Funder Investments:
Creating Strategic Impact
How do you define *Strategic Impact*?
Strategic Impact – Maximizing the effects of funding through innovative, focused initiatives that impact student achievement
Creating Strategic Impact

- **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.
Creating Strategic Impact

- **District Funding**
  Which specific district goal does the request support?

- What is the sustainability plan for this initiative after the funds have been spent?
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](http://www.floridacims.org).

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

“Education is not the filling of a pail, but the lighting of a fire.” - William Butler Yeats
Creating Strategic Impact

- **School Funding**
  Which specific Area of Focus does the request support?

- What is the sustainability plan for this initiative after the funds have been spent?
EduData

Beta Test Site - Provide Feedback | Subscribe for News and Updates

Florida's Education Information Portal

The goal of Florida's EduData Portal is to increase the advancement of Florida students and schools by providing access to information that will facilitate important decisions about education in Florida. The links below provide access to Florida report cards, advanced and standard reports in a variety of formats including graphs, tables, maps, custom reports, and spreadsheets based on your interests in education-related data.

The Elementary and Secondary Education Act of 1986, as amended by the Every Student Succeeds Act (ESSA), requires every state and district to publish report cards that show how the state, district, and schools are doing with regard to student achievement and success. Secretary DeVos' Parent's Guide to State and Local Report Cards is published as a resource to help parents and other stakeholders fully utilize the information provided in the report cards linked below. The Florida Report Cards Quick Start User Guide is designed to help parents and the public navigate key components of Florida Report Cards.

Standard reports are grouped by subject below. These reports are the most frequently requested files/reports and can be downloaded in an Excel file.

Help us improve your experience by completing the Florida Report Card Feedback Survey.

It is recommended that you download the latest version of a supported browser for the best report card experience. Fully supported browsers include Chrome, Firefox, and Internet Explorer.

Florida Report Cards & Advanced Reports

- Florida Report Card (Under Construction)
- School Report Cards
- District Report Cards
- Advanced Reports

Standard Reports

- PK-12 Schools
- PK-12 Students
- PK-12 Staff
- District Career & Adult Education
- Florida College System
- Florida Education & Training Placement Information (FETPI)
2017-18 School Report Card

YOUR HIGH SCHOOL

Title 1: Exceptional Student Education Center: Charter: Alternative Education:

Grades Served: 9 10 11 12

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

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

School Performance

School Grade

C

Graduation Rate: 84%

Identified for Support: Yes

View Components

For more information see the School Grades Overview and the Guide to Calculating School and District Grades.

Profile

www.FLDOE.org
# Support and School Grade Breakdowns

## Support Breakdown

<table>
<thead>
<tr>
<th>Overall Federal Index</th>
<th>Low Overall Federal Index</th>
<th>Low Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Federal Index, 48%</td>
<td>40% or Less</td>
<td></td>
</tr>
</tbody>
</table>

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 work with school districts to provide additional assistance to increase student outcomes in CS&I and TS&I schools.

## School Grade Breakdown

<table>
<thead>
<tr>
<th>Total School Grade Percent of Points</th>
<th>Percent of Points for all Components, 47%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 62% or greater, B = 54% to 61%, C = 41% to 53%, D = 32% to 40%, F = 31% or less</td>
<td></td>
</tr>
</tbody>
</table>

### Components of School Grade by Subgroup

**Instructions:** Use the Subgroup selector and View Subgroup button to display the percent of points earned for each component by the selected subgroup.

**Data Masking:** Data are suppressed when the number of students in the selected subgroup is less than 10 and is noted by “Not Enough Data”.

### Select Subgroup:

<table>
<thead>
<tr>
<th>Subgroup Federal Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subgroup Federal Index</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Black/African American</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
</tr>
<tr>
<td>Multiracial</td>
</tr>
<tr>
<td>English Language Learners</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
</tr>
</tbody>
</table>

### English Language Arts

- Achievement, 36%
- Learning Gains, 43%
- Low 25% Gains, 35%

### Math

- Achievement, 36%
- Learning Gains, 49%
- Low 25% Gains, 41%

### Social Studies

- Achievement, 40%

### Science

- Achievement, 44%

### Acceleration

- College & Career, 54%

### Graduation Rate

- Graduation Rate, 54%
Planned Release for Summer 2019

Remaining Required Report Card Items

• State Report Card
• Educator Qualifications and Equity Report
• Per-Pupil Expenditures Report

Enhancements

• School comparison tool
• Map navigation
• Mobile optimization/compatibility
• Report overview sections with print capability
• Additional enhancements identified through feedback
Planning for Strategic Impact
Funder Responsibilities

• Provide specific guidance to ensure that the project plan impacts the strategies that increase student achievement
  ➢ 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

<table>
<thead>
<tr>
<th>REASONABLE</th>
<th>ALLOWABLE</th>
<th>NECESSARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures whose nature or amount does not exceed what would be incurred by a prudent person</td>
<td>Expenditures under a grant that are permitted or not prohibited</td>
<td>Expenditures must be essential to completing the scope of work in the project</td>
</tr>
</tbody>
</table>

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 Achievement

- Technology
- Textbooks - alignment to standards?
  - Site: www.edreports.org
- Supplies
- Personnel
- Professional Development
- Contracted Services
- Travel/Field Trips
Math K-8 Summary of Alignment & Usability

Third Grade

ALIGNMENT
Meets Expectations

Gateway 1: FOCUS & COHERENCE

- 12-14 Meets Expectations
- 8-11 Partially Meets Expectations
- 0-7 Does Not Meet Expectations

Gateway 2:
RIGOR & MATHEMATICAL PRACTICES

Fourth Grade

ALIGNMENT
Meets Expectations

Gateway 1: FOCUS & COHERENCE

- 12-14 Meets Expectations
- 8-11 Partially Meets Expectations
- 0-7 Does Not Meet Expectations

Gateway 2:
RIGOR & MATHEMATICAL PRACTICES

Fifth Grade

ALIGNMENT
Meets Expectations

Gateway 1: FOCUS & COHERENCE

- 12-14 Meets Expectations
- 8-11 Partially Meets Expectations
- 0-7 Does Not Meet Expectations

Gateway 2:
RIGOR & MATHEMATICAL PRACTICES
Check for Alignment

➢ Review the District Strategic Plan and/or the Schoolwide Leadership Plan (SIP).

➢ Gain clarity on how the request directly supports or reinforces the major initiatives and highest priorities of the school/district.
Assess the Scope of the Plan

➢ The proposed plan should be limited to address only the highest priority needs of the school/district.

➢ 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.
Include Various Stakeholders

➢ Consider how families, businesses, and other community stakeholders can contribute to the development and implementation of the initiative.

➢ District and school initiatives are most effective when they are a collaborative effort.
Consider the Sustainability or Continuation of the Project

- 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.

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

- Bruce Lee
Review Guiding Questions

➢ Overarching Questions

➢ Questions related to Instructional Support

➢ Questions related to Family and Community Engagement Support

➢ Questions related to purchasing supplies
Contact Information

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850-340-0194 cell