

USF St. Petersburg

SACS Accreditation

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The 2001 Florida Statutes

Title XVI: Education

Chapter 229: Functions of State Educational Agencies

229.007 Florida's K-20 education performance accountability system; legislative intent; performance-based funding; mission, goals, and system wide measures.

(1) LEGISLATIVE INTENT.--It is the intent of the Legislature that: (a) The performance accountability system implemented to assess the effectiveness of Florida's seamless K-20 education delivery system provide answers to the following questions in relation to its mission and goals: 1. What is the public getting in return for funds it invests in education? 2. How is Florida's K-20 education system performing in terms of educating its students? 3. How are the major delivery sectors performing to promote student achievement? 4. How are individual schools and postsecondary education institutions performing their responsibility to educate their students as measured by how students are performing and how much they are learning? (b) The Florida Board of Education recommend to the Legislature system wide performance standards; the Legislature establish system wide performance measures and standards; and the system wide measures and standards provide Floridians with information on what the public is getting in return for the funds it invests in education and how well the K-20 system educates its students. (c) The Florida Board of Education establish performance measures and set performance standards for individual components of the public education system, including individual schools and postsecondary education institutions, which measures and standards are based primarily on student achievement. (2) PERFORMANCE-BASED FUNDING.--The Florida Board of Education shall work with the chancellors and each delivery system to develop proposals for performance-based funding, using performance measures established by the Legislature. The proposals must provide that at least 10 percent of the state funds appropriated for the K-20 education system are conditional upon meeting or exceeding established performance standards. The Florida Board of Education must submit the recommendations to the Legislature in the following sequence: (a) By December 1, 2002, recommendations for state universities, for consideration by the 2003 Legislature and implementation in the 2003-2004 fiscal year. (b) By December 1, 2003, recommendations for public schools and workforce education, for consideration by the 2004 Legislature and implementation in the 2004-2005 fiscal year. (c) By December 1, 2004, recommendations for community colleges, for consideration by the 2005 Legislature and implementation in the 2005-2006 fiscal year. (d) By December 1, 2005, recommendations for all other programs that receive state funds within the Department of Education. (3) MISSION, GOALS, AND SYSTEMWIDE MEASURES.--The mission of Florida's K-20 education system, when it becomes fully operational, shall be 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: (a) Highest student achievement, as measured by: student FCAT performance and annual learning gains; the number and percentage of schools that improve at least one school performance grade designation or maintain a school performance grade designation of "A" pursuant to s. 229.57 ; graduation or completion rates at all learning levels; and other measures identified in law or rule. (b) Seamless articulation and maximum

access, as measured by: the percentage of students who demonstrate readiness for the educational level they are entering, from kindergarten through postsecondary education and into the workforce; the number and percentage of students needing remediation; the percentage of Floridians who complete associate, baccalaureate, professional, and postgraduate degrees; the number and percentage of credits that articulate; the extent to which each set of exit-point requirements matches the next set of entrance-point requirements; and other measures identified in law or rule. (c) Skilled workforce and economic development, as measured by: the number and percentage of graduates employed in their areas of preparation; the percentage of Floridians with high school diplomas and postsecondary education credentials; the percentage of business and community members who find that Florida's graduates possess the skills they need; and other measures identified in law or rule. (d) Quality efficient services, as measured by: cost per completer or graduate; average cost per non completer at each educational level; cost disparity across institutions offering the same degrees; the percentage of education customers at each educational level who are satisfied with the education provided; and other measures identified in law or rule. History. --s. 9, ch. 2001-170

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