



School Improvement Updates and Support

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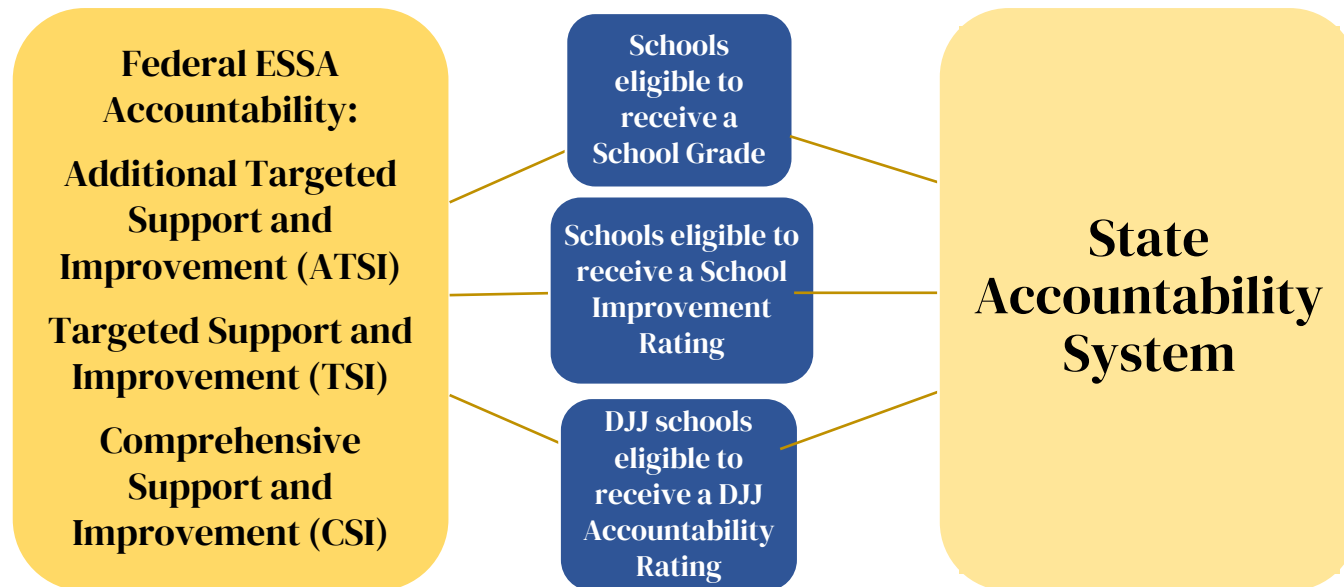


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School Improvement System of Accountability and Support Overview and Updates

Accountability for ALL Students

Any school could potentially be identified as a school in need of comprehensive or targeted support and improvement under the federal Every Student Succeeds Act (ESSA) **AND** receive a school grade, school improvement rating or Department of Juvenile Justice (DJJ) accountability rating under the state accountability system.



ESSA Identification of Schools

Category	Criteria
<p align="center">ATSI Additional Targeted Support and Improvement</p>	<p>A school not identified for CSI but has one or more subgroups with a Federal Index below 41%.</p>
<p align="center">TSI Targeted Support and Improvement</p>	<p>A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.</p>
<p align="center">CSI Comprehensive Support and Improvement</p>	<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% (lowest performing) 2. Have a graduation rate at or below 67% (low grad rate) 3. Have a school grade of D or F (lowest performing) 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years (not exiting)

School Improvement Timeline

Federal Index Identification (Consecutive Years)	School Year of Federal Index Calculation	School Year for Support (Based on School Year of Federal Index Calculation)
1	2017-18	2018-19
2	2018-19	2019-20
WAIVER	2019-20 (carry forward designation from 2018-19)	2020-21
WAIVER	2020-21 (carry forward designation from 2019-20)	2021-22
3	2021-22 (1 st year for TSI designation with rolling 3 years thereafter dropping off the earliest year and replacing with the most recent year)	2022-23
Amended ESSA State Plan (2023) 4	2022-23 <ul style="list-style-type: none"> • End of 2022-23 SY: <ul style="list-style-type: none"> ○ CSI and ATSI carry forward designation from 2021-22 ○ Schools identified for graduation rate only will exit CSI if the 2021-22 graduation rate increased to higher than 67% • When 2022-23 school grades are released : <ul style="list-style-type: none"> ○ Schools may be identified as TSI (new cohort) ○ 2022-23 will count toward the consecutive years in the CSI and ATSI carry forward designations 	2023-24
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 Percent of Points Index (FPPI) to 41% or higher.**
- **To exit TSI, a school must improve subgroup(s) performance so there are no consistently underperforming subgroup(s) with an FPPI below 32% for 3 consecutive years.**
- **To exit CSI, a school must have a FPPI of 41% or higher, must not have a "D" or "F" school grade, and must have a graduation rate above 67%.**
- **Schools that enter CSI because they were previously identified as ATSI based on subgroup performance for 6 consecutive years must raise their subgroup's performance to 41% or higher on the FPPI to exit CSI.**

2023-24 Active Schools ESSA Support List

Based on 2021-22 ESSA Federal Index and ESSA Support Categories as published by the Bureau of Accountability and Reporting.

ATSI

1,802 schools

TSI

224 schools

CSI

505 schools

BSI Monitoring and Support for All Schools



BSI teams are structured to support districts and schools in increasing outcomes for all students through strategic problem solving and capacity building in the areas of accountability, transformational leadership, standards-based planning, instruction and learning and positive culture and environment.



A continuum of support designed to improve education for all students as evidenced by increased student outcomes will be offered to districts.

Supplemental

Targeted

Intensive



ESSA Support List

- ESSA category (tabs for ATSI, TSI and CSI)
- FPPI – all students
- School grade
- Graduation rate
- Number of consecutive years below 32% for each subgroup
- FPPI and number of consecutive years below 41% for each subgroup

School Improvement Support List

- School Grade History
- D, F or Graduation Rate below 67%
- Turnaround Status
- Turnaround Option
- Tier, Cycle, Year
- Title I Status

Bureau of School Improvement Preliminary 2023-24 Schools Identified for Intensive Support as of June 27, 2023 Based on 2021-22 ESSA Federal Index and ESSA Support Categories as published by the Bureau of Accountability and Reporting						
BSI Region	District Number	District Name	School Number	School Name	ESSA Category (CSI)	Percent of Schools with Federal Index - All Students Points below 4.0 or Graduation Rate at or below 67%
1	03	BAY	0071	MERRITT BROWN MIDDLE SCHOOL	CSI	40
1	03	BAY	0091	CEDAR GROVE ELEMENTARY SCHOOL	CSI	31
1	03	BAY	0101	CALLAWAY ELEMENTARY SCHOOL	CSI	43
1	03	BAY	0111	MERRIAM CHERRY STREET ELEMENTARY	CSI	37
1	03	BAY	0131	LUCILLE MOORE ELEMENTARY SCHOOL	CSI	36
1	03	BAY	0211	PARKER ELEMENTARY SCHOOL	CSI	42
1	03	BAY	0241	ST. ANDREW SCHOOL AT OAKLAND TERRACE	CSI	36
1	03	BAY	0251	WALLER ELEMENTARY SCHOOL	CSI	40
1	03	BAY	0281	MARGARET K. LEWIS IN MILLVILLE	CSI	22
1	03	BAY	0341	RUTHERFORD HIGH SCHOOL	CSI	37
1	03	BAY	0531	NEW HORIZONS LEARNING CENTER	CSI	34
1	03	BAY	0581	ROSEWALD HIGH SCHOOL	CSI	17
1	03	BAY	0782	CENTRAL HIGH SCHOOL	CSI	19
1	17	ESCAMBIA	0051	BELLVIEW ELEMENTARY SCHOOL	CSI	32
1	17	ESCAMBIA	0061	BELLVIEW MIDDLE SCHOOL	CSI	36
1	17	ESCAMBIA	0211	ACHIEVE ACADEMY AT MCMILLIAN	CSI	12
1	17	ESCAMBIA	0271	ENSLEY ELEMENTARY SCHOOL	CSI	39
1	17	ESCAMBIA	0361	MONTCLAIR ELEMENTARY SCHOOL	CSI	38
1	17	ESCAMBIA	0371	MRYTLE GROVE ELEMENTARY SCHOOL	CSI	32
1	17	ESCAMBIA	0391	OAKCREST ELEMENTARY SCHOOL	CSI	35

Bureau of School Improvement 2023-24 School Improvement Support List														
School Name	School Type	*2022-23 Grade	2021-22 Grade	2020-21 Grade	2018-19 Grade	2017-18 Grade	2016-17 Grade	Turnaround Status	Turnaround Option	Tier	Cycle	Year in Status	Title I	
KE FOREST ELEMENTARY SCHOOL	01		F		D	D	C	IMPLEMENTING	DMT	2	CYCLE 1	YEAR 2	YES	
A. METCALFE ELEMENTARY SCHOOL	01		D		B	D	D	N/A	N/A	1	N/A	N/A	YES	
ACHUA ELEMENTARY SCHOOL	01		D		C	D	C	N/A	N/A	1	N/A	N/A	YES	
ESTER SHELL ELEMENTARY SCHOOL	01		D		C	C	B	N/A	N/A	1	N/A	N/A	YES	
MARA TERWILLIGER ELEMENTARY SCHOOL	01		D		C	D	D	N/A	N/A	1	N/A	N/A	YES	
L'WILLD ELEMENTARY SCHOOL	01		D		D	D	C	IMPLEMENTING	DMT	2	CYCLE 1	YEAR 2	YES	
MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL	01		D		C	D	C	N/A	N/A	1	N/A	N/A	YES	
DAR GROVE ELEMENTARY SCHOOL	01		F		C	D	C	IMPLEMENTING	DMT	2	CYCLE 1	YEAR 1	YES	
L'LLAWAY ELEMENTARY SCHOOL	01		D		D	C	B	IMPLEMENTING	DMT	2	CYCLE 1	YEAR 1	YES	
MERRIAM CHERRY STREET ELEMENTARY	01		D		A	A	B	N/A	N/A	1	N/A	N/A	YES	
SILLE MOORE ELEMENTARY SCHOOL	01		D		C	D	D	N/A	N/A	1	N/A	N/A	YES	
WALKER ELEMENTARY SCHOOL	01		D		C	B	C	N/A	N/A	1	N/A	N/A	YES	
WALKER ELEMENTARY SCHOOL	01		D		C	D	C	N/A	N/A	1	N/A	N/A	YES	
THELFORD HIGH SCHOOL	04		D		C	C	C	N/A	N/A	1	N/A	N/A	YES	
ADDFORD ELEMENTARY SCHOOL	01		D		C	C	C	N/A	N/A	1	N/A	N/A	YES	
WTEY ELEMENTARY SCHOOL	01		D		C	B	C	N/A	N/A	1	N/A	N/A	YES	
DEAVOUR ELEMENTARY SCHOOL	01		D		C	D	D	N/A	N/A	1	N/A	N/A	YES	
L.W.J. CREEL ELEMENTARY SCHOOL	01		D		C	D	B	N/A	N/A	1	N/A	N/A	YES	
WALKER ELEMENTARY SCHOOL	01		D		D	C	D	IMPLEMENTING	DMT	2	CYCLE 1	YEAR 1	YES	
KRIDGE ELEMENTARY SCHOOL	01		D		C	D	C	N/A	N/A	1	N/A	N/A	YES	
OWARD ESTATES ELEMENTARY SCHOOL	01		D		B	C	C	N/A	N/A	1	N/A	N/A	YES	
WINTATION MIDDLE SCHOOL	02		D		C	C	C	N/A	N/A	1	N/A	N/A	YES	
ESTWOOD HEIGHTS ELEMENTARY SCHOOL	01		D		C	B	C	N/A	N/A	1	N/A	N/A	YES	
WIRTH FORK ELEMENTARY SCHOOL	01		F		C	C	D	IMPLEMENTING	DMT	2	CYCLE 1	YEAR 1	YES	
STLE HILL ELEMENTARY SCHOOL	01		D		C	D	C	N/A	N/A	1	N/A	N/A	YES	
MARTIN LUTHER KING, JR. MONTESSORI ACADEMY	01		D		C	C	F	N/A	N/A	1	N/A	N/A	YES	
DEAVOUR PRIMARY LEARNING CENTER	01		F		D	C	C	IMPLEMENTING	DMT	2	CYCLE 1	YEAR 1	YES	
FREDERICK R. DOUGLASS ELEMENTARY	01		D				C	A	N/A	N/A	1	N/A	N/A	YES
WEST ELEMENTARY SCHOOL	01		D		C	C	D	N/A	N/A	1	N/A	N/A	YES	
DESOTO MIDDLE SCHOOL	02		D		C	C	C	N/A	N/A	1	N/A	N/A	YES	
NOCATTEE ELEMENTARY SCHOOL	01		D		C	D	D	N/A	N/A	1	N/A	N/A	YES	
WOCAN SPRING ELEMENTARY SCHOOL	01		D					N/A	N/A	1	N/A	N/A	YES	

School Responsibilities

ATSI	TSI	CSI
School Responsibilities	School Responsibilities	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 SIP. • Improve student learning outcomes toward meeting exit criteria. 	<ul style="list-style-type: none"> • Develop a School Improvement Plan (SIP) with stakeholder involvement a submit to the district for approval. • Implement the SIP. • Submit a Mid-Year Reflection to the Florida Department of Education (FDOE). • Improve student learning outcomes toward meeting exit criteria. 	<p>Develop a School Improvement Plan (SIP) with stakeholder involvement and submit to the district for approval. Implement the SIP. Submit a Mid-Year Reflection to the FDOE.</p> <p>Improve student learning outcomes toward meeting exit criteria.</p> <p><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></p>

Note: Schools that receive a DJJ accountability rating of unsatisfactory will have additional requirements pursuant to Rule 6A-1.099813, F.A.C.

Supplemental Support – Graded and Rated Schools

ATSI - SUPPLEMENTAL SUPPORT	
District Responsibilities	Department 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. 	<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.

Targeted Support – Graded and Rated Schools

TSI - TARGETED SUPPORT	
District Responsibilities	Department 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. 	<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.

Intensive Support – Graded and Rated Schools

CSI - INTENSIVE SUPPORT

District Responsibilities	Department 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. • Meet additional requirements for traditional schools pursuant to Rule 6A-1.099811, F.A.C. and charter schools pursuant to Rule 6A-1.099827, F.A.C. 	<ul style="list-style-type: none"> • Inform districts of schools with CSI identification. • Provide resources/funding. • Review, approve, support and periodically monitor 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 6A-1.099811, 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>

Rated Schools

State Accountability Designation

Public traditional or charter schools that receive a school improvement rating or DJJ accountability rating:

- ESE centers;
- Alternative schools; or
- DJJ schools.



**MAY ALSO
HAVE**

Federal Designation

- ATSI;
- TSI; or
- CSI (FPPI below 41%).

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

Rated Priority Schools Support

Department Responsibilities

- Provide resources/funding.
- Review, approve, support and periodically monitor 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.**



Primary Support:

- **Joey Nice, Director of Alternative Education**

Subgroup Support:

- **Dr. Denise Robinson, Tiered Support Coordinator**

Options:

- **On-site or virtual.**
- **Include in district meetings if district also has SI schools.**

Charter Schools

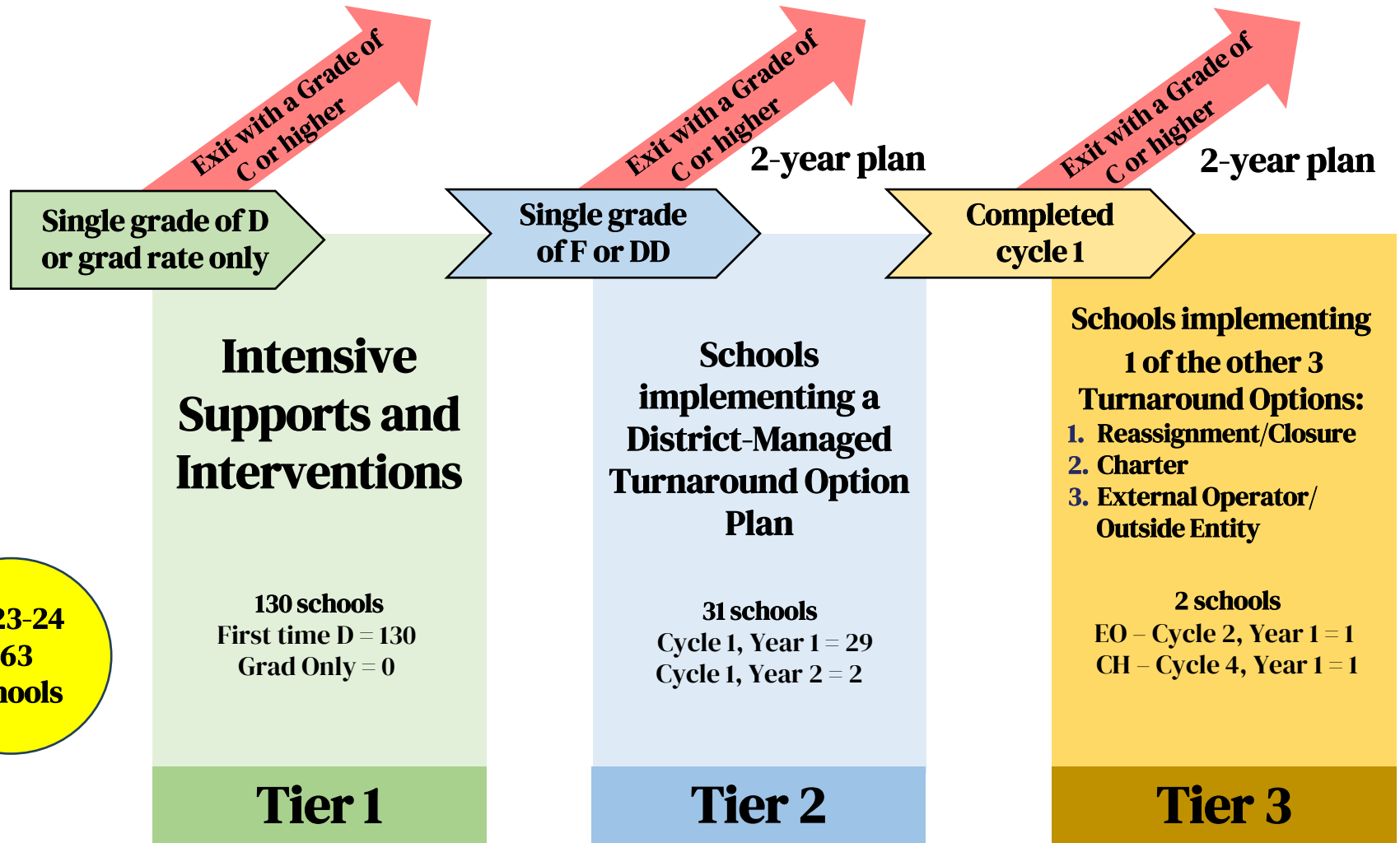
- **Requirements per Rule 6A-1.099827, F.A.C.:**

- (1)(a) A charter school that receives a school grade of D or F pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.
- (1)(b) A charter school that earns 3 consecutive grades below a C must submit to its sponsor a school improvement plan that includes one of the corrective actions listed in subsection (6) of this rule.
- (5)(a) A sponsor shall approve or deny a school improvement plan submitted pursuant to subsection (4), of this rule.

- **Support:**

- Collaborative support from the various bureaus and offices in the Department.
- The Department will periodically facilitate meetings with the district to support school improvement efforts for charter schools. Options:
 - On-site or virtual; and
 - Participate in district meetings if district also has SI schools.

2023-24 School Improvement Schools



2022-23 School and District Grades and School Improvement Ratings

- **Informational baseline year for schools and districts to work toward improved performance in future years.**
- **No schools will enter School Improvement (SI) status.**
- **All schools that improve to a “C” or higher upon release of the 2022-23 school grades will exit SI status.**
- **Due to the absence of learning gains in the 2022-23 school year, the reporting of school improvement ratings will be delayed until the 2023-24 school year.**
- **The State Board of Education adopted new cut scores on October 18, 2023.**



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School Improvement Funding

Funding for School Improvement

- **Unified School Improvement Grant (UniSIG)**
- **Supplemental Teacher and Administrator Allocation (STAA)**
- **2023-24 Supplemental School Improvement Grant**
- **Educational Enrichment Allocation**

Requirements for Evidence-Based Interventions

- A school identified for CSI must implement at least one evidence-based intervention as part of its improvement plan.
- Under ESEA Section 8101(21)(B), any evidence-based intervention, activity or strategy that the LEA pays for with ESEA Section 1003 funds must meet one of the first three tiers of evidence under ESEA Section 8101(21)(A) (strong, moderate or promising evidence).

SIP Section: Area of Focus

Rationale for evidence-based intervention: Explain the rationale for selecting this specific strategy.
Tier of Evidence-based Intervention: <input type="checkbox"/> Tier 1 – Strong Evidence <input type="checkbox"/> Tier 2 – Moderate Evidence <input checked="" type="checkbox"/> Tier 3 – Promising Evidence <input type="checkbox"/> Tier 4 – Demonstrates a Rationale
Funding source(s): <input checked="" type="checkbox"/> Check the box if this evidenced-based intervention will be funded with UniSIG.

Practitioner Support for Student Subgroups

Professional Learning

Resources

Technical Assistance

Bureau of School Improvement (BSI)

Bureau of Family and Community Engagement (BFCO)

Bureau of Exceptional Education and Student Support Services (BEES)

Bureau of Federal Educational Programs (BFEP)

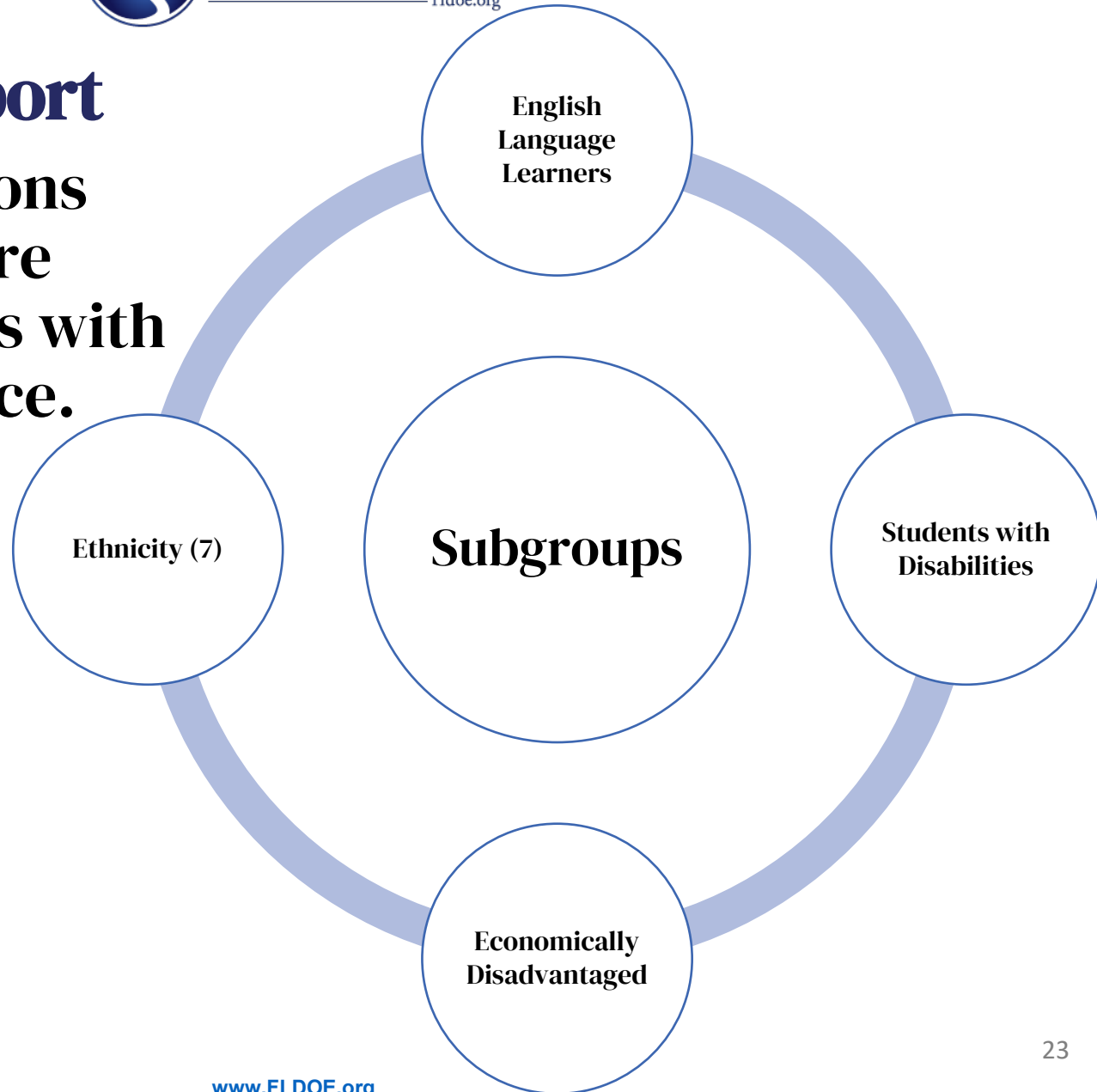
Bureau of Student Achievement Through Language Acquisition (SALA)

Bureau of Equal Educational Opportunity (BEEO)

Contact Dr. Denise Robinson, BSI, Tiered Support Coordinator, at Denise.Robinson@fldoe.org or 850-245-0900.

Targeting Support

**Student populations
with three or more
consecutive years with
underperformance.**





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Monitoring and Periodic Resource Allocation Review

Periodic Resource Allocation Review

- **The Department must periodically complete a resource allocation review to support school improvement in districts with a significant number of schools identified for support. (ESSA s. 111(d)(3)(A)(ii)(I)-(II))**
- **Intent of the review is to provide high-level data for district consideration as part of the continuous improvement process.**
- **The responsibility of the Department is to facilitate district conversations around data on resources and student outcomes, uncover opportunities and barriers to more strategic spending that positively impact students' experiences in school, and create transparency, flexibility and accountability among school and district leaders to distribute adequate funding based on student needs.**

Periodic Resource Allocation Review Process

STEP 1

- **The Department identifies districts serving a significant number of schools identified for ATSI, TSI and CSI. A significant number is determined by the following methodology:**
 - **At least 10% of active schools identified as CSI or TSI on the 2023-24 Preliminary ESSA Support List;**
 - **At least 10% of active schools identified as ATSI on the 2023-24 Preliminary ESSA Support List; and**
 - **At least 2 total active schools in the district on the 2023-24 Preliminary ESSA Support List.**

Periodic Resource Allocation Review Process

STEP 2

- **The Department will gather state-level resource allocation and utilization data and provide to district team for analysis.**
- **Data points may include, but not be limited to:**

Student enrollment and demographics

ESSA identification, FPPI, low-performing subgroups

Graduation Rates

Per Pupil Expenditures

Access to Quality Teachers: educator experience, out-of-field, educator effectiveness and temporary certificates

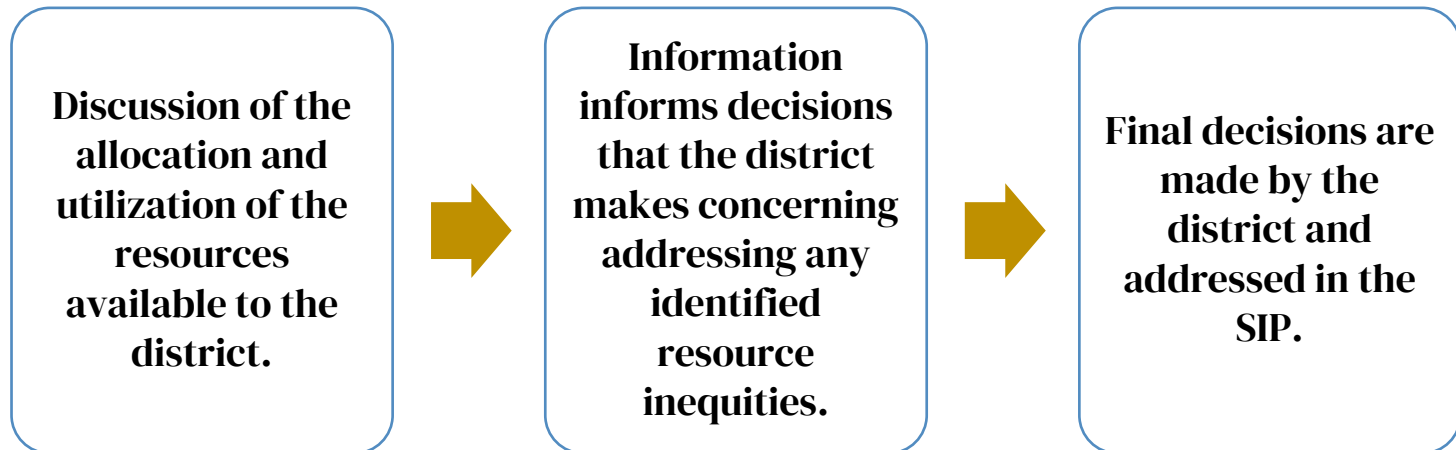
VAM ratings, student-to-teacher ratio, staff certifications, vacancies

Financial data: district and school-level budgets, applicable state categorical funds or grants received by the district, consolidated application for federal funds and other federal grants received by the district (IDEA)

Periodic Resource Allocation Review Process

STEP 3

- A collaborative meeting will be scheduled with the district to analyze the data.
- Key participants will include district leaders identified by the Superintendent (e.g., Chief Financial Officer, State and Federal Programs Officer, Curriculum Director, School Improvement Coordinator) and the regional school improvement team.





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