



2021 Equity Committee Topic Briefing

THE ACHIEVEMENT GAP

Overview

Alignment with 2018 Joint Plan Section

VI: African American Student Achievement/Resource Allocation

Alignment with 2020-2021 African American Achievement Plan

Goal 1: Improve Academic Achievement of African American Students

Alignment with the 2021-2022 District Strategic Plan*

Focus Area 1: Academic Success

***District Strategic Plan also includes the African American Achievement Plan**

Achievement gaps are observed when one subgroup of students (e.g., race/ethnicity, students with disabilities, gender) outperforms another group of students, and there is a statistically significant difference between overall average scores. This briefing focuses on the achievement gap between African American students and White, non-Hispanic students in the School District of Indian River County (SDIRC).

To provide a historical context, information related to two major district indicators of the achievement gap, performance on the Florida Standards Assessments (FSA) in English Language Arts and Combined Mathematics, are included below. Students enrolled in grades 3–10 participated in Florida Standards Assessments (FSA) English Language Arts (ELA) tests. All grades 3–10 students participated in ELA Reading. Students enrolled in grades 4–10 participated in ELA Writing. These students received one ELA score, which accounts for both ELA Reading and Writing components.

Over time, an achievement gap between African American students and White, Non-Hispanic students in the SDIRC has been observed. A slight narrowing of the District’s African American-White, Non-Hispanic achievement gap, as measured by the FSA in ELA and Mathematics, has been observed since 2015-2016, with the exception of a slight increase in 2020 – 2021 on the heels of the COVID-19 pandemic. Currently, African American-White, Non-Hispanic achievement gaps in the SDIRC are slightly higher than state achievement gaps in ELA, as measured by the 20-21 FSA in English Language Arts (District Gap = 30 percentage points, State Gap = 29 percentage points) and slightly lower in Mathematics, as measured by the 20-21 Combined Mathematics (District Gap = 33percentage points, State Gap = 34 percentage points).

NOTE: All data displays included in this briefing are rounded to the nearest whole number. However, calculations use “floating” decimal places. As a result, some gaps may appear incorrect due to this. For example, if Group A shows 30.6% and Group B shows 30.4%, the true “gap” between the two will be 0.2%. However, due to rounding, this will show as Group A at 31%, Group B at 30%, and the gap at 0%.

Performance on the FSA – English Language Arts (Grades 3-10)

District % (Count) of Students Performing at Level 3 and Above

Retrieved 08/19/21; Source: FLDOE EdStats, African American Achievement Plan Monthly Progress Monitoring

Race	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
African American	27% (475/1781)	29% (512/1775)	31% (525/1703)	35% (602/1738)	Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12	32% (536/1701)
White, Non-Hispanic	61% (3574/5819)	62% (3520/5672)	62% (3515/5713)	64% (3663/5702)		62% (3279/5292)
District Gap (% pts)	35	33	31	30		30
State Gap (% pts)	29	30	29	29		29

Topic Briefing: The Achievement Gap

Prepared by K. Schafte (08/19/21)

Data provided by B. McMahon (08/19/21)

					statewide assessment test administrations for the 2019 - 2020 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-2020 school year.	
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Performance on the FSA – Combined Math (Grades 3-10)
District % (Count) of Students Performing at Level 3 and Above

Retrieved 08/19/21; Source: FLDOE EdStats, African American Achievement Plan Monthly Progress Monitoring

Race	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
African American	26% (477/1722)	29% (509/1779)	34% (548/1627)	35% (595/1724)	Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 , spring K-12 statewide assessment test administrations for the 2019 - 2020 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-2020 school year.	27% (486/1816)
White, Non-Hispanic	60% (3426/5691)	62% (3495/5617)	65% (3490/5339)	66% (3529/5345)		60% (3210/5390)
District Gap (% pts)	34	34	31	32		33
State Gap (% pts)	30	29	29	29		34

Graduation is the culminating experience of a student’s academic career and graduation rates are often analyzed when examining the achievement gap. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer out and deceased students are removed from the calculation. Entering transfer students are included in the graduation rate for the cohort of their scheduled graduation, based on their first date of enrollment in ninth grade. State, district, and school graduation rates are calculated using this same methodology. Since 2016, the gap in graduation rates for African

American and White, Non-Hispanic students has narrowed. In particular, in 2015-2016 the African American graduation rate was 17 percentage points lower than the White, Non-Hispanic graduation rate, while in 2019-2020 the African American graduation rate was 5 percentage points lower as compared to the rate of their White, Non-Hispanic peers. With regard to the count of graduates, in 2015- 2016 there were 135 African American SDIRC graduates as compared with 199 in 2019-2020.

Graduation Rates

Retrieved 05/05/21; Source: FLDOE EdStats, African American Achievement Plan Monthly Progress Monitoring

Retrieved 04/29/21; Source: FLDOE EdStats

Race	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
African American	74% (135/182)	80% (149/187)	82% (167/204)	81% (162/201)	90% (199/221)	2020-2021 Graduation Rates will be finalized by FLDOE in the Winter of 2021.
White, Non-Hispanic	91% (733/808)	90% (683/760)	96% (723/755)	92% (698/761)	95% (655/689)	
District Gap (% pts)	17	10	14	11	5	
State Gap (% pts)	13	11	8	8	5	

An additional layer of discussion regarding the African American-White, Non-Hispanic achievement gap emerged along with the arrival of COVID-19. Beyond the disruptions in learning due to COVID-19, within the School District of Indian River County, significant differences in student enrollment in varying instructional models (i.e., face-to-face, virtual, transitional) by race were observed as schools reopened in 2020-2021. Specifically, higher percentages of African American students were enrolled in remote learning options as compared to White, Non-Hispanic students.

Percentage of Students by Race Enrolled in the Brick & Mortar Setting During the 2020-2021 Academic Year

Districtwide, PK-12 Non-Charter Schools

Retrieved 07/31/20 and 08/06/21; Source: Focus Student Software

SDIRC Instructional Model	Quarter 1 (% of Students)	Quarter 4 (% of Students)
Brick & Mortar	67%	85%
Virtual School	17%	9%
Traditional Distance Learning	16%	6%

Percentage of Students within Each Racial/Ethnic Subgroup Enrolled in Brick & Mortar

(Quarter 1 to Quarter 4 Comparison)

Race/Ethnicity	Quarter 1 (% of Students)	Quarter 4 (% of Students)	Percentage Point Increase
African American	56%	83%	+27
White, Non-Hispanic	75%	86%	+11

Achievement Gaps on Spring 2021 Assessment Results by

Instructional Model (SDIRC Non-Charter Schools 3-12)

Retrieved 08/05/21; Source: Focus School Software

ELA Grades 3-10 Achievement (Level 3+)	
Instructional Model (2020 – 2021)	Percentage of Students Level 3+
Face-to-Face (Full Year)	54%
Face-to-Face and Remote (Combined)	44% (-10)
Remote (Full Year)	44% (-10)

Mathematics Combined Achievement (Level 3+)	
Instructional Model (2020 – 2021)	Percentage of Students Level 3+
Face-to-Face (Full Year)	53%
Face-to-Face and Remote (Combined)	39% (-14)
Remote (Full Year)	26% (-27)

To accommodate the missing year of assessment results (2020), the Florida Department of Education provided assessment and accountability data with comparisons to the “prior-prior” year resulting in comparative data between the 2018 - 2019 and 2020 - 2021 school years. In reviewing the impact of face-to-face instruction for African American students, the decrease in student achievement is equivalent to the state average as measured by the FSA in English Language Arts (District Decrease = -3 percentage points, State Decrease = -3 percentage points). The decrease in student achievement is less than the state average as measured by FSA in Mathematics (District Decrease = 8 percentage points, State Decrease = 11 percentage points).

Performance on the FSA – English Language Arts (Grades 3-10)
District % of Students Enrolled in Face-to-Face Instruction Performing at Level 3 and Above
 Retrieved 08/05/20: Source: Florida EdStats; SDIRC Non-Charter Schools

ELA – Grades 3-10 (Level 3+)			
Subgroup	2018 - 2019	2020 – 2021	Decrease
African American	33%	30%	-3
White, Non-Hispanic	62%	60%	-2
State	55%	52%	-3

Combined Mathematics (Level 3+)			
Subgroup	2018 - 2019	2020 - 2021	Decrease
African American	33%	25%	-8
White, Non-Hispanic	65%	57%	-8
State	58%	47%	-11

As anticipated, the statewide data is reflective of the learning disruptions due to COVID-19. Acknowledging this, this data still demonstrates that the SDIRC has shown resiliency in instruction and learning during this past year. Our district’s state rankings within each of the areas measured, show increases based upon current results, with the exception of Algebra I. It is important to note, that prior to 2019, the District did not encourage student access to this course in middle school and delayed enrollment in high school until the 10th grade. As a result, we increased participation in this course by 36% in 8th grade (please see the tables below).

Indian River Spring 2021 FSA Scores
Data is reflective of all test-takers regardless of full-year enrollment status
 As of 07/29/21; Source: FLDOE

Category	2019		2021		Change	
	% 3+	State Ranking	% 3+	State Ranking	% Point Change	Rank Position Change
ELA	55%	30	52%	28	-3%	2
Math Combined	60%	30	53%	26	-7%	4
Algebra EOC	58%	32	41%	42	-17%	-10*
Geometry EOC	53%	40	54%	16	1%	24
Science Grade 5	53%	30	52%	18	-1%	12

Science Grade 8	49%	35	51%	15	2%	20
Biology EOC	64%	45	63%	24	-1%	21
Civics EOC	69%	40	67%	27	-2%	13
US History EOC	64%	46	67%	24	3%	22

* A decrease in the Algebra EOC was expected as SDIRC increased enrollment in Algebra, particularly at the middle school level, by 36%. This increased access at earlier grade levels allowed for more students the ability to take a HS course at the middle school level increasing chances of higher-level math enrollment prior to graduation.

**Comparison of Achievement Gaps on Spring 2021 Assessment Results for Surrounding School Districts
As of 07/29/21; Source: FLDOE**

ELA – Grades 3-10 (Level 3+)										
District	2018 - 2019				2020 - 2021				Change	
	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Ranking	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Ranking	% Point Change	Rank Position Change
Indian River	64.2%	34.6%	29.6%	47	62.0%	31.5%	30.5%	48	-0.9%	-1
Brevard	68.1%	36.2%	31.9%	51	63.6%	31.5%	32.1%	53	-0.2%	-2
Broward	73.5%	44.4%	29.1%	45	67.8%	38.8%	28.9%	45	0.2%	0
Martin	69.6%	31.6%	38.0%	65	66.6%	27.7%	39.0%	64	1%	1
Miami-Dade	77.1%	40.3%	36.9%	63	73.3%	34.3%	39.1%	65	-2.2%	-2
Okeechobee	52.4%	27.8%	24.6%	29	48.3%	25.9%	22.4%	23	2.2%	6
Palm Beach	75.4%	41.3%	34.1%	59	71.4%	37.8%	33.7%	55	0.4%	4
St Lucie	61.6%	38.6%	23.0%	21	57.2%	36.0%	21.2%	18	1.8%	3

Combined (Level 3+)										
District	2018 - 2019				2020 - 2021				Change	
	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Ranking	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Ranking	% Point Change	Rank Position Change
Indian River	66.0%	34.5%	31.5%	44	59.6%	26.8%	32.8%	46	-1.3	-2
Brevard	69.6%	35.6%	34.0%	53	60.2%	26.9%	33.3%	48	0.7	5
Broward	75.2%	45.5%	29.7%	38	59.2%	26.0%	33.2%	47	-3.5	-9
Martin	75.8%	42.0%	33.8%	52	64.8%	25.8%	39.0%	62	-5.2	-10
Miami-Dade	77.5%	42.8%	34.7%	59	66.2%	26.2%	39.9%	64	-5.2	-5
Okeechobee	60.4%	34.8%	25.7%	27	47.7%	22.4%	25.2%	22	0.5	5
Palm Beach	79.4%	45.1%	34.2%	56	67.1%	28.7%	38.4%	60	-4.2	-4
St Lucie	61.0%	36.6%	24.4%	23	50.8%	27.1%	23.7%	14	0.7	9

**Spring 2021 FSA Scores
Data is reflective of all test-takers regardless of full-year enrollment status
As of 07/29/21; Source: FLDOE**

District	ELA					Combined Math				
	2019		2021		Rank Position Change	2019		2021		Rank Position Change
	% 3+	State Ranking	% 3+	State Ranking		% 3+	State Ranking	% 3+	State Ranking	

State	55%		52%			61%		51%		
Indian River	55%	30	52%	28	2	60%	30	53%	26	4
Brevard	61%	11	57%	11	0	64%	19	57%	18	1
Broward	58%	18	52%	28	-10	63%	21	45%	52	-31
Martin	57%	21	53%	20	1	67%	11	54%	21	-10
Miami-Dade	58%	18	54%	18	0	63%	21	48%	43	-22
Okeechobee	45%	56	41%	56	0	60%	30	47%	47	-17
Palm Beach	57%	21	53%	20	1	64%	19	49%	39	-20
St Lucie	51%	44	47%	44	0	52%	52	44%	54	-2

District	Algebra EOC					Geometry				
	2019		2021		Rank Position Change	2019		2021		Rank Position Change
	% 3+	State Ranking	% 3+	State Ranking		% 3+	State Ranking	% 3+	State Ranking	
State	60%		47%			57%		46%		
Indian River	58%	32	41%	42	-10	53%	40	54%	16	24
Brevard	63%	19	48%	23	-4	61%	20	51%	19	1
Broward	60%	29	41%	42	-13	55%	31	39%	47	-16
Martin	74%	3	54%	12	-9	66%	10	54%	16	-6
Miami-Dade	61%	25	46%	27	-2	54%	38	41%	39	-1
Okeechobee	50%	52	36%	54	-2	47%	52	38%	52	0
Palm Beach	64%	16	50%	17	-1	61%	20	47%	28	-8
St Lucie	51%	49	42%	39	10	55%	31	33%	56	-25

District	Science Grade 5					Science Grade 8				
	2019		2021		Rank Position Change	2019		2021		Rank Position Change
	% 3+	State Ranking	% 3+	State Ranking		% 3+	State Ranking	% 3+	State Ranking	
State	53%		47%			51%		48%		
Indian River	53%	30	52%	18	12	49%	35	51%	15	20
Brevard	56%	16	52%	18	-2	50%	22	51%	20	2
Broward	49%	41	40%	46	-5	45%	33	39%	38	-5
Martin	53%	30	48%	24	6	52%	8	54%	14	-6
Miami-Dade	53%	30	43%	42	-12	47%	25	41%	30	-5
Okeechobee	44%	54	36%	57	-3	38%	51	38%	51	0
Palm Beach	51%	38	44%	36	2	48%	25	47%	25	0
St Lucie	46%	48	43%	42	6	45%	35	33%	38	-3

District	Biology EOC				
	2019		2021		Rank Position Change
	% 3+	State Ranking	% 3+	State Ranking	
State	67%		62%		
Indian River	64%	45	63%	24	21
Brevard	67%	32	62%	29	3
Broward	67%	32	58%	46	-14
Martin	74%	10	68%	12	-2
Miami-Dade	68%	28	61%	34	-6

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Okeechobee	62%	49	63%	24	25
Palm Beach	69%	24	64%	22	2
St Lucie	71%	18	62%	29	-11

District	Civics EOC					U.S. History EOC				
	2019		2021		Rank Position Change	2019		2021		Rank Position Change
	% 3+	State Ranking	% 3+	State Ranking		% 3+	State Ranking	% 3+	State Ranking	
State	71%		64%			69%		63%		
Indian River	69%	40	67%	27	13	64%	46	67%	24	22
Brevard	75%	13	71%	14	-1	71%	24	67%	24	0
Broward	71%	32	58%	52	-20	66%	43	56%	55	-12
Martin	78%	8	75%	7	1	78%	8	69%	20	-12
Miami-Dade	73%	22	62%	40	-18	70%	28	59%	48	-20
Okeechobee	59%	59	55%	56	3	57%	60	51%	60	0
Palm Beach	72%	27	62%	40	-13	68%	35	61%	44	-9
St Lucie	68%	43	61%	45	-2	69%	32	60%	45	-13

Goals for 2021-2022

- Establish & maintain educational learning environments that support student & staff health & safety amidst COVID-19.
- Provide high-quality, standards-aligned instruction, while maximizing instructional time at all levels of schooling.
- Continue to maintain an emphasis on equitable access to high-quality instruction for historically underserved populations.
- Provide a continuum of supports to maximize the resiliency & psychological safety of all members of our school communities.
- Increase the intensity of interventions for subgroups of students disproportionately impacted by reduced time in face-to-face instruction during the 2020-2021 school year.