



# Supporting Students in Ungraded Schools and Dropout Prevention Programs

**Bureau of School Improvement**

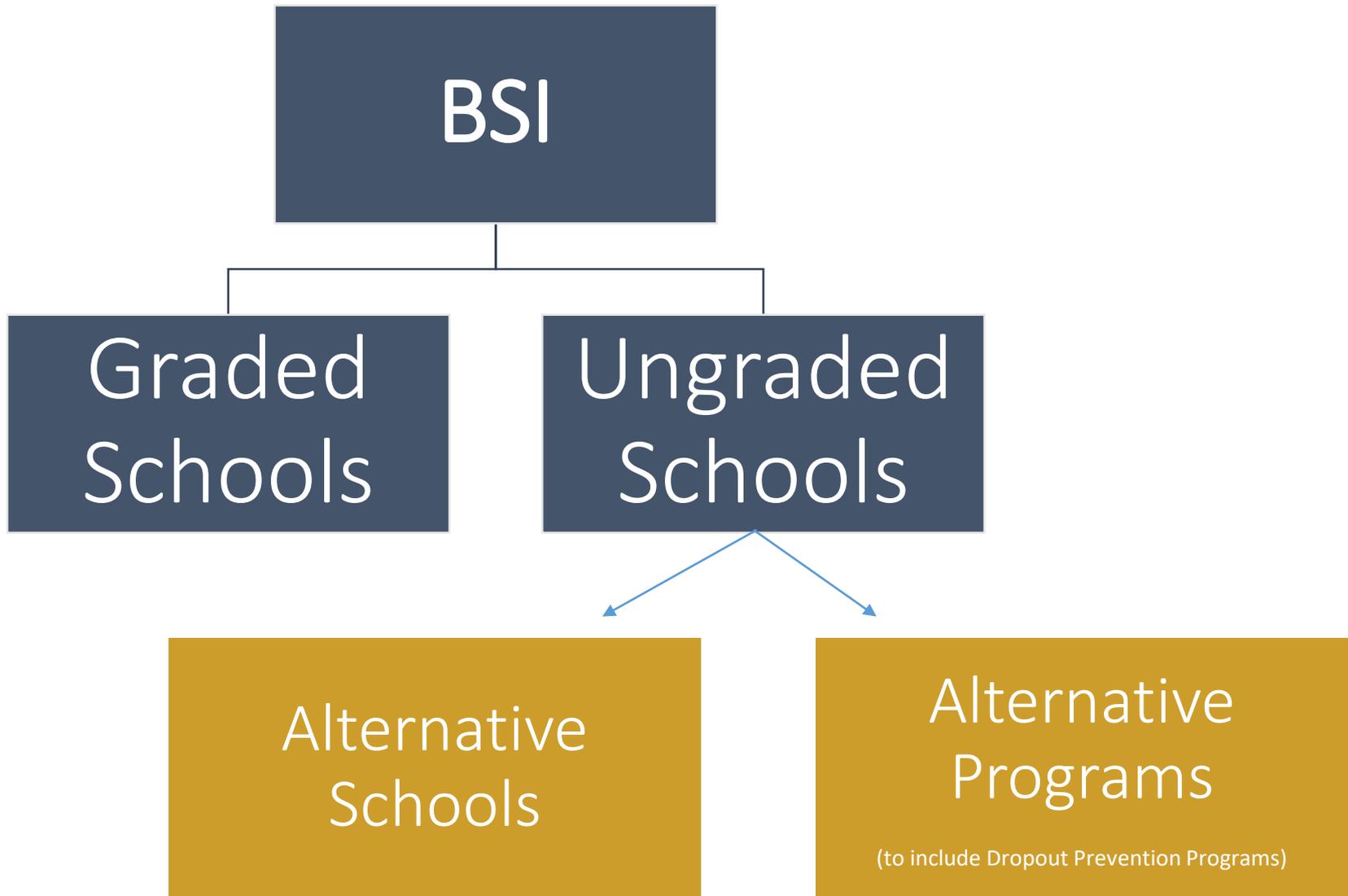


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The Bureau of School Improvement (BSI) serves as a partner in supporting improved outcomes for **all** students through strategic problem solving, capacity building, and the implementation of sustainable systems in the areas of:

- Transformational Leadership;
- Standards-based Planning, Instruction, and Learning; and
- Positive Culture and Environment.



# Schools and Programs Supported Under BSI- Ungraded

## Alternative Schools

- A school that provides dropout prevention and academic intervention services pursuant to s. 1003.53, F.S.
- Schools identified with alternative education as the primary service type on the Master School Identification (MSID) file.
- Department of Juvenile Justice (DJJ) schools and county or city jails are a subset of alternative schools.

## Alternative Programs within a School

- Participation in dropout prevention and academic intervention programs is voluntary. However, a district may assign students to these programs.
- Alternative programs within a school may include:
  - Disciplinary
  - Alternative to expulsion
  - Dropout retrieval/prevention
  - Educational alternatives (i.e., credit recovery)
  - Teenage parent
  - Supplemental supports



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# Accountability for Alternative Schools and Programs

# Identification under Federal and State Accountability

## Federal Accountability

(follows identical requirements as graded schools)

Designated in accordance with Elementary and Secondary Education Act of 1965 as amended by Every Student Succeeds Act (ESSA).

- Targeted Support and Improvement (TSI) or
- Comprehensive Support and Improvement (CSI).

## State Accountability

(receive a rating rather than a school grade)

**Alternative and Exceptional Student Education (ESE) center schools** may earn a School Improvement Rating (SIR) of:

- Commendable
- Maintaining
- Unsatisfactory

**Department of Juvenile Justice (DJJ) schools** may earn an accountability rating of:

- Commendable
- Acceptable
- Unsatisfactory

# Federal Accountability

The Federal Percent of Points Index (Federal Index) is used to identify schools in need of support. The Federal Index represents the federal accountability system (Every Student Succeeds Act [ESSA]) calculation, which includes the same components as Florida's accountability system that make up a school's grade with one additional component, an indicator for the progress of English Language Learners.

- Comprehensive Support & Improvement (CSI):
  - 2022 school grade of D or F;
  - Overall Federal Index of 40% or lower; and/or
  - Has a graduation rate of 67% or lower.
- Targeted Support and Improvement (TSI):
  - One or more ESSA subgroups performing at the federal index of 40% or lower.

## State Accountability for Alternative and ESE Center Schools

- Florida's School Improvement Rating calculation uses English Language Arts and Mathematics Learning Gains only.
- To receive a rating, the total percent tested must be at least 80%.
- To receive a rating of Commendable, the total percent tested must be at least 90%.

# State Accountability for Alternative and ESE Center Schools

- Student achievement and learning gains are included or “tied back to” the students’ home-zoned school grade.
- Students at ESE center schools that have always been enrolled at an ESE center school, while in the district and scored at the emergent level (Level 1 or 2) on the statewide alternate assessment, then the student’s performance data will not be included in the home-zoned school’s grade.
- Students who have a dropout prevention/juvenile justice program code of R (dropout retrieval) or E (alternative to expulsion) are not included in School Improvement Ratings or school/district grades.

## State Accountability for DJJ Schools

- Rules 6A-1.099812 and 6A-1.099813, F.A.C.
- 2022 preliminary ratings were released on April 22, 2022.
  - In September, onsite evaluation visits will begin.

# Twelve Components of DJJ Accountability Ratings

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes	Data Integrity
FSA English Language Arts (0% to 100%)	Increased Attendance (0% to 100%)	Core Courses Taught by Qualified Teachers (0% to 100%)	Postsecondary Enrollment (0% to 100%)	Data Integrity (0% to 100%)
FSA Mathematics (0% to 100%)	Industry Certifications (0% to 100%)		Employment (0% to 100%)	
Common Assessment Reading/English Language Arts (0% to 100%)	Graduation (0% to 100%)			
Common Assessment Mathematics (0% to 100%)	Grade Advancement (0% to 100%)			

## DJJ Accountability Ratings

Rating	2020-21 Ratings*		2021-22 Preliminary Results	
	Number	Percent	Number	Percent
Commendable	16	27%	33	52%
Acceptable	35	59%	23	37%
Unsatisfactory	8	14%	7	11%
Total	59		63	

\*2020-21 ratings are limited to programs that received a preliminary rating in 2021-22



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# Tiered Support for Alternative Schools and Programs

# Tiered System of Support

## Tier 3

Intensive support to include site support visits or onsite evaluation visits.

## Tier 2

Targeted, specific and intentional technical assistance and support through webinars, trainings and informal site visits as determined by ESSA, school improvement ratings, DJJ Accountability Ratings and data collection.

## Tier 1

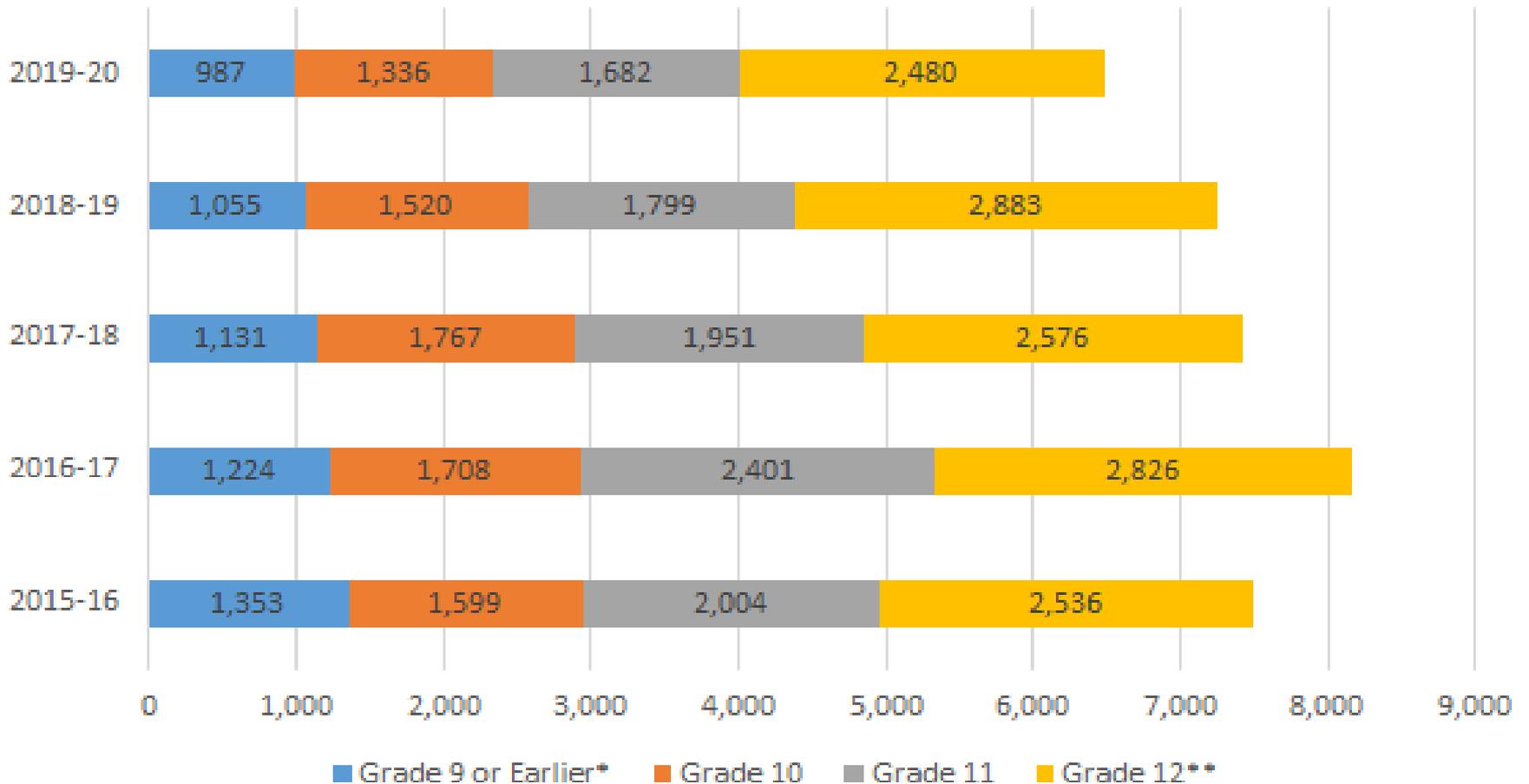
Universal, ongoing technical assistance and support through quarterly or bimonthly webinars, annual facilitated meetings, resources and trainings.



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# Dropout Prevention Programs

## Dropouts by Last Grade Level Reported, Cohort-Based Calculation, 2015-16 to 2019-20



## 2015-2020 Withdrawal Code Breakdown

Withdrawal Codes	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Total Dropouts</b>	7,492	8,159	7,425	7,257	6,485
(W15) Nonattendance	33%	35%	36%	36%	33%
(W22) Whereabouts is unknown	27%	27%	27%	28%	27%
(W05) Age 16 or older who leaves school voluntarily with no intention of returning	16%	16%	16%	16%	17%
(DNE) Expected to attend a school but did not enter as expected for unknown reasons	9%	11%	12%	12%	14%
(W23) School withdrawal for other reason	6%	6%	5%	4%	5%
(W13) Withdrawn due to court action	6%	3%	2%	2%	2%
(W18) Withdraws due to medical reasons	1.6%	1.4%	1.1%	0.2%	1.4%
(W21) Withdrawn due to being expelled	0.1%	0.09%	0.01%	0.01%	1%



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# Data Collection and Reporting

# Accurate Reporting of Students in Alternative Schools and Programs

All students served in an alternative school or program should be reported in one of the following program codes in Surveys 2, 3 and 5:

- Disciplinary Programs;
- Alternative to Expulsion;
- Dropout retrieval Programs;
- Educational Alternative Programs (i.e., credit recovery);
- Teenage Parent Programs;
- Educational services in DJJ residential and nonresidential programs; or
- Educational services in county or city jails.

## Recommendations for District-level Data Collection

- Track graduation requirements for students attending an alternative school.
- Track achievement and learning gains for students transitioning between an alternative school and their home-zoned school.
- Verify withdrawal codes for students in a dropout retrieval program (code R).
- Verify students meet the criteria to be served and reported in alternative to expulsion programs (code E).

# Planning for Support of Alternative Schools and Programs

- How will the district support the school to align curriculum with the required standards?
- How will the district communicate common expectations for implementing curriculum and instructional practices?
- How will the district support the selection and implementation of strategies, programs and interventions to improve student learning?
- How does the district allocate supports and resources (e.g., time, materials, equipment and fiscal resources) and align to the specific needs of the school to support teaching and learning?

# Planning for Support of Alternative Schools and Programs

- How will the district recruit and retain effective leaders and educators? How will the district ensure the leaders and educators are meeting students' behavioral and academic needs through accelerated approaches?
- How will the district collaborate with the school to develop a targeted professional development plan that provides ongoing tiered support to increase leadership and educator quality?

## Contact Information

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