

# Annual Evaluation Report

For  
Florida Partnership  
2021-2022



*Submitted September 8, 2022 by  
New Directions, New Ideas LLC*

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## Section 1: 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 support to school and district-level administrators, along with guidance counselors, educators, and other school staff in thirty school districts. Two school districts (Marion and Volusia) joined the FLP for the 2021-2022 academic year.

Highlights collected during the evaluation process are listed below. All percentage change calculations for number of test takers compared data from 2019-2020 to 2021-2022.

### PSAT 8/9 Test Takers

- Twelve districts demonstrated an increase in the number of students who took the PSAT 8/9, with increases ranging from 2% to 52%.
- FLP districts increased PSAT 8/9 test takers by 20% and statewide there was a decrease (-7%).

### PSAT/NMSQT Test Takers

- Thirteen FLP districts demonstrated an increase in the number of PSAT/NMSQT test takers, with increases ranging from 1% to 32%.
- FLP districts showed a 45% increase in PSAT/NMSQT test takers, while statewide there was a decrease (-88%).

### SAT *Saturday* Test Takers (Traditional Testing Day)

- Ten FLP districts demonstrated an increase in participation in the SAT *Saturday* test, with increases ranging from 4% to 58%.
- Statewide SAT *Saturday* test takers decreased (-38%) while FLP districts experienced a smaller decrease (-10%).

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

- Twenty FLP districts increased the number of students who participated in SAT *School Days*, with increases ranging from 1% to 63%.
- FLP districts had a 19% increase in SAT *School Day* test takers, while the statewide increase of 71% reflects the new policy to provide SAT *School Days* in all schools.

### AP Exam Test Takers

- FLP districts overall experienced a 1% increase in the number of AP exam test takers, while statewide there was a decrease (-13%).
- Ten districts demonstrated an increase in AP exam participation between 2019-2020 and 2021-2022 with increases ranging from 10% to 900%.

## Section 2: Evaluation Methodology

By statute, (1007.35(8)(a) F.S.), the FLP is required to contract with an independent evaluation firm. In 2021-2022, College Board contracted with New Directions, New Ideas, LLC to conduct a program evaluation to examine the extent to which the FLP is meeting the goals and performance measures of the program established by statute.

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 provides 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.

The purpose of the evaluation is to show effectiveness of delivered services and activities to raise student achievement and increase the number of students passing AP or other advanced course examinations in selected FLP districts. Other indicators include the number of school district personnel who participate in PD events, the effectiveness of the PD events, measures of postsecondary readiness of students in FLP districts, and measures of student, parent, and school district personnel’s awareness and satisfaction with the following types of FLP services.

- Scholarships are provided to school district staff to attend virtual and non-virtual FLP and College Board professional development events.
- Technical support is provided by FLP staff to school district personnel throughout the grant period.
- Funding is provided to ten FLP districts for the AVID (Advancement Via Individual Determination) program in 33 schools and staff receive scholarships to attend the AVID Summer Institute.
- FLP offered \$10,000 College Access and Readiness Experiences (CARES) and Providing Readiness Experiences through Practice (PREP) grants to 14 community organizations and state college CROP programs.
- Five parent workshops were conducted, and many students attended, to learn strategies for college and career readiness.

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 FLP on school district staff, parents, and students. 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, College Board's Suite of Assessment participation and scores, AVID elective course enrollment, and enrollment in programs conducted by CARES grantees);
- The contexts within which the program operates (district, school, parent, and student variables); and
- Student Outcomes (College Board's Suite of Assessment test-taking behavior and scores, along with advanced course-taking behavior).

Professional development (PD) is a significant portion of services delivered by 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 also conducted an AP Symposium event for AP teachers in Orlando and Panama City, FL. FLP staff continuously provided technical assistance (TA) to individuals and small groups at the school-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.

Since PD and technical support is such a large component of the services provided by FLP, 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 and in-person site observation of CARES programs. Exhibit A displays the evaluation questions aligned with the corresponding level of the Guskey Model and data sources and indicators.

Exhibit A		
Evaluation Questions		Data Sources/Indicators
<b>Level 1: Reaction</b>	1. To what extent were participants satisfied with professional development opportunities offered through the FLP?	PD surveys
<b>Level 2: Learning</b>	2. To what extent did participants increase knowledge and skills as a result of attending professional development opportunities offered through the FLP?	PD Surveys
<b>Level 3: Organization Support</b>	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
<b>Level 4: Use of New Knowledge and Skills</b>	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
<b>Level 5: Student Learning Outcomes</b>	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



This report includes analysis at the district level. In Appendices A-E, 2021-2022 data is listed at the school-level. 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**

Fourteen online surveys were conducted during the 2021-2022 grant period as listed in Exhibit B.

<b>Exhibit B Types of Surveys and Dates Conducted</b>	
<b>PD Event</b>	<b>Date Conducted</b>
AP Symposia	January 2022
2021 AP Summer Institute Follow-up	January 2022
2021 AP Capstone Summer Institute Follow-up	March 2022
2021 Pre-AP Summer Institute Follow-up	March 2022
AVID Teacher Survey	May 2022
AP Mentor Survey	May 2022
FL Virtual School Administrators Survey	May 2021
District Administrators	May 2022
School Administrators	May 2022
Middle School Colloquium	June 2022
District Leadership Training	July 2022
AP Summer Institute	August 2022
AP Capstone Summer Institute	August 2022
AVID Summer Institute	August 2022

**Site Visits**

The evaluator visited four in-person CARES/PREP programs and participated in three programs virtually. Interviews with program leaders took place at each site.

**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 percentage change over the past three years. The list in Exhibit C includes indicators specified by Florida Department of Education for high school (HS1-HS9) for middle school (MS1-MS2) and an indicator for parent and student feedback (PS1).

<b>Indicators</b>	<b>Exhibit C 2021-2022 Florida Department of Education Minority and Underserved Student Indicators</b>	<b>Measure</b>
HS1	Percent of minority and underserved students in 12 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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

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 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 616 students in Franklin County to 24,814 students in St. Lucie County. The percentage of minority students in these districts varies significantly with the lowest percentage (5%) in Dixie County to the highest percentage (94%) in Gadsden County. FLP districts, on average, have a lower minority student population (48%) compared to the statewide average (60%).

As a socio-economic status indicator, the percentage of students who are eligible for free and reduced lunch (FRL) is included in Exhibit D. The average percentage (56%) of low-income students in FLP districts is nearly equal to the statewide average of 55%. The percentage of FRL students in FLP districts ranges from 34% in Nassau County to 99% in Dixie County.

**Exhibit D  
Demographic Profile of Florida Partnership Districts  
2021-2022**

<b>School District</b>	<b>Student Enrollment Grades 6-12</b>	<b>Percentage of Minority Students</b>	<b>Percentage of Students Eligible for Free/Reduced Lunch</b>
Alachua*	2,614	64%	70%
Bay	13,560	31%	70%
Bradford	1,400	28%	92%
Columbia	4,919	36%	87%
Desoto	2,408	61%	95%
Dixie	1,071	5%	99%
Escambia	19,740	51%	75%
Flagler	7,677	37%	53%
Franklin	616	11%	88%
Gadsden	2,276	94%	100%
Glades	778	62%	73%
Hamilton	882	58%	98%
Hardee	2,619	70%	94%
Hendry	8,063	73%	77%
Highlands	6,503	58%	96%
Holmes	1,715	6%	91%
Lafayette	619	24%	92%
Lake	24,492	50%	67%
Levy	2,728	28%	98%
Liberty	696	20%	80%
Madison	1,229	53%	73%
Marion*	7,764	48%	76%
Nassau	6,715	19%	34%
Okeechobee	3,414	55%	94%
Putnam	5,268	47%	96%
St. Lucie	24,814	69%	59%
Sumter	4,609	34%	12%
Suwannee	3,008	38%	90%
Taylor	1,279	32%	98%
Walton	5,739	24%	42%
Washington	1,756	22%	90%
<b>FLP Districts</b>	<b>171,881</b>	<b>48%</b>	<b>79%</b>
<b>Florida</b>	<b>1,533,765</b>	<b>60%</b>	<b>62%</b>

\* Population represents 3-6 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 1,069 school district personnel during the 2021-2022 grant period.

<b>Exhibit E FLP Professional Development Events</b>		
<b>Professional Development Event</b>	<b>Type of Sessions</b>	<b>Participant Registration</b>
AP Symposium	A one and one-half day workshop in January 2022 in Orlando and Panama City	270 participants
Developing a Culture of Readiness (DCR) Workshops	An in-person or virtual 1-day or ½ day professional development event provided by FLP staff.	46 participants
AP Summer Institutes	Virtual and in-person sessions offered in June and July 2022	341 participants
AVID Summer Institutes	In-person offered in June 2022	186 participants
Pre-AP Summer Institute	Virtual and in-person sessions offered in June and July 2022	(8 participants
Middle School Colloquium	In-person 1 ½ day conference on June 9-10, 2022	71 participants
District Leadership Training	In-person 1.5 day conference on July 27-28, 2022	117 participants

**Developing a Culture of Readiness**

Three Developing a Culture of Readiness workshops were provided to 46 school district staff during the 2021-2022 grant period. These workshops are designed to provide district and school administrators, guidance counselors, and educators with classroom strategies for increasing rigor and student participation in advanced level courses. Exhibit F displays the dates and locations for the District Support Trainings. One workshop was provided in-person and two were conducted virtually through the Panhandle Area Educational Consortium (PAEC). Scheduling workshops proved difficult this past year due to lingering COVID-related concerns. Fifteen workshops are planned for next year.

<b>Exhibit F Developing a Culture of Readiness Workshops</b>			
<b>Date of DCR Workshop</b>	<b>Topic</b>	<b>Location of Training</b>	<b>Number of Participants</b>
11/1/21	Achieving Equity in AP	Seminole	27
6/22/22	Pre-AP Social Studies (Virtual)	PAEC	7
6/22/22	Pre-AP Science (Virtual)	PAEC	12
		<b>Total</b>	<b>46</b>

In addition to the professional development opportunities listed in Exhibits E and F, FLP staff also conducted meetings throughout the school year with district and school administrators to provide technical support. Topics covered during these technical support meetings are displayed in Exhibit G showing 417 sessions delivered by FLP staff.

<b>Exhibit G</b>			
<b>FLP Technical Support 2021-2022</b>			
<b>Topics Discussed or Presented-</b>	<b>NEFEC, PAEC, HEC</b>	<b>District</b>	<b>Multiple Districts</b>
Advanced Coursework/Increased Rigor		4	
AP African American Studies		3	
AP Exams	1	88	
AP Capstone		9	
AP Classroom		9	1
AP Computer Science Principles		2	
AP Potential Report		29	
AP Research and Seminar		3	
APSI Scholarships		17	
AP Symposium		2	
AVID		4	
Big Future Scholarships		9	1
CARES/PREP Grant Funding			6
College Board Suite of Assessments		30	
College and Career Fair/Symposium		3	
District Leadership Training/Middle Level Colloquium		11	
Fee Waivers		7	
FLP Overview		2	5
Increase Equity and Access		7	
K-12 Reporting Portal		12	
Miscellaneous/Multiple Topics	3	18	4
Opportunity Myth		1	
Parent/Student Workshops/Webinars		4	4
Pre-AP Courses		26	1
PSAT 8/9		13	
PSAT/NMQST		11	
SAT/Khan Academy		8	
SAT School Day		24	
SAT Suite of Assessments		30	
Student Search (College Board)		3	2
<b>Totals</b>	<b>4</b>	<b>389</b>	<b>24</b>

## Section 4: Professional Development Opportunities and Feedback

This section of the report includes evaluation findings related to the impact of professional development opportunities and participant reactions. 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 and Underserved Student Indicator.

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

Survey results will be presented in this section of the report for each of the following professional development opportunities provided during the 2021-2022 grant period.

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

### AP Symposium

FLP staff conducted two AP Symposium events on January 13-14, 2022 in Orlando and on January 27-28, 2022 in Panama City Beach. Overall, participants who attended one of the AP Symposium expressed high levels of engagement and satisfaction with the content, presenters and resources shared with them. FLP continues to gain recognition by AP educators through PD as nearly half (47%) of respondents to the survey were aware of the FLP prior to attending the AP Symposia events.

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 and confidence levels increased dramatically for all four objectives.

<b>Table 4.1 Confidence Levels: AP Symposium Learning Objectives</b>			
<b>Learning Objectives</b>	<b>Average Score Pre-Symposium</b>	<b>Average Score Post-Symposium</b>	<b>Change</b>
Understanding course and exam description framework	3.33	4.26	+.93
Understanding how to use Unit Guides for your AP course	3.31	4.16	+.85
Understanding how to strategically utilize AP Classroom formative tools (AP Daily, Topic Questions, Progress Checks)	3.27	4.17	+.90
Understanding how to prepare students for the AP Exam through the appropriate use of the summative AP Classroom Question Bank	3.15	4.14	+.99

**AP Summer Institute (APSI)**

AP educators across the state (n=341) received scholarships to attend virtual and in-person AP Summer Institutes conducted by the College Board in June and July 2022. Respondents were asked to rate the impact of 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 educators as a result of attending the APSI.

<b>Table 4.2 Rating Scale Scores: Impact of AP Summer Institute</b>	
<b>Satisfaction Statements</b>	<b>Average Score</b>
I am more motivated to teach an AP course.	4.36
I learned new instructional skills.	4.29
I will make changes to my AP course delivery.	4.28
My confidence level for preparing students to score a 3 or higher on an AP exam for my course improved.	4.18

Respondents were asked to rate changes they experienced as a result of attending the Pre-AP Summer Institute on a scale of 1 to 5, with 1 representing strongly disagree and 5 representing strongly agree. Increases in motivational level and new instructional skills were slightly higher than “making changes to course delivery” and “confidence for preparing a student to score a 3 or higher on a future AP exam.”



<b>Table 4.3</b>	
<b>Rating Scale Scores: Impact of Pre-AP Summer Institute</b>	
<b>Satisfaction Statements</b>	<b>Average Score</b>
I am more motivated to teach an AP course.	4.10
I learned new instructional skills.	4.10
I will make changes to my AP course delivery.	3.80
My confidence level for preparing students to score a 3 or higher on an AP exam for my course improved.	3.60

**AVID Summer Institute**

School district staff across the state (n=158) received scholarships to participate in the AVID Summer Institute in June 2022. On a rating scale of 1 to 5, with “5” representing the highest level of satisfaction, AVID Summer Institute participants rated their level of satisfaction with the event and the results presented in Table 4.4 show high levels of satisfaction with presenters and they gained new knowledge and skills, along with gaining useful information.

<b>Table 4.4</b>	
<b>Rating Scale Score: Impact of AVID Summer Institute</b>	
<b>Satisfaction Statements</b>	<b>Average Score</b>
The presenters were able to engage and stimulate interest in participants.	4.11
I gained new knowledge and skills.	4.09
The content of the sessions provided me with useful information.	4.09
The overall quality of the AVID Summer Institute met my expectations.	4.03
What I learned will change the way I do my job.	3.83

**Middle Level Colloquium**

On June 9-10, 2022, educators from across the state participated in the Middle Level Colloquium (MLC). FLP staff organized the conference and a total of 71 participants participated in the event. Participants were asked to rate their level of satisfaction with the Colloquium on a scale of 1 to 5, with “5” representing the highest level of satisfaction. Table 4.5 displays the pre-Colloquium and post-Colloquium average rating scale scores for understanding MLC topics. The average score in all four categories showed increases ranging from +1.02 to +1.27.

<b>Table 4.5 Levels of Understanding Middle Level Colloquium Topics</b>			
<b>Topics</b>	<b>Response Average Pre-MLC</b>	<b>Response Average Post-MLC</b>	<b>Change</b>
The mission of the Florida Partnership	3.20	4.47	+1.27
The value of PSAT 8/9 tools and resources	2.70	3.98	+1.10
The benefits of Pre-AP courses for students	3.61	4.72	+1.11
How instructional strategies in a Pre-AP course differs from traditional coursework	3.48	4.50	+1.02

**District Leadership Training**

On July 27-28, 2022, district and school level administrators from school districts across the state met in-person for the first time in two years at the District Leadership Training (DLT) in Orlando, FL. To gauge the level of satisfaction with the training and impact its sessions had on participants, a survey link was provided after the event. The survey included a retrospective question asking participants to rate their level of understanding the DLT’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. The average score in all four topic areas showed increases ranging from +.86 to +2.22. Understanding BigFuture Scholarships showed the highest gain.

<b>Table 4.6 Levels of Understanding the District Leadership Training Topics</b>			
<b>Topics</b>	<b>Response Average Pre-DLT</b>	<b>Response Average Post-DLT</b>	<b>Change</b>
How administrators can support AP teachers	3.75	4.61	+.86
BigFuture™ Scholarships	2.55	4.47	+2.22
How to use College Board data	3.55	4.65	+1.10
Bright Futures Scholarship Program	3.14	4.61	+1.47

## Section 5: Community and Parent Engagement

During the 2021-2022 academic year, the FLP offered two types of grants to 14 community organizations and state college CROP programs.

1. College Access and Readiness Experiences (CARES)
2. Providing Readiness Experiences through Practice (PREP)

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, scored them with a rubric, and the top 14 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?

### **CARES Grantees**

- Florida International University
- Florida State University
- Gentlemen’s Quest of Tampa, Inc.
- Hillsborough Community College
- Immokalee Foundation
- Indian River State College
- Overtown Youth
- Pasco-Hernando State College

### **PREP Grantees**

- Barry University
- Florida Education Foundation
- Suwannee Education Foundation
- Take Stock in Children – Palm Beach
- Take Stock in Children – Sarasota
- Take Stock in Children - Manatee

### **CARES Program Descriptions**

#### **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, Panama City, FL**

FSU's Panama City's Pre-Collegiate Program seeks to contribute to the enrollment, retention, and graduation of students in higher education who have been disadvantaged by virtue of economic and/or educational circumstances. The program provides academic support, personal, and social, leadership development, along with college preparation during the academic school year and summer program. The program operates a Talent Search for 30 students who attend Nims and Griffin middle schools in Leon County to recruit them for participation in the CROP program. Students will have a summer residential experience where students take academic courses, participate in enrichment activities such as college preparation topics, study skills, testing strategies, wellness, life skills, career preparation, social and cultural enrichment activities, and community service projects. Students will also take part in college tours.

**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 to increase the number of students that are prepared to enter and successfully complete postsecondary education. They are referred by counselors and social workers and 60% of the students are justice-involved youth. The students are 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 summer camp is STEM focused and involved coding and robotics.

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

The HCC CARES project serves 45-60 minority students in grades 6-12 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. The focus is on skill development, critical thinking, and problem solving. Students are encouraged to Dual Enroll in two college courses (SLS 1501 and CGS 1000).

**Immokalee Foundation**

The Immokalee Foundation provides college preparation classes for 25 Immokalee high school students. The classes are delivered both virtually and in-person. The mission is to prepare students for being able to attend the college of their choice and have a broad selection of scholarships to apply for college. Through field trips and panel discussions with speakers from various careers, students will be able to choose a college major related to their career choice.

**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 40 students in grades 6-12. Big Future is utilized during the summer program. Parent financial aid and scholarship workshops were conducted.

**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 will be expanded by providing a Saturday Academy to educationally and economically disadvantaged students in Pasco and Hernando Counties. The Academy will operate virtually for 3 hours a day on 27 Saturdays during the 2021 spring semester and aims to serve 40 students in grades 6-12.

**PREP Program Descriptions**

**Barry University, Miami-Dade Florida  
College Reach Out Program (CROP)**

This program works with students enrolled in Barry University's CROP program and their parents. A total of 100 students in grades 6-12 will be selected to participate in the CROP program beginning with the spring semester and going through the summer. Participants are traditionally underrepresented in post-secondary educational institutions and are minority students who reside in high-crime, drug ridden, low-income areas and attend schools with high drop-out rates, suspensions, violence, and truancy.

**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.

**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.

**Take Stock in Children, Manatee County**

Daily/Weekly SAT Practice using Khan Academy was provided to 30 students virtually to increase SAT scores. The goal is to prepare students to receive Bright Futures scholarships and to open the door for other scholarships based on merit. Big Futures was used to help guide career paths and a “best fit” college or university. Parents, students, and mentors will attend FAFSA workshop.

**Take Stock in Children, Palm Beach County**

This program serves 550 middle and high school students from economically disadvantaged homes with a multi-year approach working with parents and students to support them with wraparound support services in their pursuit of graduating high school and applying to college with College Readiness Coaches and mentors. Students from 32 schools in Palm Beach County apply for the program. Summer programs include two-day SAT preparation workshops. Two were provided virtually and two were provided in-person.

**Take Stock in Children, Sarasota County**

TSIC serves 100 students enrolled in Booker High School who come from economically disadvantaged homes and who are challenged with significant risk factors for not graduating high school. Students are assigned a mentor and meet regularly with College Success Coaches to ensure accountability for academic success and progression towards postsecondary enrollment. This is a multi-year program and those who complete it receive a scholarship to the college, university, or vocational program of their choice.

**In-person and Virtual Site Visits**

The following seven organizations awarded grant funding from the Florida Partnership for CARES/PREP were selected as sites for observation, either virtually or in-person.

<b>CARES/PREP Grantees</b>	<b>Date of Visit</b>	<b>Category</b>
TSIC Palm Beach County	3/26/22	PREP
TSIC Manatee County	4/6/22 (virtual)	PREP
Pasco-Hernando State College	4/23/22 (virtual)	CARES
Florida Education Foundation	6/28/22 (virtual)	PREP
Florida International University	6/30/22	CARES
Gentlemen’s Quest of Tampa, Inc.	7/1/22	CARES
Barry University	7/6/22	PREP

- **Take Stock in Children, Palm Beach County** – Observed in-person the second day of SAT/ACT preparation class (2 days from 9:00-12:00) combining test taking

strategies as well as solving previous Math SAT/ACT test questions and analyzing paragraphs for the English Language Arts section of the SAT/ACT tests.

- **Take Stock in Children, Manatee County** – A Big Future presentation for high school students in Manatee County was observed virtually. A first year college student and former participant with TSIC/Manatee created and delivered a PowerPoint presentation to explain the benefits of Big Future for college and career planning, searching for the right college, and how it can be used as a source for scholarship searches. She also described Khan Academy’s Official SAT Practice. The instructor then explained how the PSAT links scores to Khan Academy and can create an individualized study plan for the SAT.
- **Pasco-Hernando State College** – A virtual presentation was observed as the librarian for PHSC’s campus located in Springhill, FL described comprehensively how students can use the library to enhance their experience while attending PHSC. She explained different resources available to students, such as a printer, at the library that students may not have known was there. She explained to students how research could be done using databases and students were encouraged to ask the librarian for help when needed. She also confirmed for students that they could use the library and all its resources if they are enrolled for Dual Enrollment courses in high school.
- **Florida Education Fund** - SAT Preparation course was observed for two sessions. Students from across the state attend virtually to learn strategies for taking the SAT. Students took a practice test at the beginning of the course and again at the end using Khan Academy’s Official SAT Practice. Each morning students login at 8:00 am and join either the ELA lesson or the Mathematics lesson for the first hour and then switch classes for the second hour.
- **Gentlemen’s Quest (GQ) of Tampa, Inc.** – Attended a Community Showcase for high school students who attended a 3-week STEMQuest camp. During the camp students met with employees from the City of Tampa’s Recycling Program, Tampa General Hospital, Tampa Electric Company, and the Hillsborough County School District to conduct a case study of the organization and resolve a “problem” for them by building a robot prototype. This project-based learning included teams creating a presentation highlighting their company name, a 30 second commercial, a jingle for their company, and they needed to demonstrate how the robot worked during the showcase to the audience of parents, business leaders, educators, and judges.
- **Florida International University** - The 4-week summer academic program for middle school students involves 2 weeks of virtual instruction and interaction and 2 weeks of attending the program on campus. Students are divided into 3 groups based on their academic performance in math courses. This year they had 41 students participate in the program, which included academic instruction for ELA and Mathematics, it also included college and career readiness.

- Barry University** - Attended the morning session for Barry University’s summer CROP program for Life Skills and College and Career Preparation Camp. Barry University college students serve as camp counselors, sitting at each table in the room, engaging students in conversation and participating in all activities. Students begin the day with mindfulness and meditation practice, including yoga, to learn ways to reduce stress. The session on 7/6/22 involved students self-reflecting on who they are and they were asked to write a personal statement in an effort to assist them with future personal statements required for college applications.

**Parent and Student Engagement**

Florida Partnership and College Board staff conducted five virtual webinars for parents across the state during the 2021-2022 grant period. Online survey requests were sent out to all participants after the webinars. Survey results in this section provide evidence for FDOE Indicator PS1.

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

Table 5.1 displays the topics of each parent webinar and the overall rating scale scores for each one. Parents were asked to rate the overall presentation on a 5-point Likert scale and the results show high levels of satisfaction with the webinars. A total of 3,577 parents attended the sessions when they were “live” and nearly 10,000 registered to attend and some of them may have watched the recording at a later date.

<b>Table 5.1 Overall Rating Scale Scores: Parent Webinars</b>							
Date	Title of Webinar	Number of Parents	Overall Rating Scale Scores				
			Excellent	Very Good	Good	Fair	Poor
10-7-21	Student Search Service	614	40%	39%	14%	3.5%	3.5%
11-18-21	AP Classroom	124	40%	30%	10%	20%	0
1-25-22	Understanding PSAT Scores	1,693	75%	22%	3%	0	0
2-15-22	BigFuture™	279	56%	36%	8%	0	0
8-25-22	College and Career Readiness	867	50%	41%	9%	0	0
	<b>Total Number of Parents</b>	3,577					



**Parent Survey Results**

Parent knowledge gains were measured by asking parents to rate their level of confidence in understanding presentation topics using a 4-point Likert scale from “Not at all Confident” = 1 to “Very Confident” = 4. The average rating scale scores were calculated for both “before” and “after” the webinars. The average rating scale scores displayed in Tables 5.2 – 5.6 show positive increases across all topic areas ranging from +.76 to +1.86.

<b>Table 5.2 Parent Knowledge Gains: Student Search Service</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
How to “opt-in” to the Student Search Service	1.83	3.33	+1.50
The benefits of enrolling in Student Search Service	2.02	3.36	+1.34
The number of College Board Scholarship programs that use Student Search Service	1.82	3.10	+1.28
How colleges and universities use Student Search Service	1.94	3.20	+1.26

<b>Table 5.3 Parent Knowledge Gains: AP Classroom</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
How to use AP Classroom	1.2	2.9	+1.7
How to use AP daily videos	1.2	2.9	+1.7
How to use progress checks to develop a study plan	1.1	2.6	+1.5

<b>Table 5.4 Parent Knowledge Gains: Big Future™:</b>			
<b>How to utilize BigFuture™ for.....</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
your child to choose which college they want to attend.	1.41	3.23	+1.82
scholarship opportunities.	1.39	3.18	+1.79
for your child to explore different career opportunities.	1.38	3.24	+1.86

<b>Table 5.5 Parent Knowledge Gains: Understanding PSAT Scores</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
Linking their score report to the Khan Academy to create a practice plan	1.69	3.16	+1.47
Level of understanding how to use the PSAT score report	1.67	3.11	+1.44
Connection to College Board's tools for college and career planning	1.64	3.07	+1.43
Accessing college admission and financial aid information	1.57	2.91	+1.34
Using the AP Potential Report to identify what AP courses would align with your child's academic strengths.	1.55	2.99	+1.44
Connection to College Board's BigFuture Scholarships	1.51	2.99	+1.48

<b>Table 5.6 Parent Knowledge Gains: College and Career Readiness</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
Importance of taking rigorous high school coursework (AP courses or Honors courses)	1.99	3.05	+1.06
The benefits of taking the PSAT 8/9, PSAT/NMSQT, PSAT 10, and SAT	2.31	3.07	+0.76
The benefits of using Official SAT Practice on Khan Academy	1.92	3.11	+1.19
How to connect with Student Search Service for scholarships and college recruitment	1.55	2.77	+1.22
BigFuture™ Scholarships	1.41	2.75	+1.34

**Student Surveys**

To collect data from students related to their awareness of College Board resources and to measure confidence gains in topics presented during webinars, a QR code was provided at the end of the webinar linking them to a survey. The first webinar of the school year, Student Search Service had a technical difficulty and student data was not captured for that webinar. However, data was collected for the other four webinars.

Students were asked to rate their level of confidence in understanding webinar topics on a scale of 1 to 4, with 1 representing “not at all confident” and 4 representing “very confident.” Survey results showed knowledge gains for all topics. Knowledge gains ranged from +.62 to +1.64 as shown in Tables 5.7 – 5.10.

<b>Table 5.7 Student Knowledge Gains: AP Classroom</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
How to use AP Classroom	2.50	3.14	+.64
How to use AP daily videos	2.67	3.43	+.76
How to use progress checks to develop a study plan	1.83	2.71	+1.64

<b>Table 5.8 Student Knowledge Gains: Understanding PSAT Score Report</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
How to use the PSAT Score Report	2.55	3.24	+.69
How to link your Score Report to the Khan Academy for SAT Practice	2.38	3.19	+.81
How to use the AP Potential Report to help you decide what AP courses would be a good match for you	2.14	3.02	+.88

<b>Table 5.9 Student Knowledge Gains: BigFuture™</b>			
<b>How to utilize BigFuture™ for .....</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
planning which college you want to attend.	2.33	3.43	+1.10
scholarship opportunities.	2.33	3.62	+1.29
for your child to explore different career opportunities.	2.57	3.19	+0.62

<b>Table 5.10 Student Knowledge Gains: College and Career Readiness</b>			
	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
Importance of taking rigorous high school coursework (AP courses or Honors courses)	2.51	3.35	+0.84
The benefits of taking the PSAT 8/9, PSAT/NMSQT, PSAT 10, and SAT	2.65	3.27	+0.62
The benefits of using Official SAT Practice on Khan Academy	2.43	3.30	+0.87
How to connect with Student Search Service for scholarships and college recruitment	1.84	2.94	+1.10
BigFuture™ Scholarships	1.89	3.14	+1.25

## Section 6: SAT Suite of Assessments: Participation (Number of Test Takers)

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.

Beginning with the 2021-2022 academic year, a large majority of schools in Florida offered the SAT on a school day for 11<sup>th</sup> grade 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 School Days* separate from *SAT Saturdays*.

### PSAT 8/9 Test Takers

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.

Table 6.1 shows the number of PSAT 8/9 test takers across a three-year period, from 2019-2020 to 2021-2022. While PSAT 8/9 participation varied across the three years in all districts, 12 districts experienced an increase in the number of students who took the PSAT 8/9 when comparing baseline to 2021-2022. Overall, FLP districts showed a 20% increase, while districts across the state showed the number of PSAT 8/9 test takers decreased by 7%.

<b>Table 6.1</b> <b>Three Year Comparison:</b> <b>Number of PSAT 8/9 Test Takers by FLP District</b>				
Districts	Number of Test Takers 2019-2020	Number of Test Takers 2020-2021	Number of Test Takers 2021-2022	Percentage Change Over Three Year Period
Bay	2,770	2,599	3,282	18%
Bradford	333	296	367	10%
Columbia	1,311	701	1,217	-7%
Desoto	664	255	593	-11%
Dixie	272	244	290	7%
Escambia	2,530	1,760	2,697	7%
Flagler	958	765	1,009	5%
Gadsden	Not FLP	Not FLP	324	N/A
Glades	193	66	193	0%
Hamilton	224	199	231	3%
Hardee	720	313	367	-49%
Hendry	1,004	630	983	-2%
Highlands	1,457	1,202	1,481	2%
Lafayette	166	149	151	-9%
Lake	2,757	Not Administered	16	N/A
Levy	612	652	705	15%
Liberty	181	150	156	-14%
Madison	173	214	263	52%
Marion	Not FLP	Not FLP	1,789	N/A
Nassau	1,808	1,419	1,778	-2%
Okeechobee	811	611	803	-1%
Putnam	1,285	1,063	1,278	-1%
Saint Lucie	5,789	4,227	5,510	-5%
Sumter	734	574	716	-2%
Suwannee	487	588	739	52%
Taylor	141	91	155	10%
Volusia	Not FLP	Not FLP	3,891	N/A
Walton	795	Not Administered	883	11%
Washington	466	430	442	-5%
<b>FLP Districts</b>	<b>28,641</b>	<b>19,198</b>	<b>34,338</b>	<b>20%</b>
<b>Florida</b>	<b>143,719</b>	<b>156,726</b>	<b>133,850</b>	<b>-7%</b>

Thirteen FLP districts demonstrated an increase in the number of students who took the PSAT/NMSQT over the past three years. FLP districts overall showed an increase of 45% in PSAT/NMSQT test takers compared to a decrease of 36% statewide, as displayed below.

<b>Table 6.2</b>				
<b>Three Year Comparison:</b>				
<b>Number of PSAT/NMSQT Test Takers by FLP Districts</b>				
<b>Districts</b>	<b>Number of Test Takers 2019-2020</b>	<b>Number of Test Takers 2020-2021</b>	<b>Number of Test Takers 2021-2022</b>	<b>Percentage Change Over Three Year Period</b>
Bay	2,270	2,159	2,056	-9%
Bradford	288	213	297	3%
Columbia	544	Not administered	547	1%
Desoto	574	329	534	-7%
Dixie	257	172	215	-16%
Escambia	4,143	3,465	4,177	1%
Flagler	1,548	1,178	1,630	5%
Franklin	120	33	59	-51%
Gadsden	395	208	298	-25%
Glades	114	90	116	2%
Hamilton	168	161	196	17%
Hardee	601	211	546	-9%
Hendry	891	311	944	6%
Highlands	1,369	1,092	1,301	-5%
Lafayette	142	158	144	1%
Lake	4,869	5,386	7,982	64%
Levy	485	479	511	5%
Liberty	134	119	132	-1%
Madison	319	194	282	-12%
Marion	Not FLP	Not FLP	1,453	N/A
Nassau	1,622	1,472	1,625	0%
Okeechobee	641	441	597	-7%
Putnam	1,097	906	1,050	-4%
St. Lucie	5,093	3,134	5,247	3%
Sumter	609	568	560	-8%
Suwannee	447	349	337	-25%
Taylor	225	173	226	0%
Volusia	Not FLP	Not FLP	169	N/A
Walton	1,024	997	1,200	17%
Washington	413	391	452	9%
<b>FLP Districts</b>	<b>24,389</b>	<b>34,883</b>	<b>35,461</b>	<b>45%</b>
<b>Florida</b>	<b>300,105</b>	<b>272,234</b>	<b>192,321</b>	<b>-36%</b>

**SAT *Saturday* Test Takers**

Ten districts increased the number of students who took the SAT on *Saturday*. The decrease for FLP Districts was lower (-10%) compared to the decrease statewide (-38%).

<b>Table 6.3 Three Year Comparison: Number of SAT <i>Saturdays</i> Test Takers</b>				
<b>Districts</b>	<b>Number of Test Takers 2019-2020</b>	<b>Number of Test Takers 2020-2021</b>	<b>Number of Test Takers 2021-2022</b>	<b>Percentage Change</b>
Bay	706	804	732	4%
Bradford	51	25	27	-89%
Columbia	155	145	135	-15%
Desoto	59	119	142	58%
Dixie	17	25	39	56%
Escambia	578	602	554	-4%
Flagler	526	503	374	-41%
Franklin	8	2	6	-33%
Gadsden	113	64	131	14%
Glades	15	27	20	25%
Hamilton	61	30	17	-259%
Hardee	211	91	127	-66%
Hendry	368	300	304	-21%
Highlands	471	415	352	-34%
Lafayette	20	14	11	-82%
Lake	1,416	1,560	1,534	8%
Levy	48	62	30	-60%
Liberty	26	55	40	35%
Madison	51	47	40	-28%
Marion	Not FLP	Not FLP	383	N/A
Nassau	534	609	358	-49%
Okeechobee	123	132	134	8%
Putnam	253	287	240	-5%
St. Lucie	2,098	1,930	1,362	-54%
Sumter	78	96	86	9%
Suwannee	95	102	79	-20%
Taylor	15	14	7	-114%
Volusia	Not FLP	Not FLP	25	N/A
Walton	325	343	356	9%
Washington	31	12	12	-158%
<b>FLP Districts</b>	<b>8,452</b>	<b>8,415</b>	<b>7,832</b>	<b>-10%</b>
<b>Florida</b>	<b>145,087</b>	<b>51,802</b>	<b>104,807</b>	<b>-38%</b>



**SAT School Day Test Takers**

A large majority of schools in Florida offered an SAT *School Day* in 2021-2022. Twenty FLP districts showed increases in the number of students who took the SAT at their school.

<b>Table 6.4</b> <b>Three Year Comparison:</b> <b>Number of SAT <i>School Day</i> Test Takers by FLP District</b>				
Districts	Number of Test Takers 2019-2020	Number of Test Takers 2020-2021	Number of Test Takers 2021-2022	Percentage Change
Bay	211	1821	1,879	89%
Bradford	172	187	207	17%
Columbia	578	472	78	-641%
Desoto	384	303	417	8%
Dixie	110	158	106	-4%
Escambia	2,469	1,981	695	-255%
Flagler	1,050	843	1,173	10%
Franklin	34	60	38	11%
Gadsden	80	357	219	63%
Glades <sup>1</sup>	74	55	26	-185%
Hamilton	115	92	139	17%
Hardee	406	416	399	-2%
Hendry	612	485	699	12%
Highlands	822	933	990	17%
Lafayette	51	67	75	32%
Lake	3,129	2,501	3,618	14%
Levy	271	242	309	12%
Liberty	65	61	56	-16%
Madison	200	149	202	1%
Marion	Not FLP	Not FLP	1,123	N/A
Nassau	814	805	1,233	34%
Okeechobee	430	427	455	5%
Putnam	763	768	733	-4%
St. Lucie	3,367	2,752	3,889	13%
Sumter	339	413	382	11%
Suwannee	333	359	328	-2%
Taylor	115	130	154	25%
Volusia	Not FLP	Not FLP	262	N/A
Walton	520	915	803	35%
Washington	167	204	212	21%
<b>FLP Districts</b>	<b>17,681</b>	<b>17,956</b>	<b>21,030</b>	<b>19%</b>
<b>Florida</b>	<b>125,161</b>	<b>121,102</b>	<b>213,521</b>	<b>71%</b>

Tables 6.5 through 6.8 show the top five FLP districts for “Percentage Change from 2019-2020 to 2021-2022.”

<b>Table 6.5</b>		
<b>Top Five FLP Districts: Percentage Change in Number of PSAT 8/9 Test Takers</b>		
<b>Rank</b>	<b>School District</b>	<b>Percentage Change</b>
1 (tie)	Madison, Suwannee	52%
2	Bay	18%
3	Levy	15%
4	Walton	11%
<b>FLP Districts</b>		<b>20%</b>
<b>Florida</b>		<b>-7%</b>

<b>Table 6.6</b>		
<b>Top Five FLP Districts: Percentage Change in Number of PSAT/NMSQT Test Takers</b>		
<b>Rank</b>	<b>School District</b>	<b>Percentage Change</b>
1	Lake	64%
2 (tie)	Walton, Hamilton	17%
3	Washington	9%
4	Hendry	6%
<b>FLP Districts</b>		<b>45%</b>
<b>Florida</b>		<b>-88%</b>

<b>Table 6.7</b>		
<b>Top Five FLP Districts: Percentage Change in Number of SAT <i>Saturday</i> Test Takers</b>		
<b>Rank</b>	<b>School District</b>	<b>Percentage Change</b>
1	Desoto	58%
2	Dixie	56%
3	Liberty	35%
4	Glades	25%
5	Gadsden	14%
<b>FLP Districts</b>		<b>-10%</b>
<b>Florida</b>		<b>-38%</b>

<b>Table 6.8</b>		
<b>Top Five FLP Districts: Percentage Change in Number of SAT <i>School Day</i> Test Takers</b>		
<b>Rank</b>	<b>School District</b>	<b>Percentage Change</b>
1	Bay	89%
2	Gadsden	63%
3	Walton	35%
4	Nassau	34%
5	Lafayette	32%
<b>FLP Districts</b>		<b>16%</b>
<b>Florida</b>		<b>41%</b>

## Section 7: SAT Suite of Assessments: Student Performance

FLP staff provide technical support to 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 all 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?

In this section of the report, comparisons will show the percentage of test takers who met both Evidence-based Reading and Writing (ERW) and Math benchmarks for both the PSAT 8/9 and the PSAT/NMSQT. Meeting both benchmarks demonstrates the student is on track for advanced level coursework and postsecondary enrollment.

As mentioned previously, students can choose to take the SAT exam on Saturday test dates and now all districts can offer SAT School Day allowing for the test to be taken during the school week. SAT Saturdays typically represent a majority of traditional SAT test taking students, while SAT School Days provides open access to all students. A comparison of the percentage of students who met both benchmarks for SAT *Saturdays* vs. SAT *School Days* is included in this section of the report.

**PSAT 8/9 Scores**

Table 7.1 shows 9 FLP districts increased the percentage of test takers who met both (ERW) and Math benchmarks for the PSAT 8/9 over the past three years. The percentage decreases over the past three years may be due to learning losses during the pandemic. FLP districts showed a slightly lower percentage decrease (-7%) compared to statewide at -9%.

<b>Table 7.1</b> <b>Three Year Comparison:</b> <b>Percentage of Students Who Met Both Benchmarks on PSAT 8/9 by FLP District</b>				
School District	Met Both Benchmarks 2019-20	Met Both Benchmarks 2020-21	Met Both Benchmarks 2021-22	Percentage Change in Students Who Met Both Benchmarks
Bay	28%	31%	29%	4%
Bradford	20%	16%	16%	-20%
Columbia	30%	25%	27%	-10%
Desoto	15%	13%	13%	-13%
Dixie	18%	10%	17%	-6%
Escambia	24%	24%	23%	-4%
Flagler	33%	31%	29%	-12%
Franklin	10%	Not Administered	0%	N/A
Gadsden	0%	24%	19%	N/A
Glades	19%	Not Administered	15%	-21%
Hamilton	16%	12%	17%	6%
Hardee	25%	20%	25%	0%
Hendry	21%	19%	19%	-10%
Highlands	25%	23%	23%	-8%
Lafayette	22%	28%	33%	50%
Lake	30%	Not Administered	68%	127%
Levy	25%	20%	20%	-20%
Liberty	27%	25%	26%	-4%
Madison	18%	18%	22%	22%
Marion	Not FLP	Not FLP	19%	N/A
Nassau	37%	36%	38%	3%
Okeechobee	22%	22%	25%	14%
Putnam	21%	22%	20%	-5%
St. Lucie	27%	24%	22%	-19%
Sumter	25%	19%	21%	-16%
Suwannee	21%	20%	22%	5%
Taylor	34%	15%	25%	-26%
Volusia	Not FLP	Not FLP	26%	N/A
Walton	47%	Not Administered	39%	-17%
Washington	23%	21%	24%	4%
<b>FLP Districts</b>	<b>27%</b>	<b>27%</b>	<b>25%</b>	<b>-7%</b>
<b>Florida</b>	<b>33%</b>	<b>33%</b>	<b>30%</b>	<b>-9%</b>

**PSAT/NMSQT Scores**

Fifteen FLP districts experienced increases in the percentage of test takers who met both ERW and Math benchmarks on the PSAT/NMSQT over the past three years. Statewide the percentage of students who met both benchmarks decreased (-34%). FLP districts remained the same at 19%.

<b>Table 7.2</b> <b>Three Year Comparison:</b> <b>Percentage of Student Who Met Both Benchmarks on PSAT/NMSQT by FLP District</b>				
School District	Met Both Benchmarks 2019-2020	Met Both Benchmarks 2020-2021	Met Both Benchmarks 2021-2022	Percentage Change in Students Who Met Both Benchmarks
Bay	23%	27%	25%	9%
Bradford	8%	15%	14%	75%
Columbia	19%	N/A	22%	14%
Desoto	10%	15%	12%	25%
Dixie	12%	17%	9%	-28%
Escambia	21%	24%	20%	-6%
Flagler	25%	29%	22%	-12%
Franklin	13%	9%	6%	-55%
Gadsden	5%	6%	11%	107%
Glades	6%	10%	7%	14%
Hamilton	8%	8%	9%	16%
Hardee	13%	17%	13%	0%
Hendry	12%	13%	12%	0%
Highlands	22%	26%	17%	-23%
Lafayette	22%	23%	10%	-54%
Lake	20%	21%	17%	-17%
Levy	11%	16%	16%	46%
Liberty	16%	13%	15%	-9%
Madison	9%	12%	13%	48%
Marion	Not FLP	Not FLP	22%	N/A
Nassau	25%	29%	27%	9%
Okeechobee	16%	17%	17%	7%
Putnam	11%	14%	13%	18%
St. Lucie	17%	22%	15%	-13%
Sumter	19%	20%	20%	4%
Suwannee	21%	21%	18%	-15%
Taylor	7%	13%	14%	110%
Volusia	Not FLP	Not FLP	17%	N/A
Walton	30%	34%	34%	14%
Washington	17%	15%	16%	-8%
<b>FLP Districts</b>	<b>19%</b>	<b>24%</b>	<b>19%</b>	<b>0%</b>
<b>Florida</b>	<b>29%</b>	<b>37%</b>	<b>19%</b>	<b>-34%</b>

Table 7.3 shows the percentage of test takers who met both ERW and Math benchmarks for the *Saturday* SAT compared to the *School Day* SAT in 2021-2022. FLP districts' overall percentage of students meeting both benchmarks on SAT *School Day* is half when compared to the percentage of students who take the SAT on the traditional *Saturday* dates. Interestingly though, FLP districts overall percentage (18%) is higher than the statewide percentage (13%) of SAT *School Day* test takers.

<b>Table 7.3</b> <b>Percentage of Students Who Met Both ERW and Math Benchmarks</b> <b>on SAT Saturdays vs. SAT School Day by FLP District in 2021-2022</b>		
School District	SAT Saturdays	SAT School Day
Bay	48%	23%
Bradford	33%	13%
Columbia*	50%	--
Desoto	19%	11%
Dixie	12%	16%
Escambia*	50%	--
Flagler	50%	20%
Franklin	50%	9%
Gadsden	9%	13%
Glades*	10%	--
Hamilton	11%	1%
Hardee	24%	13%
Hendry	19%	10%
Highlands	34%	20%
Lafayette	54%	21%
Lake	37%	19%
Levy	53%	14%
Liberty	27%	20%
Madison	25%	16%
Marion	38%	23%
Nassau	50%	26%
Okeechobee	32%	18%
Putnam	21%	11%
St. Lucie	27%	13%
Sumter	37%	17%
Suwannee	51%	16%
Taylor	28%	20%
Volusia	20%	11%
Walton	54%	31%
Washington	25%	11%
<b>FLP Districts</b>	<b>39%</b>	<b>18%</b>
<b>Florida</b>	<b>38%</b>	<b>13%</b>

\* These FLP districts did not administer an SAT School Day.

**Top Five FLP Districts**

Table 7.4 lists the top five districts for percentage change in students who met both ERW and Math benchmarks on the PSAT 8/9 in 2019-2020 compared to 2021-2022.

<b>Table 7.4 Top Five FLP Districts Percentage of Students Meeting Both ERW and Math Benchmarks for PSAT 8/9</b>		
<b>Rank</b>	<b>School District</b>	<b>Percentage Change</b>
1	Lake	127%
2	Lafayette	50%
3	Madison	22%
4	Okeechobee	14%
5	Hamilton	6%
<b>FLP Districts</b>		<b>-7%</b>
<b>Florida</b>		<b>-9%</b>

Table 7.5 lists the top five districts for percentage change in students who met both ERW and Math benchmarks on the PSAT/NMSQT in 2019-2020 compared to 2021-2022.

<b>Table 7.5 Top Five FLP Districts Percentage of Students Who Met Both Benchmarks on PSAT/NMSQT</b>		
<b>Rank</b>	<b>School District</b>	<b>Percentage Change</b>
1	Taylor	110%
2	Gadsden	107%
3	Bradford	75%
4	Madison	48%
5	Levy	46%
<b>FLP Districts</b>		<b>0%</b>
<b>Florida</b>		<b>-34%</b>

Table 7.6 displays the top five districts in percentage of students who met both benchmarks on SAT *School Day*.

<b>Table 7.6 Top Five FLP Districts Percentage of Students Who Met Both Benchmarks on SAT <i>School Day</i></b>		
<b>Rank</b>	<b>School District</b>	<b>Percentage Change</b>
1	Walton	31%
2	Nassau	26%
3 (tie)	Bay & Marion	23%
4	Lafayette	21%
<b>FLP Districts</b>		<b>18%</b>
<b>Florida</b>		<b>13%</b>

## Section 8: College Board AP Exam Participation

This section of the report compares the number of students who took an AP exam over the past three years as indicators of students who are planning for postsecondary enrollment in college. Ten FLP districts experienced an increase in the number of students who took an AP exam over the past three years, as did FLP districts overall saw a 1% increase, while statewide the number decreased by 13% demonstrating the uncertainty many Class of 2020 students had about going to college.

<b>FLP District</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Percentage Change</b>
Bay	1,681	1,669	1,594	-5%
Bradford	92	59	33	-64%
Columbia	308	399	427	39%
Desoto	150	125	74	-51%
Dixie	73	82	116	59%
Escambia	1,789	1,700	1,576	-12%
Flagler	662	614	526	-21%
Franklin	2	1	0	-100%
Gadsden	48	106	53	10%
Glades	12	16	25	108%
Hamilton	27	52	49	81%
Hardee	130	109	62	-52%
Hendry	394	348	266	-32%
Highlands	683	590	627	-8%
Lafayette	0	0	0	N/A
Lake	3,345	2,929	3,204	-4%
Levy	164	150	138	-16%
Liberty	1	4	10	900%
Madison	0	1	0	N/A
Marion	Not FLP	Not FLP	622	N/A
Nassau	725	563	658	-9%
Okeechobee	159	161	188	18%
Putnam	235	291	626	166%
St. Lucie	722	940	812	12%
Sumter	687	592	349	-49%
Suwannee	170	134	121	-29%
Taylor	54	54	30	-44%
Volusia	Not FLP	Not FLP	97	N/A
Walton	706	773	884	25%
Washington	22	4	22	0%
<b>FLP Districts</b>	<b>13,041</b>	<b>12,466</b>	<b>13,189</b>	<b>1%</b>
<b>Florida</b>	<b>207,246</b>	<b>177,480</b>	<b>179,488</b>	<b>-13%</b>



Nine FLP districts had an increase in the number of minority students who took an AP exam when comparing the baseline year to the current year. While the overall FLP district decreased by -7%, this is a smaller decrease than statewide at -28%.

<b>Table 8.2</b> <b>Three Year Comparison</b> <b>Number of Minority Students Who Took an AP Exam and Percentage Change</b> <b>by FLP District</b>				
FLP District	2019-2020	2020-2021	2021-2022	Percentage Change
Bay	469	294	348	-26%
Bradford	22	12	5	-77%
Columbia	77	71	117	51%
Desoto	105	70	46	-56%
Dixie	12	14	21	75%
Escambia	710	478	473	-33%
Flagler	236	181	165	-30%
Franklin	0	0	0	N/A
Gadsden	45	93	46	2%
Glades	8	8	24	200%
Hamilton	9	18	21	133%
Hardee	94	79	47	-50%
Hendry	311	269	202	-35%
Highlands	348	251	338	-2%
Lafayette	0	0	0	N/A
Lake	1,609	1149	1,399	-13%
Levy	41	34	28	-32%
Liberty	1	0	2	100%
Madison	0	1	0	N/A
Marion	Not FLP	Not FLP	325	N/A
Nassau	139	85	93	-33%
Okeechobee	87	59	71	-18%
Putnam	65	97	248	281%
St. Lucie	431	543	421	-2%
Sumter	234	159	121	-48%
Suwannee	53	42	31	-41%
Taylor	13	18	10	-23%
Volusia	Not FLP	Not FLP	67	N/A
Walton	169	154	219	29%
Washington	6	0	8	33%
<b>FLP Districts</b>	<b>5,294</b>	<b>4,179</b>	<b>4,896</b>	<b>-7%</b>
<b>Florida</b>	<b>116,595</b>	<b>84,127</b>	<b>83,490</b>	<b>-28%</b>

**Top Five FLP Districts**

FLP districts with the highest percentage change from baseline to the current year are displayed in Table 8.3 and 8.4.

Liberty County had a 900% increase with 1 student who took an exam in 2020 to 10 students in 2022. Putnam County had the largest number of students (n=626) take an exam in 2022 compared to 235 students in 2020.

<b>Table 8.3</b> <b>Top Five FLP Districts</b> <b>Percentage Change for Number of Students Who Took an AP Exam</b>			
Rank	School District	Increase in Number of Students	Percentage Change
1	Liberty	9	900%
2	Putnam	391	166%
3	Glades	13	108%
4	Hamilton	22	81%
5	Dixie	43	59%
<b>Total</b>		<b>478</b>	

Putnam County also had the largest increase in the number of minority students (n=248) take an exam in 2022 compared to 2020 (n=65). The top five FLP districts listed in Table 8.4 show a total of 224 more minority students took an AP exam in 2022 compared to the baseline year of 2020.

<b>Table 8.4</b> <b>Top Five</b> <b>FLP Districts</b> <b>Percentage Change for Number of Minority Students Who Took an AP Exam</b>			
Rank	School District	Increase in Number of Students	Percentage Change
1	Putnam	183	281%
2	Glades	16	200%
3	Hamilton	12	133%
4	Liberty	1	100%
5	Dixie	12	75%
<b>Total</b>		<b>224</b>	

## 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 minority students. Data in Table 9.1 shows the number of AP exams that received a score of a 3, 4, or 5 over the past three years. While almost all FLP districts had decreases in 3+ scores, 3 FLP districts had an increase and the FLP overall decrease (-37%) was less than the statewide decrease (56%).

<b>Table 9.1</b> <b>Three Year Comparison</b> <b>Number of AP Exams with 3+ Scores and Percentage Change by FLP Districts</b>				
FLP District	2019-2020	2020-2021	2021-2022	Percentage Change
Bay	1,497	1,246	889	-41%
Bradford	30	23	25	-17%
Columbia	209	235	174	-17%
Desoto	62	56	35	-44%
Dixie	44	29	21	-52%
Escambia	1,492	1,097	835	-44%
Flagler	503	428	268	-47%
Franklin	3	1	0	-100%
Gadsden	12	3	3	-75%
Glades	6	4	2	-67%
Hamilton	9	12	7	-22%
Hardee	86	65	31	-64%
Hendry	222	162	102	-54%
Highlands	393	248	235	-40%
Lafayette	0	0	0	N/A
Lake	2,437	1,557	1,288	-47%
Levy	52	52	72	38%
Liberty	1	1	1	0%
Madison	0	0	0	N/A
Marion	Not FLP	Not FLP	340	N/A
Nassau	626	527	388	-38%
Okeechobee	140	132	94	-33%
Putnam	46	36	91	98%
St. Lucie	343	342	279	-19%
Sumter	454	417	118	-74%
Suwannee	137	104	52	-62%
Taylor	21	11	15	-29%
Volusia	Not FLP	Not FLP	40	N/A
Walton	575	558	505	-12%
Washington	5	0	6	20%
<b>FLP Districts</b>	<b>9,405</b>	<b>7,346</b>	<b>5,916</b>	<b>-37%</b>
<b>Florida</b>	<b>233,999</b>	<b>155,198</b>	<b>102,256</b>	<b>-56%</b>

Data in Table 9.2 shows decreases in the number of AP exams taken by students who identified as minority with a score of a 3 or higher over the past three years. Overall, FLP districts had a decrease of (-45%) in exams taken by minority students with scores of 3+ over the past three years, which was lower than the percentage change statewide (-80%).

<b>Table 9.2</b>				
<b>Three Year Comparison</b>				
<b>Number of AP Exams with 3+ Scores Taken by Minority Students and Percentage Change by FLP District</b>				
<b>FLP District</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Percentage Change</b>
Bay	416	185	174	-58%
Bradford	6	2	4	-33%
Columbia	48	34	36	-25%
Desoto	38	28	18	-52%
Dixie	5	5	5	0%
Escambia	538	222	199	-63%
Flagler	171	111	72	-58%
Franklin	0	0	0	N/A
Gadsden	11	3	2	-82%
Glades	4	1	4	0%
Hamilton	2	2	2	0%
Hardee	67	53	26	-61%
Hendry	175	131	81	-53%
Highlands	203	84	111	-45%
Lafayette	0	0	0	N/A
Lake	1126	520	494	-56%
Levy	15	11	15	0%
Liberty	1	0	0	-100%
Madison	0	0	0	N/A
Marion	Not FLP	Not FLP	162	N/A
Nassau	115	78	57	-50%
Okeechobee	80	47	38	-52%
Putnam	17	11	23	35%
St. Lucie	188	179	133	-29%
Sumter	142	83	30	-79%
Suwannee	47	29	12	-74%
Taylor	4	1	4	0%
Volusia	Not FLP	Not FLP	32	N/A
Walton	112	100	115	3%
Washington	3	0	3	0%
<b>FLP Districts</b>	<b>3,534</b>	<b>1,920</b>	<b>1,949</b>	<b>-45%</b>
<b>Florida</b>	<b>127,313</b>	<b>62,406</b>	<b>66,116</b>	<b>-80%</b>

Three FLP districts had an increase of students scoring 3+ on AP exams over the past three years, most likely due to learning losses related to the pandemic. The three FLP districts with gains are listed in Table 9.3.

<b>Table 9.3 Top Three FLP Districts Percentage Change in the Number of AP Exams with 3+ Scores</b>			
<b>Rank</b>	<b>School District</b>	<b>Increase in Number of Exams 3+</b>	<b>Percentage Change</b>
1	Putnam	45	98%
2	Levy	20	38%
3	Washington	1	20%
<b>Total</b>		<b>66</b>	

Two FLP districts had increases in the number of AP exams with 3+ scores taken by minority students as shown in Table 9.4

<b>Table 9.4 Top Three Districts Percentage Change in the Number of AP Exams with 3+ Scores Taken by Minority Students</b>			
<b>Rank</b>	<b>School District</b>	<b>Increase in Number of Exams 3+</b>	<b>Percentage Change</b>
1	Putnam	6	35%
2	Walton	3	3%
<b>Total</b>		<b>34</b>	

## Section 10: FLP AVID Schools

The AVID program was funded by Florida Partnership in 33 schools in 11 FLP districts during the 2021-2022 grant period. These schools provided an AVID elective course for students in grades 6-12, with each school providing the course to grade levels of their choosing. 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. Data from 25 AVID 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.
- 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 an AVID Elective Course and more than half (51%) are minority students. While the percentage of students enrolled in AVID compared to the total student population varies from 4% to 26% of students, FLP districts overall show 12% of students attending schools with an AVID program are enrolled in the Elective course.

<b>Table 10.1</b> <b>Overview of AVID Elective Course by District</b>					
School District	School Names	# of Students In School	# of AVID Elective Students	# of Minority AVID Students	% of Students Enrolled in AVID
Dixie	Dixie County HS	736	121	21	16%
Highlands	Avon Park HS	851	186	141	22%
	Avon Park MS	666	146	111	22%
	Hill-Gustat MS	696	135	86	19%
	Lake Placid HS	819	202	125	25%
	Lake Placid MS	672	176	106	26%
	Sebring MS	812	64	27	8%
	Sebring HS	1,608	148	90	9%
Levy	Bronson MS/HS	559	41	19	7%
	Cedar Key (K-12)	119	16	1	13%
	Chiefland MS/HS	803	148	37	18%
	Williston MS/HS	1,064	139	52	13%
Marion	Dunnellon MS	640	66	26	10%
	Ft. McCoy (K-8)	434	51	3	11%
	Liberty MS	1,322	145	88	11%
Nassau	West Nassau HS	1,041	50	10	4%
	Yulee HS	1,325	60	8	4%
	Crescent City MS/HS	961	288	189	30%
	Interlachen HS*	1,063	120	53	11%
	Palatka HS	1,646	313	199	19%
	Q I Roberts JR/SR	461	82	28	18%
Washington	Chipley HS	603	19	13	3%
	Roulhac MS	463	63	23	14%
	Vernon MS	242	52	10	22%
	Vernon HS	376	11	4	3%
<b>Totals</b>		<b>19,982</b>	<b>2,842</b>	<b>1,451</b>	<b>14%</b>

There are 1,519 middle school students enrolled and 1,346 high school students are enrolled in an AVID elective course as shown in Table 10.2 Seventh grade students account for the largest number of students enrolled when compared to other grade levels.

<b>Table 10.2 Number of Students Enrolled in AVID Elective Course by Grade Level in FLP Funded Schools</b>							
<b>School Names</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
Avon Park MS	48	46	52	--	--	--	--
Avon Park HS	--	--	--	50	60	41	35
Bronson MS/HS	0	0	0	20	9	6	6
Chipley HS	--	--	--	4	9	1	5
Cedar Key K-12 School	7	3	0	2	1	2	1
Chiefland MS/HS	23	23	22	23	27	16	14
Crescent City Jr/Sr	0	108	46	37	66	20	11
Dixie County HS	--	--	--	42	25	29	25
Dunnellon MS	19	23	24	--	--	--	--
Ft. McCoy (K-8)	19	15	17	--	--	--	--
Hill-Gustat MS	40	46	49	--	--	--	--
Interlachen HS	--	--	--	23	30	8	14
Lake Placid MS	57	58	61	--	--	--	--
Lake Placid HS	--	--	--	61	45	57	39
Liberty MS	70	39	36	--	--	--	--
Palatka HS	--	--	--	61	49	31	13
Roulhac MS	23	17	23	--	--	--	--
Sebring HS	--	--	--	49	44	20	35
Sebring MS	20	21	23	--	--	--	--
Vernon MS	19	16	17	--	--	--	--
Vernon HS	--	--	--	1	1	2	7
West Nassau HS	--	--	--	11	22	11	6
Williston MS/HS	22	38	20	21	21	13	4
Yulee HS	--	--	--	18	15	15	12
Q I Roberts	0	82	0	0	0	0	0
<b>Total by Grade Level</b>	<b>367</b>	<b>535</b>	<b>390</b>	<b>423</b>	<b>424</b>	<b>272</b>	<b>227</b>



The AVID Elective Course is designed for students to continuously enroll as it builds each year in preparing students for postsecondary education and 385 middle school students were enrolled in their second year of AVID. The data in Table 10.3 shows over 300 AVID students are preparing for postsecondary education by enrolling in Honors courses and/or Algebra I while they are still in middle school.

<b>Table 10.3 AVID Elective Middle School Student Outcomes</b>			
<b>Middle Schools</b>	<b># of Students Enrolled in 2<sup>nd</sup> Year of AVID 2021-2022</b>	<b># of Students Enrolled in Honors, Pre-AP or High School Course 2021-2022</b>	<b># of Students Enrolled in Algebra I or Higher Course</b>
Avon Park MS	62	29	21
Bronson MS/HS	0	0	0
Cedar Key K-12 School	3	0	0
Chiefland MS/HS	39	3	8
Crescent City JR/SR	0	0	0
Dunnellon MS	25	19	17
Ft. McCoy MS	29	17	12
Hill Gustat MS	45	7	34
Lake Placid MS	31	23	46
Liberty MS	75	0	0
Roulhac MS	20	0	14
Sebring MS	18	10	15
Vernon MS	15	0	0
Williston MS/HS	26	14	14
Q I Roberts JR/SR	0	0	63
<b>Total Students</b>	<b>385</b>	<b>122</b>	<b>244</b>

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

<b>Table 10.4 8<sup>th</sup> Grade AVID Student Outcomes</b>				
<b>Middle Schools</b>	<b>Completed Algebra I with a grade of C or better</b>	<b>Completed an Honors, Pre-AP or High School Course with a grade of C or better</b>	<b>Recommended for College Prep Courses in HS</b>	<b>Took the PSAT, ACT Explore or PSSS</b>
Avon Park MS	16	25	0	40
Bronson MS/HS	0	0	0	0
Cedar Key (K-12)	6	6	6	6
Chiefland MS/HS	9	2	5	14
Crescent City JR/SR	0	0	0	0
Dunnellon MS	10	17	17	0
Ft. McCoy MS	13	17	17	0
Hill Gustat MS	19	2	46	46
Lake Placid MS	46	12	42	41
Liberty MS	29	37	45	49
Roulhac MS	11	0	0	23
Sebring MS	16	10	16	23
Vernon MS	54	54	54	9
Williston MS/HS	6	10	16	16
Q I Roberts JR/SR	0	0	0	0
<b>Total Students</b>	<b>229</b>	<b>192</b>	<b>264</b>	<b>267</b>

Over 300 AVID Elective high school students appear to be on a college ready pathway by having completed at least one AP, IB, AICE or DE course as shown in Table 10.5.

<b>Table 10.5 AVID Elective High School Student Outcomes</b>				
<b>High Schools</b>	<b>Number of AVID Students</b>			
	<b>Enrolled in AVID for 3<sup>rd</sup> Year</b>	<b>Completed at Least One AP, AICE or IB course</b>	<b>Enrolled in College Level Course (DE)</b>	<b>Number of Students Who Took Exam and Passed with College Credit Score*</b>
Avon Park HS	127	102	22	24
Bronson MS/HS	11	0	7	0
Cedar Key (K-12)	1	4	0	0
Chiefland MS/HS	0	3	9	0
ChIPLEY HS	8	**	2	**
Crescent City Jr/Sr	0	0	0	0
Dixie Co. HS	42	56	77	16
Interlachen HS	10	28	3	28
Lake Placid HS	122	95	13	16
Palatka HS	25	12	5	1
Sebring HS	90	40	18	34
Vernon HS	10	6	7	3
West Nassau HS	17	17	7	12
Williston MS/HS	47	**	14	**
Yulee HS	27	5	23	5
Q I Roberts Jr/Sr	0	0	0	0
<b>Total Students</b>	<b>537</b>	<b>368</b>	<b>207</b>	<b>139</b>

\*Exams include AP, IB, and AICE

\*\* Missing Data

### AVID Teacher Survey 2022

In May 2022, a survey link was sent to FLP school district contacts for the purpose of distributing the link to AVID elective teachers in their district. Twenty-two responses were received from AVID teachers in ten FLP school districts. A summary of survey results representing 2,333 AVID elective course students is presented below.

- The range of responses showed 50-90% of AVID students are 1<sup>st</sup> generation college going students.
- The range of responses showed 2-80% of AVID students enrolled in an AP course this 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.

- 13 have the same cohort and add new students each year.
- 4 Not the same cohort. New students enrolled each year.
- 1 has the same cohort each year.

Other responses include:

- “Students reapply for AVID and can be accepted or denied, based on applications, interviews, academic data, and teacher recommendations.”
- “For the most part, some new enroll and some depart”
- “Last year we kept the cohort, this year we are keeping cohort and adding new students.”

AVID strategies used in the elective course are often shared with other teachers.

- 63% teachers reported AVID strategies are used in some classrooms.
- 27% of teachers reported AVID strategies are used in most classrooms.
- 9% of teachers reported AVID strategies are required schoolwide.

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.

<b>Table 10.6 AVID Strategies Used in Other Classrooms</b>	
<b>Strategies</b>	<b>Response Percentage</b>
Cornell notes	86%
WICOR methodologies	86%
Binders	59%
Socratic seminars	36%
Collaboration	9%
Tutorials	5%

Since AVID strategies are typically used in classrooms beyond the AVID Elective classroom, more than the 2,333 AVID students are benefitting from having an AVID Elective course at their school.

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

Beginning two years ago, the Florida Department of Education provided a list of twelve indicators for the Florida Partnership to measure the impact of FLP 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 F 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 the AP exam database. 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.

Exhibit F Florida Department of Education Minority and Underserved Student Indicators		
Indicators		Measure
HS1	Percent of minority and underserved students in 12 <sup>th</sup> grade who enroll and complete at least two advanced level (AP) mathematics courses.	Completed two AP mathematics courses
HS2	Percent of minority and underserved students in 12 <sup>th</sup> grade who enroll and complete advanced level (AP) 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 <sup>th</sup> 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 <sup>th</sup> 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 AP exam	AP Exam scores of 3+ for students who’s AP educator participated in AP Symposium
HS9	Percent of minority and underserved students who pass AP exam in low performing high schools	AP exam scores of 3+
MS1	Percent of minority and underserved students in 8 <sup>th</sup> 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

Data presented in Table 11.1 indicates the percentages of minority and underserved students in FLP districts who were enrolled in advanced level courses during the 2020-2021 school year.

<b>Table 11.1 FDOE Indicators: Percent of Minority and Underserved Students Who Completed Advanced Level Coursework</b>				
<b>Course Work Indicators</b>	<b>Percent of Black Students</b>	<b>Percent of Hispanic Students</b>	<b>Percent of Two or More Races Students</b>	<b>Percent of FRL Students</b>
HS1 – Percent of students in 12 <sup>th</sup> grade who enroll and complete at least two advanced level math courses	6%	11%	4%	30%
HS2 – Percent of students in 12 <sup>th</sup> grade who enroll and complete AP Courses in four subject areas	9%	18%	5%	25%
HS3 – Percent of students who enroll and complete an advanced level course in Computer Science	11%	21%	5%	36%
HS6 – Percent of minority and underserved students who enrolled and completed an AP course	8%	19%	4%	38%
HS7 – Percent of minority and underserved students who enroll in advanced level courses and earn a grade of “A” or “B”	12%	19%	5%	33%
MS1 – Percent of minority and underserved students in 8 <sup>th</sup> grade who pass Algebra I	13%	22%	5%	44%
MS2 – Percent of minority and underserved students in middle school who pass a high school level course in low performing middle schools	14%	19%	5%	41%

The data in Table 11.2 shows percentages of minority and underserved students in FLP districts who took the SAT and/or an AP exam during the 2020-2021 school year and are considered on track for postsecondary level coursework as demonstrated by meeting SAT benchmarks.

<b>Table 11.2 High School Indicators: Percent of Minority and Underserved Students Considered On Track for Postsecondary Level Coursework</b>				
<b>SAT and AP Exam Indicators</b>	<b>Percent of Black Students</b>	<b>Percent of Hispanic Students</b>	<b>Percent of Two or More Races Students</b>	<b>Percent of FRL Students</b>
HS4 - Percent of 11 <sup>th</sup> Grade Minority Students Who Met the SAT ERW Benchmark	13%	22%	4%	4%
HS4 – Percent of 11 <sup>th</sup> Grade Minority Students Who Met the SAT Math Benchmark	11%	20%	4%	6%
HS4 - Percent of 11 <sup>th</sup> Grade Minority Students Who Met Both the SAT Benchmarks	7%	18%	6%	7%
HS5 - Percent of 12 <sup>th</sup> Grade Minority Students Who Met the SAT ERW Benchmark	18%	25%	5%	18%
HS5 – Percent of 12 <sup>th</sup> Grade Minority Students Who Met the SAT Math Benchmark	11%	20%	5%	22%
HS5 - Percent of 12 <sup>th</sup> Grade Minority Students Who Met Both the SAT Benchmarks	8%	22%	6%	3%
HS8 – Percent of minority and underserved students of educators who participated in an FLP training and who pass an AP exam	5%	30%	4%	20%
HS9 – Percent of minority and underserved students who pass an AP exam with a score of 3 or higher in low performing high schools	6%	20%	5%	34%

## Section 11: 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 support, and 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 and appreciation for being able to attend the events, with the major benefit across all events being “networking and collaboration with colleagues in other school districts and with others in their own school district.”
- For all PD events and for all topics discussed during the events, participants reported gaining new knowledge and skills to take back to their work environment, which will benefit the intended, targeted, students.
- 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 CARES/PREP grantees increased over last year and this expanded the reach of the FLP by providing additional tutoring and educational opportunities for minorities and underrepresented students.
- Parents and students reported knowledge gains on all topics discussed during the five parent webinars that took place during this grant period.
- The number of students taking the PSAT 8/9 and PSAT/NMQST, in FLP districts continues to increase, while statewide the number of test takers decreased for both tests.
- SAT *Saturday* test takers decreased slightly in FLP districts (-10%), lower than the statewide decrease (-38%).
- The percentage of students who took the PSAT 8/9 in FLP districts and met both ERW and Math benchmarks (25%) was close to the statewide percentage (30%).
- While FLP districts and the statewide percentage of students who met both benchmarks for the PSAT/NMQST were the same (19%), the percentage change statewide was a decrease(-34%) and FLP districts remained the same as the percentage three years ago at 19%.
- The percentage of students who met both benchmarks for SAT *Saturdays* for FLP districts was 1% higher at 39% when compared to the statewide percentage at 38% and for SAT School Days the FLP percentage was 5% higher at 18% compared to the statewide percentage at 13%
- FLP districts are making progress towards enrolling more students in AP courses, up by 148 students this year, while the statewide figure decreased (-13%) over the past three years.
- While FLP districts showed a decrease (-7%) in the number of minority students who took an AP exam, the statewide decrease (-28%) was higher.



- FLP districts experienced a decrease of -37% in the number of AP exam test takers who scored a 3 or higher, compared to a larger decrease (-56%) statewide, most likely demonstrating learning losses from the pandemic school closures. Likewise the decrease for minority students scoring 3+ in FLP districts was -45% vs. the statewide decrease of -80%.

## **Recommendations**

Recommendation 1: Review survey results presented in progress reports throughout the year and this annual report for planning purposes.

Recommendation 2: Increase discussion with CARES/PREP programs administrators for ways to help increase the number of students who register for Student Search Service and BigFuture™ Scholarships and inform parents of College Board resources.

New Directions, New Ideas, LLC would like to thank the 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.

<b>Appendix A</b>			
<b>PSAT 8/9 Test Takers and Scores by Middle School</b>			
<b>District</b>	<b>School</b>	<b>PSAT 8/9 Number of Test Takers</b>	<b>PSAT 8/9 Number who met Both Benchmarks</b>
Alachua	Abraham Lincoln MS	218	99
Alachua	Howard W Bishop MS	190	66
Bay	Jinks MS	134	16
Bay	Merritt Brown MS	184	28
Bay	Mowat MS	228	49
Bay	North Bay Haven MS	161	65
Bay	Rutherford MS	--	--
Bay	Rosenwald MS	--	--
Bay	Surfside MS	230	61
Bradford	Bradford MS	189	24
Columbia	Lake City MS	418	96
Desoto	Desoto MS	273	37
Dixie	Ruth Rains MS	--	--
Hardee	Hardee Junior HS	--	--
Hendry	Clewiston MS	190	30
Hendry	LaBelle MS	272	41
Highlands	Avon Park MS	180	24
Highlands	Hill-Gustat MS	190	59
Highlands	Lake Placid MS	232	48
Highlands	Sebring MS	--	--
Levy	Bronson MS/HS	136	30
Levy	Williston MS/HS	319	63
Liberty	Liberty Co. MS	--	--
Liberty	W R Tolar ES/MS	34	7
Nassau	Hilliard MS/HS	217	82
Okeechobee	Osceola MS	186	39
Okeechobee	Yearling MS	195	41
Putnam	C H Price MS	--	--
Putnam	Crescent City MS/HS	331	57
Putnam	Miller Intermediate School	--	--
Putnam	Robert H Jenkins MS	--	--
St. Lucie	Allapattah Flats K-8 School	158	25
St. Lucie	Creative Arts Academy	84	17
St. Lucie	Dan McCarty MS	230	13
St. Lucie	Forest Grove MS	245	41
St. Lucie	Manatee Academy ES/MS	232	60
St. Lucie	Northport ES/MS	190	34

St. Lucie	Oak Hammock ES/MS	241	36
St. Lucie	Palm Pointe Education Research School	156	53
St. Lucie	Samuel S. Gaines Academy	103	22
St. Lucie	Southern Oaks MS	293	73
St. Lucie	Southport MS	203	36
St. Lucie	West Gate ES/MS	216	49
St. Lucie	St. Lucie West K-8 School	161	48
Sumter	South Sumter MS	231	56
Suwannee	Suwannee MS	238	35
Volusia	Burns Science and Tech MS	21	13
Volusia	Campbell MS	198	27
Volusia	Creekside MS	355	148
Volusia	David Hinson MS	241	78
Volusia	Deland MS	265	58
Volusia	Deltona MS	324	59
Volusia	Galaxy MS	260	54
Volusia	Heritage MS	276	57
Volusia	Holly Hill School	85	12
Volusia	Ivy Hawn Charter School	111	47
Volusia	New Smyrna Beach MS	295	66
Volusia	Ormond Beach MS	278	126
Volusia	River Springs MS	371	81
Volusia	Silver Sands MS	339	128
Volusia	Southwestern MS	211	35
Volusia	TD Taylor MS/HS	261	44
Washington	Roulhac MS	144	37
Washington	Vernon MS	80	15
Univ. of FL	PK Yonge K-12	129	69

<b>Appendix B</b>			
<b>PSAT 8/9 Test Takers and Scores by High School</b>			
<b>District</b>	<b>School</b>	<b>PSAT 8/9 Number of Test Takers</b>	<b>PSAT 8/9 Number who met Both Benchmarks</b>
Alachua	Eastside HS	270	94
Bay	A Crawford Mosley HS	460	158
Bay	Bay HS	257	51
Bay	Breakfast Point Academy	122	44
Bay	Deane Bozeman School	310	82
Bay	J R Arnold HS	353	136
Bay	Rosenwald HS	57	1
Bay	Rutherford HS	321	38
Bradford	Bradford HS	178	37
Columbia	Belmont Academy	118	53
Columbia	Columbia HS	415	123
Columbia	Fort White HS	266	57
Desoto	Desoto County HS	296	42
Desoto	Desoto Secondary School	273	37
Dixie	Dixie County HS	290	52
Escambia	Booker T Washington HS	493	104
Escambia	Escambia HS	423	59
Escambia	J M Tate HS	515	123
Escambia	Northview HS	119	31
Escambia	Pensacola HS	355	93
Escambia	Pine Forest HS	428	45
Escambia	Success Academy	15	--
Escambia	West Florida HS of Adv. Tech.	349	167
Flagler	Flagler Palm Coast HS	589	155
Flagler	Mantanzas HS	420	142
Franklin	Franklin County HS	--	--
Gadsden	Gadsden County HS	199	--
Glades	Moore Haven MS/HS	131	14
Glades	West Glades School	62	16
Hamilton	Hamilton County HS	231	41
Hardee	Hardee Senior HS	367	92
Hendry	Clewiston HS	183	40
Hendry	LaBelle HS	338	76
Highlands	Avon Park HS	216	40
Highlands	Lake Placid HS	221	42
Highlands	Sebring HS	408	126
Lafayette	Lafayette HS	151	50

Lake	East Ridge HS	--	--
Lake	Eustis HS	--	--
Lake	Lake Minneola HS	--	--
Lake	Leesburg HS	--	--
Lake	Mount Dora HS	--	--
Lake	South Lake HS	--	--
Lake	Tavares HS	--	--
Lake	Umatilla HS	--	--
Levy	Bronson HS	136	30
Levy	Chiefland HS	220	45
Levy	Williston MS/HS	319	63
Liberty	Liberty County HS	69	19
Madison	Madison County HS	96	18
Marion	Dunnellon HS	254	55
Marion	West Port HS	590	158
Nassau	Fernandina Beach HS	236	114
Nassau	Hilliard MS/HS	217	82
Nassau	West Nassau HS	234	89
Nassau	Yulee HS	348	101
Okeechobee	Okeechobee HS	415	119
Putnam	Crescent City JHS/HS	331	57
Putnam	Interlachen HS	271	35
Putnam	Palatka HS	501	70
Putnam	Q.I. Roberts MS/HS	168	102
St. Lucie	Fort Pierce Central HS	594	161
St. Lucie	Fort Pierce Westwood HS	460	62
St. Lucie	Lincoln Park Academy	450	162
St. Lucie	Mosaic Digital Academy	20	12
St. Lucie	Port St. Lucie HS	321	47
St. Lucie	St. Lucie West Centennial HS	578	128
St. Lucie	Treasure Coast HS	548	159
Sumter	South Sumter HS	255	70
Sumter	Wildwood HS	230	30
Suwannee	Branford HS	206	59
Suwannee	Suwannee Senior HS	295	71
Taylor	Taylor County HS	155	39
Walton	Freeport HS	142	46
Walton	Paxton MS/HS School	100	30
Walton	South Walton HS	322	146
Walton	Walton HS	194	54
Washington	Chipley HS	136	39
Washington	Vernon HS	82	17
Univ. of FL	P K Yonge School	--	--

<b>Appendix C</b>			
<b>PSAT/NMSQT Test Takers and Scores by School</b>			
<b>District</b>	<b>School</b>	<b>PSAT/NMSQT Number of Test Takers</b>	<b>PSAT/NMSQT Number who met Both Benchmarks</b>
Alachua	Eastside HS	86	24
Bay	A Crawford Mosley HS	448	83
Bay	Bay HS	196	18
Bay	Deane Bozeman School	105	9
Bay	J R Arnold HS	18	2
Bay	Rosenwald HS	37	0
Bay	Rutherford HS	342	47
Bradford	Bradford HS	356	33
Columbia	Belmont Academy	255	137
Columbia	Columbia HS	1,204	341
Columbia	Fort White HS	3	1
Desoto	Desoto County HS	100	31
Dixie	Dixie County HS	385	44
Escambia	Booker T. Washington	550	167
Escambia	Escambia HS	1,158	187
Escambia	J M Tate HS	937	108
Escambia	Northview HS	6	3
Escambia	Pensacola HS	230	65
Escambia	Pine Forest HS	250	18
Escambia	Success Academy	333	91
Escambia	West Florida HS of Adv. Tech.	477	178
Flagler	Flagler Palm Coast HS	188	23
Flagler	Mantanzas HS	213	23
Franklin	Franklin County K-12	116	9
Gadsden	Gadsden County HS	1,074	2
Glades	Moore Haven MS/HS	577	125
Hamilton	Hamilton County HS	247	33
Hardee	Hardee Senior HS	103	6
Hendry	Clewiston HS	248	37
Hendry	LaBelle HS	297	44
Highlands	Avon Park HS	658	47
Highlands	Highlands Virtual School	407	76
Highlands	Lake Placid HS	848	154
Highlands	Sebring HS	267	34
Lafayette	Lafayette HS	128	71
Lake	East Ridge HS	43	2
Lake	Eustis HS	585	154
Lake	Lake Minneola HS	264	51

Lake	Leesburg HS	367	73
Lake	Mount Dora HS	1,670	398
Lake	South Lake HS	360	44
Lake	Tavares HS	571	212
Lake	Umatilla HS	801	175
Levy	Bronson MS/HS	1,013	207
Levy	Cedar Key K-12	132	20
Levy	Chiefland MS/HS	790	74
Levy	Williston MS/HS	475	195
Liberty	Liberty County HS	1,121	163
Madison	Madison County HS	0	N/A
Marion	Dunnellon HS	617	152
Marion	West Port HS	790	154
Nassau	Fernandina Beach HS	267	25
Nassau	Hilliard MS/HS	1,173	158
Nassau	West Nassau HS	281	17
Nassau	Yulee HS	215	21
Okeechobee	Okeechobee HS	28	8
Putnam	Crescent City Jr/Sr	516	58
Putnam	Interlachen Jr/Sr	53	43
Putnam	Palatka HS	245	93
Putnam	Q.I. Roberts MS/HS	559	77
St. Lucie	Fort Pierce Central HS	901	162
St. Lucie	Fort Pierce Westwood HS	399	89
St. Lucie	Lincoln Park Academy	700	76
St. Lucie	Mosaic Digital Academy	42	22
St. Lucie	Performance Based Prep.	16	0
St. Lucie	Port St. Lucie HS	694	132
St. Lucie	St. Lucie West Centennial HS	99	28
St. Lucie	Treasure Coast HS	28	3
Sumter	South Sumter HS	161	25
Sumter	Wildwood HS	59	4
Suwannee	Branford HS	141	21
Suwannee	Suwannee Senior HS	248	15
Taylor	Taylor County HS	226	49
Volusia	TdTaylor MS/HS	141	85
Walton	Freeport HS	497	176
Walton	Paxton School	156	36
Walton	South Walton HS	546	71
Walton	Walton HS	134	20
Washington	Chipley HS	23	2
Washington	Vernon HS	47	9
Univ. of FL	P K Yonge School	182	7

<b>Appendix D</b>			
<b>SAT Test Takers and Scores by School</b>			
<b>District</b>	<b>School</b>	<b>SAT Number of Test Takers</b>	<b>SAT Number Who Met Both Benchmarks</b>
Alachua	Eastside HS	221	120
Bay	A Crawford Mosley HS	570	178
Bay	Bay HS	392	60
Bay	Deane Bozeman School	165	20
Bay	J R Arnold HS	479	127
Bay	Rosenwald HS	43	0
Bay	Rutherford HS	251	28
Bradford	Bradford HS	222	27
Columbia	Belmont Academy	15	7
Columbia	Columbia HS	141	37
Columbia	Fort White HS	41	18
Desoto	Desoto County HS	477	54
Dixie	Dixie County HS	123	18
Escambia	Booker T Washington HS	168	34
Escambia	Escambia HS	163	5
Escambia	J M Tate HS	169	50
Escambia	Northview HS	46	5
Escambia	Pensacola HS	247	115
Escambia	Pine Forest HS	202	4
Escambia	Success Academy	19	1
Escambia	West Florida HS of Adv. Tech.	140	63
Flagler	Flagler Palm Coast HS	893	209
Flagler	Mantanzas HS	526	125
Franklin	Franklin County HS	44	5
Gadsden	Gadsden County HS	171	6
Glades	Moore Haven MS/HS	39	2
Hamilton	Hamilton County HS	148	4
Hardee	Hardee Senior HS	449	58
Hendry	Clewiston HS	365	28
Hendry	LaBelle HS	471	69
Highlands	Avon Park HS	303	45
Highlands	Highlands Virtual School	37	2
Highlands	Lake Placid HS	275	45
Highlands	Sebring HS	502	140
Lafayette	Lafayette HS	82	22
Lake	East Ridge HS	936	282
Lake	Eustis HS	464	91



Lake	Lake Minneola HS	728	210
Lake	Leesburg HS	519	45
Lake	Mount Dora HS	394	86
Lake	South Lake HS	661	105
Lake	Tavares HS	435	86
Lake	Umatilla HS	236	30
Levy	Bronson MS/HS	59	4
Levy	Cedar Key K-12	25	1
Levy	Chiefland HS	106	18
Levy	Williston MS/HS	140	23
Liberty	Liberty County HS	78	15
Madison	Madison County HS	156	0
Marion	Dunnellon HS	373	40
Marion	West Port HS	997	262
Nassau	Fernandina Beach HS	339	150
Nassau	Hilliard MS/HS	141	34
Nassau	West Nassau HS	366	66
Nassau	Yulee HS	490	118
Okeechobee	Okeechobee HS	487	86
Putnam	Crescent City Jr/Sr	195	10
Putnam	Interlachen HS	222	8
Putnam	Palatka HS	311	25
Putnam	Q.I. Roberts MS/HS	111	60
St. Lucie	Fort Pierce Central HS	940	126
St. Lucie	Fort Pierce Westwood HS	634	54
St. Lucie	Lincoln Park Academy	279	118
St. Lucie	Mosaic Digital Academy	35	5
St. Lucie	Performance Based Prep.	107	0
St. Lucie	Port St. Lucie HS	519	60
St. Lucie	St. Lucie West Centennial HS	627	136
St. Lucie	Treasure Coast HS	964	169
Sumter	South Sumter HS	294	46
Sumter	Wildwood HS	134	10
Suwannee	Branford HS	89	19
Suwannee	Suwannee Senior HS	278	55
Taylor	Taylor County HS	155	23
Volusia	Td Taylor MS HS	256	27
Walton	Freeport HS	146	33
Walton	Paxton School	72	13
Walton	South Walton HS	391	168
Walton	Walton HS	232	40
Washington	Chipley HS	132	15
Washington	Vernon HS	90	8
Univ. of FL	P K Yonge School	188	71

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**Appendix E**  
**AP Exam Participation and 3+ Scores by School**

<b>District</b>	<b>School</b>	<b>Number of Students Who Took an AP Exam</b>	<b>Number of AP Exams with 3+ Scores</b>
Alachua	Eastside HS	507	333
Bay	A Crawford Mosley HS	622	389
Bay	Bay HS	56	32
Bay	Deane Bozeman School	101	58
Bay	J R Arnold HS	452	203
Bay*	Rosenwald HS	0	--
Bay	Rutherford HS	127	47
Bradford	Bradford HS	33	25
Columbia	Belmont Academy	29	14
Columbia	Columbia HS	246	110
Columbia	Fort White MS/HS	146	50
Desoto	Desoto County HS	74	35
Dixie	Dixie County HS	116	21
Escambia	Booker T Washington HS	322	150
Escambia	Escambia HS	265	75
Escambia	J M Tate HS	250	118
Escambia*	Northview HS	0	--
Escambia	Pensacola HS	435	299
Escambia	Pine Forest HS	62	9
Escambia	West Florida HS of Advanced Technology	242	184
Flagler	Flagler Palm Coast HS	415	199
Flagler	Mantanzas HS	111	69
Franklin*	Franklin County HS	0	--
Gadsden	Gadsden County HS	16	3
Glades	Moore Haven MS/HS	24	2
Hamilton	Hamilton County HS	49	7
Hardee	Hardee Senior HS	62	31
Hendry	Clewiston HS	108	43
Hendry	LaBelle HS	156	59
Highlands	Avon Park HS	225	96
Highlands	Highlands Virtual School	10	5
Highlands	Lake Placid HS	243	72
Highlands	Sebring HS	148	62
Lafayette*	Lafayette HS	0	--
Lake	East Ridge HS	893	385

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Lake	Eustis HS	385	156
Lake	Lake Minneola HS	687	288
Lake	Leesburg HS	62	28
Lake	Mount Dora HS	274	112
Lake	South Lake HS	501	135
Lake	Tavares HS	255	143
Lake	Umatilla HS	105	21
Levy*	Bronson HS	0	--
Levy	Cedar Key K-12	23	11
Levy	Chiefland HS	55	22
Levy	Williston MS/HS	60	39
Liberty	Liberty County HS	4	1
Madison*	Madison County HS	0	--
Marion	Dunnellon HS	135	45
Marion	Liberty MS	4	1
Marion	West Port HS	483	293
Nassau	Fernandina Beach HS	266	196
Nassau	Fernandina Beach MS	1	0
Nassau	Hilliard MS/HS	63	31
Nassau	West Nassau HS	170	62
Nassau	Yulee HS	157	98
Nassau	Yulee MS	1	0
Okeechobee	Okeechobee HS	185	93
Okeechobee	Yearling MS	1	1
Putnam	Crescent City Jr/Sr	135	19
Putnam	Interlachen HS	21	2
Putnam	Palatka HS	327	32
Putnam	Q.I. Roberts MS/HS	142	38
St. Lucie	Fort Pierce Central HS	345	122
St. Lucie	Fort Pierce Westwood HS	79	31
St. Lucie	Lincoln Park Academy	280	96
St. Lucie	Mosaic Digital Academy	1	1
St. Lucie	Port St. Lucie HS	32	2
St. Lucie	St. Lucie West Centennial HS	34	13
St. Lucie	Treasure Coast HS	35	13
Sumter	South Sumter HS	343	117
Sumter	South Sumter MS	6	1
Sumter*	Wildwood HS	0	--
Suwannee	Branford HS	54	11
Suwannee	Suwannee Senior HS	57	41
Taylor	Taylor County HS	30	15
Volusia	Td Taylor MS/HS	95	40
Volusia	Ormond Beach MS	1	0

Walton	Freeport HS	107	76
Walton	Paxton School	50	15
Walton	South Walton HS	491	312
Walton	Walton HS	173	57
Washington	Chipley HS	9	1
Washington	Vernon HS	13	5
Univ. of FL	P K Yonge School	157	58

\* No students took an AP exam at the school.