



FLORIDA DEPARTMENT OF
EDUCATION
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Bureau of School Improvement DOE Update

FASFEPA

January 24, 2023

Florida Department of Education (FDOE)'s Mission and Vision

- The mission of Florida's K-20 education system shall be to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities.
- Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.

Sources: [Section 1008.31, F.S.](#), and [FDOE's Strategic Plan](#) (2021)

FDOE's Goals

1. Highest student achievement, as indicated by evidence of student learning gains at all levels.
2. Seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education.
3. Skilled workforce and economic development, as measured by evidence of employment and earnings.
4. Quality efficient services, as measured by evidence of return on investment.

Sources: [Section 1008.31, Florida Statutes \(F.S.\)](#), and [FDOE's Strategic Plan \(2021\)](#)

Bureau of School Improvement (BSI)

BSI serves as a partner in supporting improved outcomes for **all** students through strategic problem solving, capacity building, and the implementation of sustainable systems in the areas of:

- Transformational Leadership;
- Standards-based Planning, Instruction, and Learning; and
- Positive Culture and Environment.



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State Accountability, School Designations, Differentiated Support, and School Improvement Plans

BSI

State Accountability

Schools that Receive a
School Grade

Schools that Receive a School
Improvement Rating (SIR) or
DJJ Accountability Rating

Schools may earn a School Grade of:

- A
- B
- C
- **D**
- **F**

Alternative and Exceptional Student Education (ESE) center schools may earn a SIR of:

- Commendable
- Maintaining
- Unsatisfactory

Department of Juvenile Justice (DJJ) schools may earn an accountability rating of:

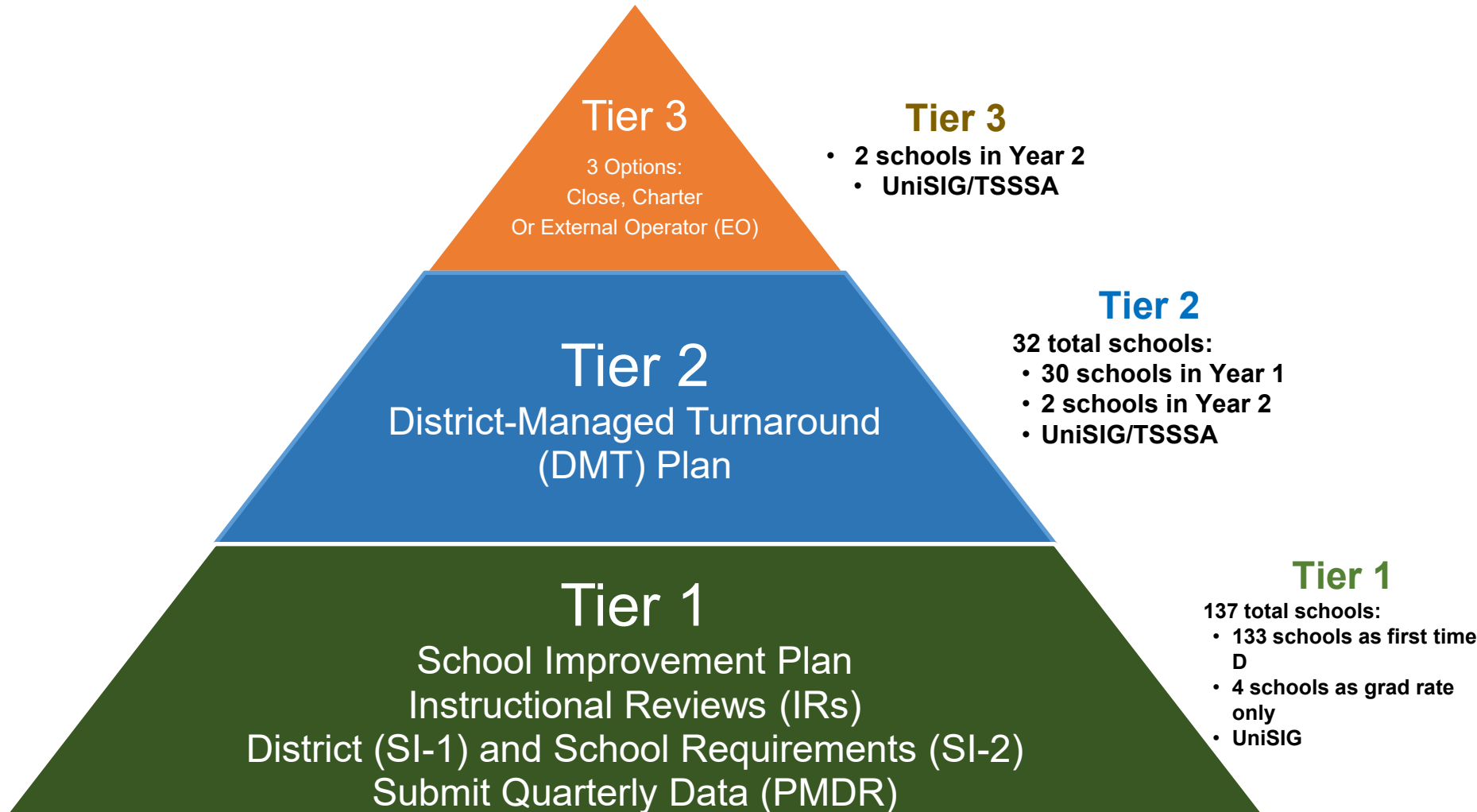
- Commendable
- Acceptable
- **Unsatisfactory**

School Improvement (SI) Schools

Tiers of Support

- **Tier 1** SI School is any school that earns a single grade of “D” or has a graduation rate of 67% or less.
- **Tier 2** SI school is any school that earns a single grade of “F” or a second consecutive grade of “D.” The school district must either immediately begin implementing or continue implementing intervention and support strategies.
- **Tier 3** SI school is any school that has completed one or more cycles of turnaround and has not improved its grade to at least a “C.”

Differentiated Support for Low-Performing Schools



School Improvement Plan (SIP)

- The SIP provides schools and Local Educational Agencies (LEAs) the opportunity to identify academic and priority goals along with strategies for each school to increase achievement.
- Schools designated as CSI or TSI (graded **and** ungraded schools) are required to complete a SIP each year.
 - Schools with a CSI designation must have their plan approved by the district and reviewed by the state.
 - Schools with a TSI designation must have their plan approved by the district.

Progress Monitoring Data Review (PMDR)

- Student, instructional and leadership data is collected on a quarterly basis. The purpose of PMDR is to inform state, district and school leaders about professional capacity and school climate as related to student achievement.
- Required for schools with a school grade of D or F.
- Data elements include:
 - **Student Level:**
 - Absences, tardiness, discipline, enrollment, English Language Arts and mathematics progress monitoring data
 - **Instructional Level:**
 - Vacancies, absences, Value-added Model (VAM) ratings, experience and certification
 - **Leadership Level:**
 - Experience, vacancies and absences



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Accountability

2022 School Grades

- School grades released July 7.
- Comparisons to 2019 (last full year of data).
- 100% of schools graded F in 2019 improved their grades in 2022, including one that earned a B and six that earned a C.
- 84% of schools graded D and F in 2019 improved their grades in 2022.
- 469 schools increased their grade in 2022, while 825 schools maintained an A grade and 348 schools maintained a B grade compared to 2019.

Accountability Transition

- Beginning with the 2022-23 school year, the end-of-year comprehensive progress monitoring assessment (PM3) is the statewide, standardized assessment in English language arts (ELA) and Math.
- PM1 and PM2 are for informational purposes and are not to be incorporated into district, school, or teacher accountability metrics.
- When they resume in 2023-24, learning gains will continue to be based on end-of-year comparisons (PM3 to PM3).

Accountability Transition (continued)

- 2022-23 school and district grades will be informational baseline grades. Schools will not be subject to sanctions or penalties that would otherwise occur as a result of the 2022-23 rating.
- Due to the absence of learning gains, the initial school grading scale for the 2022-23 informational baseline grades shall be set so that the percentage of schools that earn an “A,” “B,” “C,” “D,” and “F” is statistically equivalent to the 2021-22 school grades results.

Accountability Transition (continued)

- Mirrors the “hold harmless” approach used during 2014-15 when the state transitioned from the FCAT 2.0 to FSA.
- 2023 informational baseline grades will be released later than normal to allow for educator panels, reactor panels and the state board to complete their work. Most likely winter of 2023.
- Due to the absence of learning gains, school improvement ratings will not be calculated for the 2022-23 school year.
- No VAM scores in 2022-23.

Overall School Performance

- The School Grades for 2022 represent a significant improvement over school performance in 2021.

Grade	If School Grades Had Been Assigned to All Schools in 2021	2021 Percent	2022 Number	2022 Percent	Percentage Point Change
A	573	19%	1,041	33%	+14%
B	561	18%	807	25%	+7%
C	1,142	37%	1,141	36%	-1%
D	565	18%	170	5%	-13%
F	244	8%	30	1%	-7%

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