

Annual Evaluation Report

For
Florida Partnership
2019-2020



*Submitted September 14, 2020 by
New Directions, New Ideas LLC*

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Executive Summary

In 2004, the Florida legislature passed the Florida Partnership for Minority and Underrepresented Student Achievement Act and, according to F.S. 1007.35(2)(a), the legislature recognized, “the importance of not only access to college, but also success in college for all students.” The intent of this act was to provide every student in Florida schools with access to high-quality, rigorous academic courses through a grant which created the Florida Partnership (FLP). In support of this legislative act, staff from College Board’s Florida office provides professional development and technical assistance to school and district-level administrators, along with guidance counselors, teachers, and other school staff in targeted school districts.

By statute, (1007.35(8)(a) F.S.), the Florida Partnership (FLP) is required to contract with an independent evaluation firm. New Directions, New Ideas, LLC conducted quantitative and qualitative analysis to examine the extent to which the FLP is meeting the goals and performance measures of the program in 31 Florida Partnership districts, representing 155 schools.

Impact of COVID-19 Pandemic

Information presented in the 2019-2020 Annual Evaluation Report should be viewed within the context of the impact the COVID-19 pandemic had on students, specifically related to SAT assessments and AP exams. The Florida Partnership was unable to deliver any tests from the SAT Suite of Assessments after March 7th, 2020. As a result, there was a significant impact on participation rates, not only on school-day based SAT assessments, but also on Saturday SAT assessments. Although the College Board was able to offer AP exams and instructional resources online, there were many factors that may have contributed to a student not being able to test. Non-traditional AP students, with whom the Florida Partnership works extensively, were more susceptible to digital divide issues related to devices and connectivity.

Highlights collected during the evaluation process are listed below, showing a number of FLP school districts with positive gains.

PSAT 8/9 Test Takers

- Fifteen districts demonstrated an increase in the number of students who took the PSAT 8/9 when comparing 2017-2018 to 2019-2020, with increases ranging from 2% to 336%.
- The five districts with the greatest percentage change in the number of students who took the PSAT 8/9 between baseline and 2019-2020 were Bay, Bradford, Escambia, Glades, and Hamilton.

PSAT 8/9 Scores

- Sixteen school districts demonstrated an increase in the percentage of students who met both ERW¹ benchmarks on the PSAT 8/9 from 2017-2018 to 2019-2020, with increases ranging from 2% to 18%.
- The districts with the greatest percentage change in the percentage of students who met both ERW and Math benchmarks on PSAT 8/9 between baseline and 2019-2020 were Bradford, Hamilton, Madison, Taylor, and Walton.

PSAT/NMSQT Test Takers

- Eighteen FLP districts demonstrated an increase in the number of PSAT/NMSQT test takers when comparing baseline to 2019-2020, with increases ranging from 1% to 32%.
- The five districts with the greatest percentage change in the number of students who took the PSAT/NMSQT between baseline and 2019-2020 were Escambia, Madison, Okeechobee, Putnam, and Washington

PSAT/NMSQT Scores

- Five school districts demonstrated an increase in the percentage of students who met both ERW benchmarks on the PSAT/NMSQT from 2017-2018 to 2019-2020, with increases ranging from 1% to 8%.
- The districts with the positive change in the percentage of students who met both ERW and Math benchmarks on PSAT/NMSQT in 2017-2018 compared to 2019-2020 were Desoto, Hendry, Liberty, Madison, and Walton.

SAT *Saturday* Test Takers (Traditional Testing Day)

- Four districts demonstrated an increase in participation in the SAT *Saturday* test between 2017-2018 and 2019-2020, with increases ranging from 4% to 182%.

¹ ERW is the abbreviation for Evidence-based Reading and Writing

- The four districts with the positive change in the number of students who took the SAT in 2017-2018 compared to 2019-2020 were Hamilton, Madison, Walton, and Washington.

SAT *School Day* Test Takers (Testing offered during the week at high schools)

- Nineteen FLP districts increased the number of students who participated in SAT *School Days* between 2017-2018 and 2019-2020, with increases ranging from 1% to 1,300%.
- The districts with the greatest percentage change in the number of students who took the SAT during the SAT *School Days* events in 2017-2018 compared to 2019-2020 were Bradford, Hardee, Madison, Putnam, and Sumter.

SAT Scores for *Saturday* and *School Day* Test Takers

- In 2019-2020, the percentage of students who met both ERW and Math benchmarks on the SAT ranged from 7% to 65% for *Saturday* testing.
- In 2019-2020, the percentage of students who met both ERW and Math benchmarks on the SAT ranged from 0% to 24% for *School Day* testing.
- The districts with the greatest percentage of students who met both ERW and Math benchmarks for the SAT on *Saturday* in 2019-2020 were Escambia, Franklin, Levy, Walton, and Washington.
- The districts with the greatest percentage of students who met both ERW and Math benchmarks for the SAT on *School Days* in 2019-2020 were Highlands, Flagler, Lake, Nassau, and Walton.

SAT Concordance Scores

- The majority of students reached concordance in nearly every district for 2017-2018, 2018-2019, and 2019-2020, and seven districts increased the number of students reaching concordance when comparing 2017-2018 to 2019-2020.
- The top districts that demonstrated positive change in the percentage of students who met ERW concordance scores between 2017-2018 and 2019-2020 were Bay, Hardee, Lafayette, Levy, and Walton.

AP Exam Test Takers

- FLP districts overall experienced a 9% decrease in the number of AP exam test takers in 2019-2020 when compared to 2017-2018.
- Nine districts demonstrated an increase in AP exam participation between 2017-2018 and 2019-2020, with increases ranging from 5% to 42%.
- The districts with positive change in the number of students who took an AP exam between baseline and 2019-2020 were Bradford, Desoto, Hamilton, Hardee, Highlands, Levy, Okeechobee, Sumter, and Walton.
- Thirteen districts demonstrated an increase in participation by minorities who took an AP exam, with increases ranging from 5% to 125%.
- The ten districts with the greatest percentage change in the number of minority students who took an AP exam between baseline and 2019-2020 were Bradford,

Columbia, Desoto, Escambia, Flagler, Hamilton, Highlands, Nassau, Sumter, and Walton.

AP Exam Scores 3+

- Fourteen districts had gains in the percentage of AP exams that scored at least a 3, with increases ranging from 3% to 500%.
- The ten districts with the greatest percentage change in the number of AP exams that scored 3+ in 2017-2018 compared to 2019-2020 were Bradford, Desoto, Franklin, Glades, Hamilton, Hardee, Hendry, Highlands, Sumter, and Walton.
- Eighteen districts had gains in the percentage of AP exams taken by minority students that scored at least a 3 between 2017-2018 and 2019-2020, with increases ranging from 3% to 300%.
- The ten districts with the greatest percentage change in the number of exams taken by minority students that scored at least a 3 in 2017-2018 compared to 2019-2020 were Bradford, Desoto, Escambia, Glades, Highlands, Lake, Sumter, Taylor, Walton, and Washington.

Section 1: Introduction to the Florida Partnership

The mission of the Florida Partnership (FLP) is “to prepare, inspire, and connect students to postsecondary success and opportunity, with a particular focus on minority students and students who are underrepresented in postsecondary education.” To meet its mission, FLP staff conducts professional development events and provided technical assistance to FLP school districts to build inclusive AP programs, increase student and parent awareness about college and career readiness, especially for those who would be first generation college going students, and to prepare non-traditional students to be successful in postsecondary enrollment endeavors.

Through the FLP, scholarships were provided for school district staff to attend virtual and non-virtual (prior to March 2020) FLP and College Board professional development events. Funding was also provided to eight FLP districts for the AVID (Advancement Via Individual Determination) program and staff receive scholarships to attend the AVID Summer Institute. In 2019-2020, the FLP offered \$10,000 grants to ten community organizations, and state college CROP programs for College Access and Readiness Experiences (CARES) programs.

Information presented in the 2019-2020 Annual Evaluation Report should be viewed within the context of the impact the COVID-19 pandemic had on students, specifically related to SAT assessments and AP exams.

Impact of COVID -19 on the SAT Suite of Assessments: The Florida Partnership was unable to deliver any tests from the SAT Suite of Assessments after March 7th, 2020. As a result, there was a significant impact on participation rates, not only on school-day based SAT assessments, but also on Saturday SAT assessments. In addition, this may have negatively impacted student performance as many students were not able to test again,

take a make-up exam, etc. The high demand for testing opportunities once testing became available again in late summer, coupled with a limited seating capacity at most testing sites due to public health restrictions, posed logistical issues for students and families, causing some students to test in unfamiliar locations and others to miss the test all together because travel to the nearest testing site was not an option.

Impact of COVID -19 on Advanced Placement (AP) exams: Although the College Board was able to offer AP exams and instructional resources online, there were many factors that may have contributed to a student not being able to test. Non-traditional AP students, with whom the Florida Partnership works extensively, were more susceptible to digital divide issues related to devices and connectivity. This may have resulted in students' inability to access some or all of the resources provided by the AP Program to fortify online instruction and preparation. Furthermore, the College Board did not offer a multiple-choice section on exams and instead asked only one to two free response questions (depending on the subject area), and this format may have impacted levels of student confidence prior to making the decision to participate in the exam.

Section 2: Evaluation Methodology

The evaluation was conducted using an objectives-oriented approach consisting of two main components: 1) program evaluation, to measure the overall effectiveness of professional development opportunities offered to teachers, school administrators, and district administrators and the technical assistance provided to districts and schools by FLP staff and subcontractors; and 2) systemic evaluation, to measure annual and longitudinal student outcomes within FLP districts.

The evaluation plan was designed to collect qualitative and quantitative data to measure the impact of the FLP. Three key components of the evaluation plan consisted of examining:

- Levels of implementation of the program (participation levels at professional development and technical assistance sessions, AP Course enrollment, AVID elective course enrollment, and enrollment in programs conducted by CARES grantees);
- The contexts within which the program operates (district, school, teacher, parent, and student variables); and
- Outcomes (student test-taking behavior, student course-taking behavior, and student test scores).

Professional development (PD) is a significant portion of services delivered by the FLP through scholarships for College Board's AP Summer Institutes and the AVID Summer Institutes. FLP staff also plan and conduct two PD events uniquely designed to meet the needs of FLP district and school administrators (District Leadership Training and Middle School Colloquium) FLP staff organized one AP Symposium event for AP teachers in FLP districts. FLP staff continuously provided technical assistance (TA) to individuals and small

groups at the district-level to train staff how to interpret AP Potential reports, how to interpret student scores from PSAT and SAT tests, and how to utilize Khan Academy to increase student academic performance and SAT scores. Fifteen additional District Support Trainings were conducted by FLP staff. These 1 or ½ day PD events were offered in twelve school districts, once at the Heartland Area Consortium (HEC), once at the North East Florida Educational Consortium (NEFEC) and once at the Panhandle Area Educational Consortium (PAEC).

To evaluate the effectiveness of the PD and TA, the **Guskey Model of Training Evaluation** was used as a framework for developing the evaluation plan. This model is widely accepted by professionals in the evaluation profession as a means to measure the efficacy of training programs. Guskey’s model includes five levels of outcomes.

- **Level 1 Evaluation – Participants’ Reaction**
What were the participants’ reactions to the PD events?

- **Level 2 Evaluation – Participants’ Learning**
Did the participants acquire the intended goals from the PD events?

- **Level 3 Evaluation – Organization Support and Change**
Does the participant have support for change at the school and district level?

- **Level 4 Evaluation – Participants’ Use of New Knowledge and Skills**
Did participants put into practice their knowledge and skills acquired in the PD events?

- **Level 5 Evaluation – Student Learning Outcomes**
What were the results of the PD events?

Methods used to collect data included online surveys, participant evaluation surveys, and virtual site observation of CARES grantees. Indicators of interest included levels of participation and satisfaction levels for professional development and technical assistance conducted by FLP staff, enrollment in AVID elective courses, student participation and test scores on the PSAT 8/9, PSAT/NMSQT, SAT assessments, and AP exams.

This report includes analysis at the district level. In Appendices A-F, 2019-2020 data is listed at the school-level. Exhibit A displays the evaluation questions aligned with the corresponding level of the Guskey Model and data sources.

Exhibit A		
Evaluation Questions		Data Sources
Level 1: Reaction	1. To what extent were participants satisfied with professional	PD surveys

	development opportunities offered through the FLP?	
Level 2: Learning	2. To what extent did participants increase knowledge and skills as a result of attending professional development opportunities offered through the FLP?	PD Surveys
Level 3: Organization Support	3. How have district and school administrators contributed to increasing equity and access to advanced level courses and postsecondary enrollment? 4. How have district and school administrators contributed to increasing enrollment of minority and underrepresented students in advanced level courses? 5. How have FLP staff provided support to community-based organizations to improve college and career readiness?	PSAT Test Takers PSAT/NMQST Test Takers SAT Test Takers AP Exam Test Takers AP Exam Minority Test Takers AP Course Enrollment AVID School General Reports
Level 4: Use of New Knowledge and Skills	6. To what extent did school district personnel implement new knowledge and skills as a result of participating in professional development opportunities?	PD Surveys School Administrator Survey District Administrator Survey
Level 5: Student Learning Outcomes	7. How did student test scores in FLP districts compare to statewide figures?	PSAT Test Scores PSAT/NMQST Test Scores SAT Test Scores AP Exam Test Scores AP Exam Minority Test Scores

The following tasks were completed during the evaluation process:

Stakeholder Meetings

The evaluator scheduled an initial meeting with FLP staff and participated in periodic meetings, by conference call, as necessary, for the purpose of planning and reporting to staff on the progress of the evaluation.

Professional Development Surveys

Ten online surveys were conducted during the 2019-2020 grant period.

AP Symposia	Oct. 2019	Online
AVID Teacher Survey	May 2020	Online
AP Mentor Survey	May 2020	Online
District Administrators	May 2020	Online
School Administrators	May 2020	Online
Middle School Colloquium	Sept. 2020	Online
District Leadership Training	Sept. 2020	Online
AP Summer Institute	Sept. 2020	Online
Pre-AP Summer Institute	Sept. 2020	Online
AVID Summer Institute	Sept. 2020	Online

Site Visits

The evaluator attended a workshop for principals at the Heartland Educational Consortium in February 2020. All CARES grantees were interviewed online and the evaluator participated in seven of the ten programs virtually.

Data Collection and Analysis

Data collection was an ongoing process during the grant period. The analysis involved a merging of the qualitative and quantitative data for inclusion in the final report. The qualitative data was coded and analyzed to identify common themes emerging from the online surveys and interviews. Quantitative survey data was summarized and presented using descriptive statistics of means and percentage changes, as appropriate for the data.

The College Board Suite of Assessments (PSAT 8/9, PSAT/NMSQT, and SAT) and AP exam data was also examined for change over the past three years for 31 FLP districts. Four FLP school districts do not have district-wide FLP services: Alachua (3 schools), Escambia (10 schools) and Marion (2 schools) and therefore were included in the school-level data tables in Appendices A-E. The purpose of this longitudinal analysis was to examine percentage change over a three year period.

New this year to the evaluation process was a data collection effort designed to capture advanced level course-taking behaviors, SAT achievement, and AP exam scores for minority and underserved students in FLP districts. The following list includes indicators for high school (HS-HS9) for middle school (MS1-MS2) and an indicator for parent and student opinions (PS1). The minorities included Black, Hispanic, Two or More Races and Free and Reduced Lunch (FRL) status reflects underserved students in advanced-level classes.

Indicators	Exhibit C	Measure
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2019 2020 Florida Department of Education Minority and Underserved Student Indicators		
HS1	Percent of minority and underserved students in 12 th grade who enroll and complete at least two advanced level mathematics courses	Completed two AP mathematics courses
HS2	Percent of minority and underserved students in 12 th grade who enroll and complete advanced level coursework in four subject areas	Completed four AP courses
HS3	Percent of minority and underserved students who enroll and complete an advanced level course in Computer Science	Completed AP Computer Science course
HS4	Percent of minority and underserved 11 th grade students who are considered on track for postsecondary level coursework	Met ERW and/or Math Benchmarks on SAT
HS5	Percent of minority and underserved 12 th grade students considered on track for postsecondary level coursework	Met ERW and/or Math Benchmarks on SAT
HS6	Percent of minority and underserved students who enrolled and completed AP courses.	Took an AP exam
HS7	Percent of minority and underserved students who enroll in advanced level courses and earn a grade of "A" or "B"	AP course grades of "A" or "B"
HS8	Percent of minority and underserved students of educators who participated in an FLP training and who pass an AP exam	AP Exam scores of 3+ for students who's AP educator participated in AP Symposium
HS9	Percent of minority and underserved students of who pass AP exam in low performing high schools	AP exam scores of 3+
MS1	Percent of minority and underserved students in 8 th grade who pass Algebra I	Algebra 1 grades of "C" or better
MS2	Percent of minority and underserved students in middle school who pass a high school level course in low performing middle schools	Grades of "C" or better in high school level course
PS1	Measures of student, parent, and teacher awareness of and satisfaction with the Florida Partnership	Parent and Student survey results Professional Development survey results

Sources: FLP school districts and College Board

Section 3: Florida Partnership Overview

Section 3 provides a demographic profile of FLP districts and a short summary of the services provided through the FLP. School superintendents of participating school districts all sign a letter of commitment to receive technical support and professional development opportunities from the FLP.

Three pillars that guide the work of the FLP towards its mission:

1. **Get Ready:** Improve students' access to challenging coursework and reduce the information gap
2. **Get In:** Connect students to colleges and careers that fit
3. **Get Through:** Improve students' postsecondary degree completion rate

Being a FLP member district means being committed to five goals toward building a school culture of college and career readiness.

- **Building a common understanding:** School and district staff work together to build, promote, and implement a common understanding of college and career readiness.
- **Aligning instruction:** School and district initiatives connect curriculum and instruction, strengthen the collaboration between middle school teachers and high school teachers, and focus on building a pipeline of students prepared for challenging coursework.
- **Promoting equity and access:** School and district leaders operationalize the belief that all students can succeed at all levels.
- **Supporting a culture of ongoing improvement:** School and district staff systemically use data to inform and improve instructional and curricular decisions.

- **Using resources strategically:** School and district staff allocates time, funding, materials, and personnel to support improvement efforts through the FLP.

Exhibit D displays a demographic profile of FLP districts compared to statewide averages. FLP districts vary in size ranging from 621 middle and high school students in Franklin County to 23,644 high school students in St. Lucie County. The percentage of minority students in these districts varies significantly with the lowest percentage (16%) in Dixie County to the highest percentage (96%) in Gadsden County. FLP districts, on average, have a lower minority student population (48%) compared to the statewide average (63%).

As a socio-economic status indicator, the percentage of students who are eligible for free and reduced lunch is included in Exhibit C. FLP districts, as a group, have a slightly higher percentage of low-income students (59%) compared to the statewide average (56%), with a range from 37% to 84%.

Exhibit D Demographic Profile of Florida Partnership Districts 2019 2020			
Alachua*	2,643	58%	48%
Bradford	1,440	30%	60%
Desoto	2,438	62%	60%
Escambia	20,345	54%	55%
Franklin	621	24%	65%
Glades	796	66%	37%
Hardee	2,660	72%	67%
Highlands	6,355	58%	63%
Lake	23,531	50%	46%
Liberty	672	23%	43%
Marion*	3,852	52%	64%
Okeechobee	3,506	55%	63%
Saint Lucie	23,644	69%	59%
Suwannee	3,006	39%	60%
Walton	5,264	26%	51%
Washington	1,784	24%	53%
FLP Districts	159,781	48%	59%
Florida	1,524,458	63%	56%

* Population represents 2-3 schools served by FLP, not the total school district population.
 Source: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml>

FLP Professional Development Opportunities

Exhibit E displays the various types of professional development opportunities attended by 1,449 Florida school district staff during the 2019-2020 grant period, an increase of 318 participants over the previous year.

Exhibit E FLP Professional Development Events		
Type of Training	Number of Sessions	Participant Registration
AP Symposium	A one and one-half day workshop in Orlando, FL on Oct. 23-24, 2019	Open enrollment for AP teachers in FLP districts. (192 participants)
District Support Training	A 1 or 1/2 day professional development event provided by FLP staff.	Fifteen District Support Trainings were conducted. (399 participants)
Pre-AP and AP Summer Institutes for Teachers	Virtual sessions offered in June and July 2020	Scholarships offered for Pre-AP (111 participants) and AP teachers in FLP districts (382 participants)
AVID Summer Institutes	Virtual sessions offered in June and July 202	Scholarships offered for AVID teachers in FLP districts (284 participants)
District Leadership Training	A 3-hour virtual workshop on Sept. 10, 2020	Open enrollment for district-level staff, school administrators and guidance counselors (141 participants)
Middle School Colloquium	A 3-hour virtual workshop on Sept. 8, 2020	Open enrollment for district and middle school administrators, middle school teachers and guidance counselors (51 participants)

District Support Trainings

FLP staff conducted fifteen District Support Trainings for FLP district staff during the 2019-2020 grant period. These workshops are designed to provide district and school administrators, guidance counselors, and teachers with classroom strategies for increasing rigor and student engagement, skills on how to use Khan Academy for SAT test practice, how to increase college and career readiness, and create a culture of high expectations in the classroom. Prior to school closures, a total of 399 school administrators, counselors, and teachers participated in District Support Trainings during the 2019-2020 school year, as shown in Exhibit F.

Exhibit F			
Date of DST Workshop	District Support Training (DST) Professional Development Events	Location of Training	Number of Participants
10/16/19	PAEC Board of Directors Meeting	PAEC	13
10/28/19	HEC Pre-AP	Highlands	10
10/29/19	Williston MS/HS: AP 2019	Levy	10
11/1/19	Differentiated Instruction in Support of MTSS for AP Teachers	Hernando	15
11/12/19	Parrot MS: Pre-AP Training	Hernando	2
11/13/19	AP 2019 Training	NEFEC	32
12/6/19	Avon Park HS: Khan Academy	Highlands	31
1/8/20	Helping Students Access Opportunity	Alachua	28
1/13/20	AP Summit	Flagler	100
1/13/20	Khan Academy and Official SAT Practice	Flagler	18
1/17/20	FL Partnership/ College Board/ PSAT	Suwannee	23
2/26/20	Culture of High Expectations	HEC	9
3/1/20	NACAC Khan Academy	Hillsborough	48
3/3/20	Khan Academy Official SAT Practice	Walton	24
3/5/20	Take Stock In Children Khan Academy	Nassau	36

FLP Technical Support

In addition to the professional development opportunities listed in Exhibit D, FLP staff also conducted meetings throughout the school year with district and school administrators.

- 17 Parent Night presentations (4 district level and 13 school level)
- 12 Student presentations (3 district level and 9 school level)
- Marjory Stoneman Douglas (37 school level and 38 student presentations)
- 3 presentations for CARES/PREP grantees
- 21 Technical assistance sessions with Florida Virtual School
- 3 Technical assistance sessions with P.K. Yonge DRS
- 43 District Support Trainings

Topics covered during these technical support meetings are displayed in Exhibit G.

Exhibit G FLP Technical Support Topics 2019 2020		
Topics Discussed or Presented	Number of Districts	Number of Schools
2019-2020 AP Tools and Resources	8	11
AP Capstone	3	6
AP Courses/Exams	13	8
AP Course Online Review	11	1
AP Opportunities to Expand	3	0
AP Potential	4	10
APR	2	2
AVID	7	0
CARES Funding	1	0
COVID-19 Adjustments	15	2
College Board Opportunity Scholarships	3	2
Districted Integrated Report	2	0
Data Analysis	8	4
New District/School Staff FLP Orientation	2	3
Pre-AP Courses	10	12
PSAT 8/9	4	7
PSAT/NMQST	4	6
Professional Development	12	3
SAT/Khan Academy	4	8
SAT School Day	8	3
SAT Suite of Assessments (ordering/registrations)	17	12
Totals	141	100

AVID Center

AVID Center, a nonprofit organization and sub-recipient grantee of FLP, also provides training and technical assistance to administrators and teachers in 34 schools in 8 FLP districts funded through the FLP. AVID is also present in other FLP districts; however, AVID programs are funded through the school district’s budget.

College Access and Readiness Experiences (CARES) Grantees

Ten sub-recipient grantees received funding this year through College Access and Readiness Experiences grants, administered by FLP staff. These programs are designed to reach at-risk students, students from low socioeconomic backgrounds, minorities, and many who would become the first generation in their families to go to college.

Section 4: Professional Development Opportunities and Feedback

This section of the report includes evaluation findings with respect to participants' reactions to professional development opportunities and the impact it had on them. Evidence presented in Section 4 provides answers to the following three evaluation questions related to Guskey's Model of Training Evaluation and one FDOE Minority.

- Q1: To what extent were participants satisfied with professional development opportunities offered through the FLP?
- Q2: To what extent did participants increase knowledge and skills as a result of attending professional development opportunities offered through the FLP?
- Q7: To what extent did school district personnel implement new knowledge and skills as a result of participating in professional development opportunities?

Survey results will be presented in this section of the report for each of the following professional development opportunities attended by FLP district personnel during the 2019-2020 grant period.

- AP Symposium
- AP and Pre-AP Summer Institutes
- AVID Summer Institute
- District Leadership Training
- Middle Level Colloquium

AP Symposium

FLP staff organized and conducted an AP Symposium event, in Orlando on Oct. 23-24, 2019 with 192 participants. Overall, participants who attended the AP Symposium expressed high levels of engagement and satisfaction with the content, presenters and resources shared with them. Participants reported learning new instructional strategies to implement in their classrooms and many expressed appreciation for the new Course Exam Description (CED) Binders and AP Classroom.

- 100% of participants at the Symposium reporting they learned a new strategy or technique they planned to use in the future.

Participants were asked to retrospectively rate their level of confidence before and after attending the AP Symposium. On a scale of 1 to 5, with 1 representing the lowest level of confidence and 5 representing the highest level of confidence, Table 4.1 displays four learning objective goals for the Symposium and confidence levels increased dramatically for all four objectives.

Section 4: Professional Development Opportunities and Feedback (cont.)

Table 4.1 Confidence Levels: AP Symposium Learning Objectives			
Learning Objectives	Rating Score BEFORE	Rating Score AFTER	Change
Understanding course and exam description format and AP classroom resources	3.48	4.49	+1.01
Understanding how to strategically utilize topic questions and personal progress checks	3.17	4.31	+1.14
Understanding the appropriate use of the question bank resources throughout the school year	3.24	4.38	+1.14
Understanding the importance of utilizing the online resources of AP Classroom with your students	3.40	4.43	+1.03

AP Summer Institute

Florida school district staff (n=382) received scholarships to attend virtual AP Summer Institutes conducted by the College Board in June and July 2020. A follow-up online survey request was sent to participants in September 2020 and 115 completed the survey for a response rate of 31%. Respondents were asked to rate changes they experienced as a result of attending the APSI on a scale of 1 to 5, with 1 representing “Strongly disagree” and 5 representing “Strongly agree.” In all four categories, average rating scores were higher than a 4.00, demonstrating a positive impact on teachers as a result of attending the APSI.

Table 4.2 Rating Scale Scores: Impact of APSI	
Topics	Average Rating Score
I am more motivated to teach an AP course.	4.23
I learned new instructional skills.	4.22
I will make changes to my AP course delivery.	4.13
My confidence level for preparing students to score a 3 or higher on the AP exam for my course improved.	4.10

Section 4: Professional Development Opportunities and Feedback (cont.)

Pre-AP Summer Institute

The College Board offered a virtual 2020 Pre-AP Summer Institute and 111 district and school level staff participated in 2020. A follow-up online survey was conducted in September 2020 for those who had participated in the Pre-APSI and 33 completed the survey for a response rate of 30%.

Participants were asked to rate the impact of the Pre-APSI on them as an educator. On a scale of 1 to 5, with “1” representing “Strongly disagree” to a “5” representing “Strongly agree” they rated three topics. Listed below are the average weighted scores for each of the three topics, with scores ranging from 3.84 to 3.91.

Table 4.3 Rating Scale Scores for Impact of Pre AP Summer Institute	
Topics	Average Rating Score
I discovered new instructional strategies for teaching a Pre-AP course.	3.91
My confidence level for teaching a Pre-AP course increased.	3.88
My motivation for teaching a Pre-AP course increased.	3.84

AVID Summer Institute

Florida school district staff (n=284) received scholarships to participate in the AVID Digital XP online professional development event in July 2020. An online survey request was sent to participants in September 2020 and 24 participants completed the survey for a response rate of 8%. On a rating scale of 1 to 5, AVID Summer Institute participants rated their level of satisfaction with the event and the results are presented in Table 4.4.

Table 4.4 Rating Scale Score: Participation in AVID Digital XP	
	Average Rating Score
The presenters were able to engage and stimulate interest in participants.	4.13
I gained new knowledge and skills.	3.96
The content of the sessions provided me with useful information.	3.71
What I learned will change the way I do my job.	3.54
The overall quality of the AVID Digital XP met my expectations.	3.42

Section 4: Professional Development Opportunities and Feedback (cont.)

Middle Level Colloquium

On September 8, 2020, district administrators, school administrators, middle school teachers, and guidance counselors, from FLP school districts attended a virtual 3-hour Middle Level Colloquium. FLP staff organized the MLC and a total of 51 participants attended the event. A total of 22 completed an online survey request for a response rate of 43%. Participants were asked to rate their level of understanding the Colloquium’s main topics on a scale of 1 to 5. Table 4.5 displays the pre-Colloquium and post-Colloquium average scores for understanding MLC topics. The average score in all four categories showed increases ranging from +.63 to +1.0.

Table 4.5 Understanding MLC Major Topics Before and After Colloquium			
Responses	Response Percent Before	Response Percent After	Change
The mission of the Florida Partnership	3.82	4.55	+.73
The value of PSAT 8/9 tools and resources	3.82	4.45	+.63
The benefits of Pre-AP courses for students	3.45	4.32	+.87
How instructional strategies in a Pre-AP course differs from traditional coursework	3.14	4.14	+1.0

District Leadership Training

On September 10, 2020, district-level and school-level administrators, along with guidance counselors from Florida Partnership (FLP) school districts tuned in to the District Leadership Training (DLT) by Zoom meeting. A virtual meeting was required due to the pandemic and FLP and College Board staff presented three hours of presentations. A total of 141 participants attended the DLT and 71 responses were received for a response rate of 50%.

The survey included a retrospective question asking participants to rate their level of understanding the training’s four main topics both “prior to” and “after” the training. Participants were asked to rate their level of understanding the training topics on a scale of 1 to 5. Table 4.6 displays the pre-survey and post-survey average scores for each topic

covered during the training. The average score in all four topic areas showed increases ranging from +.86 to +1.32. Understanding the College Board Opportunity Scholarships showed the highest gain in understanding.

Table 4.6 Levels of Understanding the District Leadership Training Topics			
Topics	Response Average Pre-DLT	Response Average Post-DLT	Change
The Opportunity Myth	3.54	4.40	+.86
The mission of the Florida Partnership	3.61	4.47	+.86
AP Instructional resources available from College Board	3.38	4.34	+.96
College Board Opportunity Scholarships	2.89	4.21	+1.32

Section 5: Community Engagement

During the 2019-2020 grant period, FLP administered the College Access and Readiness Experiences (CARES) Grant program. The grantees submitted applications which included a statement of need, program delivery, number of students to be served, organizational capacity, a logic model, and a budget equal to \$10,000. FLP staff reviewed the applications, scoring them with a rubric, and the top ten were awarded a grant. The programs selected were designed to reach at-risk students, students from low socioeconomic backgrounds, minorities, and many who would become the first generation in their families to go to college. Data presented in this section of the report provides evidence for this evaluation question.

- Q5: How have FLP staff provided support to community-based organizations to improve college and career readiness?

The ten CARES grantees were as follows:

**Barry University, Miami Shores, FL
College Reach Out Program (CROP) and Honey Shine, Inc.**

This program targets Horace Mann Middle School, North Miami HS, Miami Jackson High School and selects 135 students to participate in the summer program. These minority students reside in high-crime, drug ridden, low-income areas and attend schools with high drop-out rates, suspensions, violence, and truancy. Students receive test-preparation training, life-skills training, and college and career readiness sessions.

**Florida Education Fund, Hamilton and Columbia Counties
Summer SAT and College Preparation High School Program**

Program is designed to increase college readiness and access, personal college success, and career readiness opportunities for 30 students (minority, low income, and/or first generation college going) from Hamilton County Middle/High School and Columbia High School. Students worked with certified teachers and those in Hamilton County earned an elective high school credit for completing the program.

**Florida Education Fund, Hillsborough County
Summer Middle School STEM/Coding Program**

Program is designed to increase college readiness and access, personal college success, and career readiness opportunities for students (minority, low income, low FSA/SSA scores) from one of three middle schools (Burnett MS, Monroe MS, Shields MS).

**Florida International University, Miami-Dade, FL
CROP, SWITCH-ON, and Partners in Progress**

The goal of the program is to prepare underrepresented students for a four-year college education. The program serves 30 middle school and 60 high school students from seven schools who are minority, economically disadvantaged, first generation college going students. All are from low-performing schools. The focus of the summer program is on academic achievement, test preparation, college and career readiness, with an emphasis on enrollment in AP, IB, and dual enrollment courses and excelling on EOC exams.

**Florida State University, Tallahassee, FL
CARES Center**

FSU's CARE division provides two summer programs, Upward Bound and CROP, to 30 students each from three targeted schools: Griffin MS, Leon Co., Gadsden County HS, Gadsden Co., Robert E. Lee HS, Duval Co. The program aims to encourage secondary school academic success, educational foundation, and postsecondary preparation of participants.

Gentlemen's Quest of Tampa, Inc., Tampa, FL

This nonprofit organization provides supports for 48-60 students from Title I schools in the development of college readiness skills and pursue a college education during the school year. They are referred by counselors and social workers. The student is assigned a Success Coach to help them identify goals and develop an action plan. The goal of the program is to equip students with the necessary tools to be critical thinkers with excellent leadership abilities and communication skills. The focus of the summer camp was on learning carpentry, plumbing, and electrical job skills and how these jobs are connected to Algebra and Geometry. Students became OSHA certified through a 10 hour training.

**Hillsborough County Community College, Tampa FL
CROP program**

The HCC CARES project serves 60 minority students in grades 9-12 who are educationally and economically disadvantaged from selected high schools throughout Hillsborough County. Students participate in 15 sessions of intensive academic program designed to

enhance and enrich their academic skills and college preparedness through the SHMOOP program. The focus is on skill development, critical thinking, and problem solving.

**Indian River State College, Ft. Pierce, FL
Middle and High School CROP Program**

Support to improve academic performance and college readiness skills is provided to low-income at-risk students who would be first generation college students from 10 local area middle and high schools. Academic advisement, tutoring, guided instruction and referrals to campus and community agencies are offered to students.

Overtown Youth Center (OYC), Overtown, FL

The OYC provides an afterschool tutoring program during the school year and offers a Summer Intensive Academy to 30 students in grades 7-12. The afterschool program and Summer Academy ensure academic progress and postsecondary success. Certified teachers work with students providing college readiness activities to increase their exposure to college and career options.

**Pasco-Hernando State College, New Port Richey and Brooksville, FL
College Reach Out Program (CROP)**

The opportunities for existing CROP participants and new recruits was expanded by providing a Summer Academy for educationally and economically disadvantaged students. One middle school and four high schools were targeted in Hernando County. Three middle and three high schools were targeted in Pasco County.

Virtual Site Visits

Interviews were conducted with representatives from all grantee programs to determine how they pivoted to a virtual summer program. Their responses were summarized and submitted in a report to FLP staff. As part of the evaluation process in 2020, virtual site visits were conducted in June and July for the following seven programs.

- Barry University – participated in a Success Coach training and a session with students.
- Florida Education Fund, Hillsborough County - participated in a game design class with students and listened to a career guest speaker.
- Florida International University, Miami-Dade, FL – participated in a “Going Away to College” session describing how it will be different from home.
- Hillsborough County Community College, Tampa FL – participated in a financial literacy class.
- Indian River State College, Ft. Pierce, FL – participated in several classes with students and their virtual talent show planning meeting.
- Overtown Youth Center (OYC), Overtown, FL – participated in a discussion with students after a virtual college tour.
- Pasco-Hernando State College, New Port Richey and Brooksville, FL – participated in student classes and a college virtual tour.

Parent and Student Engagement

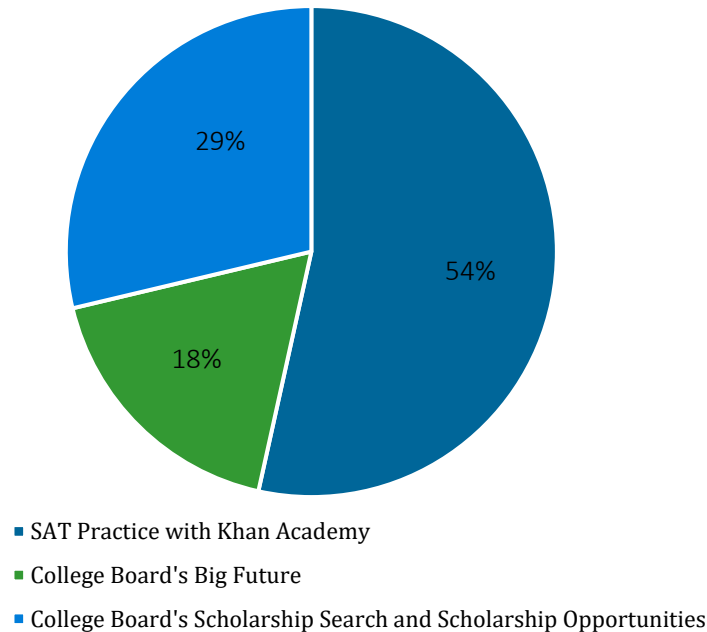
In response to new indicators of measurement for the FLP, a parent survey and a student survey was distributed through FLP district contacts in May 2020.

- FDOE Indicator PS1: Measures of student, parent, and teacher awareness of and satisfaction with the Florida Partnership.

Parent Survey Results

A total of 861 responses were received from parents with students in grades 6-12. Figure 5.1 shows a majority (54%) were aware of College Board’s partnership with Khan Academy for SAT Practice, 29% knew about College Board’s Scholarship search and opportunities, and 18% knew about College Board’s Big Future.

Figure 5.1
Parent Awareness of College Board Resources

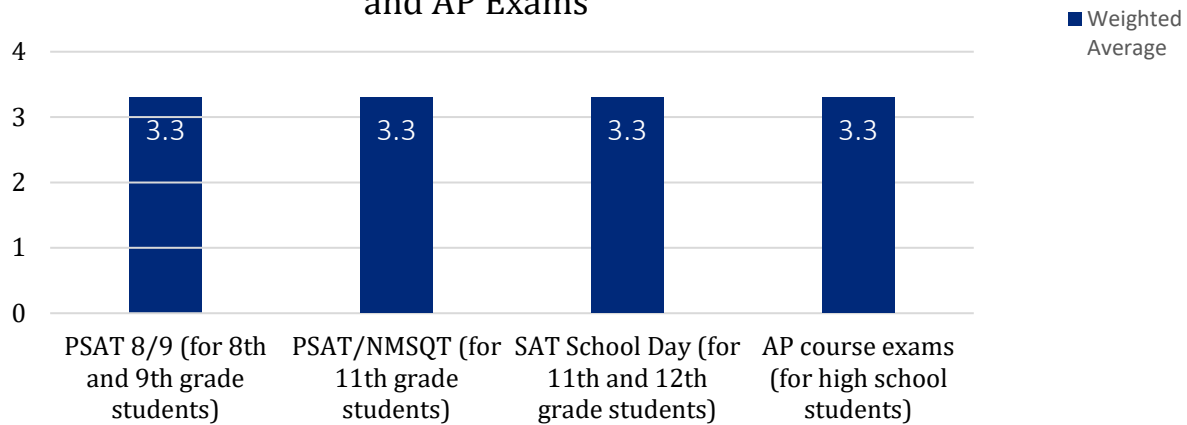


School districts often offer Parent Workshop Nights when information regarding financial aid, scholarship opportunities and college entrance requirements are presented to them. A total of 59% reported they had attended this type of workshop. Results in Table 5.1 show knowledge gains by parents who attended Parent Night Workshops. On a Likert scale of 1 to 5 for confidence in understanding the topics, all three topics showed gains.

Financial aid information (FAFSA)	2.58	3.24	+.66
College admission requirements	2.42	3.19	+.77
Scholarship information	2.26	3.22	+.96

With respect to the College Board’s Suite of Assessment, parents rated their level of satisfaction as a 3.3 on a scale of 1 to 4 for all three types of College Board assessments and AP exams.

Figure 5.2
Parent Satisfaction with College Board Assessments and AP Exams



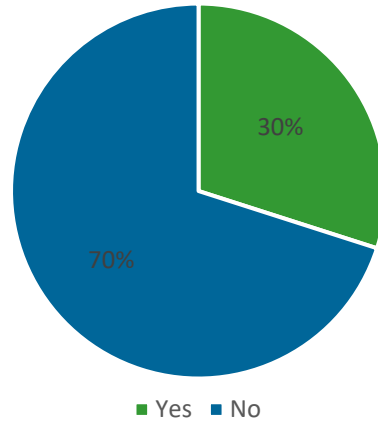
Student Survey

A student survey was conducted this year in response to new indicators of measurement for the FLP and 837 responses were received from students in grades 6-12.

Some school districts offer Student Workshops at high schools and several FLP districts even invite FLP staff to conduct student workshops. Topics covered during the workshops can include scholarship information, FAFSA completion, and college entrance requirements, in general. Figure 5.3 shows while a majority (70%) of students who responded to the survey had not attended a workshop, 30% of respondents reported they had attended a Student Workshop.

Section 5: Community Engagement (cont.)

Figure 5.3
Student Workshop Attendance



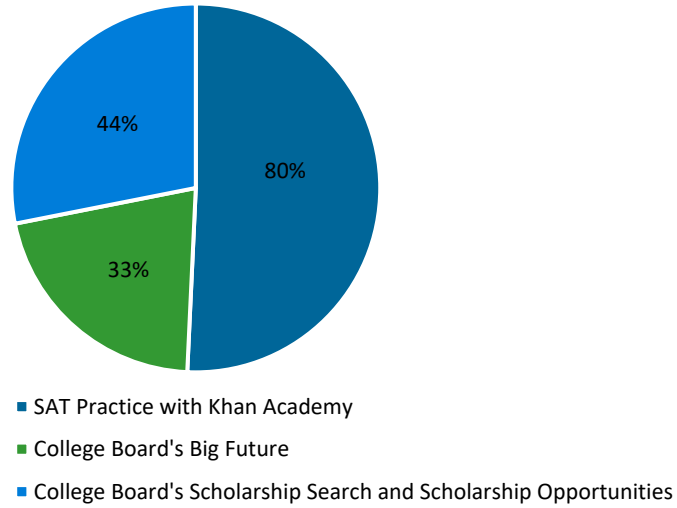
Students who attended a workshop were asked to rate their level of confidence in understanding three workshop topics on a scale of 1 to 4, with 4 representing “very confident.” Survey results showed gains in confidence for all three topics ranging from +.52 to +1.50 as shown in Table 5.2.

Table 5.2 Average Rating Scale Scores: Student Workshops			
Topic	Score Before Workshop	Score After Workshop	Change
Financial aid information (FAFSA)	1.94	2.46	+.52
College admission requirements	2.34	3.01	+.67
Scholarship information	2.45	3.95	+1.50

Figure 5.4 shows a majority (80%) were aware of College Board’s partnership with Khan Academy for SAT Practice, 44% knew about College Board’s Scholarship search and opportunities, and 33% knew about College Board’s Big Future.

Section 5: Community Engagement (cont.)

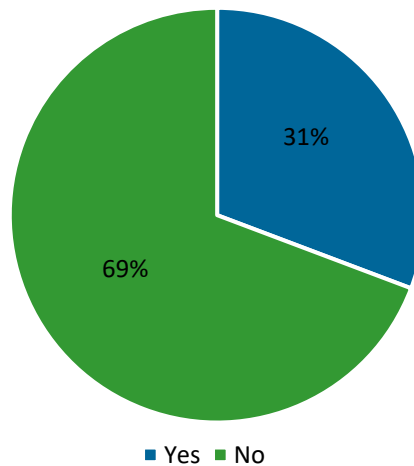
Figure 5.4
Student Familiarity with College Board Resources
Available to Aid in College Preparation



PSAT 8/9

Figure 5.5 shows that 31% of students used the PSAT 8/9 exam score report after taking this exam in middle school, while 69% of students did not use this report.

Figure 5.5
Usage of the PSAT 8/9 Exam Score Report

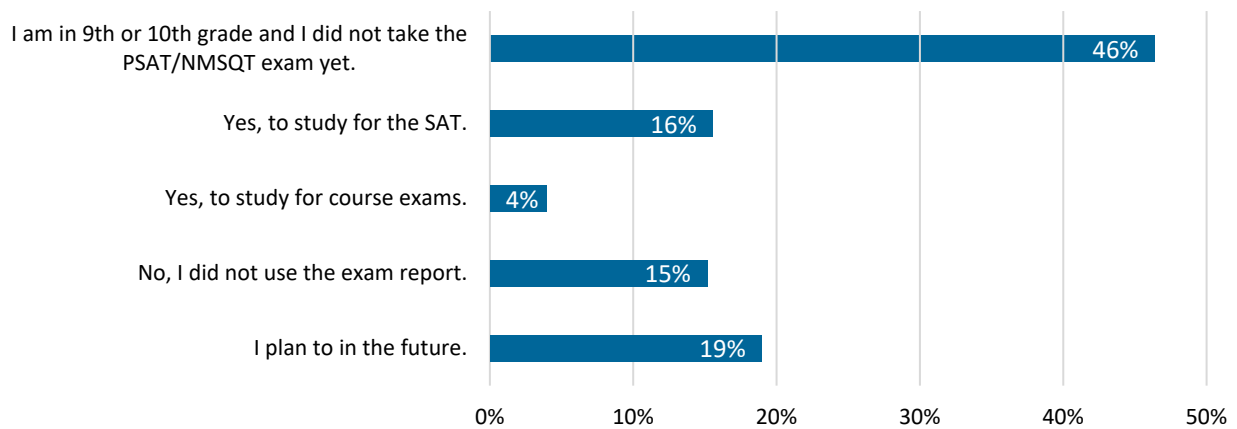


Section 5: Community Engagement (cont.)

PSAT/NMSQT

Figure 5.6 shows students’ responses regarding their plans to use the PSAT/NMSQT exam score report to study for the SAT or other course exams. Nearly half (46%) were in 9th or 10th grade and had not yet taken the PSAT/NMSQT exam. The majority of students who were in 11th or 12th grade indicated that they planned to use the report to study for the SAT (16%), to study for course exams (4%), or to use it in the future (19%). Only 15% indicated they did not use the exam report.

Figure 5.6
Student Plans to Use the PSAT/NMSQT Exam Score Report



SAT School Day

The majority of students reported they were either “very satisfied” or “satisfied” with the opportunity to take the SAT exam on a school day as shown in Table 5.3.

Table 5.3 SAT School Day Satisfaction		
Satisfaction Scale	Percentage	Number
Very Satisfied	32%	254
Satisfied	43%	348
Dissatisfied	5%	41
Very Dissatisfied	2%	18
N/A – My school did not have an SAT School Day	18%	143

Overall, the survey results show students are aware of College Board resources and using them. Student workshops are successful in increasing student confidence in understanding what it takes to apply for college.

Section 6: SAT Suite of Assessments: Participation

College Board's SAT Suite of Assessments includes the PSAT 8/9, PSAT/NMSQT, and SAT. The SAT Suite of Assessments are aligned with Florida Standards and Florida Standards Assessments and by linking test scores with the Khan Academy students are provided with an individualized study plan to improve test scores and mastery of Florida standards. Data presented in this section of the report provides evidence linked to the following evaluation question.

- Q3: How have district and school administrators contributed to increasing equity and access to advanced level courses and postsecondary enrollment?

The number of test takers is an indicator of how many students are on the pathway to advanced level courses and postsecondary enrollment. This data was collected for all three tests and the top five FLP districts are presented in separate tables. In addition, mean test scores and percentages of students meeting benchmarks in both ERW and math can be compared across FLP districts and statewide figures.

FLP offers and encourages district and school administrators to offer the SAT on a week day at school for all students. This is an opportunity to provide all students with access to the exam without the barriers of transportation to a Saturday exam location and time off work for those students who have jobs that require them to be there on Saturdays. Therefore, tables and figures in this section of the report include *SAT Saturdays* separate from *SAT School Days*. The number of SAT School Days was less than in the past due to COVID-19 school closures.

During professional development events and through technical support from FLP staff, district and school administrators are encouraged to offer the PSAT 8/9 in an effort to identify students for enrollment in advanced courses who may have been overlooked in the past and are now demonstrating they are ready to be challenged in more rigorous courses.

PSAT 8/9 Test Takers

FLP districts have an option to administer the PSAT 8/9. Table 6.1 shows the number of PSAT 8/9 test takers across a three-year period, from 2017-2018 to 2019-2020. While PSAT 8/9 participation varied across the three years for all districts, fifteen of the districts demonstrated an increase in the number of students who took the PSAT 8/9 when comparing baseline to 2019-2020, with increases ranging from 1% to 1,129%. Overall, FLP districts showed a 42% increase, while the statewide increase was 2%.

Table 6.1 Three Year Comparison of PSAT 8/9 Test Takers by FLP District				
Districts	Number of Test Takers 2017-2018	Number of Test Takers 2018-2019	Number of Test Takers 2019-2020	Percentage Change Over Three Year Period
Bay ^{^***}	635	0	2,770	336%
Bradford	162	372	333	106%
Columbia	1,199	1,273	1,311	9%
Desoto	663	659	664	0%
Dixie	283	283	272	-4%
Escambia*	1,319	2,480	2,530	92%
Flagler	0	0	958	N/A
Franklin	138	0	105	-24%
Gadsden***	NOT FLP	NOT FLP	11	N/A
Glades	108	172	193	79%
Hamilton	186	215	224	20%
Hardee**1	NOT FLP	702	720	3%
Hendry	986	1,170	1,004	2%
Highlands	1,258	1,556	1,457	16%
Lafayette**1	NOT FLP	173	166	-4%
Lake	6,109	6,196	2,757	-55%
Levy	623	636	612	-2%
Liberty	173	159	181	5%
Madison	261	310	173	-34%
Nassau	1,712	1,748	1,808	6%
Okeechobee	761	781	811	7%
Putnam	1,165	1,315	1,285	10%
Saint Lucie ¹	11	5,572	5,789	4%
Sumter	749	804	734	-2%
Suwannee***	NOT FLP	NOT FLP	487	N/A
Taylor	150	148	141	-6%
Walton	1,141	1,309	795	-30%
Washington	453	370	466	3%
FLP Districts	20,234	28,403	28,746	42%
Florida	153,338	143,719	156,726	2%

[^]Due to inclement weather, Bay was unable to fully participate in 2018-2019.

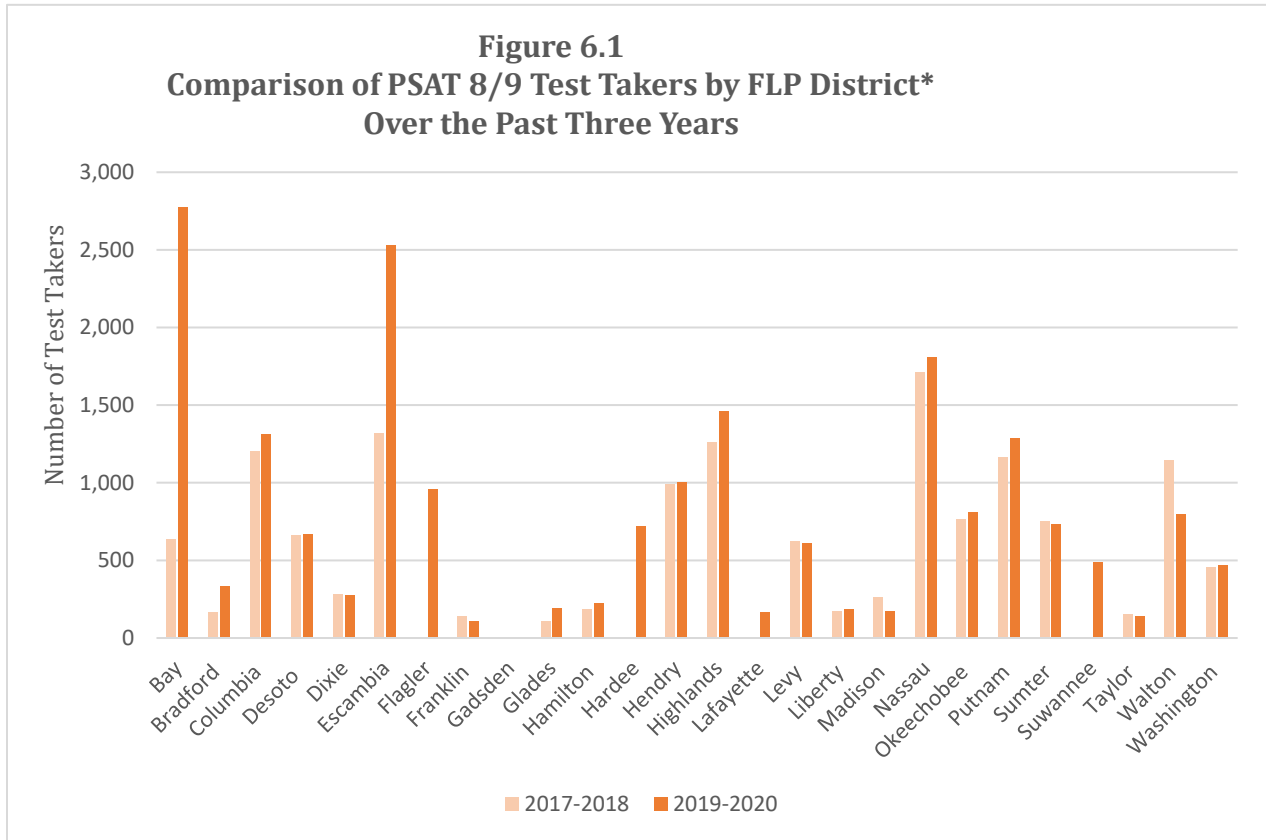
*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

**Bay, Hardee, and Lafayette joined the FLP in 2018-2019, thus 2017-2018 is a baseline year.

***Gadsden and Suwannee joined the FLP in 2019-2020.

¹ Calculations are based on a two-year period.

Figure 6.1 provides an illustration of the number of 2017-2018 and 2019-2020 PSAT 8/9 test takers over the past three years.



*Lake and St. Lucie are intentionally omitted because their large student population compared to the other FLP districts skew the bar graph. See Table 6.1 for the number of test takers.

Table 6.2 presents the five districts with the greatest percentage change in the number of students who took the PSAT 8/9 in 2017-2018 compared to 2019-2020.

Rank	School District	Percentage Change
1	Bay	336%
2	Bradford	106%
3	Escambia	92%
4	Glades	79%
5	Hamilton	20%
FLP Districts		42%
Florida		2%

The PSAT/NMSQT is an optional assessment for school districts. As seen in Table 6.3, thirteen FLP districts demonstrated an increase when comparing baseline to 2019-2020.

FLP districts overall showed a 12% increase in PSAT/NMSQT test takers compared to 19% statewide.

Table 6.3 Three Year Comparison of PSAT/NMSQT Test Takers by FLP Districts				
Districts	Number of Test Takers 2017-2018	Number of Test Takers 2018-2019	Number of Test Takers 2019-2020	Percentage Change Over Three Year Period
Bay ^{^**}	1,883	0	2,270	21%
Bradford	238	311	288	21%
Columbia	876	516	544	-38%
Desoto	495	538	574	16%
Dixie	230	218	257	12%
Escambia*	3,306	4,205	4,143	25%
Flagler	1,654	1,111	1,548	-6%
Franklin	108	0	120	11%
Gadsden ^{***}	NOT FLP	NOT FLP	395	--
Glades	118	106	114	-3%
Hamilton	137	141	168	23%
Hardee ^{**}	42	643	601	-7%
Hendry	914	891	891	-3%
Highlands	1,187	1,350	1,369	15%
Lafayette ^{**}	80	149	142	-5%
Lake	4,812	4,871	4,869	1%
Levy	515	454	485	-6%
Liberty	117	1	134	15%
Madison	241	293	319	32%
Nassau	1,540	1,527	1,622	5%
Okeechobee	508	579	641	26%
Putnam	852	1,058	1,097	29%
St. Lucie	5,041	5,150	5,093	1%
Sumter	501	785	609	22%
Suwannee ^{***}	NOT FLP	NOT FLP	447	--
Taylor	275	235	225	-18%
Walton	868	904	1,024	18%
Washington	329	0	413	26%
FLP Districts	26,867	26,036	30,402	12%
Florida	251,297	288,377	300,105	19%

[^]Due to inclement weather, Bay was unable to fully participate in 2018-2019.

*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

**Bay, Hardee and Lafayette joined the FLP in 2018-2019, thus 2017-2018 is a baseline year.

***Gadsden and Suwannee joined the FLP in 2019-2020.

Section 6: SAT Suite of Assessments: Participation (cont.)

Figure 6.2 illustrates the percentage change the number of PSAT/NMSQT test takers in FLP districts over the three-year period.

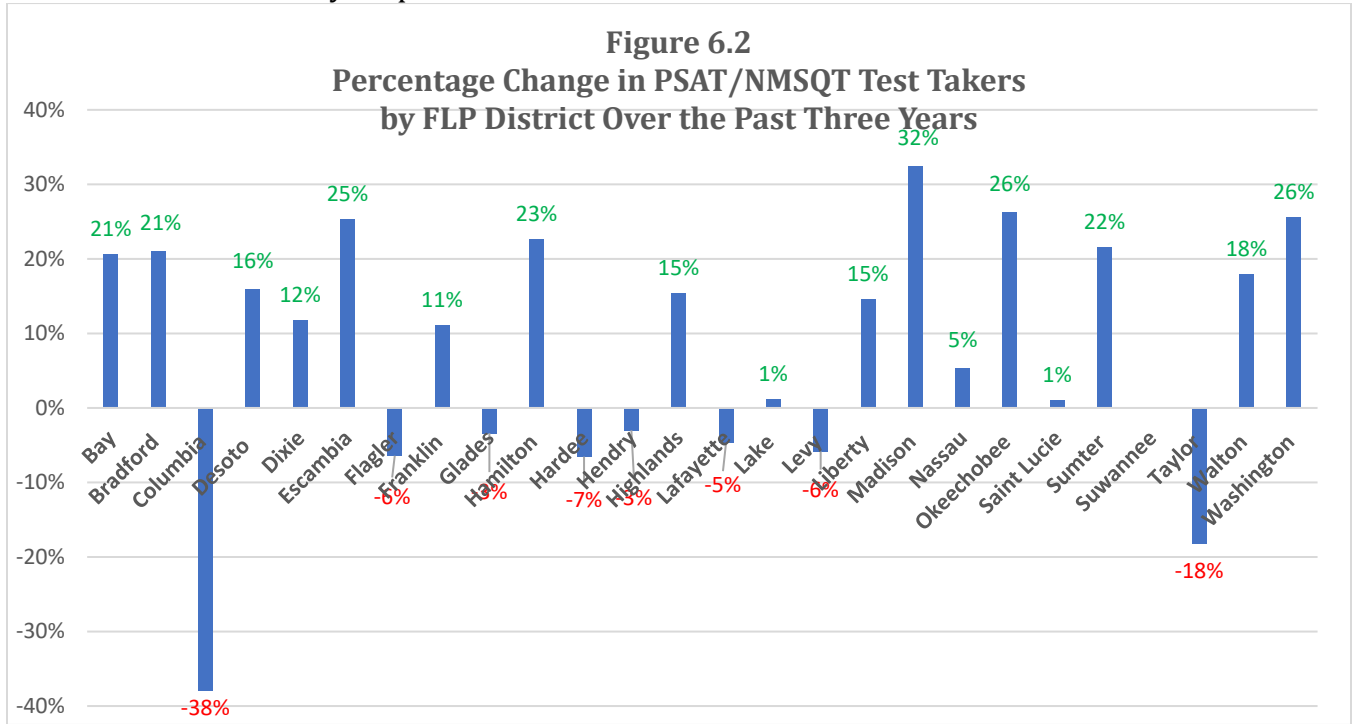


Table 6.4 presents the five districts with the greatest percentage change in the number of students who took the PSAT/NMSQT in 2017-2018 compared to 2019-2020.

Table 6.4 Top Five Districts: Percentage Change from 2017-2018 to 2019-2020 In the Number of Students Who Took the PSAT/NMSQT		
Rank	School District	Percentage Change
1	Madison	32%
2	Putnam	29%
3	Okeechobee Washington	26%
4	Escambia	25%
5	Hamilton	23%
FLP Districts		12%
Florida		19%

SAT Test Takers

The data presented in the next three tables represents students in FLP districts who took the SAT on the traditional Saturday schedule. The March 2020 SAT had less than the expected number of students due to school closures related to the pandemic. Two more SAT tests would have occurred during 2020 if schools were open. Data in Table 6.5 show decreases were nearly identical for the FLP Districts at -27% and FL at -28%.

Table 6.5				
Three Year Comparison of Number of SAT Saturdays Test Takers[^]				
Districts	Number of Test Takers 2017-2018	Number of Test Takers 2018-2019	Number of Test Takers 2019-2020	Percentage Change
Bay ^{^**}	1,123	0	706	-37%
Bradford	101	73	51	-50%
Columbia	289	265	155	-46%
Desoto	108	129	59	-45%
Dixie	23	42	17	-26%
Escambia*	827	727	578	-30%
Flagler	615	596	526	-14%
Franklin	14	17	8	-43%
Gadsden ^{***}	NOT FLP	NOT FLP	113	--
Glades	59	58	15	-75%
Hamilton	35	61	61	74%
Hardee ^{**}	277	265	211	-24%
Hendry	472	348	368	-22%
Highlands	697	727	471	-32%
Lafayette ^{**}	22	12	20	-9%
Lake	1,863	1,473	1,416	-24%
Levy	75	94	48	-36%
Liberty	27	35	26	-4%
Madison	45	59	51	13%
Nassau	775	583	534	-31%
Okeechobee	211	237	123	-42%
Putnam	413	373	253	-39%
St. Lucie	3,052	2,698	2,098	-31%
Sumter	116	666	78	-33%
Suwannee ^{***}	NOT FLP	NOT FLP	95	--
Taylor	18	20	15	-17%
Walton	312	337	325	4%
Washington	11	20	31	182%
FLP Districts	11,580	9,915	8,452	-27%

Florida	201,995	181,935	145,087	-28%
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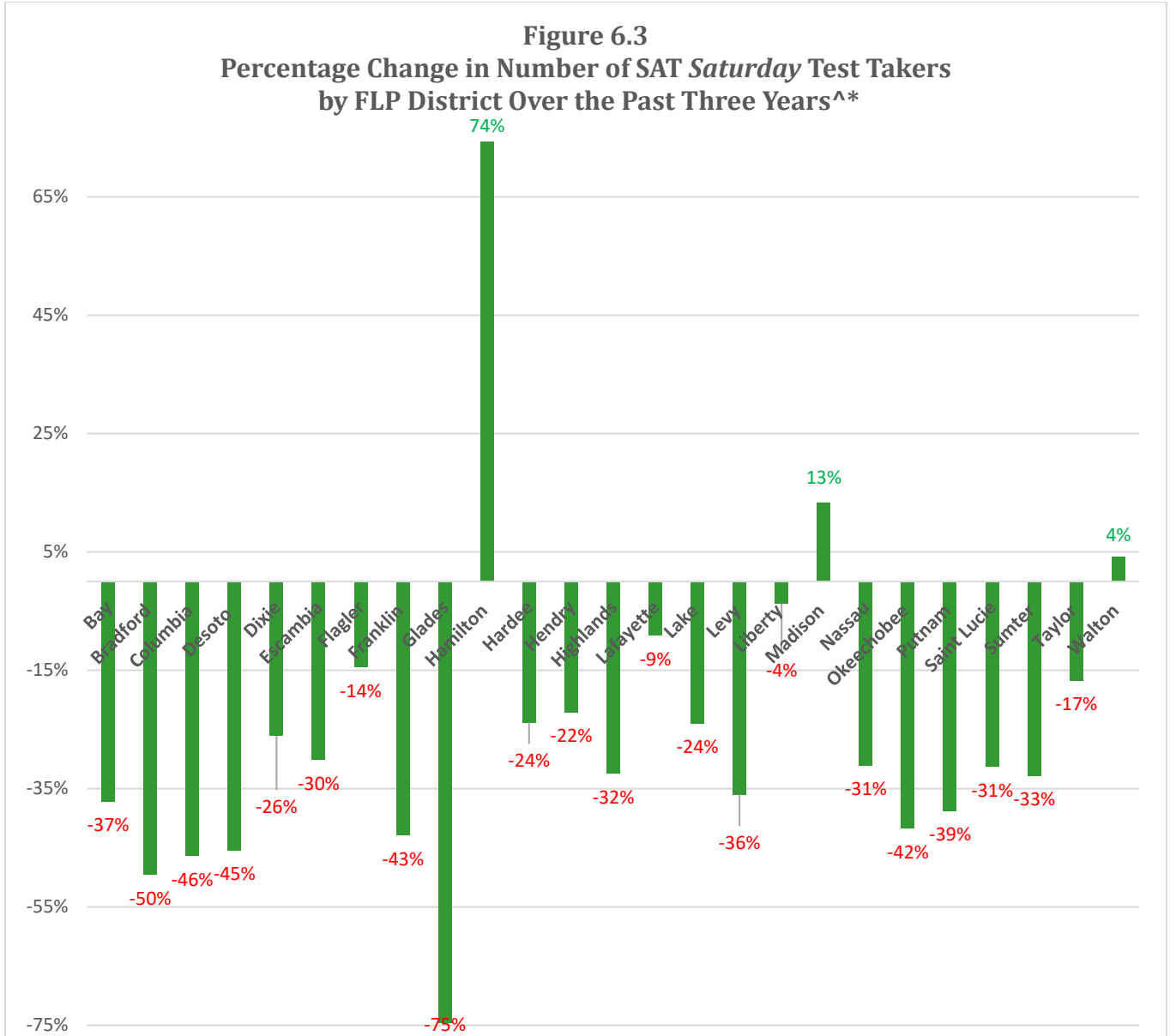
^ Number of SAT Saturday test takers was impacted by COVID-19 pandemic and due to inclement weather, Bay was unable to fully participate in 2018-2019.

*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

**Bay, Hardee, and Lafayette joined the FLP in 2018-2019, thus 2017-2018 is a baseline year.

***Gadsden and Suwannee joined the FLP in 2019-2020.

Figure 6.3 shows the impact of lost SAT Saturday test dates between 2017-2018 and 2019-2020.



^ Number of SAT Saturday test takers was impacted by COVID-19 pandemic.

*Washington is intentionally omitted because their 182% increase skews the bar graph. See Table 6.7 for the number of test takers.

Table 6.6 lists the only four FLP districts with increases in the number of SAT *Saturday* test takers, which reflects the impact of the COVID-19 pandemic.

Table 6.6 Top Four Districts: Percentage Change from 2017 2018 to 2019 2020 In the Number of Students Who Took the SAT on <i>Saturdays</i> [^]		
Rank	School District	Percentage Change
1	Washington	182%
2	Hamilton	74%
3	Madison	13%
4	Walton	4%
FLP Districts		-27%
Florida		-28%

[^] Number of SAT Saturday test takers was impacted by COVID-19 pandemic.

SAT *School Day* Test Takers

Through the assistance of the FLP, schools began offering the SAT on a school day at high schools to increase participation and provide an equal opportunity for all students. The number of students who took the SAT during the SAT *School Days* events in 2017-2018, 2018-2019, and 2019-2020 can be seen in Table 6.7. FLP districts overall showed a 4% decrease in the number of SAT *School Days* test takers due to fewer SAT *School Days* being offered as a result of school closures. Even with just one SAT *School Day*, **7,942 more students** within FLP Districts took the SAT on the March *School Day* event than when offered on *Saturdays*.

Table 6.7 Three Year Comparison of the Number of SAT <i>School Day</i> Test Takers by FLP Districts [^]				
Districts	Number of Test Takers 2017-2018	Number of Test Takers 2018-2019	Number of Test Takers 2019-2020	Percentage Change
Bay ^{^*}	612	0	1	N/A
Bradford	127	217	143	12%
Columbia	564	654	490	-13%
Desoto	340	371	310	-9%
Dixie	115	109	103	-10%
Escambia [*]	2,386	2,468	2,171	-9%
Flagler	941	1,008	943	0.2%
Franklin	61	31	24	-61%
Gadsden ^{***}	NOT FLP	NOT FLP	0	N/A
Glades	70	84	57	-18%
Hamilton	95	100	88	-7%
Hardee ^{**}	29	441	312	975%

Hendry	549	571	514	-6%
Highlands	766	715	752	-2%
Lafayette ¹	NOT FLP	81	51	-37%
Lake	2,973	3,007	2,798	-8%
Levy	286	279	264	-8%
Liberty	61	70	63	3%
Madison	137	207	166	21%
Nassau	806	840	755	-6%
Okeechobee	395	475	342	-13%
Putnam	554	691	634	14%
St. Lucie	3,055	3,267	2,966	-3%
Sumter	275	271	298	8%
Suwannee	NOT FLP	NOT FLP	333	N/A
Taylor	134	119	115	-14%
Walton	462	571	465	0.6%
Washington	198	196	161	-18%
FLP Districts	15,991	16,843	15,319^{^^}	-4%
Florida	112,944	146,869	125,161	11%

[^] Number of SAT School Day test takers was impacted by COVID-19 pandemic and due to inclement weather, Bay was unable to fully participate in 2018-2019.

*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

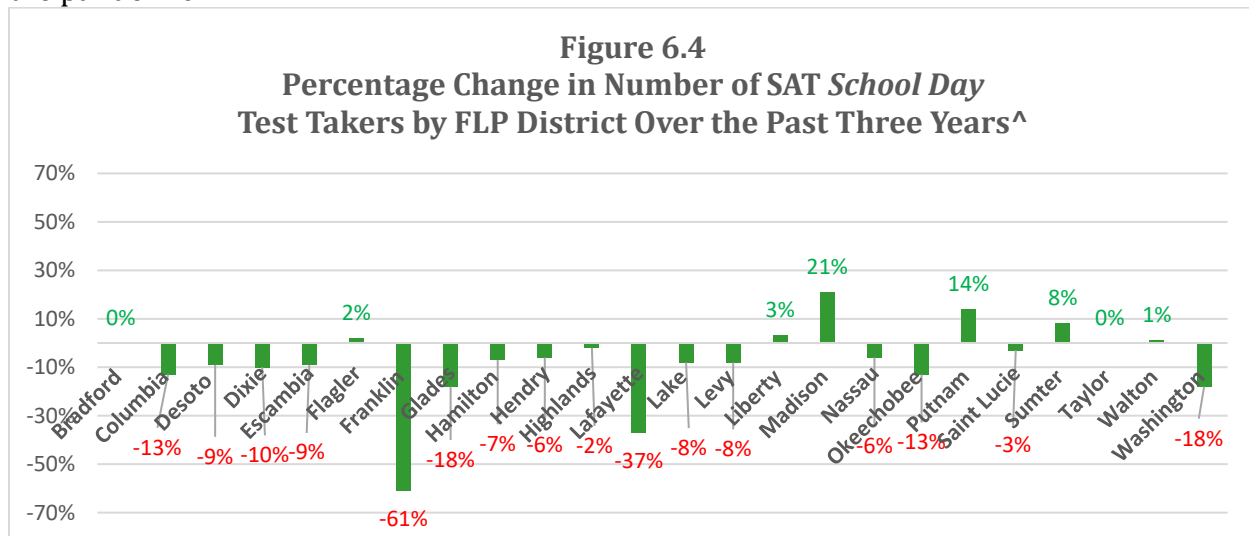
**Bay, Hardee, and Lafayette joined the FLP in 2018-2019, thus 2017-2018 is a baseline year.

***Gadsden and Suwannee joined the FLP in 2019-2020.

Year 1 was missing, calculations are based on a two-year period.

^{^^}This number reflects the number of SAT School Day test takers prior to invoicing the FDOE when the grade level data is reviewed.

Figure 6.4 shows the impact of only one SAT *School Day* being offered this past year due to the pandemic.



[^] Number of SAT School Day test takers was impacted by COVID-19 pandemic.

Section 6: SAT Suite of Assessments: Participation (cont.)

The top five districts with the largest percentage change in the number of SAT School Days test takers are listed in Table 6.8.

Table 6.8 Top Five Districts: Percentage Change from 2017 2018 to 2019 2020 In the Number of SAT School Day Test Takers[^]		
Rank	School District	Percentage Change
1	Hardee	975%
2	Madison	21%
3	Putnam	14%
4	Bradford	12%
5	Sumter	8%
FLP Districts		11%
Florida		11%

[^] Number of SAT School Day test takers was impacted by COVID-19 pandemic.

Section 7: SAT Suite of Assessments: Student Performance

FLP staff work with school district staff to ensure test scores from the Suite of Assessments can provide them with information to drive instruction and increase equity and access to advanced level courses. Data in this section provides three year comparisons of student performance on the three types of SAT Suite of Assessments and provides evidence linked to the following two evaluation questions.

- Q3: How have district and school administrators contributed to increasing equity and access to advanced level courses and postsecondary enrollment?
- Q7: How did student test scores in FLP districts compare to statewide figures?

PSAT 8/9 Scores

Table 7.1 shows the percentage of test takers who met both Evidence-based Reading and Writing (ERW) and Math benchmarks for the PSAT 8/9 over the past two or three years, as well as the percentage change between the time periods. The percentage increase of students who met both benchmarks over the past three years ranged between 2% and 18%. In 2019-2020, the percentage of test takers in FLP Districts who met both benchmarks (3%) slightly exceeded the state percentage (1%). Those districts that did not administer the PSAT 8/9 are indicated with N/A.

Table 7.1				
Three Year Comparison of Percentage of Students Who Met Both Benchmarks on PSAT 8/9 by FLP District				
School District	Met Both Benchmarks 2017-18	Met Both Benchmarks 2018-19	Met Both Benchmarks 2019-20	Percentage Change in Students Who Met Both Benchmarks
Bay [^]	63%	N/A	28%	-35%
Bradford	14%	17%	20%	6%
Columbia	25%	30%	30%	5%
Desoto	13%	15%	15%	2%
Dixie ¹	19%	20%	18%	-1%
Escambia*	19%	29%	24%	5%
Flagler	N/A	N/A	33%	N/A
Franklin	17%	N/A	10%	-7%
Gadsden**	NOT FLP	NOT FLP	--	N/A
Glades	27%	18%	19%	-8%
Hamilton	10%	18%	16%	6%
Hardee ¹	NOT FLP	20%	25%	5%
Hendry	18%	18%	21%	3%
Highlands	23%	29%	25%	2%
Lafayette ¹	NOT FLP	47%	22%	-25%
Lake	26%	30%	30%	4%
Levy	23%	25%	25%	2%
Liberty	25%	31%	27%	2%
Madison	11%	17%	18%	7%
Nassau ¹	33%	39%	37%	4%
Okeechobee	19%	25%	22%	3%
Putnam	21%	22%	21%	0%
St. Lucie ¹	N/A	28%	27%	-1%
Sumter	25%	25%	25%	0%
Suwannee**	NOT FLP	NOT FLP	21%	N/A
Taylor	16%	17%	34%	18%
Walton	35%	46%	47%	12%
Washington	25%	36%	23%	-2%
FLP Districts	24%	29%	27%	3%
Florida	32%	31%	33%	1%

[^]Due to inclement weather, Bay was unable to fully participate in 2018-2019.

*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

**Bay, Hardee, and Lafayette joined the FLP in 2018-2019, thus 2017-2018 is a baseline year.

***Gadsden and Suwannee joined the FLP in 2019-2020.

¹Year 1 was missing, calculations are based on a two-year period.

Figure 7.1 displays the percentage change in test takers meeting both benchmarks on PSAT 8/9 tests between 2017-2018 and 2019-2020. Sixteen districts showed gains over baseline in the percentage of students meeting benchmarks.

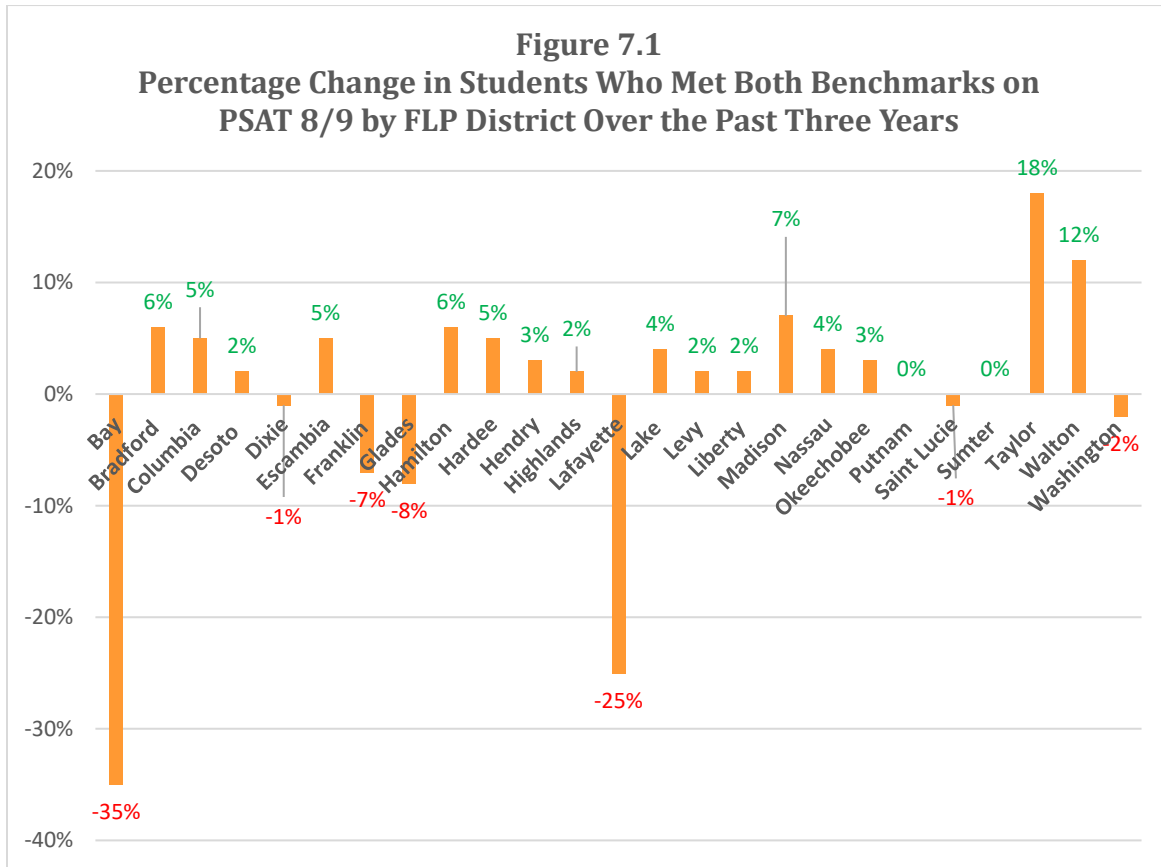


Table 7.2 lists the districts that ranked highest for the greatest percentage change in the percentage of students who met both ERW and Math benchmarks on PSAT 8/9 in 2017-2018 compared to 2019-2020.

Table 7.2 Top Five Districts: PSAT 8/9 Scores Percentage Change in Number of Students Meeting Both ERW and Math Benchmarks		
Rank	School District	Percentage Change
1	Taylor	18%
2	Walton	12%
3	Madison	7%
4	Bradford Hamilton	6%
FLP Districts		3%
Florida		1%

PSAT/NMSQT

The PSAT/NMSQT is an optional assessment for FLP districts. Those districts that did not administer the PSAT/NMSQT are indicated with N/A. Table 7.3 shows the percentage of test takers who met both ERW and Math benchmarks on the PSAT/NMSQT over the past three years and the percentage change between the time periods. In 2019-2020, many FLP districts showed decreases in the percentage of test takers who met both benchmarks. Indeed, even the statewide percentage decreased 3%.

Table 7.3				
Three Year Comparison of Percentage of Students Who Met Both Benchmarks on PSAT/NMSQT by FLP District				
School District	Met Both Benchmarks 2017-18	Met Both Benchmarks 2018-19	Met Both Benchmarks 2019-20	Percentage Change in Students Who Met Both Benchmarks
Bay ^{^**}	33%	N/A	23%	-10%
Bradford	15%	13%	8%	-7%
Columbia	19%	25%	19%	0%
Desoto	9%	9%	10%	1%
Dixie	15%	13%	12%	-3%
Escambia*	27%	25%	21%	-6%
Flagler	27%	36%	25%	-2%
Franklin	23%	N/a	13%	-10%
Gadsden ^{***}	NOT FLP	NOT FLP	5%	N/A
Glades	14%	14%	6%	-8%
Hamilton	12%	5%	8%	-4%
Hardee ^{**}	50%	15%	13%	-37%
Hendry	11%	12%	12%	1%
Highlands	26%	24%	22%	-4%
Lafayette ^{**}	29%	18%	22%	-7%
Lake	23%	25%	20%	-3%
Levy	16%	17%	11%	-5%
Liberty	8%	0%	16%	8%
Madison	8%	12%	9%	1%
Nassau	27%	30%	25%	-2%
Okeechobee	19%	17%	16%	-3%
Putnam	15%	15%	11%	-46%
St. Lucie	18%	19%	17%	-4%
Sumter	23%	34%	19%	-1%
Suwannee ^{***}	NOT FLP	NOT FLP	21%	-4%
Taylor	14%	34%	7%	-7%
Walton	28%	32%	30%	-7%

Washington	26%	N/A	17%	2%
FLP Districts	20%	23%	19%	-1%
Florida	32%	33%	29%	-3%

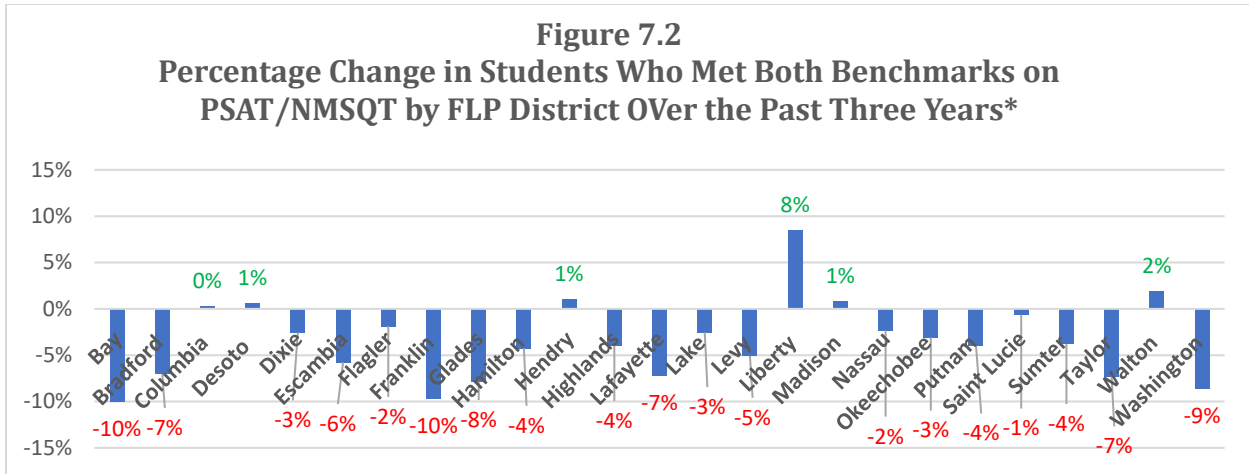
^Due to inclement weather, Bay was unable to fully participate in 2018-2019.

*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

**Bay, Hardee, Lafayette joined the FLP in 2018-2019, thus 2017-2018 is the baseline.

***Gadsden and Suwannee joined the FLP in 2019-2020.

Figure 7.2 illustrates the percentage decreases in all but six FLP districts.



The five districts with the greatest percentage change in the percentage of students who met both ERW and Math benchmarks on the PSAT/NMSQT in 2017-2018 compared to 2019-2020 are displayed in Table 7.4.

Table 7.4 Top Five Districts: Percentage Change from 2017 2018 to 2019 2020 In the Percentage of Students Who Met Both Benchmarks on PSAT/NMSQT		
Rank	School District	Percentage Change
1	Liberty	8%
2	Walton	2%
3	Hendry Madison Desoto	1%
FLP Districts		-1%
Florida		-3%

SAT Exams

As mentioned previously, students can choose to take the SAT exam on Saturday test dates or their school district may participate in an SAT School Day, allowing for the test to be done during the school week. SAT Saturdays would typically represent a majority of

traditional SAT test taking students, while SAT School Days provides open access to all students. Table 7.5 shows the percentage of test takers who met both ERW and Math benchmarks for the *Saturday* SAT and the *School Day* SAT in 2019-2020. Among FLP Districts, the percentage who met both benchmarks ranged from 7% to 65% for *Saturday* testing and 0% to 24% for *School Day* testing.

Table 7.5 Percentage of Students Who Met Both ERW and Math Benchmarks on SAT Saturdays vs. SAT School Day by FLP District in 2019 2020		
Bradford	31%	7%
Desoto	29%	6%
Escambia	49%	20%
Franklin	50%	--
Glades	13%	2%
Hardee	21%	10%
Highlands	30%	20%
Lake	44%	21%
Liberty	19%	13%
Nassau	47%	26%
Putnam	23%	8%
Sumter	33%	16%
Taylor	7%	10%
Washington	65%	12%
Florida	51%	33%

-- Represents a school district that did not participate in SAT School Day.

Section 7: SAT Suite of Assessments: Student Performance (cont.)

Table 7.6 shows the percentage of 11th grade test takers who met both ERW Concordance for the SAT over the past three years, as well as the percentage change between the first and third time periods. In 2019-2020, the percentage of test takers in FLP districts who met ERW Concordance decreased slightly overall (3%) and increases ranged from 1% to 23%.

Table 7.6 Three Year Comparison of Percentage of FLP Students Who Met ERW Concordance Scores on SAT				
Bay**	56%	74%	79%	23%
Bradford	66%	70%	61%	-5%
Columbia				-2%
Desoto	63%	65%	53%	-10%
Dixie	65%	77%	58%	-7%
Escambia*	72%	72%	65%	-7%
Flagler	79%	77%	79%	0%
Franklin	73%	50%	31%	-42%
Gadsden***	NOT FLP	NOT FLP	51%	N/A
Glades	56%	46%	45%	-11%
Hamilton	42%	52%	41%	-1%
Hardee**1	N/A	53%	66%	N/A
Hendry	61%	64%	61%	0%
Highlands	77%	78%	71%	-6%
Lafayette**1	N/A	79%	90%	N/A
Lake	77%	75%	77%	0%
Levy	64%	76%	66%	2%
Liberty	72%	77%	73%	N/A
Madison	64%	74%	55%	-9%
Nassau	83%	85%	82%	-1%
Okeechobee	62%	63%	63%	1%
Putnam	68%	71%	59%	-9%
St. Lucie	70%	71%	67%	-3%
Sumter	73%	74%	74%	1%
Suwannee***	NOT FLP	NOT FLP	79%	N/A
Taylor	78%	66%	52%	-26%
Walton	80%	79%	82%	2%
Washington	73%	78%	71%	-2%

FLP Districts	73%	73%	70%	-3%
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*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

**Bay, Hardee, and Lafayette joined the FLP in 2018-2019, thus 2017-2018 is the baseline.

***Gadsden and Suwannee joined the FLP in 2019-2020.

¹ Hardee tested only 12th grade students in 2017-2018, thus no concordance scores.

² Lafayette did not have an SAT School Day in 2017-2018, thus no concordance scores.

Table 7.7 displays the top five FLP districts with percentage change increases in students who met ERW concordance scores on the SAT.

Table 7.7 Top Five Districts: Percentage Change from 2017 2018 to 2019 2020 Who Met ERW Concordance Scores on SAT		
Rank	School District	Percentage Change
1	Bay	23%
2	Hardee	13%
3	Lafayette	11%
4	Levy Walton	2%
FLP Districts		-3%

Section 8: College Board AP Exam Participation

This section of the report compares the total number of AP exam test takers as indicators of students who are planning for postsecondary enrollment in college. **School closures due to the COVID-19 pandemic had a significant impact on AP exam participation in 2020.** Table 8.1 and Figure 8.1 show the decreases in the number of students who took an AP exam between 2017-2018 and 2019-2020. Nine school districts experienced increases ranging from 5% to 42%. FLP districts overall experienced a decrease of 9% in the number of test takers.

Table 8.1 Three Year Comparison of Number of Students Who Took an AP Exam and Percentage Change by FLP District [^]				
FLP District	2017-2018	2018-2019	2019-2020	Percentage Change
Bay**	2,052	1,936	1,681	-13%
Bradford	79	124	92	16%
Columbia	336	297	308	-8%
Desoto	108	134	150	39%
Dixie	109	113	73	-33%
Escambia*	2,312	2,156	1,789	-23%
Flagler	699	689	662	-5%
Franklin	29	3	2	-93%
Gadsden***	NOT FLP	NOT FLP	48	N/A

Glades	15	30	12	-20%
Hamilton	19	60	27	42%
Hardee**	120	126	130	8%
Hendry	447	446	394	-12%
Highlands	593	722	683	15%
Lafayette**	2	2	0	-100%
Lake	3,653	3703	3,345	-8%
Levy	154	130	164	6%
Liberty	4	6	1	-75%
Madison	0	2	0	0
Nassau	765	779	725	-5%
Okeechobee	151	194	159	5%
Putnam	240	301	235	-2%
St. Lucie	973	860	722	-26%
Sumter	648	686	687	6%
Suwannee***	NOT FLP	NOT FLP	170	N/A
Taylor	83	51	54	-35%
Walton	599	548	706	18%
Washington	87	62	22	-75%
FLP Districts	14,277	14,160	13,041	-9%

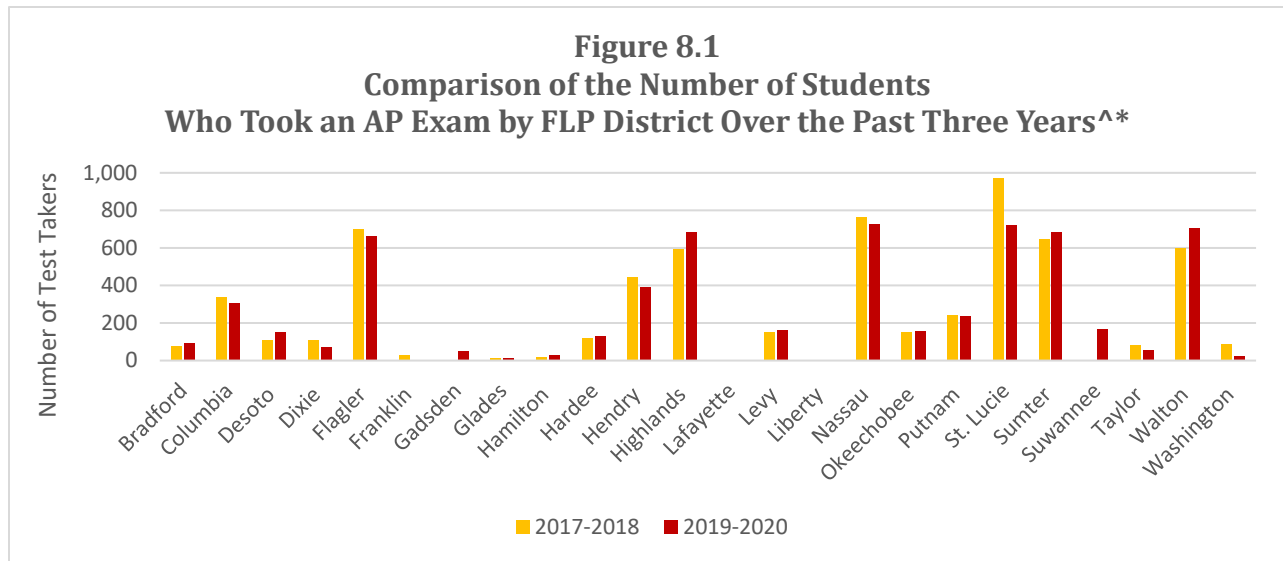
^Number of students who took an AP exam was impacted by the COVID-19 pandemic.

*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

** Bay, Hardee, and Lafayette joined FLP in 2018-2019, thus 2017-2018 is a baseline year.

***Gadsden and Suwannee joined the FLP in 2019-2020.

Figure 8.1 illustrates the increases in the number of minority students who took an AP exam.



^Number of students who took an AP exam was impacted by the COVID-19 pandemic.

*Bay, Escambia, and Lake are intentionally omitted because their large student population compared to other FLP districts skews the bar graph. See Table 9.1 for their participation.

Table 8.2 Top Districts: Percentage Change for Number of Students Who Took an AP Exam [^]			
Rank	School District	Increase in Number of Students	Percentage Change
1	Hamilton	8	42%
2	Desoto	42	39%
3	Walton	107	18%
4	Bradford	13	16%
5	Highlands	90	15%
6	Hardee	10	8%
7	Sumter	39	6%
	Levy	10	6%
8	Okeechobee	8	5%
Total		327	

[^]Number of students who took an AP exam was impacted by the COVID-19 pandemic.

Table 8.3 and Figure 8.2 show the amount of growth in the number of students who identified as minority who took an AP exam between 2017-2018 and 2019-2020. In a year when most FLP districts experienced a decrease in AP exam participation, thirteen FLP districts showed an increase in participation by minorities who took an AP exam. Increases ranged from 5% to 125%. Overall, FLP districts experienced an increase of 17% minority students who took an AP exam, even though participation for all students decreased.

Table 8.3 Three Year Comparison of the Number of Minority Students Who Took an AP Exam and Percentage Change by FLP District [^]				
FLP District	2017-2018	2018-2019	2019-2020	Percentage Change
Bay**	565	493	469	-5%
Bradford	13	39	22	69%
Columbia	58	77	77	33%
Desoto	60	94	105	75%
Dixie	12	25	12	0%
Escambia*	572	916	710	24%
Flagler	191	277	236	24%
Franklin	3	2	0	-100%
Gadsden***	NOT FLP	NOT FLP	45	N/A
Glades	12	17	8	-33%
Hamilton	7	28	9	29%
Hardee**	78	84	94	21%
Hendry	343	342	311	-9%
Highlands	256	415	348	36%
Lafayette**	2	0	0	-100%

Lake	1,338	1,784	1,609	20%
Levy	39	26	41	5%
Liberty****	0	2	1	N/A
Madison	0	1	0	0
Nassau	89	152	139	56%
Okeechobee	94	119	87	-7%
Putnam	68	119	65	-4%
St. Lucie	483	513	431	-11%
Sumter	153	239	234	53%
Suwannee***	NOT FLP	NOT FLP	53	N/A
Taylor	15	22	13	-13%
Walton	75	143	169	125%
Washington	12	18	6	-50%
FLP Districts	4,538	5,947	5,294	17%

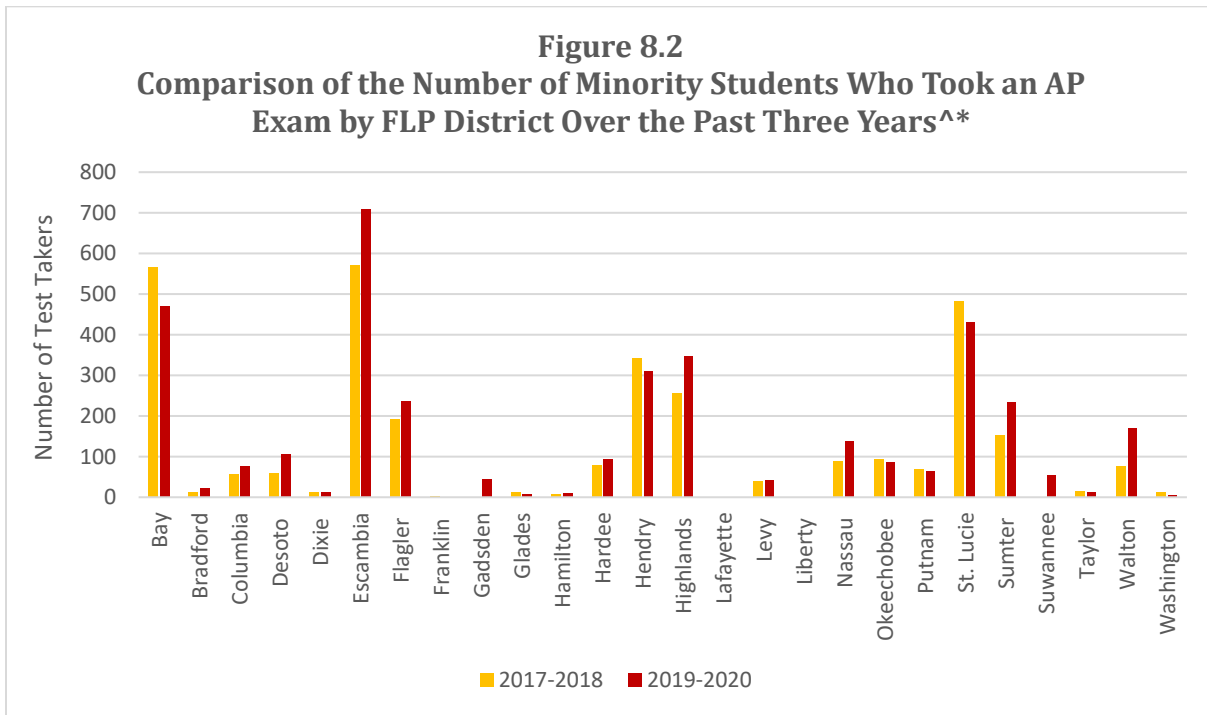
^Number of students who took an AP exam was impacted by the COVID-19 pandemic.

*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

** Bay, Hardee, and Lafayette joined FLP in 2018-2019, thus 2017-2018 is a baseline year.

***Gadsden and Suwannee joined the FLP in 2019-2020.

**** Cannot calculate percentage change when first year is zero.



^Number of students who took an AP exam was impacted by the COVID-19 pandemic.

*Lake is intentionally omitted because their large student population compared to other FLP districts skews the bar graph. See Table 9.3 for their participation.

The top ten districts with an increase in the number of minority students taking an AP exam are listed in Table 8.4.

Rank	School District	Increase in Number of Students	Percentage Change
1	Walton	94	125%
2	Desoto	45	75%
3	Bradford	9	69%
4	Nassau	50	56%
5	Sumter	81	53%
6	Highlands	92	36%
7	Columbia	19	33%
8	Hamilton	2	29%
9	Escambia	138	24%
	Flagler	45	24%
Total		575	

[^]Number of students who took an AP exam was impacted by the COVID-19 pandemic.

Section 9: AP Exam Performance

Scores on AP exams of three or higher were examined as an additional measure of college readiness for the total student population and for minorities. Data in Table 9.1 shows the amount of growth in the number of AP exams that received a score of a 3, 4, or 5 over the past three years. Fourteen districts had gains in the percentage of AP exams with scores of 3 or higher, with increases ranging from 3% to 500%. Overall, FLP districts experienced an increase of 419 AP exams with scores of 3+ compared to last year.

Although the College Board was able to offer AP exams and instructional resources online, there were many factors that may have contributed to a student not being able to test. Non-traditional AP students, with whom the Florida Partnership works extensively, were more susceptible to digital divide issues related to devices and connectivity. This may have resulted in students’ inability to access some or all of the resources provided by the AP Program to fortify online instruction and preparation. Furthermore, the College Board did not offer a multiple-choice section on exams and instead asked only one to two free response questions (depending on the subject area), and this format may have impacted levels of student confidence prior to making the decision to participate in the exam.

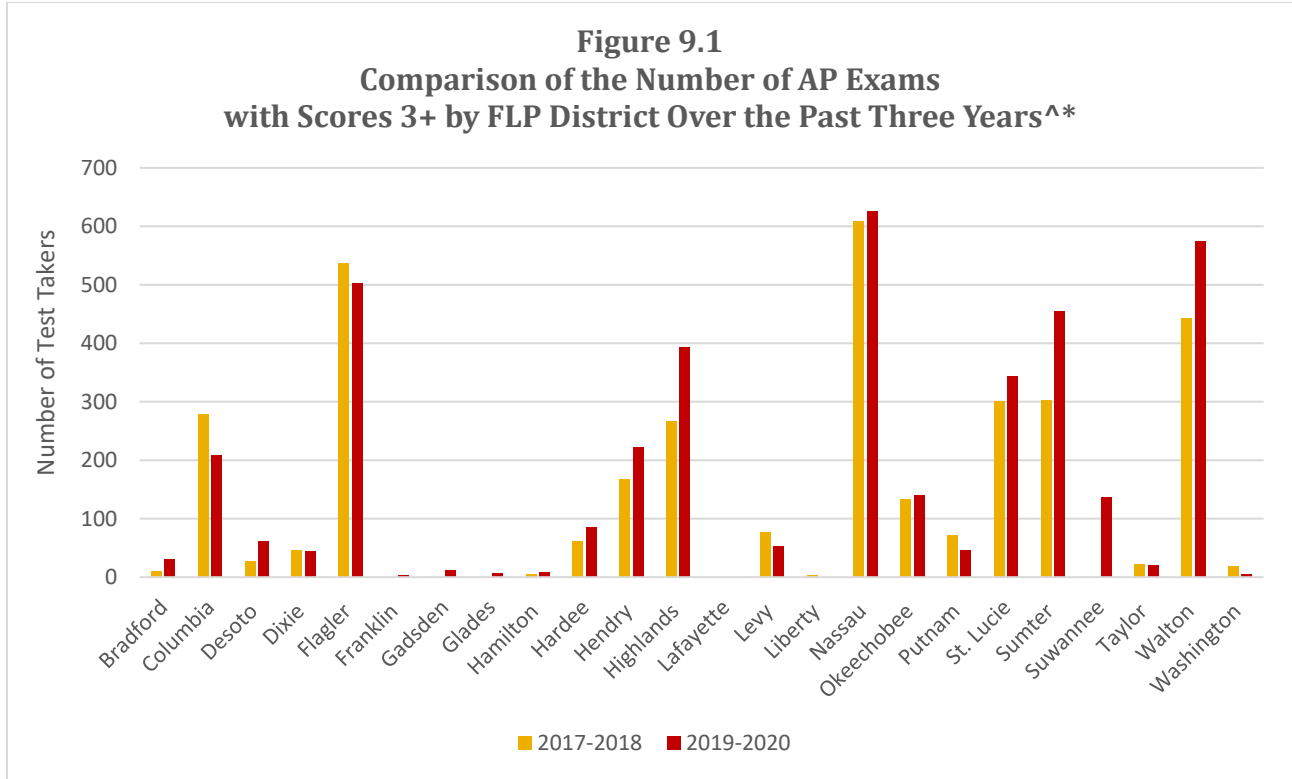
Table 9.1				
Three Year Comparison of the Number of AP Exams with 3+ Scores and Percentage Change by FLP District[^]				
FLP District	2017-2018	2018-2019	2019-2020	% Change
Bay**	1,724	1,541	1,497	-13%
Bradford	10	25	30	200%
Columbia	278	265	209	-25%
Desoto	28	60	62	121%
Dixie	46	40	44	-4%
Escambia*	1,525	1,469	1,492	-2%
Flagler	536	555	503	-6%
Franklin	1	2	3	200%
Gadsden***	NOT FLP	NOT FLP	12	N/A
Glades	1	8	6	500%
Hamilton	4	12	9	125%
Hardee**	61	77	86	41%
Hendry	167	180	222	33%
Highlands	267	282	393	47%
Lafayette**	1	2	0	0
Lake	2,130	2322	2,437	14%
Levy	77	50	52	-32%
Liberty	3	4	1	-67%
Madison	0	1	0	0
Nassau	609	685	626	3%
Okeechobee	133	151	140	5%
Putnam	71	99	46	-35%
St. Lucie	300	327	343	14%
Sumter	302	347	454	50%
Suwannee***	NOT FLP	NOT FLP	137	N/A
Taylor	22	17	21	-5%
Walton	443	457	575	30%
Washington	19	8	5	-74%
FLP Districts	8,758	8,986	9,405	7%

[^]Overall AP exam performance by students was impacted by COVID-19 pandemic.

*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

**Bay, Hardee, and Lafayette joined the FLP in 2018-2019, thus 2017-2018 is a baseline year.

***Gadsden and Suwannee joined the FLP in 2019-2020.



[^]Overall AP exam performance by students was impacted by COVID-19 pandemic.

*Bay, Escambia, and Lake are intentionally omitted because their large population skews the bar graph. See Table 9.5 for the AP exams scoring 3+.

Table 9.2 displays the top ten FLP districts for AP exams with 3+ scores.

Table 9.2 Top Ten Districts: Percentage Change in the Number of AP Exams with 3+ Scores[^]			
Rank	School District	Increase in Number of Exams 3+	Percentage Change
1	Glades	5	500%
2	Bradford	20	200%
	Franklin	2	200%
3	Hamilton	5	125%
4	Desoto	34	121%
5	Sumter	152	50%
6	Highlands	126	47%
7	Hardee	25	41%
8	Hendry	55	33%
9	Walton	132	30%
Total		556	

[^]Overall AP exam performance by students was impacted by COVID-19 pandemic.

Table 9.3				
Three Year Comparison of the Number of AP Exams with 3+ Scores Taken by Minority Students and Percentage Change by FLP District^				
FLP District	2017-2018	2018-2019	2019-2020	% Change
Bay**	399	376	416	4%
Bradford	2	5	6	200%
Columbia	38	51	48	26%
Desoto	18	35	38	111%
Dixie****	0	5	5	N/A
Escambia*	209	526	538	157%
Flagler	130	222	171	32%
Franklin	0	1	0	0
Gadsden***	NOT FLP	NOT FLP	11	N/A
Glades	2	6	4	100%
Hamilton****	0	3	2	N/A
Hardee**	46	59	67	46%
Hendry	127	134	175	38%
Highlands	93	167	203	118%
Lafayette**	1	0	0	-100%
Lake	636	1,009	1126	77%
Levy	22	8	15	-32%
Liberty****	0	1	1	N/A
Madison	0	1	0	0
Nassau	68	122	115	69%
Okeechobee	78	95	80	3%
Putnam	23	33	17	-26%
St. Lucie	148	196	188	27%
Sumter	41	90	142	246%
Suwannee**	NOT FLP	NOT FLP	47	N/A
Taylor	1	5	4	300%
Walton	52	105	112	115%
Washington	1	1	3	200%
FLP Districts	2,135	3,256	3,534	66%

^Overall AP exam performance by students was impacted by COVID-19 pandemic.

*Escambia was a partial district in 2016-2017 and 2017-2018, and became a full partner in 2018-2019.

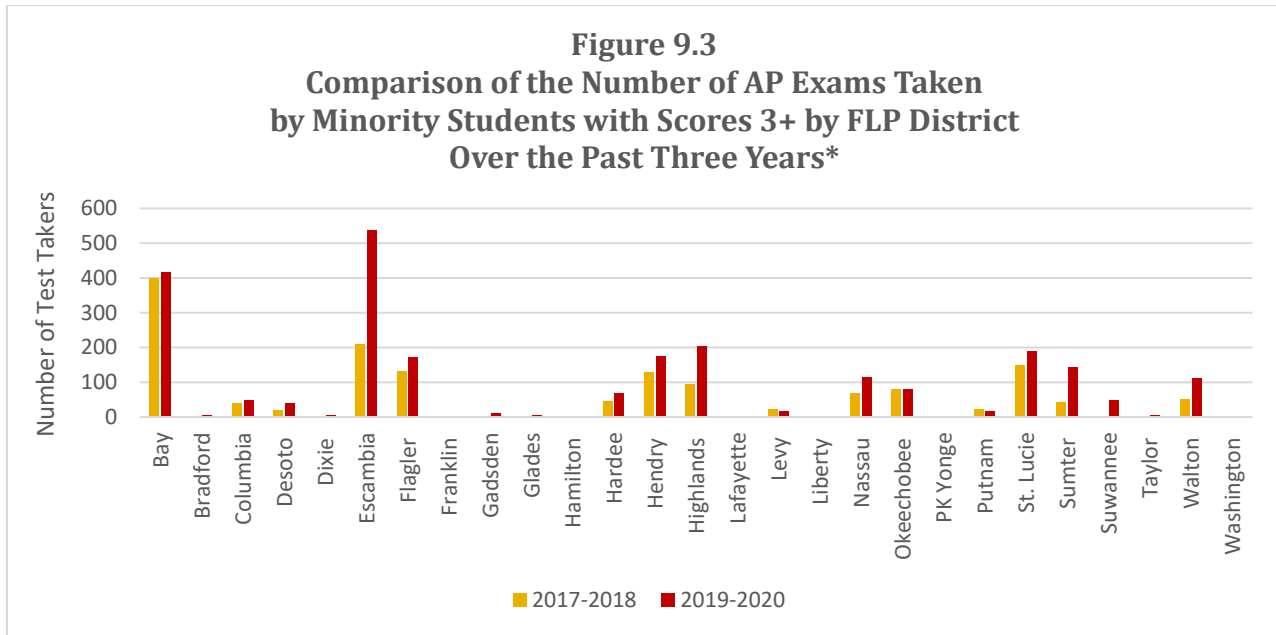
**Bay, Hardee, and Lafayette joined the FLP in 2018-2019, thus 2017-2018 is a baseline year.

***Gadsden and Suwannee joined the FLP in 2019-2020.

****Cannot calculate percentage change when first year is zero.

Data in Table 9.3 shows the amount of growth in the number of AP exams taken by students who identified as minority with a score of a 3, 4, or 5 over the past three years. All, but one FLP district had gains in the percentage of AP exams taken by minorities that scored at least a 3, with increases ranging from 4% to 300%. Overall, FLP districts had 3,534 AP exams taken by minority students with scores of 3+.

Figure 9.3 illustrates the increases over the past three years in the number of AP exams taken by minority students with 3+ scores.



^Overall AP exam performance by students was impacted by COVID-19 pandemic.

*Lake is intentionally omitted because their large student population compared to other FLP districts skews the bar graph. See Table 9.7 for the AP exams taken by minorities that scored 3+.

Table 9.4 lists the top ten FLP districts for percentage change in the number of minority students scoring 3+ on an AP exam.

Rank	School District	Increase in Number of Exams	Percentage Change
1	Taylor	3	300%
2	Sumter	101	246%
3	Bradford	4	200%
	Washington	2	200%
4	Escambia	329	157%
5	Highlands	110	118%
6	Walton	60	115%
7	Desoto	20	111%
8	Glades	2	100%
9	Lake	490	77%
Total		1,121	

^Overall AP exam performance by students was impacted by COVID-19 pandemic.

Section 10: AVID FLP Schools

The AVID program was funded by the Florida Partnership in 31 schools in 8 FLP districts during the 2019-2020 grant period. These schools provided an AVID elective course for students in different grade levels. Data collected from the middle and high schools' General Reports, submitted to AVID Center, are summarized in this section of the report, along with results from an online survey of AVID Elective Teachers. **Submission of the General Report was optional this year due to the pandemic; therefore, tables reflect a large amount of missing data from 13 AVID schools that did not submit a report.** Data from the School General Reports presented in this section includes:

- An overview of AVID student enrollment, including number of minority students and percentage of total student population enrolled in an AVID elective course.
- The Number of Students Enrolled in an AVID Elective Course by Grade Level
- AVID Elective Middle School Student Outcomes (7 indicators)
- AVID Elective High School Senior Outcomes (4 indicators)

Typically, students enrolled in AVID elective courses are mid-level performing students, minority students, and first generation college going students. For these reasons, the data presented in this section of the report provides evidence for the following two evaluation questions.

- Q3: How have district and school administrators contributed to increasing equity and access to advanced level courses and postsecondary enrollment?
- Q4: How have district and school administrators contributed to increasing enrollment of minority and underrepresented students in advanced level courses?

Data in Table 10.1 lists the number of AVID students enrolled in the AVID Elective Course and more than half (55%) are minority students. While the percentage of students enrolled in AVID compared to the total student population varies from 6.0% to 23% of students, FLP districts overall show 11.5% of students attending schools with an AVID program are enrolled in the Elective course.

Table 10.1 Overview of AVID Elective Course by District					
School District	School Names	# of Students In School	# of AVID Elective Students	# of Minority AVID Students	% of Students Enrolled in AVID
Bay	Rutherford MS/HS*				
Dixie	Dixie County HS	524	107	16	20.0%
Highlands	Avon Park HS*				
	Avon Park MS	652	150	112	23.0%
	Hill-Gustat MS	721	86	57	11.9%
	Lake Placid HS*				
	Lake Placid MS	766	133	88	17.4%
	Sebring MS	790	62	32	7.8%
	Sebring HS	1,539	136	84	8.8%
Levy	Bronson MS/HS	543	48	23	8.8%
	Cedar Key (K-12)	135	25	3	18.5%
	Williston MS/HS	1,083	157	72	14.5%
Marion	Dunnellon HS*				
	Ft. King MS	1,069	66	28	6.2%
	Ft. McCoy (K-8)	491	57	4	11.6%
	Liberty MS	1,356	143	92	10.5%
Nassau	Callahan MS*				
	Hilliard MS/HS*				
	West Nassau HS*				
	Yulee MS*				
	Yulee HS*				
Putnam	C.H. Price MS*				
	C.L. Overturf Sixth Grade Center*				
	Crescent City MS/HS	599	104	88	17.4%
	Interlachen HS*				
	Palatka	1,059	84	70	7.9%
	Robert H. Jenkins MS*				
Washington	Chipley HS	553	33	24	6.0%
	Roulhac MS*				
	Vernon MS	291	67	16	23.0%
	Vernon HS	363	51	25	14.0%
Totals		13,058	1,509	834	11.5%

* Missing data - Due to COVID-19 and school closures, completing the annual AVID General Report was optional in 2020.

AVID Elective classes in FLP districts appear to be at their capacity for the grade levels served. Higher numbers of middle school students are enrolled compared to high school students as shown in Table 10.2

Table 10.2 Number of Students Enrolled in AVID Elective Course by Grade Level in FLP Funded Schools							
School Names	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Avon Park MS	55	47	48	--	--	--	--
Avon Park HS*	--	--	--				
Bronson MS/HS	0	0	0	9	14	18	7
Callahan MS*				--	--	--	--
Cedar Key (K-12)	3	6	3	6	5	2	0
Chipley HS	--	--	--	11	10	1	11
C.H. Price MS*				--	--	--	--
C.L. Overturf 6 th Grade Ctr*		--	--	--	--	--	--
Crescent City JR/SR	--	--	--	63	25	6	10
Dixie County HS*	--	--	--				
Dunnellon HS*				--	--	--	--
Ft. King MS	24	21	21	--	--	--	--
Ft. McCoy (K-8)	19	23	15	--	--	--	--
Hill Gustat MS	24	32	30	--	--	--	--
Hilliard MS/HS*							
Interlachen HS	--	--	--				
Lake Placid MS	61	32	40	--	--	--	--
Lake Placid HS*	--	--	--				
Liberty MS	46	49	48	--	--	--	--
Palatka HS	--	--	--	26	13	25	20
Robert H Jenkins MS*				--	--	--	--
Roulhac MS*				--	--	--	--
Rutherford MS/HS*							
Sebring HS	--	--	--	41	47	25	23
Sebring MS	23	20	19	--	--	--	--
Vernon MS	30	20	17	--	--	--	--
Vernon HS	--	--	--	20	12	5	14
West Nassau HS*	--	--	--				
Williston MS/HS	22	33	27	28	22	17	10
Yulee HS*	--	--	--				
Yulee MS*				--	--	--	--
Total by Grade Level	307	283	268	204	148	99	85

*Missing data - Due to COVID-19 and school closures, completing the annual AVID General Report was optional in 2020.

-- Represents the school does not have students for those grade levels.

One of the objectives of the AVID Elective Course is for students to continuously enroll in the AVID Elective course as it builds each year in preparing students for postsecondary education. The data in Table 10.3 shows over 200 AVID students were enrolled in an Honors course or Algebra I or higher level math course.

Table 10.3 AVID Elective Middle School Student Outcomes			
Middle Schools	# of Students Enrolled in 2nd Year of AVID 2019-2020	# of Students Enrolled in Honors Course 2019-2020	# of Students Enrolled in Algebra I or Higher Course
Avon Park MS	61	46	86
Bronson MS/HS	0	0	0
Callahan MS*			
Cedar Key (K-12)	6	0	0
C.H. Price MS*			
C.L. Overturf 6 th Grade Ctr*			
Crescent City Jr/Sr	N/A	N/A	N/A
Dunnellon MS*			
Ft. King MS	13	16	20
Ft. McCoy MS	15	13	7
Hill Gustat MS	31	7	20
Hilliard MS/HS*			
Lake Placid MS	40	72	17
Liberty MS	48	0	36
Robert H. Jenkins MS*			
Roulhac MS*			
Rutherford MS/HS*			
Sebring MS	29	5	0
Vernon MS	35	7	9
Williston MS/HS	46	68	17
Yulee MS*			
Total Students	324	234	212

*Missing data - Due to COVID-19 and school closures, completing the annual AVID General Report was optional in 2020.

Eighth grade AVID student outcomes show many are on a path of becoming college and career ready as demonstrated by the data presented in Table 10.4

Table 10.4 8th Grade Student Outcomes				
Middle Schools	Completed Algebra I with a grade of C or better	Completed an Honors or High School Course with a grade of C or better	Recommended for College Prep Courses in HS	Took the PSAT, ACT Explore or PSSS
Avon Park MS	10	6	37	37
Bronson MS/HS	0	0	0	0
Callahan MS*				
Cedar Key (K-12)	9	8	9	9
C.H. Price MS*				
C.L. Overturf 6th Grade Ctr*				
Crescent City Jr/Sr	N/A	N/A	N/A	N/A
Dunnellon MS*				
Ft. King MS	0	0	0	0
Ft. McCoy MS	0	0	0	0
Hill Gustat MS	7	7	40	40
Hilliard MS/HS*				
Lake Placid MS	15	2	30	40
Liberty MS	0	0	0	0
Robert H. Jenkins MS*				
Roulhac MS*				
Rutherford MS/HS*				
Sebring MS	9	1	0	20
Vernon MS	12	12	12	12
Williston MS/HS	13	25	25	22
Yulee MS*				
Total Students	75	61	153	180

*Missing data - Due to COVID-19 and school closures, completing the annual AVID General Report was optional in 2020.

High school AVID Elective students appear to be on a college ready pathway with over 500 of them meeting the 4-year college entrance requirement, 58 completed an AP or IB course, and 35 took a college level course last year as shown in Table 10.5.

Table 10.5 AVID Elective High School Student Outcomes				
High Schools	Number of AVID Students			
	Enrolled in AVID for 3 rd Year	Completed at least one AP or IB course	Will meet 4-year entrance requirement	Taking a college or university course
Avon Park HS*				
Bronson MS/HS	18	0	48	8
Cedar Key (K-12)	0	6	13	1
Chipley HS	5	5	5	5
Crescent City Jr/Sr	14	4	104	0
Dixie Co. HS*				
Lake Placid HS*				
Palatka	25	8	84	7
Rutherford MS/HS*				
Sebring HS	80	11	136	7
Vernon HS	0	6	48	1
West Nassau HS*				
Williston MS/HS	49	18	75	6
Yulee HS*				
Total Students	191	58	513	35

*Missing data -Due to COVID-19 and school closures, completing the annual AVID General Report was optional in 2020.

AVID Teacher Survey 2020

In May 2020, a survey link was sent to FLP school district contacts for the purpose of distributing the link to AVID elective teachers in their district. Thirty-four responses were received from AVID teachers in six FLP school districts. A summary list of survey results is presented below.

- Percentage of 1st generation college going students ranged from 13% to 100%.
- Percentage of students enrolled in Algebra 1 or an Honors course this year ranged from 18% to 100%. (One teacher reported zero AVID students enrolled in Algebra I)
- Percentage of students enrolled in Algebra 1 or an Honors course next year ranged from 17% to 82%.

- Percentage of students enrolled in an AP course this year ranged from 10% to 100%. (Two teachers reported no AVID students were enrolled in an AP course)
- Percentage of students enrolled in an AP course next year ranged from 3% to 100%. (3 teachers reported no AVID students were enrolled in an AP course for next year)
- Percentage of students enrolled in a Dual Enrollment course this year ranged from 3% to 100%. (Three teachers reported no AVID students were enrolled in a Dual Enrollment course for this year)
- Percentage of students enrolled in a Dual Enrollment course next year ranged from 8% to 100%. (Two teachers reported no AVID students were enrolled in a Dual Enrollment course for next year)

In an effort to understand how student enrollment in AVID Elective courses occurs in schools, respondents were asked to describe the cohort of enrolled AVID students in their school.

- 42% have the same cohort and add new students each year.
- 24% have the same cohort each year.
- 21% do not the same cohort each year. New students enrolled each year.
- 13% report AVID elective is only offered one year.

AVID strategies used in the elective course are often shared with other teachers as indicated by the 61% of AVID teachers reporting AVID strategies are used schoolwide

- 61% of teachers reported AVID strategies are required schoolwide.
- 24% of teachers reported AVID strategies are used in most classrooms.
- 15% teachers reported AVID strategies are used in some classrooms.

Survey respondents were asked which AVID strategies were used in other classrooms. Table 10.6 shows high percentages for four AVID strategies that impact students who are not enrolled in AVID Elective courses and provide them with study skills.

Table 10.6 AVID Strategies Used in Other Classrooms	
Strategies	Response Percentage
Cornell notes	100%
WICOR methodologies	91%
Binders	82%
Socratic seminars	76%
Tutorials	65%
Others	24%

Section 11: Florida Department of Education Minority and Underserved Student Indicators

Beginning with the 2019-2020 grant period, FDOE provided a list of twelve indicators for the Florida Partnership to measure the impact of the partnership on minority and underserved students. The minorities include students who identify as Black, Hispanic, or Two or More Races and underserved students are represented by Free and Reduced Lunch status. Exhibit G displays the twelve indicators and the type of data collected to measure the indicator. Data was collected from the College Board database for the SAT Suite of Assessments and AP exams. In June a request was sent to all FLP district contacts to provide data regarding course enrollment and course grades for minority and underserved students. The PS1 indicator data was presented in Section 5: Community Engagement.

Exhibit G		
Indicators	2019 2020 Florida Department of Education Minority and Underserved Student Indicators	Measure
HS1	Percent of minority and underserved students in 12 th grade who enroll and complete at least two advanced level mathematics courses	Completed two AP mathematics courses
HS2	Percent of minority and underserved students in 12 th grade who enroll and complete advanced level coursework in four subject areas	Completed four AP courses
HS3	Percent of minority and underserved students who enroll and complete an advanced level course in Computer Science	Completed AP Computer Science course
HS4	Percent of minority and underserved 11 th grade students who are considered on track for postsecondary level coursework	Met ERW and/or Math Benchmarks on SAT
HS5	Percent of minority and underserved 12 th grade students considered on track for postsecondary level coursework	Met ERW and/or Math Benchmarks on SAT
HS6	Percent of minority and underserved students who enrolled and completed AP courses.	Took an AP exam
HS7	Percent of minority and underserved students who enroll in advanced level courses and earn a grade of "A" or "B"	AP course grades of "A" or "B"
HS8	Percent of minority and underserved students of educators who participated in an FLP training and who pass an AP exam	AP Exam scores of 3+ for students who's AP educator participated in AP Symposium
HS9	Percent of minority and underserved students of who pass AP exam in low performing high schools	AP exam scores of 3+
MS1	Percent of minority and underserved students in 8 th grade who pass Algebra I	Algebra 1 grades of "C" or better
MS2	Percent of minority and underserved students in middle school who pass a high school level course in low performing middle schools	Grades of 'C" or better in high school level course

The data in Table 11.1 shows percentages of minority and underserved students in FLP districts who took the SAT and/or an AP exam during the 2019-2020 school year and are considered on track for postsecondary level coursework.

HS4- Percent of 12 th Grade Minority Students Who Met the ERW Benchmark	24%	18%	24%	6%	35%
HS4 – Percent of 12 th Grade Minority Students Who Met the Math Benchmark	1%	13%	19%	4%	38%
HS5 - Percent of 12 th Grade Minority Students Who Met Both the Benchmarks	8%	9%	21%	6%	27%
HS9 – Percent of minority and underserved students who pass an AP exam in low performing high schools	74%	41%	68%	71%	61%
(* Total minority student population was combined)					

Data presented in Table 11.2 indicates the percentages of minority and underserved students in FLP districts who were enrolled in advanced level courses during the 2019-2020 school year.

Table 11.2 FDOE Indicators: Percent of Minority and Underserved Students Who Completed Advanced Level Coursework					
Course Work Indicators					
HS1 – Percent of students in 12 th grade who enroll and complete at least two advanced level math courses					
HS2 – Percent of students in 12 th grade who enroll and complete advanced level coursework in all four subject areas	10%	11%	18%	5%	32%
HS3 – Percent of students who enroll and complete an advanced level course in Computer Science	1%	7%	22%	5%	42%
HS6 – Percent of minority and underserved students who enrolled and completed an AP course	71%	9%	21%	5%	37%
MS1 – Percent of minority and underserved students in 8 th grade who pass Algebra I	38%	13%	23%	4%	6%
MS2 – Percent of minority and underserved students in middle school who pass a high school level course in low performing middle schools	61%	13%	22%	4%	61%

Section 12: Conclusion and Recommendations

Evaluation findings revealed a significant amount of evidence showing the FLP is meeting its mission by implementing three key elements: professional development, technical assistance, and providing resources for FLP districts.

In conclusion, the evaluation findings are as follows:

- Data collected from participants who attended professional development events showed high levels of satisfaction.
- A large majority of professional development participants, for all events, reported gaining new knowledge and skills to take back to their work environment, which will benefit the intended, targeted, students. Many reported they were inspired and appreciated having an opportunity to network, even virtually with colleagues in other school districts and with others in their own school district.
- District and school administrators are implementing strategies learned at professional development events. Many participants mentioned they better understand how to use College Board resources to expand equity and access for all students.
- The number of students taking the PSAT 8/9, PSAT/NMQST, and SAT continues to increase in FLP districts.
- College Access and Readiness Experiences grantees expanded the reach of the FLP by providing additional tutoring and educational opportunities for minorities and underrepresented students.
- FLP districts are making progress towards enrolling more students in advanced level courses, and increasing the number of students, including those who are minorities and underserved, who are enrolling in AP courses, and scoring a 3+ on AP exams.

Recommendations

Recommendation 1: Increase discussion with administrators of CARES programs for ways to help increase the number of students they serve who are linked to College Board and Khan Academy for SAT practice and are made aware of College Board's Opportunity Scholarships.

Recommendation 2: Consider further analysis of FDOE indicators to compare minority demographics of the school population to percentages taking advanced level coursework and preparing for postsecondary education by taking the SAT and/or AP exams.

New Directions, New Ideas, LLC would like to thank staff from the FLP, the AVID Center, and Community Outreach Grantees for their assistance with the evaluation process and the opportunity to evaluate services provided to school districts.

Appendices

The following appendices provide school level data used to calculate district level figures presented in this report.

FLP middle schools have an option to administer the PSAT 8/9 and all but one middle school in Suwannee County administered the assessment.

Appendix A						
PSAT 8/9 Test Takers and Scores by Middle School						
District	School	PSAT 8/9 Number of Test Takers	PSAT 8/9 Mean Total Score	PSAT 8/9 Number who met Math Benchmarks	PSAT 8/9 Number who met ERW Benchmarks	PSAT 8/9 Number who met Both Benchmarks
Alachua	Abraham Lincoln MS	208	912	3	17	104
Alachua	Howard W Bishop MS	207	846	4	35	86
Bay	Jinks MS	105	750	3	22	17
Bay	Merritt Brown MS	186	790	3	60	43
Bay	Mowat MS	293	817	5	98	88
Bay	Surfside MS	256	823	6	62	91
Bradford	Bradford MS	171	777	4	49	36
Columbia	Lake City MS	456	806	15	131	131
Desoto	Desoto MS	319	734	9	76	41
Dixie	Ruth Rains MS	145	757	4	44	20
Hardee	Hardee Junior HS	349	787	10	94	93
Hendry	Clewiston MS	227	750	5	48	37
Hendry	LaBelle MS	247	804	11	61	70
Highlands	Avon Park MS	146	758	7	32	27
Highlands	Lake Placid MS	185	761	9	50	31
Highlands	Sebring MS	223	817	9	60	70
Liberty	Hosford ES/Junior HS	49	828	3	18	15
Liberty	W R Tolar ES/MS	49	829	0	22	15
Nassau	Callahan MS	226	813	5	76	65
Nassau	Fernandina MS	210	859	10	58	96
Nassau	Yulee MS	313	822	9	98	99
Okeechobee	Osceola MS	206	774	16	46	46
Okeechobee	Yearling MS	207	766	14	33	42
Putnam	C H Price MS	155	767	3	44	24
Putnam	Miller Intermediate School	153	763	6	25	31
Putnam	Robert H Jenkins MS	158	667	7	25	11

St. Lucie	Allapattah Flats K-8 School	165	767	5	50	28
St. Lucie	Dan McCarty MS	238	713	7	45	16
St. Lucie	Forest Grove MS	264	787	9	65	60
St. Lucie	Manatee Academy ES/MS	216	781	11	67	46
St. Lucie	Northport ES/MS	198	798	10	49	57
St. Lucie	Oak Hammock ES/MS	217	772	10	55	44
St. Lucie	Palm Pointe Education Research School	155	861	5	34	77
St. Lucie	Samuel S. Gaines Academy	138	749	2	34	26
St. Lucie	Southern Oaks MS	301	791	8	81	81
St. Lucie	Southport MS	246	774	3	73	55
St. Lucie	West Gate ES/MS	195	817	3	76	50
St. Lucie	West K-8 School	156	851	4	49	61
Sumter	South Sumter MS	238	794	7	58	61
Suwannee	Suwannee MS	N/A	N/A	N/A	N/A	N/A
Washington	Roulhac MS	155	811	8	39	47
Washington	Vernon MS	85	790	1	31	13

FLP high schools have an option to administer the PSAT 8/9 and all but ten high schools administered the assessment to their 9th grade students. Those ten schools are indicated with an N/A across the columns.

Appendix B PSAT 8/9 Test Takers and Scores by High School						
District	School	PSAT 8/9 Number of Test Takers	PSAT 8/9 Mean Total Score	PSAT 8/9 Number who met Math Benchmarks	PSAT 8/9 Number who met ERW Benchmarks	PSAT 8/9 Number who met Both Benchmarks
Alachua	Eastside HS	316	917	2	45	135
Bay	A Crawford Mosley HS	518	889	6	181	189
Bay	Bay HS	261	795	6	61	47
Bay	Bay Virtual School	N/A	N/A	N/A	N/A	N/A
Bay	Breakfast Point Academy	133	812	4	45	36

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Bay	Deane Bozeman School	267	827	7	82	76
Bay	J R Arnold HS	365	884	14	110	134
Bay	New Horizons Learning Center	4	703	0	1	0
Bay	Panama City Marine Institute	N/A	N/A	N/A	N/A	N/A
Bay	Rosenwald HS	57	688	0	7	1
Bay	Rutherford HS	329	791	6	92	58
Bay	Tom P Haney Technical HS	N/A	N/A	N/A	N/A	N/A
Bradford	Bradford HS	162	824	2	59	31
Columbia	Belmont Academy	69	910	0	23	37
Columbia	Columbia HS	445	854	7	118	138
Columbia	Fort White HS	341	816	14	108	84
Desoto	Desoto County HS	314	805	5	77	59
Desoto	Desoto Secondary School	31	684	1	4	0
Dixie	Dixie County HS	127	834	4	39	30
Escambia	Booker T Washington HS	445	826	2	138	115
Escambia	Escambia HS	479	778	4	115	61
Escambia	J M Tate HS	441	689	5	100	87
Escambia	Northview HS	140	822	1	45	31
Escambia	Pensacola HS	325	899	4	58	133
Escambia	Pensacola Boys Base	11	742	1	2	0
Escambia	Pine Forest HS	365	756	9	88	37
Escambia	Success Academy	N/A	N/A	N/A	N/A	N/A
Escambia	West Florida HS of Advanced Technology	324	901	12	95	139
Flagler	Flagler Palm Coast HS	594	858	11	178	186
Flagler	Mantanzas HS	364	870	10	98	126
Franklin	Franklin County HS	105	735	1	20	10
Gadsden	Crossroads Academy	N/A	N/A	N/A	N/A	N/A
Gadsden	Gadsden County HS	N/A	N/A	N/A	N/A	N/A
Glades	Moore Haven MS/HS	130	766	6	36	18

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Glades	West Glades School	63	838	1	26	19
Hamilton	Hamilton County HS	224	774	7	57	35
Hardee	Hardee Senior HS	371	821	10	99	88
Hendry	Clewiston HS	231	820	3	91	37
Hendry	LaBelle HS	299	839	7	97	71
Highlands	Avon Park HS	241	817	10	67	47
Highlands	Highlands Career Institute	48	855	2	10	10
Highlands	Highlands Virtual School	4	860	0	2	1
Highlands	Lake Placid HS	230	805	7	49	52
Highlands	Sebring HS	428	849	11	86	140
Lafayette	Lafayette HS	166	829	6	58	37
Lake	East Ridge HS	565	869	11	146	211
Lake	Eustis HS	296	855	10	65	98
Lake	Lake County Virtual School	15	876	0	8	2
Lake	Lake Minneola HS	445	890	15	125	171
Lake	Leesburg HS	324	791	5	90	56
Lake	Mount Dora HS	258	872	5	99	71
Lake	South Lake HS	377	850	16	102	110
Lake	Tavares HS	301	841	6	77	90
Lake	Umatilla HS	176	795	6	50	28
Levy	Bronson HS	131	827	3	43	34
Levy	Cedar Key HS	45	818	0	17	10
Levy	Chiefland HS	176	843	5	52	56
Levy	Williston MS/HS	246	811	11	79	55
Levy	Yankeetown School	14	712	0	3	1
Liberty	Liberty County HS	83	852	0	36	18
Madison	Madison County HS	123	773	1	38	15
Madison	James Madison Preparatory Charter HS	50	885	1	16	17
Marion	Dunnellon HS	264	780	8	45	47
Marion	West Port HS	642	860	15	158	214
Nassau	Fernandina Beach HS	256	931	7	75	124
Nassau	Hilliard MS/HS	214	853	6	61	76
Nassau	West Nassau HS	264	878	10	92	90
Nassau	Yulee HS	325	901	7	101	126

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Okeechobee	Okeechobee HS	398	818	17	88	88
Okeechobee	Tantie Juvenile Residential Facility	N/A	N/A	N/A	N/A	N/A
Putnam	Crescent City Junior/Senior HS	154	797	7	39	28
Putnam	Interlachen HS	190	773	2	56	23
Putnam	Palatka HS	270	776	2	66	30
Putnam	Q.I. Roberts MS/HS	196	940	5	44	127
Putnam	Putnam Edge HS	9	685	0	1	0
St. Lucie	Creative Arts Academy	35	765	0	12	4
St. Lucie	Dale Cassens Education Complex	19	662	0	2	0
St. Lucie	Fort Pierce Central HS	655	824	14	174	154
St. Lucie	Fort Pierce Westwood HS	485	791	22	105	91
St. Lucie	Lincoln Park Academy	457	904	6	139	222
St. Lucie	Mosaic Digital Academy Upper School	28	928	2	9	13
St. Lucie	Performance Based Preparatory Academy	N/A	N/A	N/A	N/A	N/A
St. Lucie	Port St. Lucie HS	376	826	6	97	97
St. Lucie	Somerset College Preparatory Academy	N/A	N/A	N/A	N/A	N/A
St. Lucie	St. Lucie West Centennial HS	610	846	13	216	165
St. Lucie	Treasure Coast HS	635	849	19	165	197
Sumter	South Sumter HS	274	846	2	80	78
Sumter	Wildwood HS	222	791	7	63	43
Suwannee	Branford HS	182	831	2	68	42
Suwannee	Suwannee Senior HS	305	833	4	100	59
Taylor	Taylor County HS	141	866	2	34	48
Walton	Freeport HS	124	866	1	44	36
Walton	Paxton School	141	861	2	48	52
Walton	Seacoast Collegiate HS	84	997	2	8	71

Walton	Seaside Neighborhood School	N/A	N/A	N/A	N/A	N/A
Walton	South Walton HS	275	964	9	68	160
Walton	Walton Academy Charter School	N/A	N/A	N/A	N/A	N/A
Walton	Walton HS	151	866	4	35	54
Walton	Walton In10sity School of Excellence	20	768	1	7	3
Washington	Chipley HS	129	831	4	41	29
Washington	Vernon HS	97	833	2	36	18
Univ. of FL	P K Yonge School	22	948	0	8	12

FLP high schools have an option to administer the PSAT/NMSQT and only 11 high schools did not administer the assessment. Those 11 high schools are indicated by a N/A across columns.

Appendix C PSAT/NMSQT Test Takers and Scores by School						
District	School	PSAT/ NMSQT Number of Test Takers	PSAT/ NMSQT Mean Total Score	PSAT/ NMSQT Number who met Math Benchmarks	PSAT/ NMSQT Number who met ERW Benchmarks	PSAT/ NMSQT Number who met Both Benchmarks
Alachua	Eastside HS	587	963	1	94	232
Bay	A Crawford Mosley HS	754	919	11	271	186
Bay	Bay HS	453	881	3	126	98
Bay	Bay Virtual School	N/A	N/A	N/A	N/A	N/A
Bay	Breakfast Point Academy	N/A	N/A	N/A	N/A	N/A
Bay	Deane Bozeman School	205	877	3	64	37
Bay	J R Arnold HS	527	932	6	168	159
Bay	New Horizons Learning Center	4	703	0	1	0
Bay	Panama City Marine Institute	N/A	N/A	N/A	N/A	N/A
Bay	Rosenwald HS	34	756	0	4	1
Bay	Rutherford HS	293	860	4	72	51
Bay	Tom P Haney Technical HS	N/A	N/A	N/A	N/A	N/A

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Bradford	Bradford HS	288	822	1	80	23
Columbia	Belmont Academy	27	999	1	8	14
Columbia	Columbia HS	383	858	7	113	68
Columbia	Fort White HS	134	839	3	31	23
Desoto	Desoto County HS	548	830	4	139	55
Desoto	Desoto Secondary School	26	758	0	3	0
Dixie	Dixie County HS	257	863	1	78	32
Escambia	Booker T Washington HS	701	866	2	211	131
Escambia	Escambia HS	638	839	8	181	77
Escambia	J M Tate HS	677	877	17	177	184
Escambia	Northview HS	197	855	2	57	29
Escambia	Pensacola HS	659	946	5	116	238
Escambia	Pensacola Boys Base	6	793	0	2	0
Escambia	Pine Forest HS	644	806	6	147	44
Escambia	Success Academy	58	765	0	11	0
Escambia	West Florida HS of Advanced Technology	563	941	13	193	177
Flagler	Flagler Palm Coast HS	903	909	10	315	213
Flagler	Mantanzas HS	645	915	18	182	176
Franklin	Franklin Co. HS	120	813	1	27	16
Gadsden	Crossroads Academy	63	818	1	20	4
Gadsden	Gadsden Co. HS	332	794	1	47	17
Glades	Moore Haven MS/HS	114	824	2	29	7
Glades	West Glades School	N/A	N/A	N/A	N/A	N/A
Hamilton	Hamilton Co. HS	168	817	3	39	13
Hardee	Hardee Senior HS	601	857	7	183	78
Hendry	Clewiston HS	384	842	1	106	45
Hendry	LaBelle HS	507	846	2	150	62
Highlands	Avon Park HS	386	849	5	92	60
Highlands	Highlands Career Institute	48	855	2	10	10
Highlands	Highlands Virtual School	5	942	0	3	1
Highlands	Lake Placid HS	308	860	7	82	50
Highlands	Sebring HS	622	912	11	145	180
Lafayette	Lafayette HS	142	888	4	48	31

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Lake	East Ridge HS	1,129	917	13	368	306
Lake	Eustis HS	590	871	7	176	99
Lake	Lake County Virtual School	3	950	0	3	0
Lake	Lake Minneola HS	652	934	12	223	191
Lake	Leesburg HS	562	839	4	150	71
Lake	Mount Dora HS	492	890	4	169	94
Lake	South Lake HS	588	890	4	207	106
Lake	Tavares HS	567	866	9	163	93
Lake	Umatilla HS	286	857	4	100	37
Levy	Bronson HS	99	835	1	28	9
Levy	Cedar Key HS	32	891	0	16	6
Levy	Chiefland HS	138	864	2	51	18
Levy	Williston MS/HS	216	844	2	66	20
Levy	Yankeetown School	N/A	N/A	N/A	N/A	N/A
Liberty	Liberty Co. HS	134	880	0	50	22
Madison	Madison Co. HS	242	796	0	68	12
Madison	James Madison Preparatory Charter HS	77	915	0	30	16
Marion	Dunnellon HS	392	829	1	89	50
Marion	West Port HS	1068	909	7	347	270
Nassau	Fernandina Beach HS	417	960	10	115	158
Nassau	Hilliard MS/HS	184	904	4	61	40
Nassau	West Nassau HS	451	890	4	156	84
Nassau	Yulee HS	570	909	7	228	118
Okeechobee	Okeechobee HS	641	848	11	156	102
Okeechobee	Tantie Juvenile Residential Facility	N/A	N/A	N/A	N/A	N/A
Putnam	Crescent City Junior/Senior HS	271	826	1	80	14
Putnam	Interlachen HS	277	835	2	87	19
Putnam	Palatka HS	414	799	4	94	22
Putnam	Q.I. Roberts MS/HS	135	1018	2	54	66
Putnam	Putnam Edge HS	N/A	N/A	N/A	N/A	N/A
St. Lucie	Creative Arts Academy	N/A	N/A	N/A	N/A	N/A
St. Lucie	Dale Cassens Education Complex	4	620	0	0	0

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St. Lucie	Fort Pierce Central HS	1,025	856	10	279	165
St. Lucie	Fort Pierce Westwood HS	750	803	2	155	76
St. Lucie	Lincoln Park Academy	352	993	1	127	147
St. Lucie	Mosaic Digital Academy Upper School	24	962	0	11	8
St. Lucie	Performance Based Preparatory Academy	18	792	0	5	0
St. Lucie	Port St. Lucie HS	688	860	5	194	117
St. Lucie	Somerset College Preparatory Academy	100	933	0	51	17
St. Lucie	St. Lucie West Centennial HS	938	865	12	292	158
St. Lucie	Treasure Coast HS	1,194	863	8	362	194
Sumter	South Sumter HS	452	899	3	163	99
Sumter	Wildwood HS	157	842	2	44	18
Suwannee	Branford HS	181	893	1	68	33
Suwannee	Suwannee Sr HS	266	887	4	87	62
Taylor	Taylor County HS	225	821	2	56	15
Walton	Freeport HS	204	903	4	59	53
Walton	Paxton School	99	888	2	34	14
Walton	Seacoast Collegiate HS	54	1093	0	8	42
Walton	Seaside Neighborhood School	N/A	N/A	N/A	N/A	N/A
Walton	South Walton HS	399	970	3	138	158
Walton	Walton Academy Charter School	N/A	N/A	N/A	N/A	N/A
Walton	Walton HS	252	861	3	75	36
Walton	Walton In10sity School of Excellence	16	838	0	3	3
Washington	ChIPLEY HS	239	888	2	77	52
Washington	Vernon HS	174	867	1	63	20
Univ. of FL	P K Yonge School	215	976	3	65	83

Appendix D lists the number of students at the school who took the SAT on a traditional Saturday test day. Ten high schools did not have any SAT test takers.

Appendix D SAT Test Takers and Scores by School						
District	School	SAT Number of Test Takers	SAT Mean Total Score	SAT Number who met Math Benchmarks	SAT Number who met ERW Benchmarks	SAT Number who met Both Benchmarks
Alachua	Eastside HS	222	1233	1	24	172
Bay	A Crawford Mosley HS	240	1065	3	58	125
Bay	Bay HS	139	954	0	34	36
Bay	Bay Virtual School	22	1105	0	5	14
Bay	Breakfast Point Academy	0	N/A	N/A	N/A	N/A
Bay	Deane Bozeman School	27	1023	0	7	12
Bay	J R Arnold HS	162	1109	2	47	92
Bay	New Horizons Learning Center	0	N/A	N/A	N/A	N/A
Bay	Panama City Marine Institute	0	N/A	N/A	N/A	N/A
Bay	Rosenwald HS	5	802	0	1	0
Bay	Rutherford HS	111	1018	1	22	48
Bay	Tom P Haney Technical HS	0	N/A	N/A	N/A	N/A
Bradford	Bradford HS	51	980	1	13	16
Columbia	Belmont Academy	13	1098	0	4	8
Columbia	Columbia HS	106	1016	0	41	31
Columbia	Fort White HS	36	1052	0	18	12
Desoto	Desoto County HS	58	994	1	23	17
Desoto	Desoto Secondary School	1	740	0	0	0
Dixie	Dixie County HS	17	1062	0	8	6
Escambia	Booker T Washington HS	95	1052	0	32	43
Escambia	Escambia HS	55	1008	0	16	20
Escambia	J M Tate HS	66	1089	0	20	36
Escambia	Northview HS	13	1010	0	3	6
Escambia	Pensacola HS	120	1146	1	15	75

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Escambia	Pensacola Boys Base	0	N/A	N/A	N/A	N/A
Escambia	Pine Forest HS	79	886	1	19	11
Escambia	Success Academy	4	788	0	0	0
Escambia	West Florida HS of Advanced Technology	146	1105	6	27	91
Flagler	Flagler Palm Coast HS	307	1060	2	104	132
Flagler	Mantanzas HS	219	1063	3	70	105
Franklin	Franklin County HS	8	1054	0	4	4
Gadsden	Crossroads Academy	29	956	0	11	6
Gadsden	Gadsden County HS	84	866	0	21	5
Glades	Moore Haven MS/HS	15	983	0	10	2
Glades	West Glades School	0	N/A	N/A	N/A	N/A
Hamilton	Hamilton County HS	61	895	1	20	6
Hardee	Hardee Senior HS	211	935	4	53	44
Hendry	Clewiston HS	135	973	2	50	34
Hendry	LaBelle HS	233	898	3	51	31
Highlands	Avon Park HS	189	915	4	46	34
Highlands	Highlands Career Institute	2	990	0	2	0
Highlands	Highlands Virtual School	5	986	0	2	1
Highlands	Lake Placid HS	96	968	1	30	31
Highlands	Sebring HS	179	1016	2	52	76
Lafayette	Lafayette HS	20	1107	0	12	8
Lake	East Ridge HS	375	1046	6	91	171
Lake	Eustis HS	123	1025	0	37	51
Lake	Lake County Virtual School	14	1062	0	4	5
Lake	Lake Minneola HS	311	1061	6	98	150
Lake	Leesburg HS	122	1048	2	35	60
Lake	Mount Dora HS	103	1027	3	41	33
Lake	South Lake HS	172	1065	1	49	85
Lake	Tavares HS	129	1041	2	41	53
Lake	Umatilla HS	67	926	2	20	15
Levy	Bronson HS	7	1003	1	1	3

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Levy	Cedar Key HS	2	1050	0	1	1
Levy	Chiefland HS	20	1126	1	5	12
Levy	Williston MS/HS	19	1100	0	4	13
Levy	Yankeetown School	0	N/A	N/A	N/A	N/A
Liberty	Liberty County HS	26	959	0	10	5
Madison	Madison County HS	37	844	1	7	1
Madison	James Madison Preparatory Charter HS	14	1179	0	1	13
Marion	Dunnellon HS	122	926	1	27	31
Marion	West Port HS	288	1091	3	75	159
Nassau	Fernandina Beach HS	182	1089	9	48	100
Nassau	Hilliard MS/HS	69	999	0	18	27
Nassau	West Nassau HS	106	1054	0	36	47
Nassau	Yulee HS	177	1059	1	52	79
Okeechobee	Okeechobee HS	123	1001	3	38	40
Okeechobee	Tantie Juvenile Residential Facility	0	N/A	N/A	N/A	N/A
Putnam	Crescent City Junior/Senior HS	28	915	2	5	7
Putnam	Interlachen HS	41	955	0	15	8
Putnam	Palatka HS	139	897	1	28	23
Putnam	Q.I. Roberts MS/HS	37	1149	0	11	21
Putnam	Putnam Edge HS	8	794	0	1	0
St. Lucie	Creative Arts Academy	0	N/A	N/A	N/A	N/A
St. Lucie	Dale Cassens Education Complex	4	718	0	0	0
St. Lucie	Fort Pierce Central HS	534	898	0	108	99
St. Lucie	Fort Pierce Westwood HS	131	868	0	24	21
St. Lucie	Lincoln Park Academy	209	1091	1	54	117
St. Lucie	Mosaic Digital Academy Upper School	10	1151	0	3	7

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St. Lucie	Performance Based Preparatory Academy	28	760	0	0	0
St. Lucie	Port St. Lucie HS	217	932	4	64	44
St. Lucie	Somerset College Preparatory Academy	94	1042	0	39	40
St. Lucie	St. Lucie West Centennial HS	353	943	5	98	81
St. Lucie	Treasure Coast HS	518	922	4	131	97
Sumter	South Sumter HS	58	1040	1	17	22
Sumter	Wildwood HS	20	939	0	6	4
Suwannee	Branford HS	25	1058	0	8	12
Suwannee	Suwannee Senior HS	70	1044	3	16	32
Taylor	Taylor County HS	15	818	0	2	1
Walton	Freeport HS	76	1034	2	24	28
Walton	Paxton School	3	993	0	3	0
Walton	Seacoast Collegiate HS	70	1159	1	13	53
Walton	Seaside Neighborhood School	0	N/A	N/A	N/A	N/A
Walton	South Walton HS	139	1053	0	46	67
Walton	Walton Academy Charter School	0	0	0	0	0
Walton	Walton HS	36	1032	1	11	15
Walton	Walton In10sity School of Excellence	1	680	0	0	0
Washington	ChIPLEY HS	18	1092	0	7	10
Washington	Vernon HS	13	1091	0	1	10
Univ. of FL	P K Yonge School	105	1097	2	32	58

Appendix E displays information about students who took the SAT on a School Day. Eleven high schools did not have an SAT School Day.

Appendix E SAT School Day (SD) Test Takers and Scores by School						
District	School	SAT SD Number of Test Takers	SAT SD Mean Total Score	SAT SD Number who met Math Benchmarks	SAT SD Number who met ERW Benchmarks	SAT SD Number who met Both Benchmarks
Alachua	Eastside HS	290	966	3	21	99
Bay	A Crawford Mosley HS	41	842	0	9	1
Bay	Bay HS	43	792	0	4	0
Bay	Bay Virtual School	0	N/A	N/A	N/A	N/A
Bay	Breakfast Point Academy	0	N/A	N/A	N/A	N/A
Bay	Deane Bozeman School	16	848	0	2	0
Bay	J R Arnold HS	43	853	0	14	0
Bay	New Horizons Learning Center	0	N/A	N/A	N/A	N/A
Bay	Panama City Marine Institute	0	N/A	N/A	N/A	N/A
Bay	Rosenwald HS	17	766	0	3	0
Bay	Rutherford HS	51	807	0	5	0
Bay	Tom P Haney Technical HS	0	N/A	N/A	N/A	N/A
Bradford	Bradford HS	172	865	1	33	12
Columbia	Belmont Academy	0	N/A	N/A	N/A	N/A
Columbia	Columbia HS	471	897	5	145	64
Columbia	Fort White HS	107	870	2	20	13
Desoto	Desoto County HS	370	834	4	57	23
Desoto	Desoto Secondary School	14	812	0	3	0
Dixie	Dixie County HS	110	886	3	24	14
Escambia	Booker T Washington HS	390	906	2	100	66
Escambia	Escambia HS	414	834	1	68	39
Escambia	J M Tate HS	505	942	8	130	123
Escambia	Northview HS	106	852	3	22	8
Escambia	Pensacola HS	359	947	6	47	103
Escambia	Pensacola Boys Base	4	755	0	0	0
Escambia	Pine Forest HS	404	820	1	76	18

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Escambia	Success Academy	7	678	0	0	0
Escambia	West Florida HS of Advanced Technology	280	986	0	100	86
Flagler	Flagler Palm Coast HS	609	931	5	168	114
Flagler	Mantanzas HS	441	953	9	124	99
Franklin	Franklin County HS	34	731	1	2	0
Gadsden	Crossroads Academy	2	740	0	0	0
Gadsden	Gadsden County HS	78	795	0	7	0
Glades	Moore Haven MS/HS	74	805	0	10	1
Glades	West Glades School	0	N/A	N/A	N/A	N/A
Hamilton	Hamilton County HS	115	812	1	11	4
Hardee	Hardee Senior HS	406	823	3	98	32
Hendry	Clewiston HS	307	850	0	62	27
Hendry	LaBelle HS	305	876	8	53	39
Highlands	Avon Park HS	229	886	1	60	29
Highlands	Highlands Career Institute	34	853	1	3	3
Highlands	Highlands Virtual School	4	1048	0	2	1
Highlands	Lake Placid HS	189	871	3	46	21
Highlands	Sebring HS	366	948	6	85	99
Lafayette	Lafayette HS	51	977	1	23	9
Lake	East Ridge HS	632	959	5	221	148
Lake	Eustis HS	368	907	3	99	62
Lake	Lake County Virtual School	4	1080	0	3	1
Lake	Lake Minneola HS	465	976	6	153	125
Lake	Leesburg HS	347	876	1	72	40
Lake	Mount Dora HS	284	922	4	90	44
Lake	South Lake HS	521	921	6	137	98
Lake	Tavares HS	320	932	7	99	59
Lake	Umatilla HS	188	867	0	54	23
Levy	Bronson HS	51	913	0	18	6
Levy	Cedar Key HS	12	973	1	3	3
Levy	Chiefland HS	70	897	0	22	10
Levy	Williston MS/HS	138	860	1	28	13

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Levy	Yankeetown School	0	N/A	N/A	N/A	N/A
Liberty	Liberty County HS	65	932	0	28	8
Madison	Madison County HS	162	825	1	27	5
Madison	James Madison Preparatory Charter HS	38	1011	0	9	14
Marion	Dunnellon HS	293	852	6	55	28
Marion	West Port HS	639	941	11	167	147
Nassau	Fernandina Beach HS	246	1021	3	58	96
Nassau	Hilliard MS/HS	5	778	0	0	0
Nassau	West Nassau HS	239	931	2	86	37
Nassau	Yulee HS	324	946	3	120	62
Okeechobee	Okeechobee HS	422	872	4	102	37
Okeechobee	Tantie Juvenile Residential Facility	8	793	0	0	0
Putnam	Crescent City Junior/Senior HS	183	851	3	35	7
Putnam	Interlachen HS	151	892	0	47	10
Putnam	Palatka HS	351	840	1	83	17
Putnam	Q.I. Roberts MS/HS	49	1068	1	23	17
Putnam	Putnam Edge HS	29	749	0	1	0
St. Lucie	Creative Arts Academy	0	N/A	N/A	N/A	N/A
St. Lucie	Dale Cassens Education Complex	22	733	0	1	0
St. Lucie	Fort Pierce Central HS	675	886	6	152	96
St. Lucie	Fort Pierce Westwood HS	396	810	1	61	22
St. Lucie	Lincoln Park Academy	181	1061	2	57	81
St. Lucie	Mosaic Digital Academy Upper School	10	988	0	3	3
St. Lucie	Performance Based Preparatory Academy	88	761	0	6	2
St. Lucie	Port St. Lucie HS	429	883	6	108	52

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St. Lucie	Somerset College Preparatory Academy	173	980	0	78	41
St. Lucie	St. Lucie West Centennial HS	616	894	6	142	94
St. Lucie	Treasure Coast HS	777	888	8	206	93
Sumter	South Sumter HS	248	933	2	81	42
Sumter	Wildwood HS	91	863	1	17	7
Suwannee	Branford HS	123	948	0	46	20
Suwannee	Suwannee Senior HS	210	944	1	71	40
Taylor	Taylor County HS	115	888	2	30	12
Walton	Freeport HS	95	951	8	22	22
Walton	Paxton School	41	925	0	10	8
Walton	Seacoast Collegiate HS	0	N/A	N/A	N/A	N/A
Walton	Seaside Neighborhood School	0	N/A	N/A	N/A	N/A
Walton	South Walton HS	196	992	1	61	64
Walton	Walton Academy Charter School	41	826	0	12	0
Walton	Walton HS	138	906	3	49	12
Walton	Walton In10sity School of Excellence	9	776	0	2	0
Washington	Chipley HS	111	900	0	31	14
Washington	Vernon HS	56	934	1	25	6
Univ. of FL	P K Yonge School	107	1048	4	30	43

Appendix F displays the number of students who took an AP exam and the number who scored 3+ on the exam. Twenty-two schools did not have any students who took an AP exam.

Appendix F AP Exam Participation and 3+ Scores					
District	School	Number of Students Who Took an AP Exam	Number of AP Exams with 3+ Scores	Number of Minority Students Who Took an AP Exam	Number of AP Exams with 3+ Scores Taken by Minority Students
Alachua	Abraham Lincoln MS	4	4	2	2
Alachua	Eastside HS	550	681	344	378
Alachua	Howard W Bishop MS	3	1	2	0
Bay	A Crawford Mosley HS	687	696	174	178
Bay	Bay HS	97	53	37	21
Bay	Bay Virtual School	2	1	1	1
Bay	Breakfast Point Academy	0	N/A	N/A	N/A
Bay	Deane Bozeman School	81	61	9	7
Bay	J R Arnold HS	439	371	104	91
Bay	New Horizons Learning Center	0	N/A	N/A	N/A
Bay	Panama City Marine Institute	0	N/A	N/A	N/A
Bay	Rosenwald HS	0	N/A	N/A	N/A
Bay	Rutherford HS	109	47	63	26
Bay	Tom P Haney Technical HS	0	N/A	N/A	N/A
Bradford	Bradford HS	91	30	22	6
Bradford	Bradford MS	1	0	0	0
Columbia	Belmont Academy	17	11	5	2
Columbia	Columbia HS	197	145	57	41
Columbia	Fort White HS	92	51	15	5
Columbia	Lake City MS	2	2	0	0
Desoto	Desoto County HS	150	62	105	38
Desoto	Desoto Secondary School	0	N/A	N/A	N/A
Dixie	Dixie County HS	73	44	12	5
Escambia	Booker T Washington HS	422	254	154	80

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Escambia	Escambia HS	220	78	108	26
Escambia	J M Tate HS	296	249	74	70
Escambia	Northview HS	1	0	1	0
Escambia	Pensacola HS	463	550	214	229
Escambia	Pensacola Boys Base	0	N/A	N/A	N/A
Escambia	Pine Forest HS	118	22	55	9
Escambia	Success Academy	0	N/A	N/A	N/A
Escambia	West Florida HS of Advanced Technology	262	335	102	123
Flagler	Flagler Palm Coast HS	440	340	167	119
Flagler	Mantanzas HS	222	163	69	52
Franklin	Franklin County HS	2	3	0	0
Gadsden	Crossroads Academy	21	3	19	3
Gadsden	Gadsden County HS	27	9	26	8
Glades	Moore Haven MS/HS	12	6	8	4
Glades	West Glades School	0	N/A	N/A	N/A
Hamilton	Hamilton County HS	27	9	9	2
Hardee	Hardee Senior HS	130	86	94	67
Hendry	Clewiston HS	141	99	119	81
Hendry	Clewiston MS	6	5	6	5
Hendry	LaBelle HS	244	116	184	88
Hendry	LaBelle MS	3	2	2	1
Highlands	Avon Park HS	267	142	166	87
Highlands	Avon Park MS	1	0	1	0
Highlands	Highlands Career Institute	0	N/A	N/A	N/A
Highlands	Highlands Virtual School	0	N/A	N/A	N/A
Highlands	Lake Placid HS	230	118	87	53
Highlands	Lake Placid MS	1	0	0	0
Highlands	Sebring HS	183	132	94	63
Highlands	Sebring MS	1	1	0	0
Lafayette	Lafayette HS	0	N/A	N/A	N/A
Lake	East Ridge HS	978	954	565	517
Lake	Eustis HS	336	207	131	57
Lake	Lake County Virtual School	7	8	2	3
Lake	Lake Minneola HS	740	548	364	255

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Lake	Leesburg HS	180	100	85	52
Lake	Mount Dora HS	217	124	75	38
Lake	South Lake HS	481	239	261	130
Lake	Tavares HS	232	179	83	53
Lake	Umatilla HS	157	70	36	19
Levy	Bronson HS	3	1	1	0
Levy	Cedar Key HS	23	7	2	0
Levy	Chiefland HS	64	19	14	2
Levy	Williston MS/HS	74	25	24	13
Levy	Yankeetown School	0	N/A	N/A	N/A
Liberty	Liberty County HS	1	1	1	1
Madison	Madison County HS	0	N/A	N/A	N/A
Madison	James Madison Preparatory Charter HS	0	N/A	N/A	N/A
Marion	Dunnellon HS	122	43	45	22
Marion	West Port HS	606	436	320	242
Nassau	Callahan MS	1	0	0	0
Nassau	Fernandina Beach HS	263	308	42	46
Nassau	Fernandina Beach MS	3	2	1	1
Nassau	Hilliard MS/HS	72	50	10	7
Nassau	West Nassau HS	172	104	31	23
Nassau	Yulee HS	214	162	55	38
Okeechobee	Okeechobee HS	159	140	87	80
Okeechobee	Tantie Juvenile Residential Facility	0	N/A	N/A	N/A
Putnam	CH Price MS	1	0	1	0
Putnam	Crescent City Junior/Senior HS	21	20	13	13
Putnam	Interlachen HS	9	1	3	0
Putnam	Palatka HS	88	15	20	3
Putnam	Q.I. Roberts MS/HS	115	9	28	1
Putnam	Putnam Edge HS	0	N/A	N/A	N/A
St. Lucie	Creative Arts Academy	0	N/A	N/A	N/A
St. Lucie	Dale Cassens Education Complex	0	N/A	N/A	N/A
St. Lucie	Fort Pierce Central HS	210	96	130	51
St. Lucie	Fort Pierce Westwood HS	109	54	48	19

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St. Lucie	Lincoln Park Academy	270	93	177	55
St. Lucie	Mosaic Digital Academy Upper School	1	2	0	0
St. Lucie	Performance Based Preparatory Academy	0	N/A	N/A	N/A
St. Lucie	Port St. Lucie HS	54	15	24	8
St. Lucie	Somerset College Preparatory Academy	1	1	1	1
St. Lucie	St. Lucie West Centennial HS	65	68	41	42
St. Lucie	Treasure Coast HS	11	13	9	11
Sumter	South Sumter HS	277	213	99	64
Sumter	South Sumter MS	1	0	0	0
Sumter	Wildwood HS	73	9	38	3
Suwannee	Branford HS	77	27	13	1
Suwannee	Suwannee Senior HS	93	110	40	46
Taylor	Taylor County HS	54	21	13	4
Walton	Freeport HS	91	103	24	29
Walton	Paxton School	67	20	12	3
Walton	Seacoast Collegiate HS	31	31	6	4
Walton	Seaside Neighborhood School	0	N/A	N/A	N/A
Walton	South Walton HS	361	344	74	54
Walton	Walton Academy Charter School	0	N/A	N/A	N/A
Walton	Walton HS	108	52	38	17
Walton	Walton In10sity School of Excellence	1	1	0	0
Washington	Chipley HS	4	2	2	2
Washington	Vernon HS	17	3	4	1
Washington	Vernon MS	1	0	0	0
Univ. of FL	P K Yonge School	274	260	128	114