



# Every Student Succeeds Act (ESSA) Support for School Improvement

Florida Organization of Instructional Leaders  
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# School Improvement Categories

## Will be identified on new report cards

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

Current grade “D”	Differentiated Accountability (DA) Support
Current grade “F”	DA Support
Not “D” or “F” but graduation rate 67% or lower	DA Support

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

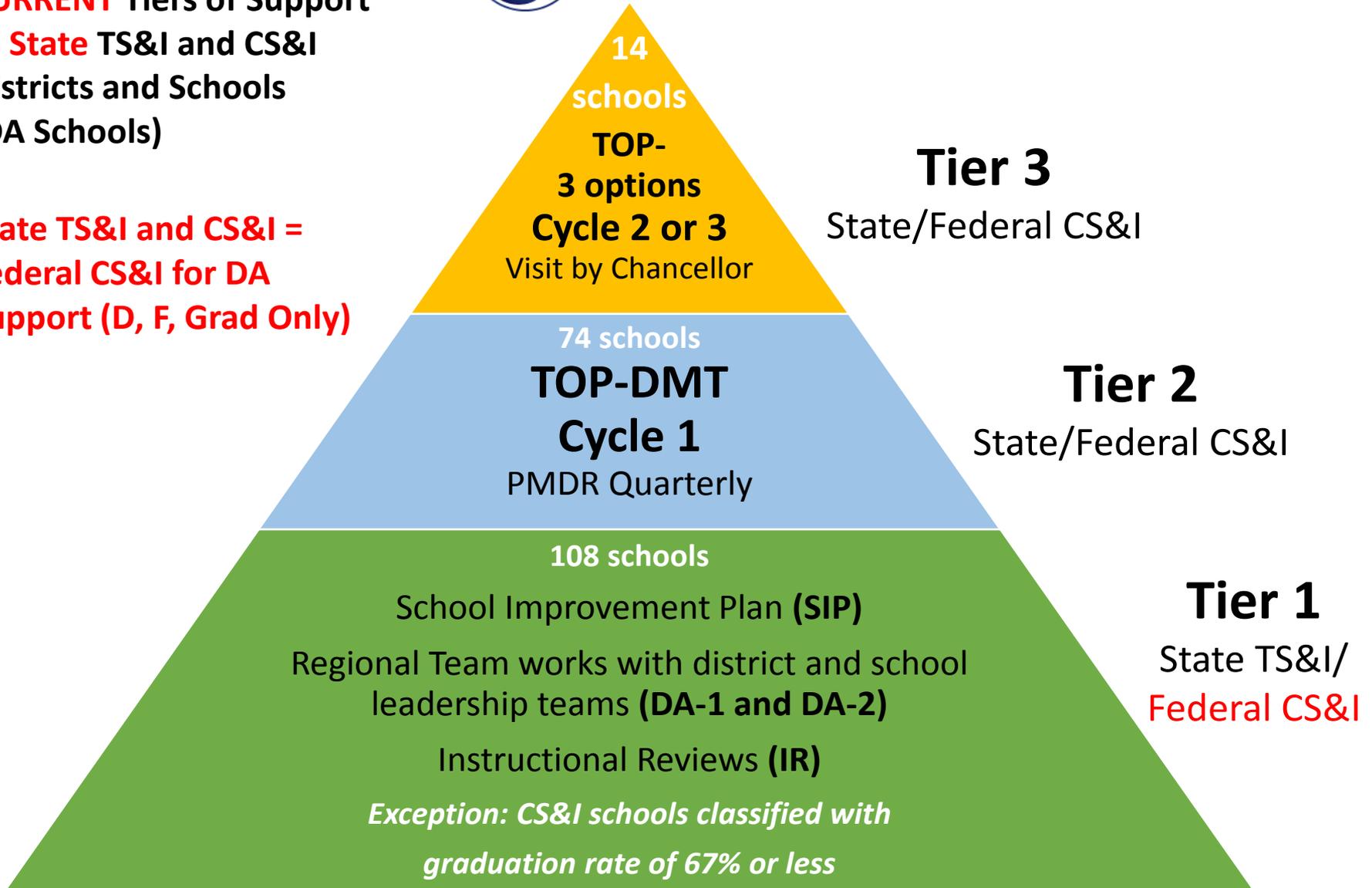
Not “D” or “F” but overall Federal percent of points index 40% or lower	Tiered Support
A TS&I school with a subgroup Federal percent of points index 40% or lower for 6 years*	Tiered Support

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

Any subgroup performance on Federal percent of points index 31% or lower for 3 consecutive years	Tiered Support
Any subgroup performance on Federal percent of points index 40% or lower in the current year *moves to CS&I after 6 years	Tiered Support

**CURRENT** Tiers of Support  
to **State** TS&I and CS&I  
Districts and Schools  
(DA Schools)

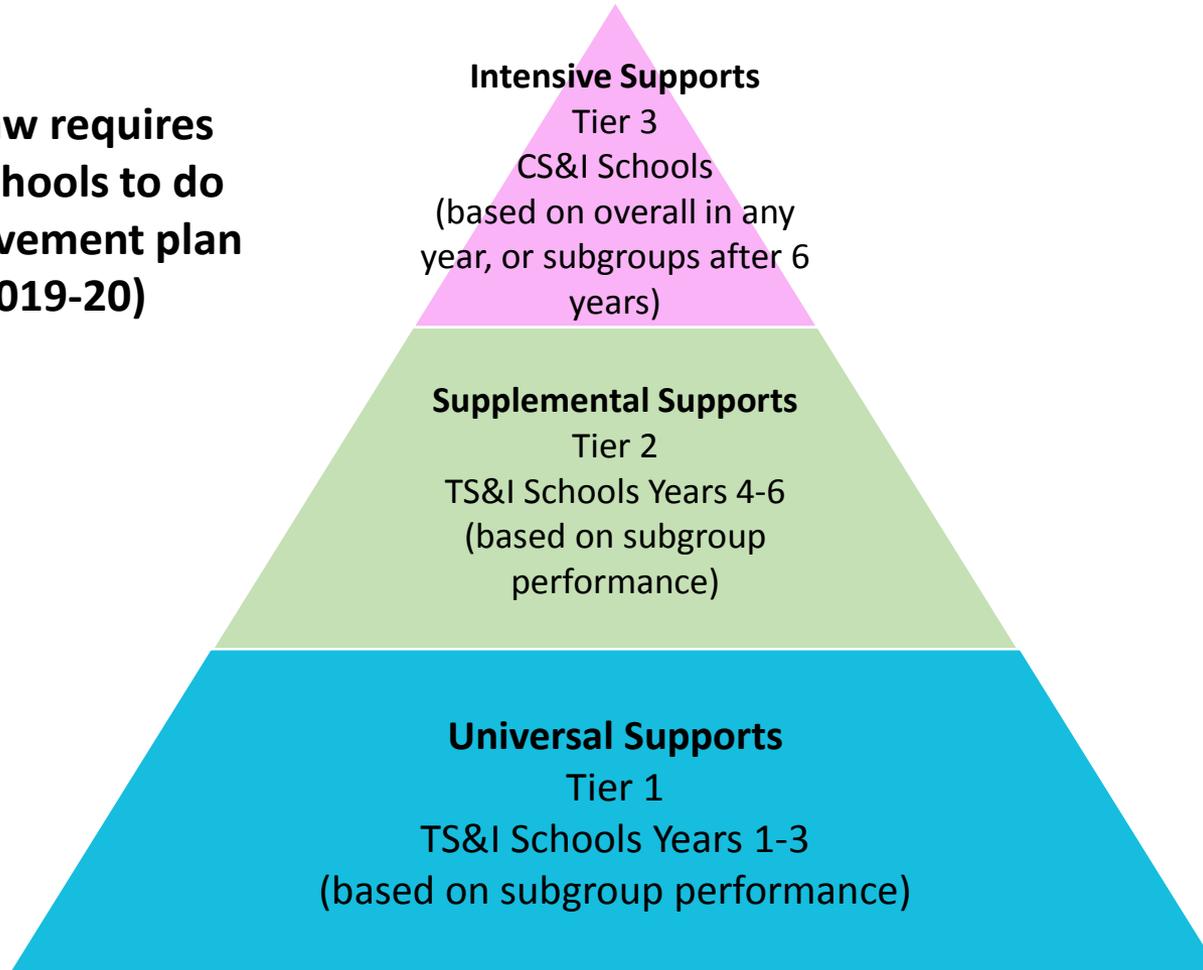
**State TS&I and CS&I =  
Federal CS&I for DA  
Support (D, F, Grad Only)**



\* Tiering requirements escalate

# Tiered Support for Schools **not in DA** Identification Based on Federal Percent of Points Index

**NEW** Federal law requires  
all identified schools to do  
a school improvement plan  
(beginning in 2019-20)



\* Tiering requirements escalate



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# Tiered Support Under ESSA

## Universal Supports (Tier 1, TS&I, Years 1-3)

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

- Technical Assistance and Professional Development
- Size-alike or issue-alike problem-solving groups
- Access to posted resources
- Best Practices for Inclusive Education assessment/plan
- District ELL plan, K-12 Reading Plan
- Directors' conference calls
- FDOE/LEA ensures improvement plans are completed, there is focus on affected subgroups, and there is alignment to resources and professional development opportunities

## Supplemental Supports (Tier 2, TS&I, Years 4-6)

More focused, targeted, frequent support in addition to and aligned with universal supports that are provided in response to identified needs, including:

- Targeted assistance in specific indicators from FDOE staff and partners
- Work with district- and school-based leaders
- Program area staff specialization and regular district contact call targeted to need
- Desktop monitoring of improvement plans, with district conference calls on how identified schools are accessing and using resources to improve subgroup performance

## Intensive Supports (Tier 3, CS&I)

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

- More frequent desktop support to monitor district progress
- Individualized, targeted attention and assistance from FDOE staff and partners based on need
- Onsite monitoring of improvement plans at identified schools to ensure use of resources and best practices, and review prioritization of federal funds at the district level



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# Support for Students with Disabilities

# **Bureau of Exceptional Education and Student Services (BEESS) Universal Supports (Tier 1, TS&I, Years 1-3)**

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

- Technical Assistance and Professional Development
- Size-alike or issue-alike problem-solving groups
- Support from BEESS Discretionary Projects
- Best Practices for Inclusive Education (BPIE) assessment/plan
- BEESS will work with LEAs to ensure school improvement plans are completed, aligned with BPIE assessment results and have the necessary resources to support activities.
- ESSA tiered support for SWDs will be coordinated by BEESS within current IDEA tiered support system.

## **BEESS Supplemental Supports (Tier 2, TS&I, Years 4-6)**

More focused, targeted, frequent support in addition to and aligned with universal supports that are provided in response to identified needs, including:

- Targeted assistance in specific indicators from FDOE staff and BEESS Discretionary Projects
- Program area staff specialization and regular district contact call targeted to need
- Best Practices for Inclusive Education (BPIE) assessment/plan conducted annually for impacted schools
- BEESS will conduct desk top progress monitoring with LEAs to review school and district improvement
- ESSA tiered support for SWDs will be coordinated by BEESS within current IDEA tiered support system

## **BEESS Intensive Supports (Tier 3, CS&I)**

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

- More frequent desktop support to monitor school and district progress
- Individualized, targeted attention and assistance from FDOE staff and BEESS Discretionary Projects
- BEESS district on-site monitoring and assistance to include identified schools as part of a comprehensive visit
- District must identify support and resources to assist impacted schools through the annual IDEA grant application.
- District BPIE conducted annually to inform improvement activities to support impacted schools.



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# Support for English Language Learners

## ESSA State Plan Impact for ELLs

- FSA ELA for First-year ELLs:
  - Test all in 1<sup>st</sup> year (90% of ELLs did this in 2017-18)
  - Learning gains counted in 2<sup>nd</sup> year
  - Achievement counted in 3<sup>rd</sup> 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
  - Baseline is 60%
  - Target increases 2 percentage points annually

## Federal Percent of Points Detail for ELLs

- English Language Proficiency progress – the percent of ELLs who make progress on ACCESS for ELLs or Alternate ACCESS for ELLs
  - For ACCESS for ELLs
    - ELLs who increase their whole number composite proficiency level or
    - Remain at a composite score of 4, 5, or 6 and do not decrease a level
  - For Alternate ACCESS for ELLs
    - ELLs who increase their scoring category (Scale = A1, A2, A3, P1, P2, or P3)
    - Remain at a scoring category of P1 or above and do not decrease a level
- For content components (ELA, Math, Science, Social Studies, Learning Gains, Learning Gains of Lowest 25%), current ELLs are included, along with former ELLs up to 4 years after exit from the ESOL program

## SALA Current Support Plan

- Improve ELL science achievement
- Improve fiscal management of Title III projects
- Reduce the number of ELLs in the ESOL program more than 5 years
- Improve the ELL graduation rate and decrease the ELL dropout rate
- SALA staff are available to meet with LEAs as needed to provide support through conference calls, phone conversations and on-site visits, meetings and workshops. If interested, please email the bureau.

## SALA Current Monitoring Plan

- ESOL and Title III
- 2018-19 ESOL and Title III Monitoring Work Papers
- Risk Factors, including ELL count, Time in the ESOL program above the state average of ELLs in the ESOL program more than 5 years, Previous on-site monitoring, Rate of ELL ELA achievement below the state ELL ELA average, Rate of ELL proficiency on ACCESS for ELLs below the state proficiency level, and Previous Title III and Immigrant projects
- Designated Onsite, Desktop or Self