
1.0 INTRODUCTION

1.1 Overview

Section 11.515, Florida Statutes, was created by the 1996 Florida Legislature for the purpose of conducting performance reviews of school districts in Florida. The statute provides that the Office of Program Policy Analysis and Government Accountability (OPPAGA) contract with private firms to conduct performance reviews of identified school districts. As stated in the bill which called for the creation of this statute:

Public officials and citizens need to know if government funds are handled with the highest level of efficiency and productivity to ensure a quality education for students....

The bill also stated that:

School Board members and Superintendents can benefit from an objective and professional review of their school district's management and performance.

The purpose of the Florida school district performance review is to identify ways that a designated school district can:

- save funds;
- improve management; and
- increase efficiency and effectiveness.

On December 12, 1996, the Office of Program Policy Analysis and Government Accountability (OPPAGA) of the Florida Legislature contracted with MGT of America, Inc. to conduct a performance review of the Hillsborough County School District. Due to circumstances beyond the control of MGT, contract consent was not granted by the Joint Legislative Auditing Committee until February 3, 1997.

The entire review process was completed in a six-month time period from the original award date. The major activities were scheduled and accomplished as displayed in Exhibit 1-1. Throughout the project, every effort was made to minimize disruptions to schools and to the central office of the Hillsborough County School District.

Public input was a major feature of the review process. In the methodology section that follows, we describe the various mechanisms that were used to maximize community and employee involvement in the initial phase of the performance review.

Appreciation is expressed to members of the Hillsborough County School Board, Superintendent Earl Lennard, and school district employees, students and community residents who provided information during the performance review. Special appreciation is expressed to Mrs. Beth Shields (who was assigned by the Superintendent to serve as the district liaison with MGT for the review) for providing office space, equipment, meeting room facilities, and helpful staff to accommodate our on-site needs.

**EXHIBIT 1-1
HILLSBOROUGH COUNTY SCHOOL DISTRICT PERFORMANCE REVIEW
MAJOR ACTIVITIES BY MONTH**

MONTH	MAJOR ACTIVITIES
December 1996	<ul style="list-style-type: none"> ■ Signed contract between MGT and OPPAGA. ■ Designed interview and focus group instruments. ■ Obtained and analyzed existing reports and materials on the Hillsborough County School District obtained from the district and state. ■ Developed profiles of the Hillsborough County School District.
January 1997	<ul style="list-style-type: none"> ■ Conducted initial meetings between MGT and officials of Hillsborough County and OPPAGA. ■ Designed surveys for use with Hillsborough County district administrators, principals, and teachers. ■ Conducted diagnostic review. ■ Held first public hearing (CHARRETTE). ■ Conducted and analyzed results of surveys from central office administrators, principals, and teachers. ■ Conducted interviews and summarized findings from interviews with School Board members, senior administrators, and community leaders, and from focus group sessions with selected groups. ■ Visited selected schools.
February 1997	<ul style="list-style-type: none"> ■ Contract consent by Joint Legislative Auditing Committee. ■ Tailored guidelines to reflect unique local conditions as well as public and employee input and concerns in Hillsborough County. ■ Held second public hearing (CHARRETTE). ■ Conducted in-depth on-site review. ■ Collected and analyzed additional information as needed.
March 1997	<ul style="list-style-type: none"> ■ Continued on-site work in the district. ■ Made preliminary presentation in the district to OPPAGA and the Hillsborough County senior staff.
April 1997	<ul style="list-style-type: none"> ■ Continued on-site work in the district. ■ Developed draft report.
May 1997	<ul style="list-style-type: none"> ■ Submitted draft report. ■ Presented draft report to school board. ■ Conducted meetings with OPPAGA, the Hillsborough County School Board, district representatives.
June 1997	<ul style="list-style-type: none"> ■ Prepared final report. ■ Distributed final report to the public.
July 1997	<ul style="list-style-type: none"> ■ Presented final report to school board.

1.2 Methodology

Stakeholder Involvement/Diagnostic Review

During the diagnostic review, on-site interviews were conducted with internal and external stakeholders in the Hillsborough County School District. Interview participants consisted of business leaders, chairpersons and members of various advisory committees, city and county officials, foundation members, parents, and concerned citizens. A list of community members interviewed is shown in Exhibit 1-2.

The major issues and concerns expressed by community leaders during interviews and focus groups are listed below:

- optimism about the new Superintendent and his ability to keep his promise to reduce administrative positions as well as restore confidence for the system within the community;
- the district's ability to generate broad-based support in the community;
- the Board's and administration's ineffectiveness in listening to the community, particularly parents;
- concern about the district's relationship with the business community;
- overcrowded schools and the district's perceived inability to project enrollment and develop strategic plans;
- the district's ability to efficiently operate schools;
- state government, which "mandates, but does not fund" programs;
- lack of minority administrators, particularly at the principal and assistant principal levels;
- busing and zoning concerns that impact on court-ordered desegregation;
- lack of staff development in technology and "cultural sensitivity" training; and
- the district's inability to effectively evaluate and terminate poor performing principals and teachers.

Two public hearings or CHARRETTES were conducted on January 21, 1997 from 4:00 to 9:00 p.m. at Plant High School and at King High School on February 4, 1997. A total of 69 community representatives participated in both public hearings. Exhibit 1-3 presents the results of the CHARRETTES.

**EXHIBIT 1-2
INTERVIEWS AND FOCUS GROUPS HELD IN
HILLSBOROUGH COUNTY FOR PUBLIC INPUT**

Personal Interviews*	Focus Groups*	Number of Participants
Hank Sheraw, President, Hillsborough Educational Foundation **	University of South Florida (USF) Focus Group of Minority Professors*	3
Judge James Moody, Jr., Co-Chairman Hillsborough Tomorrow Committee	Chamber of Commerce Representatives*	5
Dr. Dick Puglisi, Director, Stavros Center, USF-Department of Education	Minority Round Table Group	8
State Representative Elvin Martinez	County Council of PTAs*	7
Betty Screven, President, Board of Trustees, SERVE**	Bi-Racial Committee	4
Janet Witmer, Executive Director, SERVE	Citizens' Advisory Council	10
Mayor Dick Greco	School-to-Work Advisory Council	4
Helen Campbell , USA**	SIT Members (School Improvement Teams)	7
Keith Surgenor, Tampa Electric Company**	Ministers' Round Table Group	6
Dr. Ike Tribble, Chairman, Chamber of Commerce		
Sadye Martin, Vice Mayor, Plant City and former principal		
Bunny Begue, PTA Council Chairperson		
Ann Porter, NAACP, Tampa Chapter		
SUBTOTAL	13	54
GRAND TOTAL	67	

*Many of the above stakeholders are involved directly in schools, for example, as members of a school SIT team. Thus, they provided both districtwide as well as school-based information.

**Involved in partnerships.

**EXHIBIT 1-3
SUMMARY OF CHARRETTES**

Two CHARRETTES or public forums were held for the community to provide input into the Performance Review of the Hillsborough County School District. This exhibit summarizes the comments (both written and oral) received from 69 persons who attended both CHARRETTES. The CHARRETTES were held on January 21 at Plant High School and on February 4 at King High School.

The format for both CHARRETTES was to provide newsprint on the cafeteria walls which was used for comments on a specific issue or functional area being addressed in the performance review. Stakeholders attending the CHARRETTES wrote their comments and perceptions on the newsprint, and also provided responses to comments which others had made. In addition, oral comments were received through either small group discussions or individual interviews with MGT consultants.

The most pressing concerns voiced by stakeholders at both CHARRETTES are listed below:

1. Curriculum and Instruction

- Standards should be raised.
- The curriculum should be better aligned, particularly between the elementary and middle school levels.
- The district should focus on those students not bound for college.
- The gifted program should be evaluated.

2. Community Involvement, Parental Involvement, and Communications

- The district needs more effective public relations and more positive press and publicity.
- The district should place greater emphasis on community and parental involvement.
- Parents need more regular dissemination of information from the district and the schools.

3. Central Office Administration

- The new Superintendent shows strong leadership and has made positive initial efforts to make the district's organizational structure more efficient.
- There are still too many administrators that are not using their staff to the most efficient advantage.
- Central administration is too distanced from the day-to-day activities and management of the schools.

4. Facilities Management

- Overcrowding is a primary concern, as well as the district's ability to plan for new schools which are overcrowded before they are constructed.
- Disparity exists between the older and the newer schools in terms of technology, maintenance, and equipment.

5. Student Services

- The district needs more counselors, especially at the elementary level.
- The district needs more registered nurses, psychologists, social workers, and speech and language pathologists.
- Parents of students with special needs require more services than the district provides.
- Regular education teachers need to be better trained in the needs of special education students.

Surveys

Individual surveys were conducted to secure the initial involvement of central office administrators, school principals, and teachers to assist in determining the focus of the performance review. The surveys provided administrators and teachers the opportunity to express their opinions concerning school district operations and to recommend opportunities to improve efficiency and effectiveness.

The written surveys provided statistically reliable information on the perceptions and opinions of school-based and non-school-based administrators and teachers. The surveys also allowed the review team to determine how the opinions and perceptions of central office administrators, school administrators, teachers, and members of the community differed. In addition, the survey responses of Hillsborough County employees were contrasted with the survey responses obtained in previous performance reviews to provide benchmark comparisons with employees in other school systems across the country. The survey results and comparisons are included in Chapter 3 with instruments and survey results in Appendices A and B.

The surveys and focus groups were used to identify major issues of concern during the performance review. Additionally, requests from individuals and groups who wanted to provide information either during the on-site phase of the project or by telephone were accommodated. Concerned citizens expressed their opinions about various aspects of performance within the Hillsborough County School District. Common issues were incorporated into the scope of the performance review.

In-Depth On-Site Review

In February 1997, a total of 21 members from the MGT project team were involved in on-site work. These individuals were organized into specialized teams that examined components of the following 11 systems as defined in the project work plan:

- School District Organization and Management
- Educational Service Delivery and Performance Measures
- Personnel Management
- Community Involvement
- Facilities Use and Management
- Asset and Risk Management
- Financial Management
- Purchasing and Warehouse Services
- Food Service
- Transportation
- Safety and Security

In addition, the MGT team analyzed both instructional and administrative technology within the district.

The systematic assessment of the district was aided by MGT's *Guidelines for Conducting Management and Performance Audits of School Districts*. Following the collection and analysis of existing data and new information from community input and surveys, guidelines were developed to reflect local rules and regulations, the unique

conditions of Hillsborough County School District, and the input of local residents, community leaders, central office administrators, principals, teachers, and students.

The on-site review included meetings with hundreds of district-level and school-level staff, and the subsequent review of data and documentation provided by these individuals. Members of the review team conducted formal visits in 38 of the district's schools. The schools which were visited are shown in Exhibit 1-4.

On-site visits incorporated information from principals, teachers, and other staff involved with the various components of the 12 district operations that were identified above. More than 300 campus-level employees were interviewed by one of 21 members of the review team during this time.

**EXHIBIT 1-4
SCHOOLS VISITED IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT**

Elementary Schools	Middle Schools	High Schools	Special Schools
Ballast Point	Monroe	Jefferson	Leary Tech Center
Grady	Oak Grove	King	Manhattan Center
Riverhills	Wilson	Robinson	Hillsborough Exceptional Education Center
Mendenhall	Eisenhower	Plant City	
Cypress Creek	Roland Park	East Bay	
Oak Park	Stewart	Durant	
Shaw	Greco	Plant	
Cleveland	Madison	Blake	
Just	Marshall	Hillsborough	
Lewis	Walker		
Walden Lake			
Anderson			
Lithia Springs			
Twin Lakes			
Edison			
Sulfur Springs			

Source: MGT on-site visits, 1997.

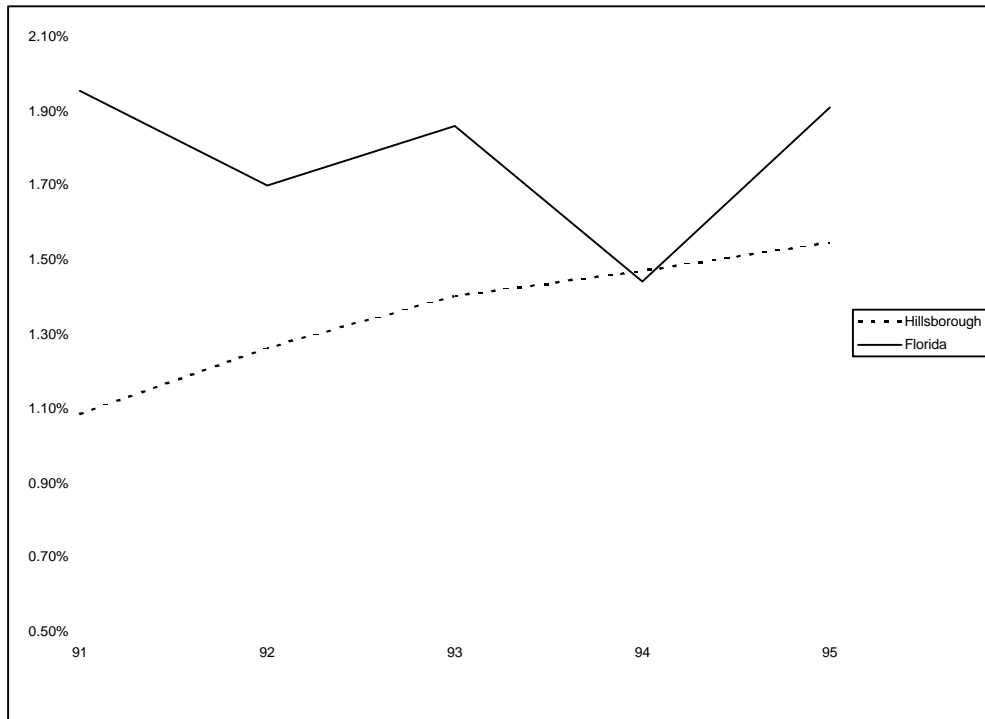
1.3 Overview of the Hillsborough County School District

1.3.1 Hillsborough County

Hillsborough County is the sixth largest county in the State of Florida and is located on the Central West Coast of the state. The City of Tampa is the County seat, and Temple Terrace and Plant City are the other incorporated cities within the County. From 1980 to 1990, the County's population increased 28.9 percent, while the nation's population increased just 9.8 percent. However, this remarkable growth rate was less than that experienced by the State of Florida which grew 32.8 percent over the same time period.

Exhibit 1-5 shows the percentage increase in population for Hillsborough County and the State over the past five years. As the exhibit shows, Hillsborough County has maintained steady growth that has been just slightly lower than of the State.

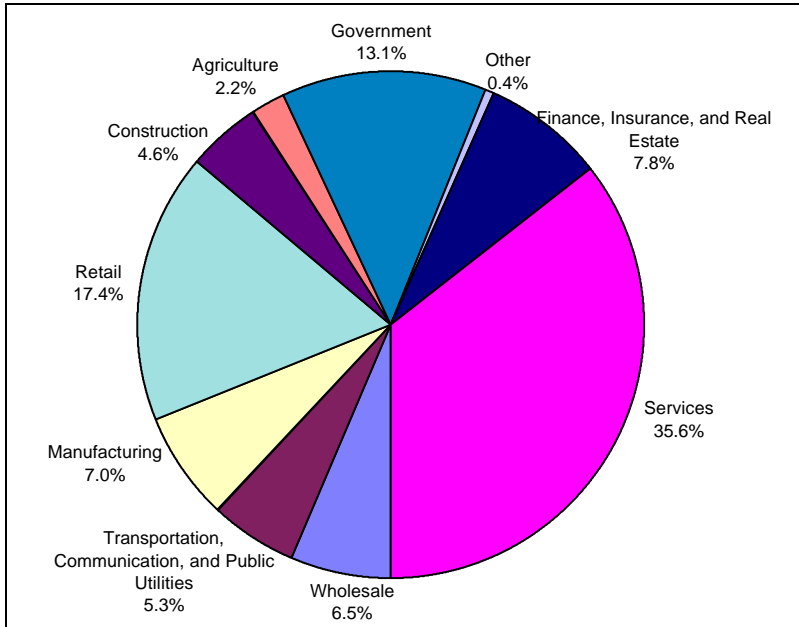
**EXHIBIT 1-5
POPULATION PERCENTAGE INCREASE OVER
PREVIOUS YEARS IN HILLSBOROUGH COUNTY**



Source: Preliminary Offering Statement, COP, School Board of Hillsborough County, Florida, October 10, 1996.

The County has a relatively diverse employment base, with a major airport, a military base, a university, and several private industries calling Hillsborough County home. Exhibit 1-6 provides a view of employment opportunities within Hillsborough County by industry. Exhibit 1-7 lists the top employers in the County (excluding operations that do not have a central employment area within the County). As can be seen, the largest employer in Hillsborough County is the service industry which includes education.

**EXHIBIT 1-6
HILLSBOROUGH COUNTY
EMPLOYMENT BY INDUSTRY
1996**



Source: Hillsborough County School District, Presentation to Moody's Investors Service, March 6, 1997.

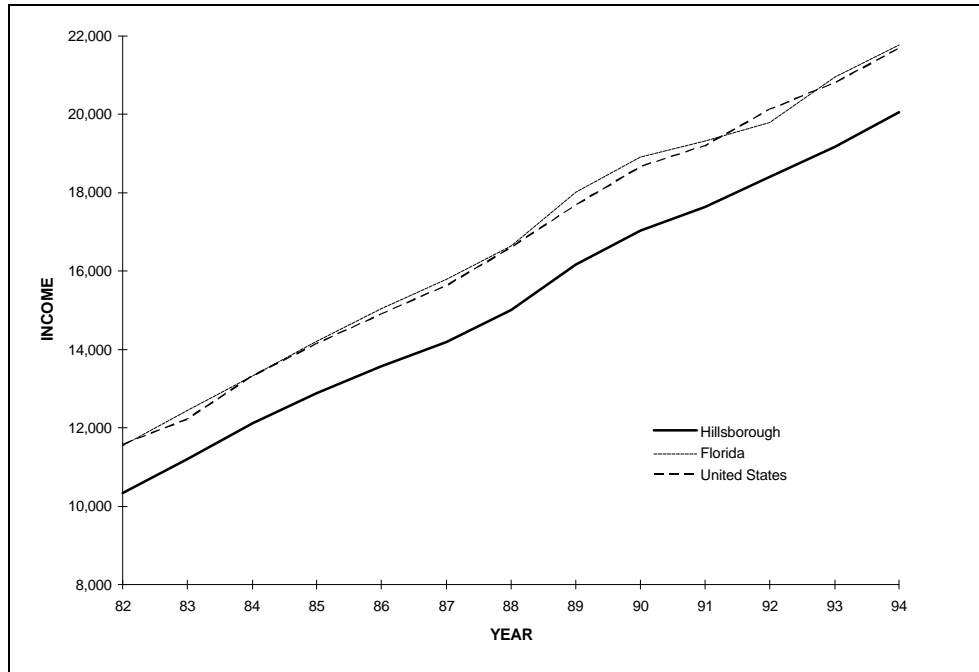
**EXHIBIT 1-7
TOP EMPLOYERS IN HILLSBOROUGH COUNTY
1996**

Entity	Type of Operation	Number of Employees
Hillsborough County School Board	Public Education	21,800
GTE Florida	Telecommunications	9,100
Hillsborough County Government	Government Service	8,860
Tampa International Airport	International Airport	6,040
University of South Florida	Education Service	5,020
City of Tampa	Government Service	4,600
MacDill Air Force Base	Military Service	4,380
Publix	Supermarket	4,060
Tampa General Hospital	Medical Facility	3,800
Kash n' Karry Food Stores, Inc.	Supermarket	3,290
Saint Joseph's Hospital	Medical Facility	3,220
GTE Data Services	Data Processing Services	3,200
United States Postal Service	Postal Service	3,100
Tampa Electric Company	Electric Service	3,000

Source: Hillsborough County School District, Presentation to Moody's Investors Service, March 6, 1997.

Exhibit 1-8 compares the per capita growth in personal income in Hillsborough County and the United States since 1982. The exhibit shows that Hillsborough County's per capita personal income has remained slightly less than state and national growth rates; yet, the county's income has risen at nearly the same rate.

**EXHIBIT 1-8
PER CAPITA PERSONAL INCOME IN HILLSBOROUGH COUNTY
1982-1994**



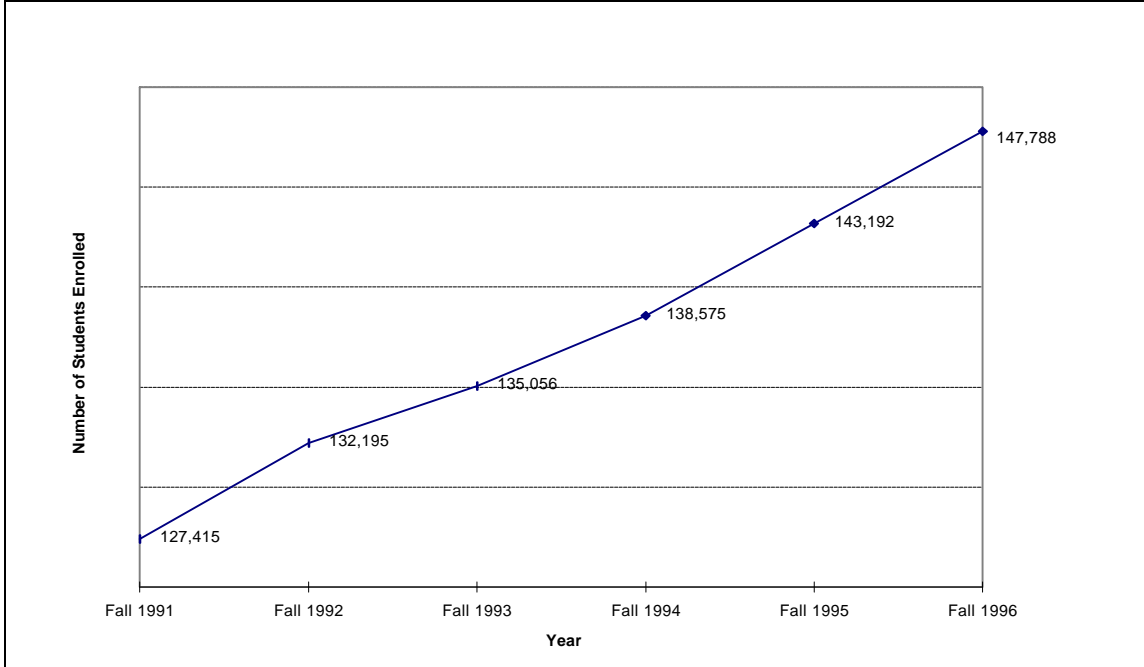
Source: Preliminary Offering Statement, COP, School Board of Hillsborough County, Florida, October 10, 1996.

1.3.2 School District

The Hillsborough County School District holds the rank of the 12th largest public school system in the nation and 3rd largest district in the State of Florida. In Fall 1996, student enrollment in the Hillsborough County School District reached almost 147,800. Exhibit 1-9 depicts the upward trend in enrollment for Hillsborough County since Fall 1991.

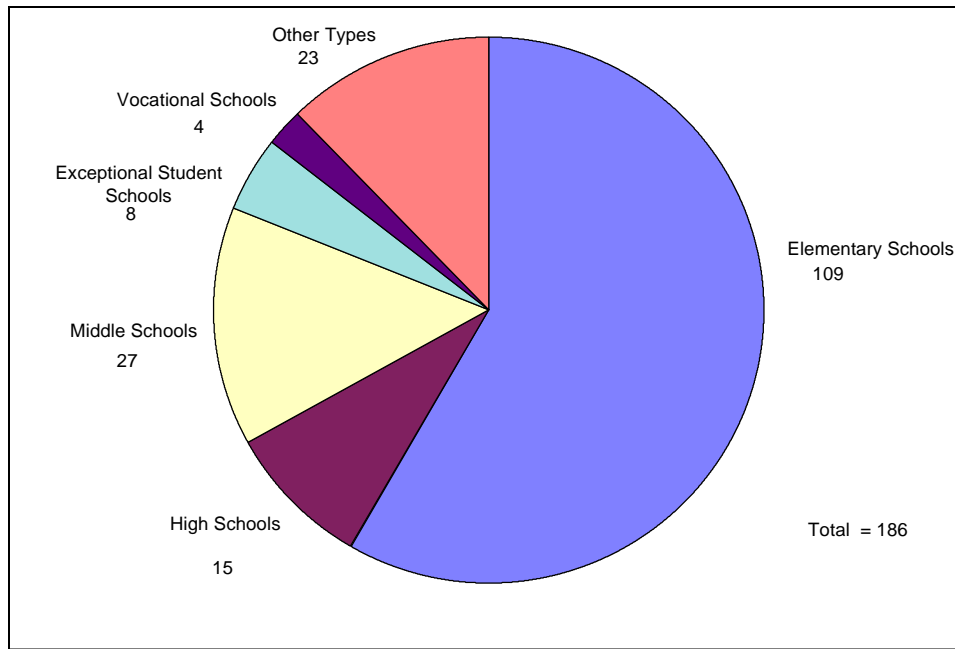
There are over 180 public school facilities in operation in Hillsborough County as shown in Exhibit 1-10. The County offers education centers and programs to meet the needs of exceptional students, pre-kindergarten students, and adult students, in addition to students in kindergarten through the 12th grade. The Pre-kindergarten Program serves over 1,300 students in 22 school sites and 14 private day care centers. Also, the County is currently offering eight magnet schools/programs with plans to open four new ones in Fall 1997. The adult education portion of the Hillsborough County School District includes classes for high school graduation, basic academic skills, GED testing, lifestyle enhancement, community services, and technical training.

**EXHIBIT 1-9
TRENDS IN PK-12 ENROLLMENT IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1991-96**



Source: Statistical Brief, Florida Department of Education, Membership in Florida Public Schools, 1995 and 1996.

**EXHIBIT 1-10
PUBLIC SCHOOL FACILITIES IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT**



Source: Profiles of Florida School Districts, Florida Department of Education, 1995-96.

The school district receives support from the community in a variety of ways. Some examples of that support are the Hillsborough Education Foundation, the Parent-Teacher and Parent-Teacher-Student Associations, SERVE (School Enrichment Resource Volunteers in Education), and the Citizen Advisory Committees.

Revenue

Exhibit 1-11 demonstrates the increase in revenues for the Hillsborough County School District. In less than ten years, overall revenues have increased by 83 percent. The 1991-92 school year showed the lowest percentage increase (2%) in overall revenue during the past ten years. The highest percentage increase (9-11% each year) occurred between 1988 and 1991 when Hillsborough County experienced a surge in its population.

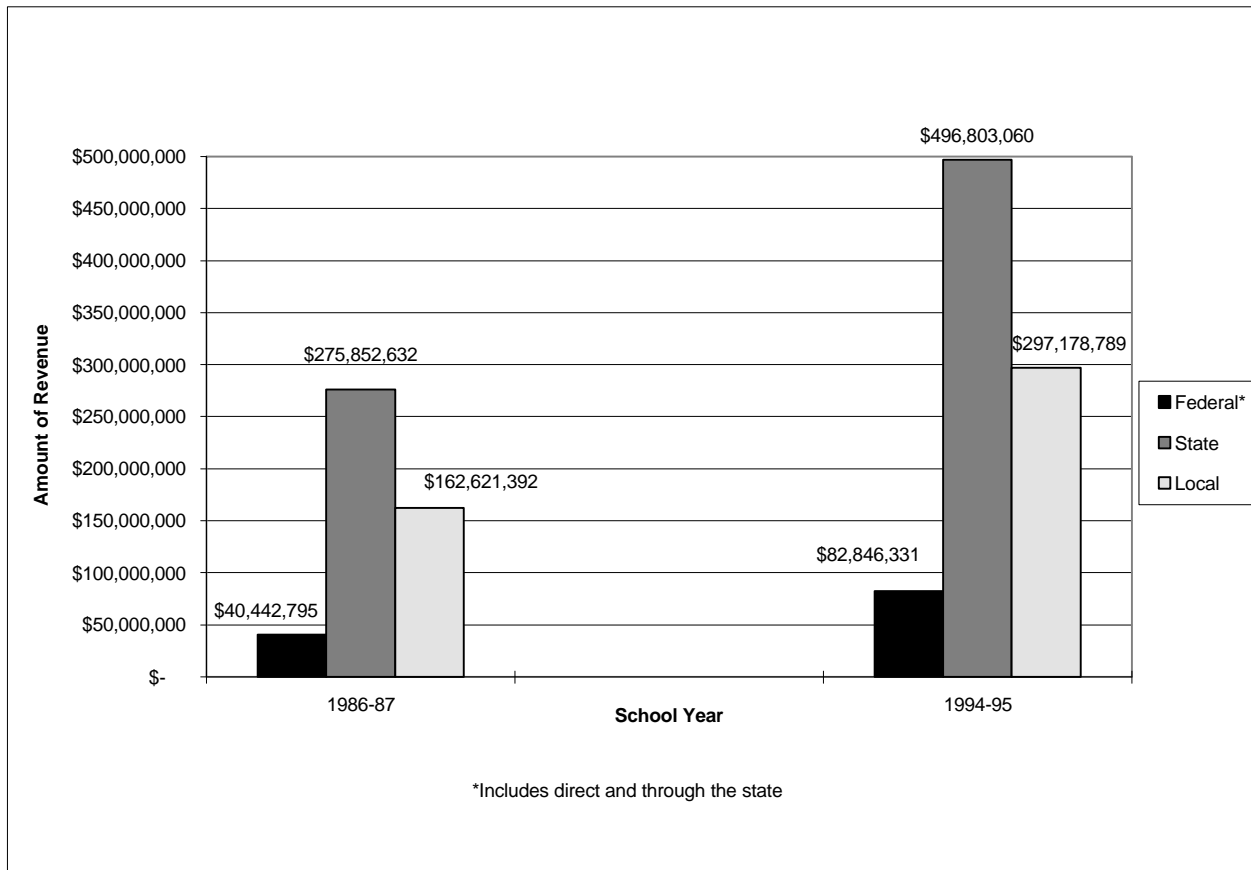
During the past ten years, funding from federal sources has increased by 104 percent, with a slight drop during the 1993-94 school year. Similarly, state and local funding have increased by 80 percent and 83 percent, respectively. While the increase in revenues during the past ten years has been large, there has been little change in the percentage of total revenues from federal, state, and local resources as seen in Exhibits 1-12 and 1-13.

In September 1996, a referendum was approved by Hillsborough County residents that would create a 1/2 cent sales tax. The purpose of this tax is to fund public safety, transportation, educational infrastructure, and a community stadium. The Hillsborough County School District will receive 25 percent of the proceeds from this tax through the year 2026, generating approximately \$678 million over the next 30 years. The proceeds of this tax should be used for the construction/acquisition of educational facilities and technology, and not for district operations. School Board hearings will be held every five years for the purpose of identifying the expenditure of the funds provided by this tax.

Expenditures

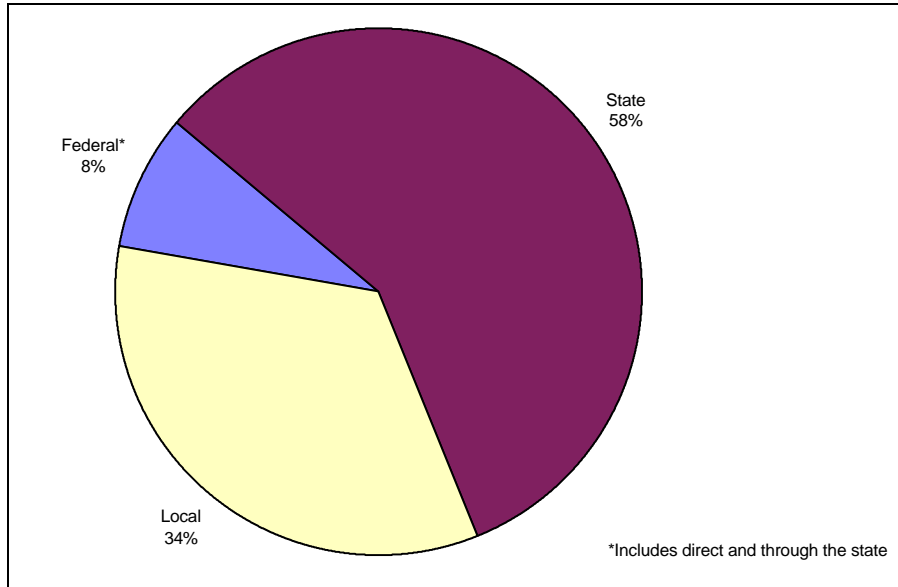
The trend in Hillsborough County's expenditures per FTE over the last decade is illustrated in Exhibit 1-14. Expenditures have risen steadily, but have leveled off to some extent in the past two school years. Exhibit 1-15 shows the percentage of total spending for staff compensation and instructional support since 1989. After the significant increase in spending on compensation in 1990, the percentage of expenditures have remained somewhat consistent with instructional support maintaining approximately 10 percent of the total expenditures.

**EXHIBIT 1-11
HILLSBOROUGH COUNTY SCHOOL DISTRICT
REVENUE IN DOLLARS BY SOURCE
1986-87 AND 1994-95**



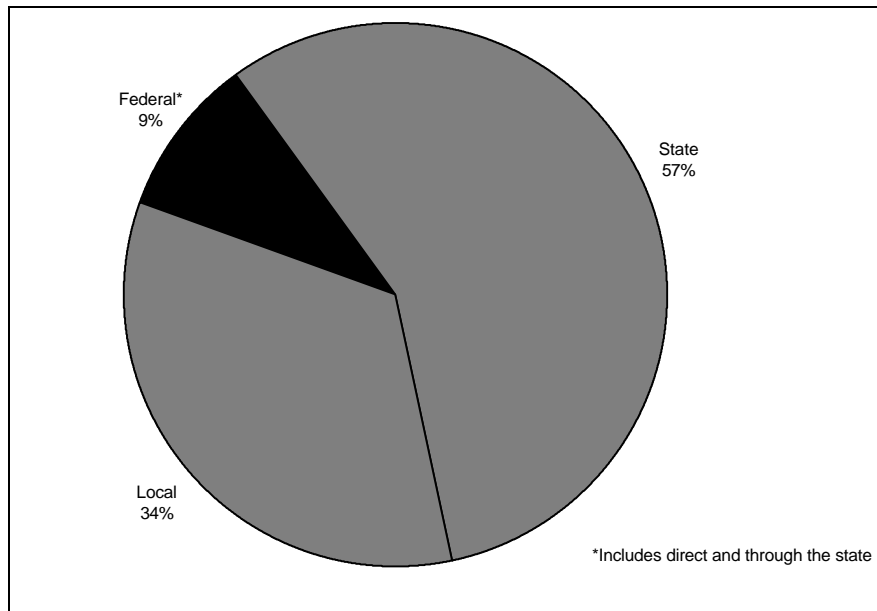
Source: Profiles of Florida School Districts, Florida Department of Education, 1986-87 and 1994-95.

**EXHIBIT 1-12
REVENUE SOURCES IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1986-87**



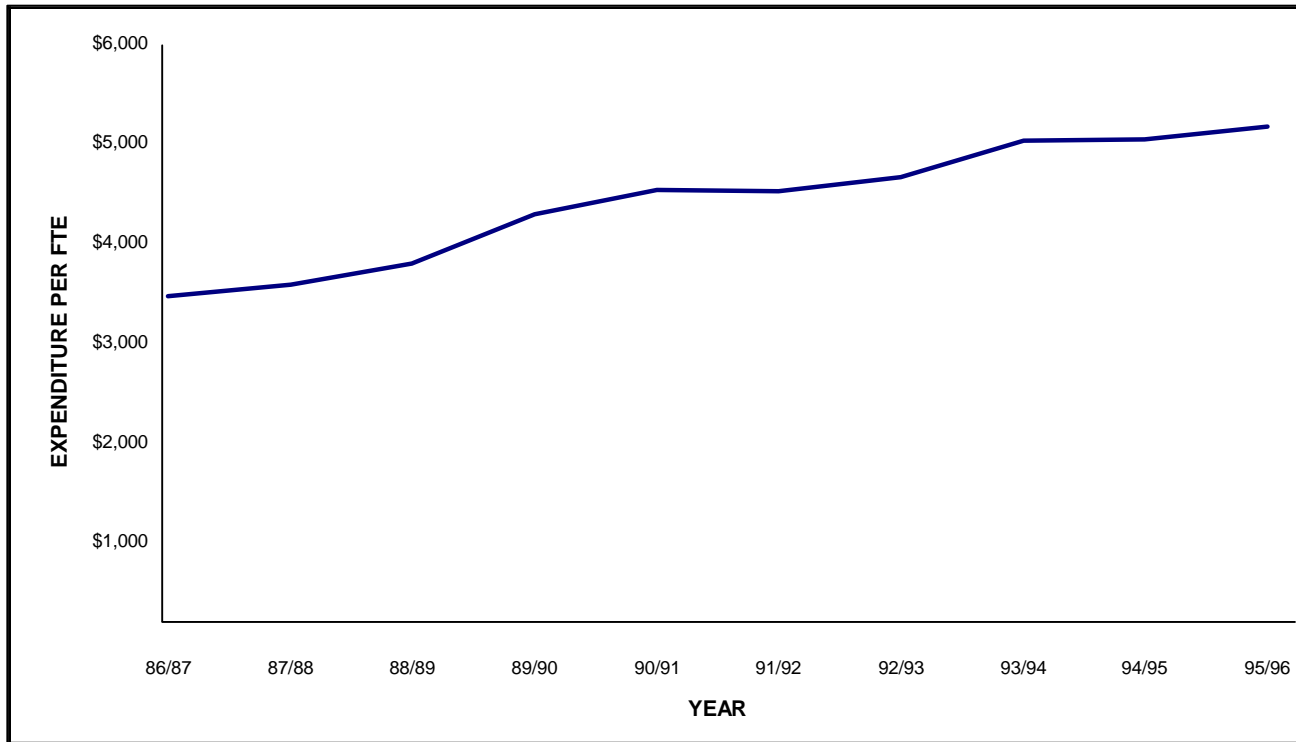
Source: Profiles of Florida School Districts, Florida Department of Education, 1986-87.

**EXHIBIT 1-13
REVENUE SOURCES IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1994-95**



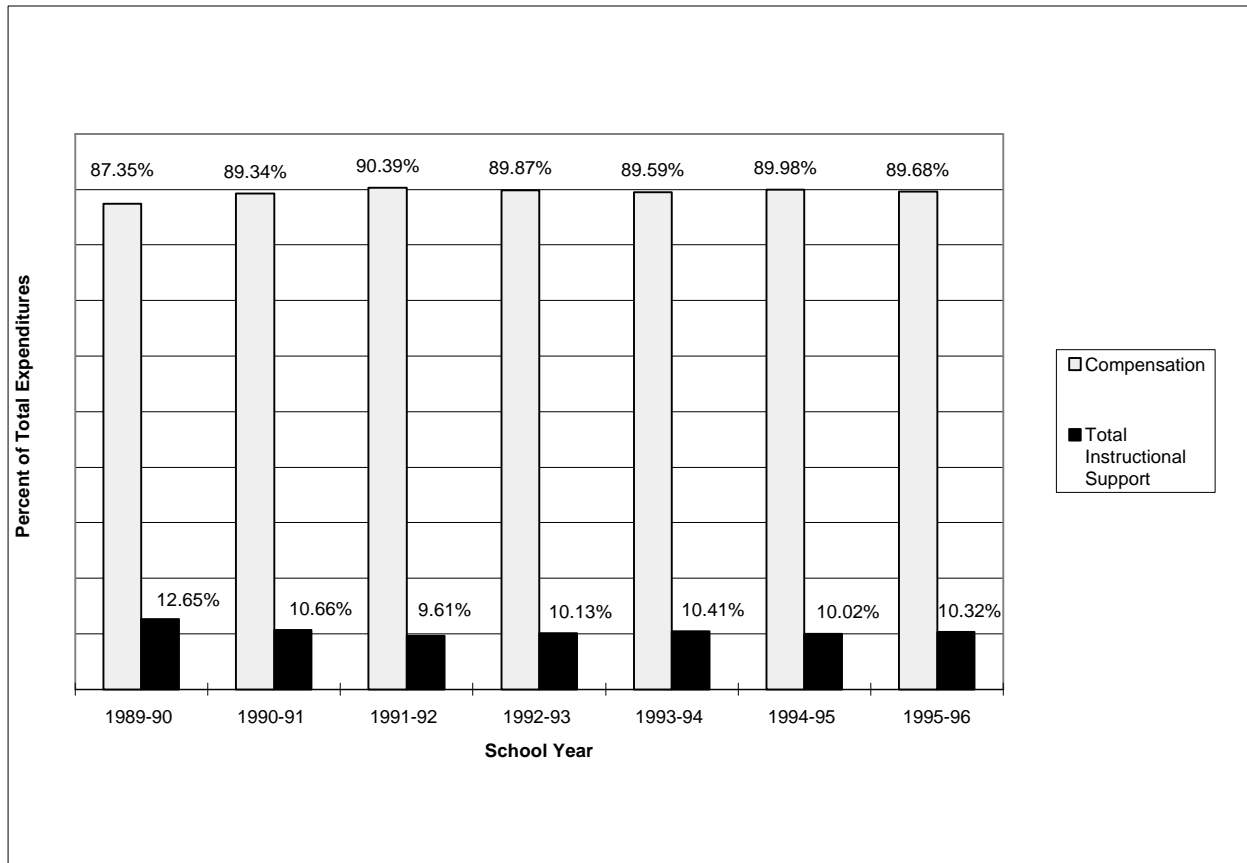
Source: Profiles of Florida School Districts, Florida Department of Education, 1994-95.

**EXHIBIT 1-14
EXPENDITURES PER FTE IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1986-87 THROUGH 1995-96**



Source: Preliminary Offering Statement, COP, School Board of Hillsborough County, Florida, October 10, 1996.

**EXHIBIT 1-15
TRENDS IN FISCAL EXPENDITURES IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1989-90 THROUGH 1995-96**

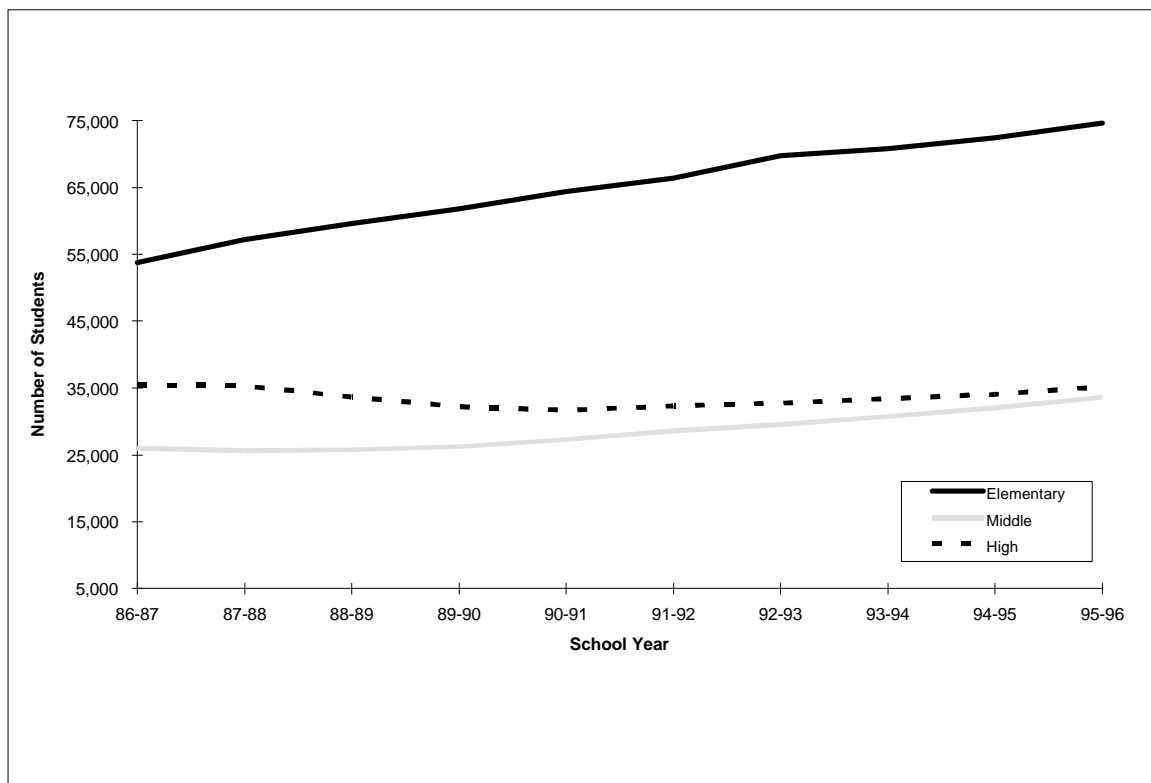


Source: Fiscal Year Expenditure Report, Hillsborough County School District, 1995-96.

Student Enrollment

The Hillsborough County School District has shown steady growth in student enrollment since 1986-87. Exhibit 1-16 shows that both elementary and middle schools have experienced enrollment increases since 1986-87; however, high school enrollment slightly decreased between 1988-89 and 1991-92. Since 1992-93, student enrollment at each level has been increasing steadily.

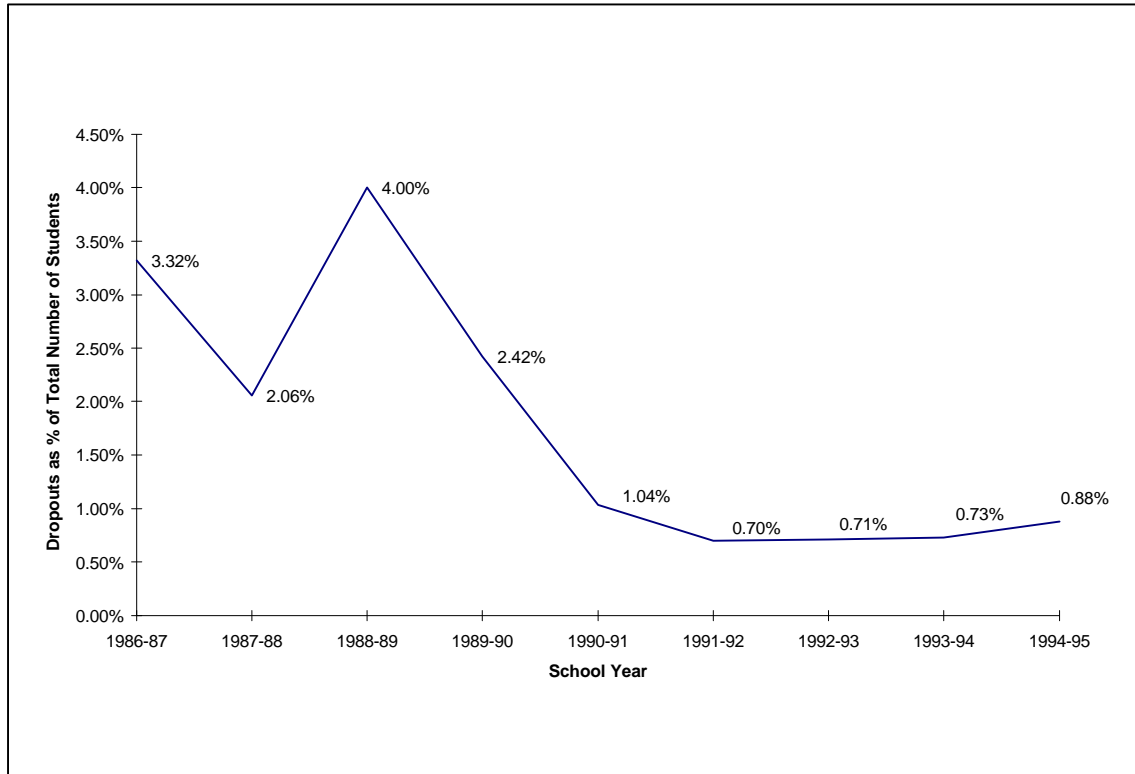
**EXHIBIT 1-16
STUDENT ENROLLMENT TRENDS BY SCHOOL LEVEL IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1986-87 THROUGH 1995-96**



Source: Profiles of Florida School Districts, Student and Staff Data, Florida Department of Education, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.

One reason for the fluctuations in enrollment may be the dropout rate of Hillsborough County students. Exhibit 1-17 displays the trends in the overall dropout rate since the 1986-87 school year. During the last ten years, dropout rates were the highest (4%) during the 1988-89 school year. Then, by 1991-92, the percentage of dropouts had decreased to 0.70 percent. These fluctuations appear to coincide with the fluctuations in enrollment as seen in Exhibit 1-16.

EXHIBIT 1-17
TRENDS IN DROPOUT RATES IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1986-87 THROUGH 1995-96

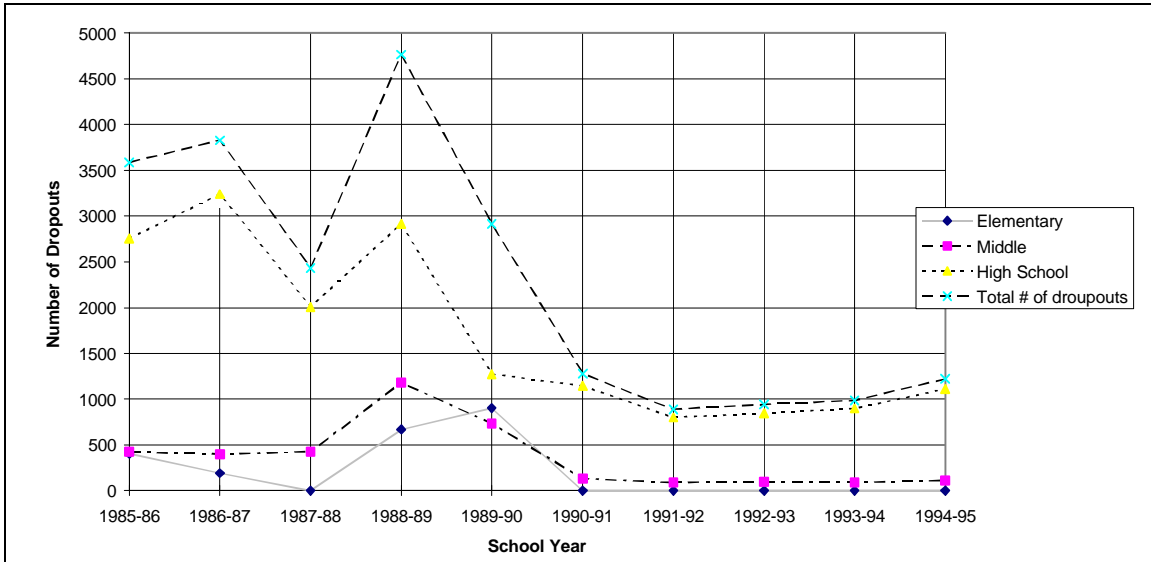


Source: Profiles of Florida School Districts, Florida Department of Education, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.

As shown in Exhibit 1-18, it is evident that the majority of dropouts occur among high school students (grades 9-12). While it appears that the number of students dropping out of school is remaining relatively low, there has been a slight increase in high school dropouts since 1991-92. In fact, the 1991-92 school year had the lowest number of high school dropouts in the past ten years, with a steady increase in the number of dropouts since that time. However, Hillsborough County has done an exceptional job reducing the total number of dropouts.

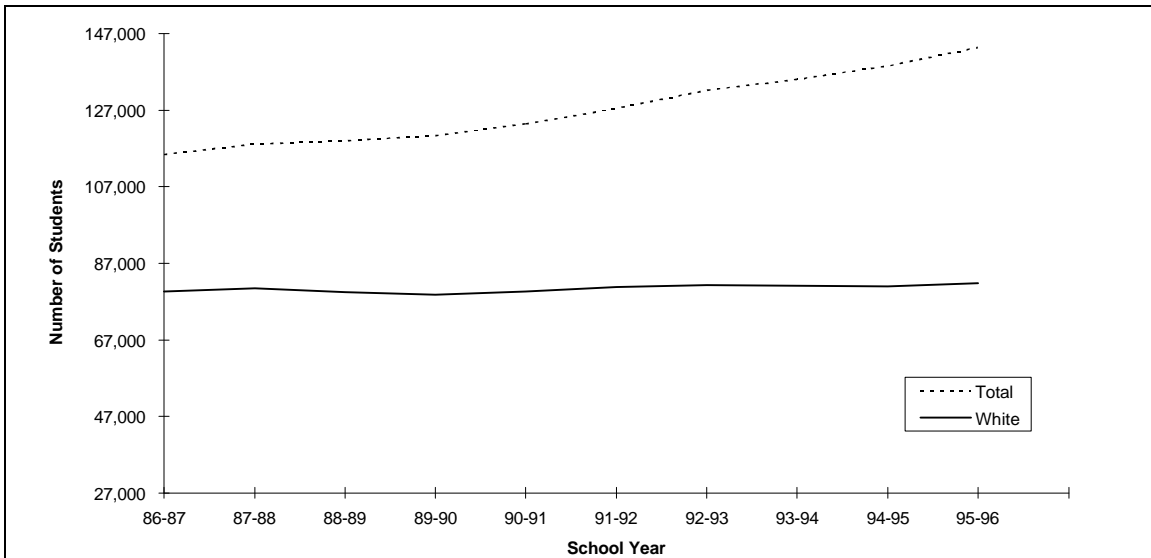
Another possible factor in the fluctuations in enrollment may be the increase in minority student enrollment. Since 1986-87, overall enrollment has been steadily increasing, yet the number of White/non-Hispanic students has remained relatively constant as seen in Exhibit 1-19. This indicates that the Hillsborough County School District has experienced a surge in the number of minority students over the past decade.

**EXHIBIT 1-18
TRENDS IN DROPOUTS IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1985-86 THROUGH 1994-95**



Source: Profiles of Florida School Districts, Student and Staff Data, Florida Department of Education, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.

**EXHIBIT 1-19
STUDENT ENROLLMENT TRENDS BY ETHNICITY IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1986-87 THROUGH 1995-96**



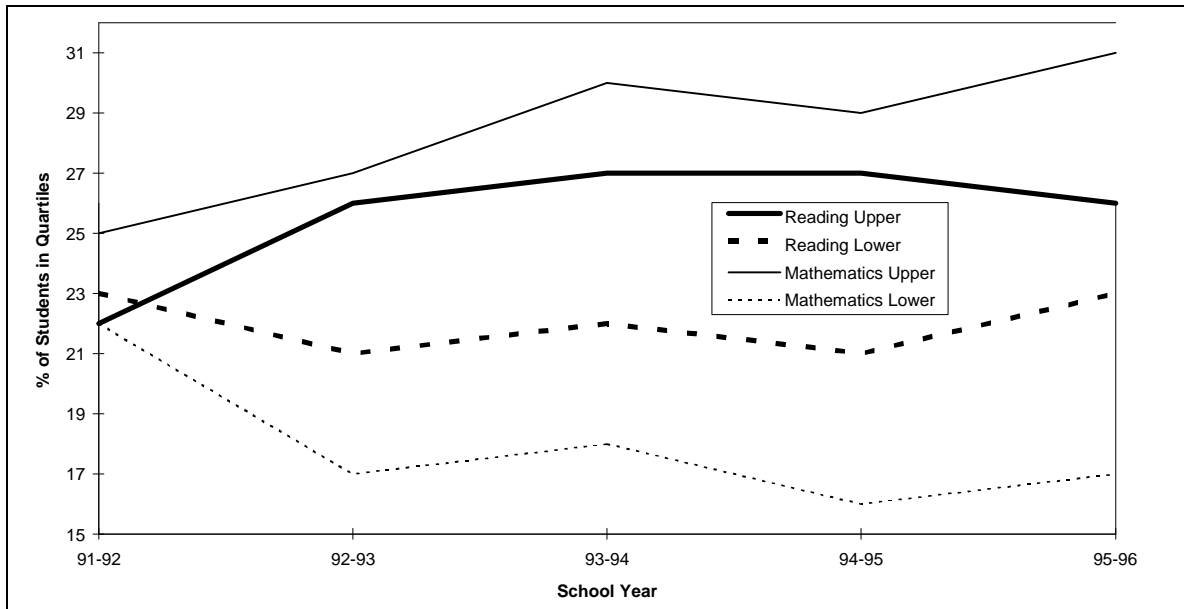
Source: Profiles of Florida School Districts, Student and Staff Data, Florida Department of Education, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.

In 1995-96, 43 percent of the total number of students enrolled were of an ethnicity other than White/non-Hispanic. The largest increase occurred among the Hispanic students whose enrollment increased from eight percent in 1986-87 to 17 percent in 1995-96. African-American student enrollment also increased from 21 percent to 24 percent in the ten years.

Student Achievement

Student achievement is measured in many ways. One method of measuring the achievement of students within a school district is to examine scores on standardized tests. Exhibit 1-20 demonstrates the trends in the percentage of students who scored in the upper and lower quartiles on the Grade Ten Assessment Test (GTAT) in both reading comprehension and mathematics over the last five years. Since 1992-93, over 25 percent of Hillsborough County students scored in the upper quartile of both reading and math. Likewise, since 1991-92, less than 25 percent of Hillsborough County students scored in the lower quartiles on the reading and math portions of the GTAT.

**EXHIBIT 1-20
TRENDS IN STUDENT PERFORMANCE ON GTAT IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1991-1996**



Source: Profiles of Florida School Districts, Student and Staff Data, Florida Department of Education, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.

However, over the past two years, there has been a decrease in the percentage of Hillsborough County students scoring in the upper quartile for reading comprehension and an increase in the percentage of students scoring in the lower quartile in both reading and math. This indicates a possible decline in student performance on the GTAT, at least on the reading comprehension portion of the exam. Even though there

may be a concern over the performance on the GTAT in reading, the percentage of students scoring in the upper quartile of the mathematics portion continues to increase.

Hillsborough County students have also done well on the High School Competency Test (HSCT) this past year. According to the Hillsborough County School District's Office of Communication, in 1995-96, 94 percent of the County's students passed the communications portion of the test and 87 percent passed the mathematics portion. The performance of Hillsborough County students was better than the state averages which were 89 percent for communications and 77 percent for mathematics.

Exhibit 1-21 shows a comparison of the scores on the SAT and ACT college entrance exams. On both the SAT and the ACT, Hillsborough County students scored above the state and national averages in 1996.

**EXHIBIT 1-21
AVERAGE STANDARDIZED TEST SCORES IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1995-96**

Scholastic Assessment Test					
SAT	Number Tested	Percentage Tested	Average Verbal Score	Average Math Score	Average Combined Score
Hillsborough County	2,874	47%	509	515	1,024
Florida	50,979	48%	498	496	994
Nation	1,000,000	41%	505	508	1,013

American College Test						
ACT	Number Tested	Average Science/ Reasoning	Average English Score	Average Math Score	Average Reading Score	Average Composite Score
Hillsborough County	1,618	21.6	20.5	21.6	22.2	21.5
Florida	36,264	20.6	19.9	20.3	21.2	20.6
Nation	924,663	21.1	20.3	20.2	21.3	20.9

Source: Hillsborough County School District, Presentation to Moody's Investors Service, March 6, 1997.

External recognition of the student's academic success is another method of measuring student achievement. The naming of 708 Hillsborough seniors as Florida Academic Scholars and Florida Graduate Fund Scholars are examples of Hillsborough County's high student achievements. Likewise, 686 Hillsborough students received the endorsement of the Florida Vocational Gold Seal program. At the national level, 69 Hillsborough seniors were identified as finalists in the National Merit Scholarship Program, including six named by the National Achievement Program for Outstanding Negro Students and 12 students were selected as National Hispanic Scholar Program finalists (Facts, Hillsborough County Public Schools, Office of Communications, 1996-97).

A third method of measuring student achievement is by the number of students who graduate from high school and the number of students who continue their pursuits of education beyond high school. Exhibit 1-22 provides a comparison of the number of students, by ethnicity, who received standard diplomas and the total number of completers. During the 1995-96 school year, 97 percent of total completers earned standard diplomas. Furthermore, Exhibit 1-23 demonstrates the overall graduation rate by ethnicity based on the number of seniors enrolled during 1995-96. Asian/Pacific Islanders have the highest graduation rate followed by Hispanic students and Black/non-Hispanic students consecutively. The overall graduation rate for Hillsborough County is 94 percent based on total senior enrollment in 1995-96.

Exhibit 1-24 shows the percentage of students over the past ten years who have chosen to enter college or technical school following graduation. The percentage of students entering college was at its highest (65%) in ten years during 1992-93, while the percentage of students entering technical school peaked (8%) during 1987-88. The years with the lowest percentage of students entering college (41%) or technical school (1%) were 1985-86 and 1993-94, respectively. Over the ten years documented in Exhibit 1-24, there was a 45 percent total increase in the number of students who entered college and a 108 percent total increase in the number of students who entered technical school.

Furthermore, the postsecondary plans of Hillsborough's seniors is found in Exhibit 1-25. This exhibit shows that one-third of Hillsborough County students have no plans to continue their education and slightly less than a third plan to attend a college or university in the State of Florida. The remaining third plan to attend a Florida community college, an out-of-state college or university, or a technical/trade school.

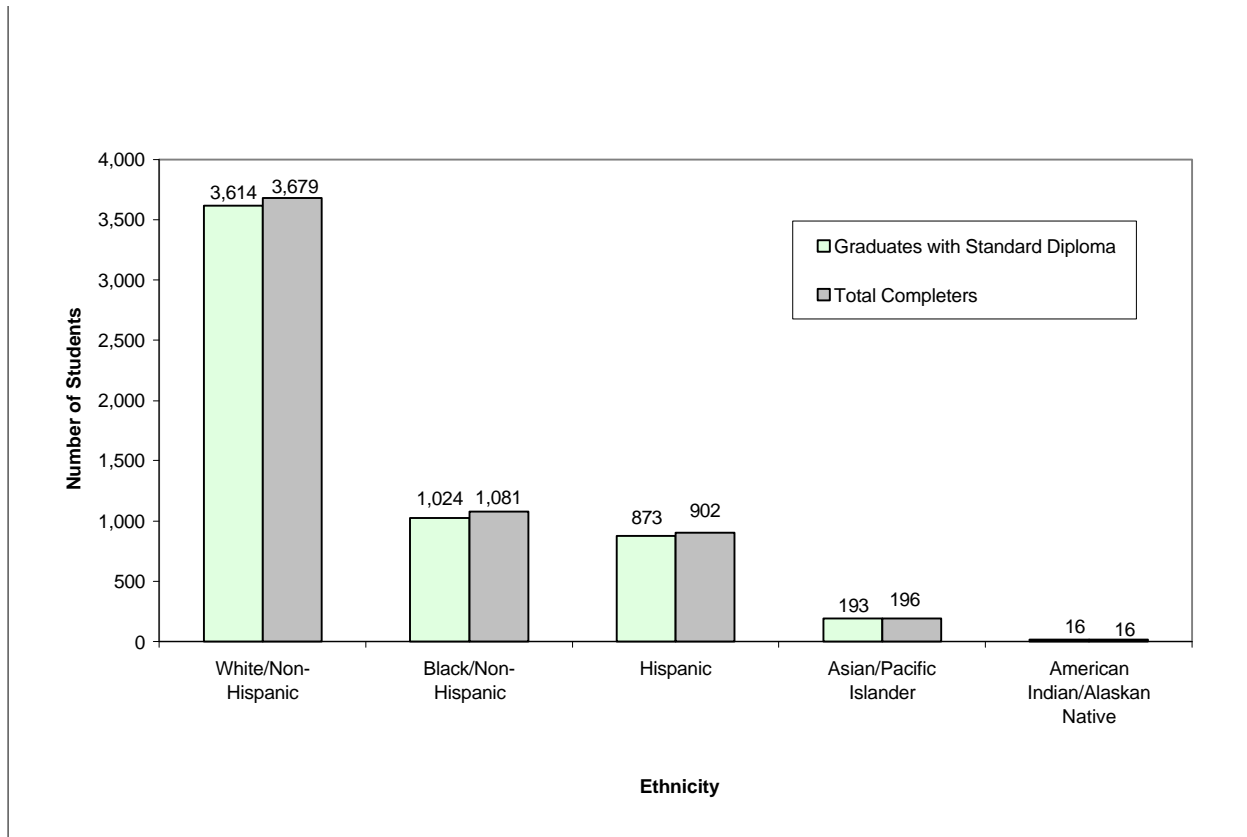
Any of the three methods suggested for measuring student achievement assist in demonstrating the success of the Hillsborough County School District.

Personnel

During the 1990s, the number of Hillsborough County School District personnel has steadily increased. However, as seen in Exhibit 1-26, the largest percentage increases in the number of teachers (6%), support staff (9%), and instructional/non-teacher staff (10%) occurred in the 1994-95 school year. The largest percentage increase in administration (6%) occurred in 1991-92. The overall percentage increase in personnel from 1990-91 to 1995-96 is 16 percent.

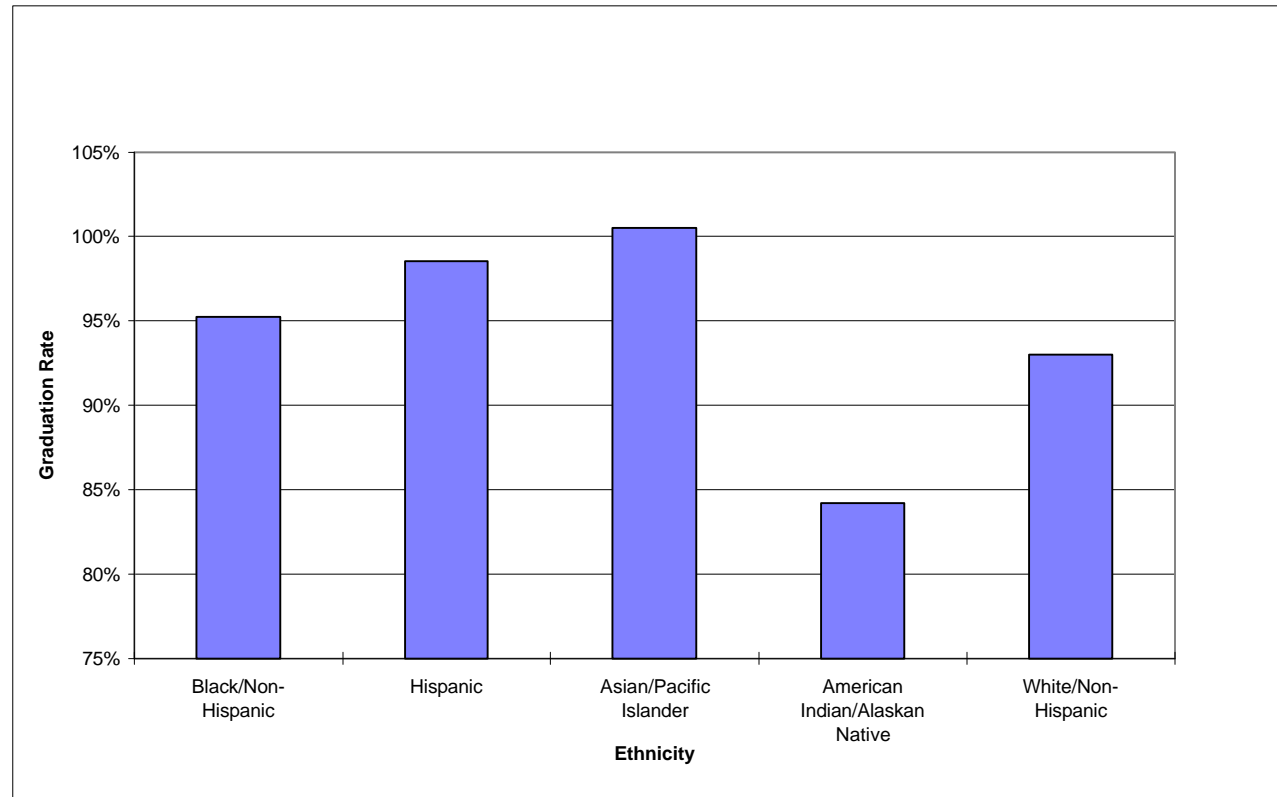
The amount of increase in personnel has allowed the number of students per staff member to decrease by three percent between 1986-87 and 1995-96 as seen in Exhibit 1-27. This means that staff members are responsible for fewer students, which is likely to increase the quality of a Hillsborough County education. However, from 1988-89 to 1990-91 the ratio of student to staff member was better than it has been during the most recent five years, especially the ratio of students to counselor. The average ratio of students per counselor is 391:1, while the average ratio of students per classroom teacher is 16.7:1, and the average ratio of students to administrators is 216:1.

EXHIBIT 1-22
GRADUATES RECEIVING STANDARD DIPLOMAS
AND TOTAL COMPLETERS BY ETHNICITY IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1995-96



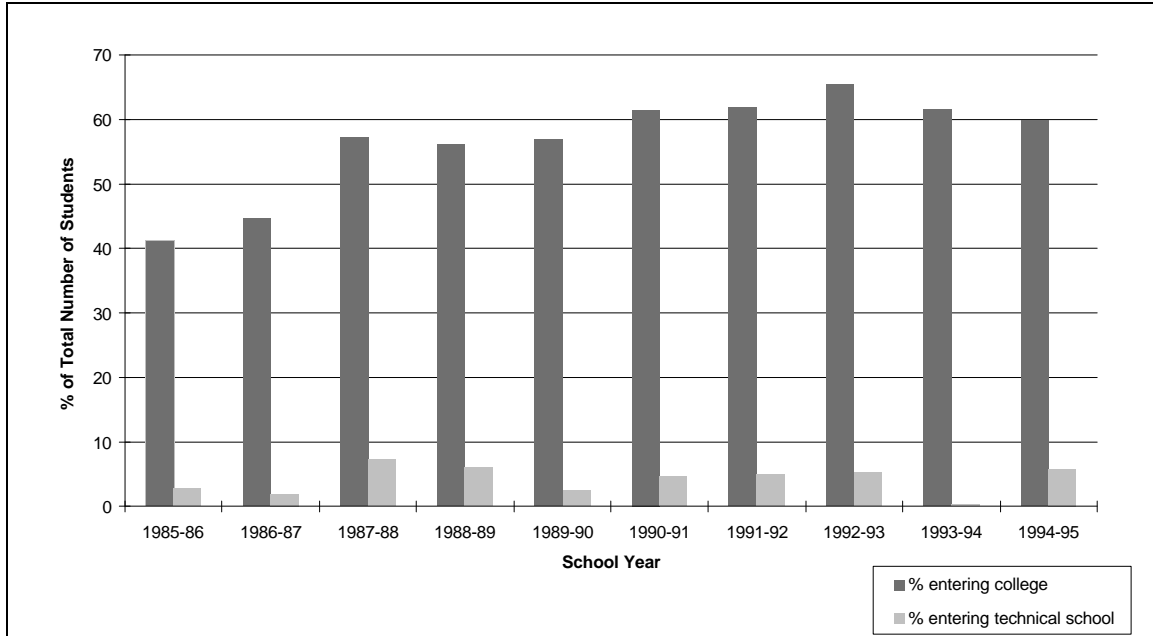
Source: Statistical Brief, Florida Department of Education, Florida Public High School Graduates, 1995-96.

**EXHIBIT 1-23
GRADUATION RATE BY ETHNICITY IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1995-96**



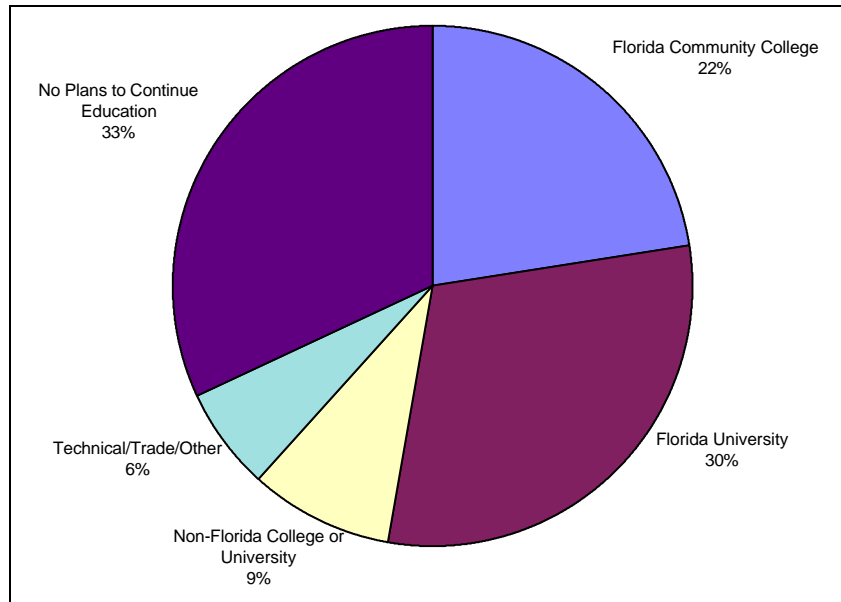
Source: Profiles of Florida Public Schools, Florida Department of Education, 1995-96.
Statistical Briefs, Florida Department of Education, Florida Public High School Graduates, 1995-96.

**EXHIBIT 1-24
TRENDS IN CONTINUING EDUCATION BY STUDENTS IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1985-86 THROUGH 1994-95**



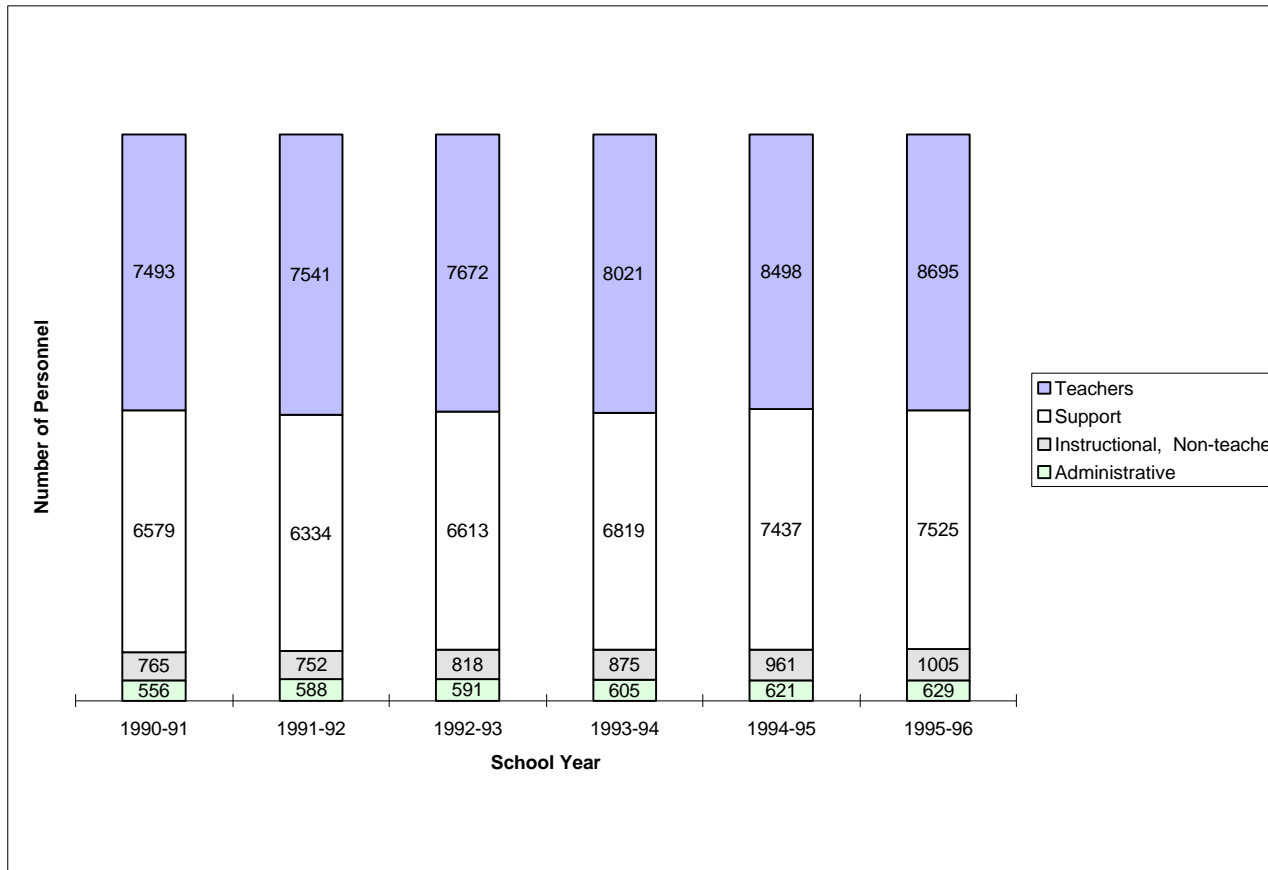
Source: Profiles of Florida School Districts, Student and Staff Data, Florida Department of Education, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.

**EXHIBIT 1-25
POSTSECONDARY PLANS FOR STUDENTS IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1995-96**



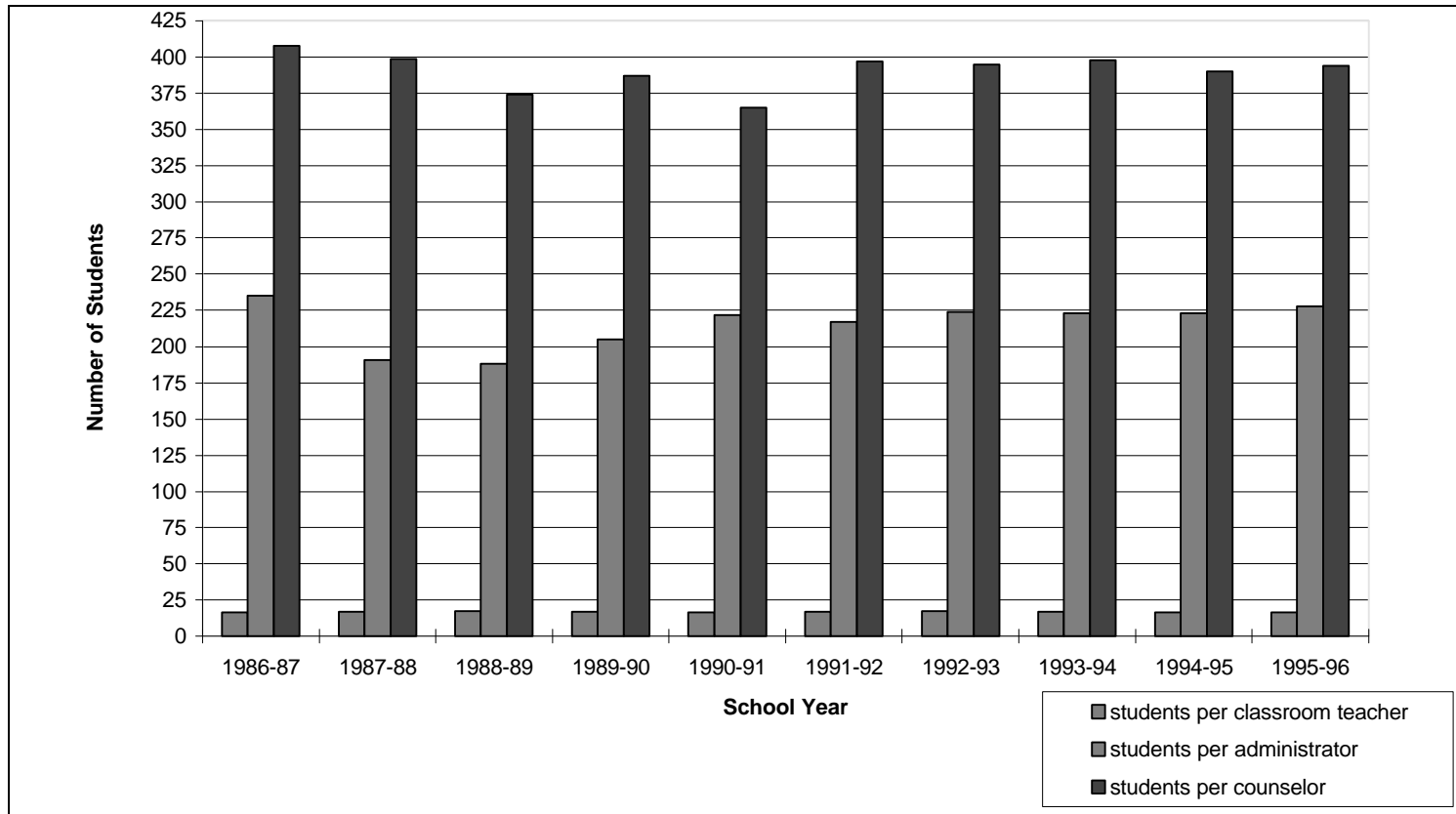
Source: Statistical Briefs, Florida Department of Education, Florida Public High School Graduates, 1995-96.

**EXHIBIT 1-26
TRENDS IN PERSONNEL IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1990-91 THROUGH 1995-96**



Source: Profiles of Florida School Districts, Student and Staff Data, Florida Department of Education, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.

**EXHIBIT 1-27
TRENDS IN NUMBER OF STUDENTS PER STAFF MEMBER IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1986-87 THROUGH 1995-96**



Source: Profiles of Florida School Districts, Student and Staff Data, Florida Department of Education, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.

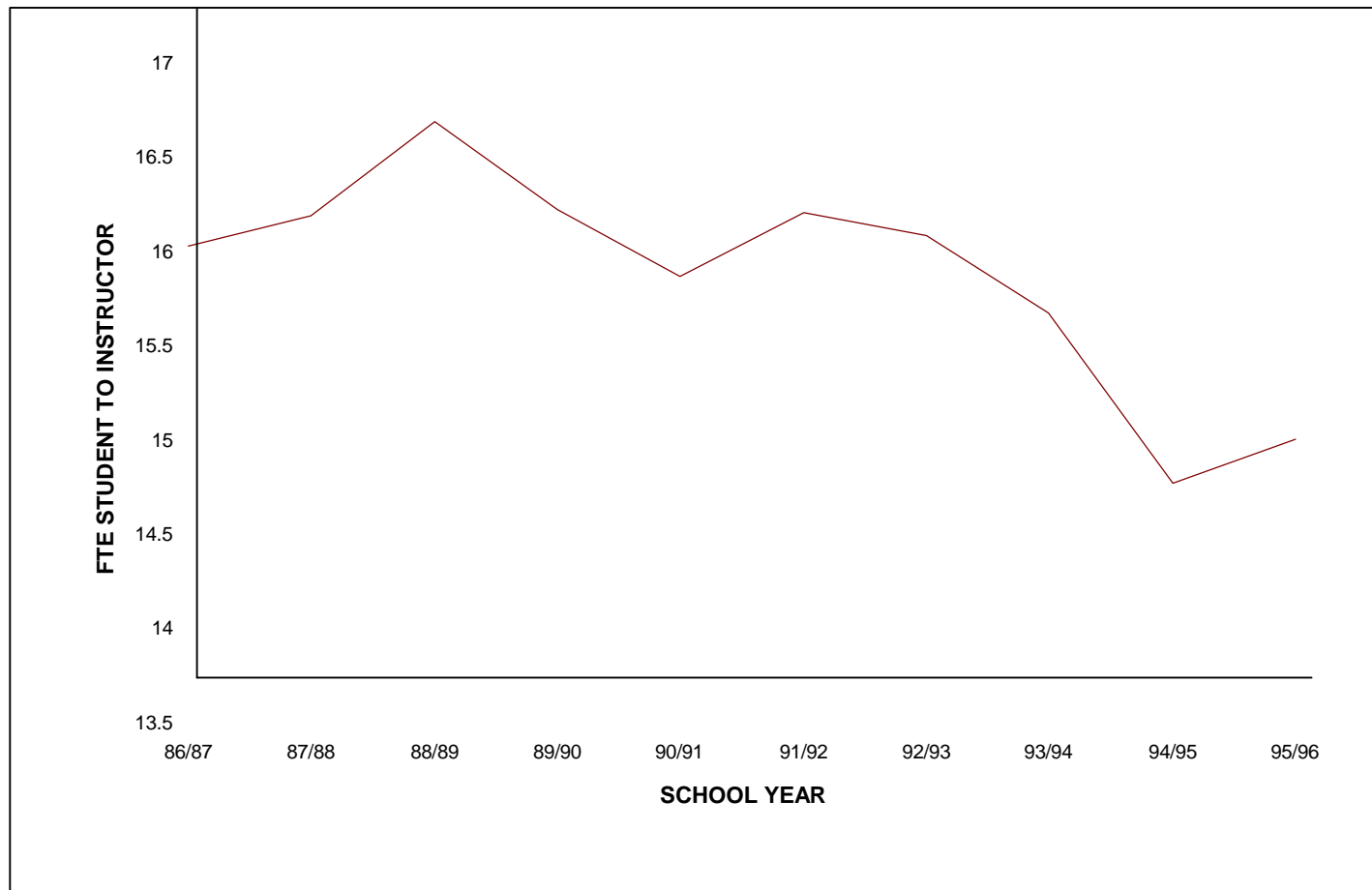
Exhibit 1-28 further illustrates Hillsborough County's student to teacher ratio by demonstrating the ratio of FTE student to instructor over the past decade. As the exhibit shows, this ratio has generally been in decline since 1988-89; however, there was a slight increase from 1994-95 to 1995-96.

The increase in ethnic diversity of both students and staff of the Hillsborough County School District can be seen in Exhibit 1-29. The most obvious point to be made in comparing the diversity of students and staff is that, while Exhibit 1-19 showed the increase in the number of ethnic minority students over the past ten years, Exhibit 1-29 shows the opposite occurring among the classroom and instructional staff. While the percentage of White/non-Hispanic students decreased from 69.1 percent to 57 percent between 1986-87 and 1995-96, the percentage of White/non-Hispanic staff increased from 78.2 percent to 81.1 percent. Likewise, the percentage of Black/non-Hispanic students increased from 20.9 percent to 24 percent, while the percentage of Black/non-Hispanic staff decreased from 15.9 percent to 12.8 percent. Finally, the percentage of Hispanic students rose from 8.1 percent to 16.8 percent and the percentage of Hispanic staff slightly increased from 5.6 percent to 5.7 percent in ten years. The percentage of students and staff of the Asian/Pacific Islander and American Indian/Alaskan Native heritages remained somewhat constant.

Exhibit 1-30 details the number of teachers by degree attainment during the 1994-95 and 1995-96 school years. The majority of "teachers" have attained a bachelor's degree; slightly over one-third have attained a master's degree. Overall, there has been an increase in the number of teachers who have attained both degree.

The level of education of teachers is important for many reasons, but one particular reason is evidenced in Exhibit 1-31. This exhibit shows the trend in average teacher salaries based on their level of education over the last ten years in Hillsborough County. As shown, teachers in each category have experienced a steady salary increase since 1986-87; all teachers experienced a slight decrease in salary during the 1992-93 and 1994-95 school years.

EXHIBIT 1-28
FTE STUDENT TO INSTRUCTOR RATIO IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1986-87 THROUGH 1995-96



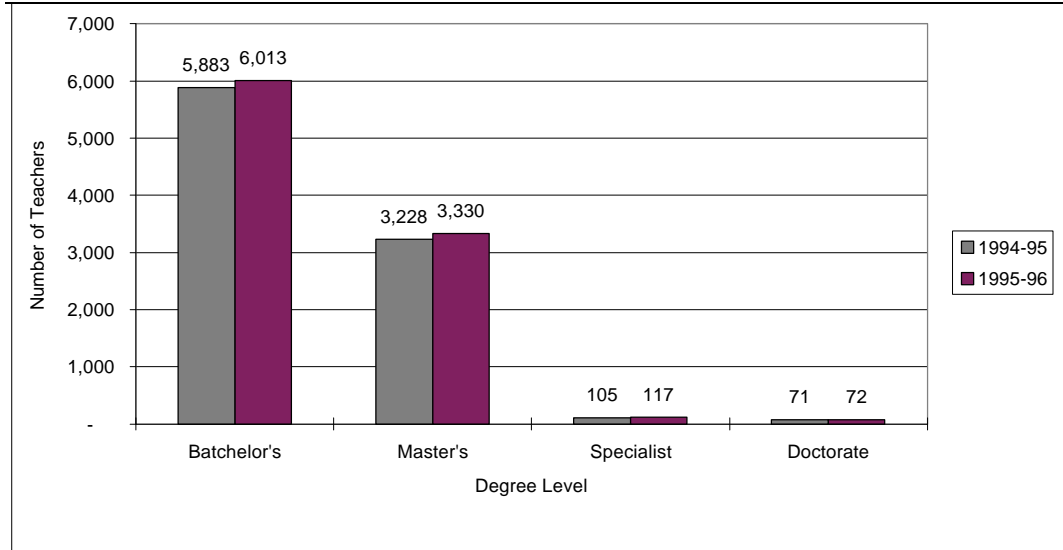
Source: Preliminary Offering Statement, COP, School Board of Hillsborough County, Florida, October 10, 1996.

EXHIBIT 1-29
TRENDS IN THE ETHNIC DIVERSITY OF STUDENTS AND STAFF IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1986-87 THROUGH 1995-96

	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
STUDENTS										
White/Non-Hispanic	69.1%	68.1%	66.8%	65.5%	64.4%	63.4%	61.5%	60.1%	58.5%	57.0%
Black/Non-Hispanic	20.9%	21.0%	21.1%	21.2%	21.5%	21.7%	22.7%	23.1%	23.6%	24.0%
Hispanic	8.1%	9.0%	10.2%	11.3%	12.1%	12.9%	13.8%	14.8%	15.8%	16.8%
Asian/Pacific Islander	1.4%	1.4%	1.5%	1.6%	1.6%	1.7%	1.8%	1.8%	1.8%	1.9%
American Indian/Alaskan Native	0.6%	0.5%	0.4%	0.4%	0.3%	0.3%	0.2%	0.2%	0.3%	0.3%
CLASSROOM AND INSTRUCTIONAL STAFF										
White/Non-Hispanic	78.2%	78.9%	79.0%	80.4%	80.5%	80.8%	81.4%	81.5%	81.6%	81.1%
Black/Non-Hispanic	15.9%	15.4%	15.2%	14.1%	13.9%	13.7%	13.1%	12.8%	12.5%	12.8%
Hispanic	5.6%	5.4%	5.6%	5.2%	5.3%	5.1%	5.2%	5.4%	5.5%	5.7%
Asian/Pacific Islander	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.3%
American Indian/Alaskan Native	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

Source: Profiles of Florida School Districts, Student and Staff Data, Florida Department of Education, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.

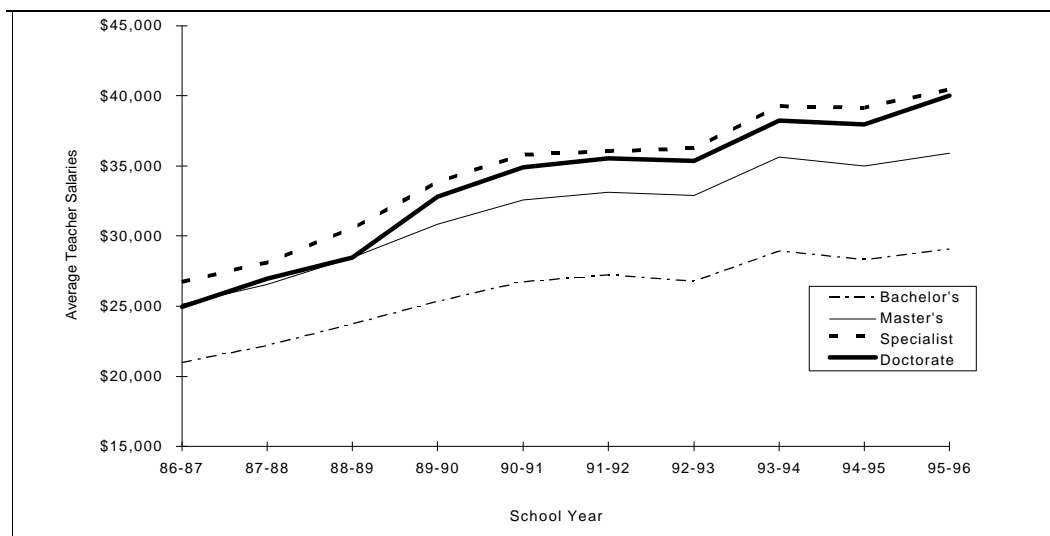
**EXHIBIT 1-30
NUMBER OF TEACHERS* BY DEGREE LEVEL IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1994-95 THROUGH 1995-96**



Source: Statistical Brief, Teacher Salary, Experience, and Degree Level, Florida Department of Education, 1994-95 and 1995-96.

*A professional paid on the instructional salary schedule negotiated by a Florida School District.

**EXHIBIT 1-31
TRENDS IN TEACHER SALARIES IN THE
HILLSBOROUGH COUNTY SCHOOL DISTRICT
1986-87 THROUGH 1995-96**



Source: Profiles of Florida School Districts, Student and Staff Data, Florida Department of Education, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96.