



FLORIDA VIRTUAL
SCHOOL

flvs.net

#learningmeetslife



FLVS Full Time Reduces Achievement Gap

Analysis, Assessment, and Accountability Team Contributing Authors:

Dr. April Fleetwood, Research and Evaluation Administrator and Dr. Alicia Parker, Senior Manager, Evaluation and Measurement

Achievement Gap, FLVS Full Time, Grades K-5, 6-8, 9-12

The achievement gap across subgroups in the state of Florida and nationally is unfortunately not a new concept. Disheartening data support the claim that schools must address this achievement gap year after year. The gap continues to remain in English Language Arts, math, science, and social studies achievement across grades Kindergarten-12. These subgroups include African American, Hispanic, Multiracial, Low Socioeconomic Status (SES), and Students with Disabilities (SWD), all when compared to either White students or students without low SES or SWD designations, respectively.

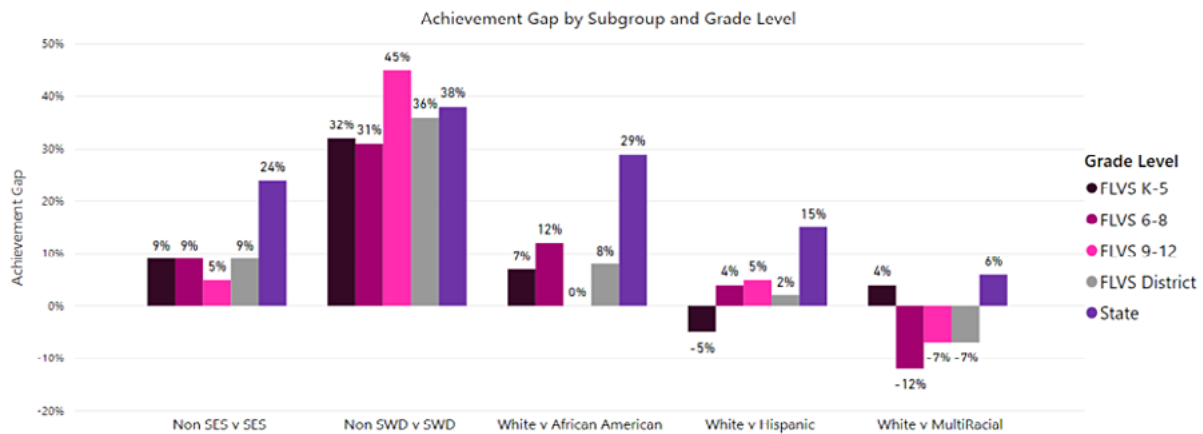
Florida Virtual School Full Time (FLVS Full Time) provides quality, rigorous online education to students in its three schools serving grades K-5, 6-8, and 9-12. FLVS places the student at the center of every decision, and its teachers dedicate their efforts to providing a personalized educational journey for each student to meet his or her fullest potential.

Recently, the question of how FLVS compares to the state with regards to the achievement gap in each subject area initiated a study of available data across each of these subgroups to determine the achievement gap for FLVS students. The tables below represent the data story we unveiled: the achievement gap in each subject area falls well below the state's gap, overall and within nearly every subgroup. In fact, in some cases, subgroups outperformed their White or non-SES, non-SWD peers.

The FLVS Analysis, Assessment, and Accountability team gathered data from the Florida Department of Education's repository at edstats.fldoe.org. The gap was calculated by subtracting the percent of the majority subgroup who met proficient or above levels from the percent of the comparative group who met proficient or above levels on state tests. For example, if 58 percent of White students scored at proficient or above and 55 percent of African American students scored at proficient or above, the gap would be calculated as 3 percent.

Important notes: Gap is a negative term, so please keep in mind that the lower the percentage, the better. As the tables reveal, FLVS Full Time falls well below the state average for the gap in nearly every subject area and grade level. Additionally, while there are other recognized racial subgroups, FLVS does not have enough data from those subgroups to provide meaningful analysis. A subgroup in Florida is considered viable for analysis when there are 10 or more students in the subgroup.

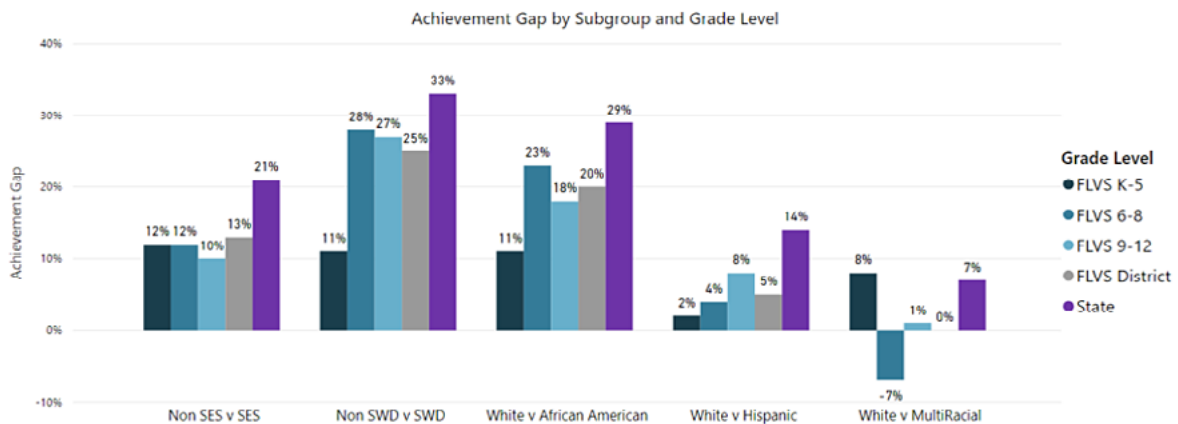
Achievement Gap: ELA: FLVS v. State Across Subgroups



KEY INSIGHTS:

- The largest gaps for both the state and FLVS occur in comparing Students with Disabilities to non-Disabled peers.
- When comparing FLVS as a District and each FLVS school to the state, the achievement gap at FLVS is consistently less than half of the achievement gap in the state in all areas except Students with Disabilities.

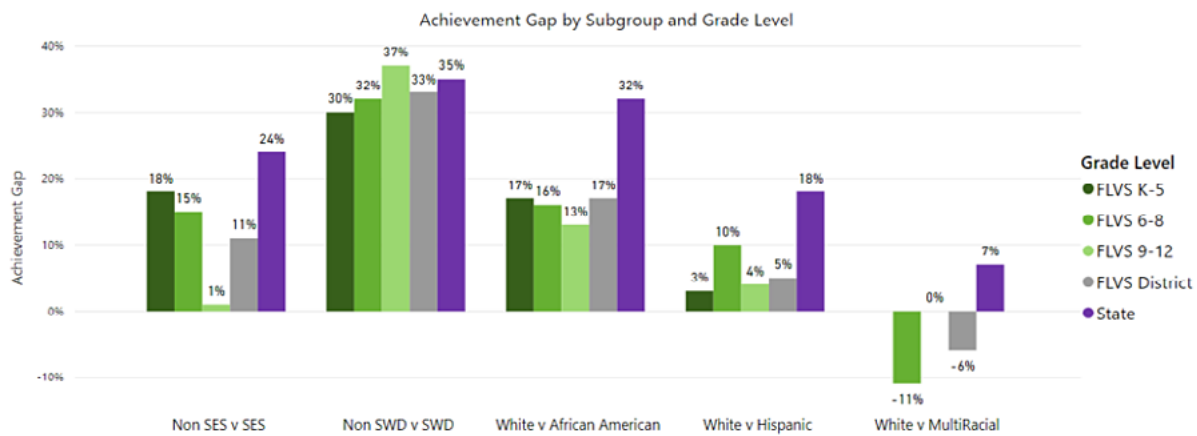
Achievement Gap: Math: FLVS v. State Across Subgroups



KEY INSIGHT:

- FLVS has a slightly larger gap than the state in the K-5 White v. Multi-Racial category, a 1 percent difference which may be attributed to sample size.

Achievement Gap: Science: FLVS vs. State Across Subgroups

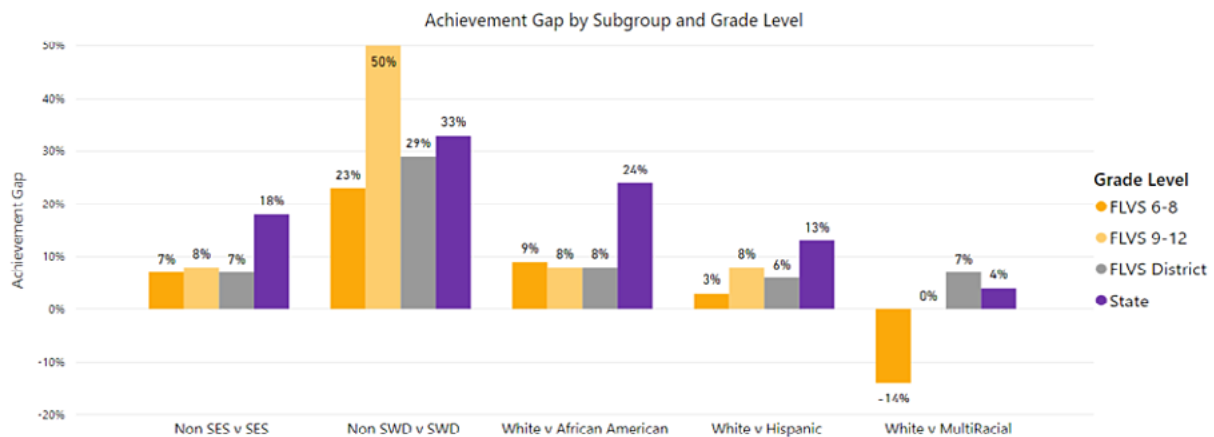


KEY INSIGHT:

- The achievement gap of White v. Multi-Racial is non-existent at FLVS for Science.

Achievement Gap: Social Studies: FLVS v. State Across Subgroups

(K-5 assessment does not exist)

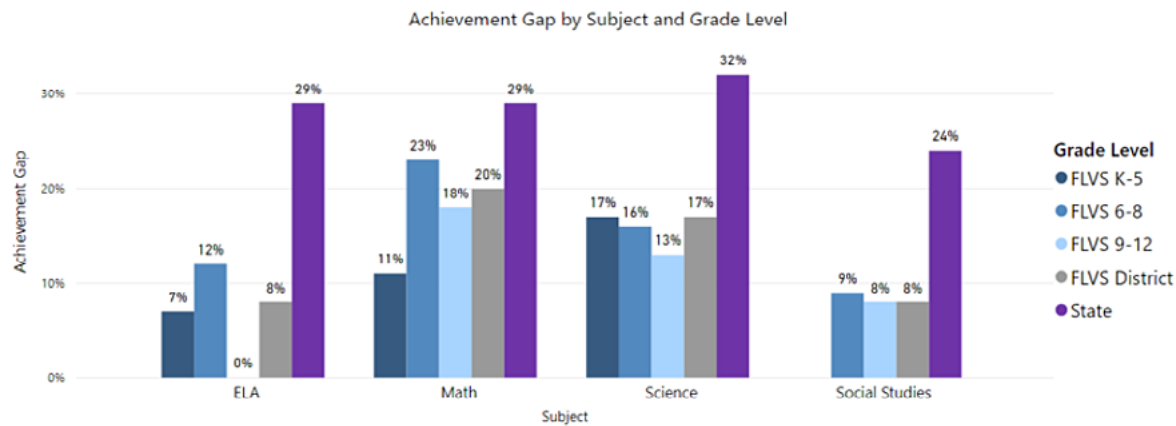


KEY INSIGHTS:

- When comparing FLVS as a District and each FLVS school to the state, the achievement gap at FLVS is consistently less than half of the achievement gap in the state in all areas except Students with Disabilities.

The achievement gap data can also be analyzed from the perspective of all subjects across two comparative groups. Each of the graphs below give a holistic picture of how each subgroup compares to the majority in all subjects.

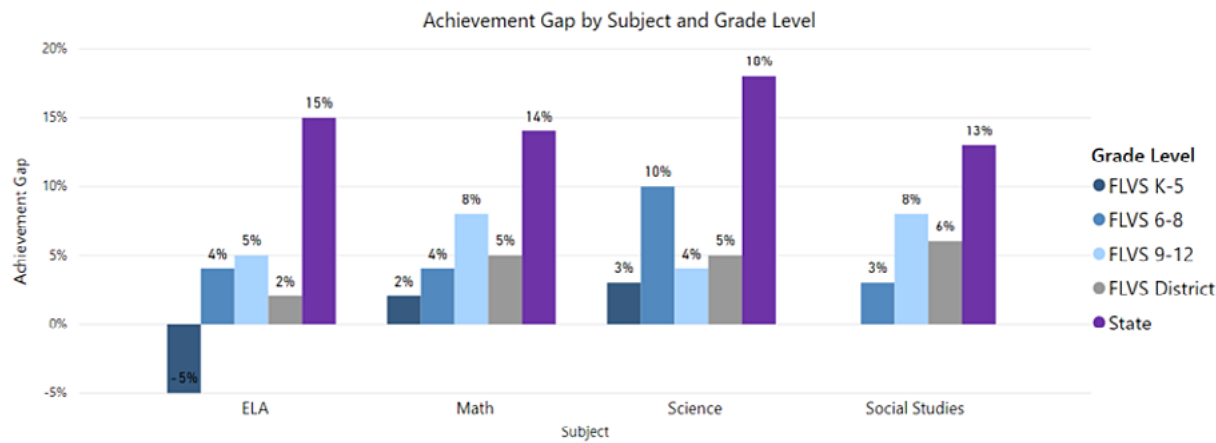
Achievement Gap: White vs. African American



KEY INSIGHT:

- The FLVS gap is significantly lower for African Americans in all subjects and grade levels compared to the state.

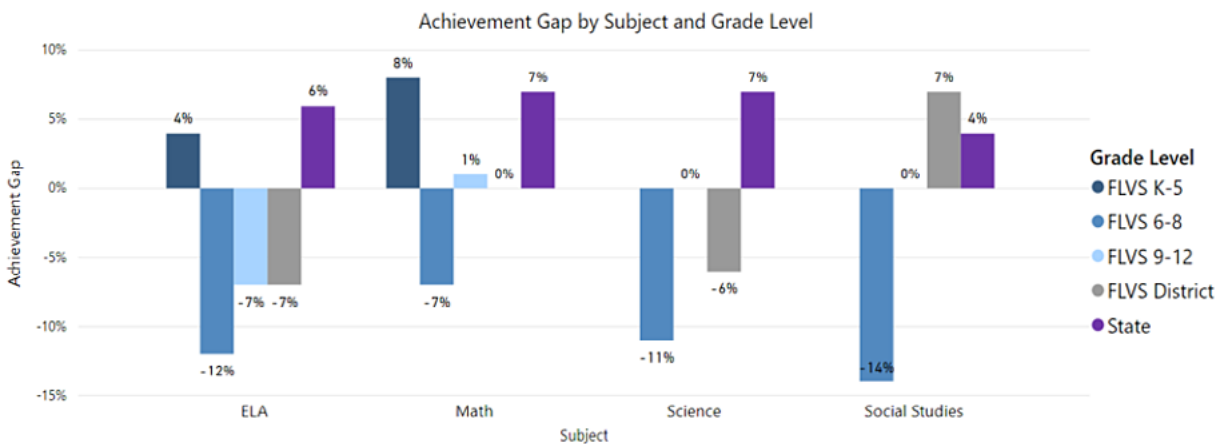
Achievement Gap: White vs. Hispanic



KEY INSIGHT:

- In most subjects and grade levels the FLVS achievement gap between Whites and Hispanics is less than half of the gap at the state level.

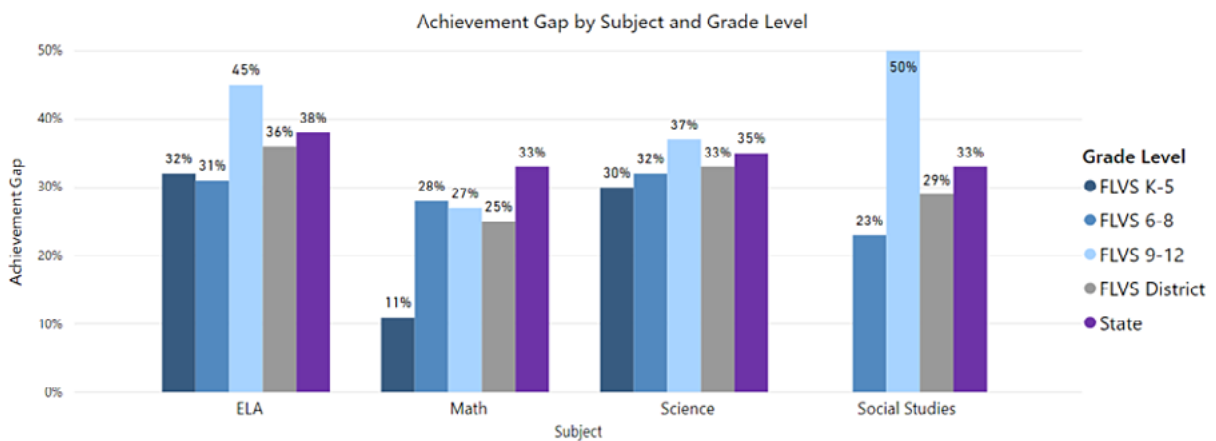
Achievement Gap: White vs. Multi-Racial



KEY INSIGHT:

- In many cases the gap at FLVS between White and Multi-Racial students has been eliminated and Multi-Racial students outperform the White students.
- The gap at the state level is the lowest of any comparative subgroups across subject areas.

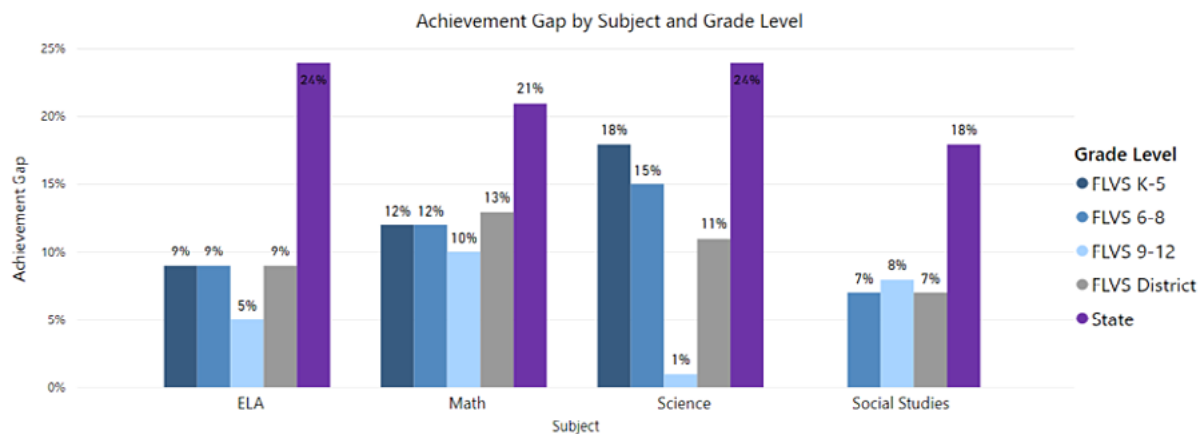
Achievement Gap: Non-SWD vs. SWD



KEY INSIGHTS:

- The gap between students with disabilities and non-disabled students is consistently the largest of any comparative groups.
- FLVS has a smaller gap than the state in all subjects and grade levels except for 9-12 ELA, 9-12 Science (Biology), and 9-12 Social Studies (U.S. History). These subjects and assessments are content rich, with grade level vocabulary and grade level reading passages.

Achievement Gap: Non-SES vs. SES



KEY INSIGHT:

- In all subjects and grade levels the FLVS achievement gap between students with Low Socio-Economic Status compared to their peers is less than the gap at the state level.

FLVS Makes a Difference

So, how does FLVS Full Time serve students differently from other schools in the state, across our state?

At FLVS, teachers work with students at the beginning of each course so they know what to expect and can determine whether it is the course that best meets their learning needs.

Embedded within each course are teacher practices such as Discussion-based Assessments and resource teachers who implement Multi-Tiered Systems of Support (MTSS) to provide interventions for students when pacing or material prove difficult. Additionally, FLVS students have multiple opportunities for mastery of content prior to moving forward in a course.

Not surprisingly, quality teaching aligns with quality teacher training. Upon hire, FLVS teachers attend an intensive training program called New Employee Training (NET), which is designed to fully support our instructional staff through their first year of employment and provide them with all the support they may need. The program spans a full first week led by our Professional Learning team, partial second week where they work with both a learning specialist and a teacher mentor, and multiple follow up trainings throughout the first year with our professional learning specialists. The combination of our instructional model, certified teachers, professional development, and an ongoing goal to offer students the curriculum choices and instructional rigor they need for a personalized educational journey contributes to the success of FLVS students.