SS)
Algebra I (FT)	Algebra I (B)	Algebra I (SS)		
Geometry (FT)	Geometry (B)	Geometry (SS)		
	Biology (FT)	Biology (B)	Biology (SS)	
		US History (FT)	US History (B)	US History (SS)

Notes:

(FT) – field test
(B) – baseline administration
(SS) – standard-setting administration
FCAT-1 will continue to be administered through the baseline administration of each Next Generation assessment.

* High school end-of-course assessments can only be implemented if statutory requirement for comprehensive assessments in high school is changed.

Florida Assessments for Instruction in Reading (FAIR) Summary
November 2009

Why New K-12 Reading Assessments?

The FAIR assessments were developed in 2007 by the Department of Education in collaboration with the Florida Center for Reading Research (FCRR) to provide Florida teachers with screening, diagnostic and progress monitoring tools that are linked to the Florida standards in order to inform the instruction of their students. This comprehensive assessment tool is unprecedented in the nation and will assist Florida in its efforts to provide additional computer-based assessment in the future.

Who is required to use FAIR?

FAIR is optional for all school districts. However, 71 school districts decided to use FAIR in all schools at all grade levels. Four districts decided to use FAIR at selected schools and grade levels. The one exception is Florida's Kindergarten Readiness Screening (FLKRS) – four tasks from FAIR must be used for this screening measure in all school districts.

What reporting requirements does FAIR satisfy?

If a district has chosen to use the FAIR system as their progress monitoring tool three times a year, the following students are required to take the FAIR Broad Screen:

- Administered to all 3-12 students scoring Level 1 or 2 on FCAT
- Administered to Kindergarten - 3rd grade students identified with a reading deficiency by their districts
- Administered to other students at the discretion of their districts

Please note that there are other progress monitoring options for schools that are not using FAIR. These are identified in the districts' K-12 Comprehensive Reading Plan.

Why is using FAIR beneficial?

- Provided free of charge to Florida schools
- Precise ability placement for Reading Comprehension tasks to monitor students at their instructional level
- Internet-based options
  - Electronic Scoring Tool in K-2 – though paper and pencil scoring is available
  - Computer-administered in grades 3-12
- Access to the Progress Monitoring and Reporting Network (PMRN) database for recording student scores (by hand or scoring tool in K-2; uploaded automatically in grades 3-12)
- Access to the PMRN Reports that assist teachers in analyzing student data to better inform instruction

- Links to instructional resources for teachers through the PMRN
- Broad Screen tasks are directly related to Florida's Next Generation Sunshine State Standards and predict to end of year outcome measures (SESAT, SAT-10, and FCAT)
- Strong psychometric test properties form the basis for all assessments

Professional Development for FAIR

Over 6,000 master trainers for FAIR were trained in the spring and summer of 2009 by Just Read, Florida! and FCRR. These master trainers then trained teachers at their respective schools in the administration of FAIR and its instructional implications. Over 2,500 principals were provided a day long orientation to FAIR.

Technology Issues

With any new initiative of this magnitude, some technical challenges were inevitable at the state, district and school levels. Over 2 million students were rostered into the PMRN as probable participants in FAIR. At peak times of the day, when large numbers of students were on the system, there was slowness noted and some students were logged off. There were a few periods of time when the system was inaccessible to teachers and students.

The Department has worked tirelessly to resolve the FAIR technology issues. Bandwidth and servers have been added and there have been repairs to the database. All schools have now completed Assessment Period 1, which ran from August 31-October 19 for the majority of schools and districts. The Department is using this interim period to work with the contractor to reevaluate the system and continue to make repairs in order for Assessment Period 2, which begins on December 1 for most schools, to run smoothly.

What resources and support are available to teachers as they implement FAIR?

The PMRN help desk is available 8:00-5:00 Monday through Friday to answer phone calls and respond to e-mails, and Just Read, Florida! staff are available at these times as well. There is a wealth of information on the FCRR website (www.fcrr.org) and also on the Just Read, Florida! site (www.justreadflorida.com) including technical tips, users' guides and Frequently Asked Questions. LEaRN (Literacy Essentials and Reading Network), www.justreadflorida.com/LEaRN, is available for teachers, coaches and principals and has hundreds of videos, articles and student center activities. There are also examples of master trainers administering FAIR to students.

The Department of Education is pleased to make FAIR available to all Florida schools in order to inform student instruction and is committed to making the necessary technological adjustments in order for FAIR to be the seamless tool that our teachers deserve.

Revising High School Grading Requirements

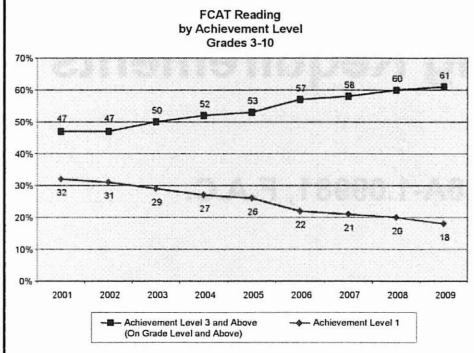
Revision of Rule 6A-1.09981, F.A.C.

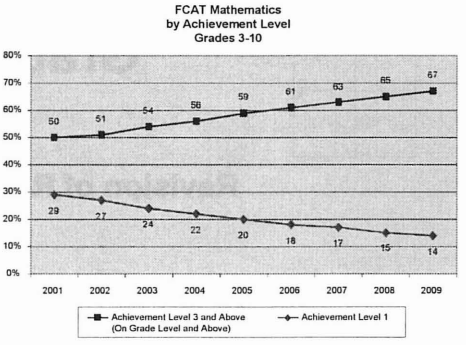
What is the Purpose of this Rule Change?

- **Senate Bill 1908** (2008 Legislative Session) requires a significant change to the way high schools are graded beginning with the 2009-10 School Year.
- In addition to the vital foundation of assessment results in Grades 9, 10, and 11 (Science), the law requires an **equal focus** be placed on:
  - **Access to rigorous, accelerated coursework**, as well as **performance** in rigorous, accelerated coursework.
  - **College Readiness**
  - **Graduation rates** for all students as well as those academically at-risk.

Why Change the Way we Grade our High Schools?

- Over the past decade, Florida has shown **tremendous progress** in the foundation skills of reading and mathematics proficiency through Grade 10





Why Change the Way we Grade our High Schools?

- State and national expectations are rising for our high schools
  - In 2007, 54 percent of high school graduates who enrolled in community college required remediation in at least one subject.
- The high school accountability system demands:
  - More rigorous standards and assessments
  - Alignment between high school and college readiness and high-skill/high-wage employment
  - Focus on access, rigor, and readiness

Timeline

Task	Completion Date
Develop models	Completed in Summer 2008
Vet with External Stakeholders	Began in Fall 2008
Regional Rule Development Workshops	May 2009; Three Held Across the State
Rule Adopted by the State Board of Education	September 15, 2009
Release New School Grades for High Schools	Fall 2010

5

New Component #1: **Graduation Rate**

Graduate Rate Methods	Students Not Included in the Calculation	Graduates	Non-Graduates
For use in 2009-10 and 2010-11 **National Governors Association (NGA) Rate**	Students who transfer to: ▪ Other schools (public, private, or Dept. of Juvenile Justice facilities); ▪ Home-education programs; ▪ Adult education programs Deceased students	▪ Standard Diploma recipients ▪ Special Diploma recipients	▪ Dropouts ▪ Certificate of Completion recipients ▪ GED recipients ▪ Continuing enrollees who are not on-time graduates
For use beginning in 2011-12 **New Federal Uniform Rate** *Note: If federal requirements for the uniform rate change in the interim, Florida's federal uniform rate calculation will be adjusted accordingly.	Students who transfer to: ▪ Other schools (public or private) ▪ Home-education programs Deceased students	▪ Standard Diploma recipients	▪ Dropouts ▪ Certificate of Completion recipients ▪ GED recipients ▪ Continuing enrollees who are not on-time graduates ▪ **Special Diplomas** ▪ **Transfers to Adult education programs or Dept. of Juvenile Justice facilities who are not standard diploma recipients.**

6

New Component #2A:
Participation in Accelerated Coursework

Proposed Calculation:

School Year	Numerator	Denominator
2009-10 and 2010-11	11th-12th graders who took an accelerated exam or dual enrollment course AND 9th-10th graders who passed an accelerated exam or dual enrollment course during the academic year (weighted)	All 11th-12th graders
2011-12	All 9th-12th graders who took an accelerated exam or dual enrollment course during the academic year (weighted)	All 11th-12th graders

- For a school to receive credit for participation in an accelerated course that ends in an exam (e.g., AP, IB, AICE), the student must take the exam.
- For dual enrollment, a student must earn a grade in the course for a school to receive credit for participation.
- For industry certification, a student must have taken an industry certification exam on the SBE approved "Industry Certification Funding List" for the year.

7

Acceleration Participation

In the formula, schools would earn weighted credit for the number of exams/courses a student takes. Below is the proposed weighting system to accommodate multiple exams or dual enrollment courses taken by students:

Weight	Participation Outcome
1.00	1 Exam/Course Taken
1.10	2 Exams/Courses Taken
1.20	3 Exams/Courses Taken
1.30	4 Exams/Courses Taken
1.40	5 Exams/Courses Taken
+ 0.1	For Each Additional Exam/Course Taken

- **No cap is proposed for participation. That is, following the logic above, schools will earn an increasing amount of credit for those students who take increasing numbers of accelerated courses/exams. For example, the student who takes 7 exams/courses will be weighted at 1.6; a student who takes 8 will be weighted 1.7; and so on.**

8

Acceleration Participation – EXAMPLE

John Doe completes 3 Dual Enrollment courses; 2 AP exams; and 1 industry certification exam. Here are his results:

Accelerated Exam/Course	Exam/Course Taken
Dual Enrollment Course 1	1
Dual Enrollment Course 2	1
Dual Enrollment Course 3	1
AP Exam 1	1
AP Exam 2	1
Industry Certification Exam	1
Total Exams/Courses Taken	6
His Weight in the Formula	1.50

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New Component #2B:
Performance in Accelerated Coursework

Proposed Calculation:

School Year	Numerator	Denominator
2009-10 and 2010-11	Number of successful outcomes in accelerated coursework (weighted) by a student (9th through 12th grade)	All 11th-12th graders who took an accelerated exam or dual enrollment course AND 9th-10th graders who passed the acceleration during the academic year
2011-12	Number of successful outcomes in accelerated coursework (weighted) by a student (9th through 12th grade)	All 9th-12th graders who took an accelerated exam or dual enrollment course during the academic year.

10

New Component #2B:
Performance in Accelerated Coursework

Weighting Proposal for Performance

- Measure will be based on credits earned.
  - Depending on their score on AP, IB, and/or AICE, students will receive weight in the formula based on the number of postsecondary courses for which the student earns credit as determined by the Articulation Coordinating Committee's Credit-by-Exam Equivalencies List. (http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf)
  - Successful completion (a "C" or higher) of a Dual Enrollment course leads to students earning credit in one course.
  - Successful passage of an Industry Certification exam.

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New Component #2B:
Performance in Accelerated Coursework

Successful Outcomes are defined as:

AP	
Score of 3	1 Successful Outcome
Score of 4 or 5	1 or 2 Successful Outcomes (*depending on ACC Credit-by-Exam Equivalencies*)
IB	
Score of 4	1 Successful Outcome
Score of 5, 6, or 7	1 or 2 Successful Outcomes (*depending on ACC Credit-by-Exam Equivalencies*)
AICE	
Passing Score on an AS Level AICE Exam	1 Successful Outcome
Passing Score on an A Level AICE Exam	1 or 2 Successful Outcomes (*depending on ACC Credit-by-Exam Equivalencies*)
Dual Enrollment	
Passing grade of "C" or higher in the course	1 Successful Outcome
Industry Certification	
Earning an industry certification by exam	1 or multiple successful outcomes based on statewide articulation agreements (http://www.fldoe.org/workforce/dwdframe/artic_frame.asp)

12

Acceleration Performance

In the formula, schools would earn weighted credit for the number of successful outcomes a student earns. Here is the proposed weighting system to accommodate multiple successes by students:

Weight	Performance Outcome
1.00	1 Successful Outcome
1.10	2 Successful Outcomes
1.20	3 Successful Outcomes
1.30	4 Successful Outcomes
1.40	5 Successful Outcomes
+ 0.1	For Each Additional Successful Outcome

- **No cap is proposed for performance. That is, following the logic above, schools will earn an increasing amount of credit for those students who successfully complete increasing amounts of accelerated coursework. For example, the student who earns 7 successful outcomes will be weighted at 1.6; a student who earns 8 will be weighted 1.7; and so on.**

13

Acceleration Performance – EXAMPLE

John Doe takes 3 Dual Enrollment courses; 2 AP exams; and 1 industry certification exam. Here are his results:

Accelerated Course	Score/Grade	Successful Completion
Dual Enrollment Course 1	"C"	1
Dual Enrollment Course 2	"C"	1
Dual Enrollment Course 3	"D"	0
AP Exam 1	2	0
AP Exam 2 (in English)	4	2
Industry Certification Exam	Passed	1
Total Successful Completions		5
His Weight in the Formula		1.40

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New Component #3:
Postsecondary Readiness

Proposed Calculation:

Numerator	Denominator
Number of students scoring "ready" on SAT, ACT, and/or CPT any time during their high school careers	**On-time high school graduates who scored a Level 3 or higher on the 10th Grade FCAT in Reading or Mathematics (depending on component)**

- Separate Measures for Reading and Math.
- If student takes multiple tests (ACT, SAT, or CPT), the student's highest score by subtest is used.
- The scores used to define "ready" are set in State Board of Education Rule 6A-10.0315, F.A.C.
- This measure will be based on all on-time standard high school graduates beginning no later than 2011-12.

15

New Component #4:
Graduation Rate for At-Risk Students

- Track the 4-year high school graduation rate of students who scored a Level 2 or lower on both FCAT Reading and Mathematics in 8th Grade.
- If a school does not have at least 10 students in that subgroup, the school's overall graduation rate will be substituted for this measure.

16

New Component #5:
Growth or Decline in components

- Schools earn an escalating number of points based on the magnitude of their improvement.
- Additional points would be awarded based on the number of points the school improved (growth from prior year); up to 20 additional points.
- Schools will lose 5 points if a component declines by at least 10 percentage points.

- EXAMPLES
- **GROWTH**: A school's acceleration performance improves from 25% to 32%; the school earns an additional 7 points resulting in a total of 39 points (32 + 7).
- **DECLINE**: A school's acceleration performance declines from 30% to 20%; the school would lose an additional 5 points resulting in a total of 15 points (20 – 5).

17

Additional Requirement – At-Risk Graduation Rate

- Law stipulates that in order for a school that earns enough points for an "A" to be awarded an "A", the school's at-risk graduation rate must meet a certain threshold to ensure "adequate progress."
- **Recommended Threshold:**
  - **75%; or**
    - **1 percentage point improvement over the prior year if percentage is within 10 points of the target**
    - **5 percentage point improvement over the prior year if percentage is beyond 10 points of the target**
- This requirement is akin to the current learning gains requirement for the Low 25%.

18

New High School Grade

50% on FCAT Components 800 Points Possible	50% on New High School Components 800 Points Possible
TOTAL POINTS (FCAT + New High School Components) 1600 Points Possible	Grade Scale A >= 1050 B 990 to 1049 C 870 to 989 D 790 to 869 F < 790

19

FCAT Components (50% of the Grade)

READING	MATH	WRITING	SCIENCE
Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.
Learning Gains 100 possible pts.	Learning Gains 100 possible pts.	TOTAL FCAT POINTS 800 POINTS	
Learning Gains of Lowest 25% 100 possible pts.	Learning Gains of Lowest 25% 100 possible pts.		

PLUS 11th and 12th grade retakes for possible bonus points (10) – High schools earn ten bonus points when half of all 11th and 12th graders retaking the FCAT meet the graduation requirement.

20

New High School Components
NEW 50% (with points possible)

GRADUATION	ACCELERATION	READINESS	GROWTH/DECLINE
Overall Rate 200	Participation 200 (in 2009-10) 175 (in 2010-11) 150 (in 2011-12)	Performance on Reading 100	For each component schools may earn up to 20 additional points for GROWTH (40 points for factors worth 200 points)
At-Risk Rate 100	Performance 100 (in 2009-10) 125 (in 2010-11) 150 (in 2011-12)	Performance on Math 100	For each component schools may lose 5 additional points for DECLINE (10 points for factors worth 200 points)
Total Graduation Points 300	Total Acceleration Points 300	Total Readiness Points 200	Total NEW HIGH SCHOOL Points Possible 800

- All components are percentages. Those components weighted twice as much as others reflect a calculated percentage that is doubled (e.g., School X has a 75% graduation rate – School X earns 150 points (75*2) for that component).
- All component values are capped at their maximum values. That is, if a school earns points in excess of the total for a particular component – through the growth adjustment or the escalating weights in the acceleration components – the school will receive the maximum points for that component.

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Sample New High School Grade Calculation

New High School Components: Graduation Rates – Sample School

Component	Prior Year (PY)	Current Year (CY)	Points Earned (CY + (CY – PY))
Overall Graduation Rate	65%	68%	(68 + (68 – 65)) = **71**
At-Risk Graduation Rate	57%	57%	(57 + (57 – 57)) = **57**

New High School Components: Acceleration Participation – Sample School

	Number of 11th and 12th Graders	Number of Students who took 1 Acceleration Exam or Course (# x 1.00)	Number of Students who took 2 Acceleration Exams or Courses (# x 1.10)	Number of Students who took 3 Acceleration Exams or Courses (# x 1.20)	Number of Students who took 4 Acceleration Exams or Courses (# x 1.30)	Number of Students who took 5 Acceleration Exams or Courses (# x 1.40)	Rate
Current Year (CY)	400	30 x 1.00 = 30	20 x 1.10 = 22	30 x 1.20 = 36	10 x 1.30 = 13	5 x 1.40 = 7	(30+22+ 36+13+7) / 400 = 27%
Prior Year (PY)	350	15 x 1.00 = 15	10 x 1.10 = 11	15 x 1.20 = 18	5 x 1.30 = 6.5	3 x 1.40 = 4.2	(15+11+ 18+6.5+ 4.2) / 350 = 16%
Points Earned							(27 + (27 – 16)) = **38**

New High School Components: Acceleration Performance – Sample School

	Number of Students who completed Acceleration Exams or Courses	Number of Students who passed 1 Acceleration Exam or Course (# x 1.00)	Number of Students who passed 2 Acceleration Exams or Courses (# x 1.10)	Number of Students who passed 3 Acceleration Exams or Courses (# x 1.20)	Number of Students who passed 4 Acceleration Exams or Courses (# x 1.30)	Number of Students who passed 5 Acceleration Exams or Courses (# x 1.40)	Rate
Current Year (CY)	95	15 x 1.00 = 15	8 x 1.10 = 8.8	20 x 1.20 = 24	8 x 1.30 = 10.4	1 x 1.40 = 1.4	(15+8.8 + 24+10.4 +1.4) / 95 = 63%
Prior Year (PY)	48	9 x 1.00 = 9	7 x 1.10 = 7.7	11 x 1.20 = 13.2	3 x 1.30 = 3.9	0 x 1.40 = 0	(9+7.7+ 13.2 +3.9+ 0) / 48 = 70%
Points Earned							No Growth No 10 point decline 63

New High School Components: Postsecondary Readiness – Sample School

	Percent "Ready" in Reading	Percent "Ready" in Math
Current Year (CY)	62%	50%
Prior Year (PY)	61%	45%
Points Earned	(62 + (62 – 61) = 63	(50 + (50 – 45) = 55

New High School Components

NEW 50% (with points possible) – Sample School

GRADUATION	ACCELERATION	READINESS	
Overall Rate 71 * 2 = **142**	Participation 38 * 2 = **76**	Performance on Reading **63**	
At-Risk Rate **57**	Performance **63**	Performance on Math **55**	
Total Graduation Points **199**	Total Acceleration Points **139**	Total Readiness Points **118**	Total NEW HIGH SCHOOL Points Possible **456**

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FCAT Components (50% of the Grade) – Sample School

READING	MATH	WRITING	SCIENCE
Performance **46**	Performance **74**	Performance **82**	Performance **40**
Learning Gains **51**	Learning Gains **75**	**TOTAL FCAT POINTS** **485**	
Learning Gains of Lowest 25% **50**	Learning Gains of Lowest 25% **67**		

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New High School Grade – Sample School

50% on FCAT Components	50% on New High School Components
485	**456**
TOTAL POINTS (FCAT + New High School Components)	**Grade** A >= 1050 B 990 to 1049 C 870 to 989 D 790 to 869 F < 790
941	**School Earns a "C"**

Other Changes to Rule 6A-1.09981

Division of Accountability, Research, and Measurement

Other Changes to Rule 6A-1.09981

- Cell-size criteria for science and writing in School Grades
- Updated procedure for determining percentage of students proficient in writing
- Inclusion of Florida Alternate Assessment results for students with disabilities in calculating learning gains for reading and math

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Cell-size criteria for science and writing in School Grades

- The minimum cell-size for the writing and science components for school grades will be reduced from 30 students to 10 students.
- If a school has fewer than 10 students with writing (or science) scores, the school will receive the district average for writing (or science).
- Prior to this proposed rule change, schools with fewer than 30 students received the district average in writing and/or science in lieu of the school's actual performance.
- This will increase the number of schools whose actual writing and science performance will be reported as part of School Grades

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Updated procedure for determining percentage of students proficient in writing

- Beginning in 2009-10, FCAT writing essays at grades 4, 8, and 10 will be scored by one reader (as opposed to two, as was done in prior years).
- A score of 3.5 in writing in grades 4, 8, and 10 will no longer be possible.
- To accommodate this change, the average of the percentage of students scoring a 3 and above and the percentage of students scoring a 4 and above will be used for the writing component of school grades.

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Inclusion of Florida Alternate Assessment results in calculating learning gains

- Section 1008.34(3)(b)(1)b, Florida Statutes, requires that learning gains for students seeking a special diploma, as measured by an alternate assessment tool, shall be included in School Grades no later than the 2009-10 school year.
- The Florida Alternate Assessment has nine separate performance levels, ranging from 1 to 9, with 4 or higher equaling proficient.
- Propose defining a learning gain as an improvement in performance levels or the maintenance of a proficient level.

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Summary of Differentiated Accountability

Differentiated Accountability (DA) is the state's official system of school improvement. Florida's DA Plan streamlines the federal and state accountability systems and directs school-wide and subgroup focused support to schools and districts based on Adequate Yearly Progress (AYP) and school grade. Under DA, the lowest performing schools receive the most support and are required to implement the most robust interventions that will lead to significantly raising student achievement or districts are required to provide students with a new learning environment. Required school reform strategies address the root causes of low student performance and are tiered to address both schools that have missed relatively few AYP subgroups and those schools with widespread performance issues.

History of Differentiated Accountability

The U.S. Department of Education approved the state to implement the DA Pilot in the summer of 2008. In the 2009 legislative session, the state legislature agreed to continue implementation of DA and make this initiative Florida's permanent system of school improvement with the passage of House Bill 991. The Department believes that it is essential to incorporate all schools, regardless of Title I standing, in the statewide system of support under DA to ensure that all students receive a high-quality education.

Statewide System of Support

Schools in DA will receive coaching, technical assistance, and professional development through the state's regional support system. There are five Regional Teams throughout the state with each team consisting of a Regional Executive Director; Instructional Specialists for reading, mathematics, science, and Response to Intervention (RtI); and Reading Coordinators. Prior to DA, the former system of school improvement focused mainly on monitoring with little direct assistance in the area of teaching and learning. The region model now offers districts and schools with change agents who possess a proven record with increasing student achievement in low-performing schools. These Regional Teams work directly with schools and districts in the areas of: curriculum and instruction, school leadership, school improvement planning, professional development, teacher quality, data analysis, and implementing effective monitoring processes.

2008-2009 FCAT Performance for Differentiated Accountability Schools

In 2008-2009, Intervene and F Schools received targeted assistance from DA Regional Teams.

Growth from 2008 to 2009 of Students Scoring 3 + on FCAT Reading

Grades 3-5
- Intervene & F Schools Improved by 8%
  - Outperformed state by 6%
- 72% of Intervene and F Schools Showed Growth

Grades 6-8
- Intervene & F Schools Improved by 5%
  - Outperformed state by 4%
- 71% of Intervene and F Schools Showed Growth

Grades 9-10
- Intervene & F Schools Improved by 1%
  - Outperformed state by 1%
- 56% of Intervene and F Schools Showed Growth

Growth from 2008 to 2009 of Students Scoring 3 + on FCAT Mathematics

Grades 3-5
- Intervene & F Schools Improved by 16%
  - Outperformed state by 14%
- 83% of Intervene and F Schools Showed Growth

Grades 6-8
- Intervene & F Schools Improved by 6%
  - Outperformed state by 5%
- 86% of Intervene and F Schools Showed Growth

Grades 9-10
- Intervene & F Schools Improved by 5%
  - Outperformed state by 3%
- 69% of Intervene and F Schools Showed Growth

Growth from 2008 to 2009 of Students Scoring 3.5 + on FCAT Writing

Grade 4
- Intervene & F Schools Improved by 17%
  - Outperformed state by 9%
- 83% of Intervene and F Schools Showed Growth

Grade 8
- Intervene & F Schools Improved by 4 %
  - Outperformed state by 2%
- 100% of Intervene and F Schools Showed Growth

Grade 10
- Intervene & F Schools Improved by 2 %
  - Outperformed state by 3%
- 38% of Intervene and F Schools Showed Growth

Regional Contacts

Below is a list of Differentiated Accountability contacts including the lead for Differentiated Accountability and the five Regional Executive Directors.

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Deedara Hicks, Regional Executive Director of Region 3
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Gail Daves, Regional Executive Director of Region 4
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Marie Izquierdo, Regional Executive Director of Region 5
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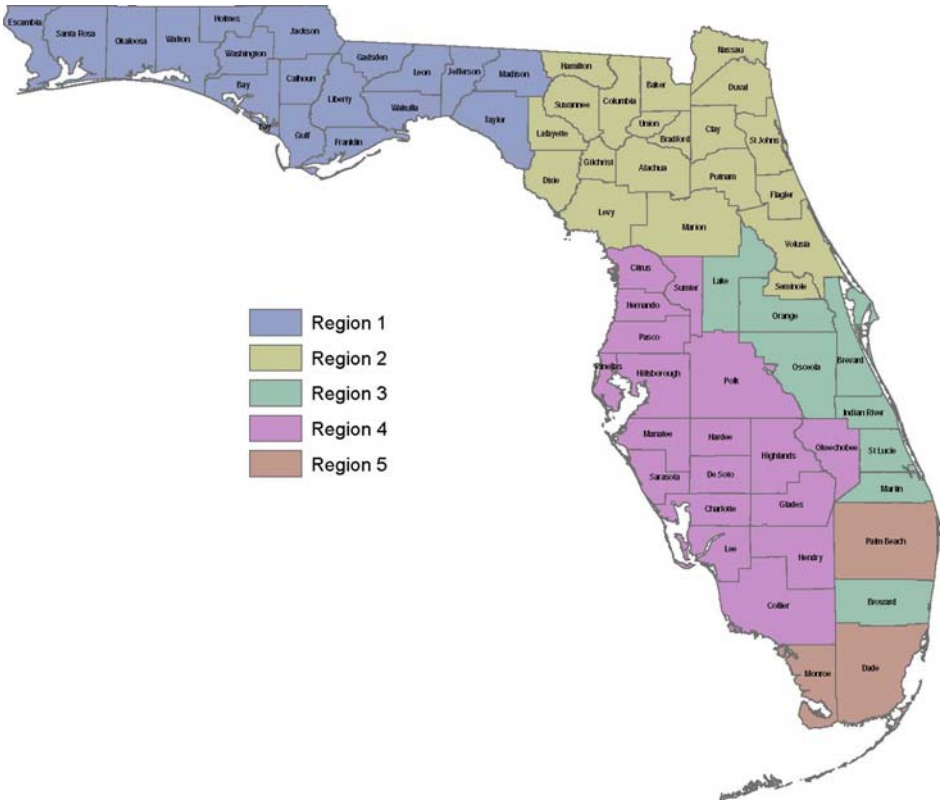
Regional Map

Below is a map showing the five regions for the 2009-2010 school year.



SPEECHES

Teacher Preparation: Reforming the Uncertain Profession—Remarks of Secretary Arne Duncan at Teachers College, Columbia University

FOR RELEASE:
October 22, 2009

It's an honor and pleasure to be here at Columbia Teachers College—the oldest, largest, and most storied graduate school of education in the United States. Here in this citadel of teacher preparation, where giants like John Dewey played such a formative role, I've come to speak to you today about the need for a sea-change in our schools of education.

Like the Teachers College, many schools of education have provided high-quality preparation programs for aspiring teachers for years. In the last decade, a slew of education schools have also upgraded their programs or launched rigorous practice-based initiatives to adapt to the realities of preparing instructors to teach diverse students in the information age.

I am going to talk about some of those shining examples in just a moment. Yet, by almost any standard, many if not most of the nation's 1,450 schools, colleges, and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom. America's university-based teacher preparation programs need revolutionary change—not evolutionary tinkering. But I am optimistic that, despite the obstacles to reform, the seeds of real change have been planted.

America faces three great educational challenges that make the need to improve teacher preparation programs all the more urgent. First, the education that millions of Americans got in the past simply won't do anymore. In the information age, it is impossible to drop out of school and land a good job. Even workers with high school diplomas but without college degrees are going to find they have limited opportunities in a competitive global economy. As President Obama has said, "education is no longer just a pathway to opportunity and success—it's a prerequisite to success."

Second, education, as Horace Mann said nearly two centuries ago, has long been the great equalizer in America. No matter what your race, national origin, disability, or zip code, every child is entitled to a quality public education. Today, more than ever, we acknowledge America's need—and a public school's obligation—to teach all students to their full potential. And yet today we are still way too far from achieving that dream of equal educational opportunity.

Nearly 30 percent of our students today drop out or fail to complete high school on time—that is 1.2 million kids a year. Barely 60 percent of African-American and Latino students graduate on time—and in many cities, half or more of low-income teens drop out of school.

I believe that education is the civil rights issue of our generation. And if you care about promoting opportunity and reducing inequality, about promoting civic knowledge and participation, the classroom is the place to start. Children today in our neediest schools are more likely to have the least qualified teachers. And that is why great teaching is about more than education—it is a daily fight for social justice.

Now the nation's rising educational demands are only half the picture. The third force propelling the nation's need for more and better teachers is the massive exodus of Baby Boomers from the teaching force in the next decade.

We currently have about 3.2 million teachers who work in some 95,000 schools. But more than half of those teachers and principals are Baby Boomers. And during the next four years we could lose a third of our veteran teachers and school leaders to retirement and attrition. By 2014, just five short years from now, the U.S. Department of Education projects that up to one million new teaching positions will be filled by new teachers.

These major demographic shifts mean that teaching is going to be a booming profession in the years ahead—with school districts nationwide making up to 200,000 new, first-time hires annually. Our ability to attract, and more importantly retain, great talent over the next five years will shape public education for the next 30 years—it is truly a once-in-a-generation opportunity.

It is important to emphasize that the challenge to our schools is not just a looming teacher shortage, but rather a shortage of great teachers in the schools and communities where they are needed most. As Lyndon Johnson foresaw in 1965, "tomorrow's teachers must not merely be plentiful enough, they must be good enough. They must possess the old virtues of energy and dedication, but they must possess new knowledge and new skill." In our new era of accountability, it is not enough for a teacher to say, "I taught it—but the students didn't learn it." As Linda Darling-Hammond has pointed out, that is akin to saying "the operation was a success but the patient died."

More than 40 years later after Johnson spoke, high-poverty, high-needs schools still struggle to attract and retain good teachers. Teacher openings in science and math—subjects that are vitally important to the future—are often hard to fill with effective instructors. And students with disabilities and English language learners are still underserved. Rural classrooms are facing shortages and we have far too few teachers of color. Nationwide, more than 35 percent of public school students are Hispanic or black, but less than 15 percent of our teachers are black or Latino. That's a problem that is not self-correcting—we must proactively work on it. It is especially troubling that less than two percent of our nation's teachers are African American males.

To keep America competitive, and to make the American dream of equal educational opportunity a reality, we need to recruit, reward, train, learn from, and honor a new generation of talented teachers. But the bar must be raised for successful teacher preparation programs because we ask much more of teachers today than even a decade ago. Today teachers are asked to achieve significant academic growth for all students at the same time that they instruct students with ever-more diverse needs. Teaching has never been more difficult, it has never been more important, and the desperate need for more student success has never been so urgent. Are we adequately preparing future teachers to win this critical battle?

I am urging every teacher education program today to make better outcomes for students the overarching mission that propels all their efforts. America's great educational challenges require that this new generation of well-prepared teachers significantly boost student learning and increase college-readiness. President Obama has set an ambitious goal of having America regain its position as the nation with the highest proportion of college graduates in the world by 2020. But to reach that goal, both our K-12 system and our teacher preparation programs have to get dramatically better. The stakes are huge—and the time to cling to the status quo has passed.

Now there is a reason why so many of us remember a favorite teacher forever. A great teacher can literally change the course of a student's life. They light a lifelong curiosity, a desire to participate in democracy, and instill a thirst for knowledge. It's no surprise that studies repeatedly document that the single biggest influence on student academic growth is the quality of the teacher standing in front of the classroom—not socioeconomic status, not family background, but the quality of the teacher at the head of the class.

Earlier this month at Thomas Jefferson's fabled Rotunda at the University of Virginia, I issued a call to teaching as an essential national mission of our time. But the fact is that recruiting and preparing this army of great, new teachers depends heavily on our nation's colleges of education.

More than half of tomorrow's teachers will be trained at colleges of education. The U.S. Department of Education estimates that schools and departments of education produce about 220,000 certified teachers a year. Now I am all in favor of expanding high-quality alternative certificate routes, like High Tech High, the New Teacher Project, Teach for America, and teacher residency programs. But these promising alternative programs produce fewer than 10,000 teachers per year.

The predominance of education schools in preparing teachers is not the only reason this is a national priority and a critical concern for higher education. My good friend, Congressman George Miller, the chair of the House Committee on Education and a great reform advocate, points out that America's taxpayers already generously support teacher preparation programs. And it is only right that this investment should be well spent.

In the 2007-08 school year, nearly 30 percent of undergraduate education majors received Pell Grants totaling close to a billion dollars. That same year, about 40 percent of undergraduate education majors received $3 billion in Federal Loans. All told, the federal government now provides about $4 billion a year in Pell Grants and Federal Loans to support students and our university-based teacher preparation programs.

At the same time, graduate schools of education have a huge impact on post-baccalaureate enrollment—they award nearly 30 percent of all master's degrees, more than any other branch of graduate studies. And unlike independent alternative certification programs, university-based teacher preparation programs have unique advantages—they are financially self-sustaining, have math and science departments on campus to assist in specialized training, they can provide rich content knowledge in the liberal arts, and they are in a position to research and test what works to improve student learning.

Now it is not possible to talk honestly about radical improvements to teacher preparation programs without acknowledging the troubled history of education schools and stubborn barriers to reform. To echo a sentiment voiced by deans of education schools, almost since colleges of education came into being they have frequently been treated like the Rodney Dangerfield of higher education. Historically, education schools were the institution that got no respect—from the Oval Office to the Provost's Office, from university presidents to Secretaries of Education.

From the onset of education schools a century ago they have been beset by skeptics who believed that teachers are born, not made. In William James' popular lectures, Talks to Teachers on Psychology,

published in 1899, James warned that educators made "a very great mistake" in assuming that child psychology could help provide "methods of instruction for immediate school-room use."

James thought that teaching was an instinctual art—and many of his colleagues in academia agreed that teaching was more a craft than a profession. In his book The Uncertain Profession, former ed school administrator Arthur Powell argued that "none of the social sciences spawned by the American university at the end of the nineteenth century has had a more volatile and troublesome history than the field of education."

The dismissal of teacher preparation programs by the liberal arts faculty on many campuses was so complete that in the 1930s the president of Harvard described Harvard's Graduate School of Education as a "kitten that ought to be drowned." Columbia itself was not exempt from soul-searching about the effectiveness of colleges of education. In 1944, on the occasion of the 50th anniversary of Teachers College, Harvard president James Bryant Conant gave a speech here calling for a "Truce Among Educators"—a plea, he acknowledged, that fell on deaf ears. Nearly 20 years later, Conant authored a two-year study of education schools that acknowledged many students believed their required courses at ed school were "Mickey Mouse" courses.

Jacques Barzun, who wrote the classic bestseller Teacher in America—and later went on to be Columbia's provost—was equally unsparing in his critique of education schools. In his essay "The Art of Making Teachers," Barzun wrote that "teacher training is based on a strong anti-intellectual bias, enhanced by a total lack of imagination."

Jump forward to 1963 and you find that President Kennedy was voicing many of the same concerns about the quality of educational research that continue to resound today. "Research in education," President Kennedy declared, "has been astonishingly meager and frequently ignored . . . It is appalling that so little is known about the level of performance, comparative value of alternative investments and specialized problems of our educational system."

More than three decades later, not much—or at least not enough—had changed. In 1995, the Holmes Group, a coalition of ed school deans, issued a pointed report warning that "The education school should cease to act as a silent agent in the preservation of the status quo." In 1999, Richard Riley, one of my predecessors as Secretary of Education, told the National Press Club that "we can no longer fiddle around the edges of how we recruit, prepare, retain, and reward America's teachers.... Our colleges of education can no longer be the sleepy backwaters."

Now, as you know, the most recent comprehensive study of education schools was carried out by Arthur Levine, the former president of Teachers College. Levine's 2006 study found numerous examples of exemplary programs. But he also documented the persistence of problems that had afflicted ed schools for decades. "At the moment," he wrote, "teacher education is the Dodge City of the education world... unruly and disordered." "The bottom line," he concluded, "is that we lack empirical evidence of what works in preparing teachers for an outcome-based education system. We don't know what, where, how, or when teacher education is most effective."

Ed school deans and faculty interviewed for Levine's study painted an unflattering picture of teacher education, which they complained was "subjective, obscure, faddish . . . out-of-touch, politically correct . . . and failed to address the burning problems in the nation's schools." English professor E.D Hirsch, the

father of the acclaimed, content-rich Core Knowledge Program, got his own taste of the ideological blinders at colleges of education when he chose to teach an ed school course on the causes and cure of the achievement gap. Having authored the 1987 bestseller, Cultural Literacy, Hirsch anticipated that his course would be oversubscribed. But three years in a row, only 10 or so students enrolled. Finally, one of Hirsch's students informed him that other professors in the ed school were encouraging students to shun the course because it ran counter to their pedagogical beliefs.

More than three out of five ed school alum surveyed for the Levine report said their training did not prepare them adequately for their work in the classroom. In my seven years as CEO of the Chicago Public Schools and in my current job as I've travelled the country, I've had hundreds of conversations with great young teachers. And they echo many of the same concerns about ed schools voiced in the Levine report and in earlier decades. In particular they say two things about their training in ed school. First, most of them say they did not get the hands-on practical teacher training about managing the classroom that they needed, especially for high-needs students. And second, they say there were not taught how to use data to differentiate and improve instruction and boost student learning. On Tuesday night, at a national town hall meeting with teachers, I asked the studio audience of about 100 teachers how they felt about their schools of ed. An uneasy laughter filled the room—not the kind of response that engenders confidence.

Now the obvious question arises, why have teacher preparation programs historically been difficult to reform? And how is it that, in the face of this history, I am actually optimistic that important changes are already underway in teacher preparation programs?

Let me start by answering that first question, about the obstacles to reform. It is far too simple to blame colleges of education for the slow pace of reform. In fact, universities, states, and the federal government have all impeded reform in a variety of ways.

For decades, schools of education have been renowned for being cash cows for universities. The large enrollment in education schools and their relatively low overhead have made them profit-centers. But many universities have diverted those profits to more prestigious but under-enrolled graduate departments like physics—while doing little to invest in rigorous educational research and well-run clinical training.

This robbing Peter to pay Paul is shortsighted. If teaching is—and should be—one of our most revered professions, teacher preparation programs should be among a university's most important responsibilities. Unfortunately, this is the exception, not the rule.

It takes a university to prepare a teacher. The arts and sciences faculty play an absolutely essential role in strengthening the content knowledge of aspiring teachers. I do not understand when college presidents and deans of the arts and science faculty ignore their teacher preparation programs—and yet complain about the cost of providing remedial classes to freshmen. Simply put, incoming freshmen don't know the content because too often they have been taught by teachers who don't know the content well. In my view, Donald Kennedy, the former president of Stanford University, got it right when he said that "Only if the best institutions care about [public] schools and their own schools of education will the public think they are worth caring about; and nothing could be more clearly the business of America's academic leaders."

Now the fact is that states, districts, and the federal government are also culpable for the persistence of weak teacher preparation programs. Most states routinely approve teacher education programs, and licensing exams typically measure basic skills and subject matter knowledge with paper-and-pencil tests without any real-world assessment of classroom readiness. Local mentoring programs for new teachers are poorly funded and often poorly organized at the district level.

Less than a handful of states and districts carefully track the performance of teachers to their teacher preparation programs to identify which programs are producing well-prepared teachers—and which programs are not turning out effective teachers. We should be studying and copying the practices of effective teacher preparation programs—and encouraging the lowest-performers to shape up or shut down.

Even the failure of some education schools to develop a rigorous, research-based curriculum cannot solely be laid at their door step. We all know that the reading and math wars have gone on for decades—but that doesn't mean they are destined to last forever. Thanks to the national reading panel and other national expert assessments, educators know much more about the science of teaching reading and math today than a decade ago. Yet, as your president, Susan Fuhrman recently pointed out, countries like Singapore, South Korea, and the Czech Republic that outperform us in science and math provide teachers with much clearer guidance on key ideas and content to be mastered in each grade.

Now, each of these barriers to reform that I've just cited is beginning to slowly recede—and that is one reason why I remain optimistic that real improvements and change in teacher preparation programs are underway.

For the first time, 48 states have banded together to develop common college and career-ready standards for high school students—and the federal government is providing generous incentives through the Race to the Top Fund to encourage rigorous standards, including setting aside $350 million to fund the competitive development of better assessments for the standards. Just a year ago, many education experts doubted states would ever agree on common college-ready standards.

The draft Race to the Top criteria would also reward states that publicly report and link student achievement data to the programs where teachers and principals were credentialed. And the federal government is funding a large expansion of teacher residency programs in high-need districts and schools, including one to be run out of Teachers College.

As you know, teacher residency programs follow a medical model of training, with residents placed in schools with extensive induction and support during a year-long apprenticeship. In Chicago, I was lucky to work with the Academy for Urban School Leadership program, one of the nation's top residency programs. The U.S. Department of Education recently announced $43 million in grants for 28 Teacher Quality Partnership programs that went to colleges of education and high-need school districts, with more than half of the five-year grants supporting residency programs. An additional $100 million in grants included in the American Recovery and Reinvestment Act will be awarded early next year.

At the state and district level, states like Louisiana are leading the way in building the longitudinal data systems that enable states to track and compare the impact of new teachers from teacher preparation programs on student achievement over a period of years. Louisiana's system is already up and running,

linking teacher education programs in the state back to student performance and growth in math, English, reading, science, and social studies.

All students in Louisiana in grades four through nine who took one of the state assessments are eligible for inclusion in Louisiana's evaluation of teacher impact—and the state uses three years of data involving hundreds of thousands of students and tens of thousands of teachers. Louisiana is using that information to identify effective and ineffective programs for the first time—and university-based teacher education programs are using the outcomes data to revamp and strengthen their programs. Officials at the University of Louisiana at Lafayette opted to increase admission requirements, added a career counseling program to better prepare teachers for the transition to the classroom, and boosted coursework requirements in English language arts. Real change, based upon the real outcomes of children—revolutionary, isn't it?

Right now, Louisiana is the only state in the nation that tracks the effectiveness of its teacher preparation programs. Every state in the nation should be doing the same—and, as I said, we are going to provide incentives for states to do so in the $4.3 billion Race to the Top competition. It's a simple but obvious idea—college of educations and district officials ought to know which teacher preparation programs are effective and which need fixing. Transparency, longitudinal data, and competition can be powerful tonics for programs stuck in the past.

Several districts are moving to track the impact of teacher preparation programs on outcomes. Here in New York, the Teacher Policy Research Project, sponsored by the University of Albany and Stanford University, recently assessed the impact that 31 elementary teacher preparation programs have had on math and English achievement in New York City. They found that the difference between the average impact of the 31 teacher preparation programs and the top value-added institution for first-year teachers was about the same as the difference in average learning for a classroom of low-income students and those who are not poor. The New York study is yet another example of how we are finally beginning to get the comparative data on education investments that President Kennedy sought so long ago.

Now, just as states and districts are beginning to link teacher education programs to student outcomes, universities are also taking their responsibility to improve teacher preparation more seriously. I have been involved in a Listening and Learning tour during the last nine months that has taken me to more than 30 states. Everywhere I go I see universities partnering with school districts, opening up lab schools, magnet schools, and charter schools, and creating professional development schools for ed school students to gain clinical experience. In droves, universities have opened their doors to alternative certification programs—and are paying greater attention to the quality and supervision of student teachers during their clinical training.

As you know, the accreditation of schools of education is a voluntary process, and historically coursework had been given greater priority than clinical training for students in accreditation. But there also are encouraging signs that colleges of education want to make self-policing more meaningful, with clinical experience driving coursework. Both NCATE, the National Council for Accreditation of Teacher Education, and AACTE, the American Association of Colleges for Teacher Education, are firmly behind the new drive to link teacher preparation programs to better student outcomes.

In June, NCATE and its president, Jim Cibulka, announced the first major revision of teacher education requirements in 10 years. It includes new accreditation requirements that will oblige institutions to

strengthen the clinical focus of their programs and foster demonstrable increases in student learning. NCATE's new accreditation system will be modeled in part on Tennessee's evolving experiment, where the Board of Regents has decided that all undergraduate teacher candidates will spend their senior year in year-long residencies in P-12 schools. I hope other states and schools of education shift more to the residency-model of training.

Under the leadership of Sharon Robinson, the AACTE and its 800 colleges and universities have made it a core mission to have pre-service education lead to substantial increases in student achievement. AACTE has also recently launched a series of new programs and initiatives designed to improve teacher effectiveness. One of their most promising initiatives to date is the development of the first nationally accessible assessment of teacher candidate readiness. Under this performance-based assessment, supervising teachers and faculty would evaluate student teachers in the classroom. And student teachers and interns would be required to plan and teach a week-long stint of instruction mapped to state standards and provide commentaries on videotapes of their instruction and classroom management.

AACTE's project is based on PACT, California's Performance Assessment for Teachers, which Linda Darling-Hammond and a wide-ranging consortium of teacher preparation programs in California have done so much to pioneer. Already 14 states have signed up to pilot the performance assessment.

In the end, I don't think the ingredients of a good teacher preparation are much of a mystery anymore. Our best programs are coherent, up-to-date, research-based, and provide students with subject mastery. They have a strong and substantial field-based program in local public schools that drives much of the course work in classroom management and student learning and prepares students to teach diverse pupils in high-needs settings. And these programs have a shared vision of what constitutes good teaching and best practices—including a single-minded focus on improving student learning and using data to inform instruction.

The program here at Teachers College, which turns out about 700 teachers a year, explicitly trains students to use data to continuously improve their own instruction and target student learning gaps. Every student teacher in the elementary education program at TC completes at least two semesters of student teaching, and unlike some education schools, every student teacher works under the careful supervision of a well-qualified mentor teacher. About half of TC's graduating teachers in 2007-08 ended up in high-needs schools in New York City. Your commitment to research what really works to advance student learning is impressive.

Earlier this month, I spoke to students at the Curry School of Education at the University of Virginia and found a similarly top-notch program where fifth-year students teach full-time during their first semester. I see David Steiner, your great new commissioner in New York in the audience, and David created an extraordinary teacher preparation program at Hunter College. Like Virginia's program, it has a carefully-run clinical program that videotapes student teachers and helps them learn from their experience.

In contrast to some colleges of education, David also encouraged the incorporation of best practices from a new generation of high-performing charter schools. He even established an alternative certification program for teachers of record—Teacher You—for KIPP, Achievement First, and the Uncommon Schools.

Workforce Education

District Workforce Education State Summary (Adult and Postsecondary, 2008-09)

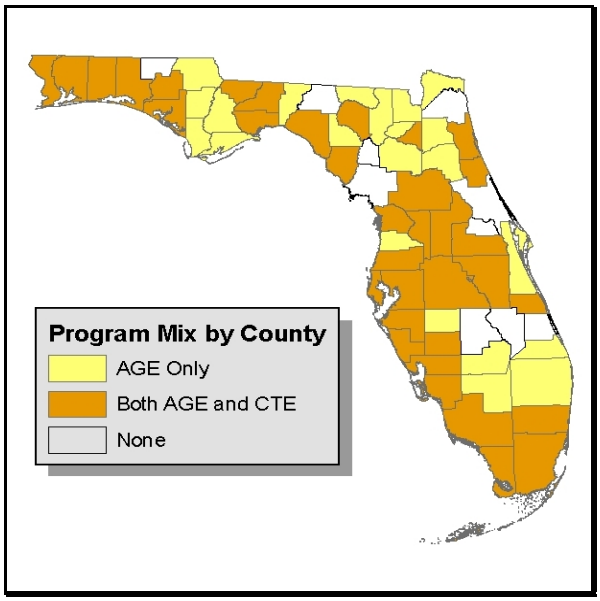
Distribution of Programs

Districts with workforce education programs – 57
- Districts with career certificate programs – 35
- Districts with adult general education programs – 57

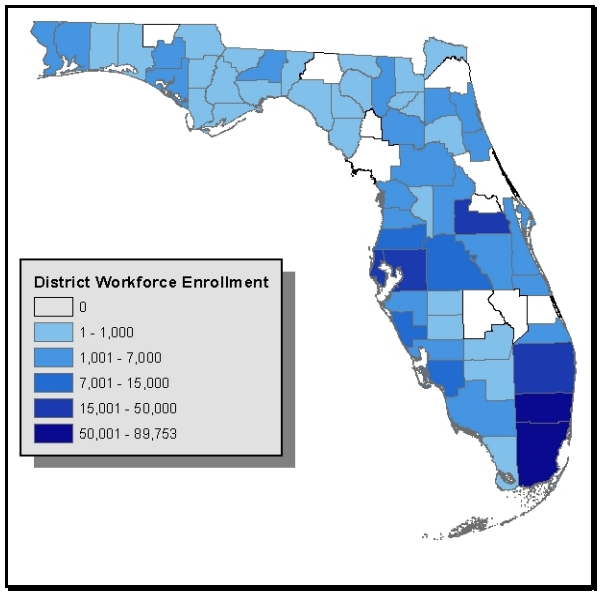
Career centers – 44

Geographic Overview: Postsecondary Career and Technical Education (CTE) and Adult General Education (AGE) Program Offerings and Total Enrollment by County

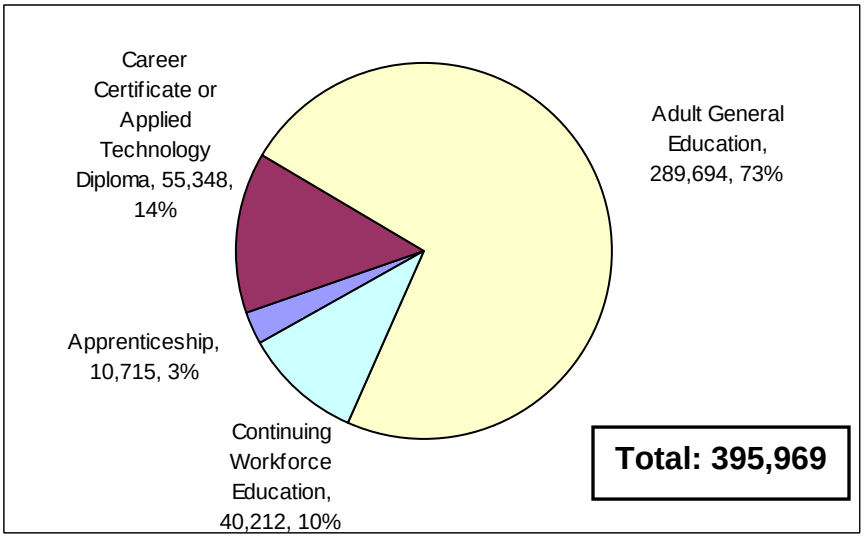
Distribution of Program Offerings



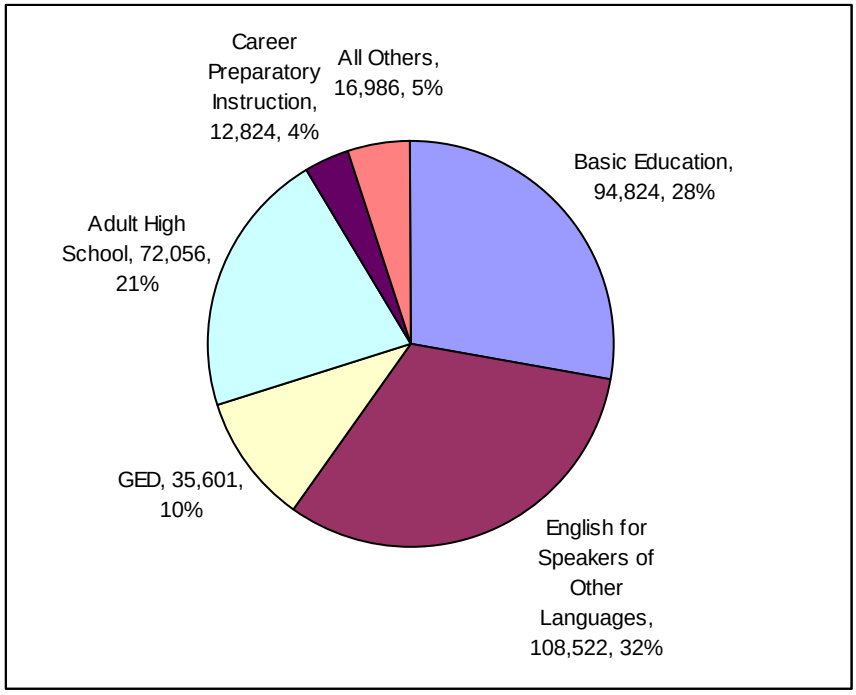
Distribution of Total Enrollment



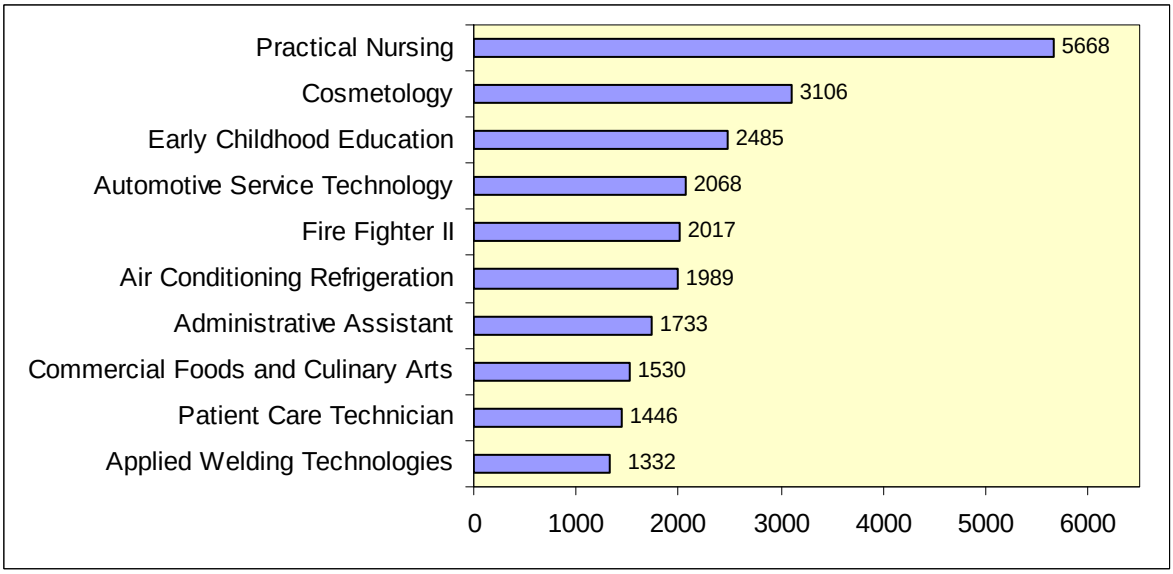
Statewide District Workforce Education Enrollment



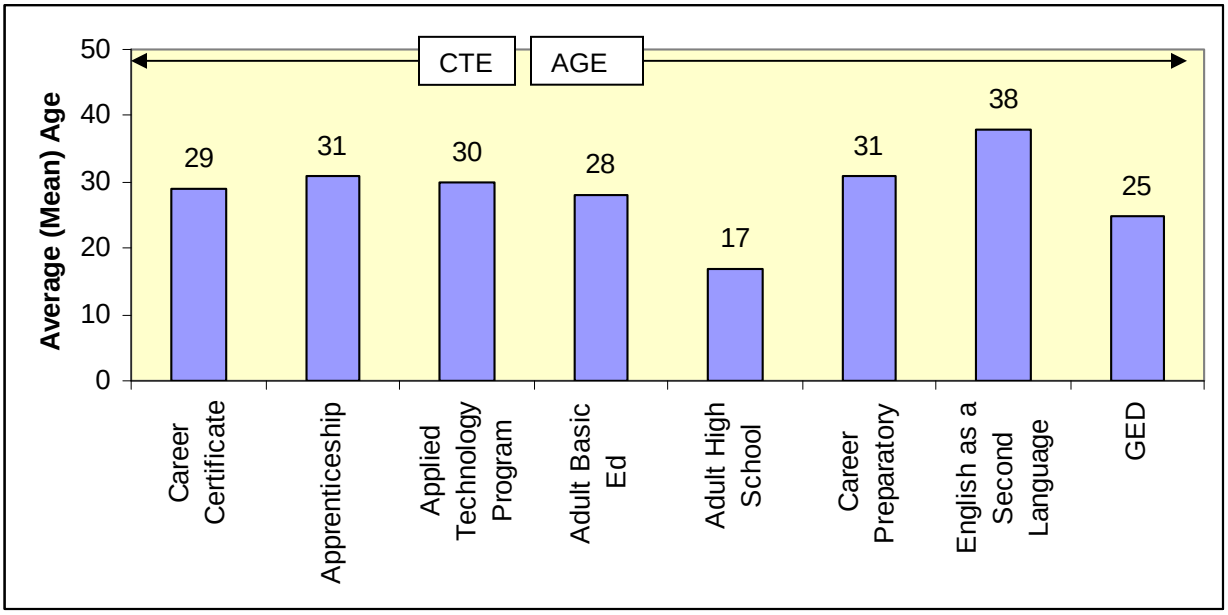
District Adult Education Enrollment by Program



Top Ten District Postsecondary Career and Technical Education Program Enrollments



Average Age of Students by District Workforce Education Program Area



District Postsecondary Career and Technical Education Completions

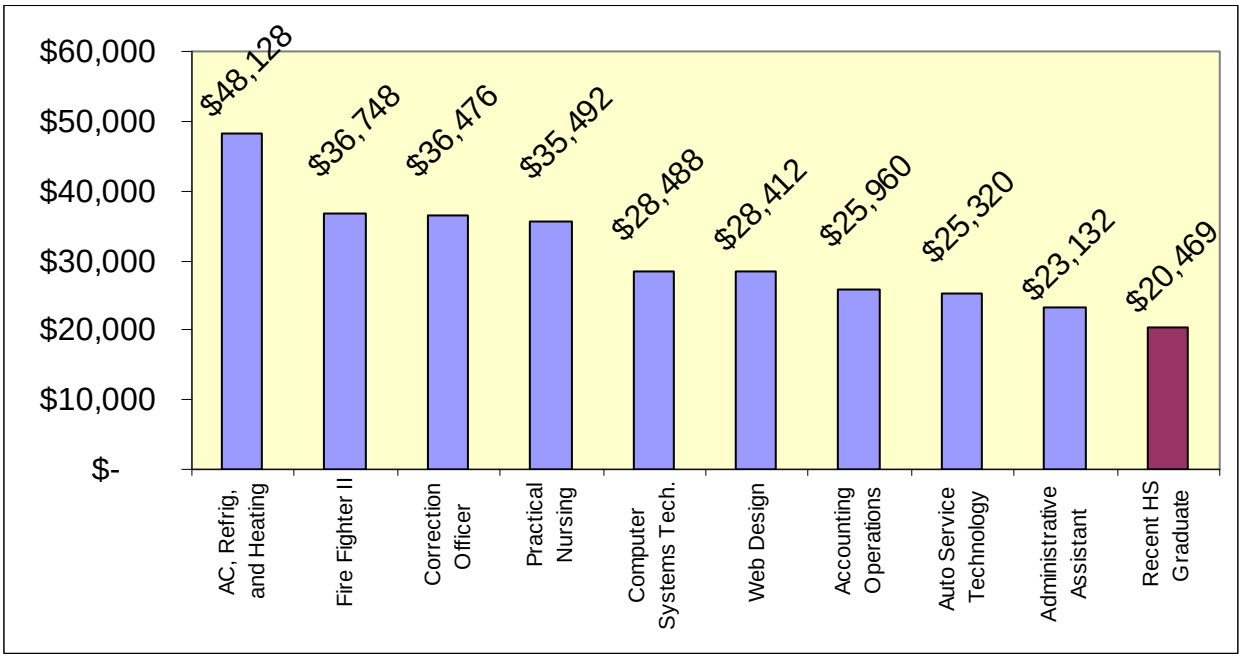
Occupational Completion Points	67,258
Terminal Occupational Completion Points[1]	34,466
Program Completers[2]	14,466

[1] Terminal Occupational Completion points are common exit points from which students can enter employment with a set of competencies required for a specific occupation.
[2] Program completers are students who have completed all of the Occupational Completion Points in a certificate or diploma program.

Employment Outcomes

- Estimated initial fulltime annual earnings of a district certificate program completer in 2006-07 was $32,112
- 71% of district certificate program completers in 2006-07 were employed in fall 2007

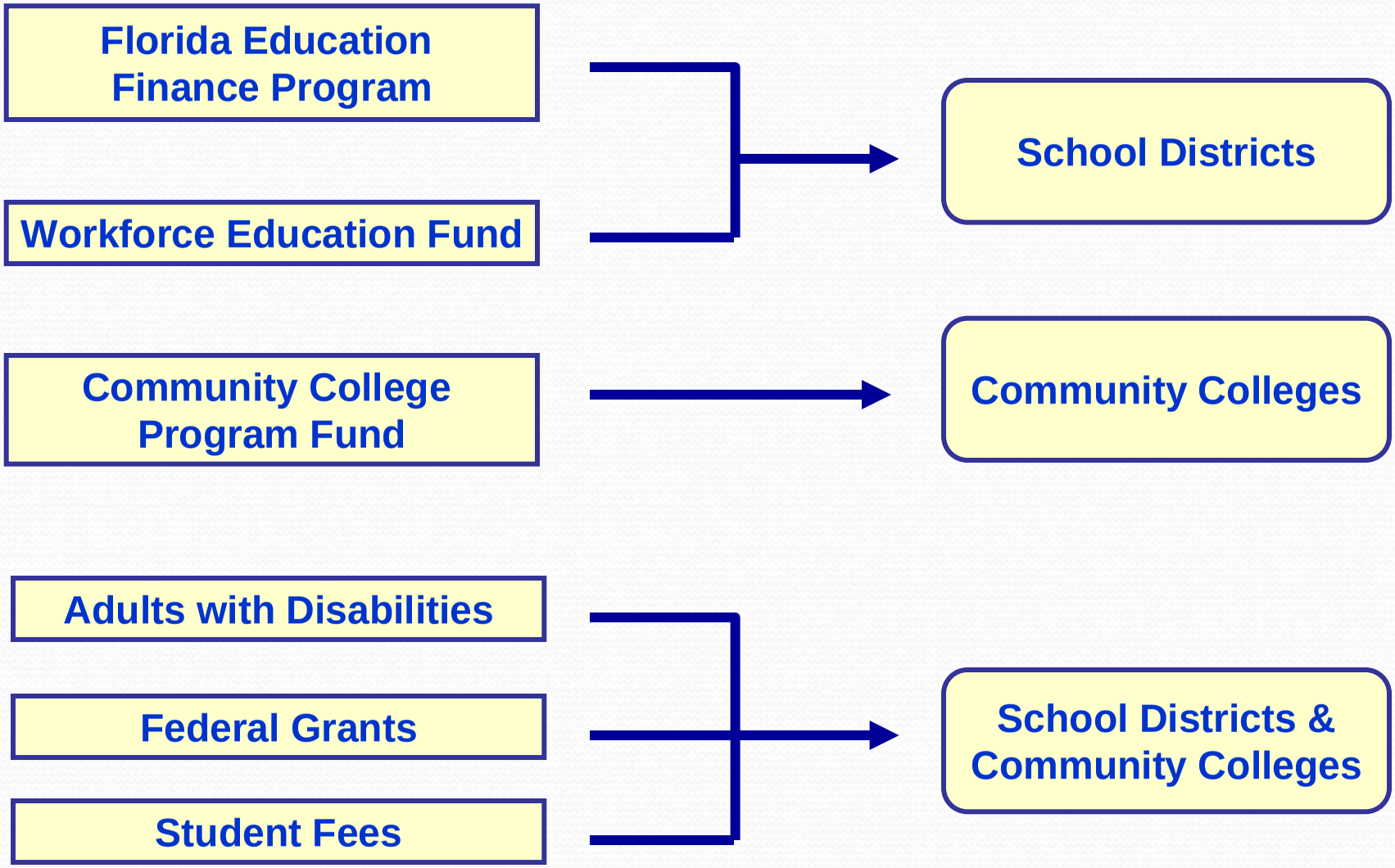
Average Initial Annual Earnings of District Career Certificate Completers in Select Programs Linked to Statewide Targeted Occupations List



DISTRICT FUNDING OVERVIEW

Major Funding Systems

Federal, State, and Local



SECONDARY (K-12) ISSUES

Secondary CTE Programs

- State funding provided through the Florida Education Finance Program (FEFP)
- Legislature Appropriates Based on School District Projected Enrollments
  - Projections adopted at Estimating Conference during Legislative Session
- FEFP is supported by both state and local funds

Secondary CTE – Base Student Allocation and Weighted FTE

Year	2007-08	2008-09	2009-10
Base Student Allocation	$4,079.74	$3,886.14	$3,630.63
Weights in the Florida Education Finance Program (FEFP)			
9-12 Basic	1.066	1.052	1.033
9-12 Career Education	1.119	1.077	1.050
Difference in Weights	.053	.025	.017

Secondary CTE Resources

- To learn more about the FEFP, the following online resources are available:

  http://www.fldoe.org/fefp/

  - FTE Reporting Instructions:
    - http://www.fldoe.org/fefp/fteinstr.asp
  - Funding for Florida School Districts
    - http://www.fldoe.org/fefp/pdf/fefpdist.pdf
  - Charter School Revenue Estimate Worksheet
    - http://www.fldoe.org/fefp/chartinst.asp

Florida Career and Professional Education Act (Senate Bill 1232)

- Additional FTE for students who complete industry certifications
  - Agency for Workforce Innovation (AWI) and Workforce Florida, Inc. approved list of certifications
  - Career and Professional Academies reported in separate file format
    - Registered Annually with the Department
  - Survey 5 submission of data
  - Student can only generate the additional FTE once

Criteria for Additional FTE

- Based on the requirements in s. 1011.62(1)(o), the following conditions must be met for the additional full-time equivalent membership funding for an earning industry certification:
  - Student is enrolled in a registered career and professional academy.
  - Student completes a certification on the "Industry Certification Funding List."
  - Student receives a high school diploma.

2008-09 Funding in the FEFP

- Based on industry certifications earned in 2007-08
- 23 districts reported 480 students meeting all the criteria, generating 144 additional FTE. Top 5 districts were:
  - Miami-Dade
  - Indian River
  - Okaloosa
  - Clay
  - Pinellas
- Approximate value of $1165 per student earning an industry certification

POSTSECONDARY AND ADULT EDUCATION ISSUES

Career Certificates
Apprenticeship
Adult General Education
Continuing Workforce Education

Appropriations

- Operational Funding
  - To equitably fund basic operations of workforce education programs
- Incentives (Program)
  - Based on completion and placements of students in workforce programs

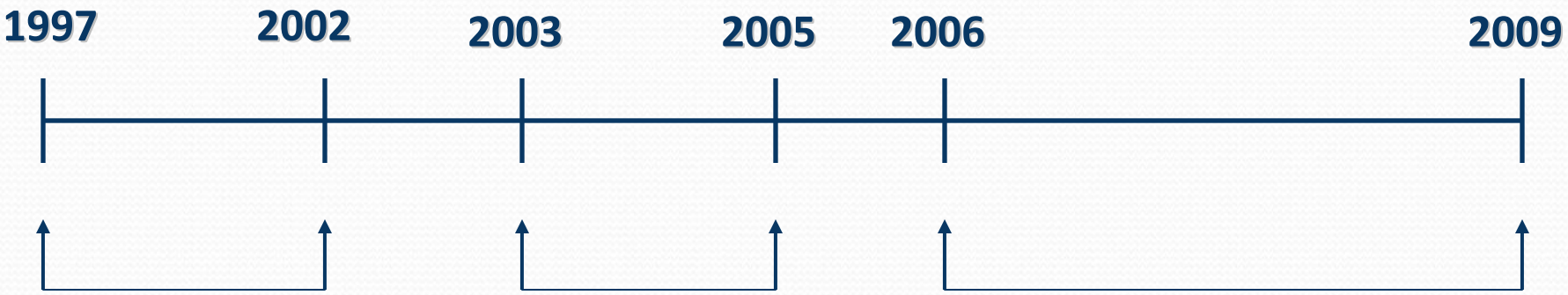
State Funding Sources for 2009-10

- 2009 General Appropriations Act (Chapter 2009-81, Laws of Florida)
- Workforce Development Funds
  - Specific Appropriations 9 and 111
  - Includes federal State Fiscal Stabilization Funds from the American Recovery and Reinvestment Act (ARRA)
- Performance-based Incentive Funds
  - Specific Appropriation 109

FUNDING MODELS

Funding Needs Analysis
Performance Based Incentives

District Workforce Funding Model History



Workforce Development Education Fund (WDEF)

Developed and used for community colleges and school districts allocations for workforce education programs

End of the WDEF

Developed and used for community colleges and school districts allocations for workforce education programs

Funding Needs Analysis model developed

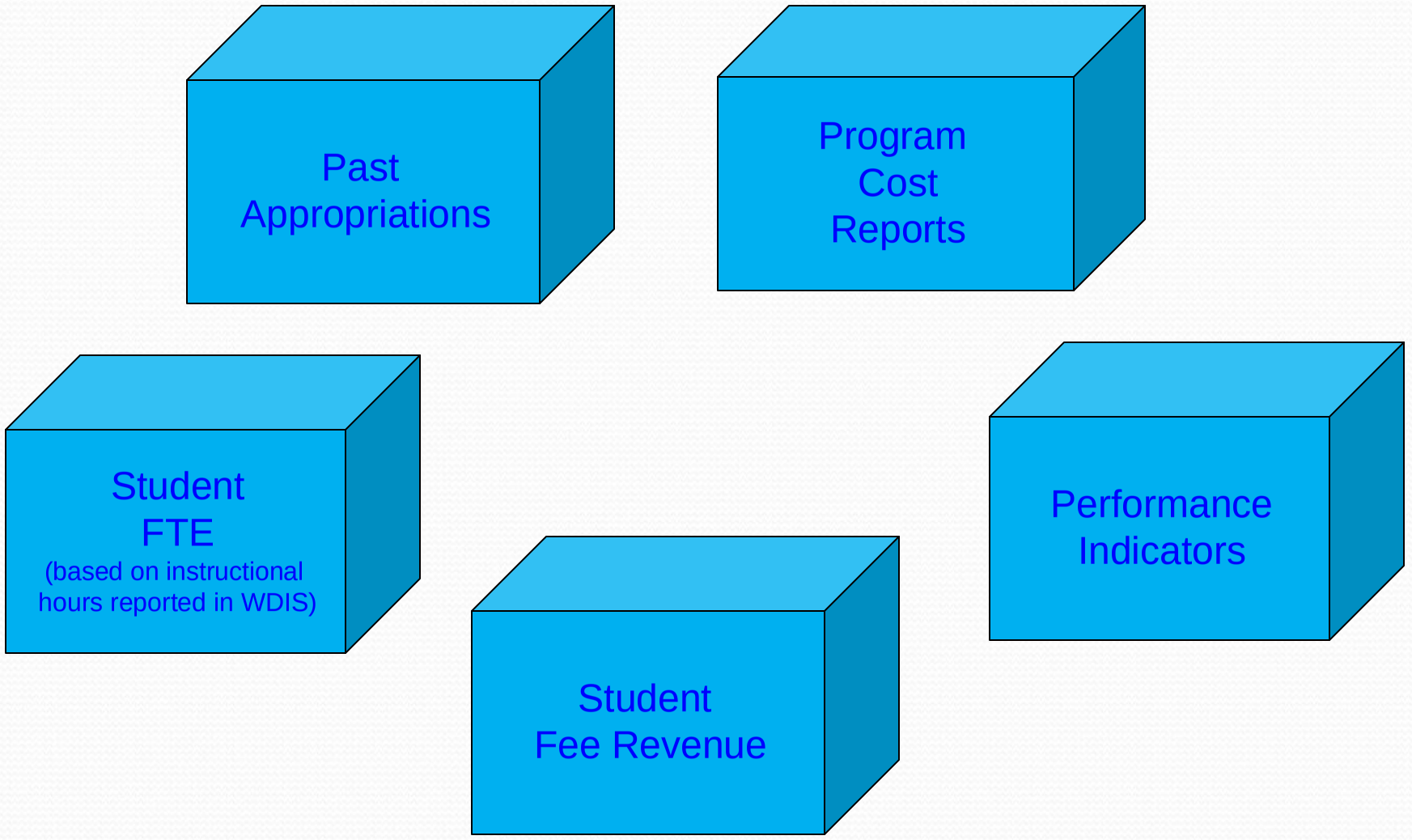
New Performance-Based Incentives model used

Data collection for FTE updated based on legislative concerns

New cost reporting codes required

Hold harmless policies recommended

Budget Building Blocks



Workforce Development Funds

- Current Policy for District Allocations
  - **BASE FUNDING + ADJUSTMENT**

- Since 2007-08, all reductions have been applied based on current share of funds (no workload adjustment for districts)

Workforce Development Funds

2009-10 Appropriations:

General Revenue/Education Enhancement Trust Fund	$352,821,823
State Fiscal Stabilization (Educ)	$19,386,713
State Fiscal Stabilization (Gov)	$5,094,442
TOTAL	$377,302,978

Workforce Development Funds

- District Workforce Education Funding Steering Committee has been working on a workload based funding needs analysis since 2005.
- Allocation recommendations have been made to Governor's Office, House and Senate staff based on formulas since 2006-07
- Until 2009-10, all recommendations have been included a "hold harmless" provision
  - Equity in funding would be achieved through the allocation of new funds

Funding Needs Analysis – Total Funding Need

- Weighted FTE* based on the following categories:
  - Adult General Education – Low (To be developed)
  - Adult General Education - Medium (To be developed)
  - Adult General Education - High (To be developed)
  - Certificate Programs – Low (1.5)
  - Certificate Programs – Medium (1.75)
  - Certificate Programs – High (2.0)
  - Apprenticeship – Low (1.5)
  - Apprenticeship – Medium (1.75)
  - Apprenticeship – High (2.0)
  - Apprenticeship – OJT (0.20)

*Capped FTE used for Adult General Education

Funding Needs Analysis

STATE FUNDING NEED =

TOTAL FUNDING NEED - FEE REVENUE (tuition only)

UNMET FUNDING NEED =

STATE FUNDING NEED - PRIOR YEAR APPROPRIATION

***NOTE: Workforce Development Funds only; does not include performance incentives**

Funding Needs Analysis – Fee Revenue Estimates

- Fee revenue estimates are critical because locally collected revenue is backed out of the funding need to calculate state funding need
- Districts have had problems in reporting here
- Common problem has been reporting GED Testing fees as Adult General Education Course Fees (Tuition)

Reporting of Fee Revenues

- **3461 - Adult General Education Course Fees**
- **3462 - Postsecondary Vocational Course Fees.**
- **3463 - Continuing Workforce Education Course Fees.**
- 3464 - Capital Improvement Fees.
- 3465 - Postsecondary Lab Fees
- 3466 - Lifelong Learning Fees
- 3467 - GED Testing Fees (new for 2008-09 reporting)
- 3468 - Financial Aid Fees
- Technical assistance summary can found here:

http://www.fldoe.org/workforce/pdf/2008-09-WorkforceEducationFeeRevenueReportingWorksheet.pdf

Program Cost Report

- OPPAGA has been tasked with reviewing funding for district workforce education
- One area of focus is the program cost reporting for these programs
- Division is reviewing 2007-08 program costs to 2007-08 instructional hours/FTE

2009-10 Performance Based Incentives

- **2009-10 Appropriation: $5,286,953**
- The following CTE and AGE Funding categories are eligible for performance-based funds:
  - Career Certificate (aka PSAV)/Applied Technology Diploma (ATD)
  - Apprenticeship
  - GED (General Education Development)*
  - Adult High School (General Education Promotion)*
  - Adult Literacy - Adult Basic Education (ABE)
  - Adult Literacy - ESOL programs

*Includes diploma completions only, not literacy completion points (LCPs)

2009-10 Performance Based Incentives

- With the exception of Apprenticeship, the following outcomes are included:
  - Measure I - Program outputs: occupational completion points (OCP), literacy completion points (LCP), or program completers (70%)
  - Measure II - Special populations served (10%)
  - Measure III - Program outcomes such as employment and continuing education (20%)

Performance reports available at:
http://www.fldoe.org/workforce/funding_home.asp

2009-10 Performance-based Incentives

TOTAL FUNDS AVAILABLE	**$**	**5,286,953**	
Adult General Education	**$**	**2,679,428**	**50.7%**
GED		522,500	19.5%
Adult High School		566,933	21.2%
ABE		710,388	26.5%
ESOL		879,607	32.8%
Career & Technical Education	**$**	**2,607,525**	**49.3%**
Career Certificate/ATD		2,357,026	90.4%
Apprenticeship		250,499	9.6%

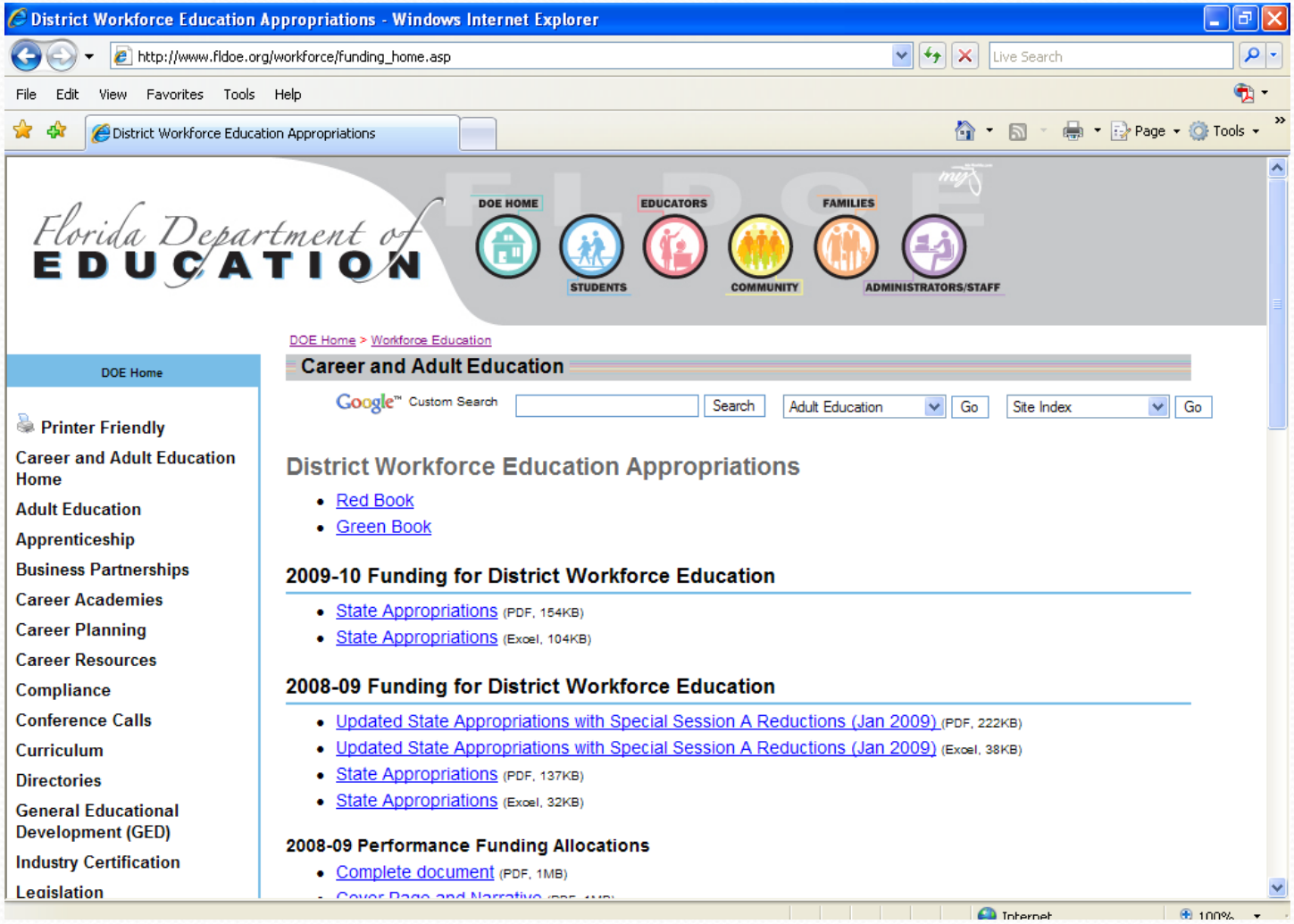
Incentive Funds per Performance Measure

Summary of 2009-10 Funding Per Performance Measure

Program	Measure I	Measure II	Measure III
	Completion	Special Categories	Placements
GED	$ 21.47	$ 12.56	$ 10.50
Adult High School	$ 21.54	$ 10.50	$ 8.03
Adult Basic Education	$ 9.80	$ 4.11	$ 11.05
ESOL Programs	$ 12.83	$ 16.48	$ 26.74
Certificate (PSAV/ATD)	$ 58.00	$ 11.01	$ 41.45
Apprenticeship	$ 38.89		

Website Access to Funding Information

http://www.fldoe.org/workforce/funding_home.asp



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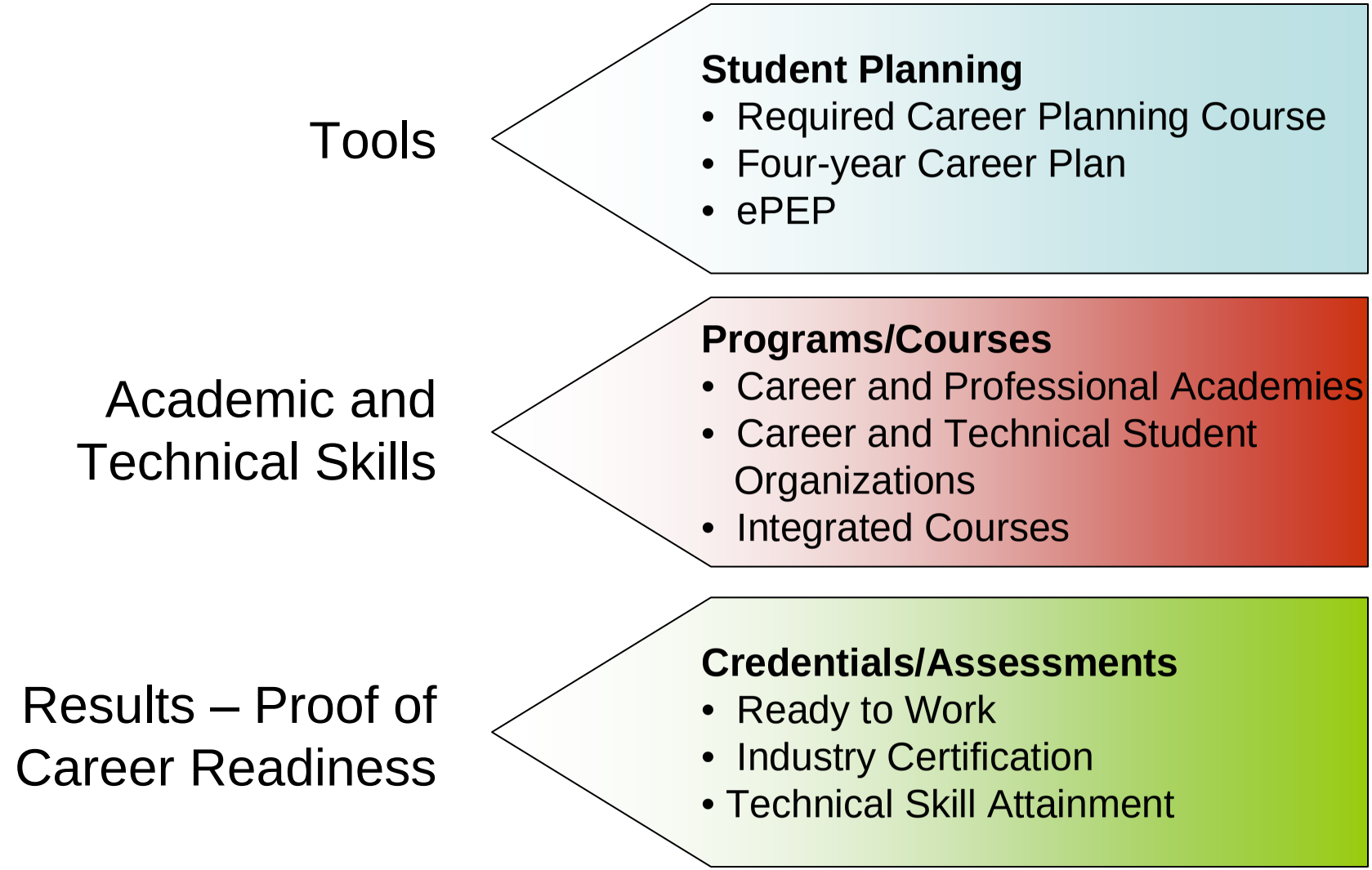
Staff Assistant: Diane Gardner

Gold Standard Career Pathways Industry Certification Articulation Agreements

Phase	Certification Code	Industry Certification Title	Articulate to AAS/AS Program	Articulated Credits
Phase 1	MSSCN001	Certified Production Technician	Engineering Technology	15
Phase 1	CISCO004	Cisco Certified Network Associate (CCNA)	Computer Engineering Technology	12
Phase 1	CISCO004	Cisco Certified Network Associate (CCNA)	Network Services Technology	12
Phase 2	NIASE010	ASE Auto/Light Truck Tech: Engine Repair (A1)	Automotive Service Management Technology	3
Phase 2	NIASE005	ASE Auto/Light Truck Tech: Automatic Trans/Transaxle (A2)	Automotive Service Management Technology	3
Phase 2	NIASE012	ASE Auto/Light Truck Tech: Manual Drive Train and Axles (A3)	Automotive Service Management Technology	3
Phase 2	NIASE014	ASE Auto/Light Truck Tech: Suspension and Steering (A4)	Automotive Service Management Technology	3
Phase 2	NIASE007	ASE Auto/Light Truck Tech: Brakes (A5)	Automotive Service Management Technology	3
Phase 2	NIASE008	ASE Auto/Light Truck Tech: Electrical/Electronic Systems (A6)	Automotive Service Management Technology	3
Phase 2	NIASE011	ASE Auto/Light Truck Tech: Heating and Air Conditioning (A7)	Automotive Service Management Technology	3
Phase 2	NIASE009	ASE Auto/Light Truck Tech: Engine Performance (A8)	Automotive Service Management Technology	3
Phase 2	FNGLA001	Certified Horticulture Professional	Landscape and Horticulture Technology	6
Phase 3	PROSO001	Certified Internet Web (CIW) Associate Design Specialist	Internet Services Technology	6
Phase 3	PROSO001	Certified Internet Web (CIW) Associate Design Specialist	Computer Programming & Analysis	3
Phase 3	PROSO003	Certified Internet Web (CIW) E-Commerce Designer	E-Business Technology	3
Phase 3	PROSO004	Certified Internet Web (CIW) Master Designer	Graphics Technology	3
Phase 3	PROSO004	Certified Internet Web (CIW) Master Designer	Internet Services Technology	6
Phase 3	PROSO005	Certified Internet Web (CIW) Application Developer	Computer Programming & Analysis	3
Phase 3	MICRO017	Microsoft Office Master	Office Administration	3
Phase 3	CISCO005	Cisco Certified Network Professional	Computer Engineering Technology	12
Phase 3	CISCO005	Cisco Certified Network Professional	Networking Services Technology	6
Phase 3	CISCO005	Cisco Certified Network Professional	Telecommunication Engineering Technology	12
Phase 3	COMPT001	CompTIA A+	Computer Engineering Technology	6
Phase 3	COMPT001	CompTIA A+	Computer Information Technology	3
Phase 3	COMPT006	CompTIA Network+	Networking Services Technology	3
Phase 3	COMPT006	CompTIA Network+	Computer Engineering Technology	3

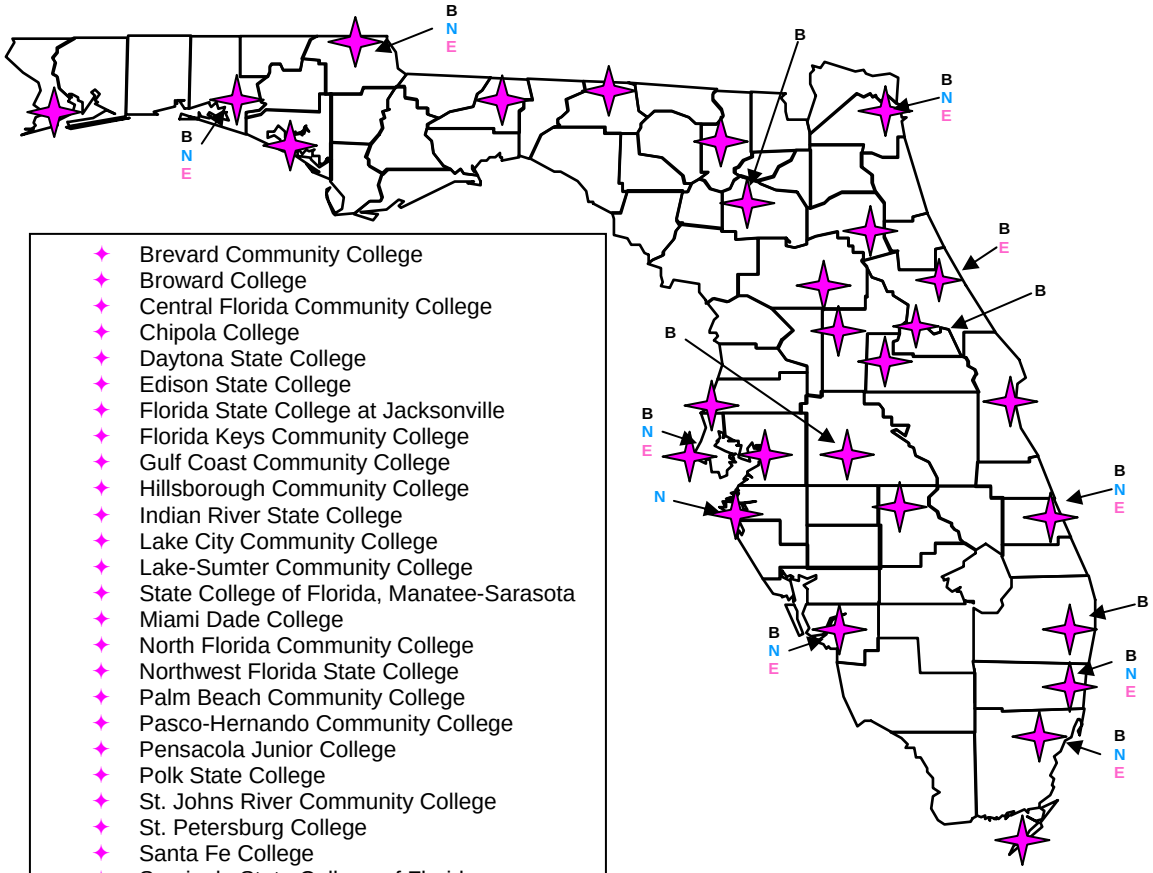
Phase 3	COMPT009	CompTIA Server+	Networking Services Technology	3
Phase 3	COMPT009	CompTIA Server+	Computer Information Technology	3
Phase 3	MICRO006	Microsoft Certified Desktop Support Technician	Networking Services Technology	3
Phase 3	MICRO006	Microsoft Certified Desktop Support Technician	Computer Engineering Technology	3
Phase 3	MICRO006	Microsoft Certified Desktop Support Technician	Computer Information Technology	3
Phase 3	MICRO034	Microsoft Certified IT Professional (MCIT) Server Administrator	Networking Services Technology	3
Phase 3	MICRO034	Microsoft Certified IT Professional (MCIT) Server Administrator	Computer Engineering Technology	3
Phase 3	MICRO027	Microsoft Certified IT Professional (MCIT) Consumer Support Technician	Computer Information Technology	3
Phase 3	MICRO012	Microsoft Certified Systems Engineer (MCSE)	Networking Services Technology	9
Phase 3	MICRO012	Microsoft Certified Systems Engineer (MCSE)	Computer Information Technology	3
Phase 3	ISCET001	Associate Level Certified Electronic Technician	Electronics Engineering Technology	6
Phase 3	MSSCN001	MSSC Certified Production Technician	Manufacturing Technology	9
Phase 3	MSSCN001	MSSC Certified Production Technician	Electronics Engineering Technology	6
Phase 3	ORACL001	Oracle Certified Associate	Database Technology	6
Phase 3	ACFED002	Certified Culinarian (CC)	Culinary Management	3
Phase 3	ACFED002	Certified Culinarian (CC)	Restaurant Management	6
Phase 3	NRAEF003	ServSafe® Certified Professional Food Service Manager	Culinary Management	3
Phase 3	NRAEF003	ServSafe® Certified Professional Food Service Manager	Restaurant Management	3
Phase 3	CPRE001	Child Development Associate	Early Childhood Education	9
Phase 3	ADESK017	Autodesk Certified Associate – AutoCAD Architecture	Architecture Design & Construction Technology	3
Phase 3	ADESK017	Autodesk Certified Associate – AutoCAD Architecture	Drafting and Design Technology	3
Phase 3	NCCER008	NCCER Construction Technology	Architecture Design & Construction Technology	3
Phase 3	NCCER008	NCCER Construction Technology	Building Construction Technology	3

Secondary Career Readiness Initiatives in Florida



The Florida College System

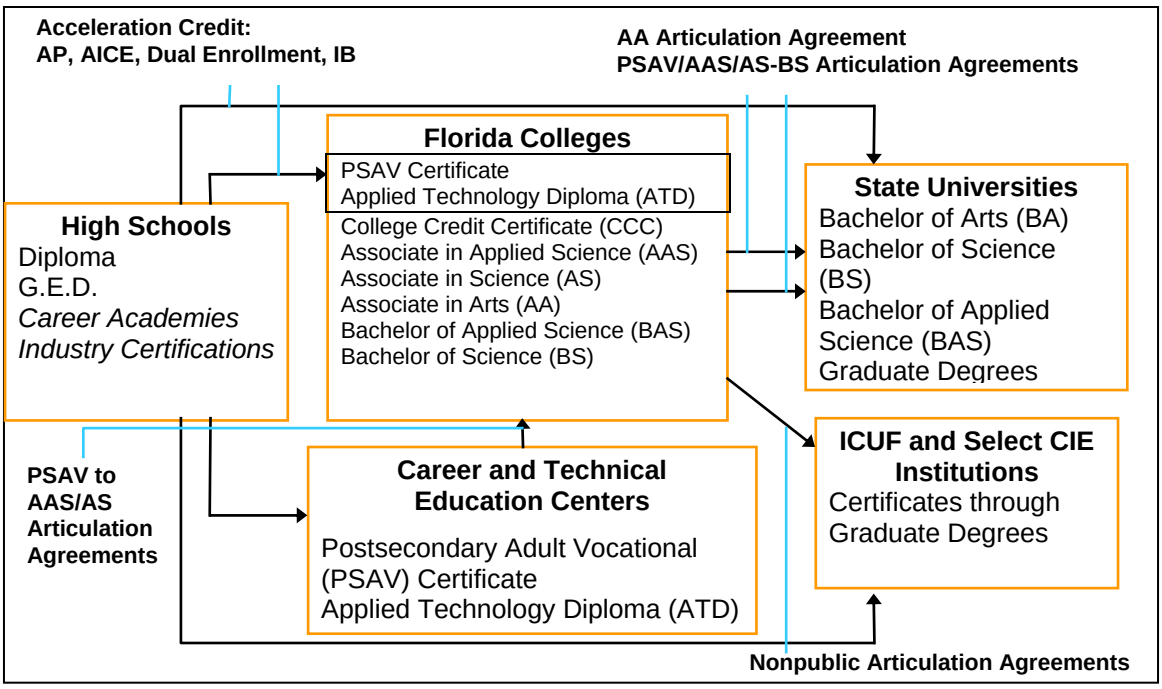
Map of The Florida College System



- Brevard Community College
- Broward College
- Central Florida Community College
- Chipola College
- Daytona State College
- Edison State College
- Florida State College at Jacksonville
- Florida Keys Community College
- Gulf Coast Community College
- Hillsborough Community College
- Indian River State College
- Lake City Community College
- Lake-Sumter Community College
- State College of Florida, Manatee-Sarasota
- Miami Dade College
- North Florida Community College
- Northwest Florida State College
- Palm Beach Community College
- Pasco-Hernando Community College
- Pensacola Junior College
- Polk State College
- St. Johns River Community College
- St. Petersburg College
- Santa Fe College
- Seminole State College of Florida
- South Florida Community College
- Tallahassee Community College
- Valencia Community College

B: Bachelor of Applied Science Programs
N: Nursing Programs
E: Education Programs

Pathways to Degree Completion in Florida



Florida College System Demographics

Change in Headcounts of Students Enrolled in Courses, 2005-06 through 2008-09

	2005-06	2006-07	2007-08	2008-09
Lower Division	757,350	767,625	811,846	843,221
Upper Division	2,834	3,902	5,613	8,155
Unduplicated Total of Students in All Courses	**758,617**	**769,386**	**814,284**	**846,961**

Note: Some eligible students may take both upper and lower division courses resulting in duplication between the upper and lower divisions.

Source: Division of Florida Colleges Analysis of CCTC/MIS Student Database.

Enrollments by Program Type, 2005-06 through 2008-09

	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Associate in Arts	242,368	247,914	260,141	283,897	30.4%	31.0%	31.1%	32.4%
Associate in Science	77,256	83,050	80,659	83,796	9.7%	10.4%	9.6%	9.6%
Vocational Certificates	40,770	43,407	45,116	44,053	5.1%	5.4%	5.4%	5.0%
College and Vocational Prep	122,205	121,276	128,920	145,483	15.4%	15.2%	15.4%	16.6%
Adult and Secondary	57,493	56,816	61,439	61,855	7.2%	7.1%	7.3%	7.1%
Continuing Workforce Education	159,316	171,749	193,560	192,732	20.0%	21.5%	23.1%	22.0%
EPI	--	3,339	4,781	4,727	0.0%	0.4%	0.6%	0.5%
Recreation and Leisure and Life Long Learning	81,763	78,593	80,107	75,424	10.3%	9.8%	9.6%	8.6%
Baccalaureates	2,834	3,902	5,613	8,155	0.3%	0.4%	0.6%	0.9%

Note: These are duplicated counts since students can be in more than one program. The percentages may sum to more than 100%.
Source: CCTC/MIS Fact Book Table 9 and Division of Florida Colleges Analysis of CCTC/MIS Student Database.

Headcount of Students in Lower Division Courses by Age

	2005-06	2006-07	2007-08	2008-09		2005-06	2006-07	2007-08	2008-09
Unknown	7,574	8,494	8,061	7,478	Unknown	1.0%	1.1%	1.0%	0.9%
Under 18	22,367	20,976	21,983	22,208	Under 18	3.0%	2.7%	2.7%	2.6%
18 to 25	364,942	379,264	408,610	430,851	18 to 25	48.2%	49.4%	50.3%	51.1%
26 to 35	162,122	158,543	165,299	172,522	26 to 35	21.4%	20.7%	20.4%	20.5%
Over 35	200,345	200,348	207,893	210,162	Over 35	26.5%	26.1%	25.6%	24.9%
Total	**757,350**	**767,625**	**811,846**	**843,221**	**Total**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Division of Florida Colleges Analysis of CCTC/MIS Student Database.

Headcount of Students in Upper Division Courses by Age

	2005-06	2006-07	2007-08	2008-09		2005-06	2006-07	2007-08	2008-09
Unknown	3	3	2	2	Unknown	0.1%	0.1%	0.0%	0.0%
Under 18	0	0	0	0	Under 18	0.0%	0.0%	0.0%	0.0%
18 to 25	550	803	1,236	1,944	18 to 25	19.4%	20.6%	22.0%	23.8%
26 to 35	970	1,360	2,020	2,883	26 to 35	34.2%	34.9%	36.0%	35.4%
Over 35	1,311	1,736	2,355	3,326	Over 35	46.3%	44.5%	42.0%	40.8%
Total	**2,834**	**3,902**	**5,613**	**8,155**	**Total**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Division of Florida Colleges Analysis of CCTC/MIS Student Database.

Headcount of Students in Lower Division Courses by Race

	2005-06	2006-07	2007-08	2008-09
Other	54,833	65,776	84,792	92,914
Black	135,490	135,399	139,871	148,057
Hispanic	158,566	162,749	173,738	181,117
White	408,461	403,701	413,445	421,133
Total	**757,350**	**767,625**	**811,846**	**843,221**

	2005-06	2006-07	2007-08	2008-09
Other	7.2%	8.6%	10.4%	11.0%
Black	17.9%	17.6%	17.2%	17.6%
Hispanic	20.9%	21.2%	21.4%	21.5%
White	53.9%	52.6%	50.9%	49.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Division of Florida Colleges Analysis of CCTC/MIS Student Database.

Headcount of Students in Upper Division Courses by Race

	2005-06	2006-07	2007-08	2008-09
Other	142	202	262	397
Black	349	522	857	1,311
Hispanic	412	595	1,004	1,381
White	1,931	2,583	3,490	5,066
Total	**2,834**	**3,902**	**5,613**	**8,155**

	2005-06	2006-07	2007-08	2008-09
Other	5.0%	5.2%	4.7%	4.9%
Black	12.3%	13.4%	15.3%	16.1%
Hispanic	14.5%	15.2%	17.9%	16.9%
White	68.1%	66.2%	62.2%	62.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Division of Florida Colleges.

Baccalaureate Production

Trends in Baccalaureate Production

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
State University System	42,680	43,304	45,015	47,326	49,715	50,896
% Growth of Prior Year		1.5%	4.0%	5.1%	5.0%	2.4%
Florida College System	123	228	398	570	697	1,042
% Growth of Prior Year		85.4%	74.6%	43.2%	22.3%	49.5%
Total	42,803	43,532	45,413	47,896	50,412	51,938
% Growth of Prior Year		1.7%	4.3%	5.5%	5.3%	3.0%

Source: Florida Board of Governors and Division of Florida Colleges

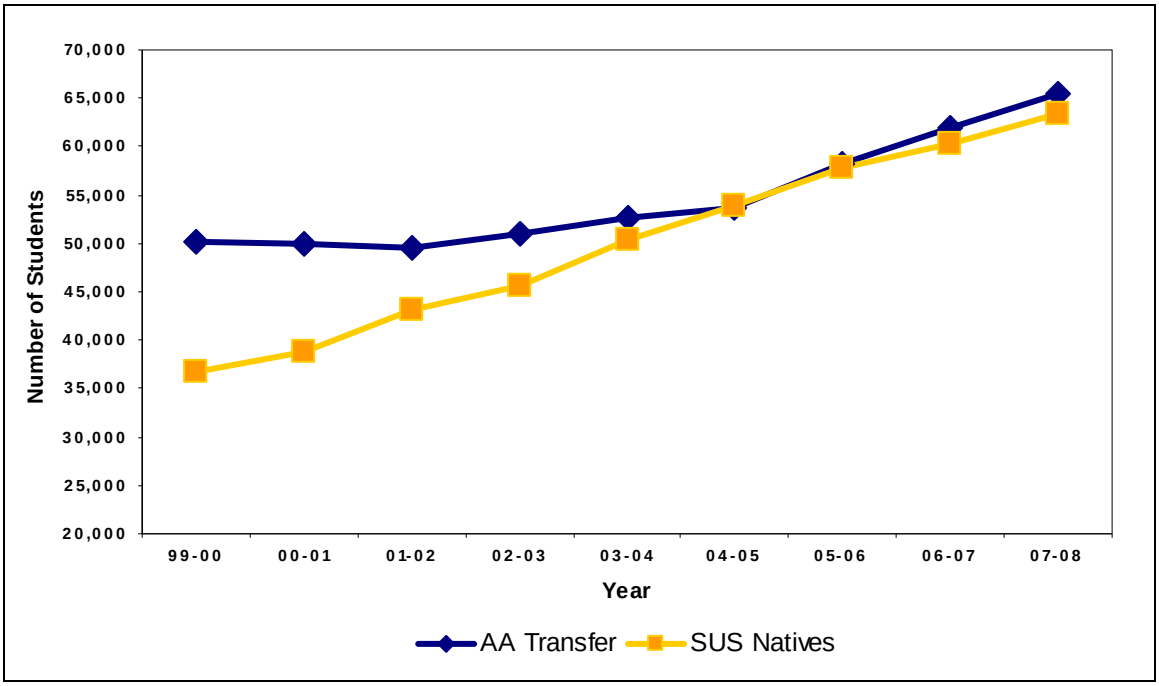
Change in Baccalaureate Production from 2003-04 to 2008-09

Five Year Growth	Degrees	Percent
State University System	8,216	19.3%
Florida College System	919	747.2%
Total	9,135	21.3%

Source: Florida Board of Governors and Division of Florida Colleges

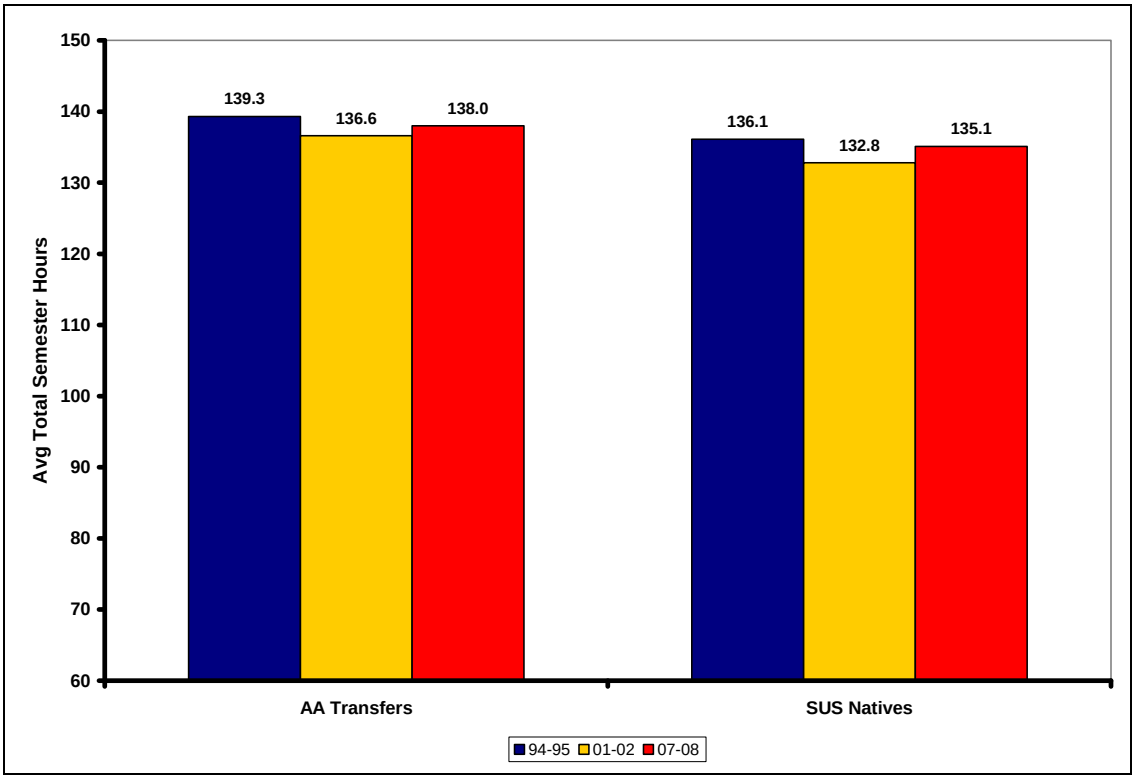
Articulation from Florida College System to State University System

Trend in SUS Upper Division Enrollment



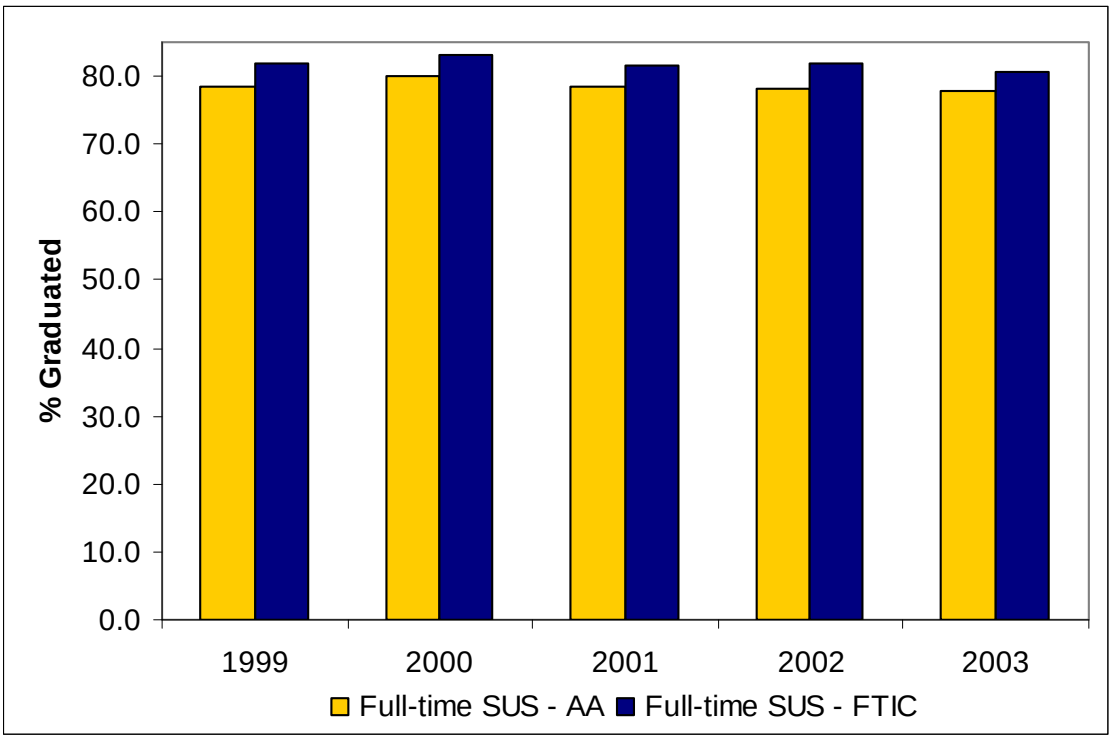
Source: Division of Community Colleges analysis of data provided by the Florida Board of Governors.

Average Hours to Degree, AA Transfers and SUS Natives



Source: Division of Community Colleges analysis of data provided by the Florida Board of Governors.

Four-Year Graduation Rate for Full-Time AA Transfers and SUS Natives



Source: Division of Community Colleges analysis of data provided by the Florida Board of Governors.

State University System

Board of Governors Members

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Frank T. Brogan, Chancellor, State University System of Florida

STATE UNIVERSITY SYSTEM OF FLORIDA
AT A GLANCE

State University System Profile

- GEOGRAPHY: 11 universities, dozens of instructional sites and centers

- FACILITIES: More than 3,629 facilities and 77.6 million gross square feet of classrooms, laboratories, offices, residence halls, and other facilities

- BUDGET: $8.7 billion in total, including educational and general operations, contracts and grants, local funds (e.g., financial aid, activity & service fee, athletics) auxiliary enterprises (e.g., bookstores and dormitories), and medical faculty practice
    - $2.3 billion comes from state appropriated general revenue, lottery funds, and federal stimulus
    - $1.1 billion comes from tuition revenue

- STUDENTS: Over 300,000 enrolled; Florida has the 4th largest public university enrollment in the country

- DISTANCE LEARNING: 112,674 undergraduate students enrolled in 13,978 online bachelor's-level course sections

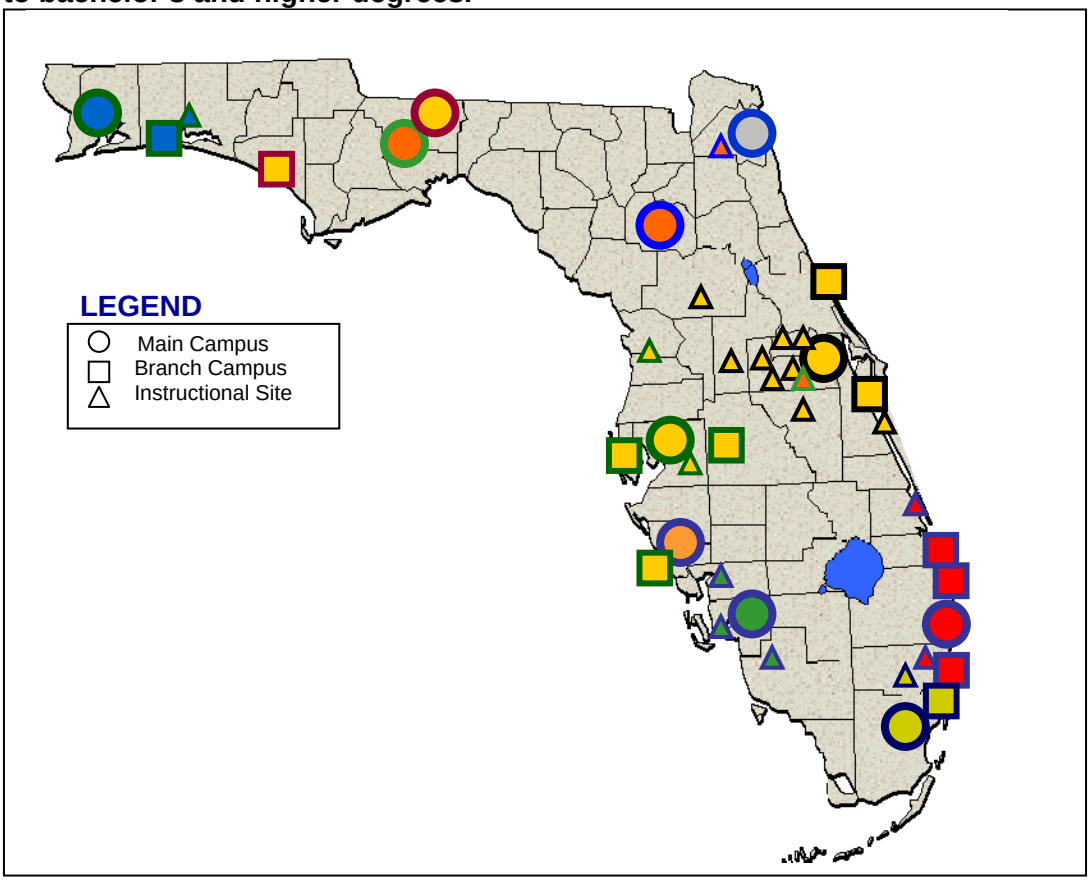
- DEGREES AWARDED: Over 72,000 degrees awarded in 2008-09 (51,124 bachelor's, 15,115 master's, and 3,975 research and professional doctorates)

- FACULTY: 12,364 full-time faculty (and 61,178 total personnel) in fall 2008

- RESEARCH: Over $1.4 billion annually in university R&D awards (mostly federally and privately funded)
    - During the last decade, the university system has generated dozens of university-related start-up companies and hundreds of millions of dollars in license revenue from commercialized innovations.

- COMMUNITIES: Partnerships with business community, Florida Colleges, PK-12 schools, local governments; business incubators and entrepreneurial development; agricultural extension

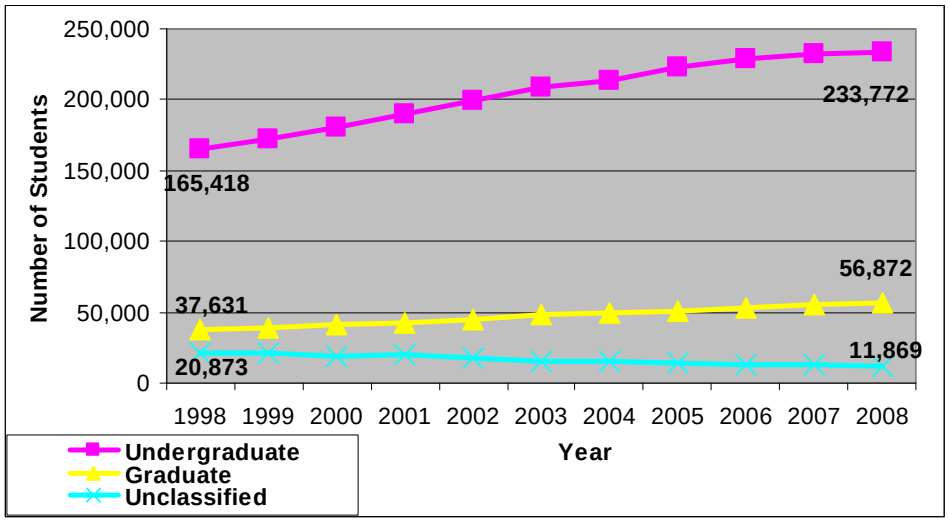
The State University System offers dozens of on-campus and off-campus access points to bachelor's and higher degrees.



Source: Board of Governors

State University System enrollment has risen steadily during the last decade.

- Undergraduate enrollment increased 41% from 1998-2008.
- Graduate enrollment increased 51% from 1998-2008.



Source: Board of Governors

UNIVERSITY DEGREES MEAN MORE TALENT FOR FLORIDA BUSINESSES AND MORE INCOME FOR FLORIDIANS.

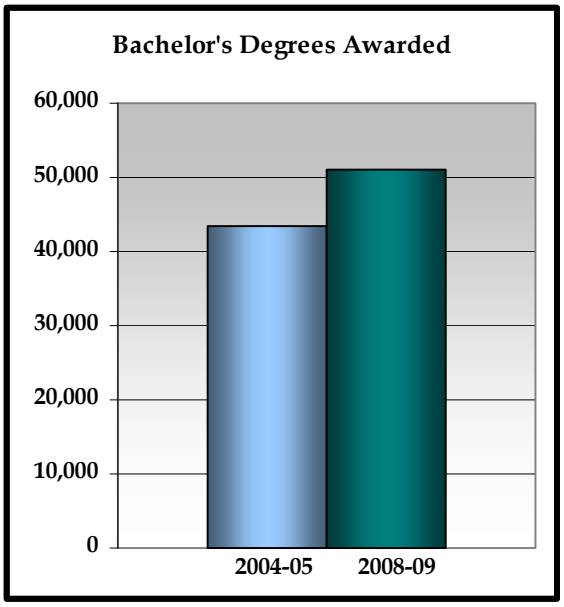
The State University System produces approximately 43% of new bachelor's degrees in Florida annually (51,124 degrees in 2008-09).

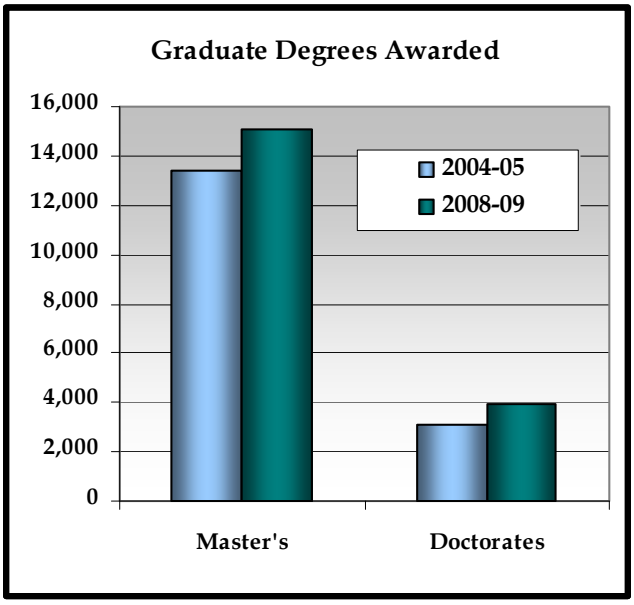
- About 42,000 bachelor's degree holders migrate into the state each year, accounting for one-third of new bachelor's degrees added to the workforce annually.
- Private institutions awarded about one-quarter of bachelor's degrees (28,000 estimated) in 2008-09.
- Currently, the Florida College System accounts for about one percent of new bachelor's degrees but may increase that share significantly in the coming decades.

During the last five years, the State University System has awarded a cumulative 236,545 bachelor's degrees, 69,787 master's degrees, and 18,069 research and professional doctoral degrees.

From 2004-05 to 2008-09:

- Bachelor's degrees awarded increased an average of 4.2% annually.
- Master's degrees awarded increased an average of 3.1% annually.
- Doctoral degrees awarded increased an average of 6.4% annually.





Source: Board of Governors

STUDENTS WHO EARN UNIVERSITY DEGREES NOT ONLY PROVIDE THE FOUNDATION OF TALENT FOR FLORIDA'S ECONOMIC DEVELOPMENT, BUT THEY ALSO DRAMATICALLY INCREASE THEIR ANNUAL EARNING POTENTIAL.

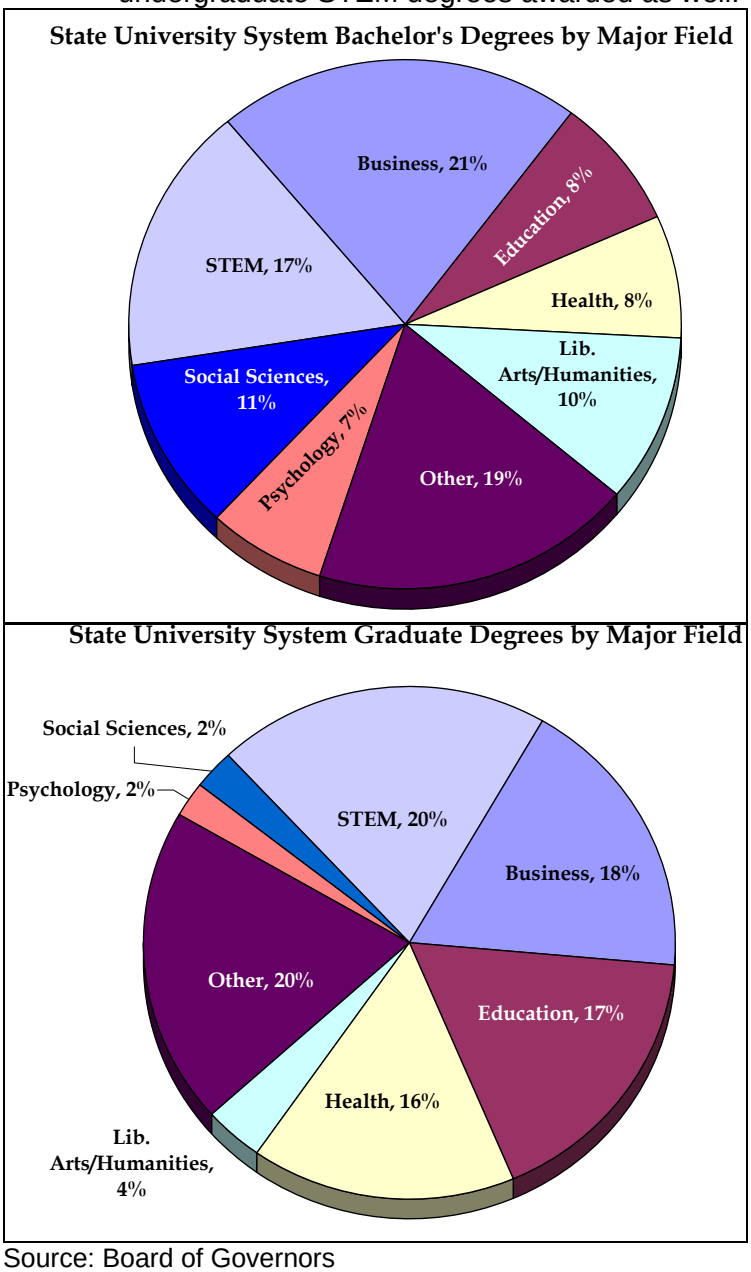
These undergraduate and graduate degrees granted during the last five years will add on the order of $24 billion to Florida's economy every year.

- These degrees increase individual earning potential by $15,000-20,000 annually.
- Applying recent Federal Reserve Bank research to Florida, one economist recently concluded that each university graduate adds $120,000 annually to the state economy, $40,000 in additional direct economic output plus $80,000 more in indirect output. Based on that analysis and the percentage of these graduates that historically stay in Florida to work, they will collectively add $24 billion annually to the state's economy.

The State University System awards degrees in a range of fields. One-third of bachelor's degrees and nearly half of graduate degrees are awarded in STEM (science, technology, engineering, and math), health, and education.

At all levels, there is a need for growth if Florida is to be competitive. Florida ranks 45th among the states in the percentage of bachelor's degrees awarded in STEM fields by public universities and 25th in the percentage of graduate degrees in STEM fields.

- Among the states with public systems above the national average in STEM graduate degrees awarded are California, Michigan, North Carolina, Texas, Virginia, and Washington. And all of those but North Carolina are above the national average in undergraduate STEM degrees awarded as well.

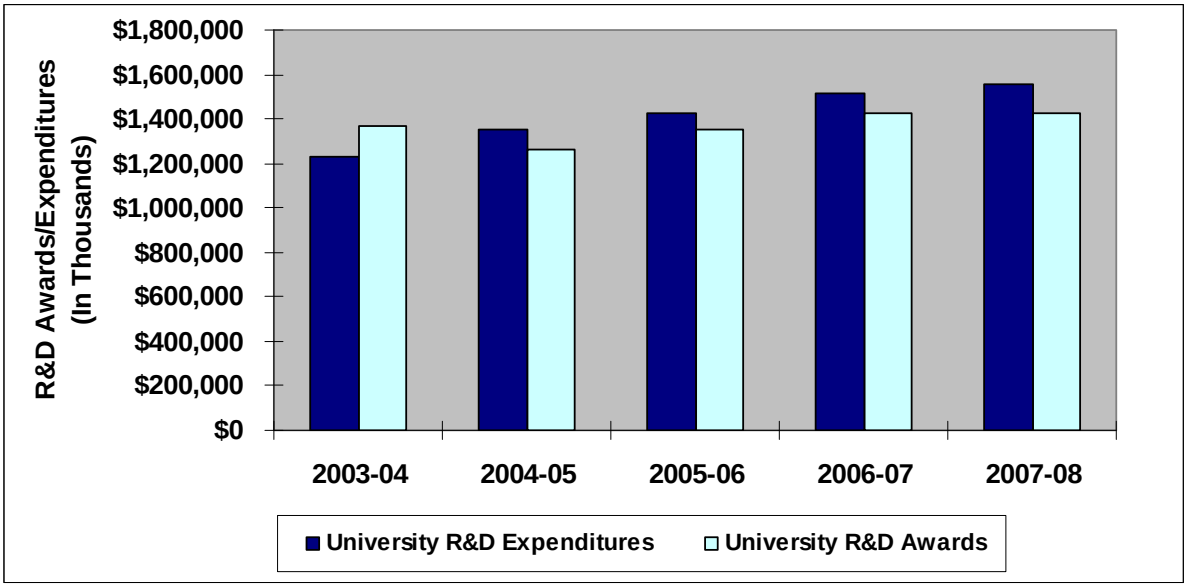


Source: Board of Governors

Note: "'Other" programs include law, law enforcement and public safety, public administration, social work, regional planning, parks and recreation, visual and performing arts, and multidisciplinary studies.

UNIVERSITY R&D GENERATES JOBS AND ECONOMIC GROWTH.

State universities support technological innovation and economic development through scientific R&D. The State University System generated more than $1.4 billion last year in research awards.



Source: Board of Governors analysis of National Science Foundation data
Note: Awards and expenditures generally differ due to timing (when the award is received versus when it is spent) as well as institutional funds used invested in research activities.

State universities also have other metrics by which to gauge the success of their research and economic development missions.

- Over 100 licenses/options executed annually, generating over $50M in annual licensing income
- Over 150 patents issued for university innovations annually.
- Dozens of university research-related spin-offs have created hundreds of high-skill, high-wage Florida jobs and ever-expanding potential for economic transformation.

Estimates of the economic impact of university R&D range from about $2 of direct economic activity generated for every $1 of university research expenditures to multiples of that return when indirect activity and business spin-off impacts are taken into account.

- Indirectly, the start-up companies arising from university research innovations and the additional companies that those start-ups, as well as university research enterprises, attract high-wage, high-skill jobs to local economies and create clusters of talent and economic activity in knowledge-based industries.

STATE UNIVERSITY SYSTEM GRADUATION RATES DEMONSTRATE EFFICIENCY.

Graduation rates are high relative to funding when compared to other Southern states

Graduation Rate % of First-Time Freshmen from Same Institution Within Six Years		Funding Per Full-Time Student	
Delaware	68.8	Delaware	$22,936
Virginia	66.5	Maryland	$18,255
Maryland	63.1	South Carolina	$16,554
South Carolina	59.4	North Carolina	$15,741
Florida	**59.1**	Kentucky	$15,562
North Carolina	59.1	Alabama	$14,719
Texas	49.9	Mississippi	$14,618
Mississippi	49.7	Virginia	$14,063
Georgia	48.1	Texas	$14,002
Alabama	47.7	Oklahoma	$12,925
Tennessee	45.0	Tennessee	$12,921
Oklahoma	43.6	Arkansas	$12,919
West Virginia	41.6	Georgia	$12,816
Kentucky	40.6	**Florida**	**$12,780**
Arkansas	39.2	Louisiana	$11,547
Louisiana	37.2	West Virginia	$11,109
Southern Regional Education Board (SREB) states average	**51.1**	**Southern Regional Education Board (SREB) states average**	**$14,063**

Sources: U.S. Department of Education's Integrated Postsecondary Educational Data System (IPEDS) and the Southern Regional Education Board (SREB)

Notes: Numbers are the six-year graduation rate for a fall 2000 cohort of freshmen entering the state university system and from 2006-07 budget data. The rate for Florida differs significantly from the Board of Governors reported system graduation rate for the same group of 63.9%. The U.S. Department of Education computes a weighted average of individual institutional graduation rates (counting as a non-graduate any student who transfers and graduates from another institution), and for the system-wide graduation rate the Board of Governors calculates the graduation rate of students from any institution in the State University System, regardless of whether the institution from which they graduate is the same as the one they initially entered.

FLORIDA'S ARTICULATION POLICIES PROMOTE ACCESS AND SUCCESS.

Articulation is the umbrella term for policies and practices that ease the transition of students among institutions and educational sectors. Florida is a national model for strong articulation. Articulation works because institutions and sectors align standards, curricula, assessments, and data systems. Primary examples of articulation policy and practice:

- Florida's **Statewide Articulation Agreement** grants AA graduates from the Florida College System admission to the upper division of a state university. Individual institutions also have articulation agreements that guarantee transfer from particular colleges to particular universities.

- The **Articulation Coordinating Committee (ACC)** is an advisory body to the State Board of Education and Board of Governors. It has the responsibilities of:
  - Recommending articulation policy changes to the two boards.
  - Approving common prerequisites for bachelor's programs.
  - Recommending course and credit-by-exam equivalencies.
  - Facilitating the development of statewide articulation agreements.

- **Accelerated coursework** through such programs as Advanced Placement, International Baccalaureate, and Dual Enrollment allow students to earn college credit in high school.

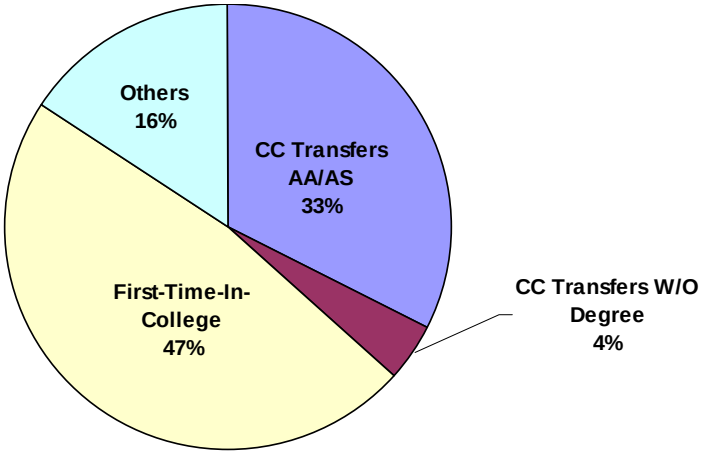
- **Statewide course numbering** is a common classification system for courses and guarantees transfer of credit for equivalent courses among institutions. It increases the efficiency of admissions processes and progress toward graduation.

- **Common prerequisites** for majors, regardless of the system in which the student starts, improve readiness for the chosen major and reduce hours in excess of requirements.

- Universities and colleges have numerous **concurrent and joint-use facilities and shared services** (e.g., advising, public health and safety).

- Florida's various public (and some private) educational and workforce **data systems** are aligned to facilitate policy analysis and accountability across sectors.

Florida has many paths to a bachelor's degree. About half of bachelor's degrees are awarded to students who transferred to the university from another institution.



Source: Board of Governors

Appendix A

Contents

FLORIDA CONSTITUTION -- ARTICLE IX

SYSTEMWIDE DEFINTIONS -- SECTION 1000.21, F.S.

STATE BOARD OF EDUCATION

1. State Board of Education; generally (Section 1001.01, F.S.)
2. General powers of State Board of Education (Section 1001.02, F.S.)
3. Specific powers of State Board of Education (Section 1001.03, F.S.)

BOARD OF GOVERNORS

1. Responsibility for the State University System under s. 7, Art. IX of the State Constitution; legislative finding and intent. (Section 1001.705, F.S.)

ARTICLE IX

EDUCATION

SECTION 1. Public education.--

(a) The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure, and high quality system of free public schools that allows students to obtain a high quality education and for the establishment, maintenance, and operation of institutions of higher learning and other public education programs that the needs of the people may require. To assure that children attending public schools obtain a high quality education, the legislature shall make adequate provision to ensure that, by the beginning of the 2010 school year, there are a sufficient number of classrooms so that:

(1) The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for prekindergarten through grade 3 does not exceed 18 students;

(2) The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 4 through 8 does not exceed 22 students; and

(3) The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 9 through 12 does not exceed 25 students.

The class size requirements of this subsection do not apply to extracurricular classes. Payment of the costs associated with reducing class size to meet these requirements is the responsibility of the state and not of local schools districts. Beginning with the 2003-2004 fiscal year, the legislature shall provide sufficient funds to reduce the average number of students in each classroom by at least two students per year until the maximum number of students per classroom does not exceed the requirements of this subsection.

(b) Every four-year old child in Florida shall be provided by the State a high quality pre-kindergarten learning opportunity in the form of an early childhood development and education program which shall be voluntary, high quality, free, and delivered according to professionally accepted standards. An early childhood development and education program means an organized program designed to address and enhance each child's ability to make age appropriate progress in an appropriate range of settings in the development of language and

cognitive capabilities and emotional, social, regulatory and moral capacities through education in basic skills and such other skills as the Legislature may determine to be appropriate.

(c) The early childhood education and development programs provided by reason of subparagraph (b) shall be implemented no later than the beginning of the 2005 school year through funds generated in addition to those used for existing education, health, and development programs. Existing education, health, and development programs are those funded by the State as of January 1, 2002 that provided for child or adult education, health care, or development.

History.--Am. proposed by Constitution Revision Commission, Revision No. 6, 1998, filed with the Secretary of State May 5, 1998; adopted 1998; Ams. by Initiative Petitions filed with the Secretary of State July 30, 2002, and August 1, 2002; adopted 2002.

SECTION 2. State board of education.--The state board of education shall be a body corporate and have such supervision of the system of free public education as is provided by law. The state board of education shall consist of seven members appointed by the governor to staggered 4-year terms, subject to confirmation by the senate. The state board of education shall appoint the commissioner of education.

History.--Am. proposed by Constitution Revision Commission, Revision No. 8, 1998, filed with the Secretary of State May 5, 1998; adopted 1998.

SECTION 3. Terms of appointive board members.--Members of any appointive board dealing with education may serve terms in excess of four years as provided by law.

SECTION 4. School districts; school boards.--

(a) Each county shall constitute a school district; provided, two or more contiguous counties, upon vote of the electors of each county pursuant to law, may be combined into one school district. In each school district there shall be a school board composed of five or more members chosen by vote of the electors in a nonpartisan election for appropriately staggered terms of four years, as provided by law.

(b) The school board shall operate, control and supervise all free public schools within the school district and determine the rate of school district taxes within the limits prescribed herein. Two or more school districts may operate and finance joint educational programs.

History.--Am. proposed by Constitution Revision Commission, Revision No. 11, 1998, filed with the Secretary of State May 5, 1998; adopted 1998.

SECTION 5. Superintendent of schools.--In each school district there shall be a superintendent of schools who shall be elected at the general election in each year the number of which is a multiple of four for a term of four years; or, when provided by resolution of the district school board, or by special law, approved by vote of the electors, the district school superintendent in any school district shall be employed by the district school board as provided by general law. The resolution or special law may be rescinded or repealed by either procedure after four years.

History.--Am. proposed by Constitution Revision Commission, Revision No. 13, 1998, filed with the Secretary of State May 5, 1998; adopted 1998.

SECTION 6. State school fund.--The income derived from the state school fund shall, and the principal of the fund may, be appropriated, but only to the support and maintenance of free public schools.

SECTION 7. State University System.--

(a) PURPOSES. In order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies, the people hereby establish a system of governance for the state university system of Florida.

(b) STATE UNIVERSITY SYSTEM. There shall be a single state university system comprised of all public universities. A board of trustees shall administer each public university and a board of governors shall govern the state university system.

(c) LOCAL BOARDS OF TRUSTEES. Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

(d) STATEWIDE BOARD OF GOVERNORS. The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

History.--Proposed by Initiative Petition filed with the Secretary of State August 6, 2002; adopted 2002.

1000.21 Systemwide definitions.--As used in the Florida K-20 Education Code:

(1) "Articulation" is the systematic coordination that provides the means by which students proceed toward their educational objectives in as rapid and student-friendly manner as their circumstances permit, from grade level to grade level, from elementary to middle to high school, to and through postsecondary education, and when transferring from one educational institution or program to another.

(2) "Commissioner" is the Commissioner of Education.

(3) "Florida college" or "community college," except as otherwise specifically provided, includes all of the following public postsecondary educational institutions in the Florida College System and any branch campuses, centers, or other affiliates of the institution:

(a) Brevard Community College, which serves Brevard County.
(b) Broward College, which serves Broward County.
(c) Central Florida Community College, which serves Citrus, Levy, and Marion Counties.
(d) Chipola College, which serves Calhoun, Holmes, Jackson, Liberty, and Washington Counties.
(e) Daytona State College, which serves Flagler and Volusia Counties.
(f) Edison State College, which serves Charlotte, Collier, Glades, Hendry, and Lee Counties.
(g) Florida State College at Jacksonville, which serves Duval and Nassau Counties.
(h) Florida Keys Community College, which serves Monroe County.
(i) Gulf Coast Community College, which serves Bay, Franklin, and Gulf Counties.
(j) Hillsborough Community College, which serves Hillsborough County.
(k) Indian River State College, which serves Indian River, Martin, Okeechobee, and St. Lucie Counties.
(l) Lake City Community College, which serves Baker, Columbia, Dixie, Gilchrist, and Union Counties.
(m) Lake-Sumter Community College, which serves Lake and Sumter Counties.
(n) State College of Florida, Manatee-Sarasota, which serves Manatee and Sarasota Counties.
(o) Miami Dade College, which serves Miami-Dade County.
(p) North Florida Community College, which serves Hamilton, Jefferson, Lafayette, Madison, Suwannee, and Taylor Counties.
(q) Northwest Florida State College, which serves Okaloosa and Walton Counties.
(r) Palm Beach Community College, which serves Palm Beach County.
(s) Pasco-Hernando Community College, which serves Hernando and Pasco Counties.
(t) Pensacola Junior College, which serves Escambia and Santa Rosa Counties.
(u) Polk State College, which serves Polk County.
(v) St. Johns River Community College, which serves Clay, Putnam, and St. Johns Counties.
(w) St. Petersburg College, which serves Pinellas County.

(x) Santa Fe College, which serves Alachua and Bradford Counties.
(y) Seminole Community College, which serves Seminole County.
(z) South Florida Community College, which serves DeSoto, Hardee, and Highlands Counties.
(aa) Tallahassee Community College, which serves Gadsden, Leon, and Wakulla Counties.
(bb) Valencia Community College, which serves Orange and Osceola Counties.

(4) "Department" is the Department of Education.

(5) "Parent" is either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent.

(6) "State university," except as otherwise specifically provided, includes the following institutions and any branch campuses, centers, or other affiliates of the institution:

(a) The University of Florida.
(b) The Florida State University.
(c) The Florida Agricultural and Mechanical University.
(d) The University of South Florida.
(e) The Florida Atlantic University.
(f) The University of West Florida.
(g) The University of Central Florida.
(h) The University of North Florida.
(i) The Florida International University.
(j) The Florida Gulf Coast University.
(k) New College of Florida.

(7) "Sunshine State Standards" or the "Next Generation Sunshine State Standards" means the state's public K-12 curricular standards adopted under s. 1003.41. The term includes the Sunshine State Standards that are in place for a subject until the standards for that subject are replaced under s. 1003.41 by the Next Generation Sunshine State Standards.

(8) "Board of Governors" is the Board of Governors of the State University System.

History.--s. 10, ch. 2002-387; s. 3, ch. 2004-271; s. 67, ch. 2007-217; s. 1, ch. 2008-52; s. 5, ch. 2008-163; s. 3, ch. 2008-235; s. 2, ch. 2009-228.

1001.01 State Board of Education; generally.--

(1) The State Board of Education is established as a body corporate. The state board shall be a citizen board consisting of seven members who are residents of the state appointed by the Governor to staggered 4-year terms, subject to confirmation by the Senate. Members of the state board shall serve without compensation but shall be entitled to reimbursement of travel and per diem expenses in accordance with s. 112.061. Members may be reappointed by the Governor for additional terms not to exceed 8 years of consecutive service.

(2) The State Board of Education shall select a chair and a vice chair from its appointed members. The chair shall serve a 2-year term and may be reselected for one additional consecutive term.

(3) Four members of the State Board of Education shall constitute a quorum. No business may be transacted at any meeting unless a quorum is present.

History.--s. 19, ch. 2002-387.

1001.02 General powers of State Board of Education.--

(1) The State Board of Education is the chief implementing and coordinating body of public education in Florida except for the State University System, and it shall focus on high-level policy decisions. It has authority to adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of law conferring duties upon it for the improvement of the state system of K-20 public education except for the State University System. Except as otherwise provided herein, it may, as it finds appropriate, delegate its general powers to the Commissioner of Education or the directors of the divisions of the department.

(2) The State Board of Education has the following duties:

(a) To adopt comprehensive educational objectives for public education except for the State University System.

(b) To adopt comprehensive long-range plans and short-range programs for the development of the state system of public education except for the State University System.

(c) To exercise general supervision over the divisions of the Department of Education as necessary to ensure coordination of educational plans and programs and resolve controversies and to minimize problems of articulation and student transfers, to ensure that students moving from one level of education to the next have acquired competencies necessary for satisfactory performance at that level, and to ensure maximum utilization of facilities.

(d) To adopt, in consultation with the Board of Governors, and from time to time modify, minimum and uniform standards of college-level communication and computation skills generally associated with successful performance and progression

through the baccalaureate level and to identify college-preparatory high school coursework and postsecondary-level coursework that prepares students with the academic skills necessary to succeed in postsecondary education.

(e) To adopt and submit to the Governor and Legislature, as provided in s. 216.023, a coordinated K-20 education budget that estimates the expenditure requirements for the Board of Governors, as provided in s. 1001.706, the State Board of Education, including the Department of Education and the Commissioner of Education, and all of the boards, institutions, agencies, and services under the general supervision of the Board of Governors, as provided in s. 1001.706, or the State Board of Education for the ensuing fiscal year. The State Board of Education may not amend the budget request submitted by the Board of Governors. Any program recommended by the Board of Governors or the State Board of Education which will require increases in state funding for more than 1 year must be presented in a multiyear budget plan.

(f) To hold meetings, transact business, keep records, adopt a seal, and, except as otherwise provided by law, perform such other duties as may be necessary for the enforcement of laws and rules relating to the state system of public education.

(g) To approve plans for cooperating with the Federal Government.

(h) To approve plans for cooperating with other public agencies in the development of rules and in the enforcement of laws for which the state board and such agencies are jointly responsible.

(i) To review plans for cooperating with appropriate nonpublic agencies for the improvement of conditions relating to the welfare of schools.

(j) To create such subordinate advisory bodies as are required by law or as it finds necessary for the improvement of education.

(k) To constitute any education bodies or other structures as required by federal law.

(l) To assist in the economic development of the state by developing a state-level planning process to identify future training needs for industry, especially high-technology industry.

(m) To assist in the planning and economic development of the state by establishing a clearinghouse for information on educational programs of value to economic development.

(n) To adopt cohesive rules pursuant to ss. 120.536(1) and 120.54, within statutory authority.

(o) To authorize the allocation of resources in accordance with law and rule.

(p) To contract with independent institutions accredited by an agency whose standards are comparable to the minimum standards required to operate a postsecondary educational institution at that level in the state. The purpose of the

contract is to provide those educational programs and facilities which will meet needs unfulfilled by the state system of public postsecondary education.

(q) To recommend that a district school board take action consistent with the state board's decision relating to an appeal of a charter school application.

(r) To enforce systemwide education goals and policies except as otherwise provided by law.

(s) To establish a detailed procedure for the implementation and operation of a systemwide K-20 technology plan that is based on a common set of data definitions.

(t) To establish accountability standards for existing legislative performance goals, standards, and measures, and order the development of mechanisms to implement new legislative goals, standards, and measures.

(u) To adopt criteria and implementation plans for future growth issues, such as new community colleges and community college campus mergers, and to provide for cooperative agreements between and within public and private education sectors.

(v) To develop, in conjunction with the Board of Governors, and periodically review for adjustment, a coordinated 5-year plan for postsecondary enrollment and annually submit the plan to the Legislature.

(3)(a) The State Board of Education shall adopt a strategic plan that specifies goals and objectives for the state's public schools and community colleges. The plan shall be formulated in conjunction with plans of the Board of Governors in order to provide for the roles of the universities and community colleges to be coordinated to best meet state needs and reflect cost-effective use of state resources. The strategic plan must clarify mission statements and identify degree programs to be offered at each community college in accordance with the objectives provided in this subsection. The strategic plan must cover a period of 5 years, with modification of the program lists after 2 years. Development of each 5-year plan must be coordinated with and initiated after completion of the master plan. The strategic plans must specifically include programs and procedures for responding to the educational needs of teachers and students in the public schools of this state. The state board shall submit a report to the President of the Senate and the Speaker of the House of Representatives upon modification of the plan.

(b) The State Board of Education and the Board of Governors shall jointly develop long-range plans and annual reports for financial aid in this state. The long-range plans shall establish goals and objectives for a comprehensive program of financial aid for Florida students and shall be updated every 5 years. The annual report shall include programs administered by the department as well as awards made from financial aid fee revenues, any other funds appropriated by the Legislature for financial assistance, and the value of tuition and fees waived for students enrolled in a dual enrollment course at a public postsecondary educational institution. The annual report shall include an assessment of progress made in achieving goals and objectives established in the long-range plans and recommendations for repealing or modifying existing financial aid programs or establishing new programs. A long-range plan shall be submitted by January 1, 2004, and every 5 years thereafter. An annual report shall be submitted on January

1, 2004, and in each successive year that a long-range plan is not submitted, to the President of the Senate and the Speaker of the House of Representatives.

(4) The State Board of Education shall:

(a) Provide for each community college to offer educational training and service programs designed to meet the needs of both students and the communities served.

(b) Specify, by rule, procedures to be used by the community college boards of trustees in the annual evaluations of presidents and review the evaluations of presidents by the boards of trustees.

(c) Establish, in conjunction with the Board of Governors, an effective information system that will provide composite data concerning the community colleges and state universities and ensure that special analyses and studies concerning the institutions are conducted, as necessary, for provision of accurate and cost-effective information concerning the institutions.

(d) Establish criteria for making recommendations for modifying district boundary lines for community colleges.

(e) Establish criteria for making recommendations concerning all proposals for the establishment of additional centers or campuses for community colleges.

(f) Examine the annual administrative review of each community college.

(g) Specify, by rule, the college credit courses that may be taken by community college students concurrently enrolled in college-preparatory instruction.

(h) Adopt and submit to the Legislature a 3-year list of priorities for fixed-capital-outlay projects. The State Board of Education may not amend the 3-year list of priorities of the Board of Governors.

(5) The State Board of Education is responsible for reviewing and administering the state program of support for the community colleges and, subject to existing law, shall establish the tuition and out-of-state fees for college-preparatory instruction and for credit instruction that may be counted toward an associate in arts degree, an associate in applied science degree, or an associate in science degree.

(6) The State Board of Education shall prescribe minimum standards, definitions, and guidelines for community colleges that will ensure the quality of education, coordination among the community colleges and state universities, and efficient progress toward accomplishing the community college mission. At a minimum, these rules must address:

(a) Personnel.

(b) Contracting.

(c) Program offerings and classification, including college-level communication and computation skills associated with successful performance in college and with

tests and other assessment procedures that measure student achievement of those skills. The performance measures must provide that students moving from one level of education to the next acquire the necessary competencies for that level.

(d) Provisions for curriculum development, graduation requirements, college calendars, and program service areas. These provisions must include rules that:

1. Provide for the award of an associate in arts degree to a student who successfully completes 60 semester credit hours at the community college.

2. Require all of the credits accepted for the associate in arts degree to be in the statewide course numbering system as credits toward a baccalaureate degree offered by a state university or a community college.

3. Require no more than 36 semester credit hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.

The rules should encourage community colleges to enter into agreements with state universities that allow community college students to complete upper-division-level courses at a community college. An agreement may provide for concurrent enrollment at the community college and the state university and may authorize the community college to offer an upper-division-level course or distance learning.

(e) Student admissions, conduct and discipline, nonclassroom activities, and fees.

(f) Budgeting.

(g) Business and financial matters.

(h) Student services.

(i) Reports, surveys, and information systems, including forms and dates of submission.

History.--s. 20, ch. 2002-387; s. 68, ch. 2007-217.

1001.03 Specific powers of State Board of Education.--

(1) PUBLIC K-12 CURRICULAR STANDARDS.--The State Board of Education shall adopt and periodically review and revise the Sunshine State Standards in accordance with s. 1003.41.

(2) DIRECT-SUPPORT ORGANIZATION OF THE DEPARTMENT OF EDUCATION.--The State Board of Education shall govern issues relating to use of property, facilities, and personal services between the Department of Education and its direct-support organization and shall certify that the organization operates at all times in a

manner consistent with the goals and best interest of the department, pursuant to s. 1001.24.

(3) PROFESSIONAL CERTIFICATES.--The State Board of Education shall classify school services, designate the certification subject areas, establish competencies, including the use of technology to enhance student learning, and certification requirements for all school-based personnel, and prescribe rules in accordance with which the professional, temporary, and part-time certificates shall be issued by the Department of Education to applicants who meet the standards prescribed by such rules for their class of service, as described in chapter 1012. The state board shall adopt rules that give part-time and full-time nondegreed teachers of career programs, pursuant to s. 1012.39(1)(c), the opportunity to earn a reading credential equivalent to a content-area-specific reading endorsement.

(4) PROFESSIONAL TEACHER ASSOCIATIONS.--The State Board of Education shall ensure that not-for-profit, professional teacher associations that offer membership to all teachers, noninstructional personnel, and administrators, and that offer teacher training and staff development at no fee to the district, shall be given equal access to voluntary teacher meetings, be provided access to teacher mailboxes for distribution of professional literature, and be authorized to collect voluntary membership fees through payroll deduction.

(5) IDENTIFICATION OF CRITICAL TEACHER SHORTAGE AREAS.--The State Board of Education shall identify critical teacher shortage areas pursuant to s. 1012.07.

(6) CAPITAL OUTLAY BOND AND MOTOR VEHICLE TAX ANTICIPATION CERTIFICATE RESOLUTIONS.--The State Board of Education shall issue bonds and approve resolutions regarding the expenditure of funds for capital projects and purposes pursuant to the State Constitution and other applicable law.

(7) ARTICULATION ACCOUNTABILITY.--The State Board of Education shall develop articulation accountability measures that assess the status of systemwide articulation processes, in conjunction with the Board of Governors regarding the State University System, and shall establish an articulation accountability process in accordance with the provisions of chapter 1008, in conjunction with the Board of Governors regarding the State University System.

(8) SYSTEMWIDE ENFORCEMENT.--The State Board of Education shall enforce compliance with law and state board rule by all school districts and public postsecondary educational institutions, except for the State University System, in accordance with the provisions of s. 1008.32.

(9) MANAGEMENT INFORMATION DATABASES.--The State Board of Education, in conjunction with the Board of Governors regarding the State University System, shall continue to collect and maintain, at a minimum, the management information databases for state universities, and all other components of the public K-20 education system as such databases existed on June 30, 2002.

(10) COMMON PLACEMENT TESTING FOR PUBLIC POSTSECONDARY EDUCATION.--The State Board of Education, in conjunction with the Board of Governors, shall develop and implement a common placement test to assess the

basic computation and communication skills of students who intend to enter a degree program at any community college or state university.

(11) MINIMUM STANDARDS FOR NONPUBLIC POSTSECONDARY EDUCATION.--The State Board of Education shall adopt minimum standards relating to nonpublic postsecondary education and institutions, in accordance with the provisions of chapter 1005.

(12) COMMON POSTSECONDARY DEFINITIONS.--The State Board of Education shall adopt, by rule, common definitions for associate in science degrees and for certificates.

(13) CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in community colleges at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

(14) UNIFORM CLASSIFICATION SYSTEM FOR SCHOOL DISTRICT ADMINISTRATIVE AND MANAGEMENT PERSONNEL.--The State Board of Education shall maintain a uniform classification system for school district administrative and management personnel that will facilitate the uniform coding of administrative and management personnel to total district employees.

(15) COMMUNITY COLLEGE BACCALAUREATE DEGREE PROGRAMS.--The State Board of Education shall provide for the review and approval of proposals by community colleges to offer baccalaureate degree programs pursuant to s. 1007.33. A community college, as defined in s. 1000.21, that is approved to offer baccalaureate degrees pursuant to s. 1007.33 remains under the authority of the State Board of Education and the community college's board of trustees.

History.--s. 21, ch. 2002-387; s. 6, ch. 2006-74; s. 69, ch. 2007-217; s. 6, ch. 2007-246; s. 4, ch. 2008-235.

1001.705 Responsibility for the State University System under s. 7, Art. IX of the State Constitution; legislative finding and intent.--

(1) LEGISLATIVE FINDINGS.--

(a) *Definitions.*--For purposes of this act, the term:

1. "Board of Governors" as it relates to the State University System and as used in s. 7, Art. IX of the State Constitution and Title XLVIII and other sections of the Florida Statutes is the Board of Governors of the State University System which belongs to and is part of the executive branch of state government.

2. "Institutions of higher learning" as used in the State Constitution and the Florida Statutes includes publicly funded state universities.

3. "Public officer" as used in the Florida Statutes includes members of the Board of Governors.

4. "State university" or "state universities" as used in the State Constitution and the Florida Statutes are agencies of the state which belong to and are part of the executive branch of state government. This definition of state universities as state agencies is only for the purposes of the delineation of constitutional lines of authority. Statutory exemptions for state universities from statutory provisions relating to state agencies that are in effect on the effective date of this act remain in effect and are not repealed by virtue of this definition of state universities.

(b) *Constitutional duties of the Board of Governors of the State University System.*--In accordance with s. 7, Art. IX of the State Constitution, the Board of Governors of the State University System has the duty to operate, regulate, control, and be fully responsible for the management of the whole publicly funded State University System and the board, or the board's designee, has responsibility for:

1. Defining the distinctive mission of each constituent university.

2. Defining the articulation of each constituent university in conjunction with the Legislature's authority over the public schools and community colleges.

3. Ensuring the well-planned coordination and operation of the State University System.

4. Avoiding wasteful duplication of facilities or programs within the State University System.

5. Accounting for expenditure of funds appropriated by the Legislature for the State University System as provided by law.

6. Submitting a budget request for legislative appropriations for the institutions under the supervision of the board as provided by law.

7. Adopting strategic plans for the State University System and each constituent university.

8. Approving, reviewing, and terminating degree programs of the State University System.

9. Governing admissions to the state universities.

10. Serving as the public employer to all public employees of state universities for collective bargaining purposes.

11. Establishing a personnel system for all state university employees; however, the Department of Management Services shall retain authority over state university employees for programs established in ss. 110.123, 110.1232, 110.1234, 110.1238, and 110.161, and in chapters 121, 122, and 238.

12. Complying with, and enforcing for institutions under the board's jurisdiction, all applicable local, state, and federal laws.

(c) *Constitutional duties of the Legislature.*--In accordance with s. 3, Art. II of the State Constitution, which establishes the separation of powers of three branches of government; s. 1, Art. III of the State Constitution, which vests the legislative power of the state in the Legislature; s. 8, Art. III of the State Constitution, which provides the exclusive executive veto power of the Governor and the exclusive veto override power of the Legislature; s. 19, Art. III of the State Constitution, which requires the Legislature to enact state planning and budget processes and requirements for budget requests by general law; s. 1, Art. VII of the State Constitution, which requires that the authority to expend state funds be by general law enacted by the Legislature; and s. 1, Art. IX of the State Constitution, which requires the Legislature to make adequate provision by law for the "establishment, maintenance, and operation of institutions of higher learning," the Legislature has the following responsibilities:

1. Making provision by law for the establishment, maintenance, and operation of institutions of higher learning and other public education programs that the needs of the people may require.

2. Appropriating all state funds through the General Appropriations Act or other law.

3. Establishing tuition and fees.

4. Establishing policies relating to merit and need-based student financial aid.

5. Establishing policies relating to expenditure of, accountability for, and management of funds appropriated by the Legislature or revenues authorized by the Legislature. This includes, but is not limited to, policies relating to: budgeting; deposit of funds; investments; accounting; purchasing, procurement, and contracting; insurance; audits; maintenance and construction of facilities; property; bond financing; leasing; and information reporting.

6. Maintaining the actuarial and fiscal soundness of centrally administered state systems by requiring state universities to continue to participate in programs such as the Florida Retirement System, the state group health insurance programs, the state telecommunications and data network (SUNCOM), and the state casualty insurance program.

7. Establishing and regulating the use of state powers and protections, including, but not limited to, eminent domain, certified law enforcement, and sovereign immunity.

8. Establishing policies relating to the health, safety, and welfare of students, employees, and the public while present on the campuses of institutions of higher learning.

(2) LEGISLATIVE INTENT.--It is the intent of the Legislature to reenact laws relating to the Board of Governors of the State University System, the university boards of trustees, the State Board of Education, and the postsecondary education system in accordance with the findings of this act.

History.--s. 1, ch. 2005-285.