

Florida Department of Education
State Systemic Improvement Plan
Evaluation Plan for Federal Fiscal Year 2024

Overview

The Florida Department of Education (FDOE) conducted a comprehensive evaluation of the State Systemic Improvement Plan (SSIP) covering Federal Fiscal Years (FFY) 2020-2024. This evaluation examined the implementation of a data-based continuous improvement model using the Six Key Practices framework. It assessed associated outcomes for students with disabilities, particularly graduation and dropout rates.

The SSIP evaluation included the following key evaluation questions:

1. To what extent did the State Educational Agency (SEA) utilize the Six Key Practices framework to implement evidence-based practices that improved graduation and decreased dropout for students with disabilities;
2. To what extent did Local Educational Agencies (LEAs) receiving Tier 3 supports implement a data-based, problem-solving continuous improvement model aligned to the Six Key Practices; and
3. To what degree did improvements occur in student outcomes—specifically graduation and dropout—for students with disabilities.

Evaluation Question 1: SEA Implementation of the Six Key Practices

Evaluation Methods and Measures

FDOE used the Moving Your Numbers (MYN) SEA Self-Evaluation Survey to assess SEA implementation of the Six Key Practices. Additional evidence of SEA implementation included records of professional development, technical assistance and SSIP documentation aligned to improvement activities.

Key Findings

- In FFY 2020, SEA survey results reflected continued progress across all Six Key Practices, with the strongest implementation observed in *Use Data Well* and *Focus Goals*.
- During FFY 2021-2022, formal MYN survey administration was suspended due to statewide disruptions related to the COVID-19 pandemic; however, the SEA continued implementation through virtual supports, professional learning and data-driven graduation initiatives.
- During FFY 2023-2024, the implementation of the Six Key Practices was documented through SSIP records, specialized technical assistance supports and focused alignment of SEA capacity-building activities with graduation and dropout reduction priorities.

Use of Results for Improvement

Results from evaluation activities informed refinement of SEA SSIP implementation strategies, strengthened professional learning plans and guided prioritization of data-based continuous improvement supports.

Evaluation Question 2: LEA Implementation of Tier 3 Supports and the Six Key Practices

Evaluation Methods and Measures

FDOE used MYN LEA Self-Evaluation Survey data through FFY 2020, supplemented by Tier 3 technical assistance records, LEA improvement plans and documentation of differentiated support activities.

Key Findings

- In FFY 2020, MYN LEA survey results demonstrated that LEAs receiving Tier 3 supports showed the strongest implementation in *Use Data Well* and *Focus Goals*, while areas such as *Implement Deeply* indicated a continued need for sustained support.
- During FFY 2021-2022, MYN surveys were not administered due to pandemic-related impacts; however, Tier 3 LEAs continued to receive targeted SSIP supports, including virtual coaching, data reviews and improvement planning.
- In FFY 2023-2024, LEA engagement in continuous improvement aligned to the Six Key Practices was evident through SSIP documentation, technical assistance logs, and graduation-focused implementation activities, even in the absence of formal MYN survey administration.

Use of Results for Improvement

Evaluation findings guided SEA differentiation of Tier 3 support strategies, refinement of coaching and technical assistance delivery, and the targeting of areas requiring intensified support to advance implementation depth and sustainability.

Evaluation Question 3: Student Outcomes – Graduation and Dropout

Evaluation Methods and Measures

FDOE measured student outcomes using the four-year adjusted cohort graduation rate and the cohort-based dropout rate for students with disabilities, as reported annually through FDOE accountability systems.

Graduation and Dropout Outcomes (FFY 2020-2024)

School Year (Graduating Cohort)	Statewide Graduation Rate (All Students)	Graduation Rate for Students with Disabilities	Gap (Percentage Points)
2019-20 (FFY 2020)	90.0%	83.8%	6.2%
2020-21 (FFY 2021)	90.1%	81.6%	8.5%
2021-22 (FFY 2022)	87.3%	85.1%	2.2%
2022-23 (FFY 2023)	88.0%	88.4%	-0.4%
2023-24 (FFY 2024)	89.7%	86.8%	2.9%

Interpretation of Outcome Data

Graduation outcome data for students with disabilities across FFY 2020-2024 reflected both pandemic-related variability and sustained post-pandemic improvement. During FFY 2020 and FFY 2021, while statewide graduation rates for all students remained high (90.0 and 90.1 percent), graduation rates for students with disabilities declined to 83.8 and 81.6 percent, resulting in widened gaps of 6.2 and 8.5 percentage points, respectively. These outcomes coincided with significant instructional disruptions and emergency assessment flexibilities. Beginning in FFY 2022, graduation outcomes for students with disabilities improved substantially, with the gap narrowing to 2.2 percentage points as instructional stability and standard graduation requirements were restored. In FFY 2023, students with disabilities graduated at a slightly higher rate (88.4 percent) than the statewide average (88.0 percent), resulting in a 0.4 percentage-point gap. In FFY 2024, Florida achieved a record-high statewide graduation rate of 89.7 percent, while the graduation rate for students with disabilities reached 86.8 percent, resulting in a 2.9 percentage-point gap. Overall, data from FFY 2022-2024 demonstrated sustained improvement in graduation outcomes for students with disabilities and meaningful progress in maintaining a substantially narrowed graduation gap.

Use of Results for Improvement

Florida used graduation outcome results from FFY 2020-2024 to inform continuous improvement within the SSIP and to guide refinement of statewide and local implementation strategies. The widening of the graduation gap during FFY 2020 and FFY 2021 prompted the SEA to intensify data-based reviews, prioritize graduation-focused technical assistance and strengthen support for LEAs serving students with disabilities most impacted by instructional disruptions. As graduation outcomes improved and the gap narrowed, beginning in FFY 2022, the SEA used these results to identify effective practices, reinforce implementation of the Six Key Practices, and scale evidence-based strategies through job-embedded professional learning and differentiated Tier 3 supports. The sustained narrowing of the graduation gap through

FDOE SSIP Evaluation Plan FFY 2024

FFY 2024 informed ongoing adjustments to SSIP activities, including targeted monitoring of at-risk students, refinement of transition and instructional supports, and continued emphasis on data-informed decision-making.

Conclusion

The SSIP evaluation for FFY 2020-2024 demonstrated that the Six Key Practices were sustained by FDOE and its LEAs, even amid unprecedented operational challenges. Continued emphasis on data-based decision-making, capacity building and targeted supports corresponded with improved graduation and dropout outcomes for students with disabilities. Evaluation findings were used to guide SSIP refinements, engage stakeholders and support sustained improvements across Florida's education system.