

**ESEA FLEXIBILITY  
Amendment Submission Template**

Dear Assistant Secretary:

I am writing on behalf of the Florida Department of Education (FLDOE) to request approval to amend the State’s approved ESEA flexibility request. The relevant information, outlined in the *ESEA Flexibility Amendment Submission Process* document, is provided in the table below.

<b>Flexibility Element(s) Affected by the Amendment</b>	<b>Brief Description of Element as Originally Approved</b>	<b>Brief Description of Requested Amendment</b>	<b>Rationale</b>	<b>Process for Consulting with Stakeholders, Summary of Comments, and Changes Made as a Result</b>
Principle 1, 1B Transition to College and Career Ready Standards (update on p. 21)	Common Core State Standards Adopted by Florida in 2010	Florida’s adoption of strengthened Florida State Standards in February 2014.	At the direction of Governor Rick Scott, Florida conducted a public review of the English language arts and mathematics standards to provide the public the opportunity to provide comment on ways to strengthen the standards. The Commissioner conducted a series of public hearings and opened a public web-based resource to garner additional and large-scale public input on the state’s education standards and their direction. This update serves to focus on Florida’s continuing movement toward more rigorous academic standards to increase student achievement and growth.	Florida’s adoption of revised standards in 2014 followed highly publicized public workshops around the state in addition to other outreach processes described further in amended sections of this document. All comments were compiled and reviewed by a group of education content experts, including postsecondary experts, resulting in the implementation of 99 changes to the existing standards. The strengthened standards were adopted by the Florida State Board of Education in February 2014. The amended flexibility application with redlined changes was posted for external stakeholder comment.
Principle 1, IB Standards for English Language Learners (update on p. 23)	Plan to develop English language proficiency (ELP) standards for the Common Core State Standards	Florida’s Adoption of World Class Instructional Design and Assessment (WIDA) ELP Standards and ELP	The timeline for development of the English Language Proficiency Assessment for the 21 <sup>st</sup> Century (ELPA21), which Florida had previously planned to implement, has been delayed sufficiently for	From February through March 2014, Florida placed both the WIDA and ELPA21 standards online for public review and feedback. Based on results of the review and immediate availability of the WIDA ELP assessment, FLDOE will

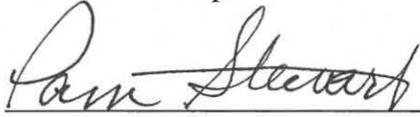
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		assessment.	<p>Florida to seek other options.</p> <p>See p. 24 of Florida’s revised ESEA flexibility application for more details on the timeline(s).</p>	<p>recommend that the State Board adopt the WIDA standards for 2014-15 followed by implementation of the WIDA ELP assessment for 2015-16. The amended flexibility application with redlined changes was posted for external stakeholder comment.</p>
Principle 1- 1C Develop and Administer Annual Statewide, Aligned, High-Quality Assessments that Measure Student Growth (update on p. 45)	In its original application, Florida indicated it would participate in one of the two state consortia that received a grant under the RTTT assessment competition (Option A).	Florida will not participate in either one of the two state consortia that received a grant under RTTT competition to develop assessments but will work with AIR to develop state assessments to measure Florida’s new standards.	Florida’s state leadership has determined that PARCC assessments do not meet the needs of Florida’s students in cost effectiveness, length of testing time, and in prescriptive computer-based testing requirements. The SEA was directed to procure a new assessment according to guidelines described in more detail on pp. 45-46 of Florida’s revised ESEA flexibility application.	Based on input received from the Governor’s accountability summit the Governor developed several criteria that Florida’s high quality statewide standardized assessment in English language arts and mathematics must meet. The department issued an ITN to solicit proposals from entities wishing to provide these assessments to Florida. The Commissioner has signed a contract with AIR to provide statewide standardized assessments in 2014-15. The amended flexibility application with redlined changes was posted for external stakeholder comment.
Principle 2A: Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (continued)	Under Principle 2B, a section in the original ESEA flex application included information on “Upcoming Changes to School Grades” (see p. 55 of the application).	The section on upcoming changes to school grades has been updated to cover scheduled changes for 2013-14 to implement updates required by the 2013 Florida Legislature (amending s. 1008.34, F.S.), scheduled changes	Changes to Florida’s school grading system are intended to increase the accountability system’s focus on student performance and gains in areas needed for success in college and careers, while also increasing both rigor and transparency in grading processes. Previously, cell-size requirements were addressed in rule but not specifically in statute.	<p>The department sought stakeholder input from several venues:</p> <ul style="list-style-type: none"> <li>• Governors Accountability Summit (summer 2013) under the direction of Governor Rick Scott; a forum on Florida’s standards, assessments, and accountability systems.</li> <li>• Public workshops on Florida’s content standards</li> <li>• Input from Florida’s</li> </ul>

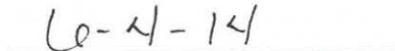
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(updates on pp. 53-57)		<p>from the 2013 rule revisions (6A-1.09981, FAC), as well as expected 2014 legislative changes to the 2014-15 school grades system. These changes include a revision of the minimum cell-size requirement to 10, revision of the participation rate formula to comply with ESEA requirements, addition of the U.S. History component, and streamlining of the school grades system to increase focus on assessment-based core measures and increase transparency. See the model on p. 54 of the application. The expected legislative changes for 2014-15 include a revision of the inclusion criteria for ELL students in the achievement measures (but not</p>	<p>The statutory revision of the cell-size requirement to 10 (from 30 in rule) will increase the number of schools that receive a grade (reduce the number of non-graded schools). The addition of U.S. History (and later, in 2014-15, Civics at the middle school level) will bring a social studies component into the range of subjects included. The revision of the participation rate formula to apply to all students enrolled at the time of testing (previously limited to full-academic-year enrolled students) will also expand inclusion of students in this measure and will more completely align the school grading system with federal reporting requirements.</p> <p>With strong input from stakeholder/advocates of English language learners in the state, the Florida Legislature passed a bill that will modify the inclusion requirements for ELLs in the achievement components of school grades. Beginning in 2014-15, ELLs with less than 2 years of instruction in school in the U.S. will be included in the learning</p>	<p>Superintendents</p> <ul style="list-style-type: none"> <li>• Input from Florida LULAC</li> <li>• Rule workshop input</li> <li>• Legislative committee hearings and the legislative process</li> </ul> <p>Stakeholders consistently asked for a more simplified, clear and transparent accountability system that focused on student outcomes. Stakeholders also asked that ELLs be included in achievement measures after 2 years in school in the US consistent with Florida’s previous policy. The amended flexibility application with redlined changes was posted for external stakeholder comment.</p>

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		affecting the gains measures) to align with the inclusion criteria applied in Florida’s original school grading model (through 2010-11). See p. 56 of the application for more details.	gains calculation but will not have test scores included for the achievement measures in school grades. It is the state’s position that statewide assessment scores in math, ELA, science and social studies for ELLs in ESOL who have had less than 2 years of instruction – while useful for determining gains – should not be used as measures of current-year performance because these students have not yet acquired the skills in English that are needed to perform at a level on the state assessments that accurately reflects the effectiveness of instruction in these subject areas. There are other changes to the school grading process detailed in the revised waiver application document.	
Principle 2.D – Priority Schools (section added on p. 109)	List of Priority Schools that Florida submitted with its original ESEA flex application in 2012	Clarification that Florida maintains both the ESEA flex list of Priority Schools and a state list of priority schools that is updated annually when school grades are released.	Florida annually updates its State list of Priority Schools to ensure that newly failing schools receive support and interventions needed to improve. At the same time, current Priority Schools on the originally submitted ESEA list continue to receive support and interventions. See p. 109 of the application for additional information.	Clarification of existing process developed with input from districts. The amended flexibility application with redlined changes was posted for external stakeholder comment.

Attached to this letter is a redlined version of the pages from our approved ESEA flexibility request that would be impacted with strikeouts and additions to demonstrate how the request would change with approval of the proposed amendment[s]. Please contact Jane Fletcher at [xx@fldoe.org](mailto:xx@fldoe.org) or by phone at (850) 245-0699 if you have any questions regarding these proposed amendments.

The Florida Department of Education acknowledges that the U.S. Department of Education may request supplementary information to inform consideration of this request.

  
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*Chief State School Officer*

  
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*Date*