Goal 1 Highest Student Achievement

Measure 1 (Early Learning) - Kindergarten Readiness – Percent of kindergarten students scoring "ready" on the Florida Kindergarten Readiness Screener (FLKRS) for the following subgroups:

a.   VPK Completers
b.   All VPK Participants
c.   VPK and School Readiness Participants
d.   VPK Non-Completers
e.   School Readiness Only Participants

Data and targets provided by OEL – Year indicates VPK year (for example, 2017-18 means kindergarten students in 2018-19)

VPK Program Year based on Subsequent Kindergarten Screening*	Percent Ready for Kindergarten by Category				Adopted Plan – Using 2018-19 Target as Baseline		
	2016-17 (Fall 2017 FLKRS)	2017-18 (Fall 2018 FLKRS)	Target as Baseline 2018-19	Actual 2018-19 (Fall 2019 FLKRS)	2024 Target	2024 Target	2024 Target
VPK Completers	63%	62%	63%	63%	68%	73%	78%
All VPK Participants	61%	59%	61%	60%	66%	71%	76%
VPK and School Readiness Participants	53%	52%	53%	51%	58%	63%	78%
VPK Non-Completers	48%	47%	48%	47%	53%	58%	63%
School Readiness Only Participants	35%	36%	37%	31%	42%	47%	52%

*Status of students is based on program year participation; Readiness is measured by the next year's kindergarten screening.

Red Target: Increase of 1 percentage point per year
Yellow Target: Increase of 2 percentage points per year
Green Target: Increase of 3 percentage points per year

Note: A 1 percentage point increase equates to approximately 1,229 VPK Completers, 1,501 VPK Participants, 133 VPK and School Readiness Participants, 272 VPK Non-Completers, and 35 School Readiness Only Participants based on 2017-18 data.

VPK Participation and Readiness by Program Year

	VPK Program Year																	
	2012-13*			2013-14**	2014-15**	2015-16**	2016-17			2017-18			2018-19		
Category	Count of Children	Count of Children Ready	%				Count of Children	Count of Children Ready	%	Count of Children	Count of Children Ready	%	Count of Children	Count of Children Ready	%
VPK Completers	122,240	99,752	82%	Not Applicable	Not Applicable	Not Applicable	120,641	76,419	63%	122,860	76,157	62%	123,686	78,169	63%
All VPK Participants	153,995	120,811	78%				149,302	91,227	61%	150,053	88,855	59%	149,950	90,641	60%
VPK and School Readiness Participants	23,790	17,239	73%				14,019	7,369	53%	13,347	6,992	52%	9,996	5,113	51%
VPK Non-Completers	31,755	21,059	66%				28,661	13,808	48%	27,193	12,698	47%	26,364	12,472	47%
School Readiness only Participants	4,758	2,533	53%				3,784	1,323	35%	3,538	1,273	36%	3,723	1,163	31%

Source: 2012-13 VPK Databook, 2012-13 Kindergarten Screening by VPK SR and both chart, VPK Readiness Rate matched child level data files, 2016-17 and 2017-18.

*2012-13 is based students determined "ready" on two instruments that comprised Kindergarten Screening.

**2013-14 to 2015-16 readiness data is not reported as Kindergarten Screening only consisted of an observational instrument.

Goal 1 Highest Student Achievement
Measure 2 (Early Learning) - Reducing the Percent of Low-Performing VPK Providers – Percent of VPK providers with a readiness rate below 60 percent

Data and targets provided by OEL – Year indicates VPK year

Percent of VPK Programs below Minimum Rate					Adopted Plan – Using 2018-19 Target as Baseline		
	2016-17 **	2017-18**	Target as Baseline 2018-19	Actual 2018-19	2024 Target	2024 Target	2024 Target
Percent of VPK Programs below Minimum Rate*	40%	42%	40%	33%	35%	30%	20%

** Provider rates were calculated but no consequences were applied as specified in Rule 6M-8.601(5), F.A.C. Providers that were on probation remained as such unless they met the minimum rate of 60%.

Red Target: Decrease of 1 percentage point per year
Yellow Target: Decrease of 2 percentage points per year
Green Target: Decrease of 4 percentage points per year

	VPK Program Year						
	2012-13	2013-14*	2014-15*	2015-16*	2016-17**	2017-18**	2018-19
Total VPK Programs	6,776	6,605	6,647	6,604	6,563	6,623	6,610
Count of VPK Programs below 60%	1,396	NA	NA	NA	2,619	2,801	2,158
Percent of VPK Programs below 60%	21%	NA	NA	NA	40%	42%	33%

Source: VPK Readiness Rates website data files, October 2019

* No Provider Rate was calculated as there were only results from an observational measure. DOE was prohibited from calculating a rate without a direct assessment.

** Provider rates were calculated but no consequences were applied as specified in Rule 6M-8.601(5), F.A.C. Providers that were on probation remained as such unless they met the minimum rate of 60%.

Goal 1 Highest Student Achievement

Measure 3 (K-12) - Student Achievement on Florida Assessments – Percent of students achieving grade-level or above performance in:
a. English Language Arts (ELA) (Combined Grades 3-10)
b. Mathematics (Combined Grades 3-8, Algebra 1 and Geometry EOCs)
c. Science (Combined Grades 5, 8 and Biology 1 EOC)
d. Social Studies (Combined Civics and US History EOCs)

	Percent of Students Achieving Grade-Level or Above Performance						Adopted Plan – Using 2018-19 as Baseline		
Subject	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Baseline 2018-19**	**Year 1 2019-20***	**2024 Target**	**2024 Target**	**2024 Target**
English Language Arts	52%	52%	53%	54%	55%	NA	59%	65%	90%
Mathematics	52%	53%	56%	57%	58%	NA	66%	73%	90%
Science	55%	54%	54%	57%	56%	NA	57%	61%	90%
Social Studies	65%	66%	68%	69%	70%	NA	76%	85%	90%

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled.

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19)
- ELA: 0.75% per year
- Mathematics: 1.50% per year
- Science: 0.25% per year
- Social Studies: 1.25% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number
- ELA: 2% per year
- Mathematics: 3% per year
- Science: 1% per year
- Social Studies: 3% per year

Green Target: 90%
- ELA: 7% per year
- Mathematics: 6.4% per year
- Science: 6.8% per year
- Social Studies: 4% per year

Note: A 1 percentage point increase equates to approximately 16,760 students in ELA (Grades 3-10); 15,880 students in Mathematics (Grades 3-8, Algebra 1 and Geometry); 6,190 students in Science (Grades 5 and 8, Biology 1); and 3,990 students in Social Studies (Civics and US History) based on 2018-19 data.

Goal 1 Highest Student Achievement

Measure 4 (K-12) - Focused Measure on Student Achievement in Particular Grades and/or Subjects – Percent of students achieving grade-level or above performance in:

a. Grade 3 ELA
b. Civics EOC

	Percent of Students Achieving Grade-Level or Above Performance						Adopted Plan – Using 2018-19 as Baseline		
Subject	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Baseline 2018-19**	**Year 1 2019-20***	**2024 Target**	**2024 Target**	**2024 Target**
Grade 3 English Language Arts (ELA)	53%	54%	58%	57%	58%	NA	64%	73%	90%
Civics	65%	67%	69%	71%	71%	NA	79%	86%	90%

*Pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](), spring K-12 statewide, standardized assessment test administrations for the 2019-20 school year were canceled.

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19)
- Grade 3 ELA: 1.25% per year
- Civics: 1.50% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number
- Grade 3 ELA: 3% per year
- Civics: 3% per year

Green Target: 90%
- Grade 3 ELA: 6.4% per year
- Civics: 3.8% per year

Note: A 1 percentage point increase equates to approximately 2,170 students in Grade 3 ELA and 2,140 students in Civics, based on 2018-19 data.

Goal 1 Highest Student Achievement

Measure 5 (K-12) - Continued Achievement Growth on Florida Assessments – Percent of students making learning gains in:

a. ELA
b. Mathematics

	Percent of Students Who Improved					**Adopted Plan –** **Using 2018-19 as Baseline**		
Subject	**2015-16**	**2016-17**	**2017-18**	**Baseline 2018-19**	**Year 1 2019-20***	**2024 Target**	**2024 Target**	**2024 Target**
English Language Arts	52%	54%	54%	55%	NA	60%	65%	90%
Mathematics	52%	55%	57%	58%	NA	68%	78%	90%

*Pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](), accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

Red Target: Historical Growth Rate (based on growth from 2015-16 to 2018-19)
- ELA Gains: 1% per year
- Mathematics Gains: 2% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number
- ELA Gains: 2% per year
- Mathematics Gains: 4% per year

Green Target: 90%
- ELA Gains: 7% per year
- Mathematics Gains: 6.4% per year

Note: A 1 percentage point increase equates to approximately 13,690 students in ELA and 12,160 students in Mathematics, based on 2018-19 data.

Goal 1 Highest Student Achievement

Measure 6 (K-12) - Closing the Achievement Gap – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for All Students

Subgroup	Subject	2014-15 (percentage point gap)	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20*	Adopted Plan – Using 2018-19 as Baseline 2024 Target	2024 Target	2024 Target
White and African American students	English Language Arts	31	29	29	28	29	NA	27	24	0
White and African American students	Mathematics	30	31	29	30	29	NA	28	27	0
White and African American students	Science	32	32	32	32	32	NA	27	22	0
White and African American students	Social Studies	27	28	26	25	24	NA	20	17	0
White and Hispanic students	English Language Arts	15	15	16	14	15	NA	10	5	0
White and Hispanic students	Mathematics	15	16	15	15	14	NA	13	12	0
White and Hispanic students	Science	18	18	18	18	18	NA	13	8	0
White and Hispanic students	Social Studies	16	16	15	14	13	NA	9	6	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	28	27	26	26	24	NA	19	14	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	24	24	23	23	21	NA	17	14	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	27	25	25	25	24	NA	20	17	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	23	22	20	20	18	NA	12	6	0
Students with Disabilities and Students Without Disabilities	English Language Arts	38	37	38	38	38	NA	33	28	0
Students with Disabilities and Students Without Disabilities	Mathematics	32	33	33	35	33	NA	28	23	0
Students with Disabilities and Students Without Disabilities	Science	34	34	35	36	35	NA	30	25	0
Students with Disabilities and Students Without Disabilities	Social Studies	34	34	34	34	33	NA	32	31	0
English Language Learners and Non-English Language Learners	English Language Arts	30	30	32	30	29	NA	28	27	0
English Language Learners and Non-English Language Learners	Mathematics	20	21	21	22	19	NA	18	17	0
English Language Learners and Non-English Language Learners	Science	37	36	35	35	31	NA	24	16	0
English Language Learners and Non-English Language Learners	Social Studies	38	37	36	35	35	NA	31	28	0

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide, standardized assessment test administrations for the 2019-20 school year were canceled.

Goal 1 Highest Student Achievement
Measure 6 (K-12) - Closing the Achievement Gap – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for D & F Schools

Subgroup	Subject	2014-15 (percentage point gap)	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20*	Adopted Plan – Using 2018-19 as Baseline		
								2024 Target	2024 Target	2024 Target
White and African American students	English Language Arts	16	18	19	20	16	NA	11	6	0
White and African American students	Mathematics	15	16	17	17	15	NA	10	5	0
White and African American students	Science	19	23	22	25	22	NA	17	12	0
White and African American students	Social Studies	16	23	19	17	12	NA	7	2	0
White and Hispanic students	English Language Arts	11	12	13	13	10	NA	9	8	0
White and Hispanic students	Mathematics	9	9	11	11	9	NA	4	0	0
White and Hispanic students	Science	13	15	15	18	12	NA	11	10	0
White and Hispanic students	Social Studies	14	16	17	15	11	NA	7	4	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	11	13	14	13	12	NA	7	2	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	6	9	9	10	8	NA	3	0	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	9	13	12	12	12	NA	7	2	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	7	13	13	5	8	NA	3	0	0
Students with Disabilities and Students Without Disabilities	English Language Arts	23	24	23	23	23	NA	18	13	0
Students with Disabilities and Students Without Disabilities	Mathematics	22	21	20	23	22	NA	17	12	0
Students with Disabilities and Students Without Disabilities	Science	20	22	20	21	21	NA	16	11	0
Students with Disabilities and Students Without Disabilities	Social Studies	28	28	26	27	29	NA	24	19	0
English Language Learners and Non-English Language Learners	English Language Arts	14	15	18	14	13	NA	12	11	0
English Language Learners and Non-English Language Learners	Mathematics	8	9	9	11	7	NA	6	5	0
English Language Learners and Non-English Language Learners	Science	17	21	20	19	12	NA	6	0	0
English Language Learners and Non-English Language Learners	Social Studies	23	23	27	22	23	NA	18	13	0

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide, standardized assessment test administrations for the 2019-20 school year were canceled.

Goal 1 Highest Student Achievement

Measure 6 (K-12) - Closing the Achievement Gap – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for Title I Schools

Subgroup	Subject	2014-15 (percentage point gap)	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20*	Adopted Plan – Using 2018-19 as Baseline 2024 Target	2024 Target	2024 Target
White and African American students	English Language Arts	24	23	24	23	22	NA	20	17	0
White and African American students	Mathematics	25	24	23	22	22	NA	18	15	0
White and African American students	Science	26	26	26	26	26	NA	21	16	0
White and African American students	Social Studies	22	23	20	20	19	NA	15	12	0
White and Hispanic students	English Language Arts	12	12	14	12	11	NA	10	9	0
White and Hispanic students	Mathematics	13	12	12	11	11	NA	9	6	0
White and Hispanic students	Science	15	15	15	15	15	NA	10	5	0
White and Hispanic students	Social Studies	14	13	13	11	10	NA	5	0	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	20	19	19	19	17	NA	13	10	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	17	16	16	16	14	NA	10	7	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	19	18	18	18	18	NA	17	16	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	16	15	13	14	13	NA	9	6	0
Students with Disabilities and Students Without Disabilities	English Language Arts	31	32	32	33	33	NA	28	23	0
Students with Disabilities and Students Without Disabilities	Mathematics	27	28	29	30	30	NA	25	20	0
Students with Disabilities and Students Without Disabilities	Science	29	30	29	30	31	NA	26	21	0
Students with Disabilities and Students Without Disabilities	Social Studies	32	31	31	32	32	NA	27	22	0
English Language Learners and Non-English Language Learners	English Language Arts	22	23	25	24	22	NA	17	12	0
English Language Learners and Non-English Language Learners	Mathematics	14	15	15	16	14	NA	9	4	0
English Language Learners and Non-English Language Learners	Science	28	29	28	29	25	NA	21	18	0
English Language Learners and Non-English Language Learners	Social Studies	31	30	30	30	31	NA	26	21	0

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide, standardized assessment test administrations for the 2019-20 school year were canceled.

Goal 1 Highest Student Achievement

Measure 6 (K-12) - Closing the Achievement Gap – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for Charter Schools

Subgroup	Subject	2014-15 (percentage point gap)	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20*	Adopted Plan – Using 2018-19 as Baseline		
								2024 Target	2024 Target	2024 Target
White and African American students	English Language Arts	28	26	26	24	23	NA	17	11	0
White and African American students	Mathematics	28	27	26	25	24	NA	19	14	0
White and African American students	Science	31	30	29	28	29	NA	27	24	0
White and African American students	Social Studies	27	28	23	22	21	NA	14	6	0
White and Hispanic students	English Language Arts	9	9	10	9	9	NA	4	0	0
White and Hispanic students	Mathematics	9	10	9	9	9	NA	4	0	0
White and Hispanic students	Science	12	12	11	11	12	NA	7	2	0
White and Hispanic students	Social Studies	11	10	9	8	8	NA	4	1	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	18	18	19	17	17	NA	16	15	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	16	16	16	15	16	NA	11	6	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	17	19	18	16	19	NA	14	9	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	14	14	12	10	11	NA	7	4	0
Students with Disabilities and Students Without Disabilities	English Language Arts	36	37	38	38	39	NA	34	29	0
Students with Disabilities and Students Without Disabilities	Mathematics	30	33	33	35	34	NA	29	24	0
Students with Disabilities and Students Without Disabilities	Science	31	31	33	33	34	NA	29	24	0
Students with Disabilities and Students Without Disabilities	Social Studies	31	32	30	31	31	NA	26	21	0
English Language Learners and Non-English Language Learners	English Language Arts	27	28	30	28	27	NA	22	17	0
English Language Learners and Non-English Language Learners	Mathematics	17	18	18	20	18	NA	13	8	0
English Language Learners and Non-English Language Learners	Science	33	34	32	32	28	NA	22	16	0
English Language Learners and Non-English Language Learners	Social Studies	30	30	30	28	27	NA	23	20	0

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide, standardized assessment test administrations for the 2019-20 school year were canceled.

Goal 1 Highest Student Achievement

Measure 7 (K-12) - High School Graduation Rate – Percent of students graduating with a standard diploma in 4 years

	2014-15	2015-16	2016-17	Baseline 2017-18	Year 1 2018-19	Year 2 2019-20	Adopted Plan – Using 2017-18 as Baseline		
							2024 Target	2024 Target	2024 Target
Graduation Rate	77.9%	80.7%	82.3%	86.1%	86.9%	90.0%	100%	100%	100%

* When comparing the 2019-20 graduation rate to prior years, it is important to note that pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](), students in the 2019-20 graduating class were exempt from statewide, standardized assessment requirements stipulated in s. 1003.4282, F.S. Approximately 7.1% of the 2019-20 graduating class graduated with this exemption.

<u>Note</u>: A 1 percentage point increase equates to approximately 2,100 students, based on 2017-18 data.

Goal 1 Highest Student Achievement

Measure 7 (K-12) - High School Graduation Rate – Percent of students graduating with a standard diploma in 4 years
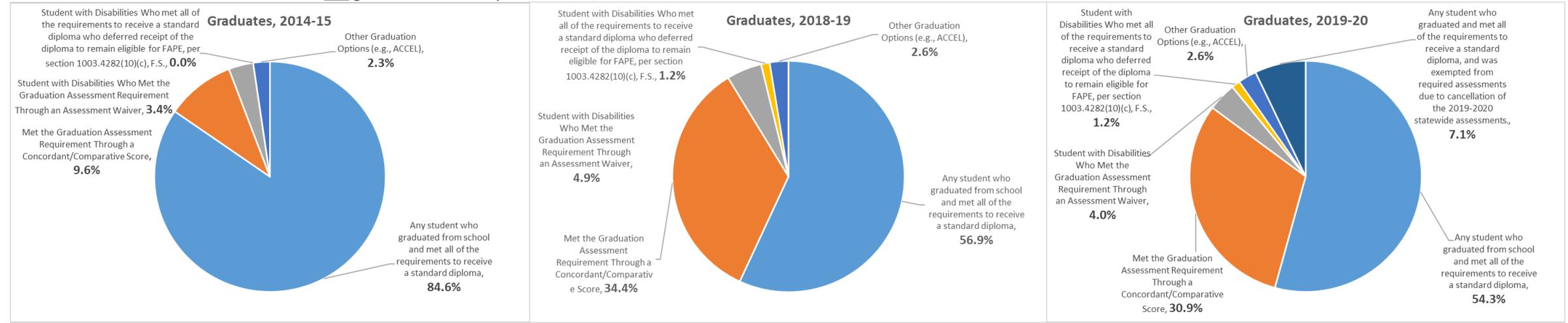
Breakdown of the Graduates

2014-15 – Breakdown of the 77.9% that did graduate within 4 years

2018-19 – Breakdown of the 86.9% that did graduate within 4 years

2019-20 – Breakdown of the 90.0% that did graduate within 4 years

Graduates, 2014-15
- Student with Disabilities Who met all of the requirements to receive a standard diploma who deferred receipt of the diploma to remain eligible for FAPE, per section 1003.4282(10)(c), F.S., **0.0%**
- Other Graduation Options (e.g., ACCEL), **2.3%**
- Student with Disabilities Who Met the Graduation Assessment Requirement Through an Assessment Waiver, **3.4%**
- Met the Graduation Assessment Requirement Through a Concordant/Comparative Score, **9.6%**
- Any student who graduated from school and met all of the requirements to receive a standard diploma, **84.6%**

Graduates, 2018-19
- Student with Disabilities Who met all of the requirements to receive a standard diploma who deferred receipt of the diploma to remain eligible for FAPE, per section 1003.4282(10)(c), F.S., **1.2%**
- Other Graduation Options (e.g., ACCEL), **2.6%**
- Student with Disabilities Who Met the Graduation Assessment Requirement Through an Assessment Waiver, **4.9%**
- Met the Graduation Assessment Requirement Through a Concordant/Comparative Score, **34.4%**
- Any student who graduated from school and met all of the requirements to receive a standard diploma, **56.9%**

Graduates, 2019-20
- Student with Disabilities Who met all of the requirements to receive a standard diploma who deferred receipt of the diploma to remain eligible for FAPE, per section 1003.4282(10)(c), F.S., **1.2%**
- Other Graduation Options (e.g., ACCEL), **2.6%**
- Any student who graduated and met all of the requirements to receive a standard diploma, and was exempted from required assessments due to cancellation of the 2019-2020 statewide assessments., **7.1%**
- Student with Disabilities Who Met the Graduation Assessment Requirement Through an Assessment Waiver, **4.0%**
- Met the Graduation Assessment Requirement Through a Concordant/Comparative Score, **30.9%**
- Any student who graduated from school and met all of the requirements to receive a standard diploma, **54.3%**

* When comparing the 2019-20 graduation rate to prior years, it is important to note that pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, students in the 2019-20 graduating class were exempt from statewide, standardized assessment requirements stipulated in s. 1003.4282, F.S. Approximately 7.1% of the 2019-20 graduating class graduated with this exemption.

- Though the high school graduation rate has increased from 77.9% in 2014-15 to 86.9% in 2018-19 and 90.0% in 2019-20, a much higher percentage of graduates are completing their requirements through the use of a concordant or comparative score than by passing the required statewide assessments.
  - 34.4% of graduates in 2018-19 and 30.9% in 2019-20 compared to 9.6% of graduates in 2014-15
  - 7.1% of graduates in 2019-20 also received an exemption from the required statewide assessments
- This is a reflection of the flexibility that was provided for the 2019-20 graduating class pursuant to Emergency Order No. 2020-EO-1 and by the State Board to grandfather in the old concordant scores (May 2018 meeting), which are aligned to the former statewide assessments (FCAT 2.0) for any student scheduled to graduate between 2017-18 and 2020-21.
- Students scheduled to graduate in 2021-22 will be the first class that must either pass the current statewide assessments or earn a concordant score aligned to the current statewide assessments.
- Additionally, more students are graduating through the use of an assessment waiver for students with disabilities today than in 2014-15 (4.9% of graduates in 2018-19 and 4.0% in 2019-20 compared to 3.4% of graduates in 2014-15).
- This is the result of the elimination of the special diploma.

Goal 1 Highest Student Achievement

Measure 7 (K-12) - High School Graduation Rate – Percent of students graduating with a standard diploma in 4 years
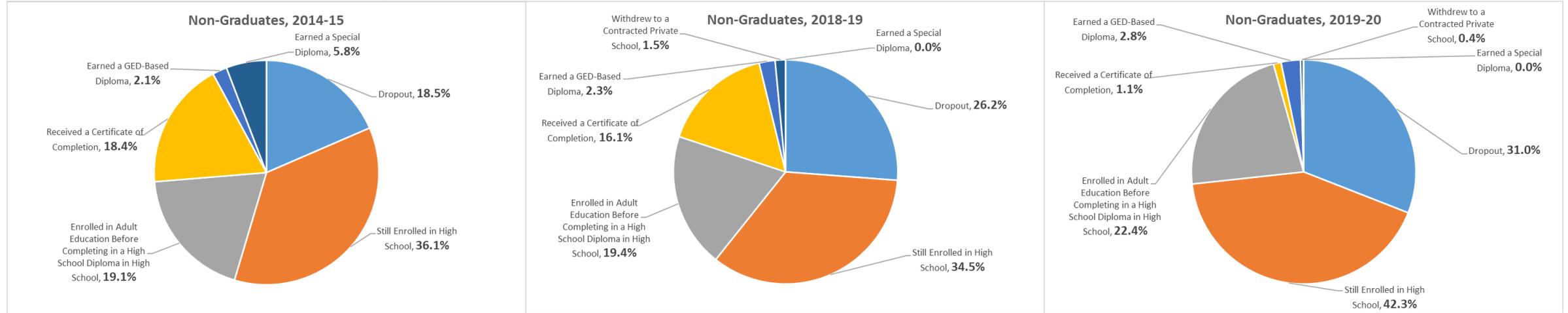
Breakdown of the Non-Graduates

2014-15 – Breakdown of the 22.1% that did not graduate within 4 years
2018-19 – Breakdown of the 13.1% that did not graduate within 4 years
2019-20 – Breakdown of the 10.0% that did not graduate within 4 years

Non-Graduates, 2014-15
- Earned a Special Diploma, **5.8%**
- Earned a GED-Based Diploma, **2.1%**
- Received a Certificate of Completion, **18.4%**
- Enrolled in Adult Education Before Completing in a High School Diploma in High School, **19.1%**
- Still Enrolled in High School, **36.1%**
- Dropout, **18.5%**

Non-Graduates, 2018-19
- Withdrew to a Contracted Private School, **1.5%**
- Earned a Special Diploma, **0.0%**
- Earned a GED-Based Diploma, **2.3%**
- Received a Certificate of Completion, **16.1%**
- Enrolled in Adult Education Before Completing in a High School Diploma in High School, **19.4%**
- Still Enrolled in High School, **34.5%**
- Dropout, **26.2%**

Non-Graduates, 2019-20
- Earned a GED-Based Diploma, **2.8%**
- Withdrew to a Contracted Private School, **0.4%**
- Earned a Special Diploma, **0.0%**
- Received a Certificate of Completion, **1.1%**
- Enrolled in Adult Education Before Completing in a High School Diploma in High School, **22.4%**
- Still Enrolled in High School, **42.3%**
- Dropout, **31.0%**

* When comparing the 2019-20 graduation rate to prior years, it is important to note that pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](#), students in the 2019-20 graduating class were exempt from statewide, standardized assessment requirements stipulated in s. 1003.4282, F.S. Approximately 7.1% of the 2019-20 graduating class graduated with this exemption.

Goal 1 Highest Student Achievement

Measure 7 (K-12) - High School Graduation Rate – Percent of students graduating with a standard diploma in 4 years

Disaggregation of Standard Diploma Graduates (within 4 years) by Graduation Code

Year	Any student who graduated from school and met all of the requirements to receive a standard diploma		Met the Graduation Assessment Requirement Through a Concordant/Comparative Score		Student with Disabilities Who Met the Graduation Assessment Requirement Through an Assessment Waiver		Student with Disabilities Who met all of the requirements to receive a standard diploma who deferred receipt of the diploma to remain eligible for FAPE, per section 1003.4282(10)(c), F.S.		Any student who graduated and met all of the requirements to receive a standard diploma, and was exempted from required assessments due to cancellation of the 2019-2020 statewide assessments.		Other Graduation Options (e.g., ACCEL)		All Graduates	
	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates
2019-20	102,097	54.3%	58,037	30.9%	7,478	4.0%	2,249	1.2%	13,381	7.1%	4,846	2.6%	188,088	100%
2018-19	104,906	56.9%	63,471	34.4%	9,069	4.9%	2,247	1.2%			4,816	2.6%	184,509	100%
2017-18	115,312	63.9%	49,666	27.5%	7,967	4.4%	1,909	1.1%			5,569	3.1%	180,423	100%
2016-17	120,293	71.6%	35,431	21.1%	6,912	4.1%	531	0.3%			4,875	2.9%	168,042	100%
2015-16	128,922	80.7%	19,865	12.4%	6,043	3.8%	118	0.1%			4,724	3.0%	159,672	100%
2014-15	131,738	84.6%	14,989	9.6%	5,360	3.4%	9	0.0%			3,618	2.3%	155,714	100%

Disaggregation of Non-Graduates (within 4 years) by Withdrawal Code

Year	Dropout		Still Enrolled in High School		Enrolled in Adult Education Before Completing in a High School Diploma in High School		Received a Certificate of Completion		Received a Certificate of Completion		Withdrew to a Contracted Private School		Earned a Special Diploma		All Non-Graduates	
	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates
2019-20	6,485	31.0%	8,867	42.3%	4,689	22.4%	233	1.1%	583	2.8%	90	0.4%	6	0.0%	20,953	100%
2018-19	7,257	26.2%	9,567	34.5%	5,377	19.4%	4,462	16.1%	645	2.3%	416	1.5%	7	0.0%	27,731	100%
2017-18	7,425	25.5%	11,064	38.0%	5,941	20.4%	3,819	13.1%	3,819	13.1%	242	0.8%	30	0.1%	29,124	100%
2016-17	8,159	22.6%	12,131	33.5%	6,634	18.3%	5,811	16.1%	5,811	16.1%	974	2.7%	1,714	4.7%	36,170	100%
2015-16	7,492	19.6%	13,801	36.1%	7,173	18.8%	6,799	17.8%	6,799	17.8%	NA	NA	2,244	5.9%	38,214	100%
2014-15	8,178	18.5%	15,978	36.1%	8,438	19.1%	8,144	18.4%	8,144	18.4%	NA	NA	2,563	5.8%	44,257	100%

* When comparing the 2019-20 graduation rate to prior years, it is important to note that pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, students in the 2019-20 graduating class were exempt from statewide, standardized assessment requirements stipulated in s. 1003.4282, F.S. Approximately 7.1% of the 2019-20 graduating class graduated with this exemption.

Goal 1 Highest Student Achievement

Measure 8 (K-12) - High School Graduation Rate Plus – Percent of high school graduates who have successfully completed one or more accelerated outcomes (passed an AP, IB, or AICE exam or passed a dual enrollment course) or earned an industry certification

	2014-15	2015-16	2016-17	Baseline 2017-18	Year 1 2018-19	Year 2 2019-20*	Adopted Plan – Using 2017-18 as Baseline		
							2024 Target	2024 Target	2024 Target
% Graduates with Acceleration Credit	55%	55%	59%	61%	63%	63%	73%	85%	90%
# Graduates with Acceleration Credit	85,168	88,503	99,979	110,291	116,203	118,237			
# Graduates	155,714	159,672	168,042	180,411	184,509	188,088			

*Preliminary 2019-20 data

Red Target: Historical Growth Rate (based on growth from 2015-16 to 2017-18)
- 2% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number
- 4% per year

Green Target: 90%
- 4.83% per year

Note: A 1 percentage point increase equates to approximately 1,800 students, based on 2017-18 data.

Goal 1 Highest Student Achievement

Measure 9 (K-12) - Successful Transition of English Language Learners – Percent of English Language Learners achieving grade-level and above performance and making learning gains on state assessments by ELL service level and years in ESOL program

Percent of Students Achieving Grade-Level Performance or Above

Subject	ELL Code	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	2024 Target	2024 Target	2024 Target	Number of Students Tested 2018-19
English Language Arts	LP	38%	40%	38%	26%	35%	NA	40%	45%	90%	195
English Language Arts	LY	14%	15%	17%	17%	17%	NA	20%	22%	90%	151,611
English Language Arts	LF	48%	45%	44%	52%	57%	NA	69%	82%	90%	81,066
English Language Arts	LZ	57%	58%	58%	59%	59%	NA	62%	64%	90%	138,782
English Language Arts	LA						NA				
English Language Arts	Not ELL	56%	56%	58%	58%	59%	NA	64%	69%	90%	1,303,930
Mathematics	LP	37%	45%	41%	38%	38%	NA	39%	43%	90%	205
Mathematics	LY	25%	27%	32%	31%	32%	NA	40%	47%	90%	153,605
Mathematics	LF	53%	50%	51%	58%	62%	NA	74%	87%	90%	80,093
Mathematics	LZ	51%	53%	57%	60%	59%	NA	68%	79%	90%	125,020
Mathematics	LA						NA				
Mathematics	Not ELL	55%	56%	59%	60%	61%	NA	68%	76%	90%	1,228,998
Science	LP	34%	31%	42%	39%	41%	NA	50%	56%	90%	68
Science	LY	16%	16%	16%	17%	16%	NA	21%	26%	90%	49,608
Science	LF	42%	36%	41%	49%	53%	NA	66%	78%	90%	27,415
Science	LZ	58%	57%	58%	58%	59%	NA	60%	64%	90%	61,167
Science	LA						NA				
Science	Not ELL	59%	58%	58%	61%	60%	NA	62%	65%	90%	480,879
Social Studies	LP	42%	59%	52%	52%	53%	NA	67%	83%	90%	34
Social Studies	LY	21%	25%	26%	28%	29%	NA	39%	49%	90%	27,745
Social Studies	LF	51%	50%	55%	60%	60%	NA	71%	80%	90%	13,745
Social Studies	LZ	67%	68%	71%	71%	74%	NA	82%	89%	90%	50,205
Social Studies	LA						NA				
Social Studies	Not ELL	69%	70%	72%	73%	74%	NA	80%	84%	90%	307,314

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide, standardized assessment test administrations for the 2019-20 school year were canceled.

Code Definitions

LP	The student is in the 3rd-12th grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12th grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending aural/oral assessment (<1% of ELLs in 2018-19)
LY	The student is classified as limited English proficient and is enrolled or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach (48% of ELLs in 2018-19)
LF	The student is being followed up for a two-year period after having exited from the ESOL program (18% of ELLs in 2018-19)
LZ	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. This code also applies to John M. McKay Scholarship students who were formerly in an English Language Learners program. (34% of ELLs in 2018-19)
LA	The student has completed the two-year follow-up period after exiting the ESOL program (code LF) and is reported in this category for the next two years (years 3-4 after exiting) for the purpose of student subgroup reporting per the state ESSA plan.
Not ELL	Not an ELL (ELLs made up 21% of the overall student population in 2018-19 – So this group is 79% of the population)

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number or assume 1% increase if rounds to zero; Green Target: 90%

Percent of Students Making Learning Gains

Subject	ELL Code	2015-16	2016-17	2017-18	2018-19	2019-20*	2024 Target	2024 Target	2024 Target
English Language Arts	LP	64%	64%	50%	56%	NA	61%	66%	90%
English Language Arts	LY	43%	43%	46%	47%	NA	54%	62%	90%
English Language Arts	LF	48%	47%	52%	55%	NA	67%	80%	90%
English Language Arts	LZ	54%	55%	56%	55%	NA	57%	60%	90%
English Language Arts	LA					NA			
English Language Arts	Not ELL	52%	55%	55%	56%	NA	63%	71%	90%
Mathematics	LP	50%	57%	62%	50%	NA	55%	60%	90%
Mathematics	LY	45%	50%	50%	52%	NA	64%	77%	90%
Mathematics	LF	48%	52%	53%	59%	NA	77%	94%	100%
Mathematics	LZ	51%	55%	57%	56%	NA	64%	71%	90%
English Language Arts	LA					NA			
Mathematics	Not ELL	53%	56%	57%	58%	NA	66%	73%	90%

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

Code Definitions

LP	The student is in the 3rd-12th grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12th grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending aural/oral assessment (<1% of ELLs in 2018-19)
LY	The student is classified as limited English proficient and is enrolled or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach (48% of ELLs in 2018-19)
LF	The student is being followed up for a two-year period after having exited from the ESOL program (18% of ELLs in 2018-19)
LZ	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. This code also applies to John M. McKay Scholarship students who were formerly in an English Language Learners program. (34% of ELLs in 2018-19)
LA	The student has completed the two-year follow-up period after exiting the ESOL program (code LF) and is reported in this category for the next two years (years 3-4 after exiting) for the purpose of student subgroup reporting per the state ESSA plan.
Not ELL	Not an ELL (ELLs made up 21% of the overall student population in 2018-19 – So this group is 79% of the population)

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number or assume 1% increase if rounds to zero; Green Target: 90% or higher

Percent of Students Achieving Grade-Level Performance or Above
ELLs Currently Receiving ESOL Services (LY) By Years in Program

Subject	Years in Program	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	2024 Target	2024 Target	2024 Target	Number of Students Tested 2018-19
English Language Arts	0<1 year	9%	9%	8%	9%	8%	NA	13%	18%	90%	19,814
English Language Arts	1<2 years	14%	16%	17%	15%	16%	NA	19%	21%	90%	22,375
English Language Arts	2<3 years	17%	18%	20%	18%	18%	NA	19%	23%	90%	20,683
English Language Arts	3-5 years	19%	19%	26%	24%	23%	NA	28%	33%	90%	50,212
English Language Arts	> 5 years	12%	12%	10%	11%	12%	NA	17%	22%	90%	38,084
Mathematics	0<1 year	23%	24%	24%	24%	24%	NA	25%	29%	90%	21,436
Mathematics	1<2 years	28%	30%	34%	32%	33%	NA	39%	48%	90%	23,069
Mathematics	2<3 years	27%	30%	35%	34%	34%	NA	43%	54%	90%	20,901
Mathematics	3-5 years	29%	31%	41%	38%	38%	NA	49%	63%	90%	49,900
Mathematics	> 5 years	21%	22%	23%	24%	26%	NA	32%	41%	90%	37,810
Science	0<1 year	13%	14%	13%	14%	12%	NA	17%	22%	90%	6,604
Science	1<2 years	17%	18%	20%	18%	18%	NA	19%	23%	90%	8,440
Science	2<3 years	18%	19%	21%	20%	19%	NA	20%	24%	90%	7,593
Science	3-5 years	17%	17%	17%	18%	17%	NA	22%	27%	90%	8,013
Science	> 5 years	16%	15%	14%	16%	14%	NA	19%	24%	90%	18,613
Social Studies	0<1 year	19%	21%	21%	25%	22%	NA	26%	32%	90%	4,977
Social Studies	1<2 years	22%	25%	27%	28%	29%	NA	38%	49%	90%	5,155
Social Studies	2<3 years	22%	27%	27%	30%	31%	NA	42%	56%	90%	4,772
Social Studies	3-5 years	21%	25%	28%	29%	31%	NA	44%	56%	90%	5,128
Social Studies	> 5 years	22%	26%	27%	30%	31%	NA	42%	56%	90%	7,370

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide, standardized assessment test administrations for the 2019-20 school year were canceled.

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number or assume 1% increase if rounds to zero; Green Target: 90%

Percent of Students Making Learning Gains
ELLs Currently Receiving ESOL Services (LY) By Years in Program

Subject	Years in Program	2015-16	2016-17	2017-18	2018-19	2019-20*	2024 Target	2024 Target	2024 Target
English Language Arts	0<1 year	56%	55%	56%	50%	NA	55%	60%	90%
English Language Arts	1<2 years	55%	53%	55%	55%	NA	60%	65%	90%
English Language Arts	2<3 years	52%	47%	52%	51%	NA	56%	61%	90%
English Language Arts	3-5 years	43%	45%	48%	49%	NA	58%	69%	90%
English Language Arts	> 5 years	34%	36%	38%	39%	NA	47%	54%	90%
Mathematics	0<1 year	61%	66%	67%	66%	NA	75%	86%	90%
Mathematics	1<2 years	54%	59%	57%	61%	NA	72%	86%	90%
Mathematics	2<3 years	48%	52%	52%	54%	NA	64%	74%	90%
Mathematics	3-5 years	45%	53%	51%	55%	NA	70%	85%	90%
Mathematics	> 5 years	39%	42%	42%	44%	NA	52%	59%	90%

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number or assume 1% increase if rounds to zero; Green Target: 90%

Percent of Students Achieving Grade-Level Performance or Above*
ELLs Currently Receiving ESOL Services (LY) By Years in Program and Grade Band

Subject	Years in Program	2014-15 K-5 %	6-8 %	9-12 %	2015-16 K-5 %	6-8 %	9-12 %	2016-17 K-5 %	6-8 %	9-12 %	2017-18 K-5 %	6-8 %	9-12 %	2018-19 K-5 %	6-8 %	9-12 %	Students Tested, 2018-19 K-5 %	6-8 %	9-12 %
English Language Arts	0<1 year	12%	8%	7%	11%	9%	7%	9%	7%	6%	11%	8%	7%	10%	8%	7%	8,368	7,886	5,560
English Language Arts	1<2 years	20%	12%	9%	21%	14%	10%	22%	15%	10%	22%	12%	9%	21%	13%	10%	9,908	8,948	5,979
English Language Arts	2<3 years	24%	14%	10%	24%	17%	11%	29%	16%	10%	27%	14%	10%	26%	15%	10%	7,028	6,502	4,120
English Language Arts	3-5 years	22%	13%	8%	20%	14%	9%	30%	13%	7%	28%	12%	8%	28%	13%	8%	38,699	6,907	4,574
English Language Arts	>5 years	15%	10%	7%	15%	11%	7%	11%	11%	6%	13%	10%	7%	16%	10%	7%	14,967	15,607	5,706
Mathematics	0<1 year	24%	20%	26%	24%	22%	26%	26%	21%	25%	25%	23%	26%	25%	22%	26%	9,809	8,830	7,727
Mathematics	1<2 years	32%	26%	25%	37%	27%	25%	41%	30%	30%	38%	30%	28%	38%	30%	28%	9,970	9,035	6,512
Mathematics	2<3 years	32%	26%	23%	37%	28%	23%	45%	30%	27%	42%	29%	29%	41%	31%	27%	7,073	6,567	3,982
Mathematics	3-5 years	32%	23%	18%	34%	23%	17%	46%	24%	22%	42%	25%	22%	43%	27%	22%	38,795	6,963	4,161
Mathematics	>5 years	25%	19%	15%	27%	19%	12%	28%	20%	17%	30%	20%	17%	32%	22%	16%	15,003	15,779	5,143
Science	0<1 year	10%	9%	20%	9%	10%	24%	10%	8%	22%	11%	10%	25%	9%	8%	23%	3,111	2,861	2,447
Science	1<2 years	19%	11%	22%	18%	14%	23%	20%	13%	25%	19%	12%	23%	17%	11%	26%	3,083	2,992	3,331
Science	2<3 years	20%	11%	22%	20%	15%	23%	22%	14%	26%	21%	12%	26%	17%	12%	27%	2,214	2,211	2,093
Science	3-5 years	20%	11%	20%	22%	11%	19%	18%	11%	21%	20%	11%	23%	17%	10%	24%	1,924	2,349	2,241
Science	>5 years	16%	9%	21%	17%	9%	18%	14%	9%	19%	17%	9%	21%	14%	9%	21%	9,184	3,617	2,524
Social Studies	0<1 year		17%	22%		20%	22%		20%	23%		24%	27%		22%	23%		3,554	2,605
Social Studies	1<2 years		24%	19%		28%	21%		32%	22%		30%	25%		32%	25%		2,931	2,783
Social Studies	2<3 years		27%	17%		34%	20%		35%	19%		36%	24%		38%	22%		2,027	2,085
Social Studies	3-5 years		25%	18%		31%	19%		34%	20%		36%	23%		37%	24%		2,248	2,171
Social Studies	>5 years		23%	21%		28%	22%		30%	21%		33%	23%		35%	25%		4,425	2,356

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide, standardized assessment test administrations for the 2019-20 school year were canceled.

Goal 1 Highest Student Achievement

Measure 10 (K-12 National Comparisons) - Student Achievement on the National Assessment of Educational Progress (NAEP) – Florida performance compared to the nation on NAEP (administered every other year to a representative sample of students) – **GOAL IS TO #1**

NAEP Grade 4 Reading
Average Scale Scores: 2003-2019
Florida and National Public

NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
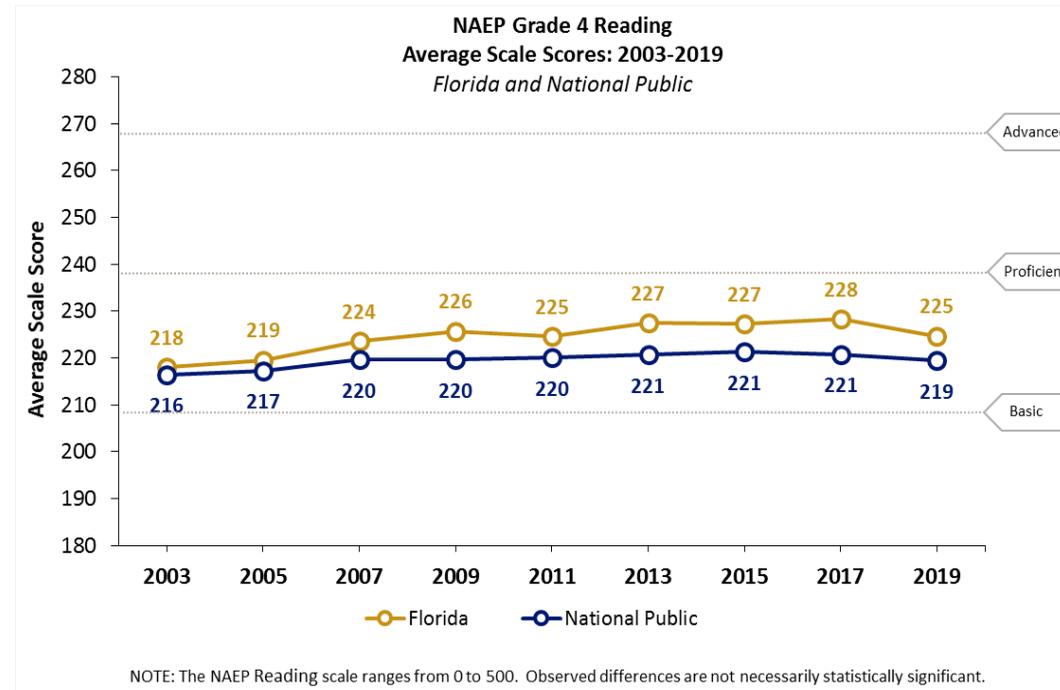
	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida	218	219	224	226	225	227	227	228	225		↓4pts compared to 2017	↑7pts compared to 2003
FL Rank Among States	#32	#28	#21	#10	#13	#8	#10	#5	#6			
National Public	216	217	220	220	220	221	221	221	219		↓1pt compared to 2017	↑3pts compared to 2003
FL Compared to NP	↔	↑	↑	↑	↑	↑	↑	↑	↑			

↑ = significantly higher   ↓ = significantly lower   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

21

NAEP Grade 4 Mathematics
Average Scale Scores: 2003-2019
Florida and National Public
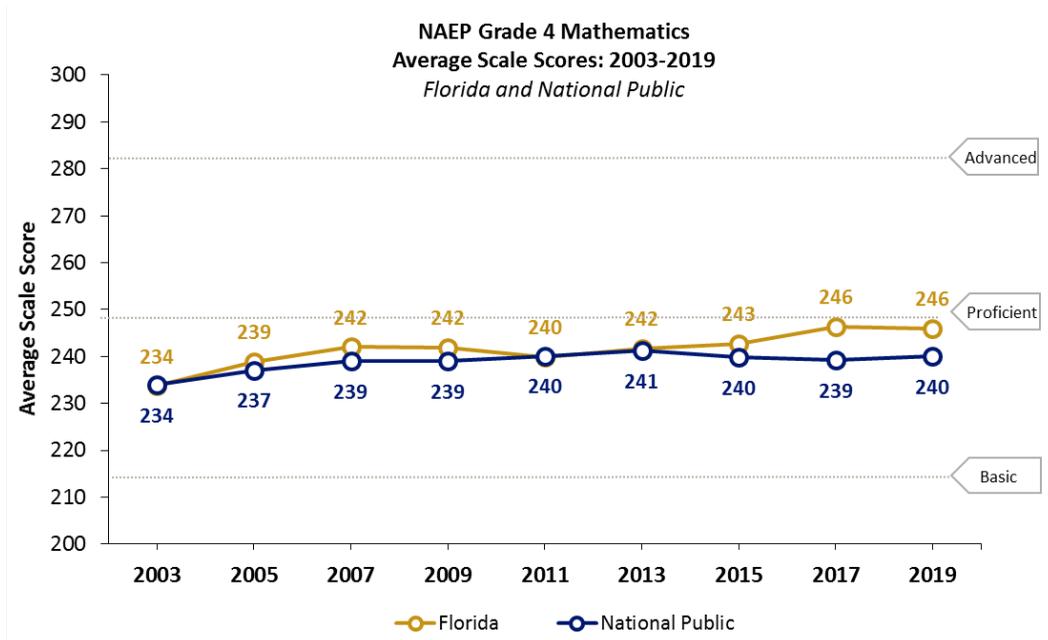
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida	234	239	242	242	240	242	243	246	246		↔ compared to 2017	↑12pts compared to 2003
FL Rank Among States	#32	#25	#21	#23	#30	#27	#18	#7	#4			
National Public	234	237	239	239	240	241	240	239	240		↑1pt compared to 2017	↑6pts compared to 2003
FL Compared to NP	↔	↑	↑	↑	↔	↔	↑	↑	↑			

↑ = significantly higher   ↓ = significantly lower   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

NAEP Grade 8 Reading
Average Scale Scores: 2003-2019
Florida and National Public
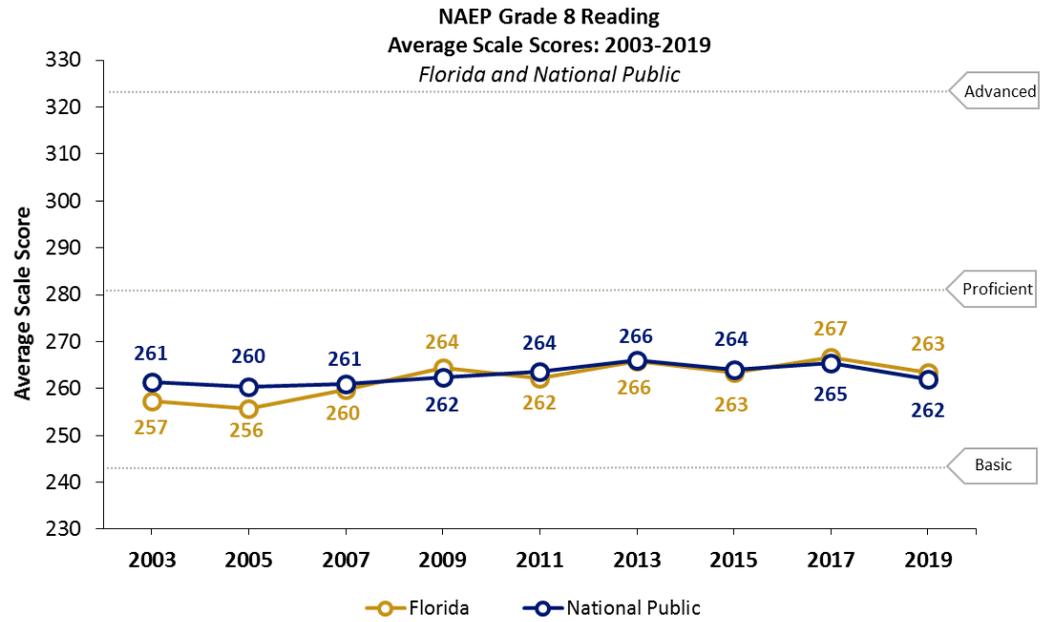
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida	257	256	260	264	262	266	263	267	263		↓3pts compared to 2017	↑6pts compared to 2003
FL Rank Among States	#41	#41	#33	#30	#35	#33	#32	#25	#22			
National Public	261	260	261	262	264	266	264	265	262		↓3pts compared to 2017	↔ compared to 2003
FL Compared to NP	↓	↓	↔	↔	↔	↔	↔	↔	↔			

↑ = significantly higher   ↓ = significantly lower   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

NAEP Grade 8 Mathematics
Average Scale Scores: 2003-2019
Florida and National Public
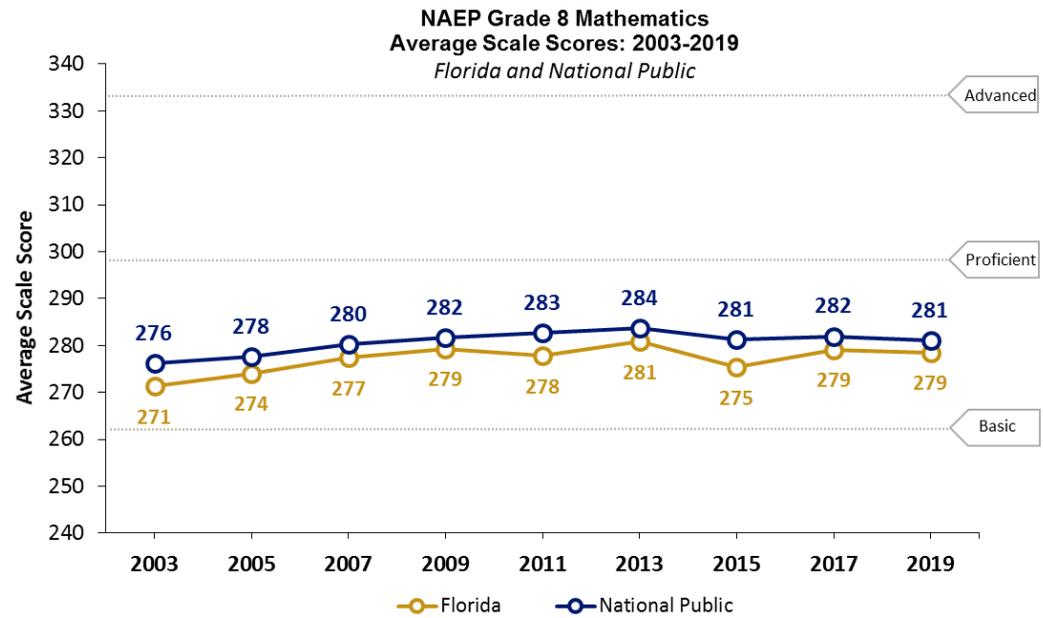
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida	271	274	277	279	278	281	275	279	279		↔ compared to 2017	↑7pts compared to 2003
FL Rank Among States	#38	#36	#35	#34	#42	#35	#42	#34	#35			
National Public	276	278	280	282	283	284	281	282	281		↓1pt compared to 2017	↑5pts compared to 2003
FL Compared to NP	↓	↓	↓	↓	↓	↓	↓	↓	↔			

↑ = significantly higher   ↓ = significantly lower   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

24

Goal 1 Highest Student Achievement

Measure 11 (K-12 National Comparisons) - Closing the Achievement Gap on NAEP – Florida performance on NAEP by subgroup, and compared to gaps at the national level

NAEP Grade 4 Reading

Average Scale Score Data - Florida (FL) and National Public (NP)

White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	229	228	232	233	235	236	235	239	233			
Florida Black	198	203	208	211	209	212	213	212	211			
FL White-Black Gap	31	26	24	22	25	24	23	26	23		↔ compared to 2017	< 9pts compared to 2003
FL Gap Rank Among States	#31	#13	#17	#15	#26	#16	#15	#20	#7			
NP White	227	228	230	229	230	231	232	231	229			
NP Black	197	199	203	204	205	205	206	205	203			
NP White-Black Gap	30	29	27	25	25	26	26	26	26		↔ compared to 2017	< 3pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	↔	↔	↔	↔	↔	↔			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	229	228	232	233	235	236	235	239	233			
Florida Hispanic	211	215	218	223	220	225	224	225	221			
FL White-Hispanic Gap	18	13	14	10	15	11	11	14	12		↔ compared to 2017	< 6pts compared to 2003
FL Gap Rank Among States	#9	#4	#4	#2	#9	#4	#3	#8	#4			
NP White	227	228	230	229	230	231	232	231	229			
NP Hispanic	199	201	204	204	205	207	208	208	208			
NP White-Hispanic Gap	28	26	26	25	24	24	24	23	21		< 2pts compared to 2017	< 7pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not SD	223	223	228	229	229	231	232	232	231			
Florida SD	184	197	195	204	201	204	205	206	200			
FL Not SD-SD Gap	39	26	32	26	28	27	26	27	31		↔ compared to 2017	< 8pts compared to 2003
FL Gap Rank Among States	#33	#13	#23	#6	#3	#2	#1	#1	#2			
National Public Not SD	220	220	223	223	224	226	227	226	225			
National Public SD	184	190	190	189	186	184	186	186	184			
NP Not SD-SD Gap	35	31	33	34	38	42	40	40	42		> 2pts compared to 2017	> 6pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	<	<	<	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not ELL	220	221	225	227	227	230	230	232	228			
Florida ELL	198	193	197	205	195	199	201	192	193			
FL Not ELL-ELL Gap	22	28	28	22	33	31	29	40	35		↔ compared to 2017	> 14pts compared to 2003
FL Gap Rank Among States	#6	#12	#18	#5	#18	#15	#14	#22	#33			
National Public Not ELL	219	220	223	223	224	225	225	225	224			
National Public ELL	186	187	188	188	188	187	189	189	191			
NP Not ELL-ELL Gap	33	33	35	35	35	38	37	37	33		< 4pts compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	<	↔	<	<	↔	<	<	↔	↔			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not NSLP-NSLP Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not NSLP	231	230	234	236	239	242	239	243	238			
Florida NSLP	205	209	213	217	216	218	220	219	216			
FL Not NSLP-NSLP Gap	26	21	21	19	23	24	19	23	22		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#31	#16	#14	#5	#13	#13	#2	#12	#7			
National Public Not NSLP	229	230	232	232	234	236	237	236	235			
National Public NSLP	201	203	205	206	207	207	209	208	207			
NP Not NSLP-NSLP Gap	28	27	27	26	27	29	28	28	28		↔ compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	<	<	<	<	<	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

27

NAEP Grade 4 Mathematics

Average Scale Score Data - Florida (FL) and National Public (NP)

White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	243	247	250	250	250	251	251	255	254			
Florida Black	215	224	225	228	226	228	228	233	233			
FL White-Black Gap	28	23	25	22	23	23	23	22	21		↔ compared to 2017	< 7pts compared to 2003
FL Gap Rank Among States	#29	#14	#22	#13	#19	#13	#18	#8	#10			
NP White	243	246	248	248	249	250	248	248	249			
NP Black	216	220	222	222	224	224	224	223	224			
NP White-Black Gap	27	26	26	26	25	25	24	25	25		↔ compared to 2017	< 2pts compared to 2003
FL Gap Compared to NP Gap	↔	<	↔	↔	↔	↔	↔	↔	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	243	247	250	250	250	251	251	255	254			
Florida Hispanic	232	233	238	238	236	238	240	242	242			
FL White-Hispanic Gap	11	14	13	12	14	12	11	14	12		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#2	#7	#4	#6	#12	#9	#7	#6	#5			
NP White	243	246	248	248	249	250	248	248	249			
NP Hispanic	221	225	227	227	229	230	230	229	231			
NP White-Hispanic Gap	21	21	21	21	20	20	18	19	18		↔ compared to 2017	< 3pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

28

Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not SD	238	241	245	244	243	244	245	249	250			
Florida SD	214	227	223	230	223	226	228	230	229			
FL Not SD-SD Gap	24	14	22	14	20	18	17	19	21		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#27	#1	#23	#1	#5	#1	#1	#1	#1			
National Public Not SD	236	240	241	242	243	244	243	243	244			
National Public SD	214	218	220	220	218	218	217	214	214			
NP Not SD-SD Gap	22	21	21	21	25	26	26	29	30		↔ compared to 2017	> 8pts compared to 2003
FL Gap Compared to NP Gap	↔	<	↔	<	<	<	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not ELL	235	240	243	243	242	244	245	248	248			
Florida ELL	222	219	223	226	219	218	220	223	224			
FL Not ELL-ELL Gap	13	21	21	18	23	26	25	25	24		↔ compared to 2017	> 11pts compared to 2003
FL Gap Rank Among States	#6	#15	#19	#13	#17	#21	#19	#13	#22			
NP Not ELL	236	239	242	242	243	244	243	242	243			
NP ELL	214	216	217	218	219	219	218	217	219			
NP Not ELL-ELL Gap	22	23	24	24	24	25	24	26	24		< 2pts compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	<	↔	↔	<	↔	↔	↔	↔	↔			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not NSLP-NSLP Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not NSLP	245	250	251	251	252	255	254	257	256			
Florida NSLP	222	229	233	235	232	233	235	239	239			
FL Not NSLP-NSLP Gap	23	20	18	16	20	21	19	18	17		↔ compared to 2017	< 6pts compared to 2003
FL Gap Rank Among States	#40	#23	#16	#9	#20	#23	#14	#7	#3			
NP Not NSLP	244	248	249	250	252	254	253	253	253			
NP NSLP	222	225	227	228	229	230	229	228	229			
NP Not NSLP-NSLP Gap	23	22	22	22	23	24	24	25	24		↔ compared to 2017	> 1pt compared to 2003
FL Gap Compared to NP Gap	↔	↔	<	<	<	↔	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

NAEP Grade 8 Reading

Average Scale Score Data - Florida (FL) and National Public (NP)

White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	268	265	268	272	270	274	272	274	273			
Florida Black	239	238	244	250	248	254	251	254	248			
FL White-Black Gap	29	26	24	21	22	20	21	21	26		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#32	#22	#16	#11	#17	#6	#6	#8	#15			
NP White	270	269	270	271	272	275	273	274	271			
NP Black	244	242	244	245	248	250	247	248	244			
NP White-Black Gap	27	27	26	26	25	25	26	25	27		> 2pts compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	↔	↔	<	<	↔	↔			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	268	265	268	272	270	274	272	274	273			
Florida Hispanic	251	252	256	260	259	260	260	262	259			
FL White-Hispanic Gap	17	13	12	11	11	13	12	12	15		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#9	#2	#2	#6	#4	#13	#8	#11	#12			
NP White	270	269	270	271	272	275	273	274	271			
NP Hispanic	244	245	246	248	251	255	253	255	251			
NP White-Hispanic Gap	27	24	25	24	21	20	21	19	20		↔ compared to 2017	< 7pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not SD	263	260	264	268	266	269	267	270	268			
Florida SD	223	228	228	239	235	243	239	244	241			
FL Not SD-SD Gap	40	32	36	29	31	26	28	26	27		↔ compared to 2017	< 13pts compared to 2003
FL Gap Rank Among States	#24	#5	#16	#6	#6	#2	#1	#1	#1			
NP Not SD	266	264	265	266	267	270	269	270	267			
NP SD	224	226	226	229	230	231	229	231	228			
NP Not SD-SD Gap	41	38	38	37	38	39	40	39	39		↔ compared to 2017	< 2pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	<	<	<	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not ELL	259	257	261	265	264	268	265	269	266			
Florida ELL	225	221	232	233	225	226	226	228	224			
FL Not ELL-ELL Gap	34	36	28	32	39	41	39	41	42		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#9	#10	#5	#5	#11	#16	#18	#11	#15			
NP Not ELL	263	262	263	265	266	268	267	268	265			
NP ELL	222	224	222	219	223	225	223	226	221			
NP Not ELL-ELL Gap	41	38	42	46	42	43	44	42	45		↔ compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	↔	<	<	↔	↔	↔	↔	↔			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not NSLP-NSLP Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not NSLP	267	264	268	273	273	277	275	278	276			
Florida NSLP	245	246	249	255	254	257	257	257	255			
FL Not NSLP-NSLP Gap	22	18	18	19	19	20	18	21	21		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#28	#16	#14	#15	#13	#13	#7	#18	#14			
NP Not NSLP	271	270	271	273	275	278	276	277	275			
NP NSLP	246	247	247	249	251	254	253	253	249			
NP Not NSLP-NSLP Gap	25	23	24	24	23	24	24	24	25		↔ compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	<	<	<	<	<	<	↔	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

33

NAEP Grade 8 Mathematics

Average Scale Score Data - Florida (FL) and National Public (NP)

White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	286	286	289	289	287	291	285	291	289			
Florida Black	249	251	259	264	258	264	258	262	259			
FL White-Black Gap	37	35	29	25	29	27	27	29	30		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#28	#28	#22	#7	#21	#9	#9	#12	#16			
NP White	287	288	290	292	293	293	291	292	291			
NP Black	252	254	259	260	262	263	260	260	259			
NP White-Black Gap	35	33	31	32	31	30	31	33	32		↔ compared to 2017	< 3pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	<	↔	↔	↔	↔	↔			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida White	286	286	289	289	287	291	285	291	289			
Florida Hispanic	264	265	270	274	274	274	272	273	276			
FL White-Hispanic Gap	22	21	18	15	14	17	13	17	14		↔ compared to 2017	< 8pts compared to 2003
FL Gap Rank Among States	#9	#8	#6	#5	#5	#13	#4	#15	#6			
NP White	287	288	290	292	293	293	291	292	291			
NP Hispanic	258	261	264	266	269	271	269	268	268			
NP White-Hispanic Gap	28	26	26	26	23	22	22	24	23		↔ compared to 2017	< 5pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not SD	277	278	281	284	282	284	279	283	283			
Florida SD	235	248	246	252	250	255	249	257	256			
FL Not SD-SD Gap	42	31	35	32	32	29	31	26	27		↔ compared to 2017	< 15pts compared to 2003
FL Gap Rank Among States	#35	#2	#18	#3	#6	#1	#1	#1	#1			
NP Not SD	280	281	284	285	287	288	286	287	286			
NP SD	242	244	246	249	249	248	246	246	247			
NP Not SD-SD Gap	39	37	38	37	38	40	40	41	40		↔ compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	<	↔	↔	<	<	<	<	<			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not ELL	273	276	279	281	279	283	277	281	281			
Florida ELL	236	243	243	241	246	243	240	247	239			
FL Not ELL-ELL Gap	37	33	36	41	33	39	37	34	43		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#17	#13	#17	#17	#11	#14	#15	#7	#18			
NP Not ELL	278	280	282	284	285	286	284	284	284			
NP ELL	241	244	245	243	244	245	246	245	243			
NP Not ELL-ELL Gap	37	35	38	41	41	40	38	39	41		↔ compared to 2017	> 4pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	↔	<	↔	↔	↔	↔			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Not NSLP-NSLP Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not NSLP	284	285	287	289	291	294	292	293	294			
Florida NSLP	256	260	265	269	267	271	266	269	267			
FL Not NSLP-NSLP Gap	28	25	23	20	24	23	26	24	27		↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#37	#32	#22	#8	#27	#12	#26	#11	#23			
NP Not NSLP	287	288	291	293	295	297	296	297	296			
NP NSLP	258	261	265	266	269	270	268	267	266			
NP Not NSLP-NSLP Gap	28	27	26	27	26	27	28	30	30		↔ compared to 2017	> 2pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	<	↔	<	↔	<	↔			

> = significantly larger   < = significantly smaller   ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

Goal 1 Highest Student Achievement

Measure 12 (Choice National Comparisons) - Student Achievement on NAEP, Students Attending Charter Schools Compared to Students Attending Traditional Schools –
Florida performance in the four assessed areas, charter vs. traditional, compared to the nation as well

Average Scale Score Data - Florida (FL) and National Public (NP)

By Charter School Status

↑ = significantly higher   ↓ = significantly lower   ↔ = not significantly different

‡ Reporting standards not met.
NOTE: Calculations were performed using unrounded numbers.

NAEP Grade 4 Reading, Charter

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	‡	219	231	225	223	234	229	235	230	↔ compared to 2017	‡
Florida Non-Charter	218	219	223	226	225	227	227	228	224	↓4pts compared to 2017	↑6pts compared to 2003
FL Charter Compared to FL Non-Charter	‡	↔	↔	↔	↔	↑	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
National Public Charter	212	216	214	212	218	218	219	222	217	↔ compared to 2017	↔ compared to 2003
National Public Non-Charter	217	217	220	220	220	221	221	221	220	↓1pt compared to 2017	↑3pts compared to 2003
NP Charter Compared to NP Non-Charter	↔	↔	↓	↓	↔	↔	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	‡	219	231	225	223	234	229	235	230	↔ compared to 2017	‡
National Public Charter	212	216	214	212	218	218	219	222	217	↔ compared to 2017	↔ compared to 2003
FL Charter Compared to NP Charter	‡	↔	↑	↑	↔	↑	↑	↑	↑		

NAEP Grade 4 Mathematics, Charter

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	‡	239	247	236	238	245	244	250	247	↔ compared to 2017	‡
Florida Non-Charter	233	239	242	242	240	241	242	246	246	↔ compared to 2017	↑13pts compared to 2003
FL Charter Compared to FL Non-Charter	‡	↔	↔	↔	↔	↑	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
National Public Charter	228	232	234	231	237	237	236	236	238	↔ compared to 2017	↑9pts compared to 2003
National Public Non-Charter	234	237	239	239	240	241	240	239	240	↑1pt compared to 2017	↑6pts compared to 2003
NP Charter Compared to NP Non-Charter	↓	↓	↓	↓	↓	↓	↓	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	‡	239	247	236	238	245	244	250	247	↔ compared to 2017	‡
National Public Charter	228	232	234	231	237	237	236	236	238	↔ compared to 2017	↑9pts compared to 2003
FL Charter Compared to NP Charter	‡	↔	↑	↔	↔	↑	↑	↑	↑		

NAEP Grade 8 Reading, Charter

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	*	252	269	269	270	275	273	270	277	↔ compared to 2017	↔ compared to 2005
Florida Non-Charter	*	256	259	264	262	265	263	266	262	↓4pts compared to 2017	↑6pts compared to 2003
FL Charter Compared to FL Non-Charter	*	↔	↑	↔	↔	↑	↑	↔	↑		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
National Public Charter	*	255	260	257	261	264	263	266	260	↓6pts compared to 2017	↔ compared to 2005
National Public Non-Charter	*	260	261	262	264	266	264	265	262	↓3pts compared to 2017	↑2pts compared to 2005
NP Charter Compared to NP Non-Charter	*	↓	↔	↔	↔	↔	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	*	252	269	269	270	275	273	270	277	↔ compared to 2017	↔ compared to 2005
National Public Charter	*	255	260	257	261	264	263	266	260	↓6pts compared to 2017	↔ compared to 2005
FL Charter Compared to NP Charter	*	↔	↑	↑	↔	↑	↑	↔	↑		

NAEP Grade 8 Mathematics, Charter

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	*	266	275	282	283	288	288	280	287	↔ compared to 2017	↔ compared to 2005
Florida Non-Charter	*	274	277	279	278	280	274	279	278	↔ compared to 2017	↔ compared to 2005
FL Charter Compared to FL Non-Charter	*	↔	↔	↔	↔	↔	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
National Public Charter	*	268	273	275	281	281	279	282	277	↔ compared to 2017	↑9pts compared to 2005
National Public Non-Charter	*	278	280	282	283	284	281	282	281	↔ compared to 2017	↑4pts compared to 2005
NP Charter Compared to NP Non-Charter	*	↓	↓	↓	↔	↔	↔	↔	↓		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	*	266	275	282	283	288	288	280	287	↔ compared to 2017	↔ compared to 2005
National Public Charter	*	268	273	275	281	281	279	282	277	↔ compared to 2017	↑9pts compared to 2005
FL Charter Compared to NP Charter	*	↔	↔	↔	↔	↔	↔	↔	↑		

Goal 1 Highest Student Achievement
Measure 13 (K-12 School Improvement) - Reducing the Percent of Low-Performing Schools – Percent of D and F schools
a.   All Schools
b.   Title I Schools

All Graded Schools

Percent of Schools by School Grade	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20*	2024 Target	2024 Target	2024 Target
% A	23%	30%	31%	35%	NA			
% B	23%	27%	26%	27%	NA			
% C	39%	35%	36%	32%	NA			
% D	12%	7%	6%	5%	NA			
% F	3%	1%	1%	0%	NA			
% of D and F Schools	15%	8%	7%	5%	NA	0%	0%	0%

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

All Graded Title I Schools

Number of Schools by School Grade	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20*	2024 Target	2024 Target	2024 Target
% A	7%	12%	12%	16%	NA			
% B	17%	25%	24%	30%	NA			
% C	51%	50%	52%	46%	NA			
% D	20%	11%	10%	7%	NA			
% F	5%	2%	1%	1%	NA			
% of D and F Schools	25%	13%	11%	8%	NA	0%	0%	0%

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

Goal is to have the distribution of A, B, C, D, and F schools among Title I schools match the distribution among all schools. Progress has been made in matching that distribution among D and F schools. For example, in 2015-16, 25% of Title I schools were D or F, and 15% of all schools were D or F (a gap of 10 points). However, by 2018-19, 8% of Title I schools were D or F, and 5% of all schools were D or F (a gap of 3 points). Still, much work remains among A and B schools (62% of all schools are A or B; 46% of Title I schools are A or B (a gap of 16 points)).
Long-term goal is always to have 0% D and F schools. Despite this, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

Goal 1 Highest Student Achievement

Measure 14 (K-12 School Improvement) - Increasing the Percent of Schools that Earned a D or F for Multiple Years Improving to a C or Higher – Percent of D and F schools in turnaround that improve to a C or higher

D and F Schools in School Turnaround

Status	2016-17	2017-18	2018-19	2019-20*
Earned an F in the Prior School Year or Earned a D in the Prior School Year with a D or F Prior to That	275	132	88	NA
Improved to a C or Higher	159	71	55	NA
Earned a D or F	97	53	27	NA
Opted for a School Improvement Rating for Alternative Schools	6	3	2	NA
Was Not Graded	11	1	2	NA
Closed	2	4	2	NA

Status	2016-17	2017-18	2018-19	2019-20*
Earned an F in the Prior School Year or Earned a D in the Prior School Year with a D or F Prior to That	275	132	88	NA
Improved to a C or Higher	58%	54%	63%	NA
Earned a D or F	35%	40%	31%	NA
Opted for a School Improvement Rating for Alternative Schools	2%	2%	2%	NA
Was Not Graded	4%	1%	2%	NA
Closed	1%	3%	2%	NA

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

First Time D Schools

Status	2016-17	2017-18	2018-19	2019-20*
Earned a D in the Prior School Year and was not a D or F in the year prior to that	127	79	106	NA
Improved to a C or Higher	99	59	85	NA
Earned a D or F	28	19	21	NA
Opted for a School Improvement Rating for Alternative Schools	0	1	0	NA
Was Not Graded	0	0	0	NA
Closed	0	0	0	NA

Status	2016-17	2017-18	2018-19	2019-20*
Earned a D in the Prior School Year and was not a D or F in the year prior to that	127	79	106	NA
Improved to a C or Higher	78%	75%	80%	NA
Earned a D or F	22%	24%	20%	NA
Opted for a School Improvement Rating for Alternative Schools	0%	1%	0%	NA
Was Not Graded	0%	0%	0%	NA
Closed	0%	0%	0%	NA

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

Goal 1 Highest Student Achievement
Measure 15 (K-12 School Improvement) - Continual Improvement in School Performance – Number and Percent of Schools that Demonstrate Improvement in the Percentage of School Grades Points Earned, as measured by any of the following:

Based on 2018-19 School Grades (3,324 graded schools; 1,964 graded Title I schools)

School Grade Improvement/Performance Tiers	Total Schools	Total Teachers	Title I Schools	Title I Teachers	Non-TI Schools	Non-TI Teachers
Tier 1: Schools that got 85-100% of possible points and Schools that gained 6+ points	760	31,833	493	20,361	267	11,472
Tier 2: Schools that gained 3-5 points	551	28,129	307	14,343	244	13,786
Tier 3: Schools that gained 1-2 points	504	29,626	254	13,391	250	16,235
Total Across All Tiers	1,815	89,588	1,054	48,095	761	41,493

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

- 55% of graded schools met at least one of the improvement/performance thresholds
- 54% of Title I graded schools met at least one of the improvement/performance thresholds

Goal 1 Highest Student Achievement
Measure 16 (K-12 School Improvement) - Improving the Performance of the Lowest-Performing Title I Schools – Number and percent of Title I schools that are no longer in the bottom 5% of schools year over year

	All Schools, 2018-19	Title I Schools, 2018-19	All Schools, 2019-20	Title I Schools, 2019-20
Schools in the Bottom 5% Based on School Grade Percentage of Points	209	190	NA	NA
Schools in the Bottom 5% 1 out of 5 years	83	72	NA	NA
Schools in the Bottom 5% 2 out of 5 years	71	65	NA	NA
Schools in the Bottom 5% 3 out of 5 years	28	27	NA	NA
Schools in the Bottom 5% 4 out of 5 years	25	24	NA	NA
Schools in the Bottom 5% 5 out of 5 years	2	2	NA	NA

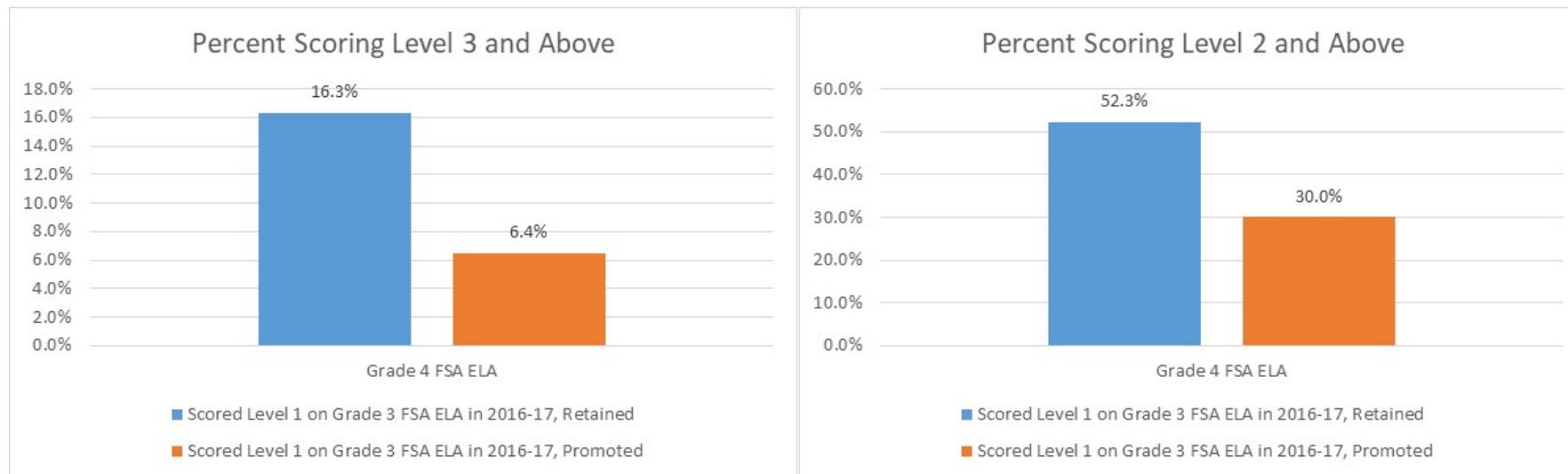*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

List of schools available

Goal 1 Highest Student Achievement

Measure 17 (K-12 School Improvement) - Reducing the Number of Schools Identified for Targeted Support and Improvement (TS&I) Due to Low-Performing Subgroups – Number and percent of TS&I schools

	2017-18	Baseline 2018-19	Year 1 2019-20	2024 Target	2024 Target	2024 Target
% CS&I	15%	13%	NA			0%
% TS&I	54%	48%	NA			0%
# CS&I	552	476	NA			
# TS&I	1,956	1,775	NA			
# of Schools	3,646	3,664	NA			

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

Long-term goal is always to have 0% D and F schools. However, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

Goal 1 Highest Student Achievement

Measure 18 (Reading) - Ensure Students Who Are Retained in Third Grade Due to Low Reading Scores Receive the Support Needed to Succeed in Subsequent Years – Compare the subsequent ELA performance of students who were retained in third grade after scoring a Level 1 on Grade 3 FSA ELA to those students who scored Level 1 yet were promoted

Updated: No
Next Update: 2020-21
(Late 2021/Early2022)

Percent Scoring Level 3 and Above

	Grade 4 FSA ELA	Grade 5 FSA ELA	Grade 6 FSA ELA
Scored Level 1 on Grade 3 FSA ELA in 2014-15, Retained	9.3%	9.1%	9.9%
Scored Level 1 on Grade 3 FSA ELA in 2014-15, Promoted	6.2%	7.3%	8.9%

Percent Scoring Level 2 and Above

	Grade 4 FSA ELA	Grade 5 FSA ELA	Grade 6 FSA ELA
Scored Level 1 on Grade 3 FSA ELA in 2014-15, Retained	35.6%	38.5%	39.4%
Scored Level 1 on Grade 3 FSA ELA in 2014-15, Promoted	27.8%	35.2%	35.8%

Percent Scoring Level 3 and Above

	Grade 4 FSA ELA	Grade 5 FSA ELA
Scored Level 1 on Grade 3 FSA ELA in 2015-16, Retained	13.6%	13.1%
Scored Level 1 on Grade 3 FSA ELA in 2015-16, Promoted	6.6%	8.1%

Percent Scoring Level 2 and Above

	Grade 4 FSA ELA	Grade 5 FSA ELA
Scored Level 1 on Grade 3 FSA ELA in 2015-16, Retained	48.6%	48.7%
Scored Level 1 on Grade 3 FSA ELA in 2015-16, Promoted	31.0%	37.1%

47

Percent Scoring Level 3 and Above

- Scored Level 1 on Grade 3 FSA ELA in 2016-17, Retained
- Scored Level 1 on Grade 3 FSA ELA in 2016-17, Promoted

Percent Scoring Level 2 and Above

- Scored Level 1 on Grade 3 FSA ELA in 2016-17, Retained
- Scored Level 1 on Grade 3 FSA ELA in 2016-17, Promoted

Retained students who scored Level 1 on the Grade 3 FSA ELA outperform promoted students who scored Level 1 on the Grade 3 FSA ELA in subsequent grade levels. The advantage appears to decrease over time, however it is still there in subsequent grades. The advantage is least pronounced for the 2014-15 cohort of students. That cohort is the first cohort of students who took the FSA, and as with all first year administrations of a new assessment, new student expectations (cut scores) had not yet been set when students received their scores in the summer of 2015. Therefore, fewer lower-performing students were retained following the Spring 2015 assessments compared to subsequent years. Whereas 43% of students who scored Level 1 were retained following the administration of the Spring 2016 and Spring 2017 Grade 3 FSA ELA, only 18% of students who scored Level 1 on the Grade 3 FSA ELA in Spring 2015 were retained. Therefore, the promoted students in the 2014-15 cohort likely includes a group of students that should have been retained – contributing to the more narrow advantage found for retained students in the 2014-15 cohort compared to the succeeding cohorts.

Notes:
Cohorts only include students with the following grade progressions (shading indicates comparisons):
2014-15 Cohort

	2014-15	2015-16	2016-17	2017-18	2018-19
Scored Level 1 on Grade 3 FSA ELA, Retained	In Grade 3	In Grade 3	In Grade 4	In Grade 5	In Grade 6
Scored Level 1 on Grade 3 FSA ELA, Promoted	In Grade 3	In Grade 4	In Grade 5	In Grade 6	In Grade 7

2015-16 Cohort

	2015-16	2016-17	2017-18	2018-19
Scored Level 1 on Grade 3 FSA ELA, Retained	In Grade 3	In Grade 3	In Grade 4	In Grade 5
Scored Level 1 on Grade 3 FSA ELA, Promoted	In Grade 3	In Grade 4	In Grade 5	In Grade 6

2016-17 Cohort

	2016-17	2017-18	2018-19
Scored Level 1 on Grade 3 FSA ELA, Retained	In Grade 3	In Grade 3	In Grade 4
Scored Level 1 on Grade 3 FSA ELA, Promoted	In Grade 3	In Grade 4	In Grade 5

Goal 1 Highest Student Achievement
Measure 19 (Reading) – Reading Scholarships

	2018-19	2019-20
Eligible Student Count Total	191,255	179,817
Participating Student Count Total	5,637	6,763
Percent Participating Total	2.95%	3.76%
Scholarship Funds Issued	$2,818,500	$3,381,500

2019-20 School Year Reading Eligibility v. Participation							
District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
FAU LAB SCH	27	5	68	16	95	21	22.11%	$ 10,500.00
NASSAU	145	22	362	77	507	99	19.53%	$ 49,500.00
FSU LAB SCH	13	3	37	6	50	9	18.00%	$ 4,500.00
COLUMBIA	181	25	390	69	571	94	16.46%	$ 47,000.00
MARION	1,950	195	1,672	205	3,622	400	11.04%	$ 200,000.00
CLAY	683	76	1,159	126	1,842	202	10.97%	$ 101,000.00
FLVS-FT	62	5	83	6	145	11	7.59%	$ 5,500.00
ST. JOHNS	415	32	943	69	1,358	101	7.44%	$ 50,500.00
LIBERTY	25	2	43	3	68	5	7.35%	$ 2,500.00
DEAF/BLIND	34	2	7	1	41	3	7.32%	$ 1,500.00
BREVARD	1,672	106	2,311	184	3,983	290	7.28%	$ 145,000.00
ORANGE	7,170	561	6,952	420	14,122	981	6.95%	$ 490,500.00
LEON	1,021	47	1,097	82	2,118	129	6.09%	$ 64,500.00
MARTIN	553	35	651	37	1,204	72	5.98%	$ 36,000.00
ALACHUA	1,000	62	998	48	1,998	110	5.51%	$ 55,000.00
SUWANNEE	205	10	234	14	439	24	5.47%	$ 12,000.00
OKALOOSA	593	26	1,045	61	1,638	87	5.31%	$ 43,500.00
OSCEOLA	2,543	116	2,354	135	4,897	251	5.13%	$ 125,500.00
SARASOTA	741	42	1,243	48	1,984	90	4.54%	$ 45,000.00
HIGHLANDS	433	16	507	26	940	42	4.47%	$ 21,000.00
BROWARD	7,219	270	8,517	378	15,736	648	4.12%	$ 324,000.00
INDIAN RIVER	426	24	620	16	1,046	40	3.82%	$ 20,000.00
BAKER	125	5	168	6	293	11	3.75%	$ 5,500.00
PASCO	1,983	65	2,644	97	4,627	162	3.50%	$ 81,000.00
LEE	2,737	84	3,461	130	6,198	214	3.45%	$ 107,000.00
OKEECHOBEE	176	6	289	10	465	16	3.44%	$ 8,000.00

District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
MANATEE	1,705	57	1,839	63	3,544	120	3.39%	$ 60,000.00
HILLSBOROUGH	7,986	246	8,063	284	16,049	530	3.30%	$ 265,000.00
FLAGLER	267	9	403	13	670	22	3.28%	$ 11,000.00
CHARLOTTE	294	10	470	15	764	25	3.27%	$ 12,500.00
DUVAL	5,150	158	5,036	148	10,186	306	3.00%	$ 153,000.00
SEMINOLE	1,314	30	1,999	62	3,313	92	2.78%	$ 46,000.00
BRADFORD	74	3	146	3	220	6	2.73%	$ 3,000.00
DADE	9,116	245	10,831	298	19,947	543	2.72%	$ 271,500.00
PUTNAM	471	14	483	11	954	25	2.62%	$ 12,500.00
PINELLAS	2,909	102	3,602	68	6,511	170	2.61%	$ 85,000.00
GILCHRIST	43	2	82	1	125	3	2.40%	$ 1,500.00
WALTON	210	5	345	8	555	13	2.34%	$ 6,500.00
ESCAMBIA	1,269	28	1,644	39	2,913	67	2.30%	$ 33,500.00
UNION	18	0	69	2	87	2	2.30%	$ 1,000.00
HERNANDO	563	10	844	22	1,407	32	2.27%	$ 16,000.00
POLK	3,826	77	4,290	102	8,116	179	2.21%	$ 89,500.00
DESOTO	284	3	266	9	550	12	2.18%	$ 6,000.00
LAKE	1,154	17	1,526	37	2,680	54	2.01%	$ 27,000.00
PALM BEACH	5,576	84	6,630	157	12,206	241	1.97%	$ 120,500.00
FAMU LAB SCH	23	1	29	0	52	1	1.92%	$ 500.00
BAY	629	8	889	19	1,518	27	1.78%	$ 13,500.00
FRANKLIN	68	1	54	1	122	2	1.64%	$ 1,000.00
SANTA ROSA	437	7	834	12	1,271	19	1.49%	$ 9,500.00
LAFAYETTE	30	1	38	0	68	1	1.47%	$ 500.00
GLADES	59	1	83	1	142	2	1.41%	$ 1,000.00
HOLMES	89	2	125	1	214	3	1.40%	$ 1,500.00
MONROE	169	2	275	4	444	6	1.35%	$ 3,000.00
COLLIER	1,243	21	1,602	16	2,845	37	1.30%	$ 18,500.00
WAKULLA	89	2	145	1	234	3	1.28%	$ 1,500.00

District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
2019-20 School Year Reading Eligibility v. Participation								
CITRUS	370	5	583	7	953	12	1.26%	$ 6,000.00
VOLUSIA	1,919	26	2,300	22	4,219	48	1.14%	$ 24,000.00
GADSDEN	211	1	290	4	501	5	1.00%	$ 2,500.00
ST. LUCIE	1,456	14	1,583	14	3,039	28	0.92%	$ 14,000.00
SUMTER	174	2	302	2	476	4	0.84%	$ 2,000.00
GULF	60	0	70	1	130	1	0.77%	$ 500.00
DIXIE	45	0	92	1	137	1	0.73%	$ 500.00
HENDRY	275	1	307	3	582	4	0.69%	$ 2,000.00
HAMILTON	83	1	68	0	151	1	0.66%	$ 500.00
TAYLOR	72	0	109	1	181	1	0.55%	$ 500.00
HARDEE	97	1	240	0	337	1	0.30%	$ 500.00
JACKSON	140	0	210	1	350	1	0.29%	$ 500.00
LEVY	192	1	229	0	421	1	0.24%	$ 500.00
CALHOUN	42	0	75	0	117	0	0.00%	$ -
JEFFERSON	45	0	38	0	83	0	0.00%	$ -
MADISON	103	0	123	0	226	0	0.00%	$ -
WASHINGTON	56	0	130	0	186	0	0.00%	$ -
UF LAB SCH	11	0	23	0	34	0	0.00%	$ -
TOTAL					179,817	6,763	3.76%	$ 3,381,500.00

Goal 1 Highest Student Achievement

Measure 20 (Postsecondary) – Postsecondary Completion Rate – Percent of students completing a postsecondary degree or certification within 150% of program time by sector:
a. Florida College System (degrees and certificates)
b. District Postsecondary (technical centers) (certificates)

	2013-14 (2011-12 enrollees)	2014-15 (2012-13 enrollees)	2015-16 (2013-14 enrollees)	2016-17 (2014-15 enrollees)	Baseline 2017-18 (2015-16 enrollees)	Year 1 2018-19 (2016-17 enrollees)	2024 Target (2021-22 enrollees)	2024 Target (2021-22 enrollees)	2024 Target (2021-22 enrollees)
Florida College System (150%)	34.6%	37.0%	36.5%	38.1%	40.0%	41.5%	48.1%	56.2%	75%
District Postsecondary (150%)	57.3%	60.8%	62.0%	62.4%	67.7%	70.4%	83.3%	98.9%	100%

Red Target: Historical Growth Rate (based on growth from 2013-14 to 2017-18)
- FCS: 1.35% per year
- District Postsecondary: 2.6% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number
- FCS: 2.7% per year
- District Postsecondary: 5.2% per year

Green Target:
- FCS: 75%
- District Postsecondary: 100%

Goal 1 Highest Student Achievement

Measure 21 (Conditions of Safe and Healthy Schools) – Improving the Mental Health Personnel to Student Ratio – Ratio of school counselors/social workers/school psychologists to students

	2014-15	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20	Year 2 2020-21
Student Enrollment	2,756,944	2,792,234	2,817,076	2,833,115	2,846,857	2,858,949	2,791,687
# of School Counselors	5,645	5,778	5,871	5,948	6,174	6,314	6,391
Ratio of School Counselors to Students	488	483	480	476	461	453	437
# of Social Workers	1,063	1,104	1,149	1,192	1,414	1,518	1,567
Ratio of Social Workers to Students	2,594	2,529	2,452	2,377	2,013	1,883	1,782
# of School Psychologists	1,413	1,409	1,416	1,438	1,452	1,494	1,471
Ratio of School Psychologists to Students	1,951	1,982	1,989	1,970	1,961	1,914	1,898
# of Combined Mental Health Staff	8,121	8,291	8,436	8,578	9,040	9,326	9,429
Ratio of Combined Mental Health Staff to Students	339	337	334	330	315	307	296

Goal 1 Highest Student Achievement
Measure 22 (Conditions of Safe and Healthy Schools) – Improving the Engagement of Students – Percent of students chronically absent (more the 10% of the year; more than 21 days)

Absent 21 or More Days

	2013-14	2014-15	2015-16	2016-17	Baseline 2017-18	Year 1 2018-19	Year 2 2019-20
% of Students Absent 21 Days or Over	9.6%	9.8%	10.1%	10.2%	11.3%	11.3%	9.8%
# of Students Absent 21 Days or Over	292,146	303,913	318,787	324,879	360,722	360,464	306,663
Total Enrollment	3,040,436	3,111,840	3,157,431	3,176,306	3,190,598	3,187,437	3,135,978

Absent 10% or More Days

	2013-14	2014-15	2015-16	2016-17	Baseline 2017-18	Year 1 2018-19	Year 2 2019-20
% of Students Absent 10% or More Days			18.3%	18.6%	20.4%	20.0%	16.6%
# of Students Absent 10% or More Days			569,218	581,650	640,463	628,572	515,609
Total Enrolled 10 or More Days			3,110,214	3,127,805	3,147,035	3,145,563	3,097,293

2018-19 Attendance Rates by District (https://www.fldoe.org/core/fileparse.php/7584/urlt/ADAADMDist1819.xlsx)

District #	District Name	Total Enrollment	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More	% of Students Absent 10% or More
00	FLORIDA	3,187,437	360,464	11.3%	3,145,563	628,572	20.0%
01	ALACHUA	33,162	3,854	11.6%	32,720	6,648	20.3%
02	BAKER	5,454	692	12.7%	5,427	1,222	22.5%
03	BAY	33,263	4,628	13.9%	32,761	9,703	29.6%
04	BRADFORD	3,648	797	21.8%	3,611	1,304	36.1%
05	BREVARD	81,837	5,901	7.2%	80,933	12,073	14.9%
06	BROWARD	299,458	34,432	11.5%	294,945	56,650	19.2%
07	CALHOUN	2,445	415	17.0%	2,424	750	30.9%
08	CHARLOTTE	17,946	1,968	11.0%	17,772	3,564	20.1%
09	CITRUS	17,610	2,544	14.4%	17,400	4,486	25.8%
10	CLAY	42,177	4,943	11.7%	41,922	8,753	20.9%
11	COLLIER	51,866	3,172	6.1%	51,467	6,131	11.9%
12	COLUMBIA	11,373	1,686	14.8%	11,273	2,916	25.9%
13	MIAMI-DADE	386,500	41,239	10.7%	381,190	70,637	18.5%
14	DESOTO	5,570	672	12.1%	5,526	1,205	21.8%
15	DIXIE	2,432	478	19.7%	2,419	782	32.3%
16	DUVAL	148,518	23,541	15.9%	146,268	39,080	26.7%
17	ESCAMBIA	45,963	6,459	14.1%	45,387	11,625	25.6%
18	FLAGLER	14,375	1,532	10.7%	14,244	2,840	19.9%
19	FRANKLIN	1,522	246	16.2%	1,503	465	30.9%
20	GADSDEN	5,874	578	9.8%	5,771	1,006	17.4%
21	GILCHRIST	3,020	260	8.6%	2,973	523	17.6%
22	GLADES	1,969	269	13.7%	1,951	477	24.4%
23	GULF	2,188	322	14.7%	2,179	571	26.2%
24	HAMILTON	1,816	454	25.0%	1,804	697	38.6%
25	HARDEE	5,601	688	12.3%	5,566	1,159	20.8%
26	HENDRY	8,171	1,431	17.5%	8,082	2,310	28.6%
27	HERNANDO	25,531	3,578	14.0%	25,283	6,029	23.8%
28	HIGHLANDS	13,831	1,981	14.3%	13,728	3,411	24.8%
29	HILLSBOROUGH	257,385	26,326	10.2%	253,904	47,841	18.8%

District #	District Name	Total Enrollment	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More	% of Students Absent 10% or More
30	HOLMES	3,714	519	14.0%	3,675	916	24.9%
31	INDIAN RIVER	19,405	3,025	15.6%	19,277	4,697	24.4%
32	JACKSON	7,227	1,418	19.6%	7,163	2,410	33.6%
33	JEFFERSON	869	202	23.2%	854	324	37.9%
34	LAFAYETTE	1,320	206	15.6%	1,319	333	25.2%
35	LAKE	48,737	6,779	13.9%	48,361	11,318	23.4%
36	LEE	106,512	12,990	12.2%	104,855	22,773	21.7%
37	LEON	38,467	5,435	14.1%	37,827	8,981	23.7%
38	LEVY	6,012	993	16.5%	5,934	1,646	27.7%
39	LIBERTY	1,585	339	21.4%	1,563	586	37.5%
40	MADISON	2,989	342	11.4%	2,942	616	20.9%
41	MANATEE	55,050	6,230	11.3%	54,482	10,917	20.0%
42	MARION	50,230	7,046	14.0%	49,263	12,681	25.7%
43	MARTIN	20,735	2,086	10.1%	20,589	3,516	17.1%
44	MONROE	9,463	721	7.6%	9,400	1,399	14.9%
45	NASSAU	12,968	1,901	14.7%	12,924	3,129	24.2%
46	OKALOOSA	36,695	3,472	9.5%	36,295	6,615	18.2%
47	OKEECHOBEE	7,192	1,144	15.9%	7,139	1,970	27.6%
48	ORANGE	232,973	28,169	12.1%	230,720	47,785	20.7%
49	OSCEOLA	78,484	10,810	13.8%	77,486	19,221	24.8%
50	PALM BEACH	212,276	15,161	7.1%	210,788	27,751	13.2%
51	PASCO	83,746	9,309	11.1%	82,912	16,343	19.7%
52	PINELLAS	116,853	11,540	9.9%	111,609	20,380	18.3%
53	POLK	121,076	15,787	13.0%	119,778	28,312	23.6%
54	PUTNAM	12,250	3,121	25.5%	12,168	4,775	39.2%
55	ST. JOHNS	44,866	3,241	7.2%	44,651	5,940	13.3%
56	ST. LUCIE	46,455	8,269	17.8%	45,794	12,673	27.7%
57	SANTA ROSA	31,150	2,688	8.6%	30,984	5,043	16.3%
58	SARASOTA	46,673	3,282	7.0%	46,188	5,919	12.8%
59	SEMINOLE	73,938	5,941	8.0%	73,207	10,548	14.4%
60	SUMTER	9,820	821	8.4%	9,754	1,722	17.7%
61	SUWANNEE	6,590	833	12.6%	6,525	1,512	23.2%

District #	District Name	Total Enrollment	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More	% of Students Absent 10% or More
62	TAYLOR	3,093	636	20.6%	3,062	973	31.8%
63	UNION	2,597	318	12.2%	2,563	560	21.8%
64	VOLUSIA	71,233	7,251	10.2%	70,128	12,992	18.5%
65	WAKULLA	5,625	1,022	18.2%	5,565	1,606	28.9%
66	WALTON	11,270	1,159	10.3%	11,156	2,308	20.7%
67	WASHINGTON	4,115	765	18.6%	4,045	1,303	32.2%
68	DEAF/BLIND	574	58	10.1%	571	102	17.9%
71	FL VIRTUAL	5,213	2	0.0%	4,737	550	11.6%
72	FAU LAB SCH	2,597	103	4.0%	2,590	192	7.4%
73	FSU LAB SCH	2,476	113	4.6%	2,469	182	7.4%
74	FAMU LAB SCH	657	89	13.5%	656	130	19.8%
75	UF LAB SCH	1,162	42	3.6%	1,162	65	5.6%

2019-20 Attendance Rates by District (https://www.fldoe.org/core/fileparse.php/7584/urlt/1920ABS21Days10Comparison.xlsx)

District #	District Name	Total Enrollment	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More	% of Students Absent 10% or More
00	FLORIDA	3,135,978	306,663	9.8%	3,097,293	515,609	16.6%
01	ALACHUA	33,349	2,586	7.8%	32,894	4,681	14.2%
02	BAKER	5,453	432	7.9%	5,360	826	15.4%
03	BAY	28,441	3,035	10.7%	28,125	5,280	18.8%
04	BRADFORD	3,515	485	13.8%	3,472	881	25.4%
05	BREVARD	80,610	7,986	9.9%	79,833	13,648	17.1%
06	BROWARD	283,524	19,207	6.8%	279,705	33,440	12.0%
07	CALHOUN	2,335	236	10.1%	2,321	424	18.3%
08	CHARLOTTE	17,660	1,094	6.2%	17,535	2,172	12.4%
09	CITRUS	17,481	1,891	10.8%	17,250	3,462	20.1%
10	CLAY	42,218	2,793	6.6%	41,919	5,252	12.5%
11	COLLIER	51,429	2,425	4.7%	51,038	4,701	9.2%
12	COLUMBIA	10,401	985	9.5%	10,344	1,775	17.2%
13	MIAMI-DADE	377,084	46,976	12.5%	372,372	73,542	19.7%
14	DESOTO	5,449	1,535	28.2%	5,407	2,056	38.0%
15	DIXIE	2,404	191	7.9%	2,390	358	15.0%
16	DUVAL	145,354	20,842	14.3%	143,505	32,988	23.0%
17	ESCAMBIA	44,546	3,589	8.1%	44,073	7,171	16.3%
18	FLAGLER	14,142	1,048	7.4%	14,029	1,909	13.6%
19	FRANKLIN	1,459	221	15.1%	1,446	381	26.3%
20	GADSDEN	5,749	620	10.8%	5,687	1,072	18.9%
21	GILCHRIST	3,118	116	3.7%	3,054	306	10.0%
22	GLADES	2,020	170	8.4%	2,000	323	16.2%
23	GULF	2,048	173	8.4%	2,034	324	15.9%
24	HAMILTON	1,737	259	14.9%	1,733	499	28.8%
25	HARDEE	5,512	521	9.5%	5,488	915	16.7%
26	HENDRY	10,980	962	8.8%	10,754	1,694	15.8%
27	HERNANDO	25,252	2,167	8.6%	25,039	3,980	15.9%
28	HIGHLANDS	13,469	1,523	11.3%	13,359	2,727	20.4%
29	HILLSBOROUGH	257,198	16,924	6.6%	254,200	33,122	13.0%

Updated: Yes
New Years: 2018-19, 2019-20
Next Update: 2020-21 (Dec 2021/Jan 2022)

District #	District Name	Total Enrollment	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More	% of Students Absent 10% or More
30	HOLMES	3,639	339	9.3%	3,581	659	18.4%
31	INDIAN RIVER	19,122	1,952	10.2%	19,025	3,251	17.1%
32	JACKSON	6,931	771	11.1%	6,882	1,313	19.1%
33	JEFFERSON	886	319	36.0%	845	409	48.4%
34	LAFAYETTE	1,308	121	9.3%	1,303	215	16.5%
35	LAKE	48,897	3,848	7.9%	48,563	6,942	14.3%
36	LEE	105,525	10,049	9.5%	103,770	16,734	16.1%
37	LEON	37,335	5,417	14.5%	36,952	8,348	22.6%
38	LEVY	6,004	698	11.6%	5,939	1,129	19.0%
39	LIBERTY	1,480	220	14.9%	1,453	348	24.0%
40	MADISON	2,833	348	12.3%	2,783	541	19.4%
41	MANATEE	55,166	6,731	12.2%	54,645	10,689	19.6%
42	MARION	49,922	4,800	9.6%	48,934	9,357	19.1%
43	MARTIN	20,704	2,123	10.3%	20,576	3,273	15.9%
44	MONROE	9,505	566	6.0%	9,437	1,060	11.2%
45	NASSAU	12,951	909	7.0%	12,898	1,713	13.3%
46	OKALOOSA	34,035	1,618	4.8%	33,710	3,502	10.4%
47	OKEECHOBEE	7,330	735	10.0%	7,240	1,386	19.1%
48	ORANGE	226,920	29,778	13.1%	224,438	46,907	20.9%
49	OSCEOLA	79,079	7,731	9.8%	78,199	13,710	17.5%
50	PALM BEACH	211,435	21,467	10.2%	210,075	32,707	15.6%
51	PASCO	84,474	8,274	9.8%	83,760	13,874	16.6%
52	PINELLAS	113,680	16,907	14.9%	108,479	24,915	23.0%
53	POLK	121,687	11,668	9.6%	120,199	21,543	17.9%
54	PUTNAM	11,909	1,869	15.7%	11,805	3,056	25.9%
55	ST. JOHNS	46,546	1,710	3.7%	46,367	3,295	7.1%
56	ST. LUCIE	46,386	7,864	17.0%	45,708	11,619	25.4%
57	SANTA ROSA	31,237	1,225	3.9%	30,986	3,905	12.6%
58	SARASOTA	46,684	1,818	3.9%	46,238	3,659	7.9%
59	SEMINOLE	72,965	2,925	4.0%	72,400	5,947	8.2%
60	SUMTER	9,876	386	3.9%	9,799	971	9.9%
61	SUWANNEE	6,577	382	5.8%	6,508	911	14.0%

District #	District Name	Total Enrollment	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More	% of Students Absent 10% or More
62	TAYLOR	3,073	654	21.3%	3,038	959	31.6%
63	UNION	2,542	158	6.2%	2,525	314	12.4%
64	VOLUSIA	70,276	7,530	10.7%	69,211	12,700	18.3%
65	WAKULLA	5,504	613	11.1%	5,464	999	18.3%
66	WALTON	11,512	514	4.5%	11,411	1,164	10.2%
67	WASHINGTON	3,823	321	8.4%	3,776	613	16.2%
68	DEAF/BLIND	580	34	5.9%	580	67	11.6%
71	FL VIRTUAL	4,739	0	0.0%	4,471	580	13.0%
72	FAU LAB SCH	2,660	48	1.8%	2,659	90	3.4%
73	FSU LAB SCH	2,508	43	1.7%	2,506	73	2.9%
74	FAMU LAB SCH	637	84	13.2%	632	106	16.8%
75	UF LAB SCH	1,159	104	9.0%	1,157	147	12.7%

Goal 1 Highest Student Achievement

Measure 23 (Great Teachers and Leaders Matter) – Improving the Retention of High-Quality Teachers

a. Percent of first-year teachers who are still employed as a classroom teacher or administrator 5 years later
b. Percent of all teachers who are still employed as a classroom teacher or administrator 5 years later
c. Percent of all teachers who are still employed as a classroom teacher or administrator 5 years later, by VAM performance category

First-Year Teachers

Subject	5th year 2015-16	5th year 2016-17	5th year 2017-18	Baseline 5th year 2018-19	Year 1 5th year 2019-20
Percent of Year 1 teachers, Still Employed As a Classroom Teacher or Administrator in a Public School in Florida 5 years Later	69%	69%	68%	66%	65%
Count of First Year Teachers	11,974	13,894	15,075	13,923	15,418
Year 1 teachers, Still Employed As a Classroom Teacher or Administrator in a Public School in Florida 5 years Later	8,255	9,575	10,317	9,137	10,083

All Teachers

Subject	5th year 2015-16	5th year 2016-17	5th year 2017-18	Baseline 5th year 2018-19	Year 1 5th year 2019-20
Percentage Still Employed in year 5 as Instructional Staff or Administrator	76%	76%	76%	76%	76%
Percentage Still Employed in year 5 as Instructional Staff or Administrator in the Same District in Year 5	72%	71%	71%	71%	71%
Percentage Still Employed in year 5 as Instructional Staff or Administrator in the Same School	53%	52%	52%	52%	52%

All Teachers with VAM Scores

Subject	Baseline 2014-15	Number Still Teaching in a VAM-Assessed Area 5 Years Later (2018-19)	Percent Still Teaching in a VAM-Assessed Area 5 Years Later (2018-19)	Percent Rated Highly Effective on VAM 5 Years Later (2018-19)	Percent Rated Effective on VAM 5 Years Later (2018-19)	Percent Rated Needs Improvement on VAM 5 Years Later (2018-19)	Percent Rated Unsatisfactory on VAM 5 Years Later (2018-19)
Highly Effective VAM Teachers	9,722	5,704	59%	47%	43%	6%	4%
Effective VAM Teachers	27,566	12,240	44%	19%	57%	13%	11%
Needs Improvement VAM Teachers	7,351	3,097	42%	12%	51%	17%	21%
Unsatisfactory VAM Teachers	8,035	3,365	42%	9%	45%	18%	29%

- Teachers rated Highly Effective on VAM are more likely to still be teaching VAM-assessed subjects five years later than those rated any other VAM performance category.

All VAM Teachers in 2014–15		VAM Category 5 years later (2018-19)				
		Highly Effective	Effective	Needs Improvement	Unsatisfactory	Total
VAM Category in Year 1 (2014-15)	% of Highly Effective	47%	43%	6%	4%	100%
	# of Highly Effective	2,705	2,435	323	241	5,704
	% of Effective	19%	57%	13%	11%	100%
	# of Effective	2,322	6,964	1,610	1,344	12,240
	% of Needs Improvement	12%	51%	17%	21%	100%
	# of Needs Improvement	358	1,589	512	638	3,097
	% of Unsatisfactory	9%	45%	18%	29%	100%
	# of Unsatisfactory	293	1,500	605	967	3,365
	Total	5,678	12,488	3,050	3,190	24,406

First-Year VAM Teachers in 2014–15		VAM Category 5 years later (2018-19)				
		Highly Effective	Effective	Needs Improvement	Unsatisfactory	Total
VAM Category in Year 1 (2014-15)	% of Highly Effective	41%	45%	7%	7%	100%
	# of Highly Effective	94	102	15	16	227
	% of Effective	20%	53%	14%	13%	100%
	# of Effective	188	504	138	124	954
	% of Needs Improvement	13%	51%	15%	20%	100%
	# of Needs Improvement	39	147	44	59	289
	% of Unsatisfactory	11%	49%	16%	24%	100%
	# of Unsatisfactory	38	168	53	83	342
	Total	359	921	250	282	1,812

- Highly Effective (based on VAM) teachers highly likely to remain either Highly Effective or Effective 5 years later (90% of all teachers initially rated HE; 86% of first year teachers rated HE)
- Effective (based on VAM) teachers highly likely to remain either Effective or improve to Highly Effective 5 years later (76% of all teachers initially rated E; 73% of first year teachers rated E)
- Teachers can improve their VAM ratings – 54% of all teachers who were initially UNSAT, improved to HE or E 5 years later; 60% of first-year teachers initially UNSAT improved to HE or E 5 years later

Goal 1 Highest Student Achievement
Measure 24 (Great Teachers and Leaders Matter) – Teacher Compensation

	2014-15	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20	Year 2 2020-21*
Average Salary of Beginning Classroom Teachers	$38,608	$39,276	$40,077	$40,451	$40,727	$41,136	$41,995
# of Beginning Classroom Teachers	15,199	17,445	18,533	18,198	17,117	16,624	13,937

	2014-15	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20	Year 2 2020-21*
Average Classroom Teacher Salary	$47,950	$48,179	$47,858	$48,168	$48,486	$49,269	$49,756
# of Classroom Teachers	179,787	179,012	174,184	175,225	175,732	176,933	172,391

*Note: 2014-15 to 2019-20 data are based on final Survey 3 (Spring); 2020-21 data are based on final Survey 2 (Fall).

Goal 1 Highest Student Achievement
Measure 25 (Great Teachers and Leaders Matter) – Developing Successful School Leaders – Number and percent of principals whose schools improve on the percentage of school grade points earned

Based on 2018-19 School Grades (3,324 graded schools; 1,964 graded Title I schools)

School Grade Improvement/Performance Tiers	Total Schools	Total Teachers	Title I Schools	Title I Teachers	Non-TI Schools	Non-TI Teachers
Tier 1: Schools that got 85-100% of possible points and Schools that gained 6+ points	760	31,833	493	20,361	267	11,472
Tier 2: Schools that gained 3-5 points	551	28,129	307	14,343	244	13,786
Tier 3: Schools that gained 1-2 points	504	29,626	254	13,391	250	16,235
Total Across All Tiers	1,815	89,588	1,054	48,095	761	41,493

- 55% of graded schools met at least one of the improvement/performance thresholds
- 54% of Title I graded schools met at least one of the improvement/performance thresholds

Goal 1 Highest Student Achievement

Possible Future Measures (under development)

- **(Reading) Ensure Students Who Scored "Not Ready" on FLKRS in Kindergarten Receive the Support Needed in Grades K-3 to Succeed by Third Grade** – Percent of Students Who Scored "Not Ready" in Kindergarten Who Scored at Grade-Level or Above on Grade 3 FSA ELA**.**
    - Spring 2021 would be the first year of data availability since the current FLKRS was first administered to kindergarten students in Fall 2017.
- **(Conditions of Safe and Healthy Schools) Ensure Compliance with Various Measures Regarding School Safety** – **Develop metrics around the following:**
    - Full coverage with Safe School officers
    - Full completion of FSSAT and implementation with fidelity
    - Full compliance with SESIR reporting
- **(Conditions of Safe and Healthy Schools) Improving the Engagement of Students** – Percent of students engaged in extra-curricular activities
- **(Conditions of Safe and Healthy Schools) Assess the Climate of the School** – Develop school climate surveys
- **(Great Teachers and Leaders Matter) Working Conditions Survey**
- **(Great Teachers and Leaders Matter) Develop Measures Regarding Teacher Recruitment**

Goal 2 Seamless Articulation and Maximum Access

Measure 1 (Early Learning) – Access to High-Quality VPK Providers – Percent of 4-year-olds enrolled in a VPK provider with a readiness rate of at least 60 percent.
Display the data as follows:
a.   Percent of 4-year-olds participating in VPK
b.   Percent of 4-year-olds enrolled in high-quality VPK providers (readiness rate of at least 60 percent)

(Future Measure) Disaggregation of the data by zip code and/or rural/urban

Data and targets provided by OEL – Year indicates VPK year

Number and Percent of Children in Satisfactory or Higher VPK Programs					Adopted Plan - Using 2018-19 Target as Baseline		
	2016-17	**2017-18**	**Target as Baseline 2018-19**	**Actual 2018-19**	**2024 Target**	**2024 Target**	**2024 Target**
Percent in Satisfactory or Higher VPK Programs	63%	59%	63%	66%	73%	78%	84%
Total Children Served	177,828	176,488	NA	177,282			
Number in Satisfactory or Higher VPK Programs	111,539	104,776	NA	116,641			

Source: VPK Readiness Rates website data files, October 2019

Red Target: Increase of 2 percentage point per year
Yellow Target: Increase of 3 percentage points per year
Green Target: Increase of 4 percentage points per year

Note: A 1 percentage point increase equates to approximately 1,765 children in satisfactory or higher VPK programs based on 2017-18 data.

Goal 2 Seamless Articulation and Maximum Access
Measure 2 (K-12) – Access to High-Quality K-12 Educational Outcomes – Percent of K-12 students enrolled in A and B schools

	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20	2024 Target	2024 Target	2024 Target
% of K-12 Students in A and B Schools	49%	59%	62%	67%	67%	97%	100%	100%
# of K-12 Students in A and B Schools	1,297,486	1,582,075	1,679,037	1,808,266	1,814,296			
# of Students	2,662,058	2,684,266	2,702,156	2,711,307	2,708,311			

Note: Number and percent are calculated by using prior year school grades with current year enrollment.

Long-term goal is always to have 0% D and F schools, and 100% A and B schools. However, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools and a decrease in A and B schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

Goal 2 Seamless Articulation and Maximum Access
Measure 3 (Choice) – Access to High-Quality Charter Schools – Percent of A and B charter schools compared to the percent of A and B traditional schools

	2015-16	2016-17	2017-18	Baseline 2018-19	Year 1 2019-20*	2024 Target	2024 Target	2024 Target
% of A and B Charter Schools	56%	64%	68%	74%	NA	100%	100%	100%
% of A and B Traditional Schools	44%	55%	55%	61%	NA	88%	100%	100%
# of A and B Charter Schools	293	340	364	404	NA			
# of A and B Traditional Schools	1,238	1,527	1,541	1,684	NA			
# of Graded Charter Schools	526	528	538	546	NA			
# of Graded Traditional Schools	2,794	2,778	2,780	2,778	NA			
# of Graded Schools	3,320	3,306	3,318	3,324	NA			

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year.

Long-term goal is always to have 0% D and F schools, and 100% A and B schools. However, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools and a decrease in A and B schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

Goal 2 Seamless Articulation and Maximum Access

Measure 4 (Choice) – Access to Choice – Number of students exercising choice options, by option

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
Open Enrollment	246,357	252,579	251,216	262,633	273,377	266,693	249,290
Charter Schools	251,736	270,870	283,694	295,748	313,532	329,168	341,869
Private Schools	331,013	345,796	368,321	370,166	380,295	397,970	
Career and Professional Education Academies	75,026	88,981	97,364	92,256	89,174	76,422	
Private School/Center VPK Enrollment	135,473	136,350	135,903	134,910	134,521	131,712	
Tax Credit Scholarships	69,950	78,664	98,936	108,098	104,091	111,219	100,028
Home Education	84,096	83,359	87,462	89,817	97,261	106,115	
AICE Programs	26,900	32,917	41,402	49,183	55,119	63,059	
McKay Scholarships (Private)	28,263	29,220	29,916	29,120	29,072	30,186	27,226
McKay Scholarships (Public)	3,467	3,922	4,322	5,134	5,636	6,059	5,386
Full-Time Virtual Instruction	11,790	13,346	12,984	12,286	11,175	12,097	78,850
IB Programs	12,746	13,335	13,603	13,670	13,575	14,729	
Gardiner Scholarships	1,559	4,815	8,000	10,236	12,179	14,319	17,508
Lab Schools (1 FAU school, UF, and FAMU)	2,667	2,730	2,797	2,886	2,935	2,950	3,144
Charter Lab Schools (FSUS and 1 FAU school)	3,799	3,832	3,835	3,813	3,856	3,941	3,968
Lab Schools and Charter Lab Schools	6,466	6,562	6,632	6,699	6,791	6,891	7,112
School Transfers Related to Low-Performing Schools	5,638	2,662	3,503	3,709	3,944	2,265	1,368
AP	188,260	195,703	203,984	211,057	208,772	205,509	
Dual Enrollment	53,286	56,005	63,402	69,934	76,292	80,498	
Collegiate Charter HS	2,695	2,701	2,822	2,867	2,936	3,165	3,276
Gifted Enrollment		165,614	169,297	172,276	176,457	178,173	166,312
Family Empowerment Scholarship						17,823	36,384
Hope Scholarship (Private)					127	297	388
Hope Scholarship (Public)						404	476

*The following 2020-21 scholarship data are preliminary: Tax Credit, McKay Scholarship (Private), Gardiner, Family Empowerment, and Hope (Private).

Goal 2 Seamless Articulation and Maximum Access
Measure 5 (Postsecondary) – Florida Postsecondary Continuation Rate – Percent of high school graduates who enroll in postsecondary education

Note: Approximately 4-7% of students go out of state which is not captured by this data

	2014-15 (2013-14 HS graduates)	2015-16 (2014-15 HS graduates)	2016-17 (2015-16 HS graduates)	Baseline 2017-18 (2016-17 HS graduates)	Year 1 2018-19 (2017-18 HS graduates)	Adopted Plan – Using 2017-18 as Baseline		
						2024 Target	2024 Target	2024 Target
Postsecondary Continuation Rate	61.5%	62.2%	61.3%	60.8%	57.8%	67%	73%	90%
Postsecondary Enrollment	91,947	96,823	97,925	102,086	104,351			
Number of HS Graduates	149,397	155,714	159,672	168,042	180,411			

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)
- Since growth was negative, assumed a 1% per year growth rate

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number
- 2% per year

Green Target:
- 90%

Goal 2 Seamless Articulation and Maximum Access
Measure 6 (Postsecondary) – Associate Degree Articulation Rate in Florida – Percent of students earning an Associate of Arts (AA) degree who transfer to the next postsecondary level in Florida

Note: Does not include articulation to out-of-state postsecondary institutions.

	2014-15 (2013-14 AA graduates)	2015-16 (2014-15 AA graduates)	2016-17 (2015-16 AA graduates)	Baseline 2017-18 (2016-17 AA graduates)	Year 1 2018-19 (2017-18 AA graduates)	2024 Target	2024 Target	2024 Target
AA Articulation Rate	61.7%	61.3%	60.8%	61.4%	62.1%	67%	73%	90%
Number of Transferring Students	34,009	34,276	35,116	34,986	35,773			
Number of AA Graduates	55,132	55,888	57,799	56,939	57,587			

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)
- Since growth was negative, assumed a 1% per year growth rate

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number
- 2% per year

Green Target:
- 90%

Goal 3 Skilled Workforce and Economic Development

Measure 1 – Postsecondary Employment Rate – Percent of program completers who are employed overall and by sector under the purview of the Department of Education:

a. Florida College System (system-wide and by institution)
b. District Postsecondary (system-wide and by district)
c. Vocational Rehabilitation
d. Blind Services

	2014-15 (2013-14 completers)	2015-16 (2014-15 completers)	2016-17 (2015-16 completers)	Baseline 2017-18 (2016-17 completers)	Year 1 2018-19 (2017-18 completers)	Year 2 2019-20 (2018-19 completers)	2024 Target	2024 Target	2024 Target
Combined	71%	72%	73%	73%	74%	75%	77%	79%	90%
Florida College System (FCS)	72%	73%	73%	73%	74%	74%			
District Postsecondary (DPS)	71%	73%	75%	75%	76%	76%			
Blind Services (BS)	56%	52%	53%	54%	56%	56%			
Vocational Rehabilitation (VR)	69%	71%	74%	74%	75%	77%			

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)

- 0.67% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 1% per year

Green Target:

- 90%

Notes

Completers	Includes: Valid SSN's Only

Completers NOT Continuing Education	Includes: Valid SSN's Only
	Excludes anyone found Continuing Education

Found Employed	Includes: Valid SSN's Only
	Found employed in Florida during the 4th quarter (Oct.-Dec.) after completion year with earnings > 0
	Employment does not include military, federal, or out of state employment
	Excludes anyone found employed and continuing education
	Percentage = Found Employed/Total Completers NOT Continuing Education

College Name	2014-15 (2013-14 completers)	2015-16 (2014-15 completers)	2016-17 (2015-16 completers)	2017-18 (2016-17 completers)	2018-19 (2017-18 completers)	2019-20 (2018-19 completers)
Total	72%	73%	73%	73%	74%	74%
Broward College	75%	74%	75%	77%	75%	75%
Chipola College	67%	68%	67%	76%	69%	70%
College of Central Florida	76%	72%	77%	77%	78%	76%
Daytona State College	71%	71%	71%	74%	75%	75%
Eastern Florida State College	69%	66%	67%	71%	72%	74%
Florida Gateway College	78%	78%	79%	77%	81%	75%
Florida SouthWestern State College	79%	80%	79%	71%	77%	78%
Florida State College at Jacksonville	70%	72%	71%	72%	73%	73%
Gulf Coast State College	72%	71%	71%	71%	73%	69%
Hillsborough Community College	76%	75%	75%	76%	76%	76%
Indian River State College	73%	73%	77%	71%	75%	74%
Lake-Sumter State College	76%	77%	73%	76%	73%	73%
Miami Dade College	70%	71%	71%	70%	72%	71%
North Florida College	68%	68%	75%	76%	69%	71%
Northwest Florida State College	57%	58%	63%	62%	59%	64%
Palm Beach State College	71%	75%	75%	75%	75%	76%
Pasco-Hernando State College	73%	76%	75%	77%	77%	78%
Pensacola State College	61%	61%	58%	61%	63%	61%
Polk State College	82%	76%	81%	81%	82%	83%
Santa Fe College	71%	72%	73%	72%	73%	73%
Seminole State College of Florida	75%	75%	76%	78%	77%	78%
South Florida State College	75%	73%	76%	77%	84%	79%
St. Johns River State College	72%	72%	74%	75%	75%	76%
St. Petersburg College	75%	77%	76%	72%	73%	75%
State College of Florida, Manatee-Sarasota	76%	72%	74%	75%	78%	75%
Tallahassee Community College	75%	73%	76%	76%	71%	77%
The College of the Florida Keys	62%	71%	62%	79%	65%	66%
Valencia College	73%	73%	73%	74%	75%	73%

District Name	2014-15 (2013-14 completers)	2015-16 (2014-15 completers)	2016-17 (2015-16 completers)	2017-18 (2016-17 completers)	2018-19 (2017-18 completers)	2019-20 (2018-19 completers)
Total	71%	73%	75%	75%	76%	76%
BAKER			80%	95%	100%	
BAY	73%	66%	66%	72%	65%	73%
BRADFORD	63%	49%	73%	86%	53%	71%
BROWARD	69%	71%	70%	72%	74%	74%
CHARLOTTE	76%	82%	85%	81%	86%	84%
CITRUS	73%	76%	80%	75%	75%	80%
CLAY				*	67%	60%
COLLIER	74%	82%	79%	78%	83%	80%
DADE	64%	66%	67%	66%	70%	66%
DESOTO	74%	82%	75%	92%	89%	91%
ESCAMBIA	70%	72%	74%	77%	75%	78%
FLAGLER	65%	61%	66%	71%	64%	76%
GADSDEN	33%	59%	73%	67%	74%	*
HENDRY	100%	50%	70%	50%	53%	66%
HERNANDO	80%	100%	33%	77%	83%	25%
HILLSBOROUGH	74%	72%	77%	77%	75%	77%
INDIAN RIVER	71%	67%	74%	71%	81%	80%
LAKE	78%	75%	80%	82%	85%	81%
LEE	80%	79%	81%	81%	85%	85%
LEON	64%	69%	67%	69%	72%	65%
MANATEE	77%	81%	81%	77%	80%	81%
MARION	69%	81%	79%	81%	82%	78%
MONROE	67%					
NASSAU				100%		
OKALOOSA	50%	75%	71%	73%	77%	65%
ORANGE	67%	72%	74%	73%	79%	77%

District Name	2014-15 (2013-14 completers)	2015-16 (2014-15 completers)	2016-17 (2015-16 completers)	2017-18 (2016-17 completers)	2018-19 (2017-18 completers)	2019-20 (2018-19 completers)
OSCEOLA	74%	76%	74%	76%	78%	74%
PALM BEACH				71%	*	80%
PASCO	70%	75%	78%	67%	76%	73%
PINELLAS	67%	70%	77%	74%	75%	80%
POLK	73%	77%	81%	79%	74%	75%
SANTA ROSA	58%	66%	74%	68%	73%	74%
SARASOTA	80%	79%	79%	85%	82%	83%
ST. JOHNS	75%	78%	77%	76%	78%	76%
SUMTER	83%	55%	80%	78%	75%	91%
SUWANNEE	63%	75%	73%	75%	70%	57%
TAYLOR	87%	54%	76%	78%	79%	70%
WAKULLA	68%	50%	33%	100%		
WALTON	75%	72%	70%	72%	74%	70%
WASHINGTON	69%	66%	68%	76%	76%	74%

Goal 3 Skilled Workforce and Economic Development

Measure 2 – Initial Wages – Average initial wages earned by program completers overall and by sector under the purview of the Department of Education:
a. Florida College System (system-wide and by institution)
b. District Postsecondary (system-wide and by district)
c. Vocational Rehabilitation
d. Blind Services

	2014-15 (2013-14 completers)	2015-16 (2014-15 completers)	2016-17 (2015-16 completers)	Baseline 2017-18 (2016-17 completers)	Year 1 2018-19 (2017-18 completers)	Year 2 2019-20 (2018-19 completers)
Combined	$30,556	$33,616	$32,756	$34,040	$34,844	$36,152
Florida College System (FCS)	$34,080	$36,912	$35,680	$37,068	$37,600	$39,268
District Postsecondary (DPS)	$25,288	$28,464	$27,772	$29,776	$30,712	$32,164
Blind Services (BS)	$23,660	$24,788	$23,460	$25,152	$24,412	$28,920
Vocational Rehabilitation (VR)	$18,764	$18,916	$17,852	$19,172	$19,356	$19,648

Notes

Completers	Includes: Valid SSN's Only

Completers NOT Continuing Education	Includes: Valid SSN's Only
	Excludes anyone found Continuing Education

Found Employed	Includes: Valid SSN's Only
	Found employed in Florida during the 4th quarter (Oct.-Dec.) after completion year with earnings > 0
	Employment does not include military, federal, or out of state employment
	Excludes anyone found employed and continuing education
	Percentage = Found Employed/Total Completers NOT Continuing Education

College Name	2014-15 (2013-14 completers)	2015-16 (2014-15 completers)	2016-17 (2015-16 completers)	2017-18 (2016-17 completers)	2018-19 (2017-18 completers)	2019-20 (2018-19 completers)
Total	$34,080	$36,912	$35,680	$37,068	$37,600	$39,268
Broward College	$38,092	$39,752	$37,244	$40,276	$39,400	$41,464
Chipola College	$32,288	$32,856	$33,324	$36,884	$39,448	$35,188
College of Central Florida	$30,640	$33,512	$35,164	$34,520	$36,660	$37,824
Daytona State College	$30,832	$33,132	$33,312	$34,800	$35,188	$36,652
Eastern Florida State College	$28,960	$32,324	$29,576	$32,376	$32,648	$35,328
Florida Gateway College	$31,496	$35,344	$35,792	$36,516	$37,644	$41,696
Florida South Western State College	$39,684	$42,172	$40,712	$40,600	$42,092	$43,520
Florida State College at Jacksonville	$34,040	$35,860	$34,628	$36,828	$38,212	$41,484
Gulf Coast State College	$31,364	$35,964	$34,084	$37,688	$39,956	$40,276
Hillsborough Community College	$34,456	$37,932	$34,980	$35,408	$36,400	$37,652
Indian River State College	$33,096	$35,428	$34,232	$34,784	$35,036	$37,160
Lake-Sumter State College	$31,860	$33,848	$33,116	$35,720	$35,896	$35,784
Miami Dade College	$36,884	$40,372	$37,768	$39,860	$38,820	$39,260
North Florida College	$34,612	$31,008	$31,964	$37,284	$33,864	$36,024
Northwest Florida State College	$28,476	$30,480	$33,776	$34,060	$31,904	$34,472
Palm Beach State College	$32,160	$37,216	$35,556	$37,332	$37,868	$38,892
Pasco-Hernando State College	$29,524	$32,532	$35,612	$36,192	$35,712	$38,996
Pensacola State College	$28,052	$30,664	$28,544	$30,684	$31,540	$33,120
Polk State College	$38,128	$39,984	$38,220	$39,492	$40,868	$42,088
Santa Fe College	$33,192	$35,632	$33,588	$35,384	$40,544	$40,988
Seminole State College of Florida	$32,904	$35,208	$35,864	$37,552	$37,796	$40,864
South Florida State College	$30,188	$34,656	$33,072	$33,936	$39,128	$37,384
St. Johns River State College	$31,884	$35,888	$34,608	$34,988	$38,416	$37,796
St. Petersburg College	$42,376	$45,220	$43,300	$42,604	$42,240	$45,280
State College of Florida, Manatee-Sarasota	$35,404	$38,184	$37,364	$39,016	$40,308	$42,960
Tallahassee Community College	$30,908	$33,372	$30,248	$32,932	$34,376	$34,428
The College of the Florida Keys	$33,800	$37,900	$40,800	$40,200	$45,764	$41,588
Valencia College	$30,996	$33,812	$33,492	$33,900	$34,468	$35,720

Updated: Yes
New Year: 2019-20 (18-19 completers)
Next Update: 2020-21 (19-20 completers)

District Name	2014-15 (2013-14 completers)	2015-16 (2014-15 completers)	2016-17 (2015-16 completers)	2017-18 (2016-17 completers)	2018-19 (2017-18 completers)	2019-20 (2018-19 completers)
Total	$25,288	$28,464	$27,772	$29,776	$30,712	$32,164
BAKER			$15,076	$19,084	$**,***	
BAY	$21,964	$21,356	$22,332	$21,416	$23,080	$28,216
BRADFORD	$24,896	$20,048	$32,544	$23,612	$27,000	$34,536
BROWARD	$26,904	$30,224	$27,804	$31,972	$32,724	$36,152
CHARLOTTE	$24,748	$24,896	$26,192	$24,512	$26,704	$28,008
CITRUS	$27,588	$28,744	$26,772	$33,912	$30,520	$29,284
CLAY				$**,***	$**,***	$**,***
COLLIER	$24,972	$25,932	$26,464	$26,484	$28,084	$28,732
DADE	$26,364	$30,160	$29,972	$29,860	$30,652	$29,224
DESOTO	$16,724	$23,176	$25,452	$30,676	$25,396	$28,364
ESCAMBIA	$26,492	$26,548	$30,076	$31,720	$34,504	$35,112
FLAGLER	$20,924	$20,976	$23,528	$25,632	$25,832	$28,664
GADSDEN	$3,756	$25,680	$22,956	$21,920	$32,148	$27,808
HENDRY	$15,512	$40,608	$23,276	$34,608	$24,380	$17,532
HERNANDO	$11,752	$26,984	$41,692	$22,920	$**,***	$**,***
HILLSBOROUGH	$26,208	$31,068	$31,200	$32,496	$33,948	$36,052
INDIAN RIVER	$19,160	$21,160	$19,836	$22,376	$26,076	$31,844
LAKE	$24,912	$25,720	$25,912	$29,088	$29,284	$28,976
LEE	$29,580	$32,972	$34,876	$35,804	$36,120	$37,044
LEON	$19,000	$22,896	$20,808	$25,736	$23,448	$23,852
MANATEE	$23,760	$27,572	$26,372	$28,132	$29,120	$32,384
MARION	$26,136	$27,860	$26,668	$27,416	$27,544	$28,860
MONROE	$41,748					
NASSAU				$20,816		
OKALOOSA	$21,576	$24,180	$24,404	$28,296	$26,004	$31,388
ORANGE	$21,484	$27,332	$26,148	$27,700	$30,980	$29,840
OSCEOLA	$22,304	$25,184	$23,632	$26,612	$25,712	$29,560

District Name	2014-15 (2013-14 completers)	2015-16 (2014-15 completers)	2016-17 (2015-16 completers)	2017-18 (2016-17 completers)	2018-19 (2017-18 completers)	2019-20 (2018-19 completers)
PALM BEACH				$20,440	$**,***	$30,536
PASCO	$17,168	$20,704	$18,188	$20,424	$21,648	$21,208
PINELLAS	$26,156	$29,168	$29,808	$32,864	$31,864	$34,224
POLK	$23,552	$31,432	$24,476	$26,192	$25,364	$26,436
SANTA ROSA	$21,592	$21,300	$25,040	$26,352	$26,012	$28,356
SARASOTA	$26,796	$30,360	$31,520	$31,376	$31,688	$36,088
ST. JOHNS	$26,172	$28,208	$23,916	$26,064	$29,732	$32,280
SUMTER	$11,808	$20,740	$19,772	$15,840	$**,***	$19,996
SUWANNEE	$19,356	$22,168	$18,976	$24,104	$23,864	$20,168
TAYLOR	$48,896	$25,004	$30,764	$31,616	$39,908	$31,780
WAKULLA	$16,096	$19,092	$33,692	$11,336		
WALTON	$22,940	$24,588	$27,820	$27,708	$27,064	$29,000
WASHINGTON	$27,756	$26,108	$25,860	$27,500	$28,536	$31,420

Goal 3 Skilled Workforce and Economic Development

Measure 3 – Increasing Participation and Performance in Meaningful Accelerated Pathways – Number and percent of students participating in and succeeding in the following acceleration areas:

Acceleration Mechanism	Subgroup	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Baseline 2017-18	Year 1 2018-19	Year 2 2019-20	2024 Target	2024 Target	2024 Target
Percent of Graduates who passed at least one AP Exam	All Graduates	26%	26%	27%	28%	28%	28%	27%	24%	28%	29%	33%	
Percent of Graduates who passed at least one IB Exam	All Graduates	3%	3%	3%	3%	3%	3%	3%	3%	3%	9%	15%	
Percent of Graduates who passed at least one AICE Exam	All Graduates	2%	2%	3%	5%	6%	7%	8%	8%	11%	15%	20%	
Percent of Graduates who passed at least one Dual Enrollment Course	All Graduates	21%	22%	23%	22%	22%	24%	25%	24%	28%	29%	31%	
Percent of Graduates who passed at least one Industry Certification Exam	All Graduates	16%	19%	23%	24%	25%	29%	31%	29%	31%	46%	61%	
# Graduates who passed at least one AP Exam	All Graduates	36,626	38,876	40,516	42,825	44,515	46,819	49,378	51,804	53,169			
# Graduates who passed at least one IB Exam	All Graduates	4,332	4,607	5,006	5,007	5,019	5,262	5,390	5,397	5,396			
# Graduates who passed at least one AICE Exam	All Graduates	2,267	3,297	4,587	7,361	8,925	12,512	14,722	16,867	21,201			
# Graduates who passed at least one Dual Enrollment Course	All Graduates	29,485	32,849	34,062	34,847	35,391	40,092	44,903	50,067	52,574			
# Graduates who passed at least one Industry Certification Exam	All Graduates	22,081	28,475	34,454	36,891	40,377	47,963	55,330	62,298	58,517			
Total Graduates	All Graduates	141,954	149,430	149,397	155,714	159,672	168,042	180,411	212,240	188,088			

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

Goal 3 Skilled Workforce and Economic Development
Measure 4 – (K-12 Computer Science) Access in Computer Science

Uses the list of computer science identified per s. 1007.2616, F.S. http://www.fldoe.org/core/fileparse.php/7746/urlt/1819CompSci.pdf
The counts in the tables below are duplicated counts; the counts reflect course enrollments.

Middle Grades Computer Science (includes Career and Technical Education 6-8)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# of Students Enrolled					7,326	17,435	24,917
# of Female Students Enrolled					3,007	6,946	10,060
# of Male Students Enrolled					4,319	10,489	14,857
White					3,770	7,310	10,468
Black or African American					1,135	2,967	4,573
Hispanic/Latino					1,841	5,789	7,683
Asian					308	591	1,008
American Indian or Alaska Native					9	51	59
Native Hawaiian or Other Pacific Islander					13	32	49
Two or More Races					250	695	1,077
# of FRL Enrolled					2,877	8,304	12,015
# of Non-FRL Enrolled					4,449	9,131	12,902
# of ELL Enrolled					416	2,065	3,050
# of Non-ELL Enrolled					6,910	15,370	21,867
# of SWD Enrolled					687	1,916	2,958
# of Non-SWD Enrolled					6,639	15,519	21,959

High School Grades Computer Science
(includes Career and Technical Education, 9-12)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# of Students Enrolled	15,362	16,595	21,279	26,037	31,192	34,696	42,811
# of Female Students Enrolled	4,206	4,533	5,487	7,096	8,917	10,177	13,675
# of Male Students Enrolled	11,156	12,062	15,792	18,941	22,275	24,519	29,136
White	8,195	8,272	10,269	11,642	13,125	14,476	16,625
Black or African American	2,347	2,618	2,942	4,118	4,938	5,641	7,449
Hispanic/Latino	3,374	4,055	5,745	7,312	9,417	10,436	13,534
Asian	839	1,028	1,518	1,975	2,464	2,730	3,443
American Indian or Alaska Native	55	80	63	103	112	99	122
Native Hawaiian or Other Pacific Islander	16	16	39	43	50	67	79
Two or More Races	536	526	703	844	1,086	1,247	1,559
# of FRL Enrolled	5,618	6,407	8,049	10,278	11,990	13,375	17,857
# of Non-FRL Enrolled	9,744	10,188	13,230	15,759	19,202	21,321	24,954
# of ELL Enrolled	468	548	835	1,075	1,446	2,292	3,399
# of Non-ELL Enrolled	14,894	16,047	20,444	24,962	29,746	32,404	39,412
# of SWD Enrolled	977	1,071	1,239	1,491	1,870	2,121	2,883
# of Non-SWD Enrolled	14,385	15,524	20,040	24,546	29,322	32,575	39,928

Goal 3 Skilled Workforce and Economic Development
Possible Future Measures (under development)

- **Increasing Participation and Performance in Meaningful Career and Technical Education Pathways (to be defined by the CTE Audit)** – Number and percent of students participating in and succeeding in the following areas, by subgroup:
    - Industry Certifications
    - College-Credit Career Dual Enrollment
    - Clock-Hour Career Dual Enrollment
    - Pre-apprenticeship and Apprenticeship Programs
- **Performance of Adult Education Programs** – as measured by:
    - learning gains (TABE or CASAS)
    - progression of those exiting with HS diploma or GED are they continuing education, entering workforce

Goal 4 Quality Efficient Services
Measure – Florida's National Ranking on Various Educational Outcomes

See attached document.