

**Background:**

In order to ensure that students have the skills needed to succeed, we must help all students accelerate their academic performance toward meeting and exceeding standards. One measure of career and college readiness produced by the College Board shows that only 42.6% of students in the class of 2014 are meeting benchmarks for this process. The percent of students meeting benchmarks is even lower for Black and Hispanic students, 15.8% and 23.4% respectively. Without accelerating student performance, educational institutions will not be able to prepare students for entry into meaningful careers. Accelerating student performance ensures students have opportunities to choose career pathways that maximize their skills and interests.

Yearly summative assessments provide information concerning student understanding of statewide standards. Statewide performance on English/Language Arts (ELA) and mathematics standards is measured through the use of the Florida Standards Assessments (FSA). In addition, the Florida Standards Alternate Assessment (FSAA) is administered to students with exceptionalities that prevent them from taking the FSA. Student performance is measured as either the percent of students meeting state standards or the percent of students demonstrating more than one year of growth on statewide assessments.

**Refer to Data Point Definitions for an explanation of the data.**

**Data:**

**Increase the percent of students meeting state standards on state assessments in English Language Arts by 10 percentage points by the year 2020**

Percent of students meeting state standards on statewide assessments in ELA

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent of Students Meeting State Standards	54%	54%	55%	55%	56%		64%

Data Source: District Grade Report: Florida Department of Education (<http://schoolgrades.fldoe.org/>)

**Increase the percent of students meeting state standards on state assessments in Mathematics by 10 percentage points by the year 2020**

Percent of students meeting state standards on statewide assessments in Mathematics

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent of Students Meeting State Standards	52%	52%	53%	58%	57%		62%

Data Source: District Grade Report: Florida Department of Education (<http://schoolgrades.fldoe.org/>)

**Increase the percent of students meeting state learning gain requirements in English Language Arts by 10 percentage points by the year 2020**

Percent of students making learning gains on statewide assessments in ELA

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent of Students Making Learning Gains	52% (2015-16)	52%	54%	52%	55%		62%

Data Source: District Grade Report: Florida Department of Education (<http://schoolgrades.fldoe.org/>)

[As a result of state reporting cycles, reported results are from the previous school year. This is used by FDOE for school and district grade calculations.]

**Increase the percent of students meeting state learning gain requirements in Mathematics by 10 percentage points by the year 2020**

Percent of students making learning gains on statewide assessments in Mathematics

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent of Students Making Learning Gains	54% (2015-16)	54%	52%	53%	57%		64%

Data Source: District Grade Report: Florida Department of Education (<http://schoolgrades.fldoe.org/>)

[As a result of state reporting cycles, reported results are from the previous school year. This is used by FDOE for school and district grade calculations.]

**Increase district graduation rate of traditional high schools by 5 percentage points by the year 2020**

Percent of district students graduating

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent of Students Graduating	88.1% (2013-14)	89.6% (2014-15)	92.2% (2015-16)	93.8% (2016-17)	96.1% (2017-18)	95.9% (2018-19)	93.1%

Data Source: FDOE INDV

**Data Point Definitions:**

Meeting State Standards	<p>What does ‘% Meeting State Standards on FSA’ mean?</p> <p>Students scoring at achievement levels 3 and above on statewide assessments. The percent of students meeting state standards is the percent of OCPS students scoring at levels 3, 4 and 5.</p>
Learning Gain	<p>What counts as a year’s growth for a student?</p> <p>A learning gain or a year’s growth on a statewide assessment is a level of growth that indicates that a student is meeting their annual expectation for growth. Learning gains will be reported as the percent of students demonstrating growth from the prior year to the current year in the subject areas of ELA and mathematics.</p>
Traditional High School	<p>What is a traditional high school?</p> <p>OCPS high schools with a Master School ID (MSID) school type of Senior High and Primary Service Type of General K-12 Education. This does not include charter, alternative education, or adult education centers.</p> <p><a href="http://doeweb-prd.doe.state.fl.us/EDS/MasterSchoolID/">http://doeweb-prd.doe.state.fl.us/EDS/MasterSchoolID/</a></p>
Graduation Rate	<p>How is the graduation rate calculated?</p> <p>Florida’s graduation rate is a cohort graduation rate. A cohort is defined as a group of students who entered ninth grade in the same school year. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer out are removed from the calculation. Entering transfer students are included in the graduation rate for the class with which they are scheduled to graduate, based on the year they entered ninth grade.</p> <p>The decision to calculate the graduation rate in this way is made by the federal government and is called the Federal Uniform Graduation Rate.</p>

**Teaching and Learning  
Business Plan  
2015 – 2020**

<b>Goal: Intense Focus on Student Achievement</b>	<b>Division Priority: Accelerate student performance</b>				
<b>Current Condition</b>					
<p>In order to ensure that students have the skills needed to succeed, we must help all students accelerate their academic performance toward meeting and exceeding standards. One measure of career and college readiness produced by the College Board shows that only 42.6% of students in the class of 2014 are meeting benchmarks for this process. The percent of students meeting benchmarks is even lower for Black and Hispanic students, 15.8% and 23.4% respectively. Without accelerating student performance, educational institutions will not be able to prepare students for entry into meaningful careers. Accelerating student performance ensures students have opportunities to choose career pathways that maximize their skills and interests.</p> <p>Yearly summative assessments provide information concerning student understanding of statewide standards. Statewide performance on English/Language Arts (ELA) and mathematics standards is measured through the use of the Florida Standards Assessments (FSA). In addition, the Florida Standards Alternate Assessment (FSAA) is administered to students with exceptionalities that prevent them from taking the FSA. Student performance is measured as either the percent of students meeting state standards or the percent of students demonstrating more than one year of growth on statewide assessments.</p>					
<b>Theory of Action</b>					
If we develop administrators’ and teachers’ competencies to ensure effective and centralized rigorous instruction, implement a focused progress monitoring system, and expand access to early learning opportunities, we will accelerate student performance.					
<b>Measurable Objectives</b>					
	<b>Baseline</b>	<b>Midpoint (3 Year)</b>		<b>Target (5 Year)</b>	
	<b>2014 – 2015</b>	<b>2017 – 2018</b>		<b>2019 – 2020</b>	
	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
1. Increase the percent of students meeting state standards on state assessments in English Language Arts by 10 percentage points by the year 2020	54%	59%	55%	64%	
2. Increase the percent of students meeting state standards on state assessments in Mathematics by 10 percentage points by the year 2020	52%	57%	58%	62%	
3. Increase the percent of students meeting state learning gain requirements in English Language Arts by 10 percentage points by the year 2020	52% (2015-16)	57%	52%	62%	

❖ **Represents BROAD strategies**

**Teaching and Learning  
Business Plan  
2015 – 2020**

<b>Measurable Objectives</b>					
4. Increase the percent of students meeting state learning gain requirements in Mathematics by 10 percentage points by the year 2020	54% (2015-16)	59%	53%	64%	
5. Increase district graduation rate of traditional high schools by 5 percentage points by the year 2020	88.1% (2013-14)	91.1%	93.8% (2016-17)	93.1%	95.9% (2018-19)

❖ Represents BROAD strategies

**Teaching and Learning  
Business Plan  
2015 – 2020**

Year	Strategies	Owner
2015 – 2020	1. Refine OCPS’ progress monitoring system in grades K-12 English/Language Arts, Mathematics and other statewide-assessed courses to include the following: ❖ (A-1) <ul style="list-style-type: none"> <li>a. Targeted professional development on how to create appropriate and effective formative assessments through their Professional Learning Communities (PLCs)</li> <li>b. Provide a formative assessment system to support classroom instruction</li> </ul>	Teaching and Learning
2015 – 2020	2. Provide differentiated professional development opportunities in the areas of: ❖ (I-1, PD-1) <ul style="list-style-type: none"> <li>a. Content- and Standards-based instruction (specifically targeting the areas of literacy and numeracy)</li> <li>b. Pedagogy through the Instructional Framework</li> </ul>	Teaching and Learning
2015 – 2020	3. Provide differentiated professional development opportunities for coaches and teacher leaders in the areas of: ❖ (A-1, A-2, PD-1, IL-1) <ul style="list-style-type: none"> <li>a. The coaching cycle</li> <li>b. Leading team planning</li> <li>c. Data-based decision-making</li> <li>d. Providing actionable feedback</li> <li>e. Technology integration</li> <li>f. Formative assessment development</li> </ul>	Teaching and Learning
2015 – 2020	4. Embed and implement a support system to ensure effective and rigorous instruction through: ❖ (A-2, PD-1) <ul style="list-style-type: none"> <li>a. Administrator coaching in the Leadership Framework</li> <li>b. Analysis of assessment, observation and feedback data to identify needs and trends</li> </ul>	Teaching and Learning
2015 – 2020	5. Increase Kindergarten readiness by: ❖ (C-1, PA-2, FR-2) <ul style="list-style-type: none"> <li>a. Expanding the number of early learning opportunities</li> <li>b. Providing information to families on early childhood development</li> <li>c. Leveraging community partnerships to support the attainment of developmental milestones</li> </ul>	Teaching and Learning

❖ Represents BROAD strategies