School Improvement Updates

School Improvement Plan
and Other Updates
Mission

The Bureau of School Improvement (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
• Positive Culture and Environment
<table>
<thead>
<tr>
<th>Vision</th>
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<tbody>
<tr>
<td><strong>We serve districts and schools as collaborative partners to support continuous improvement and improved outcomes for all students by:</strong></td>
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<td>• Providing monitoring and support to low performing schools</td>
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<td>• Building positive relationships, effective communication, and a growth mindset among all stakeholders</td>
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<td>• Supporting an equitable learning environment focused on improving student outcomes and closing the achievement gap</td>
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<td>• Coaching for standards-aligned learning and evidence-based interventions</td>
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<td>• Utilizing various data for purposeful planning and problem solving</td>
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School Improvement Process

Solo “D” schools & Graduation Only schools (67% or less)

Single grade of D

New Turnaround Plan:
Select New Options
1. Reassignment/Closure
2. Charter
3. External Operator/Outside Entity

Schools implement a District-managed Turnaround Plan

Single grade of F or DD

Completed Cycle 1

2-year plan

2-year plan
Tiers of Support to CS&I Low-performing Schools

- **Tier 1**: 104 schools - Solo “D”
  - 8 schools - Grad Only

- **Tier 2**: 74 schools
  - 38-YR 1, 33-YR 2, 3-YR 3

- **Tier 3**: 14 schools

3 options for Turnaround Plan - close, charter, or external operator

District-managed Turnaround Plan (2-year plan)

Submit Quarterly Data

School Improvement Plan (annual plan)

Regional Team works with district and school leadership teams

Instructional Reviews

* Tiering requirements escalate
Turnaround Option Plan (TOP) Timeline

**Initial TOP**
- **September 1**
  - MOU
  - Instructional Roster
  - TOP-1
- **October 1**
  - TOP-2

**Subsequent TOP**
- **November 1**
  - TOP-1
- **January 31**
  - TOP-2
- **May 1**
  - CH or EO final contract
    (if option selected)
- **July SBM**
  - Supt. and School Board Chair presents TOP-2 and
    CH or EO contract
    (if option selected)
## DA Highlights

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68% of DA schools graded “D” or “F” in 2017 improved their grade in 2018.

94% of DA schools graded “F” in 2017 improved their grade in 2018.

59% of 2017-18 first year turnaround schools improved their 2018 school grade to a C or better and exited turnaround.

*These numbers are based on schools that received grades in both 2017 and 2018.*
2017-2018 DA Schools, where are they now?

- 61% (137) - Exited DA
- 33% (74) - Still In DA
- 4% (8) - Closed
- 2% (4) - Did not receive a School Grade
<table>
<thead>
<tr>
<th>2018-19 BSI Team Goal</th>
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<tbody>
<tr>
<td>If we implement our Bureau of School Improvement mission and vision with fidelity, then <strong>67%</strong> of Differentiated Accountability (DA) schools will increase their school grade in 2019.</td>
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Changes to School Improvement Rule
Proposed Changes

The proposed rule:

• Eliminates the state designation of TS&I and classifies all Differentiated Accountability (DA) schools as CS&I;
• Renames DA;
• Adds a form to notify and receive approval prior to the hiring of a turnaround principal and
• Revises incorporated forms used by school districts.

Webinar- June 6 at 10:00 a.m.
Principal Change Form-
submit to BSI no later than 10 days prior to the proposed
principal hire date

Assurance 2: School Capacity-Leaders and Educators

☐ The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served.

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Explain the rationale for replacing the principal.
2. Provide the principal’s name and proposed start date, selection process and leadership experience.
3. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the community served.
4. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
5. What actions will the district take regarding the school leadership team if the school’s grade does not improve?
2019-20 School Improvement Plan Updates
School Improvement Plan (SIP)

- 1001.42 (18)(a) F.S.

School improvement plans.—The district school board shall annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district which has a school grade of “D” or “F”; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II);

Webinar- May 23 at 10:00 a.m.
Requirements for SIPs

The district shall annually approve a SIP for each school which:

• Has a school grade of D or F
• Has a significant gap in achievement on state assessments by one or more subgroups
• Has not significantly increased the percentage of students passing state assessments
• Has not significantly increased the percentage of students demonstrating learning gains or
• Has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate

1001.42 (18)(a) F.S.
In 2018-19, there were two options available in CIMS for the SIP.

- **Standard SIP** (traditional format)
- **Pilot SIP** (condensed, data-based format)

In 2019-20, there will be only one option.

- **Stakeholder input** (internal, external)
- **SIP** (condensed, practical, data-based format)
Created in collaboration with feedback from DA Team, Internal DOE partners, and districts.

**Notable Changes:**
- DA and ESSA status will be listed on the demographics page
- EWS systems page will include number of students by grade level and teachers at the school
- School’s ESSA data will be included
- Analysis questions revamped to provide deeper and more thought provoking reflection
- Planning process revamped to include measureable outcomes and evidence-based strategies
- Helpful links to the State, District, and School Report Card and the 2019-20 School Improvement Leadership Guide are included in the plan
- Area of Focus
- Rationale
- Measureable Outcome
- Evidence-based Strategy
- Rationale for Evidence-based Strategy
- Action Steps (numbered)
Schoolwide Improvement Plan Resources

• [www.floridacims.org](http://www.floridacims.org)

• School Improvement Leadership Guide

• Webinar will be held on May 23, 10 AM and will be recorded and posted on CIMS for future use

• Regional teams will facilitate district trainings

• Exemplar SIPs for TS&I schools with underperforming subgroups of SWD or ELL
7070 Turnaround School Supplemental Services Allocation (TSSSA)
Three criteria for eligibility:

1. A school that is implementing a district-managed turnaround plan.

2. A school that has earned three consecutive grades below a “C”.
   
   *(May be in Cycle 2 of turnaround with the grade history of FFD, FDF, FDD, FFF)*

3. A school that has improved to a “C” and is no longer in turnaround status within the last two years.
TSSSA Timeline & Funding

Timeline

• Districts should develop and submit a plan (including a budget) for implementation to its school board for approval no later than August 1st

• Districts shall submit its approved plans to the commissioner no later than September 1st

Funding

• Each school district’s allocation must be based on the unweighted FTE student enrollment at the eligible schools and a per-FTE funding amount of $500 or as provided by the General Appropriations Act. (list available)
TSSSA Service Models

1. Services may include, but are not limited to:
   - tutorial and after-school programs
   - student counseling
   - nutrition counseling
   - parental counseling
   - extended day and school year

   In addition, services may include models that:
   - develop a culture that encourages students to complete high school and to attend college or career training
   - set high academic expectations
   - inspire character development

2. A school district may enter into a formal agreement with a nonprofit organization to implement an integrated support service model that provides wrap-around services, including, but not limited to:
   - health services
   - after-school programs
   - drug prevention programs
   - college and career readiness programs
   - food and clothing banks
A plan, at a minimum, **must:**

1. Establish comprehensive support services that develop family and community partnerships
2. Establish clearly defines and measurable high academic and character standards
3. Increase parental involvement and engagement in the child’s education
4. Describe how instructional personnel will be identified, recruited, retained, and rewarded
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards
6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year
7. Include a strategy for continuing to provide services after the school is no longer in turnaround status by achieving a “C” or higher.
TSSSA Plans

• Plan template will be provided to the district (similar to Traditional Schools of Hope application, TOP-3).

• Plan requirements (services) and budgets will need to be identified by eligible school(s).

• Award will be at the district level.
UniSIG Teacher Recruitment and Retention Allocation
2019-20
Proposed Use of UniSIG Funds

Annual Recruitment & Retention Allocation (Highly Effective & Effective Teachers)

Anticipated funds would come from the federal UniSIG allocation. The rest of the districts’ allocation would then be used to support Areas of Focus identified in the Schoolwide Improvement Plans of D, F, or grad only schools.

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### 2018-19 School Grades
- School grades released in July 2019 and D and F schools identified
- Allocation list generated in August 2019

### 2018-19 3-yr. state VAM
- 3-yr. aggregate state VAM released in August 2019
- Roster verification due to BSI in August 2019

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### Eligibility for 2019-20 Allocation
- **Highly Effective: $10,000 & Effective: $7,500**

Teachers at a D or F school must meet the following criteria:
- 2019 3-yr. aggregate state VAM rating must be Highly Effective or Effective
- Only exception is a 1-yr. Algebra I state VAM from 2019 that is rated Highly Effective or Effective
Important Dates
Important Dates – May and June

• Schoolwide Improvement Plan webinar – May 23 at 10 a.m.
• Heartland Leadership Conference – June 5, Lake Placid
• School Improvement Rule webinar – June 6 at 10 a.m.
• Summer Literacy Institute - June 11-13, Orlando
• Sunshine State Scholars - June 13-14, Orlando
• Instructional Leadership Team Academy (Institute II) - June 18-19, Orlando
Important Dates – July and August

• Summer Science STEMposium
  - July 8-11, Tallahassee, July 15-18, Tampa, July 22-25, Palm Beach

• NEFEC Leadership Conference - July 9-10, Sawgrass

• NEFEC- SIP Training - July 11 (8:30-11 AM), Sawgrass

• Florida Teacher of the Year Gala - July 18, Orlando

• PAEC- Impact of ESSA & SIP - July 22 (1-4 PM), Destin

• PAEC Leadership Conference- July 23-24, Destin

• BSI Summer Academy (South) - July 23-24, Largo

• BSI Summer Academy (North) - July 31-August 1, Ocala
BSI Timeline/Due Dates

• May 1- External Operator Contracts due
• May 24- 2019-20 SIP will be open in CIMS
• July 17- State Board Meeting to approve 2019-20 TOP-2, Cycle 2 or 3 (External Operator) Plans
• August 1- TSSSA plan must be approved by the district school board
• August 2- UniSIG application due in CIMS
• September 1- TSSSA plan, MOUs, Instructional Rosters due to BSI
• October 1- Cycle 1 Turnaround Plans due (TOP-2)
Every Student Succeeds Act (ESSA)

Accountability, Assessment and School Improvement
New ESSA Accountability Provisions

• Inclusion of English Language Learner (ELL) proficiency as a separate accountability indicator
• Additional focus on reporting of subgroup performance
• Additional federal school improvement designations and support
• Revamped public report cards of state, district and school data
ESSA State Plan Template Sections

1. Title I, Part A: Assessment, Accountability, and School Improvement
2. Title I, Part C: Migrant Students
3. Title I, Part D: Neglected, Delinquent, or At-Risk Students
4. Title II, Part A: Supporting Effective Instruction
5. Title III, Part A: English Language Learners
6. Title IV, Part A: Student Support and Academic Enrichment Grants
7. Title IV, Part B: 21st Century Community Learning Centers
8. Title V, Part B, Subpart 2: Rural and Low-Income School Program
9. Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act
Florida's ESSA State Plan

• Drafted with public input, including workgroup of superintendents
• Approved September 26, 2018
• Preserves the focus on increased student achievement
• **No changes** to Florida’s state accountability systems
  • School Grades
  • Differentiated Accountability
• Adds a Federal calculation to satisfy ESSA requirements
  • New Federal Percent of Points Index (Federal Index)
Accountability
New Federal Index

• Calculation includes all school grades components plus English Language Proficiency (ELP) progress
  • English Language Proficiency progress – the percent of ELLs who make progress on the state’s assessment of proficiency in the English language (i.e., learning gains on ACCESS for ELLs or Alternate ACCESS for ELLs)

• Calculated for all schools including ungraded, Exceptional Student Education centers, alternative schools, Department of Juvenile Justice facilities, and feeder schools

• Calculated overall and by subgroup
Federal Index
Calculated for 10 Subgroups

• 7 major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races)
• Students with disabilities (SWDs)
• English Language Learners (ELLs)
• Economically disadvantaged students
# Federal Index

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<th>Florida Component</th>
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<td><strong>Student Growth</strong></td>
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<td>English Language Arts (ELA) Achievement</td>
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<td>Mathematics Achievement</td>
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<td>Learning Gains ELA</td>
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<td>Learning Gains Mathematics</td>
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<td>Learning Gains Lowest 25% ELA</td>
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<tr>
<td>Learning Gains Lowest 25% Mathematics</td>
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<td><strong>Graduation Rate</strong></td>
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<td>4-Year Graduation Rate</td>
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<td><strong>School Quality or Student Success</strong></td>
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<td>Science</td>
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<td>Social Studies</td>
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<td>Middle School – Acceleration</td>
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<td>High School – College and Career</td>
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<td>Acceleration</td>
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<td><strong>Progress in Achieving English</strong></td>
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<td><strong>Language Proficiency (ELP)</strong></td>
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<td>ELP Progress</td>
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State, District, and School Report Cards

• A new interactive report card will provide the federally required components for the state, district, and school report cards

• It will include the information that is now accessed through SPARS in a more accessible format for parents and the general public

• Includes the following:
  • School grade and school grade components, and FPPI
    • Components disaggregated by subgroup
    • State, District, School level
  • English Language Proficiency Progress
    • State, District, School level
  • Whether the school was identified for support
EduData Portal and Report Cards

https://edudata.fldoe.org/index.html

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 1965 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. The Florida Report Card Quick Start User Guide is designed to help parents and the public to navigate key components of Florida Report Cards.

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

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)

www.FLDOE.org
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

For information about Florida’s Consolidated State Plan see Every Student Succeeds Acts (ESSA).

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.

www.FLDOE.org
Support and School Grade Breakdowns

Support Breakdown

Overall Federal Index
Overall Federal Index, 48%
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 work with school districts to provide additional assistance to increase student outcomes 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: ☐  61%
- Black/African American: ☐  44%
- Hispanic: ☐  46%
- Asian: ☐  %
- American Indian/Alaskan Native: ☐  %
- Native Hawaiian/Other Pacific Islander: ☐  %
- Multiracial: ☐  41%
- English Language Learners: ☑  27%
- Students with Disabilities: ☑  32%
- Economically Disadvantaged: ☐  45%

School Grade Breakdown

Total School Grade Percent of Points
Percent of Points for all Components, 47%
A = 62% or greater,  B = 54% to 61%,  C = 41% to 53%,  D = 32% to 40%,  F = 31% or less

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:
Total Students  

English Language Arts
Achievement, 36%  Learning Gains, 43%
Low 25% Gains, 35%

Social Studies
Achievement, 40%  Learning Gains, 40%
Low 25% Gains, 41%

Science
Achievement, 44%

Acceleration
College & Career, 54%

Graduation Rate
Graduation Rate, 84%
Components of School Grade by Subgroup

- Total Students
- Race/Ethnicity
- Students with Disabilities
- English Language Learners
- Economically Disadvantaged
- Gender
- Migrant
- Homeless
- Foster
- Military Family Student

Mathematics
- Learning Gains, 45%
- Achievement, 33%
- Learning Gains, 48%
- Low 25% Gains, 56%

Social Studies
- Achievement, 66%

Science
- Achievement, 55%

Acceleration
- College & Career, 42%

Graduation Rate
- Graduation Rate, 81%
# Additional Report Card Sections

## Your School Demographics Overview

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<thead>
<tr>
<th>Teacher Count</th>
<th>Student Count</th>
<th>Enrollment Count by Grade</th>
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<tbody>
<tr>
<td>53</td>
<td>835</td>
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**Race/Ethnicity**

- Economically Disadvantaged: **46.1%**
- English Language Learners: **6.7%**
- Students with Disabilities: **18.9%**

[www.FLDOE.org](http://www.FLDOE.org)
English Language Learners – ELA Progress

Assessments - English Language Learners

English Language Progress

School Year

2017-18

Percent of Students Achieving Progress

48.1%

63.5%

59.4%

Your School

Your District

Statewide

www.FLDOE.org
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
Assessment
Percent Tested

- Schools testing less than 95% of their students, overall or by subgroup, will have to review their testing practices and submit a plan for change to achieve 95% tested

- Schools testing less than 95% will have the achievement denominators for ELA and Math increased to 95% for the Federal Index calculation
1% Cap

(b)(D)(i)(I) A State may provide for alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards described in paragraph (1)(E) for students with the most significant cognitive disabilities, if the State— (I) consistent with clause (ii), ensures that, for each subject, the total number of students assessed in such subject using the alternate assessments does not exceed 1 percent of the total number of all students in the State who are assessed in such subject;
Alternate Assessment and the 1% Cap

• Memo sent to districts July 2017 explained that the 1% cap is at the State level and appropriate participation in the alternate assessment would be monitored

• Florida is currently at 1.4% in ELA, 1.5% in Math and 1.5% in Science

• The majority of districts are above 1%
FSAA Participation Determination

- How a student will participate in the statewide assessment program is an IEP team decision
- Annual parental consent for alternate standards and assessment are required
- IEP Teams are encouraged to use the *Assessment Planning Resource Guide for IEP Teams*, to help in the decision-making process
- Student standards, courses and assessments must align
1% Cap

ESSA Language on Prohibition of Local Cap

(D)(ii)(II) PROHIBITION ON LOCAL CAP.—Nothing in this subparagraph shall be construed to permit the Secretary or a State educational agency to impose on any local educational agency a cap on the percentage of students administered an alternate assessment under this subparagraph, except that a local educational agency exceeding the cap applied to the State under clause (i)(I) shall submit information to the State educational agency justifying the need to exceed such cap.
English Language Learners (ELLs)

- Florida Standards Assessment in English Language Arts for First-year ELLs:
  - Test all in 1\textsuperscript{st} year (90% of ELLs did this in 2017-18)
  - Learning gains counted in 2\textsuperscript{nd} year
  - Achievement counted in 3\textsuperscript{rd} year
  - Memo sent October 19, 2018
- Increased the federal accountability reporting period for former ELLs from two years to four years
- Included long-term goals for ELLs on the ACCESS for ELLs English Language Proficiency assessment
ESSA School Identification
Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. With a strong, proven accountability system, Florida is already ahead of most of the nation as it relates to the requirements laid out in ESSA. Student performance has consistently improved since Florida introduced rigorous accountability measures.

States were required to submit a state plan describing their approach to ESSA compliance. The department held a first round of public input summer 2016 via online survey, and outreach continued throughout the school year to educator associations and stakeholder groups. The commissioner also convened a superintendents’ workgroup to provide input on major decision points. Then, a draft of the state plan was posted for public comment June 30–July 31, 2017. There were 450 respondents (1,295 comments) to the accompanying online survey. The comments were reviewed and further refinements were made. The state plan was submitted to the Governor for review, as required by ESSA. Florida received approval from the U.S. Department of Education on September 26, 2018.

Florida’s Approved ESSA State Plan (PDF)

Summary of the Assessment, Accountability, and School Improvement Provisions (PDF)

Approval Letter from the U.S. Department of Education (PDF)

Schools Identified for Support under ESSA

- 2017-18 Baseline Federal Index and ESSA Support Categories, by School (Excel): This report contains a tab with basic Federal Index data, a tab with detailed Federal Index data, and a data dictionary tab for understanding the data.
- ESSA Webinar January 24, 2019 (PDF)
Summary of the 2017-18 Baseline Data

- A total of 553 schools are identified for Comprehensive Support and Improvement (CS&I)
  - This includes Florida’s D&F schools (230 schools)
  - The rigor of Florida’s current School Grades system is evidenced by the reality that 51 D schools identified here would be unidentified if we solely relied on the Federal Index
  - Over half of the 553 schools (299) are ungraded schools, providing an opportunity to engage stakeholders for these alternative, ESE, and DJJ schools
Statewide View of 2017-18 ESSA Baseline Data – CS&I

• 553 CS&I schools
  • D or F schools with Federal Index below 41%  179
  • C schools with Federal Index below 41%  5
  • D schools with Federal Index above 40%  51
  • Graded schools with grad rate of 67% or lower  13
  • Ungraded schools with grad rate of 67% or lower  4
  • Feeder schools with Federal Index below 41%  6
  • Ungraded schools with Federal Index below 41%  295
Summary of the 2017-18 Baseline Data

• A total of 1,952 higher-performing schools are identified for Targeted Support & Improvement (TS&I) to address pockets of performance problems with specific student subgroups
  • This stresses the need to be innovative in even our high-performing schools to address the outcomes of all students, particularly students with special needs
  • Over half (55%) of the schools identified for TS&I have only one subgroup identified, and the vast majority (96%) have three or fewer subgroups identified
1,952 TS&I schools with ESSA identified subgroups

- 55% (1) 1069 schools
- 29% (2) 565 schools
- 12% (3) 235 schools
- 3% (4) 61 schools
- 3% (5) 20 schools
- 3% (6) 2 schools
Of the 1,952 Schools Identified for TS&I - Which Subgroup Missed the Target of 41%

<table>
<thead>
<tr>
<th>Subgroup</th>
<th># of Schools</th>
<th>% of Schools</th>
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<tbody>
<tr>
<td>White</td>
<td>33</td>
<td>2%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>639</td>
<td>33%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>87</td>
<td>4%</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Native American</td>
<td>11</td>
<td>1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>101</td>
<td>5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>1,789</td>
<td>92%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>79</td>
<td>4%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>517</td>
<td>26%</td>
</tr>
</tbody>
</table>
Statewide View of 2018-19 ESSA Baseline Data – TS&I

- A's: 75% (261 schools)
- B's: 29% (614 schools)
- C's: 9% (1,076 schools)

TS&I - 1,952 schools, not classified - 261 schools
Support for School Improvement
### School Improvement Categories

**Will be identified on new report cards**

**Federal Comprehensive Support and Improvement (CS&I) for DA Schools/Current State CS&I and TS&I**

<table>
<thead>
<tr>
<th>Current grade “D”</th>
<th>Differentiated Accountability (DA) Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current grade “F”</td>
<td>DA Support</td>
</tr>
<tr>
<td>Not “D” or “F” but graduation rate 67% or lower</td>
<td>DA Support</td>
</tr>
</tbody>
</table>

**NEW Federal Comprehensive Support and Improvement (CS&I) Based on 2017-18 performance**

<table>
<thead>
<tr>
<th>Not “D” or “F” but overall Federal Index of 40% or lower</th>
<th>Tiered Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>A TS&amp;I school with a subgroup Federal Index of 40% or lower for 6 years*</td>
<td>Tiered Support</td>
</tr>
</tbody>
</table>

**NEW Federal Targeted Support and Improvement (TS&I) Based on 2017-18 performance**

| Any subgroup performance on Federal Index of 40% or lower in the current year  
*moves to CS&I after 6 years | Tiered Support |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Any subgroup performance on Federal Index of 31% or lower for 3 consecutive years</td>
<td>Tiered Support</td>
</tr>
</tbody>
</table>
# Federal ESSA Category: Targeted Support and Improvement (TS&I)

<table>
<thead>
<tr>
<th></th>
<th>State Support Provided</th>
<th>Required District Action</th>
<th>Performance based on</th>
<th>Timeline for Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. NEW</strong></td>
<td>Tiered Support- by subgroup(s)</td>
<td>School Improvement Plan targeting subgroup(s) as Area of Focus</td>
<td><em>2018-19</em></td>
<td><em>2019-20</em></td>
</tr>
</tbody>
</table>
| | Annually, any **SUBGROUP** with a Federal Index of 40% or lower  
*After 6 years, same **SUBGROUP**, school moves to CS&I* | | | |
| **2. NEW** | Tiered Support- by subgroup(s) | School Improvement Plan targeting subgroup(s) as Area of Focus | 2017-18 through 2019-20 | 2020-21 |
| | After 3 years, same **SUBGROUP** with a Federal Index of 31% or lower | | | |

*2017-18 ESSA Report Card is baseline data*
## ESSA Category: Comprehensive Support and Improvement (CS&I)

<table>
<thead>
<tr>
<th></th>
<th>State Support Provided</th>
<th>Required District Action</th>
<th>Performance based on</th>
<th>Timeline for Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>NEW</strong>&lt;br&gt;Annually, <strong>OVERALL SCHOOL</strong> Federal Index of 40% or lower&lt;br&gt;• All school grade components + ELP progress</td>
<td>Tiered Support</td>
<td>School Improvement Plan</td>
<td>*2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>2. <strong>NEW</strong>&lt;br&gt;After 6 years, a TS&amp;I school with the same <strong>SUBGROUP</strong> with a Federal Index of 40% or lower moves to CS&amp;I</td>
<td>Tiered Support- by subgroup(s)</td>
<td>School Improvement Plan targeting subgroup(s) as Area of Focus</td>
<td>2017-18 through 2022-23</td>
<td>2023-24</td>
</tr>
<tr>
<td>3. <strong>Current State DA</strong>&lt;br&gt;Grade of “D” or “F” for graded schools with graduation rates of 67% or lower</td>
<td>DA Regional Teams</td>
<td>School Improvement Plan DA Rule</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
</tbody>
</table>

*2017-18 ESSA Report Card is baseline data*
Tiers of Support to DA Schools

- **Tier 1**
  - School Improvement Plan
  - Regional Team works with district and school leadership teams
  - Instructional Reviews
  - First time D’s, Grad Only

- **Tier 2**
  - Submit Quarterly Data
  - District-managed turnaround

- **Tier 3**
  - 3 options for Turnaround
  - External Operators
  - District-managed Turnaround

* Tiering requirements escalate

Federal CS&I (D, F, Grad Only)
Tiered Support for Schools not in DA Identification Based on Federal Index

- **CS&I**
  - Tier 3 Intensive
    - Annual OVERALL school Federal Index (40% or lower) 2019-20
    - 6 years of same low subgroup (40% or lower) 2023-24

- **TS&I**
  - Tier 2 Supplemental Supports
    - 3 years of same low subgroup (31% or lower) 2020-21

- **TS&I**
  - Tier 1 Universal Supports
    - Annual low subgroup Federal Index (40% or lower) 2019-20

- **4 Schools**
- **1,952 Schools**
School Improvement Plans (SIP) in Florida Statutes

• The district shall annually approve a SIP for each school which:
  • Has a school grade of “D” or “F” (CS&I)
  • Has a significant gap in achievement on state assessments by one or more subgroups (TS&I)
  • Has not significantly increased the percentage of students passing state assessments
  • Has not significantly increased the percentage of students demonstrating learning gains
  • Has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate (CS&I)

s. 1001.42(18)(a), F.S.
ESSA Requirements and Timeline for School Improvement Plans

SIP required for all CS&I and TS&I schools (non-charters)

- CS&I-SIP shall be approved by the district and state
- TS&I-SIP approved by the district
- Requirement begins in 2019-20 based on 2018-19 performance that will be released in summer 2019
School Improvement Plan Resources

- [www.floridacims.org](http://www.floridacims.org)
- Updated School Leadership Companion Guide
- Webinar: May 23 at 10 a.m.
- Regional teams will facilitate district trainings
- Exemplar SIP for schools with underperforming subgroups of SWD or ELL
Tiered Support for Schools Not in DA
Tiered Support for CS&I and TS&I

• State support will be prioritized based on these factors:
  • Number of underperforming subgroups
  • Title I status
  • Years in TS&I
Universal Supports (Tier 1, TS&I)

General, statewide support designed to inform, assist and improve student achievement, including:

- Technical assistance and conference calls
- Professional Development
- Size-alike or issue-alike problem-solving groups
- Best Practices for Inclusive Education (BPIE)
- District ELL plan
- K-12 Reading Plan

NEW in 2019-20: **Districts** will approve School Improvement Plans (SIPs) identifying the sub-group(s) and outline specific goals and interventions.
Supplemental Supports (Tier 2, TS&I)

More focused and frequent support in addition to and aligned with universal supports that are specialized to identified subgroup(s) including:

- Grade-level and content-level specific
- Assistance from FDOE staff and partners

NEW in 2020-21: Schools will only qualify for Tier 2 after three years of the same subgroup’s underperformance in Tier 1. **Districts** will approve a SIP identifying the specific sub-group(s) and outline specific goals and interventions.
Intensive Supports (Tier 3, CS&I)

Most focused, and frequent support in addition to and aligned with universal and supplemental supports, including:

- Monitoring of progress of SIPs to ensure use of resources and best (evidence-based) practices
- Review prioritization of support and disbursement of federal funds at the district level

NEW in 2019-20: **Districts** and the **Department** will approve School Improvement Plans (SIPs) identifying the sub-group(s) and or school achievement gap and outline specific goals and interventions.
Charter Schools
# Federal ESSA Category: Targeted Support and Improvement (TS&I) Charter Schools

<table>
<thead>
<tr>
<th>#</th>
<th>Performance Based on</th>
<th>Required Charter School Action</th>
<th>Required Governing Board Action</th>
<th>Required Sponsoring District Action</th>
</tr>
</thead>
</table>
| 1. NEW | Annually, any **SUBGROUP** with a Federal Index of 40% or lower  
*After 6 years, same **SUBGROUP**, school moves to CS&I* | 2018-19* | Per charter contract | Per charter contract | Per charter contract |
| 2. NEW | After 3 years, same **SUBGROUP** with a Federal Index of 31% or lower | 2017-18 through 2019-20 | Per charter contract | Per charter contract | Per charter contract |

*2017-18 ESSA Report Card is baseline data*
Federal ESSA Category: Comprehensive Support and Improvement (CS&I) Charter Schools

<table>
<thead>
<tr>
<th></th>
<th>Performance based on</th>
<th>Required Charter School Action</th>
<th>Required Governing Board Action</th>
<th>Required Sponsoring District Action</th>
</tr>
</thead>
</table>
| 1. NEW | Annually, **OVERALL SCHOOL** Federal Index of 40% or lower  
- All school grade components + ELP progress | 2018-19* | School Improvement Plan (SIP) if D or F, otherwise per charter contract | Approve SIP if D or F, otherwise per charter contract | Approve SIP if D or F, otherwise per charter contract |
| 2. NEW | After 6 years, a TS&I school with the same **SUBGROUP** with a Federal Index of 40% or lower moves to CS&I | 2017-18 through 2019-20 | School Improvement Plan (SIP) if D or F, otherwise per charter contract | Approve SIP if D or F, otherwise per charter contract | Approve SIP if D or F, otherwise per charter contract |

*2017-18 ESSA Report Card is baseline data*
School Improvement Plans for Charter Schools in Florida Statutes

• Pursuant to Section 1002.33(9)(n), F.S., each charter school that earns a grade of D or F must:
  • Develop a school improvement plan
  • Submit school improvement plan to the Sponsor for approval
  • Appear before the sponsor to present the school improvement plan
  • Upon approval by Sponsor, begin implementation
    • SIP must include, at a minimum, components identified in Rule 6A-1.099827, F.A.C.
Support

• Tiered support does not apply to CS&I and TS&I charter schools, but they should be invited to participate as appropriate