

# Annual Evaluation Report

For  
Florida Partnership  
2020-2021



*Submitted September 12, 2021 by  
New Directions, New Ideas LLC*

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## Executive Summary

In 2004, the Florida legislature passed the Florida Partnership for Minority and Underrepresented Student Achievement Act and, according to F.S. 1007.35(2)(a), the legislature recognized, “the importance of not only access to college, but also success in college for all students.” The intent of this act was to provide every student in Florida schools with access to high-quality, rigorous academic courses through a grant which created the Florida Partnership (FLP). In support of this legislative act, staff from College Board’s Florida office provides professional development and technical support to school and district-level administrators, along with guidance counselors, teachers, and other school staff in targeted school districts.

By statute, (1007.35(8)(a) F.S.), the Florida Partnership (FLP) is required to contract with an independent evaluation firm. In 2020-2021, College Board contracted with New Directions, New Ideas, LLC to conduct a program evaluation to examine the extent to which the FLP is meeting the goals and performance measures of the program established by statute. FLP staff are assigned to support school district staff in 33 priority school districts, representing 156 schools. Additionally, FLP offers scholarships to school district administrators and educators across the state for College Board professional development events.

Highlights collected during the evaluation process are listed below. The impact of the COVID-19 pandemic and hybrid learning environments is evident when comparing figures to previous years.

### PSAT 8/9 Test Takers

- Two school districts demonstrated an increase in the number of students who took the PSAT 8/9 when comparing 2018-2019 to 2020-2021, with an increase in Washington of 16% and in Levy of 3%. (Pre-COVID 19 = 15 school districts with an increase)

### PSAT 8/9 Scores

- Two school districts demonstrated an increase in the percentage of students who met both ERW benchmarks on the PSAT 8/9 from 2018-2019 to 2020-2021, with increases ranging from 2% to 18%. (Pre-COVID 19 = 16 school districts with an increase)
- The two districts with an increase in percentage change in the percentage of students who met both ERW and Math benchmarks on PSAT 8/9 between baseline and 2019-2020 were Hendry and Madison.

### PSAT/NMSQT Test Takers

- Six FLP districts demonstrated an increase in the number of PSAT/NMSQT test takers when comparing baseline to 2020-2021, with increases ranging from 6% to 14%. (Pre-COVID 19 = 18 school districts with an increase)
- The six districts with the greatest percentage change in the number of students who took the PSAT/NMSQT between baseline and 2020-2021 were Flagler, Hamilton, Lafayette, Lake, Levy and Walton.

### **PSAT/NMSQT Scores**

- Nine school districts demonstrated an increase in the percentage of students who met both ERW benchmarks on the PSAT/NMSQT from 2018-2019 to 2020-2021, with increases ranging from 1% to 13%.
- The six districts with the greatest positive change in the percentage of students who met both ERW and Math benchmarks on PSAT/NMSQT in 2018-2019 compared to 2020-2021 were Desoto, Dixie, Hamilton, Lafayette, Liberty, and St. Lucie.

### **SAT *Saturday* Test Takers (Traditional Testing Day)**

- Five districts demonstrated an increase in participation in the SAT *Saturday* test between 2018-2019 and 2020-2021, with increases ranging from 4% to 57%.
- The five districts with the positive change in the number of students who took the SAT in 2018-2019 compared to 2020-2021 were Lafayette, Lake, Liberty, Nassau, and Walton.

### **SAT *School Day* Test Takers (Testing offered during the week at high schools)**

- Nine FLP districts increased the number of students who participated in SAT *School Days* between 2018-2019 and 2020-2021, with increases ranging from 4% to 94%. (Pre-COVID 19 = 19 school districts with an increase)
- The five districts with the greatest percentage change in the number of students who took the SAT during the SAT *School Days* events in 2018-2019 compared to 2020-2021 were Dixie, Franklin, Lafayette, Sumter, and Walton.

### **SAT Scores for *Saturday* and *School Day* Test Takers**

- In 2020-2021, the percentage of students who met both ERW and Math benchmarks on the SAT ranged from 7% to 64% for *Saturday* testing.
- In 2020-2021, the percentage of students who met both ERW and Math benchmarks on the SAT ranged from 2% to 26% for *School Day* testing.
- The four districts with the greatest percentage of students who met both ERW and Math benchmarks for the SAT on *Saturday* in 2020-2021 were Escambia, Flagler, Lafayette, and Walton.
- The four districts with the greatest percentage of students who met both ERW and Math benchmarks for the SAT on *School Days* in 2020-2021 were Flagler, Lafayette, , Madison, Nassau, and Walton.

### **SAT Concordance Scores**

- The majority of students reached concordance during the past two years. However, only eight districts showed a majority reached concordance in 2020-2021 and all

FLP districts experienced a decrease when compared over the past three years. The decreases could potentially be due to the removal of the concordance requirement for graduation by Florida Department of Education due to the COVID-19 pandemic.

### **AP Exam Test Takers**

- FLP districts overall experienced a 12% decrease in the number of AP exam test takers in 2020-2021 when compared to 2018-2019.
- Five districts demonstrated an increase in AP exam participation between 2018-2019 and 2020-2021, with increases ranging from 9% to 41%.
- The districts with positive change in the number of students who took an AP exam between baseline and 2020-2021 were Columbia, Levy, St. Lucie, Taylor, Walton.
- Three districts demonstrated an increase in participation by minorities who took an AP exam, with increases ranging from 6% to 31%. (Pre-Covid-19 = thirteen school districts with an increase)
- The three districts with a percentage change increase in the number of minority students who took an AP exam between baseline and 2020-2021 were Levy, St. Lucie, and Walton.

### **AP Exam Scores 3+**

- Last year, fourteen districts had gains in the percentage of AP exams that scored at least a 3; however, in 2020-2021 there were three FLP districts showing an increase.
- Last year, eighteen districts had gains in the percentage of AP exams taken by minority students that scored at least a 3 between 2017-2018 and 2019-2020; however, in 2020-2021 only one district (Levy) showed an increase.

## Section 1: Introduction to the Florida Partnership

The mission of the Florida Partnership (FLP) is “to prepare, inspire, and connect students to postsecondary success and opportunity, with a particular focus on minority students and students who are underrepresented in postsecondary education.” To meet its mission, FLP staff conducts professional development events and provides technical assistance to FLP school districts to build inclusive AP programs, increase student and parent awareness about college and career readiness, especially for those who would be first generation college going students, and to prepare non-traditional students to be successful in postsecondary enrollment endeavors. In 2020-2021, the total student population in FLP districts was 162,111, 49% of which are minority students and 56% are Free and Reduced Lunch students.

Through FLP, scholarships were provided to school district staff to attend virtual and non-virtual FLP and College Board professional development events. Scholarships are offered first to staff in FLP districts and then offered statewide to staff in all districts. Funding was also provided to eight FLP districts for the AVID (Advancement Via Individual Determination) program in 27 schools and staff receive scholarships to attend the AVID Summer Institute. In 2019-2020, the FLP also offered \$10,000 grants to ten community organizations, and state college CROP programs for College Access and Readiness Experiences (CARES) programs.

## Section 2: Evaluation Methodology

The evaluation was conducted using an objectives-oriented approach consisting of two main components: 1) program evaluation, to measure the overall effectiveness of professional development opportunities offered to teachers, school administrators, and district administrators and the technical assistance provided to districts and schools by FLP staff and subcontractors; and 2) systemic evaluation, to measure annual and longitudinal student outcomes within FLP districts.

The evaluation plan was designed to collect qualitative and quantitative data to measure the impact of FLP on school district staff, parents, and students. Three key components of the evaluation plan consisted of examining:

- Levels of implementation of the program (participation levels at professional development and technical assistance sessions, AP Course enrollment, College Board’s Suite of Assessment participation and scores, AVID elective course enrollment, and enrollment in programs conducted by CARES grantees);
- The contexts within which the program operates (district, school, parent, and student variables); and
- Outcomes (student test-taking behavior, student course-taking behavior, and student test scores).

Professional development (PD) is a significant portion of services delivered by FLP through scholarships for College Board's AP Summer Institutes and the AVID Summer Institutes. FLP staff also plan and conduct two PD events uniquely designed to meet the needs of FLP district and school administrators (District Leadership Training and Middle School Colloquium) FLP staff organized a virtual AP Symposium event for AP teachers in FLP districts. FLP staff continuously provided technical assistance (TA) to individuals and small groups at the school-level to train staff how to interpret AP Potential reports, how to interpret student scores from PSAT and SAT tests, and how to utilize Khan Academy to increase student academic performance and SAT scores. Fourteen additional District Support Trainings were conducted by FLP staff. These 1 or ½ day PD events were offered in twelve school districts, once at the Heartland Area Consortium (HEC), once at the North East Florida Educational Consortium (NEFEC) and once at the Panhandle Area Educational Consortium (PAEC).

To evaluate the effectiveness of the PD and TA, the **Guskey Model of Training Evaluation** was used as a framework for developing the evaluation plan. This model is widely accepted by professionals in the evaluation profession as a means to measure the efficacy of training programs. Guskey's model includes five levels of outcomes.

➤ **Level 1 Evaluation – Participants' Reaction**

What were the participants' reactions to the PD events?

➤ **Level 2 Evaluation – Participants' Learning**

Did the participants acquire the intended goals from the PD events?

➤ **Level 3 Evaluation – Organization Support and Change**

Does the participant have support for change at the school and district level?

➤ **Level 4 Evaluation – Participants' Use of New Knowledge and Skills**

Did participants put into practice their knowledge and skills acquired in the PD events?

➤ **Level 5 Evaluation – Student Learning Outcomes**

What were the results of the PD events?

Methods used to collect data included online surveys, participant evaluation surveys, and virtual and in-person site observation of CARES programs, along with interviews of CARES representatives. Indicators of interest included levels of participation and satisfaction levels for professional development and technical assistance conducted by FLP staff, enrollment in AVID elective courses, student participation and test scores on the PSAT 8/9, PSAT/NMSQT, SAT assessments, and AP exams.

This report includes analysis at the district level. In Appendices A-E, 2020-2021 data is listed at the school-level.

**Section 2: Evaluation Methodology (cont.)**

Exhibit A displays the evaluation questions aligned with the corresponding level of the Guskey Model and data sources.

<b>Exhibit A</b>		
	<b>Evaluation Questions</b>	<b>Data Sources</b>
<b>Level 1: Reaction</b>	1. To what extent were participants satisfied with professional development opportunities offered through the FLP?	PD surveys
<b>Level 2: Learning</b>	2. To what extent did participants increase knowledge and skills as a result of attending professional development opportunities offered through the FLP?	PD Surveys
<b>Level 3: Organization Support</b>	3. How have district and school administrators contributed to increasing equity and access to advanced level courses and postsecondary enrollment? 4. How have district and school administrators contributed to increasing enrollment of minority and underrepresented students in advanced level courses? 5. How have FLP staff provided support to community-based organizations to improve college and career readiness?	PSAT Test Takers PSAT/NMQST Test Takers SAT Test Takers AP Exam Test Takers AP Exam Minority Test Takers AVID School General Reports
<b>Level 4: Use of New Knowledge and Skills</b>	6. To what extent did school district personnel implement new knowledge and skills as a result of participating in professional development opportunities?	PD Surveys School Administrator Survey District Administrator Survey
<b>Level 5: Student Learning Outcomes</b>	7. How did student test scores in FLP districts compare to statewide figures?	PSAT Test Scores PSAT/NMQST Test Scores SAT Test Scores AP Exam Test Scores AP Exam Minority Test Scores

**Section 2: Evaluation Methodology (cont.)**

The following tasks were completed during the evaluation process:

**Stakeholder Meetings**

The evaluator scheduled an initial meeting with FLP staff and participated in periodic meetings, by conference call, as necessary, for the purpose of planning and reporting to staff on the progress of the evaluation.

**Professional Development Surveys**

Ten online surveys were conducted during the 2020-2021 grant period.

<b>Exhibit B Types of Surveys and Dates Conducted</b>		
<b>PD Event</b>	<b>Date Conducted</b>	<b>Type of Survey</b>
AP Symposia	January 2021	Online
AVID Teacher Survey	May 2021	Online
AP Mentor Survey	May 2021	Online
District Administrators	May 2021	Online
School Administrators	May 2021	Online
Middle School Colloquium	July 2021	Online
District Leadership Training	August 2021	Online
AP Summer Institute	August 2021	Online
AP Capstone Summer Institute	August 2021	Online
AVID Summer Institute	August 2021	Online

**Site Visits**

Five representatives for CARES programs were interviewed by phone and the evaluator visited two in-person CARES programs and participated in three programs virtually.

**Data Collection and Analysis**

Data collection was an ongoing process during the grant period. The analysis involved a merging of the qualitative and quantitative data for inclusion in the final report. The qualitative data was coded and analyzed to identify common themes emerging from the online surveys and interviews. Quantitative survey data was summarized and presented using descriptive statistics of means and percentage changes, as appropriate for the data.

The College Board Suite of Assessments (PSAT 8/9, PSAT/NMSQT, and SAT) and AP exam data was also examined for change over the past three years. The P.K. Yonge School and two FLP school districts do not use FLP services districtwide: Alachua (1 school) and Marion (2 schools) and therefore are included in the school-level data tables in Appendices A-E. The purpose of this longitudinal analysis was to examine percentage change over a three year period.

New this year to the evaluation process was a data collection effort designed to capture advanced level course-taking behaviors, SAT achievement, and AP exam scores for minority and underserved students in FLP districts. The following list includes indicators for high school (HS1-HS9) for middle school (MS1-MS2) and an indicator for parent and student feedback (PS1). The minorities included Black, Hispanic, Two or More Races and underrepresented student data is collected by Free and Reduced Lunch (FRL) status.

<b>Exhibit C</b>		
<b>Indicators</b>	<b>2020-2021 Florida Department of Education Minority and Underserved Student Indicators</b>	<b>Measure</b>
HS1	Percent of minority and underserved students in 12 <sup>th</sup> grade who enroll and complete at least two advanced level mathematics courses.	Completed two AP mathematics courses
HS2	Percent of minority and underserved students in 12 <sup>th</sup> grade who enroll and complete advanced level coursework in four subject areas	Completed four AP courses
HS3	Percent of minority and underserved students who enroll and complete an advanced level course in Computer Science	Completed AP Computer Science course
HS4	Percent of minority and underserved 11 <sup>th</sup> grade students who are considered on track for postsecondary level coursework	Met ERW and/or Math Benchmarks on SAT
HS5	Percent of minority and underserved 12 <sup>th</sup> grade students considered on track for postsecondary level coursework	Met ERW and/or Math Benchmarks on SAT
HS6	Percent of minority and underserved students who enrolled and completed AP courses.	Took an AP exam
HS7	Percent of minority and underserved students who enroll in advanced level courses and earn a grade of "A" or "B"	AP course grades of "A" or "B"
HS8	Percent of minority and underserved students of educators who participated in an FLP training and who pass an AP exam	AP Exam scores of 3+ for students who's AP educator participated in AP Symposium
HS9	Percent of minority and underserved students of who pass AP exam in low performing high schools	AP exam scores of 3+
MS1	Percent of minority and underserved students in 8 <sup>th</sup> grade who pass Algebra I	Algebra 1 grades of "C" or better
MS2	Percent of minority and underserved students in middle school who pass a high school level course in low performing middle schools	Grades of "C" or better in high school level course
PS1	Measures of student, parent, and teacher awareness of and satisfaction with the Florida Partnership	Parent and Student survey results Professional Development survey results
<b>Sources: FLP school districts and College Board</b>		

### Section 3: Florida Partnership Overview

Section 3 provides a demographic profile of FLP districts and a short summary of the services provided through the FLP. School superintendents of participating school districts all sign a letter of commitment to receive technical support and professional development opportunities from the FLP.

Three pillars that guide the work of the FLP towards its mission:

1. **Get Ready:** Improve students' access to challenging coursework and reduce the information gap
2. **Get In:** Connect students to colleges and careers that fit
3. **Get Through:** Improve students' postsecondary degree completion rate

Being a FLP member district means being committed to five goals toward building a school culture of college and career readiness.

- **Building a common understanding:** School and district staff work together to build, promote, and implement a common understanding of college career readiness.
- **Aligning instruction:** School and district initiatives connect curriculum and instruction, strengthen the collaboration between middle school teachers and high school teachers, and focus on building a pipeline of students prepared for challenging coursework.
- **Promoting equity and access:** School and district leaders operationalize the belief that all students can succeed at all levels.
- **Supporting a culture of ongoing improvement:** School and district staff systemically use data to inform and improve instructional and curricular decisions.
- **Using resources strategically:** School and district staff allocates time, funding, materials, and personnel to support improvement efforts through the FLP.

Exhibit D displays a demographic profile of FLP districts compared to statewide averages. FLP districts vary in size ranging from 616 students in Franklin County to 23,862 students in St. Lucie County. The percentage of minority students in these districts varies significantly with the lowest percentage (15%) in Dixie County to the highest percentage (96%) in Gadsden County. FLP districts, on average, have a lower minority student population (48%) compared to the statewide average (64%).

As a socio-economic status indicator, the percentage of students who are eligible for free and reduced lunch (FRL) is included in Exhibit C. The average percentage (56%) of economically disadvantaged students in FLP districts is nearly equal to the statewide average of 55%. The percentage of FRL students in FLP districts ranges from 43% to 88%.

**Exhibit D**  
**Demographic Profile of Florida Partnership Districts**  
**2020-2021**

School District	Student Enrollment Grades 6-12	Percentage of Minority Students	Percentage of Students Eligible for Free/Reduced Lunch
Alachua*	2,611	58%	47%
Bay	13,282	34%	45%
Bradford	1,381	31%	59%
Columbia	4,872	38%	55%
Desoto	2,366	64%	62%
Dixie	1,043	15%	67%
Escambia	20,201	54%	56%
Flagler	7,512	40%	58%
Franklin	616	23%	63%
Gadsden	2,412	96%	88%
Glades	807	67%	48%
Hamilton	844	63%	70%
Hardee	2,614	71%	63%
Hendry	7,234	71%	64%
Highlands	6,536	59%	65%
Lafayette	629	31%	55%
Lake	23,451	51%	44%
Levy	2,750	31%	64%
Liberty	664	22%	45%
Madison	1,266	56%	53%
Marion*	3,831	53%	63%
Nassau	6,573	20%	43%
Okeechobee	3,317	56%	57%
Putnam	5,380	49%	67%
Saint Lucie	23,862	70%	65%
Sumter	4,584	36%	45%
Suwannee	2,937	39%	59%
Taylor	1,284	35%	62%
Walton	5,457	27%	47%
Washington	1,795	24%	54%
<b>FLP Districts</b>	<b>162,111</b>	<b>49%</b>	<b>56%</b>
<b>Florida</b>	<b>1,521,749</b>	<b>64%</b>	<b>55%</b>

\* Population represents 1-2 schools served by FLP, not the total school district population.

Source: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml>

**FLP Professional Development Opportunities**

Exhibit E displays the various types of professional development opportunities attended by 1,190 school district personnel during the 2020-2021 grant period.

<b>Exhibit E</b>		
<b>2020-2021 FLP Professional Development Events</b>		
<b>Type of Training</b>	<b>Number of Sessions</b>	<b>Participant Registration</b>
AP Symposium	A virtual one and one-half day workshop in October 2020	Open enrollment for AP educators in FL districts. (195 participants)
District Support Training	A 1 or 1/2 day professional development event provided by FLP staff.	Four Pre-AP workshops were conducted. (32 participants)
AP Summer Institutes for Teachers	Virtual sessions offered in June and July 2021	Scholarships offered for AP Capstone (25 participants) and AP educators (216 participants)
AVID Summer Institutes	Virtual sessions offered in June and July 2021	Scholarships offered for AVID teachers in FLP districts (158 participants)
Middle School Colloquium	A 3-hour virtual workshop on June 23-24, 2021	Open enrollment for district-level staff, school administrators and guidance counselors (61 participants)
District Leadership Training	A 3-hour virtual workshop on July 21, 2021	Open enrollment for district and middle school administrators, middle school teachers and guidance counselors (65 participants)
AP 1-Day Workshops	Virtual and in-person 1-day workshops in August 2021	Open enrollment for AP educators statewide (219 participants)

### Section 3: Florida Partnership Overview (cont.)

#### District Support Trainings

Sixteen District Support Trainings were provided to 152 school district staff during the 2020-2021 grant period. These workshops are designed to provide district and school administrators, guidance counselors, and educators with classroom strategies for increasing rigor and student engagement for Pre- AP courses and to better understand how to create an open access to AP courses in the school environment. Exhibit F displays the dates and locations for the District Support Trainings.

Date of DCR Workshop	Exhibit F District Support Developing a Culture of Readiness Development Events	Location of Training	Number of Participants
1/25/21	Pre-AP Math	Manatee	17
1/26/21	Pre-AP Social Studies	Manatee	4
2/27/21	Pre-AP Math	Hernando	4
2/27/21	Pre-AP English	Hernando	7
6/15/21	Pre-AP Math	PAEC	8
6/15/21	Pre-AP English	PAEC	15
6/15/21	Pre-AP Math	HEC	3
6/15/21	Pre-AP Social Studies	HEC	11
6/22/21	Pre-AP Math	NEFEC	2
6/22/21	Pre-AP English	NEFEC	4
8/4/21	AP Equity Workshop	Manatee	17
8/4/21	AP Equity Workshop	Hernando	12
8/5/21	AP Equity Workshop	Palm Beach	11
9/9/21 & 9/10/21*	AP Equity Workshop	Polk	15
9/14/21*	AP Equity Workshop	Seminole	11
9/14/21*	AP Equity Workshop	Martin	11
*future dates		<b>Total</b>	<b>152</b>

#### FLP Technical Support

In addition to the professional development opportunities listed in Exhibits E and F, FLP staff also conducted meetings throughout the school year with district and school administrators. Topics covered during these technical support meetings are displayed in Exhibit G showing 443 sessions delivered by FLP staff.

<b>Exhibit G 2020-2021 FLP Technical Support</b>			
<b>Topics Discussed or Presented</b>	<b>Regional Educational Consortia</b>	<b>District</b>	<b>Multiple Districts</b>
Acceleration Opportunities/Increased Rigor	1	9	
AP Exams		48	
AP Capstone		7	
AP Classroom		2	
AP Courses	3	46	
AP Course Resources		14	
AP Computer Science Principles		3	
AP Potential Report	1	35	
APSI Scholarships	2	4	
AVID		3	
Big Future		3	
Career Finder		1	
CARES/PREP Grant Funding		21	
College Board Suite of Assessments	1	13	
College Board Opportunity Scholarships		13	
College and Career Fair/Symposium			5
FAFSA		2	1
Fee Waivers		3	
FLP Overview	2	3	3
K-12 Reporting Portal		4	
Online Score Reporting		3	
Opportunity Myth		1	
Parent/Student Workshops/Webinars		6	5
Pre-AP Courses	1	40	
PSAT/FSA Correlation		6	
PSAT 8/9 & Khan Academy		17	
PSAT 10		2	
PSAT/NMQST/Khan Academy		13	
Professional Development	4	20	4
SAT/Khan Academy		14	
SAT School Day		43	
Springboard		3	
Student Search		1	
Test Ordering		7	
<b>Totals</b>	<b>15</b>	<b>410</b>	<b>18</b>

### **Section 3: Florida Partnership Overview (cont.)**

#### **AVID Center**

AVID Center, a nonprofit organization and sub-recipient grantee of FLP, also provides training and technical assistance to administrators and teachers in 34 schools in 8 FLP districts funded through the FLP. AVID is also present in other FLP districts; however, AVID programs in those districts are funded through the school district's budget.

#### **College Access and Readiness Experiences (CARES) Grantees**

Ten sub-recipient grantees received funding this year through College Access and Readiness Experiences grants, administered by FLP staff. These programs are designed to reach at-risk students, students from low socioeconomic backgrounds, minorities, and many who would become the first generation in their families to go to college.

## Section 4: Professional Development Opportunities and Feedback

Professional development events were limited by restrictions in school districts during the fall semester 2020 and only one event occurred during the school year, the AP Symposium, and it was virtual. This section of the report includes evaluation findings related to the impact of professional development opportunities and participant reactions. Evidence presented in Section 4 provides answers to the following three evaluation questions related to Guskey's Model of Training Evaluation and one FDOE Minority and Underserved Student Indicator.

- Q1: To what extent were participants satisfied with professional development opportunities offered through the FLP?
- Q2: To what extent did participants increase knowledge and skills as a result of attending professional development opportunities offered through the FLP?
- Q7: To what extent did school district personnel implement new knowledge and skills as a result of participating in professional development opportunities?
- FDOE PS1: Measures of student, parent, and educator awareness of and satisfaction with the Florida Partnership.

Survey results will be presented in this section of the report for each of the following professional development opportunities provided during the 2020-2021 grant period.

- AP Symposium (virtual)
- AP Summer Institutes (virtual and in-person)
- AP Capstone Summer Institute (virtual and in-person)
- AVID Digital XP Summer Institute (virtual)
- District Leadership Training (virtual)
- Middle Level Colloquium (virtual)
- AP 1-Day Workshops (virtual and in-person)

### AP Symposium

FLP staff organized and conducted a virtual AP Symposium event on January 21-22, 2021 and 195 AP educators participated. Breakout sessions were organized for seventeen different AP subjects. Overall, participants who attended the AP Symposium expressed high levels of engagement and satisfaction with the content, presenters and resources shared with them. Seventeen out of 20 respondents provided a positive response to the virtual format when asked to describe what they liked about the virtual format. However, only 3 out of 20 would prefer a virtual format in the future with many mentioning how much they missed the networking opportunities of in-person event.

### Section 4: Professional Development Opportunities and Feedback (cont.)

Participants were asked to retrospectively rate their level of confidence before and after attending the AP Symposium. On a scale of 1 to 5, with 1 representing the lowest level of confidence and 5 representing the highest level of confidence, Table 4.1 displays four learning objective goals and confidence levels increased dramatically for all four objectives.

Table 4.1 Confidence Levels: AP Symposium Learning Objectives			
Learning Objectives	Rating Score BEFORE	Rating Score AFTER	Change
Understanding course and exam description framework	3.65	4.44	+0.79
Understanding how to strategically utilize AP Classroom formative tools (AP Daily, Topic Questions, Progress Checks)	2.94	4.22	+1.28
Understanding how to prepare students for the AP Exam through the appropriate use of the summative AP Classroom Question Bank	2.92	4.05	+1.13
Teaching AP in a virtual environment	3.15	4.02	+0.87

### AP Summer Institute (APSI)

AP educators across the state (n=216) received scholarships to attend virtual and in-person AP Summer Institutes conducted by the College Board in June and July 2021. A follow-up online survey request was sent to participants in August 2021 and 53 completed the survey for a response rate of 25%. Respondents were asked to rate the impact of the APSI on a scale of 1 to 5, with 1 representing “Strongly Disagree” and 5 representing “Strongly Agree.” In all four categories, average rating scores were higher than a 4.00, demonstrating a positive impact on educators as a result of attending the APSI.

Table 4.2 Rating Scale Scores: Impact of APSI	
Topics	Average Score
I am more motivated to teach an AP course.	4.21
I will make changes to my AP course delivery.	4.15
My confidence level for preparing students to score a 3 or higher on the AP exam for my course improved.	4.02
I learned new instructional skills.	4.00

**Section 4: Professional Development Opportunities and Feedback (cont.)**

**AP Capstone Summer Institute**

The College Board offered virtual and in-person AP Capstone Summer Institutes as a requirement for new AP Capstone Research or Seminar course educators and 25 participated in 2021. A follow-up online survey was conducted in August 2021 and 9 completed the survey for a response rate of 27%. Participants were asked to rate the impact of the AP Capstone SI on them as an educator. On a scale of 1 to 5, with “1” representing “Strongly disagree” to a “5” representing “Strongly agree” they rated the impact in four topic areas. Listed below are the average weighted scores for each of the four topics showing high levels of satisfaction with scores ranging from 4.00 – 4.22.

I am more motivated for teaching an AP Capstone course.	4.22
I will make changes to my AP Capstone course delivery.	4.22
I learned new instructional skills.	4.11
My confidence level for preparing students to score a 3 or higher on the AP Capstone exam improved.	4.00

**AVID Summer Institute**

School district staff across the state (n=158) received scholarships to participate in the AVID Digital XP online professional development event in July 2021. An online survey request was sent to participants in August 2021 and 25 participants completed the survey for a response rate of 16%. On a rating scale of 1 to 5, with “5” representing the highest level of satisfaction, AVID Summer Institute participants rated their level of satisfaction with the event and the results are presented in Table 4.4.

<b>Table 4.4</b>	
<b>Rating Scale Score: Participation in AVID Digital XP</b>	
	<b>Average Score</b>
The presenters were able to engage and stimulate interest in participants.	4.48
I gained new knowledge and skills.	4.40
The content of the sessions provided me with useful information.	4.24
What I learned will change the way I do my job.	4.20
The overall quality of the AVID Digital XP met my expectations.	4.40

**Section 4: Professional Development Opportunities and Feedback (cont.)**

**Middle Level Colloquium (Pre-AP Conference)**

On June 23-24, 2021, educators from across the state participated in a virtual Pre-AP virtual conference in place of the in-person Middle Level Colloquium due to COVID-19 restrictions. FLP staff organized the conference and a total of 61 participants participated in the event and 35 returned an online survey request for a response rate of 57%. Four separate Pre-AP course subject areas were conducted in breakout sessions. Participants were asked to rate their level of satisfaction with the Colloquium on a scale of 1 to 5, with “5” representing the highest level of satisfaction. Table 4.5 shows high levels in three core subject areas and a lower than average score for Social Studies.

Table 4.5 Average Rating Scale Score: Helpful and Informative Workshop	
Subject Area	Average Score
English Language Arts	4.25
Math	4.43
Science	4.42
Social Studies	2.88

A separate rating scale showed high levels of confidence gains in three core subject areas with Social Studies being a little less compared to the other subject areas.

Table 4.6 Average Rating Scale Score: Improved Confidence Levels	
Subject Areas	Average Score
English Language Arts	4.00
Math	4.71
Science	4.41
Social Studies	3.25

**District Leadership Training**

On July 21, 2021, district-level and school-level administrators, along with guidance counselors from Florida Partnership (FLP) school districts tuned in to the District Leadership Training (DLT) by Zoom meeting. A virtual meeting was conducted for safety reasons related to the pandemic and a total of 65 participants attended the DLT event.

**Section 4: Professional Development Opportunities and Feedback (cont.)**

FLP and College Board staff along with AP and Pre-AP educators presented three hours of presentations. A unique format using breakout sessions was led by Pre-AP and AP educators to demonstrate to district administrators how these educators use instructional strategies to increase rigor in the classroom. Participants indicated which two subject areas they wanted to explore prior to the event. A large majority of participants (84% for AP sessions and 69% for Pre-AP sessions) found these sessions “very helpful” or “helpful.”

The online survey included a retrospective question asking participants to rate their level of understanding the training’s three main topics both “prior to” and “after” the training. Participants were asked to rate their level of understanding the training topics on a scale of 1 to 5. Table 4.7 displays the pre-survey and post-survey average scores for each topic covered during the training. The average score in all four topic areas showed increases ranging from +.87 to +1.40. Understanding the student search engine available from College Board showed the highest gain in understanding.

Table 4.7 Levels of Understanding the District Leadership Training Topics			
Topics	Response Average Pre-DLT	Response Average Post-DLT	Change
The mission of the Florida Partnership	3.74	4.61	+.87
Student search engine available from College Board for college admission	3.06	4.55	+1.49
College Board Opportunity Scholarships	3.12	4.52	+1.40

**AP 1-Day Workshops**

AP 1-Day workshops were offered to AP educators statewide in August 2021. College Board consultants shared instructional strategies and resources, such as AP Classroom. On August 14, 2021 sessions for six AP courses were offered and 111 AP educators participated and 74 completed a participant survey at the end of the day for a response rate of 67%. On August 21, 2021 a second round of AP 1-Day workshops were offered for seven more AP courses and 156 participated and 79 completed a survey for a 61% response rate.

On a scale of 1 to 10, with “10” representing “completely satisfied” and would likely recommend the workshop to a colleague participants of both groups of workshops rated high average scores.

- 9.24 for 8/14/21 workshops
- 9.38 for 8/21/21 workshops

**Section 4: Professional Development Opportunities and Feedback (cont.)**

Tables 4.8 and 4.9 display survey results showing high levels of satisfaction with the materials and content presented during the AP 1-Day workshops.

<b>Table 4.8</b> <b>Satisfaction with Workshop Materials/Content</b> <b>8/14/21</b>			
<b>Materials/Content</b>	<b>Too Much (Count)</b>	<b>Just Right (Count)</b>	<b>Too Little (Count)</b>
Key Skills/Course and Exam Description	4%	87%	3%
Structure of the AP exam, Digital Portfolios, or Performance Task	0	88%	12%
Instructional Strategies	0	97%	3%
Scoring Student Responses	0	84%	16%
AP Classroom	0	86%	14%

<b>Table 4.9</b> <b>Satisfaction with Workshop Materials/Content</b> <b>8/21/21</b>			
<b>Materials/Content</b>	<b>Too Much (Count)</b>	<b>Just Right (Count)</b>	<b>Too Little (Count)</b>
Key Skills/Course and Exam Description	3%	94%	3%
Structure of the AP exam, Digital Portfolios, or Performance Task	1%	80%	19%
Instructional Strategies	6%	91%	3%
Scoring Student Responses	1%	86%	13%
AP Classroom	3%	90%	7%

## Section 5: Community Engagement and Training

During the 2020-2021 grant period, FLP administered the College Access and Readiness Experiences (CARES) Grant program. The grantees submitted applications which included a statement of need, program delivery, number of students to be served, organizational capacity, a logic model, and a budget equal to \$10,000. FLP staff reviewed the applications, scored them with a rubric, and the top ten were awarded a grant. The programs selected were designed to reach at-risk students, students from low socioeconomic backgrounds, minorities, and many who would become the first generation in their families to go to college. Data presented in this section of the report provide evidence for this evaluation question.

- Q5: How have FLP staff provided support to community-based organizations to improve college and career readiness?

The ten CARES grantees were as follows:

### **Florida A&M University Health Careers Opportunity Program, Tallahassee, FL**

The Florida A&M University Health Careers Opportunity Program (FAMU HCOP) aims to address the issue of increasing the number of individuals from disadvantaged, low income and underserved backgrounds who successfully complete professional curricula in cardiopulmonary science, health care management, health informatics and information management, occupational therapy, and physical therapy at Florida A&M University. Through the FAMU School of Allied Health Sciences, HCOP, selected 11 rising 10<sup>th</sup>, 11<sup>th</sup> and 12 grade minority students from underserved, disadvantaged, low income backgrounds from schools in Leon and Gadsden Counties for the summer program. The overall purpose of the program is to expose students to various health professions, including veterinarian careers.

### **Florida Education Fund, Hamilton and Columbia Counties Summer SAT and College Preparation High School Program**

Program is designed to increase college readiness and access, personal college success, and career readiness opportunities for 30 students (minority, low income, and/or first generation college going) from Hamilton County Middle/High School and Columbia High School. Students worked with certified teachers and those in Hamilton County earned an elective high school credit for completing the program.

### **Florida International University, Miami-Dade, FL CROP, SWITCH-ON, and Partners in Progress**

The goal of the program is to prepare underrepresented students for a four-year college education. The program serves 30 middle school and 60 high school students from seven schools who are minority, economically disadvantaged, first generation college going students. All are from low-performing schools. The focus of the summer program is on academic achievement, test preparation, college and career readiness, with an emphasis on enrollment in AP, IB, and dual enrollment courses and excelling on EOC exams.

## **Section 5: Community Engagement and Training (cont'd)**

### **Florida State University, Tallahassee, FL**

#### **Center for Academic Retention and Enhancement (CARES) Center**

FSU's CARE division provides two summer programs, Upward Bound and CROP, to 30 students each from three targeted schools: Griffin MS, Leon Co., Gadsden County HS, Gadsden Co., Robert E. Lee HS, Duval Co. The program provides academic, career, personal, social, leadership, and character development for educationally and socioeconomically disadvantaged students. The focus for the middle school program is on STEM activities and STEM career exploration. The 5-week summer camp for high school students includes SAT preparation, life skills training, and leadership development.

### **Gentlemen's Quest of Tampa, Inc., Tampa, FL**

This nonprofit organization provides supports for 48-60 students from Title I schools in the development of college readiness skills and to increase the number of students that are prepared to enter and successfully complete postsecondary education. They are referred by counselors and social workers and 60% of the students are justice-involved youth. The students are assigned a Success Coach to help them identify goals and develop an action plan. The goal of the program is to equip students with the necessary tools to be critical thinkers with excellent leadership abilities and communication skills. The summer camp is STEM focused and involved coding, architecture, blueprint design, and industrial planning.

### **Hillsborough County Community College, Tampa FL**

#### **CROP program**

The HCC CARES project serves 45-60 minority students in grades 6-12 who are educationally and economically disadvantaged from selected high schools throughout Hillsborough County. Students participate in 15 sessions of intensive academic program designed to enhance and enrich their academic skills and college preparedness. The focus is on skill development, critical thinking, and problem solving. Students are encouraged to Dual Enroll in two college courses (SLS 1501 and CGS 1000).

### **Indian River State College, Ft. Pierce, FL**

#### **Middle and High School CROP Program**

Support to improve academic performance and college readiness skills is provided to low-income at-risk students who would be first generation college students from 10 local area middle and high schools. Academic advisement, tutoring, guided instruction and referrals to campus and community agencies are offered to 40 students in grades 6-12. Big Future is utilized during the summer program. Parent financial aid and scholarship workshops were conducted.

### **Overtown Youth Center (OYC), Overtown, FL**

The OYC provides an afterschool tutoring program during the school year and offers a Summer Intensive Academy to 30 students in grades 7-12. The afterschool program and Summer Academy ensure academic progress and postsecondary success. Certified teachers work with students providing college readiness activities to increase their exposure to college and career options.

## Section 5: Community Engagement and Training (cont'd)

### **Pasco-Hernando State College, New Port Richey and Brooksville, FL College Reach Out Program (CROP)**

The opportunities for existing CROP participants and new recruits was expanded by providing a Summer Academy for educationally and economically disadvantaged students. One middle school and four high schools were targeted in Hernando County. Three middle and three high schools were targeted in Pasco County.

### **Take Stock in Children, Manatee County (PREP/CARES grantee)**

Daily/Weekly SAT Practice using Khan Academy was provided to 30 students virtually to increase SAT scores. The goal is to prepare students to receive Bright Futures scholarships and to open the door for other scholarships based on merit. Big Futures was used to help guide career paths and a “best fit” college or university. Parents, students, and mentors will attend FAFSA workshop.

### **Virtual Site Visits**

As part of the evaluation process, virtual site visits were conducted in June and July for the following seven programs.

- Florida Education Fund, Columbia & Hamilton Counties - participated in virtual Math and ELA virtual SAT practice sessions.
- Florida A&M University Health Careers Opportunity Program – participated in a CPR certification course delivered virtually by a registered nurse. Student were sent a blow-up mannequin kit to practice giving CPR while the nurse observed.
- Florida State University, Center for Academic Retention and Enhancement (CARE) – visited the campus and observed middle school students in a classroom where they were building solar powered vehicles. Each student had a kit with all the parts and directions to build the vehicle. They will all be able to take the kit home.
- Gentlemen’s Quest (GQ) of Tampa, Inc. – visited the summer camp program and observed a classroom of students listening to an industrial engineer from the community describe the project the students would be working on in small groups. Each group was given a scenario as a contractor just hired by different types of people, such as an elderly couple, young couple with children, young professionals with no children, etc. Their project involved designing a living space in the size of a shipping container to match their clients’ needs.
- Pasco-Hernando State College, College Reach Out Program (CROP) - Two classes were observed virtually. One instructor was leading a trivia game about famous black music artists and the other instructor was leading a book study of *Unsung Hero of Birdsong, U.S.*

Interviews were conducted with representatives from all grantee programs to discuss challenges and successes with their summer programs. Their responses were summarized and submitted in a report to FLP staff.

**Section 5: Community Engagement and Training (cont.)**

**Parent and Student Engagement**

Florida Partnership and College Board staff conducted five different virtual webinars for parents across the state during the 2020-2021 grant period. Online survey requests were sent out to all participants after the webinars. The request included a survey link to send by email to their child in order to collect data from both parents and students. Surveys results in this section provide evidence for FDOE Indicator PS1.

- FDOE Indicator PS1: Measures of student, parent, and teacher awareness of and satisfaction with the Florida Partnership.

Table 5.1 displays the topics of each parent webinar and the overall rating scale scores for each one. Parents were asked to rate the overall presentation on a 5-point Likert scale. While parents had the option to rate the presentations as “fair” or “poor” none did so. The ratings were all “good” “very good” or “excellent.”

Table 5.1 Overall Rating Scale Scores: Parent Webinars					
			Overall Rating Scale Scores		
Date	Title of Webinar	Number of Parents	Excellent	Very Good	Good
12/15/20	College Opportunity Scholarships and Resources	320	42%	47%	11%
1/28/21	College Board Suite of Assessments	214	59%	32%	9%
4/1/21	Why AP?	104	57%	29%	14%
4/13/21	Preparing for AP Exams	197	25%	75%	25%
5/18/21	SAT Official Practice with Khan Academy	258	54%	46%	0%
<b>Total Number of Parents</b>		<b>1,093</b>			

**Parent Survey Results**

Parent knowledge gains were measured by asking parents who participated in the presentation to rate their level of confidence in understanding presentation topics using a 4-point Likert scale from “Not at all Confident” = 1 to “Very Confident” = 4. The average rating scale scores were calculated for both “before” and “after” the presentation. The average rating scale scores displayed in Tables 5.2 – 5.6 show positive increases across all topic areas ranging from +.40 to +2.00.

<b>Table 5.2 Parent Knowledge Gains: College Board Opportunity Scholarships Webinar</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
Official SAT Practice with Khan Academy	2.21	3.07	+.86
College Board’s Big Future	1.55	2.84	+1.29
Financial Aid Application Assistance with WYATT	1.47	2.60	+1.33
College Board’s Opportunity Scholarships	1.45	3.02	+1.57
College Board’s Scholarship Search Tool	1.40	2.88	+1.48

<b>Table 5.3 Parent Knowledge Gains: College Board Suite of Assessments Webinar</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
Level of understanding how to use the PSAT score report	1.77	3.00	+1.23
Linking their score report to the Khan Academy to create a practice plan	1.50	2.82	+1.32
Connection to College Board’s tools for college and career planning	1.59	2.82	+1.23
Connection to College Board’s Opportunity Scholarships	1.50	2.73	+1.23
Accessing college admission and financial aid information	1.52	2.73	+1.21
Using the AP Potential Report to identify what AP courses would align with your child’s academic strength	1.59	2.73	+1.14

<b>Table 5.4 Parent Knowledge Gains: Why AP? Webinar</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
There are numerous benefits students gain by taking AP courses.	2.14	3.29	+1.15
Completion of AP courses can lead to college credit (depends on the college policy) with a score of 3, 4, or 5 on the AP exam.	1.71	3.14	+1.43
A large majority of college admissions offices look for AP courses on high school transcripts.	2.14	3.43	+1.29
College Board resources are available for students taking AP courses.	1.29	2.86	+1.57
College Board's Big Future program can assist students with college and career planning.	1.29	2.43	+1.14

<b>Table 5.5 Parent Knowledge Gains: Preparation for AP Exams Webinar</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
AP Classroom	2.20	2.60	+.40
AP Central	2.00	2.60	+.60
AP Daily Videos	1.20	3.20	+2.00
AP Daily Review Sessions	1.20	3.00	+1.80
College Board YouTube Subscription	1.80	2.60	+.80

<b>Table 5.6 Parent Knowledge Gains: SAT Official Practice with Khan Academy</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
Official SAT Practice with Khan Academy	1.92	3.54	+1.62
Big Future program to explore colleges and careers	1.85	3.15	+1.30
College Board Opportunity Scholarships	1.69	3.23	+1.54

**Section 5: Community Engagement and Training (cont.)**

**Student Survey**

To collect data from students related to their awareness of College Board resources and to measure confidence gains in topics presented during webinars, a survey link was sent to parents with a request to forward it to their child. In many families, parents and students watched the webinars together. Thirty-five students completed the surveys. The survey results displayed in Table 5.7 show a majority of students are aware of SAT Practice with Khan Academy and nearly half of them are aware of College Board’s Scholarship Search and Opportunity Scholarships. Just over a third of student respondents were aware of College Board’s Big Future.

<b>Table 5.7 Student Familiarity with College Board Resources</b>		
<b>Answer Choices</b>	<b>Percent Responses</b>	<b>Count</b>
SAT Practice with Khan Academy	83%	29
College Board’s Scholarship Search	49%	17
College Board’s Opportunity Scholarships	49%	17
College Board’s Big Future	37%	13

Students were asked to rate their level of confidence in understanding webinar topics on a scale of 1 to 4, with 1 representing “not at all confident” and 4 representing “very confident.” Survey results showed gains in confidence for all topics, with one exception for College Board’s Big Future. Gains ranged from +.50 to +2.54 as shown in Tables 5.8 – 5.11.

<b>Table 5.8 Student Confidence Levels: College Board Resources Webinar</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
The benefits of taking an AP Course	2.63	3.25	+.62
College admission requirements	2.45	3.10	+.65
Scholarship information	2.26	3.05	+.79
Financial aid information (FAFSA Form)	2.17	3.05	+.88

<b>Table 5.9</b> <b>Student Confidence Levels: College Board Suite of Assessments</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
How to use the PSAT score report	2.0	3.4	+2.54
How to link your score report to the Khan Academy	1.4	3.8	+2.40
How to use the AP Potential Report to help you decide what AP courses would be a good match for you.	1.4	3.4	+2.00

<b>Table 5.10</b> <b>Student Confidence Levels: Why AP? Webinar</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
There are numerous benefits students gain by taking AP courses.	2.50	3.00	+0.50
Completion of AP courses can lead to college credit (depends on the college policy) with a score of 3, 4, or 5 on the AP exam.	2.67	3.00	+1.47
A large majority of college admissions offices look for AP courses on high school transcripts.	2.33	3.00	+0.67
The Big Future program can assist with college and career planning.	2.67	2.67	0

<b>Table 5.11</b> <b>Student Confidence Levels: Preparation for AP Exams Webinar</b>			
<b>Topics</b>	<b>Score Before Presentation</b>	<b>Score After Presentation</b>	<b>Change</b>
AP Classroom	2.33	3.33	+1.00
AP Central	2.00	2.67	+0.67
AP Daily Videos	2.00	3.20	+1.20
AP Daily Review Sessions	1.67	3.17	+1.50
College Board YouTube Subscription	1.50	3.17	+1.67

## Section 6: SAT Suite of Assessments: Participation

College Board's SAT Suite of Assessments includes the PSAT 8/9, PSAT/NMSQT, and SAT. The SAT Suite of Assessments are aligned with Florida Standards and Florida Standards Assessments and by linking test scores with the Khan Academy students are provided with an individualized study plan to improve test scores and mastery of Florida standards. Data presented in this section of the report provides evidence linked to the following evaluation question.

- Q3: How have district and school administrators contributed to increasing equity and access to advanced level courses and postsecondary enrollment?

The number of test takers is an indicator of how many students are on the pathway to advanced level courses and postsecondary enrollment. The number of assessments scheduled by schools was much lower this past academic year compared to previous years. Indeed, the percentage change over the past three years shows the extent of the decrease with only a few districts showing increases in the number of test takers over the past three years.

FLP offers and encourages district and school administrators to offer the SAT on a week day at school for all students. This is an opportunity to provide all students with access to the exam without the barriers of transportation to a Saturday exam location and time off work for those students who have jobs that require them to be there on Saturdays. Therefore, tables and figures in this section of the report include *SAT School Days* separate from *SAT Saturdays*. The number of SAT School Days was less than in past years due to COVID-19 complications with schools not being opened and students not wanting to test in-person.

### PSAT 8/9 Test Takers

During professional development events and through technical support from FLP staff, district and school administrators are encouraged to offer the PSAT 8/9 in an effort to identify students for enrollment in advanced courses who may have been overlooked in the past and are now demonstrating they are ready to be challenged in more rigorous courses. Table 6.1 shows the number of PSAT 8/9 test takers across a three-year period, from 2018-2019 to 2020-2021. While PSAT 8/9 participation varied across the three years in all districts, only two districts (Levy and Washington) experienced an increase in the number of students who took the PSAT 8/9 when comparing baseline to 2020-2021. Overall, FLP districts showed a 32% decrease, while the statewide decrease was greater than FLP Districts at 45%.

<b>Table 6.1</b>				
<b>Three Year Comparison: PSAT 8/9 Test Takers by FLP District<sup>+</sup></b>				
<b>Districts</b>	<b>Number of Test Takers 2018-2019</b>	<b>Number of Test Takers 2019-2020</b>	<b>Number of Test Takers 2020-2021</b>	<b>Percentage Change Over Three Year Period</b>
Bay <sup>^</sup>	0	2,770	2,599	--
Bradford	372	333	296	-20%
Columbia	1,273	1,311	701	-45%
Desoto	659	664	255	-61%
Dixie	283	272	244	-14%
Escambia	2,480	2,530	1,760	-29%
Flagler	0	958	765	--
Franklin	0	105	0	--
Gadsden* <sup>1</sup>	NOT FLP	11	NOT FLP	--
Glades	172	193	66	-62%
Hamilton	215	224	199	-7%
Hardee	702	720	313	-55%
Hendry	1,170	1,004	630	-46%
Highlands	1,556	1,457	1202	-23%
Lafayette	173	166	149	-14%
Lake <sup>1</sup>	6,196	2,757	NOT FLP	--
Levy	636	612	652	3%
Liberty	159	181	150	-6%
Madison	310	173	214	-31%
Nassau	1,748	1,808	1419	-19%
Okeechobee	781	811	611	-22%
Putnam	1,315	1,285	1063	-19%
Saint Lucie	5,572	5,789	4227	-24%
Sumter	804	734	574	-29%
Suwannee*	NOT FLP	487	588	--
Taylor	148	141	91	-39%
Walton <sup>1</sup>	1,309	795	NOT FLP	--
Washington	370	466	430	16%
<b>FLP Districts</b>	<b>28,403</b>	<b>28,746</b>	<b>19,198</b>	<b>-32%</b>
<b>Florida</b>	<b>143,719</b>	<b>156,726</b>	<b>75,810</b>	<b>-47%</b>

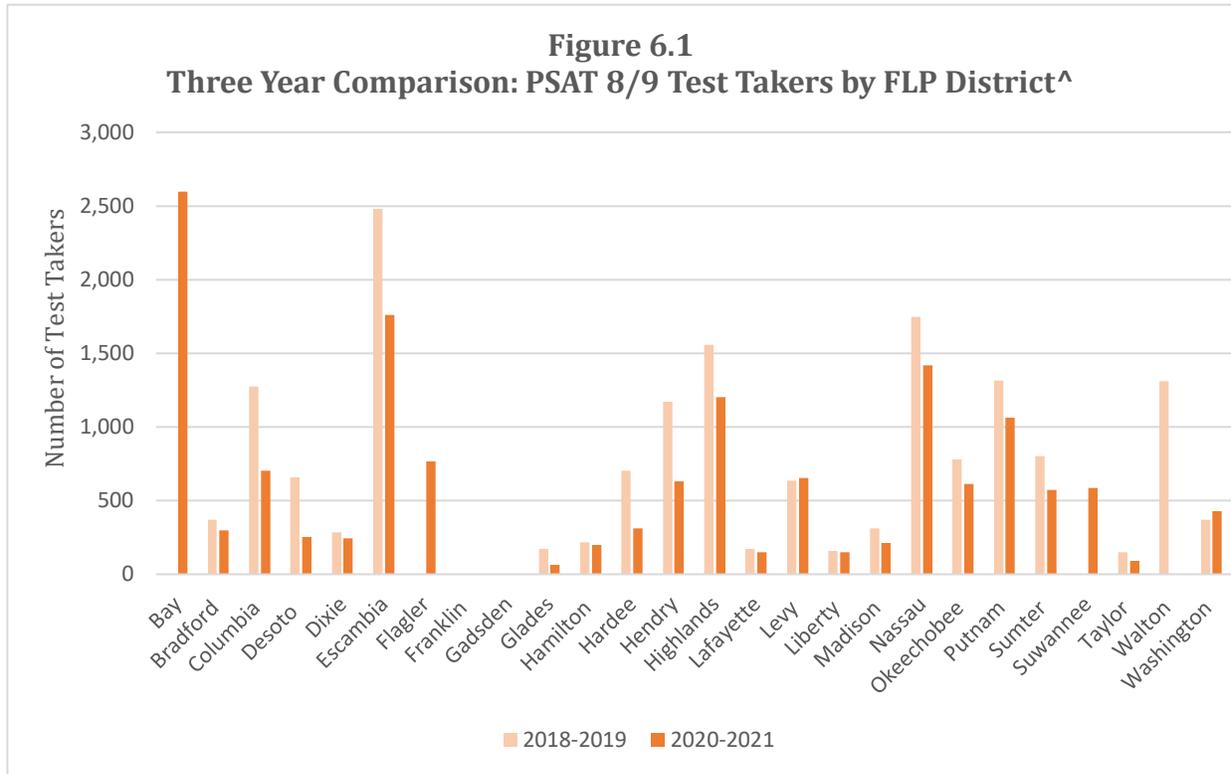
+ Number test takers was impacted by COVID-19 pandemic.

<sup>^</sup>Due to inclement weather, Bay was unable to fully participate in 2018-2019.

\*Gadsden and Suwannee joined the FLP in 2019-2020.

<sup>1</sup>Gadsden, Lake, and Walton are not covered under FLP contract for PSAT 8/9 for 2020-2021.

Figure 6.1 provides an illustration of the number of 2018-2019 and 2020-2021 PSAT 8/9 test takers over the past three years.



^ Number of PSAT 8/9 test takers was impacted by COVID-19 pandemic.

Table 6.2 presents the two districts with positive percentage change in the number of students who took the PSAT 8/9 in 2018-2019 compared to 2020-2021.

Table 6.2 Three Year Comparison: Positive Percentage Change in PSAT 8/9 Test Takers		
Rank	School District	Percentage Change
1	Washington	16%
2	Levy	3%
<b>FLP Districts</b>		<b>-32%</b>
<b>Florida</b>		<b>-47%</b>

+ Number test takers was impacted by COVID-19 pandemic.

^Due to inclement weather, Bay was unable to fully participate in 2018-2019.

\*Gadsden and Suwannee joined the FLP in 2019-2020.

<sup>1</sup> Gadsden, Lake, and Walton were not covered under FLP contract for PSAT 8/9 for 2020-2021.

**Section 6: SAT Suite of Assessments: Participation (cont.)**

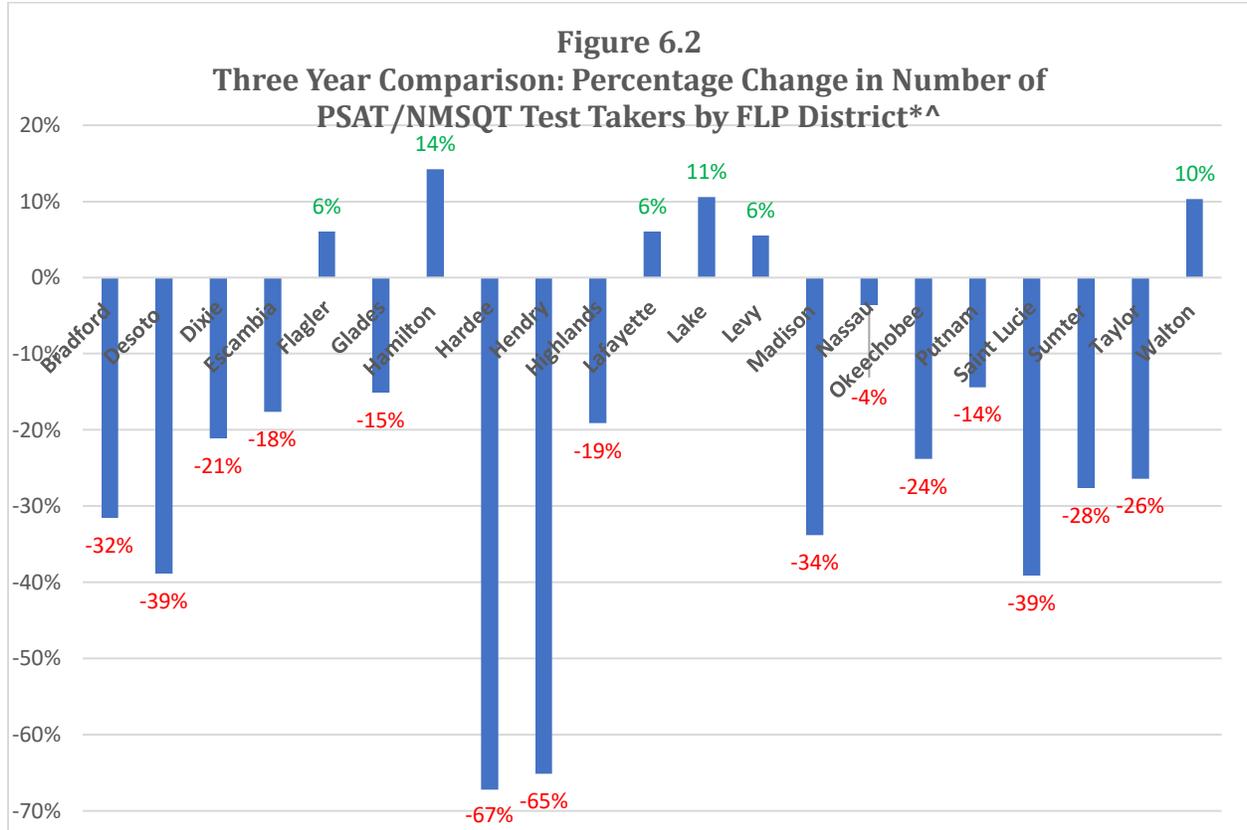
As seen in Table 6.3, a majority of FLP districts demonstrated a decrease when comparing baseline to 2020-2021. FLP districts overall showed less of a decrease in PSAT/NMSQT test takers at -6% when compared to -94% statewide.

<b>Table 6.3 Three Year Comparison: PSAT/NMSQT Test Takers by FLP Districts<sup>+</sup></b>				
<b>Districts</b>	<b>Number of Test Takers 2018-2019</b>	<b>Number of Test Takers 2019-2020</b>	<b>Number of Test Takers 2020-2021</b>	<b>Percentage Change Over Three Year Period</b>
Bay <sup>^</sup>	0	2,270	2,159	--
Bradford	311	288	213	-32%
Columbia <sup>1</sup>	516	544	NOT FLP	--
Desoto	538	574	329	-39%
Dixie	218	257	172	-21%
Escambia	4,205	4,143	3,465	-18%
Flagler	1,111	1,548	1,178	6%
Franklin	0	120	33	--
Gadsden*	NOT FLP	395	208	--
Glades	106	114	90	-15%
Hamilton	141	168	161	14%
Hardee	643	601	211	-67%
Hendry	891	891	311	-65%
Highlands	1,350	1,369	1,092	-19%
Lafayette	149	142	158	6%
Lake	4,871	4,869	5,386	11%
Levy	454	485	479	6%
Liberty	0	134	119	--
Madison	293	319	194	-34%
Nassau	1,527	1,622	1,472	-4%
Okeechobee	579	641	441	-24%
Putnam	1,058	1,097	906	-14%
Saint Lucie	5,150	5,093	3,134	-39%
Sumter	785	609	568	-28%
Suwannee*	NOT FLP	447	349	--
Taylor	235	225	173	-26%
Walton	904	1,024	997	10%
Washington	0	413	391	--
<b>FLP Districts</b>	<b>26,036</b>	<b>30,402</b>	<b>24,389</b>	<b>-6%</b>
<b>Florida</b>	<b>288,377</b>	<b>300,105</b>	<b>16,434</b>	<b>-94%</b>

<sup>+</sup> Number test takers was impacted by COVID-19 pandemic.  
<sup>^</sup>Due to inclement weather, Bay was unable to fully participate in 2018-2019.  
<sup>\*</sup>Gadsden and Suwannee joined the FLP in 2019-2020.  
<sup>1</sup> Columbia was not covered under FLP contract for PSAT NMSQT for 2020-2021.

**Section 6: SAT Suite of Assessments: Participation (cont.)**

Figure 6.2 illustrates the percentage change the number of PSAT/NMSQT test takers in FLP districts over the three-year period.



\*Liberty is intentionally omitted because their increase compared to the other FLP districts skewed the bar graph. See Table 6.3 for the number of test takers.

^ Number of PSAT/NMSQT test takers was impacted by COVID-19 pandemic.

Table 6.4 presents the FLP districts with positive percentage change in the number of students who took the PSAT/NMSQT in 2018-2019 compared to 2020-2021

Rank	School District	Percentage Change
1	Hamilton	14%
2	Lake	11%
3	Walton	10%
4	Flagler, Lafayette, Levy	6%
5		
<b>FLP Districts</b>		<b>-6%</b>
<b>Florida</b>		<b>-94%</b>

**SAT Saturday Test Takers**

All SAT testing must be done in-person and some testing centers did not reopen until October causing low numbers of SAT *Saturday* test takers in 2020-2021. Data in Table 6.5 and Figure 6.3 show the impact of the pandemic on SAT *Saturday* testing. Nearly all districts demonstrated a decrease in participation in the SAT *Saturday* test, However, the decrease for FLP Districts was lower (-15%) compared to the decrease statewide (-72%).

<b>Table 6.5</b>				
<b>Three Year Comparison: Number of SAT Saturdays Test Takers</b>				
<b>Districts</b>	<b>Number of Test Takers 2018-2019</b>	<b>Number of Test Takers 2019-2020</b>	<b>Number of Test Takers 2020-2021</b>	<b>Percentage Change</b>
Bay <sup>^</sup>	--	706	804	--
Bradford	73	51	25	-66%
Columbia	265	155	145	-45%
Desoto	129	59	119	-8%
Dixie	42	17	25	-40%
Escambia	727	578	602	-17%
Flagler	596	526	503	-16%
Franklin	17	8	2	-88%
Gadsden*	NOT FLP	113	64	--
Glades	58	15	27	-53%
Hamilton	61	61	30	-51%
Hardee	265	211	91	-66%
Hendry	348	368	300	-14%
Highlands	727	471	415	-43%
Lafayette	12	20	14	17%
Lake	1,473	1,416	1,560	6%
Levy	94	48	62	-34%
Liberty	35	26	55	57%
Madison	59	51	47	-20%
Nassau	583	534	609	4%
Okeechobee	237	123	132	-44%
Putnam	373	253	287	-23%
St. Lucie	2,698	2,098	1,930	-28%
Sumter	666	78	96	-86%
Suwannee*	NOT FLP	95	102	--
Taylor	20	15	14	-30%
Walton	337	325	343	2%
Washington	20	31	12	-40%
<b>FLP Districts</b>	<b>9,915</b>	<b>8,452</b>	<b>8,415</b>	<b>-15%</b>
<b>Florida</b>	<b>181,935</b>	<b>145,087</b>	<b>51,802</b>	<b>-72%</b>

<sup>^</sup>Due to inclement weather Bay did not test in 2018-2019.

\* Gadsden and Suwannee joined FLP in 2019-2020.

Figure 6.3 illustrates the impact of the pandemic on the number of SAT Saturday test takers.

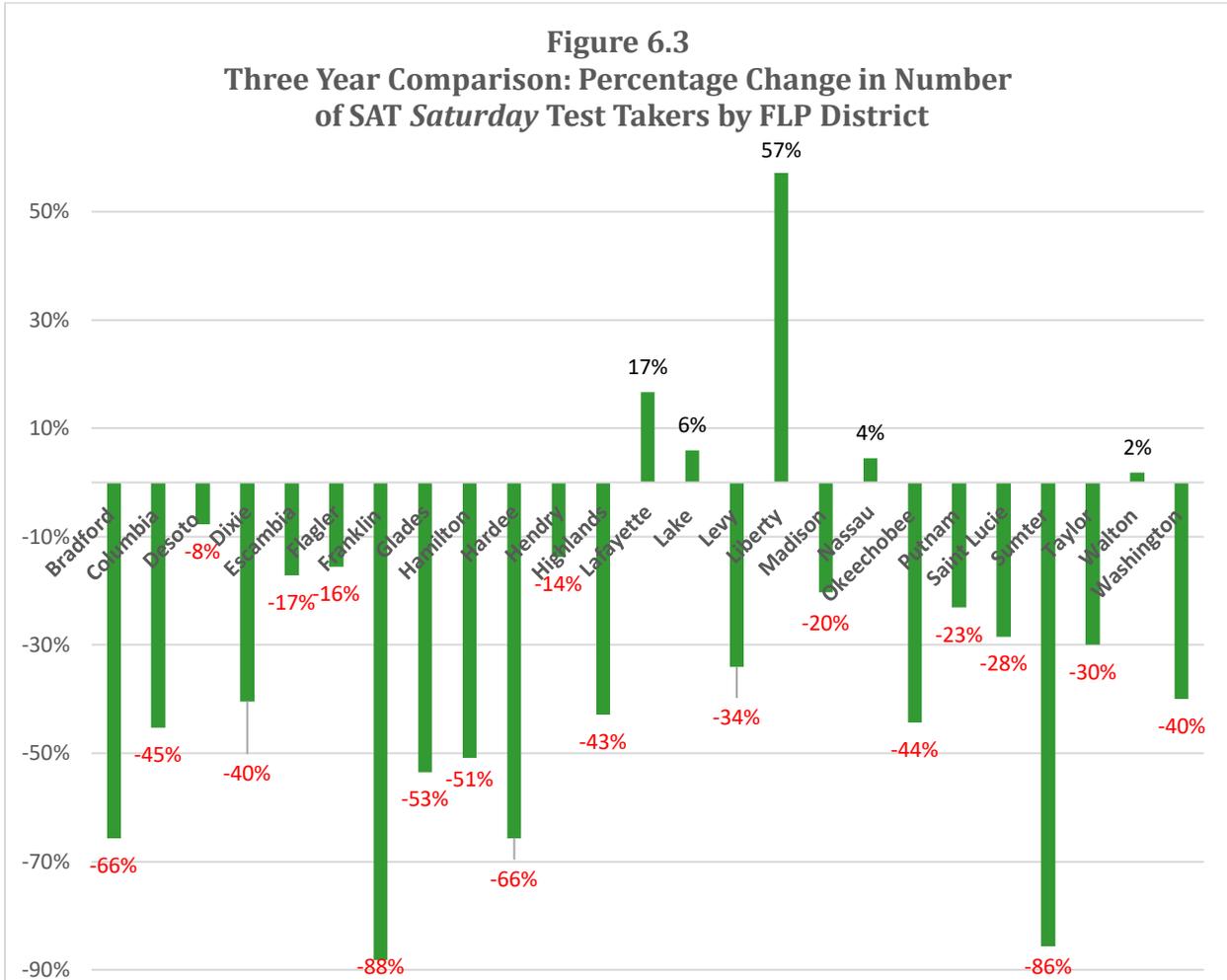


Table 6.6 lists the only five FLP districts with a positive percentage change over the past three years.

Table 6.6 Three Year Comparison: Positive Percentage Change In the Number of Students Who Took the SAT on Saturdays <sup>+</sup>		
Rank	School District	Percentage Change
1	Liberty	57%
2	Lafayette	17%
3	Lake	6%
4	Nassau	4%
5	Walton	2%
<b>FLP Districts</b>		<b>-15%</b>
<b>Florida</b>		<b>-72%</b>

<sup>+</sup> Number SAT test takers was impacted by COVID-19 pandemic.

Fewer FLP schools offered an SAT School Day for students during the 2020-2021 academic year as demonstrated by the three year trend shown in Table 6.7. However, FLP districts overall showed an increase of 7% compared the -18% decrease statewide.

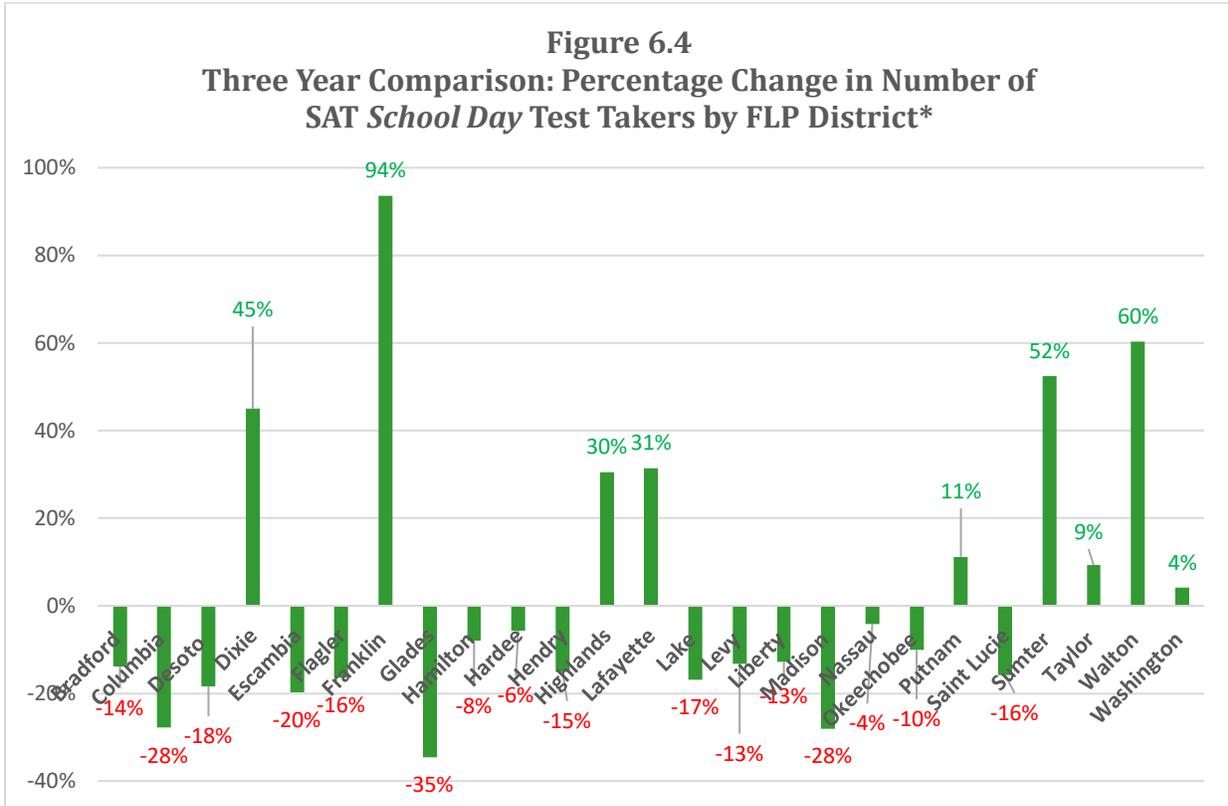
<b>Table 6.7</b>				
<b>Three Year Comparison: Number of SAT <i>School Day</i> Test Takers by FLP Districts<sup>+</sup></b>				
<b>Districts</b>	<b>Number of Test Takers 2018-2019</b>	<b>Number of Test Takers 2019-2020</b>	<b>Number of Test Takers 2020-2021</b>	<b>Percentage Change</b>
Bay <sup>^</sup>	0	1	1,821	--
Bradford	217	143	187	-14%
Columbia	654	490	472	-28%
Desoto	371	310	303	-18%
Dixie	109	103	158	45%
Escambia	2,468	2,171	1,981	-20%
Flagler	1,008	943	843	-16%
Franklin	31	24	60	94%
Gadsden*	NOT FLP	0	357	--
Glades	84	57	55	-35%
Hamilton	100	88	92	-8%
Hardee	441	312	416	-6%
Hendry	571	514	485	-15%
Highlands	715	752	933	30%
Lafayette	81	51	67	31%
Lake	3,007	2,798	2,501	-17%
Levy	279	264	242	-13%
Liberty	70	63	61	-13%
Madison	207	166	149	-28%
Nassau	840	755	805	-4%
Okeechobee	475	342	427	-10%
Putnam	691	634	768	11%
St. Lucie	3,267	2,966	2,752	-16%
Sumter	271	298	413	52%
Suwannee*	NOT FLP	333	359	--
Taylor	119	115	130	9%
Walton	571	465	915	60%
Washington	196	161	204	4%
<b>FLP Districts</b>	<b>16,843</b>	<b>15,319</b>	<b>17,956</b>	<b>7%</b>
<b>Florida</b>	<b>146,869</b>	<b>125,161</b>	<b>121,102</b>	<b>-18%</b>

<sup>+</sup> Number of test takers was impacted by COVID-19 pandemic.

<sup>^</sup> Due to inclement weather, Bay was unable to fully participate in 2018-2019.

\*Gadsden and Suwannee joined the FLP in 2019-2020.

Figure 6.4 shows the impact of fewer SAT *School Days* being offered the past year due to the pandemic.



\* Number of SAT *School Day* test takers was impacted by COVID-19 pandemic.

Table 6.8 lists all nine FLP districts with increases in the number of SAT *School Day* test takers.

Table 6.8 Three Year Comparison: Positive Percentage Change in the Number of SAT <i>School Day</i> Test Takers <sup>+</sup>		
Rank	School District	Percentage Change
1	Franklin	94%
2	Walton	60%
3	Sumter	52%
4	Dixie	45%
5	Lafayette	31%
6	Highlands	30%
7	Putnam	11%
8	Taylor	9%
9	Washington	4%
<b>FLP Districts</b>		<b>7%</b>
<b>Florida</b>		<b>-18%</b>

<sup>+</sup> Number SAT test takers was impacted by COVID-19 pandemic.

**Section 7: SAT Suite of Assessments: Student Performance**

FLP staff work with school district staff to ensure test scores from the Suite of Assessments can provide them with information to drive instruction and increase equity and access to advanced level courses. Data in this section provides three year comparisons of student performance on all three types of SAT Suite of Assessments and provides evidence linked to the following two evaluation questions.

- Q3: How have district and school administrators contributed to increasing equity and access to advanced level courses and postsecondary enrollment?
- Q7: How did student test scores in FLP districts compare to statewide figures?

**PSAT 8/9 Scores**

Table 7.1 shows the percentage of test takers who met both Evidence-based Reading and Writing (ERW) and Math benchmarks for the PSAT 8/9 over the past two or three years, as well as the percentage change from the baseline year 2018-2019 to 2020-2021. In 2020-2021, the percentage of test takers in FLP Districts who met both benchmarks decreased as fewer students took the PSAT 8/9 and could be a reflection of learning losses from March 2020. Some students didn’t return to in-class instruction until Oct. 2020 the same month the test was administered. FLP districts that did not administer the PSAT 8/9 are indicated with N/A in Figure 7.1. Only two districts (Hendry and Madison) showed a small percentage increase of 1% as shown in Table 7.1 and Figure 7.1.

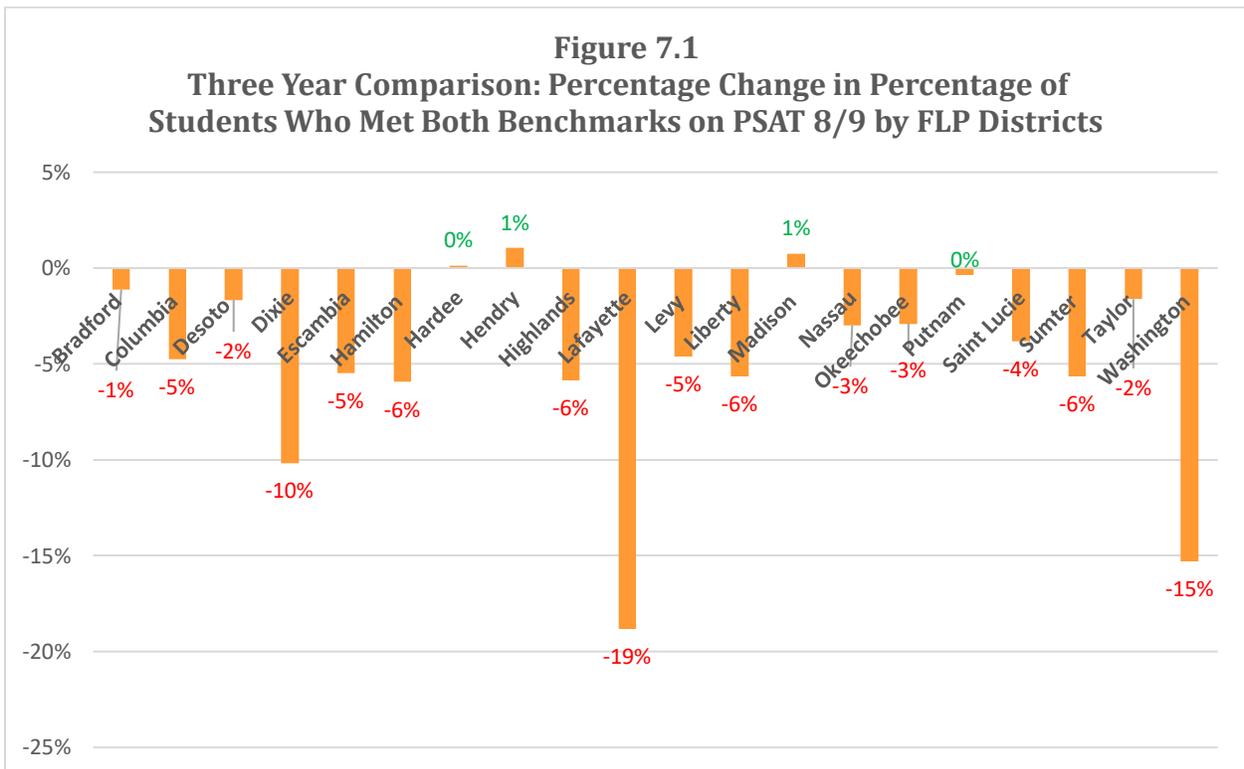
<b>School District</b>	<b>Met Both Benchmarks 2018-19</b>	<b>Met Both Benchmarks 2019-20</b>	<b>Met Both Benchmarks 2020-21</b>	<b>Percentage Change in Students Who Met Both Benchmarks</b>
Bay^	N/A	28%	31%	--
Bradford	17%	20%	16%	-1%
Columbia	30%	30%	25%	-5%
Desoto	15%	15%	13%	-2%
Dixie <sup>1</sup>	20%	18%	10%	-10%
Escambia	29%	24%	24%	-5%
Flagler	N/A	33%	31%	--
Franklin	N/A	10%	N/A	--
Gadsden* <sup>1</sup>	N/A	--	N/A	--
Glades	18%	19%	24%	--
Hamilton	18%	16%	12%	-6%
Hardee	20%	25%	20%	0%

Hendry	18%	21%	19%	1%
Highlands	29%	25%	23%	-6%
Lafayette	47%	22%	28%	-19%
Lake <sup>1</sup>	30%	30%	N/A	--
Levy	25%	25%	20%	-5%
Liberty	31%	27%	25%	-6%
Madison	17%	18%	18%	1%
Nassau	39%	37%	36%	-3%
Okeechobee	25%	22%	22%	-3%
Putnam	22%	21%	22%	0%
St. Lucie	28%	27%	24%	-4%
Sumter	25%	25%	19%	-6%
Suwannee*	NOT FLP	21%	20%	--
Taylor	17%	34%	15%	-2%
Walton <sup>1</sup>	46%	47%	N/A	--
Washington	36%	23%	21%	-15%
<b>FLP Districts</b>	<b>29%</b>	<b>27%</b>	<b>27%</b>	<b>-2%</b>
<b>Florida</b>	<b>31%</b>	<b>33%</b>	<b>33%</b>	<b>2%</b>

<sup>^</sup>Due to inclement weather, Bay was unable to fully participate in 2018-2019.

\*Gadsden and Suwannee joined the FLP in 2019-2020.

<sup>1</sup>Gadsden, Lake, and Walton are not covered under FLP contract for PSAT 8/9 for 2020-2021.



**Section 7: SAT Suite of Assessments: Student Performance (cont.)**

Table 7.2 lists the two districts that had positive change in the percentage of students who met both ERW and Math benchmarks on PSAT 8/9 in 2018-2019 compared to 2020-2021.

Table 7.2 Three Year Comparison: Positive Percentage Change in Number of Students Who Met Both Benchmarks for PSAT 8/9		
Rank	School District	Percentage Change
1	Hendry Madison	1%
<b>FLP Districts</b>		<b>-2%</b>
<b>Florida</b>		<b>2%</b>

**PSAT/NMSQT**

The PSAT/NMSQT is an optional assessment for FLP districts. Those districts that did not administer the PSAT/NMSQT are indicated with N/A. Table 7.3 shows the percentage of test takers who met both ERW and Math benchmarks on the PSAT/NMSQT over the past three years and the percentage change between the time periods. In 2020-2021, 11 FLP districts showed a percentage change increase when compared to the baseline year.

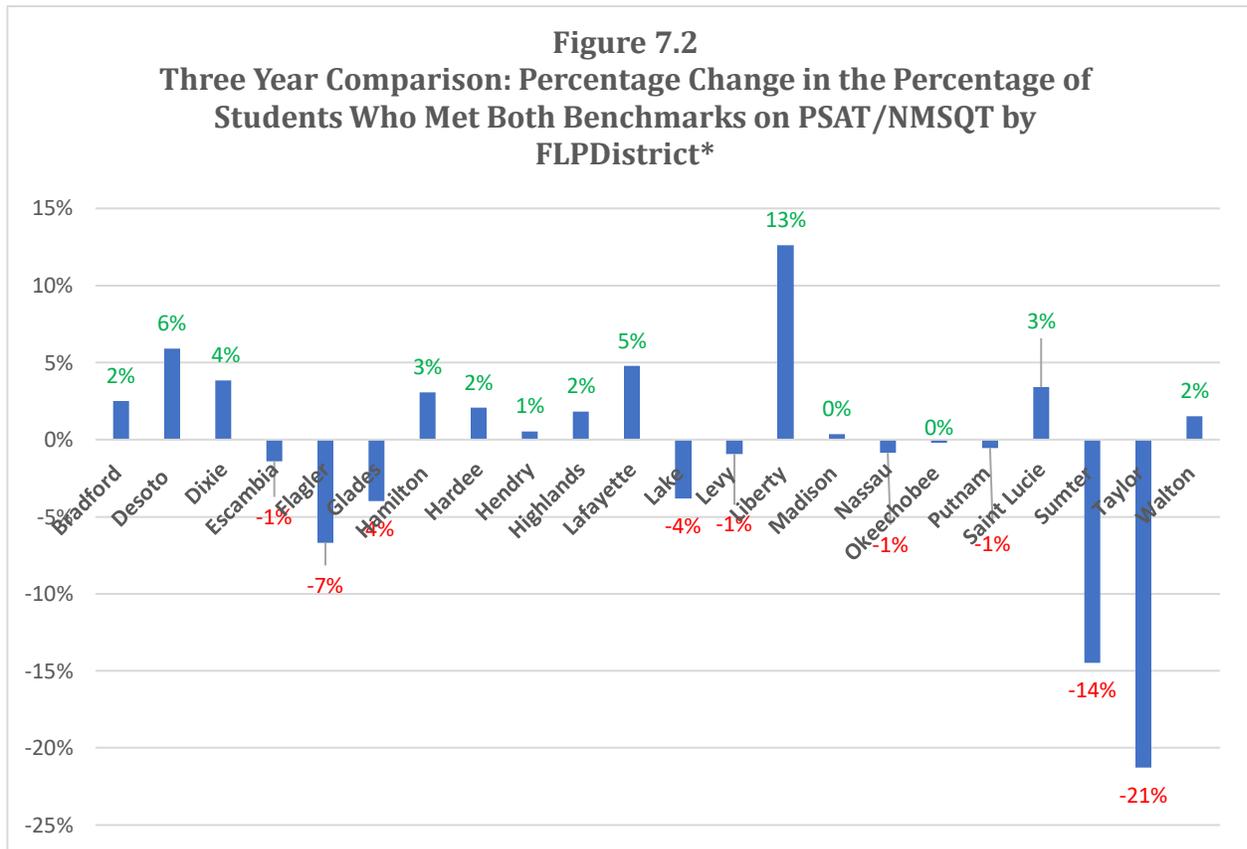
Table 7.3 Three Year Comparison of Percentage of Students Who Met Both Benchmarks on PSAT/NMSQT by FLP District				
School District	Met Both Benchmarks 2018-19	Met Both Benchmarks 2019-20	Met Both Benchmarks 2020-21	Percentage Change in Students Who Met Both Benchmarks
Bay^	N/A	23%	27%	--
Bradford	13%	8%	15%	2%
Columbia <sup>1</sup>	25%	19%	N/A	--
Desoto	9%	10%	15%	6%
Dixie	13%	12%	17%	4%
Escambia	25%	21%	24%	-1%
Flagler	36%	25%	29%	-7%
Franklin	N/A	13%	9%	--
Gadsden*	NOT FLP	5%	6%	--
Glades	14%	6%	10%	-4%
Hamilton	5%	8%	8%	3%
Hardee	15%	13%	17%	2%
Hendry	12%	12%	13%	1%
Highlands	24%	22%	26%	2%

Lafayette	18%	22%	23%	5%
Lake	25%	20%	21%	-4%
Levy	17%	11%	16%	-1%
Liberty	0%	16%	13%	13%
Madison	12%	9%	12%	0%
Nassau	30%	25%	29%	-1%
Okeechobee	17%	16%	17%	0%
Putnam	15%	11%	14%	-1%
St. Lucie	19%	17%	22%	3%
Sumter	34%	19%	20%	-14%
Suwannee*	NOT FLP	21%	21%	--
Taylor	34%	7%	13%	-21%
Walton	32%	30%	34%	2%
Washington	N/A	17%	15%	--
<b>FLP Districts</b>	<b>23%</b>	<b>19%</b>	<b>24%</b>	<b>-1%</b>
<b>Florida</b>	<b>33%</b>	<b>29%</b>	<b>37%</b>	<b>4%</b>

<sup>^</sup>Due to inclement weather, Bay was unable to fully participate in 2018-2019.

<sup>\*</sup>Gadsden and Suwannee joined the FLP in 2019-2020.

<sup>1</sup>Columbia was not covered under FLP contract for PSAT/NMSQT for 2020-2021.



**Section 7: SAT Suite of Assessments: Student Performance (cont.)**

The eleven districts with positive percentage change in the percentage of students who met both ERW and Math benchmarks on the PSAT/NMSQT in 2018-2019 compared to 2020-2021 are displayed in Table 7.4.

<b>Table 7.4 Three Year Comparison: Percentage Change In the Percentage of Students Who Met Both Benchmarks on PSAT/NMSQT</b>		
<b>Rank</b>	<b>School District</b>	<b>Percentage Change</b>
1	Liberty	13%
2	Desoto	6%
3	Lafayette	5%
4	Dixie	4%
5	Hamilton, St. Lucie	3%
6	Bradford, Hardee, Highlands, Walton	2%
7	Hendry	1%
<b>FLP Districts</b>		<b>-1%</b>
<b>Florida</b>		<b>4%</b>

**SAT Exams**

As mentioned previously, students can choose to take the SAT exam on Saturday test dates or their school district may participate in an SAT School Day, allowing for the test to be done during the school week. SAT Saturdays typically represent a majority of traditional SAT test taking students, while SAT School Days provides open access to all students.

Table 7.5 shows the percentage of test takers who met both ERW and Math benchmarks for the *Saturday* SAT and the *School Day* SAT in 2020-2021. Among FLP Districts, the percentage who met both benchmarks ranged from 7% to 64% for *Saturday* testing and 2% to 26% for *School Day* testing.

<b>Table 7.5</b> <b>Percentage of Students</b> <b>Who Met Both ERW and Math Benchmarks</b> <b>on SAT Saturdays vs. SAT School Day by FLP District in 2020-2021</b>		
<b>School District</b>	<b>SAT Saturdays</b>	<b>SAT School Day</b>
Bay	50%	21%
Bradford	44%	9%
Columbia	52%	19%
Desoto	41%	9%
Dixie	24%	11%
Escambia	62%	21%
Flagler	56%	26%
Franklin	0%	2%
Gadsden	20%	6%
Glades	19%	7%
Hamilton	13%	8%
Hardee	38%	12%
Hendry	25%	13%
Highlands	40%	20%
Lafayette	64%	25%
Lake	46%	21%
Levy	44%	10%
Liberty	45%	12%
Madison	51%	9%
Nassau	51%	25%
Okeechobee	39%	13%
Putnam	28%	14%
St. Lucie	35%	16%
Sumter	39%	20%
Suwannee	46%	18%
Taylor	7%	5%
Walton	55%	24%
Washington	42%	16%
<b>FLP Districts</b>	<b>44%</b>	<b>19%</b>
<b>Florida</b>	<b>55%</b>	<b>25%</b>

Students in 11<sup>th</sup> grade who do not pass the Florida Standards Assessment, which is required to graduate high school, may substitute their score on the SAT to satisfy the graduation requirement. However, the requirement for concordance for graduation was removed by FDOE this past year due to COVID-19. This could have impacted the decreases shown in Table 7.6.

<b>Table 7.6</b>				
<b>Three Year Comparison: Percentage of 11<sup>th</sup> Grade Students Who Earned ERW Concordance Scores on SAT by FLP District</b>				
<b>School District</b>	<b>Percentage Met Concordance Scores 2018-2019</b>	<b>Percentage Met Concordance Scores 2019-2020</b>	<b>Percentage Met Concordance Scores 2020-2021</b>	<b>Percentage Change in Students Who Met Concordance Scores</b>
Bay	74%	79%	49%	-25%
Bradford	70%	61%	33%	-37%
Columbia	76%	70%	54%	-22%
Desoto	65%	53%	27%	-38%
Dixie	77%	58%	47%	-30%
Escambia	72%	65%	45%	-27%
Flagler	77%	79%	55%	-22%
Franklin	50%	31%	19%	-31%
Gadsden*	NOT FLP	51%	21%	--
Glades	46%	45%	24%	-22%
Hamilton	52%	41%	30%	-22%
Hardee	53%	66%	40%	-13%
Hendry	64%	61%	37%	-27%
Highlands	78%	71%	48%	-30%
Lafayette	79%	90%	55%	-24%
Lake	75%	77%	53%	-22%
Levy	76%	66%	46%	-30%
Liberty	77%	73%	56%	-21%
Madison	74%	55%	36%	-38%
Nassau	85%	82%	59%	-26%
Okeechobee	63%	63%	33%	-30%
Putnam	71%	59%	41%	-30%
St. Lucie	71%	67%	47%	-24%
Sumter	74%	74%	59%	-15%
Suwannee*	NOT FLP	79%	52%	--
Taylor	66%	52%	31%	-35%
Walton	79%	82%	54%	-25%
Washington	78%	71%	44%	-34%
<b>FLP Districts</b>	<b>73%</b>	<b>70%</b>	<b>48%</b>	<b>-25%</b>

\*Gadsden and Suwannee joined the FLP in 2019-2020.

## Section 8: College Board AP Exam Participation

This section of the report compares the number of students who took an AP exam over the past three years as indicators of students who are planning for postsecondary enrollment in college. **The uncertainty around going to college during the COVID-19 pandemic had a significant impact on AP exam participation in 2021.** Table 8.1 and Figure 8.1 show the decreases in the number of students who took an AP exam between 2018-2019 and 2020-2021.

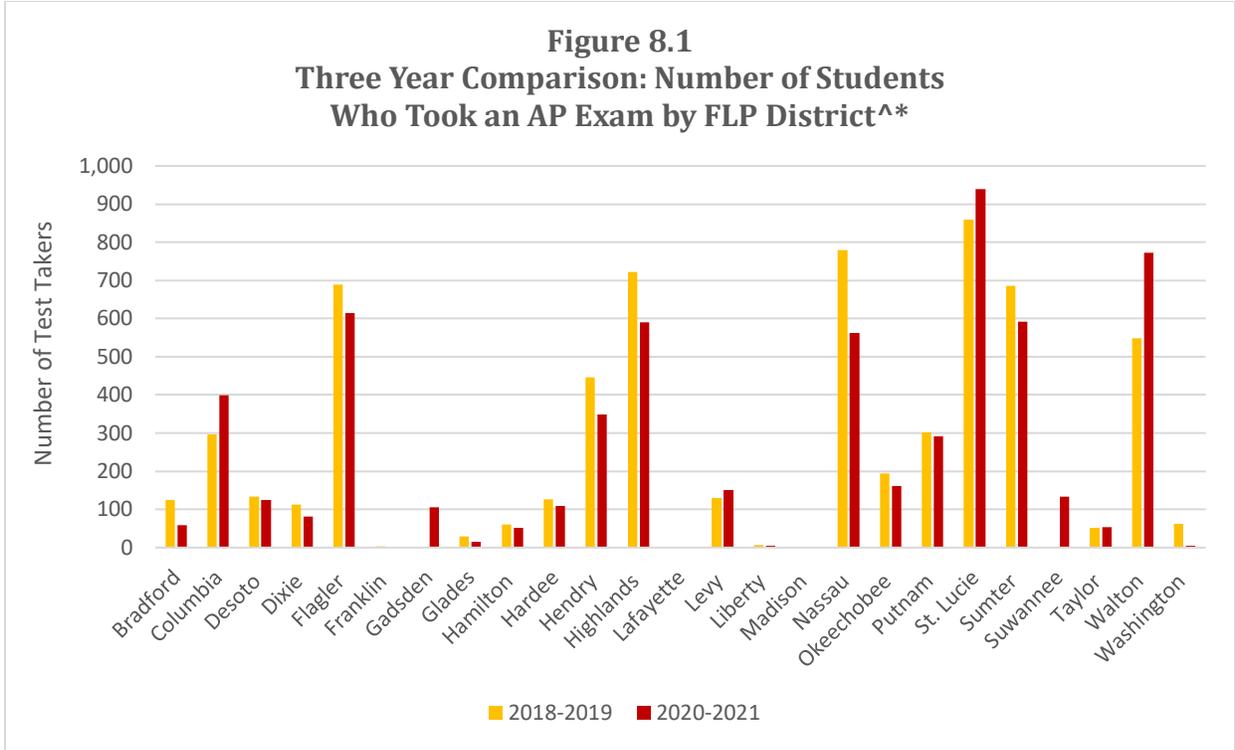
Table 8.1 Three Year Comparison: Number of Students Who Took an AP Exam and Percentage Change by FLP District <sup>^</sup>				
FLP District	2018-2019	2019-2020	2020-2021	Percentage Change
Bay	1,936	1,681	1,669	-14%
Bradford	124	92	59	-52%
Columbia	297	308	399	34%
Desoto	134	150	125	-7%
Dixie	113	73	82	-27%
Escambia	2,156	1,789	1,700	-21%
Flagler	689	662	614	-11%
Franklin	3	2	1	-67%
Gadsden*	NOT FLP	48	106	--
Glades	30	12	16	-47%
Hamilton	60	27	52	-13%
Hardee	126	130	109	-13%
Hendry	446	394	348	-22%
Highlands	722	683	590	-18%
Lafayette	2	0	0	-100%
Lake	3,703	3,345	2,929	-21%
Levy	130	164	150	15%
Liberty	6	1	4	-33%
Madison	2	0	1	-50%
Nassau	779	725	563	-28%
Okeechobee	194	159	161	-17%
Putnam	301	235	291	-3%
St. Lucie	860	722	940	9%
Sumter	686	687	592	-14%
Suwannee*	NOT FLP	170	134	--
Taylor	51	54	54	6%
Walton	548	706	773	41%
Washington	62	22	4	-94%
<b>FLP Districts</b>	<b>14,160</b>	<b>13,041</b>	<b>12,466</b>	<b>-12%</b>

<sup>^</sup>Number of students who took an AP exam was impacted by the COVID-19 pandemic.

\*Gadsden and Suwannee joined the FLP in 2019-2020.

**Section 8: College Board AP Exam Participation (cont.)**

Figure 8.1 illustrates the decreases in the number of minority students who took an AP exam.



^Number of students who took an AP exam was impacted by the COVID-19 pandemic.  
 \*Bay, Escambia, and Lake are intentionally omitted because their large student population compared to other FLP districts skews the bar graph. See Table 8.1 for their participation.

Despite the challenges faced during the school year, five FLP school districts experienced increases in the number of students who took an AP exam ranging from 6% to 41%.

Rank	School District	Increase in Number of Students	Percentage Change
1	Walton	225	41%
2	Columbia	102	34%
3	Levy	20	15%
4	St. Lucie	80	9%
5	Taylor	3	6%
<b>Total</b>		<b>430</b>	

^Number of students who took an AP exam was impacted by the COVID-19 pandemic.

**Section 8: College Board AP Exam Participation (cont.)**

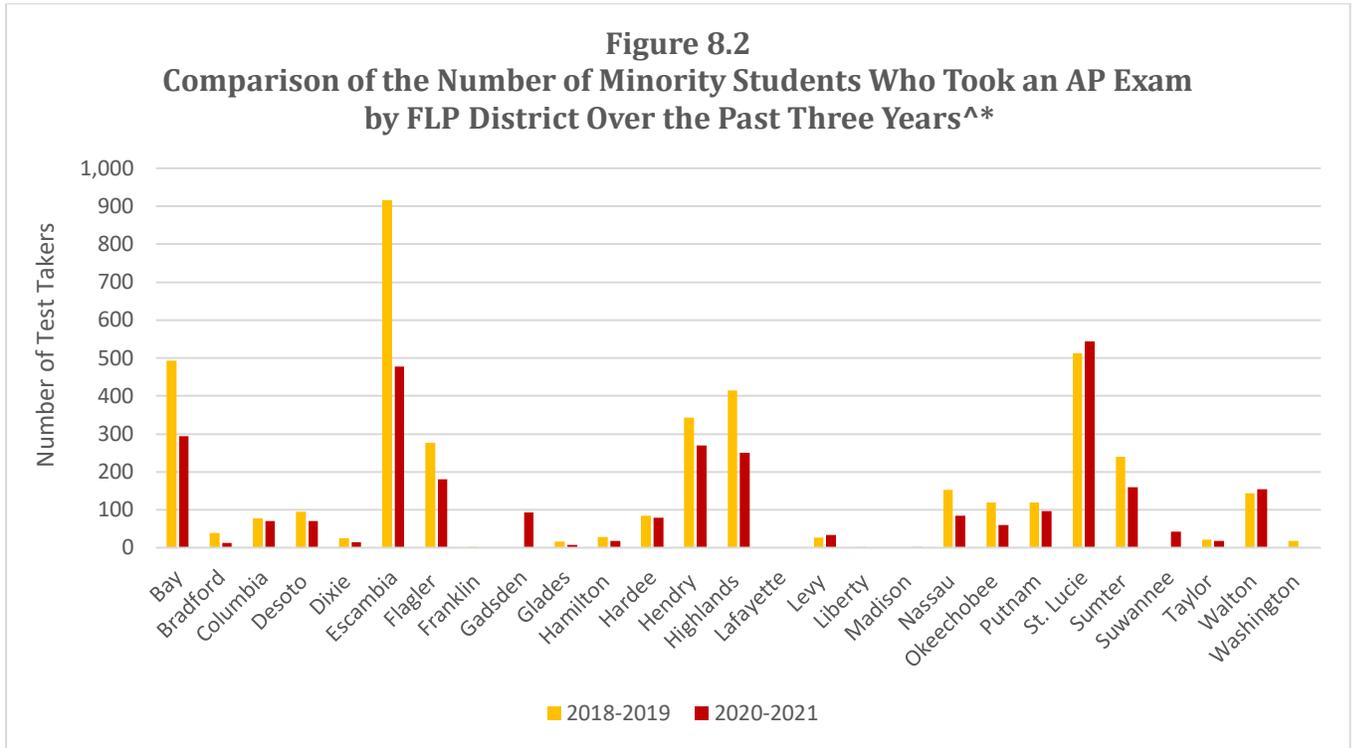
Table 8.3 and Figure 8.2 show the amount of growth in the number of students who identified as a minority who took an AP exam between 2018-2019 and 2020-2021. In a year when most FLP districts experienced a decrease in AP exam participation, three FLP districts showed an increase in participation by minorities who took an AP exam. Increases ranged from 6% to 31%. Overall, FLP districts experienced a decrease of 30% minority students who took an AP exam.

<b>Table 8.3 Three Year Comparison: Number of Minority Students Who Took an AP Exam and Percentage Change by FLP District<sup>^</sup></b>				
<b>FLP District</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>Percentage Change</b>
Bay	493	469	294	-40%
Bradford	39	22	12	-69%
Columbia	77	77	71	-8%
Desoto	94	105	70	-26%
Dixie	25	12	14	-44%
Escambia	916	710	478	-48%
Flagler	277	236	181	-35%
Franklin	2	0	0	-100%
Gadsden*	NOT FLP	45	93	--
Glades	17	8	8	-53%
Hamilton	28	9	18	-36%
Hardee	84	94	79	-6%
Hendry	342	311	269	-21%
Highlands	415	348	251	-40%
Lafayette	0	0	0	--
Lake	1,784	1,609	1,149	-36%
Levy	26	41	34	31%
Liberty	2	1	0	-100%
Madison	1	0	1	0%
Nassau	152	139	85	-44%
Okeechobee	119	87	59	-50%
Putnam	119	65	97	-18%
St. Lucie	513	431	543	6%
Sumter	239	234	159	-33%
Suwannee*	NOT FLP	53	42	--
Taylor	22	13	18	-18%
Walton	143	169	154	8%
Washington	18	6	0	-100%
<b>FLP Districts</b>	<b>5,947</b>	<b>5,294</b>	<b>4,179</b>	<b>-30%</b>

<sup>^</sup>Number of students who took an AP exam was impacted by the COVID-19 pandemic.

\*Gadsden and Suwannee joined the FLP in 2019-2020.

**Section 8: College Board AP Exam Participation (cont.)**



<sup>^</sup>Number of students who took an AP exam was impacted by the COVID-19 pandemic.  
<sup>\*</sup>Lake is intentionally omitted because their large student population compared to other FLP districts skews the bar graph. See Table 8.3 for their participation.

Despite the challenges related to the COVID-19 pandemic, three FLP districts experienced an increase in the number of minority students taking an AP exam as shown in Table 8.4.

<b>Table 8.4</b> <b>Three Year Comparison: Positive Percentage Change for Number of Minority Students Who Took an AP Exam<sup>^</sup></b>			
<b>Rank</b>	<b>School District</b>	<b>Increase in Number of Students</b>	<b>Percentage Change</b>
1	Levy	8	31%
2	Walton	11	8%
3	St. Lucie	30	6%
<b>Total</b>		<b>49</b>	

<sup>^</sup>Number of students who took an AP exam was impacted by the COVID-19 pandemic.

## Section 9: AP Exam Performance

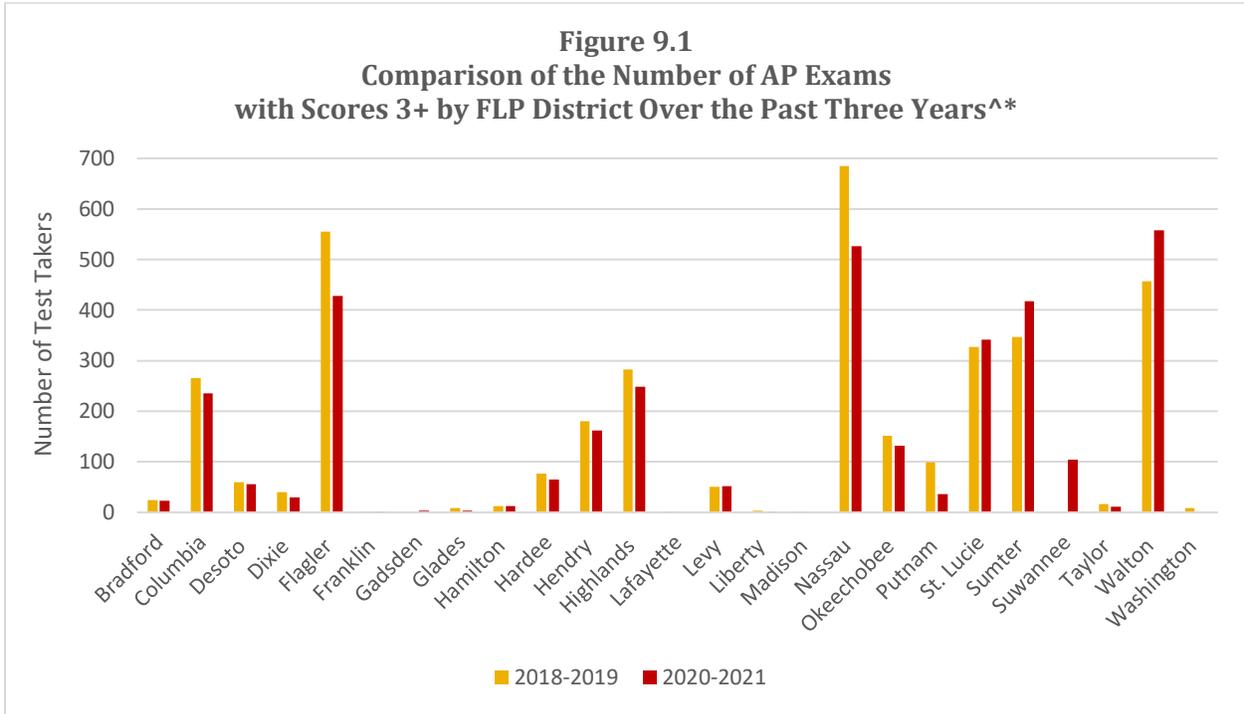
Scores on AP exams of three or higher were examined as an additional measure of college readiness for the total student population. Data in Table 9.1 and Figure 9.1 show the number of AP exams that received a score of a 3, 4, or 5 over the past three years. Three of the districts had gains in the percentage of AP exams with 3+ scores when compared to the baseline year. Overall, FLP districts experienced a decrease of 1,640 AP exams with scores of 3+. The decreases in 3+ scores most likely reflect the disrupted year of instruction between hybrid learning environments and in-person requirements for some AP exams.

Table 9.1 Three Year Comparison: Number of AP Exams with 3+ Scores and Percentage Change by FLP District <sup>^</sup>				
FLP District	2018-2019	2019-2020	2020-2021	% Change
Bay	1,541	1,497	1,246	-19%
Bradford	25	30	23	-8%
Columbia	265	209	235	-11%
Desoto	60	62	56	-7%
Dixie	40	44	29	-28%
Escambia	1,469	1,492	1,097	-25%
Flagler	555	503	428	-23%
Franklin	2	3	1	-50%
Gadsden*	NOT FLP	12	3	--
Glades	8	6	4	-50%
Hamilton	12	9	12	0%
Hardee**	77	86	65	-16%
Hendry	180	222	162	-10%
Highlands	282	393	248	-12%
Lafayette	2	0	0	-100%
Lake	2322	2,437	1,557	-33%
Levy	50	52	52	4%
Liberty	4	1	1	-75%
Madison	1	0	0	-100%
Nassau	685	626	527	-23%
Okeechobee	151	140	132	-13%
Putnam	99	46	36	-64%
St. Lucie	327	343	342	5%
Sumter	347	454	417	20%
Suwannee*	NOT FLP	137	104	--
Taylor	17	21	11	-35%
Walton	457	575	558	22%
Washington	8	5	0	-100%
<b>FLP Districts</b>	<b>8,986</b>	<b>9,405</b>	<b>7,346</b>	<b>-18%</b>

<sup>^</sup>Overall AP exam performance by students was impacted by COVID-19 pandemic.

\*Gadsden and Suwannee joined the FLP in 2019-2020.

Section 9: AP Exam Performance



<sup>^</sup>Overall AP exam performance by students was impacted by COVID-19 pandemic.

\*Bay, Escambia, and Lake are intentionally omitted because their large population skews the bar graph.

Despite the challenges related to the COVID-19 pandemic, three FLP districts experienced an increase in the number of students taking an AP exam as shown in Table 9.2.

Table 9.2 Three Year Comparison: Positive Percentage Change for Number of AP Exams with 3+ Scores <sup>^</sup>			
Rank	School District	Increase in Number of Students	Percentage Change
1	Walton	101	22%
2	Sumter	70	20%
3	St. Lucie	15	5%
<b>Total</b>		<b>186</b>	

Data in Table 9.3 shows the change in the number of AP exams taken by students who identified as minority with a score of a 3, 4, or 5 over the past three years. All but one FLP district (Levy) had losses in the percentage of AP exams taken by minorities that scored at least a 3. Overall, FLP districts had 1,920 AP exams taken by minority students with scores of 3+.

Section 9: AP Exam Performance (cont.)

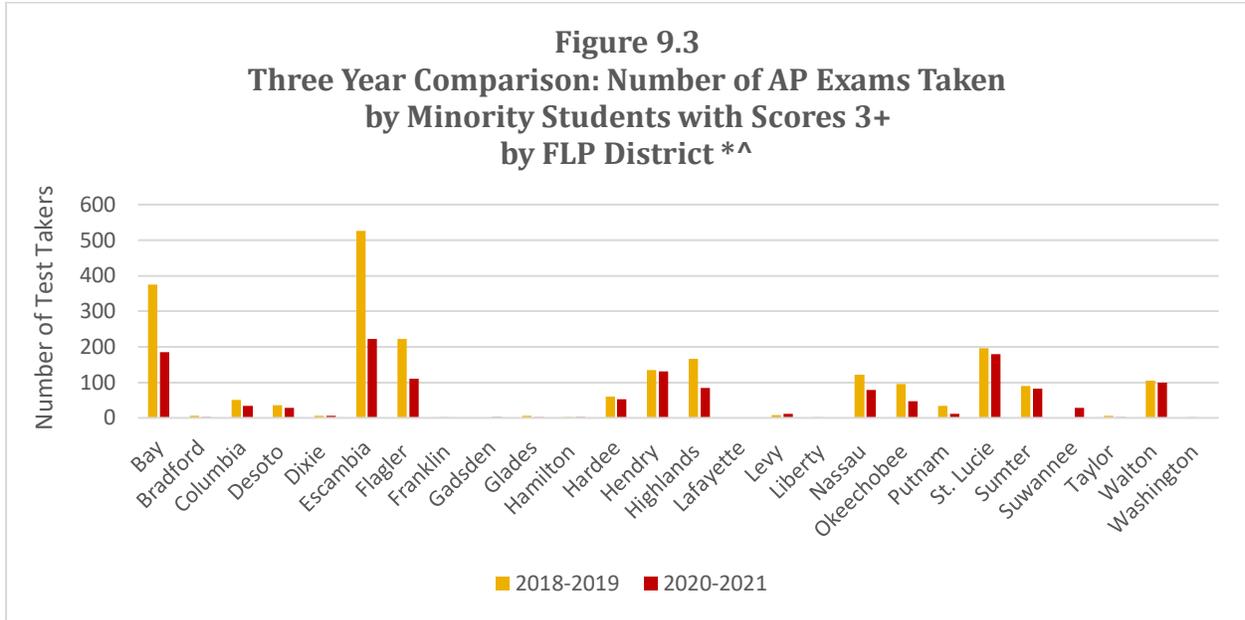
<b>Table 9.3</b>				
<b>Three Year Comparison: Number of AP Exams with 3+ Scores Taken by Minority Students and Percentage Change by FLP District<sup>^</sup></b>				
<b>FLP District</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>% Change</b>
Bay	376	416	185	-51%
Bradford	5	6	2	-60%
Columbia	51	48	34	-33%
Desoto	35	38	28	-20%
Dixie	5	5	5	0%
Escambia	526	538	222	-58%
Flagler	222	171	111	-50%
Franklin	1	0	0	-100%
Gadsden*	NOT FLP	11	3	--
Glades	6	4	1	-83%
Hamilton	3	2	2	-33%
Hardee	59	67	53	-10%
Hendry	134	175	131	-2%
Highlands	167	203	84	-50%
Lafayette	0	0	0	--
Lake	1,009	1,126	520	-48%
Levy	8	15	11	38%
Liberty	1	1	0	-100%
Madison	1	0	0	-100%
Nassau	122	115	78	-36%
Okeechobee	95	80	47	-51%
Putnam	33	17	11	-67%
St. Lucie	196	188	179	-9%
Sumter	90	142	83	-8%
Suwannee*	NOT FLP	47	29	--
Taylor	5	4	1	-80%
Walton	105	112	100	-5%
Washington	1	3	0	-100%
<b>FLP Districts</b>	<b>3,256</b>	<b>3,534</b>	<b>1,920</b>	<b>-41%</b>

<sup>^</sup>Overall AP exam performance by students was impacted by COVID-19 pandemic.

\*Gadsden and Suwannee joined the FLP in 2019-2020.

**Section 9: AP Exam Performance (cont.)**

Figure 9.3 illustrates the increases over the past three years in the number of AP exams taken by minority students with 3+ scores.



^Overall AP exam performance by students was impacted by COVID-19 pandemic.  
 \*Lake is intentionally omitted because their large student population compared to other FLP districts skews the bar graph. See Table 9.3 for the AP exams taken by minorities that scored 3+.

Despite the challenges related to the COVID-19 pandemic, one FLP district experienced an increase in the number of minority students taking an AP exam as shown in Table 9.4.

Table 9.4 Three Year Comparison: Positive Percentage Change for Number of AP Exams with 3+ Scores Taken by Minority Students <sup>^</sup>			
Rank	School District	Increase in Number of Students	Percentage Change
1	Levy	3	38%
<b>Total</b>		<b>3</b>	

<sup>^</sup>Number of students who took an AP exam was impacted by the COVID-19 pandemic.

## Section 10: AVID FLP Schools

The AVID program was funded by the Florida Partnership in 27 schools in 8 FLP districts during the 2020-2021 grant period. These schools provided an AVID elective course for students in grades 6-12. Data collected from the middle and high schools' General Reports, submitted to AVID Center, are summarized in this section of the report, along with results from an online survey of AVID Elective Teachers. Data from the School General Reports presented in this section includes:

- An overview of AVID student enrollment, including number of minority students and percentage of total student population enrolled in an AVID elective course.
- The Number of Students Enrolled in an AVID Elective Course by Grade Level
- AVID Elective Middle School Student Outcomes (4 indicators)
- AVID Elective High School Senior Outcomes (4 indicators)

Typically, students enrolled in AVID elective courses are mid-level performing students, minority students, and first generation college going students. For these reasons, the data presented in this section of the report provides evidence for the following two evaluation questions.

- Q3: How have district and school administrators contributed to increasing equity and access to advanced level courses and postsecondary enrollment?
- Q4: How have district and school administrators contributed to increasing enrollment of minority and underrepresented students in advanced level courses?

Data in Table 10.1 lists the number of AVID students enrolled in the AVID Elective Course and more than half (51%) are minority students. While the percentage of students enrolled in AVID compared to the total student population varies from 4% to 26% of students, FLP districts overall show 12% of students attending schools with an AVID program are enrolled in the Elective course.

Section 10: AVID FLP Schools (cont.)

Table 10.1 Overview of AVID Elective Course by FLP School					
School District	School Names	# of Students In School	# of AVID Elective Students	# of Minority AVID Students	% of Students Enrolled in AVID
Dixie	Dixie County HS	499	105	14	21%
Highlands	Avon Park HS	705	166	112	24%
	Avon Park MS	671	141	102	21%
	Hill-Gustat MS	693	99	67	14%
	Lake Placid HS	719	189	54	26%
	Lake Placid MS	681	88	57	13%
	Sebring MS	785	70	30	9%
	Sebring HS	1,377	111	68	8%
Levy	Bronson MS/HS	554	58	23	10%
	Cedar Key (K-12)	101	21	3	21%
	Williston MS/HS	916	117	46	13%
Marion	Dunnellon MS	623	51	8	8%
	Ft. King MS*	*	*	*	*
	Ft. McCoy (K-8)	475	61	4	13%
	Liberty MS	1,318	153	96	12%
Nassau	West Nassau HS	919	35	32	4%
	Yulee HS	1,263	54	14	4%
Putnam	C.H. Price MS	605	23	10	4%
	Crescent City MS/HS	596	107	87	18%
	Interlachen HS*	688	79	34	11%
	Palatka HS	1,060	107	83	10%
	Robert H. Jenkins MS*	*	*	*	*
Walton	Freeport HS*	*	*	*	*
Washington	Chipley HS	645	29	17	4%
	Roulhac MS	459	57	20	12%
	Vernon MS*	*	*	*	*
	Vernon HS	383	19	8	5%
<b>Totals</b>		<b>16,735</b>	<b>1,940</b>	<b>989</b>	<b>12%</b>

\* Missing data

**Section 10: AVID FLP Schools (cont.)**

AVID Elective classes in FLP districts appear to be at their capacity for the grade levels served in some FLP districts and not at capacity in others. There are 803 middle school students enrolled and 1,128 high school students are enrolled in an AVID elective course as shown in Table 10.2 Ninth grade students (n=383) account for the largest number of students enrolled when compared to other grade levels.

<b>Table 10.2 Number of Students Enrolled in AVID Elective Course by Grade Level in FLP Funded Schools</b>							
<b>School Names</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
Avon Park MS	49	48	44	--	--	--	--
Avon Park HS	--	--	--	49	43	38	36
Bronson MS/HS	0	0	0	20	13	10	15
Chipley HS	--	--	--	20	2	6	1
Cedar Key K-12 School	2	0	5	1	1	2	1
C.H. Price MS	0	9	14	--	--	--	--
Crescent City JR/SR	--	--	--	55	22	25	5
Dixie County HS*	--	--	--	27	33	31	14
Dunnellon MS	15	19	17	--	--	--	--
Freeport HS*	*	*	*	*	*	*	*
Ft. King MS*	*	*	*	--	--	--	--
Ft. McCoy (K-8)	23	19	19	--	--	--	--
Hill-Gustat MS	25	28	46	--	--	--	--
Interlachen HS	--	--	--	29	22	11	17
Lake Placid MS	36	27	25	--	--	--	--
Lake Placid HS	--	--	--	53	65	34	37
Liberty MS	58	46	49	--	--	--	--
Palatka HS	--	--	--	43	29	16	19
Robert H Jenkins MS*	*	*	*	--	--	--	--
Roulhac MS	17	17	23	--	--	--	--
Sebring HS	--	--	--	35	22	32	22
Sebring MS	24	22	24	--	--	--	--
Vernon MS*	*	*	*	--	--	--	--
Vernon HS	--	--	--	6	6	5	2
West Nassau HS*	--	--	--	8	12	3	12
Williston MS/HS	20	17	16	23	19	14	8
Yulee HS	--	--	--	14	20	13	7
<b>Total by Grade Level</b>	<b>269</b>	<b>252</b>	<b>282</b>	<b>383</b>	<b>309</b>	<b>240</b>	<b>196</b>

\*Missing data

**Section 10: AVID FLP Schools (cont.)**

The AVID Elective Course is designed for students to continuously enroll as it builds each year in preparing students for postsecondary education and 984 students were enrolled in their second year of AVID. The data in Table 10.3 shows over 300 AVID students are preparing for postsecondary education by enrolling in Honors courses and/or Algebra I while they are still in middle school.

<b>Table 10.3 AVID Elective Middle School Student Outcomes</b>			
<b>Middle Schools</b>	<b># of Students Enrolled in 2<sup>nd</sup> Year of AVID 2020-2021</b>	<b># of Students Enrolled in Honors Course 2020-2021</b>	<b># of Students Enrolled in Algebra I or Higher Course</b>
Avon Park MS	66	49	35
Bronson MS/HS	0	0	0
Cedar Key K-12 School	7	10	10
C.H. Price MS	0	2	2
Dunnellon MS	28	17	9
Ft. King MS*	*	*	*
Ft. McCoy MS	29	8	8
Hill Gustat MS	44	7	28
Hilliard MS/HS*	*	*	*
Lake Placid MS	55	10	15
Liberty MS	93	33	48
Robert H. Jenkins MS*	*	*	*
Roulhac MS	21	0	2
Rutherford MS/HS*	*	*	*
Sebring MS	30	10	14
Vernon MS*	*	*	*
Williston MS/HS	21	8	7
Yulee MS*	*	*	*
<b>Total Students</b>	<b>984</b>	<b>154</b>	<b>178</b>

\*Missing data

**Section 10: AVID FLP Schools (cont.)**

Eighth grade AVID student outcomes show many are on a path of becoming college and career ready as demonstrated by the data presented in Table 10.4

<b>Table 10.4 8<sup>th</sup> Grade AVID Student Outcomes 2020-2021</b>				
<b>Middle Schools</b>	<b>Completed Algebra I with a grade of C or better</b>	<b>Completed an Honors, Pre-AP or High School Course with a grade of C or better</b>	<b>Recommended for College Prep Courses in HS</b>	<b>Took the PSAT, ACT Explore or PSSS</b>
Avon Park MS	14	12	12	46
Bronson MS/HS	0	0	0	0
Cedar Key (K-12)	0	0	0	0
C.H. Price MS	2	2	3	5
Dunnellon MS	19	22	0	22
Ft. King MS*	*	*	*	*
Ft. McCoy MS	7	11	2	0
Hill Gustat MS	21	9	30	30
Lake Placid MS	10	8	20	40
Liberty MS	38	40	0	0
Robert H. Jenkins MS*	*	*	*	*
Roulhac MS	14	1	0	22
Sebring MS	10	3	*	0
Vernon MS*	*	*	*	*
Williston MS/HS	0	0	20	5
<b>Total Students</b>	<b>135</b>	<b>108</b>	<b>87</b>	<b>170</b>

\*Missing data

**Section 10: AVID FLP Schools (cont.)**

Over 300 AVID Elective high school students in FLP districts appear to be on a college ready pathway by having completed at least one AP or IB course as shown in Table 10.5.

<b>Table 10.5 AVID Elective High School Student Outcomes 2020-2021</b>				
<b>High Schools</b>	<b>Number of AVID Students</b>			
	<b>Enrolled in AVID for 3<sup>rd</sup> Year</b>	<b>Enrolled in at least one AP or IB course</b>	<b>Completed at least one AP or IB course</b>	<b>Number of students who took exam and passed with college credit score</b>
Avon Park HS	120	*	*	38
Bronson MS/HS	25	1	1	0
Cedar Key (K-12)	4	3	2	0
ChIPLEY HS	5	21	U	U
Crescent City Jr/Sr	19	0	U	U
Dixie Co. HS	43	42	33	7
Freeport HS*	*	*	*	*
Interlachen HS	24	6	0	0
Lake Placid HS	80	*	*	32
Palatka	16	59	2	0
Sebring HS	75	39	17	7
Vernon HS	19	0	0	0
West Nassau HS	30	19	17	0
Williston MS/HS	38	10	10	0
Yulee HS	34	*	*	5
<b>Total Students</b>	<b>532</b>	<b>393</b>	<b>320</b>	<b>89</b>

\*Missing data

**AVID Teacher Survey 2021**

In May 2021, a survey link was sent to FLP school district contacts for the purpose of distributing the link to AVID elective teachers in their district. Thirty-seven responses were received from AVID teachers in nine FLP school districts. A summary of survey results representing feedback from AVID elective educators for 1,716 AVID elective course students in FLP districts is presented below.

**Section 10: AVID FLP Schools (cont.)**

- 63% of AVID students are 1<sup>st</sup> generation college going students.
- 23% of AVID students enrolled in an AP course this year and 22% are enrolled for an AP course for the 2021-2022 school year.
- 11% of AVID students enrolled in a Dual Enrollment course this year and 14% enrolled in a Dual Enrollment course for the 2021-2022 school year.

In an effort to understand how student enrollment in AVID elective courses occurs in schools, respondents were asked to describe the cohort of enrolled AVID students in their school.

- 74% have the same cohort and add new students each year.
- 16% have the same cohort each year.
- 10% have new students enrolled each year.

AVID strategies used in the elective course are often shared with other teachers as indicated by the 61% of AVID teachers reporting AVID strategies are used schoolwide

- 42% of teachers reported AVID strategies are required schoolwide.
- 42% teachers reported AVID strategies are used in some classrooms.
- 14% of teachers reported AVID strategies are used in most classrooms.
- 2% of teachers reported AVID strategies were not used in other classrooms.

Survey respondents were asked which AVID strategies were used in other classrooms. Table 10.6 shows high percentages for four AVID strategies that impact students who are not enrolled in AVID Elective courses and provide them with study skills.

<b>Table 10.6 AVID Strategies Used in Other Classrooms</b>	
<b>Strategies</b>	<b>Response Percentage</b>
Cornell notes	86%
Binders	83%
WICOR methodologies	77%
Socratic seminars	60%
Tutorials	17%
Focused note taking	3%

**Section 11: Florida Department of Education Minority and Underserved Student Indicators**

Beginning with the 2019-2020 grant period, the Florida Department of Education (FDOE) provided a list of twelve indicators for the Florida Partnership to measure the impact of the partnership on minority and underserved students. The minorities include students who identify as Black, Hispanic, or Two or More Races and underserved students are represented by Free and Reduced Lunch status. Exhibit H displays the twelve indicators and the type of data collected to measure the indicator. Data was collected from the College Board database for the SAT Suite of Assessments and the AP exam database. In June a request was sent to all FLP district contacts to provide data regarding course enrollment and course grades for minority and underserved students.

Exhibit H Florida Department of Education Minority and Underserved Student Indicators		
Indicators	Indicator Description	Measure
HS1	Percent of minority and underserved students in 12 <sup>th</sup> grade who enroll and complete at least two advanced level mathematics courses.	Completed two AP mathematics courses
HS2	Percent of minority and underserved students in 12 <sup>th</sup> grade who enroll and complete advanced level (AP) coursework in four subject areas	Completed four AP courses
HS3	Percent of minority and underserved students who enroll and complete an advanced level course in Computer Science	Completed AP Computer Science course
HS4	Percent of minority and underserved 11 <sup>th</sup> grade students who are considered on track for postsecondary level coursework	Met ERW and/or Math Benchmarks on SAT
HS5	Percent of minority and underserved 12 <sup>th</sup> grade students considered on track for postsecondary level coursework	Met ERW and/or Math Benchmarks on SAT
HS6	Percent of minority and underserved students who enrolled and completed AP courses.	Took an AP exam
HS7	Percent of minority and underserved students who enroll in advanced level courses and earn a grade of “A” or “B”	AP course grades of “A” or “B”
HS8	Percent of minority and underserved students of educators who participated in an FLP training and who pass AP exam	AP Exam scores of 3+ for students who’s AP educator participated in AP Symposium
HS9	Percent of minority and underserved students who pass AP exam in low performing high schools	AP exam scores of 3+
MS1	Percent of minority and underserved students in 8 <sup>th</sup> grade who pass Algebra I	Algebra 1 grades of “C” or better
MS2	Percent of minority and underserved students in middle school who pass a high school level course in low performing middle schools	Grades of “C” or better in high school level course
PS1	Measures of student, parent, and teacher awareness of and satisfaction with the Florida Partnership	Parent and Student survey results Professional Development survey results

Data presented in Table 11.1 indicates the percentages of minority and underserved students in FLP districts who were enrolled in advanced level courses during the 2020-2021 school year.

<b>Table 11.1</b>					
<b>FDOE Indicators: Percent of Minority and Underserved Students Who Complete Advanced Level Coursework</b>					
<b>Course Work Indicators</b>	<b>Percent of All Students</b>	<b>Percent of Black Students</b>	<b>Percent of Hispanic Students</b>	<b>Percent of Two or More Races Students</b>	<b>Percent of FRL Students</b>
HS1 – Percent of students in 12 <sup>th</sup> grade who enroll and complete at least two advanced level math courses	4%	13%	20%	6%	50%
HS2 – Percent of students in 12 <sup>th</sup> grade who enroll and complete AP Courses in four subject areas	14%	13%	18%	5%	42%
HS3 – Percent of students who enroll and complete an advanced level course in Computer Science	5%	7%	22%	5%	42%
HS6 – Percent of minority and underserved students who enrolled and completed an AP course	71%	9%	21%	5%	37%
HS7 – Percent of minority and underserved students who enroll in advanced level courses and earn a grade of “A” or “B”	*	14%	17%	4%	44%
MS1 – Percent of minority and underserved students in 8 <sup>th</sup> grade who pass Algebra I	30%	14%	22%	5%	53%
MS2 – Percent of minority and underserved students in middle school who pass a high school level course in low performing middle schools	44%	19%	23%	5%	54%

\* The percent of all students could not be determined due to an extremely large number of students who enrolled and completed an AP course and at the end of the school year did not take the AP exam for the course due to multiple reasons. Some AP exams were offered virtually and others were only offered in-person and with the hybrid learning environment and for safety reasons some parents did not allow their children to return to school for in-person exams.

The data in Table 11.2 shows percentages of minority and underserved students in FLP districts who took the SAT and/or an AP exam during the 2020-2021 school year and are considered on track for postsecondary level coursework.

<b>Table 11.2</b>					
<b>FDOE High School Indicators: Percent of Minority and Underserved Students Considered On Track for Postsecondary Level Coursework</b>					
<b>SAT and AP Exam Indicators</b>	<b>Percent of All Students</b>	<b>Percent of Black Students</b>	<b>Percent of Hispanic Students</b>	<b>Percent of Two or More Races Students</b>	<b>Percent of FRL Students</b>
HS4 - Percent of 11 <sup>th</sup> Grade Minority Students Who Met the ERW Benchmark	28%	21%	28%	33%	24%
HS4 – Percent of 11 <sup>th</sup> Grade Minority Students Who Met the Math Benchmark	1%	1%	1%	1%	2%
HS4 - Percent of 11 <sup>th</sup> Grade Minority Students Who Met Both the Benchmarks	22%	9%	18%	27%	24%
HS4 - Percent of 12 <sup>th</sup> Grade Minority Students Who Met the ERW Benchmark	26%	20%	5%	27%	31%
HS5 – Percent of 12 <sup>th</sup> Grade Minority Students Who Met the Math Benchmark	1%	.31%	.20%	.27%	1%
HS5 - Percent of 12 <sup>th</sup> Grade Minority Students Who Met Both the Benchmarks	28%	12%	5%	37%	30%
HS8 – Percent of minority and underserved students of educators who participated in an FLP training and who pass an AP exam	7%	3%	15%	8%	24%
HS9 – Percent of minority and underserved students who pass an AP exam with a score of 3 or higher in low performing high schools	41%	5%	18%	5%	11%

## Section 12: Conclusion and Recommendations

Evaluation findings revealed a significant amount of evidence showing the FLP is meeting its mission by providing three key elements: professional development, technical assistance, and resources for FLP districts. (Please note: Appendices A through E display school level data for the contents of this report.)

In conclusion, the evaluation findings are as follows:

- Data collected from participants who attended professional development events showed high levels of satisfaction.
- A large majority of professional development participants, for all events, reported gaining new knowledge and skills to take back to their work environment, which will benefit the intended, targeted, students. Many reported they were inspired and appreciated having an opportunity to network with colleagues in other school districts and with others in their own school district.
- District and school administrators are implementing strategies learned at professional development events. Many participants mentioned they better understand how to use College Board resources to expand equity and access for all students.
- Parents experienced knowledge gains and indicated high levels of satisfaction with parent webinars provided by FLP and College Board staff. Positive knowledge gains were reported for 24 out of 24 topics presented during the five parent/student webinars.
- A large majority of students (83%) reported being familiar with Khan Academy's Official SAT Practice. Knowledge gains were reported by students for 15 out of 16 topics discussed during parent/student webinars.
- College Access and Readiness Experiences (CARES) Grantees expanded the reach of the FLP mission by providing additional tutoring and educational opportunities to increase college and career readiness for minorities and underrepresented students.
- The hybrid learning environment and requirements to quarantine after exposure to COVID-19 most likely explains the decreases in the number of students taking the PSAT 8/9, PSAT/NMQST, and SAT and why performance on these assessments were lower than in previous years.
- FLP districts experienced decreases in the overall number of students and minority students taking AP exams and the number of students scoring 3+ on AP exams most likely due to the impact of the COVID-17 pandemic on learning and the ability to take an AP exam in-person.

### Recommendations

Recommendation 1: Continue with statewide parent/student webinars as a way to reach many parents and students in an efficient manner to increase awareness of College Board resources and other college and career readiness topics.

Recommendation 2: Increase discussion with CARES program administrators for ways to help increase the number of students they serve who are linked to College Board and Khan Academy and understand College Board resources and Opportunity Scholarships.

Recommendation 3: Work with AVID Center staff to identify those schools with low levels of student enrollment in AVID elective courses and develop strategies to increase enrollment where possible.

Recommendation 4: Consider new ways to increase student survey responses after parent/student webinars.

New Directions, New Ideas, LLC would like to thank the staff from the FLP, the AVID Center, and CARES Grantees for their assistance with the evaluation process and the opportunity to evaluate services provided to school districts.

<b>Appendix A</b>						
<b>PSAT 8/9 Test Takers and Scores by Middle School</b>						
<b>District</b>	<b>School</b>	<b>PSAT 8/9 Number of Test Takers</b>	<b>PSAT 8/9 Mean Total Score</b>	<b>PSAT 8/9 Number who met Math Benchmarks</b>	<b>PSAT 8/9 Number who met EBRW Benchmarks</b>	<b>PSAT 8/9 Number who met Both Benchmarks</b>
Alachua	Abraham Lincoln MS	157	936	456	480	84
Alachua	Howard W Bishop MS	--	--	--	--	--
Bay	Jinks MS	92	714	353	361	14
Bay	Merritt Brown MS	131	769	386	383	20
Bay	Mowat MS	179	802	410	392	50
Bay	North Bay Haven MS	162	850	439	410	62
Bay	Rutherford MS	--	--	--	--	--
Bay	Rosenwald MS	--	--	--	--	--
Bay	Surfside MS	173	851	429	422	72
Bradford	Bradford MS	163	748	382	366	21
Columbia	Lake City MS	348	800	409	391	87
Desoto	Desoto MS					
Dixie	Ruth Rains MS	126	762	399	363	11
Hardee	Hardee Junior HS	--	--	--	--	--
Hendry	Clewiston MS	--	--	--	--	--
Hendry	LaBelle MS	183	772	392	381	34
Highlands	Avon Park MS	142	749	373	376	29
Highlands	Hill-Gustat MS	140	822	419	403	47
Highlands	Lake Placid MS	142	766	385	380	32
Highlands	Sebring MS	177	816	407	409	55
Levy	Bronson MS/HS	118	788	400	388	22
Levy	Williston MS/HS	261	805	410	396	50
Liberty	Liberty Co. MS	338	786	400	386	80
Liberty	W R Tolar ES/MS	40	782	402	380	9
Nassau	Hilliard MS/HS	204	852	434	419	86
Okeechobee	Osceola MS	184	765	377	387	37
Okeechobee	Yearling MS	134	761	374	387	25
Putnam	C H Price MS	104	749	376	372	8

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Putnam	Crescent City MS/HS	135	784	389	395	29
Putnam	Miller Intermediate School	113	771	385	386	23
Putnam	Robert H Jenkins MS	182	728	365	362	18
St. Lucie	Allapattah Flats K-8 School	111	782	394	387	25
St. Lucie	Creative Arts Academy	44	777	391	386	7
St. Lucie	Dan McCarty MS	176	694	343	351	11
St. Lucie	Forest Grove MS	209	760	384	376	43
St. Lucie	Manatee Academy ES/MS	148	805	405	400	41
St. Lucie	Northport ES/MS	122	788	396	392	32
St. Lucie	Oak Hammock ES/MS	161	781	395	386	35
St. Lucie	Palm Pointe Education Research School	112	854	431	423	48
St. Lucie	Samuel S. Gaines Academy	76	762	376	385	13
St. Lucie	Southern Oaks MS	247	770	387	383	46
St. Lucie	Southport MS	115	778	391	387	27
St. Lucie	West Gate ES/MS	95	863	433	431	42
St. Lucie	West K-8 School	132	822	423	399	38
Sumter	South Sumter MS	214	784	402	381	37
Suwannee	Suwannee MS	207	751	381	369	24
Washington	Roulhac MS	114	803	407	396	29
Washington	Vernon MS	97	767	391	375	11
Univ. of FL	PK Yonge K-12	--	--	--	--	--

<b>Appendix B</b>						
<b>PSAT 8/9 Test Takers and Scores by High School</b>						
<b>District</b>	<b>School</b>	<b>PSAT 8/9 Number of Test Takers</b>	<b>PSAT 8/9 Mean Total Score</b>	<b>PSAT 8/9 Number who met EBRW Benchmark s</b>	<b>PSAT 8/9 Number who met Math Benchmark s</b>	<b>PSAT 8/9 Number who met Both Benchmark s</b>
Alachua	Eastside HS	176	935	472	463	86
Bay	A Crawford Mosley HS	398	890	457	433	157
Bay	Bay HS	172	808	409	398	42
Bay	Breakfast Point Academy	92	776	393	383	18
Bay	Deane Bozeman School	277	814	414	400	66
Bay	J R Arnold HS	296	840	430	410	79
Bay	Rosenwald HS	42	655	328	327	1
Bay	Rutherford HS	213	786	400	386	39
Bradford	Bradford HS	133	807	409	398	26
Columbia	Belmont Academy	75	923	478	445	43
Columbia	Columbia HS	--	--	--	--	--
Columbia	Fort White HS	278	803	413	390	47
Desoto	Desoto County HS	227	790	401	389	34
Desoto	Desoto Secondary School	28	673	343	331	0
Dixie	Dixie County HS	118	779	402	376	13
Escambia	Booker T Washington HS	375	804	414	390	67
Escambia	Escambia HS	384	772	395	377	40
Escambia	J M Tate HS	449	843	430	412	114
Escambia	Northview HS	--	--	--	--	--
Escambia	Pensacola HS	293	851	438	413	94

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Escambia	Pine Forest HS	--	--	--	--	--
Escambia	Success Academy	--	--	--	--	--
Escambia	West Florida HS of Advanced Technology	259	893	458	434	99
Flagler	Flagler Palm Coast HS	454	857	431	426	136
Flagler	Mantanzas HS	311	865	441	424	101
Franklin	Franklin County HS	--	--	--	--	--
Gadsden	Gadsden County HS	--	--	--	--	--
Glades	Moore Haven MS/HS	--	--	--	--	--
Glades	West Glades School	66	795	394	401	16
Hamilton	Hamilton County HS	199	734	367	367	24
Hardee	Hardee Senior HS	313	808	409	399	63
Hendry	Clewiston HS	172	799	402	397	27
Hendry	LaBelle HS	275	824	422	402	59
Highlands	Avon Park HS	159	796	401	395	16
Highlands	Lake Placid HS	149	795	405	390	26
Highlands	Sebring HS	293	824	415	409	73
Lafayette	Lafayette HS	149	817	414	403	42
Lake	East Ridge HS	--	--	--	--	--
Lake	Eustis HS	--	--	--	--	--
Lake	Lake County Virtual School	--	--	--	--	--
Lake	Lake Minneola HS	--	--	--	--	--
Lake	Leesburg HS	--	--	--	--	--
Lake	Mount Dora HS	--	--	--	--	--
Lake	South Lake HS	--	--	--	--	--
Lake	Tavares HS	--	--	--	--	--

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Lake	Umatilla HS	--	--	--	--	--
Levy	Bronson HS	--	--	--	--	--
Levy	Chiefland HS	212	799	405	394	48
Levy	Williston MS/HS	--	--	--	--	--
Liberty	Liberty County HS	83	872	442	430	22
Madison	Madison County HS	81	780	396	384	8
Marion	Dunnellon HS	165	774	396	378	17
Marion	West Port HS	546	845	431	414	162
Nassau	Fernandina Beach HS	184	911	464	447	89
Nassau	Hilliard MS/HS	--	--	--	--	--
Nassau	West Nassau HS	211	856	437	419	56
Nassau	Yulee HS	233	873	439	434	85
Okeechobee	Okeechobee HS	293	826	412	415	73
Putnam	Crescent City JHS/HS	--	--	--	--	--
Putnam	Interlachen HS	123	786	397	389	15
Putnam	Palatka HS	214	776	395	382	32
Putnam	Q.I. Roberts MS/HS	187	916	469	448	105
St. Lucie	Fort Pierce Central HS	471	827	424	403	107
St. Lucie	Fort Pierce Westwood HS	393	751	373	378	57
St. Lucie	Lincoln Park Academy	405	883	457	425	164
St. Lucie	Mosaic Digital Academy Upper School	17	878	449	429	9
St. Lucie	Port St. Lucie HS	271	819	414	406	63
St. Lucie	St. Lucie West Centennial HS	452	821	414	407	105

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St. Lucie	Treasure Coast HS	456	832	422	409	109
Sumter	South Sumter HS	191	837	427	410	46
Sumter	Wildwood HS	169	786	401	385	28
Suwannee	Branford HS	152	828	420	408	45
Suwannee	Suwannee Senior HS	229	810	410	399	49
Taylor	Taylor County HS	91	791	402	389	14
Walton	Freeport HS	--	--	--	--	--
Walton	Paxton MS/HS School	--	--	--	--	--
Walton	South Walton HS	--	--	--	--	--
Walton	Walton HS	--	--	--	--	--
Washington	Chipley HS	146	842	429	413	45
Washington	Vernon HS	73	790	409	381	4
Univ. of FL	P K Yonge School	--	--	--	--	--

Appendix C PSAT/NMSQT Test Takers and Scores by School						
District	School	PSAT/ NMSQT Number of Test Takers	PSAT/ NMSQT Mean Total Score	PSAT/ NMSQT Number who met EBRW Benchmarks	PSAT/ NMSQT Number who met Math Benchmarks	PSAT/ NMSQT Number who met Both Benchmarks
Alachua	Eastside HS	320	1,036	531	505	164
Bay	A Crawford Mosley HS	639	932	479	453	192
Bay	Bay HS	358	866	443	423	69
Bay	Deane Bozeman School	191	883	451	432	29
Bay	J R Arnold HS	449	922	476	446	118
Bay	Rosenwald HS	30	699	367	332	0
Bay	Rutherford HS	199	874	444	430	40
Bradford	Bradford HS	213	861	441	420	33
Columbia	Belmont Academy	--	--	--	--	--
Columbia	Columbia HS	--	--	--	--	--
Columbia	Fort White HS	--	--	--	--	--
Desoto	Desoto County HS	323	871	444	427	49
Dixie	Dixie County HS	172	904	463	441	29
Escambia	Booker T Washington HS	603	884	454	430	127
Escambia	Escambia HS	613	835	424	410	78
Escambia	J M Tate HS	713	901	458	443	173
Escambia	Northview HS	187	871	444	426	34
Escambia	Pensacola HS	545	953	487	465	218
Escambia	Pine Forest HS	357	838	431	407	34
Escambia	Success Academy	22	763	391	372	0
Escambia	West Florida HS of	425	954	488	466	154

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	Advanced Technology					
Flagler	Flagler Palm Coast HS	629	929	477	452	183
Flagler	Mantanzas HS	549	922	469	453	162
Franklin	Franklin County K-12	33	847	430	417	3
Gadsden	Gadsden County HS	208	806	411	395	12
Glades	Moore Haven MS/HS	90	833	423	411	9
Hamilton	Hamilton County HS	161	821	415	406	13
Hardee	Hardee Senior HS	--	--	--	--	--
Hendry	Clewiston HS	--	--	--	--	--
Hendry	LaBelle HS	--	--	--	--	--
Highlands	Avon Park HS	258	886	450	435	58
Highlands	Highlands Virtual School	66	934	480	453	20
Highlands	Lake Placid HS	266	864	434	430	45
Highlands	Sebring HS	458	923	466	457	153
Lafayette	Lafayette HS	158	910	464	446	36
Lake	East Ridge HS	998	920	470	450	304
Lake	Eustis HS	618	870	442	428	116
Lake	Lake Minneola HS	795	916	467	449	223
Lake	Leesburg HS	705	830	421	409	85
Lake	Mount Dora HS	589	882	451	431	123
Lake	South Lake HS	782	852	434	419	129
Lake	Tavares HS	493	874	444	430	111
Lake	Umatilla HS	406	820	414	406	51
Levy	Bronson HS	115	836	429	407	14
Levy	Chiefland HS	105	893	456	437	24
Levy	Williston MS/HS	222	881	450	430	33
Liberty	Liberty County HS	119	876	447	429	15

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Madison	Madison County HS	127	826	421	405	5
Marion	Dunnellon HS	225	846	430	416	38
Marion	West Port HS	1,014	905	462	442	274
Nassau	Fernandina Beach HS	372	968	498	470	147
Nassau	Hilliard MS/HS	180	919	467	452	49
Nassau	West Nassau HS	374	894	457	436	73
Nassau	Yulee HS	546	931	479	453	160
Okeechobee	Okeechobee HS	441	849	428	420	74
Putnam	Crescent City Junior/Senior HS	219	833	419	414	17
Putnam	Interlachen HS	197	811	409	402	8
Putnam	Palatka HS	318	811	410	402	22
Putnam	Q.I. Roberts MS/HS	154	1,036	542	495	84
St. Lucie	Fort Pierce Central HS	551	877	450	427	114
St. Lucie	Fort Pierce Westwood HS	555	847	434	413	87
St. Lucie	Lincoln Park Academy	339	980	512	468	137
St. Lucie	Mosaic Digital Academy Upper School	8	989	538	451	1
St. Lucie	Performance Based Preparatory Academy	13	747	372	375	0
St. Lucie	Port St. Lucie HS	365	894	462	432	82
St. Lucie	St. Lucie West Centennial HS	578	875	447	428	109
St. Lucie	Treasure Coast HS	718	907	464	442	172

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Sumter	South Sumter HS	430	897	457	440	96
Sumter	Wildwood HS	138	864	445	419	15
Suwannee	Branford HS	129	923	479	444	32
Suwannee	Suwannee Senior HS	220	866	443	423	43
Taylor	Taylor County HS	173	847	433	414	22
Walton	Freeport HS	203	901	459	443	49
Walton	Paxton School	73	890	453	437	14
Walton	South Walton HS	419	976	497	478	186
Walton	Walton HS	230	873	444	429	42
Washington	Chipley HS	239	875	446	428	40
Washington	Vernon HS	152	864	438	425	18
Univ. of FL	P K Yonge School	110	1,015	523	492	53

Appendix D SAT Test Takers and Scores by School						
District	School	SAT Number of Test Takers	SAT Mean Total Score	SAT Number who met ERBW Benchmarks	SAT Number who met Math Benchmarks	SAT Number who met Both Benchmarks
Alachua	Eastside HS	196	1,276	643	633	162
Bay	A Crawford Mosley HS	418	997	508	489	137
Bay	Bay HS	239	956	490	466	68
Bay	Deane Bozeman School	111	921	467	454	14
Bay	J R Arnold HS	316	995	513	482	89
Bay	Rosenwald HS	18	733	382	351	0
Bay	Rutherford HS	153	908	462	447	30
Bradford	Bradford HS	18	733	382	351	0
Columbia	Belmont Academy	26	1,103	577	527	13
Columbia	Columbia HS	340	943	489	454	69
Columbia	Fort White HS	92	990	510	480	26
Desoto	Desoto County HS	273	885	455	430	38
Dixie	Dixie County HS	112	911	470	441	11
Escambia	Booker T Washington HS	334	940	488	452	79
Escambia	Escambia HS	238	874	451	423	24
Escambia	J M Tate HS	238	874	451	423	24
Escambia	Northview HS	96	901	467	433	21
Escambia	Pensacola HS	300	1,051	533	517	150
Escambia	Pine Forest HS	277	819	423	396	15
Escambia	Success Academy	15	767	389	377	1
Escambia	West Florida HS of Advanced Technology	286	1,001	513	488	87
Flagler	Flagler Palm Coast HS	529	990	508	483	155

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Flagler	Mantanzas HS	340	978	499	479	99
Franklin	Franklin County HS	75	871	446	426	7
Gadsden	Gadsden County HS	176	816	421	394	6
Glades	Moore Haven MS/HS	50	845	434	411	3
Hamilton	Hamilton County HS	83	870	444	426	8
Hardee	Hardee Senior HS	298	910	468	441	43
Hendry	Clewiston HS	242	910	469	442	37
Hendry	LaBelle HS	263	899	461	439	38
Highlands	Avon Park HS	196	913	474	439	31
Highlands	Highlands Virtual School	88	903	469	434	11
Highlands	Lake Placid HS	163	925	475	450	29
Highlands	Sebring HS	296	988	504	484	100
Lafayette	Lafayette HS	75	975	495	481	21
Lake	East Ridge HS	570	1,000	519	481	192
Lake	Eustis HS	301	952	492	460	70
Lake	Lake Minneola HS	451	989	508	481	132
Lake	Leesburg HS	288	880	457	423	43
Lake	Mount Dora HS	268	971	503	468	65
Lake	South Lake HS	396	912	475	437	61
Lake	Tavares HS	299	954	487	467	86
Lake	Umatilla HS	143	884	462	423	16
Levy	Bronson MS/HS	47	892	462	430	3
Levy	Chiefland HS	77	934	486	448	8
Levy	Williston MS/HS	88	921	475	446	12
Liberty	Liberty County HS	81	946	493	453	13
Madison	Madison County HS	99	864	450	414	7
Marion	Dunnellon HS	231	888	459	429	30
Marion	West Port HS	581	964	498	467	161
Nassau	Fernandina Beach HS	270	1,051	536	516	117

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Nassau	Hilliard MS/HS	139	965	499	466	29
Nassau	West Nassau HS	217	945	490	455	34
Nassau	Yulee HS	352	974	504	470	101
Okeechobee	Okeechobee HS	338	894	455	440	50
Putnam	Crescent City Junior/Senior HS	112	842	437	405	6
Putnam	Interlachen HS	111	868	457	411	3
Putnam	Palatka HS	192	859	446	414	11
Putnam	Q.I. Roberts MS/HS	103	1,105	574	531	60
St. Lucie	Fort Pierce Central HS	668	919	479	440	131
St. Lucie	Fort Pierce Westwood HS	468	866	458	409	52
St. Lucie	Lincoln Park Academy	228	1,059	548	511	105
St. Lucie	Mosaic Digital Academy Upper School	23	970	502	468	4
St. Lucie	Performance Based Preparatory Academy	16	794	406	388	1
St. Lucie	Port St. Lucie HS	369	921	479	442	64
St. Lucie	St. Lucie West Centennial HS	593	894	470	424	88
St. Lucie	Treasure Coast HS	795	911	473	438	130
Sumter	South Sumter HS	293	983	510	473	74
Sumter	Wildwood HS	100	903	464	439	10
Suwannee	Branford HS	81	965	502	463	22
Suwannee	Suwannee Senior HS	220	934	483	452	37
Taylor	Taylor County HS	115	857	442	416	6
Walton	Freeport HS	124	939	484	455	28
Walton	Paxton School	83	901	459	442	7

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Walton	South Walton HS	420	1,032	528	504	161
Walton	Walton HS	233	908	470	438	32
Washington	Chipley HS	115	934	481	454	20
Washington	Vernon HS	79	913	472	441	13
Univ. of FL	P K Yonge School	122	1,068	539	529	56

Appendix E AP Exam Participation and 3+ Scores					
District	School	Number of Students Who Took an AP Exam	Number of AP Exams with 3+ Scores	Number of Minority Students Who Took an AP Exam	Number of AP Exams with 3+ Scores Taken by Minority Students
Alachua	Eastside HS	484	333	179	77
Bay	A Crawford Mosley HS	589	317	89	48
Bay	Bay HS	90	44	23	11
Bay	Deane Bozeman School	90	39	7	4
Bay	J R Arnold HS	481	221	69	34
Bay	Rosenwald HS	0	0	0	0
Bay	Rutherford HS	131	45	57	17
Bradford	Bradford HS	58	20	12	2
Columbia	Belmont Academy	28	23	0	0
Columbia	Columbia HS	388	153	89	32
Columbia	Fort White MS/HS	185	64	15	2
Desoto	Desoto County HS	124	49	69	25
Dixie	Dixie County HS	82	19	14	4
Escambia	Booker T Washington HS	369	107	97	16
Escambia	Escambia HS	252	51	78	19
Escambia	J M Tate HS	306	147	71	32
Escambia	Northview HS	0	0	0	0
Escambia	Pensacola HS	453	259	145	57
Escambia	Pine Forest HS	77	9	21	2
Escambia	West Florida HS of Advanced Technology	239	158	65	32
Flagler	Flagler Palm Coast HS	422	230	127	60
Flagler	Mantanzas HS	192	87	54	21

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Franklin	Franklin County HS	1	1	0	0
Gadsden	Gadsden County HS	49	1	42	1
Glades	Moore Haven MS/HS	15	2	8	1
Hamilton	Hamilton County HS	52	11	18	2
Hardee	Hardee Senior HS	108	50	78	40
Hendry	Clewiston HS	132	58	109	50
Hendry	LaBelle HS	196	63	146	49
Highlands	Avon Park HS	213	69	130	32
Highlands	Highlands Virtual School	35	13	21	6
Highlands	Lake Placid HS	188	57	37	11
Highlands	Sebring HS	153	45	63	13
Lafayette	Lafayette HS				
Lake	East Ridge HS	834	327	401	143
Lake	Eustis HS	311	109	110	30
Lake	Lake Minneola HS	562	197	235	74
Lake	Leesburg HS	72	27	27	13
Lake	Mount Dora HS	186	64	57	11
Lake	South Lake HS	464	118	196	54
Lake	Tavares HS	216	115	54	29
Lake	Umatilla HS	161	12	29	0
Levy	Bronson HS	0	0	0	0
Levy	Chiefland HS	54	22	12	3
Levy	Williston MS/HS	64	24	19	7
Liberty	Liberty County HS	4	1	0	0
Madison	Madison County HS	1	0	1	0
Marion	Dunnellon HS	120	37	23	4
Marion	West Port HS	431	213	202	97
Nassau	Fernandina Beach HS	234	152	34	24
Nassau	Hilliard MS/HS	51	20	3	0

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Nassau	West Nassau HS	115	52	15	6
Nassau	Yulee HS	152	101	31	19
Okeechobee	Okeechobee HS	161	82	59	34
Putnam	Crescent City Junior/Senior HS	24	13	16	9
Putnam	Interlachen HS	1	0	1	0
Putnam	Palatka HS	223	16	69	1
Putnam	Q.I. Roberts MS/HS	43	5	11	0
St. Lucie	Fort Pierce Central HS	335	89	209	46
St. Lucie	Fort Pierce Westwood HS	115	29	63	14
St. Lucie	Lincoln Park Academy	259	73	138	36
St. Lucie	Mosaic Digital Academy Upper School	2	0	1	0
St. Lucie	Port St. Lucie HS	50	8	24	6
St. Lucie	St. Lucie West Centennial HS	70	34	40	16
St. Lucie	Treasure Coast HS	66	32	41	20
Sumter	South Sumter HS	235	97	73	18
Sumter	Wildwood HS	0	0	0	0
Suwannee	Branford HS	66	21	20	3
Suwannee	Suwannee Senior HS	67	47	22	13
Taylor	Taylor County HS	54	11	18	1
Walton	Freeport HS	119	73	22	11
Walton	Paxton School	37	8	4	0
Walton	South Walton HS	411	203	72	29
Walton	Walton HS	123	34	34	5
Washington	Chipley HS	0	0	0	0
Washington	Vernon HS	4	0	0	0
Univ. of FL	P K Yonge School	178	65	83	27

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