



Strategic Plan 2015-2020

Closing the Achievement Gap



Recent Successes

- Florida's graduation rate is at a 13-year high of 80.7 percent.
- Florida ranks first in the nation for participation in Advanced Placement courses during high school and fourth in the nation for performance on AP exams.
- Florida's 4th grade students outperform the national average in both reading and math.
- Florida's 4th grade economically disadvantaged students are also performing higher than the nation in both reading and math.

Goals and Metrics

- Goal 1 – Highest Student Achievement
 - Student Achievement on Florida Assessments
 - Continued Growth on Florida Assessments
 - Closing the Achievement Gap
 - High School Graduation Rate
 - High School Graduation Rate Plus (Acceleration)
 - Reducing the Percent of Low-Performing Schools
 - Postsecondary Completion Rate
- Goal 2 – Seamless Articulation and Maximum Access
 - Postsecondary Continuation Rate
 - Associate Degree Articulation Rate
 - Access to High-Quality K-12 Educational Options
- Goal 3 – Skilled Workforce and Economic Development
 - Postsecondary Employment Rate
 - Initial Wages
- Goal 4 – Quality Efficient Services
 - Return on Investment
 - Agency Effectiveness

System-Level Strategies

1. Implement high-quality standards and assessment
2. Improve educator effectiveness
3. Incentivize institutions to provide opportunities
4. Improve accountability systems that promote institution improvements
5. Improve effectiveness of and opportunity for career preparation
6. Promote high-quality educational choice
7. Strengthen stakeholder communication and partnerships
8. Increase the quality and efficiency of services

Goal 1 – Highest Student Achievement

Metrics:

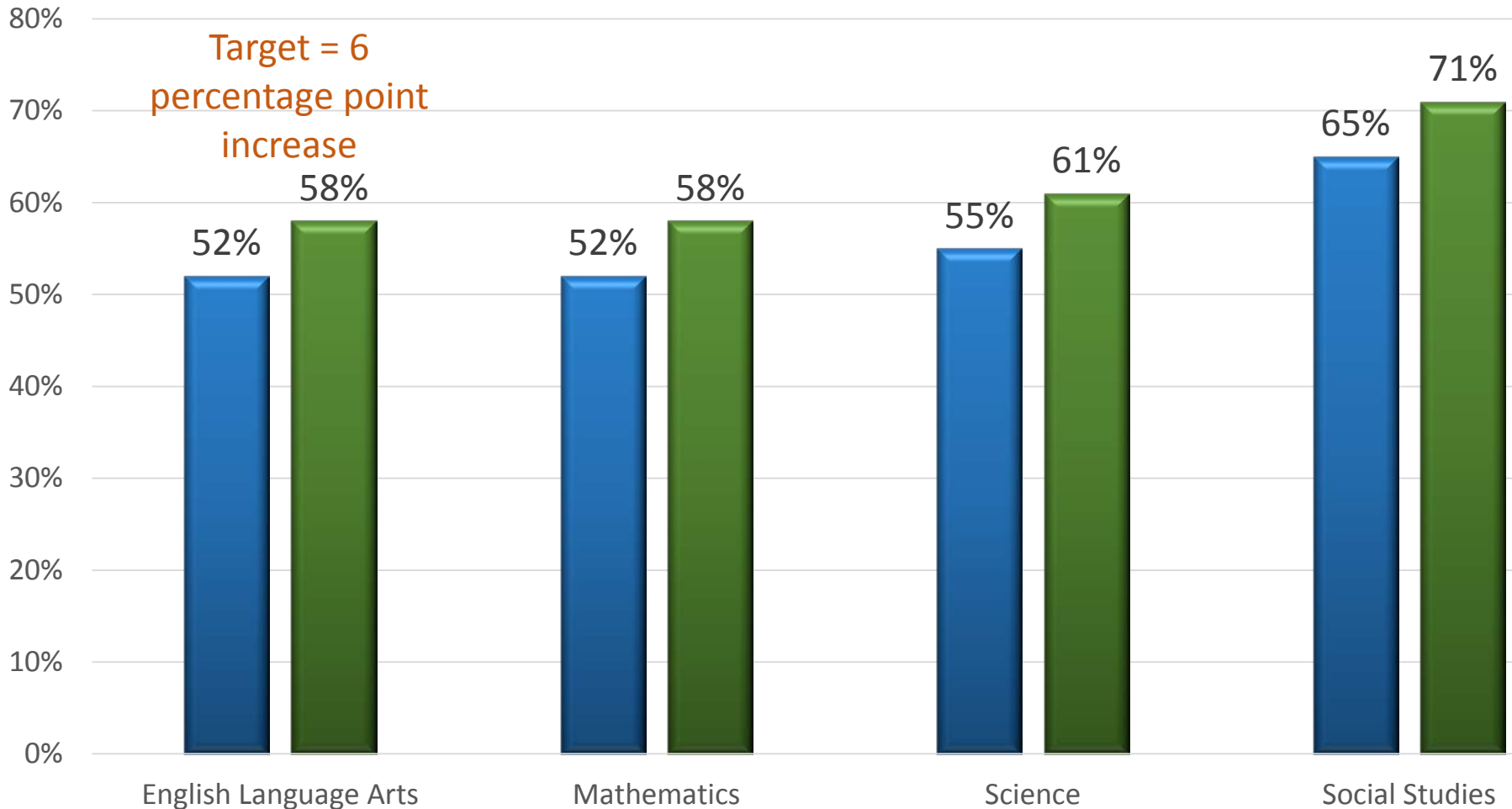
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2. Continued Growth on Florida Assessments
3. Closing the Achievement Gap
4. High School Graduation Rate
5. High School Graduation Rate Plus (Acceleration)
6. Reducing the Percent of Low-Performing Schools
7. Postsecondary Completion Rate

STEM Focus Data: (Tracking STEM using the following measures)

- Science and Mathematics Assessment Achievement
- Mathematics Learning Gains
- Gap Closure in Mathematics and Science
- High school graduates' successful STEM Acceleration
- STEM Postsecondary Degree and Certificate Completions

Goal 1 – Highest Student Achievement

Metric 1: Student Achievement on Statewide Assessments

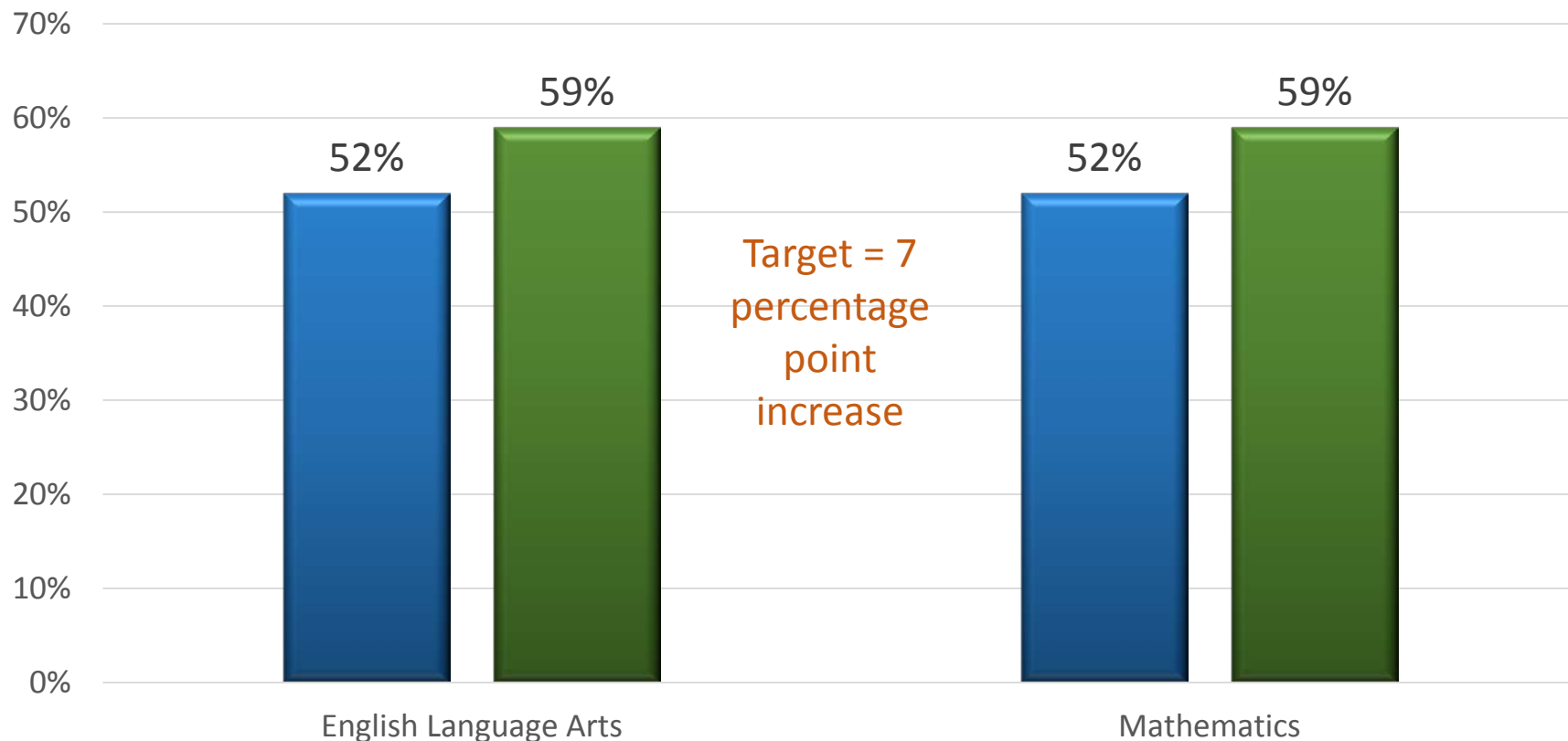


Note: Percent Level 3 or higher

■ 2014-15 Baseline ■ 2019-20 Target

Goal 1 – Highest Student Achievement

Metric 2: Growth in English Language Arts and Mathematics



Note: Based on school grades learning gains calculation

■ 2015-16 Baseline ■ 2019-20 Target

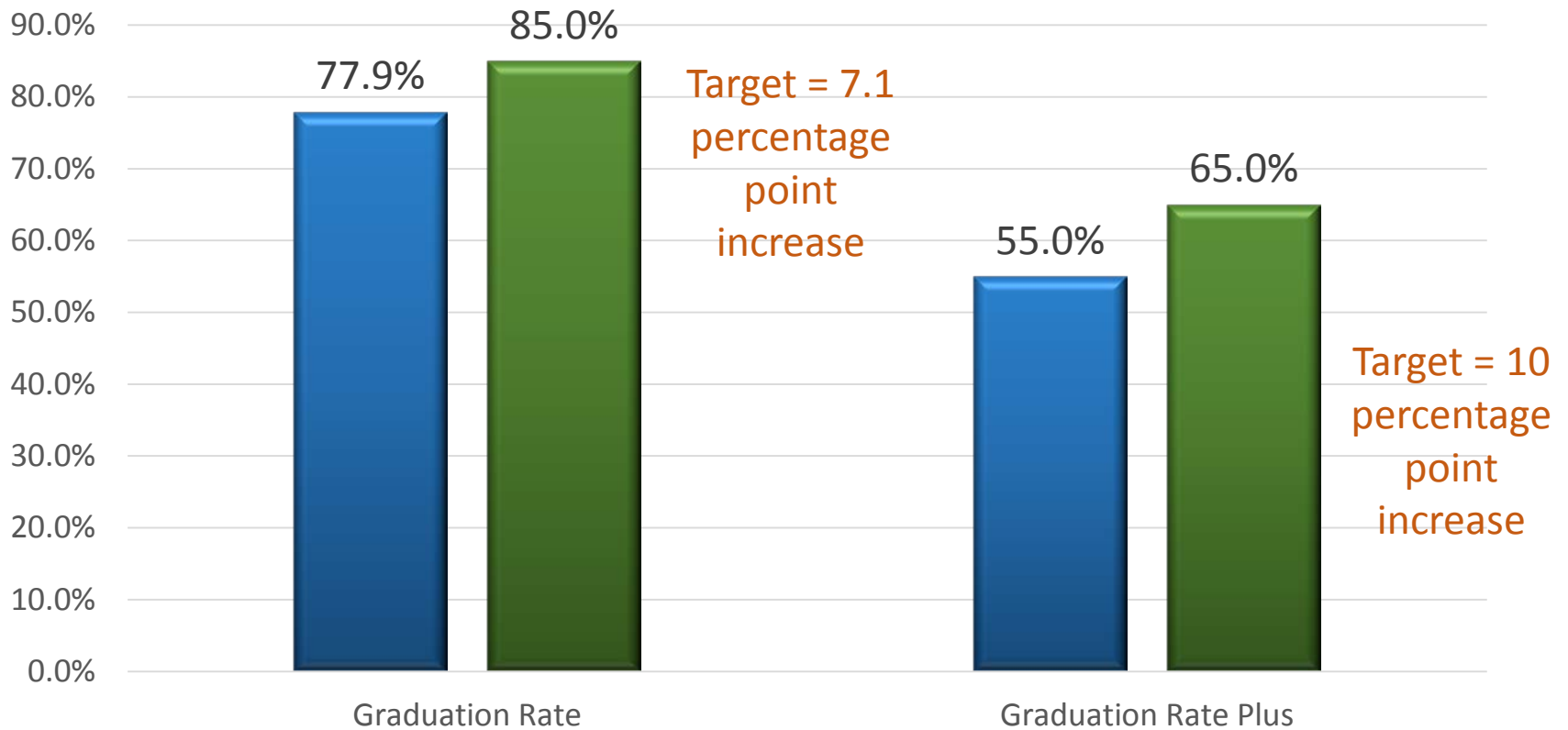
Goal 1 – Highest Student Achievement

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

Goal 1 – Highest Student Achievement

Metrics 4 and 5: Graduation Rate and
Graduation Rate Plus (Acceleration)

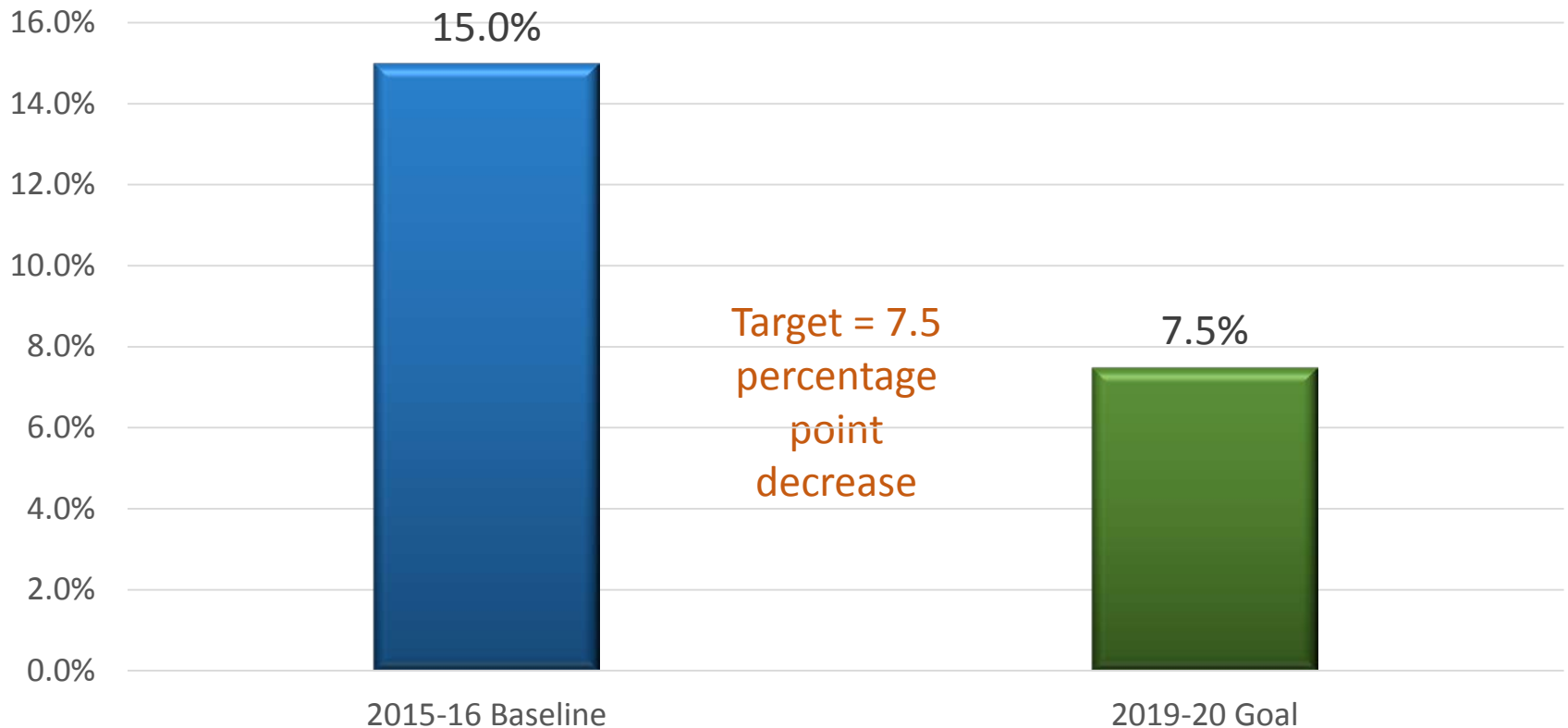


Note: Based on Federal graduation rate and college and career acceleration for school grades

school grades

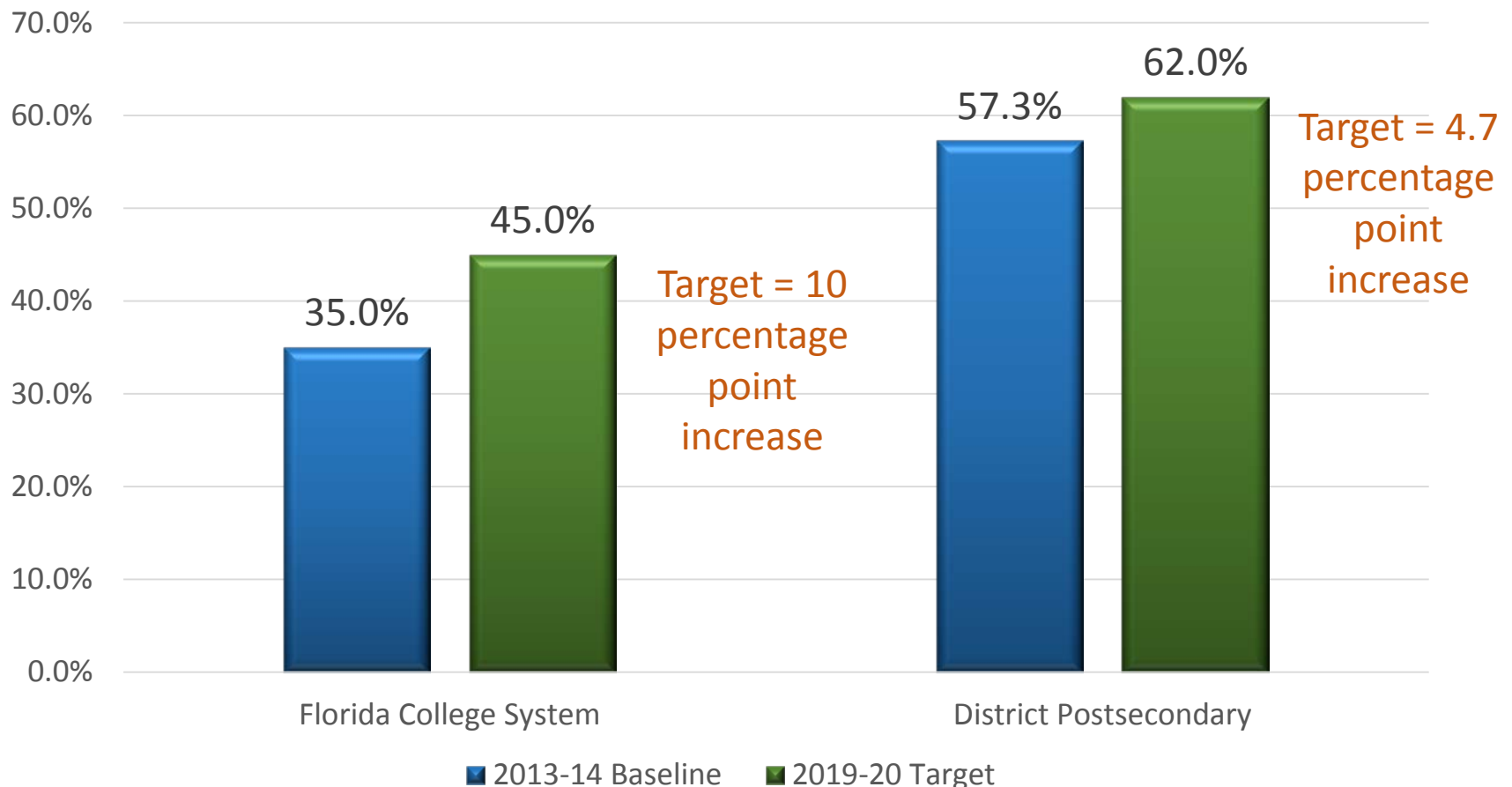
Goal 1 – Highest Student Achievement

Metric 6: Reducing the Percent of Low-Performing Schools



Goal 1 – Highest Student Achievement

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



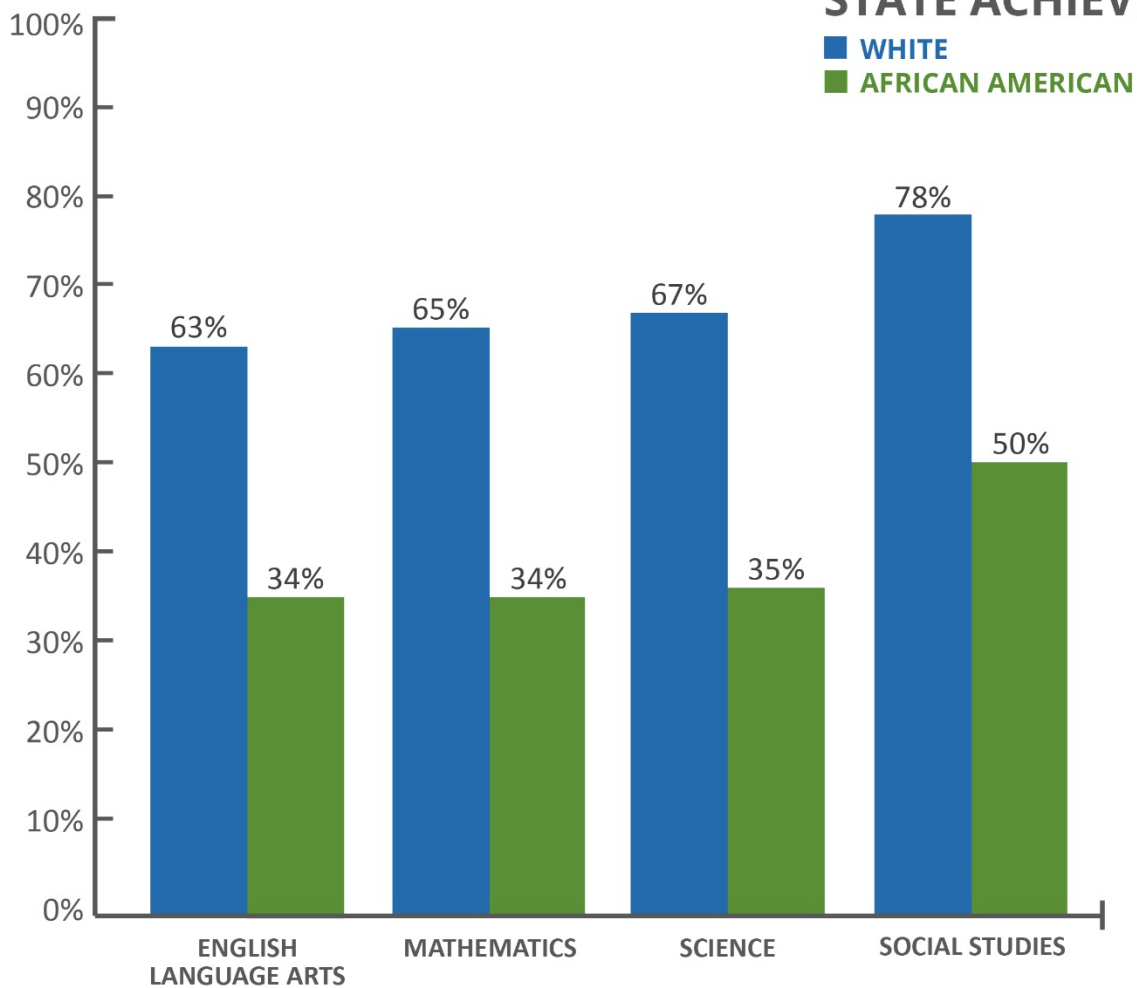
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Metric 3: Closing the Achievement Gap

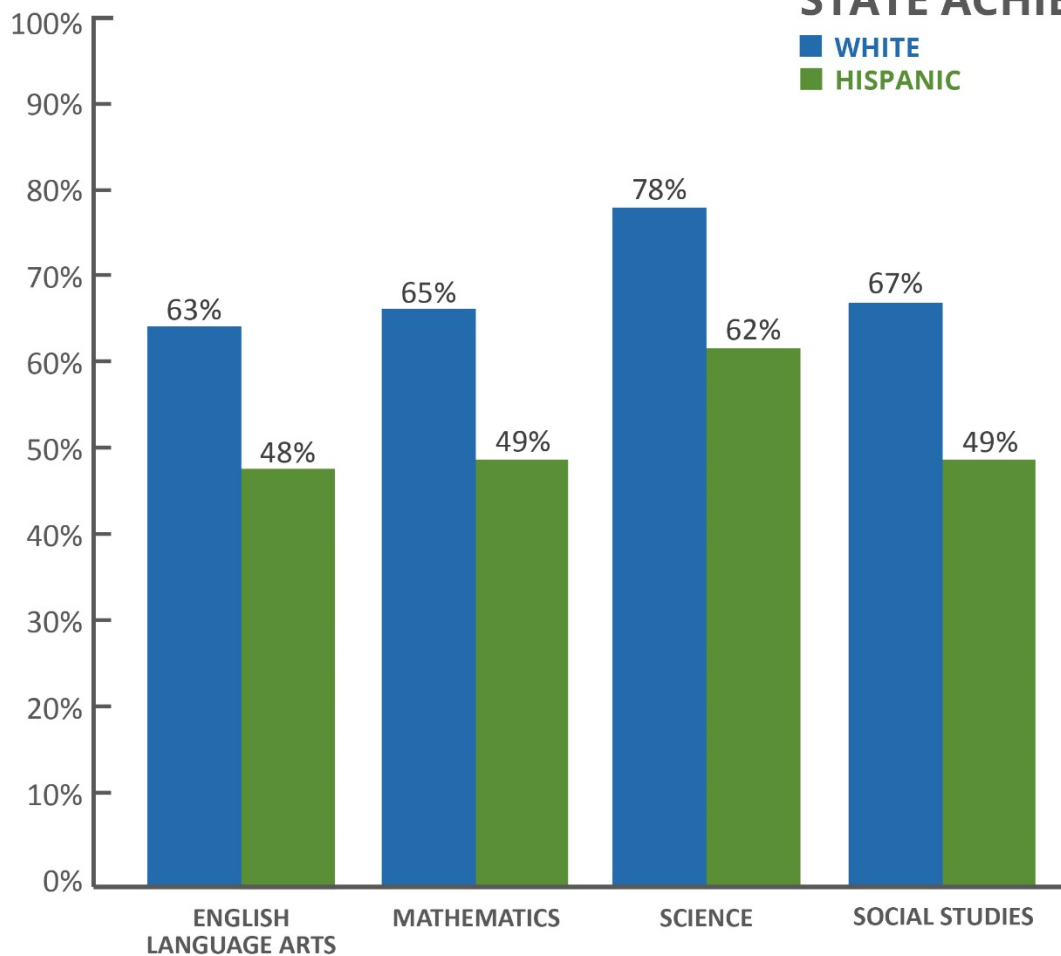
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2015-16 STATE ACHIEVEMENT GAP

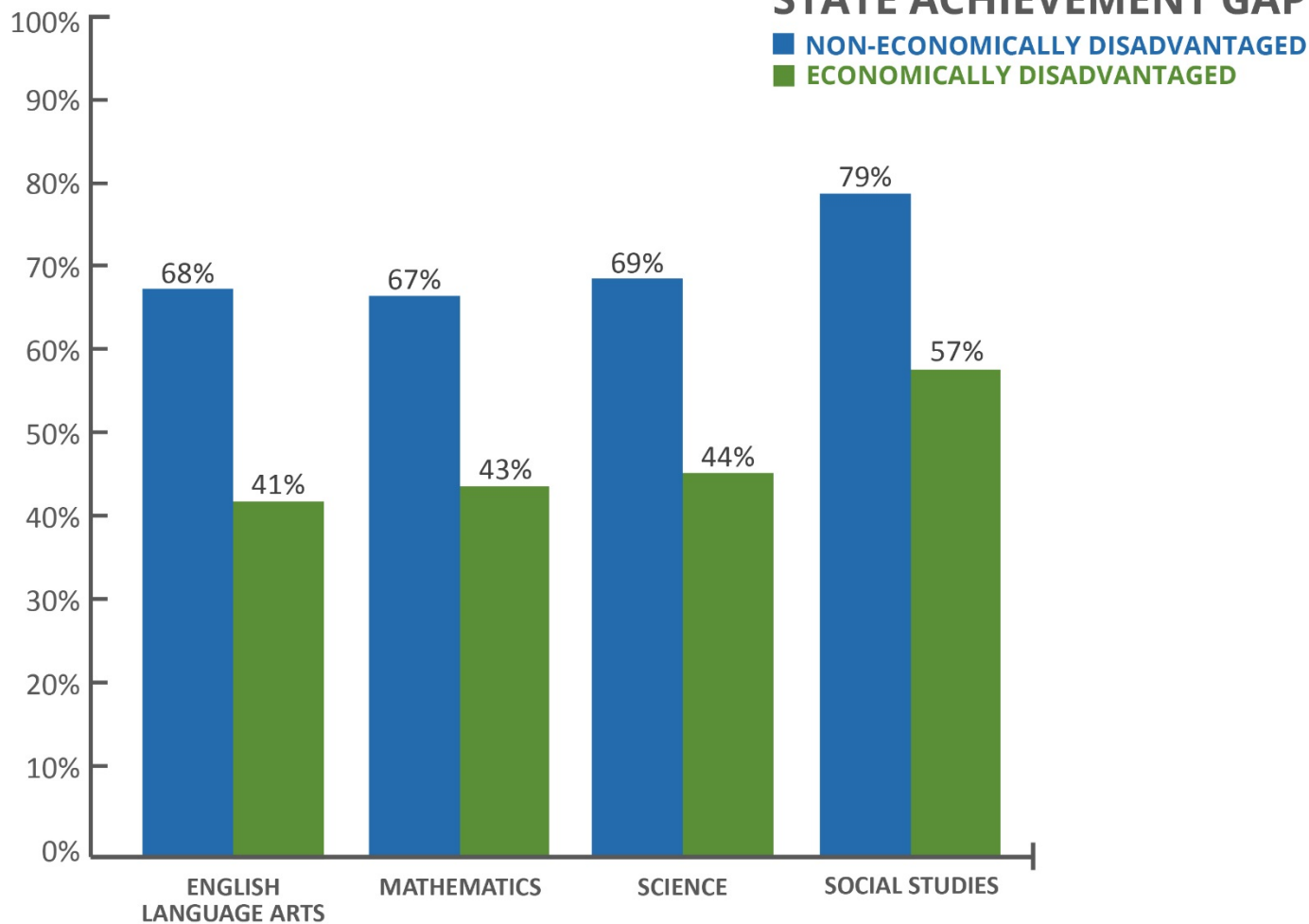


2015-16 STATE ACHIEVEMENT GAP



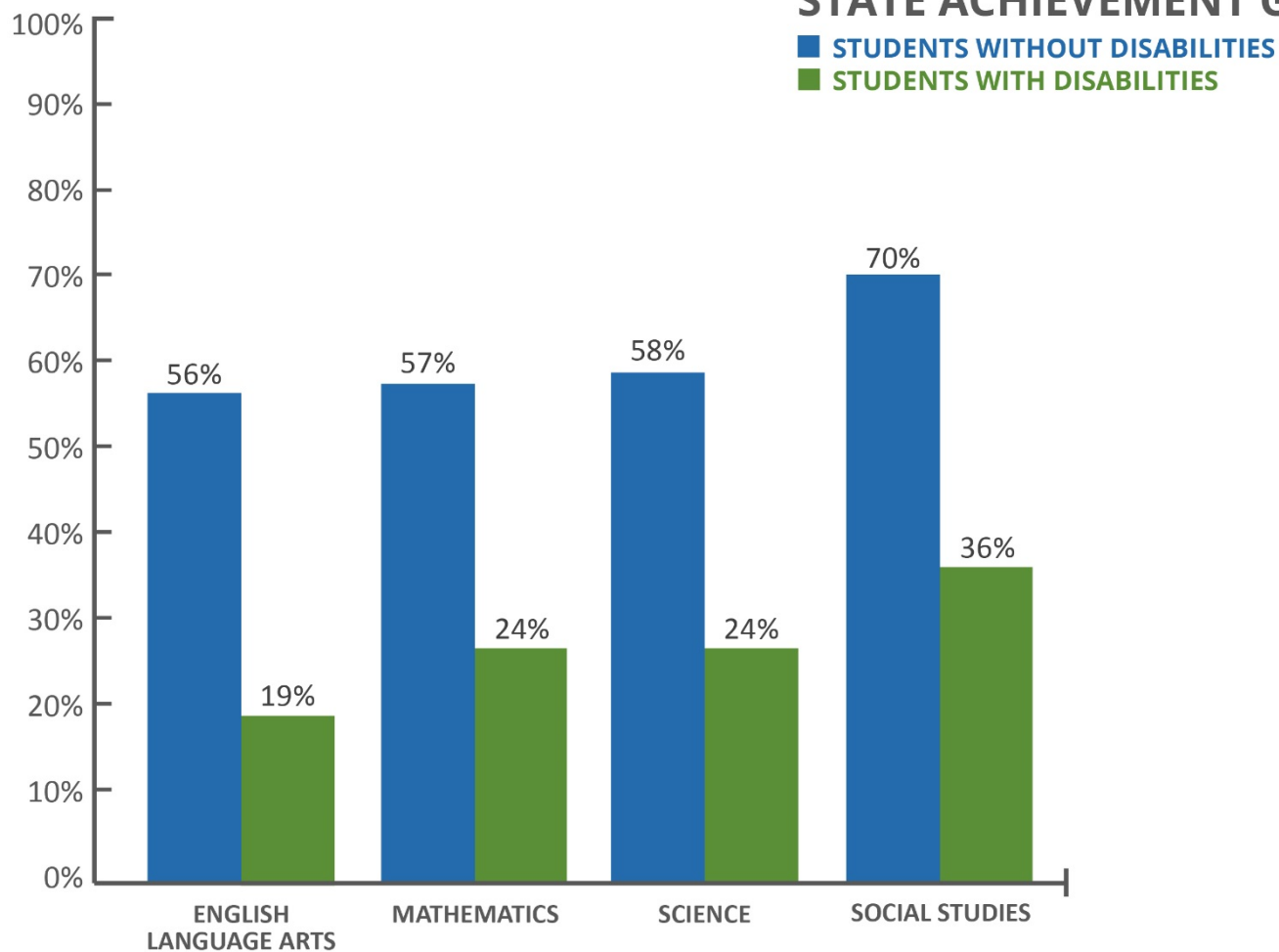


2015-16 STATE ACHIEVEMENT GAP



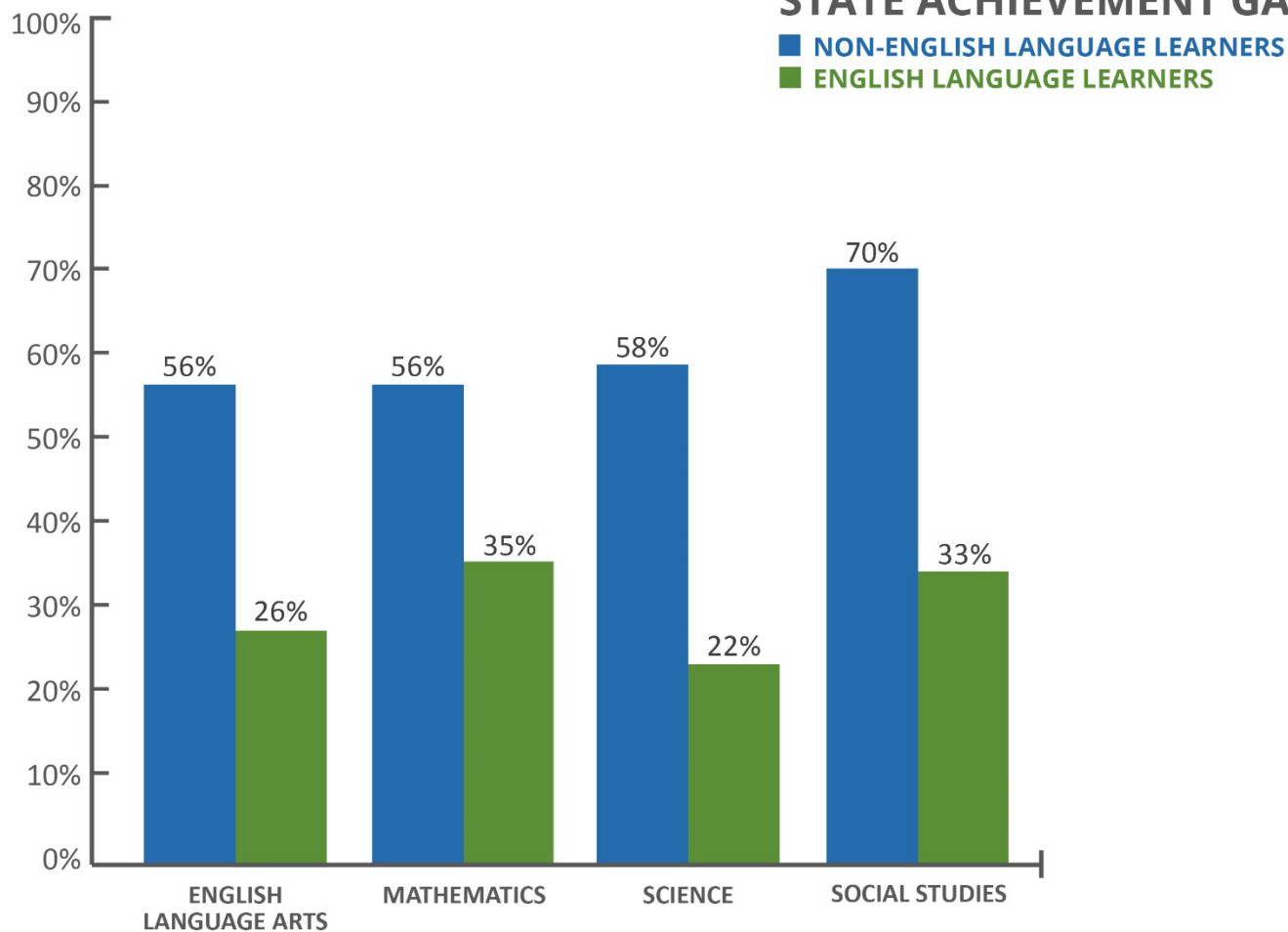


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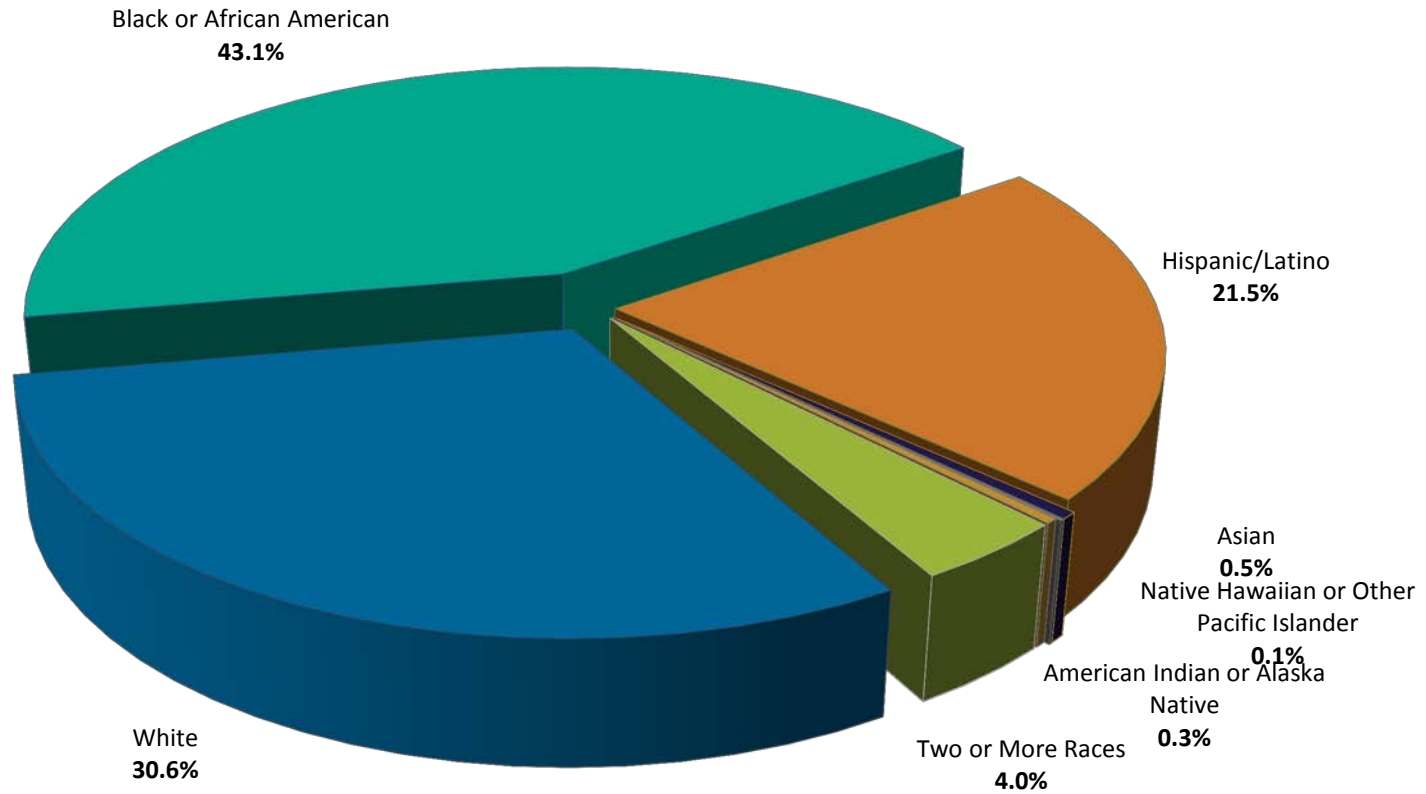




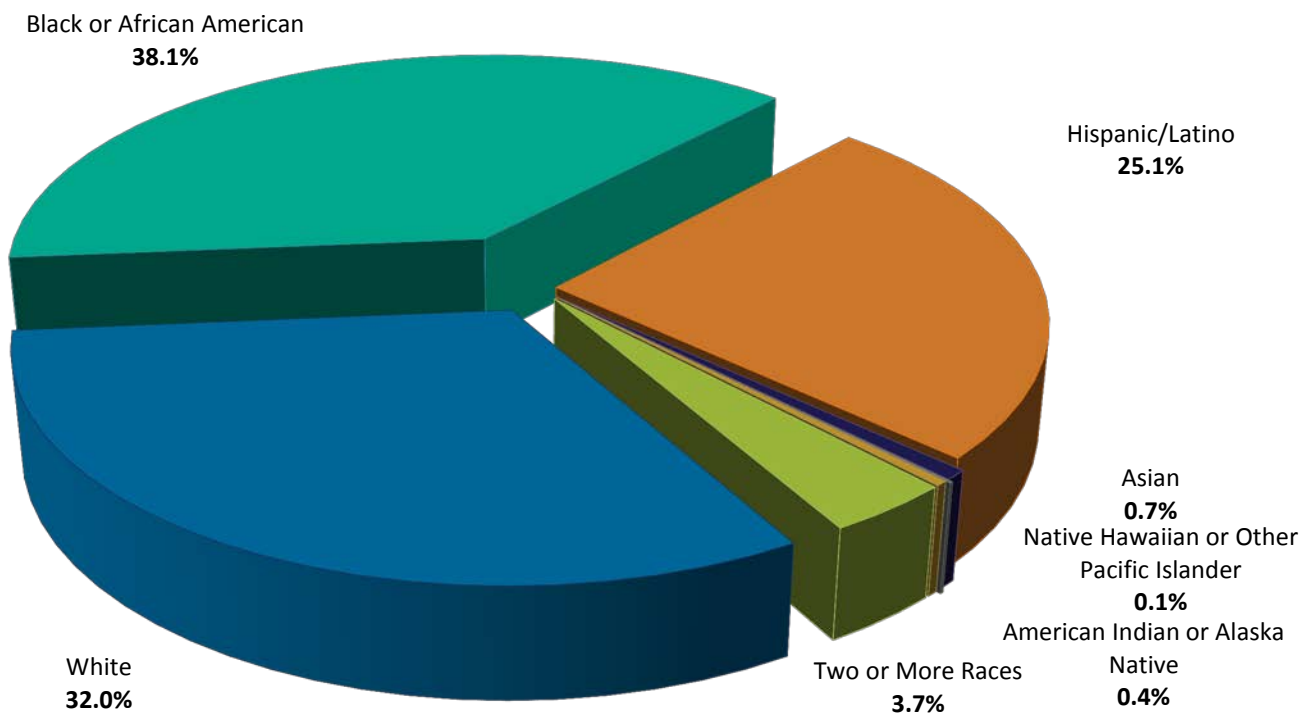
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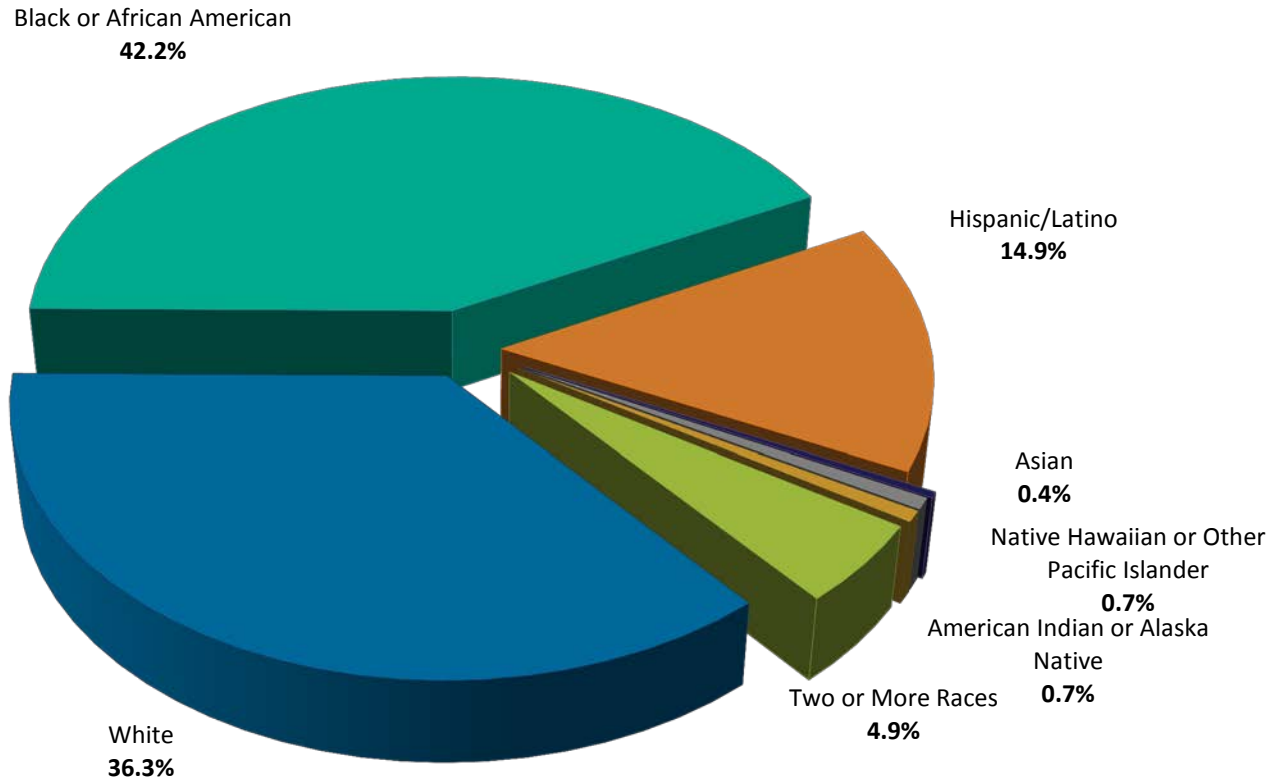
Out-of-School Suspension 2015-16 Survey 5 Final Data

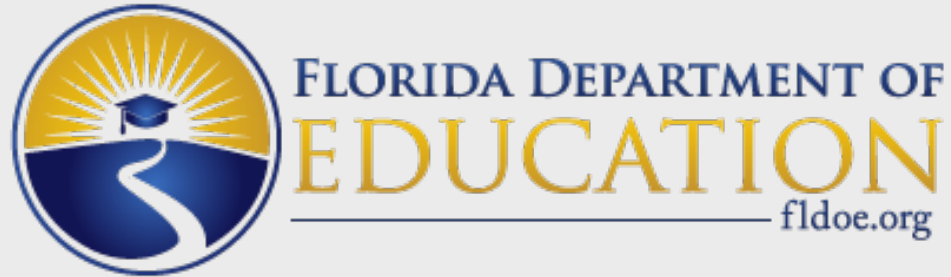


In-School Suspension 2015-16 Survey 5 Final Data



Expulsion (with and without services) 2015-16 Survey 5 Final Data





Suspension, Expulsion, Discipline and Coordinated Early Intervening Services

Suspension and Expulsion Rates and Disciplinary Actions

FDOE Bureau of Exceptional Education and Student Services (BEESS) reviews district data and documentation to identify:

- (a) the number of students with disabilities, by race or ethnicity, who are 3 times more likely to be suspended for more than 10 days, than students without disabilities;
- (b) incidents of removal of students with disabilities through in-school suspension (ISS), out-of-school suspension (OSS), or expulsion for students with disabilities of any given race that are at least 3.5 times more likely to occur when compared to all races combined; and
- (c) policies, procedures, or practices that contribute to disproportionate rates of suspensions, expulsions, and discipline for students with disabilities.

Suspension and Expulsion Rates and Disciplinary Actions

- Based on 2014-15 data, Black or African-American students with disabilities, when compared to all races, were at least 3 times more likely to experience OSS or expulsions in 21 Florida school districts. The 2015-16 data identified 15 Florida school districts, 6 less districts than the previous year.
- Based on both 2014-15 and 2015-16 data, in 5 Florida school districts, Black, African American, or students reported as having more than one race, were at least 3.5 times more likely to experience ISS, OSS or an expulsion, when compared to all other races.

BEES and District Strategies for Improvement

- Monitoring visits to districts to assist with district problem-solving activities and development of corresponding action plans
- Review of districts' data and follow-up activities related to disproportionate outcomes in the rates of suspensions and expulsions by race and ethnicity
- Support through the Florida Positive Behavioral Intervention and Supports (FLPBIS) Project. FLPBIS members assist districts in problem-solving for disproportionate discipline rates for all students by emphasizing and utilizing research-based best practices.

BEES and District Strategies for Improvement

- Use of the FLPBIS Equity Profile, which calculates district and school-level values, offers data that assists with answering guiding questions to facilitate understanding of disproportionate outcomes.
- Professional Development in the following areas:
 - trauma-informed care
 - mental health awareness
 - restorative justice and practices
 - cultural sensitivity
 - alternatives to suspension

BEES and District Strategies for Improvement

- Additional assistance to small and rural districts through the Institute for Small and Rural Districts (ISR) Project which has members from 46 Florida school districts. Specifically, the focus of ISR is centered on:
 - Disproportionality Focus Group who provides school climate surveys, PBIS and other custom assessments to districts according to their respective needs
 - Development and offering of a 9-week course using the School Leader's Guide on Restorative Practices and Restorative Discipline Pacing Guide



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