Florida Department of Education

Every Student Succeeds Act (ESSA) State Plan

Submitted to United States Department of Education

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FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Cover Page

Contact Information and Signatures	
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By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. 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. 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.	
Authorized SEA Representative (Printed Name) Manny Diaz, Jr.	Telephone: 850-245-9663
Signature of Authorized SEA Representative	Date: August 2, 2023

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.

Introduction

Florida's state plan should be viewed favorably because of the state's proven track record of innovation, accountability, and continuous educational improvement. Florida has positioned itself as a national leader in 21st century education so that each student will have the opportunity to be college or career ready, equipped for a lifetime of learning, and prepared for the jobs of the future. Florida's state plan advances the underlying purpose of the Elementary and Secondary Education Act (ESEA) and its amendments to:

- Hold all students to high academic standards;
- Prepare all students for success in college and career;
- Guarantee that steps are taken to help students and their schools improve; and
- Hold schools accountable for student outcomes.

In support of these goals, Florida's state plan establishes ambitious, rigorous academic standards for all students; measures mastery of those standards and publicly reports results; informs parental educational decisions through a simple, easily understood metric for each school based on student performance; and identifies, supports, and, if necessary, closes underperforming schools.

As a result of the commitment to excellence of everyone involved in the educational process, from the Governor down to school administrators and teachers, Florida has rapidly improved its national rankings. This was borne out by the most recent National Assessment of Educational Progress (NAEP) results where Florida was the only state to increase its scores significantly on 3 of the 4 assessments (Grade 4 Math, Grade 8 Reading and Math). By many measures, the state's student performance is within the top 10 states nationally and, by some metrics, often ranks first or second. Perhaps the greatest source of pride is the greatly improved success of some of the state's most disadvantaged students. For example, 2015 assessments showed that Florida's low-income fourth-grade students were the highest-performing low-income students in the nation, and, in 2013 Florida was the only state to reduce the gap between white and African-American students in both fourth and eighth grades in Reading and Mathematics. Furthermore, in the recently released 2017 NAEP results, in Grade 4 Math, Florida's Hispanic, black, students with disabilities, and students eligible for free or reduced priced lunch outscored all other states and ranked number one based on their average scale score. In addition, all of Florida's student subgroups outperformed their national peers in Grade 4 Reading, and many of them significantly outperformed their national peers.

Florida also has made substantial progress supporting struggling schools. As a result, 71 percent of the low-performing schools for which turnaround plans were presented before the State Board of Education in July 2016 improved to a "C" or greater the following year. Furthermore, without any change to the grading system, the number of "F" schools decreased by more than half (61 percent) during this same period, dropping from 111 schools in 2015-2016 to only 43 of more than 3,200 schools in 2016-2017.

While supporting the most challenged students, Florida has not neglected the needs of its highest-performing students. Florida again ranked first among the 50 states for participation on Advanced Placement (AP) examinations and fourth in the nation in performance on AP examinations.

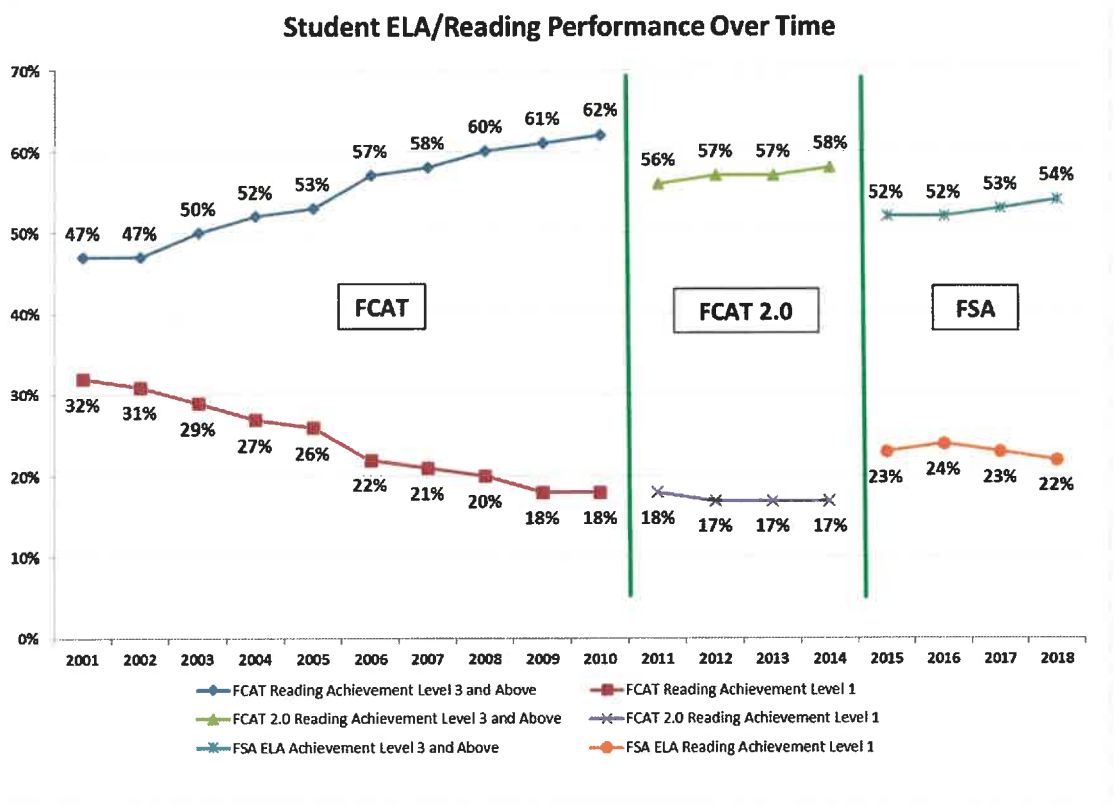
In sum, Florida's education system has continued to improve by nearly every metric at every level for all students. Florida's state plan will not only consolidate previous gains, but should allow the state to continue to innovate, identify evidence-based instructional strategies for its students, and implement those strategies with appropriate regulation at the federal level.

Florida students have made tremendous improvement in Reading/English language arts (ELA) on statewide assessments. During the administration of the Florida Comprehensive Assessment Test (FCAT)

administration (1999 to 2010), performance followed a consistent upward trajectory. In 2001, the first year FCAT was administered in all grades between 3-10, less than half (47%) of all assessed students were reading at or above grade level. By 2010, the final year the FCAT was administered, nearly two-thirds (62%) were reading at or above grade level, an increase of 15 percentage points. Following the adoption of more rigorous academic standards, more rigorous assessments (FCAT 2.0), and more rigorous student expectations (new performance level cut scores), a new trend line was begun in 2011. Although student performance on the more rigorous standards and assessments was lower than it was in the final year of the former assessment (FCAT), it improved over the four years of administration. In 2014, 58 percent of students across grades 3-10 scored at or above grade level in Reading on FCAT 2.0, a two percentage point improvement over 2011. Even though more rigorous standards and assessments were put into place with FCAT 2.0 in 2011, the percent of students in grades 3-10 scoring at or above grade level on the FCAT 2.0 Reading assessment was still 11 percentage points higher than in 2001 under the previous assessment.

In 2015, Florida again transitioned to even more rigorous college and career ready academic standards, an even more rigorous assessment (the Florida Standards Assessments, or FSA), and even more increased student expectations. Once again, after this raising of the bar, Florida has witnessed improved student performance. In the fourth year of the administration of FSA (2018), 54 percent of students in grades 3-10 scored at or above grade level on the FSA-ELA assessment, a two percentage point improvement over the baseline year of 2015, still seven points higher than in 2001 under the previous assessment.

On February 12, 2020, the Florida State Board of Education approved an amendment to Rule 6A-1.09401, Florida Administrative Code, *Student Performance Standards*, adopting new student academic standards for K-12 English Language Arts and Mathematics. These new standards are called the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and were developed by Florida teachers for Florida teachers throughout an extensive public review process. As the past has demonstrated, Florida's students continue to improve their performance on statewide assessments, and, when the state raises its rigor and expectations, Florida's students rise to meet the challenge.


Student ELA/Reading Performance Over Time
70%
60%
50%
40%
30%
20%
10%
0%
47% 47% 50% 52% 53% 57% 58% 60% 61% 62%
56% 57% 57% 58%
52% 52% 53% 54%
FCAT
FCAT 2.0
FSA
32% 31% 29% 27% 26% 22% 21% 20% 18% 18%
18% 17% 17% 17%
23% 24% 23% 22%
2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018
FCAT Reading Achievement Level 3 and Above
FCAT Reading Achievement Level 1
FCAT 2.0 Reading Achievement Level 3 and Above
FCAT 2.0 Reading Achievement Level 1
FSA ELA Achievement Level 3 and Above
FSA ELA Reading Achievement Level 1

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.)*[1]

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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

[1] 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.

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.

Each Florida eighth grade student is afforded the opportunity to prepare for and take advanced, i.e., high school level, mathematics courses. First, in accordance with Florida Statutes, all middle schools must offer at least one high school level mathematics course. Section (s.) 1003.4156, Florida Statutes (F.S.), *General requirements for middle grades promotion*, requires a student to successfully complete, "Three middle grades or higher courses 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." Second, middle grades course 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. These course offerings prepare students for high school level mathematics instruction, regardless of whether that instruction is ultimately delivered in middle or in high school.

Third, 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 administers two EOC mathematics assessments in high school for federal accountability, Algebra 1 and Geometry. Moreover, by including the end-of-course (EOC) assessment results of middle school students taking high school mathematics courses (Algebra 1 and Geometry) in the school grades system, Florida's accountability system motivates school districts to encourage capable students to accelerate their education by taking high school classes before entering high school. This allows students to be exposed to higher-level academic content earlier and allows them to take more high-level courses once they reach high school. Thanks to this system, Florida has the highest percentage of any state in the nation of graduates who took an AP exam during high school.

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.

Neither federal nor Florida law defines languages other than English that are present to a significant extent in the participating student population. Furthermore, Florida's constitution does not provide for the delivery of governmental services in languages other than English. In fact, the Florida Constitution (Article II, Section 9) specifies English as the official state language. Spanish is the most prevalent language other than English spoken by students. The percent of ELA test takers that are Spanish-speaking English Language Learners (ELLs) is 6.8%. There are an additional 240 languages that make up the rest of the languages spoken by Florida's ELLs and they account for 2.1% of the ELA student test takers. For the purposes of this state plan, Florida is defining languages spoken by more than 5% of the student population as present to a significant extent. Spanish is the language other than English that is present to a significant extent in the participating student population.

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.

As noted above, there are no assessments needed in languages other than English. Additionally, a large proportion of Florida's ELLs enter the public school system in kindergarten. Because of this, although these children may be proficient based on their age in the spoken native language, they would not have had previous reading or writing instruction in their native language. For this reason, providing a written assessment in the native language would impede, rather than support, the students' ability to demonstrate their knowledge. ESEA section 1111 contemplates assessing ELLs in a valid and reliable manner and in a form most likely to yield accurate data on what such students know and can do in academic content areas. Because the content is taught in English, the most – indeed, the only – valid and reliable assessment of the students' proficiency of the content must also be conducted in English. Moreover, Florida's goal is to transition ELLs to full English proficiency in as few years as possible. This goal is important because research reveals that ELLs who matriculate out of English for Speakers of Other Languages (ESOL) programs in fewer years have better outcomes than other ELLs.

In sum, Florida, which has one of the largest populations of ELLs, has found that it can best serve its population of non-native English language students through a comprehensive program of teaching, assessing, and, where necessary, providing additional assistance to such students in an English-language environment. Evidence of the efficacy of Florida's system is found in the results of ELA assessments. Florida's former ELLs score on the ELA assessment at the same levels as students who were never ELLs.

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 does not need such assessments because they would not be valid and reliable and use of such assessments, based upon practice and experience, would slow the transition of ELLs to English language proficiency.

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, Asian, 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 previously mentioned subgroups through its Know Your Data Advanced Reporting tool at https://edudata.fl.org/AdvancedReports.html. This tool allows users 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.

In addition to the subgroups required by ESSA, Florida includes an additional subgroup in the state's school and district accountability system. The lowest-performing 25% of students in ELA and Mathematics learning gains is the additional subgroup. Including this subgroup encourages schools and districts to focus on providing support to the lowest-performing students regardless of other subgroup membership.

Florida's current accountability system is designed to hold schools accountable for student outcomes, incentivize increased performance for all students, and prepare all students for success in college and career, with specific additional focus on the lowest-performing 25% of students. Florida's school accountability system serves as a strong tool to increase student achievement and has resulted in increased performance for historically underperforming subgroups, including the narrowing of achievement gaps. Florida's system focuses attention on the students who need the most support, regardless of the subgroup to which they belong. Florida's lowest-performing 25% of students contains an over-representation of the subgroups that are historically low-performing (see table below).

2016-17 Subgroup Representation in Overall Student Population vs. Lowest-Performing 25%

	Mathematics		Reading	
Subgroup	**Percent of Lowest-Performing 25%**	**Percent of the Rest of the Students**	**Percent of Lowest-Performing 25%**	**Percent of the Rest of the Students**
All Students	100%	100%	100%	100%
Asian	1%	3%	2%	3%
African-American	27%	19%	27%	19%
Hispanic	36%	32%	36%	32%
American Indian	≤ 1%	≤ 1%	≤ 1%	≤ 1%
White	32%	42%	32%	42%
Students with Disabilities	25%	7%	28%	6%

English Language Learners	19%	9%	22%	7%
Economically Disadvantaged	70%	56%	71%	56%

Using the lowest-performing 25% solves one of the main difficulties of using the performance of individual subgroups in accountability systems. 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 make a difference to their accountability rating instead of on all students that are performing at low levels. By bringing all subgroups together into the lowest-performing 25%, Florida schools and LEAs focus on the students in each of these subgroups most in need of assistance. In addition, using the lowest-performing 25% avoids the double and triple counting of students that fall into multiple subgroups.

Number of Schools with Subgroups that do not meet Cell Size Requirements for the ELA Assessment

	Number of Schools with a Subgroup									
	White	Hispanic	Black	Two or more Races	Asian	American Indian	Pacific Islander	ELL	SWD	Econ. Dis.
ELA by School	546	411	499	1,303	1,588	1,686	1,386	916	368	175

The focus on the lowest-performing 25% is, at its foundation, a way of addressing the concern that students from certain subgroups are more likely than others to be lower performers, and that instructional efforts should always be appropriately directed toward students in most need of assistance and improvement. Florida's focus on the lowest-performing 25% supports this aim by providing a real incentive in the school grades formula for aligning instructional resources to focus on low performers, and, in so doing, rewards schools and LEAs that are successful in reducing achievement gaps.

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 school and district grades without regard to any subgroup membership or former membership; however, in the subgroup reporting portion of Florida's accountability system, Florida intends to include students who have exited the ESOL program in the past four years in the ELL 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 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 at 10 for the school grades 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. 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 (low cell sizes tend to have greater fluctuations) and call into question both the external validity and the statistical conclusion validity described in the Institute of Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information." Because the entire population is being reported on, and no statistical inferences are being made, larger cell sizes would unnecessarily reduce the number of schools that could be included in the accountability system without expanding generalizability because the percentages reported reflect the actual information about the population of schools 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 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 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 Florida Department of Education (FDOE) held three public workshops on the draft language before consideration by the State Board of Education. Those meetings were attended by education stakeholders (including teachers, principals, other school leaders, parents, and other stakeholders) who 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.[2]

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 FDOE Data Suppression Policy dated February 10, 2017. 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 the Family Educational Rights and Privacy Act of 1974 (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.

Florida's long-term goals for its ESSA state plan are already incorporated into the State Board of Education's strategic plan goals. Florida is using these strategic plan goals for the purposes of the ESSA state plan so that all of FDOE's focus and strategies to achieve its goals are aligned. Florida's strategic plan had a baseline year of 2014-2015, with a target year of 2019-2020. In 2019-2020, Florida updated the strategic plan adopted by the State Board of Education for the next five-year period, beginning with a baseline year in 2019-2020 and reaching out to 2024-2025. The strategic plan forms the basis of the long-term goals for Florida's state plan. Extrapolating Florida's current goals for another five years will result in a 10-year goal of a 12 percentage point increase in both ELA and Mathematics achievement by 2024-2025.

The long-term goals for academic achievement in ELA 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 ELA 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

[2] Consistent with ESEA section1111(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 Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

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.

When Florida analyzes its performance in closing the achievement gaps, it will not consider a gap to be closing if the top group stays the same or regresses. All subgroups must progress beyond the baseline and the lower-performing subgroups must progress at a faster rate to close the gap.

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.**
   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. Through its gap analysis, FDOE will continue to evaluate the existing achievement gaps and progress toward narrowing those gaps. Florida's EDStats tool provides a robust data reporting portal that FDOE will use to provide information to parents and the public about the performance of subgroups in the school grades system and for many other performance metrics (https://edstats.fldoe.org).

FDOE staff will use these reporting tools to identify districts that need more support through a 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 will 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 to reduce the achievement gaps in defined subgroups. Assistance is provided in the content areas of science, technology, mathematics, social studies, ELA and reading, fine arts, gifted education, health, and physical education. Assistance is also provided in topics of exceptional education, ELLs, 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 2016-2017 year, the daily range of CPALMS users was 55,000-70,000. Student Tutorial traffic would add between 5,000-10,000 users per day. In other words, up to 80,000 visitors each 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 another bureau that has expertise with supporting ELLs. 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 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 used 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, both designed 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 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 FDOE's federal reports online at http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm and in its accountability data tool EDStats located at https://edstats.fldoe.org.

When Florida analyzes its performance in closing the achievement gaps, it will not consider a gap to be closing if the top group stays the same or regresses. All subgroups must progress beyond the baseline and the lower-performing subgroups must progress at a faster rate to close the gap.

In 2019-2020, Florida will update the strategic plan adopted by the State Board of Education for the next five-year period beginning with a baseline year in 2019-2020 and reaching out to 2024-2025. The strategic plan forms the basis of the long-term goals for Florida's state plan. Extrapolating Florida's goal out another five years would result in a goal of a 14.2 percentage point increase in the graduation rate by 2014-2025.

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 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 ultimate goal is to transition ELLs to full English proficiency in as few years as possible. This is supported by research showing that ELLs who matriculate out of ESOL programs in fewer years have better outcomes than other ELLs.

Florida's long-term goal for English language proficiency is to increase the percentage of ELLs who make progress in achieving English language proficiency. For 2016-2017, 60% of ELLs made progress toward achieving English language proficiency as measured by this metric. Florida's goal is to increase these percentages by six percentage points by 2019-2020. This would require a two-percentage-point increase each year for the next three years; however, because the ACCESS for ELLs 2.0 is new to Florida and there are only two years of data from this assessment, Florida may need to amend this goal as more data becomes available from this assessment. Based on Florida's history with the CELLA assessment, an increase of two percentage points each year for three years is a very ambitious goal. Baseline data for this goal is contained in Appendix A.

Progress in Achieving English Language Proficiency is calculated as the percentage of ELLs who increase their composite proficiency level on the Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0 assessment to the next highest whole number. Students who remain at a composite score of 4, 5 or 6 are also counted as making progress. Students included in the calculation will be K-12th grade ELLs enrolled in the ESOL program who have a valid score on the Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0 in both the prior and current year and who are full-year enrolled in the current year. Students counted as making progress include ELLs in the denominator who increase their score to the next highest whole number or who continue to earn a score of 4 or higher. Progress in Achieving English Language Proficiency for ELLs with the most significant cognitive disabilities is calculated as the percentage of ELLs who move up one scoring category on the Alternate ACCESS for ELLs or who remain at Proficiency Level P1 ("Entering") or above.

In 2019-2020, Florida will update the strategic plan adopted by the State Board of Education for the next five-year period, beginning with a baseline year in 2019-2020 and reaching out to 2024-2025. Florida will evaluate its progress against the goals of the state plan and extend the goals for an additional five years. Florida's goal is to increase the percent of ELLs progressing toward English proficiency by six percentage points from 2016-2017 to 2019-2020.

ELLs have different characteristics that make one goal for all students unrealistic. A large proportion of Florida's ELLs enter the public school system in kindergarten. These children typically become proficient in English quickly while others who enter the U.S. later in their life or with little formal schooling may need more time to become proficient.

In Florida, the timeline for students to achieve English language proficiency is variable based on the needs of the individual student. Students who have achieved English language proficiency in one year are exited from the program. Students who need to remain in the program longer to attain proficiency receive the support longer and remain in the program until English language proficiency is attained. Florida's Rule 6A-6.09022, F.A.C., requires that students who need to receive ELL services for longer than three years must have an evaluation by the ELL committee to re-evaluate their progress toward English language proficiency. Once a student is in the program for three years, this evaluation must occur annually. The committee will review whether the student is English language proficient; if so, the student will be exited from the program. If the student is not English language proficient, the student is not exited from the program and the committee will refer the student to the appropriate services to attain English language proficiency. Florida's timeline for students to achieve English language proficiency is five or fewer years, with the emphasis on fewer years based on the needs of the individual student. Florida's ELLs can exit the program if they score at level 4 or above on the English language proficiency assessment and also score at least a 4 on the Reading subtest, and if they are in a tested grade level for ELA and score at level 3 or above on the ELA assessment (Rules 6A-6.09021 and 6A-6.0903, F.A.C.).

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.

Florida's accountability system under ESSA combines our state accountability system, delineated in s. 1008.34, F.S., which is composed of school and district grades and the reporting of school and district performance, with an additional indicator for the progress of English Language Learners. This "federal percent of points index" (FPPI) (see table below) will be used to determine which schools are placed in Comprehensive Support and Improvement (CS&I), Targeted Support and Improvement (TS&I) and Additional Targeted Support and Improvement (ATS&I). Florida's school and district report cards provide the performance of each subgroup separately for each component (see Appendix C), including achievement and learning gains. These report cards are provided on FDOE's Know Your Schools tool available at https://edudata.fldoe.org/.

The Academic Achievement indicator includes the percentage of students who have attained grade-level proficiency (achievement Level 3 and above) on the ELA and Mathematics assessments, which comprise two distinct components of Florida's accountability system. 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 (ELA [grade 3 to 10] and Mathematics [grade 3 to 8]), EOC assessments (Algebra 1 and Geometry), and Florida Standards Alternate Assessments (FSAA). The high school assessments that are included in the academic achievement indicator are the following: ELA grade 9, ELA grade 10, Algebra 1, and Geometry. The components measure the percentage of full-year enrolled students who achieve grade-level proficiency (Passing, Level 3 or above). 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 in the school report card. The components are calculated the same across all schools.

In Florida the statewide assessments have long had five achievement levels with level 3 and above signifying satisfactory grade-level achievement. This is consistent with the term proficient performance using USED's terminology. In the federal assessment regulations, section 200.2(b)(3)(1)(B) requires that the assessments "provide coherent and timely information about student attainment of those standards and whether a student is performing at the grade level in which the student is enrolled." In Florida that is defined as Achievement Level 3. In fact, Florida Statutes require that Achievement Level 3 is satisfactory achievement on both the grade-level and EOC assessments. Florida's Achievement Level 4, which is labeled as proficient, is designed to be more comparable to NAEP's proficient level, which is above satisfactory grade-level performance.

The Academic Achievement indicator also includes academic progress or learning gains for high schools. The learning gains components are for ELA 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 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: (1) by maintaining a score within achievement level 5; (2) by improving one or more achievement levels; (3) by maintaining a passing achievement level and increasing their score by at least one point in achievement levels 3 and 4 (for EOC assessments, the requirement is to maintain an achievement level 3 or 4); and, (4) for students who remain in level 1 or level 2, by 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 any other subgroup(s) to which they belong.

Florida's system focuses on all students, all subgroups, and particularly the lowest-performing 25% of students, which targets attention on the students who need the most support regardless of any other subgroup(s) to which they 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 make a difference to their accountability rating instead of on 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. For example, in the recently released NAEP results, in Grade 4 Math, Florida's Hispanic, black, students with disabilities, and students eligible for free or reduced priced lunch outscored all other states and ranked number one based on their average scale score. In addition, all of Florida's student subgroups outperformed their national peers in Grade 4 Reading, and many of them significantly outperformed their national peers.

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 ELA 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 and EOC assessments, and will include 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: (1) by maintaining a score within achievement level 5; (2) by improving one or more achievement levels; (3) by maintaining a passing achievement level and increasing their score by at least one point in achievement levels 3 and 4; and, (4) for students who remain in level 1 or level 2, by 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 any other subgroup(s) to which they belong. These components will be calculated for all full-year enrolled students who have current and prior year assessment results and will be reported on by subgroup in the school report card.

For 2022-2023 FPPI elementary school calculations, Florida is requesting the use of a standalone grade 3 ELA achievement component to satisfy the Other Academic Indicator in lieu of Learning Gains. Due to the absence of Learning Gains in the 2022-2023 FPPI calculations, the standalone grade 3 ELA Achievement component will measure the percentage of full-year enrolled students who scored on grade level and above on the grade 3 ELA assessment. Over the past decade, Florida has been a national leader in early grades literacy, as shown by the 2022 Grade 4 Reading NAEP scores, where Florida ranked 4th nationally. This new component is in line with Florida's longstanding commitment to a focus on early literacy skills and will ultimately improve grade 3 ELA performance to help meet the goals of Florida's strategic plan and better prepare these students for school and life beyond the classroom.

Beginning with the 2023-2024 FPPI calculations, Florida is requesting to use the Learning Gains and the grade 3 ELA Achievement components to satisfy the Other Academic Indicator for elementary school FPPI calculations. These measures will align with Florida's school and district accountability systems delineated in s. 1008.34, F.S.

For 2022-2023 FPPI middle school calculations, Florida is requesting a one-time use of the Social Studies Achievement component to satisfy the Other Academic Indicator in lieu of Learning Gains. This component measures the percentage of full-year enrolled students who achieved a passing score. For the 2023-2024 FPPI calculations, when Learning Gains data are available, the Social Studies components will be calculated in the School Quality component for Middle Schools.

Florida's school and district report cards provide the performance of each subgroup separately for each component (see Appendix C), including achievement and learning gains. These report cards are provided on FDOE's Know Your Schools tool available at https://edudata.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, 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 (ACGR) 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 in the school report card. The graduation rate used in the calculation is lagged, as it is the most recent graduation rate available at the time of the calculation. 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 special diploma was repealed effective July 1, 2015 (Senate Bill 850 from the 2014 legislative session).

Florida's school and district report cards provide the performance of each subgroup separately for each component (see Appendix C), including achievement and learning gains. These report cards are provided on FDOE's Know Your Schools tool available at https://edudata.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 both on the long-term outcome for English learners (the outcome desired for all students is eventual ELA proficiency) and the shorter-term progress toward English language proficiency. ELLs' mastery of ELA 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 ELLs and other students.

Florida will include in the federal percent of points index an English Language Proficiency Progress metric that measures progress in achieving English language proficiency. This component will be included in Florida's calculation used to meaningfully differentiate among schools and will be reported on the school report card (see Appendix C).

Progress in Achieving English Language Proficiency is calculated as the percentage of ELLs who increase their composite proficiency level on the Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0 assessment to the next highest whole number. Students who remain at a composite score of 4, 5 or 6 are also counted as making progress. Students included in the calculation include K-12th grade ELLs enrolled in the ESOL program. In Florida, all ELLs are enrolled in the ESOL program and take the English language proficiency assessment. Student results for ELLs who have a valid score on the Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0 in both the prior and current year are included in the calculation. Students counted as making progress include ELLs who increase their score to the next highest whole number or who continue to earn a score of 4 or higher. Progress in Achieving English Language Proficiency for ELLs with the most significant cognitive disabilities is calculated as the percentage of ELLs who move up one scoring category on the Alternate ACCESS for ELLs or who remain at P1 (which is "Entering" and is the fourth of five levels) or above. Students who make progress each year will become proficient within fewer years, which research indicates leads to better outcomes. Students who score an English language proficiency composite score of 4.0 or higher are considered proficient on the ELP assessment.

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 (Middle), and College and Career Acceleration (High). These components are calculated annually, are the same across all appropriate schools, and include all students. There is a wide range of performance among schools on these

components, allowing for meaningful differentiation among schools. Each of these components is valid, reliable, comparable, and available statewide.

The Science and Social Studies Achievement components include 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, the Biology 1 EOC, the Civics EOC, the U.S. History EOC, and the comparable FSAAs. The components measure the percentage of full-year enrolled students who achieved a passing score. For 2022-2023 FPPI middle school calculations, Florida is requesting a one-time use of the Social Studies Achievement component to satisfy the Other Academic Indicator in lieu of Learning Gains. This component measures the percentage of full-year enrolled students who achieved a passing score. For the 2023-2024 FPPI calculations, when Learning Gains data are available, the Social Studies components will be calculated in the School Quality component for Middle Schools.

The College and Career Acceleration component supports the FDOE vision: "Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers." A college and career ready student can demonstrate this by:

- Earning a passing score on an International Baccalaureate exam;
- Earning a passing score on an Advanced Placement exam;
- Earning a passing score on an Advanced International Certificate of Education exam;
- Earning a "C" or higher in a college-level dual enrollment course or completing 300 or more clock hours in a career dual enrollment course;
- Earning an approved industry certification; or
- Earning a test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery and earned a minimum of two credits in Junior Reserve Officers' Training Corps courses from the same branch of the United States Armed Forces.

The College and Career Acceleration component has two parts. The first part is the graduation rate, which is based on all students. The second part measures the percentage of graduates (from the all-inclusive graduation rate) who earned an accelerated credit during their high school career.

This two-part component measures whether our high schools produce graduates who are ready for success upon graduation and the calculation begins with all students. Florida's ranking as the top state in the nation in AP participation and fourth highest state in performance is a result of the state's long-standing focus on accelerating students.

The Middle School Acceleration component supports the state's mission to "Increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills…." A middle school student can demonstrate this by:

- Achieving proficiency on a statewide, standardized high school end-of-course assessment in Algebra 1, Geometry, Biology 1, or U.S. History; or
- Earning an approved industry certification.

The Middle School Acceleration component has two parts. The first part is the achievement rate, which is based on all students, regardless of whether they took a high school level accelerated exam or industry certification exam. The second part measures the percentage of proficient students (from the all-inclusive achievement rate) who achieved proficiency on a high school level statewide, standardized end-of-course assessment or earned an approved industry certification during middle school.

This two-part component measures whether our middle school students are ready for success in high school, and the calculation begins with all students. Each year the number of students entering high school having completed high school level coursework has increased as a result of the state's long-standing focus on accelerating students.

Each School Quality component is also reported for each subgroup in the school report card (see Appendix C).

The table below provides an overview of the components that are included in the federal percent of points index, and how the components are categorized in order to comply with ESSA's required indicators. Florida's accountability system for districts and schools includes the reporting of schools and districts on school and district report cards. Florida will report in the school and district report cards the performance of each subgroup separately for each component (see Appendix C).

Federal Percent of Points Index

ESSA Indicator	Florida Component	Points
Elementary Schools		
Academic Achievement (200 points)	English Language Arts (ELA) Achievement	100 points
	Mathematics Achievement	100 points
Academic Progress (100 points for the 2022-2023 School Year; 500 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
	Grade 3 ELA Achievement Component	100 points
School Quality or Student Success (100 points)	Science	100 points
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points
Middle Schools		
Academic Achievement (180 points)	English Language Arts (ELA) Achievement	100 points
	Mathematics Achievement	80 points
Academic Progress (400 points; 100 points for the 2022-2023 School Year)	Learning Gains ELA	100 points
	Learning Gains Mathematics	100 points
	Learning Gains Lowest 25% ELA	100 points
	Learning Gains Lowest 25% Mathematics	100 points
	Social Studies (for the 2022-2023 School Year)	100 points
School Quality or Student Success (320 points; 220 points for the 2022-2023 School Year)	Science	100 points
	Social Studies	100 points
	Middle School Acceleration Mathematics Achievement (20 points) Acceleration Success (100 points)	120 points
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points
High Schools		
Academic Achievement – including Student Growth (600 points)	English Language Arts (ELA) Achievement	100 points
	Mathematics Achievement	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 (80 points)	4-Year Graduation Rate (ACGR)	80 points
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	College and Career Acceleration 4-Year Graduation Rate (ACGR) (20 points) Acceleration Success (100 points)	120 points
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points

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.

Florida's system to meaningfully differentiate among schools is based on its school report card, which reports on a school's performance information, including the school's grade, the federal percent of points index, and other performance information. This report card is a dashboard-type reporting on a school's performance across multiple metrics. The report card includes the school's grade, which combines many of the performance indicators into one easily understandable metric. Further, the report card will also include the federal percent of points index, as described in the table above. The federal percent of points index will be used for annual meaningful differentiation and to determine CS&I, TS&I and ATS&I schools. In addition, Florida will also differentiate among schools by reporting in the school and district report cards the performance of each subgroup separately for each component (see Appendix C), and reporting on the progress English Language Learners are making in achieving English language proficiency. Charter schools in Florida are public schools subject to the same accountability 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.

Each component is substantially weighted, and the academic indicators, in the aggregate, have much greater weight than the School Quality or Student Success indicators. The table above shows how the points are distributed across the ESSA indicators.

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 with insufficient data receive the federal percent of points index of the school to which a majority of their students matriculate. In addition, alternative schools and Exceptional Student Education (ESE) center schools will receive a federal percent of points index and the component information will be reported on the school report card required under ESSA. Each DJJ education program will receive a federal percent of points index and these components will be reported in the school report card required under ESSA. The federal percent of points index will be used to determine whether these schools (K-3, alternative, ESE, and DJJ) are identified for CS&I, TS&I or ATS&I.

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.

To identify CS&I schools, Florida will use the federal percent of points index described earlier. Florida will designate as CS&I all schools whose calculation falls below 41%. In addition, Florida will over-identify to include any schools whose federal percent of points index is at or above 41% and earns a "D" or "F" school grade. These are schools that need support to improve the academic learning of the students. Identification began in 2018-2019 based on the 2017-2018 federal percent of points index and school grades. The methodology based on the federal percent of points index alone identifies more than the lowest-performing 5% of Title I schools. If at some point in the future Florida does not identify 5% of Title I schools using the federal percent of points index alone, Florida will revise the threshold set for the federal percent of points index so that no fewer than 5% of Title I schools are identified.

Given the passage of Senate Bill 1048 by the Florida Legislature in 2022, which amended Section 1008.34, Florida Statutes, to address the transition to 2022-2023 school and district accountability metrics (i.e., school and district grades) based on Florida's new assessment system aligned to Florida's new academic content standards, the Benchmarks for Excellent Student Thinking (B.E.S.T.), modifications to Florida's school accountability metrics for federal purposes are being requested.

As noted in state law (s. 1008.34(7), F.S.), school and district grades based on data from the 2022-2023 shall serve as an informational baseline for schools and districts to work toward improved performance in future years. Therefore, pursuant to state law, schools may not be required to select and implement a turnaround option in the 2023-2024 school year based on the school's 2022-2023 grade, and a school which receives the same or lower school grade during the informational baseline year (2022-2023) compared to the 2021-2022 school year is not subject to sanctions or penalties that would otherwise occur as a result of the 2022-2023 school grade. **Given the informational nature of the baseline school grades and the requirements of state law, Florida is requesting no new identification of schools for support and improvement in fall 2023, using data from the 2022-2023 informational baseline year. Rather, Florida is requesting that for one year only, the designations of schools for support and improvement in 2023-2024 be carried over from 2022-2023.** This would be consistent with state requirements during the transition year, and are an acknowledgment of Florida's implementation of a new assessment system for which student performance expectations (i.e., cut scores for on-grade level performance) will not yet be set by the fall of 2023.

However, Florida will identify TSI schools based on 2022-2023 informational baseline data once the standard setting process for cut scores on the new statewide assessment is complete.

During the 2022-2023 school year, Florida transitioned to the new Florida Assessment of Student Thinking (FAST) in Reading/English Language Arts and Mathematics and updated End-of-Course (EOC) assessments in Algebra 1 and Geometry aligned to Florida's new B.E.S.T. standards. The end-of-year comprehensive FAST assessment and updated mathematics EOCs, which are the assessments that will be used for school and district accountability purposes, will be administered for the first time in 2022-2023. As with any transition to new statewide assessments, student performance expectations (i.e., cut scores for the various achievement levels) will not be set until after the baseline administration. Florida has scheduled performance standard setting activities to begin summer 2023 with educator panel recommendations, continuing through the late summer and fall with input from various actors including a

reactor panel, the public, and the legislature, and ultimately culminating with State Board of Education action by the end of the calendar year (2023) to adopt the performance expectations (i.e., cut scores) on the new assessments.

Month/Year	Task
	Assessment Activity
August 2022–May 2023	Administer baseline FAST and Algebra 1/Geometry EOC assessments aligned to the B.E.S.T. Standards.
April 2023	Administer B.E.S.T. Writing Field Test.
	Standard Setting Activity
October 2022–November 2022	Request nominations for Standard Setting panels.
January 2023	Finalize Standard Setting panel membership.
March 2023	Send Standard Setting invitations to panelists.
July–August 2023	Conduct Standard Setting meetings, including "reactor" meetings with business leaders, educational administrators, and other citizens.
August 2023	Conduct rule development workshops and seek input from the Florida Legislature.
October 2023	Submit proposed rule amendment to the State Board of Education for the approval of Achievement Level cut scores assessments aligned to the B.E.S.T. Standards.

Given this timeline for the setting of new cut scores on Florida's new assessments, Florida anticipates releasing school and district accountability data based on the 2022-2023 school year **after** the new cut scores are adopted. Therefore, school and district accountability metrics based on the 2022-2023 school year will not be available until late fall/early winter 2023, serving as the informational baseline for schools and districts to work toward improved performance in future years. Given the one year delay in accountability data due to the transition to new assessments and the setting of new student expectations, Florida strongly believes that carrying over the designations from the 2022-2023 school year to the 2023-2024 school year is the best course of action to ensure schools are receiving the needed support for improvement. This will ensure that there is no delay in support and services to Florida's most struggling schools and students.

Though Florida is requesting to carry over the 2022-2023 designations of schools for support and improvement to the 2023-2024 school year, Florida will still publish the school accountability data based on the 2022-2023 school year (the informational baseline year) after the new cut scores are adopted by the State Board of Education. Additionally, in recognition of the transition, Florida law acknowledges that learning gains data will not be available for the calculation of school and district grades based on the 2022-2023 school year (s. 1008.34(7), F.S.). In order for learning gains to be calculated, two years of data are required. The ability to calculate learning gains will return once the new assessments are administered for the second time in the 2023-2024 school year. Given this reality, the school accountability data that will be published based on the informational baseline year of 2022-2023 will need to be modified in terms of the components/indicators used due to data availability. **Specifically, for one year only, Florida is requesting that due to the lack of data availability, indicators related to Learning Gains (Learning Gains ELA, Learning Gains Mathematics, Learning Gains Lowest 25% ELA, and Learning Gains Lowest 25% Mathematics) be excluded from the calculation of the Federal Percent of Points Index (FPPI).** Data for all other indicators will still be reported and included within the calculation of the FPPI for the 2022-2023 informational baseline year, which will be available **after** the adoption of the new cut scores for the new assessments.

Lastly, given the implementation of new statewide assessments and the eventual adoption of new cut scores for performance on those assessments, Florida will need to re-establish its long-term goals and measures of interim progress for academic achievement. As mentioned, the establishment of new cut scores for on-grade level performance by the State Board of Education is expected by the end of the calendar year (2023). **Once that new baseline is established, Florida will identify new long-term goals for academic achievement and improvement.**

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.

Florida will identify all public schools with four-year adjusted cohort graduation rates of 67% or lower as CS&I schools. This identification began in the 2018-2019 school year, based on the 2016-2017 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-determined number of years, including the year in which the State will first identify such schools.

Schools identified as additional TS&I schools based on subgroup performance beginning in 2018-2019 would move to CS&I if the school does not move the subgroup to 41% or above within 6 years.

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 federal percent of points index and graduation rates.

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))*

Beginning in 2018-2019, schools will be identified annually for TS&I if the school has a "consistently underperforming" subgroup(s), defined as performing at or below 31% on the federal percent of points index for three consecutive years.

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 in 2018-2019, schools will be identified annually for TS&I if the school has a subgroup(s) performing at or below 40% on the federal percent of points index.

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.

If a school does not assess 95% of all students, then the achievement component of the federal percent of points index will be modified to count non-tested students in the denominator up to the 95% threshold. Thus, these students will be treated as not proficient in the achievement indicator of the federal percent of points index.

Schools with a participation rate of less than 95% on statewide ELA and Mathematics assessments including EOCs, must review their testing practices and submit a plan for change to achieve 95% tested in the future. If the percent tested does not improve above 95% in the subsequent year, FDOE will implement additional actions and interventions to ensure that the 95% testing threshold is met.

Florida will report on the 95% tested requirement at the subgroup level in the school and district report card (see Appendix C). If a school tests less than 95% of students in any one subgroup, the school must also review their testing practices and submit a plan for change to achieve 95% tested in the future, targeted toward that specific subgroup(s). If the percent tested does not improve above 95% in the subsequent year, FDOE will implement additional actions and interventions to ensure that the 95% testing threshold is met.

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.

To exit CS&I, a school must have a federal percent of points index of 41% or higher, must not have a "D" or "F" school grade, and must have a graduation rate above 67%. Schools that enter CS&I because they were previously identified as additional targeted support based on subgroup performance for 6 years,

must raise their subgroup's performance to 41% or above on the federal percent of points index to exit CS&I. See the narrative below under *More Rigorous Interventions* for the timelines.

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.

Schools that enter TS&I because of subgroup performance will exit TS&I when they improve subgroup performance on the federal percent of points index to 41% or above.

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.

Schools that entered CS&I because they earned a grade of "F" must begin implementing a two-year school turnaround plan immediately. Schools that do not earn a "C" grade or higher after two years must close or turn over operations to a charter or an external operator (s. 1008.33(4)(b), F.S.).

Schools that enter CS&I because they earned a grade of "D" must develop a comprehensive support and improvement plan in the first year. During this year, they are provided DA support. If they do not earn a grade of "C" or higher and meet the state's exit criteria, they must begin implementing a two-year school turnaround plan. Schools that do not earn a "C" grade or higher after two years of implementation must close or turn over operations to a charter or an external operator (s. 1008.33(4)(b), F.S.).

Based on 2016-2017 data, all graded schools that would be identified as CS&I based on the federal percent of points index are "D" or "F" and the more rigorous interventions described above would apply. If any other school is identified as CS&I based on the federal percent of points index, the school must develop a comprehensive support and improvement plan and FDOE will provide Tier 3 intensive supports as described in e. below.

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.

Field teams are aligned to support LEAs that have CS&I 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 accountability and shared leadership, standards-based instruction and learning, and positive culture and environment. There is also a state school improvement director and program specialists that support all the LEAs with CS&I schools. 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. Quarterly data is reviewed and action plans are developed to target specific areas addressed by the data.

TS&I schools are served by FDOE staff as described in the next section.

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.

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. Teams provide feedback on district plans and School Improvement Plans (SIP), provide support for identified areas of need throughout the school year, and monitor progress using midyear reflections that are completed by the school and district teams during instructional reviews.

Tier 2 support is provided to schools that received their first "D" or "F." The DA team immediately assists districts that received their first "F" in developing a Turnaround Option Plan (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.

Unless one additional year is granted by the State Board of Education, 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;
    - Using data for purposeful planning and problem solving;
    - Building relationships and facilitating effective communication among all stakeholders;
    - Strengthening positive connections between schools and districts; and
    - Providing support and interventions of escalating intensity to low-performing schools.

Schools identified for TS&I based on their subgroup performance will receive universal and supplemental supports as described below. In addition, a list of the schools identified based on subgroup performance will be posted for the public and this information will be included on the school's report card. If the school is still identified for TS&I based on subgroup performance after 6 years, the school will receive intensive supports focused on the subgroup with the lagging performance as described below.

FDOE will use a multi-tiered system of supports (MTSS) as the framework for planning state support to districts and allocating resources. A structured, problem-solving process will be applied to address issues impacting educational outcomes for students. Working directly with district leadership, FDOE teams will be organized around an MTSS, and FDOE will provide technical assistance, training, resources, evidence-based practices, technology, and policies to districts that have schools with underperforming subgroups.

FDOE will offer a continuum of supports to districts designed to improve education for all students as evidenced by increased student outcomes, which will be updated based on evaluation of effectiveness over time.

TS&I Support for Underperforming Subgroups

Universal Supports - General, statewide support designed to inform, assist and improve results, including technical assistance, publications and professional development, size-alike or issue-alike problem-solving groups, and the Best Practices for Inclusive Education assessment/plan required every three years by state law.

Supplemental Supports - More focused, targeted, frequent support in addition to and aligned with universal supports that are provided in response to identified needs.

CS&I Support after 6 years of Underperforming Subgroups

Intensive Supports - Most focused, targeted, frequent support in addition to and aligned with universal supports that are provided in response to identified needs. This level of support includes:

- More frequent desktop support to monitor district progress
- Individualized, targeted assistance (e.g., specific support for area of need from bureau teams within FDOE)
- Individualized, targeted attention and assistance from discretionary projects
- On-site monitoring visits

Common Needs Assessment

FDOE is partnering with the State Support Network to develop a state-level needs assessment that spans across multiple programs in the department. This new approach will support LEAs in their mission to ensure that needs are identified and resources are directed at the highest priority needs. Additionally, developing a state-level needs assessment will:

1. Guide future program and policy decisions at the state level.
2. Allow for the cohesive alignment of multiple programs and determine the shared weaknesses and strengths.
3. Help achieve FDOE's strategic plan metrics in the areas of agency efficiency, closing the achievement gap, and access to high-quality educational options.
4. Build the professional capacity of FDOE staff to use evaluation frameworks and results to provide feedback and technical assistance to LEAs.
5. Assist FDOE in prioritizing services and support.

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

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.[3]

Key Terms	Statewide Definition
Ineffective Teacher	A teacher who has received a summative performance evaluation rating of unsatisfactory per s. 1012.34, F.S., *Personnel evaluation procedures and criteria.*
Inexperienced Teacher	A teacher who has been teaching less than four years. OR 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.

Florida will measure and report on the percentage of teachers who are ineffective, out-of-field, or inexperienced, as defined in the chart above. This will be reported for each school, each school district, and for the state disaggregated by schools with high proportions of minority students and schools with lower proportions of minority students, and for schools with high proportions of low-income students and non-low-income students. Furthermore, FDOE will report on whether Title I schools and schools with high proportions of low-income and minority children have disproportionately higher rates of ineffective, out-of-field, or inexperienced teachers. FDOE will report this information over time in order to identify changes in disproportionality. This information will be readily accessible on FDOE's website where Florida's state report card will be accessed (Florida's Know Your Schools tool: https://edudata.fldoe.org/).

The Florida Statutes restrict the ability of ineffective teachers to remain in the classroom unless they improve. Teachers who receive two consecutive summative performance evaluation ratings of unsatisfactory, or any combination of needs improvement or unsatisfactory, are ineligible for an annual contract (s. 1012.335(2)(c)3., F.S.) or renewal of a professional service contract (s. 1012.33(3)(b), F.S.). As a result, there are very few teachers who meet the ineffective definition in any given year in Florida.

Additional safeguards designed to ensure students in low-performing schools receive equitable access to high-quality teachers are outlined in s. 1012.2315, F.S., *Assignment of teachers*. Specifically, districts must ensure 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."
Except in an extracurricular course, Florida law also requires that districts ensure that students who receive instruction from an ineffective teacher are not assigned to an ineffective teacher the following year. In high school and middle school, the prohibition on assignment of an ineffective teacher is limited to the same subject areas.

The tables below provide information on the prevalence of ineffective and inexperienced teachers and courses taught by out-of-field teachers disaggregated by schools with high and lower proportions of minority and low-income students and for Title I and non-Title I schools.

[3] 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.

Prevalence of Ineffective Teachers

Types of Schools	Ineffective Teachers		All Classroom Teachers		Ineffective Teachers as a Percent of All Teachers	
	Non Title I	Title I	Non Title I	Title I	Non Title I	Title I
75% or More Students Receiving Free or Reduced Price Lunch	8	213	5,553	76,017	0.14%	0.28%
Less than 75% of Students Receiving Free or Reduced Price Lunch	118	40	88,425	17,537	0.13%	0.23%
75% or More Minority Students	37	170	13,111	51,576	0.28%	0.33%
Less than 75% Minority Students	89	83	80,867	41,978	0.11%	0.20%
All Schools	**126**	**253**	**93,978**	**93,554**	**0.13%**	**0.27%**

* Based on survey 5 staff database submissions for 2016-2017.

Prevalence of Inexperienced Teachers

Types of Schools	Inexperienced Teachers		All Classroom Teachers		Inexperienced Teachers as a Percent of All Teachers	
	Non Title I	Title I	Non Title I	Title I	Non Title I	Title I
75% or More Students Receiving Free or Reduced Price Lunch	1,641	24,593	5,424	75,212	30.25%	32.70%
Less than 75% of Students Receiving Free or Reduced Price Lunch	22,676	4,676	87,066	17,258	26.04%	27.09%
75% or More Minority Students	4,285	17,420	13,331	51,193	32.14%	34.03%
Less than 75% Minority Students	20,032	11,849	79,159	41,277	25.31%	28.71%
All Schools	**24,317**	**29,269**	**92,490**	**92,470**	**26.29%**	**31.65%**

* Based on surveys 2/3 staff database submissions as well as active certification information for 2016-2017.

Prevalence of Courses Taught by Out-of-Field Teachers

Types of Schools	Courses with an Out-of- Field Teacher		Courses		Out-of-Field as a Percent of All Courses	
	Non Title I	Title I	Non Title I	Title I	Non Title I	Title I
75% or More Students Receiving Free or Reduced Price Lunch	2,792	22,806	25,267	305,208	11.05%	7.47%
Less than 75% of Students Receiving Free or Reduced Price Lunch	18,517	4,155	322,287	71,885	5.75%	5.78%
75% or More Minority Students	3,778	16,412	51,202	199,371	7.38%	8.23%
Less than 75% Minority Students	17,531	10,549	296,352	177,722	5.92%	5.94%
All Schools	**21,309**	**26,961**	**347,554**	**377,093**	**6.13%**	**7.15%**
* Based on surveys 2/3 staff database and staff course submissions for 2016-2017.						

Beginning in the 2018-2019 school year, districts will report the number of teachers who are ineffective, out-of-field, or inexperienced in their annual Title I, Part A applications and will indicate how many of these teachers are employed in Title I schools. FDOE will use information from the staff database to identify any disproportionate rates of ineffective, out-of-field, or inexperienced teachers between Title I schools and non-Title I schools. This information will be used to annually report and evaluate each district's progress (as well as the state's progress) toward eliminating disproportionate rates of access to quality educators.

Districts with schools identified as having high proportions of ineffective, out-of-field, or inexperienced teachers, as defined by s. 1012.34, F.S., will be subject to FDOE's tiered support, which includes monitoring. Additionally, this data will be added to the annual risk assessment. As part of monitoring, identified districts will be required to submit to the FDOE a corrective action plan, which will include a timeline and steps the district will take to address disparities related to equitable access to educators. FDOE will monitor corrective action plans on a biennial basis to determine if action steps are being implemented with fidelity.

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 yearlong professional learning community will include in-person sessions, virtual sessions, and individual coaching to support these high-impact teachers in two ways: (1) to remain in their current school, where they are needed most, for the duration of the program and beyond; and (2) 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) FDOE 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, 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. FDOE staff monitor LEAs for compliance with reporting procedures contained in s. 1006.147, F.S., through authority outlined within the General Appropriations Act.

(ii) FDOE staff conduct training and provide technical assistance for LEAs that highlights 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 Statutes permit 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 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 its standards in ELA grades 3-10 and Mathematics in grades 3-8 that continues into secondary grades with EOC 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 uses data to produce readily accessible school and district report cards via the EDStats tool, providing transparent information to all stakeholders. The district report card specifically reports on progress toward transitioning students from one level (elementary, middle, high) to the next and also reports graduation data.

Florida 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 using 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 used 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 grades 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 acceleration. Another mechanism for acceleration is provided via the Credit Acceleration Program in s. 1003.4295, 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 IB curriculum; or
- An 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*; and
- Section 1002.3105, F.S., *Academically Challenging Curriculum to Enhance Learning (ACCEL) options*.

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 ELA, or earn a concordant score. In addition, all students must achieve a passing Algebra 1 EOC assessment score or earn a comparative 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 AP, IB, AICE, dual enrollment, early admission, and 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

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 ELA 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 ELA 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, FDOE is committed to improving outcomes for students, including those eligible for the Florida Migrant Education Program (FLMEP) by ensuring every student achieves grade-level or above performance. The FLMEP plans, implements, and evaluates the unique needs of migrant children and youth, including preschool migratory children and migratory children who have dropped out of school through the state service delivery plan (SDP), which is based on the statewide Comprehensive Needs Assessment (CNA) process. This process is referred to as a "Continuous Improvement Model" (CIM). The SDP includes the following components:

- **Performance targets** in reading and mathematics achievement, high school graduation, services and referrals for out-of-school youth (OSY) (including children that have dropped out of school), school readiness, and health as well as other performance targets the state has identified for migratory children;
- **Needs assessment** of the unique educational needs of migratory children that result from the migratory lifestyle and other needs to participate effectively in school;
- **Measurable program outcomes** to determine whether and to what extent the FLMEP has met the educational needs of migrant children;
- **Service delivery** strategies on a statewide basis to achieve performance targets; and
- **Evaluation** to measure the effectiveness of the program.

The unique needs of migrant children are identified and addressed at the local level by migrant personnel at the districts. Migrant preschool children's needs are identified using districts' readiness tests. Parents of four-year-old migrant children are informed of the availability of Voluntary Prekindergarten programs (VPK) in the area. VPK programs are free, state-funded early childhood centers that accept FLMEP documentation (Certificate of Eligibility) as a proof of residency in the district.

The needs of migrant students who dropped out of school are determined through the completion of the out-of-school youth profile. The profile serves as an early identification of educational and health needs by inquiring, among other things, the date the youth dropped out of school, the grade, and the school. Districts coordinate with local providers and programs that provide educational and social support to dropped-out students such as adult migrant education programs, institutions of higher education, and High School Equivalency Program (HEP)/College Assistance Migrant Program (CAMP). In addition, districts provide support to students in grades 8-12 who are at risk of dropping out in an effort to increase

graduation rates. Transition assistance to eighth grade students, tutorials, credit accruals, and the Portable Assisted Study Sequence (PASS) are utilized locally for this purpose.

Services are provided through the LEA using implementation strategies identified in the SDP. In order to ensure the unique needs of all migratory children are addressed, LEAs identify in the state's Request for Application (RFA) the specific use of service delivery strategies. These strategies are outlined below.

Reading Achievement
• Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement for out-of-school youth (OSY).
• Provide training to FLMEP staff on resources and strategies for OSY.
• Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., College Reach Out Program (CROP), HEP, Career Academies, Entrepreneurship programs, etc.).
• Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development.
• Provide information and materials to instructional staff on English as a Second Language (ESL) and evidenced-based strategies to utilize with migrant students.
• Utilize technology and other tools.
• Emphasize language-based content instruction using sheltered instruction with English Language Learners (ELLs).
• Provide high-quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs.
• Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English for adults.
• Provide information and materials to instructional staff on evidenced-based reading strategies.
• Provide sustained and intensive professional development.
• Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information.
• Provide strategic, content-based tutoring in reading to students identified as Priority for Services (PFS).

Mathematics Achievement
• Hire or consult with a math advocate (e.g., a certified teacher).
• Instruct parents on using math resources in the home.
• Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development.
• Offer math literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English for adults.
• Provide high-quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs.
• Provide information and materials to instructional staff on evidence-based math and ESL strategies.
• Provide math programming that focuses on rigor and cultural relevance.
• Provide strategic, content-based tutoring in math to students identified as PFS.
• Provide training to FLMEP staff on instructional strategies and assessments for math.
• Train math coaches/advocates to support FLMEP staff skills development.

• Use concrete approaches (e.g., manipulatives) to build mental models of math concepts.
• Emphasize academic language in content-specific instruction, using sheltered instruction with ELLs.
• Utilize technology and other tools to promote math skills development and literacy.

Graduation
• Create mentoring opportunities for migrant students (e.g., peer-to-peer, adult volunteers, etc.).
• Create mentoring opportunities for migrant parents (e.g., shadowing other migrant parents actively involved in the FLMEP).
• Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs.
• Offer information on graduation enhancement to parents.
• Provide Florida Standards Assessment (FSA) and end-of-course (EOC) assessment preparation tutoring.
• Provide information and materials to migrant and general education staff on advocacy, credit accrual, FSA and EOC preparation, and graduation enhancement for migrant secondary students.
• Provide PASS and mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation.
• Provide strategic, content-based tutoring to secondary students.
• Provide training to FLMEP staff on resources and strategies for secondary-aged migrant students.
• Provide transition support for migrant students moving from elementary to middle school and from middle school to 9th grade.
• Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.).

School Readiness
• Develop and implement identification and recruitment plan for migrant families with preschoolers.
• Assess individualized needs of preschool students using a standardized assessment.
• Create language and literacy-rich environments that foster English learning for children whose native language is other than English.
• Incorporate a cultural, social, and emotional sensitivity into preschool services.
• Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families (see resources for full service pre-k classes).
• Explore funding and resource collaboration to support full service and pre-k classes and other options for migrant children.
• Hire highly qualified parent educators to provide school readiness services.
• Initiate meetings with colleagues and an online discussion.
• Offer a content-based instructional sequences that features instruction, application to two or three children for three to five months, support visits from the advocates.
• Offer family outreach, literacy and parent involvement opportunities to parents.

• Provide a high-quality early childhood education curriculum aligned with Florida Early Learning and Development Standards for four-year-olds that addresses individualized needs of students across five domains: physical health; approaches to learning; social and emotional development; language, communication, and emergent literacy; and cognitive development and general knowledge.
• Provide instructional support in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development).
• Provide training to FLMEP staff on instructional strategies and assessments for young children, family involvement, and research-based and other promising developmentally appropriate practices.
• Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information.

Out-of-School Youth (OSY)
• Assess individualized needs using the OSY consortium profile instrument when identification and recruitment occurs (if possible) and/or when advocate/tutor follow-up visits take place.
• Utilize resources on the OSY consortium website.
• Create a series of independent lessons that focus on basic life skills (incorporating basic English vocabulary) that can be delivered in a limited timeframe (e.g., how to read a pay stub, how to use a calendar, how to leave a voice mail message, etc.).
• Employ bilingual tutors to teach life skill lessons.
• Develop collaborative partnerships with libraries, churches, universities and community colleges, and other community-based agencies to provide educational and health services.
• Deliver English language classes specifically for migrant OSY in their home, neighborhood, or community center (in the evenings or weekends).
• Create welcome packages that might include educational, health, and community resources.
• Create volunteer networks with migrant parents to assist recruiters in helping OSY to establish educational goals.
• Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement for OSY.
• Provide training to FLMEP staff on resources and strategies for OSY.
• Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.).
• Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development.
• Provide information and materials to instructional staff on scientifically-based strategies.
• Utilize technology applications to provide services to OSY (e.g., mp3 players).
• Provide high-quality curriculum that is aligned with tools for assessment and progress monitoring.
• Provide sustained and intensive professional development.

Health
• Use health and nutrition topic (including diet and exercise) for literacy and mathematics-based lessons and summer programming.
• Provide health-related services to migrant parents (site and home-based programming) on topics such as nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health, etc.
• Create educational resources related to health and hygiene, in accessible language and using pictures to depict information.
• Utilize existing health curricula for OSY from the OSY consortium, the National PASS Center, the National Center for Farmworker Health, etc.
• Build networks with community-based organizations and healthcare providers to help migrant families and OSY access available resources and to share information with providers about the needs of migrant farmworkers (e.g., evening and weekend clinic hours, mobile health units at migrant camps, cultural beliefs, etc.).
• Utilize technology and other tools.

The FLMEP conducts an extensive annual evaluation of the LEAs to ensure the active identification and recruitment of eligible students residing in Florida and the unique needs of migratory children are met. Florida will continue to align performance targets for migrant students with the state's performance targets adopted for all students.

In 2017, the FLMEP has come full circle with the CIM cycle by conducting needs assessment committee meetings that included stakeholders from across the state representing districts and programs serving preschool children, K-12 students, and dropped-out-of-school youth. Finalization of revised CNA, SDP, and evaluation, with input from the state's Parent Advisory Council (PAC), are scheduled for roll-out in 2018.

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 levels in the development of the CNA, SDP, and Program Evaluation, which are the key components of the CIM. Additionally, Florida coordinates monitoring and application reviews with the Bureau of Student Achievement Through Language Acquisition to meet the needs of the migrant program.

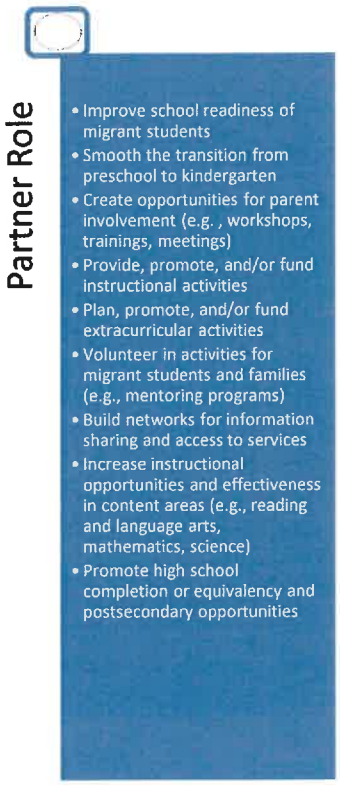
Local FLMEP staff coordinates and collaborates with their counterparts in other programs, including Title III ELL, to provide supplemental academic support to migrant children and their families. Assistance varies depending on the services available. For instance, Title III ELL assists by providing books and materials for tutoring sessions; IDEA helps with translation and transportation support for eligible migrant families; Title IX Homeless provides training opportunities for staff as well as facilitate the school registration process for migrant children in many districts, etc. Districts must indicate in their RFA how they coordinate with other local, state, and federal programs.

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. Because the FLMEP is a supplemental program, systems such as application development, monitoring, and technical assistance are

done collaboratively at the state and local levels. This collaboration is essential to provide supplementary services to migrant children and their families and to avoid duplication of efforts.

The FLMEP has a long-standing, productive relationship with community partners. LEAs identify these partners in their RFA and evaluate the effectiveness of these partnerships through the annual self-evaluation process. Described below are the partner types, the roles these partners play as they relate to provision of services for migratory children and youth, and the method used to establish the partnership.



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 ELA, 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 the education of OSY.
- **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 desirable 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 on 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 FLMEP staff. All of these supports are prioritized to help districts ensure the highest student achievement possible.

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 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.

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 with 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. Section 1003.52, F.S., and Rule 6A-6.05281(5)(a), F.A.C., provide that students receive extensive support as they transition between correctional facilities and locally operated programs. Consistent with state law, FDOE 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, FDOE 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 following transition responsibilities are implemented before, during, after, and between correctional facilities and local programs:

1. Development of a transition plan be initiated upon the student's entry into the DJJ program;
2. Coordination of academic, career and technical, secondary, and postsecondary services that assist the student in successful community reintegration upon release from a DJJ facility;
3. Involvement of key personnel in the development and implementation of the plan;
4. Report progress and problem solving; and
5. Follow-up on treatment team and exit conference meeting.

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

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 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, which 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 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 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 types 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 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 which define the quality of instruction and professional responsibility expected to be an effective educator (Rule 6A-5.065, F.A.C.). 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 (Rule 6A-5.080, F.A.C.). 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 academic 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 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, 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 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 FDOE 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, 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.

FDOE 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, FDOE will continue to support and ensure that skilled educators are able to identify students with specific learning needs, including children with disabilities, ELLs, 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 leads to a number of content endorsements; for example, a reading endorsement for instructional personnel who provide reading instruction; ESOL endorsement for those who support ELLs; and a gifted endorsement for those who support 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 toward 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 serve as frameworks for the professional growth of teachers.

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, FDOE will build statewide communities of practice to engage in meaningful job-embedded and actionable professional learning with clearly articulated and measurable outcomes.

Educator Quality

FDOE is committed to improving student outcomes at low-performing schools. Consistent with research on the impact of highly effective school leaders on student performance, 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 performance;
- 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 collects and analyzes data from multiple sources, including students from pre-kindergarten to postsecondary schools, and its teaching and school leadership workforce, to inform the activities it will support under Title II, Part A. FDOE is highly confident that its rich data sources will continue to be used successfully in improving achievement for all students. By establishing the clear expectation that maximizing student performance is the cornerstone of the successful educator's career; developing sophisticated, research-based statistical models to measure teacher impact on student learning objectively and fairly, i.e., Florida's Value-Added Model for ELA and Mathematics, which districts may use in evaluations or for targeted professional development; 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 measures of teacher and school 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 vital to 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.

For the past four years, Florida has been in the process of 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. 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 monitor the efficacy of program improvement efforts. Furthermore, Florida has implemented an accountability system based on performance metrics and targets that contributes 50 percent of the decision toward continued approval of teacher preparation programs. Established in Florida Statutes 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 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 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 Florida Statutes and State Board of Education rules regarding principal preparation program to support and ensure that 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 students and teachers deserve. Discussions among state leaders, higher education institutions, and school districts are focusing on innovative ways to build an effective principal pipeline in Florida that will meet the needs of the diverse population and geographical areas, 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.

FDOE provides the opportunity for stakeholder consultation and feedback. At the Florida Association of State and Federal Education Program Administrators (FASFEPA) spring forum on May 12, 2017, FDOE facilitated discussion regarding the state plan. During that session, districts completed comment cards providing feedback on statewide entrance and exit procedures. Additionally, FDOE collected 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 ELLs, Florida Association of Bilingual and ESOL Supervisors (FABES), Sanibel Leadership Association, and LEA ESOL contacts.

FDOE has ensured standardized, statewide entrance and exit procedures for ELLs throughout Florida for 27 years, since 1990. As a result, potential ELLs are identified and subsequently placed in the ESOL program and ELLs deemed proficient are exited from the ESOL program in a standardized fashion throughout Florida, a diverse state, with some LEAs serving thousands of ELLs and some LEAs serving fewer than a dozen. Procedures for identification can be found at the following link: Rule 6A-6.0902, F.A.C., *Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners*. Procedures for exit can be found at the following link: Rule 6A-6.0903, F.A.C., *Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program*.

FDOE assures that all students who may be ELLs are assessed for such status within 30 days of enrollment in a school in Florida. 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:
    a. 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
    b. The challenging State academic standards.

ELLs are expected to master the state's challenging grade-level academic standards, the same 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 ELA, 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 academic 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 those for FASFEPA, Florida Foreign Language Association, FABES, Sunshine State Teachers of English for Speakers of Other Languages, and Sanibel Leadership Association. Refer to Appendix A for the measures of interim progress.

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 assist 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:
    a. 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
    b. 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 the following areas: ELL counts; Receiving Title III funds in the past three years; ELL graduation rate trend data; ELL achievement data in English language acquisition, ELA, 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 based on their risk factor areas. 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, FDOE developed a district support implementation plan for school year 2016-2017, which will 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 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 95 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 use 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 of well-rounded educational activities, activities to support safe and healthy students, and/or activities to support the effective use of technology in which LEAs 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 program.

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 95 percent of the Title IV, Part A, Subpart 1 funds via formula grant to LEAs submitting the state-developed RFA. FDOE 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 receiving at least $30,000 must allocate:

1. Not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under ESEA section 4107 (well-rounded educational activities);
2. Not less than 20 percent of funds received under this subpart to support one or more activities authorized under ESEA section 4108 (activities to support safe and healthy students); and
3. A portion of funds received under this subpart to support one or more activities authorized under ESEA section 4109(a) (activities to support the effective use of technology), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with ESEA section 4109(b). SPECIAL RULE: An LEA, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection (a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A).

LEAs receiving less than $30,000 may use funds for only one (or more) of the three content areas in the SSAE program. Such LEAs must provide an assurance that they will either use not less than 20 percent of SSAE funds for well-rounded education, use not less than 20 percent of SSAE funds for safe and healthy

students, or use a portion of SSAE funds to support the effective use of technology consistent with ESEA section 4106(f).

G. Title IV, Part B: 21st Century Community Learning Centers

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

FDOE will use funds under the 21st 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 21st CCLC funds comprise approximately 10 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 according to the school's grade history, schools identified as needing intervention and support as determined by the LEA, and the families of the students who attend those schools. Additional priorities will be given to centers that target:

- High-need students and families (Title I status);
- Schools that meet certain classification under Florida's Differentiated Accountability system;
- High school students; and
- Schools in districts not currently served by a 21st CCLC program, to help ensure geographic diversity.

FDOE 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:

- 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;
- 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
- 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 consistent with legislative purposes 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 may be provided the opportunity to extend the program for an additional two 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 21st 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.**

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 and county government agencies, institutions of higher education, and for-profit corporations. FDOE will disseminate information regarding the RFP through its 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. FDOE will also review applications to ensure that the applications target students who attend schools in need of improvement according to each school's grade history. 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 21st 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, FDOE staff will rank the proposals 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, including funding recommendations. 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 development of the students;
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 and 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 staff, FDOE 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, FDOE 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 ELA, 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 yearlong professional learning community will include in-person sessions, virtual sessions, and individual coaching to support these high-impact teachers in two ways: (1) for them to remain in their current school, where they are needed most, for the duration of the program and beyond; and (2) 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 Act (MVA) 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, 11 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 is identified as homeless (all children identified as homeless are de facto Title I students and added to the FRLP). 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 the 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, 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 MVA 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.

The 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 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.

Florida's dispute resolution process is designed to resolve at the local level and may take up to 10 school days before formally referring to the State Coordinator. LEA Homeless Liaisons may engage the State Coordinator at any point during the local process to provide information, clarification, technical assistance, or consultation with parents and/or LEA staff. Once the dispute is formally referred to the State Coordinator, the state-level process may take up to 10 school days to assure proper due process and to reach a final determination.

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.

In order to heighten the awareness of 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, about the needs of runaway and homeless children and youth, the State Coordinator will also develop training and technical assistance regarding the importance of identifying and supporting these children and youth. Topics will include the effect of running away and 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 qualify under the McKinney-Vento Act. 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 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 FDOE's Student 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:
    a. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
    b. 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
    c. 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 main programs that serve preschool-age children – the Voluntary Prekindergarten (VPK) Education Program and the School Readiness Program. The VPK and School Readiness programs are overseen by FDOE's Office of Early Learning (OEL). OEL also oversees the Child Care Resource and Referral (CCR&R) program, which is a free federal program that helps families identify and select quality early learning programs. OEL partners with 30 regional early learning coalitions (ELCs) and the Redlands Christian Migrant Association to deliver comprehensive early learning services statewide.

Additionally, OEL works with Florida's Head Start State Collaboration Office (HSSCO), which is co-located within OEL, to serve the preschool-age homeless population.

The VPK Program is a state-funded program that offers free prekindergarten (540 hours during the school year or 300 hours during the summer) to all four-year-olds who live in Florida. The School Readiness Program is funded primarily by a federal Child Care and Development Block Grant (CCDBG) and it helps vulnerable children get the quality care and education they need to be successful in school. Requirements have been established in the Florida Statutes and Florida Administrative Code to assure preschool-age children experiencing homelessness have the same access to these programs as non-homeless preschool-age children.

VPK

- For a child who is experiencing homelessness, residency for VPK can be verified based on documents showing that the child is experiencing homelessness and resides in Florida (for example, letter from a homeless shelter, homeless referral, or notarized statement from the child's parent) (Rule 6M-8.201, F.A.C.).
- One of the approved criteria to change VPK providers (re-enroll) in the VPK Program is a parent's inability to meet the basic needs of the child, including lack of shelter (Rule 6M-8.210, F.A.C.).

School Readiness

- To improve access to child care for homeless families, in 2013 the definition of "at-risk child" for the School Readiness Program was expanded to include a child in the custody of a parent considered homeless as verified by the Florida Department of Children and Families, the designated lead agency on homelessness (s. 1002.81(1)(f), F.S.), and also to include a child receiving services for homeless families, including those in domestic violence shelters.
- For a child experiencing homelessness, State Board of Education rule provides for alternative documentation requirements to establish initial eligibility, including age and residency requirements (Rule 6M-4.200, F.A.C.) Additionally, immediate eligibility for the program is not contingent on submission of health and immunization records. These allowances promote equal access to child care for families experiencing homelessness.
- Early learning coalitions may, on a case-by-case basis, waive the copayment for an at-risk child, which includes homeless children, or temporarily waive the copayment for a child's family whose family's income falls below the federal poverty level and who experiences an event, such as homelessness, that limits the parent's ability to make the copayment (s. 1002.84(8), F.S.; Rule 6M-4.400, F.A.C.)
- ELCs assist with disseminating information to homeless families about child care services and how to access them through the Statewide Child Care Resource and Referral (CCR&R) Network. Additionally, each ELC collaborates with the homelessness-designated lead agency in its service area through a memorandum of agreement to provide school readiness services to homeless families in the community. The designated homeless agencies, through their continuum of care plans, collaborate with various agencies, including local school districts, which inform families about the School Readiness Program and may refer families to local ELCs for school readiness services.

Child Care Resource and Referral

- CCR&R specialists provide homeless families with the education and tools necessary to help them choose quality programs that best meet their family's needs.

Head Start

- Families experiencing homelessness are categorically eligible for Head Start, Early Head Start, and Migrant and Seasonal Head Start services. ELCs may refer homeless families that have applied for School Readiness or VPK to Head Start Programs.
- Parents' income is not considered when applying for their children to attend Head Start programs if the family is experiencing homelessness.
- Head Start programs also coordinate with their LEA MVA liaisons.

Florida's State Coordinator also works with HSSCO 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. The State Coordinator and HSSCO periodically present and participate in statewide electronic presentations to LEA homeless liaisons. This collaboration will continue. The State Coordinator, along with representatives from DCF and the HSSCO, serve on the Florida Interagency Coordinating Council on Infants and Toddlers (FICCIT) (the Governor appoints the State Homeless Education Coordinator). 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 MVA 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.

Student services personnel 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, access to 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 training and discussion. Through state conference workshops, district 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 MVA 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.

Florida LEAs include a student residency questionnaire as part of their general school enrollment packet. The questionnaire includes MVA descriptions of homeless situations. The answers to the questions help to determine MVA 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 with the student. They offer and provide assistance in completing enrollment forms. A growing number of LEAs are asking their extracurricular activities 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 MVA 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 MVA 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 of homeless children and youth. All documentation required for enrollment, including requirements of immunization and other required health records, residency information, birth certificates, school records, or other documentation, guardianship, and uniform or dress code, is waived in all school districts until it can be gathered with the assistance of school and LEA personnel.

School staff, in concert with the LEA's Homeless Liaison, assist the student and family to acquire the necessary documentation in a timely manner, almost always within 30 days. On occasion, when a student

moves from another state, the State Coordinator is engaged to assist in obtaining school records, though this does not occur with any frequency as other states have done a very good job of making sure that their schools know to share school records immediately for cases of enrollment in other schools by homeless children and youth. Additionally, schools and LEAs provide proper clothing to meet LEA dress code requirements, including uniforms.

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 to gather 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 Florida Interagency Coordinating Council on Infants and Toddlers. LEA-designated homeless liaisons serve on the FDOE 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 the LEA Homeless Students Policy checklist, a monitoring tool used by FDOE to assure that LEA Homeless Students Policies comply with the MVA. LEAs use the checklist to update their policies to align with changes to the MVA. 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 efforts are included in the EHCY subgrant application and in FDOE's program monitoring work papers and documentation.

With regard to the process for reviewing policies for the purpose of identifying and removing barriers to the enrollment or retention of homeless children and youth due to outstanding fees or fines, or absences, each LEA reviews its Homeless Students Policy during the state's annual monitoring process. The State Coordinator sent an ESSA-based Homeless Students Policy Guide to each LEA Homeless Liaison for this purpose. The guide includes an element regarding the uncoupling of outstanding fees or fines, or absences, from the enrollment or retention of homeless children and youth. A direct review of the compliance of an LEA's policy with the Homeless Students Policy Guide by state Homeless Education Program staff is a part of the Title IX, Part A monitoring protocol.

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 who focus on postsecondary preparation. LEAs also organize campus visits, during which homeless high school students visit the campuses of nearby postsecondary institutions. The visits include presentations by college officials, exposure 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 individuals 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 ELA, Mathematics, Graduation Rate, and English language proficiency. For ELA 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.

When Florida analyzes its performance in closing the achievement gaps, it will not consider a gap to be closing if the top group stays the same or regresses. All subgroups must progress beyond the baseline and the lower-performing subgroups must progress at a faster rate to close the gap.

	Sub group Baseline Scores 2014-15	Baseline 2014-15	Actual 2015-16	Interim Progress Target 2015-16	Actual 2016-17	Interim Progress Target 2016-17	Interim Progress Target 2017-18	Interim Progress Target 2018-19	Target 2019-20	Annual Percentage Point Change
Metric 1: Student Achievement on Florida Assessments – Increase 6 percentage points in each subject area										
ELA – All Students		52%	52%	53.2%	53%	54.4%	55.6%	56.8%	58%	1.2
White	64%									
Black	33%									
Hispanic	49%									
Asian	75%									
Native Hawaiian or Pacific Islander	55%									
American Indian or Alaska Native	50%									
Two or more Race Ethnic Groups	58%									
Students with Disabilities	19%									
English Language Learners	26%									
Free and Reduced Lunch	41%									

	Sub group Baseline Scores 2014-15	Baseline 2014-15	Actual 2015-16	Interim Progress Target 2015-16	Actual 2016-17	Interim Progress Target 2016-17	Interim Progress Target 2017-18	Interim Progress Target 2018-19	Target 2019-20	Annual Percentage Point Change
Math – All Students		52%	53%	53.2%	56%	54.4%	55.6%	56.8%	58%	1.2
White	64%									
Black	34%									
Hispanic	49%									
Asian	78%									
Native Hawaiian or Pacific Islander	56%									
American Indian or Alaska Native	52%									
Two or more Race Ethnic Groups	55%									
Students with Disabilities	24%									
English Language Learners	35%									
Free and Reduced Lunch	43%									
Metric 3: Closing the Achievement Gap – Reduce by one-third the gap between each subgroup in each subject area										
Gap Between White and Hispanic students										
ELA		15	15	14	16	13	12	11	10	-1
Math		15	16	14	15	13	12	11	10	-1
Gap Between White and African-American students										
ELA		31	29	29	29	27	25	23	21	-2
Math		30	31	29	29	27	24	22	20	-2.2
Gap Between White and Asian students										
ELA		-11	-12	-10	-12	-10	-9	-8	-7	0.7
Math		-14	-15	-13	-15	-12	-12	-11	-9	1.0
Gap Between White and Multiracial students										
ELA		6	6	6	6	5	5	4	4	-0.4
Math		9	7	7	7	7	6	6	6	-0.5
Gap Between White and American Indian students										
ELA		14	14	13	16	12	11	10	9	-0.9
Math		12	-13	11	16	10	10	9	8	0.8
Gap Between White and Pacific Islander students										
ELA		9	8	8	8	8	7	7	6	-0.6
Math		8	8	7	7	7	6	6	5	0.5
Gap Between non-economically disadvantaged and economically disadvantaged students										
ELA		28	27	26	26	24	23	21	19	-1.8
Math		24	24	22	23	21	19	18	16	-1.6

	Baseline 2014-15	Actual 2015-16	Interim Progress Target 2015-16	Actual 2016-17	Interim Progress Target 2016-17	Interim Progress Target 2017-18	Interim Progress Target 2018-19	Target 2019-20	Annual Percentage Point Change
Gap Between students with disabilities and students without disabilities									
ELA	38	37	35	38	33	30	28	25	-2.6
Math	32	33	30	33	28	25	23	21	-2.2
Gap Between English Language Learners and non-English Language Learners									
ELA	30	30	28	32	26	24	22	20	-2
Math	20	21	19	21	17	16	14	13	-1.4
Gap Between White and Hispanic students									
Graduation Rate	6.1	5.6	5.7	4.9	5.3	4.9	4.4	4.0	-0.4
Gap Between White and African-American students									
Graduation Rate	14.8	12.8	13.8	11.4	12.8	11.8	10.8	9.8	-1.0
Gap Between White and Asian students									
Graduation Rate	-8.1	-6.8	-7.5	-6.9	-7.0	-6.4	-5.9	-5.3	.6
Gap Between White and Multiracial students									
Graduation Rate	1.3	2.4	1.2	3.1	1.1	1.0	0.9	0.9	-0.1
Gap Between White and American Indian students									
Graduation Rate	7.1	8.6	6.6	6.2	6.1	5.7	5.2	4.7	-0.5
Gap Between White and Pacific Islander students									
Graduation Rate	0.2	0.4	0.2	-1.0	0.2	0.2	0.1	0.1	0.01
Gap Between non-economically disadvantaged and economically disadvantaged									
Graduation Rate	15.3	13.1	14.3	11.8	13.2	12.2	11.2	10.1	-1.0
Gap Between students with disabilities and students without disabilities									
Graduation Rate	23.8	21.5	22.2	18.3	20.6	18.9	17.3	15.7	-1.6
Gap Between English Language Learners and non-English Language Learners									
Graduation Rate	19.8	20.2	18.5	16.3	17.1	15.8	14.4	13.1	-1.3

	Sub group Baseline Scores 2014-15	Baseline 2014-15	Actual 2015-16	Interim Progress Target 2015-16	Actual 2016-17	Interim Progress Target 2016-17	Interim Progress Target 2017-18	Interim Progress Target 2018-19	Target 2019-20	Annual Percentage Point Change
Metric 4: High School Graduation Rate – Increase by 7.1 percentage points										
Graduation Rate		77.90%	80.70%	79.3%	82.3%	80.7%	82.2%	83.6%	85%	1.4%
White	82.8%									
Black	68.0%									
Hispanic	76.7%									
Asian	90.9%									
Native Hawaiian or Pacific Islander	82.6%									
American Indian or Alaska Native	75.7%									
Two or more Race Ethnic Groups	81.5%									
Students with Disabilities	56.8%									
English Language Learners	59.5%									
Free and Reduced Lunch	70.4%									

	English Language Proficiency Metric	Baseline 2016-17	Interim Progress Target 2017-18	Interim Progress Target 2018-19	Target 2019-20	Annual Percentage Point Change
	Percent of ELLs Making Progress	60%	62%	64%	66%	2

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.

The table below includes baseline performance, actual performance data, interim measures of progress, and the 2023-2024 target for each of Florida's long-term goals for ELA, Mathematics, Graduation Rate, and English language proficiency. For ELA 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. The actual data are annually reported on Florida's KnowYourSchools portal, at www.KnowYourSchoolsFL.org.

When Florida analyzes its performance in closing the achievement gaps, it will not consider a gap to be closing if the top group stays the same or regresses. All subgroups must progress beyond the baseline and the lower-performing subgroups must progress at a faster rate to close the gap.

	Sub group Baseline Scores 2018-19	Baseline 2018-19	Actual 2019-20	Interim Progress Target 2019-20	Actual 2020-21	Interim Progress Target 2020-21	Actual 2021-22	Interim Progress Target 2021-22	Interim Progress Target 2022-23	Goal 2023-24
Metric 1: Student Achievement on Florida Assessments										
ELA – All Students		55%	N/A	N/A	52%	59%	52%	61%	63%	65%
White	67%									
Black	38%									
Hispanic	52%									
Asian	79%									
Native Hawaiian or Pacific Islander	59%									
American Indian or Alaska Native	51%									
Two or more Race Ethnic Groups	61%									
Students with Disabilities	22%									
English Language Learners	17%									
Free and Reduced Lunch	45%									

	Sub group Baseline Scores 2018-19	Baseline 2018-19	Actual 2019-20	Interim Progress Target 2019-20	Actual 2020-21	Interim Progress Target 2020-21	Actual 2021-22	Interim Progress Target 2021-22	Interim Progress Target 2022-23	Goal 2023-24
Math – All Students		58%	N/A	N/A	47%	64%	51%	67%	70%	73%
White	69%									
Black	40%									
Hispanic	55%									
Asian	85%									
Native Hawaiian or Pacific Islander	62%									
American Indian or Alaska Native	55%									
Two or more Race Ethnic Groups	62%									
Students with Disabilities	29%									
English Language Learners	32%									
Free and Reduced Lunch	49%									
Metric 3: Closing the Achievement Gap										
Gap Between White and Hispanic students										
ELA		15	N/A	N/A	15	11	14	9	7	5
Math		14	N/A	N/A	18	13	16	13	12	12
Gap Between White and African-American students										
ELA		29	N/A	N/A	29	27	28	26	25	24
Math		29	N/A	N/A	34	28	31	28	27	27
Gap Between White and Asian students										
ELA		-12	N/A	N/A	-14	-8	-15	-6	-4	-2
Math		-16	N/A	N/A	-16	-12	-17	-10	-8	-6
Gap Between White and Multiracial students										
ELA		6	N/A	N/A	6	4	6	2	1	0
Math		7	N/A	N/A	9	5	8	4	3	2
Gap Between White and American Indian students										
ELA		16	N/A	N/A	15	12	14	10	8	6
Math		14	N/A	N/A	17	10	15	8	6	4
Gap Between White and Pacific Islander students										
ELA		8	N/A	N/A	9	7	9	7	6	6
Math		7	N/A	N/A	11	6	9	5	5	4

	Baseline 2018-19	Actual 2019-20	Interim Progress Target 2019-20	Actual 2020-21	Interim Progress Target 2020-21	Actual 2021-22	Interim Progress Target 2021-22	Interim Progress Target 2022-23	Goal 2023-24
Gap Between non-economically disadvantaged and economically disadvantaged students									
ELA	24	N/A	N/A	24	20	22	18	16	14
Math	21	N/A	N/A	24	18	20	17	15	14
Gap Between students with disabilities and students without disabilities									
ELA	38	N/A	N/A	36	34	36	32	30	28
Math	33	N/A	N/A	29	29	30	27	25	23
Gap Between English Language Learners and non-English Language Learners									
ELA	29	N/A	N/A	23	28	23	28	27	27
Math	19	N/A	N/A	16	18	16	18	17	17
Gap Between White and Hispanic students									
Graduation Rate	4.3	2.2	3.4	2.4	2.6	4.7	1.7	0.9	0
Gap Between White and African-American students									
Graduation Rate	8.7	5.1	7.0	4.7	5.2	8.6	3.5	1.7	0
Gap Between White and Asian students									
Graduation Rate	-5.4	-6.3	-4.3	-5.7	-3.2	-5.6	-2.2	-1.1	0
Gap Between White and Multiracial students									
Graduation Rate	2.0	1.2	1.6	1.9	1.2	2.2	0.8	0.4	0
Gap Between White and American Indian students									
Graduation Rate	12.7	7.6	10.2	2.8	7.6	4.2	5.1	2.5	0
Gap Between White and Pacific Islander students									
Graduation Rate	3.5	1.2	2.8	2.3	2.1	3.8	1.4	0.7	0
Gap Between non-economically disadvantaged and economically disadvantaged									
Graduation Rate	8.8	6.6	7.0	6.8	5.3	8.7	3.5	1.8	0
Gap Between students with disabilities and students without disabilities									
Graduation Rate	7.1	8.3	5.7	8.9	4.3	4.3	2.8	1.4	0
Gap Between English Language Learners and non-English Language Learners									
Graduation Rate	13.3	4.8	10.6	4.4	8.0	15.7	5.3	2.7	0

	Sub group Baseline Scores 2018-19	Baseline 2018-19	Actual 2019-20	Interim Progress Target 2019-20	Actual 2020-21	Interim Progress Target 2020-21	Actual 2021-22	Interim Progress Target 2021-22	Interim Progress Target 2022-23	Target 2023-24
Metric 4: High School Graduation Rate – Increase by 7.1 percentage points										
Graduation Rate		86.9%	90.0%	89.5%	90.1 %	92.1%	87.3%	94.8%	97.4%	100%
White	90.2%									
Black	81.5%									
Hispanic	85.9%									
Asian	95.6%									
Native Hawaiian or Pacific Islander	86.7%									
American Indian or Alaska Native	77.5%									
Two or more Race Ethnic Groups	88.2%									
Students with Disabilities	80.6%									
English Language Learners	75.0%									
Free and Reduced Lunch	82.9%									

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Interim Progress Target 2019-20	Actual 2020-21	Interim Progress Target 2020-21	Actual 2021-22	Interim Progress Target 2021-22	Interim Progress Target 2022-23	Target 2023-24
English Language Proficiency Metric										
Percent of ELLs Making Progress	59.4%	60.8%	58.4%	66%	50.8%	68%	55%	71%	73%	75%

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 FDOE's Code of Personal Responsibility, Code 8.0 (Equal Employment Opportunity and Affirmative Action), it is the policy of FDOE to provide equal employment opportunity through programs of affirmative and positive action. FDOE employees 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.

FDOE has an Affirmative Action Plan that 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 use of groups that may be underused 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 the public.

In December 2000, the Federal Access Board issued final standards for electronic and information technology under Section 508 of the Rehabilitation Act, which 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 FDOE are required to be compliant with applicable provisions of the Americans with Disabilities Act.

Training and Public Involvement Activities

All such activities sponsored by FDOE 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 Application 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

ESSA-Required Indicators	Florida Components	Points
Elementary Schools		**Performance Percentage**
Academic Achievement	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	
Academic Progress	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	
	Grade 3 ELA Achievement	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	
School Quality or Student Success	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	

Progress in Achieving English Language Proficiency	All English Language Learners	100 points
Percent Tested	All Students	
	White	
	Hispanic	
	African-American	
	American Indian	
	Asian	
	Pacific Islander	
	Two or More Races	
	Economically Disadvantaged Students	
	Students with Disabilities	
	English Language Learners	

Example Subgroup Reporting Format for Middle Schools

ESSA-Required Indicators	Florida Components	Points
Middle Schools		**Performance Percentage**
Academic Achievement	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	80 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	

Academic Progress	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	
	Social Studies (for the 2022-23 School Year)	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	

School Quality or Student Success	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	120 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	
Progress in Achieving English Language Proficiency	All English Language Learners	100 points
Percent Tested	All Students	
	White	
	Hispanic	
	African-American	
	American Indian	
	Asian	
	Pacific Islander	
	Two or More Races	
	Economically Disadvantaged Students	

	Students with Disabilities	
	English Language Learners	

Example Subgroup Reporting Format for High Schools

ESSA-Required Indicators	Florida Components	Points
High Schools		**Performance Percentage**
Academic Achievement – including student growth	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	
Graduation Rate	4-year graduation rate (ACGR)	80 points
School Quality or Student Success	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	
	College and Career Acceleration	120 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	
Progress in Achieving English Language Proficiency	All English Language Learners	100 points
Percent Tested	All Students	
	White	
	Hispanic	
	African-American	
	American Indian	
	Asian	
	Pacific Islander	
	Two or More Races	
	Economically Disadvantaged Students	
	Students with Disabilities	
	English Language Learners3	