FOIL

May 18, 2017

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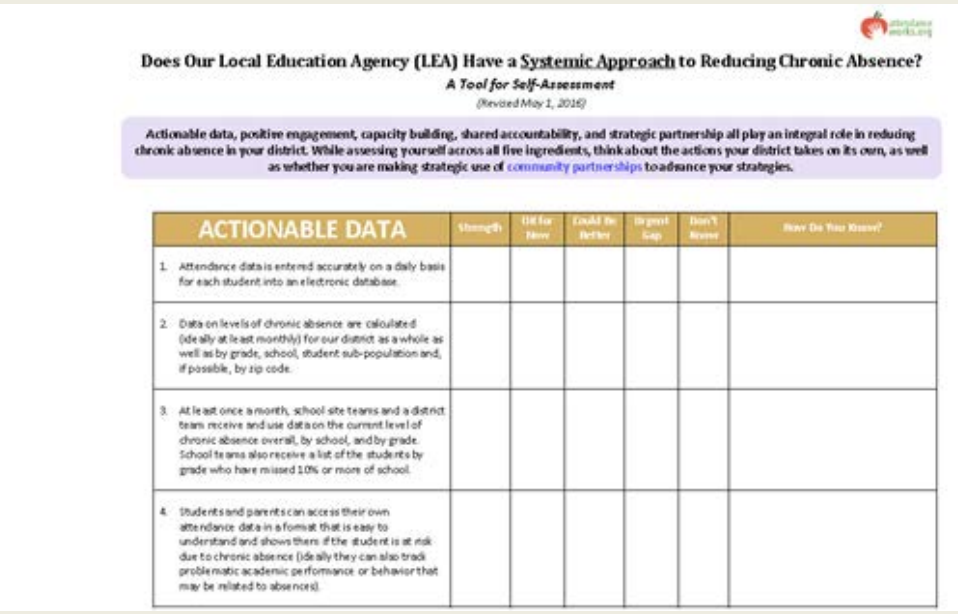
Session Resources

To access slideshow, data files and other session resources, go to

http://www.fldoe.org/schools/k-12-public-schools/foil.stml.

Attendance:
District Self Assessment



Does Our Local Education Agency (LEA) Have a Systemic Approach to Reducing Chronic Absence?

A Tool for Self-Assessment

(Revised May 1, 2016)

Actionable data, positive engagement, capacity building, shared accountability, and strategic partnership all play an integral role in reducing chronic absence in your district. While assessing yourself across all five ingredients, think about the actions your district takes on its own, as well as whether you are making strategic use of community partnerships to advance your strategies.

ACTIONABLE DATA	Strength	Off for Now	Could Be Better	Biggest Gap	Don't Know	How Do You Know?
1. Attendance data is entered accurately on a daily basis for each student into an electronic database.						
2. Data on levels of chronic absence are calculated (ideally at least monthly) for our district as a whole as well as by grade, school, student sub-population and, if possible, by zip code.						
3. At least once a month, school site teams and a district team receive and use data on the current level of chronic absence overall, by school, and by grade. School teams also receive a list of the students by grade who have missed 10% or more of school.						
4. Students and parents can access their own attendance data in a format that is easy to understand and shows them if the student is at risk due to chronic absence (ideally they can also track problematic academic performance or behavior that may be related to absences).						

Overall Reflections & Next Steps

1. What are your district's **greatest strengths** across the five ingredients?
2. What are the **biggest challenges** your district faces across the five ingredients?
3. What are the three or four **most important steps** that could be taken over the course of the next year to lay the foundation for reducing chronic absence?
4. **What is already going on** in your community and school district that could be leveraged to help take these steps?
5. If you are conducting this assessment with others, **share all of your ideas** for the three or four most important steps. Identify if any of the steps are more important to achieve first to lay the foundation for others. Agree upon the top three to five shared priorities for action.
6. For each priority, **identify the following**: what are the resources that could be leveraged; who are the key groups that should be involved; who could take the lead in moving it forward; and what is your timeline for action.

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Acceleration Programs For Florida Students, 2011-12 through 2015-16

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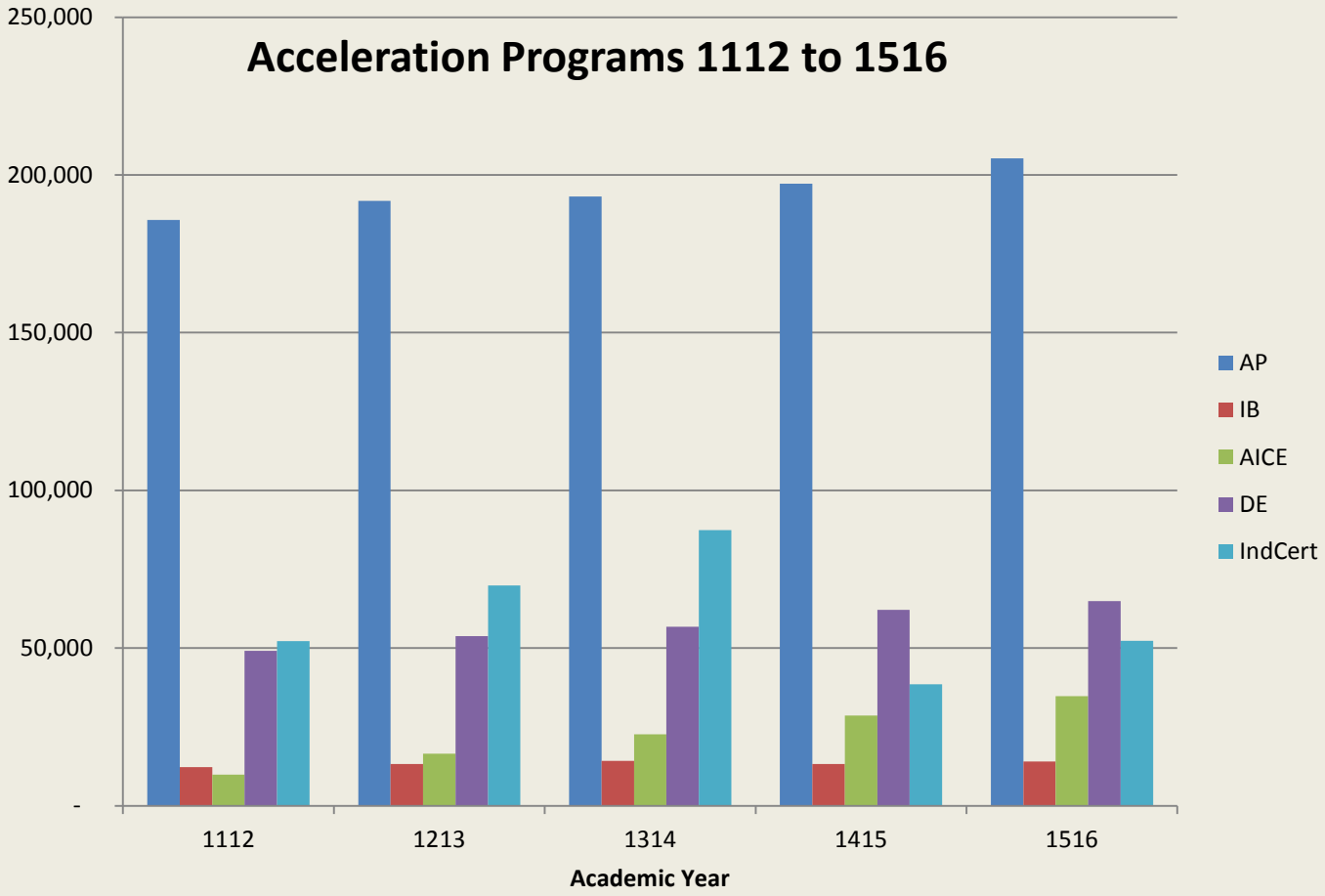
All Acceleration Programs in FL



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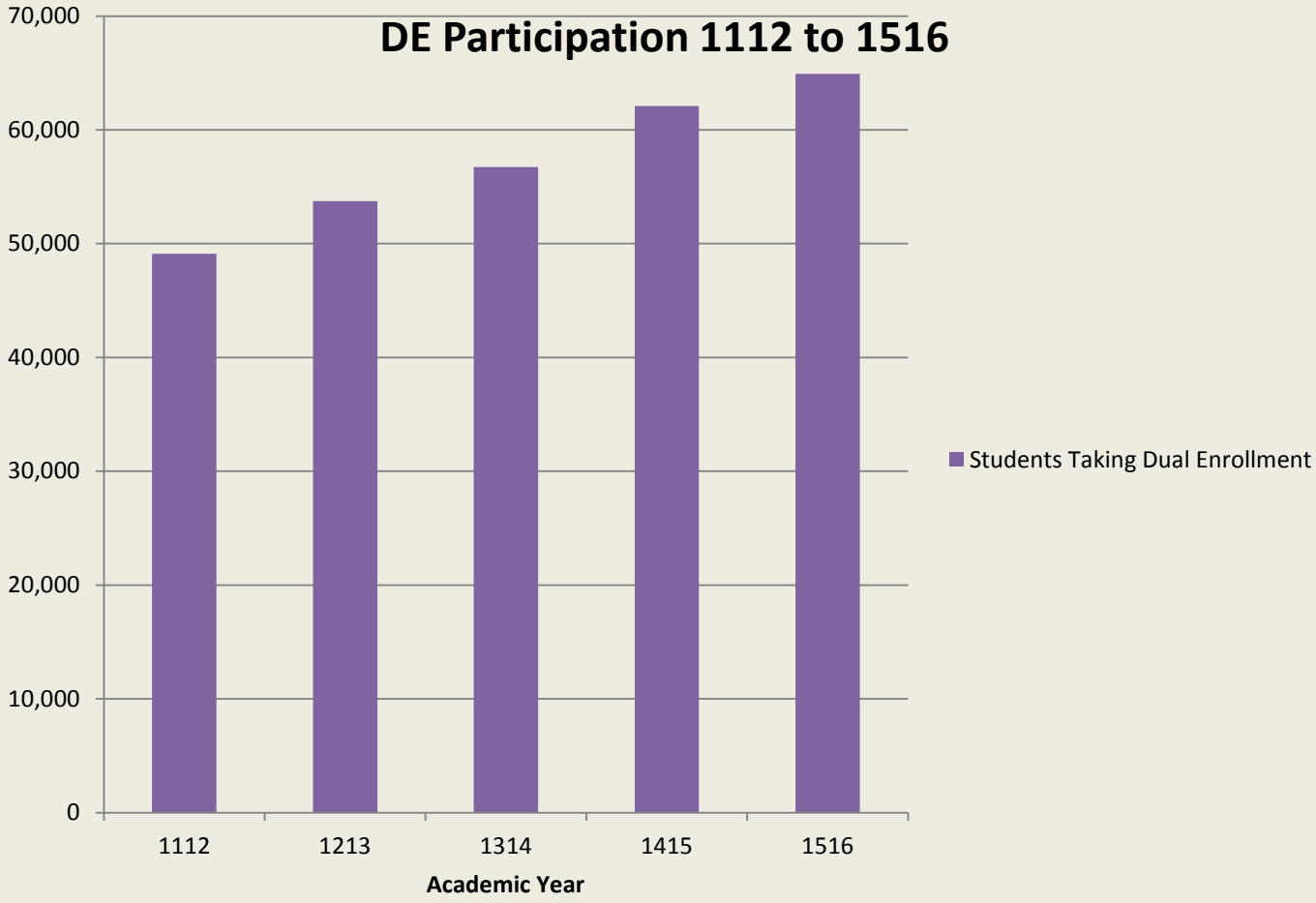
Students Taking At Least One Dual Enrollment Course



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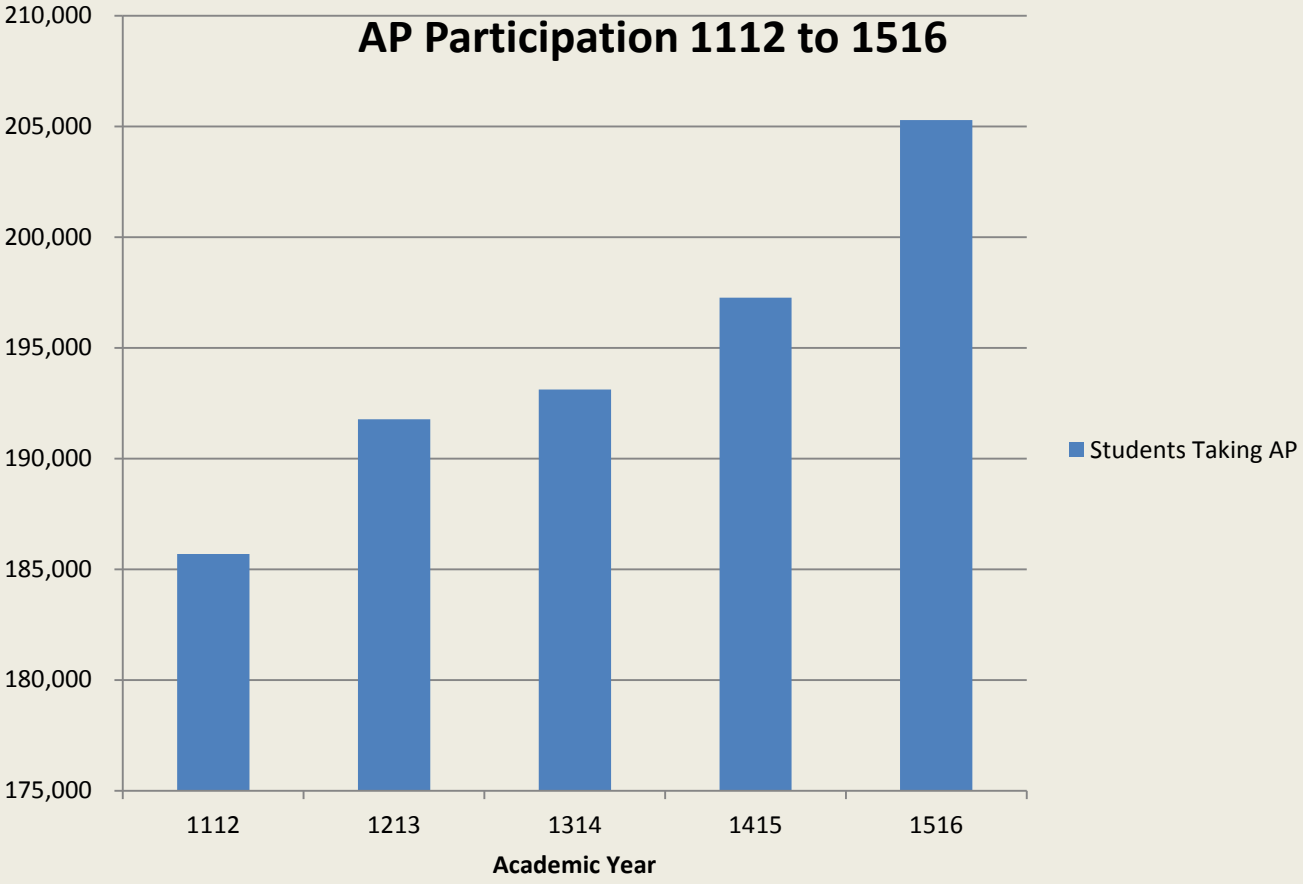
Students Taking At Least One AP Course



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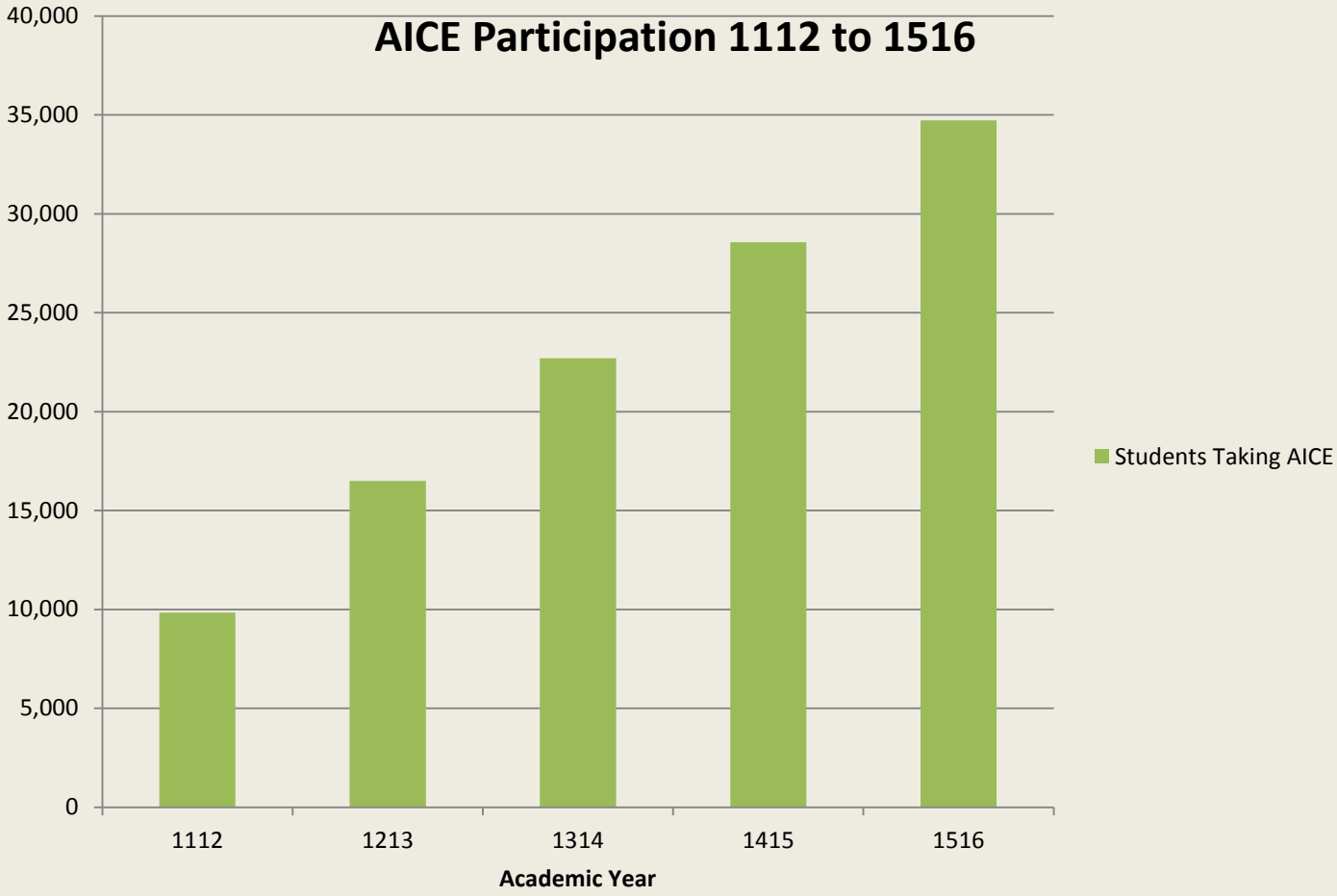
Students Taking At Least One AICE Course



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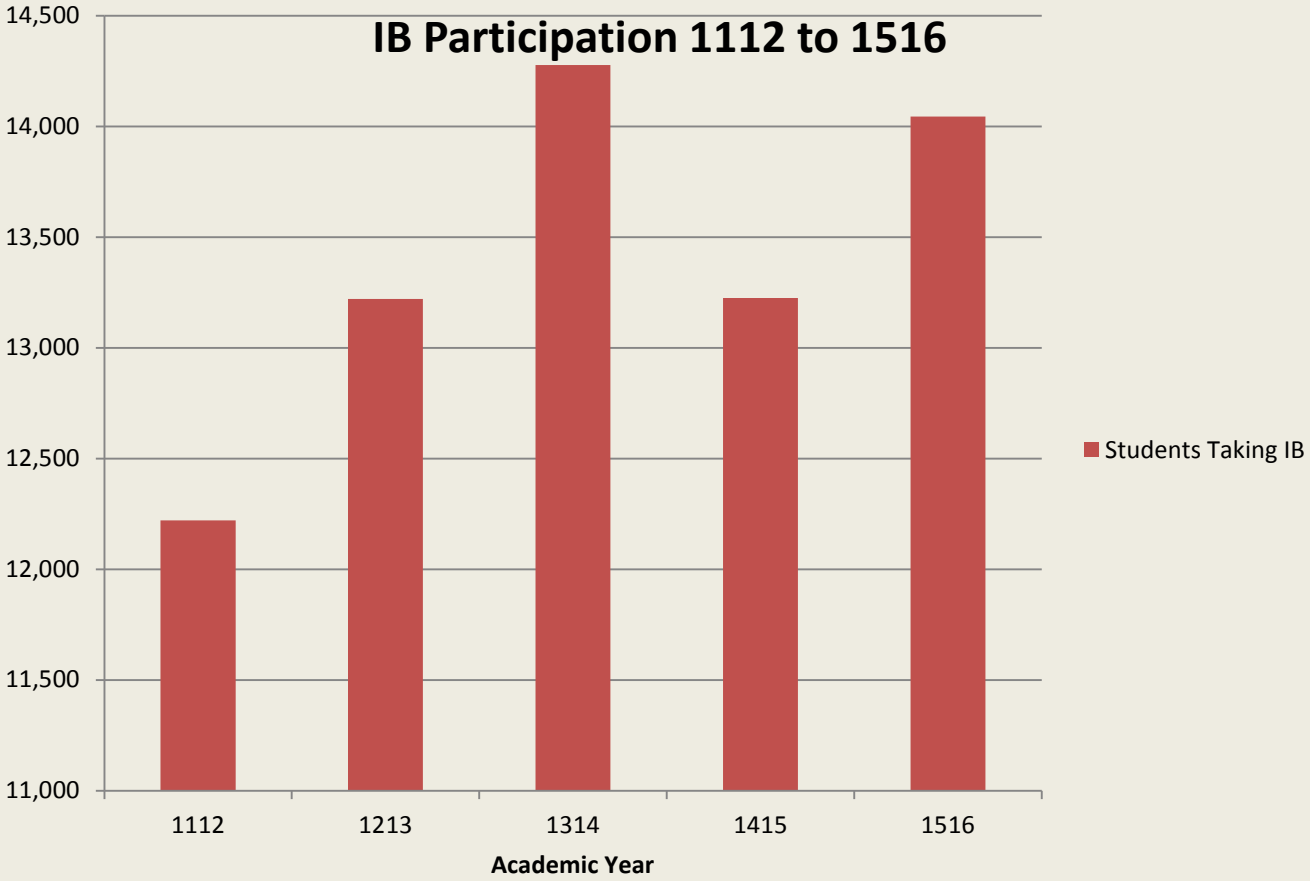
Students Taking At Least One IB Course



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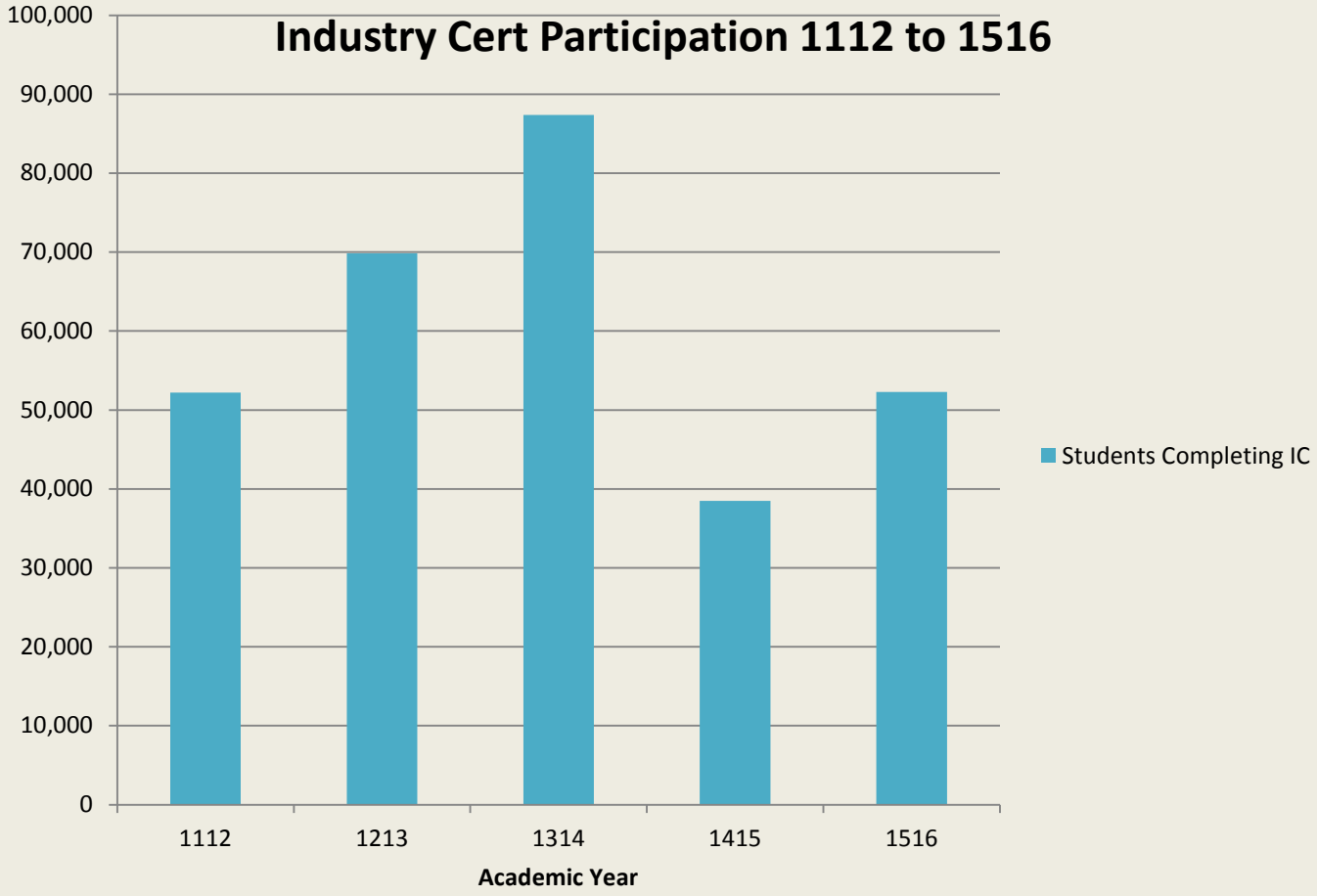
Students Completing at Least One Industry Certificate



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Top Five Districts, 2015-16

District Rank	Dual Enrollment Students	AP Students	AICE Students	IB Students	Ind Cert Completers
1	FAU DRS (19.78%)	UF DRS (17.55%)	Palm Beach (6.82%)	Sarasota (1.64%)	Lafayette (12.38%)
2	Dixie (6.89%)	Seminole (11.76%)	Okaloosa (4.25%)	St. Johns (1.49%)	Wakulla (6.49%)
3	Gilchrist (6.06%)	St. Johns (11.49%)	Collier (4.08%)	Alachua (1.12%)	Taylor (5.56%)
4	Santa Rosa (5.82%)	Orange (11.03%)	Lee (2.55%)	Indian River (1.10%)	Okaloosa (5.44%)
5	Martin (5.61%)	FSU DRS (10.41%)	Sarasota (2.51%)	Citrus (1.00%)	Gilchrist (5.19%)

How well do Districts ID Students for Acc Mechanisms?

	1112	1213	1314	1415	1516
Total (FL) Students in 9 -12	792,099	799,602	807,043	823,249	839,773
Total (FL) Students Level 3 or above in Gr 8	116,202	121,154	123,934	127,531	118,288*
Total HS graduates with at least one Acc Mech	78,813	84,862	89,044	91,736	89,147*
% of Level 3 with at least one AM	67.82%	70.00%	71.85%	71.93%	75.36%

* 1516 is Preliminary Survey 5

Once Students Enroll in Acc Mechanisms, Do They Succeed?

	1112	1213	1314	1415	1516
# students in Acc Mech with an "outcome"**	77,857	84,247	87,804	90,381	88,064*
# students who "passed" exam or obtained "C" or better in DE	72,228	78,180	81,545	84,223	82,288*
Percentage	92.77%	92.80%	92.87%	93.18%	93.44%

* 1516 Data is Preliminary Survey 5

** Outcome = exam score or DE Course Grade

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For More Information

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  - (850) 245-0427
  - www.fldoe.org/policy/articulation

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Just Read, Florida!

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Effects of Student Progression on Student Achievement

Objective:

To improve collaboration and stimulate discussion among districts of the effects of primary grades (K-2) student progression on student achievement in later grades (3-10) and graduation.

Effects of Student Progression on Student Achievement

Factors to consider:

- Kindergarten screening
- District student progression requirements for K-2
- Identifying and placing students with disabilities
- Ratios of good cause exemptions
- Retention rates
- Student achievement results
- Graduation rates

College and Career Readiness

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College and Career Ready Course Completers

- By district
- Student sub-group data
- Board of Governors Regulation
  - Minimum eligibility requirements for 1st time college students

Problem Solving

- Review steps using problem solving handout
- Select one of the four topics
  - Attendance
  - Students in acceleration programs
  - Elementary progression
  - College and career ready course completion
- Divide into topic groups
- Select a recorder to chart
- Select a reporter

Group Discussion – Chart Answers

Using the problem solving process

Select a priority/problem

1. What is the desired outcome and how will it be measured?
2. Brainstorm resources and barriers
3. Select 1 barrier to address and define
4. Brainstorm strategies to reduce barrier
5. If time permits -move to additional steps on worksheet

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Effects of Student Progression on Student Achievement

Data discussed in this presentation is available on the following sites:

- https://edstats.fldoe.org/
- http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/index.stml
- http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2016.stml

Group Discussions

- Compared to the state, how is your district doing?
- Are there noticeable relationships between the various sets of district/school data on student outcomes?
- How are districts/schools that are most successful achieving their accomplishments in:
  - Student attendance
  - Students in acceleration programs
  - Elementary progression
  - College and career ready course completion
- What other sets of data would be useful to include in the analyses?
- Are there certain unique district policies or organizational structures that have either a positive or negative effect on these outcomes?