School Improvement Updates

School Improvement Plan
and Other Updates

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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:
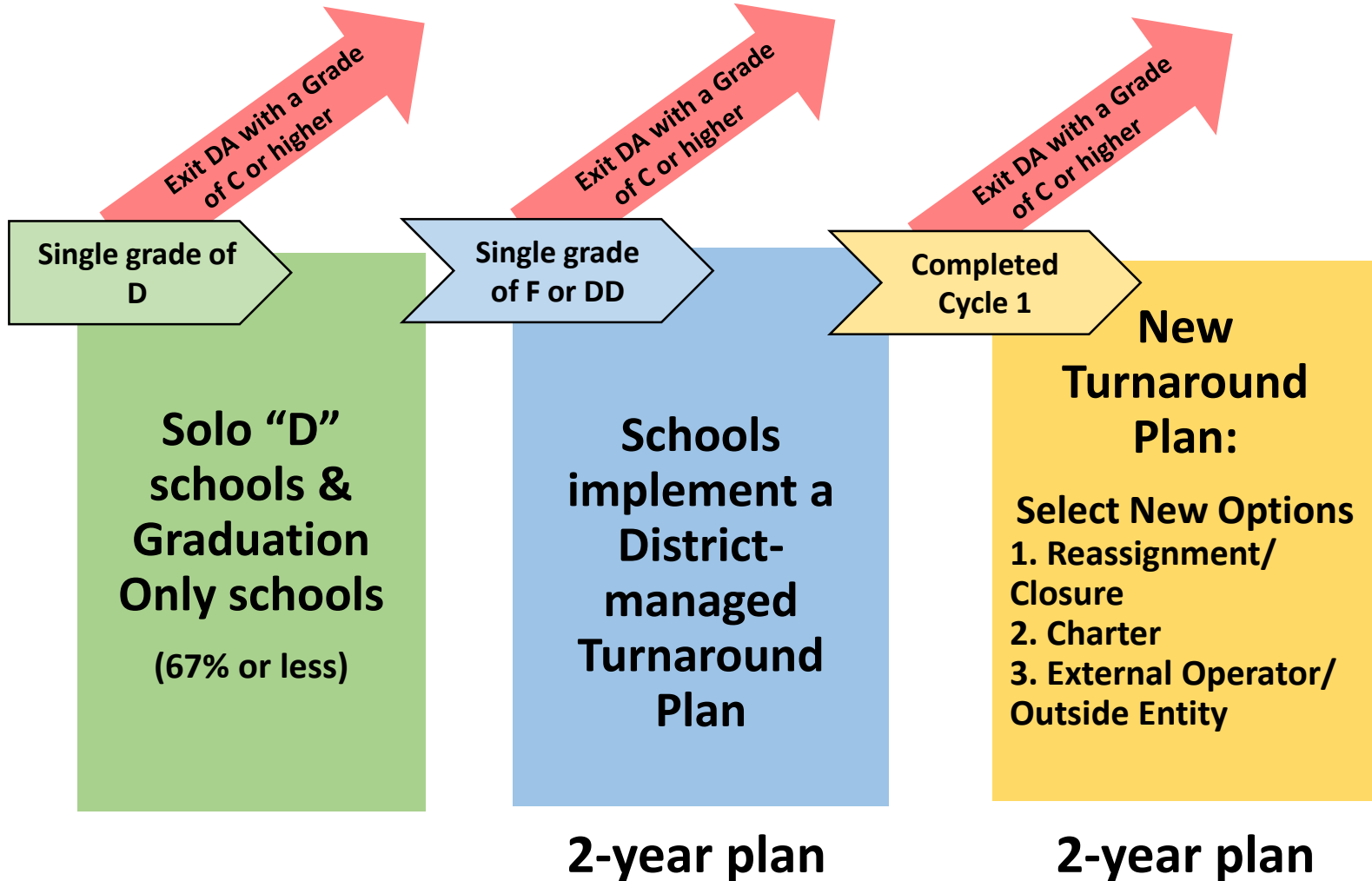
- Transformational Leadership

- Standards-based Planning, Instruction, and Learning
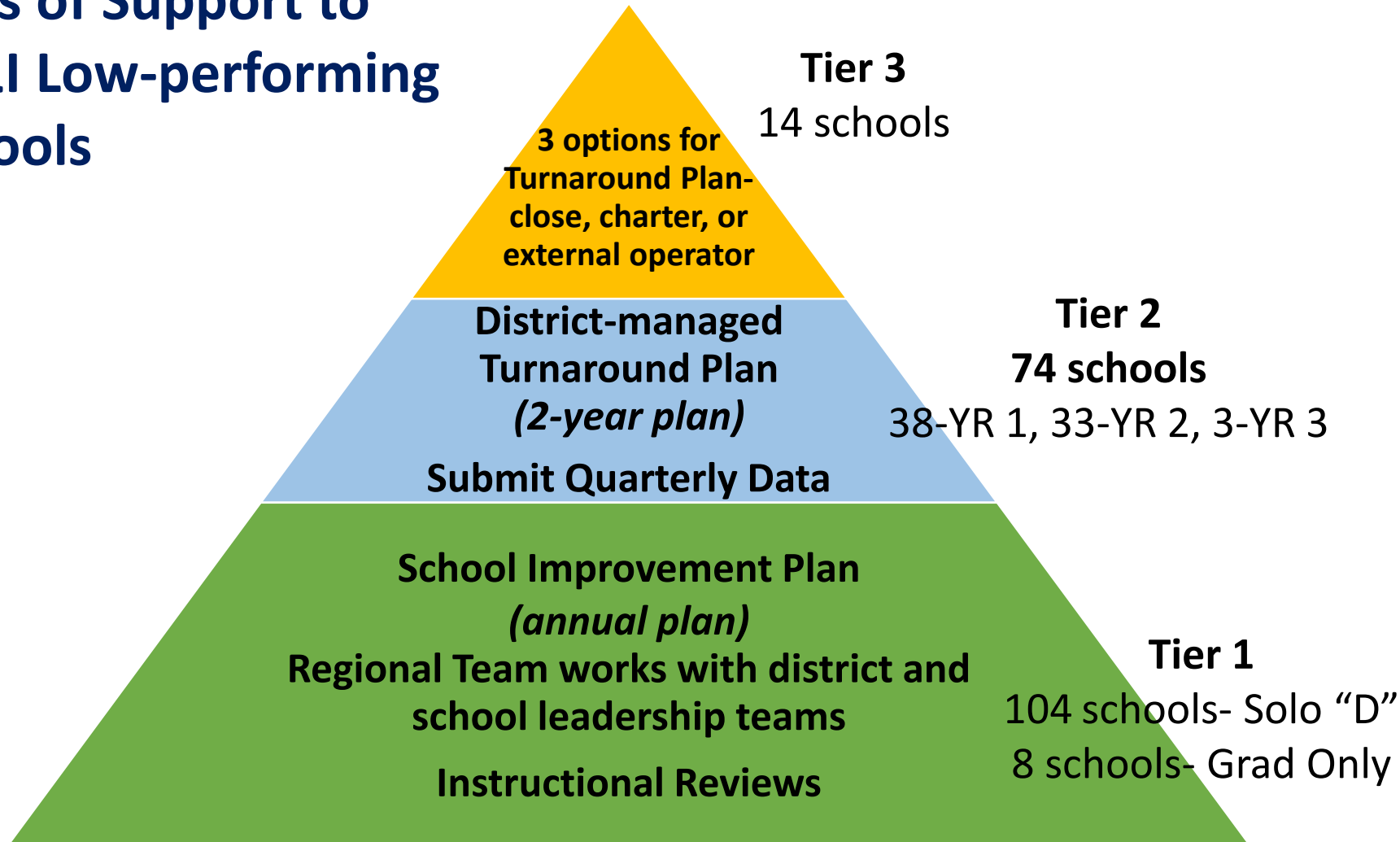
- Positive Culture and Environment

Vision

We serve districts and schools as collaborative partners to support continuous improvement and improved outcomes for **all** students by:

- Providing monitoring and support to low performing schools

- Building positive relationships, effective communication, and a growth mindset among all stakeholders

- Supporting an equitable learning environment focused on improving student outcomes and closing the achievement gap

- Coaching for standards-aligned learning and evidence-based interventions

- Utilizing various data for purposeful planning and problem solving

Tiers of Support to CS&I Low-performing Schools

Tier 3
14 schools

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

District-managed Turnaround Plan *(2-year plan)*

Submit Quarterly Data

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

School Improvement Plan *(annual plan)*
Regional Team works with district and school leadership teams

Instructional Reviews

Tier 1
104 schools- Solo "D"
8 schools- Grad Only

* Tiering requirements escalate

Turnaround Option Plan (TOP) Timeline

Initial TOP

September 1
1. MOU
2. Instructional Roster
3. 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

Schools in DA	
2013-14	420
2014-15	467
2015-16	498
2016-17	467
2017-18	223
2018-19	203

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?

4% (8) - Closed

2% (4) - Did not receive a School Grade

33% (74) - Still In DA

61% (137) - Exited DA
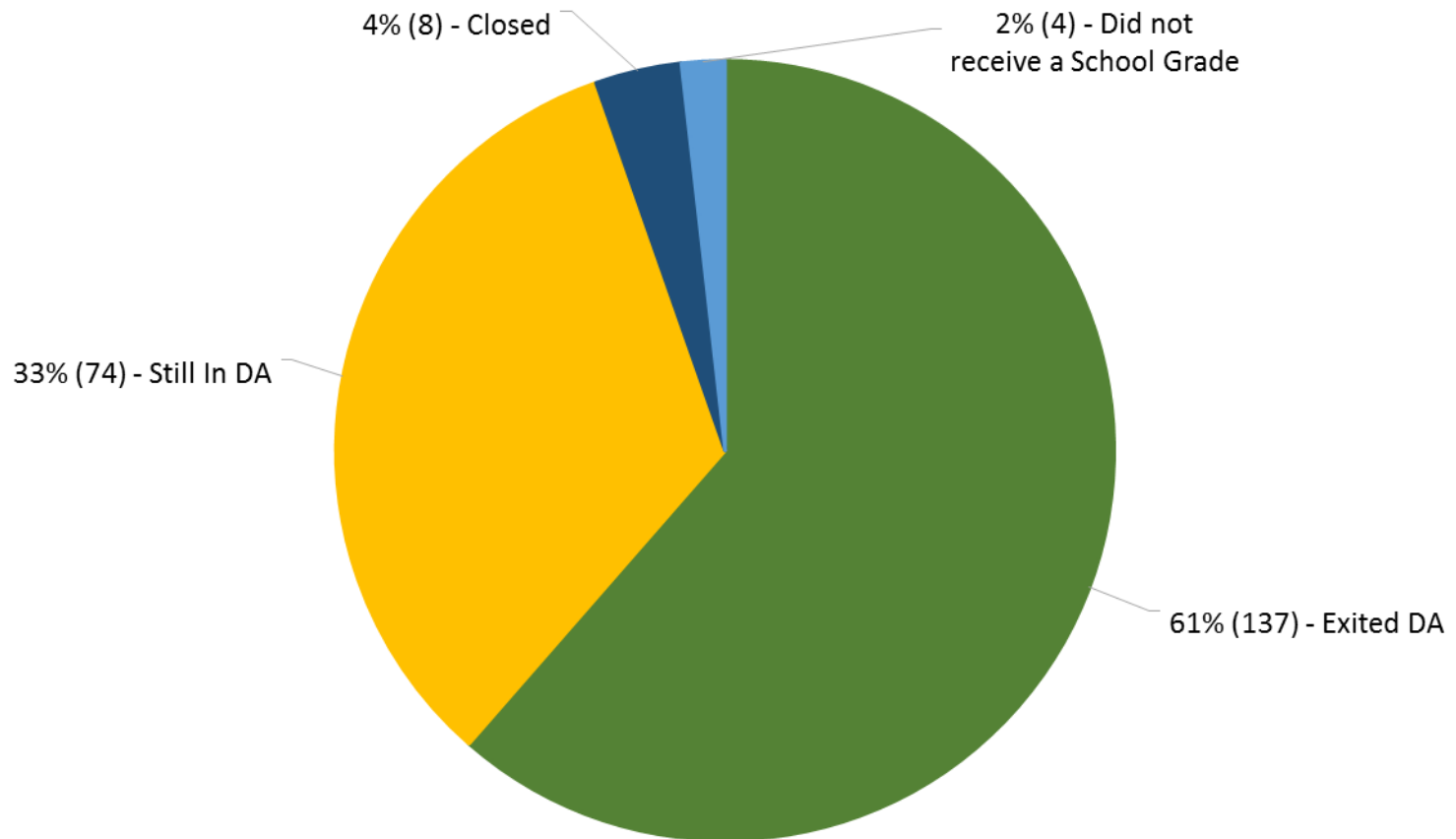
2018-19 BSI Team Goal

If we implement our Bureau of School Improvement mission and vision with fidelity, then **67%** of Differentiated Accountability (DA) schools will increase their school grade in 2019.

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?

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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.

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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.

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Evolution of the SIP

In 2018-19, there were two options available in CIMS for the SIP. ≈200 Users

- **Standard SIP** (traditional format) ≈2000 Users
- **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)

2019-20 Schoolwide Improvement Plan

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

- 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)

TSSSA Eligibility

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

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TSSSA Plan Requirements

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).

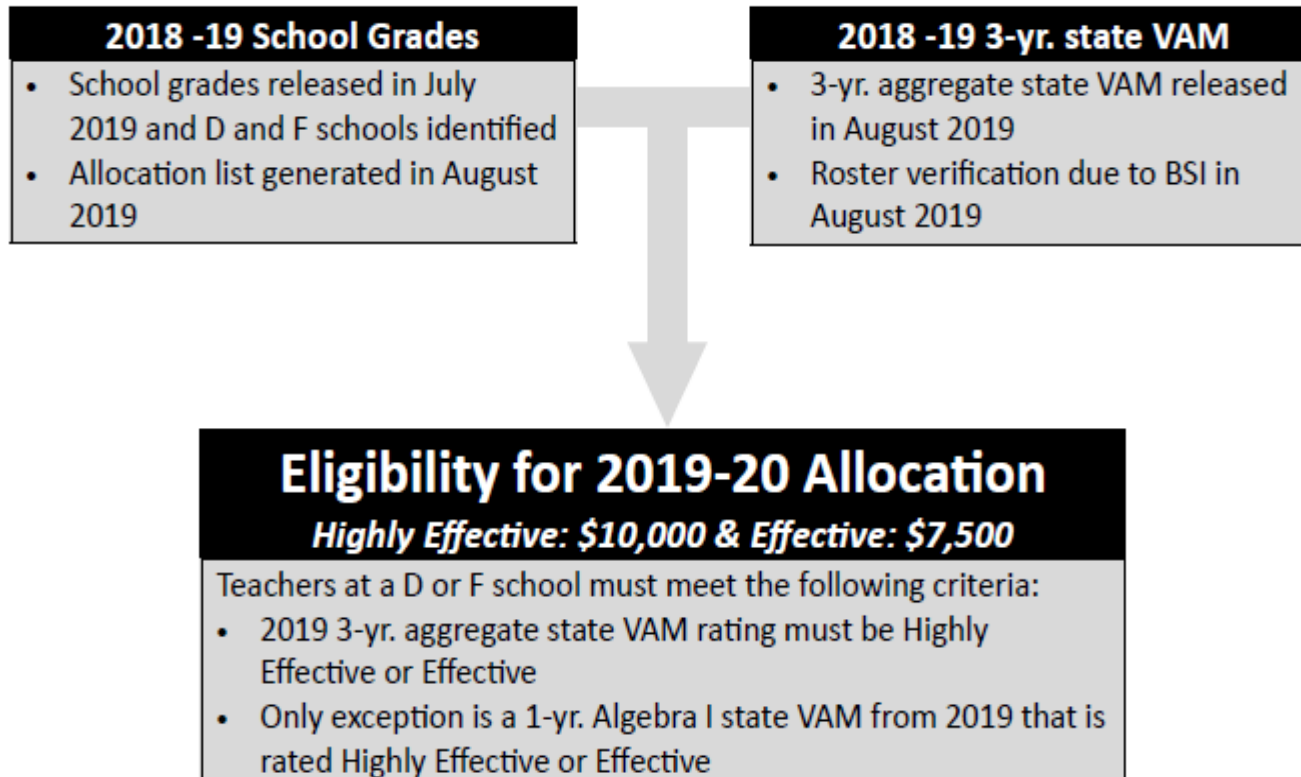- Award will be at the district level.

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.

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

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

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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

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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

- <u>No changes</u> 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 <u>all</u> 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

ESSA Indicator	Florida Component
Academic Achievement – including Student Growth	English Language Arts (ELA) Achievement
	Mathematics Achievement
	Learning Gains ELA
	Learning Gains Mathematics
	Learning Gains Lowest 25% ELA
	Learning Gains Lowest 25% Mathematics
Graduation Rate	4-Year Graduation Rate
School Quality or Student Success	Science
	Social Studies
	Middle School – Acceleration
	High School – College and Career Acceleration
Progress in Achieving English Language Proficiency (ELP)	ELP Progress

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 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 linked below. The Florida Report Cards 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 files/reports and can be downloaded in an Excel file.

Help us improve your experience by completing the Florida Report Card Feedback Survey.

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 (FETPIP) ⌄

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School Report Card

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

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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.
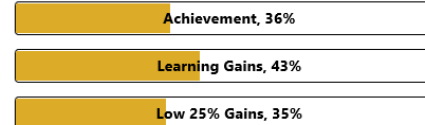
Data Masking: Data are suppressed when the number of students in the selected subgroup is less than 10 and is noted by "Not Enough Data".

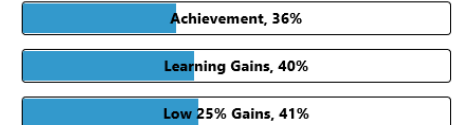**Select Subgroup:**

Total Students ▾	**View Subgroup**

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

Math
- Achievement, 36%
- Learning Gains, 40%
- Low 25% Gains, 41%

Social Studies
- Achievement, 60%

Science
- Achievement, 44%

Acceleration
- College & Career, 54%

Graduation Rate
- Graduation Rate, 84%

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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

View Subgroup

Mathematics

Achievement, 33%

Learning Gains, 45%

Learning Gains, 48%

Low 25% Gains, 39%

Low 25% Gains, 56%

Social Studies

Science

Achievement, 66%

Achievement, 55%

Acceleration

Graduation Rate

College & Career, 42%

Graduation Rate, 81%

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Additional Report Card Sections

English Language Learners – ELA Progress

Assessments - English Language Learners

English Language Progress

School Year				
2017–18	48.1 % (Your School)	63.5 % (Your District)	59.4 % (Statewide)	

Percent of Students Achieving Progress

● Your School ● Your District ● Statewide
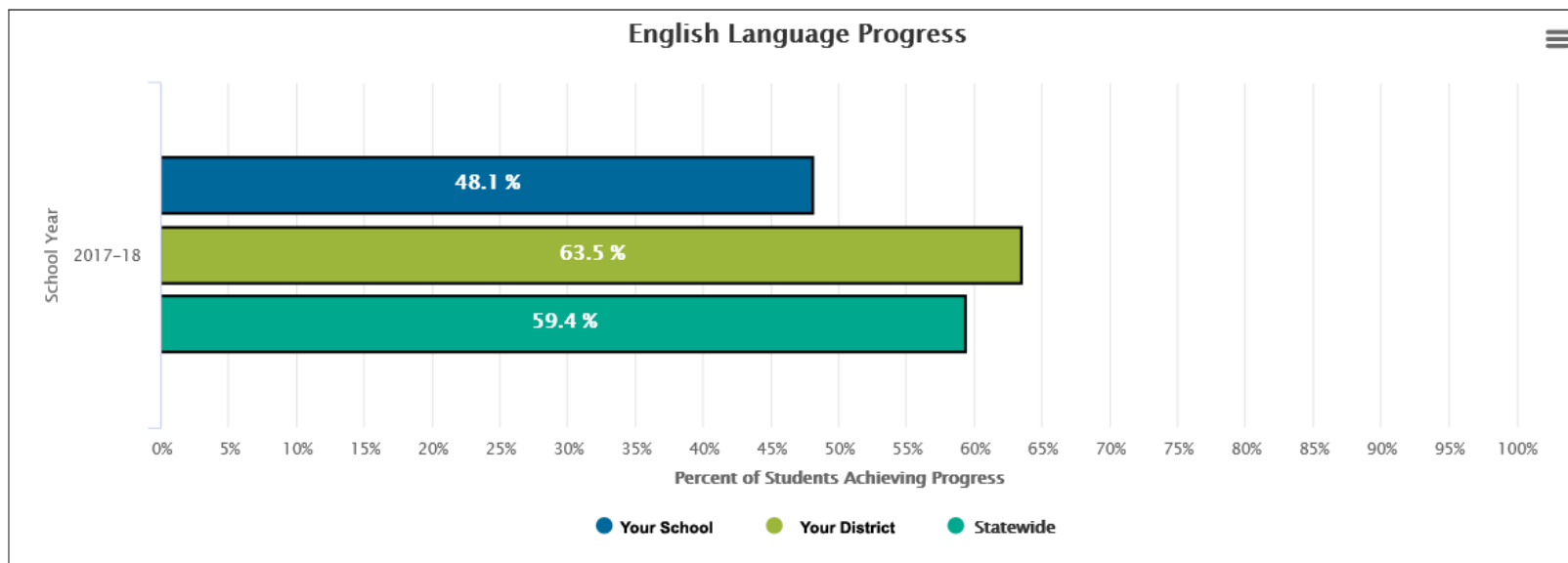
Planned Release for Summer 2019

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

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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;

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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

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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 1st year (90% of ELLs did this in 2017-18)
  - Learning gains counted in 2nd year
  - Achievement counted in 3rd 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

WEBSITE: www.fldoe.org/academics/essa

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
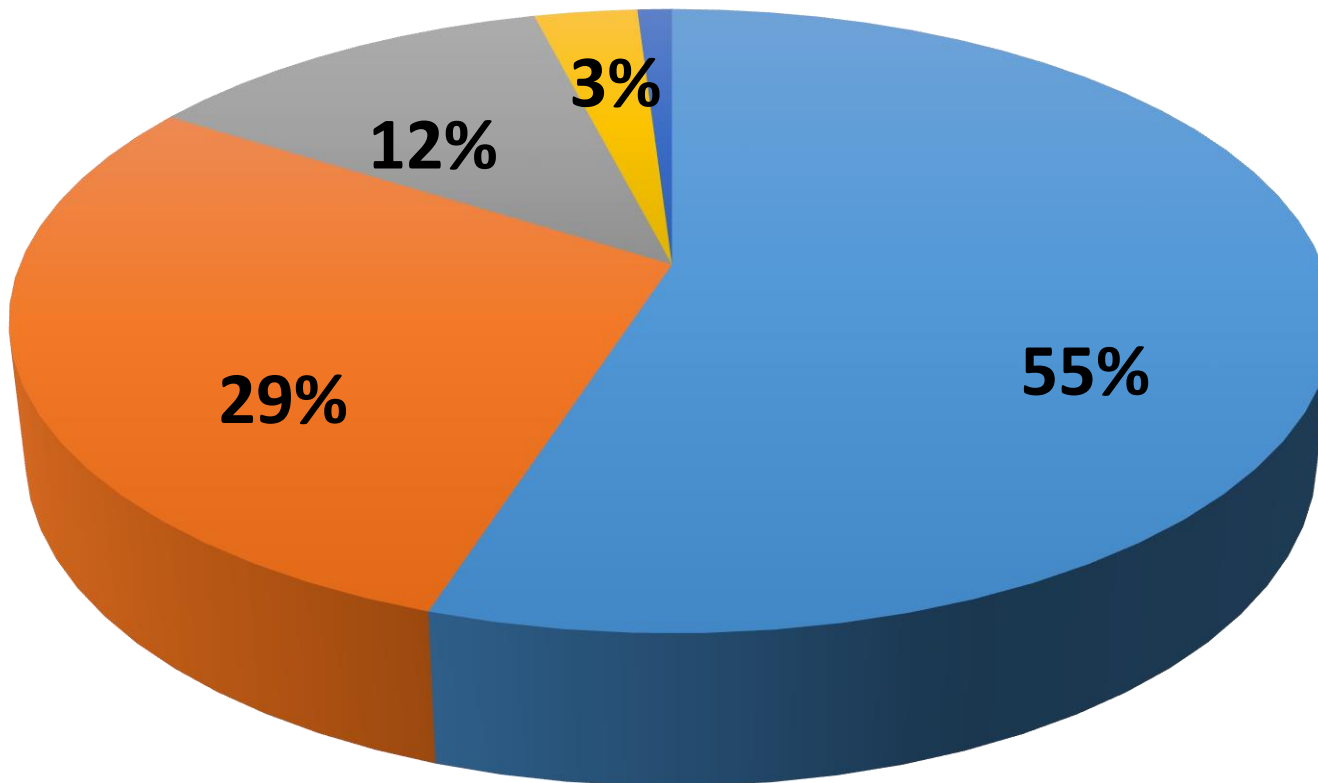
Legend: 1 2 3 4 5 6

(1) 1069 schools

(2) 565 schools

(3) 235 schools

(4) 61 schools

(5) 20 schools

(6) 2 schools

Chart values: 55%, 29%, 12%, 3%

Of the 1,952 Schools Identified for TS&I - Which Subgroup Missed the Target of 41%

Subgroup	# of Schools	% of Schools
White	33	2%
Black/African American	639	33%
Hispanic	87	4%
Asian	3	0%
Native American	11	1%
Multiracial	101	5%
Pacific Islander	1	0%
Students with Disabilities	1,789	92%
Economically Disadvantaged	79	4%
English Language Learners	517	26%

Statewide View of 2018-19 ESSA Baseline Data – TS&I

Legend: ■ TS&I- 1,952 schools   ■ not classified

A'S
- 75% (not classified)
- 25% — 261 schools (TS&I)

B'S
- 29% (not classified)
- 72% — 614 schools (TS&I)

C'S
- 9% (not classified)
- 91% — 1,076 schools (TS&I)
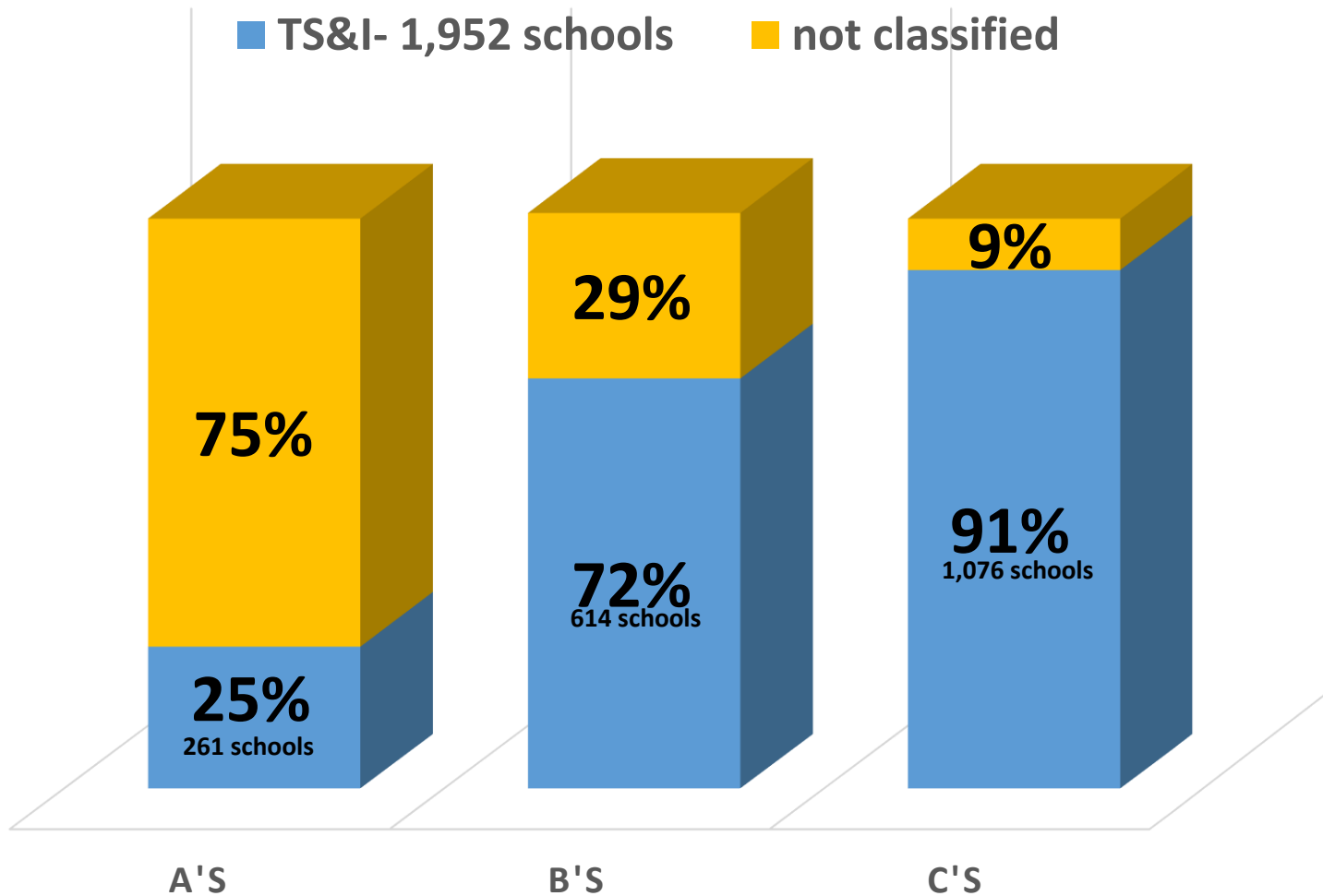
Support for School Improvement

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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

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 Index of 40% or lower	Tiered Support
A TS&I school with a subgroup Federal Index of 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 Index of 40% or lower in the current year *moves to CS&I after 6 years	Tiered Support
Any subgroup performance on Federal Index of 31% or lower for 3 consecutive years	Tiered Support

Federal ESSA Category: Targeted Support and Improvement (TS&I)

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

*2017-18 ESSA Report Card is baseline data

ESSA Category: Comprehensive Support and Improvement (CS&I)

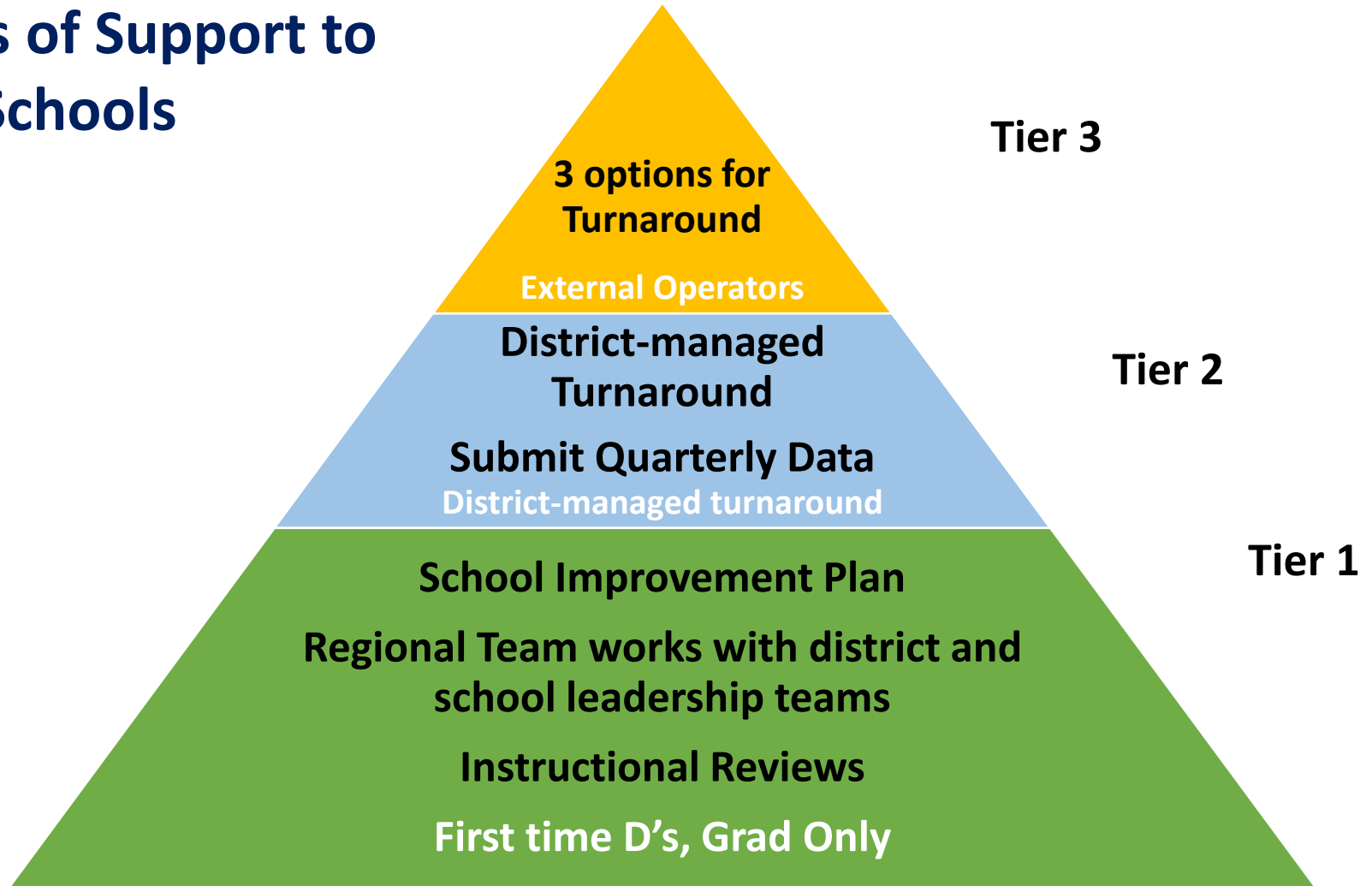|	State Support Provided	Required District Action	Performance based on	Timeline for Support
1. NEW Annually, **OVERALL SCHOOL** Federal Index of 40% or lower • All school grade components + ELP progress	Tiered Support	School Improvement Plan	*2018-19	**2019-20**
2. NEW After 6 years, a TS&I school with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

2017-18 ESSA Report Card is baseline data

Tiers of Support to DA Schools

Tier 3

Tier 2

Tier 1

3 options for Turnaround

External Operators

District-managed Turnaround

Submit Quarterly Data

District-managed turnaround

School Improvement Plan

Regional Team works with district and school leadership teams

Instructional Reviews

First time D's, Grad Only

* 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

4 Schools

➤ **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

1,952 Schools

➤ **Annual low subgroup Federal Index (40% or lower) 2019-20**
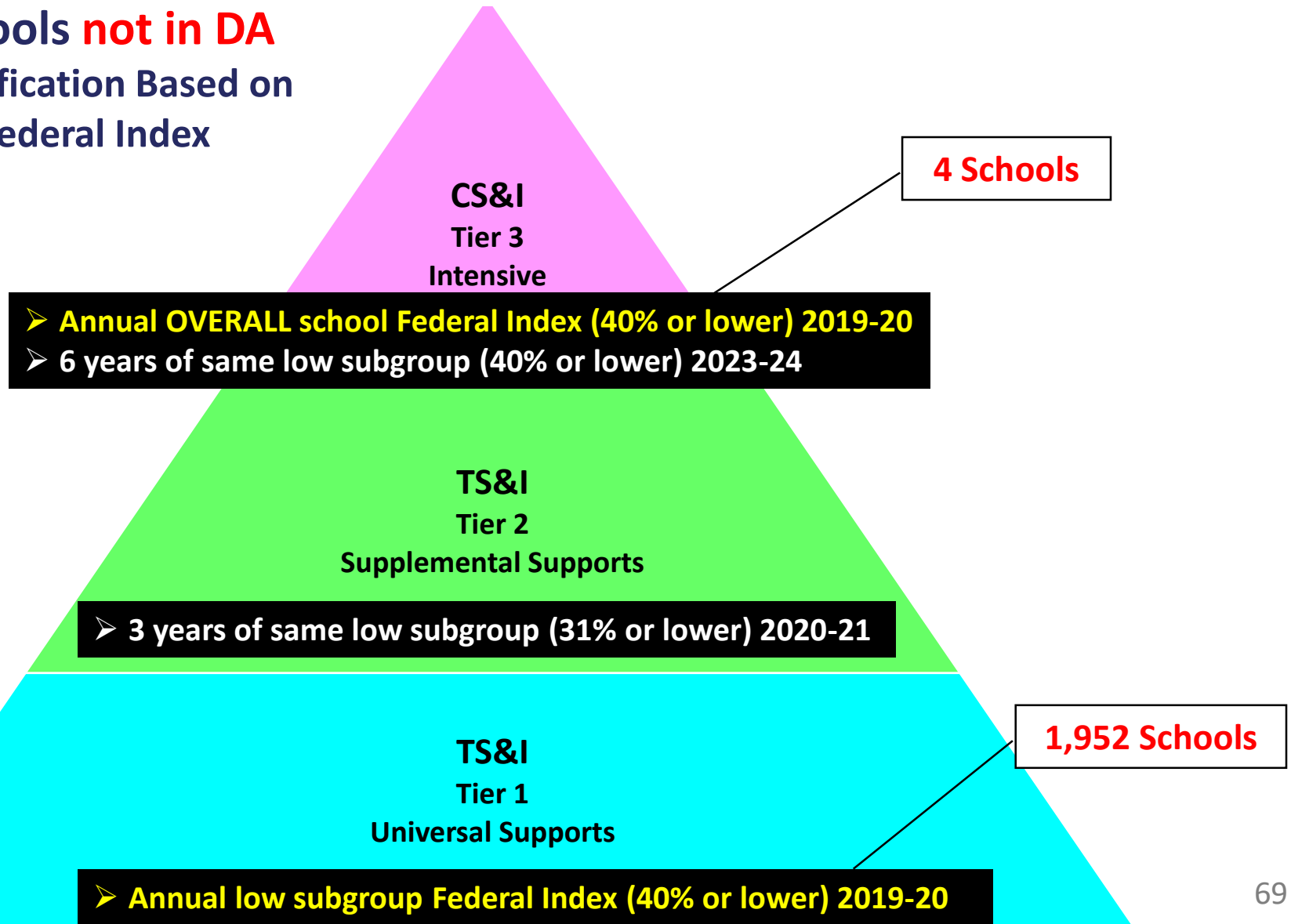
School Improvement Plans (SIP) in Florida Statutes

- 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

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School Improvement Plan Resources

- 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

	Performance based on	Required Charter School Action	Required Governing Board Action	Required Sponsoring District Action
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

	Performance based on	Required Charter School Action	Required Governing Board Action	Required Sponsoring District Action
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

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