



Every Student Succeeds Act (ESSA) State Plan

Assessment, Accountability, and School Improvement Provisions



FLORIDA DEPARTMENT OF
EDUCATION
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ESSA State Plan Approval

- Drafted with public input, including workgroup of superintendents
- No changes to Florida's state accountability systems
- Preserves the focus on increased student achievement
- Adds a Federal calculation to satisfy ESSA requirements
- **Approved September 26, 2018**

Recent Successes

- Only state to significantly improve on the National Assessment of Educational Progress (NAEP) in 4th and 8th grade math and 8th grade reading
- 1st among states in Advanced Placement participation
- 4th in the nation in Advanced Placement performance
- 4th in the nation for K-12 Student Achievement according to *Education Week Quality Counts* report
- Graduation rate at an all-time high of 82.3%

Sections of the State Plan

1. **Title I, Part A: Assessment, Accountability, and School Improvement**
2. Title I, Part C: Migrant Students
3. Title I, Part D: Neglected, Delinquent, or At-Risk Students
4. Title II, Part A: Supporting Effective Instruction
5. Title III, Part A: English Language Learners
6. Title IV, Part A: Student Support and Academic Enrichment Grants
7. Title IV, Part B: 21st Century Community Learning Centers
8. Title V, Part B, Subpart 2: Rural and Low-Income School Program
9. Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act

Accountability

- Calculation of new Federal percent of points index
 - Includes all school grades components plus English Language Proficiency progress
 - English Language Proficiency progress – the percent of ELLs who make progress on ACCESS for ELLs 2.0
 - ELLs who increase their composite proficiency level or
 - Remain at a composite score of 4, 5, or 6
 - Calculated for all schools including ESE, Alternative, and DJJ
 - K-3 schools that don't receive their own index will receive the Federal percent of points index of the school to which a majority of their students matriculate, as is currently done for the school grade for school recognition purposes
 - Calculated overall and by subgroup

Subgroups

- Subgroups include:
 - Economically disadvantaged students
 - Major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races)
 - Students with disabilities
 - English Language Learners (ELLs)

Federal Percent of Points Index

ESSA Indicator	Florida Component
Academic Achievement – including Student Growth	English Language Arts (ELA) Achievement
	Mathematics Achievement
	Learning Gains ELA
	Learning Gains Mathematics
	Learning Gains Lowest 25% ELA
	Learning Gains Lowest 25% Mathematics
Graduation Rate	4-Year Graduation Rate
School Quality or Student Success	Science
	Social Studies
	Middle School – Acceleration
	High School – College and Career Acceleration
Progress in Achieving English Language Proficiency (ELP)	ELP Progress

Middle School Federal Percent of Points Index School Quality Indicator

ESSA Indicator	Florida Component	Points
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	Middle School Acceleration Mathematics Achievement (20 points) Acceleration Success (100 points)	120 points

- The mathematics achievement component is included as part of the middle school acceleration measure (20 points), as well as under the academic achievement indicator (80 points), for a total weight of 100 points in the Federal index.

High School Federal Percent of Points Index School Quality Indicator

ESSA Indicator	Florida Component	Points
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	College and Career Acceleration 4-Year Graduation Rate (20 points) Acceleration Success (100 points)	120 points

- The 4-year graduation rate is included as part of the college and career acceleration measure (20 points), as well as under the graduation rate indicator (80 points), for a total weight of 100 points in the Federal index.

School Improvement

- Federal Comprehensive Support and Improvement (CS&I)

Current grade “D”	Differentiated Accountability (DA) Support
Current grade “F”	DA Support
Not “D” or “F” but graduation rate 67% or lower	DA Support
Not “D” or “F” but overall Federal percent of points index 40% or lower	Tiered Support
A TS&I school with a subgroup Federal percent of points index 40% or lower for 6 years	Tiered Support

- Federal Targeted Support and Improvement (TS&I)

Any subgroup performance on Federal percent of points index 31% or lower over 3 years	Tiered Support
Any subgroup performance on Federal percent of points index 40% or lower in the current year (moves to CS&I after 6 years)	Tiered Support

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 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, and Federal index
 - Components disaggregated by subgroup
 - State, District, School level
 - English Language Proficiency Progress
 - State, District, School level
 - Whether the school was identified for support
- Anticipated December 2018

Percent Tested

- Schools testing less than 95% of their students, overall or by subgroup, will have to review their testing practices and submit a plan for change to achieve 95% tested
- Schools testing less than 95% will have the achievement denominators for ELA and Math increased to 95% for the Federal index calculation

Other Assessment and Accountability Information

- Recently arrived ELLs:
 - Test all in 1st year (90% of ELLs did this in 2017-18)
 - Learning gains counted in 2nd year
 - Achievement counted in 3rd year
- Increase the federal accountability reporting period for former ELLs from two years to four years
- Use State Board of Education strategic plan for long-term goals; added subgroup data
- Additionally, included long-term goals for ELLs on the ACCESS for ELLs 2.0 English Language Proficiency assessment