

Closing the Academic Achievement GAP

No Child Left Behind Legislation

Charter School District Performance Goal #1

The performance of identified subgroups will show improvement each year and will make progress toward closing the academic achievement GAP with the total OCPS population each year.



Is the GAP Closing?



Research Project

- Where is the GAP?
- Is the GAP closing?

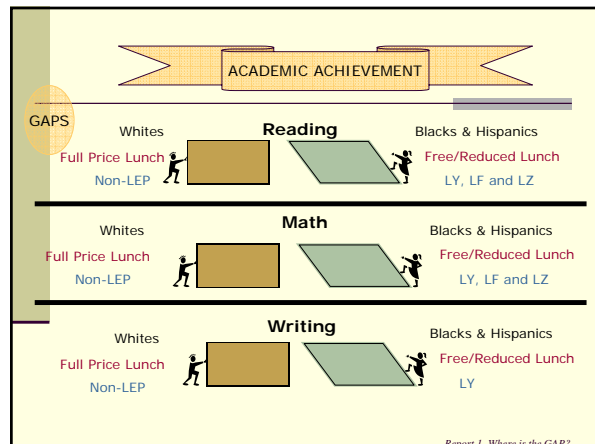
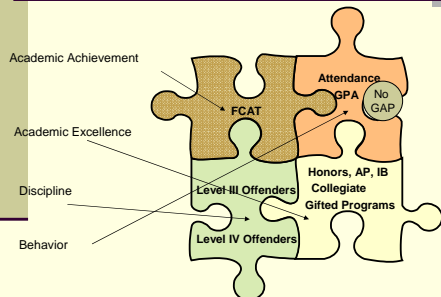


Groups examined

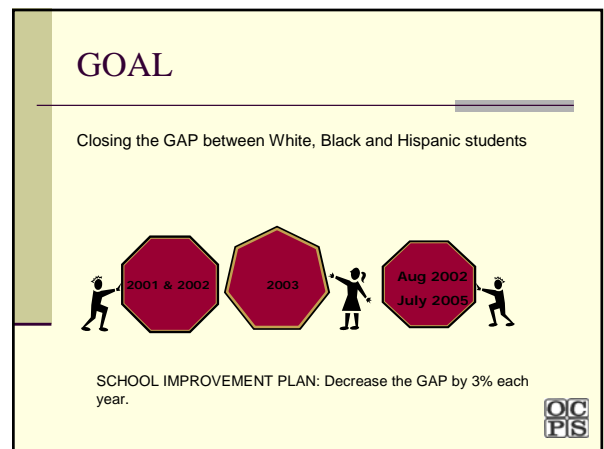
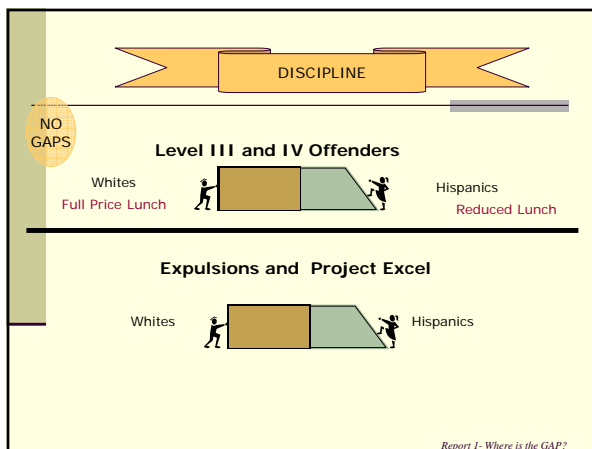
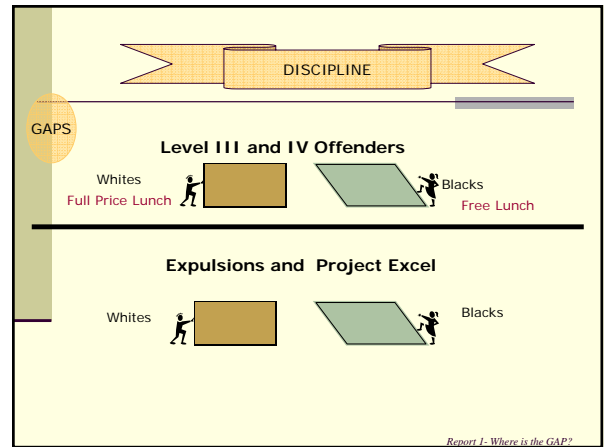
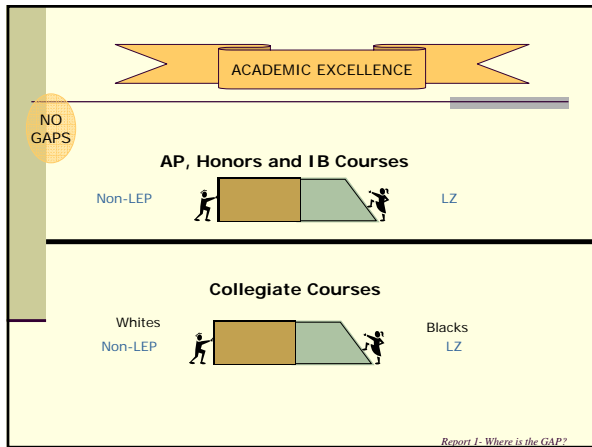
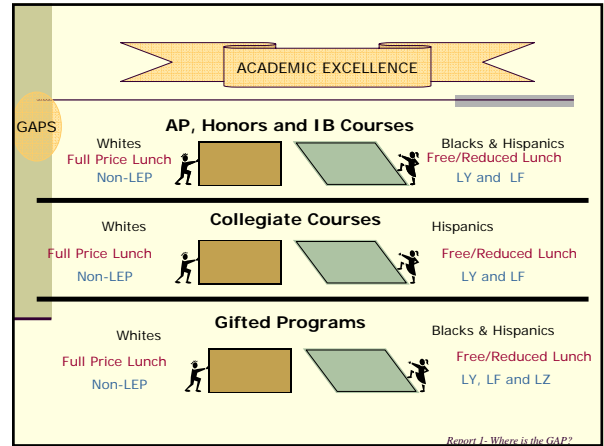
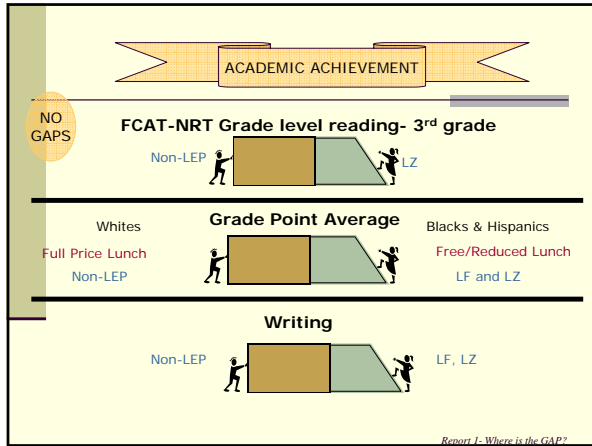
- Racial/Ethnic Groups
Whites, Blacks and Hispanic
- Socio-economic Classes
Free Lunch, Reduced Lunch, Did not apply
- Limited English Proficient Classification
LY, LF, LZ, Does not apply



School Success



Report 1- Where is the GAP?



READING

FCAT Reading % Level 3 and above				
Race	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain <i>2001 to 2003</i>
White	57	59 (+2)	62 (+3)	5
Black	24	26 (+2)	29 (+3)	5
Hispanic	30	30 (—)	34 (+4)	4

FCAT-NRT <i>50th Percentile and higher</i>				
Race	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain <i>2001 to 2003</i>
White	66	70 (+4)	74 (+4)	8
Black	30	35 (+5)	41 (+6)	11
Hispanic	40	40 (—)	48 (+8)	8

READING

FCAT Reading % Level 3 and above				
Lunch Status	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain <i>2001 to 2003</i>
Free	24	27 (+3)	31 (+4)	7
Reduced	38	40 (+2)	42 (+2)	4
Did not apply	57	53 (-4)	54 (+1)	-3

FCAT-NRT <i>50th Percentile and higher</i>				
Lunch Status	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain <i>2001 to 2003</i>
Free	31	37 (+6)	43 (+6)	12
Reduced	48	51 (+3)	55 (+4)	7
Did not apply	71	69 (-2)	76 (+7)	5

READING

FCAT Reading % Level 3 and Above				
LEP Status	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain <i>2001 to 2003</i>
LY	4	8 (+4)	11 (+3)	7
LF	25	33 (+8)	42 (+9)	17
LZ	34	37 (+3)	37 (—)	3
N/A	45	48 (+3)	48 (—)	3

FCAT-NRT <i>50th Percentile and higher</i>				
LEP Status	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain <i>2001 to 2003</i>
LY	11	16 (+5)	26 (+10)	15
LF	47	51 (+4)	58 (+7)	11
LZ	53	57 (+4)	58 (+1)	5
N/A	54	55 (+1)	62 (+7)	8

MATH

FCAT Math % Level 3 and above				
Race	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain <i>2001 to 2003</i>
White	62	64 (+2)	67 (+3)	5
Black	24	26 (+2)	30 (+4)	6
Hispanic	33	36 (+3)	40 (+4)	7

MATH

FCAT Math % Level 3 and Above				
Lunch Status	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain <i>2001 to 2003</i>
Free	25	29 (+4)	32 (+3)	7
Reduced	40	44 (+4)	45 (+1)	5
Did not apply	62	60 (-2)	60 (—)	-2

MATH

FCAT Math % Level 3 and Above				
LEP Status	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain <i>2001 to 2003</i>
LY	12	17 (+5)	19 (+2)	7
LF	33	41 (+8)	45 (+4)	12
LZ	42	45 (+3)	44 (-1)	4
N/A	48	52 (+4)	51 (-1)	3

WRITING

FCAT Writing % Level 4 and above				
Race	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain 2001 to 2003
White	54	59 (+5)	65 (+6)	11
Black	35	39 (+4)	47 (+8)	12
Hispanic	36	41 (+5)	47 (+6)	11

WRITING

FCAT Writing % Level 4 and Above				
Lunch Status	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain 2001 to 2003
Free	29	35 (+6)	42 (+7)	13
Reduced	38	44 (+6)	49 (+5)	11
Did not apply	57	59 (+2)	65 (+6)	8

WRITING

FCAT Writing % Level 4 and Above				
LEP Status	2001	2002 <i>(change from 2001)</i>	2003 <i>(change from 2002)</i>	Net Gain 2001 to 2003
LY	13	18 (+5)	25 (+7)	12
LF	34	42 (+8)	49 (+7)	15
LZ	44	51 (+7)	55 (+4)	11
N/A	48	53 (+5)	58 (+5)	10

ACADEMIC EXCELLENCE

Honors, AP and IB Courses							
Race <i>(Representation in District Population)</i>	2000-2001		2001-2002 <i>(change from 2001)</i>		2002-2003 <i>(change from 2002)</i>		Net Gain 2001 to 2003
	#	%	#	%	#	%	%
White (42%)	10,716	65%	11,124	64% (-1)	10,514	61% (-3)	-4
Black (28%)	3,097	19%	3,249	19% (-)	3,707	21% (+2)	2
Hispanic (26%)	2,642	16%	2,910	17% (+1)	3,084	18% (+1)	2
TOTAL	16,455	100%	17,283	100%	17,305	100%	---

Gifted Programs							
Race <i>(Representation in District Population)</i>	2000-2001		2001-2002 <i>(change from 2001)</i>		2002-2003 <i>(change from 2002)</i>		Net Gain 2001 to 2003
	#	%	#	%	#	%	%
White (42%)	5,510	85%	5,627	84% (-1)	5,029	81% (-3)	-4
Black (28%)	487	8%	532	8% (-)	522	8% (-)	0
Hispanic (26%)	486	8%	603	9% (+1)	653	11% (+2)	3
TOTAL	6,483	100%	6,762	100%	6,204	100%	---

ACADEMIC EXCELLENCE

Honors, AP and IB Courses							
Lunch Status <i>(Representation in District Population)</i>	2000-2001		2001-2002 <i>(change from 2001)</i>		2002-2003 <i>(change from 2002)</i>		Net Gain 2001 to 2003
	#	%	#	%	#	%	%
Free (32%)	2,319	14%	1,941	10% (-4)	2,116	11% (+1)	-3
Reduced (9%)	1,100	7%	882	4% (-3)	926	5% (+1)	2
Did not apply (57%)	11,677	71%	14,378	79% (+8)	15,105	80% (+1)	9
Total	16,455	100%	18,138	100%	18,846	100%	---

Gifted Programs							
Lunch Status <i>(Representation in District Population)</i>	2000-2001		2001-2002 <i>(change from 2001)</i>		2002-2003 <i>(change from 2002)</i>		Net Gain 2001 to 2003
	#	%	#	%	#	%	%
Free (32%)	405	6%	398	6% (-)	469	7% (+1)	1
Reduced (9%)	308	4%	310	4% (-)	326	5% (+1)	1
Did not apply (57%)	5,916	84%	6,007	84% (-)	5,776	86% (+2)	2
Total	7,003	100%	7,148	100%	6,753	100%	---

ACADEMIC EXCELLENCE

Honors, AP and IB Courses							
LEP Status <i>(Representation in District Population)</i>	2000-2001		2001-2002 <i>(change from 2001)</i>		2002-2003 <i>(change from 2002)</i>		Net Gain 2001 to 2003
	#	%	#	%	#	%	%
LY (12%)	462	2%	473	3% (+1)	558	3% (-)	1
LF (4%)	372	2%	415	2% (-)	302	2% (-)	0
LZ (5%)	1,045	5%	983	5% (-)	1,136	6% (+1)	1
N/A (79%)	13,954	76%	14,608	77% (+1)	14,454	77% (-)	1

Gifted Programs							
LEP Status <i>(Representation in District Population)</i>	2000-2001		2001-2002 <i>(change from 2001)</i>		2002-2003 <i>(change from 2002)</i>		Net Gain 2001 to 2003
	#	%	#	%	#	%	%
LY (12%)	22	*	26	*	39	*	*
LF (4%)	49	*	168	2% (+2)	85	1% (-1)	1
LZ (5%)	127	1%	64	1% (-)	195	3% (+2)	2
N/A (79%)	6,074	86%	6,105	85% (-1)	5,679	84% (-1)	-2

DISCIPLINE

Race (Representation in District Populations)	Level III and IV Offenders (%)					
	2000-2001		2001-2002 <i>(change from 2001)</i>		2002-2003 <i>(change from 2002)</i>	
	Level III	Level IV	Level III	Level IV	Level III	Level IV
White (47%)	28%	31%	26% (-2)	31% (---)	26% (---)	30% (-1)
Black (28%)	51%	49%	50% (-1)	47% (-2)	51% (+1)	48% (+1)
Hispanic (26%)	20%	18%	21% (-1)	20% (+2)	21% (---)	20% (---)

Lunch Status (Representation in District Populations)	Level III and IV Offenders (%)					
	2000-2001		2001-2002 <i>(change from 2001)</i>		2002-2003 <i>(change from 2002)</i>	
	Level III	Level IV	Level III	Level IV	Level III	Level IV
Free (72%)	47%	50%	44% (-3)	48% (-2)	40% (-4)	38% (-10)
Reduced (9%)	9%	10%	9% (---)	10% (---)	8% (-1)	8% (-2)
Did not apply (19%)	31%	27%	33% (+2)	34% (+1)	39% (-6)	41% (+7)

School Actions

School improvement plan process put into action.



District Actions

- **Comprehensive Approach**
- **Targeted Approach**
- **Standardized Best Practices**
- **District Focus**

