

Background:

Orange County Public Schools (OCPS) is committed to increasing achievement and opportunities for all students. District overall scores, as well as individual subgroup scores, are examined to ensure all students are meeting or exceeding proficiency levels. There is a significant performance gap in all subjects among identified subgroups. A focus on English/Language Arts (ELA), mathematics and advanced coursework assessments assist students in acquiring the strategies needed to be successful in all content areas. Achievement gaps in ELA and mathematics are as large as 33 percentage points between racial and ethnic groups. The goal of OCPS is to accelerate the gains of subgroups while continuing to increase achievement of all students.

The achievement gap refers to the difference between subgroups of students in the total percentage reaching proficient levels of achievement on standardized tests. The tables below report the difference between the scores of subgroups of students as measured by the Florida Standards Assessments (FSA) and by demonstrating success in a Career and College Acceleration Experience. The choice of student reference groups has been made consistent with statewide reporting on the Florida’s PK12 Education Information Portal reports provided by the Florida Department of Education.

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

Data:

Narrow or eliminate the achievement gap by the year 2020 in the percentage of students meeting state standards in ELA by 10 percentage points between the following specific student subgroups:

- a. **Black to White**
- b. **Hispanic to White**
- c. **Students participating in ESE programs to Non-ESE students**
- d. **Students participating in ELL programs to Non-ELL students**
- e. **Students participating in FRL programs to Non-FRL students**

Achievement Gap in ELA by specific subgroups

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Black to White	38/71 (33)	38/71 (33)	39/73 (34)	39/72 (33)	40/73 (33)		23
Hispanic to White	49/71 (22)	48/71 (23)	49/73 (24)	50/72 (22)	51/73 (22)		12
ESE to Non-ESE	21/57 (36)	16/58 (42)	16/59 (43)	19/59 (40)	20/60 (40)		26
ELL (LY) to Non-ELL	19/57 (38)	19/57 (38)	22/58 (36)	19/59 (40)	20/60 (40)		28
FRL to Non-FRL	44/68 (24)	44/74 (30)	45/74 (29)	46/73 (27)	45/69 (24)		14

Data Source: FDOE INDV

Narrow or eliminate the achievement gap by the year 2020 in the percentage of students meeting state standards in mathematics by 10 percentage points between the following specific student subgroups:

- a. **Black to White**
- b. **Hispanic to White**
- c. **Students participating in ESE programs to Non-ESE students**
- d. **Students participating in ELL programs to Non-ELL students**
- e. **Students participating in FRL programs to Non-FRL students**

Achievement Gap in mathematics by specific subgroups

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Black to White	35/68 (33)	35/71 (36)	37/70 (33)	42/74 (32)	41/74 (33)		23
Hispanic to White	46/68 (22)	47/71 (24)	48/70 (22)	54/74 (20)	53/74 (21)		12
ESE to Non-ESE	25/55 (30)	19/59 (40)	20/57 (37)	25/62 (37)	25/61 (36)		20
ELL (LY) to Non-ELL	26/54 (28)	25/55 (30)	34/55 (21)	33/61 (28)	34/59 (25)		18
FRL to Non-FRL	42/64 (22)	42/72 (30)	44/71 (27)	49/75 (26)	47/69 (22)		12

Data Source: FDOE INDV

Narrow or eliminate the achievement gap by the year 2020 in the percentage of graduates demonstrating success in a college and career acceleration experience prior to graduation by 10 percentage points between the following specific student subgroups:

- a. **Black to White**
- b. **Hispanic to White**
- c. **Students participating in ESE programs to Non-ESE students**
- d. **Students participating in ELL programs to Non-ELL students**
- e. **Students participating in FRL programs to Non-FRL students**

Achievement Gap in demonstrating success in an acceleration experience by specific subgroups

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Black to White	32/52 (20)	29/55 (26)	35/59 (24)	38/63 (25)	50/68 (18)		10
Hispanic to White	39/52 (13)	42/55 (13)	46/59 (13)	50/63 (13)	61/68 (7)		3
ESE to Non-ESE	19/46 (27)	15/47 (32)	19/51 (32)	21/56 (35)	30/64 (34)		17
ELL (LY) to Non-ELL	33/44 (11)	37/44 (7)	33/49 (16)	43/53 (10)	52/62 (10)		1
FRL to Non-FRL	35/50 (15)	39/50 (11)	42/57 (15)	46/62 (16)	58/69 (11)		5

Data Source: FDOE INDV

Data Point Definitions:

<p>English Language Learner</p>	<p>Who is a student participating in English Language Learner (ELL) programs? A student whose primary language is other than English who receives specialized services to support his or her learning.</p>
<p>Exceptional Student Education</p>	<p>Who is a student participating in Exceptional Student Education (ESE) programs? A student with an exceptionality who receives specialized instruction or related services. This includes all students with a primary exceptionality other than gifted.</p>
<p>Free and Reduced Lunch</p>	<p>Who is a student participating in Free and Reduced Lunch (FRL)? A student who receives school lunch for free or at a reduced cost.</p>
<p>Achievement Gap</p>	<p>What is an achievement gap? Any significant and persistent disparity in academic performance or educational attainment between different groups of students, for example white students and minorities or students from higher-income and lower-income (FRL) households.</p>
<p>Achievement Gap Calculation</p>	<p>How is the achievement gap calculated? The percentage of students in each subgroup scoring at or above proficient on state standardized assessments is subtracted from the percentage of white students or other subgroup comparison groups (e.g., ESE to Non-ESE, ELL to Non-ELL, FRL to Non-FRL) who score at or above proficient.</p>
<p>Shading</p>	<p>What does the shading display? The green shaded cells indicate a year in which the achievement gap decreased. Years in which the gap increased are shaded in red. Years in which the gap did not change have no shading.</p>
<p>Demonstrating Success in a Career and College Acceleration Experience</p>	<p>What does “Demonstrating Success in a Career and College Acceleration Experience” mean? Demonstrating success in an extended postsecondary preparation experience during high school enrollment. This includes scoring at level 3 or above on an Advanced Placement (AP) exam, scoring at level 4 or above on an International Baccalaureate (IB) exam, scoring an “E” or better on an Advanced International Certificate of Education (AICE) exam, receiving postsecondary credit in a Dual Enrollment (DE) course, or receiving an industry certification.</p>

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

Goal: Intense Focus on Student Achievement	Division Priority: Narrow achievement gaps
Current Condition	
<p>Orange County Public Schools (OCPS) is committed to increasing achievement and opportunities for all students. District overall scores, as well as individual subgroup scores, are examined to ensure all students are meeting or exceeding proficiency levels. There is a significant performance gap in all subjects among identified subgroups. A focus on English/Language Arts (ELA), mathematics and advanced coursework assessments assist students in acquiring the strategies needed to be successful in all content areas. Achievement gaps in ELA and mathematics are as large as 33 percentage points between racial and ethnic groups. The goal of OCPS is to accelerate the gains of subgroups while continuing to increase achievement of all students.</p> <p>The achievement gap refers to the difference between subgroups of students in the total percentage reaching proficient levels of achievement on standardized tests. The tables below report the difference between the scores of subgroups of students as measured by the Florida Standards Assessments (FSA) and by demonstrating success in a Career and College Acceleration Experience. The choice of student reference groups has been made consistent with statewide reporting on the Florida’s PK12 Education Information Portal reports provided by the Florida Department of Education.</p>	
Theory of Action	
<p>By developing a systemic structure of support, which will remove barriers to learning and improve instruction, OCPS will accelerate academic gains of subgroups and increase the achievement of all students.</p>	

❖ **Represents BROAD strategies**

⚡ **Associated with ESE External Evaluation Recommendations**

⌘ **Associated with ELL External Evaluation Recommendations**

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

Measurable Objectives					
	Baseline	Midpoint (3 Year)		Target (5 Year)	
	2014 – 2015	2017 – 2018		2019 – 2020	
	Actual	Target	Actual	Target	Actual
1. Narrow or eliminate the achievement gap by the year 2020 in the percentage of students meeting state standards in ELA by 10 percentage points between the following specific student subgroups: <ul style="list-style-type: none"> a. Black to White b. Hispanic to White c. Students participating in ESE programs to non-ESE students d. Students participating in ELL programs to non-ELL students e. Students participating in FRL programs to non-FRL students 	Black to White: 38/71 (Difference 33)	Black to White: (Difference 28)	Black to White: 39/72 (Difference 33)	Black to White: (Difference 23)	
	Hispanic to White: 49/71 (Difference 22)	Hispanic to White: (Difference 17)	Hispanic to White: 50/72 (Difference 22)	Hispanic to White: (Difference 12)	
	ESE to Non-ESE students: 21/57 (Difference 36)	ESE to Non-ESE students: (Difference 31)	ESE to Non-ESE students: 19/59 (Difference 40)	ESE to Non-ESE students: (Difference 26)	
	ELL to Non-ELL students: 19/57 (Difference 38)	ELL to Non-ELL students: (Difference 33)	ELL to Non-ELL students: 19/59 (Difference 40)	ELL to Non-ELL students: (Difference 28)	
	FRL to Non-FRL students: 44/68 (Difference 24)	FRL to Non-FRL students: (Difference 19)	FRL to Non-FRL students: 46/73 (Difference 27)	FRL to Non-FRL students: (Difference 14)	

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

Measurable Objectives					
	Baseline	Midpoint (3 Year)		Target (5 Year)	
	2014 – 2015	2017 – 2018		2019 – 2020	
	Actual	Target	Actual	Target	Actual
2. Narrow or eliminate the achievement gap by the year 2020 in the percentage of students meeting state standards in mathematics by 10 percentage points between the following specific student subgroups: <ul style="list-style-type: none"> a. Black to White b. Hispanic to White c. Students participating in ESE programs to non-ESE students d. Students participating in ELL programs to non-ELL students e. Students participating in FRL programs to non-FRL students 	Black to White: 35/68 (Difference 33)	Black to White: (Difference 28)	Black to White: 42/74 (Difference 32)	Black to White: (Difference 23)	
	Hispanic to White: 46/68 (Difference 22)	Hispanic to White: (Difference 17)	Hispanic to White: 54/74 (Difference 20)	Hispanic to White: (Difference 12)	
	ESE to Non-ESE students: 25/55 (Difference 30)	ESE to Non-ESE students: (Difference 25)	ESE to Non-ESE students: 25/62 (Difference 37)	ESE to Non-ESE students: (Difference 20)	
	ELL to Non-ELL students: 26/54 (Difference 28)	ELL to Non-ELL students: (Difference 23)	ELL to Non-ELL students: 33/61 (Difference 28)	ELL to Non-ELL students: (Difference 18)	
	FRL to Non-FRL students: 42/64 (Difference 22)	FRL to Non-FRL students: (Difference 17)	FRL to Non-FRL students: 49/75 (Difference 26)	FRL to Non-FRL students: (Difference 12)	

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

Measurable Objectives					
	Baseline	Midpoint (3 Year)		Target (5 Year)	
	2014 – 2015	2017 – 2018		2019 – 2020	
	Actual	Target	Actual	Target	Actual
3. Narrow or eliminate the achievement gap by the year 2020 in the percentage of graduates demonstrating success in a college and career acceleration experience prior to graduation by 10 percentage points between the following specific student subgroups: <ul style="list-style-type: none"> a. Black to White b. Hispanic to White c. Students participating in ESE programs to non-ESE students d. Students participating in ELL programs to non-ELL students e. Students participating in FRL programs to non-FRL students 	Black to White: 32/52 (Difference 20)	Black to White: (Difference 15)	Black to White: 38/63 (Difference 25)	Black to White: (Difference 10)	
	Hispanic to White: 39/52 (Difference 13)	Hispanic to White: (Difference 8)	Hispanic to White: 50/63 (Difference 13)	Hispanic to White: (Difference 3)	
	ESE to Non-ESE students: 19/46 (Difference 27)	ESE to Non-ESE students: (Difference 22)	ESE to Non-ESE students: 21/56 (Difference 35)	ESE to Non-ESE students: (Difference 17)	
	ELL to Non-ELL students: 33/44 (Difference 11)	ELL to Non-ELL students: (Difference 6)	ELL to Non-ELL students: 43/53 (Difference 10)	ELL to Non-ELL students: (Difference 1)	
	FRL to Non-FRL students: 35/50 (Difference 15)	FRL to Non-FRL students: (Difference 10)	FRL to Non-FRL students: 46/62 (Difference 16)	FRL to Non-FRL students: (Difference 5)	

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⚡ Associated with ESE External Evaluation Recommendations

⚡ Associated with ELL External Evaluation Recommendations

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

Year	Strategies	Owner
2015 – 2020	1. Provide professional development to instructional and administrative personnel that includes specific instructional strategies that can be embedded within standards-based instruction to remove barriers to learning and optimize instruction for a broad range of learners ❖ (PD-1)	Teaching and Learning
2015 – 2020	2. Provide professional development to instructional and administrative personnel focused on mentoring students in targeted subgroups and monitoring strategies to ensure each meets their educational goals ❖ (PD-1)	Teaching and Learning
2015 – 2020	3. Collaboratively monitor and provide support for all subgroups in advanced coursework (advanced, honors, AP, CTE, dual enrollment and IB) to increase participation and performance, ensuring student success ❖ (PA-2)	Teaching and Learning
2015 – 2020	4. Expand the implementation of the systematic districtwide Multi-Tiered System of Supports (MTSS) plan ❖ (I-2) <ul style="list-style-type: none"> a. Develop protocols and a data reporting structure to identify Early Warning Indicators b. Monitor Early Warning Indicators c. Collaboratively monitor the districtwide implementation of MTSS, including monitoring and analyzing MTSS data for targeted subgroups d. Continue training and dissemination of the MTSS process by expanding focus on Tier 2 and Tier 3 interventions in academic and behavioral areas, and monitor the intervention data 	Teaching and Learning
2015 – 2020	5. Increase extended learning opportunities for targeted subgroup students beyond the traditional school year to include summer transition opportunities for students with disabilities (SWD) and summer enrichment programs for English language learners (ELL) ❖ (I-2) ⌘ ELL	Teaching and Learning
2015 – 2020	6. Promote parent academies, ESE parent support team activities, and ELL parent liaison supports to engage and increase parent involvement in strategies to close the achievement gap ❖ (OC-2) ⌘ ELL ⌘ ESE	Teaching and Learning

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⌘ Associated with ELL External Evaluation Recommendations