Assessment & Accountability Meeting

Jacob Oliva
Executive Vice Chancellor of K-12 Public Schools
80.7
Algebra 1

Achievement Level 3 and Above

- 2016: 54%
- 2017: 60%

Up 6 Percentage Points
Algebra 2
Achievement Level 3 and Above

2015: 36%
2016: 40%
2017: 49%
2020 MOVING THE NEEDLE

In keeping with the Florida Department of Education’s mission, the strategic plan was developed with four overarching goals in mind.

STUDENT ACHIEVEMENT
- Performance and growth
- Closing the gap
- Completion

MAXIMUM ACCESS
- Educational choice
- More students pursuing higher education opportunities

SKILLED WORKFORCE
- Higher wages
- More jobs

RETURN ON INVESTMENT
- Increase efficiency across all Florida public education systems

To learn more, visit http://bit.ly/2jIRph

HOW WILL WE MEASURE SUCCESS?

Strategic plan progress will be tracked using the following metrics:

- Student Achievement on Florida Assessments
- Continued Achievement Growth on Florida Assessments
- Closing the Achievement Gap
- High School Graduation Rate
- High School Graduation Rate Plus
- Reduction in Percent of Low-Performing Schools
- Postsecondary Completion Rate
- Postsecondary Continuation Rate
- Associate Degree Articulation Rate
- Access to High-Quality Educational Options
- Postsecondary Employment Rate
- Initial Wages
- Return on Investment
- Agency Effectiveness

To learn more, visit http://bit.ly/2jIRph
Goal 1 – Highest Student Achievement

Target = 6 percentage point increase

Student Achievement on Statewide Assessments

- English Language Arts: 52% (2014-15), 54% (2016-17), 58% (2019-20)
- Mathematics: 52% (2014-15), 56% (2016-17), 58% (2019-20)
- Science: 55% (2014-15), 54% (2016-17), 61% (2019-20)
- Social Studies: 65% (2014-15), 68% (2016-17), 71% (2019-20)

Note: Percent Level 3 or higher

www.FLDOE.org
Goal 1 – Highest Student Achievement

Target = 7 percentage point increase

Growth in
English Language Arts and Mathematics

Note: Based on school grades learning gains calculation
Goal 1 – Highest Student Achievement

Graduation Rate and Graduation Rate Plus (Acceleration)

Target = 7.1 percentage point increase

Target = 10 percentage point increase

Note: Based on Federal graduation rate and college and career acceleration for school grades

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Goal 1 – Highest Student Achievement

Metric 6: Reducing the Percent of Low-Performing Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Low-Performing Schools</th>
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</thead>
<tbody>
<tr>
<td>2015-16 Baseline</td>
<td>15.0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>8.0%</td>
</tr>
<tr>
<td>2019-20 Goal</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Target = 7.5 percentage point decrease

Note: Percent of D and F Schools
Goal 1 – Highest Student Achievement

Metric 7: Postsecondary Completion Rates Within 150% of Program Time

- **Florida College System**: 35.0% (2013-14 Baseline) vs. 45.0% (2019-20 Target)
- **District Postsecondary**: 57.3% (2013-14 Baseline) vs. 62.0% (2019-20 Target)

- **Target** = 10 percentage point increase
- **Target** = 4.7 percentage point increase
Goal 1 – Highest Student Achievement

Metric 3: Closing the Achievement Gap

- Reduce Achievement Gaps by 1/3 by 2019-20
- Subgroups
  - African American → White
  - Hispanic → White
  - Economically Disadvantaged → Non-Economically Disadvantaged
  - Students with Disabilities → Students without Disabilities
  - English Language Learners → Non-English Language Learners
- Subject Areas
  - English Language Arts
  - Mathematics
  - Science
  - Social Studies

Note: Based on percent scoring level 3 or higher
2015-16
STATE ACHIEVEMENT GAP

<table>
<thead>
<tr>
<th>Subject</th>
<th>White</th>
<th>African American</th>
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</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>63%</td>
<td>34%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>65%</td>
<td>34%</td>
</tr>
<tr>
<td>Science</td>
<td>67%</td>
<td>35%</td>
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<tr>
<td>Social Studies</td>
<td>78%</td>
<td>50%</td>
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Percentage Point Achievement Gap

White and African American

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<thead>
<tr>
<th>Subject</th>
<th>Baseline 2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
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<tr>
<td>Social Studies</td>
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<td>28</td>
<td>26</td>
<td>18</td>
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Percentage Point Achievement Gap

White and Hispanic

<table>
<thead>
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<th>2016-17</th>
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<tr>
<td>Social Studies</td>
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<td>16</td>
<td>15</td>
<td>11</td>
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</tbody>
</table>
Percentage Point Achievement Gap

Non-economically Disadvantaged vs Economically Disadvantaged

<table>
<thead>
<tr>
<th>Subject</th>
<th>Baseline 2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2020 Target</th>
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<tbody>
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<tr>
<td>Mathematics</td>
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<td>Social Studies</td>
<td>16</td>
<td>16</td>
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</table>
Percentage Point Achievement Gap

Students Without Disabilities vs Students With Disabilities

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<th>Subject</th>
<th>Baseline 2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2020 Target</th>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<td>Social Studies</td>
<td>34</td>
<td>34</td>
<td>34</td>
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<td>34</td>
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</tbody>
</table>
2015-16 STATE ACHIEVEMENT GAP

- NON-ENGLISH LANGUAGE LEARNERS
- ENGLISH LANGUAGE LEARNERS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Non-English Language Learners</th>
<th>English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH LANGUAGE ARTS</td>
<td>56%</td>
<td>26%</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>56%</td>
<td>35%</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>58%</td>
<td>22%</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>70%</td>
<td>33%</td>
</tr>
</tbody>
</table>
Percentage Point Achievement Gap

Non English Language Learners vs English Language Learners
Why do these gaps exist?
Examining the Achievement Gap – 8th Grade Test Scores

Highlights of the Opportunity Gap

Series 1

- 0-25% FRPL
- 26-50% FRPL
- 51-75% FRPL
- 76-100% FRPL

Student Poverty Rates

Average # of Team Sports

- 25
- 20
- 15
- 10
- 5
- 0

Series 1
Participation in Extracurricular Activities

![Graph showing participation in extracurricular activities from 1970 to 2010, with separate lines for the highest and lowest SES quartiles.]
SES & Connection

% Youth with Mentor

Types of Informal Mentors

# 5 Major Influences:

Dr. Stephen Peters

<table>
<thead>
<tr>
<th>50’s</th>
<th>80’s</th>
<th>90’s</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Home</td>
<td>1</td>
<td>Peers</td>
</tr>
<tr>
<td>2</td>
<td>School</td>
<td>2</td>
<td>TV</td>
</tr>
<tr>
<td>3</td>
<td>Church</td>
<td>3</td>
<td>School</td>
</tr>
<tr>
<td>4</td>
<td>Peers</td>
<td>4</td>
<td>Home</td>
</tr>
<tr>
<td>5</td>
<td>TV</td>
<td>5</td>
<td>Church</td>
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<tr>
<td>50’</td>
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<td>90’</td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Actionable Data: Chronic Absence

**Truancy** is different than **Chronic Absence** and **Average Daily Attendance**.

- **Truancy** = unexcused absences (s. 1003.26(b), F.S.)
- **Average Daily Attendance** = how many students show up each day
- **Chronic Absence** = missing so much school for any reason that a student is academically at-risk
Being in school on a regular basis ...  
... drives student success

✓ **Exposure to Language**: Starting in pre-K, attendance equals exposure to language-rich environments

✓ **Time on Task in Class**: Student only benefit from classroom instruction if they are in class

✓ **On track for Success**: Chronic absence is a proven early warning signal that a student is behind in reading by 3rd grade, failing course in middle and high school, and likely to drop out

✓ **College and Career Ready**: Cultivating the habit of regular attendance help students develop the persistence needed to show up every day for college and work.

✓ **Engagement**: Attendance reflects engagement in learning

✓ **Effective Practice**: Schools, communities, and families can improve attendance when they work together.
Does Kindergarten Really Count?

Students who experience chronic absence in Kindergarten have:

• Lower academic performance in 1\textsuperscript{st} Grade

• Lower reading and math proficiency in 3\textsuperscript{rd} grade

• Weak social and academic skills to help the student engage in learning
Impact of Chronic Absence During Early Years

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.

<table>
<thead>
<tr>
<th>Average Second Grade DIBELS Oral Reading Fluency Score</th>
<th>Not Chronically Absent (n=4,073)</th>
<th>Chronically Absent in Pre-K (n=1,381)</th>
<th>Chronically Absent in Pre-K and K (n=423)</th>
<th>Chronically Absent in Pre-K, K, and 1st Grade (n=255)</th>
<th>Chronically Absent in Pre-K, K, 1st, and 2nd Grade (n=306)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>98.8</td>
<td>94.6***</td>
<td>88.9***</td>
<td>81.3***</td>
<td>72.9***</td>
</tr>
</tbody>
</table>

*Some Risk*

*At Risk*
Easy to Overlook Patterns of Chronic Absence in Individual Students

2 Absences Per Month
\times 9 Months of School
= Less Likely to Graduate from High School