Breakout Session: Preparing Students for Success After High School
Key Indicator(s): Graduation, College & Career Readiness rates

What is it?:
Students are considered college and career ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement. (*Source: FLDOE*)

Why is it important?:
Students starting out in college or a career need to be well prepared. The transition from high school or the workforce to college can be a challenge for some students, especially those who are not aware of the expectations and requirements for entering college level coursework. (*Source: FLDOE*)

How is it measured?:
Graduation rate: The Federal graduation rate calculation is the standard used to evaluate schools and districts in Florida. It is the percentage of students who graduate with a standard diploma within four years of their initial enrollment in ninth grade.

College and career readiness: College readiness among students is measured using a variety of different assessments available to them. For schools and districts, college readiness rates reflect the percentage of on-time graduates scoring at "college ready" levels on the ACT, SAT, CPT, or PERT exams.

What's happening in DCPS?:
Duval County has experienced the largest 4-year increase in overall graduation rate of the "Big 7" school districts since the 2011-2012 school year, with an 8.9% rise—rapidly closing in on the state graduation rate.

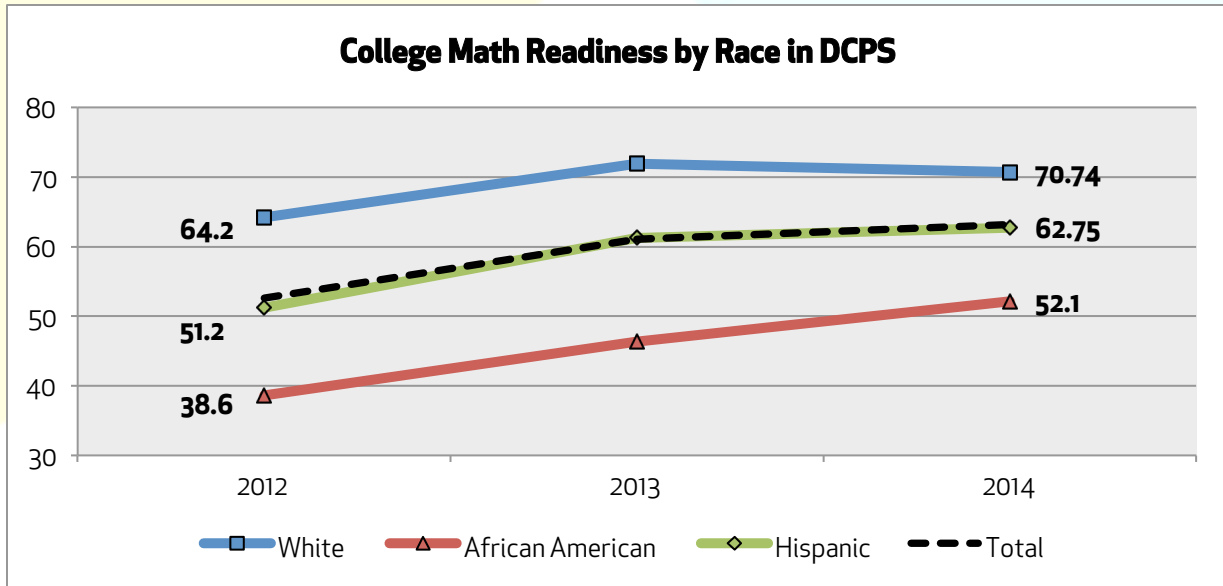**Overall Graduation Rates for Big 7 Florida School Districts**

District	2011-12	2012-13	2013-14	2014-15	Difference*	11/12 – 14/15
Broward	76.4%	75.3%	74.2%	76.6%	2.4%	0.2%
Dade	76.0%	77.2%	76.6%	78.1%	1.5%	2.1%
Duval	**67.7%**	**72.1%**	**74.0%**	**76.6%**	**2.6%**	**8.9%**
Hillsborough	72.6%	74.1%	73.5%	76.0%	2.5%	3.4%
Orange	73.9%	75.9%	74.6%	77.6%	3.0%	3.7%
Palm Beach	77.0%	76.3%	77.9%	79.4%	1.5%	2.4%
Pinellas	72.0%	71.8%	76.2%	78.3%	2.1%	6.3%
Florida	**74.5%**	**75.6%**	**76.1%**	**77.8%**	**1.7%**	**3.3%**

African-American Graduation Rates for Big 7 Florida School Districts

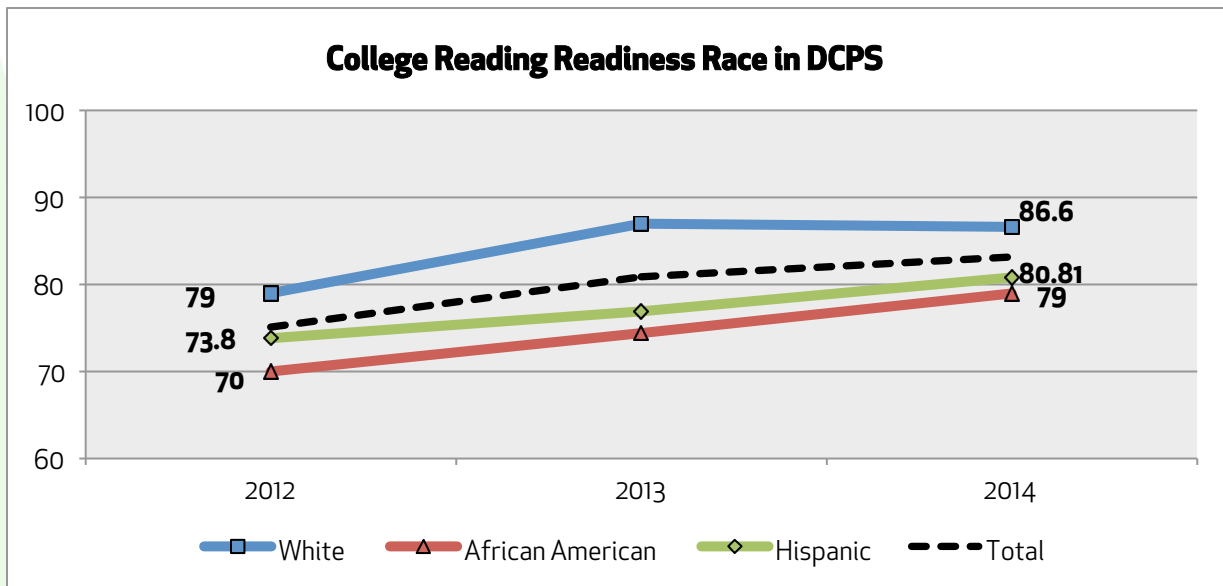| District	2011-12	2012-13	2013-14	2014-15
Broward	68.2%	66.2%	63.9%	67.3%
Dade	68.3%	69.2%	68.2%	70.4%
Duval	**62.3%**	**65.9%**	**66.8%**	**71.1%**
Hillsborough	58.4%	59.2%	60.0%	63.5%
Orange	62.2%	63.6%	60.4%	66.1%
Palm Beach	64.8%	63.8%	64.8%	69.1%
Pinellas	54.6%	56.4%	60.7%	64.6%
Florida	**63.7%**	**64.6%**	**64.7%**	**67.9%**

In 2014-2015 Duval County graduated the highest rate of African American students among any of the "Big 7" districts and had the second largest 4-year increase in African American graduation rate of those districts, with an 8.8% increase since the 2011-2012 school year. (*Source: Duval County Public Schools*)

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An increased rate of African American students have demonstrated college readiness in Reading and Mathematics from 2012-2014; however, African American student college readiness rates are still below the district average, White students, and Hispanic students.

College Math Readiness by Race in DCPS

White: 64.2 (2012) → 72 (2013) → 70.74 (2014)
African American: 38.6 (2012) → 46 (2013) → 52.1 (2014)
Hispanic: 51.2 (2012) → 61 (2013) → 62.75 (2014)
Total: (dashed line)

Legend: White — African American — Hispanic — Total

The proportion of Hispanic students who demonstrate college readiness in Mathematics is on par with the district average, but still below White students .

Hispanic students are below the district average on college readiness Reading, but have steadily increased since 2012.

College Reading Readiness Race in DCPS

White: 79 (2012) → 87 (2013) → 86.6 (2014)
African American: 70 (2012) → 74 (2013) → 79 (2014)
Hispanic: 73.8 (2012) → 77 (2013) → 80.81 (2014)
Total: (dashed line)

Legend: White — African American — Hispanic — Total

Breakout Session: Social-Emotional Learning/Discipline Policies
Key Indicator(s): ISS, OSS, ATOSS

What is it?:
Secondary schools suspend or expel two million students each year, mostly for non-violent offenses such as disruption, disrespect, tardiness and dress code violations. *(Source: American Institutes for Research)*

Why is it important?:
Research shows that getting suspended or expelled increases students' risk for falling into unproductive behavior, affecting their social-emotional development, academic performance, and life trajectories. *(Source: American Institutes for Research)*

How is it measured?:
Violations of the DCPS Code of Student Conduct are grouped into four levels:
- **Level I:** Minor
- **Level II:** Intermediate
- **Level III:** Major
- **Level IV**: Zero tolerance

Each type of violation is associated with a specific disciplinary procedure that is to be implemented by the principal (or other appropriate designee). The Code of Conduct is set up to ensure that principals and school administrators are consistent with administering discipline for violations of the Code of Student Conduct. The district reports on the total number of In-School Suspension (ISS), Out-of-School Suspension (OSS), and Alternatives to Out-of-School Suspension (ATOSS; an option only available to secondary students in lieu of an out of school suspension). (*Source: Duval County Public Schools*)

What's happening in DCPS?:
In Duval County, African American students have steadily accounted for the overwhelming majority of all In-School and Out-of- School Suspensions since the 2012-2013 school year.

Percentage of Total Suspensions in DCPS by Race (2013-2015)

Race	2012-2013	2013-2014	2014-2015
Black	71%	71%	69%
Hispanic	6%	5%	6%
White	19%	18%	20%
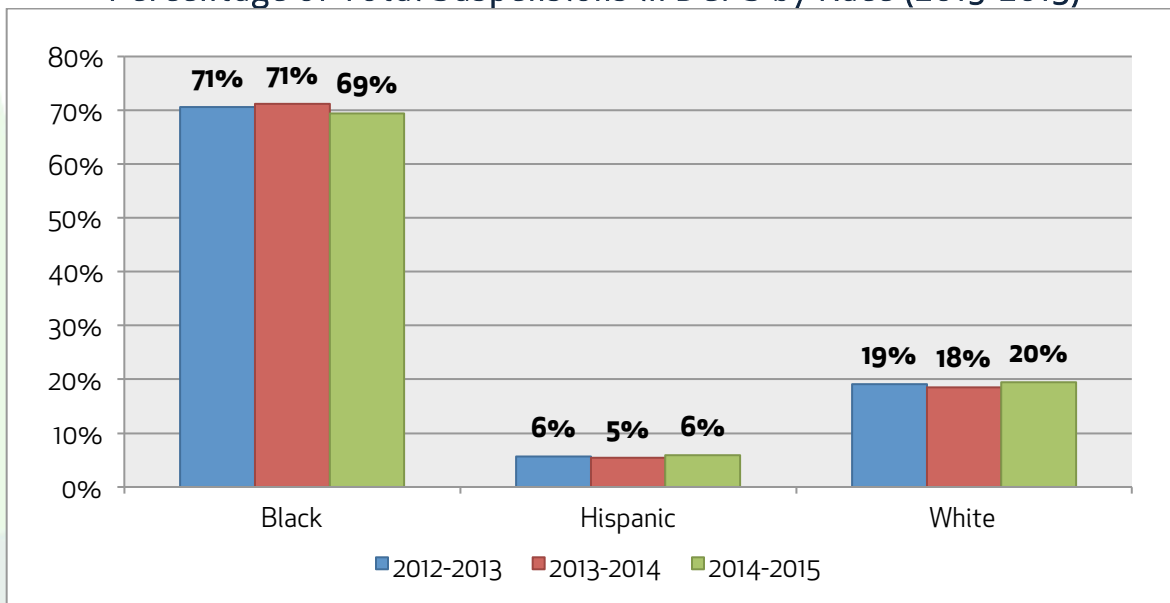
## Percentage of Total Suspensions in DCPS by Race and Gender (2013-2015)
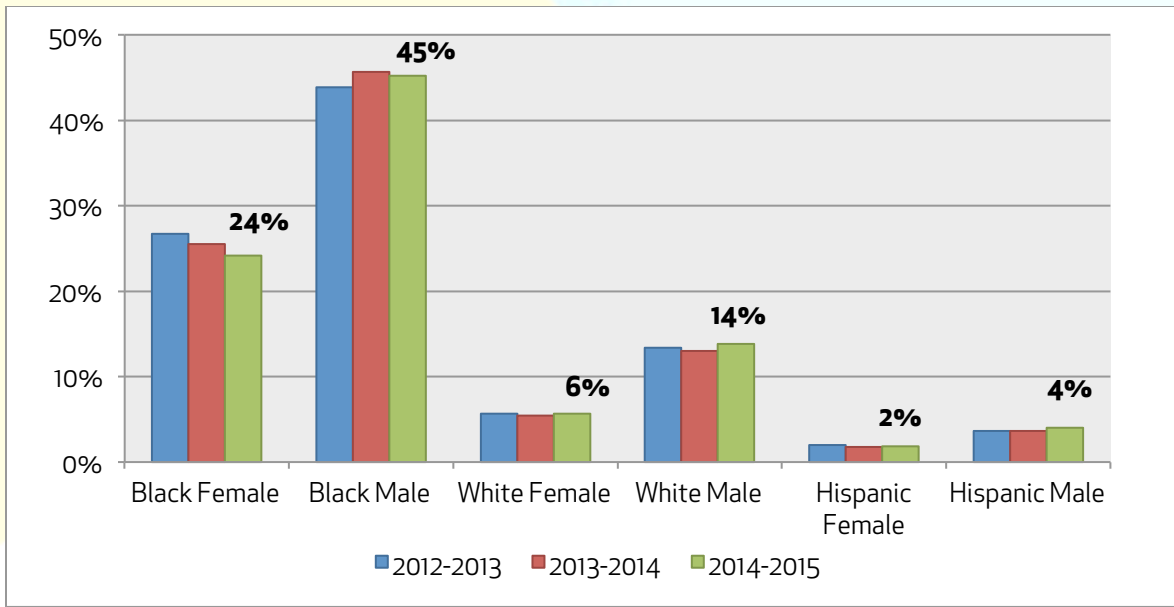
In 2014-2015, African American students were suspended at a rate of about 3.5 times more than White students and a rate of almost 12 times more than Hispanic students.

Within each race/ethnicity group, males are typically suspended at higher rates than females in Duval County.

African American males receive the highest rates of suspensions in Duval County followed by African American females, then White males.

DCPS Enrollment versus Discipline Rate by Race and Gender (2014-2015)
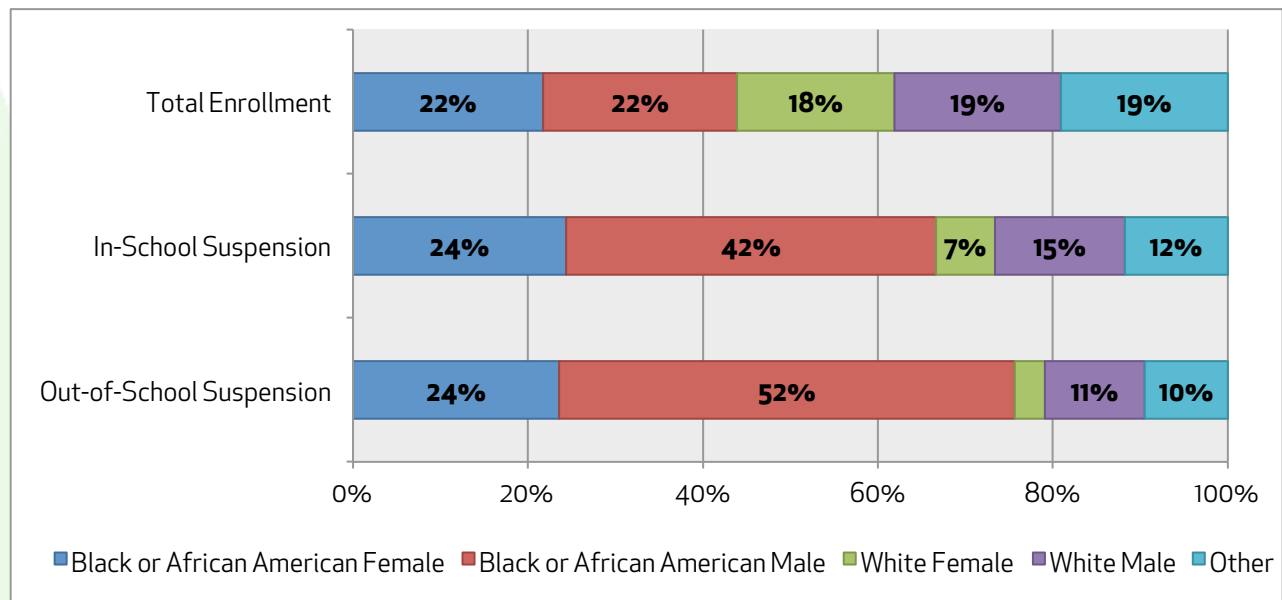
In 2014-2015, African American males only made up about 22% of the total student population in Duval County Public Schools, but were referred for about 42% of all in-school suspensions and 52% of all out-of-school suspensions in the county.

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Breakout Session: Getting Young Children Ready for School
Key Indicator(s): Kindergarten Readiness

What is it?:
Kindergarten readiness rates show how well VPK providers prepare students for kindergarten using results from the Florida Kindergarten Readiness Screener (FLKRS). *(Source: FLDOE)*

Why is it important?:
Student academic and developmental readiness levels when entering kindergarten for the first time can vary widely and significantly impact educational achievement over the first few years of school. A number of factors, including early environment and experiences, quality of pre-K education experience, and individual physical and emotional development can all effect how ready a student is to begin learning immediately when they enter school.

How is it measured?:
The Florida Kindergarten Readiness Screener (FLKRS) is designed to assess each child's readiness for kindergarten. The FLKRS includes a subset of the Work Sampling System for FLKRS (WSS) and the kindergarten screening tasks of the Florida Assessments for Instruction in Reading aligned to Florida Standards (FAIR-FS). *(Source: FLDOE)* Some prior year data below also includes results from the Early Childhood Observation System (ECHOS) – a previously used kindergarten readiness assessment in Florida.

WSS: The Work Sampling System is designed to help teachers optimize the use of daily classroom experiences and activities to document and evaluate children's skills, knowledge, and behavior. It provides the framework that enables teachers to understand what their students know and can do. A subset of WSS performance indicators is provided for FLKRS in five domains; *Personal and Social Development*; *Language and Literacy*; *Mathematical Thinking*; *Scientific Thinking*; and *Physical Development, Health and Safety*. *(Source: FLDOE)* The WSS was implemented beginning in 2014 as a replacement to the ECHOS assessment.

FAIR-FS: The Florida Assessments for Instruction in Reading aligned to Florida Standards (FAIR-FS) is used as part of the kindergarten screening. For FLKRS purposes, only the screening tasks of the FAIR-FS are utilized for Florida students. Screening tasks administered consist of *Alphabetics*, *Oral Language*, and *Comprehension* tasks and they are administered in kindergarten during Assessment Period 1 (AP1). For the purposes of FLKRS, all public and non-public school kindergarten children are administered these tasks. *(Source: FLDOE)*
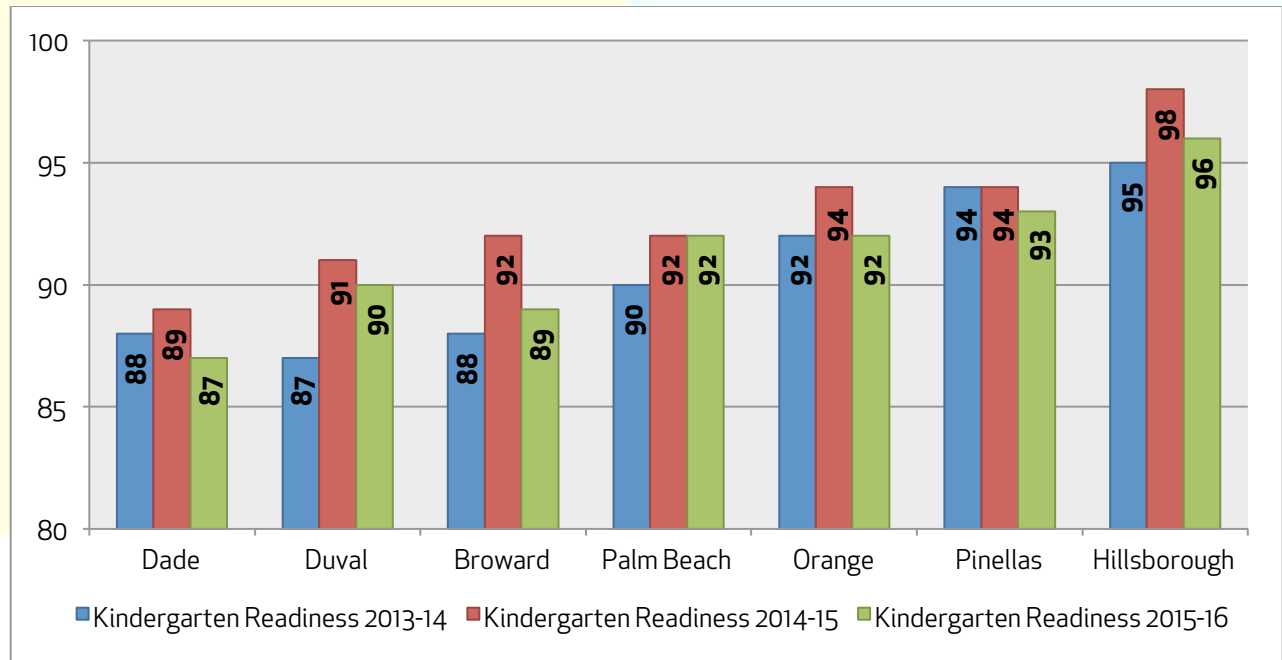
ECHOS: Though no longer used, some data from recent years below references the ECHOS assessment. The ECHOS assessment is a brief observational screening instrument designed to measure a child's performance across seven developmental areas: *Language and Literacy*, *Mathematics*, *Social and Personal Skills*, *Science*, *Social Studies*, *Physical Development and Fitness*, and *Creative Arts*. Since 2014, the WSS has been used instead to measure readiness in these areas.

What's happening in DCPS?:
The graphs on the back of this sheet provide some high-level information on overall average kindergarten readiness rates across all students entering DCPS and the other "Big 7" districts.
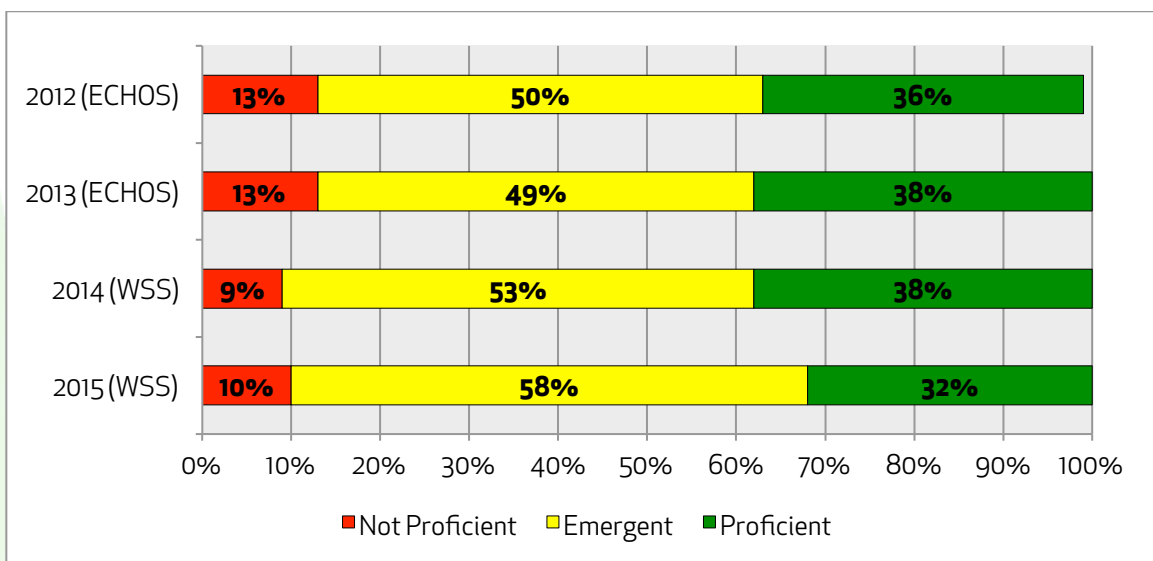
The first chart on the back is sorted by the average kindergarten readiness rates over the past three years but, as the chart labels indicate, DCPS's overall readiness rate for students entering school in 2015-2016 ranked fifth highest out of the seven districts.

Overall Kindergarten Readiness Rates among "Big 7" Districts (2013-2015)

Legend: ■ Kindergarten Readiness 2013-14 ■ Kindergarten Readiness 2014-15 ■ Kindergarten Readiness 2015-16

District	2013-14	2014-15	2015-16
Dade	88	89	87
Duval	87	91	90
Broward	88	92	89
Palm Beach	90	92	92
Orange	92	94	92
Pinellas	94	94	93
Hillsborough	95	98	96

The next chart breaks down the overall combined readiness rates for entering DCPS students totaled in the first chart into the more specific performance levels of "Emergent" and "Proficient". As seen below, the majority of students considered "ready" entering DCPS each year are at the "Emergent" level of readiness rather than the "Proficient" level.

Overall DCPS ECHOS/FLKRS Readiness Rates 2012-2015

Year	Not Proficient	Emergent	Proficient
2012 (ECHOS)	13%	50%	36%
2013 (ECHOS)	13%	49%	38%
2014 (WSS)	9%	53%	38%
2015 (WSS)	10%	58%	32%

Legend: ■ Not Proficient ■ Emergent ■ Proficient

Breakout Session: Testing & Accountability
Key Indicator(s): FSA, FCAT 2.0

What is it?:
From 2011–2014, the FCAT 2.0 was used to measure student achievement of the Next Generation Sunshine State Standards in Reading, Mathematics, and Writing. In spring 2015, it was replaced by the Florida Standards Assessments (FSA) in English/Language Arts (ELA) and Mathematics to measure student achievement of the Florida Standards. *(Source: FLDOE)*

Why is it important?:
Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life by emphasizing analytical thinking. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met. There are also implications for grade retention and high school graduation. *(Source: Florida Standards Assessments)*

How is it measured?:
The success a student has achieved with the Florida Standards will be assessed by FSA ELA and Mathematics assessments and results are reported using the Achievement Levels described below:
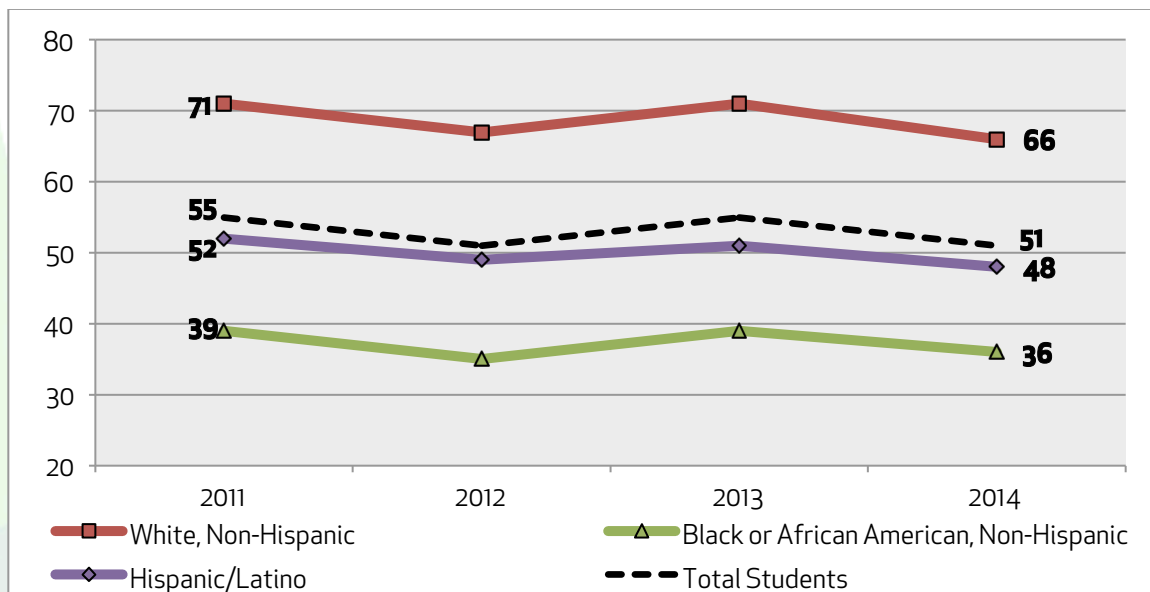
- **Level 5:** Mastery
- **Level 4:** Proficiency
- **Level 3:** Satisfactory (*minimum basic passing threshold for grade-level performance)
- **Level 2:** Below Satisfactory
- **Level 1:** Inadequate

(Source: FLDOE)

What's happening in DCPS?:
Scores on the FSA will not be released until February 2016, therefore results below reflect FCAT 2.0 performance – which is the most recent test data available.

Percentage of 3rd Grade Students in Duval County who earned a Level 3 or better on the FCAT 2.0 Reading from 2011-2014 by Race/Ethnicity

Legend:
- White, Non-Hispanic
- Hispanic/Latino
- Black or African American, Non-Hispanic
- Total Students

On average in Duval County, about 30% more White 3rd graders are at or above grade level in Reading than African American 3rd graders. However, Duval's 3rd graders tended to have the smallest or second smallest achievement gap between White and African American students among the "Big 7" districts.

Achievement Gap between <u>African American and White</u> 3rd graders performing at Level 3 or above in FCAT 2.0 Reading among the "Big 7" districts (2011-2014)
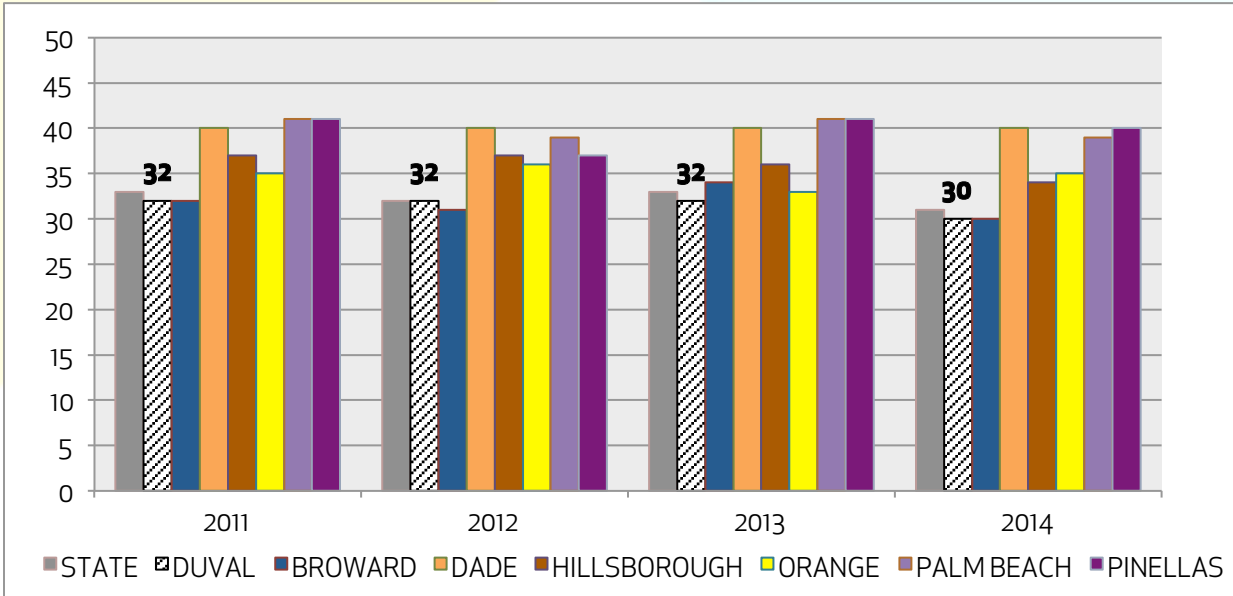
On average in Duval County, between 16 % and 19% more White 3rd graders are at or above grade level in Reading than Hispanic/Latino 3rd graders. Similarly in this comparison, Duval has maintained the second smallest achievement gap between White and Hispanic/Latino 3rd graders among the "Big 7" districts.

Achievement Gap between <u>Hispanic/Latino and White</u> 3rd graders performing at Level 3 or above in FCAT 2.0 Reading among the "Big 7" districts (2011-2014)
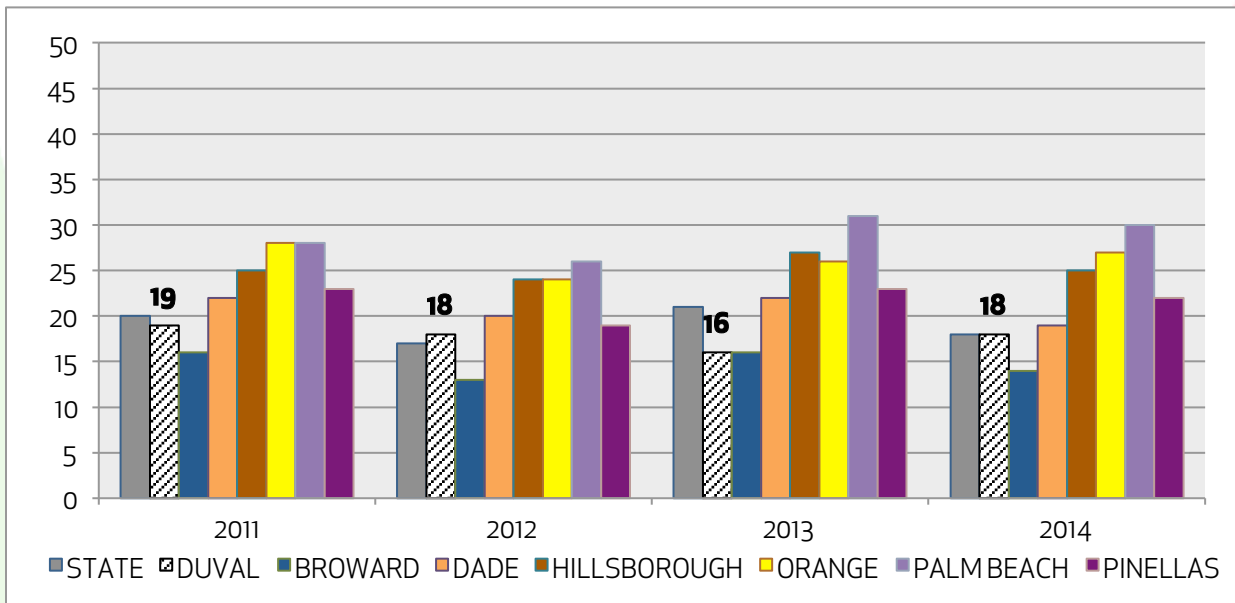
Overall, the achievement gap between White and Hispanic/Latino students in DCPS tends to be lower than the achievement gap between White and African American students.

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Breakout Session: Developing, Retaining & Empowering Great Teachers
Key Indicator(s): Teacher Quality, Experience

What is it?:
In Florida, teacher quality evaluations include combined results from student performance data and teacher observation scores. Portions of overall evaluation instruments vary from district to district but are designed to support effective instruction and student learning growth. Teacher evaluation results are also used when developing district and school-level improvement plans, as well as to identify professional development and other human capital decisions for instructional personnel and school administrators. *(Source: FLDOE)*

Why is it important?:
Exposure to highly-effective teachers has been frequently identified as the most important in-school factor associated with multiple positive student achievement outcomes.

How is it measured?:
Duval County teacher evaluations are based on a combination of student performance data (V.A.M.) scores and administrator observations of their work (C.A.S.T.).

V.A.M.: Florida's value-added measure (VAM), like other value-added models around the country, uses student academic growth to represent the impact of teaching on student learning. VAM compares a student's expected performance to his or her actual performance on a standardized statewide assessment while taking into consideration certain variables that are outside a teacher's control including student attendance, special education designations and – most notably – students' past academic performance.

C.A.S.T.: The observation portion of teacher evaluations in Duval County are based on the Collaborative Assessment System for Teachers (C.A.S.T.). Teachers are observed and evaluated on their demonstration of a number of specific quality indicators in the areas of *Planning and Preparation*, *The Classroom Environment*, *Instruction*, and *Professional Responsibilities*.

What's happening in DCPS?:
The table below indicates the percentage of teachers rated as *Highly Effective*, *Effective*, *Needs Improvement*, or *Unsatisfactory* in the schools identified as part of the Duval Transformation Office (DTO). (DTO schools represent "36 historically low-performing schools in the Raines, Ribault, and Jackson high school feeder patterns" that were identified beginning in 2013 for specific focused efforts in directing needed resources to provide quality education to all students at these schools. *(Source: DCPS)*) The first row shows the overall districtwide average percent of teachers in each category as a reference point.

DTO School	Percentage of Teachers in Each Performance Category			
	Highly Effective	Effective	Needs Improvement	Unsatisfactory
DCPS Districtwide Avg.	15	76.5	5.6	0.1
Andrew Jackson	0	69.4	22.4	0
Andrew Robinson	0	69.4	22.4	0
Annie R. Morgan	7.1	92.9	0	0
Biltmore	2.7	94.6	2.7	0
Biscayne	4.2	93.8	2.1	0
Brentwood	3.6	89.3	0	0
Eugene J. Butler	0	79.2	14.6	0
Carter G. Woodson	14.3	83.3	2.4	0
Dinsmore	13.5	86.5	0	0
G.W. Carver	16.7	80.0	3.3	0.0
Garden City	2.8	94.4	2.8	0

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Matthew W. Gilbert	2.9	88.6	5.7	0
Henry F. Kite	4.3	87	4.3	0
Highlands Elementary	9.1	87.9	3	0
Highlands Middle	0	81.4	8.5	1.7
John E. Ford	21.1	77.2	0	1.8
John Love	0	94.1	5.9	0
Lake Forest	2.9	94.3	2.9	0
Long Branch	4.5	95.5	0	0
Martin Luther King	0	100	0	0
North Shore	22.4	75.5	2	0
Northwestern Middle	0	94.9	5.1	0
Oceanway	2.7	89.2	4.1	0
Pickett	19	81	0	0
Pine Estates	4.2	95.8	0	0
Richard L. Brown	5	95	0	0
Reynolds Lane	9.7	87.1	3.2	0
Jean Ribault High	0	71.4	18.6	0
Jean Ribault Middle	0	80	8	0
Rufus E. Payne	3.4	86.2	3.4	0
S. A. Hull	28.6	66.7	4.8	0
S. P. Livingston	8.9	84.4	4.4	0
Sallye B. Mathis	10.3	71.8	15.4	0
St. Clair Evans	2.6	94.9	0	0
Susie E. Tolbert	13.6	81.8	4.5	0
Thomas Jefferson	32.4	67.6	0	0
West Jax	0	50	28.6	0
William M. Raines	0	85.9	10.9	0

Another indicator often considered in evaluating teacher quality is years of experience. Below is a look at the percentage of new teachers (1 or 2 years experience) at each DTO school. (DCPS average in red.)

% of 1st and 2nd year Teachers