

# FLORIDA DEPARTMENT OF EDUCATION



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# Race to the Top Research Agenda July 1, 2011 – June 30, 2012

## Introduction

The Florida Department of Education (FLDOE) takes pride in its commitment to making data from the statewide longitudinal data system available and accessible to researchers. FLDOE has a history of providing researchers access to its data including such things as student assessment results, student course-taking patterns, a student-teacher link, and teacher certification results. Through Race to the Top (RTTT), a focused research agenda consistent with the assurance areas of the grant and intended to assist in the achievement of Florida's student achievement goals has been established.

## Research Agenda Criteria

The current research agenda is for the period of July 1, 2011 – June 30, 2012. The items on the agenda will be reviewed annually and updates will be published on or before June 30th.

Items placed on the agenda reflect FLDOE research interests for the current period. Research efforts that are currently underway or will be completed through other activities are not included in this list. For instance, the Department will have a dedicated evaluator for some of the key initiatives around Great Teachers and Leaders. Similarly, items for which data are not yet available are excluded (i.e. assessments that will not be developed until later years of the grant). All requests for data from FLDOE should support the research needs outlined below.

## Research Agenda

The research agenda is organized into seven broad topic areas consistent with the assurance areas of the grant and intended to leverage the wealth of data available at the FLDOE. Some research topics may require data that is not collected by the FLDOE and/or may require the combination of FLDOE data with data from other sources. Researchers are encouraged to incorporate qualitative components into the research proposal, if appropriate.

### 1) Standards and Assessments

- a) Standards
  - i) Determine if the Next Generation Sunshine State Standards were implemented with fidelity (data collection required at the local level)
  - ii) Determine the impact of increased high school graduation requirements on postsecondary outcomes including, but not limited to the following:
    - (1) Enrollment
    - (2) Retention
    - (3) Persistence
    - (4) Completion
- b) Assessments
  - i) Compare state and national data to identify factors associated with internationally competitive levels of performance
  - ii) Identify changes in instruction initiated by implementation of End of Course Exams (data collection required at the local level)

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- c) Technology and Student Achievement
  - i) Analyze the impact of access, or lack of access, to technology on student achievement
  - ii) Determine the impact and effectiveness of the use of technology on student achievement (may require data collection at the local level)
- 2) Great Teachers and Leaders**
  - a) Routes to Certification
    - i) Determine the outcomes from Florida's various routes to certification for the following. Also include critical shortage areas.
      - (1) Production
      - (2) Placement
      - (3) Retention
  - b) Professional Development
    - i) Identify and describe funding of professional development in K-12 schools including, but not limited to the following (data collection required at the local level):
      - (1) Funding sources
      - (2) Spending amounts and priorities
      - (3) Return on investment
      - (4) Outcomes
- 3) Turning Around Lowest-Achieving Schools**
  - a) Differentiated Accountability Teams and Intervene Schools
    - i) Identify strategies that have the most impact on improving student achievement
    - ii) Examine the impact of data driven decision making on student achievement
  - b) School Improvement Grants
    - i) Determine the impact of requiring that voluntary pre-K be offered in the feeder patterns of intervene schools on long term student achievement
    - ii) Determine the impact of extended learning opportunities for low-income and low-performing students on student achievement
- 4) Charters/Choice**
  - a) Student Achievement
    - i) Analyze student achievement at charter schools and other choice options including, but not limited to the following:
      - (1) Public schools
      - (2) Private schools
      - (3) Virtual schools
      - (4) Voucher programs
      - (5) Magnet programs
      - (6) Career academies
    - ii) Identify characteristics of charters with the highest and lowest rates of growth in student achievement
    - iii) Determine if and how well charter operators are educating the most disadvantaged students
- 5) PK-20**
  - a) Workforce Outcomes
    - i) Identify the critical workforce needs of the future (2020 – 2030)
    - ii) Identify the credentials/degrees that most effectively meets the identified workforce needs including, but not limited to Applied Baccalaureate degrees
    - iii) Identify sub-baccalaureate and Applied Baccalaureate credentials/degrees that lead to family sustaining wages

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- iv) Compare licensure pass rates, placement rates, and other workforce outcomes for students earning bachelor degrees in nursing and teaching from state colleges versus universities
- v) Identify ways Florida can increase enrollment in programs with strong workforce outcomes (may require inclusion of data not collected by FLDOE)
- b) Florida's 2+2 Articulation Policies
  - i) Determine if colleges and universities implement Florida's 2+2 policies efficiently and effectively (may require data collection at the local level)
  - ii) Identify gaps in Florida's 2+2 policies
  - iii) Identify ways Florida can best meet the need for increased baccalaureate production
- c) Leaks in the Education Pipeline
  - i) Analyze ways Florida can increase postsecondary enrollment for high school graduates
  - ii) Analyze ways Florida can increase completion rates within the postsecondary sector
  - iii) Measure the performance of state college baccalaureate degree recipients in graduate degree programs
  - iv) Analyze ways Florida can increase transfer rates to baccalaureate programs from Associate degree programs
  - v) Analyze early warning indicators for students that drop-out or don't complete postsecondary courses and/or programs
- 6) Career and Adult Education**
  - a) Career and Professional Education Act (CAPE) Academies
    - i) Determine the differential effect of enrollment in CAPE on the following:
      - (1) Math and Science Assessments
      - (2) High School Graduation Rate
      - (3) Postsecondary Placement
      - (4) Postsecondary Retention and Completion
      - (5) Employment Placement and Earnings
  - b) Industry Certification
    - i) Determine the differential effect of Industry Certification on the following:
      - (1) Graduation Rate
      - (2) Postsecondary Placement
      - (3) Postsecondary Retention and Completion
      - (4) Employment Placement and Earnings
      - (5) Outcomes of Department of Juvenile Justice Sub-populations including Recidivism Rates (may require data from other sources)
  - c) Adult Education
    - i) Determine the differential impact and effectiveness of adult education on the following:
      - (1) Retention
      - (2) Completion
      - (3) Transition to postsecondary
      - (4) Employment placement
    - ii) Determine the differential impact of limiting enrollment to a set period of time at the beginning of a course (managed enrollment) versus allowing students to enroll at any point during the course (open enrollment) (may require data collection at the local level)

### 7) Florida Policy

#### a) Size

- i) Determine the impact of school and class size on student achievement
- ii) Determine the impact and effectiveness of high quality teachers in various class size settings

### Data Request Process

In conjunction with the release of the research agenda, the process used by researchers to request data is being amended. Currently, researchers are able to submit a data request packet on any topic and at any time of the year. The timing and volume of the workload associated with supporting the data request process in its current form is no longer sustainable.

FLDOE has implemented the following changes to the data request process:

- Effective July 1, 2011, researchers may submit a Unit Data Request Packet or Additional Years Request Form three times per year on: October 1, February 1, and June 1.
- Researchers must clearly show how the request for data will support the needs outlined in this research agenda. The data request packet has been revised to capture this link. The revised data request packet may be found here:  
<http://www.fldoehub.org/Research/Pages/default.aspx>.
- The Department's evaluation process has been adjusted to consider the work effort required to fulfill the request and whether enough staff resources are available. Requests that would otherwise be approved but for which there are insufficient staff resources will automatically be reconsidered during the next evaluation period. Requests may roll to one (1) subsequent evaluation period before either being approved or denied.

Researchers may contact the EDW Proposal Administrator with any questions or concerns about the research agenda or the data request packet by emailing [data.request@fldoe.org](mailto:data.request@fldoe.org).