



Broward County Public Schools (BCPS), Data Snapshot Promotion Rates, 2014-15

Report from Student Assessment & Research

March 2016

BCPS Overall promotion Rate for the 2015 school year was

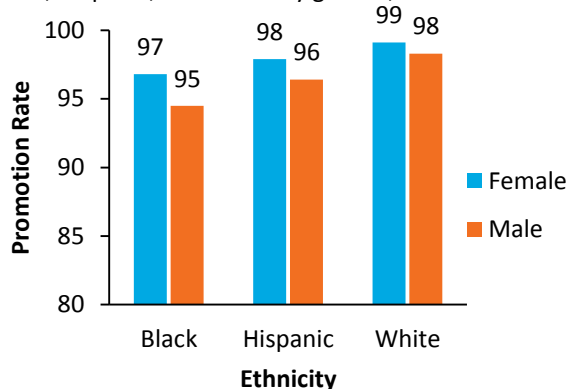
98.3%

BCPS third grade promotion Rate for the 2015 school year was

96.9%

That's three percentage points more than last year's rate (93.8%) and 4.9 more than 2012-13 (92.0%)

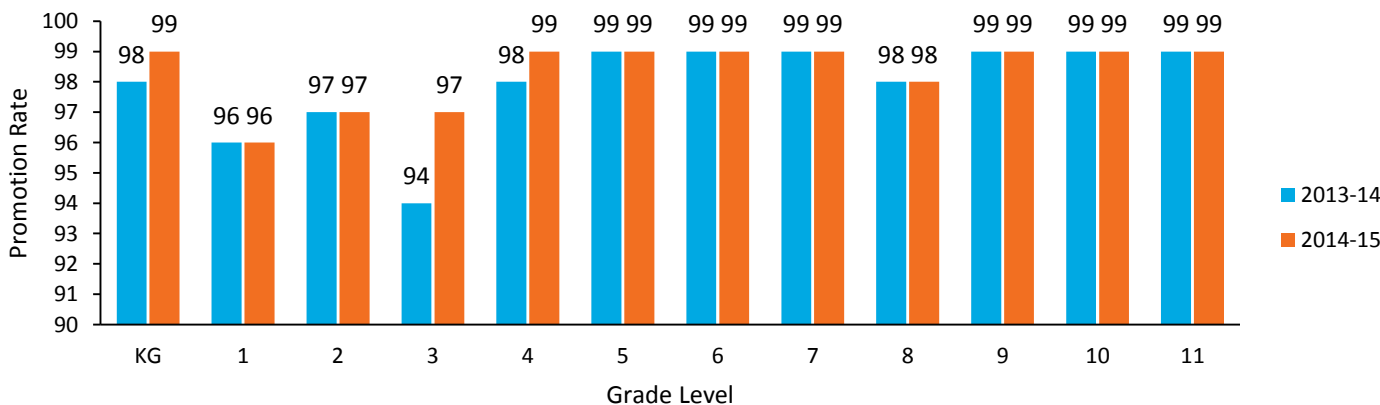
Promotion rates of third-grade BCPS students Black, Hispanic, and White by gender, 2014-15.



Promotion At A Glance

- District-wide promotion rates were stable at 98% across the three years of the study.
- Grade 3 showed a larger promotion rate in 2014-15 than other years, due to a single-year change in practice resulting from delayed availability of FSA data.
- Middle and High school promotion rates were greater than 98.5% across the three years of the study.
- For the 2014-15 school year, fifth and ninth-grade students registered the highest promotion rates at 99.3%.
- Third-grade Black male students evidenced the lowest promotion rates for the 2014-15 school year at 94.5% (up from 84.5% in 2013); rates for all other racial/gender groups ranged from 96.4% to 99.1%.
- Promotion rates varied across innovation zones, the highest promotion rates were Cooper City (99.4%, n=5,076), West Broward (99.4%, n=5,197), and Cypress Bay (99.4%, n=12,277).

Promotion by Grade Level, 2014-15



Additional Resources

Detailed school-by-school results:

<http://www.broward.k12.fl.us/sar/releases/briefs/PromotionRetention2013-14Fw-appendices.pdf>

Student Progression Plan:

<http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%206000.1.pdf>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE CHIEF STRATEGY & OPERATIONS OFFICER**

**Maurice L. Woods
Chief Strategy & Operations Officer**

Signatures on File

March 9, 2016

TO: All Principals

FROM: Maurice L. Woods
Chief Strategy & Operations Officer

VIA: Valerie S. Wanza, Ph.D.
Chief School Performance & Accountability Officer

SUBJECT: **PROMOTION RATES FOR BROWARD COUNTY PUBLIC SCHOOLS, 2012-13,
2013-14, AND 2014-15**

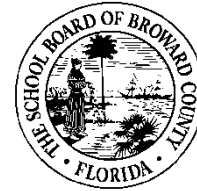
Promotion rates were evaluated for students who enrolled in Broward County Public Schools (BCPS), elementary, middle, and high school grade levels for the 2012-13 through 2014-15 school years. The attached Research Brief summarizes promotion rates by demographic group, grade level, and innovation zones. Individual school data are provided as appendices. Major findings include:

- District-wide promotion rates were stable across the three years of the study; 97.7% in 2012-13, 97.9% in 2013-14, and 98.3% in 2014-15.
- Grade 3 showed a larger promotion rate in 2014-15 than other years, due to a single-year change in practice resulting from delayed availability of FSA data.
- High school promotion rates were exceeded 98.8% across the three years of the study.
- For the 2014-15 school year, both fifth and ninth-grade students registered the highest promotion rates at 99.3%.
- Third-grade Black male students evidenced the lowest promotion rates for the 2014-15 school year at 94.5% (up from 84.5% in 2013); rates for all other racial/gender groups ranged from 96.4% to 99.1%
- Promotion rates varied across innovation zones, the highest promotion rates were Cooper City (99.4%, *n*=5,076), West Broward (99.4%, *n*=5,197), and Cypress Bay (99.4%, *n*=12,277).

Questions or comments concerning these analyses should be addressed to **Richard Baum, director of Student Assessment & Research at 754-321-2500**. This brief may also be accessed via the Student Assessment & Research website at: <http://www.broward.k12.fl.us/sar/index.htm>.

VSW/MLW/NB/RGB/ALA/MJO:rs
Attachments

cc: School Board Members
Senior Leadership Team
Directors, Office of School Performance & Accountability



Research Brief

Promotion Rates in Broward County Public Schools, 2012-13, 2013-14, and 2014-15

District-wide promotion rates are examined to identify trends in Broward County Public Schools (BCPS).¹ The current analysis summarizes data for the 2012-13 through 2014-15 school years, for traditional schools, centers, and charter schools. Data are summarized by grade level, gender, ethnicity, and innovation zone. Additional summaries include, free or reduced lunch, English language learner, and exceptional student education status. Since third graders consistently have the lowest promotion rates, an in-depth assessment was conducted and presented.

Background

Policy 6000.1, Student Progression Plan specifies the requirements for grade placement (Available at: <http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%206000.1.pdf>). As Policy 6000.1 specifically indicates that no single assessment is the sole determiner of promotion, two sets of promotion criteria are summarized in Table 1 for each grade level. Promotion at the elementary school level is awarded when students meet either criteria 1 or criteria 2. In addition, Policy 6000.1 also delineates criteria for Good Cause Promotion which includes provisions for exceptional student education (ESE) and English Language Learners (ELL).² At the middle school level (grades 6 to 8), promotion is indicated when students pass a minimum of four subjects; and at the high school level, students are automatically considered to be in the next grade after completing one year of being designated as the previous grade.

Performance on the state assessment is one of the factors considered in BCPS for in grades 3 through 5. However, for third grade students, promotion is tied to state statute on standardized tests, which was the Florida Standards Assessment (FSA) for the 2014-15 school year which replaced FCAT 2.0. Consequently, the Florida Department of Education (FDOE) did not release the FSA in time to be used for third grade promotion by the beginning of the 2015-16 school year. As a result, the district used alternative evidence in decisions relating to promoting or retaining a third grade student (Robert W. Runcie, *Promotion of third grade students to fourth grade*, 19 May 2015. Web. 22 September 2015). At the high school level, the 10th grade English and Language Arts (FSA) and the Algebra I End-of-Course (EOC) is a requirement for graduation, not promotion.³

Table 1

Policy 6000.1: Promotion Criteria by Grade Level, 2014-15

Grade	Criteria 1		Criteria 2
KG	48 out of 52 Letter Names AND 20 out of 26 Letter Sounds AND Understands 15 out of 21 Concepts of Print.	OR	Scores 50% or greater in Probability of Literacy Success (PLS) on the Florida Assessments for Instruction in Reading - Florida Standards (FAIR-FS) during Assessment Period #3.
1, 2	Scores 55% or greater (Grade 1) and 65% or greater (Grade 2) on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.	OR	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section.
3	Scores at or above Achievement Level 2 on the statewide reading assessment.	OR	Scores 45 th percentile or greater on the current version of the Stanford Achievement Test in reading comprehension.
4, 5	Students must score at or above Achievement Level 2 on the statewide reading and mathematics assessments.	OR	READING: Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (Fourth Grade: multiple choice items 1-35, pages 147-169, Fifth Grade: multiple choice items 1-35, pages 151-178). MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core End of Year Test.
6, 7, 8	Students must pass a minimum of 4 subjects. Two of which must be in English, mathematics, science or social studies.		
9	Following completion of one year designated as a 9 th grader, the student will be designated a 10 th grader.		
10	Following completion of one year designated as a 10 th grader, the student will be designated as an 11 th grader.		
11	Following completion of one year as an 11 th grader, the student will be designated as a 12 th grader.		

Results

Table 2 displays the District's promotion rates (including centers and charters) by grade level for the past three school years. The rightmost column shows the percentage point difference in promotion rates between the 2012-13 and 2014-15 school years. District-wide promotion rates remained stable across the three years of study.

Examination of the table revealed that during the 2014-15 school year, fifth and ninth grade students registered the highest promotion rates (99.3%). First grade had the lowest proportion of promoted students, followed closely by third graders (96.2% and 96.9%, respectively). Further review of high school promotion rates, excluding charter schools and centers, revealed a promotion rate of 99.7%.

Promotion data were compared between the 2012-13 and 2014-15 school year with respect to grade level. Third grade had the largest promotion rate increase (4.9 percentage points). With the exception of eighth, ninth, and tenth grade, promotion rates increased or remained stable. For grades with increased rates, the difference ranged from 0.2 percentage points in first and fifth grade to 4.9 percentage points in third grade.

Table 2

District (including centers and charters) Promotion Rates by Grade, 2012-13 to 2014-15

Grade	School year									Diff. (% pts.)
	2012-13			2013-14			2014-15			
	N	<i>n</i>	%	N	<i>n</i>	%	N	<i>n</i>	%	
KG	18,860	18,541	98.3	18,338	18,061	98.5	18,169	17,916	98.6	0.3
1	18,951	18,184	96.0	19,470	18,687	96.0	19,840	19,086	96.2	0.2
2	18,654	18,023	96.6	18,906	18,341	97.0	19,929	19,372	97.2	0.6
3	19,340	17,799	92.0	19,455	18,252	93.8	20,123	19,504	96.9	4.9
4	18,079	17,685	97.8	18,150	17,855	98.4	19,109	18,830	98.5	0.7
5	17,899	17,746	99.1	17,519	17,342	99.0	17,935	17,817	99.3	0.2
6	18,689	18,505	99.0	18,188	18,008	99.0	18,223	18,032	99.0	0.0
7	18,982	18,699	98.5	18,886	18,626	98.6	18,602	18,366	98.7	0.2
8	18,243	17,907	98.2	18,273	17,954	98.3	18,523	18,174	98.1	-0.1
9	18,718	18,620	99.5	18,588	18,461	99.3	19,204	19,068	99.3	-0.2
10	19,000	18,782	98.9	18,546	18,319	98.8	18,670	18,449	98.8	-0.1
11	17,603	17,364	98.6	18,314	18,099	98.8	18,431	18,259	99.1	0.5
Total	223,018	217,855	97.7	222,633	218,005	97.9	226,758	222,873	98.3	0.6

Table 3 presents District-wide promotion rates (including centers and charters), disaggregated by race/ethnicity, gender, and by special populations for the 2012-13 through 2014-15 school years. In 2014-15, promotion rates ranged from 97.6% for Black students to 98.9% for White students. Examination of the promotion trend for female and male indicated that promotion rates for female and male students remained stable across the three years of the study. Promotion rates increased for each of the subgroups, free or reduced lunch (FRL) students, English language learner students (ELL), and exceptional student education (ESE) students. Overall, not including the ESE subgroup, across the three years, promotion rates increased.

Table 3

District Promotion Rates by Race/Ethnicity, and Special Populations 2012-13 through 2014-15

Group	School year									
	2012-13			2013-14			2014-15			
	N	<i>n</i>	%	N	<i>n</i>	%	N	<i>n</i>	%	
Gender										
Female	108,642	106,853	98.4	108,541	106,926	98.5	110,592	109,223	98.8	
Male	114,376	111,002	97.1	114,092	111,079	97.4	116,166	113,650	97.8	
Race/Ethnicity										
Black	87,302	84,426	96.7	87,259	84,660	97.0	88,746	86,619	97.6	
Hispanic	65,826	64,459	97.9	67,409	66,177	98.2	70,984	69,938	98.5	
White	55,134	54,444	98.7	53,159	52,530	98.8	51,889	51,336	98.9	
Special Subgroups										
ELL	21,530	20,473	95.1	21,310	20,403	95.7	31,969	31,133	97.4	
ESE	25,687	24,389	94.9	26,131	24,801	94.9	26,877	25,837	96.1	
FRL	134,057	129,888	96.9	141,835	138,021	97.3	147,636	144,443	97.8	

Appendix A provides school-level summaries of promotion rates for the 2014-15 school year, disaggregated by grade level for the District's three largest student subgroups (Black, Hispanic, and White), gender, and special populations.

Promotion rates of Black, Hispanic, and White third-grade BCPS students by gender for the 2014-15 school year are illustrated in Figure 1. The figure shows that, females in general had higher promotion rates than males, and White students had higher promotion rates than Hispanic students, who had higher rates than Black students. The highest promotion rates were for White females (99.1%), followed by White males (98.3%).

Female students had a higher promotion rate than male students for each of the racial/ethnic groups. The gender gap was greatest among Black students at more than 2.5 times that of White students. Among Black students, the promotion rate among females was 2.3 percentage points higher than males; among Hispanic students, the gap was 1.5 percentage points; and among White students, the gap was less than 1 percentage point.

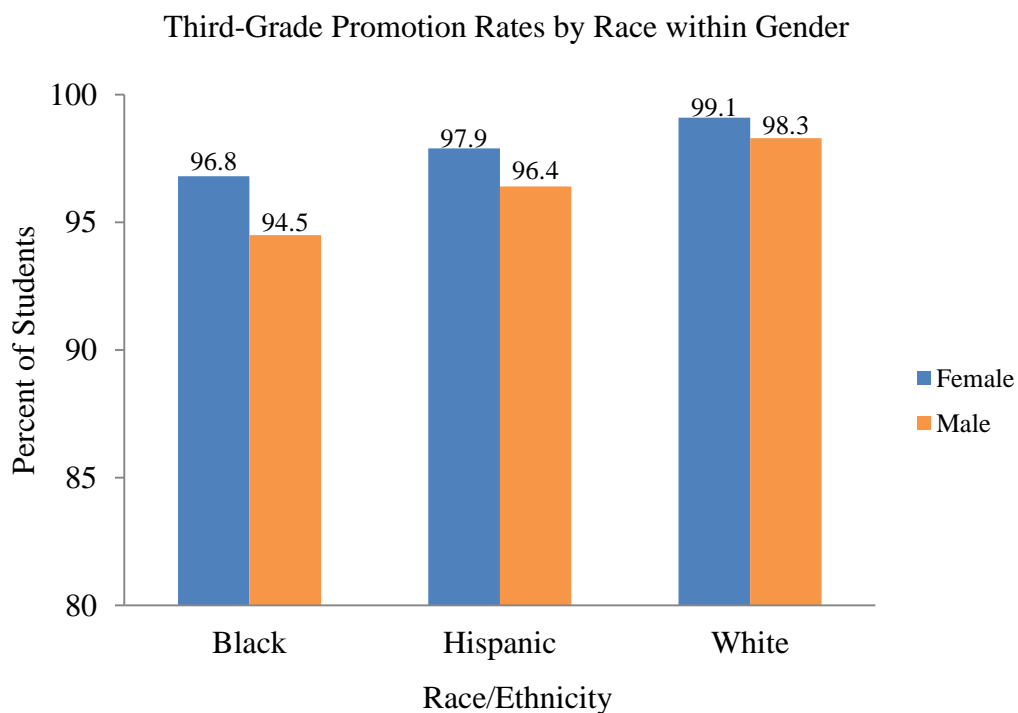


Figure 1. Third-Grade Promotion Rates by Race within Gender, 2014-15.

Appendix B presents school-level promotion rates by gender for the District’s three largest student subgroups Black, Hispanic, and White. To protect confidentiality, frequency data were not displayed for any grade level at any school or center where the enrollment with ten or less students, which is in accordance with policy guidance from the Florida Department of Education.

As mentioned previously, passing the FSA English (ELA) test is required by state statute for third grade promotion. Because FDOE delayed FSA score release pending standard setting, the district utilized alternative assessments to render the final decision in promoting or retaining third grade students.

Figures 2a and 2b present District-wide (including centers and charters) third-grade promotion rate gaps, by Gender for Black, Hispanic, and White students from 2012-13 through 2014-15. As shown in the figures, the gaps between race/ethnicity within gender remained stable or decreased.

- Females (Figure 2a): gaps between Black and White, decreased from 7% in 2013 to 2% in 2015; gaps between Hispanic and White decreased from 2% in 2013 to 1% in 2015.
- Males (Figure 2b): gaps between Black and White decreased from 11% in 2013 to 3% in 2015; gaps between Hispanic and White remained stable at 3% in 2013 to 2% in 2015.

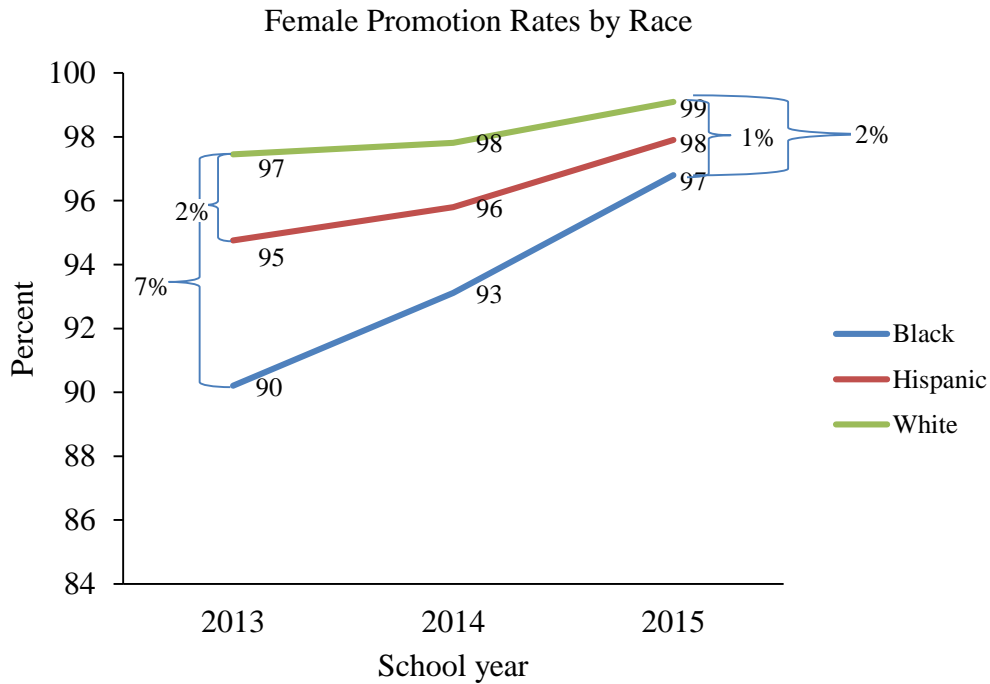


Figure 2a. Third-Grade Female Promotion Rate Gaps, 2013-2015.

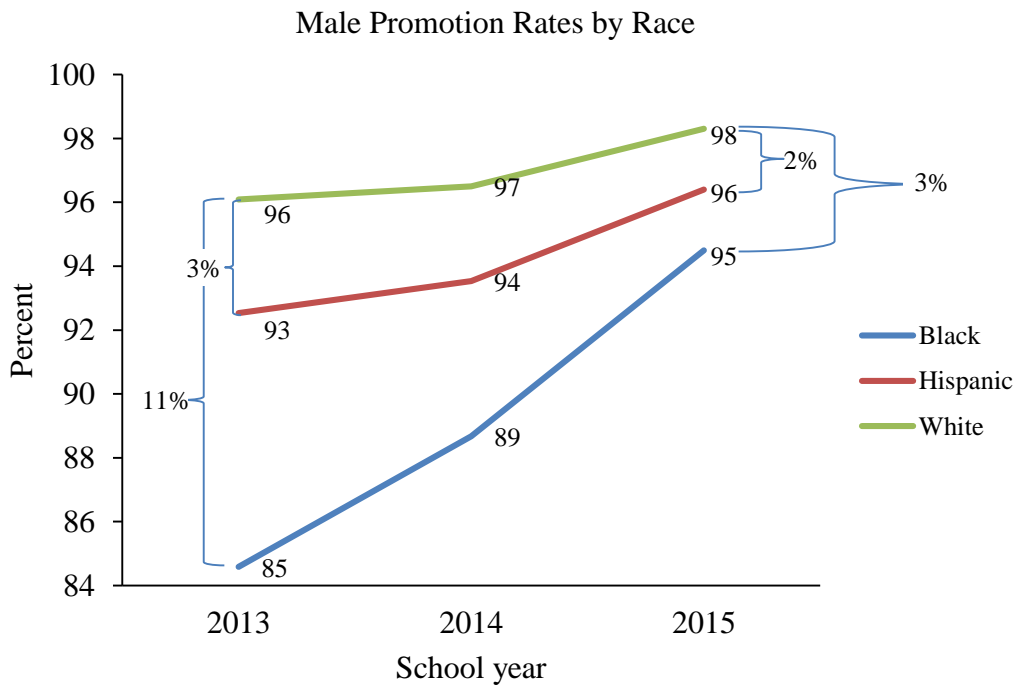


Figure 2b. Third-Grade Male Promotion Rate Gaps, 2013-2015.

Table 4 lists promotion rates by innovation zone for students in kindergarten through eleventh grade for the 2012-13 through 2014-15 school years. The rightmost column shows the difference in promotion rates from the 2012-13 to 2014-15 school years. (The table is sorted from highest to least promotion rate for the 2014-15 school year.) The innovation zones with the highest promotion rates were Cooper City (99.4%, $n=5,076$), West Broward (99.4%, $n=5,197$), and Cypress Bay (99.4%, $n=12,277$). Other than Coral Glades innovation zone, promotion rates increased or remained stable. For zones with increased promotion rate, the difference ranged from 0.1 percentage points for Miramar and Fort Lauderdale to 2.3 percentage points for Dillard.

Table 4
Promotion by Innovation Zone, 2012-13 through 2014-15

Innovation Zone	School year									Diff (% pts.)
	2012-13			2013-14			2014-15			
	N	<i>n</i>	%	N	<i>n</i>	%	N	<i>n</i>	%	
Cooper City	5,057	4,986	98.6	5,046	4,983	98.8	5,105	5,076	99.4	0.8
West Broward	5,456	5,405	99.1	5,276	5,238	99.3	5,229	5,197	99.4	0.3
Cypress Bay	12,410	12,306	99.2	12,297	12,216	99.3	12,859	12,777	99.4	0.2
Stoneman Douglas	8,814	8,731	99.1	8,691	8,601	99.0	8,957	8,896	99.3	0.2
Nova	4,471	4,420	98.9	4,698	4,668	99.4	4,859	4,822	99.2	0.3
South Plantation	5,431	5,333	98.2	5,395	5,297	98.2	5,473	5,427	99.2	1.0
Western	6,648	6,561	98.7	6,497	6,431	99.0	6,595	6,532	99.0	0.3
Monarch	6,793	6,689	98.5	6,769	6,669	98.5	6,937	6,858	98.9	0.4
Coral Springs	6,040	5,923	98.1	6,075	5,959	98.1	6,089	6,016	98.8	0.7
Taravella	8,533	8,389	98.3	8,308	8,176	98.4	8,377	8,275	98.8	0.5
Northeast	4,664	4,561	97.8	4,814	4,697	97.6	4,890	4,829	98.8	1.0
Everglades	7,451	7,299	98.0	7,071	6,947	98.2	7,019	6,926	98.7	0.7
Fort Lauderdale	5,800	5,712	98.5	6,186	6,108	98.7	6,229	6,141	98.6	0.1
Coconut Creek	7,767	7,575	97.5	8,151	7,966	97.7	8,294	8,170	98.5	1.0
Flanagan	8,597	8,436	98.1	8,018	7,890	98.4	7,615	7,499	98.5	0.4
Hollywood Hills	7,294	7,066	96.9	7,153	6,969	97.4	7,006	6,896	98.4	1.5
Blanche Ely	9,194	8,985	97.7	8,725	8,535	97.8	8,619	8,475	98.3	0.6
Piper	9,549	9,371	98.1	8,477	8,296	97.9	8,597	8,448	98.3	0.2
McArthur	5,884	5,694	96.8	5,818	5,652	97.1	5,728	5,622	98.1	1.3
Coral Glades	5,267	5,200	98.7	5,155	5,068	98.3	5,204	5,107	98.1	-0.6
Plantation	5,420	5,268	97.2	5,249	5,118	97.5	5,376	5,272	98.1	0.9
South Broward	5,544	5,414	97.7	5,242	5,155	98.3	5,322	5,218	98.0	0.3
Stranahan	4,842	4,739	97.9	4,740	4,608	97.2	4,728	4,627	97.9	0.0
Hallandale	5,091	4,911	96.5	5,175	5,013	96.9	5,308	5,192	97.8	1.3
Deerfield Beach	6,332	6,098	96.3	6,321	6,088	96.3	6,448	6,307	97.8	1.5
Miramar	7,215	7,046	97.7	6,879	6,719	97.7	6,806	6,654	97.8	0.1
Dillard	7,688	7,324	95.3	7,115	6,881	96.7	7,168	6,994	97.6	2.3
Boyd Anderson	9,796	9,360	95.5	9,178	8,868	96.6	9,658	9,308	96.4	0.9

A closer examination of innovation zones with a total promotion change of 1.5 percentage points or higher revealed a disparity in third grade promotions being substantially higher when compared to prior years. The feeder schools with the highest differences in promotion rates by innovation zones were: Deerfield Beach I-Zone, Cresthaven (8%), Deerfield Beach (7%), and Tedder (8%). Dillard I-Zone, Dillard (13%), Martin Luther king (7%), and Thurgood Marshall (29%). Hollywood Hills I-Zone, Bethune (11%), Sheridan Park (7%), and Stirling (9%). The elevated promotion rates for third grade in

2014-15 could have been a result of the FSA not available to support promotion decisions. As a result, the district used alternative evidence to render the final decision related to third grade promotions. It is likely that the promotion rates for third grade will normalize as the FSA data will be available for use at the end of the 2015-16 school year for third grade promotions.

Discussion

Promotion rates were examined for all students enrolled in traditional, centers, and charter schools from 2012-2013 through 2014-2015 school years. Overall, with the exception of third grade students, promotion rates remained stable across the three years of study. The lowest promotion rate was found in second grade.

A closer examination of the promotion rates in third grade revealed a disparity between racial/gender groups with Black males having substantially lower rates compared all of the other groups combined. For this grade, gaps between males and females for each of the three main racial groups traditionally exist such that White students evidence the highest promotion rate, followed by Hispanic students, and then Black students, with girls following the same racial pattern but experiencing a higher promotion rate than boys. However, for the 2014-15 school year, promotion rates increased and the gaps between Black students and the other two groups decreased. Because, the FSA were not available to support promotion decisions, the district used alternative evidence to render the final decision related to third grade promotion. The result was an elevated promotion rate for third grade in 2014-15. It is likely that the promotion rate at third grade will decline as the FSA data will be available for use at the end of the 2015-16 school year.

For each of the special subgroups, English language learners (ELL), exceptional student education (ESE), and free or reduced lunch (FRL), promotion rates were higher than the previous 2013-14 school year (1.7, 1.2, and 0.5 percentage points, respectively).

With the exception of Coral Glades, promotion rates increased for all innovation zones. Seven innovation zones had overall promotion rates at 99% or greater (Cooper City, Cypress Bay, Nova, Stoneman Douglas, South Plantation, West Broward, and Western). Five zones increased by more than 1% over the three-year period (Deerfield Beach, Dillard, Hallandale, Hollywood Hills, and McArthur).

Further information regarding student performance at specific schools is included in the appendix (<http://www.broward.k12.fl.us/sar/>). This information is provided to assist directors and principals in identifying high performing elementary and middle schools for ideas on best practices and to identify low performing elementary and middle schools in need of extra assistance. Since the District's current high school promotion policy is based upon students' time enrolled in high school rather than credits earned, school staff and principals are advised to review student progress toward graduation through school reports and online applications such as the Behavioral Academic Student Information System (BASIS).

List and description of appendices

Appendix A presents school-level summaries of promotion rates for the 2014-15 school year, disaggregated by grade level for the District's three largest student subgroups (Black, Hispanic, and White), gender, and special populations.

Appendix B presents school-level promotion rates by gender for the District’s three largest student subgroups Black, Hispanic, and White. To protect confidentiality, frequency data were not displayed for any grade level at any school or center where the enrollment with ten or less students, which is in accordance with policy guidance from the Florida Department of Education.

References

Broward County Public Schools. (2015). Impact on Students from Legislative Changes to State’s Accountability System new conference, *Promotion of third grade students to fourth grade*. Retrieved September 22, 2015, from <http://www.browardschools.com/News-And-Events/News/BCPS-Announces-Impact-on-Students-from-Legislative#.VgFCun2aIrh>

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