

Clay County District Schools

Addison Davis, Superintendent



Graduation Rate

February 1, 2018





Objectives

- Identify the Current Graduation Rates in Clay County District Schools
- Identify Achievement Gap Related to Graduation
- Identify Areas of Strengths and Strategies that Lead to Successes
- Identify Areas of Opportunity Related to Graduation and Next Steps



Rationale & Need for Staff Allocation Model

- Clay County District Schools' Graduation Rate **INCREASES by 3.7%.**
 - This is the highest increase in 5 years.

- **INCREASE of 14.2% from SY 2011-12.**
 - This is a significant increase compared to surrounding counties and state average.

- Clay County Graduation Rate is now rated **9th highest in the state.**
 - Clay was ranked 17th in the previous year.

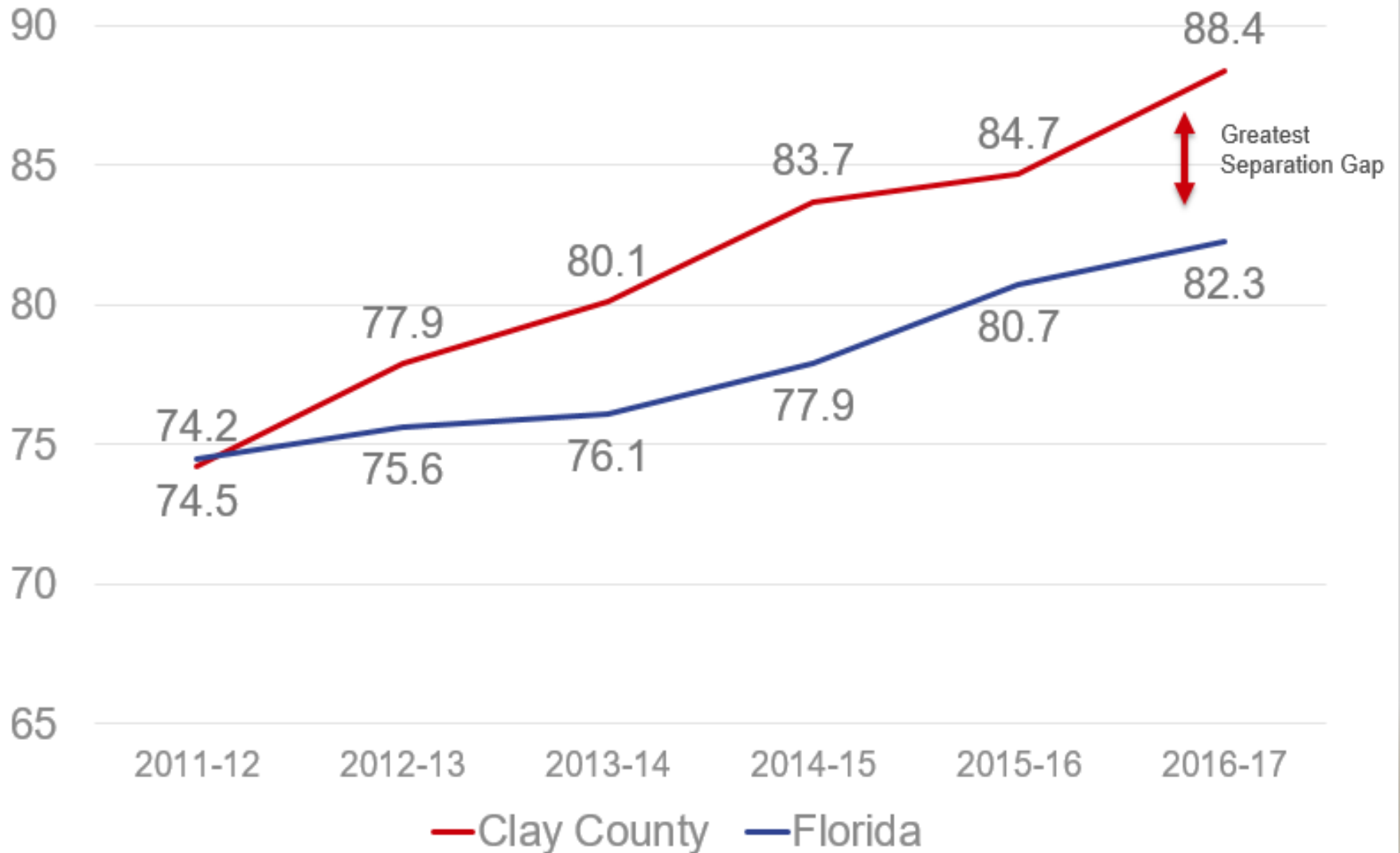
- Clay County District Schools outpaced the State by **6.1%.**



Six Year Comparative Analysis

Academic Year	Percentage of Graduates
2011-12	74.2%
2012-13	77.9%
2013-14	80.1%
2014-15	83.7%
2015-16	84.7%
2016-17	88.4%

Graduation Rate for Clay County

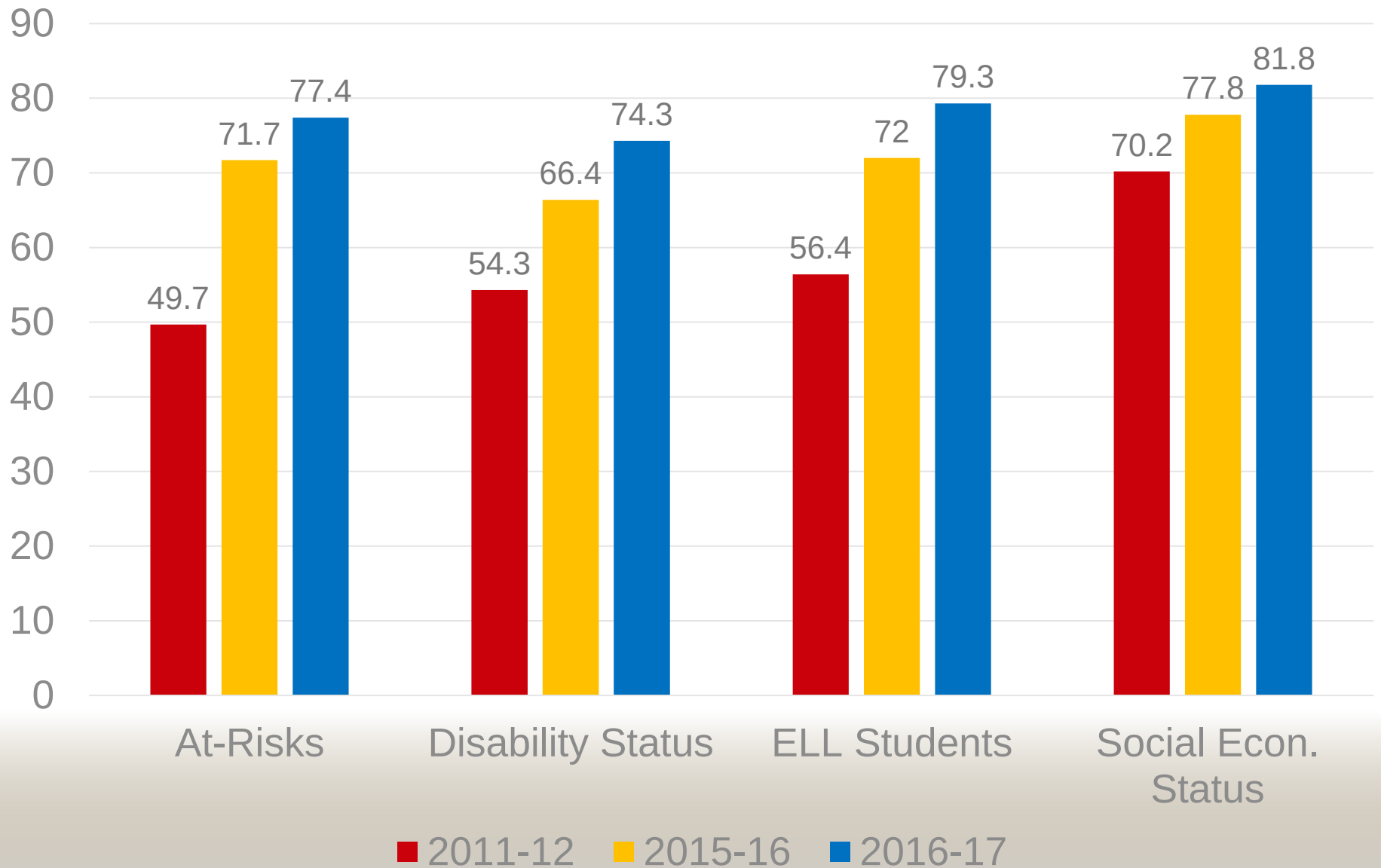




Additional Focus Areas in Clay

School District	2011-12	2014-15	2015-16	2016-17	Six Year Comparison
Clay County	74.2%	83.7%	84.7%	88.4%	14.2%
Subgroup	2011-12	2014-15	2015-16	2016-17	Six Year Comparison
White	77.0%	83.3%	84.8%	87.8%	10.8%
Hispanic	59.6%	83.6%	84.4%	88.4%	28.8%
Black	66.4%	82.1%	82.2%	88.7%	22.3%
Two/Three Races	84.1%	87.7%	86.1%	89.9%	5.8%
Asian	80.5%	95.2%	98.6%	97.7%	17.2%
Additional Focus Groups					
At-Risk Grads	49.7%	63.4%	71.7%	77.4%	27.7%
Disability Status	54.3%	68.1%	66.4%	74.3%	20.0%
ELL Students	56.4%	60.0%	72.0%	79.3%	22.9%
Social Econ. Status	70.2%	75.9%	77.8%	81.8%	11.6%

Graduation Subgroups





Overall Rank Compared to Similarly Sized Districts

County	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Six Year Comparison
Clay	74.2%	77.9%	80.1%	83.7%	84.7%	88.4%	14.2%
Alachua	68.7%	72.6%	72.2%	74.3%	78.4%	82.7%	14.0%
Escambia	62.1%	64.2%	66.1%	72.7%	76.1%	79.5%	17.4%
Lake	78.2%	78.3%	76.6%	75.8%	78.1%	77.8%	-0.4%
Marion	75.2%	76.7%	77.9%	80.7%	81.8%	78.5%	3.3%
Okaloosa	83.3%	82.7%	82.5%	82.4%	84.4%	86.2%	2.9%
St. Johns	86.0%	86.7%	87.8%	90.5%	91.2%	90.9%	4.9%
St. Lucie	70.6%	67.7%	73.2%	75.5%	86.8%	90.1%	19.5%
State	74.5%	75.6%	76.1%	77.9%	80.7%	82.3%	7.8%
Clay's Rank					17th	9th	+8



One Year Growth/Decline by School

High School	2014-15	2015-16	2016-17	One Year Comparison
Clay High	89.6%	91.0%	90.2%	-0.8%
Fleming Island	96.7%	97.4%	98.4%	1.0%
Keystone	73.0%	82.0%	86.0%	4.0%
Middleburg	81.1%	81.3%	81.7%	0.4%
Oakleaf	93.9%	94.7%	93.8%	-0.9%
Orange Park	85.3%	82.2%	85.9%	3.7%
Ridgeview	88.4%	85.5%	89.5%	4.0%
Clay Virtual	58.1%	56.3%	70.8%	14.5%
CLAY COUNTY DISTRICT SCHOOLS	83.7%	84.7%	88.4%	3.7%



Next Steps for Clay County

- Development of a data tracking tool to assist schools with monitoring graduating cohorts.
- Monthly graduation review conferences with district administration to problem solve strategies for increasing the number of graduates and college readiness.
- Development of an ACT and SAT boot-camp program coupled with resources.



Areas of Opportunity/ Next Steps

- In 2017-18, we have developed ACT & SAT curricula to implement in 11th and 12th grade Intensive Reading courses, coupled with resources.
- Increase the use of the Kahn Academy blended learning path tied specifically to SAT preparation.
- Utilize College & Career Coaches (CCCs) to increase and promote a college-going culture.



Post-Secondary Readiness

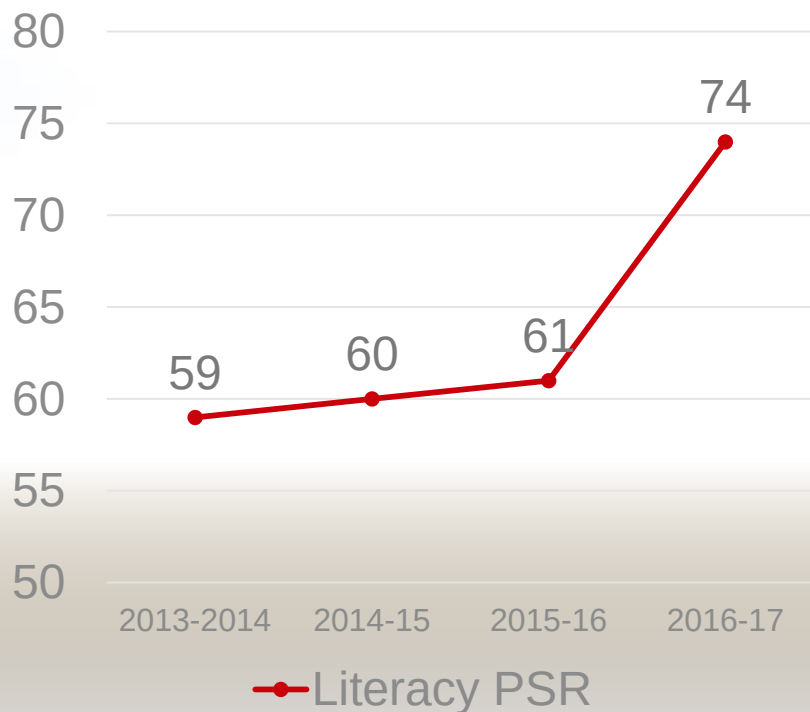
POST SECONDARY READINESS BY SCHOOL	2016 Reading PSR	2017 Reading PSR	PSR Reading Growth	2016 Math PSR	2017 Math PSR	PSR Math Growth
Clay High School	52%	70%	18%	43%	51%	8%
Fleming Island High School	67%	84%	17%	57%	77%	20%
Keystone Heights Jr/Sr High	65%	69%	4%	51%	52%	1%
Middleburg High	62%	77%	15%	42%	56%	14%
Oakleaf High School	63%	73%	10%	39%	62%	23%
Orange Park High	60%	64%	4%	37%	44%	7%
Ridgeview High School	63%	77%	14%	52%	58%	6%
Clay Virtual Academy	38%	44%	6%	25%	39%	14%
District Total	61%	74%	13%	45%	59%	14%



Post Secondary Readiness

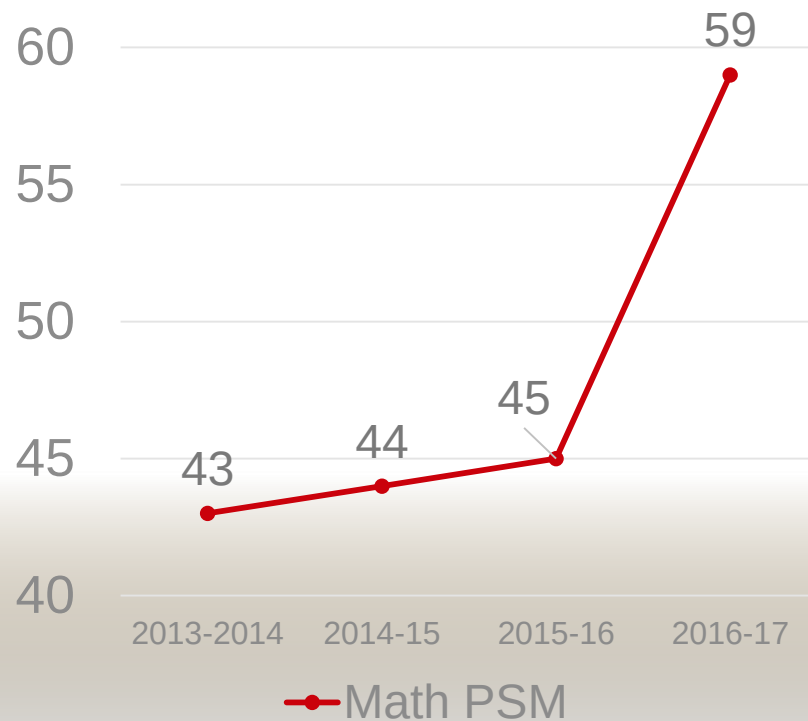
Reading Post-Secondary

Literacy PSR



Math Post-Secondary

Math PSM



Science Textbook Adoption



Theories: What We Teach

- Theory Defined:
 - Is a well-substantiated explanation that incorporates facts, laws, inferences, and tested hypotheses and can be tested, modified, and rejected.
 - Theories are valuable because of their explanatory power and their usefulness in making and testing predictions.
- In Science Classes:
 - Students have the opportunity to analyze and evaluate the evidence that supports theories.
 - Students also learn that theories may be supported or refuted by new evidence but that, by definition, theories are never proved.
 - Scientists must always be willing to revise or replace theories as new evidence is gathered.

7th Grade Standards

2008 Evolution Standards

No Evidence of Evolution Standards

2012 Evolution Standards

SC.7.L.15.2 Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

Big Ideas and How Content will be Extended in a Scientific Manner

- Differentiate between scientific theories and scientific laws. (SC.7.N.3.1)
- Identify and explain how the inability of a species to adapt within a changing environment may contribute to the extinction of that species. (SC.7.L.15.3)
- Explain how environmental changes can affect a population and give an advantage to certain members of a population with advantageous traits. (SC.7.L.15.2)
- Identify and explain ways in which fossil evidence is consistent with the scientific theory of evolution. (SC.7.L.15.1)
- Recognize that the fossil record only reflects a small sample of extinct organisms and that this record is not complete. (SC.7.L.15.1)

Biology Standards

2008 Evolution Standards

SC.912.L.2.1 Explain how evolution is demonstrated by the fossil record, extinction, comparative anatomy, comparative embryology, biogeography, molecular biology (crosscuts with earth/space) and observed evolutionary change.

2012 Evolution Standards

SC.912.L.15.1 Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

Big Ideas and How Content will be Extended in a Scientific Manner

- Identify evidence and explain how the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change support the scientific theory of evolution. (SC.912.L.15.1)
- Explain the development of a theory. (SC.912.N.3.1)
- Describe overproduction of offspring, inherited variation, and the struggle to survive and explain how these result in differential reproductive success. (SC.912.L.15.13)
- Describe the processes of genetic drift, gene flow, and non-random mating; and explain how they result in evolutionary change. (SC.912.L.15.14)

Balanced Approach to Evolution

- It is our responsibility as certified educators to plan and provide instruction that reflects the current knowledge existing within the State adopted Science Standards.
 - **We provide students with a robust science curriculum that supports the Florida Science Standards.**
 - **We present the most up-to-date science content, including scientific hypotheses and theories supported by scientific evidence.**
- We understand that hypotheses that cannot be tested and supported by empirical (measurable) evidence lie outside the domain of science and thus are not included in curriculum. Science does not emphasize questions that cannot be tested.



Thank You!