# Principal Autonomy Pilot Program Initiative
## Palm Beach County Public Schools
### Proposal – Phase Two

**Principal Autonomy Pilot Program Initiative Proposal**
*Phase Two*

## Part IV: School Leadership

*In this section, the district will provide information regarding the desired leaders for participating schools and acknowledge understanding of the requirements and deliverables relating to school leadership.*

### Highly Effective School Leaders

*Complete the following questions for each school the district is including in the proposal.*

### Lincoln Elementary School

***Provide a summary of the desired experience and competencies needed of a principal at this school.***

- Evidence of leading school personnel to achieve goals and objectives aligned to the District's Strategic Plan.
- Demonstrated ability to develop the instructional skills of teachers and staff through observation, feedback, and coaching.
- Demonstrated ability to lead data-driven continuous improvement of the school's program, climate, and instruction.
- Demonstrated ability to create and sustain collective responsibility for the academic success of all students as defined in students' personalized plans and the achievement goals at the classroom, grade, department, and school levels.
- Evidence of success creating and sustaining a safe and supportive school climate for all students through staff, parent, and community partnerships.
- A track record of success improving and sustaining student achievement results in English Language Arts (ELA), Math, or Science for at least one sub-group of students, including specific results closing the achievement or opportunity gap.

***Will the current principal assigned to the school be retained?***

☒ Yes, the principal will be retained.　　☐ No, the principal will be replaced.

*If the current principal will be retained, answer the following questions.*

***Indicate the length of time the principal has been assigned to the school.***

Ms. Alicia Porter is in her second year as principal of Lincoln Elementary School. Ms. Porter assumed this assignment on February 6, 2015. Prior to becoming principal, Ms. Porter served as Assistant Principal of Lincoln Elementary for four years.

***Provide a rationale for retaining the principal.***

Ms. Porter is a strong educational leader and is working closely with Regional Superintendent Dr. Camille Coleman to improve student outcomes. As a "Focus DDD" school, the District is closely monitoring Lincoln Elementary School's preliminary student diagnostic data, student and faculty attendance, student discipline data, and the implementation of the Low 300 extended instructional day, use of adaptive technology (i-Ready), and tutorial programs. Observations and FY17 results to date indicate Ms. Porter is making considerable progress and we expect the school grade to improve a "C" or higher this year.

### Orchard View Elementary School

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***Provide a summary of the desired experience and competencies needed of a principal at this school.***

- Evidence of leading school personnel to achieve goals and objectives aligned to the District's Strategic Plan.
- Demonstrated ability to develop the instructional skills of teachers and staff through observation, feedback, and coaching.
- Demonstrated ability to lead data-driven continuous improvement of the school's program, climate, and instruction.
- Demonstrated ability to create and sustain collective responsibility for the academic success of all students as defined in students' personalized plans and the achievement goals at the classroom, grade, department, and school levels.
- Evidence of success creating and sustaining a safe and supportive school climate for all students through staff, parent, and community partnerships.
- A track record of success improving and sustaining student achievement results in English Language Arts (ELA), Math, or Science for at least one sub-group of students, including specific results closing the achievement or opportunity gap.

***Will the current principal assigned to the school be retained?***

☒ Yes, the principal will be retained.     ☐ No, the principal will be replaced.

*If the current principal will be retained, answer the following questions.*

***Indicate the length of time the principal has been assigned to the school.***

Ms. Lisa Lee is in her first year as principal of Orchard View Elementary.  Ms. Lee was transferred to this position on July 11, 2016.

***Provide a rationale for retaining the principal.***

Ms. Lee is an experienced school administrator with a proven track record.  Prior to assuming the principal position at Orchard View, she served as principal of "B" rated Poinciana Elementary.  Ms. Lee is committed to turning around Orchard View and improving outcomes for all students.  Ms. Lee is also working closely with Regional Superintendent Dr. Ian Saltzman to raise student achievement.  As a "Focus DD" school, the District is closely monitoring Orchard View Elementary School's preliminary student diagnostic data, student and faculty attendance, student discipline data, and the implementation of the Low 300 extended instructional day, use of adaptive technology (i-Ready), and tutorial programs.  Observations and FY17 results to date indicate Ms. Lee is making considerable progress and we expect the school grade to improve a "C" or higher this year

## Lake Shore Middle School

***Provide a summary of the desired experience and competencies needed of a principal at this school.***

- Evidence of leading school personnel to achieve goals and objectives aligned to the District's Strategic Plan.
- Demonstrated ability to develop the instructional skills of teachers and staff through observation, feedback, and coaching.
- Demonstrated ability to lead data-driven continuous improvement of the school's program, climate, and instruction.

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- Demonstrated ability to create and sustain collective responsibility for the academic success of all students as defined in students' personalized plans and the achievement goals at the classroom, grade, department, and school levels.
- Evidence of success creating and sustaining a safe and supportive school climate for all students through staff, parent, and community partnerships.
- A track record of success improving and sustaining student achievement results in English Language Arts (ELA), Math, or Science for at least one sub-group of students, including specific results closing the achievement or opportunity gap.

***Will the current principal assigned to the school be retained?***

☒ Yes, the principal will be retained.          ☐ No, the principal will be replaced.

*If the current principal will be retained, answer the following questions.*

***Indicate the length of time the principal has been assigned to the school.***

Dr. Anthony Lockhart is in his second year as principal of Lake Shore Middle School.  Dr. Lockhart was recruited and transferred by the Superintendent to this position on June 18, 2015.  Dr. Lockhart was sought out for this challenging assignment due to his proved track record of educational leadership at Atlantic High School and his personal commitment to improve outcomes for students in the Glades region.

***Provide a rationale for retaining the principal.***

When Dr. Lockhart accepted the Superintendent Dr. Robert Avossa's challenge to turnaround Lake Shore Middle School, the school had just received a consecutive "F" school grade for FY15.  With the full support of the Central and Regional Offices, Dr. Lockhart successfully improved the school grade to "C" for FY16 in just one year on the job.  Dr. Lockhart's efforts earned him the District's Principal of the Year honors and his name has been submitted for consideration for this award at the state level.  The students of Lake Shore Middle are fortunate to have him as their principal.

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## Requirements and Deliverables

*Acknowledge the district's understanding of the requirements and deliverables listed below by checking each box and providing any information requested.*

### Highly Effective Leaders

The district must submit documentation that it has assigned a highly effective principal to each selected school by June 30, 2017.

☒ We understand

### Annual Principal Fund

The district must submit documentation of how the additional appropriation provided for the principal of each selected school pursuant to section 1011.6202(7), F.S., will be used by June 30, 2017.

☒ We understand

### School Turnaround Program

The district must submit its selected nationally recognized school turnaround program to the department for approval, and documentation that the program focuses on improving leadership, instructional infrastructure, talent management, and differentiated support and accountability by March 31, 2017.

☒ We understand

*If the district has started researching programs, answer the following question.*

**Identify one or more potential school turnaround programs to which the district may apply, and provide a link to each program's website.**

Our School District intends to utilize the University of Virginia (UVA) School Turnaround Program. This program is dedicated to establishing the school system conditions that set the stage for change and build transformative leadership capacity to achieve that change. A link to the program's website is provided below:

**http://www.darden.virginia.edu/darden-curry-ple/turnaround/**

### Leadership Development

The district must submit documentation that the principal and a three-member leadership team from each selected school, and district personnel working with each school, have enrolled in a nationally recognized school turnaround program by June 30, 2017.

☒ We understand

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## Part V: School Management

*In this section, the district will outline the fiscal and administrative autonomy that will be provided to all participating principals and acknowledge understanding of the requirements and deliverables relating to school management.*

### Financial and Administrative Management

***Describe the current financial and administrative management of the selected schools.***

Selected schools are currently allocated resources through District staffing formulas based on enrollment and student programmatic needs. Schools are allowed to perform budget cost neutral "trade-offs" with the approval of the regional superintendent and deputy superintendent. Our intent through the PAPPI program is to expand budget and staffing flexibility, empowering the school principals to direct resources to best meet the needs of their students.

### Requirements and Deliverables

*Acknowledge the district's understanding of the requirements and deliverables listed below by checking each box and providing any information requested.*

#### Fiscal and Administrative Autonomy

The district must submit documentation identifying the areas in which participating principals will have increased fiscal and administrative autonomy, including the authority and responsibilities provided in section 1012.28(8), F.S.; describing how the increased autonomy will help the selected schools improve student achievement and school management; and identifying the areas in which each selected school will continue to follow district school board fiscal and administrative policies by June 30, 2017.

☒ We understand

#### Autonomy Request Process

The district must submit documentation that it has established and communicated a process for participating principals to request additional fiscal and administrative autonomy by June 30, 2017.

☒ We understand

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## Part VI: Strategic Goals and Targets

*In this section, the district will describe the needs assessment methodology, outline the goals and targets for participating schools, and acknowledge understanding of the requirements and deliverables relating to annual school improvement planning.*

### Needs Assessment

***Describe the methods used to identify the educational strengths and needs of the participating schools' students.***

The needs assessment process and methodology include, but not be limited to: review and update of existing Step Zero data and supported with implementing the 8 Step Planning and Problem Solving Process to complete a Comprehensive Needs Assessment. These processes include an analysis of school performance, school discipline and attendance data, demographic data; school utilization of the elements of MTSS including School-wide Positive Behavior Support, School Based Problem Solving Teams, community supports utilized by the school, gaps in available resources, and Census and crime data about the surrounding community supports efforts in identifying any social emotional needs of students.

The District's Leadership Team/Academic Cabinet meets weekly to identify the educational strengths and problem-solve the needs of the schools and works closely with the Regional Superintendents who provide ongoing support and supervision. The Superintendent and Deputy Superintendent directly lead personalized data chats with school principals twice a year to monitor progress, determine if barriers are being reduced and providing schools with resources to assist them with meeting the identified needs. The Data Chats are driven by state and district assessments, and by data associated with various risk factors including student attendance, student discipline events, and teacher attendance.

The Division of Performance Accountability developed a Principal Dashboard which updates daily to provide real time attendance and discipline and provides comparisons along with historic snapshots. This dashboard is available on demand in the District's Data Warehouse system for district leaders, school leaders and other stakeholders to provide up-to-date analysis of student performance data across all assessed curriculum areas, student profile enrollments, teacher and student attendance, discipline events, gap analyses data, and early warning systems data by demographic groups.

### Goals and Performance Targets

*Complete the following questions for each school the district is including in the proposal.*

#### Lincoln Elementary

***Provide the school's mission statement.***

Lincoln Elementary School shares the same mission as the School District of Palm Beach County.  We are committed to providing a world class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

***Describe the school's student population.***
**Student Demographics:**

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**Lincoln Elementary School has a diverse population serving the Riviera Beach communities including parts of Singer Island.  9% of our student enrollment includes English Language Learners and 16% are Students with Disabilities, including three self-contained Intellectually Disabled units.**

- o   Black: 87%
- o   Hispanic: 10%
- o   White: 1%
- o   Asian:  0%
- o   Multiracial: 2%
- o   Native American: 0%
- o   FRL: 99%

Additional student data including FY16 FSA results, FY17 diagnostic comparative data, and discipline metrics are attached.

*Provide a summary of the needs assessment results, addressing strengths and gaps of the school in each of the following areas: effective leadership, collaborative teaching, ambitious instruction, supportive environment, and family and community engagement.*

**Needs Assessment Results:**

**Effective Leadership –** Strengths include a clear vision and goals for academic achievement and retaining highly effective staff.  Gaps for improvement include building capacity for all teachers through professional development including topics such as Growth Mindset.

**Collaborative Teaching –** Strengths include creating and following a schedule to allow for teachers to participate in Professional Learning Communities.  Teachers are supported by regional staff and administration to facilitate the PLC in making instructional data based decisions to support instruction.   Gaps for improvement include teacher analysis of student work, providing feedback with next steps, and compiling higher order level activities to increase rigor in learning.

**Ambitious Instruction –** Strengths include providing opportunities through data chats, professional development, and PLC to discuss standard based instruction.  Gaps include developing and engaging students in cognitively complex tasks.

**Supportive Environments –** Strengths include a SWPBS program, guidance counselor and social service facilitator to support student and family needs.  Gaps for improvement include implementation of SwPBS elements such as activity expectations, reinforcement of positive behavior and teaching core behavior lessons.

**Family and Community Engagement** - Strengths include a monthly awards night immediately following SAC meetings to award students for perfect attendance, iReady usage, and Student of the Month.  Gaps for improvement include an offering of small group parent courses in the areas of literacy, attendance, and social/emotional needs.

*Describe how the root causes of identified needs will be addressed to improve student achievement at the school.*

- • In the area of Effective Leadership, a math/science and reading coach as well as Single School Culture Coach will be assigned to new teachers to assist in building capacity.  Coaches, support personal and teachers will be grouped with teams as well as departmentally when at PLCs to assist with content knowledge and team building.
- • In the area of Collaborative Teaching and Ambitious Instruction, a Single School Culture Coordinator will facilitate the PLCs and coach teacher leaders to lead the PLC with their team members. We will be using protocols such as backwards design and unpacking of the standards to plan for engaging complex tasks.

- In the area of Supportive Environments our School Based Team leader, with the support of district staff, will provide professional development that includes time for practice, monitoring, and feedback to staff.
- In the area of Family and Community Engagement our part time parent liaison will provide staff trainings on parent participation and conducting parent conferences. She will also attend district trainings to gain more knowledge of other parent programs that are offered.

***Establish performance targets for student achievement, as defined in section 1008.34(1), F.S., that will result in a school grade of "C" or higher by the end of the 2018-19 school year.***

|  | FY16 | FY17 (Goal) | FY18 (Goal) | FY19 (Goal) | FY20 (Goal) |
|---|---|---|---|---|---|
| ELA Proficiency | 18% | 23% | 29% | 36% | 41% |
| ELA Learning Gains | 38% | 43% | 49% | 56% | 61% |
| ELA Lowest 25% L.G. | 46% | 51% | 57% | 64% | 69% |
| Math Proficiency | 38% | 43% | 49% | 56% | 61% |
| Math Learning Gains | 54% | 59% | 65% | 72% | 77% |
| Math Lowest 25% L.G. | 49% | 54% | 60% | 67% | 72% |
| Science Proficiency | 12% | 17% | 23% | 30% | 35% |
| Total Points | 262 | 297 | 339 | 381 | 416 |
| School Letter Grade | D | C | C | B | B |

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**Orchard View Elementary**

*Provide the school's mission statement.*

The mission of Orchard View Elementary School is to provide opportunities for all students to develop as literate, self-motivated persons of character in a safe, innovative, and challenging environment.

*Describe the school's student population.*

Orchard View Elementary school has a diverse group of students coming from Delray Beach, to countries around the world. We are proud to educate 40% of our students as English Language Learners as well as offer programming for students with varying exceptionalities.

**Student Demographics:**
- o Black: 58%
- o Hispanic: 26%
- o White: 11%
- o Asian: 3%
- o Multiracial: 2%
- o Native American: 0%
- o FRL: 92%

Additional student data including FY16 FSA results, FY17 diagnostic comparative data, and discipline metrics are attached.

*Provide a summary of the needs assessment results, addressing strengths and gaps of the school in each of the following areas: effective leadership, collaborative teaching, ambitious instruction, supportive environment, and family and community engagement.*

**Needs Assessment Results:**
1. **Effective Leadership** – Strengths include a clear vision and focus in the areas of Culture, Instruction, and Systems as evidenced by observing the single school culture, visual reminders throughout the school and reinforcing vision and focus at team meetings, PLCs, and faculty meetings. Gaps for improvement include building capacity for new teachers as well as changing the mindset of experienced teachers.
2. **Collaborative Teaching** – Strengths include providing a clear schedule as well as administrative support and facilitation of PLC meetings and Common Planning times. Gaps for improvement include teacher analysis of student work and compiling higher order level activities to increase rigor in learning.
3. **Ambitious Instruction** – Strengths include clear learning goals and scales that are standard based. Gaps for improvement include more hands on engagement with math and science and higher order interdisciplinary level learning to increase both content and reading levels.
4. **Supportive Environments** – Strengths include a clear SWPBS program, student assemblies, and two guidance counselors to support student and family needs. Gaps for improvement include wrap around support for individual students needing social emotional support and guidance.
5. **Family and Community Engagement** - Strengths include a monthly calendar of family events, in the areas of literacy, math and science/STEM as well as consistent call outs and flyers for participation including local businesses and community support. Gaps for improvement include an offering of small group parent university courses to cover literacy, behavior, and family success skills.

*Describe how the root causes of identified needs will be addressed to improve student achievement at the school.*

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- In the area of leadership and coaching, a math/science and reading coach as well as Single School Culture Coach will be assigned to new teachers to assist in building capacity. Coaches, support personal and teachers will be grouped with teams as well as departmentally when at PLCs to assist with content knowledge and team building.
- Master schedule will be changed to offer PLC meetings in the afternoon as well as common planning times for each grade level.
- Master schedule will be changed to provide for the most support for ELL and SWD learners in the classroom so that inclusion support is offered in every ELA and Math classroom.
- Staff Development Calendar will include time to master the SWPBS models as well as offer training in social emotional behavior support for students in poverty.
- Small group instruction will be implemented in literacy, math and science classrooms after standards based instruction is given in the large group, in order to provide differentiated instruction to groups of students who may be far below grade level standards.
- Project Based Learning Staff Development will be brought to the staff in stages to begin to implement higher order level learning in each grade level.
- Use of our data systems for individual tracking of student mastery by Florida Standard will be utilized at PLCs and standards calendars will be developed to ensure scopes of the standards are taught and retaught as needed.
- Family Engagement nights will be advertised within the system of callouts, mailers, as well as community support and business partners within the Haitian and Hispanic Communities we serve. An overall theme and welcoming support of celebrating cultures will surround each family engagement night.
- Implementation of a strings program beginning with the 17-18 Kindergarten cadre will increase oral language and fluency as well as parent involvement through performances paired with academic initiatives.

*Establish performance targets for student achievement, as defined in section 1008.34(1), F.S., that will result in a school grade of "C" or higher by the end of the 2018-19 school year.*

| Orchard View | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| ELA Proficiency | 32 | 40 | 48 | 56 |
| ELA Gains | 44 | 50 | 65 | 70 |
| ELA Low 25 | 43 | 55 | 60 | 68 |
| MATH Proficiency | 34 | 40 | 45 | 50 |
| MATH Gains | 38 | 45 | 60 | 70 |
| MATH Low 25 | 29 | 40 | 55 | 68 |
| Science Proficiency | 33 | 40 | 45 | 53 |
| Total | 253/36% | 310/44% | 378/54% | 435/62% |
| School Grade | D | C | B | A |

**Lake Shore Middle School**

*Provide the school's mission statement.*

The mission of Lake Shore Middle is to facilitate the development of productive citizens through academic achievement in a safe, nurturing student centered environment.

*Describe the school's student population.*

We are a migrant community. The parents of many of our students work in agriculture. Throughout the year a large percentage of students travel, with their families, from state to state following the crops

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of the season.  Starting in mid-October up until early to middle November, students arrive on our campus to start the school year.  Many students stay with us through April.  This trend repeats itself year after year.  Regrettably, many of the students do not have access to education outside of our school.  Given the obvious concerns with gaps in achievement, the challenge for us is to maximize the educational experience for each student.

**Student Demographics:**
- o   Black: 69%
- o   Hispanic: 29%
- o   White: 1%
- o   Asian:  <1%
- o   Multiracial:  <1%
- o   Native American:  0%
- o   FRL: 94%

Additional student data including FY16 FSA results, FY17 diagnostic comparative data, and discipline metrics are attached.

***Provide a summary of the needs assessment results, addressing strengths and gaps of the school in each of the following areas: effective leadership, collaborative teaching, ambitious instruction, supportive environment, and family and community engagement.***

At the start of every school year there are issues that must be addressed in every school.  Our needs assessment was based on the goals that we set for the administration, teachers, students, and community.

The first order of business was to assemble a team of veteran administrators and professionals to address the needs of the faculty, staff, and students.   One of the objectives of the leadership team was to implement a system of transparent expectations with guidelines.  We were careful to align our expectations with those set forth by the superintendent.

Our leadership practices became more effective when we showed respect for the gifts of the faculty and staff.  Recognizing their talent and acknowledging the cultural norms were necessary.  More importantly, we raised the level of expectations for all.  These factors affected achievement.

Teachers were encouraged to think and instruct creatively. For example, teaching outside of the classroom, field trips, and field experiments were not only expected, they were encouraged.

To address the gaps in achievement we perpetually made adjustments.   Instructional pairing was based on the needs of the students and the ability of the instructor.

To serve our community of stakeholders, we used traditional and nontraditional efforts.  While SAC meetings, Open House, and parent conferences, are typical events designed for parent engagement, we also participated in other fruitful activities.  We visited homes, churches, conducted meet and greet programs, academic nights, parent university sessions, visited city commission meetings, attended Saturday football games, conducted after school neighborhood walks, were also a major part of connecting with the community.

***Describe how the root causes of identified needs will be addressed to improve student achievement at the school.***

Two major root causes were diminished instructional capacity and a culture of low expectations.
Using data gathered through informal observations, data chats, and instructional rounds, we identified the needs of our teachers and addressed those areas via professional development sessions, on the spot coaching, corrective feedback, and celebrating success.

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*Establish performance targets for student achievement, as defined in section 1008.34(1), F.S., that will result in a school grade of "C" or higher by the end of the 2018-19 school year.*

The aforementioned efforts of a motivated team, an increased focus on achievement and academic rigor will help us maintain the instructional momentum that will allow us to maintain our goal of a "C" or higher.

## Requirements and Deliverables

*Acknowledge the district's understanding of the requirements and deliverables listed below by checking each box and providing any information requested.*

### School Improvement Plans

The district must submit documentation that each selected school annually engages stakeholders to design a school improvement plan that maintains alignment to the district's proposal, including targets.

☒ We understand

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# Lincoln Elementary

## FY17 ELA Diagnostic Compared to FSA16 by Grade and Demographic

| Test Grade | Test | Total | Black | Hispanic | White | SWD | ELL | FRL |
|---|---|---|---|---|---|---|---|---|
| 3 | FSA16 | 19 | 16 | 30 | 0 | 0 | 0 | 19 |
| | **Diag17** | **22** | **19** | **45** | | **0** | **40** | **23** |
| | FSA16-Diag17 Diff | 3 | 3 | 15 | | 0 | 40 | 4 |
| 4 | FSA16 | 15 | 15 | 25 | 0 | 11 | 13 | 14 |
| | **Diag17** | **23** | **21** | **33** | | **17** | **0** | **22** |
| | FSA16-Diag17 Diff | 8 | 6 | 8 | | 6 | -13 | 8 |
| 5 | FSA16 | 21 | 23 | 0 | 0 | 8 | 0 | 21 |
| | **Diag17** | **25** | **26** | **20** | **0** | **13** | **0** | **23** |
| | FSA16-Diag17 Diff | 4 | 3 | 20 | 0 | 5 | 0 | 2 |
| Overall | FSA16 | 18 | | | | | | |
| | **Diag17** | **23** | | | | | | |
| | FSA16-Diag17 Diff | 5 | | | | | | |

## FY17 Math Diagnostic Compared to FSA16 by Grade and Demographic

| Test Grade | Test | Total | Black | Hispanic | White | SWD | ELL | FRL |
|---|---|---|---|---|---|---|---|---|
| 3 | FSA16 | 48 | 45 | 60 | 0 | 22 | 0 | 48 |
| | **Diag17** | **55** | **52** | **82** | | **56** | **90** | **55** |
| | FSA16-Diag17 Diff | 7 | 7 | 22 | | 34 | 90 | 7 |
| 4 | FSA16 | 33 | 35 | 25 | 0 | 0 | 0 | 33 |
| | **Diag17** | **29** | **28** | **67** | | **20** | **33** | **29** |
| | FSA16-Diag17 Diff | -4 | -7 | 42 | | 20 | 33 | -4 |
| 5 | FSA16 | 30 | 27 | 67 | 100 | 45 | 0 | 30 |
| | **Diag17** | **35** | **38** | **20** | **0** | **25** | **0** | **35** |
| | FSA16-Diag17 Diff | 5 | 11 | -47 | -100 | -20 | 0 | 5 |
| Overall | FSA16 | 38 | | | | | | |
| | Diag17 | 41 | | | | | | |
| | FSA16-Diag17 Diff | 3 | | | | | | |

## FY17 Science Diagnostic Compared to FCAT16 by Grade and Demographic

| Test Grade | Test | Total | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5 | FSA16 | 12 | | | | | | |
| | **Diag17** | **19** | | | | | | |
| | FSA16-Diag17 Diff | 7 | | | | | | |

## Attendance and Discipline as of January 9, 2017

| Student Abs. | 11+ | 15+ | 21+ | Student Dis. | ODR | ISS | OSS |
|---|---|---|---|---|---|---|---|
| **Total** | **11.6%** | **4.7%** | **1.7%** | **Total** | **1.8%** | **.1%** | **1.3%** |
| White Female | 33.3% | 33.3% | 0% | White Female | 0% | 0% | 0% |
| Black Female | 8.6% | 2.5% | 1.5% | Black Female | .5% | 0.5% | 0% |
| Hisp. Female | 8.0% | 4.0% | 0% | Hisp. Female | 4.0% | 0% | 0% |
| ELL Female | 4.8% | 0% | 0% | ELL Female | 0% | 0% | 0% |
| SWD Female | 7.1% | 0% | 0% | SWD Female | 7.1% | 3.6% | 0% |
| White Male | 100% | 100% | 0% | White Male | 0% | 0% | 0% |
| Black Male | 14.6% | 6.6% | 1.8% | Black Male | 5.8% | .4% | 2.2% |
| Hisp. Male | 0% | 0% | 0% | Hisp. Male | 0% | 0% | 0% |
| ELL Male | 7.7% | 3.8% | 0% | ELL Male | 11.5% | 0% | 7.7% |
| SWD Male | 10.0% | 8.0% | 2.0% | SWD Male | 0% | 0% | 0% |

# Orchard View Elementary

| FY17 ELA Diagnostic Compared to FSA16 by Grade and Demographic | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Test Grade | Test | Total | Black | Hispanic | White | SWD | ELL | FRL |
| 3 | FSA16 | 26 | 15 | 23 | 65 | 9 | 3 | 23 |
| 3 | **Diag17** | **27** | **26** | **22** | **43** | **21** | **17** | **24** |
| 3 | FSA16-Diag17 Diff | 1 | 11 | -1 | -22 | 12 | 14 | 1 |
| 4 | FSA16 | 28 | 21 | 32 | 47 | 4 | 22 | 24 |
| 4 | **Diag17** | **37** | **32** | **38** | **88** | **21** | **15** | **36** |
| 4 | FSA16-Diag17 Diff | 9 | 11 | 6 | 41 | 17 | -7 | 12 |
| 5 | FSA16 | 36 | 31 | 38 | 56 | 0 | 0 | 36 |
| 5 | **Diag17** | **36** | **29** | **36** | **61** | **8** | **16** | **33** |
| 5 | FSA16-Diag17 Diff | 0 | -2 | -2 | 5 | 8 | 16 | -3 |
| Overall | FSA16 | 29 | | | | | | |
| Overall | **Diag17** | **33** | | | | | | |
| Overall | FSA16-Diag17 Diff | 4 | | | | | | |

| FY17 Math Diagnostic Compared to FSA16 by Grade and Demographic | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Test Grade | Test | Total | Black | Hispanic | White | SWD | ELL | FRL |
| 3 | FSA16 | 34 | 25 | 30 | 59 | 22 | 0 | 31 |
| 3 | **Diag17** | **40** | **36** | **48** | **43** | **29** | **24** | **38** |
| 3 | FSA16-Diag17 Diff | 6 | 11 | 18 | -16 | 7 | 24 | 7 |
| 4 | FSA16 | 27 | 20 | 19 | 59 | 4 | 20 | 22 |
| 4 | **Diag17** | **35** | **32** | **30** | **63** | **43** | **29** | **31** |
| 4 | FSA16-Diag17 Diff | 8 | 12 | 11 | 4 | 39 | 9 | 9 |
| 5 | FSA16 | 33 | 31 | 24 | 56 | 0 | 14 | 35 |
| 5 | **Diag17** | **39** | **32** | **40** | **50** | **15** | **24** | **36** |
| 5 | FSA16-Diag17 Diff | 6 | 16 | 16 | -6 | 15 | 10 | 1 |
| Overall | FSA16 | 31 | | | | | | |
| Overall | Diag17 | 38 | | | | | | |
| Overall | FSA16-Diag17 Diff | 7 | | | | | | |

| FY17 Science Diagnostic Compared to FCAT16 by Grade and Demographic | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5 | FSA16 | 29 | | | | | | |
| 5 | **Diag17** | **29** | | | | | | |
| 5 | FSA16-Diag17 Diff | 0 | | | | | | |

| Attendance and Discipline as of January 9, 2017 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Student Abs. | 11+ | 15+ | 21+ | Student Dis. | | ODR | ISS | OSS |
| Total | **8.2%** | **4.6%** | **1.2%** | Total | | **10%** | **.9%** | **1.9%** |
| White Female | 11.1% | 7.4% | 0% | White Female | | 3.7% | 0% | 0% |
| Black Female | 2.7% | 1.4% | 0% | Black Female | | 6.1% | 0% | .7% |
| Hisp. Female | 11.6% | 2.9% | 2.9% | Hisp. Female | | 0% | 0% | 0% |
| ELL Female | 5.7% | 1.9% | .9% | ELL Female | | 2.8% | 0% | .9% |
| SWD Female | 9.7% | 3.2% | 0% | SWD Female | | 6.5% | 0% | 3.2% |
| White Male | 16.7% | 11.1% | 5.6% | White Male | | 16.7% | 2.8% | 5.6% |
| Black Male | 6.8% | 5.1% | 1.7% | Black Male | | 21.5% | 1.7% | 4.0% |
| Hisp. Male | 11.9% | 3.6% | 0% | Hisp. Male | | 3.6% | 1.2% | 1.2% |
| ELL Male | 10.9% | 3.9% | 2.3% | ELL Male | | 19.4% | 2.3% | 3.9% |
| SWD Male | 9.5% | 8.3% | 3.6% | SWD Male | | 14.3% | 0% | 2.4% |

# Lake Shore Middle

## FY17 ELA Diagnostic Compared to FSA16 by Grade and Demographic

| Test Grade | Test | Total | Black | Hispanic | White | SWD | ELL | FRL |
|---|---|---|---|---|---|---|---|---|
| 6 | FSA16 | 19 | 19.9 | 18 | 0 | 7 | 0 | 18.8 |
| | Diag17 | 23.4 | 21.1 | 32.6 | 0 | 2.4 | 0 | 23.1 |
| | FSA16-Diag17 Diff | 4.4 | 1.2 | 14.6 | 0 | -4.6 | 0 | 4.3 |
| 7 | FSA16 | 19.9 | 18.8 | 23.8 | 0 | 0 | 10 | 19.3 |
| | Diag17 | 21.7 | 22.4 | 21.5 | 0 | 3.3 | 0 | 20.7 |
| | FSA16-Diag17 Diff | 1.8 | 3.6 | -2.3 | 0 | 3.3 | -10 | 1.4 |
| 8 | FSA16 | 39.8 | 39.2 | 37.5 | 100 | 3.3 | 21.4 | 39.4 |
| | Diag17 | 37.4 | 35.5 | 42.6 | | 14 | 19.2 | 37.4 |
| | FSA16-Diag17 Diff | -2.4 | -3.7 | 5.1 | | 10.7 | -2.2 | -1.7 |
| Overall | FSA16 | 26.1 | | | | | | |
| | Diag17 | 26.7 | | | | | | |
| | FSA16-Diag17 Diff | .6 | | | | | | |

## FY17 Math Diagnostic Compared to FSA16 by Grade and Demographic

| Test Grade | Test | Total | Black | Hispanic | White | SWD | ELL | FRL |
|---|---|---|---|---|---|---|---|---|
| 6 | FSA16 | 19.8 | 18.1 | 20.8 | 66.7 | 7.1 | 11.1 | 19.6 |
| | Diag17 | 20.6 | 18.2 | 30.2 | 0 | 4.9 | 10.9 | 20.8 |
| | FSA16-Diag17 Diff | .8 | .1 | 9.4 | -66.7 | -2.2 | -.2 | 1.2 |
| 7 | FSA16 | 23 | 20.4 | 30.6 | 0 | 1.9 | 0 | 22.4 |
| | Diag17 | 40.9 | 37.3 | 46.4 | 50 | 29.5 | 26.5 | 41.2 |
| | FSA16-Diag17 Diff | 17.9 | 16.9 | 15.8 | 50 | 27.6 | 26.5 | 18.8 |
| 8 | FSA16 | 50.8 | 51.8 | 49.2 | | 17.2 | 16.7 | 50.9 |
| | Diag17 | 58.6 | 58.4 | 59.4 | | 26.1 | 29.6 | 58.1 |
| | FSA16-Diag17 Diff | 7.8 | 6.6 | 10.2 | | 8.9 | 12.9 | 7.2 |
| Overall | FSA16 | 30.2 | | | | | | |
| | Diag17 | 40.5 | | | | | | |
| | FSA16-Diag17 Diff | 10.4 | | | | | | |

## FY17 Science Diagnostic Compared to FCAT16 by Grade and Demographic

| Test Grade | Test | Total | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5 | FSA16 | 33 | | | | | | |
| | Diag17 | 21.7 | | | | | | |
| | FSA16-Diag17 Diff | -11.3 | | | | | | |

## FY17 Civics Diagnostic Compared to EOC16 by Grade and Demographic

| Test Grade | Test | Total | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5 | FSA16 | 51.4 | | | | | | |
| | Diag17 | 47.2 | | | | | | |
| | FSA16-Diag17 Diff | -4.2 | | | | | | |

## Attendance and Discipline as of January 9, 2017

| Student Abs. | 11+ | 15+ | 21+ | Student Dis. | ODR | ISS | OSS |
|---|---|---|---|---|---|---|---|
| Total | 1.2% | .1% | 0% | Total | 27% | 16.3% | 16% |
| White Female | 0% | 0% | 0% | White Female | 0% | 0% | 0% |
| Black Female | .9% | 0% | 0% | Black Female | 21.7% | 15.2% | 13% |
| Hisp. Female | 1.1% | 0% | 0% | Hisp. Female | 7.5% | 4.3% | 5.4% |
| ELL Female | 0% | 0% | 0% | ELL Female | 5.9% | 0% | 4.4% |
| SWD Female | 3.7% | 0% | 0% | SWD Female | 27.8% | 20.4% | 20.4% |
| White Male | 0% | 0% | 0% | White Male | 50% | 0 | 0 |
| Black Male | 1.3% | .4% | 0% | Black Male | 44.1% | 27.5% | 26.2% |
| Hisp. Male | 1.9% | 0% | 0% | Hisp. Male | 18.1% | 6.7% | 10.5% |
| ELL Male | 2.8% | 0% | 0% | ELL Male | 23.6% | 9.7% | 18.1% |
| SWD Male | 0% | 0% | 0% | SWD Male | 42.2% | 24.5% | 29.4% |