# Status of Girls in Florida:
## Educational Attainment and Disparities by County

September 2019

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# Status of Girls in Florida:
## Educational Attainment and Disparities by County

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# About This Report

The Status of Girls in Florida: Educational Attainment and Disparities report is one in a series of three publications on the status of girls across Florida's counties. This report series was commissioned by the Florida Women's Funding Alliance, an affinity group of Florida Philanthropic Network. The final two reports will examine Girls' Wellness and Victimization and Families/Access to Services. The report builds on the work of the Delores Barr Weaver Policy Center to monitor trends related to girls entering, or at risk of entering, the juvenile justice system in Florida. This publication uses data from the Florida Department of Education and other sources to analyze girls' educational status across multiple issue areas (e.g., graduation and dropout, school experiences). These reports are intended to establish a baseline of the status of girls in Florida, differences by region and by race/ethnicity to inform public policy decisions, resource allocation, and the implementation of effective programs and services that are intentionally designed to improve key indicators for girls and young women.

## About the Delores Barr Weaver Policy Center

The Delores Barr Weaver Policy Center (Policy Center) is a private not-for-profit organization and an outgrowth of the Justice for Girls Movement that began in Florida more than 15 years ago. With national recognition for its work, the mission of the Policy Center is to engage communities, organizations, and individuals through quality research, advocacy, training and model programming to advance the rights of girls, young women and youth who identify as female, especially those impacted by the justice system. The goal of the Policy Center's girl-centered research inquiry is to ensure that policies, programs, and services are informed by the best available data trends and grounded in the experiences of girls and young women. The Policy Center partners with girls to provide services and interventions across systems (school, diversion, detention, probation, court, lock-up, re-entry).

Since the Policy Center opened in 2013, the research team has published numerous research reports focusing on girls in the juvenile justice system. The research has led to the Policy Center's ongoing strategic reform planning, the development and implementation of pilot intervention models serving girls, and the passage of fundamental and historic legislation. The Policy Center's community reform model is highlighted in the *Georgetown Journal of Law and Policy.* The research helps communities better understand the issues their girls face, as well as provides a platform to advocate for more resources, changes to policy and/or practice, and create interventions that support girls' health and future opportunities. https://www.seethegirl.org

## About Florida Women's Funding Alliance

Florida Women's Funding Alliance (FWFA), an affinity group of Florida Philanthropic Network (FPN), envisions a Florida where women and girls thrive. The FWFA mission is to transform the lives of women and girls through members' collective voices and resources. FWFA offers FPN members an opportunity to interact and connect with other staff and board members of foundations and other grantmaking organizations working to transform the lives of women and girls in Florida.
https://www.fpnetwork.org/fwfa

## About Florida Philanthropic Network

Florida Philanthropic Network is a statewide association of grantmakers working to build philanthropy to build a better Florida. FPN's members are private independent, corporate and family foundations, community foundations, public charity grantmakers and corporate giving programs – from Miami to Jacksonville; Naples to Pensacola – who hold more than $6.5 billion in assets and invest more than $430 million annually (excluding members located outside Florida) to improve the quality of life for our citizens. FPN members share a commitment to promoting philanthropy, fostering collaboration and advancing public policy in Florida.
https://www.fpnetwork.org/

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# EXECUTIVE SUMMARY

## Introduction

The *Status of Girls in Florida: Educational Attainment and Disparities* report is the first in a series of three publications on the status of girls across Florida's counties. This report series was commissioned by the Florida Women's Funding Alliance, an affinity group of Florida Philanthropic Network. This first publication shows that specific to educational status, it would appear that girls across Florida are faring well, however, this is not true for all girls. In particular, there are notable disparities for girls of color and girls living in rural communities. Information for this report is drawn from state and national data sources, including the Florida Department of Education, Florida Department of Juvenile Justice, U.S. Census Bureau, and the CDC Youth Risk Behavior Surveillance System. The research entailed reviewing the data for girls and examining the critical intersection of race, gender, and geography rather than just reporting the broad trends. Researchers examined important indicators linked to educational achievement including economic disadvantage, English language learners, third grade testing in Language Arts, college readiness testing, and access to scholarship opportunities. Further, experiences in school including sense of safety, suspension, and arrest trends were examined. The power of analyzing the data through multiple lenses increases our understanding of what is happening to all girls and compels us to dig beneath the surface.

## Key Findings

This research provides baseline data to assess the educational status and disparities for girls and young women in Florida. The research reveals increasing graduation rates and decreasing high school dropout rates for girls. Additionally, girls are closing some of the gender gaps in testing, and a greater share of young women ages 18- 24 are enrolled in college. The data points suggest there are groups of girls who are progressing in school and moving forward — but without a deeper look, we miss the invisible group of girls who are falling further behind. The key findings for each educational indicator are summarized below.

### Educational Status: graduation, dropout, and college enrollment rates

- Some rural communities had double the proportion of girls who dropped out of their cohort compared to the Florida average.

- Graduation rates for girls differ by race: Asian girls have the highest graduation rate (95%), followed by White (89%), Pacific Islander (89%), Hispanic (85%), American Indian (82%), Black (80%) and girls of two or more races (80%). An estimated 12,000 young women ages 16-19 are not enrolled in school, have not completed high school and are not in the workforce.

- The proportion of American Indian girls who dropped out of their graduation cohort (6%) was double the proportion of their female peers and higher than American Indian boys in Florida.

- A higher proportion of young women ages 18-24 are enrolled in college (47%) compared to their male counterparts (37%). This pattern is true across racial categories.

## Educational Achievement Indicators: economic disadvantage, English language learners, testing scores, college readiness, and college scholarship opportunities

- In 2017-2018, more than half (57%) of girls and boys enrolled in public schools in Florida are economically disadvantaged (eligible for free or reduced lunch). Economic disadvantage varies widely by race/ethnicity: 77% of Black, 67% of Hispanic, 55% of American Indian, 53% of Pacific Islander, and 39% of White girls were economically disadvantaged.

- Approximately 10% of students are English language learners and 24% of Hispanic girls are English language learners.

- According to Florida law, third graders who do not score Level 2 or above on the statewide Florida Standards Assessment (FSA) for English Language Arts (ELA) must be retained. Statewide in 2017- 2018, nearly one in five (17%) of third grade girls were on Level 1. School districts in rural regions have higher proportions of girls on Level 1. Further, one in four (26%) third grade Black girls in Florida were on Level 1.

- There were 8,033 girls retained in the third grade and the majority were Black (40%) or Hispanic (37%).

- Overall performance in math, reading, and writing for college placement testing varied by race/ethnicity: 83% of Asian, 76% of White, 63% of Hispanic, 58% of American Indian/Alaskan Native, 56% of Hawaiian Pacific Islander, and 52% of Black girls who took the placement test met or exceeded the cut-off score.

- In 2017-2018, the majority (59%) of the Bright Futures Scholarship recipients were White: 24% Hispanic, 7% Pacific Islander/Asian, 5% Black, 0.3% American Indian/ Alaska Native, and 4% were of another race.

## School Experience: sense of safety, suspension, and school arrests

- Of the five Florida counties included in Youth Risk Behavior Survey (YRBS) data (Broward, Duval, Miami-Dade, Orange, and Palm Beach), approximately 9% of girls who identify as heterosexual report not going to school because they felt unsafe at school or unsafe going to/from school. This was higher among those who identify as lesbian/gay (18%), who identify as bisexual (15%), and who identify as questioning or "unsure" of their sexual identity (15%).

- Overall, the number of out-of-school suspensions has decreased about 23% for girls during the five-year period. There are considerable disparities in the proportion of girls receiving out-of-school suspensions, with a statewide average of three per 100 girls, but also as high as 16 per 100 female students depending on the county. Five-year trend data is not available by race/ethnicity within gender; as a result, researchers are unable to calculate school discipline trends for girls of color in Florida.

- In general, school-based arrests are decreasing for both boys and girls in Florida, and more boys are arrested in school than girls. Black girls are overrepresented in the number of girls arrested in school. Although Black girls represent 22% of the girls enrolled in school in Florida, they represent 57% of those arrested at school.

# Moving Forward

This first publication of the three-part research series raises many questions that warrant attention – not only about school experiences and achievement, but also about the overall health and well-being of girls in Florida. The focus of this research is not to ask why some girls are not performing better academically, or to negatively label children at risk of falling off the path to graduation. Rather, the focus is to use the information to better understand *how, where,* and *why* current educational practices *are creating racial and gender disparities and not helping all girls.* School is the one area where all girls are required to participate and therefore this research helps provide a baseline of how girls are doing. There are groups of girls experiencing disparate trends that particularly raise concern (girls of color, girls living in rural communities, girls who are economically disadvantaged, girls who are not enrolled in high school and not in the work force, third grade girls who are on Level 1 on statewide FSA for English Language Arts, LGBT youth who report feeling unsafe at school). Without delving deeper as to why some girls within these groups are falling behind, there are long-term consequences (including school failure, intergenerational poverty, etc.).

The second publication of the series will focus on the Status of Girls' Wellness and Victimization trends to explore the root causes of disparities and lived experiences of girls. Research suggests that girls' well-being and future opportunities are important factors related to school achievement. Below, several research questions will be explored for the second publication:

- Are there commonalities of experiences in wellness indicators (e.g., school connectedness, safety) across subsets/cohorts of girls?

- Are there commonalities of experiences in victimization and disconnection indicators (e.g., exposure to trauma) across subsets/ cohorts of girls?

- What can we learn from girls who are meeting benchmarks and progressing academically as well as from girls who are falling behind?

- What do girls want us to know about their school experiences, their needs, their strengths, and their lived experiences?

- What can we learn from communities that have closed the disparity gaps and what can we learn from communities where the gaps are significant?

**1** Educational Status and Baseline Indicators

**2** Girls' Lived Experiences - Wellness and Victimization Indicators

**+**

**3** Impact of Systems, Policies and Practices on Futures of Girls
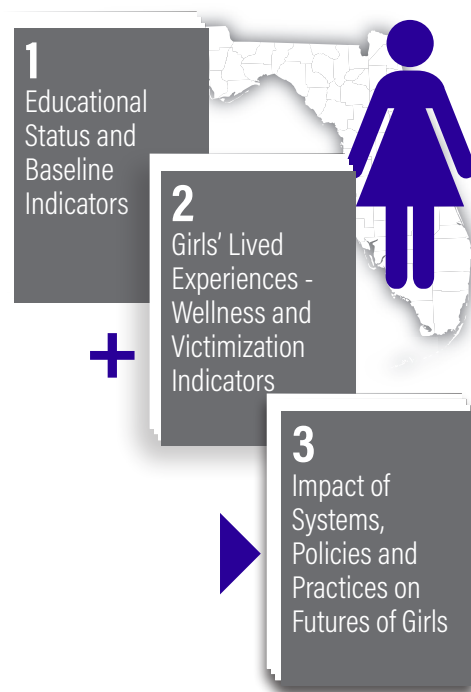
Researchers will hear from girls to assess whether the data is reflective of their experiences. Girls' voices will inform the focus of the third publication which seeks to look at systemic issues and their access to services/resources.

Most importantly, this in-depth research series will inform the development of robust recommendations designed to address root causes versus surface, short-term recommendations. The findings will address the overarching questions about the girls who are falling behind.

# INTRODUCTION

There are over 2.4 million girls and young women under the age of 19 living in Florida. Of those girls, 1.4 million are enrolled in Florida's K-12 public schools.[1] The findings in this report underscore the importance of examining the educational status of girls and young women. The research entailed an intensive review to look at the data for girls in ways it has not been looked at before. Specifically, it means not only reporting the broad trends for girls, but applying examination of the intersection of race, gender, and geography. The power of analyzing the data through multiple lenses increases our understanding of what is happening to all girls and compels us to dig beneath the surface. The data points suggest there are groups of girls who are progressing in school and moving forward — but without a deeper look, we miss the invisible group of girls who are falling further behind. For example, the school enrollment data shows that the majority of girls are enrolled in school, however, there are an estimated 12,000 girls in Florida who are not enrolled in school, have not graduated from high school and are not working. By understanding the experiences and differences among girls as it relates to educational status we are better able to develop efforts to intervene and improve health and future opportunities.

Florida Kids Count (2016) reports that Florida's population ranks as the third fastest growing in the U.S. with one in five being a child under the age of eighteen. It is vital to invest in the education of girls and young women in Florida because the *Status of Women in Florida by County: Poverty and Opportunity Report (*2016*) (Status of Women Report)* shows that Florida scores in the bottom third in the United States for percentage of women with a bachelor's degree or higher (27%). Further, educational progress has not been distributed equally and an increasing proportion of women continue living in poverty in Florida. Maintaining the status quo is detrimental to girls' and young women's health and well-being, educational outcomes and long-term earning potential. It is also detrimental to the welfare of our local communities, state and the next generation.

This report provides background literature and baseline data to assess the educational status and disparities for girls and young women in Florida. The report is organized around three major sections. The Educational Status section documents the outcomes associated with graduation and dropout rates for girls as well as college enrollment. The Indicators section summarizes the data for important indicators that are linked to educational achievement and must be considered in any reform effort. These include economic disadvantage, English language learners, third grade testing in Language Arts, college readiness testing, and access to scholarship opportunities. The Experiences section is also related to factors that impact educational status and specific to how girls experience school, including sense of safety, school discipline and suspensions, and arrests at school.

This report brings attention to geographical and racial differences for girls in Florida. Information for this report is drawn from state and national data sources, including the Florida Department of Education, Florida Department of Juvenile Justice, and U.S. Census

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[1] Includes schools receiving public funds (charter, alternative schools)

Bureau. Each of these data sources classify racial/ethnic categories differently. Tables and figures in this report reflect the data available by race/ethnicity of each source but are abbreviated (e.g., Hispanic for Hispanic or Latino, Black for Black or African American). For a listing of definitions of the racial/ethnic groups used by the Florida Department of Education, see Appendix. In this report, Black, Hispanic, American Indian, Asian, and girls of two or more races are referred to as *girls of color.* Where possible, data for girls is compared: to boys, within gender by race and ethnicity, and by county.

Research focused on the lived experiences and status of girls and young women in Florida provides the needed data to inform and influence public policy decisions, resource allocation, and the implementation of effective programs and services that are intentionally designed to improve key indicators for girls and young women. This report series complements the *Status of Women Report* publications by providing data and analyses of important indicators including Educational Attainment, Wellness and Victimization, and Families' Access to Services that are central to girls' health and well-being.

At the age of 15, Destiny was enrolled in school, attended regularly, usually sat quietly in the back of the classroom and was always polite, never causing any trouble. Despite going to school every day, she was failing her classes. No one ever paused to ask her "how can we help you?" She became invisible.

When Destiny was 16, her mother was diagnosed with a terminal illness. Growing up in poverty with limited access to healthcare, Destiny dropped out of school to take care of her dying mother, and a year later her mother passed away. Destiny moved in with her elderly grandmother, her only living relative. In trying to re-engage with her education, Destiny enrolled in an alternative school. Within a year her grandmother passed away, and she was placed in foster care.

At 17, Destiny felt like no one cared about her, and she began running away from her foster homes. She continued to be invisible. Not feeling like she could trust anyone, she was in a situation where she was forced to take care of herself. After struggling in her alternative school for so long, she dropped out and began applying to fast food restaurants.

Destiny rode the bus for hours to get to work. Despite trying her best, without reliable transportation she was inevitably late and always fired. On the brink of aging out of the foster care system, Destiny did not know what was coming next.

At 18 years old Destiny found herself completely on her own. Having dropped out of school and without support systems, it made it impossible to get a job. She had lost everything and became homeless.

*Why was Destiny struggling so much academically? Where were her supports in the education and child welfare system? Destiny, like other young women, became invisible after she dropped out of school.*

# GIRLS' EDUCATIONAL STATUS
## (GRADES K-12 AND COLLEGE)

## Overview

This report utilizes several factors in order to establish a baseline education status for Florida's girls. Establishing the baseline begins with providing an overview and analysis of Florida's high school graduation and dropout rates; as well as a snapshot of youth who are not enrolled in school and are also not working. In 2017-18, girls represent almost 50% of the 2.8 million students enrolled in K-12 public schools in Florida (FL DOE, 2018) (see Appendix – Table 1 for breakdown by county school district). Girls of color represented 62% of enrollments: Hispanic (33%), Black (22%), Asian (3%), Two or more races (4%), American Indian/Alaska Native and Native Hawaiian/Pacific Islander (less than 1%).

### High School Graduation and Dropout

A substantial body of research highlights the benefits of obtaining a high school diploma (e.g, economic security, higher education). But girls of color are not completing high school at greater rates. Factors contributing to high school graduation and dropout rates specific to differences for girls have not been studied in depth. However, there has been a call to action to look at factors that contribute to graduation of girls because of the impact at both the individual level and societal level (NWLC, 2007). Gender does play a role in the reasons for drop out when girls, regardless of race/ethnicity, experience pregnancy and parenting responsibilities (either for a child, sibling or parent) which can impact their ability to stay in school (NWLC, 2007). The response by schools, in turn, becomes critical. Lack of school support or active discouragement from school officials can create barriers to staying in school (NWLC, 2007). Missing too many days from school makes it difficult for girls to keep up with schoolwork (NWLC, 2007).

Youth who drop out experience a host of negative outcomes in comparison to high school graduates. These include: higher rates of unemployment, lower earnings, poorer health, higher rates of mortality, higher rates of criminal behavior and incarceration, and increased dependence on public assistance (Belfield & Levin, 2007). The decreased accessibility to physical, emotional and social resources that occurs when a young person drops out makes already vulnerable populations further susceptible to negative health conditions, such as asthma, diabetes, and high blood pressure. The increase in these health conditions for those who drop out can vary across race, with African-Americans found to have the largest association with hepatitis, Caucasians the largest with stroke, and diabetes with associations across African-American, Caucasian, and Latino racial/ethnic groups (Vaughn, Salas-Wright, & Maynard, 2014).

The Florida Department of Education measures dropout rates as the percentage of students who drop out of school within four years of their first enrollment in ninth grade (also known as a *cohort-based dropout rate*).

### Invisible Youth:  Not Enrolled in School and Not Working

Young people ages 16-24 who are not enrolled in school and are not working are referred to as "disconnected youth" (Burd-Sharps & Lewis, 2018). They are the youth that fall off the radar and can be invisible in the data.  According to the Measure of America's 2018 report, Florida ranks 29th out of the fifty states in number of youth who are disconnected (Burd-Sharps & Lewis, 2018). Connection to school and overall educational attainment is a protective factor. Youth who remain connected are 52% more likely to have good

or excellent health, 45% more likely to own their own home, and 42% more likely to be employed than those who are disconnected (Lewis & Gluskin, 2018). In contrast, disconnected youth are more likely to live in poverty, be disabled, drop out of school, have children, and be institutionalized (Lewis & Gluskin, 2018). It is critical to pay attention to this invisible group because girls and young women who drop out experience economic risks that are different from males (higher rates of unemployment, lower wages, reliance of public support to provide for their families) (NWLC, 2007). Less is known about the challenges young women face navigating systems and the availability of supports that in their communities.

# Findings:

## High School Graduation

Across the state, the proportion of girls graduating from high school has steadily increased over the last five years (see Appendix – Table 2). For the 2016-2017 school year, the state's graduation rate for girls was 86% (FDOE, 2018). While the increase in graduation rates is a positive trend, the disparities in rural communities, by gender, and race/ethnicity warrant attention.

- Disparities by Region: Some Florida school districts (Columbia, Desoto, Gadsden, Hamilton, Highlands, Holmes, Jackson, Jefferson, Okeechobee, Taylor) have a lower proportion of girls graduating than the Florida average. All of these are rural communities.

- Disparities by Gender: In Florida public high schools, a larger proportion of girls than boys are graduating (86% vs. 79%). However, some Florida school districts (e.g., Hamilton, Lafayette) have a *lower* proportion of girls graduating than boys.

- Disparities by Race/Ethnicity: Of the girls, Asian have the highest graduation rate (95%), followed by White (89%), Pacific Islander (89%), Hispanic (85%), American Indian (82%), two or more races (80%), and Black (80%).  Black boys have the lowest graduation rate (69%).

Figure 1.1 – Percent of Florida Public School Graduates by Gender, Race/Ethnicity, 2016-2017
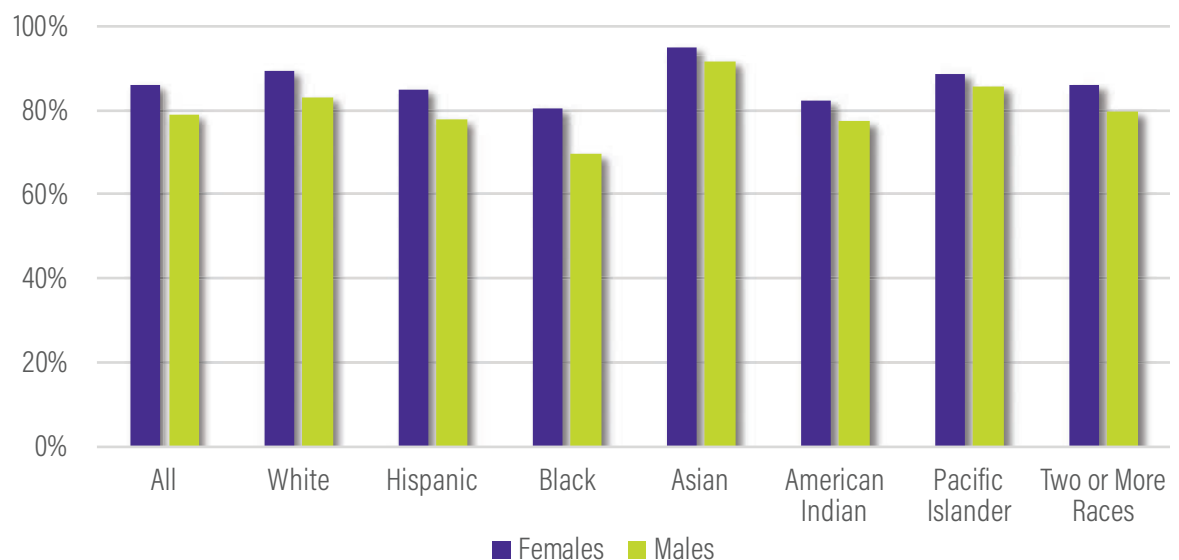


Source: Data extracted from Florida's PK-20 Education Information Portal (Aug 21, 2018)

# High School Dropout

Over the last five years, the number of high school girls who dropped out of their cohort[2] has decreased slightly. In 2016-2017, the statewide dropout rate for girls was 3%. Of note, there are significant disparities in some rural communities and for American Indian girls.

- Disparities by Region: Some Florida school districts (Calhoun, Charlotte, Desoto, Franklin, Gadsden, Hamilton, Hardee, Hendry, Holmes, Okeechobee, Polk, Taylor, Washington) had more than double the proportion of high school girls who dropped out of their cohort before graduating than the Florida average for girls (see Map 1.1, p.12, Appendix – Table 3).

- Disparities by Gender: The proportion of high school girls (3%) who dropped out of school and did not graduate with their cohort was slightly lower than the proportion of high school boys (5%).

- Disparities by Race/Ethnicity: The proportion of American Indian girls who dropped out of their cohort (6%) was double the proportion of all girls who dropped out of their graduation cohort in Florida. Asian girls had the lowest dropout rate (1%).

Figure 1.2 - High School Dropout by Gender and Race/Ethnicity, 2016-2017



Female (N=99,878)    Male (N=101,980)
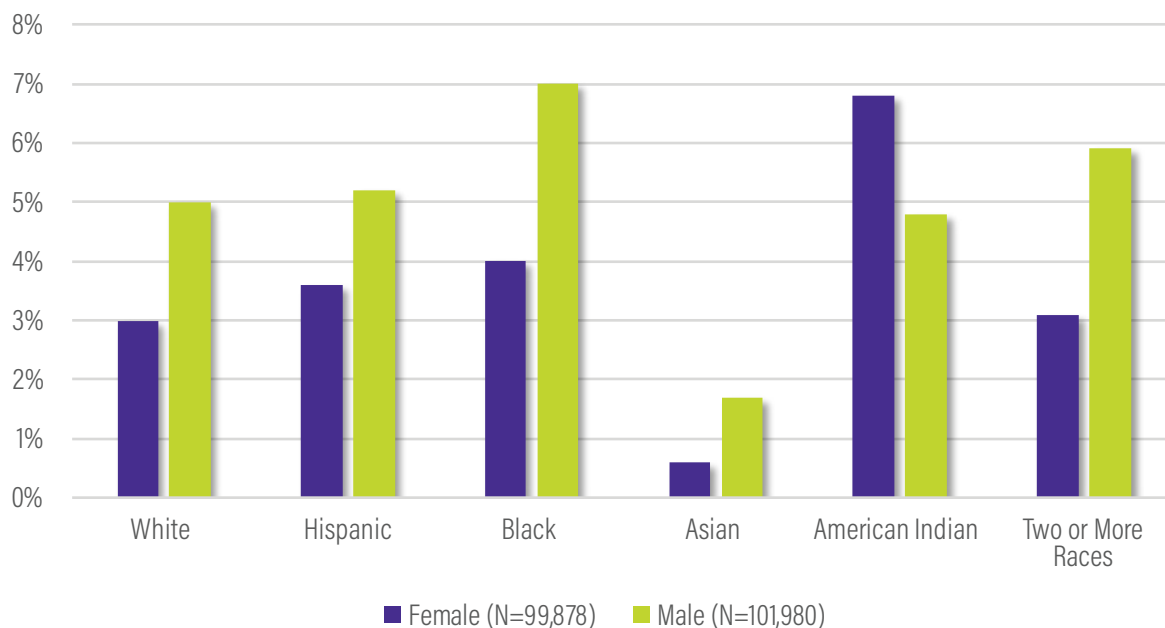
Source: Data extracted from Florida's PK-20 Education Information Portal (Aug 21, 2018)

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[2] The cohort-based dropout rate is the percentage of students who drop out of school within four years of their first enrollment in ninth grade. It is not to be confused with the number of students that drop out in a given school year; it is also not the inverse of the graduation rate.

## Map 1.1 - Florida Public High School Girls' Cohort Dropout by School District, 2016-2017
### Statewide average = 3%



**Legend:**
- High: 5 - 17%
- Average: 3 - 4%
- Low: 0 - 2%

County labels: Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Jackson, Bay, Calhoun, Gadsen, Leon, Liberty, Gulf, Franklin, Wakulla, Jefferson, Taylor, Madison, Hamilton, Suwannee, Lafayette, Columbia, Baker, Nassau, Duval, Dixie, Gilchrist, Union, Bradford, Clay, St. Johns, Levy, Alachua, Putnam, Flagler, Marion, Volusia, Citrus, Sumter, Lake, Seminole, Orange, Hernando, Pasco, Osceola, Brevard, Hillsborough, Pin(ellas), Polk, Indian River, Manatee, Hardee, Okeechobee, St. Lucie, Sarasota, De Soto, Highlands, Martin, Charlotte, Glades, Palm Beach, Lee, Hendry, Collier, Broward, Monroe, Miami - Dade

# Invisible Youth: Not Enrolled in School/Not Employed (ages 16-19, select counties)

This data is collected for 13 metropolitan cities in Florida through the U.S. Census. In these communities, there were 11,697 young women and 18,623 young men who were not enrolled in school, not a high school graduate and also not employed (either unemployed or not in labor force).[3]

- Disparities by Region: Statewide, 67% of young women who were not enrolled in school and had not graduated from high school, were also not employed. Eight of the communities had proportions higher than the state average (Leon, Polk, Pasco, Broward, Hillsborough, Miami-Dade, Orange, and Duval).

- Disparities by Gender: Statewide, and across most of the select counties, there was a greater proportion of young women who were not high school graduates that were not employed compared to their male counterparts (see Table 1.1).

Table 1.1 - Invisible Youth, Not Enrolled in School (with No High School Diploma) and Not Employed by Gender and Select Counties, 2015

| County | Female | | Male | |
|---|---|---|---|---|
| | Number Not Enrolled in School and No HS Diploma | Percentage Not Working | Number Not Enrolled in School and No HS Diploma | Percentage Not Working |
| **Florida** | **17,445** | **67%** | **29,436** | **63%** |
| Broward | 1,169 | 76% | 1,718 | 63% |
| Duval | 1,080 | 70% | 1,361 | 57% |
| Hillsborough | 2,545 | 74% | 2,433 | 76% |
| Lee | 780 | 48% | 1,228 | 55% |
| Leon | 115 | 100% | 441 | 67% |
| Manatee | 583 | 38% | 767 | 82% |
| Miami-Dade | 1,456 | 72% | 4,820 | 68% |
| Orange | 209 | 71% | 1,222 | 36% |
| Palm Beach | 616 | 38% | 1,733 | 67% |
| Pasco | 808 | 80% | 1,094 | 76% |
| Pinellas | 432 | 66% | 1143 | 27% |
| Polk | 426 | 96% | 1,097 | 93% |
| Volusia | 627 | 69% | 323 | 57% |

Source: 2017 American Community Survey Estimates, Extracted from Table B14005: Sex by School Enrollment by Educational Attainment by Employment Status for the Population 16 to 19 Years

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[3] According to the U.S. Department of Labor "Not in labor force" includes all people 16 years old and over who are not classified as members of the labor force. This category consists of housewives, retired workers, seasonal workers interviewed in an off season who were not looking for work, institutionalized people, and people doing only incidental unpaid family work (less than 15 hours during the reference week). All civilians 16 years old and over are classified as unemployed if they (1) were neither "at work" nor "with a job but not at work" during the reference week, (2) were actively looking for work during the last 4 weeks, and (3) were available to accept a job. Also included as unemployed are civilians who did not work at all during the reference week, were waiting to be called back to a job from which they had been laid off, and were available for work except for temporary illness.

## College Enrollment

The American Community Survey Data of the U.S. Census reports estimates of the population enrolled in college or graduate school by age group in Florida. Of females in the 18-24 year old age group, 47% of the 863,304 were enrolled in college compared to 37% of the 911,184 males in the same age group (U.S. Census Bureau, 2017). In order to examine race/ethnicity within gender by county, Census report data for K-12 and college school enrollment for the population ages three and older was available for a selection of 13 metropolitan counties in Florida.

Disparities by Gender and Race/Ethnicity: This select county data reveals that of those enrolled in K-12 and/or colleges, a greater percentage of females are enrolled in college than their male peers across every racial category: 32% of White females (26% males), 31% of Black females (23% males), 42% of Asian females (38% males), and 28% of females of another race/multi-race (25% of males) are enrolled in college (U.S. Census Bureau, 2017).

Figure 1.3 - Proportion of Students Enrolled who are in College by Gender and Race/Ethnicity, 2017
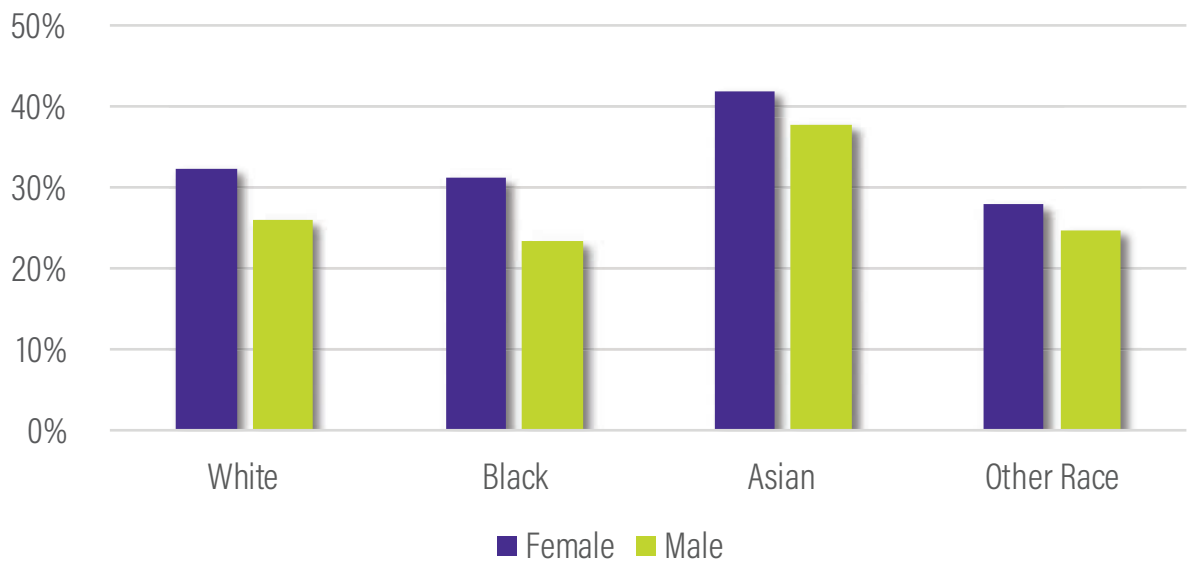


Source: U.S. Census Bureau, 2017 American Community Survey 1 Year Estimates, Selected Population Profile, School Enrollment
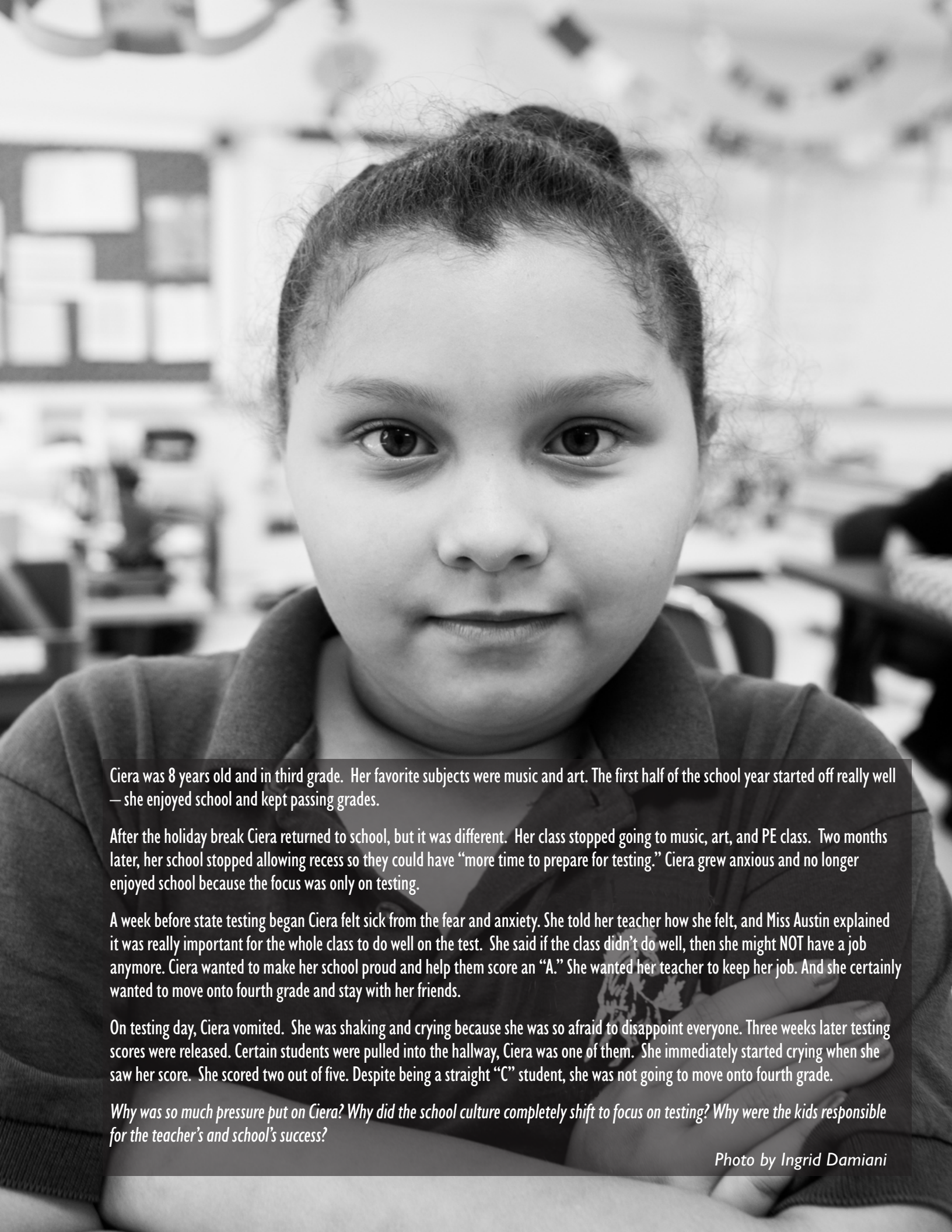
Ciera was 8 years old and in third grade.  Her favorite subjects were music and art. The first half of the school year started off really well — she enjoyed school and kept passing grades.

After the holiday break Ciera returned to school, but it was different.  Her class stopped going to music, art, and PE class.  Two months later, her school stopped allowing recess so they could have "more time to prepare for testing." Ciera grew anxious and no longer enjoyed school because the focus was only on testing.

A week before state testing began Ciera felt sick from the fear and anxiety. She told her teacher how she felt, and Miss Austin explained it was really important for the whole class to do well on the test.  She said if the class didn't do well, then she might NOT have a job anymore. Ciera wanted to make her school proud and help them score an "A." She wanted her teacher to keep her job. And she certainly wanted to move onto fourth grade and stay with her friends.

On testing day, Ciera vomited.  She was shaking and crying because she was so afraid to disappoint everyone. Three weeks later testing scores were released. Certain students were pulled into the hallway, Ciera was one of them.  She immediately started crying when she saw her score.  She scored two out of five. Despite being a straight "C" student, she was not going to move onto fourth grade.

*Why was so much pressure put on Ciera? Why did the school culture completely shift to focus on testing? Why were the kids responsible for the teacher's and school's success?*

*Photo by Ingrid Damiani*

# GIRLS' EDUCATIONAL ACHIEVEMENT INDICATORS

## Overview

Key indicators impact youths' educational status and long-term health outcomes. This section focuses specific attention on girls and the literature that links educational status (e.g., graduation, dropout, college enrollment) to achievement indicators such as economic disadvantage, English language learners, third grade reading scores, retention, college readiness test scores, and access to college scholarship opportunities.

### Economic Disadvantage

There is a strong relationship between students' socioeconomic status and their levels of academic achievement. The *Status of Women Report* documents the high number of women living in poverty and obstacles they face that block them from educational opportunities as well as the stark disparities across race and ethnicity and geographic locations (Anderson & Hess, 2016). In terms of poverty, the study found that a higher percentage of women were living in poverty in 2014 than 10 years before (Anderson & Hess, 2016). In 2015, approximately one in four children in Florida are growing up in poverty (U.S. Census). Children who grow up in poverty have lower educational attainment, have lower lifetime earnings, are more likely to receive public assistance, and experience poorer health compared to their peers (Coley & Baker, 2013).

In Florida, over 57% of student enrollments were eligible for free or reduced lunch at school. The number of students on free and reduced-price lunch (FRL) determines a school's allocation of supplemental funds to support low-income students.

### English Language Learners

Language proficiency is another critical factor impacting student achievement. Students for whom English is not their first language performed below grade level and suffered from alarmingly high dropout rates (American Federation of Teachers, 2002). Sanchez (2017) found that fewer English Language Learners (ELL's) graduate from high school (63% compared to national rate of 82%); and fewer than 2% take college entrance exams. A potential consideration for this disengagement is the way Florida schools test reading comprehension. In 2009, 52% of Florida's fourth grade ELL students and 41% of Florida's eighth grade ELL students scored at or above in reading level. An argument could be made that reading assessments test a student's proficiency in the English language versus accurately assess a student's "knowledge of content" (Samson & Collins, 2012).

## Third Grade Reading

There is a great deal of research supporting the notion that third grade reading levels matter in predicting future success. A longitudinal research study showed that the rate of youth not graduating from high school was four times greater among youth who were not reading proficiently by the end of third grade (Hernandez, 2012). However, a number of variables operate alongside poor reading levels (e.g., poverty, race/ethnicity) that increase the likelihood of not graduating. Approximately one third of poor Black and one third of poor Hispanic students who were not reading proficiently by the end of third grade did not graduate (Hernandez, 2012). When students can master reading by the end of third grade and are not living in poverty, the graduation gaps by race/ethnicity begin to close (Hernandez, 2012).

## Retention

Retention indicates the number of public school students who were retained and not promoted to the next grade. Third grade marks the grade level with the highest percentage of students retained in a particular grade level (8%), followed by 12th grade at 5% of students (FL DOE, 2018). Retention is an important indicator of young people's progress in school. A body of research demonstrates negative outcomes of grade retention on students. Black and Hispanic students are impacted by the third grade retention policy in Florida the most. There were 8,033 girls retained in the third grade and the majority were Black (40%) or Hispanic (37%) (FDOE Survey 5, 2017).

## College Readiness

Being college-ready increases the chances of students graduating with high school diplomas, enrolling in a postsecondary school, and increasing their job market opportunities. Overall, these factors help to reduce the unemployment rate. For many years females have attended college in larger numbers and been the majority of those earning undergraduate degrees (King, 2006). The *Status of Women Report* showed the share of women earning a bachelor's degree increased in Florida from 20% in 2000 to 27% in 2014; however, Hispanic, Black and Native American women ages 25 or older were less likely to hold at least a bachelor's degree (Anderson & Hess, 2016). Even still, women who identify as multi-racial, Hispanic, or Black are more likely to have a bachelor's degree than their male counterparts (Anderson & Hess, 2016). Emerging research is showing the importance of the additional resources and skills that are needed for students of color to be able to navigate structural challenges and forge pathways into higher education (Welton & Martinez, 2013).

# Findings:
## Economically Disadvantaged Students

Economically disadvantaged students are eligible for free and reduced price meals under the National School Lunch Program. In 2017-2018, more than half (57%) of girls enrolled in public schools in Florida were economically disadvantaged (see Appendix – Table 4 for rates by race/ethnicity, by county).

· Disparities by Region: There are 24 counties where more than 60% of school enrollments are economically disadvantaged. The highest three counties are Jefferson (87%), Okeechobee (84%), and Gadsden (80%).

- · Disparities by Gender: We would not expect disparities by gender since these are family level rates.
- · Disparities by Race/Ethnicity: Economic disadvantage varies widely by race/ethnicity. More than three-quarters (77%) of Black girls, 67% of Hispanic girls, 55% of American Indian girls, 55% of girls with two or more races, 53% Pacific Islander girls, and 39% of White girls enrolled in Florida public schools are economically disadvantaged.

## Map 2.1 – Girls Economically Disadvantaged Enrolled in Florida Public Schools, 2017-2018

Statewide Average = 57%



Greater than 60%
50 - 60%
7 - 49%

% Eco. Disadvantaged calculated by analyst by dividing the number of Eco. Disadvantaged girls by the number of total girls enrolled by school district

Source: Data extracted from Florida's PK-20 Education Information Portal (Aug 27, 2018)
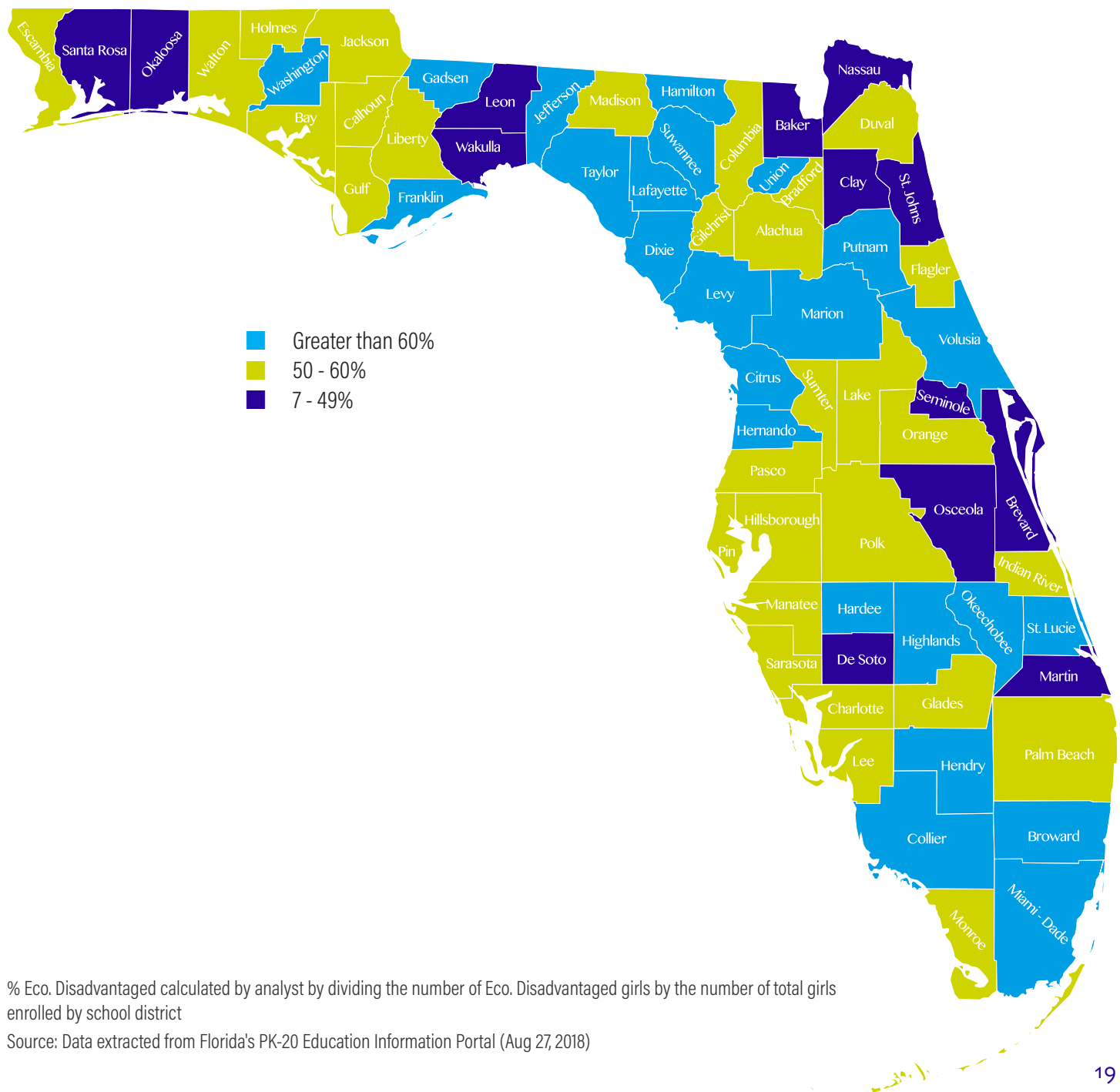
## English Language Learners

English is not the native language for almost 300,000 students enrolled in Florida public schools.  Almost one in four Hispanic students (24%) are English language learners (ELL). The proportion of ELL students has remained consistent over the last five school years.

- · Disparities by Region: Some school districts (Osceola (19%), Miami-Dade (19%), Collier (15%), Martin (14%) and Orange (14%))have a greater proportion of ELL students than the Florida average (see Appendix – Table 5).

- · Differences by Gender: Approximately 10% of girls and 11% of boys enrolled are ELL.

- · Disparities by Race/Ethnicity: The ELL distribution varies by girls' race/ethnicity: 24% of Hispanic girls, 13% of Asian girls, 11% of American Indian girls, 7% of Pacific Islander girls, 5% of Black girls, 2% of White girls, and 1% of girls who are two or more races enrolled in Florida public schools are ELL students.

## Third Grade Students Below Reading Level

The statewide Florida Standards Assessments-English Language Arts (FSA-ELA) is administered to all third-grade students in public schools. The third-grade FSA-ELA evaluates students' ability to read stories of approximately 500 words and answer reading comprehension questions. Students' FSA-ELA scores are grouped into five levels: Level 5 is the highest; Level 1 is the lowest.[4] Students who perform below achievement level (Level 3) demonstrate challenges with the content of the FSA-ELA. Florida mandates that students must pass the standardized tests in third grade to move to the next grade; one consequence of the policy is that more students are retained. In 2016-17, 8% of third graders were retained, the highest proportion of students of any grade level. Statewide in 2017-2018, nearly one in five (17%) of third grade girls were on Level 1 of the FSA-ELA, and the percentage of girls on Level 1 is decreasing more slowly than for boys over the last five years.

- · Disparities by Region: Some school districts: Desoto (35%), Jefferson (32%), Putnam (31%), Marion (29%), Hamilton (26%), Gadsden (25%), Hendry (25%), Madison (25%) have a higher proportion of third grade girls on Level 1 than the Florida average. (see Map 2.2, and Appendix – Table 6)

- · Disparities by Gender: In 2017-2018, the proportion of third grade girls on Level 1 of the FSA-ELA was slightly lower than the proportion of third grade boys on Level 1 (17% vs. 22%).

- · Disparities by Race/Ethnicity: One in four (26%) third grade Black girls and one in five (20%) Hispanic girls in Florida were on Level 1 of the FSA-ELA.

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[4] According to FDOE,  students at Level 1 demonstrate an inadequate level of success with the challenging content of the Florida Standards.

# Map 2.2 – Percentage of Third Grade Girls at Reading Level 1, 2017-2018

Statewide average = 17%



Legend:
- Highest: 20 - 35%
- Average: 14 - 19%
- Lowest: 3 - 13%
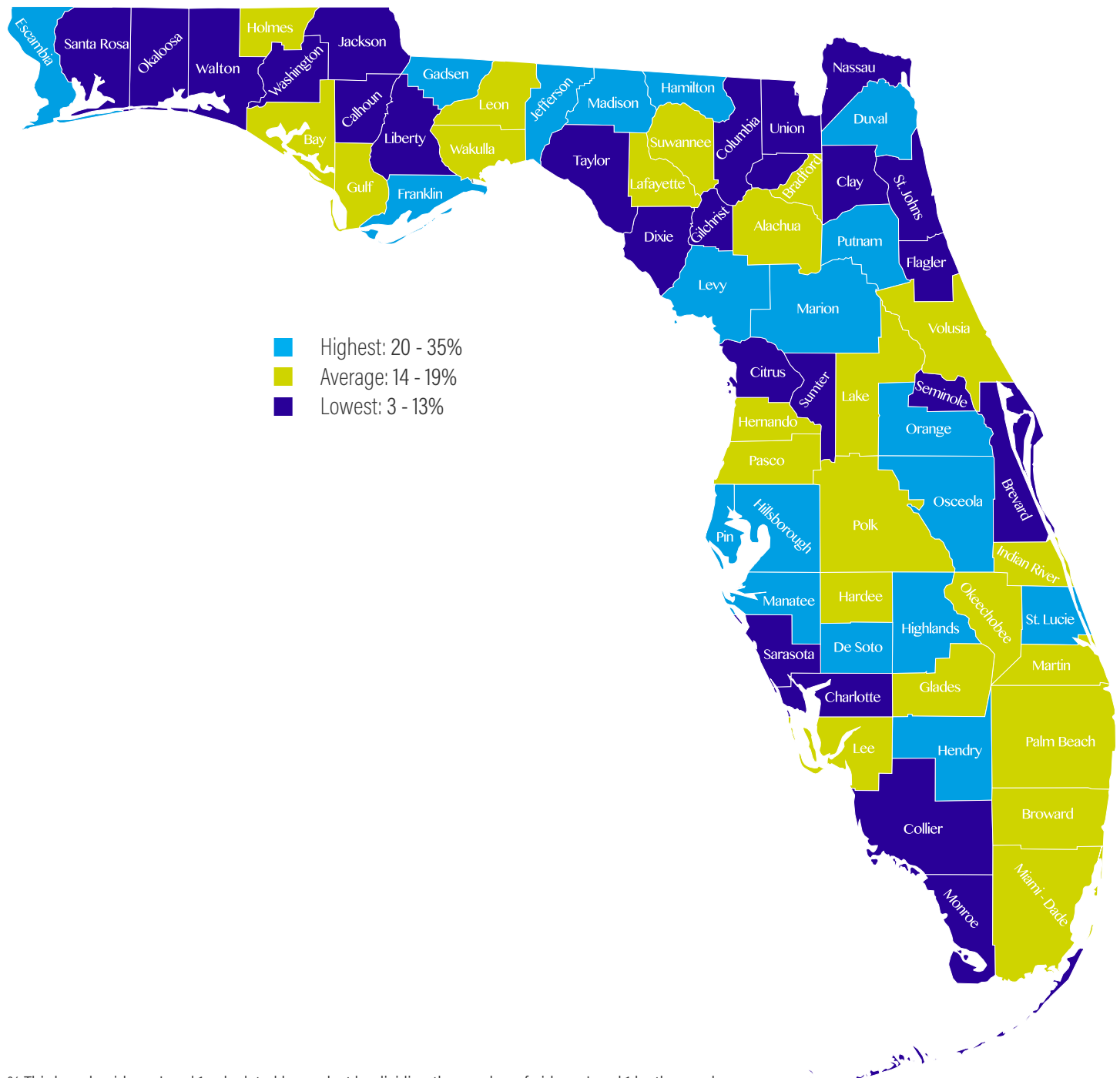
% Third grade girls on Level 1 calculated by analyst by dividing the number of girls on Level 1 by the number of girls enrolled in 3rd grade by school district
Source: Data extracted from Florida's PK-20 Education Information Portal (October 02, 2018)

## Figure 2.1 – Third Grade Girls at Level 1 on FSA-ELA by Race/Ethnicity,  2017-2018

White (N=38, 224)
Hispanic (N=36,854)
Black (N=24,306)
Asian (N=2,749)
American Indian (N=294)
Pacific Islander (N=189)
Two or more races (N=4,017)

(N=106,633)

0%    5%    10%    15%    20%    25%    30%
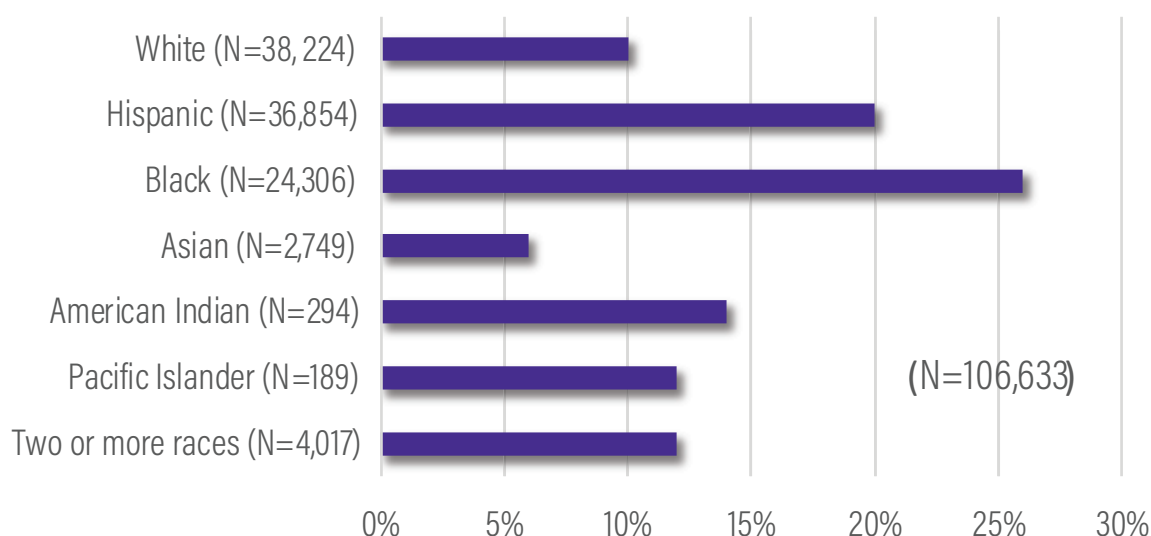
Source: Data extracted from Florida's PK-20 Education Information Portal (October 02, 2018)

## College Readiness

The Florida Department of Education compiles data on high school graduates' preparedness for college-level coursework through test scores/performance on entry level placement assessments at community colleges and state universities. There were 76,454 students who took the placement tests for all three subject areas (math, reading, and writing). Data is available statewide by gender and race/ethnicity but not by county. The data reflects a student's "best" test score if multiple attempts were made and is not reflective of students who did not go to college. While Black students have made positive gains, their assessment scores are the lowest across all subjects. Students who test below the standard score for a subject are required to enroll in developmental education coursework at their college or university. Refer to Appendix – Table 7 for subject level testing data by gender and race/ethnicity.

## Figure 2.2 - College Readiness, Percent Scoring at or above Cut Off Score in all Three Subjects, by Gender and Race/Ethnicity, 2016
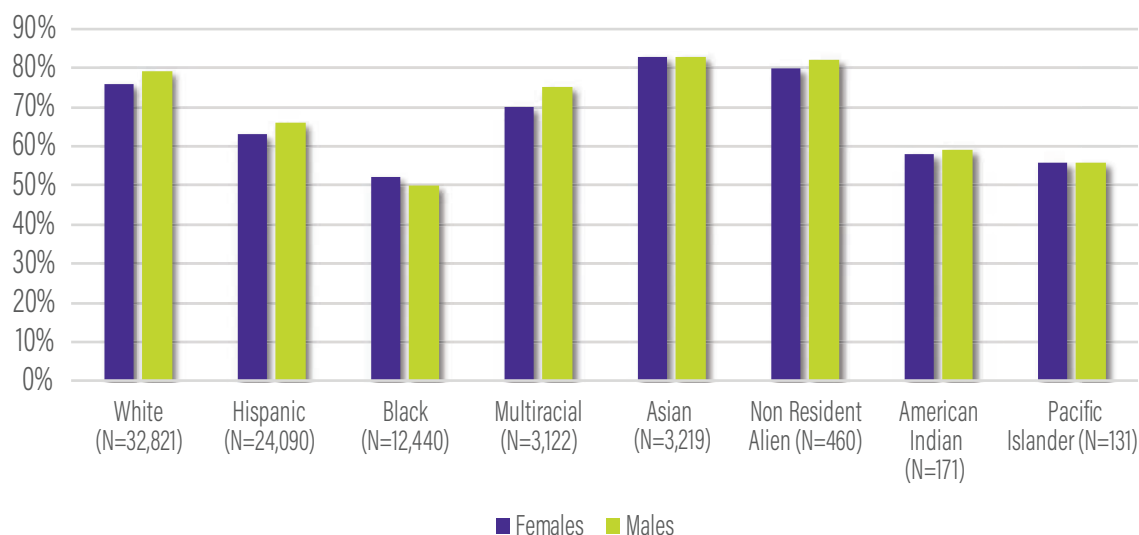
White
(N=32,821)
Hispanic
(N=24,090)
Black
(N=12,440)
Multiracial
(N=3,122)
Asian
(N=3,219)
Non Resident
Alien (N=460)
American
Indian
(N=171)
Pacific
Islander (N=131)

■ Females  ■ Males

Source: Florida Department of Education (2016). Performance on Common Placement Test, Florida Public High School Graduates: State summary by ethnicity and gender.

- Disparities by Gender: In general, girls outperformed boys in reading and writing scores while boys outperformed girls in math testing.

- Disparities by Race/Ethnicity: Overall performance on math, reading, and writing for college placement testing varied by race/ethnicity: 83% of Asian girls, 76% of White girls, 63% of Hispanic girls, 58% of American Indian/Alaskan Native, 56% of Hawaiian Pacific Islander and 52% of Black girls who took the placement test met or exceeded the cut off score.

## College Scholarship Opportunities

Accessibility and affordability are key factors for students attending college. However, the high costs of higher education puts postsecondary education out of reach for students of color and low-income students. The Florida Bright Futures Scholarship Program provides merit-based scholarships for postsecondary education, funded by the state lottery, to eligible Florida high school graduates (Florida Department of Education, 2018). Over the last five years, the proportion of Florida graduates who are eligible for a Bright Future Scholarship has decreased (29% in 2013-2014 to 22% in 2017-2018). This data is not available by gender.

- Disparities by Race/Ethnicity: In 2017-2018, the majority (59%) of the Bright Futures Scholarship recipients were White, 24% were Hispanic, 7% were Pacific Islander/Asian while only 5% of the recipients were Black, 0.3% were American Indian/Alaska Native, and 4% were of another race.

Table 2.1 - Florida Bright Futures Disbursement History by Race (All Students)*

| Academic Year | All Youth | White | Hispanic | Black | Pacific Islander/ Asian | American Indian/ Alaska Native | Other** |
|---|---|---|---|---|---|---|---|
| 2013-14 | 153,800 | 59% | 24% | 7% | 5% | 0.1% | 5% |
| 2014-15 | 128,545 | 59% | 24% | 6% | 5% | 0.1% | 5% |
| 2015-16 | 110,802 | 61% | 24% | 6% | 6% | 0.3% | 3% |
| 2016-17 | 96,806 | 60% | 24% | 5% | 7% | 0.2% | 3% |
| 2017-18 | 94,137 | 59% | 24% | 5% | 7% | 0.3% | 4% |

*Not available by gender.  **Includes multiracial students whose race is unknown
Source: Florida Bright Futures Statistical Reports, Disbursement History by Race/Ethnicity, Report C. (2018)

When Crystal was 13 she was suspended for fighting and sent to an alternative middle school.  When she met her care manager at the school they had an immediate connection. Even though Crystal was labeled a "habitual runner," "truant," "delinquent," and was on probation for an assault charge, the care manager saw beyond the labels.

Crystal made a lot of progress with her care manager, and when she finished her required number of days at the alternative school the care manager tried to help Crystal re-enroll in her home (public) school, but was unsuccessful.  Crystal was stuck.  She couldn't get enrolled anywhere, not even the alternative middle school would accept her back.  Imagine a 13-year-old being told they are not allowed in their school, but the justice system tells her she has to be in school or she will be arrested.

Eventually, the home school allowed her to re-enroll, but without the proper support systems she was suspended for fighting within two weeks.  When kids are suspended they have to be home, but what if home doesn't feel safe?  Crystal ran away.

After a few days of being on the run, Crystal returned home.  Despite all of her obstacles, Crystal decided to go to school.  As soon as she set foot on school property, her probation officer had her arrested and put in handcuffs because Crystal was in violation of her probation for having run away.   The judge approved a plan for Crystal to move to Tampa where she could attend an "A" school and live with her aunt.  In a new city, and within a few weeks of enrolling in middle school, her teacher suspended her for "being disrespectful" and falling asleep in class.

*Why was Crystal fighting? Why was she running away from home? What made her choose to always come back to school? What happened to Crystal?*

# GIRLS' EXPERIENCES IN SCHOOL
## (GRADES K-12)

## Overview

How youth experience the school environment is critical to their level of school engagement, educational attainment and overall health. Academic failure, having a negative attitude toward school, and exclusionary practices are common experiences among girls and contribute to girls' truancy, school dropout, and juvenile justice system involvement (Bloom, Owen, Deschenes, & Rosenbaum, 2002). Although a substantial amount of research has been conducted on this issue, school discipline strategies, policies and practices continue to raise concern nationally. Since the 1990s, school districts have been expanding punitive discipline policies. Many districts created zero tolerance policies, mandating the school's discipline policies have a specific punishment for a certain offense regardless of the circumstances.

### Girls' Perceptions of Safety at School

Feeling safe at school is fundamental to educational attainment and well-being. Feeling unsafe at school has been correlated with increased risk of not going to school and/ or dropping out (NWLC, 2007). Based on national research overseen by the Centers for Disease Control and Prevention, sense of safety at school is one of the seven YRBS violence-related variables that are tracked. School connectedness is an important protective factor for substance use, sexual behavior, and mental health and can also impact academic success (U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, 2009).

School safety concerns can include the use of transportation, a safe commute to and from school, the threat of sexual harassment and bullying, threat of school violence, and the punitive nature of zero tolerance policies. Some research specific to girls' experiences in school include sexual harassment and feelings of chaotic environments that create feelings of instability (Crenshaw, Ocen, & Nanda, 2015). Girls share that they don't feel safe or that the environment is not conducive to learning. Coupled with zero tolerance policies, research shows that many girls become disengaged from school due to the emphasis on discipline and practices that often penalize them for defending themselves (Crenshaw et al., 2015). In Florida, girls' experiences of feeling unsafe at school and while traveling to and from school vary by race/ethnicity and their reported sexual identity.

### School Discipline and the Juvenile Justice System

School practices impact girls because many are being "pushed out" (suspended, expelled, and/or arrested at school). Girls are being pushed out of school and into the juvenile justice system for minor reasons classified as disorderly conduct (e.g., dress code violations, tardiness, disrupting class) and for fighting with peers at school (Morris, 2015; Steffensmeier, Schwartz, Zhong, & Ackerman, 2005; Stevens, Morash, & Chesney-Lind, 2011). Girls from

marginalized communities and girls of color, particularly Black girls, receive out-of-school suspensions at disproportionate rates than their White counterparts (The White House Council on Women and Girls, 2015, Inniss-Thompson, 2017; U.S. Department of Education Office for Civil Rights, 2014). Rather than girls from marginalized communities and girls of color exhibiting more frequent and serious misbehavior, research shows that overly punitive, discriminatory policies, often coupled with counter-productive and dangerous enforcement of school rules, are increasing girls' likelihood of being pushed out of school through suspensions and school arrests (National Women's Law Center, 2016).

Research clearly establishes the link between academic failure and juvenile justice system involvement—highlighting the need to interrupt the school-to-prison pipeline (Acoca & NCCD, 2000). In Florida, 42,284 girls were suspended out of schools in the 2016-2017 school year (Florida Department of Education [FDOE], 2018a). Nearly one in three of (30%) students being suspended is a girl. School suspensions put students at risk of falling behind in class and increase their likelihood of coming into contact with the juvenile justice system (Morgan, Salomon, Plotkin, & Cohen, 2014). The majority of Florida girls who are incarcerated (85%) have a school suspension history (Florida Department of Juvenile Justice [FL, DJJ], 2016). Keeping a girl connected to school can serve as a protective intervention point to prevent disengagement (i.e., suspension, expulsion, arrest, and dropout) which can lead to future justice system involvement.

# Findings:

## Not Going to School due to Safety Concerns

The YRBS is an anonymous, school-based survey administered every other year to public high school students (grades 9-12) in participating states nationwide. In Florida, school districts in five counties (Broward, Duval, Miami-Dade, Orange, and Palm Beach) receive funding from the CDC to administer the survey. Among participating counties in Florida, YRBS data show that the percentage of girls reporting they did not go to school because they felt unsafe at school or on their way to/from school (on at least one day during the 30 days before the survey) has nearly doubled over the past decade (from 6% in 2007 to 11% of girls in 2017). Survey data is also available to be disaggregated for differences for youth who identify as lesbian, gay, bisexual or "unsure" of their sexual identity.

- · Disparities by Gender: Girls are more likely than boys to report being bullied on school property.
- · Disparities by Region: Of the five counties included, girls who identified as "unsure" of their sexual identity felt the most unsafe in Orange County (20%). Girls who identify as lesbian/gay felt the most unsafe in Palm Beach County (20%).
- · Disparities by Race/Ethnicity: The experiences of girls reporting not going to school because they felt unsafe varied by race/ethnicity: 8% of White, 12% of Black, 14% of Asian, 13% of Hispanic, and 7% of girls of two or more races.
- · Disparities by Sexual Identity: Approximately 9% of girls who identify as heterosexual report not going to school because they felt unsafe at school or unsafe going to/from school. This was higher among those who identify as lesbian/gay (18%), who identify as bisexual (15%), and who identify as questioning or "unsure" of their sexual identity (15%).

Table 3.1 – Not Going to School, Feeling Unsafe at School or Unsafe Going to and from School 2017[5]

| | Florida | Broward County | Duval County | Miami-Dade County | Orange County | Palm Beach County |
|---|---|---|---|---|---|---|
| Heterosexual Girls (n=4,242) | 9% | 8% | 10% | 10% | 11% | 9% |
| Lesbian/Gay Girls (n=215) | 18% | N/A | 17% | 5% | N/A | 20% |
| Bisexual Girls (n=697) | 15% | 4% | 18% | 11% | 15% | 14% |
| Unsure Girls (n=311) | 15% | 9% | 16% | 10% | 20% | 12% |

Source: Youth Risk Behavior Surveillance System, Youth Online Data Analysis Tool.

## Discipline in School

The Florida Department of Education tracks suspensions as well as expulsions by school district.[6] In general, boys are more likely than girls to receive suspensions and expulsions. Overall, the number of out-of-school suspensions has decreased about 23% during the five year period (see Appendix – Table 9). In 2016-2017, in Florida public schools, there were a total of 62,453 in-school suspensions, 42,284 out-of-school suspensions and 112 expulsions of girls. Based on these suspension numbers and the number of students enrolled, we calculated a rate of suspension per 100 girls for each County (see Appendix – Table 8). Data is not available for individual number of youth suspended. In 2016-2017, for every 100 female students statewide, there were five suspended in-school, three suspended out-of-school, and less than one expelled.

· Disparities by Region:  There are considerable disparities in the proportion of girls receiving out of school suspensions, with a statewide average of three per 100 girls but as high as 16 per 100 female students (e.g., Jefferson County) (see Map 3.1) .

· Disparities by Gender: Boys' rates of receiving school discipline is higher than girls'. For every 100 male students statewide, there were nine suspended in-school, seven suspended out-of-school, and less than one receiving an expulsion.

· Disparities by Race/Ethnicity: Suspension data is available by gender and by race/ethnicity, but not by race/ethnicity within gender; as a result, researchers are unable to calculate school discipline trends for girls of color in Florida.

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[5] Did not go to school because they felt unsafe at school or on their way to or from school (on at least one day during the 30 days before the survey.

[6] In-School Suspension: Refers to a student being temporarily removed from a public school program for a period not exceeding ten days. Out-of-School Suspension: Refers to a student being temporarily removed from a public school AND the school program for a period not exceeding ten days. Expelled Without Continuing Educational Services: refers the number of students expelled from a public school without continuing educational services provided by the district. Expelled With Continuing Educational Services refers to the number of students expelled from a public school with continuing educational services, which may include a disciplinary program or second chance school, and/or referred to the criminal justice or juvenile justice system.

# Map 3.1 - Rate of Girls' Out-of-School Suspension by County, 2016-2017

Statewide Average = 3%



**Rates per 100 Female Students**
- High: 5 or more
- Average: 3 - 4
- Low: 0 - 2
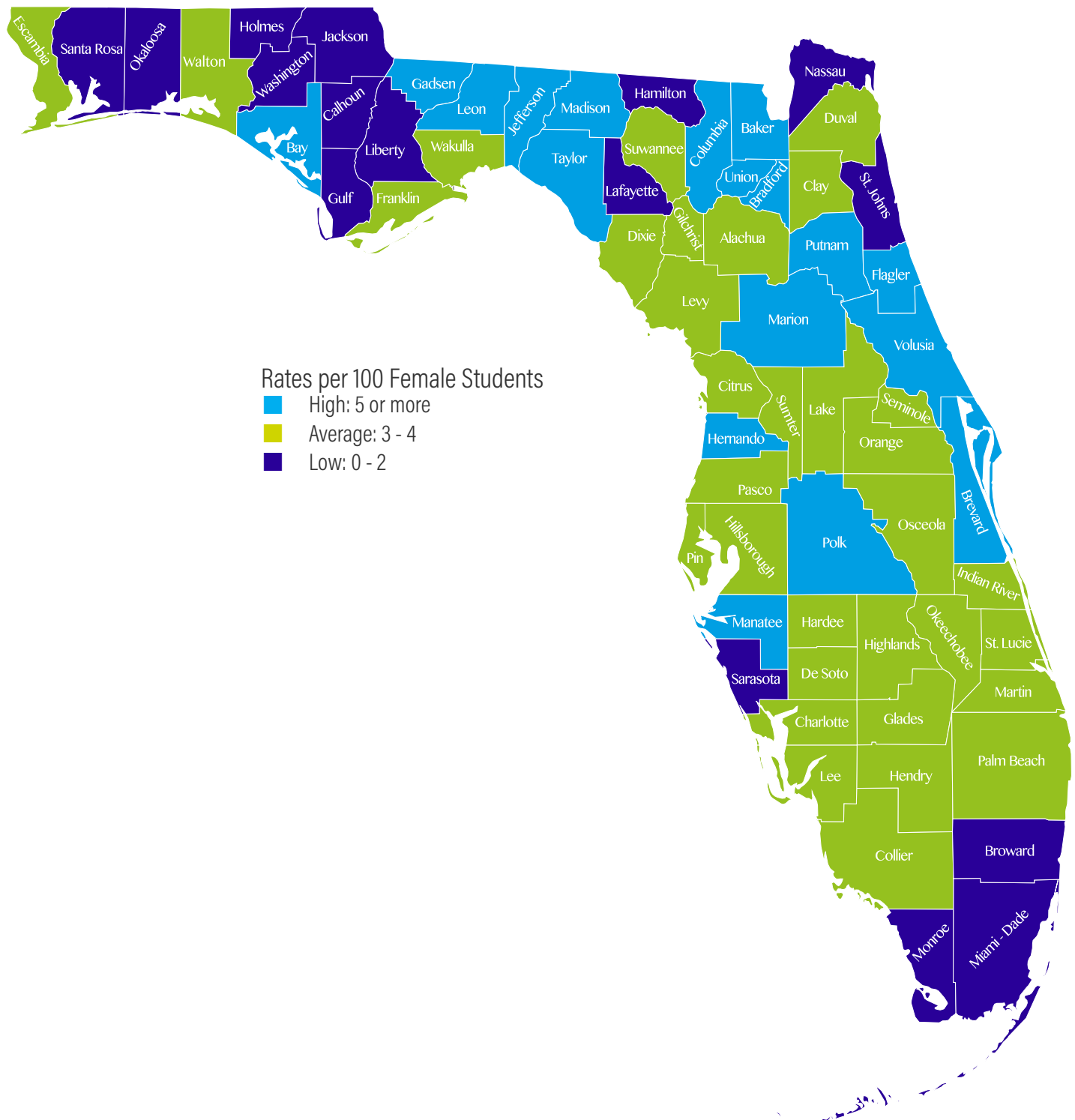
Author's analysis of data extracted to calculate suspension rate per 100 female students enrolled in each school district

Source: Florida Dept of Education Portal, Student Discipline Data by Race and Gender, State and District Levels 2017-18, Final Survey 5

# Delinquency in School

In general, school-based arrests are decreasing for both boys and girls in Florida, with boys' arrests dropping at a slightly faster rate than girls. The arrests described in this section refer to youth arrested for delinquent offenses occurring on school grounds, on a school bus (or bus stop), or at an official school event.

- Disparities by Gender: Statewide, the number of boys arrested in school is more than double the number of girls arrested in school. In 2016-2017 in Florida, 1,816 girls were arrested in school (a 37% decrease from 2012-2013). Decreases in girls' arrests vary by county. In 2016-2017, 4,741 boys were arrested in school (a 40% decrease from 2012-2013).

- Disparities by Region: There is variation by region (north, central, and south) in the decrease in girls' arrests. Between 2012-2013 and 2016-2017, the percentage of girls arrested at school dropped by 38% in the north, 34% in central, and 44% in the south.

- Disparities by Race/Ethnicity:  Black girls are overrepresented in the number of girls arrested in school. Although Black girls represent 22% of the girls enrolled in school in Florida, they represent 57% of girls arrested in school (see Figure 3.1).

Figure 3.1 - Proportion of Girls and Boys Arrested at School by Race/Ethnicity, 2016-2017
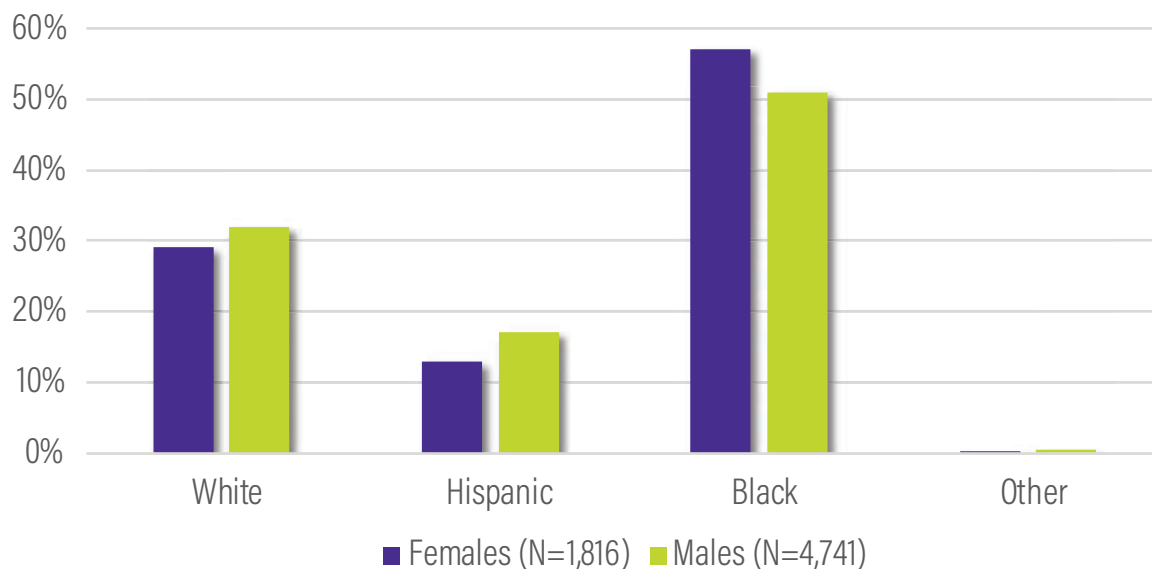


Source: Florida Department of Juvenile Justice, Delinquency in Florida Schools report, FY 2013-14-FY 2017-18

# CONCLUSION

This first publication on the *Status of Girls Educational Attainment* reveals increasing graduation rates and decreasing high school dropout rates for girls. Additionally, girls are closing some of the gender gaps in testing and a greater share of young women ages 18-24 are enrolled in college. School is the one area where all girls are required to participate and therefore this research helps provide a baseline of how girls are doing. The power of analyzing the data through multiple lenses increases our understanding of what is happening to all girls and compels us to dig beneath the surface. There is a subset of girls who are falling behind, this research helps increase awareness and visibility of existing disparities on educational status indicators. We examined important indicators linked to educational achievement including economic disadvantage, English language learners, third grade testing in Language Arts, college readiness testing, and access to scholarship opportunities. Further, we examined experiences in school including sense of safety, suspension and arrest trends. There are groups of girls experiencing disparate trends that particularly raise concern:

- Girls living in rural communities (dropout, reading levels, and economic disadvantage)
- Black girls (reading disparities, economic disadvantage, arrests)
- American Indian girls (dropout)
- Hispanic girls (English language learners, economic disadvantage, reading levels)
- Lesbian girls and youth who identify as "unsure" of their sexual identity (school safety)
- Third grade girls (retention rate)
- Invisible young women ages 16-19 (not enrolled in school, not in labor force)

Without delving deeper as to why some girls within these groups of girls are falling behind, there are long-term consequences (including school failure, intergenerational poverty, etc.).

## Limitations

There are a number of limitations raised by the research. This data is limited to youth who are enrolled in Florida's public K-12 schools (including charter schools and alternative schools). Youth who are in private schools are not included in the research. Additionally, information about status of youth who are *not* enrolled in school is extremely limited and not available in most cases. Specifically, information about youth who drop out of school and even youth who do not come back to school before the ninth grade (when cohort begins tracking) is not available. College preparation test data is only limited to those students who are enrolled in public college/university in Florida and does not include testing scores of students not on the college track. Other data discussed in this report is limited in terms of counties included (YRBS sense of safety data) and disaggregation by race/ethnicity and/or gender (Bright Futures scholarship data, school discipline data).

# Moving Forward

This first publication of the three-part research series raises many questions that warrant attention – not only about school experiences and achievement, but also about the overall health and well-being of girls in Florida. The focus of this research is not to ask why some girls are not performing better academically, or to negatively label children at risk of falling off the path to graduation. Rather, the focus is to use the information to better understand *how, where,* and *why* current educational practices *are creating racial and gender disparities and not helping all girls.*

The second publication of the series will focus on the Status of Girls' Wellness and Victimization trends to explore the root causes of disparities and lived experiences of girls. Research suggests that girls' well-being and future opportunities are important factors related to school achievement. Below, several research questions will be explored for the second publication:

- · Are there commonalities of experiences in wellness indicators (e.g., school connectedness, safety) across subsets/cohorts of girls?

- · Are there commonalities of experiences in victimization and disconnection indicators (e.g., exposure to trauma) across subsets/cohorts of girls?

- · What can we learn from girls who are meeting benchmarks and progressing academically as well as from girls who are falling behind?

- · What do girls want us to know about their experiences, their needs, their strengths, and their lived experiences?

- · What can we learn from communities that have closed the disparity gaps and what can we learn from communities where the gaps are significant?

Researchers will hear from girls to assess whether the data is reflective of their experiences. Girls' voices will inform the focus of the third publication which seeks to look at systemic issues and access to services/resources. Most importantly, this in-depth research series will inform the development of robust recommendations designed to address root causes versus surface, short-term recommendations. The findings will address the overarching questions about the girls who are falling behind. It provides the needed data to inform and influence public policy decisions, school policies and practices, resource allocation, and the implementation of effective programs and services that are intentionally designed to improve key educational status indicators for girls and young women.

**1** Educational Status and Baseline Indicators

**2** Girls' Lived Experiences - Wellness and Victimization Indicators

**3** Impact of Systems, Policies and Practices on Futures of Girls

# APPENDIX

**Florida Department of Education Race/Ethnicity Definitions**

**American Indian or Alaska Native** – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American** – A person having origins in any of the black racial groups in Africa.

**Hispanic or Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. All students who indicated they are Hispanic or Latino are included only in the Hispanic counts; they are not included in the other racial categories they selected.

**Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Two or More Races** – Students who select more than one racial category but do not indicate that they are Hispanic or Latino.

**White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

## Table 1 - Girls Student Enrollment by Race/Ethnicity and County, 2017-2018

| County | Total Girls | # of White | # of Hispanic | # of Black | # of Asian | # of Indian | # of Pacific Islander | # of Two more races |
|---|---|---|---|---|---|---|---|---|
| ALACHUA | 14,555 | 6,335 | 1,432 | 5,065 | 732 | 32 | 22 | 937 |
| BAKER | 2,419 | 1,977 | 45 | 301 | 20 | ** | ** | 70 |
| BAY | 13,830 | 9,339 | 1,102 | 2,106 | 274 | 63 | 22 | 924 |
| BRADFORD | 1,548 | 1,085 | 40 | 358 | 11 | ** | ** | 41 |
| BREVARD | 35,593 | 21,488 | 5,150 | 5,299 | 796 | 75 | 53 | 2,732 |
| BROWARD | 131,976 | 26,911 | 44,562 | 51,797 | 4,709 | 348 | 220 | 3,429 |
| CALHOUN | 1,104 | 839 | 75 | 126 | ** | ** | | 57 |
| CHARLOTTE | 7,713 | 5,303 | 1,207 | 667 | 129 | 28 | 16 | 363 |
| CITRUS | 7,530 | 6,091 | 633 | 326 | 129 | 17 | 14 | 320 |
| CLAY | 18,060 | 11,736 | 2,130 | 2,736 | 448 | 36 | 71 | 903 |
| COLLIER | 22,809 | 7,804 | 11,385 | 2,683 | 337 | 110 | 14 | 476 |
| COLUMBIA | 4,984 | 3,183 | 336 | 1,128 | 46 | ** | ** | 284 |
| MIAMI-DADE | 173,406 | 11,668 | 122,924 | 35,650 | 1,995 | 77 | 65 | 1,027 |
| DESOTO | 2,336 | 929 | 1,056 | 274 | 10 | ** | ** | 59 |
| DIXIE | 1,084 | 912 | 47 | 86 | ** | | | 36 |
| DUVAL | 63,455 | 21,640 | 7,723 | 27,890 | 2,785 | 204 | 171 | 3,042 |
| ESCAMBIA | 19,444 | 9,074 | 1,304 | 6,950 | 490 | 120 | 57 | 1,449 |
| FLAGLER | 6,303 | 3,867 | 886 | 944 | 151 | 34 | ** | 418 |
| FRANKLIN | 626 | 459 | 55 | 66 | | | | 46 |
| GADSDEN | 2,591 | 86 | 531 | 1,907 | ** | 24 | ** | 33 |
| GILCHRIST | 1,371 | 1,117 | 129 | 66 | ** | ** | | 53 |
| GLADES | 812 | 302 | 296 | 70 | ** | 116 | | 22 |
| GULF | 971 | 765 | 34 | 120 | ** | ** | | 45 |
| HAMILTON | 817 | 307 | 171 | 297 | ** | ** | | 36 |
| HARDEE | 2,525 | 714 | 1,593 | 153 | 18 | ** | ** | 40 |
| HENDRY | 3,498 | 648 | 2,274 | 505 | 21 | 20 | | 30 |
| HERNANDO | 10,993 | 7,170 | 2,219 | 816 | 199 | 39 | 11 | 539 |
| HIGHLANDS | 6,101 | 2,575 | 2,111 | 1,061 | 114 | 22 | ** | 214 |
| HILLSBOROUGH | 105,705 | 35,200 | 38,605 | 22,446 | 4,256 | 213 | 203 | 4,782 |
| HOLMES | 1,593 | 1,435 | 41 | 60 | ** | ** | ** | 46 |
| INDIAN RIVER | 8,684 | 4,664 | 2,013 | 1,506 | 122 | 23 | ** | 350 |
| JACKSON | 3,178 | 1,766 | 158 | 1,021 | 10 | 15 | | 208 |
| JEFFERSON | 341 | 56 | 38 | 239 | ** | | | ** |
| LAFAYETTE | 590 | 406 | 130 | 36 | | | | 18 |
| LAKE | 21,084 | 10,898 | 5,366 | 3,141 | 535 | 130 | 37 | 977 |
| LEE | 45,046 | 18,095 | 18,362 | 6,450 | 777 | 83 | 41 | 1,238 |
| LEON | 16,729 | 7,031 | 1,016 | 7,299 | 657 | 45 | 14 | 667 |
| LEVY | 2,648 | 1,858 | 313 | 337 | 15 | 11 | ** | 111 |

## Table 1 (continued)

| County | Total Girls | # of White | # of Hispanic | # of Black | # of Asian | # of Indian | # of Pacific Islander | # of Two more races |
|---|---|---|---|---|---|---|---|---|
| LIBERTY | 667 | 533 | 68 | 51 | ** | | ** | 11 |
| MADISON | 1,366 | 603 | 91 | 630 | ** | ** | ** | 31 |
| MANATEE | 24,115 | 11,328 | 8,050 | 3,274 | 494 | 34 | 22 | 913 |
| MARION | 20,748 | 10,307 | 4,662 | 4,247 | 369 | 88 | 49 | 1,026 |
| MARTIN | 9,334 | 5,404 | 2,766 | 665 | 173 | 10 | 10 | 306 |
| MONROE | 4,132 | 1,879 | 1,585 | 456 | 72 | ** | ** | 129 |
| NASSAU | 5,756 | 4,686 | 355 | 365 | 55 | ** | ** | 281 |
| OKALOOSA | 15,524 | 10,472 | 1,549 | 1,798 | 287 | 52 | 51 | 1,315 |
| OKEECHOBEE | 3,057 | 1,422 | 1,228 | 250 | 32 | 23 | ** | 100 |
| ORANGE | 99,252 | 25,939 | 40,809 | 25,192 | 4,627 | 236 | 334 | 2,115 |
| OSCEOLA | 32,014 | 7,561 | 19,400 | 3,415 | 709 | 85 | 72 | 772 |
| PALM BEACH | 94,298 | 29,062 | 32,052 | 26,634 | 2,903 | 812 | 112 | 2,723 |
| PASCO | 35,861 | 22,295 | 8,099 | 2,606 | 1,025 | 107 | 62 | 1,667 |
| PINELLAS | 49,504 | 27,031 | 8,497 | 9,401 | 2,129 | 93 | 131 | 2,222 |
| POLK | 50,924 | 20,379 | 17,558 | 10,467 | 776 | 197 | 67 | 1,480 |
| PUTNAM | 5,361 | 2,763 | 977 | 1,333 | 32 | 22 | ** | 228 |
| ST. JOHNS | 19,521 | 14,966 | 1,774 | 1,270 | 868 | 31 | 55 | 557 |
| ST. LUCIE | 19,663 | 6,434 | 5,998 | 5,971 | 358 | 56 | 36 | 810 |
| SANTA ROSA | 13,464 | 10,414 | 951 | 695 | 197 | 72 | 27 | 1,108 |
| SARASOTA | 20,739 | 12,984 | 4,180 | 1,802 | 553 | 54 | 20 | 1,146 |
| SEMINOLE | 33,286 | 16,630 | 8,642 | 4,871 | 1,739 | 59 | 101 | 1,244 |
| SUMTER | 4,290 | 2,823 | 625 | 540 | 92 | 11 | ** | 195 |
| SUWANNEE | 2,980 | 1,828 | 546 | 458 | 17 | ** | ** | 127 |
| TAYLOR | 1,392 | 874 | 42 | 352 | 22 | ** | | 94 |
| UNION | 1,157 | 929 | 44 | 134 | ** | ** | | 46 |
| VOLUSIA | 30,445 | 17,436 | 5,979 | 4,956 | 624 | 81 | 62 | 1,307 |
| WAKULLA | 2,469 | 1,971 | 96 | 244 | 12 | ** | ** | 141 |
| WALTON | 4,614 | 3,519 | 577 | 236 | 50 | 10 | ** | 218 |
| WASHINGTON | 1,505 | 1,123 | 46 | 231 | 11 | ** | ** | 86 |
| DEAF/BLIND | 255 | 118 | 63 | 54 | 11 | ** | ** | ** |
| FL VIRTUAL | 3,822 | 2,168 | 963 | 333 | 105 | 11 | 10 | 232 |
| FAU LAB SCH | 1,306 | 523 | 396 | 221 | 84 | ** | ** | 75 |
| FSU LAB SCH | 1,251 | 491 | 301 | 339 | 55 | | ** | 62 |
| FAMU LAB SCH | 315 | | 11 | 299 | ** | ** | | ** |
| UF LAB SCH | 581 | 270 | 105 | 137 | 23 | ** | | 41 |
| **FLORIDA** | **1,379,020** | **522,898** | **456,577** | **305,909** | **38,333** | **4,121** | **2,339** | **48,843** |

Source: Data extracted from Florida's PK-20 Education Information Portal (Aug 27, 2018)

## Table 2 - Girls Graduation Rates, Percent Change by County, 5-years

| District | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 5-year % Change |
|----------|-----------|-----------|-----------|-----------|-----------|-----------------|
| ALACHUA | 77% | 75% | 77% | 83% | 87% | 13% |
| BAKER | 72% | 79% | 87% | 83% | 88% | 22% |
| BAY | 77% | 77% | 75% | 86% | 83% | 8% |
| BRADFORD | 70% | 77% | 79% | 84% | 87% | 24% |
| BREVARD | 90% | 89% | 89% | 91% | 89% | -1% |
| BROWARD | 80% | 79% | 81% | 83% | 86% | 7% |
| CALHOUN | 76% | 80% | 83% | 79% | 81% | 7% |
| CHARLOTTE | 81% | 79% | 81% | 82% | 85% | 5% |
| CITRUS | 85% | 84% | 81% | 85% | 87% | 2% |
| CLAY | 83% | 82% | 86% | 88% | 91% | 10% |
| COLLIER | 85% | 86% | 88% | 90% | 92% | 8% |
| COLUMBIA | 71% | 64% | 76% | 78% | 77% | 8% |
| MIAMI-DADE | 80% | 80% | 81% | 84% | 85% | 6% |
| DESOTO | 67% | 65% | 72% | 71% | 66% | -1% |
| DIXIE | 84% | 93% | 100% | 98% | 94% | 12% |
| DUVAL | 76% | 78% | 81% | 83% | 84% | 11% |
| ESCAMBIA | 69% | 72% | 78% | 80% | 84% | 22% |
| FLAGLER | 81% | 83% | 84% | 85% | 86% | 6% |
| FRANKLIN | 56% | 74% | 60% | 82% | 82% | 46% |
| GADSDEN | 63% | 60% | 73% | 75% | 56% | -11% |
| GILCHRIST | 92% | 98% | 95% | 99% | 94% | 2% |
| GLADES | 58% | 62% | 81% | 82% | 95% | 64% |
| GULF | 87% | 85% | 85% | 86% | 88% | 1% |
| HAMILTON | 57% | 84% | 88% | 87% | 66% | 16% |
| HARDEE | 69% | 69% | 65% | 75% | 82% | 19% |
| HENDRY | 68% | 68% | 82% | 79% | 89% | 31% |
| HERNANDO | 79% | 83% | 84% | 86% | 85% | 8% |
| HIGHLANDS | 66% | 67% | 71% | 74% | 79% | 20% |
| HILLSBOROUGH | 77% | 77% | 80% | 82% | 86% | 12% |
| HOLMES | 86% | 76% | 85% | 71% | 73% | -15% |
| INDIAN RIVER | 84% | 83% | 85% | 90% | 91% | 8% |
| JACKSON | 74% | 72% | 71% | 79% | 78% | 5% |
| JEFFERSON | 44% | 74% | 78% | 83% | 54% | 23% |
| LAFAYETTE | 85% | 90% | 91% | 100% | 86% | 1% |
| LAKE | 83% | 81% | 81% | 81% | 82% | -1% |
| LEE | 79% | 79% | 79% | 82% | 83% | 5% |
| LEON | 82% | 86% | 90% | 95% | 91% | 11% |
| LEVY | 85% | 71% | 86% | 81% | 82% | -4% |
| LIBERTY | 79% | 74% | 87% | 83% | 92% | 16% |
| MADISON | 75% | 81% | 63% | 90% | 80% | 7% |

## Table 2 (continued)

| District | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 5-year % Change |
|---|---|---|---|---|---|---|
| MANATEE | 81% | 79% | 82% | 88% | 85% | 5% |
| MARION | 81% | 81% | 84% | 85% | 83% | 2% |
| MARTIN | 90% | 92% | 94% | 92% | 88% | -2% |
| MONROE | 78% | 81% | 83% | 83% | 84% | 8% |
| NASSAU | 93% | 94% | 94% | 93% | 93% | 0% |
| OKALOOSA | 87% | 83% | 85% | 86% | 87% | 0% |
| OKEECHOBEE | 75% | 73% | 78% | 75% | 78% | 4% |
| ORANGE | 80% | 78% | 81% | 85% | 88% | 10% |
| OSCEOLA | 82% | 81% | 82% | 86% | 89% | 9% |
| PALM BEACH | 81% | 82% | 83% | 86% | 88% | 9% |
| PASCO | 81% | 82% | 82% | 83% | 86% | 6% |
| PINELLAS | 78% | 81% | 83% | 84% | 87% | 12% |
| POLK | 74% | 73% | 74% | 78% | 80% | 8% |
| PUTNAM | 64% | 64% | 61% | 68% | 81% | 27% |
| ST. JOHNS | 90% | 91% | 93% | 93% | 93% | 3% |
| ST. LUCIE | 72% | 77% | 80% | 90% | 93% | 29% |
| SANTA ROSA | 82% | 86% | 88% | 87% | 88% | 7% |
| SARASOTA | 81% | 86% | 83% | 89% | 88% | 9% |
| SEMINOLE | 87% | 88% | 90% | 91% | 91% | 5% |
| SUMTER | 82% | 89% | 86% | 90% | 91% | 11% |
| SUWANNEE | 66% | 78% | 69% | 92% | 92% | 39% |
| TAYLOR | 64% | 54% | 76% | 78% | 76% | 19% |
| UNION | 87% | 86% | 81% | 82% | 86% | -1% |
| VOLUSIA | 72% | 75% | 75% | 79% | 81% | 13% |
| WAKULLA | 82% | 81% | 84% | 90% | 88% | 7% |
| WALTON | 83% | 76% | 79% | 83% | 85% | 2% |
| WASHINGTON | 77% | 78% | 82% | 84% | 85% | 10% |
| DEAF/BLIND | 37% | 50% | 58% | 58% | 48% | 30% |
| FL VIRTUAL | N/A | 75% | 72% | 69% | 70% | N/A |
| FAU LAB SCH | 100% | 100% | 100% | 100% | 100% | 0% |
| FSU LAB SCH | 99% | 88% | 97% | 99% | 98% | -1% |
| FAMU LAB SCH | 92% | 75% | 95% | 100% | 93% | 1% |
| UF LAB SCH | 94% | 97% | 98% | 96% | 100% | 6% |
| **FLORIDA** | **80%** | **80%** | **82%** | **84%** | **86%** | **7%** |

Source: Data extracted from Florida's PK-20 Education Information Portal (Aug 20, 2018)

## Table 3 - Girls Cohort-based Dropout Rate by County, 2016-2017

| County | # of Cohort | # of Dropout | % |
|---|---|---|---|
| ALACHUA | 1,020 | 36 | 4% |
| BAKER | 158 | 1 | 1% |
| BAY | 841 | 12 | 1% |
| BRADFORD | 121 | 2 | 2% |
| BREVARD | 2,742 | 46 | 2% |
| BROWARD | 9,793 | 160 | 2% |
| CALHOUN | 74 | 6 | 8% |
| CHARLOTTE | 672 | 44 | 7% |
| CITRUS | 578 | 24 | 4% |
| CLAY | 1,483 | 29 | 2% |
| COLLIER | 1,648 | 39 | 2% |
| COLUMBIA | 358 | 8 | 2% |
| MIAMI-DADE | 13,355 | 567 | 4% |
| DESOTO | 153 | 10 | 7% |
| DIXIE | 62 | 1 | 2% |
| DUVAL | 4,289 | 176 | 4% |
| ESCAMBIA | 1,441 | 15 | 1% |
| FLAGLER | 483 | 12 | 2% |
| FRANKLIN | 33 | 3 | 9% |
| GADSDEN | 162 | 15 | 9% |
| GILCHRIST | 86 | 1 | 1% |
| GLADES | 22 | 1 | 5% |
| GULF | 84 | 2 | 2% |
| HAMILTON | 47 | 8 | 17% |
| HARDEE | 159 | 9 | 6% |
| HENDRY | 239 | 15 | 6% |
| HERNANDO | 863 | 64 | 7% |
| HIGHLANDS | 439 | 17 | 4% |
| HILLSBOROUGH | 7,439 | 221 | 3% |
| HOLMES | 126 | 14 | 11% |
| INDIAN RIVER | 633 | 1 | 0% |
| JACKSON | 244 | 6 | 2% |
| JEFFERSON | 28 | 1 | 4% |
| LAFAYETTE | 37 | 0 | 0% |
| LAKE | 1,497 | 60 | 4% |

| County | # of Cohort | # of Dropout | % |
|---|---|---|---|
| LEE | 3,214 | 116 | 4% |
| LEON | 1,133 | 6 | 1% |
| LEVY | 156 | 2 | 1% |
| LIBERTY | 48 | 1 | 2% |
| MADISON | 76 | 0 | 0% |
| MANATEE | 1,607 | 63 | 4% |
| MARION | 1,536 | 76 | 5% |
| MARTIN | 809 | 26 | 3% |
| MONROE | 298 | 9 | 3% |
| NASSAU | 455 | 3 | 1% |
| OKALOOSA | 1,116 | 20 | 2% |
| OKEECHOBEE | 232 | 22 | 9% |
| ORANGE | 7,077 | 73 | 1% |
| OSCEOLA | 2,243 | 38 | 2% |
| PALM BEACH | 7,050 | 308 | 4% |
| PASCO | 2,656 | 60 | 2% |
| PINELLAS | 3,804 | 112 | 3% |
| POLK | 3,502 | 241 | 7% |
| PUTNAM | 322 | 19 | 6% |
| ST. JOHNS | 1,380 | 30 | 2% |
| ST. LUCIE | 1,576 | 25 | 2% |
| SANTA ROSA | 1,023 | 25 | 2% |
| SARASOTA | 1,619 | 41 | 3% |
| SEMINOLE | 2,563 | 40 | 2% |
| SUMTER | 234 | 7 | 3% |
| SUWANNEE | 198 | 1 | 1% |
| TAYLOR | 75 | 5 | 7% |
| UNION | 81 | 1 | 1% |
| VOLUSIA | 2,305 | 51 | 2% |
| WAKULLA | 187 | 1 | 1% |
| WALTON | 277 | 15 | 5% |
| WASHINGTON | 124 | 12 | 10% |
| **FLORIDA** | **100,385** | **3,075** | **3%** |

A cohort is defined as a group of students on the same schedule to graduate. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade.

Source: Data extracted from Florida's PK-20 Education Information Portal (Aug 21, 2018)

## Table 4 - Girls Economic Disadvantage within Race/Ethnicity, by County, 2017-2018

| District | # of Girls Enrolled | Economically Disadvantaged | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | All Girls | White Girls | Hispanic Girls | Black Girls | Asian Girls | American Indian Girls | Pacific Islander Girls | Two or More Races Girls |
| ALACHUA | 14,555 | 54% | 31% | 53% | 88% | 18% | 41% | ** | 62% |
| BAKER | 2,419 | 47% | 41% | 47% | 80% | ** | ** | ** | 69% |
| BAY | 13,830 | 53% | 46% | 60% | 76% | 41% | 63% | ** | 58% |
| BRADFORD | 1,548 | 50% | 45% | 45% | 63% | ** | ** | ** | 76% |
| BREVARD | 35,593 | 47% | 37% | 58% | 74% | 27% | 49% | 40% | 54% |
| BROWARD | 131,976 | 63% | 37% | 61% | 82% | 41% | 52% | 63% | 57% |
| CALHOUN | 1,104 | 56% | 52% | 67% | 74% | ** | ** | | 60% |
| CHARLOTTE | 7,713 | 51% | 46% | 64% | 68% | 46% | 61% | ** | 59% |
| CITRUS | 7,530 | 69% | 68% | 75% | 86% | 39% | 82% | ** | 79% |
| CLAY | 18,060 | 46% | 42% | 54% | 64% | 30% | 47% | 41% | 48% |
| COLLIER | 22,809 | 65% | 31% | 85% | 89% | 35% | 63% | ** | 53% |
| COLUMBIA | 4,984 | 58% | 48% | 63% | 83% | 33% | ** | ** | 75% |
| MIAMI-DADE | 173,406 | 66% | 31% | 66% | 79% | 41% | 51% | 65% | 54% |
| DESOTO | 2,336 | 7% | 2% | 12% | ** | 0% | ** | ** | ** |
| DIXIE | 1,084 | 74% | 71% | 94% | 90% | ** | | | 69% |
| DUVAL | 63,455 | 54% | 36% | 53% | 71% | 30% | 41% | 40% | 50% |
| ESCAMBIA | 19,444 | 56% | 41% | 52% | 78% | 41% | 40% | 40% | 57% |
| FLAGLER | 6,303 | 58% | 51% | 65% | 76% | 52% | 50% | ** | 65% |
| FRANKLIN | 626 | 66% | 66% | 45% | 82% | | | | 72% |
| GADSDEN | 2,591 | 80% | 79% | 81% | 80% | ** | 79% | ** | 67% |
| GILCHRIST | 1,371 | 57% | 51% | 75% | 91% | ** | ** | | 87% |
| GLADES | 812 | 52% | 47% | 71% | 83% | ** | ** | | ** |
| GULF | 971 | 58% | 53% | 74% | 84% | ** | ** | | 71% |
| HAMILTON | 817 | 72% | 59% | 82% | 82% | ** | ** | | 72% |
| HARDEE | 2,525 | 68% | 50% | 75% | 84% | ** | ** | ** | 70% |
| HENDRY | 3,498 | 73% | 53% | 79% | 77% | ** | ** | | 60% |
| HERNANDO | 10,993 | 62% | 57% | 71% | 86% | 45% | 51% | ** | 65% |
| HIGHLANDS | 6,101 | 72% | 56% | 86% | 89% | 29% | 55% | ** | 76% |
| HILLSBOROUGH | 105,705 | 60% | 35% | 74% | 83% | 27% | 55% | 52% | 52% |
| HOLMES | 1,593 | 51% | 50% | 61% | 73% | ** | ** | ** | 67% |
| INDIAN RIVER | 8,684 | 56% | 41% | 74% | 80% | 31% | 65% | ** | 65% |
| JACKSON | 3,178 | 55% | 45% | 58% | 70% | ** | ** | | 68% |
| JEFFERSON | 341 | 87% | 91% | 63% | 91% | ** | | | ** |
| LAFAYETTE | 590 | 61% | 50% | 85% | 92% | | | | 89% |
| LAKE | 21,084 | 60% | 48% | 71% | 79% | 51% | 66% | 73% | 64% |

# Table 4 (continued)

| District | # of Girls Enrolled | Economically Disadvantaged | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | All Girls | White Girls | Hispanic Girls | Black Girls | Asian Girls | American Indian Girls | Pacific Islander Girls | Two or More Races Girls |
| LEE | 45,046 | 55% | 37% | 66% | 73% | 34% | 46% | 37% | 55% |
| LEON | 16,729 | 42% | 20% | 44% | 65% | 11% | 33% | ** | 40% |
| LEVY | 2,648 | 67% | 62% | 79% | 82% | ** | ** | ** | 81% |
| LIBERTY | 667 | 54% | 49% | 72% | 78% | ** | | ** | ** |
| MADISON | 1,366 | 54% | 33% | 63% | 73% | ** | ** | ** | 74% |
| MANATEE | 24,115 | 55% | 32% | 78% | 80% | 36% | 53% | ** | 56% |
| MARION | 20,748 | 67% | 56% | 74% | 85% | 39% | 68% | 71% | 69% |
| MARTIN | 9,334 | 48% | 30% | 76% | 77% | 37% | ** | ** | 60% |
| MONROE | 4,132 | 60% | 39% | 78% | 89% | 47% | ** | ** | 53% |
| NASSAU | 5,756 | 48% | 45% | 57% | 78% | 25% | ** | ** | 62% |
| OKALOOSA | 15,524 | 45% | 39% | 53% | 67% | 34% | 38% | 55% | 50% |
| OKEECHOBEE | 3,057 | 84% | 76% | 93% | 94% | 53% | ** | ** | 87% |
| ORANGE | 99,252 | 56% | 30% | 65% | 71% | 37% | 58% | 57% | 47% |
| OSCEOLA | 32,014 | 49% | 32% | 55% | 55% | 29% | 36% | 54% | 42% |
| PALM BEACH | 94,298 | 58% | 29% | 69% | 79% | 38% | 68% | 66% | 47% |
| PASCO | 35,861 | 58% | 51% | 72% | 77% | 41% | 65% | 52% | 66% |
| PINELLAS | 49,504 | 54% | 39% | 67% | 85% | 46% | 60% | 62% | 59% |
| POLK | 50,924 | 52% | 39% | 61% | 66% | 27% | 53% | 52% | 55% |
| PUTNAM | 5,361 | 64% | 51% | 70% | 85% | 47% | 64% | ** | 73% |
| ST. JOHNS | 19,521 | 21% | 17% | 28% | 59% | 8% | 32% | 25% | 29% |
| ST. LUCIE | 19,663 | 65% | 50% | 70% | 76% | 52% | 64% | 58% | 64% |
| SANTA ROSA | 13,464 | 44% | 42% | 47% | 66% | 29% | 38% | 56% | 51% |
| SARASOTA | 20,739 | 53% | 42% | 76% | 90% | 31% | 48% | 60% | 58% |
| SEMINOLE | 33,286 | 44% | 29% | 62% | 74% | 24% | 51% | 49% | 48% |
| SUMTER | 4,290 | 59% | 50% | 76% | 89% | 35% | ** | ** | 72% |
| SUWANNEE | 2,980 | 78% | 72% | 87% | 92% | 76% | ** | ** | 81% |
| TAYLOR | 1,392 | 66% | 61% | 79% | 75% | 82% | ** | | 72% |
| UNION | 1,157 | 68% | 63% | 77% | 97% | ** | ** | | 76% |
| VOLUSIA | 30,445 | 65% | 53% | 81% | 88% | 52% | 59% | 66% | 72% |
| WAKULLA | 2,469 | 43% | 39% | 53% | 66% | ** | ** | ** | 65% |
| WALTON | 4,614 | 52% | 45% | 73% | 87% | 40% | ** | ** | 66% |
| WASHINGTON | 1,505 | 63% | 57% | 76% | 84% | ** | ** | ** | 69% |
| **FLORIDA** | **1,371,490** | **57%** | **39%** | **67%** | **77%** | **35%** | **55%** | **53%** | **55%** |

To protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10. Double asterisks (**) will appear when data are suppressed.

% Eco. Disadvantaged calculated by analyst by dividing the number of Eco. Disadvantaged girls by the number of total girls enrolled by race ethnicity and by school District

Source: Data extracted from Florida's PK-20 Education Information Portal (Aug 27, 2018)

## Table 5 - English Language Learners (ELL), Girls Percentage of Enrollments by County, 2017-2018

| District | # of Girls Enrolled | # of ELL | % of ELL |
|---|---|---|---|
| ALACHUA | 14,555 | 355 | 2% |
| BAKER | 2,419 | 10 | 0% |
| BAY | 13,830 | 426 | 3% |
| BRADFORD | 1,548 | ** | ** |
| BREVARD | 35,593 | 1,164 | 3% |
| BROWARD | 131,976 | 15,397 | 12% |
| CALHOUN | 1,104 | ** | ** |
| CHARLOTTE | 7,713 | 189 | 2% |
| CITRUS | 7,530 | 76 | 1% |
| CLAY | 18,060 | 405 | 2% |
| COLLIER | 22,809 | 3,504 | 15% |
| COLUMBIA | 4,984 | 60 | 1% |
| MIAMI-DADE | 173,406 | 33,380 | 19% |
| DESOTO | 2,336 | 174 | 7% |
| DIXIE | 1,084 | | 0% |
| DUVAL | 63,455 | 2,899 | 5% |
| ESCAMBIA | 19,444 | 255 | 1% |
| FLAGLER | 6,303 | 157 | 2% |
| FRANKLIN | 626 | 17 | 3% |
| GADSDEN | 2,591 | 209 | 8% |
| GILCHRIST | 1,371 | 25 | 2% |
| GLADES | 812 | 41 | 5% |
| GULF | 971 | ** | ** |
| HAMILTON | 817 | 92 | 11% |
| HARDEE | 2,525 | 214 | 8% |
| HENDRY | 3,498 | 381 | 11% |
| HERNANDO | 10,993 | 254 | 2% |
| HIGHLANDS | 6,101 | 301 | 5% |
| HILLSBOROUGH | 105,705 | 11,732 | 11% |
| HOLMES | 1,593 | ** | ** |
| INDIAN RIVER | 8,684 | 429 | 5% |
| JACKSON | 3,178 | 46 | 1% |
| JEFFERSON | 341 | ** | ** |
| LAFAYETTE | 590 | 37 | 6% |
| LAKE | 21,084 | 901 | 4% |
| LEE | 45,046 | 4,336 | 10% |
| LEON | 16,729 | 346 | 2% |
| LEVY | 2,648 | 86 | 3% |
| LIBERTY | 667 | 12 | 2% |
| MADISON | 1,366 | 20 | 1% |

| District | # of Girls Enrolled | # of ELL | % of ELL |
|---|---|---|---|
| MANATEE | 24,115 | 2,975 | 12% |
| MARION | 20,748 | 1,146 | 6% |
| MARTIN | 9,334 | 1,279 | 14% |
| MONROE | 4,132 | 414 | 10% |
| NASSAU | 5,756 | 74 | 1% |
| OKALOOSA | 15,524 | 508 | 3% |
| OKEECHOBEE | 3,057 | 337 | 11% |
| ORANGE | 99,252 | 14,246 | 14% |
| OSCEOLA | 32,014 | 6,020 | 19% |
| PALM BEACH | 94,298 | 11,571 | 12% |
| PASCO | 35,861 | 1,453 | 4% |
| PINELLAS | 49,504 | 2,935 | 6% |
| POLK | 50,924 | 5,096 | 10% |
| PUTNAM | 5,361 | 309 | 6% |
| ST. JOHNS | 19,521 | 129 | 1% |
| ST. LUCIE | 19,663 | 1,694 | 9% |
| SANTA ROSA | 13,464 | 95 | 1% |
| SARASOTA | 20,739 | 1,211 | 6% |
| SEMINOLE | 33,286 | 1,510 | 5% |
| SUMTER | 4,290 | 107 | 2% |
| SUWANNEE | 2,980 | 178 | 6% |
| TAYLOR | 1,392 | ** | ** |
| UNION | 1,157 | | 0% |
| VOLUSIA | 30,445 | 1,826 | 6% |
| WAKULLA | 2,469 | ** | ** |
| WALTON | 4,614 | 168 | 4% |
| WASHINGTON | 1,505 | ** | ** |
| **FLORIDA** | **1,379,020** | **133,343** | **10%** |

% ELL calculated by analyst by dividing the number of ELL girls by the number of total girls enrolled by school district

Source: Data extracted from Florida's PK-20 Education Information Portal (Aug 21, 2018)

## Table 6 - 3rd Grade Girls Below Reading Level (Level 1) by County, 2016-2017

| District | # of 3rd Grade Girls | % of All 3rd Grade Girls on Level 1 |
|---|---|---|
| ALACHUA | 1,132 | 18% |
| BAKER | 182 | 10% |
| BAY | 1,055 | 18% |
| BRADFORD | 136 | 19% |
| BREVARD | 2,550 | 12% |
| BROWARD | 9,904 | 16% |
| CALHOUN | 88 | 13% |
| CHARLOTTE | 487 | 13% |
| CITRUS | 559 | 11% |
| CLAY | 1,251 | 10% |
| COLLIER | 1,717 | 13% |
| COLUMBIA | 401 | 13% |
| MIAMI-DADE | 13,186 | 16% |
| DESOTO | 243 | 35% |
| DIXIE | 92 | 11% |
| DUVAL | 5,388 | 22% |
| ESCAMBIA | 1,612 | 20% |
| FLAGLER | 442 | 11% |
| FRANKLIN | 58 | 21% |
| GADSDEN | 238 | 25% |
| GILCHRIST | 91 | 13% |
| GLADES | 88 | 14% |
| GULF | 76 | 16% |
| HAMILTON | 76 | 26% |
| HARDEE | 179 | 14% |
| HENDRY | 274 | 25% |
| HERNANDO | 830 | 14% |
| HIGHLANDS | 493 | 23% |
| HILLSBOROUGH | 8,673 | 20% |
| HOLMES | 114 | 18% |
| INDIAN RIVER | 695 | 15% |
| JACKSON | 231 | 10% |
| JEFFERSON | 31 | 32% |
| LAFAYETTE | 51 | 14% |

| District | # of 3rd Grade Girls | % of All 3rd Grade Girls on Level 1 |
|---|---|---|
| LAKE | 1,610 | 14% |
| LEE | 3,482 | 17% |
| LEON | 1,352 | 14% |
| LEVY | 224 | 23% |
| LIBERTY | 45 | 4% |
| MADISON | 111 | 25% |
| MANATEE | 1,937 | 23% |
| MARION | 1,681 | 29% |
| MARTIN | 670 | 18% |
| MONROE | 301 | 10% |
| NASSAU | 416 | 4% |
| OKALOOSA | 1,279 | 10% |
| OKEECHOBEE | 241 | 15% |
| ORANGE | 7,925 | 21% |
| OSCEOLA | 2,391 | 23% |
| PALM BEACH | 7,283 | 18% |
| PASCO | 2,815 | 16% |
| PINELLAS | 3,658 | 20% |
| POLK | 4,069 | 19% |
| PUTNAM | 442 | 31% |
| ST. JOHNS | 1,418 | 4% |
| ST. LUCIE | 1,544 | 23% |
| SANTA ROSA | 1,002 | 9% |
| SARASOTA | 1,542 | 9% |
| SEMINOLE | 2,473 | 12% |
| SUMTER | 324 | 12% |
| SUWANNEE | 231 | 14% |
| TAYLOR | 117 | 12% |
| UNION | 73 | 3% |
| VOLUSIA | 2,290 | 17% |
| WAKULLA | 190 | 16% |
| WALTON | 331 | 8% |
| WASHINGTON | 109 | 8% |
| **FLORIDA** | **106,199** | **17%** |

Authors analyses to calculate percentage by dividing # of girls scoring Level 1 on FSA-ELA by number of third grade girls enrolled in each county.

Source: Florida's PK-20 Education Information Portal (October 02, 2018)

**Table 7 - Florida High School Graduates Performance on Common Placement Tests (by Subject) by Gender and Ethnicity, Statewide, 2016**

| PERCENT SCORING AT OR ABOVE CUTOFF SCORE | WHITE | | HISPANIC | | BLACK | | MULTIRACIAL | |
|---|---|---|---|---|---|---|---|---|
| | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE |
| In Math | 79% | 84% | 69% | 74% | 60% | 61% | 75% | 81% |
| In Reading | 89% | 88% | 80% | 80% | 80% | 74% | 85% | 87% |
| In Writing | 88% | 88% | 78% | 77% | 69% | 64% | 84% | 84% |
| **In All Three Subjects** | 76% | 79% | 63% | 66% | 52% | 50% | 70% | 75% |

| PERCENT SCORING AT OR ABOVE CUTOFF SCORE | ASIAN OR PACIFIC ISLANDER | | NON-RESIDENT ALIEN | | AMERICAN INDIAN/ ALASKAN NATIVE | | HAWAIIAN PACIFIC ISLANDER | |
|---|---|---|---|---|---|---|---|---|
| | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE |
| In Math | 89% | 91% | 86% | 91% | 60% | 69% | 61% | 63% |
| In Reading | 91% | 89% | 89% | 90% | 78% | 78% | 76% | 77% |
| In Writing | 89% | 87% | 89% | 91% | 75% | 76% | 73% | 67% |
| **In All Three Subjects** | 83% | 83% | 80% | 82% | 58% | 59% | 56% | 56% |

Source:  Florida Department of Education. (2016). Performance on Common Placement Test, Florida Public High School Graduates: State summary by ethnicity and gender

**Table 8 – Number of In-School and Out-of-School Suspensions per 100 Female Students by County, 2016-2017**

| District | # of Girls Enrolled | # of In-School Suspensions | # of Out-of-School Suspensions | RATE per 100 (Out-of- School Suspensions) |
|---|---|---|---|---|
| ALACHUA | 14,484 | | 636 | 4 |
| BAKER | 2,391 | 284 | 125 | 5 |
| BAY | 13,761 | 1,212 | 699 | 5 |
| BRADFORD | 1,561 | 152 | 101 | 6 |
| BREVARD | 35,538 | 1,088 | 1,611 | 5 |
| BROWARD | 131,829 | 5,087 | 1,585 | 1 |
| CALHOUN | 1,071 | 51 | 6 | 1 |
| CHARLOTTE | 7,693 | 467 | 249 | 3 |
| CITRUS | 7,495 | 768 | 312 | 4 |
| CLAY | 17,887 | 1,118 | 464 | 3 |
| COLLIER | 22,600 | 1,012 | 572 | 3 |
| COLUMBIA | 4,886 | 429 | 235 | 5 |
| DESOTO | 2,325 | 100 | 85 | 4 |
| DIXIE | 1,067 | 52 | 39 | 4 |
| DUVAL | 63,332 | 5,078 | 2,175 | 3 |
| ESCAMBIA | 19,609 | 1,288 | 859 | 4 |
| FLAGLER | 6,288 | 432 | 329 | 5 |
| FRANKLIN | 634 | 75 | 24 | 4 |
| GADSDEN | 2,726 | 313 | 351 | 13 |
| GILCHRIST | 1,394 | 93 | 43 | 3 |
| GLADES | 835 | 48 | 34 | 4 |
| GULF | 962 | 59 | 15 | 2 |
| HAMILTON | 830 | 62 | 16 | 2 |
| HARDEE | 2,575 | 22 | 94 | 4 |
| HENDRY | 3,572 | 215 | 133 | 4 |
| HERNANDO | 10,897 | 950 | 493 | 5 |
| HIGHLANDS | 6,060 | 705 | 252 | 4 |
| HILLSBOROUGH | 104,431 | 6,379 | 4,332 | 4 |
| HOLMES | 1,618 | 69 | 40 | 2 |
| INDIAN RIVER | 8,773 | 330 | 315 | 4 |
| JACKSON | 3,248 | 28 | 62 | 2 |
| JEFFERSON | 345 | 20 | 56 | 16 |
| LAFAYETTE | 618 | 13 | 9 | 1 |
| LAKE | 20,750 | 717 | 904 | 4 |

## Table 8 (continued)

| District | # of Girls Enrolled | # of In-School Suspensions | # of Out-of-School Suspensions | RATE per 100 (Out-of-School Suspensions) |
|---|---|---|---|---|
| LEE | 44,836 | 1,752 | 1,168 | 3 |
| LEON | 16,590 | 40 | 802 | 5 |
| LEVY | 2,631 | 262 | 110 | 4 |
| LIBERTY | 656 | 38 | 5 | 1 |
| MADISON | 1,350 | 215 | 90 | 7 |
| MANATEE | 24,012 | 1,878 | 1,637 | 7 |
| MARION | 20,778 | 1,708 | 1,364 | 7 |
| MARTIN | 9,384 | 198 | 288 | 3 |
| MIAMI-DADE | 174,259 | 3,615 | 512 | 0 |
| MONROE | 4,176 | 65 | 63 | 2 |
| NASSAU | 5,566 | 208 | 128 | 2 |
| OKALOOSA | 15,233 | 886 | 122 | 1 |
| OKEECHOBEE | 3,136 | 253 | 122 | 4 |
| ORANGE | 97,311 | 4,505 | 2,479 | 3 |
| OSCEOLA | 30,455 | 1,486 | 1,268 | 4 |
| PALM BEACH | 93,755 | 2,075 | 2,940 | 3 |
| PASCO | 35,307 | 1,246 | 1,254 | 4 |
| PINELLAS | 49,830 | 3,342 | 1,576 | 3 |
| POLK | 49,927 | 2,410 | 3,820 | 8 |
| PUTNAM | 5,406 | 277 | 325 | 6 |
| SANTA ROSA | 13,305 | 403 | 197 | 1 |
| SARASOTA | 20,644 | 452 | 483 | 2 |
| SEMINOLE | 33,180 | 1,154 | 887 | 3 |
| ST. JOHNS | 18,757 | 468 | 359 | 2 |
| ST. LUCIE | 19,560 | 795 | 774 | 4 |
| SUMTER | 4,225 | 483 | 184 | 4 |
| SUWANNEE | 2,927 | 209 | 99 | 3 |
| TAYLOR | 1,350 | 218 | 138 | 10 |
| UNION | 1,153 | 153 | 56 | 5 |
| VOLUSIA | 30,505 | 2,405 | 1,610 | 5 |
| WAKULLA | 2,483 | 170 | 70 | 3 |
| WALTON | 4,449 | 215 | 142 | 3 |
| WASHINGTON | 1,529 | 163 | 37 | 2 |
| **FLORIDA** | **1,370,672** | **62,453** | **42,284** | **3** |

Source: Data extracted from Florida Department of Education Portal, Student Discipline Data by Race and Gender, State and District Levels 2017-18, Final Survey 5

## Table 9 - Suspension and Expulsions of Girls and Boys, 5-Year Percent Change

| Girls | | | | | | |
|---|---|---|---|---|---|---|
| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | % Change |
| **In-School Suspensions** | 74,691 | 52,333 | 68,749 | 64,997 | 62,453 | -16% |
| **Out-of-School Suspensions** | 54,744 | 68,768 | 49,662 | 45,881 | 42,284 | -23% |
| **Expulsions*** | 253 | 225 | 181 | 147 | 112 | -56% |

| Boys | | | | | | |
|---|---|---|---|---|---|---|
| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | % Change |
| **In-School Suspensions** | 136,488 | 120,212 | 132,044 | 128,051 | 124,486 | -9% |
| **Out-of-School Suspensions** | 122,992 | 130,114 | 115,331 | 105,243 | 96,528 | -22% |
| **Expulsions*** | 759 | 620 | 508 | 424 | 411 | -46% |

* Expulsions include youth expelled with services (e.g., second chance school, juvenile justice program) and expelled without continuing educational services from the district.

Author's analysis of data extracted to calculate percentage change over five years by gender.

Source: Data extracted from Florida Department of Education Portal, Student Discipline Data by Race and Gender, State and District Levels 2017-18, Final Survey 5.

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