



Exploring the Impact of the Every Student Succeeds Act (ESSA)

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Session Agenda

- Learn about the classification and tiers of support for Florida's ESSA Plan
- Learn about ESSA's impact on Florida's districts and schools
- Discuss ways districts are addressing tiered support through ESSA
- Discuss how subgroup data can be used to close the achievement gap

ESSA Accountability Provisions

- Inclusion of English Language Learner (ELL) proficiency as a separate accountability indicator
- Additional focus on reporting of subgroup performance
- Additional federal school improvement designations and support
- Revamped public report cards of state, district and school data

ESSA State Plan Template Sections

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

Florida's ESSA State Plan

- Drafted with public input, including workgroup of superintendents
- Approved September 26, 2018
- Preserves the focus on increased student achievement
- No changes to Florida's state accountability systems
 - School Grades
 - Differentiated Accountability
- Adds a Federal calculation to satisfy ESSA requirements
 - New Federal Percent of Points Index (Federal Index)



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Accountability

New Federal Index

- Calculation includes all school grades components plus English Language Proficiency (ELP) progress
 - English Language Proficiency progress – the percent of ELLs who make progress on the state’s assessment of proficiency in the English language (i.e., learning gains on ACCESS for ELLs or Alternate ACCESS for ELLs)
- Calculated for all schools including ungraded, Exceptional Student Education centers, alternative schools, Department of Juvenile Justice facilities, and feeder schools
- Calculated overall and by subgroup

Federal Index Calculated for 10 Subgroups

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

Federal Index

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

State, District, and School Report Cards

- The interactive report card provides the federally required components for the state, district, and school
- It includes the information that is now accessed through SPARS in a more accessible format for parents and the general public
- Includes the following:
 - School grade and school grade components, as well as the Federal Index
 - Components disaggregated by subgroup
 - State, district, school level
 - English Language Proficiency Progress
 - State, district, school level
 - Whether the school was identified for support and classification

ESSA Report Card Website



<https://edudata.fldoe.org/>



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STRATEGIC PLAN ▼

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Florida's Education Information Portal



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State Report Card



District Report Cards



School Report Cards

Advanced Reports, Archived Reports, and Downloads

[Archived Report Cards](#) ▼

[Advanced Reports](#) ▼

[PK-12 Schools](#) ▼

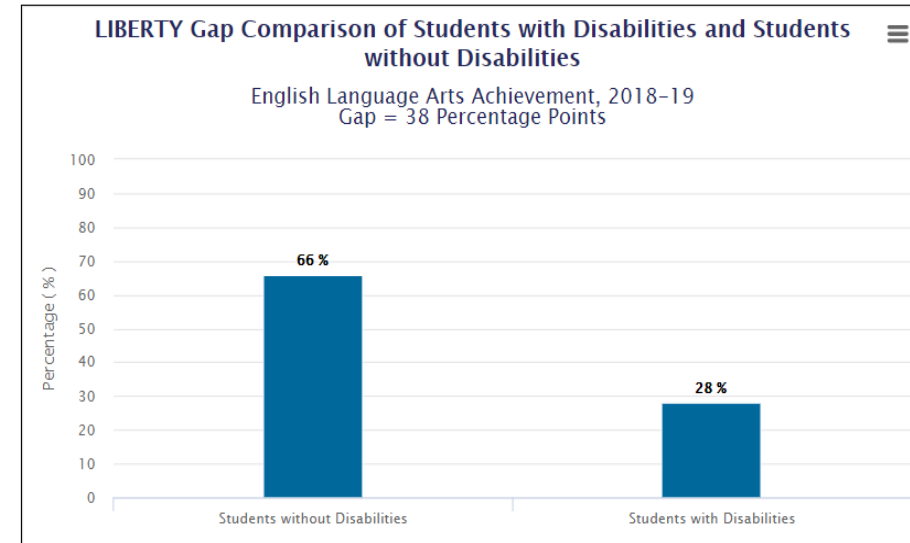
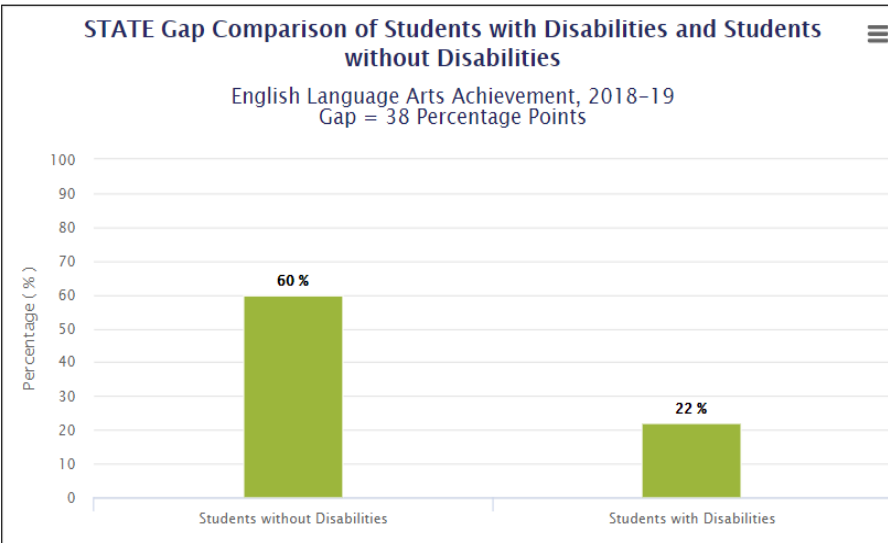
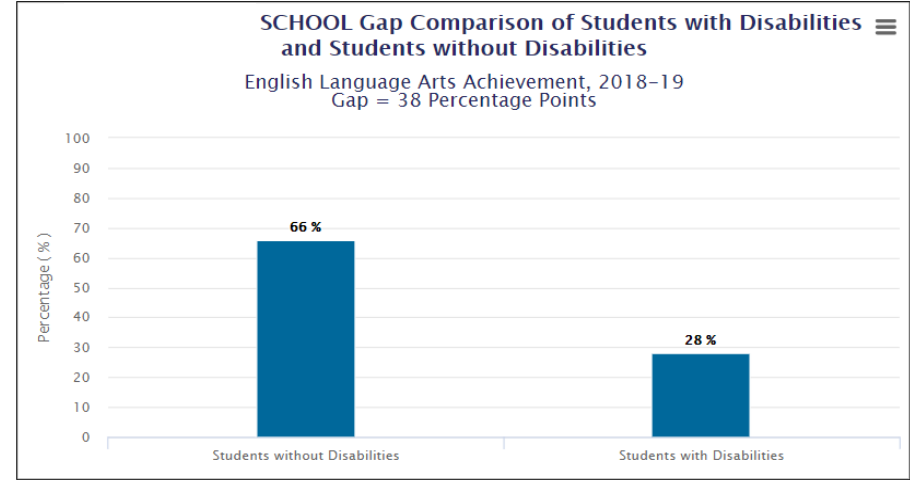
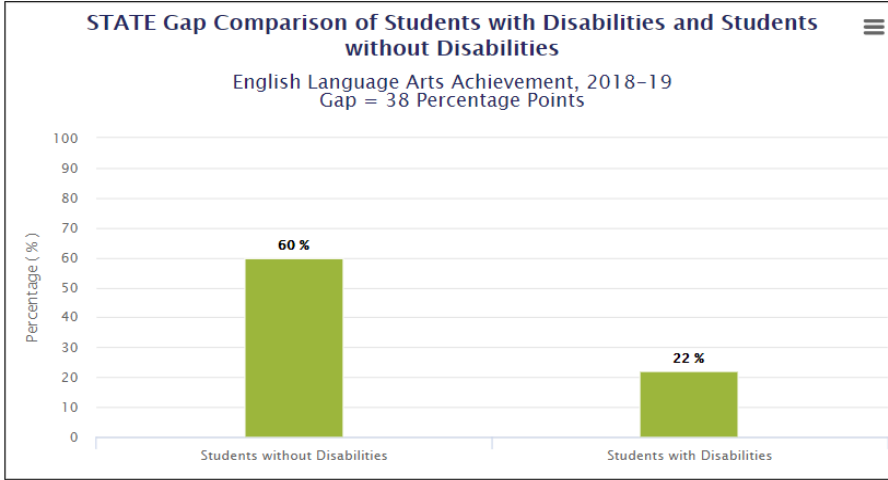
[PK-12 Students](#) ▼

[PK-12 Staff](#) ▼

[District Career & Adult Education](#) ▼

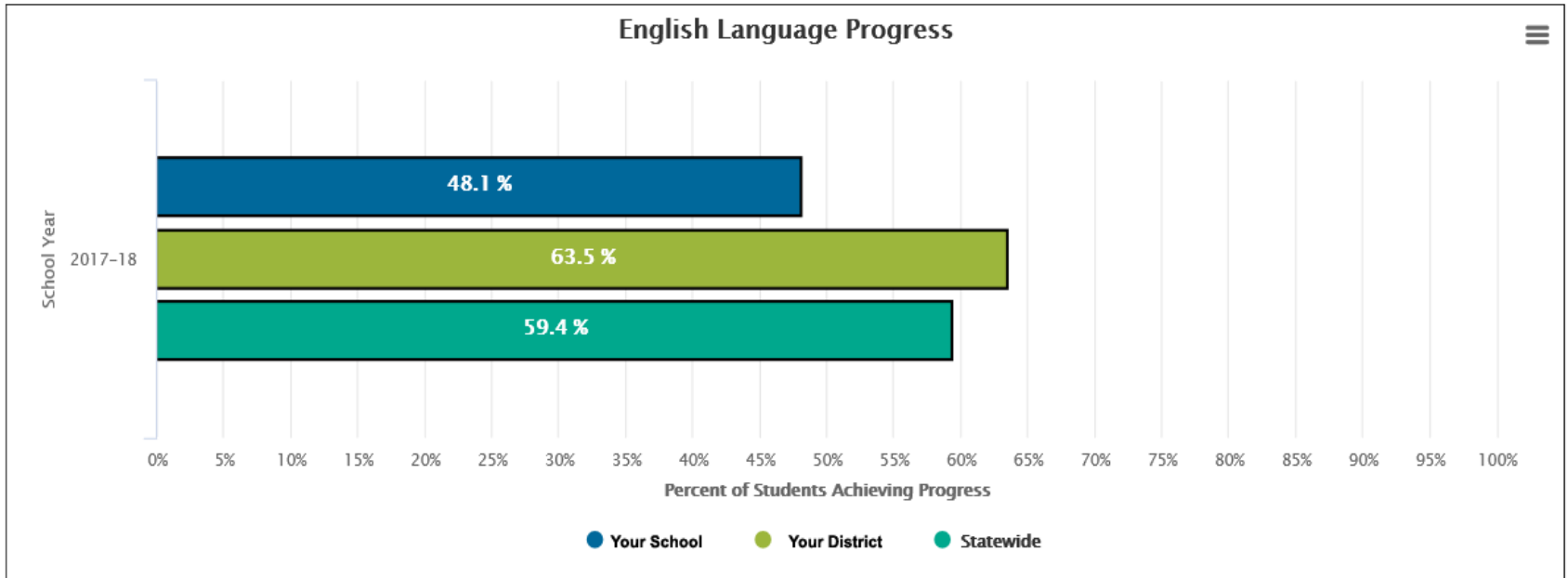
[Florida College System](#) ▼

[Florida Education & Training Placement Information \(FETPIP\)](#) ▼



English Language Learners – ELP Progress

Assessments - English Language Learners



Next Step: adding ability to compare multiple schools



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Assessment

Percent Tested

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



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ESSA School Identification

School Improvement Categories

Identified on Report Cards

Federal Comprehensive Support and Improvement (CS&I) for School Improvement Schools/State CS&I

| | |
|--|--|
| Current grade D | School Improvement Support from the state team |
| Current grade F | |
| Not “D” or “F” but graduation rate 67% or lower- 2 schools | |

Federal Comprehensive Support and Improvement (CS&I)

| | |
|---|----------------------------|
| Not “D” or “F” but overall Federal Index of 40% or lower | Tiered Support – 3 schools |
| A TS&I school with a subgroup Federal Index of 40% or lower for 6 years (starts in 2023-24 school year) | Tiered Support |

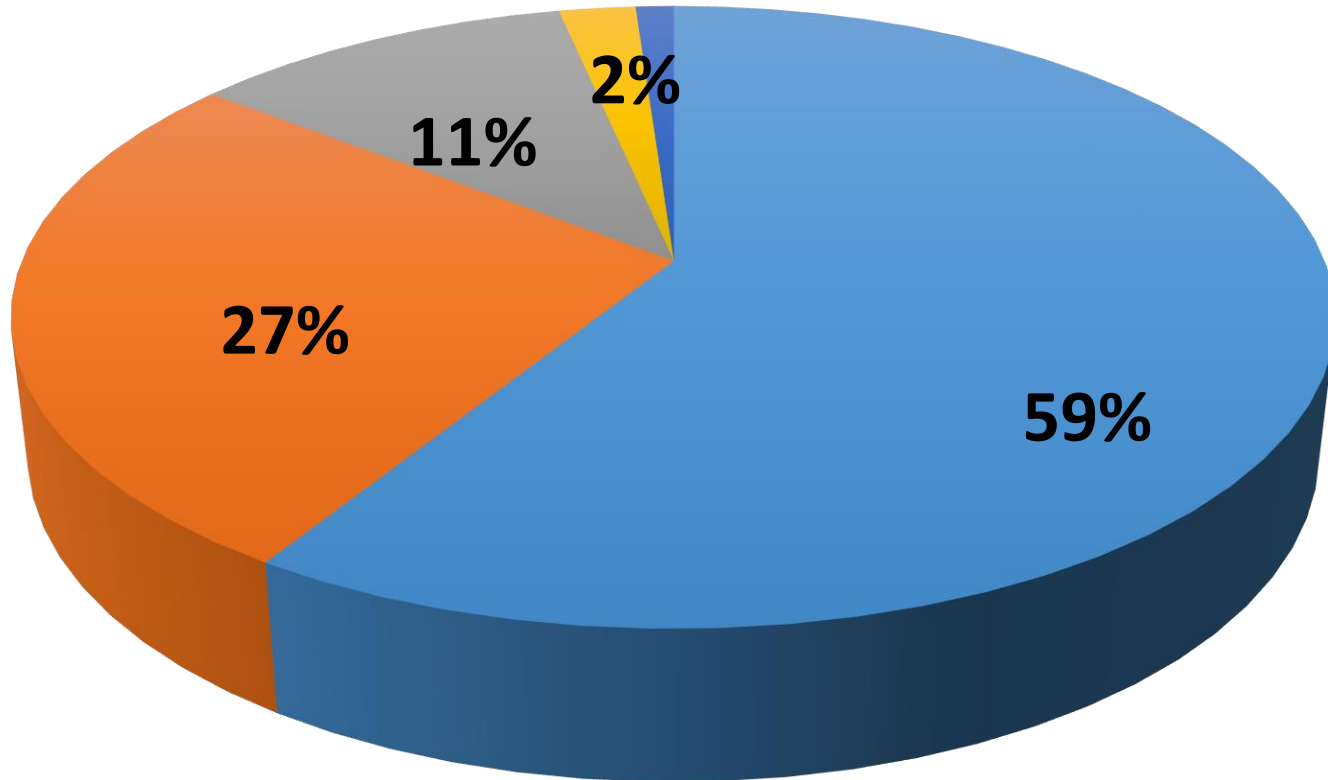
Federal Targeted Support and Improvement (TS&I)

| | |
|---|------------------------------|
| Any subgroup performance on Federal Index of 40% or lower in the current year *moves to CS&I after 6 years | Tiered Support- 1772 schools |
| Any subgroup performance on Federal Index of 31% or lower for 3 consecutive years (starts in the 2020-21 school year) | Tiered Support |

Summary of the 2018-19 ESSA Data

- A total of 1,772 higher-performing schools are identified for Targeted Support & Improvement (TS&I) to address pockets of performance problems with specific student subgroups
 - This stresses the need to be innovative in our high-performing schools to address the outcomes of all students, particularly students with special needs
 - Over half (59%) of the schools identified for TS&I have only one subgroup identified, and the vast majority (96%) have three or fewer subgroups identified

1,772 schools with ESSA identified subgroups



■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6

- (1) 1031 schools
- (2) 473 schools
- (3) 203 schools
- (4) 46 schools
- (5) 17 schools
- (6) 2 schools

Statewide View of 2018-19 ESSA Data – CS&I

- **475 CS&I schools**

- D or F schools with Federal Index below 41% **123**
- C schools with Federal Index below 41% **3**
- D schools with Federal Index above 40% **49**
- Graded schools with grad rate of 67% or lower **3**
- Ungraded schools with grad rate of 67% or lower **3**
- Feeder schools with Federal Index below 41% **1**
- Ungraded schools with Federal Index below 41% **293**

Of the 1,772 Schools Identified for TS&I - Which Subgroup Missed the Target of 41%

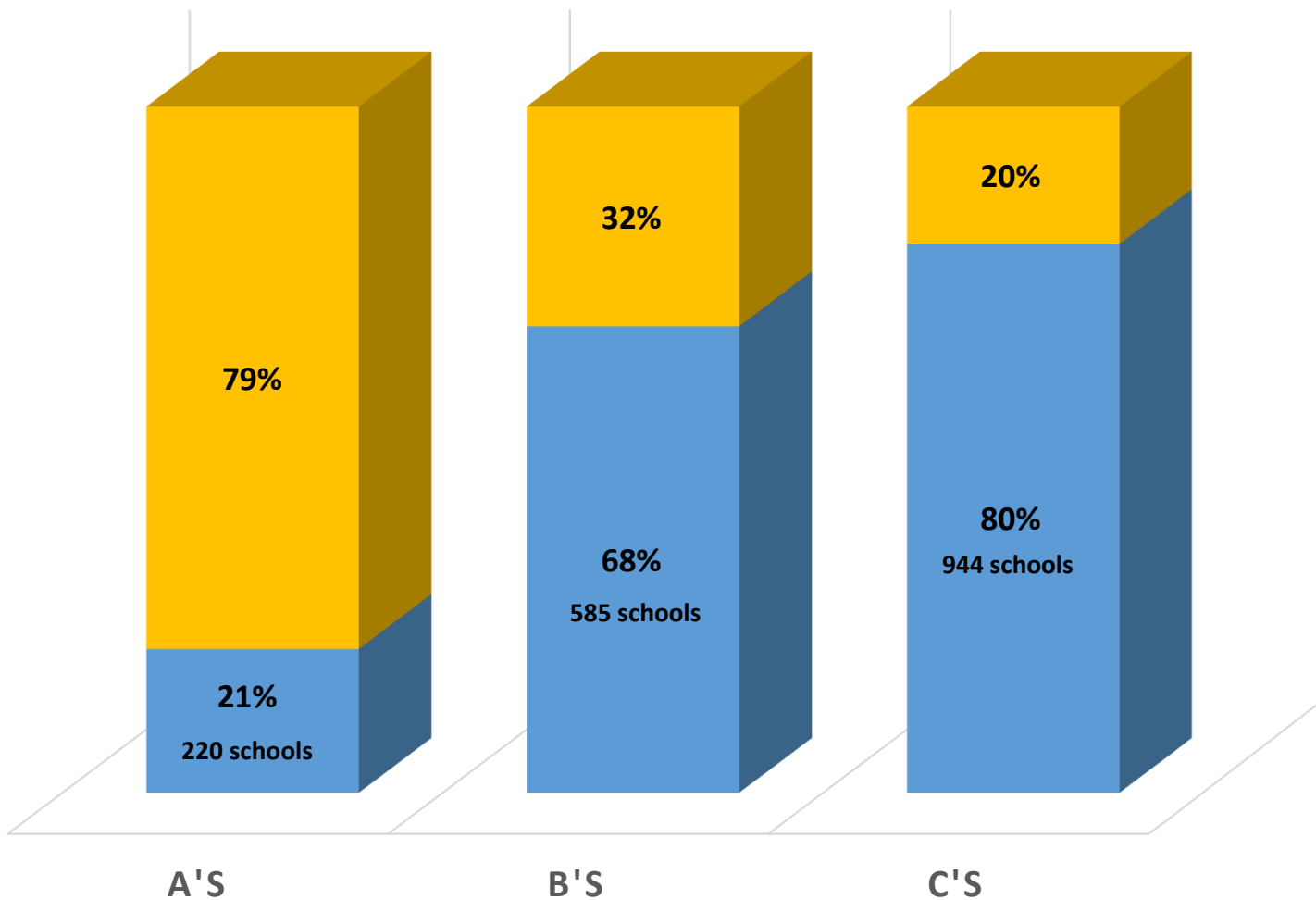
| Subgroup | # of Schools | % of Schools |
|----------------------------|--------------|--------------|
| White | 35 | 2% |
| Black/African American | 534 | 27% |
| Hispanic | 65 | 3% |
| Asian | 4 | 0% |
| Native American | 8 | 0% |
| Multiracial | 111 | 6% |
| Pacific Islander | 2 | 0% |
| Students with Disabilities | 1,621 | 83% |
| Economically Disadvantaged | 76 | 4% |
| English Language Learners | 411 | 21% |

TS&I Subgroup Comparison

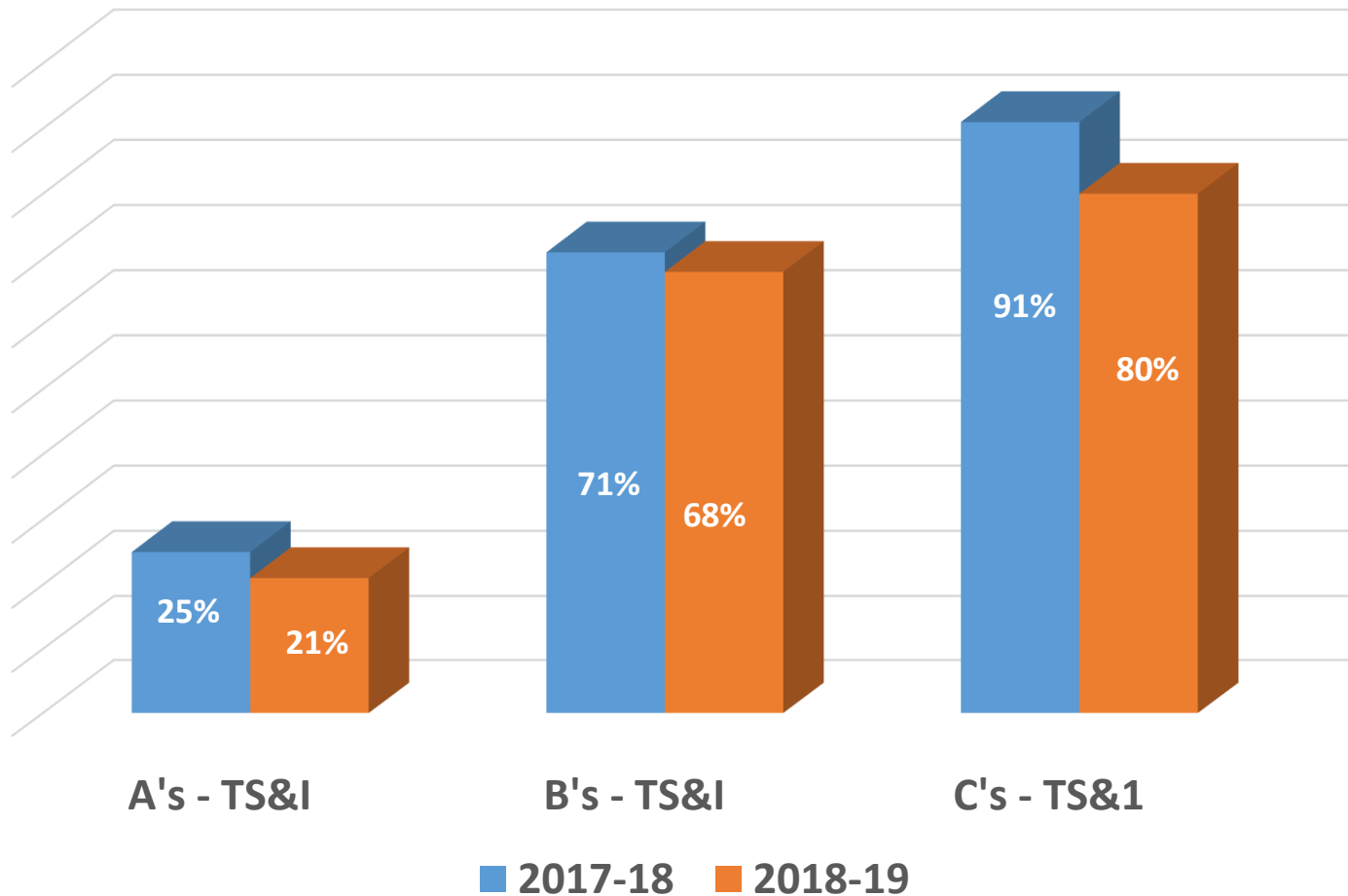
| Subgroup | 2017-18 ESSA Baseline | | 2018-19 ESSA | |
|----------------------------|-----------------------|--------------|--------------|--------------|
| | # of Schools | % of Schools | # of Schools | % of Schools |
| White | 33 | 2% | 35 | 2% |
| Black/African American | 639 | 33% | 534 (2) | 27% |
| Hispanic | 87 | 4% | 65 | 3% |
| Asian | 3 | 0% | 4 | 0% |
| Native American | 11 | 1% | 8 | 0% |
| Multiracial | 101 | 5% | 111 | 6% |
| Pacific Islander | 1 | 0% | 2 | 0% |
| Students with Disabilities | 1,789 | 92% | 1,621 (1) | 83% |
| Economically Disadvantaged | 79 | 4% | 76 | 4% |
| English Language Learners | 517 | 26% | 411 (3) | 21% |

Statewide View of 2018-19 ESSA Data – TS&I

■ TS&I- 1,772 schools ■ not classified



TS&I Statewide View – ESSA Baseline vs. 2018-19



ACADEMICS

Assessments

Career & Adult Education

College & Career Planning

Courses

English Language Learners

Exceptional Student Education

Graduation Requirements

Just Read, Florida!

Standards & Instructional
Support



Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. With a strong, proven accountability system, Florida is already ahead of most of the nation as it relates to the requirements laid out in ESSA. Student performance has consistently improved since Florida introduced rigorous accountability measures.

States were required to submit a state plan describing their approach to ESSA compliance. The department held a first round of public input summer 2016 via online survey, and outreach continued throughout the school year to educator associations and stakeholder groups. The commissioner also convened a superintendents' workgroup to provide input on major decision points. Then, a draft of the state plan was posted for public comment June 30-July 31, 2017. There were 450 respondents (1,295 comments) to the accompanying online survey. The comments were reviewed and further refinements were made. The state plan was submitted to the Governor for review, as required by ESSA. Florida received approval from the U.S. Department of Education on September 26, 2018.

[Florida's Approved ESSA State Plan](#) (PDF)

[Summary of the Assessment, Accountability, and School Improvement Provisions](#) (PDF)

[Approval Letter from the U.S. Department of Education](#) (PDF)

Schools Identified for Support under ESSA

- [2018-19 Federal Index and ESSA Support Categories, by School](#) (Excel): This report contains a tab with basic Federal Index data, a tab with detailed Federal Index data, and a data dictionary tab for understanding the data.
- [2018-19 Baseline Federal Index and ESSA Support Categories, by Subgroup](#) (Excel): This report contains a tab with detailed Federal Index data for each of the Subgroups.
- [2017-18 Baseline Federal Index and ESSA Support Categories, by School](#) (Excel): This report contains a tab with basic Federal Index data, a tab with detailed Federal Index data, and a data dictionary tab for understanding the data.
- [2017-18 Baseline Federal Index and ESSA Support Categories, by Subgroup](#) (Excel): This report contains a tab with detailed Federal Index data for each of the Subgroups.
- [ESSA Webinar January 24, 2019](#) (PDF)

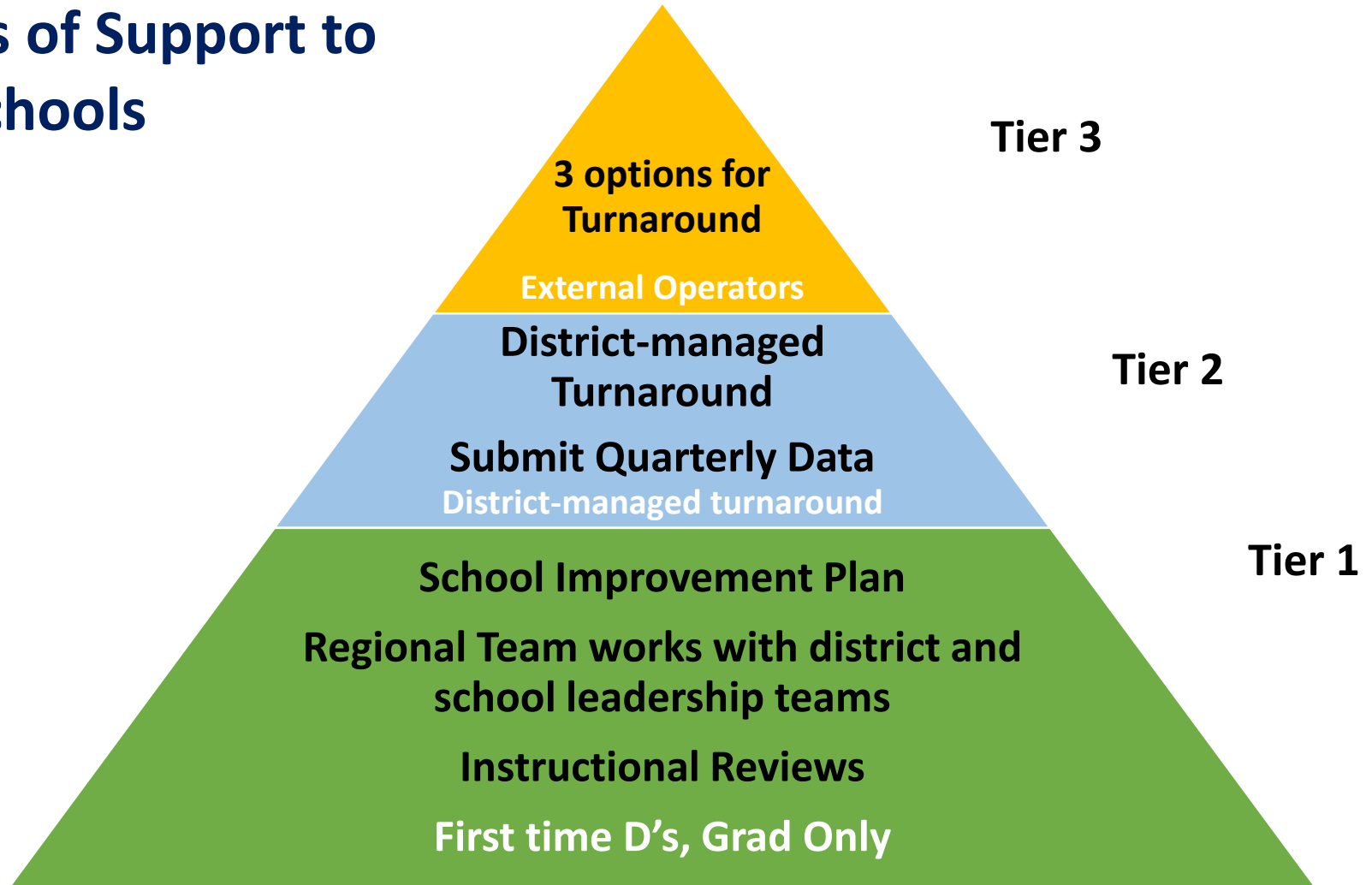
[Florida Report Cards](#)



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Support for School Improvement

Tiers of Support to SI Schools



** Tiering requirements escalate*

Federal CS&I (D, F, Grad Only)

School Improvement Plans (SIP) in Florida Statutes

- The district shall annually approve a SIP for each school which:
 - Has a school grade of “D” or “F”
 - Has a significant gap in achievement on state assessments by one or more subgroups
 - Has not significantly increased the percentage of students passing state assessments
 - Has not significantly increased the percentage of students demonstrating learning gains
 - Has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate

s. 1001.42(18)(a), F.S.


School Improvement Plans in ESSA For Non-Charterers

- SIP required for all CS&I and TS&I schools
- CS&I SIP approved by the school, district, and state
- TS&I SIP approved by the district
- Began in 2019-20 based on 2018-19 performance



Schoolwide Improvement Plan

Requirements for CS&I and TS&I Schools

| Classification | Criteria | Graded /Ungraded | SIP Requirements | SIP Deadlines and Support |
|----------------------------|--|---|--|--|
| NON-CHARTER SCHOOLS | | | | |
| CS&I | Earned a 2019 school grade of D or F <i>140 schools</i> | GRADED | Schoolwide Improvement Plan (SIP) must be completed in CIMS and be approved by the district and the state | August 30, 2019 SIP must be submitted at www.floridacims.org (CIMS) to Regional Executive Director (RED) for review |
| | Graduation rate of 67% or below and earned a 2019 school grade of A, B, or C <i>2 schools</i> | | | September 30, 2019 REDs complete the review of the SIPs in CIMS |
| | Overall Federal Index below 41% and earned a 2019 school grade of A, B, or C <i>3 schools</i> | | | October 15, 2019 Districts approve final versions of SIPs for publication in CIMS |
| | | | | Tiered Support will be provided by the Bureau of School Improvement (BSI) and regional field teams |
| CS&I | Overall Federal Index below 41% or graduation rate of 67% or below <i>214 schools</i> | UNGRADED (K-12, DJJ, Alternative, and ESE Centers) | SIP must be completed in CIMS | August 30, 2019 SIP must be submitted in CIMS Intensive Support will be provided by other bureaus within FLDOE |
| TS&I | 1 or more subgroups have a Federal Index below 41% and earned a 2019 school grade of A, B, or C | GRADED <i>1,539 schools</i> | SIP must be completed in CIMS and approved by the district (<i>state approval is not required</i>) | District determines SIP deadline |
| TS&I | 1 or more subgroups have a Federal Index below 41% | UNGRADED <i>10 schools</i> | Areas of Focus in SIP must address identified subgroup(s) | Universal Support will be provided by other bureaus within FLDOE |
| CHARTER SCHOOLS | | | | |
| CS&I | Earned a 2019 school grade of D or F | GRADED <i>30 schools</i> | A SIP is required pursuant to Section 1002.33(9)(n), F.S. CS&I Charter schools must submit SIP to bsi@fldoe.org by November 1, 2019 |  FLORIDA DEPARTMENT OF EDUCATION fldoe.org |
| TS&I | 1 or more subgroups have a Federal Index below 41% | GRADED <i>223 schools</i> | Completion of a Schoolwide Improvement Plan is <u>not</u> required. | |
| CS&I | Overall Federal Index below 41% or graduation rate of 67% or below | UNGRADED <i>80 schools</i> | | |
| TS&I | 1 or more subgroups have a Federal Index below 41% | UNGRADED <i>2 schools</i> | | |



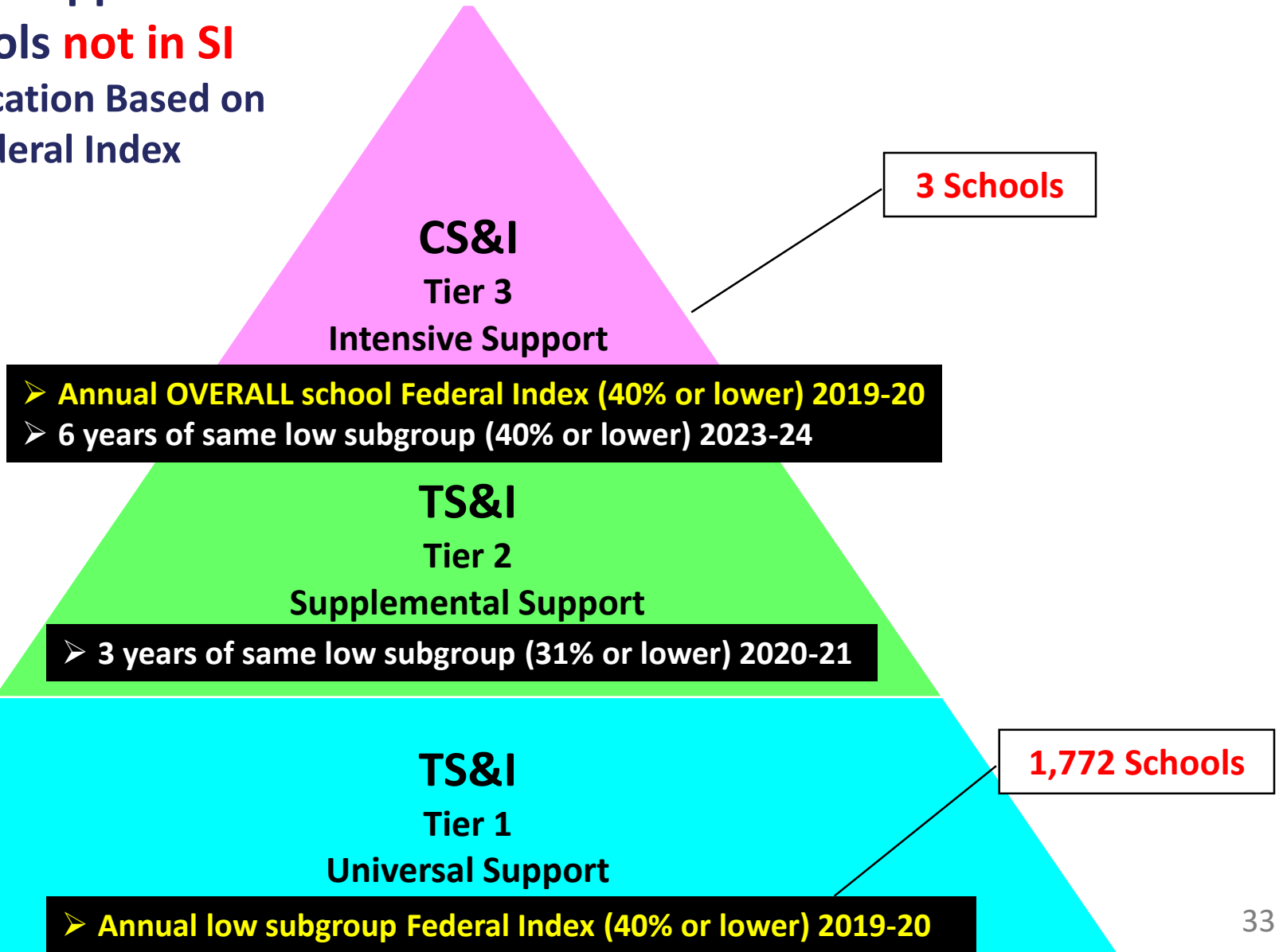
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Tiered Support for Schools Not in SI

Tiered Support for CS&I and TS&I

- State support is prioritized based on these factors:
 - Number of underperforming subgroups
 - Title I status
- Continuing to develop support plan for ungraded schools

Tiered Support for Schools **not in SI** Identification Based on Federal Index



Universal Supports (Tier 1, TS&I)

General, statewide support designed to inform, assist and improve student achievement, including:

- Technical assistance and conference calls
- Professional Development
- Size-alike or issue-alike problem-solving groups
- Best Practices for Inclusive Education (BPIE)
- District ELL plan
- K-12 Reading Plan

NEW in 2019-20: Districts responsible for approving the Schoolwide Improvement Plans (SIPs) identifying the subgroup(s) and outline specific goals and interventions.

Supplemental Supports (Tier 2, TS&I)

More focused and frequent support in addition to and aligned with universal supports that are specialized to identified subgroup(s) including:

- Grade-level and content-level specific
- Assistance from FDOE staff and partners

NEW in 2020-21: Schools will only qualify for Tier 2 after three years of the same subgroup's underperformance in Tier 1. **Districts** responsible for approving the SIP identifying the specific sub-group(s) and outline specific goals and interventions.

Intensive Supports (Tier 3, CS&I)

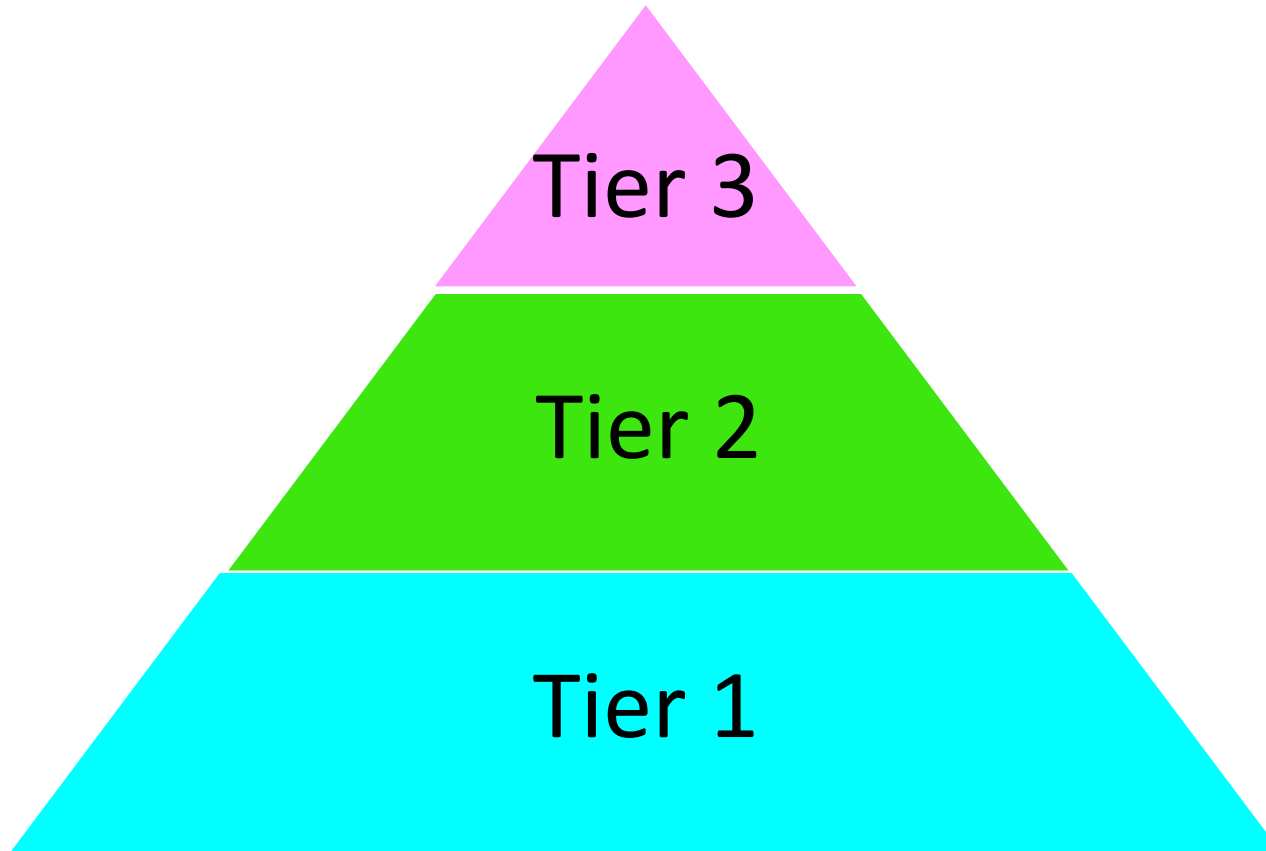
Most focused, and frequent support in addition to and aligned with universal and supplemental supports, including:

- Monitoring of progress of SIPs to ensure use of resources and best (evidence-based) practices
- Review prioritization of support and disbursement of federal funds at the district level

NEW in 2019-20: Districts and the Department approve the SIP identifying the sub-group(s) and or school achievement gap and outline specific goals and interventions.

Activity:

At your table share how your district defines and differentiates support for your schools





Tiering of Support for Students with Disabilities

Universal Supports (Tier 1)

- BEESS website, Student Support Services, and MTSS websites
- Special Programs and Procedures (SP&P) structure
- Technical assistance papers
- Publications/professional development (PD)
- Web-available resources via discretionary projects
- ESE compliance manual
- Various BEESS-hosted presentations (AMM, Council of Administrators of Special Education [CASE], etc.)
- Discretionary project-provided statewide professional development
- Discretionary project administration (liaisons, project tracking system [PTS], calls/meetings)
- PD portal
- Statewide individual education plan (IEP) system
- Local education agency (LEA) profiles; databook
- Family and community engagement efforts (brochures, videos, Family Café)
- Level one self-assessments
- General supervision website
- BEESS engagement and contribution to Department-wide efforts

Supplemental Supports (Tier 2)

- Targeted assistance in specific indicators from BEESS Indicator Teams
- Size-alike and/or issue-alike problem solving groups facilitated at AMM
- Directors' conference calls
- Targeted attention and assistance from projects (by district/school request)
- Daily, quick-response correspondence (families, district, school, organizations)
- Level two self-assessment
- General supervision website for voluntary district use
- Various BEESS presentations in response to a reported need (ISRD, WWE, etc.)
- Informal conflict resolution between educators and families
- Program area staff specialization and regular district contact call

Intensive Supports (Tier 3)

- **More** individualized, targeted assistance (e.g., specific indicator support from BEES Indicator Teams)
- **More** individualized, targeted attention and assistance from projects (by district/school request)
- General supervision website for target districts
- Level three on-site monitoring visits and corrective actions
- Formal mediation between educators and families
- State complaint procedures, including corrective actions



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SALA : English Language Learners

SALA Contacts Available to Program Technical Assistance Districts and Schools

- Chane Eplin, Bureau Chief Chane.Eplin@fldoe.org
- Ginger Alberto, Program Director Ginger.Alberto@fldoe.org
- Mark Drennan, Program Specialist Mark.Drennan@fldoe.org

English Language Learners (ELLs)

- Florida Standards Assessment in English Language Arts for First-year ELLs:
 - Test all in 1st year (90% of ELLs did this in 2017-18)
 - Learning gains counted in 2nd year
 - Achievement counted in 3rd year
 - Memo sent October 19, 2018
- Increased the federal accountability reporting period for former ELLs from two years to four years
- Included long-term goals for ELLs on the ACCESS for ELLs English Language Proficiency assessment

Resources for ACCESS for ELLs

- [ACCESS for ELLs Assessment Information](#)
- [WIDA Florida Page](#)
- [ACCESS for ELL 2019 Data Overview](#)

Resources for ELL Professional Learning

- [CPALMS](#)
- [SALA ESOL e-Learning](#)
- [WIDA Teaching with Standards](#)
- [WIDA Professional Learning](#)

English Language Development (ELD) Standards

ELD standards are designed to ensure that ELLs can communicate information, ideas and concepts necessary for academic success in the subject areas of:

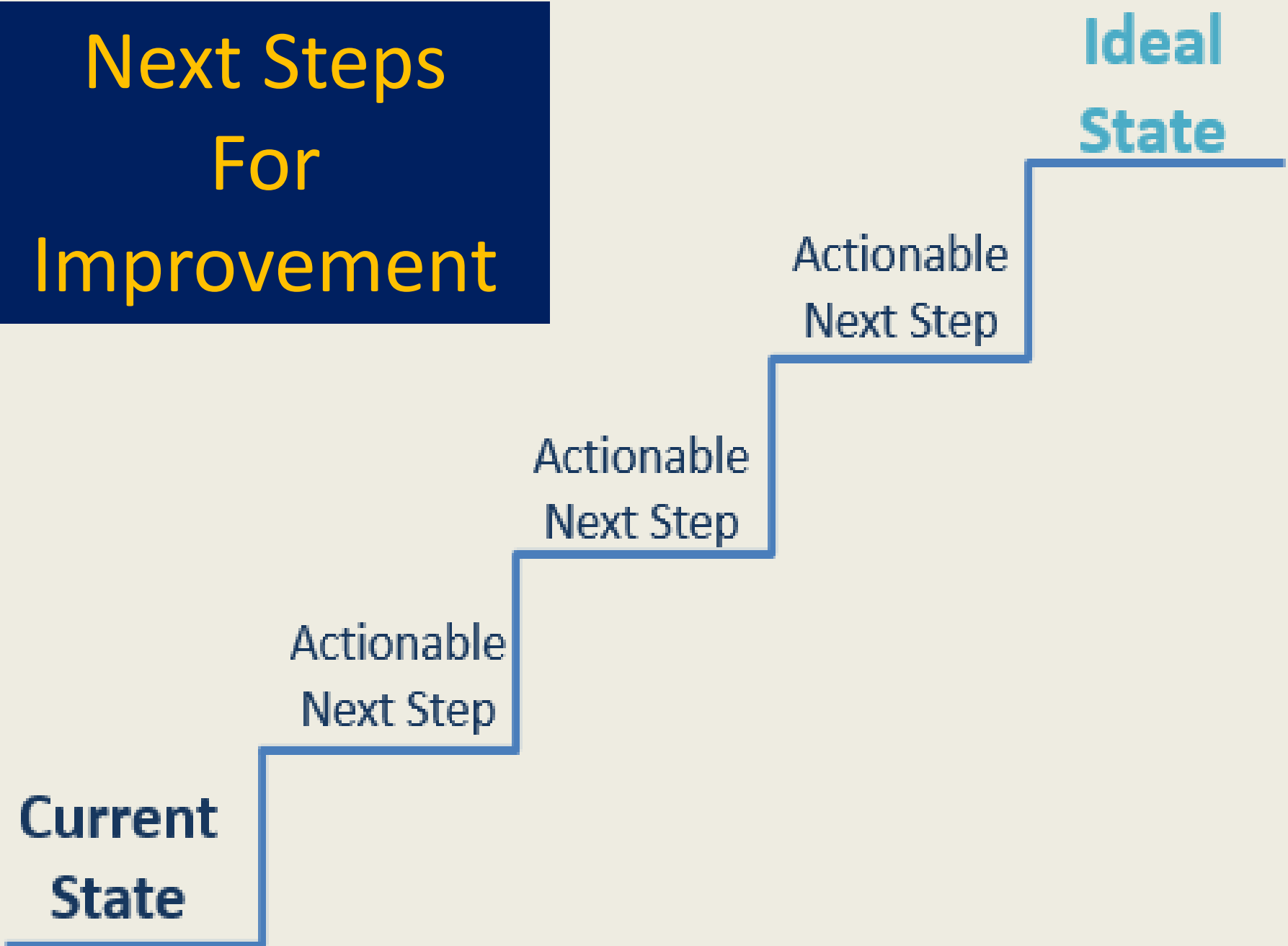
- the language of Language Arts (ELD.K12.ELL.LA.1)
- the language of Mathematics (ELD.K12.ELL.MA.1)
- the language of Science (ELD.K12.ELL.SC.1)
- the language of Social Studies ((ELD.K12.ELL.SS.1)
- the language of Social and Instructional Purposes (ELD.K12.ELL.SI.1)



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Action Planning: Subgroup Data

Next Steps For Improvement



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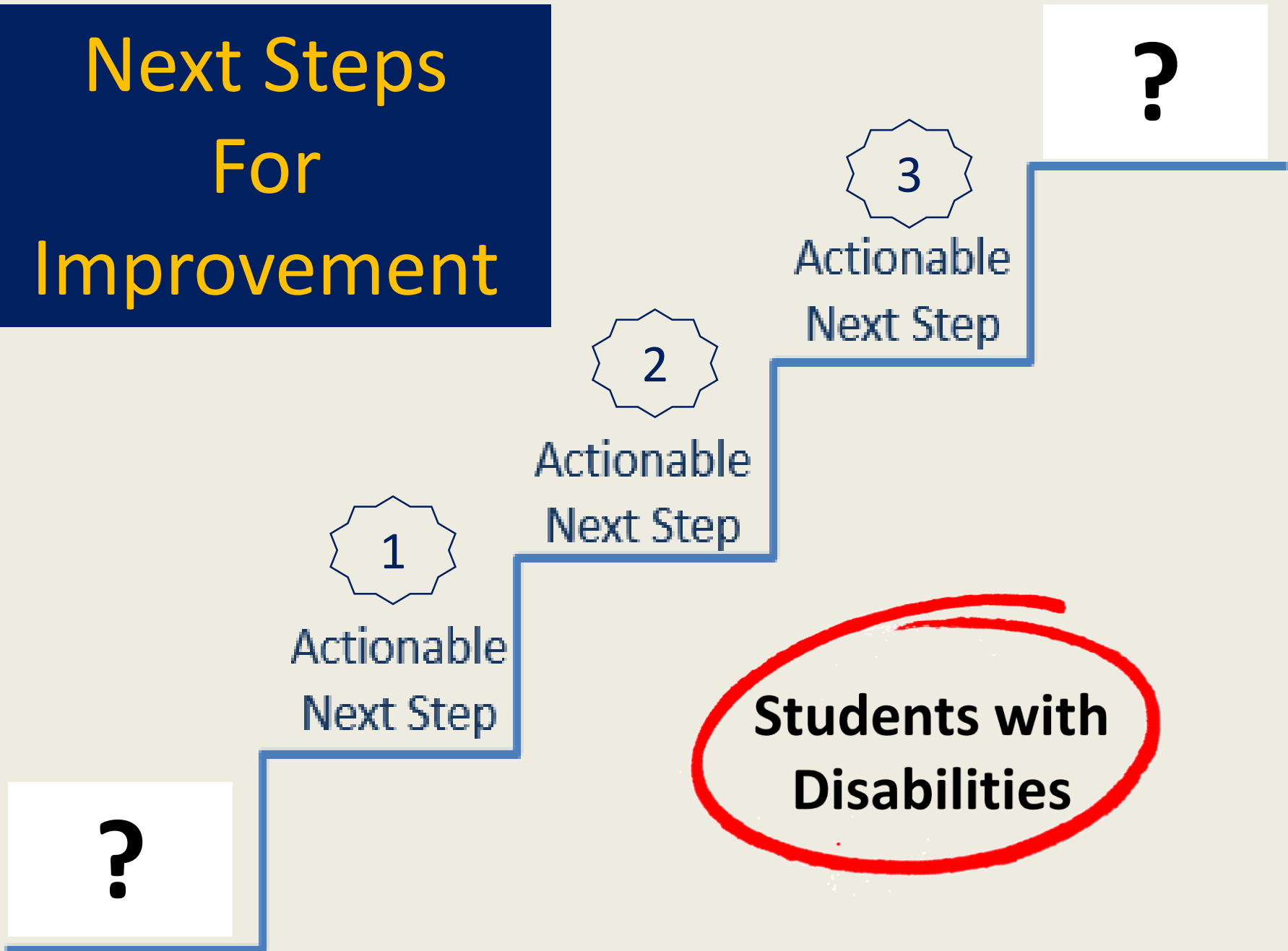
Actionable
Next Step

Actionable
Next Step

Actionable
Next Step

**Current
State**

Next Steps For Improvement







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