FEDERAL PERCENT OF POINTS INDEX PROGRESSION AND SUPPORT

December 12, 2024

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

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	A school can be identified as CSI in any of the following 4 ways: 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; or 4. 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.**

2024–25 ESSA SUPPORT LIST
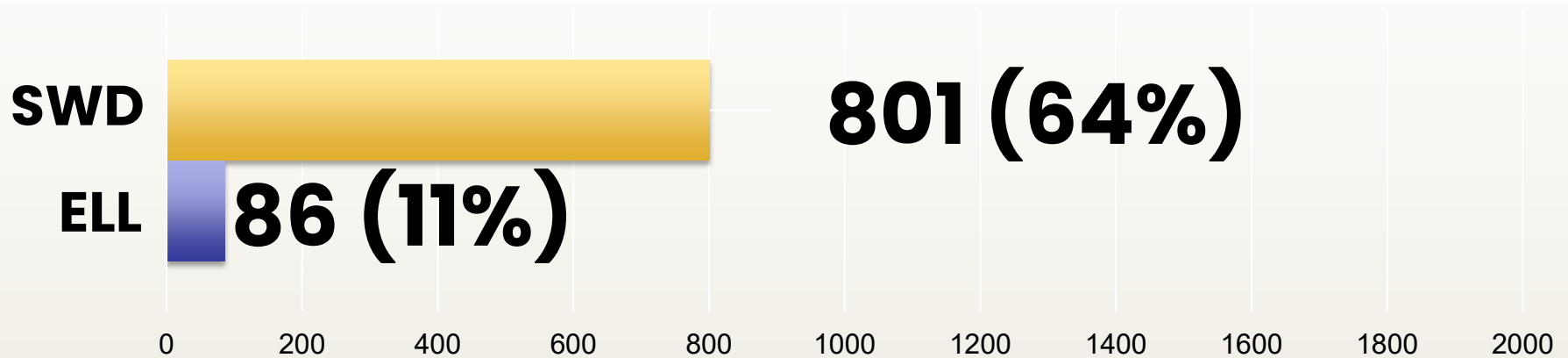
ATSI	TSI	CSI
1,473 schools	236 schools	377 schools

2023-24 ESSA Federal Index and ESSA Support Categories as published by the Bureau of Accountability and Reporting (9/18/2024)

1,709 Schools Identified as ATSI and TSI

SWD **801 (64%)**

ELL **86 (11%)**

| 0 | 200 | 400 | 600 | 800 | 1000 | 1200 | 1400 | 1600 | 1800 | 2000 |

# of ATSI & TSI schools with an SWD Federal Index below 41% for 5 consecutive years

# of ATSI & TSI schools with an ELL Federal Index below 41% for 5 consecutive years

Source: 2024-25 ESSA Support List

TARGETING SUPPORT

TIERED SYSTEM OF SUPPORT

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.

Districts will be offered a continuum of supports designed to improve education *for all students*, as evidenced by increased student outcomes.

SUPPLEMENTAL → TARGETED → INTENSIVE

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	**School Responsibilities**	**School Responsibilities**
• 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.	• 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.	• 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. • *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.*
SUPPLEMENTAL SUPPORT	**TARGETED SUPPORT**	**INTENSIVE SUPPORT**
District Responsibilities	**District Responsibilities**	**District Responsibilities**
• 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.	• 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.	• 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 district schools pursuant to Rule 6A-1.099811, F.A.C., and charter schools pursuant to Rule 6A-1.099827, F.A.C.*
Department Responsibilities	**Department Responsibilities**	**Department Responsibilities**
• 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.	• 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.	• 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. *For schools on the SI Support List, pursuant to Rule 6A-1.099811, F.A.C., the BSI Regional Team will:* • *Conduct on-site beginning-of-the-year, middle-of-the-year and end-of-the-year Instructional Reviews.* • *Facilitate monthly district meetings to support and monitor district and school improvement efforts.* • *Coordinate with the districts and schools to identify and implement tailored support and improvement strategies designed to address low performance.*

...cation Act (ESEA): Identification of Schools, Support for School Improvement and 1003 School Improvement Grants, sections 1111(c),(D), 1111(d)(1)-(3) and

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.

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI) RESPONSIBILITIES AND LEVELS OF SUPPORT

SCHOOL RESPONSIBILITIES	DISTRICT RESPONSIBILITIES	DEPARTMENT RESPONSIBILITIES
• 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.	• 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.	• 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 AND IMPROVEMENT (TSI) RESPONSIBILITIES AND LEVELS OF SUPPORT

SCHOOL RESPONSIBILITIES	DISTRICT RESPONSIBILITIES	DEPARTMENT RESPONSIBILITIES
• 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.	• 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.	• 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.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) RESPONSIBILITIES AND LEVELS OF SUPPORT

SCHOOL RESPONSIBILITIES	DISTRICT RESPONSIBILITIES	DEPARTMENT RESPONSIBILITIES
• 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. • *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*	• 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 district schools pursuant to Rule 6A-1.099811, F.A.C., and charter schools pursuant to Rule 6A-1.099827, F.A.C.*	• 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. *For schools on the SI Support List, pursuant to Rule 6A1.099811, F.A.C., the BSI Regional Team will:* • *Conduct on-site beginning-of-the-year, middle-of-the-year and end-of-the-year Instructional Reviews.* • *Facilitate monthly district meetings to support and monitor district and school improvement efforts.* • *Coordinate with the districts and schools to identify and implement tailored support and improvement strategies designed to address low performance.*

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 and prevention)

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%)
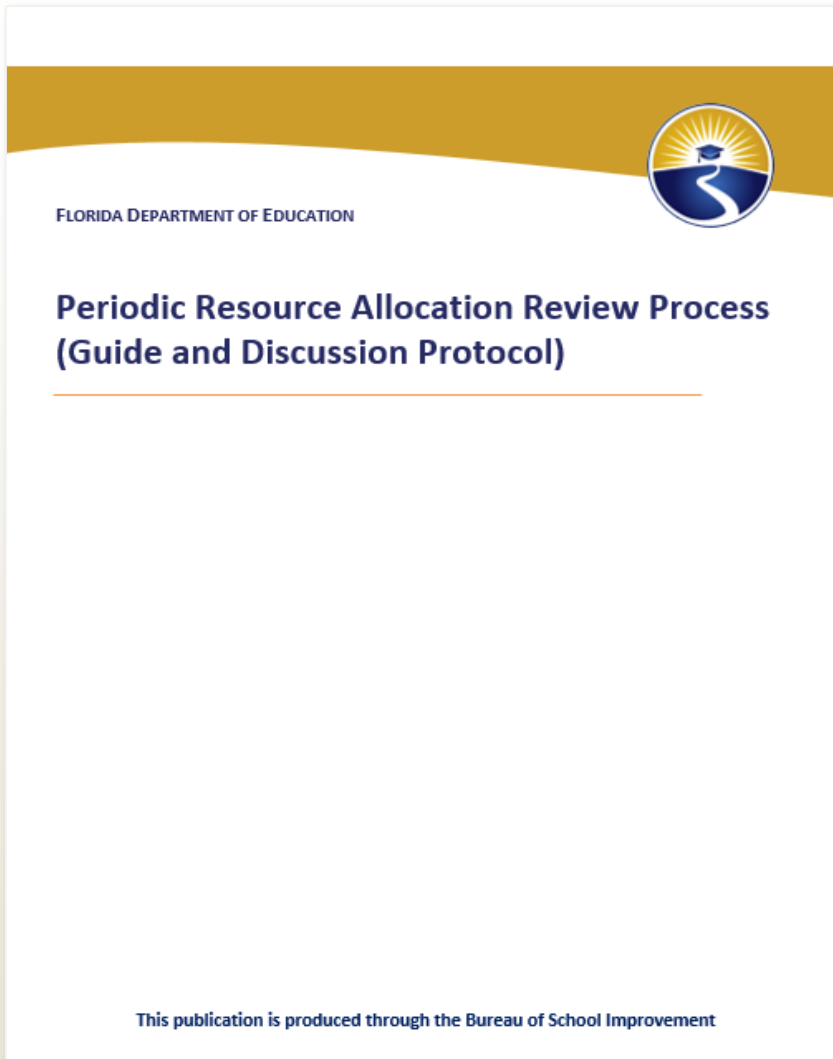
THEN SCHOOL ALSO HAS

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).

PERIODIC RESOURCE ALLOCATION REVIEW

RESOURCE ALLOCATION REVIEW PURPOSE

To examine the *connection* between *resource allocation* and *academic outcomes* as part of the continuous school improvement process.
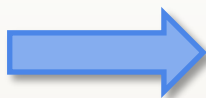
Publication available in CIMS Resources

State Educational Agency (SEA)

Local Educational Agency (LEA)

SEAs must review resource allocations to support school improvement in districts with a significant number of schools identified for CSI, TSI and ATSI.
Elementary and Secondary Education Act (ESEA) Section 1111(d)(3)(A)(ii)

Periodic Resource Allocation Review

LEAs with schools identified for comprehensive improvement must identify and address use of resources within their district.
ESEA Section 1111(d)(1)(B)(4)

Annual Review of CSI/ATSI

CSI   **ATSI**

Schools identified for improvement based on low performance for individual groups of students must identify and address use of resources within their school.
ESEA Section 1111(d)(2)(C)

1 Identification

The Department annually identifies districts serving a significant number of schools identified for CSI, TSI and ATSI on the ESSA Support List.

A significant number is determined by the following methodology:

- At least 10% of schools identified as CSI or TSI;
- At least 10% of schools identified as ATSI; and
- At least 2 total schools in the district.

2024-25 Resource Allocation Review District List - https://www.floridacims.org/downloads/836

2 Data

Districts should use resource allocation and utilization data when making decisions that impact student achievement outcomes.

Student enrollment and demographics

Per Pupil Expenditures

Financial Data

Value-Added Model (VAM) ratings and student-to-teacher ratio

Graduation Rates

ESSA identification, Federal Index, low-performing subgroups

Access to and participation in preschool programs

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

3 Discussion

The BSI Regional School Improvement team will facilitate an LEA-level discussion.

The LEA will identify any action steps resulting from the collaborative meeting.

Consider school spending and student outcomes data;

→

Review opportunities for more strategic spending to positively impact students' experiences in school; and

→

Support transparency, flexibility and accountability among school and district leaders to distribute adequate resource based on student needs.

ROOT CAUSE ANALYSIS

KNOW YOUR SCHOOLS

edudata.fldoe.org

THE FIVE WHYS

A simple process to follow to solve any problem by repeatedly asking the question "why," to peel away the layers of symptoms that can lead to the root cause of a problem.

BENEFITS

- Helps identify the root cause of a problem

- Understand how one process can cause a chain of problems

- Determine the relationship between different root causes

- Highly effective without complicated evaluation techniques

Problem: Ran through a red light.

WHY? Late for work.

WHY? Woke up late.

WHY? Alarm didn't work.

WHY? Exhausted battery.

WHY? I forgot to check it.

ROOT CAUSE

THE FIVE WHYS

DEFINE THE PROBLEM

WHY IS IT HAPPENING?

WHY IS THAT?

WHY IS THAT?

WHY IS THAT?

WHY IS THAT?

ROOT CAUSE

Let's engage in the Five Whys to identify the root cause of a low performing subgroup in your school or district.

www.FLDOE.org