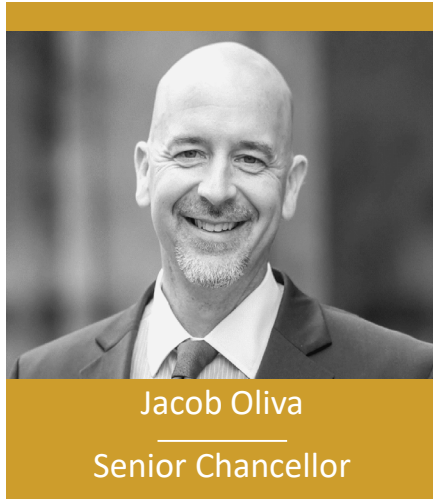




School Improvement Process and Updates

November 9, 2021

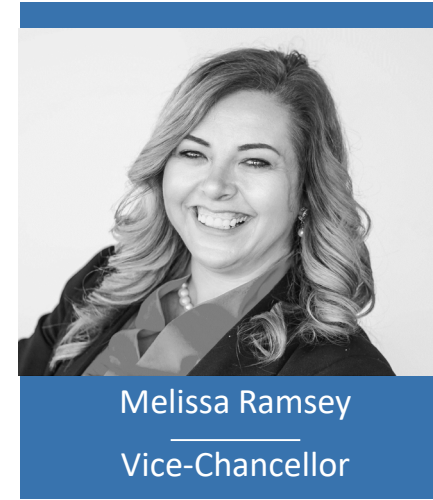




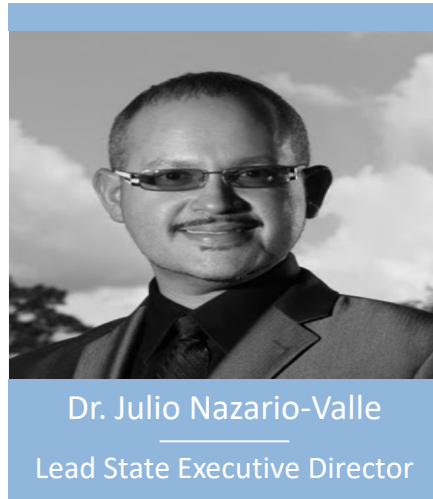
Jacob Oliva
Senior Chancellor



Richard Corcoran
Commissioner



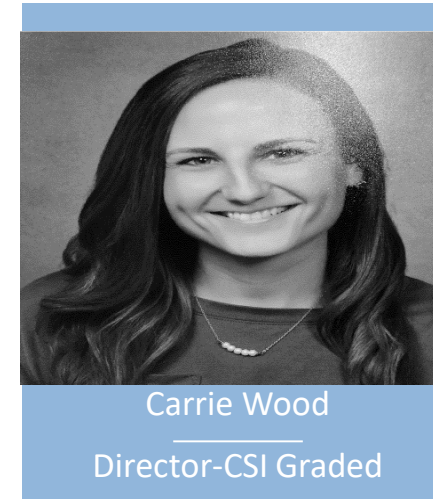
Melissa Ramsey
Vice-Chancellor



Dr. Julio Nazario-Valle
Lead State Executive Director



Amanda Meeks
Assistant Vice-Chancellor



Carrie Wood
Director-CSI Graded

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

BSI serves 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; and
- Utilizing various data for purposeful planning and problem solving.

Comprehensive Support and Improvement

There are three ways to be designated as a Comprehensive Support and Improvement (CSI) school:

- 2019 or 2021 “opt in” school grade of “D” or “F”;
- 2020 graduation rate of 67% or less; or
- overall Federal Index below 41%.

Tiers of Support:

- Tier 1 SI school is any school that earns a single grade of “D” or has a graduation rate of sixty-seven (67) percent or less.
- Tier 2 SI school is any school that earns a single grade of “F” or a school that earns consecutive low-performing grades and is in the first cycle of turnaround.
- Tier 3 SI school is any school that has completed one or more cycles of turnaround and has not improved its grade to at least a “C.”

School Improvement Schools

TOTAL NUMBER OF STUDENTS

65,337

TOTAL NUMBER OF TEACHERS

7,484

77

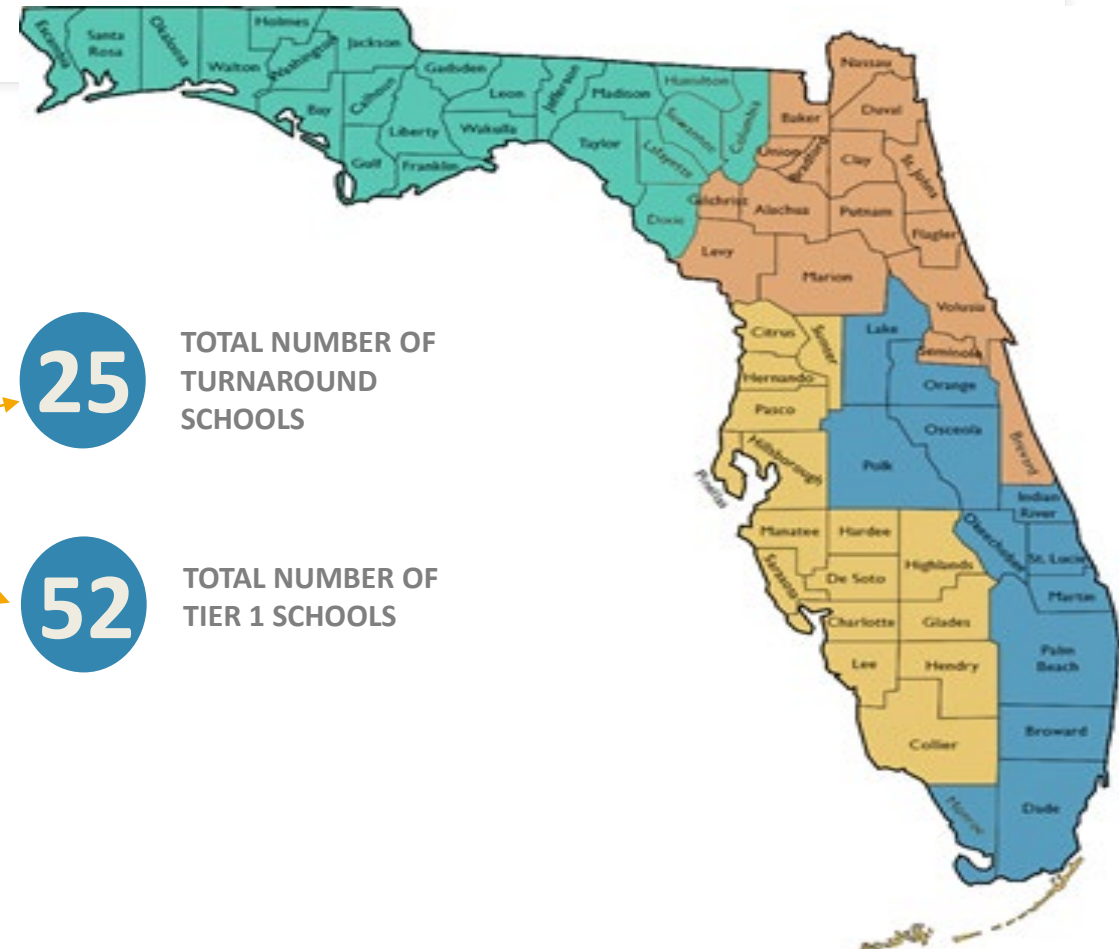
TOTAL NUMBER OF CSI GRADED SCHOOLS

25

TOTAL NUMBER OF TURNAROUND SCHOOLS

52

TOTAL NUMBER OF TIER 1 SCHOOLS



School Improvement Schools					
Level of Support	Classification	Final 2021-22 Schools	2020-21 Schools (2019 School Grade)	2019-20 Schools (2019 School Grade)	2018-19 Schools (2018 School Grade)
Tier 1	First Time D's	52*	90	91	106
	Graduation Only	1	1	2	8
	First Time F's, Cycle 1, Year 1	0**	2	3	19
Tier 2	Cycle 1, Year 1 (DD or DF)	12	18	20	19
	Cycle 1, Year 2	3	5	5	33
	Cycle 1, Year 3	1	2	2	3
	Cycle 2, Year 1 (External Operator)	7	12	12	12
	Cycle 2, Year 2 (External Operator)	2	6	6	0
Tier 3	Cycle 2, Year 3	0	1	0	0
	Cycle 3, Year 1	0	0	0	2
	Cycle 3, Year 2 (External Operator)	0	0	1	0
	TOTAL CSI Graded Schools	77	137	142	202
	Closed schools-monitored for 3 years	3	7	13	12

*2 schools closed Summer 2021

**2 schools selected School Improvement Rating for the 2021-22 school year

School Improvement Highlights

Florida's most vulnerable students at our most fragile schools beat the odds by increasing performance despite overall statewide assessment performance declines in every subject. 54 out of 132 traditional public schools improved their performance to a "C" or better, allowing them to exit the state's school improvement system.

Among the successes are two schools, Pinecrest Elementary School in Collier and Rutledge H. Pearson Elementary School in Duval, that improved from a "D" in 2019 to an "A" in 2021; and one school, Lakewood Elementary School in Pinellas, that improved from an "F" in 2019 to an "A" in 2021.

Overall of the 54 schools, three improved to an "A," four improved to a "B," and 47 improved to a "C." In addition to the 54 schools that opted in for their grade, an additional school that was in school improvement due to a low graduation rate, increased its graduation rate enough to exit the state's school improvement system, resulting in a total of 55 schools exiting the state's school improvement system.

School Improvement Recidivism

- Despite all of this success, we continue to see gaps where many schools temporarily exit turnaround for one year and then fall back into turnaround – starting the clock all over again.
- There were 298 “D” or “F” charter and traditional schools in 2016.
 - Of these schools, 63 exited turnaround by receiving a “C” or higher, and then immediately returned to turnaround. Essentially a little more than 1 in 5 schools returned to turnaround after just 1 year. There were 194 “D” or “F” charter and traditional schools in 2017.
 - 65% or 126 of those schools exited state support by receiving a “C” or higher, 23 of those schools immediately returned to state support in 2019.

2020-21 Third Grade Data at CSI Schools

- Of our 26 districts with School Improvement (SI) schools:
 - 11 (41%) districts had an increase in the percentage of 3rd grade students that performed at a level 3 or higher.
 - A SI school in the Northeast, had an increase of 56% of 3rd grade students that performed at a level 3 or higher.
 - A SI school in the Northwest, had an increase of 50% of 3rd grade students that performed at a level 3 or higher.

Area to Grow: 6 (22%) districts had a decrease in the number of 3rd grade students that scored a level 1 and 2.

Why Focus on Early Intervention?

NEARLY 90% OF STUDENTS WHO FAILED TO EARN A HIGH SCHOOL DIPLOMA WERE STRUGGLING READERS IN **THIRD GRADE.**

4

Students who are not reading proficiently in third grade are **FOUR TIMES** more likely to drop out or fail to graduate from high school.

6

African American and Hispanic students not reading proficiently in third grade are **SIX TIMES** more likely to drop out or fail to graduate from high school.

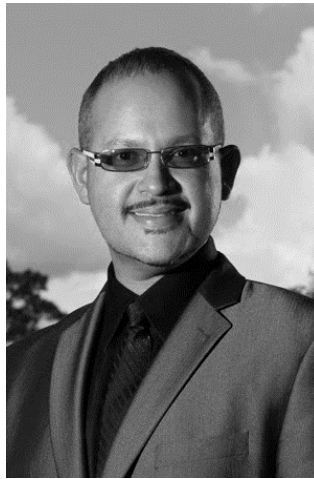
8

Low-income minority students not reading proficiently in third grade are **EIGHT TIMES** more likely to drop out or fail to graduate from high school.

Source: *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*, 2012



BSI On-Site Support



Dr. Julio Nazario-Valle
Lead State Executive Director



Dustin Sims
Northeast
Regional Executive Director



Dr. Rachel Heide
Northwest
Regional Executive Director



Lashawn Russ-Porterfield
Southeast
Regional Executive Director



Dr. Lucinda Thompson
Southwest
Regional Executive Director

Structured Support for all CSI Schools

Support that must be implemented by the district:

- Schoolwide Improvement Plan;
- Dedicate at least one position at the district level to lead school improvement in the district;
- Staff the with a successful record of leading a turnaround school and who have the qualifications to support the student population at the at the school;
- Use the Principal Change Verification form to notify and receive approval from the Department prior to replacing a principal at a turnaround school;
- Ensure that common planning time occurs at the SI school;
- Provide an ELA and mathematics coach who has a record of effectiveness as an ELA teacher and coach;
- Ensure the instructional programs align to Florida's Standards across grade levels and are proven to be effective with high-poverty, at-risk students using ESSA's evidence-based levels 1, 2, or 3;
- Ensure remedial and supplemental instructional resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan; and
- Utilize formative and summative assessments that are aligned to Florida's Standards.

Structured Support for all CSI Schools

Support that must be implemented by the BSI Field Team:

- Frequent visits by regional school improvement teams
 - Tier 1- Monthly
 - Tier 2- Biweekly
 - Tier 3- Weekly
- Instructional reviews conducted on a continuous process to review a school's performance data trends, conduct classroom walkthroughs, assist with development of coaching plans and review school improvement plan(s) to address opportunities for improvement.
- Classroom walkthroughs with actionable feedback to gather data and provide feedback to instructional personnel and administrators to inform instructional practices for improved student achievement.
- Action Planning
- Monitor and support for evidence of implementation and impact
- Progress Monitoring Data Review is the quarterly survey used to gather instructional personnel and student data to inform state, district and school leaders about professional capacity and school climate as related to student achievement.

School Support Visits

Support and next steps are monitored and tracked through a “Year at a Glance” document.

School Support Visits				
Specialist	Dates/Times	Support/Focus Next Steps	Meeting With: Job Title	BSI Team
		Support Scheduled: Support Provided: Notes: School Next Steps: BSI Next Steps:		
		Support Scheduled: Support Provided: Notes: School Next Steps: BSI Next Steps:		
		Support Scheduled: Support Provided: Notes: School Next Steps: BSI Next Steps:		
		Support Scheduled: Support Provided: Notes: School Next Steps: BSI Next Steps:		

Sample Action Plan

Content Area:			
Trends/Rationale		Next Steps	
Strengths	Opportunities	Action Steps	Monitoring
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • 	Action Step: Evidence: Person Responsible: Start: End: Frequency:	Evidence of Implementation: Person Responsible: When:

Sample Action Plan

Trends/Rationale		Next Steps	
Strengths	Opportunities	Action Steps	Monitoring
<ul style="list-style-type: none"> Student task was evident and aligned to standards Student use of strategies Teachers released students to do the work Teachers made learning visible (anchor charts) 	<ul style="list-style-type: none"> Students using the correct strategy Teacher understanding and communicating the connection between the strategy, task and standard to students Teacher questions not aligned to the overall intended learning 	<p>Action Step: In planning:</p> <ul style="list-style-type: none"> Teachers bring a possible task to planning Facilitators will create guided questions to help teachers make the connection between the standard, strategy and task Coaches model the thinking behind the connections discussed in planning Teachers script questions aligned to the intended learning Student work analysis to help teachers make connections Clarify and provide a common language around look-fors, #1 and #3 Liliana Ramirez (ESOL Resource) will attend planning sessions, starting with 3rd grade, to identify strategies to implement during student support time (small group) <p>Person Responsible: Dr. Ivetha Witherspoon (MGT ELA Coach), Marcia Hepburn (ELA Coach), Helen Olijnyk (Reading Resource), Christina Silva (Assistant Principal)</p> <p>Start: 9/28/21 End: Ongoing</p>	<p>Evidence of Implementation:</p> <ul style="list-style-type: none"> Common planning notes to include teacher created questions, connection of standard, strategy, and task Classroom walkthrough trends Coaching schedule with teacher focus tied to action steps Student work samples to support teachers with identifying student gaps in making connections to the intended learning Uploaded teacher created tasks to one drive to assess teacher understanding of the text set/unit Collect facilitator scripted questions used to guide teachers through making connections of standard-strategy-task Updated look-fors & communicated to teachers <p>Evidence of Impact:</p> <ul style="list-style-type: none"> Monitoring of coaching focus to determine impact on teacher improvement ELL students utilizing strategies modeled for them in small group instruction Teachers making intentional connection between the task,
		<p>Frequency: Weekly</p>	<ul style="list-style-type: none"> strategy and standard they are teaching Students understanding the connection between the task, strategy, and standard they are learning <p>Person Responsible: MGT and Administration</p> <p>When: Beginning week of October 4, 2021</p>

Professional Library

FLORIDA DEPARTMENT OF EDUCATION

BSI Professional Library Series

Home

Mission and Vision

▼ Meet the BSI Team

▼ 2020-2021 Professional Library Series

▼ 2021-2022 Professional Library Series

▼ 2020 Summer Academy Modules 2020

2021 Statewide District Convening

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BSI Professional Library Series

POSITIVE CULTURE & ENVIRONMENT

SUSTAINABILITY

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Welcome to the Bureau of School Improvement (BSI) Professional Library Series Site

We are excited to embark on this journey with you as we focus on supporting improved outcomes for all students through strategic problem solving, capacity building, and the implementation of sustainable systems in alignment with BSI's three pillars:

- Transformational Leadership
- Standards-based Planning, Instruction, and Learning

FLORIDA DEPARTMENT OF EDUCATION
fldoc.org

BSI News You Can Use Monthly Newsletter

The screenshot shows the newsletter interface. On the left is a dark sidebar with the Florida Department of Education logo and a list of navigation links: Home, BSI Mission and Vision, BSI Leadership Team, Region Corner, BSI Turlington Team, Coaching Cycle, B.E.S.T. Standards, F.A.S.T, TOP, Summer Academy 2021, SI Innovators, 2021-22 K12 ESEA Federal Programs Monitoring Tool and Universal Risk Assess, and Principal Change. The main content area features a header with the title 'BSI News You Can Use' and the subtitle 'POSITIVE CULTURE & SUSTAINABILITY'. Below the header is a brown bar with the text 'November 2021 Edition 5 Volume 3'. The main article is titled 'Message from our Lead State Executive Director, Dr. Nazario-Valle' and discusses the challenge of teacher understanding and the role of instructional coaching.

EDUCATION

BSI Newsletter
November 2021

Home

BSI Mission and Vision

BSI Leadership Team

Region Corner

BSI Turlington Team

Coaching Cycle

B.E.S.T. Standards

F.A.S.T

TOP

Summer Academy 2021

SI Innovators

2021-22 K12 ESEA
Federal Programs
Monitoring Tool and
Universal Risk Assess

Principal Change

BSI News You Can Use

POSITIVE CULTURE & SUSTAINABILITY

November 2021 Edition 5 Volume 3

Message from our Lead State Executive Director, Dr. Nazario-Valle

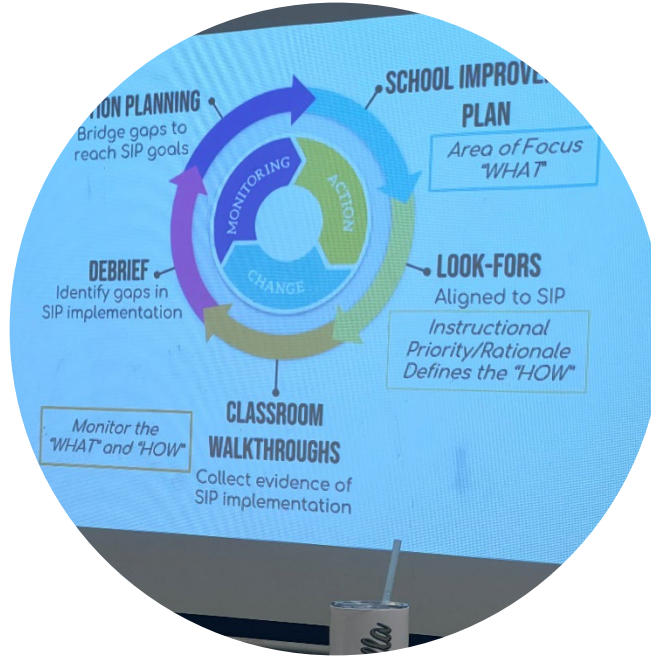
Many schools, especially struggling schools, have the same challenge when it comes to overall teacher understanding of the standards. Schools face the never-ending teacher shortage, while still trying to build teacher capacity. How do you continue to offer students the highest quality of education when you have teachers at different levels of understanding?

One way teachers receive support is through instructional coaching. Often times we ask principals, "how are your coaches being utilized?" The answers vary from school to school and district to district. For some, instructional coaches are seen as quasi-administrators such as doing lunch duty and unending paperwork carrying a walkie-talkie to help with situations that arise on hand. For others, they are strictly supporting teachers with planning and implementing effective instructional practices.

Summer Academy Site 2021

The screenshot shows a website interface. On the left is a blue sidebar with the Florida Department of Education logo and the following text: "BSI Summer Academy 2021", "Home", "Mission and Vision", "Chancellor K-12 Public Schools", "Meet the BSI Team" (with a dropdown arrow), "Student Achievement through Language Acquisition Bureau Chief", "Agenda", "Acceleration Imperative", "Sessions" (with a dropdown arrow), "Request Copy Permission", and "Contact Us". The main content area features a large circular graphic divided into three segments: a purple segment labeled "MONITORING", a yellow segment labeled "ACTION", and a teal segment labeled "CHANGE". In the center of this graphic, the text "Monitoring for Change: A Path to Action" is displayed in a large, bold, black font. The website also includes a search icon in the top right and a copyright symbol in the bottom left of the main content area.

Regional Teams – Professional Learning



**Building Capacity Professional Learning
BSI Retreats**



Instructional Support

Example of the steps in an action plan

Common Language

- Area of Focus - defines the WHAT
- Instructional Priority/Rationale - defines the HOW of the WHAT
- Look-fors - defines what you will look at with instruction to monitor the WHAT and the HOW

Sample Action Plan

School Overview	<p>Area(s) of Focus:</p> <ul style="list-style-type: none">• Instructional practice specifically relating to standards-aligned instruction <p>Instructional Priorities:</p> <ul style="list-style-type: none">• Instructional Practice will focus on supporting a teacher’s ability to plan, implement, and assess high quality standards-based lessons which focus on instructional delivery practices requiring students to do the cognitive lift• Improve teachers’ knowledge and ownership of student level data and their expertise to use it to plan for and deliver instruction <p>Rationale: Teachers over-scaffolding and not releasing the cognitive lift to students</p>
------------------------	---

- Are the Area(s) of Focus, Instructional Priorities, and Rationale present?
- Area of Focus – Have they defined the WHAT?
 - What is the WHAT in this plan?
- Instructional Priority/Rationale – Does their Rationale define the HOW of the WHAT?
 - What is the HOW in this plan?
- Are they aligned?

What happens when these pieces are misaligned or nonexistent?



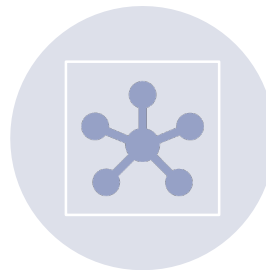
How do you know what your schools are focusing on to improve instructional practice?



How do you guide this discussion with your schools?



What guiding questions could you ask?



How are you connecting the SIP to the Action Plan?

Sample Action Plan

<p>School Overview</p>	<p>Area(s) of Focus:</p> <ul style="list-style-type: none"> • Instructional practice specifically relating to standards-aligned instruction <p>Instructional Priorities:</p> <ul style="list-style-type: none"> • Instructional Practice will focus on supporting a teacher’s ability to plan, implement, and assess high quality standards-based lessons which focus on instructional delivery practices requiring students to do the cognitive lift • Improve teachers’ knowledge and ownership of student level data and their expertise to use it to plan for and deliver instruction <p>Rationale: Teachers over-scaffolding and not releasing the cognitive lift to students</p>
<p>Look Fors:</p>	<ul style="list-style-type: none"> • ELA - Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral language • Math - Instruction and materials support growth in the targeted skill or standard such that students are on a trajectory to meeting grade-level standards • Students have opportunities for productive struggle and persevere in reasoning and problem-solving in the face of initial difficulty

- What is the focus of their look-fors?
- Is there alignment between the look-fors, the WHAT (Area(s) of Focus), and the HOW (Instructional Priorities and Rationale)?
- How do you know?

Common Language

- Walkthrough Trends – Strengths and Opportunities observed during instruction related to the WHAT, the HOW and the look-fors
- Action Steps – Defines HOW that instructional practice will improve; detailed description of what will happen in order to accomplish the action

ELA Trends

Trends/Rationale	
Strengths	Opportunities
<ul style="list-style-type: none">• Student task was evident and aligned to standards• Student use of strategies• Teachers released students to do the work• Teachers made learning visible (anchor charts)	<ul style="list-style-type: none">• Students using the correct strategy• Teacher understanding and communicating the connection between the strategy, task and standard to students• Teacher questions not aligned to the overall intended learning

What do you notice about the connection/alignment between the area of focus, instructional priorities, rationale, look-fors and the action steps?

Content Area: ELA

Trends/Rationale

Next Steps

Strengths

Opportunities

Action Steps

- Student task was evident and aligned to standards
- Student use of strategies
- Teachers released students to do the work
- Teachers made learning visible (anchor charts)

- Students using the correct strategy
- Teacher understanding and communicating the connection between the strategy, task and standard to students
- Teacher questions not aligned to the overall intended learning

- Action Step:**
In planning:
- Teachers bring a possible task to planning
 - Facilitators will create guided questions to help teachers make the connection between the standard, strategy and task
 - Coaches model the thinking behind the connections discussed in planning
 - Teachers script questions aligned to the intended learning
 - Student work analysis to help teachers make connections
 - Clarify and provide a common language around look-fors #1 and #3
 - Liliana Ramirez (ESOL Resource) will attend planning sessions, starting with 3rd grade, to identify strategies to implement during student support time (small group)

Person Responsible: Dr. Ivetha Witherspoon (MGT ELA Coach), Marcia Hepburn (ELA Coach), Helen Olivry (Reading Resource), Christina Silva (Assistant Principal)

Start: 9/28/21

End: Ongoing

Frequency: Weekly

- What should the action steps address?
- What do these action steps address?
- Do the action steps define how instructional practice will improve? How do you know?

What happens when these pieces are *misaligned or nonexistent*?



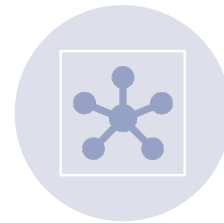
If action steps are not clear or misaligned, how do you determine what actions your schools need to implement to address the how of the what?



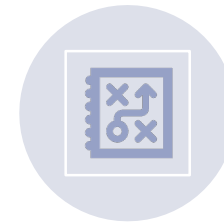
How would you guide this discussion with your schools?



What guiding questions could you ask?



How are you connecting the SIP to the action plan?



What are your next steps as a team to ensure alignment between action steps and opportunities?

Common Language

- Evidence of Implementation - Monitoring for fidelity and quality of action steps - are the coaches, admin, etc. DOING the work; replication of action steps/support
- Evidence of Impact - Monitoring for change - are the action steps resulting in improvement in coaching practice, teacher practice, and/or student learning - how do you know that you are building sustainability? Once support is re-tiered or removed, will the impact be continuously replicated? (evidence of sustainability)

ELA: Evidence of Implementation

Next Steps	
Action Steps	Monitoring
<p>Action Step: In planning:</p> <ul style="list-style-type: none"> Teachers bring a possible task to planning Facilitators will create guided questions to help teachers make the connection between the standard, strategy and task Coaches model the thinking behind the connections discussed in planning Teachers script questions aligned to the intended learning Student work analysis to help teachers make connections Clarify and provide a common language around look-fors #1 and #3 Lilliana Ramirez (ESOL Resource) will attend planning sessions, starting with 3rd grade, to identify strategies to implement during student support time (small group) <p>Person Responsible: Dr. Ivetha Witherspoon (MGT ELA Coach), Marcia Hepburn (ELA Coach), Helen Olivry (Reading Resource), Christina Silva (Assistant Principal)</p> <p>Start: 9/28/21 End: Ongoing</p>	<p>Evidence of Implementation:</p> <ul style="list-style-type: none"> Common planning notes to include teacher created questions, connection of standard, strategy, and task Classroom walkthrough trends Coaching schedule with teacher focus tied to action steps Student work samples to support teachers with identifying student gaps in making connections to the intended learning Uploaded teacher created tasks to one drive to assess teacher understanding of the text set/unit Collect facilitator scripted questions used to guide teachers through making connections of standard-strategy-task Updated look-fors, & communicated to teachers <p>Evidence of Impact:</p> <ul style="list-style-type: none"> Monitoring of coaching focus to determine impact on teacher improvement ELL students utilizing strategies modeled for them in small group instruction Teachers making intentional connection between the task,
<p>Frequency: Weekly</p>	<p>strategy and standard they are teaching</p> <ul style="list-style-type: none"> Students understanding the connection between the task, strategy, and standard they are learning <p>Person Responsible: MGT and Administration</p> <p>When: Beginning week of October 4, 2021</p>

- Which evidence would imply that the action step is being implemented?
- Which action step is being monitored for implementation with this evidence?
- Which evidence provides the school with information about how well or the quality of how the action step was performed?
- Which piece of evidence shows that the school team has communicated their expectations for the action step?
- Which evidence shows that the school was present during the action step and provided feedback to the person responsible for completing the step?

The Acceleration Imperative

The Acceleration Imperative

In school districts and charter school networks nationwide, instructional leaders are developing plans to address the enormous challenges faced by their students, families, teachers and staff over the past year.

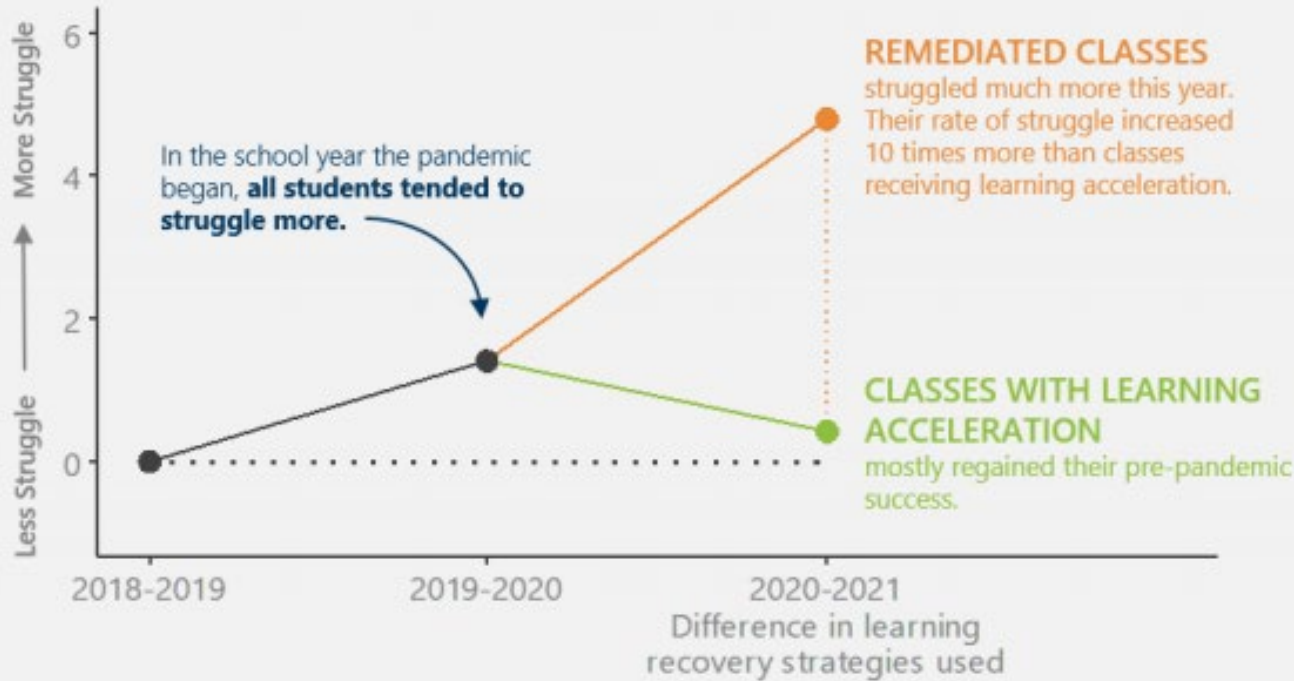
To help kick-start their planning process, The Fordham Institute released The Acceleration Imperative on March 23, 2021. This is an open-source, evidence-based document created with input from dozens of current and former chief academic officers, scholars and others with deep expertise and experience in high-performing, high-poverty elementary schools.

- It has four key design principles:
 - Many students—especially the youngest children in the highest-need schools—will require extra help coming out of the pandemic, particularly in the form of extended learning time, high-dosage tutoring, and expanded mental-health supports.
 - That extra help should complement, but cannot replace, what students need from schools' core programs, such as high-quality curricula and positive school cultures.
 - To make up for what's been lost, we need to focus on acceleration, not remediation. That means devoting the bulk of classroom time to challenging instruction at grade-level or higher, and giving all students access to a rich, high-quality curriculum in English language arts, mathematics, social studies, science, the arts, and more.
 - Decisions should be guided by high-quality research evidence whenever possible.

FIGURE 1 | Effectiveness of Learning Acceleration vs. Remediation

Classes receiving learning acceleration struggled less this year...

Typical change since 2019 in total number repeated **struggle alerts per grade-level lesson**, in a class of 20 students



... And made it farther in this year's grade-level curriculum.

Classes receiving learning acceleration completed

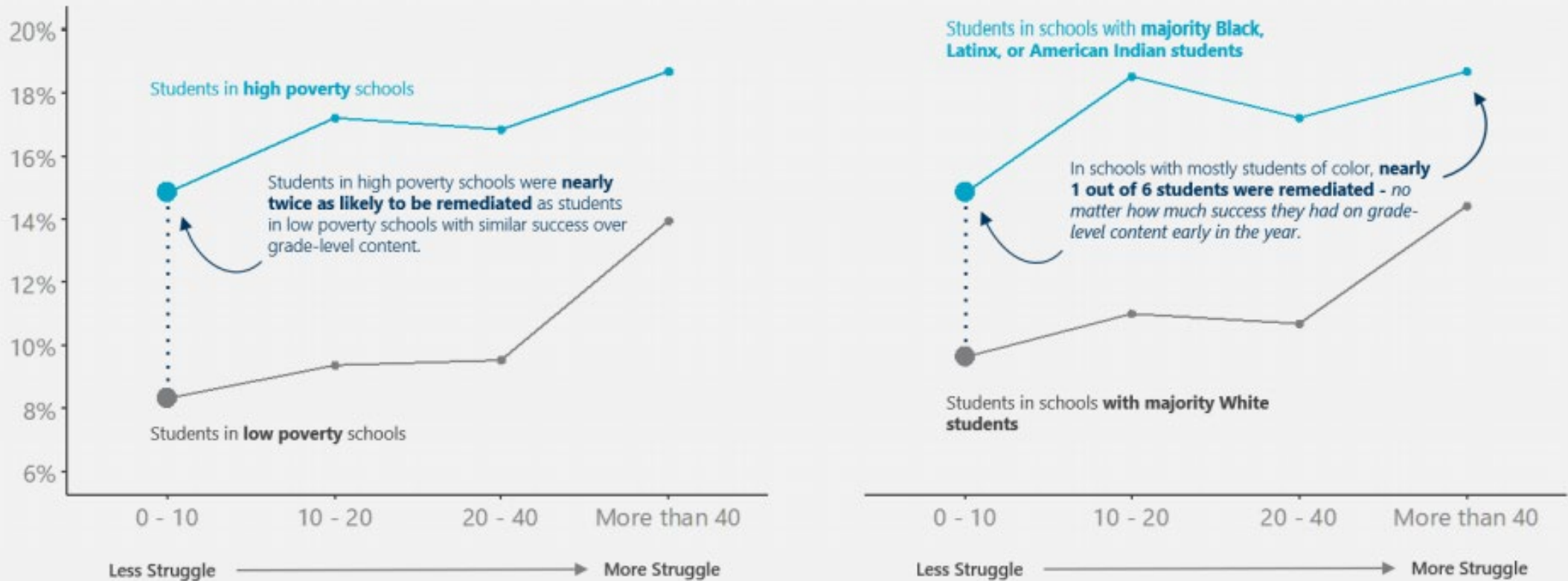
27%

more grade-level lessons than remediated classrooms.

SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.

FIGURE 2 | Students from historically marginalized communities were remediated more often than those who had similar success on grade-level content.

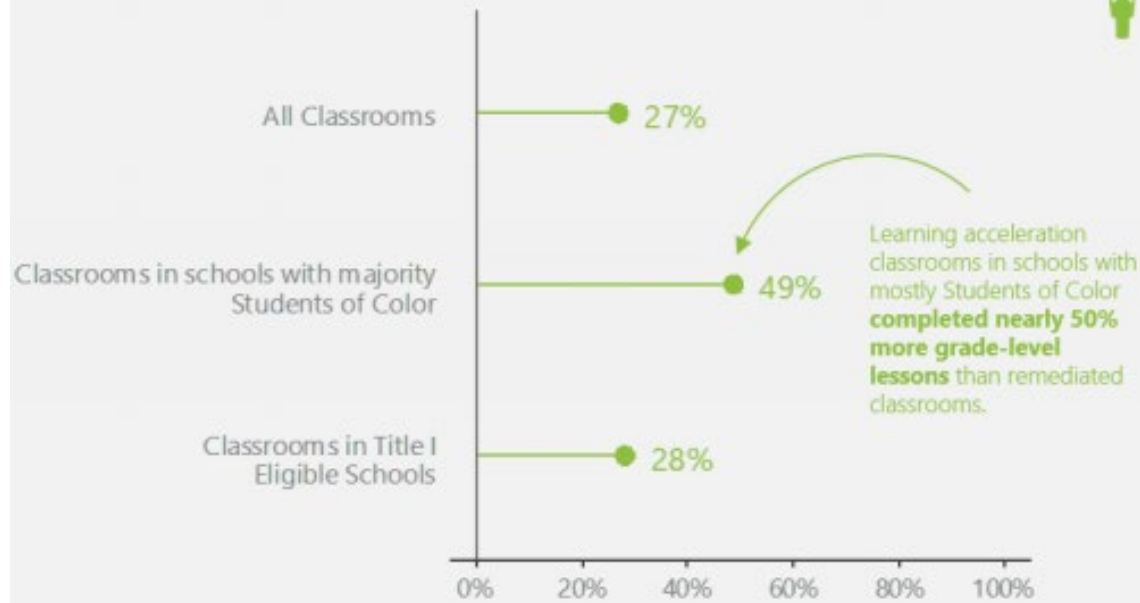
Percent of students remediated by the number of repeated struggle alerts per lesson in the first unit of grade-level content, for a class of 20 students



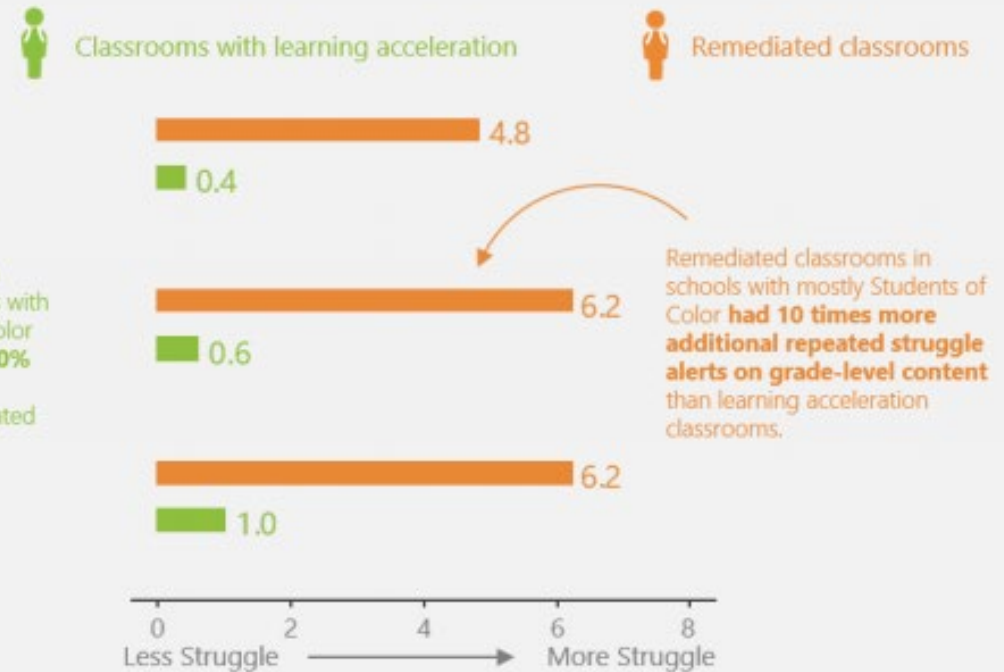
SOURCE: N = 2,249,669 students from 102,580 classrooms. Zearn data drawn from schools for whom Zearn has school-level demographic data in classrooms with sufficient student activity in 2020-2021 school year.

FIGURE 4 | Learning acceleration was particularly effective for classrooms serving mostly students of color or students from low-income families.

Percent increase in the **number of grade-level lessons completed** by learning acceleration classrooms compared to remediated classrooms



Typical change since 2019 in the **number of repeated struggle alerts per lesson**, for a class of 20 students



SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.

Questions?

Dr. Julio Nazario-Valle

Lead State Executive Director

Julio.Nazario-Valle@fldoe.org



Carrie Wood

Director

Caroline.Wood@fldoe.org

