



Welcome to SI Innovators: October Topical Call

Using the chat feature:

How does your district/school use progress monitoring to support student achievement?

Update on HB 7011 s.1008.365, F.S.

- Establishes the Reading Achievement Initiative for Scholastic Excellence (RAISE) within the Florida Department of Education.
- After further review, it has been determined that the RAISE Program established by s. 1008.365(2), F.S. does not apply to charter schools.
- This does not preclude charter schools from receiving literacy supports from Just Read, Florida! and State Regional Literacy Directors (SRLDs).



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SI Innovators: October

Progress Monitoring Data Review (PMDR)

Agenda

- Progress Monitoring Data Review (PMDR) overview and changes
- Process for 2021-22 school year
- Survey Questions
- Best practices and data examples
- 2021-22 Quarter 1 PMDR Survey

Overview

- Progress Monitoring Data Review or PMDR is a quarterly survey used to gather student, instructional and leadership data to inform state, district and school leaders about professional capacity and school climate as related to student achievement.

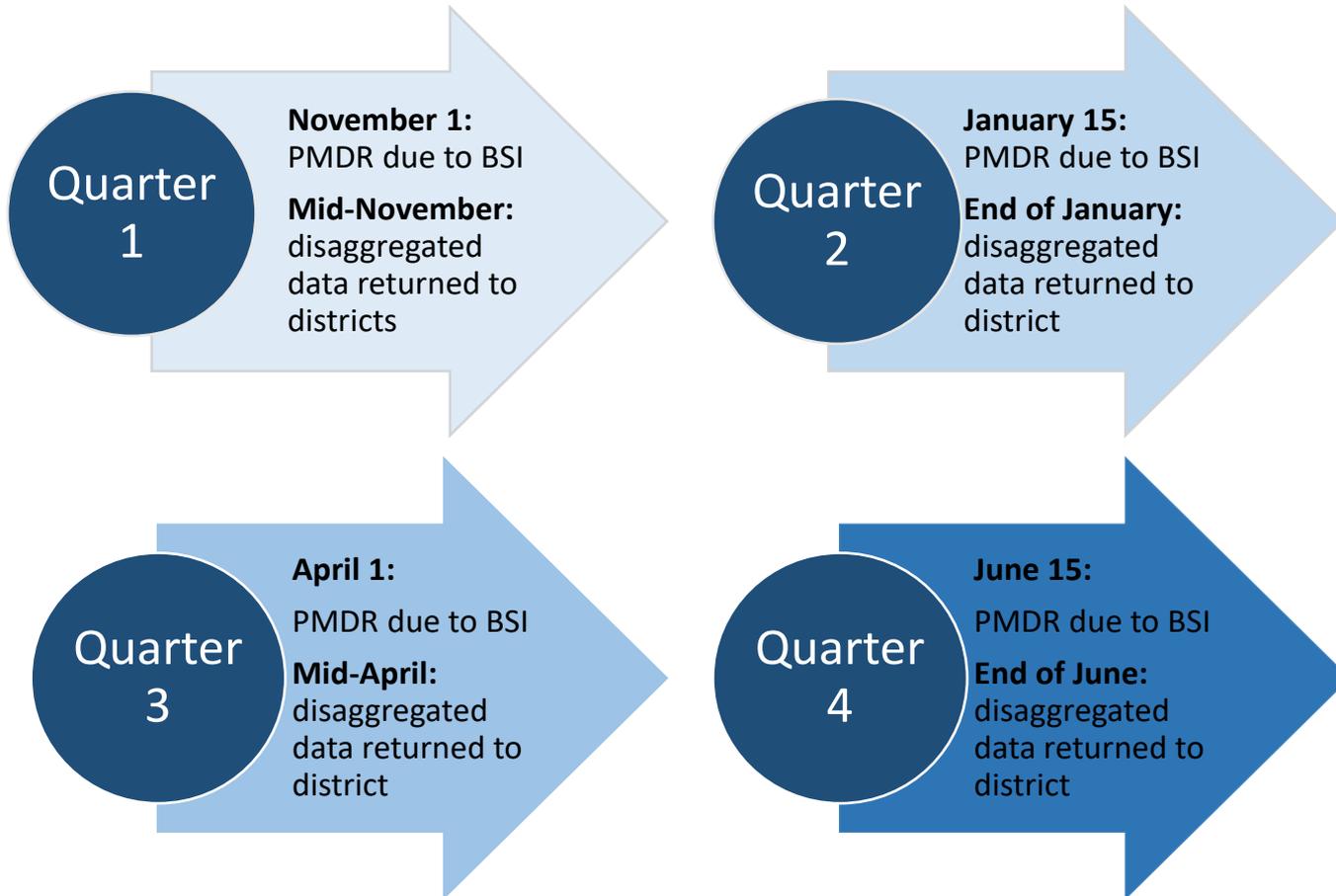
2021-22 Changes to PMDR

- PMDR will be collected from all 2019 **School Improvement** schools in order to monitor and prevent recidivism.
 - Tier 1 (First time D)
 - Tier 2 (District-managed Turnaround)
 - Tier 3 (External Operator)
- This includes schools that “opted in” to their 2021 school grade and **exited** state support.

Process for 2021-22 PMDR

- Jodi Findeisen sends an email to district contacts approximately 2-3 weeks prior to due date with instructions.
 - If deadlines are needed, please send all requests to Jodi.Findeisen@fldoe.org.
- Once all data is received, data is disaggregated by school type and region.
- BSI and the regional field teams share data trends and support changes to the schools action plan, if needed.

Timeline





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Student Data

Student Data

- Student data indicators will be collected by grade level each quarter. Indicators may include:
 - Total number of absences for the entire school day and the number of students who have been absent 5 or more days as of the last day of the most recent quarter;
 - Total number of tardies;
 - Number of student disciplinary referrals and number of students that comprise these referrals;
 - The number of days of in school and out of school suspension for each grade level;
 - Number of students in each grade level not on track to meet grade level standards; and
 - Number of students retained one, two or three or more times.



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Educator Data

Educator Data

- Educator data indicators will be collected by grade level each quarter. Indicators may include:
 - The number of FTE staff by their 2019 or 2021 state-assigned (whichever is best) 3-year aggregate VAM ratings;
 - For each grade level the number of vacancies, out of field teachers and absences as of the last day of the most recent quarter;
 - For each grade level the number of years of teaching/instructional experience in the classroom for each FTE instructional staff member; and
 - For each grade level the number of FTE instructional positions with the number of teachers new to the school and the number of teachers new to their grade level.



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School Based Leadership Team Data

School Based Leadership Team Data

- School Based Leadership Team data indicators will be collected each quarter. Indicators may include:
 - Years of experience for Principals, Assistant Principals and Coaches; and
 - Years at current school.



Best Practices

Data Example and Guiding Questions
2021-22 Quarter 1 PMDR Survey

Best Practices

- Review data with all stakeholders
- Create and develop action plans
- Monitor data points for improvement
- Realign resources to the highest priorities

PMDR Example 1

| School Name | School Type | Support Tier | Total VAM-rated Teachers | Total Highly Effective | Total Effective | Total Needs Improvement | Total Unsatisfactory | % Highly Effective | % Effective | % Needs Improvement | % Unsatisfactory |
|-------------|-------------|--------------|--------------------------|------------------------|-----------------|-------------------------|----------------------|--------------------|-------------|---------------------|------------------|
| School A | Elementary | 1 | 6 | 1 | 5 | 0 | 0 | 17% | 83% | 0% | 0% |
| School B | Elementary | 3 | 4 | 2 | 1 | 1 | 0 | 50% | 25% | 25% | 0% |
| School C | Elementary | 2 | 10 | 2 | 8 | 0 | 0 | 20% | 80% | 0% | 0% |
| School D | Elementary | 3 | 3 | 2 | 1 | 0 | 0 | 67% | 33% | 0% | 0% |

School B, a Tier 3 schools, shows 25% of teachers as needs Improvement.

- How are you supporting these teachers?
- Where did you move your NI/ U teachers? (Ex. Non-tested areas)
- What evidence do you have that the improvement plans (NI/U) are leading to more effective instructional practices and higher student performance?

PMDR Example 2

| School Name | School Type | Support Tier | Total Number of Student tardies | Total Number of Student Absences | Total Number of Students Absent 5 or More Days | % of Students Absent 5 or More Days | Total Student Enrollment |
|-------------|-------------|--------------|---------------------------------|----------------------------------|--|-------------------------------------|--------------------------|
| School A | Elementary | 1 | 1376 | 3482 | 238 | 73% | 328 |
| School B | Elementary | 3 | 598 | 1865 | 143 | 71% | 201 |
| School C | Elementary | 2 | 287 | 2584 | 180 | 73% | 248 |
| School D | Elementary | 3 | 920 | 2675 | 190 | 73% | 262 |

Schools A-D have a high percentage of students being absent 5 or more days.

- How do you track student absences? How often?
- District policy and definitions
- What new strategies do you utilize to target these issues? Monitoring?
- What are the reasons students are absent? Have you analyzed root causes?

PMDR Example 3

| School Name | School Type | Support Tier | Total Number of Student Disciplinary Referrals | Total Number of Students with Referrals | Total Number of Students Retained Twice or More | % of Students with Referrals | % of Students Retained Twice or More |
|-------------|-------------|--------------|--|---|---|------------------------------|--------------------------------------|
| School A | Elementary | 1 | 37 | 21 | 2 | 6% | 1% |
| School B | Elementary | 3 | 28 | 18 | 1 | 9% | 0% |
| School C | Elementary | 2 | 14 | 11 | 9 | 4% | 4% |
| School D | Elementary | 3 | 37 | 26 | 3 | 10% | 1% |

School C has identified 9 students as being retained 2 or more times.

- What is your system of support?
- Does your student progression plan address an acceleration plan for identified students?
- What is your longitudinal data of retentions by grade? Be specific about those retained 2 times or more. What grades?
- Have the identified students been through the MTSS process, tested and identified needing additional support?
- What priority does retained students take in teacher placement?



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2021-22 PMDR Quarter 1 Survey

<https://survey.alchemer.com/s3/6578430/Progress-Monitoring-Data-Review-Quarter-1-21-22>



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Next Meeting Turnaround Option Plans

November 17, 2:00-3:00 PM

Please forward the calendar invites to appropriate departments for this topic.



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