



School Improvement Overview



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BSI Team



Mission

- The Bureau of School Improvement will serve as district and inter-agency liaisons to support improved outcomes for all students through strategic problem solving and capacity building in the areas of:
 - Accountable and Shared Leadership
 - Standards-based Instruction and Learning
 - Positive Culture and Environment

Vision

The Bureau of School Improvement Team members are collaborative partners who support continuous improvement and improved student outcomes by:

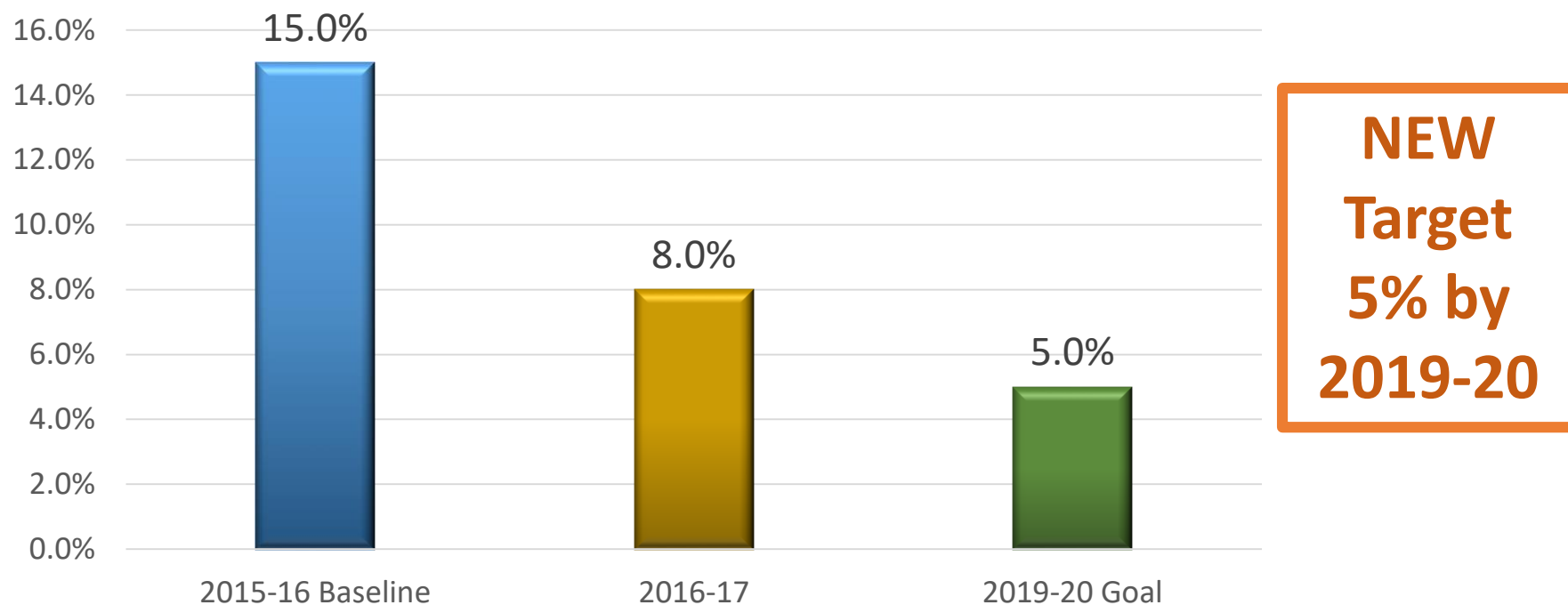
- Modeling and engaging in relevant, aligned professional learning
- Utilizing data for purposeful planning and problem solving
- Building relationships and facilitating effective communication between all stakeholders
- Strengthening positive connections between schools, districts communities and DOE agencies
- Providing support and interventions of escalating intensity to low-performing schools

BSI Team Goal 2017-18

If BSI implements the mission and vision with fidelity, then 68% of Differentiated Accountability (DA) schools will increase their school grade in 2018.

Goal 1 – Highest Student Achievement

Metric 6: Reducing the Percent of Low-Performing Schools





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BSI Regional Teams

Regional Counts of 2016-17 Differentiated Accountability (DA) Schools

DA Category	NE	NW	SE	SW	All
Single D	41	18	73	55	187
Former F/Monitoring Only	11	6	29	21	67
Planning for potential turnaround (single F or two grades below C)	18	13	47	20	98
Implementing TOP (Year 1, 2, or 3) (double F or three grades below C)	23	8	49	35	115
All DA Schools	93	45	198	131	467

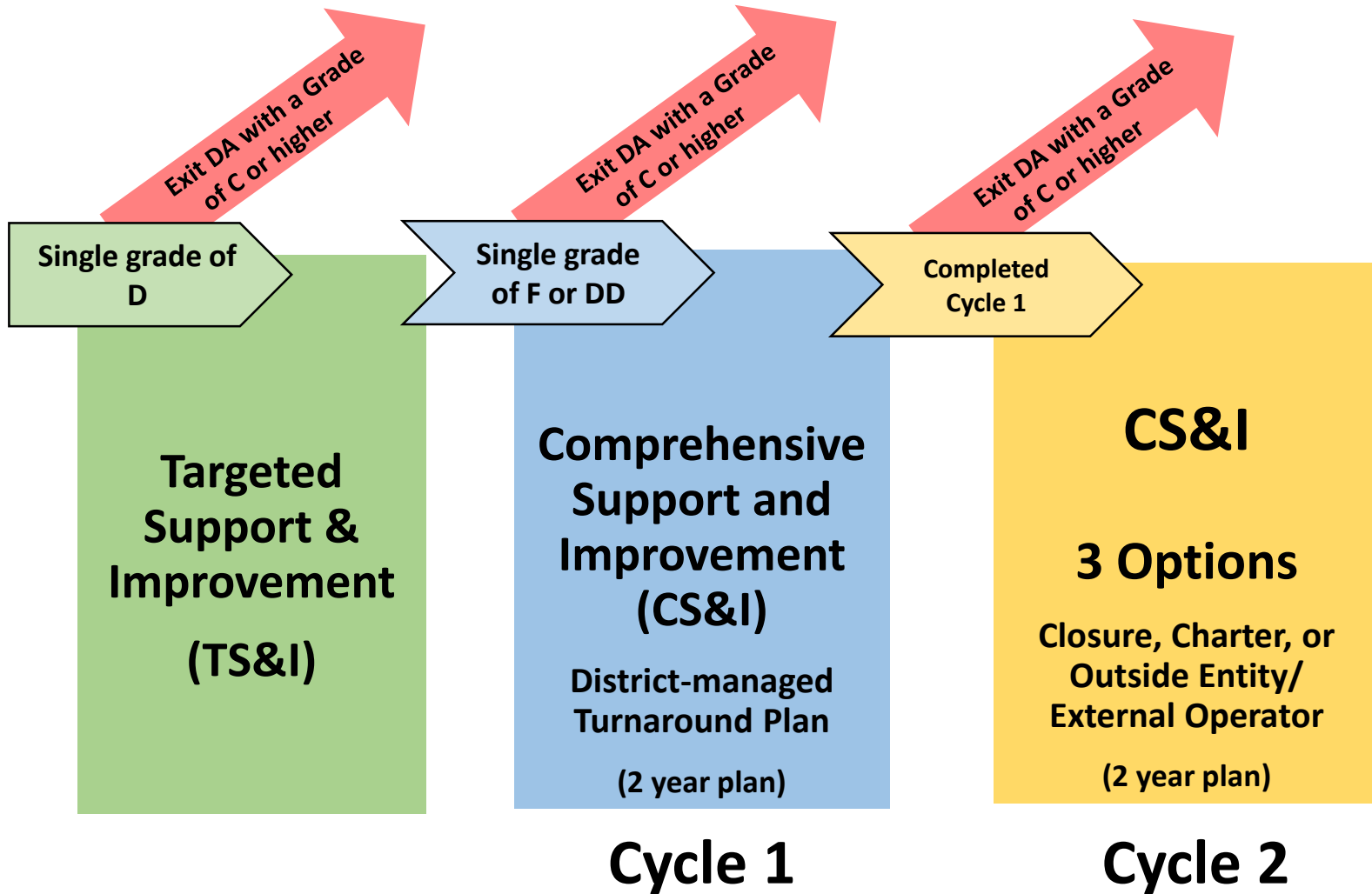
Regional Counts of 2017-18 Differentiated Accountability (DA) Schools

DA Category	NE	NW	SE	SW	All
Graduation Only Schools	3	2	3	5	13
Single D	17	5	28	28	78
Former F/Monitoring Only	No longer required by statute				
TOP schools- Cycle 2, Year 2	2	0	3	5	10
TOP schools- Cycle 1(DMT), Year 2 or 3	8	5	10	15	38
TOP schools- Cycle 1(DMT), Year 1	18	15	30	27	90
2017-18 DA Schools	48	27	74	80	232

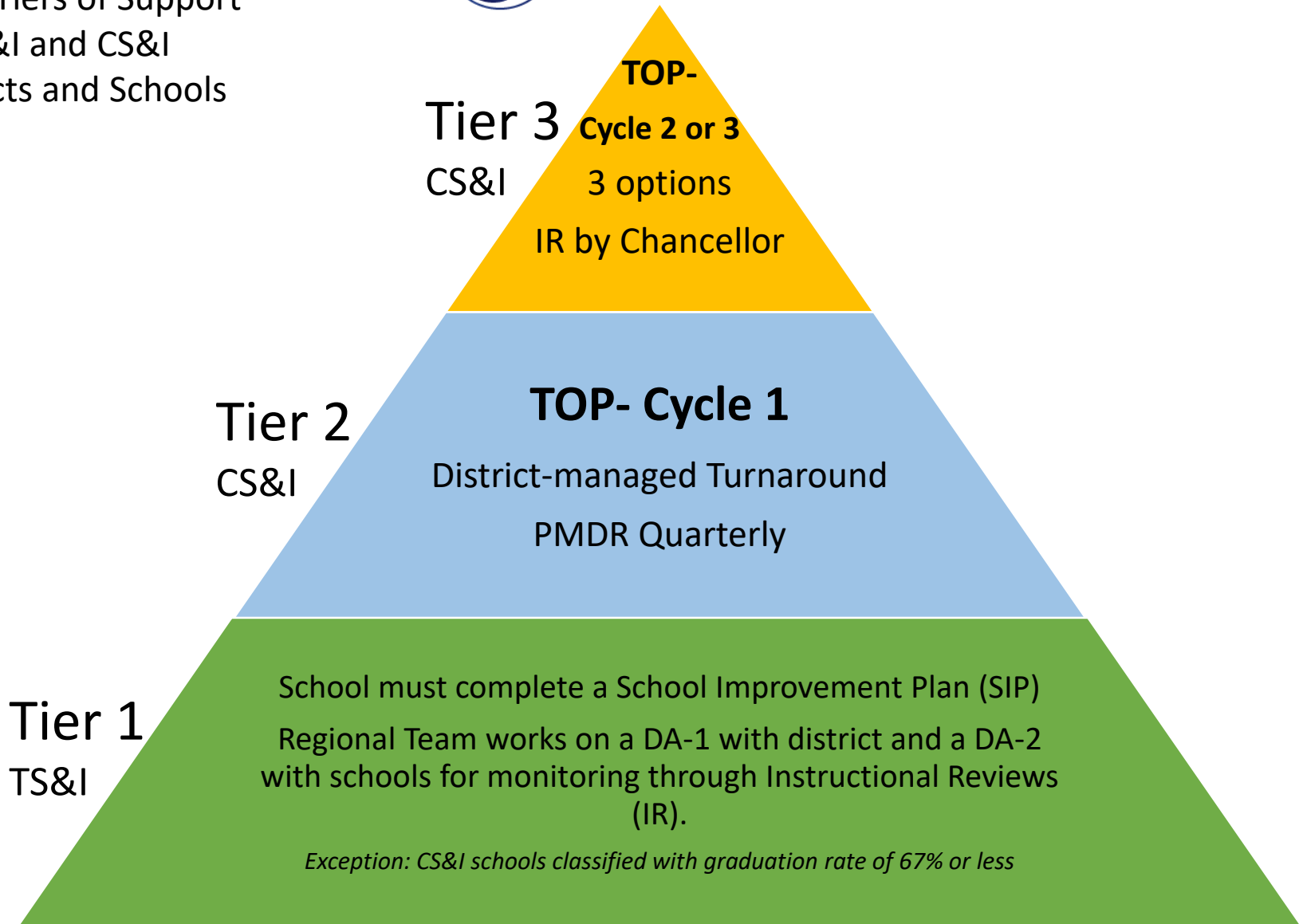
Comparison of Regional Counts of 2016-17 to 2017-18

DA Category	NE	NW	SE	SW	All
2016-17 DA Schools	93	45	198	131	467
2017-18 DA Schools	48	27	74	80	229

NEW DA Process



NEW Tiers of Support
to TS&I and CS&I
Districts and Schools



* Tiering requirements escalate



ESSA and School Improvement Update



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ESSA Update

- In December we received feedback on the ESSA state plan from USED
- Changes to address USED feedback
- No changes to Florida's state accountability systems
- Preserve the focus on increased student achievement
- Proposed the addition of some federal calculations to satisfy ESSA requirements and one waiver request
- Resubmitted the state plan on 4/20/18

ESSA Update

Changes in the state plan included:

- Federal percent of points index
 - School grades components and English language proficiency progress
 - English language proficiency progress – the percent of ELLs who make progress on ACCESS
 - ELLs who increase their composite proficiency level or
 - Remain at a composite score of 4, 5, or 6
 - 32 – 40%, TS&I tiered support
 - 31% or lower, CS&I tiered support
 - Calculated for all schools including ESE, Alternative and DJJ

ESSA Update

- Comprehensive Support and Improvement (CS&I)

Current grade “D,” prior grade “D” or “F” OR	DA support
Current grade “F” OR	DA support
Graduation rate 67% or lower OR	DA Tiered Support
Not “D” or “F” but Federal percent of points index 31% or lower	Tiered Support

- Targeted Support and Improvement (TS&I)

Current grade “D” no prior year grade “D” or “F” OR	DA support
Federal percent of points index 32% to 40% OR	Tiered Support
Subgroup performance on school grade components at or below 31%	Tiered Support

ESSA Update

- Schools such as K-2 schools would receive a grade based on the school to which a majority of their students matriculate
 - As is currently done for school recognition purposes
- Schools testing less than 95% of their students will have to review their testing practices and submit a plan for change to achieve 95% tested

ESSA Update

- State, District and School Report Cards
 - Developing a new interactive report card that will provide the federally required components for the state, district and school level 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
 - Components disaggregated by subgroup
 - State, District, School level
 - English Language Proficiency Progress
 - State, District, School level
 - Federal Percent of Points Index by school
 - Whether the school was identified for CS&I or TS&I
 - Per pupil expenditures



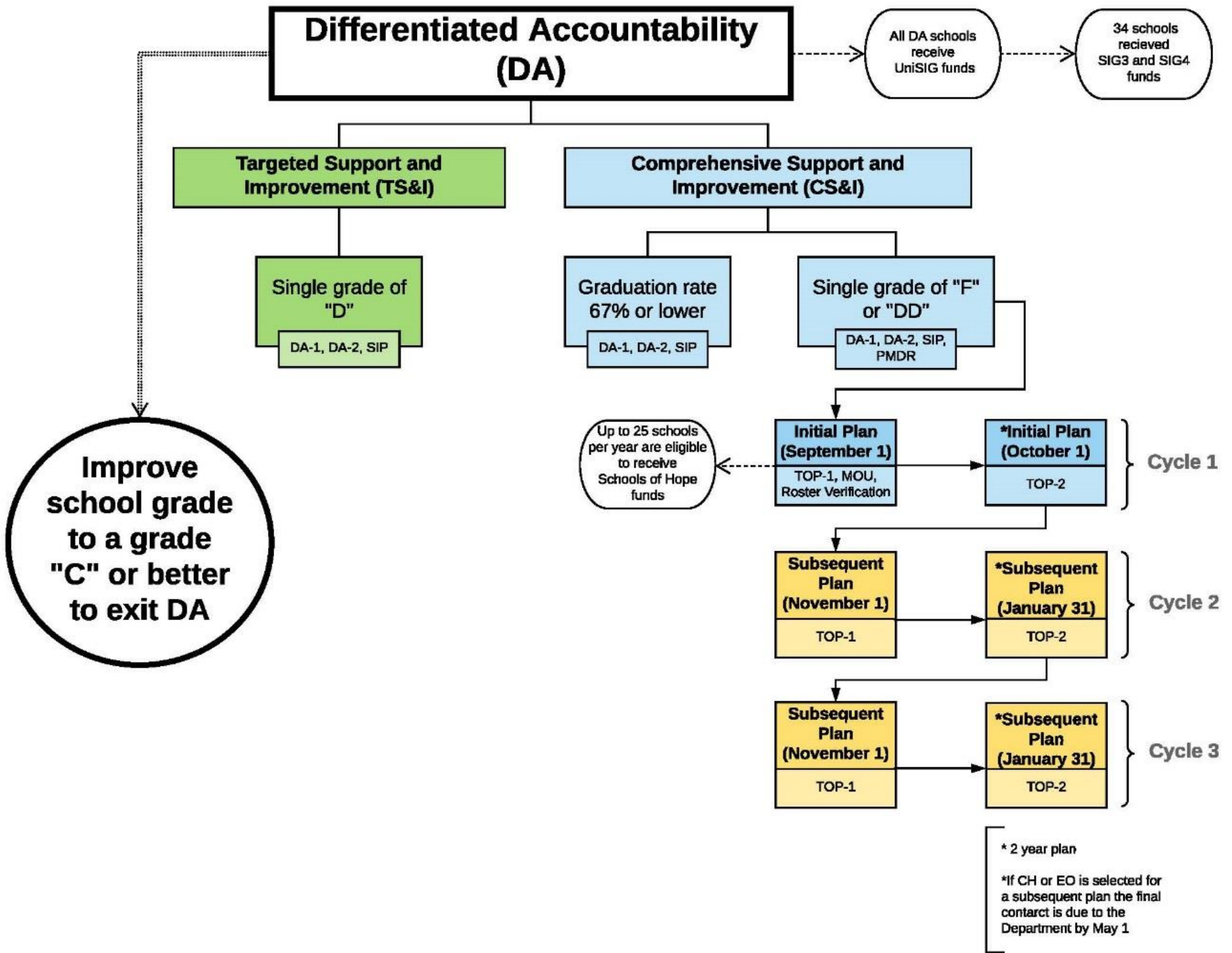
Differentiated Accountability Rule Update

6A-1.099811 – Differentiated Accountability State System of School Improvement



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Differentiated Accountability (DA)

All DA schools receive UniSIG funds

34 schools received SIG3 and SIG4 funds

Targeted Support and Improvement (TS&I)

Comprehensive Support and Improvement (CS&I)

Single grade of "D"
DA-1, DA-2, SIP

Graduation rate 67% or lower
DA-1, DA-2, SIP

Single grade of "F" or "DD"
DA-1, DA-2, SIP, PMDR

Improve school grade to a grade "C" or better to exit DA

Up to 25 schools per year are eligible to receive Schools of Hope funds

Initial Plan (September 1)
TOP-1, MOU, Roster Verification

***Initial Plan (October 1)**
TOP-2

Cycle 1

Subsequent Plan (November 1)
TOP-1

***Subsequent Plan (January 31)**
TOP-2

Cycle 2

Subsequent Plan (November 1)
TOP-1

***Subsequent Plan (January 31)**
TOP-2

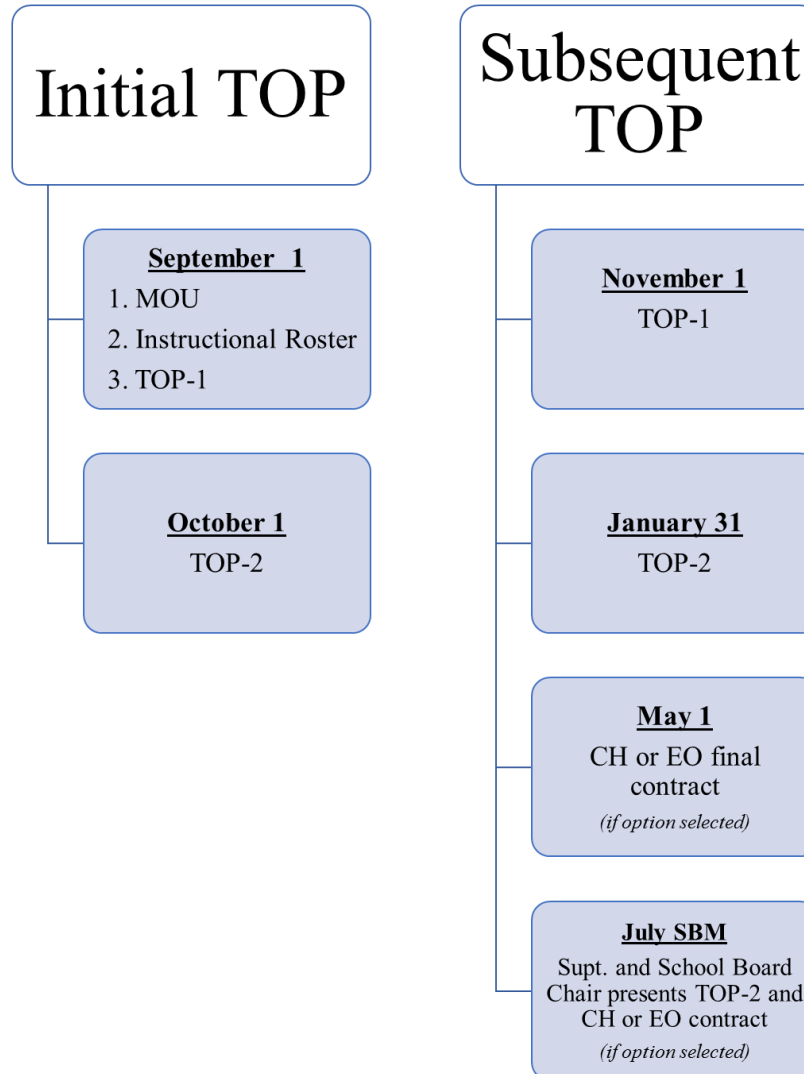
Cycle 3

* 2 year plan
*if CH or EO is selected for a subsequent plan the final contact is due to the Department by May 1

Differentiated Accountability (DA) Rule Development

- The purpose of this rule amendment is to revise rule language and forms to reflect changes made to 1008.33, Florida Statutes, during the 2017 legislative session as a result of House Bill 7069 which amended many provisions addressing school improvement.
- Revises definitions, forms and timelines
 - Forms- DA-1, DA-2, TOP-1, TOP-2, SIP
 - Timeline

Timeline for Turnaround Option Plans (TOP)



3 Turnaround Options

- Reassign/ Closure (RE)
- Charter (CH)
- Outside Entity/ External Operator (EO)

Reassign/ Closure (RE)

Assurance 1: Close and Reassign Students

- The district shall close the school and reassign students to higher-performing schools with a “C” or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- The district shall ensure that students are not assigned to teachers rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state Value-added Model (VAM) rating and the district evaluation system.

Assurance 2: Monitoring Reassigned Students

- The district shall monitor the reassigned students and report their progress to the department for three years on a quarterly basis. Reports shall include attendance, grades and progress monitoring data aligned to Florida’s Standards, record of teacher assignment, and three-year aggregated state VAM rating. The district shall provide quarterly reports to the RED.

Assurance 3: Reassignment of Teachers and Administrators

- The district shall ensure that teachers rated as Unsatisfactory or Needs Improvement based on the three year aggregated state VAM rating are not reassigned to other Differentiated Accountability (DA) schools within the district.
- The district shall ensure that administrators from a school closed through selection of this turnaround option are not placed at other DA schools within the district.

Charter (CH)

Assurance 1: Close and Reassign Students

- The district shall close the school and reopen as a charter or multiple charters, in accordance with section 1002.33, F.S.

Assurance 2: Contracting with Charter Organization

- The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3: Selecting a Successful Organization

- The district shall select a charter organization that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

Assurance 4: Selecting Instructional Staff

- The district shall ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state VAM rating and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

Outside Entity/ External Operator (EO)

Assurance 1: Selecting a Successful EO

- The district shall select an EO that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

Assurance 2: Selecting Leadership

- The district and the EO shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.

Assurance 3: Selecting Instructional Staff

- The district and the EO shall ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state VAM rating and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.
- If the district establishes a district-managed charter school, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

Assurance 4: Contracting with the EO (Next Slide)

Assurance 4: Contracting with the EO

- The district shall enter into a contract with an EO to operate the school, following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:
 - Leadership and instructional staffing, curriculum and instruction, assessments and progress monitoring, professional development and any other identified school improvement areas.
 - The EO has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.
 - The role of the EO in the recruitment, selection and placement of instructional personnel with proven experience and capacity to serve students who may need intensive remediation and instruction.
 - The role of the EO in the recruitment, selection, placement, training and oversight of the school leadership team, including specific information about the EO's authority in these areas.
 - If the district had a partnership with the EO, the difference in the proposed services changing from a partnership to an EO.
 - A detailed budget.



VAM and Turnaround

Development of a Turnaround Plan

- The TOP-1 requires the district to engage stakeholders in the development of the turnaround plan, which must address two assurances: district capacity and support and school leadership and educator capacity and support. The district must submit instructional rosters to validate percentages of teachers who are classified by the most recent three-year state aggregated VAM. A Memorandum of Understanding (MOU) must also be submitted to address the selection, placement and expectations of instructional personnel by the district and bargaining unit.

When a district selects RE for a turnaround option

- Reassign/Closure (RE): Reassign students to a “C” or higher school or schools and monitor progress of each reassigned student quarterly for up to three years; shall not be assigned to a needs improvement or unsatisfactory teacher for three years according to the three-year aggregated state VAM classification.

Approval and Monitoring of TOPs

- The SBE shall approve a TOP-2 when the plan is found to create the conditions to improve the school's grade to a "C" or higher during the two-year implementation period.
- A school implementing a plan shall continue to implement until it earns a grade of "C" or higher. The Department shall monitor implementation of the plan.



School Improvement Plan (SIP)

Standard SIP versus Pilot SIP

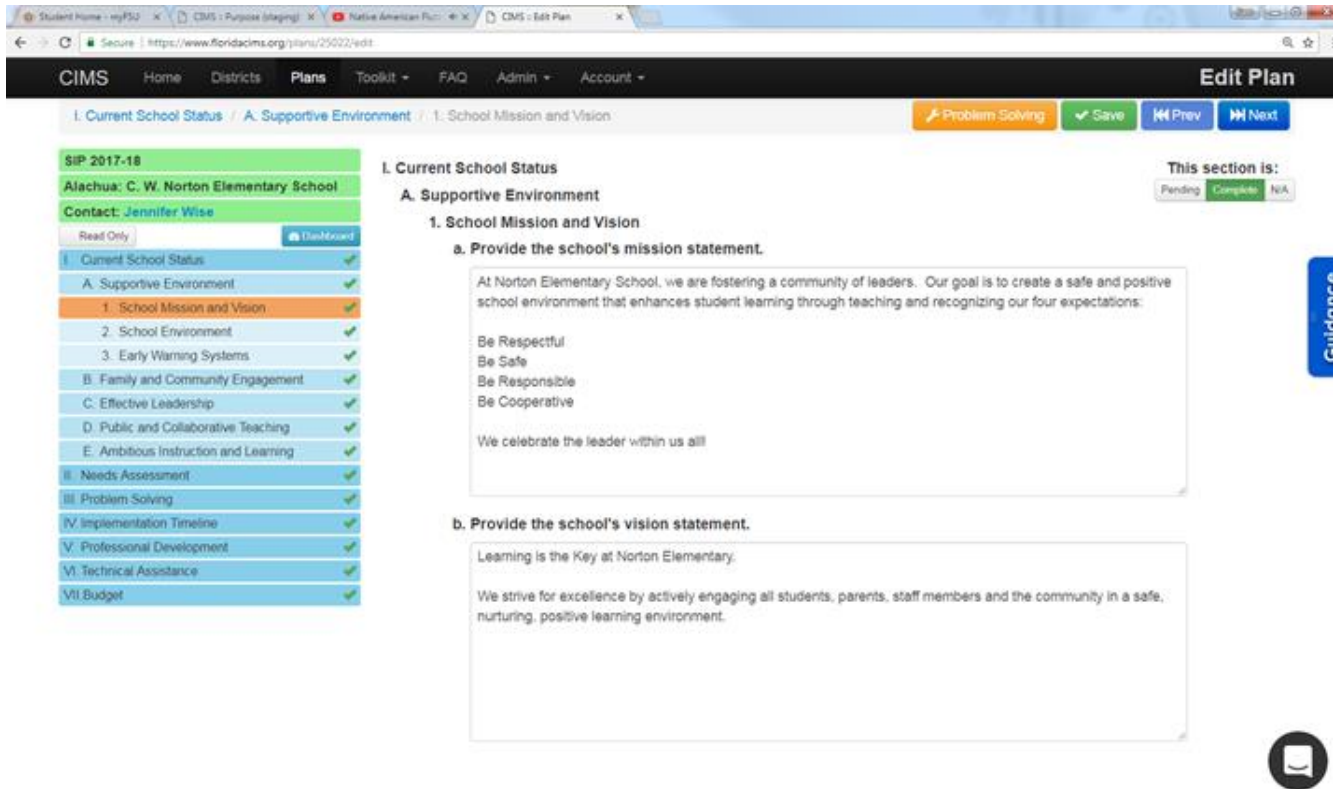


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2018-19 SIP

- There will be 2 format options available in CIMS for the 2018-19 SIP
 - **Option 1: Standard SIP** (traditional format)
 - **Option 2: Pilot SIP** (condensed, user-friendly format)

Standard SIP



The screenshot shows the CIMS (Current School Status) interface. The browser address bar indicates the URL: <https://www.floridacims.org/plans/25032/edit>. The navigation menu includes: CIMS, Home, Districts, Plans, Toolkit, FAQ, Admin, Account, and Edit Plan. The breadcrumb trail is: I. Current School Status / A. Supportive Environment / 1. School Mission and Vision. Action buttons include Problem Solving, Save, Prev, and Next.

SIP 2017-18
Alachua: C. W. Norton Elementary School
Contact: Jennifer Wise

Read Only [Use Mouse](#)

- I. Current School Status
 - A. Supportive Environment ✓
 - 1. School Mission and Vision ✓**
 - 2. School Environment ✓
 - 3. Early Warning Systems ✓
- B. Family and Community Engagement ✓
- C. Effective Leadership ✓
- D. Public and Collaborative Teaching ✓
- E. Ambitious Instruction and Learning ✓
- II. Needs Assessment ✓
- III. Problem Solving ✓
- IV. Implementation Timeline ✓
- V. Professional Development ✓
- VI. Technical Assistance ✓
- VII. Budget ✓

I. Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Norton Elementary School, we are fostering a community of leaders. Our goal is to create a safe and positive school environment that enhances student learning through teaching and recognizing our four expectations:

- Be Respectful
- Be Safe
- Be Responsible
- Be Cooperative

We celebrate the leader within us all


b. Provide the school's vision statement.

Learning is the Key at Norton Elementary.

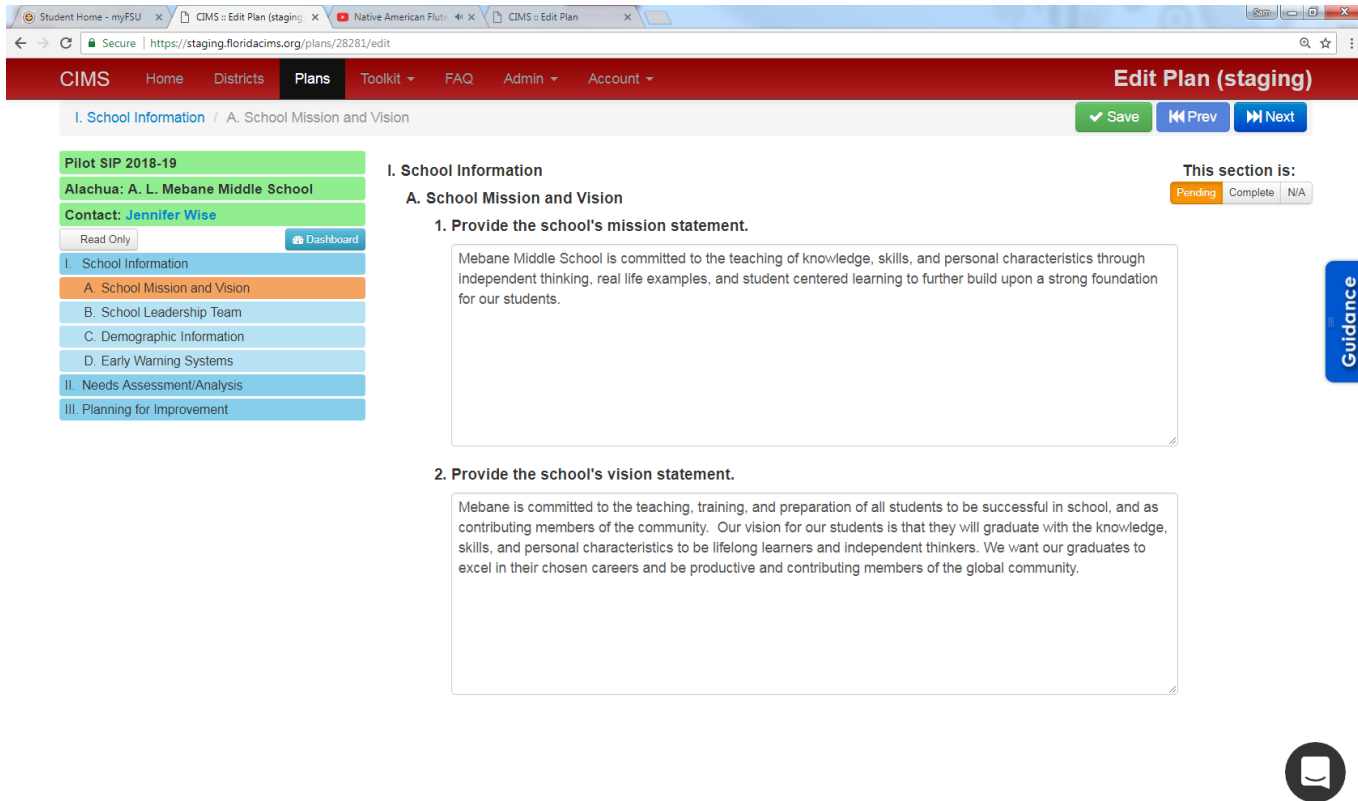
We strive for excellence by actively engaging all students, parents, staff members and the community in a safe, nurturing, positive learning environment.

This section is: Pending **Complete** NoA

Guidance



Pilot SIP



The screenshot shows a web browser window with the URL <https://staging.floridacims.org/plans/28281/edit>. The page title is "Edit Plan (staging)". The navigation menu includes "CIMS", "Home", "Districts", "Plans", "Toolkit", "FAQ", "Admin", and "Account". The breadcrumb trail is "I. School Information / A. School Mission and Vision".

On the left sidebar, the following items are listed:

- Pilot SIP 2018-19
- Alachua: A. L. Mebane Middle School
- Contact: Jennifer Wise
- Read Only
- Dashboard
- I. School Information
 - A. School Mission and Vision
 - B. School Leadership Team
 - C. Demographic Information
 - D. Early Warning Systems
- II. Needs Assessment/Analysis
- III. Planning for Improvement

The main content area is titled "I. School Information" and "A. School Mission and Vision". It contains two sections:

- 1. Provide the school's mission statement.**

Mebane Middle School is committed to the teaching of knowledge, skills, and personal characteristics through independent thinking, real life examples, and student centered learning to further build upon a strong foundation for our students.
- 2. Provide the school's vision statement.**

Mebane is committed to the teaching, training, and preparation of all students to be successful in school, and as contributing members of the community. Our vision for our students is that they will graduate with the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. We want our graduates to excel in their chosen careers and be productive and contributing members of the global community.

On the right side, there is a "This section is:" status indicator with "Pending", "Complete", and "N/A" options. A vertical "Guidance" button is also present. At the bottom right, there is a circular icon with a document symbol.

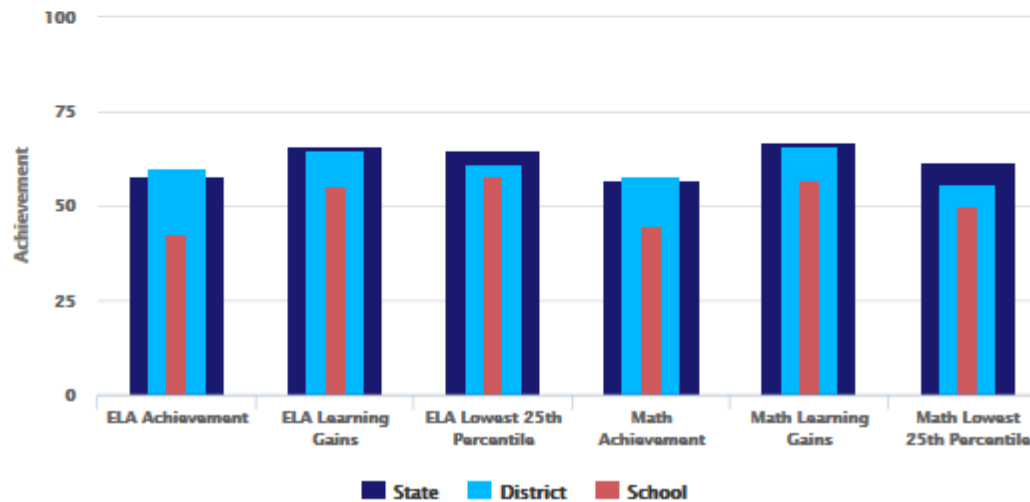
II. Needs Assessment/Analysis

B. School Data

School Grade Component	2014			2013		
	School	District	State	School	District	State
ELA Achievement	43%	60%	58%	50%	61%	59%
ELA Learning Gains	55%	65%	66%	65%	68%	67%
ELA Lowest 25th Percentile	58%	61%	65%	58%	63%	66%
Math Achievement	45%	58%	57%	46%	59%	58%
Math Learning Gains	57%	66%	67%	68%	67%	69%
Math Lowest 25th Percentile	50%	56%	62%	50%	54%	64%

Pilot SIP
Needs
Assessment/
Analysis

School, State, District Comparison – 2014



**Pilot SIP
School
Information
-
Early
Warning
Systems**

I. School Information

D. Early Warning Systems

1. Current Year

This se

Pending C

a. The number of students by grade level that exhibit each early warning indicator listed above

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	1	1	2	3	4	5	6	7	8	9	10	11	12	79
One or more suspensions	0	0	0	0	0	0	6	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	7	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	8	0	0	0	0	8

+ Add Another

b. The number of students identified by the system as exhibiting two or more early warning indicators

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indic:	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Date this data was collected

2018 May 2

III. Planning for Improvement

A. Areas of Focus

8th Grade Science ✖

Area of Focus

8th Grade Science Budget Lines

Intended Outcome

Rationale 0 words used, 150 words left

Point Person Select One ▼

Action Step(s)

Description

Person Responsible Select One ▼

Plan to Monitor Implementation

Description

Person Responsible Select One ▼

**Pilot SIP
Areas of
Focus**



BSI Grant Administration



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Bureau of School Improvement – Grant Administration

- School Improvement Grants (SIG) - Cohort 3
- School Improvement Grants (SIG) - Cohort 4*
- Unified School Improvement Grant (UniSIG)*
- Schools of Hope (SOH)

**new to BSI in the 2017-18 school year*

Update to Amendment Process

- Grant tracker
- 2 days a week designated for amendment review
- 30-day timeline to reply to BSI regarding a draft amendment request- such as clarification or change
- REDs only involved in the pre-approval process of SIG3 and SIG4
- Email to BSI@fldoe.org to assist in timeliness of reply
- Naming conventions



School Improvement Grants (SIG) Cohort 3 and Cohort 4



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Goals and Objectives of SIG3 and SIG4

- SIG3: To supplement and assist 9 districts and 11 schools in the implementation of a 5-year plan to substantially raise student achievement.
- SIG4: To supplement and assist 15 districts and 23 schools in the implementation of a 5-year plan to substantially raise student achievement.

Funding Authority and Budget/Program Performance Period

- The funding authority for these grants is under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind (Title I or ESEA)
- Grants were awarded to districts that demonstrated the greatest need and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.
- The program period for the SIG 3 grants is July 1, 2014, through June 30, 2019.
- The program period for the SIG 4 grants is August 1, 2017, through July 31, 2022.

New Budget Toolkit

- Scope of Work (SOW)
 - Overview- brief summary of the project
 - Action Steps
- Project Performance
 - Action Steps (pre-populated from SOW)
 - Deliverables
 - Documentation (by quarter)
- Itemized list- budget
- Automatically populates a DOE 101S

Important Points for Grant Managers:

- Two Learning Options for SIG4 Schools CSILA participants :
 - Instructional Leadership Team Academy
 - Florida Standards Academy
- SIG Budget Toolkits- focused on overview and action steps

SIG 3/4 Amendment Process

- Review request with RED.

RED must give pre-approval to continue with proposed amendment.

- Email a draft of the DOE 150/151* forms to the BSI at BSI@fldoe.org

Naming Convention: SIG3_Year5_District_A# **OR** SIG4_Year2_Districtl_A#

***Break down and subtotal requests by school site on the DOE 150/151**

- Respond to clarifying questions from the BSI Team.
- Finalize the DOE 150/151 and obtain the superintendent's signature when notified by the BSI Team to proceed.
- Mail the original hard copy of the DOE 150/151 to the Office of Grants Management [OGM] at the Department.

Note: OGM may require additional information prior to final approval.

Monitoring SIG3/SIG4

- Desktop
 - Email documentation to BSI@fldoe.org
 - Naming convention
 - SIG3_Year5_District_Deliverables_Q#
 - SIG4_Year2_District_Deliverables_Q#
- On-site
 - BSI will notify SIG contacts prior to visit



Unified School Improvement Grant (UniSIG)

Supporting 259 Florida schools- public and charter

2017-18



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Goals and Objectives of UniSIG- 259 schools

- To serve students attending Title I schools identified for **targeted** (*i.e., school grade of “D”*) or **comprehensive** (*i.e., school grade of “F” or two consecutive grades of “D”*) support and improvement based on the 2016-17 school grades release
- To serve students attending any public high school regardless of Title I status that has a four-year adjusted cohort **graduation rate of 67 percent or less** based on the most recently released data (2015-16)

Funding Authority- \$59,615,452

- The funding authority for this grant is found in section 1003 of Title I of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- Prior to the 2017-18 school year, districts were awarded funds to support focus and priority schools based on a formula basis through section 1003(a) of Title I of the ESEA or competitive basis through section 1003(g) of Title I of the ESEA.
- The enactment and implementation of ESSA resulted in these two grant programs being merged beginning with the 2017-18 school year.

Per-Pupil Allocation Formula

- For the 2017-18 school year, all funds under the UniSIG program were awarded on a per-pupil allocation (PPA) basis of \$382-400 per student with additional funds awarded to Title I and non-Title I high schools with a graduation rate of 67 percent or less.

2017 School Grade	FRL \geq 75%	FRL < 75%
“F” Schools	100% of PPA	98% of PPA
“D” Schools	95% of PPA	93% of PPA

FRL – Free or Reduced Lunch

Graduation Support Allocation- 13 schools

To provide support for improving the graduation rate at high schools **graduating 67 percent or less** of students, allocations will be based on the Survey 3 Preliminary count as follows:

- High schools with more than 456 students will receive **\$30,000**
- High schools with 100 – 456 students will receive **\$22,500**
- High schools with less than 100 students will receive **\$15,000**

Charter Schools- 31 schools

- Charter schools must follow a different application procedure. The allocation of UniSIG funds for each district includes a specific allocation for each eligible public charter school.
- These funds are released to the district and then distributed to eligible charter schools on a monthly reimbursement basis as provided for in section 1002.33(17)(c), Florida Statutes.

UniSIG 2017-18

Original Funding Cycle
Sept. 1, 2018- Aug. 31, 2018

★ **No-cost extension through** ★
October 31, 2018

UniSIG Application for 2018-19

2 components:

- Districts complete the UniSIG survey to verify assurances
- Qualifying schools complete the School Improvement Plan (SIP), including the budget
 - Standard SIP
 - Pilot SIP

School budget(s) will combine for a district budget

Important Points for Grant Managers:

- Funding is at the school level, connect goals to action steps in the school budget
- Grant deadline will extend to October 31, 2018
- Allows for some SIP initiatives to carry over into the 2018-19 school year

UniSIG Amendment Process

- Email a draft of the DOE 150/151* forms to the BSI at BSI@fldoe.org

Naming Convention: UniSIG_District_A#

***Break down and subtotal requests by school site on the DOE 150/151**

- Respond to clarifying questions from the BSI Team.
- Finalize the DOE 150/151 and obtain the superintendent's signature when notified by the BSI Team to proceed.
- Mail the original hard copy of the DOE 150/151 to the Office of Grants Management [OGM] at the Department.

Note: OGM may require additional information prior to final approval.

As defined by the DOE Green Book, amendments and related budget items must be:

REASONABLE

- Expenditures whose nature or amount does not exceed what would be incurred by a prudent person



ALLOWABLE

- Expenditures under a grant that are permitted or not prohibited



NECESSARY

- Expenditures must be essential to completing the scope of work in the project

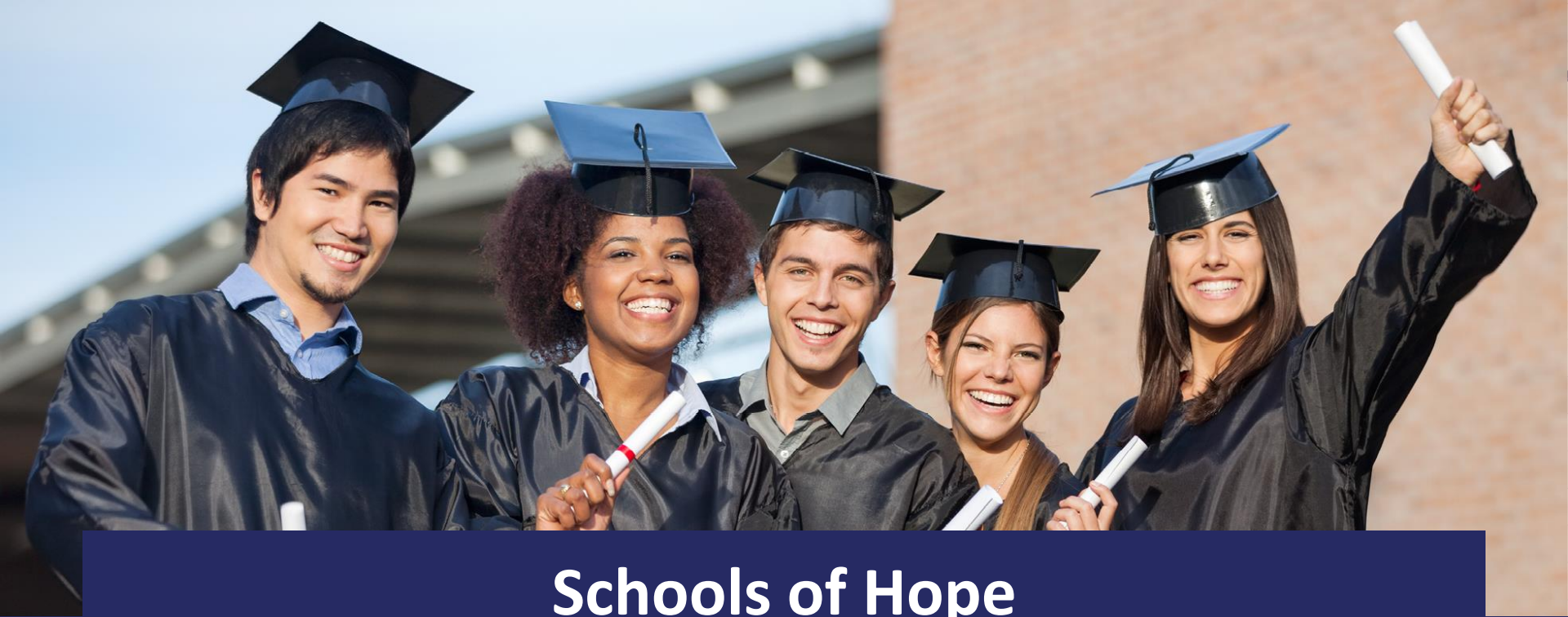


All three criteria must be met in order for an amendment and the related expenditures to be considered for approval.



DOE 151 Example

A) Apple School District		B) 880-XXYSA-8CS01			
District/Agency Name		Project Number/TAPS Number			
C) 1					
Amendment Number					
D) Total Project Amount Currently Approved		E) Total Project Amount resulting from this Budget Amendment			
\$250,000.00		\$250,000.00			
F) Line Item Description					
Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
GRANNY SMITH ELEMENTARY SCHOOL					
5100	750	Other Personal Services (OPS): Substitutes to provide coverage for classroom teachers who participate in APTT training during the regular school day at Granny Smith 6 substitutes x \$80/day x 2 days = \$960		960.00	0.00
5100	220	Benefits: Medicare, 1.45% - Substitute teachers - Granny Smith		14.00	0.00
6150	510	Supplies.Materials and supplies for implementation of parent-teacher team framework at Granny Smith		0.00	974.00
GRANNY SMITH Sub-Total				974.00	974.00
MACINTOSH ELEMENTARY SCHOOL					
6400	510	Materials & Supplies to support teacher training for parent-teacher team framework at Macintoshs, New Line...-Macintosh		900.00	0.00
6400	330	Travel reimbursement for instructional staff attending professional development in Orlando for technology conference-Macintosh		0.00	900.00
MACINTOSH Sub-Total				900.00	900.00
Total Amendment				1,874.00	1,874.00



Schools of Hope Traditional Public Schools Competition

25 schools

2017-18



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Goals and Objectives of Schools of Hope (Traditional Public Schools)- 25 schools

- To supplement and assist districts and schools in the implementation of an initial district-managed turnaround plan (DMT)
- To increase student achievement by providing wrap-around services that leverage community assets, improve school and community collaboration, and develop family and community partnerships.
- Up to \$2,000 per full-time equivalent student

Rubric score based on Plan Requirements

The school will:

1. Provide wrap-around services that develop family and community partnerships.
2. Increase parental involvement and engagement in the child's education.
3. Establish clearly defined and measurable high academic and character standards.
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

Funding Authority and Budget/Program Performance Period

- The funding authority for this grant is House Bill 7069 creating s. 1002.333, F.S.
- The program period for these grants is August 15, 2017, through June 30, 2019.
- The first budget period ends June 30, 2018.
- The second budget period will be July 1, 2018, through June 30, 2019, and is contingent on satisfactory implementation of the first year of the program.

Important Points for Grant Managers:

- Schools become eligible for SOH when:
 - First-time D schools do not improve to a “C” or higher by their 2018 school grade or
 - First-time F schools according to the 2018 school grade
- The district will need to monitor UNS and NI VAM teachers closely- selection, hiring and retention
- Comprehensive wraparound service model

Schools of Hope Amendment Process

- Email a draft of the DOE 150/151 forms to the BSI at BSI@fldoe.org

Naming Convention: SOH_District_School_A#

- Respond to clarifying questions from the BSI Team.
- Finalize the DOE 150/151 and obtain the superintendent's signature when notified by the BSI Team to proceed.
- Mail the original hard copy of the DOE 150/151 to the Office of Grants Management [OGM] at the Department.
 - Note: OGM may require additional information prior to final approval.

Monitoring Schools of Hope

- Desktop
 - Deliverables and Return on Investment (ROI) reports must be emailed to BSI@fldoe.org quarterly (Round 1) or in intervals (Round 2)
 - Naming Conventions
 - SOH_District_School_ROI
 - SOH_District_School_Deliverables
- On-site
 - BSI will notify Schools of Hope contacts prior to visit



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2017 Florida's Performance on NAEP






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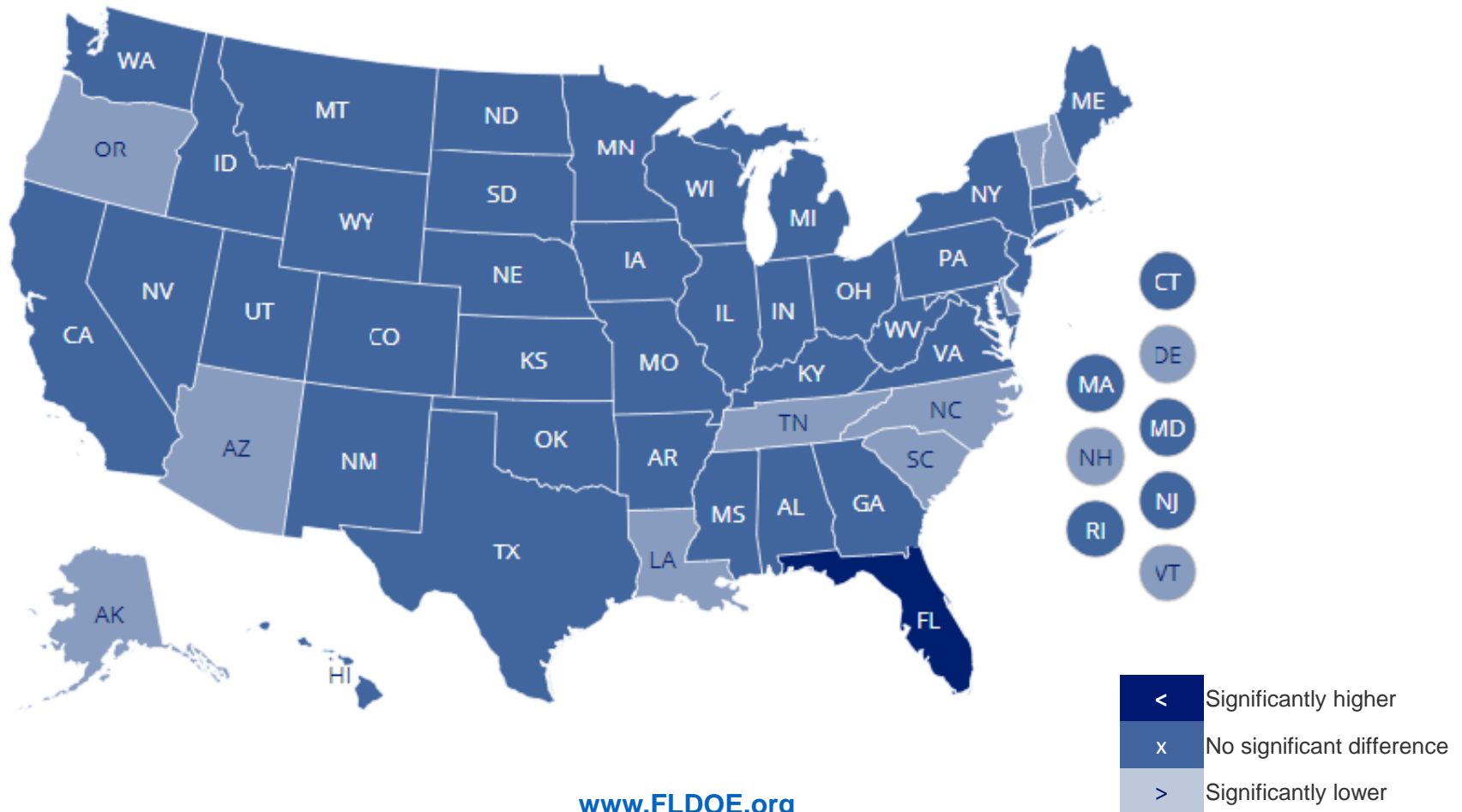
Florida Students Lead the Nation in Reading and Math on NAEP

- Florida – Only State to Improve Significantly in Grade 4 Math, and Grade 8 Reading and Math

	2015	2017
Grade 4 Reading	227	228
Grade 4 Math	243	246 
Grade 8 Reading	263	267 
Grade 8 Math	275	279 

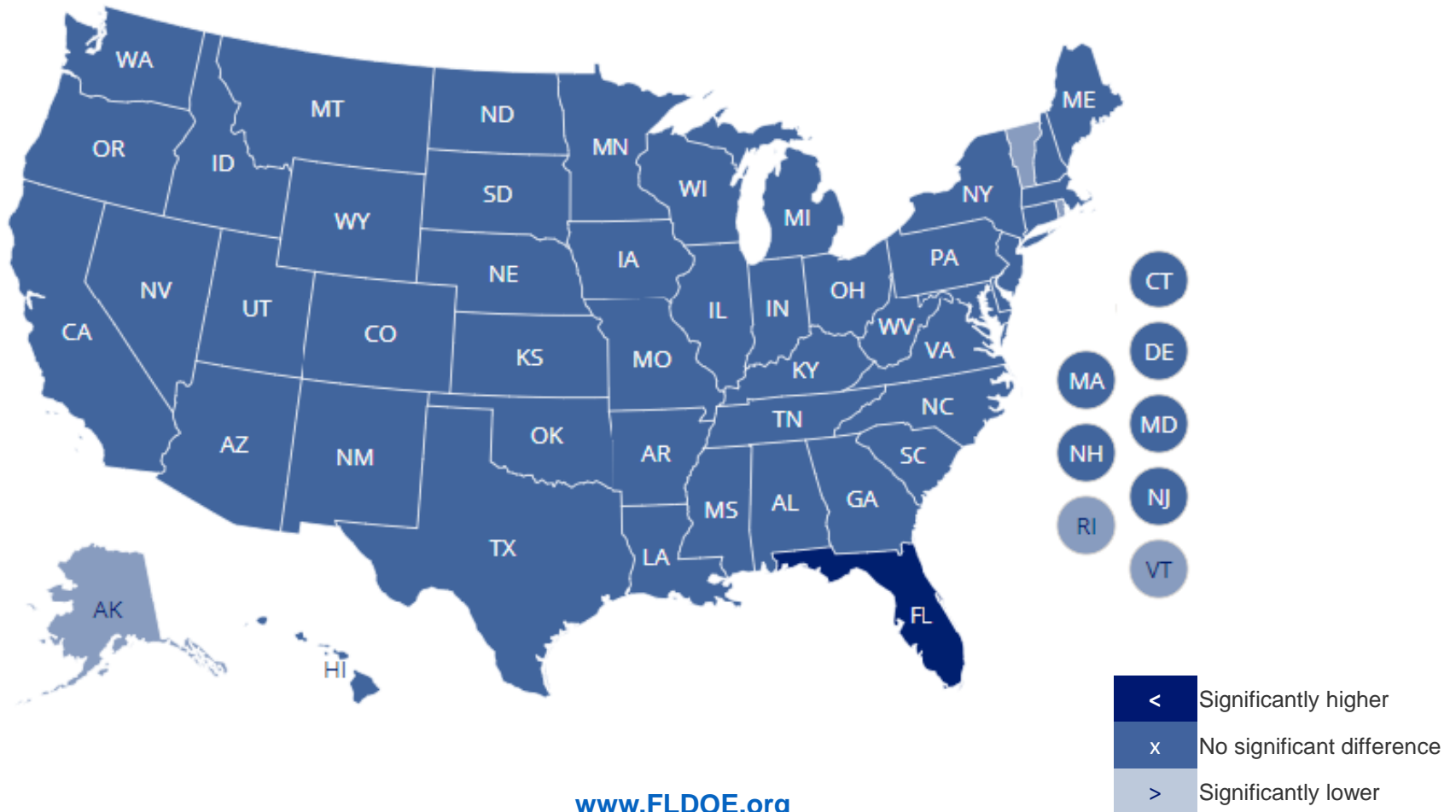
NAEP Mathematics – Grade 4

Florida is the only state with a significant score increase from 2015 to 2017



NAEP Mathematics – Grade 8

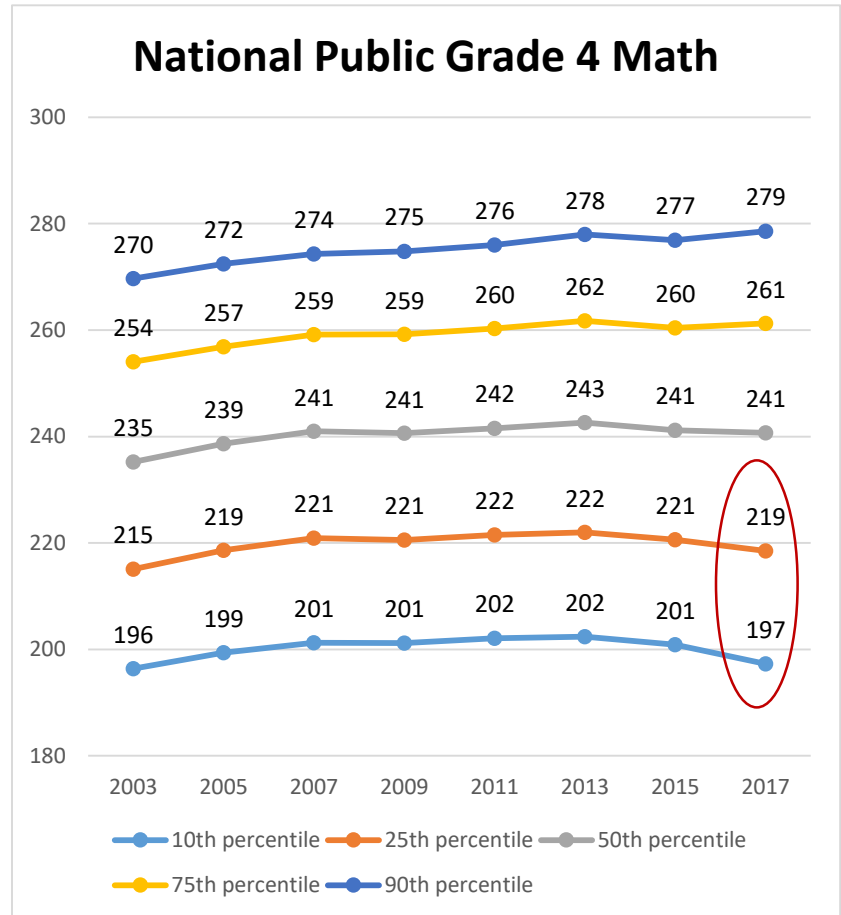
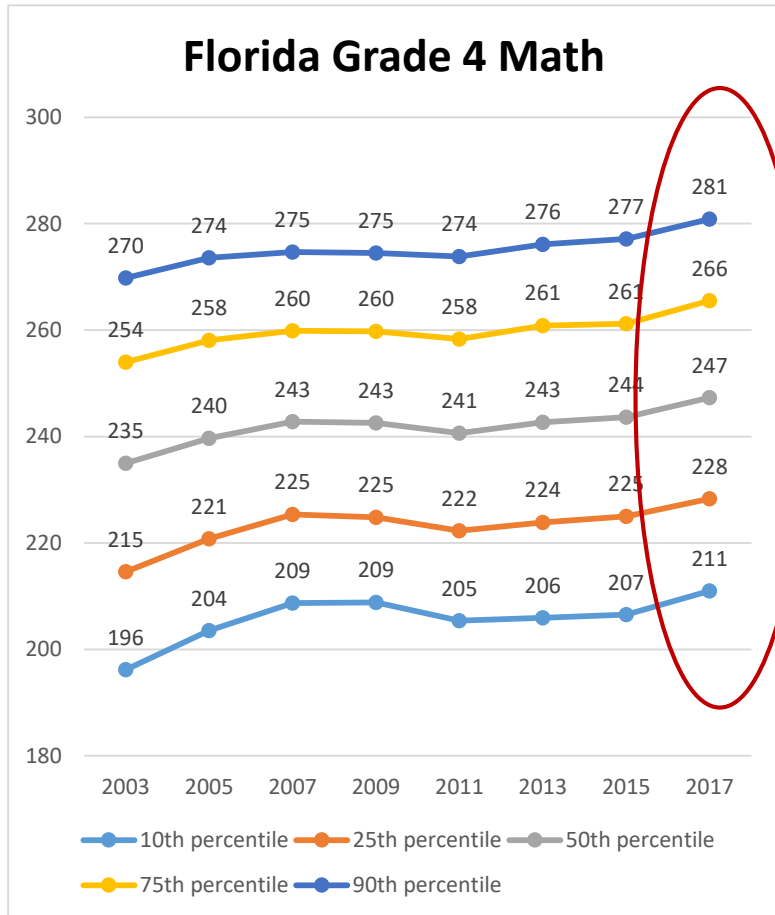
Florida is the *only* state with a significant score increase from 2015 to 2017



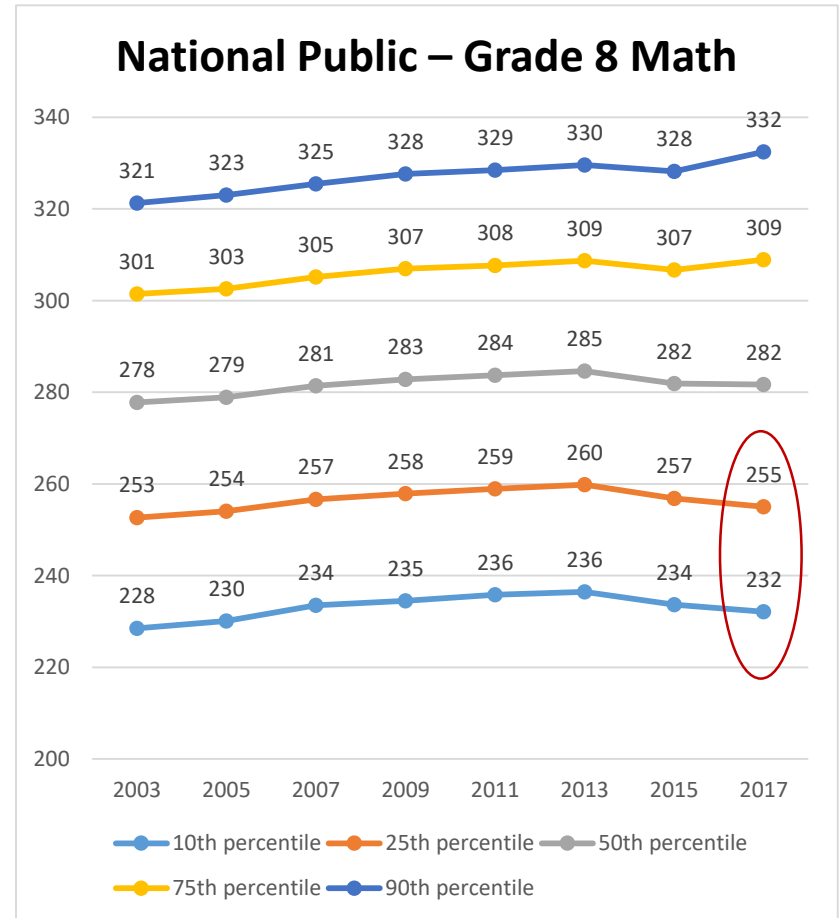
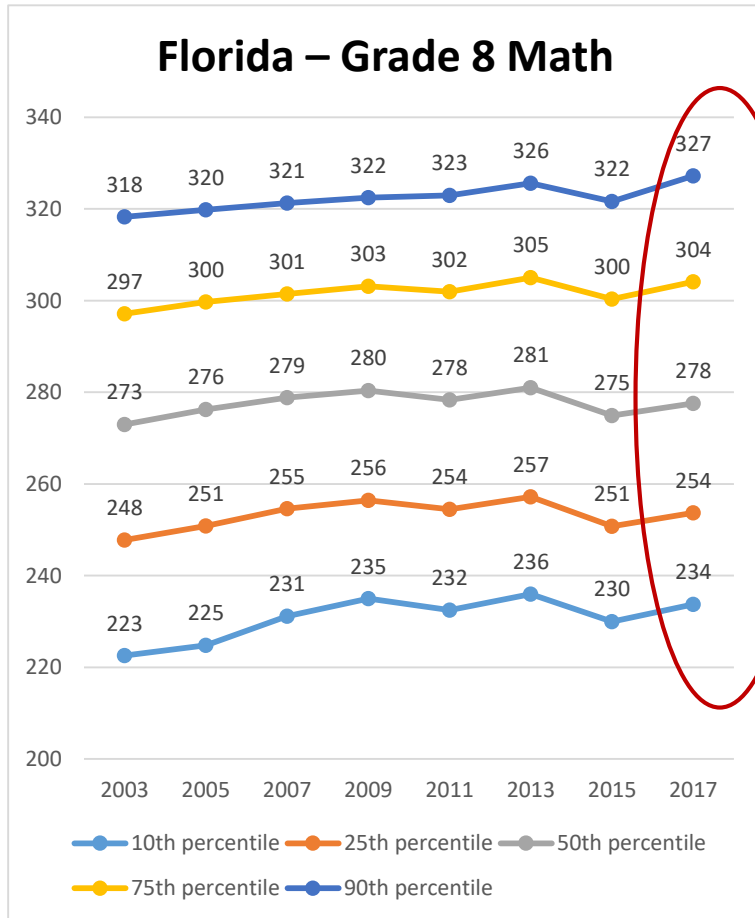
Florida Subgroup Performance Leads the 50 States

- Florida Ranks #1 in Grade 4 Math Performance for
 - Black students,
 - Hispanic students,
 - Students eligible for free/reduced lunch, and
 - Students with disabilities
- Florida Ranks #1 in Grade 4 Reading Performance for
 - Hispanic students

Florida's NAEP Scores Increased at all Levels while the Nation's Lowest Performers Decreased



Florida's NAEP Scores Increased at all Levels while the Nation's Lowest Performers Decreased



Florida Students in Urban Districts Outscored their Peers

- **Grade 4 Reading**

- #1 - Miami-Dade
- #2 - Hillsborough
- #3 - Duval

- **Grade 4 Math**

- #1 - Duval
- #2 - Miami Dade
- #3 - Hillsborough

- **Grade 8 Reading**

- #1 - Hillsborough
- #3 - Duval



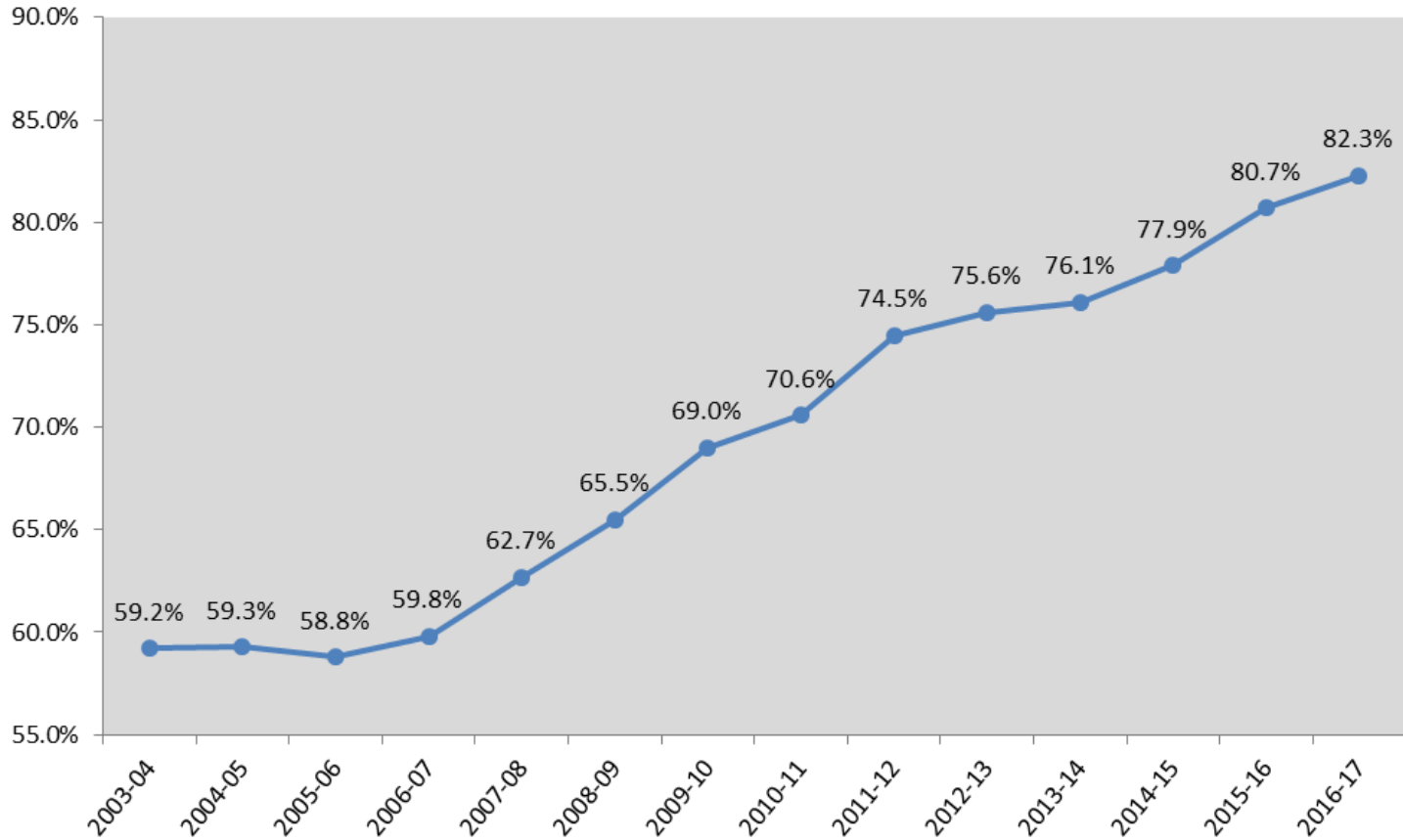
A Focus on the Gap



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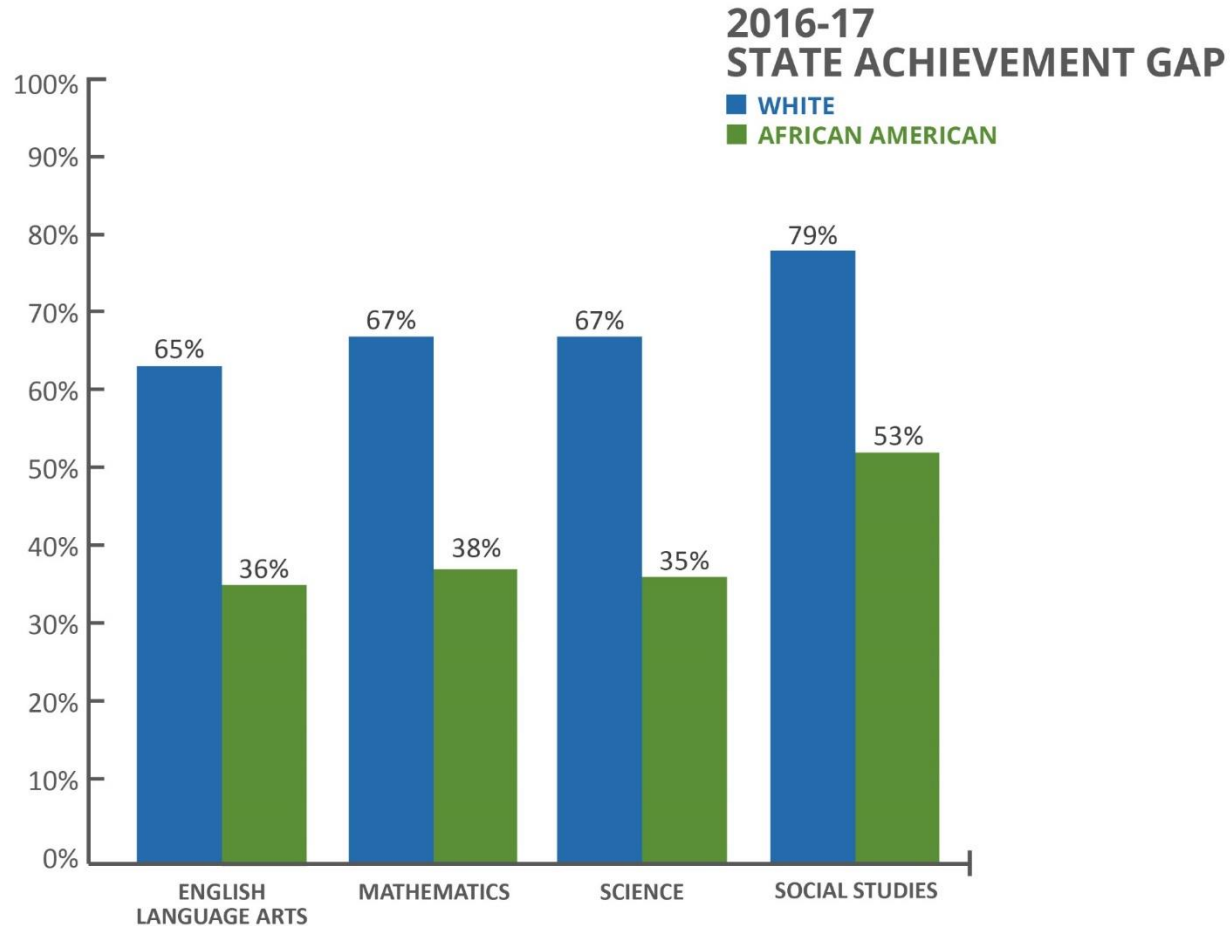
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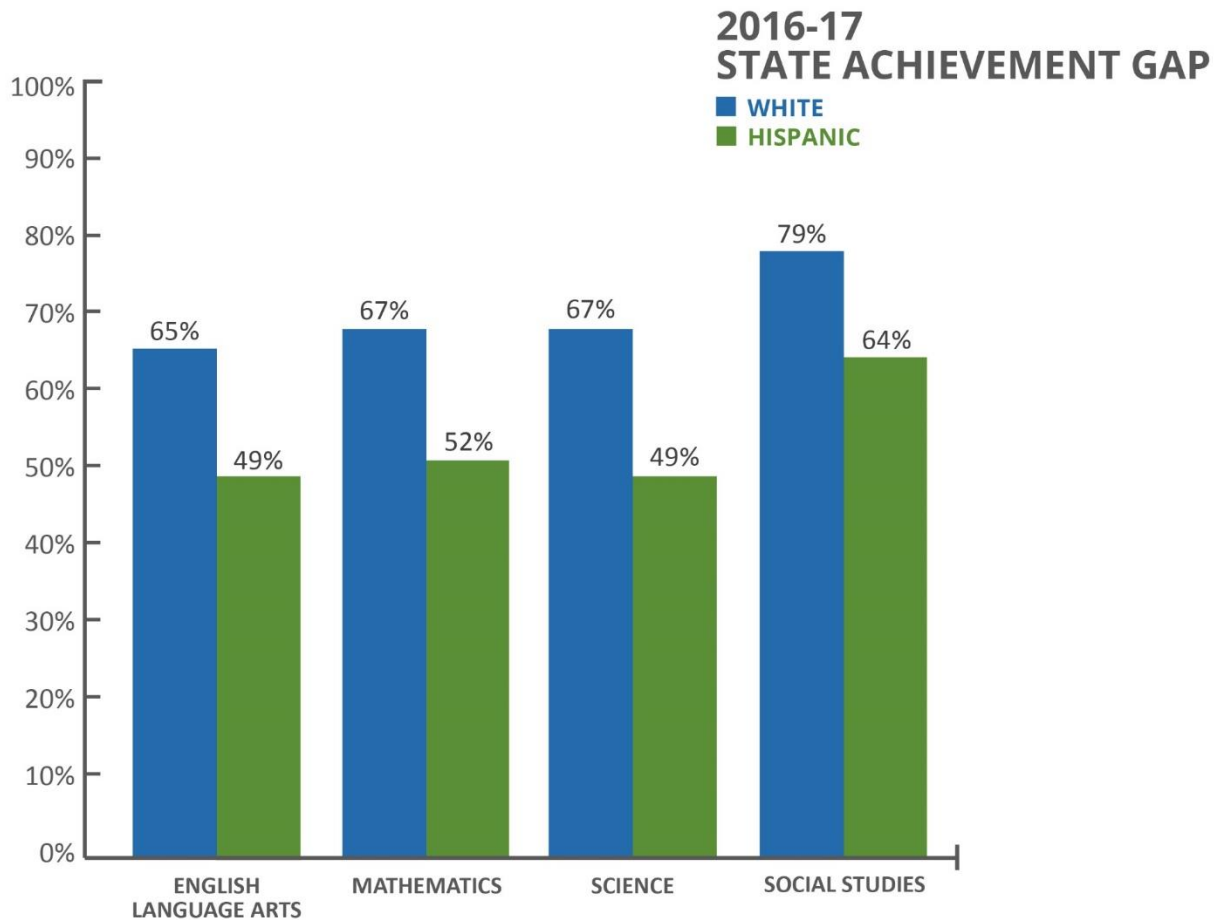
Florida's Graduation Rate 2003-04 to 2016-17



Strategic Plan Metric: *Closing the K-12 Achievement Gap*

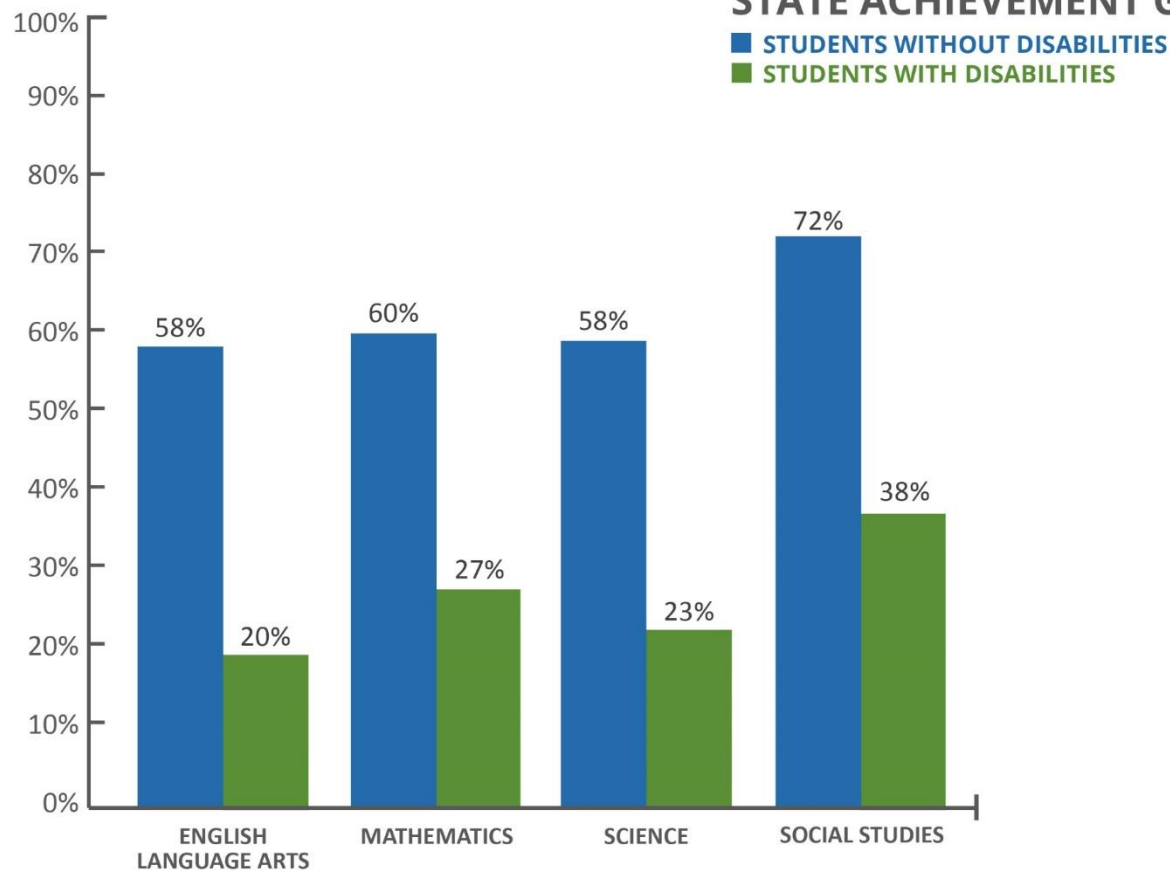
- **Goal 1, Metric 3: Closing the Achievement Gap**
 - Percent of the gap in K-12 student achievement
 - 2020 Target: Reduce by one-third the gap between each subgroup in each subject area
- Between 2016 and 2017, gaps **narrowed in mathematics and social studies** between White and African American students and between White and Hispanic students.
- Gaps primarily remained constant in **English language arts and science.**

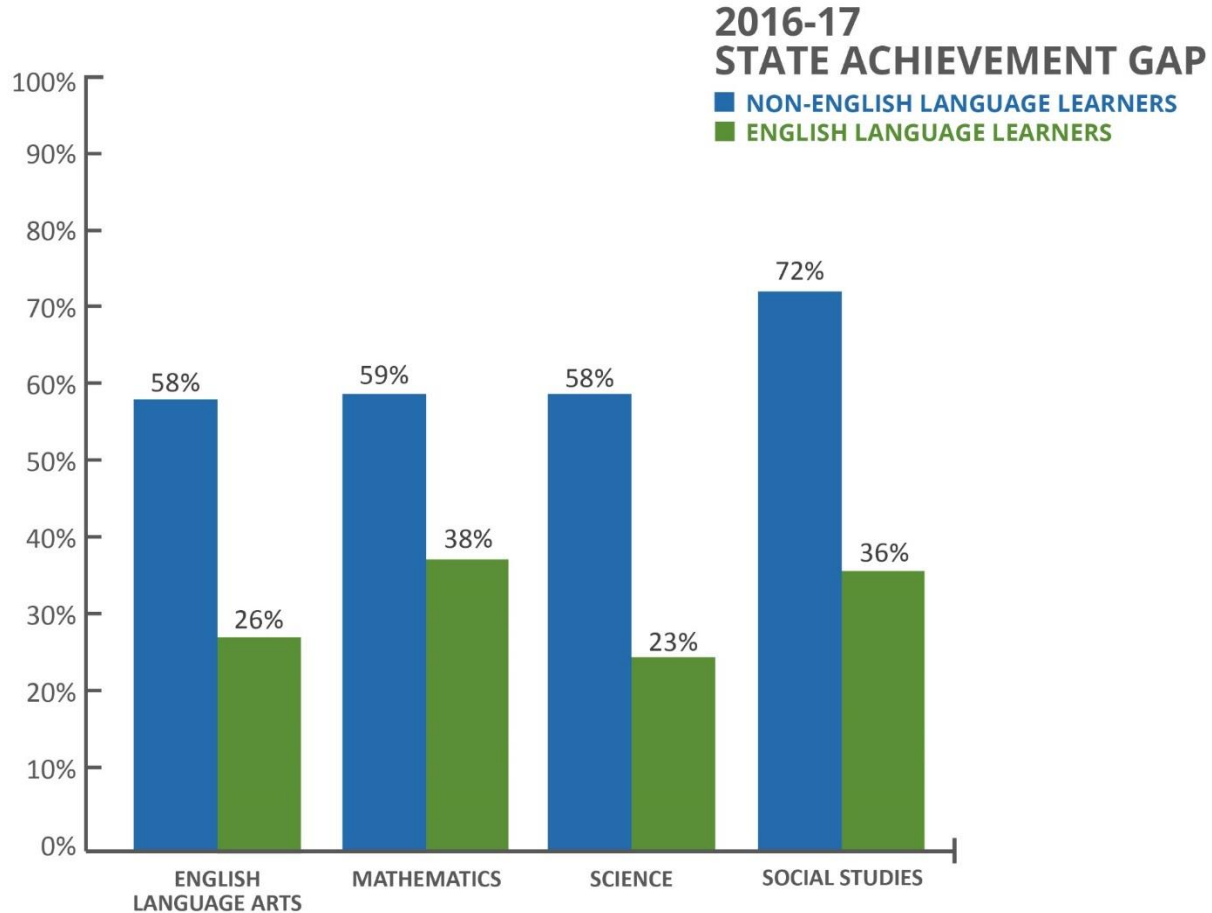


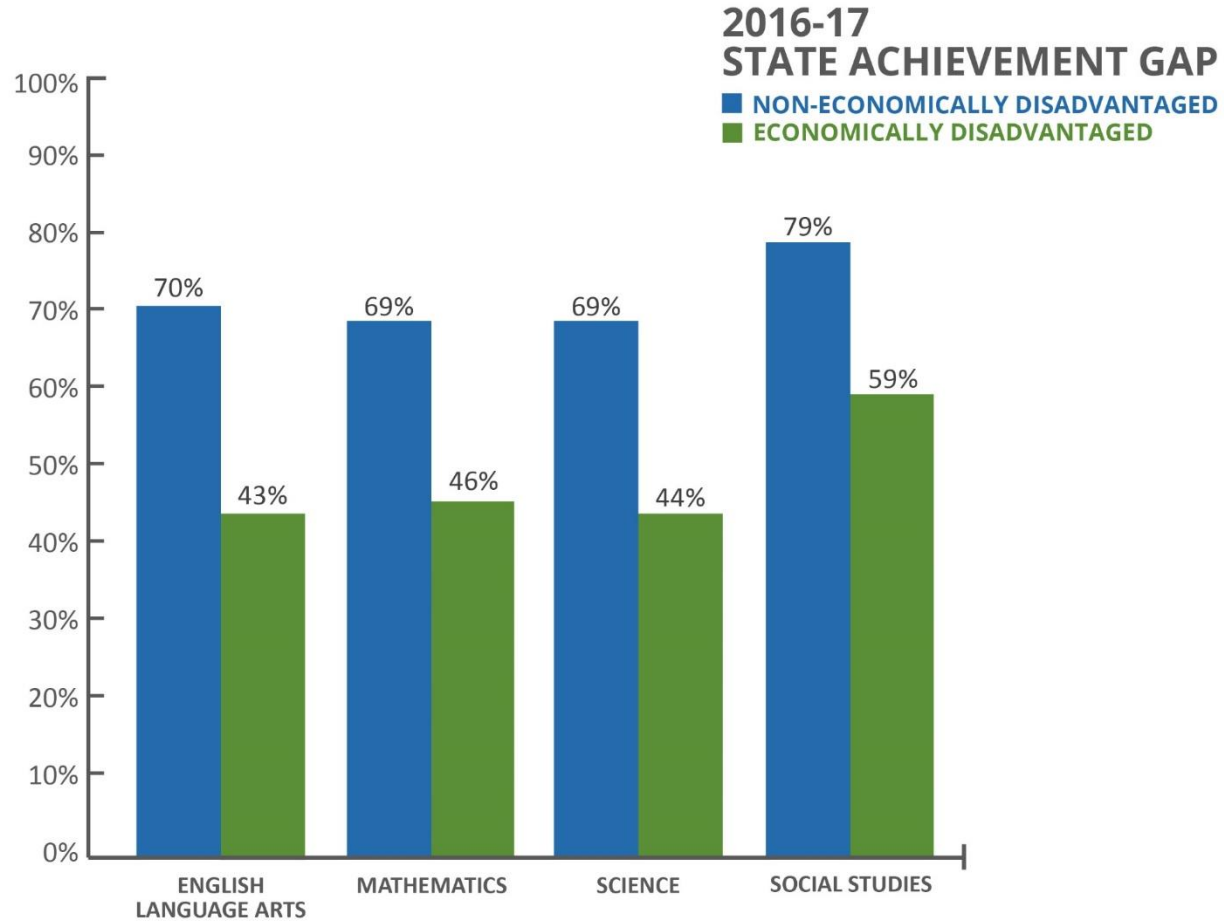




2016-17 STATE ACHIEVEMENT GAP







Four of the factors that make a difference (Balfanz)

- ✓K-12 Student Attendance
- ✓K-12 Teacher Attendance
- ✓9th Grade Promotion
- ✓K-12 Behavior

National High School Center EWS Indicators (ABC)

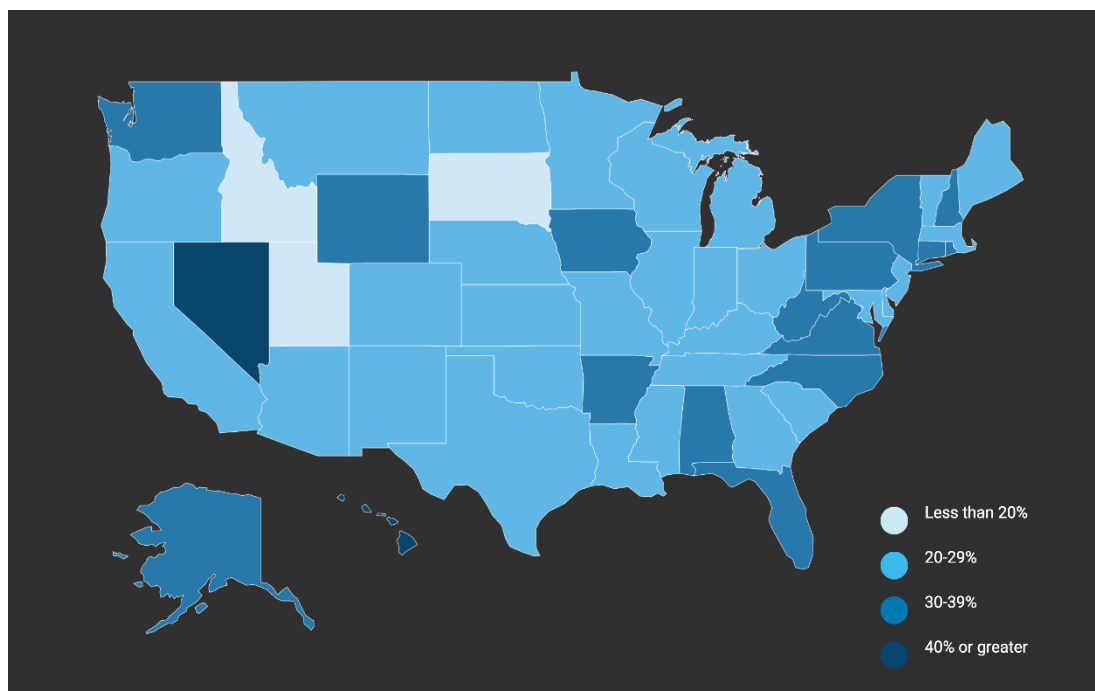
Indicator	Threshold
Attendance	Student missed 10% or more of instructional time (absences)
Behavior	Locally validated thresholds (e.g., referrals, in- or out-of-school suspension, behavior grades)
Course Performance	Failure in one or more courses Earned 2.0 or lower GPA (on a 4-point scale)

(Early Warning Systems in Education at the American Institutes for Research, 2012;
Therriault, O’Cummings, Heppen, Yerhot, & Scala, 2013)



K-12 Teacher Attendance

National Teacher Attendance Trends

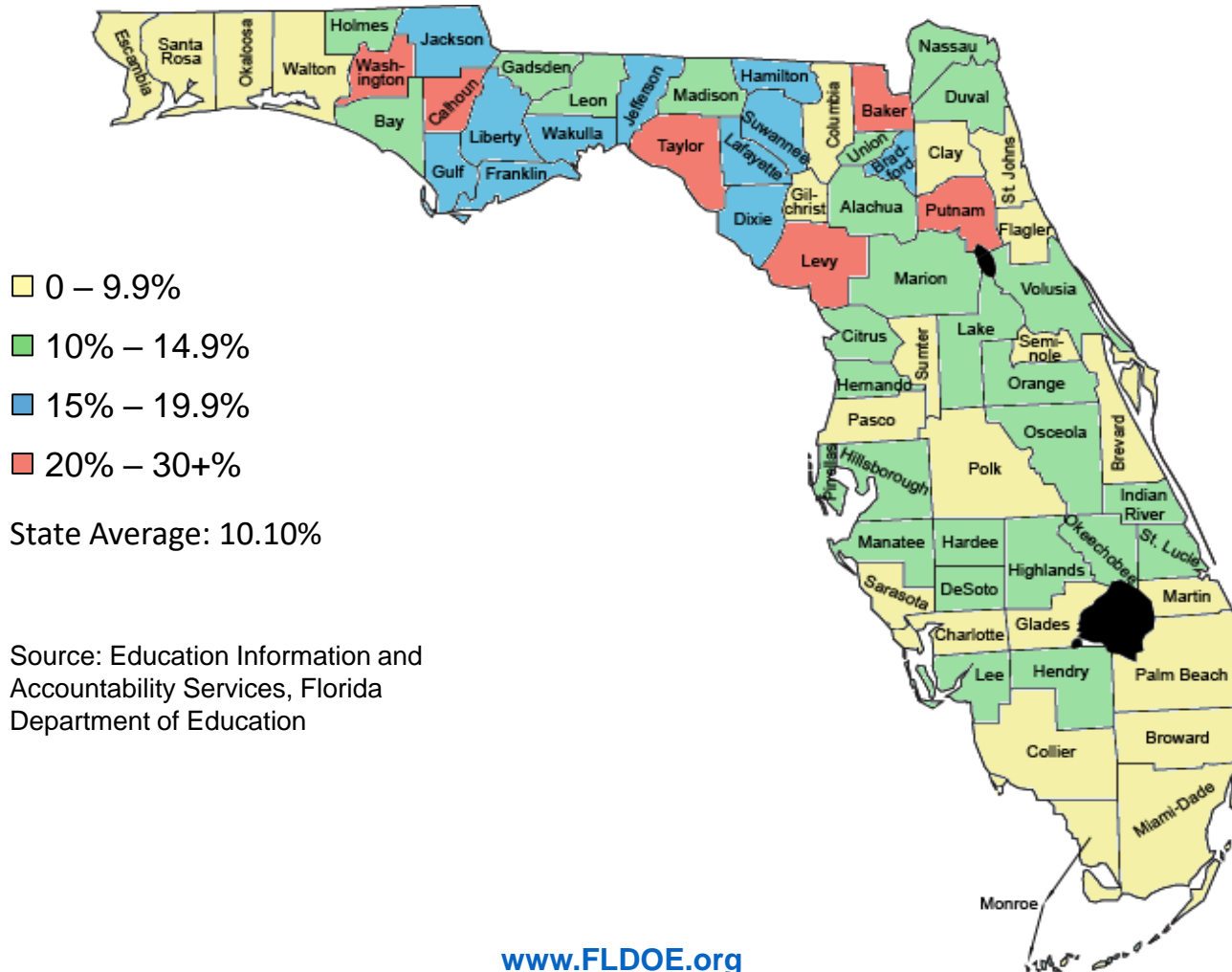




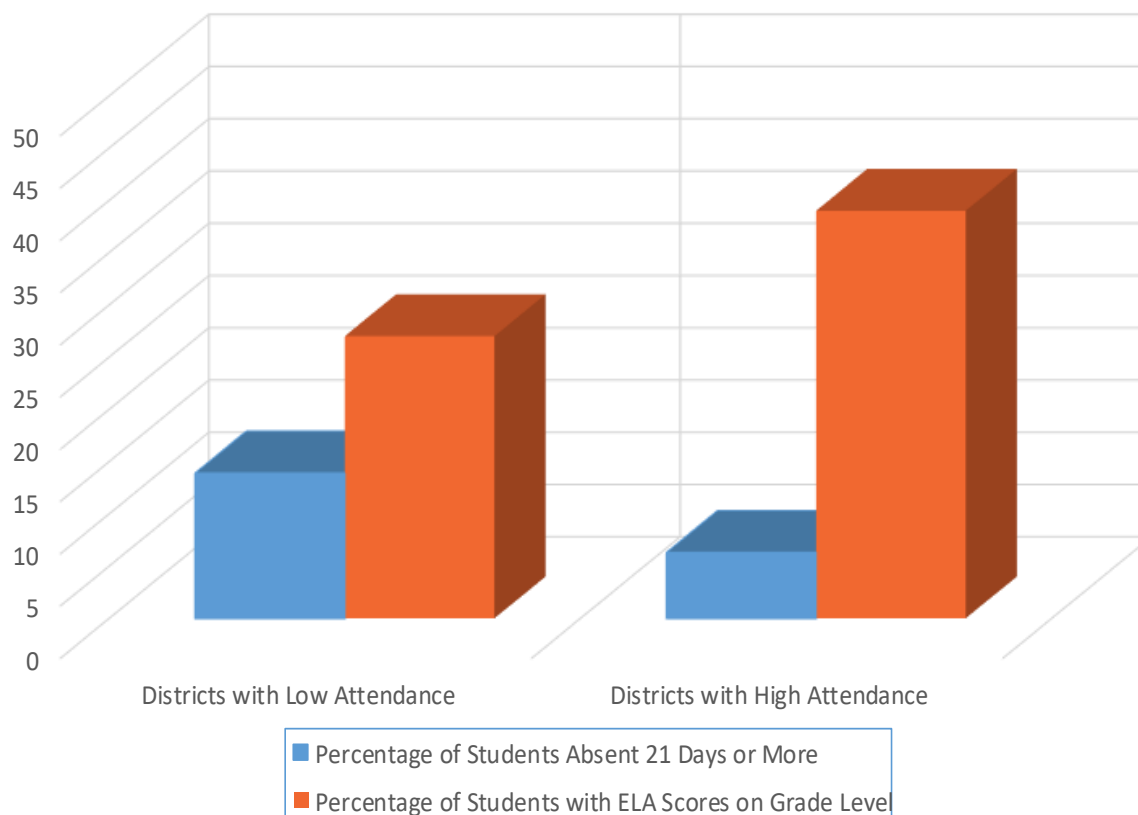
K-12 Student Attendance

2015-16 Chronic Absenteeism* Rates by District

* % Absent 21 or More Days (Final Survey 5)



African American English Language Arts Performance





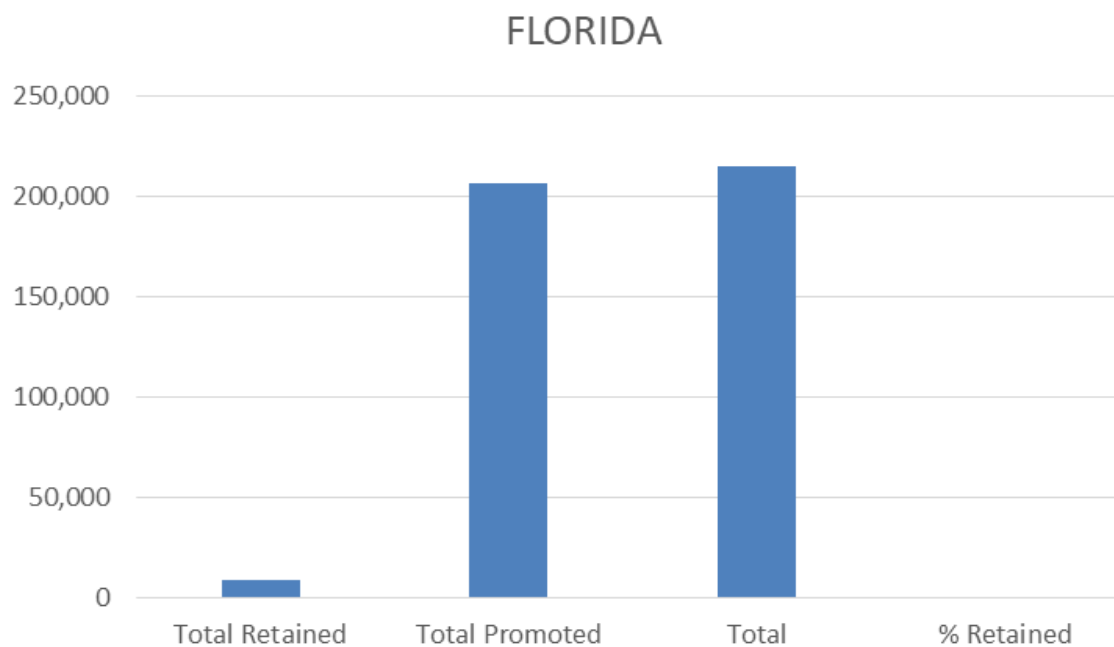
9th Grade Promotion

Section 1008.25, Florida Statutes

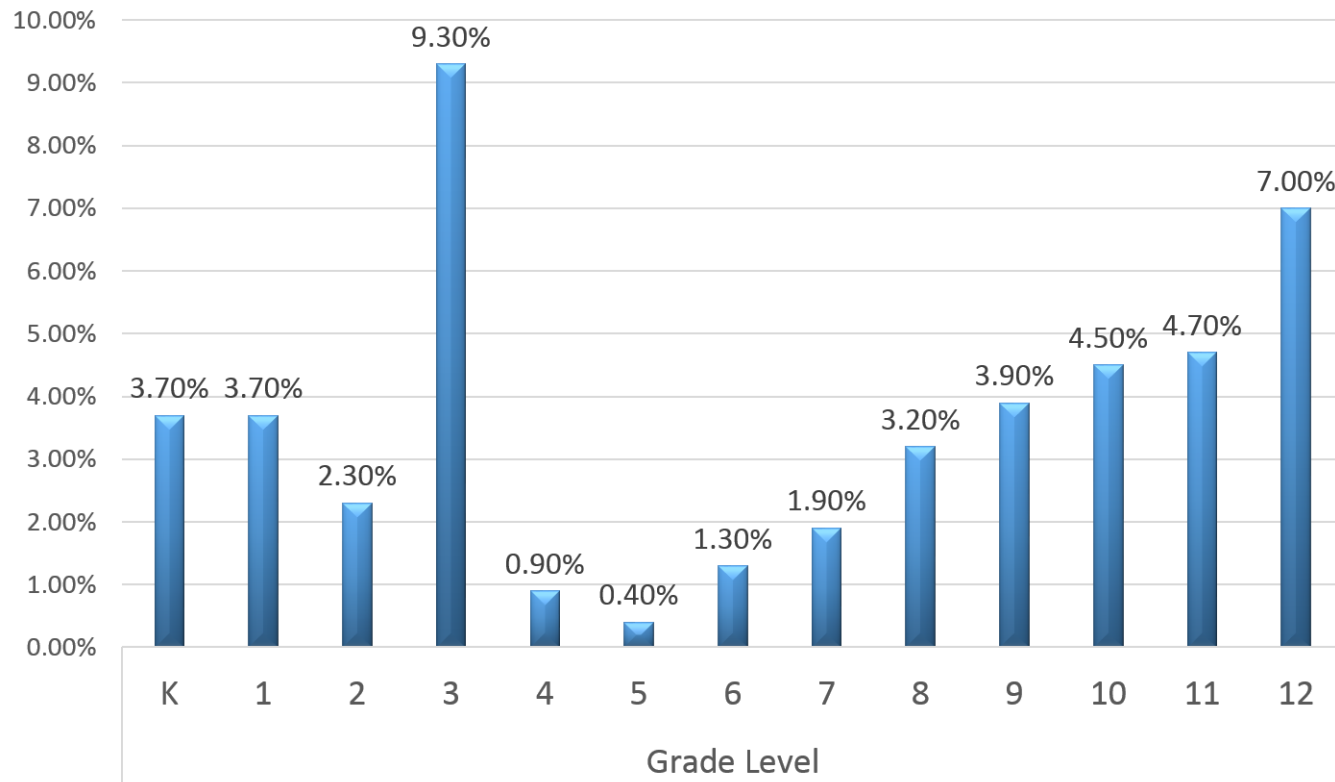
Public school student progression; student support; reporting requirements.—

(2) STUDENT PROGRESSION PLAN.—Each district school board shall establish a comprehensive plan for student progression which must provide for a student’s progression from one grade to another based on the student’s mastery of the standards in s. 1003.41, specifically English Language Arts, mathematics, science, and social studies standards.

9th Grade Promotion Data



Retention Percentages



2015-16 Career and Professional Education (CAPE) Student Performance

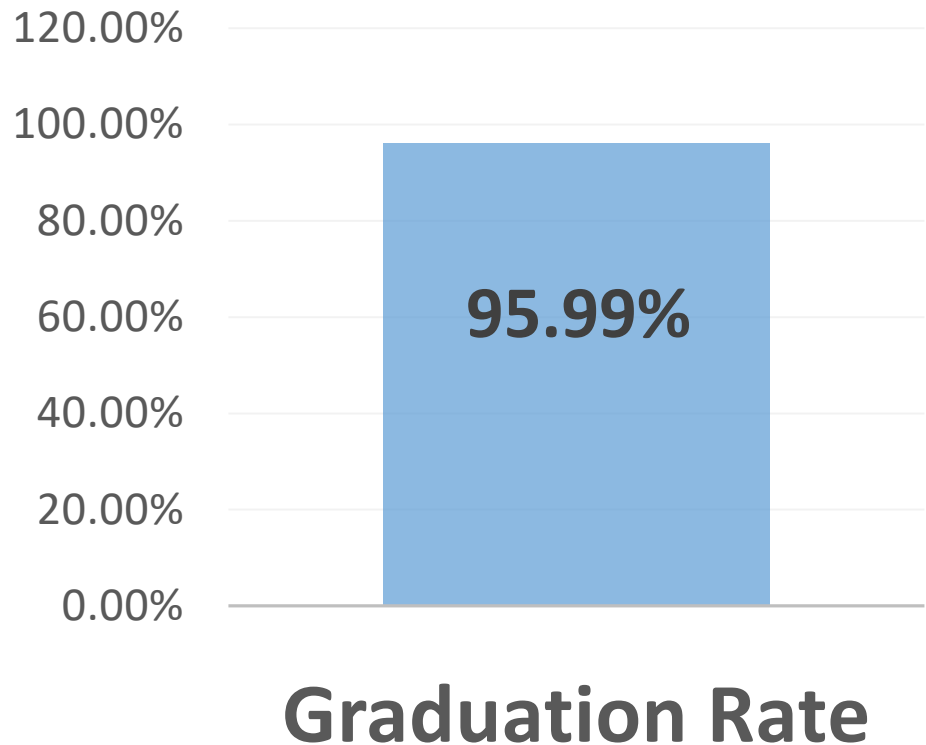
Performance Indicator	Non-CAPE, No Certification	CAPE, No Certification	Non-CAPE + Certification	CAPE + Certification
Average GPA	2.69	2.72	3.07	3.09
Chronically Absent	18.3%	17.3%	6.0%	9.0%
At Least One Disciplinary Action	12.5%	15.2%	8.2%	6.4%
Dropout Rate	3.1%	1.2%	0.0%	0.1%
12 th Graders Earning Standard Diploma	67.0%	83.9%	95.3%	97.2%
At Least One Accelerated Course	31.7%	31.3%	57.9%	48.7%

Performance of Students Earning Industry Certifications

Performance Indicator	High School Students who earned a certification in 15-16	High School Students who did not earn a certification in 15-16
Average GPA	3.09	2.70
Chronically Absent	8.9%	17.9%
At Least One Disciplinary Action	6.8%	13.4%
Dropout Rate	0.1%	2.5%
12 th Graders Earning Standard Diploma	97.1%	71.3%
At Least One Accelerated Course	49.1%	31.2%

4-Year Graduation Rate for Students who are Career and Technical Education Program Concentrators

Approximately 41,000 students in the 2012-13 9th grade cohort were concentrators in a career and technical education program (earned 3 or more credits in a single program). The vast majority of these students graduate within four years.



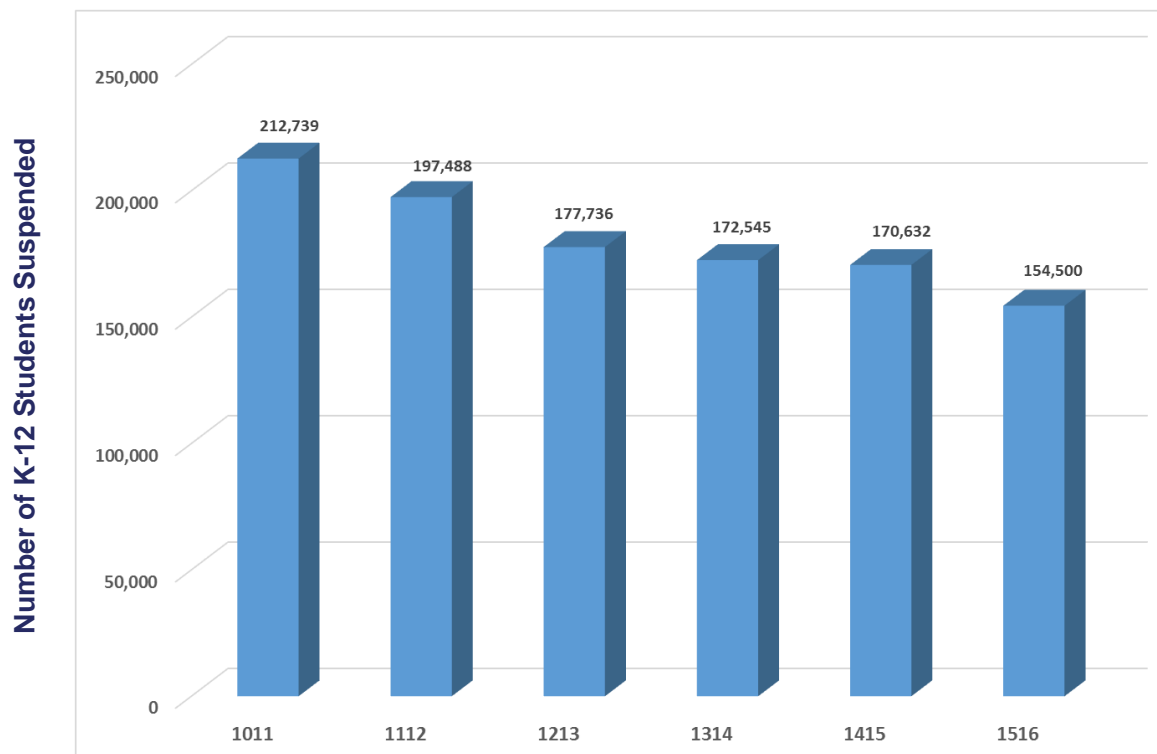


K-12 Student Behavior

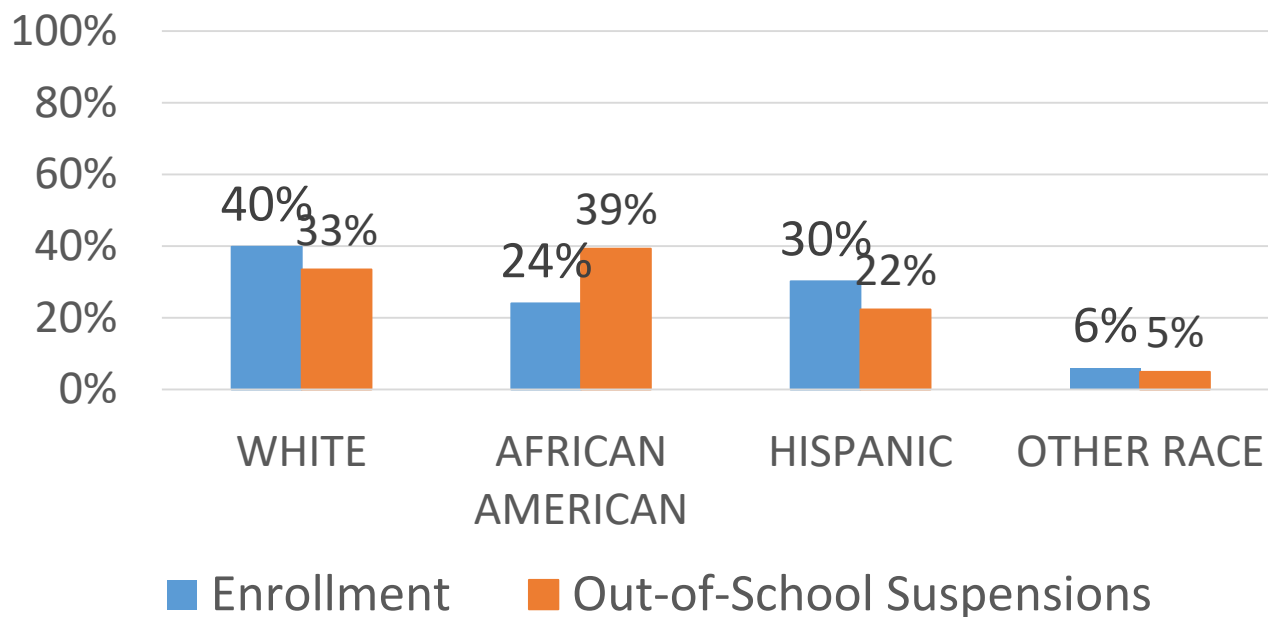
K-12 Behavior – Definition of Suspension

Suspension (Out-of-School) – the temporary removal of a student from a school and the school program for a period not exceeding ten days.

Florida Out-of-School Suspension Trend: 2010-2016



Grades 9-12 Enrollments and Out-of-School Suspensions by Race



Challenges with Consistency Across the State

- Disproportionate disciplinary practices
 - Black male students
 - Students with disabilities
- Inconsistent interpretation of the discipline definitions among districts

Available Options/Best Practice Strategies

- Evidence-based, multi-tiered behavioral frameworks, such as positive behavioral interventions and supports (PBIS)
- Restorative practices strategies that build positive school climates
- Alternatives to suspensions
- Addressing underlying causes for negative behaviors, while reinforcing positive behaviors



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