Education Foundations: Creating Strategic Impact & Navigating EduData

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Welcome- Chancellor Oliva

How do you define ***Strategic Impact***?

Florida Department of Education
fldoe.org

Strategic Impact

Strategic Impact – Maximizing the effects of funding through innovative, focused initiatives that impact specific objectives

Creating Strategic Impact

STRATEGIC
PLAN

- **District Strategic Plan –** multi-year plan that serves as the focus and driving force for all district initiatives. It can be accessed through school district websites.

- The **District Strategic Plan** expresses the highest priority needs of the district, and it provides insight into how resources are allocated.

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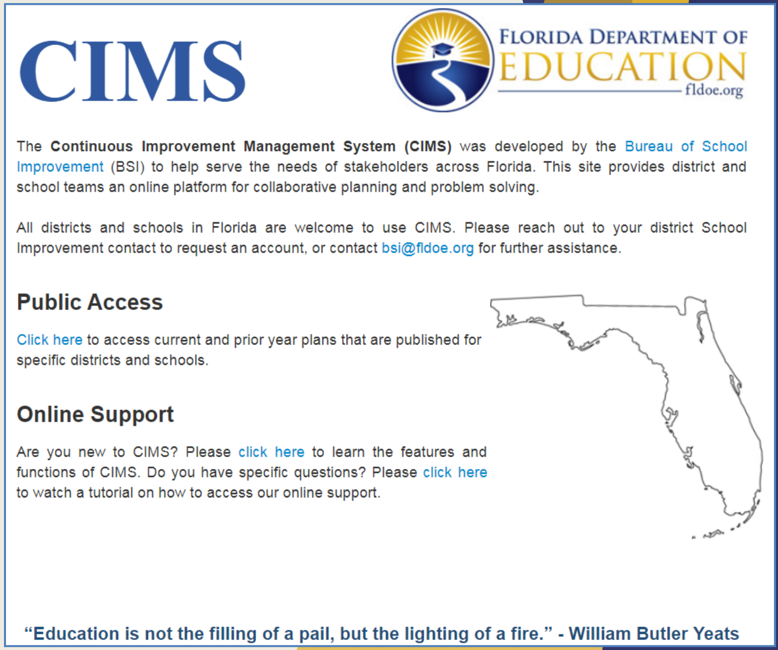
Creating Strategic Impact

- **Schoolwide Improvement Plan (SIP)** – Annual plan that serves as the focus and driving force for all school-based initiatives. SIPs can be accessed at www.floridacims.org.

- The SIP provides an overview of the school and identifies the specific Areas of Focus for the current school year and previous years.



The **Continuous Improvement Management System (CIMS)** was developed by the Bureau of School Improvement (BSI) to help serve the needs of stakeholders across Florida. This site provides district and school teams an online platform for collaborative planning and problem solving.

All districts and schools in Florida are welcome to use CIMS. Please reach out to your district School Improvement contact to request an account, or contact bsi@fldoe.org for further assistance.

Public Access

Click here to access current and prior year plans that are published for specific districts and schools.

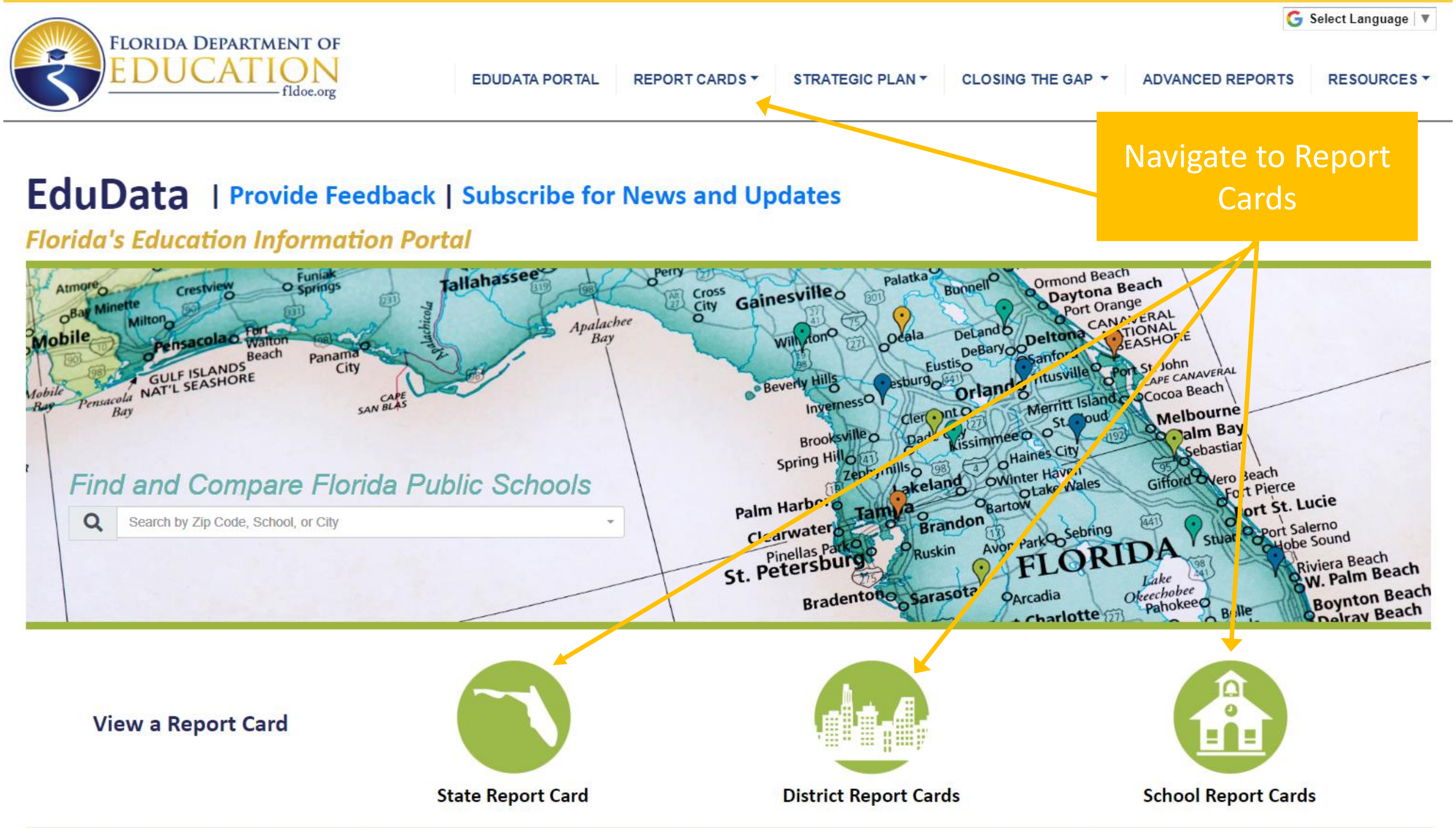
Online Support

Are you new to CIMS? Please click here to learn the features and functions of CIMS. Do you have specific questions? Please click here to watch a tutorial on how to access our online support.

"Education is not the filling of a pail, but the lighting of a fire." - William Butler Yeats

Navigating EduData Portal and Report Cards

https://edudata.fldoe.org


Select Language
FLORIDA DEPARTMENT OF EDUCATION fldoe.org
EDUDATA PORTAL
REPORT CARDS
STRATEGIC PLAN
CLOSING THE GAP
ADVANCED REPORTS
RESOURCES

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Florida's Education Information Portal

Find and Compare Florida Public Schools

Search by Zip Code, School, or City

View a Report Card

State Report Card

District Report Cards

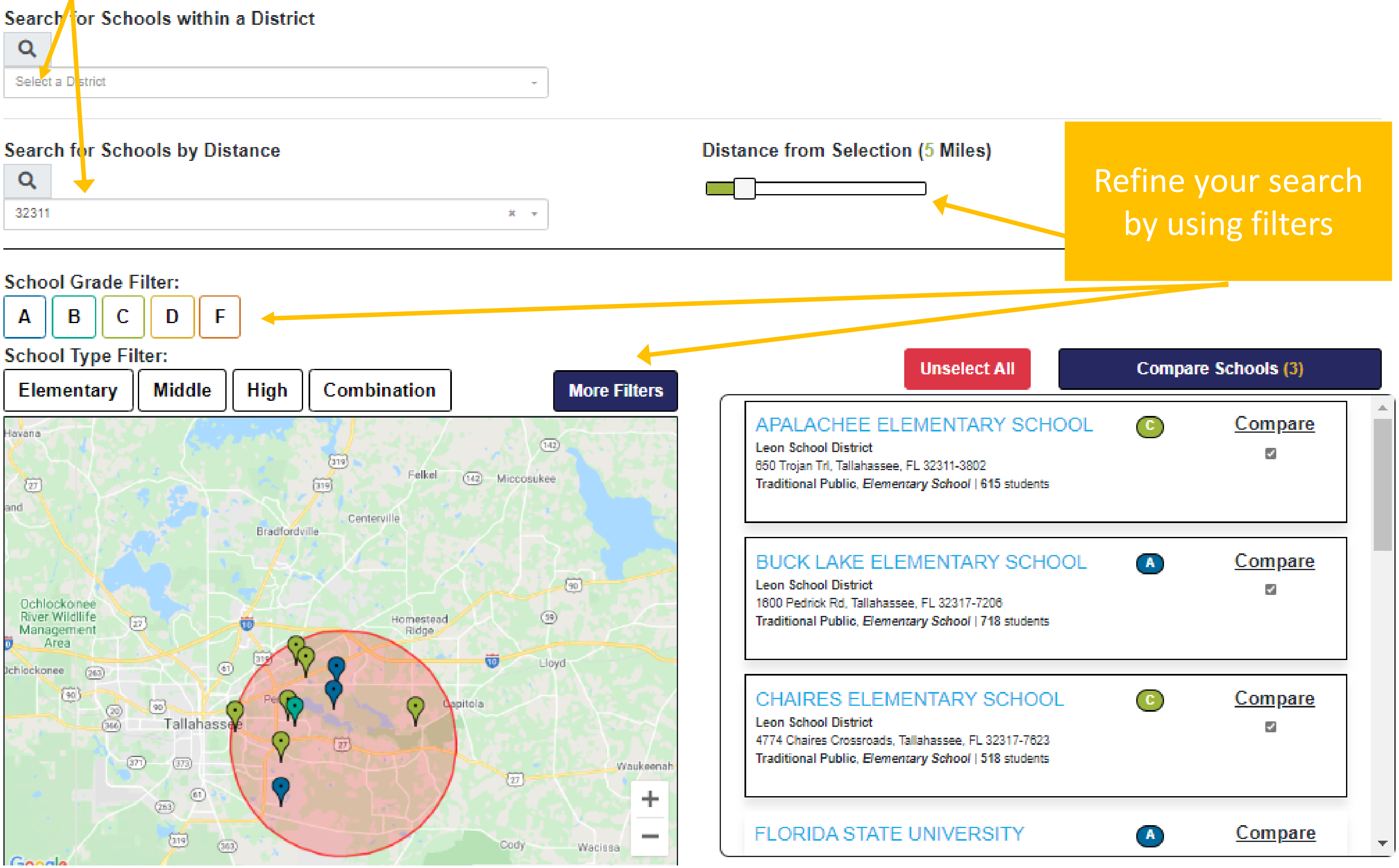
School Report Cards

Navigate to Report Cards

Map and Compare Feature

Enter a district name or a zip code, school or city name

Refine your search by using filters



Search for Schools within a District
Select a District
Search for Schools by Distance
32311
Distance from Selection (5 Miles)
School Grade Filter:
A
B
C
D
F
School Type Filter:
Elementary
Middle
High
Combination
More Filters
Unselect All
Compare Schools (3)
Havana
Felkel
Miccosukee
Centerville
Bradfordville
Ochlockonee River Wildlife Management Area
Homestead Ridge
Lloyd
Capitola
Tallahassee
Waukeenah
Cody
Wacissa
Google

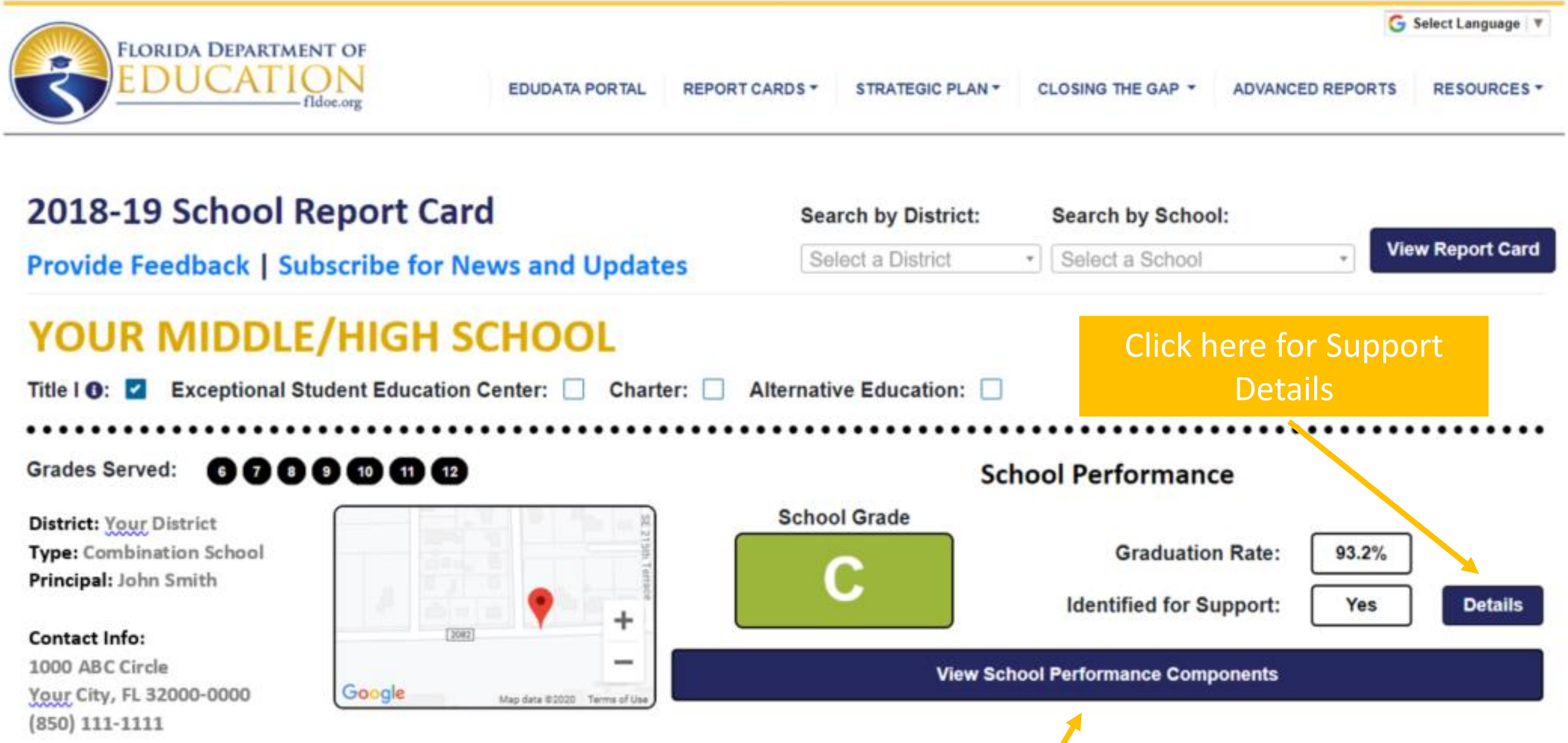
APALACHEE ELEMENTARY SCHOOL C Compare ☑
Leon School District
650 Trojan Trl, Tallahassee, FL 32311-3802
Traditional Public, *Elementary School* | 615 students

BUCK LAKE ELEMENTARY SCHOOL A Compare ☑
Leon School District
1600 Pedrick Rd, Tallahassee, FL 32317-7206
Traditional Public, *Elementary School* | 718 students

CHAIRES ELEMENTARY SCHOOL C Compare ☑
Leon School District
4774 Chaires Crossroads, Tallahassee, FL 32317-7623
Traditional Public, *Elementary School* | 518 students

FLORIDA STATE UNIVERSITY A Compare

School Report Card Sample


Select Language
EDUDATA PORTAL
REPORT CARDS
STRATEGIC PLAN
CLOSING THE GAP
ADVANCED REPORTS
RESOURCES
View Report Card
View School Performance Components
Details
Google
Map data ©2020
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2018-19 School Report Card

Provide Feedback | Subscribe for News and Updates

Search by District: Select a District

Search by School: Select a School

YOUR MIDDLE/HIGH SCHOOL

Title I: ☑ Exceptional Student Education Center: ☐ Charter: ☐ Alternative Education: ☐

Grades Served: 6 7 8 9 10 11 12

District: Your District
Type: Combination School
Principal: John Smith

Contact Info:
1000 ABC Circle
Your City, FL 32000-0000
(850) 111-1111

School Performance

School Grade: C

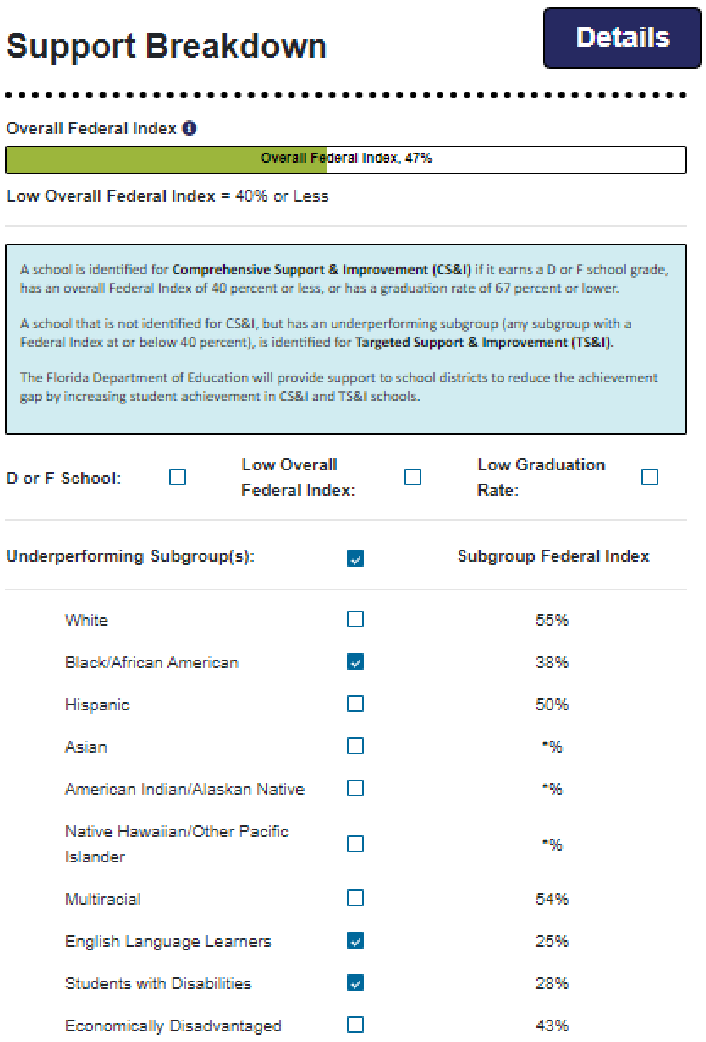
Graduation Rate: 93.2%

Identified for Support: Yes

Click here for Support Details

Click here for School Grade Breakdown

Support and School Grade Breakdowns



Support Breakdown

Overall Federal Index

Low Overall Federal Index = 40% or Less

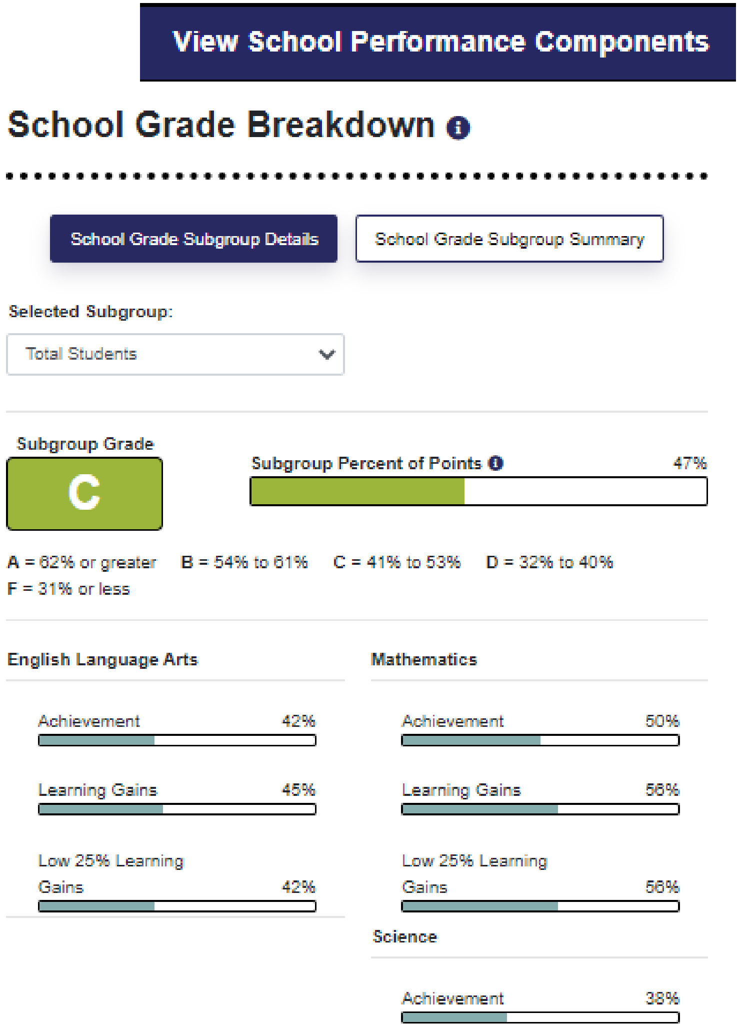
A school is identified for **Comprehensive Support & Improvement (CS&I)** if it earns a D or F school grade, has an overall Federal Index of 40 percent or less, or has a graduation rate of 67 percent or lower.

A school that is not identified for CS&I, but has an underperforming subgroup (any subgroup with a Federal Index at or below 40 percent), is identified for **Targeted Support & Improvement (TS&I)**.

The Florida Department of Education will provide support to school districts to reduce the achievement gap by increasing student achievement in CS&I and TS&I schools.

D or F School: ☐ Low Overall Federal Index: ☐ Low Graduation Rate: ☐

Underperforming Subgroup(s):	☑	Subgroup Federal Index
White	☐	55%
Black/African American	☑	38%
Hispanic	☐	50%
Asian	☐	*%
American Indian/Alaskan Native	☐	*%
Native Hawaiian/Other Pacific Islander	☐	*%
Multiracial	☐	54%
English Language Learners	☑	25%
Students with Disabilities	☑	28%
Economically Disadvantaged	☐	43%



View School Performance Components

School Grade Breakdown

School Grade Subgroup Details
School Grade Subgroup Summary

Selected Subgroup: Total Students

Subgroup Grade: C

Subgroup Percent of Points: 47%

A = 62% or greater B = 54% to 61% C = 41% to 53% D = 32% to 40%
F = 31% or less

English Language Arts

Achievement 42%

Learning Gains 45%

Low 25% Learning Gains 42%

Mathematics

Achievement 50%

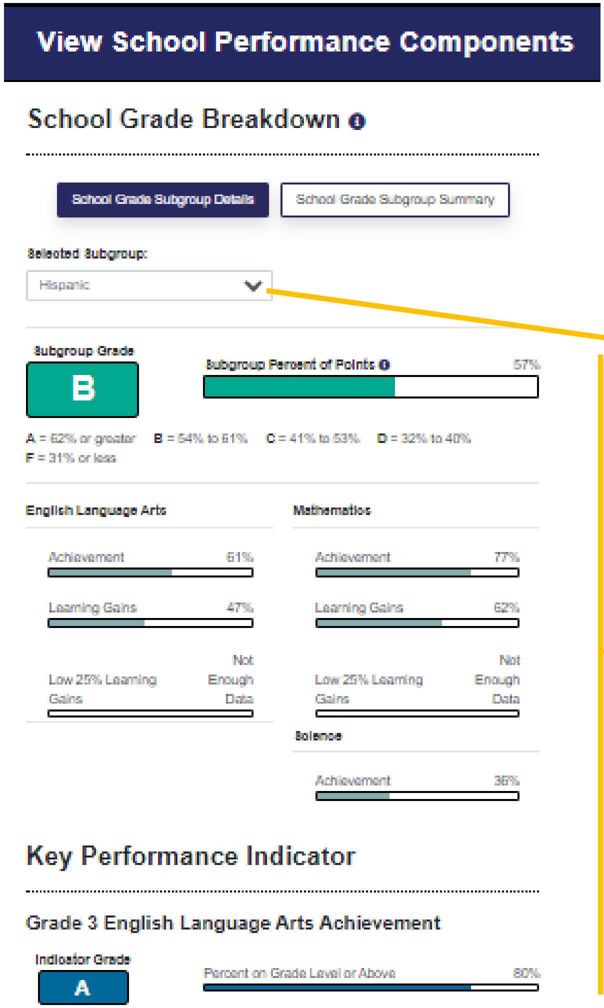
Learning Gains 56%

Low 25% Learning Gains 56%

Science

Achievement 38%

School Grade Components and Key Performance Indicator by Subgroup



View School Performance Components

School Grade Breakdown

School Grade Subgroup Details
School Grade Subgroup Summary

Selected Subgroup: Hispanic

Subgroup Grade: B

Subgroup Percent of Points: 57%

A = 62% or greater B = 54% to 61% C = 41% to 53% D = 32% to 40%
F = 31% or less

English Language Arts

Achievement	61%
Learning Gains	47%
Low 25% Learning Gains	Not Enough Data

Mathematics

Achievement	77%
Learning Gains	62%
Low 25% Learning Gains	Not Enough Data

Science

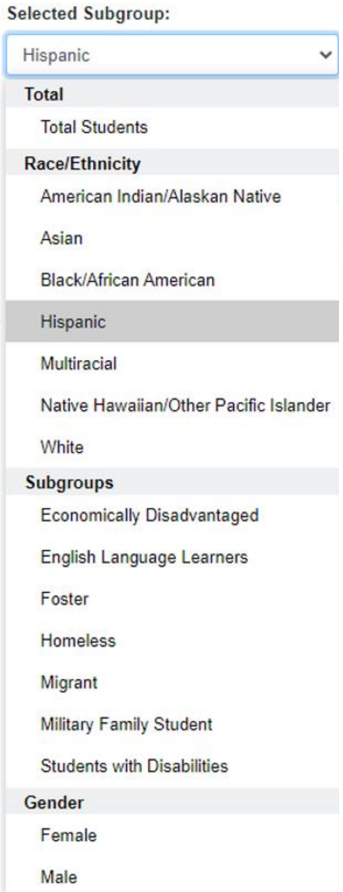
Achievement	36%

Key Performance Indicator

Grade 3 English Language Arts Achievement

Indicator Grade: A

Percent on Grade Level or Above: 80%

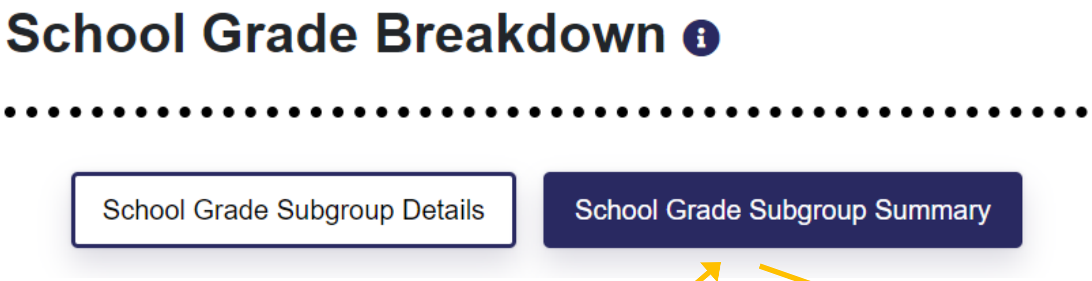


Selected Subgroup: Hispanic

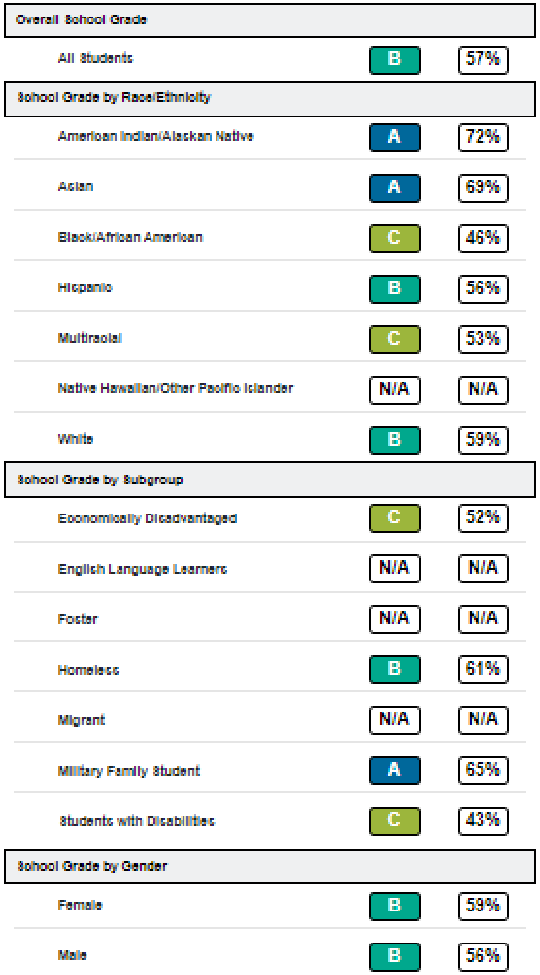
Total
Total Students
Race/Ethnicity
American Indian/Alaskan Native
Asian
Black/African American
Hispanic
Multiracial
Native Hawaiian/Other Pacific Islander
White
Subgroups
Economically Disadvantaged
English Language Learners
Foster
Homeless
Migrant
Military Family Student
Students with Disabilities
Gender
Female
Male

View Grade Components and Key Performance Indicator by Subgroup

School Grade Breakdown Subgroup Summary View

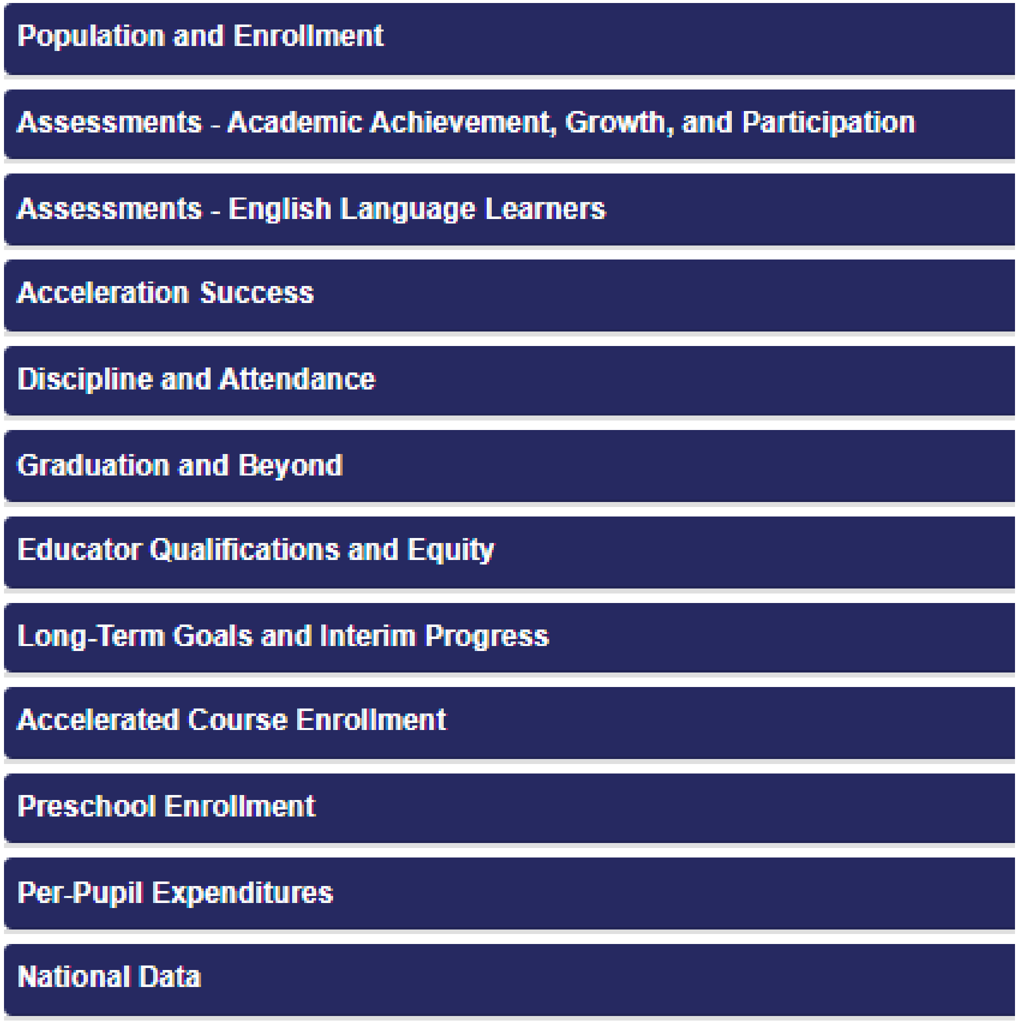

School Grade Breakdown
School Grade Subgroup Details
School Grade Subgroup Summary

Select the School Grade Subgroup Summary button to view the overall performance of each subgroup side-by-side.



Overall School Grade		
All Students	B	57%
School Grade by Race/Ethnicity		
American Indian/Alaskan Native	A	72%
Asian	A	69%
Black/African American	C	46%
Hispanic	B	56%
Multiracial	C	53%
Native Hawaiian/Other Pacific Islander	N/A	N/A
White	B	59%
School Grade by Subgroup		
Economically Disadvantaged	C	52%
English Language Learners	N/A	N/A
Foster	N/A	N/A
Homeless	B	61%
Migrant	N/A	N/A
Military Family Student	A	65%
Students with Disabilities	C	43%
School Grade by Gender		
Female	B	59%
Male	B	56%

Additional Report Card Sections



Population and Enrollment

Assessments - Academic Achievement, Growth, and Participation

Assessments - English Language Learners

Acceleration Success

Discipline and Attendance

Graduation and Beyond

Educator Qualifications and Equity

Long-Term Goals and Interim Progress

Accelerated Course Enrollment

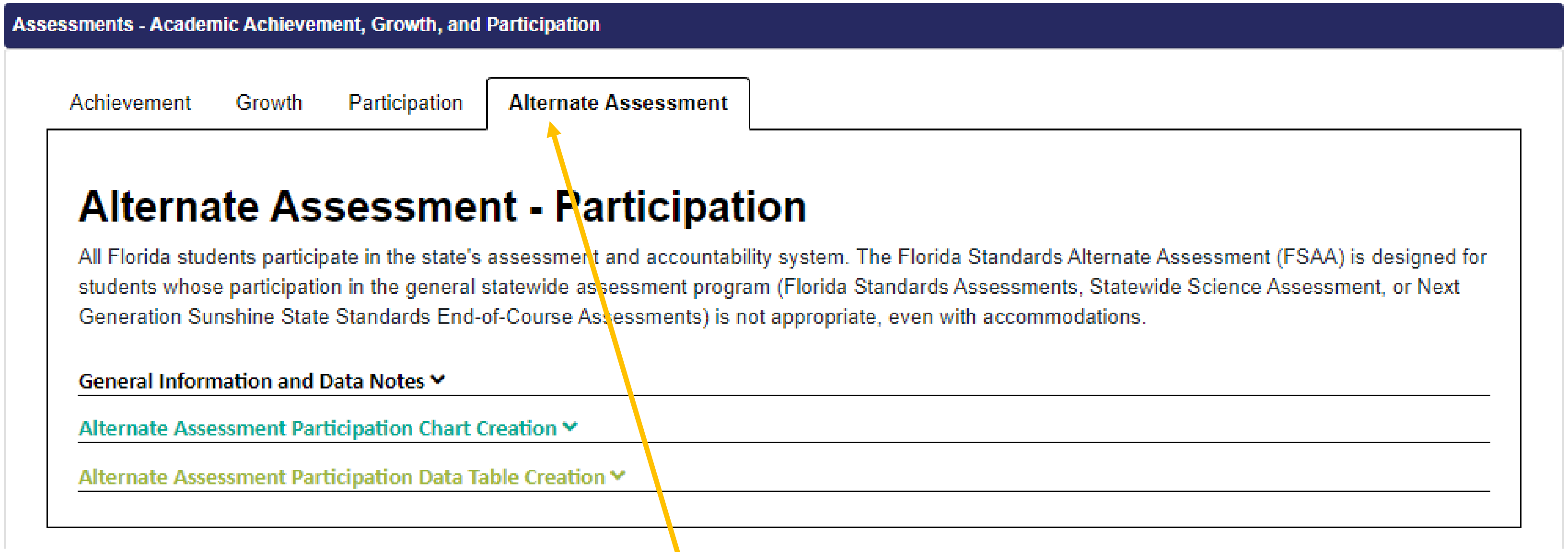
Preschool Enrollment

Per-Pupil Expenditures

National Data

Click the Blue Headers to Create and View Charts and Tables with Subgroup Information.

Additional Report Card Sections



Assessments - Academic Achievement, Growth, and Participation

Achievement
Growth
Participation
Alternate Assessment

Alternate Assessment - Participation

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, or Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations.

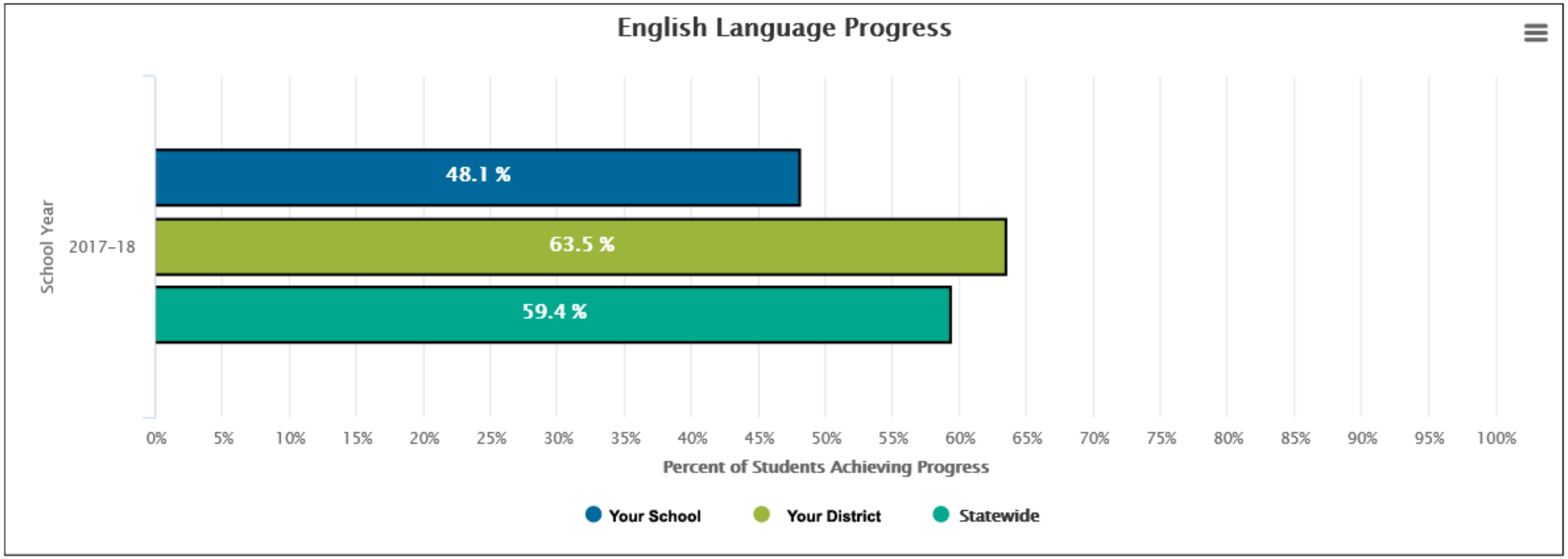
General Information and Data Notes
Alternate Assessment Participation Chart Creation
Alternate Assessment Participation Data Table Creation

Notice the tabs within the Blue Header Sections.

English Language Learners

Progress in English Language

Assessments - English Language Learners



Planning for Strategic Impact

Grant Guidance

- Provide specific guidance to ensure that the plan determines the strategies that have evidence of positive impact, as well as the following:
  - Measurable outcomes
  - Progress monitoring
  - Contingency plan
  - Final report
- Ensure that all relevant stakeholders are involved in the development of the plan
- Determine that requests in the project plan are **reasonable, allowable, and necessary**

Project Request Criteria

REASONABLE

Expenditures whose nature or amount does not exceed what would be incurred by a prudent person

☑

ALLOWABLE

Expenditures under a grant that are permitted or not prohibited

☑

NECESSARY

Expenditures must be essential to completing the scope of work in the project

☑

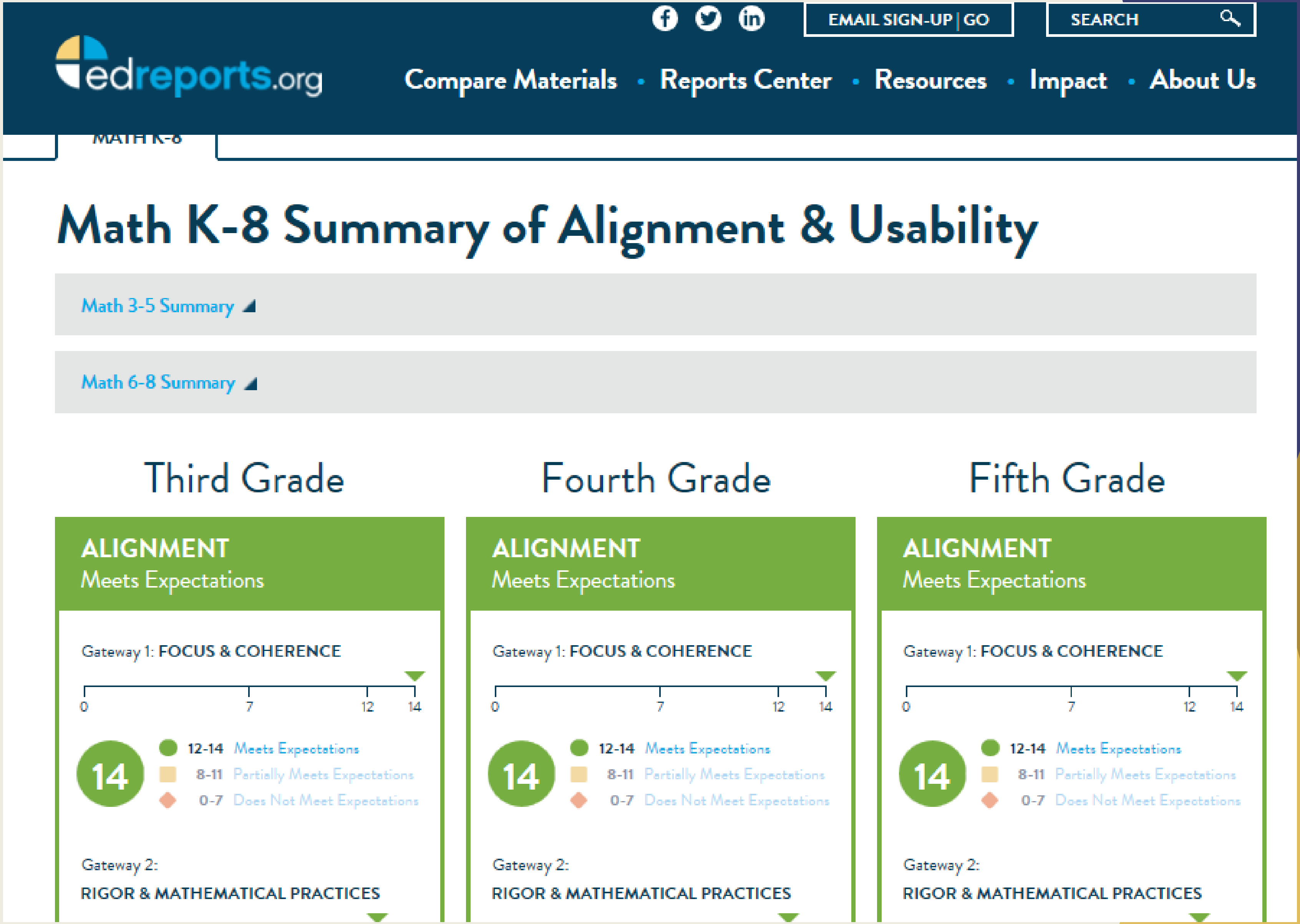
All three criteria are essential.

Recipient Responsibilities

- Follow specific guidance to ensure that the project plan impacts the strategies that increase student achievement
- Ensure that requests in the project plan are **reasonable, allowable, and necessary**
- Ensure or establish a process for progress monitoring throughout the project
- Develop a contingency plan for the project
- Provide updates and a final report to measure the outcomes of the project

Impact on Student Outcomes

- Technology
- Textbooks- alignment to standards?
    - Site: www.edreports.org
- Supplies
- Personnel
- Professional Development
- Contracted Services
- Travel/Field Trips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edreports.org
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MATH K-8

Math K-8 Summary of Alignment & Usability

Math 3-5 Summary ◢

Math 6-8 Summary ◢

Third Grade	Fourth Grade	Fifth Grade
ALIGNMENT Meets Expectations	**ALIGNMENT** Meets Expectations	**ALIGNMENT** Meets Expectations
Gateway 1: FOCUS & COHERENCE	Gateway 1: FOCUS & COHERENCE	Gateway 1: FOCUS & COHERENCE
0 7 12 14	0 7 12 14	0 7 12 14
14	14	14
● 12-14 Meets Expectations ■ 8-11 Partially Meets Expectations ◆ 0-7 Does Not Meet Expectations	● 12-14 Meets Expectations ■ 8-11 Partially Meets Expectations ◆ 0-7 Does Not Meet Expectations	● 12-14 Meets Expectations ■ 8-11 Partially Meets Expectations ◆ 0-7 Does Not Meet Expectations
Gateway 2: RIGOR & MATHEMATICAL PRACTICES	Gateway 2: RIGOR & MATHEMATICAL PRACTICES	Gateway 2: RIGOR & MATHEMATICAL PRACTICES

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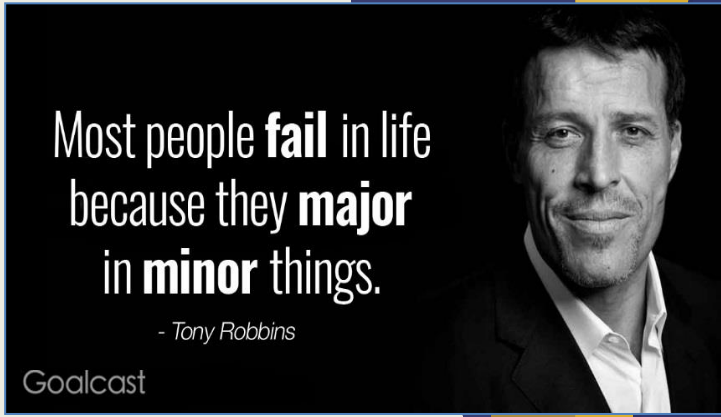
Strategic Impact Best Practices



Most people **fail** in life because they **major** in **minor** things.

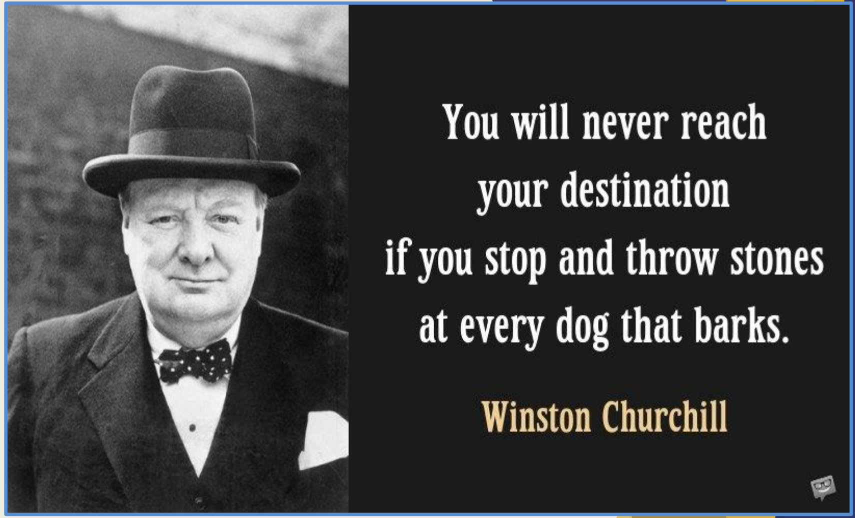
- Tony Robbins

Check for Alignment

- Review the District Strategic Plan and/or the Schoolwide Improvement Plan (SIP).
- Gain clarity on how the request directly supports or reinforces the major initiatives and highest priorities of the district and school.

Strategic Impact Best Practices

Assess the Scope of the Plan


You will never reach
your destination
if you stop and throw stones
at every dog that barks.

Winston Churchill

- The proposed plan should address priority needs of the school/specific subgroup.
- The proposed plan must have a clear, specific focus. Beware of mission creep and ambiguity.
- If too many areas are identified as priorities, none of them receive adequate attention.

Strategic Impact Best Practices

Include Input from Various Stakeholders

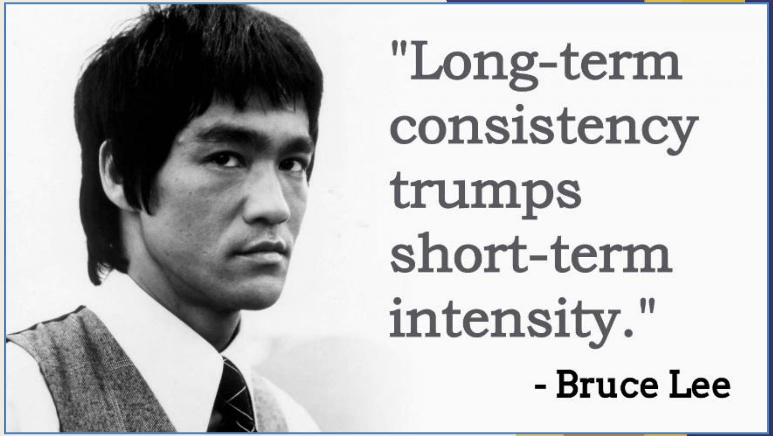
- Consider how families, businesses, and other community stakeholders can contribute to the development and implementation of the initiative(s).

If you want to walk fast, walk alone.
If you want to walk far, walk together.
- African proverb -

- District and school initiatives are most effective when they are a collaborative effort.

Strategic Impact Best Practices

Consider the Sustainability or Continuation of the Project

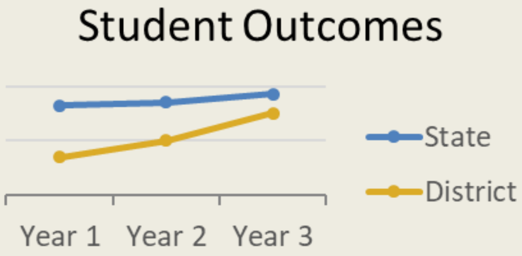

"Long-term consistency trumps short-term intensity."

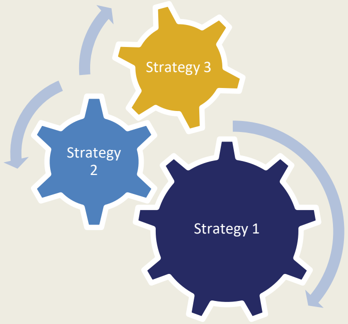
- Bruce Lee

- Evaluate the plan for the continuation of this initiative after the support has been spent.
- Ensure that the initiative supports a high leverage, long-term priority for students.

A District Case Study

Using Data to Drive Strategies and Evaluate Impact




Strategy 3
Strategy 2
Strategy 1

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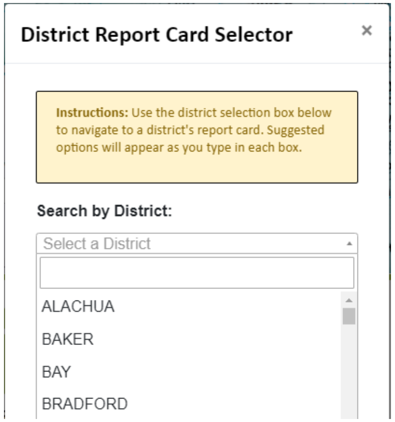
A District Case Study

https://edudata.fldoe.org

District Report Cards



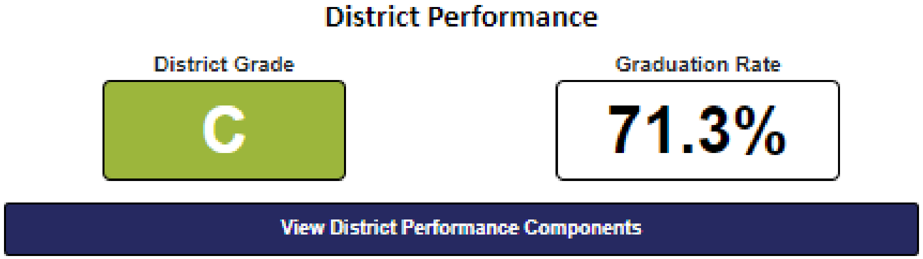
District Report Card Selector

Instructions: Use the district selection box below to navigate to a district's report card. Suggested options will appear as you type in each box.

Search by District:

Select a District

ALACHUA
BAKER
BAY
BRADFORD



District Performance

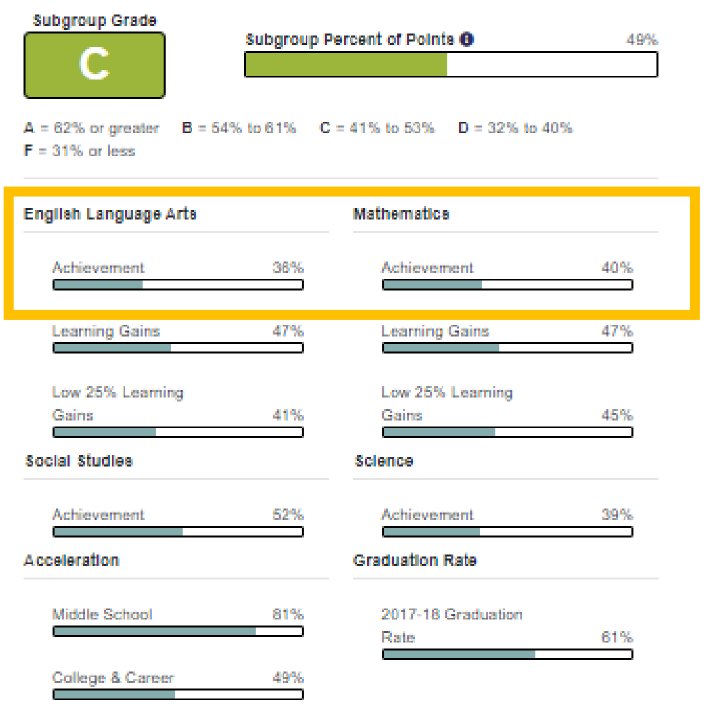
District Grade: C

Graduation Rate: 71.3%

Click here

Total Students

Subgroup Performance



Subgroup Grade

C

Subgroup Percent of Points 49%

A = 62% or greater B = 54% to 61% C = 41% to 53% D = 32% to 40%
F = 31% or less

English Language Arts

Achievement 36%

Learning Gains 47%

Low 25% Learning Gains 41%

Mathematics

Achievement 40%

Learning Gains 47%

Low 25% Learning Gains 45%

Social Studies

Achievement 52%

Science

Achievement 39%

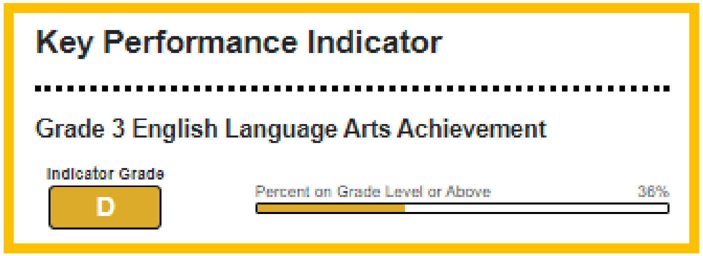
Acceleration

Middle School 81%

College & Career 49%

Graduation Rate

2017-18 Graduation Rate 61%



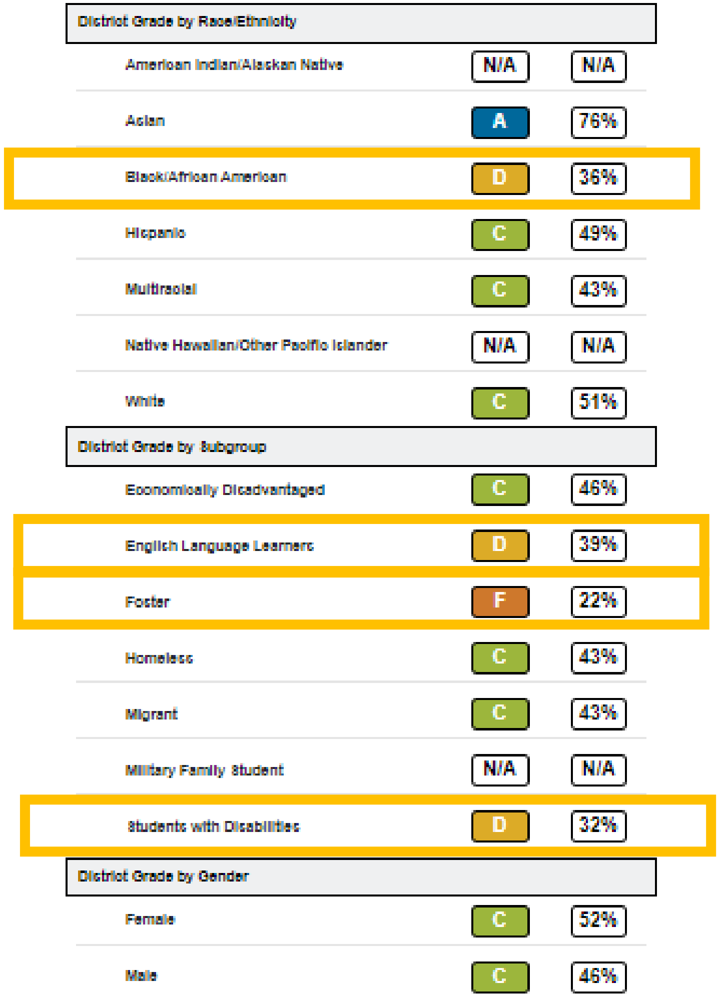
Key Performance Indicator

Grade 3 English Language Arts Achievement

Indicator Grade

D

Percent on Grade Level or Above 36%

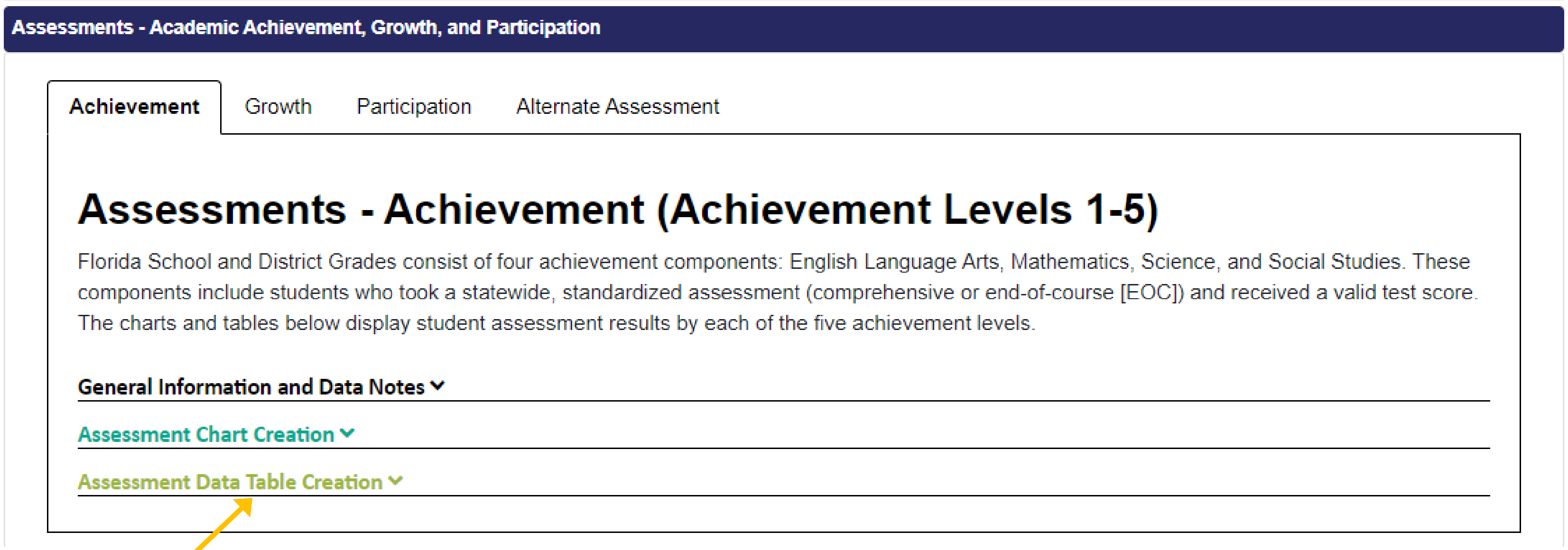


District Grade by Race/Ethnicity		
American Indian/Alaskan Native	N/A	N/A
Asian	A	76%
Black/African American	D	36%
Hispanic	C	49%
Multiracial	C	43%
Native Hawaiian/Other Pacific Islander	N/A	N/A
White	C	51%
District Grade by Subgroup		
Economically Disadvantaged	C	46%
English Language Learners	D	39%
Foster	F	22%
Homeless	C	43%
Migrant	C	43%
Military Family Student	N/A	N/A
Students with Disabilities	D	32%
District Grade by Gender		
Female	C	52%
Male	C	46%

Summary of Subgroup Components

	District Grade Components that were 40% or Less			Key Performance Indicator
Subgroup	All School Grades Components	English Language Arts	Mathematics	Grade 3 English Language Arts
Total Students	49%	36%	40%	36%
Black/African American	36%	27%	29%	33%
English Language Learners	39%	21%	36%	17%
Foster	22%	10%	17%	N/A
Student With Disabilities	32%	23%	29%	30%

Finding District Subgroup Size



Assessments - Academic Achievement, Growth, and Participation

Achievement
Growth
Participation
Alternate Assessment

Assessments - Achievement (Achievement Levels 1-5)

Florida School and District Grades consist of four achievement components: English Language Arts, Mathematics, Science, and Social Studies. These components include students who took a statewide, standardized assessment (comprehensive or end-of-course [EOC]) and received a valid test score. The charts and tables below display student assessment results by each of the five achievement levels.

General Information and Data Notes
Assessment Chart Creation
Assessment Data Table Creation

Click here

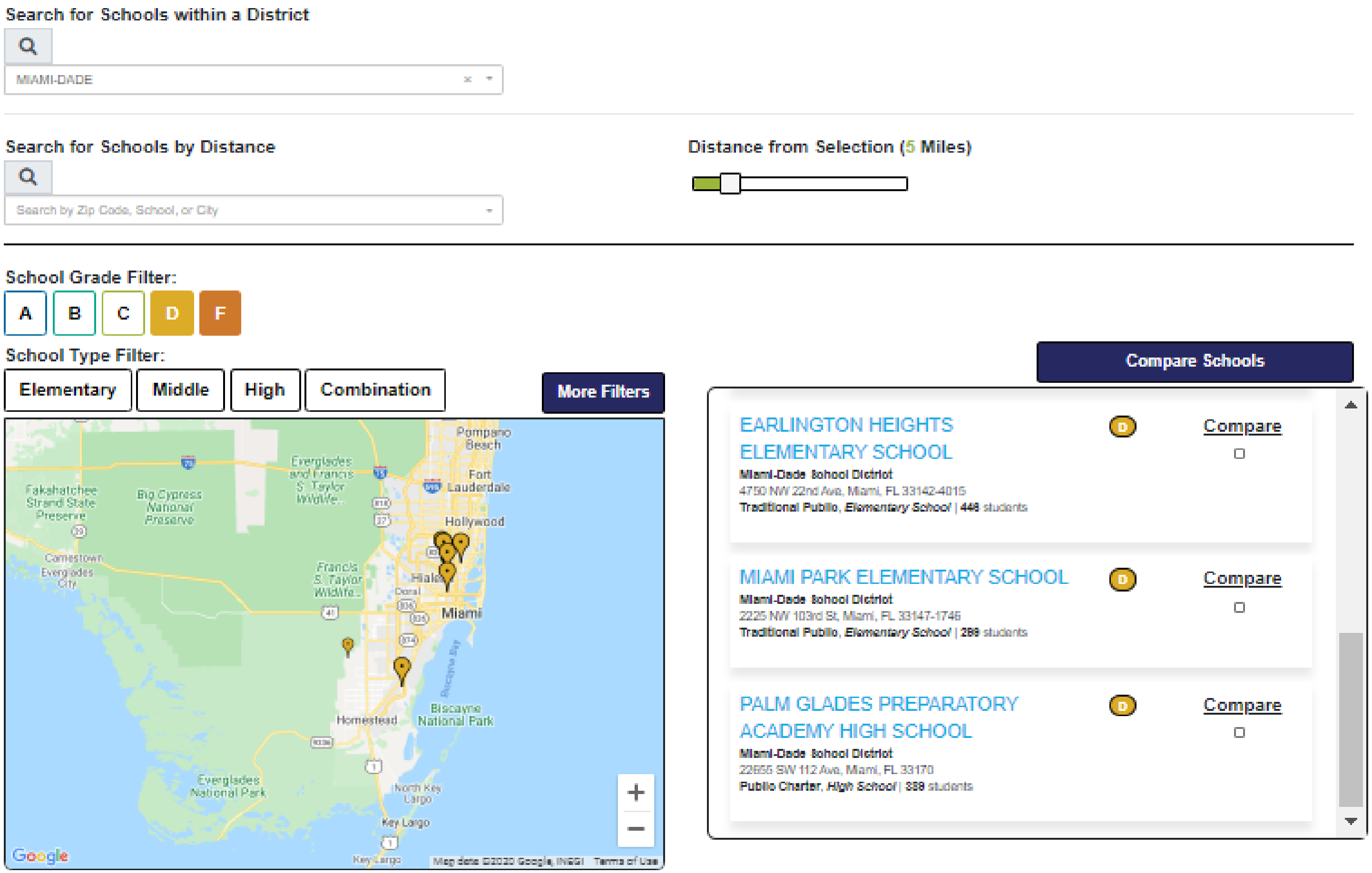
Subgroup Size

Case Study #1 School District

2018-19 English Language Arts Assessment Results by Achievement Level

Category	Level 1	Level 2	Level 3	Level 4	Level 5	Total Tested
Total Students	919	836	604	298	67	2,724
English Language Learners	209	155	82	15	2	**463**
Foster	11	7	1	1	0	**20**
Students with Disabilities	213	82	63	22	2	**382**
Black/African American	134	84	49	24	7	**298**

Looking at Schools within a District


Search for Schools within a District
MIAMI-DADE
Search for Schools by Distance
Search by Zip Code, School, or City
Distance from Selection (5 Miles)
School Grade Filter:
A
B
C
D
F
School Type Filter:
Elementary
Middle
High
Combination
More Filters
Compare Schools
Pompano Beach
Fort Lauderdale
Hollywood
Hialeah
Doral
Miami
Homestead
Fakahatchee Strand State Preserve
Big Cypress National Preserve
Everglades and Francis S. Taylor Wildlife...
Francis S. Taylor Wildlife...
Carnestown
Everglades City
Biscayne Bay
Biscayne National Park
Everglades National Park
North Key Largo
Key Largo
Google
Map data ©2020 Google, INEGI
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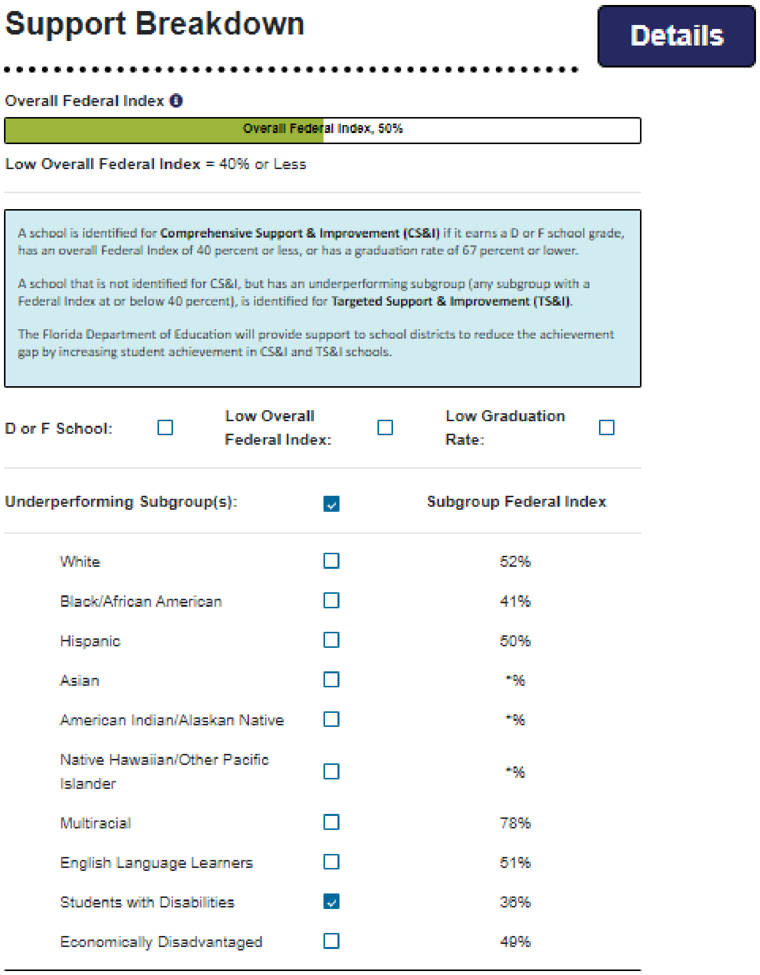
EARLINGTON HEIGHTS ELEMENTARY SCHOOL — D — Compare ☐
Miami-Dade School District
4750 NW 22nd Ave, Miami, FL 33142-4015
Traditional Public, *Elementary School* | 448 students

MIAMI PARK ELEMENTARY SCHOOL — D — Compare ☐
Miami-Dade School District
2225 NW 103rd St, Miami, FL 33147-1746
Traditional Public, *Elementary School* | 289 students

PALM GLADES PREPARATORY ACADEMY HIGH SCHOOL — D — Compare ☐
Miami-Dade School District
22655 SW 112 Ave, Miami, FL 33170
Public Charter, *High School* | 389 students

School Report Card Subgroups



Support Breakdown

Overall Federal Index

Overall Federal Index, 50%

Low Overall Federal Index = 40% or Less

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The Florida Department of Education will provide support to school districts to reduce the achievement gap by increasing student achievement in CS&I and TS&I schools.

D or F School: ☐ Low Overall Federal Index: ☐ Low Graduation Rate: ☐

Underperforming Subgroup(s):	☑	Subgroup Federal Index
White	☐	52%
Black/African American	☐	41%
Hispanic	☐	50%
Asian	☐	*%
American Indian/Alaskan Native	☐	*%
Native Hawaiian/Other Pacific Islander	☐	*%
Multiracial	☐	78%
English Language Learners	☐	51%
Students with Disabilities	☑	36%
Economically Disadvantaged	☐	49%

New Feature Development

Coming Soon…

- Office of Civil Rights subgroup information
  - New visuals and data tables
  - More up-to-date information
  - Discipline, attendance, etc. by subgroup are indicators that influence school performance
- Longitudinal view of District/School Grade Components
  - Will facilitate the evaluation of strategies

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