



AMM

Jacob Oliva

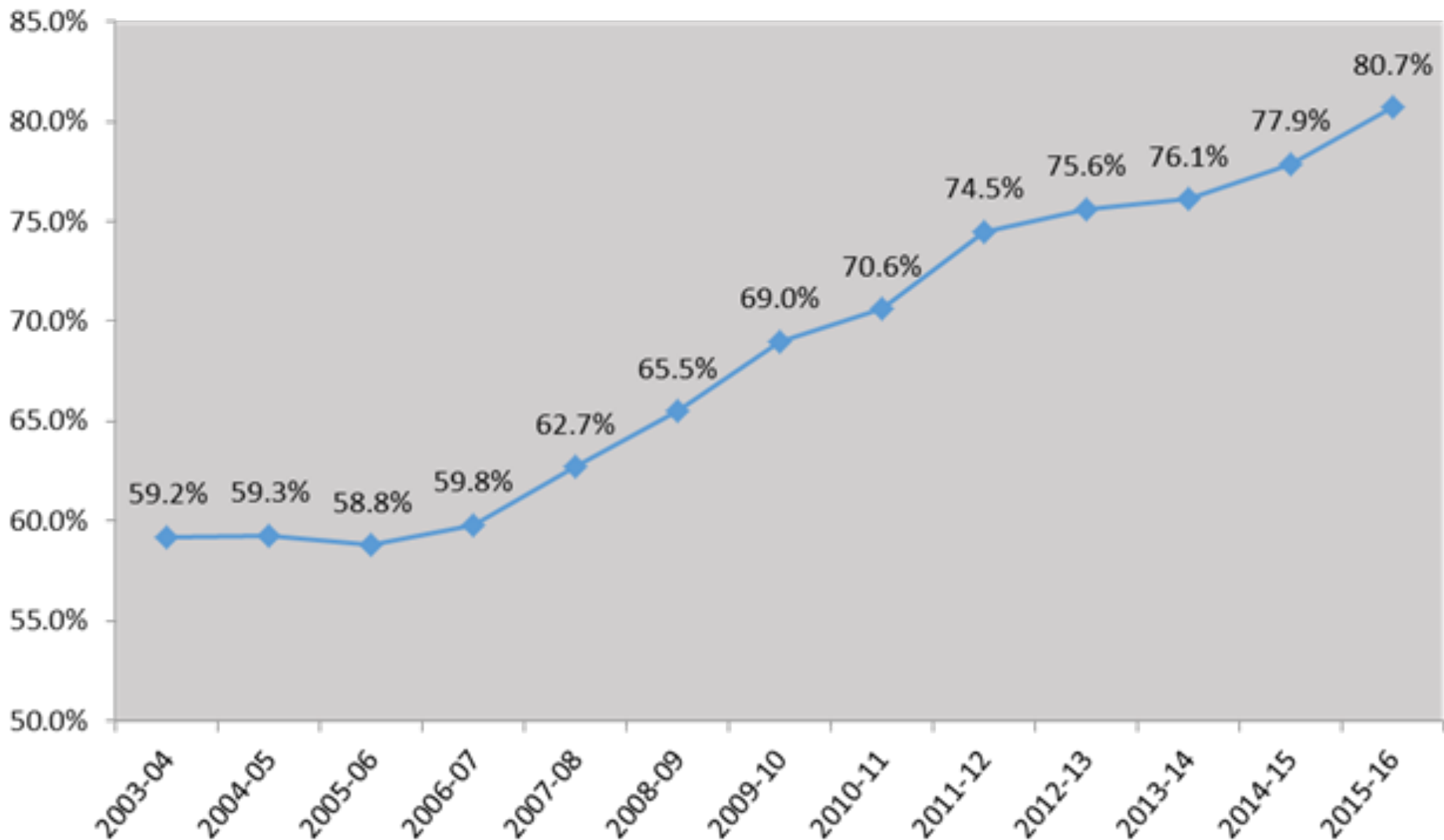
Executive Vice Chancellor of K-12 Public Schools



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80.7

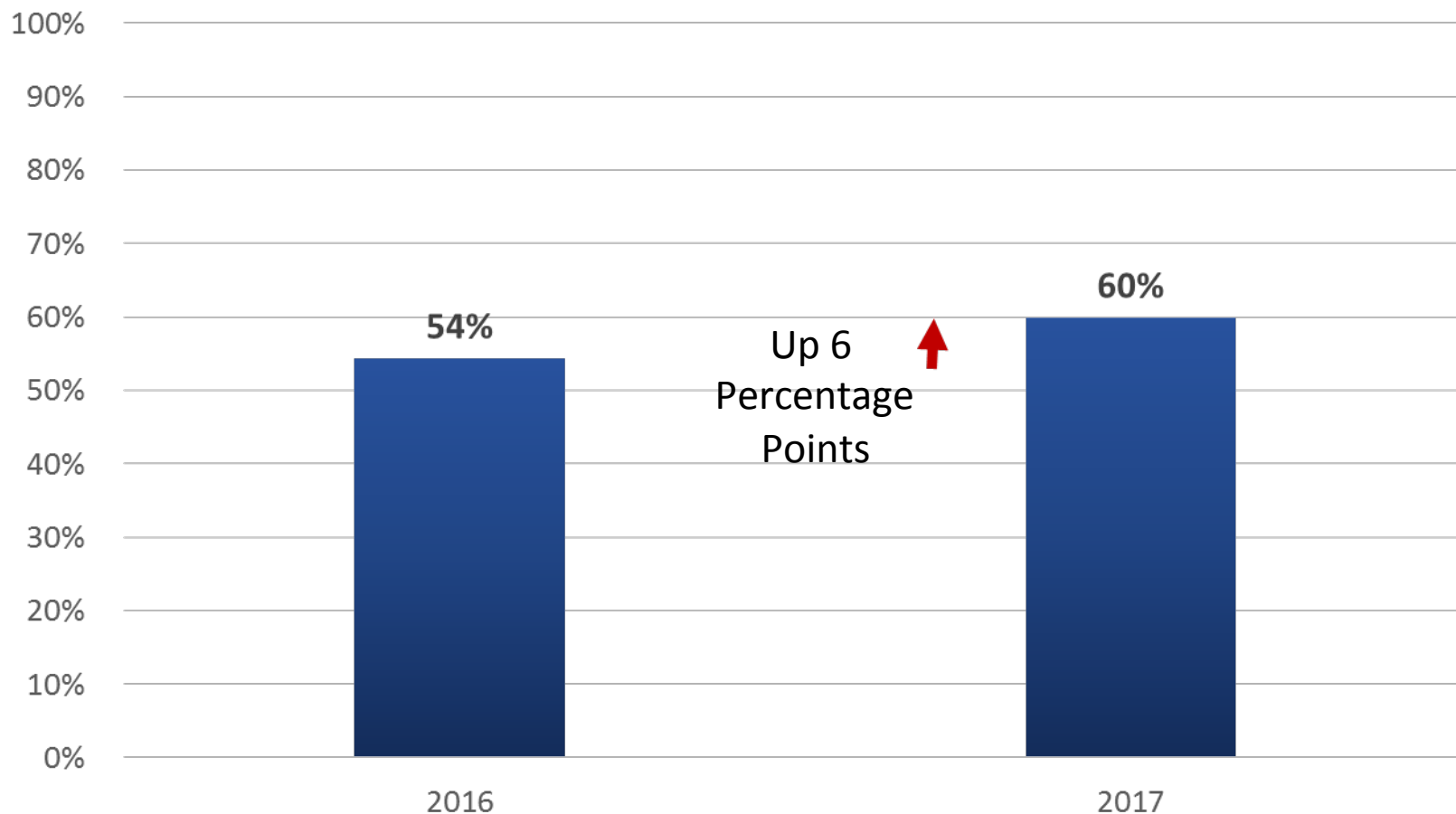


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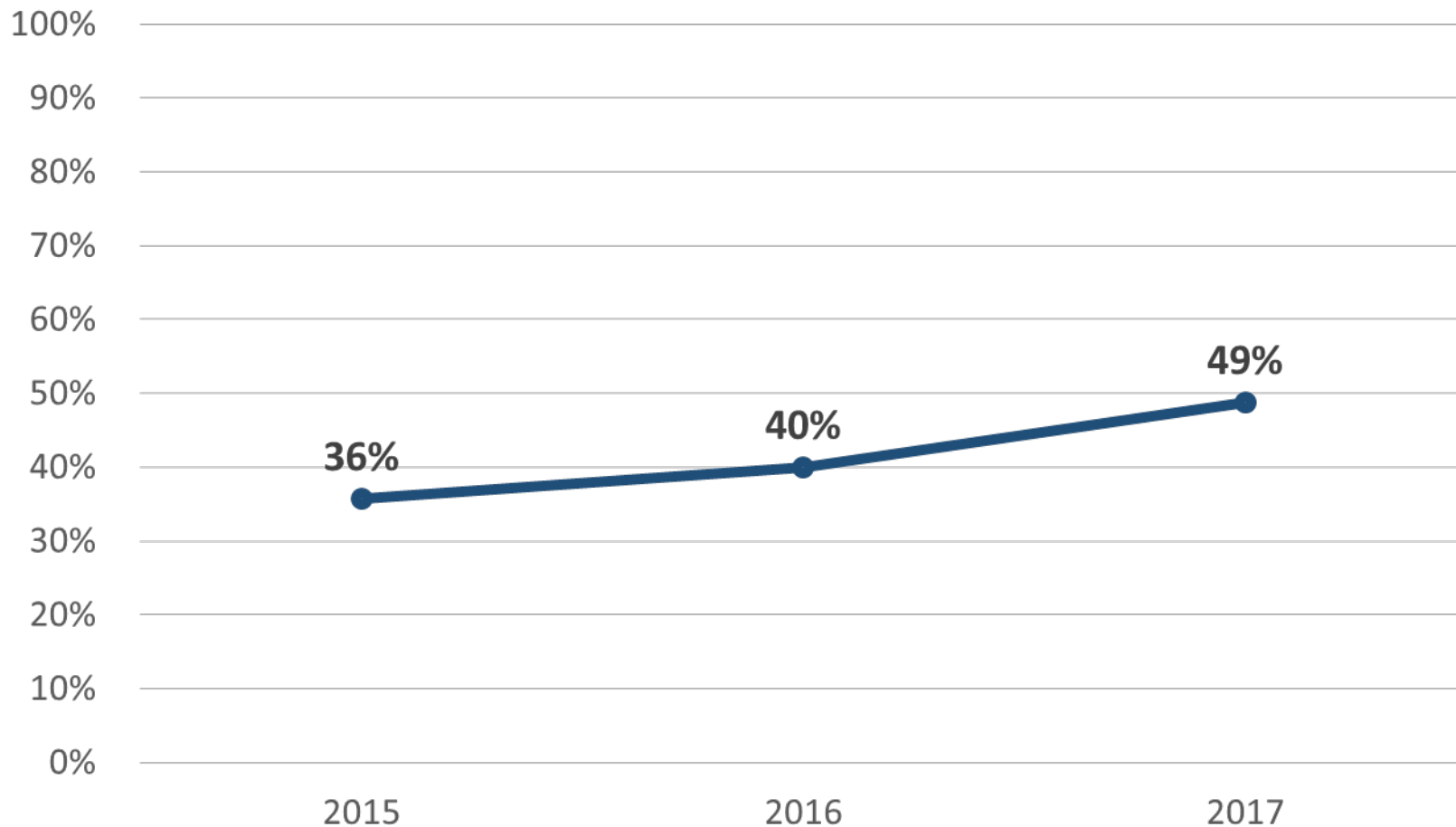
Algebra 1

Achievement Level 3 and Above



Algebra 2

Achievement Level 3 and Above



1,834

61



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/2jfRprh>



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

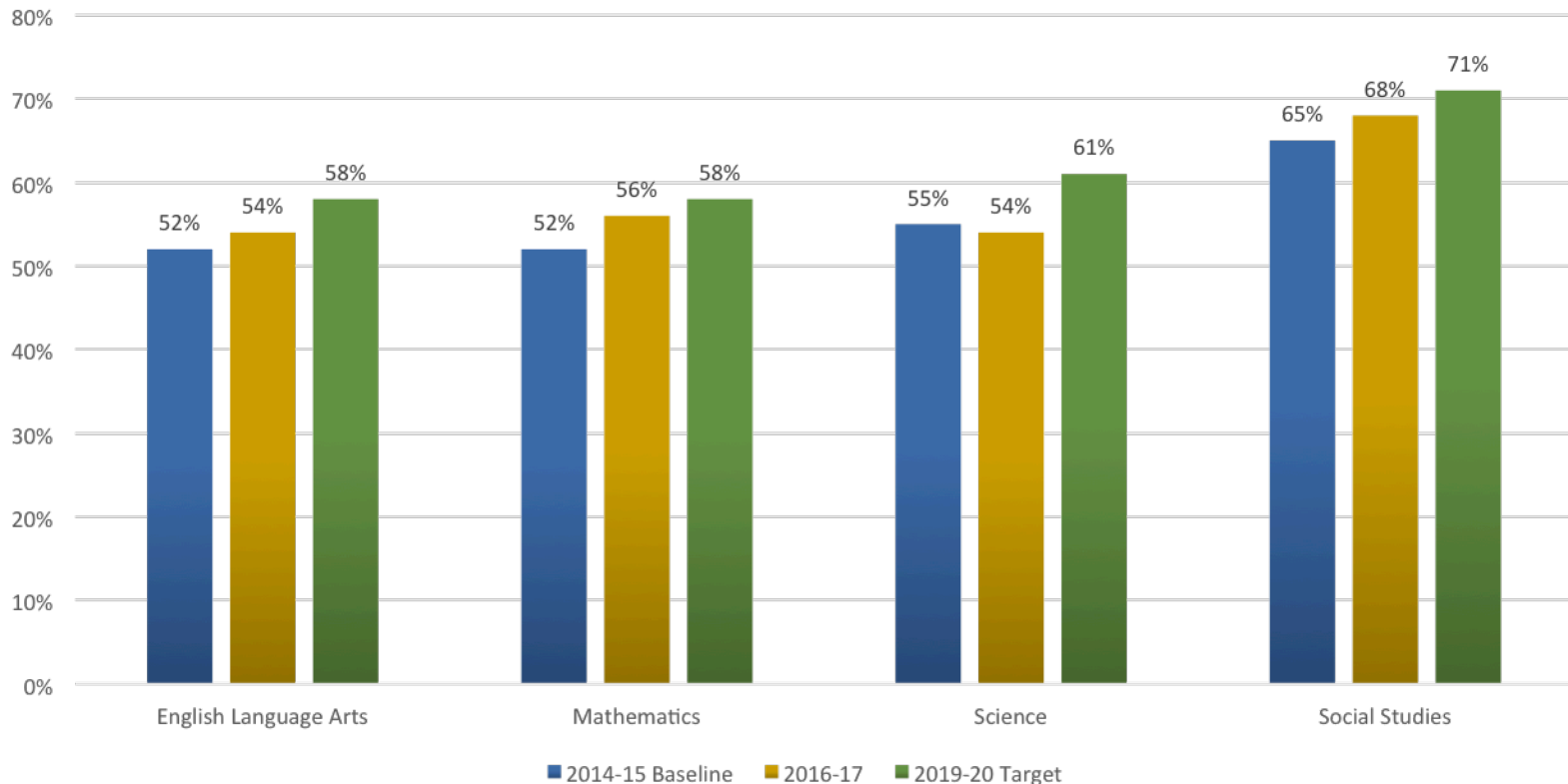
Agency Effectiveness

To learn more, visit <http://bit.ly/2jfRprh>

Goal 1 – Highest Student Achievement

Target = 6
percentage point
increase

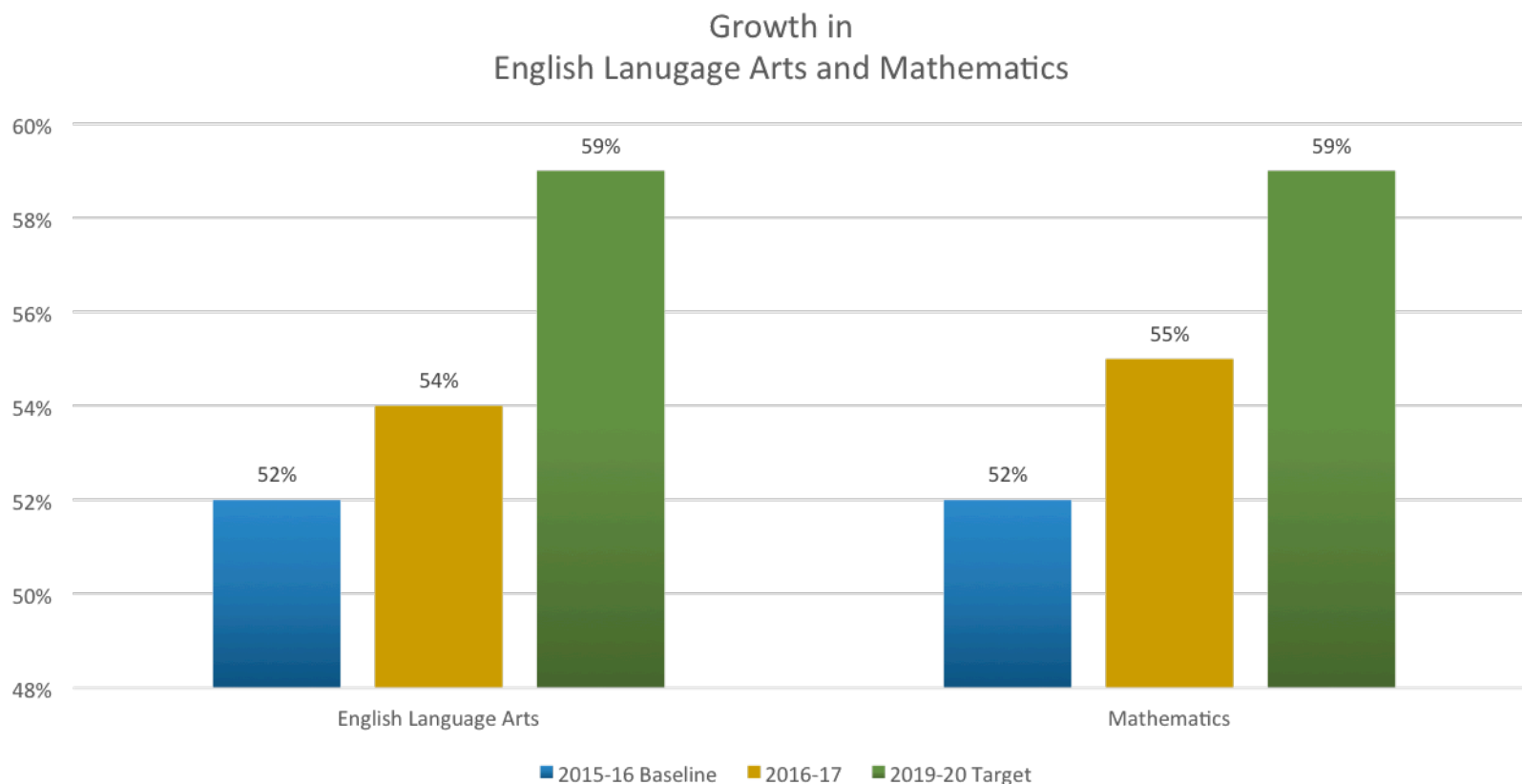
Student Achievement on Statewide Assessments



Note: Percent Level 3 or higher

Goal 1 – Highest Student Achievement

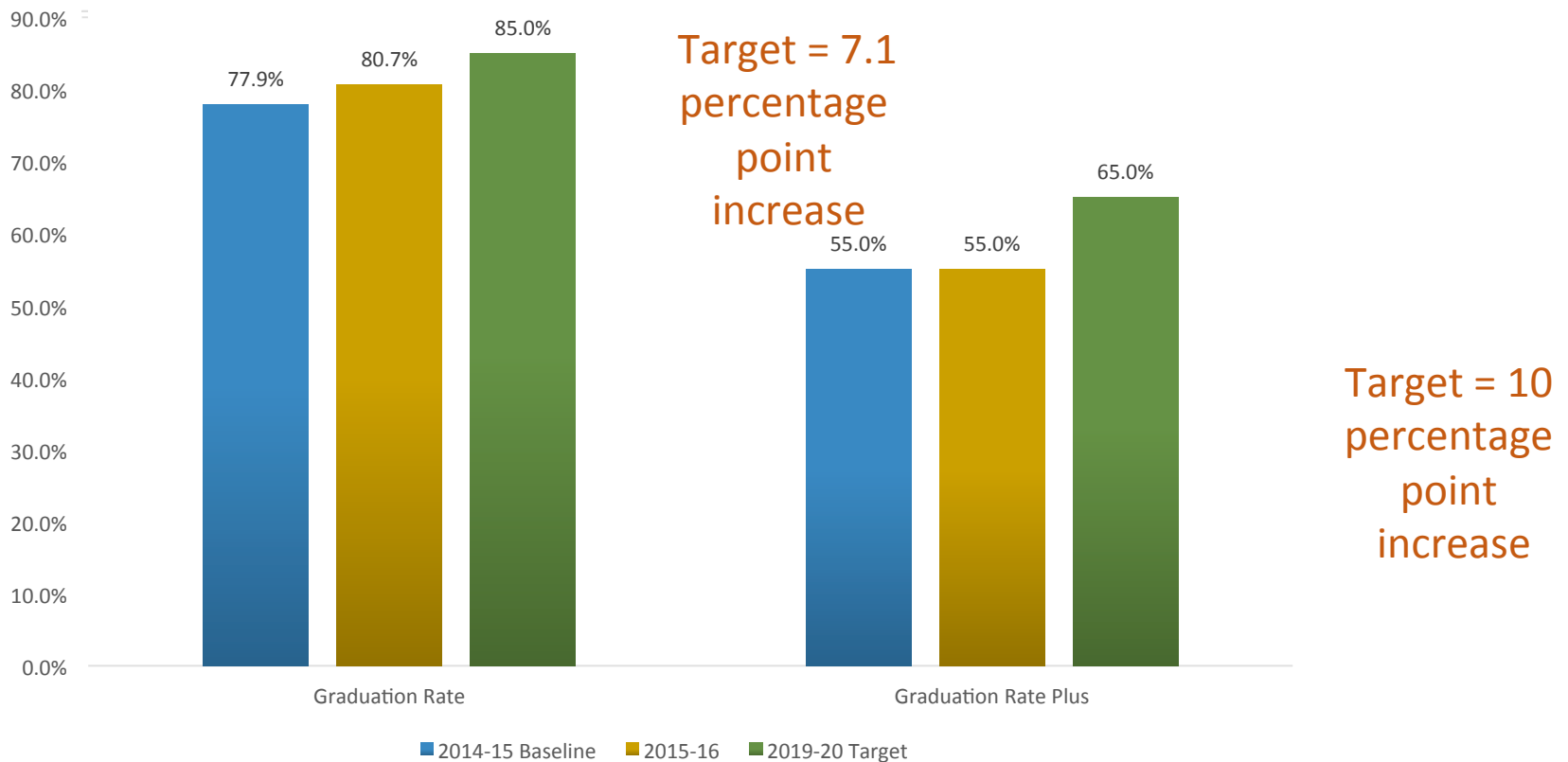
Target = 7 percentage point increase



Note: Based on school grades learning gains calculation

Goal 1 – Highest Student Achievement

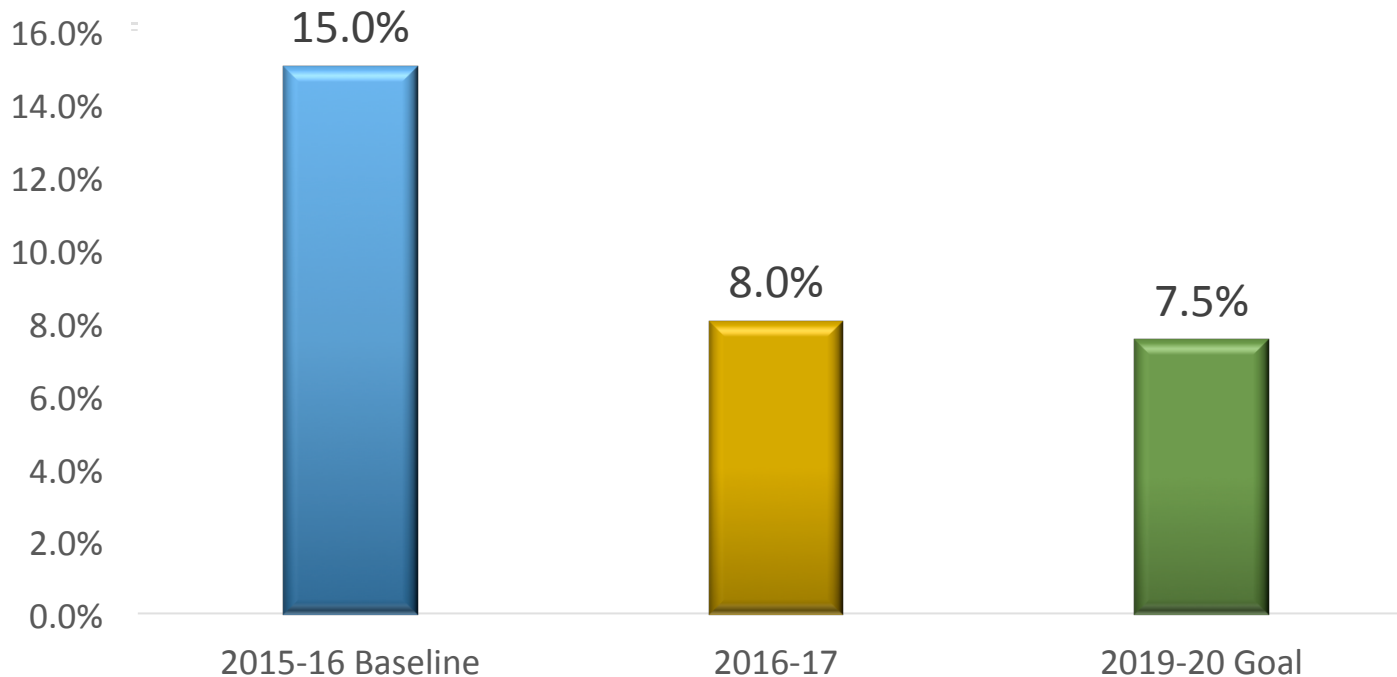
Graduation Rate and Graduation Rate Plus (Acceleration)



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

Goal 1 – Highest Student Achievement

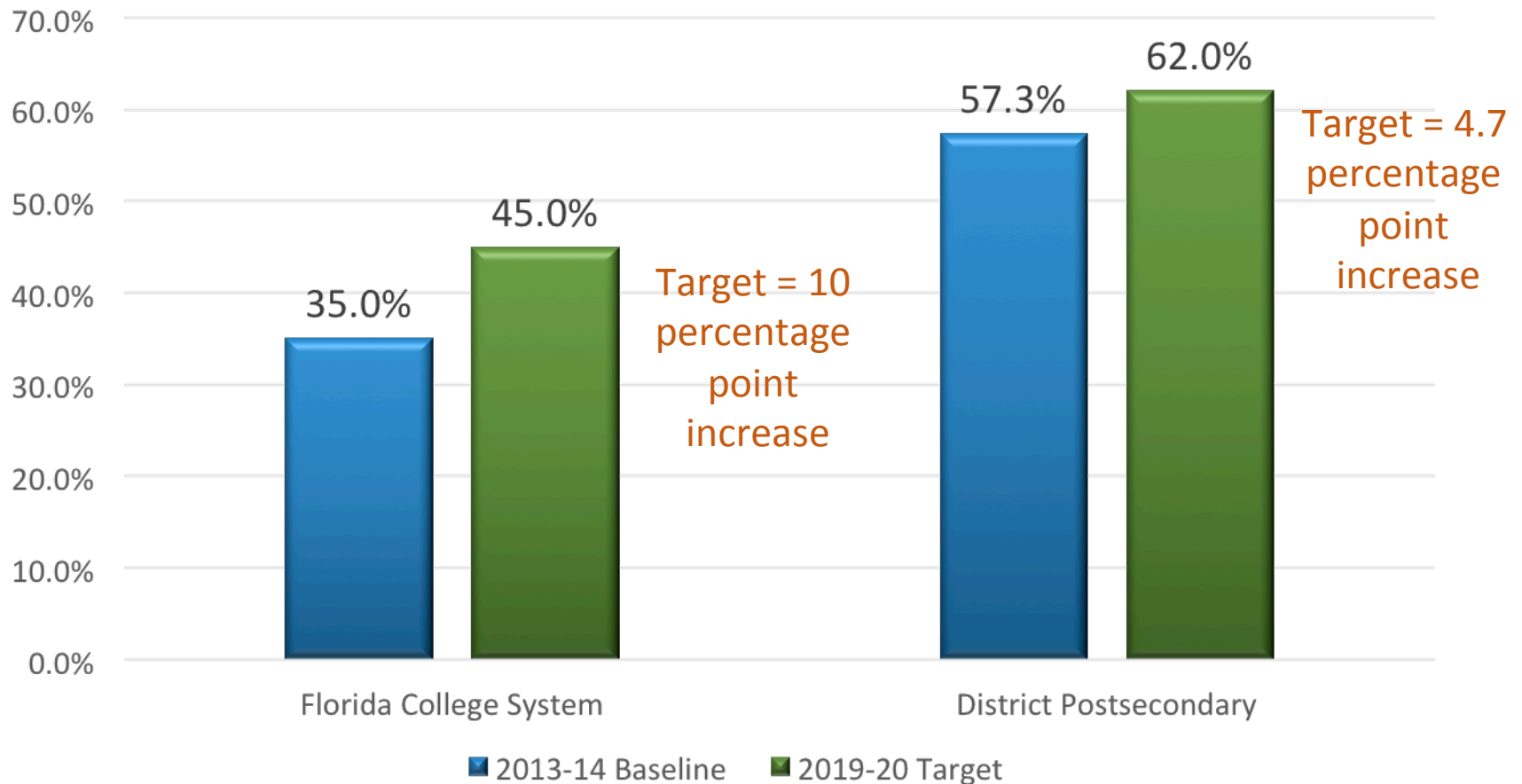
Metric 6: Reducing the Percent of Low-Performing Schools



Target = 7.5
percentage
point
decrease

Goal 1 – Highest Student Achievement

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

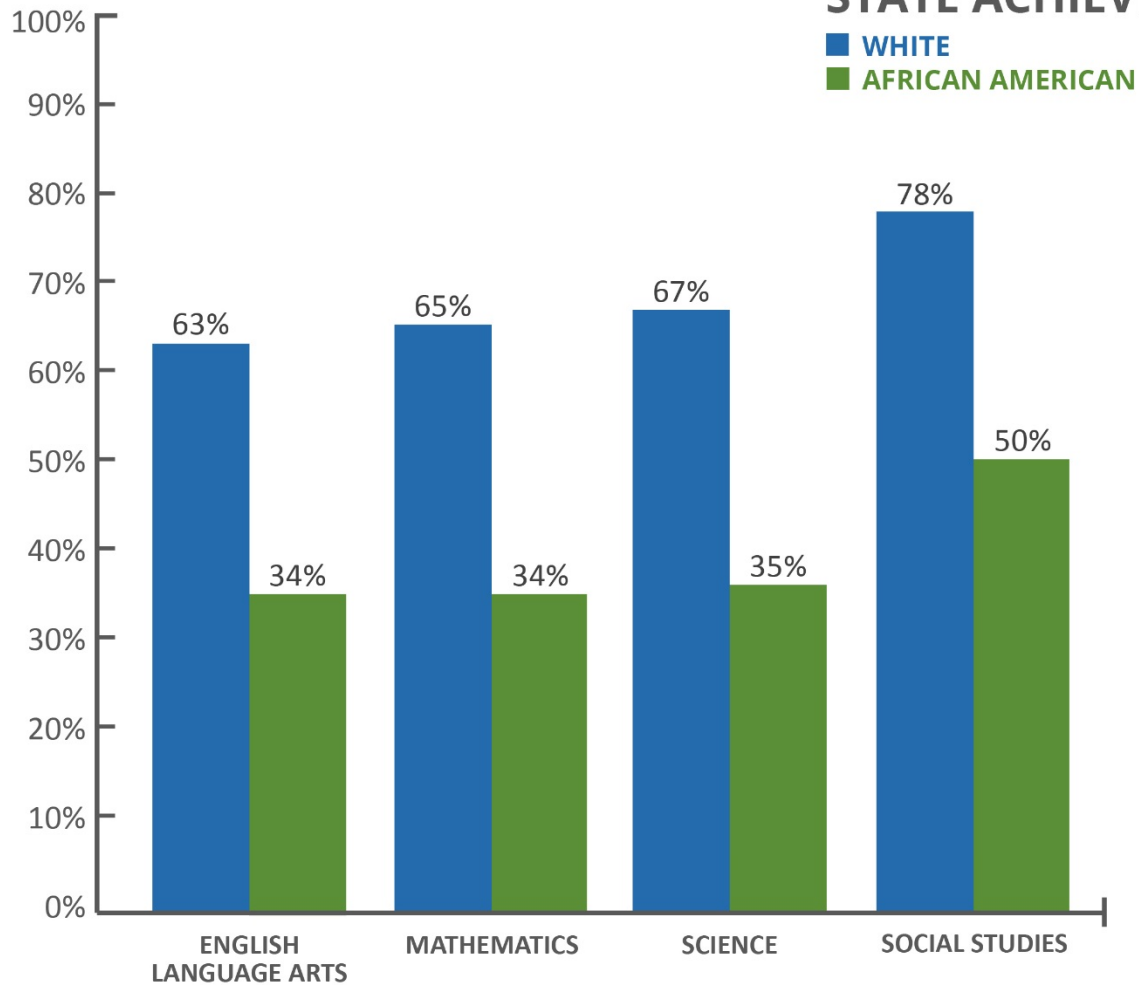


Goal 1 – Highest Student Achievement

Metric 3: Closing the Achievement Gap

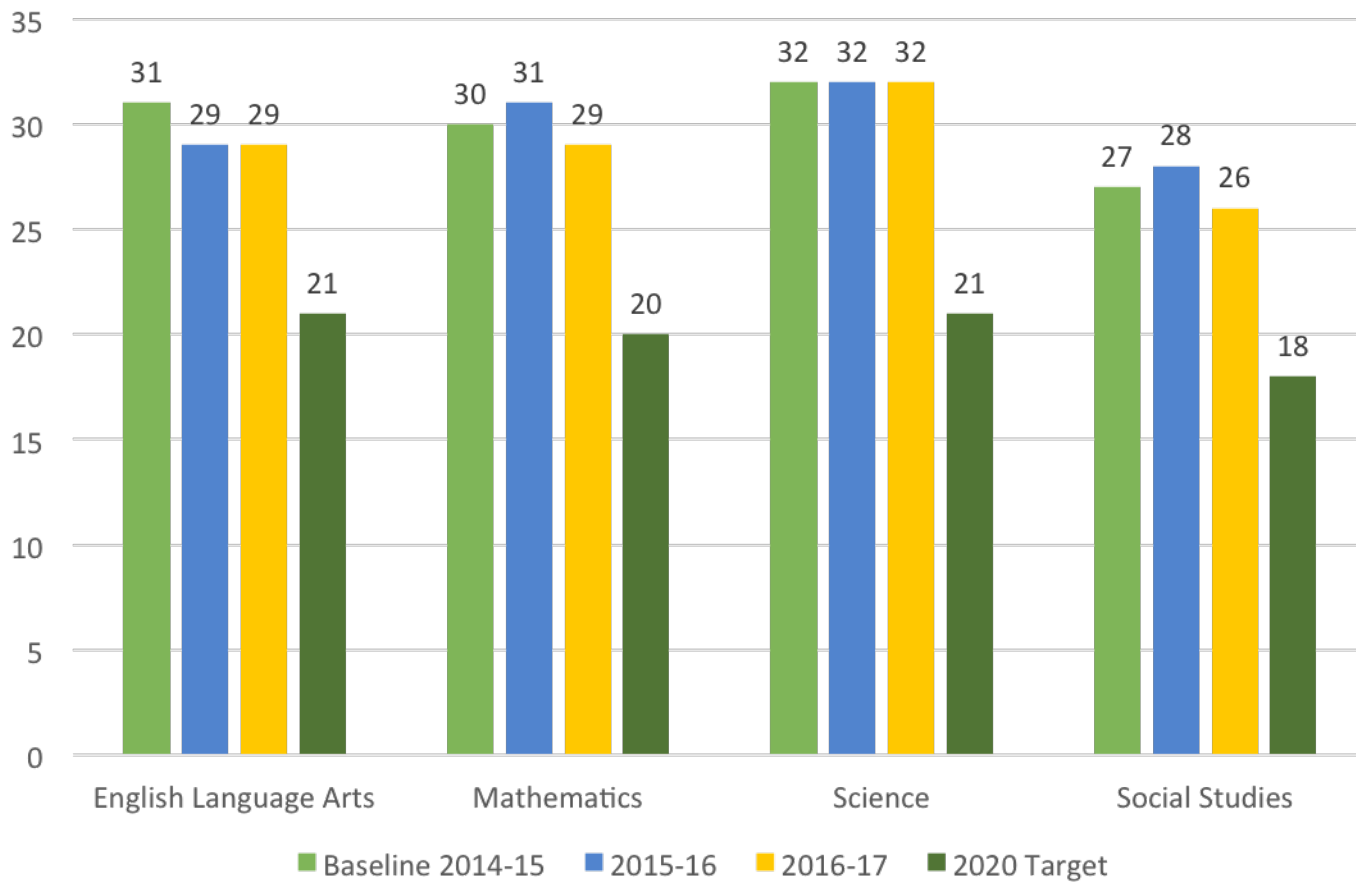
- Reduce Achievement Gaps by 1/3 by 2019-20
- Subgroups
 - African American → White
 - Hispanic → White
 - Economically Disadvantaged → Non-Economically Disadvantaged
 - Students with Disabilities → Students without Disabilities
 - English Language Learners → Non-English Language Learners
- Subject Areas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

2015-16 STATE ACHIEVEMENT GAP

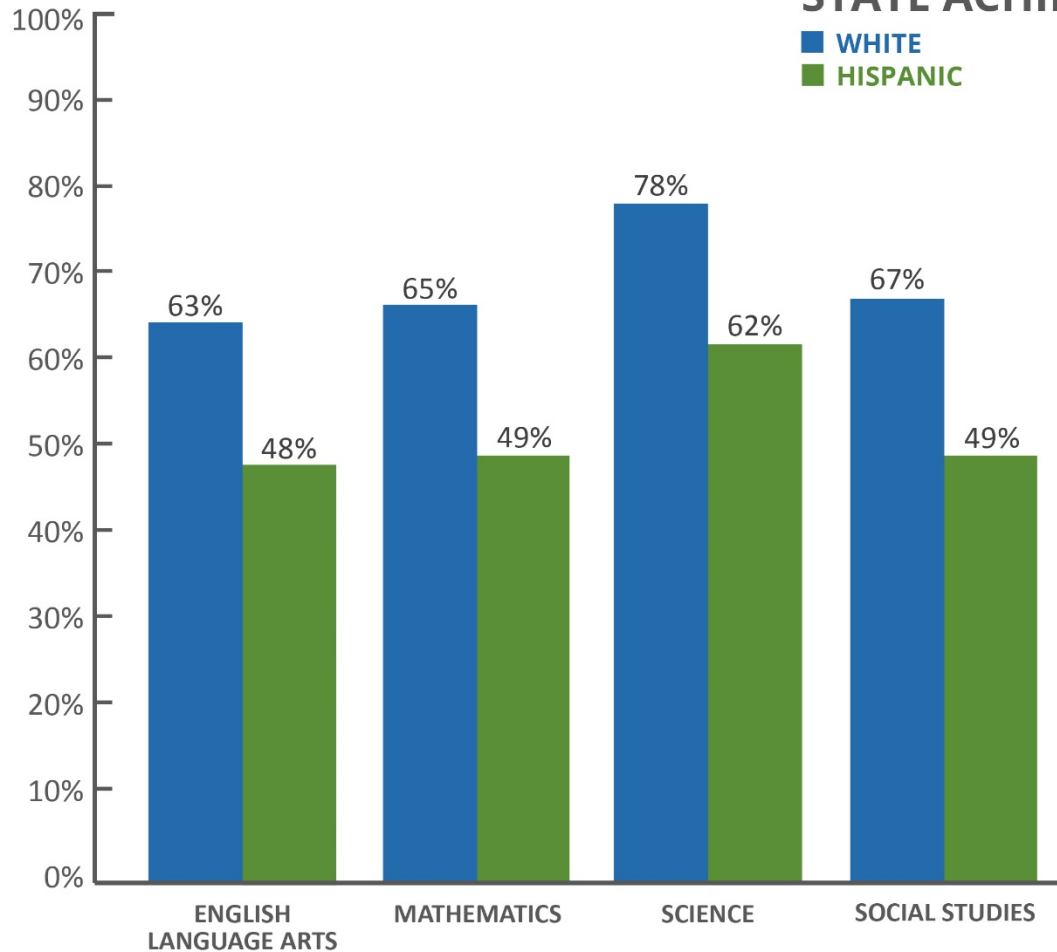


Percentage Point Achievement Gap

White and African American

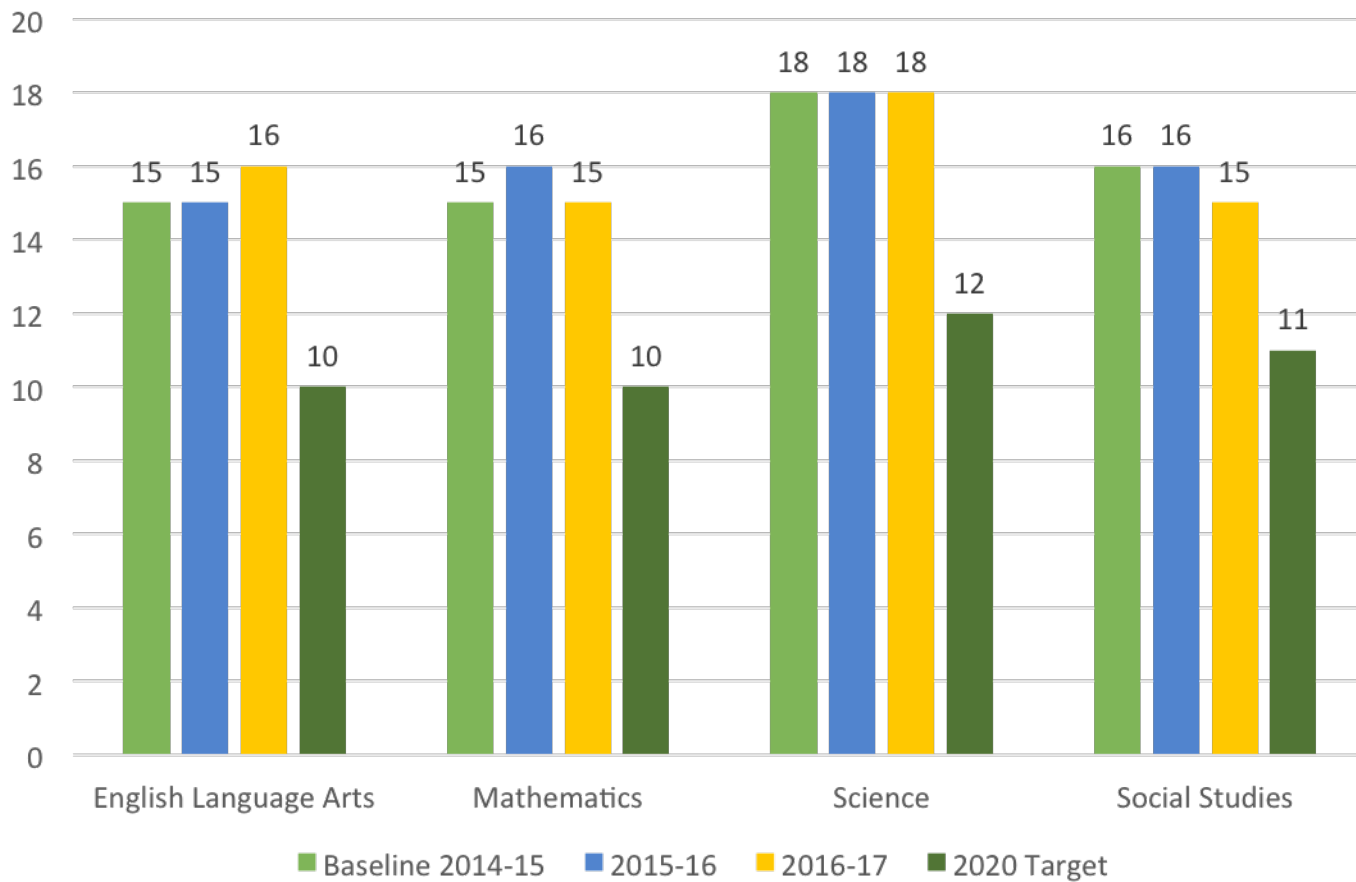


2015-16 STATE ACHIEVEMENT GAP

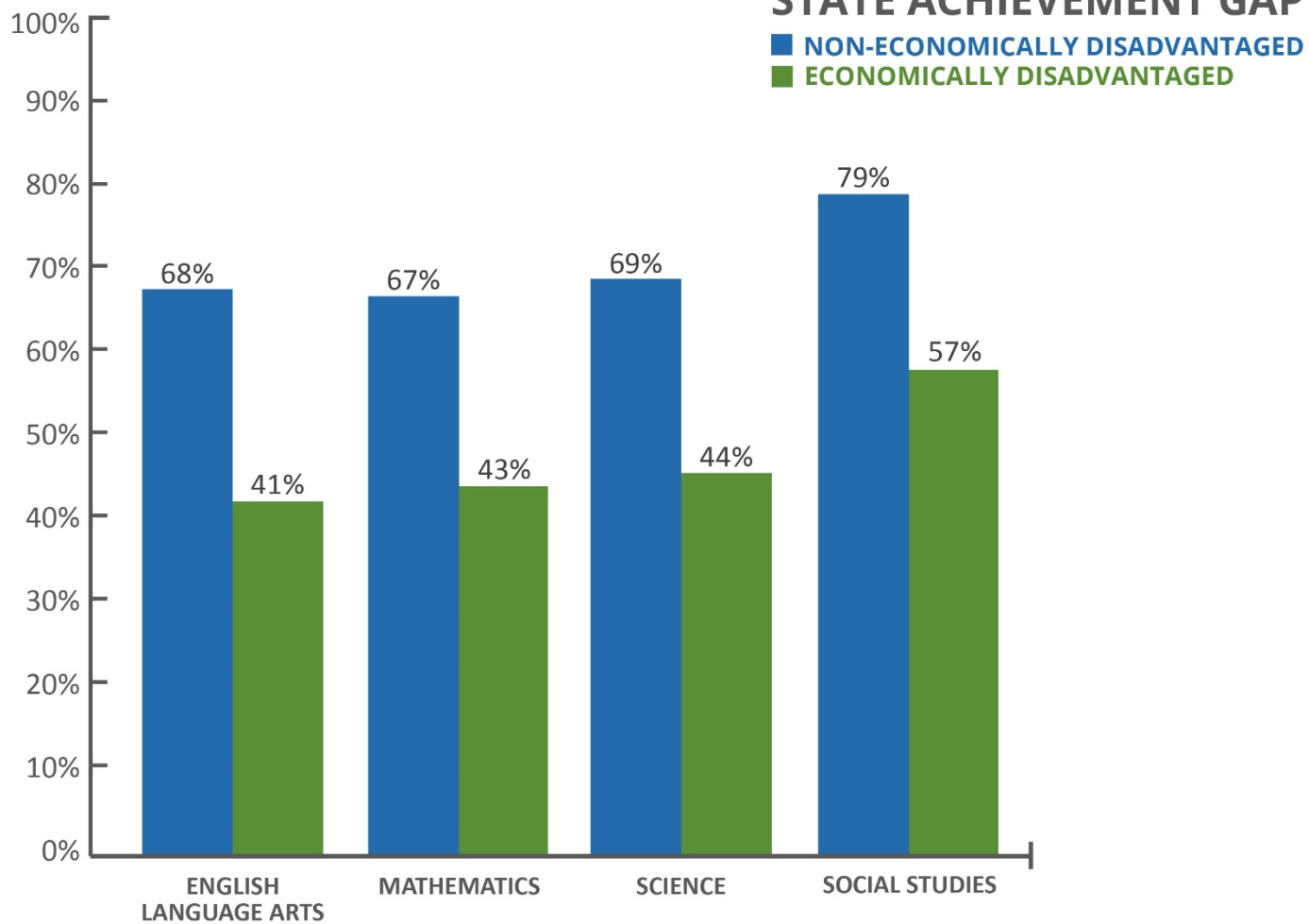


Percentage Point Achievement Gap

White and Hispanic

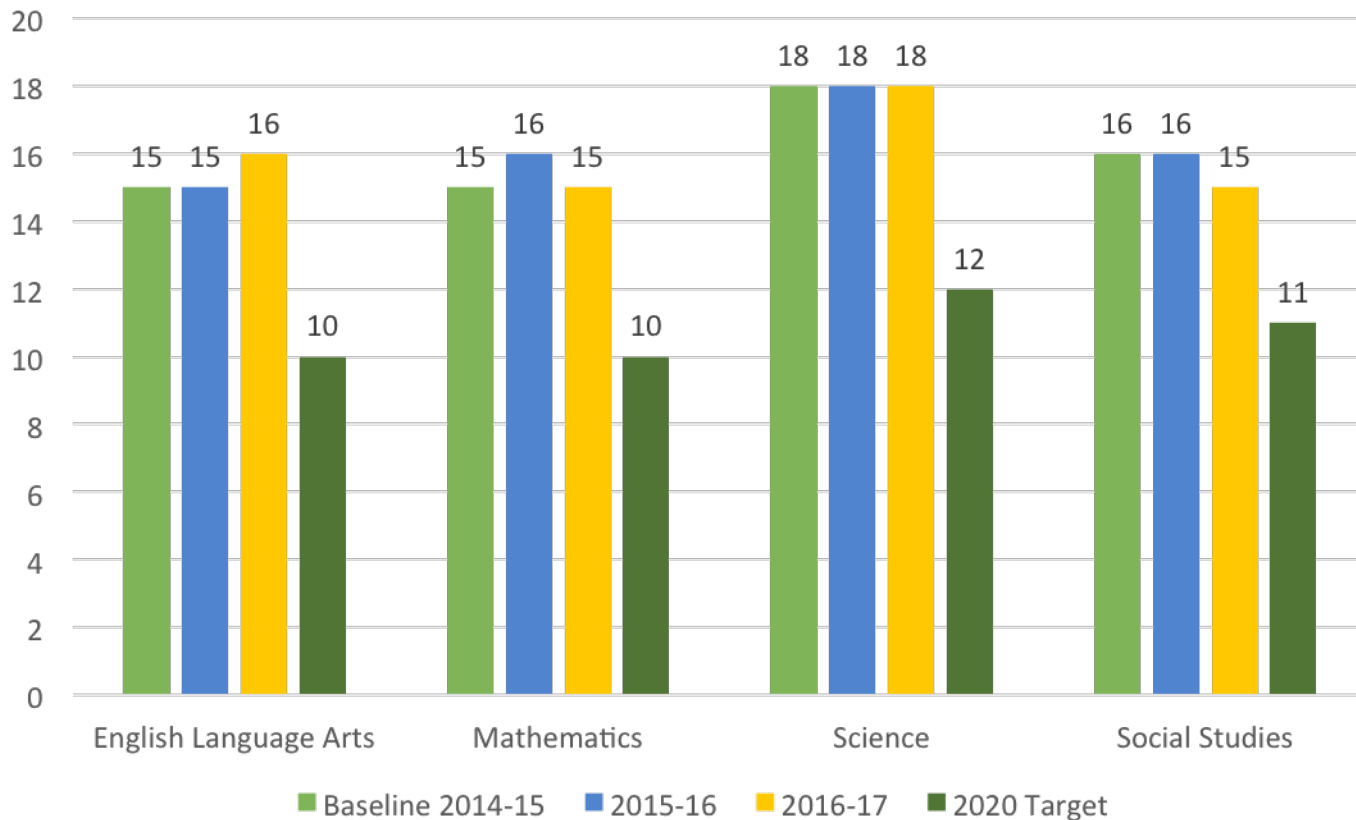


2015-16 STATE ACHIEVEMENT GAP

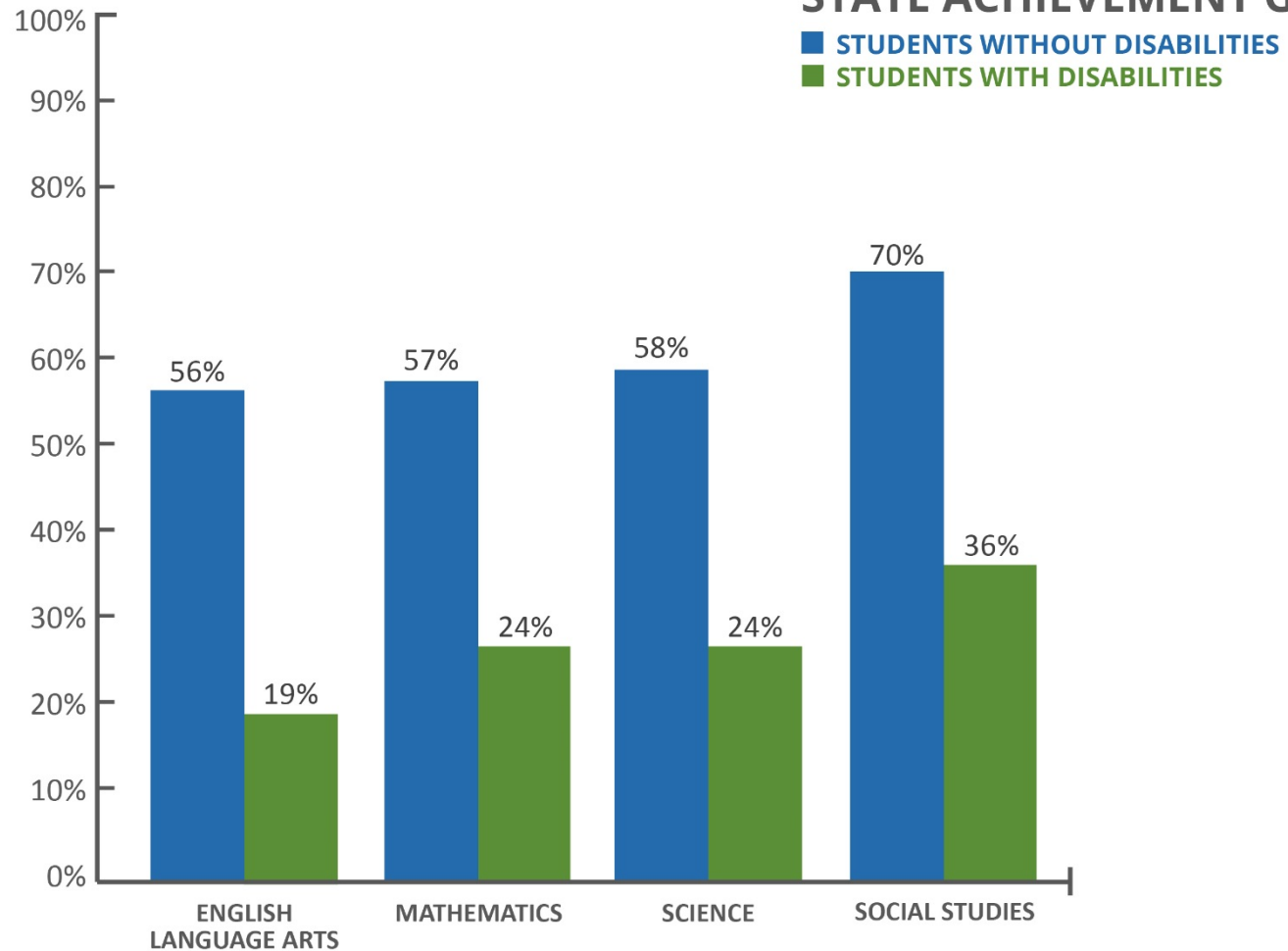


Percentage Point Achievement Gap

Non-economically Disadvantaged
vs Economically Disadvantaged

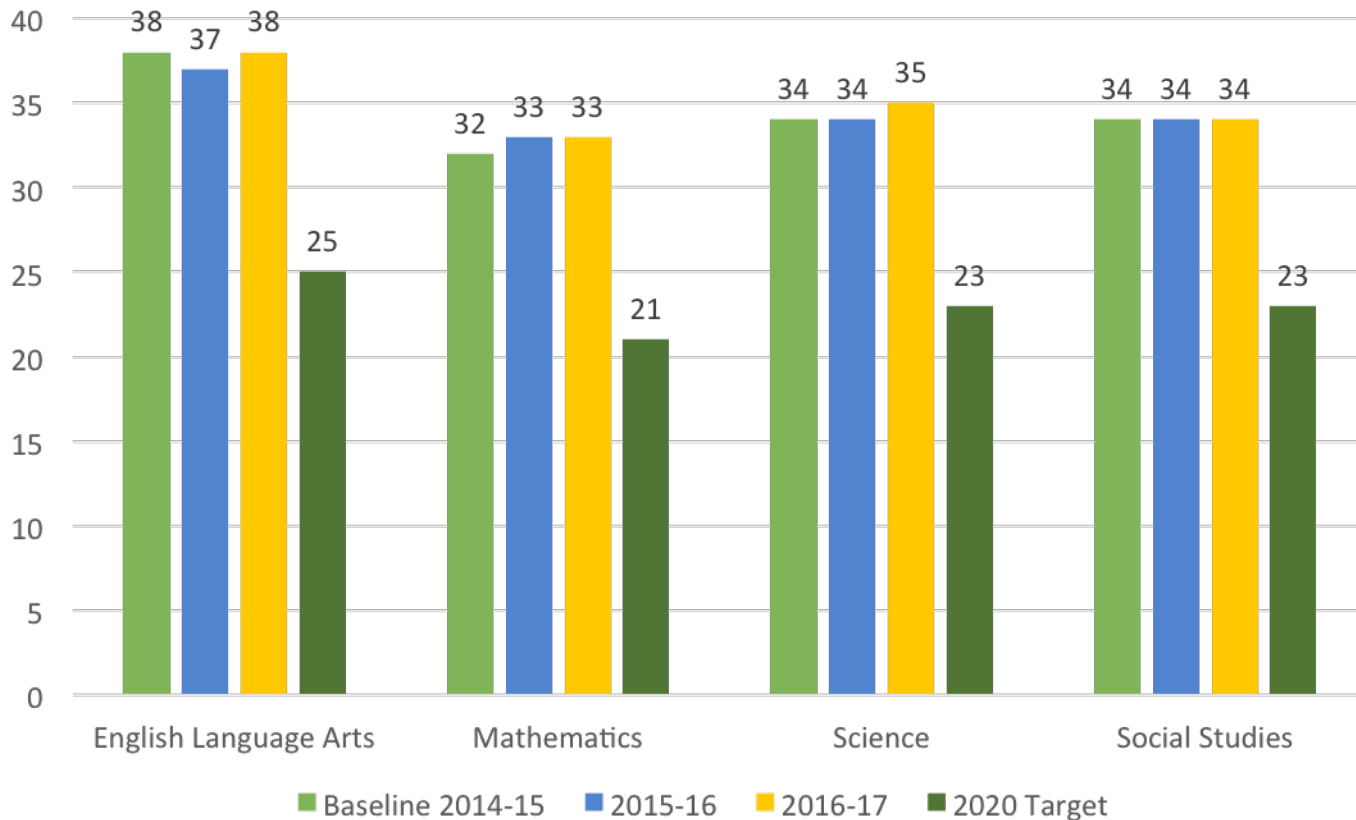


2015-16 STATE ACHIEVEMENT GAP

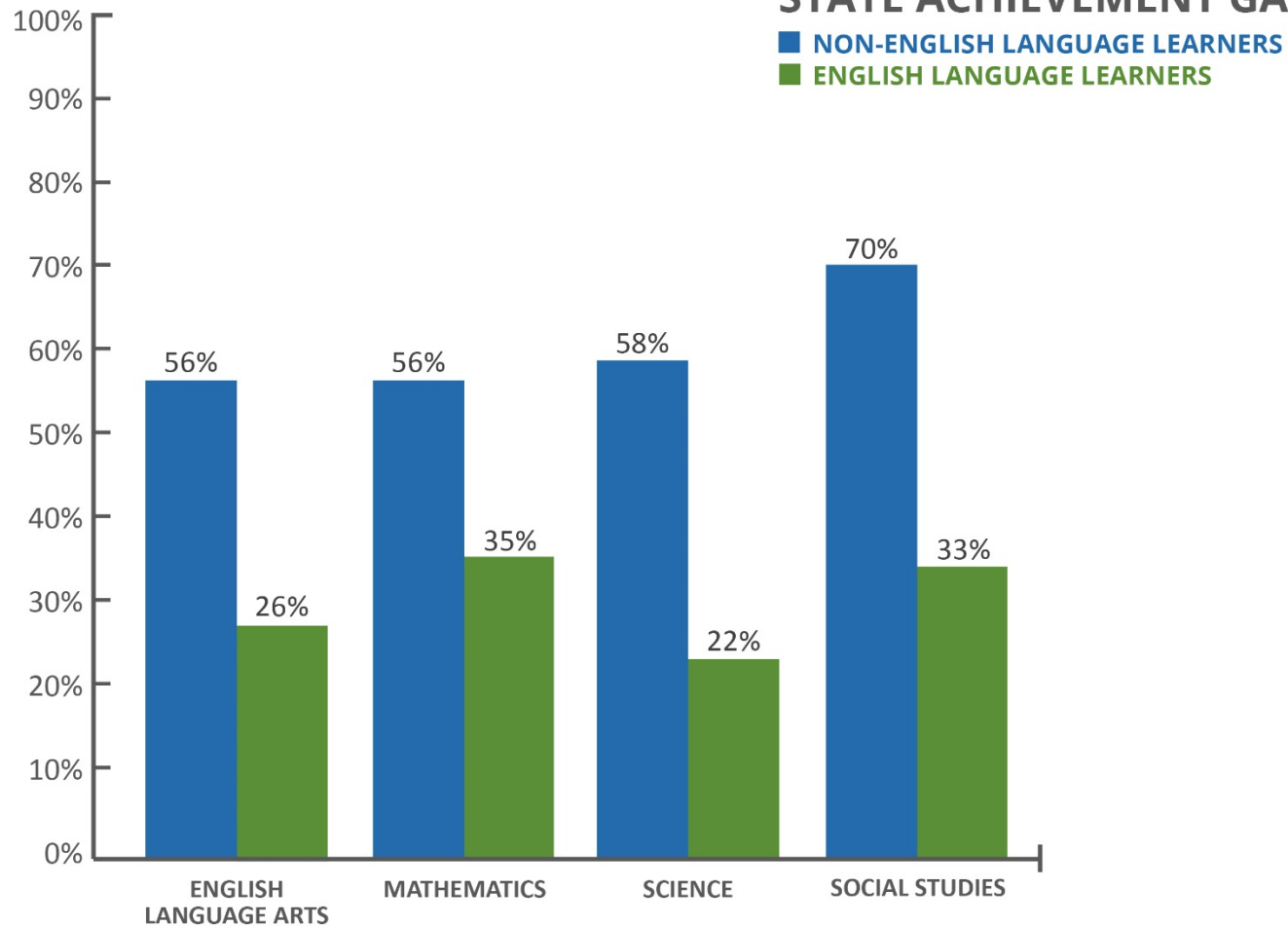


Percentage Point Achievement Gap

Students Without Disabilities
vs Students With Disabilities

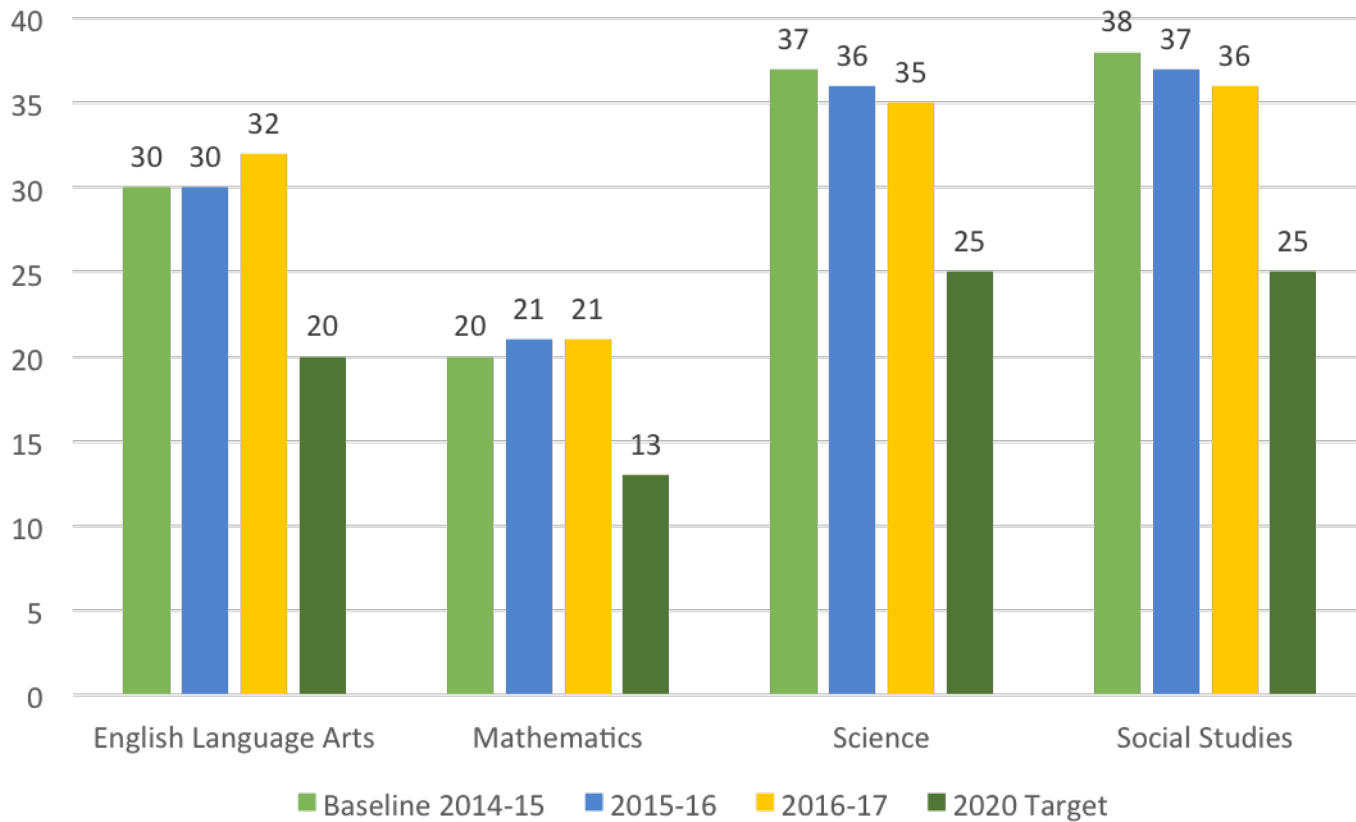


2015-16 STATE ACHIEVEMENT GAP



Percentage Point Achievement Gap

Non English Language Learners
vs English Language Learners





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Next Steps

Four of the factors that make a difference (Balfanz)

- K-12 Student Attendance
- K-12 Teacher Attendance
- 9th Grade Promotion
- K-12 Behavior

National High School Center EWS Indicators (ABC)

Indicator	Threshold
Attendance	Student missed 10% or more of instructional time (absences)
Behavior	Locally validated thresholds (e.g., referrals, in- or out-of-school suspension, behavior grades)
Course Performance	Failure in one or more courses Earned 2.0 or lower GPA (on a 4-point scale)

(Early Warning Systems in Education at the American Institutes for Research, 2012; Therriault, O' Cummings, Heppen, Yerhot, & Scala, 2013)



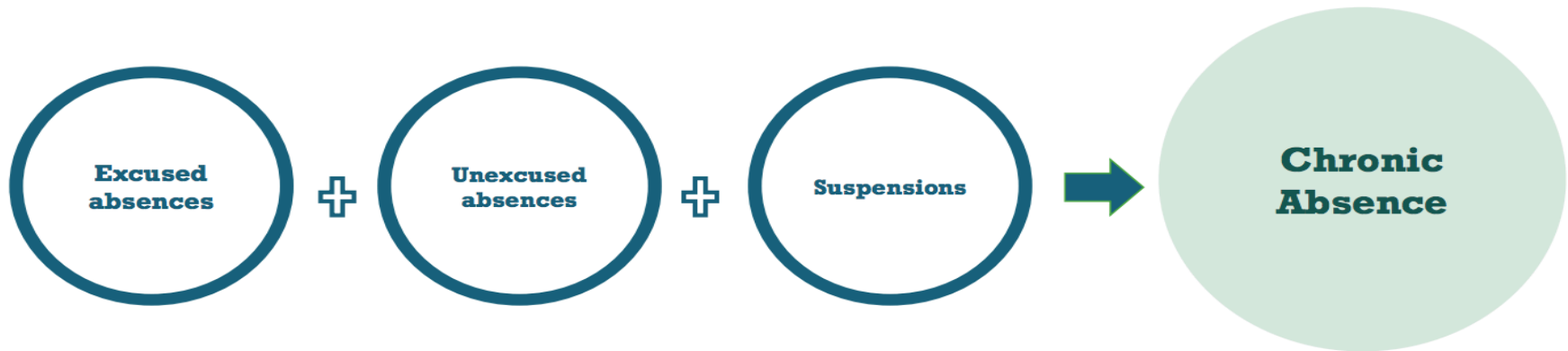
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K-12 Student Attendance



What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

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?

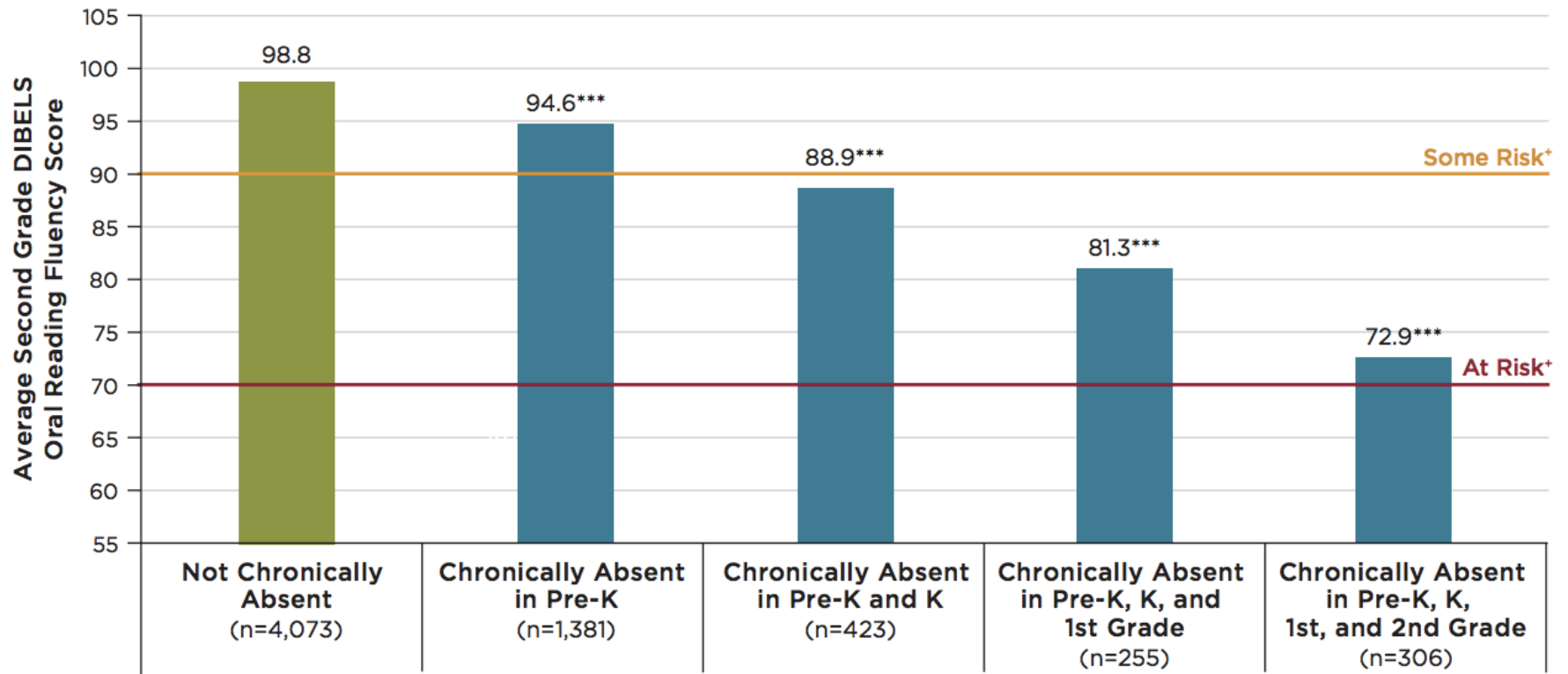


Students who experience chronic absence in Kindergarten have:

- Lower academic performance in 1st Grade
- Lower reading and math proficiency in 3rd grade
- Weak social and academic skills to help the student engage in learning

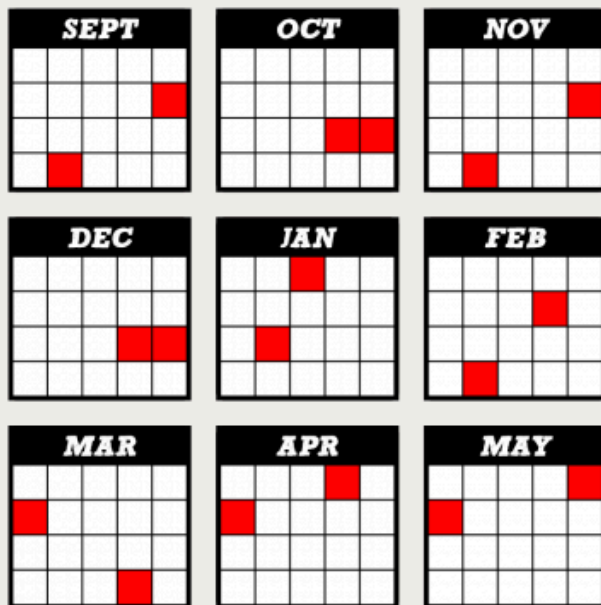
Impact of Chronic Absence During Early Years

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.



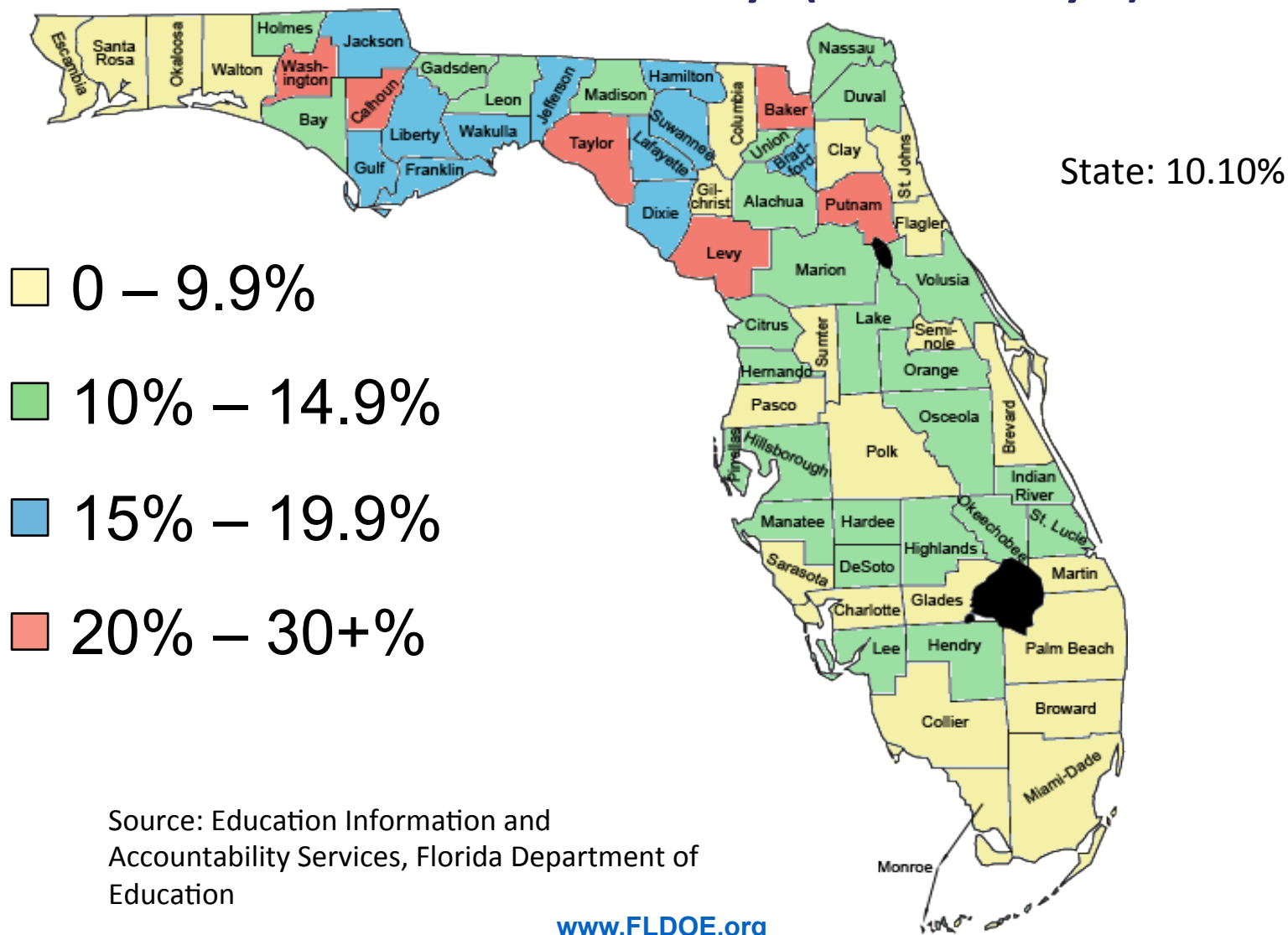
Easy to Overlook Patterns of Chronic Absence in Individual Students

**2 Absences Per Month
x 9 Months of School
= Less Likely to Graduate
from High School**

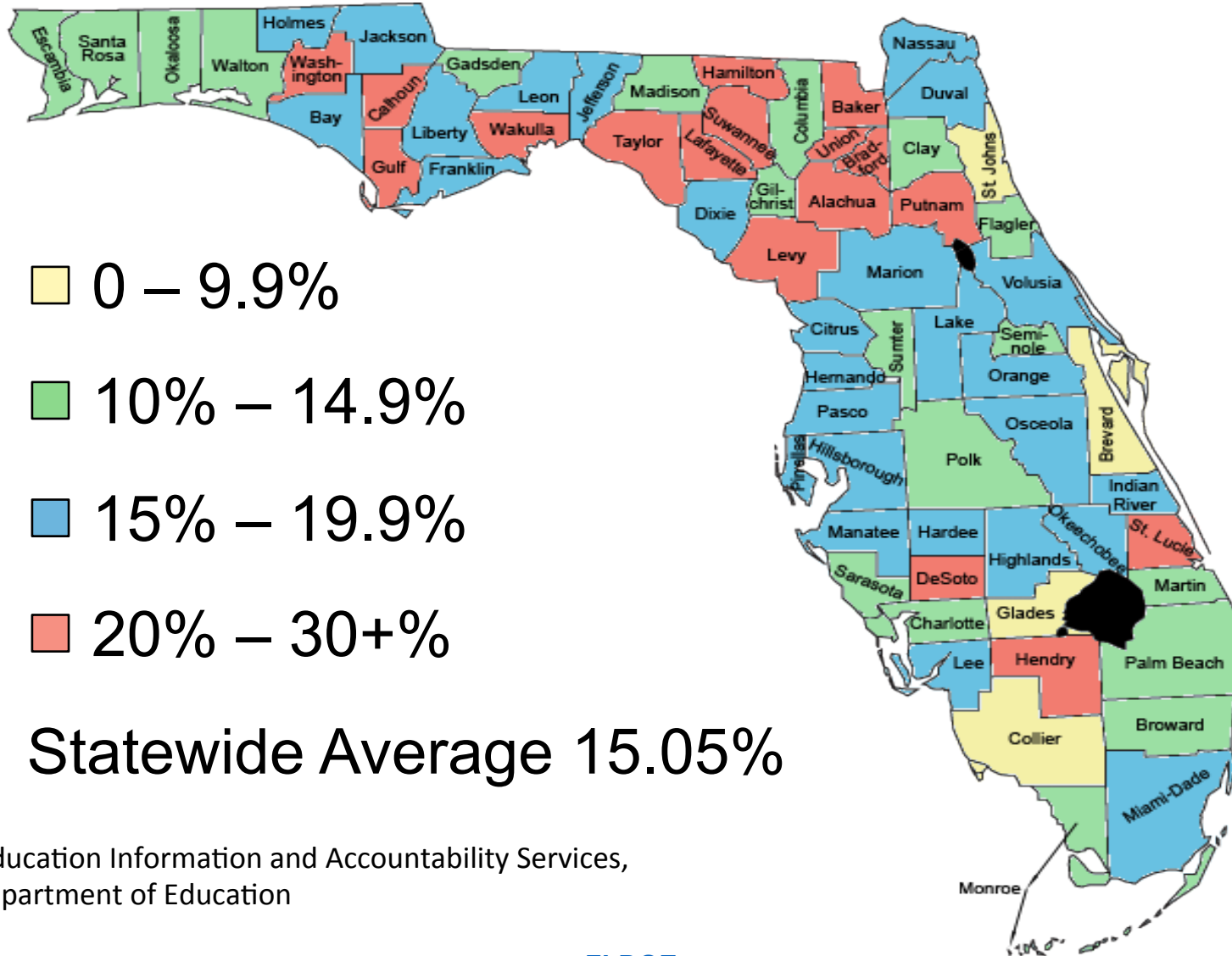




2015-16 Chronic Absenteeism* Rates by District * % Absent 21 or More Days (Final Survey 5)

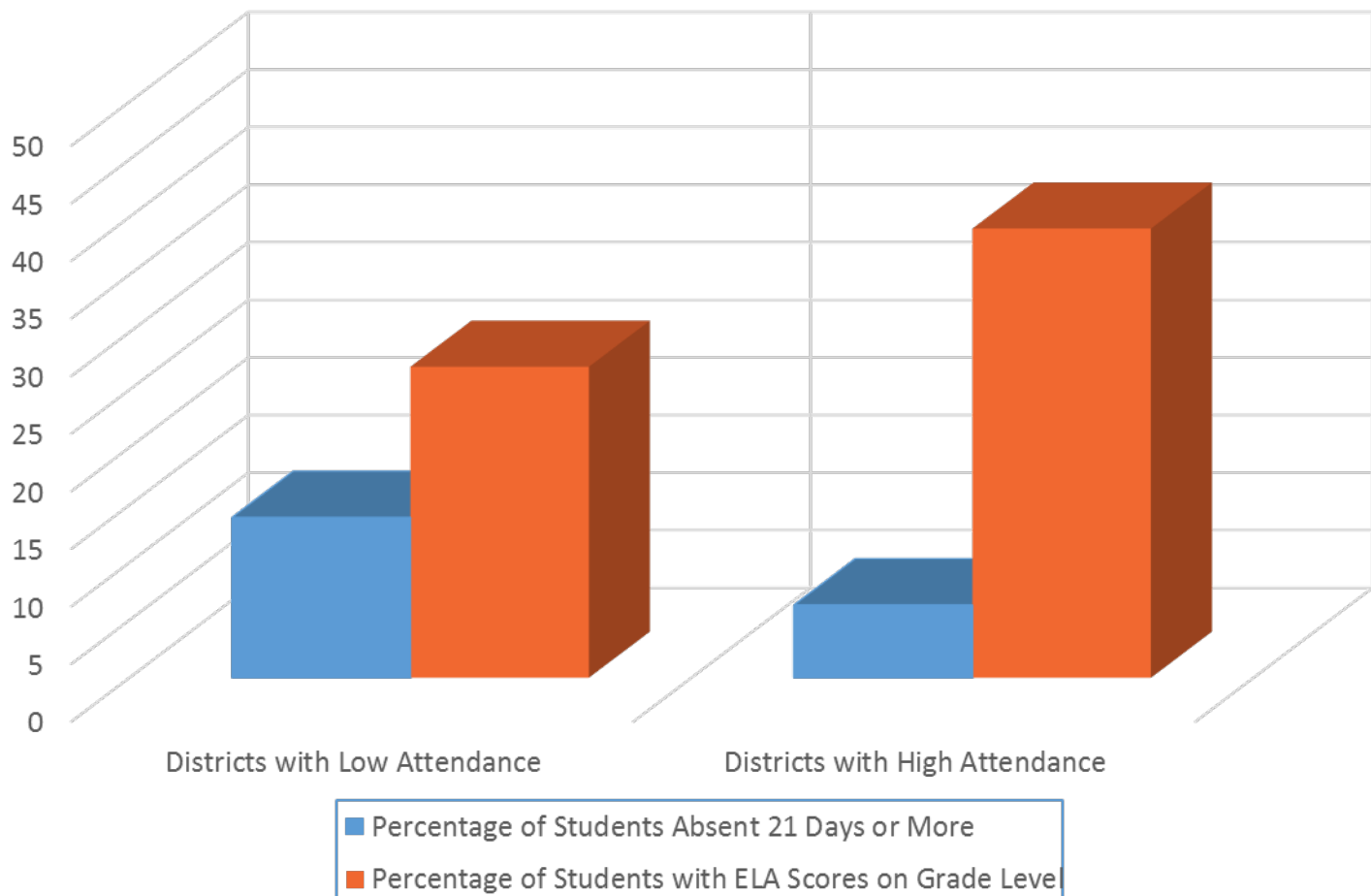


2015-16 SWD Chronic Absenteeism Rates by District

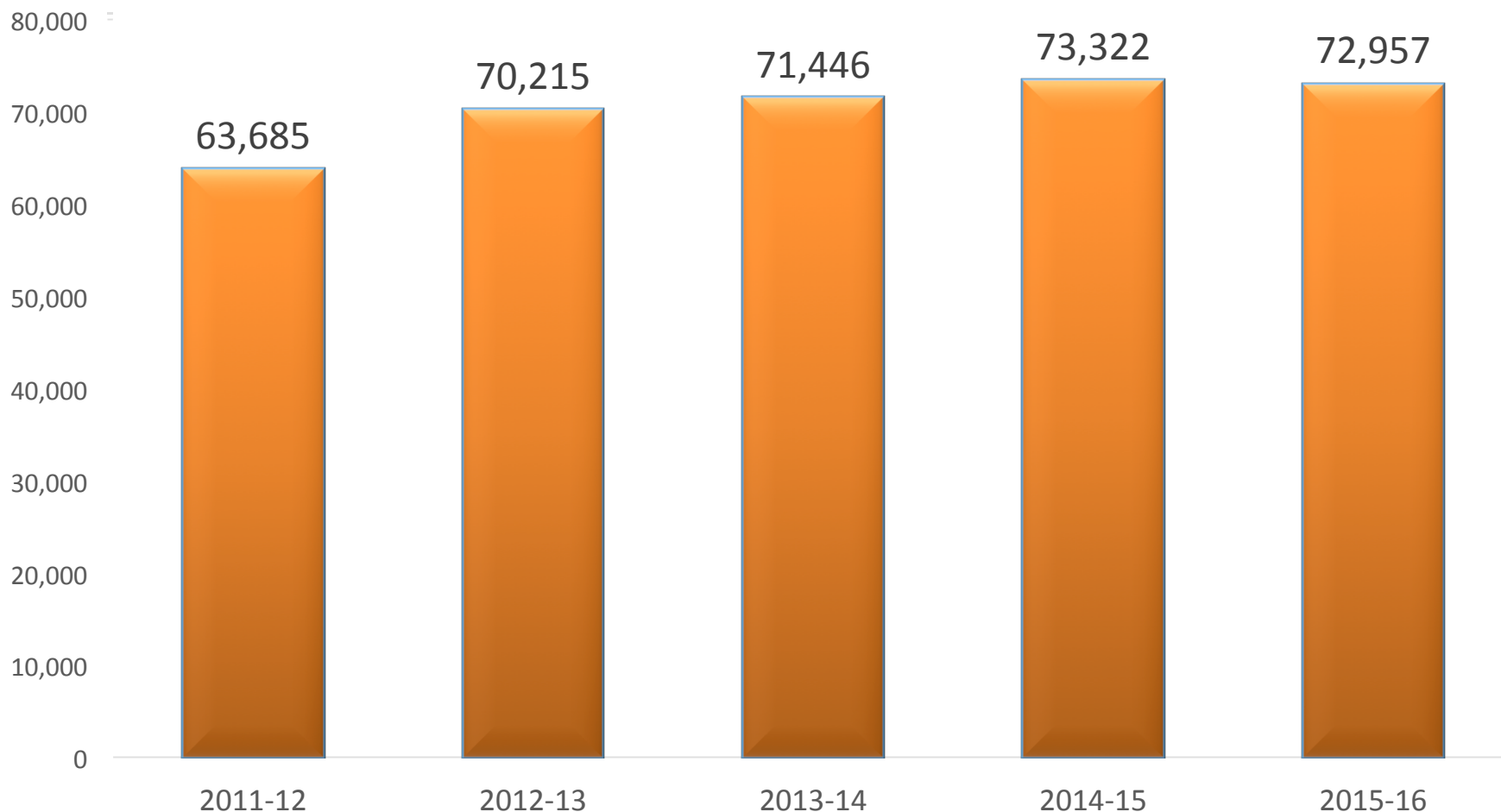


Source: Education Information and Accountability Services,
Florida Department of Education

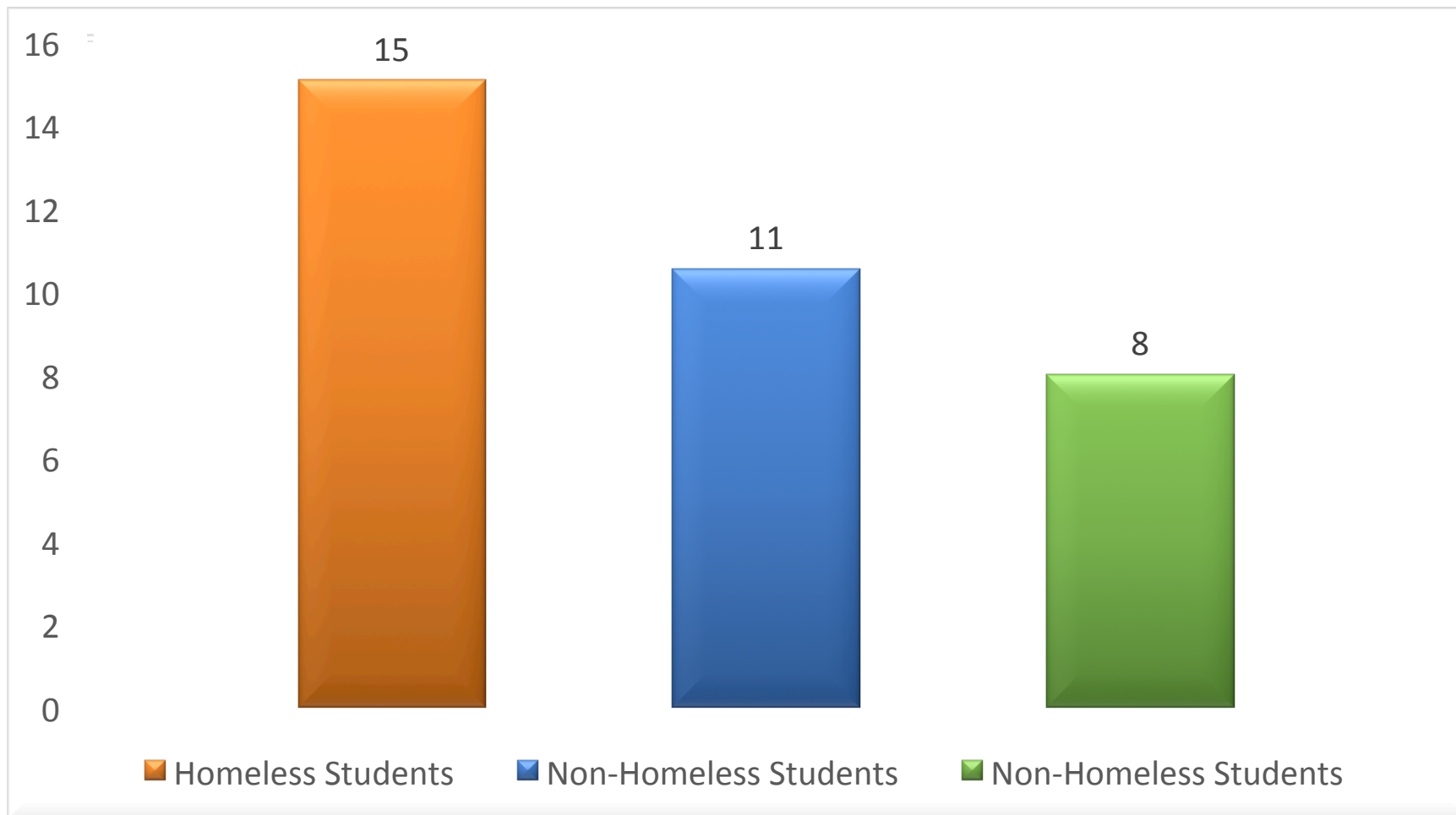
African American English Language Arts Performance



Number of Identified Homeless Children and Youth

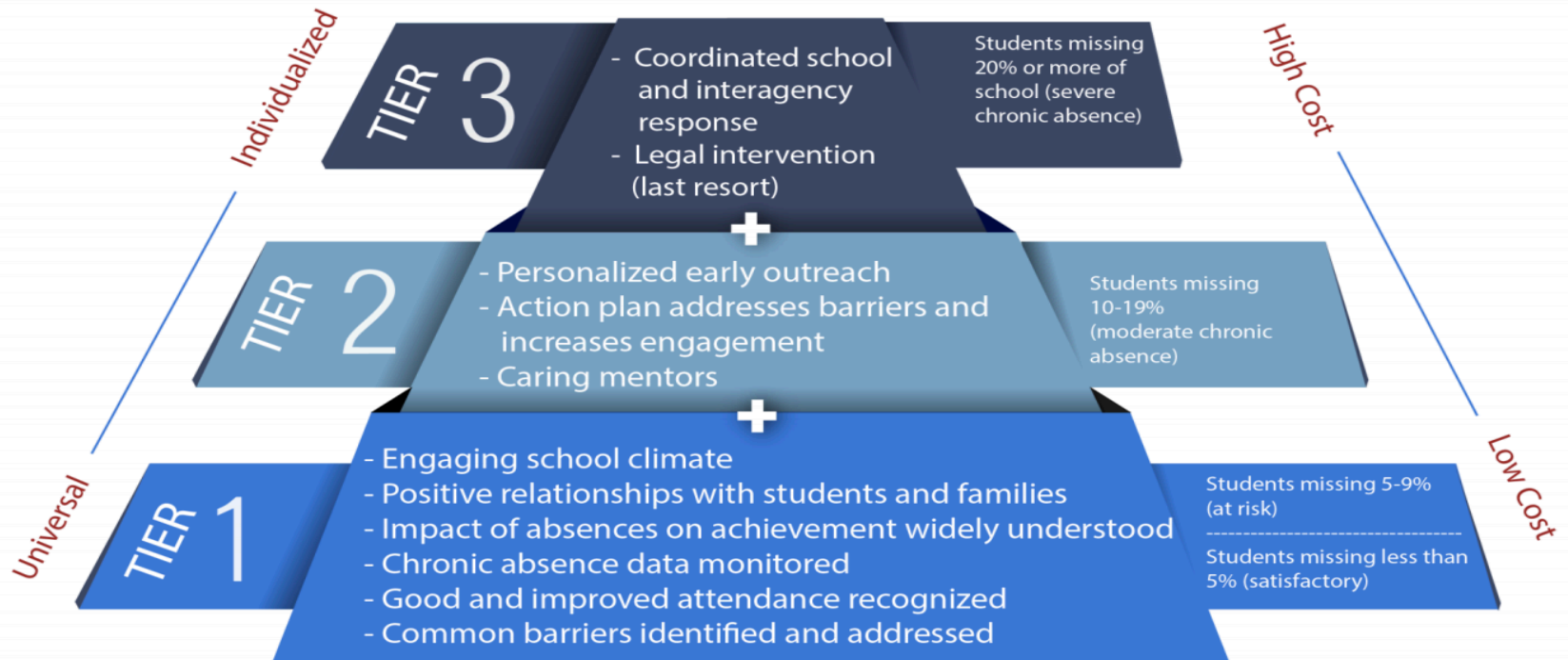


Average Days Absent





Invest in Prevention and Early Intervention

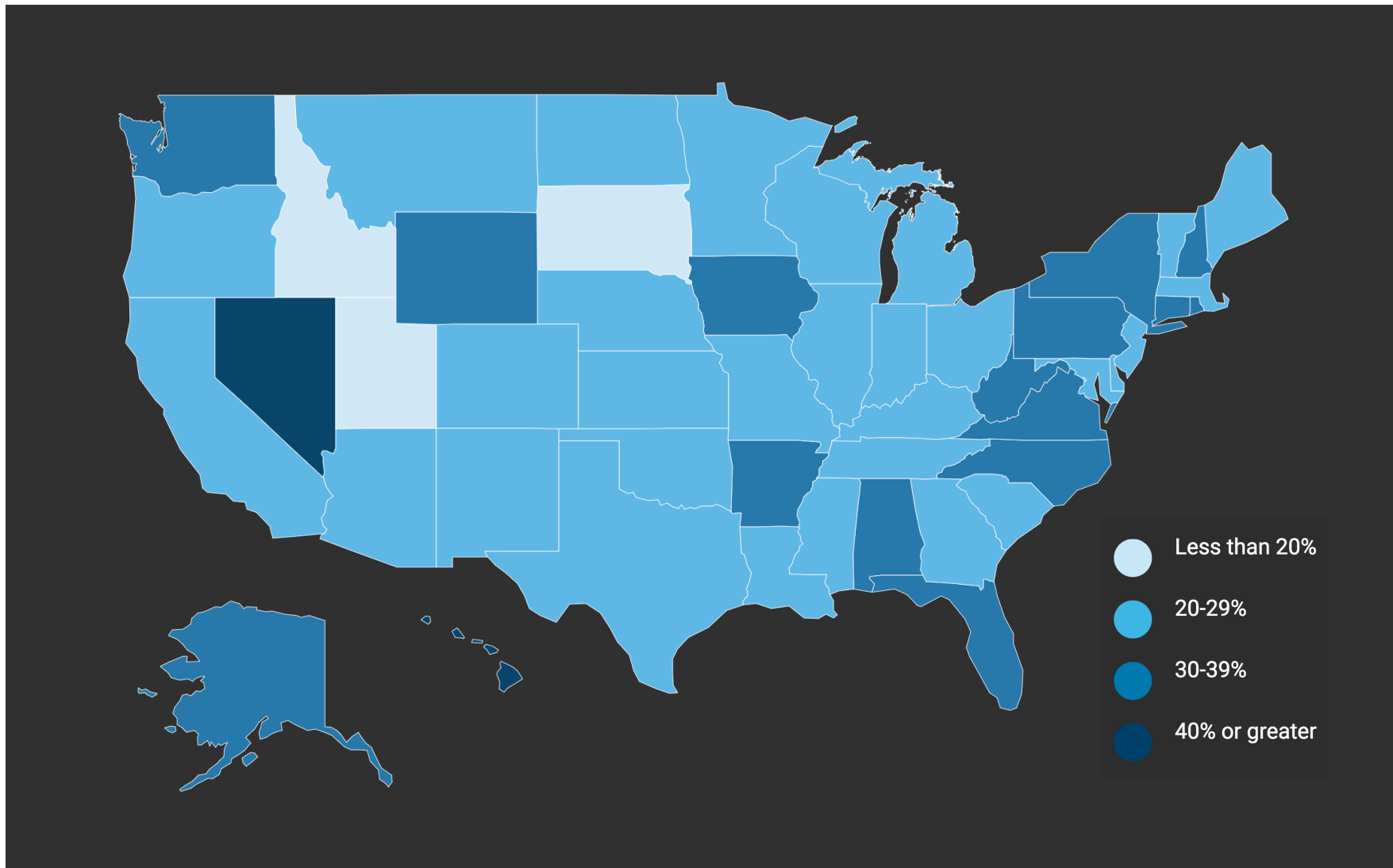




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K-12 Teacher Attendance

National Teacher Attendance Trends





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9th Grade Promotion

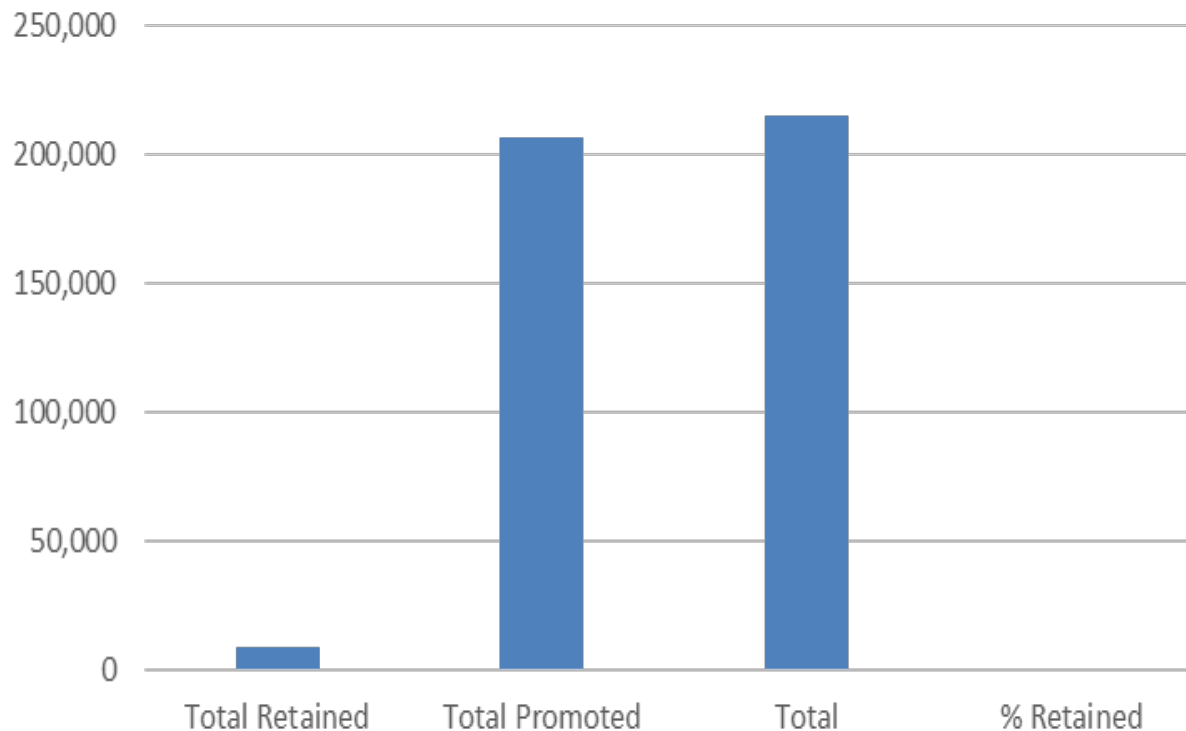
Section 1008.25, Florida Statutes

Public school student progression; student support; reporting requirements.—

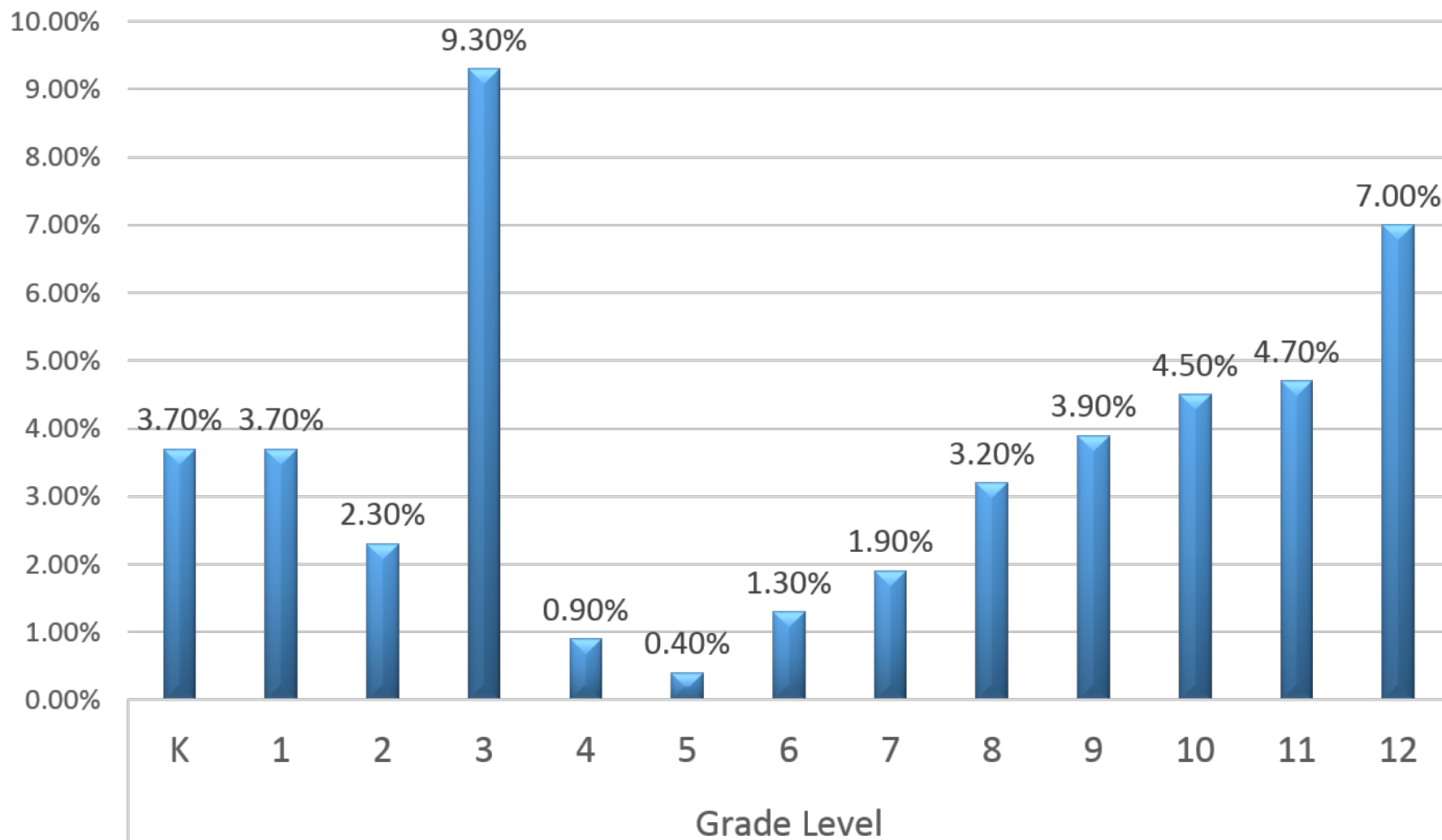
(2) STUDENT PROGRESSION PLAN.—Each district school board shall establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards in s. 1003.41, specifically English Language Arts, mathematics, science, and social studies standards.

9th Grade Promotion Data

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Retention Percentages



2015-16 CAPE Student Performance

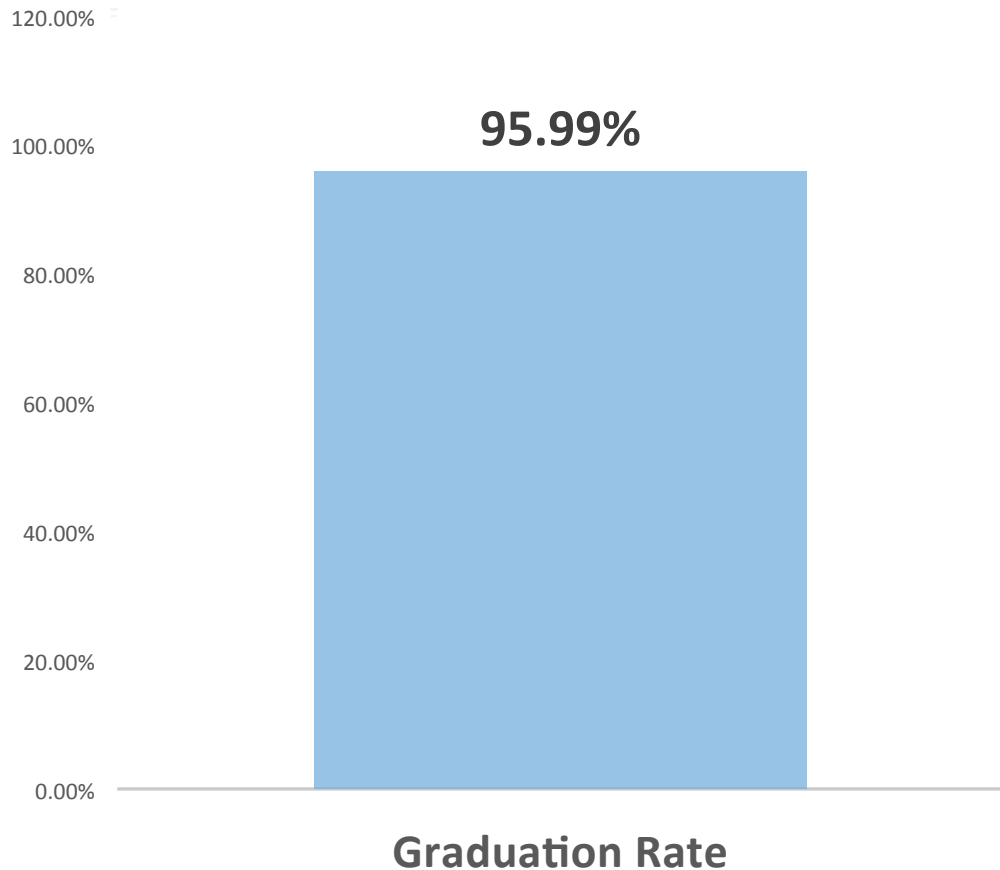
Performance Indicator	Non-CAPE, No Certification	CAPE, No Certification	Non-CAPE + Certification	CAPE + Certification
Average GPA	2.69	2.72	3.07	3.09
Chronically Absent	18.3%	17.3%	6.0%	9.0%
At Least One Disciplinary Action	12.5%	15.2%	8.2%	6.4%
Dropout Rate	3.1%	1.2%	0.0%	0.1%
12 th Graders Earning Standard Diploma	67.0%	83.9%	95.3%	97.2%
At Least One Accelerated Course	31.7%	31.3%	57.9%	48.7%

Performance for Student Earning Industry Certifications

Performance Indicator	High School Students who earned a certification in 15-16	High School Students who did not earn a certification in 15-16
Average GPA	3.09	2.70
Chronically Absent	8.9%	17.9%
At Least One Disciplinary Action	6.8%	13.4%
Dropout Rate	0.1%	2.5%
12 th Graders Earning Standard Diploma	97.1%	71.3%
At Least One Accelerated Course	49.1%	31.2%

4-Year Graduation Rate for Students who are Career and Technical Education Program Concentrators

Approximately 41,000 students in the 2012-13 9th grade cohort were concentrators in a career and technical education program (earned 3 or more credits in a single program). The vast majority of these students graduate within four years.





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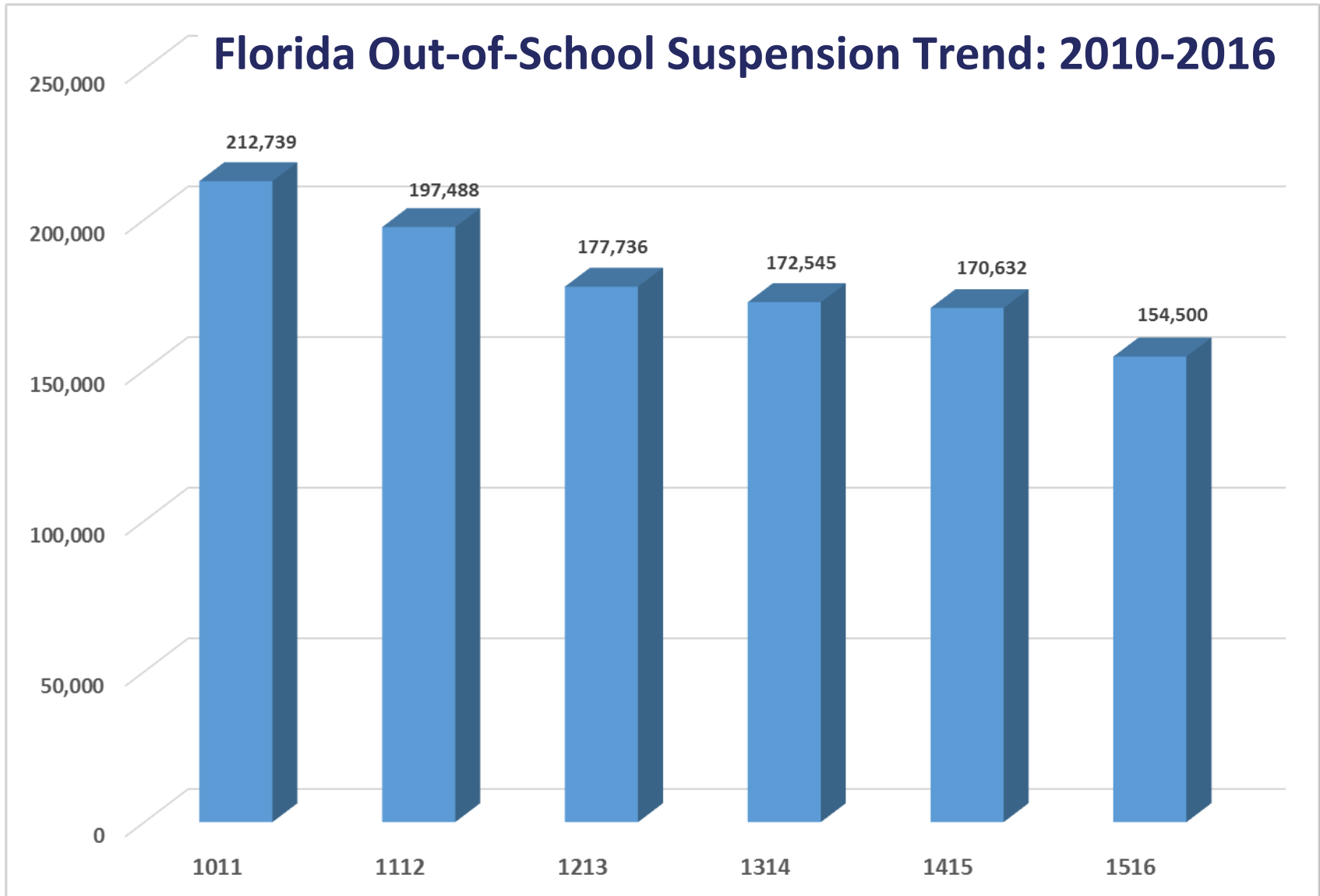
K-12 Student Behavior

K-12 Behavior – Definition of Suspension

Suspension (Out-of-School) – the temporary removal of a student from a school and the school program for a period not exceeding ten days.

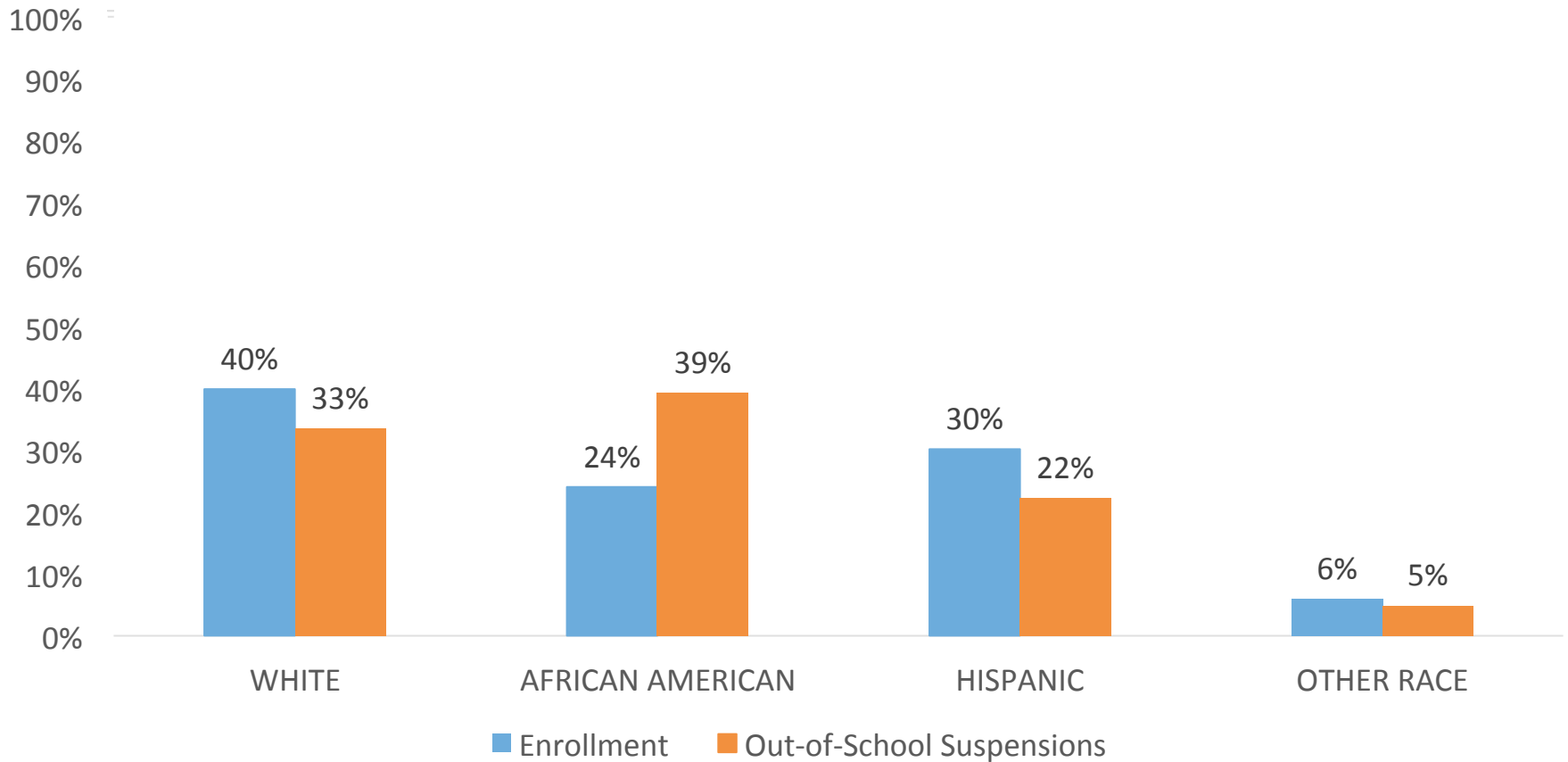
Number of K-12 Students Suspended

Florida Out-of-School Suspension Trend: 2010-2016



Grades 9-12

Enrollments and Out-of-School Suspensions, By Race



Challenges with Consistency Across the State

- Disproportionate disciplinary practices
 - Black male students
 - Students with disabilities
- Inconsistent interpretation of the discipline definitions among districts

Available Options/Best Practice Strategies

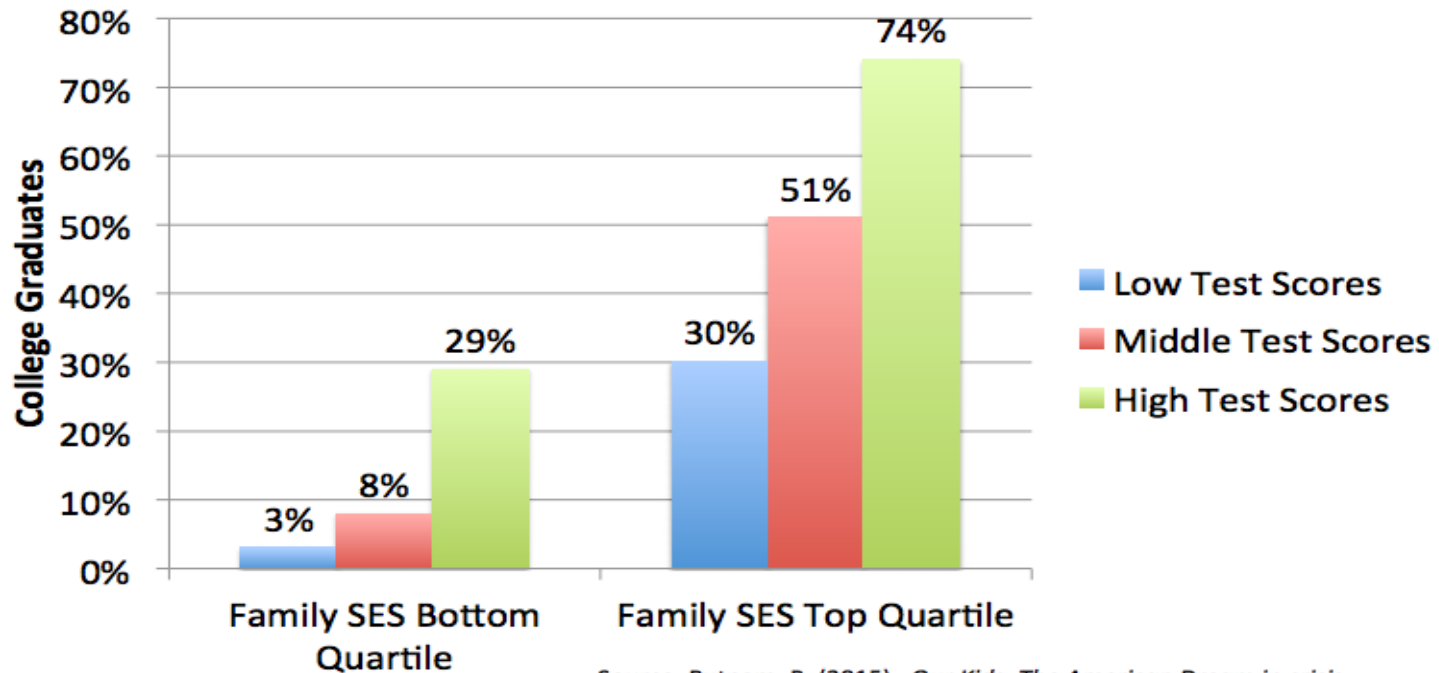
- Evidence-based, multi-tiered behavioral frameworks, such as positive behavioral interventions and supports (PBIS)
- Restorative practices strategies that build positive school climates
- Alternatives to suspensions
- Addressing underlying causes for negative behaviors, while reinforcing positive behaviors



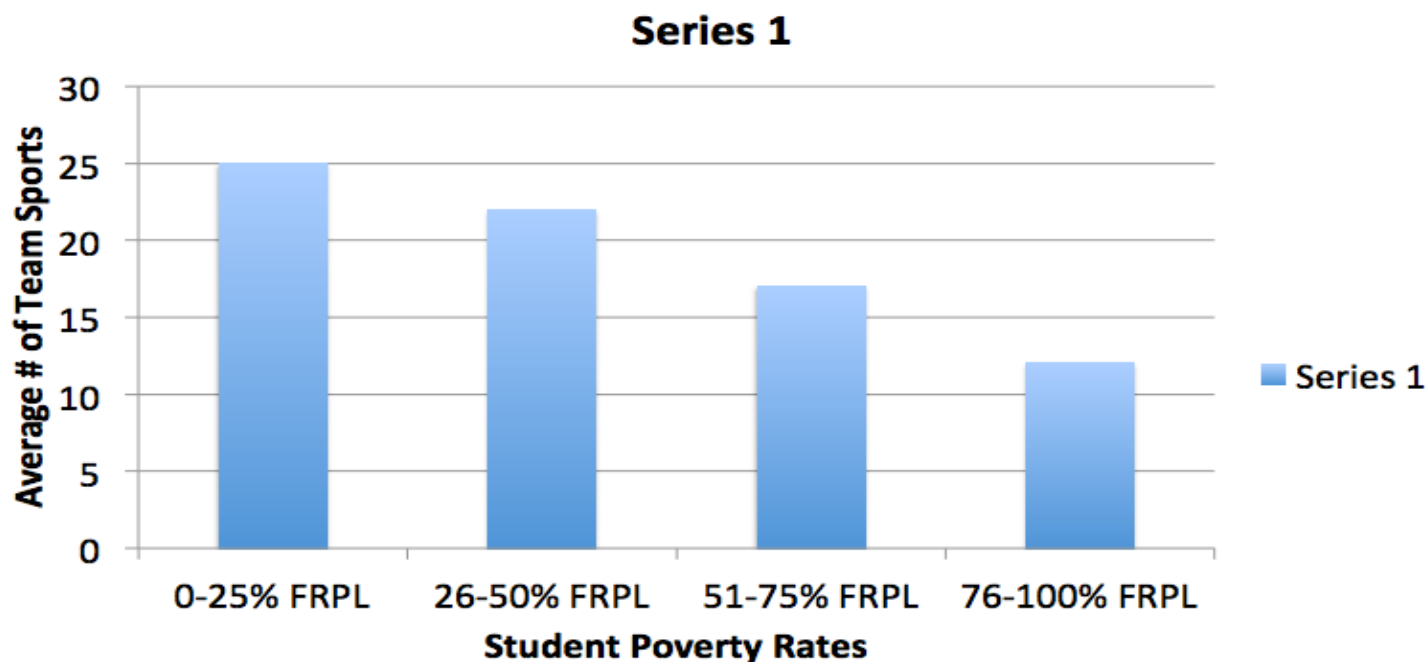
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Opportunity Gaps

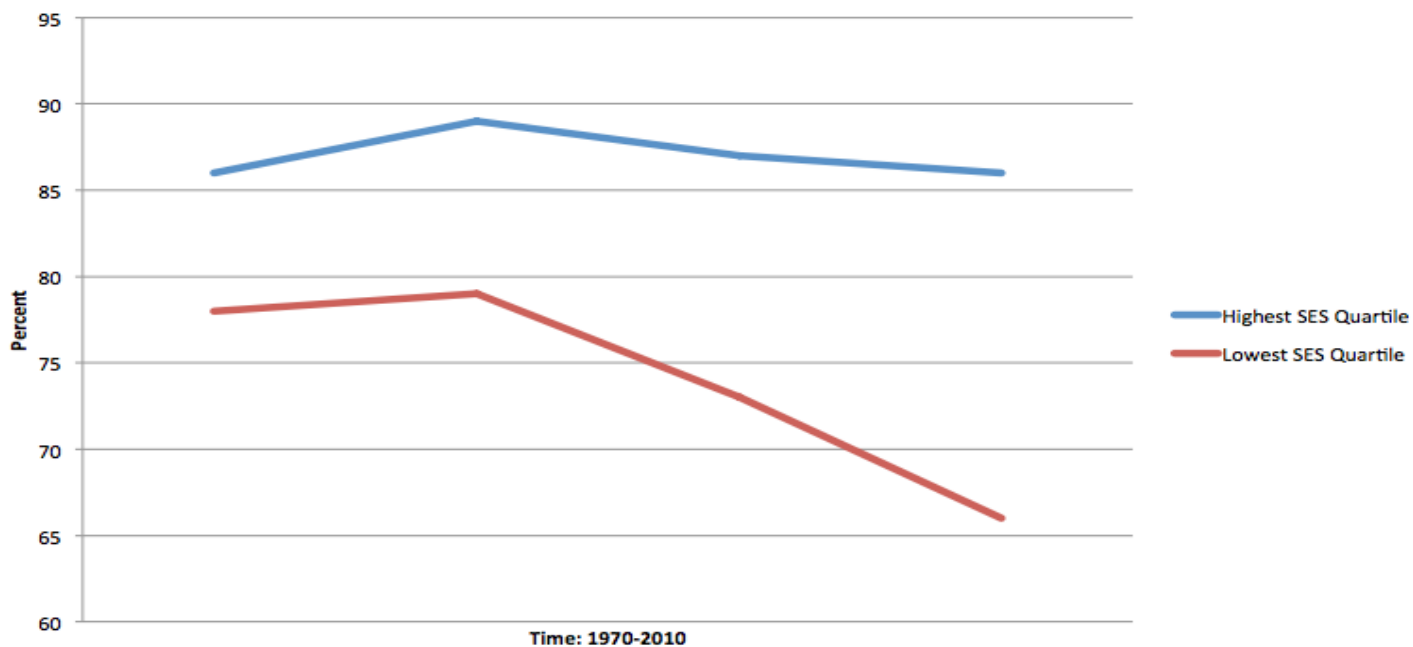
Examining the Achievement Gap – 8th Grade Test Scores



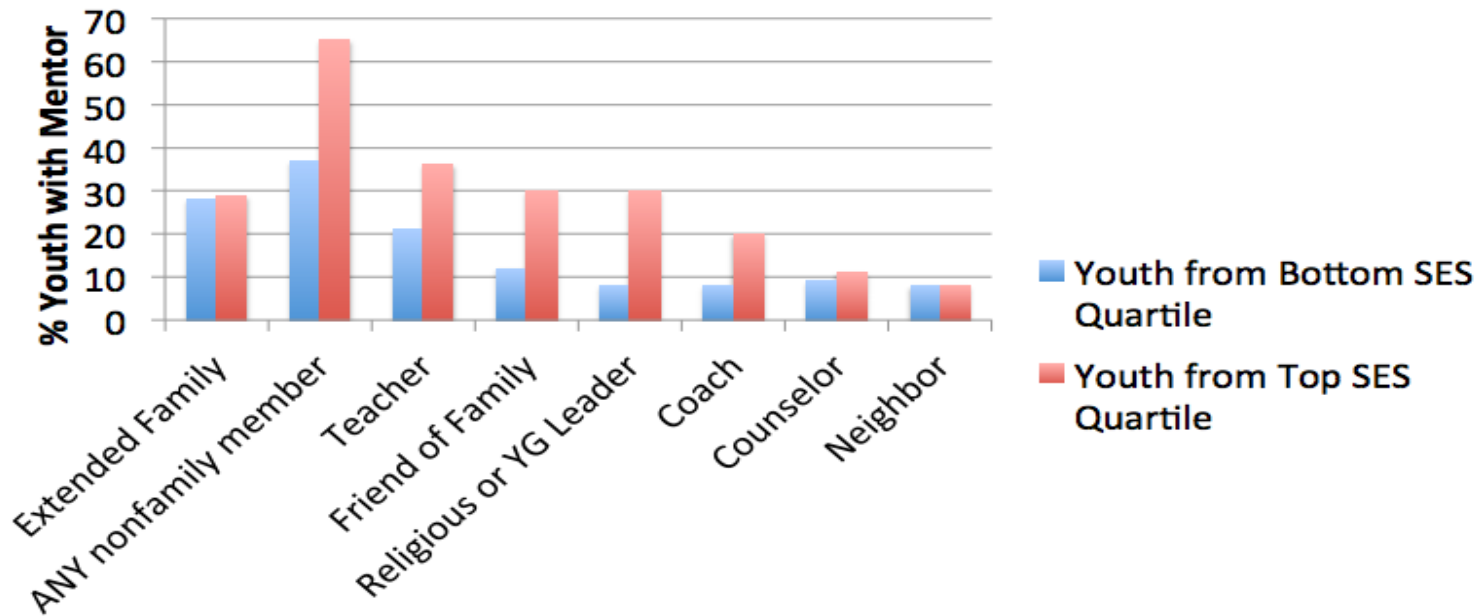
Highlights of the Opportunity Gap



Participation in Extracurricular Activities



SES & Connection



Types of Informal Mentors

Source: Putnam, R. (2015). *Our Kids: The American Dream in crisis*.

5 Major Influences:

Dr. Stephen Peters

50's	80's	90's	Present
1 Home	1 Home	1 Peers	1 TV/Media
2 School	2 Peers	2 TV	2 Peers
3 Church	3 TV	3 School	3 Church
4 Peers	4 Church	4 Home	4 School
5 TV	5 School	5 Church	5 Home



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