

Florida Partnership-Achieve (FLP-Achieve)

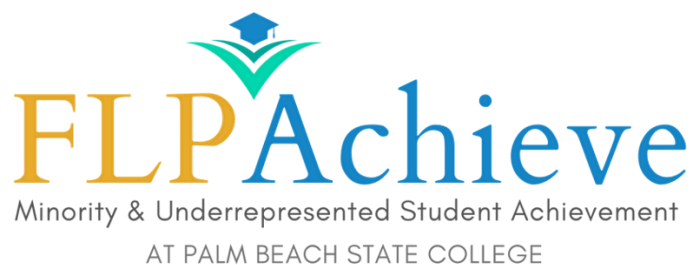
at

Palm Beach State College

Fiscal Year 2025 Evaluation Annual Report

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Presented By



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Chapter 1: FLP-Achieve Introduction & Background

HISTORY OF FLP-ACHIEVE

In 1999, under the leadership of Governor Jeb Bush, the Florida Partnership for Minority and Underrepresented Students (Florida Partnership) was established to help ensure that every student in a public secondary school has access to high-quality, rigorous academics, with a particular focus on access to advanced courses. To support and sustain this initiative, the Florida Legislature passed the Florida Partnership for Minority and Underrepresented Student Achievement Act (Florida Statute 1007.35) in 2004. The Partnership's mission, as stated in the statute, is to prepare, inspire, and connect minority and underrepresented students with opportunities for postsecondary success. Funding for the Partnership is subject to annual approval by the Florida Legislature through the state's General Appropriations Act, and funding has been appropriated consistently for the past 26 years.

Initially, the College Board administered the Florida Partnership with a goal to increase postsecondary readiness for students through advanced level courses with funding for small, rural, and under-resourced school districts throughout the state. College Board staff provided professional learning events annually (AP Symposium, District Leadership Colloquium, and Middle Level Conference) and technical support to school and district-level administrators, guidance counselors, and educators in support of the Partnership's mission through AP courses, Pre-AP courses and the College Board Suite of Assessments. College Board resources and scholarships to the AP Summer Institute were also provided, along with financial support for AVID membership in eight school districts.

In Fiscal Year 2023, Palm Beach State College (PBSC) was designated by the Florida Department of Education (FLDOE) as the new administrator of the Florida Partnership (FLP), with an expanded scope of strategic priorities to meet the mission of FLP. In Year 1, PBSC built an administrative infrastructure to lead and manage the Partnership in subsequent years. Under PBSC, the Partnership's scope has expanded significantly from the previous implementation strategy.

PBSC has engaged with additional Educational Partners to expand the type of services available through the Partnership. While AVID continued to provide services to school districts, as it had done in previous years, additional Educational Partners in Year 1 included AMH Group, Take Stock in Children, and Equal Opportunity Schools (EOS). In Year 2, PBSC continued to partner with AVID in seven school districts and with EOS in one school district, Duval County, as well as Florida's three Regional Educational Consortia.

PBSC has expanded the Partnership's focus on additional types of advanced level courses. In prior years the focus on postsecondary readiness for students was primarily through AP and Pre-AP courses. PBSC's focus now includes dual enrollment (academic and career courses), AICE and IB at the high school level, and middle school students taking high school credit courses (e.g. Algebra and Biology).

PBSC has expanded the Partnership's focus on different types of student college entrance and course exams. While previously the College Board's SAT Suite of Assessments and AP exams were the main focus, PBSC has included four additional assessments: ACT, CLT, AICE exams and IB exams.

PBSC has increased the scope of supported summer professional learning events from two to three (AP Summer Institute, AVID Summer Institute and AICE Summer Institute) and supported additional professional learning events during the school year, including several opportunities hosted by the Regional Educational Consortia.

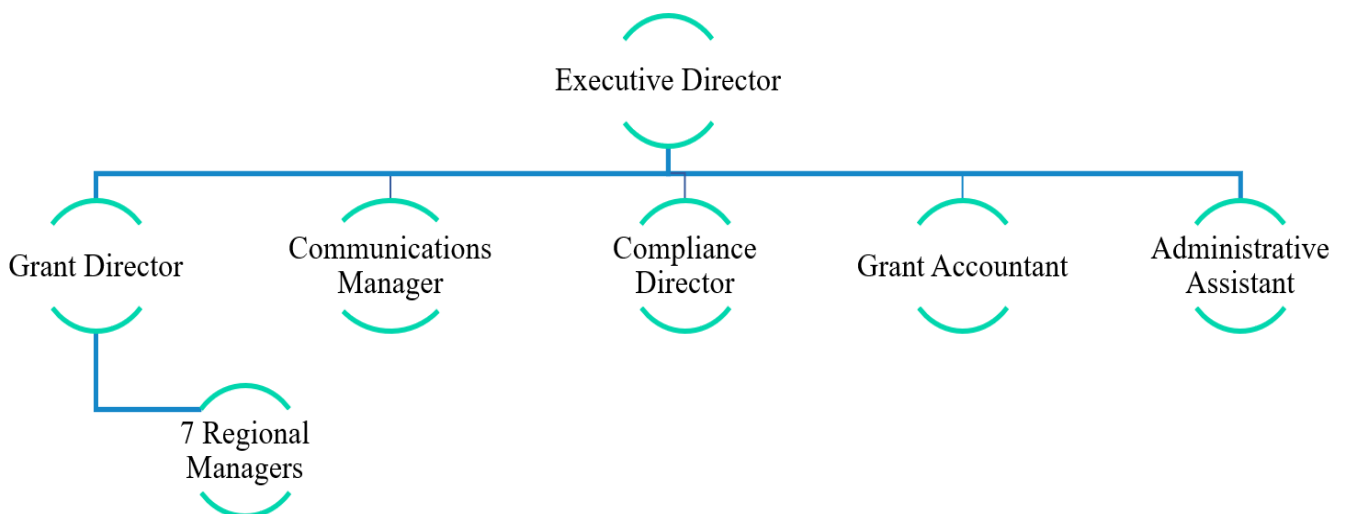
PBSC'S YEAR 2 FLP-ACHIEVE STRUCTURE & ACTIVITIES

PBSC'S ORGANIZATIONAL STRUCTURE

PBSC situated FLP-Achieve within its Division of Academic Affairs. With the expanded scope of the initiative, PBSC's Year 2 organizational structure included an Executive Director who oversaw three program administrators. One of the administrators, the Grant Director, supervised Regional Managers assigned to six regions across the state. Additionally, the Executive Director supervised a Communications Manager, a Grant Compliance Director, a Grant Accountant, and an Administrative Assistant.

The intent of the Regional Manager role was to provide support and technical assistance and coordinate activities across subrecipients in the assigned region, support special state priorities, and develop relationships and strategic initiatives with the Florida State College System (six staff positions.) A seventh Regional Manager's role was intended to be coordination of PBSC-provided statewide professional learning opportunities. Changes in state-level priorities for the funding, uneven workload distribution across the seven staff, and lack of consensus among staff and stakeholders about the Regional Managers' roles led to these positions being significantly underutilized in Year 2. In Year 3, PBSC intends to establish clearer expectations for the position to add value to subrecipients, in the context of new and emerging state-level priorities for the funding. See [Figure 1.1](#) for PBSC's Year 2 organizational structure.

Figure 1.1 PBSC Year 2 FLP-Achieve Organizational Structure



YEAR 2 MISSION, GOALS, AND ACTIVITIES

PBSC's core mission is stated as the facilitation of FLP-Achieve project services:

- School support and collaboration
- Instructional professional development
- Trainings and presentations for school districts, schools, students, and parents
- Engagement and collaboration of community partners and postsecondary institutions
- Academic support and trainings to increase academic achievement and college readiness of minority and underrepresented students
- Identification and participation of students enrolled in advanced placement or other accelerated courses
- Assistance in the provision of high-quality instruction and strategies to increase minority and underrepresented student academic achievement including enrollment and successful completion of rigorous high school course work.

These services fall under three major goals:

- **Goal 1: Educator Expertise** - Provide teachers with the pedagogical tools needed to present accelerated courses and prepare students to be successful when testing for college entrance.
- **Goal 2: Communication** - Inform students, parents, and schools of program services to include access to secondary accelerated courses, virtual school options, and postsecondary entrance testing.
- **Goal 3: Student Preparation** - Provide recruited students from underserved populations attending low performing schools with the knowledge needed to master assessments and continue to postsecondary education.

When the funding was managed by College Board, program staff delivered professional learning, technical assistance, and resources to school districts. PBSC's approach has been to contract with other organizations (Educational and Community Partners) to conduct professional learning events and provide technical assistance and resources to school districts. Additionally, the new approach includes providing funds that go directly to school districts to decide how to use funds to meet FLP's mission and goals. To accomplish this, PBSC established a formal application process to select subrecipients to receive Year 2 funding.

In Year 2, school districts and organizations providing services to school districts (AVID, EOS, and the three Regional Educational Consortia) submitted applications to PBSC describing how they planned to use the funding. The application includes a description of the project overview, goals and objectives, deliverables, a timeline, the project team, a budget and budget narrative, and monitoring activities. Projects were selected by PBSC staff and a Memorandum of

Understanding, with specific reporting requirements, was signed by a representative from each subrecipient organization or school district.

Core activities PBSC initiated in Year 2 included:

- Providing funds to Florida school districts to provide professional learning for district staff, purchase testing and assessments directly from educational vendors, and host informational sessions to parents, caregivers, and students at middle and high schools.
- Providing funds to Florida AVID Center to deliver professional development workshops and support to middle and high school teachers and host informational sessions for parents, caregivers, and students.
- Providing funds to an Educational Partner (EOS) and the state's three Regional Educational Consortia to provide advanced course and career readiness services and conduct outreach initiatives, such as college entrance exam preparation and workshops for students, and informational sessions for parents and students.

PROJECTED AND ACTUAL ACTIVITIES

PBSC's Year 2 Scope of Work

Some activities specified in PBSC's Year 2 scope of work and budget submitted in response to the FLDOE Year 2 RFA, did not materialize, due to changes in priorities at the state level, as well as changes at PBSC.

- PBSC will support the state's rollout and implementation of Florida's Advanced Psychology Course which includes professional learning events to be conducted throughout the state.
- Educational partner will provide ACT testing materials and deliver associated professional learning for advanced courses directly to school districts and teachers.
- Florida College System Institutions will deliver Florida Advanced Course of Study professional learning workshops to district teachers and administrators, and host informational sessions for parents and caregivers.
- 2024 Annual Conference will be held to bring together all stakeholders to share insights, best practices, and updates on the Florida Partnership program.

Projected and Actual Subrecipients Funded

Number of Districts and Schools Served: PBSC initially projected it would support 34 districts and 85 schools during Year 2 of its administration of the FLP-Achieve initiative. The actual number of directly funded districts/Developmental Research Schools was 10, while the total number of directly funded and indirectly funded districts (funded via educational partners) was 73.

Number of Educational Partners Funded: PBSC initially planned to fund the three Regional Educational consortia (HEC, NEFEC, and PAEC), AVID, EOS, ACT, Mindful Associates, AMH Group, Take Stock in Children, and Burnes and Associates). The Year 2 actual Educational Partners funded were HEC, NEFEC, PAEC, EOS, and AVID.

Projected and Actual Funds Distribution

School Districts: PBSC projected distribution of \$1,000,000 of FLP-Achieve Year 2 dollars to Florida School Districts to provide professional development workshops to district teachers, purchase testing and assessments directly from educational vendors, and offer education sessions to parents, caregivers, and middle and high school students. At the conclusion of Year 2, PBSC had approved distribution of \$1,334,063 to 10 directly funded districts/Developmental Research Schools. This number does not necessarily reflect actual FLP funds spent by the ten districts/DRS.

Educational Vendors: PBSC projected distribution of \$100,000 to provide ACT testing materials and deliver associated professional development for advanced courses directly to school districts and teachers. At the conclusion of Year 2, PBSC was not able to partner with ACT due to ACT's concerns over PBSC's legal contracting requirements.

PBSC projected distribution of \$480,000 to provide AVID's suite of professional learning, technical assistance, and support services to AVID Elective teachers and other school staff and administrators. At the conclusion of Year 2, PBSC had approved distribution of \$500,000. This number does not necessarily reflect actual FLP funds spent by AVID.

PBSC projected distribution of \$140,000 to educational vendors to provide virtual and in-person tutoring services to high school students to improve assessments scores. At the conclusion of Year 2, PBSC had not disbursed funds in this way.

PBSC projected distribution of \$152,000 to educational vendors and Community Partners to provide career readiness services. At the conclusion of Year 2, PBSC had not distributed funds in this way.

Community Partners (Regional Educational Consortia): PBSC projected distribution of \$145,000 to community partners (HEC, NEFEC, and PAEC) to offer direct support to school districts, support professional learning opportunities, conduct outreach initiatives such as test preparation and college readiness workshops for students, and host informational sessions for parents and students. PBSC originally allocated \$50,000 of FLP funds to HEC (Heartland Educational Consortium). At the end of Year 2, PBSC had approved distribution of \$150,000. This number does not necessarily reflect actual FLP funds spent by HEC. PBSC originally allocated \$80,000 of FLP funds to NEFEC (Northeast Florida Educational Consortium). At the end of Year 2, PBSC had approved distribution of \$255,000. This number does not reflect actual FLP funds spent by NEFEC. PBSC originally allocated \$80,000 of FLP funds to PAEC

(Panhandle Area Educational Consortium). At the end of Year 2, PBSC had approved distribution of \$255,000. This number does not reflect actual FLP funds spent by PAEC.

Florida Advanced Psychology Course: PBSC projected expenditures totaling \$10,000 to professional learning course development for the newly developed Florida Advanced Psychology course. At the conclusion of Year 2, no funds were utilized for Florida Advanced Psychology course, due to the state's change in priorities around the initiative.

Florida College System/Florida Advanced Course of Study: PBSC projected distribution of \$48,000 (\$6,000 X 8 schools) to deliver Florida Advanced Course of Study professional development workshops to district teachers and administrators, and host informational sessions to parents and caregivers. At the conclusion of Year 2, no funds had been distributed in support of the Florida Advanced Course of Study professional development.

2024 Annual Conference: PBSC projected utilizing \$175,000 bringing together all stakeholders to share insights, best practices, and updates on the Florida Partnership program. At the conclusion of Year 2, no funds were utilized for a 2024 Annual Conference as it never came to fruition.

Subrecipient Perception of Funds Disbursement

As part of the evaluation process, the Evaluation Team conducted initial meetings with all Year 2 FLP-Achieve subrecipients between December 2024 and March 2025 to make initial contact, review the scope of work, and explain evaluation activities for the year. During these meetings, as well as during subsequent site visits, several common issues emerged regarding the award and distribution process: delay in award notification, modified awards, and confusion over allowable expenses.

Delay in Award Notification: FLP-Achieve award notifications were not announced until well into the first semester of 2024-2025 Academic Year. Uncertainty about whether applications would be funded and the timing of when funding would come often meant activities were put on hold. When the funds were awarded, it was too late to utilize in first semester, which meant FLP-Achieve funded activities only occurred in the second semester and summer of the 2024-2025 school year. In some cases, districts had to subsidize activities with district funds while waiting for award disbursements in order to move forward with their scopes of work. The Regional Educational Consortia only received news of funding in December, which impacted their planning and activities throughout the year.

Modification of Awards: Several subrecipients were awarded substantially less than they had applied for in their Statements of Work (SOW's.) This resulted in subrecipients re-submitting their SOW's to align with the actual award budget and then waiting for PBSC's approval of the new SOW. This caused further delays in subrecipients' ability to expend funds

for activities. In some cases, subrecipients had to significantly scale back their scopes of work and were not able to expend all funds allocated.

Confusion Over Allowable Expenses: Some subrecipients also expressed confusion over what were considered “allowable expenses” under the FLP-Achieve initiative to the Regional Managers and the Evaluation Team during virtual and onsite interactions. While PBSC’s Grant Compliance Director provided strong guidance to subrecipients on these matters, the Regional Managers were not able to answer related questions, creating a technical assistance and communication backlog for subrecipients.

Chapter 2: Evaluation Methodology

TWO-TIERED APPROACH

The FLP-Achieve initiative under PBSC was developed around three FLDOE-defined goals: Communication, Educator Expertise, and Student Preparation. To align directly with these priorities, the WorkED Evaluation Team (hereafter, Evaluation Team) selected an objectives-oriented evaluation strategy. FLP-Achieve's seven performance measures served as the framework for measuring outcomes among school district staff, students, and parents across all funded subrecipients:

1. The percentage of middle and high school students and school staff, with a primary focus on low-performing schools, who participate in MUSA [FLP-Achieve] will increase annually by 2-3%.
2. The percent of all students, parents, and school staff that participate in the program services and activities that indicate on their participant evaluation results that their participation supports their awareness and preparation of postsecondary readiness, will increase annually 2-3% from baseline.
3. The percent of school staff that participate in professional learning funded by MUSA [FLP-Achieve] and who indicate on their participant evaluation results that the professional learning positively impacts their support of students accessing advanced courses, will increase annually by 2-3%.
4. The percent of all students, including minority and underserved secondary students, who participate in MUSA [FLP-Achieve] and enroll in accelerated courses and/or complete industry certifications in high schools will increase 2-3% annually.
5. The percentage of all students, including minority and underserved secondary students, who participate in MUSA [FLP-Achieve] who master the state assessment requirements for high school graduation, will increase annually by 2-3%.
6. The percentage of all students, including minority and underserved secondary students, who participate in MUSA [FLP-Achieve] who complete college entrance exams as preparation for post-secondary studies, will increase annually by 2-3
7. The percent of all students, including minority and underserved secondary students, who participate in the program who enroll in a postsecondary educational institution and enroll in their first semester in credit-earning courses, will increase annually by 2-3%.

The evaluation strategy focused on four key components:

- **Professional learning** – staff knowledge gains from training and development opportunities
- **Staff and student engagement** – participation in FLP Achieve-funded activities

- **Student enrollment and participation** – in advanced-level courses (Pre-AP, AP, AICE, IB, CTE) and in college entrance exams
- **Student achievement** – measured by course grades, college entrance exams, and Florida high school graduation assessments

Year 2 subrecipients contributed to the goals of FLP Achieve in different ways, making it impractical to apply identical evaluation methodologies across all participants. To address this, subrecipients were organized into two tiers, each aligned to the specific Performance Measures used to assess their outcomes. Year 2 Performance Measure outcomes are discussed in detail in [Chapter 3](#) of this report.

- **Tier 1:** Directly funded school districts (measured on Performance Measures 1–7)
- **Tier 2:** Educational Partners (AVID, EOS) and Regional Educational Consortia (measured on Performance Measures 1–3)¹

This tiered structure ensured that evaluation methods were appropriately matched to each subrecipient’s role in the project. The Evaluation Team’s methodology was designed to align closely with FLP-Achieve’s clearly defined goals and Performance Measures, while remaining flexible enough to account for the varied roles of subrecipients. By incorporating multiple data sources (professional learning surveys; student surveys²; participation records; site visit reports incorporating data from observation and interviews; course enrollment and college entrance exam participation data; student achievement outcome data, and publicly available FAFSA completion data) the evaluation provided a comprehensive view of program impact. The tiered structure for subrecipients and the use of diverse survey distribution methods ensured that findings were both relevant and representative, laying the foundation for the results and analyses presented in the following chapters.

¹ Although Tier 2 subrecipients were only measured on Performance Measures 1-3, the Evaluation Team comprehensive implementation and outcomes evaluation of each. See Chapters 5 and 6 of the report.

² Multiple distribution methods were used to maximize accessibility and response rates for both student and staff surveys: some surveys were accessed through a QR code displayed at the conclusion of an event, while others were sent to participants by email. For school-based surveys, AVID District Directors and site contacts shared the survey link with staff and students, ensuring broader reach and higher participation.

DATA CATALOGUE

Subsequent report chapters discuss specific data collection tasks, considerations, and analysis methods in more detail as applicable. The Evaluation Team used qualitative and quantitative data to provide insight into how FLP-Achieve initiatives are experienced and implemented, and school and district-level student outcomes.

ADMINISTRATIVE DATA

AVID Site Reports

The Evaluation Team collected school-level AVID site reports from each of the Year 2 FLP-Achieve AVID supported schools. Data points include student demographics, number of students enrolled in the AVID elective, number of students enrolled in accelerated courses, number of AVID trained teachers, and number of tutorials.

Consortia Data Service Forms

The Evaluation Team distributed data service forms to the three Regional Educational Consortia that received Year 2 FLP-Achieve funds: HEC, NEFEC, and PAEC. Each consortium relied on the member districts to provide this data. The primary purpose of the data service forms was to determine the number and type of student and staff services supported by the consortia. The secondary purpose was to see if the objectives each consortium stated in its Statement of Work and corresponding performance measures were realized.

Directly Funded District Data Forms

Data service and student access and achievement outcomes data forms were distributed to each directly funded district's/DRS's primary contact, as well as to the district data personnel who would be responsible for collecting the data. The districts reported data for each individual school that was touched by FLP-Achieve grant dollars. The primary purpose of the data service forms was to determine the degree of impact each school and district student enrollment and achievement in accelerated courses; students meeting state assessment graduation requirements; and students' participation and achievement in different types of college entrance exams. The secondary purpose was to see if the objectives each directly funded district stated in its Statement of Work and corresponding performance measures were realized. The data service forms for each district captured the numbers of staff and students served through the FLP-Achieve initiative and data indicating the degree to which the FLP-Achieve performance measures were met. The Evaluation Team collected these forms for 37 schools in nine Year 2 directly-funded districts.

FAFSA Application Volume Reports

The Evaluation Team used the Department of Education's FAFSA Application Volume Reports to estimate intent to enroll in postsecondary institution among high school seniors in schools served by FLP-Achieve in directly-funded districts. The data reflect the number of submitted and completed FAFSA forms among first-time filing applicants no older than 19 years old at the cutoff date who will have received their high school diploma by the start of the school year to which they are applying for aid.

PROFESSIONAL LEARNING SURVEYS

The Evaluation Team's educator surveys collected information on participants' experience and perceptions regarding the relevance and usefulness of professional learning (PL) supported by FLP-Achieve. Respondents were asked whether they intended to apply what they learned in their classrooms, schools, or districts. Specific survey items explored the extent to which the PL was expected to: 1) Increase students' postsecondary readiness; 2) Increase student enrollment in advanced courses; and 3) Positively impact student outcomes.

1. **ACT/AIM Professional Learning Survey:** The ACT/AIM survey was distributed on May 28, 2025, and responses were submitted June 2-18, 2025. There were sixteen FLP-supported participants and four responses to the survey, which indicates a response rate of 25%.
2. **Advanced Placement Leadership Conference Survey:** The AP Leadership survey was distributed on June 26, 2025, and responses were submitted from July 2 - August 7, 2025. There were eighteen FLP-supported participants and eight responses to the survey, which indicates a response rate of 44%.
3. **AP Summer Institute Survey:** The APSI Survey was distributed on June 26, 2025, and responses were submitted July 25 - August 15, 2025. There were 55 FLP-supported participants and 22 responses, which indicates a response rate of 40%.
4. **AVID School Staff Survey:** The AVID Staff Survey was distributed to all staff at AVID partnered schools who received FLP-Achieve funds during Year 2 in May 2025. Responses were submitted May 9 - 30, 2025. There were 128 responses to the survey.
5. **AVID Summer Institute Survey:** The AVID SI Survey was distributed on July 12, 2025, and responses were submitted July 12 - August 12, 2025. There were 231 of FLP-supported participants and 161 responses to the survey, which indicates a response rate of 69.7%.
6. **AICE/Cambridge Summer Institute Survey:** The AICE/Cambridge survey was distributed on June 3, 2025, and responses were submitted June 10-23, 2025. There were 121 FLP-supported participants and 59 responses to the survey, which indicates a 49% response rate.
7. **EOS Teach for America Survey:** The EOS Survey was distributed on May 7, 2025, and responses were submitted May 10-15, 2025. No response rate is available as it is unclear how many Teach for America staff attended the EOS session at the Jacksonville convening.

8. **HEC Summer Leadership Conference Survey:** The HEC SLI Survey was distributed June 13, 2025, and responses were submitted June 10-25, 2025. There were 208 FLP-funded participants and 33 responses to the survey, which indicates a response rate of 16%.
9. **NEFEC Summer Leadership Conference Survey:** The NEFEC SLI Survey was distributed on July 28, 2025, and responses were submitted July 30 - August 11, 2025. There were 31 FLP-supported participants and sixteen responses to the survey, which indicates a response rate of 52%.
10. **NEFEC SkillsIgnite3 Survey:** The NEFEC SkillsIgnite3 Survey was distributed on March 14, 2025, and responses were submitted March 6 - 28, 2025. There were 63 FLP-supported participants and 50 responses to the survey, which indicates a response rate of 79%.
11. **PAEC Financial Aid for School Counselors Survey:** PAEC hosted this event with the help of FLP-Achieve funds, but it was not well attended.
12. **PAEC College Entrance Exam Train the Trainer Survey:** The PAEC Train the Trainers Survey was distributed on April 2, 2025, and responses were submitted April 3 - May 14, 2025. There were 28 participants, and six responses to the survey, which indicates a response rate of 21%.
13. **P.K. Yonge Project Based Curriculum Educator Survey³:** The PKY PBC Survey was distributed on June 2, 2025, and responses were submitted August 5 - 12, 2025. There were seven FLP-supported participants and four responses to the survey, which indicates a response rate of 57%.
14. **P.K. Yonge Project Lead the Way Educator Survey:** The PKY PLTW survey was distributed on June 2, 2025, and responses were submitted on August 5, 2025. There were two FLP-supported participants and two responses to the survey, which indicates a 100% response rate.
15. **P.K. Yonge FACTE Educator Survey:** The PKY FACTE Survey was distributed on June 2, 2025, and responses were submitted July 24-29, 2025. There were 6 FLP-supported participants and six responses, which indicates a response rate of 100%.

STUDENT SURVEYS

1. **AVID Elective Student Survey:** The AVID Student Survey was distributed on May 20, 2025, and responses were submitted May 21 - June 2, 2025. There were 2,778 students and 1100 responses to the survey, which indicates a response rate of 39.6%
2. **NEFEC College and Career Fair Survey:** The Evaluation Team added several questions to NEFEC's exit survey for its college and career fair.
3. **PAEC College Entrance Exam Prep for Students Survey:** The PAEC Exam Prep Student Survey was distributed on April 2, 2025, and responses were submitted April 5 - May 13,

³ PK Yonge professional learning surveys were inadvertently distributed to all attendees, not just FLP-Achieve supported attendees.

2025. There were 54 students who attended and 23 responses to the survey, which indicates a response rate of 42.6%.

SITE VISIT REPORTS

The Evaluation Team visited 15 directly and indirectly funded district schools, seven professional learning events, and one student College and Career Fair, as well as middle and high schools in all seven Year 2 FLP-Achieve supported AVID districts. A site report was completed for each visit. The primary purpose of these site visits was to observe how FLP-Achieve-supported activities were implemented and interview staff and stakeholders about their perspectives of impact. At school sites, evaluators conducted classroom observations, staff interviews, and campus walkthroughs to assess alignment with the seven performance measures. Key areas of observation included: 1) Whether a culture of learning was present; 2) Whether the school demonstrated a focus on postsecondary readiness; and 3) Whether and how students were encouraged to enroll in advanced courses. Observations from professional learning events and the student event focused on indicators of success such as: 1) Participant engagement and achievement of stated objectives; 2) Evidence of best practices being modeled; and 3) Transferability of strategies and information to classroom instruction.

STAKEHOLDER MEETINGS

The Evaluation Team met bi-weekly with FLP Achieve administrative staff for the purpose of planning and reporting to staff on the progress of the evaluation and to receive updates from FLP staff. Additionally, the Evaluation Team conducted initial meetings with each subrecipient to establish a relationship and understand the scope of work, and in many cases, had follow-up meetings throughout the year.

Chapter 3: FLP-Achieve Performance Measures Outcomes

INTRODUCTION & BACKGROUND

In Year 2, the Florida Department of Education (FLDOE) defined seven performance measures for the FLP-Achieve initiative in support of its three major goals: Communication, Educator Expertise, and Student Preparation. The overall methodological approach to the Year 2 FLP-Achieve evaluation is discussed in [Chapter 2](#) of this report. Data collection and reporting for the seven FLDOE-defined program measures required a specific strategy for each, as different subrecipients were involved in relevant activities and different types of data (both surveys and administrative data for school-level student outcomes) were required. Details on the method used to calculate each performance measure, data sources used, and limitations of the method used are explained in the sections below. The Year 2 Performance Measures establish a general baseline understanding of perceived impact of FLP-Achieve activities, as well as important student access and success metrics for Year 2 directly-funded districts and schools.

YEAR 2 PERFORMANCE MEASURE OUTCOMES & ANALYSIS

PERFORMANCE MEASURE 1

The percentage of middle and high school students and school staff, with a primary focus on low-performing schools, who participate in MUSA [FLP-Achieve] will increase annually by 2-3% [reported as raw numbers of services; percentage changes can be tracked longitudinally in future years.]

Methodology

The WorkED Evaluation Team (hereafter, Evaluation Team) collected and aggregated staff and student participation data in FLP-supported activities directly from Year 2 subrecipients (AVID, EOS, the Regional Educational Consortia, and directly funded districts/DRS.) Staff and student services data from the Regional Educational Consortia and directly-funded districts were reported in the Consortia Service Data Forms and the Directly Funded Districts Indicator Templates (described in [Chapter 2.](#)) AVID staff and student participation data was collected from AY 2024/2024 AVID Site Reports. Direct services from FLP-Achieve through the following activities were counted in this measure:

Students

- Tutoring for college entrance exams
- Exam fees (college entrance exams, including those who took exams for concordance scores, CTE exam fees, AP and AICE exam fees, and PERT fees)
- CTE support
- Dual enrollment tuition, fees, books, and materials
- Other study or course materials
- Outreach and education event participation
- College and career exploration activities
- Enrollment in the middle and high school AVID Elective course, in Year 2 AVID-supported districts

Staff

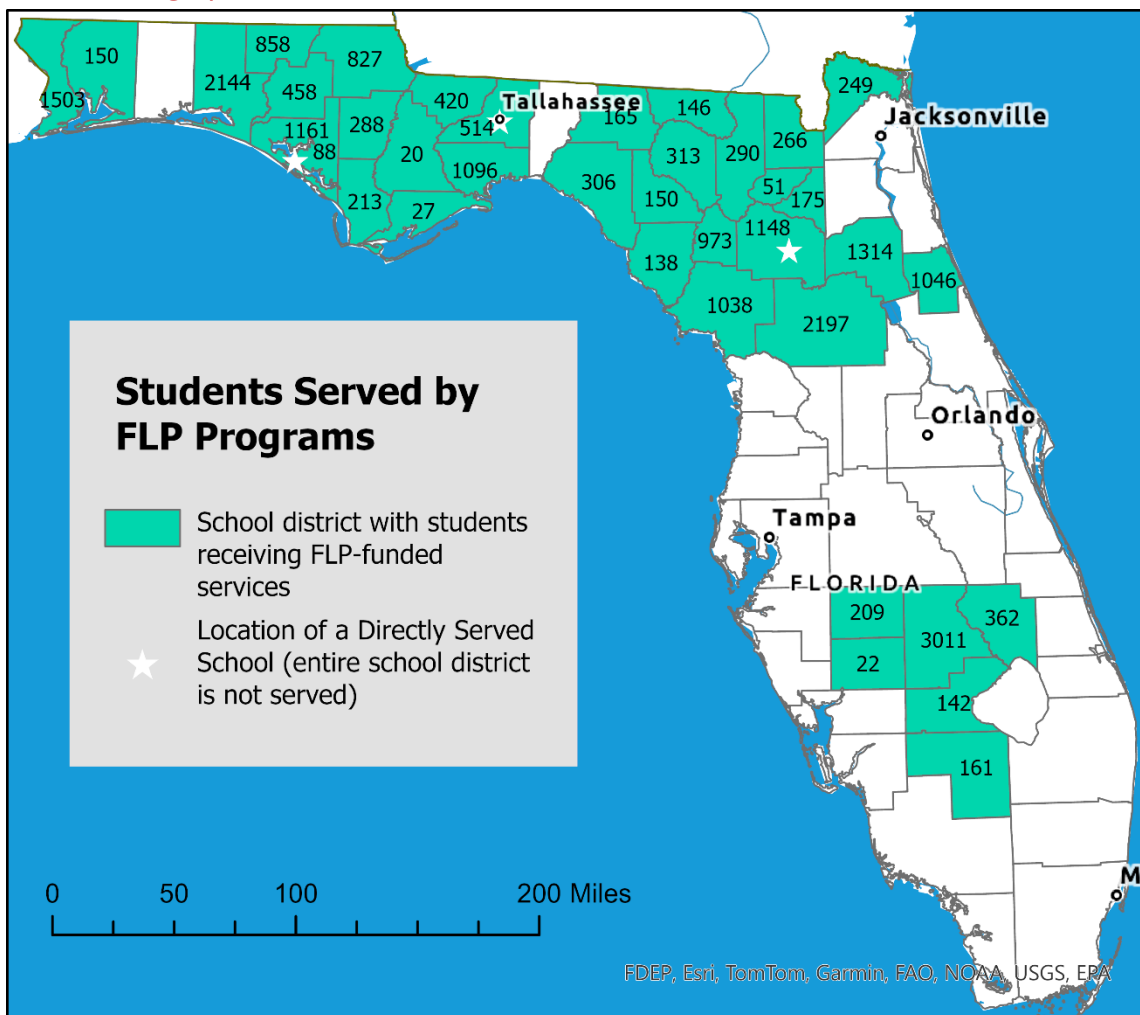
- Professional learning attendance costs
- Instructional Materials

Rather than reporting a percentage of middle and high school staff and students served, this performance measure is reported in raw numbers, so that percentage changes in services rendered can be tracked longitudinally in Year 3 and beyond.

Outcomes & Analysis

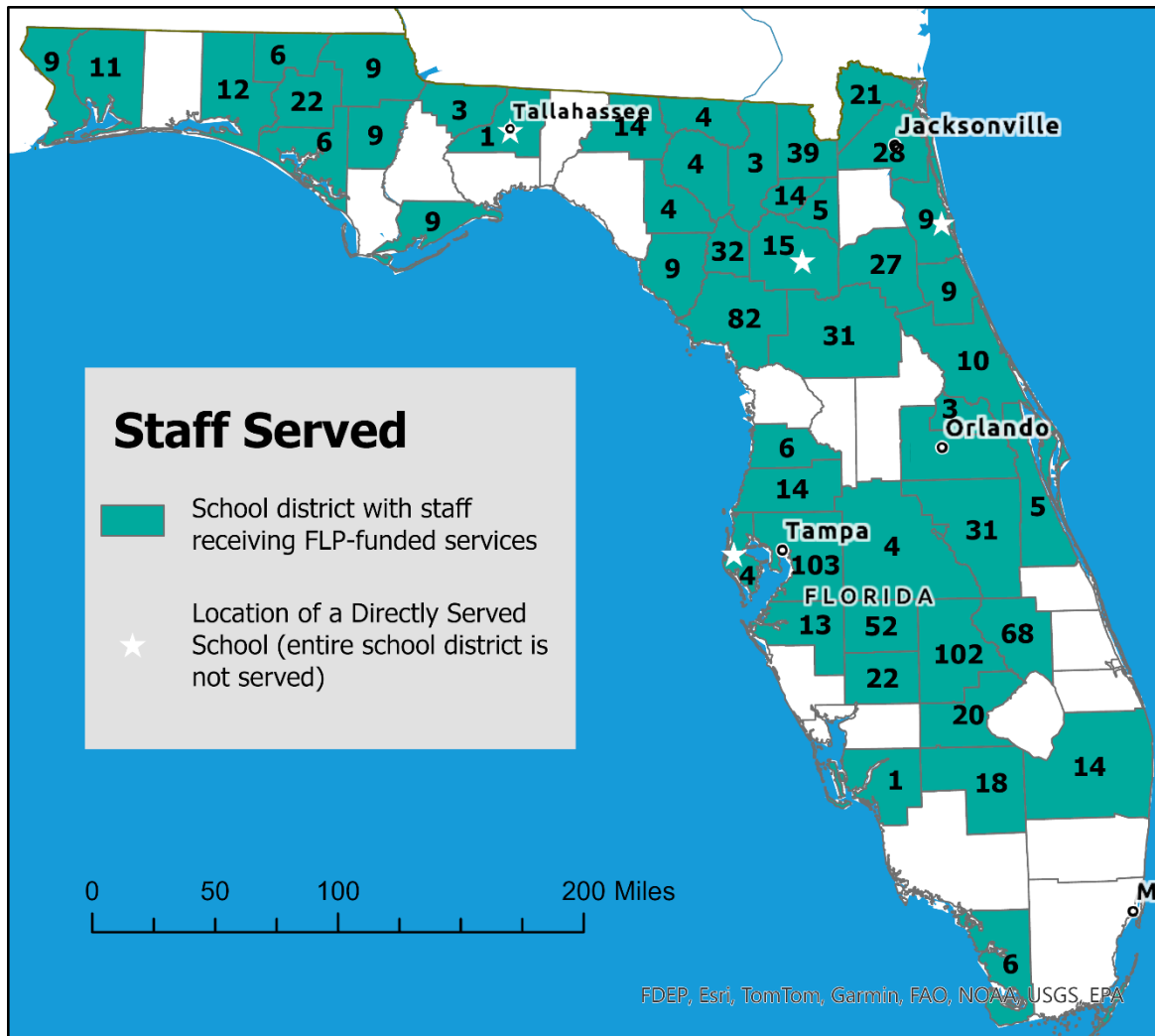
In Year 2, FLP-Achieve rendered **23,639 unique student services** and **945 school and district staff services**. Chapters 4-6 of this report provide breakdown and details of the volume of the specific categories of student and staff services rendered through Year 2 FLP-Achieve funds through directly-funded districts, AVID, and the three Regional Educational Consortia. The Year 2 statewide footprint provided widespread service coverage concentrated in the western, north-central, northeastern, and south-central areas of the Florida. Students in 38 Florida school districts/independent schools received direct services in Year 2. High school students in all 38 districts/independent schools, and middle school students in five districts, received Year 2 FLP-Achieve supported services. See [Figure 3.1](#).

Figure 3.1. Geographic Distribution of FLP-Achieve Student Services, Year 2



Forty-nine districts received district and school staff services (professional learning) through FLP-Achieve in Year 2. See [Figure 3.2](#).

Figure 3.2. Geographic Distribution of FLP-Achieve Staff Services, Year 2



Northern Florida and the Panhandle regions, served by the PAEC and NEFEC Consortia, AVID, and several directly-funded districts, achieved wide coverage across smaller rural districts, with each location serving modest but meaningful numbers of students and staff. In terms of total services number ranges, at the upper end of the distribution, Highlands County School District served 3,011 students served and 102 staff members—representing 12.7% of all students and 10.8% of all staff served statewide. In Year 2, Highlands County School District received FLP-Achieve funding directly from PBSC, as well as being an AVID-supported district and Heartland Educational Consortium member. On the lower end of the distribution, Liberty County School District received 20 student services and FAMU-DRS and Lee County School District each engaged a single staff member in professional learning.

Student services patterns show a notably skewed distribution, with averages of 622 student services per district significantly exceeding the median of 290 student services per district. While

a smaller number of districts received a substantial volume of student services, the majority of participating districts operated at a smaller scale. Staff services, by contrast, demonstrate a more even distribution, with averages of 19 staff services per district closer to the median of 10 staff services per district. Service concentration patterns indicate strategic resource allocation that balances equity (ensuring many regions of the state, including rural areas have access to FLP-funds) with efficiency (investing intensively in high-capacity sites.)

Direct student services rendered with Year 2 funds were provided by the three Regional Educational Consortia (48.2%), most notably PAEC, followed by directly-funded districts (40%), and AVID Elective course enrollment (11.8%). The AVID Elective served 2,778 middle and high school students in seven FLP-supported districts – the smallest share of the subrecipient groups services, but the most intensive and comprehensive service type.

Just over half of school staff services/professional learning access was provided via the three Regional Educational Consortia (53.2%). AVID accounted for 23.2% of staff services by supporting 219 staff members from the seven FLP-supported districts, along with staff from several additional districts, for AVID Summer Institute attendance. Directly-funded districts together accounted for a smaller share of staff services (20.7%), while EOS's professional learning served 27 Teach for America staff, making up 2.9% of the total.

PERFORMANCE MEASURES 2 & 3

- *The percent of all students, parents, and school staff that participate in the program services and activities that indicate on their participant evaluation results that their participation supports their awareness and preparation of postsecondary readiness, will increase annually 2-3% from baseline.*
- *The percent of school staff that participate in professional learning funded by MUSA [FLP-Achieve] and who indicate on their participant evaluation results that the professional learning positively impacts their support of students accessing advanced courses, will increase annually by 2-3%.*

Methodology

Metrics for Performance Measures 2 and 3 were derived from surveys developed by the Evaluation Team and distributed in partnership with subrecipients. The metrics for these two performance measures incorporate responses from three student surveys and 15 staff surveys across Year 2 FLP-supported activities⁴. Survey details, including the student courses, trainings, and events and staff professional learning offerings evaluated, and the survey response rates, where available, are provided in [Chapter 2](#) of this report. Different survey constructs representing these performance measures, all written in a Likert scale rating format (agreeability scales for different statements) were identified across surveys. Performance metrics were calculated using a weighted average methodology to ensure that variations in service participation and number of respondents across surveys are accurately reflected in the results.

Outcomes & Analysis - PM 2

Based on seven survey constructs across three student surveys, in Year 2, **85.7%** of students who participated in the following services and responded to the Evaluation Team's surveys, reported that their participation supported their awareness and preparation of postsecondary readiness:

- AVID Elective Course Participation
- PAEC College Entrance Exam Preparation Session Participation
- NEFEC College and Career Fair Participation

Based on 14 survey constructs across 15 staff surveys, in Year 2, **88.4%** of FLP-Achieve AVID school and district staff, and staff who participated in the following professional learning

⁴ Several additional student college entrance exam preparation sessions took place with support of Year 2 funding, however, session surveys either received no responses, or the Evaluation Team was not made aware of the sessions in time to issue respondent surveys. One parent financial aid education event took place; however, the session survey received only one parent response, so parents are not represented in this performance measure for Year 2.

opportunities and responded to the Evaluation Team's surveys reported that their participation supported their awareness and preparation of postsecondary readiness:

- AVID School Staff Survey
- ACT/AIM Professional Learning Survey
- AICE/Cambridge Professional Learning Survey
- AP Summer Institute Survey
- AP Leadership Conference Survey
- AVID Summer Institute Survey
- HEC Summer Leadership Conference Survey
- NEFEC Summer Leadership Conference Survey
- NEFEC SkillsIgnite CTE Professional Learning Survey
- PKY FACTE Professional Learning Survey
- PKY PLTW Professional Learning Survey
- PKY Project-Based Curriculum Design Professional Learning Survey
- PAEC College Entrance Exam Train-the-Trainer Professional Learning Survey
- PAEC Financial Aid for School Counselors Professional Learning Survey
- EOS Teach for America Session Professional Learning Survey

[Appendix A](#) to this chapter details the professional learning offerings supported by Year 3 FLP funds. [Table 3.1](#) and [Table 3.2](#) in Appendix B to this chapter show the specific constructs associated with each measure, the surveys in which those constructs were included, and the aggregated numerator and denominator totals across all surveys that included a particular construct.

Outcomes & Analysis – PM 3

Based on 13 survey constructs across 9 staff surveys, in Year 2, **73.5%** of FLP-Achieve AVID school and district staff, and staff who participated in the following professional learning opportunities and responded to the Evaluation Team's surveys, reported that their participation positively impacted their support of students accessing advanced courses.

- AVID School Staff Survey
- ACT/AIM Professional Learning Survey
- AICE/Cambridge Professional Learning Survey
- AP Summer Institute Survey
- AP Leadership Conference Survey
- AVID Summer Institute Survey
- NEFEC SkillsIgnite CTE Professional Learning Survey
- PKY FACTE Professional Learning Survey

- EOS Teach for America Session Professional Learning Survey

[Table 3.3](#) in Appendix B shows the specific constructs associated with each measure, the surveys in which those constructs were included, and the aggregated numerator and denominator totals across all surveys that included a particular construct.

PERFORMANCE MEASURES 4-6

- *The percent of all students, including minority and underserved secondary students, who participate in MUSA [FLP-Achieve] and enroll in accelerated courses and/or complete industry certifications in high schools will increase 2-3% annually.*
- *The percentage of all students, including minority and underserved secondary students, who participate in MUSA [FLP-Achieve] who master the state assessment requirements for high school graduation, will increase annually by 2-3%.*
- *The percentage of all students, including minority and underserved secondary students, who participate in MUSA [FLP-Achieve] who complete college entrance exams as preparation for post-secondary studies, will increase annually by 2-3%.*

Methodology

For these three performance measures, the indicators represent the aggregated **volume** of student enrollment or participation in given activities of interest, as well as **student outcomes**, at the school and district levels. The Evaluation Team collected and aggregated data for multiple indicators representative of these performance measures from Year 2 directly-funded districts and Developmental Research Schools only. ***Therefore, the outcomes presented for these performance measures are only representative of the schools served in Year 2 Directly-Funded Districts/DRS, with the exclusion of Hillsborough⁵.*** In Year 3, the intent is to collect this same school-level data for all districts and schools served by Educational Partners so they may also be represented in the outcomes. Five of the ten Year 2 directly-funded districts/DRS were also served in Year 2 by AVID and/or a Regional Educational Consortia (Gilchrist, Highlands, Levy, P.K. Yonge DRS, and Suwannee.)

Thirty-seven high schools and four middle schools across eight Year 2 directly funded districts and one Developmental Research School (Bay, Escambia, Gilchrist, Hernando, Highlands, Levy, Marion, P.K. Yonge DRS, and Suwannee) are represented in the indicators for these three performance measures. However, not all schools and districts are represented in the

⁵ Hillsborough was directly funded in Year 2, but was excluded from the Performance Measures 4-6 calculations because all of Hillsborough's FLP-Achieve supported activities took place over the summer (staff attended a summer AICE Institute), so influence of the funds would not have been reflected in AY 2024/2025 school and district outcome data. Additionally, all of the high schools that sent staff to the AICE Summer Institute are relatively large, and including their data in the outcomes had the potential to heavily overrepresent Hillsborough when their activities did not take place during the academic year.

calculation of *each* performance measure, either because the indicator was not applicable to the course or exam offerings in their schools, or because incomplete or incorrect data was reported. Notes on the number of schools' data represented in each indicator, as well as the numerator and denominator definitions for each indicator, are included in the indicator lists below and the tables in Appendix B to this chapter.

Outcomes & Analysis – PM 4 (High School Students)

The indicators chosen for Performance Measure 4 (enrollment in advanced courses and completion of industry certifications) represent both the *volume of student enrollment* in Year 2 FLP-Achieve schools served through directly-funded district funds, and *district-level student achievement outcomes*.

The following indicators were chosen for high school students:

- % of high school students enrolled in at least one AP course: **18.9%** (Denominator: all students Grades 9-12)
- % of high school students who scored ≥ 3 on at least one AP exam: **56.1%** (Denominator: all students enrolled in at least one AP course)
- % of high school students enrolled in at least one pre-AP course: **13.4%** (Denominator: all students Grades 9-12)
- % of high school students who passed at least one pre-AP course with a C or above: **83.6%** (Denominator: all students enrolled in at least one pre-AP course)
- % of high school students enrolled in at least one dual enrollment course: **10.2%** (Denominator: all students Grades 9-12)
- % of high school students who passed at least one dual enrollment course with a C or above: **92.8%** (Denominator: all students enrolled in at least one dual enrollment course)
- % of high school students enrolled in at least one AICE course: **28.2%** (Denominator: all students Grades 9-12)
- % of high school students who passed at least one AICE course with a C or above: **78.5%** (Denominator: all students enrolled in at least one AICE course)
- % of high school students enrolled in at least one IB course: **8.1%** (Denominator: all students Grades 9-12)
- % of high school students who passed at least one IB course with a C or above: **86.7%** (Denominator: all students enrolled in at least one IB course)
- % of high school students enrolled in at least one CTE course: **63.1%** (Denominator: all students Grades 9-12)
- % of high school students who passed at least one CTE course with a C or above: **80%** (Denominator: all students enrolled in at least one CTE course)

- % of high school students who received an industry certification for a CTE course (including CAPE certifications): **36.7%** (Denominator: all students enrolled in at least one CTE course)

[Table 3.4](#) in Appendix B to this chapter presents the details for Performance Measure 4's indicators and metrics for high school students. Metrics indicate the number of schools included in the calculation, and all indicators are presented in total and disaggregated by the following demographic categories:

- Economically disadvantaged students
- Black or African-American students
- Hispanic/Latino students
- Students of two or more races

High school student enrollment in advanced coursework across Year 2 FLP-Achieve directly-funded districts shows wide variation by course type and demographic subgroup. Career and Technical Education courses (CTE) have the greatest rate of uptake, with more than 63% of high school students enrolled. At the other end of the spectrum, International Baccalaureate (IB) courses engage just over 8% of students. Cambridge AICE courses reach more than one in four students (28%), while Advanced Placement (AP) enrollment is closer to one in five (18.9%). Pre-AP courses also play an important role as a preparatory step, serving 13% of students.

Course success rates, measured by indicators appropriate for each type of course, are highest in dual enrollment, where 92.8% of enrolled students earn a passing grade of C or higher. IB and Pre-AP courses also show consistently high outcomes, with 87% and 84% of students passing, respectively. CTE courses demonstrate an 80% overall pass rate, though only 37% of all high school students ultimately earn an industry certification. While nearly one in five students enroll in AP courses, just over half (56%) achieve the college-credit benchmark of a 3 or higher on an AP exam.

There are important contextual factors to consider when comparing AP, IB, AICE and dual enrollment course outcomes. Dual enrollment courses include both academic and career courses, which could contribute to the high success rate. Dual enrollment's high success rate reflects course-based grading standards, where students receive both high school and college credit; however, there are advantages to all advanced course enrollment options. In contrast to dual enrollment courses, AP, AICE, and IB students are eligible for college credit if students score a qualifying score on end-of-course exams. AP, AICE, and IB diploma programs lead directly to Bright Futures Scholarship programs. College credit earned is reflected on college transcripts as "CR" credit earned, not a grade factoring into their college GPA. Dual enrollment course grades contribute to a student's weighted GPA in high school, which contributes to the Bright Futures Scholarship qualifications and the course grade becomes part of their future college transcript.

Investments in all advanced course pathways may be appropriate for different types of students with different goals.

While 78.5% of students enrolled in an AICE course earned a passing grade of C or higher, this performance primarily indicates high school credit attainment rather than college credit. Like AP, AICE students must pass an external subject exam to earn college credit, meaning the reported pass rate cannot be directly equated with college credit-earning outcomes. For this reason, AICE course data are more closely comparable to dual enrollment results, which also reflect course-level completion, than to AP data, which are tied directly to external exam thresholds.

Performance gaps across demographic groups reveal persistent inequities. Black/African American students experience the most significant disparities, with gaps of five percentage points or more in AP enrollment and exam success, Pre-AP course passing, dual enrollment participation, and IB course success. Economically disadvantaged students also show meaningful gaps, particularly in AP enrollment and exam outcomes, passing IB courses, and earning CTE industry certifications. By contrast, Hispanic/Latino students and students of two or more races generally perform near overall averages, with only a few exceptions. Students of two or more races show lower AICE enrollment and slightly weaker IB pass rates, while Hispanic/Latino students lag in industry certification attainment. At the same time, students of two or more races outperform overall state averages in IB enrollment and CTE credentialing.

These patterns illustrate several key dynamics. Dual enrollment and IB provide the most consistent success rates but remain relatively less accessible in terms of the proportion of students accessing those courses, likely due to more rigorous screening for dual enrollment and fewer districts and schools offering the IB program. CTE continues to reach the largest share of students, yet the gap between participation and certification points to a need for stronger alignment with industry-recognized credentials. AP presents the greatest equity disparities, with barriers in both access and exam-based success that disproportionately affect Black/African American and economically disadvantaged students. AICE offers high course pass rates similar to dual enrollment, but like AP, depends on external exams for college credit. Addressing persistent disparities across these pathways will require targeted strategies to expand equitable access, strengthen supports, and ensure that all students can benefit from Florida districts' advanced learning opportunities.

Outcomes & Analysis – PM 4 (Middle School Students)

The following indicators were chosen for middle school students:

- % of middle school students enrolled in at least one high school credit course: **16.6%**
(Denominator: all students Grades 6-8)

- % of middle school students who passed at least one high school credit course with a C or above: **92.9%** (Denominator: number of students enrolled in at least one high school credit course)
- % of middle school students enrolled in at least one pre-AP course: **12%** (Denominator: all students Grades 6-8)
- % of middle school students who passed at least one pre-AP course with a C or above: **86.4%** (Denominator: all students enrolled in at least one pre-AP course)
- % of middle school students who received at least one CAPE certification: **2.9%** (Denominator: all students enrolled in at least one pre-AP course)

[Table 3.5](#) in Appendix B to this chapter presents the details for Performance Measure 4's indicators and metrics for *middle school students*. Metrics indicate the number of schools included in the calculation, and all indicators are presented in total and disaggregated by the following demographic categories:

- Economically disadvantaged students
- Black or African-American students
- Hispanic/Latino students
- Students of two or more races

Access to advanced learning opportunities among Year 2 FLP-Achieve directly-funded district middle school students is uneven across demographic groups. About 17% of middle school students overall were enrolled in at least one high school credit course, but participation was lower for economically disadvantaged students (14%) and especially for Black/African American students (11%). By contrast, students of two or more races were far more likely to participate, with enrollment rates reaching 22%, well above the overall average. Enrollment patterns in Pre-AP courses show a similar divide. While 12% of students statewide took at least one Pre-AP class, Black/African American students were significantly underrepresented at just 7%. Economically disadvantaged students also fell slightly below the overall rate, while Hispanic/Latino students were near the overall average. Students of two or more races again had the highest levels of access, with 16% enrolled. CAPE certification receipt was rare across the board—fewer than 3% of students earned a certification—but access was particularly limited for Black/African American and economically disadvantaged students.

Once enrolled, most students perform well. Among middle school students taking high school courses for academic credit, the overall pass rate was 93%, with only minor differences across demographic groups. Black/African American students actually outperformed the statewide average with a 94% pass rate, and students of two or more races achieved a 100% pass rate. In Pre-AP courses, however, subgroup differences were more pronounced. While the overall pass rate was 86%, economically disadvantaged students struggled, passing at a rate of just

75%—more than ten points below the average. By contrast, Black/African American and Hispanic/Latino students performed slightly above average, and students of two or more races again had a 100% pass rate. CAPE certification attainment reflected the access gaps: rates were low for all groups but lowest for Black/African American students (1 percent) and economically disadvantaged students (2 percent).

With relatively low numbers of middle schools (a maximum of three schools total and two districts – Levy and Highlands) and students represented in the indicators for this performance metric, all of the above analysis should be interpreted with caution and not considered to be representative of the entire state, nor of all of the directly-funded districts.

Outcomes & Analysis – PM 5

The indicators chosen for Performance Measure 5 (mastery of the state assessment requirements for high school graduation) represent both the *volume of high school student participation*⁶ in certain types of state assessments, and *district-level student achievement outcomes*.

The following indicators were chosen for this performance metric:

- % of students taking Grade 10 English reading FAST: **40.9%** (Denominator: all students Grades 10-12)
- % of students passing Grade 10 English reading FAST **49.3%** (Denominator: all students taking the Grade 10 English reading FAST assessment)
- % of students taking Algebra 1 EOC: **33.8%** (Denominator: all students Grades 9-12)
- % of students passing Algebra 1 EOC: **35.1%** (Denominator: all students taking the Algebra 1 EOC Assessment)
- % of students taking college entrance exams for concordant scores: **52.8%** (Denominator: all students Grades 10-12)
- % of students receiving concordance scores via college entrance exams: **56.3%** (Denominator: all of students taking college entrance exams for concordance scores)

[Table 3.6](#) in Appendix B to this chapter presents the details for Performance Measure 5's indicators and metrics for high school students. Metrics indicate the number of schools included in the calculation, and all indicators are presented in total and disaggregated by the following demographic categories:

- Economically disadvantaged students
- Black or African-American students

⁶ Middle school students in schools touched by directly-funded district FLP-Achieve funds were not considered in these metrics, since they concern high school graduation.

- Hispanic/Latino students
- Students of two or more races

The data shows discrepancies in both access to and success on the state assessments tied to Florida graduation requirements in Year 2 FLP-Achieve supported districts, particularly the Grade 10 English Reading FAST and the Algebra 1 End-of-Course (EOC) exam. Participation rates for the Grade 10 English Reading FAST are relatively consistent across demographic groups, with almost 41% of students overall taking the exam. Students of two or more races took the assessment at a higher rate of 54%. Similar patterns are visible in Algebra 1 EOC participation, where roughly one-third of students (33.8%) were tested. Testing rates were notably higher for economically disadvantaged students (40%), Black/African American students (40%), and Hispanic/Latino students (39%) while students of two or more races took the exams less frequently (32%).

Achievement outcomes reveal more pronounced disparities among demographic subgroups. Just under half (49.3%) of students who took the Grade 10 English Reading FAST passed the test, but pass rates were lower for Black/African American students (37.9%), Hispanic/Latino students (42.2%), and economically disadvantaged students (44.8%). By contrast, students of two or more races performed somewhat better, with a pass rate of 47.8%.

For the Algebra 1 EOC assessment, the overall pass rate was 35.1, with lower rates among Black/African American students (28.4%), Hispanic/Latino students (32.4%), and economically disadvantaged students (31.5%). Students of two or more races significantly outperformed their peers, with a 43.5% pass rate. Black/African American students experience performance gaps across the board, particularly with the Grade 10 English Reading FAST and Algebra 1 EOC assessment. Hispanic/Latino students also show meaningful gaps in English/Language Arts assessment performance.

In addition to state assessments, students may use college entrance exams to meet graduation requirements through concordance scores. Hispanic/Latino students most often took exams for concordance (59.8%), followed by students of two or more races (55.7%) and Black/African American students (53%). Economically disadvantaged students were less likely (49.8%). According to service distribution data for the FLP-Achieve Year 2 directly-funded districts, more than half of college entrance exam attempts are used to meet graduation requirements rather than for postsecondary access. Concordance exams have become essential pathways to high school graduation for many students.

Fifty-six percent of students who took college entrance exams for high school concordance achieved concordance scores. Black/African American students (57.1%), students of two or more races (58.9%), and economically disadvantaged students (55.4%) achieved concordance scores at rates similar to the overall rate, while Hispanic/Latino students (51.9%) trailed behind. The high

reliance on these college entrance exams for high school graduation concordance scores and the relatively low proportion of students meeting scholarship thresholds such as Bright Futures suggest a need for stronger student preparation for college entrance exams.

Outcomes & Analysis – PM 6

The indicators chosen for Performance Measure 6 (participation in college entrance exams) represent both the ***volume of high school student participation***⁷ in three types of college entrance exams, and ***district-level student achievement outcomes***.

The following indicators were chosen for this performance metric:

- % of students taking the ACT exam: **14.6%** (Denominator: all students Grades 10-12)
- % of students scoring ≥ 25 on the ACT (threshold to qualify for Bright Futures): **19.4%** (Denominator: all students taking the ACT)
- % of students taking the SAT exam (English and math): **24.9%** (Denominator: all students Grades 10-12)
- % of students scoring ≥ 1210 on the SAT (threshold to qualify for Bright Futures): **11.3%** (Denominator: all students taking the SAT)
- % of students taking the CLT exam: **14.3%** (Denominator: all students Grades 10-12)
- % of students scoring ≥ 84 on the CLT (threshold to qualify for Bright Futures): **1.2%** (Denominator: all students taking the CLT)

[Table 5.7](#) in Appendix B to this chapter presents the details for Performance Measure 6's indicators and metrics. Metrics indicate the number of schools included in the calculation, and all indicators are presented in total and disaggregated by the following demographic categories:

- Economically disadvantaged students
- Black or African-American students
- Hispanic/Latino students
- Students of two or more races

The access rates for high school students in schools supported by FLP-Achieve funds in directly-funded districts varied across the three different types of college entrance exams. The SAT had the highest access rate, with nearly one in four students (24.9%) taking the exam. Participation rates for both the ACT (14.6%) and CLT (14.3%) were considerably lower. Economically disadvantaged students were slightly more likely than average to take the SAT (25.3%) and CLT (16.8%), but underrepresented on the ACT (9.2%). Black/African American students participated at slightly lower rates than average on the ACT (13.5%) and SAT (21.5%),

⁷ Middle school students in schools touched by directly-funded district FLP-Achieve funds were not considered in these metrics, since college entrance exams are not generally not taken at the middle school level for concordance or postsecondary admissions.

but at higher rates on the CLT (19.9%). Hispanic/Latino students had slightly above-average SAT participation (26.1%) and lower ACT participation (12.1%). Students of two or more races participated at the highest rates overall, particularly on the SAT (32.3%) and CLT (21.7%).

Overall exam success rates vary substantially. Among students who took the ACT, 19.4% met the Bright Futures threshold (≥ 25). For the SAT, 11.3% scored at or above the Bright Futures threshold (≥ 1210). For the CLT, just 1.2 percent reached the threshold (≥ 84). Black/African American students consistently had the lowest success rates: 11.7% met the ACT threshold, 3.8% met the SAT threshold, and less than 1% the CLT threshold. Economically disadvantaged students also underperformed, with 14.3% meeting the ACT standard and 6.1% the SAT standard. Hispanic/Latino students also lagged in achievement (5.8% met the SAT threshold; 12.1% met the ACT threshold). Students of two or more races also had scores slightly lower than the overall average (9.7% met the SAT threshold; 18.5% met the ACT threshold, and 0.2% met the CLT threshold).

While the SAT is most widely taken of the three types of college entrance exams, the ACT yields the highest proportion of Bright Futures qualifying scores. Bright Futures eligibility rates are relatively low across all exams, but particularly for the CLT. The CLT's exceptionally low pass rate compared to the SAT and ACT reflects both structural and programmatic factors. Unlike the SAT and ACT, which are nationally recognized college entrance exams, the CLT is primarily used in Florida as a concordance option for graduation. The Evaluation Team's site visit and interview data confirmed that FLP-Achieve funds supporting CLT registrations were overwhelmingly used for this purpose, particularly to meet the math graduation requirement. Students taking the CLT for concordance may not have fully engaged with the English portion of the test, contributing to lower composite outcomes. Therefore, the CLT should be viewed more as a graduation support mechanism than a pathway to postsecondary access. For both purposes of the college entrance exams (concordance for graduation and postsecondary institution applications), strengthening statewide test preparation services with FLP-Achieve funds could not only improve concordance rates but also expand scholarship and postsecondary opportunities for students.

PERFORMANCE MEASURE 7

The percent of all students, including minority and underserved secondary students, who participate in the program who enroll in a postsecondary educational institution and enroll in their first semester in credit-earning courses, will increase annually by 2-3%.

Methodology

Accurate and timely postsecondary enrollment data access is problematic. Postsecondary enrollment data available through National Student Clearinghouse is lagged by an entire

academic year, and does not account for students who attend high school in Florida but enroll in a postsecondary institution outside of Florida, underestimating enrollment rates.

Federal Application for Student Aid (FAFSA) completion is the top predictor of whether a student will enroll in postsecondary education⁸. FAFSA completion data is available at the school level from the federal Department of Education through the Application Volume Reports published by the Federal Student Aid Data Center. The Evaluation Team used the AY 2024/2025 Application Volume Reports combined with the population of seniors at Year 2 directly-funded district high schools sourced from the Directly-Funded District Forms, to calculate the metric for the performance measure. This metric represents the percentage of high school seniors in Year 2 directly-funded districts and schools⁹ who completed a FAFSA in AY 2024/2025, using this as a proxy for the intent to attend a postsecondary institution after completing high school. These school-level reports do not offer demographic breakdowns in FAFSA completion rates.

Outcomes & Analysis

Forty-one percent (**41%**) of seniors in the 37 high schools served by FLP-Achieve directly funded districts completed a FAFSA application in AY 2024/2025. [Table 3.8](#) in Appendix B to this chapter presents the FAFSA completion rates by school and district.

FAFSA completion rates varied significantly across Year 2 FLP-Achieve directly funded districts. At the high end, P.K. Yonge achieved a completion rate of 78%, surpassing every other district and nearly doubling the overall average of 41%. Other districts with rates exceeding the average were Gilchrist (55%), Levy (50%), and Highlands (49%).

Several districts had moderate FAFSA completion rates, clustering close to the statewide average. Escambia's aggregate district rate was 44%, for example; however, school-level outcomes were uneven. West Florida High School of Advanced Technology led with a 72% completion rate, while Booker T. Washington High School lagged at just 19%. Hernando (42% completion rate), Bay (38% completion rate), and Suwannee (37% completion rate) also landed near the average, but none reported similar school-level outliers.

At the lower end, Marion County recorded the lowest district completion rate at 36%. Most of its schools hovered in the mid-30 percent range, with none approaching the levels seen in other directly-funded districts. Bay and Suwannee also showed lower than average FAFSA completion rates, with school-level rates generally falling between 28 and 42 percent.

⁸<https://www.ncan.org/page/NationalFAFSACompletionRatesforHighSchoolSeniorsandGraduates#:~:text=Seniors%20who%20complete%20the%20FAFSA,increase%20in%20immediate%20college%20enrollment>

⁹ Hillsborough's data was also excluded from the Performance Measure 7 calculation for the reasons mentioned in the previous footnote.

CHAPTER 3 APPENDIX A: YEAR 2 FLP-ACHIEVE SUPPORTED PROFESSIONAL LEARNING

Professional learning opportunities offered in Year 2 were funded in three different ways: 1) Staff used funds to attend national and statewide events held outside their district; 2) Regional Educational Consortia used funds to host events for staff across districts; and 3) district leaders used funds to bring trainers into the district.

NATIONAL AND STATEWIDE PROFESSIONAL LEARNING

ACT AIM: ACT AIM is an online professional learning course. In Florida, ACT AIM refers to the ACT Instructional Mastery (AIM), online training program designed to equip teachers with the knowledge and skills needed to effectively prepare students for the ACT test. Gilchrist County School District used FLP-Achieve funds for teachers to attend the ACT AIM online training. The training helps teachers deepen their knowledge of the ACT test, learn effective instructional strategies, and ultimately help their students achieve success on the exam.

AP Leadership Conference: The 2025 AP Leadership Conference, intended for principals, assistant principals, counselors, and district administrators, focused on expanding Advanced Placement course access and equity. Hernando County School District used FLP funds for district and school leadership to attend the sessions. The sessions emphasized new AP course offerings such as AP Precalculus, which participants identified as a pathway for seniors who might not otherwise pursue advanced coursework. According to the post-event surveys, participants valued breakout sessions for sharing practices across districts, and many reported plans to use College Board tools like AP Potential and BigFuture more strategically to guide student course selection and college planning. One participant from Hernando County School District reflected that the conference “connected the big picture of AP access and equity with practical tools and strategies,” highlighting how statewide data and collaboration can inform local decision-making.

AP Summer Institute: In Summer 2025, FLP funds sponsored educator participation in the AP Summer Institute, a national professional learning opportunity designed to help teachers deepen their expertise in delivering AP courses. The Institute’s primary purpose is to equip teachers with the content knowledge, instructional strategies, and assessment practices necessary to teach rigorous, college-level coursework. The directly funded school districts of Bay, Escambia, Hernando, Levy, and Marion Counties, P.K. Yonge DRS, and the NEFEC supported districts of Baker and Bradford Counties sent educators to APSI with Year 2 funds. Attendees learned how to interpret AP rubrics, design aligned lessons, and support students in preparing for AP exams. The training also emphasized increasing access to AP for underrepresented students by offering strategies to promote equity and engagement across diverse classrooms. Teachers collaborated

with colleagues from across the state and many stated they left with enhanced confidence in their ability to deliver advanced instruction.

AVID Summer Institute: AVID Summer Institutes took place in Orlando from June 16-18, 2025 and in Tampa from June 23-25, 2025. The seven Year 2 FLP-Achieve AVID-supported districts sent staff to the AVID Summer Institute, and AVID also supported attendees outside of FLP-supported districts, with FLP-Achieve funds (Brevard, Desoto, Duval, Hardee, Madison, Manatee, Monroe, Okaloosa, Okeechobee, Orange, Osceola, Palm Beach, Pasco, Seminole, and Volusia.) The Evaluation Team observed the Orlando event on June 16–17. The event offered a highly structured and differentiated experience for AVID elective teachers, content-area educators, and school leaders. Participants practiced AVID’s WICOR strategies, explored site-wide implementation frameworks, and collaborated on school-based planning. Site administrator sessions focused on leadership systems and building campus-wide academic culture. Teachers left with practical tools, such as Weeks-at-a-Glance planning resources and tutorial protocols they could immediately bring into their classrooms.

AICE Summer Institute: The Cambridge AICE Summer Institute was held at Spoto High School in Hillsborough County from June 9–12, 2025. Both Hillsborough and Marion County School Districts sent staff to this professional learning event with the help of FLP funds. Marion County School District also sent teachers to the AICE Summer Institute in Miami. The AICE Summer Institute provided AICE teachers with both foundational and advanced training. The WorkED evaluation team observed new AICE General Paper teachers exploring course design, assessment alignment, and Cambridge’s global learning outcomes, while veteran teachers focused on interpreting assessments, giving formative feedback, and embedding culturally responsive instruction. Sessions also addressed equity, differentiation, and strategies for empowering students through writing and critical thinking.

Equal Opportunity Schools (EOS)–Teach For America Convening: EOS originally stated on its SOW (Statement of Work) that it would be implementing its program into both Duval and Martin Counties. In the end, EOS did not support Martin County, and its support to Duval County was delayed due to issues with finalizing a collaborative agreement between EOS and Duval County Public Schools. EOS implemented a “pivot strategy,” and diverted FLP dollars to fund professional learning through Teach for America. EOS scheduled three Teach for America Convenings where the focus was on the core points of EOS: Fostering student belonging, trusted adult relationships, and post-secondary pathways for students. One survey respondent who attended the Teach for America Convening in Jacksonville was impacted by the professional learning and stated that *“she now plans to look more at systemic and institutional belonging and how it affects my class.”*

FACTE: Hosted by the Florida Association for Career and Technical Education (FACTE), the 59th Annual FACTE Conference & Trade Show was held July 21-23, 2025 in Orlando, bringing together Florida's Career and Technical Education (CTE) and world language educators, along with industry professionals. The yearly conference serves as an important platform for professional development, program improvement, and legislative updates, while also fostering collaboration between education and industry. Attendees include CTE teachers, administrators, and industry partners from across Florida. Participants have the chance to experience networking opportunities, expert presentations, hands-on workshops, product showcases, the latest updates in curriculum and certification, as well as recognition of outstanding achievements within the field. Staff from P.K. Yonge attended FACTE with FLP support.

REGIONAL EDUCATIONAL CONSORTIA PROFESSIONAL LEARNING

HEC Summer Leadership Conference: From June 17–18, 2025, the Heartland Educational Consortium (HEC) Summer Leadership Conference in Cape Coral brought together leaders from the Heartland Educational Consortium's member districts (Desoto, Glade, Hardee, Hendree, Highlands, and Okeechobee). The Evaluation Team observed this leadership event, which featured sessions on school branding, integrating E-Sports within CTE, expanding AP course participation, and leveraging AI for instructional efficiency. Additional sessions provided practical guidance on navigating ESE, 504 accommodations, and differentiated instruction. The keynote speaker, Walton County School District Superintendent Russell Hughes, offered an inspirational message on excellence and leadership, reinforcing the need for systems-thinking and data-informed decision-making in small and rural districts.

NEFEC Summer Leadership Institute: The Northeast Florida Educational Consortium (NEFEC) Summer Leadership Institute, held from July 21–23, 2025, in Ponte Vedra brought together all of NEFEC's member districts (Baker, Bradford, Columbia, Dixie, FSDB, Flagler, Gilchrist, Hamilton, Lafayette, Levy, P.K. Yonge, Nassau, Putnam, and Suwannee) to gain key insights into supporting student success. The Evaluation Team observed this three-day event, which offered rich opportunities for educators and leaders to strengthen their leadership capacity, data fluency, and collaborative culture. Breakout sessions covered topics such as SPOT data visualization, new teacher support systems, instructional coaching, and budget-related legislative updates.

PAEC Counselors' Financial Aid Seminar: This virtual session offered by the Panhandle Area Educational Consortium (PAEC) provided school counselors with updated knowledge on state and federal financial aid resources, including FAFSA, the Florida Financial Aid Application (FFAA), and the Online Transcript Entry and Evaluation System (OTEES). A staff member from the Florida Department of Education served as the keynote presenter. Participants reported a significant increase in their understanding of how to navigate the Florida Department of

Education's website to better assist students and families. Participants who completed the post-event survey described the presentation as "very useful," citing that it gave them clearer tools to guide students toward postsecondary readiness.

PAEC College Entrance Exam Prep – Train-the-Trainer: The 2025 virtual PAEC Train-the-Trainer session prepared educators to lead local college entrance exam preparation, focusing on strategies for both college admissions and state graduation concordance requirements. Participants included teachers, curriculum coaches, and administrators, most of whom reported intentions to integrate the skills into both after-school prep sessions and regular classroom instruction. Participants were given practical strategies, such as sharing real-world examples and updated testing changes. One teacher indicated on the post-event survey, "The entire course was beneficial, but we could have easily turned the two days into a 4-day training," highlighting both the usefulness and the demand for more time.

NEFEC SkillsIgnite 3: In March 2025, the NEFEC hosted a SkillsIgnite3 seminar for CTE teachers, which focused on pedagogical strategies and training for technical educators, many of whom enter teaching from industry without formal teacher training. The Evaluation Team observed this event where participants engaged in workshops on aligning lesson plans to state and industry standards, integrating AI tools into instruction, and fostering productive student talk. The hands-on, collaborative design allowed educators to refine their own lesson plans while learning from peers across content areas like robotics, business, and health sciences.

DISTRICT-BASED PROFESSIONAL LEARNING

AVID Forum: The AVID Forum, "Rigor with Support: Leveraging AVID to Promote Achievement in the Tier 1 Setting," at Avon Park Middle School in Highlands County was held on January 23, 2025 and spotlighted the district's efforts to embed AVID strategies across its schools. The Evaluation Team observed the forum, which emphasized moving beyond surface-level implementation of AVID to an audience of teachers, administrators and counselors. Guest speaker Brett Bowers led an interactive session, and local leadership, including Hill Gustat Middle School Principal Shane Ward, shared how AVID is expanding to reach more students using sustained support from discretionary funds. The Forum also provided networking opportunities with AVID regional staff and District Directors to discuss how grant funding supported implementation. Highlands County School District implements AVID district wide.

P.K. Yonge Project-Based Curriculum: At P.K. Yonge DRS, customized professional learning offerings included designing project-based learning (PBL) curriculum aligned with key college and career readiness principles. Teachers, many with only a few years of experience, described the training as highly relevant and directly tied to ongoing school projects, such as senior research initiatives. They valued insights from facilitators on how to make PBL more applicable to their students' contexts. Plans for implementation included embedding PBL into the senior

research project to build skills such as public speaking, leadership, and logistics—competencies that connect directly to both college expectations and workplace demands. Participants stated that after attending the professional learning they were more motivated to utilize PBL and better prepared to implement it in their classrooms.

P.K. Yonge Project Lead the Way (PLTW): P.K. Yonge STEM teachers attended in-house PLTW Engineering professional development. Participants strongly agreed that the training was practical, motivating, and directly applicable to their classrooms. They particularly valued the real-world applications and engineering pedagogy provided by PLTW master teachers. One teacher on the post-event survey noted that they follow the PLTW instructional material “for the full year for all my classes in middle and high school,” showing deep integration of the program. Participants emphasized that the curriculum supports both immediate classroom learning and long-term college and career preparation, with success stories of PLTW alumni serving as motivators for students.

CHAPTER 3 APPENDIX B: YEAR 2 PERFORMANCE MEASURE TABLES

Table 3.1 Constructs and Surveys for PM 2 – Students

Construct	Survey(s)	Total Number of Agree/SA Responses	Total Number of Valid Responses ¹⁰
I believe my participation will help me improve my college entrance exam scores.	PAEC College Entrance Exam	21	22
I gained useful college entrance exam preparation knowledge, skills, and resources.	PAEC College Entrance Exam	22	22
My AVID elective teacher is encouraging me to enroll in college or technical school after high school.	AVID Elective Student	919	1,081
The AVID elective has prepared me with the skills I need to succeed in college or a technical school after high school.	AVID Elective Student	919	1,077
Today's event increased my knowledge of college and career opportunities available to me after graduation.	NEFEC College and Career Fair	195	218
I will use information and resources I received at today's event to help me in the college application process	NEFEC College and Career Fair	186	218
I will use information and resources I received at today's event to help select and prepare for a career path.	NEFEC College and Career Fair	187	218
Subtotal: 7 constructs	3 surveys	2,449	2,856

¹⁰ Sum across all surveys that included the construct.

Table 3.2. Constructs and Surveys for PM 2 – School and District Staff

Construct	Survey(s)	Total Number of Agree/SA Responses	Total Number of Valid Responses ¹¹
My participation in SkillsIgnite supports my general awareness of career readiness topics and resources.	NEFEC SkillsIgnite	34 ¹²	44
My participation in this Professional Learning gave me greater awareness of CTE pathways for student postsecondary readiness.	PKY FACTE	2	2
My participation in this Professional Learning supports my ability to increase students' postsecondary readiness.	ACT/AIM; AICE/Cambridge; APSI; AP Leadership; AVID SI; HEC Summer Leadership; NEFEC Summer Leadership; PKY FACTE; PKY PLTW; PKY Project-Based Curriculum Design	256	276
My participation in this professional learning raised my awareness of how the AICE curriculum increases students' postsecondary readiness.	AICE/Cambridge	2	2
My participation supports my general awareness of postsecondary readiness.	PAEC College Entrance Exam Train the Trainer	6	6
I believe my participation will positively impact my students' ability to increase their college entrance exam scores.	PAEC College Entrance Exam Train the Trainer	5	6
I am more prepared to effectively support students and parents with the financial aid process.	PAEC Financial Aid for School Counselors	0	1
I am more equipped to assist students and parents with the financial aid process.	PAEC Financial Aid for School Counselors	1	1

¹¹ Sum across all surveys that included the construct.

¹² There were seven respondents who gave “Strongly disagree” responses on this statement but wrote positive comments on the open-ended survey items. It appears likely these respondents intended to select “Strongly agree” rather than “Strongly disagree.”

Construct	Survey(s)	Total Number of Agree/SA Responses	Total Number of Valid Responses ¹¹
The FLDOE resources will improve my ability to increase students' postsecondary readiness.	PAEC Financial Aid for School Counselors	1	1
My participation improved my understanding of how rigorous coursework helps students achieve their postsecondary education goals.	EOS Teach for America	8	9
My participation improved my general awareness of postsecondary readiness resources for students.	EOS Teach for America	9	9
At my school AVID instructional strategies increase students' postsecondary readiness.	AVID School Staff	27	28
At my school AVID instructional strategies increase postsecondary enrollment rates.	AVID School Staff	24	28
The AVID-related professional learning I received this school year positively impacted my ability to support students in accessing advanced courses and postsecondary education.	AVID School Staff	30	45 ¹³
Subtotal: 14 constructs	15 surveys	405	458

¹³ There were 11 respondents who gave “Neutral/Don’t Know” responses on this statement. It is unknown whether these responses represent actual neutral feedback or if the statement did not apply, e.g., they did not participate in any AVID-related professional learning this year.

Table 3.3. Constructs and Surveys for PM 3

Construct	Survey	Total Number of Agree/SA Responses	Total Number of Valid Responses ¹⁴
After attending this Professional Learning, I am more motivated to promote CTE pathways for our students.	PKY FACTE	2	2
I feel our CTE teachers will be better prepared to teach the CTE pathways courses after attending this Professional Development.	PKY FACTE	2	2
After attending this professional learning, I am better prepared to teach the CTE curriculum.	PKY FACTE	4	4
After attending this professional learning, I am more motivated to promote the AICE curriculum for our students.	AICE/Cambridge	2	2
I feel our AICE teachers will be better prepared to teach the AICE courses after attending this professional development.	AICE/Cambridge	2	2
I believe the students I tutor are positively impacted by my participation in this professional learning.	ACT/AIM	4	4
I believe my participation in SkillsIgnite will positively impact my students' ability to succeed in CTE courses.	NEFEC SkillsIgnite	33 ¹⁵	43
The AVID-related professional learning I received this school year positively impacted my ability to support students in accessing advanced courses and postsecondary education.	AVID School Staff	30	45 ¹⁶
At my school, AVID instructional strategies increase accelerated course enrollment.	AVID School Staff	21	28

¹⁴ Sum across all surveys that included the construct

¹⁵ There were seven respondents who gave “Strongly disagree” responses on this statement but wrote positive comments on the open-ended survey items. It appears likely these respondents intended to select “Strongly agree” rather than “Strongly disagree.”

¹⁶ There were 11 respondents who gave “Neutral/Don’t Know” responses on this statement. It is unknown whether these responses represent actual neutral feedback or if the statement did not apply, e.g., they did not participate in any AVID-related professional learning this year.

Construct	Survey	Total Number of Agree/SA Responses	Total Number of Valid Responses ¹⁴
My participation in the AVID Summer Institute will increase student enrollment in advanced courses.	AVID SI	104	152
My participation in the AP Summer Institute will increase student enrollment in advanced courses.	APSI	10	10
My participation at this professional learning event will increase student enrollment in advanced courses.	AP Leadership Conference	6	7
My participation improved my understanding of how rigorous coursework helps students achieve their postsecondary education goals.	EOS Teach for America	8	9
Total: 13 constructs	9 surveys	228	310

Table 3.4. Indicators for PM 4 (High School Students)

Indicator Data Points	N Schools	Total		Econ. Dis.		Black or Afr. Am.		Hispanic/ Latino		Two or more races	
		N	%	N	%	N	%	N	%	N	%
AP course	35										
% of high school students enrolled in at least one AP course		8,687	18.9%	3,443	12.5%	1,077	11.2%	1,766	16.1%	678	18.3%
% of high school students enrolled in at least one AP course who scored ≥ 3 on at least one AP exam		4,870	56.1%	1,322	47.0%	382	38.7%	695	52.1%	331	55.4%
Pre-AP course	14										
% of high school students enrolled in at least one pre-AP course		3,384	13.4%	1,868	12.7%	1,100	19.0%	649	9.6%	232	13.3%
% of high school students enrolled in at least one pre-AP course who passed at least one pre-AP course with a C or above		2,829	83.6%	1,481	79.3%	870	79.1%	543	83.7%	200	86.2%
Dual enrollment	36										
% of high school students enrolled in at least one dual enrollment course		4,703	10.2%	2,221	8.0%	418	4.3%	958	8.7%	338	9.1%
% of high school students enrolled in at least one dual enrollment course who passed at least one dual enrollment course with a C or above		4,365	92.8%	2,088	94.0%	390	93.3%	911	95.1%	300	88.8%
AICE course	10										
% of high school students enrolled in at least one AICE course		5,762	28.2%	3,447	28.1%	1,037	25.3%	1,467	26.6%	416	22.1%
% of high school students enrolled in at least one AICE course who passed at least one AICE course with a C or above		4,523	78.5%	2,591	75.2%	789	76.1%	1,136	77.4%	346	83.2%

Indicator Data Points	N Schools	Total		Econ. Dis.		Black or Afr. Am.		Hispanic/ Latino		Two or more races	
		N	%	N	%	N	%	N	%	N	%
IB course	8										
% of high school students enrolled in at least one IB course		1,249	8.1%	659	6.9%	242	7.1%	259	5.7%	207	20.1%
% of high school students enrolled in at least one IB course who passed at least one IB course with a C or above		1,083	86.7%	532	80.7%	193	79.8%	221	85.3%	167	80.7%
CTE course	28										
% of high school students enrolled in at least one CTE course		24,936	63.1%	15,137	63.6%	5,838	64.3%	5,565	61.3%	2,053	61.2%
% of high school students who passed at least one CTE course who passed at least one course with a C or above		19,940	80.0%	11,616	76.7%	4,640	79.5%	4,204	75.5%	1,658	80.8%
% of high school students enrolled in at least one CTE course who received an industry certification for a CTE course (including CAPE certifications)		9,146	36.7%	4,427	29.2%	1,920	32.9%	1,526	27.4%	857	41.7%

Table 3.5. Indicators for PM 4 (Middle School Students)

Indicator Data Points	N Schools	Total		Econ. Dis.		Black or Afr. Am.		Hispanic/ Latino		Two or more races	
		N	%	N	%	N	%	N	%	N	%
High school credit course	3										
% of middle school students enrolled in at least one high school credit course		281	16.6%	180	14.1%	34	10.7%	128	16.7%	12	21.8%
% of middle school students enrolled in at least one high school credit course who passed at least one high school credit course with a C or above		261	92.9%	164	91.1%	32	94.1%	118	92.2%	12	100.0%
Pre-AP course	2										
% of middle school students enrolled in at least one pre-AP course		147	12.0%	93	10.1%	17	6.7%	62	11.6%	7	15.9%
% of middle school students enrolled in at least one pre-AP course who passed at least one pre-AP course with a C or above		127	86.4%	70	75.3%	15	88.2%	56	90.3%	7	100.0%
CAPE certification	3										
% of middle school students who received at least one CAPE certification		51	2.9%	27	2.0%	3	0.9%	16	2.1%	1	1.8%

Table 3.6. Indicators for PM 5

Indicator Data Points	N Schools	Total		Econ. Dis.		Black or Afr. Am.		Hispanic/ Latino		Two or more races	
		N	%	N	%	N	%	N	N	%	N
Grade 10 English reading FAST	37										
% of students taking Grade 10 English reading FAST		13,937	40.9%	7,057	41.5%	2,869	40.7%	3,266	40.6%	1,468	54.1%
% of students taking Grade 10 English reading FAST who passed		6,869	49.3%	3,165	44.8%	1,086	37.9%	1,377	42.2%	702	47.8%
Algebra 1 EOC	37										
% of students taking Algebra 1 EOC		11,525	33.8%	6,821	40.1%	2,843	40.3%	3,153	39.2%	750	32.2%
% of students taking Algebra 1 EOC who passed		4,045	35.1%	2,147	31.5%	808	28.4%	1,022	32.4%	326	43.5%
College entrance exams for concordance scores	33										
% of students taking college entrance exams for concordance scores		17,471	52.8%	8,209	49.8%	3,650	53.0%	4,713	59.8%	1,272	55.7%
% of students taking college entrance exams for concordance who received concordance scores		9,831	56.3%	4,546	55.4%	2,083	57.1%	2,446	51.9%	749	58.9%

Table 3.7. Indicators for PM 6

Indicator Data Points	N Schools	Total		Econ. Dis.		Black or Afr. Am.		Hispanic/ Latino		Two or more races	
		N	%	N	%	N	%	N	N	%	N
ACT exam	36										
% of students taking the ACT exam		4,972	14.6%	1,572	9.2%	955	13.5%	988	12.3%	314	13.5%
% of students taking the ACT exam who scored ≥ 25 (threshold to qualify for Bright Futures)		967	19.4%	225	14.3%	112	11.7%	120	12.1%	58	18.5%
SAT exam	37										
% of students taking the SAT exam (English and math)		8,474	24.9%	4,312	25.3%	1,518	21.5%	2,097	26.1%	753	32.3%
% of students taking the SAT exam who scored ≥ 1210 (threshold to qualify for Bright Futures)		954	11.3%	261	6.1%	58	3.8%	121	5.8%	73	9.7%
CLT exam	34										
% of students taking the CLT exam		4,754	14.3%	2,702	16.8%	1,353	19.9%	1,161	15.0%	486	21.7%
% of students taking the CLT exam who scored ≥ 84 (threshold to qualify for Bright Futures)		55	1.2%	6	0.2%	4	0.3%	3	0.3%	1	0.2%

Table 3.8. FAFSA Completion Rates, AY 2024-2025, Directly-Funded Districts and Schools

School District	School Name	FAFSA Completion Rate
Bay	Bay HS	42%
	Rutherford HS	34%
	A Crawford Mosely HS	40%
	J R Arnold HS	35%
	Rosenwald HS	31%
	District Rate (FLP-Supported Schools Only)	38%
Escambia	Escambia HS	44%
	Pensacola HS	44%
	J M Tate HS	58%
	Pine Forest HS	34%
	Booker T. Washington HS	19%
	Northview HS	40%
	West Florida HS/Technical	72%
	District Rate (FLP-Supported Schools Only)	44%
Gilchrist	Bell MS/HS	50%
	Trenton MS/HS	59%
	District Rate (FLP-Supported Schools Only)	55%
Hernando	Hernando HS	38%
	Frank W Springstead HS	44%
	Central HS	36%
	Nature Coast Technical HS	50%
	Weeki Wachee HS	44%
	District Rate (FLP-Supported Schools Only)	42%
Highlands	Avon Park HS	51%
	Lake Placid HS	56%
	Sebring HS	47%
	District Rate (FLP-Supported Schools Only)	49%
Levy	Bronson MS/HS	44%
	Cedar Key (K-12)	50%
	Chiefland MS/HS	47%
	Williston MS/HS	54%
	District Rate (FLP-Supported Schools Only)	50%
Marion	Bellevue HS	33%
	Dunnellon HS	35%

School District	School Name	FAFSA Completion Rate
	Forest HS	40%
	Lake Weir HS	29%
	North Marion HS	35%
	Vanguard HS	42%
	West Port HS	37%
	District Rate (FLP-Supported Schools Only)	36%
P.K. Yonge	P.K. Yonge	78%
Suwannee	Suwannee HS	38%
	Suwannee VS	28%
	Branford HS	36%
	District Rate (FLP-Supported Schools Only)	37%
Total		41%

Chapter 4: Directly-Funded Districts Outcome Data & Findings

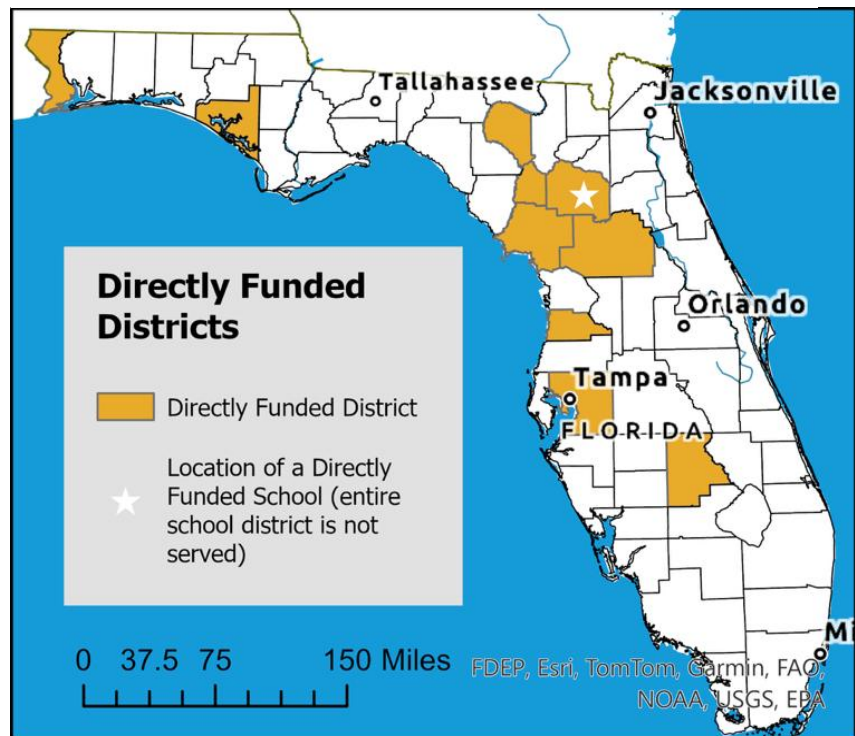
INTRODUCTION & BACKGROUND

PERFORMANCE MEASURES

By the end of Year 2, PBSC had granted \$1,334,063 to nine Florida school districts and one Developmental Research School (DRS) to carry out activities supporting the FLP-Achieve mission and Performance Measures: Bay District Schools,

Escambia County Public Schools, Gilchrist County School District, Hernando County School District, Highlands County School District, Hillsborough County Public Schools, Levy County School District, Marion County Public Schools, P.K. Yonge DRS, and Suwannee County School District. See [Figure 4.1](#) for a map depicting the Year 2 FLP-Achieve directly-funded districts. The WorkED Evaluation Team (hereafter, Evaluation Team) collected and analyzed data from district-reported activity and student outcome data, site visits, surveys, and for the annual report to the Florida Department of Education. Each of the seven Performance Measures was supported in some way by the directly-funded districts’/DRS’s work.

Figure 4.1. Year 2 FLP-Achieve Directly Funded Districts



DATA SOURCES

This chapter combines data from three sources: Directly-Funded District data forms, site visits, and professional learning surveys.

Directly Funded District Data Forms

Data service and student access and achievement outcomes data forms were distributed to each directly funded district’s primary contact, as well as to the district data personnel who would be responsible for collecting the data. The districts reported data for each individual

school that was touched by FLP-Achieve funds¹⁷. The primary purpose of the data service forms was to determine the degree of impact each school and district student enrollment and achievement in accelerated courses; students meeting state assessment graduation requirements; and students' participation and achievement in different types of college entrance exams. The secondary purpose was to see if the objectives each directly funded district stated in its Statement of Work and corresponding performance measures were realized. The data service forms for each district captured the numbers of staff and students served through the FLP-Achieve initiative and data indicating the degree to which the FLP-Achieve Performance Measures were met. The Evaluation Team collected these forms for 37 schools in nine Year 2 directly-funded districts. *All activity and student outcome data presented in this chapter represents AY 2024/2025.*

Site Visit Reports

In AY 2024/2025, the Evaluation Team conducted site visits throughout the participating nine districts and one Developmental Research School (DRS) funded by the FLP-Achieve initiative. There were several purposes for these site visits:

- Observe the implementation progress of the activities related to the deliverables included Statements of Work,
- Highlight promising practices and innovative approaches across districts, and
- Identify systemic and institution-specific factors that supported implementation of the activities, as well as ongoing challenges.
- Each site visit report drew on interviews with administrators and teachers, classroom observations, and a review of local data and program documentation.

The site visits revealed a strong commitment by both teachers and school and district leadership to expanding access to advanced coursework options, including Advanced Placement (AP), Cambridge Advanced International Certificate of Education (AICE), International Baccalaureate (IB), Dual Enrollment, and Career and Technical education (CTE) pathways. Districts leveraged FLP-Achieve resources to provide professional development for educators, cover the costs of student exams and course materials, and strengthen instructional leadership. In addition, many districts maintain strategic partnerships with organizations such as AVID, the Northeast Florida Educational Consortium (NEFEC), the Panhandle Area Educational Consortium (PAEC), the Heartland Educational Consortium (HEC), and to a lesser degree Equal Opportunity Schools (EOS), to extend their capacity, provide additional resources and support for students and school staff, align with best practices.

Professional Learning Surveys

¹⁷ With the exception of Hillsborough. Explanations of Hillsborough's exclusion from this data is explained later in the chapter.

Educator surveys collected information on participants' professional experience and gathered perceptions regarding the relevance and usefulness of professional learning supported by FLP-Achieve. See the Data Catalogue in [Chapter 2](#) for a comprehensive list of staff professional learning surveys.

DISTRICT ACTIVITIES AND OUTCOME DATA

DISTRICT FOCUS AND PROGRAM ACTIVITIES

Each district had unique areas of focus. See [Table 4.1](#). All district-level student outcome data in the following section was reported by the supported districts via the Directly-Funded District reporting forms, and aggregated and analyzed by the Evaluation Team.

Table 4.1. FLP-Achieve Funding Utilization

District	Professional Learning	College entrance or concordance exams	Dual Enrollment	Tutoring & Test Prep	Student Materials	CTE Certifications	AP Exams
Bay	X	X		X	X		
Escambia	X	X					
Gilchrist	X		X	X	X	X	
Hernando*	X						
Highlands	X	X				X	X
Hillsborough	X						
Levy	X	X					
Marion	X	X					
P.K. Yonge	X	X	X			X	
Suwannee		X	X				

**Hernando County School District used Year 2 funds to support its work with Equal Opportunity Schools.*

College entrance exam fees, whether taken for concordance, Bright Futures scholarships, and/or postsecondary admissions, comprised the highest volume of services of student services covered by directly funded districts in Year 2, followed by test preparation in the form of CLT Online access (Bay District Schools.) The majority of staff support focused on professional learning opportunities, workshops, and training sessions designed to strengthen instructional capacity and enhance educators' ability to implement advanced coursework and college-readiness strategies. See [Figures 4.2 and 4.3](#).

Figure 4.2. Services Provided to Students, Directly-Funded Districts

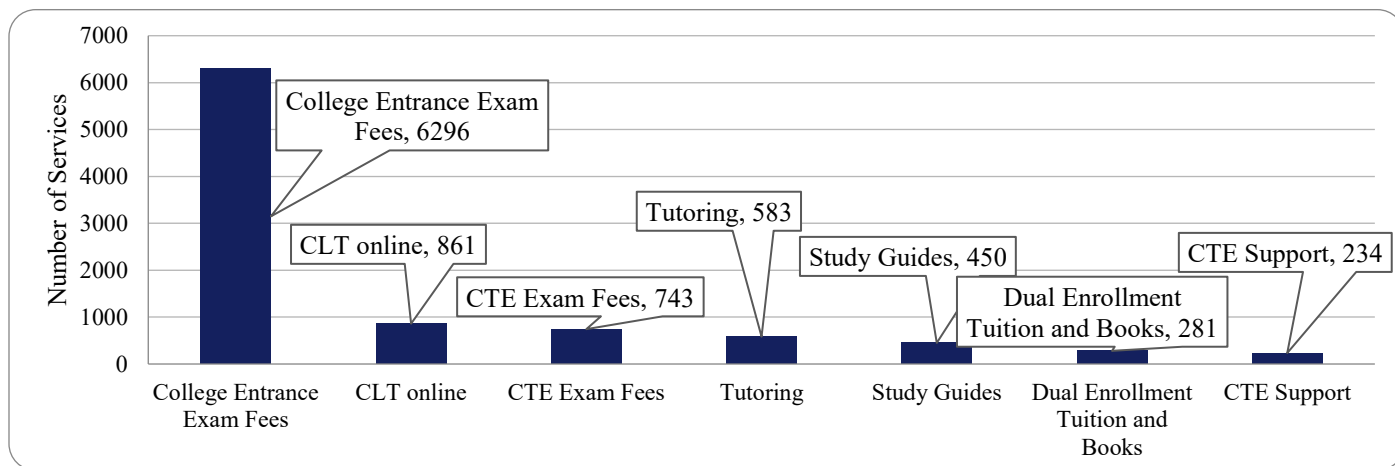
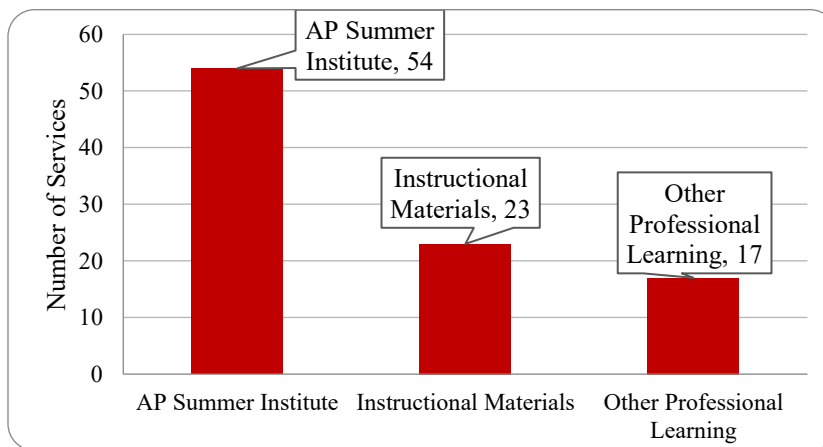


Figure 4.3. Services Provided to Staff, Directly-Funded Districts



DIRECTLY-FUNDED DISTRICT STUDENT OUTCOMES

Bay District Schools

Bay County, with a population of 196,112, operates three high schools, four middle schools, and four combination schools. FLP-Achieve funds directly supported five high and combination schools—Bay High School, Rutherford High School, A. Crawford Mosely High School, J.R. Arnold High School, and Rosenwald High School. The district prioritized two core areas: *enhancing teacher professional learning* and *expanding student access to graduation and college entrance exams*. FLP-Achieve funds enabled educators to attend the Advanced Placement Summer Institute, which supported students enrolling in and passing a diverse menu of accelerated courses, as shown. Of note, 60.8% of students enrolled in at least one AP course scored a 3 or higher on at least one AP exam, while 92% of students earned a C or better in a pre-AP course. Additionally, the district purchased Classic Learning Test (CLT) Online preparation course access and funded student registrations for the CLT and SAT, increasing students' opportunities to meet graduation requirements through concordant scores (Performance Measure 5). By addressing both staff development and student assessment access, Bay District Schools leveraged FLP-Achieve resources addressing *graduation rates and postsecondary readiness*.

Figure 4.4. Percent of Students in Accelerated Courses, Bay District Schools

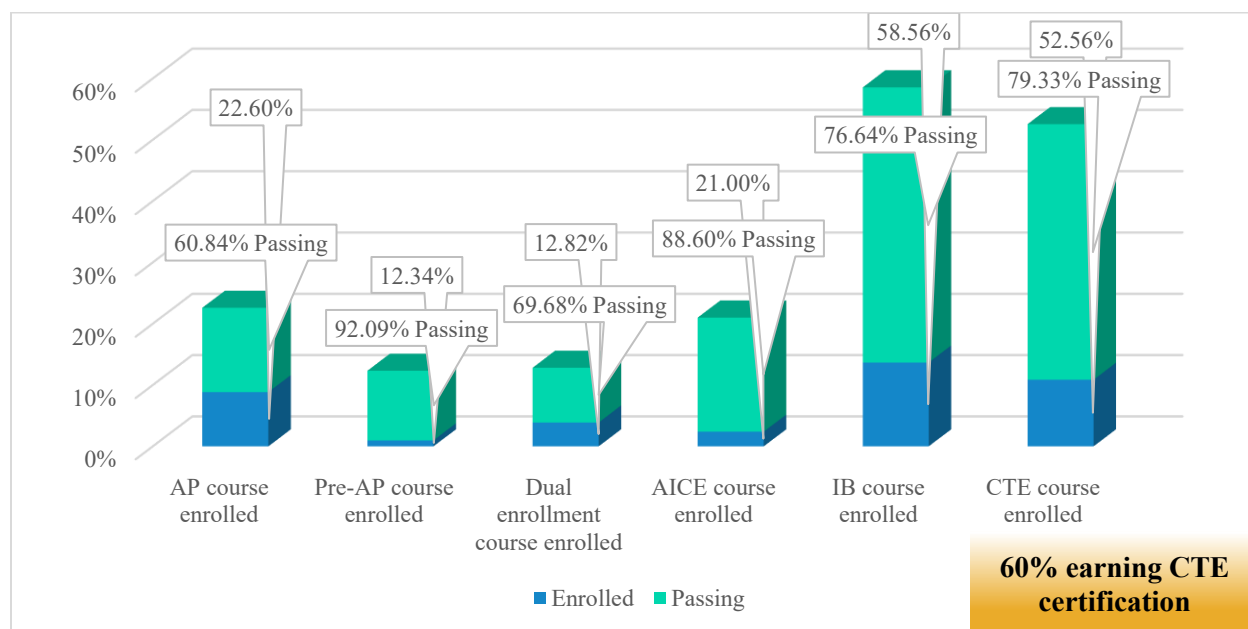
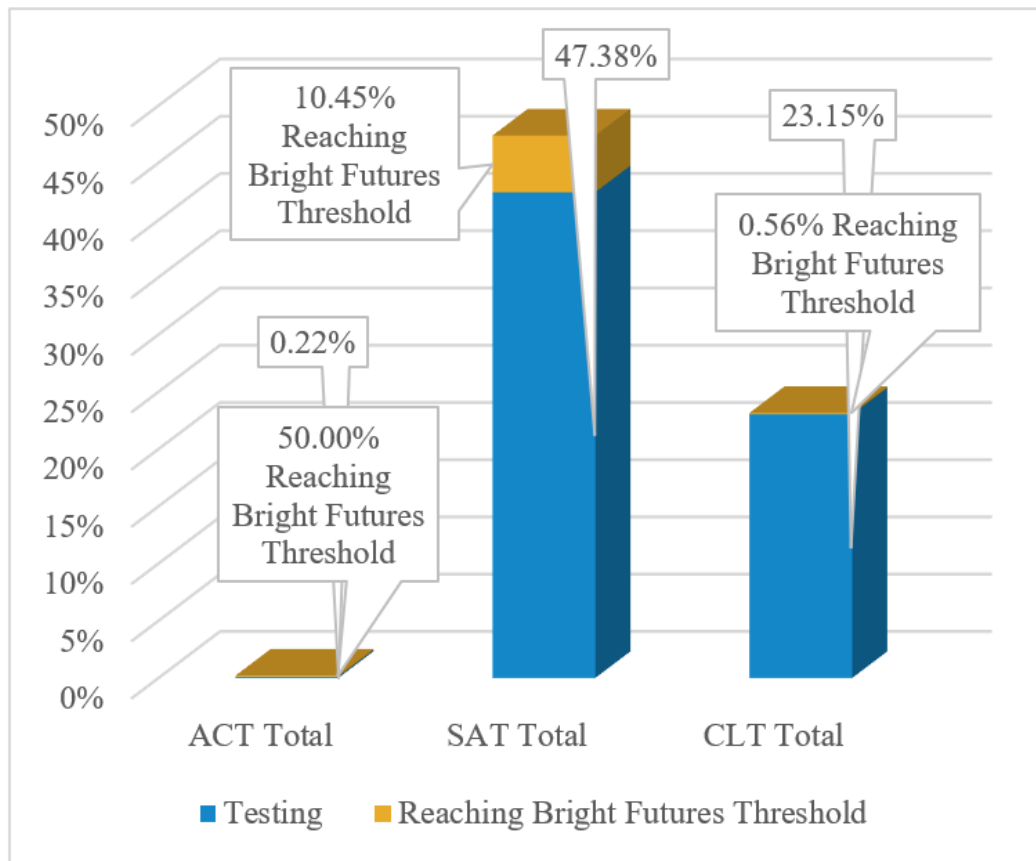


Figure 4.5. Percent of Students Taking College Entrance Exams, Bay District Schools¹⁸



Escambia County Public Schools

Escambia County, with a population of 336,358, operates seven high schools and six middle schools. FLP-Achieve funding directly supported all seven of the district’s high schools—Escambia High School, Pensacola High School, J.M. Tate High School, Pine Forest High School, Booker T. Washington High School, Northview High School, and West Florida High School/Technical School. The district concentrated its efforts on two key areas: *supporting teacher professional learning* and *expanding student access to graduation and postsecondary entrance exams*. With FLP-Achieve support, educators attended the Advanced Placement Summer Institute (Performance Measure 3), enhancing instructional expertise to sustain and grow advanced coursework opportunities. On the student side, the district allocated resources to cover registration fees for the CLT, ACT, and SAT to increase students’ chances of meeting graduation requirements through concordant scores (Performance Measure 5) and strengthen

“With CLT last year, [the] graduation rate increased 22%.”

¹⁸ College entrance exams for concordance exams: 43.1% of all students in Grades 10-12 took college entrance exams for concordance; of those students, 56.6% received concordant scores

their ability to pursue college admissions pathways (Performance Measure 7.) Through this dual focus, Escambia County Public Schools leveraged FLP-Achieve resources to increase teacher professional knowledge and directly remove cost barriers for students pursuing high school graduation requirements and postsecondary readiness.

Figure 4.6. Percent of Students in Accelerated Courses, Escambia County Public Schools

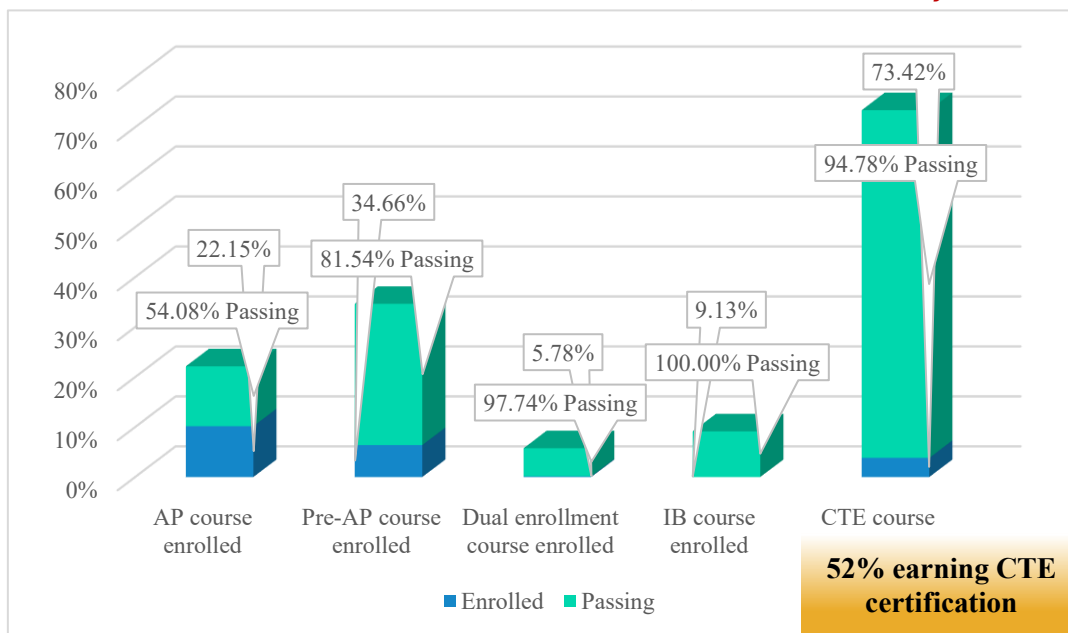
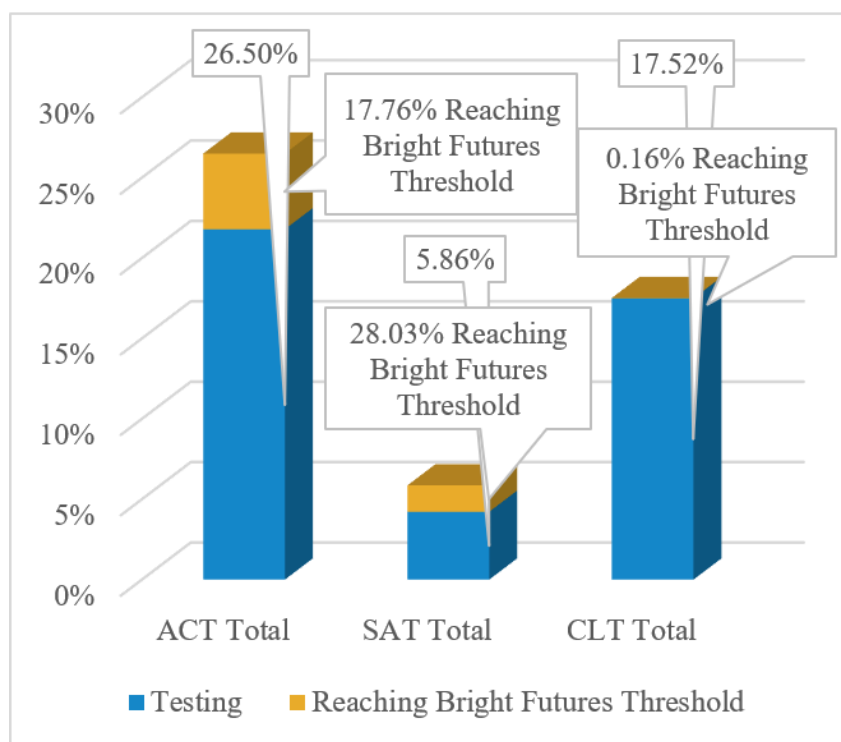


Figure 4.7 Percent of Students Taking College Entrance Exams, Escambia County Public Schools¹⁹



Gilchrist County School District

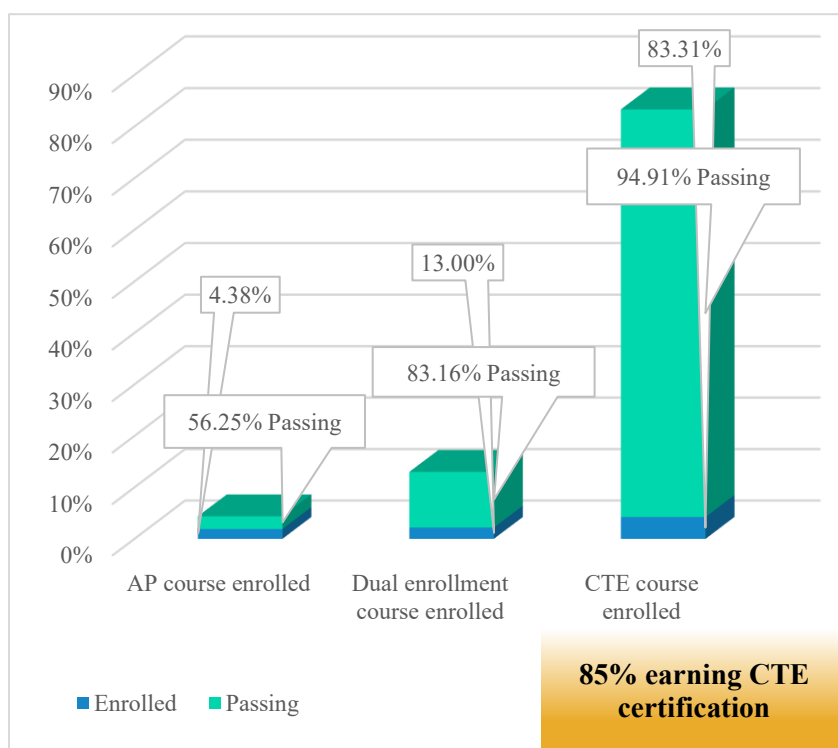
Gilchrist County, with a population of 19,503, is designated a rural district under Florida statute and is the smallest district directly funded by FLP-Achieve during Year 2. The district operates two combination middle/high schools—Bell High School and Trenton High School—both of which were directly supported by FLP-Achieve funds in Year 2. Gilchrist also receives FLP-Achieve support through

AVID and the Northeast Florida Educational Consortium (NEFEC.) The district's priorities centered on *expanding student access to college entrance exams and tutoring* while also *strengthening teacher professional learning*. FLP-Achieve funds were used to provide after-school ACT tutoring for students (Performance Measure 6) and to supply ACT study guides to help prepare students for the ACT exam. To broaden postsecondary access, funds also covered ACT

registration fees, Career and Technical Education (CTE) certification exams, and dual enrollment tuition and textbooks. On the staff side, teachers participated in virtual ACT AIM professional learning supported by FLP (Performance Measure 3). By combining academic support for students with targeted professional learning for teachers, Gilchrist County leveraged FLP-Achieve resources to increase postsecondary readiness in a small, rural context where opportunities and resources are often limited.

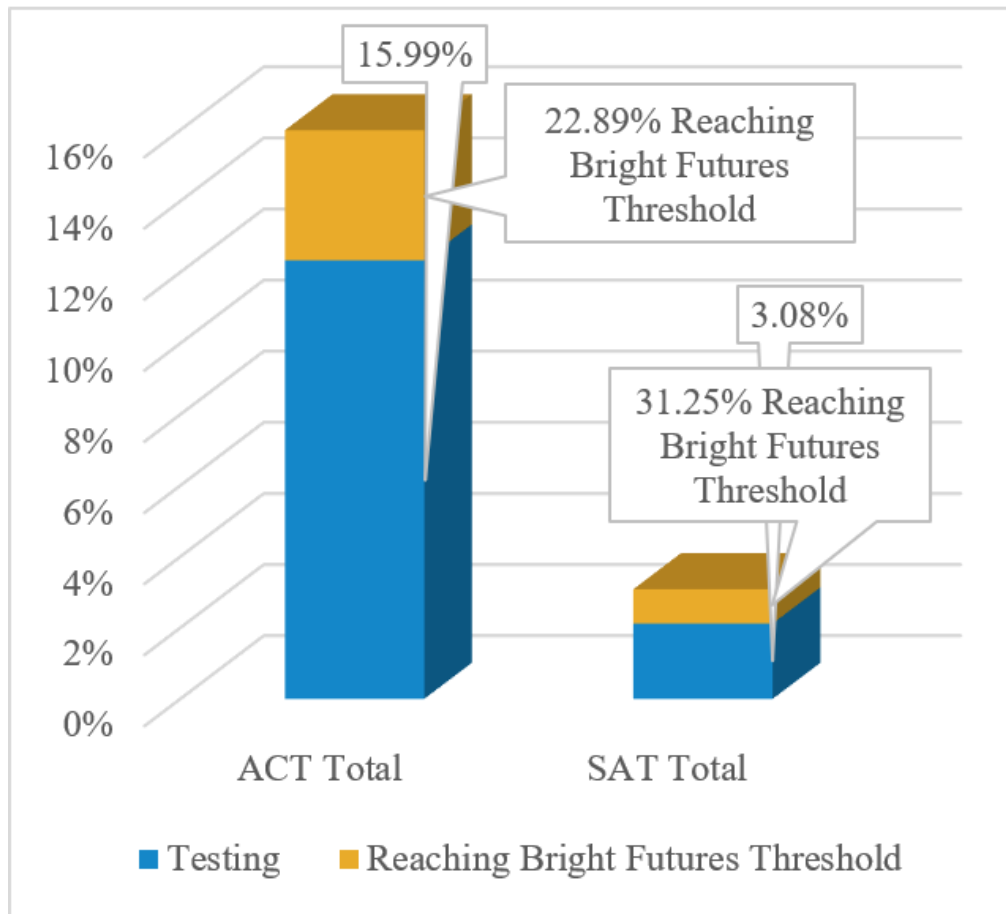
“Last year the school offered AP Pre-Calculus for the first time and students attained a 100% pass rate.”

Figure 4.8. Percent of Students in Accelerated Courses, Gilchrist County School District



¹⁹ College entrance exams for concordance exams: 32.2% of all students in Grades 10-12 took college entrance exams for concordance; of those students, 85.1% received concordant scores

Figure 4.9. Percent of Students Taking College Entrance Exams, Gilchrist County School District²⁰

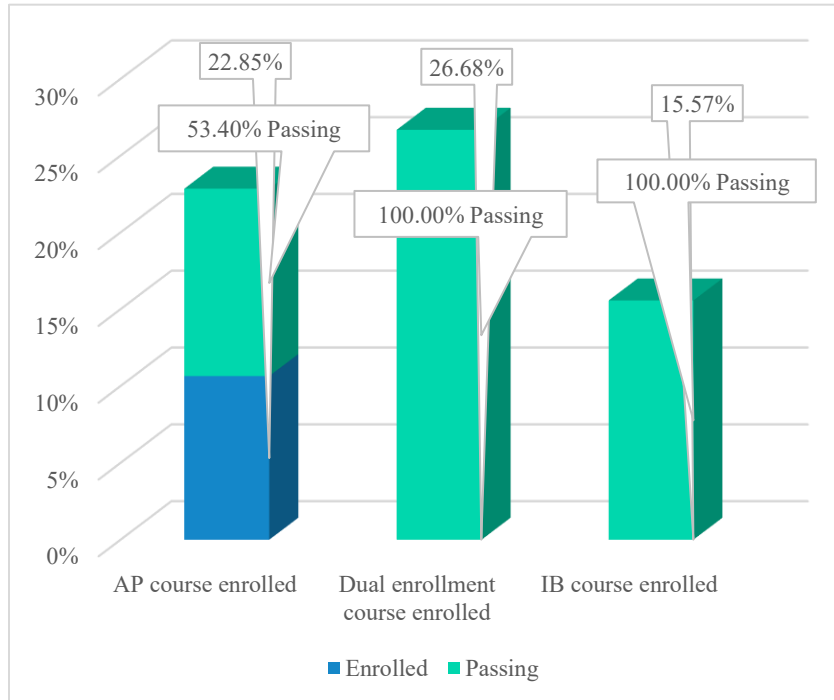


²⁰ College entrance exams for concordance exams: 19.1% of all students in Grades 10-12 took college entrance exams for concordance; of those students, 24.2% received concordant scores

Hernando County School District

Hernando County, with a population of 210,577, operates five high schools, four middle schools, and three combination K–8 schools. During Year 2, five high schools were directly supported: Hernando High School, Frank W. Springstead High School, Central High School,

Figure 4.10. Percent of Students in Accelerated Courses, Hernando County School District

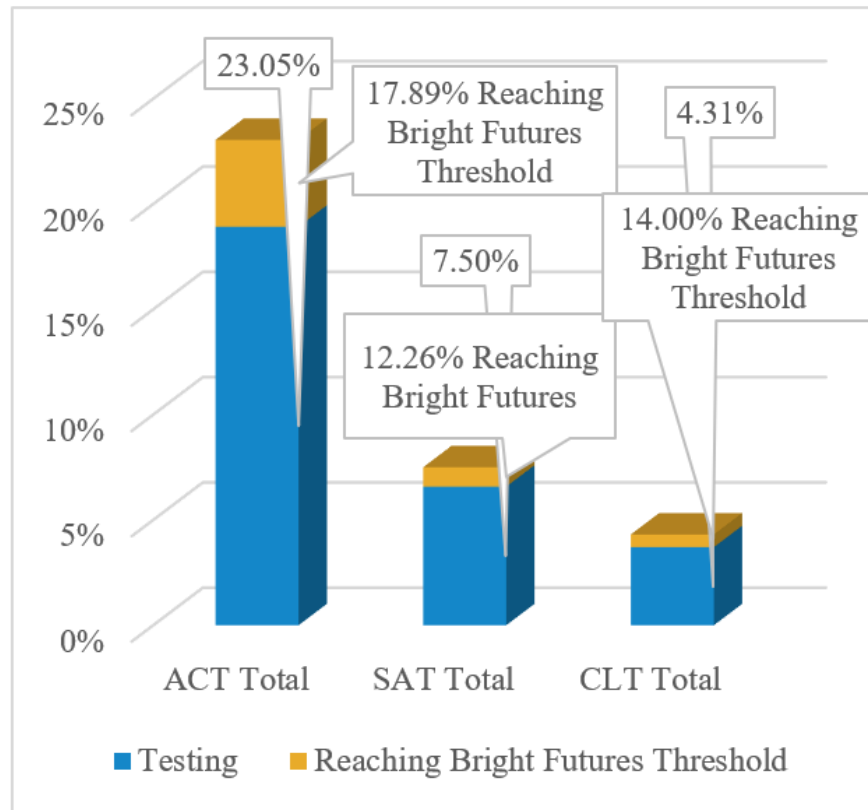


Nature Coast Technical High School, and Weeki Wachee High School. The district prioritized *expanding equitable access to advanced coursework through its Equal Opportunity Schools (EOS) partnership and strengthening teacher professional learning*. With FLP support, Hernando invested in its fifth year of Equal Opportunity Schools (EOS) implementation, covering the EOS online portal, student and staff surveys, and district-level support (Performance Measure 4). This work helped the district to identify underrepresented students

with the potential to succeed in AP or IB courses, build equity teams, and support student enrollment and success in advanced programs.

Year 2 FLP-Achieve funds were also allocated to staff professional development. Some staff attended the Advanced Placement Summer Institute (Performance Measure 3), while other staff participated in the AICE Summer Institute (Performance Measure 3), which helped to build instructional capacity to expand access and success in advanced academic programs. By combining systemic equity strategies with investments in teacher professional learning, Hernando County leveraged FLP-Achieve resources to attempt to *remove barriers for underserved students and build educator expertise* to sustain gains in advanced coursework access.

Figure 4.11. Percent of Students Taking College Entrance Exams, Hernando County School District²¹

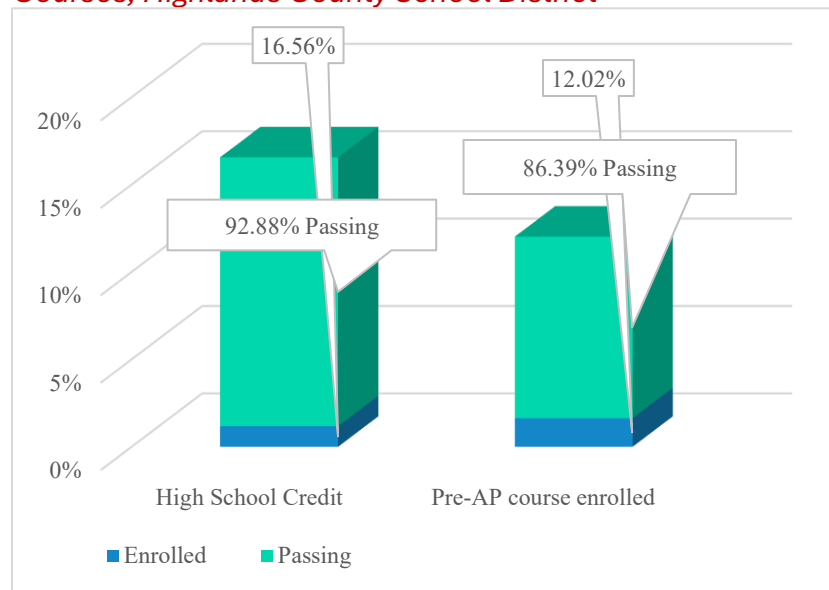


²¹ College entrance exams for concordance exams: 50.5% of all students in Grades 10-12 took college entrance exams for concordance; of those students, 32.6% received concordant scores

Highlands County School District

Highlands County, with a population of 106,109, operates three high schools, four middle schools, and one virtual school. In Year 2 of PBSC's implementation of FLP-Achieve, six schools were directly supported by FLP dollars: Sebring High School, Avon Park High School, Lake Placid High School, Avon Park Middle School, Highlands Virtual School, and Highlands Career Institute. The district also receives additional support through AVID and the

Figure 4.12. Percent of Middle School Students in Advanced Courses, Highlands County School District



Heartland Educational Consortium (HEC). Highlands County directed its FLP-Achieve resources toward two central priorities: *expanding student access to graduation and college entrance exams* and *increasing opportunities in Career and Technical Education (CTE)*. To address graduation and postsecondary readiness, the district funded student tutoring registration fees for the CLT, SAT, and PSAT/NMSQT, enabling students to attempt to meet graduation requirements through concordant scores (Performance Measure 5) and to pursue college admissions pathways (Performance Measure 6). On the CTE side, FLP dollars were used to purchase iCEV Duck Unlimited certifications (Performance Measure 4), giving middle school students workforce credentials aligned with industry standards. Additionally, FLP supported staff professional learning through the Advanced Placement Summer Institute (Performance Measure 3). By simultaneously addressing postsecondary access and workforce readiness, Highlands County leveraged FLP-Achieve to *broaden pathways for student success across both academic and career trajectories*.

Figure 4.13. Percent of Students in Accelerated Courses, Highlands County School District

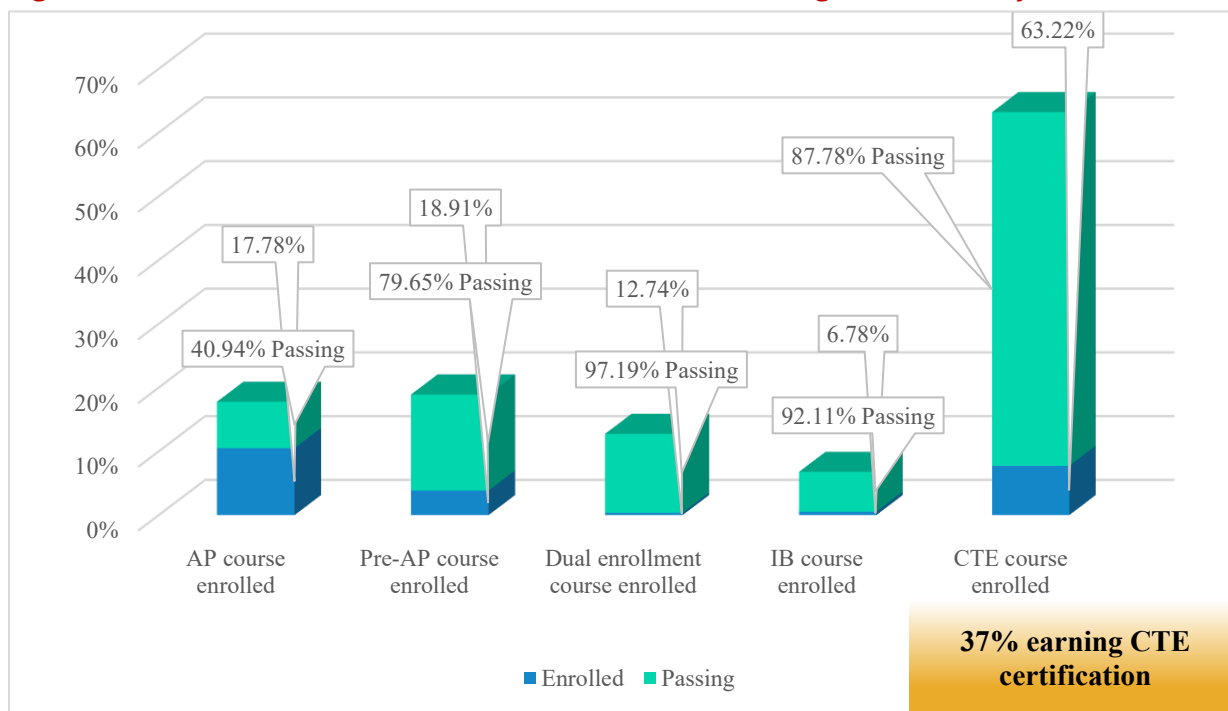
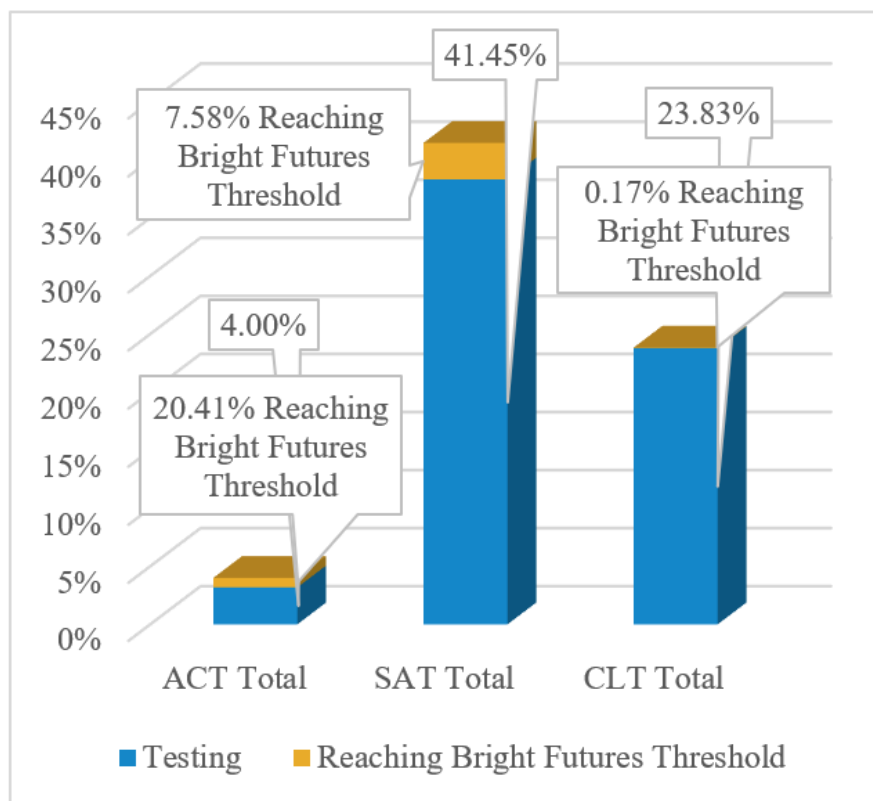


Figure 4.14. Percent of Students Taking College Entrance Exams, Highlands County School District²²



Hillsborough County Public Schools²³

Hillsborough County, with a population of 1,560,449, is the largest district directly served by the FLP initiative in Year 2. The district operates 30 high schools, 30 middle schools, and 14 K–8 combination schools. All 30 of Hillsborough’s high schools received direct support from FLP-Achieve funds. Unlike any other participating district, Hillsborough concentrated its FLP resources solely on *teacher professional learning*, with a particular focus on supporting the district-wide implementation of the Cambridge AICE program. FLP-Achieve funds were used to send teachers to the AICE Summer Institute “Responsive Education for All Learners” two-day convening and to the AICE Summer Institute “Introduction to Cambridge International AS Level English General Paper 8021” two-day convening (Performance Measure 3). Hillsborough County used FLP funds to train teachers so that they can fully implement the Cambridge AICE curriculum into their district. By prioritizing large-scale professional learning, Hillsborough County leveraged FLP-Achieve resources to build a strong foundation of teacher expertise that supports the integration of Cambridge AICE programming across all its high schools, creating consistent opportunities for students to engage in advanced, internationally benchmarked coursework.

²³ Hillsborough did not complete the Directly-Funded District Form because the Evaluation Team did not include their data in state-mandated Performance Measure calculations for reasons described in Chapter 3 of this report. Therefore, accelerated course and college entrance exam participation and student outcome data is not presented here.

Levy County School District

Levy County, with a population of 45,845, is designated a rural district under Florida statute. The district operates three combination middle/high schools, two K–12 combination schools, and one K–8 combination school. In Year 2 of PBSC’s implementation of FLP-Achieve, five schools received direct support: Cedar Key School, Bronson Middle/High School, Chiefland Middle/High School, Williston Middle/High School, and Yankeetown School. Levy also receives broader support through AVID and NEFEC. The district focused its FLP-Achieve efforts on *expanding student access to college entrance and graduation exams alongside strengthening teacher professional learning*. FLP funds covered registrations for students to take the PSAT 8/9, SAT, and ACT—helping students meet graduation requirements through concordant scores (Performance Measure 5) and access college admission pathways (Performance Measure 6). On the professional learning side, teachers participated in the Advanced Placement Summer Institute (Performance Measure 3), building instructional capacity to expand advanced coursework. By targeting both teacher preparation and student exam access, Levy County leveraged FLP-Achieve resources to reduce barriers for students in a small, rural context and ensure educators were equipped to support student participation in accelerated courses.

Figure 4.15. Percent of Students in Accelerated Courses, Levy County School District

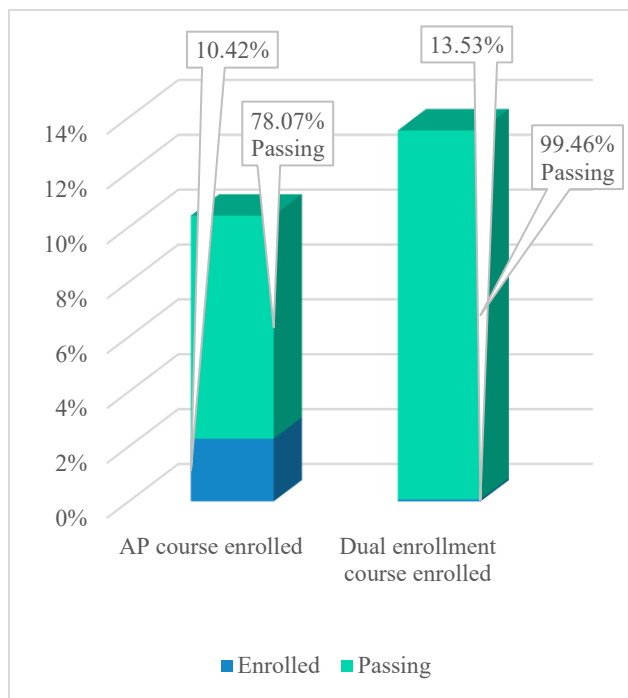
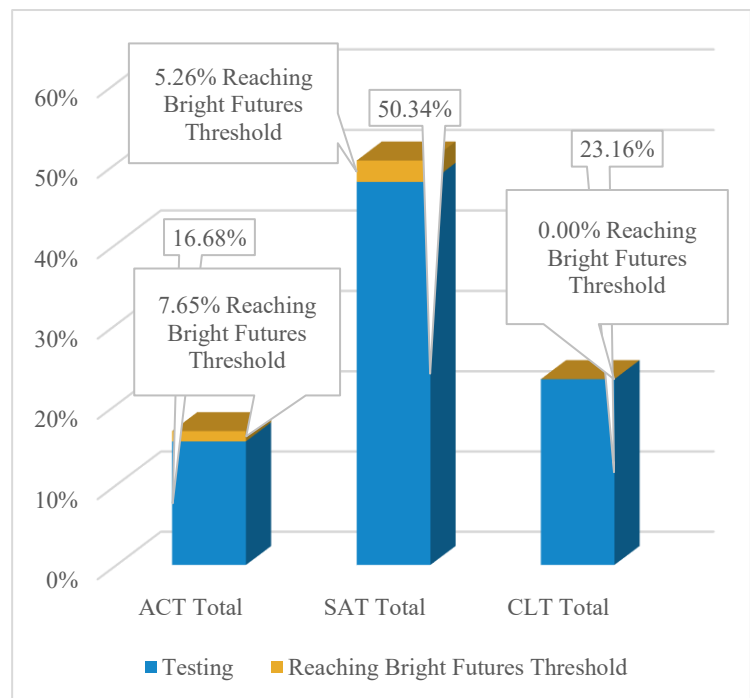


Figure 4.16. Percent of Students Taking College Entrance Exams, Levy County School District



Marion County Public Schools

Marion County, with a population of 419,510, operates seven high schools and seven middle schools. In Year 2 of PBSC’s administration of FLP-Achieve, all seven high schools—North Marion High School, Forest High School, Vanguard High School, West Port High School, Lake Weir High School, Dunnellon High School, and Belleview High School—were directly supported through FLP-Achieve dollars. The district also benefits from broader support FLP-Achieve support through AVID. Marion County focused its FLP-Achieve resources on *expanding teacher professional learning* and *increasing student access to college entrance and graduation exams*. On the professional learning side, FLP funds were used to allow teachers to attend the Advanced Placement Summer Institute (APSI) and/or AICE Summer Institute (Performance Measure 3). To support students, FLP funds were used to purchase college entrance/concordance exams (a combination of CLT and ACT) and AICE exams, enabling students to meet graduation requirements through concordant scores (Performance Measure 5) or pursue college admission requirements (Performance Measure 6). By simultaneously investing in professional learning and student exam access, Marion County leveraged FLP-Achieve funds to *strengthen educator capacity* and *remove cost barriers for students*, advancing both college readiness and access to advanced coursework.

Figure 4.17. Percent of Students in Accelerated Courses, Marion County Public Schools

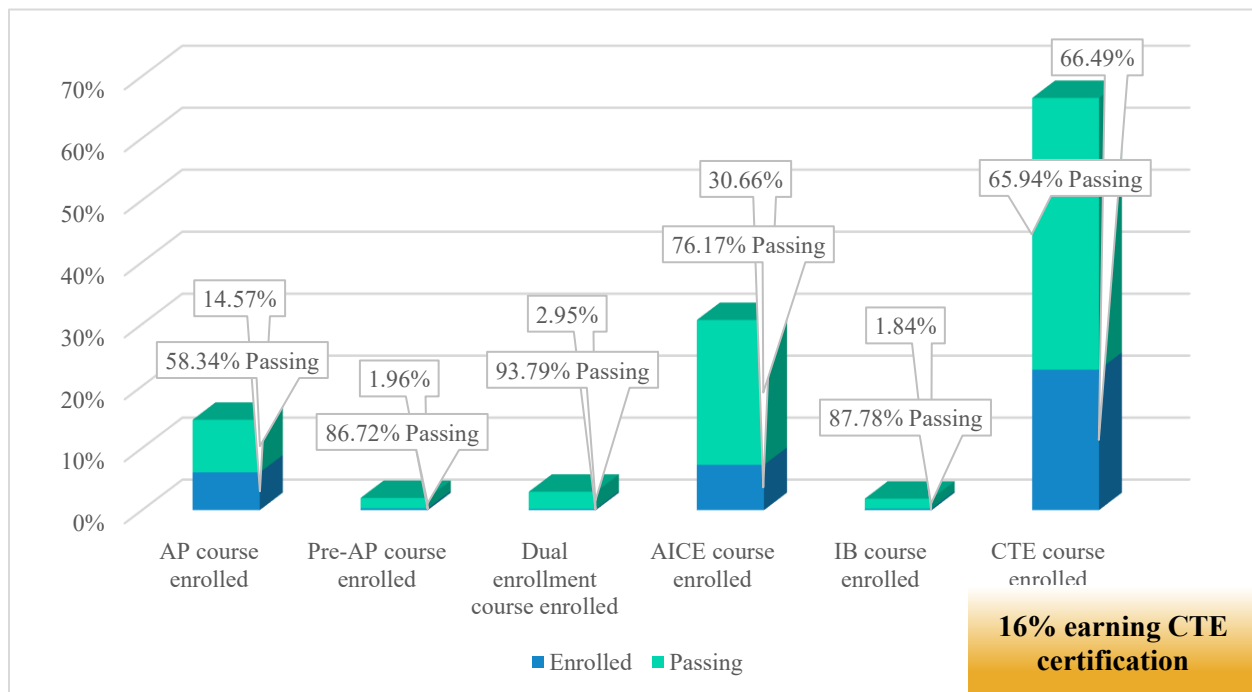
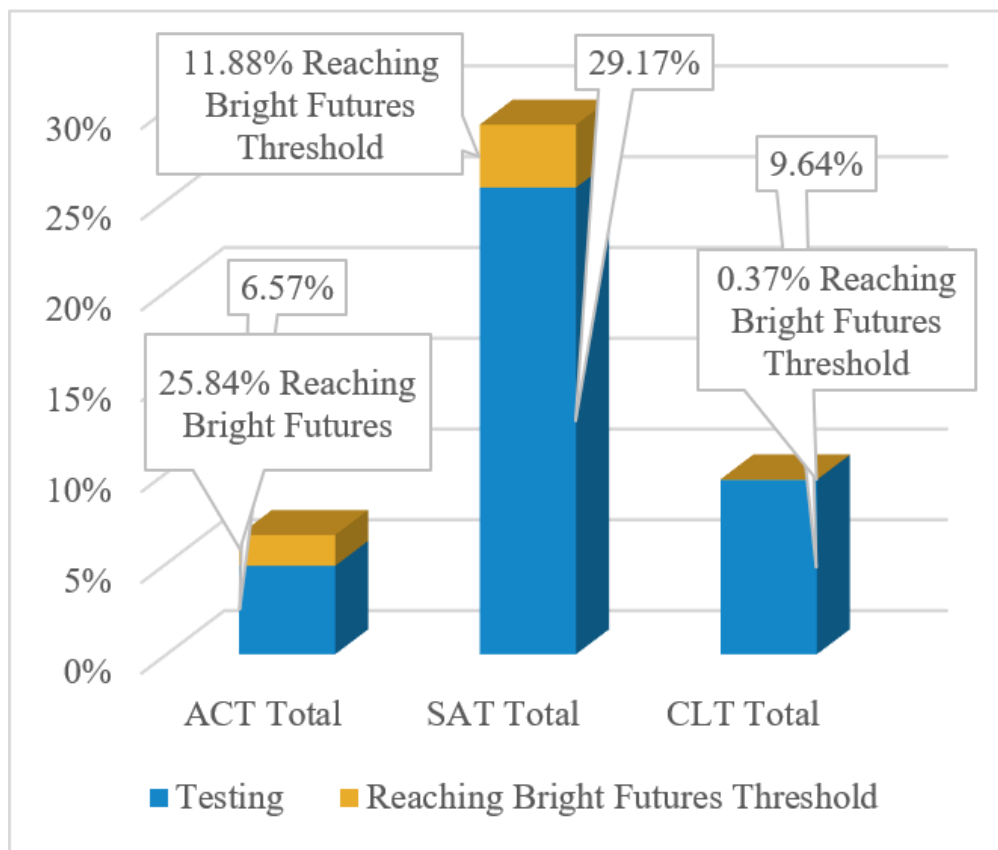


Figure 4.18. Percent of Students Taking College Entrance Exams, Marion County Public Schools²⁴



P.K. Yonge Developmental Research School

P.K. Yonge DRS, operated by the University of Florida, serves approximately 1,450 students in grades Pre-K through 12. As an independent laboratory school, P.K. Yonge does not fall under the jurisdiction of any Florida school district, though it is located in Alachua County. The school also receives additional support through NEFEC. P.K.

Yonge directed its FLP-Achieve funding toward *expanding teacher professional learning and broadening student access to advanced coursework, college entrance exams, and industry certifications.* On

the staff side, FLP resources supported both AP-related professional learning and Career and Technical Education (CTE) professional development to build instructional capacity. For students, FLP funds were used to cover a wide range of assessments and supports AP exams (Performance Measure 4); PSAT/NMSQT exams, PSAT 8/9 exams, and ACT exams

“[T]his year 64% of students who took an AP exam passed with a 3 or higher.”

²⁴ College entrance exams for concordance exams: 74.6% of all students in Grades 10-12 took college entrance exams for concordance; of those students, 62% received concordant scores

(Performance Measures 4 and 5); and CTE industry certification exams (Performance Measure 4). Additional resources were allocated for dual enrollment tuition and books, instructional materials, and tutoring for college entrance exams. Through this multi-pronged approach, P.K. Yonge leveraged FLP-Achieve resources to *strengthen teacher expertise, reduce financial barriers for students, and expand opportunities across both academic and career readiness pathways.*

Figure 4.19. Percent of Students in Accelerated Courses, P.K. Yonge

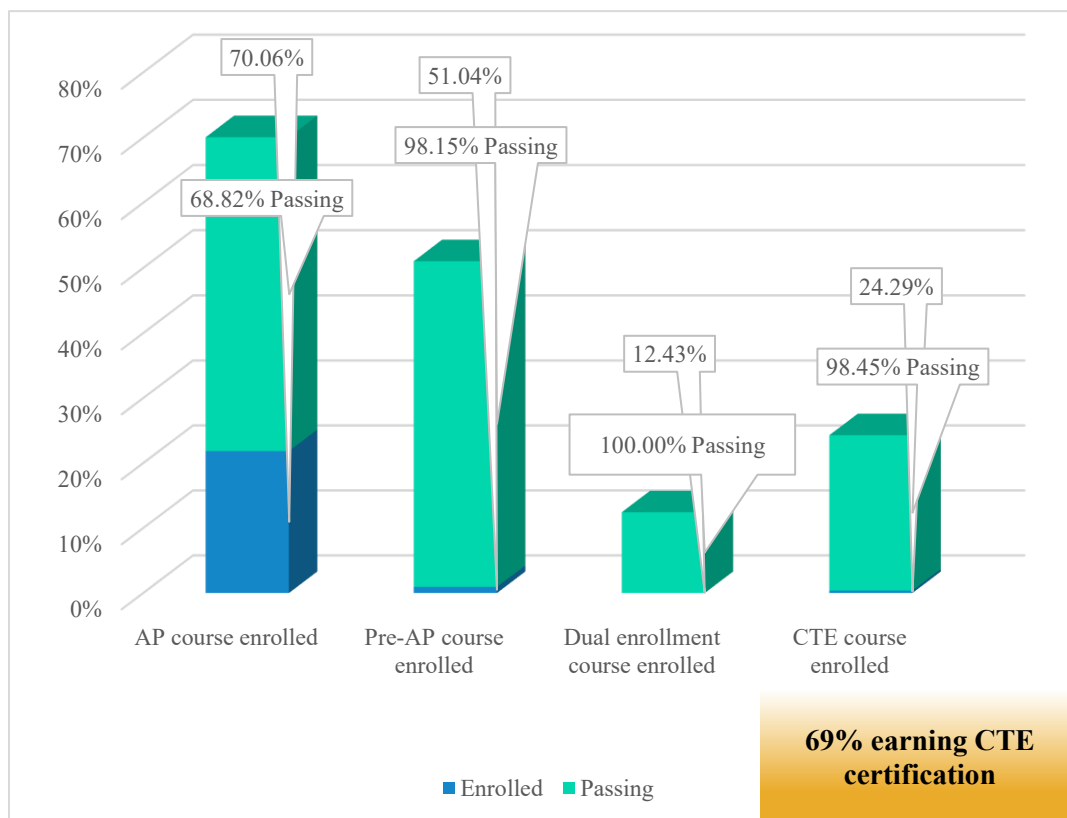
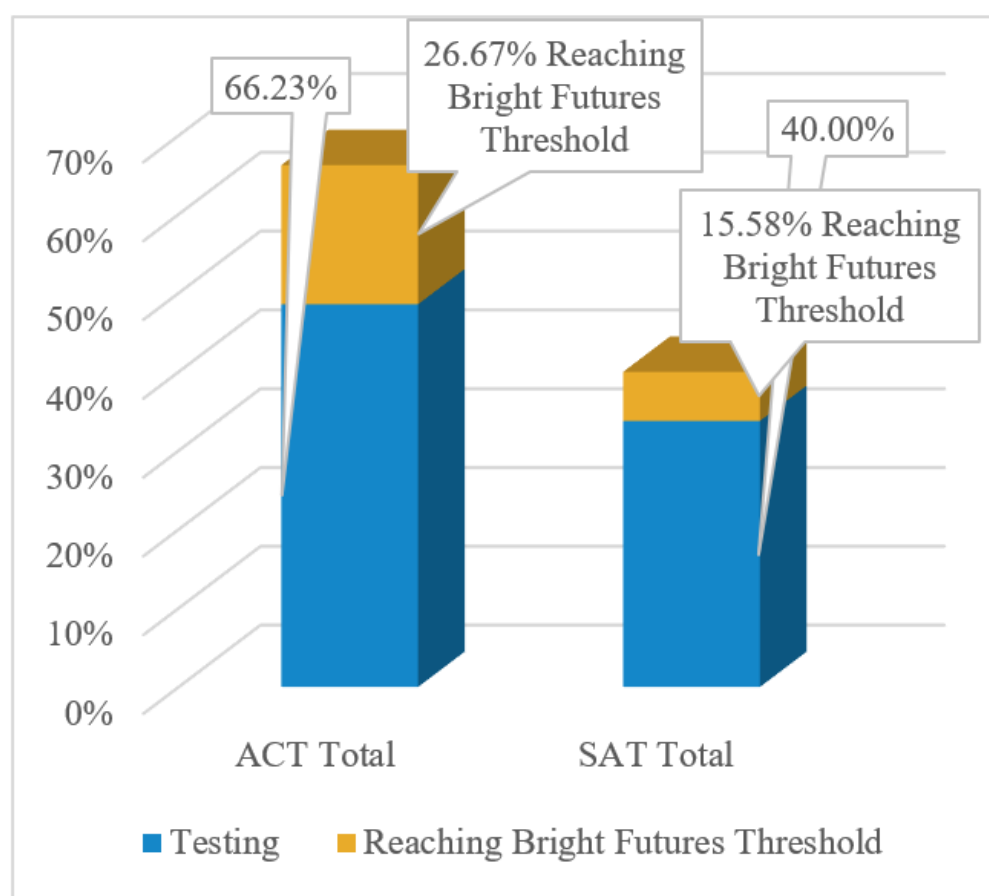


Figure 4.20. Percent of Students Taking College Entrance Exams, P.K. Yonge²⁵

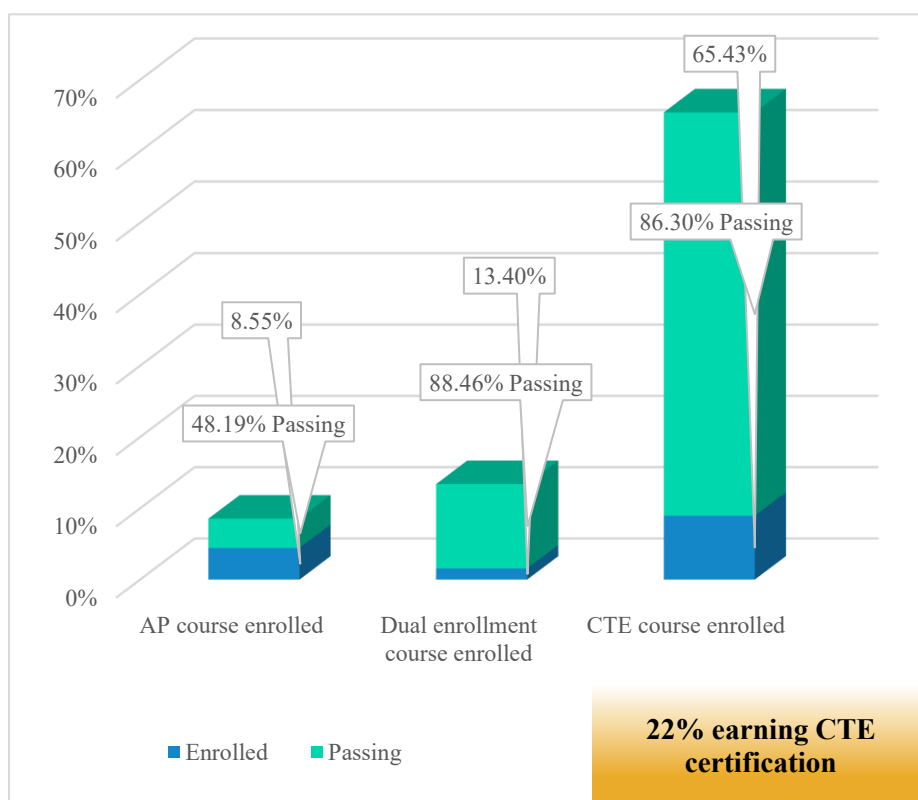


²⁵ College entrance exams for concordance exams: 6.2% of all students in Grades 10-12 took college entrance exams for concordance; of those students, 62.5% received concordant scores

Suwannee County School District

Suwannee County, with a population of 46,514, is designated a rural district under Florida statute. The district operates two high schools and one virtual high school. In Year 2 of PBSC's administration of FLP-Achieve, three schools—Suwannee High School, Suwannee Virtual School, and Branford High School—were directly supported by FLP funds. The district also benefits from broader support through NEFEC. Suwannee County was unique among participating districts in its decision to focus primarily on dual enrollment access as a strategy to

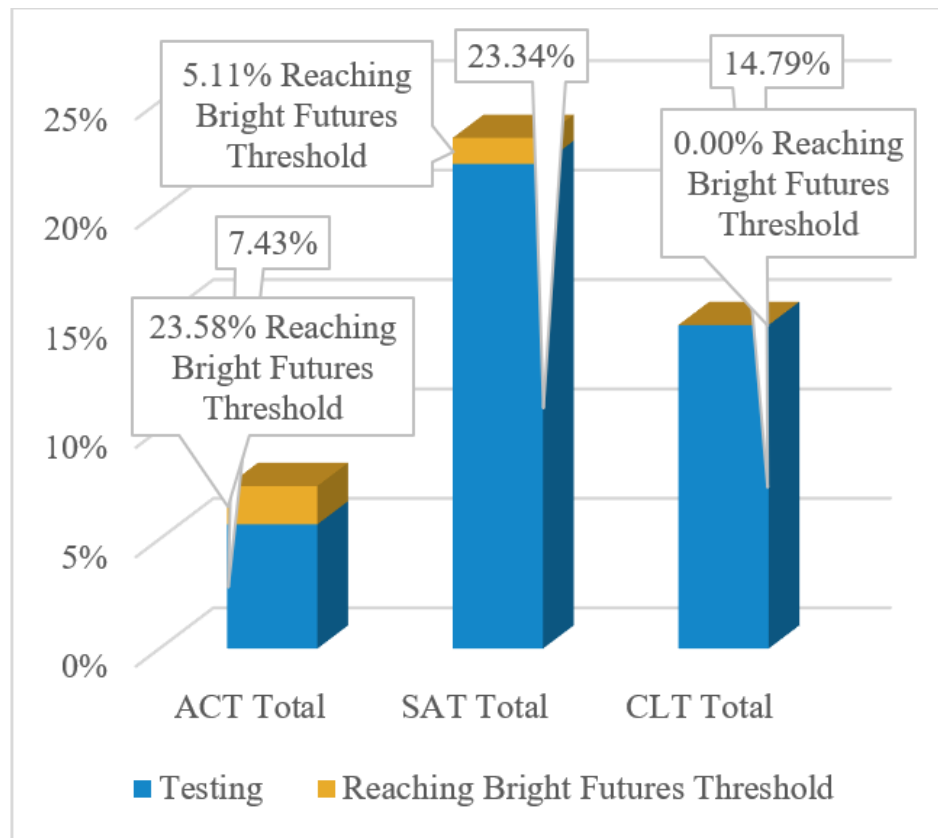
Figure 4.21. Percent of Students in Accelerated Courses, Suwannee County School District



expand college readiness. FLP-Achieve funds were used to cover tuition, textbooks, and supplies for dual enrollment courses, directly increasing opportunities for students to earn college credit while still in high school. In addition, the district invested in student access to qualifying exams by funding registrations for the SAT, PSAT, non-college reportable (NCR) ACT, PERT, and CLT. These investments enabled students to meet

graduation requirements through concordant scores (Performance Measure 5) and strengthened their ability to pursue postsecondary admission opportunities (Performance Measure 6). By prioritizing both dual enrollment and exam access, Suwannee County strategically leveraged FLP-Achieve to *remove cost barriers, expand early college opportunities, and increase pathways to postsecondary success for students in a small, rural district.*

Figure 4.22. Percent of Students Taking College Entrance Exams, Suwanee County School District²⁶



²⁶ College entrance exams for concordance exams: 30.8% of all students in Grades 10-12 took college entrance exams for concordance; of those students, 46.5% received concordant scores

DISTRICT DEMOGRAPHICS

Year 2 directly-funded districts represent a diverse range of geographic, demographic, and socioeconomic contexts, including large urban systems, mid-sized suburban districts, and small rural schools. The following tables compare the directly funded districts by population, student demographics and race/ethnicity:

Table 4.2. Population Comparison Among Districts²⁷

District	Population
Bay	196,112
Escambia	336,358
Gilchrist	19,503
Hernando	210,577
Highlands	106,109
Hillsborough	1,560,449
Levy	45,845
Marion	419,510
Suwannee	46,519

²⁷ Districts in **bold** are classified as rural districts.

Table 4.3. Student Demographics Across Districts²⁸

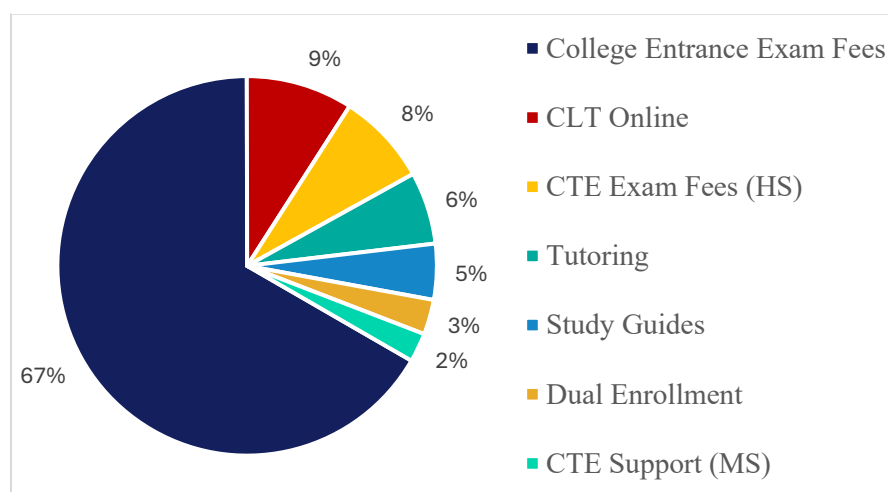
District	Economically Disadvantaged	Students with Disabilities	English Language Learners	Homeless	Migrant
Bay	61.3%	19.7%	7.2%	3.1%	No Data
Escambia	64%	15.7%	12.9%	1.8%	0.3%
Gilchrist	75.2%	21.6%	4.2%	3.7%	1.0%
Hernando	83.4%	16.5%	3.5%	2.3%	No Data
Highlands	94.3%	18.6%	5.5%	1.8%	4.9%
Hillsborough	61.7%	15.2%	12.1%	0.5%	0.4%
Levy	92.5%	20.1%	4.2%	3.8%	1.0%
Marion	86.5%	17.2%	6.8%	2.1%	0.1%
P.K. Yonge	27.4%	7.6%	No Data	No Data	No Data
Suwannee	87.6%	17.2%	4.3%	2.4%	2.1%
District	White	Black	Hispanic	Multi-Racial	
Bay	59.8%	14.9%	15.1%	8.0%	
Escambia	33.4%	20.9%	38.1%	4.3%	
Gilchrist	77.6%	4.3%	13.5%	4.2%	
Hernando	54.5%	8.1%	29.5%	6.3%	
Highlands	38.3%	16.6%	38.8%	4.4%	
Hillsborough	28.7%	20.5%	40.7%	5.3%	
Levy	62.8%	12.3%	17.5%	6.5%	
Marion	41.1%	19.5%	31.7%	5.5%	
P.K. Yonge	43.4%	19.7%	24.5%	7.7%	
Suwannee	57.9%	11.6%	24.8%	4.7	

²⁸ Data Source: [FLDOE District Report Cards](#)

DISTRICT DISTRIBUTION OF FUNDS

The nine directly-funded districts and one DRS utilized Year 2 FLP-Achieve FLP funds in a variety of ways, including staff professional learning, aimed at increasing student access to advanced courses and general postsecondary readiness; data infrastructure for easier identification of students with the potential to succeed in advanced courses (via Equal Opportunity Schools); and subsidizing districts' student services such as dual enrollment tuition and fees, CTE exam registrations, and college entrance/concordance exam tutoring, and registration fees. These purposes mostly align with FLP-Achieve's mission as defined by Florida statute. Each district/DRS prioritized areas of focus according to the specific needs of their district, but the majority of FLP-Achieve funds were directed towards registration fees for college entrance/concordance tests, with half of all district FLP dollars allocated for those purposes.²⁹ Following exam fees was professional learning, with about a quarter of FLP funds supporting that area (not shown in [Figure 4.23](#).) Professional learning primarily supported AP and AICE teachers. The remaining 25% of FLP-Achieve funds for directly supported districts was used for CTE support, Dual Enrollment, CLT Online, tutoring, and student materials.

Figure 4.23. Year 2 FLP-Achieve Funding by Student Service



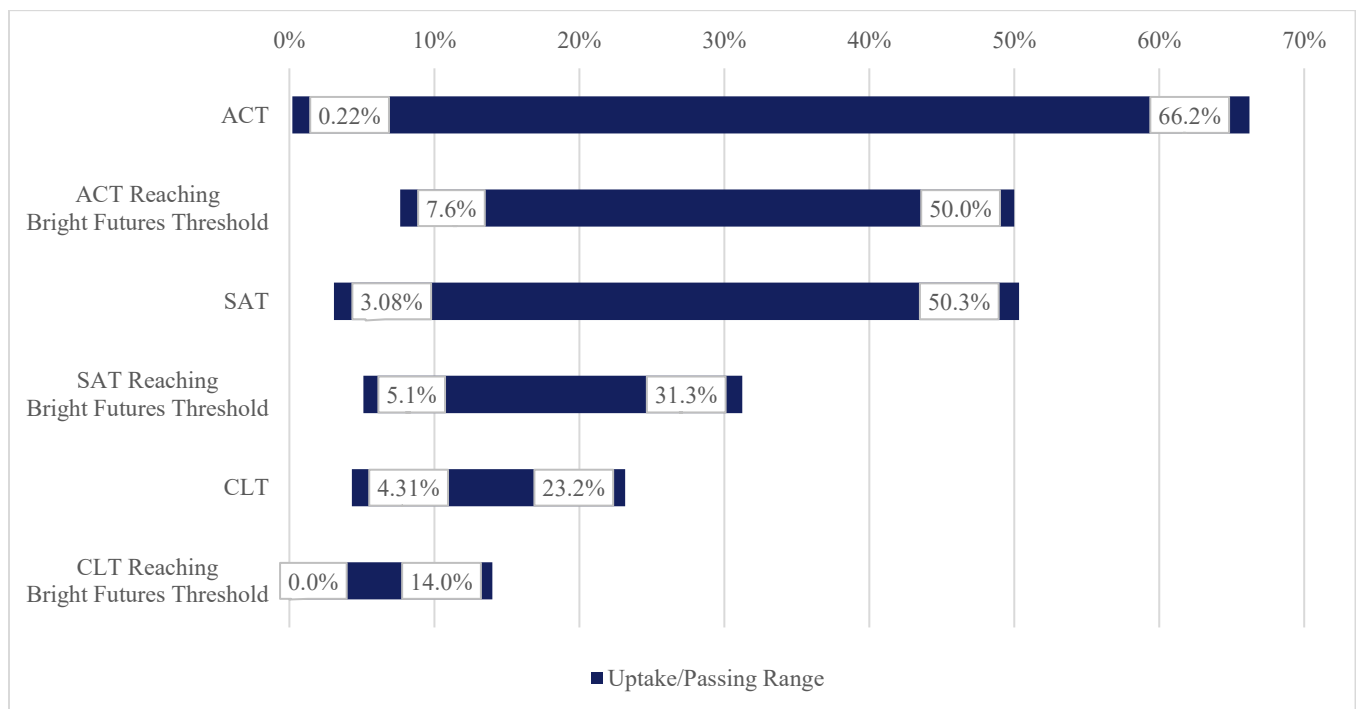
COLLEGE ENTRANCE AND CONCORDANCE EXAMS

The main focus in several directly funded districts has been on college entrance exam access, which is important for both college admissions and meeting Florida's graduation requirements. Multiple districts used FLP-Achieve funds to cover ACT, SAT, CLT, and PERT (Post Education Readiness Test) fees for all students, removing cost as a barrier. In Escambia County Public Schools, this investment yielded tangible results: *"With CLT last year, graduation rate increased 22%."* Suwannee County School District leaders noted that funding exam fees helps more students earn concordance scores needed for graduation and opens doors to college admissions.

²⁹ Figure 4.23 represents student services only

Directly-funded districts spent about half of Year 2 FLP-Achieve funds on college entrance exam registrations, not only for college entrance requirements, but also for the purpose of concordance scores to help students meet basic Florida high school graduation requirements, which is not a statutory mission of the FLP-Achieve initiative. Additionally, FLP funds were spent on college entrance exams that do not meet the mission of increasing access to accelerated courses or, arguably, increasing students' postsecondary readiness.

Figure 4.24. Range of Student Access Across Districts to FLP-Funded College Entrance Exams



Note: Chart excludes non-participating or N/A district data.

PROFESSIONAL LEARNING

WorkED evaluation team members cite professional learning as another major investment area. FLP dollars support professional learning in two ways: external trainings and district-based trainings tailored to the particular needs of the district.

External Professional Development

Many districts leveraged FLP-Achieve funds to send teachers and administrators to state and national trainings, particularly AP Summer Institutes and College Board conferences and Cambridge AICE. In Hernando County, AP teachers reported that attending AP Summer Institutes (APSI) strengthened their instructional confidence and better aligned classroom practices to course and exam expectations. One teacher reflected that *“the College Board training gave me specific strategies I can use with my students immediately,”* while another

emphasized that *“going to APSI each summer keeps us current and ensures we are preparing students for success.”*

“[T]he College Board training gave me specific strategies I can use with my students immediately.”

Bay, Levy, and Hillsborough school districts similarly emphasized the value of sending educators to subject-specific institutes and conferences. A Bay District Schools administrator explained that *“sending our teachers to College Board training is critical—*

without it, they wouldn’t have the preparation they need to be successful.” In Levy County School District, teachers who attended national sessions reported that they returned with *“resources and materials that helped us jumpstart our new AP course offerings.”* Suwannee County School District’s performance report highlighted how external training prepared teachers to take on dual enrollment and advanced coursework responsibilities. At P.K. Yonge, leaders noted that external trainings broadened perspective: *“When teachers go out to these conferences, they come back energized and bring back practices that can be shared schoolwide.”*

District-Based Professional Development

Equally important were the in-district professional learning sessions designed to reinforce, contextualize, and sustain strategies gained from external training. Hernando and Levy County School Districts highlighted the use of in-house workshops and alignment sessions to help teachers share strategies with colleagues and ensure consistent implementation across schools. A Hernando administrator explained, *“We don’t just send teachers away — we build in opportunities for them to share with colleagues when they return, so the learning spreads.”*

Bay District Schools organized local professional learning for new AP teachers, focusing on scaffolding, exam preparation, and cross-school collaboration. One teacher shared that *“our district sessions helped me see how others are pacing the material, which gave me confidence to adjust my own classroom.”* P.K. Yonge hosted several in-house professional learning offerings and brought in specialists to train their teachers on designing project-based curriculum specific to their school. Gilchrist County School District leaders emphasized that FLP-Achieve funding enabled teacher ACT AIM training and after school student tutoring for ACT preparation, which they described as critical for helping students meet scholarship benchmarks such as Bright Futures.

“We don’t just send teachers away — we build in opportunities for them to share with colleagues when they return, so the learning spreads.”

The district-based professional learning opportunities emphasized pedagogical innovation and emerging practices. For example, PKY’s PLTW (Project Lead The Way) training showcased advanced STEM integration and project-based learning as engaging, future-ready models. APSI sessions emphasized technology integration, including thoughtful approaches to the use of artificial intelligence in AP classrooms. The Evaluation Team also observed that district-based events renewed educator motivation. In the post-event survey, APSI attendees stressed their commitment to preparing students not only for exams but for life skills, while PKY PBCD participants described motivation as *“seeing students light up when they realize they are capable of more than they imagined.”* District-based professional learning experiences are particularly relevant for Career and Technical Education teachers, as Florida sees a rise in CTE teachers coming to the education profession directly from industry, often with little to no educator training. At the FACTE (Florida Association for Career and Technical Education) convening, faculty shared enthusiasm for updated technical training that keeps CTE instruction aligned with industry standards.

The two approaches to offering professional learning complemented each other. External opportunities exposed staff to national-level expertise and cutting-edge practices, while district-held sessions contextualized and sustained those practices in local settings. This combination allowed districts to build both individual educator capacity and collective instructional coherence, ensuring professional learning was directly tied to the goal of expanding and sustaining advanced coursework opportunities for students.

CAREER AND TECHNICAL EDUCATION SUPPORT

All participating districts are integrating CTE and industry certifications into their postsecondary readiness strategies. P.K. Yonge covered the cost of Career and Technical Education industry certification exams, enabling students to graduate with credentials that hold immediate labor market value. P.K. Yonge offers five CTE pathways: Entrepreneurship & Digital Design, Entrepreneurship & Modern Music, Computer Science with AI, Engineering, and Health & Human Performance. Multiple industry certifications are available in each pathway. Suwannee County High Schools offer certifications in healthcare, such as CNA and EKG Technician, through Riveroak Technical College, giving students a direct pathway to high-demand jobs.

DUAL ENROLLMENT

“Last year, 68 students earned 608 college credits.”

Dual enrollment serves as another postsecondary readiness tool, bridging the gap between high school and college, with several districts using Year 2 FLP-Achieve funds to remove financial barriers by covering tuition, textbooks, and transportation. Suwannee County School District’s Collegiate Academy model enables students to graduate with both a high school diploma and an associate degree”,

with the FLP-Achieve funds covering PERT exam registrations, dual enrollment tuition and textbooks to expand access. *“Last year, 68 students earned 608 college credits.”* Students can take classes through North Florida State College, with an adjunct professor teaching both at Suwannee High School and on the college campus. At Branford Middle School/High School, technology is leveraged to expand dual enrollment access: a live video feed connects students to the college classroom. As the Suwannee site report noted, *“Tuesday and Thursday English 1101 is offered virtually in the fall semester...with a live feed to Branford HS”*. Beyond traditional academic coursework, students also have opportunities to earn industry-recognized credentials, with some attending Riveroak Technical College to earn workforce certificates such as CNA or EKG. FLP-Achieve funds further strengthened this model by covering Post Education Readiness Test (PERT) exam registrations, tuition, and textbooks for dual enrollment students, expanding access to college-level learning while in high school.

Gilchrist County School District also provides dual enrollment opportunities, mostly online, though some students attend Santa Fe State College in person. Escambia County Public Schools partners with Pensacola State College for academic dual enrollment courses and with George Stone Technical College for vocational programs. Marion County Public Schools has transitioned to a Collegiate Academy model with the College of Central Florida, replacing on-campus DE. In this program, accepted students spend their junior and senior years taking full-time college coursework, graduating with both a high school diploma and an AA (Associates of Arts) degree.

ADVANCED PLACEMENT

Advanced Placement (AP) courses are a central part of the academic landscape in several districts. Hernando County School District has expanded access through its partnership with Equal Opportunity Schools (EOS), even enrolling students with GPAs below 3.0 who demonstrate subject-specific strengths. As the principal of Springstead HS explained, *“The EOS program... was successful in increasing enrollment in Advanced Placement courses for these students”*. FLP-Achieve funds strengthened Hernando County School District staff’s capacity to serve these students: FLP dollars sent more than 20 teachers to APSI and 13 administrators to the AP Summer Conference, helping support the district’s ongoing shift toward replacing honors classes with AP courses. The professional learning opportunities supported their Equal Opportunity Schools (EOS) initiative, which increased enrollment of underrepresented students.

*“Since October last year, 2,389
walkthroughs by 92
administrators have occurred.”*

Bay District Schools’ Mosley High School offers 17 AP courses. Districtwide, FLP-Achieve funding supported a comprehensive professional learning initiative for school leaders that resulted in a dramatic increase in classroom walkthroughs: *“Since October last year, 2,389 walkthroughs by 92*

administrators have occurred.” These observations provided teachers with actionable feedback, directly impacting instructional quality. Gilchrist County School District’s Trenton High School saw remarkable success in its AP expansion and success, noting, *“Last year the school offered AP Pre-Calculus for the first time and students attained a 100% pass rate,”* an outcome supported by teacher training funded through FLP-Achieve. Escambia County School District offers a wide range of AP courses; during the site visit, the Evaluation Team observed AP Human Geography, AP U.S. History, and AP English Language in action. At P.K. Yonge, FLP-Achieve funds covered *“professional development, AP Summer Institute...AP registrations...and Career and Technical Education Industry Certification Exams.”* The school reported that *“this year 64% of students who took an AP exam passed with a 3 or higher,”* demonstrating both access and success.

Pre-AP and honors courses are also important stepping stones toward advanced coursework in FLP-Achieve directly-funded districts. Escambia County Public Schools has introduced Pre-AP English to prepare students for AP-level work, while Highlands County School District’s Lake Placid High School offers Pre-AP English 2.

CAMBRIDGE AICE

The Cambridge Advanced International Certificate of Education (AICE) program is growing rapidly in participating Florida districts, especially in Hillsborough County, where it is being implemented districtwide. Robinson High School uses AICE to reach different student populations who may not thrive in AP or IB settings, particularly level 1–2 students on state assessments. The Robinson High School Principal shared that *“AICE... will appeal to military families who move around frequently because it is a two-year program compared to the four-year IB program.”* The school has also replaced the AP Literature course with the AICE Literature course, citing a higher pass rate. Hillsborough County is vested in bringing AICE to all of its high schools, so much so that it used Year 2 FLP-Achieve funds to host the AICE Summer Institute at Spoto High School. The AICE Summer Institute occurred over four days with sessions being specific to new AICE teachers as well as experienced teachers. The two main areas of the professional learning were on “Responsive Education for All Learners” and “Introduction to Cambridge International AS Level English General Paper.”

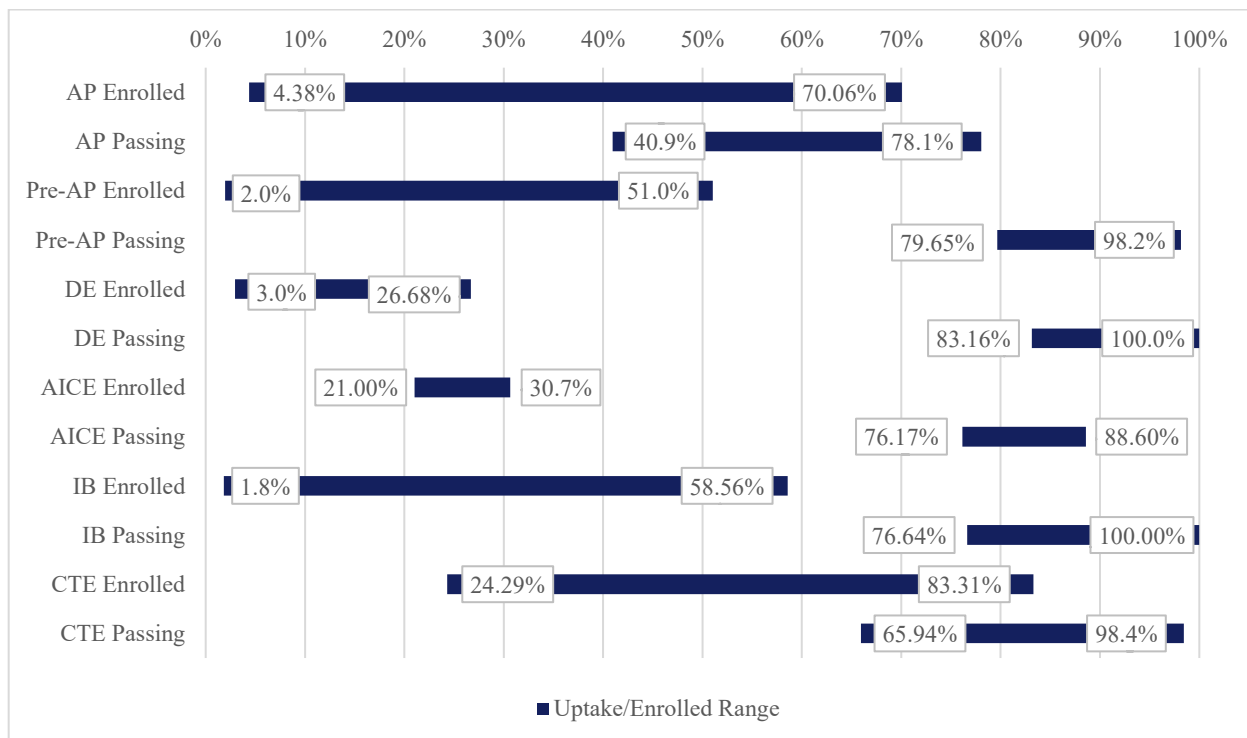
“Graduating with an AICE diploma qualifies for all levels of the Bright Futures scholarship depending on the student’s GPA and volunteer hours.”

Marion County Public Schools is also investing heavily in AICE, funding both professional learning and student exam fees. At Dunnellon High School, students can choose from nine AICE

courses, with the first diploma cohort set to graduate in 2028. *“Graduating with an AICE diploma qualifies for all levels of the Bright Futures scholarship depending on the student’s GPA and volunteer hours.”* Marion County Public Schools sent 37 teachers to the AICE Summer Institute hosted by Hillsborough County as well as using FLP funds to pay for 600 AICE exams.

Many participants noted the importance of equitable access for students in these professional learning opportunities. The goal of providing access to advanced opportunities for students who may not otherwise be served was prevalent across Evaluation Team site reports and participant surveys. AICE teachers echoed this sentiment in the post-event survey, with a participant *“They offer AICE to juniors, and when they are successful, their mindsets change toward college.”* Over 90% of AICE Cambridge training participants agreed in the post-survey that their professional learning experiences were relevant and practical, and the large majority affirmed that the training strengthened their ability to expand access and support students’ postsecondary readiness. Participants also appreciated the opportunity to work collaboratively to implement a new curriculum – 21% of survey respondents specifically cited collaboration and networking with peers to be the most valuable aspect of the professional learning.

Figure 4.24. Range of Student Access Across Districts to FLP-Funded Accelerated Courses



TUTORING AND MATERIALS

A portion of Year 2 FLP-Achieve funding allocated directly to districts supported tutoring and preparation for college entrance exams. Schools used FLP-Achieve funds to cover registration fees for ACT, SAT, and CLT exams, as well as to provide targeted tutoring before

and after school, during elective periods, and even on weekends. Bay District Schools used FLP-Achieve funds to provide students with CLT online classes and study guides to prepare for the exam. P.K. Yonge School provided students with individual and small group tutoring services for the SAT and ACT with FLP-Achieve funds. In Gilchrist County School District, the principal noted they would like to “*offer tutoring during the school days during electives*” to increase participation. During Year 2, they provided after school tutoring, but transportation was an issue for many students. School district leaders described test preparation as essential for improving scholarship eligibility rates.

PROFESSIONAL RELATIONSHIPS

The Evaluation Team observed the importance of professional relationships with external educational partners to help districts advance toward their college and career readiness goals. AVID is widely implemented in several directly-funded school districts, both as an elective course and as a set of schoolwide strategies. Hernando County School District's participation in EOS has reshaped how students are identified and encouraged to take advanced courses. Springstead High School Principal, *"The EOS program addressed the underrepresented student population and was successful in increasing enrollment in Advanced Placement courses for these students."* The "trusted adult" concept was emphasized: *"having every student choose an adult from the school with whom they could have a trusting relationship."* Many districts also were supported by their Regional Educational Consortia. P.K. Yonge works closely with NEFEC, noting, *"Their data visualization portal gives them a specialized P.K. [Yonge] report...they can also see how their students met their graduation requirements."* The site visit reports show that the FLP-Achieve districts maintain strong and varied professional relationships with partner organizations that support academic rigor, equity, and program implementation.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID is the most prevalent and deeply embedded of these partnerships. Many districts use AVID strategies schoolwide, while others implement it in targeted grade levels or subject areas. In Levy County School District, AVID is part of a multi-year instructional improvement cycle that also includes explicit instruction. Leaders intentionally focus on one practice at a time to allow for purposeful integration of the concept into classroom instruction. *"They have done well in their multi-year instructional improvement focus cycles... doing one [concept] at a time to not overwhelm teachers and ensuring quality in implementation."* Highlands County School District has infused AVID's WICOR strategies into pre-AP and honors courses, which Evaluation Team members observed during their site visit. P.K. Yonge uses AVID to provide academic support and college readiness skills to a wide range of students, often alongside AP coursework, noting that *"students are enrolled in AVID in addition to their AP classes to support them in their success."*

EQUAL OPPORTUNITY SCHOOLS (EOS)

In Hernando County School District, the EOS model has been used to identify and enroll underrepresented students in AP courses. The district has applied EOS data to guide course placement and to provide targeted support for these students. As one principal explained, *"The EOS program... was successful in increasing enrollment in Advanced Placement courses for these students."*

At Springstead High School, administrators described how EOS reshaped school culture and enrollment practices. The principal noted that the program “*opened our eyes as to who was enrolling in our advanced courses. Now, we view students according to their potential to enroll them in AP courses.*” For example, students who previously would have been excluded due to GPA cutoffs are now placed in AP courses aligned with their strengths: “*A student with a 2.7 GPA but excelling in science was enrolled in AP Biology*”. Springstead even replaced most honors courses with AP, giving students broader access to rigorous coursework.

“[The program] opened our eyes as to who was enrolling in our advanced courses. Now, we view students according to their potential to enroll them in AP courses.”

The EOS program also introduced practices that extended beyond course placement, such as the “trusted adult” concept, which Hernando County School District’s Director of Secondary Curriculum, emphasized as a powerful way to build student connections. He reflected that EOS brought many indirect benefits, including strengthened relationships with students who might otherwise have been overlooked: “*There were also many indirect pros that came from the EOS program. Relationships with otherwise lost students. Trusted adult concept.*”

The Weeki Wachee High School Principal described how faculty now actively encourage AP enrollment by personally talking with students. If a student hesitates to sign up, teachers meet with them again and emphasize their belief in the student’s potential. AP Potential Cards from the PSAT are also used, alongside parent nights and AP information sessions, to sustain participation.

Hernando County School District is winding down its five-year EOS support cycle, but leadership is confident about the ability to sustain progress. As the Director of Secondary Curriculum explained, “*Exiting the EOS program will not leave a significant gap. We have taken all the good we could from the program.*” Whereas Hernando County School District used FLP funds to fund its partnership with EOS, Duval County Public School’s partnership with EOS was funded by EOS through FLP-Achieve funds in Year 2. It was an indirectly funded district in Year 2. As it is the only district that EOS supported with Year 2 FLP-Achieve funds, discussion is included in this section.

Two of Duval County Public School’s high schools were supported by EOS through Year 2 FLP-Achieve funds: Atlantic Coast High School and First Coast High School. The Evaluation Team conducted a site visit to Atlantic High School on April 10, 2025, sitting in on a meeting between EOS, Duval County Public Schools district leadership, and Atlantic Coast High School leadership to review the EOS student and staff surveys results. These surveys are a part of the

EOS process and collect data that helps identify and support diverse students, particularly those of color and low-income backgrounds, for success in advanced coursework and to improve the overall sense of belonging and equity in schools. There were two issues with the survey process in Year 2: Surveys were not distributed until the second semester instead of at the beginning of school and there were only 34 student responses to the survey and no responses from staff. The survey was administered after the end of a schoolwide assessment, and there was a problem with submitting the survey. The EOS representative indicated that this happened because no EOS staff were present to troubleshoot the problem. It was not clear why no staff submitted the survey.

For validity, EOS requires 60% survey response rate, but the goal is a 90–100% response rate. Atlantic High School’s 34 student responses, or (1% student response rate) is problematic, and not representative of the student population. Nevertheless, the EOS team presented its findings to Duval County Public Schools in its Opportunity Pathways Report. The surveys were redistributed in May, but the results did not impact any students or staff in AY 2024/2025.

REGIONAL EDUCATIONAL CONSORTIA

NEFEC plays a significant role in professional learning and regional collaboration, particularly in rural districts. Three Year 2 directly funded district and one DRS (Gilchrist, Levy, P.K. Yonge, and Suwannee) are directly supported by NEFEC. In Gilchrist County School District, NEFEC has provided training in instructional practices and supported the sharing of resources among member districts. The Evaluation Team observed that NEFEC’s involvement helps small districts access expertise and services they could not maintain independently. NEFEC applied Year 2 FLP-Achieve funds to host their SkillsIgnite3 event and Summer Leadership for educators as well as the College and Career Readiness Fair for students

One Year 2 FLP-Achieve directly funded district, Highlands County School District, is a member of HEC. In Year 2, HEC supported teacher training, data analysis, and program alignment. HEC’s role often overlaps with district-led initiatives, providing additional capacity for schools to meet instructional improvement targets.

FAMILY AND COMMUNITY ENGAGEMENT

The Evaluation Team’s site visits observed different efforts to educate students’ families and the community at large about postsecondary and career readiness. Several schools hosted family nights, FAFSA workshops, and targeted outreach events to encourage participation in advanced academic programs. Parents are often key decision-makers in whether students attempt advanced coursework or pursue college, yet many lack information about programs, requirements, and financial aid. The Evaluation Team observed that no subrecipients utilized FLP-Achieve funds for parent outreach initiatives. This is likely because parental outreach is already embedded in schools’ and districts’ normal outreach and communication protocols.

In Gilchrist County School District, leaders shared that FLP-Achieve funds supported after school ACT prep tutoring, which not only improved student outcomes but also reassured families that their children were receiving the targeted support needed to qualify for scholarships such as Bright Futures. Similarly, in Suwannee County School District, administrators explained that FLP-Achieve funded exam access helped families feel confident that graduation requirements and college entrance hurdles would be met. By creating structured opportunities for families to engage with college and career readiness initiatives, FLP-Achieve helped districts foster stronger home-school partnerships and ensure that families are active participants in students' educational journeys.

IMPLEMENTATION CHALLENGES

The dynamics described below are complex in nature and inherent in most school districts nationwide.

FINANCIAL CONSTRAINTS AND PROGRAM SUSTAINABILITY

While the FLP-Achieve funding has opened opportunities and removed many cost-related barriers, districts face persistent—and in some cases growing—financial pressures due to competing expectations and a reduced funding base. These challenges affect staffing, student access to programs, and the sustainability of initiatives once grant funding ends. Without continued investment, schools may not be able to sustain gains in advanced coursework access, teacher training, and student credentialing.

Evaluation Team members observed a persistent theme across districts: the challenge of sustaining AVID and related college readiness initiatives in the face of limited or inconsistent funding. District and school leaders consistently underscored that financial strain is not only a barrier to expansion but also threatens the continuity of existing programs. In rural districts such as Gilchrist County School District and Levy County School District, administrators emphasized that already constrained budgets make it difficult to maintain advanced learning opportunities. Gilchrist County School District leaders described sustaining AVID as *“difficult given limited budgets and rural funding constraints.”* Similarly, Levy County School District administrators observed that *“district finances are stretched thin”* and noted that without grant support, *“growth and expansion are nearly impossible.”*

Urban and larger districts echoed similar concerns, though with different emphasis. In the Hernando County School District, administrators pointed to the rising costs of AVID training and materials, with one participant acknowledging that *“sustaining teacher participation in Summer Institutes is increasingly challenging.”* Marion County Public Schools educators highlighted the impact of underfunding on students directly, explaining that a *“lack of funding for additional AVID sections and electives”* restricts access and forces schools to limit enrollment despite high demand.

Staffing costs were another recurring strain. In Escambia County Public Schools, budgetary limits were cited as a major obstacle to hiring AVID elective teachers, with leaders noting that

“[S]tudent interest continues to grow but staffing cannot keep pace due to limited funding.”

“student interest continues to grow but staffing cannot keep pace due to limited funding.” Bay District Schools leaders described funding as *“a constant challenge,”* particularly when trying to cover the recurring costs of AVID tutors and classroom resources. P.K. Yonge acknowledged

“limited financial resources to support expansion,” particularly when it came to professional development and broadening access to the AVID elective.

Leaders across districts emphasized the critical role of FLP-Achieve in covering costs that would otherwise block participation. Hernando County School District’s Springstead High School’s principal noted that although the EOS partnership and AP expansion have been valuable, sustaining targeted recruitment and support for underrepresented students will be difficult without continued resources. In Suwannee County School District, FLP-Achieve funding covered PERT, ACT, SAT, and CLT exams, as well as tuition and textbooks for dual enrollment; administrators stressed that, without this support, many students would be unable to participate. As one explained, *“The reason for requesting funding for [college entrance exams] was to help more students earn a concordance score to meet graduation requirements,”* underscoring how exam fees directly affect graduation rates and access to advanced coursework.

Small and rural districts face unique cost-efficiency challenges. At P.K. Yonge, low enrollment in certain career and technical pathways makes it difficult to justify the cost of equipment, teacher training, and certification exams: *“It is a struggle in a school as small as theirs to develop and sustain a Career and Technical Education program.”* Without scale, per-student costs remain high and sustaining offerings after grant funding ends becomes increasingly difficult. Even in districts with regional partnerships, professional learning strains budgets. Levy County School District leaders acknowledged that, while AVID and Explicit Instruction training cycles have been effective, ongoing walkthroughs reveal *“areas that need strengthening,”* requiring additional coaching and professional development. These recurring costs are currently supported by FLP-Achieve, but long-term funding plans remain unclear.

LEADERSHIP CONTINUITY

Leadership continuity was a challenge for several of the directly funded districts, particularly when seasoned leaders with specific expertise were replaced by those with different backgrounds. For example, during the Bay District Schools site visit, administrators explained that the superintendent of sixteen years had retired suddenly, leaving a leadership gap for district direction and sustainability. Gilchrist County Schools AVID District Director and CTE Program Specialist noted challenges with new leadership’s learning curve for maintaining focus on AVID implementation fidelity. With a new superintendent in that same district in AY 2024/2025, significant organizational restructuring was also occurring, leaving Director-level positions vacant, with new hires pending. Leadership instability also affected the FLP-Achieve funding, as contacts changed over the course of the year.

Chapter 5: FLP-Achieve AVID Findings

INTRODUCTION & BACKGROUND

OBJECTIVES AND PERFORMANCE MEASURES

In Year 2, PBSC granted \$500,000 to fund Advancement via Individual Determination (AVID) programs at Florida schools, and the WorkED Evaluation Team (hereafter, Evaluation Team) collected and analyzed data from site visits, surveys, and AVID site reports. AVID received subrecipient funds to support 24 schools in seven school districts (Highlands, Levy, Marion, Nassau, Putnam, Santa Rosa, and Washington). AVID's Year 2 Statement of Work included three primary objectives, each aligning with FLP-Achieve Performance Measures:

1. By June 30, 2025, AVID will have engaged up to eight educators per AVID FLP site in AVID professional development to teach strategies to enhance college and career readiness for students.

Aligned FLP Performance Measure: The percent of school staff who participate in professional learning funded by FLP Achieve and indicate on their participant evaluation results that the professional learning positively impacts their support of students accessing advanced courses, will increase annually by 2-3%.

2. By June 30, 2025, AVID will have supported AVID FLP sites in matching or increasing the percentage of students eligible to take AP/honors courses as evidenced by the percentage of students enrolled in those courses in the 2024-25 school year vs the 2023-24 school year.

Aligned FLP Measure: The percent of all students, including minority and underserved secondary students, who participate in FLP Achieve and enroll in accelerated courses and/or complete industry certifications in high schools will increase 2-3% annually.

3. By June 30, 2025, at AVID FLP sites with graduating classes, the percentage of students who report they have enrolled, enlisted or are employed will match or increase from the 2023-24 school year percentages.

Aligned FLP Measure: The percent of all students, including minority and underserved secondary students, who participate in the program who enroll in a postsecondary educational institution and enroll in their first semester in credit-earning courses, will increase annually by 2-3%.

DATA SOURCES

This chapter combines data from four sources: site visits, AVID Elective student and AVID school staff surveys, and AVID Site Reports, which provide school-level demographic, AVID Elective course enrollment, advanced course enrollment, and staff training data.

Site Visits

The Evaluation Team visited secondary schools in all seven Year FLP-Achieve supported school districts. The team visited a total of 15 of the 24 supported schools: Avon Park Middle School, Lake Placid High School, Sebring High School, Bronson Middle-High School, Williston Middle-High School, Dunnellon Middle School, Yulee High School, Interlachen Junior-Senior High School, Martin Luther King Middle School, Central School, Hobbs Middle School, Roulhac Middle School, Chipley High School, Vernon Middle School, and Vernon High School.

The primary goal of the AVID site visits was to observe AVID instructional strategies and culture in action at the various schools. In some cases, the Evaluation Team engaged in walk-throughs with school and district staff, AVID Implementation Strategists, and Palm Beach State College Regional Managers. During observation, the Evaluation Team considered connections to stated Objectives and Performance Measures and the degree of implementation fidelity to the AVID program. Additionally, the Evaluation Team conducted interviews to discern staff perceptions of their school's AVID program, AVID's impact on students' postsecondary readiness, advanced course access and performance, and the degree to which AVID empowers staff to create a culture of college and career readiness in schools. Data was collected via observation and interviews.

Student Surveys

The Evaluation Team distributed an electronic survey via the seven District Directors and AVID Elective teachers in May 2025 to assess student experience with the course. A total of 698 middle school students and 402 high school students in Year 2 FLP-supported AVID districts submitted valid responses to the AVID Elective Student survey, representing 17 schools across six FLP-supported districts. Across the seven FLP-supported AVID districts, 2,778 students were enrolled in the AVID Elective course in AY 2024/2025 (1,516 middle school students and 1,262 high school students). The overall survey response rate is 39.6%; with a middle school student survey response rate of 46%, and a high school student survey response rate of 31.9%. Basic descriptive statistical techniques were utilized to tabulate frequencies and percentages when reporting data. Qualitative data (open-ended survey responses) was coded via inductive thematic analysis to identify prominent AVID Elective student perceptions and self-reported impact of participation.

Staff Survey

The Evaluation Team distributed an electronic survey via the seven District Directors and May 2025 to staff at the Year 2 FLP-Achieve AVID-supported schools to assess perceptions of

implementation strategy and impact. A total of 128 school staff (AVID Elective teachers, non-AVID elective teachers, school counselors and school administrators) submitted valid responses to the AVID Staff survey, representing six of the seven districts. Basic descriptive statistical techniques were utilized to tabulate frequencies and percentages when reporting data. Qualitative data (open-ended survey responses) was coded via inductive thematic analysis to identify emergent themes in success stories and additional comments.

AVID Site Reports

AVID District Directors submitted AY 2024/2025 AVID Site Reports to the Evaluation Team for all Year 2 FLP-supported AVID schools. AVID Site Reports include comprehensive school-level data on student demographics, AVID Elective student demographics, AVID Elective course enrollment, overall and AVID Elective Student advanced course enrollment, and AVID school staff participation in professional learning.

AVID BACKGROUND AND FLORIDA FOOTPRINT

BACKGROUND

AVID has 45 years of experience designing effective strategies to help students develop skills and overcome obstacles that increase college and career readiness. The most foundational element of AVID is the Elective course, which is designed for students in the “academic middle”—those who have demonstrated potential to succeed in advanced coursework but often need additional support to thrive. This course focuses on building students’ organizational and study skills, critical thinking, writing and reading strategies, and collaborative learning through six specific strategies: WICOR, focused note-taking, organizational binders, tutorials, Philosophical chairs, and Socratic seminars. The AVID Elective uses **WICOR strategies**—an instructional framework that promotes Writing, Inquiry, Collaboration, Organization, and Reading across all content areas. WICOR strategies emphasize focused note taking and binders for organization. These strategies help teachers create more rigorous and student-centered classrooms that prepare them for postsecondary expectations, and schools are encouraged to emphasize widespread implementation of these strategies. Two of the most prominent study strategies are focused note-taking and organizational binders. **Focused note-taking**, formerly called Cornell Notes, involves taking detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. **Organizational binders** are tools students use to keep their focused notes, notes from tutorials, and other schoolwork all in one place for studying and turning in assignments. **Tutorials** are structured sessions, led by trained tutors or, sometimes, peers, to help students engage in inquiry-based problem solving and take ownership of their learning. **Philosophical chairs** is a classroom inquiry strategy where students debate a topic by physically choosing sides of the room to show if they agree, disagree, or are neutral. Students take turns sitting in a center chair to debate their opinions. Students can shift sides during the activity if they are convinced of a different opinion. Finally, in **Socratic seminars**, participants seek deeper understanding of complex ideas in the text through rigorously thoughtful dialogue, encouraging divergent rather than convergent thinking. In addition to these strategies, the AVID Elective course offers comprehensive college and career planning, guiding students through goal setting, college exploration, and application processes. Together, these strategies can help students build the confidence, skills, and knowledge they need to succeed as they finish their K-12 education and decide on next steps after graduation.

To support educators in implementing these practices, AVID offers extensive professional development, including the AVID Summer Institute, virtual training modules, and on-site coaching. These learning opportunities help teachers apply evidence-based instructional strategies and foster a college- and career-ready culture throughout the school. AVID also promotes college and career readiness through activities such as college visits, FAFSA and

financial aid education and support, and student career exploration. AVID schools often create a visible “college-is-possible culture” with college pennants, displays of alumni experiences, and other visuals created by staff showcasing their own educational journeys. Additionally, AVID employs Implementation Strategists to serve as an on-the-ground expert responsible for working closely with district and school-based AVID coordinators, teachers, and administrators, ensuring that AVID practices are implemented with consistency and rigor. They help bridge the gap between AVID’s core model and the realities of classroom instruction by offering targeted coaching, modeling effective strategies, and providing real-time feedback—all aimed at helping teachers integrate WICOR strategies into daily instruction, regardless of subject area. Implementation Strategists also play a vital role in building and supporting AVID site teams, ensuring they understand their responsibilities related to program planning, data analysis, and schoolwide implementation. They often facilitate site team meetings, assist with developing AVID implementation plans, and guide schools through AVID’s certification or revalidation process. When schools are new to AVID or rebuilding their programs, the Implementation Strategist provides stability and expert guidance. This is particularly important in contexts with frequent leadership turnover or where AVID-trained staff have recently left. Implementation strategists offer continuity and help preserve institutional knowledge, preventing program backsliding to maintain strong growth in college and career readiness for all students. Through these educational strategies and implementation support, AVID aims to support students through rigorous academic preparedness, opportunity knowledge, and student agency—preparing students for the rest of their schooling experiences and beyond.

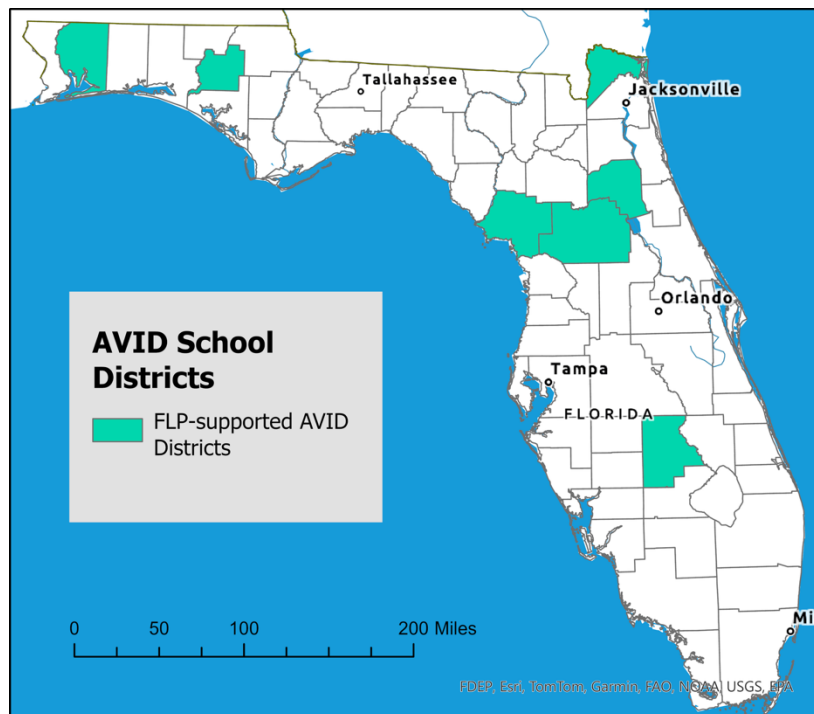
AVID'S FLORIDA FOOTPRINT

Florida's AVID presence is extensive, with 537 AVID schools across 50 districts, as reported in AVID state-level data³⁰. A total of 9,871 Florida teachers, administrators, and counselors have been trained in AVID's evidence-based strategies, ensuring that the benefits extend beyond individual classrooms to entire school communities. Nineteen of these schools have earned the designation of AVID National Demonstration Schools, showcasing exemplary program implementation. Florida's

AVID programs served 94,802 students during the 2023–24 year, fostering high academic achievement and postsecondary readiness. Among AVID seniors in Florida, 79% completed at least one rigorous course, 75% applied to a four-year college, and 92% were accepted to one. Additionally, 94% of AVID seniors met all four-year college entrance requirements, and the group maintained an average GPA of 3.5. Florida AVID seniors are enrolling in college at rates exceeding the national average. AVID's sustained presence in Florida—marked by widespread participation, robust educator training, and strong student outcomes—demonstrates its enduring value in preparing the state's students for success beyond high school.

FLP-Achieve supported the work of seven AVID districts in Year 2: Highlands County School District, Levy County School District, Marion County Public Schools, Nassau County School District, Putnam County School District, Santa Rosa County School District, and Washington County School District. See [Figure 5.1](#).

Figure 5.1: Year 2 FLP-Supported AVID School Districts



³⁰ <https://www.avid.org/data>

AVID STUDENT CHARACTERISTICS

GENERAL AVID STUDENT PROFILE

AVID primarily serves students in the “academic middle” who demonstrate potential for success in rigorous coursework but often lack the necessary support structures to thrive in advanced academic environments. These students typically earn a mix of A, B, and C grades and may not be identified as “high achieving” by conventional metrics, but have the motivation and determination to succeed when provided with the right support. AVID intentionally focuses on students who are historically underrepresented in higher education, including first-generation college students, those from low-income families, and students from racial or ethnic groups that face systemic barriers to postsecondary access. AVID is designed to close opportunity gaps by targeting students with untapped potential, aligning directly with the Florida Department of Education’s goals for the FLP-Achieve Initiative.

Students must complete an application to enroll in the AVID Elective course. Selection into AVID is not based solely on grades or test scores, but also on indicators of commitment and a growth mindset. AVID educators often use interviews, teacher recommendations, and observational data to identify students who are willing to work hard and who would benefit most from structured academic support. These students are encouraged to enroll in advanced courses, such as Honors, AP, or Dual Enrollment, and are taught essential skills in organization, time management, inquiry, and collaboration through the AVID Elective course. Ultimately, AVID empowers these students to see themselves as capable of postsecondary success and prepares them for the challenges of postsecondary education with confidence and purpose.

YEAR 2 FLP-ACHIEVE AVID DISTRICTS—STUDENT PROFILE

In Year 2, a total of 2,778 students across 24 FLP-supported schools were enrolled in AVID Elective course with participation varying by grade level. Slightly more of these students enrolled in AVID Elective courses in middle school programs (n=1,516) compared to high school programs (n=1,262). Overall participation breakdown by grade level is consistent with the number of schools offering programs—nine dedicated middle schools, nine middle and high schools, and only six dedicated high schools (see [Table 5.1](#) in Appendix A.) Of the 2,778 total students, 1,305 were minority students (about 47%.) Student participation in AVID Elective courses as a share of total student population ranged from 2% to 32% at each of the 24 schools with an average of 15%. Minority students made up between 8% and 75% of AVID students at each of the 24 schools with an average of 47%. Additionally, FLP-Achieve AVID-supported schools reported a higher percentage (69.5%) of economically disadvantaged students than the national average (65%). While the percentage of middle school students (66%) is only slightly higher than the national average; the percentage of high school students (73%) is significantly

higher (see [Table 5.2](#) in Appendix A.) AVID students at FLP-supported schools represent a range of backgrounds, cultures, ages, and experiences.

KEY FINDINGS – FLP-ACHIEVE SUPPORTED AVID DISTRICTS

AVID'S INFLUENCE ON STAFF, SCHOOL CULTURE, AND STUDENT SUCCESS

Supporting a Culture of College and Career Readiness

AVID has played a central role in cultivating a strong culture of college and career readiness across the FLP-supported districts and schools. Site visits across multiple districts revealed that AVID—when implemented with fidelity and supported by school and district-level leadership—helps establish both the mindset and infrastructure necessary to prepare students for postsecondary success. School leadership and staff consistently emphasized the value of AVID in increasing academic rigor, building student confidence, and promoting future-oriented thinking. Educators and administrators reported that AVID strategies such as WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) have been infused into core content areas and AVID Elective courses, reinforcing college-ready skill development across disciplines. The Evaluation Team noted three elements at FLP-supported AVID schools that showcase a culture of college and career readiness: educational strategies; educator training; and college-focused environments.

“[The program] helped [me] to aim for college and take [Advanced Placement] and [Dual Enrollment] courses while in high school.”

Educational Strategies

AVID educational strategies—WICOR, focused note-taking, organizational binders, tutorials, Philosophical chairs, and Socratic seminars—are utilized both in the Elective course and schoolwide, and they are designed to guide students through the process of college and career planning. Students frequently engaged in goal setting, tutorial sessions using the Socratic method, organizational tracking, and resume preparation. In Washington and Nassau County School Districts, students created “I Have a Plan” posters showcasing their intended career paths and educational goals. AVID tutorials, observed at several schools including Yulee High School and Avon Park Middle School, encouraged students to take ownership of their academic challenges while building the skills necessary for college success—such as problem-solving, communication, and collaboration. In an AVID tutorial, students indicate “points of confusion” with a particular assignment in any of their other courses. During their AVID Elective class time, they form a small group and use inquiry and the Socratic Method to work through their points of confusion, guided by a tutor, often a peer. In and beyond the AVID Elective, students participate in activities such as elevator speeches about their career aspirations, mock interviews, and structured tutorials that sharpen communication and critical thinking skills. In multiple districts, AVID has helped students enroll in AP, Dual Enrollment, and AICE courses, and alumni credit the program with motivating them to aim higher academically. In Putnam County, for instance,

an AVID graduate explained that the program “*helped [me] to aim for college and take AP and DE courses while in high school.*” AVID also reaches students who may lack support at home, including those from affluent families without parental college guidance, and benefits ESE students by building socio-emotional skills through collaboration.

Discussing their experiences with these activities, middle and high school students generally express strong support for AVID’s role in preparing them for academic and postsecondary success, per data from the AVID Elective Student Survey. Students were asked to rate their level of agreement with a series of statements about AVID’s role in facilitating their academic success and increasing postsecondary readiness. Eighty-one percent (81%) of middle school respondents agreed or strongly agreed that AVID has encouraged them to take advanced courses and pursue college or technical school (82%). High school students report even greater levels of AVID support in this area. In Highlands County School District, between 93% and 96% of students either Agreed or Strongly Agreed across all four statements, followed by Levy County School District, where levels of agreement ranged between 81% and 86% (see [Table 5.6](#) and [Table 5.7](#) in Appendix B).

“[The best part of AVID was] being able to know more about college and how my opportunities are limitless.”

In schools with strong AVID culture and implementation, students demonstrate not only academic skill growth but also an increased awareness of postsecondary pathways. At Sebring High School (Highlands County School District), staff reported that this year, every AVID Elective senior had been accepted into college, and at

Vernon High School (Washington County School District), AVID students were actively involved in developing peer recruitment videos and planning college tours. Twenty-one percent (21%) of the open-ended AVID Elective student survey responses across middle and high school students identified college and career exploration opportunities as one of the best things about their AVID Elective experience, and shared positive feedback about these opportunities (see [Table 5.8](#) in Appendix B.). Students described AVID as a bridge between high school and their postsecondary futures. Campus field trips made college tangible; planning for college helped clarify goals and timelines; career exploration activities and college readiness skills and mindset development (such as study skills and understanding the level of rigor of college courses) boosted confidence; and application support helped students create financial plans for their futures. Several survey respondents mentioned FAFSA completion, scholarship applications, and learning how to write a resume as valuable parts of their experience. The following sample responses are representative of general student sentiment about how AVID increased Elective students’ college and career readiness and awareness (in response to the question: *What was the best part of your AVID experience this year?*)

- *“Attending college field trips, allowing me to see and learn about the opportunities every college offers.”*
- *“Visiting colleges so that I can create my own opinions on what school will be best for me in the future.”*
- *“Learning about others’ careers and how the person that works there represents how the person thinks.”*
- *“Being able to know more about college and how my opportunities are limitless.”*
- *“Applying for scholarships that I otherwise wouldn’t.”*

Data across site visits and surveys show that student experience with AVID educational strategies are impactful and positive. Students feel supported by this program and are encouraged to work toward educational attainment goals that are foundational to AVID and FLP-Achieve Performance Measures.

Educator Training

The culture supporting college and career readiness was further enhanced when schools and district leaders became active AVID champions. In several FLP-Achieve supported school districts, administrators regularly attended AVID Summer Institutes and used their learning to restructure staff meetings, design professional learning communities, and model AVID strategies. AVID Site Report data demonstrates a high level of leadership participation in AVID-related professional learning, with 23 of the 24 principals having received it in some form (see [Table 5.3](#) in Appendix A.) At Hobbs Middle School in Santa Rosa County District Schools, the principal used AVID training to utilize interactive sessions focused on AVID implementation, noting, *“It is the best PD I’ve ever attended.”* In Levy County School District, continuous cycles of walkthroughs and professional learning allowed schools to reinforce a shared instructional vision while promoting “bite-sized” improvements over time. Even in schools facing challenges, such as staffing shortages, turnover, or limited elective flexibility, administrators expressed a clear belief in AVID’s potential. Many articulated goals to expand AVID access and embed its strategies more deeply across content areas. As a principal in Marion County Public Schools stated, *“AVID gives students exposure to what opportunities lay outside Dunnellon.”*

Administrators consistently reported that AVID helps students see what is possible beyond high school—especially in communities where college attendance is not a given.

“It is the best [professional development] I’ve ever attended.”

Educators, both in conversation and in the staff survey, note the effective professional learning opportunities that AVID provides including the Summer Institute, online learning modules, and ongoing Professional Learning Communities (PLCs) that embed strategies like WICOR into daily practice. Principals and AVID leaders stress the importance of administrators

and teachers attending these trainings, as well as participating in peer learning opportunities such as “ghost tours” and WICOR walkthroughs. The share of staff (teachers, counselors, and administrators) at FLP-supported AVID schools who have received some type of AVID professional learning (not necessarily during AY 2024/2025) ranges from 4% to 100%, with an average of 43% (see [Table 5.3](#) in Appendix A.)

Of the available resources, department meetings stood out as one of the more common venues for repeated professional learning outside of teachers’ individual conversations with AVID Site Coordinators, per the AVID staff survey. Forty-three percent (43%) of AVID Elective teachers reported attending department meetings with an AVID professional learning component six or more times, while among non-AVID staff, department meetings were the most common ways to receive professional development though at lower levels (24% overall). PLCs were another area of consistency, with 14% of AVID Elective teachers and 19% of non-AVID Elective teachers engaged six or more times during the school year. Putnam County School District non-AVID teacher respondents the highest engagement with PLC’s (60%), while Highlands County School District and Washington County School District reported far lower participation at 21% and 14%, respectively. Another professional learning strategy discussed in the staff survey, teachers’ one-on-one conversations with AVID Site Coordinators, showed the greatest reported discrepancy in utilization between AVID Elective and non-AVID Elective teachers, with AVID Elective teachers indicating it as the most used avenue for AVID-related professional learning, while these conversations were less common (27%) with non-AVID Elective teachers. Faculty professional learning meetings saw lower participation for both AVID teachers and non-AVID teachers, with about 14% and 15% indicating they participated in the professional learning six or more times. AVID Online Modules were the least utilized professional learning offering across both groups. Most AVID Elective teachers accessed them only once or twice, while only 4% of non-AVID Elective teachers and 7% of AVID Elective teachers engaged six or more times. Highlands County School District staff reported slightly higher use of modules (6.7%), but in most districts’ participation was negligible (see [Table 5.14](#) in Appendix B.) Even with varying numbers of how often each strategy is practiced, teachers found them helpful. Following professional development opportunities, many teachers integrate AVID tools—focused notetaking, collaborative learning structures, and instructional resources—into core content areas, enhancing engagement and instructional rigor. As one teacher noted, shared AVID resources “*were helpful for teaching... note-taking,*” while another highlighted how AVID’s emphasis on collaborative student work boosts retention “*from 35% to 90%.*” Educators’ use of what they learn through AVID professional development shows that the content is valuable, and continued support of these opportunities solidifies a school culture that supports AVID and, ultimately, college and career readiness.

College-Focused Environments

The most visible element of a school's culture of college and career readiness came from hallway and classroom displays that promote a "college is possible" environment. University pennants, posters promoting college programs, achievement displays, and announcements of where students are going to college are all visible ways that schools show students what they are preparing them for. At Levy County School District and Highlands County School District AVID schools, the Evaluation Team observed AVID strategies integrated into school culture, not only through instruction but also through the general school environment, such as college pennants, WICOR walls, FAFSA information, and teacher doors labeled with alma maters and degrees—demonstrating intentional efforts to embed college and career language throughout the campus.

AVID's presence in FLP-Achieve supported schools has contributed to a tangible and sustained focus on postsecondary preparation. Through its structured strategies, student-centered instructional practices, and visible future-focused environments, AVID fosters a culture in which all students, regardless of background, are encouraged and equipped to pursue ambitious academic and career goals. Together, these data show that AVID strengthens teacher practice and equips students, particularly those historically underrepresented in advanced coursework, with the academic skills, confidence, and vision needed for postsecondary success.

Improving Student Equity, Access, and Postsecondary Readiness

FLP-supported AVID schools serve high concentrations of students facing multiple, intersecting challenges that impact students' equitable access to postsecondary readiness and opportunities—a challenge AVID aims to address. AVID schools include high concentrations of students who are economically disadvantaged; have disabilities; are English Language Learners; are migrants; and/or are unhoused. In several schools, rates of economically disadvantaged students exceed 90%.³¹ For example, Lake Placid High School in Highlands County School District serves a student body where 96.6% are economically disadvantaged, 14.1% have disabilities, and 11.1% are from migrant families. Interlachen Junior-Senior High School in Putnam County and Bronson Middle/High School in Levy County School District each report more than 90% of students come from low-income households. Avon Park Middle School in Highlands County School District reports the most extreme case, with 100% of students classified as economically disadvantaged. These barriers significantly affect student participation in and concentration on learning as well as perceived postsecondary opportunities. For students in rural and economically challenged communities where some families do not own cars or even telephones, barriers to access extend beyond finances to include limited awareness of college pathways. In Putnam County School District, the AVID District Director explained that many of the area's blue-collar families "*do not seek out information about scholarships or Bright Futures and just figure they cannot afford college.*" These assumptions make it harder to promote

³¹ [FLDOE School Report Cards](#)

programs like Dual Enrollment and Early College, even when students are eligible. AVID Elective courses and general culture can be an important part of the puzzle of helping students succeed despite these barriers. AVID can provide equitable access to resources that a school may not be able to provide otherwise, increasing postsecondary readiness through intentionally structured environments that encourage student ownership of learning, mutual respect, and a focus on future goals.

“[Many area blue-collar families] do not seek out information about scholarships or Bright Futures and just figure they cannot afford college.”

Across FLP-supported districts, AVID is viewed as a vital tool for exposing students to college and career opportunities they may not otherwise encounter. At King Middle School in Santa Rosa County School District, students engaged in career exploration using Xello, identifying careers of interest and researching the educational pathways to achieve them. One student explained he could attend a construction academy in high school to earn certification before working in his family business. Among middle school AVID Elective course students who responded to the student survey, 59% plan to attend a four-year college, while 27% anticipate going to a two-year college and 9% express interest in technical programs. Nearly half (48%) say they plan to enter the workforce, and 14% remain undecided. (see [Table 5.9](#) in Appendix B.) Students’ self-reported plans vary substantially by district: Highlands County School District shows the most students reporting they plan on attending a four-year college, followed by Levy County School District (58%,) and Putnam County School District (48%). Many middle school students (14%) remain unsure about next steps, particularly regarding future coursework. Among high school students, postsecondary planning is similar to middle school in terms of aspirations to attend a two-year (25%), four-year (62%), and career program at a technical school (12%). While 25% of students report plans to attend a two-year college, Putnam High School stands out as an exception: only 8% plan to attend a community college, while 23% aim for a four-year institution. Putnam County School District students are also more likely to express interest in technical programs (46%) and immediate entry into the workforce (38%). Levy County School District and Highlands County School District show more traditional college-focused plans. Just 14% of high school students overall are undecided, but Putnam County School District had the highest share (23%). (see [Table 5.10](#) in Appendix B.)

Beyond understanding what opportunities are available to them, AVID students are encouraged to pursue the academic credentials that enable them to pursue those opportunities. AVID Site Report data for the seven FLP districts shows that 85% of AVID Elective high school students in FLP-Achieve supported schools and districts were enrolled in sequences of courses to meet college entrance requirements in AY 2024/2025. Sixty percent were enrolled in two or more CTE courses; and 61% were enrolled in at least one AP, IB, AICE, PLTW, CTE, or Dual Enrollment course (see [Table 5.5](#) in Appendix A) Across all districts, the self-reported *planned* highest rate of advanced course enrollment for high school students, per the AVID Elective student survey, was AP courses (29%), followed by Pre-AP courses (21%), and Career and Technical Education courses (10%). Putnam County School District AVID Elective students report the highest rate of planned AP enrollment (54%) compared to Highlands County School District (36%) and Levy County School District (13%), but no planned Pre-AP participation, compared to planned Highlands' participation of 33%. While Levy County School District has a lower self-reported rate of planned participation in Pre-AP, AP, and IB (no IB program in the district), it leads in self-reported planned rate of CTE enrollment at 14% compared to Highlands County School District (9%) and Putnam County School District (0%). (See [Table 5.11](#) in Appendix B.) Discrepancies in the self-reported rates across districts could signal potential different programmatic priorities at the district, a lack of opportunities available, or simply a low student response rate and response bias. ***Please note that a key limitation of this data is that the Evaluation Team does not have a comprehensive understanding of what advanced courses are available in each school district, to ensure that schools with low percentages*** (for example, Levy County School District and Putnam County School District with Pre-AP courses) simply do not offer many opportunities in those areas.)³²

“My students who once struggled with taking notes are now proficient...Overall, AVID strategies have tremendously helped.”

AVID Site Report data shows that 37% of middle school AVID elective students in FLP-Achieve supported schools and districts were enrolled in a non-math Honors, Pre-AP, or a high school course, and 13% were in a high school level (Algebra 1 and beyond) math course. (See [Table 5.4](#) in Appendix A.) Despite these low current enrollment numbers, future interest is strong among middle school students. AVID Elective student survey data shows that middle school AVID students plan to enroll in advanced courses via dual enrollment (38%), AP (31%), Pre-AP (24%), and CTE (21%). (See [Table 5.12](#) in Appendix B.)

³² To truly measure the effectiveness of AVID programming as it pertains to enrollment in advanced classes, evaluators would need to spend more time looking at what courses are available and compare AVID student enrollment numbers against available opportunities to enroll in advanced courses.

AVID Elective students report that AVID has been helpful in their decision to pursue these courses. Almost eighty-one percent, (80.6%) of middle school AVID Elective student survey respondents said their AVID teacher encourages them to enroll in advanced courses, with 85.5% saying AVID has prepared them with skills to succeed in these courses. Ninety percent (90%) of high school student respondents say they are both encouraged to enroll in advanced courses and have been prepared to succeed in them. (See [Tables 5.6](#) and [5.7](#) in Appendix B.)

When AVID Elective teachers and administrators were asked in the staff survey about their agreement with statements regarding effectiveness of AVID instructional strategies, both expressed largely positive perceptions of AVID's effectiveness, particularly in preparing students for postsecondary success. General **postsecondary readiness** drew the strongest agreement across both teachers and administrators. Among AVID teachers, 96% agreed or strongly agreed that AVID improves students' preparation for college and careers. Administrator endorsement was more moderate, with about 58% agreeing and an additional 25% strongly agreeing. Both groups also agreed that **advanced course enrollment** was positively impacted, with three-quarters (75%) of AVID teachers and 83% of administrators agreeing or strongly agreeing. Responses were more mixed across districts (e.g., 100% agreement in Levy County School District and Marion County Public Schools compared to 50% in Washington County School District). Reported perception of AVID's influence on **postsecondary enrollment** outcomes was positive, with over two-thirds (67%) of AVID teachers and administrators either agreeing or strongly agreeing that AVID increases postsecondary enrollment among its students. Approximately one third of AVID and non-AVID teachers reported in open-ended responses that AVID supports student growth and achievement. Some responses included:

- *"Tutorials help [students] increase Progress Monitoring scores."*
- *"US History End-of-Course scores improved by 9% this year."*
- *"One student was selected as AVID student speaker at Summer Institute."*
- *"Schoolwide... measurable gains: more students in honors/AP; higher self-efficacy; more 4-year college enrollment."*
- *Story of "Maria": from shy 9th grader to AP passer, peer-tutor, dual-enrollment, multiple acceptances.*
- *"My students who once struggled with taking notes are now proficient... overall, AVID strategies have tremendously helped."*

The Evaluation Team also noted that schools' ability to use AVID to expand access depends on the institutional structures they have available. If few advanced courses are available, AVID's influence is limited for that marker of achievement. Additionally, if staffing, leadership support, and scheduling ability are not sufficient, then the AVID Elective cannot be implemented. For example, in Nassau County School District, which has a large high school AVID program, block scheduling makes it difficult to expand the program into middle school, because there is has

historically no room for electives such as AVID. As the Nassau County District Director explained, “*Nassau County middle schools are on a specific block schedule which does not leave room for many electives... The purpose of this schedule is to ensure math and ELA success for all students.*” Planned adjustments for high-performing students will create space for electives, with the hope of adding AVID at the middle school level in 2026–27. Leadership support was needed for progress made thus far, and further school infrastructure changes must be made in order to create space for AVID, thus offering more expansive access to postsecondary preparedness.

Overall, the data indicates that AVID fosters equitable student access to postsecondary readiness programs and postsecondary opportunities. Across schools, staff, teachers, and students see how the program can make a measurable difference in increasing access to postsecondary pathways, and they seem to be using their knowledge to create momentum to grow current and implement new AVID programming in their schools.

FACTORS CONTRIBUTING TO SUCCESSFUL AVID IMPLEMENTATION

Supportive and High Engagement Classroom Environment

Evaluation team members’ site visit reports that AVID environments were intentionally structured to encourage student ownership of learning, mutual respect, and a focus on future goals. These structured environments foster engagement, collaboration, and high expectations, creating a strong positive culture for the teacher and students that enables successful implementation of AVID strategies. For example, classroom layouts support active participation, with desks arranged in groups, whiteboards accessible to all, and clear visual reminders of shared commitments. At Yulee High School in Nassau County School District, the AVID social contract, signed by all students, is posted on the wall, and classrooms are decorated with student work and posters. In one tenth-grade AVID class, the Evaluation Team noted that “*all students were on task and engaged... students clearly understood the Tutorial process and asked higher order questions,*” while the teacher “*did not sit down at her desk once*” and circulated constantly to monitor and support learning. Ninth-grade classrooms at the same school were described as “*warm and inviting*” with couches, comfortable chairs, and college banners that create a welcoming space. Creating spaces that foster collaborative, engaged learning are a key step to successfully implementing AVID strategies.

Across schools, the Evaluation Team observed evidence of emphasis on student collaboration and agency being a hallmark of AVID culture. In Highlands County School District, AVID Electives and content-area classes demonstrate a culture of collaboration through structured, higher-order activities. At Lake Placid High School, AVID students worked in small groups on a “teacher-led survival scenario activity” where they demonstrated problem-solving skills, and “*all students were engaged.*” At Sebring High School, a principal described AVID as building a sense of shared academic purpose, noting that the senior AVID checklist tracks “*each student’s completion or attendance of college events, graduation tests, etc.*” and serves as both

accountability and celebration. In Washington County School District, an AVID Elective activity had students describing geometric shapes to a partner without seeing the drawing, prompting reflection questions such as, “*What skills did we learn today?*” and “*How did you feel in each of the roles?*” In Santa Rosa County School District, King Middle School students used the Xello program to research careers and explain their pathways, with one student sharing how he could “*attend a construction academy in high school to receive certification before going to work for his family business.*” The consistency of these observations across counties indicates that AVID strategies not only improve instructional quality but also create classroom communities that are “*fun, supportive, and motivating*” while keeping students “*on task and engaged*” in work that connects their present learning to future college and career success. Learners are thus encouraged to take ownership of their academic growth and future planning.

“The best part of my AVID Elective experience has been making a family that wants to see me succeed and be on the journey with me.”

Through college-focused posters and banners, leadership roles, and peer collaboration, AVID also fosters a mindset of motivation and aspiration. At Sebring High School, AVID students created and tracked progress toward graduation requirements and college access milestones. One student involved in the AVID leadership program explained the goal was to report “*on what AVID actually is doing, not just what it is supposed to be doing.*” Similarly, at Yulee High School in Nassau County School District, AVID students created “I Have a Plan” posters and peer recruitment materials to promote the program among incoming 9th graders. Students aren’t the only ones marking AVID participation via visual cues. These engagement strategies are woven into both instruction and staff school culture, as well. The Yulee High School AVID Site Coordinator explained her plan to introduce a “sticker poster at each door” where administrators can recognize teachers observed using WICOR strategies, because “*teachers love a little competition.*” This same focus on encouragement and recognition appears in other districts, where hallways and classrooms prominently display college pennants, posters about FAFSA and graduation requirements, and student work that celebrates academic progress and career aspirations. By visibly supporting teachers and students in their work to implement AVID strategies, they motivate the entire group to continue reaching goals for postsecondary success.

AVID Elective students and teachers describe the course almost like a family, and the trust created in that family gives students confidence and motivation. Students feel respected and valued and form strong, deeply valued bonds with their teachers and with peers in the program. Almost fifteen percent (14.7%) of AVID Elective student survey responders cited themes of “Friendship, Social Connection, and Peer Support” as some of their favorite parts of the AVID

experience (see [Table 5.8](#) in Appendix B). Students described forming meaningful friendships, and sometimes a family-type bond and sense of belonging with their class, as one of the best parts of AVID. They valued opportunities to meet peers with similar goals, support their classmates in building academic and social skills and confidence, and engage in enrichment and fun activities together. In response to the questions—*What was the best part of your AVID experience this year?* And *Do you have any other feedback to share about AVID?*—students mentioned:

- *“Meeting new people with the same aspirations as you”*
- *“The best part of my AVID Elective experience has been making a family that wants to see me succeed and be on the journey with me.”*
- *“Having people around me who support me and have people who are like my family”*
- *“The bond that the class has made and the outside activities we have done”*
- *“My AVID teacher is helping me step out of my shell and become more social and ready for college.”*

AVID Elective teachers also touched on this important element of the program in the open-ended questions on the teacher survey, with one teacher saying: *“AVID is truly a way of life... without it many wouldn’t reach their potential.”* Survey and site visit data illustrate how collaboration and engagement are key elements for the AVID culture across schools, shown in these deep relationships built between AVID participants across student, teacher, and administrator lines. The relationships cultivated in collaborative, engaged classrooms are part of how schools enable successful implementation of AVID strategies.

Walk-Throughs

To ensure that a structured, engaged environment is created across classrooms, leaders across schools perform AVID classroom walk-throughs, which emerged in site visit data as a critical mechanism for supporting implementation fidelity, professional development, and instructional quality for staff at AVID schools. The primary purpose of walk-throughs is to monitor the use of AVID strategies in the classroom, support college and career readiness, and provide immediate feedback to educators. In several school districts, such as Levy, Highlands, and Santa Rosa, walk-throughs were conducted regularly and followed a structured protocol. In Levy County School District, AVID Implementation Strategists participate in “Learning Walks” to *“assess the extent to which [they] see evidence of AVID strategies being used in the classroom”* and share observations with the school team in real time. Similarly, Highlands County School District employs district-level AVID site teams to conduct regular walkthroughs in all secondary schools, observing classroom instruction through a WICOR-focused lens. In Washington County School District, walkthroughs have been reframed to reduce teacher anxiety and foster a culture of peer learning; leaders discussed *“making it a norm”* and referenced practices such as “ghost tours,”

where educators observe classrooms while students are absent to learn best practices without pressure.

Across districts, walk-through teams included school leaders, AVID Implementation Strategists, district administrators, instructional coaches, and the Evaluation Team—a mix of personnel who could offer more effective feedback together than any could on their own. For example, In Levy County School District, walkthrough teams included administrators, reading coaches, AVID implementation strategists, and evaluators, who visited multiple classrooms and left positive feedback for teachers. They report, *“After each classroom visit, team members discussed what they observed and came to a consensus on the educator’s strengths and identified strategies where there was room for improvement.”* Similarly, the site visit team in Highlands County School District included the principal, AVID District Director, AVID Implementation Strategist, and evaluation personnel, allowing for rich and varied perspectives during post-observation debriefs. AVID success is supported by clear monitoring and feedback structures like walkthroughs and debriefing processes. These structures provide regular opportunities for administrators to understand AVID best practices and share information with other educators so all can observe, reflect, and enhance their instructional practices.

“My AVID teacher is helping me step out of my shell and become more social and ready for college.”

The walk-through process has improved the quality of professional learning and instructional practice in FLP-supported AVID districts. In Levy County School District, walk-through observation data are used to inform refresher trainings to create a cycle of continuous instructional improvement. Teachers have expressed appreciation for this model, with district staff reporting: *“This continuous cycle allows our district to tackle PL [Professional Learning] in bite-sized chunks... and continue to work on it without jumping into a new PL focus the following year.”* They noted that *“many teachers have shared that they like this continued multi-year focus on Explicit Instruction.”* Highlands County School District and Santa Rosa County School District similarly leverage walkthrough data to design professional development and recognize effective practice. At Avon Park Middle School in Highlands County School District, the principal conducts weekly WICOR walk-throughs and celebrates teachers who demonstrate strong strategy use as “WICOR Wizards,” posting recognition outside their classrooms.

“This continuous cycle allows our district to tackle [Professional Learning] in bite-sized chunks... and continue to work on it without jumping into a new [Professional Learning] focus the following year.”

AVID walk-throughs serve as a powerful tool for implementation monitoring and instructional improvement culture. When embedded within a system of ongoing professional development and strategic support, they offer meaningful opportunities for reflection, recognition, and growth across all levels of the educational system.

Teacher Training and Professional Development

The Evaluation Team noted that professional learning is a cornerstone of successful AVID program implementation, with districts leveraging AVID-specific training to strengthen instructional practice and ensure fidelity. Schools focused on working closely with teachers,

“AVID’s Summer Institute [is] the most transformative [professional development] I’ve attended.”

through professional development and/or walk-throughs, are able to create environments where AVID programs to succeed. In Santa Rosa County School District, Hobbs Middle School redesigned its staff meetings to prioritize professional development over administrative announcements.

As the principal noted, *“Now [we] use monthly staff meetings for professional learning focused on AVID strategies... It is the best PD [Professional Development] I’ve ever attended.”*

Additionally, Santa Rosa County School District principals send untrained AVID teachers to observe strong AVID classrooms in other schools, with follow-up coaching from district leads, allowing further peer-to-peer learning among teachers. In Washington County School District, school and district leaders are encouraged to explore AVID’s library of 70 professional learning modules to strengthen staff capacity and school culture. Similarly, Levy County School District structures its professional learning around walk-through data, with trainings focused on specific instructional features and progression over multiple terms. They have embedded these ideas into a multi-year cycle for implementing Explicit Instruction alongside AVID strategies. As the Assessment Director explained, *“This continuous cycle allows our district to tackle professional learning in bite-sized chunks... we have time to dig deep, actually have time to implement and monitor what’s learned, and continue to work on it without jumping into a new focus the following year.”* Utilizing staff meetings, peer mentoring, long-term cycles of professional development, and AVID’s resource library are all excellent ways that schools are taking widespread approaches to implementing AVID in the Elective courses and across the school.

One of the most consistent professional development activities across all counties is participation in the AVID Summer Institute, which provides intensive training on AVID strategies, curriculum, and leadership. Many districts prioritize sending not only AVID Elective teachers but also administrators, counselors, and core content teachers. At Lake Placid High School in Highlands County School District, the principal uses site funds to send additional staff, explaining, *“It is important to send administrators to the Summer Institute.”* In Washington County School District, Vernon High School’s principal described how attending the Summer Institute in her first year was a catalyst for improvement, saying she *“did not know what AVID*

was *all about*” until the training and then realized “*we could be doing so much more*” with the program. For example, using the Summer Institute as a site of supporting new or reassigned AVID teachers can be helpful. In Washington County School District, a new seventh-grade AVID teacher expressed uncertainty about how to get the most from the Summer Institute, prompting the AVID Area Director to arrange registration for the correct “Community of Practice” for first-year teachers.

The AVID Summer Institute has shown itself to be an effective opportunity for members across school communities who are involved in AVID to learn more and strengthen campus-wide AVID implementation both within and beyond the Elective course. Staff survey data supported this, with about 10% of responses mentioning the value of the AVID Summer Institute – “*AVID’s Summer Institute [is] the most transformative PD I’ve attended.*” The Evaluation Team attended the AVID Summer Institute, where a teacher from Crystal River Middle School in Citrus County was most excited about “the engagement strategies for the students, student ownership of learning, and critical thinking skills.” Many participants also noted the importance of equitable access to advanced opportunities for students who may not otherwise be served was prevalent across Evaluation Team site reports and participant surveys. Of the FLP-Achieve supported educators that responded to the Evaluation Team’s AVID Summer Institute post-survey, 91% said their learning strengthened their ability to support students’ postsecondary readiness. Overall, the Evaluation Team noted that teachers’ reports of their professional learning experiences aligned strongly with overall AVID goals of creating schools with strong cultures of college and career readiness. The Evaluation Team witnessed an AVID facilitator modeling best practices where “*participants actually completed a lesson that they could take back to their students,*” reinforcing relevance and transferability

The Evaluation Team observed a strong emphasis on teacher training and professional learning in schools that are successfully implementing AVID strategies. Leaders are taking a multifaceted approach to helping teachers implement these strategies well. Whether through one-time events like the Summer Institute or years-long professional learning curricula at staff meetings, teachers are gaining regular and deep insight into how to use AVID strategies effectively to support their students. These professional learning opportunities lay the foundation for strong classroom instruction and a feeling of co-ownership in AVID programming that can lead to strong fidelity to AVID models that can create the culture of college and career readiness that positively affect students schoolwide.

Leadership Buy-In

Walk-throughs and high levels of staff professional learning are strong evidence of leadership buy-in for AVID, which is an important contributing factor to the likelihood of sustainability and institutionalization of AVID’s culture and strategies in schools. Principals and district leaders who actively champion AVID—through participation in AVID Summer Institutes, investments in

staffing, and instructional leadership—have a direct influence on implementation fidelity. AVID Elective teachers reported in the staff survey that administrative support is key for maintaining strong programs, with one sharing that “*Support from admin for AVID recruitment would be beneficial*”. This support is needed from leaders at the school-level (principals, assistant principals, administrative staff) and at the district-level (superintendent, AVID District Directors, administrative staff).

The Evaluation Team noted that AVID District Directors can fill a critical leadership role in ensuring high-quality implementation, sustainability, and alignment of AVID programs across a school district. District Directors implement district-level structures that enable strong AVID implementation at individual schools through professional development, implementation fidelity, and communications. The District Director coordinates participation in AVID Summer Institutes, facilitates strand selections, and ensure that administrators, teachers, and site teams receive the necessary training to apply AVID strategies effectively in classrooms. In high-functioning school districts like Levy and Highlands, District Directors also support year-round learning by organizing walkthrough cycles, targeted professional development sessions, and PLCs grounded in WICOR strategies. These activities create consistency in practice and promote instructional rigor aligned with AVID’s goals. Such activities also feed into monitoring of implementation fidelity, which also includes regular site visits, coaching, and walkthrough debriefs that ensure schools are on track with AVID certification benchmarks and that classroom practices reflect the model’s instructional standards. The Director uses their role as the liaison between the district and the AVID Center to facilitate communication, compliance, and resource sharing—the latter two of which circle back to strong oversight monitoring and professional development practices.; helps schools stay informed about AVID requirements and opportunities and advocates on their behalf when questions arise about implementation or expansion. Additionally, the Director builds institutional capacity by supporting the onboarding of new staff and maintaining program knowledge beyond individual schools or leaders. This continuity is essential in preventing AVID from becoming fragmented or isolated within a few classrooms. In addition to providing operational support and leadership, the Director serves as a key advocate for the program, working to secure funding and promote AVID expansion. Their ability to articulate the value of AVID and align it with district strategic plans often determines whether AVID is treated as a temporary initiative or an embedded system of support. The staff survey revealed the perceived importance of the Director’s role, with one administrator saying that “*More hours in the day with our AVID Director [are needed.]*”

The consequences of a lack of communication across AVID, district, and school leaders was evident in Marion County Public Schools, where the absence of centralized leadership led to a breakdown in communication and oversight. Leaders at Dunnellon Middle School had decided that AY 2024/2025 would be the last year with AVID, but the Implementation Strategist was not aware that the school was discontinuing AVID until the Principal informed him during the

WorkED Evaluation Team meeting over halfway through the school year. The District Director can bridge potential communication gaps by maintaining knowledge about AVID across schools and lobbying for the resources needed to address challenges that programs may face (detailed in [Implementation Challenges](#) section). The AVID District Director role can be a key player in ensuring that AVID thrives as a systemwide, equity-driven initiative with districts that invest in this role seeing stronger program coherence, deeper instructional integration, and more sustainable impacts on student readiness. School leaders can, in turn, lead AVID programs with more purpose and consistency. Without district- and school-level leadership, AVID programs are more likely to face inconsistency, staff turnover challenges, and eventual decline in effectiveness.

Schoolwide Integration of AVID Strategies

Schools that move beyond the AVID Elective course and embed AVID practices into all content areas see stronger results, per third-party educational research³³. The schoolwide model impacts the entire campus, improving overall college readiness for all students by transforming instruction, systems, leadership, and culture. AVID staff survey results show that AVID instructional strategies are unevenly adopted across schools. AVID Elective teachers most often reported perceptions that AVID strategies are used in non-AVID courses at their schools, with just over half (52%) indicating use in *most* non-AVID classrooms at their schools and 26% reporting *schoolwide* implementation in non-AVID classes. Levy County School District reported the strongest reach, with 78% of teachers identifying use in most classrooms, while Putnam and Santa Rosa County school staff reported weaker diffusion, with only 25% citing widespread classroom use. Administrator perspectives align in many respects, but highlight some district-level contrasts. One-third of administrators reported strategies used in *most* classrooms, another third noted *schoolwide* use, and 25% indicated strategies were only present in *some* classrooms. A small minority (8%) felt strategies were *not applied* outside of the AVID Elective. Administrator responses also varied by schools: Marion County Public Schools administrators reported universal schoolwide use of some strategies, while Washington County School District administrators were divided, with half stating strategies are used only in AVID Electives or select classrooms. Meanwhile, non-AVID teachers' perceptions of AVID strategy use in non-AVID classrooms reflect lower numbers with 25% reporting strategy use in *most* classrooms and 29% *schoolwide* use. Several non-AVID Elective teachers mentioned implementation barriers in their open-ended responses. One said they “*mostly teach students of different grade levels*” and have a “*difficult time including AVID strategies,*” and another shared that “*making all teachers buy in*” is a challenge at their schools. Ultimately, growth toward full schoolwide integration takes time

³³ Vander Ark, T. & Ryerse, M. (2017). An integrated approach to academic and social supports: A case study on increasing college readiness through AVID. *Getting Smart*. Accessed at <https://assets.contentstack.io/v3/assets/blt4a1ad00a59faaf50/blt2dde862273cb33e8/AVID-College-Readiness-Case-Study-BERC.pdf>

and leadership buy-in, and one promising note is that surveyed staff express strong confidence in AVID's impact, particularly in preparing students for postsecondary success and expanding access to advanced coursework. As mindsets shift to create an AVID-positive culture, further integration can move forward and build toward strong implementation of AVID strategies.

Use of AVID strategies outside of the Elective strategies supports more robust AVID implementation across schools. Highlands County School District, for example, has implemented AVID across all seven secondary schools and supports programs with consistent walkthroughs and strategy modeling. The Highlands District Director noted that AVID is strongest when *"implemented district-wide regardless of changes in school administration."* And student and staff survey data show that the district has strong numbers in uptake of AVID strategies among AVID and non-AVID teachers. For example, 100% of Highlands AVID Elective teachers and 93.7% on non-AVID elective teachers report usage of WICOR strategies (see [Table 5.14](#) in Appendix B.) Additionally, 100% of AVID teachers and administrators report attending the AVID Summer Institute at least once, and 75% of non-AVID teachers report the same (see [Table 5.15](#) in Appendix B.) Highlands County School District's strong level of AVID institutionalization among administrators and teachers across the district ensures that instructional best practices are not dependent on any one teacher or leader.

Additionally, studies have shown AVID-wide schools achieve better accountability ratings, which the Evaluation Team also observed. For example, although Santa Rosa County School District does not necessarily reflect universal integration of AVID strategies in non-AVID classrooms across schools, all three of the schools currently implementing AVID made gains in the overall points earned towards their accountability ratings for AY 2024/2025. Central School maintained their B school grade. Hobbs Middle School, which raised its school grade up to a B last year, continued their journey of excellence and is halfway to earning an A. Additionally, the school had no subgroups performing below the federal index., King Middle School raised its school grade from a C to a B, Also, their ESE (Exceptional Student Education) subgroup had scored below the federal index for the previous five years, but that has come to an end. They have almost doubled their percentage points in that subgroup in the last two years. These gains are reflected alongside data showing that the district is struggling to implement AVID strategies outside of the Elective classroom, and further study in how they continue integration compared to future accountability results could yield important data in considering AVID best practices for FLP-Achieve schools.

While all schools use AVID strategies to varying degrees in and outside of the Elective, Evaluation Team members noted that school size has a noticeable effect on AVID experience³⁴. Among middle schools, medium-sized schools report the highest actual enrollment in advanced

³⁴ School size was determined by student population: Small (0-599) students, Medium (600-999), and Large (>1,000)

coursework. For example, AVID Site Report Data show that medium-size schools enroll more students in Pre-AP (15%) and Algebra I (18%) compared to the aggregate of 10% and 14%, respectively. Small schools show the highest future intentions for AP (90%), dual enrollment (90%), and CTE (91%) compared to 31%, 39%, and 21%, respectively. In high schools, small schools lead in non-Elective course AVID strategy usage—particularly focused note-taking and tutorials—and have a greater share of students interested in technical school or workforce pathways. Large schools show the highest confidence in AVID’s college preparation value, but implementation of AVID strategies outside the Elective is weakest.

Currently, schoolwide integration is slowly growing across districts—seen in data here, more specific information about faculty uptake in the “Fidelity to the AVID Model” and the “Improving Student Equity” section—and the Evaluation Team has noted the importance of such practices in leading to stronger outcomes for both AVID and non-AVID students alike. District-wide uptake can be a key element to considering how to move forward with school-wide AVID strategy integration in schools, as Highlands County School District is a strong model for advanced integration and strong student-reported outcomes.

IMPLEMENTATION CHALLENGES IN FLP-ACHIEVE SUPPORTED DISTRICTS

The Evaluation Team noted several common challenges that schools face in implementing and sustaining AVID, alongside meaningful opportunities to strengthen the program’s reach and impact. Challenges were largely related to maintaining fidelity to the AVID model and financially supporting and sustaining programs.

Fidelity to the AVID Model

Implementing AVID strategies into schools in such a way that encourages a close adherence to the model is key for receiving the full benefits. When the AVID model is used with fidelity, schools have a stronger likelihood of seeing the excellent student outcomes that AVID reports across the country. FLP-supported AVID schools had several different issues with fidelity to the model, all of which affected schools in different ways. Two important issues noted at multiple campuses were financial and staffing struggles and incorporation of AVID strategies in non-AVID classes.

Staffing

A recurring challenge to AVID programming is staffing instability, particularly the inability to recruit and retain trained AVID Elective teachers. Several schools reported difficulty filling these roles, often due to competing staffing demands, limited candidate pools, or a lack of funding to support dedicated AVID instructors. In some cases, AVID classes were led by long-term substitutes or teachers without AVID training, which reduced the instructional quality and fidelity of implementation. Teacher turnover, especially in high-poverty or rural schools, can mean reintroducing AVID strategies and fundamentals every year. The Putnam County School

District Director described how last-minute staffing changes can undermine preparation: *“When the new school year is about to begin... principals will give a teacher an AVID Elective class to take up that free period. Instead of having a few full-time AVID teachers, the school can end up with several part-time AVID teachers, which is not ideal.”* If AVID is to be implemented per the model, schools must receive the resources to prioritize staffing the Elective courses with competent, highly trained teachers who are retained year after year to build institutional knowledge of the program as it grows. The staff survey echoed this sentiment as well, with one open-ended response reporting, *“Our biggest issue is keeping an AVID teacher... [there is] a lot of turnover.”*

“When the new school year is about to begin... principals will give a teacher an AVID Elective class to take up that free period. Instead of having a few full-time AVID teachers, the school can end up with several part-time AVID teachers, which is not ideal.”

Even in schools able to retain AVID instructors, several schools noted an inability to provide sustained professional development, especially when schools face budget constraints. While AVID Summer Institutes are widely valued, not all schools can afford to send sufficient staff each year, making it difficult to scale AVID strategies schoolwide. Even districts who are deeply committed to AVID have been affected by budget constraints. Highlands County School District usually sends eight educators every year to the AVID Summer Institute, but this year, a year-end budget shortfall resulted in a last-minute change to not send anyone. Additionally, districts vary in their internal infrastructure to support implementation. Schools in districts without an AVID District Director and/or a clear system for walkthroughs, data reflection, or ongoing coaching often struggle to maintain consistent instructional quality and program momentum. In Marion County Public Schools, an assistant principal noted that PLCs intended for AVID strategy sharing were “derailed” during the year, reducing their impact. All the strategies that are discussed in [Factors Contributing to Successful AVID Intervention](#) can also severely hinder programs when they are used sparingly, inconsistently, or not at all. AVID instructors cannot succeed with the financial and professional support of the district, and AVID strategies cannot be used successfully without strong instruction.

Schoolwide Use of AVID Strategies

A long-term goal of AVID implementation is that teachers outside of the AVID Elective use AVID instructional strategies in their classrooms to help students improve their study skills and academic outcomes. Survey results reveal some perceived differences in how AVID instructional strategies are applied outside of the AVID Elective between AVID Elective teachers and their non-AVID peers. Teachers and administrators were asked how frequently instructional strategies

were used in classrooms outside of the AVID Elective—teachers based on their perceptions of other classrooms and administrators based on their classroom observations. Overall, AVID teachers reported perceived stronger and more consistent use of core AVID instructional strategies outside of the AVID Elective at their schools, while non-AVID teachers showed uneven adoption and heavier reliance on organizational rather than interactive strategies. The most widely and consistently applied AVID instructional strategy practice reported to be the most widely and consistently applied across both groups is WICOR methodologies, with nearly 89% of AVID teachers reporting perceived frequent or occasional use in non-AVID Elective courses compared to about 73% of non-AVID teachers reporting their use. Focused note-taking followed a similar pattern: over three-quarters (84%) of AVID Elective teachers reported perceived frequent or occasional use in non-AVID Elective courses, while 59% of non-AVID teachers reported frequent or occasional use. Binders were also common, though with variation. Binders were also common, though with variation: AVID teachers reported perceived frequent use of binders in non-AVID Elective courses in Washington, Santa Rosa, and Highlands County School Districts, but more variability in Levy County School District and Marion County Public Schools, and only about two-thirds of non-AVID teachers reported binder usage. The clearest distinction in reported perceived and actual utilization frequency appeared in interactive strategies. AVID teachers reported using tutorials (40%), philosophical chairs (52%), and Socratic seminars (52%) sporadically, compared to non-AVID teachers at 28%, 85%, and 16%, respectively. Administrator perspectives largely echoed these patterns, though with some differences in emphasis. Over two-thirds (70%) of administrator survey respondents reported perceived WICOR use in non-AVID Elective classrooms, with similarly high endorsement of binders (82%) and focused note-taking (82%). Unlike teachers, administrators reported somewhat stronger uptake of interactive strategies in non-AVID Elective classrooms: 30% reported cited use of tutorials, 64% reported use of Philosophical Chairs, and nearly three-quarters (73%) noted utilization of Socratic seminars. District variation was again evident, with Highlands County School District and Putnam County School District administrators showing stronger reported utilization of AVID instructional strategies in non-AVID Elective classrooms, while Washington County School District administrators reported much lower uptake (50% or less across most strategies). In non-AVID teacher survey open-ended responses, responders shared particular implementation struggles, with one explaining they “mostly teach students of different grade levels” and have a “*difficult time including AVID strategies,*” and another sharing that “*making all teachers buy in*” is a challenge at their schools. Overall, the findings show a consistent pattern: 1) AVID Elective teachers report that they believe apply AVID instructional strategies are applied more deeply and regularly in non-AVID Elective classrooms at their schools, particularly in organizational practices like WICOR, binders, and note-taking; 2) Non-AVID teachers report utilization of use some instructional strategies, especially Philosophical chairs, but overall show lower consistency and adoption; and 3) Both groups report lower regular integration of interactive, discussion-based methods.

Students also report similar inconsistencies in how AVID strategies are used across their courses. While the goal is to have AVID instructional methods adopted school-wide, the student survey revealed that they are not consistently implemented in non-AVID classrooms across the FLP-supported AVID districts. Students most frequently report exposure to focused note-taking and binder use, while tutorials and discussion-based strategies are far less common. Focused note-taking was the most regularly used strategy at both levels, with 43% of middle schoolers and 36% of high schoolers reporting they used it frequently. Putnam County School District and Highlands County School District led in implementation of this strategy among middle school students at 51% and 46%, respectively. Binder use followed closely at 41% among middle school students, and 31% among high school students. Tutorials, Philosophical Chairs, and Socratic seminars were reported to rarely be used outside of the AVID Elective. In both middle and high schools, fewer than 10% of students reported frequent use of these practices, and a large portion indicated they had never experienced them at all—especially in Levy County School District and Highlands County School District high schools. These findings suggest that while some foundational AVID practices are being adopted, the more interactive, inquiry-based strategies are underutilized.

True fidelity to the AVID model requires that schools continue to integrate appropriate strategies across the curriculum, not only in the AVID Elective. The strongest outcomes can be seen when schools engage AVID strategies for all students, not only program participants. The Evaluation Team observed growth in this area, but all schools have room to strengthen more widespread, sustained use across campuses.

Financial Challenges and Sustainability

General financial support for AVID implementation also posed challenges for several FLP-supported districts. Inconsistent or short-term funding, especially for those reliant on external grants, undermines schools' ability to plan long term, retain staff, and expand AVID access. For example, Martin Luther King Middle School principal in Santa Rosa County School District described the disruption caused by a lapse in support: "*Consistent funding for AVID is very important and the 'gap year' when the [FLP-Achieve] program was transitioning to Palm Beach State College was a challenge for the district.*" This delay in resources made it difficult to maintain momentum and support teachers with the tools and training they needed. Other schools have noted budget limitations that restrict access to professional development, particularly attendance at AVID Summer Institutes, which are widely regarded as a cornerstone of effective implementation. While some districts prioritize these opportunities, others cannot afford to send sufficient numbers of staff. One staff member reported on the survey that they would "really like to attend the training again, but the funding was cut." As noted above, even schools that historically have sent several staff members to Summer Institutes, like Highlands County School District, are facing budget limitations that have forced them to cancel these learning

opportunities. Financial constraints also limit schools' ability to expand AVID Electives or implement the strategies schoolwide, and financial issues tend to affect small rural districts the most. For example, at Yulee High School in Nassau County School District, administrators shared that although they received 70 applications for the 9th grade AVID Elective—far surpassing past years—they could only add one additional section due to staffing and funding limits. *“They begin conducting*

interviews for the 70 applicants in the coming weeks, but next year they will add only one additional section of ninth grade AVID Elective.” Nassau County School District middle schools face similar challenges, with blocked ELA and math schedules and tight

“Consistent funding for AVID is very important and the ‘gap year’ when the [FLP-Achieve] program was transitioning to Palm Beach State College was a challenge for the district.”

staffing making it difficult to introduce AVID Electives without additional funding. Additionally, the district is not only facing district wide budget cuts, but AVID has put them on a four-year transition plan to wean them off FLP-Achieve financial support. This double loss of financial support will strongly impact whether AVID will continue. Without financial support from non-district sources, many schools face the possibility of not being able to sustain AVID.

From a sustainability perspective, overreliance on external or short-term grant funding, including FLP Achieve, raises significant concerns. While these funds help launch or expand AVID programming, schools often express uncertainty about what will happen once the grant period ends. In several districts, program leaders acknowledged that without integration into district budgets, the future of AVID remains uncertain. Without consistent, multi-year funding commitments, schools are forced to reduce elective offerings, forgo training, assign untrained staff, or abandon the program altogether, despite its recognized benefits. As one principal put it, *“AVID would be great for our demographics,”* but only if the funding is there to support it. While AVID schools face structural and financial hurdles, many are leveraging these challenges as opportunities to rethink how instructional leadership, staff development, and student empowerment can be better aligned to support equitable outcomes. With the right supports in place—particularly funding, leadership, and district-level infrastructure—AVID has the capacity to thrive as a transformational force for postsecondary readiness.

CHAPTER 5 APPENDIX A – AVID SITE REPORT TABLES

Table 5.1: AVID Elective Student Enrollment – Year 2 FLP-Achieve Districts

School District	School Name	Total Students	AVID Elective Students		Minority AVID Elective Students	
		Count	Count	Percent	Count	Percent
Highlands	Avon Park HS	945	157	17%	111	71%
	Avon Park MS	614	123	20%	92	75%
	Hill-Gustat MS	655	173	26%	92	53%
	Lake Placid HS	779	177	23%	112	63%
	Lake Placid MS	559	100	18%	52	52%
	Sebring HS	1,739	165	9%	87	53%
	Sebring MS	837	113	14%	52	46%
Levy	Bronson MS/HS	542	36	7%	11	31%
	Cedar Key (K-12)	100	18	18%	2	11%
	Chiefland MS/HS	755	146	19%	38	26%
	Williston MS/HS	1,118	197	18%	111	56%
Marion	Dunnellon MS	707	49	7%	20	41%
Nassau	Yulee HS	1,481	67	5%	25	37%
Putnam	Crescent City Jr/Sr	936	266	28%	187	70%
	Interlachen MS/HS	995	318	32%	68	21%
	Palatka MS/HS	1,548	276	18%	131	47%
	Q I Roberts JR/SR	528	110	21%	31	28%
Santa Rosa	Central School	493	25	5%	2	8%
	Hobbs MS	730	108	15%	33	31%
	Martin L King MS	611	17	3%	9	53%
Washington	Chipley HS	568	14	2%	10	71%
	Roulhac MS	420	48	11%	9	19%
	Vernon MS	243	57	23%	10	18%
	Vernon HS	348	22	23%	10	45%
Total Students		18,251	2,778	15%	1,305	47%

Table 5.2: Economically Disadvantaged AVID Student Population by Grade Level

School District	School Name	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Highlands	Avon Park HS	--	--	--	34	28	26	21
	Avon Park MS	49	42	25	--	--	--	--
	Hill-Gustat MS	40	38	38	--	--	--	--
	Lake Placid HS	--	--	--	38	20	41	33
	Lake Placid MS	28	5	15	--	--	--	--
	Sebring MS	28	15	20	--	--	--	--
	Sebring HS	--	--	--	38	26	21	14
Levy	Bronson MS/HS	--	--	--	12	11	8	5
	Cedar Key (K-12)	4	--	--	5	--	1	2
	Chiefland MS/HS	8	6	13	32	12	8	10
	Williston MS/HS	72	14	13	6	13	4	5
Marion	Dunnellon MS	6	10	12	--	--	--	--
Nassau	Yulee HS	--	--	--	4	5	2	7
Putnam	Crescent City Jr/Sr	--	53	39	53	37	36	48
	Interlachen MS/HS	--	58	74	66	35	22	36
	Palatka MS/HS	--	31	45	24	3	18	10
	Q I Roberts JR/SR	--	51	--	--	--	--	--
Santa Rosa	Central School	5	--	1	--	--	--	--
	Hobbs MS	38	19	17	--	--	--	--
	Martin L King MS	2	1	2	--	--	--	--
Washington	Chipley HS	--	--	--	11	3	--	--
	Roulhac MS	18	12	18	--	--	--	--
	Vernon MS	8	10	5	--	--	--	--
	Vernon HS	--	--	--	--	4	7	11
Total Students by Grade Level		306	365	337	323	197	194	202
Total MS/HS AVID Students		1,008			916			
Percent of AVID Students		66%			73%			

Table 5.3: AVID Professional Learning Participation by School Staff

School District	School Name	Total Number of Staff	Total Number of Staff Who Participated in AVID PL*		School Principal Participated in AVID PL
		Count	Count	Percent	Yes/No
Highlands	Avon Park HS	63	36	57%	Y
	Avon Park MS	43	34	79%	Y
	Hill-Gustat MS	47	21	45%	Y
	Lake Placid HS	53	32	60%	Y
	Lake Placid MS	52	14	27%	Y
	Sebring MS	54	3	6%	Y
	Sebring HS	97	36	37%	Y
Levy	Bronson MS/HS	35	18	51%	Y
	Cedar Key (K-12)	23	9	39%	Y
	Chiefland MS/HS	50	15	30%	Y
	Williston MS/HS	67	23	34%	Y
Marion	Dunnellon MS	46	16	35%	N
Nassau	Yulee HS	107	23	21%	Y
Putnam	Crescent City Jr/Sr	60	41	68%	Y
	Interlachen MS/HS	79	22	28%	Y
	Palatka MS/HS	83	37	45%	Y
	Q I Roberts JR/SR	32	12	38%	Y
Santa Rosa	Central School	57	2	4%	Y
	Hobbs MS	43	8	19%	Y
	Martin L King MS	7	7	100%	Y
Washington	Chipley HS	43	35	81%	Y
	Roulhac MS	36	29	81%	Y
	Vernon MS	18	5	28%	Y
	Vernon HS	25	7	28%	Y
Total Staff		1,220	485	40%	Yes = 23

Table 5.4: Middle School AVID Elective Student Advanced Course Enrollment

School District	School Name	Number of Students Enrolled in Honors, Pre-AP or High School Course (not math)	Number of Students Enrolled in Algebra I, Geometry, or Algebra II
Highlands	Avon Park MS	123	12
	Hill-Gustat MS	79	34
	Lake Placid MS	8	14
	Sebring MS	68	17
Levy	Bronson MS/HS	0	0
	Cedar Key (K-12)	0	0
	Chiefland MS/HS	0	11
	Williston MS/HS	0	0
Marion	Dunnellon MS	11	8
Putnam	Crescent City Jr/Sr	0	0
	Interlachen MS/HS	45	32
	Palatka MS/HS	84	34
	Q I Roberts Jr/Sr	110	1
Santa Rosa	Central School(K-12)	0	0
	Hobbs MS	4	7
	Martin L King MS	3	3
Washington	Roulhac MS	20	13
	Vernon MS	0	5
Total Students		555	191
Percentage of Students		37%	13%

Table 5.5: High School AVID Elective Student Advanced Course Enrollment

School District	School Name	Sequence of Courses to Meet 4-year College Entrance Requirements	Two or More CTE Courses	Dual Enrollment Course	At Least One AP, IB, AICE, PLTW, CTE, or Dual Enrollment course
Highlands	Avon Park HS	157	119	12	76
	Lake Placid HS	177	127	41	167
	Sebring HS	165	112	36	138
Levy	Bronson MS/HS	36	36	1	36
	Cedar Key (K-12)	10	4	2	9
	Chiefland MS/HS	96	49	11	54
	Williston MS/HS	43	43	8	11
Nassau	Yulee HS	67	17	19	49
Putnam	Crescent City Jr/Sr	174	35	15	39
	Interlachen MS/HS	0	180	72	172
	Palatka MS/HS	121	20	9	0
	Q I Roberts Jr/Sr	0	0	0	0
Washington	Chipley HS	14	11	0	11
	Vernon HS	8	2	2	7
Total Students		1,068	755	228	769
Percentage of Students		85%	60%	18%	61%

CHAPTER 5 APPENDIX B – SURVEY TABLES

AVID ELECTIVE STUDENT SURVEY

Table 5.6: Middle School AVID Elective Student Perceptions

	<i>My AVID Elective teacher is encouraging me to enroll in advanced level course.</i>	<i>The AVID Elective has prepared me with the skills I need to succeed in advanced courses.</i>	<i>My AVID Elective teacher is encouraging me to enroll in college or technical school after high school.</i>	<i>The AVID Elective has prepared me with the skills I need to succeed in college or a technical school after high school.</i>
Highlands (n=410)	86.3%	87.3%	84.8%	86.3%
Levy (n=131)	73.2%	87.4%	76.4%	84.1%
Marion (n=23)	78.3%	68.2%	77.3%	68.2%
Nassau (n=1)	0.0%	100.0%	100.0%	100.0%
Other (n=38)	0.0%	89.2%	91.9%	89.2%
Putnam (n=44)	75.7%	79.1%	72.1%	65.1%
Santa Rosa (n=51)	83.7%	74.5%	70.6%	76.5%
All Districts (n=698)	80.6%	85.3%	81.6%	83.4%

*The table shows the total percentage of student respondents who select *Agree* and *Strongly Agree*.

Table 5.7: High School AVID Elective Student Perceptions

	<i>My AVID Elective teacher is encouraging me to enroll in advanced level courses.</i>	<i>The AVID Elective has prepared me with the skills I need to succeed in advanced courses.</i>	<i>My AVID Elective teacher is encouraging me to enroll in college or technical school after high school.</i>	<i>The AVID Elective has prepared me with the skills I need to succeed in college or a technical school after high school.</i>
Highlands (n=252)	96.0%	93.2%	93.6%	90.8%
Levy (n=135)	81.5%	85.1%	85.8%	83.3%
Putnam (n=13)	38.5%	92.3%	92.3%	100.0%
All Districts (n=400)	90.5%	90.4%	91.0%	88.6%

Table 5.8: Student Survey Open-Ended Question Response Thematic Frequencies

Themes	HS Students - N Mentions	% of Total Unique HS Responses Across 2 Questions (N=583)	MS Students - N Mentions	% of Total Unique MS Responses Across 2 Questions (N=1,005)	Combined % of Total Unique Responses Across 2 Questions (N=1,588)
General Positive Feedback	295	50.6%	289	28.8%	36.8%
College & Career Exploration	140	24%	193	19.2%	21.0%
Teacher Support & Encouragement	66	11.3%	230	22.9%	18.6%
Enjoyment/Fun through Class Activities & Projects	77	13.1%	198	19.7%	17.3%
Friendship, Social Connection, & Peer Support	95	16.3%	138	13.7%	14.7%
Skills Development	50	8.6%	103	10.2%	9.6%
Academic Support & Tutorials	25	4.3%	70	7%	6.0%
Negative Feedback	26	4.5%	14	1.4%	2.5%
Personal Growth	25	4.3%	10	1%	2.2%

Table 5.9: Middle School Postsecondary Planning

	<i>I plan to attend a two-year college</i>	<i>I plan to attend a four-year college</i>	<i>I plan to enroll in a career program at a technical school</i>	<i>I plan to enlist in the military</i>	<i>I plan to get a job</i>	<i>I am undecided about plans after I graduate</i>
Highlands (n=410)	31.5%	65.1%	11.0%	9.8%	51.7%	12.2%
Levy (n=131)	22.9%	58.0%	5.3%	6.1%	39.7%	16.0%
Marion (n=23)	26.1%	34.8%	8.7%	13.0%	39.1%	17.4%
Nassau (n=1)	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Other (n=38)	23.7%	44.7%	7.9%	21.1%	57.9%	21.1%
Putnam (n=44)	20.5%	47.7%	15.9%	4.6%	36.4%	15.9%
Santa Rosa (n=51)	11.8%	41.2%	2.0%	9.8%	49.0%	17.7%
All Districts (n=698)	27.1%	58.9%	9.3%	9.5%	48.1%	14.2%

Table 5.10 High School Postsecondary Planning

	<i>I plan to attend a two-year college</i>	<i>I plan to attend a four-year college</i>	<i>I plan to enroll in a career program at a technical school</i>	<i>I plan to enlist in the military</i>	<i>I plan to get a job</i>	<i>I am undecided about plans after I graduate</i>
Highlands (n=254)	26.8%	66.1%	10.6%	4.3%	26.8%	14.2%
Levy (n=135)	23.0%	58.5%	10.4%	6.7%	31.9%	13.3%
Putnam (n=13)	7.7%	23.1%	46.2%	0.0%	38.5%	23.1%
All Districts (n=402)	24.9%	62.2%	11.7%	5.0%	28.9%	14.2%

Table 5.11: High School Student Planned Enrollment in Advanced Courses

	<i>Pre-AP</i>	<i>AP</i>	<i>IB</i>	<i>CTE</i>
Highlands (n=254)	33.46%	36.22%	1.97%	9.06%
Levy (n=135)	0.00%	13.33%	0.74%	14.07%
Putnam (n=13)	0.00%	53.85%	0.00%	0.00%
All Districts (n=402)	21.14%	29.10%	1.49%	10.45%

Table 5.12: Middle School Student Planned Enrollment in Courses

	<i>Pre-AP</i>	<i>AP</i>	<i>AICE</i>	<i>IB</i>	<i>CTE</i>	<i>Dual Enrollment</i>	<i>Not Sure</i>
Highlands (n=410)	34.4%	43.4%	3.4%	12.2%	29.0%	48.1%	39.8%

Levy (n=131)	5.3%	13.0%	0.8%	1.5%	9.2%	24.4%	74.1%
Marion (n=23)	17.4%	43.5%	4.4%	0.0%	0.0%	47.8%	43.5%
Nassau (n=1)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Other (n=38)	18.4%	23.7%	5.3%	2.6%	15.8%	31.6%	60.5%
Putnam (n=44)	4.6%	4.6%	0.0%	0.0%	11.4%	25.0%	63.6%
Santa Rosa (n=51)	7.8%	5.9%	0.0%	0.0%	5.9%	7.8%	80.4%
All Districts (n=698)	23.6%	31.4%	2.6%	7.6%	20.8%	38.3%	52.0%

AVID STAFF SURVEY

Table 5.13: AVID-Related Professional Learning Participation

	<i>AVID Online Modules</i>	<i>Professional Learning Communities</i>	<i>Faculty Professional Learning Meetings</i>	<i>1:1 Conversations with AVID Site Coordinator</i>	<i>Department Meetings</i>
AVID Teachers					
Highlands (n=8)	0.0%	25.0%	12.5%	50.0%	37.5%
Levy (n=9)	11.1%	22.2%	33.3%	100.0%	55.6%
Putnam (n=1-4)	0.0%	0.0%	0.0%	25.0%	25.0%
Santa Rosa (n=4)	0.0%	0.0%	0.0%	75.0%	75.0%
Washington (n=3)	33.3%	0.0%	0.0%	0.0%	0.0%
Total (n=28)	7.1%	14.3%	14.3%	60.7%	42.9%
Non-AVID Teachers					
Highlands (n=14-15)	6.7%	21.4%	26.7%	35.7%	28.6%
Levy (n=0)	--	--	--	--	--
Marion (n=3)	0.0%	0.0%	0.0%	100.0%	33.3%
Putnam (n=4-5)	0.0%	60.0%	40.0%	50.0%	40.0%
Santa Rosa (n=0)	--	--	--	--	--
Washington (n=35-37)	2.8%	13.5%	8.1%	14.29%	19.4%
Total (n=56-60)	3.5%	18.6%	15.0%	26.8%	24.1%

*The table shows the total percentage of student respondents who select 6-10 times or More than 10 times.

Table 5.14: AVID Instructional Strategy Usage (Self-Reported)

	<i>WICOR Methodologies</i>	<i>Binders</i>	<i>Focused Note-Taking (Cornell Notes)</i>	<i>Tutorials</i>	<i>Philosophic Chairs</i>	<i>Socratic Seminars</i>
AVID Teachers						
Highlands (n=7-8)	100.0%	100.0%	100.0%	50.0%	71.4%	71.4%
Levy (n=8-9)	75.0%	55.6%	77.8%	22.2%	25.0%	25.0%
Putnam (n=2-4)	75.0%	50.0%	66.7%	50.0%	66.7%	66.7%
Santa Rosa (n=3-4)	100.0%	100.0%	75.0%	75.0%	75.0%	75.0%
Washington (n=1-2)	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Total (n=23-27)	88.5%	100.0%	84.0%	40.0%	52.2%	52.2%
Non-AVID Teachers						
Highlands (n=13-16)	93.7%	71.4%	68.8%	23.1%	66.7%	33.3%
Levy (n=0)	--	--	--	--	--	--
Marion (n=3)	100.0%	33.3%	100.0%	0.0%	66.7%	66.7%
Putnam (n=4)	100.0%	50%	100.0%	100.0%	100.0%	0.0%
Santa Rosa (n=0)	--	--	--	--	--	--
Washington (n=29-36)	55.2%	69.4%	45.7%	21.9%	93.8%	6.1%
Total (n=52-58)	73.1%	66.7%	58.6%	27.5%	85.2%	16.36%
Administrators						
Highlands (n=3)	66.7%	100.0%	100.0%	33.3%	66.7%	66.7%
Levy (n=1)	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
Marion (n=0-1)	100.0%	100.0%	100.0%	--	100.0%	100.0%
Putnam (n=3-4)	66.7%	75.0%	100.0%	50.0%	75.0%	100.0%
Washington (n=2)	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Total (n=10-11)	70.0%	81.8%	81.8%	30.0%	63.6%	72.7%

*The table shows the total percentage of respondents who selected Occasionally or Frequently.

Table 5.15: AVID Summer Institute Participation

	<i>Never</i>	<i>1 time</i>	<i>2 times</i>	<i>3 or more times</i>	<i>Will be first time in Summer 2025</i>
AVID Teachers					
Highlands (n=8)	0.0%	12.5%	12.5%	75.0%	0.0%
Levy (n=9)	22.2%	11.1%	22.2%	22.2%	22.2%
Putnam (n=4)	50.0%	25.0%	0.0%	25.0%	0.0%
Santa Rosa (n=4)	0.0%	25.0%	50.0%	25.0%	0.0%
Washington (n=3)	33.3%	0.0%	0.0%	66.7%	0.0%
Total (n=28)	17.9%	14.3%	17.9%	42.9%	7.1%
Non-AVID Teachers					
Highlands (n=16)	25.0%	43.8%	18.8%	12.5%	--
Levy (n=0)	--	--	--	--	--
Marion (n=3)	33.3%	0.0%	33.3%	33.3%	--
Putnam (n=5)	20.0%	40.0%	20.0%	20.0%	--
Santa Rosa (n=0)	--	--	--	--	--
Washington (n=37)	70.3%	27.0%	2.7%	0.0%	--
Total (n=61)	3.5%	18.6%	15.0%	26.8%	24.1%
Administrators					
Highlands (n=4)	0.0%	25.0%	50.0%	25.0%	--
Levy (n=1)	0.0%	0.0%	0.0%	100.0%	--
Marion (n=1)	0.0%	100.0%	0.0%	0.0%	--
Putnam (n=4)	0.0%	25.0%	25.0%	50.0%	--
Washington (n=2)	50.0%	50.0%	0.0%	0.0%	--
Total (n=12)	8.33%	33.33%	25.00%	33.33%	--

Chapter 6: FLP-Achieve Regional Educational Consortia Findings

INTRODUCTION & BACKGROUND

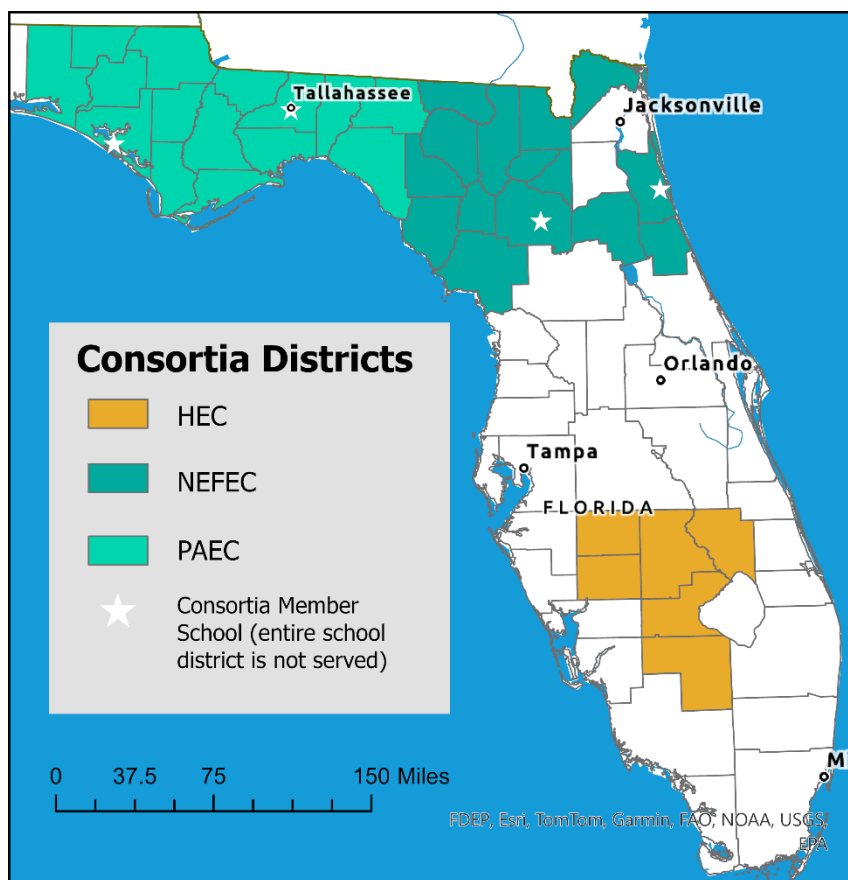
REGIONAL EDUCATIONAL CONSORTIA AND RELATIONSHIP TO FLP-ACHIEVE

Florida's three Regional Educational Consortia—the Northeast Florida Educational Consortium (NEFEC), the Panhandle Area Educational Consortium (PAEC), and the Heartland Educational Consortium (HEC)—were each established by FL Statute 1001.451 to provide shared services and cooperative support to small and rural school districts. While they share the common purpose of expanding access to high-quality education, reducing costs, and improving student outcomes, each consortium has a distinct history, funding model, and set of priorities. All three consortia played a central role in the administration and delivery of Year 2 FLP-supported services, ensuring that student and staff resources related to FLP-Achieve's mission reached schools and districts while tailoring support to local contexts.

OBJECTIVES AND PERFORMANCE MEASURES

In the second year of PBSC's FLP-Achieve implementation, the three Regional Educational Consortia collectively utilized FLP funds to service 36-member school districts and independent schools across Florida.

Figure 6.1. Regional Educational Consortia Coverage Map



HEC was awarded \$150,000 in Year 2. HEC's SOW (Statement of Work) included two primary objectives:

1. By June 30, 2025, HEC will provide professional learning workshops, focused on equipping administrators, teachers, and counselors in participating schools with the

necessary tools and resources to effectively guide and prepare students for accelerated coursework (e.g., AP, dual enrollment, AVID).

Aligned FLP Performance Measure: The percent of school staff that participate in professional learning funded by FLP-Achieve and who indicate on their participant evaluation results that the professional learning positively impacts their support of students accessing advanced courses, will increase annually by 2-3%.

2. By June 30, 2025, HEC will deliver at least three professional development sessions and three resource toolkits to support 75% of educators and counselors in improving student achievement on college entrance exams, leveraging internal and external expertise to enhance instructional strategies.

Aligned FLP Performance Measure: The percent of school staff that participate in professional learning funded by FLP-Achieve and who indicate on their participant evaluation results that the professional learning positively impacts their support of students accessing advanced courses, will increase annually by 2-3%.

NEFEC was awarded \$255,000 in Year 2. NEFEC's SOW cited four objectives:

1. By the conclusion of the academic year, at least 500 students will participate in college and career fairs, campus visits, or other experiential learning activities funded through the project.

Aligned FLP Performance Measure: The percent of all students, parents, and school staff that participate in the program services and activities that indicate on their participant evaluation results that their participation supports their awareness and preparation of postsecondary readiness, will increase annually 2-3% from baseline.

2. By the end of the grant cycle, 73% of participating districts will receive funding to cover 25% of the cost of dual enrollment textbooks and at least 35 additional college entrance exams (ACT, SAT, CLT) for students.

Aligned FLP Performance Measure: The percent of all students, including minority and underserved secondary students, who participate in FLP-Achieve and enroll in accelerated courses and/or complete industry certifications in high schools will increase 2-3% annually.

3. By the end of the project, at least 215 CTE teachers will complete professional learning sessions designed to enhance their instructional practices and alignment with workforce demands.

Aligned FLP Performance Measure: The percent of school staff that participate in professional learning funded by FLP-Achieve and who indicate on their participant evaluation results that the professional learning positively impacts their support of students accessing advanced courses, will increase annually by 2-3%.

4. By the end of the grant period, a public awareness campaign and digital resource hub will be developed and reach 100% of our districts, sharing information on college and career readiness opportunities with students and families.

Aligned FLP Performance Measure: The percent of all students, parents, and school staff that participate in the program services and activities that indicate on their participant evaluation results that their participation supports their awareness and preparation of postsecondary readiness, will increase annually 2-3%.

PAEC was allocated \$255,000 in Year 2. PAEC's SOW cited three objectives:

1. Family Outreach & Communication.

Aligned FLP Performance Measure: The percent of all students, parents, and school staff that participate in the program services and activities that indicate on their participant evaluation results that their participation supports their awareness and preparation of postsecondary readiness, will increase annually 2-3%.

2. PAEC hosted two professional learning workshops for school leaders in participating districts, equipping them with resources to guide students through preparing for the ACT and SAT exam.

Aligned FLP Performance Measure: The percent of school staff that participate in professional learning funded by FLP-Achieve and who indicate on their participant evaluation results that the professional learning positively impacts their support of students accessing advanced courses, will increase annually by 2-3%.

3. PAEC supported the expanded access to college and career readiness programs, by providing reimbursement for the cost of industry certification exam fees and college entrance exam registration fees (ACT, CLT, SAT, PSAT, IB, AP, ACT School-Day, and SAT School Day exam registration fees).

Aligned FLP Performance Measure: The percent of all students, parents, and school staff that participate in the program services and activities that indicate on their participant evaluation results that their participation supports their awareness and preparation of postsecondary readiness, will increase annually 2-3%.

DATA SOURCES

This chapter combines data from three sources: consortia-reported data forms for reporting staff and student services, site visits, several surveys for events and tutoring opportunities for students, and

Consortia Service Data Forms

The WorkED Evaluation Team (hereafter, Evaluation Team) issued reporting forms to each of the three Regional Educational Consortia for the purpose of aggregating and categorizing staff and student services data across all supported districts and independent schools.

Site Visits

The WorkED Evaluation Team (hereafter Evaluation Team) visited several FLP-Achieve supported professional learning events hosted by the consortia as well as NEFEC's College and Career Fair to determine how these events might impact students and schools.

Student Event and Professional Learning Surveys

The Evaluation Team issued surveys to FLP-Achieve supported attendees to consortia-hosted professional learning events as well as student and staff surveys for PAEC's FLP-supported college entrance exam preparation course sessions. The Evaluation Team also added questions to NEFEC's College and Career Fair student exit survey to assess the event's impact on students' postsecondary and career readiness. Basic descriptive statistical techniques were utilized to tabulate frequencies and percentages for this report.

NORTHEAST FLORIDA EDUCATIONAL CONSORTIUM

NEFEC BACKGROUND

NEFEC was established in 1975 to strengthen the capacity of small and rural districts in Northeast Florida. In 1998, the Foundation for Rural Education Excellence (FREE) was created which expanded philanthropic support for NEFEC member districts. Today, NEFEC serves 15 school districts, a school for the deaf and blind, and a Developmental Research School (Baker County, Bradford County, Columbia County, Dixie County, Flagler County, Florida School for the Deaf and Blind, Gilchrist County, Hamilton County, Lafayette County, Levy County, Nassau County, PK Yonge DRS, Putnam County, Suwannee County, and Union County) that educate 75,000 students across 150 schools. Gilchrist County School District, Levy County School District, Suwannee County School District, and PK Yonge DRS are also directly funded by FLP. NEFEC's funding is derived from state and federal grants, service contracts, and targeted program allocations, supporting services in technology, professional development, and specialized programs. NEFEC also operates a legislative network that helps member districts interpret state-level policy and develop priorities.

NEFEC'S YEAR 2 ACTIVITIES SUMMARY

In Year 2, NEFEC served as a key regional partner to PBSC for the FLP-Achieve initiative. NEFEC provided tailored professional learning for staff; created technology and data visualization solutions for districts to inform advanced course enrollment, postsecondary planning, and career pathways; funded dual enrollment books and materials for students; facilitated college entrance exam access across its districts; and hosted a major college and career exploration event. In addition to FLP-supported services provided to staff and students (as detailed in the [Staff and Student Service data section](#) of this chapter), Year 2 FLP-Achieve funds supported several large-scale projects: two major professional learning events (SkillsIgnite 3 and the Summer Leadership Institute; a College and Career Fair for students in NEFEC's service area; and a digital resource hub.

SkillsIgnite and Summer Leadership Institute

In March 2025, NEFEC hosted a SkillsIgnite3 seminar for CTE teachers, which focused on pedagogical strategies and training for technical educators, many of whom enter teaching from industry without formal teacher training. The Evaluation Team observed this event where participants engaged in workshops on aligning lesson plans to state and industry standards, integrating AI tools into instruction, and fostering productive student talk. The hands-on, collaborative design allowed educators to refine their own lesson plans while learning from peers across content areas like robotics, business, and health sciences. Survey results confirmed the utility of this work, with most participants reporting increased confidence and intent to

implement new strategies. This opportunity is particularly important as Florida has seen a rise in CTE teachers coming to the education profession directly from industry, often with little to no educator training. In these instances, professional learning is often the only training these teachers will receive, which makes opportunities like NEFEC's SkillsIgnite3 for CTE teachers invaluable. Of note, CTE teachers at NEFEC's SkillsIgnite3 reported significant concerns about sustainability of their programs, which are an important element of FLP-supported career readiness. They pointed to serious obstacles like the high costs of technical programs and difficulties in aligning educator pay with industry salaries, despite strong community support.

The NEFEC Summer Leadership Institute (SLI), held from July 21–23, 2025, in Ponte Vedra brought together all of NEFEC's member districts (Baker, Bradford, Columbia, Dixie, FSDB, Flagler, Gilchrist, Hamilton, Lafayette, Levy, PK Yonge, Nassau, Putnam, and Suwannee) to gain key insights into supporting student success. The Evaluation Team observed this three-day event, which offered opportunities for educators and leaders to strengthen their leadership capacity, data fluency, and collaborative culture. Breakout sessions covered topics such as SPOT data visualization, new teacher support systems, instructional coaching, and budget-related legislative updates. Participants noted specific sessions as helpful to their classroom work. For example, NEFEC's data visualization work presented at their Summer Leadership Institute provided leaders with actionable insights to monitor and support student success. The presentation titled "Spotlight Rural: Data that Connects," by Amie Bachle and Erin Sanders of Gilchrist County School District focused on SPOT-Data Visualization and Rural Connect, a US Department of Education funded initiative. Participants were instructed on how data visualizations are tools to support educators by enhancing teacher efficacy and boosting student achievement. The session was well-received by participants with one participant from Lafayette County reporting the visualization tool as "helping them to better serve their students."

The SLI similarly focused on building collective efficacy, highlighting the importance of supportive climates for both educators and students. Educators learned from each other, noting that networking and collaboration were valued aspects of this experience. A participant from Bradford County emphasized, *"This is the only time around the year that all our peers get to come together and collaborate."* These opportunities for relational learning fostered shared expertise and collective growth that directly relate to what educators are doing in the classroom, enabling them to build the supportive culture—which the facilitator emphasized as *"the most important attribute of any school."* Another key element of collective efficacy is that the SLI included both school and district leaders. The Evaluation Team observed that NEFEC appoints each of its member districts' superintendents to their Board of Directors, most of whom participated in NEFEC's SLI. Participants consistently recognized the importance of these leadership spaces for school and district leaders to exchange ideas and best practices. A principal from Branford remarked, *"This event gives lots of refreshing ideas to take back to your team at the school."* A participant from the Florida School for the Deaf and Blind described the unique

value of the SLI: *“I cannot even imagine, nor do I want to [not having the support of NEFEC]. NEFEC ups our school’s game.”* These reflections highlight how effective this professional learning opportunity is for a wide range of staff across districts, enabling them to come together to learn strategies and build collective action toward improving students’ experiences at school as well as their college and career readiness.

College and Career Fair

The Evaluation Team visited NEFEC’s 2025 College and Career Fair, which was supported by Title IV and FLP-Achieve funding, where 930 students from 14 high schools across 11 districts were able to meet with 44 representatives from a variety of colleges, career and technical schools, law enforcement, U.S. military, companies, government agencies, and apprenticeship programs. Students used “passports” to engage with exhibitors, and interactive demonstrations—such as CPR equipment, drones, and 3D printing—drew strong interest. and one chaperone observed. NEFEC conducted an exit survey to assess students’ experiences with the College and Career fair, and the majority of respondents reported that the event improved their knowledge and resources for postsecondary options. Out of 218 respondents:

1. Eighty-nine percent (89%) agreed or strongly agreed with *“Today’s event increased my knowledge of college and career opportunities available to me after graduation.”*
2. Eighty-five percent (85%) agreed or strongly agreed with *“I will use information and resources I received at today’s event to help me in the college application process.”*
3. Eighty-six percent (86%) agreed or strongly agreed with *“I will use information and resources I received at today’s event to help me select and prepare for a career path.”*

Of the opportunities available, a new FAFSA completion lab proved especially impactful. A NEFEC staff member reported, *“Six students were observed in the lab working on their applications and six others had come in during the first hour and a half.”* Of the 62 survey respondents who attended the FAFSA lab, 79% reported that the lab was either *helpful* or *very helpful* with the financial aid application process. Adult attendees also had positive feedback, with a first-time TD Bank representative noting the impressive number of students attending and a chaperone sharing that *“the conversations about who [students] talked to continue on the bus, all the way back to school.”* This event supported FLP’s mission to broaden students’ awareness of postsecondary and career opportunities while directly addressing barriers to college access.

Digital Resource Hub

During Year 2, NEFEC also used FLP-Achieve funds to launch its centralized digital resource hub, which provided students and families across all participating districts with clear, accessible information about college and career readiness opportunities. The digital resource hub served as a one-stop platform featuring up-to-date materials on advanced coursework, career pathways, scholarship opportunities, and postsecondary planning resources. Outreach efforts

reached 100% of NEFEC's 15-member districts and independent schools, with tracking data showing consistent access and use by students and families. NEFEC leadership stated in the final report to PBSC that feedback from district leaders confirmed increased awareness and engagement regarding college and career readiness programs.

PANHANDLE AREA EDUCATIONAL CONSORTIUM (PAEC)

PAEC BACKGROUND

PAEC, founded in 1967, is the oldest of Florida’s educational consortia and was the first to be legislatively created. PAEC serves over 48,000 students across 13 member districts (Calhoun County, Franklin County, Gadsden County, Gulf County, Holmes County, Jackson County, Jefferson County, Liberty County, Madison County, Taylor County, Wakulla County, Walton County, and Washington County) and two Developmental Research Schools (FAMU DRS, FSU-Bay) in Northwest Florida, as well as providing some services to non-member districts. PAEC’s mission is to provide a continuum of services that elevate student achievement, guided by the vision of “*Advancing Schools and Communities for Student Success*” as they aim to serve “*Every Student, Every Day.*” PAEC’s funding comes primarily from district participation contracts and service fees, with additional funds garnered through legislative advocacy and the state-statute cooperative purchasing program, “Florida Buy.”

PAEC’S YEAR 2 ACTIVITIES SUMMARY

In Year 2, PAEC, using its longstanding capacity to coordinate across districts, served as a critical partner for ensuring equity of access to advanced learning in the Panhandle region. In particular, PAEC continued to leverage its strong systems for cooperative purchasing and legislative advocacy to ensure efficiency in delivering resources and expand access to AP training, exam support, and other advanced academic programming in its districts. In addition to FLP-supported services provided to staff and students (as detailed in the [Staff and Student Service data section](#) of this chapter), PAEC hosted two professional learning opportunities with the support of FLP funds: a college entrance exam preparation train-the-trainer seminar for high school teachers and administrators, and a financial aid education seminar for guidance counselors and parents in its member districts³⁵.

College Entrance Exam Train-the-Trainer Survey Data

The Evaluation Team conducted surveys both for the staff who participated in PAEC’s college entrance exam train-the-trainer session and the students who subsequently participated in the college entrance exam preparation sessions. Staff and student feedback from these offerings demonstrated the following impact:

4. Twenty-eight staff members attended the training, and six staff from three districts and one Developmental Research School (Holmes, Jackson, Calhoun, and FAMU-

³⁵ The Evaluation Team conducted a survey for the PAEC financial aid education seminar; however, attendance was low and there were insufficient responses to complete a survey report.

- DRS) responded to the survey, representing roles including English teachers, assistant principals, curriculum coaches, and gifted coordinators (21% response rate).
5. One hundred percent (100%) of respondents agreed or strongly agreed that the training enhanced their college entrance exam preparation knowledge, with 83% strongly agreeing they gained useful knowledge, skills, and resources.
 6. Sixty-seven percent (67%) of respondents plan to both integrate training content into daily instruction AND facilitate supplemental preparation sessions for students.
 7. Respondents expressed increased confidence in their ability to support students pursuing college admission, Bright Futures scholarships, and concordance scores for graduation (average rating of 4.5 on a scale of 5) for each goal.

PAEC reported that 64 students were reached through college entrance exam preparation sessions, and 23 students from two districts and one Developmental Research School (Jackson, Walton, and FAMU-DRS) responded to the survey, a 35.9% response rate. Respondents reported that they attended exam preparation sessions for multiple reasons: 78.3% reported participating for college admissions and Bright Futures eligibility, and 43.5% sought to meet graduation requirements through concordance scores. Overall, students reported positive outcomes from the sessions:

8. Ninety-six percent (96%) of respondents reported gaining useful knowledge, skills, and resources from the session, with 91% believing it would help improve their college entrance exam scores.
9. Eighty-seven percent (87%) of respondents felt more confident about qualifying for Bright Futures scholarships and meeting graduation requirements, while 83% better understood opportunities available through higher test scores.
10. Seventy-five percent (75%) of students specifically highlighted valuable academic content, with reading (35%), English (15%), and math (15%) being the most frequently mentioned helpful topics.

Strong responses in the survey data show that this was a valuable professional learning opportunity with positive impact on teachers and students, expanding access to college through enhanced knowledge of college preparation exams—a key performance measure of the FLP-Achieve initiative.

HEARTLAND EDUCATIONAL CONSORTIUM (HEC)

HEC BACKGROUND

The Heartland Educational Consortium (HEC) was established in 1999 to serve rural districts in Central Florida. Operating under the Florida Diagnostic and Learning Resources System (FDLRS), HEC supports six member districts: Desoto County, Glades County, Hardy County, Hendry County, Highlands County, and Okeechobee County. HEC is legislatively funded and also receives funding through grants and member district contributions. From its inception, HEC has focused on equity and capacity-building, providing research-based resources, professional support for teaching, and collaborative networks across districts.

HEC'S YEAR 2 ACTIVITIES SUMMARY

As part of the FLP-Achieve initiative, HEC has been instrumental in ensuring that rural Heartland districts—many with limited staffing and fewer advanced course offerings—could expand opportunities for students. HEC's expertise in exceptional student education positioned the consortium to help districts support diverse learners in accessing advanced coursework and college readiness exams. HEC's collaborative structure allowed districts to pool resources, ensuring that the FLP-Achieve grant could be used efficiently to reach both educators and students with professional learning, exam fee coverage, and student support services. In addition to FLP-supported services provided to staff and students (as detailed in the [Staff and Student Service data section](#) of this chapter), HEC hosted the its Summer Leadership Institute which some staff attended with support of FLP-Achieve funds.

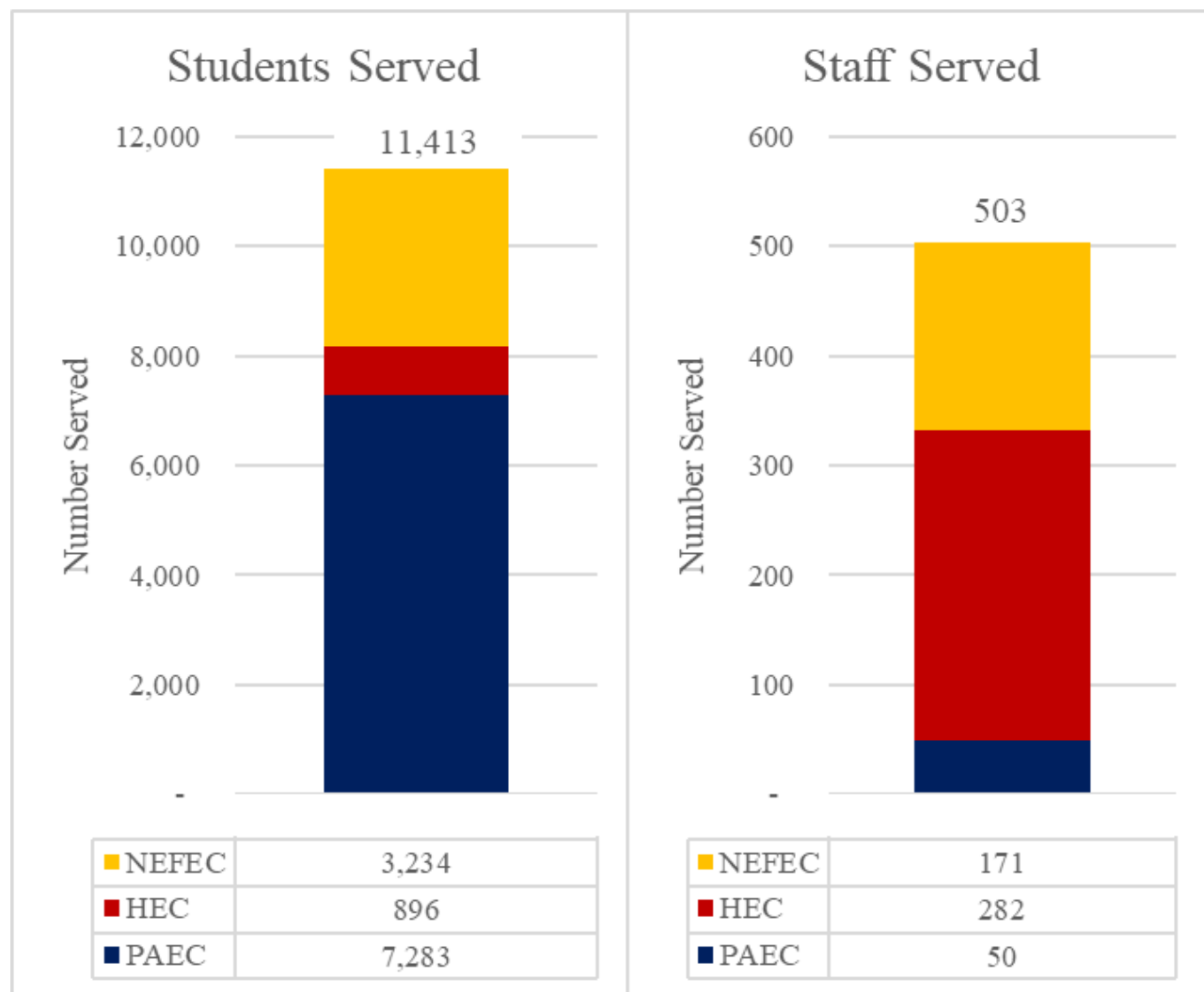
From June 17–18, 2025, the Summer Leadership Institute in Cape Coral brought together leaders from the member districts (Desoto, Glade, Hardee, Hendree, Highlands, and Okeechobee). The Evaluation Team observed this leadership event, noting both foundational and innovative methods of addressing college and career readiness. In one key session, “Promoting Advanced Placement: Strategies for Expanding Access and Engagement,” College Board representatives led participants through discussions of effective strategies for promoting AP opportunities within schools, including how to engage key stakeholders. They encouraged parent and student workshops as a strategy for increasing AP course enrollment. A newer approach, AI integration, was a recurring topic across the Institute, with the facilitator demonstrating how tools could be used to “*construct clear proficiency scales and generate rigorous assessment questions*” while also addressing risks related to privacy. One innovative session showcased E-Sports as a tool for engagement and career exploration, with presenters noting that the program had improved both grades and attendance in participating district schools. HEC's E-Sports initiative at Lake Placid High School in Highlands County showed tangible outcomes in engagement, academic performance, and pathways to scholarships. Over 200 colleges and universities offer scholarships to E-Sport students for game design, marketing, computer science,

broadcasting, and more degree programs. Their *“E-Sports program attracted a different group of students with positive outcomes - their attendance increased, grades improved, and it inspired career exploration related to the gaming industry.”* Through these different sessions, HEC was able to support districts, schools, and individual educators in expanding their knowledge and skills across multiple areas, both tried and tested and new, to continue enhancing the educational experiences of their students, preparing them for life after high school graduation.

STAFF AND STUDENT SERVICES DATA

Across the three Regional Educational Consortia, FLP-Achieve supported 11,413 students and 503 staff members in Year 2. PAEC accounted for the largest share of student services, and HEC directly served the greatest number of educators, school counselors, and administrators. NEFEC provided substantial support to both students and staff. The chart below depicts the distribution of students and staff served by each consortium.

Figure 6.2. Staff and Students Served Through FLP-Achieve-Supported Consortia Services

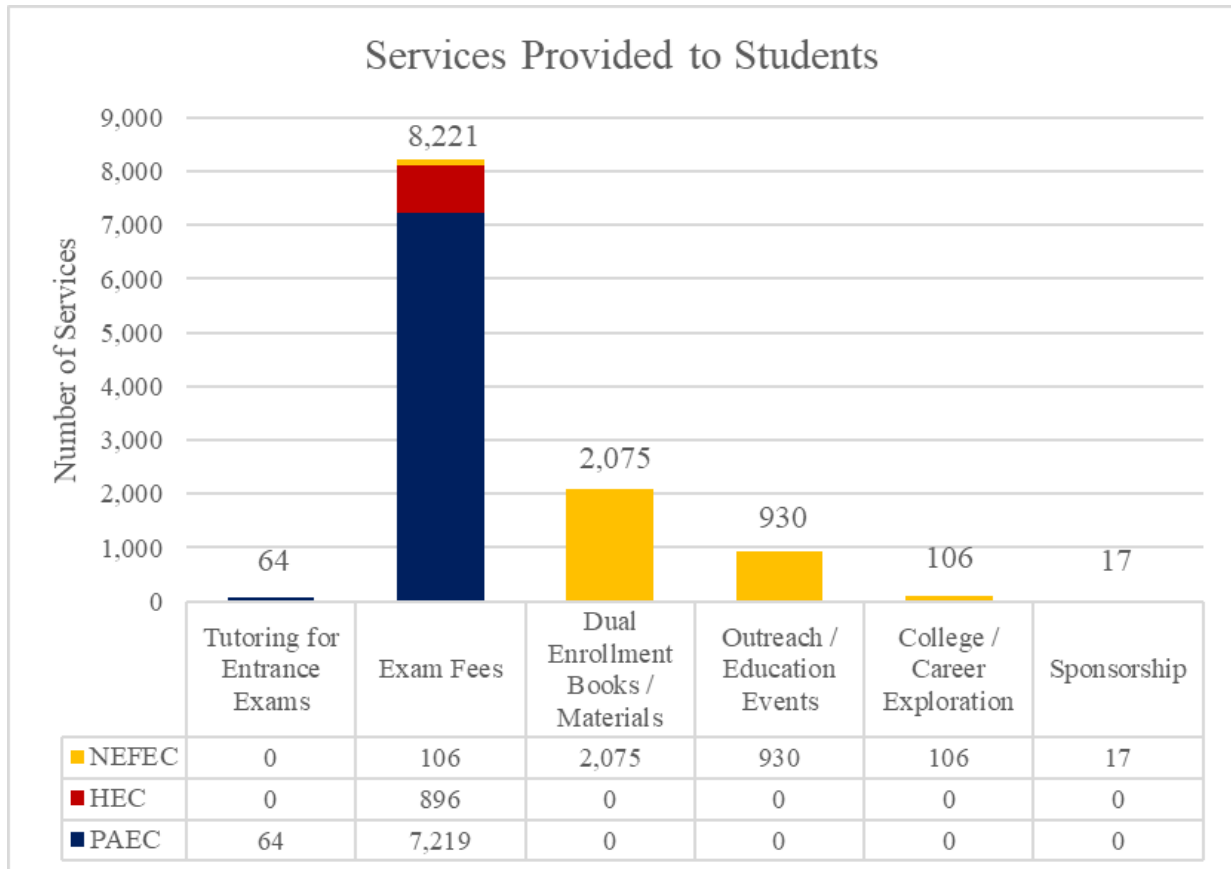


STUDENT SERVICES DETAIL

For students, the largest investment was in exam access, with 8,221 registrations covered for ACT, SAT, CLT, CTE, PSAT, AP, and PERT exam fees. Additional support included dual enrollment books and materials for 2,075 students, 930 students who attended college and career

readiness outreach and education events, 106 students supported through college and career exploration services, ACT and SAT tutoring for 64 students, and Future Business Leaders of America attendance sponsorships for 17 students.

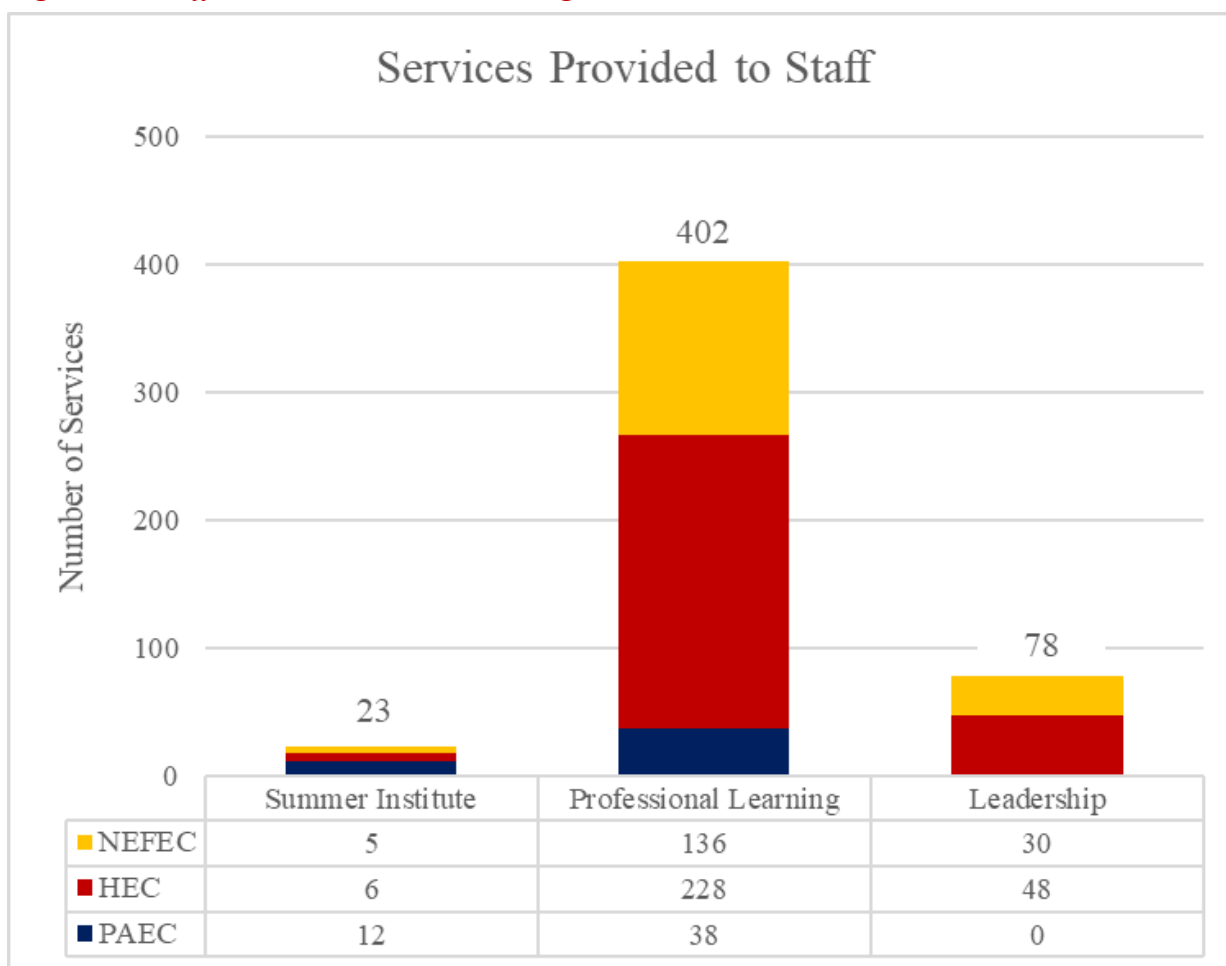
Figure 6.3. Student Services Distribution – Regional Educational Consortia



STAFF SERVICES DETAIL

For staff served by the consortia, the emphasis was on professional learning and leadership development. Some professional learning opportunities were provided directly by the consortia – namely, the HEC and NEFEC Summer Leadership Institutes, data visualization trainings, internal teacher collaboration opportunities, and the NEFEC SkillsIgnite training for CTE teachers. Consortia also supported staff attendance costs for third-party provided professional learning opportunities such as the AP, AICE and AVID Summer Institutes and other school-year professional development. As shown in the figure below, 23 staff members attended AICE, APSI, or AVID Summer Institutes, 402 attended summer or school year professional learning, and 78 attended consortia Summer Leadership conferences with FLP-Achieve sponsorship.

Figure 6.4. Staff Services Distribution – Regional Educational Consortia



CROSS-CONSORTIA SERVICE PATTERNS

The three consortia approached FLP-Achieve funding in distinct ways to serve regional priorities and member districts' needs. PAEC placed the strongest emphasis on exam access,

covering thousands of ACT, SAT, CLT, CTE, PSAT, PERT, and AP exam registrations, thereby reducing financial barriers to high-stakes assessments for students and districts. HEC also prioritized exam coverage, particularly CLT and AP fees, though with a narrower scope. NEFEC differed by directing more resources toward college and career readiness experiences, including dual enrollment materials, outreach events, and participation in competitions, with exam support a smaller but still present component.

Staff services also varied. HEC provided the broadest scale of professional learning, highlighted by its Summer Leadership Conference and extensive school-year opportunities. NEFEC emphasized specialized pathways such as APSI, AICE, and CTE-focused training such as SkillsIgnite, alongside its summer leadership conference. PAEC distributed its support more evenly across teachers, administrators, and counselors, funding AVID Summer Institutes and other professional learning opportunities throughout the year.

The three Regional Educational Consortia provided substantial services to students and staff, using FLP support to increase knowledge of and access to college and career readiness tools and services. By funding the three consortia, FLP-Achieve empowered regional leaders to ensure that students in small and rural school districts were able to access the same kinds of college and career support as their peers in larger districts. Ultimately the consortia proved to be central partners in ensuring that student and staff received FLP-supported services that extend the reach of FLP-Achieve's mission.