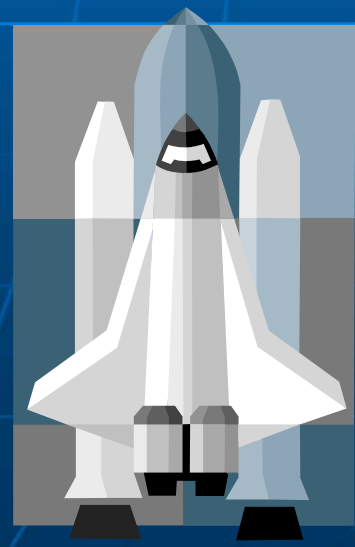
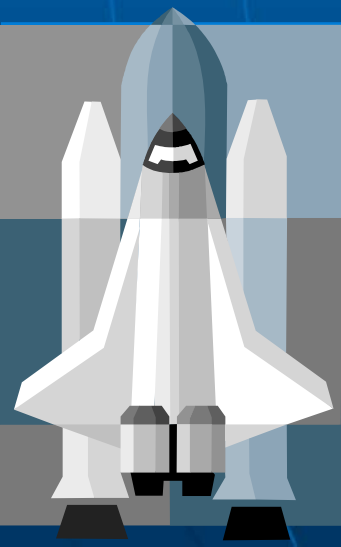


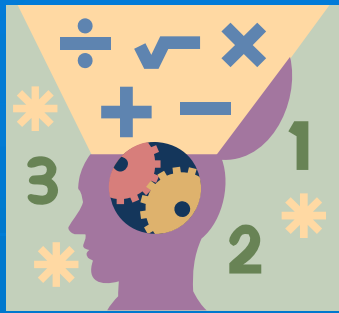
# White House Initiative on Educational Excellence for Hispanic Americans

April 23-25, 2007

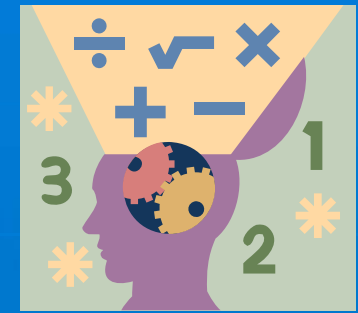
Florida Department of Education

Office of Equity and Access  
Monica Hayes, Director





# Mission



- To coordinate and improve statewide efforts aimed at removing barriers and expanding access to educational opportunities and academic student support services.
- To provide services to Florida schools, community colleges, universities, parents, students, and community groups to impact educational equity in a positive and productive way.

# Partnerships for Success

- Florida International University (FIU), College of Engineering
- SECME and the Math Party
- Florida Department of Education's new Office of Mathematics and Science
  - World Class Mathematics and Science Standards
- College-Reach-Out-Program (CROP) and Florida Education Fund (FEF)



# More Partnerships...

- **ENLACE Florida:** Engaging Latino Communities for Education; a collaborative project organized by USF, FAU, FIU, and UCF to develop a statewide network to improve college readiness, access, and success for Latino students and other first generation, low-income students.
- **Triangle Coalition on STEM Educational Policy**
- State-side contract with the **College Board**
- **NALEO:** National Association of Latino Elected and Appointed Officials
- **FCAN-**Florida College Access Network



# College-Reach-Out-Program

- CROP successfully promotes post-secondary educational achievement for students in grades 6 through 12.
- Additionally, CROP promotes academic opportunities by identifying other resources, and collaborating with successful initiatives for minorities to excel in mathematics, science, and engineering.



# College-Reach-Out-Program

- Approximately 7,800 students were served during 2005-06 through partnerships with 9 state universities, 25 community colleges, and 4 independent institutions.
- Over 112, 000 students have been served from 1990 through 2006.
- On average, 83% receive a high school diploma and 78% of the graduates go on to college.
- New partnership with the Florida Education Fund





# CROP/Florida Education Fund

- **Centers of Excellence:** a multifaceted program to motivate elementary and secondary students to prepare for and ultimately enter college.
- **McKnight Doctoral Fellowships:** provides fellowships to African American and Hispanic students pursuing doctoral degrees.

# Florida's Office of Mathematics and Science

- Will define and implement research-based state education policy and programs to increase student knowledge of and performance in the content areas of mathematics and science.
- Will coordinate with Florida State University's Florida Center for Research in Science, Technology, Engineering, and Mathematics to provide research-based professional development for mathematics and science teachers.





# Exemplary Florida High Schools: Largest Number of Latino Students Scoring 3+ on Math and Science AP Exams



## Science

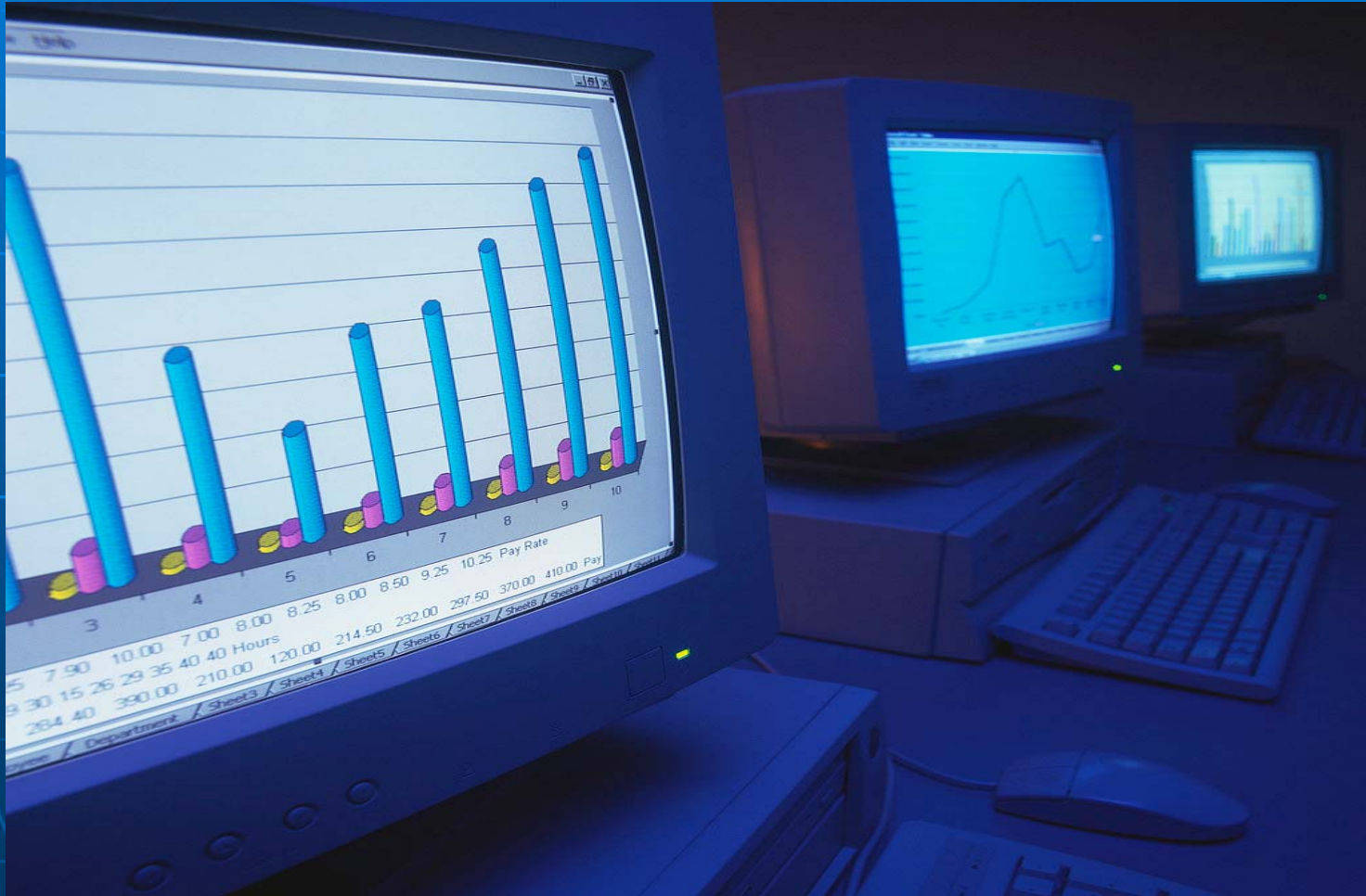
Miami Coral Park

Miami Palmetto

## Mathematics Cypress Bay

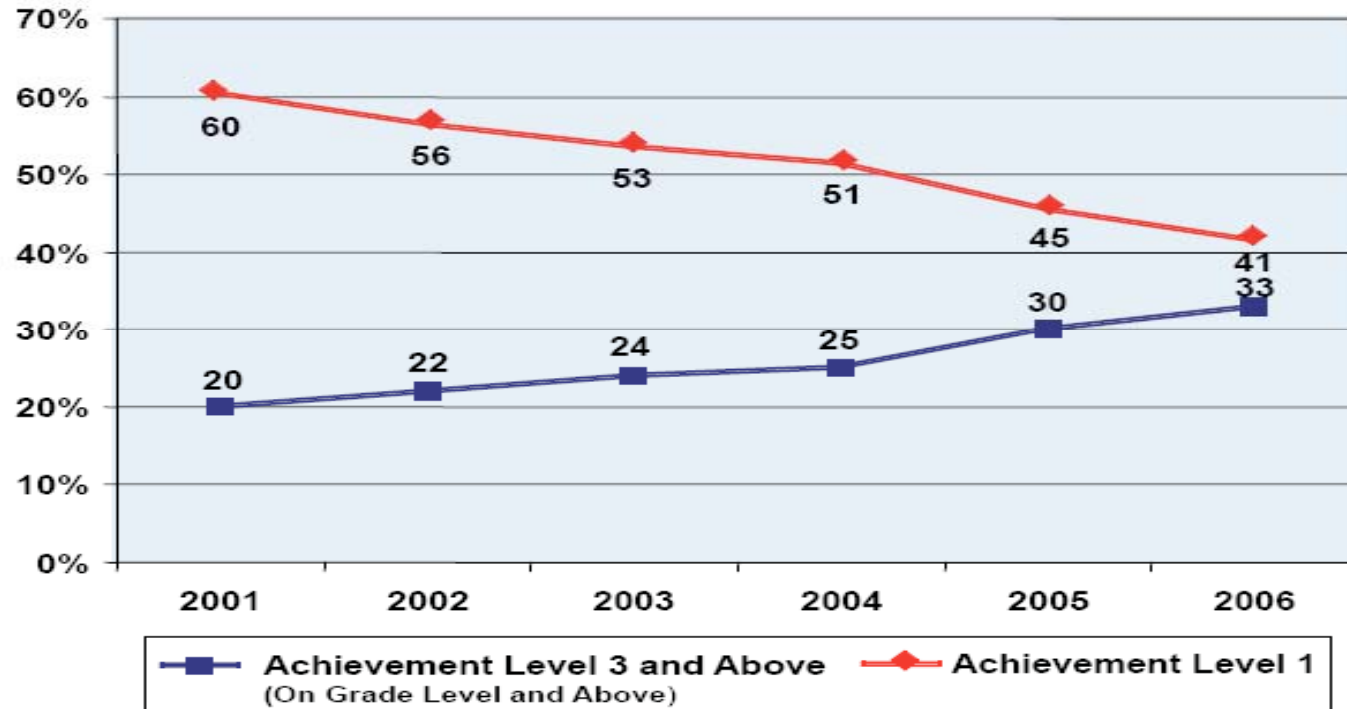


# Data: Florida Comprehensive Achievement Test Scores



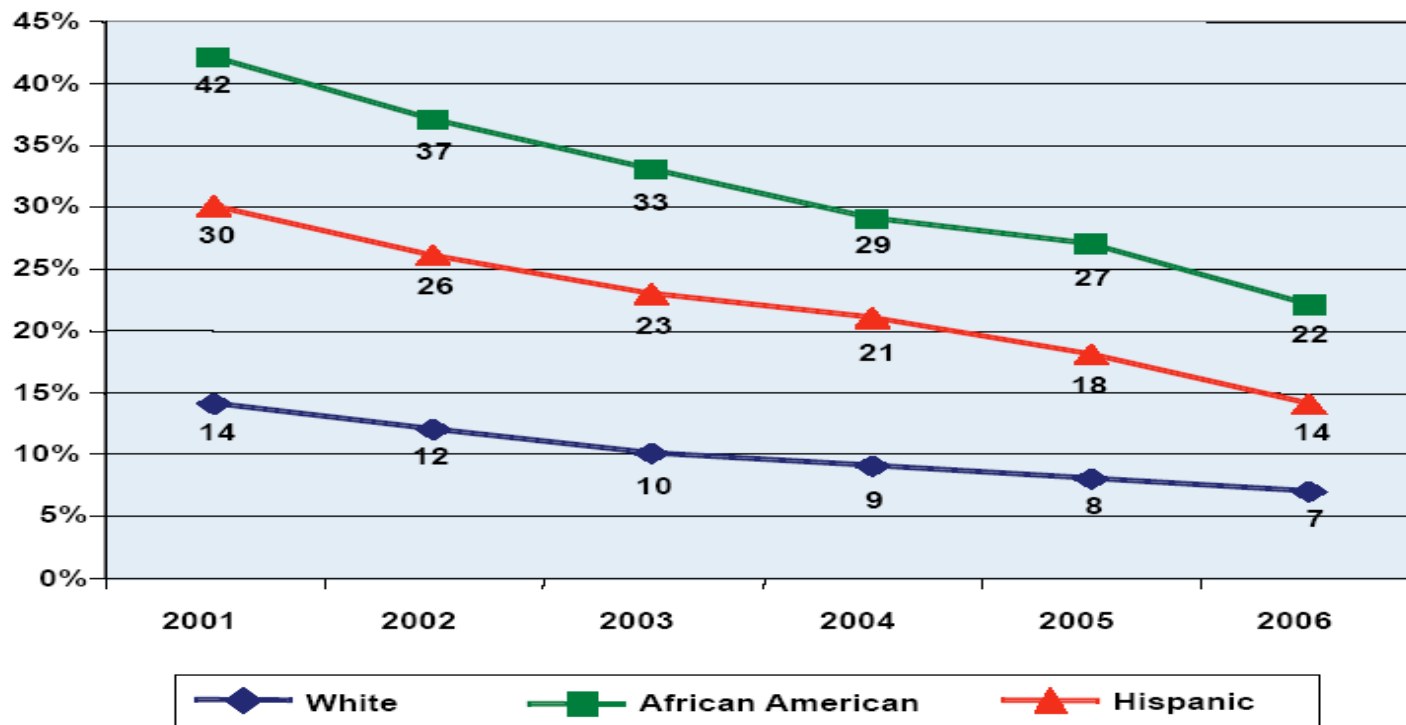
# FCAT Mathematics by Achievement Level

## Limited English Proficient Students Grades 3-10



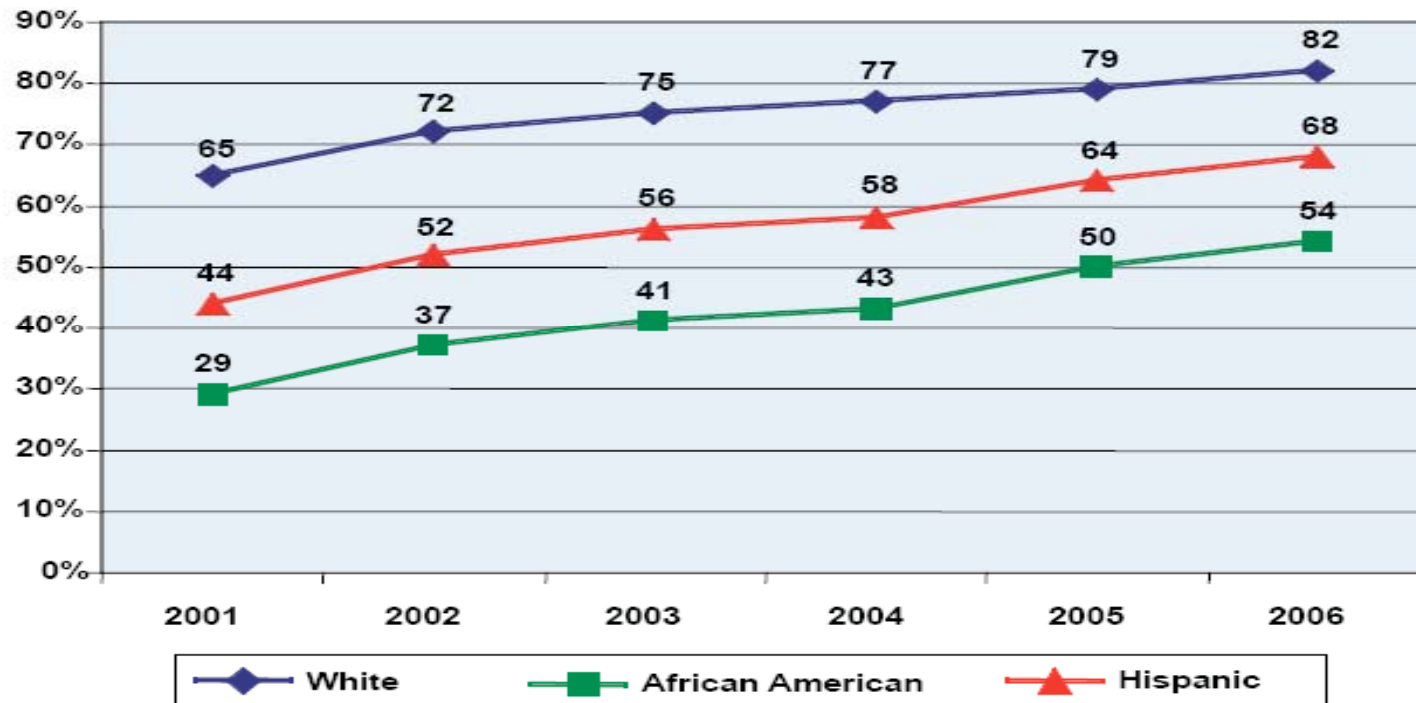
In 2006, 33 percent of limited English proficient students in grades 3-10 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 20 percent in 2001, 22 percent in 2002, 24 percent in 2003, 25 percent in 2004, and 30 percent in 2005. In 2006, 41 percent of limited English proficient students in grades 3-10 were performing at achievement level 1 on FCAT Mathematics. This is a decrease from 60 percent in 2001, 56 percent in 2002, 53 percent in 2003, 51 percent in 2004, and 45 percent in 2005.

# FCAT Mathematics Achievement Level 1 Grade 3



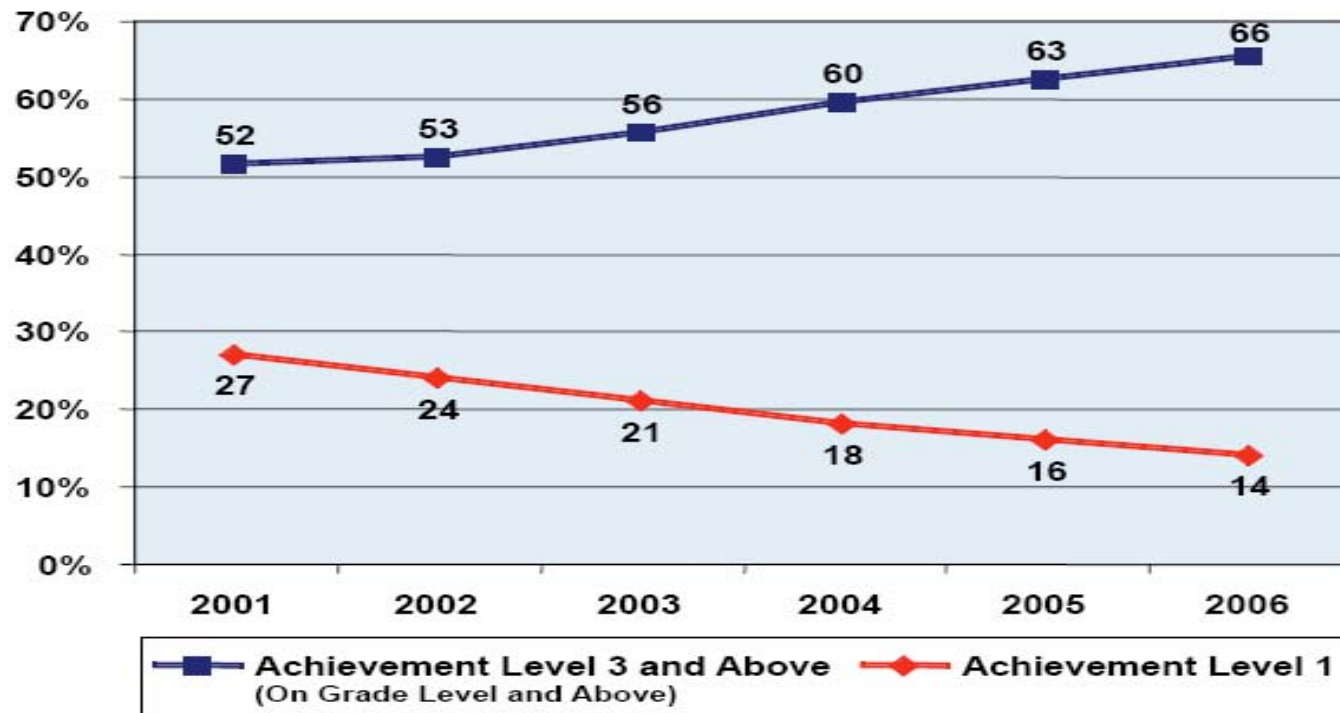
In 2006, 7 percent of White students in grade 3 were performing at achievement level 1 on FCAT Mathematics. This represents a decrease from 14 percent in 2001, 12 percent in 2002, 10 percent in 2003, 9 percent in 2004, and 8 percent in 2005 for a total decrease of 7 percentage points since 2001. In 2006, 14 percent of Hispanic students in grade 3 were performing at achievement level 1 on FCAT Mathematics. This represents a decrease from 30 percent in 2001, 26 percent in 2002, 23 percent in 2003, 21 percent in 2004, and 18 percent in 2005 for a total decrease of 16 percentage points since 2001. In 2006, 22 percent of African American students in grade 3 were performing at achievement level 1 on FCAT Mathematics. This represents a decrease from 42 percent in 2001, 37 percent in 2002, 33 percent in 2003, 29 percent in 2004, and 27 percent in 2005 for a total decrease of 20 percentage points since 2001.

# FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grade 3



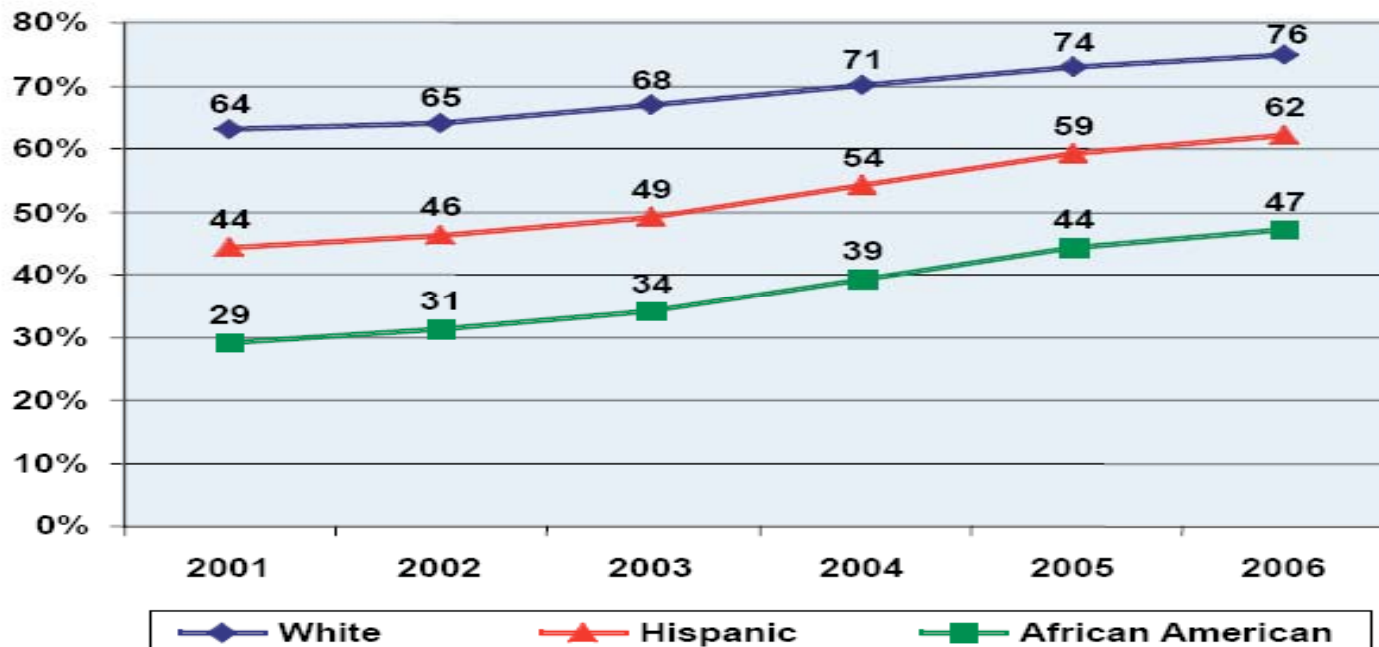
In 2006, 82 percent of White students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This represents an increase from 65 percent in 2001, 72 percent in 2002, 75 percent in 2003, 77 percent in 2004, and 79 percent in 2005 for a total increase of 17 percentage points since 2001. In 2006, 68 percent of Hispanic students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This represents an increase from 44 percent in 2001, 52 percent in 2002, 56 percent in 2003, 58 percent in 2004, and 64 percent in 2005 for a total increase of 24 percentage points. In 2006, 54 percent of African American students in grade 3 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This represents an increase from 29 percent in 2001, 37 percent in 2002, 41 percent in 2003, 43 percent in 2004, and 50 percent in 2005 for a total increase of 25 percentage points since 2001.

# Elementary Schools FCAT Mathematics by Achievement Level Grades 3, 4, and 5



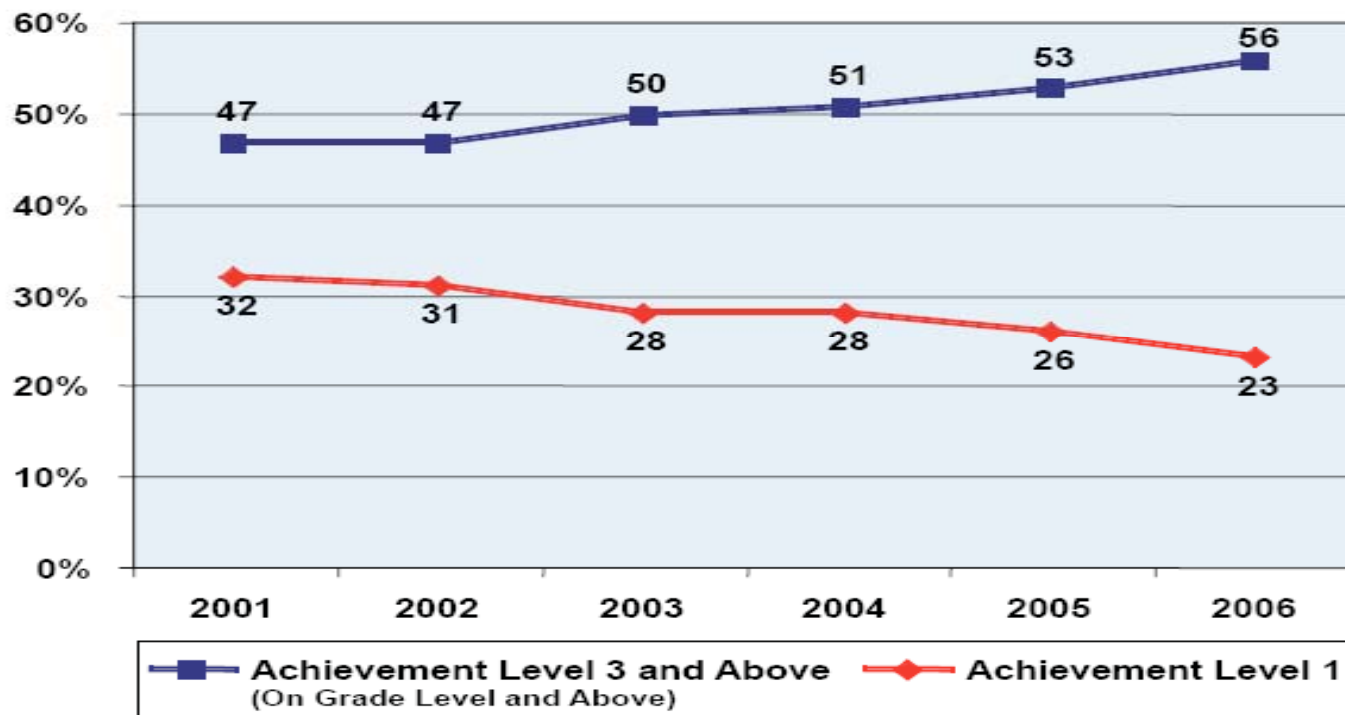
In 2006, 66 percent of all students in grades 3, 4, and 5 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 52 percent in 2001, 53 percent in 2002, 56 percent in 2003, 60 percent in 2004, and 63 percent in 2005. In 2006, 14 percent of all students in grades 3, 4, and 5 were performing at achievement level 1 on FCAT Mathematics. This is a decrease from 27 percent in 2001, 24 percent in 2002, 21 percent in 2003, 18 percent in 2004, and 16 percent in 2005.

# Elementary Schools FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 3, 4, and 5



In 2006, 76 percent of white students in grades 3, 4, and 5 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 64 percent in 2001, 65 percent in 2002, 68 percent in 2003, 71 percent in 2004, and 74 percent in 2005. In 2006, 62 percent of Hispanic students in grades 3, 4, and 5 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 44 percent in 2001, 46 percent in 2002, 49 percent in 2003, 54 percent in 2004, and 59 percent in 2005. In 2006, 47 percent of African American students in grades 3, 4, and 5 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 29 percent in 2001, 31 percent in 2002, 34 percent in 2003, 39 in 2004, and 44 percent in 2005.

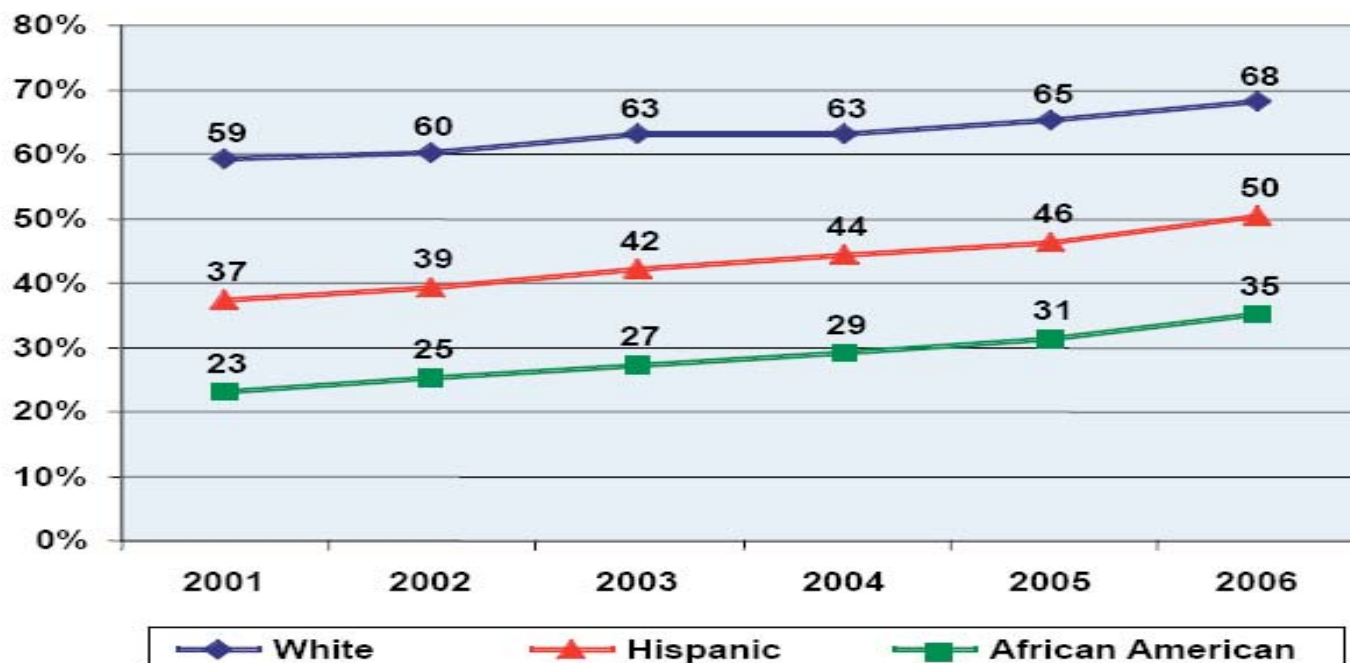
## Middle Schools FCAT Mathematics by Achievement Level Grades 6, 7, and 8



In 2006, 56 percent of all students in grades 6, 7, and 8 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 51 percent in 2004, and 53 percent in 2005. In 2006, 23 percent of all students in grades 6, 7, and 8 were performing at achievement level 1 on FCAT Mathematics. This is a decrease from 32 percent in 2001, 31 percent in 2002, 28 percent in 2003, 28 percent in 2004, and 26 percent in 2005.

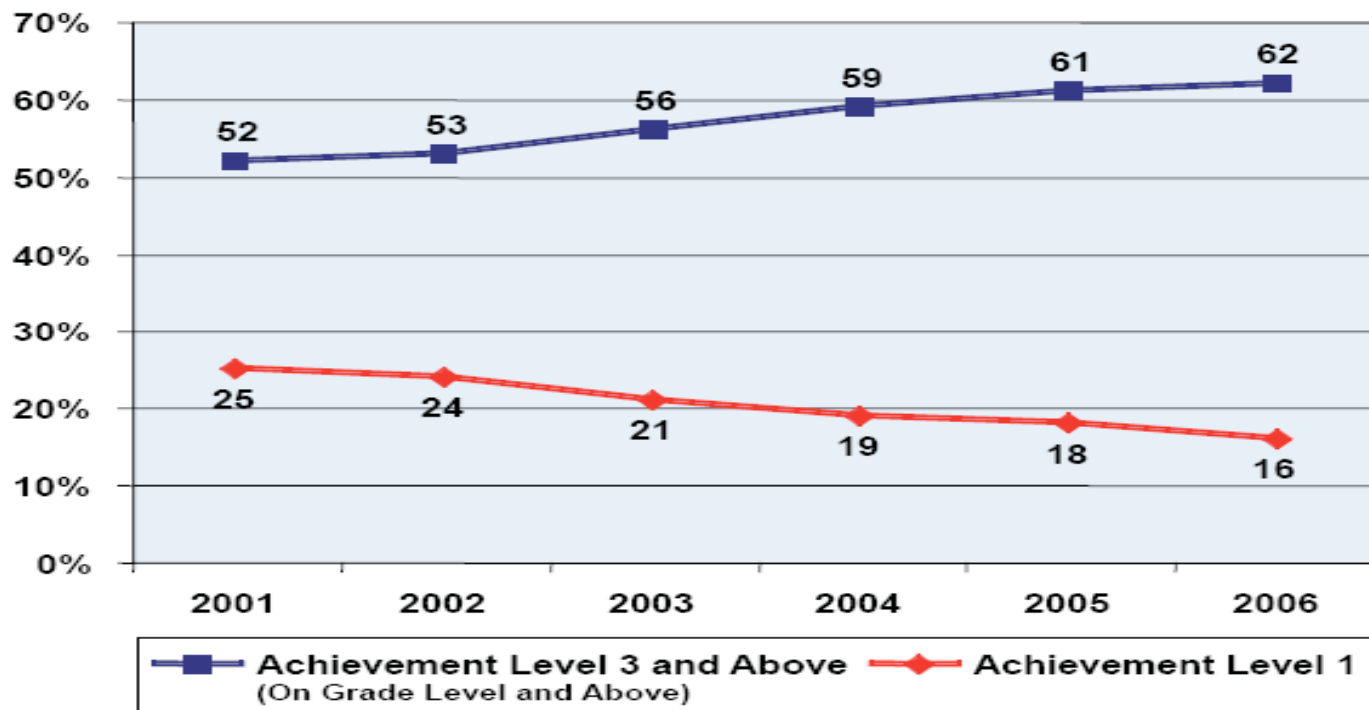


# Middle Schools FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 6, 7, and 8



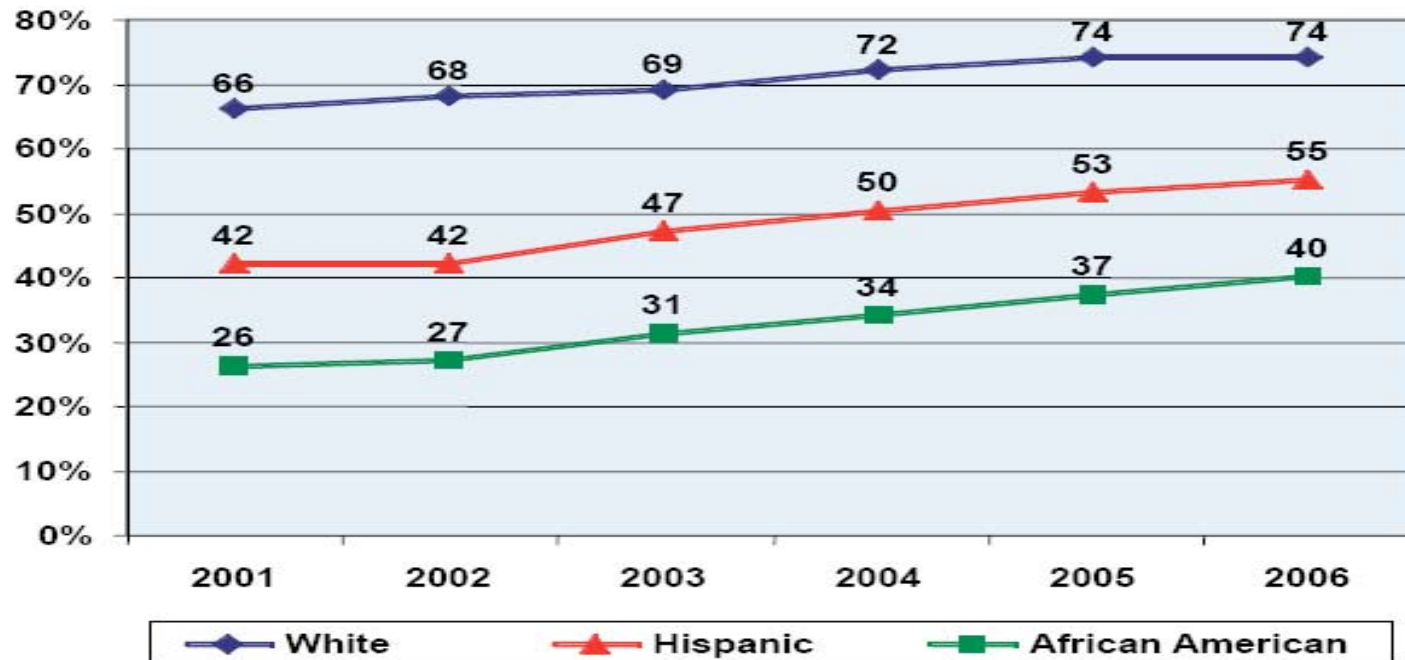
In 2006, 68 percent of white students in grades 6, 7, and 8 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 59 percent in 2001, 60 percent in 2002, 63 percent in 2003, 63 percent in 2004, and 65 percent in 2005. In 2006, 50 percent of Hispanic students in grades 6, 7, and 8 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 37 percent in 2001, 39 percent in 2002, 42 percent in 2003, 44 percent in 2004, and 46 percent in 2005. In 2006, 35 percent of African American students in grades 6, 7, and 8 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 23 percent in 2001, 25 percent in 2002, 27 percent in 2003, 29 in 2004, and 31 percent in 2005.

# High Schools FCAT Mathematics by Achievement Level Grades 9 and 10



In 2006, 62 percent of all students in grades 9 and 10 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 52 percent in 2001, 53 percent in 2002, 56 percent in 2003, 59 percent in 2004, and 61 percent in 2005. In 2006, 16 percent of all students in grades 9 and 10 were performing at achievement level 1 on FCAT Mathematics. This is a decrease from 25 percent in 2001, 24 percent in 2002, 21 percent in 2003, 19 percent in 2004, and 18 percent in 2005.

# High Schools FCAT Mathematics Achievement Level 3 and Above (On Grade Level and Above) Grades 9 and 10



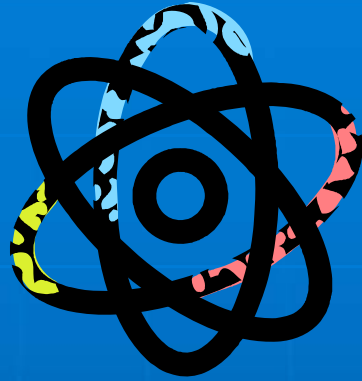
In 2006, 74 percent of white students in grades 9 and 10 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 66 percent in 2001, 68 percent in 2002, 69 percent in 2003, 72 percent in 2004, and 74 percent in 2005. In 2006, 55 percent of Hispanic students in grades 9 and 10 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 42 percent in 2001, 42 percent in 2002, 47 percent in 2003, 50 percent in 2004, and 53 percent in 2005. In 2006, 40 percent of African American students in grades 9 and 10 were performing at or above achievement level 3 (on grade level) on FCAT Mathematics. This is an increase from 26 percent in 2001, 27 percent in 2002, 31 percent in 2003, 34 in 2004, and 37 percent in 2005.

# Contact Information

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## **In Closing...**

**We must be the change we wish  
to see in the world.**

**-Mahatma Gandhi**