

# **Florida Department of Education**

## **DRAFT ESSA State Plan**

**Posted for Public Comment**

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**Cover Page**

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| <b>Contact Information and Signatures</b>   |  |
| <b>SEA Contact</b> (Name and Position): Pam Stewart,<br>Commissioner  | Telephone: 850-245-9663  |
| Mailing Address: 325 West Gaines Street, Suite 1514<br>Tallahassee, FL 32399  | Email Address:<br><a href="mailto:Commissioner@fldoe.org">Commissioner@fldoe.org</a> |
| <p>By signing this document, I assure that:</p> <p>To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p> <p>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.</p> <p>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p> |  |
| <b>Authorized SEA Representative (Printed Name)</b>   | Telephone: 850-245-9663  |
| <b>Signature of Authorized SEA Representative</b>   | Date:  |
| <b>Governor (Printed Name)</b>  | Date SEA provided plan to the Governor under ESEA section 8540:                      |
| <b>Signature of Governor</b>  | Date:  |

## Programs Included in the Consolidated State Plan

*Instructions:* Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

## Instructions

*Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.*

## A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)<sup>1</sup>
2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
  - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?  
 Yes  
 No
  - ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
    - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
    - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
    - c. In high school:
      1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
      3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.  
 Yes  
 No
  - iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

First, all middle schools must offer at least one high school level mathematics course. Section 1003.4156, F.S., *General requirement for middle grades promotion*, requires, “Three middle grades or higher courses

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<sup>1</sup> The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

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in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit.” Additionally, for middle grades students (grades 6-8), offerings include courses for each middle grade with standards from higher grade levels, International Baccalaureate middle years program mathematics courses, Cambridge Secondary mathematics courses, and pre-Algebra.

Thirdly, Florida’s Academically Challenging Curriculum to Enhance Learning (ACCEL) program is targeted at providing advancement strategies in many areas including mathematics. ACCEL options (s. 1002.3105, F.S.) provide academically challenging curriculum or accelerated instruction. At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295, F.S. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework.

Florida also incentivizes acceleration opportunities for students through the use of the middle school acceleration indicator in the school grades calculation. Section 1008.34(3)(b)1.i., F.S., includes the percentage of students in middle school passing high school level statewide, standardized end-of-course assessments as one of the components of Florida’s school grading system.

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4):
  - i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.  
See below.
  - ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.  
None.
  - iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.  
None.
  - iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
    - a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
    - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
    - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Florida requests a waiver of ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4). Florida's goal is to transition English Language Learners (ELLs) to full English proficiency as rapidly as

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possible. Florida's English Language Proficiency standards and English language arts standards have the common learning areas of speaking, listening, reading, and writing. With the goal to matriculate ELLs out of English for Speakers of Other Languages (ESOL) services in a timely manner, it is in the best interest of students to provide instruction in English and measure proficiency using a valid and reliable tool that indicates grade-level performance for all students.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

i. Subgroups (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

The subgroups Florida includes for reporting purposes are as follows:

- economically disadvantaged students;
- students from major racial and ethnic groups (white, black, Hispanic, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races);
- children with disabilities; and
- English Language Learners.

Florida reports information to the public for each of the subgroups above through its EDStats tool on its website. This tool can be accessed at <https://edstats.fldoe.org>. The EDStats tool allows the user to customize reports to their unique needs as well as access predetermined reports.

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

n/a

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

Yes

No All students are included in accountability without regard to any subgroup membership or former membership. However, in subgroup reporting, Florida intends to include students who have exited the English Language Learner program in the past two years in the English language learner subgroup.

- d. If applicable, choose one of the following options for recently arrived English learners in the State:

Applying the exception under ESEA section 1111(b)(3)(A)(i); or

Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how

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the State will choose which exception applies to a recently arrived English learner.

- ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):
  - a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Florida's minimum cell size requirement is 10 students for all accountability and reporting purposes for all students and for each subgroup. Section 1008.34(3)(a), F.S., sets the cell size as 10 for the school grading calculation.

- b. Describe how the minimum number of students is statistically sound.

Florida's minimum cell size of 10 is large enough to protect student information and also ensure statistically sound reporting of information. Florida believes that it is important to hold schools accountable for student performance and setting the cell size at 10 allows Florida to hold almost all schools accountable for student performance while continuing to protect student records. The larger the threshold for the cell size the fewer schools would be held accountable. Cell sizes below 10 would subject grades to swings in performance because low cell sizes tend to have greater fluctuations. Because the entire population is being reported on and does not reflect a representative sample, no statistical inferences are being made. The percentages reported reflect the actual information about the population and are not estimates.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

The minimum cell size was set based on Florida law in s. 1008.34(3)(a), F.S., which indicates, "If a school does not have at least 10 students with complete data for one or more of the components listed in subparagraphs (b) 1. and 2., those components may not be used in calculating the school's grade." This statutory language was adopted through the legislative process which included substantial public input at committee meetings from the public and from school district representatives. In addition, the cell size is included in the State Board of Education rule governing Florida's accountability system, Rule 6A-1.09981, Florida Administrative Code (F.A.C.). This rule was adopted at a public meeting and the department held three public workshops on the draft language before consideration by the State Board of Education. Those meetings were attended by education stakeholders and these stakeholders (including teachers, principals, other school leaders, parents, and other stakeholders) had the opportunity to provide comments on the draft rule language.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.<sup>2</sup>

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<sup>2</sup> Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "[Best Practices for Determining](#)

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It is FDOE's policy that public reports containing aggregate student performance data must suppress results for small groups of students when associated with characteristics that would make it possible to identify a student. The policy is codified in the Department of Education, Data Suppression Policy dated 2/10/17. This policy applies to public reports whenever an identified group contains fewer than 10 students. FDOE does not permit access to, or disclosure of, student education records or personally identifiable information contained therein except for purposes authorized under FERPA. Student data maintained by FDOE is protected as required by FERPA, s. 1002.22 et seq., F.S., and FDOE policies.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.  
n/a
- iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
  - a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))
    - 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The long-term goals for academic achievement in English language arts and mathematics include both a goal to increase achievement overall and a goal to close the achievement gap in each subject area. These goals work together to improve outcomes for all of Florida's students. For English language arts and mathematics achievement, Florida's goal is to increase the percentage of students achieving grade-level or above performance by six percentage points in each subject area by 2020 from baseline performance in 2014-2015 (See Appendix A). This increase is ambitious and amounts to more than a one percentage point increase each year for five consecutive years from the baseline in 2014-2015 through 2019-2020. This goal is higher than the rate of increase Florida saw from 2011 through 2014 when using the prior statewide assessment. From 2011 to 2014 Florida grew two percentage points in Reading and two percentage points in Mathematics on the statewide assessment. Florida currently ranks 11th among other states in K-12 achievement based on the Quality Counts ranking.

Florida is focused on closing the achievement gap among subgroups to ensure that all students are able to reach their full potential. FDOE staff will use data to identify districts that need more support in closing the achievement gap through its Multi-tiered System of Support and provide support based on the needs identified in the data (See more information below in 3.). Florida has a goal to reduce the achievement gap by one-third between each subgroup in each subject area by 2020 from baseline performance in 2014-2015 (See Appendix A). This increase is ambitious and requires significant progress in closing the gap in order to reduce the gap by one-third in five years from the baseline in 2014-2015. Baseline data for both goals is included in Appendix A.

- 2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

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Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

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See Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Florida has adopted metrics in its strategic plan specifically targeted at closing the achievement gap among subgroups by one-third by 2020. The strategic plan targets were adopted by the State Board of Education at a public meeting on September 23, 2016. The plan can be accessed at <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>. FDOE through its gap analysis will continue to evaluate the existing achievement gaps and progress towards narrowing those achievement gaps. Florida's EDStats tool provides a robust data reporting portal that it will use to provide information to parents and the public about the performance of subgroups in the school grading system and for many other performance metrics (<https://edstats.fldoe.org>).

Department staff will use these reporting tools to identify districts that need more support through its Multi-tiered System of Support and provide support based on the needs identified through data. The goal is to provide schools and districts with a Multi-tiered System of Support based on analysis of student, school and district data. FDOE staff examine student achievement data, to develop plans for delivering tier 1, tier 2, and tier 3 supports. The Division of Public Schools provides tiered support for schools and districts in the state in an effort to reduce the achievement gaps in defined subgroups. Assistance is provided in the content areas of science, technology, mathematics, social studies, English language arts and reading, fine arts, gifted education, health, and physical education. Assistance is also provided in topics of exceptional education, English Language Learners, and family and community outreach.

Tier 1 supports are available to all stakeholders across the state, generally via online access available 24/7. Resources that enhance student achievement in the above listed content areas include support for students, teachers, administrators, parents, and the general public. Students and parents may access Student Tutorial online assistance. CPALMS is the state's repository for standards, course information, lesson plans, curriculum maps, formative assessments and much more. At the end of the current 2016-2017 year, the daily range of CPALMS users was 55,000-70,000. The addition of the Student Tutorial traffic would add between 5,000-10,000 per day. In other words, up to 80,000 visitors/day are accessing the CPALMS websites. During this year alone, CPALMS had more than 40 million individual resource downloads/prints.

Tier 2 supports are offered to groups of districts, schools or grade-level content areas with common identified areas for improvement. FDOE specialists work collaboratively across bureaus on specified content, each bringing their focus and expertise to the table. An example of tier 2 support includes working with a small group of districts to improve ELL student performance in middle grades science. This was accomplished with support from the science content specialist from one bureau working with the bureau that has expertise with supporting ELL students. The collaborative effort brings together silos of specialties into one orchestrated focus. The result is a laser like focus on specific subgroups in specific content areas to increase student achievement and decrease the achievement gap. Tier 2 supports are tailored to specific data-based needs. The resources are generally provided remotely and are available to all. However, a special effort is made by FDOE personnel to coordinate the resources with the Tier 2 participants.

Tier 3 is intensive intervention and includes individualized supports to districts or schools. Tier 3 is generally provided in a face-to face setting with planned follow-up support. There is an effort by FDOE

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personnel to incorporate school and district leadership in the process to increase the likelihood of implementation and sustainability. The multi-bureau cooperative approach targeting specific subgroups is utilized to provide assistance. FDOE's Multi-tiered System of Support will be used as a primary strategy to close identified student achievement gaps.

b. Graduation Rate. (*ESEA section 1111(c)(4)(A)(i)(I)(bb)*)

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Florida has both an overall goal to increase its graduation rate by 7.1 percentage points and a goal to reduce the graduation rate gap among subgroups by one-third. These goals work together to improve outcomes for all Florida students. Florida's long-term goal for the four-year adjusted cohort graduation rate is to increase the graduation rate by 7.1 percentage points from 2014-2015 to 2019-2020. Baseline data for this goal is contained in Appendix A. This goal is ambitious, as the increase expected is larger than one percentage point each year for five consecutive years. An increase of 7.1 percentage points in Florida's graduation rate would raise the rate to 85 percent. Moreover, the ambitious nature of the goals should be understood in light of our past gains and the law of diminishing returns. The gains have been accomplished even though Florida has increased the standards to graduate.

Florida also has a goal to reduce the gap in graduation rates across subgroups by one-third from 2014-2015 to 2019-2020. The gap closing metrics and their associated baselines can be found in Appendix A. In addition, graduation rate information is broken out by each subgroup in the department's federal reports online at <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm> and in its data tool EDStats located at <https://edstats.fldoe.org>.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

n/a

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A. See Appendix A.
4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing

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statewide graduation rate gaps.

Florida has adopted a long-term goal to increase its graduation rate along with associated interim progress metrics and also has specific long-term goals and interim measures of progress for closing the graduation rate gap. Florida has made substantial progress in closing its graduation rate gaps for subgroups by focusing on increasing the overall graduation rate, including that rate in the school grades calculation, and reporting the graduation rate by subgroup. For example the Black/White gap has closed from 21.4 percentage points in 2002-2003 to 12.8 percentage points in 2015-2016. In the same period of time the Hispanic/White gap has closed from 12.6 percentage points to 5.6 percentage points.

- c. English Language Proficiency (ESEA section 1111(c)(4)(A)(ii))
  1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Florida's long-term goal for English language proficiency is closing the English language arts achievement gap between English Language Learners and non-English Language Learners by one-third between 2014-2015 and 2019-2020. In order to close this achievement gap, English learners' English language proficiency will need to increase substantially. The gap in the baseline data is 30 percentage points and the gap would need to close 10 percentage points by 2019-2020 to meet the target. Baseline data for this goal is contained in Appendix A.

In Florida, all students including English Language Learners (ELLs) are expected to master the state's challenging grade-level academic content standards. Florida focuses on its ELL students to provide the support needed to achieve proficiency. ELLs are monitored by LEAs and schools regularly to determine that they are on track to increase their English language acquisition as well as master the state's grade level content standards. FDOE provides technical assistance and support through monthly conference calls featuring best practices for ELLs, presentations throughout the state at stakeholder group meetings like Florida Association of State and Federal Education Program Administrators (FASFEP), Florida Foreign Language Association (FFLA), Florida Association of Bilingual and English for Speakers of Other Languages Supervisors (FABES), Sunshine State Teachers of English for Speakers of Other Languages (SSTESOL), and Sanibel Leadership Association (SLA).

To assist Florida districts to meet goal one of the strategic plan, highest student achievement, FDOE developed a district support implementation plan for school year 2016-2017 to guide the way of work in assisting Florida districts with the common goal of improving student success. The goal is to provide schools and districts with a Multi-tiered System of Support based on analysis of student, school and district data. FDOE staff examined student achievement data, graduation rates, promotion rates and discipline rates to develop office strategic plans for delivering tier 1, tier 2, and tier 3 supports. The plan includes the following services for each level of support. Tier 1 supports are available to all schools and districts across the state. Examples of tier 1 supports include newsletters, conference calls with district-level personnel, teacher toolkits and web-based resources such as [CPALMS](#) and the [Student Tutorial](#). Tier 2 supports are offered to groups of districts, schools, or grade-level content areas with common identified areas for improvement. An example of tier 2 support includes working with a small group of districts to improve ELL student performance. Tier 3 includes individualized supports to districts or schools. Examples of a tier 3 support are district- or school-level visits that include providing professional

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development or review of instructional practices for ELLs in science or graduation rate. All of these supports are prioritized based on the data analysis.

Florida is seeking a waiver from ESEA section 1111(c)(4)(B) and section 1111(c)(4)(A)(ii) to use English Language Learners' performance on the English language arts assessment instead of the English language proficiency assessment as part of Florida's long-term goals. English Language Learners' performance on the English language arts assessment is an ultimate measure of English learners' achievement of English proficiency. Please see Florida's Waiver Request Document for more specific information.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.
- iv. Indicators (*ESEA section 1111(c)(4)(B)*)
- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

The Academic Achievement indicator includes the percentage of students passing the English language arts and mathematics assessments. This is based on and in direct alignment with Florida's long-term goals. These components include student performance on statewide, standardized assessments, including the comprehensive assessments, EOC assessments, and Florida Standards Alternate Assessments (FSAA). The component measures the percentage of full-year enrolled students who achieved a passing score. The calculation of each component is based on the performance of all full-year enrolled students and is also reported based on the performance of each subgroup. The components are calculated the same across all schools. Each component is worth 100 points in the school grade calculation (See table below). Detailed information on all of the Florida school grades components can be found in the Guide to School and District Calculations posted at <http://schoolgrades.fldoe.org/>.

The Academic Achievement indicator also includes academic progress or learning gains for high schools. The learning gains components are for English language arts and mathematics and are calculated the same across all high schools. These components include student performance on statewide, standardized assessments including the comprehensive assessments, EOC assessments, and the FSAA for the current year and the prior year. The components measure the percentage of full-year enrolled students who achieved a learning gain from the prior year to the current year. Students can demonstrate a learning gain in four ways: by maintaining a score within achievement level 5; improving one or more achievement levels; maintaining a passing achievement level and increasing their score by at least one point in achievement levels 3 and 4; and for students who remain in level 1 or level 2, increasing their score to a higher subcategory within the level. This indicator includes learning gains for all students as well as learning gains of the lowest-performing 25% of students regardless of the subgroup to which they belong.

Florida will report on the performance of each subgroup separately for each component (See Appendix C). Florida's system focuses on all students and particularly the lowest-performing 25% of students which targets attention on the students who need the most support regardless of the subgroup to which they

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belong. When looking at individual subgroups many schools do not have enough students in each subgroup for each subgroup's performance to count in the accountability system. This may lead schools to focus on those subgroups that do make a difference to their accountability rating instead of all students that are performing at low levels. By bringing the subgroups together into the lowest-performing 25%, Florida schools and LEAs will focus on the students most in need of assistance. This has served Florida well historically and has led to significant performance increases among traditionally underperforming subgroups. Florida's educational system has done an outstanding job with the most at-risk students. The most recent (2015) National Assessment of Educational Progress results indicate that the achievement of Florida's low-income fourth grade students is the highest of low-income students in the entire nation in Reading.

Florida is seeking a waiver from ESEA section 1111(c)(4)(B) and (C) to calculate the components of the accountability system based on all students, and to report on the performance of each subgroup separately for each component. Please see Florida's Waiver Request Document for more specific information.

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

The Other Academic indicator is academic progress or learning gains for elementary and secondary schools that are not high schools. The learning gains components are for English language arts and mathematics and are calculated the same across all elementary and secondary schools. These components include student performance on statewide, standardized assessments including the comprehensive assessments, EOC assessments, and will include the FSAA for the current year and the prior year beginning in 2017-2018, once the State Board of Education adopts the criteria necessary to achieve a gain on the new assessment. The components measure the percentage of full-year enrolled students who achieved a learning gain from the prior year to the current year. Students can demonstrate a learning gain in four ways: by maintaining a score within achievement level 5; improving one or more achievement levels; maintaining a passing achievement level and increasing their score by at least one point in achievement levels 3 and 4; and for students who remain in level 1 or level 2, increasing their score to a higher subcategory within the level. This indicator includes learning gains for all students as well as learning gains of the lowest performing 25% of students regardless of the subgroup to which they belong. These components will be calculated for all full-year enrolled students that have current and prior year assessment results and will be reported on by subgroup. Detailed information on all of the Florida school grades components can be found in the Guide to School and District Calculations at <http://schoolgrades.fldoe.org/>.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable,

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how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

The graduation rate is the four-year adjusted cohort graduation rate that is based on an incoming cohort of ninth grade students. The rate measures whether the students graduate within four years. The component is calculated the same across all high schools and is the same metric used in Florida's long-term goals. The accountability calculation is based on the graduation rate for all students. In addition, Florida will report graduation rates separately for each subgroup. The graduation rate used in the school grades calculation is lagged in that the 2016-2017 school grade includes the 2015-2016 graduation rate as it is the most recent graduation rate available at the time school grades are calculated. Florida's students with the most significant cognitive disabilities are included in the graduation rate as graduates only if they receive a Florida standard diploma. The Florida alternate diploma was repealed effective July 1, 2015 (Senate Bill 850 from the 2014 legislative session). Detailed information on all of the Florida school grades components can be found in the Guide to School and District Calculations at <http://schoolgrades.fldoe.org/>.

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Florida's focus within its accountability system is on the long-term outcome for English learners, the outcome desired for all students English language arts proficiency. This metric is currently part of Florida's strategic plan and a focus of Florida's current work. Appendix A shows the benchmark and Florida's interim and long-term targets related to closing the achievement gap between English Language Learners and other students.

Florida is seeking a waiver from ESEA section 1111(c)(4)(B) to use English Language Learners' performance on the English language arts assessment as part of the long-term goals as a measure of English learners' achievement of English proficiency instead of a separate English language proficiency indicator in the school grades calculation. Please see Florida's Waiver Request Document for more specific information.

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

This indicator includes four components: Science Achievement (Elementary, Middle, High), Social Studies Achievement (Middle, High), Middle School Acceleration, and High School Acceleration (college and career acceleration). These components are calculated the same across all appropriate schools. There is a wide range of performance among schools on these indicators allowing for meaningful

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differentiation among schools. Each of these components are valid, reliable, comparable, and available statewide. The Science and Social Studies components are based on performance on statewide assessments. Middle school acceleration is based on middle school students' performance on statewide high school-level EOC assessments and on nationally recognized industry certification exams. The high school acceleration measure is based on students achieving at levels that make them eligible for college credit on Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certification of Education (AICE) exams, in dual enrollment courses, or by earning nationally recognized industry certifications. Detailed information on all of the Florida school grades components can be found in the Guide to School and District Calculations at <http://schoolgrades.fldoe.org/>.

The Science and Social Studies Achievement includes the percentage of students passing the Science and Social Studies assessments. These components include student performance on statewide, standardized assessments, including the comprehensive science assessments, EOC assessments, and Florida Standards Alternate Assessments (FSAA). The component measures the percentage of full-year enrolled students who achieved a passing score. The calculation of each component is based on the performance of all full-year enrolled students and is also reported based on the performance of each subgroup.

The Middle School Acceleration component is based on the percentage of eligible middle school students who passed a high school-level EOC assessment or industry certification. The High School Acceleration component is based on the percentage of graduates from the graduation rate cohort who earned a score on an acceleration examination (AP, IB, or AICE) or a grade in a dual enrollment course that qualified the students for college credit or an industry certification. These components are calculated for all eligible students but are also reported based on subgroup performance.

The table below provides an overview of how the ESSA-required indicators are included in the school accountability system. For reporting purposes each of the Florida components will be broken out to show the performance of each of the required subgroups (See Appendix C).

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| ESSA-Required Indicators                       | Florida Components                    | Points     |
|--|---------------------------------------|------------|
| <b>Elementary Schools</b>                      |                                       |            |
| Academic Achievement (200 points)              | English Language Arts (ELA)           | 100 points |
|  | Mathematics                           | 100 points |
| Academic Progress (400 points)                 | Learning Gains ELA                    | 100 points |
|  | Learning Gains Mathematics            | 100 points |
|  | Learning Gains Lowest 25% ELA         | 100 points |
|  | Learning Gains Lowest 25% Mathematics | 100 points |
| School Quality or Student Success (100 points) | Science                               | 100 points |
| Total Points                                   |                                       | 700 points |
| <b>Middle Schools</b>                          |                                       |            |
| Academic Achievement (200 points)              | English Language Arts (ELA)           | 100 points |
|  | Mathematics                           | 100 points |
| Academic Progress (400 points)                 | Learning Gains ELA                    | 100 points |
|  | Learning Gains Mathematics            | 100 points |
|  | Learning Gains Lowest 25% ELA         | 100 points |
|  | Learning Gains Lowest 25% Mathematics | 100 points |
| School Quality or Student Success (300 points) | Science                               | 100 points |
|  | Social Studies                        | 100 points |
|  | Middle School Acceleration            | 100 points |
| Total Points                                   |                                       | 900        |

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| ESSA-Required Indicators                                     | Florida Components                    | Points     |
|--|---------------------------------------|------------|
| <b>High Schools</b>  |                                       |            |
| Academic Achievement – including student growth (600 points) | English Language Arts (ELA)           | 100 points |
|  | Mathematics                           | 100 points |
|  | Learning Gains ELA                    | 100 points |
|  | Learning Gains Mathematics            | 100 points |
|  | Learning Gains Lowest 25% ELA         | 100 points |
|  | Learning Gains Lowest 25% Mathematics | 100 points |
| Graduation Rate (100 points)                                 | 4-year graduation rate                | 100 points |
| School Quality or Student Success (300 points)               | Science                               | 100 points |
|  | Social Studies                        | 100 points |
|  | High School Acceleration              | 100 points |
| Total Points   |                                       | 1,000      |
| <b>Combination Schools</b>                                   |                                       |            |
| Academic Achievement – including student growth (600 points) | English Language Arts (ELA)           | 100 points |
|  | Mathematics                           | 100 points |
|  | Learning Gains ELA                    | 100 points |
|  | Learning Gains Mathematics            | 100 points |
|  | Learning Gains Lowest 25% ELA         | 100 points |
|  | Learning Gains Lowest 25% Mathematics | 100 points |
| Graduation Rate (100 points)                                 | 4-year graduation rate                | 100 points |
| School Quality or Student Success (400 points)               | Science                               | 100 points |
|  | Social Studies                        | 100 points |
|  | High School Acceleration              | 100 points |
|  | Middle School Acceleration            | 100 points |
| Total Points   |                                       | 1,100      |

- v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))
  - a. Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

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The points earned for each component in Florida's school grading system as presented above are added together and divided by the total number of available points to determine the percentage of points earned. A school's grade is assigned based on the percentage of points earned using the thresholds below.

- A = 62% of points or greater
- B = 54% to 61% of points
- C = 41% to 53% of points
- D = 32% to 40% of points
- F = 31% of points or less

Schools earn a percentage of the available points based on the performance results of all eligible students for the measures for which they have sufficient data to calculate the measure. Performance results for each subgroup will be reported separately (See Appendix C). Charter schools in Florida are public schools subject to the same school grading system laws and rules as traditional public schools.

- b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

As outlined in s. 1008.34, F.S., each component in Florida's school grading system is worth 100 points. Each component is assigned to one of the ESSA indicators. The table above shows how the points are distributed across indicators. If schools do not have data for an individual component the school's grade is calculated without that component included. For example if an elementary school did not have enough students with assessment results in science to have the science component included the total points available for the school would be 600 rather than 700 and the calculation would be adjusted accordingly to determine the percent of total available points earned. For elementary schools the School Quality or Student Success indicator represents 100 of 700 points. For middle schools the School Quality or Student Success indicator represents 300 of 900 points. For high schools the School Quality or Student Success indicator represents 300 of 1000 points. For combination schools the School Quality or Student Success indicator represents 400 of 1100 points.

- c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

K-3 schools that do not receive a school grade on their own are eligible to receive the school grade of the school to which a majority of their students matriculate. In addition, alternative schools and Exceptional Student Education (ESE) center schools in Florida have a choice of whether to receive a school grade or a school improvement rating. A school improvement rating is based solely on learning gains. However, if a non-charter alternative/ESE center school chooses to receive a school improvement rating the performance data for the students enrolled at the alternative school are included in the rating for the alternative/ESE center school and are also incorporated into the school grades for the home-zoned schools the students would otherwise attend. In this way these students are also included in the school grading system.

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- vi. Identification of Schools (ESEA section 1111(c)(4)(D))
- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Florida will identify its schools earning two consecutive grades of "D" or a grade of "F" as Comprehensive Support and Improvement (CS&I). These are schools that need support to improve the academic learning of the students. This determination will be made annually in the summer of each year beginning in 2018-2019 based on the 2017-2018 school grades.

Florida would identify all "F"-graded schools and schools earning two consecutive grades of "D" as CS&I and all other "D"-graded schools as Targeted Support and Improvement (TS&I). Schools graded "F" or with two consecutive "D" grades are the lowest-performing schools in Florida and need the most support. "D" schools need the next highest level of support. Florida has substantial processes in place to provide support to its "D" and "F" schools and improve student achievement as discussed below in the state plan. Florida's Differentiated Accountability system has been successful in helping schools improve student achievement and increase their school grade. During the July 2016 State Board of Education meeting, superintendents representing 42 low-performing schools presented turnaround plans for approval. Of those 42 schools, 71 percent 30 schools improved to a "C" or greater. Further, 79 percent of schools that earned an "F" in 2015-2016, improved by at least one letter grade in 2016-2017. Seventy one percent of schools graded "D" or "F" in 2015-2016 improved by at least one letter grade in 2016-2017. Florida analyzes the grades schools receive and specifically reviews the achievement of its lowest performing schools. Florida adjusts its efforts to support schools based on the performance of the schools. Schools receiving "F" grades receive the highest levels of support.

Florida's "D" and "F" schools may not always meet the criteria laid out in ESSA for CS&I and TS&I but these schools are the schools that need the most support and serve students who are underperforming across each of the subgroups. In 2016-2017 Title I schools graded "F" or with two consecutive "D" grades represented 6.5% of Title I schools (132).

- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

In addition to identifying schools graded "F" and schools with two consecutive "D" grades as CS&I schools, Florida will identify graded schools with four-year adjusted cohort graduation rates of 67% or lower as CS&I schools. This identification will begin for the 2018-2019 school year based on the 2017-2018 graduation rates.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-

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determined number of years, including the year in which the State will first identify such schools.

TS&I schools may move to CS&I; however, it would be the result of a school receiving a second consecutive grade of “D” or a grade of “F.”

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Beginning with the 2018-2019 school year, schools will be identified each year for CS&I based on the school grades for the prior academic year.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

Florida will identify its schools receiving a “D” that is not consecutive with another “D” or “F” as TS&I schools. Based on all indicators in the school grading calculation schools graded “D” have significantly lower performance than “A,” “B,” and “C” schools (See table below).

|                     | Average Points Earned in the 2016-17 School Grades Calculation by Component |                                      |  |                         |                            |  |                     |                            |                            |                         |   |
|---------------------|---|--------------------------------------|--|-------------------------|----------------------------|--|---------------------|----------------------------|----------------------------|-------------------------|---|
|                     | English Language Arts Achievement   | English Language Arts Learning Gains | English Language Arts Learning Gains of the Lowest 25% | Mathematics Achievement | Mathematics Learning Gains | Mathematics Learning Gains of the Lowest 25% | Science Achievement | Social Studies Achievement | Middle School Acceleration | Graduation Rate 2014-15 | College and Career Acceleration 2014-15 |
| “D” Schools         | 31  | 42                                   | 41   | 33                      | 40                         | 37   | 28                  | 49                         | 51                         | 74                      | 37                                      |
| “A” “B” “C” Schools | 57  | 57                                   | 50   | 61                      | 59                         | 50   | 55                  | 73                         | 68                         | 88                      | 57                                      |

“D”-graded schools also have markedly lower subgroup performance. These schools have significantly lower-performing subgroups than their peers graded “A”, “B,” and “C” (See table below). Even though these schools have significantly lower-performing subgroups, Florida’s Differentiated Accountability system is working to provide them the support they need to increase student achievement and improve their school grade.

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| Gap between subgroups and all students Statewide | Percent of Students Scoring at Level 3 and Above – 2015-2016 |       |                        |          |       |                           |                            |                            |
|--|--|-------|------------------------|----------|-------|---------------------------|----------------------------|----------------------------|
|  | American Indian  | Asian | Black/African American | Hispanic | White | English Language Learners | Students with Disabilities | Economically Disadvantaged |
| <b>English Language Arts</b>                     |  |       |                        |          |       |                           |                            |                            |
| “D” Schools                                      | 46   | 55    | 25                     | 34       | 44    | 20                        | 11                         | 29                         |
| “A” “B” “C” Schools                              | 47   | 77    | 41                     | 54       | 64    | 32                        | 23                         | 48                         |
| <b>Mathematics</b>                               |  |       |                        |          |       |                           |                            |                            |
| “D” Schools                                      | 29   | 58    | 28                     | 36       | 44    | 27                        | 15                         | 32                         |
| “A” “B” “C” Schools                              | 50   | 82    | 44                     | 57       | 67    | 42                        | 30                         | 52                         |

- f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Beginning with the 2018-2019 school year, schools will be identified each year for TS&I based on the school grades for the prior academic year.

Florida will identify its schools receiving a “D” that is not consecutive with another “D” or “F” as TS&I schools. Based on all indicators in the school grading calculation schools graded “D” have significantly lower performance than “A,” “B,” and “C” schools (See table above).

“D”-graded schools also have markedly lower subgroup performance. These schools have significantly lower-performing subgroups than their peers graded “A,” “B,” and “C” (See table above). Even though these schools have significantly lower-performing subgroups, Florida’s Differentiated Accountability system is working to provide them the support they need to increase student achievement and improve their school grade.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.  
n/a
- vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Florida calculates the percent of all students tested as part of its annual school accountability calculations. Section 1008.22, F.S., requires schools to assess all students on the statewide assessments and s. 1008.34, F.S., requires schools to assess at least 95% of eligible students to receive a school grade. If a school does not assess 95% of all students the school receives an “I” (Incomplete) when preliminary grades are released. Superintendents then have the opportunity to provide information to demonstrate whether

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student performance data for that school is or is not representative of the school. The superintendent is also asked to provide information on how the school will change its practices so that it is able to test at least 95% of students in the future.

At the same time, the Commissioner conducts an analysis of the student performance data to determine whether the student performance data is representative of the school's progress. The Commissioner's analysis reviews whether the schools' grades would change if students up to the 95% threshold were included in the calculation as if they had not passed the assessment and also if students up to the 95% threshold are included in the calculation as if they all passed the assessment. If neither analysis shows a grade change then the school's grade is considered representative of the schools' progress. The Commissioner considers information provided by the Superintendent and the Commissioner's analysis to determine whether the performance data is representative of the school's progress. If the data is representative, the Commissioner releases the school's grade.

Florida is seeking a waiver from ESEA section 1111(c)(4)(E) the requirement that 95% tested be calculated at the subgroup level and that the achievement calculation be modified if a school does not test 95% of students.

- viii. Continued Support for School and LEA Improvement (*ESEA section 1111(d)(3)(A)*)
  - a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

A CS&I school must improve its letter grade to a "C" to exit the category consistent with new provisions contained in s. 1008.33, F.S.

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

A TS&I school must improve its letter grade to exit the category consistent with new provisions contained in s. 1008.33, F.S.

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Within Differentiated Accountability (DA), interventions are provided through a tiered system of support. Tier 1 support is provided to all TS&I and CS&I schools. Support at this level includes meeting with district teams and visiting schools to understand the situation at the site level in order to provide assistance with school improvement planning and problem solving. DA teams provide feedback on plans and support for identified areas of need throughout the school year, and monitor progress using mid-year reflections that are completed by the school and district teams.

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Tier 2 support is provided to schools that did not improve to a “C” after the monitoring year or that received their first “F”. The DA team assists districts in developing a Turnaround Option Plan known as the TOP.

For schools that do not improve to a “C,” tier 3 support is provided to those districts implementing a State Board of Education-approved turnaround plan. During implementation, a District Turnaround Monitoring Toolkit is used collaboratively by district leadership teams, with state support, to identify opportunities to create or enhance systems-level conditions needed to accelerate and sustain school improvement. This toolkit provides a shared framework for regional and district teams to reflect, discuss, monitor, and support district turnaround implementation within a local context.

Districts with schools that do not improve after two years of implementing a TOP are required to select a new turnaround option for State Board of Education approval. The remaining three options include the following:

- Reassign students to another school and monitor the progress of each reassigned student;
- Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness; or
- Contract with an outside entity that has a demonstrated record of effectiveness to operate the school. An outside entity may include a district-managed charter school in which 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 (s. 1008.33(4)(b), F.S.).

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Following the annual release of grades, regional field teams are aligned to support LEAs that have targeted and comprehensive and support schools. Field teams embedded throughout the state serve as district and inter-agency liaisons to support outcomes for all students through strategic problem solving and capacity building in the areas of accountable and shared leadership, standards-based instruction and learning, and positive culture and environment. Field team staff are assigned to one of four regions (i.e., northwest, northeast, southwest, southeast) based on the number of schools in each category. The annual allocation of staff and their assigned field teams vary based on the resources needed.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Within Differentiated Accountability (DA), interventions are provided through a tiered system of support. Tier 1 support is provided to all TS&I and CS&I schools. Support at this level includes meeting with district teams and visiting schools to understand the situation at the site level in order to provide assistance with school improvement planning and problem solving. DA teams provide feedback on District Improvement and Assistance Plans (DIAP) and School Improvement Plans (SIP), provide support for identified areas of need throughout the school year, and monitor progress using mid-year reflections that are completed by the school and district teams during instructional reviews.

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Tier 2 support is provided to schools that did not improve to a “C” after the monitoring year or that received their first “F”. The DA team assists districts in developing a Turnaround Option Plan known as the TOP.

For schools that do not improve to a “C,” Tier 3 support is provided to those districts implementing a State Board of Education-approved turnaround plan. During implementation, a District Turnaround Monitoring Toolkit is used collaboratively by district leadership teams, with state support, to identify opportunities to create or enhance systems-level conditions needed to accelerate and sustain school improvement. This toolkit provides a shared framework for regional and district teams to reflect, discuss, monitor and support district turnaround implementation within a local context.

Districts with schools that do not improve after two years of implementing a TOP are required to select a new turnaround option for State Board of Education approval. During implementation, these districts also participate in quarterly progress monitoring data reviews with the DA team. Data is disaggregated by grade level and/or subject area for each school, including:

- Teacher vacancies, attendance, and performance;
- Student attendance, grade distribution, discipline, and retention rates;
- Regional Executive Directors review and code the data to assess risk and areas for improvement to advise districts on next steps and provide customized support; and
- Throughout all tiers, 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 and districts, and utilizing improved student outcomes by districts, communities, and FDOE bureaus; and
  - Providing support and interventions of escalating intensity to low-performing schools.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

n/a

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5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.<sup>3</sup>

| Key Terms             | Statewide Definition  |
|-----------------------|---|
| Ineffective Teacher   | A teacher who has received a summative performance evaluation rating of unsatisfactory per s. 1012.34, F.S., <i>Personnel evaluation procedures and criteria</i> .                              |
| Inexperienced Teacher | A teacher who has been teaching less than four years.<br>OR<br>A teacher who holds a Temporary Certificate.   |
| Out-of-Field Teacher  | A teacher assigned as the primary instructor for a course in a subject for which the teacher is not appropriately qualified based on the requirements articulated in the Course Code Directory. |

FDOE will continue efforts to support Title I schools through the Differentiated Accountability program authorized under s. 1008.33, F.S., *Authority to enforce public school improvement*. Additional safeguards are outlined in s. 1012.2315, F.S., *Assignment of teachers*, whereby districts must demonstrate that low-performing schools are not assigned "...a higher percentage than the school district average of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers to schools graded "D" or "F" pursuant to s. 1008.34."

Florida further ensures in s. 1012.2315, F.S., that,

(2)(b)1. ...a school district may assign an individual newly hired as instructional personnel to a school that has earned a grade of "F" in the previous year or any combination of three consecutive grades of "D" or "F" in the previous three years pursuant to s. 1008.34 if the individual:

- a. Has received an effective rating or highly effective rating in the immediate prior year's performance evaluation pursuant s. 1012.34;
- b. Has successfully completed or is enrolled in a teacher preparation program pursuant to s. 1004.04, s. 1004.85, or s. 1012.56, or a teacher preparation program specified in State Board of Education rule, is provided with high quality mentoring during the first 2 years of employment, holds a certificate issued pursuant to s. 1012.56, and holds a probationary contract pursuant to s. 1012.335(2)(a); or
- c. Holds a probationary contract pursuant to s. 1012.335(2)(a), holds a certificate issued pursuant to s. 1012.56, and has successful teaching experience, and if, in the judgment of the school principal, students would benefit from the placement of that individual.

(6) Assignment of teachers based upon performance evaluation.–

- (a) If a high school or middle school student is currently taught by a classroom teacher who, during that school year, receives a performance evaluation rating of "needs

<sup>3</sup> Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

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- improvement” or “unsatisfactory” under s. [1012.34](#), the student may not be assigned the following school year to a classroom teacher in the same subject area who received a performance evaluation rating of “needs improvement” or “unsatisfactory” in the preceding school year.
- (b) If an elementary school student is currently taught by a classroom teacher who, during that school year, receives a performance evaluation rating of “needs improvement” or “unsatisfactory” under s. [1012.34](#), the student may not be assigned the following school year to a classroom teacher who received a performance evaluation rating of “needs improvement” or “unsatisfactory” in the preceding school year.
  - (c) For a student enrolling in an extracurricular course as defined in s. [1003.01\(15\)](#), a parent may choose to have the student taught by a teacher who received a performance evaluation of “needs improvement” or “unsatisfactory” in the preceding school year if the student and the student’s parent receive an explanation of the impact of teacher effectiveness on student learning and the principal receives written consent from the parent.

Consistent with s. [1012.34](#), F.S., *Personnel evaluation procedures and criteria*, based on state-approved local evaluation models, Florida will measure and report on the percentage of teachers who are ineffective, out-of-field, or inexperienced, as defined above. This will be reported for each school, each school district, and for the state disaggregated by race/ethnic groups and for low-income students and non-low-income students. Further, the department will report on whether Title I schools and low-income and minority children have disproportionately higher rates of ineffective, out-of-field, or inexperienced teachers. The department will report this information over time in order to identify changes in disproportionality. This information will be readily accessible on the department’s website where Florida’s state report card will be accessed (Florida’s EdStats site: <https://edstats.fldoe.org>).

Districts with schools identified as having high proportions of ineffective, out-of-field or inexperienced teachers, as defined by s. [1012.34](#), F.S., *Personnel evaluation procedures and criteria*, will be subject to the FDOE’s tiered support which includes monitoring.

Additionally, the High Impact Teacher Corps is a professional development opportunity for teachers at “D” and “F” schools who are high impact according to statewide student learning growth models. The year-long professional learning community will include in-person sessions, virtual sessions, and individual coaching with the purpose of supporting these high impact teachers in two ways. The first is for them to remain in their current school, where they are needed most, for the duration of the program and beyond. The second is to support them in developing the knowledge, skills, and networks necessary to improve student outcomes in classrooms that are not their own.

- 6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.
  - (i) Department staff conduct training and provide technical assistance for LEAs outlining statutory requirements for bullying and harassment (s. [1006.147](#), F.S.). LEAs are required to have a district policy that contains a procedure for including incidents of bullying or harassment in the school’s report of data concerning school safety and discipline (required under s. [1006.09\(6\)](#), F.S.). The report must include each incident of bullying or harassment and the resulting consequences,

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including discipline and referrals. The report must include in a separate section each alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this section with recommendations regarding such incidents. Department staff monitor LEAs for compliance with reporting procedures contained in s. 1006.147, F.S., through authority outlined within the General Appropriations Act.

- (ii) Department staff conduct training and provide technical assistance for LEAs that highlight current research and successful practices in discipline, specifically using exclusionary discipline, such as out-of-school suspension, only as a last resort. An annual review of LEA incident and discipline data by FDOE staff highlights any upward trends or outliers in exclusionary discipline. Also, in 2009, the Florida legislature revised the state's zero tolerance law (s. 1006.13, F.S.) to include legislative intent "to encourage schools to use alternatives to expulsion or referral to law enforcement agencies by addressing disruptive behavior through restitution, civil citation, teen court, neighborhood restorative justice, or similar programs" and that district "zero-tolerance policies are not intended to be rigorously applied to petty acts of misconduct and misdemeanors, including, but not limited to, minor fights or disturbances."
  - (iii) While Florida law permits corporal punishment, only approximately one-third of districts report using it as a discipline. School principals must approve its use and corporal punishment may only be administered in the presence of another adult (s. 1003.32(1)(k), F.S.). Restraint and seclusion of students is not intended to be used as a discipline, and each district is required to have a plan to reduce the use of restraint and seclusion with students with disabilities (s. 1003.573(3)(a)6., F.S.).
7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The State Board of Education strategic plan consists of four overarching goals (s. 1008.31, F.S.):

1. Highest Student Achievement;
2. Seamless Articulation and Maximum Access;
3. Skilled Workforce and Economic Development; and
4. Quality Efficient Services.

The strategic plan is built on system-level strategies and includes measures for progress toward the goals. All four goals include a focus that promotes effective transitions of Florida students from early childhood throughout formal education to prepare our citizens to be college and career ready to pursue postsecondary education in the Florida College System and/or career and technical endeavors.

Florida provides a common kindergarten screener under s. 1002.69, F.S., administered within the first 30 days of school to assess readiness. Florida incorporates yearly student measures based on Florida's standards in English language arts grades 3-10 and mathematics in grades 3-8 that continues into secondary grades with end-of-course assessments. This consistent assessment allows for data collection accessible on a local level for each student. This information can be used to support individual students or to analyze for larger systemic improvements.

FDOE utilizes data to produce readily accessible school and district report cards via the FDOE website, providing transparent information to all stakeholders. The district report card specifically reports on

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progress toward transitioning students from one level (elementary, middle, high) to the next and also reports graduation data.

The State will also support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in middle grades and high school) by readily utilizing available data provided through early warning systems to target appropriate intervention strategies toward students who are at-risk or in jeopardy of not graduating on time. An early warning system is a tool that can be utilized by districts to identify patterns and trends of at-risk students in order to better align interventions that will lead to graduation.

According to s. 1001.42, F.S., details of implementing an early warning system and the components necessary are described as follows.

### (18)(b) Early warning system.—

1. A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in school or out of school.
- c. Course failure in English Language Arts or mathematics during any grading period.
- d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).

A school district may identify additional early warning indicators for use in a school's early warning system. The system must include data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

2. A school-based team responsible for implementing the requirements of this paragraph shall monitor the data from the early warning system. The team may include a school psychologist. When a student exhibits two or more early warning indicators, the team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

Florida Statutes require each district to maintain state-approved evaluation systems for its instructional personnel and school administrators that incorporate student performance. This use of student growth or achievement data promotes quality educators who provide quality education to students during their transition through the educational system in Florida.

Well-defined criteria are incorporated into s. 1003.4156, F.S., outlining the requirements of students transitioning from middle school to high school. These requirements hold students and schools to high expectations that encourage a smooth transition from the middle grades level to high school. School districts are also required to offer high school-level courses in the middle grades that allow for

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acceleration. Another mechanism for acceleration is provided via the Credit Acceleration Program in s. 1003.4294, F.S., whereby students who pass particular assessments may earn credit for the courses without enrollment in or completion of the course. Additionally, Florida students in grades 6-12 are afforded the opportunity to dual enroll in postsecondary coursework that may count toward both graduation from high school and earning postsecondary credit.

Florida students entering high school may choose from the following options to earn a standard diploma:

- 24-credit program
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum.

Florida's public high school graduation requirements are specified in the following sections of Florida Statutes:

- Section 1003.4282, F.S., Requirements for a standard high school diploma
- Section 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

All of these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of graduation program, must earn a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale and achieve a passing score on the statewide, standardized Grade 10 Florida Standards Assessment in English language arts or earn a concordant score on the ACT or SAT. In addition, all students must achieve a passing Algebra 1 end-of-course assessment score or earn a comparable Postsecondary Education Readiness Test score in order to graduate with a standard diploma.

Each high school is required to advise each student of courses through which a high school student can earn college credit, including Advanced Placement, IB, AICE, dual enrollment, early admission, courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Each high school is also required to advise each student of the early and accelerated graduation options under s. 1003.4281, F.S., *Early High School Graduation*. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admission.

Systemic strategies to promote the transition of students from early childhood to college and career success:

**Applicable across grades** (State Board of Education strategic plan goal designated with \*)

- High expectations for all students\*
- Seamless articulation and maximum access\*
- Skilled workforce and economic development\*
- Comprehensive, progressing state standards including access points for students with disabilities
- State assessments aligned to state standards
- Requirements for aligned instructional materials
- Requirements for qualified teachers
- Requirements pertaining to class size or teacher/pupil ratio
- District Report Card: <https://edstats.fldoe.org>

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### **Pre-K to Elementary School**

- Early Learning and Developmental Standards
- Incoming Kindergarten assessments
- Voluntary Pre-K program

### **Elementary School to Middle School**

- Promotion to fourth grade
- District Report Card: Percent of fifth grade students scoring 3+ in English language arts and mathematics, and the district's rank on this metric

### **Middle School to High School**

- Early warning system requirements
- Requirements for acceleration
- Middle school promotion requirements
- District Report Card: Percent of eighth grade students scoring 3+ in English language arts and mathematics, and the district's rank on this metric

### **High School to Postsecondary**

- Dual enrollment options for secondary students
- Articulation agreements with colleges and universities
- Accelerated graduation options
- Credit by examination: <http://www.fldoe.org/policy/articulation>
- District Report Card: Percent of high school graduates earning college credit and/or industry certifications and the district's rank on this metric

LEAs that can link improved student academic outcomes to addressing challenges stemming from school transitions will be encouraged to invest Title I, Part A funds in evidence-based interventions that will correct those problems.

## **B. Title I, Part C: Education of Migratory Children**

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
  - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
  - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
  - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
  - iv. Measurable program objectives and outcomes.

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

Consistent with goal one of the strategic plan, the Florida Department of Education is committed to improving outcomes for all by ensuring every student achieves grade-level or above performance. The Florida Migrant Education Program (FLMEP) uses the activities below to identify, address, and evaluate the needs of migrant children and youth in the state. Migrant education program needs are established through the statewide comprehensive needs assessment process. Services are provided through the local districts using strategies identified in the Service Delivery Plan (SDP). The strategies outlined in the SDP are incorporated in the state's Request for Application to LEAs.

Florida conducts the following system-level activities with LEAs to ensure active identification and recruitment of eligible students residing in Florida. Florida will continue to align performance targets for migrant students with the state's performance targets adopted for all students.

- Development of a Comprehensive Needs Assessment (CNA)
- Development of an SDP
- Program Evaluation
- Aligning the CNA and SDP to the Request for Application

- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

Through collaborative partnerships, the FLMEP engages stakeholders at the local, state, and federal level in the development of the CNA, SDP, and Program Evaluation. Additionally, Florida coordinates monitoring and application reviews with the Bureau of Student Achievement Through Language Acquisition to meet the needs of the migrant program.

- iii. The integration of services available under Title I, Part C with services provided by those other programs; and

Florida leverages the other program resources through a systems-level approach. Systems such as application development, monitoring, and technical assistance are done collaboratively at the state and local levels.

iv. Measurable program objectives and outcomes.

The FLMEP program objectives and outcomes are key drivers to Florida's continued progress toward goal one of the strategic plan, highest student achievement. Florida developed specific measurable program objectives and outcomes for migrant students in the areas of student performance, school readiness, and graduation.

**Current Measurable Program Objectives and Outcomes**

- **School readiness:** increase the percent of migrant-eligible children receiving services by the FLMEP.
- **Student Performance:** increase the percent of migrant students achieving grade-level performance on the statewide assessments in English language arts, mathematics, social studies, and science by six percentage points by 2019-2020 using 2014-2015 baseline data.
- **Graduation:** increase the percent of migrant students who graduate from high school with a standard diploma by 2019-2020 by 7.1 percentage points using 2014-2015 as a baseline.
- **Out-of-School Youth (OSY):** increase access to educational and support resources that result in furthering their education.
- **Parental Involvement:**
  - increase the involvement of parents of migrant students in grades K-12.
  - increase the involvement of parents of migrant preschool children (ages 3-5).

Florida's tiered support plan will assist Florida districts with addressing the objectives and obtaining outcomes. Tier 1 support is accessible to all stakeholders and is general in nature. Examples of tier 1 supports include webinars and annual statewide and regional technical assistance opportunities for district-level personnel in implementing efficient and effective services. Tier 2 assistance is provided to a limited number of targeted schools or districts for specific areas and may be provided virtually or face-to-face. An example of tier 2 support includes working with a small group of districts to share promising practices. Tier 3 assistance is more intense in nature for a small, select population and is generally provided face-to-face. Examples of a tier 3 support are district- or school-level visits that include providing support to the school district and local MEP staff. All of these supports are prioritized to help districts ensure highest student achievement.

2. **Promote Coordination of Services (ESEA section 1304(b)(3)):** Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Florida uses the Migrant Student Exchange Information System to ensure the timely transfer of migrant academic and health records. To ensure proper records transfer, districts use the Florida Automated System for Transferring Educational Records system as the primary method to transfer and retrieve student records. To ensure educational continuity, Florida's interstate/intrastate coordinator serves as the primary contact in assisting districts and states with timely transfer of academic and health records.

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3. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Florida requires that district FLMEPs use funds to address the needs of students in accordance to local needs assessment data. The FLMEP priorities are outlined above in section B.1.iv.

## C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Florida's commitment to highest student achievement for all students ensures that districts focus their efforts on education outcomes for students served by the Neglected and Delinquent Youth program. Florida's state legislation provides that students receive extensive support as they transition between correctional facilities and locally operated programs. Consistent with s. 1003.52, F.S., the Department of Education serves as the lead agency for juvenile justice programs, curriculum, support services, and resources. Implementation of a student performance measure accountability system is also required in s. 1003.52, F.S. To this end, the Florida Department of Education and the Florida Department of Juvenile Justice (DJJ) designate points of contact for resolving issues. Through coordinated and collaborative efforts, and consistent with state law, Florida will continue to ensure the:

- Development of a transition plan be initiated upon the student's entry into the DJJ program;
  - Coordination of academic, career and technical, secondary and postsecondary services that assist the student in successful community reintegration upon release from a DJJ facility; and
  - Involvement of key personnel in the development and implementation of the plan.
2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

With Florida's focus on highest student achievement for all students, Florida developed measurable program objectives and outcomes for students who participate in the Title I, Part D program that improve academic and career and technical skills in the areas of reading, mathematics, and graduation. The program will focus on outcomes that support Florida's strategic plan.

### Current Measurable Program Objectives and Outcomes

- **Effective Transition:** increase transition coordination activities to ensure:
  - **Graduation:** increase the percent of eligible students who graduate from high school with a standard diploma by 2019-2020 by 7.1 percentage points using 2014-2015 as a baseline.
  - **Industry Certification:** increase the percent of eligible students who receive an industry certification in each local program annually.
  - **Education Achievement:** increase the percent of eligible students achieving grade-level performance on the statewide assessments in English language arts, mathematics, social studies, and science by six percentage points by 2019-2020 using 2014-2015 baseline data.

Florida's tiered support plan will assist Florida districts with addressing the objectives and obtaining outcomes. Tier 1 support is accessible to all stakeholders and is general in nature. Examples of tier 1 supports include webinars and annual statewide and regional technical assistance opportunities for district-level personnel in implementing efficient and effective services. Tier 2 assistance is provided to a limited number of targeted schools, districts, or correctional facilities for specific areas and may be provided virtually or face-to-face. An example of tier 2 support includes working with a small group of districts to share promising practices. Tier 3 assistance is more intense in nature for a small, select population and is generally provided face-to-face. Examples of a tier 3 support are district- or school-level

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visits that include providing support to the school district and local DJJ staff. All of these supports are prioritized in support of highest student achievement.

## **D. Title II, Part A: Supporting Effective Instruction**

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Florida will use its Title II, Part A funds received under Title II, Part A for State-level activities to achieve its goal for educator quality, i.e., that every Florida teacher and leader is prepared, developed, supported, and supervised by educators who make teaching better. This will happen in a number of ways, including promoting the growth and development of educators, both instructional personnel and school leaders; educator recognition through activities that not only recognize excellence in teaching and leading, but provide strong, evidence-based learning opportunities for these individuals that will lead to impacting student learning in classrooms that are not their own; supporting LEAs in the recruitment and improved retention rate of highly effective teachers and school leaders to ensure students have access to the most effective teachers who will support their academic, behavioral, and emotional growth; and increasing the expectations for educator preparation programs that will result in a deeper dive into a data-driven review that is evidence-based, that includes more meaningful and extensive field and clinical experiences, as well as improved assessments for pre-service educators to ensure they are prepared for today's classrooms. Funds will also support the continued development of performance evaluation tools that include data from multiple sources, as well as the job-embedded training needed to support evaluation structures so that these systems are the vehicle for effective teaching standards and the engine for instructional improvement in Florida schools.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (*ESEA section 2101(d)(2)(E)*): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.  
n/a
3. System of Certification and Licensing (*ESEA section 2101(d)(2)(B)*): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The purpose of Florida educator certification is to support Florida's goal to attain the highest academic achievement for all students by ensuring that our educators, both teachers and leaders, are professionally qualified to provide effective instruction. Educators must be certified – since 1869 – to serve in any public or state-supported school of any school district, i.e., LEA, in Florida and private schools may require their educators to be state certified. Educators include educational leaders, teachers, and other support professionals, such as school counselors and media specialists, who serve in an instructional capacity.

The Bureau of Educator Certification (BEC) is responsible for implementing the certification provisions in Florida Statutes and State Board of Education administrative rules. These laws and rules also delegate limited certification responsibilities to Florida's LEAs to renew and make authorized updates to their local employees' certificates. For most certificate actions, employees submit their applications for certificate action directly to the LEA office for appropriate processing.

Florida offers two ranks of Educator Certificates: the Temporary Certificate and the Professional Certificate. The Professional Certificate is Florida's standard, renewable educator certificate and is valid for five school fiscal years. The Temporary Certificate is nonrenewable, valid for three school fiscal years, and is issued to an educator who does not yet qualify for the Professional Certificate. Issuance of the Temporary Certificate requires demonstrated subject content knowledge and employment as a Florida

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educator in an LEA or an authorized private school. Refer to the chart below for additional details about each type of certificate.

**Types of Florida Educator’s Certificates**

| Rank                     | Professional  | Temporary   |
|--------------------------|---|---|
| Validity Period          | Valid for five school years   | Valid for three school years  |
| Education Requirements   | Bachelor’s degree; some subjects require a master’s or higher degree  | Bachelor’s degree; some subjects require a master’s or higher degree  |
| General Requirements     | Satisfy mastery of general knowledge, subject area knowledge, and professional preparation and education competence; satisfy state and federal background screening | Meet subject area specialization with a 2.5 GPA; satisfy state and federal background screening; request for issuance by an authorized employer |
| Examination Requirements | General Knowledge Test – Subtests: Essay, English Language Skills, Reading, Mathematics; Subject Area Exam(s); Professional Education Test                          | General Knowledge Test must be passed within one year of employment   |
| Renewable                | Renewable; must complete continuing education requirements during each renewal cycle  | Non-renewable; may be extended based on extenuating circumstances   |

Through its administrative rulemaking authority, the State Board of Education classifies school services, designates certification subject areas, defines educator competencies, and establishes certification requirements for all school-based personnel. The Florida Educator Accomplished Practices (FEAPs) are codified in rule to establish Florida’s core standards and essential principles that define the quality of instruction and professional responsibility expected to be an effective educator. The FEAPs form the foundation for educator certification requirements as well as all state-approved educator preparation programs and LEA instructional personnel appraisal systems.

Also adopted by rule, the Florida Principal Leadership Standards (FPLS) form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and leadership certification requirements. Florida offers two levels of training and certification for school administrators that require graduate-level coursework and training aligned with the FPLS, in addition to passing the four subtests of the Florida Educational Leadership Examination. Level I programs prepare educators for initial certification in Educational Leadership and practicing school administrators engage in Level II programs that prepare them to progress to certification in School Principal.

The appropriate educator certification required for an instructional assignment is determined based on Florida’s approved content standards for learning expectations of students enrolled in each course. All programs and courses funded through the Florida Education Finance Program are identified through rule in an annual directory of course code numbers that includes identification of the appropriate certification(s) for assignment of instructional or administrative personnel. Alternative qualifications to educator certification may also be identified as with some courses for specialized support services that are provided for students by state-licensed health professionals. For details about subject areas currently

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authorized for educator certification along with corresponding instructional levels, visit the Educator Certification website at <http://www.fldoe.org/teaching/certification/certificate-subjects/>.

Educators who complete the application process for an initial Florida Educator Certificate receive an official statement of status of eligibility identifying whether or not they are eligible for the subject area coverage(s) for which they applied and detailing any remaining requirements for issuance of the Temporary or Professional Certificate. With their official statement indicating eligibility for a certificate, the educator may then seek employment in a Florida school.

The safety of students is of utmost importance. Accordingly, educators are held to Florida's Principles of Professional Conduct (Rule 6A-10.081, F.A.C.) – the foundational standards, obligations, and expectations that stand as one essential component through which Florida ensures the care of students, the integrity of the education profession, and the respect of the community. Prior to issuance of any certificate, the educator must be fingerprinted and screened for criminal records reported to the Florida Department of Law Enforcement or the Federal Bureau of Investigation. Florida also requires that certification applicants and employed instructional and administrative personnel fully disclose certain criminal offenses, pleas, and dispositions, including those that may be legally sealed or expunged, as well as professional licensure sanctions. In addition, the BEC routinely reviews records of educator sanctions reported by other states to the Educator Identification Clearinghouse hosted and maintained by the National Association of State Directors of Teacher Education and Certification. The Office of Professional Practices Services (PPS) examines all disclosures, investigates allegations of educator misconduct, and administers a state-level grievance process. The findings of PPS investigations are reviewed by legal counsel to determine if probable cause exists for the Commissioner of Education to deny an application, or for the Education Practices Commission to pursue disciplinary action, up to and including, suspension or revocation of an educator's certificate.

To give students a broad array of learning opportunities, Florida recruits potential educators with varied backgrounds and experiences who may follow a number of approved traditional or alternative educator preparation routes to complete requirements for the Professional Certificate. All of the educator preparation options are separated into three distinct route types – teacher preparation programs, certificate reciprocity, and other alternative routes – leading to the full Professional Certificate. While some routes lead directly to the Professional Certificate, for other routes the individual first teaches under a Temporary Certificate while completing additional requirements necessary for later upgrade.

Many certification candidates follow pathways that require passing one or more examinations administered through the Florida Teacher Certification Examination (FTCE) or Florida Educational Leadership Examination (FELE) programs. The department's Bureau of Postsecondary Assessment (PSA) manages the FTCE/FELE programs to ensure that all examinations are aligned to Florida's student and educator standards. As Florida student and educator standards evolve, the PSA regularly reviews Florida certification examinations to align their competencies, ensure rich cognitive complexity, and improve skill assessment techniques, all while working collaboratively with the BEC to maximize the return on investment in routine exam administration and continued development. For details about the FTCE and FELE programs for assessing Florida teachers and leaders, visit the PSA website at <http://www.fldoe.org/accountability/assessments/postsecondary-assessment>.

Florida maintains an established certificate renewal process to promote the continuing professional improvement of school personnel, thereby enhancing public education in all areas of the state. To renew a Professional Certificate, educators must earn a minimum of six semester hours of college credit, to include at least one semester hour in teaching students with disabilities, during their certificate validity period. In lieu of college credit, many educators take advantage of acceptable equivalencies, including

credits earned through professional in-service learning activities through an approved professional development system facilitated by an LEA or other authorized provider.

4. Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

The Florida Department of Education is committed to its efforts to ensure that every student is taught by highly effective teachers and that schools are led by highly effective school leaders. In addition, the department will continue to support and ensure that skilled educators are able to identify students with specific learning needs, including children with disabilities, English Language Learners, gifted and talented students, and students with low literacy levels and ensure that the needs of each of these students are met. Currently, Florida provides extensive teacher training that lead to a number of content endorsements, for example, a reading endorsement for instructional personnel who provide reading instruction; English for Speakers of Other Languages endorsement for those who support English Language Learners; and a gifted endorsement for those who support our gifted and talent students. The state is also developing an extensive teacher professional development project (Florida Reads Best) that will support primary teachers in the area of literacy. Additional efforts will focus on continuing to improve Florida's certification system to ensure that all teachers are subject content experts and highly skilled in research- and evidence-based pedagogical methods proven to contribute to improved student learning. Resources have been and will continue to be directed towards reforming statewide pre-service preparation, as well as assisting districts in developing high-quality professional learning and support systems resulting from deep analyses of a variety of student data that will assist in targeting the specific professional development needs of instructional personnel. Evaluation systems will be seen as growth systems.

### **Principal and School Leader Quality**

Florida will provide high-quality professional learning for principals and other school leaders to enable them to identify the learning needs for all students throughout the state. By supporting the use of data to provide professional learning opportunities for principals and other school leaders, the department will build statewide communities of practice to engage in meaningful job-embedded and actionable professional learning with clearly articulated and measurable outcomes.

### **Educator Quality**

The Florida Department of Education is committed to improving student outcomes at low-performing schools. Consistent with research on the impact of highly effective school leaders on student performance, the FDOE will aim to increase the capacity of school leaders to recruit, develop, retain, and support effective educators.

In addition, the state will continue to provide technical assistance by monitoring LEA implementation for the improvement of instructional practice through:

- Assistance to LEAs to evaluate the effectiveness of professional development activities and to focus on professional development that is grounded in research showing improved student learning;
- Assistance to LEAs to ensure individual professional development is based on data, that includes but is not limited to, the results/analysis of instructional practice and student learning growth;

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- Monitoring and feedback to LEAs on their professional development systems and their alignment to the state’s Professional Development Evaluation Protocol Standards; and
  - Statewide support to LEAs in building capacity for a common language of instruction that includes classroom level learning goals and formative assessments based on Florida Standards, Florida Educator Accomplished Practices, and Florida’s Multi-tiered System of Support.
5. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

Florida is a state that collects and analyzes data from multiple sources, including its students from pre-kindergarten to postsecondary, as well as its teaching and school leadership workforce, in order to inform what activities will be supported under Title II, Part A. The state has a high degree of confidence that its rich data sources will continue to be successfully utilized in improving achievement for all students. By establishing clear expectations that maximizing student achievement is the cornerstone of the successful educator’s career; developing sophisticated, research-based statistical models to measure teacher impact on student learning fairly, i.e., Florida’s Value-Added Model for English language arts and mathematics; providing research-based instructional practice observational rubrics and constructive critical feedback to teachers and administrators about the effectiveness of their practices and peers; and implementing incentives and consequences based on these measures of effectiveness, Florida continues to lead the nation in educator quality, while continually striving for improvement in this area.

Florida meaningfully engages and solicits input from a diverse group of stakeholders and communities to update, inform, and improve activities under Title II, Part A. As much as possible, the state uses a multi-media approach to reach out and obtain input and feedback from stakeholders, e.g., emails, social media, website postings, in-person meetings, and conference calls. Seeking and sharing information in as many ways as possible, as well as being transparent and seeking opportunities to ensure stakeholders and communities representing various perspectives and interests have a voice in the decision-making for Title II, Part A activities, is extremely important and vital to the success of improving educator quality.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Florida has been in the process for improving its teacher and school leader preparation programs, and in turn strengthening the support for teachers, principals, and other school leaders based on its needs, for the past four years. In addition to statutory and administrative rule revisions, Florida has been seeking ways to improve student learning through the improvement of teacher preparation via a site review process that provides the state as well as individual programs detailed insights into teacher preparation quality that will foster program improvement and ensure that all new teachers are able to support student learning from day one. These review procedures promote the improvement of individual programs through clear feedback against an evidence-based evaluation framework, provide information to the state about the quality of training teacher candidates, and help monitor the efficacy of program improvement efforts. Furthermore, Florida has implemented an accountability system based on performance metrics and targets that contribute 50 percent of the decision toward continued approval of teacher preparation programs. Established in statute and defined further in State Board of Education rule (ss. 1004.04, 1004.85, and 1012.56(8), F.S., and Rule 6A-5.066, F.A.C.), evidence of performance in each of the following areas is required: placement rate of completers into instructional positions, rate of retention for employed program completers, performance of students in PreK-12 assigned to completers on statewide assessments using the results of the student learning growth formula (Florida’s Value-Added Model), performance of

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students in PreK-12 assigned to completers aggregated by student subgroup, results of program completers' annual performance evaluations, and production of program completers in statewide critical teacher shortage areas. Title II, Part A funds will be used to support the new review process and to provide technical assistance to those programs in which program completers are found not as effective in the classroom from day one as other program completers. Another use is to assist in strengthening the teacher pipeline beginning with high school students interested in a teaching career and supporting them through high-quality teacher preparation programs that will train effective educators for Florida's PreK-12 schools.

Florida also has revised its principal preparation programs' statutes and State Board of Education rules to support and ensure that our school leaders are better prepared for leading schools (s. 1012.562, F.S., and Rule 6A-5.081, F.A.C.). Florida is examining ways to improve admission requirements to its two-level school leader preparation/certification programs, ensuring that those who enter and complete these programs are prepared to be the most effective instructional leaders that our students and teachers deserve. Discussions among state leaders, higher education institutions, and school districts are happening to explore innovative ways to build an effective principal pipeline in Florida that will meet the needs of the diverse population and geographical areas across the state with plans to potentially implement a more rigorous review process for these school leader preparation programs that is similar to Florida's teacher preparation review process.

## **E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement**

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

The Florida Department of Education (FDOE) provides the opportunity for stakeholder consultation and feedback. At the Florida Association of State and Federal Education Program Administrators (FASFPEA) 2017 spring forum, FDOE facilitated discussion regarding the state plan on May 12, 2017. During that session, districts completed comment cards providing feedback on statewide entrance and exit procedures. Additionally, FDOE collected feedback through its collection of suggestions and ideas on its draft plan posted online. The following stakeholder groups were invited to provide feedback on statewide entrance and exit procedures: League of United Latin American Citizens (LULAC) Florida, Bureau of Student Achievement through Language Acquisition (SALA) Advisory Committee for English Language Learners (ELLs), Florida Association of Bilingual and English for Speakers of Other Languages [ESOL] Supervisors (FABES), Sanibel Leadership Association, and LEA ESOL contacts.

FDOE assures that all students who may be ELLs are assessed for such status within 30 days of enrollment in a school in the State. The State Board of Education approved changes to the following ESOL rules on April 26, 2017, to ensure compliance with the enrollment timeline in federal law: Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners and Rule 6A-6.0905, F.A.C., Requirements for the District English Language Learners Plan.

2. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
  - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
  - ii. The challenging State academic standards.

English Language Learners (ELLs) are expected to master the state's challenging grade-level academic content standards as all students. The State Board of Education strategic plan includes the goal of highest student achievement and a metric on closing the achievement gap between ELLs and non-ELLs. The target is to reduce by one-third the gap between each subgroup in each subject area, specifically English language arts, mathematics, science, and social studies.

ELLs are monitored by LEAs and schools regularly to determine that they are on track to increase their English language acquisition as well as master the state's grade-level content standards. FDOE provides technical assistance and support through monthly conference calls featuring best practices for ELLs, presentations throughout the state at stakeholder group meetings like Florida Association of State and Federal Education Program Administrators, Florida Foreign Language Association, Florida Association of Bilingual and English for Speakers of Other Languages Supervisors, Sunshine State Teachers of English for Speakers of Other Languages, and Sanibel Leadership Association. Refer to Appendix A for the measures of interim progress.

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To assist Florida districts to meet goal one of the strategic plan, highest student achievement, the FDOE developed a district support implementation plan for school year 2016-2017 to guide the way of work in assisting Florida districts with the common goal of improving student success. The goal is to provide schools and districts with a Multi-tiered System of Support based on analysis of 2015-2016 student, school, and district data. FDOE staff examined student achievement data, graduation rates, promotion rates, and discipline rates to develop plans for delivering tier 1, tier 2, and tier 3 supports. The plan includes the following services for each level of support. Tier 1 supports are available to all schools and districts across the state. Examples of tier 1 supports include newsletters, conference calls with district-level personnel, teacher toolkits, and web-based resources such as [CPALMS](#) and the [Student Tutorial](#). Tier 2 supports are offered to groups of districts, schools, or grade-level content areas with common identified areas for improvement. An example of tier 2 support includes working with a small group of districts to improve ELL student performance. Tier 3 includes individualized supports to districts or schools. Examples of a tier 3 support are district- or school-level visits that include providing professional development or review of instructional practices for ELLs in science or graduation rate. All of these supports are prioritized based on the data analysis.

3. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:
  - i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
  - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

FDOE monitors all LEA Title III projects annually and includes a risk factor analysis, including ELL counts; Receiving Title III funds in the past three years; ELL graduation rate trend data; ELL achievement data in English language acquisition, English language arts, mathematics, science, and social studies; Florida Education Finance Program audit information; ELL time in the ESOL program greater than five years; and Percent of unexpended Title III budget and Year since last monitored. Data on these risk factor areas for LEAs is collected, analyzed, and checked for accuracy. LEAs are sorted from greatest to least according to the risk factor areas. The Bureau of Student Achievement through Language Acquisition (SALA) analyzes data and determines LEAs needed for monitoring. All LEAs annually experience at least one of the following levels of monitoring: onsite, desktop, targeted desktop, or self. Reports are generated through an online monitoring system, which includes evidence of compliance and performance as well as notes from onsite visits and desktop reviews. In the event that an LEA is assigned a finding, the LEA must submit a System Improvement Plan (SIP), which indicates a timeline, additional goals for correction and improvement, personnel responsible, and evidence to be used to determine the issue has been addressed and corrected. Once the SIP is approved by SALA, the LEA completes the tasks delineated and is monitored until the deficiencies are corrected.

To assist Florida districts to meet goal one of the strategic plan, highest student achievement, the FDOE Division of Public Schools developed a district support implementation plan for school year 2016-2017 to guide the way of work in assisting Florida districts with the common goal of improving student success. The goal is to provide schools and districts with a Multi-tiered System of Support based on analysis of 2015-2016 student, school, and district data. FDOE staff examined student achievement data, graduation rates, promotion rates and discipline rates to develop office strategic plans for delivering tier 1, tier 2, and tier 3 supports. The plan includes the following services for each level of support. Tier 1 supports are available to all schools and districts across the state. Examples of tier 1 supports include newsletters, conference calls with district-level personnel, teacher toolkits and web-based resources such as [CPALMS](#) and the [Student Tutorial](#). Tier 2 supports are offered to groups of districts, schools or grade-level content

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areas with common identified areas for improvement. An example of tier 2 support includes working with a small group of districts to improve ELL student performance. Tier 3 includes individualized supports to districts or schools. Examples of a tier 3 support are district- or school-level visits that include providing professional development or review of instructional practices for ELLs in science or graduation rate. All of these supports are prioritized based on the data analysis.

## **F. Title IV, Part A: Student Support and Academic Enrichment Grants**

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Florida will reserve ninety-five percent of the Student Support and Academic Enrichment (SSAE) program allocation for subgrants to LEAs to use flexibly at the local level. Florida will follow the requirements of ESEA section 4104 and utilize the remaining five percent of the Title IV, Part A (SSAE) program funds as follows:

- One percent will be withheld for carrying out the administrative costs of the responsibilities assigned in Title IV, Part A.
  - The remaining four percent will be used to support LEA activities and programs designed to meet the purposes of the program by:
    - Conducting a needs assessment to gain input from LEAs in regard to areas in which they need assistance within the SSAE program;
    - Providing training, technical assistance, and capacity building to LEAs to support the implementation of activities in the three SSAE program content areas;
    - Identifying and eliminating state barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purpose of the SSAE program; and
    - Supporting LEAs in providing programs that fulfill the three goals of the SSAE.
2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

Florida will disburse ninety-five percent of the Title IV, Part A, Subpart 1 funds via formula grant to LEAs submitting the state developed RFA. The FDOE team will create a spreadsheet with the allocation formulas based on the percentage of Title I, Part A, Subpart 2 funds disbursed the preceding year as described in ESEA section 4105. A preliminary spreadsheet has been created and tested using a sample allocation. In the event the Florida federal allocation results in an LEA receiving less than the mandatory \$10,000, the LEA allocations will be ratably reduced as required.

LEAs must allocate:

1. At least 20 percent of funds for activities to support well-rounded educational opportunities;
2. At least 20 percent of funds for activities to support safe and healthy students; and
3. No more than 15 percent for activities to support effective use of technology.

The term “well-rounded” is defined in ESEA section 8101 as:

“...courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”

## **G. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers**

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21<sup>st</sup> Century Community Learning Centers program, including funds reserved for State-level activities.

The Florida Department of Education (FDOE) will use funds under the 21<sup>st</sup> Century Community Learning Centers (CCLC) program for administration and program delivery. Two percent of the allocation will be reserved for state activities and consolidated in a state administrative fund. The 21<sup>st</sup> CCLC funds comprise approximately ten percent of the consolidated administrative fund. All consolidated administrative funds are to be expended out of categories with budget caps that are set by the Florida Legislature. These funds are spent for various purposes including salaries and benefits, expense items, contracted services, and capital outlay. A portion of the administrative funds will be separated to develop and maintain a peer review procedure for the competitive award process. The portion that is separated out for the peer review process will be disseminated to an external agency to fund the development of the web-based application system and the cost of the peer reviewers. The funds used for state-level activities will be used to ensure that awarded centers target students who attend schools in need of improvement as indicated on the Florida Department of Education School Accountability Report, and the families of those students will also be served under the this part. Additional priorities will be given to centers that target: 1. High-need students and families (Title I status), 2. schools that meet certain classification under Florida's Differentiated Accountability system, 3. high school students, and 4. school districts not currently served by a 21<sup>st</sup> CCLC program, to help ensure geographic diversity.

The department will use funds under the five percent allocation to contract with an external agency to provide the required activities under ESEA section 4202(c)(3): monitoring and evaluation of programs and activities; capacity building, training, and technical assistance; conducting a comprehensive statewide evaluation to be made available to the public; ensuring the activities align with challenging state academic standards; ensuring eligible entities identify and partner with external organizations in the community; working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs; coordinating funds with other federal and state funds to implement high-quality programs; and providing a list of prescreened external organizations. The external agency will operate under a staff augmentation agreement with the state agency to ensure proper oversight and implementation of the required activities.

The agency conducting the activities under the five percent allocation will use an annual risk assessment to monitor that the subrecipients: 1. coordinate federal funds with other programs as appropriate (e.g., Title I, U.S. Department of Agriculture, U.S. Department of Health and Human Services, U.S. Department of Justice, etc.); supplement and not supplant other federal, state, and local public funds to provide allowable program activities; plan for sustainability; house activities in a safe and accessible facility; ensure that students travel safely to and from centers; and disseminate information about the centers' operation to community members; 2. evaluate their program activities using the measures of effectiveness as indicated in ESEA section 4205(b) and refine, improve, and strengthen the program based on these measures; and 3. provide a broad array of activities that advance student academic achievement and support student success as indicated in ESEA section 4205(a). The agency will notify subrecipients of recommendations, findings, and corrective actions based on the monitoring.

The state will reserve 93 percent of the allotment for each fiscal year for awards to eligible subrecipients. The subgrants will be of sufficient size and scope to support high-quality, effective programs that are consistent with legislative purpose and made in amounts of at least \$50,000 per year. Subgrants will be awarded for three years, contingent on availability of funds and program performance. Funded programs

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may be provided the opportunity to extend the program for an additional two (2) years if the target schools continue to meet program eligibility.

2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21<sup>st</sup> Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The FDOE will develop its Request for Proposals (RFP)/award application in consultation with the Governor and other state agencies responsible for administering youth development programs and adult learning activities, such as the Florida Department of Children and Families, the Florida Department of Juvenile Justice, and the Florida Department of Economic Opportunity. FDOE will conduct outreach efforts to inform eligible entities about the award competition, including LEAs, community-based organizations, faith-based organizations, non-profit agencies, city or county government agencies, institutions of higher education, and for-profit corporations about the grant competition. The department will disseminate information regarding the RFP through the department's paperless communication system. Applicants will be provided the opportunity to engage in question and answer sessions via telephone and online during the application process. The results of the sessions will be posted publicly for equal access to all applicants. Also, training and technical assistance will be conducted for the applicants on completion of the application.

Project proposals will be screened by FDOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed. The FDOE will also review applications to ensure that the applications target students who attend schools in need of improvement as indicated on the FDOE School Accountability Report. Staff will also ensure that the formatting specifications are met for the applications.

After the proposals are screened, a peer review process will be used to evaluate the 21<sup>st</sup> CCLC proposals. Reviewers will be selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations. At each proposal meeting the conditions for acceptance will be independently reviewed and scored by three qualified reviewers representing experienced out-of-school-time educational programs, educational professionals, and stakeholders from Florida and, when applicable, around the country. Reviewers will participate in debriefing meetings. For each proposal, the three assigned reviewers will meet to discuss the merits of the proposals. Reviewers will be provided a scoring rubric designed to measure the likelihood that a proposed community learning center will help participating students meet Florida's academic standards.

Once scored, the FDOE staff will rank the proposals in order from highest to lowest score. A list of the proposals recommended for funding will be sent to leadership for approval. Once approved, applicants will be notified of the results. The results of the funding recommendations will be sent out to applicants. FDOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the program including the following:

1. Assurance that the community has been notified of its intent to apply and that the application and any waiver request is available for public review after submission of the application;
2. Evaluation of community needs and available resources including the needs of working families;
3. Demonstration of their experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students;

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4. Provision of a safe and easily accessible facility;
5. Transportation needs;
6. Dissemination of information about the center to the community;
7. Description of how the center will continue after funding ends;
8. Equitable consultation with private schools;
9. Description of partnerships between LEAs, Community-based Organizations, and availability of services for private school students; and
10. Description of how the applicants plan to address the needs of participants' families.

After review by FDOE staff, the department will issue award notifications to the recommended proposals that comply with the programmatic and fiscal policies. Continuation awards will be issued for centers for two to four additional years dependent upon continued eligibility. During all years of the award, the department will provide technical assistance, monitoring, and evaluation to verify that the subrecipients are implementing the program as proposed.

## H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Florida ensures that districts serving high concentrations of students below the poverty line and who reside in eligible rural districts use these funds to meet program objectives and outcomes indicated below.

### Current Measurable Program Objectives and Outcomes

- **Graduation:** increase the percent of eligible students who graduate from high school with a standard diploma by 2019-2020 by 7.1 percentage points using 2014-2015 as a baseline.
- **Student Performance:** increase the percent of eligible students achieving grade-level performance on the statewide assessments in English language arts, mathematics, social studies, and science by six percentage points by 2019-2020 using 2014-2015 baseline data.
- **Industry Certification:** increase the percent of eligible students who receive an industry certification in each local program annually.

Additionally, eligible LEAs may use these funds for approved activities under Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A.

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Florida's tiered support plan will assist Florida districts with addressing the objectives and obtaining outcomes. Tier 1 support is accessible to all stakeholders and is general in nature. Examples of tier 1 supports include webinars and annual statewide and regional technical assistance opportunities for district-level personnel in implementing efficient and effective services. Tier 2 assistance is provided to a limited number of targeted schools or districts for specific areas and may be provided virtually or face-to-face. An example of tier 2 support includes working with a small group of districts to share promising practices. Tier 3 assistance is more intense in nature for a small, select population and is generally provided face-to-face. Examples of a tier 3 support are district- or school-level visits that include providing support to the school district and local program staff. All of these supports are prioritized in support of highest student achievement.

Additionally, the High Impact Teacher Corps is a professional development opportunity for teachers at "D" and "F" schools who are high impact according to statewide student learning growth models. The year-long professional learning community will include in-person sessions, virtual sessions, and individual coaching with the purpose of supporting these high impact teachers in two ways. The first is for them to remain in their current school, where they are needed most, for the duration of the program and beyond. The second is to support them in developing the knowledge, skills, and networks necessary to improve student outcomes in classrooms that are not their own.

## **I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B**

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Florida will continue to track three high-level McKinney-Vento performance indicators: 1) the LEA's homeless student identification rate (HSIR), 2) the homeless student school attendance rate (HSAR), and 3) the homeless student grade promotion rate (HSPR). LEAs and the State Coordinator will monitor these indicators to drive program and homeless students' needs assessment and the identification of relevant strategies and evidence-based practices aligned to the LEA's capacity and homeless students' needs. The project design for all Education of Homeless Children and Youth (EHCY) subgrants requires applicants to set three-year outcomes for improving performance in each area.

The HSIR calculation is based on American Psychological Association work showing that, nationally, eleven percent of children living in poverty experience homelessness each year (this remains a generally accepted rate in the field). Using the LEA Free Lunch Program (FRLP) enrollment as a proxy measure for poverty, the HSIR at both the State and LEA levels are calculated by determining the portion of the FRLP enrollment that are identified as homeless (all children identified as homeless are de facto Title I students and added to the FRLP Program). The HSIR has been, and will continue to be, included as a risk factor in the Homeless Education Program's monitoring risk analysis. LEAs with a HSIR of lower than five percent and LEAs with the greatest potential for identification growth, i.e., the number of students that would be identified at the five percent rate in a given year minus the actual number of homeless students identified in that year, will receive higher risk scores. Increasing the identification rate will be prioritized for monitoring and technical assistance.

While the EHCY subgrant application will include items related to LEA plans for assessing the needs of homeless children and youth, the primary mechanism for assuring that identification practices are strong and effective and that homeless student needs are assessed is the State Coordinator's LEA program monitoring. All LEAs are included in the risk analysis, which includes HSIR performance. The level of risk is the primary factor for determining level of annual monitoring intensity (onsite, desktop, or internal LEA monitoring) for each LEA, regardless of EHCY subgrant status. Monitoring includes a review of identification and student needs assessment practices through interviews and document examination.

To assure that LEAs are effectively identifying and assessing the needs of homeless children and youth, the State Coordinator will coordinate and host two statewide meetings annually and conference call/webinars quarterly during the school year and disseminate a monthly Homeless Education Update (email newsletter), as well as provide daily availability for technical assistance. Strategies for identifying homeless children and youth and determining their McKinney-Vento eligibility will be topics at these events. Presenters will include state program staff, National Center on Homeless Education staff, qualified topic specialists, and high-performing LEA Homeless Liaisons. Former LEA Homeless Liaisons and the former State Coordinator will be contracted to conduct onsite technical assistance for individual and regional groups of LEAs to review their data, discuss processes for identifying factors underlying low HSIRs, and assist in developing ways to address those factors and strengthen identification practices. A similar approach to assessing technical assistance needs and assessing operational risk will be applied in the areas of homeless student attendance, grade promotion, and graduation rates.

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

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The McKinney-Vento Act (MVA), as amended, requires timely resolution of disputes related to eligibility for MVA benefits, school selection, and enrollment. This is an expansion/clarification of the MVA dispute resolution process and requires updates to the State and LEA processes, which are under development.

The State Coordinator informed LEAs of the new provisions via written communication, statewide conference calls, and during two statewide conference workshops. The updated MVA dispute resolution process will include steps to be taken by school staff to assure proper consideration of MVA provisions and student circumstances in determining eligibility, school selection, and enrollment issues. This includes school stability and the best interest of the child or youth. The process also will include steps to take for an LEA and its designated homeless liaison to informally and formally resolve disagreements between schools and parents, guardians, or unaccompanied homeless youth. The process will include guidance for schools on engaging the LEA's designated homeless liaison and for the LEA to engage the State Coordinator, as well as a formal process of filing, documenting, and processing a dispute at both the LEA and State levels. During and after the state and local process updating, the State Coordinator will continue to provide technical assistance and support on a case-by-case basis to LEAs to assist in the local resolution of disputes per ESSA provisions.

As needed, the State Coordinator will process disputes to a resolution. Documentation of dispute processes will be collected and maintained by the State Coordinator and LEA-designated liaisons. Compliance items related to dispute resolution will be included in the state's LEA monitoring work papers and documentation requirements. Compliance monitoring will continue to employ a policy checklist to assure that the LEA's Homeless Students Policy properly includes a federally compliant dispute resolution process.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

In Florida, schools designate a Homeless Student Contact (HSC) to serve as a point person for homeless student education. During the project period, the State Coordinator will work with LEA homeless education liaisons to develop training and technical assistance activities for the liaisons to conduct with HSCs and other school and district staff. The training will assure that HSCs across LEAs will know and understand the educational rights of homeless children and youth; the primary elements of their LEA's Homeless Students Policy; the LEA's processes for identifying, properly placing, and enrolling homeless children and youth; and the process for engaging the LEA liaison when there is a dispute to resolve.

The State Coordinator-designated liaisons will also develop training and technical assistance to assure that other LEA and school staff – building administrators, administrative support staff, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel – are oriented to the importance of identifying children and youth experiencing homelessness, the effect of homelessness on education, educational rights of homeless children and youth, the LEA's Homeless Students Policy, and the school's process for identifying and referring children and youth who may be experiencing homelessness. State training and technical assistance activities will target LEA-designated liaisons through statewide conferences, statewide conference calls, and periodic webinars on topics selected from an ongoing training and technical assistance needs assessment. The State Coordinator and staff will

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provide daily telephone and email support and technical assistance to LEA liaisons and other staff, school staff, parents, unaccompanied homeless youth, partner agencies and organizations, and others.

The State Coordinator will also promote LEA liaison participation in online webinars and other training and technical assistance activities and services of the National Center for Homeless Education. In turn, LEA designated liaisons will use the information and materials received in State Coordinator training and technical assistance activities to inform and train school contacts and staff. Documentation of participation in state conferences and conference calls will be collected and maintained by FDOE. Participation of LEA and school staff in local awareness activities will be collected and maintained by LEA liaisons. Compliance items related to this requirement will be included in the state's LEA monitoring work papers and documentation requirements. The State Coordinator will also coordinate training and technical activities with the FDOE's Student Support Services unit, including the state School Counseling Consultant, School Nurse Consultant, School Psychology Consultant, School Social Work Consultant, and School Medicaid Consultant.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
  - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
  - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
  - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Florida administers two voluntary prekindergarten programs that target the under six age group – the Voluntary Pre-Kindergarten (VPK) program and Head Start. VPK is overseen by Florida Department of Education's Office of Early Learning (OEL) and Florida's Head Start State Collaboration Office (FHSSCO) is co-located within the OEL. Florida Statutes and the Florida Administrative Code assure that preschool-age children experiencing homelessness have the same access to the VPK program as non-homeless preschool-age children. Any four-year-old who resides in Florida can participate in VPK. Head Start prioritizes children experiencing homelessness by waiving its income requirements.

The OEL engages state partners and administers policies to ensure access, affordability, and quality of early learning services for Florida's children and families. The implementation of the VPK program at the local level is conducted by local Early Learning Coalitions (ELCs). Section 1002.84(8), F.S., provides authority to ELCs to waive the VPK parent co-payment for the parents of children experiencing homelessness. Rule 6M-8.201, F.A.C., *Child Enrollment Procedure for the Voluntary Prekindergarten (VPK) Education Program*, requires ELCs to "...document residency based on other supporting documents showing that the child who is experiencing homelessness and resides in Florida (for example, letter from a homeless shelter, homeless referral, or notarized statement from the child's parent)." Local Head Start programs provide comprehensive education, health, nutrition, and parent involvement services to children from low-income families to prepare them for kindergarten and elementary school.

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The OEL also administers federal and state child care funds and partners with its 30 local early learning coalitions to deliver comprehensive early learning services statewide. The OEL oversees the Child Care Development Block Grant and together with their coalitions make up the Child Care Resource and Referral State Network. Florida's State Coordinator also works with FHSSCO to facilitate communication between local Head Start programs and LEA Homeless Liaisons to identify eligible preschool-age children and assess the rate of family and child homelessness as part of their community assessment. Staff of both the OEL and FHSSCO periodically present and participated in statewide electronic presentations to LEA Homeless Liaisons. This collaboration will continue. The State Coordinator, along with representatives from OEL and the FHSSCO, serve on the Florida Interagency Coordinating Council on Infants and Toddlers (FICCIT – the State Homeless Education Coordinator is appointed by the Governor). Additionally, technical assistance from the State Coordinator and compliance monitoring activities will include guidance on and examination of LEAs' Homeless Students Policy to assure the inclusion of MVA preschool provisions.

LEAs, through their designated homeless liaisons, collaborate with other LEA programs and community partners to identify homeless youth and youth separated from public schools. Upon receiving referrals from collaborating partners, liaisons contact youth and, when available, parents and guardians to determine McKinney-Vento eligibility, provide information about their educational rights, and facilitate their enrollment in an eligible school, identifying and removing barriers to enrollment and academic progress as indicated.

LEAs will continue to employ three general practices in identifying and removing barriers that prevent youth experiencing homelessness from receiving appropriate credit for full or partial coursework satisfactorily completed: 1) homeless liaisons work regularly with high school guidance counselors to assure that youth experiencing homelessness are afforded every assistance in moving toward graduation, 2) work through the Student Progression Plan to formalize the LEA's assistance for homeless high school students to maximize credit opportunities, and 3) provide professional development to guidance counselors and other high school staff. Student services personnel, in all of Florida's LEAs, play an integral role in shepherding homeless students toward graduation. They are generally the first school staff to welcome them to school; retrieve and review the student records; and collaborate with previous schools, LEA programs, and community service providers. During the school year, LEA homeless liaisons and staff work closely with student services personnel to track student records to ensure timely placement into the classes necessary for graduation and, as needed, accessing alternative supplemental education programs, including credit accrual programs, online learning, summer classes, etc.

LEAs prepare and annually update a Student Progression Plan that addresses how qualifying students, including students experiencing homelessness, are to receive partial credits. LEAs provide professional development opportunities for guidance counselors, academic coaches, and other appropriate high school staff. These opportunities address the responsibilities of the liaisons and expectations of school staff to identify and remove barriers to receiving appropriate credit for full or partial coursework satisfactorily completed. Homeless liaisons and their staff will continue to conduct and facilitate such trainings and discussions. Through state conference workshops, statewide designated liaison conference calls, written communication, and technical assistance, the State Coordinator will provide professional development to designated homeless liaisons on identifying and removing barriers to securing full or partial credit for homeless high school students. This issue will also be included in the McKinney-Vento Act monitoring work papers and documentation review. Children and youth experiencing homelessness in Florida receive the same access to school, LEA, and State educational opportunities as non-homeless students, including access to magnet schools, summer schools, career and technical education, accelerated coursework, online learning, and charter school programs.

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Florida LEAs include a student residency questionnaire as part of their general school enrollment packet. The questionnaires include McKinney-Vento Act descriptions of homeless situations. The answers to the questions help to determine McKinney-Vento eligibility, but do not impact the enrollment of homeless students into a program. However, all students must meet published enrollment qualifications in order to enroll. For those students who missed an enrollment deadline due to their homelessness, LEAs use a variety of strategies to remove this barrier. Since designated homeless liaisons are likely to have the most current contact information, they proactively communicate enrollment requirements, including deadlines, to parents, guardians, and unaccompanied homeless youth through newsletters, emails, texts, or notices sent home in a backpack. They offer and provide assistance in completing enrollment forms. A growing number of LEAs are asking their extracurricular schools to hold spots open for homeless students, especially when the enrollment/registration period occurs in the spring for the fall school term. Additionally, designated homeless liaisons often work with other LEA programs and community partners to provide fiscal assistance for those programs and activities that require a participation fee. Locally, liaisons and homeless education staff will include McKinney-Vento Act provisions and U.S. Department of Education Non-Regulatory Guidance on access to extracurricular activities in their ongoing professional development opportunities to district and school administrators and school registrars.

Through state conference workshops, statewide designated liaison conference calls, written communication, and technical assistance, the State Coordinator will provide professional development to designated homeless liaisons on the identification and removal of barriers to accessing extracurricular programs and activities. The State Coordinator will continue to provide daily technical assistance by telephone and email on how to address barriers and implement such activities and to provide clarifying definitions and examples of acceptable extracurricular programs as guided by USED. This issue will also be included in the McKinney-Vento Act monitoring work papers and documentation review.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
  - i. requirements of immunization and other required health records;
  - ii. residency requirements;
  - iii. lack of birth certificates, school records, or other documentation;
  - iv. guardianship issues; or
  - v. uniform or dress code requirements.

All Florida school districts have policies regarding immediate enrollment. All documentation required for enrollment are waived in all school districts until they can be gathered with the assistance of school and LEA personnel. Descriptions of LEA enrollment policies and practices will be included in Title I, Part A and Title IX, Part A subgrant applications. Assurance that LEAs and their schools are honoring this provision will be verified through regular desktop and onsite monitoring of policies and practices. Technical assistance and other support will be provided based on the outcomes of monitoring activities.

Florida's tiered support plan will assist Florida districts with addressing the objectives and obtaining outcomes. Tier 1 support is accessible to all stakeholders and is general in nature. Examples of tier 1 supports include webinars and annual statewide and regional technical assistance opportunities for district-level personnel in implementing efficient and effective services. Tier 2 assistance is provided to a limited number of targeted schools or districts for specific areas and may be provided virtually or face-to-face. An example of tier 2 support includes working with a small group of districts to share promising practices. Tier 3 assistance is more intense in nature for a small, select population and is generally provided face-to-face. Examples of a tier 3 support are district- or school-level visits that include

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providing support to the school district and local program staff. All of these supports are prioritized in support of highest student achievement.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The State Coordinator serves on various state-level workgroups and councils for the purpose of gathering input for needs assessment and identification of state- and local-level barriers to the identification of homeless children and youth and their immediate enrollment, retention, and regular school attendance and academic progress. The State Coordinator serves on the statutorily required Florida Council on Homelessness and the Governor's Florida Interagency Coordinating Council on Infants and Toddlers. LEA-designated homeless liaisons serve on the Florida Department of Education's Committee of Practitioners, which consists of school, LEA, and college representatives who review state policies, practices, and procedures across federal programs and provide recommendations for improvements. The State Coordinator also serves on FDOE's Sexual Health Advisory Sub-Committee of the Healthy Schools Project, Coordinated School Health Partnership, and Human Trafficking Workgroup. The State Coordinator updated its LEA Homeless Students Policy checklist, a monitoring tool used by FDOE to assure that LEA Homeless Students Policies comply with the McKinney-Vento Act. LEAs use the checklist to update their policies to align with changes to the McKinney-Vento Act. At the LEA level, designated homeless liaisons participate on various local councils and workgroups, as well as with individual partner organizations to identify homeless children and youth and support those students in their attendance, participation, and academic progress. Information and documentation of these collaborative effort are included in the EHCY subgrant application and in the FDOE's program monitoring work papers and documentation.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Florida LEAs provide assistance to prepare all high school students, including those experiencing homelessness, for postsecondary education, including college. Most high schools provide this assistance through guidance counselors and student services personnel, though a growing number use specially trained counselors that focus on postsecondary preparation. LEAs also organize campus visits through which homeless high school students visit the campuses of nearby postsecondary institutions. The visits include presentations by college officials, visit to a college class, lunch in a campus cafeteria, and assistance with applications and financial aid. At the state level, s. 1009.25(1)(f), F.S., provides a tuition and fee exemption to Florida's public colleges, universities, and technical schools for individual's experiencing homelessness. These institutions accept a homeless status verification letter from the LEA's designated liaison to qualify a homeless high school graduate for the first semester of college after high school graduation. The colleges, universities, and technical schools track the number of homeless exemptions awarded each term.

## Appendix A: Measurements of interim progress

*Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.*

### A. Academic Achievement

### B. Graduation Rates

### C. Progress in Achieving English Language Proficiency

The table below includes baseline performance, actual performance data when available, interim measures of progress, and the 2019-2020 target for each of Florida’s long-term goals for English language arts, mathematics, and graduation rate. For English language arts and mathematics achievement and graduation rate, each of these metrics will be reported for all students and separately for each subgroup listed in response to question A.4.i.a. of this document.

|   | Baseline<br>2014-15 | Actual<br>2015-16 | Interim<br>Progress<br>Target<br>2015-16 | Actual<br>2016-17 | Interim<br>Progress<br>Target<br>2016-17 | Interim<br>Progress<br>Target<br>2017-18 | Interim<br>Progress<br>Target<br>2018-19 | Target<br>2019-20 | Annual<br>Percentage<br>Point<br>Change |
|---|---------------------|-------------------|--|-------------------|--|--|--|-------------------|---|
| <b>Metric 1: Student Achievement on Florida Assessments – Increase 6 percentage points in each subject area</b>       |                     |                   |  |                   |  |  |  |                   |   |
| ELA   | 52                  | 52                | 53.2                                     | 54%               | 54.4                                     | 55.6                                     | 56.8                                     | 58                | 1.2                                     |
| Math  | 52                  | 53                | 53.2                                     | 56%               | 54.4                                     | 55.6                                     | 56.8                                     | 58                | 1.2                                     |
| <b>Metric 3: Closing the Achievement Gap – Reduce by one-third the gap between each subgroup in each subject area</b> |                     |                   |  |                   |  |  |  |                   |   |
| <b>Gap Between White and Hispanic students</b>  |                     |                   |  |                   |  |  |  |                   |   |
| ELA   | 15                  | 15                | 14                                       | 16                | 13                                       | 12                                       | 11                                       | 10                | -1                                      |
| Math  | 15                  | 16                | 14                                       | 15                | 13                                       | 12                                       | 11                                       | 10                | -1                                      |
| <b>Gap Between White and African American students</b>  |                     |                   |  |                   |  |  |  |                   |   |
| ELA   | 31                  | 29                | 29                                       | 29                | 27                                       | 25                                       | 23                                       | 21                | -2                                      |
| Math  | 30                  | 31                | 28.8                                     | 29                | 26.6                                     | 24.4                                     | 22.2                                     | 20                | -2.2                                    |
| <b>Gap Between White and Asian students</b>   |                     |                   |  |                   |  |  |  |                   |   |
| ELA   | -11                 | -12               | -10.3                                    | -12               | -9.6                                     | -8.8                                     | -8.1                                     | -7.4              | 0.7                                     |
| Math  | -15                 | -15               | -13.7                                    | -15               | -12.7                                    | -11.8                                    | -10.8                                    | -9.8              | 1.0                                     |
| <b>Gap Between White and Multiracial students</b>   |                     |                   |  |                   |  |  |  |                   |   |
| ELAF  | 6                   | 6                 | 6.0                                      | 6                 | 5.6                                      | 5.1                                      | 4.7                                      | 4.3               | -0.4                                    |
| Math  | 9                   | 7                 | 7.0                                      | 7                 | 6.5                                      | 6.0                                      | 5.5                                      | 5.0               | -0.5                                    |
| <b>Gap Between White and Other students (American Indian and Pacific Islander)</b>                                    |                     |                   |  |                   |  |  |  |                   |   |
| ELA   | 12                  | 12                | 11.2                                     | 13                | 10.4                                     | 9.6                                      | 8.8                                      | 8.0               | -0.8                                    |
| Math  | 11                  | 12                | 9.4                                      | 13                | 8.8                                      | 8.1                                      | 7.4                                      | 6.7               | -0.7                                    |
| <b>Gap Between non-economically disadvantaged and economically disadvantaged</b>                                      |                     |                   |  |                   |  |  |  |                   |   |
| ELA   | 28                  | 27                | 26.2                                     | 27                | 24.4                                     | 22.6                                     | 20.8                                     | 19                | -1.8                                    |

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|  | Baseline<br>2014-15 | Actual<br>2015-16 | Interim<br>Progress<br>Target<br>2015-16 | Actual<br>2016-17 | Interim<br>Progress<br>Target<br>2016-17 | Interim<br>Progress<br>Target<br>2017-18 | Interim<br>Progress<br>Target<br>2018-19 | Target<br>2019-20 | Annual<br>Percentage<br>Point<br>Change |
|--|---------------------|-------------------|--|-------------------|--|--|--|-------------------|---|
| Math   | 24                  | 24                | 22.4                                     | 23                | 20.8                                     | 19.2                                     | 17.6                                     | 16                | -1.6                                    |
| <b>Gap Between students with disabilities and students without disabilities</b>    |                     |                   |  |                   |  |  |  |                   |   |
| ELA  | 38                  | 37                | 35.4                                     | 38                | 32.8                                     | 30.2                                     | 27.6                                     | 25                | -2.6                                    |
| Math   | 32                  | 33                | 29.8                                     | 33                | 27.6                                     | 25.4                                     | 23.2                                     | 21                | -2.2                                    |
| <b>Gap Between English Language Learners and non-English Language Learners</b>     |                     |                   |  |                   |  |  |  |                   |   |
| ELA  | 30                  | 30                | 28                                       | 32                | 26                                       | 24                                       | 22                                       | 20                | -2                                      |
| Math   | 20                  | 21                | 18.6                                     | 21                | 17.2                                     | 15.8                                     | 14.4                                     | 13                | -1.4                                    |
| <b>Gap Between White and Hispanic students</b>                                     |                     |                   |  |                   |  |  |  |                   |   |
| Graduation Rate  | 6.0                 | 5.6               | 5.6                                      |                   | 5.2                                      | 4.8                                      | 4.4                                      | 4.0               | -0.4                                    |
| <b>Gap Between White and African American students</b>                             |                     |                   |  |                   |  |  |  |                   |   |
| Graduation Rate  | 14.8                | 12.8              | 13.8                                     |                   | 12.8                                     | 11.8                                     | 10.8                                     | 9.8               | -1.0                                    |
| <b>Gap Between White and Asian students</b>  |                     |                   |  |                   |  |  |  |                   |   |
| Graduation Rate  | -8.1                | -6.8              | -7.6                                     |                   | -7.0                                     | -6.5                                     | -5.9                                     | -5.4              | .5                                      |
| <b>Gap Between White and Multiracial students</b>                                  |                     |                   |  |                   |  |  |  |                   |   |
| Graduation Rate  | 1.3                 | 2.4               | 1.2                                      |                   | 1.1                                      | 1.1                                      | 1.0                                      | 0.9               | -0.1                                    |
| <b>Gap Between White and Other students (American Indian and Pacific Islander)</b> |                     |                   |  |                   |  |  |  |                   |   |
| Graduation Rate  | 5.5                 | 6.8               | 5.1                                      |                   | 4.8                                      | 4.4                                      | 4.0                                      | 3.7               | -0.4                                    |
| <b>Gap Between non-economically disadvantaged and economically disadvantaged</b>   |                     |                   |  |                   |  |  |  |                   |   |
| Graduation Rate  | 15.3                | 13.1              | 14.3                                     |                   | 13.3                                     | 12.2                                     | 11.2                                     | 10.2              | -1.0                                    |
| <b>Gap Between students with disabilities and students without disabilities</b>    |                     |                   |  |                   |  |  |  |                   |   |
| Graduation Rate  | 23.8                | 21.5              | 22.2                                     |                   | 20.6                                     | 19.0                                     | 17.4                                     | 15.9              | -1.6                                    |
| <b>Gap Between English Language Learners and non-English Language Learners</b>     |                     |                   |  |                   |  |  |  |                   |   |
| Graduation Rate  | 19.8                | 20.2              | 18.5                                     |                   | 17.2                                     | 15.8                                     | 14.5                                     | 13.2              | -1.3                                    |
| <b>Metric 4: High School Graduation Rate – Increase by 7.1 percentage points</b>   |                     |                   |  |                   |  |  |  |                   |   |
| Graduation Rate  | 77.90%              | 80.70%            | 79.3%                                    |                   | 80.7%                                    | 82.2%                                    | 83.6%                                    | 85%               | 1.4%                                    |

Note: Due to rounding the annual percentage point change and the difference from one interim target to the next are not always equal. Because Asian students have higher performance than white students the gap is negative.

## **Appendix B: General Education Provisions Act (GEPA) Statement**

### Personnel

As required in Rule 60L-40.002, F.A.C., and the department's Code of Personal Responsibility, Code 8.0 (Equal Employment Opportunity and Affirmative Action), it is the policy of the Florida Department of Education to provide equal employment opportunity through programs of affirmative and positive action. Employees in the department are provided equal opportunity in all employment practices, including recruitment, examination, appointment, training, job assignment, leave, promotion, demotion, transfer, compensation, discipline, separation, or any other term or condition of employment.

The department has an Affirmative Action Plan which is reviewed and revised periodically. FDOE also has a designated EEO/AA Coordinator who completes a workforce report on an annual basis. FDOE establishes annual goals for ensuring full utilization of groups which may be underutilized in its workforce as compared to the relevant labor market.

### Website

Section 508 requires federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

In December 2000, the Federal Access Board issued final standards for electronic and information technology under Section 508 of the Rehabilitation Act. These were adopted and published in the Federal Register in April 2001 with enforcement to begin June 21, 2001. While these standards currently apply to the federal government, it is the direct responsibility of Florida state government agencies and their web designers and developers to become familiar with these accessibility guidelines and to apply these principles in designing and creating any official State of Florida website.

All Florida state government websites must comply with Section 508 to ensure the widest possible audience easy access to government information. These standards are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium (W3C).

### Facilities

All facilities used by the Florida Department of Education are required to be compliant with applicable provisions of the Americans with Disabilities Act.

### Training and Public Involvement Activities

All such activities sponsored by the Florida Department of Education are designed to address the needs of participants relative to equity and access, including, but not limited to, facilities accessibility; provision of materials, as appropriate in various languages or formats; provision of interpreters as necessary; and any other needed accommodations as requested.

### Subgrantees

All of Florida's applications for federal pass-through funds must include a description of how the subrecipient plans to comply with Section 427 of GEPA. One section of the Request for Applications states, "Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>." Statements are reviewed for adequacy, consistent with various state and federal access and equity statutes and rules.

**Appendix C: Example Subgroup Reporting Formats**

**Example Subgroup Reporting Format for Elementary Schools**

| <b>ESSA-Required Indicators</b> | <b>Florida Components</b>           | <b>Points</b>                 |
|---------------------------------|-------------------------------------|-------------------------------|
| <b>Elementary Schools</b>       |                                     | <b>Performance Percentage</b> |
| <b>Academic Achievement</b>     | <b>English Language Arts (ELA)</b>  | <b>100 points</b>             |
|                                 | All Students                        |                               |
|                                 | White                               |                               |
|                                 | Hispanic                            |                               |
|                                 | African American                    |                               |
|                                 | American Indian                     |                               |
|                                 | Asian                               |                               |
|                                 | Pacific Islander                    |                               |
|                                 | Two or More Races                   |                               |
|                                 | Economically Disadvantaged Students |                               |
|                                 | Students with Disabilities          |                               |
|                                 | English Language Learners           |                               |
|                                 | <b>Mathematics</b>                  | <b>100 points</b>             |
|                                 | All Students                        |                               |
|                                 | White                               |                               |
|                                 | Hispanic                            |                               |
|                                 | African American                    |                               |
|                                 | American Indian                     |                               |
|                                 | Asian                               |                               |
|                                 | Pacific Islander                    |                               |
|                                 | Two or More Races                   |                               |
|                                 | Economically Disadvantaged Students |                               |
|                                 | Students with Disabilities          |                               |
| English Language Learners       |                                     |                               |
| <b>Academic Progress</b>        | <b>Learning Gains ELA</b>           | <b>100 points</b>             |
|                                 | All Students                        |                               |
|                                 | White                               |                               |
|                                 | Hispanic                            |                               |
|                                 | African American                    |                               |
|                                 | American Indian                     |                               |
|                                 | Asian                               |                               |
|                                 | Pacific Islander                    |                               |
|                                 | Two or More Races                   |                               |
|                                 | Economically Disadvantaged Students |                               |

|                                       |            |
|---------------------------------------|------------|
| Students with Disabilities            |            |
| English Language Learners             |            |
| Learning Gains Mathematics            | 100 points |
| All Students                          |            |
| White                                 |            |
| Hispanic                              |            |
| African American                      |            |
| American Indian                       |            |
| Asian                                 |            |
| Pacific Islander                      |            |
| Two or More Races                     |            |
| Economically Disadvantaged Students   |            |
| Students with Disabilities            |            |
| English Language Learners             |            |
| Learning Gains Lowest 25% ELA         | 100 points |
| All Students                          |            |
| White                                 |            |
| Hispanic                              |            |
| African American                      |            |
| American Indian                       |            |
| Asian                                 |            |
| Pacific Islander                      |            |
| Two or More Races                     |            |
| Economically Disadvantaged Students   |            |
| Students with Disabilities            |            |
| English Language Learners             |            |
| Learning Gains Lowest 25% Mathematics | 100 points |
| All Students                          |            |
| White                                 |            |
| Hispanic                              |            |
| African American                      |            |
| American Indian                       |            |
| Asian                                 |            |
| Pacific Islander                      |            |
| Two or More Races                     |            |
| Economically disadvantaged students   |            |
| Students with Disabilities            |            |
| English Language Learners             |            |

|  |                                     |            |
|--|-------------------------------------|------------|
| <b>School Quality or Student Success</b> | Science                             | 100 points |
|  | All Students                        |            |
|  | White                               |            |
|  | Hispanic                            |            |
|  | African American                    |            |
|  | American Indian                     |            |
|  | Asian                               |            |
|  | Pacific Islander                    |            |
|  | Two or More Races                   |            |
|  | Economically Disadvantaged Students |            |
|  | Students with Disabilities          |            |
|  | English Language Learners           |            |
| <b>Total Points</b>                      |                                     | 800 points |

**Example Subgroup Reporting Format for Middle Schools**

| <b>ESSA-Required Indicators</b> | <b>Florida Components</b>           | <b>Points</b>                 |
|---------------------------------|-------------------------------------|-------------------------------|
| <b>Middle Schools</b>           |                                     | <b>Performance Percentage</b> |
| <b>Academic Achievement</b>     | English Language Arts (ELA)         | 100 points                    |
|                                 | All Students                        |                               |
|                                 | White                               |                               |
|                                 | Hispanic                            |                               |
|                                 | African American                    |                               |
|                                 | American Indian                     |                               |
|                                 | Asian                               |                               |
|                                 | Pacific Islander                    |                               |
|                                 | Two or More Races                   |                               |
|                                 | Economically Disadvantaged Students |                               |
|                                 | Students with Disabilities          |                               |
|                                 | English Language Learners           |                               |
|                                 | Mathematics                         | 100 points                    |
|                                 | All Students                        |                               |
|                                 | White                               |                               |
|                                 | Hispanic                            |                               |
|                                 | African American                    |                               |
|                                 | American Indian                     |                               |
|                                 | Asian                               |                               |
|                                 | Pacific Islander                    |                               |
|                                 | Two or More Races                   |                               |

|                                       |                                     |            |
|---------------------------------------|-------------------------------------|------------|
|                                       | Economically Disadvantaged Students |            |
|                                       | Students with Disabilities          |            |
|                                       | English Language Learners           |            |
| <b>Academic Progress</b>              | Learning Gains ELA                  | 100 points |
|                                       | All Students                        |            |
|                                       | White                               |            |
|                                       | Hispanic                            |            |
|                                       | African American                    |            |
|                                       | American Indian                     |            |
|                                       | Asian                               |            |
|                                       | Pacific Islander                    |            |
|                                       | Two or More Races                   |            |
|                                       | Economically Disadvantaged Students |            |
|                                       | Students with Disabilities          |            |
|                                       | English Language Learners           |            |
|                                       | Learning Gains Mathematics          | 100 points |
|                                       | All Students                        |            |
|                                       | White                               |            |
|                                       | Hispanic                            |            |
|                                       | African American                    |            |
|                                       | American Indian                     |            |
|                                       | Asian                               |            |
|                                       | Pacific Islander                    |            |
|                                       | Two or More Races                   |            |
|                                       | Economically Disadvantaged Students |            |
|                                       | Students with Disabilities          |            |
|                                       | English Language Learners           |            |
|                                       | Learning Gains Lowest 25% ELA       | 100 points |
|                                       | All Students                        |            |
|                                       | White                               |            |
|                                       | Hispanic                            |            |
|                                       | African American                    |            |
|                                       | American Indian                     |            |
|                                       | Asian                               |            |
|                                       | Pacific Islander                    |            |
|                                       | Two or More Races                   |            |
|                                       | Economically Disadvantaged Students |            |
|                                       | Students with Disabilities          |            |
|                                       | English Language Learners           |            |
| Learning Gains Lowest 25% Mathematics | 100 points                          |            |
| All Students                          |                                     |            |

|  |                                     |            |
|--|-------------------------------------|------------|
|  | White                               |            |
|  | Hispanic                            |            |
|  | African American                    |            |
|  | American Indian                     |            |
|  | Asian                               |            |
|  | Pacific Islander                    |            |
|  | Two or More Races                   |            |
|  | Economically Disadvantaged Students |            |
|  | Students with Disabilities          |            |
|  | English Language Learners           |            |
| <b>School Quality or Student Success</b> | Science                             | 100 points |
|  | All Students                        |            |
|  | White                               |            |
|  | Hispanic                            |            |
|  | African American                    |            |
|  | American Indian                     |            |
|  | Asian                               |            |
|  | Pacific Islander                    |            |
|  | Two or More Races                   |            |
|  | Economically Disadvantaged Students |            |
|  | Students with Disabilities          |            |
|  | English Language Learners           |            |
|  | Social Studies                      | 100 points |
|  | All Students                        |            |
|  | White                               |            |
|  | Hispanic                            |            |
|  | African American                    |            |
|  | American Indian                     |            |
|  | Asian                               |            |
|  | Pacific Islander                    |            |
|  | Two or More Races                   |            |
|  | Economically Disadvantaged Students |            |
|  | Students with Disabilities          |            |
|  | English Language Learners           |            |
|  | Middle School Acceleration          | 100 points |
|  | All Students                        |            |
|  | White                               |            |
|  | Hispanic                            |            |
|  | African American                    |            |
|  | American Indian                     |            |
| Asian                                    |                                     |            |

|                     |                                     |     |
|---------------------|-------------------------------------|-----|
|                     | Pacific Islander                    |     |
|                     | Two or More Races                   |     |
|                     | Economically Disadvantaged Students |     |
|                     | Students with Disabilities          |     |
|                     | English Language Learners           |     |
| <b>Total Points</b> |                                     | 900 |

**Example Subgroup Reporting Format for High Schools**

| <b>ESSA-Required Indicators</b>                        | <b>Florida Components</b>           | <b>Points</b>                 |
|--|-------------------------------------|-------------------------------|
| <b>High Schools</b>                                    |                                     | <b>Performance Percentage</b> |
| <b>Academic Achievement - including student growth</b> | English Language Arts (ELA)         | 100 points                    |
|  | All Students                        |                               |
|  | White                               |                               |
|  | Hispanic                            |                               |
|  | African American                    |                               |
|  | American Indian                     |                               |
|  | Asian                               |                               |
|  | Pacific Islander                    |                               |
|  | Two or More Races                   |                               |
|  | Economically Disadvantaged Students |                               |
|  | Students with Disabilities          |                               |
|  | English Language Learners           |                               |
|  | Mathematics                         | 100 points                    |
|  | All Students                        |                               |
|  | White                               |                               |
|  | Hispanic                            |                               |
|  | African American                    |                               |
|  | American Indian                     |                               |
|  | Asian                               |                               |
|  | Pacific Islander                    |                               |
|  | Two or More Races                   |                               |
|  | Economically Disadvantaged Students |                               |
|  | Students with Disabilities          |                               |
|  | English Language Learners           |                               |
|  | Learning Gains ELA                  | 100 points                    |
|  | All Students                        |                               |
|  | White                               |                               |

|                                       |            |
|---------------------------------------|------------|
| Hispanic                              |            |
| African American                      |            |
| American Indian                       |            |
| Asian                                 |            |
| Pacific Islander                      |            |
| Two or More Races                     |            |
| Economically Disadvantaged Students   |            |
| Students with Disabilities            |            |
| English Language Learners             |            |
| Learning Gains Mathematics            | 100 points |
| All Students                          |            |
| White                                 |            |
| Hispanic                              |            |
| African American                      |            |
| American Indian                       |            |
| Asian                                 |            |
| Pacific Islander                      |            |
| Two or More Races                     |            |
| Economically Disadvantaged Students   |            |
| Students with Disabilities            |            |
| English Language Learners             |            |
| Leaning Gains Lowest 25% ELA          | 100 points |
| All Students                          |            |
| White                                 |            |
| Hispanic                              |            |
| African American                      |            |
| American Indian                       |            |
| Asian                                 |            |
| Pacific Islander                      |            |
| Two or More Races                     |            |
| Economically Disadvantaged Students   |            |
| Students with Disabilities            |            |
| English Language Learners             |            |
| Learning Gains Lowest 25% Mathematics | 100 points |
| All Students                          |            |
| White                                 |            |
| Hispanic                              |            |
| African American                      |            |
| American Indian                       |            |
| Asian                                 |            |
| Pacific Islander                      |            |

|  |                                     |            |
|--|-------------------------------------|------------|
|  | Two or More Races                   |            |
|  | Economically Disadvantaged Students |            |
|  | Students with Disabilities          |            |
|  | English Language Learners           |            |
| <b>Graduation Rate</b>                   | 4-year graduation rate              | 100 points |
| <b>School Quality or Student Success</b> | Science                             | 100 points |
|  | All Students                        |            |
|  | White                               |            |
|  | Hispanic                            |            |
|  | African American                    |            |
|  | American Indian                     |            |
|  | Asian                               |            |
|  | Pacific Islander                    |            |
|  | Two or More Races                   |            |
|  | Economically Disadvantaged Students |            |
|  | Students with Disabilities          |            |
|  | English Language Learners           |            |
|  | Social Studies                      | 100 points |
|  | All Students                        |            |
|  | White                               |            |
|  | Hispanic                            |            |
|  | African American                    |            |
|  | American Indian                     |            |
|  | Asian                               |            |
|  | Pacific Islander                    |            |
|  | Two or More Races                   |            |
|  | Economically Disadvantaged Students |            |
|  | Students with Disabilities          |            |
|  | English Language Learners           |            |
|  | High School Acceleration            | 100 points |
|  | All Students                        |            |
|  | White                               |            |
|  | Hispanic                            |            |
|  | African American                    |            |
|  | American Indian                     |            |
|  | Asian                               |            |
|  | Pacific Islander                    |            |
|  | Two or More Races                   |            |
| Economically Disadvantaged Students      |                                     |            |
| Students with Disabilities               |                                     |            |
| English Language Learners                |                                     |            |

|                     |  |     |
|---------------------|--|-----|
| <b>Total Points</b> |  | 900 |
|---------------------|--|-----|