From Compliance to Commitment: Strategically Supporting Underperforming Schools

Florida Organization of Instructional Leaders
May 28-29, 2025

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

WHAT WE KNOW

ACCOUNTABILITY FOR ALL STUDENTS

State Accountability
- Schools that receive a **school grade**; and
- Schools that receive a **school improvement rating**

MAY ALSO RECEIVE A →

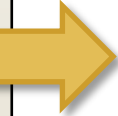*Federal Designation under the Every Student Succeeds Act (ESSA)*
- Additional Targeted Support and Improvement **(ATSI)**;
- Targeted Support and Improvement **(TSI)**; or
- Comprehensive Support and Improvement **(CSI)**

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**.

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, prevention and detention)

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).

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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.*

Elementary and Secondary Education Act (ESEA): Identification of Schools, Support for School Improvement and 1003 School Improvement Grants, sections 1111(c)(D), 1111(d)(1)-(3) and 1003(a)-(l)

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.

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. • 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.*

KNOW YOUR SCHOOLS

[Know Your Schools Home](#)

District Grade Breakdown ⓘ

Subgroup Details | **Subgroup Summary** | Component Information

Selected School Year:
2023-24

	Grade	Total Percent of Points	Percent Tested
Overall District Grade			
All Students	A	64%	98%
District Grade by Race/Ethnicity			
American Indian/Alaskan Native	A	67%	97%
Asian	A	81%	99%
Black/African American	C	54%	97%
Hispanic	B	61%	98%
Multiracial	A	69%	98%
Native Hawaiian/Other Pacific Islander	A	65%	99%
White	A	73%	99%
District Grade by Subgroup			
Economically Disadvantaged	C	56%	97%
English Language Learners	C	55%	98%
Foster	C	47%	93%
Homeless	C	46%	93%
Migrant	C	46%	98%
Military Family Student	A	71%	99%
Students with Disabilities	D	39%	96%
District Grade by Sex			
Female	A	65%	98%
Male	B	63%	98%

School Grade Breakdown ⓘ

Subgroup Details | **Subgroup Summary** | Component Information
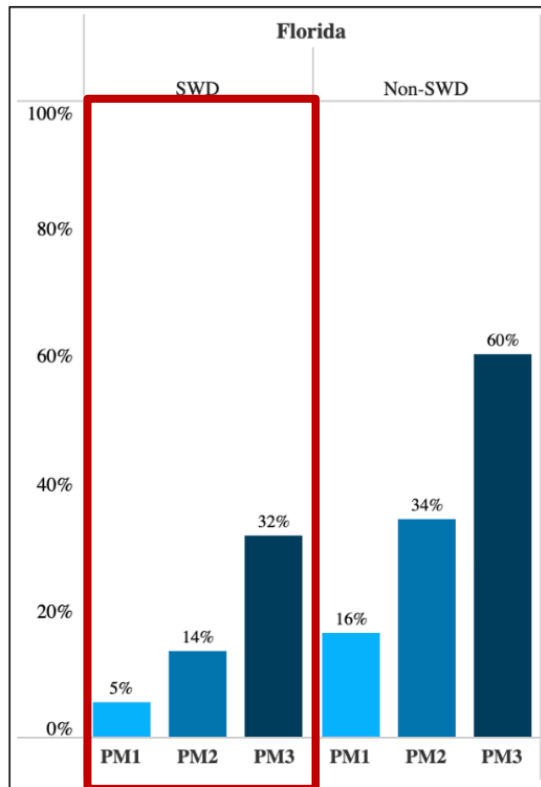
Selected School Year:
2023-24

	Grade	Total Percent of Points	Percent Tested
Overall School Grade			
All Students	D	38%	98%
School Grade by Race/Ethnicity			
American Indian/Alaskan Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black/African American	D	36%	98%
Hispanic	C	44%	100%
Multiracial	N/A	N/A	100%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	100%
School Grade by Subgroup			
Economically Disadvantaged	D	38%	98%
English Language Learners	C	43%	99%
Foster	N/A	N/A	N/A
Homeless	N/A	N/A	80%
Migrant	N/A	N/A	N/A
Military Family Student	N/A	N/A	N/A
Students with Disabilities	F	5%	98%
School Grade by Sex			
Female	C	41%	99%
Male	D	35%	98%

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2023–24 COMPARATIVE MATH PROGRESS MONITORING DATA (PM1, PM2, PM3)
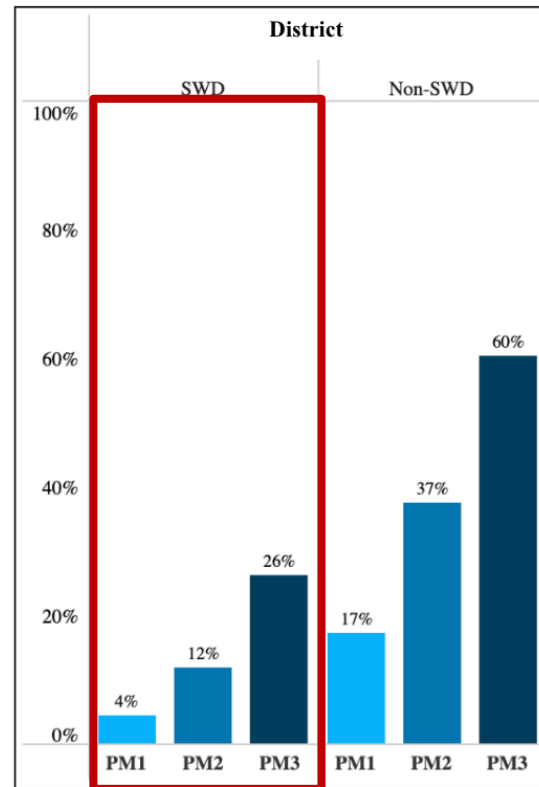

STATE
2023-24, Mathematics,
Level 3 and Above
Grade: All, **Primary Service Type:** All
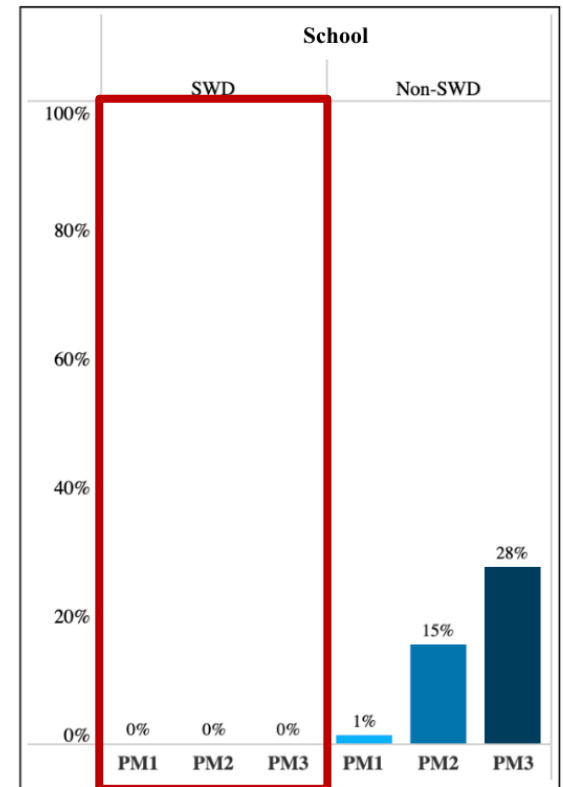**Indicator:** Disability Status

DISTRICT
2023-24, Mathematics,
Level 3 and Above
Grade: All, **Primary Service Type:** All
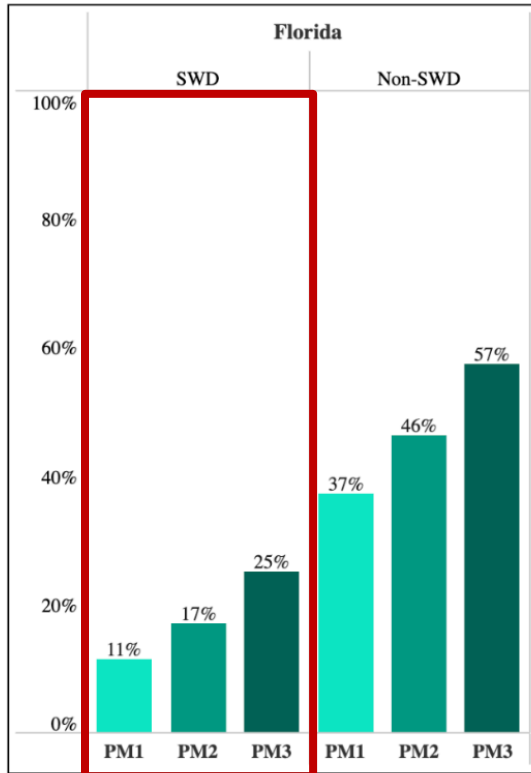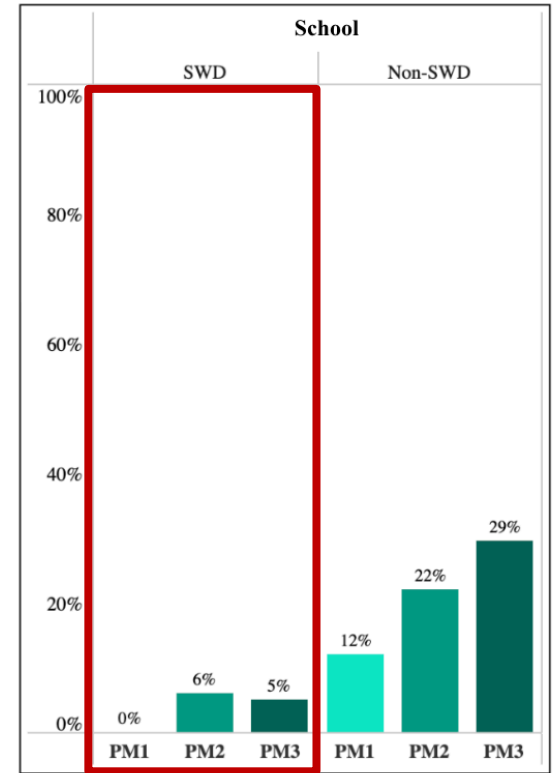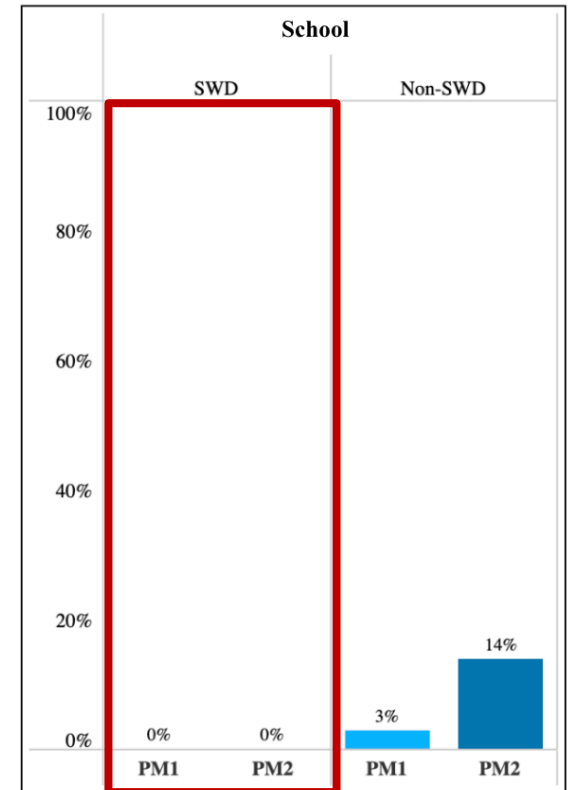**Indicator:** Disability Status

SCHOOL
2023-24, Mathematics,
Level 3 and Above
Grade: All, **Primary Service Type:** All
Indicator: Disability Status

Florida — SWD: PM1 5%, PM2 14%, PM3 32%; Non-SWD: PM1 16%, PM2 34%, PM3 60%

District — SWD: PM1 4%, PM2 12%, PM3 26%; Non-SWD: PM1 17%, PM2 37%, PM3 60%

School — SWD: PM1 0%, PM2 0%, PM3 0%; Non-SWD: PM1 1%, PM2 15%, PM3 28%

2023-24 COMPARATIVE ELA PROGRESS MONITORING DATA (PM1, PM2, PM3)

2024–25 COMPARATIVE MATH PROGRESS MONITORING DATA (PM1, PM2)
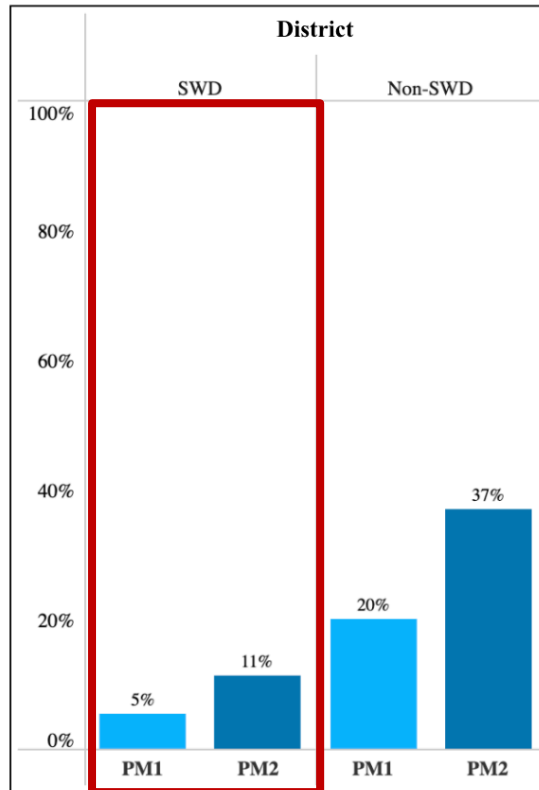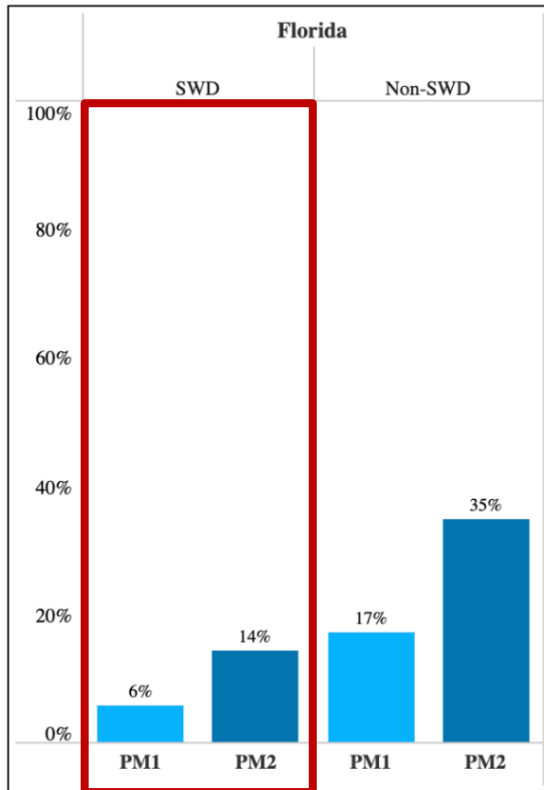

STATE
2024-25, Mathematics,
Level 3 and Above
Grade: All, **Primary Service Type:** All
Indicator: Disability Status

DISTRICT
2024-25, Mathematics,
Level 3 and Above
Grade: All, **Primary Service Type:** All
Indicator: Disability Status

SCHOOL
2024-25, Mathematics,
Level 3 and Above
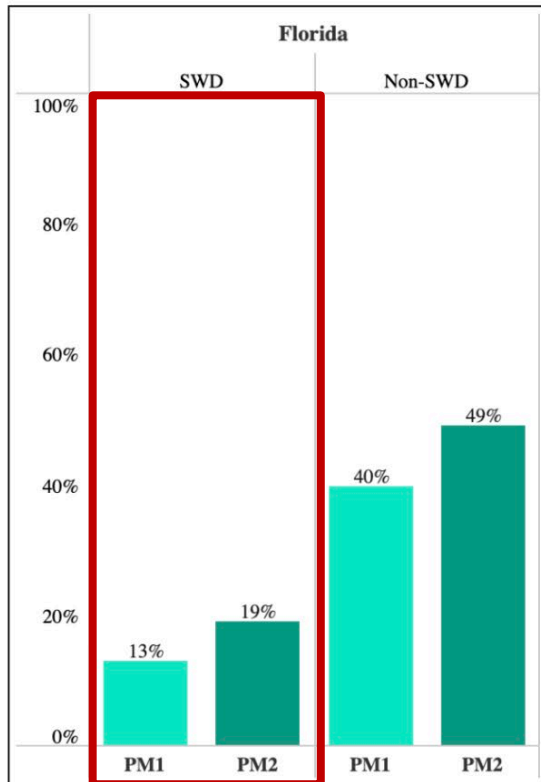**Grade:** All, **Primary Service Type:** All
Indicator: Disability Status

Florida — SWD: PM1 6%, PM2 14%; Non-SWD: PM1 17%, PM2 35%

District — SWD: PM1 5%, PM2 11%; Non-SWD: PM1 20%, PM2 37%

School — SWD: PM1 0%, PM2 0%; Non-SWD: PM1 3%, PM2 14%

2024–25 COMPARATIVE ELA PROGRESS MONITORING DATA (PM1, PM2)

Despite statewide trends, one school in the district has reported **0% math proficiency for Students with Disabilities (SWDs)** across **two consecutive years** of progress monitoring—with **no measurable improvement**.

WHY? Because SWDs at the school are not making meaningful gains in math toward proficiency.

WHY? Because the instruction they receive isn't consistently scaffolded or aligned to their learning needs.

WHY? Because general education and ESE teachers are not consistently co-planning instruction and supports to meet the needs of SWD students.

WHY? Because there's no districtwide expectation or system ensuring inclusive planning and shared accountability for improving SWD proficiency.

WHY? Because cross-departmental collaboration (ESE, curriculum, school support) is not yet fully integrated around a shared vision for subgroup proficiency.

ROOT CAUSE

YOUR TURN: THE FIVE WHYS

DEFINE THE PROBLEM

Use Know Your Schools, Federal Index data and district-level trends to identify a persistent challenge.

Ask yourself:

- *Is this issue isolated to a few schools or is it evident across the district?*

- *What exactly do these data points tell us is not improving and for whom?*

Start with a clear, concise problem statement before moving into the Five Whys.

TRY IT

Engage in the Five Whys to identify a potential root cause.

Consider these questions

🧩 SYSTEM DESIGN AND COHERENCE
To what extent are our systems and structures intentionally designed to support this subgroup and how well are departments working together to do so?

🎯 ALIGNMENT AND FOCUS
Are we focused on a few high-leverage actions to support this subgroup or are our efforts too broad to be effective?

📊 MONITORING AND OWNERSHIP
Have we clearly defined ownership for this subgroup's progress, and do those responsible have the tools and support they need to do the work well?

THE FIVE WHYS

DEFINE THE PROBLEM
⬇
WHY IS IT HAPPENING?
⬇
WHY IS THAT?
⬇
WHY IS THAT?
⬇
WHY IS THAT?
⬇
WHY IS THAT?

ROOT CAUSE

REFLECT AND DISCUSS

Based on your root cause, which area presents the greatest opportunity to strengthen support?

✴ SYSTEM DESIGN AND COHERENCE

To what extent are our systems and structures intentionally designed to support this subgroup and how well are departments working together to do so?

🎯 ALIGNMENT AND FOCUS

Are we focused on a few high-leverage actions to support this subgroup or are our efforts too broad to be effective?

📊 MONITORING AND OWNERSHIP

Have we clearly defined ownership for this subgroup's progress, and do those responsible have the tools and support they need to do the work well?

SHARE

Which area offers the greatest opportunity to strengthen support?

What step might you take in that area to support student performance?

PARTNER SHARE

Goal: Broaden your perspective and gather new ideas by hearing from others working in different contexts.

Connect with at least **two** people from two different districts. In each round, take turns sharing:

1. Your problem statement
   "One challenge we're seeing is…"

2. A root cause you identified
   "We think this may be happening because…"

3. Where you see the biggest opportunity for impact
   "An area to focus on to improve outcomes is…"

4. One strategy or next step you're considering
   "One action I'm exploring to better support students is…"

PAUSE, REFLECT, COMMIT

Take 2–3 minutes to independently reflect on your learning and your leadership. Write down your responses to the questions below:

- What is one insight you gained today that reframed your thinking?

- Why is the root cause you identified important to act on now?

- What's one concrete step you will take to improve student performance in your role?

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