

SDIRC District Strategic Plan
Data Backup July 2020

Academic Success			
Targets 2025	Baseline	Targets	
	2019-2020	2021	2025
Early Learning Program - State Ranking	40	34	<10
English Language Arts (ELA) Achievement – State Ranking	38	32	<10
Mathematics Achievement – State Ranking	40	34	<10
Middle School Accelerated Performance – State Ranking	56	47	<10
High School Accelerated Performance – State Ranking	21	19	<10

Equity, Culture, & Climate			
Targets 2025	Baseline	Targets	
	2019-2020	2021	2025
Out-of-School Suspensions (#)	1461	731	0
African American-White Disparities in Classroom Removals (Risk Ratio)	4.00 (2018-2019)	2.5	1
African American - White, Non-Hispanic Achievement Gap–ELA - State Ranking	45	38	<10
Hispanic - White, Non-Hispanic Achievement Gap–ELA - State Ranking	46	39	<10
Students with Disabilities – Without Disabilities Achievement Gap–ELA - State Ranking	47	40	<10
English Language Learners (ELLs) – Non-ELLs Achievement Gap – ELA – State Ranking	24	21	<10
Economically Disadvantaged (ED) – Non-ED Achievement Gap – ELA – State Ranking	48	40	<10
African American - White, Non-Hispanic Achievement Gap– Mathematics- State Ranking	43	36	<10
Hispanic - White, Non-Hispanic Achievement Gap–Mathematics - State Ranking	40	36	<10
Students with Disabilities – Without Disabilities Achievement Gap– Mathematics - State Ranking	48	40	<10
English Language Learners (ELLs) – Non-ELLs Achievement Gap – Mathematics – State Ranking	22	20	<10
Economically Disadvantaged (ED) – Non-ED Achievement Gap – Mathematics – State Ranking	45	38	<10
Least Restrictive Environment for Students with Disabilities – State Ranking	40	34	<10

Communication & Engagement			
Targets 2025	Baseline	Targets	
	2019-2020	2021	2025
Opportunities for Community Member Engagement in District Activities (#)	32	38	42
Parents Accessing Focus Parent Portal (%)	59%	74%	85%
Parent Workshops Offered (#)	31	37	42

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Talent Development & Support			
Targets 2025	Baseline	Targets	
	2019-2020	2021	2025
Retention of Effective/Highly Effective Instructional Staff Members (%)	90%	92%	95%
Instructional Staff Members with Out-of-Field Waivers (%)	10%	8%	5%
Certified Instructors – African American (%)	9%	11%	17%
Certified Instructors – Hispanic (%)	5%	9%	23%

Organizational & Fiscal Responsibility			
Targets 2025	Baseline	Targets	
	2019-2020	2021	2025
Schools with Internal Accounts Audit Findings (%)	96%	50%	0%
Total Ending Fund Balance (%)	11%	10%	12%
Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (%)			
Grades K-3 Average	91%	100%	100%
Grades 4-8 Average	85%	100%	100%
Grades 9-12 Average	88%	100%	100%
Supplemental Grant Funding (% increase)	\$2M	\$2.5M	\$4M
Compliance with Material Audits (%)	TBD	100%	100%
Compliance with Financial Audits (%)	TBD	100%	100%
Compliance with State-Mandated Safety Drills (%)	100%	100%	100%
Compliance on the Florida Safe Schools Assessment Tool (FSSAT) (%)	100%	100%	100%
Initial Health & Safety Inspection Violations (#)	753	715	565

Rankings: Identifies our district numeric ranking on a performance indicator as compared with the 67 traditional school districts in the State of Florida. Achievement rankings are based upon the percentage of students scoring Level 3 and higher on state assessments.

Risk Ratio: A data point that represents the likelihood that a member of one group would incur a consequence as compared to another subgroup or all other students. If a risk ratio is 1.0, then the top percentage is the same as the bottom percentage, with each group being compared equally likely to incur the consequence.

Gap: Identifies the quantitative difference in outcomes related to two different subgroups of students. The “achievement gap” is the percentage point difference between the percentage of students in each subgroup scoring Level 3 and higher on state assessments.

All state rankings related to “achievement” are based upon the percentage of students scoring Level 3 or higher on state assessments and all rankings related to “achievement gaps” are based upon the percentage point difference between the percentage of students in each subgroup scoring Level 3 and higher on state assessments. ***State assessment results from the 2018-2019 Academic Year are used for the 2019-2020 achievement and achievement gap baseline data, given that no state assessments were administered in Spring 2020 due to COVID-19.***