**COMMITTEE MEETING EXPANDED AGENDA**

**APPROPRIATIONS SUBCOMMITTEE ON EDUCATION**  
Senator Galvano, Chair  
Senator Montford, Vice Chair

**MEETING DATE:** Thursday, January 9, 2014  
**TIME:** 1:00 — 3:00 p.m.  
**PLACE:** Pat Thomas Committee Room, 412 Knott Building

**MEMBERS:** Senator Galvano, Chair; Senator Montford, Vice Chair; Senators Abruzzo, Bean, Benacquisto, Bullard, Detert, Hukill, Legg, Richter, Sachs, Simmons, and Thrasher

<table>
<thead>
<tr>
<th>TAB</th>
<th>BILL NO. and INTRODUCER</th>
<th>BILL DESCRIPTION and SENATE COMMITTEE ACTIONS</th>
<th>COMMITTEE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University Preeminence Update</td>
<td>Discussed</td>
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<tr>
<td>2</td>
<td>Office of Program Policy Analysis and Government Accountability (OPPAGA)- Analysis of Extended Day Outcomes</td>
<td>Discussed</td>
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</table>

**Other Related Meeting Documents**
The Path to Preeminence

Update and Vision

UF President Bernie Machen
Senate Appropriations Education Subcommittee
January 9, 2014
Background

SB 1076 created preeminence standards, funding for state universities

UF and FSU meet standards and have received initial round of funding

Initiative now overseen by the Florida Board of Governors
Goal: To Rise Among Top Publics

UF to receive $15 million for five years ‘to elevate academic and research preeminence’

We are leveraging state funding with matching university funds provided by donors

State-UF match to raise university’s profile compared to our peers nationally
Strategy: Focus on Faculty

We compared UF to top-15 public AAUs on 29 key benchmarks

UF ranks among top ten on 22 benchmarks

We’re behind on seven – most related to faculty
<table>
<thead>
<tr>
<th>Metric</th>
<th>Current UF Rank</th>
<th>UF Metric</th>
<th>Current Rank</th>
<th>Target Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Admissions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen in top 10% high school class</td>
<td>12</td>
<td>78%</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Freshmen acceptance rate</td>
<td>7</td>
<td>43%</td>
<td></td>
<td></td>
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<tr>
<td>Median undergraduate SAT 2009</td>
<td>10</td>
<td>1250</td>
<td></td>
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<tr>
<td>Student Success</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Graduation and retention rank</td>
<td>8</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average freshmen retention rate</td>
<td>5</td>
<td>96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predicted six-year graduation rate</td>
<td>5</td>
<td>85%</td>
<td></td>
<td></td>
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<tr>
<td>Actual six-year graduation rate</td>
<td>11</td>
<td>84%</td>
<td>11</td>
<td>10</td>
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<tr>
<td>Doctorates granted 2010</td>
<td>4</td>
<td>771</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number undergraduate STEM degrees</td>
<td>7</td>
<td>2,501</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number graduate and professional STEM degrees</td>
<td>1</td>
<td>2,346</td>
<td></td>
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<tr>
<td>Total number undergraduate minority degrees</td>
<td>1</td>
<td>2,329</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number graduate and professional minority degrees</td>
<td>1</td>
<td>786</td>
<td></td>
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<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student to faculty ratio</td>
<td>16</td>
<td>21:1</td>
<td>16</td>
<td>16</td>
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<tr>
<td>Faculty resources rank</td>
<td>13</td>
<td>115</td>
<td></td>
<td></td>
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<tr>
<td>Percent of faculty who are full time</td>
<td>2</td>
<td>98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Academy members 2010</td>
<td>16</td>
<td>23</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Faculty awards 2010</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td>11</td>
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<tr>
<td>Postdoctoral appointees 2009</td>
<td>9</td>
<td>597</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Average student debt 2011</td>
<td>2</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Princeton Reviews’ Best Value Colleges Rank</td>
<td>4</td>
<td>-</td>
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<tr>
<td>Smart Money College Rank</td>
<td>2</td>
<td>-</td>
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<tr>
<td>Kiplinger Best Public College Value</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Research &amp; Technology Transfer</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total US patents granted 2011</td>
<td>4</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total licenses granted 2011</td>
<td>2</td>
<td>131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total start up companies 2011</td>
<td>4</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total research expenditures 2010 (x1,000)</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total federal research expenditures 2010 (x1,000)</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Total research expenditures S&amp;E excluding medical (x1,000)</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total research expenditures S&amp;E including medical (x1,000)</td>
<td>9</td>
<td></td>
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</table>
First Round of Funding

Devoted to hiring faculty in key areas of research promise

Sixteen faculty proposals chosen for first-round state funding

We have already received donor funds for seven new endowed chairs
Decisions announced this week on second round of funding

$3 million from UF and $1.7 million from state to support multidisciplinary projects:

- African studies: $300,000
- Autonomous systems: $500,000
- Creative writing: $300,000
- Genomic medicine: $500,000
- Obesity research: $600,000
- Online learning: $600,000
- Renewable energy and storage: $500,000
- Skeletal muscle biology: $450,000
- Smart polymer nanomedicines: $650,000
- Social network analysis: $300,000
Conclusion

Goal of preeminence funding to raise UF’s national stature

UF to make faculty hires in key research areas

Process entering its second year
Florida State University
2013 Preeminence Update

Presented by: Eric J. Barron
Commitment: Two Parts

• Path to the Top 25

• Job Creation and Student Career Success
Path to the Top 25

• Starts with a review of the USNWR metrics and their contributions to the overall ranking:
  – Student selectivity (15%)
  – Retention and Graduation Rates (20%)
  – Faculty Resources (20%)
  – Financial Resources (10%)
  – Alumni Giving (5%)

• Next few slides show how FSU compares with tier 1 public research universities and the standard to reach #25 on each metric – notice color coding:
  – Green = already in the Top 25
  – Blue = in striking distance
  – Red = will require significant time & investment
Path to the Top 25
Comparison: Public Research Tier 1 Universities

Student Selectivity – Value 12.5%

<table>
<thead>
<tr>
<th>Metric</th>
<th>FSU Rank (%)</th>
<th>Top 25 Univ. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance Rate</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>High School Top 10%</td>
<td>29 (41%)</td>
<td>(48%)</td>
</tr>
<tr>
<td>High School Top 25%</td>
<td>28 (80%)</td>
<td>(86%)</td>
</tr>
<tr>
<td>Verbal SAT</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Math SAT</td>
<td>33 (600)</td>
<td>(614)</td>
</tr>
</tbody>
</table>

Graduation and Retention Rates – Value 22.5%

<table>
<thead>
<tr>
<th>Metric</th>
<th>FSU Rank (%)</th>
<th>Top 25 Univ. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Grad Rate (6 yr)</td>
<td>28 (75%)</td>
<td>(79%)</td>
</tr>
<tr>
<td>Avg Freshman Retention</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
# Path to the Top 25

## Graduation Rate Performance – Value 7.5%

<table>
<thead>
<tr>
<th>Metric</th>
<th>FSU Rank (value)</th>
<th>Top 25 Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicted vs. actual</td>
<td>4 (plus 11)</td>
<td></td>
</tr>
</tbody>
</table>

## Faculty Resources – Value 20%

<table>
<thead>
<tr>
<th>Metric</th>
<th>FSU Rank (value)</th>
<th>Top 25 Univ. (value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Compensation</td>
<td>27</td>
<td>*Full Professors (!)</td>
</tr>
<tr>
<td>% faculty terminal deg.</td>
<td>26</td>
<td>(94.5%)</td>
</tr>
<tr>
<td>% faculty full time</td>
<td>41 (90.9%)</td>
<td>(94.5%)</td>
</tr>
<tr>
<td>Student/faculty ratio</td>
<td>70 (26:1)</td>
<td>(18:1)</td>
</tr>
<tr>
<td>Class size less than 20</td>
<td>54 (34%)</td>
<td>(42%)</td>
</tr>
<tr>
<td>Class size more than 50</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
Top 25 Proposal

Academic Reputation – Value 22.5%

Peer assessment 45
High School Counselors 47

Financial Resources – Value 10%

Resources per student 70 ($17K) 25th ($37K)

Alumni Giving – Value 5%

% Giving 9
## Preeminence Funding

<table>
<thead>
<tr>
<th></th>
<th>5YR</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Hires (STEM)</td>
<td>$26M</td>
<td>$6M*</td>
</tr>
<tr>
<td>National Academy Members</td>
<td>3M</td>
<td>1M</td>
</tr>
<tr>
<td>Scholarships – STEM Ready Students</td>
<td>16M</td>
<td>3M*</td>
</tr>
<tr>
<td>Entrepreneurial University</td>
<td>23M</td>
<td>4M</td>
</tr>
<tr>
<td>Critical Thinking/Career Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention and Graduation</td>
<td>7M</td>
<td>1M</td>
</tr>
</tbody>
</table>

*Faculty recruitment and recruiting new students (financial aid packaged in March); nonrecurring funds will be used for start-up costs
Impact on Metrics

Focused Scholarship Dollars will:

- increase % of students in top 10% and top 25%
  - goal is 7% - about 480 more students

- improve acceptance rates

- increase SAT or ACT math scores
  - goal is increase of 14 points on avg. math SAT

Difficult to quantify the impact of the scholarships
Impact on Metrics

Faculty Hires will (+94 this year; project +60-75 coming year):

Increase number of full-time faculty as a percent of the total

Increase faculty with terminal degrees

Decrease the faculty/student ratio
  26:1 fall 2012 – goal is 18:1
  Need a total of 620 faculty (25% of the way)

Decrease class sizes
  Difficult to predict without knowing hires

Adds to student expenditures
  will have little impact but every dollar counts ($15M = increase of $408 per student spending – university ranked 25 on this metric is $20,000 above us)
Impact on Metrics

Investment in Retention and Graduation:

Retention Rate
92% fall 2012 – +1% is significant

Graduation Rate
75% fall 2012 – goal is 79%
increasing as a function of retention
expect increase next year (76%) – takes several years!

Graduation Performance
already 4th among top publics
improved graduation rates will improve performance
Metrics With Little Impact

Faculty Compensation – Challenge of Full Professors

Financial Resources per student

Alumni Giving

Academic Reputation
(Florida Universities are below quantitative measures)

Peer assessment

High School Counselors
2013-14 KEY INITIATIVES

Top 25 Public University

Our national ranking is highly dependent on investment in STEM fields

- Continue hiring initiative in Energy and Material Sciences
- Recruit National Academy Members who are leaders in STEM fields
- Increase graduate and undergraduate degrees in STEM
- Target investments to take STEM fields to even higher levels of national prominence
Strategic Hiring of Faculty

- Energy/Materials 1. Materials for Energy Production, Conversion, Storage and Utilization
- Energy/Materials II
- Coastal and Marine Ecosystem Quality and Resilience
Enhancing Student Career Readiness

A high national ranking is highly correlated with career success, yet the typical metrics associated with national rankings do not include career enhancement or job placement.

A high national ranking without substantially increasing job opportunities for the citizens of Florida and commercialization potential to advance Florida’s economy is not sufficient.

FSU proposes to become a State and National leader in Job Creation and Student Career Success
Strategy 1: Creating a Culture of Entrepreneurship

1.1 Open the doors of the College of Business to other majors
1.2 Entrepreneurs-in-Residence in every college
1.3 Partnerships across colleges (e.g. Chempreneurs)
1.4 Competitions
1.5 Attracting Private Investment
1.6 Student Innovation Foundation
Job Creation and Student Career Success – 7 Point Strategy

Strategy 2: Promoting Patents, Licensing, Startups

1.1 Record # of patents submitted and awarded (reached the 12th metric of preeminence bill – 100 three-year total)
1.2 Record # of licenses (15 with 5 in progress)
1.3 Record # of start-up companies (4)
1.4 Three methods of taking ideas to the marketplace
   - Start-up supported by FSU (e.g. GAP funding)
   - Licensing directly to a company
   - New effort public-private partnership for applied research funding
Strategy 3: Investing in Innovation

1.1 Difficult to predict career opportunities even 4 years in advance
   - market fluctuations (e.g. Petroleum engineers)
1.2 Some key majors have low starting salaries
   (education, agriculture, military…)
1.3 Majors matter; national rank matters on employment & salaries
1.4 Considerable data bias (partial data sets, demographics)
1.5 Focus on Rank and areas of Long Term Innovation Potential
   - Materials
   - Energy
   - Successful Aging
   - Coastal marine sciences - environment
Job Creation and Student Career Success – 7 Point Strategy

Strategy 4: Economic Development in our Region (as well as State)

1.1 High level role in economic development councils and chambers
1.2 Active incubation of companies; community partnerships in incubation of companies
1.3 Transformation of Tallahassee College Town Civic Center; Conference Hotel Madison Mile
Strategy 5: Accessing the Power of a FSU, FAMU, and TCC partnership

1.1 “Educate Your Business”
   A joint commitment to meet any workforce needs
   A joint commitment to be at the table in recruiting companies to Florida
   Brochure being distributed by Chamber and Economic Development Council

1.2 Added benefit – veteran retention, graduation and job success
Job Creation and Student Career Success – 7 Point Strategy

Strategy 6: Embedding Career Success in the Curriculum

1.1 Knowledge of Career Opportunities, Potential Employers and Starting Salaries - as a part of every program guide and compact

1.2 Overhaul of the Curriculum to add Experiential learning (i.e. internships) and practical applications

1.3 Use of Entrepreneurs-in-Residence – Professors of Practice

1.4 Private contractor to assess employer opinions on strengths and weaknesses
Job Creation and Student Career Success –
7 Point Strategy

Strategy 7: Advancing Career Readiness
through the Career Center

1.1 Broad array of services from career advising, counseling, programming, and instruction; college liaisons, events, employability skills workshops
1.2 Internships; career shadowing
1.3 Use of Entrepreneurs-in-Residence – Professors of Practice
1.4 Employer databases; career opportunity listings
1.5 Career portfolio
1.6 Major effort to involve the Alumni Association
Summary: Support for Continued Preeminence Funding
FSU has a unique and narrow window of opportunity to invest deliberately (e.g. in the strategic hiring of faculty) allowing us to ascend the ranks of the preeminent universities in North America and to create jobs and dramatically enhance student career success.
AAU and Other Metrics

Goal – AAU Ready

Metrics proposed to improve presented in Governor’s Request

• Graduation Rate Performance
• Student faculty ratio
• % classes under 20
• Faculty awards
• Total STEM degrees
• Total Graduate and Professional STEM degrees
• Total licenses granted
• National Academy memberships
• Total annual research expenditures
• Total annual research expenditures in non-diversified medical sciences
• Doctoral degrees
• Post-doctoral appointments
• Endowment size
• Alumni Giving
Preeminence

Metrics (must achieve 11 of 12)

- GPA and SAT Scores (4.0 and 1800)
- Public University Ranking in Top 50
- Freshman Retention Rate exceeding 90%
- 6-year Graduation Rate exceeding 70%
- National Academy Members exceeding 6
- Total Annual Research – exceeding $200M
- Total Non-Medical – exceeding $150M
- National STEM ranking Top 100 – 5 fields
- Patents – exceeding 100 in 3-years
- Doctoral Degrees exceeding 400
- Post-doctoral appointments exceeding 200
- Endowment Size exceeding 500M
Top 25 Proposal

Our national ranking is highly dependent on investment in STEM fields

Faculty hiring initiative in energy and material sciences to ensure that we are national leaders in these critical fields.

Targeted investments to take STEM fields to even higher levels of national prominence

Recruitment of National Academy Members who are global leaders in STEM fields

Attract STEM student scholars to become a top producer of degrees in the mathematical, physical and natural sciences
Strategic Hiring of Faculty

Ongoing Program:

- Materials for Energy Production, Conversion, Storage and Utilization
- Institute for Successful Longevity

Potential New Programs:

- Energy/Materials II
- Human Brain Development and Plasticity
- Coastal and Marine Ecosystem Quality and Resilience
Energy Materials
Materials for Energy Production, Conversion, Storage and Utilization
Faculty Hiring Initiative in the Area of *Materials for Energy Production, Conversion, Storage and Utilization*

- Three new hires thus far.....
- H. Gao *(UC Berkeley)* - Physics, energy harvesting materials; nanophotonics
- K. Hanson *(UNC Chapel Hill)* - Chemistry & Biochemistry, dye sensitized solar cells
- B. Ma *(Lawrence Berkeley National Laboratory)* - Chemical & Biomedical Engineering, nanostructured light absorbing materials
- Five additional Faculty will be hired in AY 2013-14
FSU has Existing and Growing Strengths in the Brain Development and Plasticity

- Aging and cognition
- Alzheimer’s and other neurodegenerative diseases
- Autism
- Traumatic brain injury
- Skill acquisition
- Learning

Research is taking place across campus to include the Departments of Biology, Biomedical Science, Geriatrics, Mathematics, Medical Humanities & Social Sciences, Psychology, Statistics etc. as well as Centers and Institutes to include the Autism Institute, Center for Brain Repair, Florida Center for Reading Research etc.
Investments in New Faculty in this Area Will Dovetail Nicely with FSU and Federal Initiatives

FSU’s Successful Longevity Big Idea
- Creation of an Institute for Successful Longevity
- Search for Inaugural Director is underway
- Age related changes in cognition will be a central component

New Federal Initiative (announced 4/13)
- BRAIN (Brain Research through Advancing Innovative Neurotechnologies)
- Initial pool $250-300 M
- Will involve Federal agencies and long-term collaborations with private entities (e.g. Howard Hughes Medical Institute, Salk Institute)
Coastal & Marine Ecosystem Quality & Resilience: Addressing the impacts of perturbations on productivity & stability
Potential Strategic Investments in New Faculty to Leverage Existing Strengths and Funding Opportunities

- Earth, Ocean and Atmospheric Science
- Florida State University Coastal and Marine Laboratory
- Biological Science
- Center for Ocean-Atmospheric Prediction Studies
- Geophysical Fluid Dynamics Institute
- Florida Climate Institute
- Deep-C Consortium
Coastal & Marine Ecosystem Quality & Resilience

GOAL – hire 10-12 new faculty members

- **PHASE 1** – make hires in ecology, biogeochemistry, & physical oceanography who focus on the basic science that defines how perturbations affect ecosystems

- **PHASE 2** – Because the conservation and economic values of coastal and marine ecosystems are inexorably linked--- make hires in the areas of natural resource economics, human geography, and urban and regional planning
Thank You
OPPAGA Review of the Extra Hour Initiative

*Senate Appropriations Subcommittee on Education*

Mark West, Staff Director
Becky Vickers, Chief Legislative Analyst

January 9, 2014
Extra Hour Initiative

For 2012-13 through 2014-15, state law requires the 100 elementary schools that are the lowest performing in reading to add an extra hour to their regular school day.

- Extra hour must be used for intensive reading instruction that meets criteria identified in statutes.
Project Methodology

- Analyzed whether students’ reading performance improved at schools that implemented the Extra Hour Program.

- Gathered information on how the program was implemented and school principals’ perceptions about success:
  - Surveyed all 2012-13 Extra Hour schools.
  - Interviewed principals of a sample of schools that did well and those that did not.
Analysis of Reading Performance
Used Three Approaches To Determine If Student Reading Performance Improved

- Did the schools remain one of the Low 100 the year after they implemented the Extra Hour Program?
- Did student proficiency improve at the schools after they implemented the Extra Hour Program?
  - Did the percentage of students scoring at grade level increase compared to the prior year?
  - Did the percentage of below grade level students who made a year’s worth of growth increase compared to the prior year?
- Did students in any Extra Hour schools improve more than their peers at non-Extra Hour schools?
99 Schools Analyzed

- 100 schools identified to participate in the Extra Hour Program during 2012-13
- 1 of the 100 schools closed prior to the 2012-13 school year and is not included in our analyses
- 3 additional schools closed after 2012-13 and thus were not in operation during 2013-14
66 Schools Moved Off the Low 100 List
After Implementing the Extra Hour Program

2013-14 Low 100 Status For Schools That Were
In the Low 100 In 2012-13

*Four of the 100 schools closed; one closed prior to the 2012-13 school year and three closed after 2012-13
At Most Schools, a Greater Percentage of Students Were Reading at Grade Level

Number of Schools with a Change in the Percentage of Students Reading at Grade Level Between 2011-12 and 2012-13

- 23 schools experienced a decrease
- 73 schools experienced an increase
- 17 schools experienced a greater than 10 percentage point increase
- 35 schools experienced a 5 to 10 percentage point increase
- 21 schools experienced a below 5 percentage point increase

*No change at 3 schools
At Most Schools, a Greater Percentage of Below Grade Level Students Made a Year’s Worth of Learning Growth

Number of Schools with a Change in the Percentage of Level 1 and 2 Students Making at Least a Year’s Worth of Reading Growth Between 2011-12 and 2012-13

- 27 schools experienced a decrease
- 72 schools experienced an increase
- 36 schools experienced a greater than 10 percentage points increase
- 16 schools experienced a 5 to 10 percentage points increase
- 20 schools experienced a below 5 percentage points increase
Summary Of School Progress

- After implementing the Extra Hour Program
  - 66 schools were no longer among the lowest 100 in reading
  - 73 schools increased the percentage of students reading at grade level
  - 74 schools increased the percentage of below grade level students who made a year’s worth of growth
Comparison to Peers at Non-Participating Schools

- We measured whether students at participating schools did better than their peers at non-participating schools
  - Students with the same FCAT scores the year prior to the Extra Hour initiative and same demographic characteristics
  - Title 1 schools with the same school grade
At 20 Schools, Students Performed Better than Similar Students in non-Low 100 Schools

- At 20 Extra Hour schools, students performed better than similar students at non-participating schools
  - Gain was statistically significant

- At 13 Extra Hour schools, students performed lower than similar students at non-participating schools
Principal Survey and Interview Responses
Surveyed Principals of All Extra Hour Schools

- Responses from 83 schools
- Analyzed overall responses
- Identified whether there were differences between more and less successful schools
Interviewed Principals From a Sample of Extra Hour Schools

- Learn more about program implementation
  - Selected based on the results of the peer analysis
  - 11 principals from schools that were among the most successful
  - 10 principals from schools that were among the least successful
Most schools offered the extra hour during or at the end of the school day.

The most successful schools were more likely than the least successful schools to offer the extra hour at the end of the day.

However, time of day might not relate to success—opinions varied on the best time of day to implement the extra hour.
Schools Reported Compliance with the Statutory Components of the Extra Hour

- Research-based instruction
- Instruction differentiated based on student reading proficiency
- Integrated phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Incorporated guided practice, error correction, and feedback
- Integrated social studies, science, and mathematics-text reading; text discussion; and writing in response to reading
Teachers at Most Schools Received Training to Implement the Extra Hour

- There was virtually no difference between the most successful and the least successful schools in whether they provided training.

- Provided training (67)

- Did not provide training (16)
Less than Half of Schools Provided Teachers With Additional Planning Time

- Planning time did not appear to be a major factor. Principals we interviewed were mixed in their opinions on whether they thought lack of teacher planning time affected success.
The Majority of Principals Thought the Extra Hour Was Effective

- Principals at the most successful schools were more favorable about program effectiveness
- Perception of effectiveness/ineffectiveness were likely influenced by FCAT results
A Third of Schools Are Continuing with an Extended School Day Even Though Not Required

- 30 of the 57 schools that continued an extended school day are no longer on the Low 100 list
- Did not continue the program (26)
- Continued because the school is on the Low 100 list again (27)
- Continued the program even though not required (30)
Local Implementation Issues That Affected School Success

- Some districts were less prepared with curriculum, guidance, and support for the schools prior to the start of the school year
  - Despite this challenge, 4 of the 7 principals who mentioned this issue were from the most successful schools
Local Implementation Issues That Affected School Success (continued)

- For some of the least successful schools, principals said that their district’s chosen curriculum did not meet the needs of all students or did not focus on FCAT-tested reading skills
  - 5 of the 10 principals from the least successful schools mentioned this issue; it was not cited by principals from the most successful schools
  - Districts we contacted have adjusted their choices after seeing first year results
Local Implementation Issues That Affected School Success (continued)

- Some teachers at the least successful schools lacked recent experience teaching reading, a proven track record of effectiveness in teaching reading, and/or teaching experience in general

  - Four of the 10 principals from the least successful schools mentioned this issue; it was not cited by principals from the most successful schools
Local Implementation Issues That Affected School Success
(continued)

- The most successful schools were more likely to have had school-wide buy-in for the extra hour
  - Principals from a majority of the most successful schools were enthusiastic and described a high level of support for the extra hour from their staff, which was not as evident from our interviews with principals from the least successful schools
Principals’ Suggestions for Program Improvement

- Provide more notice and preparation time prior to the start of the school year
  - Districts were not given the list of schools required to participate until mid-July
    - Schools were selected based on school grade calculations
  - Some schools received less than two weeks’ notice, which, according to principals, affected their ability to have a program in place when their school year started in mid-August
Principals’ Suggestions for Program Improvement (continued)

- Make the program multi-year
  - The majority of principals interviewed said that schools would benefit from more than one year of the Extra Hour Program
    - One year might not be a sufficient amount of time to see substantial improvements in reading
    - Would allow for the reinforcement of student learning gains and continued additional support for students who need it
    - Schools might be able to improve implementation based on experience gained during their initial year of participation
OPPAGA Contacts

Mark West
Staff Director, Methodology
(850) 717-0534
west.mark@oppaga.fl.gov

Becky Vickers
Chief Legislative Analyst
(850) 717-0515
vickers.becky@oppaga.fl.gov

David Summers
Education Staff Director
(850) 717-0555
summers.david@oppaga.fl.gov
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date 1-9-14

Topic University Preeminence

Name J. "Bernie" Machen

Job Title President

Address Tigert Hall

City Gainesville

State FL

Zip 32601

Phone (352) 392-1311

E-mail jbmachen@ufl.edu

Bill Number ______________________ (if applicable)

Amendment Barcode ______________________ (if applicable)

Speaking: □ For   □ Against   □ Information

Representing University of Florida

Appearing at request of Chair: □ Yes   □ No

Lobbyist registered with Legislature: □ Yes   □ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)
THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/9/14
Meeting Date

Preeminence Update
Topic

Eric Barron
Name

President, FSU
Job Title

Westcott
Street

Tallahassee 32306
City State Zip

Phone
E-mail

For
Speaking:

Florida State University
Representing

Appearing at request of Chair: Yes No
Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
THE FLORIDA SENATE
APPEARANCE RECORD
(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/9/14
Meeting Date

Topic Extra Hour Initiative

Name Becky Vickers

Job Title Chief Legislative Analyst

Address 111 West Madison Street
Street
Tallahassee, FL
City State Zip

Speaking: [ ] For [ ] Against [✓] Information

Representing OPPAGA

Bill Number ____________________________ (if applicable)

Amendment Barcode ______________________ (if applicable)

Phone ___________717-0515__________

E-mail vickers.becky@oppgag. fl.gov

Appearing at request of Chair: [✓] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [✓] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.
THE FLORIDA SENATE

APPEARANCE RECORD

1/9/14

Meeting Date

Topic Extra Hour Initiative

Name Mark West

Job Title Staff Director, OPPAGA

Address 111 West Madison Street

Street

Tallahassee

City State Zip

Speaking: [ ] For [ ] Against [ ] Information

Representing OPPAGA

Bill Number (if applicable)

Amendment Barcode (if applicable)

Phone (850) 717-0534

E-mail west.mark@oppgag.fl.gov

Appearing at request of Chair: [ ] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)
CourtSmart Tag Report

Room: KN 412  Case:  
Caption: Senate Appropriations Subcommittee on Education  Type: Judge: 


1:03:30 PM  Call to order
1:05:05 PM  Roll Call
1:06:36 PM  Chair Montford
1:06:57 PM  Dr. Bernie Machen, President, University of Florida
1:08:39 PM  Dr. Bernie Machen, President, University of Florida
1:16:23 PM  Senator Bean comment
1:16:54 PM  Senator Richter question
1:18:08 PM  Chair Montford question
1:19:46 PM  Senator Thrasher question
1:21:55 PM  Chairman
1:22:05 PM  Dr. Eric Barron, President, Florida State University
1:50:07 PM  Senator Simmons question
1:57:04 PM  Senator Richter questions
2:01:52 PM  Chair Montford question
2:04:41 PM  Senator Simmons
2:14:25 PM  Becky Vickers, Chief Legislative Analyst, OPPAGA
2:15:35 PM  Mark West, Staff Director, Methodology, OPPAGA
2:21:19 PM  Becky Vickers, Chief Legislative Analyst, OPPAGA
2:28:52 PM  Senator Bean question
2:29:28 PM  Chair Montford comments
2:30:34 PM  Senator Detert comments
2:31:51 PM  Senator Bullard question
2:32:44 PM  Becky Vickers
2:33:02 PM  Senator Bullard
2:33:32 PM  Becky Vickers
2:34:23 PM  Senator Bullard
2:35:33 PM  Senator Simmons comments
2:39:40 PM  Chair Montford comments
2:40:10 PM  Meeting Adjourned
THE FLORIDA SENATE

Senator Maria Lorts Sachs
Minority Leader Pro Tempore
District 34

Committees:
Gaming
Vice Chair
Agriculture
Education
Appropriations
Subcommittee on Education
Appropriations Subcommittee on Finance and Tax
Military Affairs, Space, and Domestic Security
Regulated Industries

January 8, 2014

The Honorable Bill Galvano
326 Senate Office Building
404 South Monroe Street
Tallahassee, FL 32399-1100

Dear Chair Galvano,

I will not be able to attend the Appropriations Subcommittee on Education meeting taking place at 1:00 PM on January 9th, 2014, due to unfavorable weather conditions and cancellation of my plane flight.

Very truly yours,

[Signature]

Senator Maria Sachs
District 34

CC: Tim Elwell, Staff Director

STAFF:
Joshua Freeman
Legislative Assistant
Matthew Damsky
Legislative Assistant

100 NW 1st Avenue, Delray Beach, Florida 33444 (561) 279-1427
216 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5091

Senate’s Website: www.flstate.gov
January 9, 2014

Senator Don Gaetz  
President Florida Senate  
409 Capitol  
404 South Monroe Street  
Tallahassee, FL 32399

Dear President Gaetz:

I am writing to request approval to be excused from the Subcommittee on Education Appropriations meeting scheduled for today, Thursday, January 9, 2014.

I appreciate your consideration in this matter.

Sincerely,

Bill Galvano

Cc: Tim Elwell  
Joanne Bennett