

**Strategic Plan 2020-2025  
Complete Details of Proposed Measures 11/15/19**

**Goal 1 Highest Student Achievement**

**Measure 1 (Early Learning) - Kindergarten Readiness** – Percent of kindergarten students scoring “ready” on the Florida Kindergarten Readiness Screener (FLKRS) for the following subgroups:

- a. VPK Completers
- b. All VPK Participants
- c. VPK and School Readiness Participants
- d. VPK Non-Completers
- e. School Readiness Only Participants

Data and targets provided by OEL – Year indicates VPK year (for example, 2017-18 means kindergarten students in 2018-19)

Percent Ready for Kindergarten by Category				New Plan – Using 2018-19 as Baseline		
VPK Program Year based on Subsequent Kindergarten Screening*	Baseline 2016-17	Year 2 Actual 2017-18	Year 3 Target 2018-19	2024 Target	2024 Target	2024 Target
VPK Completers	63%	62%	63%	68%	73%	78%
All VPK Participants	61%	59%	61%	66%	71%	76%
VPK and School Readiness Participants	53%	52%	53%	58%	63%	78%
VPK Non-Completers	48%	47%	48%	53%	58%	63%
School Readiness Only Participants	35%	36%	37%	42%	47%	52%

\*Status of students is based on program year participation; Readiness is measured by the next year's kindergarten screening.

Red Target: Increase of 1 percentage point per year

Yellow Target: Increase of 2 percentage points per year

Green Target: Increase of 3 percentage points per year

Note: A 1 percentage point increase equates to approximately 1,229 VPK Completers, 1,501 VPK Participants, 133 VPK and School Readiness Participants, 272 VPK Non-Completers, and 35 School Readiness Only Participants based on 2017-18 data.

**VPK Participation and Readiness by Program Year**

Category	VPK Program Year											
	2012-13*			2013-14**	2014-15**	2015-16**	2016-17			2017-18		
	Count of Children	Count of Children Ready	%				Count of Children	Count of Children Ready	%	Count of Children	Count of Children Ready	%
VPK Completers	122,240	99,752	82%	Not Applicable	Not Applicable	Not Applicable	120,641	76,419	63%	122,860	76,157	62%
All VPK Participants	153,995	120,811	78%				149,302	91,227	61%	150,053	88,855	59%
VPK and School Readiness Participants	23,790	17,239	73%				14,019	7,369	53%	13,347	6,992	52%
VPK Non-Completers	31,755	21,059	66%				28,661	13,808	48%	27,193	12,698	47%
School Readiness only Participants	4,758	2,533	53%				3,784	1,323	35%	3,538	1,273	36%

Source: 2012-13 VPK Databook, 2012-13 Kindergarten Screening by VPK SR and both chart, VPK Readiness Rate matched child level data files, 2016-17 and 2017-18.

\*2012-13 is based students determined "ready" on two instruments that comprised Kindergarten Screening.

\*\*2013-14 to 2015-16 readiness data is not reported as Kindergarten Screening only consisted of an observational instrument.

**Goal 1 Highest Student Achievement**

**Measure 2 (Early Learning) - Reducing the Percent of Low-Performing VPK Providers – Percent of VPK providers with a readiness rate below 60 percent**

Data and targets provided by OEL – Year indicates VPK year

Metric 1.2 Percent of VPK Programs below Minimum Rate	New Plan – Using 2018-19 Target as Baseline					
	Baseline 2016-17 **	Year 2 Actual 2017-18**	Year 3 Target 2018-19	2024 Target	2024 Target	2024 Target
Percent of VPK Programs below Minimum Rate*	40%	42%	40%	35%	30%	20%

\*\* Provider rates were calculated but no consequences were applied as specified in Rule 6M-8.601(5), F.A.C. Providers that were on probation remained as such unless they met the minimum rate of 60%.

Red Target: Decrease of 1 percentage point per year

Yellow Target: Decrease of 2 percentage points per year

Green Target: Decrease of 4 percentage points per year

	VPK Program Year					
	2012-13	2013-14*	2014-15*	2015-16*	2016-17**	2017-18**
<b>Total VPK Programs</b>	6,776	6,605	6,647	6,604	6,563	6,623
Count of VPK Programs below 60%	1,396	NA	NA	NA	2,619	2,801
Percent of VPK Programs below 60%	21%	NA	NA	NA	40%	42%

Source: VPK Readiness Rates website data files, October 2019

\* No Provider Rate was calculated as there were only results from an observational measure. DOE was prohibited from calculating a rate without a direct assessment.

\*\* Provider rates were calculated but no consequences were applied as specified in Rule 6M-8.601(5), F.A.C. Providers that were on probation remained as such unless they met the minimum rate of 60%.

**Goal 1 Highest Student Achievement**

**Measure 3 (K-12) - Student Achievement on Florida Assessments** – Percent of students achieving grade-level or above performance in:

- a. English Language Arts (ELA) (Combined Grades 3-10)
- b. Mathematics (Combined Grades 3-8, Algebra 1 and Geometry EOCs)
- c. Science (Combined Grades 5, 8 and Biology 1 EOC)
- d. Social Studies (Combined Civics and US History EOCs)

Percent of Students Achieving Grade-Level or Above Performance						Current Plan	New Plan – Using 2018-19 as Baseline		
Subject	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
English Language Arts	52%	52%	53%	54%	55%	58%	59%	65%	90%
Mathematics	52%	53%	56%	57%	58%	58%	66%	73%	90%
Science	55%	54%	54%	57%	56%	61%	57%	61%	90%
Social Studies	65%	66%	68%	69%	70%	71%	76%	85%	90%

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19)

- ELA: 0.75% per year
- Mathematics: 1.50% per year
- Science: 0.25% per year
- Social Studies: 1.25% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- ELA: 2% per year
- Mathematics: 3% per year
- Science: 1% per year
- Social Studies: 3% per year

Green Target: 90%

- ELA: 7% per year
- Mathematics: 6.4% per year
- Science: 6.8% per year
- Social Studies: 4% per year

Note: A 1 percentage point increase equates to approximately 16,760 students in ELA (Grades 3-10); 15,880 students in Mathematics (Grades 3-8, Algebra 1 and Geometry); 6,190 students in Science (Grades 5 and 8, Biology 1); and 3,990 students in Social Studies (Civics and US History) based on 2018-19 data.

**Goal 1 Highest Student Achievement**

**Measure 4 (K-12) - Focused Measure on Student Achievement in Particular Grades and/or Subjects** – Percent of students achieving grade-level or above performance in:

- a. Grade 3 ELA
- b. Civics EOC

Percent of Students Achieving Grade-Level or Above Performance						New Plan – Using 2018-19 as Baseline		
Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target
Grade 3 English Language Arts (ELA)	53%	54%	58%	57%	58%	64%	73%	90%
Civics	65%	67%	69%	71%	71%	79%	86%	90%

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19)

- Grade 3 ELA: 1.25% per year
- Civics: 1.50% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- Grade 3 ELA: 3% per year
- Civics: 3% per year

Green Target: 90%

- Grade 3 ELA: 6.4% per year
- Civics: 3.8% per year

Note: A 1 percentage point increase equates to approximately 2,170 students in Grade 3 ELA and 2,140 students in Civics, based on 2018-19 data.

**Goal 1 Highest Student Achievement**

**Measure 5 (K-12) - Continued Achievement Growth on Florida Assessments** – Percent of students making learning gains in:

- a. ELA
- b. Mathematics

Percent of Students Who Improved					Current Plan	New Plan – Using 2018-19 as Baseline		
Subject	Baseline 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
English Language Arts	52%	54%	54%	55%	59%	60%	65%	90%
Mathematics	52%	55%	57%	58%	59%	68%	79%	90%

Red Target: Historical Growth Rate (based on growth from 2015-16 to 2018-19)

- ELA Gains: 1% per year
- Mathematics Gains: 2% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- ELA Gains: 2% per year
- Mathematics Gains: 4% per year

Green Target: 90%

- ELA Gains: 7% per year
- Mathematics Gains: 6.4% per year

Note: A 1 percentage point increase equates to approximately 13,690 students in ELA and 12,160 students in Mathematics, based on 2018-19 data.

**Goal 1 Highest Student Achievement**

**Measure 6 (K-12) - Closing the Achievement Gap** – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for All Students							Current Plan	New Plan – Using 2018-19 as Baseline		
Subgroup	Subject	Baseline 2014-15 (percentage point gap)	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
White and African American students	English Language Arts	31	29	29	28	29	21	27	24	0
White and African American students	Mathematics	30	31	29	30	29	20	28	27	0
White and African American students	Science	32	32	32	32	32	21	27	22	0
White and African American students	Social Studies	27	28	26	25	24	18	20	17	0
White and Hispanic students	English Language Arts	15	15	16	14	15	10	10	5	0
White and Hispanic students	Mathematics	15	16	15	15	14	10	13	12	0
White and Hispanic students	Science	18	18	18	18	18	12	13	8	0
White and Hispanic students	Social Studies	16	16	15	14	13	11	9	6	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	28	27	26	26	24	19	19	14	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	24	24	23	23	21	16	17	14	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	27	25	25	25	24	18	20	17	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	23	22	20	20	18	15	12	6	0
Students with Disabilities and Students Without Disabilities	English Language Arts	38	37	38	38	38	25	33	28	0
Students with Disabilities and Students Without Disabilities	Mathematics	32	33	33	35	33	21	28	23	0
Students with Disabilities and Students Without Disabilities	Science	34	34	35	36	35	23	30	25	0
Students with Disabilities and Students Without Disabilities	Social Studies	34	34	34	34	33	23	32	31	0
English Language Learners and Non-English Language Learners	English Language Arts	30	30	32	30	29	20	28	27	0
English Language Learners and Non-English Language Learners	Mathematics	20	21	21	22	19	13	18	17	0
English Language Learners and Non-English Language Learners	Science	37	36	35	35	31	25	24	16	0
English Language Learners and Non-English Language Learners	Social Studies	38	37	36	35	35	25	31	28	0

**Goal 1 Highest Student Achievement**

**Measure 6 (K-12) - Closing the Achievement Gap** – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for D & F Schools							New Plan – Using 2018-19 as Baseline		
Subgroup	Subject	Baseline 2014-15 (percentage point gap)	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2024 Target	2024 Target	2024 Target
White and African American Students	English Language Arts	16	18	19	20	16	11	6	0
White and African American Students	Mathematics	15	16	17	17	15	10	5	0
White and African American Students	Science	19	23	22	25	22	17	12	0
White and African American Students	Social Studies	16	23	19	17	12	7	2	0
White and Hispanic Students	English Language Arts	11	12	13	13	10	9	8	0
White and Hispanic Students	Mathematics	9	9	11	11	9	4	0	0
White and Hispanic Students	Science	13	15	15	18	12	11	10	0
White and Hispanic Students	Social Studies	14	16	17	15	11	7	4	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	11	13	14	13	12	7	2	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	6	9	9	10	8	3	0	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	9	13	12	12	12	7	2	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	7	13	13	5	8	3	0	0
Students with Disabilities and Students Without Disabilities	English Language Arts	23	24	23	23	23	18	13	0
Students with Disabilities and Students Without Disabilities	Mathematics	22	21	20	23	22	17	12	0
Students with Disabilities and Students Without Disabilities	Science	20	22	20	21	21	16	11	0
Students with Disabilities and Students Without Disabilities	Social Studies	28	28	26	27	29	24	19	0
English Language Learners and Non-English Language Learners	English Language Arts	14	15	18	14	13	12	11	0
English Language Learners and Non-English Language Learners	Mathematics	8	9	9	11	7	6	5	0
English Language Learners and Non-English Language Learners	Science	17	21	20	19	12	6	0	0
English Language Learners and Non-English Language Learners	Social Studies	23	23	27	22	23	18	13	0



**Goal 1 Highest Student Achievement**

**Measure 6 (K-12) - Closing the Achievement Gap** – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for Title I Schools							New Plan – Using 2018-19 as Baseline		
Subgroup	Subject	Baseline 2014-15 (percentage point gap)	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2024 Target	2024 Target	2024 Target
White and African American Students	English Language Arts	24	23	24	23	22	20	17	0
White and African American Students	Mathematics	25	24	23	22	22	18	15	0
White and African American Students	Science	26	26	26	26	26	21	16	0
White and African American Students	Social Studies	22	23	20	20	19	15	12	0
White and Hispanic Students	English Language Arts	12	12	14	12	11	10	9	0
White and Hispanic Students	Mathematics	13	12	12	11	11	9	6	0
White and Hispanic Students	Science	15	15	15	15	15	10	5	0
White and Hispanic Students	Social Studies	14	13	13	11	10	5	0	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	20	19	19	19	17	13	10	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	17	16	16	16	14	10	7	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	19	18	18	18	18	17	16	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	16	15	13	14	13	9	6	0
Students with Disabilities and Students Without Disabilities	English Language Arts	31	32	32	33	33	28	23	0
Students with Disabilities and Students Without Disabilities	Mathematics	27	28	29	30	30	25	20	0
Students with Disabilities and Students Without Disabilities	Science	29	30	29	30	31	26	21	0
Students with Disabilities and Students Without Disabilities	Social Studies	32	31	31	32	32	27	22	0
English Language Learners and Non-English Language Learners	English Language Arts	22	23	25	24	22	17	12	0
English Language Learners and Non-English Language Learners	Mathematics	14	15	15	16	14	9	4	0
English Language Learners and Non-English Language Learners	Science	28	29	28	29	25	21	18	0
English Language Learners and Non-English Language Learners	Social Studies	31	30	30	30	31	26	21	0

**Goal 1 Highest Student Achievement**

**Measure 6 (K-12) - Closing the Achievement Gap** – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for Charter Schools							New Plan – Using 2018-19 as Baseline		
Subgroup	Subject	Baseline 2014-15 (percentage point gap)	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2024 Target	2024 Target	2024 Target
White and African American Students	English Language Arts	28	26	26	24	23	17	11	0
White and African American Students	Mathematics	28	27	26	25	24	19	14	0
White and African American Students	Science	31	30	29	28	29	27	24	0
White and African American Students	Social Studies	27	28	23	22	21	14	6	0
White and Hispanic Students	English Language Arts	9	9	10	9	9	4	0	0
White and Hispanic Students	Mathematics	9	10	9	9	9	4	0	0
White and Hispanic Students	Science	12	12	11	11	12	7	2	0
White and Hispanic Students	Social Studies	11	10	9	8	8	4	1	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	18	18	19	17	17	16	15	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	16	16	16	15	16	11	6	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	17	19	18	16	19	14	9	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	14	14	12	10	11	7	4	0
Students with Disabilities and Students Without Disabilities	English Language Arts	36	37	38	38	39	34	29	0
Students with Disabilities and Students Without Disabilities	Mathematics	30	33	33	35	34	29	24	0
Students with Disabilities and Students Without Disabilities	Science	31	31	33	33	34	29	24	0
Students with Disabilities and Students Without Disabilities	Social Studies	31	32	30	31	31	26	21	0
English Language Learners and Non-English Language Learners	English Language Arts	27	28	30	28	27	22	17	0
English Language Learners and Non-English Language Learners	Mathematics	17	18	18	20	18	13	8	0
English Language Learners and Non-English Language Learners	Science	33	34	32	32	28	22	16	0
English Language Learners and Non-English Language Learners	Social Studies	30	30	30	28	27	23	20	0

**Goal 1 Highest Student Achievement**

**Measure 7 (K-12) - High School Graduation Rate** – Percent of students graduating with a standard diploma in 4 years

						Current Plan	New Plan – Using 2018-19 as Baseline		
	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
<b>Graduation Rate</b>	77.9%	80.7%	82.3%	86.1%		85%	100%	100%	100%

Note: A 1 percentage point increase equates to approximately 2,100 students, based on 2017-18 data.

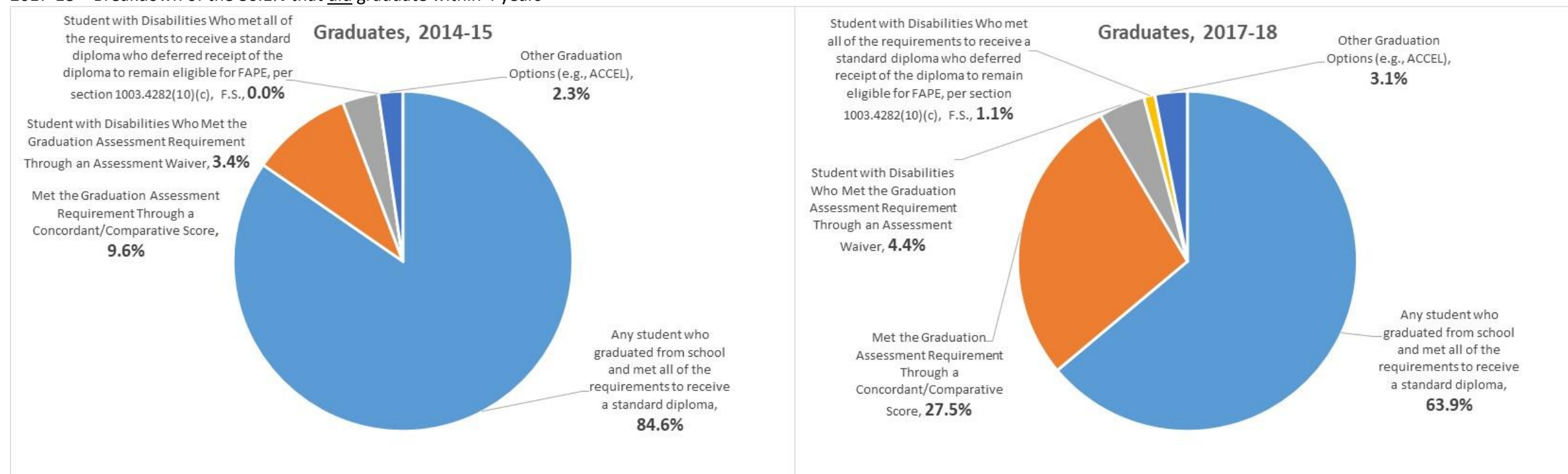
## Goal 1 Highest Student Achievement

### Measure 7 (K-12) - High School Graduation Rate – Percent of students graduating with a standard diploma in 4 years

#### Breakdown of the Graduates

2014-15 – Breakdown of the 77.9% that did graduate within 4 years

2017-18 – Breakdown of the 86.1% that did graduate within 4 years



- Though the high school graduation rate has increased from 77.9% in 2014-15 to 86.1% in 2017-18, a much higher percentage of graduates are completing their requirements through the use of a concordant score than by passing the required statewide assessments (27.5% of graduates in 2017-18 compared to 9.6% of graduates in 2014-15).
- This is a reflection of the flexibility that was provided by the State Board to grandfather in the old concordant scores (May 2018 meeting), which are aligned to the former statewide assessments (FCAT 2.0) for any student scheduled to graduate between 2017-18 and 2020-21.
- Students scheduled to graduate in 2021-22 will be the first class that must either pass the current statewide assessments or earn a concordant score aligned to the current statewide assessments.
- Additionally, more students are graduating through the use of an assessment waiver for students with disabilities today than in 2014-15 (4.4% of graduates in 2017-18 compared to 3.4% of graduates in 2014-15).
- This is the result of the elimination of the special diploma.

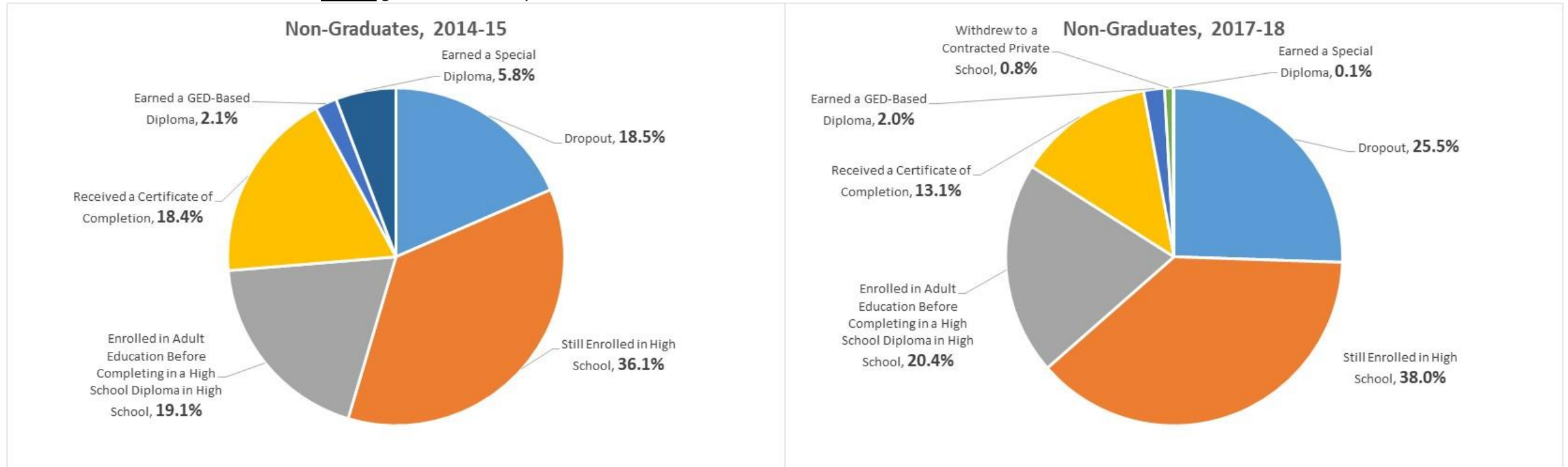
**Goal 1 Highest Student Achievement**

**Measure 7 (K-12) - High School Graduation Rate – Percent of students graduating with a standard diploma in 4 years**

Breakdown of the Non-Graduates

2014-15 – Breakdown of the 22.1% that did not graduate within 4 years

2017-18 – Breakdown of the 13.9% that did not graduate within 4 years



**Goal 1 Highest Student Achievement**

**Measure 7 (K-12) - High School Graduation Rate – Percent of students graduating with a standard diploma in 4 years**

Disaggregation of Standard Diploma Graduates (within 4 years) by Graduation Code

Year	Any student who graduated from school and met all of the requirements to receive a standard diploma		Met the Graduation Assessment Requirement Through a Concordant/Comparative Score		Student with Disabilities Who Met the Graduation Assessment Requirement Through an Assessment Waiver		Student with Disabilities Who met all of the requirements to receive a standard diploma who deferred receipt of the diploma to remain eligible for FAPE, per section 1003.4282(10)(c), F.S.		Other Graduation Options (e.g., ACCEL)		All Graduates	
	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates
2017-18	115,312	63.9%	49,666	27.5%	7,967	4.4%	1,909	1.1%	5,569	3.1%	180,423	100.0%
2016-17	120,293	71.6%	35,431	21.1%	6,912	4.1%	531	0.3%	4,875	2.9%	168,042	100.0%
2015-16	128,922	80.7%	19,865	12.4%	6,043	3.8%	118	0.1%	4,724	3.0%	159,672	100.0%
2014-15	131,738	84.6%	14,989	9.6%	5,360	3.4%	9	0.0%	3,618	2.3%	155,714	100.0%
2013-14	132,239	88.5%	11,117	7.4%	4,696	3.1%	N/A	N/A	1,345	0.9%	149,397	100.0%

Disaggregation of Non-Graduates (within 4 years) by Withdrawal Code

Year	Dropout		Still Enrolled in High School		Enrolled in Adult Education Before Completing in a High School Diploma in High School		Received a Certificate of Completion		Earned a GED-Based Diploma		Withdrew to a Contracted Private School		Earned a Special Diploma		All Non-Graduates	
	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates
2017-18	7,425	25.5%	11,064	38.0%	5,941	20.4%	3,819	13.1%	584	2.0%	242	0.8%	30	0.1%	29,124	100.0%
2016-17	8,159	22.6%	12,131	33.5%	6,634	18.3%	5,811	16.1%	720	2.0%	974	2.7%	1,714	4.7%	36,170	100.0%
2015-16	7,492	19.6%	13,801	36.1%	7,173	18.8%	6,799	17.8%	684	1.8%			2,244	5.9%	38,214	100.0%
2014-15	8,178	18.5%	15,978	36.1%	8,438	19.1%	8,144	18.4%	926	2.1%			2,563	5.8%	44,257	100.0%
2013-14	8,387	17.9%	16,532	35.3%	8,751	18.7%	9,003	19.2%	1,534	3.3%			2,588	5.5%	46,837	100.0%

**Goal 1 Highest Student Achievement**

**Measure 8 (K-12) - High School Graduation Rate Plus** – Percent of high school graduates who have successfully completed one or more accelerated outcomes (passed an AP, IB, or AICE exam or passed a dual enrollment course) or earned an industry certification

						Current Plan	New Plan – Using 2018-19 as Baseline		
	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
<b>% Graduates with Acceleration Credit</b>	55%	55%	59%	61%		64%	73%	85%	90%
<b># Graduates with Acceleration Credit</b>	85,168	88,503	99,979	110,291					
<b># Graduates</b>	155,714	159,672	168,042	180,411					

Red Target: Historical Growth Rate (based on growth from 2015-16 to 2017-18)

- 2% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 4% per year

Green Target: 90%

- 4.83% per year

Note: A 1 percentage point increase equates to approximately 1,800 students, based on 2017-18 data.

**Goal 1 Highest Student Achievement**

**Measure 9 (K-12) - Successful Transition of English Language Learners** – Percent of English Language Learners achieving grade-level and above performance and making learning gains on state assessments by ELL service level and years in ESOL program

**Percent of Students Achieving Grade-Level Performance or Above**

Subject	ELL Code	2014-15	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target	Number of Students Tested, 2018-19
English Language Arts	LP	38%	40%	38%	26%	35%	40%	45%	90%	195
English Language Arts	LY	14%	15%	17%	17%	17%	20%	22%	90%	151,611
English Language Arts	LF	48%	45%	44%	52%	57%	69%	82%	90%	81,066
English Language Arts	LZ	57%	58%	58%	59%	59%	62%	64%	90%	138,782
English Language Arts	Not ELL	56%	56%	58%	58%	59%	64%	69%	90%	1,303,930
Mathematics	LP	37%	45%	41%	38%	38%	39%	38%	90%	205
Mathematics	LY	25%	27%	32%	31%	32%	40%	47%	90%	153,605
Mathematics	LF	53%	50%	51%	58%	62%	74%	87%	90%	80,093
Mathematics	LZ	51%	53%	57%	60%	59%	68%	79%	90%	125,020
Mathematics	Not ELL	55%	56%	59%	60%	61%	68%	76%	90%	1,228,998
Science	LP	34%	31%	42%	39%	41%	50%	56%	90%	68
Science	LY	16%	16%	16%	17%	16%	21%	26%	90%	49,608
Science	LF	42%	36%	41%	49%	53%	66%	78%	90%	27,415
Science	LZ	58%	57%	58%	58%	59%	60%	59%	90%	61,167
Science	Not ELL	59%	58%	58%	61%	60%	62%	65%	90%	480,879
Social Studies	LP	42%	59%	52%	52%	53%	67%	83%	90%	34
Social Studies	LY	21%	25%	26%	28%	29%	39%	49%	90%	27,745
Social Studies	LF	51%	50%	55%	60%	60%	71%	80%	90%	13,745
Social Studies	LZ	67%	68%	71%	71%	74%	82%	89%	90%	50,205
Social Studies	Not ELL	69%	70%	72%	73%	74%	80%	84%	90%	307,314

**Code Definitions**

LP	The student is in the 3 <sup>rd</sup> -12 <sup>th</sup> grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12 <sup>th</sup> grade, answered “yes” on the Home Language Survey question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment (<1% of ELLs in 2018-19)
LY	The student is classified as limited English proficient and is enrolled or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach (48% of ELLs in 2018-19)
LF	The student is being followed up for a two-year period after having exited from the ESOL program (18% of ELLs in 2018-19)
LZ	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. This code also applies to John M. McKay Scholarship students who were formerly in an English Language Learners program. (34% of ELLs in 2018-19)
Not ELL	Not an ELL (ELLs made up 21% of the overall student population in 2018-19 – So this group is 79% of the population)

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number; Green Target: 90%



Percent of Students Making Learning Gains

Subject	ELL Code	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target
English Language Arts	LP	64%	64%	50%	56%	61%	66%	90%
English Language Arts	LY	43%	43%	46%	47%	54%	60%	90%
English Language Arts	LF	48%	47%	52%	55%	67%	78%	90%
English Language Arts	LZ	54%	55%	56%	55%	57%	58%	90%
English Language Arts	Not ELL	52%	55%	55%	56%	63%	69%	90%
Mathematics	LP	50%	57%	62%	50%	50%	50%	90%
Mathematics	LY	45%	50%	50%	52%	64%	75%	90%
Mathematics	LF	48%	52%	53%	59%	77%	96%	100%
Mathematics	LZ	51%	55%	57%	56%	64%	73%	90%
Mathematics	Not ELL	53%	56%	57%	58%	66%	75%	90%

Code Definitions

LP	The student is in the 3 <sup>rd</sup> -12 <sup>th</sup> grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12 <sup>th</sup> grade, answered “yes” on the Home Language Survey question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment (<1% of ELLs in 2018-19)
LY	The student is classified as limited English proficient and is enrolled or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach (48% of ELLs in 2018-19)
LF	The student is being followed up for a two-year period after having exited from the ESOL program (18% of ELLs in 2018-19)
LZ	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. This code also applies to John M. McKay Scholarship students who were formerly in an English Language Learners program. (34% of ELLs in 2018-19)
Not ELL	Not an ELL (ELLs made up 21% of the overall student population in 2018-19 – So this group is 79% of the population)

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number; Green Target: 90%

Percent of Students Achieving Grade-Level Performance or Above  
 ELLs Currently Receiving ESOL Services (LY) By Years in Program

Subject	Years in Program	2014-15	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target	Number of Students Tested, 2018-19
English Language Arts	0<1 year	9%	9%	8%	9%	8%	13%	18%	90%	19,814
English Language Arts	1<2 years	14%	16%	17%	15%	16%	19%	21%	90%	22,375
English Language Arts	2<3 years	17%	18%	20%	18%	18%	19%	21%	90%	20,683
English Language Arts	3-5 years	19%	19%	26%	24%	23%	28%	33%	90%	50,212
English Language Arts	> 5 years	12%	12%	10%	11%	12%	12%	12%	90%	38,084
Mathematics	0<1 year	23%	24%	24%	24%	24%	25%	27%	90%	21,436
Mathematics	1<2 years	28%	30%	34%	32%	33%	39%	46%	90%	23,069
Mathematics	2<3 years	27%	30%	35%	34%	34%	43%	52%	90%	20,901
Mathematics	3-5 years	29%	31%	41%	38%	38%	49%	61%	90%	49,900
Mathematics	> 5 years	21%	22%	23%	24%	26%	32%	39%	90%	37,810
Science	0<1 year	13%	14%	13%	14%	12%	17%	22%	90%	6,604
Science	1<2 years	17%	18%	20%	18%	18%	19%	21%	90%	8,440
Science	2<3 years	18%	19%	21%	20%	19%	20%	22%	90%	7,593
Science	3-5 years	17%	17%	17%	18%	17%	17%	17%	90%	8,013
Science	> 5 years	16%	15%	14%	16%	14%	19%	24%	90%	18,613
Social Studies	0<1 year	19%	21%	21%	25%	22%	26%	30%	90%	4,977
Social Studies	1<2 years	22%	25%	27%	28%	29%	38%	47%	90%	5,155
Social Studies	2<3 years	22%	27%	27%	30%	31%	42%	54%	90%	4,772
Social Studies	3-5 years	21%	25%	28%	29%	31%	44%	56%	90%	5,128
Social Studies	> 5 years	22%	26%	27%	30%	31%	42%	54%	90%	7,370

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number; Green Target: 90%

Percent of Students Making Learning Gains  
 ELLs Currently Receiving ESOL Services (LY) By Years in Program

Subject	Years in Program	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target
English Language Arts	< 1	56%	55%	56%	50%	55%	60%	90%
English Language Arts	1 < 2	55%	53%	55%	55%	60%	65%	90%
English Language Arts	2 < 3	52%	47%	52%	51%	56%	61%	90%
English Language Arts	3 ≤ 5	43%	45%	48%	49%	58%	69%	90%
English Language Arts	5 <	34%	36%	38%	39%	47%	54%	90%
Mathematics	< 1	61%	66%	67%	66%	75%	86%	90%
Mathematics	1 < 2	54%	59%	57%	61%	72%	86%	90%
Mathematics	2 < 3	48%	52%	52%	54%	64%	74%	90%
Mathematics	3 ≤ 5	45%	53%	51%	55%	70%	85%	90%
Mathematics	5 <	39%	42%	42%	44%	52%	59%	90%

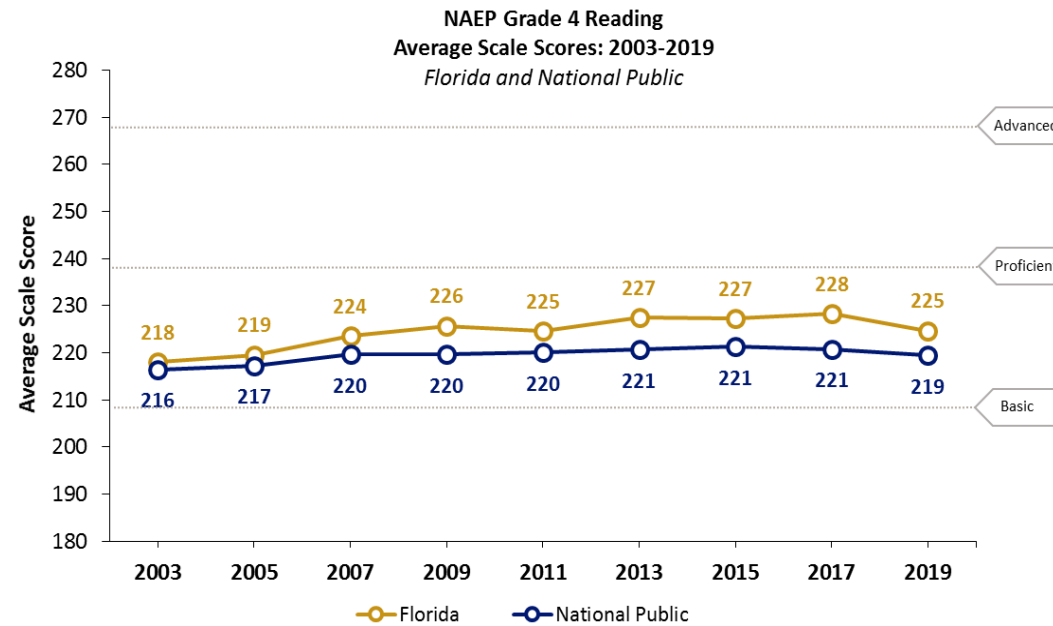
Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number; Green Target: 90%

Percent of Students Achieving Grade-Level Performance or Above  
 ELLs Currently Receiving ESOL Services (LY) By Years in Program and Grade Band

Subject	Years in Program	2014-15			2015-16			2016-17			2017-18			2018-19			Students Tested, 2018-19		
		K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %
English Language Arts	0<1 year	12%	8%	7%	11%	9%	7%	9%	7%	6%	11%	8%	7%	10%	8%	7%	8,368	7,886	5,560
English Language Arts	1<2 years	20%	12%	9%	21%	14%	10%	22%	15%	10%	22%	12%	9%	21%	13%	10%	9,908	8,948	5,979
English Language Arts	2<3 years	24%	14%	10%	24%	17%	11%	29%	16%	10%	27%	14%	10%	26%	15%	10%	7,028	6,502	4,120
English Language Arts	3-5 years	22%	13%	8%	20%	14%	9%	30%	13%	7%	28%	12%	8%	28%	13%	8%	38,699	6,907	4,574
English Language Arts	> 5 years	15%	10%	7%	15%	11%	7%	11%	11%	6%	13%	10%	7%	16%	10%	7%	14,967	15,607	5,706
Mathematics	0<1 year	24%	20%	26%	24%	22%	26%	26%	21%	25%	25%	23%	26%	25%	22%	26%	9,809	8,830	7,727
Mathematics	1<2 years	32%	26%	25%	37%	27%	25%	41%	30%	30%	38%	30%	28%	38%	30%	28%	9,970	9,035	6,512
Mathematics	2<3 years	32%	26%	23%	37%	28%	23%	45%	30%	27%	42%	29%	29%	41%	31%	27%	7,073	6,567	3,982
Mathematics	3-5 years	32%	23%	18%	34%	23%	17%	46%	24%	22%	42%	25%	22%	43%	27%	22%	38,795	6,963	4,161
Mathematics	> 5 years	25%	19%	15%	27%	19%	12%	28%	20%	17%	30%	20%	17%	32%	22%	16%	15,003	15,779	5,143
Science	0<1 year	10%	9%	20%	9%	10%	24%	10%	8%	22%	11%	10%	25%	9%	8%	23%	3,111	2,861	2,447
Science	1<2 years	19%	11%	22%	18%	14%	23%	20%	13%	25%	19%	12%	23%	17%	11%	26%	3,083	2,992	3,331
Science	2<3 years	20%	11%	22%	20%	15%	23%	22%	14%	26%	21%	12%	26%	17%	12%	27%	2,214	2,211	2,093
Science	3-5 years	20%	11%	20%	22%	11%	19%	18%	11%	21%	20%	11%	23%	17%	10%	24%	1,924	2,349	2,241
Science	> 5 years	16%	9%	21%	17%	9%	18%	14%	9%	19%	17%	9%	21%	14%	9%	21%	9,184	3,617	2,524
Social Studies	0<1 year		17%	22%		20%	22%		20%	23%		24%	27%		22%	23%		3,554	2,605
Social Studies	1<2 years		24%	19%		28%	21%		32%	22%		30%	25%		32%	25%		2,931	2,783
Social Studies	2<3 years		27%	17%		34%	20%		35%	19%		36%	24%		38%	22%		2,027	2,085
Social Studies	3-5 years		25%	18%		31%	19%		34%	20%		36%	23%		37%	24%		2,248	2,171
Social Studies	> 5 years		23%	21%		28%	22%		30%	21%		33%	23%		35%	25%		4,425	2,356

**Goal 1 Highest Student Achievement**

**Measure 10 (K-12 National Comparisons) - Student Achievement on the National Assessment of Educational Progress (NAEP) – Florida performance compared to the nation on NAEP (administered every other year to a representative sample of students) – GOAL IS TO #1**

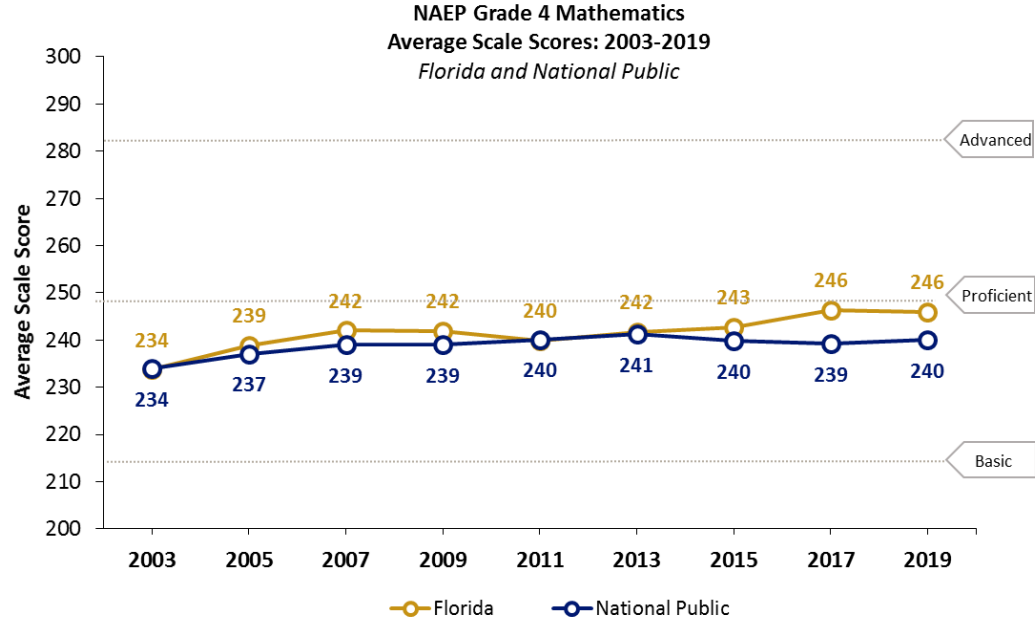


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida</b>	218	219	224	226	225	227	227	228	225	↓4pts compared to 2017	↑7pts compared to 2003
<b>FL Rank Among States</b>	#32	#28	#21	#10	#13	#8	#10	#5	#6		
<b>National Public</b>	216	217	220	220	220	221	221	221	219	↓1pt compared to 2017	↑3pts compared to 2003
<b>FL Compared to NP</b>	↔	↑	↑	↑	↑	↑	↑	↑	↑		

↑ = significantly higher ↓ = significantly lower ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

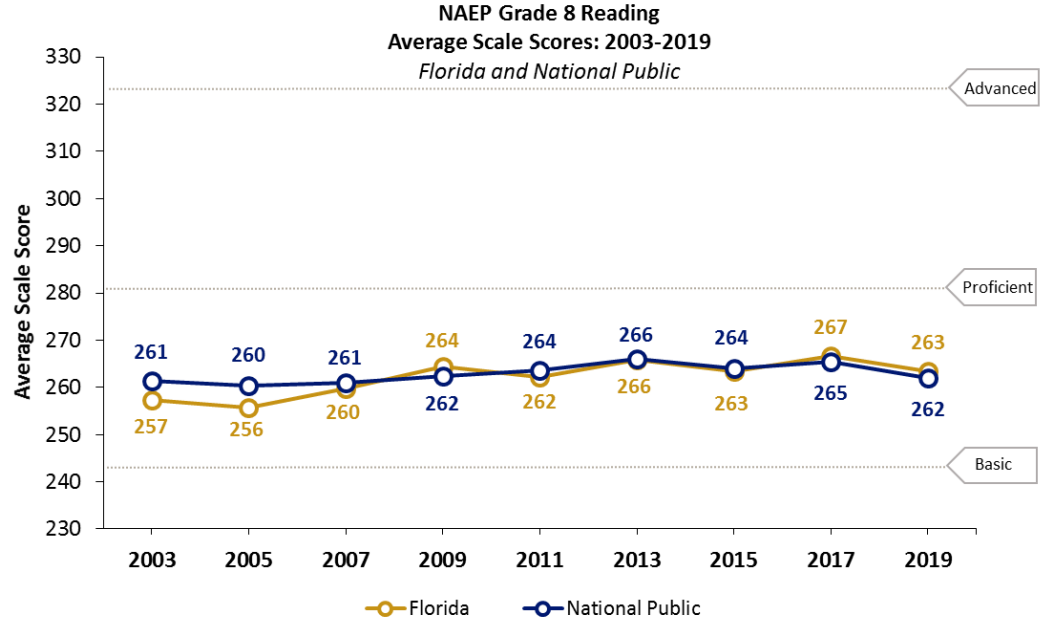


NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida</b>	234	239	242	242	240	242	243	246	246	↔ compared to 2017	↑12pts compared to 2003
<b>FL Rank Among States</b>	#32	#25	#21	#23	#30	#27	#18	#7	#4		
<b>National Public</b>	234	237	239	239	240	241	240	239	240	↑1pt compared to 2017	↑6pts compared to 2003
<b>FL Compared to NP</b>	↔	↑	↑	↑	↔	↔	↑	↑	↑		

↑ = significantly higher ↓ = significantly lower ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

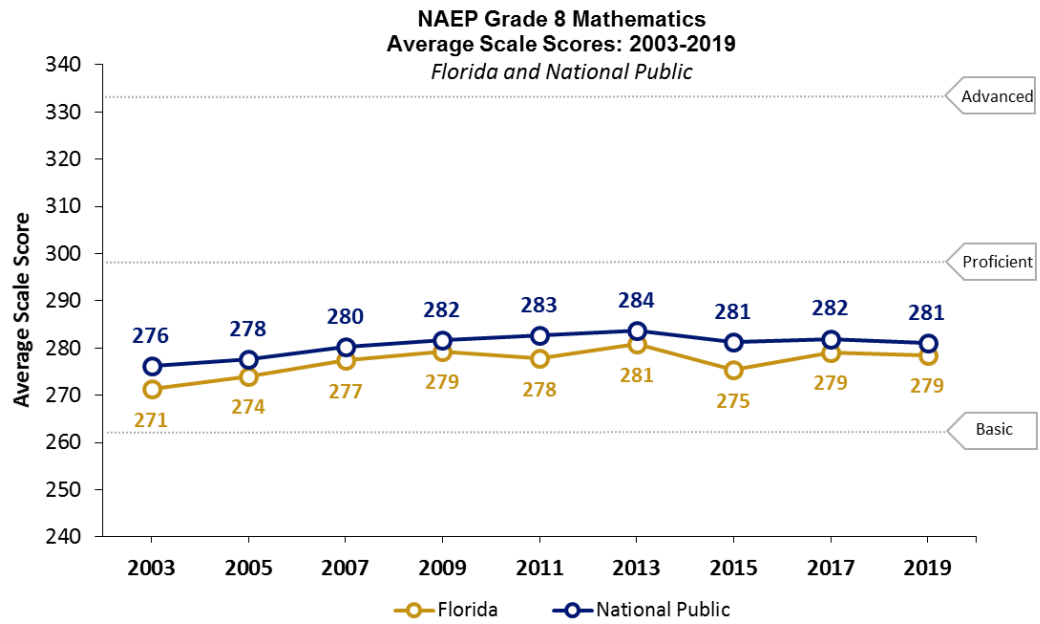


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida</b>	257	256	260	264	262	266	263	267	263	↓3pts compared to 2017	↑6pts compared to 2003
<b>FL Rank Among States</b>	#41	#41	#33	#30	#35	#33	#32	#25	#22		
<b>National Public</b>	261	260	261	262	264	266	264	265	262	↓3pts compared to 2017	↔ compared to 2003
<b>FL Compared to NP</b>	↓	↓	↔	↔	↔	↔	↔	↔	↔		

↑ = significantly higher ↓ = significantly lower ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida</b>	271	274	277	279	278	281	275	279	279	↔ compared to 2017	↑7pts compared to 2003
<b>FL Rank Among States</b>	#38	#36	#35	#34	#42	#35	#42	#34	#35		
<b>National Public</b>	276	278	280	282	283	284	281	282	281	↓1pt compared to 2017	↑5pts compared to 2003
<b>FL Compared to NP</b>	↓	↓	↓	↓	↓	↓	↓	↓	↔		

↑ = significantly higher ↓ = significantly lower ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.



**Goal 1 Highest Student Achievement**

**Measure 11 (K-12 National Comparisons) - Closing the Achievement Gap on NAEP** – Florida performance on NAEP by subgroup, and compared to gaps at the national level

**NAEP Grade 4 Reading**

**Average Scale Score Data - Florida (FL) and National Public (NP)**

**White-Black Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
<b>Florida White</b>	229	228	232	233	235	236	235	239	233			
<b>Florida Black</b>	198	203	208	211	209	212	213	212	211			
<b>FL White-Black Gap</b>	31	26	24	22	25	24	23	26	23		↔ compared to 2017	< 9pts compared to 2003
<b>FL Gap Rank Among States</b>	#31	#13	#17	#15	#26	#16	#15	#20	#7			
<b>NP White</b>	227	228	230	229	230	231	232	231	229			
<b>NP Black</b>	197	199	203	204	205	205	206	205	203			
<b>NP White-Black Gap</b>	30	29	27	25	25	26	26	26	26		↔ compared to 2017	< 3pts compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	↔	↔	↔	↔	↔	↔	↔	↔			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**White-Hispanic Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
<b>Florida White</b>	229	228	232	233	235	236	235	239	233			
<b>Florida Hispanic</b>	211	215	218	223	220	225	224	225	221			
<b>FL White-Hispanic Gap</b>	18	13	14	10	15	11	11	14	12		↔ compared to 2017	< 6pts compared to 2003
<b>FL Gap Rank Among States</b>	#9	#4	#4	#2	#9	#4	#3	#8	#4			
<b>NP White</b>	227	228	230	229	230	231	232	231	229			
<b>NP Hispanic</b>	199	201	204	204	205	207	208	208	208			
<b>NP White-Hispanic Gap</b>	28	26	26	25	24	24	24	23	21		< 2pts compared to 2017	< 7pts compared to 2003
<b>FL Gap Compared to NP Gap</b>	<	<	<	<	<	<	<	<	<			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

### Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
<b>Florida Not SD</b>	223	223	228	229	229	231	232	232	231			
<b>Florida SD</b>	184	197	195	204	201	204	205	206	200			
<b>FL Not SD-SD Gap</b>	39	26	32	26	28	27	26	27	31		↔ compared to 2017	< 8pts compared to 2003
<b>FL Gap Rank Among States</b>	#33	#13	#23	#6	#3	#2	#1	#1	#2			
<b>National Public Not SD</b>	220	220	223	223	224	226	227	226	225			
<b>National Public SD</b>	184	190	190	189	186	184	186	186	184			
<b>NP Not SD-SD Gap</b>	35	31	33	34	38	42	40	40	42		> 2pts compared to 2017	> 6pts compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	↔	↔	<	<	<	<	<	<			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

### Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
<b>Florida Not ELL</b>	220	221	225	227	227	230	230	232	228			
<b>Florida ELL</b>	198	193	197	205	195	199	201	192	193			
<b>FL Not ELL-ELL Gap</b>	22	28	28	22	33	31	29	40	35		↔ compared to 2017	> 14pts compared to 2003
<b>FL Gap Rank Among States</b>	#6	#12	#18	#5	#18	#15	#14	#22	#33			
<b>National Public Not ELL</b>	219	220	223	223	224	225	225	225	224			
<b>National Public ELL</b>	186	187	188	188	188	187	189	189	191			
<b>NP Not ELL-ELL Gap</b>	33	33	35	35	35	38	37	37	33		< 4pts compared to 2017	↔ compared to 2003
<b>FL Gap Compared to NP Gap</b>	<	↔	<	<	↔	<	<	↔	↔			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not NSLP-NSLP Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
<b>Florida Not NSLP</b>	231	230	234	236	239	242	239	243	238			
<b>Florida NSLP</b>	205	209	213	217	216	218	220	219	216			
<b>FL Not NSLP-NSLP Gap</b>	26	21	21	19	23	24	19	23	22		↔ compared to 2017	↔ compared to 2003
<b>FL Gap Rank Among States</b>	#31	#16	#14	#5	#13	#13	#2	#12	#7			
<b>National Public Not NSLP</b>	229	230	232	232	234	236	237	236	235			
<b>National Public NSLP</b>	201	203	205	206	207	207	209	208	207			
<b>NP Not NSLP-NSLP Gap</b>	28	27	27	26	27	29	28	28	28		↔ compared to 2017	↔ compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	<	<	<	<	<	<	<	<			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

## NAEP Grade 4 Mathematics

### Average Scale Score Data - Florida (FL) and National Public (NP)

#### White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	243	247	250	250	250	251	251	255	254			
Florida Black	215	224	225	228	226	228	228	233	233			
FL White-Black Gap	28	23	25	22	23	23	23	22	21		↔ compared to 2017	< 7pts compared to 2003
FL Gap Rank Among States	#29	#14	#22	#13	#19	#13	#18	#8	#10			
NP White	243	246	248	248	249	250	248	248	249			
NP Black	216	220	222	222	224	224	224	223	224			
NP White-Black Gap	27	26	26	26	25	25	24	25	25		↔ compared to 2017	< 2pts compared to 2003
FL Gap Compared to NP Gap	↔	<	↔	↔	↔	↔	↔	↔	<			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	243	247	250	250	250	251	251	255	254			
Florida Hispanic	232	233	238	238	236	238	240	242	242			
FL White-Hispanic Gap	11	14	13	12	14	12	11	14	12		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#2	#7	#4	#6	#12	#9	#7	#6	#5			
NP White	243	246	248	248	249	250	248	248	249			
NP Hispanic	221	225	227	227	229	230	230	229	231			
NP White-Hispanic Gap	21	21	21	21	20	20	18	19	18		↔ compared to 2017	< 3pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not SD-SD Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Not SD</b>	238	241	245	244	243	244	245	249	250		
<b>Florida SD</b>	214	227	223	230	223	226	228	230	229		
<b>FL Not SD-SD Gap</b>	24	14	22	14	20	18	17	19	21	↔ compared to 2017	↔ compared to 2003
<b>FL Gap Rank Among States</b>	#27	#1	#23	#1	#5	#1	#1	#1	#1		
<b>National Public Not SD</b>	236	240	241	242	243	244	243	243	244		
<b>National Public SD</b>	214	218	220	220	218	218	217	214	214		
<b>NP Not SD-SD Gap</b>	22	21	21	21	25	26	26	29	30	↔ compared to 2017	> 8pts compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	<	↔	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not ELL-ELL Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Not ELL</b>	235	240	243	243	242	244	245	248	248		
<b>Florida ELL</b>	222	219	223	226	219	218	220	223	224		
<b>FL Not ELL-ELL Gap</b>	13	21	21	18	23	26	25	25	24	↔ compared to 2017	> 11pts compared to 2003
<b>FL Gap Rank Among States</b>	#6	#15	#19	#13	#17	#21	#19	#13	#22		
<b>NP Not ELL</b>	236	239	242	242	243	244	243	242	243		
<b>NP ELL</b>	214	216	217	218	219	219	218	217	219		
<b>NP Not ELL-ELL Gap</b>	22	23	24	24	24	25	24	26	24	< 2pts compared to 2017	↔ compared to 2003
<b>FL Gap Compared to NP Gap</b>	<	↔	↔	<	↔	↔	↔	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not NSLP-NSLP Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Not NSLP</b>	245	250	251	251	252	255	254	257	256		
<b>Florida NSLP</b>	222	229	233	235	232	233	235	239	239		
<b>FL Not NSLP-NSLP Gap</b>	23	20	18	16	20	21	19	18	17	↔ compared to 2017	< 6pts compared to 2003
<b>FL Gap Rank Among States</b>	#40	#23	#16	#9	#20	#23	#14	#7	#3		
<b>NP Not NSLP</b>	244	248	249	250	252	254	253	253	253		
<b>NP NSLP</b>	222	225	227	228	229	230	229	228	229		
<b>NP Not NSLP-NSLP Gap</b>	23	22	22	22	23	24	24	25	24	↔ compared to 2017	> 1pt compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	↔	<	<	<	↔	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

## NAEP Grade 8 Reading

### Average Scale Score Data - Florida (FL) and National Public (NP)

#### White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida White	268	265	268	272	270	274	272	274	273		
Florida Black	239	238	244	250	248	254	251	254	248		
FL White-Black Gap	29	26	24	21	22	20	21	21	26	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#32	#22	#16	#11	#17	#6	#6	#8	#15		
NP White	270	269	270	271	272	275	273	274	271		
NP Black	244	242	244	245	248	250	247	248	244		
NP White-Black Gap	27	27	26	26	25	25	26	25	27	> 2pts compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	↔	↔	<	<	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida White	268	265	268	272	270	274	272	274	273		
Florida Hispanic	251	252	256	260	259	260	260	262	259		
FL White-Hispanic Gap	17	13	12	11	11	13	12	12	15	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#9	#2	#2	#6	#4	#13	#8	#11	#12		
NP White	270	269	270	271	272	275	273	274	271		
NP Hispanic	244	245	246	248	251	255	253	255	251		
NP White-Hispanic Gap	27	24	25	24	21	20	21	19	20	↔ compared to 2017	< 7pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not SD-SD Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Not SD</b>	263	260	264	268	266	269	267	270	268		
<b>Florida SD</b>	223	228	228	239	235	243	239	244	241		
<b>FL Not SD-SD Gap</b>	40	32	36	29	31	26	28	26	27	↔ compared to 2017	< 13pts compared to 2003
<b>FL Gap Rank Among States</b>	#24	#5	#16	#6	#6	#2	#1	#1	#1		
<b>NP Not SD</b>	266	264	265	266	267	270	269	270	267		
<b>NP SD</b>	224	226	226	229	230	231	229	231	228		
<b>NP Not SD-SD Gap</b>	41	38	38	37	38	39	40	39	39	↔ compared to 2017	< 2pts compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	↔	↔	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not ELL-ELL Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Not ELL</b>	259	257	261	265	264	268	265	269	266		
<b>Florida ELL</b>	225	221	232	233	225	226	226	228	224		
<b>FL Not ELL-ELL Gap</b>	34	36	28	32	39	41	39	41	42	↔ compared to 2017	↔ compared to 2003
<b>FL Gap Rank Among States</b>	#9	#10	#5	#5	#11	#16	#18	#11	#15		
<b>NP Not ELL</b>	263	262	263	265	266	268	267	268	265		
<b>NP ELL</b>	222	224	222	219	223	225	223	226	221		
<b>NP Not ELL-ELL Gap</b>	41	38	42	46	42	43	44	42	45	↔ compared to 2017	↔ compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	↔	<	<	↔	↔	↔	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.



**Not NSLP-NSLP Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Not NSLP</b>	267	264	268	273	273	277	275	278	276		
<b>Florida NSLP</b>	245	246	249	255	254	257	257	257	255		
<b>FL Not NSLP-NSLP Gap</b>	22	18	18	19	19	20	18	21	21	↔ compared to 2017	↔ compared to 2003
<b>FL Gap Rank Among States</b>	#28	#16	#14	#15	#13	#13	#7	#18	#14		
<b>NP Not NSLP</b>	271	270	271	273	275	278	276	277	275		
<b>NP NSLP</b>	246	247	247	249	251	254	253	253	249		
<b>NP Not NSLP-NSLP Gap</b>	25	23	24	24	23	24	24	24	25	↔ compared to 2017	↔ compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	<	<	<	<	<	<	↔	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

## NAEP Grade 8 Mathematics

### Average Scale Score Data - Florida (FL) and National Public (NP)

#### White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida White	286	286	289	289	287	291	285	291	289		
Florida Black	249	251	259	264	258	264	258	262	259		
FL White-Black Gap	37	35	29	25	29	27	27	29	30	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#28	#28	#22	#7	#21	#9	#9	#12	#16		
NP White	287	288	290	292	293	293	291	292	291		
NP Black	252	254	259	260	262	263	260	260	259		
NP White-Black Gap	35	33	31	32	31	30	31	33	32	↔ compared to 2017	< 3pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	<	↔	↔	↔	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida White	286	286	289	289	287	291	285	291	289		
Florida Hispanic	264	265	270	274	274	274	272	273	276		
FL White-Hispanic Gap	22	21	18	15	14	17	13	17	14	↔ compared to 2017	< 8pts compared to 2003
FL Gap Rank Among States	#9	#8	#6	#5	#5	#13	#4	#15	#6		
NP White	287	288	290	292	293	293	291	292	291		
NP Hispanic	258	261	264	266	269	271	269	268	268		
NP White-Hispanic Gap	28	26	26	26	23	22	22	24	23	↔ compared to 2017	< 5pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

### Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not SD	277	278	281	284	282	284	279	283	283			
Florida SD	235	248	246	252	250	255	249	257	256			
FL Not SD-SD Gap	42	31	35	32	32	29	31	26	27		↔ compared to 2017	< 15pts compared to 2003
FL Gap Rank Among States	#35	#2	#18	#3	#6	#1	#1	#1	#1			
NP Not SD	280	281	284	285	287	288	286	287	286			
NP SD	242	244	246	249	249	248	246	246	247			
NP Not SD-SD Gap	39	37	38	37	38	40	40	41	40		↔ compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	<	↔	↔	<	<	<	<	<			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

### Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not ELL	273	276	279	281	279	283	277	281	281			
Florida ELL	236	243	243	241	246	243	240	247	239			
FL Not ELL-ELL Gap	37	33	36	41	33	39	37	34	43		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#17	#13	#17	#17	#11	#14	#15	#7	#18			
NP Not ELL	278	280	282	284	285	286	284	284	284			
NP ELL	241	244	245	243	244	245	246	245	243			
NP Not ELL-ELL Gap	37	35	38	41	41	40	38	39	41		↔ compared to 2017	> 4pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	↔	<	↔	↔	↔	↔			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not NSLP-NSLP Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Not NSLP</b>	284	285	287	289	291	294	292	293	294		
<b>Florida NSLP</b>	256	260	265	269	267	271	266	269	267		
<b>FL Not NSLP-NSLP Gap</b>	28	25	23	20	24	23	26	24	27	↔ compared to 2017	↔ compared to 2003
<b>FL Gap Rank Among States</b>	#37	#32	#22	#8	#27	#12	#26	#11	#23		
<b>NP Not NSLP</b>	287	288	291	293	295	297	296	297	296		
<b>NP NSLP</b>	258	261	265	266	269	270	268	267	266		
<b>NP Not NSLP-NSLP Gap</b>	28	27	26	27	26	27	28	30	30	↔ compared to 2017	> 2pts compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	↔	↔	<	↔	<	↔	<	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Goal 1 Highest Student Achievement**

**Measure 12 (Choice National Comparisons) - Student Achievement on NAEP, Students Attending Charter Schools Compared to Students Attending Traditional Schools – Florida performance**  
in the four assessed areas, charter vs. traditional, compared to the nation as well

**Average Scale Score Data - Florida (FL) and National Public (NP)**

**By Charter School Status**

↑ = significantly higher ↓ = significantly lower ↔ = not significantly different

‡ Reporting standards not met.

NOTE: Calculations were performed using unrounded numbers.

**NAEP Grade 4 Reading, Charter**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	‡	219	231	225	223	234	229	235	230	↔ compared to 2017	‡
<b>Florida Non-Charter</b>	218	219	223	226	225	227	227	228	224	↓4pts compared to 2017	↑6pts compared to 2003
<b>FL Charter Compared to FL Non-Charter</b>	‡	↔	↔	↔	↔	↑	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>National Public Charter</b>	212	216	214	212	218	218	219	222	217	↔ compared to 2017	↔ compared to 2003
<b>National Public Non-Charter</b>	217	217	220	220	220	221	221	221	220	↓1pt compared to 2017	↑3pts compared to 2003
<b>NP Charter Compared to NP Non-Charter</b>	↔	↔	↓	↓	↔	↔	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	‡	219	231	225	223	234	229	235	230	↔ compared to 2017	‡
<b>National Public Charter</b>	212	216	214	212	218	218	219	222	217	↔ compared to 2017	↔ compared to 2003
<b>FL Charter Compared to NP Charter</b>	‡	↔	↑	↑	↔	↑	↑	↑	↑		

**NAEP Grade 4 Mathematics, Charter**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	‡	239	247	236	238	245	244	250	247	↔ compared to 2017	‡
<b>Florida Non-Charter</b>	233	239	242	242	240	241	242	246	246	↔ compared to 2017	↑13pts compared to 2003
<b>FL Charter Compared to FL Non-Charter</b>	‡	↔	↔	↔	↔	↑	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>National Public Charter</b>	228	232	234	231	237	237	236	236	238	↔ compared to 2017	↑9pts compared to 2003
<b>National Public Non-Charter</b>	234	237	239	239	240	241	240	239	240	↑1pt compared to 2017	↑6pts compared to 2003
<b>NP Charter Compared to NP Non-Charter</b>	↓	↓	↓	↓	↓	↓	↓	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	‡	239	247	236	238	245	244	250	247	↔ compared to 2017	‡
<b>National Public Charter</b>	228	232	234	231	237	237	236	236	238	↔ compared to 2017	↑9pts compared to 2003
<b>FL Charter Compared to NP Charter</b>	‡	↔	↑	↔	↔	↑	↑	↑	↑		

**NAEP Grade 8 Reading, Charter**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	*	252	269	269	270	275	273	270	277	↔ compared to 2017	↔ compared to 2005
<b>Florida Non-Charter</b>	*	256	259	264	262	265	263	266	262	↓4pts compared to 2017	↑6pts compared to 2003
<b>FL Charter Compared to FL Non-Charter</b>	*	↔	↑	↔	↔	↑	↑	↔	↑		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>National Public Charter</b>	*	255	260	257	261	264	263	266	260	↓6pts compared to 2017	↔ compared to 2005
<b>National Public Non-Charter</b>	*	260	261	262	264	266	264	265	262	↓3pts compared to 2017	↑2pts compared to 2005
<b>NP Charter Compared to NP Non-Charter</b>	*	↓	↔	↔	↔	↔	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	*	252	269	269	270	275	273	270	277	↔ compared to 2017	↔ compared to 2005
<b>National Public Charter</b>	*	255	260	257	261	264	263	266	260	↓6pts compared to 2017	↔ compared to 2005
<b>FL Charter Compared to NP Charter</b>	*	↔	↑	↑	↔	↑	↑	↔	↑		

**NAEP Grade 8 Mathematics, Charter**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	*	266	275	282	283	288	288	280	287	↔ compared to 2017	↔ compared to 2005
<b>Florida Non-Charter</b>	*	274	277	279	278	280	274	279	278	↔ compared to 2017	↔ compared to 2005
<b>FL Charter Compared to FL Non-Charter</b>	*	↔	↔	↔	↔	↔	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>National Public Charter</b>	*	268	273	275	281	281	279	282	277	↔ compared to 2017	↑9pts compared to 2005
<b>National Public Non-Charter</b>	*	278	280	282	283	284	281	282	281	↔ compared to 2017	↑4pts compared to 2005
<b>NP Charter Compared to NP Non-Charter</b>	*	↓	↓	↓	↔	↔	↔	↔	↓		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	*	266	275	282	283	288	288	280	287	↔ compared to 2017	↔ compared to 2005
<b>National Public Charter</b>	*	268	273	275	281	281	279	282	277	↔ compared to 2017	↑9pts compared to 2005
<b>FL Charter Compared to NP Charter</b>	*	↔	↔	↔	↔	↔	↔	↔	↑		



**Goal 1 Highest Student Achievement**

**Measure 13 (K-12 School Improvement) - Reducing the Percent of Low-Performing Schools – Percent of D and F schools**

- a. All Schools
- b. Title I Schools

All Graded Schools

Percent of Schools by School Grade	Baseline 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	2020 Target	Old 2020 Target	2024 Target	2024 Target	2024 Target
% A	23%	30%	31%	35%					
% B	23%	27%	26%	27%					
% C	39%	35%	36%	32%					
% D	12%	7%	6%	5%					
% F	3%	1%	1%	0%					
% of D and F Schools	15%	8%	7%	5%	5%	7.5%	0%	0%	0%

All Graded Title I Schools

Number of Schools by School Grade	Baseline 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	2024 Target	2024 Target	2024 Target
% A	7%	12%	12%	16%			
% B	17%	25%	24%	30%			
% C	51%	50%	52%	46%			
% D	20%	11%	10%	7%			
% F	5%	2%	1%	1%			
% of D and F Schools	25%	13%	11%	8%	0%	0%	0%

**Goal is to have the distribution of A, B, C, D, and F schools among Title I schools match the distribution among all schools.** Progress has been made in matching that distribution among D and F schools. For example, in 2015-16, 25% of Title I schools were D or F, and 15% of all schools were D or F (a gap of 10 points). However, by 2018-19, 8% of Title I schools were D or F, and 5% of all schools were D or F (a gap of 3 points). Still, much work remains among A and B schools (62% of all schools are A or B; 46% of Title I schools are A or B (a gap of 16 points)).

**Long-term goal is always to have 0% D and F schools.** Despite this, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

**Goal 1 Highest Student Achievement**

**Measure 14 (K-12 School Improvement) - Increasing the Percent of Schools that Earned a D or F for Multiple Years Improving to a C or Higher** – Percent of D and F schools in turnaround that improve to a C or higher

D and F Schools in School Turnaround

Status	2016-17	2017-18	2018-19
Earned an F in the Prior School Year or Earned a D in the Prior School Year with a D or F Prior to That	275	132	88
Improved to a C or Higher	159	71	55
Earned a D or F	97	53	27
Opted for a School Improvement Rating for Alternative Schools	6	3	2
Was Not Graded	11	1	2
Closed	2	4	2

Status	2016-17	2017-18	2018-19
Earned an F in the Prior School Year or Earned a D in the Prior School Year with a D or F Prior to That	275	132	88
Improved to a C or Higher	58%	54%	63%
Earned a D or F	35%	40%	31%
Opted for a School Improvement Rating for Alternative Schools	2%	2%	2%
Was Not Graded	4%	1%	2%
Closed	1%	3%	2%

First Time D Schools

<b>Status</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Earned a D in the Prior School Year and was not a D or F in the year prior to that	127	79	106
Improved to a C or Higher	99	59	85
Earned a D or F	28	19	21
Opted for a School Improvement Rating for Alternative Schools	0	1	0
Was Not Graded	0	0	0
Closed	0	0	0

<b>Status</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Earned a D in the Prior School Year and was not a D or F in the year prior to that	127	79	106
Improved to a C or Higher	78%	75%	80%
Earned a D or F	22%	24%	20%
Opted for a School Improvement Rating for Alternative Schools	0%	1%	0%
Was Not Graded	0%	0%	0%
Closed	0%	0%	0%

**Goal 1 Highest Student Achievement**

**Measure 15 (K-12 School Improvement) - Continual Improvement in School Performance** – Number and Percent of Schools that Demonstrate Improvement in the Percentage of School Grades Points Earned, as measured by any of the following:

Based on 2018-19 School Grades (3,324 graded schools; 1,964 graded Title I schools)

School Grade Improvement/Performance Tiers	Total Schools	Total Teachers	Title I Schools	Title I Teachers	Non-TI Schools	Non-TI Teachers
<b>Tier 1: Schools that got 85-100% of possible points and Schools that gained 6+ points</b>	760	31,833	493	20,361	267	11,472
<b>Tier 2: Schools that gained 3-5 points</b>	550	28,043	306	14,257	244	13,786
<b>Tier 3: Schools that gained 1-2 points</b>	504	29,626	254	13,391	250	16,235
<b>Total Across All Tiers</b>	1814	89,502	1053	48,009	761	41,493

- 55% of graded schools met at least one of the improvement/performance thresholds
- 54% of Title I graded schools met at least one of the improvement/performance thresholds

**Goal 1 Highest Student Achievement**

**Measure 16 (K-12 School Improvement) - Improving the Performance of the Lowest-Performing Title I Schools** – Number and percent of Title I schools that are no longer in the bottom 5% of schools year over year

	All Schools, 2018-19	Title I Schools, 2018-19
Schools in the Bottom 5% Based on School Grade Percentage of Points	208	189
Schools in the Bottom 5% 1 out of 5 years	82	71
Schools in the Bottom 5% 2 out of 5 years	71	65
Schools in the Bottom 5% 3 out of 5 years	28	27
Schools in the Bottom 5% 4 out of 5 years	25	24
Schools in the Bottom 5% 5 out of 5 years	2	2

List of schools available

**Goal 1 Highest Student Achievement**

**Measure 17 (K-12 School Improvement) - Reducing the Number of Schools Identified for Targeted Support and Improvement (TS&I) Due to Low-Performing Subgroups – Number and percent of TS&I schools**

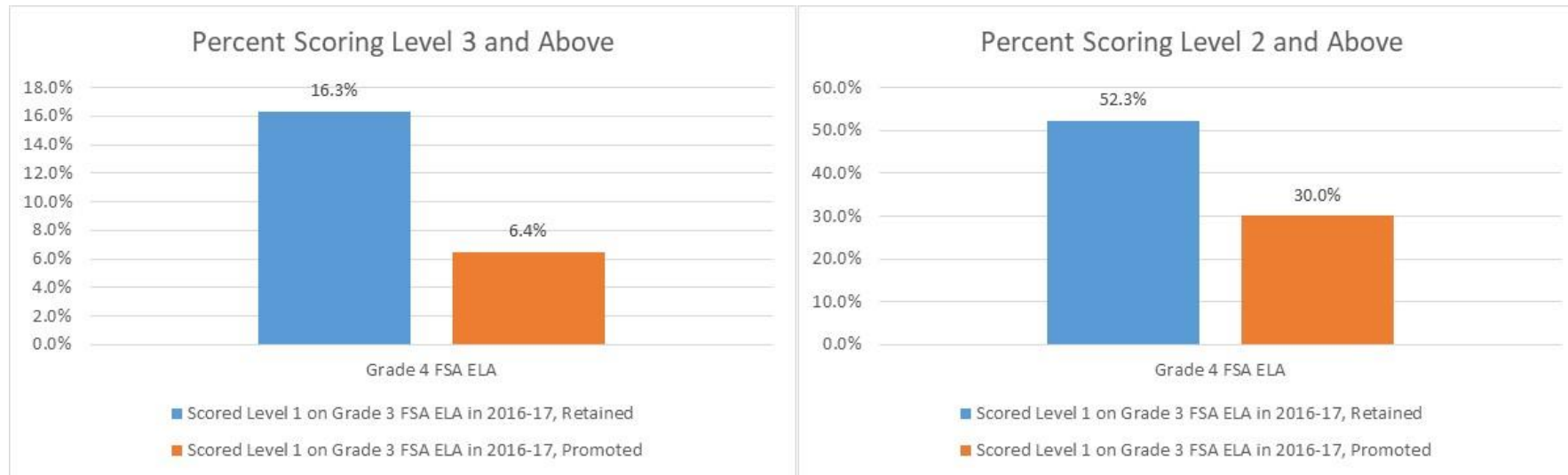
	<b>Year 2 2017-18</b>	<b>Year 3 2018-19</b>	<b>2024 Target</b>	<b>2024 Target</b>	<b>2024 Target</b>
<b>% CS&amp;I</b>	15%	13%			0%
<b>% TS&amp;I</b>	54%	48%			0%
<b># CS&amp;I</b>	552	474			
<b># TS&amp;I</b>	1956	1774			
<b># of Schools</b>	3646	3659			

**Long-term goal is always to have 0% D and F schools.** However, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

**Goal 1 Highest Student Achievement**

**Measure 18 (Reading) - Ensure Students Who Are Retained in Third Grade Due to Low Reading Scores Receive the Support Needed to Succeed in Subsequent Years** – Compare the subsequent ELA performance of students who were retained in third grade after scoring a Level 1 on Grade 3 FSA ELA to those students who scored Level 1 yet were promoted





**Retained students who scored Level 1 on the Grade 3 FSA ELA outperform promoted students who scored Level 1 on the Grade 3 FSA ELA in subsequent grade levels.** The advantage appears to decrease over time, however it is still there in subsequent grades. The advantage is least pronounced for the 2014-15 cohort of students. That cohort is the first cohort of students who took the FSA, and as with all first year administrations of a new assessment, new student expectations (cut scores) had not yet been set when students received their scores in the summer of 2015. Therefore, fewer lower-performing students were retained following the Spring 2015 assessments compared to subsequent years. Whereas 43% of students who scored Level 1 were retained following the administration of the Spring 2016 and Spring 2017 Grade 3 FSA ELA, only 18% of students who scored Level 1 on the Grade 3 FSA ELA in Spring 2015 were retained. Therefore, the promoted students in the 2014-15 cohort likely includes a group of students that should have been retained – contributing to the more narrow advantage found for retained students in the 2014-15 cohort compared to the succeeding cohorts.

**Notes:**

Cohorts only include students with the following grade progressions (shading indicates comparisons):

**2014-15 Cohort**

	2014-15	2015-16	2016-17	2017-18	2018-19
Scored Level 1 on Grade 3 FSA ELA, Retained	In Grade 3	In Grade 3	In Grade 4	In Grade 5	In Grade 6
Scored Level 1 on Grade 3 FSA ELA, Promoted	In Grade 3	In Grade 4	In Grade 5	In Grade 6	In Grade 7

**2015-16 Cohort**

	2015-16	2016-17	2017-18	2018-19
Scored Level 1 on Grade 3 FSA ELA, Retained	In Grade 3	In Grade 3	In Grade 4	In Grade 5
Scored Level 1 on Grade 3 FSA ELA, Promoted	In Grade 3	In Grade 4	In Grade 5	In Grade 6

**2016-17 Cohort**

	2016-17	2017-18	2018-19
Scored Level 1 on Grade 3 FSA ELA, Retained	In Grade 3	In Grade 3	In Grade 4
Scored Level 1 on Grade 3 FSA ELA, Promoted	In Grade 3	In Grade 4	In Grade 5



Goal 1 Highest Student Achievement  
Measure 19 (Reading) – Reading Scholarships

2018-19 School Year Reading Eligibility v. Participation								
District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
Franklin	52	13	66	11	118	24	20.34%	\$ 12,000.00
Columbia	247	28	451	76	698	104	14.90%	\$ 52,000.00
Lafayette	31	9	46	2	77	11	14.29%	\$ 5,500.00
FSU Lab School	23	4	50	8	73	10	13.70%	\$ 5,000.00
FAU Lab School	28	3	94	11	122	14	11.48%	\$ 7,000.00
Orange	7888	805	7096	685	14,984	1,490	9.94%	\$ 745,000.00
FAMU Lab School	17	1	37	4	54	5	9.26%	\$ 2,500.00
St. Johns	435	27	989	94	1,424	121	8.50%	\$ 60,500.00
FSDB	42	4	8	0	50	4	8.00%	\$ 2,000.00
Clay	708	44	1180	104	1,888	148	7.84%	\$ 74,000.00
Seminole	1505	100	2141	162	3,646	262	7.19%	\$ 131,000.00
Gilchrist	41	3	98	6	139	9	6.47%	\$ 4,500.00
UF Lab School	8	1	23	1	31	2	6.45%	\$ 1,000.00
Sarasota	801	44	1332	88	2,133	132	6.19%	\$ 66,000.00
Okeechobee	238	20	275	9	513	29	5.65%	\$ 14,500.00
Flagler	316	18	459	25	775	43	5.55%	\$ 21,500.00
Charlotte	365	17	542	33	907	50	5.51%	\$ 25,000.00
Martin	506	28	679	36	1,185	64	5.40%	\$ 32,000.00
Highlands	514	27	573	31	1,087	58	5.34%	\$ 29,000.00
Indian River	532	23	660	40	1,192	63	5.29%	\$ 31,500.00

## 2018-19 School Year Reading Eligibility v. Participation

District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
Calhoun	47	2	87	5	134	7	5.22%	\$ 3,500.00
Collier	1097	35	1810	87	2,907	122	4.20%	\$ 61,000.00
Marion	2219	70	1640	83	3,859	153	3.96%	\$ 76,500.00
Broward	8010	289	9235	370	17,245	659	3.82%	\$ 329,500.00
Manatee	2113	70	1883	81	3,996	151	3.78%	\$ 75,500.00
Pasco	2260	81	2806	109	5,066	190	3.75%	\$ 95,000.00
Leon	957	31	1209	49	2,166	80	3.69%	\$ 40,000.00
Lake	1136	43	1580	56	2,716	99	3.65%	\$ 49,500.00
Liberty	35	1	53	2	88	3	3.41%	\$ 1,500.00
Nassau	145	2	330	14	475	16	3.37%	\$ 8,000.00
Madison	111	5	99	2	210	7	3.33%	\$ 3,500.00
Baker	141	6	167	4	308	10	3.25%	\$ 5,000.00
Suwannee	221	7	242	8	463	15	3.24%	\$ 7,500.00
Bay	930	24	1084	39	2,014	63	3.13%	\$ 31,500.00
Walton	200	7	340	9	540	16	2.96%	\$ 8,000.00
Hernando	590	19	829	19	1,419	38	2.68%	\$ 19,000.00
Jefferson	41	1	36	1	77	2	2.60%	\$ 1,000.00
Bradford	99	3	163	3	262	6	2.29%	\$ 3,000
Monroe	155	3	294	7	449	10	2.23%	\$ 5,000
Escambia	1459	29	1668	29	3,127	58	1.85%	\$ 29,000
Citrus	381	11	543	6	924	17	1.84%	\$ 8,500
FLVS	107	2	112	2	219	4	1.83%	\$ 2,000
Alachua	1067	17	1032	19	2,099	36	1.72%	\$ 18,000

## 2018-19 School Year Reading Eligibility v. Participation

District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
Hillsborough	7806	130	8330	146	16,136	276	1.71%	\$ 138,000
Holmes	102	3	132	1	234	4	1.71%	\$ 2,000
Polk	3861	55	4283	72	8,144	127	1.56%	\$ 63,500
Dade	9991	127	11105	174	21,096	301	1.43%	\$ 150,500
Brevard	1847	23	2461	37	4,308	60	1.39%	\$ 30,000
Okaloosa	695	12	1095	12	1,790	24	1.34%	\$ 12,000
St. Lucie	1573	15	1734	27	3,307	42	1.27%	\$ 21,000
Palm Beach	6067	75	6887	86	12,954	161	1.24%	\$ 80,500
Pinellas	3532	36	3828	53	7,360	89	1.21%	\$ 44,500
Washington	67	2	120	0	187	2	1.07%	\$ 1,000
Putnam	619	1	472	8	1,091	9	0.82%	\$ 4,500
Sumter	165	1	245	2	410	3	0.73%	\$ 1,500
Osceola	2658	20	2361	11	5,019	31	0.62%	\$ 15,500
Gulf	72	1	91	0	163	1	0.61%	\$ 500
Levy	245	2	247	1	492	3	0.61%	\$ 1,500
Volusia	2084	17	2344	10	4,428	27	0.61%	\$ 13,500
Hardee	120	2	268	0	388	2	0.52%	\$ 1,000
Hendry	278	0	349	3	627	3	0.48%	\$ 1,500
Taylor	91	1	139	0	230	1	0.43%	\$ 500
Duval	5595	32	5178	13	10,773	45	0.42%	\$ 22,500
Gadsden	258	2	276	0	534	2	0.37%	\$ 1,000
Desoto	297	1	258	1	555	2	0.36%	\$ 1,000
Wakulla	112	1	167	0	279	1	0.36%	\$ 500

### 2018-19 School Year Reading Eligibility v. Participation

District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
Santa Rosa	493	4	921	1	1,414	5	0.35%	\$ 2,500
Jackson	104	0	217	1	321	1	0.31%	\$ 500
Lee	2903	1	3688	9	6,591	10	0.15%	\$ 5,000
Dixie	54	0	94	0	148	0	0.00%	\$ -
Glades	47	0	93	0	140	0	0.00%	\$ -
Hamilton	72	0	81	0	153	0	0.00%	\$ -
Union	27	0	97	0	124	0	0.00%	\$ -
<b>Total</b>					191,255	5,637	2.95%	\$ 2,818,500

## 2019-20 School Year Reading Eligibility v. Participation

District	# of Grade 3 (Level 1) 2019	# of Grade 3 (Level 2) 2019	# of Grade 4 (Level 1) 2019	# of Grade 4 (Level 2) 2019	Eligible Student Count Total	Total Applied or Participating as of 10/30/19	Percent Participating Total
Columbia	86	187	95	203	571	81	14.19%
Clay	283	578	400	580	1,841	170	9.23%
Brevard	785	1,113	885	1,198	3,981	267	6.71%
Nassau	58	161	87	201	507	34	6.71%
St. Johns	189	479	226	464	1,358	88	6.48%
Suwannee	101	101	104	133	439	26	5.92%
Martin	314	335	239	316	1,204	61	5.07%
Okaloosa	307	530	285	515	1,637	79	4.83%
Marion	1,111	863	838	808	3,620	174	4.81%
Baker	21	68	104	100	293	14	4.78%
Leon	485	521	533	575	2,114	95	4.49%
Alachua	490	522	509	476	1,997	81	4.06%
Sarasota	327	623	414	620	1,984	78	3.93%
Highlands	202	251	231	256	940	36	3.83%
Broward	3,731	4,404	3,471	4,107	15,713	551	3.51%
Pasco	1,054	1,333	927	1,309	4,623	153	3.31%
Charlotte	102	205	192	265	764	25	3.27%
Lee	1,395	1,690	1,339	1,770	6,194	188	3.04%
Okeechobee	81	117	95	172	465	14	3.01%
Flagler	102	186	165	217	670	20	2.99%
Liberty	10	25	15	18	68	2	2.94%
Manatee	959	977	745	862	3,543	103	2.91%
Indian River	227	329	198	290	1,044	30	2.87%
Hernando	327	428	236	416	1,407	33	2.35%

## 2019-20 School Year Reading Eligibility v. Participation

District	# of Grade 3 (Level 1) 2019	# of Grade 3 (Level 2) 2019	# of Grade 4 (Level 1) 2019	# of Grade 4 (Level 2) 2019	Eligible Student Count Total	Total Applied or Participating as of 10/30/19	Percent Participating Total
Orange	3,874	3,553	3,290	3,396	14,113	330	2.34%
Union	10	40	8	29	87	2	2.30%
Seminole	637	977	677	1,020	3,311	76	2.30%
Hillsborough	4,371	4,072	3,604	3,984	16,031	352	2.20%
Walton	109	172	101	173	555	12	2.16%
Lake	606	734	548	791	2,679	54	2.02%
Polk	1,925	2,116	1,897	2,174	8,112	149	1.84%
Desoto	167	147	117	119	550	10	1.82%
Escambia	640	796	629	848	2,913	52	1.79%
Putnam	258	232	213	251	954	17	1.78%
Dade	4,940	5,511	4,152	5,307	19,910	322	1.62%
St. Lucie	822	781	629	800	3,032	49	1.62%
Gulf	29	33	31	37	130	2	1.54%
Lafayette	13	18	17	20	68	1	1.47%
Palm Beach	3,293	3,506	2,278	3,120	12,197	177	1.45%
Bay	295	420	334	468	1,517	22	1.45%
Holmes	39	67	50	58	214	3	1.40%
Duval	2,647	2,554	2,499	2,477	10,177	139	1.37%
Hamilton	46	25	37	43	151	2	1.32%
Wakulla	41	71	48	74	234	3	1.28%
Santa Rosa	199	382	237	452	1,270	16	1.26%
Collier	583	763	654	837	2,837	35	1.23%
Pinellas	1,437	1,823	1,470	1,779	6,509	80	1.23%
Jefferson	15	18	30	20	83	1	1.20%

## 2019-20 School Year Reading Eligibility v. Participation

District	# of Grade 3 (Level 1) 2019	# of Grade 3 (Level 2) 2019	# of Grade 4 (Level 1) 2019	# of Grade 4 (Level 2) 2019	Eligible Student Count Total	Total Applied or Participating as of 10/30/19	Percent Participating Total
Osceola	1,264	1,143	1,275	1,208	4,890	58	1.19%
Citrus	161	278	209	303	951	10	1.05%
Gadsden	108	148	103	142	501	5	1.00%
Monroe	80	107	89	165	441	4	0.91%
Volusia	884	1,113	1,033	1,185	4,215	38	0.90%
Gilchrist	22	34	21	47	124	1	0.81%
Dixie	23	42	22	50	137	1	0.73%
Glades	23	35	36	48	142	1	0.70%
Hendry	133	150	142	157	582	4	0.69%
Taylor	32	48	40	61	181	1	0.55%
Levy	111	109	81	120	421	2	0.48%
Sumter	81	138	92	164	475	2	0.42%
Jackson	64	113	76	97	350	1	0.29%
Bradford	19	70	55	76	220	0	0.00%
Calhoun	20	32	22	43	117	0	0.00%
Franklin	36	19	32	35	122	0	0.00%
Hardee	54	117	43	123	337	0	0.00%
Madison	48	74	55	49	226	0	0.00%
Washington	30	72	26	58	186	0	0.00%
<b>Total</b>					<b>179,229</b>	<b>4,437</b>	<b>2.48%</b>

**Goal 1 Highest Student Achievement**

**Measure 20 (Postsecondary) – Postsecondary Completion Rate** – Percent of students completing a postsecondary degree or certification within 150% of program time by sector:

- a. Florida College System (degrees and certificates)
- b. District Postsecondary (technical centers) (certificates)

	<b>Baseline 2013-14 (2011-12 enrollees)</b>	<b>Year 1 2014-15 (2012-13 enrollees)</b>	<b>Year 2 2015-16 (2013-14 enrollees)</b>	<b>Year 3 2016-17 (2014-15 enrollees)</b>	<b>Year 4 2017-18 (2015-16 enrollees)</b>	<b>Year 5 2018-19 (2016-17 enrollees)</b>	<b>2020 Target (2017-18 enrollees)</b>	<b>2024 Target (2021-22 enrollees)</b>	<b>2024 Target (2021-22 enrollees)</b>	<b>2024 Target (2021-22 enrollees)</b>
Florida College System (150%)	34.6%	37.0%	36.5%	38.1%	40.0%		45.0%	48.1%	56.2%	75%
District Postsecondary (150%)	57.3%	60.8%	62.0%	62.4%	67.7%		62.0%	83.3%	98.9%	100%

Red Target: Historical Growth Rate (based on growth from 2013-14 to 2017-18)

- FCS: 1.35% per year
- District Postsecondary: 2.6% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- FCS: 3% per year
- District Postsecondary: 5% per year

Green Target:

- FCS: 75%
- District Postsecondary: 100%



**Goal 1 Highest Student Achievement**

**Measure 21 (Conditions of Safe and Healthy Schools) – Improving the Mental Health Personnel to Student Ratio** – Ratio of school counselors/social workers/school psychologists to students

	2014-15	2015-16	2016-17	2017-18	2018-19
Student Enrollment	2,756,944	2,792,234	2,817,076	2,833,115	2,846,857
# of School Counselors	5,645	5,778	5,871	5,948	6,174
Ratio of School Counselors to Students	488	483	480	476	461
# of Social Workers	1,063	1,104	1,149	1,192	1,414
Ratio of Social Workers to Students	2,594	2,529	2,452	2,377	2,013
# of School Psychologists	1,413	1,409	1,416	1,438	1,452
Ratio of School Psychologists to Students	1,951	1,982	1,989	1,970	1,961
# of Combined Mental Health Staff	8,121	8,291	8,436	8,578	9,040
Ratio of Combined Mental Health Staff to Students	339	337	334	330	315

**Goal 1 Highest Student Achievement**

**Measure 22 (Conditions of Safe and Healthy Schools) – Improving the Engagement of Students** – Percent of students chronically absent (more the 10% of the year; more than 21 days)

Absent 21 or More Days

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
<b>% of Students Absent 21 Days or Over</b>	9.61%	9.77%	10.10%	10.23%	11.31%
<b># of Students Absent 21 Days or Over</b>	292,146	303,913	318,787	324,879	360,722
<b>Total Enrollment</b>	3,040,436	3,111,840	3,157,431	3,176,306	3,190,598

Absent 10% or More Days

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
<b>% of Students Absent 10% or more Days</b>			18.3%	18.6%	20.4%
<b># of Students Absent 10% or more Days</b>			569,218	581,650	640,463
<b>Total Enrollment</b>			3,110,214	3,127,805	3,147,035

Attendance Rates by District (<http://fldoe.org/core/fileparse.php/7584/urlt/1718ABS21Days10Comparison.xlsx>)

District #	District Name	# of Students Enrolled 21 or More Days	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More Days	% of Students Absent 10% or More Days
<b>00</b>	<b>FLORIDA</b>	<b>3,190,598</b>	<b>360,722</b>	<b>11.3%</b>	<b>3,147,035</b>	<b>640,463</b>	<b>20.4%</b>
01	ALACHUA	33,207	3,906	11.8%	32,789	6,652	20.3%
02	BAKER	5,411	753	13.9%	5,387	1,283	23.8%
03	BAY	32,363	5,520	17.1%	31,977	9,657	30.2%
04	BRADFORD	3,728	816	21.9%	3,670	1,309	35.7%
05	BREVARD	81,834	5,831	7.1%	80,835	11,955	14.8%
06	BROWARD	300,874	33,728	11.2%	296,632	56,840	19.2%
07	CALHOUN	2,462	606	24.6%	2,441	903	37.0%
08	CHARLOTTE	17,932	1,877	10.5%	17,754	3,433	19.3%
09	CITRUS	17,839	2,333	13.1%	17,643	4,336	24.6%
10	CLAY	41,607	5,142	12.4%	41,385	9,136	22.1%
11	COLLIER	51,432	2,938	5.7%	50,881	6,016	11.8%
12	COLUMBIA	11,435	1,654	14.5%	11,309	2,889	25.5%
13	MIAMI-DADE	391,554	41,744	10.7%	385,857	72,661	18.8%
14	DESOTO	5,595	818	14.6%	5,564	1,374	24.7%
15	DIXIE	2,402	451	18.8%	2,396	762	31.8%
16	DUVAL	148,037	24,831	16.8%	146,118	41,736	28.6%
17	ESCAMBIA	46,736	5,947	12.7%	46,101	11,092	24.1%
18	FLAGLER	14,523	1,470	10.1%	14,393	2,822	19.6%
19	FRANKLIN	1,557	288	18.5%	1,526	500	32.8%
20	GADSDEN	5,943	522	8.8%	5,844	892	15.3%
21	GILCHRIST	2,979	219	7.4%	2,910	487	16.7%
22	GLADES	1,953	410	21.0%	1,937	611	31.5%
23	GULF	2,162	401	18.5%	2,158	606	28.1%

District #	District Name	# of Students Enrolled 21 or More Days	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More Days	% of Students Absent 10% or More Days
24	HAMILTON	1,815	358	19.7%	1,803	601	33.3%
25	HARDEE	5,756	648	11.3%	5,725	1,210	21.1%
26	HENDRY	8,364	1,400	16.7%	8,275	2,392	28.9%
27	HERNANDO	25,281	3,145	12.4%	25,022	5,654	22.6%
28	HIGHLANDS	14,011	1,686	12.0%	13,906	3,091	22.2%
29	HILLSBOROUGH	255,278	26,196	10.3%	251,765	48,968	19.4%
30	HOLMES	3,720	619	16.6%	3,667	1,062	29.0%
31	INDIAN RIVER	19,667	3,375	17.2%	19,506	5,215	26.7%
32	JACKSON	7,387	1,355	18.3%	7,332	2,262	30.9%
33	JEFFERSON	863	194	22.5%	853	324	38.0%
34	LAFAYETTE	1,306	213	16.3%	1,302	342	26.3%
35	LAKE	48,588	6,520	13.4%	48,123	11,126	23.1%
36	LEE	105,470	12,527	11.9%	103,625	21,987	21.2%
37	LEON	38,354	4,962	12.9%	37,564	8,297	22.1%
38	LEVY	6,233	1,079	17.3%	6,162	1,817	29.5%
39	LIBERTY	1,685	487	28.9%	1,663	703	42.3%
40	MADISON	3,106	414	13.3%	3,057	703	23.0%
41	MANATEE	54,632	6,265	11.5%	54,030	11,195	20.7%
42	MARION	50,896	7,006	13.8%	49,866	13,197	26.5%
43	MARTIN	20,906	1,947	9.3%	20,777	3,413	16.4%
44	MONROE	9,467	734	7.8%	9,419	1,548	16.4%
45	NASSAU	12,782	1,936	15.1%	12,729	3,277	25.7%
46	OKALOOSA	35,980	3,456	9.6%	35,643	6,619	18.6%
47	OKEECHOBEE	7,145	1,021	14.3%	7,084	1,816	25.6%
48	ORANGE	232,462	29,204	12.6%	230,249	51,143	22.2%

District #	District Name	# of Students Enrolled 21 or More Days	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More Days	% of Students Absent 10% or More Days
49	OSCEOLA	77,983	9,923	12.7%	76,912	18,692	24.3%
50	PALM BEACH	211,555	15,228	7.2%	210,015	28,843	13.7%
51	PASCO	83,540	9,081	10.9%	82,651	16,487	19.9%
52	PINELLAS	118,692	15,953	13.4%	113,103	26,530	23.5%
53	POLK	122,158	11,483	9.4%	120,265	22,805	19.0%
54	PUTNAM	12,420	3,143	25.3%	12,346	4,914	39.8%
55	ST. JOHNS	43,108	3,069	7.1%	42,832	5,746	13.4%
56	ST. LUCIE	45,488	8,391	18.4%	44,952	12,979	28.9%
57	SANTA ROSA	30,502	2,487	8.2%	30,345	4,827	15.9%
58	SARASOTA	46,568	3,310	7.1%	46,009	6,268	13.6%
59	SEMINOLE	74,366	5,550	7.5%	73,564	10,320	14.0%
60	SUMTER	9,704	1,124	11.6%	9,625	2,070	21.5%
61	SUWANNEE	6,807	858	12.6%	6,738	1,834	27.2%
62	TAYLOR	3,078	815	26.5%	3,053	1,153	37.8%
63	UNION	2,575	324	12.6%	2,541	594	23.4%
64	VOLUSIA	71,606	7,755	10.8%	70,403	14,217	20.2%
65	WAKULLA	5,719	1,001	17.5%	5,678	1,584	27.9%
66	WALTON	10,692	1,056	9.9%	10,576	2,081	19.7%
67	WASHINGTON	3,916	781	19.9%	3,861	1,282	33.2%
68	DEAF/BLIND	588	64	10.9%	587	110	18.7%
71	FL VIRTUAL	7,996	5	0.1%	7,525	541	7.2%
72	FAU LAB SCH	2,581	106	4.1%	2,572	200	7.8%
73	FSU LAB SCH	2,454	149	6.1%	2,449	266	10.9%
74	FAMU LAB SCH	613	49	8.0%	610	106	17.4%
75	UF LAB SCH	1,170	65	5.6%	1,169	100	8.6%

**Goal 1 Highest Student Achievement**

**Measure 23 (Great Teachers and Leaders Matter) – Improving the Retention of High-Quality Teachers**

- a. Percent of first-year teachers who are still employed as a classroom teacher or administrator 5 years later
- b. Percent of all teachers who are still employed as a classroom teacher or administrator 5 years later
- c. Percent of all teachers who are still employed as a classroom teacher or administrator 5 years later, by VAM performance category

**First-Year Teachers**

Subject	5th year 2015-16	5th year 2016-17	5th year 2017-18	5th year 2018-19
Percent of Year 1 teachers, Still Employed As a Classroom Teacher or Administrator in a Public School in Florida 5 years Later	69%	69%	68%	66%
Count of First Year Teachers	11,974	13,894	15,075	13,923
Year 1 teachers, Still Employed As a Classroom Teacher or Administrator in a Public School in Florida 5 years Later	8,255	9,575	10,317	9,137

**All Teachers**

Subject	5th year 2015-16	5th year 2016-17	5th year 2017-18	5th year 2018-19
Percentage Still Employed in year 5 as Instructional Staff or Administrator	76%	76%	76%	76%
Percentage Still Employed in year 5 as Instructional Staff or Administrator in the Same District in Year 5	72%	71%	71%	71%
Percentage Still Employed in year 5 as Instructional Staff or Administrator in the Same School	53%	52%	52%	52%

**All Teachers with VAM Scores**

<b>Subject</b>	<b>Baseline 2014-15</b>	<b>Number Still Teaching in a VAM- Assessed Area 5 Years Later (2018-19)</b>	<b>Percent Still Teaching in a VAM-Assessed Area 5 Years Later (2018-19)</b>	<b>Percent Rated Highly Effective on VAM 5 Years Later (2018-19)</b>	<b>Percent Rated Effective on VAM 5 Years Later (2018-19)</b>	<b>Percent Rated Needs Improvement on VAM 5 Years Later (2018-19)</b>	<b>Percent Rated Unsatisfactory on VAM 5 Years Later (2018-19)</b>
<b>Highly Effective VAM Teachers</b>	9,722	5,704	59%	47%	43%	6%	4%
<b>Effective VAM Teachers</b>	27,566	12,240	44%	19%	57%	13%	11%
<b>Needs Improvement VAM Teachers</b>	7,351	3,097	42%	12%	51%	17%	21%
<b>Unsatisfactory VAM Teachers</b>	8,035	3,365	42%	9%	45%	18%	29%

- Teachers rated Highly Effective on VAM are more likely to still be teaching VAM-assessed subjects five years later than those rated any other VAM performance category.

All VAM Teachers in 2014-15		VAM Category 5 years later (2018-19)				
		Highly Effective	Effective	Needs Improvement	Unsatisfactory	Total
VAM Category in Year 1 (2014-15)	% of Highly Effective	47%	43%	6%	4%	100%
	# of Highly Effective	2,705	2,435	323	241	5,704
	% of Effective	19%	57%	13%	11%	100%
	# of Effective	2,322	6,964	1,610	1,344	12,240
	% of Needs Improvement	12%	51%	17%	21%	100%
	# of Needs Improvement	358	1,589	512	638	3,097
	% of Unsatisfactory	9%	45%	18%	29%	100%
	# of Unsatisfactory	293	1,500	605	967	3,365
<b>Total</b>	<b>5,678</b>	<b>12,488</b>	<b>3,050</b>	<b>3,190</b>	<b>24,406</b>	

First-Year VAM Teachers in 2014-15		VAM Category 5 years later (2018-19)				
		Highly Effective	Effective	Needs Improvement	Unsatisfactory	Total
VAM Category in Year 1 (2014-15)	% of Highly Effective	41%	45%	7%	7%	100%
	# of Highly Effective	94	102	15	16	227
	% of Effective	20%	53%	14%	13%	100%
	# of Effective	188	504	138	124	954
	% of Needs Improvement	13%	51%	15%	20%	100%
	# of Needs Improvement	39	147	44	59	289
	% of Unsatisfactory	11%	49%	16%	24%	100%
	# of Unsatisfactory	38	168	53	83	342
<b>Total</b>	<b>359</b>	<b>921</b>	<b>250</b>	<b>282</b>	<b>1,812</b>	

- Highly Effective (based on VAM) teachers highly likely to remain either Highly Effective or Effective 5 years later (90% of all teachers initially rated HE; 86% of first year teachers rated HE)
- Effective (based on VAM) teachers highly likely to remain either Effective or improve to Highly Effective 5 years later (76% of all teachers initially rated E; 73% of first year teachers rated E)
- Teachers can improve their VAM ratings – 54% of all teachers who were initially UNSAT, improved to HE or E 5 years later; 60% of first-year teachers initially UNSAT improved to HE or E 5 years later



**Goal 1 Highest Student Achievement  
Measure 24 (Great Teachers and Leaders Matter) – Teacher Compensation**

	<b>Year 1 2014-15</b>	<b>Year 2 2015-16</b>	<b>Year 3 2016-17</b>	<b>Year 4 2017-18</b>	<b>Year 5 2018-19</b>
<b>Average Salary of Beginning Classroom Teachers</b>	\$38,608	\$39,276	\$40,077	\$40,451	\$40,727
<b># of Beginning Classroom Teachers</b>	15,199	17,445	18,533	18,198	17,117

	<b>Year 1 2014-15</b>	<b>Year 2 2015-16</b>	<b>Year 3 2016-17</b>	<b>Year 4 2017-18</b>	<b>Year 5 2018-19</b>
<b>Average Classroom Teacher Salary</b>	\$47,950	\$48,179	\$47,858	\$48,168	\$48,486
<b># of Classroom Teachers</b>	179,787	179,012	174,184	175,225	175,732

**Goal 1 Highest Student Achievement**

**Measure 25 (Great Teachers and Leaders Matter) – Developing Successful School Leaders** – Number and percent of principals whose schools improve on the percentage of school grade points earned

Based on 2018-19 School Grades (3,324 graded schools; 1,964 graded Title I schools)

<b>School Grade Improvement/Performance Tiers</b>	<b>Total Schools</b>	<b>Total Teachers</b>	<b>Title I Schools</b>	<b>Title I Teachers</b>	<b>Non-TI Schools</b>	<b>Non-TI Teachers</b>
<b>Tier 1: Schools that got 85-100% of possible points and Schools that gained 6+ points</b>	760	31,833	493	20,361	267	11,472
<b>Tier 2: Schools that gained 3-5 points</b>	550	28,043	306	14,257	244	13,786
<b>Tier 3: Schools that gained 1-2 points</b>	504	29,626	254	13,391	250	16,235
<b>Total Across All Tiers</b>	1,814	89,502	1,053	48,009	761	41,493

- 55% of graded schools met at least one of the improvement/performance thresholds
- 54% of Title I graded schools met at least one of the improvement/performance thresholds

## **Goal 1 Highest Student Achievement**

### **Possible Future Measures (under development)**

- **(Reading) Ensure Students Who Scored “Not Ready” on FLKRS in Kindergarten Receive the Support Needed in Grades K-3 to Succeed by Third Grade** – Percent of Students Who Scored “Not Ready” in Kindergarten Who Scored at Grade-Level or Above on Grade 3 FSA ELA.
  - Spring 2021 would be the first year of data availability since the current FLKRS was first administered to kindergarten students in Fall 2017.
- **(Conditions of Safe and Healthy Schools) Ensure Compliance with Various Measures Regarding School Safety – Develop metrics around the following:**
  - Full coverage with Safe School officers
  - Full completion of FSSAT and implementation with fidelity
  - Full compliance with SESIR reporting
- **(Conditions of Safe and Healthy Schools) Improving the Engagement of Students** – Percent of students engaged in extra-curricular activities
- **(Conditions of Safe and Healthy Schools) Assess the Climate of the School** – Develop school climate surveys
- **(Great Teachers and Leaders Matter) Working Conditions Survey**
- **(Great Teachers and Leaders Matter) Develop Measures Regarding Teacher Recruitment**

**Goal 2 Seamless Articulation and Maximum Access**

**Measure 1 (Early Learning) – Access to High-Quality VPK Providers** – Percent of 4-year-olds enrolled in a VPK provider with a readiness rate of at least 60 percent. Display the data as follows:

- a. Percent of 4-year-olds participating in VPK
- b. Percent of 4-year-olds enrolled in high-quality VPK providers (readiness rate of at least 60 percent)

(Future Measure) Disaggregation of the data by zip code and/or rural/urban

Data and targets provided by OEL – Year indicates VPK year

Number and Percent of Children in Satisfactory or Higher VPK Programs				New Plan - Using 2018-19 Target as Baseline		
	Baseline 2016-17	Year 2 Actual 2017-18	Year 3 Target 2018-19	2024 Target	2024 Target	2024 Target
Percent in Satisfactory or Higher VPK Programs	63%	59%	63%	73%	78%	84%
Total Children Served	177,828	176,488				
Number in Satisfactory or Higher VPK Programs	111,539	104,776				

Source: VPK Readiness Rates website data files, October 2019

Red Target: Increase of 2 percentage point per year

Yellow Target: Increase of 3 percentage points per year

Green Target: Increase of 4 percentage points per year

Note: A 1 percentage point increase equates to approximately 1,765 children in satisfactory or higher VPK programs based on 2017-18 data.

**Goal 2 Seamless Articulation and Maximum Access**

**Measure 2 (K-12) – Access to High-Quality K-12 Educational Outcomes – Percent of K-12 students enrolled in A and B schools**

	<b>Baseline 2015-16</b>	<b>Year 1 2016-17</b>	<b>Year 2 2017-18</b>	<b>Year 3 2018-19</b>	<b>2020 Target</b>	<b>2024 Target</b>	<b>2024 Target</b>	<b>2024 Target</b>
<b>% of K-12 Students in A and B Schools</b>	49%	59%	62%	67%	61%	97%	100%	100%
<b># of K-12 Students in A and B Schools</b>	1,297,486	1,582,075	1,679,037	1,803,920				
<b># of Students</b>	2,662,058	2,684,266	2,702,156	2,706,387				

**Long-term goal is always to have 0% D and F schools, and 100% A and B schools.** However, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools and a decrease in A and B schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

**Goal 2 Seamless Articulation and Maximum Access**

**Measure 3 (Choice) – Access to High-Quality Charter Schools** – Percent of A and B charter schools compared to the percent of A and B traditional schools

	Baseline 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	2024 Target	2024 Target	2024 Target
% of A and B Charter Schools	56%	64%	68%	74%	100%	100%	100%
% of A and B Traditional Schools	44%	55%	55%	61%	88%	100%	100%
# of A and B Charter Schools	293	340	364	404			
# of A and B Traditional Schools	1238	1527	1541	1684			
# of Graded Charter Schools	526	528	538	546			
# of Graded Traditional Schools	2794	2778	2780	2778			
# of Graded Schools	3320	3306	3318	3324			

**Long-term goal is always to have 0% D and F schools, and 100% A and B schools.** However, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools and a decrease in A and B schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

**Goal 2 Seamless Articulation and Maximum Access**

**Measure 4 (Choice) – Access to Choice – Number of students exercising choice options, by option**

Measure	2014-15	2015-16	2016-17	2017-18	2018-19
District Choice and Magnet Programs					
Open Enrollment	246,357	252,579	251,216	262,633	273,377
Charter Schools	251,736	270,870	283,694	295,748	313,532
Private Schools	331,013	345,796	368,321	370,166	380,295
Career and Professional Education Academies	75,026	88,981	97,364	92,256	
Private School/Center VPK Enrollment	135,473	136,350	135,903	134,910	134,521
Tax Credit Scholarships	69,950	78,664	98,936	108,098	104,091
Home Education	84,096	83,359	87,462	89,817	97,261
AICE Programs	26,900	32,917	41,402	49,183	55,119
McKay Scholarships (Private)	28,263	29,220	29,916	29,120	29,072
McKay Scholarships (Public)	3,467	3,922	4,322	5,134	5,636
Full-Time Virtual Instruction	11,790	13,346	12,984	12,286	11,175
IB Programs	12,746	13,335	13,603	13,670	13,575
Gardiner Scholarships	1,570	4,933	8,047	10,258	11,917
Lab Schools (1 FAU school, UF, and FAMU)	2,667	2,730	2,797	2,886	2,935
Charter Lab Schools (FSUS and 1 FAU school)	3,799	3,832	3,835	3,813	3,856
Lab Schools and Charter Lab Schools	6,466	6,562	6,632	6,699	6,791
School Transfers Related to Low-Performing Schools	5,638	2,662	3,503	3,709	3,944
AP	188,260	195,703	203,984	211,057	208,772
Dual Enrollment	53,286	56,005	63,402	69,934	76,292
Collegiate Charter HS	2,695	2,701	2,822	2,867	2,936
Special Education (Gifted enrollment)			169,297	172,276	176,457
Family Empowerment Scholarship					

**Goal 2 Seamless Articulation and Maximum Access**

**Measure 5 (Postsecondary) – Florida Postsecondary Continuation Rate – Percent of high school graduates who enroll in postsecondary education**

Note: Approximately 4-7% of students go out of state which is not captured by this data

	Baseline 2014-15 (2013-14 HS graduates)	Year 1 2015-16 (2014-15 HS graduates)	Year 2 2016-17 (2015-16 HS graduates)	Year 3 2017-18 (2016-17 HS graduates)	Year 4 2018-19 (2017-18 HS graduates)	Current Plan 2020 Target (2018-19 HS graduates)	New Plan - Using 2018-19 as Baseline		
							2024 Target 1	2024 Target 2	2024 Target 3
Postsecondary Continuation Rate	61.5%	62.2%	61.3%	60.8%		66.5%	67%	73%	90%
Postsecondary Enrollment	91,947	96,823	97,925	102,086					
Number of HS Graduates	149,397	155,714	159,672	168,042					

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)

- Since growth was negative, assumed a 1% per year growth rate

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 2% per year

Green Target:

- 90%



**Goal 2 Seamless Articulation and Maximum Access**

**Measure 6 (Postsecondary) – Associate Degree Articulation Rate in Florida** – Percent of students earning an Associate of Arts (AA) degree who transfer to the next postsecondary level in Florida

Note: Does not include articulation to out-of-state postsecondary institutions.

	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target			
	(2013-14 AA graduates)	(2014-15 AA graduates)	(2015-16 AA graduates)	(2016-17 AA graduates)	(2017-18 AA graduates)	(2018-19 AA graduates)	2024 Target 1	2024 Target 2	2024 Target 3
AA Articulation Rate	61.7%	61.3%	60.8%	61.4%		66.7%	67%	73%	90%
Number of Transferring Students	34,009	34,276	35,116	34,986					
Number of AA Graduates	55,132	55,888	57,799	56,939					

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)

- Since growth was negative, assumed a 1% per year growth rate

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 2% per year

Green Target:

- 90%

**Goal 3 Skilled Workforce and Economic Development**

**Measure 1 – Postsecondary Employment Rate** – Percent of program completers who are employed overall and by sector under the purview of the Department of Education:

- a. Florida College System (system-wide and by institution)
- b. District Postsecondary (system-wide and by district)
- c. Vocational Rehabilitation
- d. Blind Services

	Baseline 2014-15 (2013-14 completers)	Year 1 2015-16 (2014-15 completers)	Year 2 2016-17 (2015-16 completers)	Year 3 2017-18 (2016-17 completers)	Year 4 2018-19 (2017-18 completers)	2020 Target (2018-19 completers)	2024 Target 1	2024 Target 2	2024 Target 3
Combined	71%	72%	73%	73%		81%	77%	79%	90%
Florida College System (FCS)	72%	73%	73%	73%					
District Postsecondary (DPS)	71%	73%	75%	75%					
Blind Services (BS)	56%	52%	53%	54%					
Vocational Rehabilitation (VR)	69%	71%	74%	74%					

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)

- 0.67% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 1% per year

Green Target:

- 90%

<b>College Name</b>	<b>Baseline 2014-15 (2013-14 completers)</b>	<b>Year 1 2015-16 (2014-15 completers)</b>	<b>Year 2 2016-17 (2015-16 completers)</b>	<b>Year 3 2017-18 (2016-17 completers)</b>	<b>Year 4 2018-19 (2017-18 completers)</b>
Total	72%	73%	73%	73%	74%
Broward College	75%	74%	75%	77%	75%
Chipola College	67%	68%	67%	76%	69%
College of Central Florida	76%	72%	77%	77%	78%
Daytona State College	71%	71%	71%	74%	75%
Eastern Florida State College	69%	66%	67%	71%	72%
Florida Gateway College	78%	78%	79%	77%	81%
Florida SouthWestern State College	79%	80%	79%	71%	77%
Florida State College at Jacksonville	70%	72%	71%	72%	73%
Gulf Coast State College	72%	71%	71%	71%	73%
Hillsborough Community College	76%	75%	75%	76%	76%
Indian River State College	73%	73%	77%	71%	75%
Lake-Sumter State College	76%	77%	73%	76%	73%
Miami Dade College	70%	71%	71%	70%	72%
North Florida College	68%	68%	75%	76%	69%
Northwest Florida State College	57%	58%	63%	62%	59%
Palm Beach State College	71%	75%	75%	75%	75%
Pasco-Hernando State College	73%	76%	75%	77%	77%
Pensacola State College	61%	61%	58%	61%	63%
Polk State College	82%	76%	81%	81%	82%
Santa Fe College	71%	72%	73%	72%	73%
Seminole State College of Florida	75%	75%	76%	78%	77%
South Florida State College	75%	73%	76%	77%	84%
St. Johns River State College	72%	72%	74%	75%	75%

<b>College Name</b>	<b>Baseline 2014-15 (2013-14 completers)</b>	<b>Year 1 2015-16 (2014-15 completers)</b>	<b>Year 2 2016-17 (2015-16 completers)</b>	<b>Year 3 2017-18 (2016-17 completers)</b>	<b>Year 4 2018-19 (2017-18 completers)</b>
St. Petersburg College	75%	77%	76%	72%	73%
State College of Florida, Manatee-Sarasota	76%	72%	74%	75%	78%
Tallahassee Community College	75%	73%	76%	76%	71%
The College of the Florida Keys	62%	71%	62%	79%	65%
Valencia College	73%	73%	73%	74%	75%

District Name	Baseline 2014-15 (2013-14 completers)	Year 1 2015-16 (2014-15 completers)	Year 2 2016-17 (2015-16 completers)	Year 3 2017-18 (2016-17 completers)	Year 4 2018-19 (2017-18 completers)
Total	71%	73%	75%	75%	
BAKER			80%	95%	
BAY	73%	66%	66%	72%	
BRADFORD	63%	49%	73%	86%	
BROWARD	69%	71%	70%	72%	
CHARLOTTE	76%	82%	85%	81%	
CITRUS	73%	76%	80%	75%	
CLAY				0%	
COLLIER	74%	82%	79%	78%	
DADE	64%	66%	67%	66%	
DESOTO	74%	82%	75%	92%	
ESCAMBIA	70%	72%	74%	77%	
FLAGLER	65%	61%	66%	71%	
GADSDEN	33%	59%	73%	67%	
HENDRY	100%	50%	70%	50%	
HERNANDO	80%	100%	33%	77%	
HILLSBOROUGH	74%	72%	77%	77%	
INDIAN RIVER	71%	67%	74%	71%	
LAKE	78%	75%	80%	82%	
LEE	80%	79%	81%	81%	
LEON	64%	69%	67%	69%	
MANATEE	77%	81%	81%	77%	
MARION	69%	81%	79%	81%	
MONROE	67%				

<b>District Name</b>	<b>Baseline 2014-15 (2013-14 completers)</b>	<b>Year 1 2015-16 (2014-15 completers)</b>	<b>Year 2 2016-17 (2015-16 completers)</b>	<b>Year 3 2017-18 (2016-17 completers)</b>	<b>Year 4 2018-19 (2017-18 completers)</b>
NASSAU				100%	
OKALOOSA	50%	75%	71%	73%	
ORANGE	67%	72%	74%	73%	
OSCEOLA	74%	76%	74%	76%	
PALM BEACH				71%	
PASCO	70%	75%	78%	67%	
PINELLAS	67%	70%	77%	74%	
POLK	73%	77%	81%	79%	
SANTA ROSA	58%	66%	74%	68%	
SARASOTA	80%	79%	79%	85%	
ST. JOHNS	75%	78%	77%	76%	
SUMTER	83%	55%	80%	78%	
SUWANNEE	63%	75%	73%	75%	
TAYLOR	87%	54%	76%	78%	
WAKULLA	68%	50%	33%	100%	
WALTON	75%	72%	70%	72%	
WASHINGTON	69%	66%	68%	76%	

**Goal 3 Skilled Workforce and Economic Development**

**Measure 2 – Initial Wages** – Average initial wages earned by program completers overall and by sector under the purview of the Department of Education:

- a. Florida College System (system-wide and by institution)
- b. District Postsecondary (system-wide and by district)
- c. Vocational Rehabilitation
- d. Blind Services

	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target	2024 Target 1	2024 Target 2	2024 Target 3
	(2013-14 completers)	(2014-15 completers)	(2015-16 completers)	(2016-17 completers)	(2017-18 completers)	(2018-19 completers)			
Combined	\$30,556	\$33,616	\$32,756	\$34,040		\$33,000			
Florida College System (FCS)	\$34,080	\$36,912	\$35,680	\$37,068					
District Postsecondary (DPS)	\$25,288	\$28,464	\$27,772	\$29,776					
Blind Services (BS)	\$23,660	\$24,788	\$23,460	\$25,152					
Vocational Rehabilitation (VR)	\$18,764	\$18,916	\$17,852	\$19,172					

College Name	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
	(2013-14 completers)	(2014-15 completers)	(2015-16 completers)	(2016-17 completers)	(2017-18 completers)
Total	\$34,080	\$36,912	\$35,680	\$37,068	\$37,600
Broward College	\$38,092	\$39,752	\$37,244	\$40,276	\$39,400
Chipola College	\$32,288	\$32,856	\$33,324	\$36,884	\$39,448
College of Central Florida	\$30,640	\$33,512	\$35,164	\$34,520	\$36,660
Daytona State College	\$30,832	\$33,132	\$33,312	\$34,800	\$35,188
Eastern Florida State College	\$28,960	\$32,324	\$29,576	\$32,376	\$32,648
Florida Gateway College	\$31,496	\$35,344	\$35,792	\$36,516	\$37,644
Florida SouthWestern State College	\$39,684	\$42,172	\$40,712	\$40,600	\$42,092
Florida State College at Jacksonville	\$34,040	\$35,860	\$34,628	\$36,828	\$38,212
Gulf Coast State College	\$31,364	\$35,964	\$34,084	\$37,688	\$39,956
Hillsborough Community College	\$34,456	\$37,932	\$34,980	\$35,408	\$36,400
Indian River State College	\$33,096	\$35,428	\$34,232	\$34,784	\$35,036
Lake-Sumter State College	\$31,860	\$33,848	\$33,116	\$35,720	\$35,896
Miami Dade College	\$36,884	\$40,372	\$37,768	\$39,860	\$38,820
North Florida College	\$34,612	\$31,008	\$31,964	\$37,284	\$33,864
Northwest Florida State College	\$28,476	\$30,480	\$33,776	\$34,060	\$31,904
Palm Beach State College	\$32,160	\$37,216	\$35,556	\$37,332	\$37,868
Pasco-Hernando State College	\$29,524	\$32,532	\$35,612	\$36,192	\$35,712
Pensacola State College	\$28,052	\$30,664	\$28,544	\$30,684	\$31,540
Polk State College	\$38,128	\$39,984	\$38,220	\$39,492	\$40,868
Santa Fe College	\$33,192	\$35,632	\$33,588	\$35,384	\$40,544
Seminole State College of Florida	\$32,904	\$35,208	\$35,864	\$37,552	\$37,796
South Florida State College	\$30,188	\$34,656	\$33,072	\$33,936	\$39,128
St. Johns River State College	\$31,884	\$35,888	\$34,608	\$34,988	\$38,416
St. Petersburg College	\$42,376	\$45,220	\$43,300	\$42,604	\$42,240



College Name	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
	(2013-14 completers)	(2014-15 completers)	(2015-16 completers)	(2016-17 completers)	(2017-18 completers)
State College of Florida, Manatee-Sarasota	\$35,404	\$38,184	\$37,364	\$39,016	\$40,308
Tallahassee Community College	\$30,908	\$33,372	\$30,248	\$32,932	\$34,376
The College of the Florida Keys	\$33,800	\$37,900	\$40,800	\$40,200	\$45,764
Valencia College	\$30,996	\$33,812	\$33,492	\$33,900	\$34,468

District Name	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
	(2013-14 completers)	(2014-15 completers)	(2015-16 completers)	(2016-17 completers)	(2017-18 completers)
Total	\$25,288	\$28,464	\$27,772	\$29,776	
BAKER			\$15,076	\$19,084	
BAY	\$21,964	\$21,356	\$22,332	\$21,416	
BRADFORD	\$24,896	\$20,048	\$32,544	\$23,612	
BROWARD	\$26,904	\$30,224	\$27,804	\$31,972	
CHARLOTTE	\$24,748	\$24,896	\$26,192	\$24,512	
CITRUS	\$27,588	\$28,744	\$26,772	\$33,912	
CLAY				\$--,---	
COLLIER	\$24,972	\$25,932	\$26,464	\$26,484	
DADE	\$26,364	\$30,160	\$29,972	\$29,860	
DESOTO	\$16,724	\$23,176	\$25,452	\$30,676	
ESCAMBIA	\$26,492	\$26,548	\$30,076	\$31,720	
FLAGLER	\$20,924	\$20,976	\$23,528	\$25,632	
GADSDEN	\$3,756	\$25,680	\$22,956	\$21,920	
HENDRY	\$15,512	\$40,608	\$23,276	\$34,608	
HERNANDO	\$11,752	\$26,984	\$41,692	\$22,920	
HILLSBOROUGH	\$26,208	\$31,068	\$31,200	\$32,496	
INDIAN RIVER	\$19,160	\$21,160	\$19,836	\$22,376	
LAKE	\$24,912	\$25,720	\$25,912	\$29,088	
LEE	\$29,580	\$32,972	\$34,876	\$35,804	
LEON	\$19,000	\$22,896	\$20,808	\$25,736	
MANATEE	\$23,760	\$27,572	\$26,372	\$28,132	
MARION	\$26,136	\$27,860	\$26,668	\$27,416	
MONROE	\$41,748				
NASSAU				\$20,816	

District Name	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
	(2013-14 completers)	(2014-15 completers)	(2015-16 completers)	(2016-17 completers)	(2017-18 completers)
OKALOOSA	\$21,576	\$24,180	\$24,404	\$28,296	
ORANGE	\$21,484	\$27,332	\$26,148	\$27,700	
OSCEOLA	\$22,304	\$25,184	\$23,632	\$26,612	
PALM BEACH				\$20,440	
PASCO	\$17,168	\$20,704	\$18,188	\$20,424	
PINELLAS	\$26,156	\$29,168	\$29,808	\$32,864	
POLK	\$23,552	\$31,432	\$24,476	\$26,192	
SANTA ROSA	\$21,592	\$21,300	\$25,040	\$26,352	
SARASOTA	\$26,796	\$30,360	\$31,520	\$31,376	
ST. JOHNS	\$26,172	\$28,208	\$23,916	\$26,064	
SUMTER	\$11,808	\$20,740	\$19,772	\$15,840	
SUWANNEE	\$19,356	\$22,168	\$18,976	\$24,104	
TAYLOR	\$48,896	\$25,004	\$30,764	\$31,616	
WAKULLA	\$16,096	\$19,092	\$33,692	\$11,336	
WALTON	\$22,940	\$24,588	\$27,820	\$27,708	
WASHINGTON	\$27,756	\$26,108	\$25,860	\$27,500	

**Goal 3 Skilled Workforce and Economic Development**

**Measure 3 – Increasing Participation and Performance in Meaningful Accelerated Pathways** – Number and percent of students participating in and succeeding in the following acceleration areas:

Acceleration Mechanism	Subgroup	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2024 Target	2024 Target	2024 Target
Percent of Graduates who passed at least one AP Exam	All Graduates	26%	26%	27%	28%	28%	28%	27%	29%	33%	
Percent of Graduates who passed at least one IB Exam	All Graduates	3%	3%	3%	3%	3%	3%	3%	9%	15%	
Percent of Graduates who passed at least one AICE Exam	All Graduates	2%	2%	3%	5%	6%	7%	8%	15%	20%	
Percent of Graduates who passed at least one Dual Enrollment Course	All Graduates	21%	22%	23%	22%	22%	24%	25%	29%	31%	
Percent of Graduates who passed at least one Industry Certification Exam	All Graduates	16%	19%	23%	24%	25%	29%	31%	46%	61%	
# Graduates who passed at least one AP Exam	All Graduates	36,626	38,876	40,516	42,825	44,515	46,819	49,378			
# Graduates who passed at least one IB Exam	All Graduates	4,332	4,607	5,006	5,007	5,019	5,262	5,390			
# Graduates who passed at least one AICE Exam	All Graduates	2,267	3,297	4,587	7,361	8,925	12,512	14,722			
# Graduates who passed at least one Dual Enrollment Course	All Graduates	29,485	32,849	34,062	34,847	35,391	40,092	44,903			
# Graduates who passed at least one Industry Certification Exam	All Graduates	22,081	28,475	34,454	36,891	40,377	47,963	55,330			
<b>Total Graduates</b>	<b>All Graduates</b>	<b>141,954</b>	<b>149,430</b>	<b>149,397</b>	<b>155,714</b>	<b>159,672</b>	<b>168,042</b>	<b>180,411</b>			

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

**Goal 3 Skilled Workforce and Economic Development**  
**Measure 4 – (K-12 Computer Science) Access in Computer Science**

Uses the list of computer science identified per s. 1007.2616, F.S. <http://www.fldoe.org/core/fileparse.php/7746/urlt/1819CompSci.pdf>  
 The counts in the tables below are duplicated counts; the counts reflect course enrollments.

Middle Grades Computer Science (includes Career and Technical Education 6-8)

	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19
# of Students Enrolled	0	0	0	0	7,326
# of Female Students Enrolled	0	0	0	0	3,007
# of Male Students Enrolled	0	0	0	0	4,319
White	0	0	0	0	3,770
Black or African American	0	0	0	0	1,135
Hispanic/Latino	0	0	0	0	1,841
Asian	0	0	0	0	308
American Indian or Alaska Native	0	0	0	0	9
Native Hawaiian or Other Pacific Islander	0	0	0	0	13
Two or More Races	0	0	0	0	250
# of FRL Enrolled	0	0	0	0	2,877
# of Non-FRL Enrolled	0	0	0	0	4,449
# of ELL Enrolled	0	0	0	0	416
# of Non-ELL Enrolled	0	0	0	0	6,910
# of SWD Enrolled	0	0	0	0	687
# of Non-SWD Enrolled	0	0	0	0	6,639

High School Grades Computer Science  
(includes Career and Technical Education, 9-12)

	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19
# of Students Enrolled	15,362	16,595	21,279	26,037	31,192
# of Female Students Enrolled	4,206	4,533	5,487	7,096	8,917
# of Male Students Enrolled	11,156	12,062	15,792	18,941	22,275
White	8,195	8,272	10,269	11,642	13,125
Black or African American	2,347	2,618	2,942	4,118	4,938
Hispanic/Latino	3,374	4,055	5,745	7,312	9,417
Asian	839	1,028	1,518	1,975	2,464
American Indian or Alaska Native	55	80	63	103	112
Native Hawaiian or Other Pacific Islander	16	16	39	43	50
Two or More Races	536	526	703	844	1,086
# of FRL Enrolled	5,618	6,407	8,049	10,278	11,990
# of Non-FRL Enrolled	9,744	10,188	13,230	15,759	19,202
# of ELL Enrolled	468	548	835	1,075	1,446
# of Non-ELL Enrolled	14,894	16,047	20,444	24,962	29,746
# of SWD Enrolled	977	1,071	1,239	1,491	1,870
# of Non-SWD Enrolled	14,385	15,524	20,040	24,546	29,322

### **Goal 3 Skilled Workforce and Economic Development**

#### **Possible Future Measures (under development)**

- **Increasing Participation and Performance in Meaningful Career and Technical Education Pathways (to be defined by the CTE Audit)** – Number and percent of students participating in and succeeding in the following areas, by subgroup:
  - Industry Certifications
  - College-Credit Career Dual Enrollment
  - Clock-Hour Career Dual Enrollment
  - Pre-apprenticeship and Apprenticeship Programs
- **Performance of Adult Education Programs** – as measured by:
  - learning gains (TABE or CASAS)
  - progression of those exiting with HS diploma or GED are they continuing education, entering workforce

**Goal 4 Quality Efficient Services**

**Measure – Florida’s National Ranking on Various Educational Outcomes**

See attached document.