

# **Florida Department of Education**



## **Every Student Succeeds Act (ESSA) State Plan**

**Submitted to United States Department of Education**

**September 20, 2017**



## Cover Page

<b>Contact Information and Signatures</b>	
<b>SEA Contact</b> (Name and Position): Pam Stewart, Commissioner	Telephone: 850-245-9663
Mailing Address: 325 West Gaines Street, Suite 1514 Tallahassee, FL 32399	Email Address: Commissioner@fldoe.org
<p>By signing this document, I assure that:</p> <p>To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p> <p>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.</p> <p>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b> Pam Stewart	Telephone: 850-245-9663
<b>Signature of Authorized SEA Representative</b> 	Date: 9/19/17
<b>Governor (Printed Name)</b> Rick Scott	Date SEA provided plan to the Governor under ESEA section 8540: August 17, 2017
<b>Signature of Governor</b> 	Date: 9/19/17

## 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 21<sup>st</sup> 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 grade 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. 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, assessments show that Florida's low-income fourth-grade students are 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, students with disabilities have increased their performance on Grade 4 National Assessment of Educational Progress (NAEP) in Reading by 16 percentage points since 2002.

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 recently ranked first in the nation 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 will 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 third and tenth, 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 third year of the administration of FSA (2017), 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. 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.

