

RTTT 22 PLA Grant Schools (E.25.1) Report Evaluative Data, 2012-13

Dropout Rates

Objective: The single-year dropout rate by each grade level for CTE students¹ in RTTT project schools will be at least 50% below the dropout rates by grade level for the schools involved in the project. To make a more valid comparison, we separated CTE and non-CTE students into separate groups by grade level and calculated dropout rates for each. In 2012-13, CTE students in 9th and 10th grades met the objective (see Table 1 below). CTE students in 11th and 12th grades fell short of the objective, but did have lower dropout rates than their non-CTE peers.

Table 1: Dropout Rate Comparison between CTE and Non-CTE Students in Project Schools by Grade Level, 2012-13

Grade Level	Total Students Non-CTE	Total Dropouts Non-CTE	Non-CTE Dropout Rate	Total CTE Students	Total CTE Student Dropouts	CTE Student Dropout Rate	50% of Non-CTE Rate	CTE Dropout Rate <= 50% Non-CTE Rate
9	3,584	94	2.6%	3,248	22	0.7%	1.3%	Yes
10	3,275	75	2.3%	3,169	37	1.2%	1.2%	Yes
11	2,585	59	2.3%	3,321	48	1.4%	1.2%	No
12	2,147	72	3.4%	3,319	65	2.0%	1.7%	No

Source: Education Data Warehouse

Statewide Assessments

Objective: The percentage of CTE students in project schools performing on grade level in statewide assessments will be higher than the statewide average.

Reading

The gap between the performance of CTE students in project schools and the students statewide on the 9th and 10th grade reading assessment² was considerable (see Table 2).

¹ Students included in the project are defined as secondary students enrolled in career and technical education programs at the project schools.

² Florida Comprehensive Assessment Test 2.0.

Table 2: Performance Comparison between CTE Students in Project Schools and Students Statewide on Reading Assessments, 2012-13

Grade Level	CTE Test Takers	CTE on Grade Level	Percent CTE on Grade Level	State Percent on Grade Level	Difference
9	2,988	1,011	33.8%	53.0%	-19.2%
10	2,874	1,067	37.1%	54.0%	-16.9%

Source: Education Data Warehouse

When the performance of CTE students in RTTT project schools are compared to each school’s Annual Measurable Objective (AMO), CTE students in 5 out of the 22 schools, or 23%, met or exceeded the school’s 9th grade reading AMO, and CTE students in 9 out of the 22 schools, or 41%, met or exceeded the school’s 10th grade reading AMO.

When CTE students and non-CTE students in RTTT project schools are compared, we see that a higher percentage of CTE students are performing at grade level than their non-CTE peers (see Table 3).

Table 3: Performance Comparison between CTE Students and Non-CTE Students in RTTT Project Schools on Reading Assessments, 2012-13

Grade Level	Percent CTE on Grade Level	Percent Non-CTE on Grade Level	Difference
9	33.8%	24.9%	8.9%
10	37.1%	26.1%	11.0%

Source: Education Data Warehouse

Algebra I End of Course Assessment

As was the case with reading assessments, the gap between the performance of CTE students in project schools and the students statewide on the Algebra 1 end-of-course assessment was wide (see Table 4).

Table 4: Performance Comparison between CTE Students in RTTT Project Schools and Students Statewide on Algebra 1 End-of-Course Assessments, 2012-13

CTE Test Takers	CTE on Grade Level	Percent CTE on Grade Level	State Percent on Grade Level ³	Difference
3,493	1,545	44.2%	64.0%	-19.8%

Source: Education Data Warehouse

³ Based on first-time test takers in grades 6-12.

When the performance of CTE students in RTTT project schools are compared to each school’s Annual Measurable Objective, CTE students in 14 out of the 22 schools, or 64%, met or exceeded the Annual Measurable Objective for the school.

When CTE students and non-CTE students in RTTT project schools are compared, we see that a higher percentage of CTE students are performing at grade level than their non-CTE peers (see Table 5).

Table 5: Performance Comparison between CTE Students and Non-CTE Students in RTTT Project Schools on Algebra 1 End-of-Course Assessments, 2012-13

Percent CTE Passing Exam	Percent Non-CTE Passing Exam	Difference
44.2%	38.0%	6.2%

Source: Education Data Warehouse

Performance Outcomes

Objective: At least 10% of enrollees in each grant-funded program will have been reported as earning an industry certification with a statewide associate degree program articulation agreement. Of the twenty-two schools included in the project, nine met the objective of having at least ten percent of students enrolled earning certifications with a statewide associate degree program articulation agreement. Two of those schools had more than twenty percent (20%) of students earning eligible certifications.

Table 6: Percent of students enrolled in CTE programs earning Gold Standard Industry Certifications, 2012-13

School Name	Students in Job Prep/Tech Ed Programs	Industry Certifications Earned by Students	Gold Standard Industry Certifications Earned by Students	Percent Earning Gold Standard Industry Certification
A. Philip Randolph Academies	950	86	65	6.8%
Amos P. Godby High School	317	138	77	24.3%
Andrew Jackson High School	701	85	16	2.3%
Booker T. Washington Senior	912	283	112	12.3%
Clewiston High School	1,006	18	5	0.5%
East Gadsden High School	671	50	50	7.5%
First Coast High School	843	31	31	3.7%
Gibbs High School	934	22	15	1.6%
Jean Ribault High School	505	49	49	9.7%
Jefferson County Middle/High	286	2	0	0.0%
Madison County High School	768	106	58	7.6%
Miami Central Senior High School	1,669	407	204	12.2%

School Name	Students in Job Prep/Tech Ed Programs	Industry Certifications Earned by Students	Gold Standard Industry Certifications Earned by Students	Percent Earning Gold Standard Industry Certification
Miami Edison Senior High School	385	106	39	10.1%
Miami Jackson Senior High School	916	123	46	5.0%
Miami Northwestern Senior High	1,345	505	269	20.0%
Miami Southridge Senior High	1,822	320	204	11.2%
Middleton High School	1,324	99	48	3.6%
Poinciana High School	1,256	153	130	10.4%
St. Johns Technical High School	33	0	0	0.0%
West Gadsden High School	241	43	43	17.8%
William M. Raines High School	321	0	0	0.0%
Williston High School	429	86	61	14.2%
TOTAL	17,634	2,712	1,522	8.6%

*Counts are duplicated and include students enrolled in multiple programs and students who earned multiple certifications

Objective: For each grant-funded program, the percentage of graduating seniors in years two and three of the project that are found in postsecondary education the following fall and college ready based on Common Placement Test or Postsecondary Education Readiness Test scores will be at least ten percentage points higher than among graduating seniors in their respective schools.*

When the postsecondary placement of college ready CTE students in RTT project schools are compared with college ready non-CTE students, a high percentage of CTE students were found enrolled in postsecondary education in the year following graduation. The difference in percent enrolled between CTE and non-CTE exceeded 10%.

Table 7: Percentage of college ready students found enrolled in Postsecondary Education, Fall 2012

Number of 2011-2012 Standard High School Diploma Graduates	Number of Students with a Math or Reading PERT Score indicating college ready	Number found enrolled in Postsecondary Education in 2012-13	Percent found enrolled in Postsecondary Education in 2012-13
Students with CTE enrollment	470	1315	36%
Students with no CTE enrollment	168	693	24%

*Analysis for this measure was calculated at the aggregate level for all participating schools, due to small cell size limitations with the school level data.