Every Student Succeeds Act (ESSA)

Accountability, Assessment and School Improvement

- What is your level of understanding of the upcoming ESSA requirements for your school?

  - 1= I have little to no knowledge (I don't the ESSA requirements or my sub-group data, and I'm unsure of our next steps.)
  - 2= I have basic knowledge (I understand some of the requirements and have looked at my data but don't know if we're on the right track regarding next steps.)
  - 3= I mostly understand (I generally understand the changes and my data but I have a few remaining questions before we move forward.)
  - 4= I fully understand (I am aware of all the requirements, understand our data, and know what my school/district needs to do to improve!)

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New ESSA Accountability Provisions

- Inclusion of English Language Learner (ELL) proficiency as a separate accountability indicator

- Additional focus on reporting of subgroup performance

- Additional federal school improvement designations and support

- Revamped public report cards of state, district and school data

ESSA State Plan Template Sections

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

Florida's ESSA State Plan

- Drafted with public input, including workgroup of superintendents

- Approved September 26, 2018

- Preserves the focus on increased student achievement

- <u>No changes</u> to Florida's state accountability systems
  - School Grades
  - Differentiated Accountability

- Adds a Federal calculation to satisfy ESSA requirements
  - New Federal Percent of Points Index (Federal Index)- overall and by subgroup for all schools, graded and ungraded

Accountability

New Federal Index

- Calculation includes all school grades components plus English Language Proficiency (ELP) progress
  - English Language Proficiency progress – the percent of ELLs who make progress on the state's assessment of proficiency in the English language (i.e., learning gains on ACCESS for ELLs or Alternate ACCESS for ELLs)

- Calculated for <u>all</u> schools including ungraded, Exceptional Student Education centers, alternative schools, Department of Juvenile Justice facilities, and feeder schools

- Calculated overall and by subgroup

Federal Index
Calculated for 10 Subgroups

- Economically disadvantaged students

- Major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races)

- Students with disabilities

- English Language Learners (ELLs)

Federal Index

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

State, District, and School Report Cards

- A new interactive report card will provide the federally required components for the state, district, and school report cards

- It will include the information that is now accessed through SPARS in a more accessible format for parents and the general public

- Includes the following:
  - School grade and school grade components, and Federal Index
    - Components disaggregated by subgroup
    - State, District, School level
  - English Language Proficiency Progress
    - State, District, School level
  - Whether the school was identified for support

EduData Portal and Report Cards

https://edudata.fldoe.org/index.html

EDUDATA PORTAL   STRATEGIC PLAN ▾   CLOSING THE GAP ▾   ADVANCED REPORTS   QUICK START GUIDE   PROVIDE FEEDBA

EduData

Beta Test Site - Provide Feedback | Subscribe for News and Updates

Florida's Education Information Portal

The goal of Florida's EduData Portal is to increase the advancement of Florida students and schools by providing access to information that will facilitate important decisions about education in Florida. The links below provide access to **Florida report cards, advanced** and **standard reports** in a variety of formats including graphs, tables, maps, custom reports, and spreadsheets based on your interests in education-related data.

The Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA), requires every state and district to publish report cards that show how the state, district, and schools are doing with regard to student achievement and success. Secretary DeVos' Parent Guide to State and Local Report Cards is published as a resource to help parents and other stakeholders fully utilize the information provided in the report cards linked below. The Florida Report Cards Quick Start User Guide is designed to help parents and the public to navigate key components of Florida Report Cards.

Standard reports are grouped by subject below. These reports are the most frequently requested files/reports and can be downloaded in an Excel file.

Help us improve your experience by completing the Florida Report Card Feedback Survey.

It is recommended that you download the latest version of a supported browser for the best report card experience. Fully supported browsers include Chrome, Firefox, and Internet Explorer.

Florida Report Cards & Advanced Reports

Florida Report Card (Under Construction)

School Report Cards

District Report Cards

Advanced Reports

Standard Reports

PK-12 Schools ⌄

PK-12 Students ⌄

PK-12 Staff ⌄

District Career & Adult Education ⌄

Florida College System ⌄

Florida Education & Training Placement Information (FETPIP) ⌄

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School Report Card

G Select Language ▼

EDUDATA PORTAL   STRATEGIC PLAN   CLOSING THE GAP   ADVANCED INTERACTIVE REPORTS   USEFUL LINKS ▼   CONTACT US

2017-18 School Report Card

Search by District:
Select a District

Search by School:
Select a School

View Report Card

YOUR HIGH SCHOOL

Title 1: ☑   **Exceptional Student Education Center:** ☐   **Charter:** ☐   **Alternative Education:** ☐

Grades Served: 9 10 11 12

District: Your District
Type: High School
Principal: John Smith
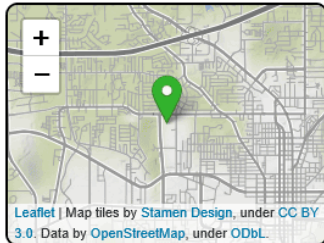
Contact Info:
1000 ABC Circle
Your City, Fl 32000-0000
(850) 111-1111

Leaflet | Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under ODbL.

For information about Florida's Consolidated State Plan see Every Student Succeeds Acts (ESSA).

School Performance

School Grade

C

Graduation Rate: 84%

Identified for Support: Yes   **Details**

View Components

For more information see the School Grades Overview and the Guide to Calculating School and District Grades.

Profile

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Support and School Grade Breakdowns

Support Breakdown

Overall Federal Index

Overall Federal Index, 48%

Low Overall Federal Index = 40% or Less

> A school is identified for **Comprehensive Support & Improvement (CS&I)** if it earns a D or F school grade, has an overall federal index of 40 percent or less, or has a graduation rate of 67 percent or lower.
>
> A school that is not identified for CS&I, but has an underperforming subgroup (any subgroup with a federal index at or below 40 percent), is identified for **Targeted Support & Improvement (TS&I).**
>
> The Florida Department of Education will work with school districts to provide additional assistance to increase student outcomes in CS&I and TS&I schools.

D or F School: ☐	Low Overall Federal Index: ☐	Low Graduation Rate: ☐

Underperforming Subgroup(s):	☑	Subgroup Federal Index
White	☐	61%
Black/African American	☐	44%
Hispanic	☐	46%
Asian	☐	*%
American Indian/Alaskan Native	☐	*%
Native Hawaiian/Other Pacific Islander	☐	*%
Multiracial	☐	41%
English Language Learners	☑	27%
Students with Disabilities	☑	32%
Economically Disadvantaged	☐	45%

School Grade Breakdown

Total School Grade Percent of Points

Percent of Points for all Components, 47%

A = 62% or greater,   **B** = 54% to 61%,   **C** = 41% to 53%,   **D** = 32% to 40%,   **F** = 31% or less

Components of School Grade by Subgroup

> **Instructions:** Use the Subgroup selector and View Subgroup button to display the percent of points earned for each component by the selected subgroup.
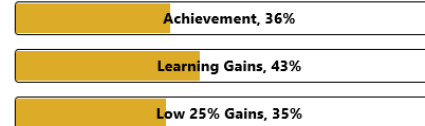>
> **Data Masking:** Data are suppressed when the number of students in the selected subgroup is less than 10 and is noted by "Not Enough Data".
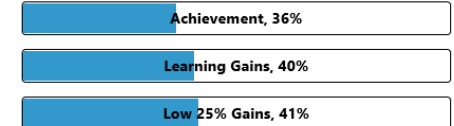
Select Subgroup:

[Total Students ▼]   [**View Subgroup**]

English Language Arts
- Achievement, 36%
- Learning Gains, 43%
- Low 25% Gains, 35%

Math
- Achievement, 36%
- Learning Gains, 40%
- Low 25% Gains, 41%

Social Studies
- Achievement, 60%

Science
- Achievement, 44%

Acceleration
- College & Career, 54%

Graduation Rate
- Graduation Rate, 84%

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Components of School Grade by Subgroup

Total Students
Race/Ethnicity
Students with Disabilities
English Language Learners
Economically Disadvantaged
Gender
Migrant
Homeless
Foster
Military Family Student

View Subgroup

Mathematics

Learning Gains, 45%

Low 25% Gains, 39%

Achievement, 33%

Learning Gains, 48%

Low 25% Gains, 56%

Social Studies

Achievement, 66%

Science

Achievement, 55%

Acceleration

College & Career, 42%

Graduation Rate

Graduation Rate, 81%

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Additional Report Card Sections

English Language Learners – ELA Progress

Assessments - English Language Learners
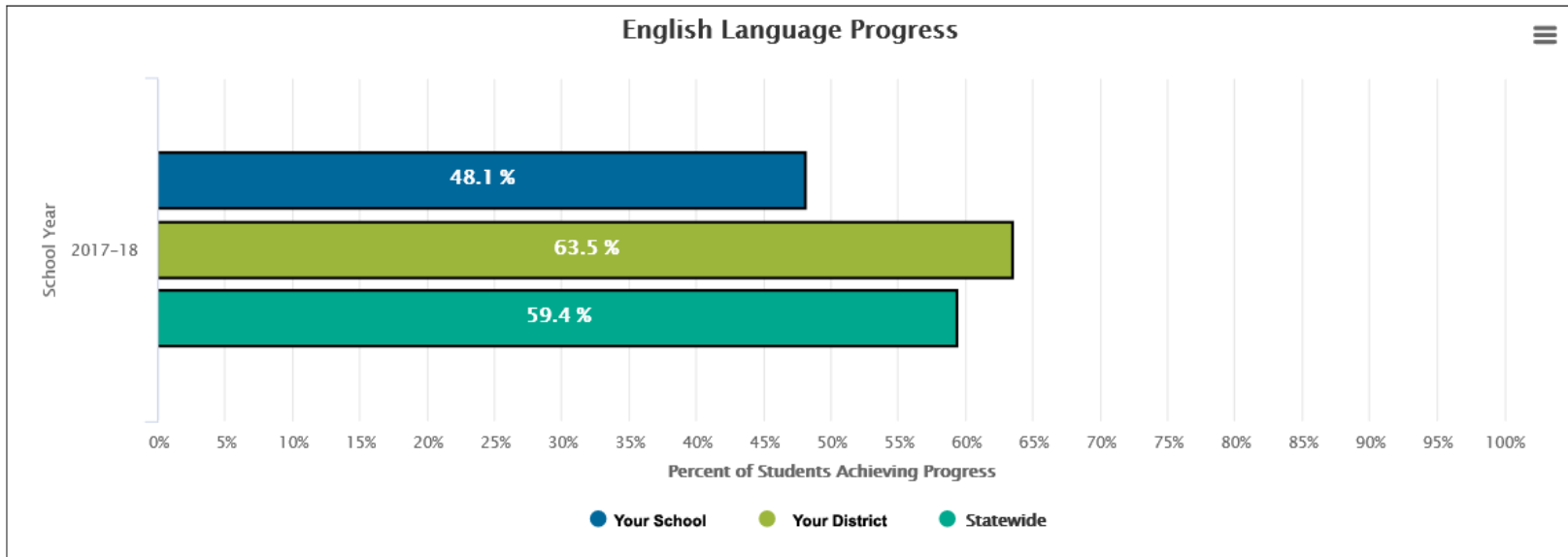
Planned Release for Summer 2019

Remaining Required Report Card Items
- State Report Card
- Educator Qualifications and Equity Report
- Per-Pupil Expenditures Report

Enhancements
- School comparison tool
- Map navigation
- Mobile optimization/compatibility
- Report overview sections with print capability
- Additional enhancements identified through feedback

Assessment

Percent Tested

- Schools testing less than 95% of their students, overall or by subgroup, will have to review their testing practices and submit a plan for change to achieve 95% tested

- Schools testing less than 95% will have the achievement denominators for ELA and Math increased to 95% for the Federal Index calculation (different than school grade logic)

Alternate Assessment and the 1% Cap

- Memo sent to districts July 2017 explained that the 1% cap is at the State level and appropriate participation in the alternate assessment would be monitored

- Florida is currently at 1.4% in ELA, 1.5% in Math and 1.5% in Science

- The majority of districts are above 1%

FSAA Participation Determination

- How a student will participate in the statewide assessment program is an IEP team decision

- Annual parental consent for alternate standards and assessment are required

- IEP Teams are encouraged to use the *Assessment Planning Resource Guide for IEP Teams,* to help in the decision-making process

- Student standards, courses and assessments must align

English Language Learners (ELLs)

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

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ESSA School Identification

WEBSITE: www.fldoe.org/academics/essa

Summary of the 2017-18 Baseline Data

- A total of 553 schools are identified for Comprehensive Support and Improvement (CS&I)
    - This includes Florida's D&F schools (230 schools)
    - The rigor of Florida's current School Grades system is evidenced by the reality that 51 D schools identified here would be unidentified if we solely relied on the Federal Index
    - Over half of the 553 schools (299) are ungraded schools, providing an opportunity to engage stakeholders for these alternative, ESE, and DJJ schools

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Statewide View of 2017-18 ESSA Baseline Data – CS&I

- ## 553 CS&I schools

  - D or F schools with Federal Index below 41%   **179**
  - C schools with Federal Index below 41%   **5**
  - D schools with Federal Index above 40%   **51**
  - Graded schools with grad rate of 67% or lower   **13**
  - Ungraded schools with grad rate of 67% or lower   **4**
  - Feeder schools with Federal Index below 41%   **6**
  - Ungraded schools with Federal Index below 41%   **295**

Summary of the 2017-18 Baseline Data

- A total of 1,952 higher-performing schools are identified for Targeted Support & Improvement (TS&I) to address pockets of performance problems with specific student subgroups
  - This stresses the need to be innovative in even our high-performing schools to address the outcomes of all students, particularly students with special needs
  - Over half (55%) of the schools identified for TS&I have only one subgroup identified, and the vast majority (96%) have three or fewer subgroups identified

1,952 schools with ESSA identified subgroups
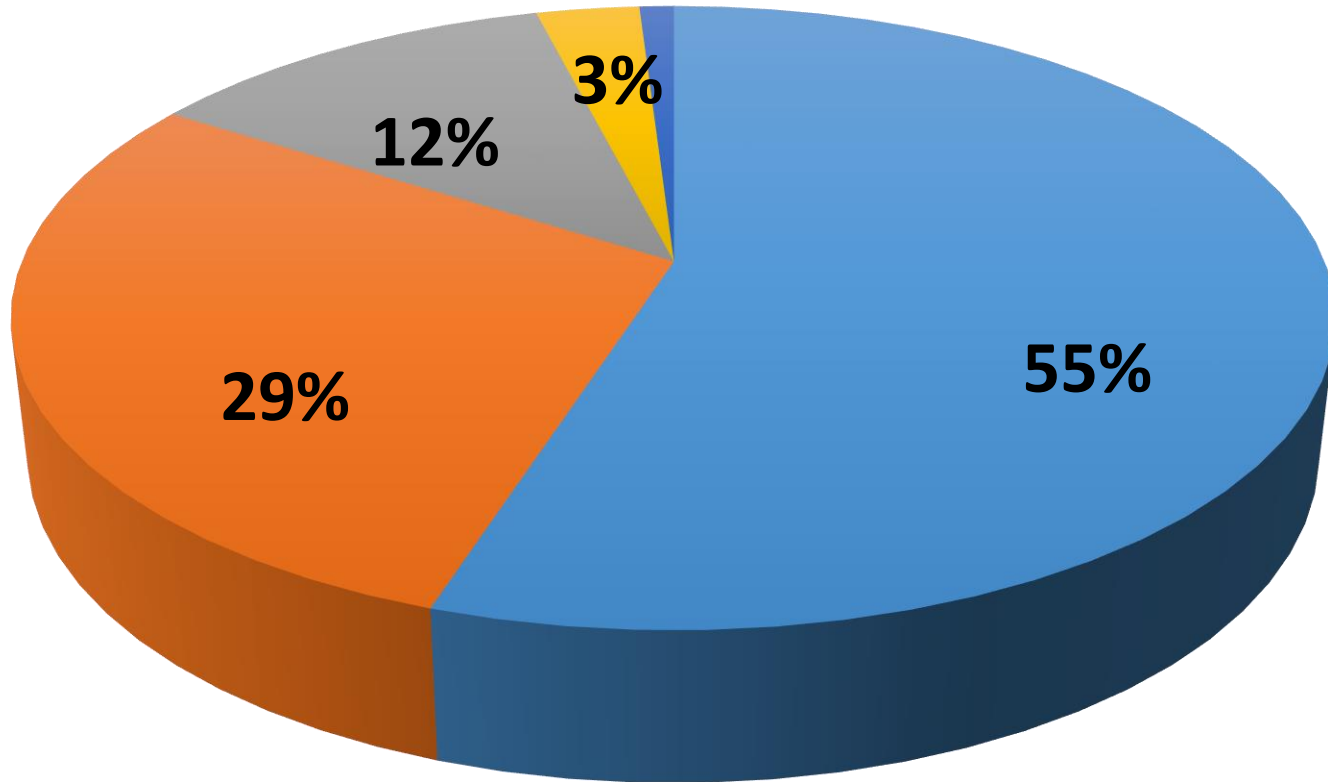
(1) 1069 schools

(2) 565 schools

(3) 235 schools

(4) 61 schools

(5) 20 schools

(6) 2 schools

Of the 1,952 Schools Identified for TS&I - Which Subgroup Missed the Target of 41%

Subgroup	# of Schools	% of Schools
White	33	2%
Black/African American	639	33%
Hispanic	87	4%
Asian	3	0%
Native American	11	1%
Multiracial	101	5%
Pacific Islander	1	0%
Students with Disabilities	1,789	92%
Economically Disadvantaged	79	4%
English Language Learners	517	26%

Statewide View of 2018-19 ESSA Baseline Data – TS&I
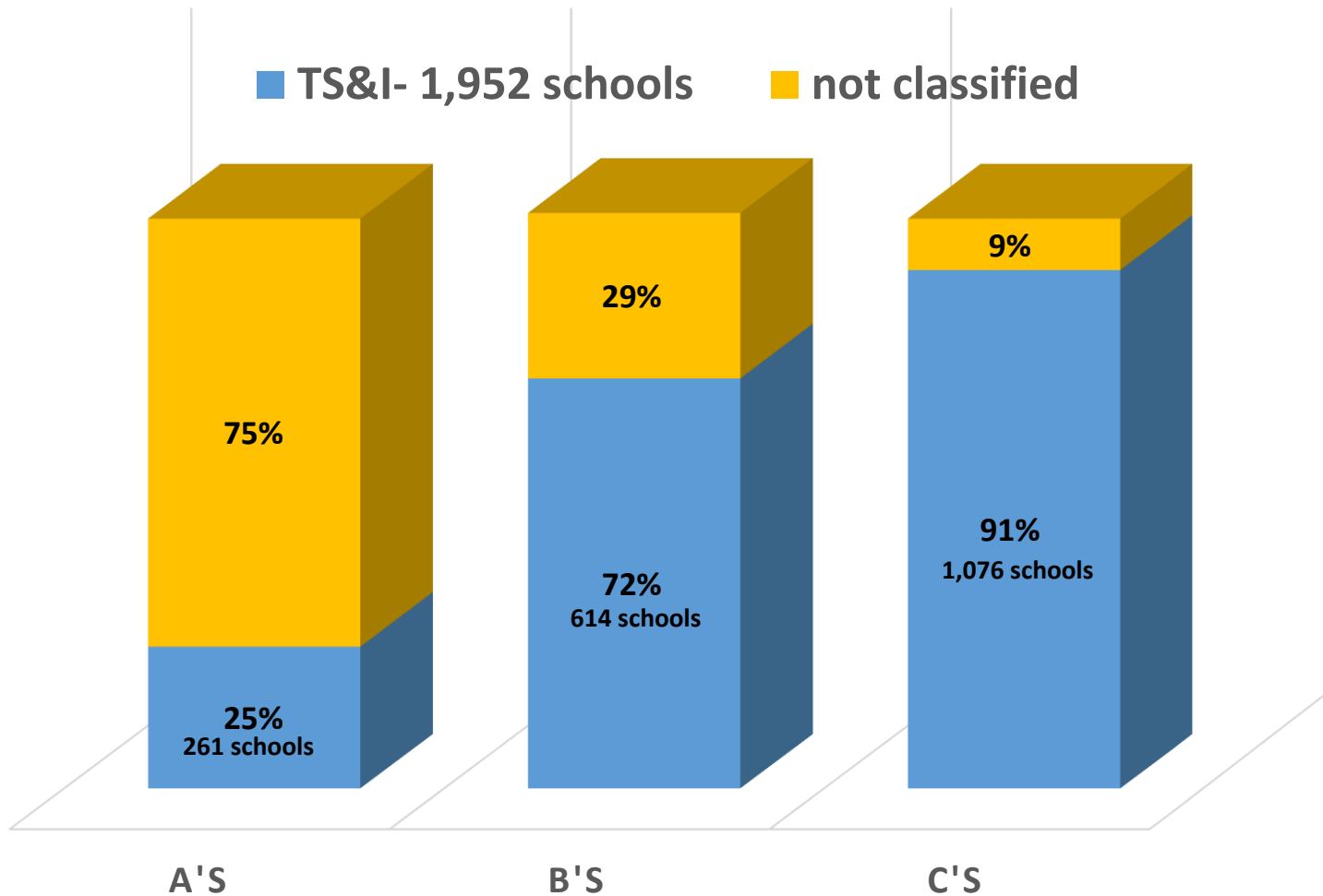
Support for School Improvement

No Changes for "D" and "F" Schools

- No changes whether traditional or charter

- No changes to Differentiated Accountability

- No changes to turnaround planning process

School Improvement Categories
Will be identified on new report cards

Federal Comprehensive Support and Improvement (CS&I) for DA Schools/Current State CS&I and TS&I

Current grade "D"	Differentiated Accountability (DA) Support
Current grade "F"	DA Support
Not "D" or "F" but graduation rate 67% or lower	DA Support

NEW Federal Comprehensive Support and Improvement (CS&I) Based on 2017-18 performance

Not "D" or "F" but overall Federal Index of 40% or lower	Tiered Support
A TS&I school with a subgroup Federal Index of 40% or lower for 6 years*	Tiered Support

NEW Federal Targeted Support and Improvement (TS&I) Based on 2017-18 performance

Any subgroup performance on Federal Index of 40% or lower in the current year *moves to CS&I after 6 years	Tiered Support
Any subgroup performance on Federal Index of 31% or lower for 3 consecutive years	Tiered Support

Federal ESSA Category: Targeted Support and Improvement (TS&I)

	State Support Provided	Required District Action	Performance based on	Timeline for Support
1. NEW Annually, any **SUBGROUP** with a Federal Index of 40% or lower *After 6 years, same SUBGROUP, school moves to CS&I*	Tiered Support- by subgroup(s)	School Improvement Plan targeting subgroup(s) as Area of Focus	*2018-19	**2019-20**
2. NEW After 3 years, same **SUBGROUP** with a Federal Index of 31% or lower	Tiered Support- by subgroup(s)	School Improvement Plan targeting subgroup(s) as Area of Focus	2017-18 through 2019-20	2020-21

*2017-18 ESSA Report Card is baseline data

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ESSA Category: Comprehensive Support and Improvement (CS&I)

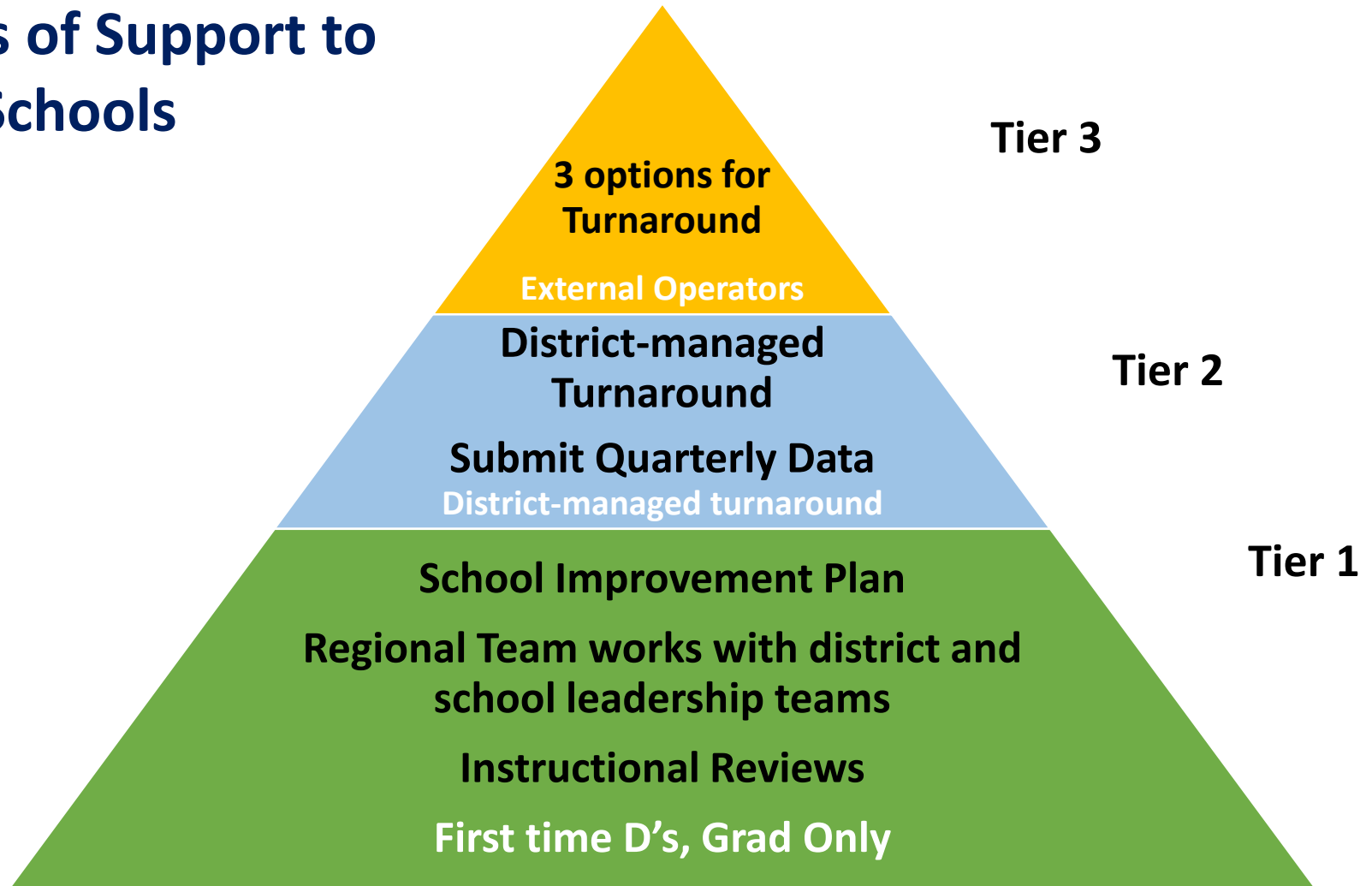|	State Support Provided	Required District Action	Performance based on	Timeline for Support
1. NEW Annually, **OVERALL SCHOOL** Federal Index of 40% or lower • All school grade components + ELP progress	Tiered Support	School Improvement Plan	*2018-19	**2019-20**
2. NEW After 6 years, a TS&I school with the same **SUBGROUP** with a Federal Index of 40% or lower moves to CS&I	Tiered Support- by subgroup(s)	School Improvement Plan targeting subgroup(s) as Area of Focus	2017-18 through 2022-23	2023-24
3. Current State DA Grade of "D" or "F" for graded schools with graduation rates of 67% or lower	DA Regional Teams	School Improvement Plan DA Rule	2017-18	2018-19

2017-18 ESSA Report Card is baseline data

Tiers of Support to DA Schools

Florida Department of Education — fldoe.org

Tier 3

3 options for Turnaround

External Operators

Tier 2

District-managed Turnaround

Submit Quarterly Data

District-managed turnaround

Tier 1

School Improvement Plan

Regional Team works with district and school leadership teams

Instructional Reviews

First time D's, Grad Only

Tiering requirements escalate

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

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Tiered Support for Schools not in DA
Identification Based on Federal Index

NEW Federal law requires all identified schools to do a school improvement plan (beginning in 2019-20)

CS&I
Tier 3
Intensive Supports

➤ Annual OVERALL school FPPI (40% or lower) 2019-20
➤ 6 years of same low subgroup (40% or lower) 2023-24

TS&I
Tier 2
Supplemental Supports

➤ 3 years of same low subgroup (31% or lower) 2020-21

TS&I
Tier 1
Universal Supports

➤ Annual low subgroup (40% or lower) 2019-20
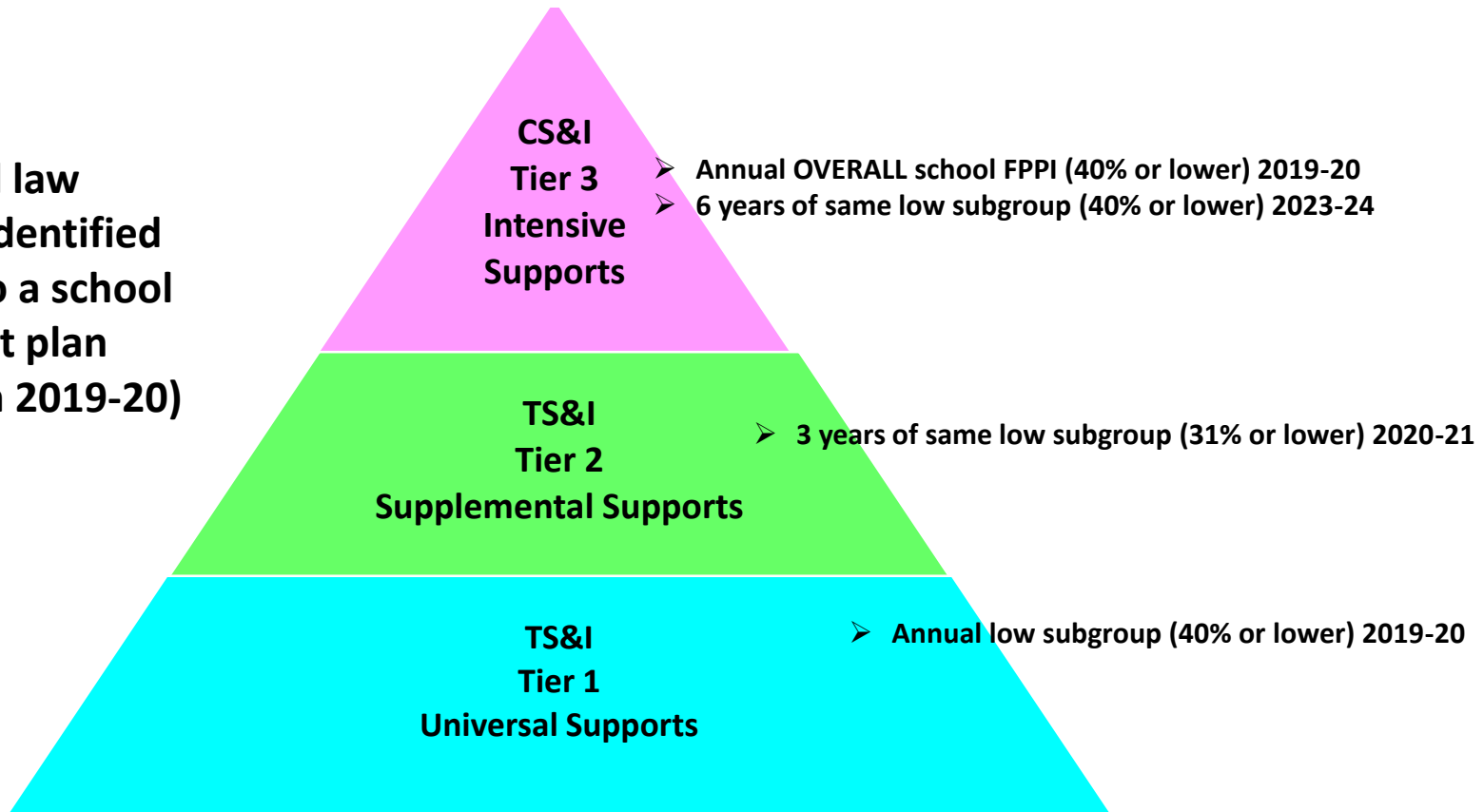
Tiering requirements escalate

School Improvement Plans (SIP) in Florida Statutes

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

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

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School Improvement Plans in ESSA
For Non-Charters

- SIP required for all CS&I and TS&I schools

- CS&I SIP approved by the school, district, and state

- TS&I SIP approved by the district

- Starts in 2019-20 based on 2018-19 performance that will be released in summer 2019

School Improvement Plan Resources

- www.floridacims.org

- School Leadership Companion Guide

- Webinar

- Regional teams will facilitate district trainings

- Working on exemplar SIP for schools with underperforming subgroups of SWD or ELL

Tiered Support for Schools Not in DA

Tiered Support for CS&I and TS&I

- State support will be prioritized based on these factors:
  - Number of underperforming subgroups
  - Title I status
  - Years in TS&I

Universal Supports (Tier 1, TS&I)

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

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

NEW in 2019-20: **Districts** will approve School Improvement Plans (SIPs) identifying the sub-group(s) and outline specific goals and interventions.

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Supplemental Supports (Tier 2, TS&I)

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

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

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

Intensive Supports (Tier 3, CS&I)

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

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

NEW in 2019-20: **Districts** and the **Department** will approve School Improvement Plans (SIPs) identifying the sub-group(s) and or school achievement gap and outline specific goals and interventions.

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Show me the MONEY

How do we fund ESSA and School Improvement initiatives?

Priority ESSA funds- UniSIG

Other School Improvement funds- TSSSA and HE and E teacher allocation

UniSIG: Unified School Improvement Grant

- Eligibility is based on most recent school grades and graduation rate:

  - Graded Title I schools identified for **comprehensive** support and improvement that demonstrate the highest needs are eligible

  - Title I high schools or non-Title I high schools that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of grade achieved.

- Amount determined by PPA (per-pupil allocation) formula

TSSSA: Turnaround School Supplemental Services Allocation

- Must meet **one of the three** criteria for eligibility:

  - 1. A school that is implementing a district-managed turnaround plan.

  - 2. A school that has earned at least three consecutive grades below a "C."

  - 3. A school that has improved to a "C" or higher and is no longer in turnaround status within the last two years.

Guidance for the Breakout Session 5 by Size-Alike District Groups

1. **Have your ESSA data available** (links emailed yesterday and available in LiveBinder)
   - Federal Index School Search- manipulative one-page ESSA summary (need to download to use)
   - ESSA List 2017-18 Baseline data- all districts and schools

2. **Look on your badge to determine where to go**
   - The letter tells you which room to go to
   - The number tells you which table to join

   The exception is the attendees from the VL districts will remain in this ballroom

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