



FASFEPA

Jacob Oliva

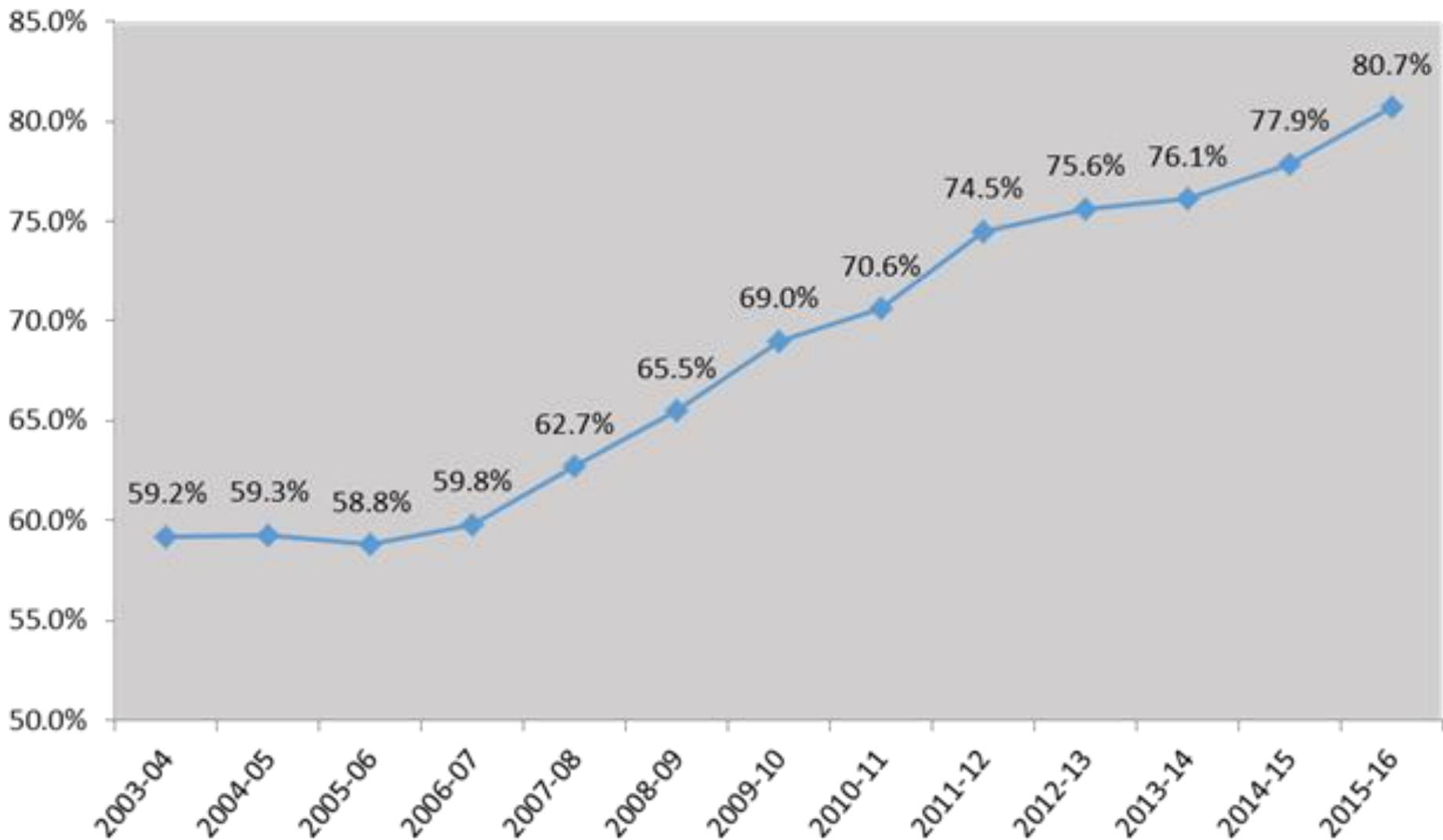
Executive Vice Chancellor of K-12 Public Schools



FLORIDA DEPARTMENT OF
EDUCATION
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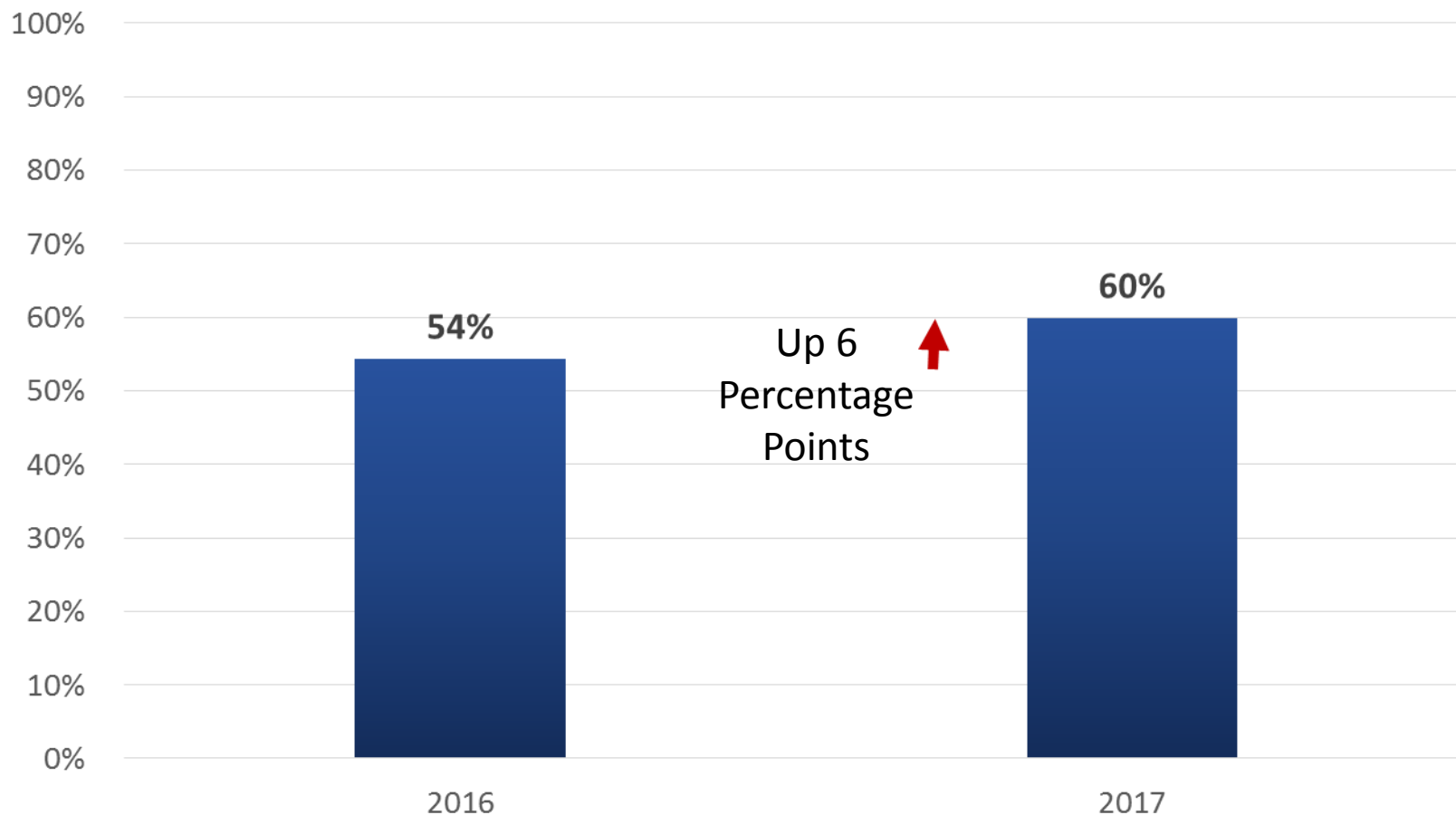


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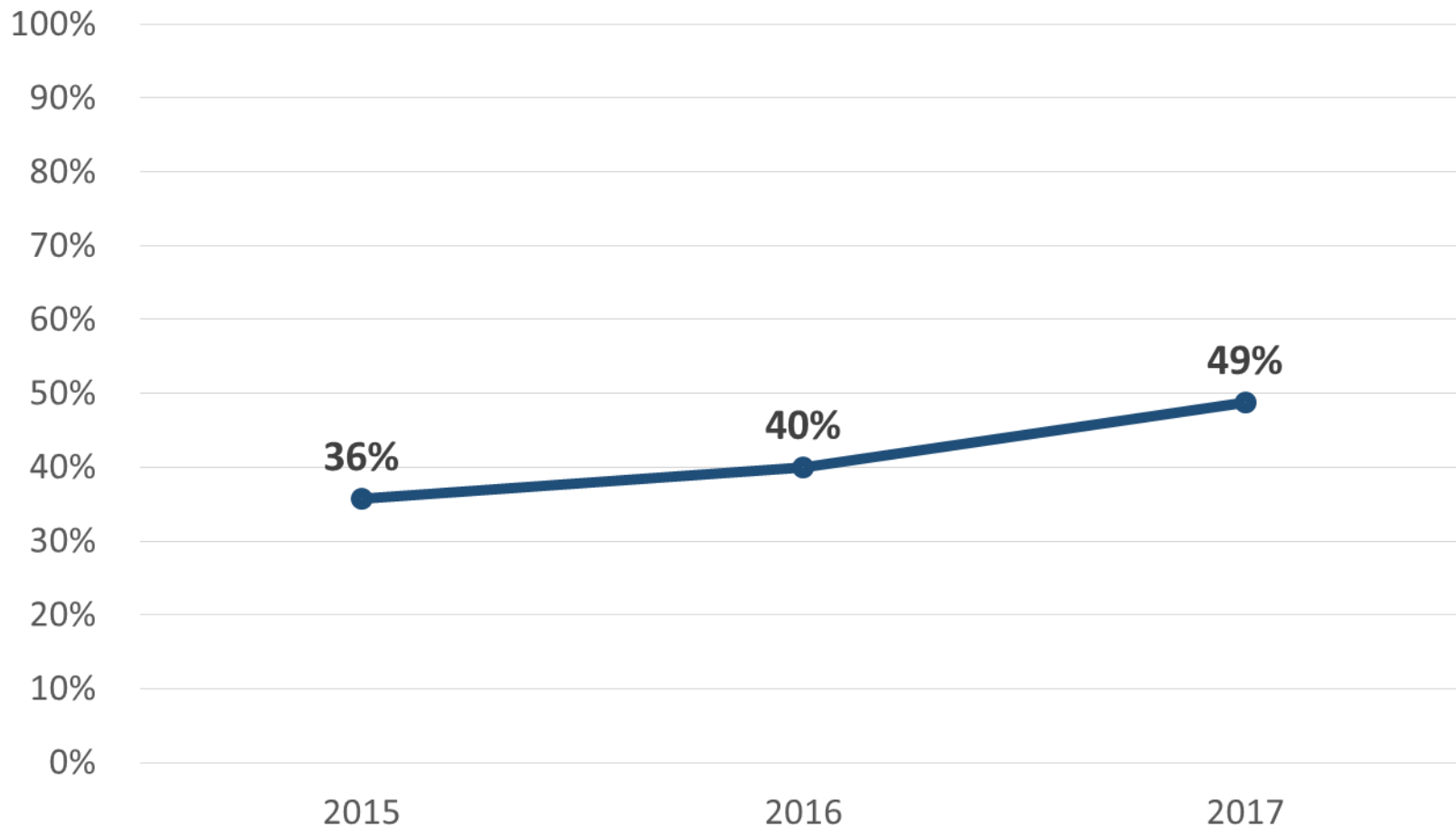
Algebra 1

Achievement Level 3 and Above



Algebra 2

Achievement Level 3 and Above



1,834



61



2020

MOVING THE NEEDLE

In keeping with the Florida Department of Education's mission, the strategic plan was developed with four overarching goals in mind.



STUDENT ACHIEVEMENT

- Performance and growth
- Closing the gap
- Completion



MAXIMUM ACCESS

- Educational choice
- More students pursuing higher education opportunities



SKILLED WORKFORCE

- Higher wages
- More jobs



RETURN ON INVESTMENT

- Increase efficiency across all Florida public education systems

To learn more, visit <http://bit.ly/2jfRprh>



HOW WILL WE MEASURE SUCCESS?

Strategic plan progress will be tracked using the following metrics:

Student Achievement on Florida Assessments

Continued Achievement Growth on Florida Assessments

Closing the Achievement Gap

High School Graduation Rate

High School Graduation Rate Plus

Reduction in Percent of Low-Performing Schools

Postsecondary Completion Rate

Postsecondary Continuation Rate

Associate Degree Articulation Rate

Access to High-Quality Educational Options

Postsecondary Employment Rate

Initial Wages

Return on Investment

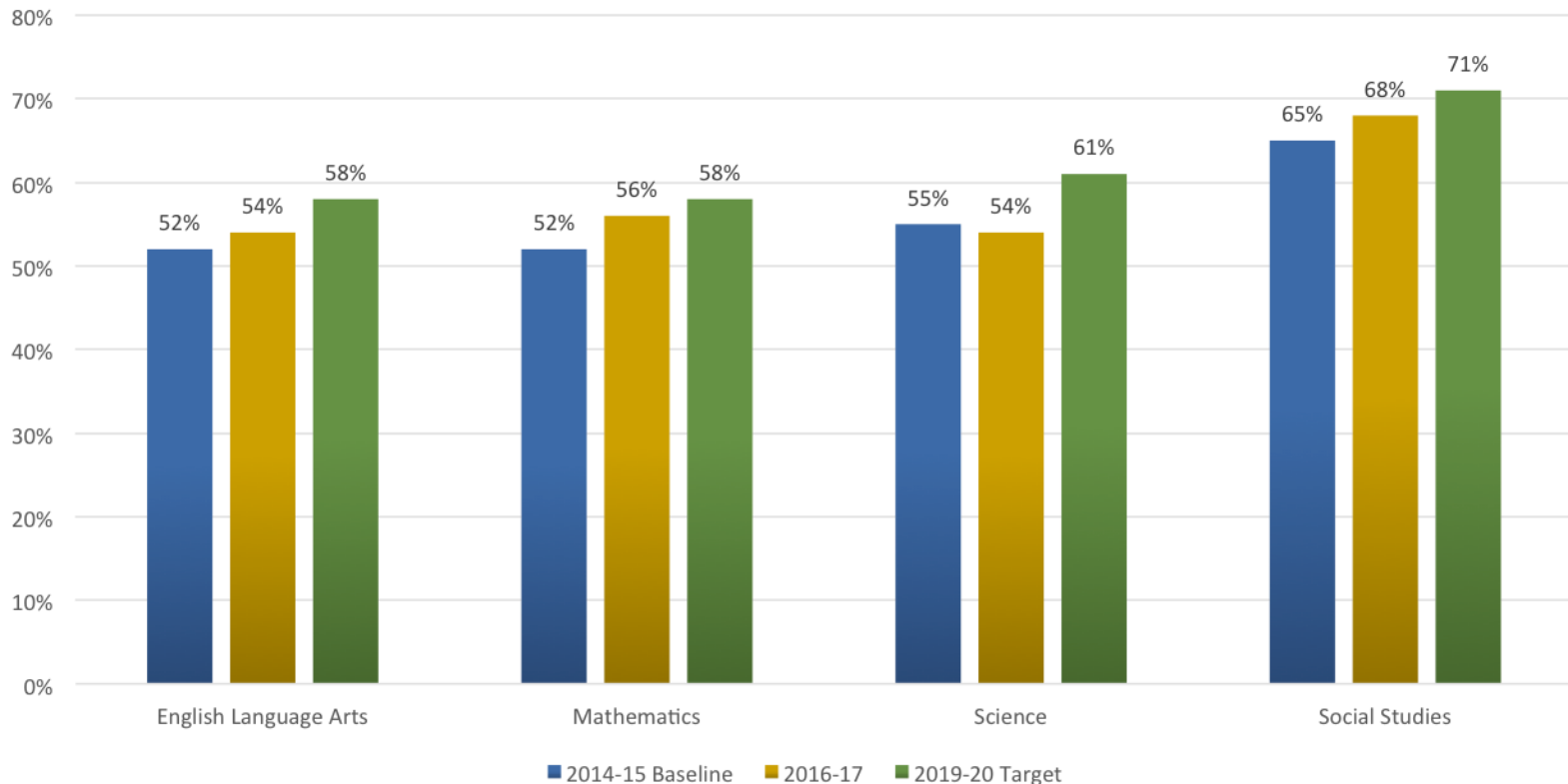
Agency Effectiveness

To learn more, visit <http://bit.ly/2jfRprh>

Goal 1 – Highest Student Achievement

Target = 6
percentage point
increase

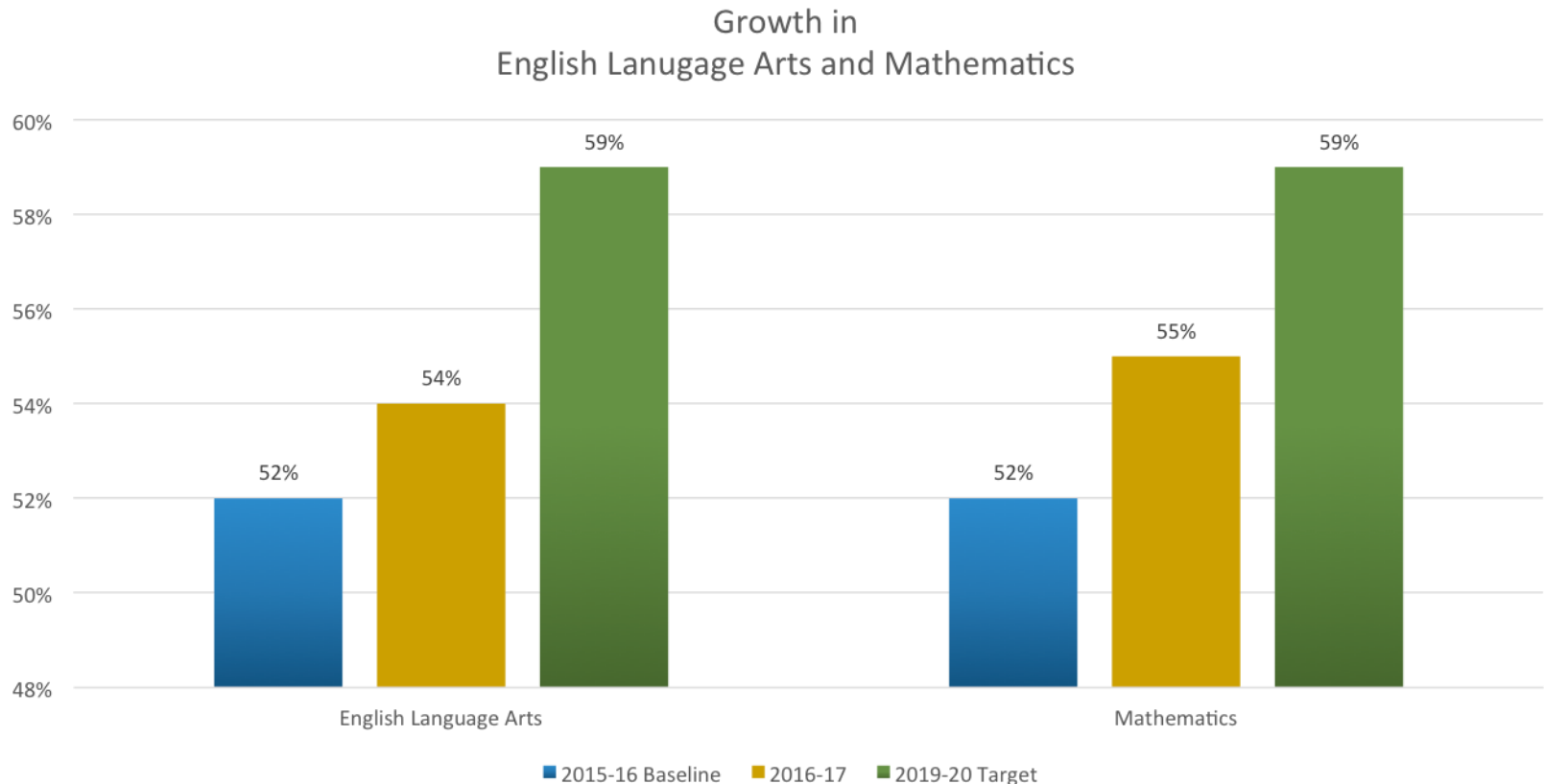
Student Achievement on Statewide Assessments



Note: Percent Level 3 or higher

Goal 1 – Highest Student Achievement

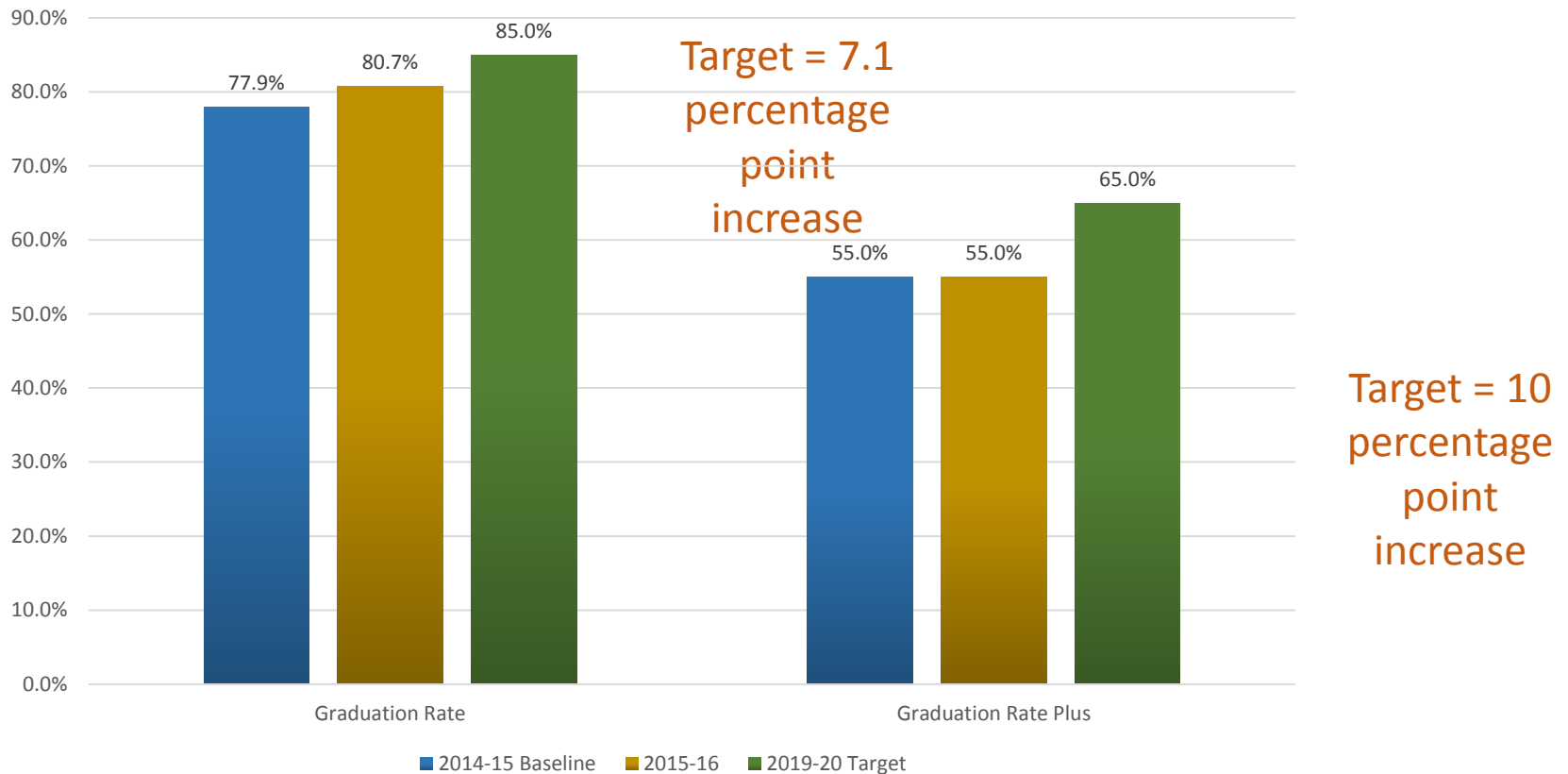
Target = 7 percentage point increase



Note: Based on school grades learning gains calculation

Goal 1 – Highest Student Achievement

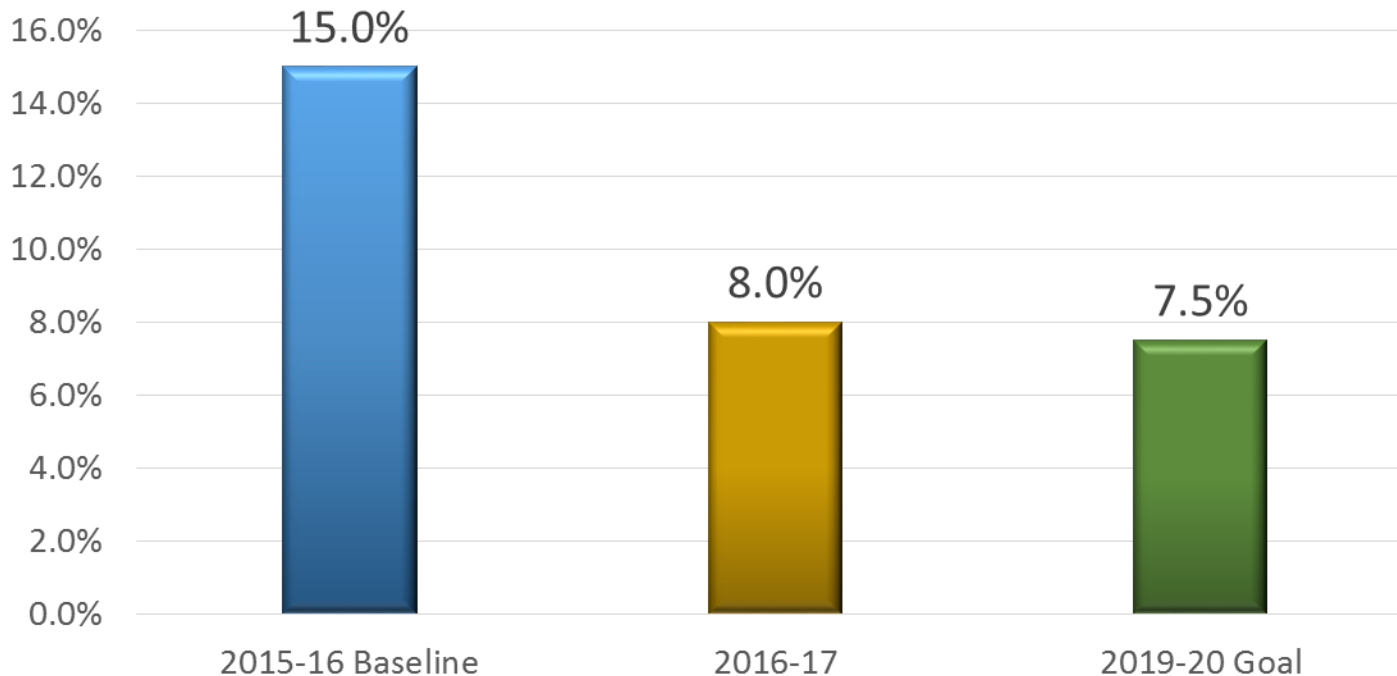
Graduation Rate and Graduation Rate Plus (Acceleration)



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

Goal 1 – Highest Student Achievement

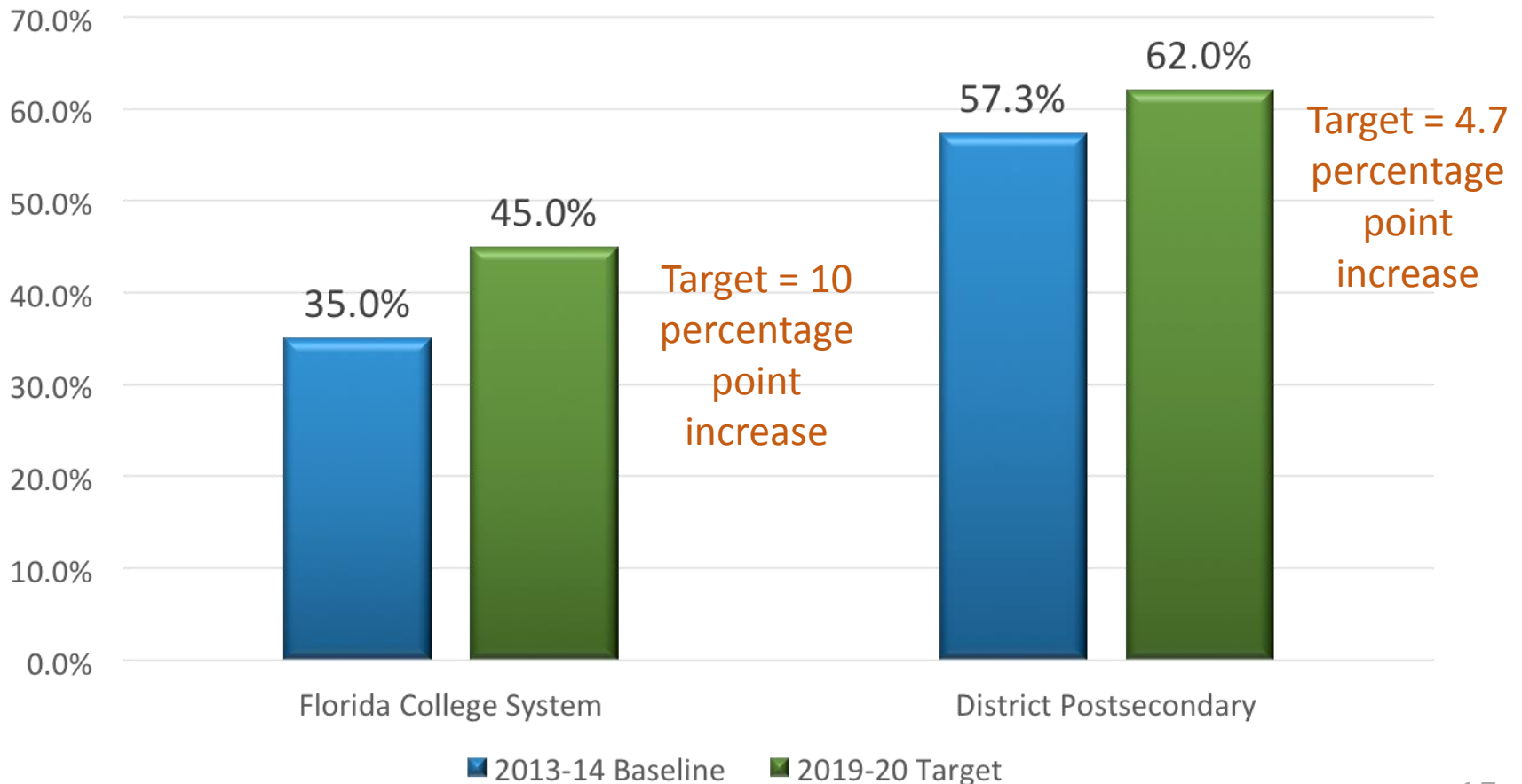
Metric 6: Reducing the Percent of Low-Performing Schools



Target = 7.5
percentage
point
decrease

Goal 1 – Highest Student Achievement

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

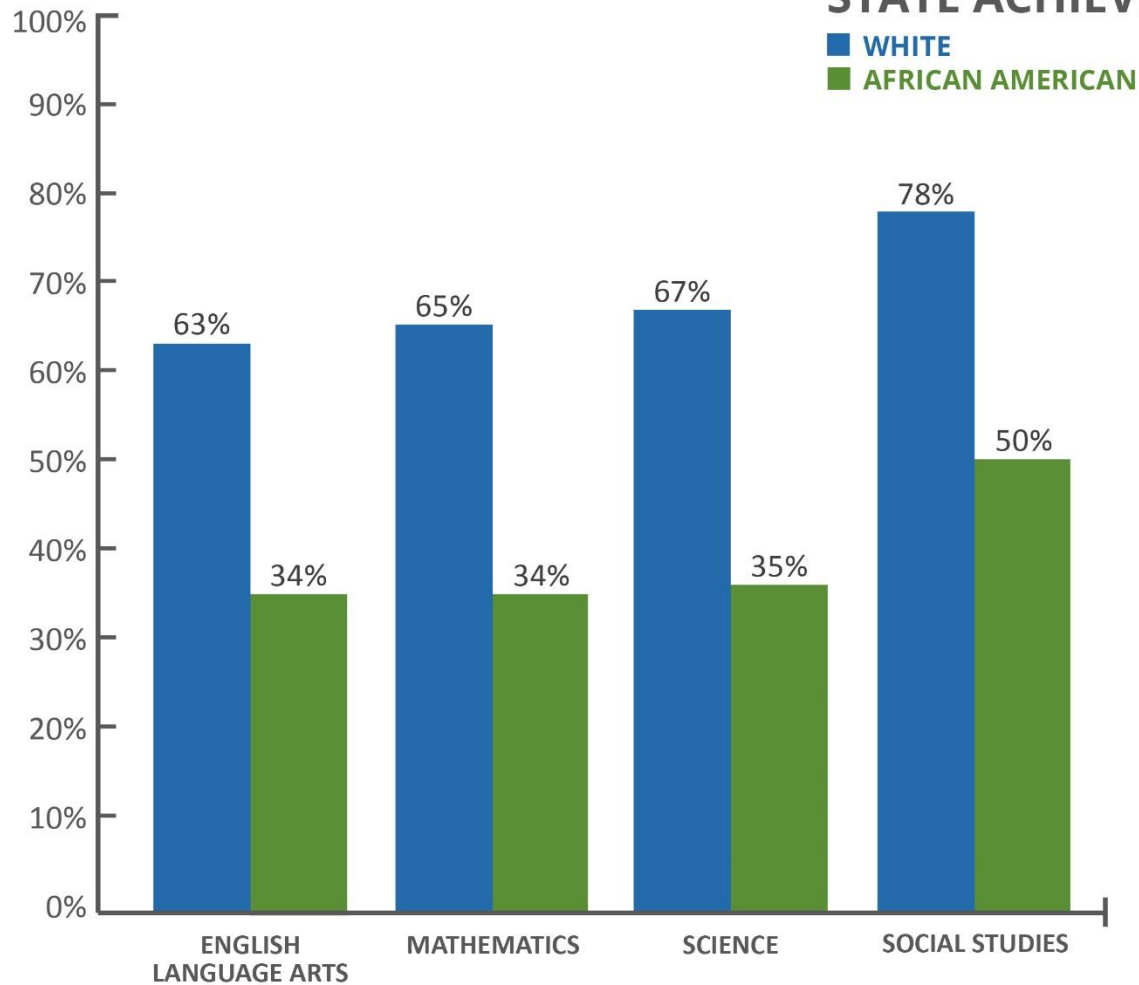


Goal 1 – Highest Student Achievement

Metric 3: Closing the Achievement Gap

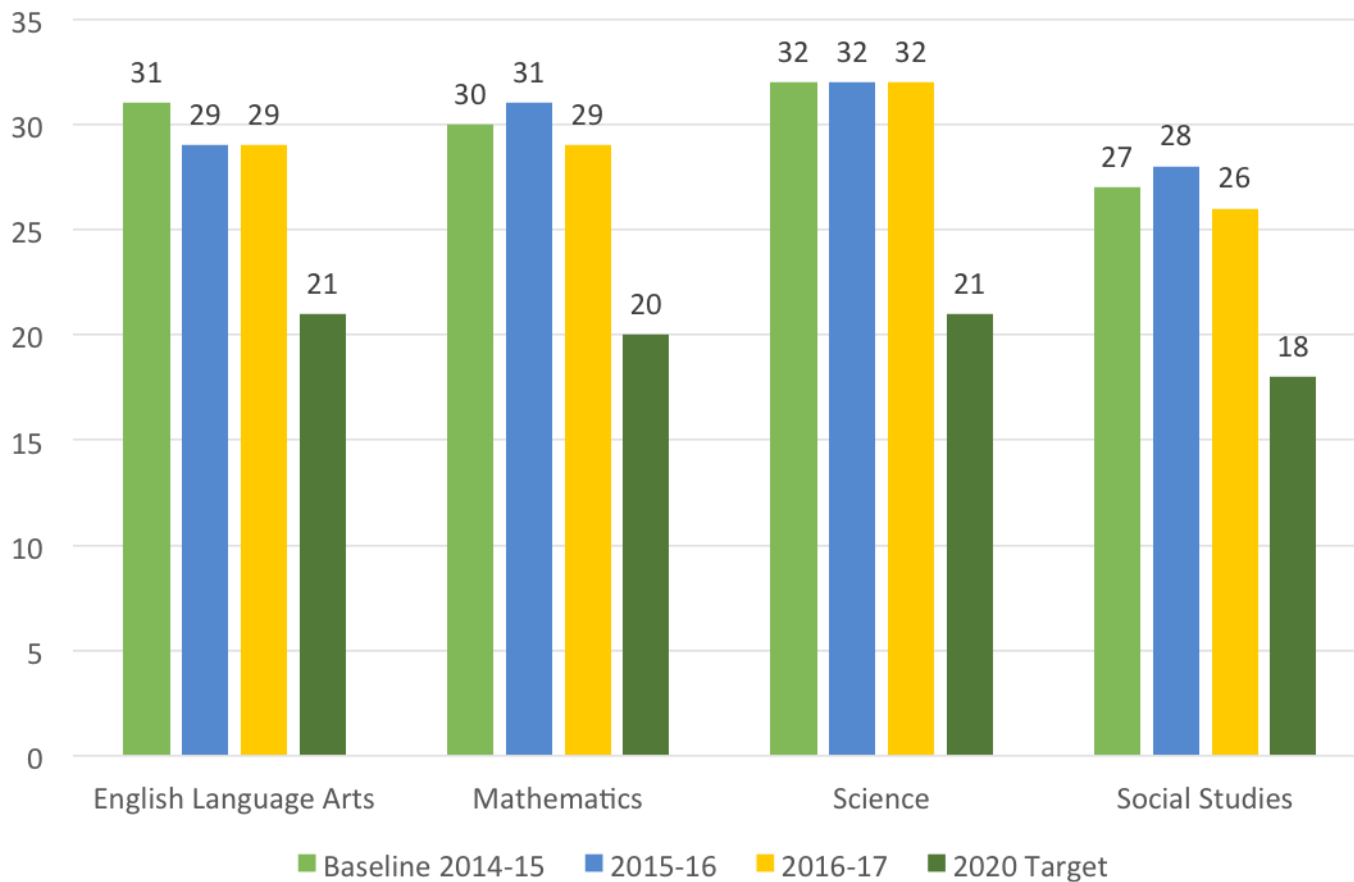
- Reduce Achievement Gaps by 1/3 by 2019-20
- Subgroups
 - African American → White
 - Hispanic → White
 - Economically Disadvantaged → Non-Economically Disadvantaged
 - Students with Disabilities → Students without Disabilities
 - English Language Learners → Non-English Language Learners
- Subject Areas
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies

2015-16 STATE ACHIEVEMENT GAP

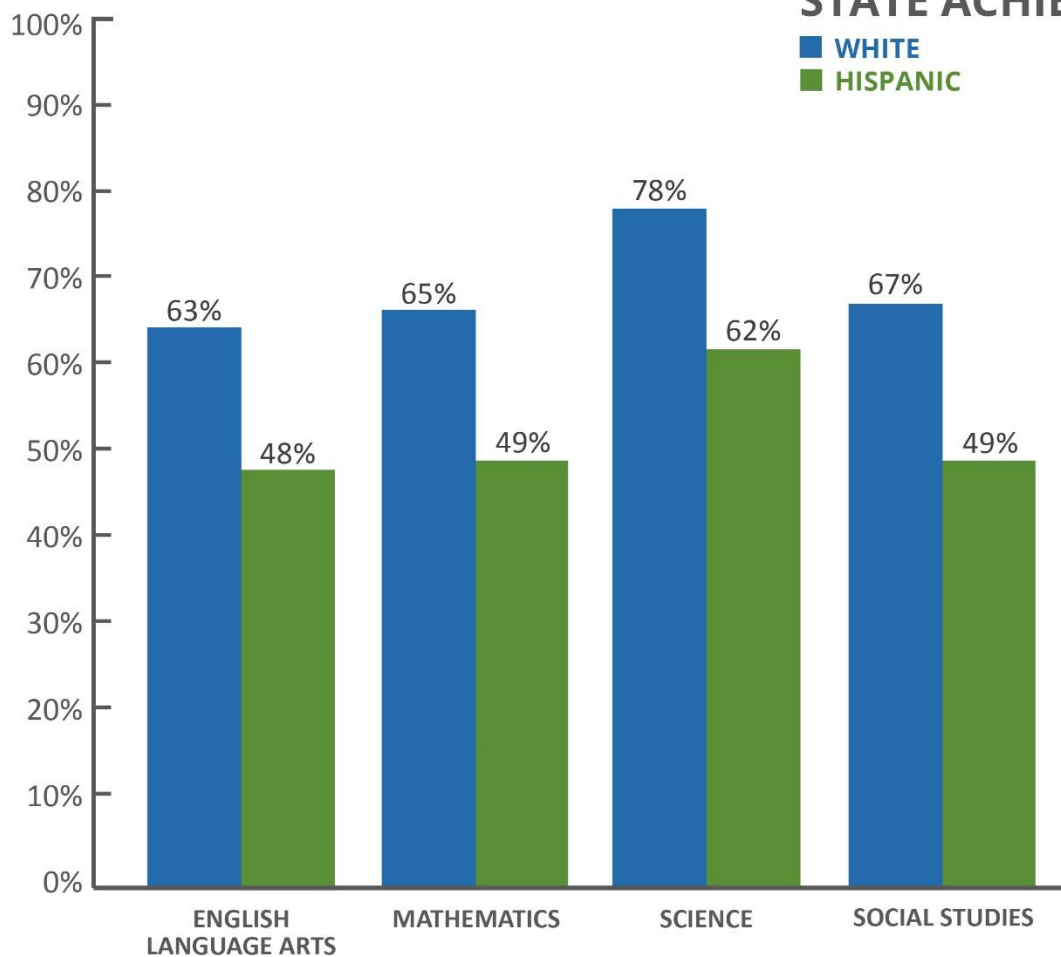


Percentage Point Achievement Gap

White and African American

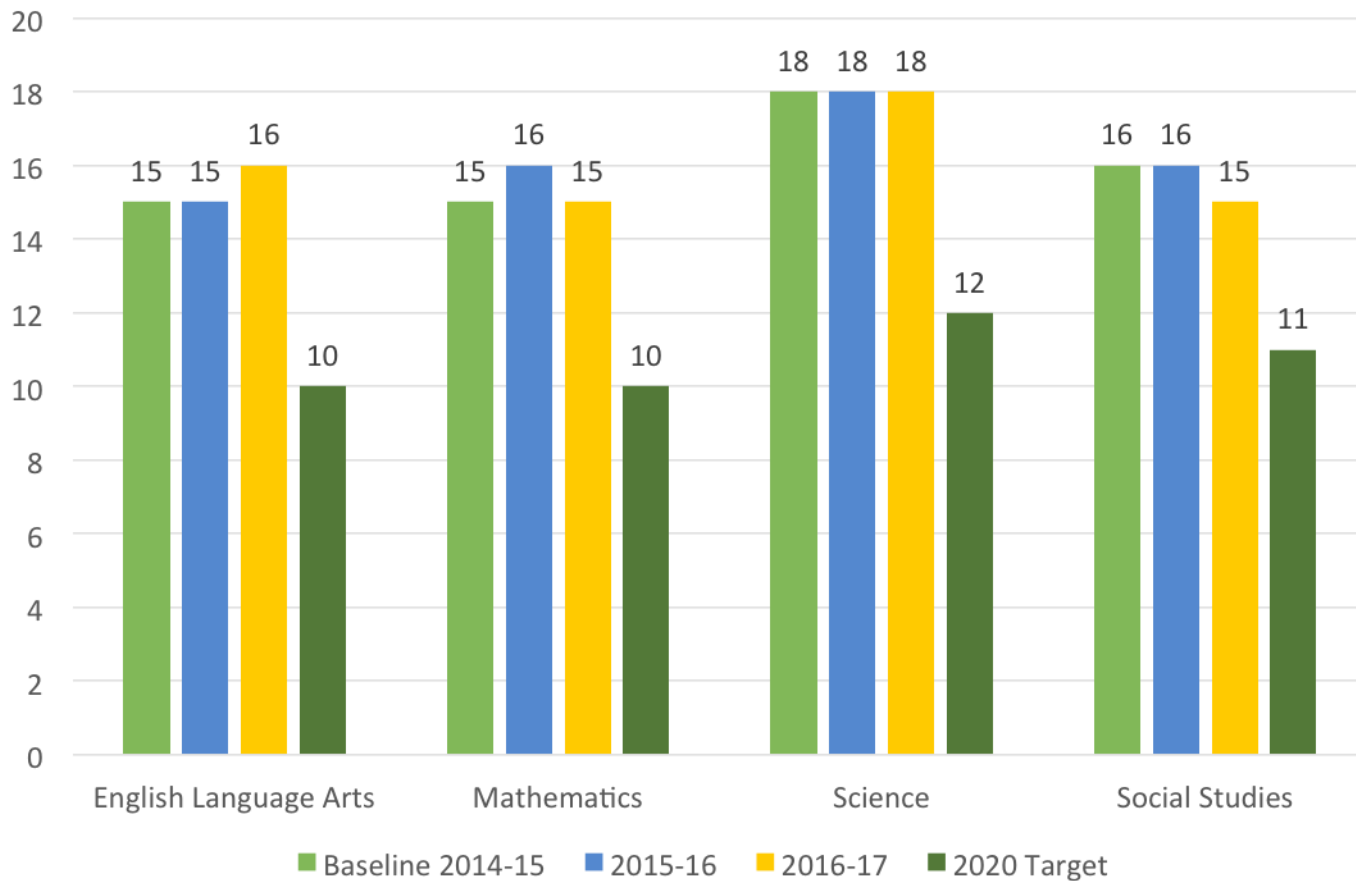


2015-16 STATE ACHIEVEMENT GAP

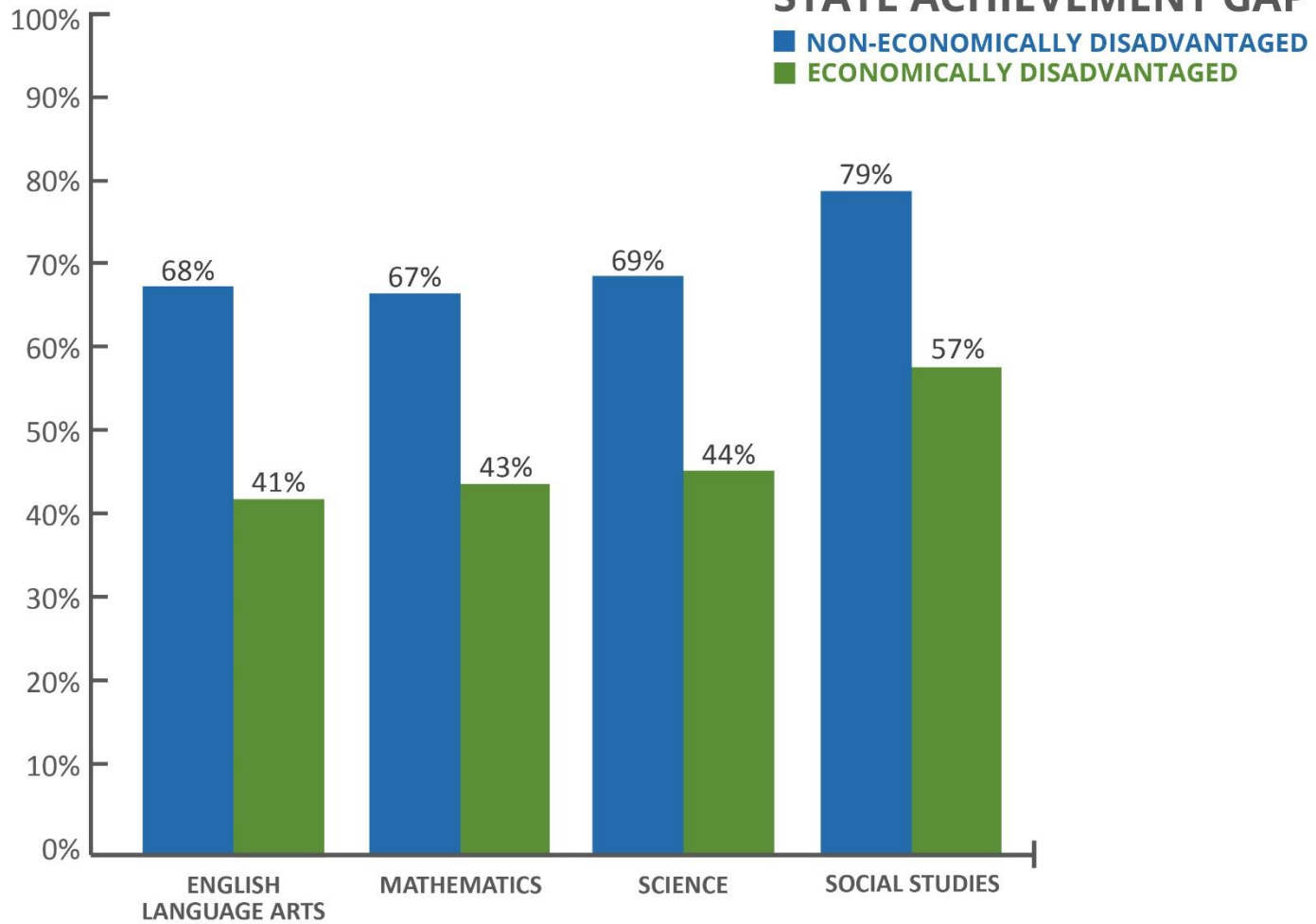


Percentage Point Achievement Gap

White and Hispanic

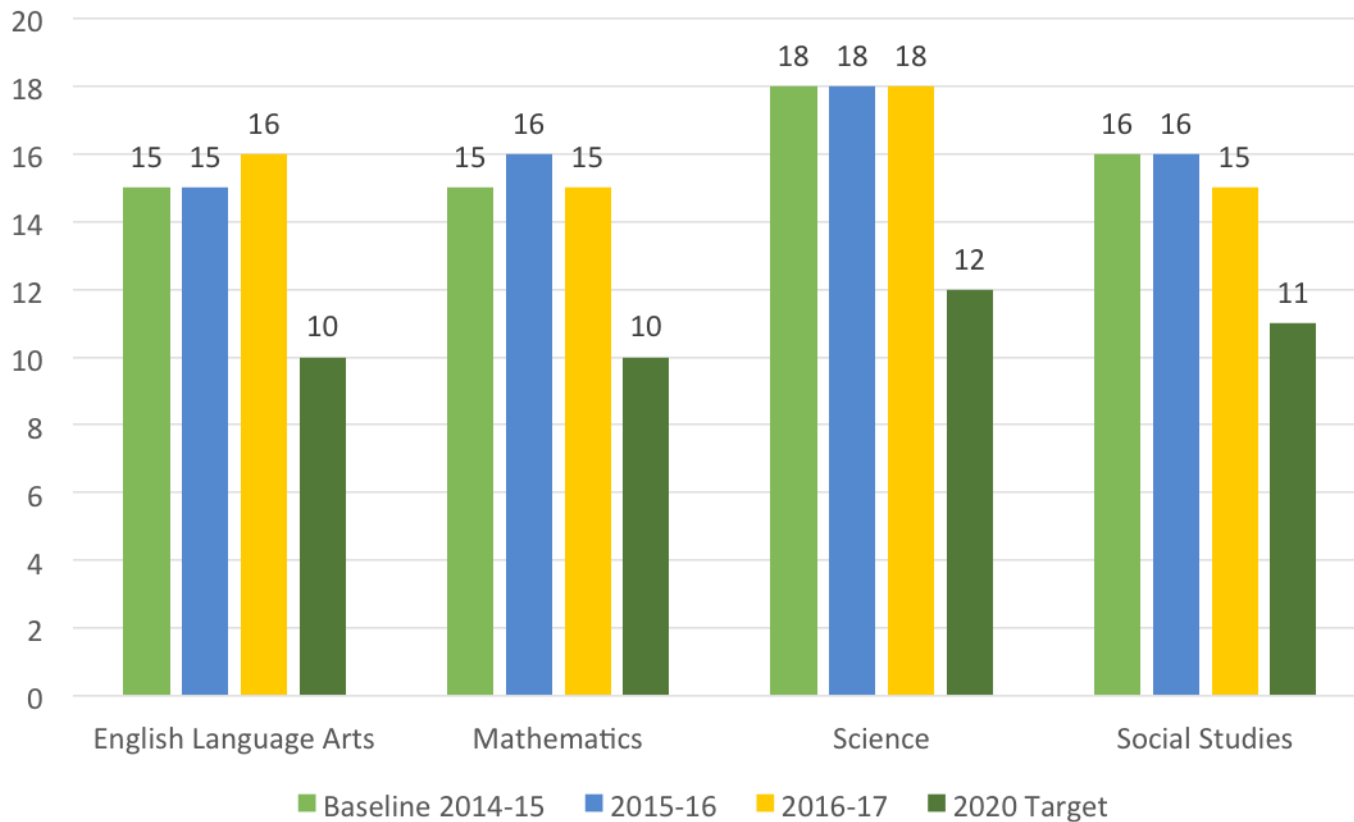


2015-16 STATE ACHIEVEMENT GAP

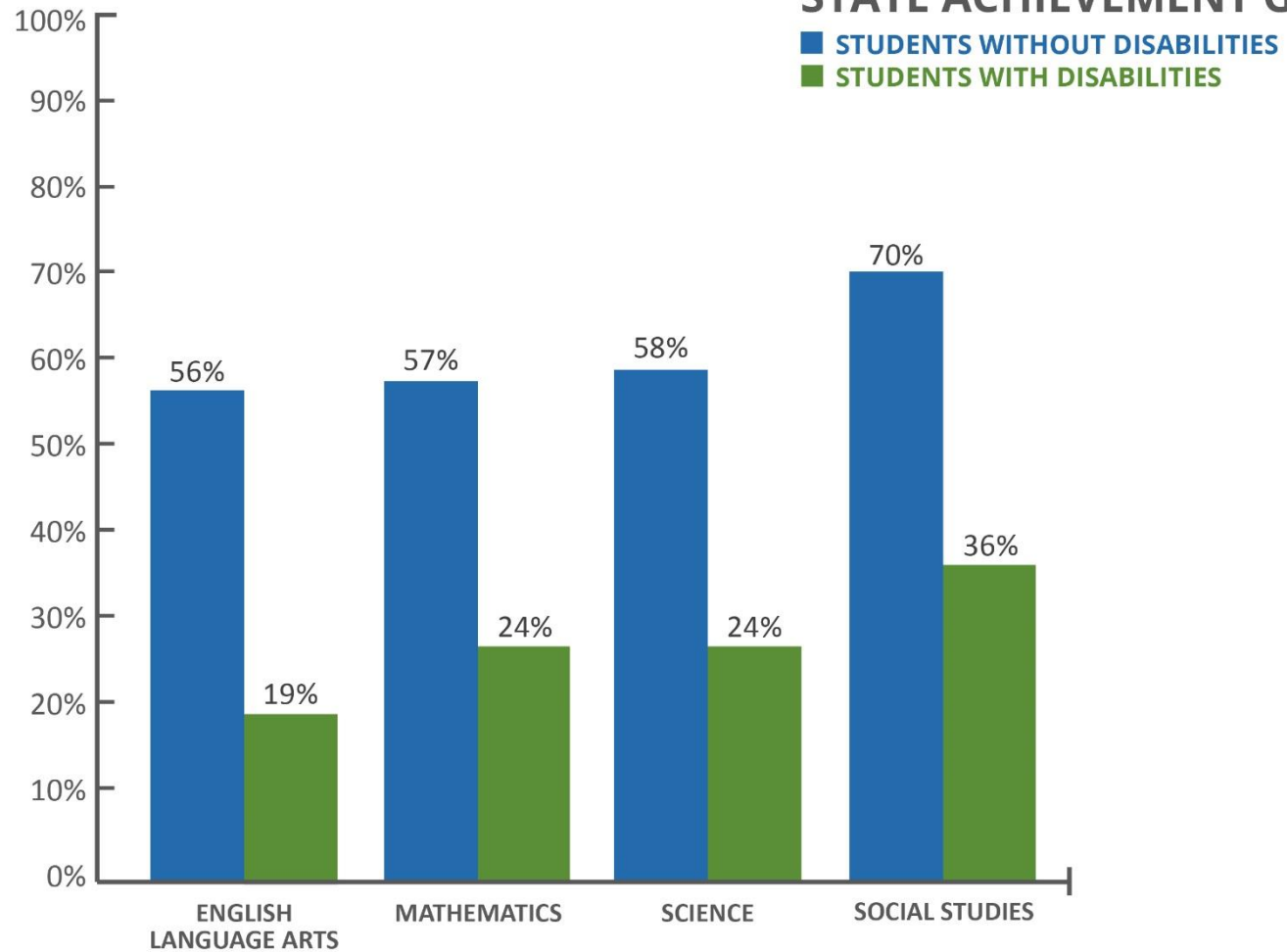


Percentage Point Achievement Gap

Non-economically Disadvantaged
vs Economically Disadvantaged

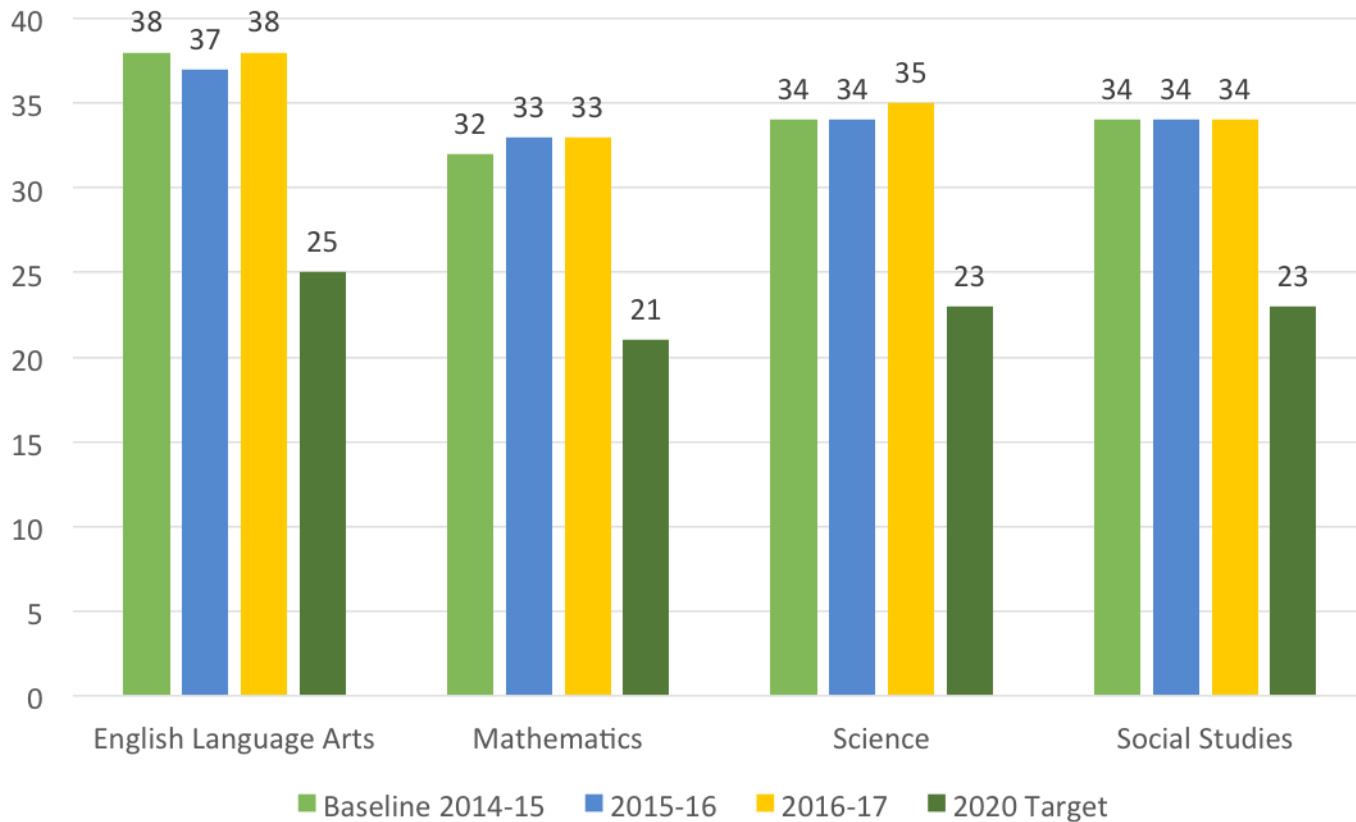


2015-16 STATE ACHIEVEMENT GAP

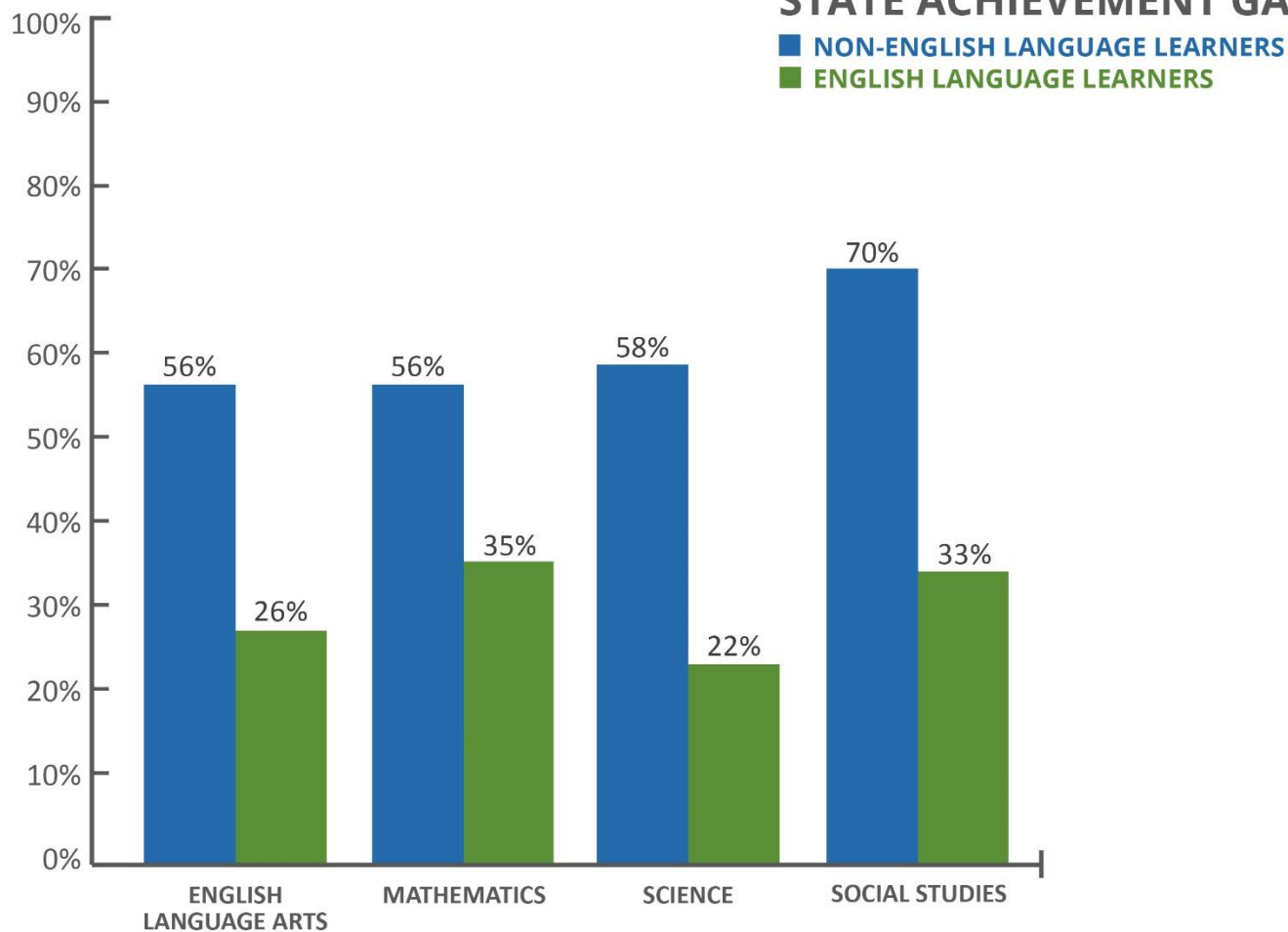


Percentage Point Achievement Gap

Students Without Disabilities
vs Students With Disabilities

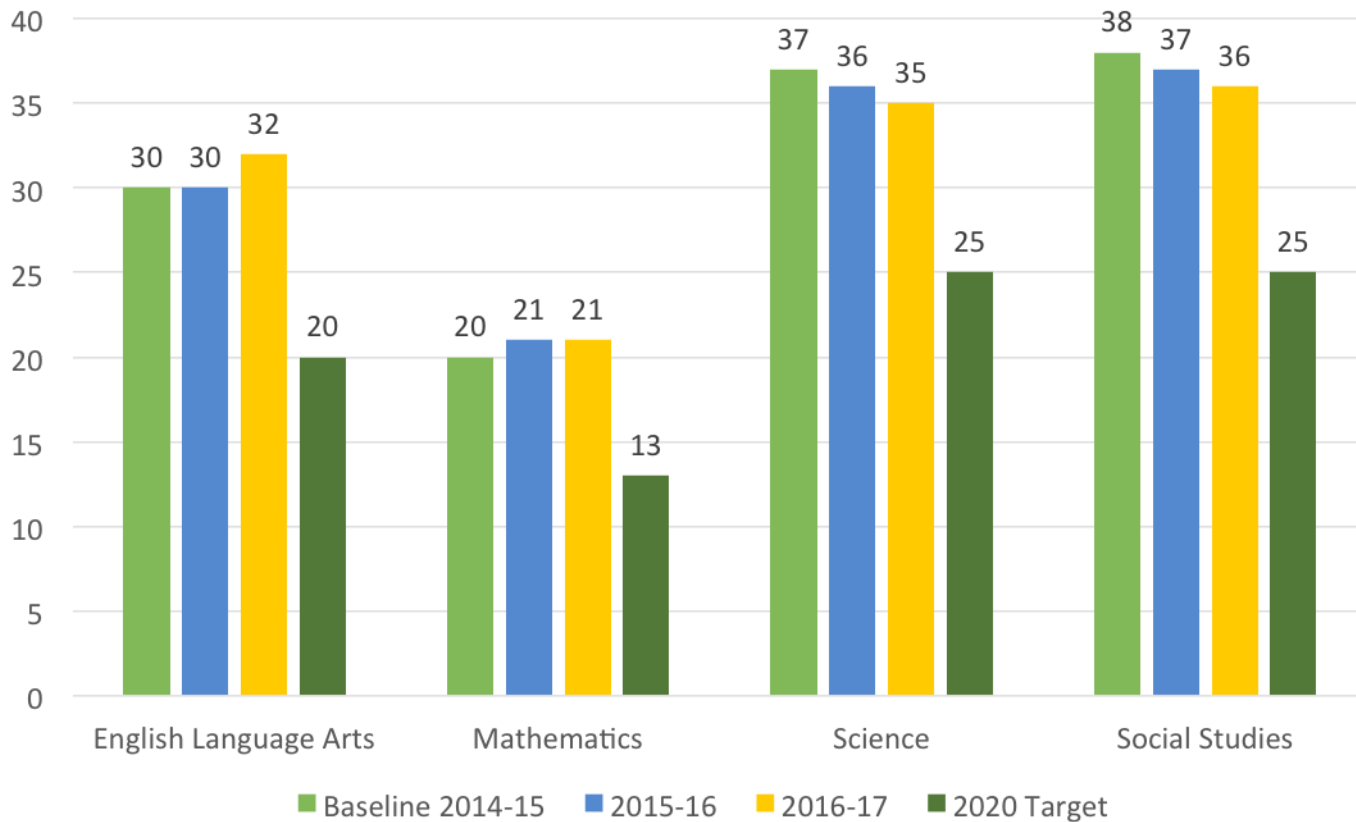


2015-16 STATE ACHIEVEMENT GAP



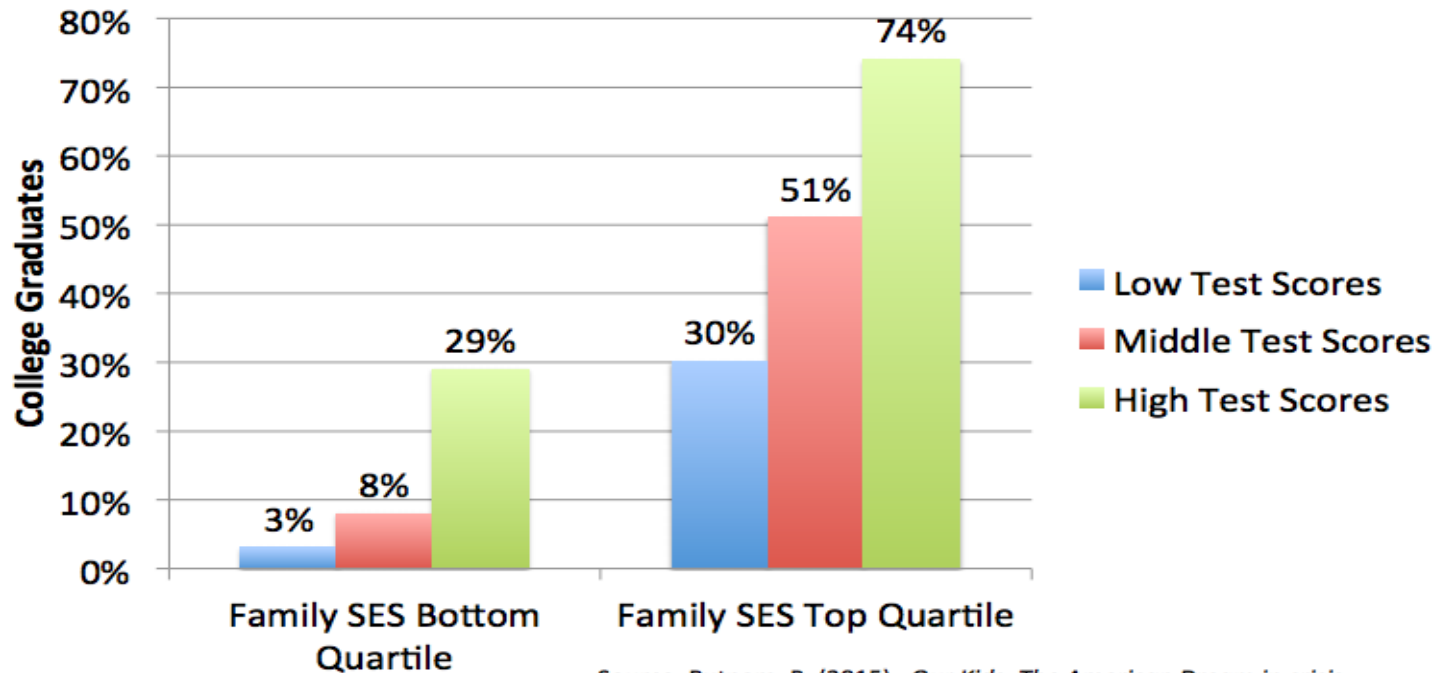
Percentage Point Achievement Gap

Non English Language Learners
vs English Language Learners



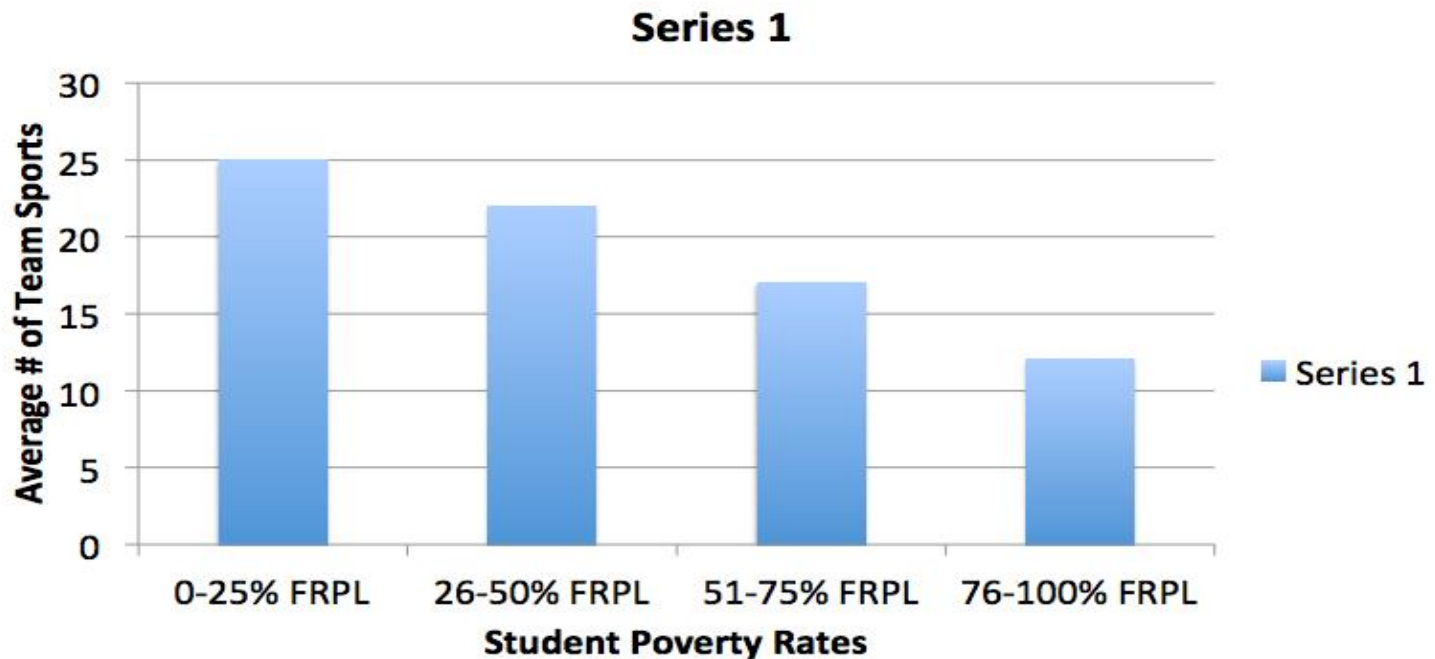
Why do these gaps exist?

Examining the Achievement Gap – 8th Grade Test Scores

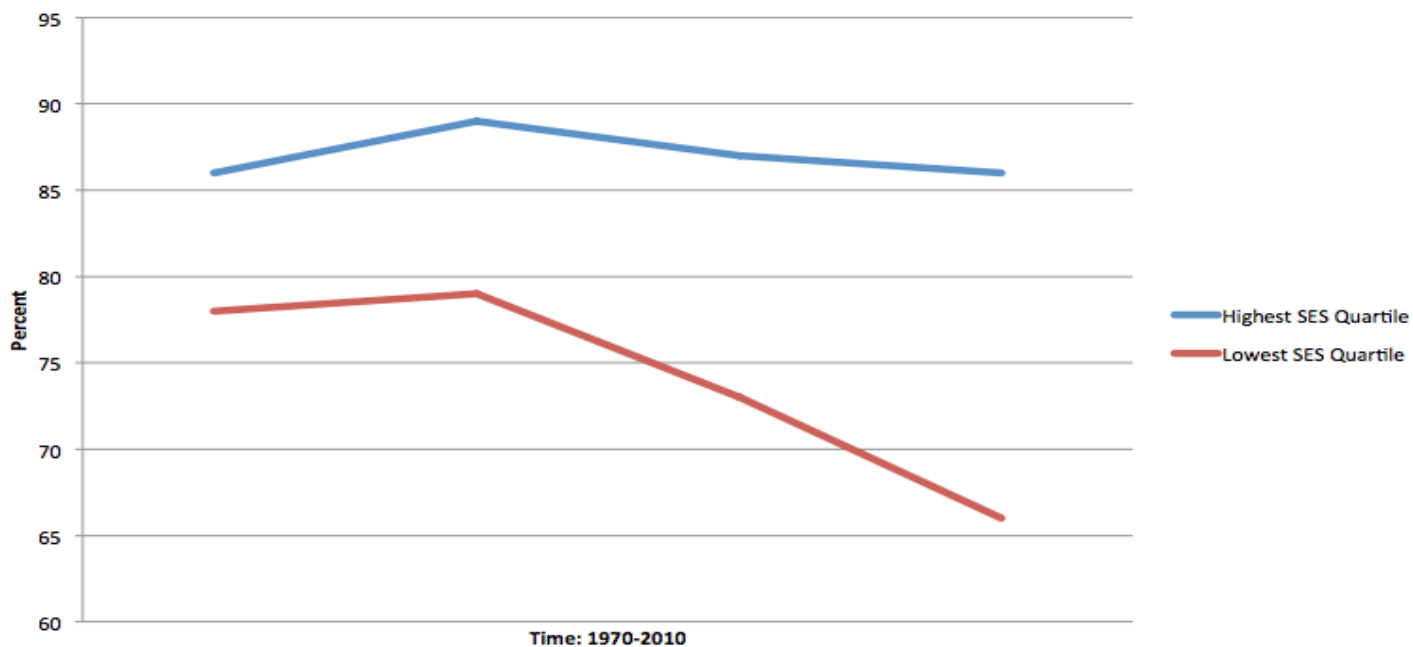


Source: Putnam, R. (2015). *Our Kids: The American Dream in crisis*.

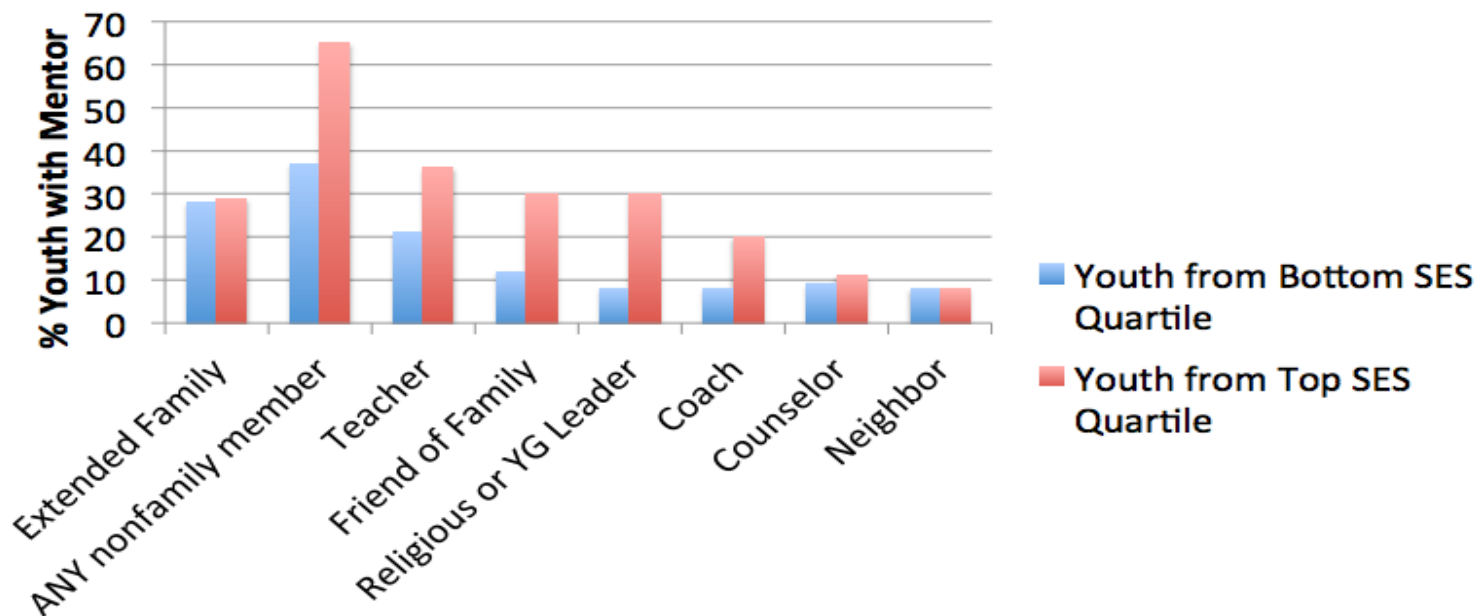
Highlights of the Opportunity Gap



Participation in Extracurricular Activities



SES & Connection



Types of Informal Mentors

Source: Putnam, R. (2015). *Our Kids: The American Dream in crisis*.

5 Major Influences:

Dr. Stephen Peters

50's	80's	90's	Present
1 Home	1 Home	1 Peers	1 TV/Media
2 School	2 Peers	2 TV	2 Peers
3 Church	3 TV	3 School	3 Church
4 Peers	4 Church	4 Home	4 School
5 TV	5 School	5 Church	5 Home



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Actionable Data: Chronic Absence



*Truancy is different than **Chronic Absence**
and **Average Daily Attendance**.*

- **Truancy** = unexcused absences (s. 1003.26(b), F.S.)
- **Average Daily Attendance** = how many students show up each day
- **Chronic Absence** = missing so much school for any reason that a student is academically at-risk

Being in school on a regular basis drives student success

- ✓ **Exposure to Language:** Starting in pre-K, attendance equals exposure to language-rich environments
- ✓ **Time on Task in Class:** Student only benefit from classroom instruction if they are in class
- ✓ **On track for Success:** Chronic absence is a proven early warning signal that a student is behind in reading by 3rd grade, failing course in middle and high school , and likely to drop out
- ✓ **College and Career Ready:** Cultivating the habit of regular attendance help students develop the persistence needed to show up every day for college and work.
- ✓ **Engagement:** Attendance reflects engagement in learning
- ✓ **Effective Practice:** Schools, communities, and families can improve attendance when they work together.

Does Kindergarten Really Count?

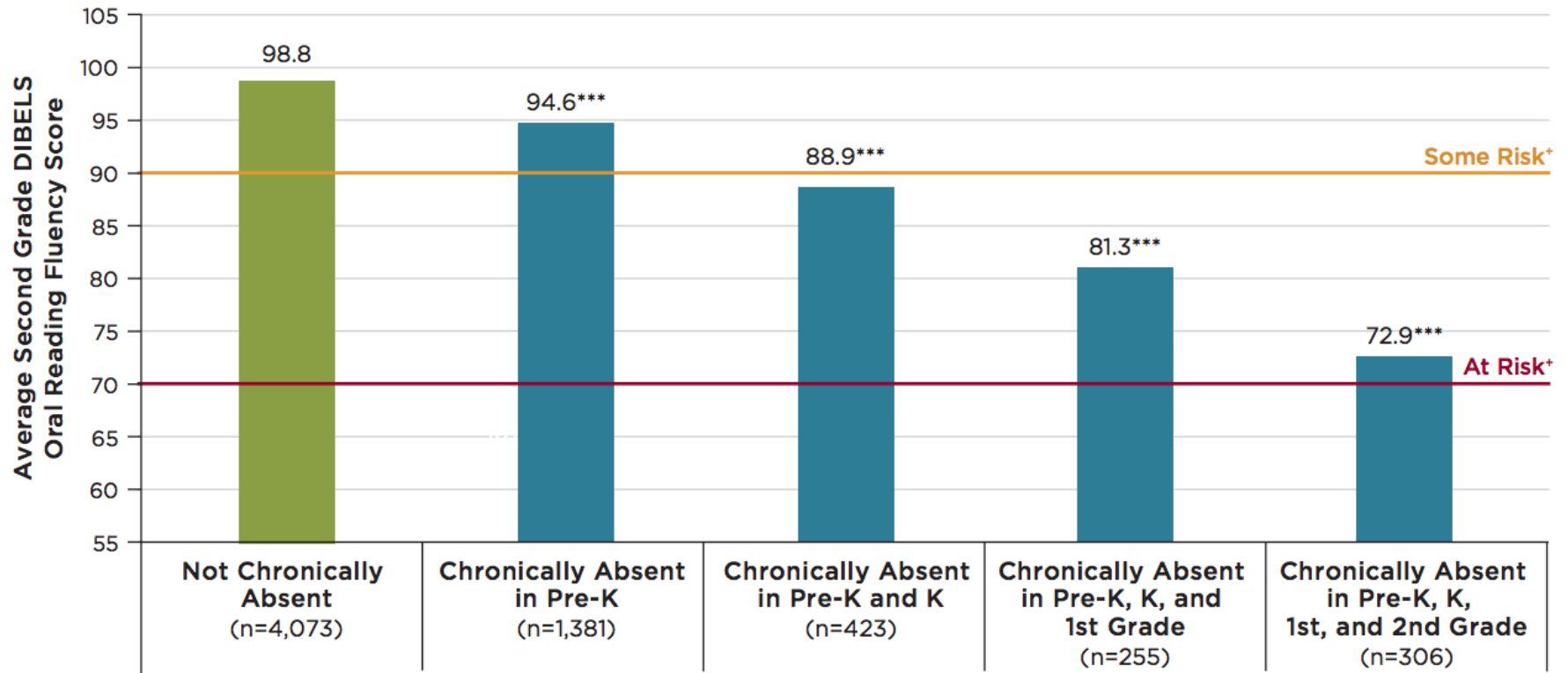


Students who experience chronic absence in Kindergarten have:

- Lower academic performance in 1st Grade
- Lower reading and math proficiency in 3rd grade
- Weak social and academic skills to help the student engage in learning

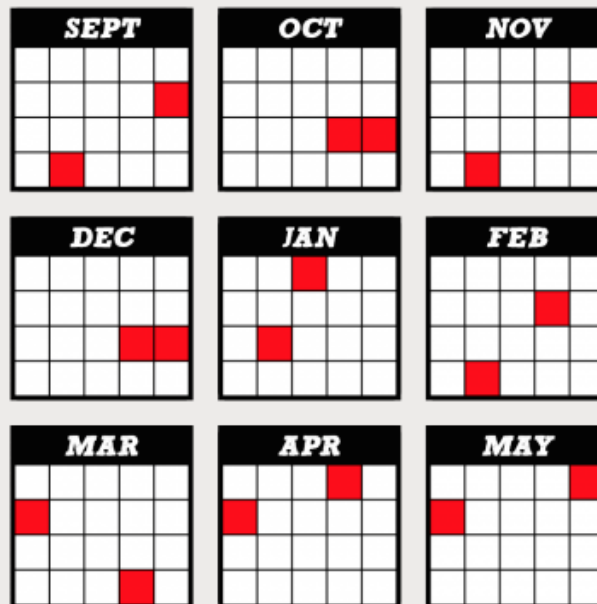
Impact of Chronic Absence During Early Years

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.



Easy to Overlook Patterns of Chronic Absence in Individual Students

**2 Absences Per Month
x 9 Months of School
= Less Likely to Graduate
from High School**





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