



Strategically Supporting Schools

Florida Organization of Instructional Leaders
November 6-7, 2025



FLORIDA DEPARTMENT OF
EDUCATION
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WHAT WE KNOW

ACCOUNTABILITY FOR ALL STUDENTS

State Accountability

- Schools that receive a **school grade**; and
- Schools that receive a **school improvement rating**

**MAY ALSO
RECEIVE A**

Federal Designation under the Every Student Succeeds Act (ESSA)

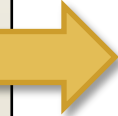
- Additional Targeted Support and Improvement (**ATSI**);
- Targeted Support and Improvement (**TSI**); or
- Comprehensive Support and Improvement (**CSI**)

EVERY STUDENT SUCCEEDS ACT (ESSA)

IDENTIFICATION OF SCHOOLS

Category	Criteria
ATSI Additional Targeted Support and Improvement	A school not identified for CSI but has one or more subgroups with a Federal Index below 41%.
TSI Targeted Support and Improvement	A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
CSI Comprehensive Support and Improvement	<p>A school can be identified as CSI in any of the following 4 ways:</p> <ol style="list-style-type: none">1. Have an overall Federal Index below 41%;2. Have a graduation rate at or below 67%;3. Have a school grade of D or F; or4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

FEDERAL INDEX CONSECUTIVE YEARS TIMELINE

Federal Index Identification (Consecutive Years)	School Year of Federal Index Calculation	School Year for Support (Based on School Year of Federal Index Calculation)
5	2023-24	2024-25
 6	2024-25 (1st year a school can be designated as CSI for a Federal Index below 41% in the same subgroup(s) for 6 consecutive years)	2025-26

EXITING ATSI, TSI AND CSI REQUIREMENTS

To exit **ATSI**: a school must improve subgroup(s) performance on the Federal Index to 41% or higher.

To exit **TSI**: a school must improve subgroup(s) performance so there are no consistently underperforming subgroup(s) with a Federal Index below 32% for 3 consecutive years.

To exit **CSI**: a school must have a Federal Index of 41% or higher, must not have a 'D' or 'F' school grade, and must have a graduation rate above 67%; or

a school must improve subgroup(s) performance so there are no underperforming subgroup(s) with a Federal Index below 41% for schools that entered CSI because of a Federal Index below 41% in the **same subgroup(s) for 6 consecutive years**.

RATED SCHOOLS

State Accountability Designation

Traditional or charter public schools that receive a school improvement rating:

- Exceptional Student Education (ESE) centers
- Alternative schools
- Department of Juvenile Justice (DJJ) schools (day treatment, prevention and detention)

**MAY ALSO
HAVE A**

Federal Designation

- ATSI;
- TSI; or
- CSI

✓ Must meet the requirements of ESSA and Florida's State Plan.

GRADED SCHOOLS

State Accountability Designation

Traditional or charter public schools that receive a school grade of **C or higher**.

**MAY ALSO
HAVE A**

Federal Designation

- ATSI;
- TSI; or
- CSI

✓ Must meet the requirements of ESSA and Florida's State Plan.

GRADED SCHOOLS

IF

State Accountability Designation

Traditional or charter public school receives a school grade of D or F, or graduation rate at or below 67%)

**THEN
SCHOOL
ALSO HAS**

Federal Designation **CSI**

Must meet requirements of:

- ✓ ESSA and Florida's State Plan; and
- ✓ Rule 6A-1.099811, Florida Administrative Code (F.A.C.), School Improvement State System of Support for Deficient and Failing Schools (traditional schools); or
- ✓ Rule 6A-1.099827, F.A.C., Charter School Corrective Action and School Improvement Plans (charter schools).



**Bureau of School Improvement (BSI) – Comprehensive and Targeted Support and Improvement
Responsibilities and Levels of Support At-a-Glance**

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)	TARGETED SUPPORT AND IMPROVEMENT (TSI)	COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
School Responsibilities <ul style="list-style-type: none"> Develop a School Improvement Plan (SIP) with stakeholder involvement and submit to the district for approval. Implement the School Improvement Plan (SIP). Improve student learning outcomes toward meeting exit criteria. 	School Responsibilities <ul style="list-style-type: none"> Develop a School Improvement Plan (SIP) with stakeholder involvement and submit to the district for approval. Implement the School Improvement Plan (SIP). Submit a Mid-Year Reflection to the district. Improve student learning outcomes toward meeting exit criteria. 	School Responsibilities <ul style="list-style-type: none"> Develop a School Improvement Plan (SIP) with stakeholder involvement and submit to the district for approval. Implement the School Improvement Plan (SIP). Submit a Mid-Year Reflection to the FDOE. Improve student learning outcomes toward meeting exit criteria. <i>District schools that receive a school grade of D, F or graduation rate only will have additional requirements pursuant to Rule 6A-1.009211, Florida Administrative Code (F.A.C.). Charter schools that receive a school grade of D, F or 3 consecutive grades below a C will have additional requirements pursuant to Rule 6A-1.009227, F.A.C.</i>
SUPPLEMENTAL SUPPORT	TARGETED SUPPORT	INTENSIVE SUPPORT
District Responsibilities <ul style="list-style-type: none"> Inform schools of ATSI identification. Provide resources to ATSI schools. Review, approve, support and monitor implementation of the SIPs. Request technical assistance from BSI Regional Team and the FDOE to coordinate support for low-performing subgroups and specific areas of need. Review resource allocation of the school based on student need and take action to address identified issues. Assess progress toward meeting exit criteria to ensure exit within 6 years. 	District Responsibilities <ul style="list-style-type: none"> Inform schools of TSI identification. Provide resources to TSI schools. Review, approve, support and monitor implementation of the SIPs. Request technical assistance from BSI Regional Team and the FDOE to coordinate support for low-performing subgroups and specific areas of need. Assess progress toward meeting exit criteria and take additional action if a school does not meet exit criteria within the number of years specified by the district. 	District Responsibilities <ul style="list-style-type: none"> Inform schools of CSI identification. Provide resources to CSI schools. Review, approve, support and monitor implementation of the SIPs. Facilitate access to any needed technical assistance or other supports from the BSI Regional Team and the FDOE. Review resource allocation of the school based on student need and take action to address identified issues. Manage school improvement grants. Meet periodically with assigned BSI Regional or State team to provide updates on the progress toward exit for schools with grade of C or higher and Rated Priority Schools. <i>Meet additional requirements for district schools pursuant to Rule 6A-1.009211, F.A.C., and charter schools pursuant to Rule 6A-1.009227, F.A.C.</i>
Department Responsibilities <ul style="list-style-type: none"> Inform districts of schools with ATSI identification. Provide a coordinated response to the district's request for technical assistance and support for low-performing subgroups and specific areas of need. Periodically review resource allocation to support school improvement and provide technical assistance in each district serving a significant number of CSI, TSI and ATSI schools. Monitor district responsibilities. 	Department Responsibilities <ul style="list-style-type: none"> Inform districts of schools with TSI identification. Provide a coordinated response to the district's request for technical assistance and support for low-performing subgroups and specific areas of need. Periodically review resource allocation to support school improvement and provide technical assistance in each district serving a significant number of CSI, TSI and ATSI schools. Monitor district responsibilities. 	Department Responsibilities <ul style="list-style-type: none"> Inform districts of schools with CSI identification. Provide resources/baseline. Approve, monitor and periodically review implementation of school SIPs. Periodically review resource allocation to support school improvement and provide technical assistance in each district serving a significant number of CSI, TSI and ATSI schools. Assess and report school progress toward meeting exit criteria. Monitor district responsibilities. Periodically facilitate meetings with the district to support school improvement efforts for charter schools, district schools with a grade of C or higher and Rated Priority Schools. <i>For schools on the SI Support List, pursuant to Rule 6A-1.009211, F.A.C., the BSI Regional Team will:</i> <ul style="list-style-type: none"> <i>Conduct on-site beginning-of-the-year, middle-of-the-year and end-of-the-year Instructional Reviews.</i> <i>Facilitate monthly district meetings to support and monitor district and school improvement efforts.</i> <i>Coordinate with the districts and schools to identify and implement tailored support and improvement strategies designed to address low performance.</i>

Secretary and Secretary Education Act (BSA); Identification of Schools, Support for School Improvement and School Improvement Systems, sections 614.01(1), 614.01(1)(a), and 614.01(1)(b)

TIERED SYSTEM OF SUPPORT

Federal Designation

- ☐ ATSI;
- ☐ TSI; or
- ☐ CSI.



Must meet requirements of the Elementary and Secondary Education Act and Florida's ESSA State Plan.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

RESPONSIBILITIES AND LEVELS OF SUPPORT

SCHOOL RESPONSIBILITIES	DISTRICT RESPONSIBILITIES	DEPARTMENT RESPONSIBILITIES
<ul style="list-style-type: none"> Develop a School Improvement Plan (SIP) with stakeholder involvement and submit to the district for approval. Implement the School Improvement Plan (SIP). Submit a Mid-Year Reflection to the FDOE. Improve student learning outcomes toward meeting exit criteria. <i>District schools that receive a school grade of D, F or graduation rate only will have additional requirements pursuant to Rule 6A-1.099811, Florida Administrative Code (F.A.C.). Charter schools that receive a school grade of D, F or 3 consecutive grades below a C will have additional requirements pursuant to Rule 6A-1.099827, F.A.C.</i> 	<ul style="list-style-type: none"> Inform schools of CSI identification. Provide resources to CSI schools. Review, approve, support and monitor implementation of the SIPs. Facilitate access to any needed technical assistance or other supports from the BSI Regional Team and the FDOE. Review resource allocation of the school based on student need and take action to address identified issues. Manage school improvement grants. Meet periodically with assigned BSI Regional or State team to provide updates on the progress toward exit for schools with grade of C or higher and Rated Priority Schools. <i>Meet additional requirements for district schools pursuant to Rule 6A-1.099811, F.A.C., and charter schools pursuant to Rule 6A-1.099827, F.A.C.</i> 	<ul style="list-style-type: none"> Inform districts of schools with CSI identification. Provide resources/funding. Approve, monitor and periodically review implementation of school SIPs. Periodically review resource allocation to support school improvement and provide technical assistance in each district serving a significant number of CSI, TSI and ATSI schools. Assess and report school progress toward meeting exit criteria. Monitor district responsibilities. Periodically facilitate meetings with the district to support school improvement efforts for charter schools, district schools with a grade of C or higher and Rated Priority Schools. <p><i>For schools on the SI Support List, pursuant to Rule 6A1.099811, F.A.C., the BSI Regional Team will:</i></p> <ul style="list-style-type: none"> <i>Conduct on-site beginning-of-the-year, middle-of-the-year and end-of-the-year Instructional Reviews.</i> <i>Facilitate monthly district meetings to support and monitor district and school improvement efforts.</i> <i>Coordinate with the districts and schools to identify and implement tailored support and improvement strategies designed to address low performance.</i>



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District Grade Breakdown ⓘ

Subgroup Details

Subgroup Summary

Component Information

Selected School Year:

2023-24

	Grade	Total Percent of Points	Percent Tested
Overall District Grade			
All Students	A	64%	98%
District Grade by Race/Ethnicity			
American Indian/Alaskan Native	A	67%	97%
Asian	A	81%	99%
Black/African American	C	54%	97%
Hispanic	B	61%	98%
Multiracial	A	69%	98%
Native Hawaiian/Other Pacific Islander	A	65%	99%
White	A	73%	99%
District Grade by Subgroup			
Economically Disadvantaged	C	56%	97%
English Language Learners	C	55%	98%
Foster	C	47%	93%
Homeless	C	46%	93%
Migrant	C	46%	98%
Military Family Student	A	71%	99%
Students with Disabilities	D	39%	96%
District Grade by Sex			
Female	A	65%	98%
Male	B	63%	98%

School Grade Breakdown ⓘ

Subgroup Details

Subgroup Summary

Component Information

Selected School Year:

2023-24

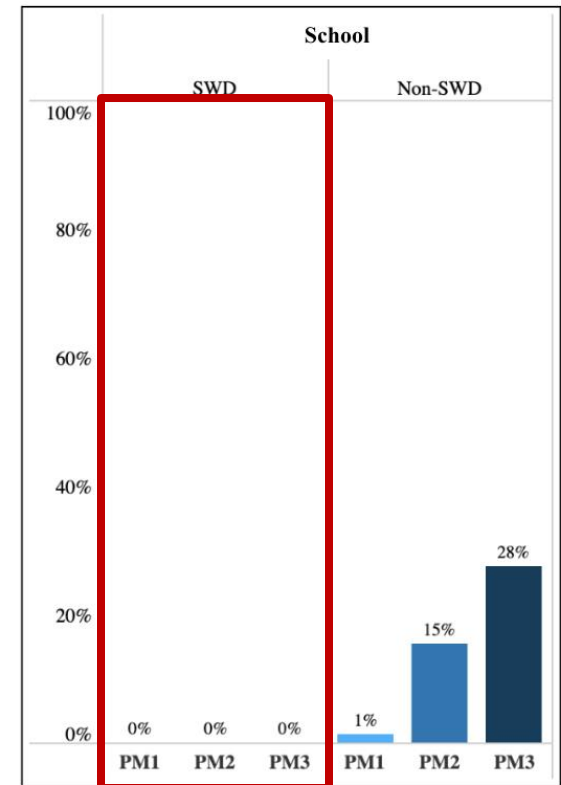
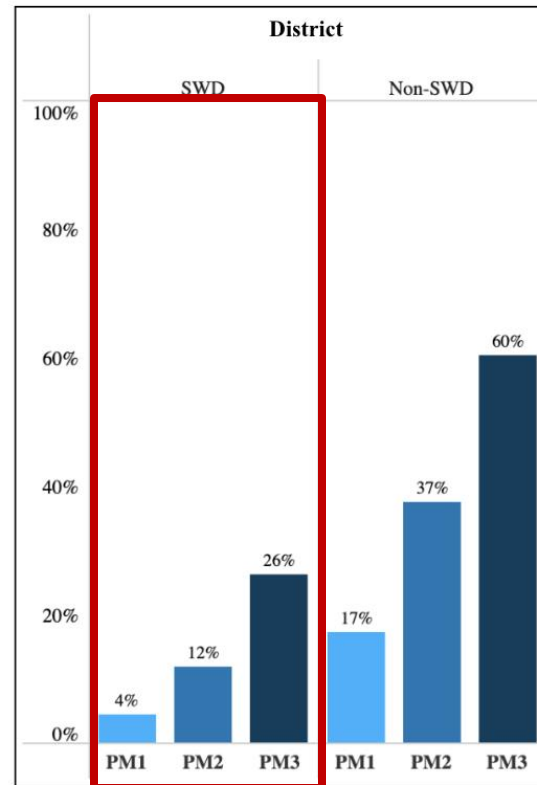
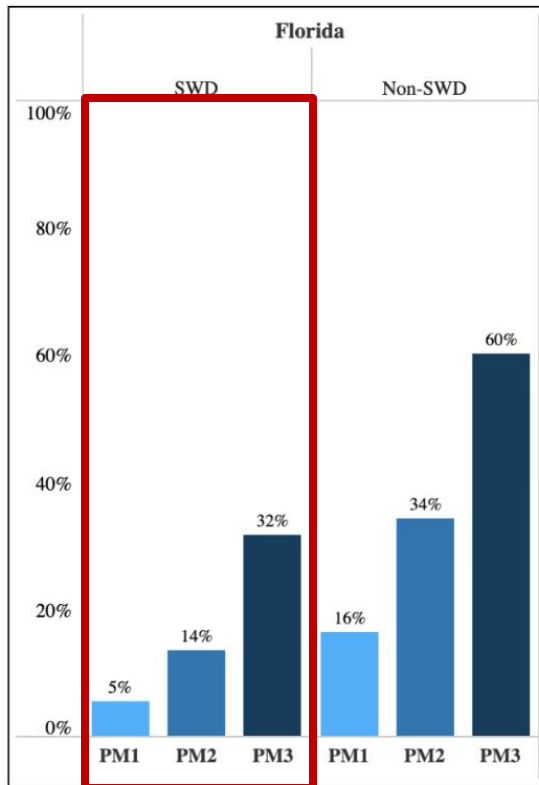
	Grade	Total Percent of Points	Percent Tested
Overall School Grade			
All Students	D	38%	98%
School Grade by Race/Ethnicity			
American Indian/Alaskan Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black/African American	D	36%	98%
Hispanic	C	44%	100%
Multiracial	N/A	N/A	100%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	100%
School Grade by Subgroup			
Economically Disadvantaged	D	38%	98%
English Language Learners	C	43%	99%
Foster	N/A	N/A	N/A
Homeless	N/A	N/A	80%
Migrant	N/A	N/A	N/A
Military Family Student	N/A	N/A	N/A
Students with Disabilities	F	5%	98%
School Grade by Sex			
Female	C	41%	99%
Male	D	35%	98%

2023-24 COMPARATIVE MATH PROGRESS MONITORING DATA (PM1, PM2, PM3)

STATE
2023-24, Mathematics,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status

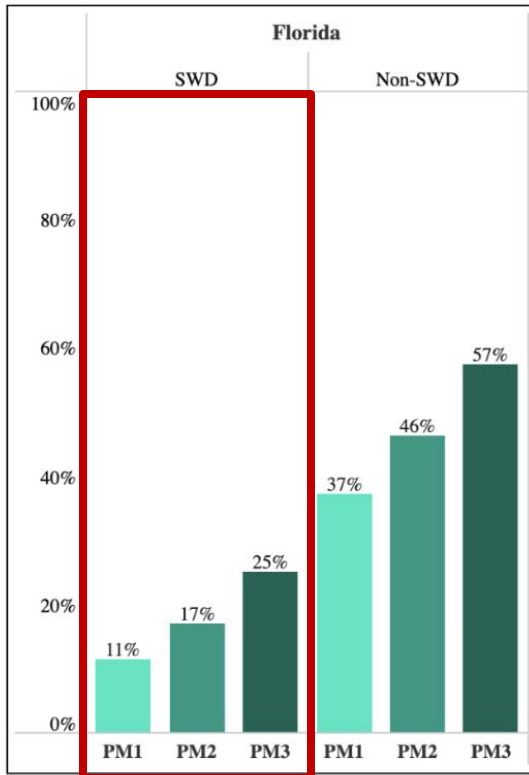
DISTRICT
2023-24, Mathematics,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status

SCHOOL
2023-24, Mathematics,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status

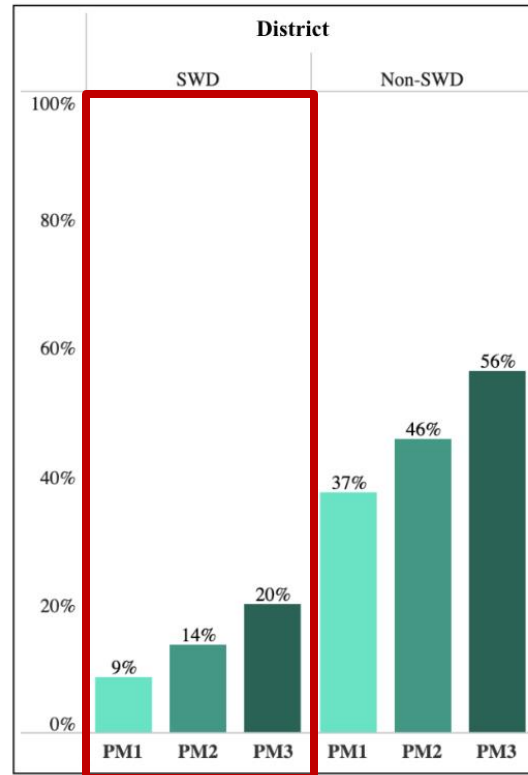


2023-24 COMPARATIVE ELA PROGRESS MONITORING DATA (PM1, PM2, PM3)

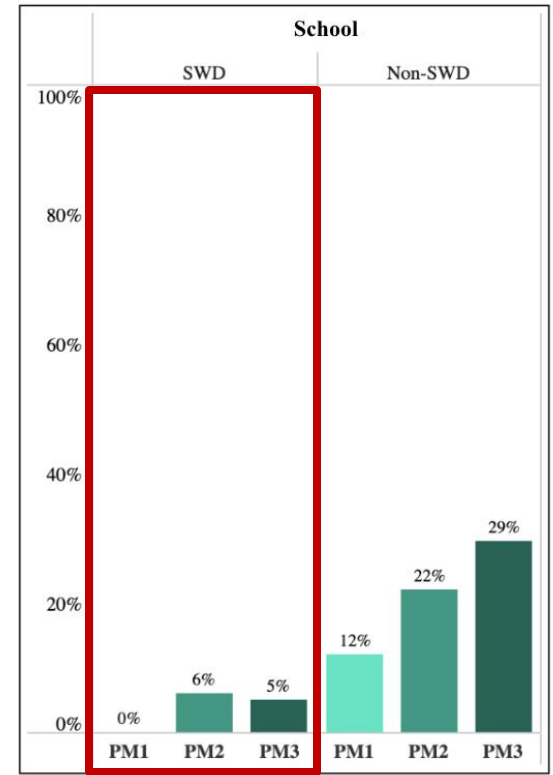
STATE
2023-24, English Language Arts,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status



DISTRICT
2023-24, English Language Arts,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status



SCHOOL
2023-24, English Language Arts,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status

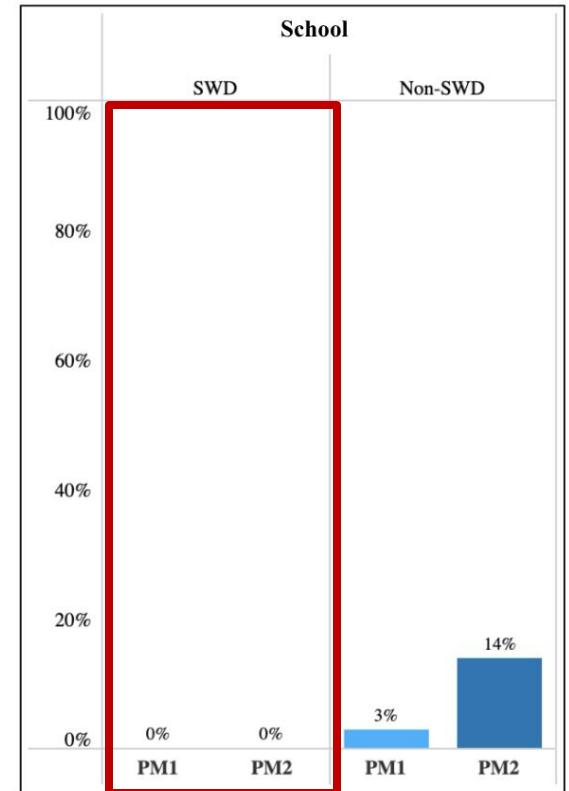
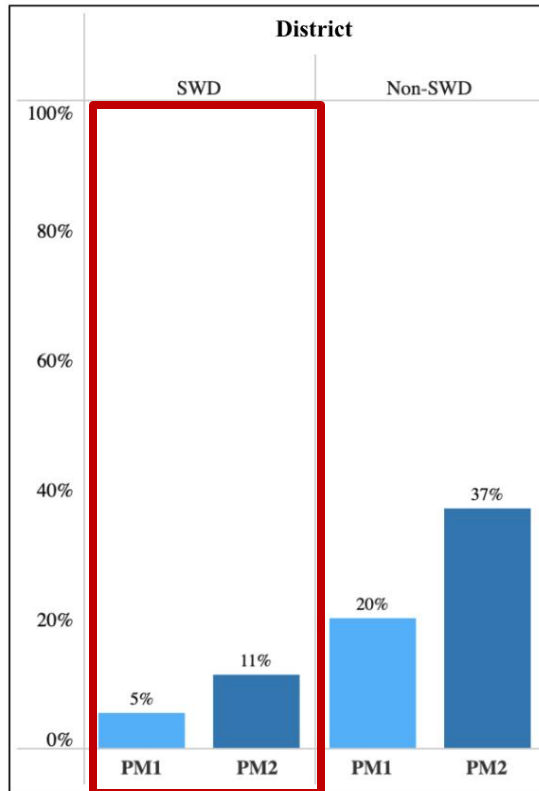
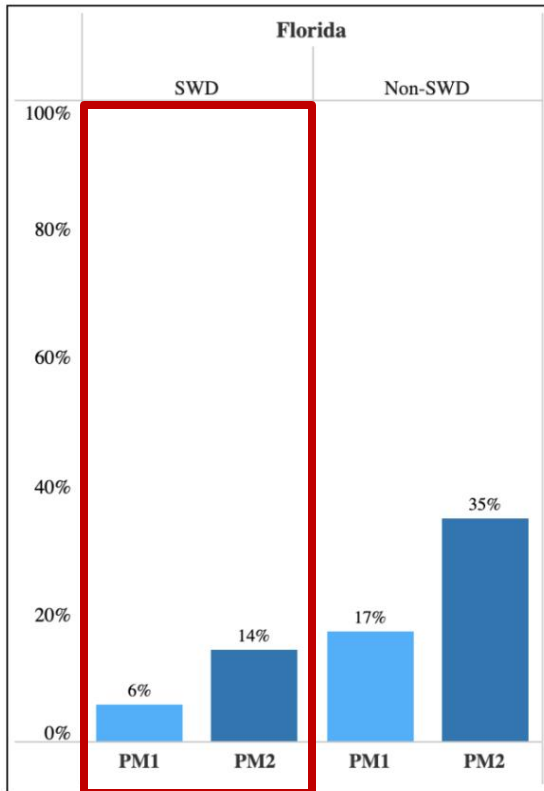


2024-25 COMPARATIVE MATH PROGRESS MONITORING DATA (PM1, PM2)

STATE
2024-25, Mathematics,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status

DISTRICT
2024-25, Mathematics,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status

SCHOOL
2024-25, Mathematics,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status

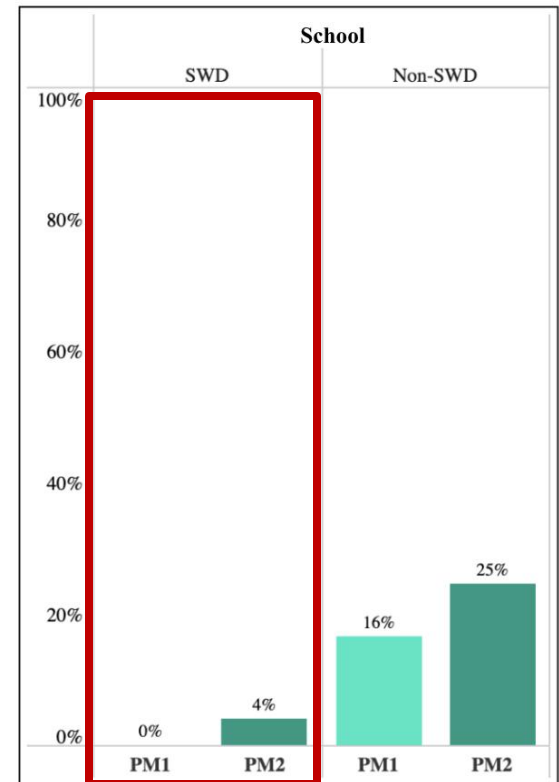
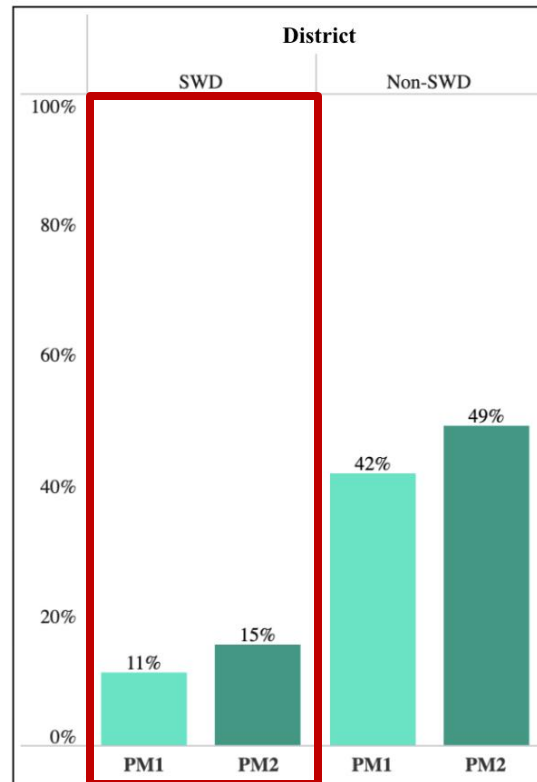
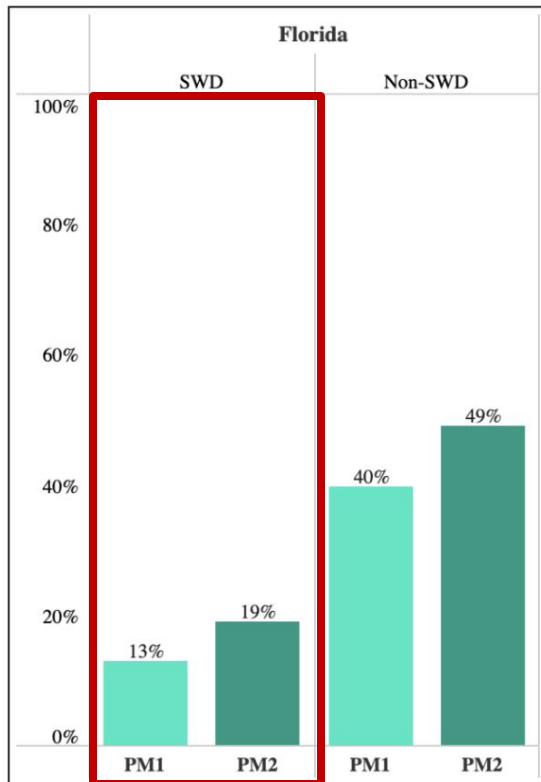


2024-25 COMPARATIVE ELA PROGRESS MONITORING DATA (PM1, PM2)

STATE
2024-25, English Language Arts,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status

DISTRICT
2024-25, English Language Arts,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status

SCHOOL
2024-25, English Language Arts,
Level 3 and Above
Grade: All, Primary Service Type: All
Indicator: Disability Status





HIGH-QUALITY TIER 1 INSTRUCTION

PRACTICE PROFILES: *What are they?*

Defines

**Best practices of Tier 1 instruction:
Teachable, Learnable, Doable, Assessable**

Provides

**Guidance for:
PreK–5 English Language Arts (ELA),
6–12 ELA, K–12 Math**

Aligns to

**Research
“Effective Reading Instruction”
MTR Standards (Math)**



5

**CHARACTERISTICS OF
HIGH-QUALITY MATH
INSTRUCTION**

Horizontally and Vertically Aligned
Balanced Instructional Approaches
Student-Centered
Instruction Informed by Assessment
Implements Tiered Instruction

5

**TYPES OF
ASSESSMENTS**

Screening
Progress Monitoring
Diagnostic
Formative
Summative

**MATH
FORMULA FOR SUCCESS**

$$5 + 5 + T1 + T2 + T3$$

T1

**INSTRUCTION FOR ALL
STUDENTS**

Systematic
Scaffolded
Differentiated
Corrective Feedback
Explicit
Inquiry-Based

T2

**SUPPLEMENTAL FOR
STUDENTS NEEDING
ADDITIONAL SUPPORT**

Systematic
Small Group Scaffolded Instruction
Multiple Differentiated Opportunities to Practice Targeted Skill(s)
Corrective Feedback
Explicit
Frequent Progress Monitoring
Occurs in Addition to Tier 1

T3

**TARGETED FOR STUDENTS
NEEDING INTENSIVE
SUPPORT**

Systematic
Small Group and/or One-One Scaffolded Instruction
More Differentiated Guided Practice
Immediate Corrective Feedback
Explicit
More Frequent Progress Monitoring
Occurs in Addition to Tier 1 and Tier 2

The B.E.S.T. Instructional Guides for Mathematics (BIG-M) include ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporate Universal Design for Learning (UDL) principles.

Florida's FORMULA FOR READING SUCCESS

6 + 4 + T1 + T2 + T3

6	4	T1	T2	T3
COMPONENTS	TYPES OF ASSESSMENTS	CORE	INTERVENTION	INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

SUPPORTING ALL STUDENTS

STUDENTS WITH DISABILITIES (SWDs)

SWDs thrive when high-quality Tier 1 instruction includes embedded accommodations and aligned supports across general and special education settings. This coherence allows them to access grade-level content, build confidence, and experience academic success. When SWDs miss Tier 1 instruction for interventions, it becomes harder to close gaps. It is imperative that these students are not pulled from Tier 1 instruction.

ENGLISH LANGUAGE LEARNERS (ELLs)

ELLs thrive when high-quality Tier 1 instruction is designed with integrated language supports and aligned with language development goals. This coherence ensures they acquire academic language while engaging meaningfully with grade-level content.



These students benefit from a unified, collaborative approach where high-quality Tier 1 instruction and additional support services work in tandem to create a seamless, integrated learning experience that meets their full range of needs.

TIER 1 INSTRUCTION

SYSTEM DESIGN AND COHERENCE

Are systems intentionally designed so all students can access grade-level content?

ALIGNMENT AND FOCUS

Is there a shared understanding of what high-quality Tier 1 instruction looks like?

MONITORING AND OWNERSHIP

How do you know who is responding to Tier 1 instruction?

What is the quality of Tier 1 instruction for all learners?

PAUSE, REFLECT, COMMIT

Take 2–3 minutes to independently reflect on your learning and your leadership. Write down your responses to the questions below:

- What is one insight you gained today that reframed your thinking?
- Why is something you identified that is important to act on now?
- What's one concrete step you will take to improve student performance in your role?



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