

3.1 Demographics

3.1.1 Broward County Public Schools Student Profile

Measurement: PreK-12 (students enrolled on the 20th day of school) and Vocational and Adult enrollment numbers and trends are a basis for many policy and program changes proposed and implemented by the district. The racial/ethnic group to which the student belongs or with which the student identifies:

- **Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent.
- **Black Non-Hispanic:** A person having origins in any of the Black racial groups in Africa.
- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, or South or Central American origin or other Spanish culture or origin regardless of race.
- **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- **White Non-Hispanic:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multi-racial:** A person having origins from any combination of the above racial/ethnic groups.

Free or reduced lunch: A student who is economically needy according to Federal guidelines of household size and income.

Exceptional Student Education (ESE): A student who has special learning needs and is given special help in school.

Limited English Proficient (LEP): A student whose home language is one other than

English, and who is below the average English proficiency level of English speaking students of the same age and grade.

Explanation: Enrollment trends are essential information for capital planning, grant application, staffing and personnel decisions, the annual boundary process, magnets, and many other functions. Trends in diversity indicate the changing mix of the components of diversity as defined in School Board Policy (gender, race, ethnicity, socioeconomic status, Exceptional Student Education (ESE), Limited English Proficient (LEP), special needs). Strategies can be defined that address the belief that a quality education is enhanced in a diverse, inclusive setting.

Data source: Florida Department of Education, Automated Student Data Elements, DOE Information Data Base Requirements, Tallahassee, FL.

3.1.2 Vocational Adult and Community Education Program

Measurement: Vocational Education Programs are organized educational programs offering a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning that contributes to employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Programs also include applied technology education.

Community Education Programs are opportunities for local citizens and community schools, agencies, and institutions to become active partners in addressing education and community concerns. Community education

brings community members together to identify and link community needs and resources in a manner that helps people help themselves to improve the quality of life in their communities.

Explanation: The enrollment reflected in this report represents duplicated counts. A student may be enrolled in more than one program during the school year and be reported more than once. The district does not have the capacity to disaggregate data for a single headcount.

Data source: Broward County Public Schools, Vocational, Adult, and Community Education Department.

3.2 Readiness for Kindergarten

3.2.1 Readiness for Kindergarten

Measurement: The percentage of students meeting the expectations of the State of Florida for school readiness as determined by a formal observation of each kindergarten student using a checklist developed by the Department of Education.

Explanation: At entrance to Florida public schools, children should be at a developmental level of physical, social, and intellectual readiness necessary to insure success as a learner.

Data source: Florida Department of Education, Tallahassee, FL.

3.2.2 Preschool attendance

Measurement: Preschool for students from low-income families in Broward County Public Schools is defined as Head Start and the Prekindergarten Early Intervention Program. Children from low-income families are eligible for free lunch. Broward figures include only the children served in school based or contracted



preschool programs funded through Broward County Public Schools.

Explanation: Quality preschool programs improve the intellectual and social performance of low-income children as they begin school.

Data source: Broward County Public Schools.

3.2.3 Kindergartners promoted to first grade:

Measurement: Children who have reached the age of five by September 1 of the school year are eligible to enter kindergarten in Florida's public schools (Section 232.04, Florida Statutes). The information presented is the percentage of kindergartners in public schools who were promoted to first grade at the end of the academic school year after having successfully completed the kindergarten curriculum.

Explanation: Children who have a strong educational foundation early are more likely to succeed in school.

Data source: Broward County Public Schools.

3.3 Achievement Test Results

3.3.1 FCAT Writing Assessment/Florida Writing Assessment (Florida Writes)

Measurement: Administered in grades 4, 8, and 10, the Florida Writes! test required students to write about a randomly assigned topic for 45 minutes. Written responses were scored on a 1.0 to 6.0 scale with 6.0 being the highest score. Locally an expectation was set that an average score of 3.0 represented a fixed standard of performance desired for Broward County Public School students. Changes over time, in part, may reflect changes in the topics, which may not be the same level of difficulty from one year to the next. Students must meet more challenging writing standards in grade 10 than grades 4 or 8. In the year 2000 the test name

was changed from Florida Writing Assessment (Florida Writes!) to FCAT Writing Assessment. National norms are not available.

Explanation: Good writing skills are needed for employment in higher wage occupations and for postsecondary education, which is becoming more important in an increasingly competitive job market.

Data source: Florida Department of Education, Bureau of Curriculum, Instruction and Assessment, Statewide Assessment Program, Tallahassee, FL.

3.3.2 High School Competency Test (HSCT)

Measurement: The High School Competency Test is an untimed, multiple-choice test of a student's ability to apply basic mathematics and communication skills to real-world situations. It is administered to all 11th grade students in public schools as a statewide graduation requirement. Test items are at approximately a ninth or tenth grade level. Data reflect the percentage of 11th grade students passing the communication and mathematics sections of the test on the first attempt. All students must pass both sections of the HSCT to receive a standard Florida high school diploma. Changes to the scoring of the HSCT were made by Department of Education staff in 1996. These changes increased the competencies expected of Florida students. The HSCT will be replaced by the Florida Comprehensive Assessment Test (FCAT) as a graduation requirement in 2003.

Explanation: Students need to achieve basic mathematics and communication skills before leaving high school.

Data source: Florida Department of Education, Bureau of Curriculum, Instruction and Assessment, Statewide Assessment Program, Tallahassee, FL.

3.3.3 Florida Comprehensive Assessment Test (FCAT)

Measurement: The Florida Comprehensive Assessment Test (FCAT) was designed to measure the first four standards of Goal 3 of Florida's System of School Improvement and Accountability, with an emphasis on reading and mathematics as defined by the Sunshine State Standards. The FCAT was administered for the first time at the following grade levels in January 1998. The total score that students can achieve ranges from 100 to 500.

Grade 4	Reading
Grade 5	Mathematics
Grade 8	Reading and Mathematics
Grade 10	Reading and Mathematics

The FCAT was expanded to other grade levels in the year 2000. Recently, language-impaired students' scores have been excluded from the data, and a stability factor has been included. Additionally, a norm-referenced test component was added at grades 3-10 to permit comparison of the performance of Florida students with students throughout the nation. Students entering grade 9 in the 1999-2000 school year will be required to pass the FCAT as a graduation requirement in 2003.

Explanation: The FCAT will provide a comprehensive listing of what students know and are able to do as they progress through school.

Data sources: Broward County Public Schools, Department of Research and Evaluation; Florida Department of Education, Tallahassee, FL.

3.3.4 School Performance Grade Categories

Measurement: Beginning with the 1998-99 school year, the performance of every school in each of the 67 school districts in the State of Florida has been evaluated according to accountability standards set by the Florida



Department of Education. The state accountability criteria measure student achievement and school performance. All schools have been identified as being in one of the following School Performance Grade Categories defined according to rules of the state board:

- A schools making excellent progress
 - B schools making above average progress
 - C schools making satisfactory progress
 - D schools making less than satisfactory progress
 - F schools failing to make adequate progress
- Performance grade category designations were based on student achievement levels on the Florida Comprehensive Assessment Test (FCAT) and on other appropriate performance data, including but not limited to, attendance, dropout rate, school discipline data and student readiness for college.

Explanation: Florida's accountability system has changed since the 1998-99 school year. The 1999 Legislature specified that schools be assigned a performance grade of A to F based upon results of the FCAT and other appropriate data. The school-grading component is part of a comprehensive, standards-based system of accountability designed to provide high-quality schools.

Data sources: Broward County Public Schools, Department of Research and Evaluation; Florida Department of Education, Tallahassee, FL.

3.3.5 F Schools

Measurement: The state accountability criteria for school performance grade categories are differentiated by elementary, middle and high school to measure student achievement and school performance. The Florida Department of Education has identified minimum performance criteria for the FCAT Reading, FCAT Math and

FCAT Writing Assessment instruments. Schools classified as performance grade category F have scored below the minimum criteria and are failing to make adequate progress.

Explanation: The State of Florida's statewide grading of school performance is used to focus allocation of additional resources, including intensive assistance and intervention, to schools with the greatest need and to continue to deliver effective educational programs that support student achievement and school effectiveness. The school-grading component is part of a comprehensive, standards-based system of accountability designed to provide high-quality schools.

Data sources: Broward County Public Schools, Department of Research and Evaluation; Florida Department of Education, Tallahassee, FL.

3.4 High School Dropouts and Graduates

3.4.1 High school dropout rate

Measurement: A dropout is "a student over the age of compulsory school attendance who: (1) has voluntarily removed him (or herself) from the school system before graduation because of marriage, entrance into the military or failure on the statewide student assessment test required for a certificate of completion; (2) has not met attendance requirements specified by the School Board; (3) did not enter school as expected for unknown reasons; (4) has withdrawn from school without transferring to another school or vocational, adult or alternative education program; (5) has withdrawn from school due to hardship, court action, expulsion, medical reasons, or pregnancy; or (6) has reached the maximum age set by the school district for an

exceptional student program" (Section 228.041(29), Florida Statutes). Prior to the 1998-99 school year, the number of dropouts was calculated based upon the number of students during the school year who were 16 or over and withdrew for one of the above mentioned reasons. The rate was calculated based upon the district's population in enrollment for grades 9-12 as of October of the school year being reported. The number of students who dropped out was divided by the number of students enrolled in grades 9-12 and then multiplied by 100. Beginning with the 1998-99 school year, the reported dropout rate is for all dropouts in grades 9-12. Prior years' statistics showed a rate only for dropouts 16 or over.

Explanation: The lack of a high school diploma can severely limit a person's employability and wage-earning potential.

Data sources: Florida Department of Education, Division of Administration, Education Information and Accountability Services, Tallahassee, FL.

3.4.2 High school graduation rate

Measurement: High school graduates are students who receive a regular diploma, special diploma, regular certificate of completion, special certificate of completion, or general equivalency diploma (GED) awarded to students ages 16-19. Prior to the 1998-99 school year, state law defined the high school graduation rate as the number of students who graduated from public schools divided by the number of first-time ninth graders four years earlier (Section 232.2468, Florida Statutes). This rate did not track the same group of students from start to finish. As a result, it was inflated by the movement of high-school-aged students into Florida, who were counted as graduates but not as entering ninth graders. Beginning with the 1998-99 school year, the method of



calculating the graduation rate for Florida's public high schools was revised to track individuals by student I.D. numbers, beginning with their first-time enrollment in 9th grade. The new rate calculation accounts for incoming transfer students, and outgoing transfer students are removed from the tracked population.

Explanation: As skill demands increase in the workforce, people without a high school diploma will have a more difficult time finding employment or advancing beyond low wage jobs.

Data sources: Florida Department of Education, Division of Administration, Education Information and Accountability Services, Tallahassee, FL.

3.5 Readiness for College

3.5.1 Students taking upper level courses (Level 3)

Measurement: High school courses are rated by 3 levels: *Level 1* - the least rigorous courses with no graduation credit (parental permission required); *Level 2* - regular high school courses; *Level 3* - the most rigorous of all academic courses (i.e., Advanced Placement, International Baccalaureate, Honors). Data represents an unduplicated count.

Explanation: Broward's Level 3 courses address higher levels of student achievement and demonstration of competency, including optional coursework.

Data source: Broward County Public Schools.

3.5.2 Advanced Placement (AP)

Measurement: Broward's Advanced Placement (AP) Program gives students the opportunity to

take college-level courses and examinations while still in high school.

Explanation: Participating colleges award credit and/or advanced placement to students based upon the examination scores. Although each college decides which AP examination grade and course it will accept, most higher education institutions grant credit and/or advanced placement for scores of three or better.

Data sources: Broward County Public Schools, Department of Research and Evaluation; Florida Department of Education, Tallahassee, FL.

3.5.3 International Baccalaureate (IB) diplomas

Measurement: The international Baccalaureate (IB) program is an accelerated four year liberal arts curriculum for academically talented and highly motivated students offered at selected schools. Candidates are examined in six subject areas on a scale of 1-7. A minimum score of 24, plus satisfactory completion of the Theory of Knowledge course, CAS (Creativity, Action, Service) activities and an Extended Essay (4,000 words) are required for the awarding of the IB diploma.

Explanation: Students who receive the prestigious IB diploma are held in the highest esteem by universities throughout the world. Florida IB diploma recipients are eligible for the Florida Academic Scholars Award and are often admitted as sophomores into the Florida university system as well as other internationally recognized universities.

Data source: Broward County Public Schools, Department of Magnet Programs.

3.5.4 Algebra Completion

Measurement: The percentage of all graduating students who met the District's requirements

for Algebra, including middle school credit by examination and high school Algebra courses.

Explanation: Algebra completion is a gateway still known to predict college success.

Data source: Broward County Public Schools, Department of Research and Evaluation.

3.5.5 SAT scores

3.5.6 ACT scores

Measurement: The Scholastic Assessment Test (SAT) and the American College Test (ACT) are national tests taken by high school students who plan to enter college. The average score is reported for students in the current year's graduating class, regardless of the year that they took the test. Average total scores may range from 400 to 1600 for the SAT and from 1 to 36 for the ACT. The higher the percentage of students taking these tests, the lower the statewide average scores tend to be. This information should be taken into account when comparing average scores over time and when comparing average SAT/ACT scores across states. For example on the SAT, Florida's percentage of students taking the test is relatively high (45% in 1994-95). As a result, the average SAT score in Florida will tend to be lower than the national average. The SAT is sponsored by The College Board in New York and administered by the Educational Testing Service in Princeton, New Jersey. The results presented here, both for the state and Broward County, were recalculated by the College Board on September 2, 1997, to adjust for an error. They therefore differ from previously released results. They also reflect the recentered averages calculated in 1996. The ACT is a product of the American College Testing Company in Iowa City, Iowa.



Explanation: SAT and ACT scores are good predictors of performance during the first year of college.

Data sources: Broward County Public Schools, Department of Research and Evaluation; Florida Department of Education, Division of Administration, Education and Accountability Services, Tallahassee, FL.

3.5.7 Entry Level Placement Tests

Measurement: Students entering Florida's community colleges are required to take the Florida College Placement Test (CPT) in reading, writing, and mathematics.

Explanation: Entry level placement testing provides uniform minimum standards for the placement of students in college preparatory (remedial) or college level mathematics and English courses in Florida's publicly supported colleges and university.

Data source: Florida Department of Education, Readiness for College Report.

3.6 Racial Harmony

3.6.1 Broward County Public Schools Teacher Survey

Measurement: All full-time classroom/subject area teachers are surveyed yearly in Broward County Public Schools. Participation is voluntary and the survey responses remain anonymous. The survey instrument was developed by the Broward County Public Schools to solicit teacher perspectives on teaching processes, instructional programs, support, communication, and safety. A similar survey is administered to students and parents in the district.

Explanation: Teacher perspectives are crucial to improving educational quality in the district.

Progress toward districtwide goals can be monitored, and areas of concern can be identified.

Data source: Broward County Public Schools, Department of Research and Evaluation.

3.7 Community College Graduates

3.7.1 Students served

Measurement: Broward Community College offers a variety of college credit and non-credit programs and courses. This measure reflects unduplicated student enrollment across semesters to arrive at the total number of individuals served by the institution in a given academic year. Students who enroll in both credit and non-credit courses are combined with those who enroll only in credit courses to determine total credit enrollment.

Explanation: Post-secondary education improves the general education and workforce preparation of Floridians.

Data source: Florida Department of Education, Division of Community Colleges, Annual Community Research and Information Systems, Tallahassee, FL.

3.7.2 Student success rates

Measurement: The success measure is a way of assessing graduation and retention success. In community colleges, students often enroll to receive specific training which is job related or to take some courses prior to transferring to a state university. Consequently, students who leave in good standing are considered a success. The success measure includes students who have graduated, been retained and have left in good standing. The success measure indicates how many associate in arts students, who have earned at least 18 credit hours, have graduated,

were retained in good standing, or left in good standing four years after the date of initial enrollment.

Explanation: Post-secondary education improves the general education and workforce preparation of Floridians.

Data source: Florida Department of Education, Division of Community Colleges, Bureau of Research and Information Systems, *Annual Community College Accountability Report*, Tallahassee, FL.

3.7.3 Associate in Arts transfer student performance

Measurement: This measure assesses the performance of associate in arts degree transfer students in the State University System based upon their grade point average. The data specifically reflect only those students who completed their entire associate in arts degree program at the college in which they initially enrolled. This definition provides for the assessment College Accountability Report, Bureau of each institution on their students ability to perform well in the university system. This measure shows the percentage of students who are at or above 2.5 on a 4.0 GPA Scale.

Explanation: Post-secondary education improves the general education and workforce preparation of Floridians.

Data source: Florida Department of Education, Division of Community Colleges, Bureau of Research and Information Systems, *Annual Community College Accountability Report*, Tallahassee, FL.

3.7.4 Licensure passing rates

Measurement: One of the key measures for the associate in science degree program is the licensure pass rate measure. For certain occupations, the state requires that students must pass a licensing exam. Prior to sitting for



the exam students must complete their educational program. Consequently, the licensure pass rate measure is a direct indicator of how successful the program is in preparing students for the exam. The licensure pass rate measure shows the number of students tested, the number of students passed, and the percentage of students who passed the licensure exam for their respective vocational programs.

Explanation: Post-secondary education improves the general education and workforce preparation of Floridians.

Data source: Florida Department of Education, Division of Community Colleges, Bureau of Research and Information Systems, *Annual Community College Accountability Report*, Tallahassee, FL.

3.7.5 Vocational placement rates

Measurement: The placement rate is another outcome measure that directly assesses the effectiveness of the associate in science degree program by measuring the placement of students in jobs related to their training. This measure shows the number and percent of students who complete a program, were found through the Florida Education and Training Placement Information Program (FETPIP), and were placed in an occupation related to their instruction.

Explanation: Post-secondary education improves the general education and workforce preparation of Floridians.

Data source: Florida Department of Education, Division of Community Colleges, Bureau of Research and Information Systems, *Annual Community College Accountability Report*, Tallahassee, FL.

3.8 University Graduates

3.8.1 University graduation rate

Measurement: The university graduation rate is the percentage of first-time-in-college students entering public or private colleges and universities in Florida who graduated from the same institution within six years. This rate is computed by tracking student cohorts - the same group of students from start to finish. It is recorded under each cohort's year of graduation. For example, the graduation rate for the cohort entering in the 1988-89 academic year and graduating by 1994-95 is recorded under the year 1995. The cohort for a given academic year includes all first-time-in-college students who entered the State University System in the fall or entered in the summer and continued in the fall. First-time-in-college is defined as entering with no more than 12 credit hours. Graduates are those students in the cohort who completed their undergraduate degree by the fall, spring or summer of the sixth consecutive academic year. In-state and out-of-state residents are included in the calculation.

Students who take longer than 6 years to complete their degrees are not counted as graduates in this indicator. Nor are students who transfer to and graduate from another institution. A six-year completion time was selected because many students work and go to school part-time. A cohort graduation rate, comparable to the state university graduation rate, is expected to be available in 1997 for member institutions of Independent Colleges and Universities of Florida.

Explanation: A college degree improves employability and income-earning potential.

Data sources: Board of Regents, Academic Programs, Florida Tallahassee, FL. (state universities); Independent Colleges and

Universities of Florida, Tallahassee, FL. (private colleges and universities).

3.8.2 Graduation rate for community college transfers

Measurement: Community college transfers are defined as students who earn Associate of Arts degrees in Florida's community colleges and subsequently enter Florida's state university system. The graduation rate for these students is computed in the same way as the university system graduation rate (see endnote for Indicator 3.7.1), using a three-year, rather than a six-year, completion time. The rate is recorded under each cohort's year of graduation. For example, the graduation rate for AA students entering in 1990-91 and graduating in 1993-94 is recorded under the year 1994.

Explanation: A college degree improves employability and income-earning potential.

Data source: Florida Board of Regents, Academic Programs, Tallahassee, FL.

3.9 Public Satisfaction with Results

3.9.1 Public schools

Measurement: Ratings of the public schools are obtained by telephone survey from a statistically valid sample of 2,400 Broward adults age 18 and older. Specifically, the survey asks, How would you rate the job your local public schools are doing? Would you say they are doing an excellent, good, fair, or poor job? The margin of error for the survey is $\pm 2.2\%$.

Explanation: Public satisfaction is important to consider in judging the performance of public schools.

Broward data source: *Quality of Life Assessment: 1997 and 1999 PRC Community Health Surveys*,



Broward County, Florida, Professional Research Consultants Inc., Omaha, Nebraska

Florida data source: Florida International University, School of Journalism and Mass Communication, Institute for Public Opinion Research, *The FIU/Florida Poll*, Miami, FL.

3.9.2 Higher education

Measurement: Public satisfaction with higher education is measured by telephone survey of a statistically valid sample of 2,400 Broward County adults age 18 and older. Specifically, the survey asks, How do you feel that Florida compares to other states in terms of the availability of a high quality, affordable college education -- do you feel it is better, about the same, or worse than other states? Possible responses are better, same, worse, don't know. The margin of error for the survey is $\pm 2.2\%$.

Explanation: Public satisfaction is important to consider in judging access to higher education.

Broward data source: *Quality of Life Assessment: 1997 and 1999 PRC Community Health Surveys*, Broward County, Florida, Professional Research Consultants Inc., Omaha, Nebraska.

3.9.3 Broward County Public Schools Parent Survey

Measurement: Each year, 33% of the parents of the K-12 students attending Broward County Public Schools are surveyed on issues relating to educational quality and safety. The instrument is administered through the mail and all responses are confidential. A similar survey is administered to students and teachers in the district.

Explanation: It is vital to identify parents perspectives on educational quality and safety. School improvement activities address key issues and concerns identified by parents.

Data source: Broward County Public Schools, Department of Research and Evaluation.

3.9.4 Broward County Public Schools Student Survey

Measurement: Each year all students in grades 2-12 are provided with an opportunity to complete a confidential survey on educational quality and safety in Broward County Public Schools. The survey instrument was developed by district personnel. Similar surveys are administered to teachers and parents as well.

Explanation: The perspectives of students are crucial for monitoring school improvement activities and identifying areas of concern.

Data source: Broward County Public Schools, Department of Research and Evaluation.

3.9.5 Broward County Public Schools Parent Survey

Measurement: Each year, 33% of the parents of the K-12 students attending Broward County Public Schools are surveyed on issues relating to educational quality and safety. The instrument is administered through the mail and all responses are confidential. A similar survey is administered to students and teachers in the district.

Explanation: It is vital to identify parents perspectives on educational quality and safety. As customers of Broward County Public Schools, key issues and concerns identified by parents can be addressed in school improvement activities.

Data source: Broward County Public Schools, Department of Research and Evaluation.

3.9.6 Broward County Public Schools Student Survey

Measurement: Each year all students in grades 2-12 are provided with an opportunity to complete a confidential survey on educational quality and safety in Broward County Public Schools. The survey instrument was developed

by District personnel. Similar surveys are administered to teachers and parents as well.

Explanation: As the primary customers of Broward County Public Schools, the perspectives of students are crucial for monitoring school improvement activities and identifying areas of concern.

Data source: Broward County Public Schools, Department of Research and Evaluation.

3.10 Adult Literacy

3.10.1 Literacy of young adults (ages 19-24)

3.10.2 Literacy of adults (ages 25-64)

Measurement: Statewide, adult literacy is measured by the Adult Literacy Survey, a test which measures actual performance on tasks related to everyday living (e.g., reading a newspaper article, filling out a job application or balancing a checkbook). The test was administered to statistically valid samples of U.S. and Florida residents age 16 and older. Literacy is assessed in three areas: prose, quantitative and document literacy. Performance in each area is scored at a level ranging from 1 to 5. People with middle and high literacy levels are those scoring at levels 3, 4, or 5. Results are reported by the Educational Testing Service to state departments of education. Data are reported for the test administration year, not the reporting year. These tests are norm-referenced and designed to measure achievement in reading, mathematics, language, and spelling the subject areas commonly found in adult basic education curricula. The TABE focuses on basic skills that are required to function in society. Because the tests combine the most useful characteristics of norm-referenced and criterion-referenced tests, they provide information



about the relative ranking of examinees against a norm group as well as specific information about the instructional needs of examinees. The tests enable teachers and administrators to diagnose, evaluate, and successfully place examinees in adult education programs. Students are placed in instructional programs, based upon their performance on the tests. The levels and estimated grade ranges are as follows:

<u>Level</u>	<u>Grade Level</u>
L (Literacy)	0 1.9
E (Easy)	1.6 3.9
M (Medium)	3.6 6.9
D (Difficult)	6.6 8.9
A (Advanced)	8.6 12.9

Functional Level Placement

Beginning Literacy Grade Level 0-1.9

Beginning Adult Basic Education

Grade Level 2.0-5.9

Intermediate Adult Basic Education

Grade Level 6.0-8.9

Adult Secondary Education 9.0-12.9

Explanation: People with middle or high literacy levels are more likely to vote, be employed, and avoid dependence on public assistance.

Data sources: Florida Department of Education, Bureau of Adult and Community Education and Division of Workforce Development, Tallahassee, FL.

3.10.3 Adult Basic Education (ABE)

Measurement: This course is designed for the student to obtain a level of education that satisfies his or her educational goal, be it to attain literacy, to continue in secondary education, or to attain any level of achievement in between. Adult Basic Education is offered for adults who need to learn the basic skills of reading and writing and who wish to continue their study toward secondary school. Adult

Basic Education studies include reading, handwriting, mathematics, spelling, social studies, general (elementary) sciences, health, language arts, and consumer education for grade levels 1-8.

Explanation: The 1997 Legislature passed new legislation, SB-1688, that significantly impacts the way adult education and adult vocational programs measure performance, e.g. job placement. The new legislation provides for multiple exit points called occupational completion points (vocational education) and literacy completion points (adult education) where adults may exit to employment and/or higher education. Prior methods only counted programs completors (graduates) for the purpose of calculating job placement rates. As a result, 1998-99 data will be the first year using the new legislative methods (counting placements regardless of an adult completing the full program) to calculate job placement rates. Students who complete the 8.9 level of instruction are enrolled in adult secondary programs, referred to a vocational center or assisted in obtaining employment.

Data source: Broward County Public Schools, The Vocational, Adult and Community Education Department.

3.10.4 Adult English for Speakers of Other Languages (ESOL)

Measurement: Adult English for Speakers of Other Languages (ESOL) is designed to provide instruction to adult speakers of other languages that have limited or no proficiency in the English language. The primary goal of this instruction is the acquisition of English communication skills to enable limited English proficient students to more effectively function within the social, commercial and affective domains of the community (equivalent grade levels 0 8.9). The content of instruction should

include, but not limited to, the development of listening, speaking, reading, writing, and cross-cultural communications skills, with emphasis placed on the understanding of American culture. Beginning ESOL should emphasize listening and speaking, with an introduction to literacy skills, reading, and writing. Intermediate ESOL should emphasize reading and writing integrated with the ongoing idioms, language for specific purposes, and grammatical structure with reading and writing instruction integrated with listening and speaking.

Explanation: The 1997 Legislature passed new legislation, SB-1688, that significantly impacts the way adult education and vocational programs measure performance, e.g. job placement. The new legislation provides for multiple exit points called occupational completion points (vocational education) where adults and literacy completion points (adult education) where adults may exit to employment and/or higher education. Prior methods only counted program completors (graduates) for the purpose of calculating job placement rates. As a result, 1998-99 data will be the first year using the new legislative methods (counting placements regardless of an adult completing the full program) to calculate job placement rates. Areas of instruction, based upon the students' needs are: primary language support/ESOL literacy, ESOL survival/life coping skills, ESOL pre-GED skills, workplace ESOL, vocational English for Speakers of Other Languages (ESOL), and amnesty/citizenship.

Data source: Florida Department of Education, Division of Workforce Development, Tallahassee, FL.



3.10.5 General Education Development (GED)

Measurement: This course is designed for the student to prepare to pass the GED Test by receiving instruction in writing, social studies, science, literature, and mathematics. This course is not designed for earning high school credit. Instruction is offered in general education subjects. This offering is designed to accommodate the needs of students instructed in more than one high school subject area. Students will meet the performance standards of each individual subject taken this course.

Explanation: Students attain a level of educational accomplishment that meets their educational goal to successfully complete the course of study for the General Educational Development (GED) Test for a high school diploma.

Data source: Florida Department of Education, Division of Workforce Development, Tallahassee, FL.

3.10.6 Adults with disabilities

Measurement: Adults with Disabilities Workforce Development is a mainstreamed or specialized educational training program, service, or accommodation, designed to move through a progression of courses leading to competitive employment in the workforce for those adult students who, as defined by section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act, have a mental or physical impairment which substantially limits one or more of such person's major life activities, has a record of such an impairment. Adults with disability means an individual who has (1) a physical or mental impairment that substantially limits one or more life activities; (2) a record of such impairment; or (3) is regarded as having such an impairment; and who requires modifications to the educational program(s), adaptive

equipment, or specialized instructional methods and services.

Explanation: The 1997 Legislature passed new legislation, SB-1688, that significantly impacts the way adult education and adult vocational programs measure performance, e.g. job placement. The new legislation provides for multiple exit points called occupational completion points (vocational education) where adults may exit to employment and/or higher education. Prior methods only counted program completers (graduates) for the purpose of calculating job placement rates. As a result, 1998-99 will be the first year using the new legislative methods (counting placements regardless of an adult completing the full program) to calculate job placement rates. Progress is evidence of improvement consisting of any of the following indicators:

- Movement, through completion of program standards, from one Adults with Disabilities Workforce Development level to a higher level
- Movement from any Workforce Development Level to paid employment
- Promotion/salary raise on the job while enrolled in the Adults with Disabilities program
- Longevity on the job while enrolled in the Adults with Disabilities program
- Movement from any workforce Development level to ABE, GED Prep, Voc./Tech. Program and Post Secondary
- Attainment of GED or Adult High School Diploma, or Voc./Tech Certificate/Diploma/Degree

Increase in standardized test scores or other performance indicators as designated on entrance/exit criteria.

Employment means any type of paid work, including:

- Work Activity Training Center

- Supported employment
- Competitive employment

Work Activity Training Center is a work oriented rehabilitation agency that uses work experience and related services to assist individuals with disabilities in progressing toward independent living and a productive vocational status.

Supported Employment is paid work in a community setting accompanied by support and training from professionals. Employees may be paid according to their productivity. **Competitive Employment** is a job in an integrated work setting that pays at least the prevailing minimum wage.

Data source: Florida Department of Education, Division of Workforce Education, Tallahassee, FL.

3.10.7 Family Literacy

Measurement: Family literacy is an innovative approach to bringing about fundamental changes in families who live in poverty and hopelessness. When undereducated parents learn, along with their children, the result addresses many of the most serious problems presently facing schools and communities:

- Children coming to school unprepared to learn;
- Adults who lack the skills which would prepare them to support their children's learning and/or seek employment;
- Feelings of alienation from schools and learning which often results in students dropping out of school and perhaps society as well.

Explanation: The 1997 Legislature passed new legislation, SB-1688, that significantly impacts the way adult education and adult vocational programs measure performance, e.g. job placement. The new legislation provides for multiple exit points called occupational completion points (vocational education) where



adults may exit to employment and/or higher education. Prior methods only counted program completers (graduates) for the purpose of calculating job placement rates. As a result, 1998-99 data will be the first year using these new legislative methods to calculate job placement rates.

The PACE model was developed by the National Center for Family Literacy and has been evaluated by Philliber Research Associates. Although family literacy is a young concept, Philliber Research Associates has found this model to be effective in breaking down the barriers of under-education and the resulting poverty. The *Power of Literacy* is a publication documenting the effectiveness of this model. Locally, program data has been summarized in a report demonstrating success. Benchmarks include:

- Adults learn more in family literacy programs than in adult focused programs;
- Family literacy programs reduce dropouts;
- Participants who stay longer continue to learn;
- Children in family literacy programs learn more than children in child-focused programs learn;
- Parents express greater support for children's education.

Data source: Broward County Public Schools, Vocational, Adult and Community Education Department.

3.11 Graduates Entering the Workforce

3.11.1 Employment and education after graduation

3.11.2 Placement in jobs related to field of training

Measurement: Employment and continuation of education after graduation is measured by matching graduates with student enrollments in postsecondary schools and with quarterly Unemployment Compensation reports submitted by public and private sector employers to the Florida Department of Labor and Employment Security. Graduates are considered working if they are employed in part-time or full-time jobs during the October-December quarter of the year following graduation. Graduates are considered continuing their education if they are enrolled part-time or full-time in a community college or state university in Florida during the fall semester the year after graduation. Post-secondary adult vocational program graduates refer to students who completed vocational training in a local school district's adult education program or in a community college's vocational certificate program. Students earning Associate of Science (AS) or Associate of Arts (AA) degrees at community colleges are in a separate category. Percentages are recorded under the year of graduation. For example, employment and continuation of education for students graduating in 1997-98 are recorded under the year 1998. Percentages reflect only those graduates who could be identified as enrolled at educational institutions in Florida or working for Florida employers, the military or the federal government. Educational institutions in Florida include state universities, community colleges, post-secondary adult education programs and accredited private colleges and universities. The percentage unaccounted for may be unemployed, deceased, working for out-of-state employers, or going to school at an institution outside Florida.

Explanation: Employment and the pursuit of further education are both successful outcomes

for graduates of the educational system. Continuation of education is especially important for high school graduates, who otherwise will have difficulty advancing beyond low-wage jobs. For the purpose of this question, graduates are considered those students who complete vocational job preparatory programs and/or students who have attained sufficient competencies to be documented with such marketable skills (leavers). Placement Rate by Statutory definition includes students found in related employment, continuing postsecondary education or in the military.

Data source: Florida Department of Education, Florida Education and Training Placement Information Program (FETPIP), Tallahassee, FL.

3.12 Job Training

3.12.1 Job placement for job training graduates

3.12.2 Completion of job training

3.12.3 Job training and placement

Measurement: Job training graduates are economically disadvantaged youth and adults who completed job training programs funded by Titles IIA and IIC of the former federal Job Training and Partnership Act (JTPA) - until recently, the primary source of funding for these services at the state and local levels. The percentage of graduates who obtained jobs after completion of their training was determined using the same matching system described in endnote 3.10.1 above. The percentage reported is (a) the number of job training graduates employed in a job during the October - December quarter of the state fiscal year after completion divided by (b) the number of job training graduates. Displaced workers are



excluded (see endnote 3.12.1 below).

Percentages are recorded under the year of program completion. This measurement is for all Vocational Job Preparatory graduates not just JTPA students.

Explanation: The 1997 Legislature passed new legislation, SB-1688, that significantly impacts the way adult vocational programs measure performance, e.g. job placement. The new legislation provides for multiple exit points called occupational completion points (vocational education) where adults may exit to employment and/or higher education. Prior methods only counted program completers (graduates) for the purpose of calculating job placement rates. As a result, 1998-99 data will be the first year using the new legislative methods (counting placements regardless of an adult completing the full program) to calculate job placement rates.

Data source: Florida Department of Education, Florida Education and Training Placement Information Program (FETPIP).

3.13 Public Satisfaction

3.13.1 Public satisfaction with workforce preparation

Measurement: Public satisfaction with future workforce preparation is measured by telephone survey of a statistically valid sample of 2,400 Broward adults age 18 and older. Specifically, the survey asks, "What kind of job do you think Florida's educational system is doing to develop the kind of work force businesses will need in the future? Would you say it is doing an excellent, good, fair, or poor job?" The margin of error for the survey is $\pm 2.2\%$.

Explanation: Public confidence is important to consider when judging the effectiveness of the educational system.

Broward data source: *Quality of Life Assessment: 1997 and 1999 PRC Community Health Surveys*, Broward County, Florida, Professional Research Consultants Inc., Omaha, Nebraska.

Florida data source: Florida International University, School of Journalism and Mass Communication, Institute for Public Opinion Research, *The FIU/Florida Poll*, Miami, FL.

3.14 Wages of Graduates

3.14.1 Recent graduates of the educational system

Measurement: The annual average starting wage of graduates is measured using the system described in 3.10.1 above. Because wages are reported on a quarterly basis, the average annual wage is estimated by multiplying the average quarterly wage for October-December by four (4). Wages for part-time workers, identified by their low earnings, are excluded from the calculation. Detailed information is provided for community college graduates because of the variation in starting wages among different certificate and degree programs. Wages are expressed in nominal dollars, which are not adjusted for inflation. Wages are provided for Florida graduates only; similar data for Broward County will be included in a future edition of *The Broward Benchmarks*.

Explanation: Starting wages reflect the marketability of graduates and the initial return on a student's educational investment.

Data source: Florida Department of Education, Florida Education and Training Placement Information Program (FETPIP), Tallahassee, FL.

3.15 Parental and Community Involvement

3.15.1 Volunteers in Broward County Public Schools

Measurement: The number of volunteer contact hours per student is the number of hours of service donated to grades preK-12 in Florida's public schools divided by the October preK-12 student enrollment. Volunteer hours are obtained by mail survey of local school districts and reported by school volunteer coordinators based upon volunteer sign-in sheets. Prior to 1992-93, volunteer hours were defined as time spent by volunteers on any instruction-related activity. In 1993-94, this definition was broadened to include any activity contributing to school improvement, as long as the activity was student-related. Volunteer hours per student are reported only for the 1994-95 academic year when this change had been fully implemented.

Explanation: Corporate and community involvement in the schools increases the time, talent and resources available to help children learn.

Data source: Broward County Public Schools.

3.15.2 Partnerships in Broward County Public Schools

Measurement: The mission of Partners in Education (PIE) is to create and develop partnerships between Broward County Public Schools and businesses, government agencies, and community organizations to influence the success of teaching and learning for our students and to facilitate business and school communications. Founded in 1983 by the Junior League of Greater Fort Lauderdale, the Greater Fort Lauderdale Chamber of Commerce and the School Board of Broward County, PIE is



an independent, community-based charitable organization. The Superintendent of Schools established the Partnerships Department as part of the School System in 1994. The department serves as a liaison to various not-for-profit agencies that interact with the schools.

Explanation: Corporate and community involvement in the schools increases the time, talent and resources available to help children learn.

Data source: Broward County Public Schools, Partnership Department.

3.15.3 Parental involvement (Customer Survey - Parents)

Measurement: Each year, 33% of the parents of the K-12 students attending Broward County Public Schools are surveyed on issues relating to educational quality and safety. The instrument is administered through the mail and all responses are confidential.

Explanation: It is vital to identify parents perspectives on educational quality and safety. School improvement activities address key issues and concerns identified by parents.

Data source: Broward County Public Schools, Department of Research and Evaluation.

3.15.4 School perception of parental involvement (Customer Survey - Teachers)

Measurement: All full-time classroom/subject teachers are surveyed yearly in Broward s schools. Participation is voluntary and the survey responses remain anonymous. The survey instrument was developed by Broward County Public Schools to solicit teacher perspectives on teaching processes, instructional programs, support, communication, and safety. A similar survey is administered to students and parents in the district.

Explanation: Teacher perspectives are crucial to improving educational quality in the district. Progress toward district-wide goals can be monitored, and areas of concern can be identified.

Data source: Broward County Public Schools, Department of Research and Evaluation.

3.15.5 Employer involvement

Measurement: *Youth Mentoring Program* - A mentoring program established in 1990 for the purpose of helping at-risk students stay in school. The program matches adult mentors with at-risk students and is funded by the Federal Safe and Drug Free Schools Grant. Services include mentor recruitment and training, staff training, and program monitoring at schools and centers.

Junior Achievement (JA) - the oldest economic education program in the world (started in 1919). It is a nonprofit organization that operates in more than 3,300 communities in the United States and over 80 foreign countries. Each year, over 2,000,000 elementary, middle and high school students learn about their economic world through JA programs. Junior Achievement s purpose is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready. It facilitates a partnership between business and education; the school district provides the access, the business community provides the financial support and volunteers.

Scholarships - The *Florida Bright Futures Scholarship Program* rewards our state s highest achieving and hardest working graduates. The requirements are duplicated and students are eligible for one or more scholarships. The *Broward Advisors for Continuing Education (BRACE) Scholarship* fund awards scholarships to Broward County Public School graduates

each year. There are seven scholarship categories and all are based on financial need. The BRACE Scholarship Fund is supported by the Broward Education Foundation, Inc. Community organizations and businesses make donations during annual fundraising campaigns, and Broward School employees make voluntary contributions through a program entitled Education First.

Explanation: Mentoring and scholarships help deserving and financially needy students afford to attend post-secondary schools while providing curricular and emotional help. Junior Achievement provides students the opportunity to learn real life economic lessons in the classroom, while gaining an appreciation for the relationship between school and the real world.

Data sources: Broward County Public Schools, Junior Achievement; BRACE.

3.15.6 Work-based learning

Measurement: Students gain practical experience through work-based activities which include (1) actual work experience (paid or unpaid), (2) structured job training, (3) workplace mentoring, (4) instruction in workplace competencies, and (5) instruction in all aspects of an industry. Teacher internships provide teachers with six weeks of on-the-job training in business/industry.

Explanation: Opening the world of work is important to students. It introduces students not only to a certain career, but it presents students the opportunity to make future business contacts, and gives them an idea of what routes are open for them after high school. For a student, being able to have someone in the area of their professional interest mentor and teach him or her is an experience they will never forget.

Data source: Broward County Public Schools.



3.15.7 School Advisory Councils (SAC)

Measurement: Florida Statute requires that each school have a School Advisory Council (SAC) with membership requirements mandated by Florida Statutes and the School Board of Broward County. The membership of each SAC is approved annually by the School Board and the Superintendent must approve any changes during the year. The composition of the SAC consists of the principal, balanced number of teachers, Broward Teachers Union (BTU) building steward, educational support employees, students (middle schools and high schools must have student members), parents, and business and community representatives. A majority of SAC members may not be employees of that school. All meetings of the SAC are open, advertised and subject to the Sunshine Law. Minutes must be kept, maintained, and posted for public review. Copies of the minutes and attendance are sent to the Area Superintendents. An electronic method of recording attendance is being explored and will be piloted in the 2000–2001 school year.

Explanation: Parent and community involvement is an integral part of the school improvement process.

Data source: Broward County Public Schools.

3.16 Cost per Student

3.16.1 Total expenditure per student

3.16.2 Flow of dollars to the classroom

Measurement: The total education expenditure per student is defined as (a) all federal, state and local dollars spent on education costs divided by (b) the number of public school students enrolled in grades preK-12. This number may

differ from other expenditure per student figures because it does not include public education dollars spent on adults for literacy, job preparation and GED programs. Flow of dollars to the classroom is the percentage of dollars allocated to school districts that are spent on direct costs. Direct costs include teacher salaries and benefits, classroom materials and supplies, textbooks, periodicals, audiovisual materials, and capital outlay for desks, furniture and other equipment or services used in the classroom. Excluded are indirect costs for administration, facilities, operations and maintenance and fiscal services. Local school district expenditures are recorded in Financial and Program Cost Accounting and Reporting for Florida Schools; state-level expenditures on education are recorded in the State Automated Management Accounting Subsystem (SAMAS). Expenditure per student is expressed in nominal dollars, which are not adjusted for inflation.

Explanation: The total cost per student helps citizens relate taxpayers' investment in education to the results achieved in the public schools. By tracking the flow of dollars into the classroom, citizens can see what proportion of money directly benefits preK-12 students.

Broward data source: Broward County Public Schools.

Florida data source: Florida Department of Education, Office of Education Budget and Management, Tallahassee, FL.

3.17 Class Size

3.17.1 Class size grades K-3

Measurement: Class size is the number of students in a classroom for a given grade as of fall of the academic year. The percentage of K-3 classrooms with 20 or fewer students, 21-25 students, 26-29 students and 30 or more students is (1) the number of K-3 classrooms with the number of students in a given range, divided by (2) the total number of K-3 classrooms, multiplied by (3) 100. The Florida Department of Education prepared initial data on class size from information submitted by school districts to the Automated Student Information Data Base. School districts reviewed and refined the data to confirm student counts for individual classes, to establish whether and how teacher aides were assigned to actual classes, and to ensure that the data applied only to regular, self-contained elementary classes.

Explanation: Smaller class sizes allow teachers to give students more individual attention, especially in the early grades.

Data sources: Florida Department of Education, Education Information and Accountability Services, March 1997; Broward County Public Schools.

3.17.2 Average class size

Measurement: There is a great deal of confusion and lack of agreement in trying to determine an appropriate class size or even in determining what is really meant by class size. The Southern Association of Colleges and Schools (SAC) is an accrediting body that serves as a guide for Broward County Public Schools standards. School board policy relating to class size was modeled on SAC standards but provided allowable exceptions if they were



based on educational, safety, or budgetary needs. Various scheduling options affect the high school averages.

Explanation: Smaller class sizes allow teachers to give students more individual attention, especially in the early grades.

Data source: Florida Department of Education, Education Information and Accountability Services, March 1997.

3.18 Capacity to Meet Enrollment Needs

3.18.1 Teachers (Grades K-3)

Measurement: The number of teachers needed is the total number of excess students divided by 20, rounded to the nearest whole. The total number of excess students is the total number of students in a given grade who are being taught in K-3 classrooms, over and above 20 per teacher. Data are not available at this time. The average cost of a teacher's salary includes the cost of all benefits.

Explanation: Smaller class sizes allow teachers to give students more individual attention.

Data source: Broward County Public Schools.

3.18.2 Overenrolled schools

Measurement: Overenrolled schools are those with total student enrollment in grades K-12 greater than the building capacity to accommodate students in grades K-12.

Explanation: School overcrowding hinders effective teaching and strains local and state resources.

Data source: Broward County Public Schools.

3.18.3 Facilities capacity

Measurement: Building capacity is defined as the number of student stations needed for grades K-12. New interpretation of 17A

legislation redefined the use of physical education space and related classrooms contiguous to and designed for vocational labs. These spaces no longer carry capacity resulting in the loss of overall student stations at the middle, high, and vocational levels.

Explanation: School overcrowding hinders effective teaching and strains local and state resources.

Data source: Broward County Public Schools.

3.18.4 Capital needs

Measurement: Capital needs are defined as the number and cost of additional workstations to meet K-12 enrollment needs.

Explanation: School overcrowding hinders effective teaching and strains local and state resources.

Data source: Broward County Public Schools.

3.19 Student Attendance

3.19.1 Student attendance

Measurement: The percentage of students absent from school 21 or more school days is (a) the number of enrolled students under age 16 who are absent 21 or more school days divided by (b) the total number of students under age 16 enrolled in public schools. The measure is limited to students of compulsory school age who are legally required to attend school regularly. Excused as well as unexcused absences are counted.

Explanation: Frequent or long-term absences from school can interfere with learning and lead to dropping out of school.

Data source: Florida Department of Education, Education Information and Accountability Services, Tallahassee, FL.

3.19.2 Average daily attendance

Measurement: The sum of days present for all students during the 180 day school year divided by the total number of days present and absent for all students during the 180 day school year multiplied by 100.

Explanation: Frequent or long-term absences from school can interfere with learning and lead to dropping out of school.

Data source: Broward County Public Schools.

3.19.3 Truancy

Measurement: Truancy is defined as 15 or more unexcused absences during a semester. Rates will be reported by grade level.

Explanation: Frequent or long-term absences from school can interfere with learning and lead to dropping out of school.

Data source: Broward County Public Schools.

3.20 Suspensions and Expulsions

3.20.1 Suspensions

Measurement: Suspension is "the temporary removal of a student from his regular school program for a period not to exceed 10 days" (Section 228.041, Florida Statutes). Only school principals have the authority to suspend students. If suspended in-school, students continue attending school usually in a setting outside their regular classroom. If suspended out-of-school, students do not attend school for the duration of their suspension.

Administrators in local school districts report suspensions. For the purposes of this indicator, data are presented for public school students in grades 6-12 only. The percentage of students suspended is calculated as (1) the unduplicated count of students in grades 6-12 who were suspended, divided by (2) the total number of



students in grades 6-12 multiplied by 100. (Note: Florida DOE calculates suspensions on an unduplicated count; Broward County uses a duplicated count.)

Explanation: Suspensions indicate behavior that disrupts learning.

Data source: Florida Department of Education, Education Information and Accountability Services, Division of Administration, Tallahassee, FL.

3.20.2 Expulsions

Measurement: Expulsion is "the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one additional year" (Section 228.041, Florida Statutes). Only school boards have the authority to expel students. Expulsions are reported by local school districts. For the purposes of this indicator, the number of students expelled is reported for public school students in grades 6-12 only. From 1980 to the present, this number represented 0.1% of the student enrollment in grades 6-12.

Explanation: Expulsions indicate behavior that disrupts learning.

Data source: Florida Department of Education, Education Information and Accountability Services, Division of Administration, Tallahassee, FL.

3.21 Crime on School Grounds

3.21.1 Critical incidents

Measurement: Critical incidents include any incident that results in serious personal injury, property damage, property theft, or any other serious incident that is reported to law

enforcement or other emergency service for the purpose of further investigation and action.

Explanation: The School Board of Broward County believes that a safe and secure environment is requisite for teaching and learning.

Data source: Broward County Public Schools.

3.21.2 Violence

Measurement: Violent critical incidents include battery, fighting and threat/intimidation. The Florida Department of Education (DOE) defines battery as an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. When one individual physically attacks or beats up on another individual. Includes an attack with a weapon that causes serious bodily harm to the victim. This category also includes the actual placement of a bomb or one sent through the mail, regardless of whether the bomb blows up or not. Fighting is defined by the DOE as mutual participation in a fight involving physical violence, where there is not one main offender and no major injury. Does not include verbal confrontation, tussles or other minor confrontations.

Threat/intimidation is the act of unlawfully placing another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack.

Explanation: The School Board of Broward County believes that a safe and secure environment is requisite for teaching and learning.

Data source: Broward County Public Schools.

3.21.3 Drugs and alcohol

Measurement: The category of drugs and alcohol includes the unlawful use, cultivation, manufacture, distribution, sale, purchase,

possession, transportation or importation of any controlled drug or substance, or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school-sponsored events or on school-sponsored transportation or substances represented as drugs. Category includes over-the-counter medications if abused by the student. Category does not include tobacco.

Explanation: The School Board of Broward County believes that a safe and secure environment is requisite for teaching and learning.

Data source: Broward County Public Schools.

3.22 Teacher Profile

3.22.1 Diversity of instructional personnel

Measurement: The racial/ethnic group to which the teacher belongs or with which the teacher identifies:

- *Asian or Pacific Islander:* A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent.
- *Black Non-Hispanic:* A person having origins in any of the Black racial groups in Africa.
- *Hispanic:* A person of Mexican, Puerto Rican, Cuban, or South or Central American origin or other Spanish culture or origin regardless of race.
- *American Indian or Alaskan Native:* A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- *White Non-Hispanic:* A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.



Explanation: The school district is committed to providing Broward's diverse, multicultural student population with equal access to a quality education delivered by a staff that is reflective of that diversity.

Data source: Broward County Public Schools.

3.22.2 Teacher absences

Measurement: Teacher absences are reported by adding the total number of days absent for the school year in each of the leave types divided by the number of teachers to find the average days absent. Whole and half days are counted and include absences accrued during the 180 student contact days only.

Explanation: Teacher attendance directly correlates with student achievement.

Data source: Broward County Public Schools.

3.22.3 Degree level of instructional staff

Measurement: The degree level of instructional staff includes the percentage of teachers with a bachelor's degree, a master's degree, a doctorate's degree or a specialist's degree. Data are compiled by school type.

Explanation: Teacher knowledge is critical to school improvement and school reform.

Data source: Broward County Public Schools.

3.22.4 Professional development

Measurement: Percentage of classroom teachers annually engaged in professional development courses in their area of expertise or teaching discipline.

Explanation: Teacher knowledge is critical to school improvement and school reform.

Data source: Broward County Public Schools.

