# Education Update

FASFEPA

September 11, 2018

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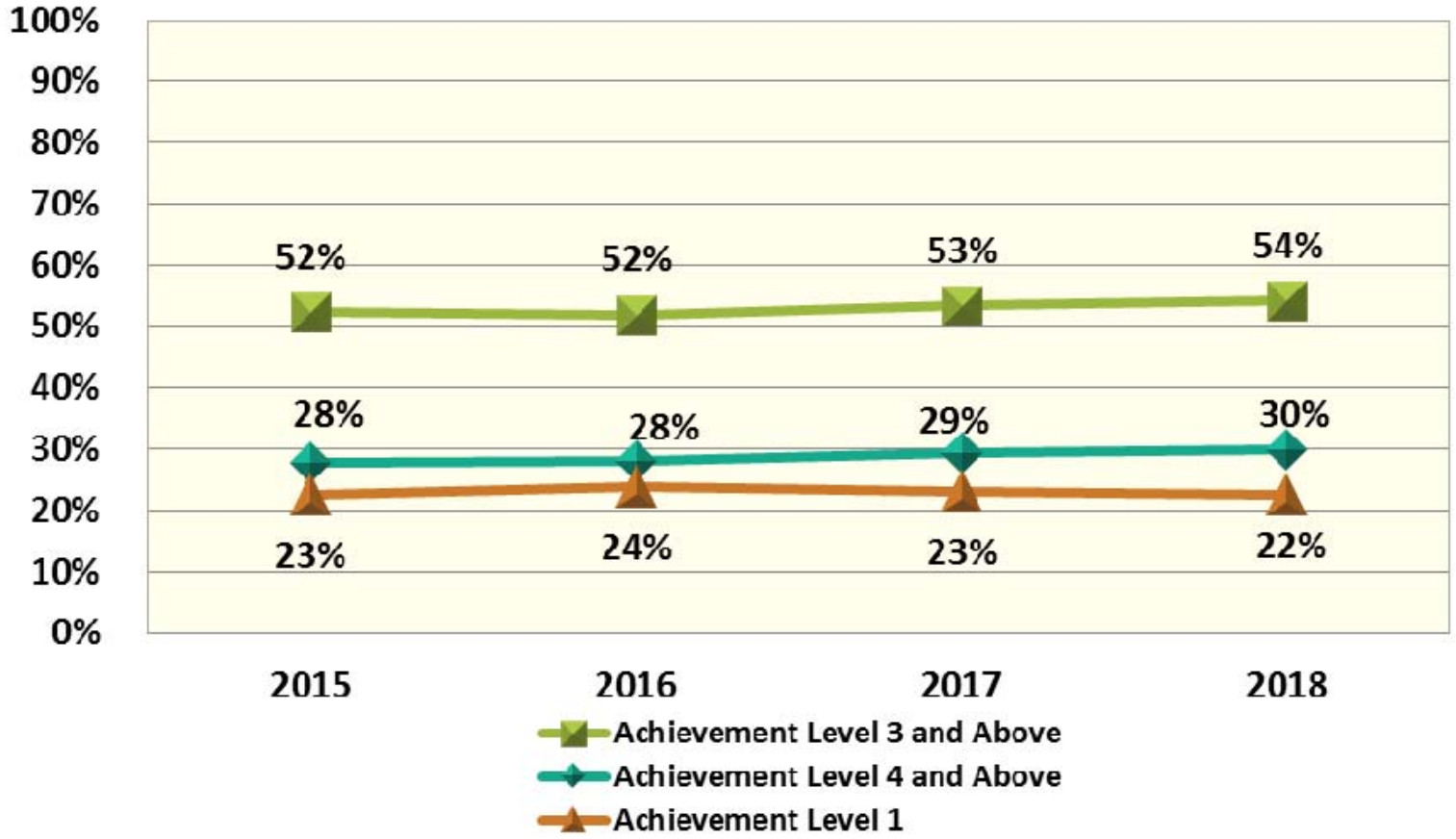
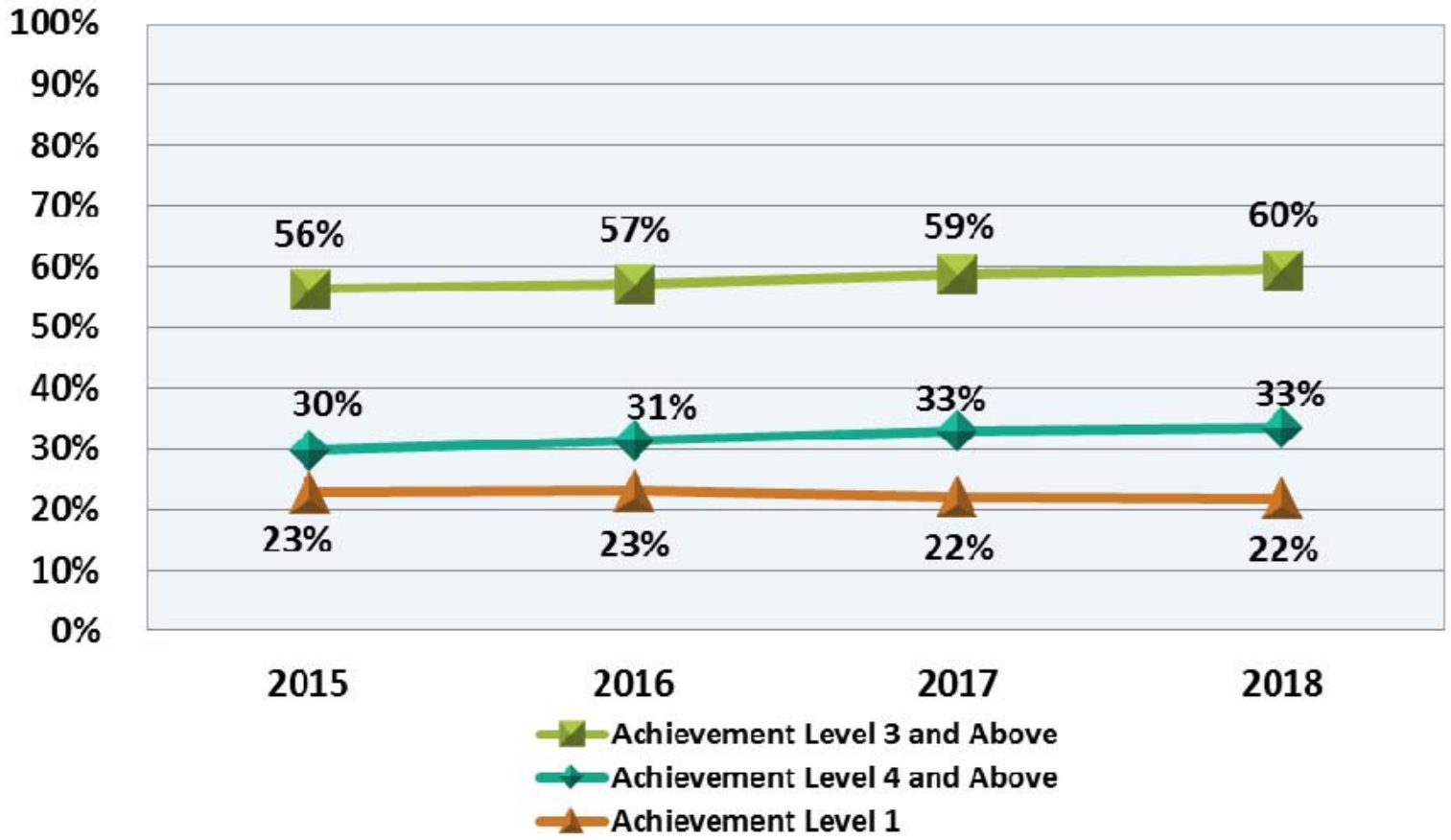
1

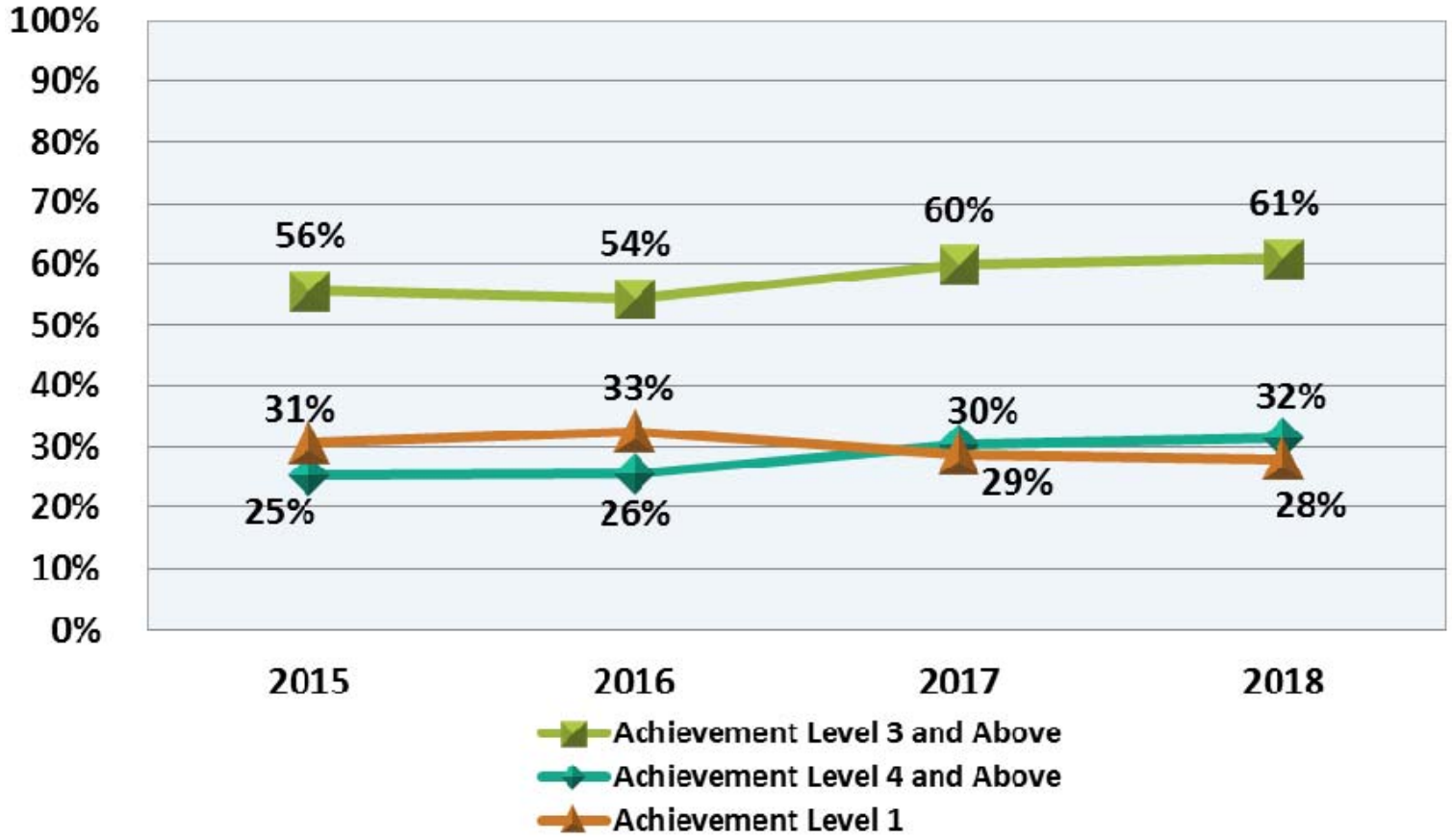
# FSA English Language Arts Grades 3-10



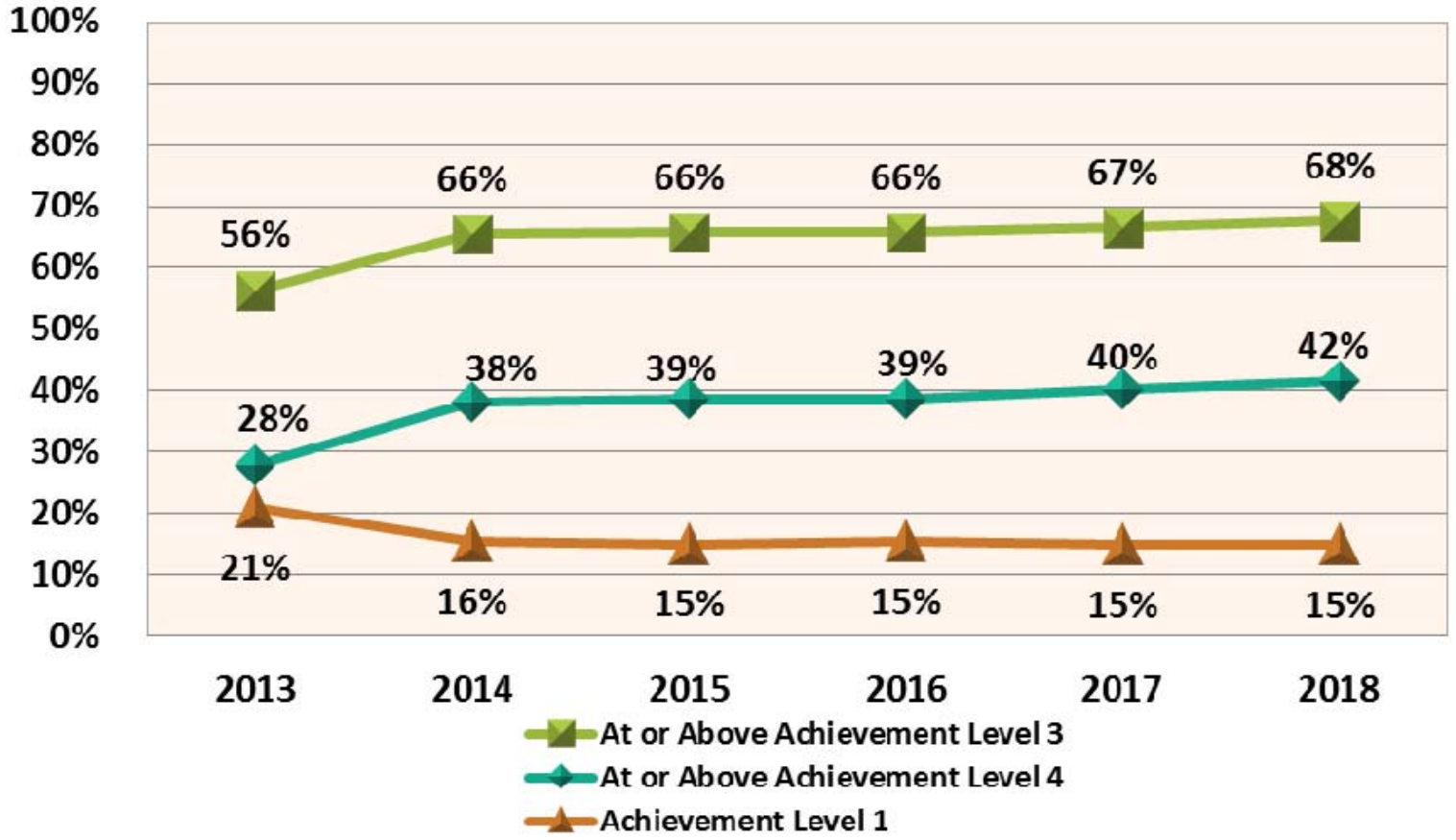
# Mathematics (FSA and EOCs)
# Grades 3-8



# FSA Algebra 1 EOC

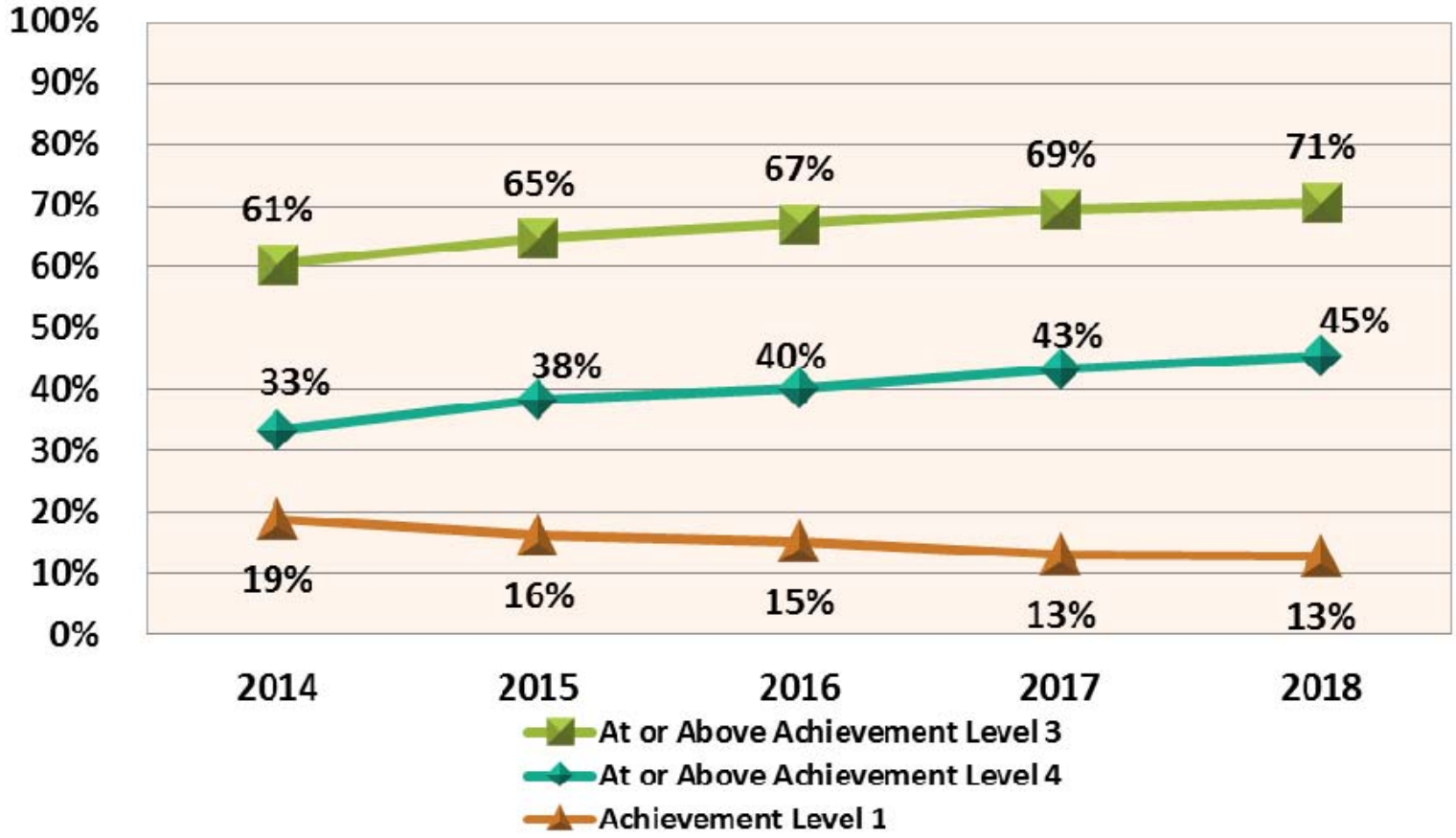


# U.S. History EOC

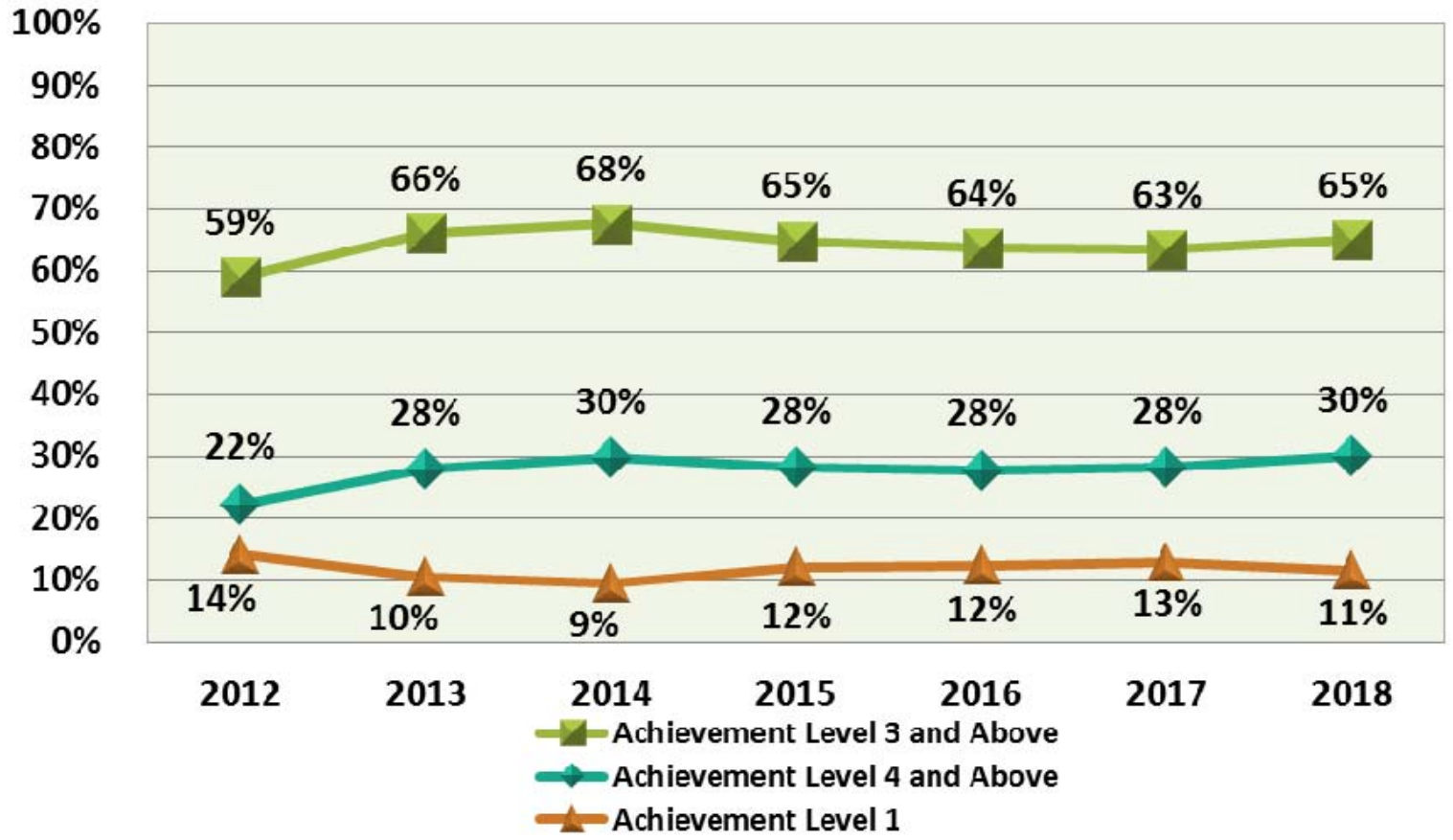


2

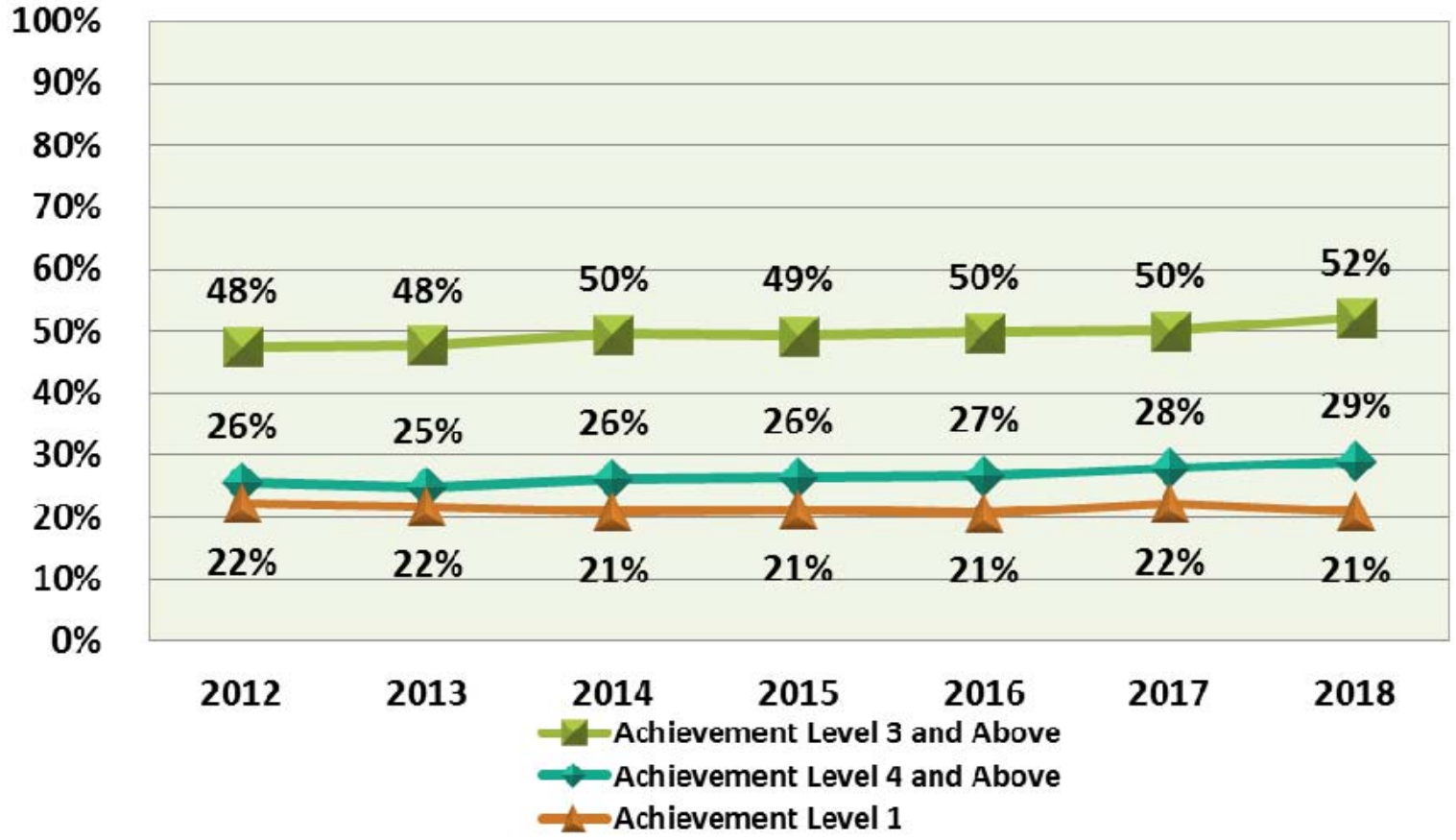
# Civics EOC


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
61%
65%
67%
69%
71%
33%
38%
40%
43%
45%
19%
16%
15%
13%
13%
2014
2015
2016
2017
2018
At or Above Achievement Level 3
At or Above Achievement Level 4
Achievement Level 1

# Biology 1 EOC

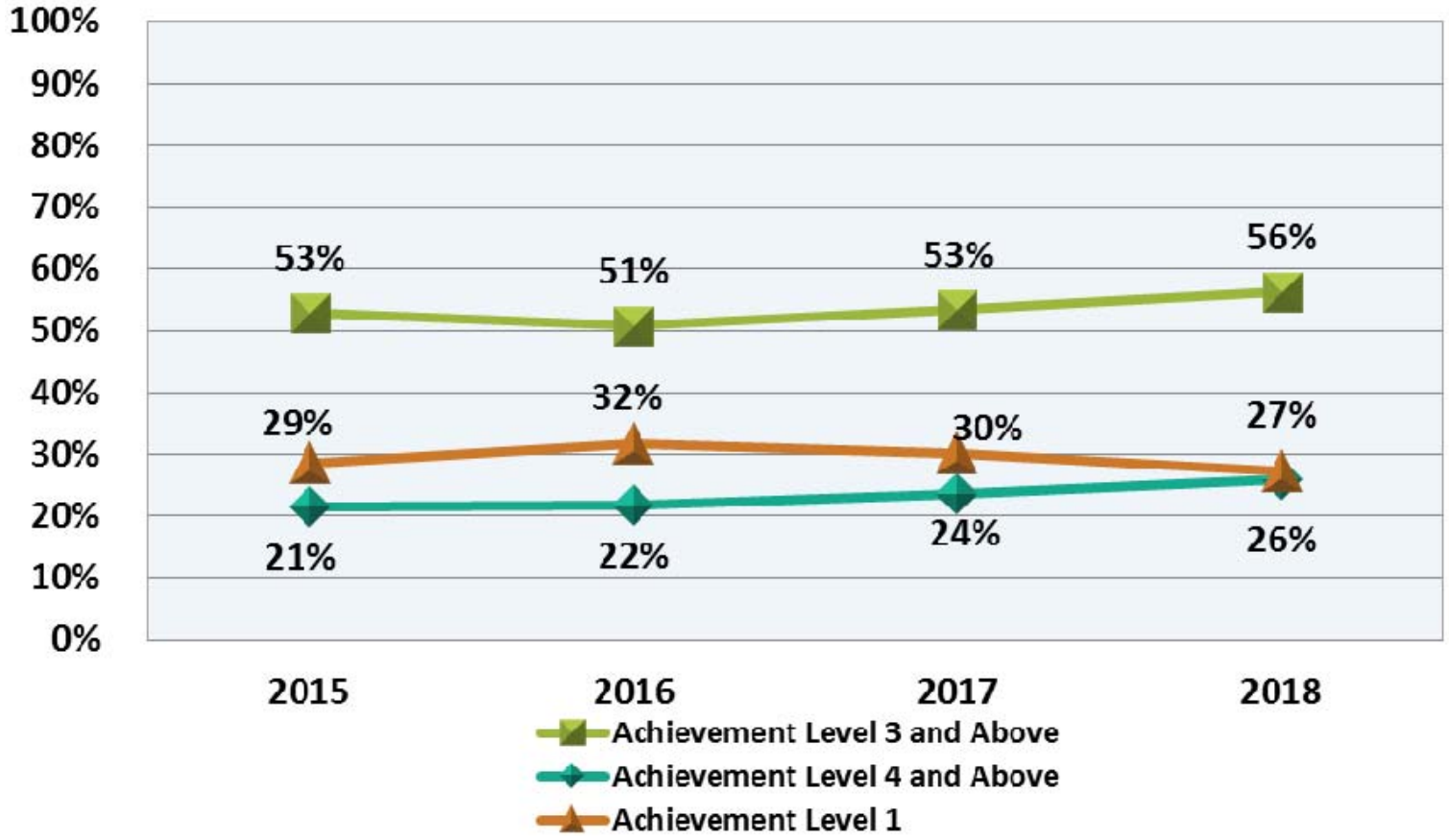


# Science (NGSSS and EOC)
# Grade 8



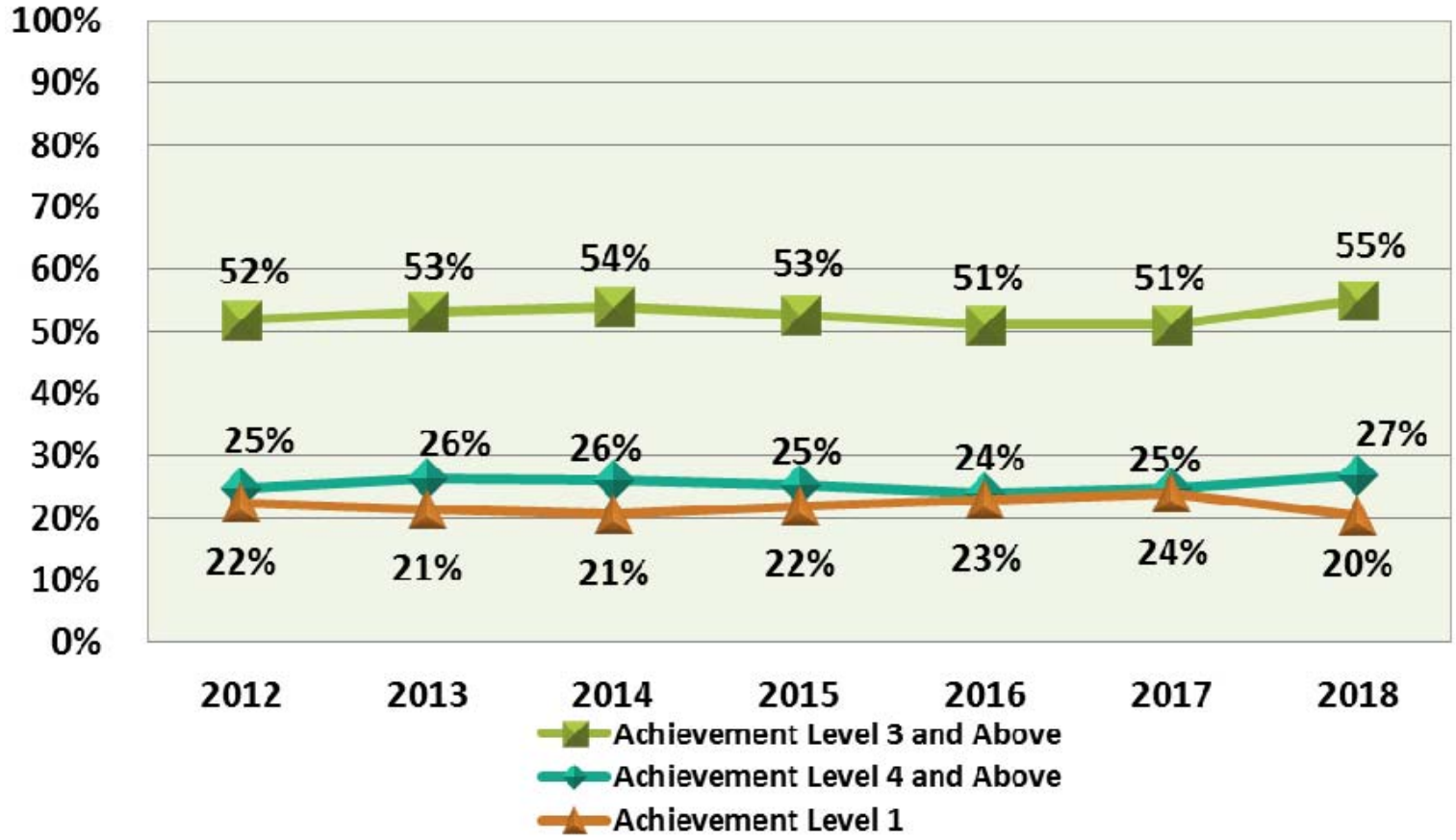
3

# FSA Geometry EOC



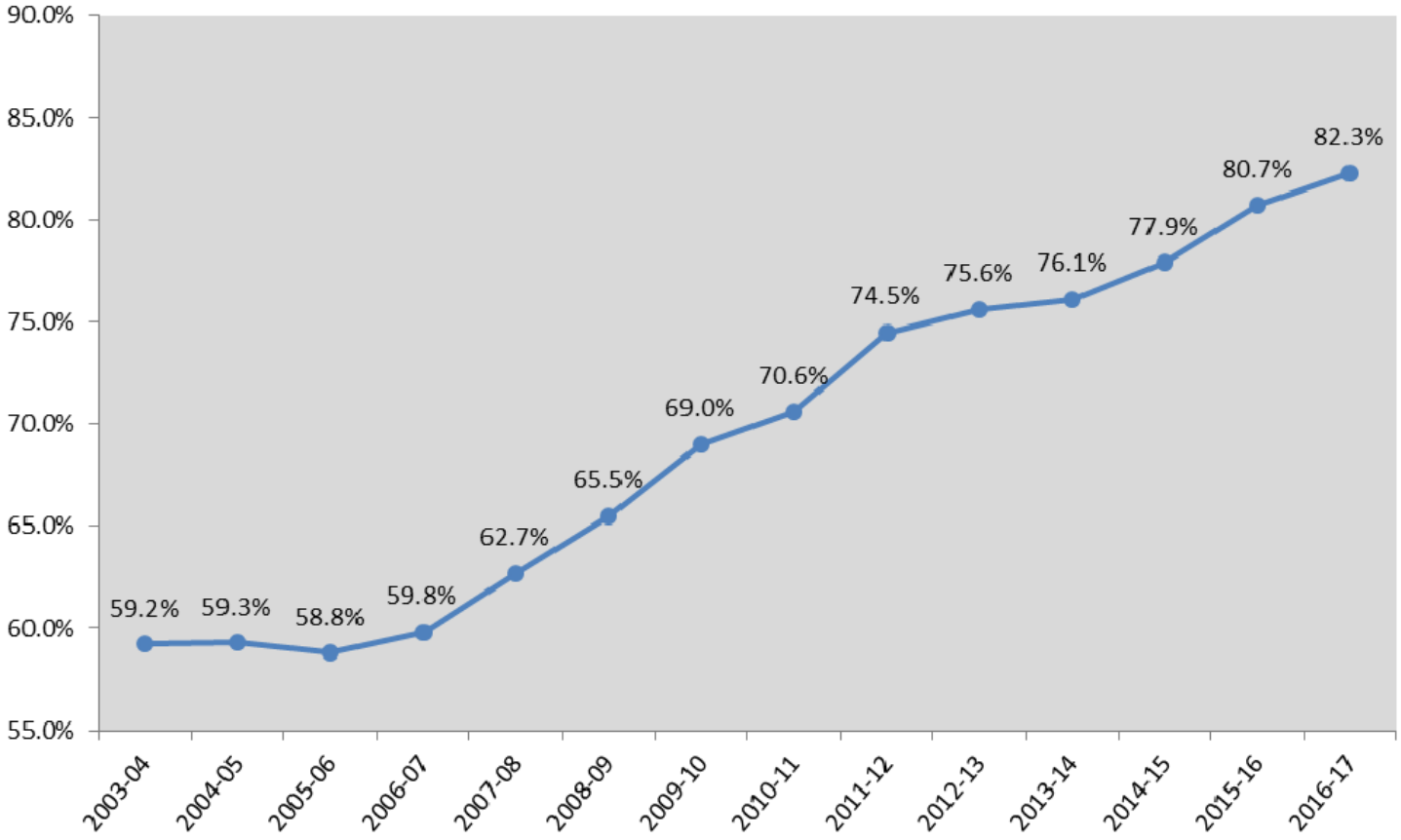
4

# Statewide Science Assessment
# Grade 5



82.3

# Florida's Graduation Rate
# 2003-04 to 2016-17



1 & 4

1,873

96

ALL

# 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

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# 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

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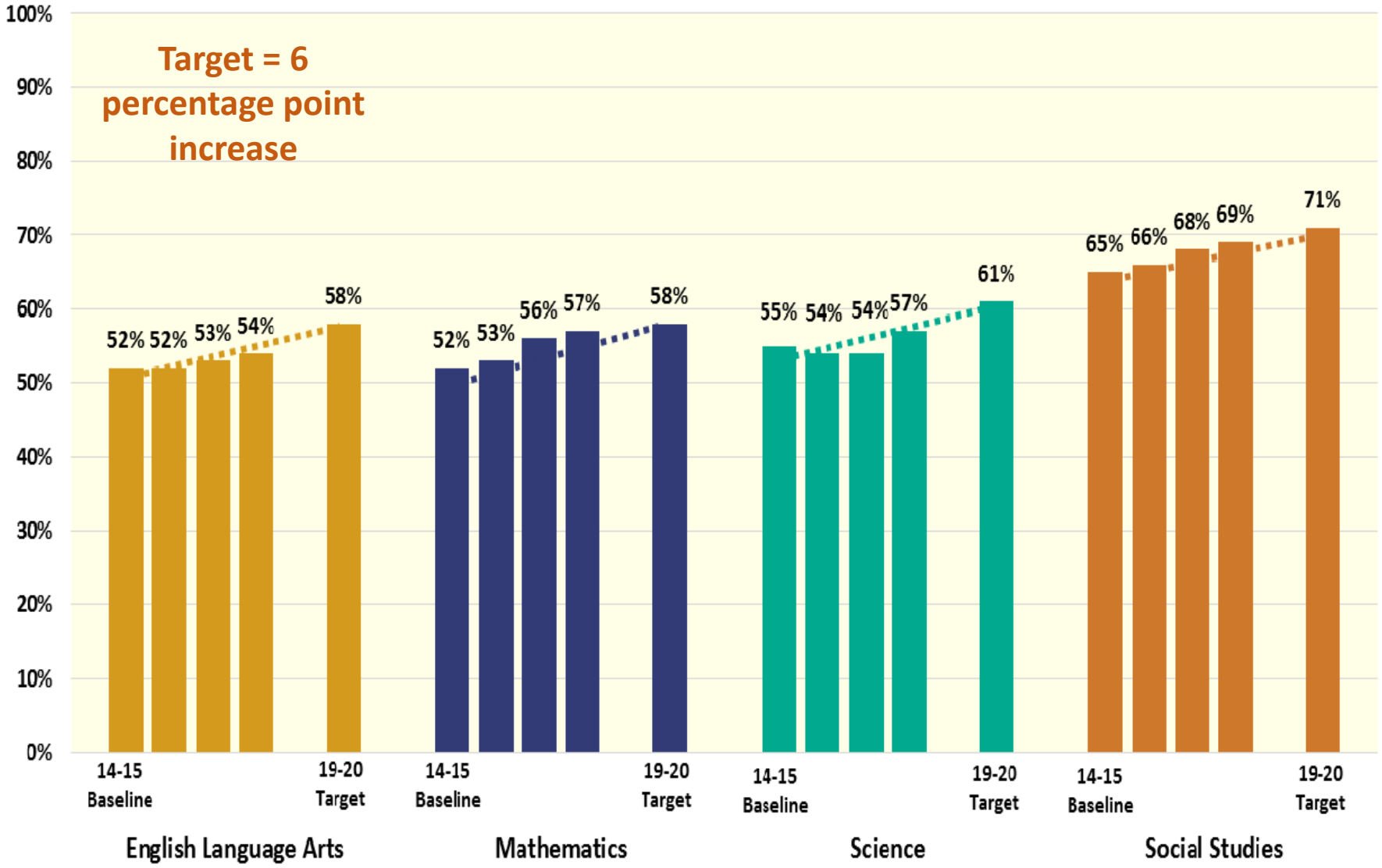
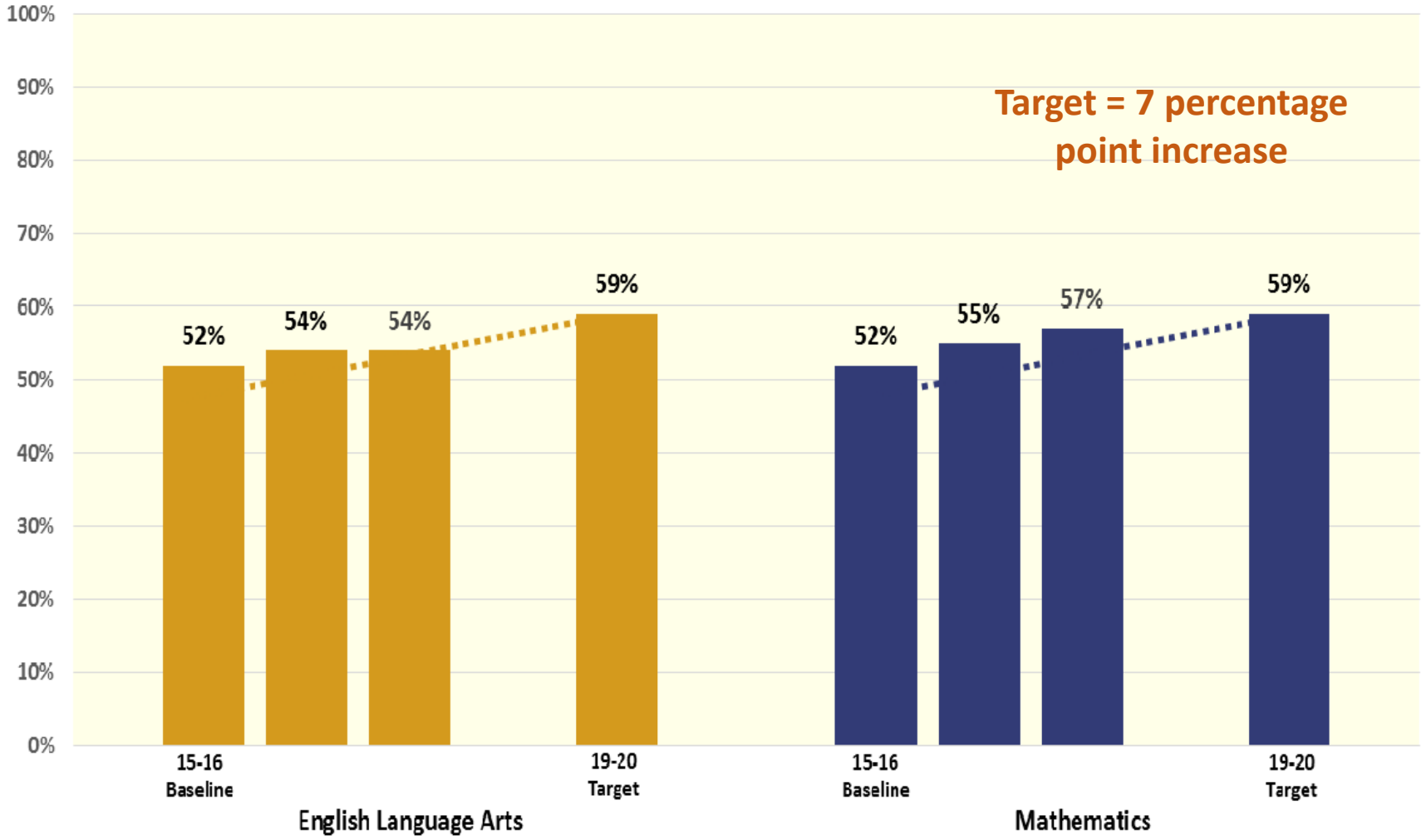
## Goal 1: Highest Student Achievement
## Metric 1: Student Achievement on Statewide Assessments



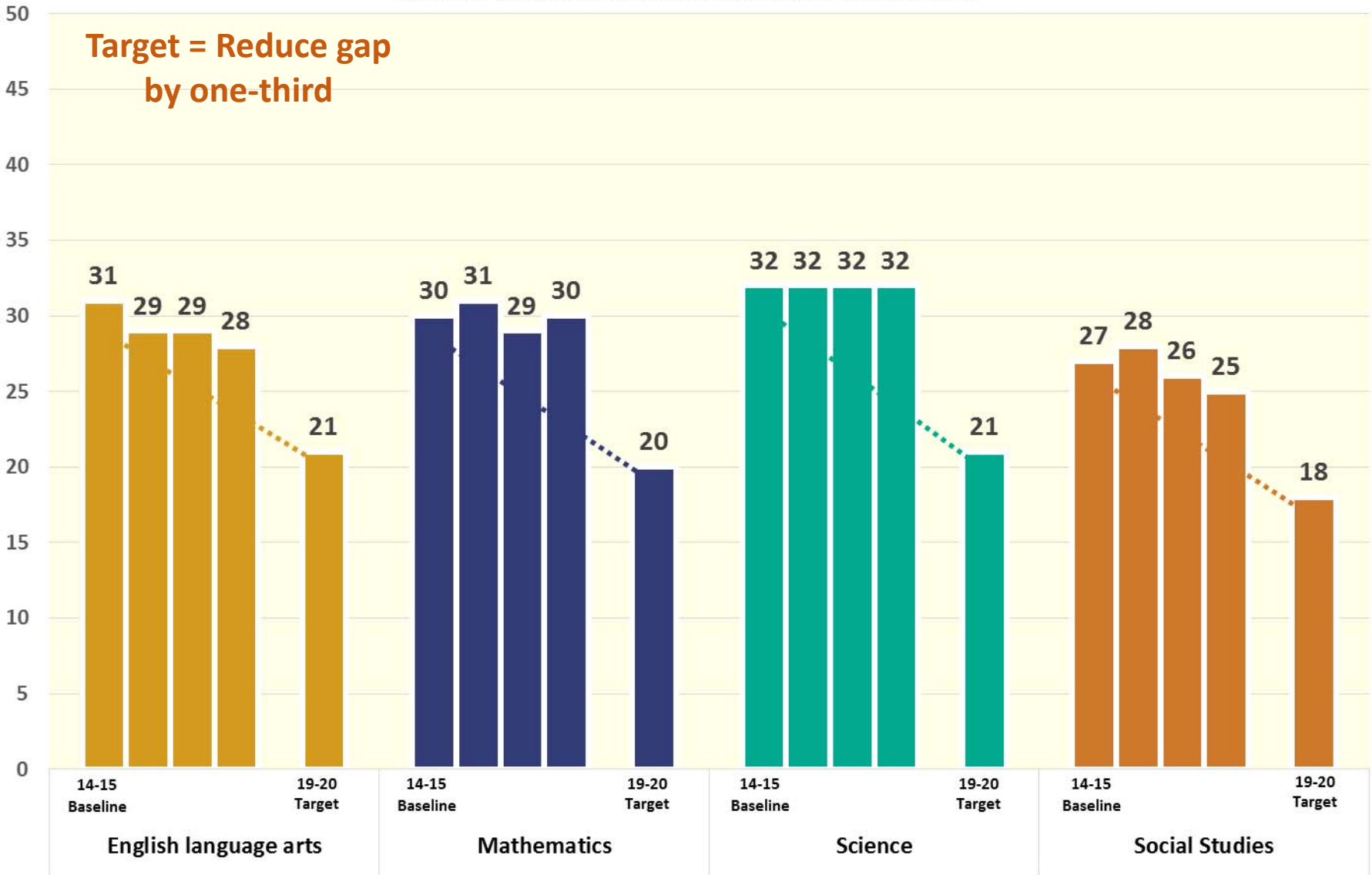

Note: Percent Level 3 or higher

## Goal 1: Highest Student Achievement
## Metric 2: Growth in English Language Arts and Mathematics

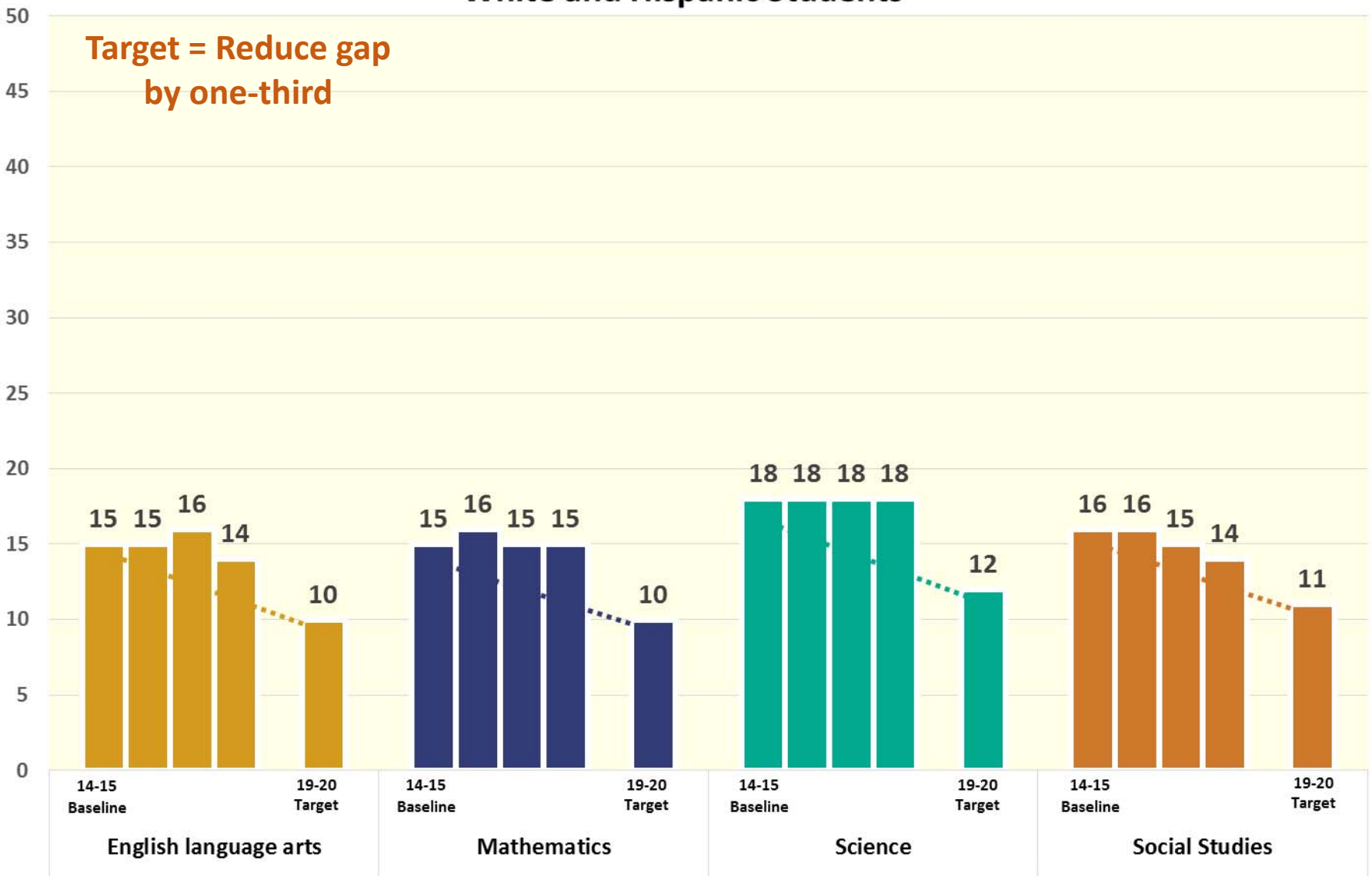



Note: Based on school grades learning gains calculation

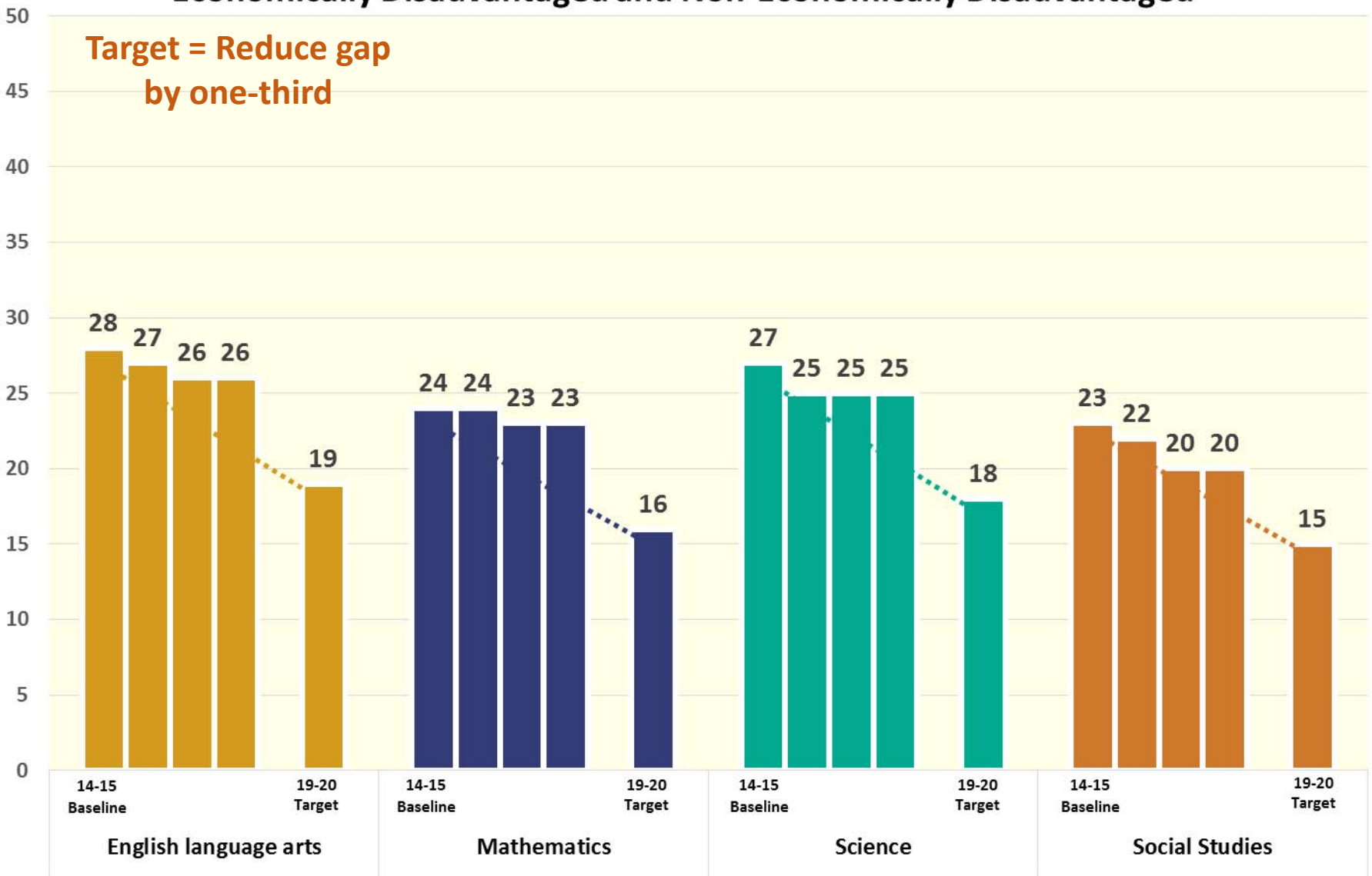
## Goal 1: Highest Student Achievement
## Metric 3: Reducing the Achievement Gap
## White and African American Students



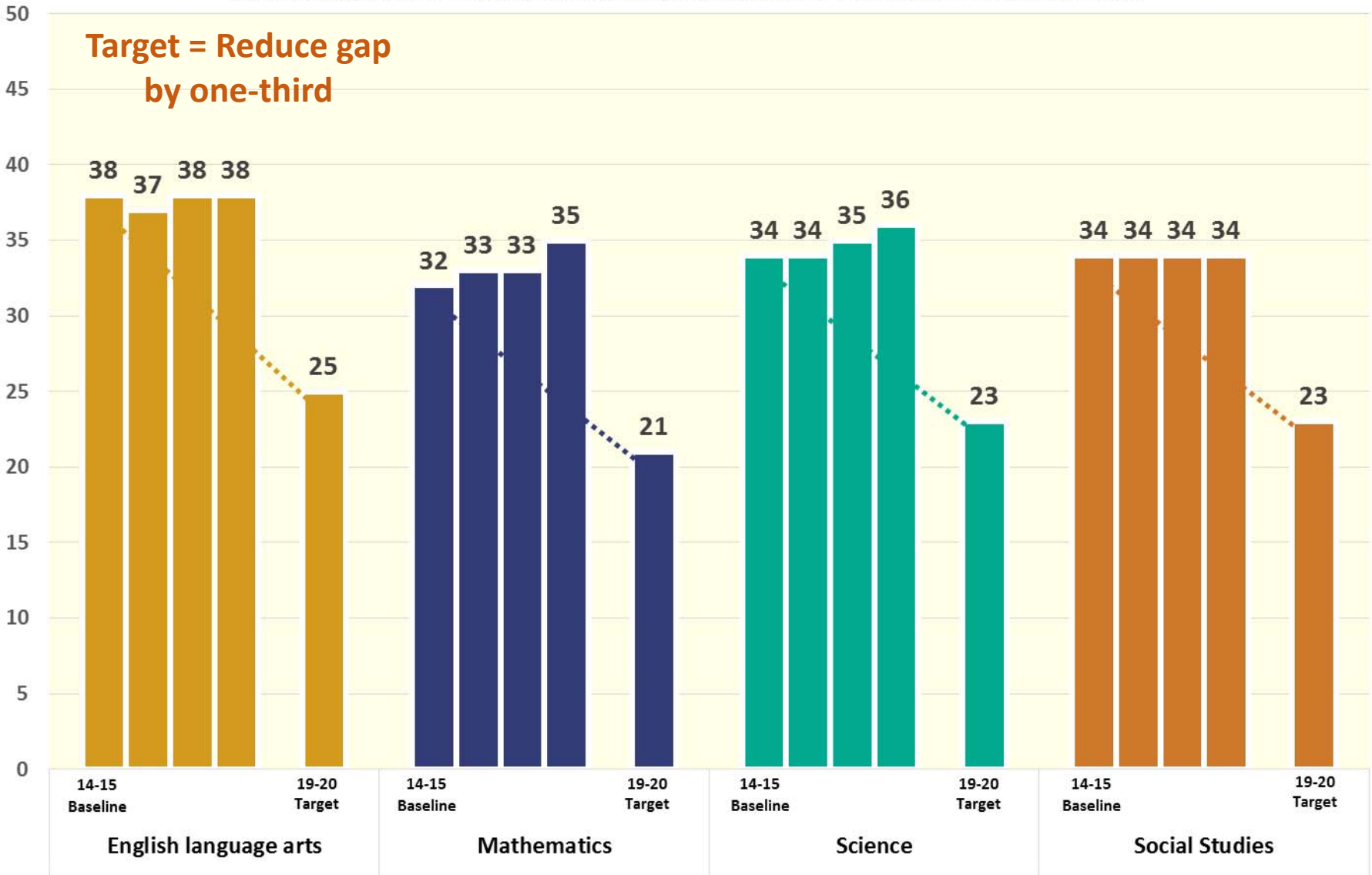
## Goal 1: Highest Student Achievement
## Metric 3: Reducing the Achievement Gap
## White and Hispanic Students



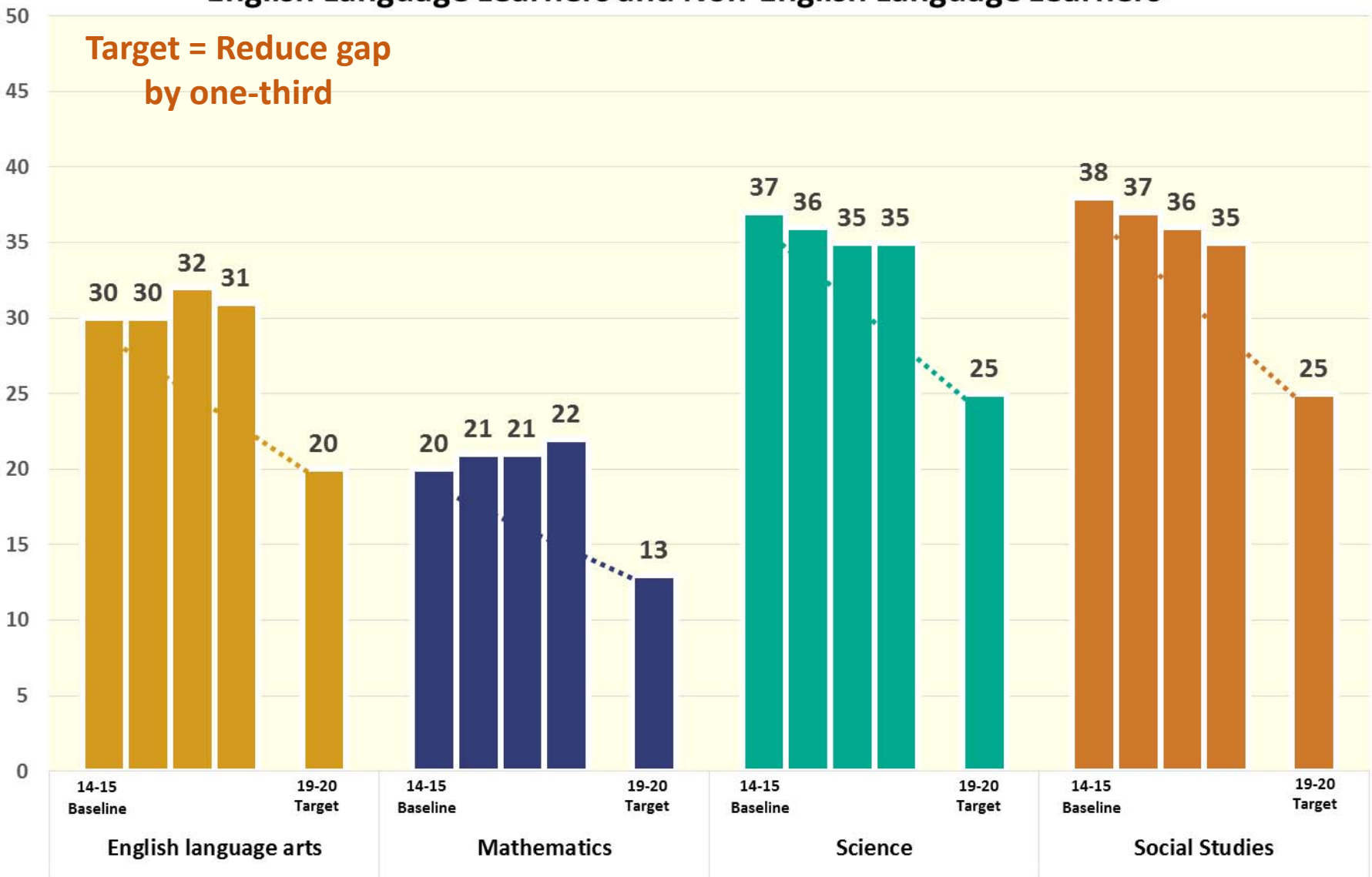
## Goal 1: Highest Student Achievement
## Metric 3: Reducing the Achievement Gap
## Economically Disadvantaged and Non-Economically Disadvantaged



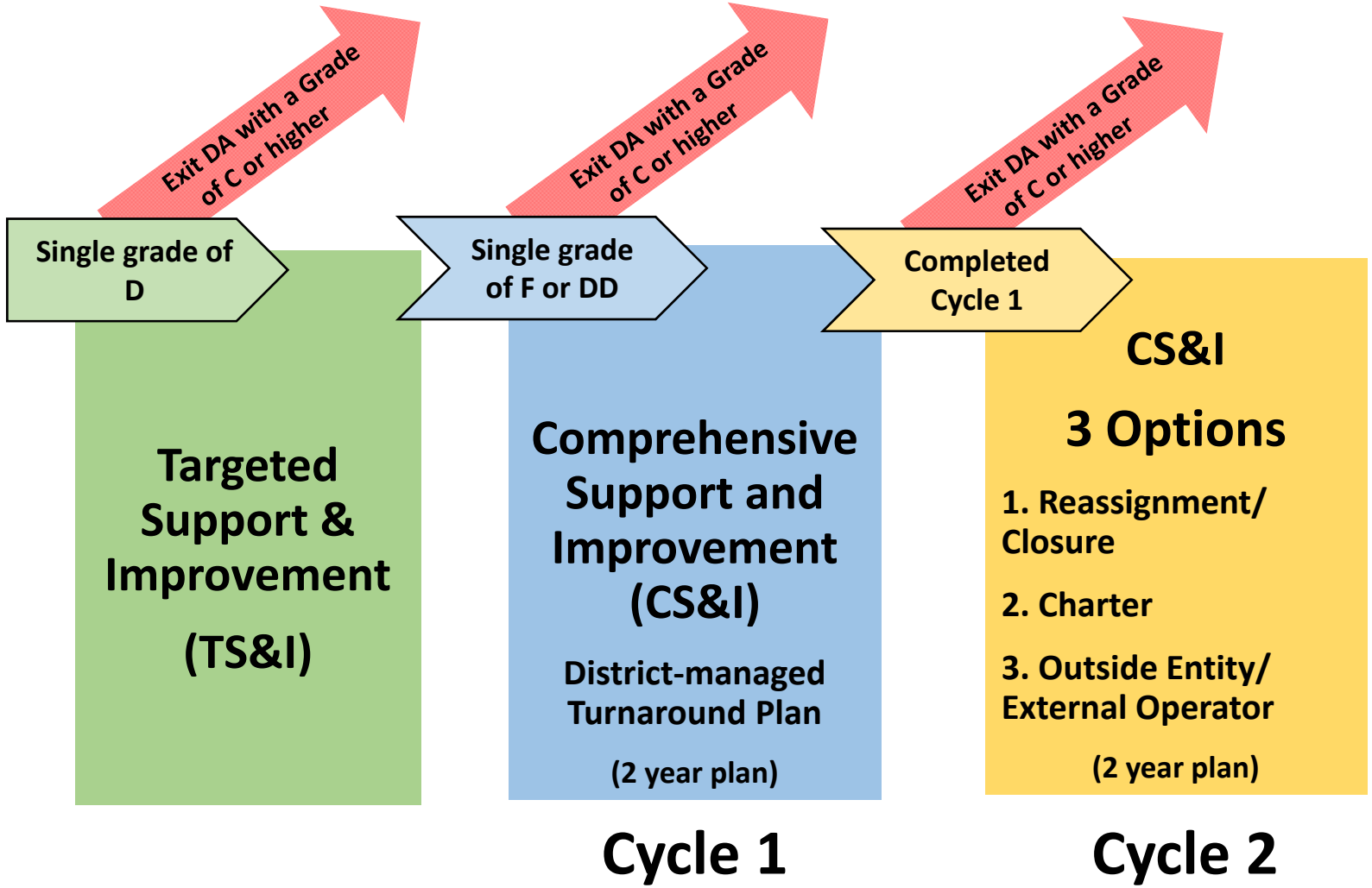
# Goal 1: Highest Student Achievement
## Metric 3: Reducing the Achievement Gap
## Students with Disabilities and Students Without Disabilities



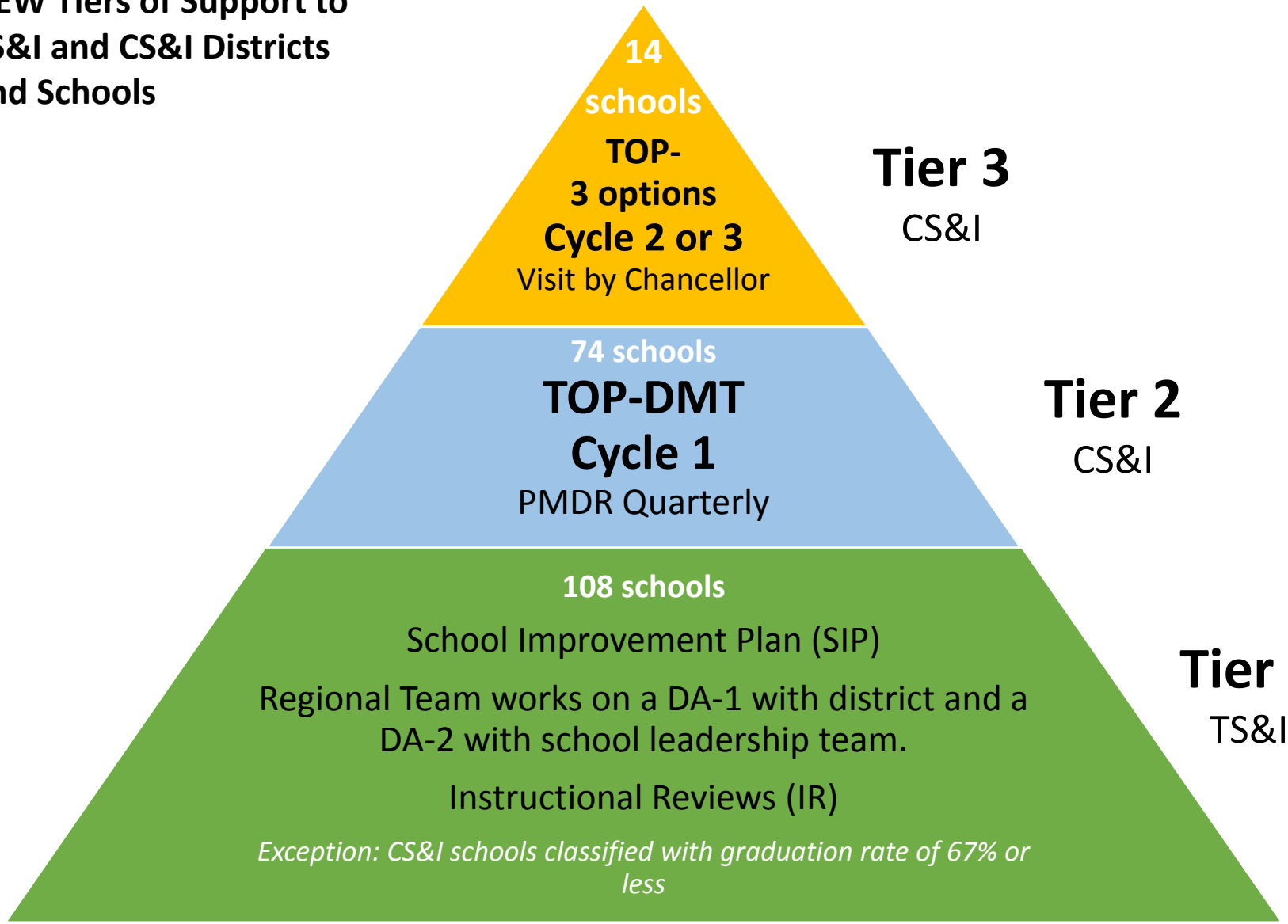
## Goal 1: Highest Student Achievement
## Metric 3: Reducing the Achievement Gap
## English Language Learners and Non-English Language Learners



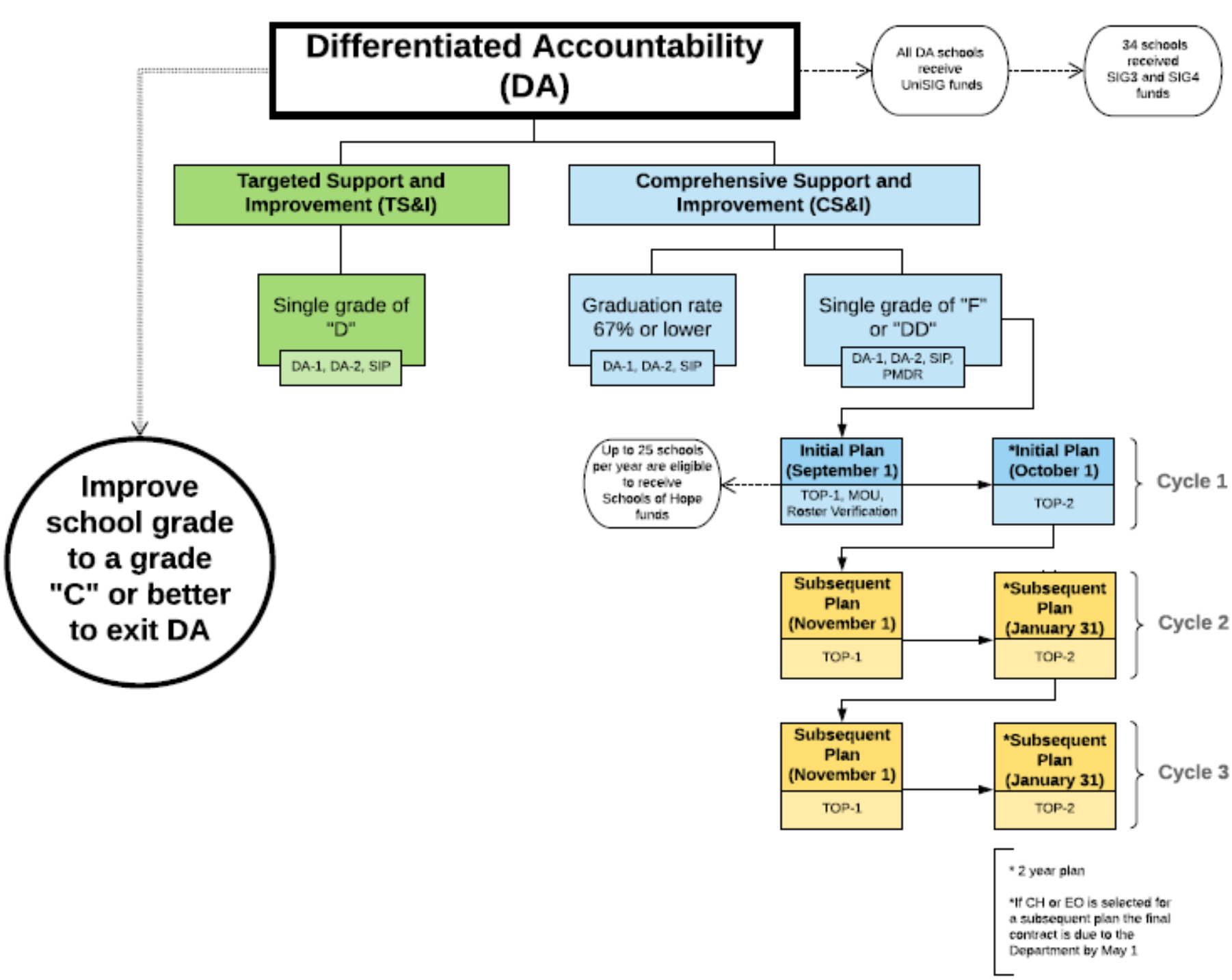
# NEW DA Process



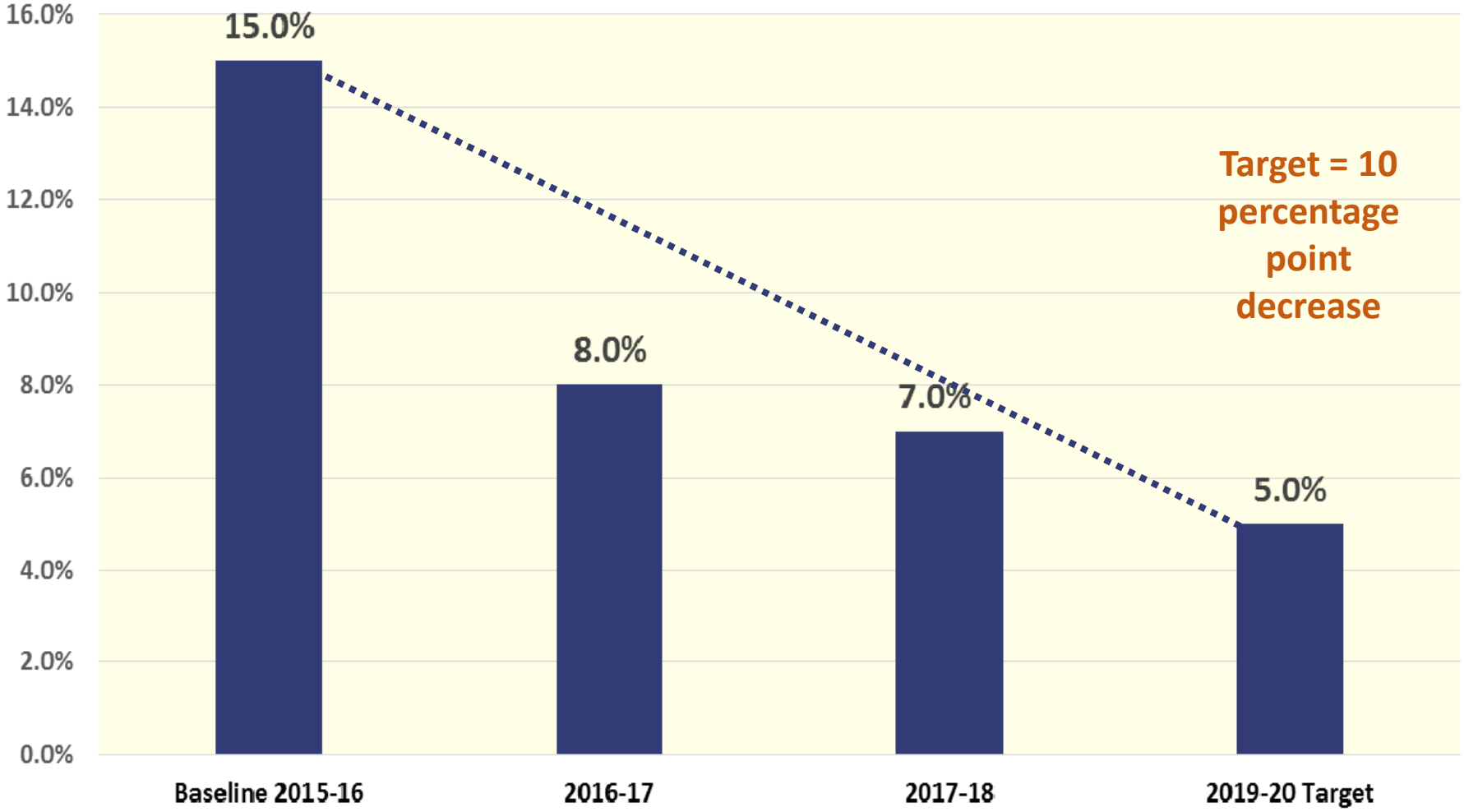
**NEW Tiers of Support to TS&I and CS&I Districts and Schools**




** Tiering requirements escalate*


Differentiated Accountability (DA)
All DA schools receive UniSIG funds
34 schools received SIG3 and SIG4 funds
Targeted Support and Improvement (TS&I)
Comprehensive Support and Improvement (CS&I)
Single grade of "D"
DA-1, DA-2, SIP
Graduation rate 67% or lower
DA-1, DA-2, SIP
Single grade of "F" or "DD"
DA-1, DA-2, SIP, PMDR
Improve school grade to a grade "C" or better to exit DA
Up to 25 schools per year are eligible to receive Schools of Hope funds
Initial Plan (September 1)
TOP-1, MOU, Roster Verification
*Initial Plan (October 1)
TOP-2
Cycle 1
Subsequent Plan (November 1)
TOP-1
*Subsequent Plan (January 31)
TOP-2
Cycle 2
Subsequent Plan (November 1)
TOP-1
*Subsequent Plan (January 31)
TOP-2
Cycle 3
* 2 year plan
*If CH or EO is selected for a subsequent plan the final contract is due to the Department by May 1

## Goal 1: Highest Student Achievement
## Metric 6: Reducing the Percent of Low-Performing Schools




Note: Percent of D and F Schools

# DA Highlights

| Schools in DA | |
|---|---|
| 2014-15 | 500 |
| 2015-16 | 467 |
| 2016-17 | 223 |
| 2017-18 | 199 |

**152** out of 223 DA schools exited DA in 2017-18

**68** % of 2017-18 DA schools exited DA

**71.3** % of 2017-18 DA schools improved their 2018 school grade

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# NAEP

# Florida Students Lead the Nation in Reading and Math on NAEP

- Florida – Only State to Improve Significantly in Grade 4 Math, and Grade 8 Reading and Math

| | 2015 | 2017 |
|---|---|---|
| **Grade 4 Reading** | 227 | 228 |
| **Grade 4 Math** | 243 | 246 |
| **Grade 8 Reading** | 263 | 267 |
| **Grade 8 Math** | 275 | 279 |

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# Next Steps

## **Four of the factors that make a difference**
(Balfanz)

- K-12 Student Attendance
- K-12 Teacher Attendance
- 9th Grade Promotion
- K-12 Behavior

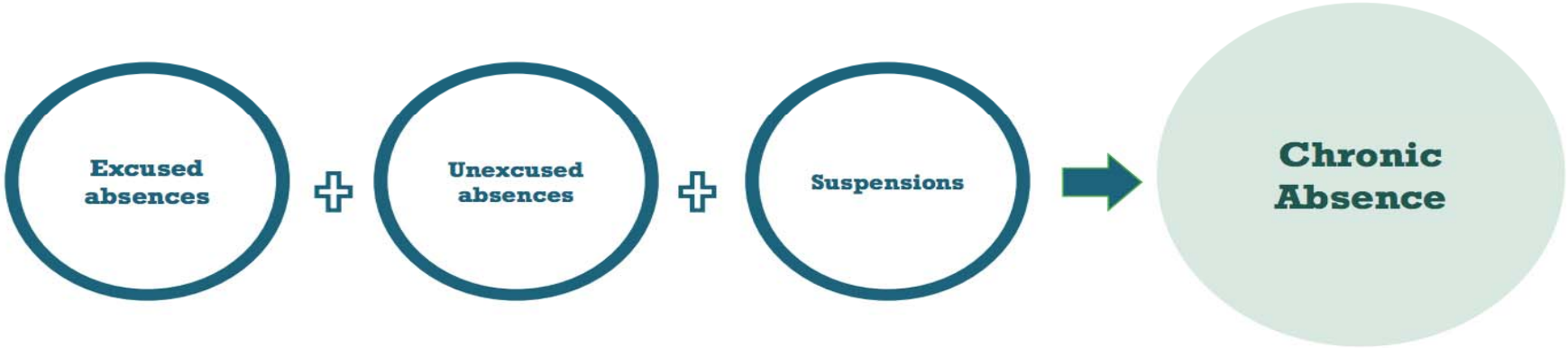
# National High School Center EWS Indicators (ABC)

| Indicator | Threshold |
|---|---|
| Attendance | Student missed 10% or more of instructional time (absences) |
| Behavior | Locally validated thresholds (e.g., referrals, in- or out-of-school suspension, behavior grades) |
| Course Performance | Failure in one or more courses<br>Earned 2.0 or lower GPA (on a 4-point scale) |

(Early Warning Systems in Education at the American Institutes for Research, 2012; Therriault, O' Cummings, Heppen, Yerhot, & Scala, 2013)

# What is Chronic Absence?

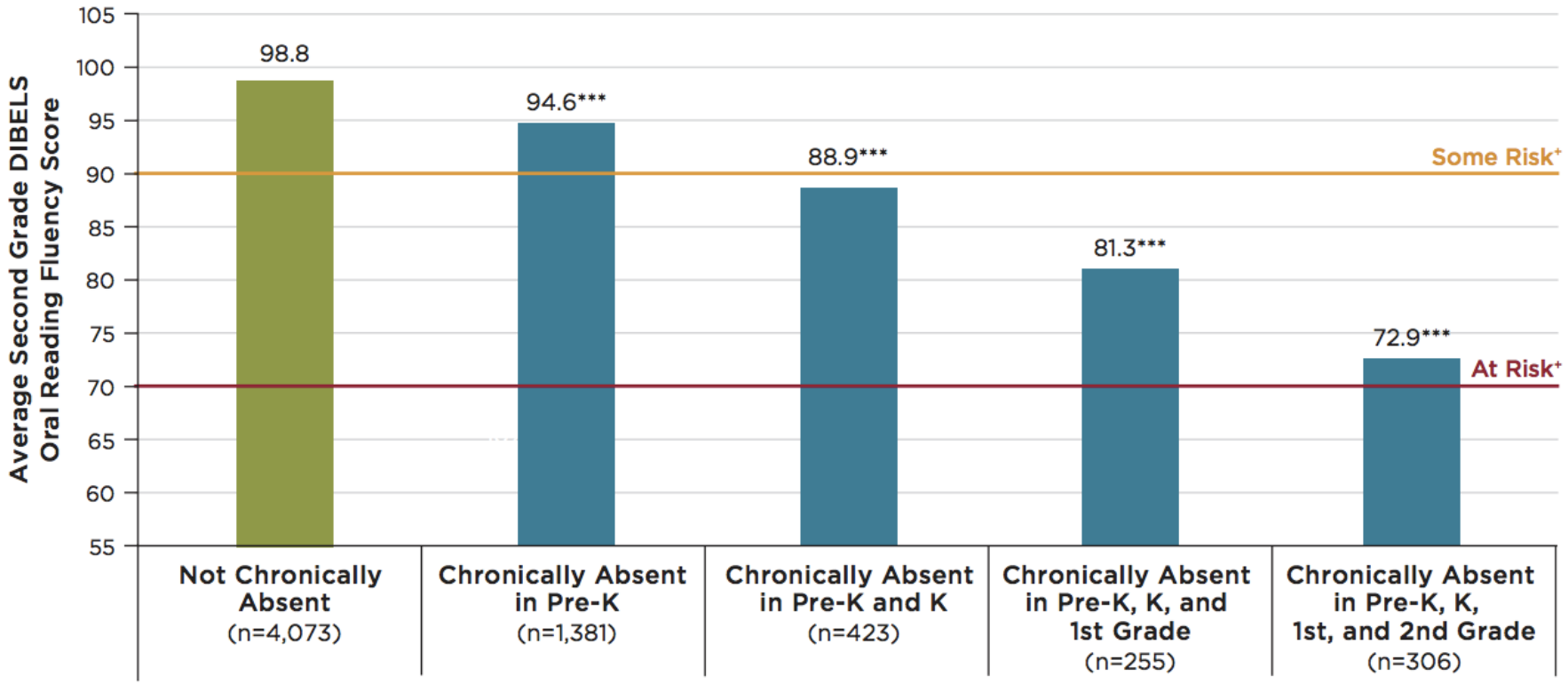
**Chronic absence** is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason**.




Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

# 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.**




Attendance Works, 2016

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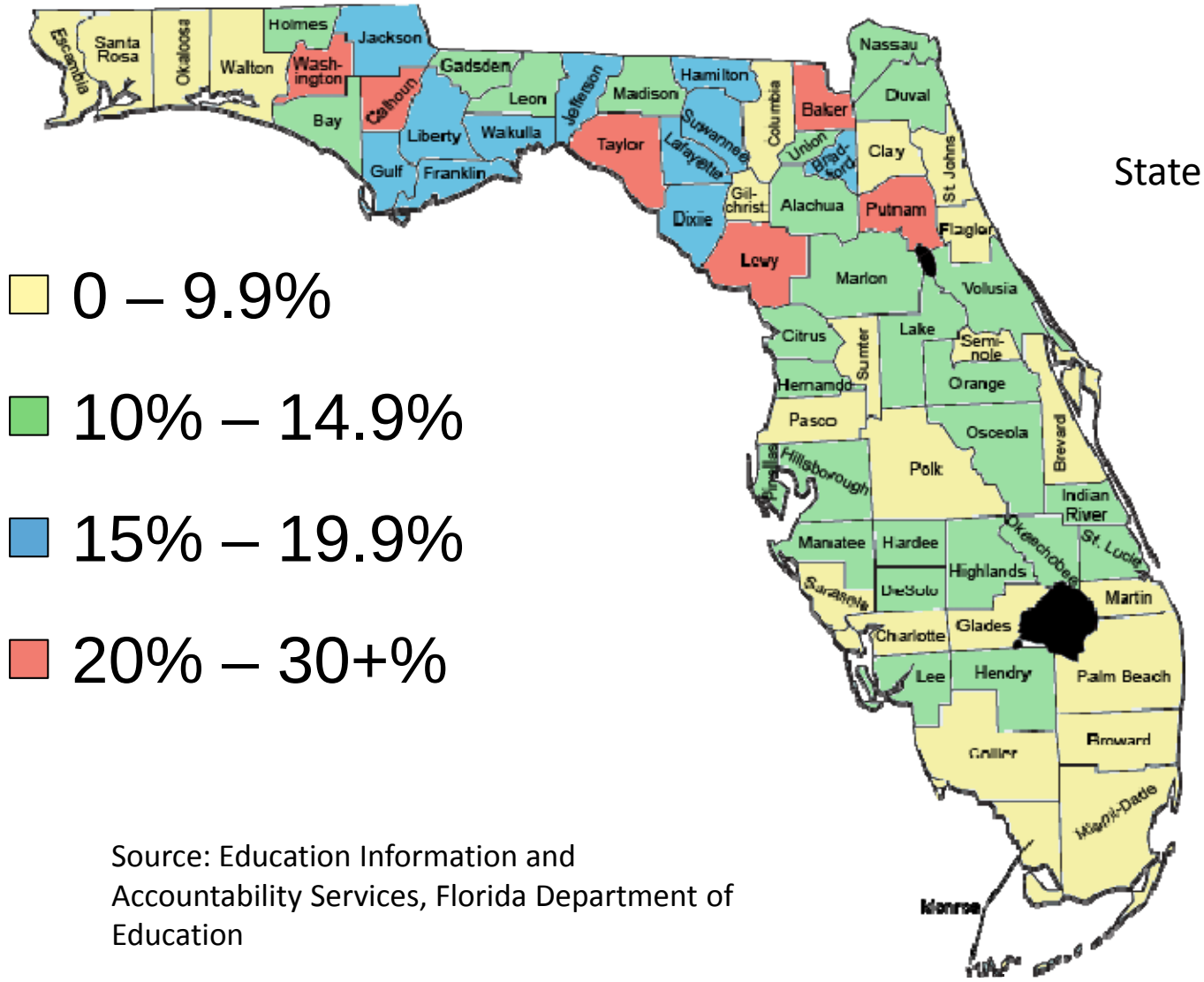
# K-12 Student Attendance

# 2015-16 Chronic Absenteeism* Rates by District
## * % Absent 21 or More Days (Final Survey 5)

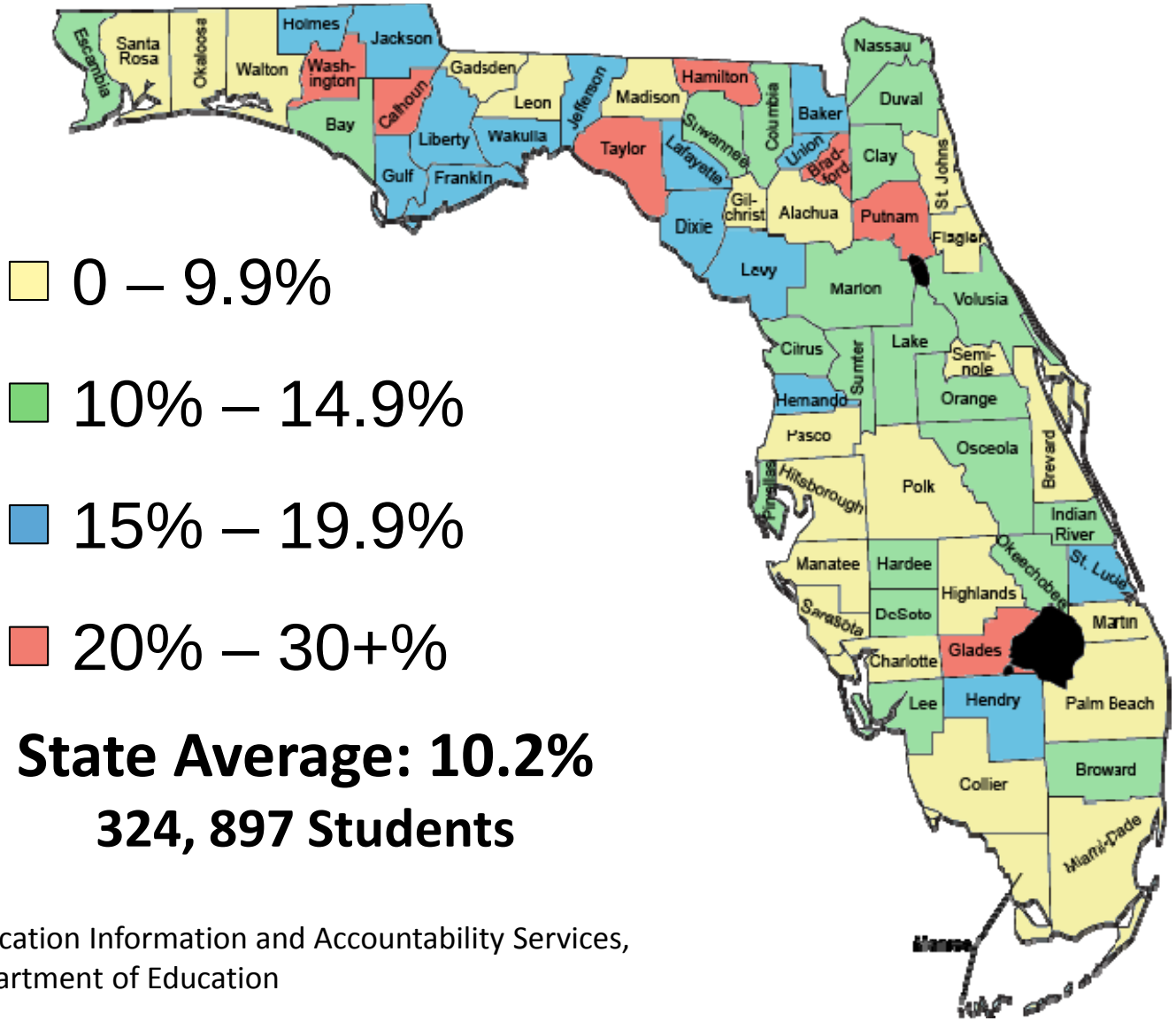



- 0 – 9.9%
- 10% – 14.9%
- 15% – 19.9%
- 20% – 30+%

State: 10.10%

Source: Education Information and Accountability Services, Florida Department of Education

# 2016-17 Chronic Absenteeism Rates by District




- 0 – 9.9%
- 10% – 14.9%
- 15% – 19.9%
- 20% – 30+%

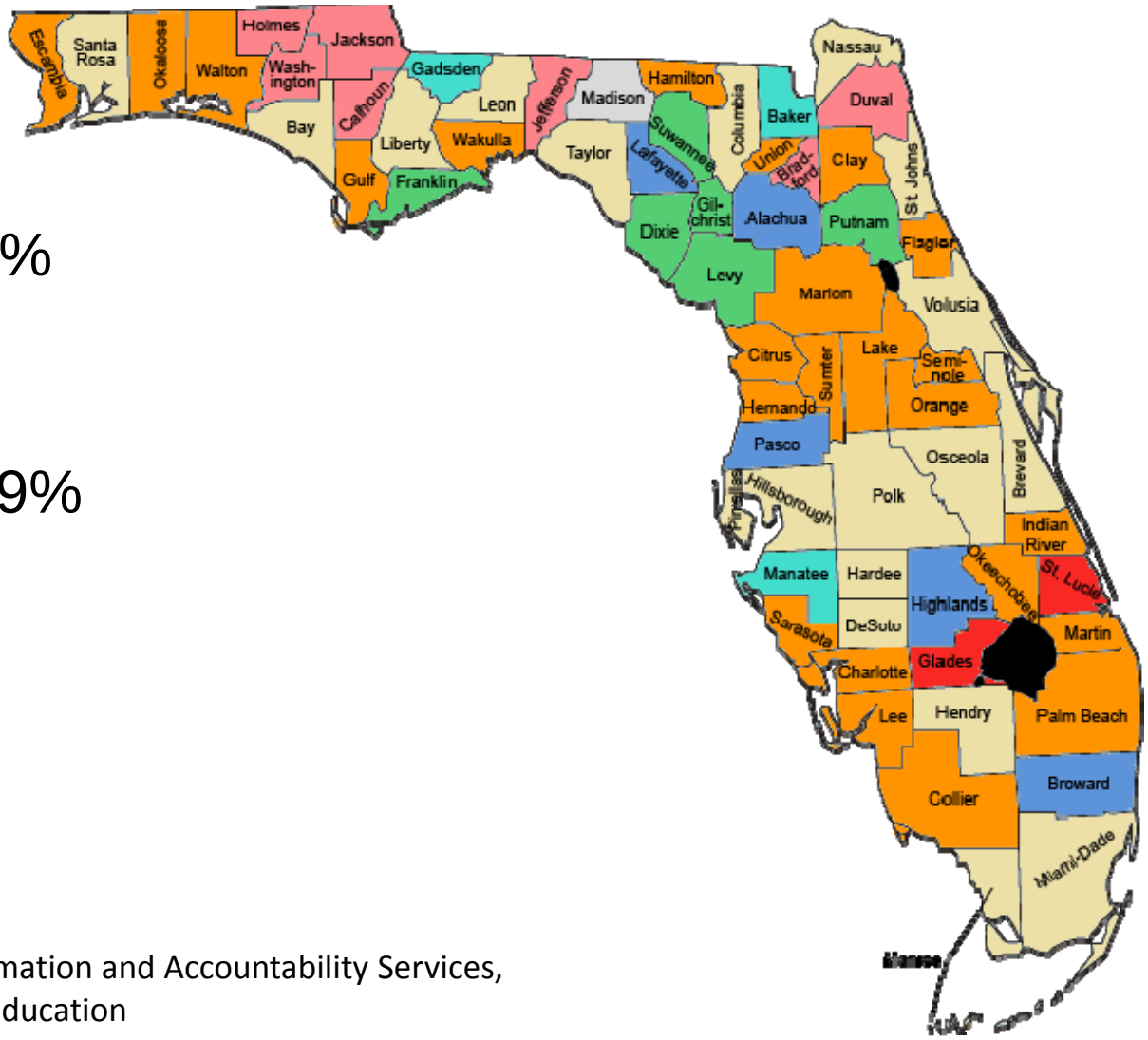
**State Average: 10.2%**

**324, 897 Students**

Source: Education Information and Accountability Services, Florida Department of Education

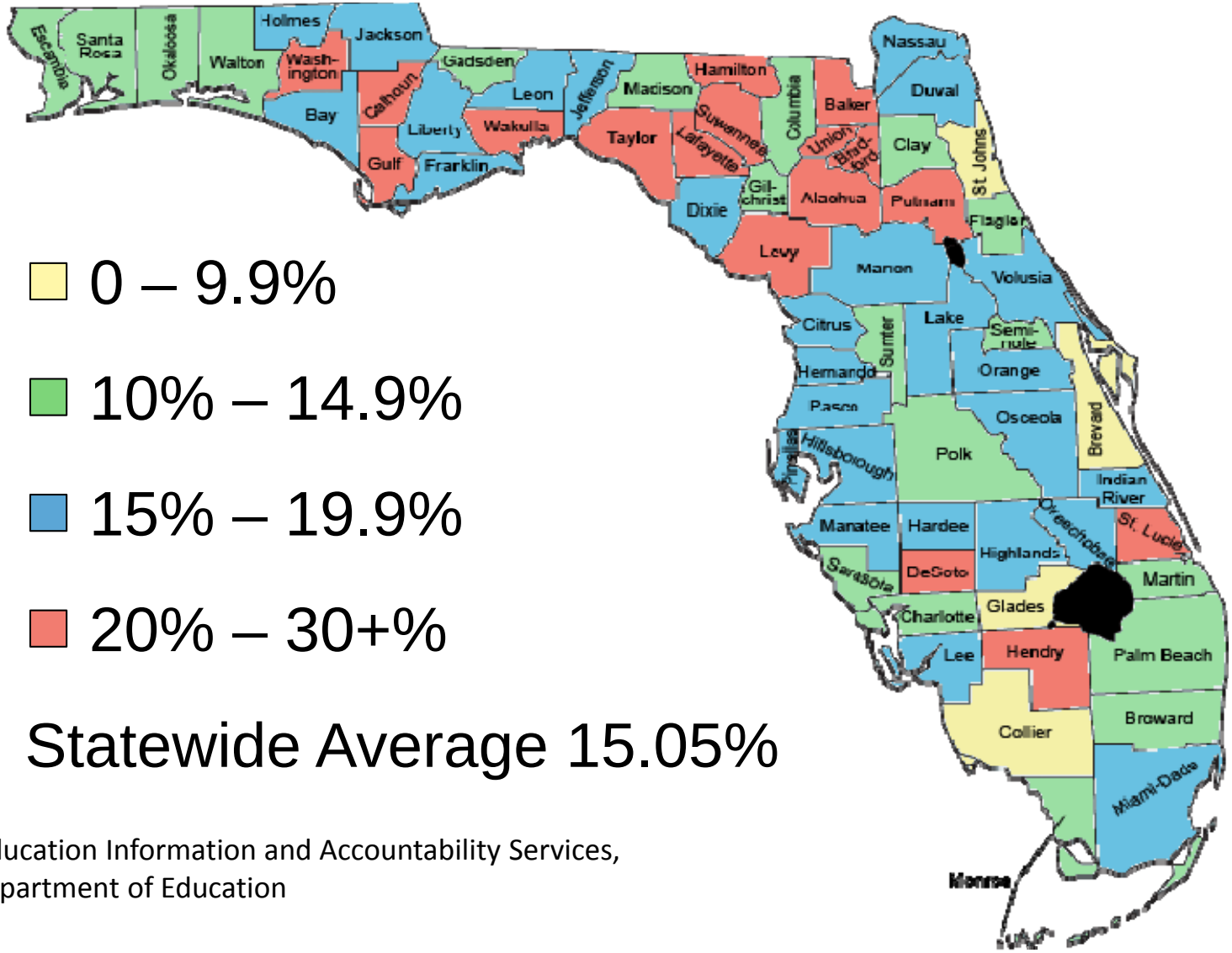
# % Difference from 2013-14 to 2016-17 Chronic Absenteeism Rates by District

- Error
- -6%+
- -3% – -5.9%
- -1 – -2.9%
- -.09% – .09%
- 1% – 5%
- 6% – 10%
- 15%+




Source: Education Information and Accountability Services, Florida Department of Education

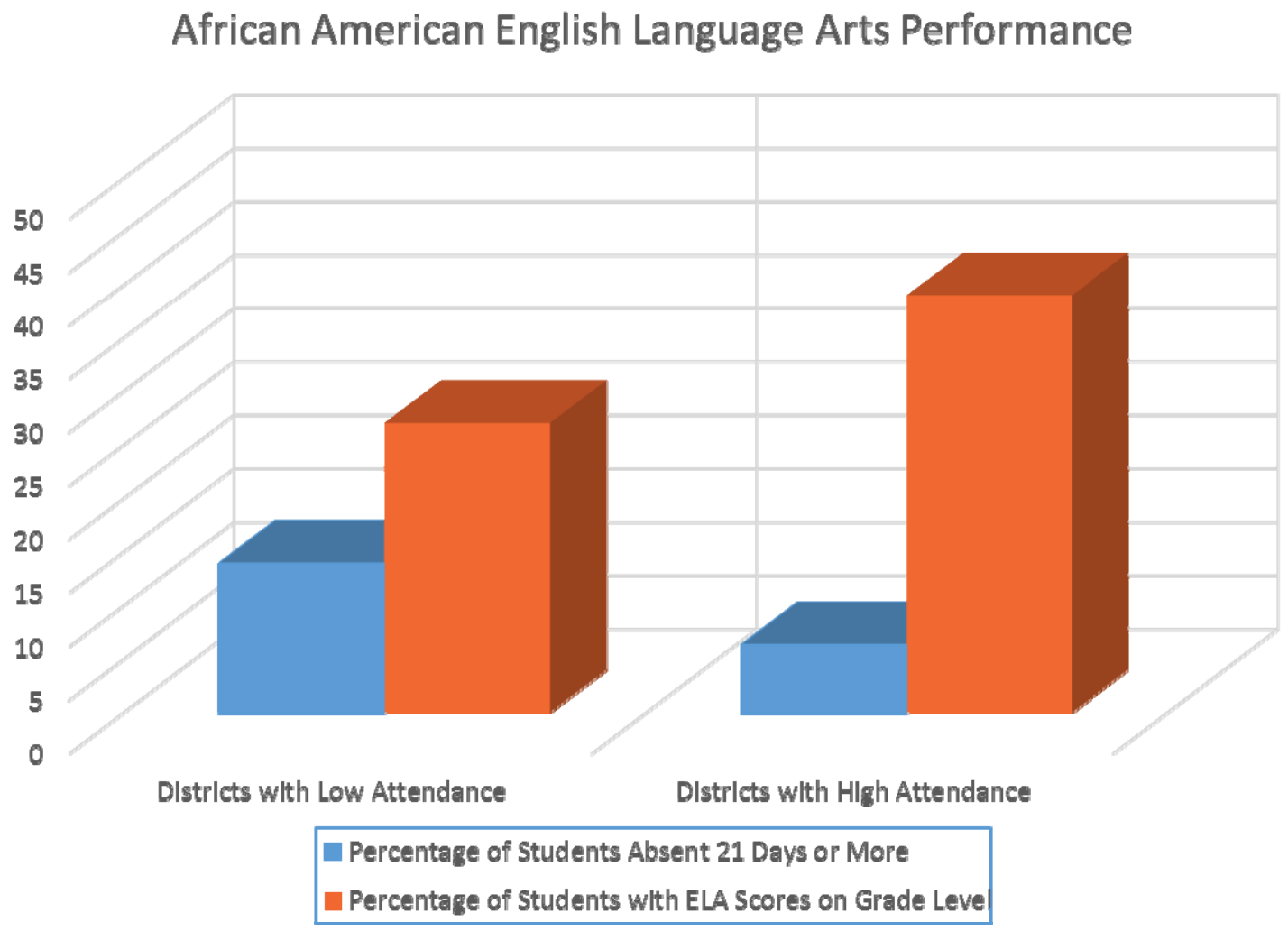
# 2015-16 SWD Chronic Absenteeism Rates by District



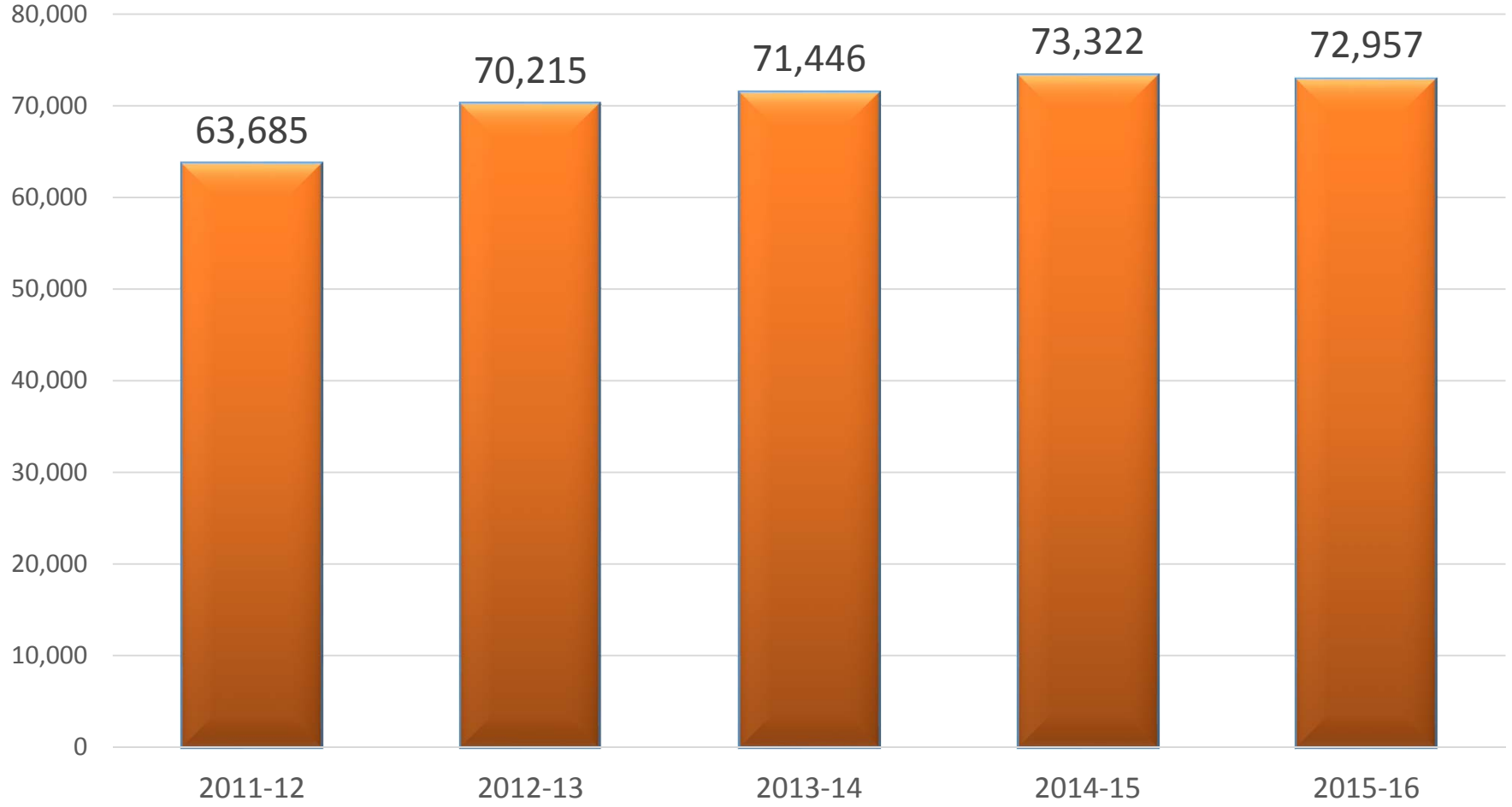

- 0 – 9.9%
- 10% – 14.9%
- 15% – 19.9%
- 20% – 30+%

Statewide Average 15.05%

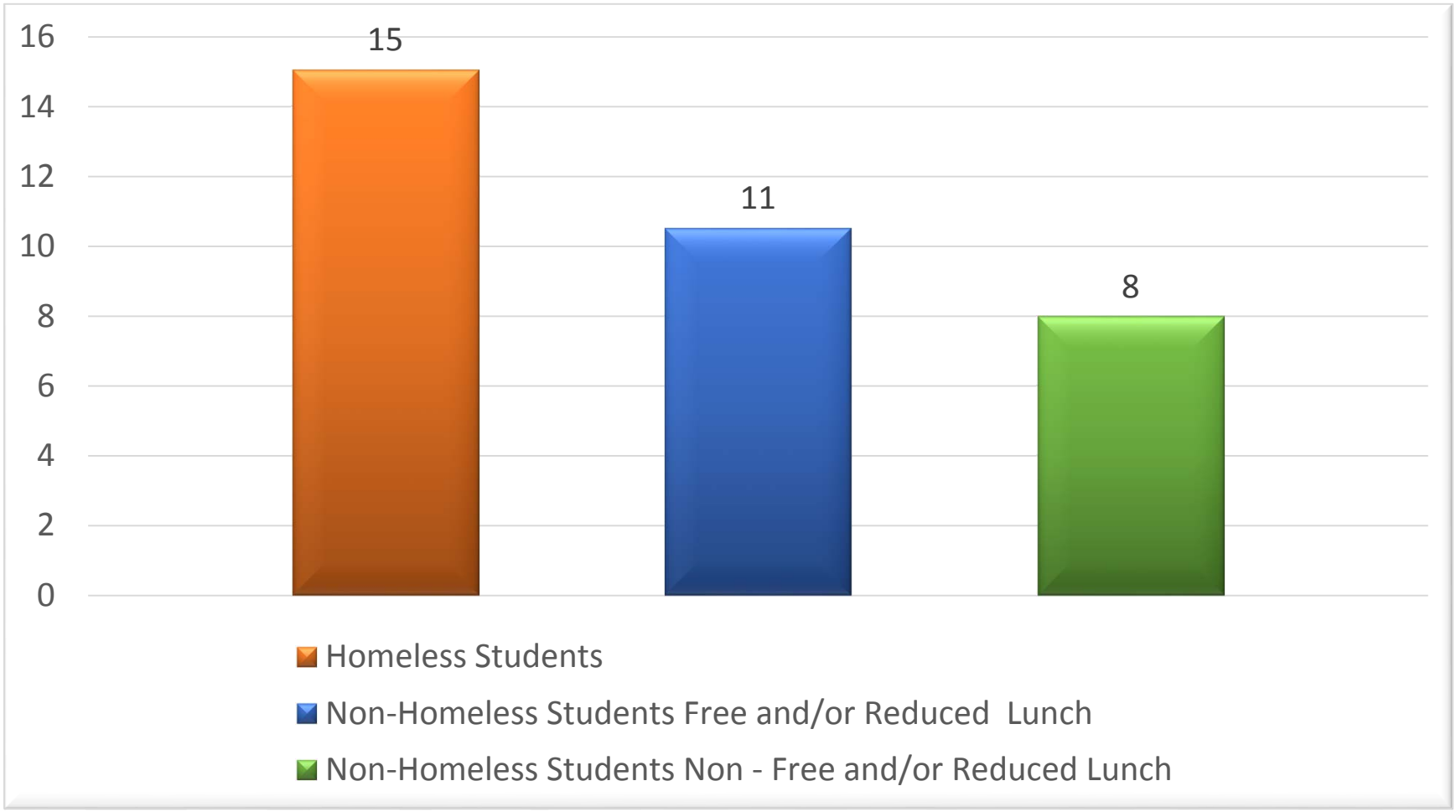
Source: Education Information and Accountability Services,
Florida Department of Education


African American English Language Arts Performance
50
45
40
35
30
25
20
15
10
5
0
Districts with Low Attendance
Districts with High Attendance
Percentage of Students Absent 21 Days or More
Percentage of Students with ELA Scores on Grade Level

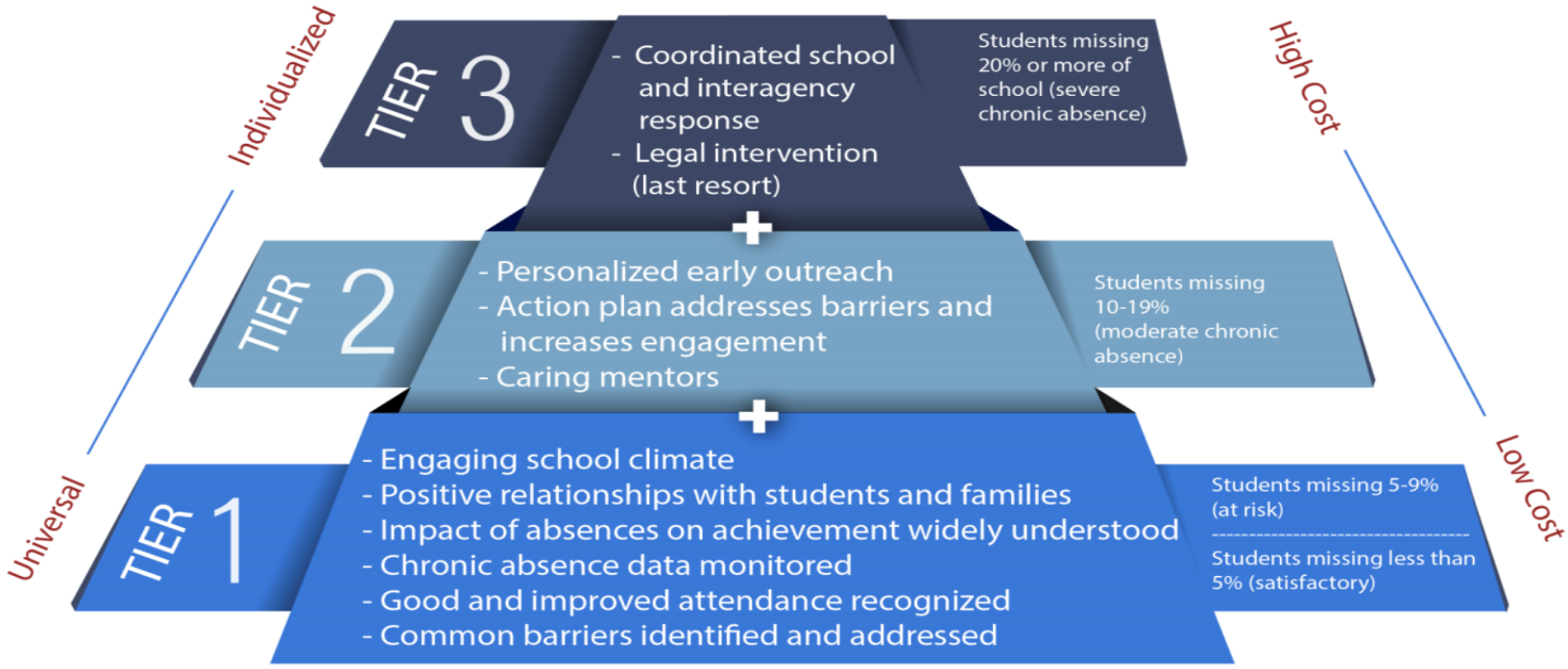
# Number of Identified Homeless Children and Youth



# Average Days Absent



# Invest in Prevention and Early Intervention



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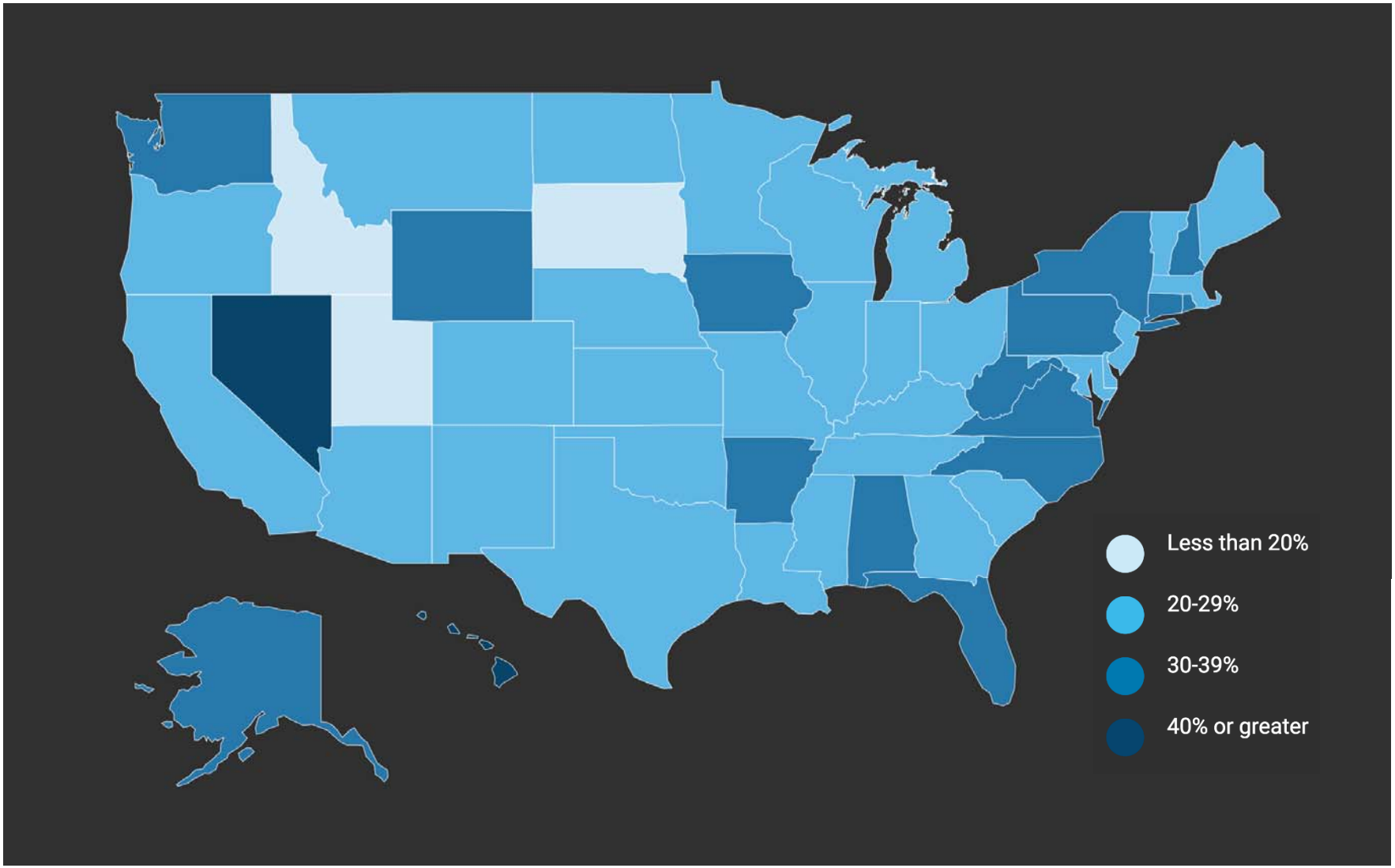
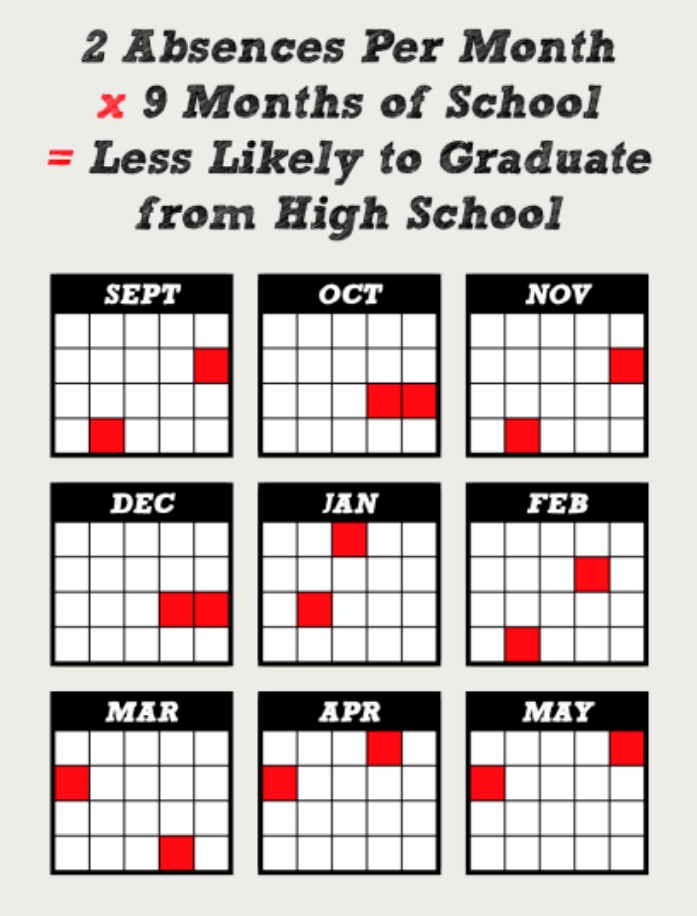
# K-12 Teacher Attendance

## National Teacher Attendance Trends



# Easy to Overlook Patterns of Chronic Absence in Individual Teachers/Students



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